


SESSION: 2024-2025

**SUMMER VACATION
ASSIGNMENT
CLASS-VI**





Dear Students,

As you embark on your well-deserved summer break, I encourage each of you to embrace this time with joy, relaxation, and exploration. Use this break to rejuvenate yourselves, spend quality time with family and friends, and engage in activities that bring you happiness and fulfillment.

Additionally, I want to remind you about the vacation assignments that have been thoughtfully prepared for your holistic development. Completing these assignments will not only reinforce your learning but also help you sharpen your skills and expand your knowledge beyond the classroom.

So, strike a balance between enjoyment and responsibility during this break. Take time to relax and have fun, but also dedicate some time each day to work on your assignments. Your commitment to learning even during vacations reflects your dedication and sets a positive tone for your academic journey.

Wishing you a memorable and fulfilling summer break!

Warm regards,
Sadhana Singh
Sr. Mistress- MW

ENGLISH

Activity 1/ Day 1

Reading Comprehension

Read the passages given below and answer the questions that follow.

PASSAGE-1

Once upon a time in a small village, there lived a boy named Arun. He was known for his curiosity and love for adventure. One day, while exploring the outskirts of the village, Arun stumbled upon an ancient, dusty book lying beneath an old banyan tree. The book was titled "The Secrets of the Enchanted Forest," and it piqued his interest.

As Arun flipped through the pages, he was drawn into stories of magical creatures and hidden treasures. The book spoke of a mystical forest that could only be found when the moon was full, and where the trees whispered secrets of the past. That night, with the full moon illuminating his path, Arun set out to find the Enchanted Forest. After hours of walking, he finally reached a dense woodland that seemed to hum with an otherworldly energy. The trees swayed gently, guiding him deeper into the forest.

1. Where did Arun find the ancient book?
2. What was the title of the book Arun found?
3. According to the book, when could the Enchanted Forest be found?
4. What did Arun do after reading the book?
5. Give one example of personification from the passage.
6. Find the antonym of the word 'visible' from the passage.
7. Find the tense of the following sentence.

"He finally reached dense woodland".

PASSAGE-2

Emily loved spending her weekends at her grandmother's house. Grandma's house was nestled in a quaint village surrounded by green fields and blooming flowers. Every Saturday, Emily would take a train to the village, eager to escape the hustle and bustle of the city. Upon arriving, Grandma greeted Emily with a warm smile and a plate of freshly baked cookies. The aroma of the cookies filled the cosy kitchen. After enjoying the sweet treat, Emily and Grandma would embark on various adventures. They would stroll through the village, visit the local market, and sometimes take a boat ride on the nearby river.

One sunny afternoon, Grandma introduced Emily to gardening. They planted colourful flowers and aromatic herbs in Grandma's backyard. Emily loved getting her hands dirty, feeling the soil between her fingers. Grandma shared stories about each plant, making gardening an educational and enjoyable experience.

As the day turned to evening, Grandma and Emily sat on the porch, watching the sunset paint the sky in hues of orange and pink. Grandma told Emily tales of her childhood, creating a connection between the past and the present. The weekends at Grandma's house became cherished moments filled with love, laughter, and the joy of simple pleasures.

Choose the correct option.

1. Where did Emily love spending her weekends?

- a) beach
- b) grandma's house
- c) city
- d) school

2. What did Grandma greet Emily with upon her arrival?

- a) freshly baked cookies
- b) ice cream
- c) pizza
- d) sandwiches

3. What did Emily and Grandma do in Grandma's backyard?

- a) played video games
- b) watched TV
- c) planted flowers and herbs
- d) went shopping

4. What did Grandma and Emily do in the evening on the porch?

5. Identify the subject and the predicate in the following sentences.

I. Emily loved spending her weekends at her grandmother's house.

II. The weekends at Grandma's house became cherished moments filled with love, laughter, and the joy of simple pleasures.

6. Rewrite the sentence in simple present tense.

They planted colourful flowers and aromatic herbs in Grandma's backyard.

7. Provide one word for the following-

Giving a feeling of comfort, warmth and relaxation

8. What is the meaning of hustle and bustle?

Learning Outcomes

After the completion of the activity, students will be able to:

- Enhance critical thinking skills.
- Analyze, interpret, and synthesize information from the text.
- It also improves reading comprehension, vocabulary, and inference abilities
- fosters a deeper grasp of the material and facilitates effective communication
- Analyze the subject and predicate of sentences
- identify simple tenses of sentences

Activity 2/ Day 2

MA-2

Menu Card

Students will make a Menu Card having the traditional cuisines of Gujarat and Chhattisgarh (Ek Bharat Shrestha Bharat)

Students will be taking A4 size pages (each for one state) and write the names of traditional cuisines of Chhattisgarh and Gujarat on each paper. Decoration must be done properly to make it presentable.

Learning Outcomes

After the completion of the activity, students will be able to:

- explore and integrate new culture and tradition
- learn new terms and apply them in creating their own write ups

Activity 3/ Day 3

Comic Strip on the story 'The Selfish Giant':

- Write down your ideas for the characters, settings, expressions and even speech. Make sure each part has some action and that your ending is powerful with an awesome punch line.
- On a new piece of plain paper, draw your three frames using a pencil and a ruler. Make sure each frame is equal size. You can even put small light marks on the paper to mark out where the speech bubbles will go.
- Draw your characters in a simple way using basic shapes.
- Now add in the lettering for your speech into your speech bubbles and don't forget to double-check your spelling.
- Now go back to your characters and add any extra details, such as facial expressions, movement lines, and shadowing on the floor. Now you may do the final drafting with pen/ sketch pen.

Example of a comic strip:



Learning Outcome

After the completion of the activity, students will be able to:

- develop creativity and sequential storytelling skills
- enhance their ability to develop character and dialogues
- integrate animation in a plain story
- enhance their grammar and vocabulary so that they can create their comic strips of other stories they read

Activity 4/ Day 4

Making a cover page of Newspaper, 'The Jindal Times' with news from the world of sports, politics and current affairs. You may use one fourth of a chart paper to make a miniature of a newspaper. Example:

Name of your newspaper <small>Date of issue</small>	
<u>MAIN</u> <u>STORY</u> <u>HEADLINE</u> <small>Name of writer</small>	Your main photo should grab the reader's attention. Copy and paste a photo from a website.
Newspapers usually lead with a dramatic and attention-grabbing headline and story so as to entice people to buy the paper. Your story will be about 150-200 words. In newspapers, paragraphs and sentences are short. Often the paragraphs are only one or two sentences. 'Choose a sentence from your story to highlight an important point. Write the sentence in single quotation marks.' Continue your main story.	Write a caption for your photo.
	More stories: Story 1 headline.....page xx Story 2 headline.....page xx Story 3 headline.....page xx
	In other news ... Headline 1.....page xx Headline 2.....page xx Headline 3.....page xx (choose headlines appropriate to the topic)

Learning Outcome

After the completion of the activity, the students will be able to:

- form an idea how a newspaper is made
- enhance knowledge on current affairs
- Create their own newspaper with clipping or cut outs which will further enhance their motor skills along with metacognitive growth.

Activity 5/ Day 5

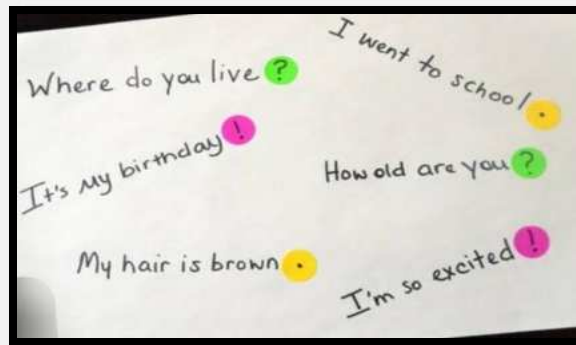
Punctuation stickers

Six sentences will be given, two for each type of punctuation.

Make the sentences simple and obvious. For example, start your questions with a question word like who, what, when, where, or how.

Write down each of the sentences on white A4 size paper. Leave enough room to add a sticker at the end.

Next make your punctuation stickers with colourful papers, two for each exclamatory sentences, interrogative sentences and declarative sentences. Add the correct punctuation sticker and place one at the end of each sentence. Example:



Learning Outcome

After the completion of the activity, the students will be able to:

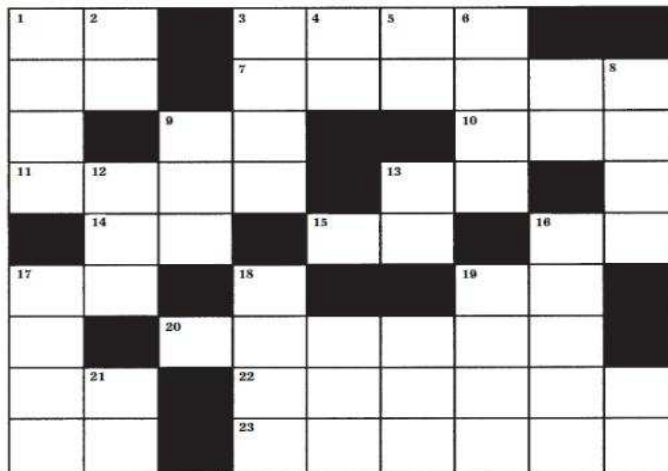
- Frame meaningful sentences with proper punctuation.
- Learn the usage of punctuation to add proper sense in a sentence.



DAY -1

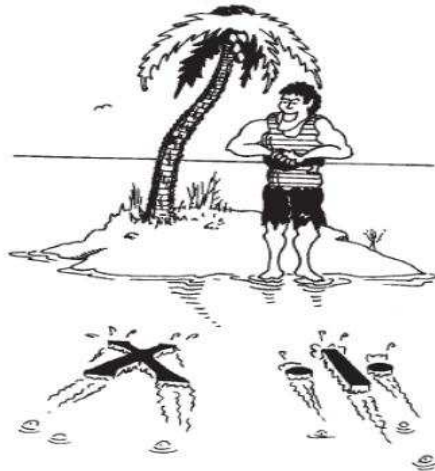
Worksheet - 1

Complete the puzzle using the information given below.



ACROSS

7. $5,893,137 \div 9$
9. $432 \div 9$
10. $4810 \div 5$
11. 738×10
14. $10,450 \div 475$
15. $9,024 \div 96$
16. $3,195 \div 45$
19. $1,558 \div 41$
20. $123,409 \times 8$
22. $9,936,890 \div 10$
23. $1,469,550 \div 3$



DOWN

1. 427×21
2. 3×31
3. $42,120 \div 9$
4. 19×5
5. $168 \div 7$
6. $18,960 \div 5$
8. $29,439 \div 9$
12. $1,308 \div 4$
13. $336 \div 4$
17. 395×25
18. $1,947 \times 2$
21. 5×5

Learning Outcomes

Master multiplication and division with a number puzzle, fostering critical thinking in enjoyable and effective way.

DAY -2

Worksheet- 2

In the centre of the puzzle below are math vocabulary words that need to be searched in the surrounding puzzle. You can find the words in forward, backward, and diagonal positions.

C	E	N	T	I	M	E	T	E	R	A	L	C	B	V	W	E	L	L	I	P	S	E	R	I	O	L	C			
U	R	Y	T	P	L	F	Q	W	R	E	X	C	O	A	M	I	N	T	E	R	S	E	C	T	P	O	M			
M	N	E	R	A	A	T	F	W	N	A	P	L	Y	M	U	L	A	S	E	U	N	E	V	Q	U	R	T			
R	E	U	P	C	H	W	O	G	I	K	M	U	L	T	I	P	L	E	S	U	P	O	R	N	F	G	U			
C	V	B	T	O	S	A	T	R	E	O	I	N	F	D	E	G	H	I	P	V	N	P	T	R	E	R	T			
L	L	O	C	K	B	H	P	E	R	P	E	N	D	I	C	U	L	A	R	E	R	K	Y	U	M	C	Z			
B	R	A	V	I	V	E	M	B	R	A	N	G	L	E	R	G	M	H	W	P	O	E	S	U	T	B	O			
V	A	S	C	U	K	L	E																B	O	L	T	Y	B	M	F
T	N	A	V	I	S	T	W	ANGLE											MEASURE	E	D	U	T	I	T	A	L			
I	T	N	B	I	G	W	O	ARITHMETIC											MONEY	L	N	M	I	L	O	P	R			
P	G	K	U	N	J	O	T	CENTIMETER											MULTIPLES	O	B	M	K	D	E	R	S			
M	H	I	L	I	G	H	L	COUNT											NUMBERS	N	S	T	T	H	G	I	R			
R	N	R	T	N	I	O	P	DEGREES											OBTUSE	G	O	T	N	J	I	N	J			
T	M	W	I	P	O	N	J	DIVIDE DIVISOR											PAIR	I	N	B	M	E	X	T	R			
I	K	T	Y	O	L	D	L	ELLIPSE											PERPENDICULAR	T	O	L	B	D	J	I	Y			
V	L	E	R	M	I	C	O	FACTOR											PLANE	U	M	O	N	E	Y	E	W			
P	O	R	B	V	A	E	M	INTERSECT											POINT POWER	D	R	I	U	N	M	E	R			
C	P	R	I	A	P	S	K	LATITUDE											RATIO	E	X	T	V	E	R	A	W			
Q	L	D	E	R	E	L	P	LENGTH											RIGHT	B	E	R	U	S	A	E	M			
U	E	P	E	G	L	K	I	LOGICAL											SEGMENT	P	E	R	T	I	C	M	L			
U	C	J	M	I	K	R	E	LONGITUDE											SUM	L	D	U	M	B	R	E	T			
I	M	E	B	U	P	L	S	MATH											TRIANGLE	C	T	I	D	E	W	B	R			
O	N	O	I	T	A	R	S																J	O	H	V	N	S	T	R
T	P	G	U	L	P	A	W																I	V	B	M	I	U	R	Y
G	I	S	U	M	H	J	A																N	P	O	K	L	S	E	W
G	H	I	J	D	L	F	K	D	E	O	P	R	N	O	M	W	A	S	M	M	A	S	R	T	Y	O	W			
P	O	W	E	R	W	E	E	G	H	I	V	U	M	B	E	N	A	L	P	B	A	T	N	R	O	V	R			
P	R	T	Y	M	N	G	R	G	P	F	M	S	A	T	B	V	R	U	T	I	M	T	R	E	W	R	T			
R	R	E	N	K	R	L	R	T	Y	B	B	T	W	Q	U	E	S	Y	O	L	U	B	H	A	S	T	R			
E	T	T	I	E	M	V	N	A	E	S	T	E	L	E	L	G	N	A	I	R	T	N	B	G	H	E	L			
Y	E	R	E	M	B	T	Y	R	E	R	G	K	H	I	L	P	O	N	W	E	T	V	C	R	E	L	P			
N	O	S	T	R	E	M	S	B	C	F	M	A	R	I	T	H	M	E	T	I	C	N	E	T	I	R	B			

Learning Outcomes

Solving mathematical vocabulary puzzles is a fun and effective way to reinforce mathematical concepts and skills.

DAY-3

Worksheet – 3 (Based on Ch-1-Knowing Our Numbers)

Answer the following questions:

1. A snake is 625cm long. Express its length in meters.
2. I had one-fourth litre of milk. How much milk I had in ml?
3. Which number is predecessor of the smallest five-digit number?
4. What is the place value of 1 in the smallest four-digit number?
5. How many thousands make a million?
6. How many lakhs make one crore?
7. Write the name of 7653384 according to International System of Numeration.
8. How many milligrams make one kilogram?
9. What must be added to the largest 4-digit number to get smallest five-digit numbers having different digits?
10. How much should be subtracted from smallest four-digit number having different digits to obtain largest three-digit number with unit digit 8?
11. Find the product of greatest number in three digits with the greatest number in two digits.
12. Write the smallest number in 6 digit using digits 2, 0,7. (repetition of digits allowed)
13. Select the smallest number: 108912,78905,93210
14. In three consecutive years, number of girls born are 560005, 540720 and 540360. Arrange them in ascending order. Write a suitable slogan on saving the girl child.
15. A carton containing tetra packs of mango juice weighs 760 g. If carton contains 40 tetra packs, what is the weight of each tetra pack?
16. An oil tin contains 92L of refined oil. How many bottles of capacity 250 mL can be filled?
17. Vijaya earns Rs.155 an hour. If she works 38 hours in a week, how much will she earn in a week?
18. Vandana had 50kg of oranges to sell in the morning. By noon she sold only 38 kg750 gm. She notices 2kg500gm was rotten and hence planned to sell remaining by same day. What quantity is she left with to sell?
19. Radhika needs 1m15cm cloth to stitch a frock. Out of 50m cloth how many frocks can she stitch and how much cloth will be left unused?

20. The prices of 4 cars on display in a showroom are Rs.735710, Rs.518959, Rs. 536718 and Rs. 775925. Arrange these prices in ascending order. Saumya wants to buy a car. What is the minimum amount she will spend?

Learning Outcomes

Master place value, comparison, operations, and problem-solving, while developing critical thinking through word problems.

DAY-4



Worksheet – 4 (Mental Ability)

1. Find the missing term of the pair: 12: 36: 16:

- a) 32 b) 48 c) 64 d) 63

2. Choose the odd one out

- a)6 b)7 c)18 d)3

3. Choose the missing term

15 18 21

90 75 108 90 ? 105

a) 78 b) 126 c) 140 d) 132

4. F I M P?

- a) V b) Q c) T d) R

5. If in a certain code, 5234 is written as RING and 6109 is written as FAST, how will 095243 be written?

- a) STRING b) STRNIG c) STRIGN d) NGRIST

6. in a certain code:-

'bir le nac' means *'green and tasty'*;

'pic nac hor' means *'tomato is green'* and

'coc bir hor' means *'food is tasty'*.

Which of the following means *'tomato is tasty'* in that code?

- a) bir le hor b) pic hor nac
c) hor bir pic d) None of these.

7. Ajay left home for the bus stop 15 minutes earlier than usual. It takes 10 minutes for him to reach the stop. He reached the stop at 8:40 a.m. what time does he usually leave home for the bus stop?

- a) 8:30am b) 8:45pm c) 8:55 d) None of these

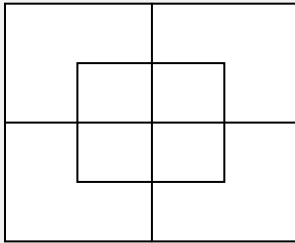
8. If February 1, 1996 is Wednesday, what day is March 3, 1996?

- a) Monday b) Sunday c) Saturday d) Friday

9. A man starts walking towards south. After walking 10m, he turns left at right angle, then after 15 m he again turns left at right angle. In what direction is he finally walking?

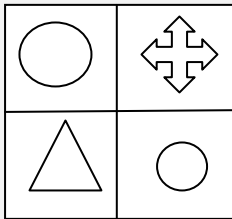
- a) East b) West c) North d) South

10. How many squares are there in the following figure?



- a) 8 b) 9 c) 10 d) 11

11. Find the mirror image of:



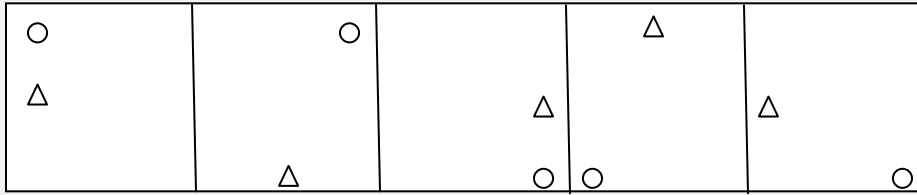
- a) b) c) d)

12. Find the most appropriate missing pair for the following:

LETTER: WORD::?

- a) CLUB: PEOPLE b) PAGE: BOOK
c) PRODUCT: FACTORY d) PICTURE: CRAYON

13. Find the odd one which is not having the characteristic of others



(a)

(b)

(c)

(d)

(e)

Learning Outcomes

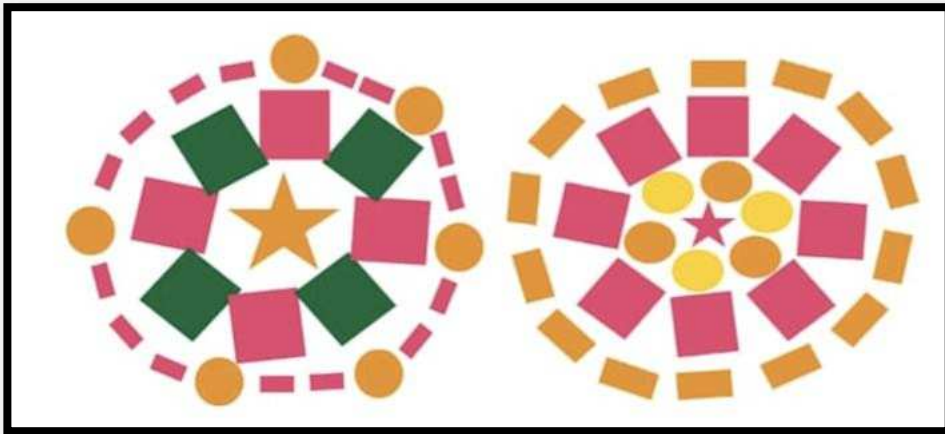
Students will develop the ability to analyze and solve complex problems, think critically and creatively and apply logical reasoning and mental ability to various Real-world situations.

DAY-5

RANGOLI MAKING ACTIVITY USING SHAPES

Perform the following steps for this activity:

1. Take colourful chart papers
2. Cut them into diverse shapes.
3. Arrange these shapes into a traditional Indian Rangoli/Kolam.



Learning Outcomes

Students will be able to identify basic shapes such as circles, triangles, squares, and polygons. They will also learn to appreciate cultural traditions and art forms, such as rangoli, and understand their significance in various cultures.

SCIENCE

Note: To be done in Science Notes copy



Nature walk

Instructions:

- Observe different types of plants in your surroundings or in a biodiversity park/ herbal garden/ nearby jungle/farm etc.
- Record your observations as per the table given below.

Plant type	Name of the plant	Texture of the stem		Uses (Medicinal or other)
		Hard	Soft	
Herb				
Shrub				
Climber				
Creeper				
Tree				

LEARNING OUTCOME

Students will be able to:

- Differentiate between the different categories of plants on the basis of nature of stem and origin of branches.
- Know the uses of different plants.



Germination Of Seed

Instructions:

- Take three types of seed (Normal seed, boiled seed and roasted seed) and soak them in water for germination.
- Observe day wise changes in seeds.
- Write day wise visible changes in the growth of root, shoot and leaves as per the given table.

A) Normal seed

B) Boiled seed

C) Roasted seed

	Seed A	Seed B	Seed C
Day 1			
Day 3			
Day 5			
Day 6			
Day 7			
Day 8			

LEARNING OUTCOME

Students will understand the different factors necessary for germination of seed and develop respect for nature.



Study of Leaf venation and root type

NOTE: Do this activity on A4 size paper and stick it in the notes copy.

Instructions:

- Collect different types of leaves having reticulate and parallel venations from the surroundings and trace it on A4 size paper.
- Identify and write the type of roots in the plants by observing the leaf venation.

LEARNING OUTCOME

Students will be able to learn about structural difference in venation and how the pattern of root is related to leaf venation.



Study of Transpiration

Instructions:

Refer to activity 4 and figure 4.11 from chapter 4, and show the process of transpiration.

- Click picture and paste it on A4 size paper.
- Write your observations in your science notes copy.

LEARNING OUTCOME

Students will understand about the process of transpiration and will develop responsibility towards the nature and natural resources.



Testing Solubility

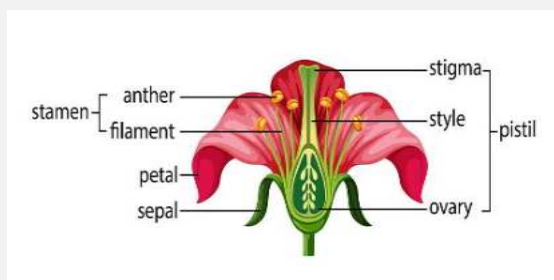
- Collect samples of some solid substances such as sugar, salt, chalk powder, sand and sawdust.
- Take five glasses or beakers.
- Fill each one of them about two-thirds with water.
- Add the substances in the glasses.
- Wait for some time and observe.
- Write your observation in the observation table given (to be done in notes copy).

Name of the substance	Dissolves completely	Partially Dissolves	Does not dissolve

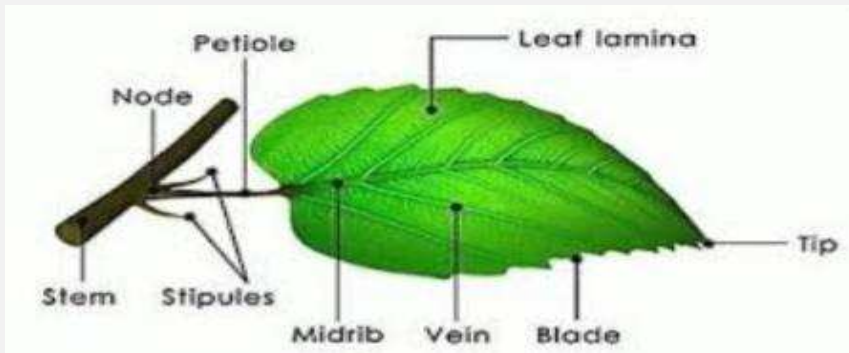
B. Learn the answers of the given questions:

1. What do you understand by protective food? Write the sources and deficiency diseases caused due to lack of the same.
2. Learn and draw a well labelled diagram of the following in your notes copy.

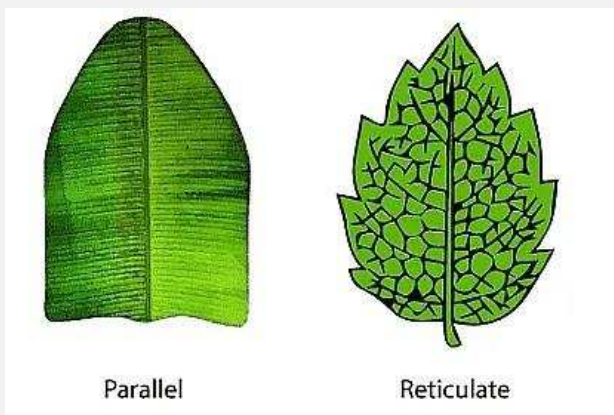
- Structure of flower



- Structure of leaf.



- Types of venations



3. Learn different functions of stem, leaf and root.

4. Learn the definition of the following terms:

- a. Stamen
- b. Pistil
- c. Creepers
- d. Climbers
- e. Transpiration
- f. Dietary fibers
- g. Balanced diet

LEARNING OUTCOME

Students will be able to:

- Understand the concept of solubility.
- Recall, understand and differentiate the scientific terms.
- Develop their observational and artistic skills.

हिन्दी

प्रथम दिवस

निर्देश

- कार्यपत्रक में ही प्रश्नों के उत्तर हल करें ।

बहुविकल्पीय प्रश्न --

प्र.1 'वह चिड़िया जो' कविता के कवि का नाम है -

क- केदारनाथ अग्रवाल

ख- सुमित्रानंदन पंत

ग- मुंशी प्रेमचंद

घ- सुभद्राकुमारी चौहान

प्र.2 चिड़िया रूचि से क्या खाना पसंद करती है ?

क- जुंडी के दाने

ख- गेहूँ के दाने

ग- सरसों के दाने

घ- मक्के के दाने

प्र.3 कविता में नदी के पानी की बूँदों को क्या कहा गया है ?

क- हीरे-मोती

ख- जीवनदायनी

ग- रस

घ- जल का मोती

प्र.4 चिड़िया कैसे स्वभाव की है ?

क- मतवाली

ख- संतोषी

ग- नटखट

घ- घमंडी

प्र.5 चिड़िया पुराने जंगल को किस नाम से बुलाती है ?

क- बूढ़े वन-बाबा

ख- जंगल का राजा

ग- मानव

घ- देवता

अतिलघूत्तरीय प्रश्न -

प्र.6 चिड़िया को कैसा जीवन जीना पसंद है ?

प्र.7 चिड़िया को स्वयं पर गर्व क्यों है ?

प्र.8 निम्नलिखित गद्यांश को पढ़कर प्रश्नों के उत्तर दीजिए-

वैसे डॉक्टर साहिब ने पूरा आश्वासन दिया था, लेकिन चश्मा तो अब तक नहीं उतरा | नंबर बस कम ही होता रहा | मैं अपने-आप ही इसकी जिम्मेवार हूँ, जब आप दिन की रोशनी को छोड़कर रात में टेबिल लैम्प के सामने काम करेंगी, तो इसके अलावा और क्या होगा | हाँ जब पहली बार मैंने चश्मा लगाया, तो मेरे एक चचेरे भाई ने मुझे छेड़ा- देखो, देखो, कैसी लग रही है |

1 नजर कमजोर होने के लिए लेखिका किसे जिम्मेवार समझती है ?

क- स्वयं को

ख- रात को

ग- भाई को

घ- रोशनी को

2 लेखिका अपना काम दिन में नहीं करके किस समय करती थी ?

क- शाम में

ख- रात में

ग- दोपहर में

घ- आधी रात में

3 पहली बार चश्मा पहनने पर लेखिका को किसने छेड़ा ??

क- सहेली ने

ख- नौकरानी ने

ग- चचेरे भाई ने

घ- चाचा ने

अति लघूत्तरीय प्रश्न -

4. शिमला में लेखिका का घर कहाँ था ?

5. लेखिका बचपन में कैसी पोशाकें पहनती थी ?

शिक्षण अधिगम -

1. वैचारिक चिंतन तथा लेखन कौशल का विकास |
2. भाषायी कौशल का विकास |
3. त्वरित मूल्यांकन क्षमता, बोधगम्यता तथा अधिग्रहण शक्ति का विकास |
4. स्मरण शक्ति का आकलन |

द्वितीय दिवस

व्याकरण -

1. निम्नलिखित शब्दों के तत्सम रूप लिखिए-

1. मौत
2. घर
3. अँधेरा
4. सोना
5. सूरज
6. रात

2. विकारी तथा अविकारी शब्द में अंतर बताइए।

3. चित्र देखकर पहचानिए तथा दो पर्यायवाची शब्द लिखिए-



1-

2-



1-

2-



1-

2-

4. निम्नलिखित शब्दों के विपरीतार्थक शब्द लिखिए-

1. अमृत
2. पाप
3. अनुकूल
4. अँधेरा
5. न्याय
6. अपना

5. निम्नलिखित वाक्यांशों के लिए एक शब्द लिखिए-

1. जिसकी कल्पना न की जा सके
2. जिसके आने की तिथि निश्चित न हो
3. जो दिखाई न दे
4. जिसका कोई नाथ न हो

शिक्षण अधिगम -

1. व्याकरण सम्मत भाषा का प्रयोग अधिगम |
2. शब्दकोश का विकास |
3. त्वरित मूल्यांकन क्षमता, बोधगम्यता तथा अधिग्रहण शक्ति का विकास |

तृतीय दिवस

प्र1. निम्नलिखित विषयों में से किन्हीं दो विषयों पर अनुच्छेद लिखिए-

1. सच्चा मित्र
2. मीठे बोल
3. देशप्रेम

1.

2.

प्र2. निम्नलिखित चित्रों को देखकर उपयुक्त मुहावरे लिखकर वाक्य प्रयोग कीजिए-



1

2



1

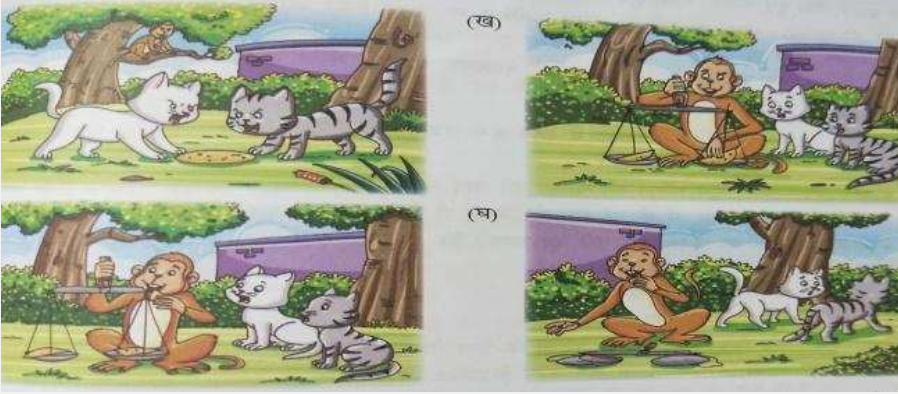
2

शिक्षण अधिगम –

1. वैचारिक चिंतन तथा लेखन कौशल का विकास |
2. शब्दकोश का विकास |
3. विषय तथा प्रसंग के अनुरूप भाषा शैली का प्रयोग |
4. विषय, भावों एवं विचारों के लिए उपयुक्त विधा का चयन |

चतुर्थ दिवस

प्र1 -दिए गए चित्रों के आधार पर कहानी लिखिए तथा बताइए कि कहानी से क्या शिक्षा मिलती है ?



कहानी-

शिक्षा -

प्र2 -प्रस्तुत चित्र को देखकर स्वरचित कविता की आठ पंक्तियाँ लिखिए।



शिक्षण अधिगम -

1. रचनात्मक मौलिकता तथा उच्च संज्ञानात्मक क्षमता का विकास ।
2. वैचारिक चिंतन तथा लेखन कौशल का विकास ।



Day 1

WORKSHEET

Instructions:

- Solve the worksheet in Activity notebook.
- Do not use your Social Science notebook.
- Take a printout of the worksheet and paste in activity notebook.

I. Multiple Choice Questions

1. What are the celestial bodies that emit their own heat and light called?
 - a. Planets
 - b. Stars
 - c. Satellites
 - d. Asteroids
2. What direction does the pole star indicates?
 - a. Western direction
 - b. Eastern direction
 - c. Southern direction
 - d. Northern direction
3. What does Purnima mean?
 - a. A full moon night
 - b. A half-moon night
 - c. No moon night
 - d. A new moon night
4. Various patterns formed by a group of stars are termed as _____.
 - a. Orbit
 - b. Geoid
 - c. Stars
 - d. Constellation

5. Which among the following planet has rings?

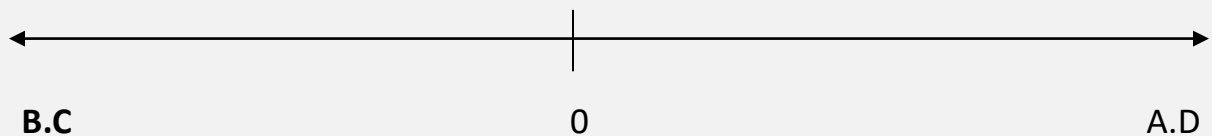
- a. Jupiter
- b. Earth
- c. Mercury
- d. Venus

II. Read the given statements and write the terms used for it.

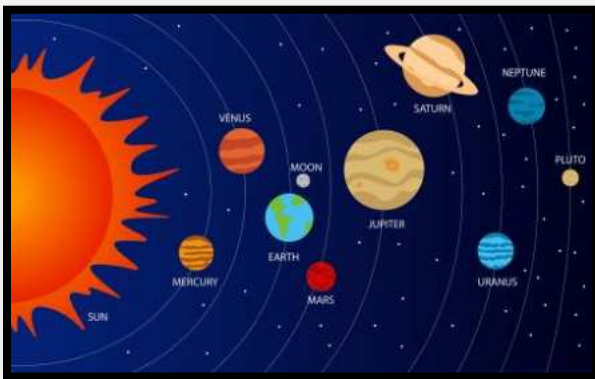
- a. A literary source of history written by hand usually on palm leaves.
- b. The process of reading and understanding the scripts used in inscriptions.
- c. A literary source of history engraved on any hard surface such as stone or metal.
- d. The person who studies remains of past.
- e. To remove the earth surface carefully from (an area) in order to find buried remains.
- f. Numerous tiny bodies which move around the sun.
- g. The small pieces of rocks which move around the sun.

III. Arrange the following dates in the timeline.

500 A.D, 300 B.C, 1000 A.D, 1500 A.D, 800 B.C, 600 B.C, 2000 A.D, 2000B.C



IV. Observe the picture given below and answer the following questions.



- a. Which planet is considered as the twin planet of Earth?
- b. Which planet is called a dwarf planet?
- c. Define the term Solar System?

V. Match the following:

Planets	Characters
i. Earth	a. Nearest to the sun
ii. Neptune	b. Inner planet
iii. Mars	c. Blue planet
iv. Mercury	d. Outer planet

VI. NFLAT

1. Exchange of goods and services without using money is called _____.
 - a. Selling
 - b. Exchange
 - c. Barter system
 - d. Marketing
2. I am going to Japan. Which currency will I be using there?
 - a. Yen
 - b. Rupees
 - c. Dollar
 - d. Euro
3. Who issues notes and coins on the behalf of Government of India?
 - a. State Bank of India
 - b. State government
 - c. Reserve Bank of India
 - d. Bank of India
4. The first metal used for making coins was _____.
5. The barter system works on the principle of _____.
6. The coins were first introduced in _____ century B.C.

Learning Outcomes

1. The students will be able to define the key terms given in the textbook
2. The students will be able to identify the differences between the dates in history (AD and BC).
3. The students will be able to distinguish the difference between a planet and star.
4. The students will be able to explain terms like Barter system and money.

Day 2

WORKSHEET

Instructions:

- Kindly paste the maps in your Activity Notebook.

Map work History Lesson 1 and 2

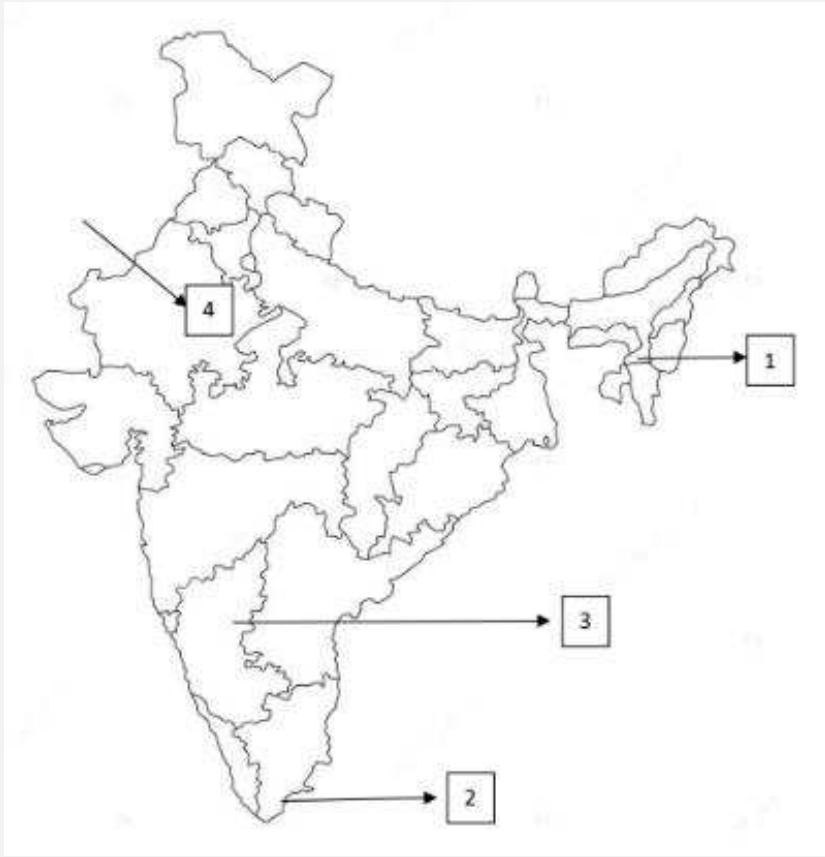


(A) Locate the following sites on the political Map of India with the help of given hints :-

1. It is an old site in Madhya Pradesh with caves and rock shelters.
2. A site where traces of ashes were found in Andhra Pradesh.
3. This site is located in Kashmir, traces of huts or houses were found by archeologist here.
4. It was the ancient city that stood beside tributary of the Sabarmati in Gujarat, close to the Gulf of Khambat.
5. A very special tank, which archeologist call the Great Bath, was built here.
6. It is a site near the Bolan Pass which one of the most important routes into Iran. The dead person was found to be buried here with goats which they believe will serve as food in the next world.

(B) Identify the following sites on the political Map of India with the help of given hints:-

1. A Neolithic site in the north-east.
2. Megalithic site in extreme South.
3. Present day Indian state from where Harappans imported gold.
4. An Indian state which probably exported copper to Harappans.



Learning Outcomes

1. Students will understand the historical importance of these areas.
2. Appreciate the knowledge and skills of hunter gatherer.
3. Identify the sources used to reconstruct history.

Day 3

WORKSHEET

I. Choose the correct options from the following.

1. Early people painted on the

- a) Wall of caves
- b) Roof of caves
- c) Wooden board
- d) Piece of paper

2. Which one of the following was the first animal to be tamed?

- a) The monkey
- b) The cow
- c) The wild ancestor of cat
- d) The wild ancestor of dog

3. People in Burzahom lived in

- a) Square houses
- b) Rectangular houses
- c) Round houses
- d) Pit houses

4. The stone tools found during the Middle Stone Age are generally tiny and are called

- a) Lithos
- b) Palaeo
- c) Microliths
- d) Neoliths

5. A Harappan city – Dholavira was divided into

- a) Three parts
- b) Two parts
- c) Four parts
- d) Five parts

II. Fill in the blanks.

1. A very special tank, the _____ was found in Mohenjo-daro during excavation.

2. Fire altars have been found in _____ and _____.

3. A house built on a raised platform in the western part of the Harappan city was called as _____.

4. Mehrgarh is located in a fertile plain, it is near the _____ pass an important route to Iran.
5. The city of _____ probably was the first place where people learnt to grow wheat and barley.

III. Match the following.

- | | |
|-------------------------|---------------------------|
| 1. Hunter-gatherers | i) Terracotta |
| 2. Bhimbetka and Hunsgi | ii) Early men |
| 3. Spindle whorls | iii) Rectangular in shape |
| 4. Toys | iv) Weaving |
| 5. Seals | v) Palaeolithic sites |

IV. Define the following.

1. Scribe
2. Seal
3. Burials
4. Herders

V. Picture study

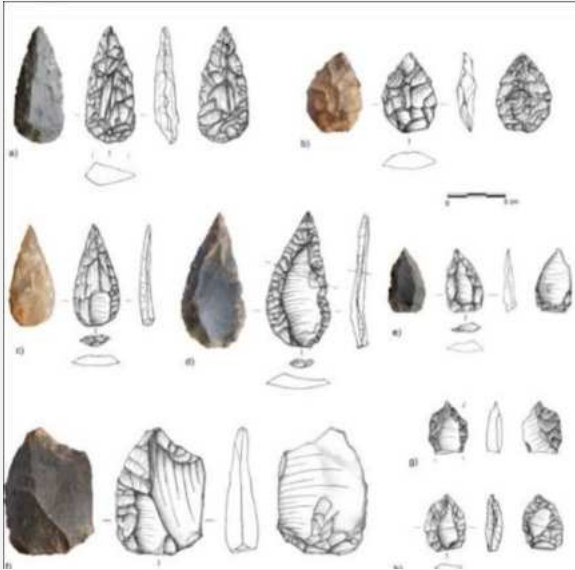
I. This is a picture of a ruined city of an ancient civilization of the world located on the banks of a river. Observe it and answer the following questions.

- Identify the civilization from the ruins in the picture.
- When were the ruins of this civilization discovered?
- These ruins show the excellent
a) town planning b) drainage system of this period. Explain.



II. The following picture shows some tools of the Stone Age. Observe it and answer the following.

1. To which Stone Age do these tools belong?
2. How are these tools different from those belonging to the previous age?
3. What were the uses of these tools?



Learning Outcomes

1. The students will be able to identify the several sites, observe and analyze the picture and will be able to explain about it.
2. The learners will be able to retain and recall the information related to several topics explained in the class.
3. The students will be able to distinguish and explore the relationship between farmers-herders and hunter-gatherers.

Day 4

ACTIVITY

Instructions:

- Do the work in s.sc activity notebook with date and proper heading.
- Do not use your s.sc class work notebook for this activity.

Activity: Field visit

Students are supposed to visit any one of the following places along with parents or any elder of their family and take pictures:

Bakery/ Grocery shop/ Chemist shop/cattle- sheds/ Farm.(choose any one)

- On the basis of your observations you will
 - i. Paste pictures that you have taken while visiting the chosen field.
 - ii. Describe the work that you see people doing when you visited the place.
 - iii. Complete the following table based on your observation:

1.	Name of the shop or field where you have visited.	
2.	Identify whether it is related to urban or rural.	
3.	Nature of service provided	
4.	How they earn for their livelihood?	
5.	No. of workers working under them .	
6.	Problems faced by them	
7.	Your suggestion	

Learning Outcomes

- Learners will be able to list different activities that they see/ experience in their surroundings.
- Learners will improve their communication skills.

Day 5

Learn the following questions

Q1. How does a planet differ from a star?

Q2. Differentiate between natural satellite and artificial /man- made satellite.

Q3. Why do people who grow crops have to stay in the same place for a long time?

Q.4. Explain about the houses at Mehrgarh?

Learning Outcomes

- **Students will able to distinguish between stars, planets , natural satellites and artificial satellites.**
- **Learners will explain broad developments during ancient period e.g. the beginning of agriculture and first cities.**

संस्कृत

Note: - This assignment will be considered as your MA and SEA activity. Please write in your Manika copy.

Day 1 कार्य

1. मणिकापुस्तक के धातुरूप पाठ को पढ़कर निम्न धातुओं के रिक्तस्थानों को ध्यान से पूर्ण करें। तथा लट् लकार के अन्य धातुरूपों को स्मरण करें।

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	1).....	पठतः	2).....
मध्यमपुरुष	3).....	पठथः	4).....
उत्तमपुरुष	पठामि	5).....	6).....

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	गच्छति	1).....	2).....
मध्यमपुरुष	3).....	गच्छथः	4).....
उत्तमपुरुष	5).....	गच्छावः	6).....

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	1).....	2).....	चलन्ति
मध्यमपुरुष	3).....	चलथः	4).....
उत्तमपुरुष	5).....	6).....	चलामः

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	1).....	पश्यतः	2).....
मध्यमपुरुष	3).....	पश्यथः	4).....
उत्तमपुरुष	पश्यामि	5).....	6).....

पुरुष	एकवचन	द्विवचन	बहुवचन
प्रथमपुरुष	हसति	1).....	2).....
मध्यमपुरुष	3).....	हसथः	4).....
उत्तमपुरुष	5).....	हसावः	6).....

2. मणिका पुस्तक के शब्दरूप पाठ को पढ़कर निम्न शब्दरूप के रिक्तस्थानों को ध्यान से पूर्ण करें । तथा अकारान्त पुल्लिङ्ग के अन्य शब्दरूपों को स्मरण करें ।

विभक्ति	एकवचन	द्विवचन	बहुवचन
प्रथमा	बालकः	1).....	बालकाः
द्वितीया	बालकम्	बालकौ	2).....
तृतीया	3).....	4).....	बालकैः
चतुर्थी	बालकाय	बालकाभ्याम्	5).....
पंचमी	6).....	बालकाभ्याम्	बालकेभ्यः
षष्ठी	बालकस्य	7).....	बालकानाम्
सप्तमी	8).....	बालकयोः	9).....
सम्बोधन	हे बालक!	10).....	हे बालकाः !

प्रतिफल -

- धातुरूपस्मरणम्
- शब्दरूपस्मरण

Day 2

1. वर्णसंयोजन का अभ्यास करें ।

1. स् + औ + च् + इ + क् + अः =
2. छ् + आ + त् + र् + अः =
3. अ + श् + व् + अः =
4. म् + ऊ + ष् + अ + क् + अः =
5. म् + अ + ण् + ड् + ऊ + क् + अः =

2. वर्णविच्छेद का अभ्यास करें ।

1. छात्रा = छ् + + + र् + आ
2. शिक्षिका = श् + इ + क् + + इ + क् +
3. नौका = + औ + क् +
4. अग्निपेटिका = + ग् + न् + इ + प् + + ट् + इ + क् + आ
5. उत्पीठिका = + + प् + ई + ट् + इ + क् + आ

प्रतिफल -

वर्णसंयोजन अभ्यास
वर्णविच्छेद अभ्यास

Day 3

5. अधोलिखित वाक्यों का संस्कृत भाषा में अनुवाद करें –

हाथी चलता है।

गजः चलति | गजः चलन्ति | गजः चलसि | गजः चलामि |

मोर नाचते हैं।

मयूरः नृत्यति | मयूरः नृत्यन्ति | मयूराः नृत्यति | मयूराः नृत्यन्ति |

मैं दौड़ता हूँ।

अहम् धावामि | वयम् धावामि | आवाम् धावामि | अहम् धावामः |

वे सब लिखती हैं।

सा लिखन्ति | ताः लिखन्ति | ता लिखतः | ताः लिखति |

बालक पढ़ता है।

बालक पठति | बालकः पठन्ति | बालकः पठति | बालकाः पठन्ति |

हम सब लिखते हैं।

वयम् लिखामः | वयम् लिखम | वयम् लिखावः | वयम् लिखामि |

तुम दोनों हँसते हो।

यूयम् हसथः | युवाम हसति | वयम् हसथ | युवाम् हसथः |

वह गाता है।

सा गायति | त्वम् गायति | सः गायति | सः गायन्ति |

बालक जाते हैं।

बालक गच्छति | बालकाः गच्छन्ति | बालक गच्छति | बालक गच्छति |

कोयल गाती हैं।

पिकाः गायति | पिकः गायति | पिकः गायसि | पिकाः गायन्ति |

प्रतिफल -

वाक्यरचना