LACAS SCHOOL NETWORK Est. 1987

Grade IV English Homework

Reading	Comprehension	Creative Writing	Grammar
Read the following from Oxford International English: ▪ An Angry Incident (pg. 14) ▪ Making a friend (pg.113) ▪ Ants (pg. 36) – non-fiction ▪ My Family Tree (pg.96)	Attempt the following unseen comprehension worksheets (attached): ▪ Carol and the Castle	Do the following tasks in your Composition notebook. ▪ Write a letter to a friend describing either a good dream or a nightmare that you had recently. You may also draw a picture from the good dream or nightmare. ▪ Watch some tips on story writing in a video at https://www.youtube.com/watch?v=nTSrkUg1AJ8&feature=youtu.be Then write a story about a giant describing who he/she is and what he/she does.	Do the attached worksheet titled 'Prepositions'. Check your answers with the answer key given at the bottom of the worksheet.

Subject: English

Topic: Unseen Comprehension

Carol and the Castle

Name: _____ Grade: IV Sec: _____ Date: _____

Read the comprehension passage and answer the following questions.

Carol lives deep in the forest where there were **enchanted** fairies, ancient trees with arms and talking woodland animals. Everything was magical in the forest and Carol was always happy there. Carol's family lived in a tree house, high in the air, in this magical forest. All the enchanted creatures of the forest became friends with Carol.

One evening Carol went on a walk with her family and they come across a **massive** stone castle. It was **fenced** by strange trees higher than she had ever seen! Her mother walked to the castle and knocked softly. When she did, the gates opened and revealed a beautiful rose garden. On the other side of the rose garden she could see the brightly painted windows and giant wooden doors to the castle.

Carol's mother and father led the way to the castle doors, carefully avoiding the overgrown rose bushes. When they reached the door, it opened to reveal a royal corridor. An attractive queen appeared from a nearby room and greeted them with a bow. After talking about the forest and how they got to the castle, the queen invited them to stay for dinner. A magnificent feast was prepared and Carol was most thrilled with the selection of desserts and cakes. She loved the chocolate balls.

After the royal feast, Carol and her family bid farewell and began the journey home. Carol awoke in her bed the next day wondering if it all had been a dream.

a. Suggest a title for the story

_____

b. What kind of a house did Carol live in?

_____

Subject: English

Topic: Unseen Comprehension

Carol and the Castle

c. How was the forest different from other forests?

_____

_____

d. Describe the castle in your own words.

_____

_____

_____

e. Name two things from the story that could not happen in real life.

_____

_____

f. What do you think happened next? Write a short paragraph to end the story.

_____

_____

_____

_____

_____

_____

_____

g. Circle the correct meaning of the words in bold as used in the passage.

i.	**enchanted**	ugly	magical	gloomy
ii.	**ancient**	old	new	strong
iii.	**massive**	tiny	enormous	shiny
iv.	**revealed**	spoiled	covered	showed

Subject: English

Topic: Prepositions

Name: _____ Grade: IV Sec: _____ Date: _____

A preposition is a word that shows the relationship between two other nearby words. For example a bone **for** the dog

Here, the preposition *for* tells us the relationship between *dog* and *bone.*

Note: The word preposition means *positioned before.* A preposition will come before a word (a noun or a pronoun) to show that word's relationship to another nearby word.

Fill in the blanks with the prepositions in the box. You may use some more than once.

at	on	in	of	with	for	at	about

1. Betty asked Barney for help, but it turned out he was even worse _____ Math than her.
2. Luckily, my husband is not very keen _____ playing football.
3. Most men are not very fond _____ going to wedding parties.
4. This brand of cream is better_____ preventing wrinkles on your face.
5. Like many other children, my daughter is mad _____ chocolate.
6. Students are sometimes taught things that they are not interested _____ at all.
7. When Tom was a school boy, he was crazy _____ cars and he kept drawing them in his drawing book.
8. Why should I be scared _____ ghosts? They don't exist.
9. Norman was dying _____ a cigarette but he was determined to give it up.
10. Walter is not mean; he is just very careful _____ money.

Answer Key:

1) at 2) at 3) of 4) for 5) about 6) in 7) about 8) of 9) for 10) with

Anatomy of a Flower

Paper Project

Page 1

Instructions:

i. Colour the flower given on page 3.

ii. Cut the parts along the dotted lines to get separate parts of the flower.

iii. Glue your coloured cut out flower pieces on the flower of page 1in the correct places to make your flower.

iv. Unscramble the vocabulary terms on page 3, write the correct name on the adjacent spaces.

v. Cut the correct names and paste them on the correct place of your flower on page 1.

vi. Write the main functions of each part in the spaces given on page 2.

Page 2

Functions:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

1. NTAHRE _____

2. SGIAMT _____

3. SETLY _____

4. TAPEL _____

5. LEASP _____

6. VYAOR _____

7. SMTE _____

GRADE 4 SOCIAL STUDIES (UNIT 9 & 10)

Collect 50 points from the below mentioned projects-Each Task carries a certain amount of points. You have to collect a total of 50 points from a combination of the tasks of your choice.

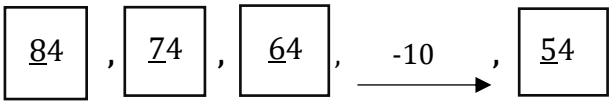
1. Create the front page of a newspaper containing information about the discoveries of Galileo: 1. Telescope. 2. Speed of Light. 3. Thermometer (20 points)	**2.** Imagine you are Christopher Columbus. Make a postcard for your friend living in Europe, telling him about The Bahamas and new things you have found that Europeans had not seen before. (15 points)	**3.** Test your creativity!! Create Information cards for your lap books about Muslim scholars; Al-Mamun, Al-Khwarizmi and Ibn Sina. Write a few lines about their work. (15 points)
4. On a colored paper, draw the map of the Solar System as drawn by the European Scientist, Copernicus. (10 points)	**5.** Make a dictionary of 20 words using different alphabets from the unit of Exploration. For Example: T: Telescope (description of telescope) (10 points)	

Grade IV **Term-II**	**Practice worksheet no. 3**		
Concept:	1E Number sequence 1F Odd and even numbers 3H More multiplication strategies 3I Doubling and halving		
Hint:	*A **number sequence** is a list of numbers that are linked by a rule. **Fibonacci sequence** is a sequence where each number is the sum of the previous two numbers.* ***Even number** can be divided into two equal groups whereas **odd numbers** cannot be divided into two equal groups.*		
Templates used:	-	-	-
Vocabulary:	sequence, rule for sequence, odd number, even number, total, sum, difference, general statement odd number, even number, sum, difference, product, general statement multiple, near multiple, factor, division facts, multiplication facts, adjusting, doubling, half, halve, halving, inverse, number pairs, complementary addition		

Name: _____ Sec: _____ Date: _____

Q1. Complete the following sequence and state the rule of the sequence.

Example:



Rule: Subtract 10 from the previous term

a. 55, 52, _____, 46, 43, _____

Rule: _____

b. 11, _____, 33, 44, 55, _____

Rule: _____

c. 15, 19, 23, _____, _____

Rule: _____

d. 0, 1, 1, _____, 3, 5, _____, 13, 21

Rule: _____

Instructions for Q 2:

Observe the difference in the two consecutive terms and derive your own sequence.

E.g. 1, 4, 8

Difference between the consecutive terms is:

4-1=3

8-4=4

So I can derive my rule as follows:

+ 3, double the number

Therefore, I will extend my sequence as follows:

1, 4, 8, **11, 22, 25, 50**

What if I define my rule as follows:

+3, +4

Then my sequence will be as follows:

1, 4, 8, **11,15, 18, 22**

You can clearly observe that the two sequences varies as per the described rules, and both are correct!

Q2. Write your own sequences and rules below:

a) 0,2,8, _____, _____, _____, _____ Rule: _____

b) 1, 5, 9 _____, _____, _____, _____ Rule: _____

Q3. Complete the following statements by writing **odd** or **even** and justify with the help of an example.

a) The sum of two odd numbers is always an ***even*** number.
Example: **3+5=8**

b) The sum of two even numbers is always an _____ number.
Example: _____

c) The difference between two odd numbers is always an _____ number.
Example: _____

d) The difference between two even numbers is always an _____ number.
Example: _____

e) All _____ numbers are divisible by 2.
Example: _____

f) The difference between an odd and an even number is always a _____ number.
Example: _____

Q4. Make **two** 2-digit **even** numbers and multiply them by 25.
Use the strategy you practiced in the lesson.

Example:

Number I made is **46**

Finding: 46 x 25

46 x 100= 4600 (Multiply your number by 100)

Half of 4600 = 2300 (Then half it)

Half of 2300 = 1150 (Again half it)

So,

46 x 25 = 1150

Step 1 x by 100

Step 2 halving

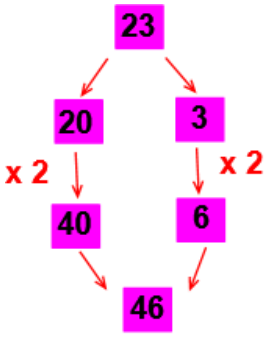
Step 3 again halving

Q5. Double and halve the following numbers by using the strategy done in the lesson.

Example: double 230

Step1: double 23

Step2: make the answer 10 times bigger

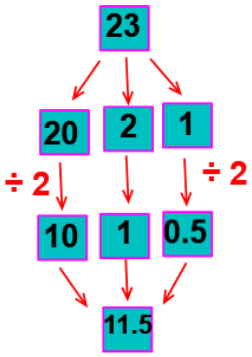


46 x 10 = 460

halve 230

Step1: half 23

Step2: make the answer 10 times bigger



11.5 x 10 =115

Number	Double it!	Halve it!
46		
17		
410		

580		
7500		
9200		

Grade IV Term-II	**Practice worksheet no. 4(OL)**		
Concept:	3I Doubling and halving 4D Multiplying decimals 4E Division 4F More division 8A Converting between units of time		
Hint:	***Doubling and halving**: Recall that the decimal number can be written as tenths or hundredths therefore we can write **3.6 as 36/10** So we ignore the denominator first and double/half the numerator and finally divide the resultant number by 10.* ***Chunking method** for division is repeated subtraction of the divisor or how many groups of a number fit in to another number.* *Sometimes when we divide, we get answers which are too accurate and therefore don't make sense. We must **round up or down** to make sense of the question.* *Millennium = 1000 years* *Century = 100 years* *Decade = 10 years*		
Templates used:	digit cards	-	-
Vocabulary:	*double , doubling , half halving , number pairs complementary addition grid method , product, quotient , divisor , remainder inverse , grouping* *quotient, divisor, remainder, grouping, sharing, century, decade, year, leap year, month, week, day, hour, minute, second, millennium*		

Name: _____ Sec: _____ Date: _____

1. Complete each grid by matching the numbers through doubling or halving.
(Remember to use the inverse operation to fill in the numbers on the left-hand grid.)

Double

18.2		
	10.4	16.4
9.2		***5.4***

→

	3.4	7.5
6.7		
	2.3	***2.7***

Halve

	6.6	3.6
5.8		
	4.7	

→

14.6	***13.2***	
	12.6	8.4
7.2		5.6

Halving 5.4

5.4

$\frac{54}{10}$

$\frac{54 \div 2}{10}$

To double **x by 2** at this stage

$\frac{27}{10}$

2.7

2. Pick two digit cards.
   Make a two-digit number with one decimal place.
   Pick a third digit card.
   Multiply your 2-digit decimal number with the number on the third card.

Digits picked	Numbers formed	Multiplication calculation	Working	Answer
3, 8, 6	3.8 and 6	3.8 x 6	T O . 10ths 3 . 8 x 6 1 8 (6 x 3 = 18) 4 . 8 (6 x 0.8 = 4.8) **2 2 . 8**	22.8

Explanation:

This is called the column method of multiplication. After multiplication the answer at each stage is aligned with the place values.

This method shows how the numbers are multiplied e.g. 6 x 3 and then 6 x 0.8

or 6 x (3) + 6 x (0.8)

In other words we are partitioning the given number and then compacting to get to the answer.

This method is taught to improve students' analytical skills in later stages. This enhances students' problem solving skills.

Try this method with 35.8 x 6

30 x 6 = 180

5 x 6 = 30

0.8 x 6 = 4.8

_____

35.8 x 6=214.8

Observe that each time the value of the number is multiplied and not the digits!

The standard format is: we move from high place values to low place values however, it can be done the other way round i.e. from low to high place values. Just remember to keep the place values intact while writing the figures!

We are interested in tracing thinking pattern of our students which will help us improve their problem solving skills later. So in case a student uses a different method we recommend him/her to show the working, even if the student has used mental maths, because he/she must have used a strategy…simply write down the strategy.

Digits picked	Numbers formed	Multiplication calculation	Working	Answer

3. Pick three digit cards and make a 3-digit number.
   Next, throw the dice once.
   Now divide your 3-digit number by the number on the dice.
   (Chunking method is elaborated here)

> ***Hint:***
> *Students are encouraged to use the resources carefully and should understand the use of the given resources. Different resources are used to yield different outcomes.*

Cards picked	Number thrown	Calculation	Quotient	Remainder
4, 5, 8	6	548 ÷ 6 Chunking method: 548 − 48 (8 x 6 read as 8 lots of 6) _____ 500 − 300 (50 x 6) _____ 200 − 180 (30 x 6) _____ 20 − 18 (3 x 6) _____ 2 (remainder) **Answer:** 8 + 50 + 30 + 3 = 91 Q = 91 R= 2 **or** $548 \div 6 = 91\frac{2}{6}$	**91**	**2**

Chunking method:

It is not necessary to use the same multiples (lots) as used in the example above it can be any multiple, you can even start with 10 x 6 = 60 or 90 x 6 =540

*The beauty of this method is that it never goes wrong which so ever multiples you use. It can be done in two steps or several small steps, depends upon the **chunks** that you take!*

It is important that a student shows the working. Be it a long division or a chunking method, working is a must to be shown and students are not penalized if they use the correct method. It is important to note that an incorrect method leading to a correct answer scores no marks.

The above answer indicates that: 91 full bars of sixths and two-sixth of one bar is shaded

Remember fractions forms the bases of many problems solving questions so make sure that you have understood them well!

Cards picked	Number thrown	Calculation	Quotient	Remainder

4. Make up some grouping problems.

Example:	**Solution:**
Captain has 56 snails. He shares them equally among his 4 friends. How many snails will they each get?	56÷ 4 **56** - 40 (**10** lots of 4 = 40) 16 - 16 (**4** lots of 4 = 16) 0 56÷ 4 = **14** Each will get 14 snails.

Word problem:	Solution:
Word problem:	Solution:

5. Answer each problem.
   Check your answer by multiplication.

Maria has 640 flowers. She has to put them equally into 8 vases. How many flowers should be put in each vase? What fraction of flower have you found?	

Sara has Rs. 84.24. She has to share it equally with her friend. How much money her friend will get? What fraction of money have you found?	

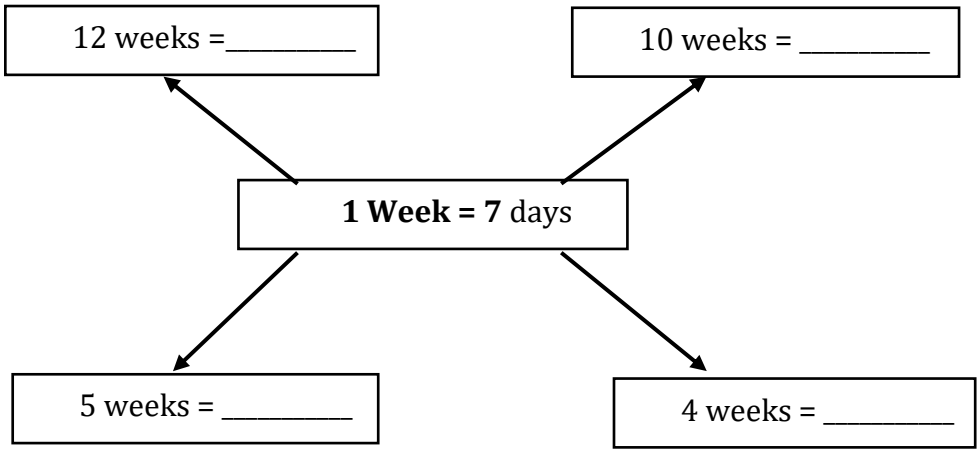
6. Answer these problems.
   Example:
   Chocolates are sold in cartons of 10.
   Sarah needs 62 chocolates.
   How many cartons she should buy?
   62 ÷ 10 = 6 r 2
   So it is rounded up to 7 cartons and not rounded down to 6 as per the rules of rounding,
   Reason: In case she buys 6 cartons her need is not fulfilled however, if she purchases 7 her need is fulfilled.
   So here we do not follow the rule, rather consider the situation and take the decision accordingly.

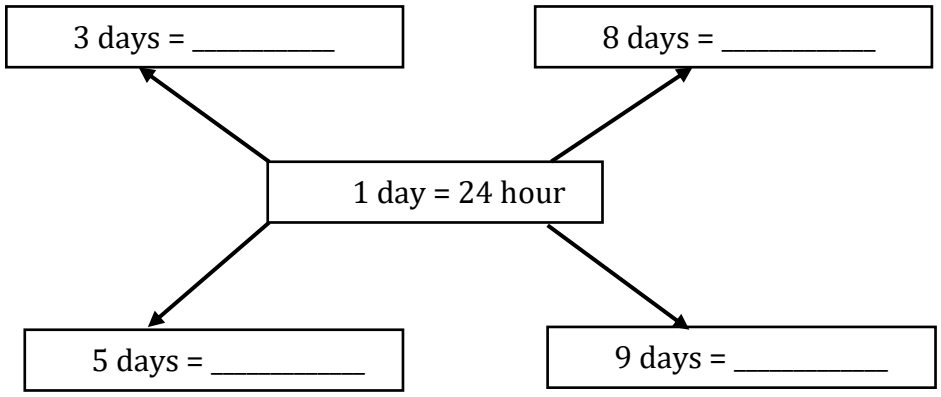
A carton contains 6 bottles. How many cartons are needed to pack 55 bottles? Did you round your answer up or down? Why?	

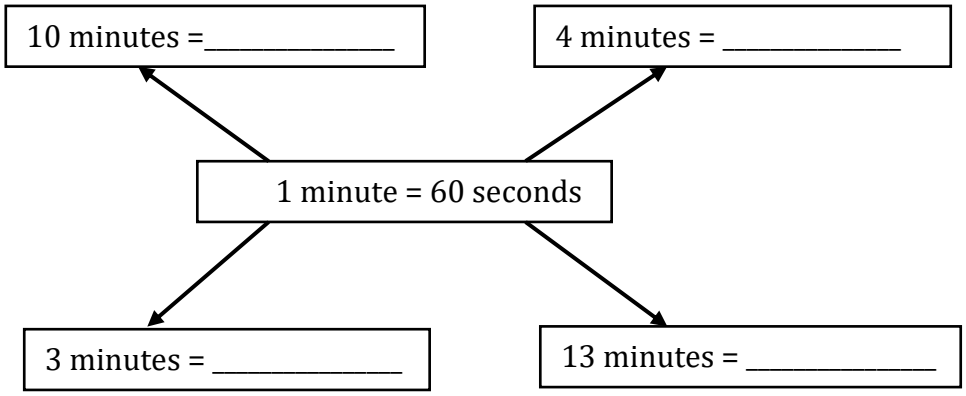
Ahmad has Rs. 152. He went to shop to buy pens. The cost of each pen is Rs. 7. How many pens can he buy? Did you round your answer up or down? Why?	

7. Complete the following:

Working






10 minutes =_____
4 minutes = _____
1 minute = 60 seconds
3 minutes = _____
13 minutes = _____

Working

Grade IV Term-II	**Practice worksheet no. 5(OL)**		
Concept:	8A Converting between units of time 8B Using the 24-hour clock 8C Reading timetables 8D Calculating time intervals 8E Using calendars 8A Converting between units of time		
Hint:	*60 seconds = 1 minute* *60 minutes = 1hour* *24 hours = 1 day* *7 days = 1 week*	*4 weeks = 1 month* *12month = 1 year* *10 year = 1 decade* *10 decade= 1 century* *10 centuries = 1 millennium*	
Templates used:	-	-	-
Vocabulary:	*century, decade, year, leap year, month, week, day, hour, minute, second, millennium24-hour clock, time interval, a.m., p.m., arrive, depart, time interval* *arrive, depart, 24-hour clock, time interval century, decade, year, leap year, month, week, day, millennium,*		

Name: _____ Sec: _____ Date: _____

60 seconds= 1 minute

60 minutes =1 hour

24 hours = 1 day

7 days = 1 week

4 weeks = 1 month (approx.)

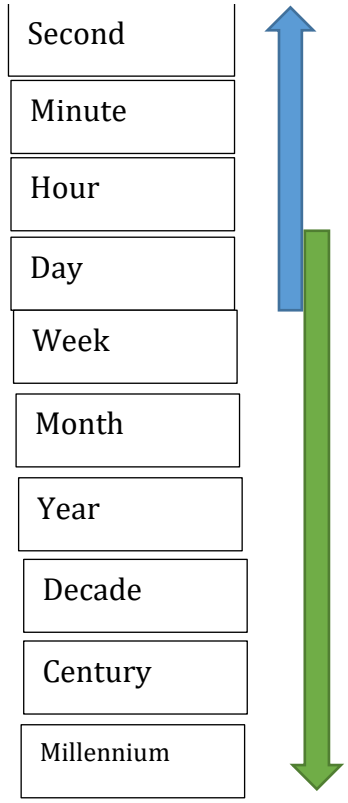
52 weeks = 1 year (approx.)

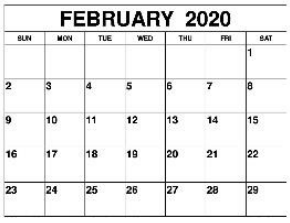
10 years=1 decade

10 decades=1 century

10 centuries=1 millennium

Time flow chart





1- Complete the following tables.

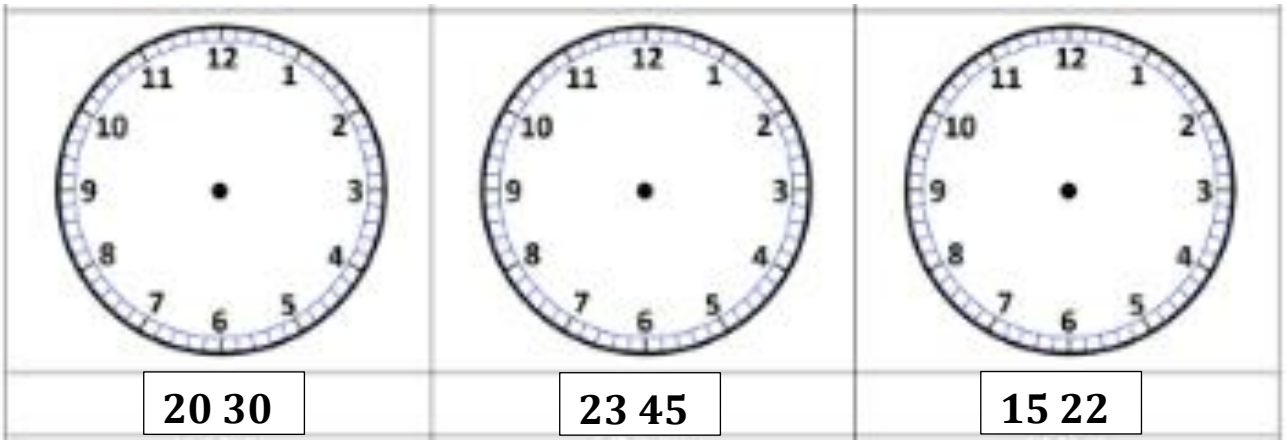
Time in seconds	Minutes	Seconds
90		
130	***2***	***10***
240		
300		

130 seconds
130 = 60 + 60 + 10 = **2 min 10 sec**

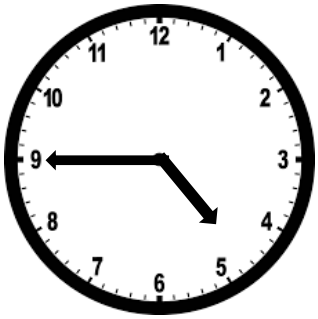
Time in hours	Days	Hours
36		
40	***1***	***16***
52		
67		

40 hours
40 = 24 + 16 = **1 day 16 hours**

2- . Draw the hands in correct places to match the time.



3- Here are some clocks showing times between 4 o' clock and 5 o' clock **in evening.** Complete the following table.

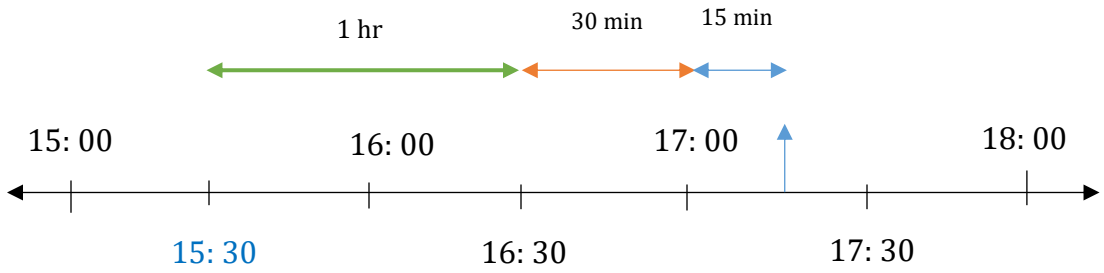
	Time in words	12-hour clock	24-hour clock
	13 minutes past 4		
			***16:45***
		4:39 p.m.	

4- **Problem solving using timeline.**

Duration of any event = Ending time - Starting time
End time of any event = Starting time + duration of the event
Starting time of any event = End time – duration

While using timeline keep the end time of the event towards the right side and work backwards likewise, if the starting time is given then place the time towards the left side of the timeline and count forward.
It is suggested to work in hours and then adjust the time in minutes or seconds.

a) Mr. Tanveer and his children started making their kites at 15:30.
They finished making their kites at 17:15.
How long did they take to make their kites?



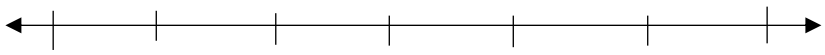
1 hour and 45 minutes

The television play was 1 hour and 45 minutes long.

It's is your choice if you want to jump to 17:30 and then adjust by 15 minutes it is equally correct. Do as you like ☺

b) Look at the **TV guide** shown.
Ibrahim wants to watch the programme "**Who's who in China".**
What's the duration of the programme?

TV Guide	
11: 30 a.m.	Funky Neighborhood
1: 15 p.m.	Southeast Asia Tonight
2: 45 p.m.	Who's Who In China
3: 30 p.m.	East Asia Tonight



The duration of the programme is _____.

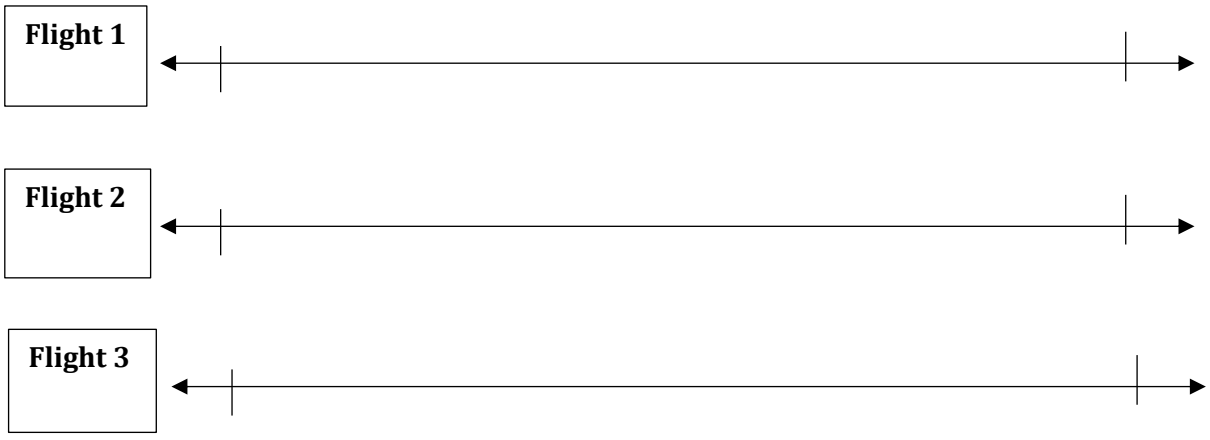
c) This timetable shows the departure times from Lahore International Airport and the arrival times at Bangkok Airport.
How long are the flights?

	Flight 1	Flight 2	Flight 3
Depart from Lahore International	0300	1325	1640
Arrival at Bangkok Airport	1540	1800	2355

How long are the flights?

1. Flights	Total time
Flight 1	
Flight 2	
Flight 3	

Use these number lines to help you.



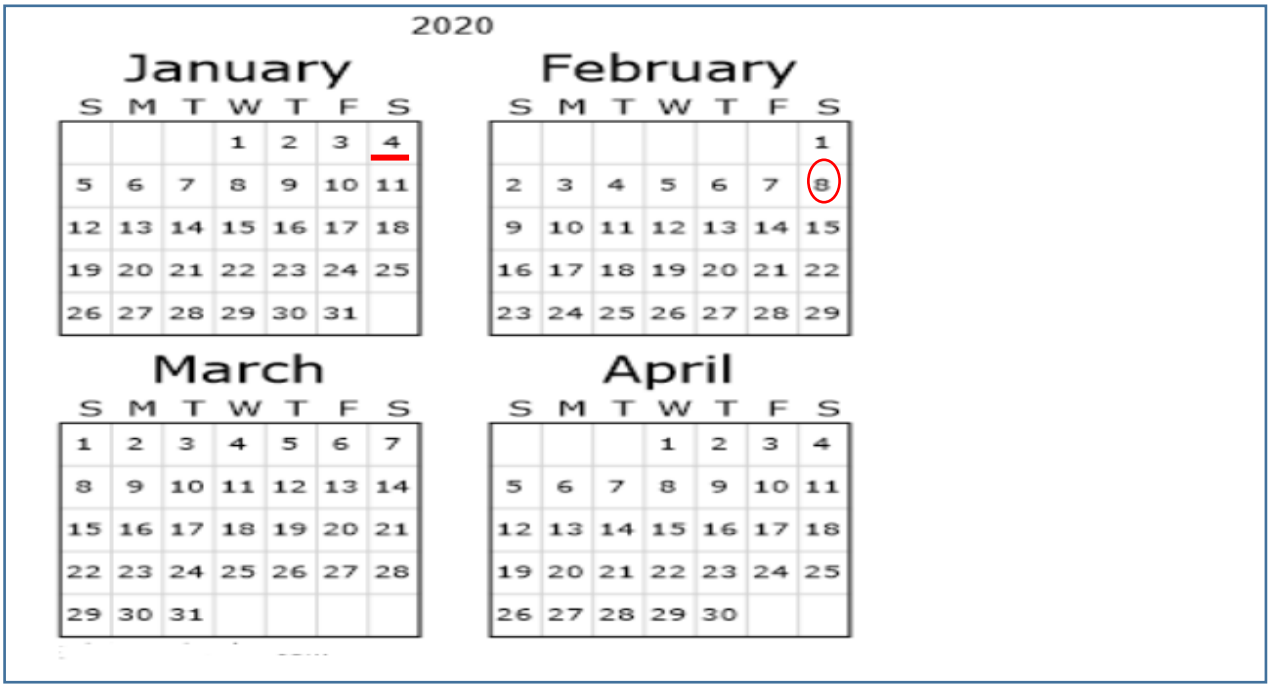
5- Follow this date trail.
It leads to Ali's birthday.
F means go forward.
B means go back.
Find the quickest way to move around the calendar.
For example: instead of counting 14 days, move along 2 weeks and write the new date in bracket. One example has been done for you.

- Start on 4 January
- F 35 days ***(8 February)***
- B 48 hours
- F 72 hours
- F 15 days
- B 96 hours

Use this space for your calculations

- 35 days = ***5 weeks***
- 48 hours = _____
- 72 hours = _____
- 15 days = _____
- 96 hours = _____

Ali's birthday is on _____.



Grade IV

جماعت چہارم

سوال نمبر ا: درج ذیل عبارت کو پڑھ کر دیئے گئے سوالات کے جوابات دیں۔

کسی تاجر نے ایک طوطا پالا ہوا تھا وہ ہر روز طوطے سے میٹھی میٹھی باتیں کر کے اپنا دل بہلاتا تھا۔ ایک مرتبہ اُسے کچھ سامان خریدنے ایران جانا تھا۔ اُس نے طوطے سے پوچھا کہ میں ایران سے تمہارے لیے کیا تحفہ لاؤں؟ طوطے نے کہا کہ بس میرا ایک پیغام وہاں کے طوطوں کو دے دینا۔ اُن سے کہنا کہ تم لوگ ہنسی خوشی آزادی سے رہ رہے ہو جب کہ میں تمہیں یاد کر کے روتا ہوں۔

ایران میں تجارت کے دوران جب ایک دن تاجر کا گزر ایک جنگل سے ہوا تو وہاں اُس نے بہت سارے طوطے دیکھے جو درختوں کی ٹہنیوں پر بیٹھے چہک رہے تھے۔ تاجر نے اُنھیں اپنے طوطے کا پیغام پہنچایا۔ پیغام سُن کر سب طوطے افسردہ ہو گئے۔ ایک طوطا رونے لگا اور روتے روتے مر گیا۔ یہ دیکھ کر سب طوطوں نے اپنے پر پھڑ پھڑائے اور زمین پر گر گئے۔ تاجر یہ دیکھ کر بہت حیران ہوا۔

جب وہ واپس گھر آیا تو سب سے پہلے اپنے طوطے کے پاس آیا اور اُسے بتایا کہ اُس کا پیغام سن کر ایرانی طوطوں نے کیا کیا تھا۔ ایرانی طوطوں کا حال سُن کر تاجر کے طوطے کا بُرا حال ہو گیا اور وہ رونے لگا اور روتے روتے گر کر مر گیا۔ تاجر کو بہت افسوس ہوا اُس نے پنجرے سے طوطے کو نکالا اور دور پھینک دیا۔ طوطا اُڑ کر ایک درخت پر جا بیٹھا۔ تاجر طوطے کو زندہ دیکھ کر حیران رہ گیا۔ طوطے نے تاجر کو بتایا کہ میرا پیغام سن کر ایرانی طوطا مرا نہیں تھا بلکہ اُس نے مُجھے رہائی کا طریقہ بتایا تھا۔ میں اُس کا اشارہ سمجھ گیا اور وہی طریقہ اپنا کر آزاد ہو گیا۔

س ا۔ تاجر نے طوطا کیوں پالا تھا؟

_____

_____

س ۲۔ تاجر کہاں جا رہا تھا اور کیوں جا رہا تھا؟

_____

_____

۳۔ طوطے نے کیا پیغام بھجوایا؟

۴۔ طوطے کی فریاد سن کر ایرانی طوطوں نے کیا کیا؟

۵۔ تاجر کے طوطے پر ایرانی طوطوں کا حال سُن کر کیا اثر ہوا؟

۶۔ طوطے کے مرنے کے بعد تاجر نے کیا کیا؟

۷۔ اگر آپ کا طوطا تاجر کے طوطے کی طرح اُڑ جاتا تو آپ کو کیسا لگتا؟ کیوں ؟

سوال۲: پیراگراف میں سے تین اسم نکرہ اور تین فعل لکھیے۔

اسم نکرہ	فعل

سوال نمبر۳: خط کشیدہ مذکّر کے مؤنث اور مؤنث کے مذکّر لکھ کر خالی جگہ پُر کریں۔

۱۔ بادشاہ اور _____ باغ میں چہل قدمی کر رہے تھے۔

۲۔ _____ اور لڑکی نے بچوں کو تحفے دیئے۔

۳۔ بھائی نے چھوٹی _____ کی پڑھائی میں مدد کی۔

۴۔ _____ اور عورت مِل کر گھر چلاتے ہیں۔

سوال نمبر۴: دیئے گئے الفاظ کے مناسب جمع لکھ کر جملے مکمل کریں۔

۱۔ _____ کھانے سے دانتوں میں کیڑا لگتا ہے۔ (ٹافی)

۲۔ کانفرنس میں کافی زیادہ _____ شریک ہوئے۔ (عالم)

۳۔ میرے گھر کی _____ اُونچی ہیں۔ (دیوار)

۴۔ آمنہ نے کچھ بچوں کو _____ چراتے دیکھا۔ (بکری)

سوال نمبر۵: کہانی کی کتاب کھٹے میٹھے فالسے کی کہانی "پہلا جہاز" پڑھیے اور اِن الفاظ کے جملے بنائیے۔

مرمت خواب دلچسپ پرواز تجربہ

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_____

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