



SEEDLING

THE WORLD SCHOOL

Consolidated Practice Worksheet- 1

Session: 2019-2020

Name: _____

Grade: _____

Roll No: _____

Date: _____

Subject: Science



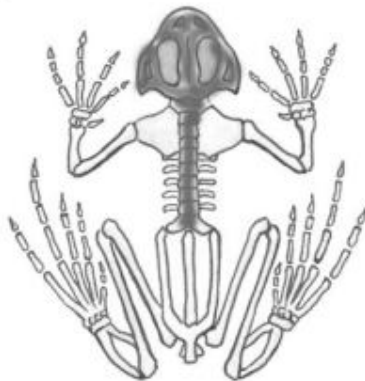
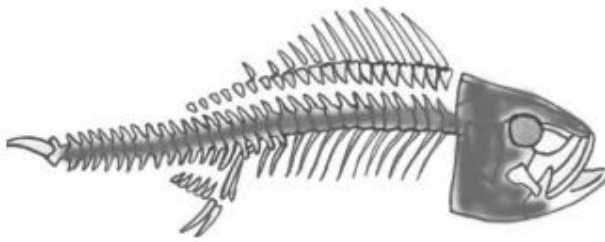
How 'bout them bones!

Background knowledge

Not all animals have bones. Animals with bony skeletons inside of them are called *vertebrates*. All vertebrates have a backbone. Vertebrates include humans, dogs, snakes, fish, and birds. Skeletons give protection and support to the body, and help it to move. Animals such as worms, insects, snails, and jellyfish do not have bony skeletons; they are called *invertebrates*.

Science activity

Here are the skeletons of a fish, a bird, and a frog. On each of the drawings, color in the part that protects the brain, and color in the backbone.



Science investigation

! All animal skeletons protect the soft internal organs, provide anchor points for muscles, and give rigidity and support to the body. Ask the child how joints help an animal move.





Bones provide great support!

Background knowledge

Inside your body is a *skeleton* made of *bones*. Bones mostly contain a material called *calcium*. Your skeleton protects the soft inner parts of your body. *Muscles* pull on parts of the skeleton to make your body move. A *joint* is a place where two bones meet. Some joints allow parts of the skeleton to bend. Your skeleton provides the support you need to give your body a shape – otherwise you would be a ball of jelly!

Science activity

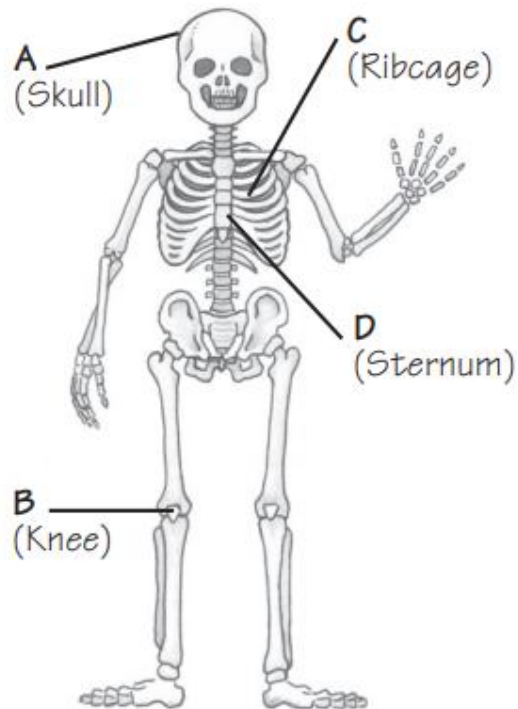
Here is a picture of a human skeleton. On the picture draw the four arrows listed below, and label them A, B, C, and D.

Arrow A should point to the part of the skeleton that protects the brain.

Arrow B should point to the joint that allows the leg to bend at the knee.

Arrow C should point to the part that protects the lungs.

Arrow D should point to the part that protects the heart.



Science investigation

Encourage the child to think about what each part of the skeleton does.





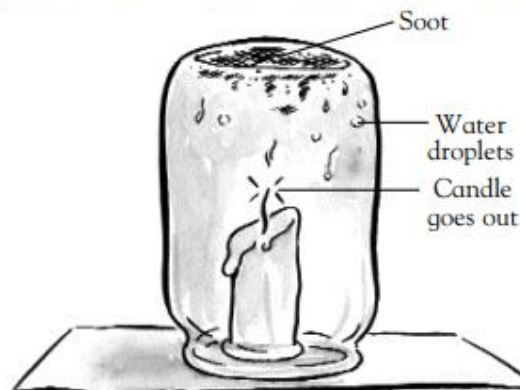
A burning matter

Background knowledge

Oxygen from the air is needed for something to burn. *Burning* is an irreversible process that forms new substances. Some of these substances are solids, such as ash or soot, and some are gases, such as water vapor and carbon dioxide. When paper burns, it produces soot (mostly carbon), water vapor, carbon dioxide, a small amount of other gases, and ash (minerals that do not burn).

Science activity

Look at the drawing. It shows a candle burning inside an upturned jam jar.



What is produced when a candle burns? What is a possible explanation as to why the candle went out?

When a candle burns, water vapor, ash, and carbon dioxide are produced...

The water is seen when it condenses on the sides of the bottle. The candle

went out because there was not enough oxygen to support its burning.....

Science investigation

! The investigator will learn that the candle will still burn in the second scenario, but not for as long as before, since the amount of oxygen in the jar continues decreasing while the carbon dioxide builds up.





SEEDLING

THE WORLD SCHOOL

Consolidated Practice Worksheet- 2

Session: 2019-2020

Name: _____

Grade:3

Roll No: _____

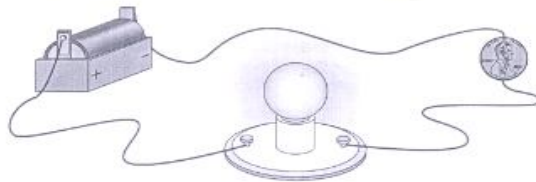
Date: _____

Subject: Science

Conductors and Insulators

A **conductor** is a material that allows electricity to flow through it.
An **insulator** is a material that electricity cannot flow through.

To determine whether an object is a conductor or insulator, you can build a simple circuit with a battery, light bulb, and three pieces of wire.



Touch the free ends of the wire to the object you are testing. If the light bulb lights up, the object is made from a conductor. If it does not, the object is made from an insulator.

Complete the table. Predict whether each item is made from a material that is a conductor or insulator. Then test each item to determine if it is made from a conductor or insulator.

Object	Prediction: Conductor or Insulator?	Result: Conductor or Insulator?
rubber band	<i>insulator</i>	<i>insulator</i>
penny	<i>conductor</i>	<i>conductor</i>
nickel	<i>conductor</i>	<i>conductor</i>
toothpick	<i>insulator</i>	<i>insulator</i>
key	<i>conductor</i>	<i>conductor</i>
paper clip	<i>conductor</i>	<i>conductor</i>
brass paper fastener	<i>conductor</i>	<i>conductor</i>
glass microscope slide	<i>insulator</i>	<i>insulator</i>
(your choice)		
(your choice)		



Sound can be speedy

Background knowledge

Sound waves, or the vibrations made by sound, can travel through solids, liquids, and gases. Usually, the vibrations travel faster and farther in solids and liquids than through air. This is because the particles that transmit the vibrations are closer together. Approaching trains can be heard from far away because the vibrations travel quickly through the solid metal railroad tracks. Whales can be heard calling over very large distances in the sea because the water transmits sound faster and farther than air.

Science activity



Mary and her brother were playing in a field that had an iron railing running alongside it. When it was time to go home, Mary called to her brother from the opposite side of the field, but he did not hear her. She decided to tap the iron rail to attract his attention. Explain why this was a good idea.

It is a good idea because vibrations travel further and faster in solids than through air.

Science investigation

ⓘ When children talk into the can, the vibrating air vibrates the can. These vibrations are transmitted through the wire or string. Wire vibrates more effectively than string. Children should hear sound under water because the water vibrates.





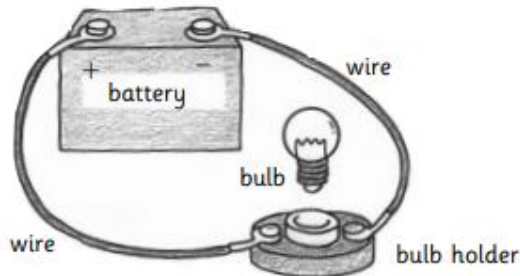
On the right circuit

Observations

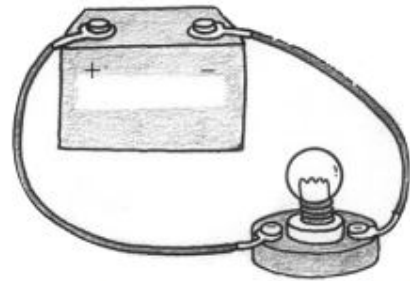
To light up a bulb with a battery, you need to make a *circuit*. All the parts of a circuit must be connected in the right order for the bulb to light up. This is called making a *complete circuit*.

Science activity

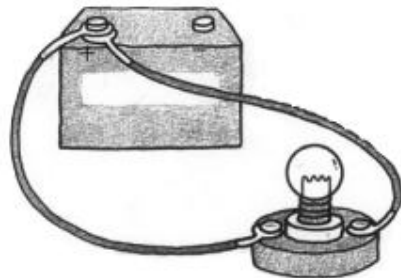
Vikram, Allison, Morgan, and Lata each tried to make a bulb light up using a battery and wires. Who made the bulb light up? Place a check mark (✓) in the right box.



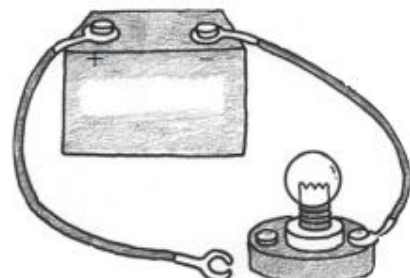
Morgan's circuit



Allison's circuit



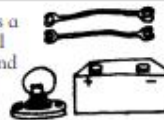
Vikram's circuit



Lata's circuit

Science exploration

ⓘ The child will learn that an electrical device requires a complete circuit to work. The hands-on activity will reinforce this concept. A 6-volt battery, alligator clips, and led lights rated for 6 volts work quite well for making a complete circuit.





SEEDLING

THE WORLD SCHOOL

Term III 2019-20

Consolidated Worksheet no . 1

MATHEMATICS

Total Marks 15

Name: _____ Grade: III Roll No: _____ Date: _____

1. 347 is even or odd = **Odd** [1]

2. — convert into decimals **1.7** [1]

3. Convert 0 . 41 into fraction — [1]

4 . Represent $47 \div 5$ as a mixed fraction **9 —** [1]

5 . Find one equivalent fraction of the given fraction. [1]

$$- = \frac{\times}{\times} = \text{—} \quad \text{Multiple answers are accepted}$$

6 . 3 more than $-4 = -1$ [1]



7. Write the Decimal number in words. [1]

5.897 = **Five point eight nine seven**

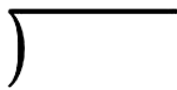
8. Draw lines of symmetry on the following.

[1]



9. Divide 85 by 7.

[1]



Quotient = 12

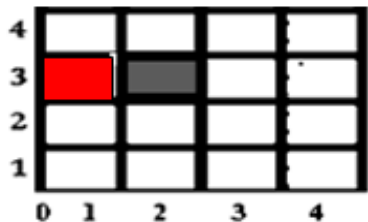
Remainder = 1

10. 3 m = 300 cm = 3000 mm

[1]

11. Answer the following questions.

[1]



i) Position of shaded

Square = (2 , 3)

ii) shade Square (1 , 3)

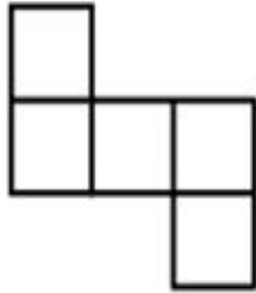
12. Fill in the blanks and complete the table.

[2]

Starting time	Duration	End time
4 : 30pm	2 hours 40 minutes	7 : 10 pm
7 : 00 pm	5 Hours	12 : 00 am
5 : 45 am	2 hours 45 minutes	8: 30 am

13. If each square is of 1 cm sq. Find Area and perimeter of the given shapes. [2]

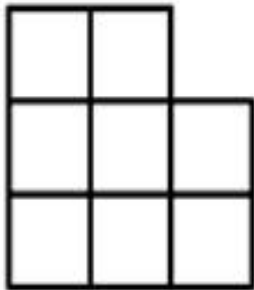
i)



Area =5..... cm sq.

Perimeter =12..... cm

ii)



Area =8..... Cm sq.

Perimeter =12..... cm



Name: _____ Grade: III Roll No: _____ Date: _____

1. Use Cross multiplication find out whether the given fractions [2]
are equivalent or not ?Write Yes or No .

i) $\frac{7}{8}$ and $\frac{8}{7}$

7×7 8×8

$49 \neq 64$

Not Equivalent.

ii) $\frac{2}{4}$ and $\frac{3}{6}$

2×6 3×4

$12 = 12$

Equivalent.

2. Convert the fractions into like fractions then compare and [2]
put suitable sign $>$, $<$ = .

i) $\frac{4}{3} > \frac{1}{5}$

$\frac{4 \times 5}{3 \times 5}$ $\frac{1 \times 3}{5 \times 3}$

$\frac{20}{15} > \frac{3}{15}$

$\frac{4}{3} > \frac{1}{5}$

ii) $\frac{3}{2} > \frac{7}{9}$

$\frac{3 \times 9}{2 \times 9}$ $\frac{7 \times 2}{9 \times 2}$

$\frac{27}{18} > \frac{14}{18}$

$\frac{3}{2} > \frac{7}{9}$

3. If $\bigcirc = 8$ then i) $\bigcirc\bigcirc\bigcirc = \dots\dots\dots 24 \dots\dots\dots$ [1]

ii) $28 = \dots\dots\dots \bigcirc\bigcirc\bigcirc\bigcirc \dots\dots\dots$

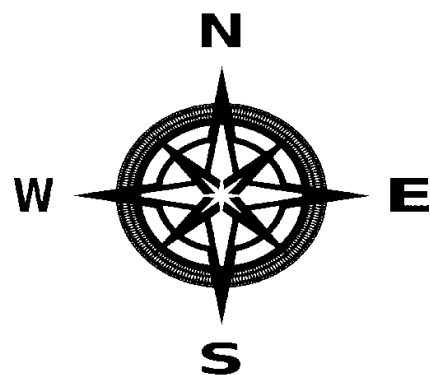
4. Write the given number at their correct place in the Carroll diagram. [3]
Carroll diagram.

48 115 37 106 33

	Less than 50	Not less than 50
Even	48	106
Not Even	37 33	115

5. You were facing towards North, then you turned two right angles clockwise which direction you are facing now ? [2]

I am facing towards **South**



6. Someone spilled ink on this Calendar. Observe the calendar [5]
carefully and answer the questions.

2020 SEPTEMBER						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
	7	8	9	10	11	12
13	14	15		18	19	
20	21	22		25	26	
27	28	29				

i) How many total days are there in this month **30**

ii) What is the date on the first Sunday of this month **September 6**

iii) Which day it is on September 24 ? **Thursday**

iv) I visit to zoo on every Wednesday and Saturday, On which dates
i can go ?

2 , 9 , 15 , 23 , 30 , 5 , 12 , 19 , 26

v) Which day it is on the last day of the month ? **Wednesday**