	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 4</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: Reading and Viewing**

**Sub Strand: Language, Features and Rules**

**Learning Outcome:** At the end of the lesson, students should be able build on knowledge on reading, vocabulary and on confusing pairs.

**Week 4**

Read the story and answer the questions that follows.

Lina and Jimmy

My name is Lina. I like to read. I like stories about stars and planets the best. The book I am reading now is about the sun. The book has many pictures. It has a picture of the sun on the cover. Jimmy is my best friend. He also likes to read. He likes stories about birds and animals. Sometimes they read books together. He always say that he will became a veterinarian in future.

1. What type of stories Lina likes to read? \_\_\_\_\_
2. What is the book that Lina reading now? \_\_\_\_\_
3. Who is Jimmy? \_\_\_\_\_
4. What is the title of the story? \_\_\_\_\_
5. What type of stories Jimmy likes to read? \_\_\_\_\_

Read the paragraph and fill in the missing words from the word list.

play	taking	friends	drops	places	sit
------	--------	---------	-------	--------	-----

It had been raining all day. I could hear the \_\_\_\_\_ beat against the glass. I felt sad because I could not \_\_\_\_\_ with my friends outside. My dad said I could go \_\_\_\_\_ in his lap since I was in a bad mood. He said, “I get mad too when I can’t play with my \_\_\_\_\_. Let’s look at a map and pretend we’re \_\_\_\_\_ a trip to all of the different \_\_\_\_\_ we see on it!” It ended up being a fun afternoon!

**Confusing Pairs- Write the word that completes each sentence.**

Sun	son	for	four
-----	-----	-----	------

1. The father has one \_\_\_\_\_.
2. My sister is \_\_\_\_\_ years old.

3. It is time \_\_\_\_\_ bed.

4. The \_\_\_\_\_ is hot.

## Week 5

### Strand: Reading and Viewing

#### Sub Strand: Language, Features and Rules

**Learning Outcome:** At the end of the lesson, students should be able build on knowledge on Synonyms and Antonyms.

**Synonyms-** a word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example shut is a synonym of close.


**Antonyms** -are words with opposite meanings.

Write the opposite of these words.

<u>Antonyms</u>	<u>Synonyms</u>
<ul style="list-style-type: none"><li>• Above -</li><li>• After -</li><li>• Awake -</li><li>• Bad -</li><li>• Better -</li><li>• Big -</li><li>• Birth -</li><li>• Boy -</li><li>• Clean -</li><li>• Close -</li><li>• Cold -</li><li>• End -</li><li>• Dark -</li><li>• Day -</li><li>• Even -</li><li>• Fail -</li><li>• False -</li><li>• Float -</li></ul>	<ul style="list-style-type: none"><li>afraid-</li><li>Big-</li><li>Blank-</li><li>Center-</li><li>Couch-</li><li>Father-</li><li>Garbage-</li><li>Happy-</li><li>Hide-</li><li>Ill-</li></ul>

This exercise tests your understanding of confusing word pairs. Complete the following sentences using appropriate words.

1. It was ..... cold yesterday. (very/ much)
2. Reading gives us pleasure ..... information. (beside/besides)
3. He gives us good ..... (council/counsel)
4. Arun as well as his sister ..... absent. (is/ are)
5. She is ..... old to walk. (too /very)
6. We had pleasant ..... last week. (weather/ whether)

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

### Strand : Measurements

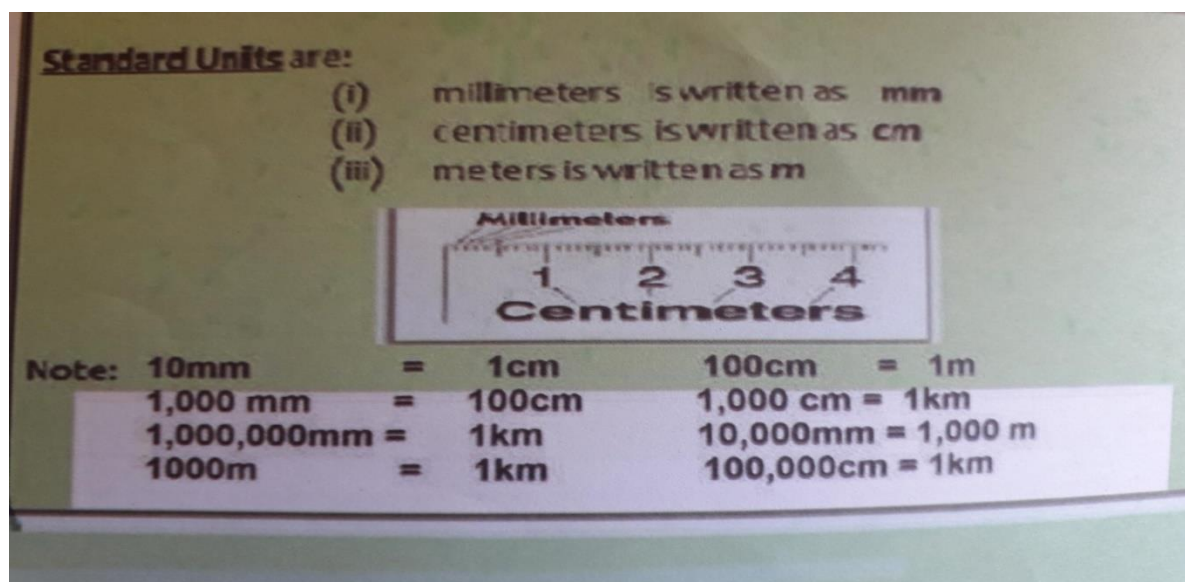
### Sub Strand: Length, Weight and Mass

**Learning Outcome:** At the end of the lesson, students should be able to express measurements by using standard units.

### Standard units

### Length

- Standard units are **commonly used units of measurement**, which help us measure length, height, weight, temperature, mass and more.
- We use centimetres(c) and meters(m) to measure a short length.
- We use kilometres (k) to measure a distance length.



### Activity week 4

Use a ruler to measure the length of the following object at home.

1. An exercise book
2. A Pencil
3. A wallet
4. A nail

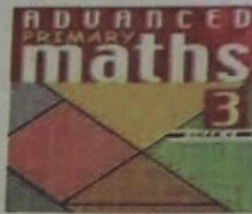
## Weights and Mass

- Is the amount or quantity of heaviness or mass; amount a thing weighs.
- We use kilograms (kg) and grams (g) to weigh the quantity of heaviness.
- We use Litre (l) and millilitre (ml) to weigh the quantity of heaviness of liquid only.
- If we want to estimate, then we'll see the size of the object and say that its heavy or light.

### Weights and Mass



Chalk box



Book



Match Box

1. Compare the mass of each object by holding it in your hands.

(a) In the same way guess which is the heaviest and which is the lightest of the items given above.

(b) Write them in order from the lightest to the heaviest.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(c) Use a balance scale to check if your guess is correct.

2. Now using the box of chalk, book, crayon and match box.

(a) The \_\_\_\_\_ is heavier than the \_\_\_\_\_

(b) The \_\_\_\_\_ is lighter than the \_\_\_\_\_

(c) Which of the items is the lightest? \_\_\_\_\_

(d) Which of the items is the heaviest? \_\_\_\_\_



# Weights and Mass



Cement block



Wood Block



Stone

1. Compare the mass of the cement block, wood block and stone by holding them in your hands.

- (a) Which do you think is the heaviest? \_\_\_\_\_
- (b) Which do you think is the lightest? \_\_\_\_\_
- (c) Write the mass in order from the heaviest to the lightest.  
\_\_\_\_\_
- (d) Use a balance scale to find out if your guess is correct.


2. Now using the box of chalk, book, crayon and match box.

- (a) The cement block is \_\_\_\_\_ than the wood block.(heavier/lighter)
- (b) The wood block is \_\_\_\_\_ than the stone.(lighter/heavier)
- (c) Which of item is heavy, heavier and the heaviest?

heavy

heavier

heaviest

	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 4</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	Road Safety
Content learning outcome	At the end of the lesson, the students should be able to: Demonstrate safe behaviors in different settings (road safety)

### **Road Safety**

- 1) Walk on the right hand side of the road so you can see oncoming traffic.
- 2) When using any type of crossing you should:
  - a) Always check that the traffic has stopped before you start to cross.
  - b) Always cross at the zebra or pedestrian crossings and do not jaywalk.
  - c) Be prepared to walk in single file, especially on narrow roads or in poor light.
- 3) When taking children out, keep between them and the traffic and hold their hands firmly.
- 4) Moving vehicles – you **MUST NOT** get on to or hold on to a moving vehicle.
- 5) At night, wear something reflective to make it easier for others to see you. If there is no pedestrian crossing nearby, cross the road near a street light so that drivers can see you more easily.

### **Activity week 4 – True and False**

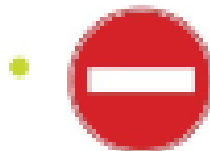
Read the statements carefully and write T for True and F for False.

- 1) Walk on the left hand side of the road. \_\_\_\_\_
- 2) Always cross at the pedestrian or zebra crossing. \_\_\_\_\_
- 3) Use mobile phones while walking on the road. \_\_\_\_\_
- 4) Walk in the single file on the road. \_\_\_\_\_
- 5) Cross the road when it is clear. \_\_\_\_\_

## ACTIVITY WEEK 5

1 I match the meanings to the correct traffic signs.

Speed Limit 60 KM/H ●



No entry for vehicles ●



Pedestrian Crossing ●




Children ●



STOP ●



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

### नाव

एक मेंढक, एक चूजा, एक चुहा, एक चींटी, और एक सोनपंखी टहलने निकले। वे एक छोटी नदी के पास पहुँचे। मेंढक ने कहा, “चलो नदी में नहाते हैं।” मेंढक पानी में कूद पड़ा।

चूजा, चुहा, चींटी, और सोनपंखी ने कहा “हम तैर नहीं सकते।” चूजा, चुहा, चींटी, और सोनपंखी को बहुत बुरा लगा, और उन्होंने सोचा, कुछ करना चाहिए।

चूजा जाकर एक पत्ता ले आया, चूहा जाकर अखरोट का छिलका ले आया, चींटी जाकर भूसा ले आया, और सोनपंखी ने काला धागा ले आया। वे सब काम में जुट गए।

वे छिलके के निचे भूसा को चिपका दिया और धागे से पत्ते को उसमें बांध दिया। एक मिनट में सुन्दर सा नाव तैयार हो गया। उस नाव को पानी में आगे बढ़ाया और सभी उसमें बैठकर आगे जाने लगे।

मेंढक उन्हें देखकर हँसने के लिए अपना सिर ऊपर उठाया परन्तु नाव अब बहुत दूर चला गया था।

सीख: कभी किसी को किसी से कम नहीं समझना चाहिए।



## अभ्यास कार्य

### सावल के जवाब लिखो।

1. इस कहानी में कितने जानवर थे ?

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2. कौन पानी में कूद पड़ा ?

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3. चूजा ने क्या लाया नाव बनाने के लिए ?

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4. नाव बनाने के लिए वे कौन सी चिज़ों का इस्तेमाल किया?


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5. कितने मिनट में चूजा, चुहा, चींटी, और सोनपंखी ने नाव तैयार किया ?

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### ACTIVITY WEEK 5

		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>
	<div data-bbox="544 1375 852 1774"><p>गाय घोडा मोर चीता ऊँट हाथी शेर बकरा हिरन गैंडा</p></div>	
<input type="text"/>		<input type="text"/>
		
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	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 4</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>	

### The weather

#### **What is weather?**

Weather is the day-to-day conditions of a particular place.

For example: It was raining today at school. Yesterday was a sunny day. The weather bulletin for tomorrow says that there will be light showers.

The person who studies the weather is called a meteorologist.

#### Some elements of weather

##### 1. Sunshine

- The amount of sunshine we have depends on where we live and the cloud cover.
- Those who live in the drier parts of the islands get more sunshine than those in the wet areas.

##### 2. Temperature

- Temperature is the measure of how cold or hot a place is.
- Temperature is usually higher during the day than at night.
- Temperature is measured using a thermometer, with units in degrees on Fahrenheit (°F) or Celsius (°C) scales.

##### 3. Clouds

- Clouds are made up of millions of tiny water droplets.
- Clouds are made when warm, moist air rises into the sky where it cools down and condenses.
- Clouds can form in a few minutes or over a number of hours.

#### Questions

1. What is weather?

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2. The person who studies the weather is called \_\_\_\_\_

3. Which part of Fiji get more sunshine and why?

---




---

4. What is temperature?

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5. What do we use to measure our temperature?

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	<b>WEEKLY HOME STUDY PACKAGE 4</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**

**Matana lailai: Na vola I Vola**

**Veika me rawati**

Ni oti na lesoni qo, e ra na rawata na gone na vola e dua na I vola I Vola.

**Na vola i vola**

**E na vola i vola e vica na ka bibi me nanumi.**

1. Na nomu i tikotiko. Oqo e na volai e na tutu i matau ni tutu ni vola e cake. Me vaka oqo:

**Nakorolevu,**

**Bau,**

**Tailevu.**

**Nabukelevu District School,**

**Davigele,**

**Kadavu.**

2. Na tiki ni siga. Oqo e volai e na ruku ni otioiti ni yaca ni yasana se koro ka volai duadua sara e muri. Oqo na kena i vakaraitaki:

Nakorolevu,

Bau,

Tailevu

**24 Me, 2019.**

3. Na veikidavaki. Oqo na nomu kidavaka na wekamu ko volavola tiko vua. E na yasana i mawi me lutu e dua na i yatu mai na i yatu ka volai toka kina na tiki ni siga.

Edau vakatekivutaki e na vosa “**I’saka**” se na vosa ni veiwekani kei koya ko volavola tiko vua. “**I Karua**”; “**I Tata**”; kei na so tale.

4. Na lewe ni vola. E volai kina na ka ko kerea se talanoataka se via tukuna vua na tamata ko volavola vua.

5.Na kena i tinitini. E tukuni kina na vakanuinui vinaka, loloma, na vei wekani kei na yaca. Oqo e dua na i vakaraitaki ni i vola ko vola e dua na gone ki na nona qasenivuli e na vuku ni nona a sega ni rawa ki vuli.


Dua na sabolo ni vola I vola e koto e ra.

Nokorolevu,  
Bau  
Tailevu.  
24 Me, 2019.

I'saka,

Au via vakaraitaka yani vei kemuni ni tauvi au tiko na matetaka. Au sa na sega ni rawa yani ki vuli e daidai. Mo ni vosoti au kina.

Nomuni Gonevuli  
Avete Tamani

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<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	Physical Properties of natural materials.
Content learning outcome	At the end of the lesson, the students should be able to: Investigate the physical properties of natural and man-made materials such as texture, hardness, conduct, heat, electricity and weight.

### **Physical Properties of some natural materials**

- 1) Natural materials can be combined, mixed, heated or treated in a combination of ways to produce processed materials.

### **Examples**

- Water – a liquid which is tasteless, has no smell, colorless, can change to solid (ice), water vapor (gas).  
In ice form can melt at high temperature and when heated can change into gas.
- Wood – solid, brown color, tough.
- Sand – has fine, medium, coarse grains, loose grains and grey in color.
- Soil – has brown, orange color, can stick together when wet, is hard smooth and dry, has decomposed materials.
- Leaves – green color, falls and decays in the soil.

- 2) Physical properties can be observed and measured without changing the identity of the substance.

#### **Activity week 4**

**Circle the 6 natural materials in the puzzle.**

#### **Word list**

trees	animals	Rocks
mountains	water	Sun

u	m	o	u	n	t	a	i	n	s
w	z	n	q	r	o	c	k	s	B
a	n	i	m	a	l	s	f	u	S
d	s	a	n	s	u	n	o	h	I
e	w	a	u	d	w	a	t	e	R
r	j	t	r	e	e	s	k	p	v

#### **Activity week 5 – Fill in the Blanks**

Choose the correct answer from the bracket and write on the line provided.

- 1) Wood is \_\_\_\_\_. (soft / hard)
- 2) Water is \_\_\_\_\_. (solid / liquid)
- 3) \_\_\_\_\_ is brown in color. (Soil / Water)
- 4) \_\_\_\_\_ decays in the soil. (Leaves / soil)
- 5) When ice is heated, it changes to \_\_\_\_\_. (solid / gas)