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 and mental maths	N/A
10:15 - 10:30	Break		
10:30 - 11:15	💬Second Languages	Second Languages (SA) **Write - a short story** (Afrikaans / Setswana)	N/A
11:15 - 11:30	Break		
11:30 - 12:15	🔍Science / Humanities	Earth's Movements: What Causes Seasons?	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	💃Movement	Sonic moves - dance, dodge, jump,...	https://www.youtube.com/watch?v=aZru-M3TUlI
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	Place value	N/A
10:15 - 10:30	Break		
10:30 - 11:15	💬Second Languages	Second Languages (SA) **Write - Diary entry**	Afrikaans - **https://qrlearn.com/word-order-stompi**
11:15 - 11:30	Break		
11:30 - 12:15	🔍Science / Humanities	Earth's Movements: What Causes Seasons?	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	Rounding off numbers	N/A
10:15 - 10:30	Break		
10:30 - 11:15	💬Second Languages	Second Languages (SA) **Read** - Download app (Lees) (Afrikaans) **Short story** - Setswana	Afrikaans https://play.google.com/store/apps/details?id=tech.livx.lees Setswana https://nalibali.org/story-library/audio-stories/sesotho
11:15 - 11:30	Break		
11:30 - 12:15	🔍Science / Humanities	Practice & Review Lesson: Earth's Rotation & Quiz	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	Adding and subtracting	N/A
10:15 - 10:30	Break		
10:30 - 11:15	💬Second Languages	Second Languages (SA) **Dialogue** (IsiZulu)	N/A
11:15 - 11:30	Break		
11:30 - 12:15	🔍Science / Humanities	Earth's Movements: Sun's Position	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	Multiples and factors	N/A
10:15 - 10:30	Break		
10:30 - 11:15	💬Second Languages	Second Languages (SA) **Game - Match** the English words with the IsiZulu words	N/A
11:15 - 11:30	Break		
11:30 - 12:15	🔍Science / Humanities	Earth's Movements: Sun's Position	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	**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 *Beanboy*

Bean loves comics—both reading them and drawing them. His favorite comic book character is the superhero, H2O. With enough water, H2O can double in size. Bean buys every new issue of the comic book on the day it comes out. In Lisa Harkrader's book, *Beanboy*, we meet Bean when he has just bought the newest issue of H2O. Sam, a boy Bean knows but doesn't like much, grabs Bean's new comic book and throws it into a puddle of water. All this makes Bean almost late to pick up his younger brother Beech at the bus stop. Bean runs all the way to the bus stop. He is worried about what might happen if he isn't there when Beech gets off the bus. Beech is 9 years old, and he goes to a different school than Bean. Bean is in the 8th grade and in High School. He takes care of his brother in their apartment each day until their mother gets home from work. Their mother also takes college classes at night.

Bean gets to the bus stop just in time, and walks home with Beech. Beech doesn't like going up the stairs to their apartment. He likes to sit down backwards on the stairs, and push himself up, one step at a time. Bean used to try to talk Beech into walking up the stairs, but now Bean just waits. It isn't easy to get Beech to change his mind about something.

When Bean and Beech finally get inside, Beech wants Bean to read the new comic book to him. Beech can't wait to find out what happens in the new story. Bean wants to let the comic book dry out first. He is afraid the wet pages will tear. But Beech keeps asking, so Bean reads the comic book to him, and some of the

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 dos 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.'*

<table>
<tr><th colspan="2">Wednesday, 25 March</th></tr>
<tr><td>Time: 60 min</td><td rowspan="2">Materials Required:
Notebook
Pen/ pencil</td></tr>
<tr><td>Learning Goal: Students will read a passage and analyse the characters.</td></tr>
<tr><td colspan="2">Instructions for Learning:

Read the passage below and answer the questions that follow:</td></tr>
</table>

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 B. mean C. active
2. Bruce told Jerry he shouldn't hit Red Rover. What does this show that Bruce is like?	A. bossy B. curious 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 B. funny 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 B. honest 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 B. bossy 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 B. calm C. dependable

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

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

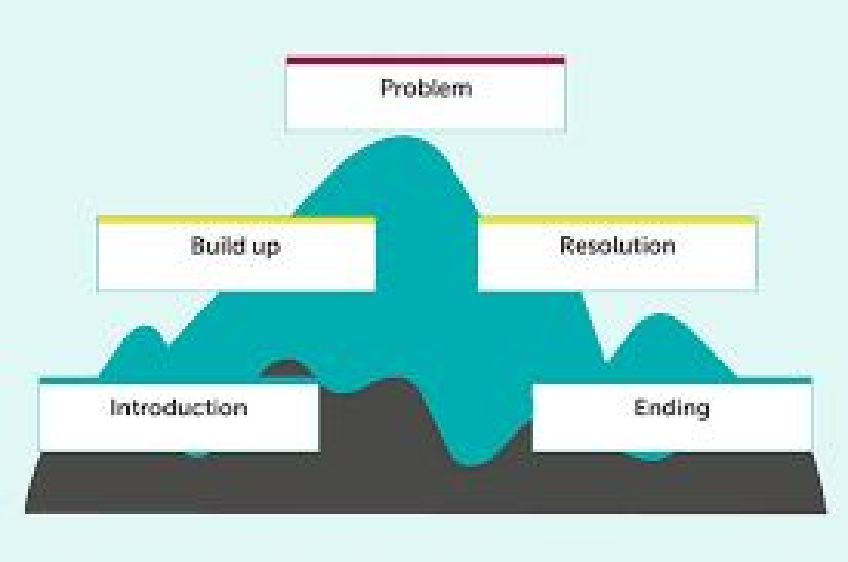
8. What is one other character trait that could be used to describe what Andi is like? _____

9. What is one other character trait that could be used to describe what Jerry is like? _____
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Thursday, 26 March	
Time: 60 minutes	**Materials Required:** ● Notebook ● Pen/ pencil
Learning Goal: Students will write a character description.	

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	**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 antonyms for various words.	

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:

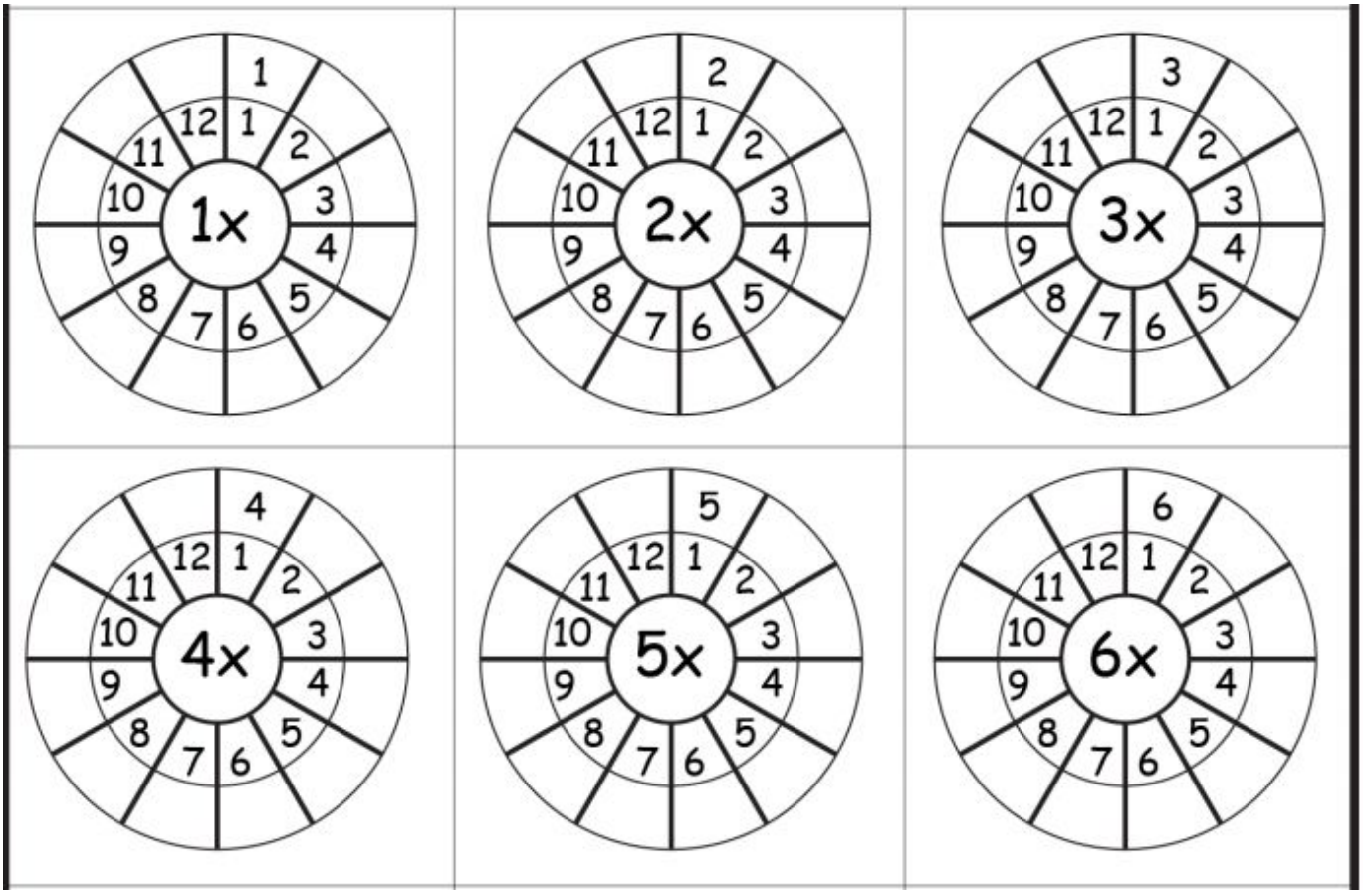
- Choose 5 pairs of antonyms, and write sentences with them. Each sentence should contain two antonyms. For example: *Peaches are plentiful in summer, but scarce in winter.*

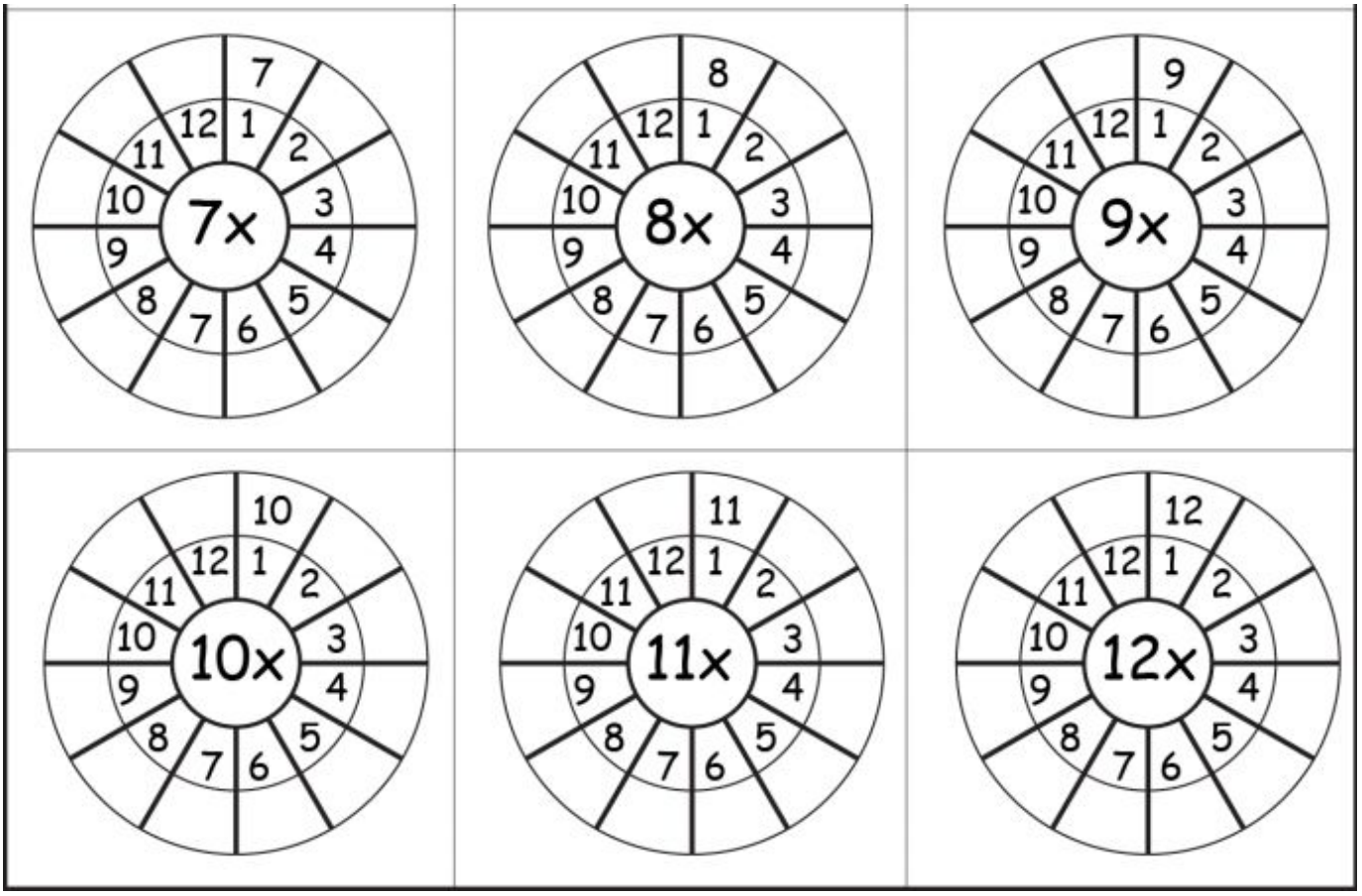
➕Mathematics Activities

Monday, 23 March	
Time: 45 minutes	**Materials Required:** • Pack of cards or homemade number cards • times tables worksheets
Learning Goal: Students will become proficient with times tables	

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:** • Worksheet below and https://www.math-salamanders.com/image-files/expanded-form-5-digits-1.gif
Learning Goal: Students will Revise number sense questions identify and use place value up to 5 digits	
Instructions for Learning: Start with some quick revision questions such as:	

1. Write down the following numbers from biggest to smallest:
   a) 237; 148; 108; 180; 303 and 481
   b) 2 001; 1 202; 2 009; 1 999; 2 900 and 2 100

2. Are the following TRUE or FALSE?
   a) 12 is closer to 10 than to 20
   b) 56 is closer to 50 than to 60
   c) 967 is closer to 1 000 than to 950
   d) 220 is closer to 240 than to 210
   e) 220 is closer to 200 than to 250

3. Use the digits 8, 9 and 6.
   a) What is the biggest number you can make?
   b) What is the smallest number you can make?
   c) What other numbers can you make from 8, 9 and 6?

4. Write the following numbers in words:

   a) 369 b) 709 c) 7 708

5. Write the following number names using number symbols:

   a) five hundred and twenty-nine

   b) four hundred and nine

   c) seven hundred and twenty

   d) one thousand three hundred and sixty-one

   e) one thousand and fifty-seven

Writing numbers in expanded form to show place value:

Name Date

EXPANDED FORM UP TO 5-DIGITS SHEET 1

Write down these numbers in expanded form.

1)	24,128	=	2 ten thousands + 4 thousands + 1 hundred + 2 tens + 8 ones
2)	5,839	=	
3)	10,463	=	
4)	7,624	=	
5)	52,806	=	
6)	13,290	=	
7)	8,072	=	
8)	71,506	=	
9)	62,850	=	
10)	8,294	=	
11)	9,075	=	
12)	6,219	=	
13)	82,045	=	
14)	17,230	=	
15)	40,261	=	
16)	9,386	=	
17)	72,108	=	
18)	23,068	=	
19)	8,936	=	
20)	42,085	=	

Free Math sheets, Math games and Math help
MATH-SALAMANDERS.COM

Wednesday, 25 March	
Time: 45 minutes	**Materials Required:** ● Worksheets below or at https://www.math-salamanders.com/rounding-worksheets.html
Learning Goal: Students will round off numbers to the nearest 10	

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.

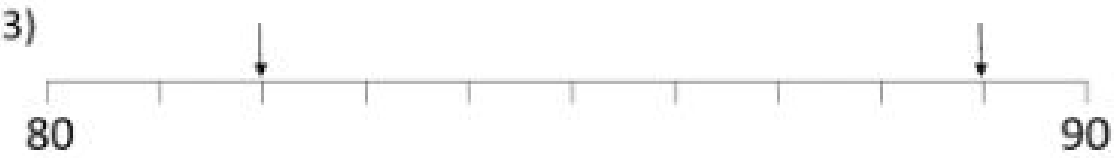
Remember: if the number is in the middle, it will round up to the next 10.

Example

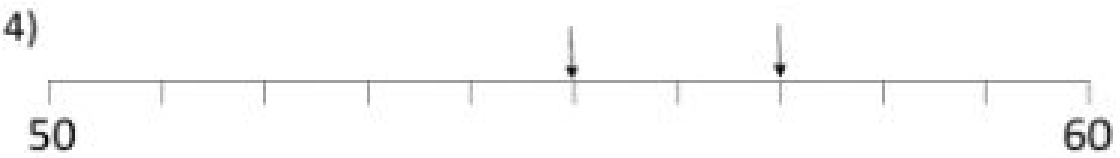
1)

2)

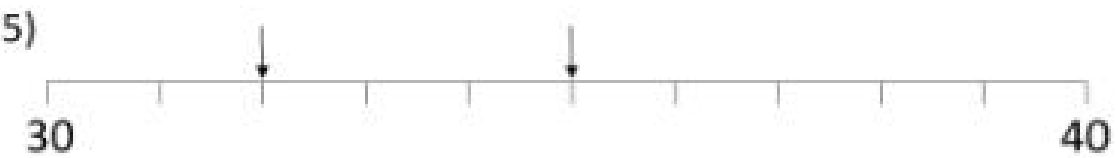
3)



4)



5)



Name Date

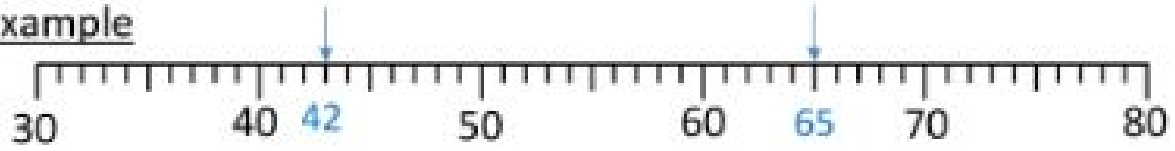
ROUNDING TO THE NEAREST 10 SHEET 2

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

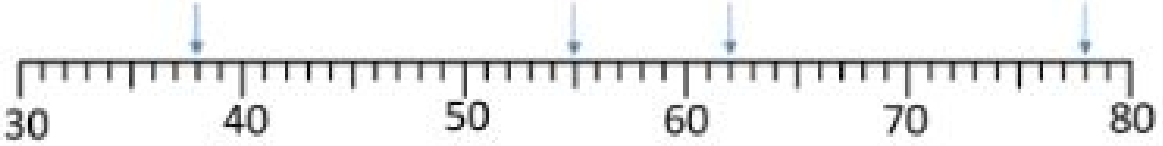
1)

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 ____

Name Date

ROUNDING TO THE NEAREST 10 SHEET 3

Follow these simple steps to round a number to the nearest 10:

- if the number is already a multiple of 10, don't change it!
- if the ones digit is less than 5 then the number is rounded down. Simply change the ones digit to zero.
- if the ones digit is 5 or more, the number is rounded up. Simply add one to the tens digit and change the ones digit to zero.

Examples

27 is rounded **up** to 30 because the ones digit is 7.
53 is rounded **down** to 50 because the ones digit is 3.
30 is unchanged because it is already a multiple of 10.
55 is rounded **up** to 60 because the ones digit is 5.

Round these numbers to the nearest 10

1) 32 → _____	2) 24 → _____	3) 16 → _____
4) 60 → _____	5) 39 → _____	6) 75 → _____
7) 44 → _____	8) 83 → _____	9) 68 → _____
10) 27 → _____	11) 35 → _____	12) 13 → _____
13) 40 → _____	14) 87 → _____	15) 8 → _____
16) 93 → _____	17) 57 → _____	18) 45 → _____
19) 3 → _____	20) 95 → _____	21) 26 → _____

Thursday, 26 March	
Time: 45 minutes	**Materials Required:** • Worksheets below or at https://www.math-salamanders.com/rounding-worksheets.html
Learning Goal: Students will practise rounding off numbers to the nearest 100 and the nearest 1000.	

Instructions for Learning:
Start with rounding off to the nearest 10:

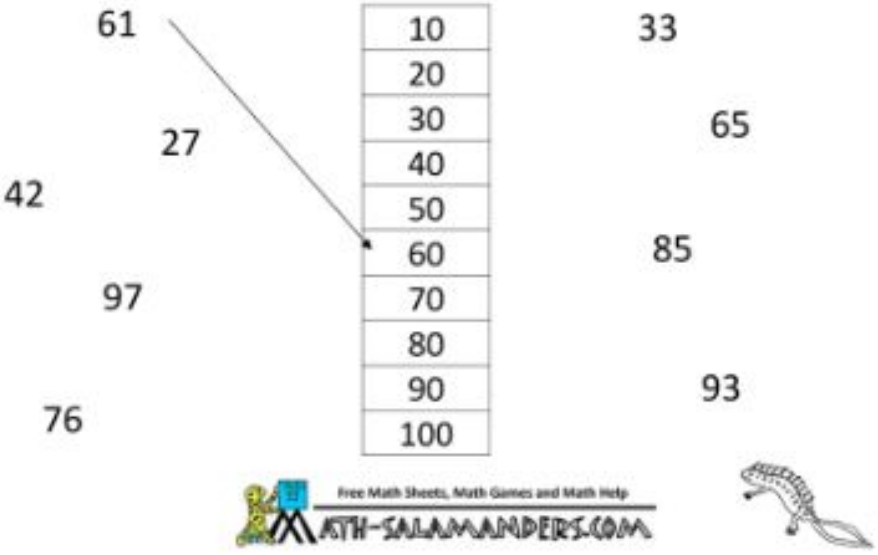
Name Date

ROUNDING TO THE NEAREST 10 SHEET 4

Round these numbers to the nearest 10

1) 62 → _____	2) 44 → _____	3) 35 → _____
4) 84 → _____	5) 72 → _____	6) 91 → _____
7) 45 → _____	8) 80 → _____	9) 67 → _____
10) 98 → _____	11) 25 → _____	12) 41 → _____
13) 27 → _____	14) 66 → _____	15) 5 → _____
16) 23 → _____	17) 48 → _____	18) 4 → _____
19) 96 → _____	20) 64 → _____	21) 56 → _____
22) 85 → _____	23) 12 → _____	24) 49 → _____

Draw an arrow to match each number to its nearest 10.



Rounding off to the nearest 100:

Look at the ***tens*** digit.

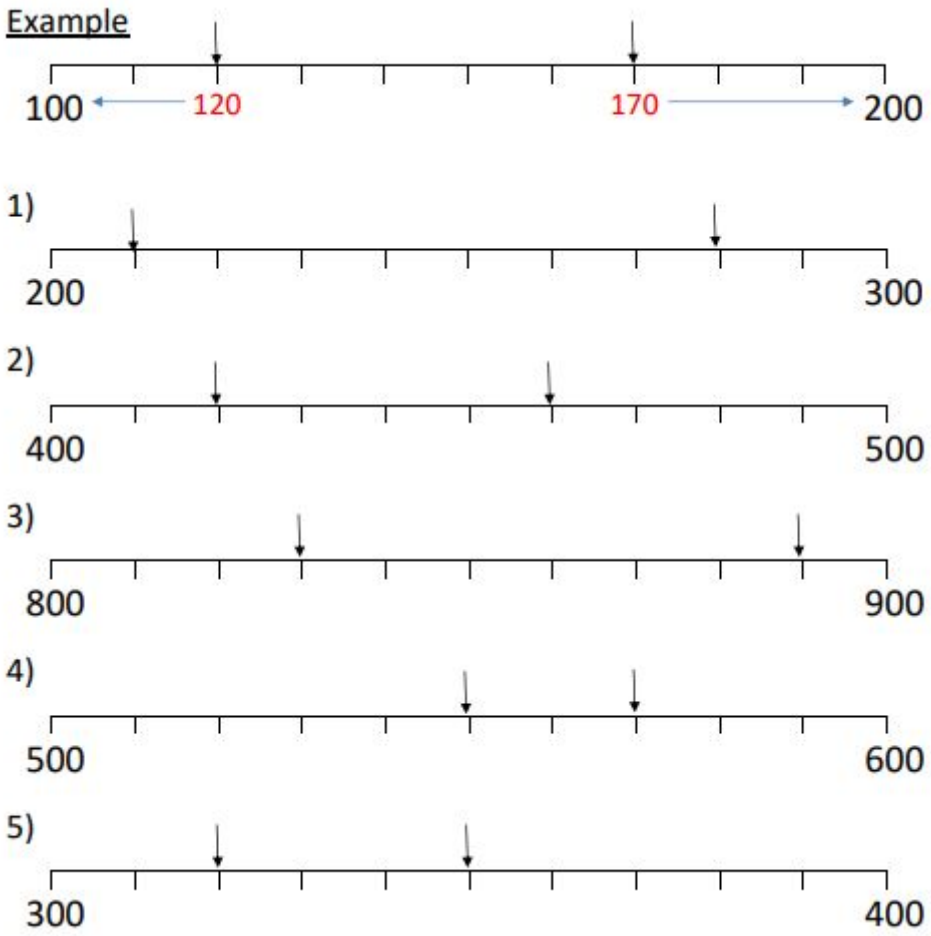
- ***if it is less than 5 then round the number down*** by changing the tens digit and ones digit to zero;
- ***if it is 5 or more then round the number up*** by adding one on to the hundreds digit and changing the tens and ones digit to zero.

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.



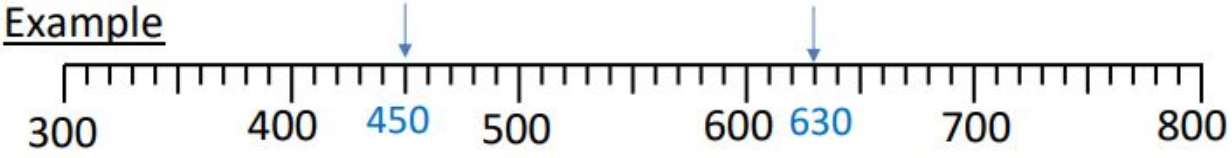
Name Date

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.

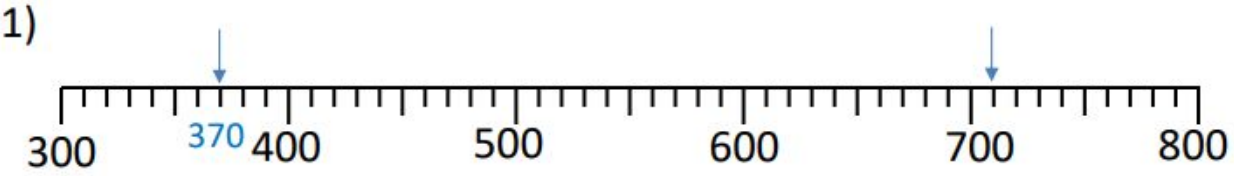
Remember: if the number is exactly half-way, it rounds up to the next 100.

Example



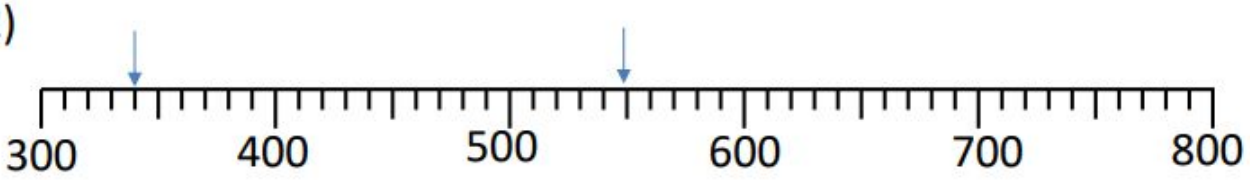
450 to the nearest 100 is 500 630 to the nearest 100 is 600

1)



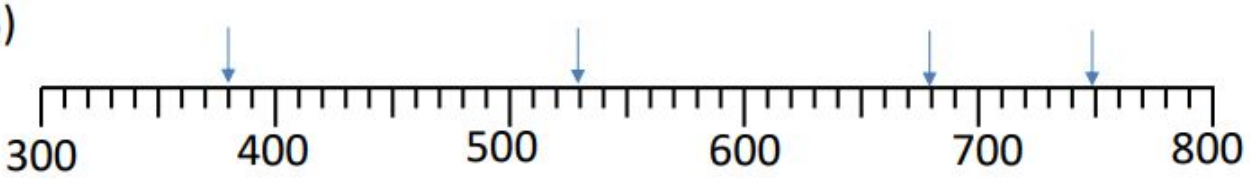
370 to the nearest 100 is ____ ____ to the nearest 100 is ____

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 ____

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.

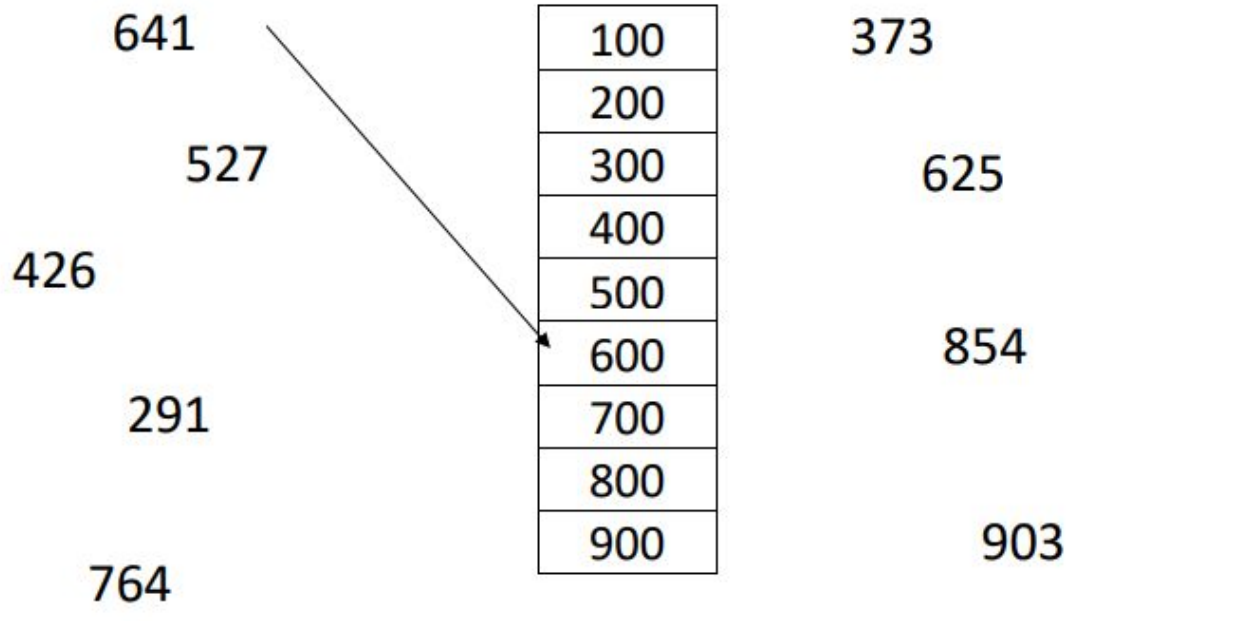
500 is unchanged because it is already a multiple of 100.

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

Round these numbers to the nearest 100

1) 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.

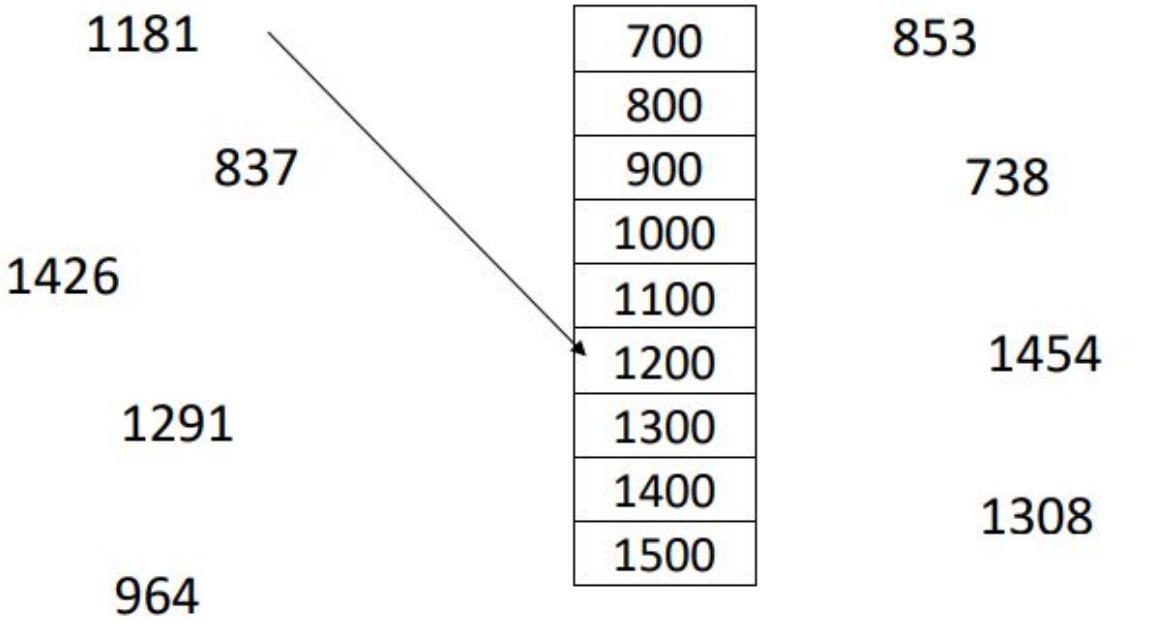


ROUNDING TO THE NEAREST 100 SHEET 5

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.



Friday, 27 March	
Time:	**Materials Required:** • Worksheets below or at https://math-salamanders.s3-us-west-1.amazonaws.com/Numbers/4th-Grade/Inequalities-4th-1.pdf
Learning Goal: Students will Compare and order numbers using >, < or =	

Instructions for Learning:
For this activity, students need to work out answers for each side and then decide which is greater than (>), less than (<) or equal (=).

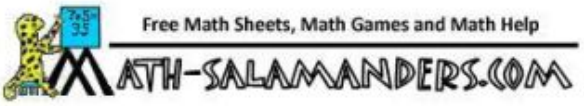
Check that your child can use these three signs and understands how to complete the activity.

INEQUALITIES SHEET 4:1

- Work out the answer to each calculation and write the answer underneath. The first one is done for you.
- Between each pair of calculations use the correct symbol >, < or =.

1)	4 x 3 = 12	>	2 + 9 = 11	11)	29 + 17	___	6 x 8
2)	30 - 17	___	2 x 7	12)	28 ÷ 4	___	½ of 14
3)	½ of 30	___	5 x 3	13)	40 x 3	___	200 - 80
4)	30 x 4	___	200 - 50	14)	4 x 90	___	30 x 10
5)	5 x 9	___	17 + 27	15)	9 x 5	___	100 - 45
6)	18 ÷ 6	___	21 - 19	16)	60 x 7	___	500 - 90

7)	3 x 9	___	100 - 72	17)	37 x 10	___	600 - 220
8)	7 x 6	___	37 + 14	18)	½ of 280	___	7 x 20
9)	90 - 67	___	6 x 4	19)	30 x 8	___	10 x 23
10)	½ of 38	___	3 x 7	20)	7 x 9	___	38 + 37

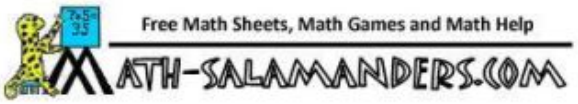


INEQUALITIES SHEET 4:2

- Work out the answer to each calculation and write the answer underneath. The first one is done for you.
- Between each pair of calculations use the correct symbol >, < or =.

1)	5 x 9 = 45	<	23 x 2 = 46	11)	3 x 90	___	350 - 80
2)	24 ÷ 4	___	35 ÷ 7	12)	200 - 130	___	19 + 48
3)	7 x 6	___	80 - 35	13)	6 x 50	___	70 x 4
4)	100 - 39	___	27 + 34	14)	½ of 250	___	20 x 7
5)	½ of 68	___	6 x 6	15)	48 ÷ 6	___	45 - 37
6)	4 x 30	___	200 - 150	16)	63 ÷ 7	___	24 ÷ 3

7)	9 x 20	___	5 x 40	17)	49 ÷ 7	___	36 ÷ 4
8)	300 - 140	___	80 x 2	18)	7 x 80	___	900 - 380
9)	6 x 40	___	400 - 180	19)	37 + 48	___	½ of 170
10)	30 x 5	___	10 x 13	20)	8 x 80	___	320 + 390



🔬Science Activities (SA)

Monday, 23 March & Tuesday, 24 March

Time: 2 x 45 minutes

Learning Goal: Students will

- Demonstrate an understanding of the Earth's tilt, rotation and revolution around the Sun
- Complete a Frayer Model for key vocabulary words

Materials Required:

- Digital device (with internet connection) to view lesson slides
- Science 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***

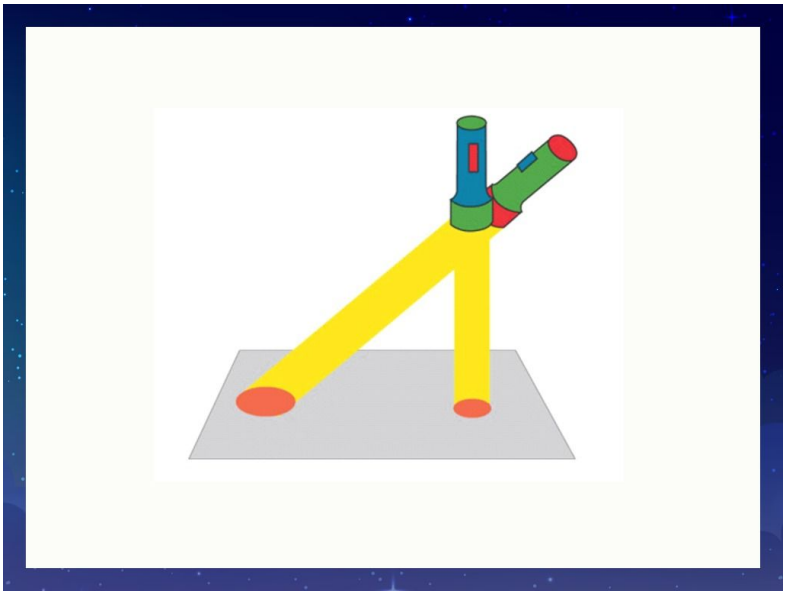
Preparation Notes:

- ❏ Open the lesson slides on a digital device (if using a laptop, use this link, if using a smartphone, download the app (Apple / Samsung) first and then follow this link).
- ❏ Enlarge the screen by clicking on the expand icon on the top left corner of the opening slide.
- ❏ Then click on the "preview" button. If prompted to buy, simply click "continue with preview".
- ❏ 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.
- ❏ Read the text and follow the instructions, respond to the questions and other interactive elements on the slides with your child.
    - ❏ Write answers to prompts in Science Notebooks or this Learning Pack.

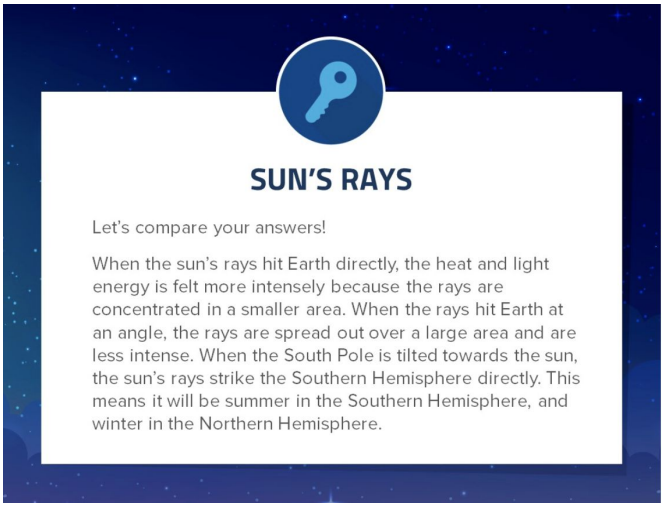
Instructions for Learning:

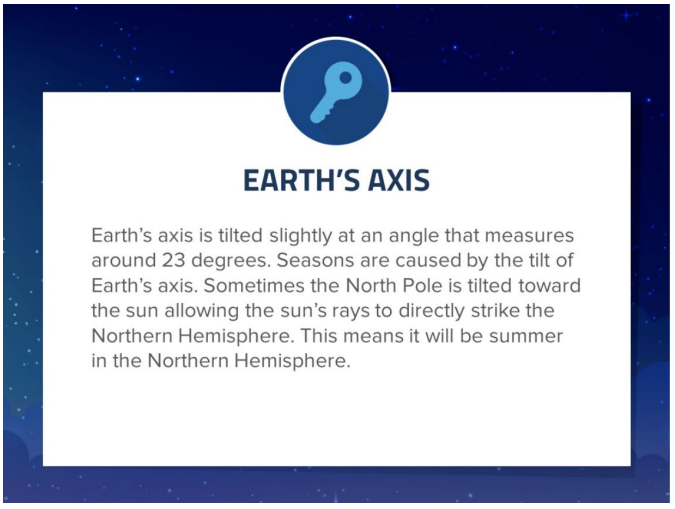
1. Explain to students that in this lesson they will be exploring the question: How does the tilt of the Earth and its relationship with the Sun cause seasons?
2. **Ask students:** Why do you think we have seasons? [Just pose the question and have them answer, do not try to correct their thinking quite yet]
3. **Answer True or False:** Earth's seasons are caused by Earth's distance from the sun? [Just pose the question and have them answer, do not try to correct their thinking quite yet]
4. **Virtual Expedition of Freiburg University in Winter.** Ask students: If it's winter here, does it mean it's winter everywhere? Why is it cold? How often do the seasons change?
5. **Investigating Seasons:** watch a short video about seasons and how they are caused by the Earth's tilt, rotation and revolution around the Sun. As they watch, invite students to write new vocabulary in their notebooks.
6. **Re-Answer True or False:** Earth's seasons are caused by Earth's distance from the sun?

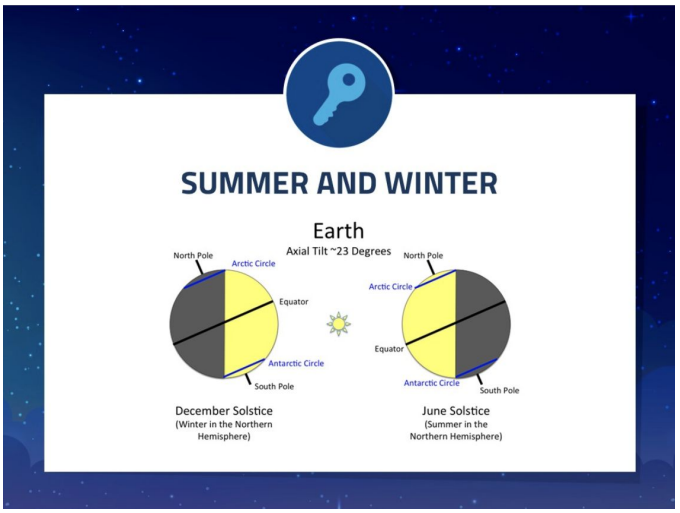
7. **Discuss with students:** What did you learn about seasons from the video? What common misconceptions (another word for misunderstandings) about seasons were addressed in the video? What key vocabulary words and phrases were used in the video?



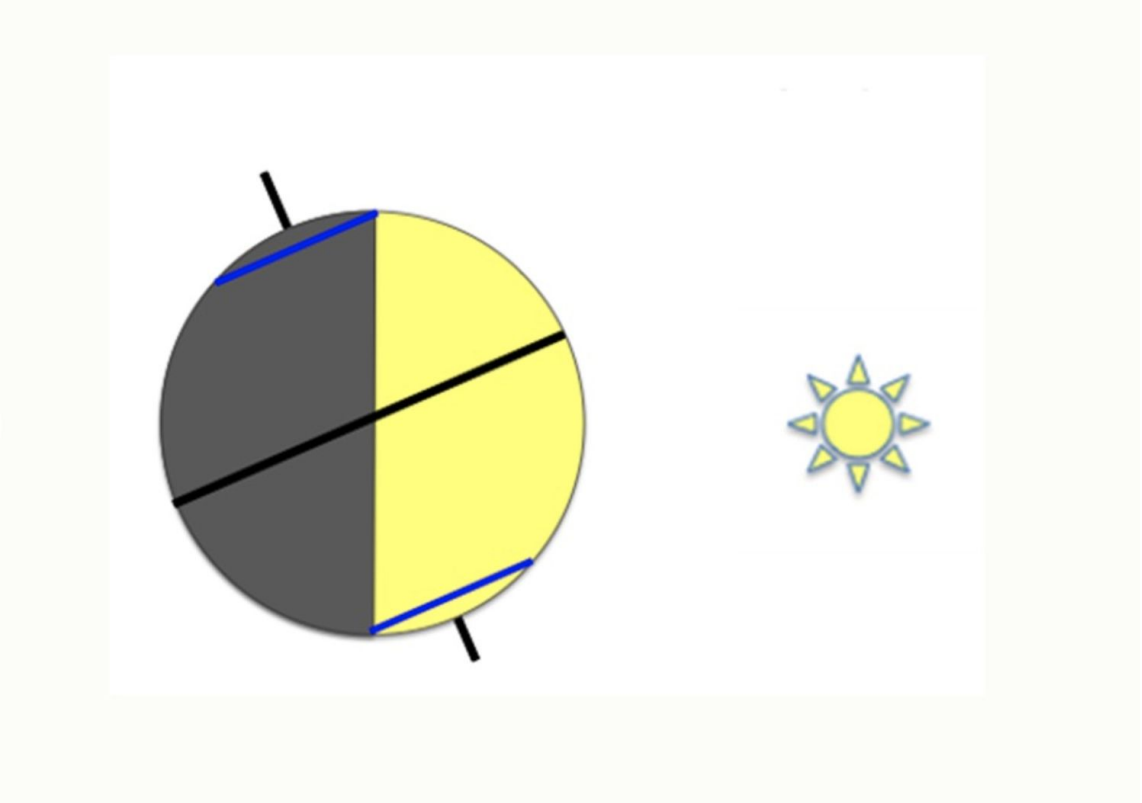
8. **Ask students to study the reference image above.** When the flashlight is directly over the surface (gray sheet), what do you notice about how the light hits the surface? When the flashlight is angled, what do you notice about how the light hits the surface? [Write their answers in their notebook]
9. **Think-Pair-Share:** Ask students: Using what you learned from the diagram, how do you think the angle at which the sunlight hits Earth impacts seasons? [Have students think first and then share their thinking with you]
10. **Compare** their answers by reading the next slides together:





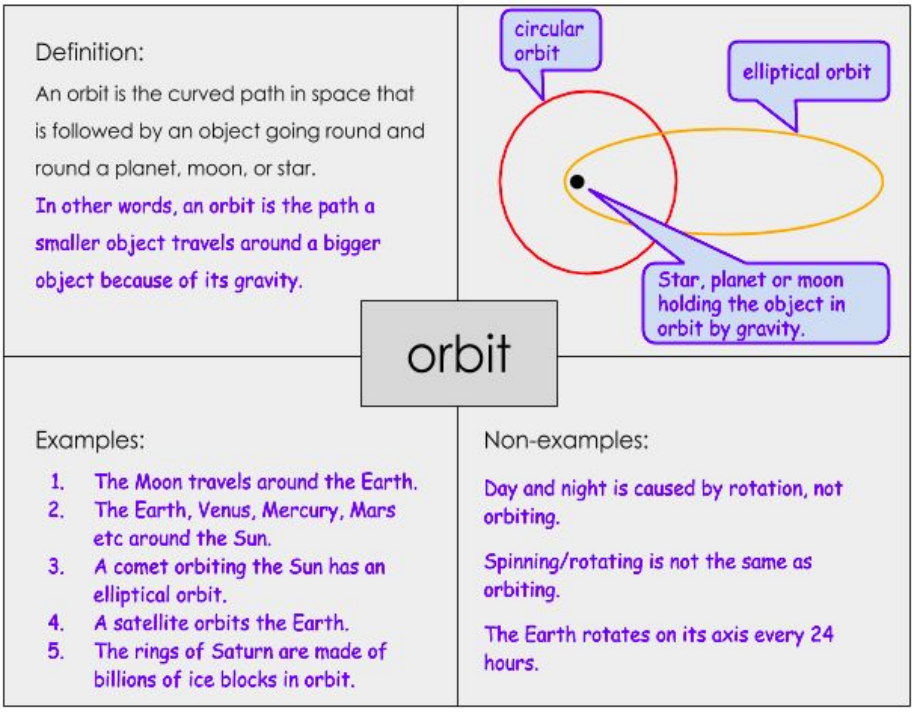


11. With a partner, label the diagram of the Earth below with key vocabulary listed below:

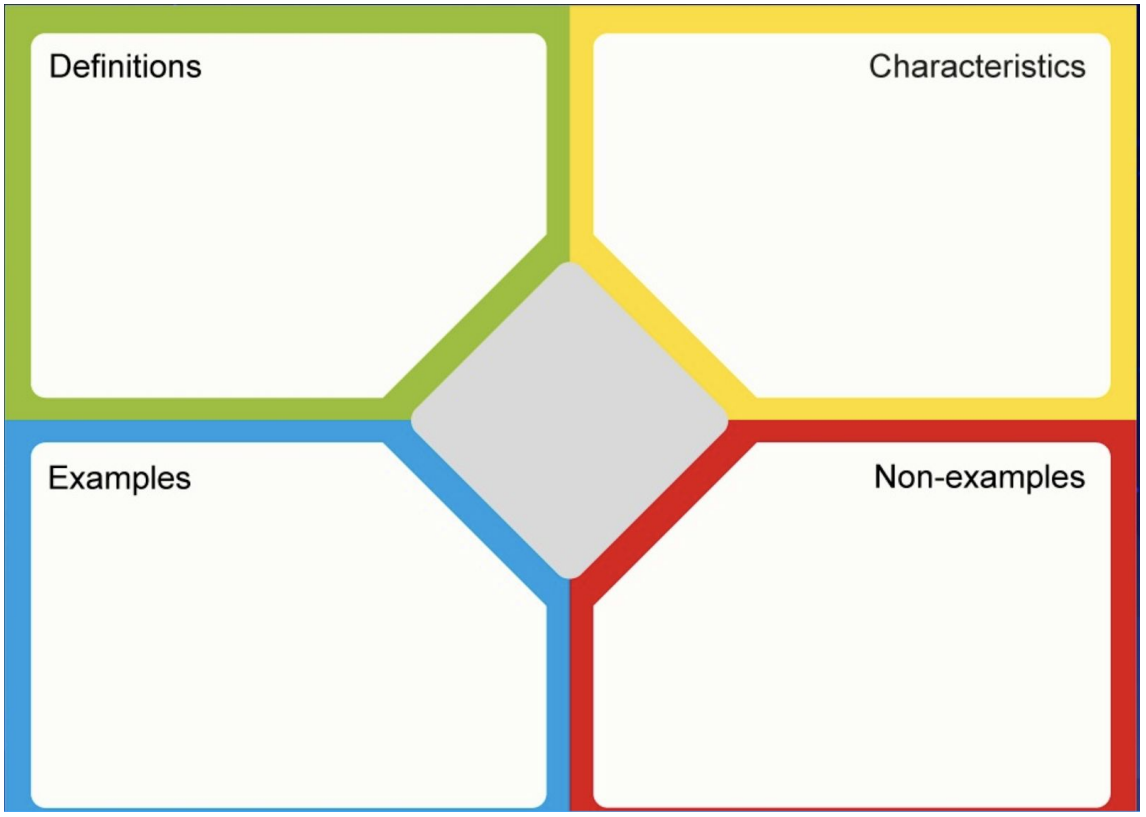


12. Ask students to respond in their notebooks to this question: How are the amounts of heat and light received on Earth related to the angle of the sun's rays?

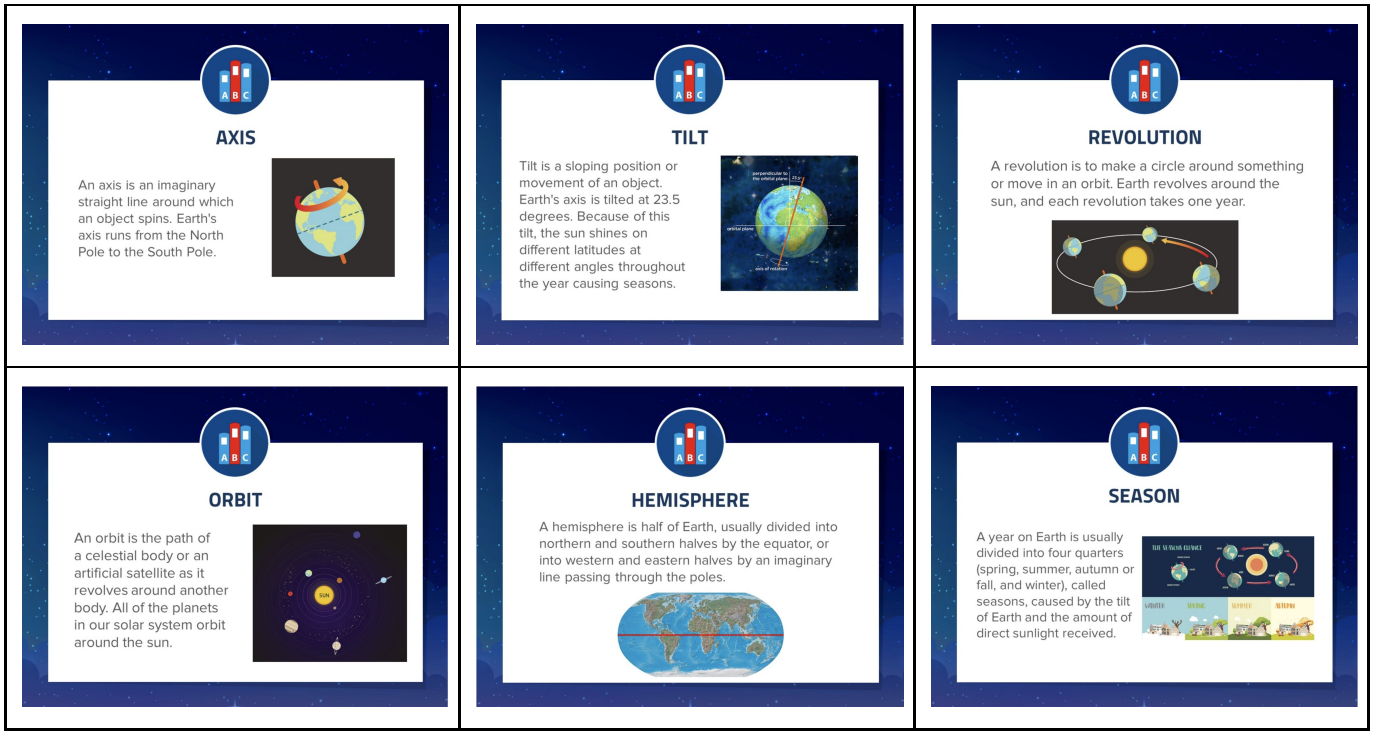
13. Here is an example of a filled in Frayer Model below for the word “orbit” using words, images, or diagrams.



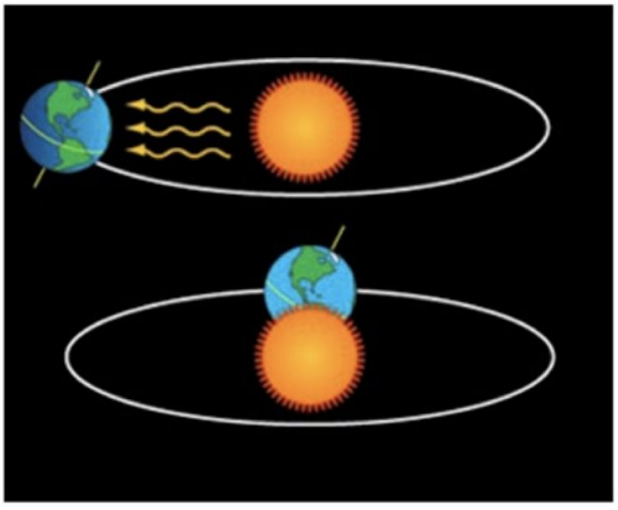
14. Now complete a new Frayer Model with a partner. Select one word from the key vocabulary list (tilt, revolution, hemisphere, axis, or season) and fill in the graphic organizer below: [complete the other words in their notebooks]



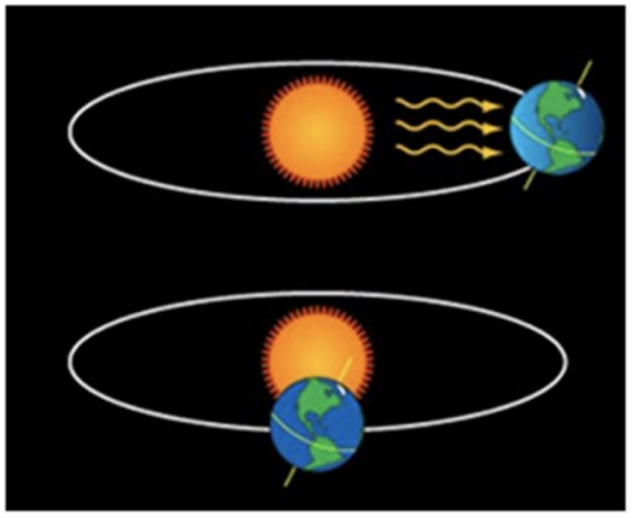
15. Compare your answers by reviewing the key vocabulary on the following slides:



16. Label the diagram below to show what season is being represented:



17. Label the diagram below to show what season is being represented:



18. Fill in the blanks using these words - *summer, northern, winter, seasons, title, southern, axis :*

Earth's _____ is tilted slightly at an angle that measures around 23 degrees.

_____are caused by the _____ of Earth's axis.

Sometimes the North Pole is tilted toward the sun allowing the sun's rays to directly strike the northern hemisphere.

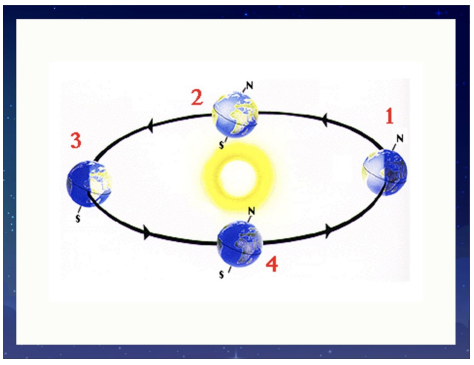
This means it will be _____ in the _____ hemisphere,

and _____ in the _____ hemisphere.

Wednesday, 25 March	
Time: 45 minutes	**Materials Required:** • Digital device to view lesson slides • 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***
Learning Goal: Students will • Apply scientific vocabulary to explain the relationship between Earth and the Sun and how it affects the seasons	

Instructions for Learning:

Complete the Seasons Match & Pair activity on this link.
Then, complete the following quiz:



Question 1: Look at the reference image. It shows the tilt of Earth and how Earth revolves around the sun. The tilt of Earth is responsible for Earth's _____?

 A. revolution
 B. seasons
 C. eclipse
 D. rotation

Question 2: When the North Pole is tilted toward the sun, what are the sun's rays doing?

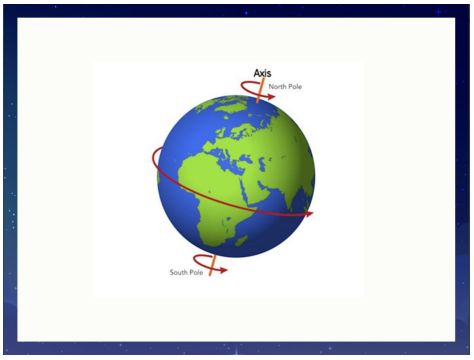
 A. The sun's rays are not reaching the Northern Hemisphere.
 B. The sun's rays are striking the Northern Hemisphere indirectly causing it to have summer.
 C. The sun's rays are striking the Northern Hemisphere directly causing it to have summer.
 D. The sun's rays are striking the Northern Hemisphere directly causing it to have winter.

Question 3: More heat is produced when the sun's rays hit Earth _____, than when they hit at an angle.

 A. randomly
 B. directly
 C. indirectly
 D. occasionally

Question 4: What is important in determining Earth's seasons

 A. The tilt of Earth's axis and its revolution around the sun
 B. Only Earth's revolution around the sun
 C. Earth's rotation and distance to the sun
 D. Only Earth's distance to the sun



Question 5: Look at the reference image. It shows Earth spinning on its axis. This is called _____ .

- A. revolution
- B. orbit
- C. rotation
- D. seasons

19. Using your new vocabulary words (tilt, revolution, hemisphere, axis, season, orbit) to explain what causes the Earth's seasons:

Thursday, 26 March & Friday, 27 March	
Time: 2 x 45 minutes	**Materials Required:** • Digital device (with internet connection) to view lesson slides • Science Notebook • Pen/Pencil
Learning Goal: Students will • Demonstrate an understanding of the Earth's movement around the Sun • Complete a Frayer Model for key vocabulary words • Apply scientific vocabulary to explain the path that the Sun travels during different seasons	

Preparation Notes

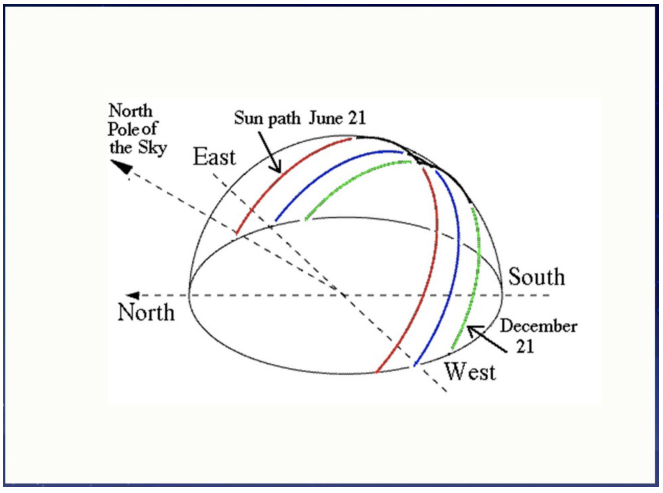
- ❏ Open the lesson slides on a digital device (if using a laptop, use this link, if using a smartphone, download the app (Apple / Samsung) first and then follow this link).
- ❏ Enlarge the screen by clicking on the expand icon on the top left corner of the opening slide.
- ❏ Then click on the "preview" button. If prompted to buy, simply click "continue with preview".
- ❏ 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.
- ❏ Read the text and follow the instructions, respond to the questions and other interactive elements on the slides with your child.
    - ❏ Write answers to prompts on slides in Science Notebooks or this Learning Pack.

Instructions for Learning:

1. Explain to students that in this lesson they will be exploring the question: How does the Sun's position in the sky depend on the Earth's movement around the Sun?
2. **Ask students to share:** What do you know about the relationship between the Sun and the Earth? [Have students share their thinking, do not correct thinking quite yet]
3. **Answer True or False Poll:** True or False: The sun rises and sets in exactly the same place every day. [Have students write their thinking, do not correct them quite yet]
    a. True
    b. False
4. **Virtual Expedition to Norway!** As you explore, think about what time of the day it might be. Is the sun rising or setting?
5. **Ask students to write their response:** Do you know where the sun rises and sets? How would you explain this to someone?

6. **Investigating the Sun's position in the sky.** Watch the video. As you watch, pay attention to any new vocabulary and write it below:

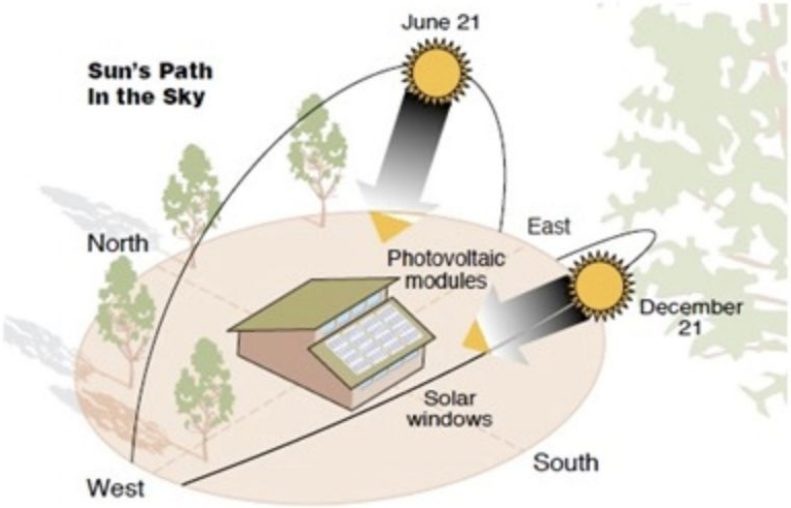
7. **Re-Answer True or False Poll:** True or False: The sun rises and sets in exactly the same place every day.
    a. True
    b. False
8. **Discuss:** What effect does the position of the Sun have on seasons? How does the rotation of Earth change how people at different locations see the Sun?
9. **Sun's Position.** Study the reference image and answer the questions



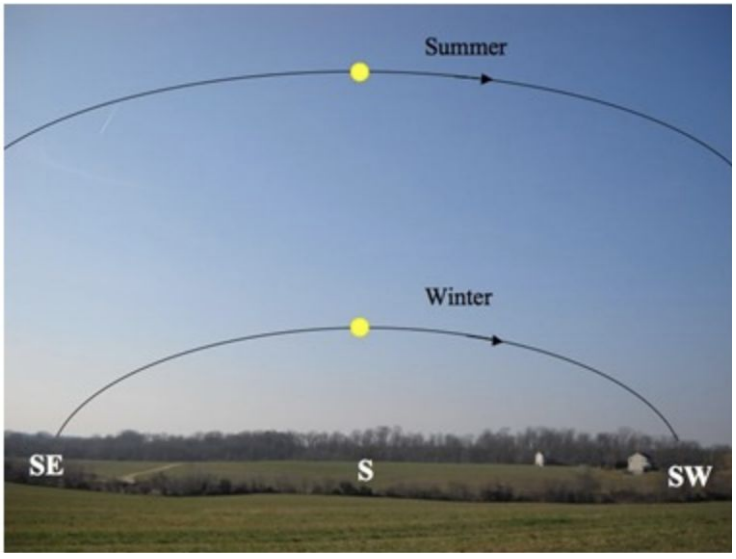
In the reference image,
the graphic shows the apparent path the sun follows during each season.

What does the red line show us? How is it different from the green and blue lines?

10. **Think-Pair-Share:** With a partner, compare and discuss the June 21 path to the December 21 path. What do you notice?



11. **Think-Pair-Share:** Now, analyze the same diagram of the Sun's position during the winter and summer solstices from a different angle. What do you notice?



12. **Discuss:** From the images of the apparent Sun's paths, what might you say about how the Sun's appearance in the sky changes over a year?

13. **Compare** your answers with the following explanations:

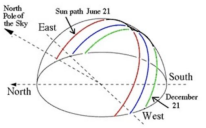
MOVEMENT OF EARTH

Let's compare your answers!

The sun stays in the center of the solar system. The sun is not actually rising or setting, but appears to rise and set because of Earth's rotation on its axis. Earth makes one complete rotation (spin) about every 24 hours. Earth rotates toward the east. As Earth rotates, different locations on Earth pass through the sun's light.

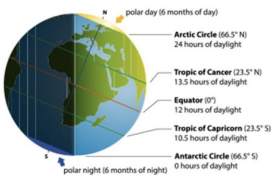
POSITION OF THE SUN

Earth is also tilted which gives some parts more exposure to the sun than others, creating seasons. The actual position of the sun (rising and setting) in the sky is affected by the season, time of day, and location on Earth. The tilt and movement of Earth determines the path the sun travels during different seasons.

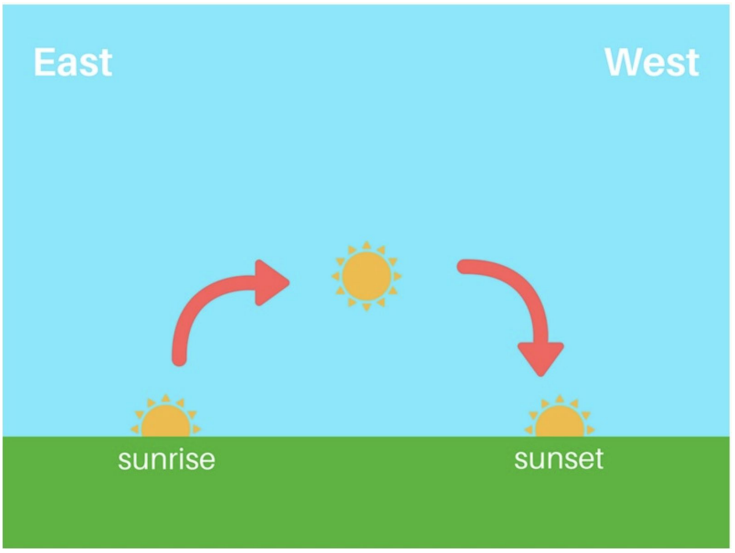


MIDNIGHT SUN

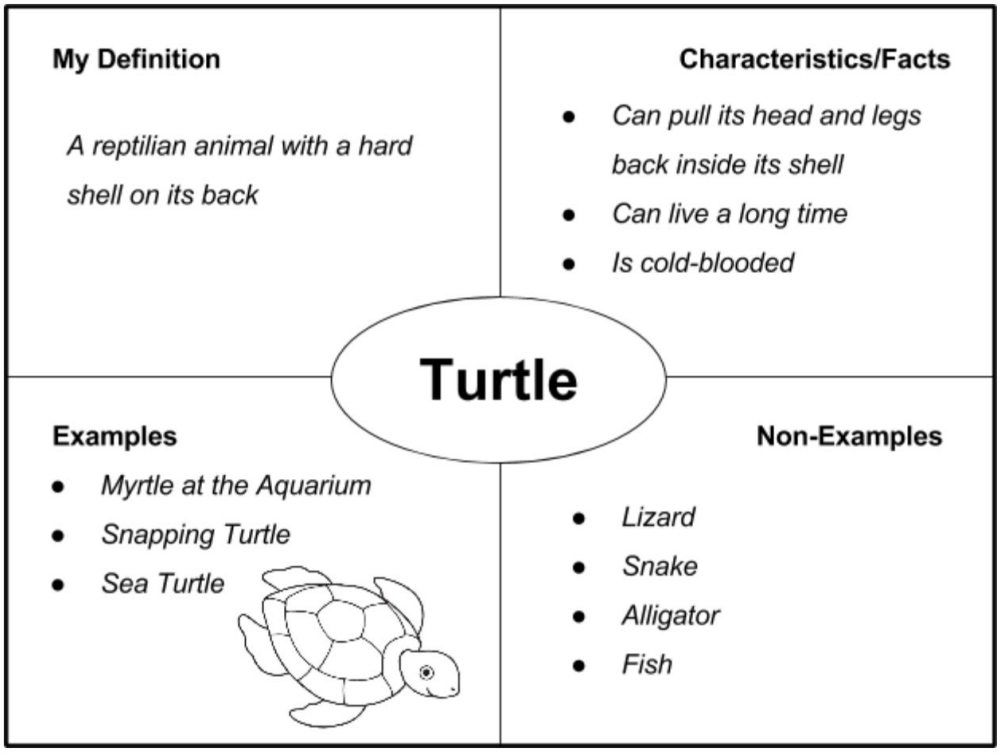
During summer, in places very close to the poles, the sun never actually sets! It stays visible in the sky, even at midnight! In the middle of summer, the sun never goes below the horizon, so there are 24 hours of daylight.



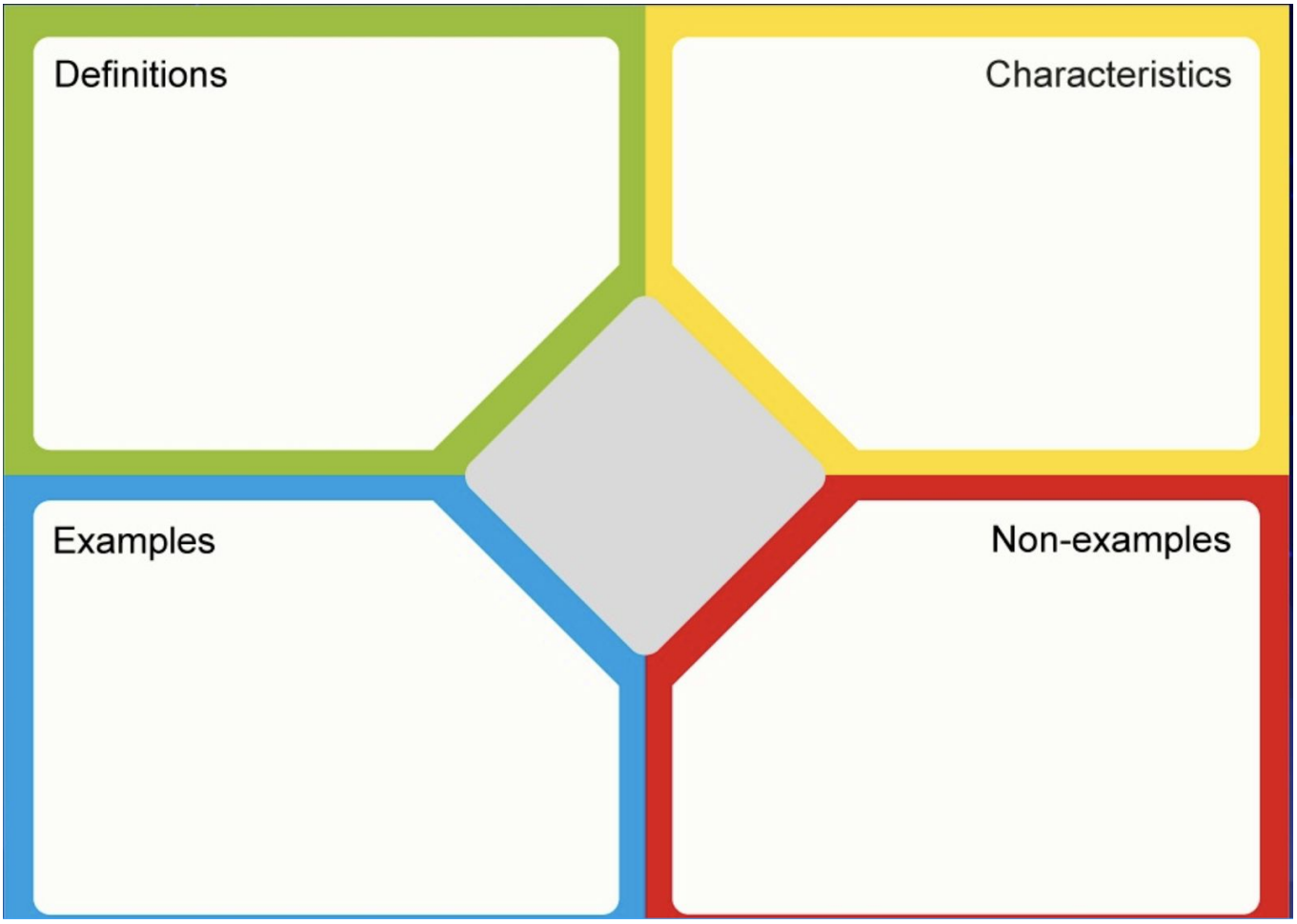
14. On the diagram below, you'll see the sun's path across the sky in **winter**. With a partner, draw the path you would expect the Sun to take in **summer**.



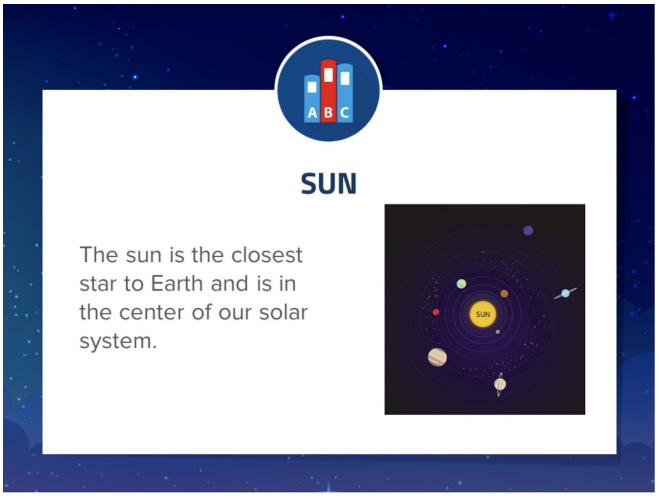
15. Here is an example of a Frayer Model below for the word "turtle" using words, images, or diagrams:

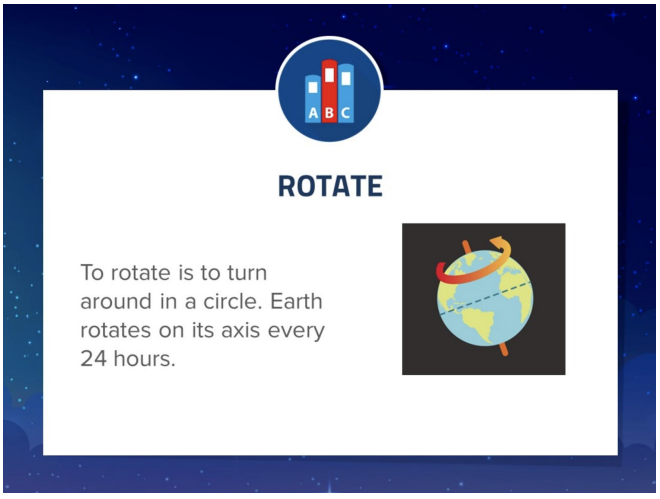


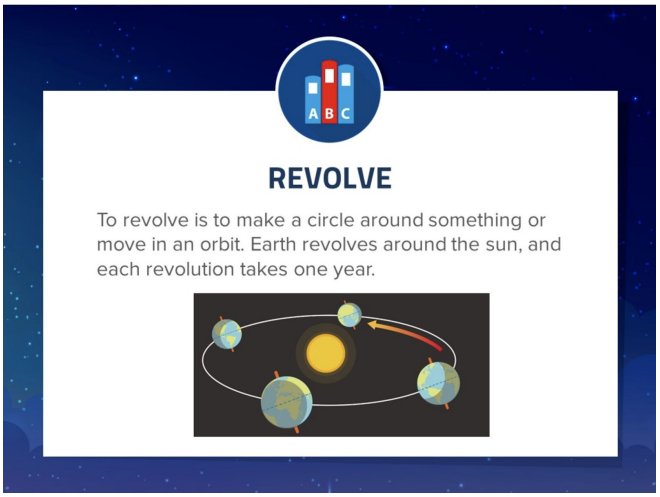
Now complete a new Frayer Model with a partner. Select one word from the key vocabulary list (Sun, rotate, revolve, horizon) and fill in the graphic organizer below.

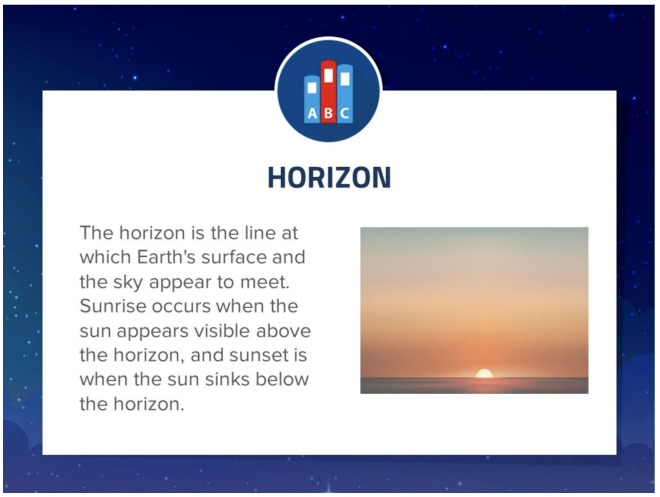


16. Now let's compare your frayer models with the following slides (pay attention to how your definitions compare):



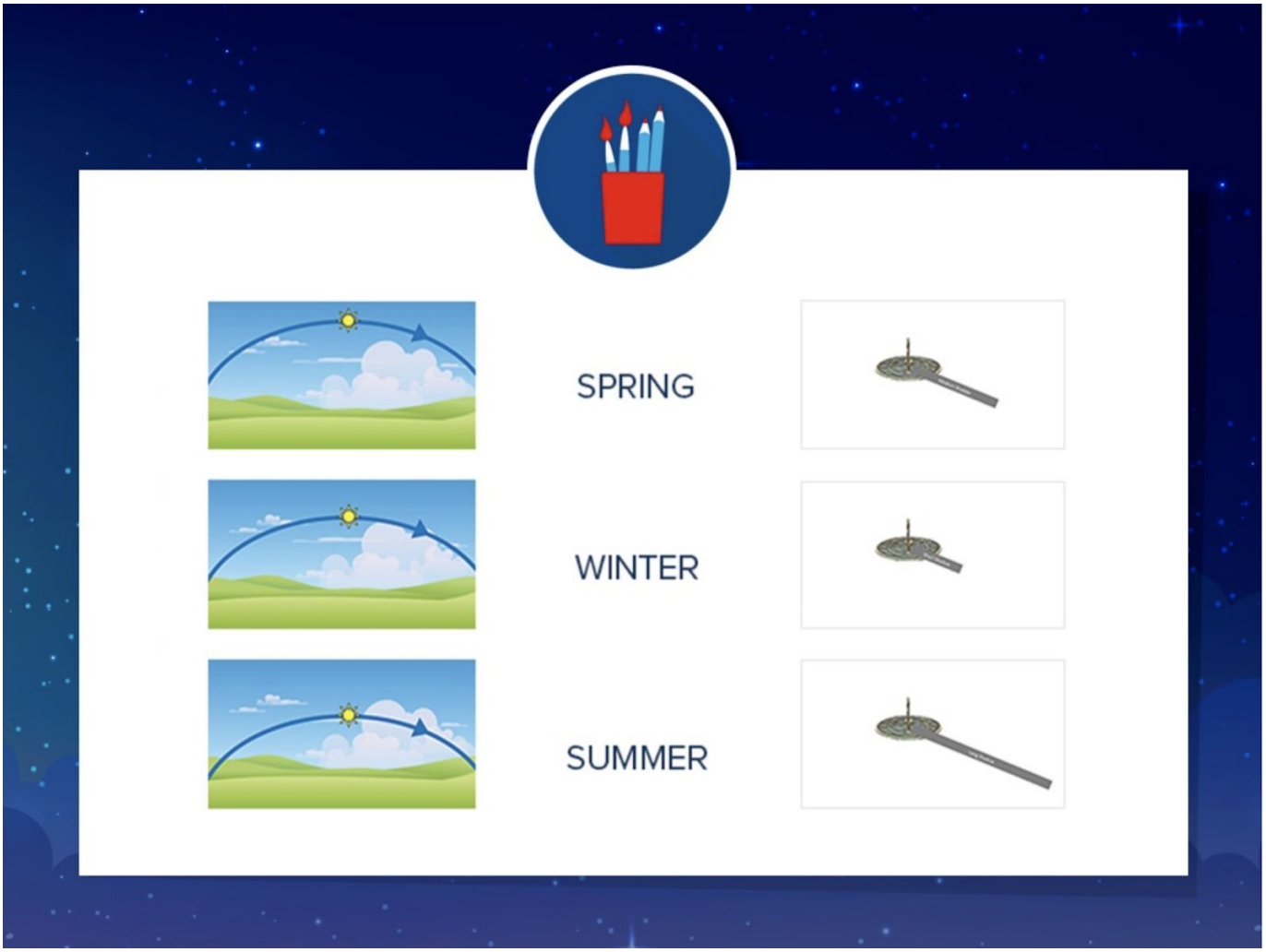






17. **Discuss:** Some plants and their growth cycles are also affected by seasons. How would you explain how the Sun's position in the sky might impact a plant's growth cycle?

18. **Sundial Activity:** Use your knowledge of the sun's apparent movement across the sky during each season to match the display with the correct label and image.:



Note: A sundial is a time telling device that uses sunlight. The length of the noon shadow for the sundial is longer or shorter depending on the season.

19. **Fill in the blanks** (using these words: rise locations rotation season center set Sun axis Earth):

The _____ is in the _____ of our solar system. The sun is not actually rising or setting, but appears to _____ and _____ because of Earth's rotation on its _____. Earth makes one complete _____ (spin) about every 24 hours. Earth rotates toward the east. As _____ rotates, different _____ on Earth pass through the sun's light. The actual position of the sun (rising and setting) in the sky is affected by the _____ , time of day, and location on Earth.

20. **Complete the following quiz:**

Question 1: At the center of the solar system is the _____.

- A. Earth
- B. Milky Way
- C. Jupiter
- D. Sun

Question 2: The sun does not actually rise and set, but appears to because of Earth's _____ on its axis.

- A. revolution
- B. tilt
- C. rotation
- D. orbit

Question 3: Earth rotates toward the _____ .

- A. North
- B. South
- C. East
- D. West

Question 4: The actual position of the sun in the sky is affected by all of the following EXCEPT_____.

- A. the seasons
- B. the location on Earth
- C. the revolution of Earth
- D. the number of clouds

Question 5: Earth's tilt and _____ around the sun causes the sun to take different paths across the sky giving us seasons.

□ A. revolution
□ B. tilt
□ C. rotation
□ D. spin

Question 6: Why do the days get shorter as winter approaches in the Northern hemisphere?

□ A. The angle of sunlight makes the days shorter.
□ B. It is daylight savings time.
□ C. The tilt of Earth causes the sun to be farther away in winter.
□ D. The sun's path in the sky is shorter in winter.

Using your new vocabulary words, explain how the sun's position in the sky is dependent on the location and the time of year.

💬Second Languages Activities (SA)

Monday, 23 March	
Time: 30 min	**Materials Required:** ● Worksheet ● Dictionary -Afrikaans -Setswana Setswana Oxford Living Dictionaries in google ● Stationary
Learning Goal: Students will be able to compose a story about a picture, by using nouns, pronouns, verbs and adjectives in it.	

Instructions for Learning:

- Write a story in Afrikaans / Setswana based on the pictures in the Exercise.
- Students need to remember the following:
- Give the story a title.
- Write 4 sentences for each picture. There should be at least 5 words in each sentence.
- Use a dictionary to help you with your vocabulary.
- Make use of nouns, pronouns, verbs and adjectives.
- Remember to punctuate and put in capital letters in your sentences where needed.

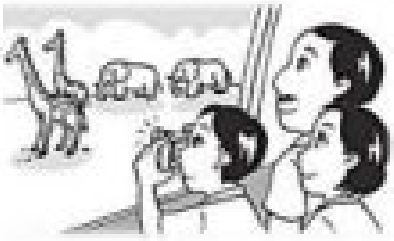
Afrikaans Guided Writing – Exercise 4

Write a story in Afrikaans based on the pictures below. Remember to give your story a title. Write 4 sentences for each picture. There should be at least 5 words in each sentence. Use Google translate to help you with your vocabulary. Make use of nouns, pronouns, verbs and adjective. Remember to punctuate and put in capital letters in your sentences where needed.

(Afrikaans worksheet)

Setswana Guided Writing – Exercise 4

Write a story in Setswana based on the pictures below. Remember to give your story a title. Write 4 sentences for each picture. There should be at least 5 words in each sentence. Use the Setswana Oxford Living Dictionaries in google, to help you with your vocabulary. Make use of nouns, pronouns, verbs and adjective. Remember to punctuate and put in capital letters in your sentences where needed.



(Setswana worksheet)

Tuesday, 24 March	
Time: 50 min	**Materials Required:** ● Worksheet ● Dictionary / Google translate ● Color pens
Learning Goal: Students will be able to compose a diary entry of 70-90 words by using conjunction words, plurals, adjectives and pronouns in it	

Instructions for Learning:

- Students will need to diary entry of 70-90 words.
- You are on a school bus and the driver forgets you are still there. They park the bus for the night. You climb out of the bus and…

- Students need to write short sentences with at least 6-8 words in it.
- Students need to use the following in their diary entry:
  - 2 conjunction words
  - 2 plurals
  - 3 adjectives

  Students can decide if they would like to write their diary entry in (Afrikaans / IsiZulu or Setswana)

Tuesday 24 March 2020

Grade 5

Diary entry

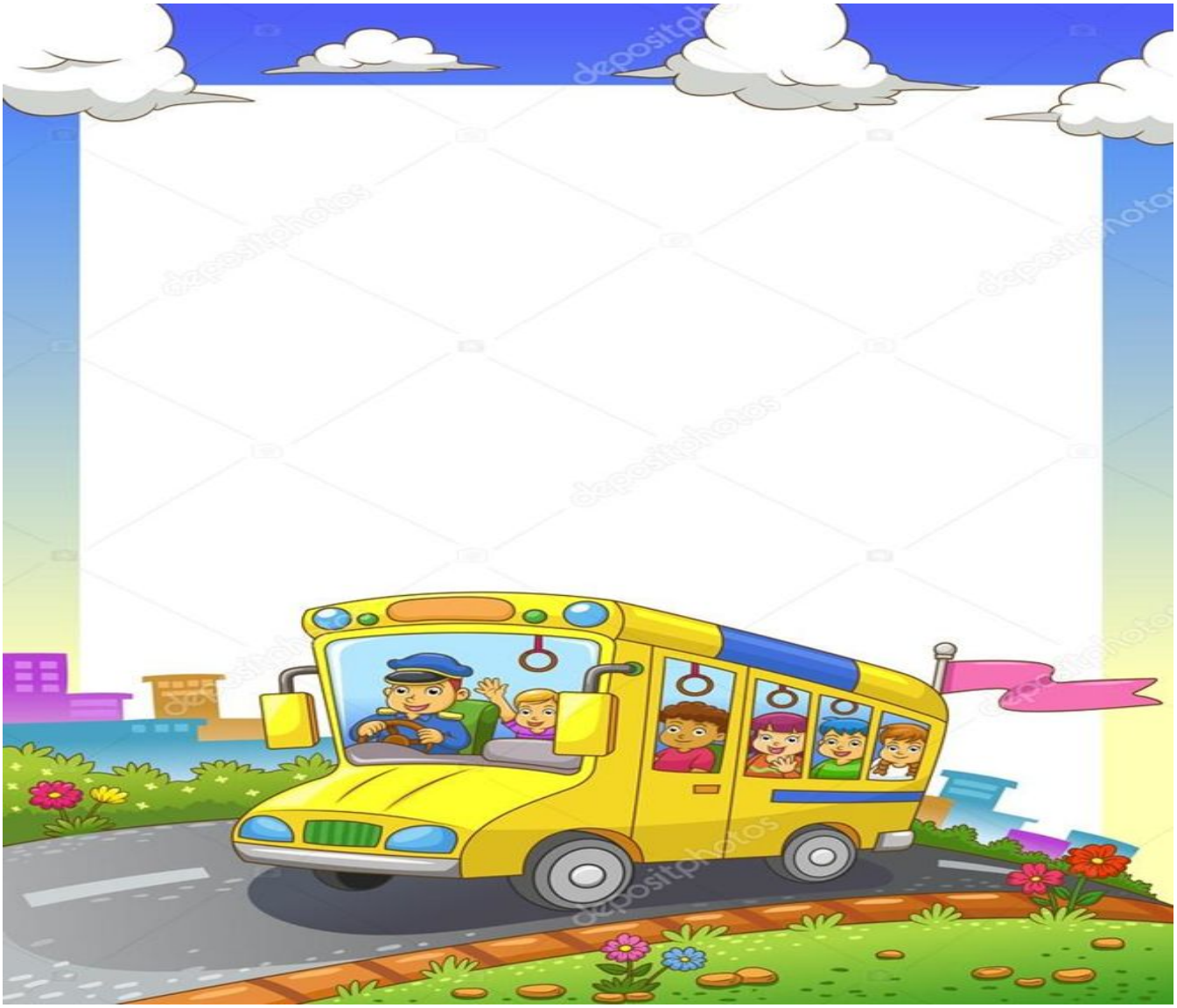
You are on a school bus and the driver forgets you are still there. They park the bus for the night. You climb out of the bus and as you are walking home, you see a robbery.

Write a diary entry of 70-90 words of what happened.

Students need to write short sentences with at least 6-8 words in it.
Students need to use the following in their diary entry:

- **2 conjunction words**
- **2 plurals**
- **3 adjectives**

*Students can decide if they would do this activity in **Afrikaans / Setswana / IsiZulu**.*



Wednesday, 25 March	
Time: 50 min	**Materials Required:** - Afrikaans: • Download: Lees app (Studeer sonder sukkel) – Free app https://play.google.com/store/apps/details?id=tech.livx.lees • Worksheet • Pen / Pencil / Color pen • Dictionary - Setswana https://nalibali.org/story-library/audio-stories/sesotho • Pencils / Crayons / Colored pencils • Worksheet
Learning Goal: Afrikaans: Students will be able to practice different reading levels Students will write a short summary of what they've read and voice their opinion about the reading app. Setswana: Students will be able to improve their listening skills by listening to a story in	

Setswana and to summarize the story in their own words	• Dictionary

Instructions for Learning:
(This is not something that the students did this term, but it will be a good of introducing new vocabulary to the students and it is fun)

Afrikaans:
Students need to read more in their additional languages.

Students will need to download the reading app on a phone.

This reading app is only available in Afrikaans; students will read in different levels. Students will learn new vocabulary while reading these short comprehensions. Students will be evaluated after they have read the short comprehension. Students will answer three questions and it will give him / her feedback after answering the three questions. Students get three opportunities on a specific level before they can improve to the next level.

After students read for about 25-30 minutes, students will stop reading on the app. Students will fill in the worksheet. On this worksheet, they need to give feedback. Students should have read more than 2 comprehensions, let them pick one of the comprehensions to give feedback on.

Setswana:
Students will open the Nalibali link and pick one of the stories. Students will listen to the story. Students can listen to the story twice. After listening to the story, students will complete the worksheet.

Lees is lekker

Naam: _____ Datum: _____

Het jy daarvan gehou om op die "app" te lees? (Did you enjoy reading on the "app"?)
Kleur een gesiggie in:

Wat het in die storie gebeur wat jy gelees het?

Hoeveel uit 3 het jy gekry?

Grade 5

Wednesday 25 March 2020

Second Languages

Write a short explanation in Setswana what happened in this short story.

Draw a picture about this short story

Rate this story by coloring in the stars

Thursday, 26 March	
Time: 60 min	**Materials Required:** • Worksheet with vocabulary words on it • Phone to record conversation
Learning Goal: Students will be able to use vocabulary cards to compose a conversation with a friend / family member.	

Instructions for Learning:
Students will read the english meaning and the isizulu meaning on the cards. Students will pick 3 cards. They need to practice to pronounce it and they need to use these cards when they have a conversation with a friend / family member.

(Students can create a dialogue with these cards so that the friend / family member can respond to a question.)

Students will be recorded and they need to share the video with their teacher.

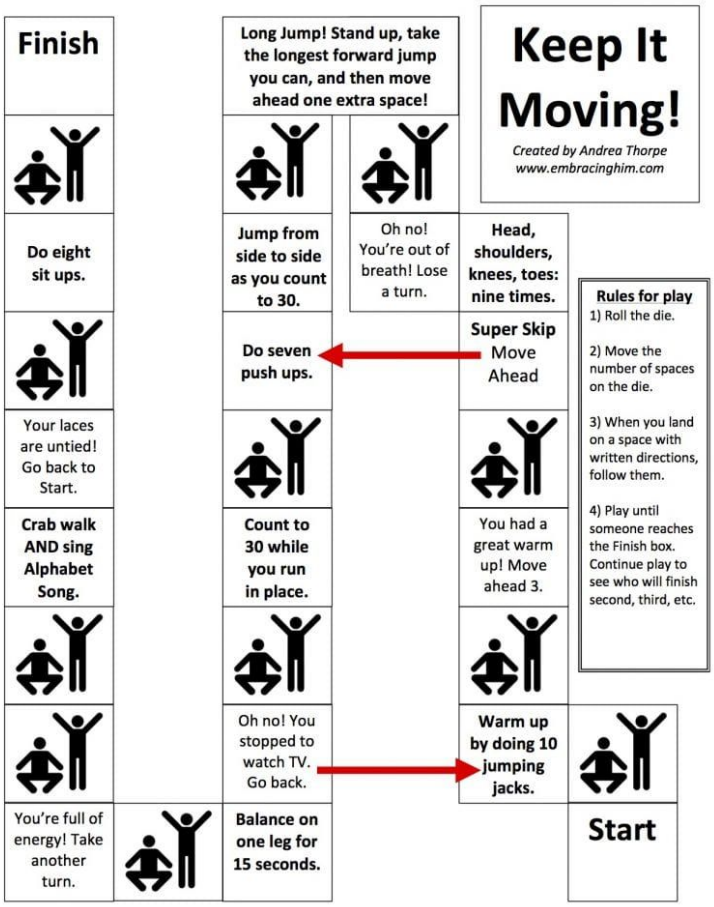
I have a cold.	Ngiphethwe umkhuhlane.
I am coughing.	Ngiyakhwehlela.
I am thirsty.	Ngomile.
I am hungry.	Ngilambile / ngiphethwe yindlala.
I want to see the doctor / dentist.	Ngifuna ukubona udokotela / ngifuna ukubona udokotela wamazinyo.
Where do you have pain?	Kubuhlungu kuphi?

Friday, 27 March	
Time: 20 min	**Materials Required:** ● Worksheet with vocabulary cards from Thursday 26 March
Learning Goal: Students will match the correct english explanation card with the IsiZulu card	
Instructions for Learning: ● Students will use the worksheet from Thursday 26 March. Students will cut out each card. Students will pack the IsiZulu card on the table and they will mix the rest of the English cards in a container or hat. ● Students will take one card out of the container or hat and they will have 1 minute to try and match it with the correct IsiZulu card. If students get it right they get a point, if they struggle to match it, let them put it back into the container. Students go on until they have matched all the cards.	

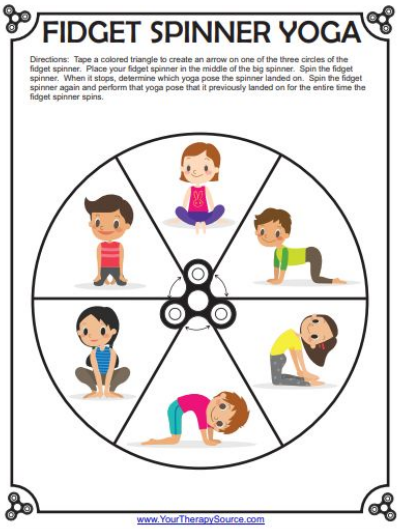
Movement Activities

Monday, 23 March	
Time: 15 - 20 min	**Materials Required:** • **Video:** https://www.youtube.com/watch?v=aZru-M3TUlI
Learning Goal: Students will be part of the Sonic game by acting out the moves to copy Sonic the Hedgehog	
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	**Materials Required:** • Copy of the Keep it Moving game • Dice • Family member
Learning Goal: Students will be able to do different activities by rolling a dice and following instructions on the Keep it Moving game	
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 som3one reaches the Finish box. • COntinue play to see who will finish second, third, etc.	



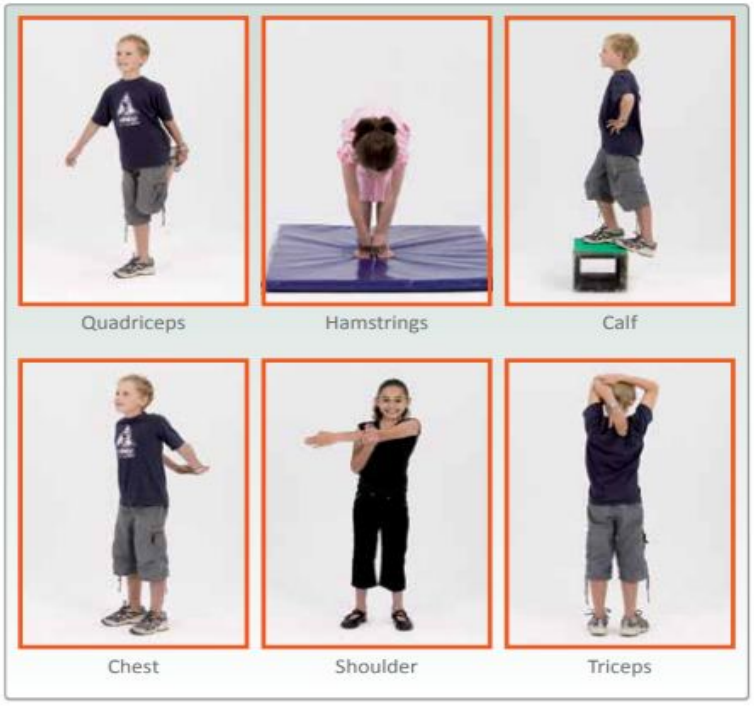
Wednesday, 25 March	
Time: 20 min	**Materials Required:** ● Copy of the yoga poses ● Fidget spinner / a lid that that turn / a cap from a bottle ● Tape ● Scissor ● Coloured triangle out of paper
Learning Goal: Students will relax by practicing yoga poses	
Instructions for Learning: ● Students will tape 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	

- 

Thursday, 26 March	
Time: 30-40 min	**Materials Required:** • **Large area** • **A whistle** • **Hula hoops or targets** • **Soccer balls** • **Family members**
Learning Goal: Students will how improved skill at hitting a target with a ball · Students learn and demonstrate throwing and catching techniques	

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	**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
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.	

Instructions for Learning:

Activity 1: Warm-up (5 minutes)
For warm-up, students will do Choose a warm-up exercise from the list

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

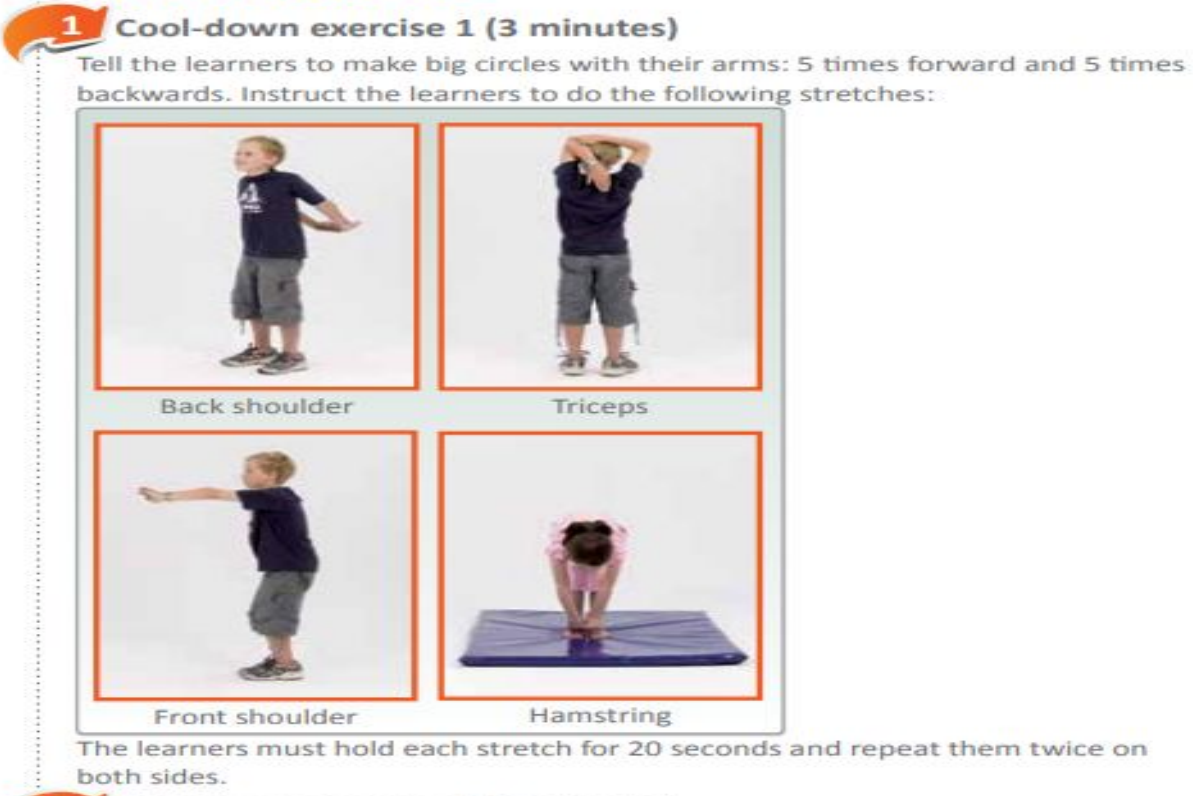
throw again. Each learner will only have 1 attempt at a time. • See which group is furthest from the wall after 5 minutes or so.

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.



🔭Exploration Activities

Monday, 23 March	
Time: 15 mins	**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***
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	

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	**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***
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	
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	**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***
SEL Moment: Using Mantras **Learning Goal:** Students will • *Practice* using mantras • *Practice* repeating their mantras while taking 5 deep breaths	
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.	

<table>
<tr><th colspan="2">Thursday, 26 March</th></tr>
<tr><td>Time: 30 mins</td><td rowspan="2">Materials Required:

• Digital device (with Internet connection) to view Nearpod lesson slides
• Optional: Notebook & Pen/Pencil</td></tr>
<tr><td>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</td></tr>
<tr><td colspan="2">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.</td></tr>
</table>

<table>
<tr><th colspan="2">Friday, 27 March</th></tr>
<tr><td>Time: 30 mins</td><td rowspan="2">Materials Required:

• Digital device (with Internet connection) to view Nearpod lesson slides
• Optional: Notebook & Pen/Pencil</td></tr>
<tr><td>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.</td></tr>
<tr><td colspan="2">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.</td></tr>
</table>