



NOVA PIONEER

SCHOOLS FOR INNOVATORS & LEADERS

At-Home Learning Pack Term 1 2020

Week of: March 23 to 27

Grade: 6

Recommended Schedule for



Monday 23 March

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Author's Point of View	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	Second Languages	Second Languages (SA) -Interview - questions	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science / Humanities	Food chains: Vocabulary and review	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Station rotations	N/A
1:45 - 2:30	Exploration	SEL Moments: 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	Write a recount	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Converting units of measurement	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Second Languages	Second Languages (SA) Have a interview with family member	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science / Humanities	Food chains start with plants.	https://nearpod.com/t/science/5th-grade/energy-it-all-starts-with-the-sun-L31295950
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Movement games and muscle strength	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	Plan a news article	N/A
9:00 - 9:15	Break		
9:15 - 10:15	 Mathematics	Number work revision	N/A
10:15 - 10:30	Break		
10:30 - 11:15	 Second Languages	Second Languages (SA) Have a interview with family member	N/A
11:15 - 11:30	Break		
11:30 - 12:15	 Science / Humanities	Food chains: Describe a habitat	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	 Movement	Target practice	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 new article	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Prime numbers	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Second Languages	Second Languages (SA) Write report about interviews	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science / Humanities	Food chains: Build a sandwich	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Traditional dances with a twist	Traditional Zulu dance Traditional Xhosa dance Traditional Sotho dance Traditional Indian dance Traditional Afrikaner dance
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	Finalise and present your newspaper article.	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Number work revision	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Second Languages	Second Languages (SA) Thank you cards with short message	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science / Humanities	Food chains: What's for dinner	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Pattern and category movements Alphabet yoga	Alphabet yoga
1:45 - 2:30	Exploration	SEL Moment: Solving Problems (Culture Principles)	N/A

Literacy & Writer's Workshop Activities

Monday, 23 March

Time:

Materials Required:

Learning Goal:

Students will revise author's point of view.

- Notebook
- Pen/ pencil

Instructions for Learning:

1. Read the passages below. Indicate whether each passage is written in 1st, 3rd or 3rd person omniscient narrative.

Text 1:

Bill was so proud of his touchdown. He talked and talked about it. He told everyone about it. His friends were getting tired of hearing about it. "Maybe we could talk about something else," complained Ted.

Text 2:

I just put my homework into the green homework basket on Mrs. Gardner's desk. I think I did a really good job on my report. I worked hard and spent a lot of time researching my project. Mrs. Gardner is looking at it now. I hope she likes it.

Text 3:

Playing in the meadow was always fun for Sally and her best friend Molly. Sally liked to roll in the tall grass and watch the clouds as they moved in the sky. She hoped that Molly wanted to do the same thing.

What point of view is used in this paragraph?

What point of view is used in this paragraph?

What point of view is used in this paragraph?

<p>Text 4:</p> <p>I know how to get what I want. I will smile and nod my head and the teacher will like me. I can get what I want by being nice and paying attention. I love school. Everyone will like me. This year will be fun.</p>	<p>Text 5:</p> <p>Adam was making faces at his two sisters. He was always trying to make them laugh. He just did not understand why they didn't think his faces were funny. When Adam made faces at school his friends laughed.</p>	<p>Text 6:</p> <p>"I need everyone to pay attention. Please, stop talking and look at me," Lindsey shouted. She was getting very frustrated. How could she teach them how to play the game if they did not pay attention? Everyone thought it was party time.</p>
<p>What point of view is used in this paragraph?</p>	<p>What point of view is used in this paragraph?</p>	<p>What point of view is used in this paragraph?</p>

2. Choose any of the passages above and rewrite it from a different point of view.

Tuesday, 24 March	
<p>Time: 60 minutes</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> • Notebook
<p>Learning Goal: Students will write a recount.</p>	
<p>Instructions for Learning:</p> <p>Think about the time you have spent learning from home. Are you enjoying it? What have been some highlights so far? What are some lowlights?</p> <p>Write a recount of 3-4 paragraphs about your time spent learning from home. Your paragraph should:</p> <ul style="list-style-type: none"> • have a clear introduction, • Be set out in chronological order, • Be written in past tense, • use interesting vocabulary and words relevant to the topic. 	

Wednesday, 25 March

Time: 60 minutes

Materials Required:

- Notebook

Learning Goal:

Students will write a newspaper report.

Instructions for Learning:

What have you learned about Covid-19 so far?

Think about the information you have gathered from friends, parents, television, newspapers, the internet etc.

Plan a newspaper article, reporting on the main details of the Coronavirus.

Use a spider diagram to brainstorm your ideas.

Thursday, 26 March

Time: 60 minutes

Materials Required:

- Notebook

Learning Goal:

Write a newspaper article

Instructions for Learning:

Write a newspaper article about the Coronavirus. Your writing should include:

- an eye-catching headline,
- a lead that provides the most important details first,
- less important details that follow in the next 2-3 paragraphs.

Friday, 27 March

Time: 60 minutes

Materials Required:

- Notebook
- Optional props (e.g. glasses, microphone, smart clothes etc)

Learning Goal:

Students will edit, finalise and present their newspaper article.

Instructions for Learning:

Today, you will finalise your newspaper article and present it as a TV reporter.

Begin by editing your writing. Check for the following:

- Spelling
- Correct use of grammar and punctuation
- Accurate and detailed facts
- Interesting vocabulary

Write a final draft of your news report.

Gather family members and friends who may be at home with you. They will be your audience. Look for props and items of clothing at home, which you can wear to play the part of a news reporter.

Present your news report aloud to your audience. Read clearly and with expression. Use facial gestures and appropriate body movement to engage your audience.

+Mathematics Activities

Monday, 23 March

Time: 45 minutes

Learning Goal:

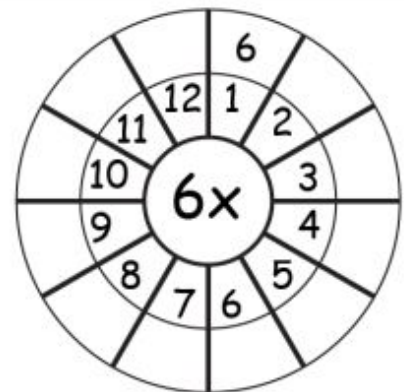
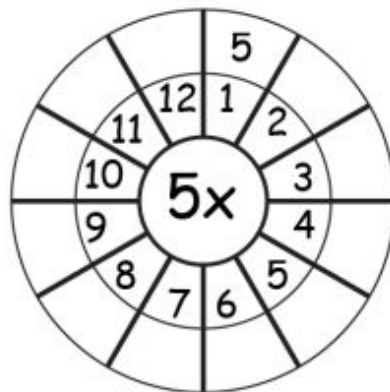
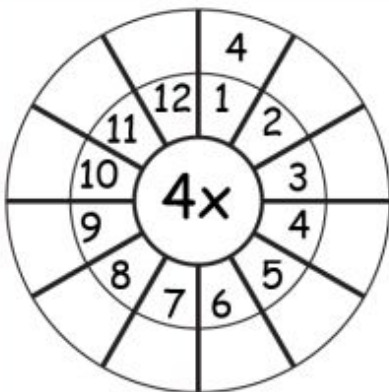
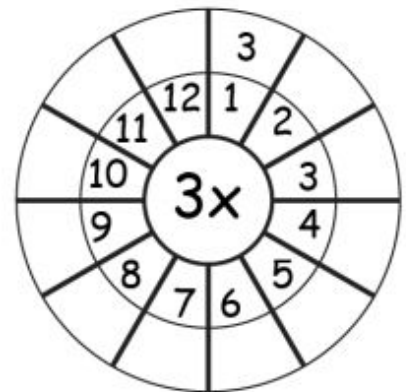
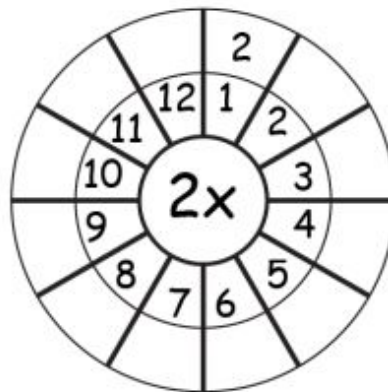
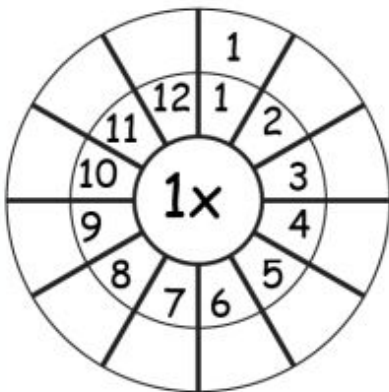
Students will become proficient with times tables

Materials Required:

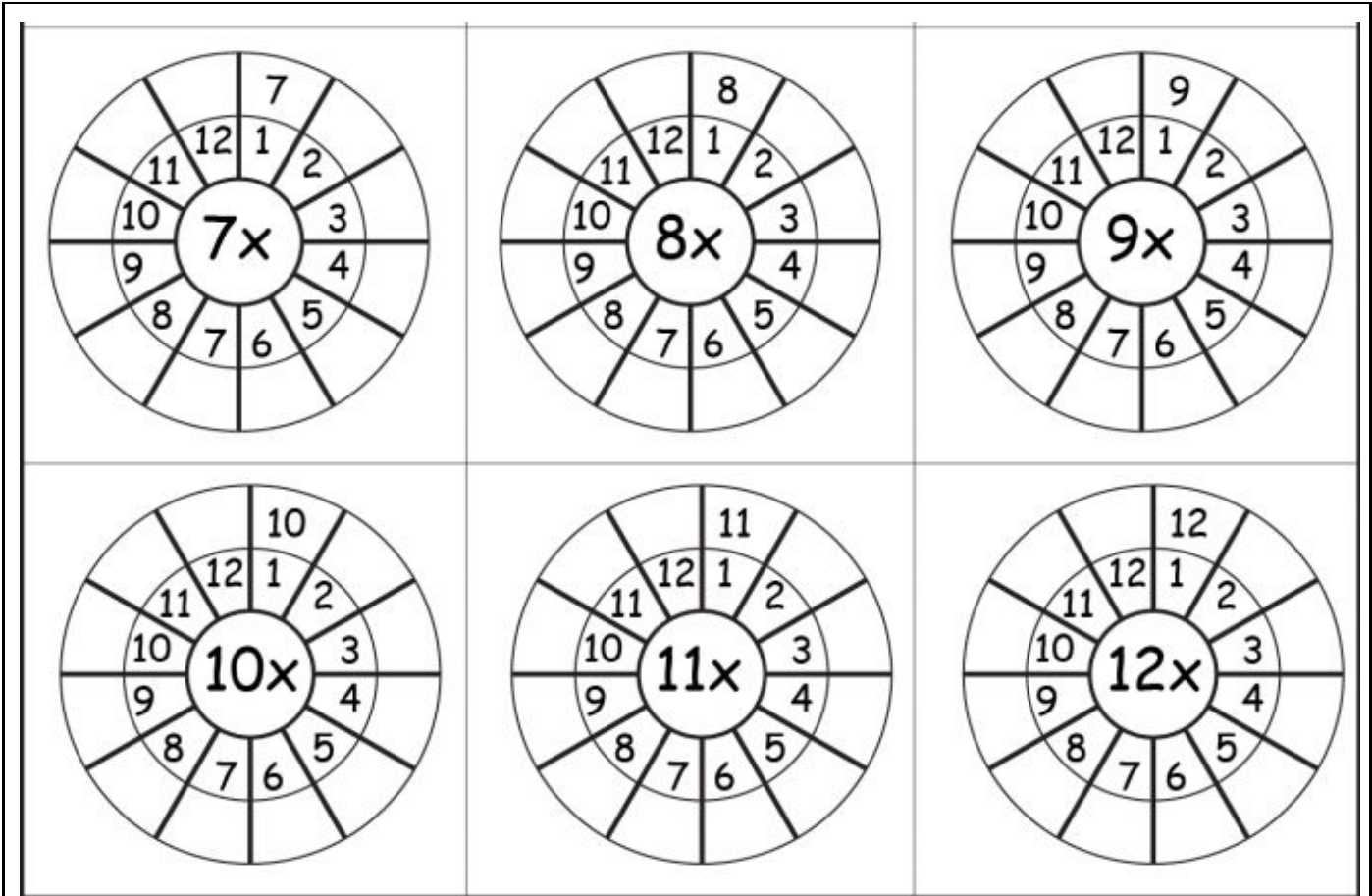
- Pack of cards or homemade number cards
- times tables worksheets

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.



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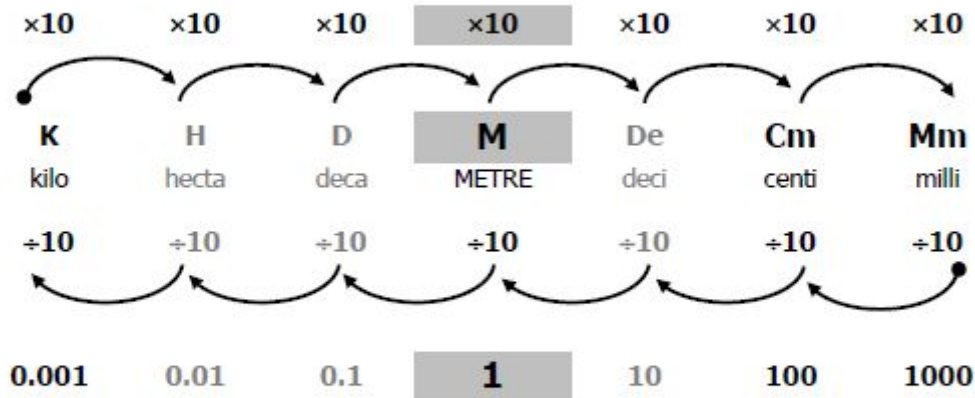
Game

- 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 provided below or available at salamander.com
Learning Goal: The student will practise converting between units of measurement of length, mass and capacity	
Instructions for Learning: Use the summary below to help your child convert between units of measurement:	

The metric system

Converting length



King Henry Died a Miserable Death Called Measles

→ Use the chart to work out how many millimetres there are in 1 kilogram.

Converting mass

Use the same conversions to show that 1 gram = 1000 mg and 1 kg = 1000 g.

→ Use the chart to work out how many milligrams there are in 1 kilogram.

Converting capacity

Use the same conversions to show that 1 ℓ = 1000 mℓ and 1 kℓ = 1000 ℓ.

→ Use the chart to work out how many millilitres there are in 1 kilolitre.

- | | |
|--------------------|--------------------|
| 1) 1 kg = _____ g | 2) 2 kg = _____ g |
| 3) 1 cm = _____ mm | 4) 2 cm = _____ mm |
| 5) 1 km = _____ m | 6) 2 km = _____ m |
| 7) 1 L = _____ mL | 8) 2 L = _____ mL |
| 9) 1 m = _____ cm | 10) 2 m = _____ cm |

Which is the most? Circle the largest amount in each box.

1 kg	1 m	1 L	560 m
300 g	80 cm	1,250 mL	2,000 cm
950 g	120 mm	980 mL	1 km

Use greater than (>), less than (<) or equals (=) to compare the amounts.

- | | | | | | | | |
|-----|---------|---|--------|-----|--------|--|--------|
| 1) | 1 L | > | 590 mL | 2) | 1 m | | 75 cm |
| 3) | 20 mm | | 2 cm | 4) | 1 km | | 250 m |
| 5) | 250 cm | | 2 m | 6) | 50 mm | | 7 cm |
| 7) | 1,200 g | | 1 kg | 8) | 4 m | | 350 cm |
| 9) | 200 mL | | 2 L | 10) | 300 cm | | 3 m |
| 11) | 970 m | | 1 km | 12) | 4 kg | | 500 g |

Convert between units of length.

- | | | | |
|-----|---------------|-----|---------------|
| 1) | 1cm = ____ mm | 2) | 2cm = ____ mm |
| 3) | 3cm = ____ mm | 4) | 4cm = ____ mm |
| 5) | 1m = ____ cm | 6) | 2m = ____ cm |
| 7) | 3m = ____ cm | 8) | 4m = ____ m |
| 9) | 1km = ____ m | 10) | 2km = ____ m |
| 11) | 3km = ____ m | 12) | 4km = ____ m |

Wednesday, 25 March

Time: 45 minutes

Materials Required:

- Worksheet provided below

Learning Goal:

The student will consolidate number work

Instructions for Learning:

Your child has worked with all the number concepts in the revision work below. Note where she asks about something she does not understand. These questions can be directed to the class teacher!

Review of Number work

1. What is the product of 20 and 500? _____
2. Write 1 000 as a product of 5 and another number. _____
3. Write 1 000 as a product of 50 and another number. _____
4. Write 1 000 as a product of 25 and another number. _____
5. What is the product of 2 500 and 4? _____
6. What is the product of 250 and 40? _____
7. Draw circles around all the multiples of 5 in the table below.
Underline all the multiples of 7 in the table.
Which multiples of 5 in the table are also multiples of 7? _____
8. Cross out all the multiples of 9 in the table below.
Which numbers in the table are common multiples of 7 and 9? _____

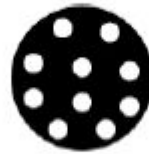
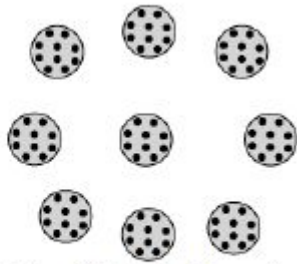
8. Cross out all the multiples of 9 in the table below.
 Which numbers in the table are common multiples of 7 and 9? _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

9. Complete the multiplication table below

×	8	5	4	9	7	3	6	2	10	20
7										
3										
9									90	
5			20							
8										
6										
4										
2										
10		50								
20						60				

10.



Each grey dot has 10 black dots on it.
On each small black spot there are 10 very small white spots.
How many very small white spots are there on all the black spots altogether?

Thursday, 26 March

Time: 45 minutes

Materials Required:

- Worksheet provided below

Learning Goal:

The students will revise prime numbers

Instructions for Learning:

If your child needs reminding of what prime numbers are and how to factorise them, here is a quick reminder:

A prime number is a whole number greater than 1 whose only **factors** are 1 and itself.

How could we test whether a number is prime?

- If you can divide it by 2 and get a whole number, it is not prime e.g. 4 is not prime
- If you can divide it by 3 and get a whole number, it is not prime e.g. 27 is not prime.
- We can leave out testing 4. Why?
(Because 4 is 2×2 . If a number is divisible by 4, it is also divisible by 2)
- Try to divide it by 5 and 7.
- Do we need to test 9? Why not?
- Continue testing prime numbers (11; 13; 17 ...)

23. Investigate which of the following statements you agree with. Give reasons for your agreement or disagreement in each case.

a. If a number is even, 2 is one of its prime factors.

b. If half an even number is also even, 2 is a repeated prime factor.

c. If a number is odd, 3 is one of its prime factors.

d. If a number ends in 0 or 5, then 5 is one of its prime factors.

Test these numbers to see if they are prime:

93 107 137 645 747 1 239

Use the clues to find the two prime numbers less than 20:

One prime number, when added to 2, is a multiple of 3.

One prime number is one more than a multiple of 5.

Friday, 27 March

Time: 45 minutes

Materials Required:

- Worksheet provided

Learning Goal:

The student will revise number work

Instructions for Learning:

Whole Numbers

1. Look at the number line. Circle the correct answer.



Choose the best estimate for the value of P.

- A. 680
- B. 6 800
- C. 700
- D. 7 000

2. Fill in the missing digits to make the addition correct:

$$\square 2 4 + 3 7 \square = 5 \square 2$$

3. Round 6 295 to

- a. the nearest 10 _____
- b. the nearest 1 000 _____

4. Fatima has four number cards.



Use three of the cards to make the largest possible number that will divide by 2 exactly.

5. It is true that $23 \times 67 = 1\,541$

Say if the following statements are True or False

- a. $1\,541 \div 67 = 23$ _____
- b. $67 \div 1\,541 = 23$ _____

6. Here are four digit cards. Use each card once to complete the calculation.



Use each card once to complete the calculation.

$$\square\square \times \square\square = 560$$

Decimal numbers

7. In the number 718.06

- What does the digit 8 represent? _____
- What does 0 represent? _____
- Round the number to the nearest tenth. _____ . _____

8. What are the next two numbers in this pattern of decimal numbers?

8.16, 8.14, 8.12, _____, _____.

9. Give the answers to the following:

- 0.6×11
- 0.04×0.7
- 0.06×110

Multiplying and dividing

10. Draw a ring around all the numbers that are factors of 48:

1 2 3 4 5 6 7 8

11. Draw a ring around all the numbers that are multiples of 4.

1 2 4 6 8 36 42 64

12. Here is a number grid. Circle the number that can be divided by 6 with a remainder of 3.

74	75	76
84	85	86
94	95	96

13. Draw a ring around each multiplication that has an answer of 8 100.

$2\,700 \times 3$

9×900

270×30

900×90

Second Languages Activities (SA)

Monday, 23 March

Time: 30 min

Materials Required:

Learning Goal:

Students will create a list of questions to ask to 2 family members in an interview

- Worksheet
- Pen / Pencil
- Dictionary / Google translate

Instructions for Learning:

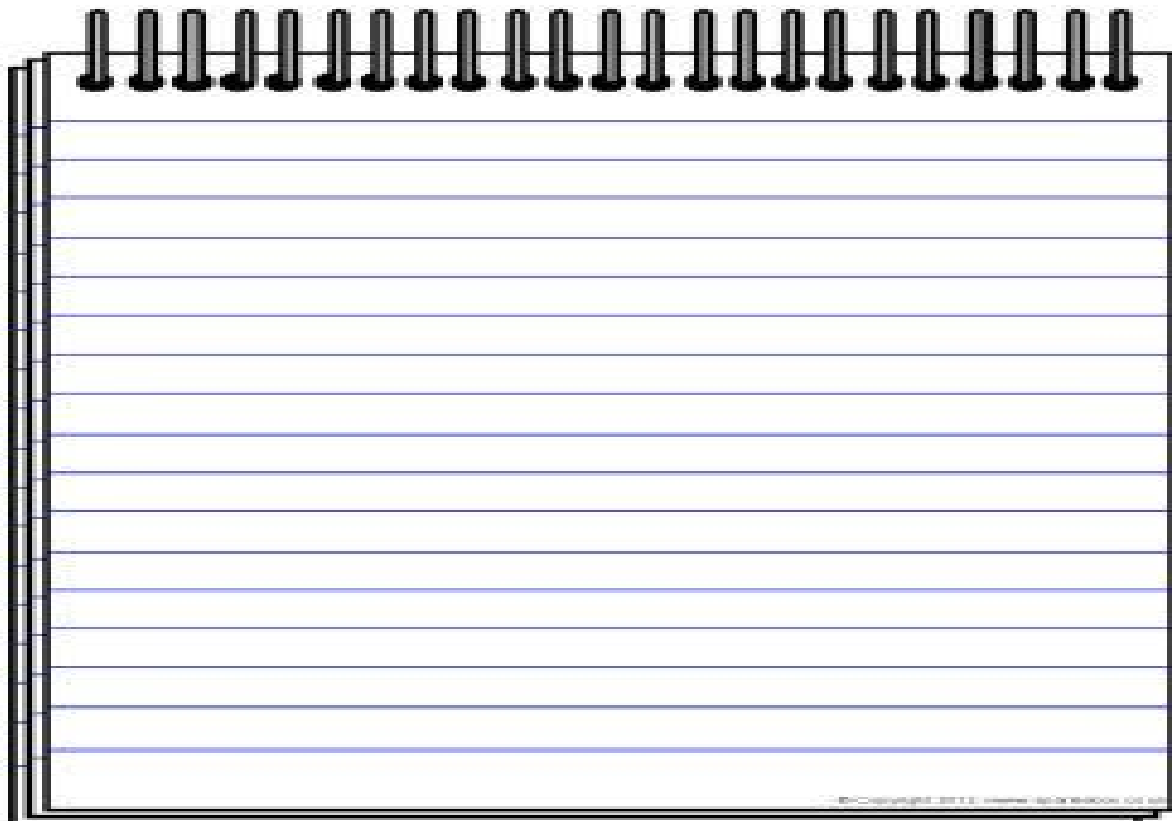
- Students will use this time to create a list of questions to two family members.
- These questions will be used for an interview that the student will have with the family members.
- These questions should dig deep to get to know these family members (only six questions per person)

Example:

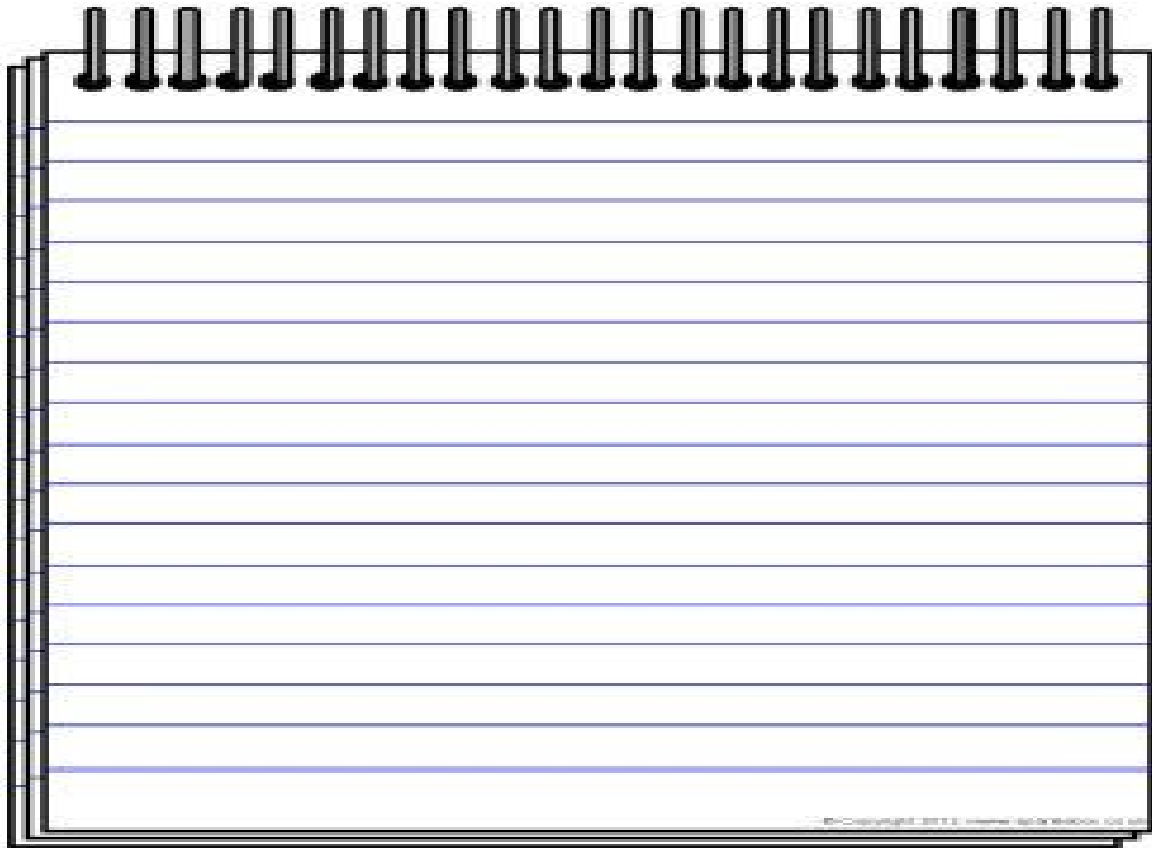
- * What was your dream when you were a kid?
- * When was your first school trip?
- * Where did you grow up?
- * What was the best thing to do when you were in...?
- * How do you feel about the Coronavirus?

- **Students will write these questions in their specific second language.(Afrikaans / IsiZulu / Setswana)**

Notepad Questions for Family member 1:

A spiral-bound notepad with lined pages. The notepad is oriented vertically and has a silver spiral binding on the left side. The pages are white with light blue horizontal lines. The notepad is shown from a slightly elevated perspective, showing the top and right edges. The background is a light gray.

Notepad Questions for Family member 2:



Tuesday, 24 March

Time: 30 min

Learning Goal:

Student will use the questions and have an interview with Family member number 1 on the list

Materials Required:

- Notepad Questions for family member 1
- Pencil / Pen

Instructions for Learning:

- Students will rewrite their questions on the Interview record sheet.
- Students will invite a family member to join him / her for an interview.
- Pick a place that is quiet and where no one can bother you.
- Students will have an interview with family member 1. Ask the questions and make notes.
- Thank the person after the interview.
- **Students will ask these questions in their specific second language and then repeat it in English. If the family member can speak this specific additional language, they are welcome to answer the student in that specific additional language.**

Interview Record Sheet



Decide who might be an interesting person to interview – who might people like to know more about? You could choose a neighbour, a local shopkeeper or a family member – the choice is yours. You could e-mail through a set of questions to someone or rewrite comments made by a famous person that you find online. Make a note of the questions you are going to ask below and jot down the answers your interviewee gives. Keeping your interview short and asking some really interesting questions will really help keep the readers of your final piece engaged.

Interviewee - Name	Occupation	Date and place of Birth



Question _____
Answer _____

Question _____
Answer _____

Question _____
Answer _____

•

The image shows a spiral-bound notebook with a black cover and a silver spiral binding at the top. The notebook is open to a page with horizontal lines. There are three sets of labels on the page: 'Question' and 'Answer'. Each label is positioned above a line, and there are several blank lines below each 'Answer' label for writing. The notebook is shown from a slightly angled perspective, giving it a three-dimensional appearance.

Question

Answer

Question

Answer

Question

Answer

Wednesday, 25 March

Time: 30 min

Learning Goal:

Student will use the questions and have an interview with one Family member number 2 on the list

Materials Required:

- Notepad Questions for family member 1
- Pencil / Pen

Instructions for Learning:

- Students will ask family member number 2 to please sit with them.
- Students will invite a family member to join him / her for an interview.
- Pick a place that is quiet and where no one can bother you.
- Students will have an interview with family member 1. Ask the questions and make notes.
- Thank the person after the interview.
- **Students will ask these questions in their specific second language and then repeat it in English. If the family member can speak this specific additional language, they are welcome to answer the student in that specific additional language.**

Interview Record Sheet



Decide who might be an interesting person to interview – who might people like to know more about? You could choose a neighbour, a local shopkeeper or a family member – the choice is yours. You could e-mail through a set of questions to someone or rewrite comments made by a famous person that you find online. Make a note of the questions you are going to ask below and jot down the answers your interviewee gives. Keeping your interview short and asking some really interesting questions will really help keep the readers of your final piece engaged.

Interviewee - Name	Occupation	Date and place of Birth

Question _____
Answer _____

Question _____
Answer _____

Question _____
Answer _____

•



A spiral-bound notebook with a black cover and silver spiral binding. The notebook is open to a page with horizontal lines. The page is divided into three sections, each starting with the word "Question" on a line, followed by a blank line, and then the word "Answer" on a line, followed by two blank lines. The notebook is shown from a slightly elevated perspective, with the pages curving downwards.

Question

Answer

Question

Answer

Question

Answer

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Thursday, 26 March

Time: 40 min

Materials Required:

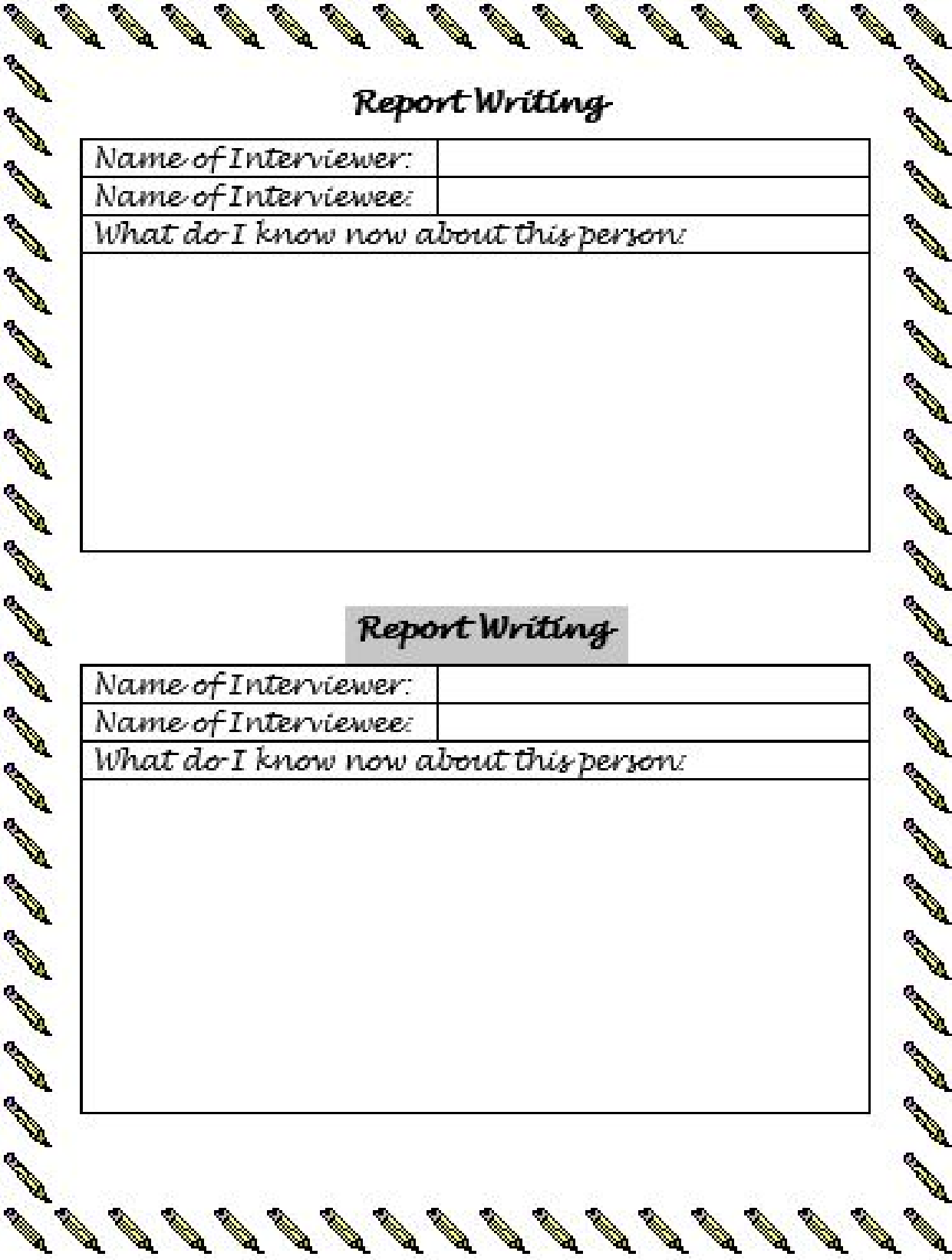
- Notes from the interviews
- Worksheet
- Pen / Color pens

Learning Goal:

Student will write a report of what they have learned from the two family members

Instructions for Learning:

- Students will read over their notes after the two interviews.
- Highlight the things that you didn't know before about these family members.
- Use these highlighted information and write a report of 100-120 words about it.
- **Students will write this report in the specific additional language (Afrikaans / IsiZulu / Setswana)**



Report Writing

Name of Interviewer:	
Name of Interviewee:	
What do I know now about this person:	

Report Writing

Name of Interviewer:	
Name of Interviewee:	
What do I know now about this person:	

Friday, 27 March

Time: 20 min

Learning Goal:

Students will create a thank you card with a message in it to the two members that they have interviewed

Materials Required:

- **A4 papers / any color paper**
- **Color pens / pencils / kokis**
- **Craft products - stickers / glitter glue (optional)**

Instructions for Learning:

- Students will create a thank you card to the two family members that they interviewed
- In this card there should be 20-40 words

Movement Activities

Monday, 23 March

Time: 45 minutes

Learning Goal:

- measure their pulse and recognise the difference in their heart rate after performing activities of different intensities
- recognise the link between their increased heart rate and increased exercise intensity
- explain the purpose of doing cardiovascular activities and give some examples of these activities

Materials Required:

- Music
- A large flat area to move around in.
- A stopwatch (most phones have one) or clock
- Paper
- Pen

Instructions for Learning:

Warm up exercise:

- Play some music and ask the learner(s) to dance to the music.
 - Each time you stop the music they must stop and hold the position for a few seconds. (This can be quite fun as some strange positions emerge)
 - After two minutes or so ask the learners to find their pulse
 - Instruct the learners to measure their heartbeat for 10 seconds
 - Ask them if it's higher now than it was at the start of the lesson.
 - Repeat the activity, and if there is someone else to work take turns copying each other's movements. Measure their heart rate again at the end of two minutes.

Finding your pulse:



The fingers should be on the thumb side of the wrist, diagonally behind the small bone.

- Each time you feel a slight bump (your pulse), it's a heartbeat
- Ask the learners to count their pulse for 10 seconds
- Ask them to count their partner's pulse.

Note that we only measure the heart rate for the first 10 seconds after an activity because it slows down very quickly when you've stopped exercising.

Activities:

- Mark a circular area out on the flat surface.
- Place several stations around the circle
 - The various circuit stations could include:
 - Run between two lines (about 10m apart) as fast as you can.
 - Do high knees or jog in place
 - Do sit-ups
 - Balance on one leg
 - Do star jumps

- Stand on your toes
 - These stations can be adjusted for the abilities of the learners
- Start your stopwatch and instruct learners to start doing the activity at the station. After 30 seconds tell learners to stop
- The learners need to measure their own heart rate after doing the activity at each station and record it.
- Ensure you give the learners enough time to find their heart rate and record it.
- Learners then need to move from one station to the next. Ensure that the learners move in a single direction so that all stations are done.
- Learners can move around the stations multiple times to gather more data on their heart rates.

Cool down:

- Ask the learners to walk around the circuit slowly three or four times (for about 2 to 3 minutes)
- Do the following stretches. Hold each stretch for 20 seconds and repeat them twice on both sides



Quadriceps



Calf



Shoulder (front)



Shoulder (back)

Reflect:

- Revise what the pulse is and which types of activities can make your heart beat faster or slower. Remind the learners how to measure their pulse.
- Ask the following questions:
 - What is a pulse?
 - Which activity resulted in your highest heart rate?
 - Which activity resulted in your lowest heart rate?
 - Why is it important to exercise so that your heart works faster?
 - Give examples of activities we can do to increase our heart rates.

Tuesday, 24 March

Time: 45 minutes

Learning Goal:

- Understand and explain what strength training is
- Identify activities that require

Materials Required:

- Music
- Markers (this can be anything like bottles, caps, rocks, etc.)
- Chalk or paper or tape- used for hopscotch and tape balance beam

strength

- Be able to throw a ball, even if it's only a short distance
- Identify two ways in which muscle strength can be improved.

Instructions for Learning:

Warm up exercise:

- The learner has to walk, run, skip and dance. Encourage them to move in different directions and to use as much of the space you have available.

Activities:

- Cone running: Set up a row of four markers, spaced two metres apart from one another. The learner stands at the end of the row of cones. (five metres away from the cones) The learner must weave between the cones while they run



- Hopscotch: Draw with chalk outside (on a sidewalk or pavement) or use floor tiles or paper as markers inside. The learner plays hopscotch. If more learners are present, they can join in. Keep making the hopscotch course bigger and bigger to keep learners active and excited by all that jumping.
- Move like an animal: You'll need some open space, but this is a great way to get kids using new muscles. Here are some ideas: Move like a bird (run with arms outstretched); Move like a snake (wiggle on tummies on the floor); Move like a bear (walk on all fours); Move like a frog (get down on haunches and hop); Move like a kangaroo (take big leaps with arms in front of chest); Move like an elephant (with heavy stomping); Move like a penguin (waddle with ankles close together and arms pinned to sides).
- Tape balance beam: This is ultra simple, but surprisingly fun! Grab some tape, or chalk and set / draw it on the floor in different lines; make the lines zigzag, curvy, straight, or shaped like a circle, square, or other shape. Then challenge your learners to walk each colored line from beginning to end.

Cool down:

- Ask the learner to walk in a circle or square or any other shape
- While walking, ask them to do the following stretches. Hold each stretch for 20 seconds and repeat them twice on both sides



Back shoulder



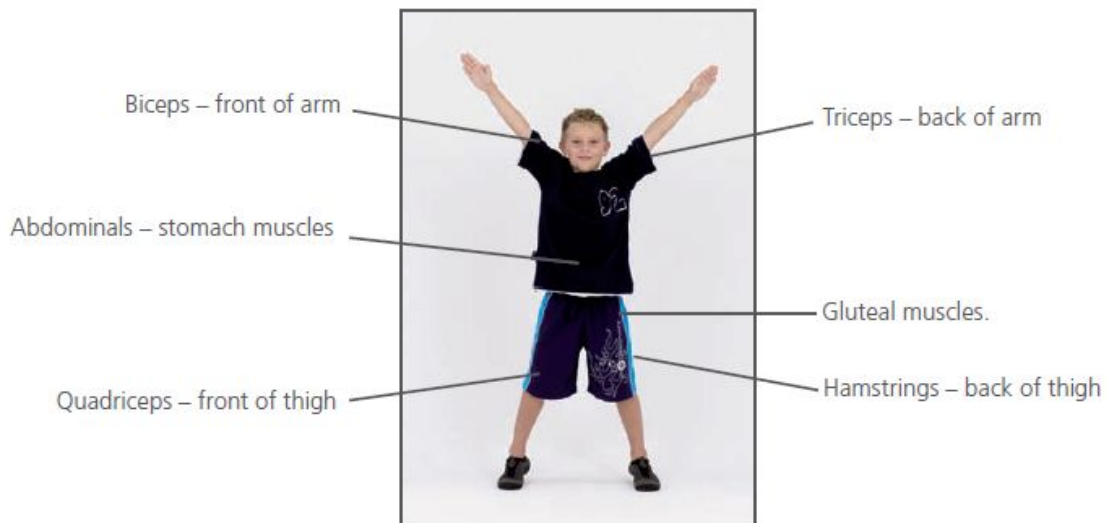
Front shoulder



Tricep

Reflect:

- Ask learners to look at the following picture and identify which muscles were used in each activity.



- Ask the following question:
 - What is the importance of muscle strength?

Wednesday, 25 March

Time: 45 minutes

Learning Goal:

- Learners identify the benefits of physical activity

Materials Required:

- Paper or hula-hoops or tape or chalk
- bean bag or ball or similar
- Cones or bottles

Instructions for Learning:

Warm up exercise:

- Each time you call out a letter of the alphabet, the learners have to lie down and position themselves to form that particular letter

- In between calling out the letters, have the learners jog or march on the spot for about 10 seconds. You can blow a whistle to indicate the start and end of the 10 seconds.

Activities:

1. Make three hoops using paper or hula hoops or tape or chalk. Line three hoops up one behind the other with the third hoop at least 8m from the first hoop. The learner has to aim to throw the bean bag or ball or similar into the furthest hoop without it touching the sides of the hoop
2. Mark a target on a wall using paper: you can draw a smaller circle in the centre of your paper. Make the starting line at least 8m away from the wall. The learner has to aim to hit the square. The more advanced learners can aim to hit the circle in the centre.
3. Arrange 10 cones or bottles: arrange six to 10 cones in a triangle with the base of the triangle furthest from the starting line. The start line needs to be at least 10m from the cones. Roll a ball towards the cones, trying to knock as many down at a time as they can.

Cool down:

- Instruct the learners to do following stretches. Hold each stretch for 20 seconds and repeat them twice on both sides



Hip flexor stretch



Hamstrings



Quadriceps

Reflect:

- Ask the learner of the benefits of the activities they have done.

Thursday, 26 March

Time: 45 minutes

Learning Goal:

- Choreograph a short creative dance sequence
- Be able to explain different cultural dances.

Materials Required:

- Cultural music
- Youtube videos as inspiration:
 - [Traditional Zulu dance](#)
 - [Traditional Xhosa dance](#)
 - [Traditional Sotho dance](#)
 - [Traditional Indian dance](#)
 - [Traditional Afrikaner dance](#)

Instructions for Learning:

Warm up exercise:

- Play some music and ask the learner(s) to dance to the music.
 - Each time you stop the music they must stop and hold the position for a few seconds. (This can be quite fun as some strange positions emerge)
 - After two minutes or so ask the learners to find their pulse
 - Instruct the learners to measure their heartbeat for 10 seconds
 - Ask them if it's higher now than it was at the start of the lesson.
 - Repeat the activity, and if there is someone else to work take turns copying each other's movements. Measure their heart rate again at the end of two minutes.

Activities:

- Ask the learner to pick a genre of dance. For example, hip hop, jazz, contemporary or ballet.
- Ask the learner to choreograph a traditional dance in the genre of dance they have chosen. For example a traditional Zulu dance performed in jazz style.
 - It might be easiest for learners to do a cultural dance they are familiar with in a different style. Or if they are up for a challenge give them an unfamiliar traditional dance with some videos for inspiration.
- Once satisfied with the dance, ask the learner to perform it and an adult to record it. Share it with your teacher, family and friends.

Cool down:

- Ask the learner to walk around in a circle slowly three or four times (for about 2 to 3 minutes)
- Do the following stretches. Hold each stretch for 20 seconds and repeat them twice on both sides



Quadriceps



Calf



Shoulder (front)



Shoulder (back)

Reflect:

- Ask learners the following questions:
 - Why do people dance?
 - Why do different cultures have different dances?
 - What benefits does dance have?

[Dancing is a form of physical activity and therefore provides excellent health benefits. In addition, dance is an art form and an outlet for expressing feelings and emotions.]

Friday, 27 March

Time: 45 minutes

Materials Required:

- Music
- Towel or mat
- [Alphabet yoga](#)

Learning Goal:

- Learners practice pattern moving
- Learners practice multiple movement and thinking strategies simultaneously

Instructions for Learning:

Warm up exercise:

- Play a CD and instruct the learner to do movements such as dance, walk, jump, hop or skip while the music is playing. Each time the music stops, they must do a different movement when it starts up again.

Activities:

1. Do Pattern Dancing: Have the learner come up with a dance that represents a pattern. For example, to demonstrate an ABCB pattern, they could do a hop, a skip, a spin and a skip. Call out patterns and have the learner perform the sequence.
2. Categories: Call out a category and have the learner stand up and clap their hands and stomp their feet while they name as many items in that category as they can. See how many nouns or verbs or prime numbers or animals they can get in a row before they miss a beat.
3. Alphabet yoga: Put down a mat or towel, challenge the learner to do a yoga pose for various letters of the alphabet.
A – Airplane (hold still and move arms to the side)
B – Bicycle (lie on your back and pedal your feet)
C – Cat pose (get on all fours; then round your back while tucking in your chin; release)
You can choose random letters or do the whole alphabet. Learners are encouraged to make their own poses or if they get stuck with thinking of a pose refer to [Alphabet yoga](#).

Cool down:

- Ask the learner to walk in a triangle or square or any other shape
- While walking, ask them to do the following stretches. Hold each stretch for 20 seconds and repeat them twice on both sides



Back shoulder



Front shoulder



Tricep

Monday, 23 March

Time: 45 minutes

Materials Required:

Learning Goal:

- Learners review food chain vocabulary and interactions in a Savannah habitat

- Worksheet (pasted below)
- Colouring pencils or similar
- Pen

Instructions for Learning:

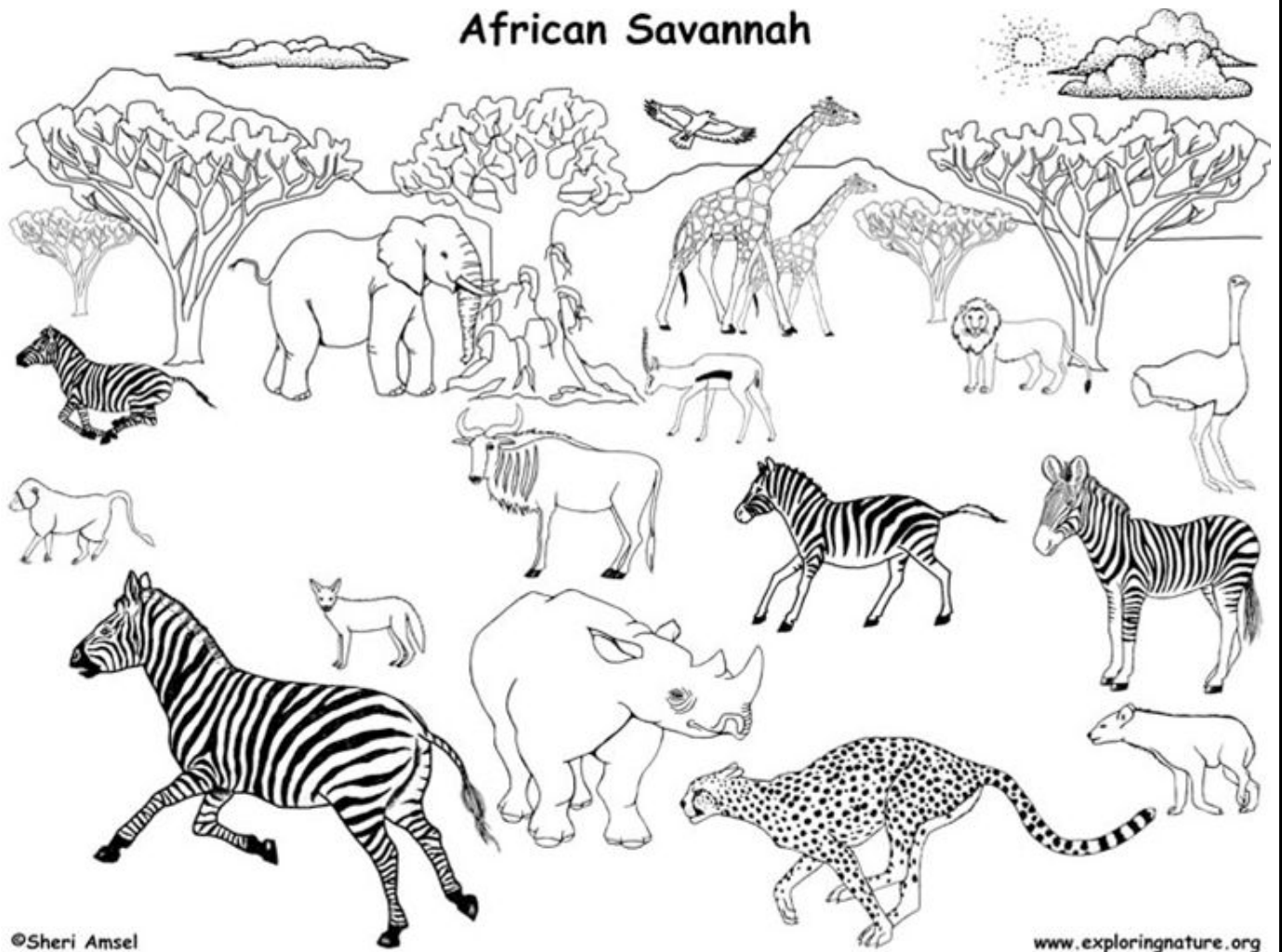
Answer the following questions on food chains in the Savannah habitat:

1. Read the sentences below and fill in the blanks:

- Living plants and animals must have _____ to survive.
- Animals get the energy they need from their _____.
- Plants get the energy they need to survive from _____.
- Plants are called _____ because they make their own food.
- Animals are called consumers because, _____.
- Animals that only eat plants are called _____.
- _____ are animals that eat other animals.

2. Colour the picture below to reflect the Savannah habitat. You could also add other animals that live in this habitat. **Remember to add vegetation to the ground.*

African Savannah



3. Use your coloured picture above to draw food chains in this habitat, draw the arrows directly on the picture. Use should make at least 4 food chains in the picture. Plants and animals may be used more than once to make food chains.

**Remember which way the arrows should point!*

4. Name the plants and animals in the picture above which are:

- Producers: _____

- Consumers: _____

5. Name the animals, in the picture above, with the following diets:

- Herbivores: _____

- Carnivores: _____

6. What would happen if all the herbivores in the Savannah habitat disappeared?

7. What would happen if all the carnivores in the Savannah habitat disappeared?

Tuesday, 24 March

Time: 45 minutes

Learning Goal:

- Learners will explore where energy comes from
- Learners will understand why food chains begin with plants

Materials Required:

- Pen
- Paper
- Optional extension resource:
<https://nearpod.com/t/science/5th-grade/energy-it-all-starts-with-the-sun-L31295950>

Instructions for Learning:

- Learners write short notes on the following questions:
 - Why do we need to eat?
 - Where does the food we eat get its energy from?
 - The Sun is the primary source of energy for plants and animals. But how does the energy from the Sun reach you?
- Because we cannot directly absorb energy from the Sun, we need to get this energy in different ways.

- Learners draw a food chain for a human (any chain they choose).
 - Can you see that we cannot make our energy or get it directly from the Sun?
 - We need to eat food that contains energy in order to power our bodies.
 - Plants absorb light directly from the Sun and use this energy.
- Using this knowledge, write down two - three paragraphs explaining how energy travels from the sun to plants and eventually to us. Remember to include:
 - What does this tell us about the types of food we eat?
 - If you ate a plant, would you get more or less energy than if you ate an animal?
 - How does this energy differ between plant and animal food sources?

Wednesday, 25 March

Time: 45 minutes

Materials Required:

- Notepad
- Stationary

Learning Goal:

- Learners describe a habitat
- Learners identify organisms in their habitats and draw food chains

Instructions for Learning:

- Ask learners the following questions:
 - What is a habitat?
 - Can you think of some examples of habitats?
 - Where do we find habitats?
 - What animals live in habitats?
- The reality is, we find habitats everywhere. Habitats can be natural such as a Savannah or grassland or forest habitat, or they can be man made such as a suburban area.
- Learners look through the window or go outside if permitted and safe to do so.
 - You might have to sit still and be quiet for a few minutes in order for the birds and animals to return.
 - Your observation would need to last for at least 10 - 15 minutes.
 - Make short notes on what you observe:
 - What does the habitat look like?
 - What kind of animals can you see?
 - What kinds of plants are present?
 - Can you see any interactions between animals or plants and animals?
- Now that you have you have completed your observation and have your notes.
 - Describe the habitat that you observed
 - Describe the plants and animals present
 - If you observed any interactions, describe those interactions.
 - Now draw the plants and animals you observed and make food chains that include those organisms.

- Do you think those food chains only occur in the habitat you observed? Why or why not?

Thursday, 26 March

Time: 45 minutes

Materials Required:

- Coloured scrap paper or colour pencils or any scrap art materials
- Stationary
- Notepad

Learning Goal:

- Learners trace the energy of their food back to the source

Instructions for Learning:

- Imagine you are creating a sandwich for lunch.
 - What is on this sandwich? Cheese? Tomato? Ham? Lettuce?
 - What kind of bread are you using? White bread? Brown bread? Rye?
 - What about some mustard, tomato sauce or mayo?
- Now you need to build the sandwich!
 - You can draw and label your sandwich or use coloured paper to represent the parts of the sandwich. You may use any materials you have available, be creative.
- Let's take a closer look at your sandwich
 - For each of the components of your sandwich draw a food chain to trace it back to the Sun.
 - For example: Human <- Cheese (made from milk) = Cow <- Maize <- Sun
 - *If you have trouble knowing where an ingredient comes from, look at the ingredients label on the packaging, or ask an adult.
 - Remember to include bread any sauces you have added to your sandwich
- Reflect on your sandwich: How can your sandwich provide you with more energy?

Friday, 27 March

Time: 45 minutes

Materials Required:

- What's for dinner worksheet (pasted below)
- Stationary
- Notepad
- Blank paper (for final copy)

Learning Goal:

- Learners draw food chains from poems.
- Learners write poems based on their food chains.

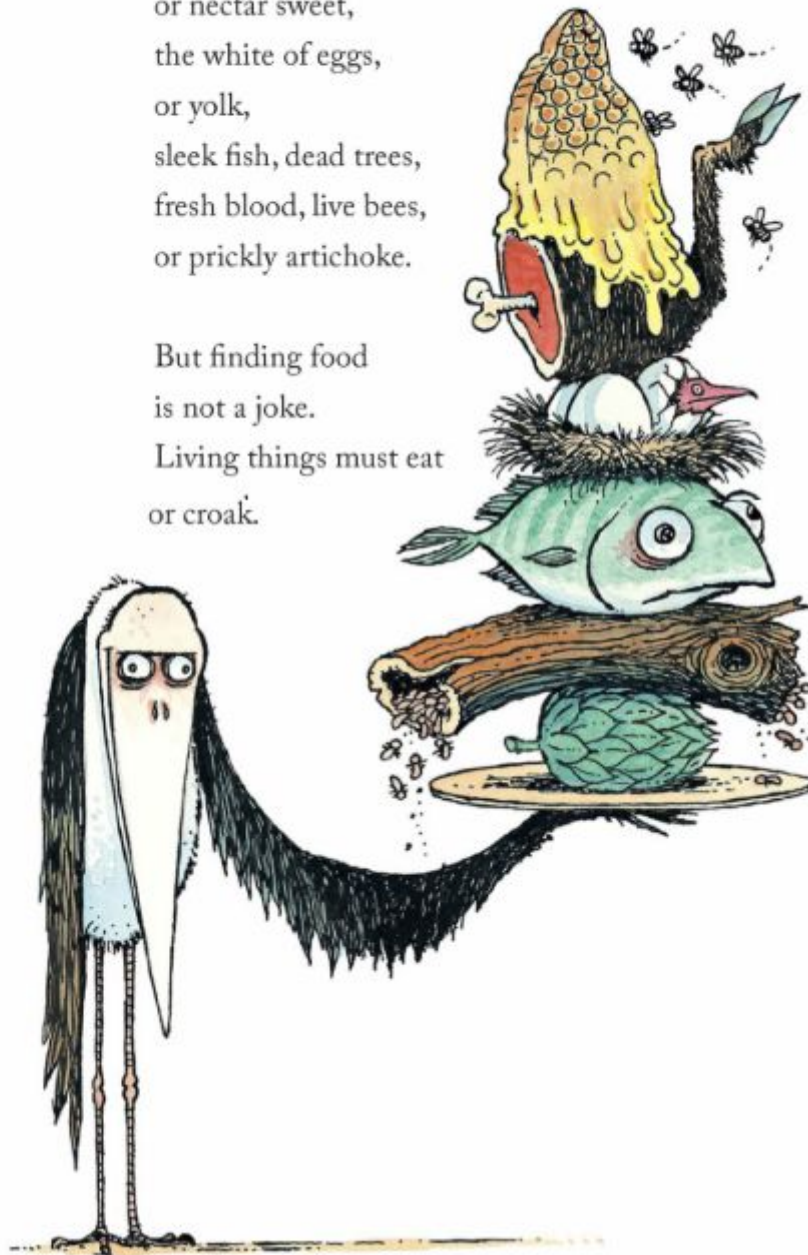
Instructions for Learning:

- The following poems were taken from 'What's for Dinner?' by K. B. Hauth. Read the poem below and answer the questions that follow:

What's for Dinner?

They might seek meat,
or nectar sweet,
the white of eggs,
or yolk,
sleek fish, dead trees,
fresh blood, live bees,
or prickly artichoke.

But finding food
is not a joke.
Living things must eat
or croak.



- What do you think this poem is about?
- Can you identify some of the animals that eat the foods listed?

Study the poems below:

Fast Food

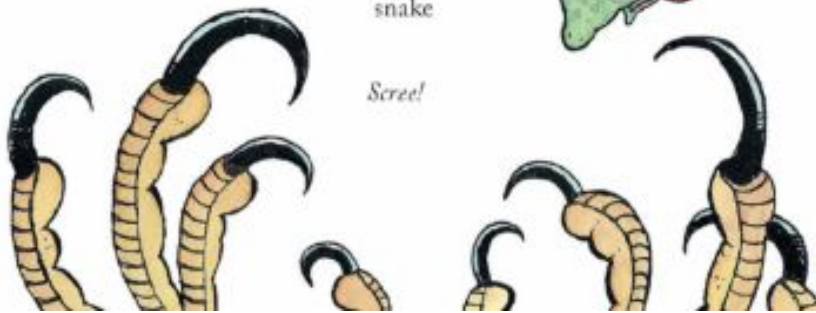
Scree! Scree!
Male hawk calls
opens claws
lets

snake
f
a
l
l

Female
flying below
flips back
jackknifes
talons snatch

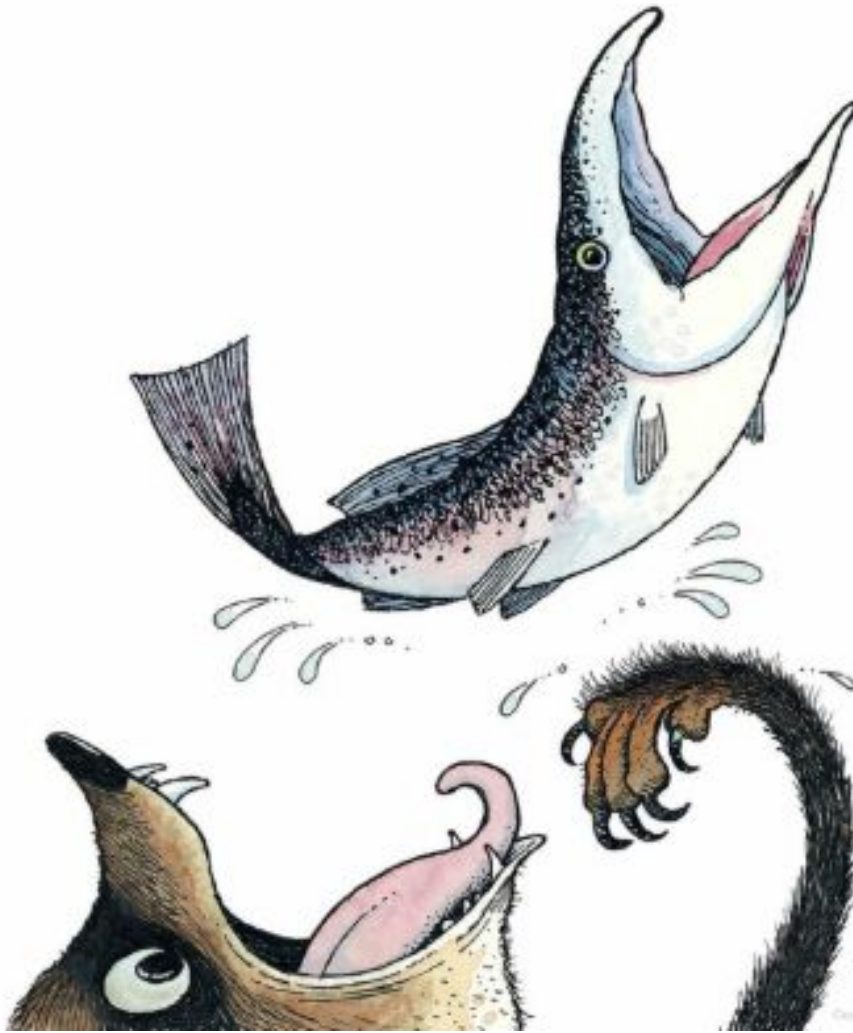
the twisting
snake

Scree!



Blink of an Eye

Butterfly flits by
hungry mouth of leaping trout
quick raccoon hooks lunch.





Keen eyes spy a carcass!

But they still can starve—for raven beaks,
designed for tearing meat from bone,
find hide of elk is tough,
their beaks not strong enough.

Ravens shout loud, raspy calls.

Wolves start toward the meal.

Escort ravens guide the wolves
who bring the needed tools—
strong jaws, sharp teeth—
to carve the frozen feast.



Wolves *and* ravens eat.



- From the poems above, draw the food chains described in each. Remember to complete the food chain back to the Sun.
 - *Think carefully about the food chain in the last poem. Could there be more than one food chain?
- In each food chain identify the type of habitat as well as producer, consumer(s), herbivore(s) and carnivore (s).

Now it's your turn:

- Place the Eat or be Eaten card game - Week 1 (18 & 19 March) - and use one of the food chains you built OR draw your own food chain - this can be in any habitat and include any plants or animals you want. But remember, this still has to be a real food chain.
- Now that you have your food chain, write a poem about it.
 - Use the poems above as inspiration
 - Remember to give it a title.
 - Write at least 2 drafts, improving on each draft before writing the final
 - Once you have edited your drafts and you are satisfied, write it on a blank page and draw pictures to illustrate it.
 - Ask an adult to take a picture of this and share it with your teacher, friends and family.

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

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

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.