



# Care Package

PRIMARY 3

Curriculum Information

# Welcome to Grader Learning Centre!

Dear Parents,

Thank you for your interest in the AGrader Programme. This **Care Package** is specially compiled to showcase to you the AGrader curriculum for Primary 3.

There are **2 Parts** to this Care Package:

<b>PART I:</b> Curriculum Information	<b>i. Subject Structure SMART Sheets</b>  Every subject's curriculum is carefully structured to allow AGrader's students to fully grasp school concepts. Have a close look at our Subject Structure SMART Sheets to fully understand how your child will benefit and improve with a structured learning plan! 😊  <b>ii. What's So Special About AGrader's Worksheets?</b>  The Unique Learning Points of the AGrader Curriculum section will explain to you what sets the AGrader Curriculum apart from other tuition providers. 😊
<b>PART II:</b> Worksheets & Annotated Solutions	<b>i. Excerpts from AGrader's Worksheets (For Students)</b>  These are snippets of our ACTUAL worksheets, specially chosen from our worksheets to showcase the unique parts of our curriculum. <i>(Do let your child try them out! 😊)</i>  <b>ii. Annotated Solutions (For Parents)</b>  These are the EXACT annotated solutions that ALL our teachers use to prepare for their lessons. They are carefully planned and created by our in-house Curriculum Team to help our teachers prepare as well as to ensure that every child receives accurate information.  <i>(You may use this to go through the answers with your child after he/she has tried the questions! 😊)</i>

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# WHAT IS SO SPECIAL About the AGrader Curriculum?

The AGrader Curriculum is specially written and crafted by our in-house Curriculum Team of subject experts, each with years of experience and deep understanding of the MOE syllabus.

At AGrader, we strive to continually improve and innovate our curriculum materials and methodologies to help our students improve their grades.

Below is a summary of some of the **Unique Learning Points** that put AGrader's curriculum materials ahead of others.

## English



Latest Current Affairs/News  
Adapted into Cloze and  
Comprehension Passages

*Apart from acquiring the necessary skills to tackle exam components, our English Programme also focuses on equipping our students with general knowledge.*



- ✓ Improve general knowledge and awareness of current affairs.
- ✓ Be more prepared for non-narrative passages with consistent exposure to it.
- ✓ Imagine seeing the news content from just last month in your child's worksheets!

## Mathematics



Well Structured Notes with  
Exercises in Increasing Difficulty  
to Help Students Learn in a  
“Step-by-Step” Approach

*A carefully structured and well thought-out curriculum helps students gain confidence through a scaffolded learning approach & consistent practice.*



- ✓ Improve ability to identify similar types of questions and applying the correct heuristic method to solve it.
- ✓ Reduce careless mistakes.
- ✓ Improve speed of tackling questions.



# Science



Multiple-Choice & Open-Ended Questions with Tips



Coloured Cheat-Sheets & Concept Maps to Summarise Topics



Life Application Examples Linked to Science Concepts

*Learning Science is made easy with interesting study materials, a scaffolded teaching approach and consistent practices on answering techniques to score!*



- ✓ Guided questions with tips help students to gain confidence faster in new topics.
- ✓ Coloured summarised study materials appeal to students and it makes revising much easier!
- ✓ Life application examples enhance students' application of science concepts to questions not commonly seen in Past-Year Papers.

# Creative Writing



Skills-Based Approach



Model Compositions with "Structural Breakdown and Analysis"



Compilation of Useful Vocabulary Words & Phrases by Emotions

*The key to improve in writing is to be familiar with the skills and composition structure, along with good command in English.*



- ✓ "Skills-based" worksheets allow students to improve in specific areas of their writing.
- ✓ "Structure Analysis" of model compositions is actually "reverse engineering" the way other good writers write their compositions and learning the very same skills from them.
- ✓ Revision is made easier when the useful list of words to score in their writing is all compiled on a single sheet of paper!



# Primary English

## Oral Communication Component (15%)

Reading Aloud (1 Passage)

Stimulus-Based Conversation (1)



### Weekly Spelling

Students are tested on commonly misspelt/misused words weekly to build up on their vocabulary.



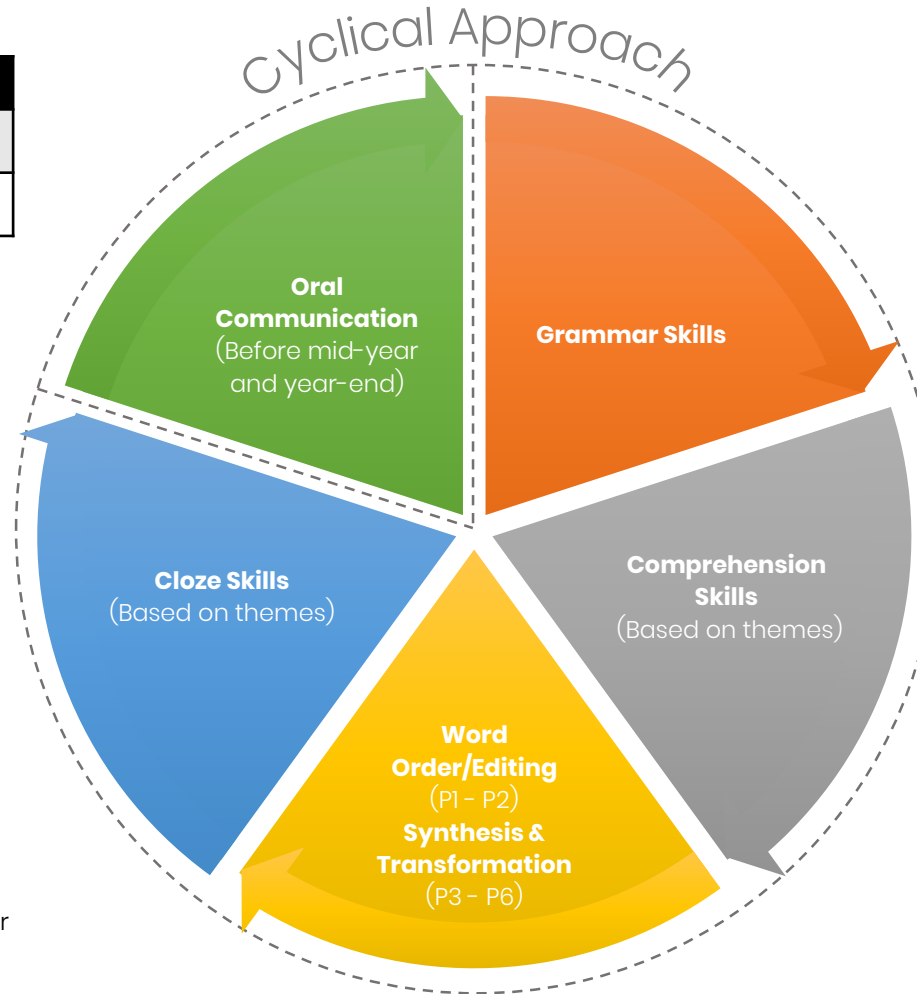
### Revision Papers

Prior to the examinations, students will get to try revision papers consisting of mixed topics of what they have learnt earlier



### Diagnostic Tests

Diagnostic tests are held twice a year (mid-year and end-year) to allow students to have a more complete revision of the syllabus and to practise time management.



AGrader's Primary English curriculum is delivered in a cyclical approach, which gives our students a holistic exposure to the English components tested in Paper 2, **according to the latest MOE syllabus.**

## Worksheets Specially Designed According to Exam Format in Paper 2 (47.5%)

Booklet A:  
MCQs in Grammar, Vocabulary, Cloze, Visual Text

Booklet B:  
Open-ended in Editing, Cloze, Synthesis and Transformation, Comprehension



# Primary Mathematics

AGrader's Primary Mathematics curriculum is specially designed using a step-by-step approach structure, according to the latest MOE syllabus.

## Worksheets Specially Designed According to Exam Format

Section A: Multiple Choice Questions

Section B: Short-Answer Questions

Section C: Problem-Sums

### Notes

Building up fundamentals on a new topic

### Short Exercises

Based on concepts covered in notes

### MCQ

Step-by-step approach to tackle basic questions (Section A)

### Problem Sums

Problem sums that test the similar heuristic will be bundled together for the students to practise (Section C)

### Topical Review

Mixture of questions from both sections to round up the topic (Section A, B and C)



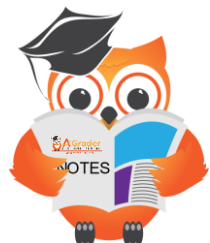
### Revision Papers

Prior to the examinations, students will get to try revision papers consisting of mixed topics of what they have learnt earlier



### Diagnostic Tests

Diagnostic tests are held twice a year (mid-year and end-year) to allow students to have a more complete revision of the syllabus and to practise time management.



# Primary Science

## Notes

Detailed notes for conceptual knowledge

## Experiments

Hands-on experiments to help students remember science concepts better

## MCQ + Free Response (With Tips)

Scaffold students' learning with tips

## MCQ + Free Response (w/o Tips)

Allow students to apply what they have learnt

## Topical Review

Mixture of questions from both sections to round up the topic

AGrader's Primary Science curriculum is specially designed using a step-by-step approach structure, **according to the latest MOE syllabus.**

### Worksheets Specially Designed According to Exam Format

Section A: Multiple Choice Questions

Section B: Free Response Questions



### Revision Papers

Prior to the examinations, students will get to try revision papers consisting of mixed topics of what they have learnt earlier

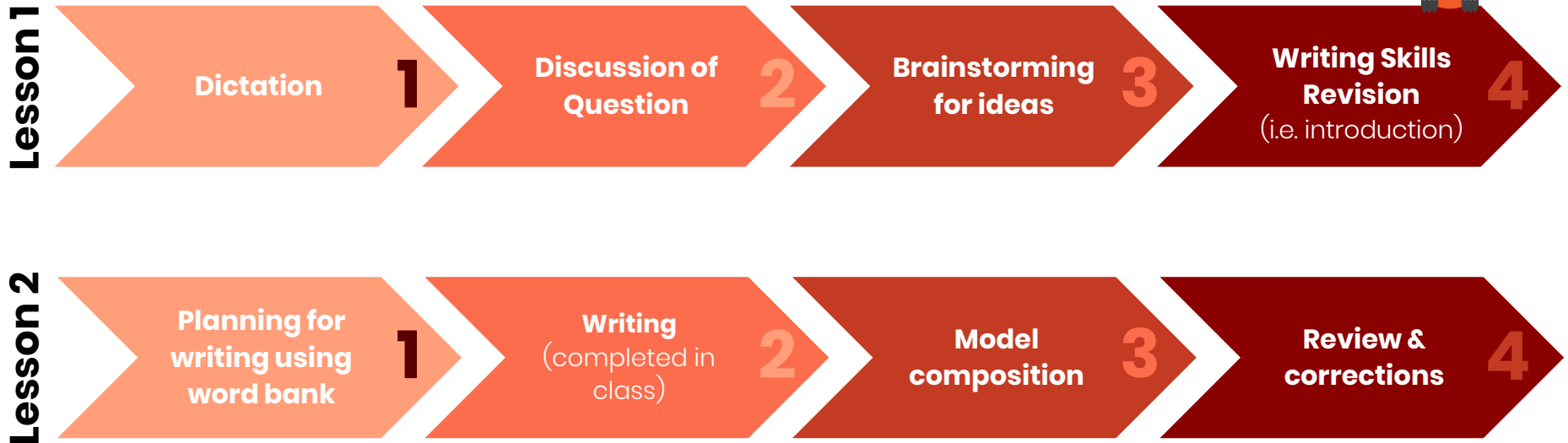


### Diagnostic Tests

Diagnostic tests are held twice a year (mid-year and end-year) to allow students to have a more complete revision of the syllabus and to practise time management.



# Primary Creative Writing



## Diagnostic Tests

Diagnostic tests are held twice a year (mid-year and end-year) to allow students to have a more complete revision of the syllabus and to practise time management.

AGrader's Primary Creative Writing curriculum is specially designed using a thematic approach, allowing students to be exposed to a variety of themes in writing

## Specially Designed for Paper 1 (27.5%)

Situational Writing (15 Marks)

Continuous Writing (40 Marks)





# Care Package

## PRIMARY 3

Worksheets & Annotated Solutions

(For Students)

(For Parents)

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# P3 English

## Grammar Skills

### Synthesis and Transformation

Name: \_\_\_\_\_

Date: \_\_\_\_\_


<b>Homework:</b>	<b>Corrections:</b>
Page Number(s)	Page Number(s)
	<i>Please correct and return</i>
<b>Remarks:</b>	



## Synthesis & Transformation

When we want to link information together, we can use connectors. Common connectors are (and, as well as, both, together with, or, either ... or, neither ... nor, not only ... but also)

In this worksheet, we will be covering: and, as well as

And	Examples
<ul style="list-style-type: none"><li>- <b>To add more information to what we want to write</b></li><li>- <b>May have to change the verb so that it matches the combined subject or leave out some words</b></li></ul> 	<p>1) Karen is arrogant. Vivian, her older sister, is also arrogant.</p> <p>Karen <u>and</u> her older sister, Vivian, <i>are</i> arrogant.</p> <p>2) The Sydney Opera House is designed by a Danish architect to look like the sails of a ship. The Sydney Opera House took 14 years to build.</p> <p>The Sydney Opera House is designed by a Danish architect to look like the sails of a ship <u>and</u> <i>it</i> took 14 years to build.</p> <p><i>Note: When two sentences share the same subject, we need to mention the subject only once. There is no need to repeat the word 'Sydney Opera House' in the combined sentence.</i></p>

### Exercise 1

For each question, rewrite the given sentence(s) using the words provided. Your answer must be in one sentence. The meaning of your sentence must be the same as the given one(s).

1. She fell over. She skinned her knees.

She fell over and \_\_\_\_\_

\_\_\_\_\_



2. The new foreign pupil cannot spell well. He cannot count well.

\_\_\_\_\_ and  
\_\_\_\_\_

3. I like to play board games. Shaun likes to play board games.

\_\_\_\_\_ and  
\_\_\_\_\_

4. Laura likes to eat apples. Laura likes to eat pears too.

\_\_\_\_\_ and  
\_\_\_\_\_



As well as	Examples
- Used to link words and phrases together	<p>1) We read mainly for two reasons. One is to enjoy ourselves. The other reason is to get information.</p> <p>We read mainly to enjoy ourselves <b><u>as well as</u></b> to get information.</p> <p>2) Ants live underground. Some ants live in nests constructed from the leaves of trees.</p> <p>Ants live underground <b><u>as well as</u></b> in nests constructed from the leaves of trees.</p>

### **Exercise 2**

For each question, rewrite the given sentence(s) using the words provided. Your answer must be in one sentence. The meaning of your sentence must be the same as the given one(s).

1. The villagers helped the old man plough the land. They helped him plant the rice seeds.

\_\_\_\_\_

as well as \_\_\_\_\_

2. The party was enjoyed by all of Jaclyn's friends. Her aunt enjoyed herself too.

The party \_\_\_\_\_


as well as \_\_\_\_\_

3. Many poor people sleep on the streets. They sleep under bridges. They sleep on benches in the park.

\_\_\_\_\_

as well as \_\_\_\_\_



Both	Examples
<ul style="list-style-type: none"> <li>- Use <b>both</b> together with <b>and</b> to link words and phrases</li> <li>- May have to change the verb so that it matches the combined subject or leave out some words</li> </ul> 	<p>1) My uncle is old. My uncle is also frail.</p> <p>My uncle is <b>both</b> old <b>and</b> frail.</p> <p><i>Note: The verb 'is' is used once only as both parts share the same verb.</i></p> <p>2) Paul is a talented dancer. His sister is also a talented dancer.</p> <p><b>Both</b> Paul <b>and</b> his sister <i>are</i> talented dancers.</p>

### **Exercise 3**

For each question, rewrite the given sentence(s) using the words provided. Your answer must be in one sentence. The meaning of your sentence must be the same as the given one(s).

1. Eric is a good salesman. He is also a good sportsman.

Eric is both \_\_\_\_\_

\_\_\_\_\_

2. Kimberly is my sister. Rochelle is my sister.

Both \_\_\_\_\_

\_\_\_\_\_

3. Jeffrey loves to collect seashells. Ben loves to collect seashells.

Both \_\_\_\_\_

\_\_\_\_\_





# P3 Mathematics

Topic: Addition and Subtraction

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Homework:</b>	<b>Corrections:</b>
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<b>Remarks:</b>	





When adding or subtracting, always start from the digits in the **ones place**, followed by the digits in the **tens place**, then the **hundreds place** and finally, the **thousands place**.



## Subtracting Numbers with Regrouping

### Example

Finding the difference of 6934 and 1683.

### Solution:

Step 1: Subtract the ones.

Thousands	Hundreds	Tens	Ones
6	9	3	4
- 1	6	8	3
			1

Step 2: Subtract the tens.

Thousands	Hundreds	Tens	Ones
6	<sup>8</sup> <del>9</del>	<sup>13</sup> <del>3</del>	4
- 1	6	8	3
		5	1

We regroup 9 hundreds 3 tens into 8 hundreds 13 tens.

Step 3: Subtract the hundreds.

Thousands	Hundreds	Tens	Ones
6	<sup>8</sup> <del>9</del>	<sup>13</sup> <del>3</del>	4
- 1	6	8	3
	2	5	1

Step 4: Subtract the thousands.

Thousands	Hundreds	Tens	Ones
<sup>5</sup> <del>6</del>	<sup>8</sup> <del>9</del>	<sup>13</sup> <del>3</del>	4
- 1	6	8	3
5	2	5	1

The difference between 6934 and 1683 is **5251**.



### Exercise

Fill in the missing digits in each box.

$$\begin{array}{r} 11. \quad \quad 3 \ 7 \ 5 \\ + \quad 4 \ 3 \ \boxed{\phantom{0}} \\ \hline \quad 8 \ 1 \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad \quad 4 \ 1 \ 4 \\ + \quad 2 \ 5 \ \boxed{\phantom{0}} \\ \hline \quad 6 \ 7 \ 0 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad \quad 7 \ 6 \ 8 \\ + \quad 3 \ 8 \ \boxed{\phantom{0}} \\ \hline \quad 1 \ 1 \ 5 \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad \quad 1 \ 8 \ 6 \ 5 \\ + \quad 3 \ 5 \ \boxed{\phantom{0}} \ 7 \\ \hline \quad 5 \ 4 \ 2 \ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad \quad 3 \ 0 \ 7 \ 2 \\ + \ 4 \ \boxed{\phantom{0}} \ 8 \ 8 \\ \hline \quad 8 \ 0 \ 6 \ 0 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad \quad 5 \ \boxed{\phantom{0}} \ 1 \ 3 \\ + \quad 3 \ 2 \ 9 \ 8 \\ \hline \quad 9 \ 1 \ 1 \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad \quad 6 \ 5 \ 3 \ 4 \\ - \quad 1 \ 9 \ \boxed{\phantom{0}} \ 0 \\ \hline \quad 4 \ 5 \ 8 \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad \quad 7 \ 1 \ 0 \ 5 \\ - \quad 3 \ 4 \ 1 \ \boxed{\phantom{0}} \\ \hline \quad 3 \ 6 \ 8 \ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad \quad 4 \ 0 \ 0 \ 2 \\ - \ 1 \ \boxed{\phantom{0}} \ 3 \ 4 \\ \hline \quad 2 \ 5 \ 6 \ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad \quad 8 \ 0 \ 0 \ 0 \\ - \quad 3 \ 1 \ \boxed{\phantom{0}} \ 2 \\ \hline \quad 4 \ 8 \ 8 \ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad \quad 9 \ 0 \ 1 \ 0 \\ - \quad 2 \ 5 \ \boxed{\phantom{0}} \ 3 \\ \hline \quad 6 \ 4 \ 1 \ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad \quad 7 \ 1 \ 0 \ 0 \\ - \ \boxed{\phantom{0}} \ 4 \ 5 \ 7 \\ \hline \quad 4 \ 6 \ 4 \ 3 \\ \hline \end{array}$$



**Difficulty level: Basic** ★★☆☆

1) What is 11 hundreds more than 2899?

- (1) 3009
- (2) 3909
- (3) 3899
- (4) 3999

( )

**Difficulty level: Intermediate** ★★★☆

2)

$$\begin{array}{c} \text{Cross} \\ + \\ \text{Cylinder} \end{array} = 4125$$

$$\begin{array}{c} \text{Cross} \\ + \\ \text{Cross} \\ + \\ \text{Cylinder} \end{array} = 6000$$

$$\begin{array}{c} \text{Cross} \\ + \\ \text{Cross} \end{array} = ?$$

- (1) 3250
- (2) 3750
- (3) 4000
- (4) 4500

( )

3) Zoey wants to buy a computer which costs \$2700. She has \$1205.  
How much more money does she need to buy the computer?

- (1) \$1505
- (2) \$1905
- (3) \$1495
- (4) \$3905

( )

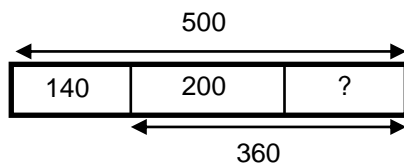
## Concept 1: Part-Whole Model

### Example 2

Priscilla had 500 stamps. She gave 140 stamps to Desmond and 200 stamps to May. How many stamps had she left?

**Solution:**

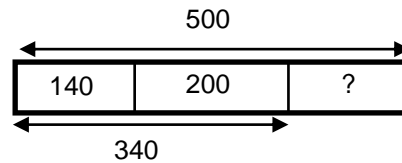
#### Method 1



$$500 - 140 = 360$$

$$360 - 200 = 160$$

#### Method 2



$$140 + 200 = 340$$

$$500 - 340 = 160$$

She had **160** stamps left.

- 1) A train left the main station with some passengers in it. 387 passengers alighted at the first station. 429 passengers alighted at the second station. If there were 735 passengers left on the train, how many passengers boarded the train at the main station?

Ans: \_\_\_\_\_





# P3 Science

Topic: Making Magnets

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Homework:</b>	<b>Corrections:</b>
Page Number(s)	Page Number(s)
	<i>Please correct and return</i>
<b>Remarks:</b>	





## ACQUIRE

**Learning objectives- you should be able to:**

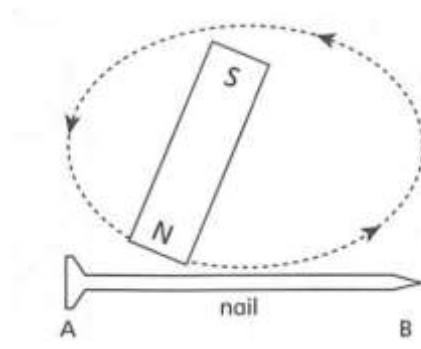
- ✓ Identify and state the ways of making a magnet by the stroking method and the electrical method.
- ✓ Understand how magnets lose magnetism.

## Making Magnets

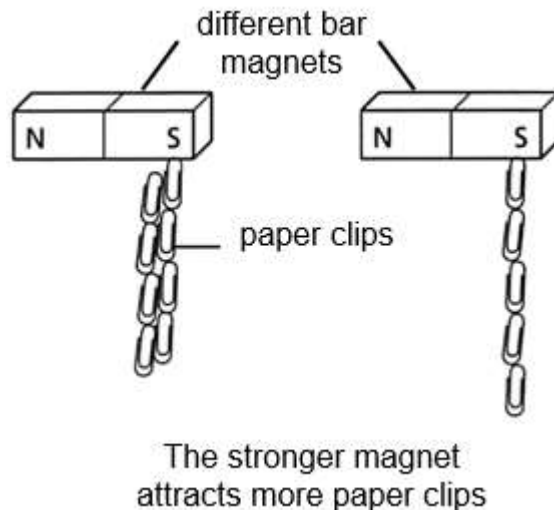
- An ordinary object can be made into a magnet if it is a **magnetic substance** like iron, steel, nickel and cobalt.
- It cannot be made into a magnet if it is a non-magnetic substance like glass, wood and cloth.
- There are two ways to make a magnet:

i. **S\_\_\_\_\_ Method**

- A magnet can be made by **stroking a magnetic object** such as an iron nail or a steel bar with a magnet.
- Stroke the object with **one pole** of a bar magnet **in one direction multiple times**.



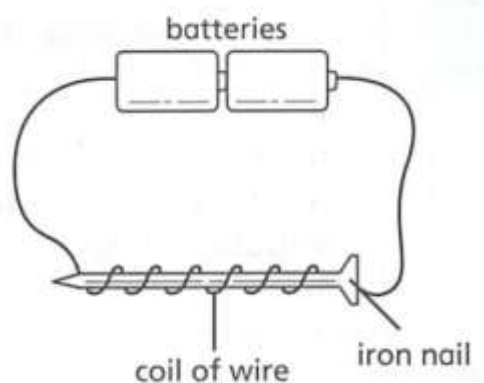
- As the magnet leaves the iron nail at B, **B** becomes the temporary **South pole** while **A** becomes the temporary **North pole**.
- You can show that the object has become a magnet by placing it near some paper clips/iron filings. The paper clips/iron filings will be attracted to the object.
- The **greater the number of times** you stroke the magnetic object, the **stronger** the magnet will be.



- However, its magnetism only lasts for a **short period of time**.

## ii. E \_\_\_\_\_ Method

- Electricity can also be used to magnetise a magnetic object.
- This type of magnet is called an **electromagnet** and is widely used in industries.
- It can be made by coiling a piece of wire around a magnetic object and connecting the ends of the wire to the ends of a battery.





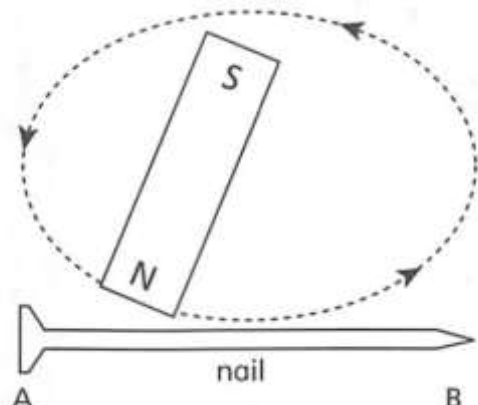
## UNDERSTAND

### Learning objectives:

- ✓ To understand how temporary magnets are made using 'stroking' method.

### Process Skills:

- ✓ Observing and inferring

<b><u>Apparatus:</u></b>	<ul style="list-style-type: none"> <li>• 1 Bar magnet</li> <li>• 1 Iron nail</li> <li>• 2 Paper clips</li> </ul>
<b><u>Procedure:</u></b>	<ul style="list-style-type: none"> <li>• Hold an iron nail on a flat surface; then with the north end of a strong bar magnet stroke the iron nail from the head towards the end multiple times. Continue this for about 50 strokes.</li> <li>• Keep in mind that the same pole of the magnet should be used every time and strokes should be in the same direction.</li> <li>• Bring the magnet near some paper clips.</li> <li>• Observe what happens.</li> </ul> 
<b><u>Outcome:</u></b>	The paper clips will get attracted to the magnetised iron nail.
<b><u>Explanation:</u></b>	A magnetic object can be made into a _____ by the stroking method.
<b><u>Conclusion:</u></b>	



***For the following questions, choose the correct option and write its number in the bracket.***

1. An iron bar can be made into an electromagnet. Which of the following ways can make this electromagnet to attract more iron nails?

A. Use a bigger iron bar.  
B. Increase the amount of electricity around the iron bar.  
C. Increase the number of turns of wire around the iron bar.

- (1) A and B only  
(2) A and C only  
(3) B and C only  
(4) A, B and C

(       )

2. Three students were discussing how to check if an electromagnet is working.

Marcus: Put some staples near it.

Nelson: Check if it can repel insulators.

Osman: Check to see whether it conducts electricity.

Who is right?

- (1) Marcus  
(2) Nelson  
(3) Osman  
(4) None of them is correct.

(       )

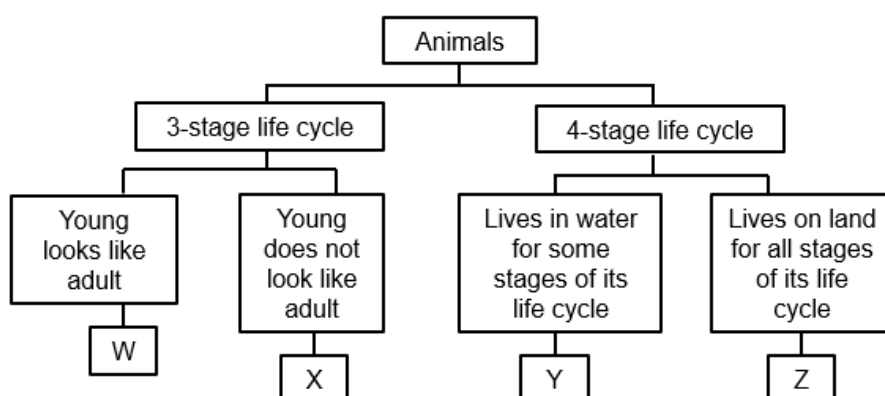
**Concept:**

The strength of an electromagnet can be made stronger by increasing the number of coils or wire around the magnetic object as well as increasing the number of batteries.

**Concept:**

A magnet can only attract magnetic materials.

2. Study the classification chart below carefully.



(a) Based on the classification chart, state a difference between W and X. [1]

---



---

(b) Based on the classification chart, state a similarity between Y and Z. [1]

---



---

(c) Based on the classification chart, describe the characteristics of Z. [1]

---



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(d) Which letter best represents the following animals? [2]

(i) Toad: \_\_\_\_\_

(ii) Housefly: \_\_\_\_\_

**a) Answering technique:**

State the information that is present in one but absent in the other by using 'while' or 'but'

**b) Answering technique:**

State the information that is present by using 'both'

**c) Answering technique:**

Answer by stating the information present in the flowchart

**d) Concept:**

Toad has a 3-stages life cycle while the housefly has a 4-stages life cycle.





### Analysing common process-skill questions

<u>Common questions</u>	<u>How to tackle the question</u>
<p><b>Describe</b> the organism <b>based on the flowchart / classification chart</b></p> <p>Question 2(c)</p>	<p>Answer by stating the information present in the flowchart</p>
<p><b>Compare similarities</b></p> <p>Questions 2(b), 3(b), 6(a)</p>	<p>State the information that is present by using 'both'</p> <p>Eg: Both organisms have wings.</p>
<p><b>Compare differences</b></p> <p>Questions 2(a), 3(c), 6(b)</p>	<p>State the information that is present in one but absent in the other by using 'while' or 'but'</p> <p>Eg: Organism A has wings while organism B has no wings.</p>
<p>Questions with <b>"why"</b>, <b>"explain"</b> and <b>"give a reason"</b> without results</p> <p>Questions 5(c), 6(c)</p>	<p>Part 1: state what you observe. Part 2: apply conceptual knowledge.</p> <p>Eg: A stone is a solid (observe) and solid has definite volume (conceptual knowledge)</p>



# P3 Creative Writing

Theme: Celebration

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Homework:</b>	<b>Corrections:</b>
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<b>Remarks:</b>	



# A Kind Act

Write a story based on the situation in the picture below. Your story should be **at least 120 words** long.

Your composition should be based on one or more of these pictures.



You may make use of the following points in your story:

- Who/What needed your help?
- How did you help him/her/it?
- Where were you when you performed the good deed?
- Did you do it alone or did someone assist you?

You may also include other relevant points.



# Brainstorming: 5W1H

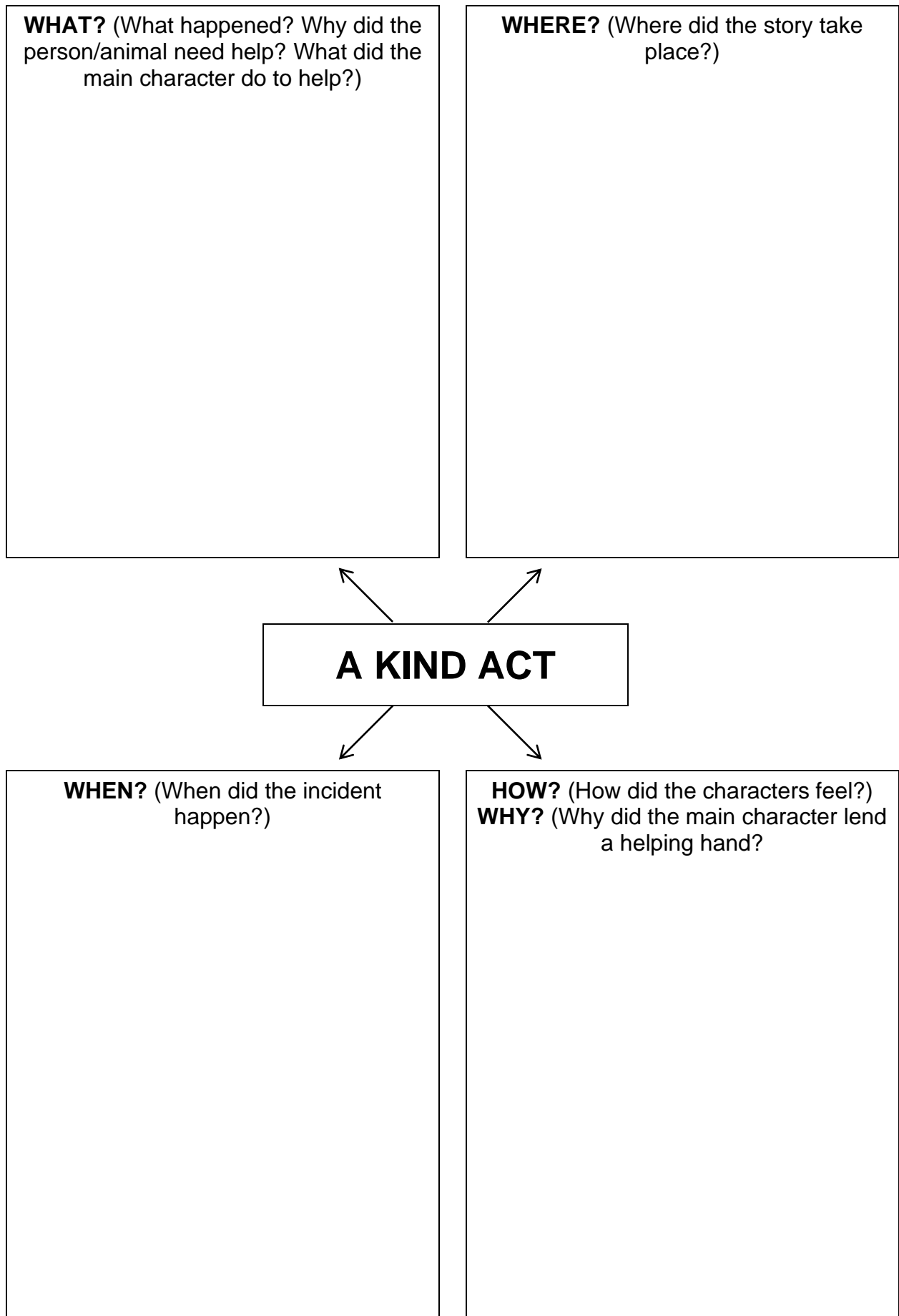
## WHO?

**Who** was the person who needed help and **who** was the person who lent a helping hand?

How would you describe each of these people?

	Person (or animal) who needed help	Person who helped
Name (if any) / Character		
Physical appearance		
Actions / Behaviour		





# Vocabulary

## Model Composition

Fill in the blanks in the following passage with the correct words.

<p><b>The sun shone brilliantly in the blue sky dotted with fluffy white clouds as a cool breeze blew past.</b> The (1) _____ <b>weather conditions</b> made Amy's walk home from tuition a pleasant one. She <b>hummed a merry tune</b> as she walked along the footpath towards home.</p> <p>As she was turning the corner, Amy thought she heard the sound of a kitten. She looked around, trying to spot it, but did not see anything. As she walked on, the mewing sounds became more (2) _____. Amy <b>listened</b> (3) _____ and realised it was coming from above her. <b>Craning her neck and straining her eyes</b> to peer at the trees, her <b>eyes widened in</b> (4) _____ when she finally discovered the source of the mewing. She <b>clapped her hand over her mouth to</b> (5) _____ <b>a gasp</b> as she noticed a frightened-looking kitten sitting (6) _____ on a branch, mewing pitifully.</p> <p>"Oh my, how did you end up stuck in a tree?" Amy wondered out loud. Clearly having no means to rescue the helpless (7) _____ by herself, images of firemen saving kittens stuck in trees, which she had watched on television, sprung to her mind. Amy whipped out her mobile phone and dialled '995'.</p> <p>The operator took down Amy's location and a red rhino compact rescue vehicle was (8) _____ <b>to the scene.</b></p>	<p><b>Introduction:</b> Description of the setting with a weather description and introduction of the character</p> <p><b>Rising Action:</b> Amy heard the mewing sounds and found a kitten.</p> <p>Shows reaction before telling the readers what was happening - makes readers want to find out more.</p> <p><b>Climax:</b> Amy realized that the kitten was stuck and called for help.</p> <p><b>Falling Action:</b> The kitten was finally saved by the civil defence officers.</p>
---	---





Two civil defence officers arrived at the scene within ten minutes. They raised the ladder and one of the men climbed up to rescue the kitten. It mewed loudly as the officer lifted it from the branch but appeared to relax once it was safely in his arms. Amy **heaved a sigh of relief**. The officers then handed the kitten to Amy who **thanked them** (9) \_\_\_\_\_ for their assistance. They assured her that it was **all in a day's work** for them.

(10) \_\_\_\_\_ the little kitten in her arms, Amy **felt an instant fondness** for her new furry friend. She decided that she would take it home and ask her mother for permission to keep it as a pet. Being without a collar, she assumed that it was a stray. Amy did not know whether her mother would allow her to keep a pet, but she knew that her mother was an animal lover and was hopeful that her request would be granted. Amy's **face glowed with happiness** as she made her way home with her **newfound feline companion**.

**Conclusion:**

Amy decided to take the kitten home. This paragraph also shows Amy's compassion towards animals.



# Word Bank

## Introduction

- cottony white clouds lined the sky
- intense heat from the sun
- cool breeze ruffled her hair

## Describing a situation where help is needed

### General

- sounds became more persistent
- |                            |   |  |
|----------------------------|---|--|
| • whimpering softly        | } | <i>describes<br/>someone in less<br/>urgent need of help</i> |
| • crying in a pitiful tone |   |  |
- |                           |   |  |
|---------------------------|---|--|
| • calling out in distress | } | <i>describes<br/>someone in more<br/>urgent need of help</i> |
| • face twisted in agony   |   |  |

*Note: Be careful to use these phrases appropriately depending on the events in your story!*

### Help arrives

- vehicle dispatched to the scene
- in the nick of time
- heaved a sigh of relief
- filled with gratitude
- thanked them profusely
- all in a day's work



## Feelings

### ***Happiness***

- humming a merry tune
- walked with a spring in her step
- over the moon
- face glowed with happiness

### ***Focus***

- craned my neck and strained my eyes
- listened intently

### ***Surprise***

- eyes widened in astonishment
- stood rooted to the ground in shock
- clapped her hand over her mouth to stifle a gasp

## Conclusion

- heart swelled with pride
- newfound companion
- felt an instant fondness



## SOLUTIONS (WITH ANNOTATIONS)



# P3 English

## Grammar Skills

### Synthesis and Transformation

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Homework:	Corrections:
Page Number(s)	Page Number(s)
Remarks:	
Please correct and return	

## Synthesis & Transformation

When we want to link information together, we can use connectors. Common connectors are (and, as well as, both, together with, or, either ... or, neither ... nor, not only ... but also)

In this worksheet, we will be covering: 'and', 'as well as' and 'both'.

And	Examples
<ul style="list-style-type: none"> <li>- To add more information to what we want to write</li> <li>- May have to change the verb so that it matches the combined subject or leave out some words</li> </ul>	<p>1) Karen is arrogant. Vivian, her older sister, is also arrogant.</p> <p>Karen <u>and</u> her older sister, Vivian, <i>are</i> arrogant.</p> <p>2) The Sydney Opera House is designed by a Danish architect to look like the sails of a ship. The Sydney Opera House took 14 years to build.</p> <p>The Sydney Opera House is designed by a Danish architect to look like the sails of a ship <u>and</u> it took 14 years to build.</p> <p><i>Note: When two sentences share the same subject, we need to mention the subject only once. There is no need to repeat the word 'Sydney Opera House' in the combined sentence.</i></p>



### Exercise 1

For each question, rewrite the given sentence(s) using the words provided. Your answer must be in one sentence. The meaning of your sentence must be the same as the given one(s).

- and
1. She fell over. ~~She~~ skinned her knees.

Note: There is no need to repeat the word 'she' in the combined sentence.

She fell over and skinned her knees.

\_\_\_\_\_

2. The new foreign pupil cannot spell well. He cannot count well.

*The new foreign pupil cannot spell* \_\_\_\_\_ and  
*count well.* \_\_\_\_\_

3. I like to play board games. Shaun likes to play board games.

*Shaun* \_\_\_\_\_ and  
*I like to play board games.* \_\_\_\_\_

4. Laura likes to eat apples. Laura likes to eat pears too.

*Laura likes to eat apples* \_\_\_\_\_ and  
*pears.* \_\_\_\_\_

As well as	Examples
- Used to link words and phrases together	<p>1) We read mainly for two reasons. One is to enjoy ourselves. The other reason is to get information.</p> <p>We read mainly to enjoy ourselves <b>as well as</b> to get information.</p> <p>2) Ants live underground. Some ants live in nests constructed from the leaves of trees.</p> <p>Ants live underground <b>as well as</b> in nests constructed from the leaves of trees.</p>

### Exercise 2

For each question, rewrite the given sentence(s) using the words provided. Your answer must be in one sentence. The meaning of your sentence must be the same as the given one(s).

1. The villagers helped the old man plough the land. <sup>as well as</sup> ~~They helped him~~ plant the rice seeds.

Note: Eliminate the repeated words or phrases

*The villagers helped the old man plough his land* \_\_\_\_\_

as well as *plant the rice seeds.* \_\_\_\_\_

2. The party was enjoyed by all of Jaclyn's friends. Her aunt enjoyed herself too.


The party *was enjoyed by all of Jaclyn's friends* \_\_\_\_\_

as well as *her aunt.* \_\_\_\_\_

3. Many poor people sleep on the streets. They sleep under bridges. They sleep on benches in the park.

*Many poor people sleep on the streets, under bridges* \_\_\_\_\_

as well as *on benches in the park.* \_\_\_\_\_

Both	Examples
<ul style="list-style-type: none"> <li>- Use <b>both</b> together with <b>and</b> to link words and phrases</li> <li>- May have to change the verb so that it matches the combined subject or leave out some words</li> </ul> 	<p>1) My uncle is old. My uncle is also frail.</p> <p>My uncle is <b>both</b> old <b>and</b> frail.</p> <p><i>Note: The verb 'is' is used once only as both parts share the same verb.</i></p> <p>2) Paul is a talented dancer. His sister is also a talented dancer.</p> <p><b>Both</b> Paul <b>and</b> his sister <i>are</i> talented dancers.</p>

**Exercise 3**

For each question, rewrite the given sentence(s) using the words provided. Your answer must be in one sentence. The meaning of your sentence must be the same as the given one(s).

1. Eric is a good salesman. ~~He is also a good sportsman.~~

*Note: Eliminate the repeated words or phrases*

Eric is both a good salesman and sportsman.

2. Kimberly is my sister. Rochelle is my sister.

Both Kimberly and Rochelle are my sisters.

3. Jeffrey loves to collect seashells. Ben loves to collect seashells.

Both Jeffrey and Ben love to collect seashells.



# P3 Mathematics

Topic: Addition and Subtraction

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Homework:	Corrections:
Page Number(s)	Page Number(s)
<i>Please correct and return</i>	
Remarks:	

When adding or subtracting, always start from the digits in the **ones place**, followed by the digits in the **tens place**, then the **hundreds place** and finally, the **thousands place**.



## Subtracting Numbers with Regrouping

### Example

Finding the difference of 6934 and 1683.

#### Solution:

Step 1: Subtract the ones.

Thousands	Hundreds	Tens	Ones
6	9	3	4
- 1	6	8	3
			1

Step 2: Subtract the tens.

Thousands	Hundreds	Tens	Ones
6	8	13	4
- 1	6	8	3
		5	1

We regroup 9 hundreds 3 tens into 8 hundreds 13 tens.

Step 3: Subtract the hundreds.

Thousands	Hundreds	Tens	Ones
6	8	13	4
- 1	6	8	3
	2	5	1

Step 4: Subtract the thousands.

Thousands	Hundreds	Tens	Ones
5	2	5	1

The difference between 6934 and 1683 is **5251**.



### Exercise

Fill in the missing digits in each box.

$$\begin{array}{r} 11 \\ 375 \\ + 43\boxed{8} \\ \hline 813 \end{array} \Rightarrow 13 - 5 = 8 //$$

OR  $813 - 375 = 438$

$$\begin{array}{r} 11 \\ 414 \\ + 25\boxed{6} \\ \hline 670 \end{array} \Rightarrow 10 - 4 = 6 //$$

OR  $670 - 414 = 256$

$$\begin{array}{r} 11 \\ 768 \\ + 38\boxed{3} \\ \hline 1151 \end{array} \Rightarrow 11 - 8 = 3 //$$

OR  $1151 - 768 = 383$

$$\begin{array}{r} 111 \\ 1865 \\ + 35\boxed{5}7 \\ \hline 5422 \end{array} \Rightarrow 12 - 1 - 6 = 5 //$$

OR  $5422 - 1865 = 3557$

$$\begin{array}{r} 111 \\ 3072 \\ + 4\boxed{9}88 \\ \hline 8060 \end{array} \Rightarrow 10 - 1 = 9 //$$

OR  $8060 - 3072 = 4988$

$$\begin{array}{r} 111 \\ 5\boxed{8}13 \\ + 3298 \\ \hline 9111 \end{array} \Rightarrow 11 - 1 - 2 = 8 //$$

OR  $9111 - 3298 = 5813$

$$\begin{array}{r} 314 \\ 65134 \\ - 19\boxed{5}0 \\ \hline 4584 \end{array} \Rightarrow 13 - 8 = 5 //$$

OR  $6534 - 4584 = 1950$

$$\begin{array}{r} 6109 \\ 711015 \\ - 341\boxed{7} \\ \hline 3688 \end{array} \Rightarrow 15 - 8 = 7 //$$

OR  $7105 - 3688 = 3417$

$$\begin{array}{r} 399 \\ 41012 \\ - 1\boxed{4}34 \\ \hline 2568 \end{array} \Rightarrow 9 - 5 = 4 //$$

OR  $4002 - 2568 = 1434$

$$\begin{array}{r} 799 \\ 81010 \\ - 31\boxed{7}2 \\ \hline 4888 \end{array} \Rightarrow 9 - 8 = 1 //$$

OR  $8000 - 4888 = 3112$

$$\begin{array}{r} 3910 \\ 910110 \\ - 25\boxed{9}3 \\ \hline 6417 \end{array} \Rightarrow 10 - 1 = 9 //$$

OR  $9010 - 6417 = 2593$

$$\begin{array}{r} 6109 \\ 711010 \\ - \boxed{2}457 \\ \hline 4643 \end{array} \Rightarrow 6 - 4 = 2 //$$

OR  $7100 - 4643 = 2457$

Difficulty level: Basic ★★☆☆

What is 11 hundreds more than 2899?

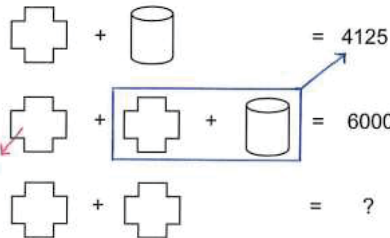
- (1) 3009
- (2) 3909
- (3) 3899
- (4) 3999

$$\begin{array}{r} 2899 \\ + 1100 \\ \hline 3999 \end{array}$$

( 4 )

Difficulty level: Intermediate ★★☆☆

6.



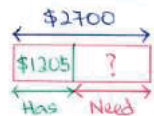
- (1) 3250
- (2) 3750
- (3) 4000
- (4) 4500

$$1875 + 1875 = 3750$$

( 2 )

7. Zoey wants to buy a computer which costs \$2700. She has \$1205. How much more money does she need to buy the computer?

- (1) \$1505
- (2) \$1905
- (3) \$1495
- (4) \$3905



$$\$2700 - \$1205 = \$1495$$

( 3 )

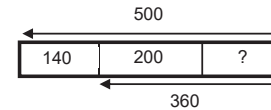
## Concept 1: Part-Whole Model

### Example 2

Priscilla had 500 stamps. She gave 140 stamps to Desmond and 200 stamps to May. How many stamps had she left?

Solution:

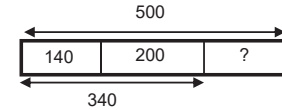
Method 1



$$500 - 140 = 360$$

$$360 - 200 = 160$$

Method 2

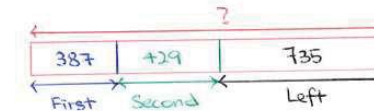


$$140 + 200 = 340$$

$$500 - 340 = 160$$

She had **160** stamps left.

2. A train left the main station with some passengers in it. 387 passengers alighted at the first station. 429 passengers alighted at the second station. If there were 735 passengers left on the train, how many passengers boarded the train at the main station?



$$\text{Main station} \rightarrow 387 + 429 + 735 = 1551$$

Ans: 1551





# P3 Science

## Topic: Making Magnets

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Homework:	Corrections:
Page Number(s)	Page Number(s)
Remarks:	Please correct and return

## ACQUIRE

### Learning objectives- you should be able to:

- ✓ Identify and state the ways of making a magnet by the stroking method and the electrical method.
- ✓ Understand how magnets lose magnetism.

heating  
dropping

## Making Magnets

- An ordinary object can be made into a magnet if it is a magnetic substance like iron, steel, nickel and cobalt.  
magnetic material
- It cannot be made into a magnet if it is a non-magnetic substance like glass, wood and cloth.  
non-magnetic material

- There are two ways to make a magnet:

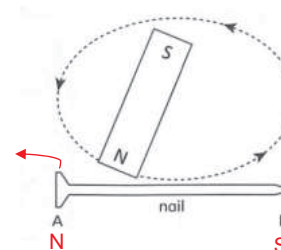
*\*Important\**

### i. S troking Method

- A magnet can be made by stroking a magnetic object such as an iron nail or a steel bar with a magnet.
- Stroke the object with one pole of a bar magnet in one direction multiple times.

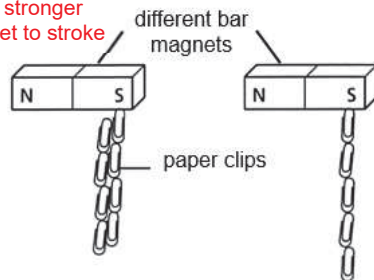
to ensure no  
demagnetisation

The part which the magnet lands first will take on that pole. In this case, the North-pole



- As the magnet leaves the iron nail at B, **B** becomes the temporary South pole while **A** becomes the temporary North pole.
- You can show that the object has become a magnet by placing it near some paper clips/iron filings. The paper clips/iron filings will be attracted to the object. → magnetic material
- The greater the number of times you stroke the magnetic object, the stronger the magnet will be.

② use a stronger magnet to stroke

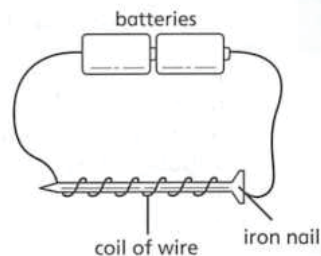


The stronger magnet attracts more paper clips

- However, its magnetism only lasts for a short period of time.

## ii. E lectrical Method

- Electricity can also be used to magnetise a magnetic object.
- This type of magnet is called an electromagnet and is widely used in industries. → scrap yard etc
- It can be made by coiling a piece of wire around a magnetic object and connecting the ends of the wire to the ends of a battery.



## UNDERSTAND

### Learning objectives:

- ✓ To understand how temporary magnets are made using 'stroking' method. → magnetism only lasts for a short time

### Process Skills:

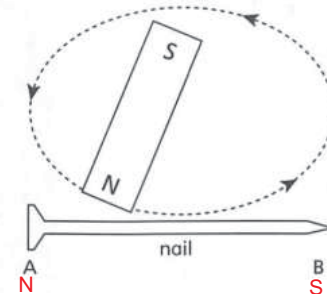
- ✓ Observing and inferring

### Apparatus:

- 1 Bar magnet
- 1 Iron nail
- 2 Paper clips

### Procedure:

- Hold an iron nail on a flat surface; then with the north end of a strong bar magnet stroke the iron nail from the head towards the end multiple times. Continue this for about 50 strokes.
- Keep in mind that the same pole of the magnet should be used every time and strokes should be in the same direction.
- Bring the magnet near some paper clips.
- Observe what happens.



### Outcome:

The paper clips will get attracted to the magnetised iron nail.

### Explanation:

A magnetic object can be made into a temporary magnet by the stroking method.

### Conclusion:

**One of the ways to make a magnet is by stroking. The magnetised nail is able to attract magnetic material. However, its magnetism lasts for only a short period of time.**

For the following questions, choose the correct option and write its number in the bracket.

1. An iron bar can be made into an electromagnet. Which of the following ways can make this electromagnet to attract more iron nails?

- A. Use a bigger iron bar. **F X** → size does not affect magnetic strength  
 B. Increase the amount of electricity around the iron bar.  
 C. Increase the number of turns of wire around the iron bar. **T ✓** → increase magnetic strength

- (1) A and B only  
 (2) A and C only  
 (3) B and C only  
 (4) A, B and C

( 3 )

2. Three students were discussing how to check if an electromagnet is working.

Marcus: Put some staples near it. **T ✓** → can attract / repel  
 Nelson: Check if it can repel insulators. **F X** → will attract magnetic material  
 Osman: Check to see whether it conducts electricity. **F X** → supposed to repel magnets

Who is right? **indicates conductivity, not magnetism**

- (1) Marcus  
 (2) Nelson  
 (3) Osman  
 (4) None of them is correct.

( 1 )

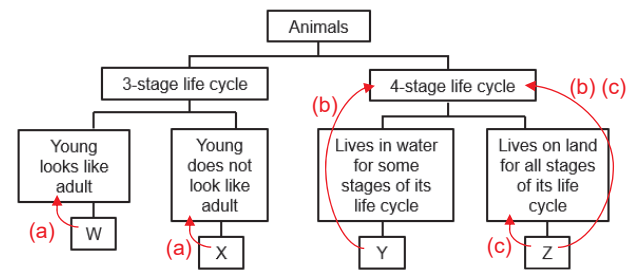
**Concept:**

The strength of an electromagnet can be made stronger by increasing the number of coils or wire around the magnetic object as well as increasing the number of batteries.

**Concept:**

A magnet can only attract magnetic materials.

2. Study the classification chart below carefully.



- (a) Based on the classification chart, state a difference between W and X. [1]

The young of W looks like the adult but the young of X does not look like the adult. [1m]

- (b) Based on the classification chart, state a similarity between Y and Z. [1]

Both have 4-stage life cycle. [1m]

- (c) Based on the classification chart, describe the characteristics of Z. [1]

It has a 4-stage life cycle and lives on land for all stages of its life cycle. [1m]

- (d) Which letter best represents the following animals? [2]

(i) Toad: X. [1m] → 3-stages / does not look like adult

(ii) Housefly: Z. [1m] → 4-stages / lives on land

**a) Answering technique:**

State the information that is present in one but absent in the other by using 'while' or 'but'

**b) Answering technique:**

State the information that is present by using 'both'

**c) Answering technique:**

Answer by stating the information present in the flowchart

**d) Concept:**

Toad has a 3-stages life cycle while the housefly has a 4-stages life cycle.



Analysing common process-skill questions

<u>Common questions</u>	<u>How to tackle the question</u>
<b>Describe the organism based on the flowchart / classification chart</b>  Question 2(c)	Answer by stating the information present in the flowchart
<b>Compare similarities</b>  Questions 2(b), 3(b), 6(a)	State the information that is present by using 'both'  Eg: Both organisms have wings.
<b>Compare differences</b>  Questions 2(a), 3(c), 6(b)	State the information that is present in one but absent in the other by using 'while' or 'but'  Eg: Organism A has wings while organism B has no wings.
Questions with “ <b>why</b> ”, “ <b>explain</b> ” and “ <b>give a reason</b> ” without results  Questions 5(c), 6(c)	Part 1: state what you observe. Part 2: apply conceptual knowledge.  Eg: A stone is a solid (observe) and solid has definite volume (conceptual knowledge)



# P3 Creative Writing

Theme: A Kind Act

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Homework:	Corrections:
Page Number(s)	Page Number(s)
Remarks:	
Please correct and return	

# A Kind Act

Write a story based on the situation in the picture below. Your story should be at least 120 words long.

Your composition should be based on one or more of these pictures.



You may make use of the following points in your story:

- Who/What needed your help?
- How did you help him/her/it?
- Where were you when you performed the good deed?
- Did you do it alone or did someone assist you?

You may also include other relevant points.

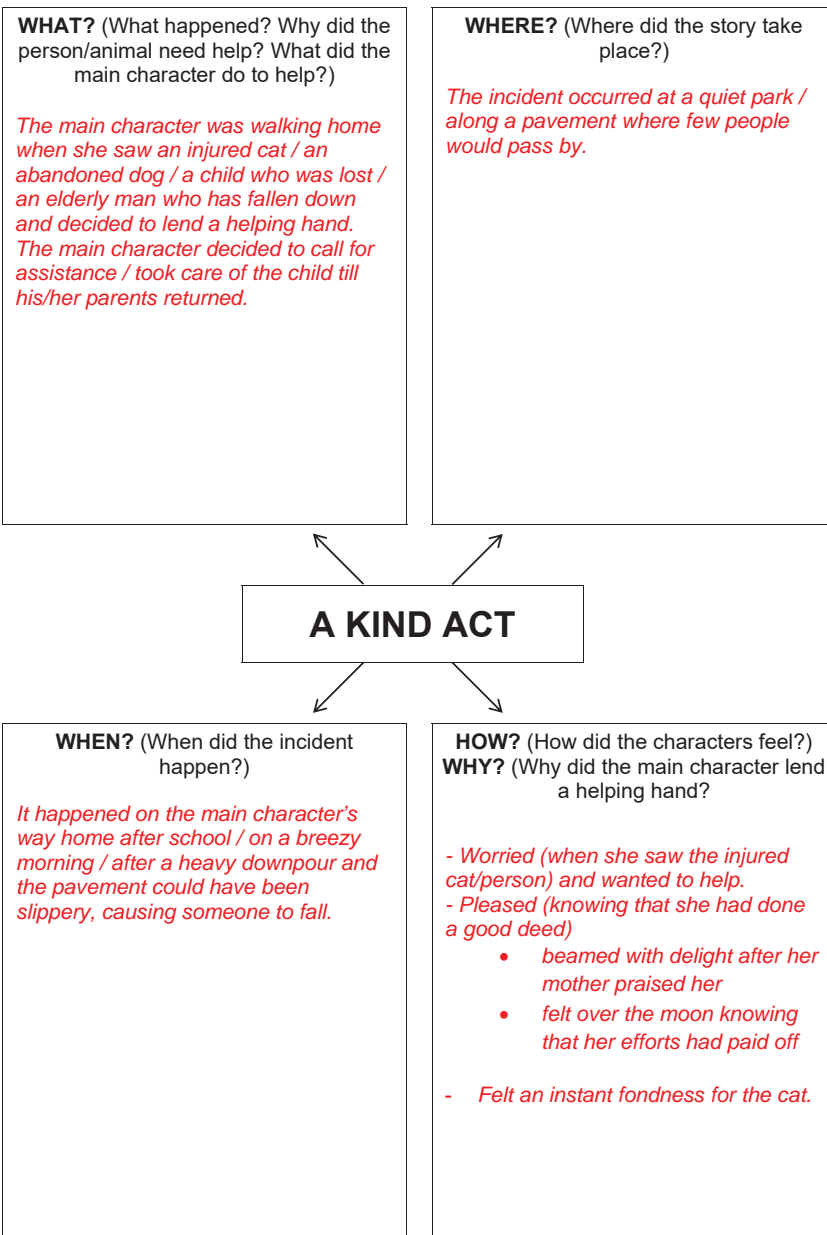
# Brainstorming: 5W1H

## WHO?

**Who** was the person who needed help and **who** was the person who lent a helping hand?

How would you describe each of these people?

	Person (or animal) who needed help	Person who helped
Name (if any) / Character	<i>An injured cat / an abandoned dog / a child who was lost / an elderly man who had fallen</i>	<i>Amy - main character who is compassionate and has a kind heart</i>
Physical appearance	<i>Animal's fur drenched from the rain / hair in disarray / child sobbing pitifully / forlorn-looking eyes / so thin that its bones were jutting out</i>	<i>has a fair complexion / a pair of bright, sparkling eyes / neatly combed hair</i>
Actions / Behaviour	<i>Animal whimpering in pain / mewling in distress / voice was trembling / speech was laboured / lay motionlessly on the ground / quivering in the cold</i>	<i>frowned in worry / heartbeat accelerated / paced up and down</i>



## Vocabulary

### Model Composition

Fill in the blanks in the following passage with the correct words.

<p><b>The sun shone brilliantly in the blue sky dotted with fluffy white clouds as a cool breeze blew past.</b> The (1) <u>favourable</u> weather conditions made Amy's walk home from tuition a pleasant one. She <b>hummed a merry tune</b> as she walked along the footpath towards home.</p> <p>As she was turning the corner, Amy thought she heard the sound of a kitten. She looked around, trying to spot it, but did not see anything. As she walked on, the mewing sounds became more (2) <u>persistent</u>. Amy <b>listened</b> (3) <u>intently</u> and realised it was coming from above her. <b>Craning her neck and straining her eyes</b> to peer at the trees, her <b>eyes widened in</b> (4) <u>astonishment</u> when she finally discovered the source of the mewing. She <b>clapped her hand over her mouth to</b> (5) <u>stifle</u> a gasp as she noticed a frightened-looking kitten sitting (6) <u>precariously</u> on a branch, mewing pitifully.</p> <p>"Oh my, how did you end up stuck in a tree?" Amy wondered out loud. Clearly having no means to rescue the helpless (7) <u>feline</u> by herself, images of firemen saving kittens stuck in trees, which she had watched on television, sprung to her mind. Amy whipped out her mobile phone and dialled '995'.</p> <p>The operator took down Amy's location and a red rhino compact rescue vehicle was (8) <u>dispatched</u> to the scene.</p>	<p><b>Introduction:</b> Description of the setting with a weather description and introduction of the character</p> <p><b>Rising Action:</b> Amy heard the mewing sounds and found a kitten.</p> <p>Shows reaction before telling the readers what was happening - makes readers want to find out more.</p> <p><b>Climax:</b> Amy realized that the kitten was stuck and called for help.</p> <p><b>Falling Action:</b> The kitten was finally saved by the civil defence officers.</p>
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<p>Two civil defence officers arrived at the scene within ten minutes.</p> <p>They raised the ladder and one of the men climbed up to rescue the kitten. It mewed loudly as the officer lifted it from the branch but appeared to relax once it was safely in his arms. Amy <b>heaved a sigh of relief</b>. The officers then handed the kitten to Amy who <b>thanked them</b> (9) <i>profusely</i> for their assistance. They assured her that it was <b>all in a day's work</b> for them.</p> <p>(10) <i>Cradling</i> the little kitten in her arms, Amy <b>felt an instant fondness</b> for her new furry friend. She decided that she would take it home and ask her mother for permission to keep it as a pet. Being without a collar, she assumed that it was a stray. Amy did not know whether her mother would allow her to keep a pet, but she knew that her mother was an animal lover and was hopeful that her request would be granted. Amy's <b>face glowed with happiness</b> as she made her way home with her <b>newfound feline companion</b>.</p>	<p><b>Conclusion:</b> Amy decided to take the kitten home. This paragraph also shows Amy's compassion towards animals.</p>
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## Word Bank

### Introduction

- cottony white clouds lined the sky
- intense heat from the sun
- cool breeze ruffled her hair

### Describing a situation where help is needed

#### General

- sounds became more persistent
  - whimpering softly
  - crying in a pitiful tone
  - calling out in distress
  - face twisted in agony
- describes someone in less urgent need of help*  
*describes someone in more urgent need of help*

Note: Be careful to use these phrases appropriately depending on the events in your story!

#### Help arrives

- vehicle dispatched to the scene
- in the nick of time
- heaved a sigh of relief
- filled with gratitude
- thanked them profusely
- all in a day's work



## Feelings

### *Happiness*

- humming a merry tune
- walked with a spring in her step
- over the moon
- face glowed with happiness

### *Focus*

- craned my neck and strained my eyes
- listened intently

### *Surprise*

- eyes widened in astonishment
- stood rooted to the ground in shock
- clapped her hand over her mouth to stifle a gasp

## Conclusion

- heart swelled with pride
- newfound companion
- felt an instant fondness