



MADHUVANI SANGAM PRIMARY SCHOOL

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

SUBJECT

ENGLISH

YEAR

4

NAME

ADDRESS

Strand: Shaping and Writing

Sub-Strand: Imaginative and Informative Text

Learning Outcome: At the end of the lesson, students should be able to identify the different text type.

Imaginative and informative texts

An Imaginative Text- is a piece of writing or story that is fiction.

Examples include novels, graphic novels and fairy tales.

Example of Imaginative Text

A Visit to the Water Park

There is a new water park in town. We go there on the first day of summer. It has pools and water slides. There are sprinklers too. The slides are scary at first. After the first ride, we love the water slides. The sprinklers are cool on hot days. One of the pools makes its own waves.

All the kids try to surf the waves. It is really fun. The water park can be very crowded. There are many kids and adults, but they do not allow pets. We really like the ice cream at the snack bar. They also sell pop and donuts. We all love the new water park.

1. What is new in town?

2. What is scary at first?

3. What is cool on a hot day?

4. What do they love at the snack bar?

Informative Text- presents factual information, such as reports, essays, articles and biographies.

Example of Informative Text



Fill in the blanks with the past tense of the verb.

1. The boys (eat) _____ their supper without a complaint.
2. The girls (hear) _____ a weird noise outside their house.
3. Fanny (throw) _____ the ball over the fence.
4. The students (write) _____ their names at the top of the page.
5. Last summer, we (swim) _____ at the lake.
6. Johnny (take) _____ guitar lesson with a great teacher.
7. Your dad (buy) _____ a new car.
8. I (see) _____ you at the park last night.
9. Lila (set) _____ the table before supper.
10. The students (rise) _____ for the national anthem.
11. The children (sing) _____ a song together.
12. Last night, we (go) _____ to the market.
13. The dog (dig) _____ a hole in the ground.
14. My friend (keep) _____ her promise.
15. She (think) _____ about her answer before speaking.



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SUBJECT

MATHEMATICS

YEAR

4

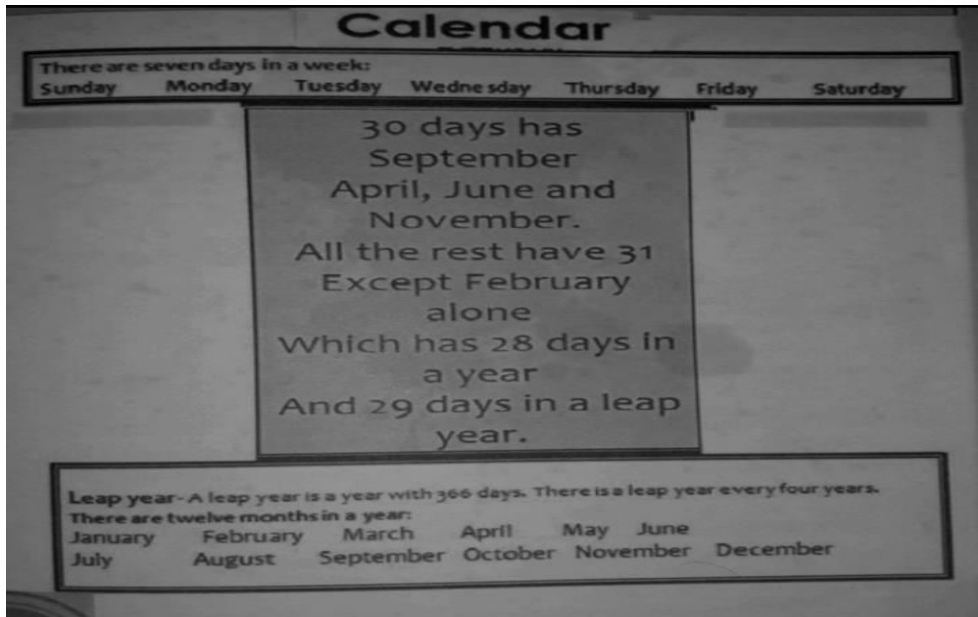
NAME

ADDRESS

Strand: Measurements

Sub-Strand Time (Calendar)

Learning Outcome: At the end of this lesson, students should be able to order the days of the week and the months of the year.



Activity: Days of the Week & Months of the Year.

Study the calendar below- Month of January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			2	3	4	5
6	7	8	9		11	12
13	14	15		17	18	19
20		22		24	25	26
27	28		30	31		

Use the calendar to answer the questions.

1. How many days does this month have? _____
2. Write the missing numbers. _____
3. How many Wednesdays does the month of January have? _____
4. What is the day of the first Saturday of this month? _____

Word problem.

1. How many days are there in a week? _____
2. The nurse will visit our village every fortnight of two months beginning from April.
 - a) A fortnight is equal to _____ days.
 - b) A fortnight is equal to _____ weeks.
 - c) There are ____ days in two months and a total of ____ weeks.



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

SUBJECT	HEALTHY LIVING	YEAR	4
NAME		ADDRESS	

Strand	Safety
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

SAFE PLACES

1. If you are lost in town or in a bigger place in a city, look for a policeman or any security guard to assist you.
2. If you have lost track in a forest, remember that you need to move in a circle path so that you don't wander far away. If you find a river/creek follow the river down because it will bring you to the seashore.
3. If you are not feeling well, see the nearest nursing station/health centre, Hospital for treatment.
4. You need to be strong if you are lost.

ACTIVITY – WEEK 8

In the table below, write down the services provided by the following.

	Services they provide to you.
Nursing station, health Centre, hospital	Medical services.
Police station	
Post office, postal agency	
Fire station	
Village elders, Turaga ni Koro	
Religious leaders	
Teachers	

ACTIVITY – WEEK 9

Complete the table given below.

Statements	What will you do to help yourself?
Lost in town	
Lost track in a forest	
Not feeling well	



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

SUBJECT	HINDI	YEAR	4
NAME		ADDRESS	

Strand	Listening and speaking
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.

फूल और तितली

वो एक सुहानी सुबहा थी। कुछ बच्चे बगीचे के पौधों को पानी दे रहे थे। बगीचे में बहुत सारे फूल थे, और बहुत खुश लग रहे थे। पर वहां एक छोटा सा सफेद फूल था, जो बिलकुल भी खुश नहीं लग रहा था।

बाबली जो एक तितली थी, वो बगीचें में ही रहती थी। वो दिल की बहुत अच्छी थी। उसने उस सफेद फूल को दुखी में देखा और उससे बात करने आ गई। बाबली बोली, “तुम क्यों उदास बैठे हो जब की यहाँ सब फूल इतने खुश हैं। तभी फूल बोली की मैं अपने सादे रंग के वजे से खुश नहीं हूँ। बगीचे मे कितने रंग बिरंगे फूल है और मैं सफेद हूँ।

तितली सोचने लगी की अैसा क्यां करू जिसे वो छोटा सा फूल खुश हो जाता। फिर उसे एक तरक़िब सुझी, की अगर मैं इस फूल की सारी पंखुड़ियों को इंद्रधनुष के रंगो मे रंग दुगी तो वहा फूल बहुत खुश होगी। तितली इंद्रधनुष के रंगो वाला फूल उस बगीचे में ढूँढने लगी। उसे वो सारे रंग मिला जो इंद्रधनुष के रंगो से मिलता है। उन फूलो ने अपना थोड़ा सा रंग की बौछार उस सफेद फूल पर किया। छोटा फूल अपनी पंखुड़िया देख कर बहुत खुश थी। उसने सभी फूलो और तितली को धन्यवाद किया और उन लोगो ने उस फूल का नाम इंद्रधनुष फूल रख दिया।

WEEK 8 – ACTIVITY

इन सवालो के जवाब लिखो

1. कौन पौधो में पानी डाल रहे थे?

2. बगीचे पर कौन दुखी था?

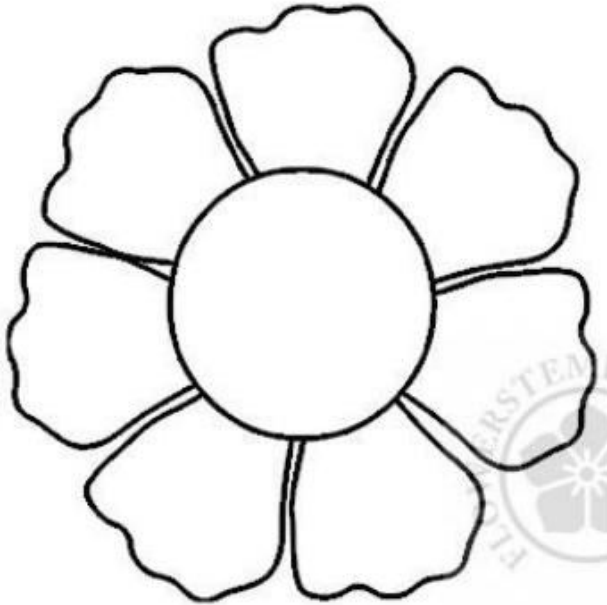
3. सफेद फूल क्यों दुखी था?

4. उसकी मदद किसने किया?

5. तितली ने सफेद फूल की मदद कैसे किया?

WEEK 9 – ACTIVITY

नीचे दिए गए चित्र पर इंद्रधनुष के सारे रंग भरो।



रंग
लाल
नारंगी
पीला
हरा
नीला
गहरा नीला
वैंगनी



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SUBJECT	SOCIAL STUDIES	YEAR	4
NAME		ADDRESS	

Strand 4: Resources and Economic Activity

Sub-Strand: Preserving our Community and Village Resources

Learning outcome: At the end of the lesson, students should be able to understand some ways to conserve water and forest.

Preserving our community/village resource

Water Preservation and Conservation

- 1) Water is essential for life.
- 2) We use water for drinking, cooking food, washing and so many other things.
- 3) We should not misuse water; instead, we should save water and use wisely.

Questions.

1. Write down three ways in which you can use water at home.

2. Write down three ways in which you can save water at home.

3. How can you keep river and streams clean?

Forest Preservation and Conservation

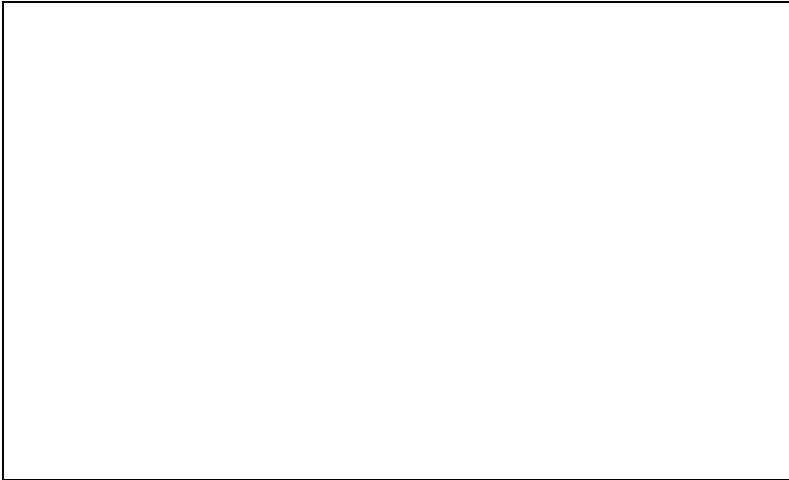
1. Forest is a large area of trees.
2. Forest provides source of food, timber for shelter, home for animals and so on.
3. We should cut forest trees unnecessarily.
4. We need to replant trees to save our forest

1. How do trees help other living things?


2. State 3 uses of trees.

3. How can we replace the trees that we cut down?

4. Develop a poem about the importance of trees to living things



5. Draw a poster showing the importance of trees





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SUBJECT	VOSA VAKA VITI	YEAR	4
NAME		ADDRESS	

LESSON NOTES

Matana	Vakarorogo Kei Na Cavuti Ni Vosa
Matana Lalai	NA veivanua e vakayagataki kina na vosa – vanua ni vakau I tukutuku, veivosaki e veisiga, vosa vakayagataki ena vakacacali.
Vakasama , kila ivakarau nirai	Vakadikeva na I tukutuku e rogoci me sauma kina na taro kei na kena vakadewataki kina na vakasama kei na kilaka ena vanua donu me vakayagataki kina.

WASE 7

NA UVI NI VEIKAUNA

VEIVOSA ME NANUMI

- veikau loa – na veikau ka tubu tu e na dua na veikau
- dausiga - nis a via dromodromo mai na draunikau se vunikaunis a vakaraudreu.
- mago – ni sa madu na q ani ivi se na uvi ni veikau
- vakacabuke - ni sa lako cake mai na lewe ni uvi ni veikau ka sa vuce cake mai ki dela ni qele.
- suvisuvi - kolakola na lewe ni dua na ka me vaka na uvi se dalo.
- lauqa - vula I macamaca, na gauna e dau kunekune dredre kina na wai ka ni sega tu ni tau nauca.
- waidranu - waidroka ka sega ni veisola kei na waitui
- botiboti- na kakana e tubu ka sega ni qaravi me vaka na uvi ni veikau.

NA I VOSAVOSA VAKA-VITI

- Sivi mada na veikau qai kala- Kakua ni bolebole ka ni sa bera ni ko vakayacora e dua na ka.
- Buta droka – Sega ni kila se matau vinaka kina.
- Veisoqovi vakaulu ni Tivoli- Na soqoni se veivosaki ka ra tiko wale ga kina ko ira e sega nidau vakatulewa se lewa se lewa ka.

CAKACAKA LAVAKI Veisataki Vosa

- | A | | B |
|---------------|-------|---|
| 1. mago | _____ | A. sega ni veisola kei na waitui |
| 2. lauqa | _____ | B. kunekune dredre kina na kakana |
| 3. waidranu | _____ | C. madu na qa ni uvi |
| 4. veikau loa | _____ | D. sega ni dau tu na uca |
| 5. dausiga | _____ | E. veikau ka tubu tu e na dua na veikau |

NA VOSA VAKA-VITI

Oqo e so na vosa ka dau vakayagataki me baleta na uvi ni veikau.

1. drasadrasa - na ulu ni uvi ni veikau ka sega so ni dau kana Vinaka, na kena I rairai e viawadrasadrasa.
2. sovusovula – na kube ni uvi ni sa via vulavula ka nis a seg ani matua Vinaka.
3. I tui – e na Tivoli, na vanua e sema yani kina na ulu ni Tivoli ki na lewena.
4. ti - ni sa la'ki tini e dua na lewe ni uvi se uvi ni veikau.
5. kubena - na lewe ni uvi se uvi ni veikau e na vanua ka sa la'ki yacova na kena tubu ni lewena.
6. kotolo - ni sa sivia na gauna me keli kina na Tivoli ka sa via walo se kana ca.
7. sokena – na tiki ni uvi se uvi ni veikau ka tubu yani e na tolona me vaka na soke ni kau.
8. wakuno – wadrega ka malumu me vaka na madrai sa qai buta wale.

CAKACAKA LAVAKI

Vakacuruma na vosa vaka-Viti e cake e na vanua ka lala koto e na I yatuvosa e ra:

- a) E _____ na ulu ni rauva ka _____ na kubena.
- b) E waiwaia na _____ ni uvi ni sa _____.
- c) Ni da keli Tivoli, e da na vakamuraia e dua na kena _____ me yacova ni sa la'ki _____ mai.
- d) Ni da kelia e dua na vu ni Tivoli ka sa vakadrauna, e da na kelia ga na _____.

2. Vakaotia mai na veiyatu vosa oqo:

1. E na vula i lauqa, keimami dau _____.
2. E na vula i dausiga, keimami dau _____.
3. Ni dau tau na uca, keimami dau _____.
4. Ni siga vinaka, keimami dau _____.

Toqa mai na kena e duidui ka qai vakamacalataka mai na ka e duidui kina.

1. tivoli , tikau , dalo, rauva _____
2. bele, lumi, ota, rourou _____
3. vavai, sisiwa, tausala, damuni _____
4. na saga, na I lokiloki ni turaga, na daliga, na qurulasawa _____
5. **na I vaci**, na veli, na I tui ni kobo, na yadre : e sui ni daku, na kena vo eratou tiki ni yava.



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SUBJECT	ELEMENTARY SCIENCE	YEAR	4
NAME		ADDRESS	

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.

1. Forces makes things move.
2. The three types of forces are pull, push and twist.

Examples of pull force.

In the tug of war, a man pulls fishing net, Put on socks, Open a drawer, Refrigerator door to open, Shoe laces to tie.

Examples of push force.

Remote control, Shopping trolley, Telephone numbers, Baby stroller, Friend on a swing, Move furniture, Push a car, Kick a ball.

Examples of twist.

Twisting the lid of a bottle, Turn a door knob, Open a bottle cap, spinning a coin, turning the tap on.

ACTIVITY – WEEK 8

1. Forces make things _____.
2. A force is a _____, pull or _____ applied to an object.
3. How can we move a wheelbarrow?

4. What happens in the game “tug of war”?

ACTIVITY – WEEK 9

Put a tick to tell whether it's a push, pull or twist.

	PUSH	PULL	TWIST
Sharpen your pencil			
Put on your pants			
Kick a ball			
Turn on the tap			
Dialing numbers in phone			
Open the drawer			
Open the door			
Put out a plant			
Put on socks			
Baby stroller			
Opening the lid of the bottle			