

**YEAR 3**

**ENGLISH**

NAME.....

<b>STRAND:</b>	<b>ENVIORNMENT</b>
<b>SUB STRAND:</b>	READING AND VIEWING
<b>CONTENT:</b>	BAT'S LETTER
<b>LEARNING OUTCOME:</b>	READ AND VIEW WITH UNDERSTANDING A VARIETY OF TEXTS AND VISUALS TO IDENTIFY AND INTERPRET USEFUL INFORMATION

**(Parents to discuss and help your child to understand the topic)**

**Comprehension**

**BATS LETTER**

Dear People,

Stop chopping down the trees. If you chop down our trees, we will live in your houses.

Bats like to live in trees. We sleep in trees. We eat fruits. Trees are our homes. We feel safe in the trees.

But we are running out of trees. You keep chopping them down. You are chopping down our homes. Where will we sleep? What will we eat? We will have to live in your homes. We will have to eat your food.

Do you like us playing on your roof? Do you like us eating your food? Do you like us making a mess in your house? No! Then stop chopping down our trees. Stay away from our homes.

From

The Bats

**Questions**

1. This letter is written by \_\_\_\_\_
2. The letter is written to people \_\_\_\_\_ (True/ False)
3. Where do bats live?

\_\_\_\_\_

4. What are people doing to bats homes?

\_\_\_\_\_

5. How do you describe the bats in the letter?

\_\_\_\_\_ (happy/ angry)

### **Vocabulary**

bats	trees	chopping	running	flowers
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1. These things are pretty and smell nice. fl\_\_\_\_\_

2. Walking very quickly r\_\_\_\_\_

3. Cutting down trees c\_\_\_\_\_

4. Animal who wrote the letter to the people b\_\_\_\_\_

5. Bats live in t\_\_\_\_\_

**Phonics**     underline the word in each row that have the **ch** sound

- |                       |        |       |
|-----------------------|--------|-------|
| 1. <b><u>chop</u></b> | call   | can   |
| 2. clam               | chair  | clap  |
| 3. call               | cave   | chalk |
| 4. child              | candy  | clock |
| 5. corn               | cheese | crack |
| 6. check              | cow    | camp  |

**Make your sentences with the given words.**

### **COMPLETING OF SENTENCES**

1. Sometimes I help my mother in the kitchen.

2. I \_\_\_\_\_

3. My \_\_\_\_\_

4. Do \_\_\_\_\_ ?

5. We \_\_\_\_\_

### **Confusing Pairs**

1. The \_\_\_\_\_ boy hit the dog. (bed / bad)
2. Can you go home \_\_\_\_\_ (now/ know)
3. They ate \_\_\_\_\_ own food. (there/ their)
4. The hat is made \_\_\_\_\_ coconut leaves. (off/of)
5. I can \_\_\_\_\_ a dog barking. ( here/hear)







**WEEKLY HOME STUDY PACKAGE 5****YEAR 3****MATHEMATICS**

NAME.....
























<b>STRAND:</b>	<b>ALGEBRA</b>
<b>SUB STRAND:</b>	<b>PATTERNS</b>
<b>CONTENT:</b>	<b>CREATING PATTERNS</b>
<b>LEARNING OUTCOME:</b>	<b>ABLE TO COMPLETE THE GIVEN PATTERNS</b>

**(Parents to discuss and help your child to understand the topic)****CREATING PATTERNS****What is Pattern?**

Patterns are made up of a sequence of pictures or geometric objects that repeat over and over. It is also called repeating patterns.

Example:  ,  ,  ,  ,  ,  , .....

**Complete the patterns that are given below. You may also colour them**

1.	      .....
2.	    .....
3.	     .....
4.	        .....

**COMPLETE THE NUMBER PATTERNS**

8	13						
+5	+5	+5	+5	+5	+5	+5	
25	27						
+2	+2	+2	+2	+2	+2	+2	
47	50						
+3	+3	+3	+3	+3	+3	+3	
49	53						
+4	+4	+4	+4	+4	+4	+4	
19	24						
+5	+5	+5	+5	+5	+5	+5	
19	29						
+10	+10	+10	+10	+10	+10	+10	

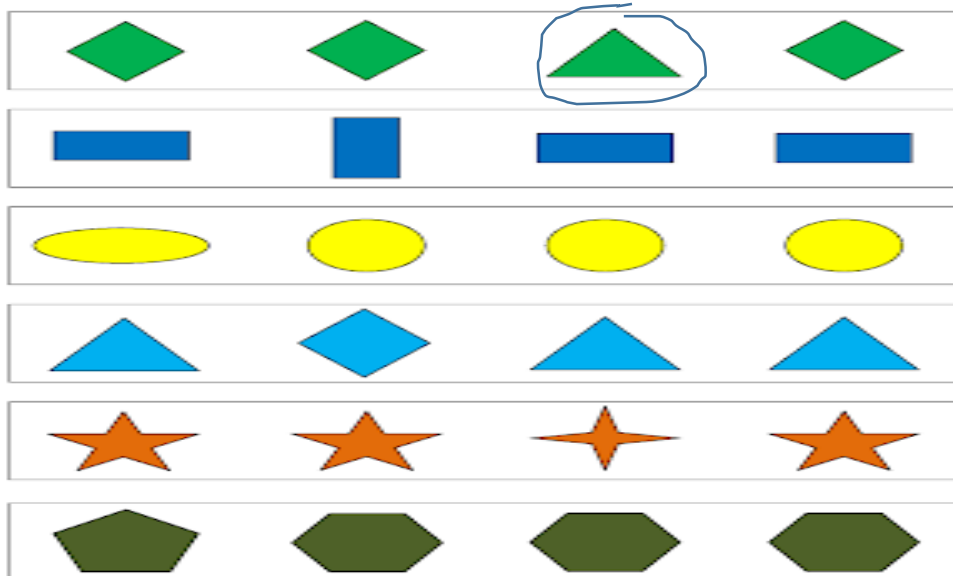
## Work out missing numbers in these patterns

Some patterns are backwards and some are forwards

1. 19, 18, \_\_\_\_\_, 16, 15, \_\_\_\_\_, \_\_\_\_\_
2. 2, 4, \_\_\_\_\_, \_\_\_\_\_, 10, 12, \_\_\_\_\_
3. 10, \_\_\_\_\_, 30, \_\_\_\_\_, 50, \_\_\_\_\_, 70
4. \_\_\_\_\_, 29, 28, \_\_\_\_\_, 26, \_\_\_\_\_, 24
5. 88, 89, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 93
6. 15, \_\_\_\_\_, 25, 30, \_\_\_\_\_, \_\_\_\_\_



PUT A CIRCLE AROUND THE OBJECT WHICH DOES NOT BELONG TO THE GROUP



Find the odd one in the group



**1098 SABETO SANGAM SCHOOL**  
**WEEKLY HOME STUDY PACKAGE 5**

**YEAR 3**

**HEALTHY LIVING**

NAME.....

<b>STRAND:</b>	<b>SAFETY</b>
<b>SUB STRAND:</b>	<b>SAFETY PLACES</b>
<b>CONTENT:</b>	<b>GOING TO TOWN</b>
<b>LEARNING OUTCOME:</b>	<b>GATHER INFORMATION AND DESCRIBE ACTIONS TO BE TAKEN WHEN FRIGHTENED, LOST, UPSET OR UNSAFE</b>

**(Parents to discuss and help your child to understand the topic)**





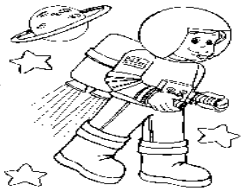



**Safe Places**

**WRITE YES OR NO**

1. If you are lost in town or in crowded places in city, look for the policeman or any security guard to assist you. \_\_\_\_\_
2. If you have lost a track in the forest, remember to move in a circle path so that you don't wonder away. \_\_\_\_\_
3. If you find a river or creek follow the river or creek down because it will bring you to seashore. \_\_\_\_\_
4. If you are not feeling well, see the nearest nursing station/ health -center / hospital for treatment. \_\_\_\_\_
5. You need to cry if you are lost .\_\_\_\_\_

**COMMUNITY HELPERS**

**Colour and write names for those people who are Community Helpers**

 Religious leader			
			

teacher	Religious leader	nurse	Astronaut	fire fighter	police	carpenter	doctor
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## Match the services they provide us

- |                      |   |                |   |
|----------------------|---|----------------|---|
| 1. Doctor            | - | <u>h</u> _____ | a. educate children                             |
| 2. Carpenter         | - | _____          | b. teach values                                 |
| 3. Police            | - | _____          | c. provide care to us                           |
| 4. Fire fighter      | - | _____          | d. are scientist who go on space to do findings |
| 5. Astronaut         | - | _____          | e. to save life's and things from fire          |
| 6. Nurse             | - | _____          | f. protect people                               |
| 7. Religious leader  | - | _____          | g. collects rubbish                             |
| 8. Teacher           | - | _____          | <del>h.</del> give medical service              |
| 9. Garbage collector | - | _____          | i. construct buildings                          |

## PEOPLE WHO PROVIDE SERVICE AROUND US    Fill in the blanks

The _____ delivers letters home.	
The _____ stitches our clothes.	
The _____ grows crops.	
The _____ sells us meat.	
The _____ mends our shoes.	
The _____ cuts our hair.	
The _____ builds walls.	
The _____ bakes cakes and cookies.	
The _____ treats the sick.	

postman
tailor
farmer
butcher
cobbler
barber
builder
baker
doctor

## WEEKLY HOME STUDY PACKAGE 5

YEAR 3

HINDI

NAME.....

तत्व :	पढ़ाना एवं सर्वेक्षण करना
उप - तत्व:	बोधन
विषय:	चतुर चिड़िया
विषय के अधिगम परिणाम:	बच्चे वर्णमाला को सिखकर अभ्यास करिय पूरा करे

(Parents to discuss and help your child to understand the topic)

सिखिए (learn) say the alphabets everyday

क (ka)	ख(kha)	ग(ga)	घ(gha)	च(ch)	छ(cha)	ज(ja)
झ(jha)	ट(ta)	ठ(tha)	ड(da)	ढ(dha)	त(ta)	थ(tha)
द(da)	ध(dha)	न(na)	प(pa)	फ(pha)	ब(ba)	भ(bha)
म(ma)	य(ya)	र(ra)	ल(la)	व(va)	श(sh)	ष(sha)
स(sa)	ह(ha)					

समानार्थक शब्द (Similar meaning)

१. माँ - \_\_\_\_\_
२. भोजन - \_\_\_\_\_
३. पानी - \_\_\_\_\_
४. किताब - \_\_\_\_\_
५. आकाश - \_\_\_\_\_
६. पुत्र - \_\_\_\_\_

बेटा

आसमान

पुस्तक

जल

खाना

माता

विलोम शब्द (opposite words)

१. दिन - \_\_\_\_\_
२. नीचे - \_\_\_\_\_
३. मोटा - \_\_\_\_\_
४. पीछे - \_\_\_\_\_
५. उठना - \_\_\_\_\_
६. आज - \_\_\_\_\_

कल

बैठना

आगे

पतला

ऊपर

रात

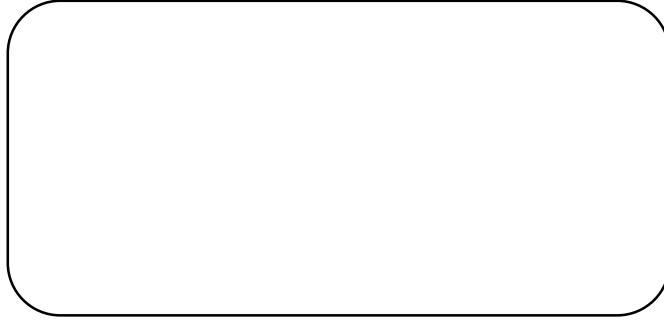
## निबन्ध लेखन

### मेरी माँ

मेरे पास एक \_\_\_\_\_ है। उनका नाम \_\_\_\_\_ है। माँ को \_\_\_\_\_ रंग पसन्द है। माँ को \_\_\_\_\_ पीना पसन्द है। माँ को \_\_\_\_\_ और कटहल खाना पसन्द है। मेरी माँ बहुत अच्छी है। मैं अपनी माँ से बहुत प्यार करता / करती हूँ।

चाय  
सरस  
लाल  
माँ  
रोटी

### चित्र बनाओ



इ)

### सही शब्द चुनकर लिखे

१. अमर की बहन आती है। (आती/ आता)

२. सरस \_\_\_\_\_ माँ बीमार है। (कि/की)

३. हवा चल \_\_\_\_\_ है। (रह/रही)

४. वीर जोर से \_\_\_\_\_। (बोला/बोली)

५. लड़का \_\_\_\_\_। (आया/आई)

### चित्रों को समझकर उनके नाम लिखिए



रंगोली  
साड़ी  
मोर  
रक्षा-बन्धन



**WEEKLY HOME STUDY PACKAGE 5**

**YEAR 3**

**SOCIAL STUDIES**

NAME.....

<b>STRAND:</b>	<b>PLACE AND ENVIRONMENT</b>
<b>SUB STRAND:</b>	<b>FEATURES OF PLACES</b>
<b>CONTENT:</b>	<b>MY HOME</b>
<b>LEARNING OUTCOME:</b>	EXPLORE THEIR HOME AND ITS BASIC FEATURES AND FUNCTIONS AND EXPRESS THE IMPORTANCE OF THESE FEATURES

**(Parents to discuss and help your child to understand the topic)**

**My Home**

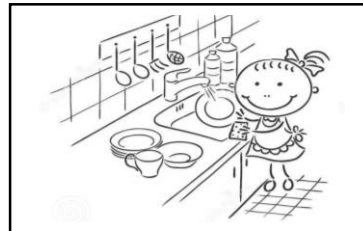
**WRITE TRUE OR FALSE**

- a) We all live in our homes with our family. \_\_T\_\_
- b) Our home is made up of our neighbours. \_\_\_\_\_
- c) We all need to take good care of our home and surrounding. \_\_\_\_\_
- d) Each home is different from each other. \_\_\_\_\_
- e) There are different types of housing the we live in such as iron corrugated house, concrete house, single storey house, double storey house, bure and flats . \_\_\_\_\_
- f) We should appreciate that we have roof over our head. \_\_\_\_\_
- g) Our parents work very hard so that we all can live in good house. \_\_\_\_\_

**Activity**

**Me at home**

**( Colour and write down 2 things you do at home to help your family)**



- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**YEAR 3**

**VOSA VAKA VITI**

**WHSP 5**

MATANA	Na vakadidigo
MATANA LALAI	Na veivanua e vakayagataki kina na vosa
VEIKA E RAWATI	Na kena saumi vinaka na veitaro

**VEIBASAI**

1. savasava - \_\_\_\_\_
2. tagane - \_\_\_\_\_
3. Vinaka- \_\_\_\_\_
4. Turaga – \_\_\_\_\_
5. dabe - \_\_\_\_\_

( marama, yalewa,tucake, ca, duka) ( Digitaka na i sau ni taro)

6. Na yaca ni noqu koro ko \_\_\_\_\_.
7. Au sa Kalasi \_\_\_\_\_.
8. Na noqu \_\_\_\_\_ ko Mrs Odaiyar.
9. Na tamata dau tei ka mate na ka e tea e vakatokai me \_\_\_\_\_.
10. Na tamata dau teitei ka bula na ka e tea e vakatokai me \_\_\_\_\_.

( Tamata liga bula, Tamata liga mate)

Digitaka na i sau ni taro ni naba 9 & 10.

**WEEKLY HOME STUDY PACKAGE 5**

**YEAR 3**

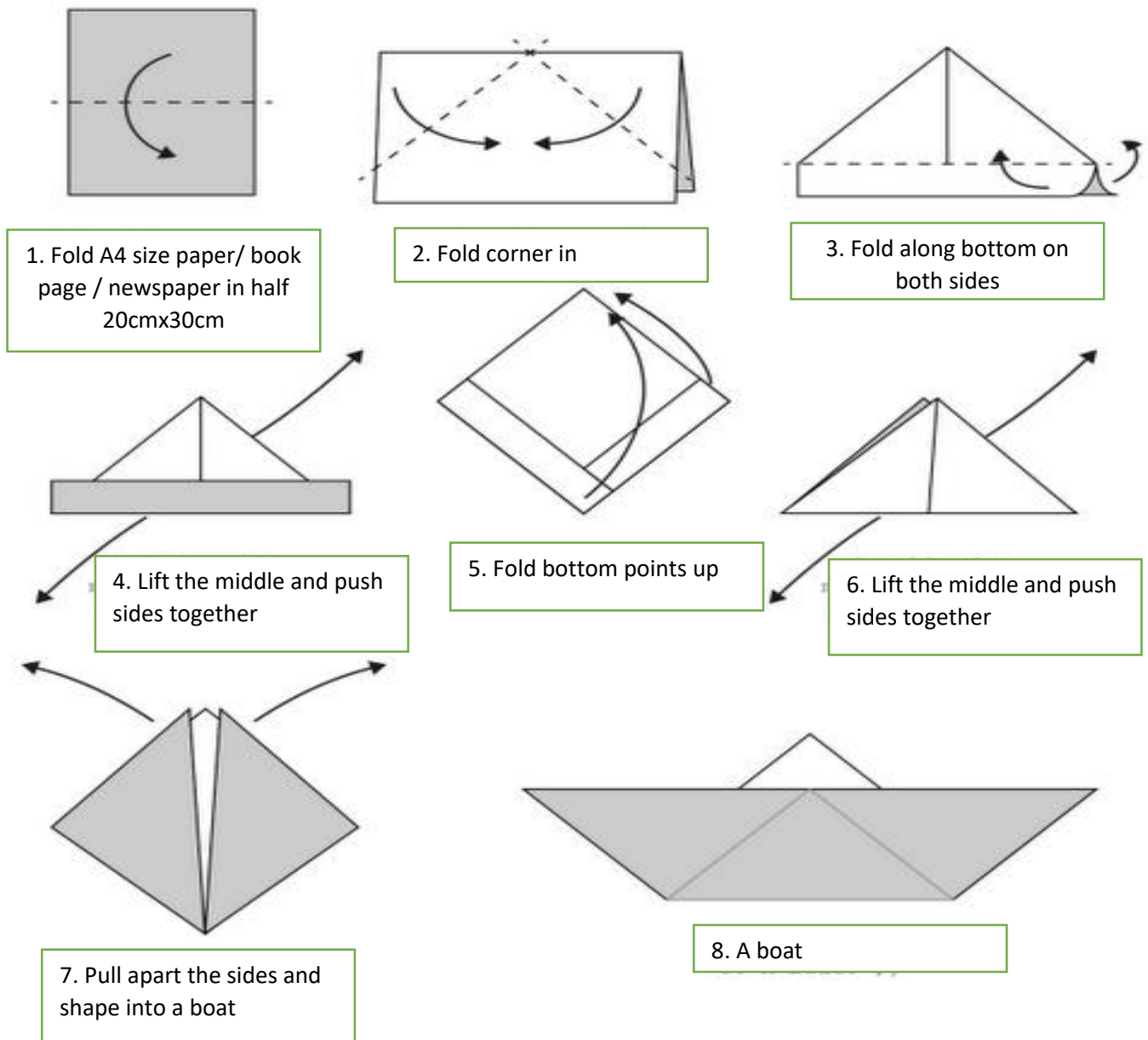
**ART AND CRAFT**

NAME.....

<b>STRAND:</b>	<b>ORIGAMI CRAFT</b>
<b>SUB STRAND:</b>	<b>FOLDING CRAFT</b>
<b>CONTENT:</b>	<b>PAPER BOAT</b>
<b>LEARNING OUTCOME:</b>	<b>STUDENTS WILL LEARN HOW TO FOLLOW DIRECTIONS AND STAY FOCUSED ON THE TASK</b>

**(Parents to discuss and help your child to understand the topic)**

STEPS ON HOW TO MAKE A PAPER BOAT



**1098 SABETO SANGAM SCHOOL**  
**WEEKLY HOME STUDY PACKAGE 5**

**YEAR 3**

**ELEMENTARY SCIENCE**

NAME.....

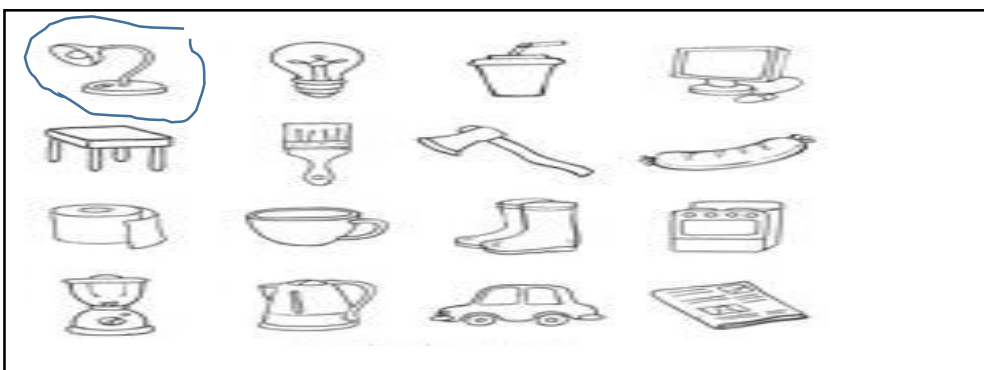
<b>STRAND:</b>	<b>ENERGY</b>
<b>SUB STRAND:</b>	ENERGY SOURCE AND ITS TRANSFER
<b>CONTENT:</b>	DIFFERENT TYPES OF ENERGY TRANSFER AND NEED FOR DIFFERENT FORMS OF ENERGY
<b>LEARNING OUTCOME:</b>	DEMONSTRATE THE CONCEPT OF ENERGY AND EXPLAIN ITS IMPORTANCE

**(Parents to discuss and help your child to understand the topic)**

**How sources of energy are used?**

Home	School	Community
<ul style="list-style-type: none"> <li>• <b>Gas</b> for cooking</li> <li>• <b>Kerosene</b> for light and cooking</li> <li>• <b>Petrol</b> for car and truck</li> <li>• <b>Electricity</b> for light</li> <li>• <b>Firewood</b> for cooking</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Electricity</b> for light and machines (computer, photocopier)</li> <li>• <b>Gas</b> for school canteen</li> <li>• <b>Petrol</b> for school generator</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Electricity</b> for light</li> <li>• <b>Benzene</b> for lighting in rural areas.</li> <li>• <b>Firewood</b> for cooking</li> <li>• <b>Petrol</b> for outboard motor.</li> </ul>

**Circle and colour the things that need energy to work**



**ENERGY HUNT RESEARCH WORK** ( find around your home and write down things that use energy and )

Object	Source of Energy
Clock	Batteries

