	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 5</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>	

Strand:	Writing and Shaping
Sub-Strand:	Adverb
Learning Outcome:	At the end of the lesson, students should be able to understand about the adverb phrases.

Adverb phrases usually describe when, where or how something happens.

### For Example

He ran by the lake. The adverb phrase “by the lake” describes where he ran.

### Activity week 6

Improve the following sentences by adding an adverbial phrase from the word bank.

<p style="text-align: center;"><u>Word bank:</u>  Over the hill  Inside the room  Without looking  Near the creek  From the balcony</p>
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1. \_\_\_\_\_, he could see the ocean.
2. \_\_\_\_\_ she saw a coyote that was heading her way.
3. \_\_\_\_\_, they started to cross the street.
4. \_\_\_\_\_, there were no windows.
5. \_\_\_\_\_, frogs make all sorts of noise.

<p style="text-align: center;"><u>Word bank:</u>  In the classroom  After many hours  Outside the school  With a lot of energy  Far from the river</p>
--

1. \_\_\_\_\_ she waited for her friends.
2. \_\_\_\_\_ he ran to the finish line.
3. \_\_\_\_\_ the family went hiking.

4. \_\_\_\_\_ they sang the song.
5. \_\_\_\_\_ we could not find the solution to the problem

Activity week 7

Part 1: Improve the following sentences by adding an adverbial phrase from the word bank.

**Word bank:**

After the meeting  
For many years  
In the yard  
Near my house  
Without any help

**Adverb phrases** usually describe when, where or how something happens.

*He ran by the lake.*

The adverb phrase "by the lake" describes where he ran.

1. \_\_\_\_\_ he completed his project.
2. \_\_\_\_\_ she prepared for the party.
3. \_\_\_\_\_ we found a baby frog.
4. \_\_\_\_\_ there were a lot of cars.
5. \_\_\_\_\_ my parents never asked me about my grades.




Part 2: Add your own adverbial phrase to these sentences:

1. \_\_\_\_\_ the pig ran.
2. \_\_\_\_\_ she ate the spicy foods.
3. \_\_\_\_\_ he went to the library.
4. \_\_\_\_\_ they built a new house.
5. \_\_\_\_\_ the team won the match.

Starting word suggestions:

in            inside  
out          outside  
at            from  
near        everywhere  
over        without  
under

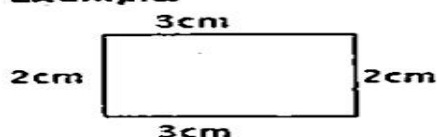
	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 5</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<b>SUBJECT</b>	<b>MATHEMATICS</b>	<b>YEAR</b>	<b>4</b>
<b>NAME</b>		<b>ADDRESS</b>	

Strand:	Measurement.
Sub-Strand:	Length, Area and Volume
Learning Outcome:	At the end of the lesson, students should be able <ul style="list-style-type: none"> <li>• to do problem solving that deals with area.</li> <li>• estimates and show difference in shape</li> <li>• show that volume is measured in litres and millilitres.</li> </ul>

### Perimeter of a Shape

Perimeter is the total distance around a shape or object.

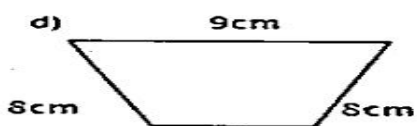
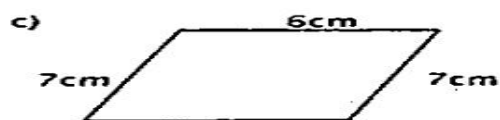
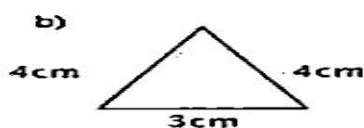
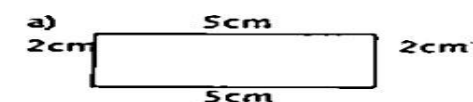
Example:



The perimeter of this shape is 10cm

$$\text{Perimeter} = 3\text{cm} + 2\text{cm} + 3\text{cm} + 2\text{cm} = 10\text{cm}$$

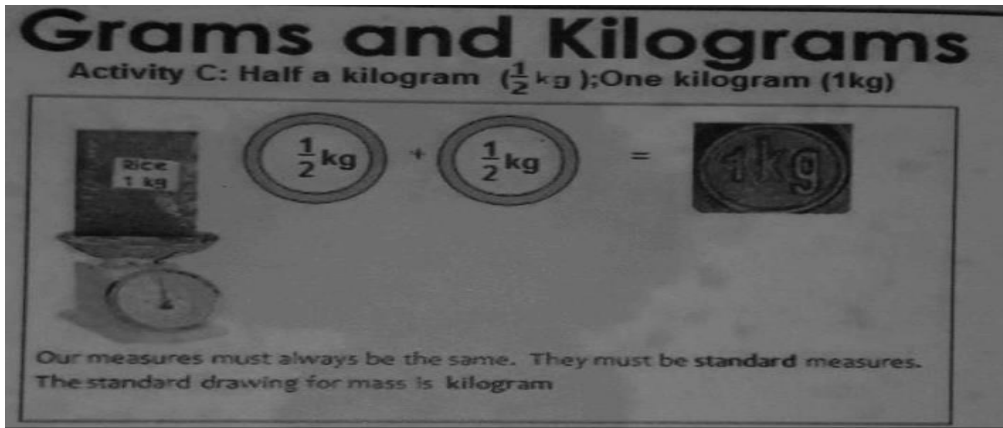
1. Find the perimeter



### Grams and Kilograms

- We use a scale to weigh the grams and kilograms.

- We can find a scale near the potatoes and onion side inside a supermarket or a shop.



### **Activity week 6**

1. List all the items that are weighted as grams and kilograms and record them in the table below.

Grams (g)	Kilograms (kg)

2. Write the name of the objects in one of the columns:

Less than half kg	About a half kg	More than a kg

### **Volume and Capacity**

When measuring volume and capacity, liquid is only weighted.

### **Standard Units of Volume and Capacity**


- Millimetres (ml) measuring very small amount of liquid. Example: water in a spoon, tea in a cup, milk in a bottle.
- Litres(L) measuring larger volume of liquids. Example: water in a bucket, big bottle of juice.

### **Activity week 7**

Collect bottles and containers at home and record the volume of each in the table below.

Items	Units
Milk in packet	
Coke in can	
Water in bucket	
Patrol in car	
Juice in a bottle	

Powerade juice	
Kerosine	
Body spay can	

	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 5</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<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	Going to school
Content learning outcome	At the end of the lesson, the students should be able to: Examine the safety rules while crossing a creek and a bridge.

### **Safety when crossing a creek.**

1. Cross at the shallowest and safest point.
2. Do not try to cross if the creek is flooded, or if the water is flowing swiftly, unless you are accompanied by an adult.
3. If you have to use a tree trunk bridge, walk on it carefully, with bare feet, and balancing yourself well.
4. Do not shake the bridge when someone else is using it, as this can make the other person lose balance.

### **Safety when crossing a bridge.**

1. Use the footpath if there is one. Walk in a single file.
2. Walk as close to the railing as possible. Do not sit on the railing.
3. If it is a small bridge with no railings, wait until it is clear of traffic before crossing it.
4. Be particularly careful when walking on wooden bridges with slippery planks.

## **ACTIVITY – WEEK 6**

### **SHORT ANSWER QUESTIONS**

**Answer both questions in the spaces provided.**

1. Complete the sentence.

Pita has to cross a creek to reach home. He should

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2. The children are crossing the bridge. What is one rule that they are following.



## **ACTIVITY – WEEK 7**

### **FILL IN THE BLANKS**

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

#### **WORDLIST**

railings	flooded	Slippery	Shallowest	swim
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1. Cross the creek from the \_\_\_\_\_ point.
2. Be careful of the \_\_\_\_\_ planks while crossing the wooden bridges.
3. Do not cross \_\_\_\_\_ creek.
4. Do not sit on \_\_\_\_\_.
5. Never \_\_\_\_\_ in flooded creek.





# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 6 COVID- 19 (EXTENDED SCHOOL BREAK)

<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.

### चिड़िया

एक चिड़िया थी। एक दिन वह तालाब में पानी पीने गई। वह पानी में गिर गई। तभी वहाँ एक बिल्ली आई। चिड़िया बोली—बहन मुझे यहाँ से निकालो। बिल्ली बोली—निकाल तो दूंगी, लेकिन मैं तुझे खाऊंगी। चिड़िया बोली—पहले मुझे निकाल, सुखा और फिर खा लेना।

बिल्ली ने उसे पानी से निकाला, सूखने के लिए मैदान में रख दिया। बिल्ली पंख सूखने का इंतजार करने लगी। पंख सूखते ही चिड़िया उड़ गई। बिल्ली देखती रह गई।





## ACTIVITY – WEEK 6



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## ACTIVITY – WEEK 7




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	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 5</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: Places and Environment**

**Sub-Strand: The Weather**

**Learning Outcome: At the end of the lesson, students should be able to know the traditional way of predicting weather.**

### Traditional ways of predicting weather

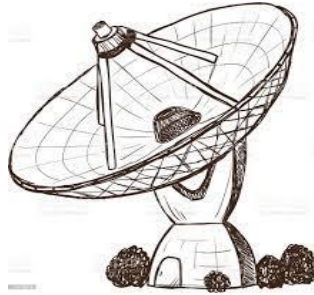
1. If you see a red sky during sunset, means dry air is moving towards you (no rain ahead but the wind is sure to follow).
2. A red sky in the morning means that the dry air has already moved past you, and what is behind it will now follow. (Rain or storm)
3. Look for rainbows in the morning. A rainbow in the west means moisture is on its way, a rainbow in the east means the rain has left the area.
4. If there is a ring around the moon at night, snow or rain will come in the next 3 days
5. If you flowers smell stronger than normal, rain is on its way.
6. The louder the frogs, the more the rain.
7. If you make a fire outside and the smoke goes straight up, you will have good weather. If the smoke curls and wisps then a low-pressure system (rain) is on its way)
8. If there is dew on the grass in the morning, chances are it won't rain that day.

### Modern ways of predicting weather

1. **Doppler radar-** Doppler radar is the meteorologist's window into observing severe storms.



2. **Satellite data-** Weather Satellites monitor Earth from space, collecting observational data our scientists analyze.




Questions

1. Apart from the ways for predicting weather mentioned above, write two ways of predicting weather that you know. (Modern or traditional)

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	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 5</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>	

**Matana: Bulibuli kei na Volavola**

**Veika me na rawati:**

**Ni oti na leseni qo, e ra vulica na gone e so na vosavosa vaka- viti vovou.**

**Na vosavosa vaka viti.**

- Sa bakata na ivi-E rua na kau e ra dau bakatataka na ivi, oqo na baka kei na seburu. E rau dau tubu ka bula mai vua na vu ni ivi. E rau na toka sara ga e kea me yacova ni rau sa lelevu ka vakamatea na vu ni ivi. E vaka kina e dua na tamata e kerekerea toka ga e dua na ka me yacova sara ni sa soli vua.
- Sa kalia ki na vu ni ivi levu- Ko Vuniivilevu e tiko e na dua na wasawasa ka voekati Moturiki e i cibaciba. Ni tukuni oqo e kena i balebale ni sa lako ki Navuniivilevu ni sa mate.
- E vaka e lauvidi na ivi matua- Ni da vidika e dua na ivi lala kei na dua na ivi matua e na duidui na kedrau rorogo. Na ivi lala e vaka me rogo levu ka rogo bi na kena e tawa. Ni dua e vosa tiko, e na kilai sara tiko ga ni tawa se lala na nona qavokavoka.

Me volai

E lima se sivia na i yatu vosa me baleta na kena numu e dua na kuro ivi me yacova ni sa la'ki buta.

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	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 5</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>	

Strand	Energy
Sub strand	Energy Transformation, Use and Conservation
Content learning outcome	At the end of the lesson, the students should be able to: Give examples of safe energy sources.

### Safe Energy Sources

1. Some safe energy sources are energy from the sun (solar), wind and water (hydro).
2. These sources provide us with electricity.
3. Energy from firewood is used for cooking.
4. Solar power is commonly used for hot water shower in urban areas and for providing electricity for some homes in rural areas.
5. The Monosavu Hydro dam in Fiji provides electricity to most parts of Viti Levu.

### ACTIVITY – WEEK 6

#### SHORT ANSWER QUESTIONS

Answer all questions in the space provided.

1. Write down places where solar power is used.

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2. What are some uses of firewood?

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3. Where is the location of Monasavu Hydro dam in Fiji?

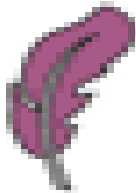
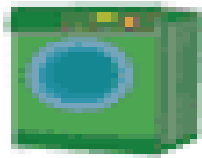
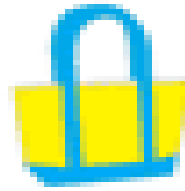
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### **ACTIVITY – WEEK 7**

**Circle the items that are powered by electricity.**



### **DRAW AND COLOUR**

SOLAR PANEL

FIREWOOD