

Strand	EN4.3 Writing AND Shaping
Sub Strand	EN4.3.2 Language Features and Rules
CONTENT LEARNING OUTCOME Concepts and skills and attitudes	Examine how grammar and punctuation are used in written and visual texts to convey meaning.

Adjectives:

- Used to describe the nouns (person, place, animal or thing) and pronouns in a sentence.
- It also indicates the number, quality, size, shape, and feelings etc of a noun or pronoun.
- What kind? How many? Which one? How much? Are a few questions that tell more about an adjective.

The team has a dangerous baller (what kind)

I have ten rupees in my pocket (how many)

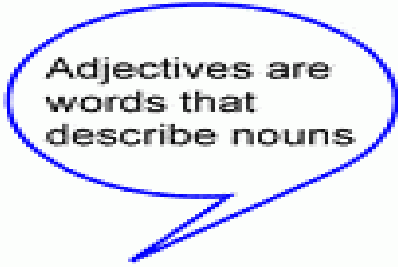
I loved that blue car (which one)

I earned more points in Ludo than he did (how much)

ACTIVITIES /EXERCISES

Circle the adjectives and underline the nouns they describe:

1. She is wearing a red skirt.
2. John pulled on the long rope.
3. The drink was fizzy.
4. The sky was blue.
5. Ava saw a small, yellow bird.
6. The bus is yellow.
7. The horse was big, brown and beautiful.
8. The fast car sped down the road.
9. He broke his only sharp pencil.
10. The snow was cold and wet.



Adjectives are words that describe nouns

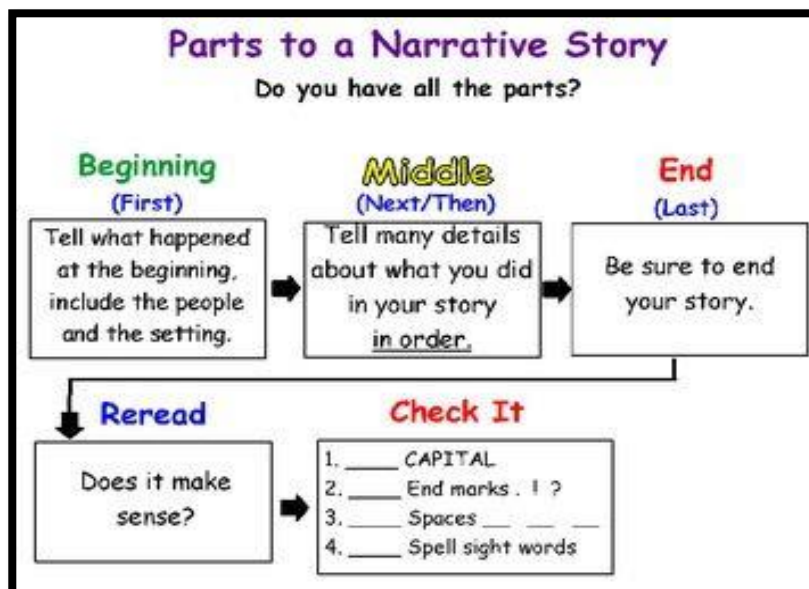
Write a sentence, circle the adjectives and underline the nouns:

Strand	EN4.3 Writing AND Shaping
Sub Strand	EN4.3.1 Types Media, Everyday Communication Literacy Text
CONTENT LEARNING OUTCOME Concepts and skills and attitudes	Compose a range of simple imaginative and information texts.

Notes:

Personal Narratives

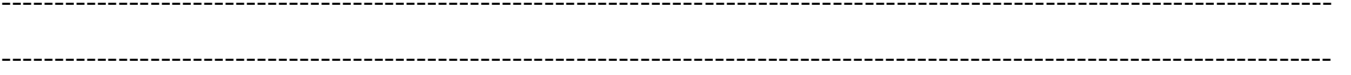
- Focus on a small moment from your life.
- Write it the same way you would tell it to someone.
- Start with a catchy lead.
- Use details to tell who, what, when, where and why.
- Have a beginning, middle, and end.
- Use transition words like first, next, then,



Example:

Personal Narrative Example

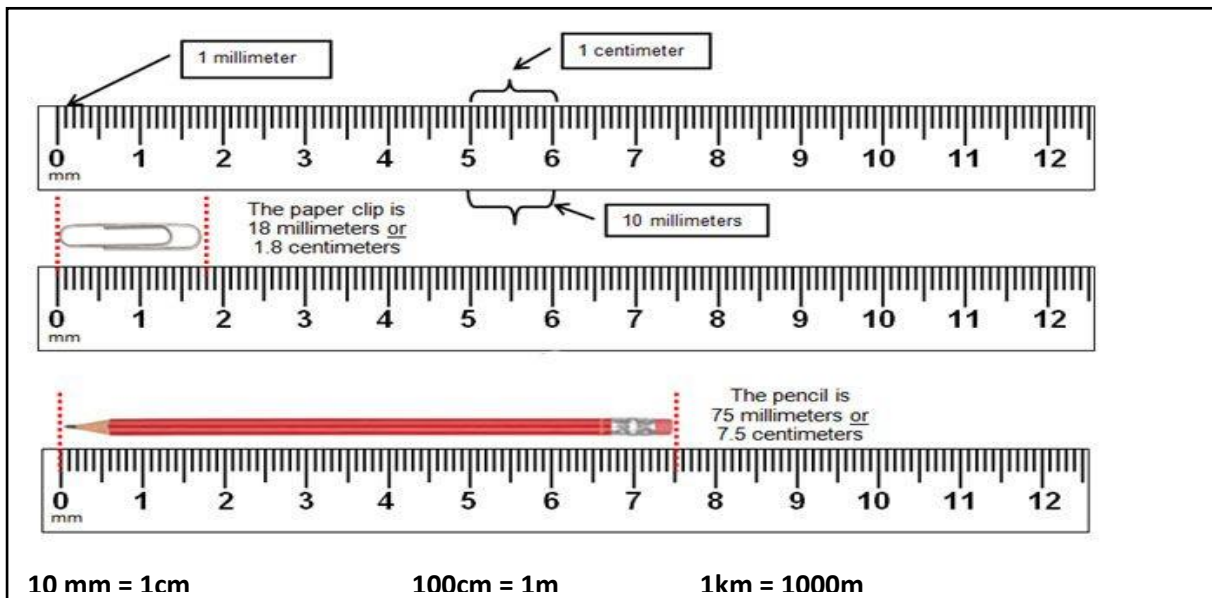
Title	Mashed Potato Pizza
Introduction	<p>My grandpa always tells me that people who laugh at their own mistakes will get everyone else to laugh along with them. Yesterday, I learned that he is right.</p>
Beginning of the Story	<p>“Stay in line,” Mrs. Martin said. I knew right away that my friend Naomi wouldn’t be able to cut. I looked at Naomi and frowned. Soon, the line began to move faster, and I followed along hoping that there would still be pizza.</p>
Middle Events	<p>When I reached the counter, I looked at the choices. I could only see chicken and mashed potatoes, macaroni and cheese, and fish. I could hear the rumbling of my very disappointed stomach.</p> <p>Then, out of the corner of my eye, I saw one last piece of pepperoni pizza. I got so excited.</p> <p>“Pepperoni pizza,” I said politely. Mrs. Martin handed me the pizza. I took the paper plate so quickly that the pizza slid off the plate. I tried to save it, but the pizza landed in the pan of hot, buttery mashed potatoes.</p> <p>I could feel my face turning redder and redder. All I could hear was laughter from the kids in line.</p> <p>As I looked at the upside-down pizza, I heard Mrs. Martin’s voice. “Maria, would you like a side of mashed potatoes with your pizza?”</p>
End of the Story	<p>I looked up and saw Naomi. She was laughing too. With a nervous smile, I said, “Of course.”</p> <p>Mrs. Martin smiled and scooped the mashed potato pizza on my plate. I looked around at my friends, and we all laughed again.</p>
Conclusion	<p>I never really believed my grandpa until I saw my friends laughing with me. The laughing made me feel good instead of just clumsy.</p>



Strand	Measurement
Sub Strand	Length , Height, Distance, Perimeter, Area
Content Learning Outcome	Demonstrate and use appropriate standard units of measure to estimate and calculate length, distances and perimeter of a given object.

Notes:

- The standard measure for length is a **metre**.
- The short way for writing metre is **m**.
- For shorter distance we use Centimetre that is **cm**.
- For even shorter distances we use **millimetre (mm)**.
- For the longer distances we use **kilometre (km)**.



Exercise:

1) 1cm = _____ mm	2) 2cm = _____ mm
3) 3cm = _____ mm	4) 4cm = _____ mm
5) 1m = _____ cm	6) 2m = _____ cm
7) 3m = _____ cm	8) 4m = _____ cm
9) 1km = _____ m	10) 2km = _____ m
11) 3km = _____ m	12) 5km = _____ m

Which is the most? Circle the largest amount in each box.

1 m 1 km 1 cm	10 m 100 cm 200 mm	100 m 500 cm 1 km	1 m 200 cm 300 mm
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School: Lovu Sangam School

Year : 4

Subject: Mathematics

Worksheet #: 5

Strand	Measurement
Sub Strand	Length , Height, Distance, Perimeter, Area
Content Learning Outcome	Demonstrate and use appropriate standard units of measure to estimate and calculate length, distances and perimeter of a given object.

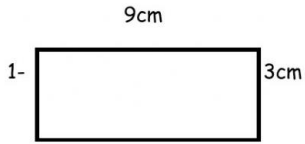
Perimeter – is the **total distance** around a shape or object. It the boundary of a shape.



- ❖ We calculate the perimeter by adding all the sides.

Exercise:

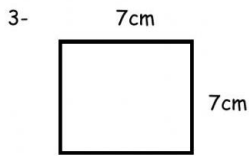
Calculate the perimeter of the following rectangles and squares.



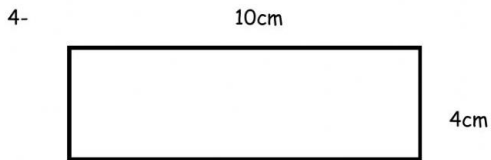
Perimeter= _____



Perimeter= _____

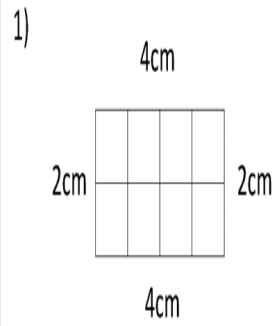


Perimeter= _____

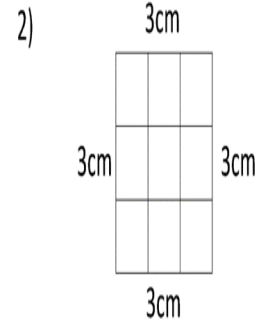


Perimeter= _____

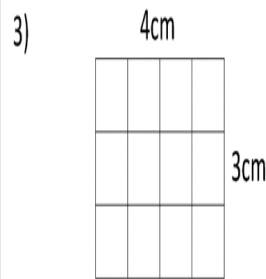
Work out the perimeter of the following rectangles:



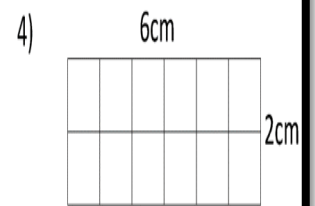
Perimeter = _____ cm



Perimeter = _____ cm



Perimeter = _____ cm



Perimeter = _____ cm



Strand	Building Healthy Relationship.
Sub Strand	Relationships.
Content Learning Outcome	Outline the need to treat physically impaired peers.

Understanding other physically challenged peers

1. Vision impairment- is when a person losses his/her vision. The person is blind or partially blind.
2. Hearing impairment- also known as deafness. The person suffering from deafness is unable to detect sound or hear properly.
3. Mental health- is a behavioral pattern associated with subjective stress or disability that occurs in an individual.
4. We should not laugh and make fun of people with disabilities.
5. Always keep in mind, that we are all human beings. We all have feelings and it is disrespectful and hurtful when we tease others.
6. We must not focus on their disabilities, instead, we must focus on their abilities.

Activity

1. What are some of the ways we can assist people with disabilities?

2. Why should we respect others?

3. Name a school that caters for disability children.

Draw one way we can assist people with disability



Strand	Building Healthy Relationship.
Sub Strand	Relationships.
Content Learning Outcome	Outline the need to treat physically impaired peers.

Physically Impairment.

1. They long to be normal and be seen as normal as much as possible.
2. These children need to feel as successful too.
3. Keep your expectations of the physically handicapped child high. The child is capable of achieving.
4. Do not give rude remarks, name calling or tease them.
5. Compliment appearance from time to time.
6. Make adjustments and accommodation whenever possible to enable this child to participate with you.
7. Never pity a physically handicapped child, they do not want your pity.

Write **TRUE** or **FALSE**.

1. Do not give rude remarks. _____
2. Handicapped people are normal. _____
3. Never disrespect anyone. _____
4. Make friends with handicapped children. _____
5. We are all human beings. _____

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

वचन:

एक वचन : जो शब्द एक का ज्ञान कराए ।

बहुवचन: जो एक से अधिक का ज्ञान कराए ।

जैसे : कपड़ा - कपड़े (ा - े) रानी - रानियाँ (ी - ी)

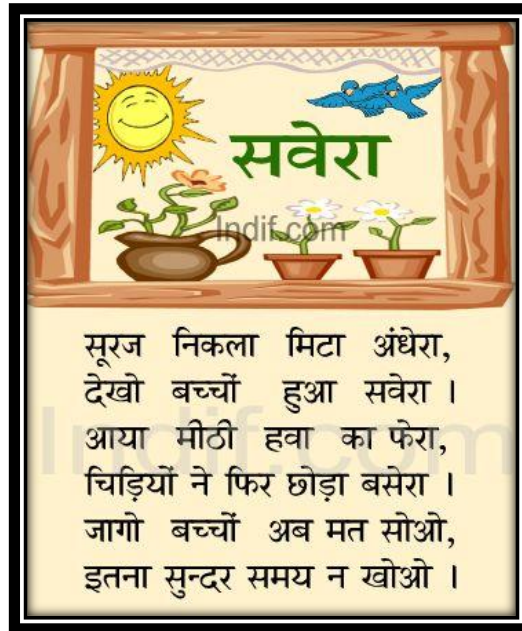
एक वचन

बहुवचन

१. चूहा	-	-----
२. बिल्ली	-	-----
३. लड़का	-	-----
४. माला	-	-----
५. मछली	-	-----
६. वह	-	-----
७. लड़की	-	-----
८. रोटी	-	-----
९. जूता	-	-----
१०. पत्ता	-	-----

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

कविता:



वर्तनी: सूरज, मिटा, बच्चों, हवा, सवेरा,
छोड़ा, अब, समय, मत, का

सवाल:

- सूरज निकलने से क्या हुआ ? -----
- कैसी हवा का फेर आया ?-----
- चिड़ियों ने क्या किया ? -----
- बच्चों को क्या नहीं करना चाहिए ? -----

शब्द निर्माण:

- स - -----

२. फ - -----

३. ह - -----

Strand	Time Continuity and Change
Sub Strand	Understanding The Past
Content Learning Outcome	Select a significant person in their community and discuss their contributions in the development of their community

What is History?

1. History is the study of the past.
2. It is about past events and people.
3. The study of history enables us to understand how past human action affects the present and influence our future.
4. By learning the past, we come to understand the present and make decisions about the future.
5. There are important people in our community who have helped our community to be like what it is today.

MINI RESEARCH

Ask your parents to help you find out information about a very important person in your community.

1. What is his/her name?
_____.
2. Where was he/she born?
_____.
3. Where does he/ she work?
_____.
4. Describe the work that you do?
_____.
5. What lessons has your work life taught you?
_____.
6. If you could do anything now, what would you do to help and assist the people in your community?
_____.

Strand	Time Continuity and Change
Sub Strand	Understanding The Past
Content Learning Outcome	Select a significant person in their community and discuss their contributions in the development of their community

MINI RESEARCH

Talk to people who have lived in your community in the last ten years and ask them to explain the changes that have occurred in the last ten years.

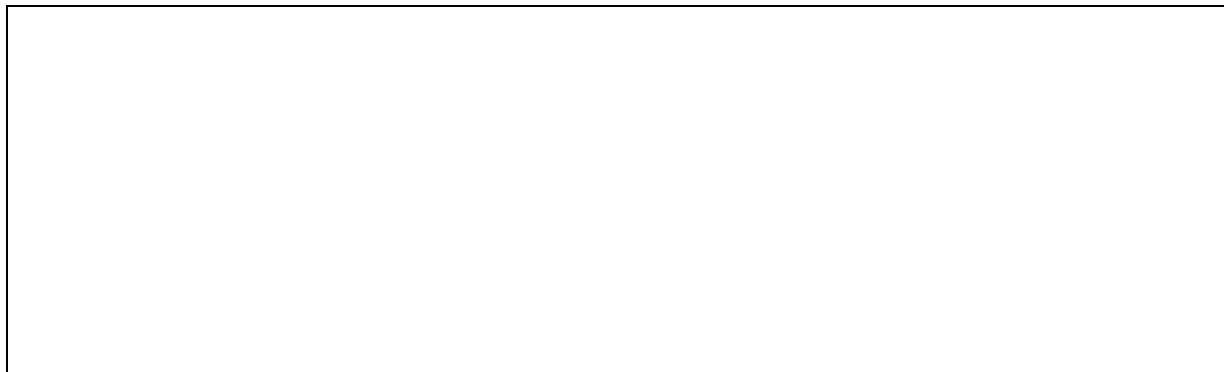
1. What changes have occurred in the last ten years?

2. Which of the changes above would you classify as good and bad?

3. Are there more people living in the community now than before?

4. List the things that have not changed and continue to happen.

Draw any changes that has taken place in your community



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, iyaloalo, vosa vakayagataki ee na vakacacali.

WASE 9: NA NEITOU TORO

Vosa Nanumi:

- 1.toro- na bai e dau maroroi kina na vuaka
- 2.viribaiti- me viri e dua na ba me vakavolivolita e dua n aka.
- 3.cobacoba- me tekitekivaki na kau kina qele.
- 4.suvisuvia- tikitikica
- 5.manoa- sega ni kila
- 6.bote- basuka ka curu ki tuba
- 7.na keli- na vanua e keli tu ka drodro kina na wai
- 8.boroboro- na nodra dau tiko na vuaka ena vanua drodrolu.
- 9.kudru- na tagi ni vuaka.
- 10.koge- na tagi ni vuaka ni ra rarawa.
- 11.kakana- kana voli.
- 12.basika- laurai
- 13.veilecayaki- sega ni vakilai ka tawa macala.
- 14.drolo- soso sara vakalevu.

ME VEIVOSAKITAKI

<u>NA VINA KA NI VUAKA</u>	<u>NA CA NI VUAKA</u>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

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, iyaloalo, vosa vakayagataki ee na vakacacali.

NA VEIKA VAKA-VITI

NA VUAKA

Oqo e dua na manumanu vakamareqeti ki vei keda nai Taukei. E dau susugi ka dau maroroi me laukana se mewaraka e dua na oga. Na vuaka ei coi digitakini magiti ka rairai dokai ni sa koto vata kei na kena sova magiti.

Era taleitaka na gone me ra yadua na luve ni vuaka. E so era dau susuga me nodra geti.

E na vanua se matanitu ko Kubuna, era sega ni ra kana vuaka na bati ka ni sa dau kedra ga na turaga. Ni sa selesele se tavatava na vuaka,sa dui tug a na veitiki ni vuaka e dau kedra na turaga. Oqo e vakaraitaka nai bole nei Ra vuaka na gauna era dau kaya kina na vo ni manumanu ni dau cuqucuqu baca.

E qai sauma ko ra vuaka ka vaka:

Cuqucuqu baca, cuqucuqu baca

E ra soqo levu na turaga,au qai tavatava.

Ia ke sega ga ni dau maroroi vinaka na vuaka, ena vakacaca sara vakalevu e nai teitei.

E na sega ni dokai na magitivakaturaga ke sega ni kenai coin a vuaka.

Ia , ke sega na vuaka , sa kenai sosomi na vonu.

TABAKA MAI E DUA NA VUAKA E LOMA NI TORO

TERM 3 WEEK 3 WORKSHEET

LESSON NOTES

School: Lovu Sangam School

Year: 4

Subject: Elementary Science

Strand	Forces
Sub Strand	Different Types of Forces
Content Learning Outcome	Identify different forms of forces.

Notes

1. Energy in all its different forms is used to make things happen in our world from driving a machine, kicking a football or turning a wheel.
2. Whenever energy is used, it involves forces. Forces are pushes, pulls and twist.
3. Forces make things move. You need a force start, things move, you need force to stop things and slow down, or change direction or shape.
4. If two forces push or pull against each other, the bigger force will overcome the smaller force.

Activity

1. Draw the 3 types of forces.



TERM 3 WEEK 4 WORKSHEET

LESSON NOTES

School: Lovu Sangam School

Year: 4

Subject: Elementary Science

Strand	Forces
Sub Strand	Forces and motion.
Content Learning Outcome	Investigate and record situation where pushes, pulls and twists move objects.

Position is the location of an object. Different locations includes on the right, left, above, below, over, under etc.


Motion is a change of position. Example; when a person throws a ball, he or she puts it in motion and the position of the ball changes.

Force is a pull or push that can change an objects position. Example; when you are pushing a desk, your body is also moving.

Motions and forces are important because they have so many impacts on things we do. Motion requires a force to cause that change.


Example

Position




The book is on the table.

Motion



The ball is moving in motion.

Forces

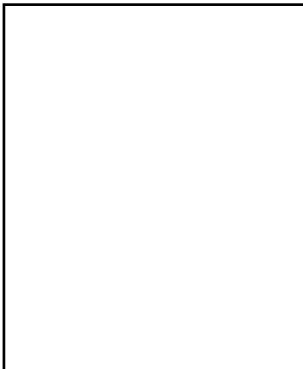


Push is a force.

Activity

Draw a different position, motion and force you can think of.

Position



Motion



Force

