

**Week 7****Lesson Notes****School** – Lovu Sangam School**Year- 3****Subject- English**

<b>Strand</b>	Reading and viewing
<b>Sub Strand</b>	Language Features and Rules
<b>Learning Outcome</b>	Read and view with understanding a variety of texts and visuals to identify and interpret useful information.

**POETRY**

Sara's Hair

Sara's hair was everywhere  
Long and wavy in the air.  
It flowed behind her, sweeping floors,  
Got caught in cupboards and slamming doors,  
It dipped in soups and stuck in pies,  
Wrapped round poles and flicked in eyes.  
Blew in the wind, and tangled in the trees,  
Tickled people's noses, and made them sneeze.  
It broke the blocks,  
And stopped the trains,  
And upset the nation's smartest brains.  
"Please cut your hair," the people cried.  
"We cannot sleep. We're very tired.  
So, Sara went and cut her hair,  
Because she wanted to be fair.  
She cut it short up to her chin,  
Now everyone has a happy grin.

## Spelling words

1. Hair
2. Long
3. Cupboards
4. Brain
5. Sweeping
6. Cut
7. Tired
8. Wind
9. Short
10. upset

**Read the story and answer the multiple-choice questions****1. What is the problem in this poem?**

- A. Sara's dog                      B. Sara's cat                      C. Sara's hair**

**2. If her hair tickled your nose, you might**

- A. cry                                      B. sneeze                                      C. become sleepy**

**3. Who did Sara's hair upset?**

- A. Train drivers                      B. clock makers                      C. smart people**

**4. What were the people crying out?**

- A. "We love your hair."              B. "It won't go away.              C. "Please cut your hair."**

**5. What could Sara's hair do?**

- A. sweep the floor                      B. chase the floor                      C. talk to you**

**6. Which word best describes Sara?**

- A. sad                                      B. fair                                      C. lonely**

## LESSON NOTES

**School:** Lovu Sangam School

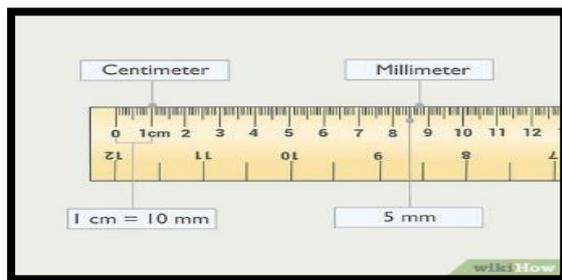
**Year:** 3

**Subject:** Mathematics

<b>Strand</b>	Measurement
<b>Sub Strand</b>	Length
<b>Content Learning Outcome</b>	Estimate and record lengths and distances using standard unit of measurement ( metres and centimetres ).

**Standard Units** are:

- i) Millimetres is written as **mm**
- ii) Centimetres is written as **cm**
- iii) Metres is written as **m**.
- iv) Kilometre is written as **km**



<b>Note: 10mm = 1 cm</b>	<b>100 cm = 1 m</b>
<b>1,000 mm = 100cm</b>	<b>1000 cm = 1 km</b>
<b>1,000,000 mm = 1 km</b>	<b>10,000mm = 1,000 m</b>
<b>1,000 m = 1 km</b>	<b>100,000 cm = 1 km</b>

### **Activity**

Convert between centimetre(s) and metre(s).

1. 500 cm = \_\_\_\_\_ m
2. 1,000 m = \_\_\_\_\_ mm
3. 4 km = \_\_\_\_\_ cm
4. 2,000,000 mm = \_\_\_\_\_ km
5. 20 mm = \_\_\_\_\_ cm

**Subject- Healthy Living**

<b>Strand</b>	Safety
<b>Sub Strand</b>	Personal Safety
<b>Learning Outcome</b>	Value simple health care and safety procedures in hazardous situations and physical activities.

**Lesson                      Safety While Working**

- You must concentrate on what you are doing.
- Handle and carry tools safely: e.g. point sharp tool downwards when walking with them.
- Keep away from the areas where motor mowers or weeding knives are being used for cutting grass.
- Use those tools that you are allowed to use and see if they are in good and safe condition.
- Clean the tools after use. Wipe them if necessary oil them.
- Store all tools safely and carefully. Every item should be placed in its right place.
- Never leave tools lying about.

Activity

Short Answers

1. List three chores you do around the house?

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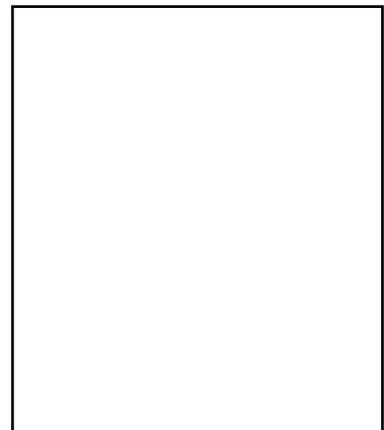
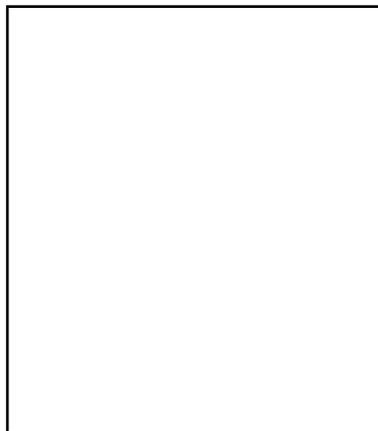
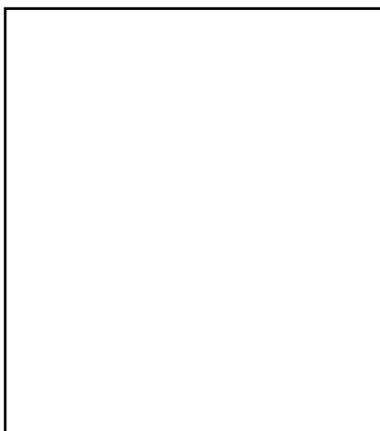
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2. Give two reasons why we should handle and carry tools safely?

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3. Draw three tools you use while doing gardening.



Strand	Reading and viewing
Sub Strand	Language Features and Rules
Learning Outcome	Read and view with understanding a variety of texts and visuals to identify and interpret useful information.

### 1 . नीचे दिए गए गद्यांश को पढ़िए :

एक दिन नानी बाज़ार गयी | रेखा भी नानी के साथ गई | बाज़ार से नानी ने चार केले, दो सेब और जलेबी खरीदे | एक केला रमेश को दिया और एक केला सुरेश को दिया | केले मीठे-मीठे थे | सुरेश ने एक सेब खाया | रेखा ने जलेबी खायी |

### क. सही उत्तर चुनिए :

केले	सुरेश	रेखा
जलेबी	सेब	मीठे-मीठे

(i)  नानी के साथ बाज़ार गई |

(ii) बाज़ार से नानी ने दो  खरीदे |

(iii) रमेश और सुरेश ने  खाए |

(iv) सेब  ने खाया |

(v) केले  थे |

(vi) रेखा ने  खायी |

Subject : NA VEIKA VAKA-VITI: E NA E KA TOLU NI YABAKI

Strand	Volavola kei na bulibuli
Sub Strand	Bulia e dua nai okaoka ni tukutuku veikauyakikei na kena volai me vakadewataka ka vakamacalataka kina na nanuma ena rai duidui.
Content Learning Outcome	Lawa ni vosa

**Wase 6 : Na Uca****SEREKALI :    E Vu Vakacava na Uca**

1. Ni cila na siga e delai vuravura,  
Katakata na vanua kei na dela ni wasabula.  
Tubu cake na cawa vakamalua,  
Oqori sa vakavuna na au ni uca.
2. Tubu cake na cawa e na dela ni wasawasa,  
Laki vuki me o ena maliwa lala.  
So tale na o era sa cokovata,  
Na liwa ni cagi e vakauti ira vakayawa.
3. Na tokalau cevaceva e dau liwa e veigauna,  
Vakauta na o kina veiulunivanua.  
Cagi batabata e laki donuya,  
Kacabote na o ka bisa na uca.

**Saumi Taro**

1. Na cava e dau vakatakata na vanua?  
\_\_\_\_\_.
2. Na cava e dau vakavuna na uca?  
\_\_\_\_\_.
3. Na matanicagi cava e dau liwa e veigauna?  
\_\_\_\_\_.
4. Na cava e na yaco ke kacabote na o?  
\_\_\_\_\_.
5. Na qito cava ko dau qitora ni tau bi na uca?  
\_\_\_\_\_.

**Week 7**                      **Lesson Notes**

**School – Lovu Sangam School**

**Year- 3**

**Subject- Social Studies**

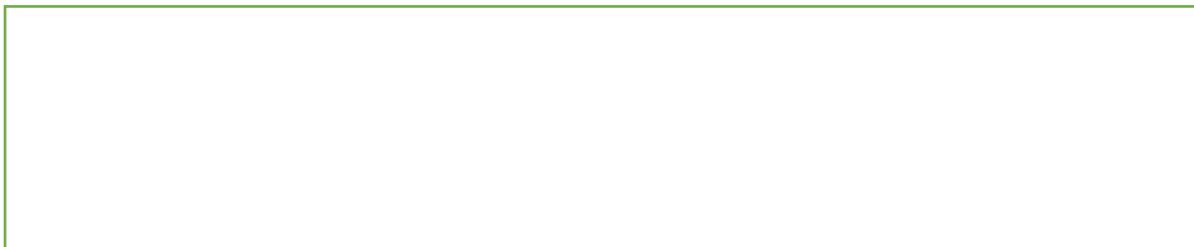
<b>Strand</b>	Place And Environment
<b>Sub Strand</b>	Use and Management of Resources
<b>Learning Outcome</b>	Investigate the resources they use in their homes and schools and advocate its management

**My Belongings**

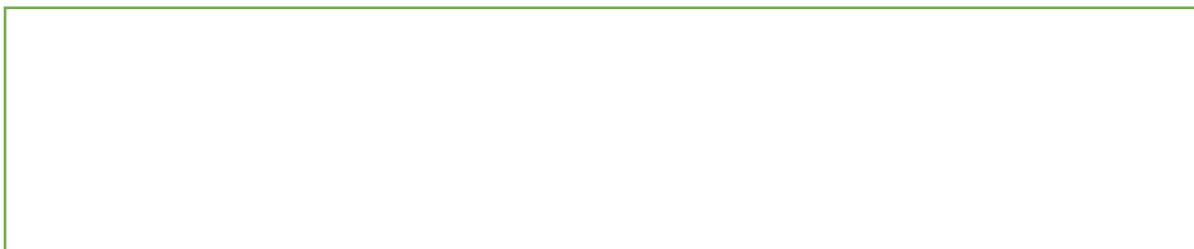
- Personal resources are things that belong to us in other words things that we own.
- Some personal belongings that we have at home are. **Clothes, hair brush, tooth brush, towels, pillows, blankets, toys story books, undergarments etc.**
- Some personal resources that we bring to school are: **books, pencils, rubber, ruler, bags, lunch box, shoes, wrist watch etc.**
- We must take good care of our personal resources
- Another name for personal resources is **personal belongings**
- We should not take others personal belongings without asking especially in school.
- We should **not share** our personal resources such as **hair brush, tooth brush, towel, undergarments and soap** with others in order to maintain good personal hygiene
- Always bring two handkerchiefs to school: **one for wiping hands** and the other for **covering your mouth and nose while coughing and sneezing.**

**Activity**

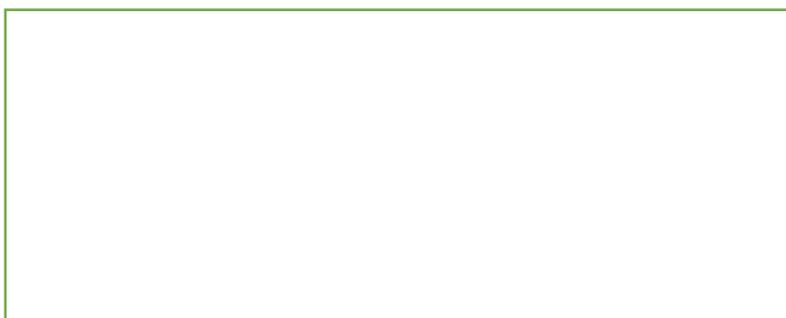
Draw and colour some of the personal resources that you use at home



**Draw and colour** some of the **personal resources** that you **bring to school**



**Draw and colour 3** personal resources that you **should not share.**



## LESSON NOTES

**School:** Lovu Sangam School

**Year:** 3

**Subject:** Elementary Science

<b>Strand</b>	Energy
<b>Sub Strand</b>	Need for different forms of energy
<b>Content Learning Outcome</b>	Identify and gather information about sources of energy used in the world around them and the forms this energy takes

### Need for different forms of energy

Different forms of energy are required in our daily lives. These are light, heat and sound energy.

#### **Sound energy**

- Aero plane taking off
- Broom swishing
- Firecrackers exploding
- A radio
- A whistle
- Baby crying

#### **Light Energy**

- Lighting bulbs
- Lighting lamps
- Candle flames

#### **Heat energy**

- Cooking food on stove or open fire
- Boiling water
- Toasting bread
- Ironing clothes

### Activity

Draw and label three different types of energy being produced.