**Ministry of Education, Heritage & Arts 2021 YEAR 4**

**LITERACY WORKSHEET 1**

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| Lesson: English | Class: 4 | Date: |
| Objective of the activity:   1. Children will demonstrate understanding of how to read and comprehend a passage. | | |

1. **Comprehension:**  Read the passage given below
2. **Learn these five words**

human important farmers crops wastage

**Importance of Water**

Water is important for human and animal life. We need water to drink. It also comes in great use for farmers for growing crops and vegetables. Everyone requires water for various purposes like drinking, cleaning, bathing and many more things.

Everyone must avoid wasting water. There are ways in which we can avoid wastage of water. We can do so by fixing our leaking taps and turning off taps when brushing. We can also collect rainwater to water our gardens.

1. **Vocabulary**

Unjumble the words given below:

**Example:** srac - cars

* 1. ertwa -
  2. dengar -
  3. llectco -
  4. shwa -
  5. sporc -

1. **Sentence Completion**

Choose the words from the passage given above to complete the sentences below:

1. Water is important for human and
2. We need water
3. Farmers need water to grow
4. Water is used for ………………………………………
5. We should avoid wasting……………………………………………………

**Instructions for Parents / Guardians**

1. Always create a happy, colorful, and safe environment for learning where children can relate with family members.
2. At home, it is useful to develop, negotiate and agree on routines. Agree to study at a specific time and in a place that is set up for learning.
3. Ensure that the child has their pens, books, ruler, colours etc at the learning place.
4. Ensure that the table is clutter free and setting is not noisy. The child needs to pay attention and not to be distracted.
5. At home, encourage family participation in supporting learning. Always provide immediate feedback when the child makes an effort or when they say, point to, write, draw or roleplay correct responses.
6. Note below: Some helpful tips to consider before, during and after the activity.

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| Preparation before activity | DURING ACTIVITY | After activity |
| * Factsheets are available to support learners with disabilities: <http://www.education.gov.fj/special-inclusive-education/> | * Provide extra time where needed. * Read the text aloud where needed. * Read the questions and instructions aloud where needed. * For children with hearing impairment, use sign language and / or finger spelling. * For children with vision impairment, provide large font size print. * Remember this is independent practice. Encourage child to complete the task. | * Give positive affirmation to the child when he/she has completed his/her work. |