	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 3</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<b>SUBJECT</b>	<b>English</b>	<b>YEAR</b>	<b>4</b>
<b>NAME</b>		<b>ADDRESS</b>	

## Lesson Notes

### Strand 3: WRITING AND SHAPING

#### Content Learning Outcome:

At the end of the lesson, students should be able to read and understand a poem.

#### Poetry

- A poem is a piece of writing that uses imaginative words to share ideas, emotions or a story with the reader.
- A person who writes a poem is called a poet.
- Many poems have words or phrases that sound good together when they are read aloud.
- Most poems for children rhyme or they have rhythm (just like music) or repetition.

#### Sample Poem

I'm a little snowman short and fat,  
 Here is my broom and here is my hat.  
 When it's cold outside I like to play,  
 But when the sun comes I melt away.



#### Look in the poem to find:

1. A word that rhymes with fat \_\_\_\_\_.
2. A word that rhymes with play \_\_\_\_\_.
3. Two words that begins with "s" \_\_\_\_\_.
4. 2 words that describe the snowman \_\_\_\_\_.

### Activity

Circle the word that rhymes with it.

1. jump- bump                      just                      thump
2. Bike-                      kill                      like                      strike
3. sank-                      dry                      drank                      thank
4. fold-                      gold                      sold                      hot
5. reach- beach                      will                      peach
6. long                      strong wrong fix

### Activity 2

Fill in the missing letters.

1. Charit \_\_\_\_                      2. tomor\_\_\_\_ow                      3. bicycl\_\_\_\_                      4. dif\_\_\_\_ernt
5. dang\_\_\_\_rous                      6. ho\_\_\_\_pital                      7. enviro\_\_\_\_ment                      8. pro\_\_\_\_d
9. purp\_\_\_\_se                      10. reme\_\_\_\_ber                      11. kn\_\_\_\_wledge                      12. int\_\_\_\_rest
13. impo\_\_\_\_tant                      14. imag\_\_\_\_ne                      15. partic\_\_\_\_lar                      16. comp\_\_\_\_ete



# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 3 COVID- 19 (EXTENDED SCHOOL BREAK)

<b>SUBJECT</b>	<b>Mathematics</b>	<b>YEAR</b>	<b>4</b>
<b>NAME</b>		<b>ADDRESS</b>	

### Strand: 3 Measurement

### Sub-Strand: Length





#### Content Learning Outcome:

At the end of the lesson, students should be able to estimate and record lengths and distances using a non-standard units.

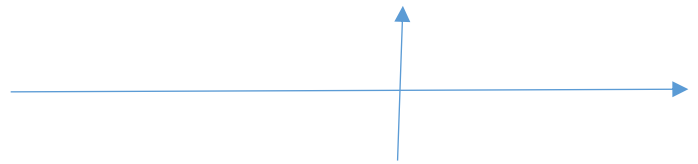
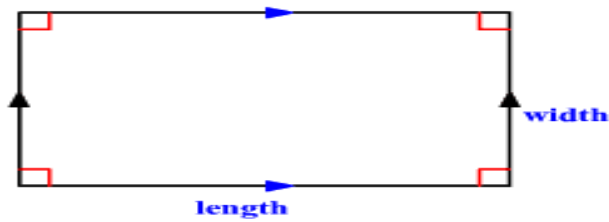
#### **Lengths (Non-Standard Units)**

Nonstandard units of measurement are units of measurement that aren't typically used, such as hand span, an arm, a step or pace, or

**Non-standard units are:**

Non standard unit	Definition	Illustration
<b>Hand span</b>	The distance between the little finger and the thumb on an outstretched hand	
<b>Step or pace</b>	The number of steps or pace that is taken.	
<b>Arm length</b>	The number of arm length taken for a given distance	
<b>Fathom</b>	The length measured on a person outstretched arms	

**Perimeter** is the distance around a given shape. E.g. A desk top has 4 sides, to find that its **perimeter**, we will measure lengths and widths around the desktop to find its **perimeter**.



There are 4 sides. The length is marked with blue arrow. The width is marked with black arrow. To calculate the perimeter you'll add all the 4 sides. The length will have the same number with the opposite side and also the width will have the same number with the opposite side.

### Activity

Use the non-standard measurements to find the perimeter of the items below that are at home.

1. The length of my bed is \_\_\_\_\_ spans.  
 The width of my bed is \_\_\_\_\_ span.  
 The total distance/perimeter of my bed is \_\_\_\_\_ spam.
2. The length of our house is \_\_\_\_\_ steps or pace.  
 The width of our house is \_\_\_\_\_ steps/pace.  
 The total distance/perimeter of our house is \_\_\_\_\_ steps/pace.
3. The length of our dinner table is \_\_\_\_\_ arm length.  
 The width of our dinner table is \_\_\_\_\_ arm length.  
 The total distance/perimeter of our dinner table is \_\_\_\_\_ arm length.



# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 3 COVID- 19 (EXTENDED SCHOOL BREAK)

<b>SUBJECT</b>	<b>HEALTHY LIVING</b>	<b>YEAR</b>	<b>4</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand</b>	<b>Safety</b>
Sub strand	Personal Safety
Content learning outcome	At the end of the lesson, the students should be able to: Demonstrate safe behaviors in different settings (water safety)

### WATER SAFETY

- Being in water can be fun but can be very dangerous.

Some water safety rules:

- ✓ Never ever swim alone.
- ✓ Always accompany and swim with an adult.
- ✓ Swim in shallow water.
- ✓ You must learn to swim. It will help you to stay afloat in the water.
- ✓ Avoid swimming in strong currents and flooded waters.
- ✓ Wear light clothes or swimming togs(clothes) when swimming.
- ✓ Listen to the weather forecast before going for swimming.
- ✓ Swim in clean waters so that you won't get skin diseases.
- IT IS ALWAYS BETTER TO BE SAFE RATHER THAN SORRY.

### ACTIVITY:

Write **TRUE** or **FALSE** against the number of each statement.


1. If you are a good swimmer, you don't have to wear a life jacket on a boat. \_\_\_\_\_
2. You should swim alone. \_\_\_\_\_
3. It is OK to swim during a storm. \_\_\_\_\_
4. Swimming in cold water can be dangerous. \_\_\_\_\_
5. You should swim with your younger sister. \_\_\_\_\_

**Fill in the blanks using the words in the boxes given below.**

**WORDLIST**

depth	drowning	run	swim
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1. Never \_\_\_\_\_ near a pool.
2. \_\_\_\_\_ is the second most common cause of death from injuries for kids younger than one.
3. Before jumping into a pool, look for \_\_\_\_\_ markers so you know where its OK to swim and dive.
4. If you don't know how, it's a good idea to learn how to \_\_\_\_\_.

	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 3</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<b>SUBJECT</b>	<b>HINDI</b>	<b>YEAR</b>	<b>4</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand</b>	<b>Listening and speaking</b>
Sub strand	Socio cultural context and situations
Content learning outcome	At the end of the lesson, the students should be able to: Read, understand the reading and know some vocabularies.

### मेरी कार

मैं राम हूँ।

मैं साथ साल का हूँ।

मेरे पास एक कार है, सुंदर और लम्बी कार !

पापा ने मुझे मेरे जन्मदिन पर बना कर दी थी।

मुझे अपनी कार बहुत पसन्द है।

उसे दिन भर चलाते रहता हूँ।

मैं अपना कार लेकर यहाँ, वहाँ घुमता हूँ।

मेरे छोटे भाई को मेरी कार की सवारी बहुत पसन्द है।

मुझे कार चलाना बहुत अच्छा लगता है।

### अभ्यास कार्य

### शब्द रचना

1. सा + थ = \_\_\_\_\_

3. सुं + द + र = \_\_\_\_\_

5. भा + ई = \_\_\_\_\_

2. घु + म + ता = \_\_\_\_\_

4. स + वा + री = \_\_\_\_\_

### सावल के जवाब लिखो।

1. राम कितना साल का था?

\_\_\_\_\_

2. किसने राम को कार दिया था?

\_\_\_\_\_

3. किस को राम कि कार की सवारी पसन्द था?


\_\_\_\_\_

### चित्र बनाओ और रंग भरो

आप लोग शहर किस चिज़ में जाते हो। चित्र बाना कर रंग भरो।





	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 3</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<b>SUBJECT</b>	<b>Social Studies</b>	<b>YEAR</b>	<b>4</b>
<b>NAME</b>		<b>ADDRESS</b>	

### Strand 3 Places and Environment Sub-Strand: Features and Places

At the end of the lesson, students should be able to identify special landmarks in their community.

#### Special Places in our Villages, Community and School

#### *C. Recreational Facilities*

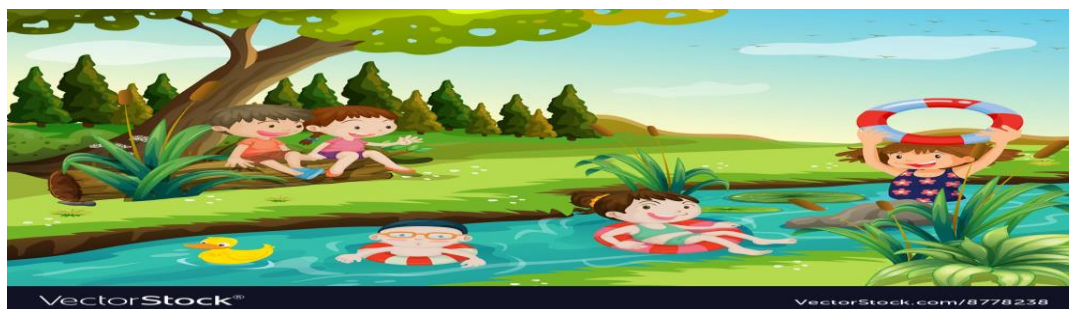
##### *Children's Park*

- Is a park meant for children
- They come in the mornings and evenings to spend their leisure time in the open and fresh air of the park.
- They also want to be away from their congested homes and busy environments.
- A children's park has several playthings for them to play with and enjoy.



##### *By the River*

- People go to the river to do leisure activities or they get some resources from the river such as fish, stones, water, etc..



### The Beachfront

- A place where the part of a coastal places are facing the sea
- It is the seafront.



### Village space or rara

- Village spaces or the rara is **a public village space for ceremonies and celebrations** and sports.



### Questions

Write down your correct answer.

1. Why a children's park is a special place?

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2. Name some of the resources you get from the river?

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3. How can you keep rivers pollution free?

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4. What activities takes place at the river?

---

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5. Name some activities which you like to take part in when you are at the beach?

---


6. How can you keep your beach clean and tidy for everyone to enjoy?

---

7. Why is a village space or a rara a special place?

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	<b>WEEKLY HOME STUDY PACKAGE 3</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<b>SUBJECT</b>	<b>Vosa Vaka-Viti</b>	<b>YEAR</b>	<b>4</b>
<b>NAME</b>		<b>ADDRESS</b>	

### Lesson Notes

**Matana:** Volavola kei na bulibuli

**Matana Lailai:** Na vulici ni vosa kei na gaunisala ni kena vakatavulici.

**Na Veika Me Rawati** - Ni oti na leseni oqo, e ra na rawata na gone me ra Vola nai wiliwili ni tamata e na gauna ni vola I tukutuku se I talanoa.

Na I Wiliwili

Ni da via tukuna vua:

- Lewe dua: au, me'u, kequ, mequ, noqu.
- lewe rua: drau, keirau, memudrau, neirau, nodrau.
- Lewe tolu: keitou, meitou, neitou, nodratou, kedatou, memudou.
- Lewe levu: ira, keimami, neimami, meimami, era, keda.

Cakacaka Lavaki

Vola mai me lewe tolu na yatuvasa e ra.

1. Raici rau na gone.

---

2. Au na sokota na wasawasa.

---

3. Era na lakova na vei delana ko ya.

---

4. Oqo na kemudrau.

---

Vola mai me lewe levu na veiyatuvasa e ra

1. Raici rau na gone.

---

2. Au na sokota na wasawasa.


---

3. Au na lakova na vei delana ko ya.

---

4. Oqo na kemudrau.

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	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 3</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<b>SUBJECT</b>	<b>ELEMENTARY SCIENCE</b>	<b>YEAR</b>	<b>4</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand</b>	<b>Matter</b>
Sub strand	Materials
Content learning outcome	At the end of the lesson, the students should be able to: Classify materials as either natural or manmade.

- Materials around us can be classified as either natural or man-made.
- Natural materials comes from the environment such as (plants, animals, land and sea) - (tree, leafs, bones feathers, wood and soil)
- Man-made materials are also called synthetic materials. These materials are processed and are made in factories
- Examples of synthetic materials are: glass, pipe, tin, kitchen utensils and plastic materials

### **Properties of some materials**

An object has different properties such as colour, strength, texture, smell, hardness, flexibility, elasticity, magnetism.

Name of Materials	Their Properties
Plastic	Soft, light , water proof, easily folded and unfolded
Wood	Strong, hard , brown color
Glass	Transparent, Fragile , hard and brittle
Rubber	band Stretchable
Water	Liquid, tasteless, colorless, no smell

### **Activity**

Classify below materials into man-made and natural.

Rocks	sand	paper	bag	table	plastic
Pipe	tree	river	animal's	bones	wood

<b><u>Man – Made Materials</u></b>	<b><u>Natural Materials</u></b>