

YEAR: 3

MATHEMATICS

WORKSHEET: 4

Parents / Guardians: Read with your child and guide your child with the activities. Let the child write. You are not helping by doing the work for your child. You have the whole week to complete the given tasks. Remember "I hear I know. I see I remember. I do I understand". Confucius.

**Activities on Money**

<b>STRAND</b>	Measurements
<b>SUB STRAND</b>	Money
<b>CONTENT LEARNING OUTCOME</b>	Children should be able to: <ul style="list-style-type: none"> <li>• Add or subtract dollars and cents.</li> </ul>

**Monday:** See the coins properly and complete the activity.Activity 1. Write the total value of the coins.

\_\_\_\_\_ cents



\$ \_\_\_\_\_ . \_\_\_\_\_ cents



\$ \_\_\_\_\_ . \_\_\_\_\_



\_\_\_\_\_ cents



\$ \_\_\_\_\_ . \_\_\_\_\_



\$ \_\_\_\_\_ . \_\_\_\_\_

**Tuesday: Write the total of the notes**








a.   \$ \_\_\_\_ . \_\_\_\_

b.   \$ \_\_\_\_ . \_\_\_\_

c.   \$ \_\_\_\_ . \_\_\_\_

**Wednesday**

**Activity:** Count the total amount of money and write the total value of notes and coins in the space.

<p>A. </p>   	<p>b. </p>  
<p><b>Total Amount = \$ ____ . ____</b></p>	<p><b>Total Amount = \$ ____ . ____</b></p>

**Thursday: Addition and Subtraction of money.**

a. \$25.49 - 13.27 <div style="border: 1px solid black; width: 80px; height: 20px; margin-top: 5px;"></div>	b. \$78.32 + 10.20 <div style="border: 1px solid black; width: 80px; height: 20px; margin-top: 5px;"></div>	c. \$30.45 + 5.26 <div style="border: 1px solid black; width: 80px; height: 20px; margin-top: 5px;"></div>	d. \$59.86 - 24.93 <div style="border: 1px solid black; width: 80px; height: 20px; margin-top: 5px;"></div>
e. \$20.00 + 5.00 <div style="border: 1px solid black; width: 80px; height: 20px; margin-top: 5px;"></div>	f. \$100.00 - 40.00 <div style="border: 1px solid black; width: 80px; height: 20px; margin-top: 5px;"></div>	g. \$50.00 + 25.00 <div style="border: 1px solid black; width: 80px; height: 20px; margin-top: 5px;"></div>	h. \$40.00 - 15.00 <div style="border: 1px solid black; width: 80px; height: 20px; margin-top: 5px;"></div>
i. 10c + 20c + 5c = ____ c		j. 50c + 20c + 10c = ____ c	

**Friday : Revision**

**1628 LABASA SANGAM PRIMARY SCHOOL**

**YEAR: 3**

**HEALTH**

**WORKSHEET: 4**

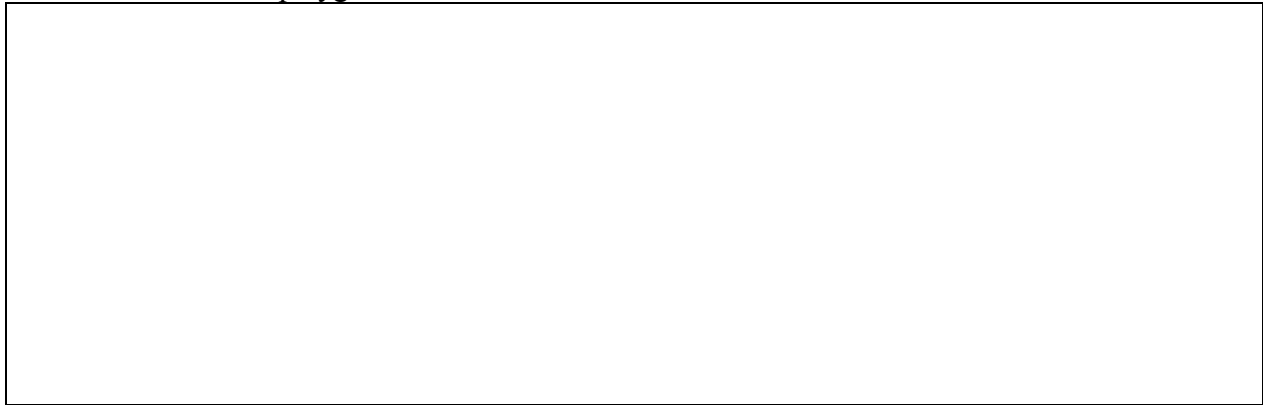
<b>STRAND</b>	Safety
<b>SUB STRAND</b>	Safety While Playing
<b>CONTENT LEARNING OUTCOME</b>	Children to be able to: <ul style="list-style-type: none"><li>• Name some safe games and identify safe places to play.</li><li>• State how to take care of play areas.</li></ul>

Topic: Safe Places

1. Always keep the play area clean and safe.
2. Pick up rubbish and put them in the rubbish bins.
3. Place other objects that may cause injury in a safe place.
4. Use safe equipment's.
5. Do not run round corners and in crowded playground.
6. Do not push anyone and wait for your turn.
7. Do not throw stones.
8. Follow all game rules.

Activity 1:

a. Draw and colour a safe playground.



b. What can you do to take care of it?

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Activity 2

Write "True" or "False" for each statement.

1.	Play in a dirty area.	
2.	Throw rubbish in the playground.	
3.	Play with safe equipment's.	
4.	Throw stones at your friends.	
5.	Do not push anyone and wait for your turn.	

1628 LABASA SANGAM PRIMARY SCHOOL

YEAR: 3

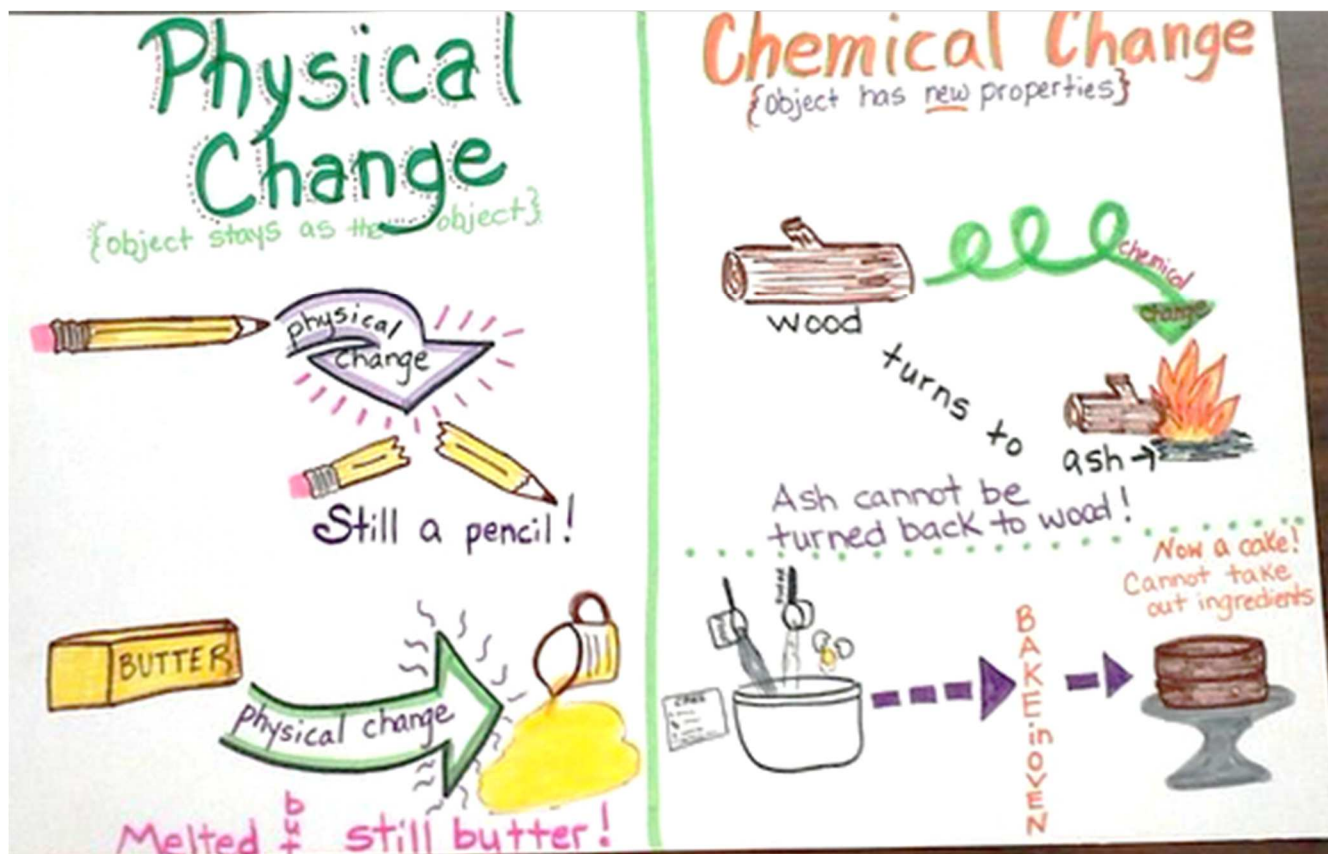
ELEMENTARY SCIENCE

WORKSHEET: 4

<b>STRAND</b>	MATTER
<b>SUB STRAND</b>	Temporary and Permanent Changes of common materials
<b>CONTENT LEARNING OUTCOME</b>	Children should be able to state that: <ul style="list-style-type: none"><li>➤ Substances can go through different changes. Processes go through permanent and temporary changes.</li></ul>

**Read the notes thoroughly.**

<b>Types Of Change</b>	<b>Temporary Change</b>	<b>Permanent Change</b>
➤	<ul style="list-style-type: none"><li>➤ Is physical change</li><li>➤ no new substance is formed. Object remains but may be in different state [melted/ broken, etc ]</li><li>➤ It is a reversible change.</li><li>➤ We can get the original substance back by carrying reverse reaction.</li></ul>	<ul style="list-style-type: none"><li>➤ Is chemical change</li><li>➤ New substance is formed. Object has new properties.</li><li>➤ Change is not reversible.</li><li>➤ Original substance cannot be attained.</li></ul>
➤	<u>Examples are:</u> - cutting paper  - melting ice - - dissolving sugar  -freezing water  - boiling water	<u>Examples are:</u> - wood is burnt to carbon and ash.  - flour is used for cooking  - Iron rusts



**Activity 1: Complete the table by writing Temporary or Permanent for each description given**

	Description	Type of Change
1	Cooking rice	
2	Putting water in the fridge	
3	Burning firewood	
4	Boiling water	
5	Melting butter	
6.	Baking a cake	
7.	Fried egg	
8.	Baby growing .	

**Cakacaka Lavaki**

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

Veika me kilai:

1. Matanivola levu- Yaca ni tamata  
✓ Yaca ni vanua / koro/itikotiko [ Paula / Wailevu / Labasa ]  
✓ Siga / vula [ Moniti / Janueri ]
2. I Cegu: cegu levu - .  
Cegu taro ?  
Cegu leka- ,

**Moniti: Vola na matanivola levu ena veivanua dodonu ka toqa na I cegu[ punctuation marks ] e na vanua e dodonu mera biu kina.**

1. e na lako yani ko wati ena sigatabu

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2. eda sa yacova tiko oqo na vula ko jiulai

---

3. au dau taleitaka na kana bele ota rourou kei na dalo

---

4. na qito cava ko dau taleitaka

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**Tusiti:**

**Volai ira mada mai na yaca ni siga e na dua na macawa.**

1. Moniti
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## **Vukelulu: Vola I yatuvosa**

### **Bulia e dua na iyatuvosa ka me tiko kina na vosa ka sa soli tiko yani oqori**

Tinaqu: E marama yalo vinaka ko tinaqu.

1. sisili:

---

2. gonedau:

---

3. taleitaka:

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### **Lotulevu: Na Vula e na dua na yabaki [ Months ]**

#### **Wilika ka cavuta mo kila na kena veitarataravi dodonu.**

E tinikarua [12 ] na vula e na dua na yabaki.

- |              |             |
|--------------|-------------|
| 1. Janueri   | 7. Jiulai   |
| 2. Veverueri | 8. Okosita  |
| 3. Maji      | 9. Seviteba |
| 4. Evereli   | 10. Okotova |
| 5. Me        | 11. Noveba  |
| 6. Jiune     | 12. Tiseba  |

### **Vakaraubuka: Vakacuruma na vaca ni vula e vali.**

- |            |             |
|------------|-------------|
| 1. Janueri | 7. _____    |
| 2. _____   | 8. Okosita  |
| 3. Maji    | 9. Seviteba |
| 4. Evereli | 10. _____   |
| 5. _____   | 11. Noveba  |
| 6. Jiune   | 12. _____   |



<b>STRAND</b>	Place and Environment
<b>SUB STRAND</b>	My Home
<b>CONTENT LEARNING OUTCOME</b>	Children to be able to state what a home is and its importance

**TOPIC: My Home**

1. My home is where I belong.
2. It is a place where one person or a family or a household live in.
3. The people that I live with at home are my family members.
4. At home we love and help each other to make work easier and maintain peace.

An Indian family	I taukei family
	
A Chinese family	Draw your family
	



### **Activity 1; Me At Home**

1. Draw and colour yourself in the circle.
2. Draw, colour and write **6 things you do to help at home.**

The worksheet contains a central vertical oval and six rounded rectangular boxes arranged around it. The boxes are positioned as follows: two in the top row (left and right), two in the middle row (left and right), and two in the bottom row (left and right). The central oval is positioned between the middle and bottom rows of boxes. All shapes are empty, intended for a child to draw and color.

<b>STRAND</b>	Reading and viewing
<b>SUB STRAND</b>	Report
<b>CONTENT LEARNING OUTCOME</b>	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.**

### **TREES**

Trees help us in many ways. Some trees give us food. They give us apples and oranges that we eat every day. Lemons and many other fruits grow on trees too.

**Trees help us in other ways too.**

They give us wood. We use wood to make our houses. Lots of other things are also made of wood.

**Trees also help animals.**

Cows stand under trees to get shade. **Yavato** often live in trees and eat the bark of trees. Birds also live in trees. They make nests there so the eggs will be safe.

**The leaves give off oxygen that we breathe to stay alive.**

**The trunk is the strong part of the tree that holds up the branches.**

**The roots help the tree get water from the ground.**



**Monday; Activity 1: From the story look for a word to complete the sentences given below:**

1. Trees help us in \_\_\_\_\_ ways.
2. Yavato eats the \_\_\_\_\_ of the tree.
3. The \_\_\_\_\_ is the strong part of the tree that holds up the branches.
4. The \_\_\_\_\_ help the tree to get water from the ground.

**Tuesday; Activity 2: Read the story again.**

**5 new words:** leaves trunk roots bark branches [ learn your spelling]

**Plural**

**Write down the plural forms of the words listed below. Read your answers aloud.**

1. leaf- \_\_\_\_\_ 2. branch- \_\_\_\_\_ 3. house - \_\_\_\_\_  
4. orange- \_\_\_\_\_ 5. bird- \_\_\_\_\_ 6. animal- \_\_\_\_\_

**Wednesday; Activity 3: Read the story.**

**5 new words:** leaves trunk roots bark branches [ learn your spelling]

**Past Tense**

Write down the past tense of the words listed below.

**Choose the correct past tense from the box and write beside the given words.**

gave	made	ate	grew	stood	got
------	------	-----	------	-------	-----

1. get- \_\_\_\_\_ 4. give - \_\_\_\_\_  
2. make- \_\_\_\_\_ 5. eat - \_\_\_\_\_  
3. grow - \_\_\_\_\_ 6. stand - \_\_\_\_\_

**Thursday; Activity 4: Read the story.**

**5 new words:** leaves trunk roots bark branches [ 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 \_\_\_\_\_ everyday. [ it / eat ]  
2. I have \_\_\_\_\_ sisters. [ two / to ]  
3. A \_\_\_\_\_ is a water transport. [ sheep / ship ]  
4. The \_\_\_\_\_ boy stole some money from the shop. [ bed / bad ]

**Friday ; Activity 5: Try and spell your new words without looking at them. Check if you had it right.**

**Jumbled Sentences: Put the words in the correct order to form a sentence.**

1. pretty / My / woman. / is a / mother

\_\_\_\_\_

2. horse / The / over/ jumped/the fence.

\_\_\_\_\_

YEAR: 3

HINDI

WORKSHEET: 4

STRAND	Reading and viewing
CONTENT LEARNING OUTCOME	Children should be able to: <ul style="list-style-type: none"> <li>• Read and answer questions.</li> <li>• Identify sounds and build words.</li> </ul>

Monday – Read the poem thoroughly.

पहला भाग : एक एक



## एक-एक

एक-एक यदि पेड़ लगाओ,  
तो तुम बाग लगा दोगे ।  
एक-एक यदि ईंट जोड़ो,  
तो तुम महल बना दोगे ।  
एक-एक यदि पैसा जोड़ो,  
तो बन जाओगे धनवान ।  
एक-एक यदि अक्षर पढ़ लो,  
तो बन जाओगे विद्वान ।



नए शब्द : पेड़ महल पैसा धनवान पढ़

Tuesday : Read the poem again.

इन शब्दों को पूरा करो ।

बा मह व धनवा अक्ष जाओ ई पै

**Wednesday: Read the poem again**

इन शब्दों का विलोम शब्द लिखो ।

क	महल	-	-----
ख	धनवान	-	-----
ग	विद्वान	-	-----
घ	जाओ	-	-----
च	जोड़ी	-	-----

आओ

तोड़ी

बेवकूफ

झोपड़ी

गरीब

**Thursday: Read the poem again**

क्रिया शब्द के नीचे लकीर बनाओ।

- क. लड़का दौड़ता है ।  
ख. कुत्ता भौकता है ।  
ग. सीता बैठी है ।  
घ. चिड़िया उड़ती है ।  
च. माँ भोजन पकाती है ।  
झ. राम रो रहा है ।  
ज. कैरब पढ़ रहा है ।

**Friday: Read the poem again**

ए - ऐ की मात्रा लगाइए ।

क ख ग घ  
च छ ज झ  
ट ठ ड ढ  
त थ द ध न  
प फ ब भ म  
य र ल व  
श ष स ह

ए - औ की मात्रा लगाइए ।

क ख ग घ  
च छ ज झ  
ट ठ ड ढ  
त थ द ध न  
प फ ब भ म  
य र ल व  
श ष स ह