

SOLUTION WORKSHEET # - 4

<i>Strand :3</i>	Writing & Shaping
<i>Sub-strand</i>	Text types media, everyday communication literary texts
<i>Content learning outcome</i>	Explore and discuss the language structures thoroughly that helps create meaning for understanding of spoken language

LESSON NOTES

Confusing Pairs

Confusing pairs of words are words that sound alike or nearly alike, but each has a different meaning. **For example**, affect means to influence something, while effect means the result of something. Words like these can be easily confused with each other.

Allowed vs. Aloud - Allowed: Permitted - Aloud: Clearly heard	Who vs. Whom - Who: subject - Whom: object	Break vs. Brake - Break: Smash, split - Brake: Stopping device
Allude vs. Elude - Allude: Make indirect reference - Elude: Escape from something	Which vs. Witch - Which: What one - Witch: Sorceress	Weak vs. Week - Weak: Feeble - Week: Seven days
Ate vs. Eight - Ate: Past tense of eat - Eight: The number	Weather vs. Whether - Weather: Atmospheric conditions - Whether: If, in case	By vs. Buy - By: Preposition - Buy: Purchase
To vs. Too - To: In the direction of - Too: Also	Capital vs. Capitol - Capital: City, wealth - Capitol: Building	Than vs. Then - Than: Comparison - Then: At that time
Coarse vs. Course - Coarse: Rough - Course: Way or path	Stationary vs. Stationery - Stationary: Not moving - Stationery: Writing paper	Ensure vs. Insure - Ensure: Guarantee - Insure: Financial liability
Quiet vs. Quite - Quiet: Silent - Quite: Really, positively	Farther vs. Further - Farther: Physical distance - Further: Abstract idea	Principle vs. Principal - Principle: Rule - Principal: Chief person
For vs. Four - For: Preposition - Four: The number	Plain vs. Plane - Plain: Simple - Plane: Flat surface	Forth vs. Fourth - Forth: Forward - Fourth: Comes after third
Peace vs. Piece - Peace: Absence of war - Piece: Part, portion	Hear vs. Here - Hear: Perceive - Here: In this place	Loose vs. Lose - Loose: Free - Lose: Misplace

ACTIVITIES

- Ram had _____ (**four**/for) apples in his bag.
- We parked our car _____ (bye/**by**) the lake.
- The boy was very _____ (said/**sad**).
- A dove is a symbol of _____ (piece/**peace**).

Strand :3	Measurements
Sub-strand	Length & Area
Content learning outcome	Identify and use appropriate standard and non-standard units to measure 2D shapes and solve problems

LESSON NOTES

Standard units can be converted from one unit to the other. The table below shows the rules for converting units from **mm to cm**, **cm to m**, **m to km** and vice versa



Converting standard units of metric systems					
mm	to	cm	km	to	m
÷ 10			X 1000		
e.g. 20 mm =cm			e.g. 3 km =m		
20 ÷ 10 = 2 cm			3 x 1000 = 3000 m		
cm	to	m	m	to	cm
÷ 100			X 100		
e.g. 250 cm =m			e.g. 4m =cm		
250 ÷ 100 = 2.5 m			4 x 100 = 400 cm		
m	to	km	cm	to	mm
÷ 1000			X 10		
e.g. 2000 m =km			e.g. 6 cm =mm		
2000 ÷ 1000 = 2 km			6 x 10 = 60 mm		

ACTIVITIES

Complete the metric conversions given:

- a) 300mm = **30** cm
- b) 15cm = **150** mm
- c) 5.5km = **5500** m
- d) 1.2m = **120** cm
- e) 1234m = **1.234** km

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HEALTHY LIVING

SOLUTION WORKSHEET # - 4

<i>Strand :2</i>	Building Healthy Relationship
<i>Sub-strand</i>	Relationships
<i>Content learning outcome:</i>	Distinguish and discuss appropriate ways of responding to aggressive behaviors

LESSON NOTES

Non-Violent Ways of Responding To Anger

Anger can sometimes lead a person into problems, therefore anger management is very important. Some non – violent ways of responding to anger are:

- Be calm.
- Talk politely.
- Keep your cool, don't get agitated.
- Move away from the situations which can lead to conflicts and fights.
- Try to solve the issues or problems peacefully.
- Seek help from teachers or adults.



ACTIVITIES

List down **4** ways of responding to anger in a non – violent way.

Be calm

Talk politely

Keep your cool, don't get agitated

Seek help from teachers or adults

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SOCIAL

SOLUTION WORKSHEET # - 4

Strand :3	Place And Environment
Sub-strand	Features Of Places
Content learning outcome	Recognize and apply effective mapping skills that demonstrate good understanding of map reading conventions

LESSON NOTES

Our Environment

- Our surrounding is known as the environment.
- The environment can be divided into two large groups.
- These are the natural and human environment.

The Natural Environment

- The natural environment has physical features which includes the climate, the landforms, and vegetation.
- The natural environment has changed a lot as a result of human activities.
- Example: mountains, forests, trees, etc.

The Human Environment

- The human environment is part of the natural environment which people have changed for different uses.
- It has special features known as the cultural features.
- Example: roads, farms, clearing land for houses, etc.

ACTIVITIES

a) What is environment?

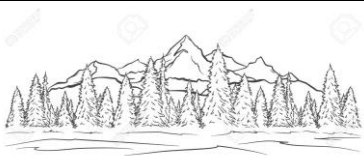


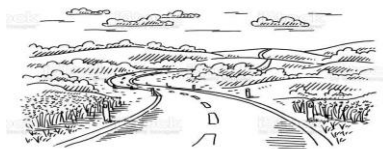
Our surrounding is known as the environment.

b) What is natural environment?

The natural environment has physical features which includes the climate, the landforms, and vegetation.

c) Give some examples of human environment?

Roads, farms, clearing land for houses.

The Natural Environment	The Human Environment
 FOREST	 FARM
 TREES	 ROAD

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ELEMENTARY

SOLUTION WORKSHEET # - 4

<i>Strand :2</i>	Matter
<i>Sub-strand</i>	Investigating Matter
<i>Content learning outcome</i>	Explore means of changing the three states of matter

LESSON NOTES

Materials

- Materials obtained or made from living things are called **natural materials**.
- Examples of **natural** materials are: **cotton, paper, silk and wool**.
- Materials made from chemicals are known as **Synthetic materials**.
- Examples of **synthetic** materials are: **nylon, acrylic, polyester, carbon fiber, rayon**.
- Synthetic materials are stronger than natural materials and are regenerated materials.

ACTIVITIES

Complete the given table by filling in the examples of natural and synthetic materials.

Natural Materials	Synthetic Materials
Cotton	Nylon
Silk	Acrylic
Wool	Polyester
Wood	Carbon Fiber