



ARISE! AWAKE! AND STOP NOT TILL THE GOAL IS REACHED

THEN INDIA SANMARGA IKYA SANGAM FIJI

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## **Realigned Curriculum : Weekly Home Study Package**

### **Worksheet**

Name of Child: \_\_\_\_\_

Grade: 3

Subjects for this week:

1. Maths
2. English
3. Social Studies
4. Healthy Living
5. Elementary Science
6. Hindi/ Vosavakaviti
7. Art and Craft
8. Music
9. PE



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**Realigned Curriculum : Weekly Home Study Package**

**YEAR/LEVEL: 3**

**SUBJECT: Maths**

<b>STRAND</b>	<b>Strand 3: Measurement</b>
<b>SUB-STRAND</b>	<b>M3.3.3: Mass/ Weight</b>
<b>CONTENT LEARNING OUTCOME</b>	<b>CLO of Sub- strands M3.3.3.1/ M3.3.3.2</b>

**LESSON NOTES**

**Mass/ Weight**

**Weight** is the measure of how heavy an object is. **Weight** is measured in standard customary units.  
The **mass** of an object is the amount of material it contains.




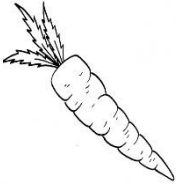

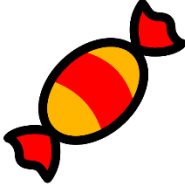

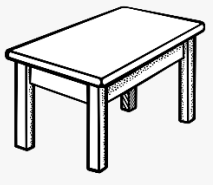
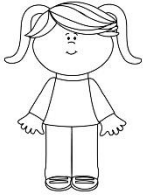
**Standard Unit** to measure weight is **gram (g)** or **kilogram (kg)**

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-litre bottle of water weighs about a kilogram.

$$1 \text{ kg} = 1000\text{g}$$
$$\frac{1}{2} \text{ kg} = 500 \text{ g}$$

**Exercises**

Write **kg** or **g** for the following items.

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

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**YEAR/LEVEL: 3**



**SUBJECT: English**

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

**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**

	Directions: Read the short story. Answer the questions.
	Today is Mother's Day, but Jenny forgot to get her mother a present! Oh no! What is Jenny going to do?
	What can Jenny buy for her mother? She runs to her piggy bank to count her coins. Jenny only has 27 cents. "That is not enough to buy a present," said Jenny.
	"Maybe I can make her a present," thought Jenny! She ran to the craft closet. Jenny got paper, glue, glitter and markers. She created the most beautiful poem and card for her mother. Jenny also picked white flowers and put them in a pot.
	Her mother said it was the best gift ever!
<b>1. What would be a good title for the story?</b>	
<b>2. What is the problem in the story?</b>	
<b>3. What gift does Jenny give to her mother?</b>	
<b>4. What would you like to give your mother for Mother's Day?</b>	
 © Annie Moffatt © The Moffatt Girls 2015	

## Writing and Shaping

### PREPOSITION

AT	IN	ON
<ul style="list-style-type: none"><li>• night</li><li>• 10:30</li><li>• noon / midday</li><li>• midnight</li><li>• bedtime</li><li>• sunrise</li><li>• sunset</li><li>• the weekend (U.K.)</li></ul>	<ul style="list-style-type: none"><li>• the morning</li><li>• the afternoon</li><li>• the evening</li><li>• February</li><li>• (the) spring</li><li>• (the summer)</li><li>• (the) fall / autumn</li><li>• (the) winter</li><li>• 2013</li><li>• the 1990s</li><li>• a (few) minute(s)</li></ul>	<ul style="list-style-type: none"><li>• Sunday</li><li>• Monday morning</li><li>• Tuesday afternoon</li><li>• Wednesday evening</li><li>• my birthday</li><li>• a holiday</li><li>• Christmas day</li><li>• May 5</li><li>• a weekday</li><li>• time</li><li>• the weekend (U.S.)</li></ul>

- *Fill in the blanks below with the correct prepositions of time.*

1. My brother has a new job. He works in the evening.
2. We're going to have a picnic \_\_\_\_\_ Saturday afternoon. Would you like to come?
3. I'll be finished with my work \_\_\_\_\_ an hour. Then, I can go home.
4. When is the meeting? Is it \_\_\_\_\_ 2:00?
5. I like to get up really early, \_\_\_\_\_ sunrise, when the birds start to sing.
6. Tom's birthday is next week, \_\_\_\_\_ January 14.
7. My grandfather was born \_\_\_\_\_ the 1950s.
8. Will we be \_\_\_\_\_ time, or will we miss our flight?
9. My family and I like to ski \_\_\_\_\_ winter.
10. Are there any holidays \_\_\_\_\_ October?
11. Our school cafeteria opens for lunch \_\_\_\_\_ noon.
12. What time does your son go to bed \_\_\_\_\_ night?
13. We moved to this city \_\_\_\_\_ 2012.
14. Are you going to do anything special \_\_\_\_\_ your birthday?
15. I'm not going to watch that TV show. It starts \_\_\_\_\_ midnight!

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**YEAR/LEVEL: 3**

**SUBJECT: Healthy Living**

<b>STRAND</b>	<b>Strand 3 Safety</b>
<b>SUB-STRAND</b>	<b>H3.3.1 Personal Safety</b>
<b>CONTENT LEARNING OUTCOME</b>	<b>Recap of H3.3.1.2</b>

**Exercises**

**Colour the correct answer.**

**WHAT SHOULD YOU DO WHEN YOU ARE ALONE AT HOME?**

1. Complete all homework and chores. do don't
2. Open the door to anyone. do don't
3. Pay attention if there is a stranger outside. do don't
4. Leave the house and go to playground. do don't
5. Tell everyone that you are alone. do don't
6. Keep all the doors locked. do don't
7. Turn on music at the highest volume. do don't
8. Invite all your friends to your house. do don't
9. Call your parents in case of emergency. do don't
10. Stay inside until your parents return home. do don't

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**Realigned Curriculum : *Weekly Home Study Package***  
**Recap**

**YEAR/LEVEL: 3**

**SUBJECT: Social Studies**

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

**Exercises**

**Features of your home**

What do you do at the following places at home?

1. Living room-

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2. Bed room-

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3. Kitchen-

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4. Wash room-

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5. Outside-

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**Recap**  
**YEAR/LEVEL: 3**  
**SUBJECT: Elementary Science**

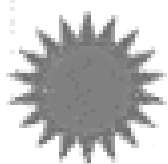
<b>STRAND</b>	<b>Strand 3: Energy</b>
<b>SUB-STRAND</b>	<b>S3.3.1: Energy Source and Transfer</b>
<b>CONTENT LEARNING OUTCOME</b>	Recap on the CLO of Sub- strands S3.3.1.1

**Exercises**

## Energy resources

Grade 2 Science Worksheet

Match each energy source to the way we use it.



sun



oil



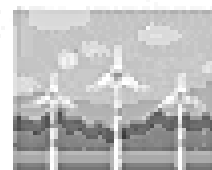
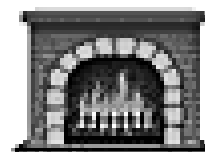
water



wind



wood



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**YEAR/LEVEL: 3**

**SUBJECT: PE**

<b>STRAND</b>	<b>Strand 1: Physical Education</b>
<b>SUB-STRAND</b>	<b>PE3.1.2: Fitness, Personal Development and Safety</b>
<b>CONTENT LEARNING OUTCOME</b>	<b>PE 3.1.1.2 Identify, Explore and perform basic warm up and cool down exercises for well-being.</b>

**LESSON NOTES**

**What is Warm up ?**

Warm up allows the body to shift from the resting state to the exercise ready state. A warm up activity is a short, fun game which a teacher can use with students.

The purpose of a warm up is to:

- encourage the students
- wake them up – first thing in the morning and after lunch people are often a little sleepy
- prepare them to learn by stimulating their minds and/or their bodies.

**What is cool down?**

At the end of each activity, students should be taught to do cool down with a series of exercises. Slow walk and stretching exercises is highly recommended.

**Why do we cool down?**

The basic idea behind cooling down is to get the heart rate down towards normal, get the blood pressure down and in the process get breathing rate down.

**3 Simple ways to cool down**

- 1: Cool down Jog
- 2: Stretch
- 3: Hydrate - Replenishing the water supplies in your body

**Exercises**

1. What is warm up?

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2. What is cool down?

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**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>

**LESSON NOTES**

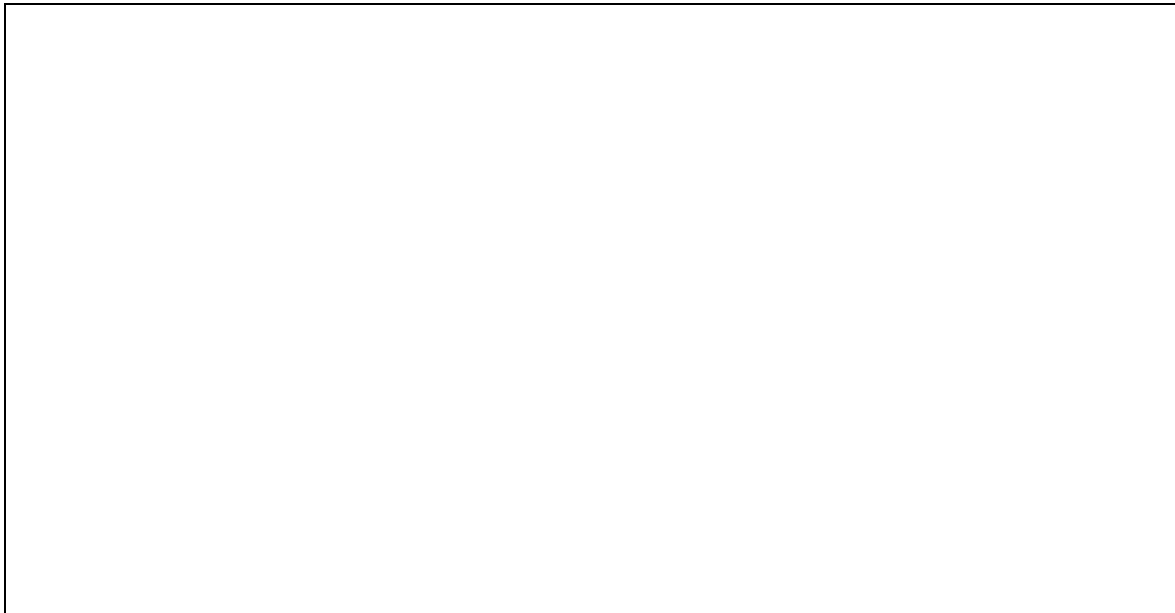
**Self Portrait**



Self portrait is the drawing of oneself by oneself. Which simply means drawing your own picture (face).

**Exercises**

**DRAW YOUR SELF PORTRAIT**

A large, empty rectangular box with a thin black border, intended for the student to draw their own self-portrait.

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**YEAR/LEVEL: 3**

**SUBJECT: Music**

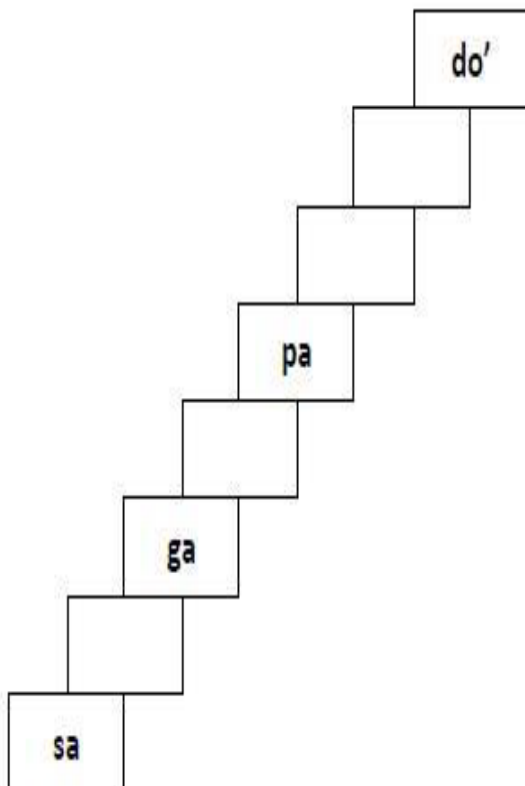
<b>STRAND</b>	<b>Strand 1: Performing Arts</b>
<b>SUB-STRAND</b>	<b>A3.1.1 Arts Ideas</b>
<b>CONTENT LEARNING OUTCOME</b>	<b>A3.1.1.1 Demonstrate basic elements of music in their performance with available resources using own ideas.</b>

**LESSON NOTES**

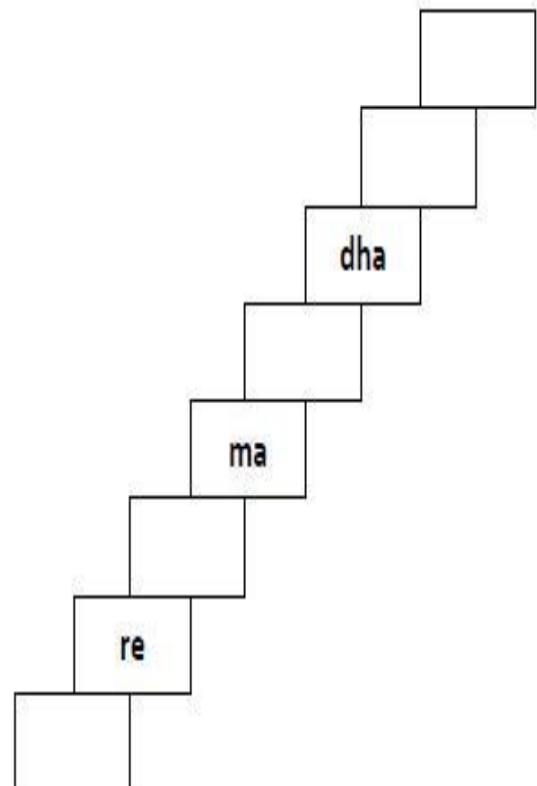
**Exercise**

Fill in the missing music notes below.

a)



b)



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**YEAR/LEVEL: 3**

**SUBJECT: Hindi**

<b>STRAND</b>	तत्त्व 1 सुनना एवं बोलना 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 बोलना (Listening and Speaking)**

बुद्धिमानी से काम करना । इस पर चर्चा करें ।

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

**बुद्धिमानी से काम करना चाहिए**

एक रात किसी बनिए के घर में तीन चोर चुपके से घुस आए और सन्दूक आदि खोलने की लोशिश करने लगे ।  
इतने में घर के मालिक की नींद खुल गई । उस ने तीनों चोर को देख तो लिया पर कुछ कर न सका । कहाँ वे  
तीन और कहाँ वह अकेला ।

**प्रश्न**

1. बनिए के घर में कितने चोर घुस आए ? -----
2. चोर क्या खोलने लगे ? -----
3. इतने में किसकी नींद खुल गई ?-----
4. घर के मालिक ने किस को देखा ? -----
5. वह क्यों कुछ कर न सका ? -----

## लिखना एवं निर्माण करना (Writing and Shaping)

इनको सुधार कर लिखो ।

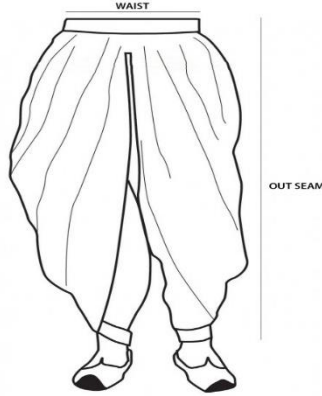
1. जाता हूँ / मैं / पाठशाला । -----
2. खेलते / हम / है । -----
3. है / रामू / है । -----
4. आऊँगा / बाहर / मैं । -----
5. रहा है / नाच / वह । -----

## संस्कृति (Culture)

रंग भरो । Colour



साड़ी



धोती



पगड़ी