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

**LITERACY WORKSHEET 10**

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| Lesson: English | Class: 4 | Date: |
| Objective of the activity:   1. Children will demonstrate understanding, thinking and remembering skills as they unjumble words and generate words. | | |

1. **Unjumble the following words.**

The first one is done for you.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | etirw | - | write |
| 2. | crwod | - |  |
| 3. | aybem | - |  |
| 4. | danh | - |  |
| 5. | ecsin | - |  |
| 6. | hasw | - |  |

1. **Word Making Activity**

Make ten words from the word given in each set.

**development**

**worksheet**

The first one is done for you.

|  |  |
| --- | --- |
| 1. work | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |
| 7. | 7. |
| 8. | 8. |
| 9. | 9. |
| 10. | 10. |

**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. |