

NADI SANGAM SCHOOL

WEEKLY STUDY

HOME PACKAGE

# 20

SOLUTION

YEAR 3



**NADI SANGAM SCHOOL**  
**WEEKLY HOME STUDY PACKAGE # 20 - SOLUTION**  
**SUBJECT: MATHEMATICS**  
**YEAR 3**

**STRAND:** Measurement

**SUB – STRAND:** Time and Money

**LESSON 1:** Show the time on the clock face and change time to analog form.



3:15

Quarter past 3



5:45

Quarter to 6



2:30

Half past 2

1. How many minutes are there in one hour? **60 minutes**
2. The clock shows 15 minutes past 2 o'clock. How you write it? **Quarter past 2 / 2:15**
3. How many hours are there in 60 minutes? **1 hour**
4. How many hours in one day? **24 hours**

**LESSON 2:** Refer to the items in the box and answer the questions at the bottom



**Blocks**

**Shuttlecock**

**Racket**

**Bat**

**Drum**

1. How much will it cost if you buy a shuttlecock, a bat and a drum?  $\$1.50 + \$3.50 + \$5.50 = \underline{\$10.50}$
2. How much change will you get from \$5.00 if you buy blocks?  $\$5.00 - \$4.25 = \underline{\$0.75}$
3. How much will you pay for 2 drums?  $\$5.50 + \$5.50 = \underline{\$11.00}$
4. How much change will you get from \$10.00 if you buy a racket and a bat?  $\$5.00 + \$3.50 = \$8.50$ .  
 $\$10.00 - \$8.50 = \underline{\$1.50}$
5. What will be the total cost for blocks and a drum?  $\$4.25 + \$5.50 = \underline{\$9.75}$

1076 NADI SANGAM SCHOOL  
WEEKLY HOME STUDY PACKAGE #20(Solution)

SUBJECT : English

YEAR/ LEVEL : 3

STRAND	Reading and Viewing
CONTENT LEARNING OUTCOME	Read and view with understanding a variety of texts and visuals to identify and interpret useful information
TOPIC	Comprehension

**The Opening Act**

Jenny sat waiting on a stool at the side of the stage. It was nearly time to go on. As she waited, she checked her laces and then the ribbons in her hair. In her head she went through the steps one more time.

As soon as the principal started to introduce her, Jenny moved to the centre of the stage, stopped and took a deep breath. Then the curtain began to open and she was flooded with light. Even with all that light on her, she caught a glimpse of her father sitting in the front row. He was smiling and he gave her a little wave. Jenny smiled back.

She stepped forward to the special chalk mark on the stage floor. This was where she had started her practice routines so many times before. Only this wasn't practice, it was the school concert and she was the first performer.

She raised one arm into the air, her index finger pointing toward the lights. She placed her other hand on her hip. Then with her right leg slightly outstretched, her toe pointing to the floor, she waited.

The band started its introduction. This was going to be the best night of her life.

**Questions ( Underline the best answer)**

1 What did Jenny check first while she was waiting?

- a. her ribbons    b. her hair    **c. her laces**

2 Who did she see when the curtains opened?

- a. the band    **b. her father**    c. the principal

3 Jenny was about to perform

- a. a dance**    b. a song    c. a trick

4 What part of her body did she point at the floor?

- a. her hip    b. her hand    **c. her toe**

5 The story is called "The Opening Act". Another good name might be

- a. Jenny's Accident                          **b. Jenny's Big Night**    c. Jenny's Song

**Vocabulary**

The words in the box come from the story.

Match them to their clues below

principal	stage	index	practice	glimpse
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- Part of a theatre. - stage
- The head of a school. - principal
- A quick look. - glimpse
- Training. - practice
- One of your fingers. - index

SUBJECT : Elementary Science

YEAR/ LEVEL : 3

STRAND 4	Earth and Beyond
CONTENT LEARNING OUTCOME	Observe and record information overtime about the major visible features of the day and night sky.
TOPIC	Our Solar System

**Lesson Notes**

Clouds take different shapes depending on the amount of water vapor available and the speed and direction of the moving air. Clouds are classified according to how they are formed. Below are the main types and their descriptions.

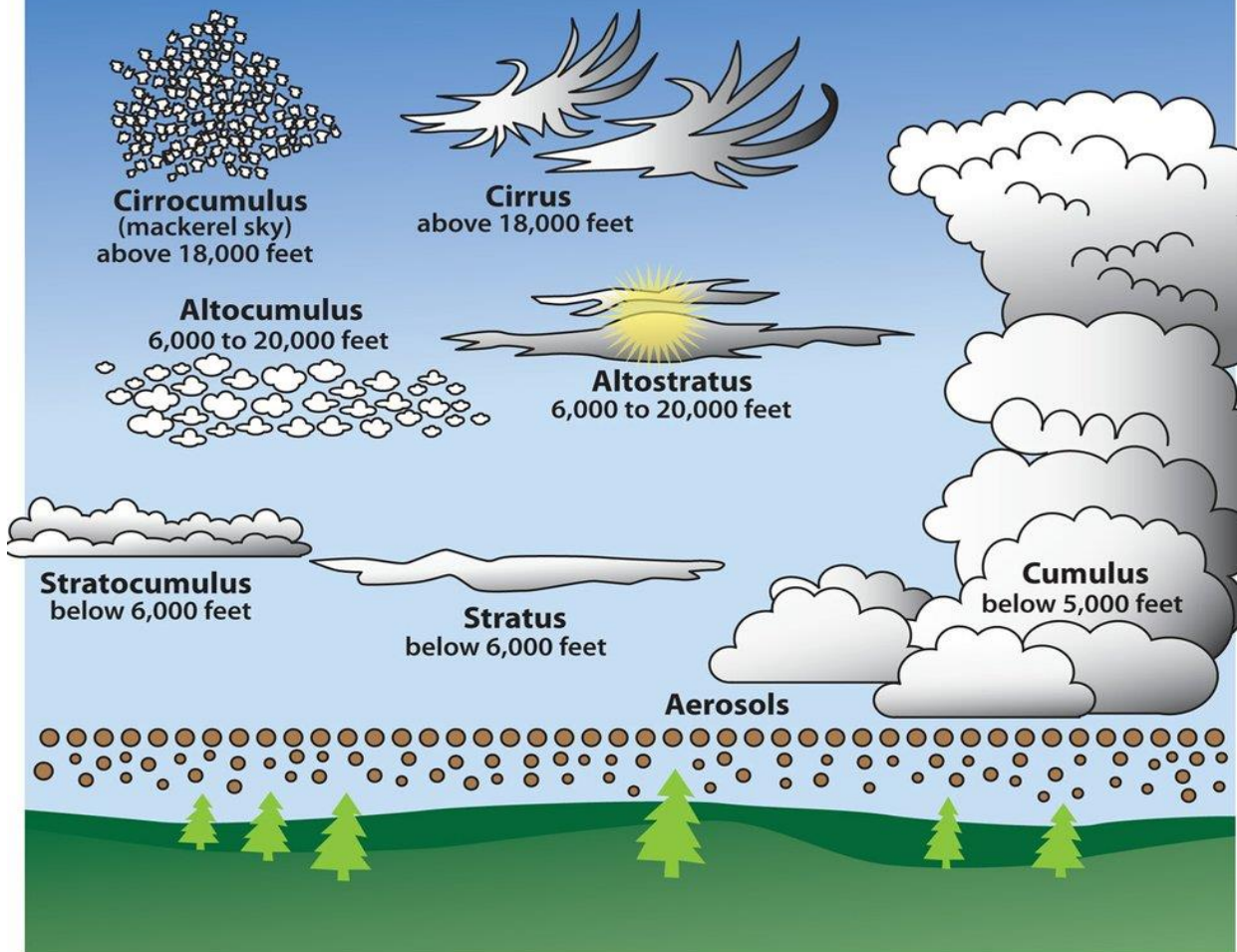
**Stratus clouds** are low, flat, gray clouds that look like sheets covering the sky. They are the closest clouds to the ground. They form as low as surface level (fog) to about 6,500 feet above the ground. They can produce rain, drizzle, snow, or mist.

**Cumulus clouds** are puffy and white-like cotton balls. They form from 2,000 to 20,000 feet above the ground. They usually indicate fair weather. Sometimes they grow very large and become thunderheads. As these clouds gather they create thunder and lightning and produce precipitation in the form of rain and hail.

**Cirrus clouds** are thin, curly, wispy clouds. They are sometimes referred to as mares' tails. They form between 25,000 to 40,000 feet above the ground. They are so high in the atmosphere that the water droplets freeze into ice crystals. They often indicate an incoming storm or weather change. There are cloud charts that you can buy to show what these clouds look like. However, most cloud charts will have more than these basic clouds.






## Common types of clouds in the troposphere



### Activity

#### Draw and Colour

<p>Thin Clouds (Cirrus)</p> 	<p>Blanket clouds (Stratus)</p> 
<p>Little Puffy Clouds (Cumulus)</p> 	

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WEEKLY HOME STUDY PACKAGE #20 SOLUTIONS

SUBJECT: SOCIAL STUDIES

YEAR/ LEVEL: 3

REVIEW QUESTIONS

A. Use the words to complete the following sentences.

rubbish	plastic	flies	glass	burning
paper	litter	metal	diseases	burying

1. Garbage can be disposed of by \_\_\_\_\_ or \_\_\_\_\_.
2. Items we throw away are called \_\_\_\_\_ or \_\_\_\_\_.
3. Items that can be recycled are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
and \_\_\_\_\_.
4. Garbage can cause \_\_\_\_\_ and attract \_\_\_\_\_.

B. Read the following sentences and decide which one of the R's is being done.

Reduce	Reuse	Recycle
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1. Ben turns off the lights when he is not in his room. \_\_\_\_\_
2. Daddy saves the paper that has bad printing on it by giving it to his daughter to draw on the back. \_\_\_\_\_
3. Jane saw a video of a factory sorting, cleaning and crushing old glass to make new ones. \_\_\_\_\_

1. Burning or burying.
2. Litter or rubbish
3. Plastic, metal, paper and glass
4. Diseases, flies

- B 1. Reduce  
2. Reuse  
3 Recycle

**1076 NADI SANGAM SCHOOL**

**WEEKLY HOME STUDY PACKAGE #20 SOLUTIONS**

**SUBJECT: HEALTHY LIVING**

**YEAR/ LEVEL: 3**

Strand 4	Personal and Community Health.
Content learning outcome	Express and predict how individual behaviors can harm or help the environment.
Topic	Taking care of our environment.

**Taking Care of Our Environment**

**Keeping our Classroom Clean and Tidy**

**Sweeping**

- Sweep the floor – if dusty sprinkle the water so that dust does not fly about
- While sweeping, pay a particular attention to the corners, the underneath of furniture and behind the door
- Collect the dirt with the dust pan and put in the bin
- Hang the broom on the nail behind the door

**Dusting**

- Dust the table tops, ledges and shelves using a piece of cloth
- Do not the shake the dust of the cloth in the classroom but take the cloth outside
- When the clothes get dirty, wash it

**Tidying the classroom**

- Put everything in its proper place
- Put the duster in the dust box
- Put books on book shelves or in cupboard
- Put all the teaching aids in the cupboard

**Keeping our school clean and tidy**

Keeping your school clean and tidy leads to clean and positive learning environment therefore it is our responsibility to see that we always keep our clean, neat and tidy. We all have a role to play in keeping our school neat and clean

Help keep your school clean by

- Picking up the rubbish you see on the playground
- Wiping your feet before coming inside so that you don't track mud inside the classroom
- Do the classroom duties according to class duty roster
- Wipe and clean the windows of the classroom
- Ensure to empty the rubbish bin during recess, lunch and in the afternoon.



### **Questions True and False**

1. We should you keep our classroom clean and tidy. TRUE
2. Do your duties whenever you want? FALSE
3. Wipe your feet before getting in the classroom. TRUE
4. Only pick the rubbish that you throw. FALSE
5. Put the books wherever you want. FALSE

### **Draw and colour your classroom**





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WEEKLY HOME STUDY PACKAGE #20 (SOLUTION)

SUBJECT: HINDI

YEAR/ LEVEL:3

STRAND	Reading and Viewing
CONTENT LEARNING OUTCOME	Recognize that written materials are representatives of real and imaginary experiences
TOPIC	Comprehension (पाठ-बोधन)

## भालू ने खेली फुटबॉल

सर्दियों का मौसम था। सुबह का वक्त। चारों ओर कोहरा ही कोहरा। एक शेर का बच्चा सिमट कर गोल-मटोल बना जामुन के पेड़ के नीचे सोया हुआ था।

इधर भालू साहब सैर पर निकल तो आए थे लेकिन पछता रहे थे। तभी उनकी नज़र जामुन के पेड़ के नीचे पड़ी।

आँख फैलाई, अकल दौड़ाई- अहा फुटबॉल। सोचा, चलो इससे खेलकर कुछ गर्मी हासिल की जाए।

आव देखा न ताव। भालू जी ने पैर से उछाल दिया शेर के बच्चे को। हड़बड़ी में शेर का बच्चा दहाड़ा और फिर पेड़ की एक डाल पकड़ ली।

मगर डाल टूट गई। भालू साहब जल्दी ही मामला समझ गए। पछताए, लेकिन अगले ही पल दौड़कर फुर्ती से दोनों हाथ बढ़ाए और शेर के बच्चे को लपक लिया।

अरे यह क्या! शेर का बच्चा फिर से उछालने के लिए कह रहा था। एक बार फिर भालू दादा ने उछाला।

दो बार...

तीन बार...

फिर बार-बार यही होने लगा

शेर के बच्चे को उछलने में मज़ा आ रहा था। परंतु भालू थककर परेशान हो गया था। ओह, किस आफ़त में आ फँसा। बारहवीं बार उछालते ही भालू ने घर की ओर दौड़ लगाई और गायब हो गया।

अब की बार शेर का बच्चा धड़ाम से ज़मीन पर आ गया। डाल भी टूट गई। तभी माली वहाँ आया और शेर के बच्चे पर बरस पड़ा- डाल तोड़ दी पेड़ की। लाओ हर्जाना।

शेर के बच्चे ने कहा- ज़रा ठीक तो हो लूँ।

माली ने कहा ठीक है। मैं अभी आता हूँ।

## पहले क्या हुआ, फिर क्या- क्या हुआ

- भालू ने शेर के बच्चे को उछाल दिया ।
- शेर के बच्चे ने पेड़ की डाल पकड़ ली ।
- भालू ने घर की ओर दौड़ लगाई ।
- भालू साहब सैर को निकले ।
- भालू ने शेर के बच्चे को लपक कर पकड़ लिया ।

2  
3  
5  
1  
4

### ठंड से बचना

भालू ने ठंड से बचने के लिए फुटबॉल खेलने की बात सोची । तुम ठंड से बचने के लिए क्या क्या करते हो ? (✓) का निशान लगाओ ।

- दौड़ लगाते हो ।
- गर्म कपड़े पहनकर घर में बैठते हो ।
- रज़ाई ओढ़ते हो ।
- आग तापते हो ।
- ठंडा पानी पीते हो ।
- गर्म पानी में नहाते हो ।