

<b>Strand</b>	Reading and Viewing/ Writing and Shaping
<b>Sub Strand</b>	Language Learning Process And Strategies
<b>CONTENT LEARNING OUTCOME Concepts and skills and attitudes</b>	Examine structures and ideas presented in reading materials using a variety of reading strategies

COMPREHENSION : Read the following passage and answer the questions that follow.

### Washing Hands

Peni had a bad habit of not washing hands before eating. He also loved to play marbles. Just after playing marbles Peni began to eat his sandwich. He did not wash his hands.

The next day Peni had a very sore stomach. He was in pain and could not move or sit up. He was crying most of the time. His parents took him to the hospital. When the doctor checked Peni, he was found to be suffering from a serious disease known as “hepatitis”.

His eyes and body had turned yellowish. Peni had to stay in the hospital for a long time. It took about five months before Peni fully recovered from his sickness. When the doctor told Peni how he had received the sickness.

Peni started washing his hands before and after every meal.

#### I. Questions

- Peni had a \_\_\_\_\_ habit.  
A. good                                      B. bad                                      C. nice
- He also \_\_\_\_\_ to play marbles.  
A. loved                                      B. hated                                      C. wanted
- He \_\_\_\_\_ his hands.  
A. washed                                      B. did not wash                                      C. wants to wash
- Peni was \_\_\_\_\_ most of the time.  
A. laughing                                      B. sad                                      C. crying
- Peni had to stay in the hospital for a \_\_\_\_\_ time.  
A. short                                      B. several                                      C. long

#### II. FILL IN THE BLANKS

sore	hospital	hepatitis	eat	yellowish
------	----------	-----------	-----	-----------

- His parents took him to the \_\_\_\_\_.
- His eyes and body turned \_\_\_\_\_.
- Peni had a very \_\_\_\_\_ stomach.
- He was found suffering from \_\_\_\_\_.
- Peni began to \_\_\_\_\_ his sandwich.

<b>Strand</b>	Writing AND Shaping/ Listening and Speaking
<b>Sub Strand</b>	EN4.3.2 Language Features and Rules
<b>CONTENT LEARNING OUTCOME Concepts and skills and attitudes</b>	Construct compound sentences using a greater variety of sentence beginners and linking devices to express spoken ideas.

**LESSON NOTES**

**Simple Sentence**  
A simple sentence consists of one clause that has a subject and a verb. A simple sentence puts across one simple idea.  
**The owl hooted.**

**Compound Sentence**  
Compound sentences contain two or more pieces of information and the pieces are linked by connectives.  
**The owl hooted then flew away.**


**Complex Sentence**  
A complex sentence is used to put across more detailed ideas. A complex sentence contains one main clause that can make sense on its own, and one or more minor clauses that are linked to it.  
**The hungry owl hooted loudly then flew away as it spotted its next meal.**

Activity: **Identify whether the following sentences are simple, compound or complex.**

1. My phone is dead because I forgot to charge it last night. \_\_\_\_\_
2. You need to take a shower before you go to bed tonight. \_\_\_\_\_
3. We took the city bus but it was crowded. \_\_\_\_\_
4. Emily won the game. \_\_\_\_\_
5. Some grocery stores are open on Sundays. \_\_\_\_\_
6. They do not fear ghosts nor do they fear monsters. \_\_\_\_\_
7. The boys did not go to the zoo because they went to the park. \_\_\_\_\_




Strand	Measurement
Sub Strand	Mass/ Weight
Content Learning Outcome	Investigate, estimate and compare ways of measuring the weight of objects using and standard units.

A **gram (g)** is used to measure the weight or mass of very light objects. A small paperclip weighs about a gram. A **kilogram (kg)** is used to measure the weight or mass of heavier objects. A one-liter bottle of water weighs about a kilogram.






The most common units of measurement for mass are **grams** and **kilograms**.

A gram is very light. These items weigh approximately 1 gram.


















A kilogram is 1000 grams. These items weigh approximately 1 kilogram.

Exercise:

Choose the suitable unit:

		
gram / kilogram	gram / kilogram	gram / kilogram
		
gram / kilogram	gram / kilogram	gram / kilogram
		
gram / kilogram	gram / kilogram	gram / kilogram
		
gram / kilogram	gram / kilogram	gram / kilogram



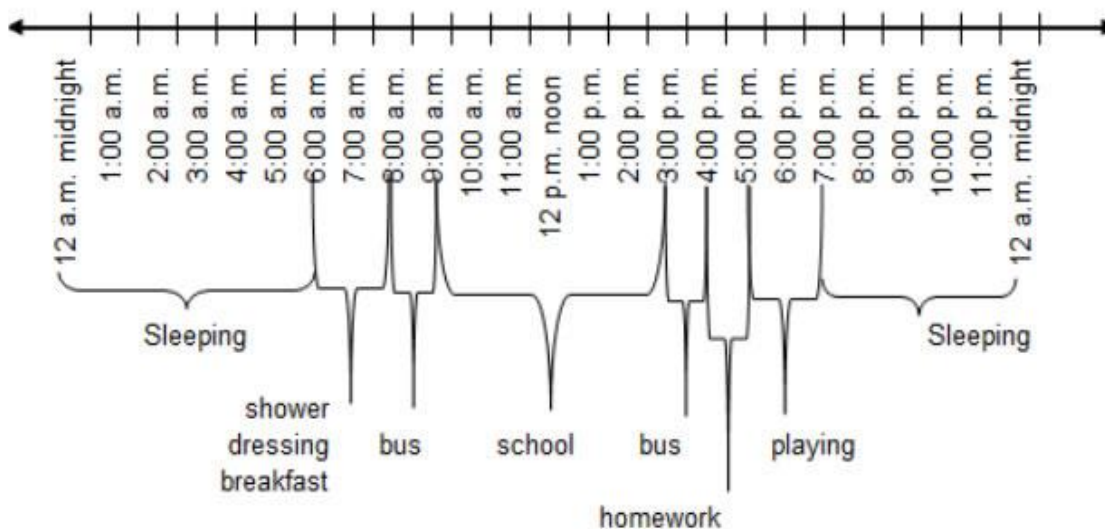
Use > or < to fill in the circles and complete the sentences.

<p>1. 5 kg ○ 5 g</p>	<p>2. 24 kg ○ 28 kg</p>
<p>3. 16 kg ○ 21 kg</p>	<p>4. 90 g ○ 49 g</p>
<p>5. 12 g ○ 12 kg</p>	<p>6. 52 kg ○ 38 kg</p>
<p>7. 22 g ○ 61 g</p>	<p>8. 84 kg ○ 82 kg</p>

Strand	Measurement
Sub Strand	Time
Content Learning Outcome	Identify and apply the major units of time in an hour and in a day and vice versa

- \*There are 24 hours in a day; however, time is often described using the 12-hour clock.
- \*On a 12 hour analog clock, the hours go from 1:00 in the morning until 12:00 noon and then it repeats the cycle from 1:00 in the afternoon until midnight.

Have a look at the following timeline to illustrate the use of a.m. and p.m.

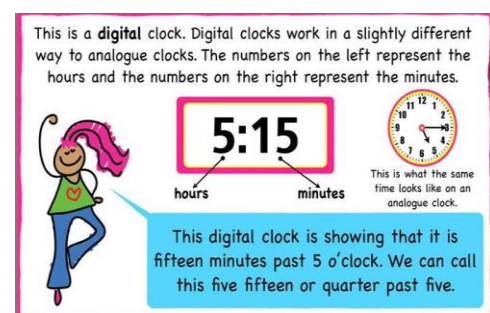
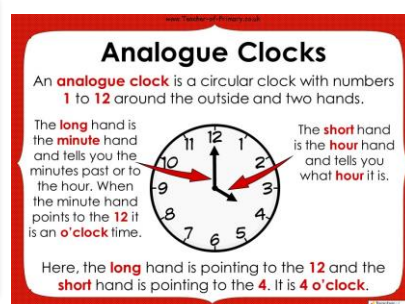
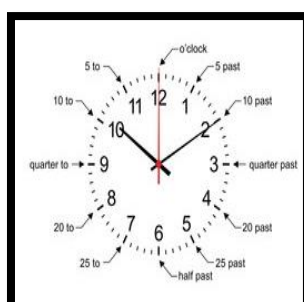


Read and record time on digital and analog clocks.

- \*A clock with numbers and hands is an analog clock.
- \*A clock face shows the numbers from 1 to 12.
- \*There are 24 hours in a day. Each day the hour hand moves twice around the clock.
- \*It takes one hour for the hour hand to move from one number to the next.
- \*There are 60 minutes in 1 hour. Each hour, the minute hand moves once around the clock.
- \*It takes 15 minutes for the minute hand to move  $\frac{1}{4}$  of the way around the clock.
- \*It takes 30 minutes for the minute hand to move half-way around the clock.
- \*It takes 45 minutes for the minute hand to move  $\frac{3}{4}$  of the way around the clock.










\*A clock with numbers and no hands is called a digital clock. It shows the time using numbers and a colon.

\*A **digital clock** displays the numbers and a colon separates the hours and minutes. The hour on a digital clock is on the left and the minutes are on the right.













Exercise:






Write the time below each clock.

1.  <input type="text"/>	2.  <input type="text"/>	3.  <input type="text"/>
4.  <input type="text"/>	5.  <input type="text"/>	6.  <input type="text"/>
7.  <input type="text"/>	8.  <input type="text"/>	9.  <input type="text"/>


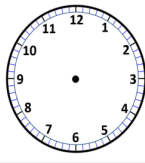
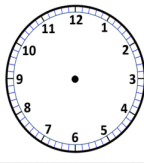
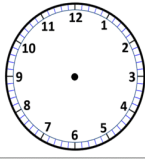
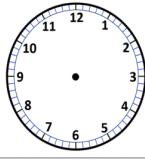
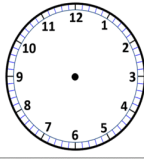
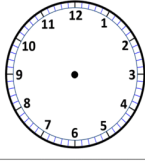
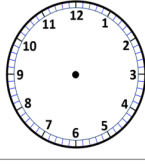
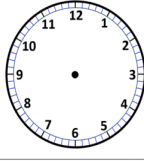
**Telling Time: Quarter Hour**  
Circle the correct time shown on each clock.

	3:15 12:15 12:45		1:15 2:45 2:15
	3:45 9:15 3:15		3:45 7:15 7:45
	6:45 9:45 6:15		12:45 9:45 12:15
	3:45 10:15 10:45		3:15 6:15 3:45
	4:45 5:15 5:45		3:45 9:15 3:15

Match the times. The first one is done for you.

	Quarter past 5	5:15
	3 o'clock	4:45
	Quarter to 5	3:00
	8 o'clock	10:30
	Half past 10	8:00

Draw the hands in the correct place to match the time.

		
1:11	2:46	12:17
		
5:33	1:47	9:03
		
11:24	3:38	12:57

Strand	लिखना एवं निर्माण करना
Sub Strand	भाषा की विशेषताएँ एवं नियम
CONTENT LEARNING OUTCOME Concepts and skills and attitudes	उचित विराम तथा वर्तनी व व्याकरण के नियमों को सरल विषयों में व्यक्त करना

**भाषा अभ्यास**

की	ने	है	में	के	हे	से
----	----	----	-----	----	----	----

१. राम ----- पिता ----- मृत्यु हो गई ।
२. चोर ----- हथौड़े ----- ताला तोड़ा ।
३. ----- भगवान , यह तुमने क्या किया ।
४. पक्षी आकाश ----- घूमते हैं ।
५. वह बहुत मीठा बोलता ----- ।

समान अर्थ शब्द :

गलत शब्द को गोला करो:

१. बेटा	-	पुत्री	सुता	महीला
२. बारिश	-	वर्षा	बादल	बरसात
३. सुबह	-	शाम	सवेरा	भोर
४. दुश्मन	-	दोस्त	बैरी	शत्रु
५. सच	-	अच्छा	झूठ	सत्य
६. मुश्किल	-	आसान	नरम	कठिन
७. आसमान	-	बादल	आकाश	गगन
८. पानी	-	जल	नीर	थल
९. कपड़ा	-	कमीज़	वस्त्र	जूता
१०. हवा	-	वायु	पवन	पृथ्वी

<b>Strand</b>	लिखना एवं निर्माण करना / पढ़ना एवं सर्वेक्षण करना
<b>Sub Strand</b>	गीत, कविताएँ नृत्य
<b>CONTENT LEARNING OUTCOME Concepts and skills and attitudes</b>	परिचित विषयों व घटनाओं से संबंधित छोटे काल्पनिक व जानकारी प्रदान करने वाले पाठ को लिखने हेतु सरल वाक्यों का निर्माण ।

कविता:

## बादल

बादल आए, वर्षा लाए  
वर्षा बरसी, धरती सरसी  
पानी आया, कलकल गाया  
झरने झरते, मनको हरते  
मोरों ने भी पंख फैलाए  
बादल आए, वर्षा लाए

क: प्रश्न:

- वर्षा कौन लाया ? -----
- धरती कैसे सरसी ? -----
- कलकल किसने गाया ? -----
- झरने क्या हरते हैं ? -----
- बादल को देखकर किसने अपना पंख फैलाया ? -----

ख: सुधार कर लिखो: वर्तनी

- |          |   |       |          |   |       |
|----------|---|-------|----------|---|-------|
| १. बादल  | - | ----- | २. धरति  | - | ----- |
| ३. वर्षा | - | ----- | ४. पानि  | - | ----- |
| ५. लए    | - | ----- | ६. झरन   | - | ----- |
| ७. पख    | - | ----- | ८. फैलाए | - | ----- |
| ९. मौर   | - | ----- | १०. सरसि | - | ----- |



Strand	Building Healthy Relationship.
Sub Strand	Resilience and Proactive behaviour
Content Learning Outcome	Describe appropriate ways of managing desirable and undesirable emotions.

### **Desirable and Undesirable Emotions**

- 1.Desirable emotions also known as positive or pleasant emotions.
- 2.Examples of desirable emotions are love, joy, happiness and satisfaction.
- 3.Undesirable emotions also known as negative or unpleasant emotions.
- 4.Examples of undesirable emotions are fear, anger and sadness.
- 5.We need positive emotions to work effectively and grow.
- 6.Negative emotions encourages us to act in ways that boost our chances of survival and help us to grow and develop as people.

### **How to manage desirable and undesirable emotions**

- 1.Take a look at your emotions
- 2.Identify what you are feeling
- 3.Accept your emotions. They are giving you important information.
- 4.Take a deep breath.
- 5.Express yourself.
- 6.Give yourself some space example : take a walk
- 7.Stay on top of stress example : getting enough sleep, exercise, or talk with friends.



## **QUESTIONS**

1. What is desirable emotion?

---

2. Give one example of desirable emotion

---

3. What is another name for undesirable emotion?

---

4. Write down three things you can do to manage your emotions.

---

---

---

5. Write down two things that make you happy?

---

---

6. Write down two things that make you feel sad?

---

---

**School :** Lovu Sangam School

**Year/ Level :** 4 **WORKSHEET # 9**

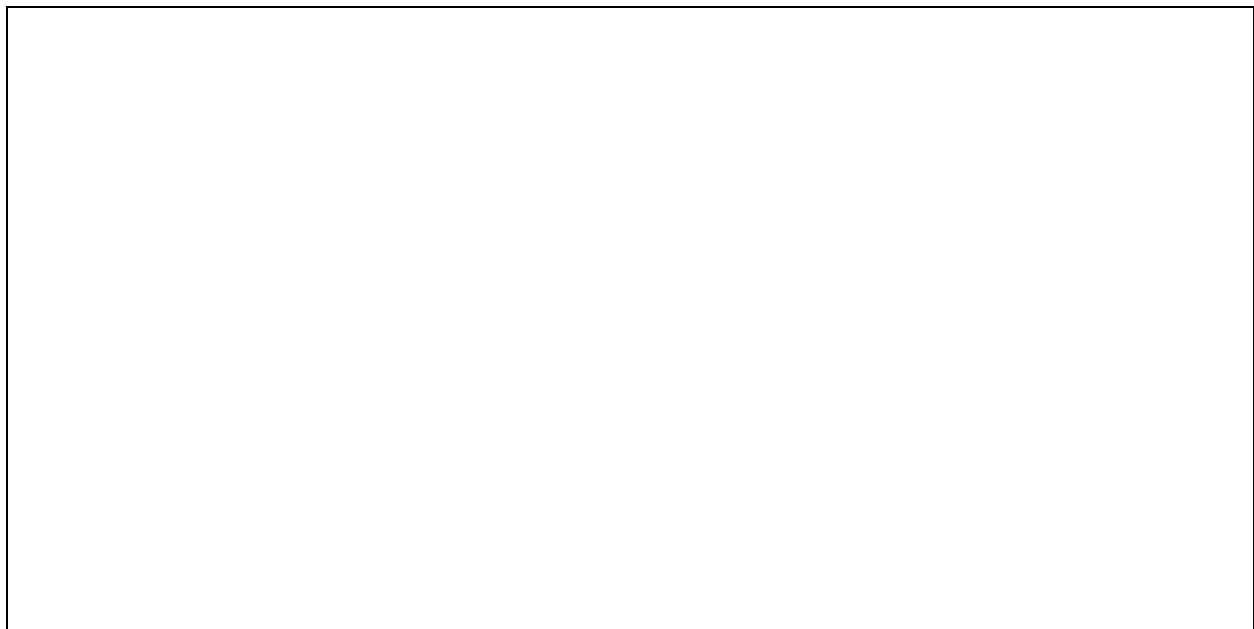
**Subject :** Healthy Living.

Strand	Safety
Sub Strand	Personal Safety
Content Learning Outcome	Demonstrate safe behaviors in different settings.

**Personal Safety in water**

1. When going swimming, fishing or for a picnic, always go with mum and dad or with an adult.
2. If you do not know how to swim, stay in shallow water.
3. Do not play dangerous games in the water.
4. Always wear a life jacket when travelling in a boat.
5. Always wear light clothes and don't wear heavy clothes when going for a swim.

**DRAW AND COLOUR**



Draw how you and your family spent your picnic at the beach.

Strand	Place and Environment.
Sub Strand	Features of Places.
Content Learning Outcome	Collect information of special landmarks in their community and report on their features, importance and functions.

**Special Places in our community**

**A. School**

- 1.Children go to school to learn new things.
- 2.They learn how to read and write.
- 3.Teachers prepare the children for a better future.

**B. Shops**

- 1.Instead of travelling to town to buy food and other items, they can buy it from their community shop.
- 2.They do not waste money travelling to town all the time.

**ACTIVITIES**

1. Draw your school and your class sitting down and writing their work.



**DRAW THINGS YOU BUY FROM THE SHOP**



Strand	Place and Environment.
Sub Strand	Features of Places.
Content Learning Outcome	Collect information of special landmarks in their community and report on their features, importance and functions.

### **Places of Worship**

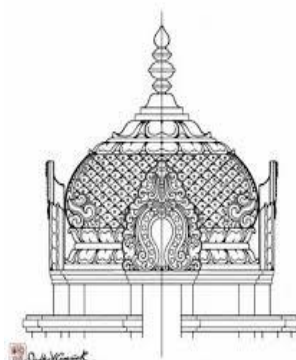
- 1.We go to these places to pray and worship God.
- 2.We also learn good values from these places.
- 3.Hindus worship at the temple.
- 4.Muslims worship at the mosque.
- 5.Christians worship at the church.

### **Label the places of worship below.**



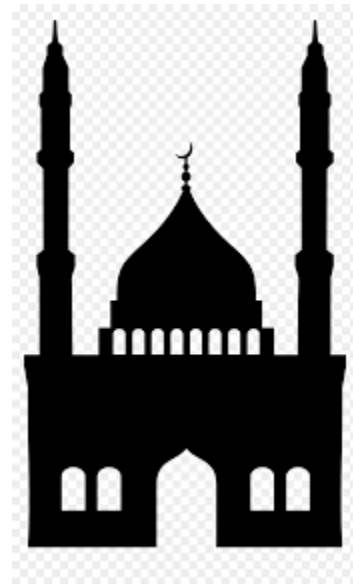
shutterstock.com · 1718499721

\_\_\_\_\_



Shutterstock

\_\_\_\_\_



\_\_\_\_\_

**School :** Lovu Sangam School

**Year/ Level :** 4 **WORKSHEET # 8**

**Subject :** NA VEIKA VAKA-VITI: E NA E KA VA NI YABAKI

Strand	Wilivola Kei na Vakadidigo
Sub Strand	Wiliki, Vakadigova, kila vakavinaka na veimataqali vosa, kedrai bulibuli me rawa ni vakadewataki kina na i tukutuku.
Content Learning Outcome	Na veivanua e vakayagataki kina na vosa- vanua ni vakau i tukutuku,veivosaki e veisiga, iyaloyalo, vosa vakayagataki ee na vakacacali.

**Wase 10 : Na veilavo se veibici**

**Vosa nanumi**

- 1.lomavata- sega ni dui yaloyalo.
- 2.waite- e dua na kakana ka bosoki vata na niu sa kari oti, na madrai ,suka kei na wai.
- 3.veigadivi- laki gade kina dua na vale.
- 4.veicibi- e dua na qito ka vakayagataki kina nai cibi ka caka na kena ibe ka vakatokai na vayaga.
- 5.lavota- saga me vakalutumi ki tuba e na kena saqati e nai cibi.
- 6.veibolebolei- e rua nai toka rau vinakata me rau vakasataka na nodrau kila se kaukauwa.

**Vosa Tautauvata**

1. Raica- \_\_\_\_\_
2. Solega- \_\_\_\_\_
3. Tauyavutaka- \_\_\_\_\_
4. Yacova- \_\_\_\_\_
5. Vakabauta- \_\_\_\_\_
6. Kaya- \_\_\_\_\_
7. Vakatotolo- \_\_\_\_\_

Vakusakusa	tukuna
Vakadinata	tokatu
Tekivutaka	ologa
kunea	

Year/ Level : 4      **WORKSHEET # 9**

**Subject :** NA VEIKA VAKA-VITI: E NA E KA VA NI YABAKI

Strand	Wilivola Kei na Vakadidigo
Sub Strand	Wiliki, Vakadigova, kila vakavinaka na veimataqali vosa, kedrai bulibuli me rawa ni vakadewataki kina na i tukutuku.
Content Learning Outcome	Na veivanua e vakayagataki kina na vosa- vanua ni vakau i tukutuku,veivosaki e veisiga, iyaloyalo, vosa vakayagataki ee na vakacacali.

## Vosavosa Vaka-Viti

- 1.dola rara- o ira na qito e liu
- 2.veilecavi qaqa- e rua e tautauvata na nodrau kaukauwa ka rau dui vakaraitaka na nodrau maqosa se kila.
- 3.sa lave na rara- e dau vakayagataki na vosa oqo e na gauna kece e dau caka kina na qito ka ra qaqa na vulagi.
- 4.E ..... na memu wai- e dau vakatokai na druka me wai, ke druka vakatolu, sa tolu na memu wai.
- 5.butu rara- o ira era meke e liu.
- 6.vaka na butu qilaiso katakata- tukuni vua e dua e waribariba se sega ni tiko dei na nonai vakarau.

**Me volai e dua na qito sa saravi oti.**

[illegible]

## TERM 3 WEEK 8 WORKSHEET

### LESSON NOTES

**School:** Lovu Sangam School

**Year:** 4

**Subject:** Elementary Science

<b>Strand</b>	Forces
<b>Sub Strand</b>	Types of forces and their uses.
<b>Content Learning Outcome</b>	Identify different types of forces and its uses.

#### Notes

1. The force of gravity.

Planets pull objects towards them. Earth pulls you and other objects towards it. This pulling force is called gravity.



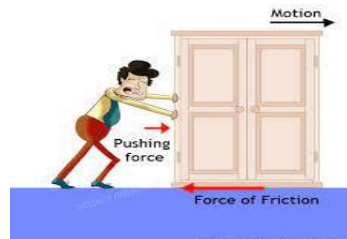
2. Muscular Force

The muscles in your body are attached to bones. Muscles pull on these bones. This is called muscular force. It allows you to move in many different ways.



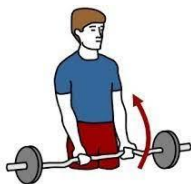
3. The force of friction

When two objects slide over each other and they rub and push against each other. This pushing force is called friction.



#### Activity

Label the type of force by looking at the picture given below.





## **TERM 3 WEEK 9 WORKSHEET**

### **LESSON NOTES**

**School:** Lovu Sangam School

**Year:** 4

**Subject:** Elementary Science

<b>Strand</b>	Forces
<b>Sub Strand</b>	Magnetism
<b>Content Learning Outcome</b>	Investigate and record situations where magnetic force moves object.

### **Magnetism**

Magnetism is the force you feel when you put two magnets close together.

Magnetic force can be a pulling force. This happens when you put opposite poles near each other or it can be a pushing force when similar poles are near each other.

- Two poles of the same kind are called liked poles.
- Two poles of the opposite kinds are called unlike poles. The simple rules that describe that
  - ❖ Two like poles repels each other.
  - ❖ Two unlike poles attract each other. This is the basic law of magnetic attraction.

The north pole of a magnet is usually marked with a red dot or with the letter 'N'. The unmarked end, therefore becomes the South Pole end.



### **Activity**

Fill in the blanks.

1. Magnetic force is when you put two \_\_\_\_\_ close together.
2. Magnetic force can be of a \_\_\_\_\_ force or a \_\_\_\_\_ force.
3. Two poles of the same kind are called \_\_\_\_\_ poles.
4. Two \_\_\_\_\_ poles attract each other.
5. The north pole of a magnet is marked with the letter \_\_\_\_\_.

	'N'		pulling		pushing
like		unlike		magnets	