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# **English Worksheets**

**Unit 3: Different Days**  
**Lesson 1: The days of the week**

**Worksheet # 04**

**Facts and Opinions**

**Instructions:** Sort out the following facts and opinions and rewrite them in the correct columns. Then think of one fact and one opinion and write them in the lines below.

Facts

Opinions

She has a white bag.

Ice cream is cold.

Green apples are the best.

Yellow is a lovely colour.

There is a seaside in Karachi.

You are looking amazing.

I will reach at the party by 10 o'clock.

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

## The Special Coin

Samra, Rahul, and Maria are neighbours. They go to school together every morning and come back together every afternoon. One day, they were walking back from school when Rahul saw something shining in the sunlight. He bent down to pick it up.

“What is it?” asked Samra and Maria. Rahul was quiet. He had never seen something like this before. It was a special gold coin with a picture of an old ship on it. The coin was a little dirty, so Samra started rubbing it with her finger to clean it.

Suddenly, a light started shining from the coin. Everything around the children started to turn golden. The fields turned golden. The cows turned golden. The sky and clouds turned golden.

The children were scared and did not know what to do. Then, they heard a voice coming from the coin. “Do not be afraid. You have found a magic coin that helps good children.” The children started feeling excited. “How can you help us?” asked Maria. The voice told them that it would give them one good thing that they asked for.

The children thought and thought. Maria wanted to become rich, but the other children wanted something different. Rahul wanted to be able to play sports all day without helping his mother at home, but the coin said no and reminded them that they had to wish for one *good* thing.

Finally, the three thought together and asked the coin to make everyone in their village helpful and kind towards each other. The coin agreed and the golden light started flashing on and off. Then, all of a sudden, everything was normal again. The sky was blue, the fields were green, the coin stopped shining.

But one thing changed forever. Everyone in the village became nice and kind. Rahul, Samra, and Maria never told anybody about their special coin, they just smiled at each other and were glad that they thought of such a good wish.

*Continued...*

**Instructions:** After reading the story, answer the following questions.

1. What was Rahul doing when he found the special coin?

Rahul was \_\_\_\_\_ when he saw something shining in the sunlight.

2. Why was the coin special?

The coin was special because \_\_\_\_\_  
\_\_\_\_\_

3. What happened when Samra rubbed the coin?

When Samra rubbed the coin, suddenly \_\_\_\_\_  
\_\_\_\_\_

4. Where did the children live?

The children lived in a \_\_\_\_\_

5. Did they tell anybody about their secret coin?

\_\_\_\_\_  
\_\_\_\_\_

6. Do you think this story is real or imagined?







\_\_\_\_\_

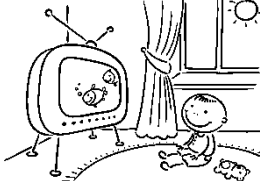


7. Did you enjoy this story? Why or why not?

\_\_\_\_\_  
\_\_\_\_\_

## Actions!

**Instructions:** You learned about verbs in Class 3 and know lots of common verbs. Now, we will learn some more verbs. Some verbs have pictures to explain their meanings, some have sentences, and some have both! Look at the pictures, read the sentences, and learn the meanings of these verbs.

Verb	Meaning
cook	
listen	
buy	
wear	
put	 The woman is putting her clothes in the machine.
climb	 Rasheed is climbing the tree.

Verb	Meaning
bring	My uncle always brings gifts for me.
hold	Hold your sister's hand when you cross the road!
take	I brought some sweets for you. Please take them.
watch	
clean	 Sara is cleaning the floor.
fall	 The boy is falling.

## Continuous Actions

Present continuous tense talks about actions happening right now.

Subject	am/is/are	Verb form	Example
I	am	verb + ing	I <u>am doing</u> my homework.
he/she/it	is		Right now, my father <u>is helping</u> my brother. My mother <u>is cooking</u> and the cat <u>is drinking</u> milk.
you/they/we	are		You <u>are playing</u> with your sister and your parents <u>are watching</u> TV. Since all of you are busy, we <u>are going</u> back to our house.

*Example:* You are reading this sentence.

**Instructions:** Write down the present continuous form of the verbs to complete the sentences.

1. The birds \_\_\_\_\_ (sing) sweetly.
2. Grandfather \_\_\_\_\_ (water) the beautiful plants.
3. The rain \_\_\_\_\_ (fall) on the huge mountain.
4. Abid and Abdullah \_\_\_\_\_ (work) in the green field.
5. I \_\_\_\_\_ (walk) on a wide road.
6. She \_\_\_\_\_ (look) into a deep well.
7. The children \_\_\_\_\_ (play) in the heavy rain.
8. The ducks \_\_\_\_\_ (swim) in the big pond.

## What are they Doing?

**Instructions:** Look at the actions shown in the pictures and complete the answers of the following questions using is/am/are and forms of verbs from the box.

waving	reading	drinking	sleeping	eating
walking	singing	brushing	washing	swimming

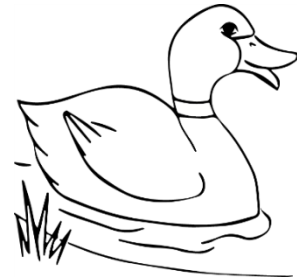
1. What is the boy doing?

The boy \_\_\_\_\_.



2. What is the duck doing?

The duck \_\_\_\_\_.



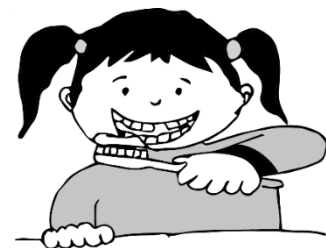
3. What is the baby doing?

The baby \_\_\_\_\_.



4. What is the girl doing?

The girl \_\_\_\_\_ her teeth.



Continued...

5. What are the monkeys doing?

The monkeys \_\_\_\_\_.



6. What is the man doing?

The man \_\_\_\_\_ a newspaper.



7. What are the cats doing?

The cats \_\_\_\_\_ playing.



8. What is the mother doing?

The mother \_\_\_\_\_ clothes.



9. What are the children doing?

The children \_\_\_\_\_.



10. What is the boy doing?

The boy \_\_\_\_\_ to his friends.





## Capitalising Words

**Instructions:** Rewrite the following sentences, using capital letters where needed.

1. my friend is from hyderabad.

---

2. we saw lions, tigers and camels at the zoo.

---

3. my family and i live in a nice house.

---

4. did you know mr.yasir is a policeman?

---

5. my father's name is amjad.

---

6. eid is my favourite holiday.

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7. islamabad is the capital city of pakistan.

---

8. the shortest month of all is february.

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## Present Tense

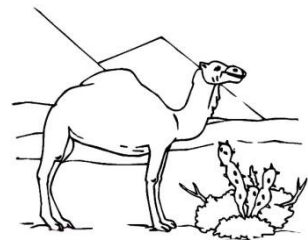
**Instructions:** Use do/does to complete the following sentences/questions.

**Concept:**

I/you/they/we	do
He/she/it	does

- “Do” and “does” are used to ask questions in the simple present tense
- We also use “do not” and “does not” to make negative sentences
- *Example 1:* Does she play the guitar? (Question in simple present)
- *Example 2:* She does not play the guitar. (Negative sentence)

1. \_\_\_\_\_ it rain often in the desert?



2. \_\_\_\_\_ cats climb trees easily?

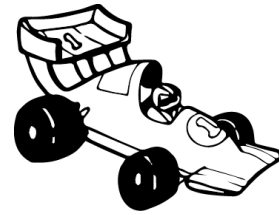


3. \_\_\_\_\_ hardworking children finish their homework?



*Continued...*

4. \_\_\_\_\_ your brother drive a fancy racecar?



5 \_\_\_\_\_ you go home on time or \_\_\_\_\_ you get late?



6 \_\_\_\_\_ you eat breakfast daily or are there some days when you \_\_\_\_\_ not wake up on time?



• **Use don't/doesn't to complete the following negative sentences.**

1. I \_\_\_\_\_ like to eat mangoes.
2. When I \_\_\_\_\_ complete my work on time, my teachers become upset with me.
3. Anum \_\_\_\_\_ come to school regularly because she is often sick.
4. Ali and Hassan \_\_\_\_\_ play hockey. They only play cricket.
5. The principal \_\_\_\_\_ teach any classes. She is usually busy with office work.
6. Razia \_\_\_\_\_ speak very loudly. She speaks softly.
7. Sadaf \_\_\_\_\_ go to the market because it is far from her house.
8. Dogs \_\_\_\_\_ love to eat bread. Instead, they like to eat meat.

## To Want

**Instructions:** Identify the following items that you and your friend want and then write down a sentence for each of them. Use the verb “want” in your sentences. One is done for you.



**Example:** I want a cupcake and my friend wants a cone.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Things People Want to Do**

**Instructions:**

- The sentences are not complete. Complete them by matching the first part with the second part.
- Then write the completed sentences in the spaces below.



- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1. Sara wants chicken               | <b>to play with it.</b>              |
| 2. Rashid and Raheel want a toy car | <b>to ride on it.</b>                |
| 3. I want a motorcycle              | <b>to make chicken corn soup.</b>    |
| 4. Asma wants admission in college  | <b>to read it in her free time.</b>  |
| 5. She wants a storybook            | <b>to draw pictures of animals.</b>  |
| 6. They want some coloured paper    | <b>to study and become a doctor.</b> |



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Homophones

Homophones are words that have the same sound but different meanings.

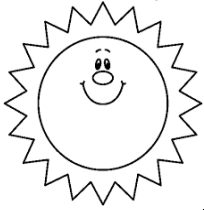
**Instructions:** Look at each pair of the pictures given below, and read the words out. Some words have pictures to help you with their meanings. Ask your teacher the meaning of any other new words.

hare 	hair
fare	fair
sun	son
dear	deer 
to	two
write	right
hear	here
weight	wait
rose	rows
witch	which

bat 	bat 
sell	cell
ate	eight
male	mail
do	dew
hour	our
tale	tail
plain	plane
week	weak
meat	meet

Continued...

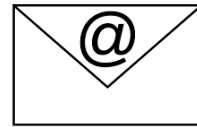
Now, look at the pictures below. Write the homophone pairs in the dashes and try to use both words in a single sentence. One has been done for you.



sun

My son looks at the sun.

son



1

\_\_\_\_\_

2



\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_





### Can and Cannot

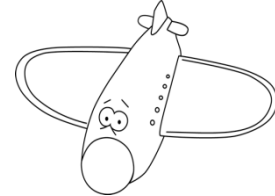
**Instructions:** Observe the given actions, decide and write down what Ahmed, a ten-year old boy, can do and what he cannot. A sentence is done for you.



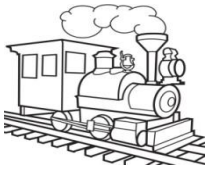
write a story



draw cartoons



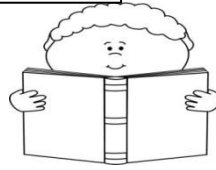
fly an airplane



drive a train



write a book



read stories



play games

Example: Ahmed can eat food, but Ahmed cannot cook food.

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# **Mathematics**

# **Worksheet**

## Unit 2: Number Operations

## Worksheet # 05

**Multiplication****Instructions:** Multiply the numbers below.

$$\begin{array}{r} \text{a)} \quad 1 \quad 1 \quad 3 \\ \quad \quad \times \quad 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{b)} \quad 2 \quad 0 \quad 1 \\ \quad \quad \times \quad 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{c)} \quad 1 \quad 9 \quad 8 \\ \quad \quad \times \quad 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{d)} \quad 3 \quad 1 \quad 1 \\ \quad \quad \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{e)} \quad 7 \quad 5 \quad 6 \\ \quad \quad \times \quad 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{f)} \quad 1 \quad 9 \quad 7 \\ \quad \quad \times \quad 3 \\ \hline \\ \hline \end{array}$$

Unit 2: Number Operations

Worksheet # 06

**Multiplication by 10, 100 and 1000**

**Instructions:** Multiply the following numbers.

a)  $426 \times 10$  \_\_\_\_\_

b)  $549 \times 10$  \_\_\_\_\_

c)  $319 \times 1000$  \_\_\_\_\_

d)  $971 \times 1000$  \_\_\_\_\_

e)  $456 \times 100$  \_\_\_\_\_

f)  $54 \times 10$  \_\_\_\_\_

## Unit 2: Number Operations

## Worksheet # 07

**Multiplying by 2-Digit Numbers****Instructions:** Multiply the given numbers.

a) 
$$\begin{array}{r} 108 \\ \times 87 \\ \hline \\ \hline \\ \hline \end{array}$$

b) 
$$\begin{array}{r} 234 \\ \times 56 \\ \hline \\ \hline \\ \hline \end{array}$$

c) 
$$\begin{array}{r} 180 \\ \times 72 \\ \hline \\ \hline \\ \hline \end{array}$$

d) 
$$\begin{array}{r} 335 \\ \times 40 \\ \hline \\ \hline \\ \hline \end{array}$$

e) 
$$\begin{array}{r} 105 \\ \times 15 \\ \hline \\ \hline \\ \hline \end{array}$$

f) 
$$\begin{array}{r} 650 \\ \times 68 \\ \hline \\ \hline \\ \hline \end{array}$$

## Unit 2: Number Operations

## Worksheet # 09

**Multiplying by Three-Digit Numbers**

**Instructions:** Multiply the following by writing the numbers in vertical form.

(a)  $26975 \times 215$

**Solution:**

(b)  $36812 \times 341$

**Solution:**

(c)  $32102 \times 235$

**Solution:**

(d)  $85243 \times 568$

**Solution:**

Unit 2: Number Operations

Worksheet # 10

**Adding, Subtracting, and Multiplying**

**Instructions:** Solve.

a)  $(8 \times 3) + 5$

b)  $(9 \times 6) - 4$

c)  $(25 + 13) \times 8$

d)  $(19 - 12) \times 6$

Unit 2: Number Operations

Worksheet # 11

**Division**

**Instructions:** Solve the following.

a)  $22 \overline{) 2496}$

b)  $22 \overline{) 6914}$

c)  $11 \overline{) 5868}$

d)  $21 \overline{) 3633}$



Unit 3: Factors and Multiples

Worksheet # 02

**Prime Numbers**

**Instructions:** Colour the prime numbers in the following table.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Unit 3: Factors and Multiples

Worksheet # 03

**Composite Numbers**

**Instructions:** Color the composite numbers in the following table.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Unit 3: Factors and Multiples

Worksheet # 04

**Prime Numbers**

**Instructions:** Make a list of prime and composite numbers up to 50 given in the following tables.

**PRIME NUMBERS**


**COMPOSITE NUMBERS**


## Unit 3: Factors and Multiples

## Worksheet # 05

**Factors and Multiples**

**Instruction:** Write all the factors of the following numbers. The first one has been done for you.

<p><b>(a) 15</b></p> <p><i>Solution:-</i></p> <p>To find the factors of 15, start from 1 and proceed as given below...</p> <p><math>1 \times 15 = 15</math></p> <p><math>3 \times 5 = 15</math></p> <p><math>5 \times 3 = 15</math></p> <p><math>15 \times 1 = 15</math></p> <p>Thus, the factors of 15 are: <b>1,3,5and15</b></p>	<p><b>(b) 12</b></p> <p><i>Solution:-</i></p>
<p><b>(c) 28</b></p> <p><i>Solution:-</i></p>	<p><b>(d) 36</b></p> <p><i>Solution:-</i></p>

**(e) 49**

*Solution:-*

**(f) 56**

*Solution:-*

## Unit 3: Factors and Multiples

## Worksheet # 06

**Factors and Multiples**

**Instructions:** Circle the multiples of given numbers in the following table.

<b>Multiples of 3</b>	3	55	6	54	9	12	28	15	31
<b>Multiples of 4</b>	5	4	9	8	11	16	17	19	20
<b>Multiples of 5</b>	10	11	15	17	20	23	25	27	30
<b>Multiples of 6</b>	17	18	15	24	23	30	33	42	53
<b>Multiples of 7</b>	21	31	28	41	49	51	63	65	70
<b>Multiples of 8</b>	39	40	49	48	59	56	69	64	79
<b>Multiples of 9</b>	27	28	36	37	45	46	54	55	81
<b>Multiples of 10</b>	19	20	29	30	39	40	49	50	59

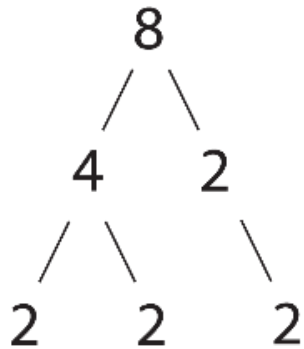
## Unit 3: Factors and Multiples

## Worksheet # 07

**Prime Factorization**

**Instructions:** Find the prime factors of the given numbers by making a factor tree. The first one has been done for you.

(a) 8



Prime factors of 8 are:  $2 \times 4$ .

(b) 20

(c) 36

(d) 14

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# **Science Worksheets**



## Unit 2: Characteristics and Needs of Living Things

## Worksheet # 01

**Difference Between Living and Non-living Things**

**Instructions:** Put the proper word in the given columns choosing from the given box:

breathe	do not eat	do not respire	do not grow	have babies
live	need food	do not move	do not respond	think
move	eat	do not feel	do not reproduce	increase

Living things	Non-living things

Unit 2: Characteristics and Needs of Living Things

Worksheet # 02

**Life Cycle of a Butterfly**

**Instructions:** Write the description of the life cycle of a butterfly.

**Butterfly Cycle**

<b>1</b> <b>Egg</b> _____ _____ _____	<b>Larva</b> _____ _____ _____
<b>4</b> <b>Butterfly</b> _____ _____ _____	<b>2</b> <b>Pupa</b> _____ _____ _____

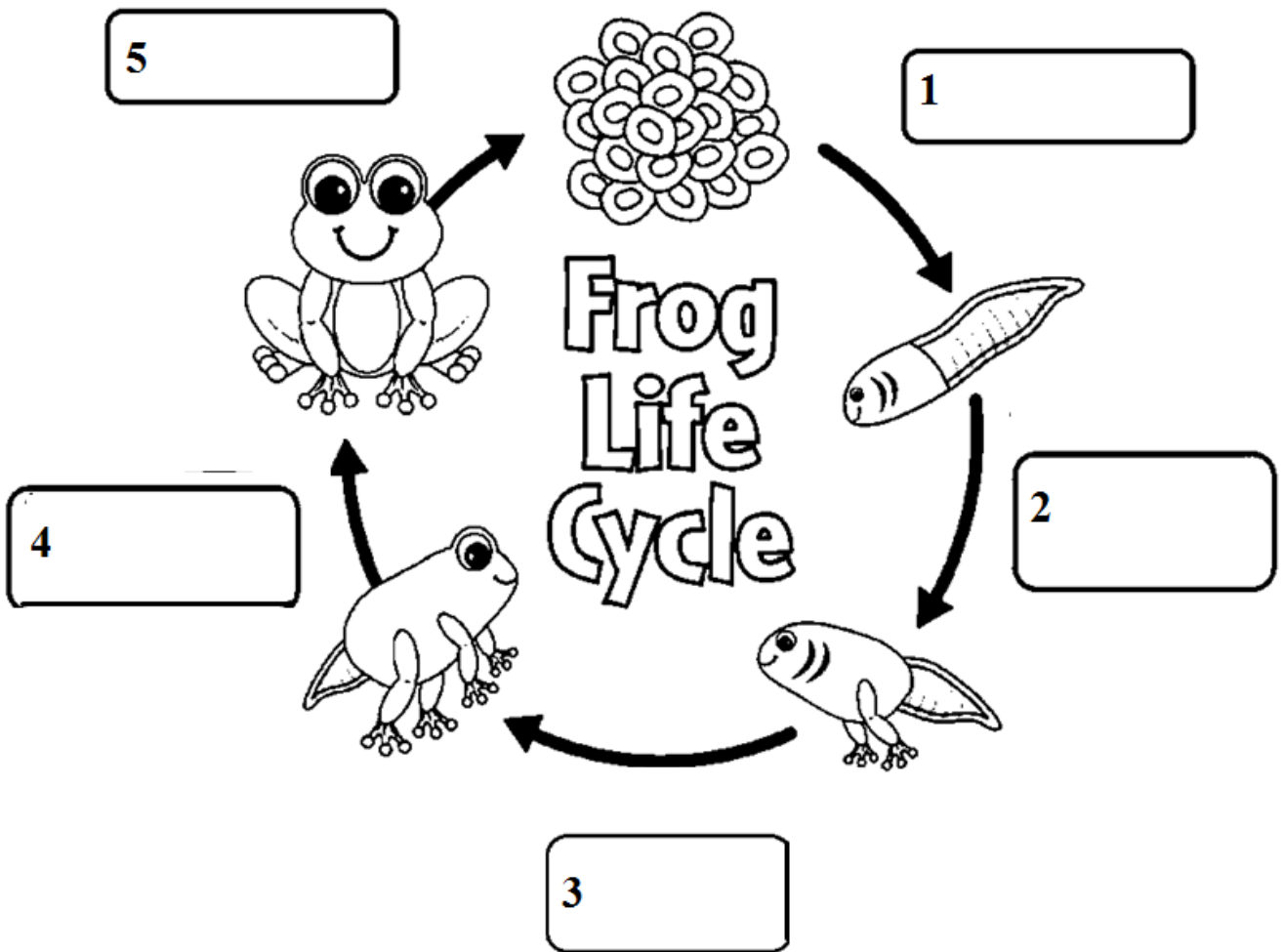
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Unit 2: Characteristics and Needs of Living Things

Worksheet # 03

**Life Cycle of a Frog**

**Instructions:** Label the stages of the life cycle of a frog.



Unit 2: Characteristics and Needs of Living Things

Worksheet # 04

**Inherited Characters of Living Things**

**Instructions:** Write “True” or “False” for the following statements:

- 1) All living things reproduce young ones of others’ kind.
- 2) Animals and plants have similar physical characteristics as their parents.
- 3) Animals from the other animal groups have similar physical traits.
- 4) The transfer of characteristics from the parents to their young one is called reproduction.
- 5) Animals and human beings share similar characters with their parents.
- 6) A cow produces a chick.
- 7) Living things produce young ones that resemble them.
- 8) A seedling will not reproduce the exact same plant.
- 9) The seeds of a plant with pink flowers will not produce pink flowers.
- 10) All fish have scaly skin and fins.

Unit 2: Characteristics and Needs of Living Things

Worksheet # 05

**Life Cycle of a Plant-I**

**Instructions:** Answer the following questions:

1. When does the life cycle of a plant start?

---

---

2. What does a seed contain?

---

---

3. How does germination occur?

---

---

4. What happens after the seed has germinated and the roots have grown?

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5. Where are the new seeds found?

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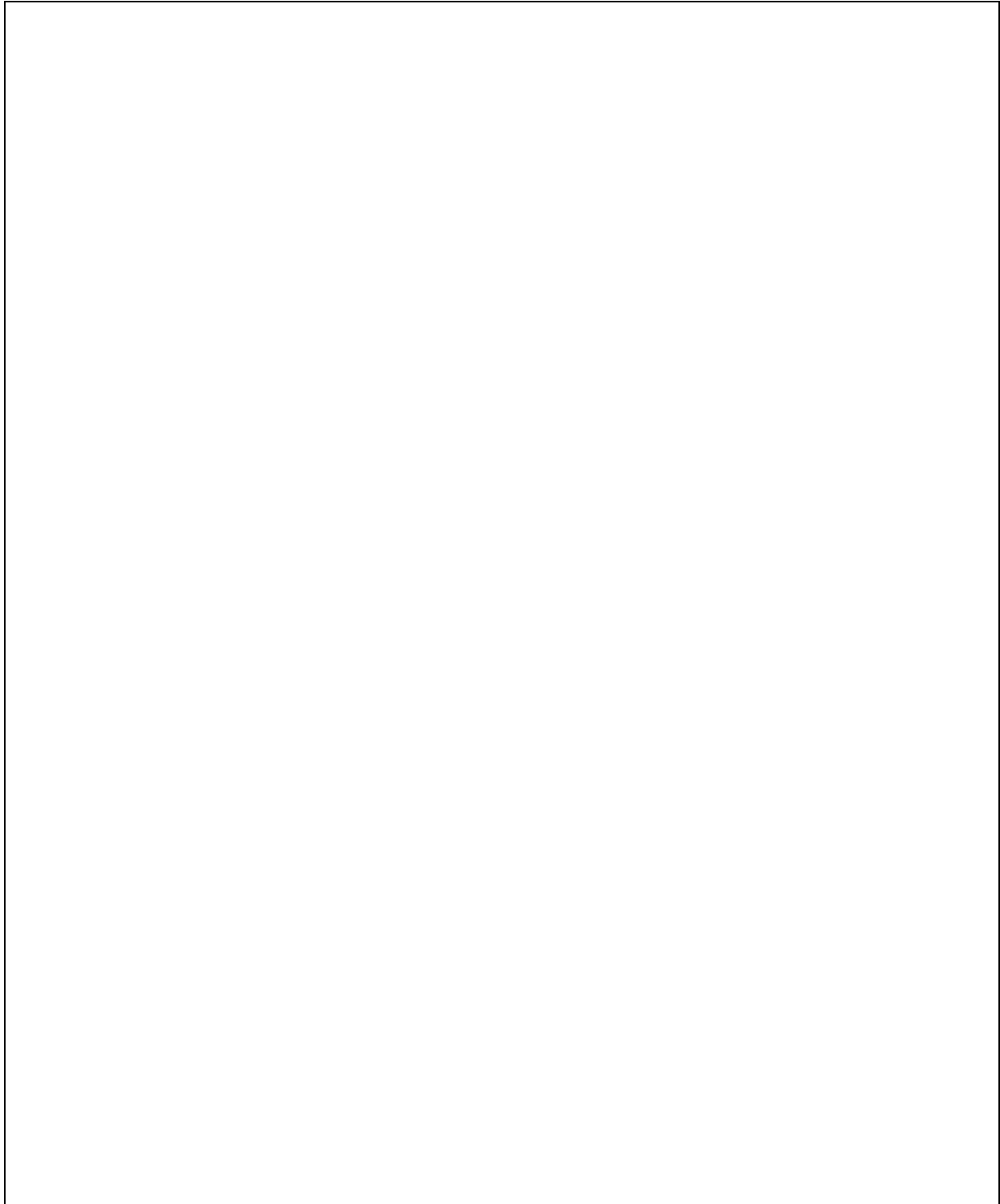
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**Unit 2: Characteristics and Needs of Living Things**

**Worksheet # 06**

**Life Cycle of a Plant-II**

**Instructions:** Draw a diagram of the life cycle of a tomato plant in the box.



Unit 4: Living Things and Their Environment

Worksheet # 01

**Environment or Habitats**

**Instructions:** Draw a line to help each living thing find its habitat and colour the pictures.

1



A



2



B



3



C



4



D



Unit 4: Living Things and Their Environment

Worksheet # 02

**Characteristics of Organisms in a Particular Environment**

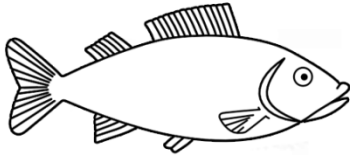
**Instructions:** Write down the functions of the animal's body parts choosing from the statements given below.

**Legs of a camel**



---

**Fins of a Fish**



---

**Fur of Rabbit**



---

**Wings of bird**



---

**Legs of a Kangaroo**



---



Unit 4: Living Things and Their Environment

Worksheet # 03

**Classification of Animals on the Basis of Food**

**Instructions:** Put the following animals into the correct category of eaters in the boxes below.

wolf	cow	crow	bear	duck
cat	squirrel	camel	goat	horse
rat	man	dog	lion	fox

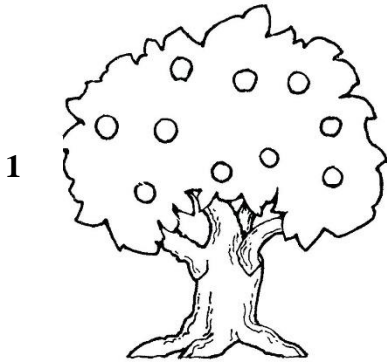
Omnivorous	Herbivorous	Carnivorous

Unit 4: Living Things and Their Environment

Worksheet # 04

**Benefits of Plants**

**Instructions:** Write down the benefits of the given plants, vegetables, grains to human beings.



**Tree**

---

---



**Vegetable**

---

---



**Cotton**

---

---



**Grains**

---

---

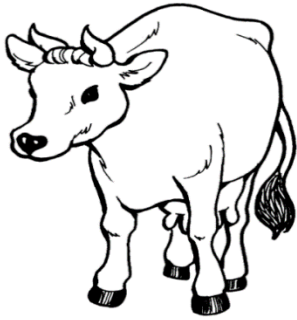
Unit 4: Living Things and Their Environment

Worksheet # 05

**Benefits of Animals**

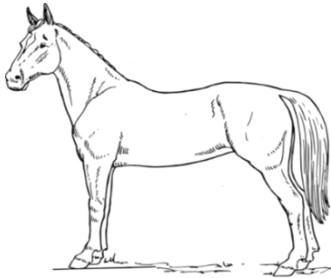
**Instructions:** Write down the benefits of the given animals to humans.

1



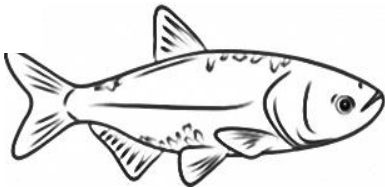
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2



---

3



---

4



---

Unit 4: Living Things and Their Environment

Worksheet # 06

**Food Chain**

**Instructions:** Complete the food chain with proper examples. One is done for you

**Producer**

**Primary  
Consumer**

**Secondary  
Consumer**

**Tertiary  
Consumer**

**Grass**

**Grass Hopper**

**Frog**

**Snake**

1.



2.



3.



Unit 5: Matter and its States

Worksheet # 01

**States of Matter**

**Instructions:** Choose the proper word from the given box below and put it in the relevant column.

ice cube	milk	wind	apple
water	steam	table	ketchup
rock	juice	smoke	air

Solid	Liquid	Gas

## Unit 5: Matter and its States

## Worksheet # 02

**States of Matter**

**Instructions:** Find and circle the words written below from the given letter box. Look from up to down, side to side, and diagonally.

flow	force	gas	ice	liquid
particle	solid	steam	vibrate	water

o	t	r	e	l	l	a	g	s	n
m	e	e	o	i	t	p	e	t	t
f	l	o	w	q	e	e	h	e	t
e	e	o	v	u	e	p	h	a	r
p	a	r	t	i	c	l	e	m	e
s	g	a	s	d	b	t	a	i	n
n	o	w	a	t	e	r	e	c	i
u	p	l	z	t	s	n	a	e	o
r	y	o	i	o	l	a	r	t	m
a	r	t	l	d	f	o	r	c	e

Unit 5: Matter and its States

Worksheet # 03

**States of Matter**

**Instructions:** Answer the following questions.

1. What does happen when a solid is heated?

Answer: \_\_\_\_\_

\_\_\_\_\_

2. When does a solid become liquid?

Answer: \_\_\_\_\_

\_\_\_\_\_

3. What does happen when a liquid is heated?

Answer: \_\_\_\_\_

\_\_\_\_\_

4. How does the freezing occur?

Answer: \_\_\_\_\_

\_\_\_\_\_

5. What is the role of heat in changing the states of matter?

Answer: \_\_\_\_\_

A decorative border with a repeating geometric pattern of small triangles and squares surrounds the entire page.

# **Social Studies Worksheets**



## Our Country and the World

**Instructions:** Find the continents on the map. Write down their names.  
Colour the continents with yellow, green or brown.



North America	Asia
South America	Africa
Europe	Antarctica
Oceania/Australia	

## Our Country and the World

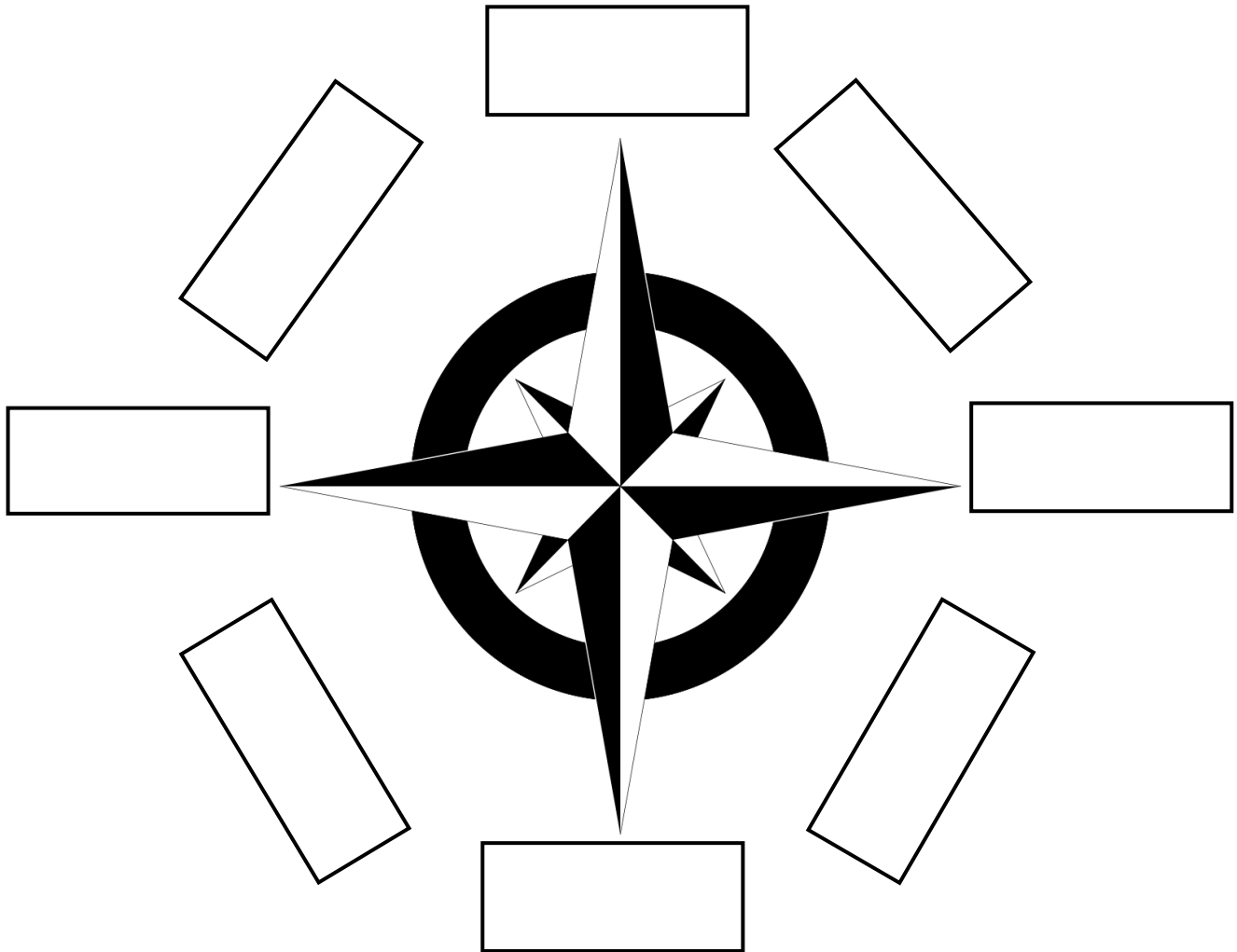
**Instructions:** Identify the oceans of the world. Write their names. Colour the oceans with blue.



<b>Pacific Ocean</b>	<b>Indian Ocean</b>
<b>Arctic Ocean</b>	<b>Antarctic Ocean</b>
<b>Atlantic Ocean</b>	

**Direction Arrows**

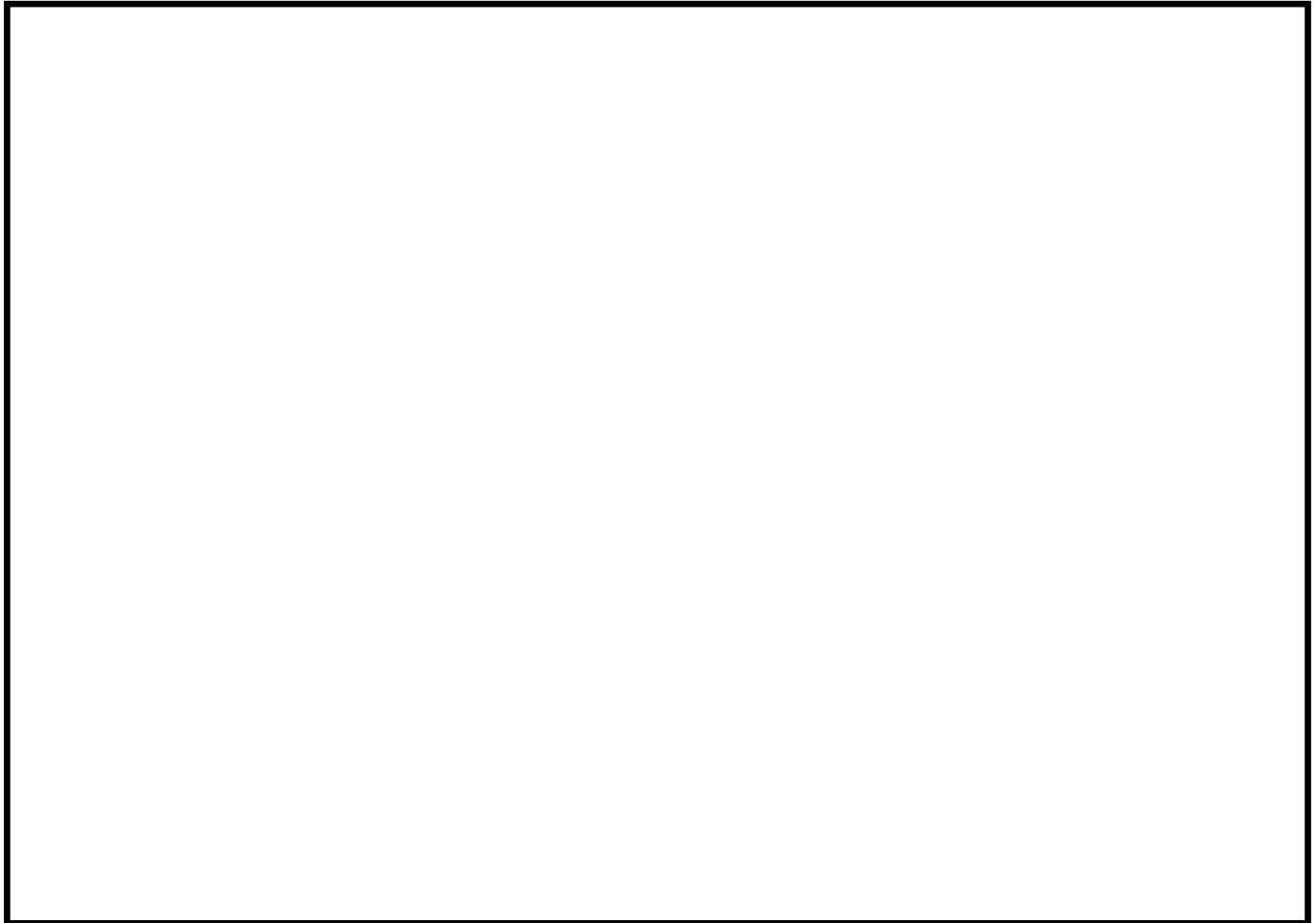
**Instructions:** Fill in the boxes with the correct compass positions from the indicators given below.



<b>North</b>	<b>South-West</b>	<b>East</b>	<b>West</b>
<b>South-East</b>	<b>North-East</b>	<b>South</b>	<b>North-East</b>

## Features of Maps

**Instructions:** From the given key and instructions, draw the following map of a city in the empty box and give it a title.



- Car parking at the east of the building
- Road at the west of the building
- Houses at the west of the road
- Mountains at the north of the houses
- Two buildings at the west of the houses
- Another road from the west of the buildings
- A park at the south of the buildings

**Map Key:**

Car Parking



Building



Road



Houses



Mountains



Park



Children



Slides



Zoo



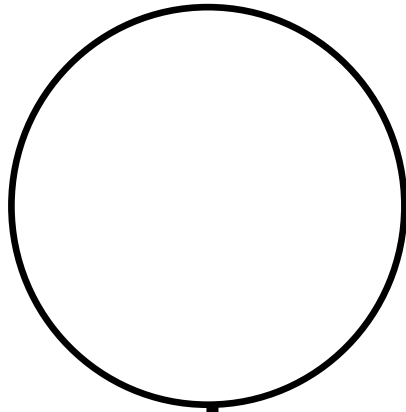
## Early Civilization in Pakistan

**Instructions:** In each box, take notes on how these features are describe in the lesson “Early civilization in Pakistan” and in other sources of information.

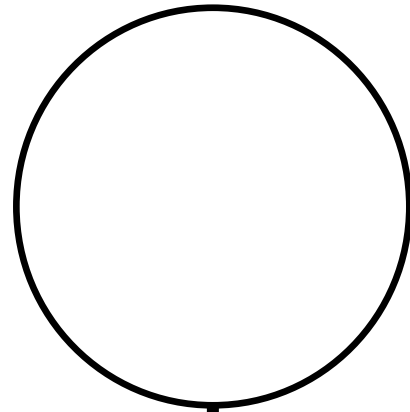
<p><b><u>Trade</u></b></p>		<p><b><u>Arts and Architecture</u></b></p>
<p><b><u>Social classes</u></b></p>	<p><b><u>Features of Early Civilization</u></b></p>	<p><b><u>Religion</u></b></p>

## Early Civilization in Pakistan

**Instructions:** Choose any two civilizations from the lesson and write down the names in the given circles. Fill in each category with facts and details about these civilizations.



Details about Civilization



Details about Civilization

## Being a Hero or Heroine

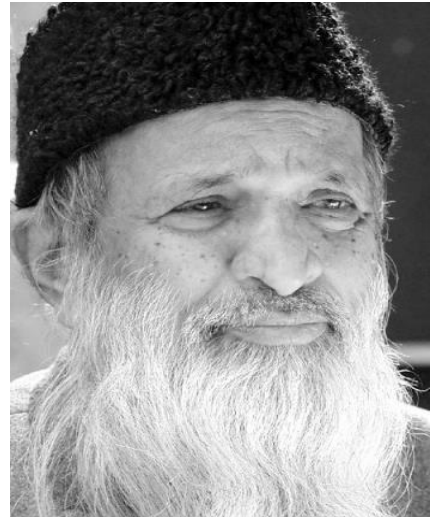
### Abdul Sattar Edhi 'A Heroic Social Worker'

**Instructions:** Read the given paragraph and answer the following questions.

Pakistan has produced some distinguished social workers; “Abdul Sattar Edhi” tops this list. His organization is providing treatment to thousands of deserving and needy people across the country.

His ambulance service is the largest in the world and also includes an air ambulance service which can reach far away areas.

Whenever there is an accident or a natural calamity, his people are the first to reach the affected area. He was an honest, compassionate, and selfless person.



- 1) Which of Edhi’s services is considered the largest in the world?

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- 2) What major services is his foundation providing to the country?

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- 3) In which area can you identify the need of social work in your community?

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- 4) In which area would you like to offer your services as a social worker?

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## The Problem-Solving Method

**Instructions:** The boxes below talk about a disagreement. Read the problem-solving method and sort the steps below in the correct order.

Both of you should think positively. Give the other person a chance.

Let the other person know what the problem is about.  
What is causing the disagreement?

Don't let the problem get worse; the less angry you are, the easier it will be to solve the problem.

Choose the best solution that you can both agree on.

Discuss what each of you want or does not want. Be willing to compromise; use your brain, not your hands

**Step 01:**

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**Step 02:**

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**Step 03:**

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**Step 04:**

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**Step 05:**

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# **Sindhi Worksheets**

گريڊ 4 سنڌي ۾: 26 نومبر کان 11 جنوري تائين 6 سبق ڪورٽيل آهن ( سبق ٻيون کان سبق ستين تائين)  
مجموعي طور تي هن ۾ 6 ورڪ شيٽون شامل آهن.

سبق ٻيو

نَبِي اَكْرَم صَلِي اللهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ

ورڪ شيٽ: لفظ جملي ۾ استعمال ڪرڻ

سبق ٽيون

حضرت پيبي خديجه الكبري رضي الله عنها

ورڪ شيٽ: اسم عام ۽ اسم خاص ڌار ڪري لکڻ

سبق چوٿون

آسان جو نبي صه (نعت)

ورڪ شيٽ: هم قافيا لفظ ۽ جملن جو استعمال ڪرڻ

سبق پنجون

شب قدر

ورڪ شيٽ: اسم خاص جو استعمال ڪرڻ

سبق ڇهون

مخدوم نوح رحم

ورڪ شيٽ: صفت چونڊي لکو.

سبق ستون

زندگيءَ جو مقصد

ورڪ شيٽ: مضمون لکڻ

سَبَقُ بِيُو

نَبِي اَكْرَم صَلِي اللّٰهُ عَلَيْهِ وَاٰلِهٖ وَسَلَّمَ

هدايت: هيٺ ڏنل وصف کي پڙهوءَ لفظن کي پنهنجي جملن ۾ ڪتب آڻيو.

وصف: اڪرن جي معنيٰ دارميٽر کي لفظ چئبو آهي جڏهن ته بن يا بن کان وڌيڪ لفظن جي ميٽر کي، جنهن مان پورو مطلب نڪري، تنهن کي جملو چئبو آهي.

لفظ	جملو
پاڻ سڳورا	
ايماندار	
نبوت	
ننڍپڻ	
دشمن	
امن	

سَبَقَ تَيُون

حضرت بيبي خديجة الكبرى رضي الله عنها

هدايت: هيٺ ڏنل وصفون ڌيان سان پڙهو ۽ ڏنل پٿراگراف مان اسم عام ۽ اسم خاص ڌار ڪري لکو.

ڪنهن ماڻهوءَ، ساهه واري، شيءِ، جاءِ، ڪم ۽ خاصيت جي عام نالي کي ”اسم عام“ چئبو آهي جڏهن ته اهو لفظ جيڪو ڪنهن ماڻهوءَ، ساهه واري شيءِ، جاءِ، ڪم ۽ خاصيت جي ڪنهن خاص نالي کي ظاهر ڪري ته ان کي ”اسم خاص“ چئبو آهي.

اونهاري جي موڪلن ۾ احمد پنهنجي گهريائين سميت اسلام آباد گهمڻ جو پروگرام ٺاهيو. احمد ۽ سندس ڀاءُ امجد والدين سميت جڏهن هوائي اڏي تي پهتا ته جهاز ۾ سوار ٿي روانا ٿيا. اسلام آباد جي شهيد بينظير ڀٽو انٽرنيشنل ايئرپورٽ تي جهاز لٿو. امجد ۽ سندس گهر وارا سڌو هوٽل تي پهتا. ڪجهه وقت آرام ڪرڻ بعد اهي شاهه فيصل مسجد گهمڻ ويا. جتان مارگلا جي پهاڙن کان ٿيندا هو ڪوهه مري روانا ٿيا. رستي تي انهن شينهن، پولڙا ۽ ٻيا جانور ڏٺا.

اسم عام	اسم خاص

سبق چوٿون

آسان جون نبي صه (نعت)

هدايت: هيٺ ڏنل لفظن جا هم قافيا لکوءِ انهن کي جملن ۾ ڪتب آڻيو.

لفظ	هم قافيا لفظ	جملو
پيارو		
ڪنارو		
سونهارو		
آسان		
جواب		
شان		
اوت		
وڻي		

سَبَقُ پَنجُونِ

شَبِ قَدَرِ

هدايت: هيٺ ڪجهه اسم خاص ڏنا ويا آهن. جن کي جملن ۾ استعمال ڪريو.

اسم خاص	جملو
عبدالاضحيٰ	
شَبِ قَدَرِ	
جمعي نماز	
شاهه عبداللطيف پتائي رحم	
قذافي اسٽيڊيم	
قرآن پاڪ	
ڪينجهر ڍنڍ	

سبق ڇهون

مخدوم نوح رح

هدايت: هيٺ ڏنل صفت جي وصف ڌيان سان پڙهو ۽ جملن جي سامهون ڏنل خاني ۾ صفت چونڊي لکو.

اهي لفظ، جيڪي اسم جو گڻ، اوگڻ، رنگ، انداز نسبت ۽ مقدار ڏيکارين، تن کي صفت چئبو آهي. جيئن: هوشيار، ڏنگو، ضدي، سليچڻو، سُست ۽ تڪڙو وغيره وغيره

صفت	جملو
	اڪرم ڏاهو شاگرد آهي.
	مون عيد لاءِ نيرو وڳو سبڙايو آهي.
	هو دنيا جو ڊگهو انسان آهي.
	سنڌو درياھ ۾ شھڻيون مڇيون آهن.
	منصور اسان جي ڪلاس ۾ سڀني کان ٿلهو آهي.
	انب کٽا آهن.
	اسان کي ضد نه ڪرڻ گهرجي.

سبق ستون

زندگيءَ جو مقصد

هدايت: هر ماڻهوءَ جي زندگيءَ جو ڪو نه ڪو مقصد ضرور هوندو آهي. توهان اعليٰ تعليم حاصل ڪري ڇا ٿيڻ چاهيو ٿا؟ توهان جي زندگيءَ جو مقصد ڪهڙو آهي؟ ان تي مختصر مضمون لکو.

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