

**1077 RAVIRAVI SANGAM SCHOOL**  
**Realigned Curriculum : Weekly Home Study Package**  
**SOLUTION**

**YEAR/LEVEL: 3**

**SUBJECT: Maths**

<b>STRAND</b>	<b>Strand 3: Measurement</b>
<b>SUB-STRAND</b>	<b>M3.3.1: Length, Height, Distance, Area</b>
<b>CONTENT LEARNING OUTCOME</b>	<b>CLO of Sub- strands M3.3.1.1/ M3.3.1.2</b>

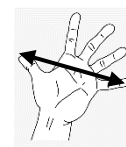
### LESSON NOTES

#### Measurement: Length

Measuring with non-standard units. Non-standard units **are not exact**. We often use parts of our bodies as units for measuring length. We can use our hands, fingers, arms and paces to measure the length of things.

**Non Standard Unit** for measuring length are:

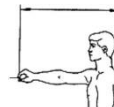
1. **Hand span**- the distance between the little finger and the thumb on an out stretched hand.



2. **Step or Pace**- the number of steps or place that is taken.



3. **Arm Length**- the number of arm length taken for a given distance



4. **Fathom**- the length measured on a person.



**Standard Units** are measurements that are exact. Kilometres, metres, centimetres and millimetres are standard units for measuring length. We can use tools to measure the exact length of something. The tools we usually use to measure standard units of length are a ruler or a measuring tape. These tools are marked with standard units. They help us to measure accurately.

**Learn: 10 millilitres (mm) = 1 centimetre (cm)**

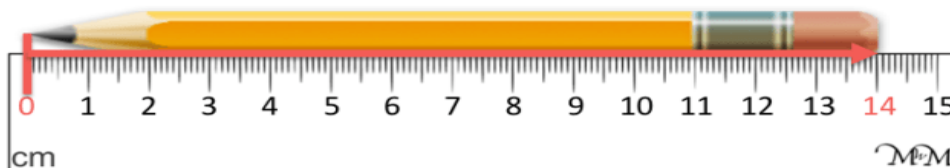
**100 centimetre (cm) = 1 metre (m)**

**1000 metres (m) = 1 kilometre (km)**



**Example:**

Measuring the length of the pencil using a ruler.

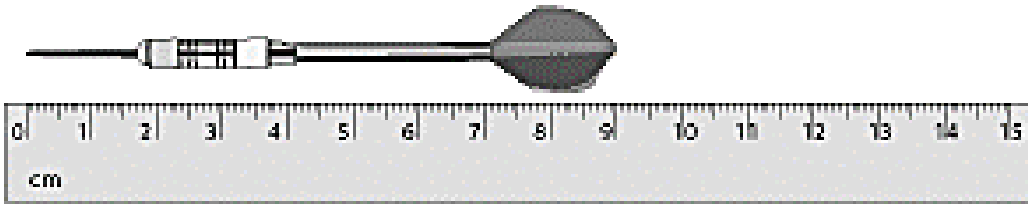


The length of this pencil is **14 cm**

## Exercises

Measure each object using the ruler.

1)



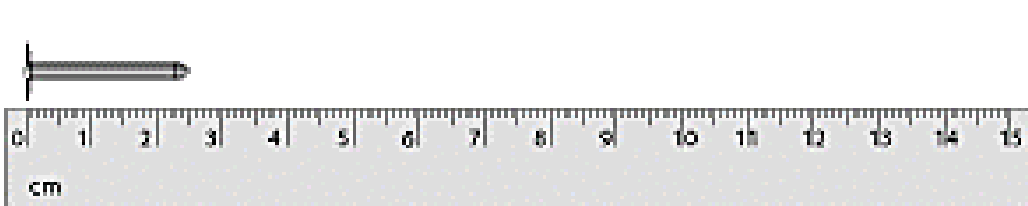
9 cm

2)



5 cm

3)



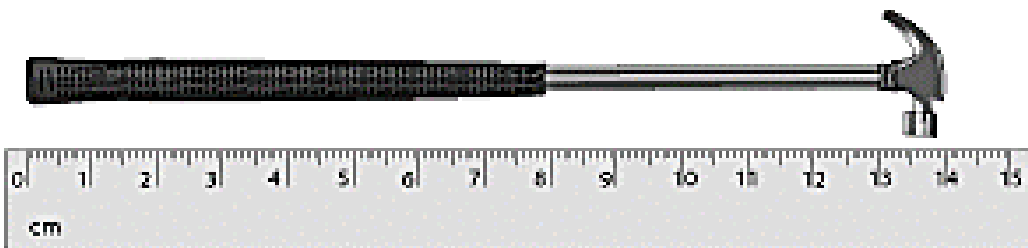
2.5 cm

4)



4.5 cm

5)



14 cm

6)



8.5 cm

**SOLUTION**

YEAR/LEVEL: 3

SUBJECT: English

<b>STRAND</b>	Strand 1: Listening & Speaking Strand 2: Reading and Viewing Strand 3: Writing and Shaping
<b>SUB-STRAND</b>	EN3.1.1 Text types (media, every day, communication) EN3.2.2 Language Features and rules EN3.3.2 Language Features and Rules
<b>CONTENT LEARNING OUTCOME</b>	EN3.1.1.1 /EN3.3.2.2.1 /EN3.3.2.1

Listening & Speaking

Listen to Radio Broadcasting Program on 92.8 FM on Thursday at 11.05 am and rephrase statement to show clarity and understanding

Reading and Viewing

ENGLISH  
GRAMMAR

# What is an adjective?



<b>BLUE</b> 	<b>COLD</b> 	<b>HAPPY</b> 
<b>BLUE, COLD, AND HAPPY ARE ADJECTIVES</b>		

An adjective is a describing word.  
 An adjective gives more information about something.

An adjective generally describes a noun.\*  
 \* A noun is a person, a thing, or a place.



The green monster

↑                    ↑

adjective + noun

The monster is green

↑                    ↑

to be + adjective

BE CAREFUL!

The green monster ✓

The monster green ✗

© Woodward English



## Adjective Search

**Directions:** Read the paragraph. Circle all of the adjectives. Write the adjectives on the lines below.

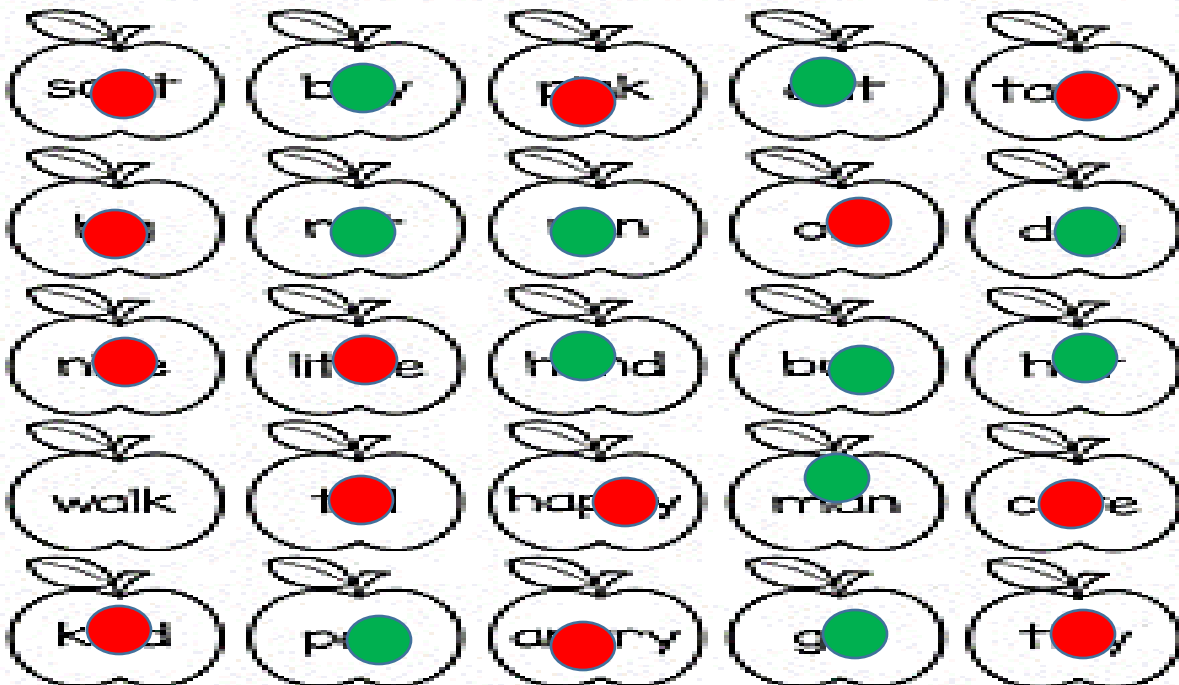
It was a sunny day and my little puppy jumped onto our red couch and played with his new toy. I liked to watch him play and it made me feel happy. Soon, my playful puppy yawned. He was a tired puppy. I picked him up and laid him on his soft, round bed. Soon, my sleepy puppy was snoring away.

1	sunny	6	playful
2	little	7	tired
3	red	8	soft
4	new	9	round
5	happy	10	sleepy

### Writing and Shaping

## Apple Adjectives

Color in the adjectives RED and the other words GREEN.



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<b>STRAND</b>	Strand 2 Building Healthy Relationship
<b>SUB-STRAND</b>	H3.2.2 Resilience and Proactive Behaviour
<b>CONTENT LEARNING OUTCOME</b>	Recap of H3.2.2.1/ H3.2.2.2/ H3.2.2.3

## LESSON NOTES

### Exercises

1. State the different types of behaviours?

Fear

Anger

Affection

Excitement

Enthusiasm

Disappointment

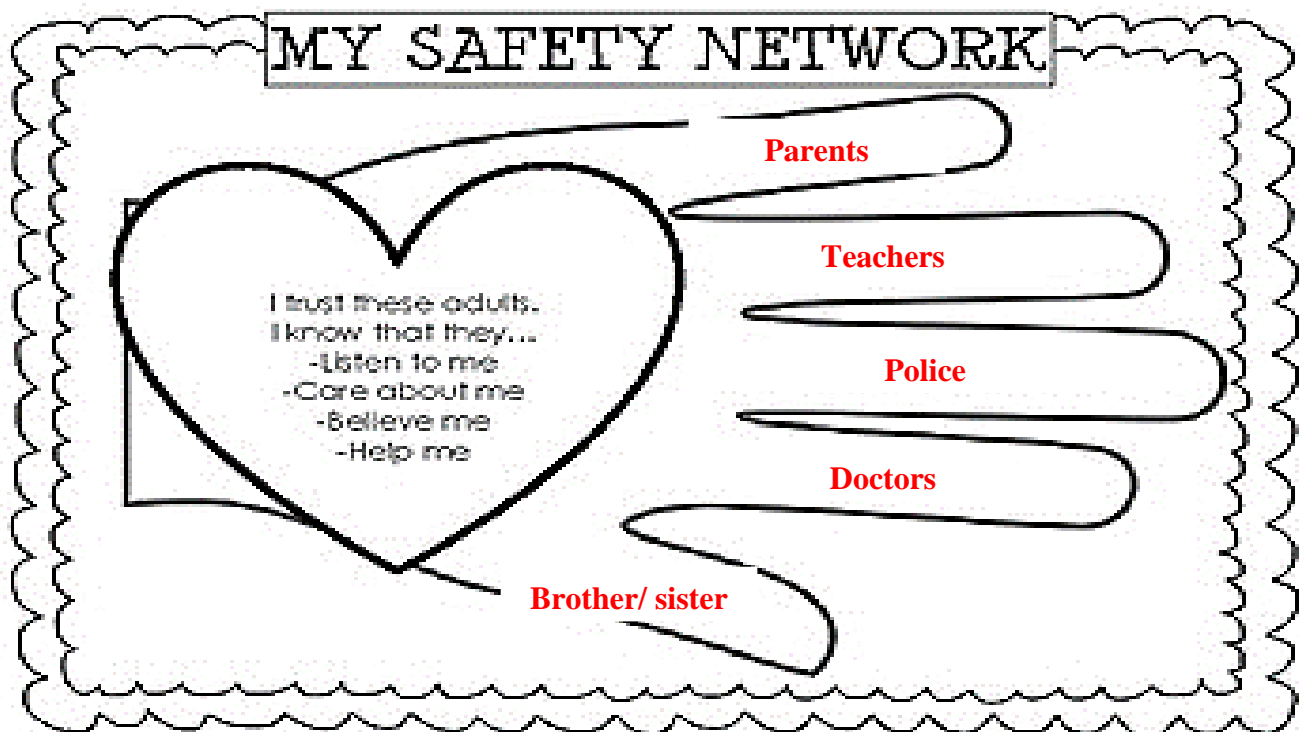
2. What is self worth?

Is a feeling that you are good

3. What is self confidence?

Is a feeling that I can do it.

4. Write the names of people whom you can trust.



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**Recap SOLUTION**

**YEAR/LEVEL: 3**



**SUBJECT: Social Studies**

<b>STRAND</b>	<b>Strand 3: Place and Environment</b>
<b>SUB-STRAND</b>	<b>SS3.3.1: Features of Places</b>
<b>CONTENT LEARNING OUTCOME</b>	Recap- <b>SS3.3.1</b>

**LESSON NOTES**

**Exercises**

Write down the rules at home and at school

<b>RULES</b>	
<b>At Home</b>	<b>At School</b>
	
<ol style="list-style-type: none"><li>1. Do not talk back</li><li>2. Respect your elders</li><li>3. Do not swear</li><li>4. Do not tell lies</li><li>5. Do your chores</li><li>6. Help one another</li><li>7. Keep the house clean</li><li>8. Listen to elders</li></ol>	<ol style="list-style-type: none"><li>1. Respect your teachers</li><li>2. Do not swear</li><li>3. Do not play inside the classroom</li><li>4. Be punctual to school</li><li>5. Behave well at all times</li><li>6. Complete school work on time</li><li>7. Throw rubbish properly</li><li>8. Do not fight</li></ol>

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**Recap SOLUTION**  
**SUBJECT: Elementary Science**

**YEAR/LEVEL: 3**

<b>STRAND</b>	<b>Strand 2: Matter</b>
<b>SUB-STRAND</b>	<b>S3.2.2: Materials</b>
<b>CONTENT LEARNING OUTCOME</b>	Recap on the CLO of Sub- strands S3.2.2.1/ S3.2.2.2

**LESSON NOTES**

**Exercises**

Write the physical properties of different materials and identify their use.

<b>Materials</b>	<b>Properties</b>	<b>Use</b>
Plastic	Soft, light and water proof Can be easily folded and unfolded	For wrapping food Carry bags
Glass	Allow light to pass through Easily breakable Hard and brittle	Used in household item
Water	Is colourless Has no taste and smell	For drinking, washing and cooking
Rubber band	Can stretch	Tying as it is flexible and can stretch well to hold things
Wood	Strong, hard and has brown colour	Make houses and furnitures
Paper	Can be folded and has strong tearing resistance	Used for books, card, printing paper

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**SOLUTION**

**YEAR/LEVEL: 3**

**SUBJECT: PE**

<b>STRAND</b>	Strand 1: Physical Education
<b>SUB-STRAND</b>	PE3.1.1: Body Movement and Motor Skills Development
<b>CONTENT LEARNING OUTCOME</b>	PE 3.1.1.1: Explore and demonstrate fundamental motor skill and body movement sense and skills to control and coordinate movement in physical activities.

**LESSON NOTES**

**What are manipulative moto skills?**

Manipulative motor skills are the controlled use of hands and feet to perform complex tasks. This type of motor coordination develops over time as a child interacts with the surrounding environment. In school, teachers use a variety of method to promote the development of motor skills in their charges. This is best done in stages with lots of practice and motivation.

Some examples of manipulative motor skills are:

- Running
- Climbing up a tree
- Throwing a baseball
- Dribbling a basketball
- Swimming
- Cycling
- Writing
- Hobbies



**Exercises**

**Name some manipulative skills**

Running

Climbing up a tree

Throwing a baseball

Dribbling a basketball

Swimming



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**SOLUTION**

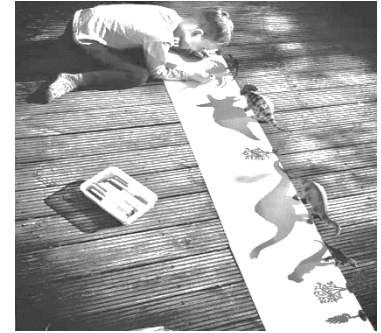
**YEAR/LEVEL: 3**

**SUBJECT: Art and Craft**

<b>STRAND</b>	<b>Strand 2: Visual Arts</b>
<b>SUB-STRAND</b>	<b>A3.2.1 Arts Ideas</b>
<b>CONTENT LEARNING OUTCOME</b>	<b>A3.2.1.1 Utilise own ideas and imagination to create simple pictures and other kinds of artwork.</b>

**SHAPE HUNT**

Like lines, we see shapes all around us. One of the easiest ways to see the shape of an object is to look at shadows. Shadows flatten a three dimensional object into a flat shape. This enables you to see the object in a different way, without details like colour and texture.



**ACTIVITY**

On a sunny day, take out an A4 paper/white blank paper, place it underneath a plant/flower and see the shadow that falls on the paper. This is shape in its simplest form. Draw the shape below

**Answer will vary**

<b>STRAND</b>	Strand 1: Performing Arts
<b>SUB-STRAND</b>	A3.1.1 Arts Ideas
<b>CONTENT LEARNING OUTCOME</b>	A3.1.1.1 Demonstrate basic elements of music in their performance with available resources using own ideas.

### Exercise

- Sing ♪ Twinkle Twinkle Little Star ♪ with Tonic Solfa.
- Sing ♪ Twinkle Twinkle Little Star ♪ with Do-Re-Mi exercise.



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**SOLUTION**

**YEAR/LEVEL: 3**

**SUBJECT: Hindi**

<b>STRAND</b>	तत्त्व 1 सुनना एवं बोलन तत्त्व 2 पढ़ना एवं सर्वेक्षण करना तत्त्व 3 लिखना एवं निर्माण करना तत्त्व 4: संस्कृति
<b>SUB-STRAND</b>	H3.1.1 मूल- पाठ के प्रकार-मीडिया, साधारण संप्रेषण, साहित्यिक विषय H3.2.1 मूल-पाठ के प्रकार-मीडिया, साधारण संप्रेषण, साहित्यिक विषय H3.3.2 भाषा की विशेषताएँ एवं नियम H3.4.3 कला व शिल्प
<b>CONTENT LEARNING OUTCOME</b>	H3.1.1.1 /H3.2.1.1 /H3.3.2.1 /H3.4.2.1

**सुनना एवं बोलन (Listening and Speaking)**

1 hour Radio Fiji 2 MEHA Hindi programs are aired daily from 3.00 p.m-4.00p.m to assist student learning as well. MEHA Hindi program also available at MEHA Learning Hub: <https://learninghub.telecom.com.fj/home>.

**पढ़ना एवं सर्वेक्षण करना (Reading and Viewing)**

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

एक दिन नानी बाज़ार गई | 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 खाई |

**क. सही उत्तर चुनिए :**

केले

सुरेश

रेखा

जलेबी

सेब

मीठे-मीठे

(i) रेखा नानी के साथ बाज़ार गई |

(ii) बाज़ार से नानी ने दो सेब खरीदे |

(iii) रमेश और सुरेश ने केले खाए |

(iv) सेब सुरेश ने खाया |

(v) केले मीठे- मीठे थे |

(vi) रेखा ने जलेबी खायी |

## लिखना एवं निर्माण करना (Writing and Shaping)

### वचन

इन शब्दों के एकवचन और बहुवचन के सही जोड़े बनाकर लिखें-

किताब, कविता

एकवचन

बहुवचन

कविताएँ

किताब

किताबें

बच्चा थालियाँ

थाली

थालियाँ

किताबें बच्चे

बच्चा

बच्चें

दवाई

दवाई

दवाईयाँ

मटके

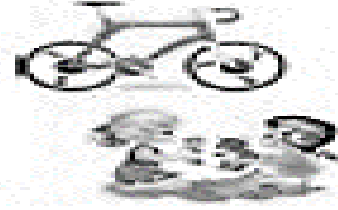
मटका

मटके

दवाईयाँ

मटका

थाली



### संस्कृति (Culture)

रंग भरे। Colour  
गगरी

