

**1098 SABETO SANGAM SCHOOL**

**NAME:** \_\_\_\_\_

**YEAR:** 4

**SUBJECT:** English

<b>STRAND</b>	Environment
<b>SUB- STRAND</b>	Nouns
<b>CONTENT LEARNING OUTCOME</b>	- Identify proper and common nouns. - Answer the questions correctly.

**LESSON NOTES:**      **Proper Nouns and Common Nouns**

- **Common nouns** are the names of ordinary things.
- They start with small letters.
- For Example: man, car, food, etc.
- **Proper nouns** are the names of special people, places and things.
- They start with capital letters.
- For example: Friday, Fiji, Pacific Ocean, etc.

**Activity 1:** Read the passage below and underline all the proper and common nouns.

Last Sunday, my family went to Nadovu Park for a picnic. Dad parked our car under a tree and beside a table. It was a fine day there were a lots of people in the park.

My brother, Paula, ran to the swings, but my sister, Joana and I decided to walk to Tavoro Falls before lunch. On our way there, we saw butterflies and other insects in the rainforest.

After lunch we quietly rest for a while under the trees. When we were returning back, we passed Albert Park. It was crowded with people, and they were watching a rugby game.

**Activity 2.** Choose ten of the nouns and write them in the correct column below.

<b>Proper Nouns</b>	<b>Common Nouns</b>

**Extension Activities:** Research on a bird in your area and find the following information.

1. What does it look like?

\_\_\_\_\_

2. Where does it live?

\_\_\_\_\_

3. What does it eat?

\_\_\_\_\_

4. How many chicks can it have at once?

\_\_\_\_\_

5. Does it have any enemy?

\_\_\_\_\_

**1098 SABETO SANGAM SCHOOL**

NAME: \_\_\_\_\_

YEAR: 4

SUBJECT: Maths

<b>STRAND</b>	Algebra
<b>SUB- STRAND</b>	Equations
<b>CONTENT LEARNING OUTCOME</b>	- Show commutative and associative property with examples.

**LESSON NOTES**

**Commutative Property:**

- Is the rule that states that the order in which the numbers are combined does not affect the outcome.

• Example:  $3 + 5 = 5 + 3$

$3 \times 2 = 2 \times 3$

$8 = 8$

$6 = 6$

**Activity:1**

Write = or  $\neq$  for the given expressions. Draw the expression in the provided space.

a.  $7 + 3$  \_\_\_\_\_  $3 + 7$

##### + ### \_\_\_\_\_ ### + #####

b.  $13 + 7$  \_\_\_\_\_  $7 + 31$

c.  $29 + 14$  \_\_\_\_\_  $29 + 4$

d.  $8 \times 4$  \_\_\_\_\_  $4 \times 7$

e.  $9 \times 3$  \_\_\_\_\_  $3 \times 9$

f.  $5 \times 8$  \_\_\_\_\_  $8 \times 3$

g.  $8 + 7$  \_\_\_\_\_  $7 + 1$

c.  $19 + 4$  \_\_\_\_\_  $4 + 19$

d.  $5 \times 4$  \_\_\_\_\_  $4 \times 5$

c.  $12 + 6$  \_\_\_\_\_  $2 + 6$

d.  $3 \times 4$  \_\_\_\_\_  $4 \times 3$


### LESSON NOTES Associative Property

- The rule states that the grouping of numbers does not affect the outcome when adding or multiplying.

$$\begin{array}{l|l} (2 + 3) + 4 & 2 + (3 + 4) \\ = 5 + 4 & = 2 + 7 \\ = 9 & = 9 \end{array}$$

- Example:

### ACTIVITY:2

Determine if each problem is the same.

Write **EQUAL** or **NOT EQUAL** for each problem.

- $2 + 1 + 5$  \_\_\_\_\_  $5 + 1 + 2$
- $4 + 3 + 1$  \_\_\_\_\_  $3 + 3 + 1$
- $3 + 3 + 2$  \_\_\_\_\_  $2 + 2 + 3$
- $(1 + 1) + 5$  \_\_\_\_\_  $1 + (5 + 1)$
- $3 + (10 + 7)$  \_\_\_\_\_  $10 + (3 + 7)$
- $4 + (3 + 2)$  \_\_\_\_\_  $3 + (4 + 7)$

**1098 SABETO SANGAM SCHOOL**

**NAME:** \_\_\_\_\_

**YEAR:** 4

**SUBJECT:** Healthy Living

<b>STRAND</b>	Respecting Others
<b>SUB- STRAND</b>	Why respect is important.
<b>CONTENT LEARNING OUTCOME</b>	<ul style="list-style-type: none"><li>- Importance of respecting others.</li><li>- Showing respect in different ways.</li></ul>

**LESSON NOTES**

**Respecting Others**

- Respect includes taking someone's feelings, needs, thoughts, ideas and wishes into consideration.
- Respect can be shown through behaviour and it can also be felt.

**Why respect is important?**

- We can all sense whether we are respected or not.
- This holds true for those with money and power as well.
- Act in ways which are considered respectful, yet we can also feel respect for someone and feel respected by someone.

**Some specific ways to show respect:**

- Happily make changes to accommodate their feelings, desires and needs.
- Not interrupting them.
- Asking and allowing feedback.
- Trying to understand their beliefs, values and needs.

**ACTIVITY 1:**

1. Why should we respect others?

\_\_\_\_\_

2. List down some ways in which you can show respect to:

(I). your teacher \_\_\_\_\_

(II). your friends - \_\_\_\_\_

(III). your family members - \_\_\_\_\_

3. Do you respect animals? Explain how? \_\_\_\_\_

NAME: \_\_\_\_\_

YEAR: 4

SUBJECT: Hindi

STRAND	सुनना एवं बोलना
SUB- STRAND	भाषा अधिगम प्रक्रियाएँ और युक्तिय
CONTENT LEARNING OUTCOME	- विलोम शब्द और पर्यायवाची शब्द लिखिए।

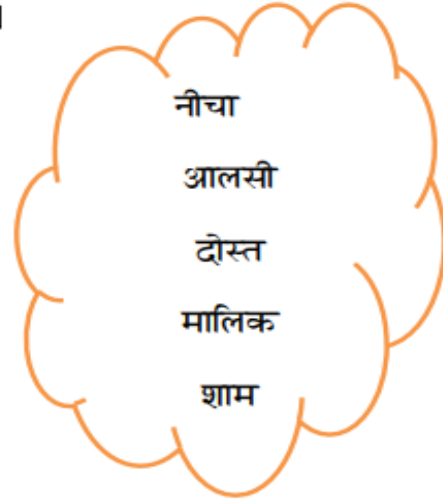
उदाहरण: रात - दिन

: जीत - हार

अभ्यास 1:

नीचे दिए गए शब्दों का विलोम शब्द लिखिए ।

१. दुश्मन -----
२. नौकर -----
३. सुबह -----
४. ऊँचा -----
५. मेहनती -----



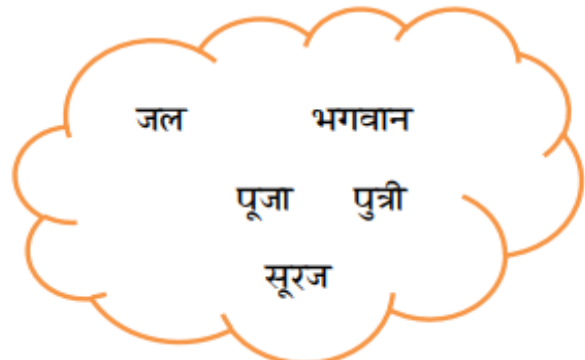
उदाहरण: उजाला - प्रकाश

: घर - मकान

अभ्यास 2:

नीचे दिए गए शब्दों का पर्यायवाची शब्द लिखिए ।

१. प्रार्थना .....
२. सूर्य .....
३. ईश्वर .....
४. पानी .....
५. बेटी .....



**1098 SABETO SANGAM SCHOOL**

NAME: \_\_\_\_\_

**YEAR: 4**

**SUBJECT: Social Studies**

<b>STRAND</b>	Place and Environment
<b>SUB- STRAND</b>	Cultural Events.
<b>CONTENT LEARNING OUTCOME</b>	- State the importance of Hair cutting ceremony of new born baby.

**LESSON NOTES**

**Death in I-Taukei family**

- When a death occurs, related clans and family come together to share their sorrows.
- After a death, the ceremony known as "Reguregu" is performed, where all the friends and extended family come to pay their respect.
- They make presentation of tabua, yaqona, mats, and food to the family of the dead.
- After reguregu the burial ceremony takes place.
- Mats and masi are placed over the grave.
- The death is again observed on the fourth and tenth night.
- The family mourns death for hundred days.
- After hundred days the mourning is lifted and the various Taboos are also lifted from the family members.
- This is called the 'Vakataraisulu' ceremony.
- After one year the final ceremony is performed.

**ACTIVITY 1:**

1. What is 'Reguregu' and who performs it?

\_\_\_\_\_

2. When are deaths observed again in the iTaukei community?

\_\_\_\_\_

3. What is 'vakataraisulu' and when is it held?

\_\_\_\_\_

4. Have you ever attended any funeral?

\_\_\_\_\_

**1098 SABETO SANGAM SCHOOL**  
**NA VOSA VAKA VITI**  
**WEEKLY HOME STUDENT PACKAGE 3**

Yacamu : \_\_\_\_\_

Kalasi : Va

Veika e Gadrevi/Lavaki – Mera wilika nai talanoa na gone

Veika me vulici – Na saumi taro mai nai talanoa

Usutu ni lesoni – Na kena wiliki vakavinaka nai talanoa ka saumi na kena veitaro

A. Wilivola kei na saumi taro

**KO LEBA**

E Kalasi walu tiko ko Leba ena koronivuli ni tikina mai na yanuanu ko Moce mai na Yatu Lau. E sa yabaki tinikatolu o koya, ia ena nona yalewa tubu totolo, esa vaka sara ga nai rairai ni gone yalewa yabaki tinikalima. E na vuku ni nona maqosa kei na Vinaka ni nona I tovo, sa mani digitaki kina o koya, mesa nodra I liuliu nagoneyalewa e koronivuli. Era taleitaki koya na goneyalewa e koronivuli ka vaka talega kina o iratou na nona qasenivuli.

Sarauta me gone maqosa o Leba ena cakacaka ni liga ka ni ko Tinana e marama maqosa sara talega ena vei cakacaka kecega vakayalewa. E sega ni dau tiko wale ena dua na siga o Tinai Leba. E ucu Tinana sara vakavinaka o Leba. E sega ni tiko wale ena dua na gauna o koya ka ni rui dau ogaoga o tinana. Ko Leba edau qarava na kedratou katalau ka dau yauta talega na nodra tou kuro duka me laki masia mai matasawa.

**Na Taro**

a) E sa yabaki vica ko Leba?

\_\_\_\_\_

b) E vuli tiko e vei ko Leba?

\_\_\_\_\_

c) A cava na vu ni nodratou digitaki Leba na qasenivuli?

\_\_\_\_\_

d) E kauta beka mai vei na nona maqosa ko Leba?

\_\_\_\_\_

e) O cei e dau nona I tavi me qarava nai katalau?

\_\_\_\_\_

f) Tukuna mai e tolu na ka e kena dau o Leba?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

B. Vukica me taro vakayagataka na vosa na "li" kena I vakaraitaki (eg)

Oqo na I kovu vakalolo

Oqo **li** nai kovu vakalolo?

a) E liga maqosa ko Leba

\_\_\_\_\_

b) E kila na tali ibe ko Wati

\_\_\_\_\_

c) E savasava Vinaka na loma ni vale

\_\_\_\_\_

d) Oqo na nomu I sele

\_\_\_\_\_

e) E ratou sa lako oti

\_\_\_\_\_

C. Tukuna mai eso nai vakaraitaki ni gone Vinaka

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**1098 SABETO SANGAM SCHOOL**

NAME: \_\_\_\_\_

**YEAR: 4**

**SUBJECT: Elementary Science**

<b>STRAND</b>	Matter
<b>SUB- STRAND</b>	Three states of matter
<b>CONTENT LEARNING OUTCOME</b>	- Identify solid, liquid and gas. - Give examples of the three states of matter.

**LESSON NOTES**

**States of Matter: By Liana Mahoney**

Solids have a fixed shape,  
No matter the container.  
Some are hard,  
Some can break, but  
Rigid solids hold their shape.  
Solids have a fixed shape,  
And ice is a solid.  
Liquids always take the shape  
Of their containers.  
Liquids flow,  
Liquids pour;  
Sometimes they  
spill on the floor!  
Liquids flow;  
Liquids pour,  
And water is a liquid.  
Gases fill the volume and shape  
Of their containers.  
Some we breathe, but we can't see;  
Others we can smell  
(Pew-ee!)  
Gases fill space readily, and steam is a gas.

**ACTIVITY 1:** Tell whether each is a **solid, liquid, or gas.**

1. milk - \_\_\_\_\_
2. cookie - \_\_\_\_\_
3. oxygen - \_\_\_\_\_
4. fish - \_\_\_\_\_
5. pencil - \_\_\_\_\_
6. sugar syrup - \_\_\_\_\_
7. shampoo - \_\_\_\_\_
8. carbon dioxide - \_\_\_\_\_
9. ice cube - \_\_\_\_\_
10. paint - \_\_\_\_\_
11. oil - \_\_\_\_\_
12. salt - \_\_\_\_\_
13. water vapor - \_\_\_\_\_
14. gasoline - \_\_\_\_\_
15. helium - \_\_\_\_\_
16. sand - \_\_\_\_\_