Grade 4 & 5: Week 6

English, Mathematics and Science

Index

WEEK 6

1.5 metres

Production by: Namibia Media Holdings   **Printing: Newsprint Namibia**

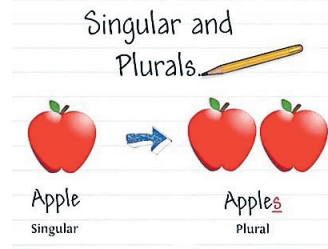# English

GRADE 4 & 5

PLURALS - WORDS GETTING A -S, OR -ES AND WORDS ENDING ON A VOWEL + Y OR -Y.

Objectives and basic competencies:
At the end of the lesson, learners should be able to identify and use different types of nouns in a plural form.

Plurals - means many, or a lot of things (nouns). Nouns are in singular (one) or plural (many) form.

When words are changed from single to plural form, there are some rules we must remember.

Rule 1 - most words simply take the **-s** in their plural form.

Rule 2 - if the word ends in **-ch, -sh, -ss**, **-s** or **-x**, we add **-es** in their plural form.

Rule 3 - if the word ends in **a vowel + y**, we add a **-s** in their plural form.

Rule 4 - if the word ends in an **-o**, we add **-es** in their plural form.

Rule 5 - some words ending in an **-o** we add **-s** in their plural form.

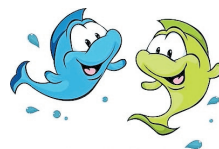**Rule 6** - if a word ends in **-oo**, we add a **-s** in their plural form.

<u>Three new rules for today</u>

Rule 7- if a word ends in -y, we take away the y and add -ies in their plural form. Example: one country – two countries, one story – two stories.

Rule 8 - if a word ends in -f, we take away the f and add -ves in their plural form. Example: one wolf – two wolves, one calf – many calves.

Rule 9 - if a word ends in -fe, we take away the fe and add -ves in their plural form. Example: one life – two lives, one knife – many knives.

NB: There are also **irregular plurals** that do not follow these rules. Examples: one tooth – many teeth, one man – many men, one foot – many feet, one child – two children.

NOTES

_____

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Activity 1

Revise words in their plural forms by adding **-s, -es** or **-ies**.

A. Fill in the plural form of each of these nouns by following one of the first **6 rules**.

1. apple   -   apples   .
2. house   -   _____
3. child   -   _____
4. fish   -   _____
5. man   -   _____
6. family   -   _____
7. hand   -   _____
8. bus   -   _____
9. tooth   -   _____
10. dictionary -   _____
11. monkey   -   _____

B. Write the following sentences into plural.
(Remember one thing "**is**", but many things "**are**".)
Example: I draw a picture on a paper.
           We draw pictures on papers.

1. There is a child in front of the tree.
_____

2. I am your best friend.
_____

3. There is a pen under the book.
_____

4. He has an orange in his hand.
_____

5. I like this book.
_____

PLURAL NOUNS

Activity 2

Revise words in their plural forms by adding **-s, -es** or **-ies**.

Write the plural form of each word under the pictures.
Draw a picture of each plural word on the correct carpet so that it matches the correct rule.

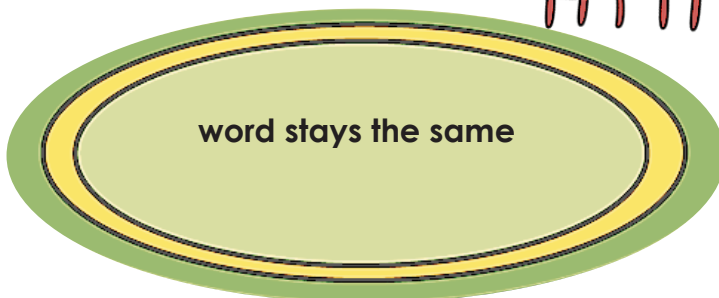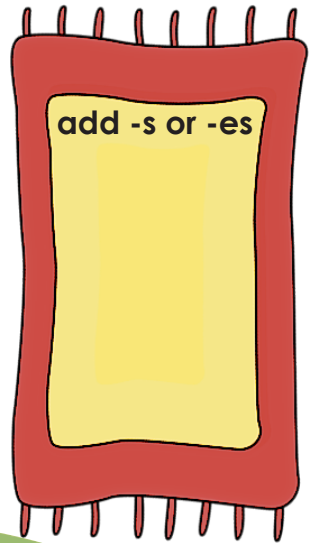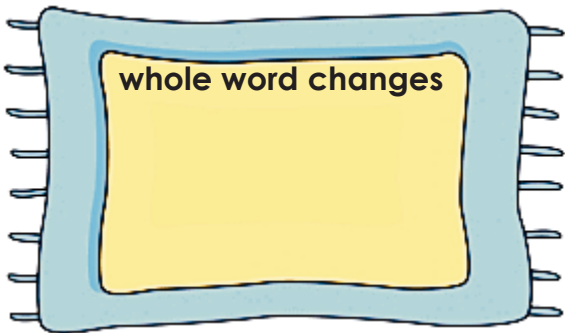m_____   s_____   g_____   g_____

w_____   f_____   b_____   f_____   f_____

whole word changes

add -s or -es

word stays the same

Activity 3

Revise rules for plural nouns

Search for the hidden words and colour them in.

a	p	l	h	a	t	s	u	b	n
o	d	k	a	y	m	i	r	f	q
j	g	v	x	c	o	l	t	r	a
w	i	h	b	a	b	i	e	s	v
t	r	p	a	z	u	n	h	t	i
c	l	y	f	m	s	j	z	a	l
b	s	m	i	c	e	k	y	r	o
o	n	q	p	b	s	l	v	s	a
y	o	r	t	u	b	s	n	p	q
s	o	k	h	g	m	o	o	s	e

girls	hats	stars	buses
boys	moose	mice	babies

PLURAL NOUNS

Activity 4

Words ending in **-y**, take away the **-y** and add **-ies**.
Words ending in **-f** or **-fe**, take away the **-f** or **-fe** and add **-ves**.
(Remember that not all words ending in **-f** get **-ves**.)

Fill in the plural form of each of these pictures by adding the correct rule form of plurals

One	Many
baby	
nappy	
dummy	
thief	
half	HALVES
knife	

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Activity 5

Read the story and fill in the answers afterwards.
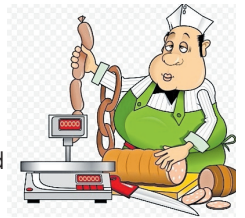
Robbing the butchery

Mr Maiba was the best butcher in town. He had tasty loaves of ham and strings of sausages. His best selling item was the Oryx steaks. He cut the steaks in thick slices with his sharp knives. People paid him lots of money to get the best meat.

One evening, after Mr Maiba had locked his store, two thieves broke in and stole all the money he made that day. People were upset and helped the police to look for the thieves.

They found them hiding on someone's roof. They were going to use the money to buy nappies for their babies. The butcher agreed to let them clean his shop for a whole month as punishment. He would provide their babies with nappies, but they would not get paid until they had paid off their debt.

The thieves believe there is no better man than Mr Maiba, who helped them in hard times. Today they own their own factories and sell scarves with butterflies and ponies on them. They are also helping the poor to keep warm in winter. They do not steal anymore.

1.   Underline all the nouns ending in -y (in plural form they end in -ies), in the passage and write them down here.

_____

2.   Underline all the nouns ending in -f (in plural form they end in -ves), in the passage and write them down here.

_____

3.   Who was the owner of the butchery?

_____

4.   What is sold at a butchery?

_____

5.   Which meat was his best seller?

_____

6.   What bad thing happened one evening?

_____

7.   Where did the people find the thieves?

_____

8.   Who uses nappies?

_____

9.   What was the thieves' punishment?

_____

10.   What do the thieves do now?

_____

_____

Mathematics

GRADE 4 & 5   **TOPIC: COMPUTATION**

MULTIPLICATION AND DIVISION (MENTAL AND WRITTEN METHODS)

Competencies:

Grade 4 learners should be able to:

- Multiply up to three-digit numbers by a one-digit number with answers less than or equal to 10 000 using any formal or informal paper and pencil method.
- Divide a two-digit number by a number from 1 – 10 with or without a remainder.

Grade 5 learners should be able to:

- Multiply up to three-digit numbers by two-digit number with answers less than or equal to 100 000 using any formal or informal paper and pencil method.
- Divide three-and four-digit numbers by a number from 1 to 10 with or without a remainder using any formal or informal paper and pencil method.

Terminologies are words that tells us when we should add, subtract, multiply or divide numbers.

Terminologies:
- » Times
- » Equal sharing
- » Divided by
- » Multiplied by
- » Product
- » Quotient

Examples of short multiplication
12 x 5 = 60
6 x 7 = 42
9 x 9 = 81
5 x 5 = 25

Long Multiplication

Multiplication always has a big number and a small number which we multiply with each other.

The big number is written on top and the small number at the bottom.

Each of these numbers also has a name in multiplication.
The big number is known as the **Multiplicand**.
The small number is known as the **Multiplier**.
The answer is known as the **Product**.

E.g. $\overset{4\ \ 1}{352} \times 9$

       352   **Multiplicand**
    x   9   **Multiplier**
 = **3 168**   **Product**

E.g 524 x 23
- In this example we see the multiplier is two digits.
- When we have a multiplier with two digits, we multiply the multiplicand with each digit separately in the multiplier.
- In the example you will first multiply the multiplicand with the 3.
- Then after you will multiply the multiplicand with the 2.
- When we multiply with the 2 its not a 2 but 20. We will write down a zero in the unit place to show I am multiplying with 20.
- After multiplying with the 2 we add up the numbers to give us our product.

         $\overset{1}{5}24$
    x   23
        1 572   (this number we got from multiplying with the 3)
  +   10 480   (this number we got from multiplying with 2; but before
    _____   we multiplied with the 2 we wrote a zero in our units
  = **12 052**   indicating we are multiplying with 20)

E.g.   862 x 46

        $\overset{\overset{2}{\overset{3}{}}\,^4}{862}$
    x   46
      5 172   (got this from multiplying with the 6)
    34 480   (got this from multiplying with the 4; remember the zero
    _____   to indicate that you are multiplying with 40)

  = **39 652**

Short division sums

E.g $42 \div 7 = 6$

E.g $81 \div 9 = 9$

E.g $12 \div 6 = 2$

E.g $72 \div 9 = 8$

LONG DIVISION

In a division problem each number has a specific name.
- The big number is known as the Dividend.
- The small number is known as the Divisor.
- The answer is known as the quotient.
- And what remains left over is known as the remainder.

A division sum also has steps that we need to follow.

Step 1: divide

Step 2: multiply

Step 3: subtract

Step 4: bring down

These steps are repeated every time until the sum cannot be divided anymore.

E.g   1 256 ÷ 5

```
      251  rem 1
  5 │ 1256
     -10
      25
    - 25
       6
      -5
       1
```

- Divide: (5 cannot divide into 1 so we combine the 1 and 2 and make it 12. (Now divide 12÷5)
- Multiply: 2 x 5 = 10
- Subtract: 12 – 10 = 2
- Bring down: the 5 next to the 2
- Divide again: (25 ÷ 5)
- Multiply: 5 x 5 = 25
- Subtract: 25 -25 = 0
- Bring down: the 6
- Divide again: 6÷ 5
- Multiply: 1 x 5 = 5
- Subtract: 6 – 5 = 1
- The 1 cannot be divided by 5 and that becomes a remainder.

- 1 256 is the dividend
- 5 is the divisor
- 251 is the quotient
- 1 is the remainder

E.g   1 757 ÷ 7

```
      251
 7 | 1757
   -14
     35
    - 35
        7
```

Steps: Divide
        Multiply
        Subtract
        Bring down

Activity:

1   Calculate the following:
GRADE 4 LEVEL

A) 315 x 7

………………………………………
………………………………………
…………………………………......
…………………………………......

B) 246 x 9

………………………………….......
…………………………………….....
……………………………………….
……………………………………….

GRADE 5 LEVEL

C) 471 x 23

………………………………………
………………………………………
…………………………………….....
……………………………………....

D) 314 x 42

………………………………….......
………………………………………
……………………………………….
……………………………………….

2   Calculate the following:

A) 2 421 ÷ 7   **GRADE 4 LEVEL**

……………………………………
……………………………………
……………………………………....
……………………………………….
……………………………………….
……………………………………

B) 3 541 ÷ 10 **GRADE 5 LEVEL**

………………………………….......
…………………………………….....
……………………………………….
……………………………………….
……………………………………….
………………………………….......

Science

GRADE 4

DISEASES

Competencies
- Name factors that enhance/promote the spread of communicable diseases.
- Describe how to prevent a further spread of these diseases.

Vocabulary
Spread- To pass on
Prevent- To stop something

Name the factors that enhance or promote the spread of communicable disease.

1. Dirty environment

2. Dirty water

3. Poor sanitation

4. Malnutrition

Describe how to prevent the spread of diseases.

a) Look after your body.

b) Clean your environment.

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c)   Educate people about the importance of their health

d)   Look after your home.

Activity

1. Look at each picture and name the factor that enhance/promotes the spread of communicable disease.

a)   ....   b)   ....   c)   ....

2. Describe 2 ways on how to prevent the spread of diseases.
....
....

Science

GRADE 5

HYGIENE

Competencies
- Describe how personal hygiene practices contribute to good health and recognize how this can be a social asset.
- State practices for personal hygiene.

Vocabulary
- **Personal hygiene:** Keeping your body clean as well as keeping the clothes you're wearing clean and dry.
- **Social asset:** The values a person possesses.

Describe how personal hygiene practices contribute to good health and recognize how this can be a social asset.
- You need to have good personal hygiene to help your body to stay healthy and socially being accepted in the society.
- Help your body stay healthy.

How do I practice good personal hygiene?
- Wash your hands regularly with clean running water and soap to prevent germs.
- Blow your nose in a tissue to get rid of the germs trapped in the small hairs in your nose.
- Wash and comb/brush your hair regularly to prevent germs/lice in your hair and never share your comb/brush.
- Germs/fungi love warm/damp places. Wash your body with soap every day to get rid of hiding germs.
- Germs can cause halitosis. Brushing of teeth after every meal would prevent it.
- Keep your toe and fingernails short to prevent germs from moving in.
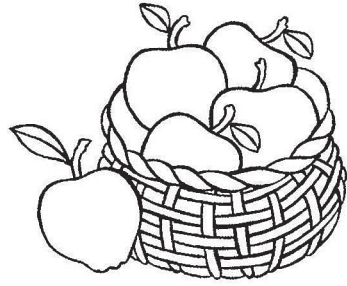- Sneeze or cough into your elbow

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Fun Quiz

1. Describe how personal hygiene practices contribute to good health and recognise how this can be a social asset.

_____
_____
_____
_____

2. State the practices of personal hygiene

_____
_____
_____

ONLINE SCHOOL

NOTES

Activity 1 A

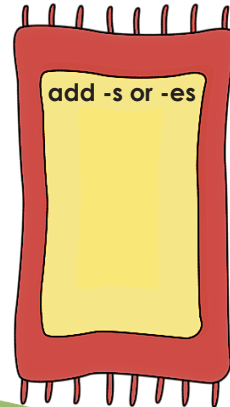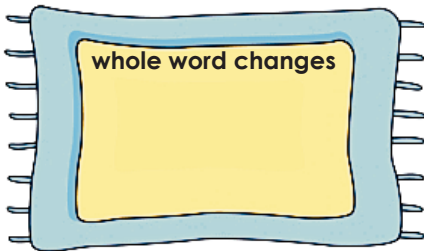|		
1. apple	-	apples
2. house	-	houses
3. child	-	children
4. fish	-	fish
5. man	-	men
6. family	-	families
7. hand	-	hands
8. bus	-	buses
9. tooth	-	teeth
10. dictionary	-	dictionaries
11. monkey	-	monkeys

Activity 1 B

1. There are children in front of the trees.
2. We are your best friends.
3. There are pens under the books.
4. They have oranges in their hands.
5. We like these books.

Activity 2

mice	sheep	glasses	geese	
wheat	feet	brushes	fish	foxes

whole word changes

add -s or -es

word stays the same

Activity 3

a	p	l	h	a	t	s	u	b	n
o	d	k	a	y	m	i	r	f	q
j	g	v	x	c	o	l	t	r	a
w	i	h	b	a	b	i	e	s	v
t	r	p	a	z	u	n	h	t	i
c	l	y	f	m	s	j	z	a	l
b	s	m	i	c	e	k	y	r	o
o	n	q	p	b	s	l	v	s	a
y	o	r	t	u	b	s	n	p	q
s	o	k	h	g	m	o	o	s	e

Activity 4
babies
nappies
dummies
thieves
halves
knives

Activity 5
1. money, nappies, babies, butterflies, ponies
2. loaves, knives, thieves, roof, scarves
3. Mr Maiba was the owner of the butchery.
4. All kinds of meat are sold at a butchery.
5. The Oryx steaks that Mr Maiba cut in thick slices were the best seller.
6. Two robbers broke into the shop and stole all of Mr Maiba's money.
7. The people found the thieves on someone's roof.
8. Babies use nappies.
9. The thieves had to clean Mr Maiba's shop for a whole month as punishment.
10. Today they own a few factories and sell scarves with butterflies and ponies on them. They also help the poor to keep warm in winter.

ADDITION

a)   315
     x   7
  = <u>2 205</u>

b)   246
     x   9
  = <u>2 214</u>

c)   471
     x <u>23</u>
     1 413
   + <u>9 420</u>
   = <u>10 833</u>

d)   314
     x <u>42</u>
       628
   + <u>12 560</u>
   = <u>13 188</u>

```
      345   rem 6
7 | 2421
    21
    32
    28
    41
    35
     6
```

b)
```
          354   rem 1
10 | 3541
     30
     54
     50
     41
     40
      1
```

MEMORANDUM SCIENCE GRADE 4

DISEASES

Activity

1. a) Dirty environment
    b) Poor sanitation
    c) Dirty water

2. Look after your body.
    Clean your environment.
    Educate people about the importance of their health.
    Look after your home.
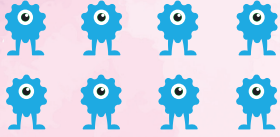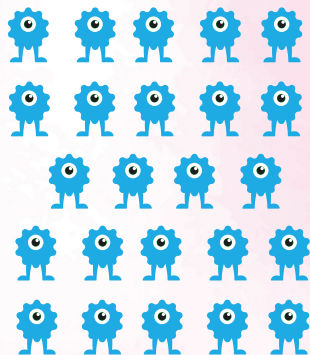   Any two

MEMORANDUM SCIENCE GRADE 5

1. You need to have a good personal hygiene in order to help your body to stay healthy and socially being accepted in the society.

2.
- Wash your hands regularly with clean running water and soap to prevent germs.
- Blow your nose in a tissue to get rid of the germs trapped in the small hairs in your nose.
- Wash and comb/brush your hair regularly to prevent germs/lice in your hair and never share your comb/brush.
- Germs/fungi love warm/damp places. Wash your body with soap every day to get rid of hiding germs.
- Germs can cause halitosis. Brushing of teeth after every meal would prevent it.
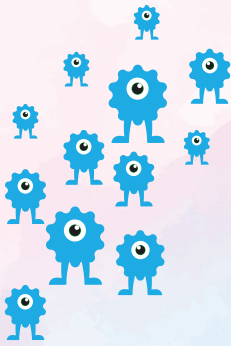- Keep your toe and fingernails short to prevent germs from moving in.

How to teach your child the importance staying active.

Play with family members, stay 1.5m away to practice social distancing.

Stay active and eat healthy so that your body can stay strong.

Success begins with education

Parents will be able to visit the website and watch daily videos from a teacher that will teach their children about various topics in the booklet. One can also download the PDF version of the book on the website.

Start learning anywhere - on your smartphone, tablet or desktop computer at home or follow the instructions on each printed page.

For extra perks!

How does it work?

Register at zoshy

You can save your favourite lessons and find them easier

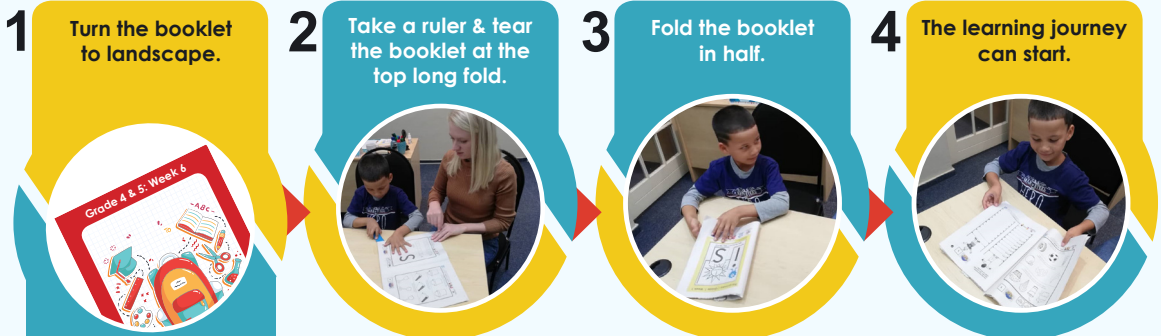# Easy peasy steps to follow

Step 1: Find us at **www.zoshy.online or scan the QR code**

Step 2: Find your grade

Step3: Choose which book you want to learn out of today

Step4: Choose lessons from what lessons there are

Step5: **Download booklet if you do not have it**

Step 6: Watch and follow the teacher as she explains what to do in the book

Step7: **Follow us on Facebook (Zoshy)** to never miss a video and join the community

www.zoshy.online

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PRINT

1 Turn the booklet to landscape.

2 Take a ruler & tear the booklet at the top long fold.

3 Fold the booklet in half.

4 The learning journey can start.

STEPS
HOW TO TEAR & USE
THE BOOKLET

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