

**2036 PENANG SANGAM PRIMARY SCHOOL**

**ENGLISH**

**YEAR 4**

**WORKSHEET 9**

|                          |   |
|--------------------------|---|
| Strand                   | Listening And Learning                        |
| Sub Strand               | Text Type- Literary Texts                     |
| Content Learning Outcome | Examine and interpret ideas from spoken text. |

**LESSON NOTES**

**TOPIC: What A Day**

Thursday 12th September

In bed. A rotten day. Dad and I were on our way into town. We've been staying this week at Uncle Mosese's farm. He had to break suddenly for a tree across the track at Muaitaquva Bend. The truck skidded into the ditch, tipping Dad's side onto a big stone. I wasn't hurt. I had seatbelt on. Dad never puts his on until he gets to the main road and at first I thought he was dead! Blood all over his face! Then he groaned and I knew he was alive.

He tried to climb out my side – his side was in the ditch. Then he really yelled. He thought his ankle was broken. I couldn't help him. Everything I did seem to hurt him more.

We knew we wouldn't be missed for ages so I had to walk in for help. On the way, an angry looking bull pawed the ground in front of me, which was really scary. It took me three hours to get to the road and another 20 minutes to catch a car which later gave me a lift to the nearest medical center. They were nice people because it was not working.

Now he's in bed with a badly sprained ankle. They did not know how I felt when that bull pawed the ground in front of me. I was sure he was going to charge and I burst into tears.

**ACTIVITY**

Read the text and answer these questions.

1. Where did the accident happen?
2. What is the cause of the accident?
3. Why wasn't the writer hurt in the accident?
4. On the walk to the road something frightened reader. What was it?
5. Did the writer enjoy the day? Write the words that tell you the answer.

|                                 |   |
|---------------------------------|---|
| <b>Strand</b>                   | Numbers   |
| <b>Sub Strand</b>               | Decimals ( Subtraction of decimals )                        |
| <b>Content Learning Outcome</b> | Subtract decimal numbers and express to two decimal places. |

**Lesson notes**

1. Line up the decimal point.
2. Subtract the bottom number from the top whole number.
3. Remember to place the decimal point exactly below the top decimal point.

**Example**

A.

|          |   |          |          |
|----------|---|----------|----------|
| 0        | . | 8        | 9        |
| - 0      | . | 0        | 4        |
| <b>0</b> | . | <b>8</b> | <b>5</b> |

**Activity**

1.

|     |   |   |   |
|-----|---|---|---|
| 2   | . | 3 | 5 |
| - 0 | . | 1 | 3 |
|     |   |   |   |

2.

|     |   |   |   |
|-----|---|---|---|
| 4   | . | 2 | 6 |
| - 1 | . | 1 | 9 |
|     |   |   |   |

3.

|     |   |   |   |
|-----|---|---|---|
| 4   | . | 2 | 7 |
| - 2 | . | 3 | 8 |
|     |   |   |   |

4. A boy had a piece of rope which was 5.65m long. He cut off 2.12m and gave it to his brother. What length of rope is left?

**2036 PENANG SANGAM PRIMARY SCHOOL**

**HEALTHY LIVING**

**YEAR 4**

**WORKSHEET 9**

|                          |  |
|--------------------------|--|
| Strand                   | Building Healthy Relationship  |
| Sub Strand               | Resilience and proactive behavior                                      |
| Content Learning Outcome | Apply codes of behavior that enhance self- worth and self- confidence. |

**LESSON NOTES**

**Topic: Self-Esteem, Confidence and Decision Making**

**Self-esteem** answers the question, “How do I feel about who I am?” We learn self-esteem in our family of origin; we do not inherit it.

**Low self-esteem** is a negative evaluation of oneself. This type of evaluation usually occurs when some circumstance we encounter in our life touches on our sensitivities.

We can provide for our own safety, tolerate confusion, and raise self-esteem by learning and using these essential life skills:

- **Experience feelings.** “Feel” feelings in your body and identify your needs. When we do not respect our feelings, we are left to rely on what others want and believe.
- **Optional thinking.** By giving ourselves options, we open ourselves to new possibilities about how to think about our problems.
- **Assertion.** Voice what you see, feel, and want by making “I” statements. By expressing our thoughts, feelings, and desires in a direct and honest manner, we show that we are in charge of our lives.
- **Honesty.** End self-absorption; listen to others’ words and meanings to restate them. In this way, we act with awareness of our contribution to events as well as understand with the needs of others.

**Decision Making**

Decision making is the process of making choices. There are steps to follow to reach the best choice. Never forget choices have costs.

Step 1: Name your situation

Step 2: Talk about it

Step 3: Choose the best action

Step 4: Take action

Step 5: Look back at the decision you take

**ACTIVITY**

1. What is self-esteem?
2. Where does the learning of self-esteem start?
3. What is low self-esteem?
4. What is decision making?
5. We should always adhere to decisions made by our elders. (True or False)

|                          |  |
|--------------------------|--|
| Strand                   | सुनना एवं और बोलना   |
| Sub Strand               | विभिन्न कहानियों या भागों से आसान प्रश्न पूछें और मुख्य भाग के बारे में बात करें   |
| Content Learning Outcome | विभिन्न स्थितियों के दौरान संचार के माध्यम से विचारों पर शोध करना, जब सुनना, बोलना, पढ़ना और लिखना महत्वपूर्ण के संदर्भ में प्रभावी साधनों का उपयोग करना |

### सिद्धार्थ की दया

एक राजकुमार था, जिसका नाम सिद्धार्थ था। वह तो बहुत दयालु था, पर उस का भाई देवदत्त बड़ा निर्दयी था।

एक दिन बाग में दोनों खेल रहे थे। इतने में उन्होंने देखा कि आकाश में हंस उड़े जा रहे हैं। सिद्धार्थ उन्हें खुशी से देख रहा था। इतने में ही एक हंस को तीर लगा। वह पंख फड़फड़ाते ज़मीन पर आ गिरा।

सिद्धार्थ ने दौड़कर हंस की गोदी में उठा लिया और उसकी छाती में से तीर खींचकर बाहर निकाल लिया। हंस को होश हुआ। उसने आँखें खोलीं तो देखा कि सिद्धार्थ की आँखों से आँसू बह रहे थे।

इतने में देवदत्त आ पहुँचा। आते ही बोला, “यह हंस मेरा है, मैंने इसे तीर मारकर गिराया है।”

सिद्धार्थ- हंस मेरा है, मैं इसे न दूँगा।

देवदत्त- तीर मार कर तो मैं ने गिराया है, तब यह तुम्हारा कैसे हो सकता है ?

सिद्धार्थ- पर उसके शरीर में से तीर तो मैंने निकाला है। तब बताओ कि यह हंस उस का हुआ जो उसे जिला दे या उसका, जो कि उसे मारे।

दोनों लड़ते- लड़ते राजा के पास गए।

सिद्धार्थ- राजा जी, हमारा न्याय करिए।

देवदत्त- यह हंस मेरा है, मैंने तीर मारकर इसे गिराया है।

सिद्धार्थ- नहीं, यह हंस मेरा है, मैंने इसकी जान बचाई है।

राजा ने हंस सिद्धार्थ को सौंप दिया। दयालु राजकुमार सिद्धार्थ आगे चल कर गौतम बुद्ध के नाम से प्रसिद्ध हुए।

### Activity

उत्तर को पूर्ण वाक्य में लिखें

- देवदत्त कैसा लड़का था ?
- सिद्धार्थ कैसा लड़का था ?
- देवदत्त ने किसे तीर मार कर गिराया ?

|  |  |
|--|--|
| <b><u>Strand</u></b>                   | <b>Social Organization and Processes</b>   |
| <b><u>Sub- Stand</u></b>               | <b>Cultural Events</b>   |
| <b><u>Content Learning Outcome</u></b> | Gather information about special cultural and religious events celebrated in their communities |

**Lesson Notes****Hindu Death Ceremonies**

1. The Hindu funeral ceremony is known as “**antimsanskar**”.
2. They have three to sixteen days death ceremony.
3. There is usual weeping and grieving of death on the day the person dies. Then the relatives take the dead to the cemetery to cremate or bury.
4. On the following day of cremation, ash is collected in a pot and immersed in the river.
5. When a body is buried, only a prayer is conducted.
6. Normally, the food is brought by the relatives. No meat is cooked until all the ceremonies finish in three to sixteen days.
7. Finally, some relatives will have their beards and heads shaved.

**Activity**

1. The Hindu funeral ceremony is known as \_\_\_\_\_.
2. The funeral ceremony is held for \_\_\_\_\_ to \_\_\_\_\_ days.
3. What is collected on the following day of cremation?  
\_\_\_\_\_
4. No \_\_\_\_\_ is cooked until all ceremonies finish.
5. Some relatives will have their \_\_\_\_\_ and \_\_\_\_\_ shaved.

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**YEAR 4**

**NA VOSA VAKAVITI**

**WORKSHEET 9**

**Wase 6: Na Vale Vakaviti**

**Ulutaga ni lesoni: Na vosavosa vakaviti**

- a) **Makutu i vale tani** – era dau makutu na cakacaka se cakava na cakacaka ena vale tani ka sega nodra dui vale.
- b) **Curu vakai toga** – sega ni dau tatau ena gauna era sa via lako kina.
- c) **Tiko ibure** – kana i bure / sili vakatagane.

**Na veivosa me nanumi**

- 1. **Uabula** – na itutu ni bula ni sa sivia na 35 na yabaki. Sa siro na bula.
- 2. **Dawai** - koya sega ni vakawati.

**Cakacaka lavaki**

**Wiliwili:** vukica na veiyatu vosa oqo mai na **le dua** kina **lewe levu**.

Oqo na kena vakaraitaki: Na **nona** vale – Na **nodra** veivale

- 1. **Na nomu koro -**

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- 2. **Na ucu ni watu -**

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- 3. **Sa lesu tale ko koya kina nona koro -**

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**2036 PENANG SANGAM PRIMARY SCHOOL**

**ELEMENTARY SCIENCE**

**YEAR 4**

**WORKSHEET 9**

|                          |  |
|--------------------------|--|
| Strand                   | Matter   |
| Sub Strand               | Reactions  |
| Content Learning Outcome | Predict and conduct experiments to describe the impact of temperature changes on matter. |

**LESSON NOTES**

**TOPIC: Temporary and Permanent Changes**

The different changes matter undergoes are classified into temporary and permanent changes.

**Temporary Changes-** are physical changes. It occurs when the shape, size, appearance or state of substance is altered; a physical change of matter takes place. No new substance is formed. It is usually a change which is reversible that is by reversing the process; the original substance can be obtained.

**Example** – Sugar dissolves completely in water but by evaporating the water, sugar can be recovered again.

**Permanent Changes are chemical changes.**

The original properties get changed and one or more new substance is formed. These changes cannot be reversed by mere reversal conditions. The mass of the individual substance that undergoes the change always either increases or decreases.

**Example**

1. Formation of rust, burning paper, burning wood, digesting food, fireworks exploding.
2. Permanent change can be shown by burning paper as it will turn to carbon and ash.
3. Rusting and erosion are also permanent change as no+ reverse action can take place.
4. Soil is washed away by rain when not held by plants. (soil erosion).

**ACTIVITY**

**Write whether each material is permanent or temporary change.**

| <b>Materials</b>      | <b>Permanent or temporary</b> |
|-----------------------|-------------------------------|
| Heating solids        |                               |
| Cooling water         |                               |
| Adding water to flour |                               |
| Burning paper         |                               |
| Melting ice           |                               |
| Rusting iron          |                               |
| Decomposing leaves    |                               |
| Burning wood          |                               |