

**2036 PENANG SANGAM PRIMARY SCHOOL**

**YEAR 4**

**ENGLISH**

**WORKSHEET 12**

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

**LESSON NOTES**

**TOPIC: The Diggings**

The exhausted prospector bent over the handles of his wheelbarrow as he pushed it slowly along the dusty road. He had walked for many days over rough land all the way from Melbourne to seek his fortune in the recently discovered goldfields of Bendigo.

The wooden wheelbarrow held all his possessions-a pick and a shovel, a frying pan, a tent, a few clothes and a little food.

Shading his face from the late afternoon sun, he came up over the last hill. An amazing sight met his eyes. Hundreds of people were moving busily among the piles of yellow mud. There were sounds of axes, saws, picks and shovels as people hurriedly made shelter and dug claims. It was noisy and the whole area looked organized.

Down in the gully where the creek once flowed clear and fresh, there were dozens of miners squatting on the edge of the water washing the creek sand in their iron pans in the creek sand. They were looking for glints of that magic metal.

High on the ridge were hundreds of tents made of calico and supported by poles made of saplings. Outside this flimsy shelter were cooking fires, logs to sit on and buckets for washing. Some tents had flags, feathers, old hats or some other sign of identification so that their owners could find their homes more easily at the end of the day.

The crowded, noisy and exciting place would be the prospector's home until he struck it rich and return to his young family. Comprehension Answer these question.

**ACTIVITY**

Read the text and answer the questions in complete sentence.

1. Where had he come from?
2. Where was the prospector going?
3. Why did he walk so far?
4. What was on his wheelbarrow?
5. What were the miners tent made from?

<b>Strand</b>	Algebra
<b>Sub Strand</b>	Number Patterns
<b>Content Learning Outcome</b>	Work out the next missing number in a given number pattern. Predict the next possible event.

**Lesson notes**

**Number Patterns**

A list of numbers that follows a sequence or pattern.

Example 1, 4, 7, 10, 13 ...

The pattern above is plus (add) 3

**Activity**

Write the next missing number

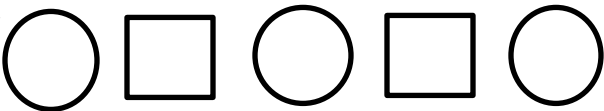
A. 1, 3, 5, 7 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

B. 24, 34, 44, 54, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

C. 35, 40, 45, 50, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

D. 12, 18, 24, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Draw the next missing shape

A.  \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

B.  \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

C.  \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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**HEALTHY LIVING**

**WORKSHEET 12**

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

**LESSON NOTES**

**TOPIC: IMPORTANCE OF EMERGENCY INFORMATION**

The best time to prepare for an emergency is before one happens. Parents make sure your family knows emergency phone numbers and your children know how to place a call for help.



**Need-to-Know Numbers**

During an emergency, it's easy to become disoriented and upset, so you need to have all important phone numbers readily available ahead of time.

Write each phone number clearly in large print so it will be easy to read. Use a pen with dark-colored ink or type it on the computer because pencil or light-colored ink can be harder to read when you're in a hurry or if lights are dim.

**ACTIVITY**

Fill in the emergency contacts.

Names	Contact Number
Emergency Medical Services	
Fire Department	
Police Department	
Family Doctor (if you have)	
Parents Work Place	
Parents Cellphones	
Neighbors or Relatives	

<b>Strand</b>	संस्कृति
<b>Sub Strand</b>	गीत कविताएं नृत्य
<b>Content Learning Outcome</b>	संस्कृत भाषा की रक्षा के लिए गीत गाएं और कविता को सही से पढ़ना।

# तितली रानी

तितली रानी बड़ी सयानी,  
फूल-फूल पर जाती है।  
फूल-फूल से रंग चुराकर,  
अपने पंख सजाती है।  
जब उसे जाओ पकड़ने,  
झट से वो उड़ जाती है॥

## Activity

1. कविता किस के बारे में है ?
2. कौन सी चीज रंग चुराती है और अपने पंखों को सजाती है ?
3. तितली का चित्र बनाइए और उसमें रंग डालिए।

<b><u>Strand</u></b>	<b>Time, Continuity And Change</b>
<b><u>Sub- Stand</u></b>	<b>Understanding The Past</b>
<b><u>Content Learning Outcome</u></b>	Select a significant person in their community and discuss their contributions in the development of their community

### Lesson Notes

### Leaders in our Communities

#### 1. The Presidents of Fiji

a. Ratu Sir Penaia Ganilau



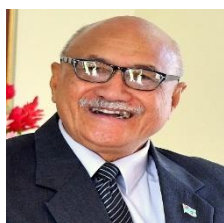
b. Ratu Sir Kamisese Mara



c. Ratu Josefa Iloilovatu Uluivuda



d. Ratu Epeli Nailatikau



e. Hon. Jioji Konousi "George" Konrote

#### 2. Prime Ministers of Fiji

a. Ratu Sir Kamisese Mara



b. Dr Timoci Bavadra



c. Mr. Sitiveni Rabuka



d. Mr Mahendra Pal Chaudary



e. Mr Laisenia Qarase



f.

HON. JOSAI VOREQE  
BAINIMARAMA

### Activity

- Who is the current President of Fiji? \_\_\_\_\_
- Who was the first President of Fiji? \_\_\_\_\_
- Who is the Prime Minister of Fiji? \_\_\_\_\_
- What are some of the changes you can see that these leaders have brought in your community?

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**YEAR 4**

**NA VOSA VAKAVITI**

**WORKSHEET 12**

**Wase 7: Na Nimanima**

**Ulutaga Ni Lesoni: Na I vosavosa vakaviti**

**Na veivosaki kei na vola I tukutuku**

1. **E vidi na ura** – e ka totolo sara.
2. **Sa maca na mena wai** – ni dua sa oca ena cakacaka e cakava ka sa manati koya na karamaca
3. **Tu na I nima luvu na waqa** – veilecayaki na yalo ni tamata ka sa guilecavi kina eso na ka.

**Na veivosa me nanumi**

4. **Veicakayaka** – totolo
5. **Nimanima** – na cakacaka ni kena kau tani mai na wai ena vanua ka to tu kina vakalevu.
6. **Veidoloyaki** – veitosoyaki

**Cakacaka lavaki**

**Vosa veibasai**

A cava na vosa veibasai ni veivosa oqo?

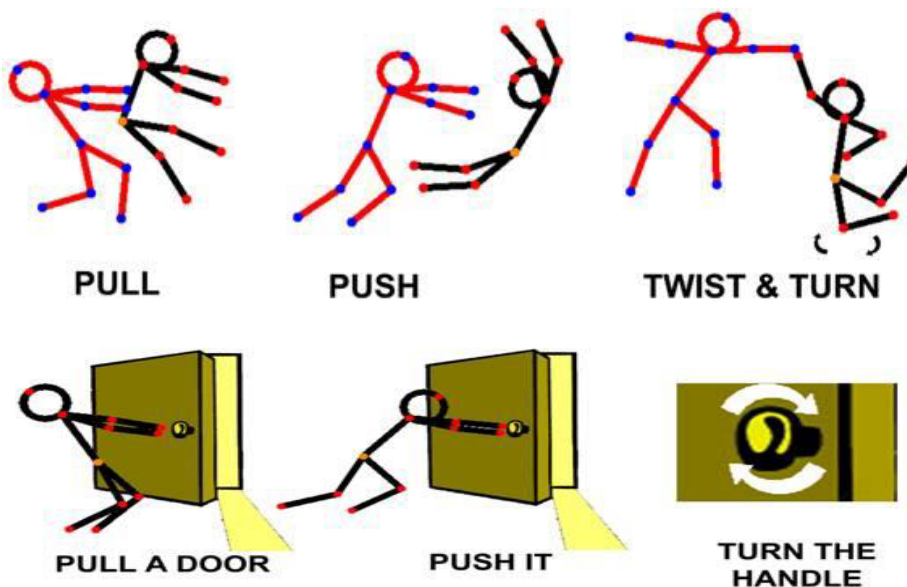
- a) Rabailevu \_\_\_\_\_
- b) Cecere \_\_\_\_\_
- c) Titobu \_\_\_\_\_
- d) Nunu \_\_\_\_\_

Strand	Energy
Sub Strand	Forces
Content Learning Outcome	Appreciate that some sources of energy are more accessible and convenient in the community.

**LESSON NOTES**

**TOPIC: Different Types of Forces**

Energy, in all its different forms, is used to make things happen in our world, from driving a machine or kicking a football to turning a wheel. However, whenever energy is used it involves forces. Forces are pushes, pulls and twist.



**ACTIVITY**

Write down the objects that are suitable for each column.

PULL	PUSH	TWIST