



NOVA PIONEER

SCHOOLS FOR INNOVATORS & LEADERS

At-Home Learning Pack Term 1 2020

Week of: March 23 to 27

Grade: 5

Recommended Schedule for



Monday 23 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Comprehension: Character analysis	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Times tables	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	Aina za Maneno: Vitenzi na Vielezi.	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science / Social Studies / CRE	CRE: John the Baptist	The story of John the Baptist
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Sonic moves - dance, dodge, jump,...	https://www.youtube.com/watch?v=aZru-M3TUll
1:45 - 2:30	Exploration	SEL Moment: How Is My Body Feeling?	N/A







Recommended Schedule for



Tuesday 24 March







Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Synonyms Game	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Rounding off numbers	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	Msamiati: Hospitalini	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science / Social Studies / CRE	CRE: Moses and God	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Keep it moving -game	N/A
1:45 - 2:30	Exploration	SEL Moment: Counting Breaths	N/A

Recommended Schedule for
 **Wednesday 25 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	 English & Writer's Workshop	Comprehension: Character Analysis	N/A
9:00 - 9:15	Break		
9:15 - 10:15	 Mathematics	Place value to 6 digits	N/A
10:15 - 10:30	Break		
10:30 - 11:15	 Kiswahili	Kusikiliza na Kuzungumza: Hadithi	N/A
11:15 - 11:30	Break		
11:30 - 12:15	 Science / Social Studies / CRE	Science: Food and Nutrition	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	 Movement	Yoga poses -fidget spinner	N/A
1:45 - 2:30	 Exploration	SEL Moment: Using Mantras	N/A







Recommended Schedule for

 **Thursday 26 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	 English & Writer's Workshop	Write a story about a superhero	N/A
9:00 - 9:15	Break		
9:15 - 10:15	 Mathematics	Roman numerals to 50	N/A
10:15 - 10:30	Break		
10:30 - 11:15	 Kiswahili	Kusoma: Kusoma kifungu cha hadithi na kujibu maswali.	N/A
11:15 - 11:30	Break		
11:30 - 12:15	 Science / Social Studies / CRE	Science: Food and Nutrition	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	 Movement	Hitting a target -ball skills	N/A
1:45 - 2:30	 Exploration	SEL Moment: What are my Strengths? (Culture Principles)	N/A

Recommended Schedule for

 **Friday 27 March**

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	 English & Writer's Workshop	Antonyms game	N/A
9:00 - 9:15	Break		
9:15 - 10:15	 Mathematics	Solving puzzles	N/A
10:15 - 10:30	Break		
10:30 - 11:15	 Kiswahili	Kuandika Insha.	N/A
11:15 - 11:30	Break		
11:30 - 12:15	 Science / Social Studies / CRE	Social Studies: People and Population	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	 Movement	Play cricket	N/A
1:45 - 2:30	 Exploration	SEL Moment: Solving Problems (Culture Principles)	N/A

Literacy & Writer's Workshop Activities

Monday, 23 March

Time: 60 min

Learning Goal: Students will read a passage and analyse the characters.

Materials Required:

- Notebook
- Pen/ pencil

Instructions for Learning:

Read the passage below and answer the questions that follow.

pages do get torn. Bean doesn't really mind though, because he can't believe what he finds on the last page of the new comic book.

The new comic book has a big announcement. There will be a contest to see who can come up with the best sidekick for H2O. The prize will be a full college scholarship. The new sidekick will be in every H2O comic book from that time on. Winning the contest becomes Bean's new goal in life.

Bean really wants to join the school Art Club. But it meets after school. Someone else would have to take care of Beech on those days, and that would cost money. Bean thinks his mom would pay for it, but then she would worry about the extra expense. He knows his mom worries about leaving him to watch Beech so often. And would a babysitter be patient enough to wait while Beech scooted up the stairs sitting down backwards? You can find out more about Bean and Beach, and a sidekick for H2O in *Beanboy*. You will probably enjoy the comic book drawings in the book as well.

Think about *what the characters did*, and what this shows *the character is like*.

what the character did	what the character is like
1. Bean runs all the way to Beech's bus stop. What does this show that Bean is like?	A. energetic B. dependable C. bossy
2. Beech doesn't like to walk up the stairs, so Bean always waits for him to go upstairs sitting down. What does this show that Beech is like?	A. brave B. curious C. stubborn
3. Bean's mom works, and also takes college classes. What does this show that Bean's mom is like?	A. determined B. honest C. calm
4. Beech can't wait to find out what happens in the new H2O story. What does this show that Beech is like?	A. helpful B. curious C. fair
5. Bean doesn't want to ask his mom if he can join the Art Club. What does this show that Bean is like?	A. shy B. understanding C. active
6. Bean worries that a babysitter wouldn't be patient with Beech. What does this show that Bean is like?	A. caring B. adventurous C. grouchy

~~~~~

7. What is one other character trait that could be used to describe what Bean is like? \_\_\_\_\_
8. What is one other character trait that could be used to describe what Beech is like? \_\_\_\_\_

## Tuesday, 24 March

**Time:** 60 minutes

**Materials Required:**

- Blank paper cut into square pieces/ index cards/ post-it notes
- Marker or pen
- Dictionary (can also use an online version)

**Learning Goal:**

Students will practice finding the synonyms for various words.

**Instructions for Learning:**

Synonyms Game

- Ask an adult to write the following words on blank pieces of paper: amazing, hungry, risky, brave, kind, injured, sleepy, cunning, large, happy, scary, delicious, sad, beautiful, difficult.
- Once done, the word 'BAM!' should be written on the remaining 5 pieces of paper.
- Fold up the pieces of paper, in a way that the words cannot be seen, and place them all in the container.
- 2-3 people can play this game.
- Players take turns drawing a piece of paper from the container.
- Players take a few seconds to read the word, and think of a synonym for the word they have picked.
- Players can use a dictionary to check each other's synonyms..
- If the player comes up with a correct synonym, for example one that can be found in the dictionary or one the other players all agree with, he/ she keeps the paper.
- If the player answers incorrectly, the paper is returned to the container.
- If the player draws the word 'BAM!', he/she must return all their papers to the container.
- Play continues until the adult calls time. Or, a time limit can be set and the winner is the person with the most papers when time is up.

Extension:

- Write a short paragraph of about 4-5 lines describing your first week learning from home. Once done, read over your writing and find interesting synonyms to replace some of the words you have used. For example a sentence like, 'My first week at home was fun and exciting,' could be replaced by 'My first week at home was *pleasurable* and *exhilarating*.'

**Wednesday, 25 March**

**Time:** 60 min

**Materials Required:**

- Notebook
- Pen/ pencil

**Learning Goal:** Students will read a passage and analyse the characters.

**Instructions for Learning:**

Read the passage below and answer the questions that follow:



## Character analysis

### Reading Comprehension Worksheet

#### Practice

~~~~~  
Character analysis is thinking about *what a character does* to understand *what kind of person they are*.

Character traits are words that describe the *kind of person someone is*.

Here a few examples of **character traits**:

active	calm	determined	grouchy	rude
adventurous	caring	energetic	helpful	shy
bossy	curious	fair	honest	stubborn
brave	dependable	funny	mean	understanding

~~~~~  
 Here is a description of a book that you might like to read. Think about *what each character does*, and what this tells you about *what kind of person they are*.

#### Introduction to *Hotel for Dogs*

*Hotel for Dogs* is a funny book written by Lois Duncan. It doesn't start out funny, though. Bruce and Andi's family has just moved to a new town. Bruce is in sixth grade, and Andi is in fourth. They are staying at their aunt's house until their parents find a new house. Bruce and Andi aren't very happy about this because their dog Bebe can't stay at Aunt Alice's house with them. Aunt Alice is allergic to dogs.

On the first day at Aunt Alice's house, their aunt introduces Bruce and Andi to Jerry, who lives next door. Jerry is Bruce's age, and he has a dog named Red Rover. Later that day, Bruce and Andi see Jerry and Red Rover again, in Jerry's front yard. Jerry is pushing Red Rover to try to make him pull a wagon. Bruce runs over to Jerry and tells him that Red Rover will not like him if he keeps treating him that way, but Jerry tells Bruce to mind his own business. Jerry shoves Andi out of the way and starts to leave. He calls Red Rover to come with him. But Red Rover just moves over closer to Bruce.

Bruce and Andi miss Bebe. When Andi walks home from school each day, she pretends that Bebe is walking along behind her. One rainy morning, Andi sees a cute little white dog sitting on Aunt Alice's porch to keep dry. She picks up the little dog and pets it. She wishes she could keep it. When she comes home from school that day and goes to her closet, there on the floor is the little white dog. And three tiny puppies! Andi doesn't know what to do. She knows the dog can't stay in Aunt Alice's house. She is afraid if she tells Bruce he will tell their parents, and then the dog and her puppies will have to go.

What finally happens is that when Andi tells Bruce, he helps her keep the secret. They find a house nearby with no one living in it and take the little dog and its puppies there. They make a nice bed for the dogs, and every day they take them food, and play with them. They are also careful to keep the house clean. Then Red Rover runs away from Jerry, and shows up at the house where Bruce and Andi are keeping the little white dog and her puppies. They let Red Rover stay there too. The house is becoming a regular dog hotel! Before long more dogs are added, and Bruce and Andi let two friends in on the secret. The two friends are a big help, but things just keep getting crazier and crazier. To find out more about all that, you'll have to read *Hotel for Dogs*.

Think about *what the characters did*, and what this shows *the character is like*.

| what the character did                                                                                                                     | what the character is like             |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| 1. Bruce and Andi saw Jerry hitting Red Rover with a stick. What does this show that Jerry is like?                                        | A. brave<br>B. mean<br>C. active       |
| 2. Bruce told Jerry he shouldn't hit Red Rover. What does this show that Bruce is like?                                                    | A. bossy<br>B. curious<br>C. brave     |
| 3. Jerry told Bruce to mind his own business, and shoved Andi out of the way. What does this show that Jerry is like?                      | A. rude<br>B. funny<br>C. calm         |
| 4. Andi was afraid that Bruce would tell their parents about the little white dog and its puppies. What does this show that Bruce is like? | A. brave<br>B. honest<br>C. shy        |
| 5. Andi told Bruce about the dog and its puppies, and Bruce kept the secret. What does this show that Bruce is like?                       | A. energetic<br>B. bossy<br>C. helpful |
| 6. Bruce and Andi took the dogs food every day, and played with them. What does this show that Bruce and Andi are like?                    | A. funny<br>B. calm<br>C. dependable   |

~~~~~

7. What is one other character trait that could be used to describe what Bruce is like? _____
8. What is one other character trait that could be used to describe what Andi is like? _____
9. What is one other character trait that could be used to describe what Jerry is like? _____

Thursday, 26 March

Time: 60 minutes

Learning Goal:

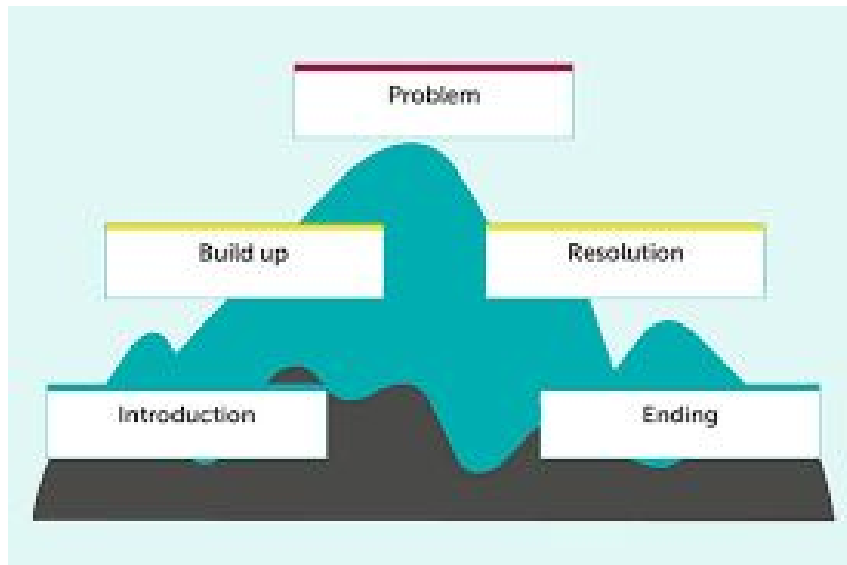
Students will write a character description.

Materials Required:

- Notebook
- Pen/ pencil

Instructions for Learning:

- Write a story about a superhero who saves the day!
 - What will your superhero look like?
 - What special powers will he or she have?
 - What character traits will your superhero possess?
- You can use a story mountain to help plot your story.
- Include a description of the main character - the superhero - in your introduction.



Friday, 27 March

Time: 60 minutes

Learning Goal:

Students will practice finding the antonyms for various words.

Materials Required:

- Blank paper cut into square pieces/ index cards/ post-it notes
- Marker or pen
- Dictionary (can also use an online version)

Instructions for Learning:

Play the game below to practice finding antonyms for various words:

Word Memory Match

- Write the following words on pieces of paper, index cards or post-notes: *Crooked, Straight, Plentiful, Scarce, Positive, Negative, Unique, Common, Destroy, Create, Powerful, Weak, Sad, Happy, Freeze, Heat, Full, Empty, Kind, Cruel, Villain, Hero.*
- Place the cards face-down on a table so that the words cannot be seen by players.
- This game can be played by 2 or more people.
- Each player takes a turn to flip over one piece of paper, and read the word. The player will then turn over a second piece of paper in an attempt to find the antonym for the word that has been picked.
- If he/ she is able to find a set of antonyms, then he/she keeps both cards. If not, the player will place both cards back on the table face down.
- The next player will also turn over two cards, looking for an antonym match. As the game progresses, players need to remember where various words are located on the table, in order to find matches.
- Play for a fixed amount of time.
- The player with the most matches found wins the game.

Extension:

- Choose 5 pairs of antonyms, and write sentences with them. Each sentence should contain two antonyms. For example: *Peaches are plentiful in summer, but scarce in winter.*

+Mathematics Activities

Monday, 23 March

Time: 45 minutes

Learning Goal:

Students will practise and revise their times tables to become proficient

Materials Required:

- Pack of cards or homemade number cards
- times tables worksheets

Instructions for Learning:

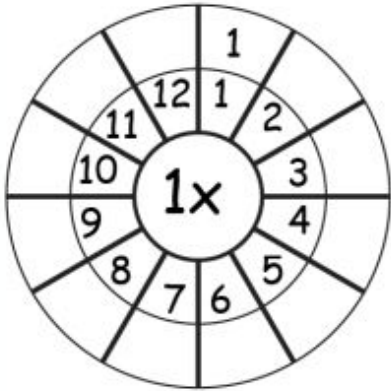
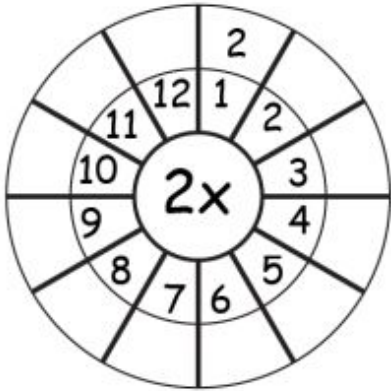
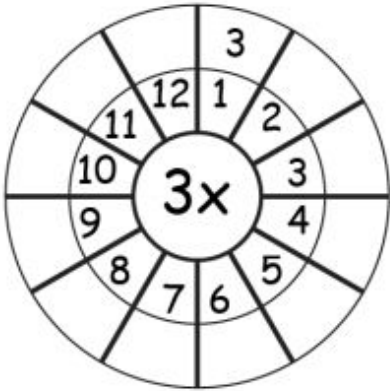
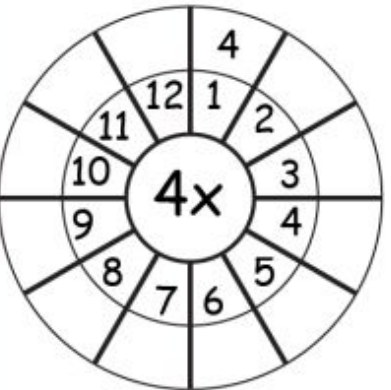
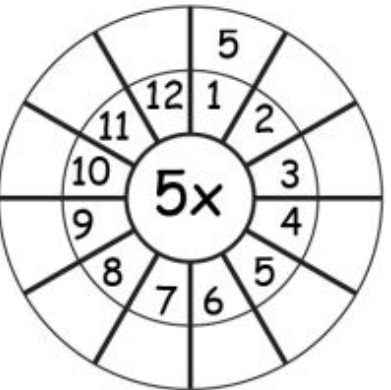
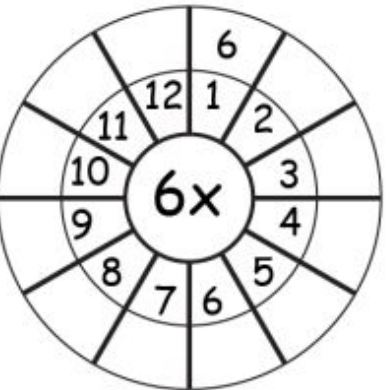
Instructions for Learning:

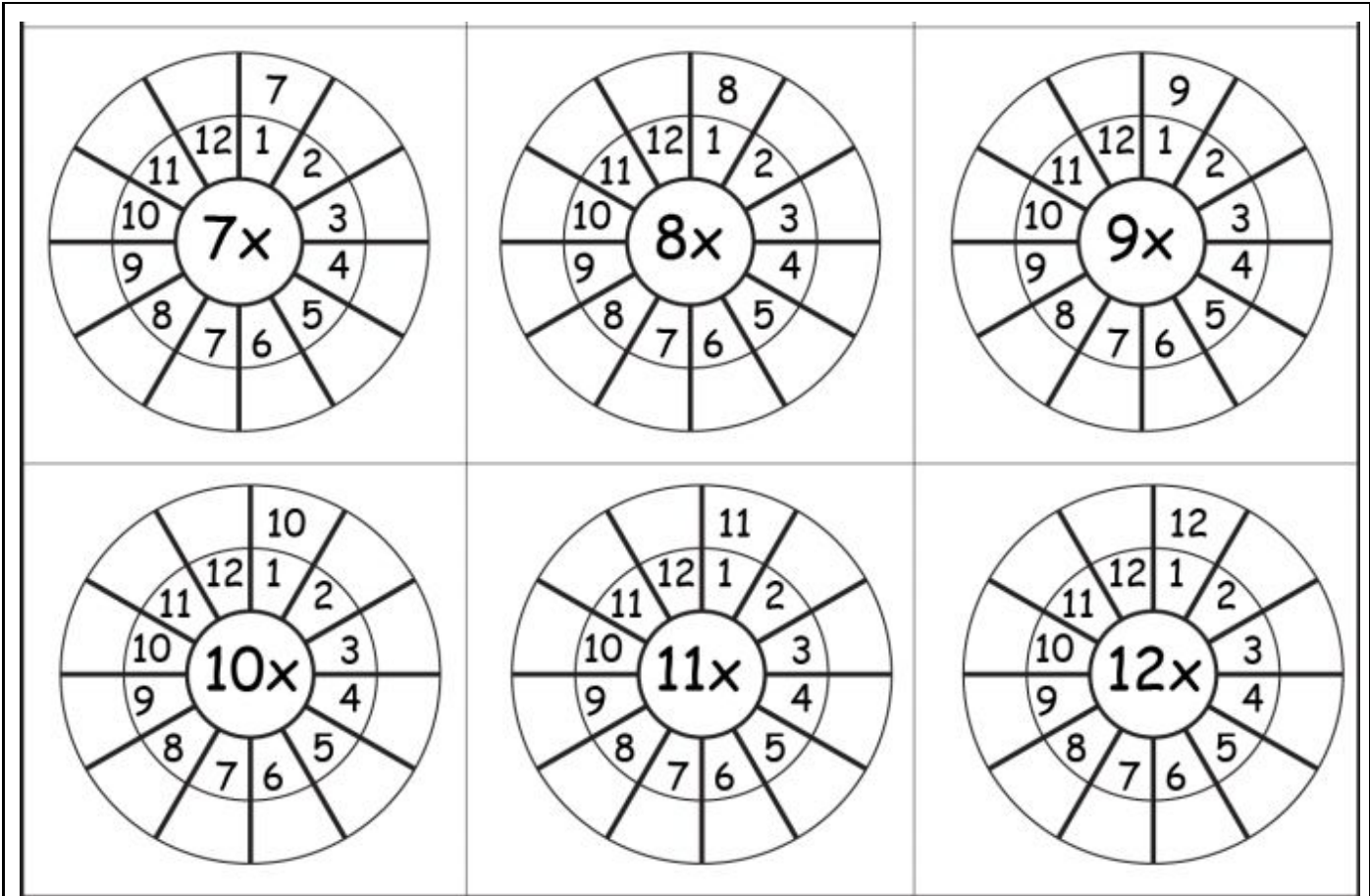
If possible, make copies of the times tables worksheet (below and available at <https://www.worksheetfun.com/Multiplication%20times%20table/circletimestable1-12%20-1.pdf>)

Ask your child to complete the times tables. For each circle, multiply the numbers by the centre number.

Ask your child to learn the times tables!

Ask questions in order first, then in any order.



Game

This game, repeated often, helps children to memorise times tables. Choose a times table that she wants to remember e.g. 5 times table. Flip over a card from the deck. She must multiply the number on the card by 5. Continue flipping cards from the deck. She continues multiplying by 5. As she increases in confidence, flip the cards more quickly as the child internalises the answers.

Do the same with other times tables. This can be done at any time during the day as a daily routine.

Tuesday, 24 March	
Time: 45 minutes	Materials Required: <ul style="list-style-type: none"> • Worksheets below or at https://www.math-salamanders.com/rounding-worksheets.html
Learning Goal: The student will round off numbers to the nearest 10, 100 and 1000.	
Instructions for Learning:	

It is important for your child to understand this skill, as it is used constantly in everyday situations. It is easy to understand rounding off if you start with a number line.

Look at the **ones** digit.

- ***if it is less than 5 then round the number down*** by changing the ones digit to zero;
- ***if it is 5 or more then round the number up*** by adding one on to the tens digit and changing the ones digit to zero.

Examples

- 37 rounds up to 40 because the ones digit is 7.
- 63 rounds down to 60 because the ones digit is 3.
- 145 rounds up to 150 because the ones digit is a 5.

Name _____

Date _____



ROUNDING TO THE NEAREST 10 SHEET 1

Fill in the number marked by the arrow.

Draw an arrow to show where the nearest 10 is.

Remember: if the number is in the middle, it will round up to the next 10.

Example



1)



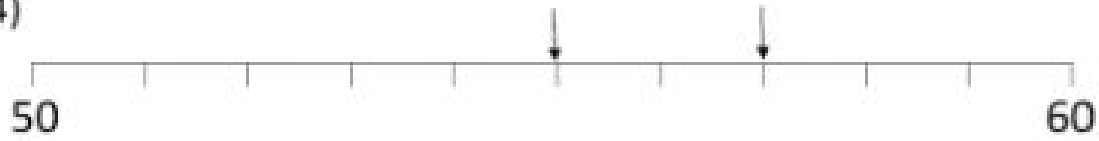
2)



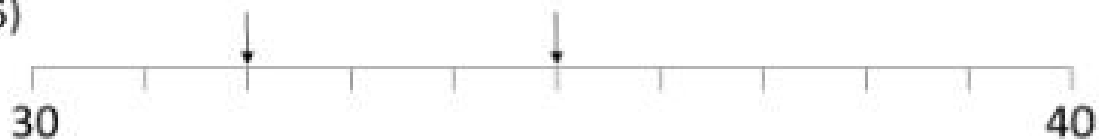
3)



4)



5)



Name _____

Date _____



ROUNDING TO THE NEAREST 10 SHEET 2

Write down the value of each number marked by an arrow.

Round the number to the nearest 10.

Remember: if the number is exactly half-way, it will round up to the next ten.

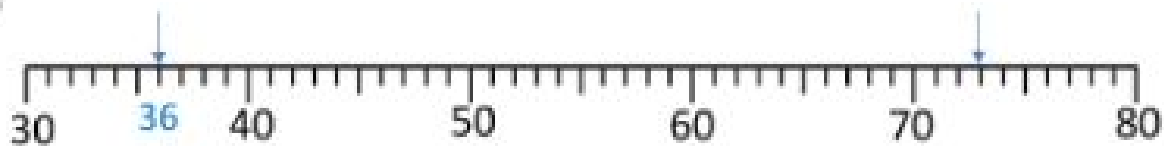
Example



42 to the nearest 10 is 40

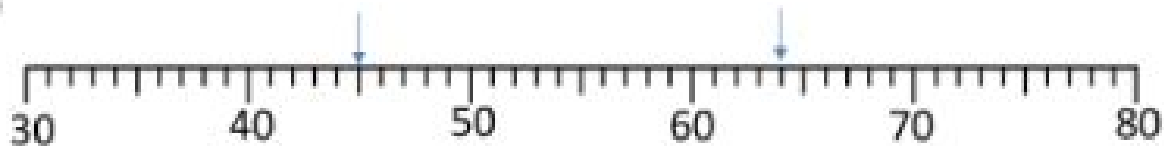
65 to the nearest 10 is 70

1)



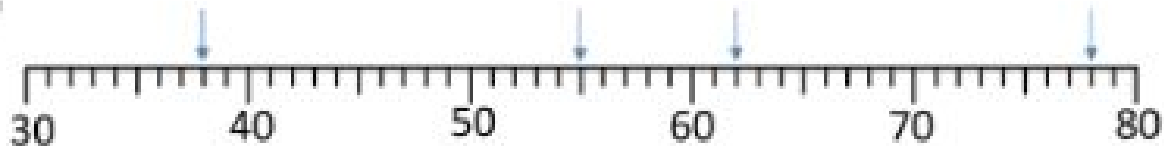
36 to the nearest 10 is _____ to the nearest 10 is _____

2)



_____ to the nearest 10 is _____ to the nearest 10 is _____

3)



_____ to the nearest 10 is _____ to the nearest 10 is _____

_____ to the nearest 10 is _____ to the nearest 10 is _____



Rounding off to the nearest 100:

Look at the **tens** digit.

- **if it is less than 5 then round the number down** by changing the tens digit and ones digit to zero;
- **if it is 5 or more then round the number up** by adding one on to the hundreds digit and changing the tens and ones digit to zero.

Examples

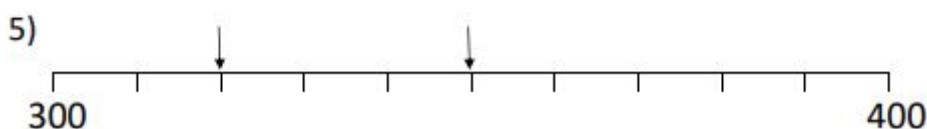
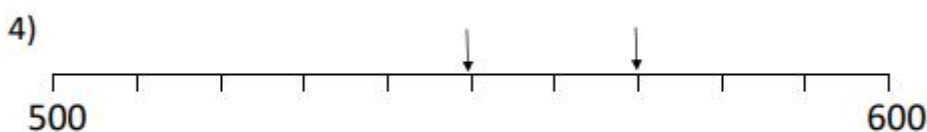
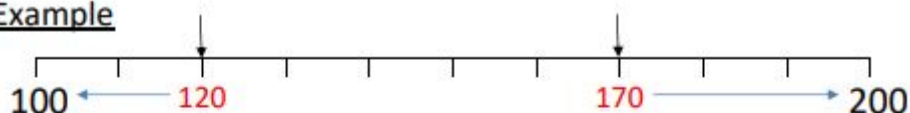
- 287 rounds up to 300 because the tens digit is 8.
- 1629 rounds down to 1600 because the tens digit is 2.
- 950 rounds up to 1000 because the tens digit is a 5.

ROUNDING TO THE NEAREST 100 SHEET 1

- Fill in the number marked by the arrow.
- Draw an arrow to show where the nearest 100 is.

Remember: if the number is in the middle, it rounds up to the next 100.

Example



Name _____

Date _____

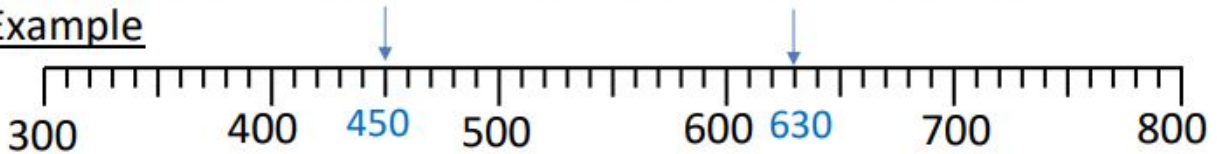


ROUNDING TO THE NEAREST 100 SHEET 2

- Write down the value of each number marked by an arrow.
- Round the number to the nearest 100.

Remember: if the number is exactly half-way, it rounds up to the next 100.

Example



450 to the nearest 100 is 500

630 to the nearest 100 is 600

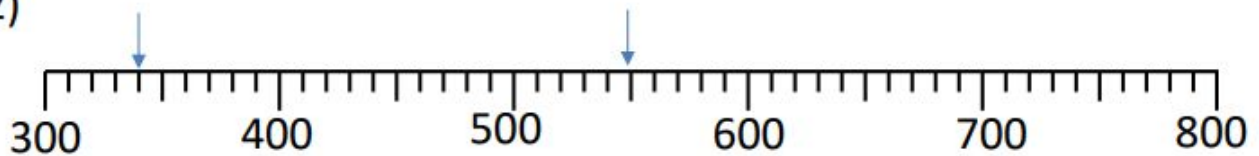
1)



370 to the nearest 100 is _____

_____ to the nearest 100 is _____

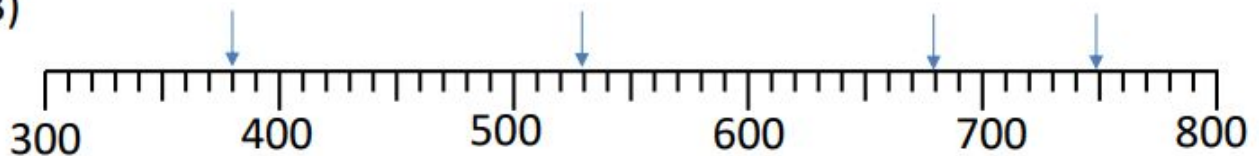
2)



_____ to the nearest 100 is _____

_____ to the nearest 100 is _____

3)



_____ to the nearest 100 is _____

_____ to the nearest 100 is _____

_____ to the nearest 100 is _____

_____ to the nearest 100 is _____



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Name _____

Date _____



ROUNDING TO THE NEAREST 100 SHEET 3

Follow these simple steps to round a number to the nearest 100:

- if the number is already a multiple of 100, don't change it!
- if the tens digit is less than 5 then the number is rounded down. Simply change the tens and ones digits to zero.
- if the tens digit is 5 or more, the number is rounded up. Simply add one to the hundreds digit and change the tens and ones digits to zero.

Examples

273 is rounded **up** to 300 because the tens digit is 7.

638 is rounded **down** to 600 because the tens digit is 3.

500 is unchanged because it is already a multiple of 100.

552 is rounded **up** to 600 because the tens digit is 5.

Round these numbers to the nearest 100

1) 178 → _____ 2) 214 → _____ 3) 436 → _____

4) 608 → _____ 5) 391 → _____ 6) 750 → _____

7) 474 → _____ 8) 843 → _____ 9) 628 → _____

10) 267 → _____ 11) 84 → _____ 12) 151 → _____

13) 47 → _____ 14) 887 → _____ 15) 908 → _____

16) 963 → _____ 17) 357 → _____ 18) 445 → _____

19) 391 → _____ 20) 954 → _____ 21) 729 → _____

22) 674 → _____ 23) 308 → _____ 24) 257 → _____



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Round these numbers to the nearest 100

- 1) 307 → _____ 2) 84 → _____ 3) 781 → _____
4) 853 → _____ 5) 637 → _____ 6) 105 → _____
7) 38 → _____ 8) 778 → _____ 9) 164 → _____
10) 835 → _____ 11) 916 → _____ 12) 257 → _____
13) 417 → _____ 14) 70 → _____ 15) 500 → _____
16) 183 → _____ 17) 973 → _____ 18) 649 → _____
19) 236 → _____ 20) 909 → _____ 21) 860 → _____
22) 490 → _____ 23) 718 → _____ 24) 555 → _____

Draw an arrow to match each number to its nearest 100.

100
200
300
400
500
600
700
800
900

641 373
527 625
426 854
291 903
764



ROUNDING TO THE NEAREST 100 SHEET 5



Round these numbers to the nearest 100

- | | | | | | | | | |
|----------|---|-------|----------|---|-------|----------|---|-------|
| 1) 936 | → | _____ | 2) 844 | → | _____ | 3) 1081 | → | _____ |
| 4) 363 | → | _____ | 5) 1425 | → | _____ | 6) 793 | → | _____ |
| 7) 1138 | → | _____ | 8) 1738 | → | _____ | 9) 1264 | → | _____ |
| 10) 865 | → | _____ | 11) 956 | → | _____ | 12) 1247 | → | _____ |
| 13) 4137 | → | _____ | 14) 3270 | → | _____ | 15) 4520 | → | _____ |
| 16) 1783 | → | _____ | 17) 9073 | → | _____ | 18) 1629 | → | _____ |
| 19) 1266 | → | _____ | 20) 9409 | → | _____ | 21) 836 | → | _____ |
| 22) 4490 | → | _____ | 23) 7338 | → | _____ | 24) 5055 | → | _____ |

Draw an arrow to match each number to its nearest 100.

1181		700	853
	837	800	
1426		900	738
		1000	
		1100	1454
1291		1200	
		1300	1308
964		1400	
		1500	

An arrow points from the number 1181 to the number 1200 in the central column.



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Wednesday, 25 March

Time: 45 minutes

Materials Required:

- If possible, 6 die; otherwise use one dice and write down the numbers
- If you do not have die, use the spinner template provided below, with an arrow and a pin.

Learning Goal:

The student will use place value to represent numbers up to 6 place values.

Instructions for Learning:

In this activity, the child uses concrete or pictorial representations of hundred thousands, ten thousands, thousands, hundreds, tens and ones.

She makes a place value table to represent numbers up to 10 millions.

10 millions	Millions	100 thousands	10 thousands	Thousands	Hundreds	Tens	Ones

Ask her to represent the number “two million five hundred and thirty five thousand, nine hundred and three” (say the number without writing it down for your child).

Did she get this answer?

10 millions	Millions	100 thousands	10 thousands	Thousands	Hundreds	Tens	Ones
	●●	●●●●●●	●●●●	●●●●●●	●●●●●● ●●●●		●●●

Then ask her to write the numeral (number) using number symbols and then using words. [2 535 903]

Ask:

What is the value of the first 3 in this number? (30 000)

What is the place value of the 9? (hundreds/ 900)

How many hundred thousands are there in this number? (5)

and similar questions.

Using the number **720 864**, put it into a place value table. Say the number and write it correctly in words and in numbers.

Do the same with **2 031 087**.

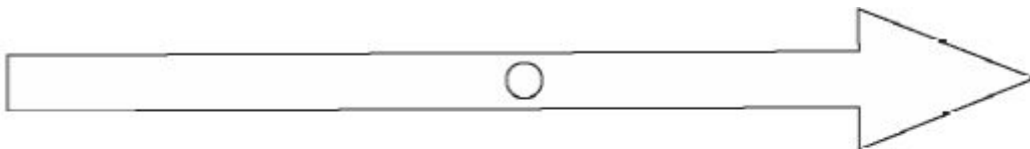
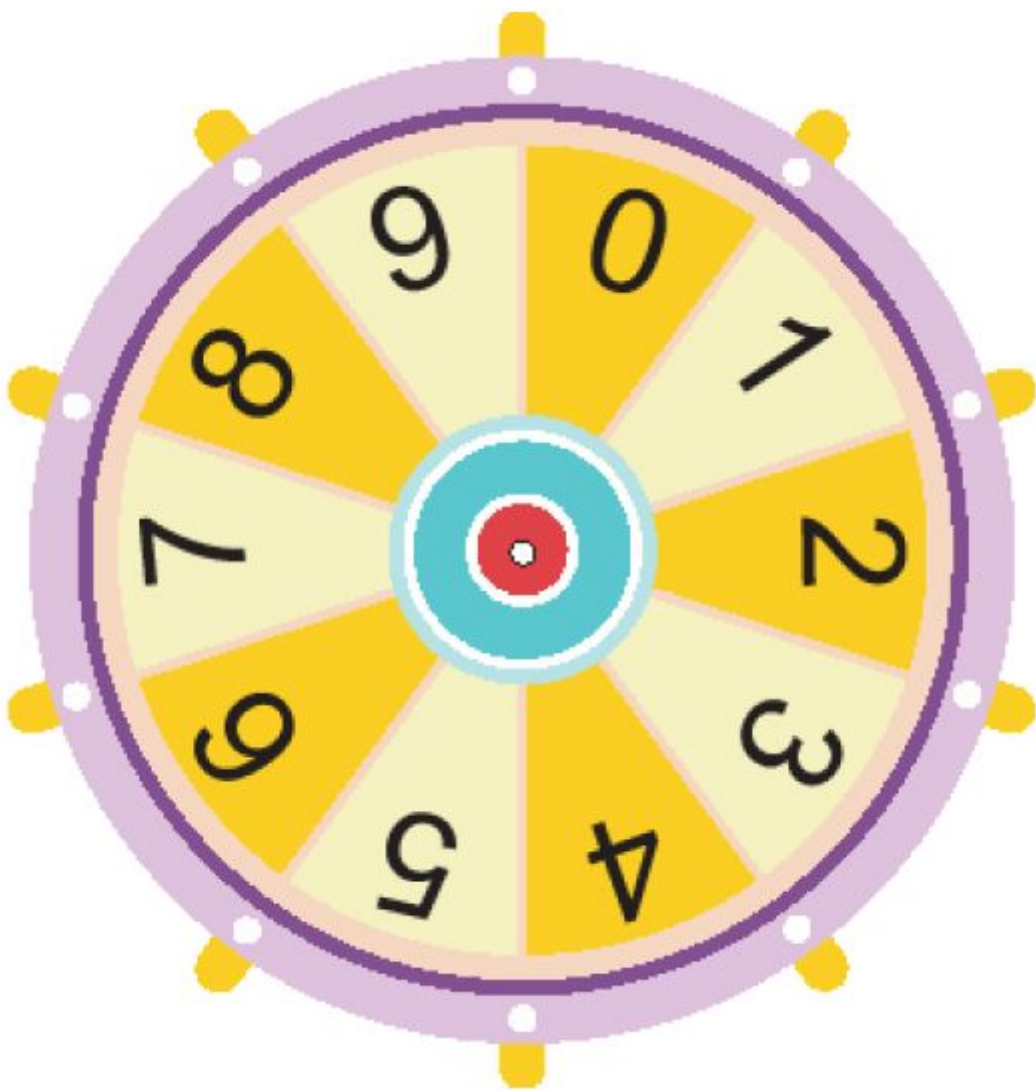
Ask students questions about the place value of the digits.

Place value game

This game helps to consolidate the student's knowledge of place value up to 6 digits.

You can use a spinner instead of die. This one allows for landing on any number from 0 to 9.

*It is helpful to make straight edges instead of round edges to get the spinner to land evenly on a number.



Place pin through the centre of the arrow and the spinner base.

COUNT Family Maths 200

Game

2 - 4 players

Each player has a turn to roll the dice or spin the spinner 6 times. They must make the largest possible 6-digit number using the numbers they roll.

Each player writes their numbers down.

Players compare their numbers by reading them out aloud. The player with the largest number (and who reads and writes it correctly), wins that round and scores 10 points.

The first player to earn 50 points is the winner.

Game 2: Change the rules so that the player with the smallest number wins.

Thursday, 26 March

Time: 45 minutes

Materials Required:

-

Learning Goal:

The student will revise and practice work with Roman numerals up to 50

Instructions for Learning:

www.maths-salamanders.com

There are just 7 Roman numerals: I, V, X, L, C, D and M. In Grade 5, we do not use the C, D or M yet.

Unlike most other number systems, the numerals can only be used in particular sequences.

Roman Numerals	Value
I	1
V	5
X	10
L	50
C	100
D	500
M	1000

Using just I, X, V and L, we can list all the Roman numbers to 50.
 Ask your child to make his own list by working out each number.
 Here are the “answers”.

Name _____

Date _____



ROMAN NUMERALS LIST 1 TO 50

NUMBER	ROMAN NUMERALS
1	I
2	II
3	III
4	IV
5	V
6	VI
7	VII
8	VIII
9	IX
10	X
11	XI
12	XII
13	XIII
14	XIV
15	XV
16	XVI
17	XVII
18	XVIII
19	XIX
20	XX
21	XXI
22	XXII
23	XXIII
24	XXIV
25	XXV

NUMBER	ROMAN NUMERALS
26	XXVI
27	XXVII
28	XXVIII
29	XXIX
30	XXX
31	XXXI
32	XXXII
33	XXXIII
34	XXXIV
35	XXXV
36	XXXVI
37	XXXVII
38	XXXVIII
39	XXXIX
40	XL
41	XLI
42	XLII
43	XLIII
44	XLIV
45	XLV
46	XLVI
47	XLVII
48	XLVIII
49	XLIX
50	L



Without referring to the list, ask your child to

- write the Roman number for a random list of numbers you ask.
- Write the base ten number for a random list of Roman numbers that you write down for him.

Friday, 27 March

Time: 45 minutes

Materials Required:

- Worksheets provided below

Learning Goal:

















The student will use problem solving skills to solve puzzles

Instructions for Learning:

- These puzzles are similar to ones that students may have seen in class, but the answers are different!

PUZZLE 1

Each shape stands for a number.
The numbers shown are the sum of the four numbers in the row or column.
Find the remaining totals.

				<input type="text"/>
				<input type="text" value="25"/>
				<input type="text" value="20"/>
				<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="26"/>	

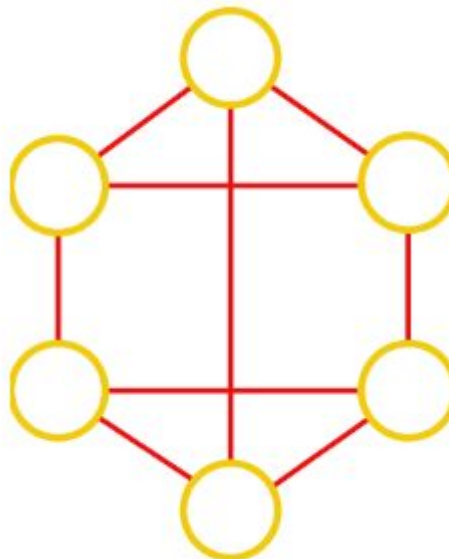
PUZZLE 2

Use each of the numbers 7, 8, 9, 10, 11, 12 once to write one number in each circle.

You cannot join numbers that are **consecutive** around the shape, or across the joining lines.

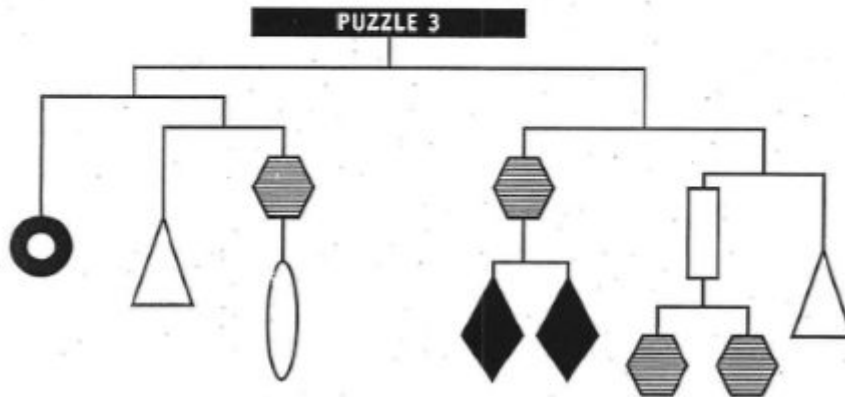
7 8 9 10 11 12

Find at least two different ways to arrange the numbers without joining consecutive numbers.



PUZZLE 3

This is a balance scale showing equal values on both sides of the scale.
Find the value of each of the shapes if the total weight (mass) is 80.



🗨️ Kiswahili Activities (KE)

Monday, 23 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kutambua vitenzi na vielezi katika sentensi na kuzitumia ipasavyo.

Vifaa Vinavyohitajika:

- Jedwali la vitenzi na vielezi.
- Picha mbalimbali
- penseli
- Kalamu
- Daftari
- karatasi.

Maagizo ya Somo:

- Mwanafunzi tayari amejifunza aina za maneno zifuatazo
 1. Nomino -Mgeni, mwalimu, mkulima, ng'ombe ,kitabu, nyumba, nk
 2. vivumishi -Zuri,-eupe,-eusi,nyingi, kubwa nk

Katika kipindi hiki mwanafunzi ataendelea kujikumbusha vitenzi na vielezi. Tazama picha hizi. Ni vitendo vinavyoendelea?





- Kila picha hapo juu inaonyesha kitendo fulani. **Kulala, kucheka, kubeba,kuandika/kusoma.** Maneno haya huitwa **vitenzi.** Mara nyingi huandikwa bila hiyo **ku.** Kwa mfano lala, cheka, beba, andika na soma.
- Vitendo hutendeka kwa njia mbalimbali na mahali mbalimbali na wakati mbalimbali.
- Tazama mifano hii
 1. Mtoto amelala **kitandani.**
 2. Bibi anatembea **polepole.**
 3. Koko alikula **sana.**
 4. Mchezaji amebebwa **juujuu.**
 5. Abiria alifika **asubuhi.**

Maneno yaliyokolezwa wino yanatoa maelezo zaidi kuhusu vitenzi. Maneno haya huitwa **vielezi.** Kwa umoja ni **kielezi.**

Tambua vitenzi na vielezi katika sentensi hizi. Yapigie maneno hayo mstari na kuandika chini yake iwapo ni kielezi au kitenzi.

1. Nyumba kubwa ilijengwa haraka.

2. Tarakilishi ndogo itatumika nyumbani.

3. Chumba chako kimesafishwa vizuri.

4. Wimbo mzuri unapendwa sana.

5. Wanafunzi wariifu wametulia darasani.

Tuesday, 24 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aendelee kutambua msamiati wa hospitalini na kuutumia katika sentensi.

Vifaa Vinavyohitajika:

- Picha mbalimbali
- Jedwali
- Kalamu/penseli
-

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi atatumia picha mbalimbali kujikumbusha msamiati wa hospitalini.

Andika majina ya picha zifuatazo.





cotronic.en.alibaba.com

(Bandeji, sindano, kitanda, dawa, wauguzi, kipimajoto, ambulensi, stethoskopu/kipimamwili)

Tumia kamusi ili kutafuta maana ya maneno ya picha zilizo hapo juu. Andika maana katika daftari lako.

Kazi ya hiari.

Tafuta maneno zaidi ambayo yanahusiana na hospitali na matibabu kisha uyaandike na kuyatafutia maana kutoka katika kamusi. Ikiwezekana unaweza tafuta picha kutoka katika mtandao uzipachike.

Wednesday, 25 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kusikiliza masimulizi na kisha kuandika kisa hicho kwa ufupi (Muhtasari)

Vifaa vinavyohitajika:

- Video [_Hadithi ya Safari za Gulliver.](#)
- Karatasi/Kitabu.
- kalamu

Maagizo ya Somo:

Tazama picha hii kwa makini.



1. Ni jambo lipi linalokushangaza kutoka katika picha hizi?
2. Je, unafikiri nini kinachoendelea?
- 3.

- Sasa sikiliza kwa makini na utazame video ya hadithi ya safari ya Gulliver.

Hadithi hii itachukua muda wa dakika 15.

Maswali

1. Gulliver alitamani kazi gani tangu utotoni? _____

2. Wazazi wa Gulliver walitaka afanye kazi ipi?
3. Kisiwa alichojipata Gulliver kiliitwa Kisiwa cha?
4. Ni jambo lipi la kushangaza katika kisiwa cha Liliputi?
5. Kisiwa ni sehemu ya ardhi kavu iliozingirwa na maji, je unafahamu sehemu kama hizo hapa Nchini Kenya? Zitaje. _____
6. Gulliver alikuwa mtu karimu , taja mambo mawili yanayoonyesha hivi.
 - a) _____
 - b) _____
7. Unajifunza nini kutoka katika hadithi hii? _____

Zoezi.

Katika daftari lako, andika kwa kifupi, yaani muhtasari wa hadithi uliyosikiliza. Ukurasa mmoja na nusu wa karatasi ya A4.

Thursday, 26 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kusoma kifungu cha hadithi kwa ufasaha na kuyajibu maswali yanayotoka katika kifungu hicho.

Vifaa vinavyohitajika:

- Hadithi
- Kalamu
- Daftari
-

Maagizo ya Somo:

- Mwanafunzi asome hadithi kwa makini kisha ayajibu maswali yanayofuata kwa makini.

Kwa nini mbuzi hapendi kunywa maji?

Je mnafahamu kuwa mbuzi hapendi kunywa maji? Jee mnajua kwa nini? Babu yangu alituuliza maswali haya wakati akitusimulia hadithi na visa vya wanyama. Basi babu aliendelea. Wajukuu zangu, hapo kale alikuwepo mbuzi.

Mbuzi huyo alikuwa anapenda kula mSiku moja wakati wa kiangazi mbuzi alihisi kiu kali sana. Siku hiyo kulikuwa na jua sana. Mbuzi alitembea huku na huko kutafuta maji bila mafanikio. Kwa sababu kulikuwa na jua kali wakati wa kiangazi kile, mito na maziwa mengi yalikuwa yamekauka. Mbuzi alitafuta maji huku na huko bila mafanikio. Mbuzi alikuwa amechka sana na kiu ilikuwa inazidi kuuma.

Hapo aliamua kujipumzisha chini ya kivuli cha mti. Mara alitokea kunguru. Kunguru alimuuliza mbuzi; ``rafiki yangu kwa nini unaonekana mchovu sana. Jee unaumwa?`` naye mbuzi alijibu; ``Hapana, mimi nina kiu sana na sijapata maji ya kunywa kabisa.`` Kunguru alimwambia mbuzi usijali nitakusaidia. Kunguru alimwambia mbuzi amfuata ili akamuoneshe maji. Kunguru aliruka na mbuzi alifuata kivuli cha kunguru.

Kunguru aliruka mbali mpaka alifanikiwa kuona ziwa moja lililokuwa na maji ya kutosha. Hapo alitua. naye mbuzi alifika hapo na kuyaona maji. Mbuzi alifurahi sana. Kunguru alimwambia mbuzi `` Rafiki yangu ingia katika ziwa unywe maji``. Mbuzi alisema; `` Asante sana rafiki yangu``.

Kisha aliingia katika ziwa ili kunywa maji. Wakati anaingiza kinywa chake katika maji mbuzi alishtuka na kutoka katika lile ziwa haraka haraka. Kunguru alimuuliza mbuzi kulikoni? Mbuzi alisema. Hapana siwezi kunywa maji haya. Kwa sababu kuna mbuzi mwengine katika maji. Mimi nilipojaribu kunywa na yeye anaweka kinywa chake kwenye kinywa changu. Bila shaka anataka kunidhuru! siwezi kunywa kabisa``.

Mbuzi alikataa kabisa kunywa maji kwa sababu aliona kivuli chake kwenye maji. Mpaka leo mbuzi hapendi kunywa maji wala kuvuka mto wala ziwa. Pia hapendi kunywa maji kwa sababu anaogopa kivuli chake.

Maswali.

1. Mbuzi alikabiliwa na shida gani?

2. Nani aliyejitolea kumsaidia mbuzi kupata maji? _____
3. Maji ya kunywa yalipatikana wapi? _____
4. Kunguru alimsaidia Mbuzi wakati wa shida. Ni methali gani tunaweza tumia kumtaja kunguru.
 - a) Vita vya panzi furaha ya kunguru.
 - b) Akufaaye kwa dhiki ndiye rafiki.
 - c) Adui mpende.
5. Je, ni nini ilisababisha mbuzi kutopenda kunywa maji? _____
6. Taja jambo moja unalojifunza kutoka katika hadithi hii.

Friday, 27 March

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kuandika insha juu ya suala ibuka. (Ugonjwa wa Korona)

Vifaa vinavyohitajika:

- Simu au tarakilishi iliyunganishwa na mtandao.
- Daftari au karatasi.
- Penseli
- kalamu

Maagizo ya Somo:

- Mwanafunzi atumie dakika kumi (10) kufanya utafiti kuhusu virusi vya korona ili aandike insha.
- Baadhi ya maswali ya kumwongoza ni.

1. Virusi ni nini?
2. Virusi vya Korona viligunduliwa wapi?
3. Je, ugonjwa huu uliripotiwa nchini Kenya lini?
4. Athari za ugonjwa huu ni zipi(shule kufungwa, biashara kuharibika)
5. Njia za kujikinga dhidi ya ugonjwa huu ni zipi?

Mwanafunzi atumie kati ya dakika ishirini na tano hadi thelathini kuandika insha yake.



Movement Activities

Monday, 23 March

Time: 15 - 20 min

Learning Goal:

Students will be part of the Sonic game by acting out the moves to copy Sonic the Hedgehog

Materials Required:

- **Video:**

<https://www.youtube.com/watch?v=aZru-M3TUII>

Instructions for Learning:

- Students will be part of the Sonic game.
- Students will be copying the moves that Sonic the Hedgehog.
- Students will jump, dodge, dance, run, twist.

Tuesday, 24 March

Time: 20-30 min

Learning Goal:

Students will be able to do different activities by rolling a dice and following instructions on the Keep it Moving game


Materials Required:

- Copy of the Keep it Moving game
- Dice
- Family member


Instructions for Learning:

- Students will follow the instructions on the copy.
- Students will roll the dice.
- Students will move the number of spaces on the dice.
- When students land on a space with written directions, they will follow it.
- Play until someone reaches the Finish box.
- Continue play to see who will finish second, third, etc.

Finish





Do eight sit ups.




Your laces are untied! Go back to Start.


Crab walk AND sing Alphabet Song.

You're full of energy! Take another turn.




Long Jump! Stand up, take the longest forward jump you can, and then move ahead one extra space!




Jump from side to side as you count to 30.

Do seven push ups.




Count to 30 while you run in place.



Oh no! You stopped to watch TV. Go back.

Balance on one leg for 15 seconds.




Keep It Moving!

Created by Andrea Thorpe
www.embracinghim.com


Oh no! You're out of breath! Lose a turn.

Head, shoulders, knees, toes: nine times.


Super Skip Move Ahead



You had a great warm up! Move ahead 3.




Warm up by doing 10 jumping jacks.



Rules for play

- 1) Roll the die.
- 2) Move the number of spaces on the die.
- 3) When you land on a space with written directions, follow them.
- 4) Play until someone reaches the Finish box. Continue play to see who will finish second, third, etc.

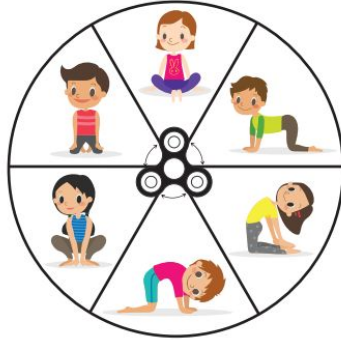
Start



Wednesday, 25 March	
<p>Time: 20 min</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ● Copy of the yoga poses ● Fidget spinner / a lid that that turn / a cap from a bottle ● Tape ● Scissor ● Coloured triangle out of paper
<p>Learning Goal: Students will relax by practicing yoga poses</p>	
<p>Instructions for Learning:</p> <ul style="list-style-type: none"> ● Students will tape a colored triangle to create an arrow on one of the three circles of the fidget spinner. ● Students will place the fidget spinner in the middle of the big spinner. ● Spin the fidget spinner. ● When it stops, determine which yoga pose the spinner landed on. ● Spin the fidget spinner again and perform that yoga pose that it previously landed on for the entire time the fidget spinner spins 	

FIDGET SPINNER YOGA

Directions: Tape a colored triangle to create an arrow on one of the three circles of the fidget spinner. Place your fidget spinner in the middle of the big spinner. Spin the fidget spinner. When it stops, determine which yoga pose the spinner landed on. Spin the fidget spinner again and perform that yoga pose that it previously landed on for the entire time the fidget spinner spins.



www.YourTherapySource.com

Thursday, 26 March

Time: 30-40 min

Learning Goal:

Students will how improved skill at hitting a target with a ball ·

Students learn and demonstrate throwing and catching techniques

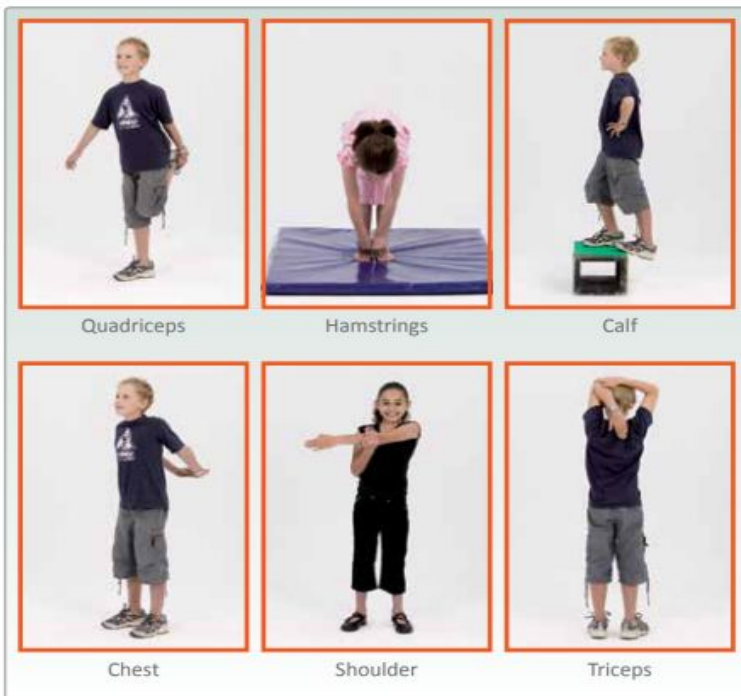
Materials Required:

- Large area
- A whistle
- Hula hoops or targets
- Soccer balls
- Family members

Instructions for Learning:

Activity 1: Warm-up (8 minutes)

Choose a warm-up activity from the list of warm-up and cool-down exercises.



The learners must hold each stretch for 20 seconds and repeat them twice on both sides.

Activity 2: Mini soccer (10 minutes) •

Divide the family members into teams•

Each group needs their own playing area. For example, you can divide the play area into 3 equal parts •

Place 2 cones or markers at each end of the playing area to make the goals •

Each team has to try to score a goal •

Activity 3: Bull's eye (10 minutes)

Teach the learners the following techniques using a soccer ball (or netball if you prefer).

Catching the ball

The learners should face their palms upwards in the direction of the ball and curve their fingers and relax them •

Let the pads of their fingers receive the ball, not their palms •

Instruct them to watch the ball until it lands in their hands •

They should pull their hands into their body to absorb the force of the ball as it reaches them.

Overhead pass

How to pass:

- They should hold the ball with their hands a comfortable distance apart
- While still holding the ball, they must lift their arms behind their heads. As they bring their arms forward, they should release the ball.

In your teams: •

Place a hoop on a wall or mark out a square target on a wall

- Form a line
- Have the learners in each group line up 1 behind the other •

Each learner will take a turn trying to throw the ball into the target. To make the exercise more interesting, you can ask the learners to keep score of how many times they hit the target.



Activity 4: Cool-down (3 minutes)

Choose a warm-up activity from the list of warm-up and cool-down exercises.



Friday, 27 March

Time: 45 min

Learning Goal:

Students will catch and throw a cricket ball and hit a cricket ball.

Work together as a team

Participate in a game of cricket.

Materials Required:

- Large, preferably grassed area.
- Wall with target squares or markers stuck on (the learners will throw the tennis ball at the target)
- Cricket bat (or you can tightly roll up newspaper and tape it securely with masking tape)
- Tennis balls

Instructions for Learning:

Activity 1: Warm-up (5 minutes)

For warm-up, students will do Choose a warm-up exercise from the list

1 Warm-up exercise 1 (5 minutes)

This exercise is called the foot tag. Each learner has to run and try to touch another learner's foot while avoiding having their own feet touched. They score a point each time they touch a foot.

Blow the whistle after 2 minutes and see which learner has the highest score.

Instruct the learners to do the following stretches while on their backs:



The learners must hold each stretch for 20 seconds and repeat them twice on both sides.

Activity 2: Throwing (5 minutes)

Put the target on the wall. Divide the learners into groups of 4 to 6 and have them line up 1 behind the other about 5 metres from the wall. • Each learner will have a turn to throw the tennis ball at the target on the wall • Once all the learners in a group have a throw at the target, they take a step back from the starting line and

throw again. Each learner will only have 1 attempt at a time. • See which group is furthest from the wall after 5 minutes or so.

Tip for activity 2: If a wall is not available, use cricket stumps, or the upright poles of the soccer or rugby goal posts.

Activity 3: Batting (10 minutes)

Each group needs to take a bat and a tennis ball. • 1 learner will bowl the ball (under-arm) while another bats. The remaining learners will field the ball once it is hit and return it to the bowler. • Ensure that learners rotate in these positions, so that each 1 has a turn to bat • The emphasis should be on the fun of hitting the ball rather than displaying correct cricketing technique. Tip for activity 3 It may be easier to give each learner 6 chances in a row to hit the ball before changing positions (there are 6 balls in an over in cricket).

Activity 4: Mini-cricket (15 to 20 minutes)

Start this activity by agreeing to stick to the set of rules worked out with the learners. They do not have to follow traditional cricket rules.

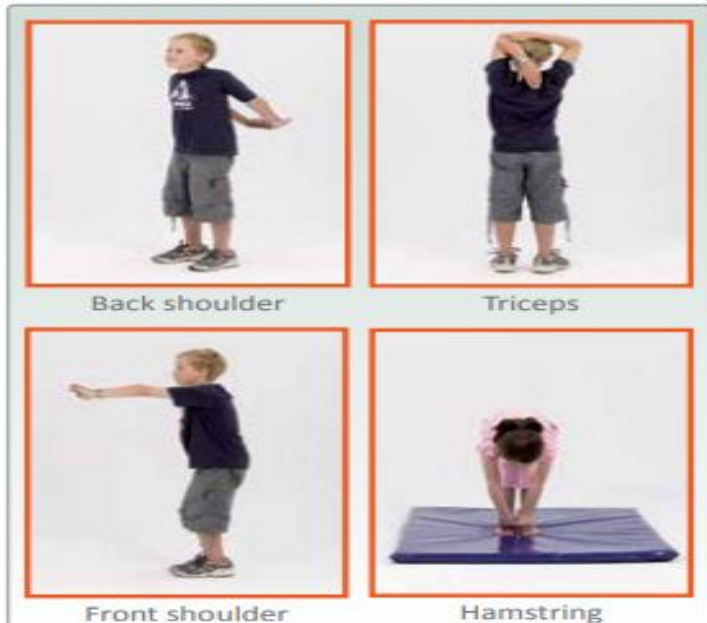
- Design the area into a cricket field
- Each learner on a team must have a turn to bat and bowl
- Once everyone had a chance to bat and bowl, switch the bowling and batting teams. Each team should bat for no more than 10 minutes.

Activity 5: Cool-down (3 to 5 minutes)

Students will complete the cool-down exercise.

1 Cool-down exercise 1 (3 minutes)

Tell the learners to make big circles with their arms: 5 times forward and 5 times backwards. Instruct the learners to do the following stretches:



The learners must hold each stretch for 20 seconds and repeat them twice on both sides.

Exploration Activities

Monday, 23 March

Time: 15 mins

[SEL Moment: How Is My Body Feeling?](#)

Learning Goal: Students will

- *Practice* noticing how their body feels
- *Consider* why it is useful to express feelings through words

Materials Required:

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

Experiencing Technology Challenges ?
In order for us to get a better picture of your technology possibilities at home, please could you fill in [this 3-minute survey](#) to help us better plan ahead. Deadline is **Wednesday, 25 March EOD**

Instructions for Learning:

1. Open the [lesson slides](#) on a digital device connected to the internet.
2. Enlarge the screen by clicking on the expand icon on the top left corner of the opening slide.
3. Then click on the “preview” button. If prompted to *buy*, simply click “continue with preview”.
4. Navigate through the slides step by step with your child using the left/right arrows. Some slides may have multiple slides on them, then use the up/down arrows on your keyboard to navigate.
5. Read the text and follow the instructions, respond to the questions and other interactive elements on the slides with your child.
 - a. If you are struggling to use your digital device to answer the questions and prompts with your child, then invite your child to use a notebook and pen/pencil instead to respond to the questions and activity prompts on paper (especially with the drawing exercises).
 - b. For the class discussion (or Think-Pair-Share) prompts, simply discuss the question with your child or invite them to discuss with a sibling.
 - c. For the Collaborate, Open-Ended Questions, Quizzes and Polls, invite your child to answer for themselves (resist the temptation to give them the answer ... rather ask them a better question: What about..? Have you thought about ...?)

Tuesday, 24 March

Time: 15 mins

[SEL Moment: Counting Breaths](#)

Learning Goal: Students will

- *Practice* counting breaths which can help them get calm
- *Consider* actions that can be taken when feeling overwhelmed

Materials Required:

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

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Instructions for Learning:

Open the [lesson slides](#) on a digital device connected to the internet and read/follow the instructions on the screen with your child. The same additional instructions apply as per Monday's lesson.

Wednesday, 25 March

Time: 15 mins

[SEL Moment: Using Mantras](#)

Learning Goal: Students will

- *Practice* using mantras
- *Practice* repeating their mantras while taking 5 deep breaths

Materials Required:

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

Experiencing Technology Challenges ?
In order for us to get a better picture of your technology possibilities at home, please could you fill in [this 3-minute survey](#) to help us better plan ahead. Deadline is **Wednesday, 25 March EOD**

Instructions for Learning:

Open the [lesson slides](#) on a digital device connected to the internet and read/follow the instructions on the screen. The same additional instructions apply as per Monday's lesson.

Thursday, 26 March

Time: 30 mins

[SEL Moment: What are my Strengths?](#)

Learning Goal: Students will

- *Practice* recognizing their strengths
- *Compare* their strengths with the school's culture principles and consider which ones might be important during this time
- *Consider* how an understanding of their strengths could build confidence and self-awareness

Materials Required:

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

Instructions for Learning:

Open the [lesson slides](#) on a digital device connected to the internet and read/follow the instructions on the screen. The same additional instructions apply as per Monday's lesson.

When talking about strengths, use this as an opportunity to connect a student's answer to our culture principles as a school. Which culture principles do we need to embody during this time? Which ones are most important?

- **Joy of Learning:** We are lifelong learners. We see an opportunity to learn in everything that we do and we value curiosity and discovery.
- **High Expectations:** We sweat the small stuff and take pride in our work. We believe that our work is a representation of ourselves so we give our best in all that we do.
- **Always Growing:** We constantly seek out difficult challenges, share and receive helpful feedback as a gift, and see every failure as an opportunity to learn and grow.
- **Greater Together:** We collaborate with and support our teammates because we believe that we can achieve more together.
- **Solutions First:** Everything is possible if you are creative and think critically about the problem. We always bring solutions when faced with difficult challenges.
- **Servant Leadership:** We see service to others as a key part of being a global citizen. We know that leadership is not about ourselves, but about building something greater.

Friday, 27 March

Time: 30 mins

[SEL Moment: Solving Problems](#)

Learning Goal: Students will

- *Practice* social awareness by strengthening their understanding of how to solve problems.
- *Consider* how problem solving becomes easier when problems are broken down into smaller pieces and taken one step at a time.

Materials Required:

- Digital device (with Internet connection) to view Nearpod lesson slides
- Optional: Notebook & Pen/Pencil

Instructions for Learning:

Open the [lesson slides](#) on a digital device connected to the internet and read/follow the instructions on the screen. The same additional instructions apply as per Monday's lesson.

From Thursday's lesson, students may have stressed the importance of having a "solutions first" mindset while adapting to working from home. Use this lesson to help consolidate our "solutions first" culture principle at home:

Solutions First: Everything is possible if you are creative and think critically about the problem. We always bring solutions when faced with difficult challenges.



Environmental Studies & CRE Activities

Monday, 23 March
CRE: John the Baptist

Time: 45 minutes

Learning Goal:

- What is the role of John the Baptist.

Materials Required:

- Bible
- [The story of John the Baptist](#)

Instructions for Learning:

- Students watch the video on John the Baptist and write a short summary of the role of John the Baptist.
- Alternative: Read Matthew 3 and 11

Tuesday, 24 March
CRE: Moses and God

Time: 45 minutes

Learning Goal:

- Define a covenant.
- Discuss how God used Moses to the people of Israel

Materials Required:

- Bible

Instructions for Learning:

- Let your child read the following bible verses : Exodus 19: 1, 4-7, 16-17; 24: 4-8 and 25:1-8.
- Let your child respond to the following questions:
 1. Define a covenant.
 2. Discuss how God used Moses to the people of Israel.

Wednesday, 25 March
Science: Food and Nutrition

Time: 45 minutes

Learning Goal:

- Define carbohydrates
- List carbohydrate food sources.

Materials Required:

- Food samples

Instructions for Learning:

- Parents should provide their kids with various food samples available at home.
- Let your child identify foods that have carbohydrates.
- Let your child list down the importance of eating carbohydrates.

Thursday, 26 March
Science: Food and Nutrition

Time: 45 minutes**Materials Required:**

- Food samples

Learning Goal:

- Define proteins
- List protein food sources.

Instructions for Learning:

- Parents should provide their kids with various food samples available at home.
- Let your child identify foods that have proteins
- Let your child list down the importance of eating proteins.

Friday, 27 March
Social Studies: People and Population

Time: 45 minutes**Materials Required:**

- N/A

Learning Goal:

- Describe the origin of the language groups.

Instructions for Learning:

- Using the language group chart below. Each student should choose their language group and write down the origin of their language group.

