

1628 LABASA SANGAM PRIMARY SCHOOL


YEAR: 3

MATHEMATICS

WORKSHEET: 5

STRAND	Measurements
SUB STRAND	Length
CONTENT LEARNING OUTCOME	Children should be able to: <ul style="list-style-type: none">• Differentiate between the non- standard units.• Measure the length of objects.

Monday: Read and study the notes.

Length		
<i>Non-standard units are:</i>		
Non standard unit	Definition	Illustration
Hand span	The distance between the little finger and the thumb on an outstretched hand	
Step or pace	The number of steps or pace that is taken.	
Arm length	The number of arm length taken for a given distance	
Fathom	The length measured on a person outstretched arms	

Note: For shorter distance or length we use “span”
For longer distance/ length we use “ steps/pace” , “fathom” or “arm length”

Tuesday: Activity 1

Look back at your notes and then complete the table below. Circle your answer.

What will you use to measure the length of:

1.	Your worksheet paper	span / steps or pace
2.	classroom	Span / steps or pace
3.	spoon	fathom/ hand span
4.	Your house	fathom / hand span

Wednesday: Activity 2

Standard Units are:

- (i) millimeters is written as **mm**
- (ii) centimeters is written as **cm**
- (iii) meters is written as **m**



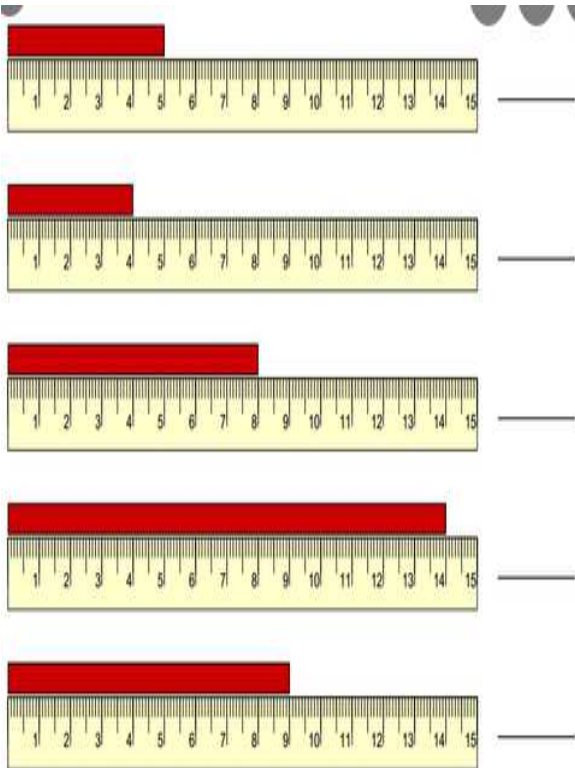
Note: 10mm = 1cm 100cm = 1m
1,000 mm = 100cm 1,000 cm = 1km
1,000,000mm = 1km 10,000mm = 1,000 m
1000m = 1km 100,000cm = 1km

When we measure with the ruler we always start from 0.

Example: If I measure this line

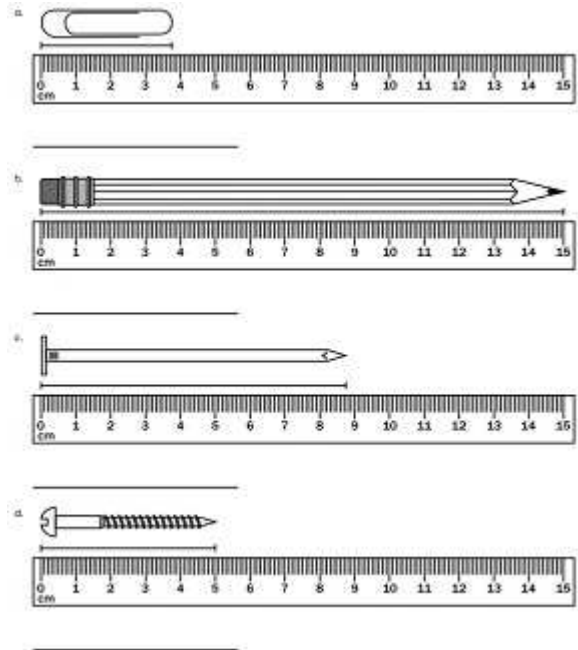
----- I put the ruler from 1 end and see where it comes up to ...if its up to 2, I will write it as 2cm

How long are the bars below?



Thursday: Activity 3

Write down the length of the objects below



Friday : Revision

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HEALTH

WORKSHEET: 5

STRAND	Safety
SUB STRAND	Safety While Working
CONTENT LEARNING OUTCOME	Children to be able to: 1. identify how to handle tools safely 2. state what to do after using the tools

Topic: Safety While Working

1. Pay attention to what you are doing.
2. Handle and carry tools safely. Example: point sharp tools downwards when walking with them.
3. Keep away from the areas where motor mowers or weeding knives are being used for cutting grass.
4. Use only the tools you are allowed to use. See that they are in good, safe condition.
5. Clean the tools after use.
6. Store all tools safely and carefully. Every item should be put in its right place.
7. Never leave tools lying about.



Activity 1:

Draw and colour 2 gardening tools that you are allowed to use at home.

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Activity 2

Write “True” or “False” for each statement.

1.	Handle tools with care.	
2.	Keep tools in their proper places.	
3.	Clean the tools after using them.	

Activity 3: Match correctly.

1.  ● ● rake

2.  ● ● watering can

3.  ● ● fork

4.  ● ● knife

YEAR: 3

NA VOSA VAKA VITI

WORKSHEET: 5

Cakacaka Lavaki

Yacamu: _____

*Nanuma : Bulia vakavinaka na matanivola ko vola ka me savasava talega na nomu cakacaka.

Veika me kilai: Vosa Veibasai

1.	qaqa	druka
2.	sukusukura	vakataubutubutu
3.	davo	Mata / duri
4.	Sa oti	Sa vo
5.	Sala liga	Loki liga
6.	dalaga	Qamu gusu

Moniti: Vakavagataki rau vata na vosa veibasai e na ivatuvosa.

Me vaka: Sa rauta na **davo**, mo **duri** me caka na sasamaki.

1. qaqa / druka:

2. sa oti / sa vo :

Tusiti: Tuva vakadodonu na vosa .

1. ko / cici / Maciu. / vakatotolo / Sa:

2. ki / koya. / Sa / Suva/ ko / lako:

Vukelulu: Vola mai vakadodonu na veivatu vosa ogo.

1. au gone ni dama ena yasana ko bua.

2. keitou na gole tiko ki suva e na vula ko okosita.

Lotulevu: Vosa Veibasai:

Vola mai na veibasai ni veivosa ogo.

1. qase - _____

2. katoa- _____

3. suku sukura- _____

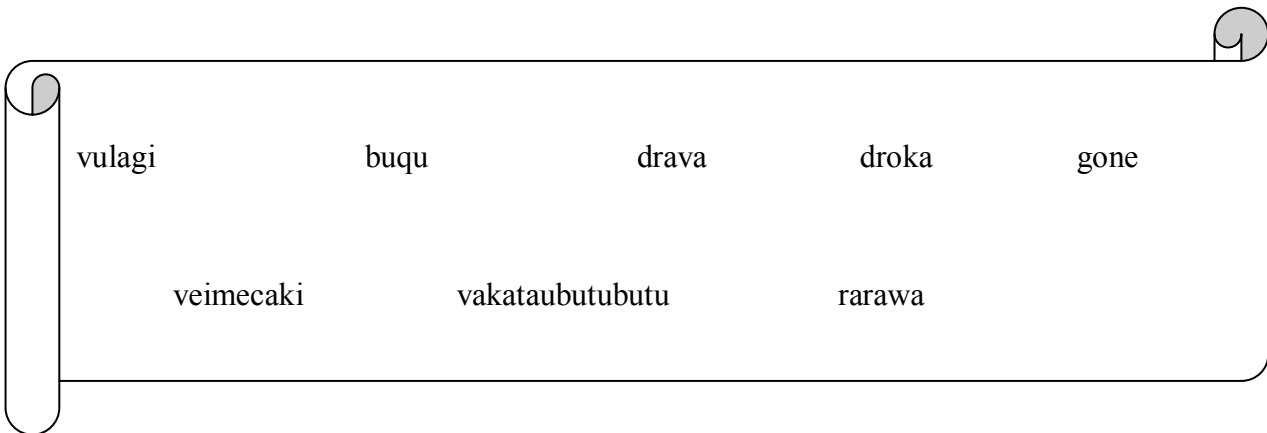
4. veiwekani- _____

5 tukaqu - _____

6. marau- _____

7. buta - _____

8. Taukei- _____



Vakaraubuka: Rai lesuva na nomu cakacaka.

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SOCIAL STUDIES

WORKSHEET: 5

STRAND	Place and Environment
SUB STRAND	Exploring the types of homes around us.
CONTENT LEARNING OUTCOME	Children to be able to identify the types of homes around us.

TOPIC: Exploring The Types Of Homes Around Us.

Types of homes around us.



Thatched burees



Housing apartment



Squatter settlement



Double storey building



Villa



Terrace type dwelling

Activity: Answer the following questions.

1. After looking at the types of homes in part 1, which one would you like to live in when you grow up?

2. Why would you choose this one to be your home?

3. Draw and colour your home. Write down 2 things you like about your home

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ENGLISH

WORKSHEET: 5

STRAND	Reading and viewing
SUB STRAND	Expository
CONTENT LEARNING OUTCOME	Read and view with understanding a variety of texts and visuals to identify and interpret useful information.

Read the story below and complete the activities.

EXPOSITION



Bat's Letter

Dear People,

Stop chopping down our trees! If you chop down our trees, we will live in your houses!

Bats like to live in trees. We sleep in trees. We eat fruits. Trees are our homes. We feel safe in the trees.

But we are running out of tree! You keep chopping them down. You are chopping down our homes! Where will we sleep? What will we eat? We will have to live in your homes. We will have to eat your food.

Do you like us playing on your roof? Do you like us eating your food? Do you like us making a mess in your house? No? Then stop chopping down our trees.

Stay away from our homes, and we'll stay away from yours!

From



The Bat

Monday; Activity 1: Underline the correct answer.

1. The letter was written by bats. (True / False)
2. The letter is written to the people. (True / False)
3. Where do bats like to live? (They like to live in the trees./ They like to live in houses.)
4. What do bats do in peoples' homes. (They sleep on beds./ They make a mess.)
- 5 Where do bats like to play? (In the trees./ On the roof.)
6. How did the bats feel ? happy/angry)

Tuesday; Activity 2: Read the letter again.

5 new words: bats, trees, chopping , running , flowers [learn your spelling]

Vocabulary. Choose and write the correct word to match the clues.

trees	flowers	bats	running	chopping
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1. These things grow and smell nice. _____
2. Walking very quickly. _____
3. Cutting down trees. _____
4. The animal in the text. _____
5. Where do bats live ? _____

Wednesday; Activity 3: Read the text.

5 new words: bats, trees, chopping , running , flowers [learn your spelling]

Opposites Write down the opposites of the words listed below.

hate	start	wake	unsafe	up	my
------	-------	------	--------	----	----

1. sleep- _____
2. stop - _____
3. safe- _____
- 4 . your - _____
5. down - _____
6. like - _____

Thursday; Activity 4: Read the story.

5 new words: bats, trees, chopping , running , flowers [learn your spelling]

Confusing Pairs: Words that sounds alike but they have different meaning

Choose the correct word and write it in the blank space to complete the sentence.

1. We will have to _____ your food. [it / eat]
2. Bats _____ in trees. [sleep / slip]
3. We _____ live in your house. [will / wheel]
4. Bats will make a _____ in your house. [mass / mess]
5. Bats like to _____ in the trees. [live/leave]

Friday : Spell out your 5 new words, check if it is correct.

STRAND	Energy
SUB STRAND	Energy sources and its transfer.
CONTENT LEARNING OUTCOME	Demonstrate the concept of energy and explain its importance

Topic: Energy: Sources of Energy**1. The sun**

The sun provides energy in the form of solar power. This energy source is free and clean. Some solar systems can store energy, but it does not last long. The solar energy can also be called as renewable energy.

**2. Wind energy**

Windmills create safe and pollution free energy for use. Wind power is the conversion of wind energy into a useful form of energy.

**3. Water energy**

This is energy from flowing water used to create electricity. Fiji uses hydro power from Monasavu Hydro Dam. This source is free and clean. But during drought[a long period when there is little or no rain], there may not be enough water to drive the electricity throughout the whole year.



4. Wave power

Wave power is the transport of energy by ocean surface waves, and the capture of that energy to do useful work – for example, electricity generation. Wave energy is energy produced from the waves of the ocean. Waves are formed by wind moving across the surface of the ocean.



5. Fossil Fuel

Fuels such as kerosene, benzene and gas are used to create energy. This form of energy is commonly used in Fiji homes. It is easily available but very expensive.



Uses of energy

1. Sources of energy used at:

Home	School	Community
(i) Gas for cooking (ii)Kerosene for light and cooking (iii)Petrol for car or truck (iv)Electricity for light (v) Firewood for cooking	(i)Electricity for light and machines (ii)Gas for school canteen (iii) Petrol for school generator	(i)Electricity for light (ii)Benzene for lighting in rural areas (iii)Firewood for cooking (iv)Petrol for outboard motor

Activity. Fill in the blanks. Choose the correct word from the box and complete the sentence.

ocean	Fossil fuel	electricity	wind	Sun
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- The _____ provides energy in the form of solar power.
- Windmills will not be useful if there is no strong _____ blowing.
- _____ is easily available but very expensive.
- Water energy from flowing water used to create _____.
- Wave energy is the transport of energy by _____ surface waves.

Strand	Writing & Shaping
Sub-Strand	भाषा की विशेषताएँ एवं नियम
Content Learning Outcome	उचित विराम तथा वर्तनी व व्याकरण के नियमों को सरल विषयों में व्यक्त करना (विलोम शब्द)

विलोम शब्द(opposite words)

उल्टे अर्थ देने वाले शब्द को विलोम शब्द कहते हैं ।


जैसे : हानि - लाभ

दिन - रात


मोटा - पतला

लिखि : _____ विलोम शब्द
दिन : _____


विलोम उन शब्दों को कहते हैं जो एक-दूसरे का उलटा या विपरीत अर्थ बताते हैं।




छोटा




बड़ा




दिन




रात




उलटा




सीधा




सूखा




गीला




साफ



गंदा



कम



ज्यादा

चित्र का अच्छी तरह से अध्ययन करके दिए गए विलोम चित्रों से मेल कीजिए ।



अभ्यास:

अच्छी तरह से अध्ययन करके दिए गए शब्दों के विपरीत शब्द लिखिए ।

सुबह - _____

आज - _____

ठंडा - _____

अन्दर - _____

अमीर - _____

नया - _____

देना - _____

शाम	गर्म	कल	बाहर
गरीब	पुराना	लेना	

इन्हें मिलाइए।

दिन	.	.	आसमान
यहाँ	.	.	गंदा
ऊपर	.	.	रात
साफ	.	.	औरत
इधर	.	.	वहाँ
ज्यादा	.	.	नीचे
धरती	.	.	उधर
आदमी	.	.	कम