

Grade 4 & 5: Week 8



English, Mathematics and Science



Ministry of Education,
Arts and Culture

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English

GRADE 4 & 5

TOPIC: PRONOUNS – REFLEXIVE AND REVISE PERSONAL & POSSESSIVE PRONOUNS

Lesson objectives

Learners will apply knowledge of grammatical structures and conventions at word and phrase levels.

Basic competencies:

At the end of this lesson, learners should be able to identify and use pronouns.

PRONOUNS:

Pronouns are words we use instead of a name.
This is done to prevent repetition.

REFLEXIVE PRONOUNS

Reflexive pronouns are words ending in **-self** or **-selves** that are used when the same person or people appear twice in a sentence, in place of both the **subject** and the **object**.

Examples:

People: myself, yourself, himself, herself, ourselves, themselves
Things: itself

PERSONAL PRONOUNS Refer to people or things.

Examples:

People: I, me, you, she, he, us, them, they, we
Things: it, this, they

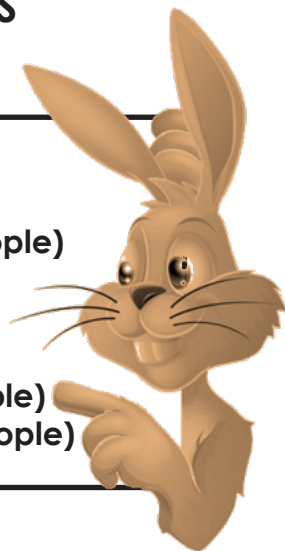
POSSESSIVE PRONOUNS Indicate ownership to people or things.

Examples:

People: my, mine, your, yours, his, her, hers, our, ours, their, theirs
Things: its

REFLEXIVE PRONOUNS

I	—▶	myself
you	—▶	yourself (one person)
you	—▶	yourselves (more people)
he	—▶	himself
she	—▶	herself
it	—▶	itself
we	—▶	ourselves (more people)
they	—▶	themselves (more people)



Reflexive pronouns are used when the same person or people appear twice in a sentence.

Examples:

I cut **myself** with a knife.

She did the homework **herself**.

Leonard painted the room **himself**.

The **children** enjoy **themselves**.

Now **you** can ride by **yourself**.

Did **you** make this by **yourselves**?

The **boomerang** turned by **itself**.

We need to hide **ourselves**.



Exercise 1

Read the story and answer the questions that follow.

Valentine's Day

Mpho had a funny experience at school today. She made a Valentine's Card for John but he did not make one for her. "I wish he had made one for me too," she thought to herself. Everyone gave a card to their favourite person. They were all ready with their cards early in the week. John felt bad and decided to take his Grammar Book and use the cover for a card for her. He tore its cover off where there was a heart picture and wrote inside: "I like you, from John." At first break he took the card out of his bag but by now it was wrinkled and dirty. He decided to pour his cherry cooldrink over it and to leave it in the sun to dry. This will make it look pretty and smell great. At second break he went to fetch the card but it was not where he left it. He found it in the thornbush where it got stuck. As he reached to take it out, he saw a little bird that got itself stuck too. After he freed it, he was delighted to hand Mpho the pink card. She smiled and felt shy. Her friends were happy for her. John's friends gave him a pat on the back. He went home pleased with himself.



Write the correct answers on the lines.

1. What was Mpho's wish for today?

2. Who did everyone give their cards to?

3. When were these cards ready?

4. Where did the heart picture come from that John used?

5. Why could he not give the card at first break?

6. Why did he use cherry cooldrink?

7. Where did he find the card at second break?

8. What did he find with the card?

9. What did Mpho do when he handed her the card?

10. Write down the examples of reflexive pronoun from line 3 and line 13.

line 3 _____

line 13 _____

Exercise 2









Look at the pictures next to the sentences and choose the correct reflexive pronoun to fill in the blank spaces.

himself, herself, itself, themselves, myself, themselves, ourselves, and yourselves

1. I always protect _____ from the rain.	
2. Brenda hurt _____ when she fell.	
3. Did you enjoy _____ at the pool yesterday?	
4. You cannot blame _____ for what happened.	
5. I have to wash _____ quickly because I am itching	
6. Henry is not old enough to bath _____ yet.	
7. The sheep got _____ stuck in the thorn bush.	
8. We taught _____ to play cricket.	



A. Write the correct personal pronouns below the **reflexive pronouns** given to start a sentence with.

you	he	I	we	it	they	you	she
Example: myself I love 		He 		You 		Them 	
Us 		It 		She 		You 	

B. Underline the **reflexive noun** in each sentence below.

Example: He told himself to never be foolish again.

1. Make sure to remind yourself of the things you need to do.
2. She thought to herself while she was in the library.
3. I saw myself in the mirror.
4. We blame ourselves for the mistake.
5. Please help yourselves to some cake.
6. While you are on the farm, please look after yourselves.
7. He allowed himself a little rest.
8. Can you pour yourself a coffee?
9. Do not be ashamed of yourself.
10. I bought myself a gift.

Exercise 4

A. Identify the types of pronouns underlined in each sentence and write them on the lines provided.

It	he	me	I	they	ourselves	she	them	its	they
----	----	----	---	------	-----------	-----	------	-----	------

1. I like to eat cake.
2. She is getting her handbag.
3. He is an old man.
4. They are running far from us.
5. We are keeping ourselves warm.
6. It is growing faster after the rain.
7. Let us look at its hoof.
8. Do not force me to jump because I am scared of heights.
9. They are the mother and father of the wedding couple.
10. Please let them in to watch the movie together.



B. Write the **reflexive pronoun** from the box below to complete each sentence.

itself	myself	themselves	myself	himself
itself	ourselves	yourself	herself	himself

1. I told to always give all my effort.
2. We gave a pat on the back for the good work.
3. Please calm down.
4. He took out of the soccer team.
5. She whispered to when she was alone.
6. They gave a twenty minute break.
7. You boys gave a very difficult task.
8. The dog ran into the wall, while playing.
9. I know I can get into deep trouble going in there.
10. The mouse got trapped in the door.



Exercise 5

POSSESSIVE PRONOUNS

I and **me** are pronouns used within a sentence.

* **I** is used in the subject of a sentence.

Example: George and I clean the kitchen every evening.

* **me** is used in the predicate of a sentence.

Example: Shannon will give me the doll.

A. Write **I** or **me** on the blank line to complete each sentence.

1. My sister wanted to help with my homework.

2. Jacob and learned about our solar system.

3. Stephany made a Valentine's card.

4. My parents were proud of for working hard.

5. My father and play card games.

6. My grandmother made a cake for

7. That money should be returned to Sandra and

8. Kulah and ran to the stream.

9. Nobody could beat at sprints.

10. My dog and slept by the fireplace



B. Fill in the missing words in the table below.

Use the correct **reflexive pronoun**.

Personal pronoun	me	us	you	it	her	him	them
------------------	----	----	-----	----	-----	-----	------

Reflexive pronoun							
-------------------	--	--	--	--	--	--	--

Mathematics

GRADE 4 & 5

TOPIC : ORDER OF OPERATIONS BODMAS

Competency:

Apply the correct order of operations in calculations involving addition, subtraction, multiplication, and division.

When a calculation involves two or more basic operations, we must apply **(BODMAS)**

BODMAS stands for:

Bracket	()
Of	
Division	\div
Multiplication	\times
Addition	$+$
Subtraction	$-$

In short it means, we start with what is in brackets, then division, then multiplication, then addition and finally subtraction. BODMAS works from left to right. In a BODMAS sum, never change the order of the numbers.

When we have addition and subtraction only, we perform from left to right.

$$\begin{aligned} \text{a.} \quad & 68 - 21 + 130 && \text{(work from left to right)} \\ = & 47 + 130 \\ = & 177 \end{aligned}$$

$$\begin{aligned} \text{b.} \quad & 240 + 17 - 6 && \text{(work from left to right)} \\ = & 257 - 6 \\ = & 251 \end{aligned}$$

When we have multiplication and division only, we perform from left to right.

$$\begin{aligned} \text{a.} \quad & 20 \div 5 \times 12 && \text{(work from left to right)} \\ = & 4 \times 12 \\ = & 48 \end{aligned}$$

$$\begin{aligned} \text{b.} \quad & 25 \times 4 \div 10 && \text{(work from left to right)} \\ = & 100 \div 10 \\ = & 10 \end{aligned}$$

When to apply the BODMAS rule.

$$\begin{aligned} \text{a.} \quad & 25 + 140 \div 7 && \text{(do division first, then addition)} \\ = & 25 + 20 \\ = & 45 \end{aligned}$$

$$\begin{aligned} \text{b.} \quad & 10 \times (19 - 7) + 24 && \text{(do brackets first)} \\ = & 10 \times 12 + 24 && \text{(do multiplication second)} \\ = & 120 + 24 && \text{(do addition last)} \\ = & 144 \end{aligned}$$

$$\begin{aligned} \text{c.} \quad & 52 \times (35 - 30) + 40 \div 10 && \text{(do brackets first)} \\ = & 52 \times 5 + 40 \div 10 && \text{(do multiplication second)} \\ = & 260 + 40 \div 10 && \text{(do division third)} \\ = & 260 + 4 && \text{(do addition last)} \\ = & 264 \end{aligned}$$

ACTIVITY

1. Workout the following by applying BODMAS.

a. $34 + 20 - 8$

.....

.....

.....

b. $15 \times 3 \div 5$

.....

.....

.....

c. $12 - 45 \div 9$

.....

.....

.....

d. $7 \times 3 + 18 - 13$

.....

.....

.....

.....

2. Workout the following by applying BODMAS.

a. $(10 + 6) \times 20$

.....

.....

.....

b. $27 + 25 \times 8$

.....

.....

.....

c. $(17 + 33) \times 2 - 150 \div 2$

.....

.....

.....

.....

.....

d. $5 \times 4 + 20 - 8$

.....

.....

.....

14 WEEK 8 LESSON 8

Science

GRADE 4

TOPIC: HUMAN BODY

Different systems of human body

Competencies:

- Identify from a given diagram the different systems of the human body.
- Describe the basic functions of the respiratory and excretory systems.

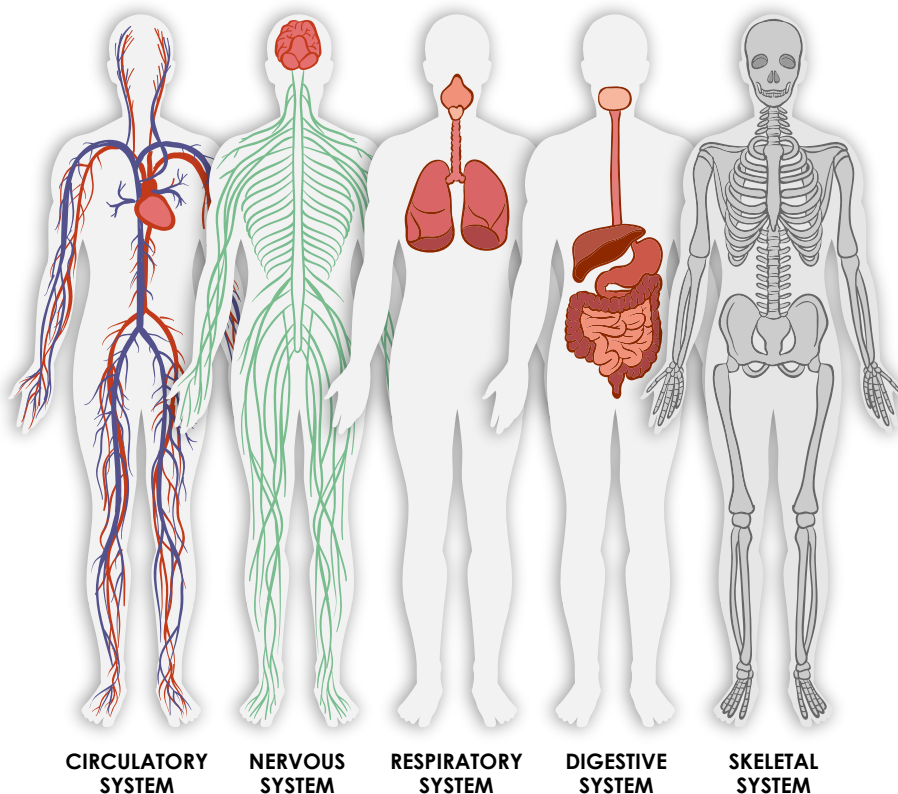
Vocabulary:

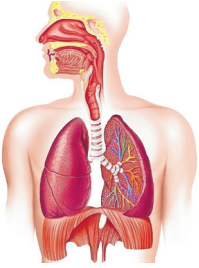
Body Systems: is a collection of body parts able to work together to serve a common purpose – growth, reproduction and survival.

Introduction

Children must be able to understand how their body functions:

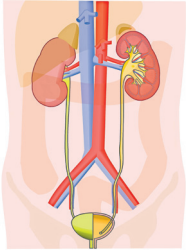
Identify from a given diagram the different systems of the human body:





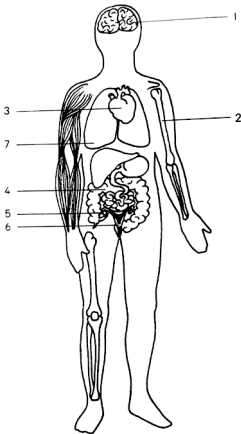
Describe the basic functions of the respiratory and excretory systems:

Function of the Respiratory system:
is to **Breathe** (take in oxygen and give out carbondioxide).



Function of the excretory system:
Is to remove waste products from the body.

Note: Waste products are things that our body does not need. E.g. Urine, sweat, carbondioxide and feaces.



Activity

1. Identify different systems of human body.

a.

e.

b.

f.

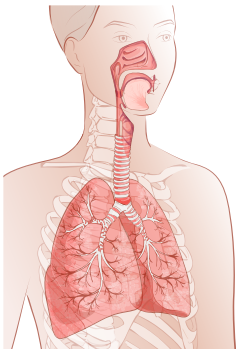
c.

g.

d.

2. Describe the basic function of:

a. Respiratory system



.....

.....

.....

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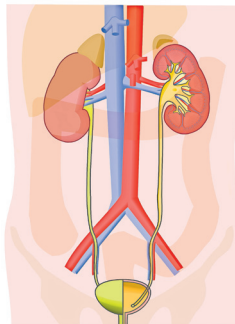
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b. Excretory system



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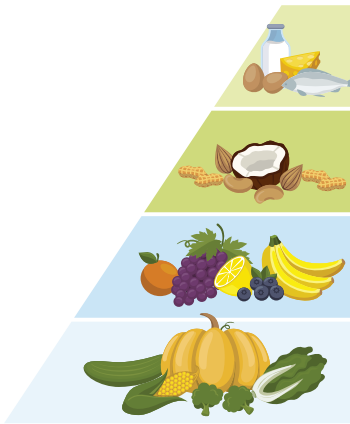
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Science

GRADE 5

NUTRITION SOURCES OF FOOD



Protein

Grain

Fruits

Vegetables

LEARNING COMPETENCIES

- Define a balanced diet as the diet containing all the necessary food substances in the right amounts.
- Describe the effects of poor eating habits in relation to lack of a variety of food (e.g. goiter and marasmus).
- Describe how the effects of poor eating habits can be prevented through a balanced diet.



Vocabulary

- **Nutrition:** The process of getting the food necessary for health and growth.
- **Balanced diet:** Contains the right amount of food from all the six groups and water.

- **Goiter:** A swelling of the neck resulting from enlargement of the thyroid gland.
- **Thyroid gland:** Located at the front of the neck just below the Adam's apple and is essential for life, growth and development.
- **Marasmus:** A condition of chronic undernourishment occurring especially in children and usually caused by a diet deficient in calories and proteins.

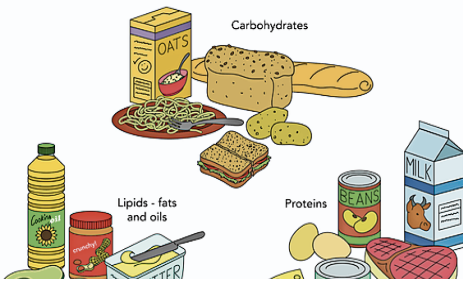
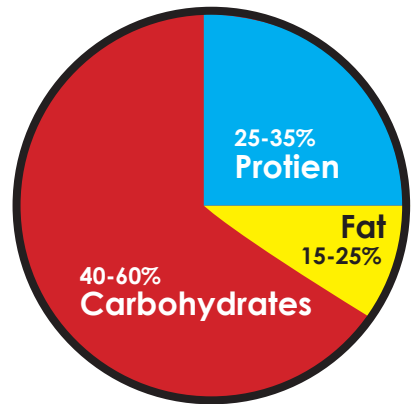
A balanced diet

What is balance diet?

Is the diet containing all the necessary food substances in the right amounts.



- Carbohydrates
- Fat
- Proteins
- Fats and oil
- Vitamins



The effects of poor eating habits in relation to lack of a variety of food (eg. Goiter and marasmus):

Not everyone can always get the food they need to be healthy all the time. Many children suffer from malnutrition and this is when they either do not get enough food, or they do not get enough of the right type of foods.



A lack of a **balanced diet** can cause:

1. Marasmus

Marasmus is a form of severe protein-energy malnutrition deficiency.

A child with marasmus looks very thin.

Body weight may be reduced less than 80% of the average weight that corresponds to the height.



2. Goiter

Goiter is a swelling in the neck resulting from an enlarged thyroid gland. A **goiter** can be associated with a thyroid that is not functioning properly. Worldwide, over 90% of **goiter** cases are **caused** by iodine deficiency. The term is from the **Latin gutturia**, meaning throat.



Describe how the effects of poor eating habits can be prevented through a balanced diet.

The best way to **prevent marasmus** is to have an adequate intake of calories and **protein**, preferably from a healthful.



For most **patients**, **preventing** simple **goiter** is as easy as a small change in diet. Iodine is necessary for producing thyroid hormones. Some **patients** do not eat enough iodine, so it causes the thyroid to work overtime to produce thyroid hormones. Using iodized table salt can prevent simple **goiter**.



1. Food Safety Crossword Puzzle



7 An ice _____ will keep your lunch cold

8 Wash your hands before you ____

9 Bacteria grow rapidly in the danger
____ (rhymes with cone)

11 Milk, eggs and yogurt should be stored in the

12 Slice veggies on a clean cutting

13 Keep food _____ in the refrigerator

14 Leftovers should only be stored for _____ days

15 Don't leave food out for more than
two

Down

1 Warm water and _____

2 Raw meat should touch fruit

3 Germ is another word for _____

4 Use a meat _____ to check the

temperature

5 You can see bacteria: True or False

10 Wash both of these for 20 seconds to kill germs.

3.What poor eating habits can lead to:

a.Goiter

b.Marasmus

4.How do you prevent these poor eating habits:



PRONOUNS – PERSONAL, POSSESSIVE & REFLEXIVE









Exercise 1

1. She wished that John had made a card for her too.
2. Everyone gave their cards to their favourite person.
3. They were all ready with their cards early in the week.
4. The heart came from the cover of his Grammar Book.
5. The card was wrinkled and dirty.
6. He thought it would make it look pretty and smell good.
7. He found it in the thornbush where it got stuck.
8. He saw a little bird that got itself stuck too.
9. Mpho smiled and felt shy.
10. **line 3= herself** **line 13 = himself**

Exercise 2

1. Always protect **yourselves** from the rain.
2. Brenda hurt **herself** when she fell.
- 3 Did you enjoy **yourselves** at the pool yesterday?
4. You cannot blame **yourself** for what happened.
5. I have to wash **myself** quickly because I am itching.
6. Henry is not old enough to wash **himself**.
7. The sheep got **itself** stuck in the thorn bush.
8. We taught **ourselves** to play cricket.

Exercise 3

<p>Example: myself</p> <p>I love myself.</p>		<p>himself</p> <p>He...</p>	
<p>yourself</p> <p>You...</p>		<p>themselves</p> <p>They...</p>	
<p>ourselves</p> <p>We...</p>		<p>itself</p> <p>It...</p>	
<p>herself</p> <p>She...</p>		<p>yourselves</p> <p>You...</p>	

1. Make sure to remind **yourself** of the things you need to do.
2. She thought to **herself** while she was in the library.
3. I saw **myself** in the mirror.
4. We blame **ourselves** for the mistake.
5. Please help **yourselves** to some cake.
6. While you are on the farm, please look after **yourselves**.
7. He allowed **himself** a little rest.
8. Can you pour **yourself** a coffee?
9. Do not be ashamed of **yourself**.
10. I bought **myself** a gift.

Exercise 4

A.

1. **I** like to eat cake. **Personal pronoun**
2. **She** is getting her handbag. **Personal pronoun**
3. **He** is an old man. **Personal pronoun**

4. **They** are running far from us.
5. **We** are keeping ourselves warm.
6. **It** is growing faster after the rain.
7. Let us look at **its** hoof.
8. Do not force **me** to jump because **I** am scared of heights.
9. **They** are the mother and father of the wedding couple.
10. Please let **them** in to watch the movie together.

Personal pronoun
Personal pronoun
Personal pronoun
Possessive pronoun
Personal pronoun
Personal pronoun
Personal pronoun

- B. 1. I told **myself** to always give all my effort.
2. We gave **ourselves** a pat on the back for the good work.
3. Please calm **yourself** down.
4. He took **himself** out of the soccer team.
5. She whispered to **herself** when she was alone.
6. They gave **themselves** a twenty minute break.
7. You boys gave **yourselves** a very difficult task.
8. The dog ran **itself** into the wall, while playing.
9. I know I can get **myself** into deep trouble going in.
10. The mouse got **itself** trapped in the door.

Exercise 5

- A.
1. My sister wanted to help **me** with my homework.
 2. Jacob and **I** learned about our solar system.
 3. Stephany made **me** a Valentine's card.
 4. My parents were proud of **me** for working hard.
 5. My father and **I** play card games.
 6. My grandmother made a cake for **me**.
 7. That money should be returned to Sandra and **me**.
 8. Kulah and **I** ran to the stream.
 9. Nobody could beat **her** at sprints.
 10. My dog and **I** slept by the fireplace.

Personal pronoun	me	us	you	it	her	him	them
Reflexive pronoun	myself	ourselves	yourself	itself	herself	himself	themselves

MEMORANDUM MATHEMATICS

- | | | | |
|--|---|--|--|
| 1.
a. $34 + 20 - 8$
$= 54 - 8$
$= 46$ | b. $15 \times 3 \div 5$
$= 45 \div 5$
$= 9$ | c. $12 - 45 \div 9$
$= 12 - 5$
$= 7$ | d. $7 \times 3 + 18 - 13$
$= 21 + 18 - 13$
$= 39 - 13$
$= 26$ |
| | | | |
| 2.
a. $(10 + 6) \times 20$
$= 16 \times 20$
$= 320$ | b. $27 + 25 \times 8$
$= 27 + 200$
$= 227$ | c. $(17 + 33) \times 2 - 150 \div 2$
$= 50 \times 2 - 150 \div 2$
$= 100 - 150 \div 2$
$= 100 - 75$
$= 25$ | d. $(5 \times 4) + 20 - 8$
$= 20 + 20 - 8$
$= 40 - 8$
$= 32$ |

MEMORANDUM SCIENCE GRADE 4

1.
 - a. Nervous system
 - b. Support system
 - c. Circulatory system
 - d. Digestive system
 - e. Excretory System
 - f. Reproductive system
 - g. Respiratory system
2.
 - a. To breathe (take in oxygen and give out carbondioxide).
 - b. To get rid of waste products from the body.

MEMORANDUM SCIENCE GRADE 5

Answer Activity 1

Across

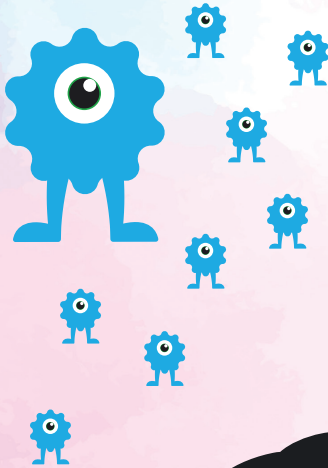
- 6.Hot
- 7.Pack
- 8.Eat
- 9.Zone
- 11.Refrigerator
- 12.Board
- 13.Cold
- 14.Ten
- 15.Hours

Down

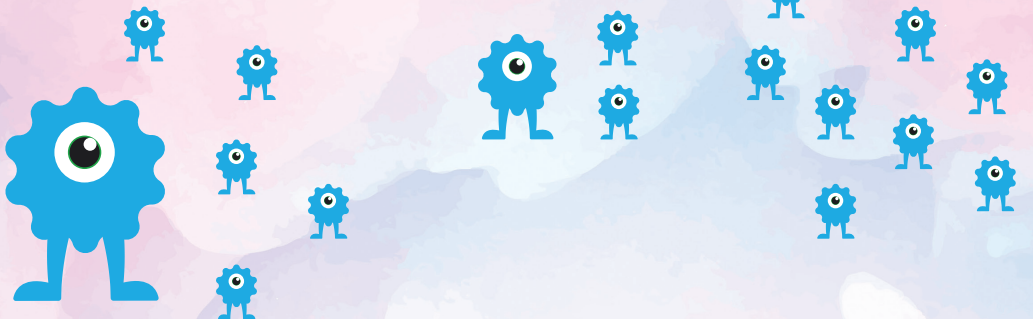
- 1.Cold
- 2.Not
- 3.Bacteria
- 4.Thermometer
- 5.False
10. Hands

2. Is the diet containing all the necessary food substances in the right amounts.
- 3.a. Lack of iodine food in your diet.
- b. Lack of protein in your diet.
- 4.The best way to prevent marasmus is to have an adequate intake of calories and protein diet.
The best way to prevent goiter is as easy as a small change in diet which is rich in Iodine.

How to teach your child the importance of staying calm.



Don't be scared of what you hear from other people. Talk to your parents and ask them if you have any questions.



Success begins with education

Parents will be able to visit the website and watch daily videos from a teacher that will teach their children about various topics in the booklet. One can also download the PDF version of the book on the website.

Start learning anywhere - on your smartphone, tablet or desktop computer at home or follow the instructions on each printed page.



ONLINE

How does it work?

Register at zoshy

You can save your favourite lessons and find them easier

Easy peasy steps to follow

- Step 1:** Find us at www.zoshy.online or scan the QR code
- Step 2:** Find your grade
- Step3:** Choose which book you want to learn out of today
- Step4:** Choose lessons from what lessons there are
- Step5:** Download booklet if you do not have it
- Step 6:** Watch and follow the teacher as she explains what to do in the book
- Step7:** Follow us on Facebook (Zoshy) to never miss a video and join the community



www.zoshy.online

In collaboration with the Ministry of Education, Arts and Culture

PRINT

1

Turn the booklet to landscape.

2

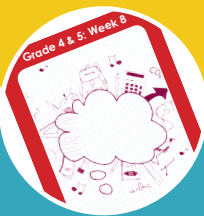
Take a ruler & tear the booklet at the top long fold.

3

Fold the booklet in half.

4

The learning journey can start.



STEPS
HOW TO TEAR & USE
THE BOOKLET



unicef
for every child

