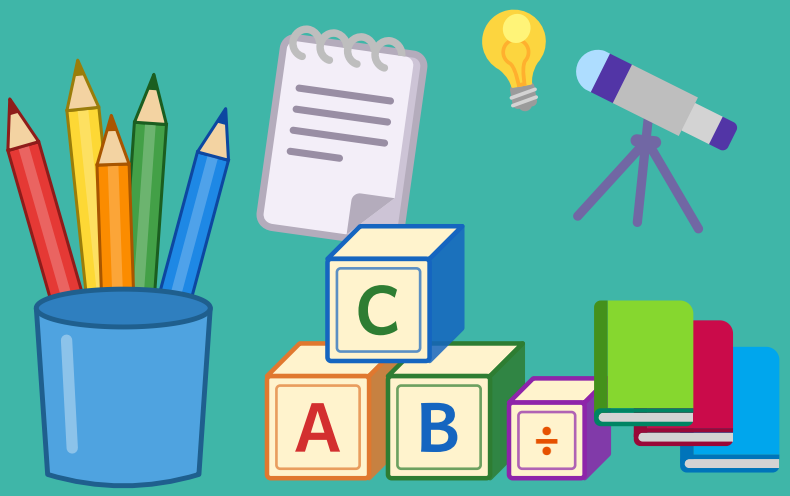
NEW ERA




# CLASS 4

## CURRICULUM BUNDLE

**READY TO USE • 36 WEEKS • Organised Week-by-Week**
**AGE 9-10 (GRADE 4) • CBSE / NCERT ALIGNED**





This Class 4 curriculum stretches young minds with longer texts, tenses and letter writing, large numbers, factors, fractions and decimals, geometry and data, and EVS covering the human body, matter, energy and the geography of India. Hindi, cursive writing and monthly projects are built into every month.

### YOUR CHILD WILL LEARN:

- Reading for meaning
- Figurative language
- All the tenses
- Formal & informal letters
- Cursive copywork
- Lakhs & large numbers
- Factors & multiples
- Fractions & decimals
- Angles & geometry
- Graphs & data
- Digestion & teeth
- Matter & energy
- Geography of India
- Government & culture
- Hindi grammar & letters

**PDF DOWNLOAD AVAILABLE • Print at home on A4 paper • Answer key included**
**Complete 36-week curriculum: 938 pages with 848 activity pages**

# HOW TO USE THIS CURRICULUM

This Class 4 curriculum is meant to be both educational and enjoyable, for your child and for you. It is planned as **36 weeks** of lessons, grouped into **9 months** of 4 weeks each. A calendar at the start of every month shows what your child will do in each subject, week by week, so you can see the whole plan at a glance and print only what you need.

Each week begins with a divider page that lists the week's topics, followed by the pages for Reading, Grammar & Writing, Maths, EVS and Hindi. Every month ends with a **Monthly Activity Set**: a themed mini-project with crafts, experiments, puzzles and things to make. The pages are designed for A4 paper and can be printed in black and white.

A good rhythm is to do one or two pages of each subject a day, four or five days a week, and to keep one day for the monthly set, a library visit, a nature walk or a trip to the market. Short, happy sessions work better than long ones. Keep finished pages in a file so your child can look back and see how much they have learnt.

## Do I have to start in April?

No. The Indian school year usually starts in April, but this curriculum works whenever you begin. The weeks are numbered rather than dated, so you can start in any month, take breaks for festivals, holidays or illness, and pick up again where you stopped. If one week's pages take your child ten days, that is perfectly fine.

## What if my child gets stuck?

Slow down. Spend a few extra days on the skill, practise it with real objects, games and conversation, or move to another subject and come back later. Children learn at different speeds, and a skill that seems hard today often clicks a few weeks later. Praise effort, not only right answers, and let your child try first before you help.

## Is this curriculum complete?

It covers the main topics of the CBSE / NCERT syllabus for Class 4 in English, Maths, EVS and Hindi. No book can do everything, so add reading aloud every day, real-life maths in the kitchen and the shop, outdoor play, music, art and conversations about the world. The more your child talks, plays and explores, the more they will learn.

# A WEEK AT A GLANCE

| Subject | Pages a week | How to use them |
|---|---|---|
| **Reading** | 4–5 | Read the text aloud together, then let your child answer the questions on their own. |
| **Grammar & Writing** | 5 | Read the lesson box together, do the practice pages, then the writing task and copywork. |
| **Maths** | 6 | Do one or two pages a day; use objects, drawings and real money and clocks. |
| **EVS** | 4 | Read, discuss and try the activity or experiment; connect it to daily life. |
| **Hindi** | 3 | पाठ ज़ोर से पढ़ें, फिर अभ्यास करें। रोज़ थोड़ी हिंदी बोलें और पढ़ें। |

## Tips for Happy Learning

- Keep sessions short and stop while your child is still enjoying the work.
- Encourage a reading habit: 20 minutes of a book of your child's choice every day.
- Read the instructions aloud with younger children; older children can read them on their own.
- Let your child check their own work with the answer key, then talk about any mistakes.
- Celebrate finished weeks with a sticker, a star chart or a special story.
- Connect lessons to real life: count money at the shop, read signs, spot birds and plants.

## Materials You Will Need

- Pencils, pens, an eraser and a ruler
- A geometry box (protractor, compasses, set squares)
- A dictionary and an atlas
- Squared and graph paper
- Outline maps of India
- Simple science items: magnets, a torch, cups and seeds
- A notebook for writing tasks
- A folder or file

## Answer Key

Answers for every page with a right answer are at the back of this book, listed by week and page number. Open-ended tasks say "Answers will vary"; for these, look for effort, good ideas and neat work.

# WHAT YOUR CHILD WILL LEARN

### English Reading

- Stories, poems, myths, folk tales, biographies, speeches, news reports and information texts
- Main idea, text structure, inference, summarising, author's purpose and point of view
- Similes, metaphors, personification, imagery and alliteration
- Plot structure, character traits and themes
- Vocabulary from context and a spelling focus every week

### Grammar and Writing

- Kinds of sentences, phrases, subject and predicate
- All kinds of nouns and pronouns; adjectives, articles and determiners
- Three forms of verbs; simple, continuous and perfect tenses; will and going to
- Adverbs, prepositions, conjunctions, interjections and direct speech
- Homophones, prefixes, suffixes, idioms, similes and one-word substitution
- Paragraphs, informal and formal letters, stories, notices, diary entries and messages

### Maths

- Numbers up to lakhs in the Indian system; rounding, estimation and Roman numerals
- Operations on large numbers; long division; factors, multiples, primes and divisibility
- Proper, improper and mixed fractions; equivalent fractions; decimals and money
- Measurement conversions, the 24-hour clock, elapsed time and the calendar
- Lines, angles, circles, triangles, quadrilaterals, perimeter, area and nets
- Symmetry, patterns, bar graphs and pictographs with a scale

### EVS

- Plant and animal adaptations, flowers, seeds, life cycles and food chains
- The digestive system, teeth, food, health and food preservation
- Fibres, solids, liquids and gases, the water cycle, air, force and energy
- The earth and the moon; safety, first aid and conservation
- India: location, physical divisions, rivers, climate, soils, forests, resources and industries
- Transport, local government, states, culture, monuments, freedom fighters, maps, rights and duties

### Hindi

- संज्ञा, सर्वनाम, लिंग, वचन, कारक, विशेषण, क्रिया और काल
- विलोम, पर्यायवाची, श्रुतिसम भिन्नार्थक शब्द, उपसर्ग और प्रत्यय
- मुहावरे, लोकोक्तियाँ, विराम चिह्न, शुद्ध वर्तनी और वाक्य शुद्धि
- अपठित गद्यांश और पद्यांश
- अनुच्छेद, औपचारिक और अनौपचारिक पत्र, कहानी, संवाद, निबंध और सूचना लेखन

# BY THE END OF CLASS 4

Tick each skill when your child can do it confidently. Come back to this page at the end of every month.

- [ ] Reads longer texts and explains themes and characters
- [ ] Recognises similes, metaphors and personification
- [ ] Uses simple, continuous and perfect tenses
- [ ] Writes formal and informal letters, notices and stories
- [ ] Writes fluent, joined handwriting
- [ ] Reads and writes numbers in lakhs
- [ ] Finds factors, multiples and prime numbers
- [ ] Works with fractions and decimals
- [ ] Measures angles by type and finds perimeter and area
- [ ] Uses the 24-hour clock and calculates elapsed time
- [ ] Reads bar graphs and pictographs with a scale
- [ ] Explains digestion, teeth, food chains and adaptations
- [ ] Understands matter, the water cycle, force and energy
- [ ] Describes the physical geography and resources of India
- [ ] Knows local government, culture and freedom fighters
- [ ] Writes Hindi letters, essays and notices

## Monthly Activity Sets

- **Month 1:** Plant Power
- **Month 2:** Animal Adaptations
- **Month 3:** Inside Our Body
- **Month 4:** Matter Matters
- **Month 5:** Energy and Forces
- **Month 6:** Discover Indian Geography
- **Month 7:** India's Resources
- **Month 8:** Our Government and Culture
- **Month 9:** Map and Safety Skills

## Getting Ready for Class 5

By the end of the year your child will have practised every skill above many times. Keep reading together over the holidays, play number games and let your child write lists, cards and little notes. Confidence comes from doing challenging tasks and finding out that they can do difficult things.

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## About the Pictures and Fonts

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All stories, poems, passages and activities in this book are original NEW ERA material written for home learning. Traditional tales are retold in our own words.

# Month 1

| | Reading | Grammar & Writing | Maths | EVS | Hindi |
|---|---|---|---|---|---|
| **Week 1** | **Story — characters and setting; vocabulary from context**<br>A Long Way from the Hills, A Long Way from the Hills: Questions, Word Power, Spelling: The Long a Sound | **Sentences and their kinds**<br>Kinds of Sentences, Which Kind of Sentence?, Change the Kind of Sentence, A Visit to the Mela, Cursive Writing: Thought for the Week | **Five-digit numbers: place value (Indian system)**<br>Place Value, Expanded Form, Read and Write Large Numbers, Compare the Numbers, Write the Numbers, Before, After and Between | **Plants: adaptations (desert, water and hill plants)**<br>How Plants Adapt, Where Do They Grow?, Why Do Cactus Plants Have Spines?, Plant Adaptations Quiz | **भाषा, वर्ण और शब्द**<br>भाषा, वर्ण और शब्द, भाषा के रूप पहचानो, वर्ण-विच्छेद और वर्ण-मेल |
| **Week 2** | **Poem — rhyme scheme and stanzas; vocabulary: rhyming words**<br>The Old Banyan Tree, The Old Banyan Tree: Questions, Rhyming Word Power, Spelling: Rhymes with -ight and -ite | **Subject and predicate; phrases**<br>Subject, Predicate and Phrases, Circle the Subject, Complete with a Phrase, At the Railway Station, Cursive Writing: Thought for the Week | **Six-digit numbers: lakhs; number names and expanded form**<br>Place Value, Expanded Form, Read and Write Large Numbers, Write the Numbers | **How plants make food; parts of a flower**<br>How Plants Make Food, Parts of a Flower, Who Does What?, Do Leaves Need Sunlight? | **संज्ञा और उसके भेद**<br>संज्ञा और उसके भेद, संज्ञा शब्द ढूँढ़ो, संज्ञा का भेद पहचानो |
| **Week 3** | **Information text (the Indian monsoon) — main idea and details**<br>The Monsoon: India's Season of Rain, The Monsoon: India's Season of Rain: Questions, Words from the Text, Spelling: Weather Words | **Nouns: common, proper, collective, material, abstract**<br>Kinds of Nouns, Sort the Nouns, Collective Nouns, A Trip to the Weekly Market, Cursive Writing: Thought for the Week | **Comparing, ordering and forming numbers**<br>Compare the Numbers, Ascending Order, Descending Order, Form the Numbers, Greatest and Smallest | **Seeds: dispersal and germination**<br>Seeds on the Move, How Do These Seeds Travel?, From Seed to Plant, Grow a Bean in a Glass | **सर्वनाम और उसके भेद**<br>सर्वनाम और उसके भेद, सही सर्वनाम भरो, सर्वनाम और उसका भेद |
| **Week 4** | **Fable (Jataka style) — moral and theme**<br>The Tortoise Who Could Not Keep Quiet, The Tortoise Who Could Not Keep Quiet: Questions, Word Power, Spelling: Suffixes -ful and -less | **Gender of nouns**<br>Gender of Nouns, Masculine and Feminine, Change the Gender, A Family Wedding, Cursive Writing: Thought for the Week | **Rounding off to 10, 100 and 1000; estimation**<br>Round to the Nearest 10, Round to the Nearest 100, Round to the Nearest 1000, Estimate the Answer | **Animals: adaptations**<br>Animals Fit Their Homes, Parts of a Fish, Who Has What?, Invent an Animal | **लिंग**<br>लिंग — पुल्लिंग और स्त्रीलिंग, पुल्लिंग या स्त्रीलिंग?, लिंग बदलकर वाक्य लिखो |
| **Monthly Activity Set: Plant Power** | | | | | |

# Month 2

| | Reading | Grammar & Writing | Maths | EVS | Hindi |
|---|---|---|---|---|---|
| **Week 5** | **Biography (C.V. Raman) — sequence of events**<br>C.V. Raman and the Colour of the Sea, C.V. Raman and the Colour of the Sea: Questions, Words to Know, Spelling: Words Ending in -tion | **Number: singular and plural**<br>Singular and Plural Nouns, Sort by the Plural Rule, Write the Plural, A Picnic by the Lake, Cursive Writing: Thought for the Week | **Roman numerals up to 100**<br>Roman Numerals, Match the Roman Numerals | **Animal life cycles**<br>Animal Life Cycles, Life Cycle of a Butterfly, From Egg to Frog, Think About Life Cycles | **वचन**<br>वचन — एकवचन और बहुवचन, वचन बदलो, सही शब्द चुनो |
| **Week 6** | **Story — problem and solution**<br>The Thirsty Garden, The Thirsty Garden: Questions, Word Power, Spelling: Change y to i, Then Add -ed | **Possessive nouns**<br>Possessive Nouns, One Owner, Many Owners, Choose the Correct Possessive, My Family's Treasures, Cursive Writing: Thought for the Week | **Addition and subtraction of large numbers**<br>Addition with Carrying, Subtraction with Borrowing, Estimate the Answer, Subtracting Across Zeros | **Food chains**<br>Who Eats Whom?, Plant-eater, Meat-eater or Both?, Build a Food Chain, Paper Chain Food Chains | **कारक**<br>कारक और विभक्ति चिह्न, सही कारक चिह्न भरो, कारक पहचानो |
| **Week 7** | **Poem — similes and metaphors**<br>My Nani, My Nani: Questions, Words from the Poem, Spelling: Comparing with -er and -est | **Pronouns: personal and possessive**<br>Personal and Possessive Pronouns, Use Pronouns Instead, Pick the Right Pronoun, My Best Friend, Cursive Writing: Thought for the Week | **Addition and subtraction word problems; properties**<br>Addition Word Problems, Subtraction Word Problems, Properties of Addition and Subtraction, Which Operation?, Add or Subtract?, Subtract and Check | **The digestive system**<br>The Journey of Food, The Digestive System, Digestion: True or False?, The Sweet Chapati Test | **विशेषण और उसके भेद**<br>विशेषण और उसके भेद, विशेषण का भेद पहचानो, शब्दों से विशेषण बनाओ |
| **Week 8** | **Information text (the human digestive system) — text structure**<br>The Amazing Journey of Your Food, The Amazing Journey of Your Food: Questions, Word Power, Spelling: Words About Digestion | **Pronouns: reflexive, demonstrative, interrogative**<br>More Kinds of Pronouns, Fill in the Pronouns, Make the Sentences, I Can Do It Myself!, Cursive Writing: Thought for the Week | **Multiplication by 10, 100, 1000; 3-digit by 2-digit**<br>Mental Maths, Multiply, Multiplication Word Problems, Properties of Multiplication, Multiplication Facts: Tables of 6, 7, 8, 9, 10 | **Teeth and their care**<br>Our Teeth, Types of Teeth, Good or Bad for Teeth?, The Egg and Vinegar Test | **क्रिया और उसके भेद**<br>क्रिया और उसके भेद, क्रिया शब्द ढूँढ़ो, सकर्मक या अकर्मक? |
| **Monthly Activity Set: Animal Adaptations** | | | | | |

# Month 3

| | Reading | Grammar & Writing | Maths | EVS | Hindi |
|---|---|---|---|---|---|
| **Week 9** | **Folk tale (Tenali Raman style) — character traits**<br>Tenali Raman and the Night Gardeners, Tenali Raman and the Night Gardeners: Questions, Word Power, Spelling: Words Ending in -ous | **Adjectives: quality, quantity, number, demonstrative**<br>Kinds of Adjectives, Spot the Adjectives, Sort the Adjectives, A Day at the Beach, Cursive Writing: Thought for the Week | **Multiplication of 4-digit numbers; word problems**<br>Multiply, Multiplication Word Problems, Which Operation? | **Food and health**<br>Food for Good Health, Sort the Foods, What Is Missing?, My Food Diary | **काल**<br>काल — काम का समय, काल पहचानो, काल बदलकर लिखो |
| **Week 10** | **Letter — purpose and tone**<br>Two Letters from Riya, Two Letters from Riya (continued), Two Letters from Riya: Questions, Words from the Letters, Spelling: ie and ei | **Degrees of comparison (including irregular forms)**<br>Degrees of Comparison, Complete the Degrees, Choose the Correct Degree, Summer, Monsoon or Winter?, Cursive Writing: Thought for the Week | **Long division by 1-digit numbers; checking division**<br>Long Division, Division Word Problems, Division Facts: Tables of 6, 7, 8, 9 | **Food spoilage and preservation**<br>Keeping Food Fresh, How Is It Kept Fresh?, Fresh or Spoilt?, Mould Watch | **विलोम शब्द**<br>विलोम शब्द — उलटे अर्थ वाले शब्द, विलोम जोड़े मिलाओ, विलोम शब्द से वाक्य पूरा करो |
| **Week 11** | **Story — cause and effect**<br>The Night the Lights Went Out, The Night the Lights Went Out: Questions, Word Power, Spelling: Prefixes un- and dis- | **Articles and determiners**<br>Articles and Determiners, A, An or The?, Choose the Determiner, How to Make Fruit Chaat, Cursive Writing: Thought for the Week | **Division by 2-digit numbers; word problems**<br>Long Division, Division Word Problems, Which Operation? | **Clothes and fibres**<br>Fibres and Fabrics, Where Does It Come From?, From Cotton Plant to Kurta, Fabric Detective | **पर्यायवाची शब्द**<br>पर्यायवाची शब्द — समान अर्थ वाले शब्द, कौन अलग है?, पर्यायवाची शब्दों के परिवार |
| **Week 12** | **Information text (forests of India) — compare and contrast**<br>Two Kinds of Indian Forest, Two Kinds of Indian Forest: Questions, Words to Know, Spelling: Plurals | **Verbs: three forms of verbs (regular and irregular)**<br>The Three Forms of Verbs, Complete the Verb Forms, Regular or Irregular?, What I Did Last Sunday, Cursive Writing: Thought for the Week | **Factors and multiples**<br>Factors and Multiples, Multiples, Prime Factorisation, HCF and LCM Word Problems | **Solids, liquids and gases**<br>Matter All Around Us, Particles in Matter, Solid, Liquid or Gas?, Can Liquids Change Shape? | **श्रुतिसम भिन्नार्थक शब्द**<br>श्रुतिसम भिन्नार्थक शब्द, सही शब्द चुनो, शब्द और उसका अर्थ |
| **Monthly Activity Set: Inside Our Body** | | | | | |

# Month 4

| | Reading | Grammar & Writing | Maths | EVS | Hindi |
|---|---|---|---|---|---|
| **Week 13** | **Play script — stage directions and dialogue**<br>Nani's Birthday Surprise, Nani's Birthday Surprise (continued), Nani's Birthday Surprise: Questions, Words from the Play, Spelling: Contractions | **Simple tenses: present, past, future**<br>Simple Present, Past and Future, Pick the Correct Tense, Change the Tense, Yesterday, Today and Tomorrow, Cursive Writing: Thought for the Week | **Prime and composite numbers; tests of divisibility**<br>Find the Prime Numbers, Tests of Divisibility, Factors and Multiples, Prime Factorisation, Sort Even and Odd | **Water: states and the water cycle**<br>The Water Cycle, Water Cycle Crossword, The Cold Glass Mystery | **अनेक शब्दों के लिए एक शब्द**<br>अनेक शब्दों के लिए एक शब्द, सही एक शब्द चुनो, एक शब्द से वाक्य छोटा करो |
| **Week 14** | **Poem — personification**<br>When the House Falls Asleep, When the House Falls Asleep: Questions, Word Power, Spelling: Adding -ing | **Continuous tenses**<br>Continuous Tenses, Fill in the Continuous Form, Present, Past and Future Continuous, At the Park This Evening, Cursive Writing: Thought for the Week | **Even and odd numbers; number patterns**<br>Even and Odd Numbers, Number Patterns, Sort Even and Odd, Magic Square, Square and Triangular Numbers | **Air and air pollution**<br>The Air Around Us, Harms or Helps the Air?, Air Quiz, Catch the Dust! | **उपसर्ग**<br>उपसर्ग — शब्द के आगे जुड़ने वाले अंश, उपसर्ग जोड़ो, शब्द बनाओ, उपसर्ग के अनुसार शब्द छाँटो |
| **Week 15** | **Biography (Savitribai Phule) — facts and opinions**<br>Savitribai Phule: She Led the Way, Savitribai Phule: She Led the Way: Questions, Words to Know, Spelling: Suffixes -ment and -ness | **Perfect tenses (present and past perfect)**<br>Present Perfect and Past Perfect, Choose the Perfect Tense, Make It Perfect, Getting Ready for Guests, Cursive Writing: Thought for the Week | **Fractions: proper, improper and mixed**<br>What Part Is Shaded?, Improper Fractions and Mixed Numbers, Shade the Fraction, Fraction Names, Fraction of a Collection | **Force, work and energy**<br>Force, Work and Energy, Parts of a Lever, Simple Machines Around Us, Make a Ruler Lever | **प्रत्यय**<br>प्रत्यय — शब्द के पीछे जुड़ने वाले अंश, प्रत्यय जोड़कर वाक्य पूरा करो, प्रत्यय वाले शब्द पहचानो |
| **Week 16** | **Story — making inferences**<br>The Lady at the Window, The Lady at the Window: Questions, Word Power, Spelling: Silent Letters | **Future time: will and going to**<br>Will and Going To, Will or Going To?, Plans for the Future, My Summer Holiday Plans, Cursive Writing: Thought for the Week | **Equivalent fractions; simplest form**<br>Equivalent Fractions, Simplest Form, Compare Fractions, Fraction of a Collection | **The earth and the moon**<br>Our Earth and Moon, Phases of the Moon, Earth and Moon: True or False?, Day and Night Model | **मुहावरे**<br>मुहावरे — विशेष अर्थ वाले वाक्यांश, मुहावरे और उनके अर्थ, मुहावरों से वाक्य बनाओ |
| **Monthly Activity Set: Matter Matters** | | | | | |

# Month 5

| | Reading | Grammar & Writing | Maths | EVS | Hindi |
|---|---|---|---|---|---|
| **Week 17** | **Information text (the water cycle) — diagrams and captions**<br>Round and Round: The Water Cycle, Round and Round: The Water Cycle: Questions, Words from the Text, Spelling: Water Cycle Words | **Subject–verb agreement**<br>Subject–Verb Agreement, Make Them Agree, Right or Wrong?, A Morning at My School, Cursive Writing: Thought for the Week | **Comparing and ordering fractions**<br>Compare Fractions, Ordering Fractions, Equivalent Fractions, Fraction Word Problems | **Safety and first aid**<br>Stay Safe!, Safe or Unsafe?, First Aid for a Small Cut, What Would You Do? | **विराम चिह्न**<br>विराम चिह्न — रुकने के संकेत, सही विराम चिह्न चुनो, विराम चिह्न लगाकर लिखो |
| **Week 18** | **Myth or legend — theme and lesson**<br>The Mongoose with a Golden Side, The Mongoose with a Golden Side: Questions, Word Power, Spelling: Words with ough and augh | **Adverbs: manner, place, time, frequency**<br>Kinds of Adverbs, Circle the Adverbs, How, Where, When or How Often?, Our Sports Day, Cursive Writing: Thought for the Week | **Adding and subtracting like fractions; fraction of a quantity**<br>Add and Subtract Like Fractions, Fraction of a Collection, Fraction Word Problems, Improper Fractions and Mixed Numbers | **Conserving our environment**<br>Let's Save Our Earth, Green Bin or Blue Bin?, Save the Earth Word Search, From Waste to Best: Bottle Planter | **वाक्य और उसके भाग**<br>वाक्य और उसके भाग, उद्देश्य और विधेय अलग करो, शब्दों से वाक्य बनाओ |
| **Week 19** | **Diary — first-person point of view**<br>Gurpreet's Harvest Diary, Gurpreet's Harvest Diary: Questions, Words from the Diary, Spelling: Days and Months | **Prepositions of time, place and direction**<br>Prepositions of Time, Place and Direction, Choose the Preposition, Which Way? Where?, How to Reach My House, Cursive Writing: Thought for the Week | **Decimals: tenths and hundredths**<br>Decimal Place Value, Fractions and Decimals, Compare Decimals, Shade the Fraction | **India: location and neighbours**<br>Where Is India?, Continents and Oceans, Neighbours and Their Capitals, Map Work: India and Its Neighbours | **अपठित गद्यांश – 1**<br>अपठित गद्यांश – 1, अपठित गद्यांश – 1: प्रश्न, शब्द-भंडार: गद्यांश के नए शब्द |
| **Week 20** | **News report — summarising**<br>Pupils Turn Plastic into Park Benches, Pupils Turn Plastic into Park Benches: Questions, Word Power, Spelling: Homophones | **Conjunctions**<br>Joining Words: Conjunctions, Join the Two Halves, Join the Sentences, The Day It Rained, Cursive Writing: Thought for the Week | **Decimals: fractions to decimals, comparing, money**<br>Fractions and Decimals, Compare Decimals, Add and Subtract Decimals, Rupees and Paise, Decimal Word Problems | **India: physical divisions**<br>India's Land, Match the Land, Physical Divisions Quiz, Make Landforms with Clay | **अपठित पद्यांश – 1**<br>अपठित पद्यांश – 1: नन्हा बीज, अपठित पद्यांश – 1: नन्हा बीज: प्रश्न, तुक वाले शब्द मिलाओ |
| **Monthly Activity Set: Energy and Forces** | | | | | |

# Month 6

| | Reading | Grammar & Writing | Maths | EVS | Hindi |
|---|---|---|---|---|---|
| **Week 21** | **Poem — imagery**<br>At the Mela, At the Mela: Questions, Words from the Poem, Spelling: Words Ending in -le | **Interjections**<br>Interjections, Add an Interjection, Which Feeling?, The Surprise Party, Cursive Writing: Thought for the Week | **Money: bills, rate and amount; unitary method**<br>Make the Bill, The Unitary Method, Multiplication Word Problems, Profit and Loss | **Rivers of India**<br>Rivers of India, Himalayan or Peninsular?, Rivers Crossword, Map Work: Rivers of India | **अनुच्छेद लेखन**<br>अनुच्छेद लेखन, अनुच्छेद लिखो: मेरा प्रिय खेल, अच्छा अनुच्छेद कैसे बने? |
| **Week 22** | **Story — first and third person narrators**<br>Toffee: One Story, Two Narrators, Toffee: One Story, Two Narrators: Questions, Word Power, Spelling: Adverbs Ending in -ly | **Punctuation: commas and apostrophes**<br>Commas and Apostrophes, Add the Missing Punctuation, Pick the Right Word, Packing for a School Trip, Cursive Writing: Thought for the Week | **Length: kilometres, metres, centimetres, millimetres**<br>Converting Units of Length, Measure with a Ruler, Length Word Problems, Decimal Word Problems | **Climate and seasons of India**<br>Weather, Climate and Seasons, Heat Zones of the Earth, My Weather Diary, Think About Climate | **अनौपचारिक पत्र**<br>अनौपचारिक पत्र, पत्र लिखो: दादी या नानी को, किसे क्या लिखें? |
| **Week 23** | **Information text (how bridges work) — author's purpose**<br>How Do Bridges Stay Up?, How Do Bridges Stay Up?: Questions, Words to Know, Spelling: Endings -ture and -sure | **Direct speech and quotation marks**<br>Direct Speech and Quotation Marks, Add the Quotation Marks, Which One Is Correct?, A Talk with Grandma, Cursive Writing: Thought for the Week | **Weight and capacity: conversions and word problems**<br>Converting Units of Weight, Converting Units of Capacity, Weight Word Problems, Capacity Word Problems, Read the Weighing Scale, How Much Water? | **Soils and crops**<br>Soils and Crops of India, Layers of Soil, Kharif, Rabi or Zaid?, Soil in a Jar | **औपचारिक पत्र**<br>औपचारिक पत्र — प्रार्थना-पत्र, प्रार्थना-पत्र लिखो, प्रार्थना-पत्र पूरा करो |
| **Week 24** | **Folk tale (Akbar–Birbal style) — humour and wit**<br>Birbal Cooks Khichdi, Birbal Cooks Khichdi: Questions, Word Power, Spelling: Words with qu | **Synonyms and antonyms**<br>Synonyms and Antonyms, Match the Synonyms, Find the Antonym Pairs, My Town by Day and by Night, Cursive Writing: Thought for the Week | **Time: 12-hour and 24-hour clock; elapsed time**<br>The 24-Hour Clock, How Long Did It Take?, Telling the Time: Time to the Minute, Reading a Timetable | **Forests and wildlife**<br>Forests of India, Which Forest?, Forest Facts: True or False?, Adopt a Tree | **कहानी लेखन**<br>कहानी लेखन, संकेतों से कहानी लिखो, कहानी का क्रम: बंदर और मगरमच्छ |
| **Monthly Activity Set: Discover Indian Geography** | | | | | |

# Month 7

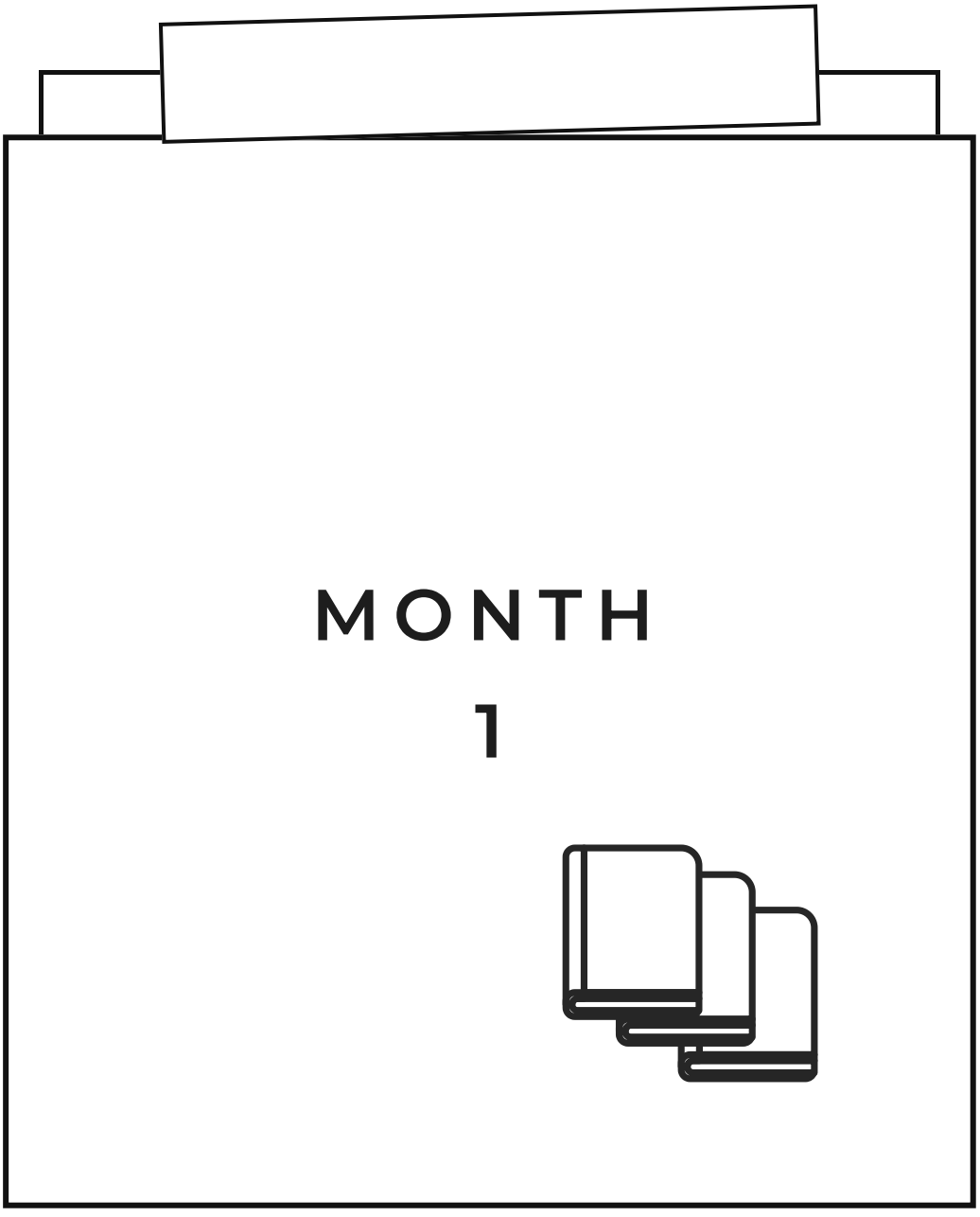
| | Reading | Grammar & Writing | Maths | EVS | Hindi |
|---|---|---|---|---|---|
| **Week 25** | **Adventure story — plot (beginning, rising action, climax, end)**<br>Lost in the Fog, Lost in the Fog: Questions, Word Power, Spelling: Compound Words | **Homophones and homonyms**<br>Homophones and Homonyms, Choose the Right Homophone, One Word, Two Meanings, A Week by the Sea, Cursive Writing: Thought for the Week | **The calendar: leap years and duration**<br>Reading a Calendar, Leap Years, How Many Days?, How Long Did It Take? | **Water resources and dams**<br>Water: A Precious Resource, Saving or Wasting Water?, Water and Dams Quiz, The Dripping Tap Test | **संवाद लेखन**<br>संवाद लेखन — बातचीत लिखना, संवाद लिखो: छुट्टियों की योजना, संवाद पूरा करो |
| **Week 26** | **Information text (renewable energy) — fact and opinion**<br>Power That Never Runs Out, Power That Never Runs Out: Questions, Words to Know, Spelling: Endings -able and -ible | **Prefixes and suffixes**<br>Prefixes and Suffixes, Make New Words, Prefix or Suffix?, A Helpful Neighbour, Cursive Writing: Thought for the Week | **Geometry: points, lines, line segments, rays; parallel and perpendicular lines**<br>Lines, Rays and Line Segments, Parallel and Perpendicular Lines, Kinds of Lines, Polygons | **Minerals and industries**<br>Minerals and Industries, Sort the Minerals, From Raw Material to Product, Mineral Hunt at Home | **चित्र वर्णन**<br>चित्र वर्णन, चित्र वर्णन: मेला, चित्र देखो, वाक्य पूरा करो |
| **Week 27** | **Poem — alliteration and sound**<br>The Kitchen Concert, The Kitchen Concert: Questions, Sound Words, Spelling: Three-Letter Blends | **Idioms**<br>Idioms, Match the Idioms, Use the Right Idiom, A Story with Idioms, Cursive Writing: Thought for the Week | **Angles: right, acute, obtuse, straight**<br>Types of Angles, Measuring Angles, Kinds of Triangles, Angles on a Clock | **Transport and communication**<br>Transport and Communication, Land, Water or Air?, Odd One Out, Make a String Telephone | **अपठित गद्यांश – 2**<br>अपठित गद्यांश – 2, अपठित गद्यांश – 2: प्रश्न, गद्यांश के शब्द छाँटो |
| **Week 28** | **Biography (Major Dhyan Chand) — first-hand and second-hand accounts**<br>The Wizard of Hockey, The Wizard of Hockey: Questions, Word Power, Spelling: Sports Words | **Similes**<br>Similes, Complete the Similes, Make It a Simile, Describe Someone Special, Cursive Writing: Thought for the Week | **Circles: centre, radius and diameter**<br>Parts of a Circle, Radius and Diameter, Lines of Symmetry, Does It Look the Same? | **Local self-government: panchayat and municipality**<br>Local Self-Government, Who's Who in Local Government?, Local Government: True or False?, My Local Body Survey | **लोकोक्तियाँ (सरल)**<br>लोकोक्तियाँ — अनुभव की बातें, लोकोक्ति और उसका अर्थ, सही लोकोक्ति चुनो |
| **Monthly Activity Set: India's Resources** | | | | | |

# Month 8

| | Reading | Grammar & Writing | Maths | EVS | Hindi |
|---|---|---|---|---|---|
| **Week 29** | **Story — predicting outcomes**<br>Bijli and the Big Fair, Bijli and the Big Fair: Questions, Word Power, Spelling: Soft c and Soft g | **One-word substitution**<br>One-Word Substitution, Match the One Word, Choose the One Word, At the Science Museum, Cursive Writing: Thought for the Week | **Triangles and quadrilaterals**<br>Kinds of Triangles, Quadrilaterals, Polygons, Angle Sum of a Triangle | **States, capitals and union territories**<br>States and Union Territories, States and Their Capitals, Match the State to Its Capital, Map Work: States of India | **शुद्ध वर्तनी**<br>शुद्ध वर्तनी — सही लिखो, अशुद्ध शब्द पकड़ो, शब्द शुद्ध करो |
| **Week 30** | **Information text (desert animals) — using headings to find information**<br>Animals of the Thar Desert, Animals of the Thar Desert: Questions, Words to Know, Spelling: Double Letters | **Writing: paragraph writing**<br>How to Write a Paragraph, Build a Good Paragraph, Trees Are Our Friends: Plan, Trees Are Our Friends, Cursive Writing: Thought for the Week | **Perimeter of rectangles and squares**<br>Perimeter, Perimeter Word Problems | **Our rich culture: dances, food, dress and festivals**<br>Our Rich Culture, Festivals and States, Culture Crossword, My Culture Scrapbook | **वाक्य शुद्धि**<br>वाक्य शुद्धि — वाक्य ठीक करो, वाक्य शुद्ध करके लिखो, शुद्ध वाक्य पहचानो |
| **Week 31** | **Speech — persuasive language**<br>Let's Bring Back the Sparrows, Let's Bring Back the Sparrows: Questions, Word Power, Spelling: Prefixes re- and pre- | **Writing: informal letter**<br>Writing an Informal Letter, Parts of an Informal Letter, A Letter to My Cousin: Plan, A Letter to My Cousin, Cursive Writing: Thought for the Week | **Area of rectangles and squares**<br>Area by Counting Squares, Area of Rectangles and Squares, Draw Shapes with an Area, Perimeter Word Problems | **Monuments and heritage sites**<br>Monuments of India, Where Is It?, Heritage Quiz, Be a Heritage Guide | **निबंध लेखन**<br>निबंध लेखन, निबंध लिखो: मेरा प्रिय त्योहार, निबंध के बारे में सही या गलत? |
| **Week 32** | **Science fiction story — setting and imagination**<br>The Mango Tree Under the Sea, The Mango Tree Under the Sea: Questions, Words from the Story, Spelling: Prefixes sub- and super- | **Writing: formal letter (application to the principal)**<br>Writing a Leave Application, Make It Formal, Leave to Attend a Wedding: Plan, Leave to Attend a Wedding, Cursive Writing: Thought for the Week | **3-D shapes: faces, edges, vertices, nets and views**<br>Faces, Edges and Corners, Nets of a Cube, Top, Front and Side Views, Match the Net to the Solid | **Freedom fighters of India**<br>Our Freedom Fighters, Who Am I?, Freedom Struggle Quiz, Make a Freedom Timeline | **अपठित पद्यांश – 2**<br>अपठित पद्यांश – 2: मेरी पतंग, अपठित पद्यांश – 2: मेरी पतंग: प्रश्न, कविता के शब्दों से वाक्य पूरे करो |
| **Monthly Activity Set: Our Government and Culture** | | | | | |

# Month 9

| | Reading | Grammar & Writing | Maths | EVS | Hindi |
|---|---|---|---|---|---|
| **Week 33** | **Information text (the Indian Railways) — timeline**<br>All Aboard! The Story of Indian Railways, All Aboard! The Story of Indian Railways: Questions, Words to Know, Spelling: Railway Words | **Writing: story writing**<br>How to Write a Story, Story Time Words, The Day the Monkey Came to School: Plan, The Day the Monkey Came to School, Cursive Writing: Thought for the Week | **Symmetry and patterns**<br>Symmetry, Lines of Symmetry, Number Patterns, Shape Patterns, Does It Look the Same?, Square and Triangular Numbers | **Maps and the globe**<br>Maps and the Globe, Parts of the Globe, Map Skills Quiz, Map My Room | **सूचना लेखन**<br>सूचना लेखन, सूचना लिखो: पुस्तक मेला, सूचना के बारे में जानो |
| **Week 34** | **Poem — free verse and feelings**<br>Assembly Morning, Assembly Morning: Questions, Words from the Poem, Spelling: Feelings Words | **Writing: notice writing**<br>How to Write a Notice, Notice Rules: True or False?, Notice for a Book Fair: Plan, Notice for a Book Fair, Cursive Writing: Thought for the Week | **Data handling: bar graphs**<br>Reading a Bar Graph, Draw a Bar Graph, Reading a Table | **Rights and duties**<br>Rights and Duties, Right or Duty?, Constitution Quiz, Rights in Real Life | **अपठित गद्यांश – 3**<br>अपठित गद्यांश – 3, अपठित गद्यांश – 3: प्रश्न, गद्यांश के शब्द: पर्यायवाची और विलोम |
| **Week 35** | **Mystery story — clues and evidence**<br>The Case of the Vanishing Rotis, The Case of the Vanishing Rotis: Questions, Detective Words, Spelling: Mystery Words | **Writing: diary entry and message writing**<br>Diary Entries and Messages, Write the Message, My Diary: A Special Day: Plan, My Diary: A Special Day, Cursive Writing: Thought for the Week | **Data handling: pictographs with a scale and tables**<br>Reading a Pictograph, Reading a Table, Tally Marks | **Natural disasters and safety**<br>Natural Disasters, Parts of a Volcano, Disaster Safety Match, The Shake Table Test | **व्याकरण दोहराई**<br>व्याकरण दोहराई, व्याकरण प्रश्नोत्तरी, वाक्य बदलो |
| **Week 36** | **Reading review**<br>Lakshmi's Bicycle Library, Lakshmi's Bicycle Library: Questions, Word Power Review, Spelling: Tricky Words Review | **Grammar review**<br>Grammar Review: Parts of Speech, Grammar Quiz, Spot and Fix the Mistakes, My Year in Class 4, Cursive Writing: Thought for the Week | **Review**<br>Maths Review, Which Operation?, Fraction Word Problems, Decimal Word Problems | **Review**<br>What We Learnt This Year, Year Review Quiz, Year Review Crossword, Think Back, Think Ahead | **दोहराई**<br>दोहराई: अपठित गद्यांश, दोहराई: अपठित गद्यांश: प्रश्न, मेरी चौथी कक्षा की यादें |
| **Monthly Activity Set: Map and Safety Skills** | | | | | |


MONTH
1

# Month 1

## Week 1

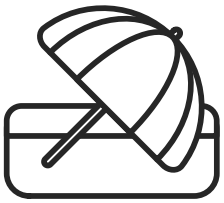
| | |
|---|---|
| **Reading** | Story — characters and setting; vocabulary from context |
| **Grammar & Writing** | Sentences and their kinds |
| **Maths** | Five-digit numbers: place value (Indian system) |
| **EVS** | Plants: adaptations (desert, water and hill plants) |
| **Hindi** | भाषा, वर्ण और शब्द |

Name: _____ Date: _____

# A Long Way from the Hills

Read the story carefully. Notice where it happens and what the characters are like.

Story



In Gangtok, Dolma's mornings began with mist. It drifted between the pine trees and hid the tops of the hills. On clear days, she could see Kangchenjunga from her window, white and shining in the sun. Dolma loved the cool air, the steep lanes and the smell of hot momos from the stall near her school.

Then her mother got a new job, and the family moved to Chennai, far away in the south, beside the sea.

On her first morning in Chennai, Dolma stepped outside and gasped. The air was hot and heavy, like the steam from a pressure cooker. Her shirt stuck to her back before she had even reached the gate. 'It's so humid,' she said, wiping her damp forehead. Her mother laughed. 'Wait till you see the sea.'

Her new school stood on a bustling road. Buses honked, auto rickshaws zipped past, and a man on a bicycle rang his bell at everyone. Dolma held her school bag tightly. When she reached her classroom, thirty faces turned to look at her. She hesitated at the door, not sure whether to go in or run all the way back to Gangtok.

Then a girl with two long plaits waved from the second row. 'Sit here! I'm Kavya,' she said, beaming. 'Do you know Tamil? No? Never mind. I'll teach you one word every day. Today's word is vanakkam. It means hello.'

Kavya talked all through the lunch break. She talked about her cat, her cricket team and her grandmother's lemon rice. Dolma, who was quiet and liked to listen, did not mind at all. She noticed that when a boy had forgotten his tiffin, Kavya shared her lunch with him without any fuss.

That evening, the two girls walked along Marina Beach with their mothers. The sand was warm under Dolma's feet. The waves rushed in, roaring and foaming, then slid away again. The sea stretched all the way to the edge of the sky. 'It's as big as the mountains,' Dolma whispered, 'only flat and blue.'

Kavya grinned. 'So, do you like Chennai?' Dolma thought of the mist and the momos. Then she looked at the shining water and at her new friend. 'I think,' she said slowly, 'I'm going to like it very much.'

**Word help: mist** – tiny drops of water in the air, like a thin cloud near the ground • **Kangchenjunga** – a very high snowy mountain on the border of India (Sikkim) and Nepal • **momos** – steamed dumplings, a popular food in Sikkim and other hill areas • **plaits** – long hair divided into three parts and twisted together • **vanakkam** – a Tamil word used to greet someone

Name: _____ Date: _____

# A Long Way from the Hills: Questions

Answer the questions about the text.

**1.** Where does the story begin?

☐ (a) Chennai ☐ (b) Gangtok ☐ (c) Shillong

**2.** Name two things Dolma loved about Gangtok.

_____

_____

**3.** Read paragraph 3 again. What do you think 'humid' means? Which words in the story helped you?

_____

**4.** Find a word in paragraph 4 that means 'busy and full of people and noise'.

_____

**5.** Dolma walked straight into her new classroom without stopping.

☐ True ☐ False

**6.** Which words best describe Kavya?

☐ (a) shy and quiet ☐ (b) rude and selfish

☐ (c) friendly and chatty

**7.** How do we know that Kavya is kind?

_____

_____

**8.** Compare the two settings in the story. Write two ways in which Gangtok and Chennai are different.

_____

_____

_____

**9.** Dolma 'hesitated at the door'. Use the rest of the sentence to work out what 'hesitated' means.

_____

Name: _____ Date: _____

# Word Power

Read each word and its meaning. Then write a sentence of your own using the word.

**humid** — hot and damp, with a lot of water in the air

*Example: Mumbai feels very humid in July.*

My sentence:

_____

**bustling** — full of busy people, noise and movement

*Example: The bustling market was full of fruit sellers and shoppers.*

My sentence:

_____

**hesitated** — stopped for a moment because you were not sure

*Example: Rohan hesitated before he jumped into the pool.*

My sentence:

_____

**beaming** — smiling widely and happily

*Example: Grandma was beaming when I showed her my prize.*

My sentence:

_____

**gasped** — took a quick, loud breath in surprise

*Example: We gasped when the magician made the coin disappear.*

My sentence:

_____

**fuss** — too much worry or excitement about something small

*Example: Aman finished his homework without any fuss.*

My sentence:

_____

**stretched** — spread out over a large area

*Example: Green rice fields stretched as far as we could see.*

My sentence:

_____

Name: _____ Date: _____

# Spelling: The Long *a* Sound

Look, say, cover, write and check each word.

**Spelling focus:** The long *a* sound can be spelt *ai* (rain), *ay* (stay), *a*-e (gate) or eigh (eight).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **rain** | | | |
| **wait** | | | |
| **paint** | | | |
| **chain** | | | |
| **stay** | | | |
| **today** | | | |
| **holiday** | | | |
| **gate** | | | |
| **faces** | | | |
| **waves** | | | |
| **plate** | | | |
| **eight** | | | |
| **weigh** | | | |
| **neighbour** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Kinds of Sentences

Read and learn. Then try the questions at the bottom.

A **sentence** is a group of words that makes complete sense. It begins with a **capital letter** and ends with a **full stop (.)**, a **question mark (?)** or an **exclamation mark (!)**. We use sentences to tell something, to ask something, to give an order or make a request, and to show a strong feeling. So there are **four kinds** of sentences.

- A declarative sentence can be **affirmative** (Riya likes maths.) or **negative** (Riya does not like maths.).
- Interrogative sentences often begin with **who, what, where, when, why, how** or a helping verb such as **is, are, do, can**.
- In an imperative sentence, the subject **you** is hidden: (You) Switch off the fan.
- Exclamatory sentences often begin with **What** or **How**: How fast the cheetah runs!

| Kind | What it does | Ends with | Example |
|---|---|---|---|
| Declarative (Assertive) | makes a statement | full stop (.) | The Taj Mahal is in Agra. |
| Interrogative | asks a question | question mark (?) | Have you ever seen a camel? |
| Imperative | gives an order, request or advice | full stop (.) | Please shut the gate. |
| Exclamatory | shows a strong feeling | exclamation mark (!) | What a lovely rangoli! |



**Remember:** Do not judge a sentence by its first word alone. 'How did you get here?' is a question, but 'How tall you are!' is an exclamation. Think about what the sentence does.

**Try it!**

1. Name the kind: Where does Tenzin live?

   _____

2. Name the kind: How beautiful the sunset is!

   _____

3. Name the kind: Please lend me your eraser.

   _____

4. Make it negative: Kabir plays cricket.

   _____

Name: _____ Date: _____

# Which Kind of Sentence?

Read each sentence. Tick the kind of sentence it is.

**1.** The Brahmaputra flows through Assam.

☐ (a) Declarative ☐ (b) Interrogative

☐ (c) Imperative ☐ (d) Exclamatory

**2.** Did you finish your homework?

☐ (a) Declarative ☐ (b) Interrogative

☐ (c) Imperative ☐ (d) Exclamatory

**3.** Wash your hands before lunch.

☐ (a) Declarative ☐ (b) Interrogative

☐ (c) Imperative ☐ (d) Exclamatory

**4.** What a huge elephant that is!

☐ (a) Declarative ☐ (b) Interrogative

☐ (c) Imperative ☐ (d) Exclamatory

**5.** Kindly lend me your umbrella.

☐ (a) Declarative ☐ (b) Interrogative

☐ (c) Imperative ☐ (d) Exclamatory

**6.** How did the glass break?

☐ (a) Declarative ☐ (b) Interrogative

☐ (c) Imperative ☐ (d) Exclamatory

**7.** How sweet these mangoes are!

☐ (a) Declarative ☐ (b) Interrogative

☐ (c) Imperative ☐ (d) Exclamatory

**8.** My grandmother does not drink tea.

☐ (a) Declarative ☐ (b) Interrogative

☐ (c) Imperative ☐ (d) Exclamatory

**9.** Don't touch the hot iron.

☐ (a) Declarative ☐ (b) Interrogative

☐ (c) Imperative ☐ (d) Exclamatory

**10.** Which bus goes to the railway station?

☐ (a) Declarative ☐ (b) Interrogative

☐ (c) Imperative ☐ (d) Exclamatory

Name: _____ Date: _____

# Change the Kind of Sentence

Rewrite each sentence as the kind of sentence shown in brackets. Remember the correct end mark.

**1.** The train is late. (interrogative)

_____

**2.** Farhan plays the tabla. (interrogative)

_____

**3.** Does Meera like idlis? (declarative)

_____

**4.** You should drink more water. (imperative)

_____

**5.** It is a very tall tower. (exclamatory)

_____

**6.** The night sky is very beautiful. (exclamatory)

_____

**7.** Can you close the window? (imperative)

_____

**8.** Simran has a pet rabbit. (negative declarative)

_____

Name: _____ Date: _____

# A Visit to the Mela

Write neatly. Remember capital letters and full stops.

Imagine you went to a village mela with your family. Write a paragraph of 8–10 sentences about it. Use all four kinds of sentences: at least one statement, one question, one order or request, and one exclamation. Check that each sentence ends with the correct mark.

**Think about:**

- Where was the mela? Who went with you?
- What did you see, hear and eat there?
- Question: Have you ever ridden a giant wheel?
- Request: Please buy me a balloon, Papa.
- Exclamation: What a big crowd there was!

giant wheel  stalls  balloons  jalebis  crowd  puppet show  bangles
merry-go-round  noisy  colourful

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

A kind word can brighten someone's whole day.

A kind word can brighten someone's whole day.

A kind word can brighten someone's whole day.

Name: _____ Date: _____

# Place Value

Write each digit in the correct column of the place value chart. Then answer.

**TTh** = Ten Thousands **Th** = Thousands **H** = Hundreds **T** = Tens **O** = Ones

| Number | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| A. **30,807** | | | | | |
| B. **18,124** | | | | | |
| C. **50,868** | | | | | |
| D. **32,048** | | | | | |
| E. **13,426** | | | | | |
| F. **32,022** | | | | | |

**1.** Underlined digit in **40,99<u>1</u>**: place value ____

face value ____

**2.** Underlined digit in **<u>1</u>2,664**: place value ____

face value ____

**3.** Underlined digit in **67,08<u>9</u>**: place value ____

face value ____

**4.** Underlined digit in **21,<u>3</u>01**: place value ____

face value ____

Name: _____ Date: _____

# Expanded Form

Write each number in expanded form, or write the number.

Example: 43,452 = 40,000 + 3,000 + 400 + 50 + 2

**1.** 16,774 = _____

**2.** 50,000 + 5,000 + 900 + 70 + 8 = ☐

**3.** 92,848 = _____

**4.** 90,000 + 4,000 + 10 = ☐

**5.** 47,546 = _____

**6.** 30,000 + 5,000 + 200 + 80 + 7 = ☐

**7.** 83,855 = _____

**8.** 40,000 + 1,000 + 400 + 50 + 2 = ☐

Name: _____ Date: _____

# Read and Write Large Numbers

Write the number name, or write the number in figures.

**1. 22,433**

---

**2.** ninety-two thousand three hundred thirty-six

**3. 36,066**

---

**4.** fifty-four thousand three hundred four

**5. 37,597**

---

**6.** twenty-five thousand forty-five

**7. 68,038**

---

**8.** seventy-six thousand three hundred eighty-eight

Name: _____ Date: _____

# Compare the Numbers

Write >, < or = in each box.

> greater than  < less than  = equal to

1. 87,677 ☐ 64,762

2. 60,858 ☐ 39,334

3. 19,507 ☐ 88,916

4. 40,996 ☐ 23,942

5. 66,628 ☐ 41,898

6. 10,810 ☐ 10,810

7. 14,275 ☐ 68,709

8. 94,455 ☐ 10,388

9. 84,559 ☐ 97,602

10. 37,200 ☐ 43,370

11. 83,256 ☐ 30,621

12. 81,793 ☐ 81,793

Name: _____ Date: _____

# Write the Numbers

Read the number name. Write the number in figures.

**1.** ninety-two thousand six hundred sixty-four ☐

**2.** eighty-seven thousand four hundred thirty-six ☐

**3.** eighty-six thousand six hundred ninety-six ☐

**4.** eighteen thousand five hundred ninety-six ☐

**5.** forty-five thousand seven hundred eighty-seven ☐

**6.** seventeen thousand eight hundred eighty-one ☐

**7.** ninety-eight thousand five hundred forty-four ☐

**8.** fifty-eight thousand six hundred thirty-nine ☐

**9.** eighty-two thousand seven hundred twelve ☐

**10.** thirty-six thousand five hundred twenty-eight ☐

Name: _____ Date: _____

# Before, After and Between

Write the number that comes before, after or between.

**1.** Before

□ 59467

**2.** After

35781 □

**3.** Between

53755 □ 53757

**4.** Before

□ 96557

**5.** After

55844 □

**6.** Between

87150 □ 87152

**7.** Before

□ 76094

**8.** After

61694 □

**9.** Between

75551 □ 75553

**10.** Before

□ 94735

**11.** After

41780 □

**12.** Between

39826 □ 39828

Name: _____ Date: _____

# How Plants Adapt

Read the cards to learn how plants are suited to the places where they grow.



## What Is Adaptation?

Plants grow in deserts, ponds, hills and plains. Each plant has special features that help it live in its home. These features are called **adaptations**.



## Desert Plants

A **cactus** stores water in its thick, fleshy stem. Its leaves are spines, so little water is lost. **Aloe vera** stores water in its thick, juicy leaves.

## Desert Trees

**Babool** and **khejri** trees grow in dry places. They have small leaves and very long roots that reach water deep under the ground.

## Floating Plants

**Water hyacinth** and **duckweed** float on ponds. Their stems and leaf stalks are spongy and full of air spaces, which keep them light.



## Fixed Water Plants

The **lotus** and the **water lily** are rooted in the mud. Long stalks hold their broad leaves on or above the water. A waxy coat keeps the leaves dry.

## Underwater Plants

**Hydrilla** and **vallisneria** live under water. Their thin, narrow leaves and soft, bendy stems sway with the water without breaking.



## Hill Plants

**Pine**, **fir** and **deodar** trees are cone-shaped, so snow slides off their sloping branches. Their needle-like leaves lose very little water.

## Marshy Plants

**Mangroves** grow in salty, muddy water in the Sundarbans. Some of their roots grow upwards out of the mud to take in air.

Name: _____ Date: _____

# Where Do They Grow?

Read the plant names. Write each plant in the column that shows where it grows.

deodar water hyacinth babool duckweed khejri aloe vera

 lotus  pine hydrilla water lily fir  cactus

| Desert | Water | Hills |
| --- | --- | --- |
| | | |

Name: _____ Date: _____

# Why Do Cactus Plants Have Spines?

Do this test with an adult. Record what you see and answer the questions.

Big, flat leaves lose a lot of water into the air. Desert plants have spines and thick stems instead. Let's test how shape changes the way water is lost.

**You need:**

☐ 2 paper towels or tissue napkins

☐ a bowl of water

☐ a rubber band

☐ a sunny window sill

☐ a clock or watch

**What to do:**

1. Dip both paper towels in water. Squeeze them gently so that they are equally wet.
2. Spread one towel out flat. This is like a big, broad leaf.
3. Roll the other towel up tightly and put a rubber band around it. This is like a cactus stem.
4. Place both towels side by side in the sun.
5. Touch them every 15 minutes. Write down which one feels dry first.

| Time | Flat towel: wet or dry? | Rolled towel: wet or dry? |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

**1.** Which towel dried first?

_____

**2.** Why did the rolled towel stay wet for longer?

_____

**3.** How do spines help a cactus to live in the desert?

_____

Name: _____ Date: _____

# Plant Adaptations Quiz

Tick the correct answer.

**1.** Which part of a cactus stores water?

☐ (a) its roots ☐ (b) its thick stem ☐ (c) its flowers

**2.** A cactus has spines instead of leaves. Which part of a cactus makes its food?

☐ (a) the spines ☐ (b) the roots ☐ (c) the green stem

**3.** Why are pine trees cone-shaped?

☐ (a) So that snow slides off easily

☐ (b) So that birds can sit on them

☐ (c) So that they can float

**4.** What keeps water hyacinth floating?

☐ (a) its heavy roots

☐ (b) air spaces in its spongy stalks

☐ (c) its sharp spines

**5.** Where do mangroves grow?

☐ (a) in snowy mountains

☐ (b) in sandy deserts

☐ (c) in salty, muddy water near the sea

**6.** Why does water roll off a lotus leaf?

☐ (a) The leaf has a waxy coat. ☐ (b) The leaf is very hot.

☐ (c) The leaf has spines.

**7.** Which of these plants lives under water?

☐ (a) deodar ☐ (b) hydrilla ☐ (c) babool ☐ (d) cactus

**8.** Babool and khejri trees have very long roots. How does this help them?

☐ (a) They can catch insects.

☐ (b) They can float on ponds.

☐ (c) They can reach water deep underground.

नाम: _____ दिनांक: _____

# भाषा, वर्ण और शब्द

पढ़ो और समझो।

हम अपने मन की बात बोलकर, लिखकर या इशारों से दूसरों तक पहुँचाते हैं। इस साधन को **भाषा** कहते हैं। भाषा की सबसे छोटी इकाई **वर्ण** है, जिसके और टुकड़े नहीं हो सकते। वर्णों के सार्थक मेल से **शब्द** बनते हैं। हिंदी भाषा **देवनागरी लिपि** में लिखी जाती है।

- **मौखिक भाषा:** बोलकर और सुनकर — जैसे बातचीत, भाषण, फ़ोन पर बात।
- **लिखित भाषा:** लिखकर और पढ़कर — जैसे पत्र, किताब, अख़बार।
- **सांकेतिक भाषा:** इशारों से — जैसे सिर हिलाकर 'हाँ' कहना, ट्रैफ़िक पुलिस के इशारे।
- **वर्ण के दो भेद:** स्वर (जो अपने-आप बोले जाते हैं) और व्यंजन (जो स्वर की सहायता से बोले जाते हैं)।

| वर्ण | संख्या | उदाहरण |
|---|---|---|
| स्वर | 11 | अ आ इ ई उ ऊ ऋ ए ऐ ओ औ |
| व्यंजन (क से ह तक) | 33 | क ख ग … प फ … य र ल व … ह |
| संयुक्त व्यंजन | 4 | क्ष त्र ज्ञ श्र |
| अयोगवाह | 2 | अं (अनुस्वार), अः (विसर्ग) |
| उत्क्षिप्त व्यंजन | 2 | ड़ ढ़ |

**याद रखो:** शब्द को वर्णों में तोड़ना **वर्ण-विच्छेद** कहलाता है। जैसे — कमल = क् + अ + म् + अ + ल् + अ

**अभ्यास करो**

1. भाषा की सबसे छोटी इकाई क्या कहलाती है?

   _____

2. 'घर' शब्द का वर्ण-विच्छेद करो।

   _____

नाम: _____ दिनांक: _____

# भाषा के रूप पहचानो

हर काम को पढ़ो। वह भाषा के किस रूप से जुड़ा है? उसे सही खाने में लिखो।

रेडियो पर समाचार सुनना  डायरी लिखना  हाथ हिलाकर विदा करना

फ़ोन पर दादी से बात करना  सिर हिलाकर ‘हाँ’ कहना  अख़बार पढ़ना

कहानी की किताब पढ़ना  दोस्त को चिट्ठी लिखना  कक्षा में कविता सुनाना

नानी को कहानी सुनाना  ट्रैफ़िक पुलिस का इशारा  होंठों पर उँगली रखना

| मौखिक भाषा | लिखित भाषा | सांकेतिक भाषा |
| --- | --- | --- |
| | | |

नाम: _____ दिनांक: _____

# वर्ण-विच्छेद और वर्ण-मेल

खाली खाने भरो। शब्द के वर्ण अलग करके लिखो या वर्णों को जोड़कर शब्द बनाओ।

| शब्द | वर्ण-विच्छेद |
|---|---|
| कमल | |
| नदी | |
| | स् + ए + ब् + अ |
| बादल | |
| | क् + इ + त् + आ + ब् + अ |
| मछली | |
| | ग् + उ + ल् + आ + ब् + अ |
| चूहा | |
| | प् + ए + ड़् + अ |
| तितली | |

## Month 1

# Week 2

| | |
|---|---|
| **Reading** | Poem — rhyme scheme and stanzas; vocabulary: rhyming words |
| **Grammar & Writing** | Subject and predicate; phrases |
| **Maths** | Six-digit numbers: lakhs; number names and expanded form |
| **EVS** | How plants make food; parts of a flower |
| **Hindi** | संज्ञा और उसके भेद |

Name: _____ Date: _____

# The Old Banyan Tree

Read the poem aloud. Listen for the words that rhyme at the end of the lines.

In the middle of our village square
There stands a banyan, old and rare.
Its branches stretch out far and wide,
With hanging roots on every side.

The parrots gossip in its crown,
The squirrels scamper up and down,
And when the summer sun is hot,
The cows all gather in one spot.

The grandpas sit and share the news,
They swap old stories, jokes and views,
While children giggle, swing and race
Around its trunk in a merry chase.

It's felt a hundred monsoons fall,
It's heard our songs, our games, our call;
It saw my grandma as a girl
Swing on its roots in a happy whirl.

So when I'm old, I hope to see
The very same grand banyan tree
Still standing in our village square,
Still sheltering all who gather there.

*— New Era*



**Word help: banyan** – a huge Indian tree with roots that hang down from its branches • **crown** – here, the leafy top part of a tree • **gossip** – chat in a friendly way about everyday news • **views** – what people think about something; opinions • **sheltering** – keeping someone safe from sun, rain or danger

Name: _____ Date: _____

# The Old Banyan Tree: Questions

Answer the questions about the poem.

**1.** How many stanzas are there in this poem?

☐ (a) Four ☐ (b) Five ☐ (c) Six

**2.** How many lines are there in each stanza?

**3.** In each stanza, lines 1 and 2 rhyme, and lines 3 and 4 rhyme. What is this rhyme scheme?

☐ (a) ABAB ☐ (b) ABCB ☐ (c) AABB

**4.** Which word in stanza 2 rhymes with 'crown'?

**5.** Write two more words that rhyme with 'tree'.

**6.** In the poem, the grandpas sit together under the tree and share the news.

☐ True ☐ False

**7.** What do the cows do when the summer sun is hot?

**8.** Why does the poet hope the banyan tree will still be standing in the future?

**9.** Write a rhyming couplet (two lines that rhyme) of your own about a tree.

Name: _____ Date: _____

# Rhyming Word Power

Read each word, its meaning and its rhyming partner. Then write a sentence of your own using the word.

**rare** — unusual and special; not found often (rhymes with square)

*Example: Snow in Chennai would be very rare.*

My sentence:

_____

**scamper** — to run with quick, light steps (rhymes with camper)

*Example: The kittens scamper across the floor.*

My sentence:

_____

**spot** — a particular place (rhymes with hot)

*Example: This is the best spot for a picnic.*

My sentence:

_____

**swap** — to give something and get something else back (rhymes with shop)

*Example: Let's swap stickers at lunchtime.*

My sentence:

_____

**merry** — happy and full of fun (rhymes with berry)

*Example: We sang merry songs on the school bus.*

My sentence:

_____

**chase** — the act of running after someone to catch them (rhymes with race)

*Example: The puppy loves a chase around the garden.*

My sentence:

_____

**whirl** — a fast spinning movement (rhymes with girl)

*Example: The dancer spun round in a whirl of colour.*

My sentence:

_____

Name: _____ Date: _____

# Spelling: Rhymes with -ight and -ite

Look, say, cover, write and check each word.

**Spelling focus:** These words rhyme, but the long i sound is spelt in two ways: -ight (night) and -ite (kite).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **night** | | | |
| **light** | | | |
| **bright** | | | |
| **flight** | | | |
| **sight** | | | |
| **tight** | | | |
| **fright** | | | |
| **kite** | | | |
| **white** | | | |
| **write** | | | |
| **bite** | | | |
| **quite** | | | |
| **invite** | | | |
| **polite** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Subject, Predicate and Phrases

Read and learn. Then try the questions at the bottom.

Every sentence has two parts. The **subject** is the person or thing the sentence is about. The **predicate** tells us something about the subject, and it always contains a **verb**. In the sentence **The little girl | is reading a storybook.**, 'The little girl' is the subject and 'is reading a storybook' is the predicate.

- Find the **subject** by asking **Who?** or **What?** before the verb. Who is reading? **The little girl**.
- The subject is not always at the beginning: Down came **the rain**. Here comes **the bus**.
- In a question, the subject often comes after the helping verb: Are **you** ready? In an order, the subject **you** is hidden.
- A **phrase** is a group of words that makes some sense but not complete sense. It has no subject and verb: **in the morning**.

| Phrase (some sense) | Sentence (complete sense) |
|---|---|
| in the morning | I go for a walk in the morning. |
| a cup of tea | Mother drinks a cup of tea. |
| under the bridge | A boat passed under the bridge. |
| with a smile | The teacher greeted us with a smile. |



**Remember:** A phrase can be part of the subject or the predicate. In 'The girl **in the red frock** is my sister', the phrase 'in the red frock' is part of the subject.

**Try it!**

**1.** Write the subject: The old tortoise moved slowly.

_____

**2.** Write the predicate: Ishaan and Dev are good friends.

_____

**3.** Phrase or sentence? 'on a sunny day'

_____

**4.** Write the subject: Out jumped the frog.

_____

Name: _____ Date: _____

# Circle the Subject

Circle the subject in each sentence. Remember: the subject is not always at the beginning.

**1.** Grandfather reads the newspaper every morning.

**2.** The peacock spread its colourful feathers.

**3.** Sara and Tenzin painted a mural on the wall.

**4.** Down came the rain.

**5.** Are you coming to the picnic?

**6.** Under the bridge lived a big crocodile.

**7.** Here comes our school bus.

**8.** My little sister loves rasgullas.

**9.** Does Rohan play the flute?

**10.** Every morning, the milkman rings our bell.

Name: _____ Date: _____

# Complete with *a* Phrase

Complete each sentence with *a* suitable phrase from the box. Use each phrase once.

*a*t the bus stop  with great *c*are  in the evening

*a* bunch of b*a*n*a*n*a*s  on the top shelf  *a*cross the river

full of flowers  *a*fter the match

**1.** We waited for the school bus _____ .

**2.** The naughty monkey ran off with _____ .

**3.** Grandmother waters her plants _____ , when it is cool.

**4.** The boatman rowed us _____ .

**5.** Please keep the glass jar _____ , away from the baby.

**6.** The doctor bandaged my knee _____ .

**7.** In spring, our garden is _____ .

**8.** The two teams shook hands _____ .

Name: _____ Date: _____

# At the Railway Station

Write neatly. Remember capital letters and full stops.

Imagine you are at a busy railway station. Write 8–10 sentences about what you see and hear. Use at least four phrases from the box in your sentences. Then underline the subject of any four sentences.

**Think about:**

- Where are you going, and with whom?
- Who is on the platform? What are they doing?
- What do the vendors sell?
- What happens when the train arrives?

on the platform  with heavy bags  near the ticket counter  in a hurry

a cup of hot tea  at the bookstall  for the train  on time

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Every day is a chance to learn something new.

Every day is a chance to learn something new.

Every day is a chance to learn something new.

Name: _____ Date: _____

# Place Value

Write each digit in the correct column of the place value chart. Then answer.

**L** = Lakhs **TTh** = Ten Thousands **Th** = Thousands **H** = Hundreds **T** = Tens **O** = Ones

| Number | L | TTh | Th | H | T | O |
|---|---|---|---|---|---|---|
| A. **8,41,587** | | | | | | |
| B. **8,68,252** | | | | | | |
| C. **4,66,780** | | | | | | |
| D. **6,05,615** | | | | | | |
| E. **9,95,312** | | | | | | |
| F. **9,58,312** | | | | | | |

**1.** Underlined digit in **6,0<u>5</u>,546**: place value ☐ face value ☐

**2.** Underlined digit in **3,3<u>9</u>,616**: place value ☐ face value ☐

**3.** Underlined digit in **6,09,7<u>7</u>4**: place value ☐ face value ☐

**4.** Underlined digit in **1,<u>8</u>0,703**: place value ☐ face value ☐

Name: _____ Date: _____

# Expanded Form

Write each number in expanded form, or write the number.

Example: 3,452 = 3,000 + 400 + 50 + 2

**1.** 2,80,987 = _____

**2.** 5,00,000 + 20,000 + 8,000 + 10 + 4 = ☐

**3.** 6,24,292 = _____

**4.** 2,00,000 + 80,000 + 9,000 + 400 + 70 + 5 = ☐

**5.** 6,87,393 = _____

**6.** 6,00,000 + 60,000 + 4,000 + 100 + 90 + 6 = ☐

**7.** 2,88,463 = _____

**8.** 2,00,000 + 70,000 + 4,000 + 900 + 90 + 9 = ☐

Name: _____ Date: _____

# Read and Write Large Numbers

Write the number name, or write the number in figures.

**1.** **3,32,259**

---

**2.** five lakh eighty-five thousand nine hundred sixty-nine

**3.** **4,25,619**

---

**4.** five lakh forty-nine thousand seven hundred twenty-nine

**5.** **9,97,566**

---

**6.** six lakh seventy-one thousand eight hundred forty-four

**7.** **9,45,951**

---

**8.** four lakh sixty thousand eighty-four

Name: _____ Date: _____

# Read and Write Large Numbers

Write the number name, or write the number in figures.

**1. 4,27,222**

---

**2.** six lakh eighty-five thousand four hundred thirty-one

**3. 4,52,657**

---

**4.** five lakh twenty-five thousand ninety-one

**5. 6,00,841**

---

**6.** six lakh three thousand three hundred seventy-seven

**7. 2,66,695**

---

**8.** seven lakh sixty-nine thousand five hundred forty-five

Name: _____ Date: _____

# Write the Numbers

Read the number name. Write the number in figures.

**1.** seven lakh eighty-two thousand seven hundred eighty-eight

**2.** three lakh ninety-six

**3.** two lakh forty-eight thousand one hundred forty-two

**4.** seven lakh seventy thousand eight hundred forty-six

**5.** one lakh seventy-eight thousand eight hundred seventy-eight

**6.** one lakh forty-seven thousand five hundred forty

**7.** eight lakh fifty-one thousand five hundred eighty-two

**8.** three lakh seventy-one thousand four hundred ninety-four

**9.** six lakh seventy thousand ninety-four

**10.** two lakh twenty-eight thousand seven hundred eight

Name: _____ Date: _____

# Place Value

Write each digit in the correct column of the place value chart. Then answer.

**L** = Lakhs **TTh** = Ten Thousands **Th** = Thousands **H** = Hundreds **T** = Tens **O** = Ones

| Number | L | TTh | Th | H | T | O |
|---|---|---|---|---|---|---|
| A. **3,72,017** | | | | | | |
| B. **8,67,282** | | | | | | |
| C. **4,26,908** | | | | | | |
| D. **8,67,898** | | | | | | |
| E. **9,28,340** | | | | | | |
| F. **4,71,451** | | | | | | |

**1.** Underlined digit in **3,71,<u>8</u>47**: place value ☐ face value ☐

**2.** Underlined digit in **4,81,<u>4</u>78**: place value ☐ face value ☐

**3.** Underlined digit in **9,61,<u>6</u>82**: place value ☐ face value ☐

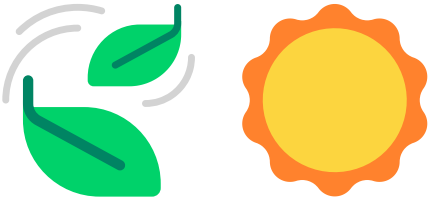
**4.** Underlined digit in **<u>1</u>,24,259**: place value ☐ face value ☐

Name: _____ Date: _____

# How Plants Make Food

Read and learn.

Green plants make their own food by **photosynthesis**. This happens mostly in the leaves, so leaves are called the **food factories** of a plant. The food they make is a sugar called glucose. Extra food is stored as **starch**.



- **Sunlight** gives the energy. **Chlorophyll**, the green colouring in leaves, traps it.
- **Water** is taken in by the roots and carried up through the stem to the leaves.
- **Carbon dioxide** from the air enters through tiny holes in the leaves called **stomata**.
- **Oxygen** is given out into the air. People and animals breathe it in.

| Part of a flower | What it does |
|---|---|
| Sepals | Green parts that protect the bud |
| Petals | Bright parts that attract insects |
| Stamens | Male parts that make pollen |
| Pistil | Female part; its ovary becomes the fruit |

**Remember:** Insects, birds and the wind carry pollen from flower to flower. Then the ovary grows into a fruit with seeds inside.

**Try it!**

1. What is the green colouring in leaves called?

_____

2. Which gas do plants give out when they make food?

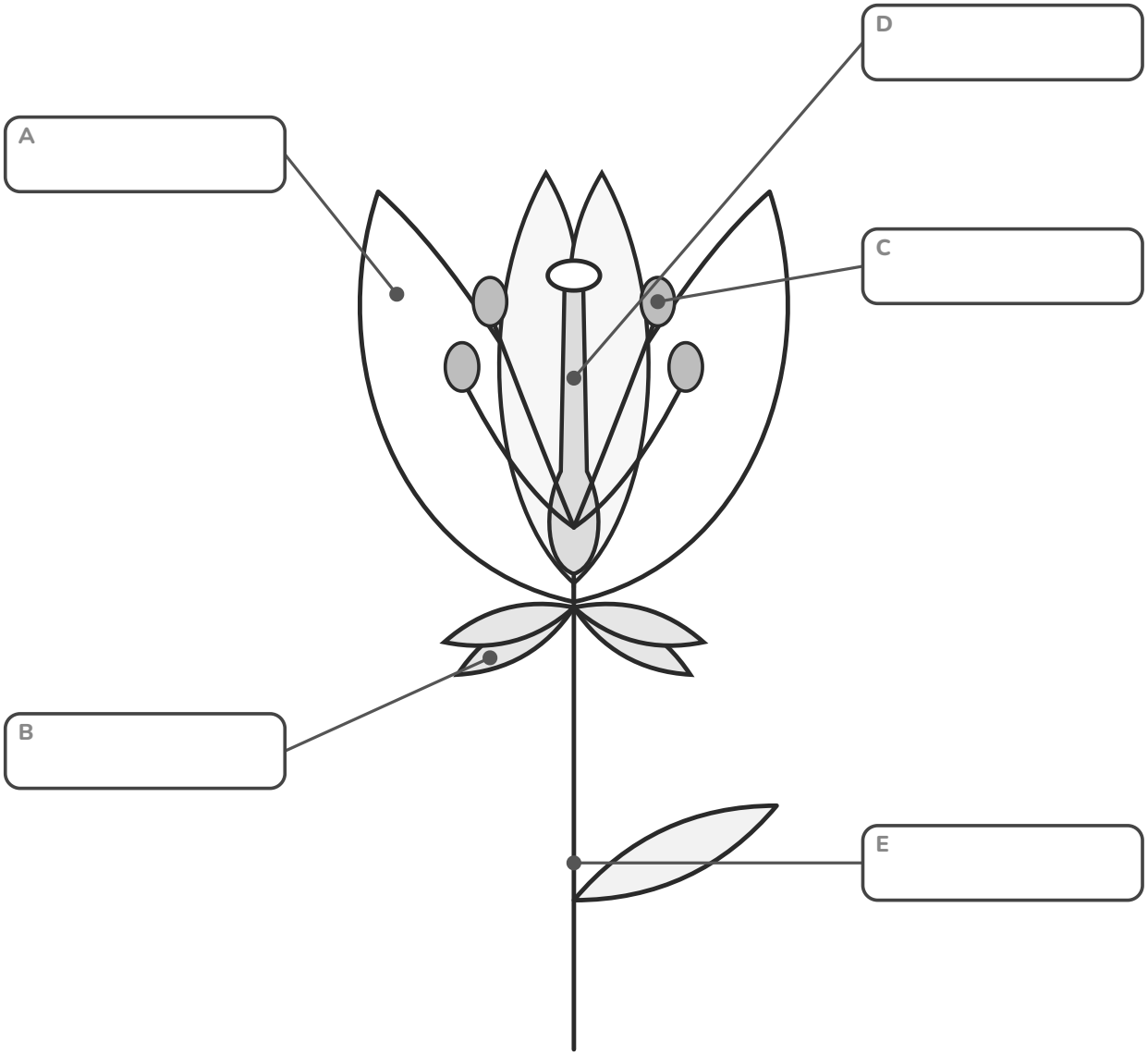
_____

Name: _____ Date: _____

# Parts of a Flower

Write the name of each part in its box. Use the word bank.

stem stamen pistil sepal petal



Name: _____ Date: _____

# Who Does What?

Draw a line to match each part of a plant to its job.

| | |
|---|---|
| chlorophyll ● | ● take in water from the soil |
| stomata ● | ● protect the flower bud |
| roots ● | ● make pollen |
| stem ● | ● attract insects with bright colours |
| petals ● | ● has the ovary that becomes the fruit |
| sepals ● | ● traps sunlight to make food |
| stamens ● | ● carries water up to the leaves |
| pistil ● | ● tiny holes that let air in and out |

Name: _____ Date: _____

# Do Leaves Need Sunlight?

Try this test on a potted plant. It takes about a week. Then answer the questions.

Leaves need sunlight to make food and to stay green. What happens to a part of a leaf that gets no sunlight at all? Let's find out.

**You need:**

- ☐ a potted plant with broad leaves
- ☐ black chart paper
- ☐ scissors
- ☐ paper clips

**What to do:**

1. Cut two small strips of black paper.
2. Fold one strip over part of a leaf so that it covers both sides. Hold it in place with paper clips.
3. Do the same on a second leaf. Do not pull the leaves off the plant.
4. Keep the plant in a sunny place and water it as usual.
5. After 7 days, gently take off the paper strips.
6. Compare the covered part of each leaf with the part that was not covered.

⚠️ **Safety:** Ask an adult to help you cut the paper.

**What I observed (draw):**

1. What did the covered part of the leaf look like?

2. Why did this happen?

3. What four things does a leaf need to make food?

नाम: _____ दिनांक: _____

# संज्ञा और उसके भेद

पढ़ो और समझो।

किसी व्यक्ति, वस्तु, स्थान, प्राणी या भाव के **नाम** को **संज्ञा** कहते हैं। जैसे — मीरा, किताब, दिल्ली, तोता, खुशी। संज्ञा के तीन मुख्य भेद हैं।

- **व्यक्तिवाचक संज्ञा:** किसी एक खास व्यक्ति, स्थान या वस्तु का नाम — जैसे कबीर, गंगा, ताजमहल, मुंबई।
- **जातिवाचक संज्ञा:** एक ही तरह की सभी वस्तुओं या प्राणियों का नाम — जैसे लड़का, नदी, शहर, पहाड़।
- **भाववाचक संज्ञा:** किसी भाव, गुण या दशा का नाम, जिसे हम केवल महसूस करते हैं — जैसे प्यार, मिठास, बचपन।
- **समूहवाचक** (कक्षा, सेना, झुंड) और **द्रव्यवाचक** (दूध, सोना, पानी) संज्ञाएँ जातिवाचक संज्ञा के ही रूप हैं।

| व्यक्तिवाचक | जातिवाचक | भाववाचक |
|---|---|---|
| अर्जुन | लड़का | बहादुरी |
| यमुना | नदी | शांति |
| हिमालय | पहाड़ | ऊँचाई |
| चेन्नई | शहर | खुशी |
| दीवाली | त्योहार | उत्साह |

**याद रखो:** व्यक्तिवाचक संज्ञा किसी **एक** की पहचान बताती है, जातिवाचक संज्ञा **पूरी जाति** की। भाववाचक संज्ञा को हम न देख सकते हैं, न छू सकते हैं।

**अभ्यास करो**

1. ‘मोहन ने ईमानदारी से काम किया।’ — इसमें भाववाचक संज्ञा कौन-सी है?

   _____

2. ‘आगरा’ किस प्रकार की संज्ञा है?

   _____

नाम: _____ दिनांक: _____

# संज्ञा शब्द ढूँढ़ो

हर वाक्य में आए सभी संज्ञा शब्दों पर गोला लगाओ।

1. रिया बगीचे में फूल तोड़ रही है।

2. दादाजी कुर्सी पर बैठकर अख़बार पढ़ते हैं।

3. गंगा नदी हिमालय से निकलती है।

4. बच्चों ने मैदान में क्रिकेट खेला।

5. माँ ने रसोई में हलवा बनाया।

6. इमरान के पास एक सुंदर तोता है।

7. सच्ची दोस्ती सबसे बड़ा खज़ाना है।

8. लक्ष्मी रेलगाड़ी से कोलकाता गई।

9. मेहनत से ही सफलता मिलती है।

10. मेज़ पर गिलास में पानी रखा है।

नाम: _____ दिनांक: _____

# संज्ञा का भेद पहचानो

मोटे अक्षरों में लिखी संज्ञा का भेद पहचानो और सही उत्तर पर ✓ लगाओ।

**1.** **ताजमहल** आगरा में है।

☐ (क) व्यक्तिवाचक ☐ (ख) जातिवाचक ☐ (ग) भाववाचक

**2.** **बुढ़ापे** में दादी को सहारे की ज़रूरत होती है।

☐ (क) व्यक्तिवाचक ☐ (ख) जातिवाचक ☐ (ग) भाववाचक

**3.** **पहाड़** पर बर्फ़ जमी है।

☐ (क) व्यक्तिवाचक ☐ (ख) जातिवाचक ☐ (ग) भाववाचक

**4.** **कावेरी** दक्षिण भारत की एक नदी है।

☐ (क) व्यक्तिवाचक ☐ (ख) जातिवाचक ☐ (ग) भाववाचक

**5.** बच्चों के चेहरे पर **खुशी** थी।

☐ (क) व्यक्तिवाचक ☐ (ख) जातिवाचक ☐ (ग) भाववाचक

**6.** **कुत्ता** एक वफ़ादार जानवर है।

☐ (क) व्यक्तिवाचक ☐ (ख) जातिवाचक ☐ (ग) भाववाचक

**7.** शहद की **मिठास** सबको भाती है।

☐ (क) व्यक्तिवाचक ☐ (ख) जातिवाचक ☐ (ग) भाववाचक

**8.** हमारे **शहर** में एक बड़ा पुस्तकालय है।

☐ (क) व्यक्तिवाचक ☐ (ख) जातिवाचक ☐ (ग) भाववाचक

**9.** **कल्पना चावला** एक अंतरिक्ष यात्री थीं।

☐ (क) व्यक्तिवाचक ☐ (ख) जातिवाचक ☐ (ग) भाववाचक

Month 1

# Week 3

| | |
|---|---|
| **Reading** | Information text (the Indian monsoon) — main idea and details |
| **Grammar & Writing** | Nouns: common, proper, collective, material, abstract |
| **Maths** | Comparing, ordering and forming numbers |
| **EVS** | Seeds: dispersal and germination |
| **Hindi** | सर्वनाम और उसके भेद |

Name: _____ Date: _____

# The Monsoon: India's Season of Rain

Read the text. Look for the main idea of each part and the details that support it.

Information text



Every year, people all over India wait eagerly for a very special visitor: the monsoon. The word 'monsoon' comes from the Arabic word mausim, which means 'season'. In India, it is the season of heavy rain that arrives after the scorching heat of summer.

**Where does the rain come from?** In April and May, the land in India becomes very hot. The air above it warms up and rises. Cooler, moist air from the sea rushes in to take its place. These damp winds blow from the south-west, across the Arabian Sea and the Bay of Bengal. When they reach the land and rise over hills and mountains, the water vapour in them cools and falls as rain.

**The journey of the monsoon** The monsoon usually reaches the coast of Kerala around 1 June. Then it moves north, step by step, and by July it covers almost the whole country. The Western Ghats and the north-eastern states receive a great deal of rain. Mawsynram, a village in Meghalaya, is often called the wettest place on Earth. Western Rajasthan, however, gets very little rain.

**Why is the monsoon so important?** About three-quarters of India's yearly rain falls in the monsoon months, from June to September. Farmers depend on this rain to sow crops such as rice, maize, cotton and millets. The rain also fills our rivers, lakes, wells and reservoirs, so that we have water for the rest of the year. A good monsoon means healthy crops and happy farmers. A weak monsoon can lead to drought.

**Too much of a good thing** Sometimes the monsoon brings too much rain too quickly. Rivers overflow and cause floods, and in hilly areas heavy rain can cause landslides. To make the best use of the rain, many towns and schools now collect rainwater in tanks or let it soak into the ground. This is called rainwater harvesting.

**The monsoon goes home** In September and October, the winds change direction and the monsoon slowly retreats. Tamil Nadu, however, gets much of its rain later, from October to December, when the winds blow from the north-east. Whether it comes in June or in October, the monsoon is the heartbeat of India's farms, rivers and cities.

**Word help: water vapour** – water in the form of a gas that we cannot see • **reservoir** – a large lake, often made by people, used to store water • **millets** – small grains such as bajra, jowar and ragi • **drought** – a long period with little or no rain • **landslide** – rocks and earth sliding suddenly down a hill

Name: _____ Date: _____

# The Monsoon: India's Season of Rain: Questions

Answer the questions about the text.

**1.** What is the main idea of the whole text?

- ☐ (a) The monsoon is a rainy season that is very important for India.
- ☐ (b) Mawsynram is the wettest place on Earth.
- ☐ (c) Rivers can overflow in the rainy season.

**2.** Where does the word 'monsoon' come from, and what does it mean?

**3.** Around which date does the monsoon usually reach Kerala?

☐ (a) 1 March ☐ (b) 1 June ☐ (c) 1 October

**4.** Every part of India gets the same amount of monsoon rain.

☐ True ☐ False

**5.** The main idea of paragraph 4 is that the monsoon is important. Write two details that support this idea.

**6.** What is the main idea of the part called 'Too much of a good thing'?

**7.** Explain in your own words why the monsoon winds bring rain.

**8.** Find a word in the part 'Too much of a good thing' that means 'flow over the edges'.

**9.** Which state gets much of its rain from October to December? From which direction do the winds blow then?

Name: _____ Date: _____

# Words from the Text

Read each word and its meaning. Then write a sentence of your own using the word.

**eagerly** — in a way that shows you really want something

*Example: The children waited eagerly for the school trip.*

My sentence:

**scorching** — extremely hot

*Example: We stayed indoors on the scorching May afternoon.*

My sentence:

**moist** — slightly wet

*Example: Keep the soil moist so that the seeds can sprout.*

My sentence:

**depend** — to need someone or something in order to live or work

*Example: Baby birds depend on their parents for food.*

My sentence:

**sow** — to plant seeds in the ground

*Example: Farmers in Punjab sow wheat in winter.*

My sentence:

**overflow** — to spill over the edges because something is too full

*Example: Turn off the tap before the bucket overflows.*

My sentence:

**retreats** — moves back or goes away

*Example: When the tide retreats, we find shells on the sand.*

My sentence:

Name: _____ Date: _____

# Spelling: Weather Words

Look, say, cover, write and check each word.

**Spelling focus:** Weather words. Take care: lightning (the flash in the sky) has no e after the t; drizzle and puddle end in -le.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **monsoon** | | | |
| **thunder** | | | |
| **lightning** | | | |
| **drizzle** | | | |
| **shower** | | | |
| **puddle** | | | |
| **humid** | | | |
| **cloudy** | | | |
| **rainfall** | | | |
| **breeze** | | | |
| **forecast** | | | |
| **temperature** | | | |
| **umbrella** | | | |
| **season** | | | |
| **flood** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Kinds of Nouns

Read and learn. Then try the questions at the bottom.

A **noun** is a naming word. It names a person, place, animal, thing, quality or feeling. There are five kinds of nouns that you should know.

- A **proper noun** always begins with a **capital letter**: Monday, Diwali, Mount Everest, Sneha.
- **Collective nouns** name groups: a **herd** of elephants, a **swarm** of bees, a **bunch** of keys.
- **Material nouns** name materials: Bangles can be made of **glass**, **gold** or **silver**.
- **Abstract nouns** name things we cannot see, touch, hear, smell or taste: **kindness, fear, childhood, freedom**.

| Kind of noun | It names ... | Examples |
|---|---|---|
| Common noun | any person, place or thing of a kind | girl, city, river, book |
| Proper noun | a particular person, place or thing | Ananya, Kolkata, the Ganga |
| Collective noun | a group of people, animals or things | team, herd, flock, bunch |
| Material noun | a material things are made of | gold, cotton, wood, clay |
| Abstract noun | a quality, feeling or idea | honesty, joy, bravery, friendship |



**Remember:** Many abstract nouns are made from other words: kind → **kindness**, brave → **bravery**, child → **childhood**, free → **freedom**.

**Try it!**

**1.** Name the kind of noun: Bengaluru

_____

**2.** Name the kind of noun: honesty

_____

**3.** Name the kind of noun: silver

_____

**4.** Fill in the collective noun: a _____ of fish

_____

Name: _____ Date: _____

# Sort the Nouns

Read each noun. Write it in the correct column.

kindness crowd clay happiness courage Himalayas Arjun iron Monday team cotton childhood gold flock Chennai fleet

| Proper | Collective | Material | Abstract |
|---|---|---|---|
| | | | |

Name: _____ Date: _____

# Collective Nouns

Draw a line to match each group word to the right noun.

| | |
|---|---|
| a herd of ● | ● mountains |
| a flock of ● | ● bees |
| a swarm of ● | ● grapes |
| a pack of ● | ● cattle |
| a fleet of ● | ● sheep |
| a bunch of ● | ● wolves |
| a crowd of ● | ● ships |
| a range of ● | ● people |

Name: _____ Date: _____

# A Trip to the Weekly Market

Write neatly. Remember capital letters and full stops.

Write 8–10 sentences about a visit to a weekly market (haat) or a vegetable market near your home. Use at least one noun of each kind: common, proper, collective, material and abstract. At the end, list five nouns you used and write what kind each one is.

**Think about:**

- Name the market and the day you went (proper nouns).
- What did the sellers sell? (common nouns)
- Did you see a crowd of people or a bunch of something? (collective)
- Were things made of clay, cotton or brass? (material)
- How did you feel? (abstract nouns: joy, excitement)

crowd bunch basket clay pots cotton brass vendor excitement noise Sunday

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Good manners open many doors.

Good manners open many doors.

Good manners open many doors.

Name: _____ Date: _____

# Compare the Numbers

Write >, < or = in each box.

> greater than  < less than  = equal to

1. 1,85,271 ☐ 4,89,962

2. 1,27,580 ☐ 4,21,416

3. 8,89,112 ☐ 5,75,830

4. 86,256 ☐ 3,12,293

5. 2,22,320 ☐ 59,112

6. 5,24,499 ☐ 5,24,499

7. 6,25,379 ☐ 4,56,100

8. 7,63,327 ☐ 5,76,948

9. 8,50,382 ☐ 1,69,600

10. 8,33,388 ☐ 99,550

11. 7,94,728 ☐ 6,61,386

12. 7,27,751 ☐ 7,27,751

Name: _____ Date: _____

# Ascending Order

Write the numbers in ascending order (smallest to biggest).

**1.** 4,53,907 | 5,62,034 | 9,28,507 | 4,50,732

☐ ☐ ☐ ☐

**2.** 4,82,944 | 3,73,209 | 7,37,414 | 9,25,849

☐ ☐ ☐ ☐

**3.** 4,56,238 | 2,74,925 | 1,81,262 | 5,31,187

☐ ☐ ☐ ☐

**4.** 9,65,824 | 29,063 | 6,60,425 | 9,37,936

☐ ☐ ☐ ☐

**5.** 5,89,632 | 3,58,269 | 1,76,654 | 2,65,457

☐ ☐ ☐ ☐

**6.** 3,49,527 | 7,95,517 | 5,79,871 | 1,37,815

☐ ☐ ☐ ☐

Name: _____ Date: _____

# Descending Order

Write the numbers in descending order (biggest to smallest).

**1.** 8,77,936 | 7,84,579 | 7,29,219 | 3,59,558

☐ ☐ ☐ ☐

**2.** 9,21,607 | 39,968 | 1,94,676 | 3,99,049

☐ ☐ ☐ ☐

**3.** 3,89,752 | 3,81,443 | 37,348 | 61,003

☐ ☐ ☐ ☐

**4.** 6,09,331 | 2,61,502 | 8,31,329 | 8,15,771

☐ ☐ ☐ ☐

**5.** 7,63,401 | 13,882 | 7,10,024 | 1,71,472

☐ ☐ ☐ ☐

**6.** 1,84,030 | 5,79,248 | 2,79,537 | 9,71,605

☐ ☐ ☐ ☐

Name: _____ Date: _____

# Form the Numbers

Use each digit once to make the greatest and the smallest 5-digit numbers.

**1.** 3 0 9 6 5

Greatest: ☐ Smallest: ☐

**2.** 9 8 1 5 0

Greatest: ☐ Smallest: ☐

**3.** 4 7 1 5 9

Greatest: ☐ Smallest: ☐

**4.** 9 2 4 8 6

Greatest: ☐ Smallest: ☐

**5.** 5 6 1 4 9

Greatest: ☐ Smallest: ☐

**6.** 5 8 4 6 9

Greatest: ☐ Smallest: ☐

Name: _____ Date: _____

# Form the Numbers

Use each digit once to make the greatest and the smallest 6-digit numbers.

**1.** 0 7 4 9 6 1

Greatest: ☐ Smallest: ☐

**2.** 3 4 2 0 9 1

Greatest: ☐ Smallest: ☐

**3.** 9 4 0 3 7 6

Greatest: ☐ Smallest: ☐

**4.** 4 3 2 1 6 9

Greatest: ☐ Smallest: ☐

**5.** 2 8 1 9 7 4

Greatest: ☐ Smallest: ☐

**6.** 0 2 9 4 5 7

Greatest: ☐ Smallest: ☐

Name: _____ Date: _____

# Greatest and Smallest

In each row, colour the greatest number red and the smallest number blue.

**1.** 8,64,435; 74,247; 17,988; 65,287; 21,044

**2.** 2,06,238; 75,013; 39,648; 79,652; 29,833

**3.** 5,10,563; 1,583; 75,837; 83,089; 68,605

**4.** 7,91,827; 97,556; 12,627; 40,421; 37,882

**5.** 3,83,493; 55,297; 53,971; 22,106; 11,382

**6.** 5,38,927; 11,520; 95,289; 49,668; 13,658

Name: _____ Date: _____

# Seeds on the Move

Read the cards to learn how seeds travel and how they grow.



## Inside a Seed

A seed has a hard **seed coat** outside. Inside are a tiny **baby plant** and stored food in the **seed leaves**. The food helps the baby plant to grow.

## Why Seeds Travel

If all seeds fell under the parent plant, the young plants would be crowded. They would not get enough light, water and space. Spreading seeds is called **dispersal**.

## By Wind

Light seeds float in the air. **Cotton**, **aak** (madar) and **dandelion** seeds have fluffy hairs. **Drumstick** seeds and **sal** fruits have papery wings.



## By Water

The **coconut** has a light, hairy husk full of air. It can float on the sea for weeks and grow on a faraway beach. **Lotus** seeds are also carried by water.

## By Animals

**Xanthium** seeds have hooks that stick to animal fur and to our clothes. Birds eat fruits like **guava** and drop the seeds far away.



## By Bursting

Some pods dry up and burst open, throwing their seeds out. **Pea**, **balsam**, **castor** and **lady's finger** (bhindi) pods do this.

## Germination

When a seed gets **water**, **air** and **warmth**, it begins to grow. This is called **germination**. The seed swells, its coat splits and a tiny root comes out.



## Root Down, Shoot Up

The root always grows down into the soil to find water. The shoot grows up towards the light. Soon the first green leaves open and the seedling makes its own food.

Name: _____ Date: _____

# How Do These Seeds Travel?

Write each plant in the column that shows how its seeds are spread.

cotton  coconut balsam drumstick sal lady's finger

aak (madar)  pea guava dandelion castor xanthium

 lotus

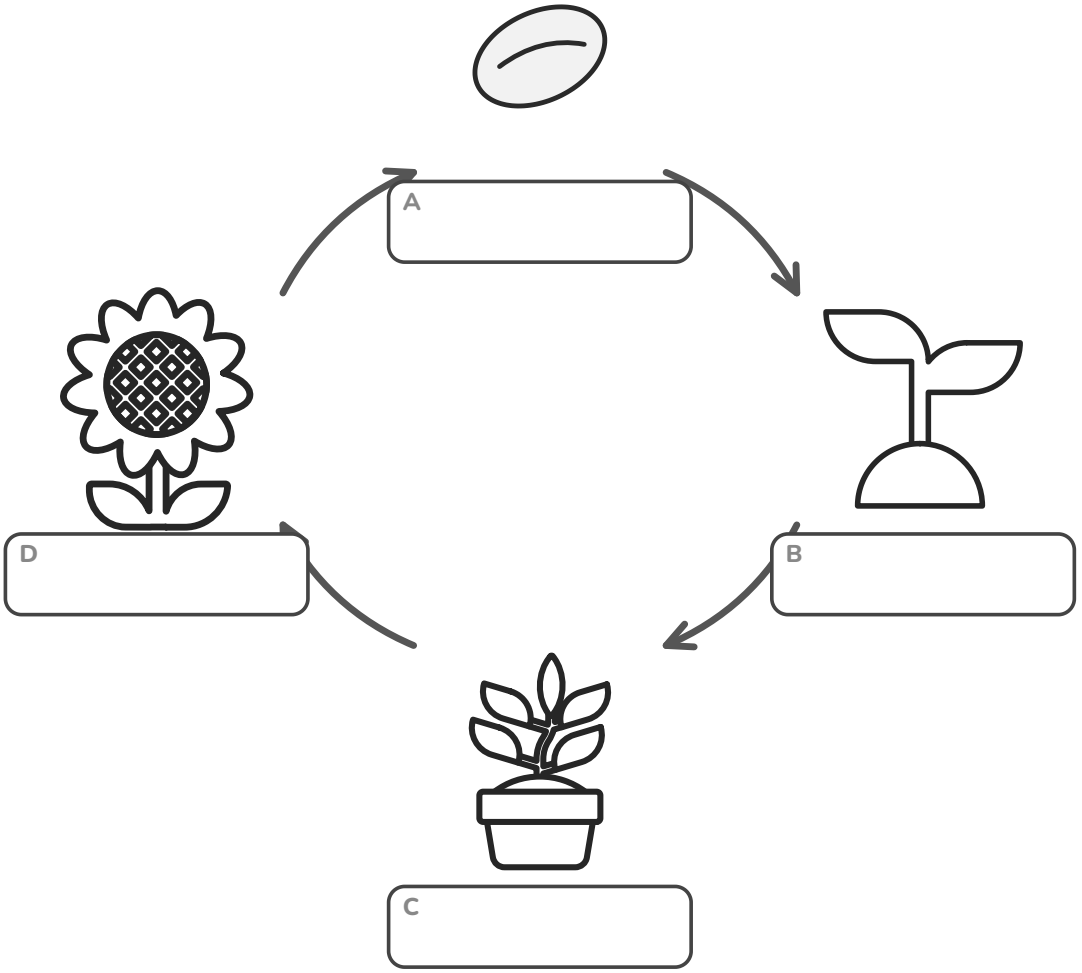
| Wind | Water | Animals | Bursting |
|---|---|---|---|
| | | | |

Name: _____ Date: _____

# From Seed to Plant

Label each stage in the life of a plant. Use the word bank.

adult plant seed young plant sprout



Name: _____ Date: _____

# Grow a Bean in a Glass

Set up your glass and watch it every day for a week. Fill in the table and answer the questions.

Watch germination happen! A clear glass lets you see the root and the shoot as they grow.

**You need:**

- ☐ a clear glass or jar
- ☐ paper towels
- ☐ 3 or 4 rajma or moong seeds
- ☐ water
- ☐ a ruler

**What to do:**

1. Soak the seeds in water overnight.
2. Line the inside of the glass with a folded paper towel. Fill the middle with crumpled paper towel.
3. Push the seeds between the glass and the paper towel, halfway down, so that you can see them.
4. Pour a little water into the glass so that the paper stays damp but not flooded.
5. Keep the glass in a warm place. Add a little water every day.
6. Look at the seeds every day. Measure the root and the shoot with a ruler.

| Day | What I see | Root length (cm) | Shoot length (cm) |
|---|---|---|---|
| **Day 1** | | | |
| **Day 2** | | | |
| **Day 3** | | | |
| **Day 4** | | | |

**1.** Which came out of the seed first, the root or the shoot?

_____

**2.** Which way did the root grow? Which way did the shoot grow?

_____

**3.** What did the seeds need to germinate?

_____

नाम: _____ दिनांक: _____

# सर्वनाम और उसके भेद

पढ़ो और समझो।

संज्ञा के स्थान पर आने वाले शब्दों को **सर्वनाम** कहते हैं। जैसे — 'आरव विद्यालय गया। **वह** पढ़ने में अच्छा है।' यहाँ 'वह' शब्द 'आरव' के स्थान पर आया है। सर्वनाम की सहायता से हमें एक ही संज्ञा बार-बार नहीं दोहरानी पड़ती। सर्वनाम के छह भेद हैं।

- **पुरुषवाचक सर्वनाम के तीन रूप:** उत्तम पुरुष (मैं, हम), मध्यम पुरुष (तू, तुम, आप), अन्य पुरुष (वह, वे)।

| भेद | पहचान | उदाहरण |
|---|---|---|
| पुरुषवाचक | बोलने वाला, सुनने वाला या अन्य | मैं, हम, तुम, आप, वह, वे |
| निश्चयवाचक | पास या दूर की निश्चित चीज़ | यह, वह, ये, वे |
| अनिश्चयवाचक | जो निश्चित न हो | कोई, कुछ |
| संबंधवाचक | दो बातों का संबंध जोड़े | जो-सो, जैसा-वैसा, जिसकी-उसकी |
| प्रश्नवाचक | प्रश्न पूछने के लिए | कौन, क्या, किसने |
| निजवाचक | अपने लिए आने वाला | अपने-आप, खुद, स्वयं |

**याद रखो:** 'यह, वह' अकेले आएँ तो सर्वनाम होते हैं — **वह** खेल रहा है। संज्ञा के साथ आएँ तो विशेषण बन जाते हैं — **वह** लड़का खेल रहा है।

## अभ्यास करो

1. 'रोहन ने यह चित्र स्वयं बनाया।' — इसमें निजवाचक सर्वनाम कौन-सा है?

   _____

2. 'दरवाज़े पर कौन है?' — इसमें कौन-सा सर्वनाम है? उसका भेद भी बताओ।

   _____

नाम: _____ दिनांक: _____

# सही सर्वनाम भरो

बॉक्स में से सही सर्वनाम चुनकर रिक्त स्थान भरो। हर शब्द एक ही बार आएगा।

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| मैं | हम | तुम | वह | कोई | कुछ | कौन | क्या | जो | अपने-आप |

**1.** _____ कक्षा चार में पढ़ती हूँ।

**2.** दरवाज़े पर _____ खड़ा है? ज़रा देखो।

**3.** दूध में _____ गिर गया है, इसे मत पीना।

**4.** _____ सब कल चिड़ियाघर जाएँगे।

**5.** _____ मेहनत करेगा, वही आगे बढ़ेगा।

**6.** तुम्हारे बस्ते में _____ है?

**7.** मेरा छोटा भाई _____ विद्यालय के लिए तैयार होता है।

**8.** आरव मेरा दोस्त है। _____ बहुत अच्छा गाता है।

**9.** क्या _____ मेरे साथ खेलोगे?

**10.** बाहर _____ तुम्हें बुला रहा है।

नाम: _____ दिनांक: _____

# सर्वनाम और उसका भेद

मोटे अक्षरों वाले सर्वनाम को उसके भेद से रेखा खींचकर मिलाओ।

| | |
|---|---|
| **मैं** रोज़ सुबह योग करती हूँ। | निजवाचक |
| **यह** मेरी नई साइकिल है। | प्रश्नवाचक |
| बाहर **कोई** गाना गा रहा है। | पुरुषवाचक |
| **जैसा** करोगे, **वैसा** भरोगे। | अनिश्चयवाचक |
| **किसने** खिड़की खोली? | निश्चयवाचक |
| मैं **खुद** खाना बनाऊँगी। | संबंधवाचक |

Month 1

# Week 4

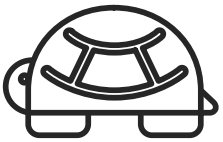
| | |
|---|---|
| **Reading** | Fable (Jataka style) — moral and theme |
| **Grammar & Writing** | Gender of nouns |
| **Maths** | Rounding off to 10, 100 and 1000; estimation |
| **EVS** | Animals: adaptations |
| **Hindi** | लिंग |

Name: _____ Date: _____

# The Tortoise Who Could Not Keep Quiet

Read the fable. Think about the lesson it teaches.

Fable (a Jataka tale retold)



Long ago, a king ruled the city of Varanasi. He was kind and fair, but he had one great fault: he talked too much. In meetings, nobody else could say a word. His wise adviser, Bodhi, wished to help, but he knew the king would not listen to a lecture. So he waited for the right moment.

Far away, in a pond at the edge of a forest, lived a tortoise named Kambu. Kambu was friendly and clever, but he chattered from sunrise to sunset. His best friends were two wild geese who rested at the pond on their long journeys.

One year, no rain fell. The pond shrank to a muddy puddle, and the mud cracked in the sun. 'Come with us to our home in the Himalayas,' said the geese. 'There is a lake there that never dries up.' 'But I cannot fly,' said Kambu sadly.

The geese thought hard. Then they found a strong, straight stick. 'Bite the middle of this stick and hold on tightly,' they said. 'We will hold the two ends and carry you through the sky. But remember: whatever happens, do not open your mouth!' Kambu nodded. For once, he did not say a word.

Up they rose, over fields and rivers. Kambu had never seen anything so wonderful. Soon they flew over Varanasi. Children in the streets looked up and pointed. 'Look! Two geese are carrying a tortoise on a stick!' they shouted. 'How silly he looks!'

Kambu was furious. 'How dare you laugh at me?' he wanted to shout, and he did. The moment he opened his mouth, he let go of the stick. Down, down he tumbled, and he landed with a splash in the lotus pond of the king's garden.

The king hurried out with Bodhi. They found the tortoise in the pond, muddy and unhurt but very embarrassed. When the king heard what had happened, Bodhi said gently, 'Your Majesty, this tortoise could fly over mountains, but he could not keep quiet for one short journey. Words spoken at the wrong time can make anyone fall.'

The king was silent for a long time. He understood that Bodhi was speaking about him too. From that day on, he spoke less and listened more. As for Kambu, the geese came back for him, and this time he kept his mouth firmly shut all the way to the mountains.

**Word help: Varanasi** – a very old city on the banks of the river Ganga • **adviser** – a person who gives advice to a leader • **lecture** – here, a long, serious talk telling someone what they did wrong • **geese** – more than one goose • **Himalayas** – a range of very high mountains in the north of India

Name: _____ Date: _____

# The Tortoise Who Could Not Keep Quiet: Questions

Answer the questions about the text.

**1.** What was the king's fault?

- ☐ (a) He was unkind to people.
- ☐ (b) He talked too much and did not listen.
- ☐ (c) He was lazy.

**2.** Why did Kambu need to leave his pond?

**3.** How did the geese plan to carry Kambu?

**4.** Kambu fell because the stick broke.

☐ True ☐ False

**5.** Why did Kambu open his mouth?

- ☐ (a) He wanted to eat.
- ☐ (b) He was tired of holding on.
- ☐ (c) He was angry and wanted to answer the children.

**6.** What lesson did Bodhi want the king to learn?

**7.** Why do you think Bodhi waited for the right moment instead of telling the king about his fault straight away?

**8.** What is the moral of this fable? Write it in your own words.

**9.** Find a word in paragraph 6 that means 'very angry'.

Name: _____ Date: _____

# Word Power

Read each word and its meaning. Then write a sentence of your own using the word.

**fault** — a weakness, or something wrong, in a person's character

*Example: Being late is Meera's only fault.*

My sentence:

**chattered** — talked quickly and for a long time about small things

*Example: The girls chattered all the way to the park.*

My sentence:

**shrank** — became smaller (past tense of shrink)

*Example: My woollen sweater shrank in the hot wash.*

My sentence:

**furious** — extremely angry

*Example: The farmer was furious when the goats ate his crops.*

My sentence:

**tumbled** — fell suddenly, rolling over and over

*Example: The oranges tumbled out of the bag and rolled away.*

My sentence:

**embarrassed** — feeling silly or shy because of something you did

*Example: Dev was embarrassed when he forgot his lines on stage.*

My sentence:

**firmly** — strongly and tightly, without moving

*Example: Hold the rope firmly while we climb.*

My sentence:

Name: _____ Date: _____

# Spelling: Suffixes -ful and -less

Look, say, cover, write and check each word.

**Spelling focus:** -ful means full of (careful); -less means without (careless). The word full has two l's, but the suffix -ful has one.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| careful | | | |
| careless | | | |
| helpful | | | |
| helpless | | | |
| thankful | | | |
| fearless | | | |
| hopeful | | | |
| hopeless | | | |
| peaceful | | | |
| useful | | | |
| useless | | | |
| powerful | | | |
| cheerful | | | |
| playful | | | |
| restless | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Gender of Nouns

Read and learn. Then try the questions at the bottom.

**Gender** tells us whether a noun names a male, a female, either, or neither. A **masculine** noun names a male (king, uncle, lion). A **feminine** noun names a female (queen, aunt, lioness). A **common gender** noun can be male or female (child, friend, cousin, student). A **neuter** noun names a thing that is neither male nor female (table, river, book).

- **A different word:** father – mother, bull – cow, horse – mare, nephew – niece
- **Add -ess:** lion – lioness, host – hostess, prince – princess, tiger – tigress, emperor – empress
- **Change part of the word:** grandfather – grandmother, landlord – landlady, peacock – peahen, he-goat – she-goat

| Masculine | Feminine | Masculine | Feminine |
|---|---|---|---|
| king | queen | brother | sister |
| son | daughter | husband | wife |
| uncle | aunt | nephew | niece |
| bull | cow | horse | mare |
| drake | duck | gander | goose |
| lion | lioness | tiger | tigress |



**Remember:** Today, words such as **teacher, doctor, author, pilot** and **poet** are used for both men and women. They are common gender nouns.

**Try it!**

1. Write the feminine: nephew

   _____

2. Write the masculine: duck

   _____

3. Which gender is 'student'?

   _____

4. Which gender is 'pencil'?

   _____

Name: _____ Date: _____

# Masculine and Feminine

Write the missing masculine or feminine noun in each row.

| Masculine | Feminine |
|---|---|
| prince | |
| | actress |
| grandfather | |
| | hen |
| emperor | |
| | she-goat |
| peacock | |
| | headmistress |
| host | |
| | mare |
| landlord | |
| | bride |

Name: _____ Date: _____

# Change the Gender

Rewrite each sentence. Change every masculine word into its feminine form.

**1.** The king gave a gift to the prince.

_____

**2.** My uncle met his nephew at the station.

_____

**3.** The old man fed the lion and the tiger.

_____

**4.** The headmaster praised the boy.

_____

**5.** Grandfather bought a bull and a he-goat.

_____

**6.** The host welcomed his brother.

_____

**7.** Mr Joseph's son is a brave boy.

_____

**8.** The bridegroom thanked his father-in-law.

_____

Name: _____ Date: _____

# A Family Wedding

Write neatly. Remember capital letters and full stops.

Imagine you went to a family wedding. Write 8–10 sentences about it. Use at least eight gender words, such as bride, bridegroom, uncle, aunt, nephew, niece, grandfather and grandmother. Then underline the masculine nouns and circle the feminine nouns.

**Think about:**

- Whose wedding was it? Where was it held?
- Which relatives came? What did they wear?
- What did the bride and the bridegroom do?
- What food was served? Was there music and dancing?

bride bridegroom uncle aunt cousins nephew niece grandmother grandfather guests mehendi band

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

A clean home is a happy home.

A clean home is a happy home.

A clean home is a happy home.

Name: _____ Date: _____

# Round to the Nearest 10

Round each number to the nearest 10.

To round to the nearest 10: look at the digit to the right. 5 or more → round up; less than 5 → round down.

1. 8,969 → ☐

2. 2,847 → ☐

3. 5,519 → ☐

4. 9,491 → ☐

5. 5,580 → ☐

6. 9,724 → ☐

7. 4,892 → ☐

8. 6,218 → ☐

9. 2,394 → ☐

10. 4,661 → ☐

11. 1,495 → ☐

12. 9,978 → ☐

Name: _____ Date: _____

# Round to the Nearest 100

Round each number to the nearest 100.

To round to the nearest 100: look at the digit to the right. 5 or more → round up; less than 5 → round down.

1. 5,518 → ☐

2. 8,226 → ☐

3. 6,281 → ☐

4. 5,729 → ☐

5. 9,041 → ☐

6. 7,502 → ☐

7. 2,731 → ☐

8. 7,936 → ☐

9. 1,156 → ☐

10. 6,335 → ☐

11. 4,797 → ☐

12. 1,562 → ☐

Name: _____ Date: _____

# Round to the Nearest 1000

Round each number to the nearest 1,000.

To round to the nearest 1000: look at the digit to the right. 5 or more → round up; less than 5 → round down.

1. 88,365 → ☐

2. 21,529 → ☐

3. 79,508 → ☐

4. 61,618 → ☐

5. 20,612 → ☐

6. 20,680 → ☐

7. 25,303 → ☐

8. 65,836 → ☐

9. 44,372 → ☐

10. 95,069 → ☐

11. 39,290 → ☐

12. 72,895 → ☐

Name: _____ Date: _____

# Estimate the Answer

Round each number, then estimate.

To **estimate**, round each number to the nearest 100 first, then add or subtract.

**1.** 504 + 831

≈ ☐ + ☐ = ☐

**2.** 658 − 304

≈ ☐ − ☐ = ☐

**3.** 184 + 940

≈ ☐ + ☐ = ☐

**4.** 894 − 187

≈ ☐ − ☐ = ☐

**5.** 362 + 255

≈ ☐ + ☐ = ☐

**6.** 911 − 550

≈ ☐ − ☐ = ☐

**7.** 890 + 530

≈ ☐ + ☐ = ☐

**8.** 565 − 527

≈ ☐ − ☐ = ☐

Name: _____ Date: _____

# Estimate the Answer

Round each number, then estimate.

To **estimate**, round each number to the nearest 1,000 first, then add or subtract.

**1.** 2472 + 3821

≈ ☐ + ☐ = ☐

**2.** 6765 − 1018

≈ ☐ − ☐ = ☐

**3.** 4143 + 8152

≈ ☐ + ☐ = ☐

**4.** 5413 − 2530

≈ ☐ − ☐ = ☐

**5.** 5250 + 3883

≈ ☐ + ☐ = ☐

**6.** 4987 − 2746

≈ ☐ − ☐ = ☐

**7.** 9403 + 2714

≈ ☐ + ☐ = ☐

**8.** 7347 − 1225

≈ ☐ − ☐ = ☐

Name: _____ Date: _____

# Round to the Nearest 1000

Round each number to the nearest 1,000.

To round to the nearest 1000: look at the digit to the right. 5 or more → round up; less than 5 → round down.

1. 8,13,159 → ☐

2. 7,90,825 → ☐

3. 5,23,546 → ☐

4. 5,67,080 → ☐

5. 6,11,260 → ☐

6. 1,34,563 → ☐

7. 9,86,916 → ☐

8. 8,84,558 → ☐

9. 1,61,821 → ☐

10. 3,40,793 → ☐

11. 1,56,945 → ☐

12. 8,60,576 → ☐

Name: _____ Date: _____

# Animals Fit Their Homes

Read how animals are adapted to the places where they live.

## What Is Adaptation?

The place where an animal lives is its **habitat**. Special body parts and habits that help an animal survive in its habitat are called **adaptations**.

## Desert: Camel



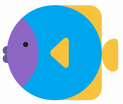
A camel stores fat in its hump. Long eyelashes and nostrils that close keep out sand. Wide, padded feet do not sink in sand. It can go for days without water.

## Cold Lands: Yak, Polar Bear



The **yak** of Ladakh has long, thick hair. The **polar bear** has thick white fur and a layer of fat under its skin. These keep them warm.

## Water: Fish



Fish breathe with **gills**, which take oxygen from water. Fins and a tail help them swim. A smooth, pointed body moves easily through water.

## Land and Water: Frog



A frog has **webbed feet** for swimming and strong back legs for jumping. It can breathe through its moist skin in water and with lungs on land.

## Air: Birds



Birds have light, hollow bones, feathers and wings for flying. Each beak suits its food: an eagle's hooked beak tears meat; a sparrow's short beak cracks seeds.

## Trees: Monkey



Monkeys have strong hands and feet to grip branches. Many use their long tails to balance as they leap from tree to tree.

## Hiding: Camouflage



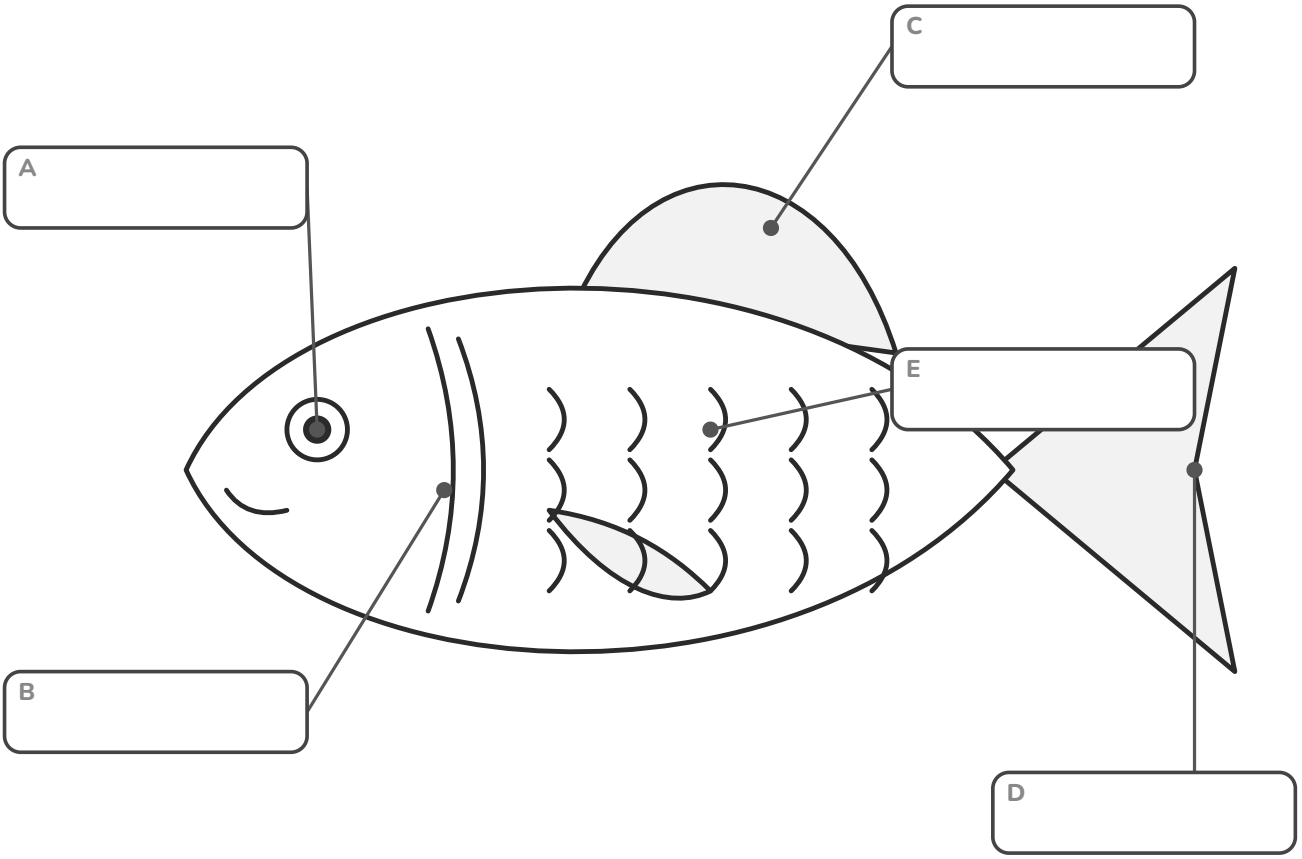
Some animals blend in with their surroundings. A tiger's stripes hide it in tall grass. A grasshopper's green colour hides it among leaves. This is **camouflage**.

Name: _____ Date: _____

# Parts of a Fish

Label the parts that help a fish to live in water. Use the word bank.

scales eye fin tail gills



Name: _____ Date: _____

# Who Has What?

Draw a line to match each animal to the adaptation that helps it survive.



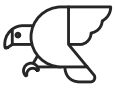
camel



polar bear



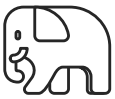
duck



eagle



owl



elephant



giraffe



frog

- webbed feet and oily feathers
- a long neck to reach high leaves
- big eyes to see at night
- a long, sticky tongue to catch insects
- padded feet that do not sink in sand
- sharp eyes and curved claws
- thick fur and fat to stay warm
- a trunk to pick up food and water

Name: _____ Date: _____

# Invent an Animal

Design your own animal. Draw it in the box and answer the questions.

Scientists study how animals are adapted. Now it's your turn to be an inventor! Design a new animal that could live in a hot desert, on an icy mountain, in the deep sea or in a thick forest.

**You need:**

- ☐ a pencil
- ☐ colour pencils
- ☐ your imagination

**What to do:**

1. Choose one habitat. Think about its weather, its food and its dangers.
2. Decide what your animal eats and how it finds its food.
3. Give it at least three body parts that help it survive there.
4. Draw your animal in the box and label its special parts.
5. Give your animal a name!

**Draw it here:**

**1.** Which habitat did you choose? What is it like?

**2.** Name one adaptation of your animal. How does it help?

**3.** Which real animal is most like yours? Why?

नाम: _____ दिनांक: _____

# लिंग — पुल्लिंग और स्त्रीलिंग

पढ़ो और समझो।

संज्ञा के जिस रूप से पता चले कि वह पुरुष जाति की है या स्त्री जाति की, उसे **लिंग** कहते हैं। हिंदी में लिंग दो होते हैं — **पुल्लिंग** (जैसे लड़का, घोड़ा, पेड़) और **स्त्रीलिंग** (जैसे लड़की, घोड़ी, नदी)।

- निर्जीव वस्तुओं का लिंग क्रिया से पहचानो — दही **खट्टा हो गया** (पुल्लिंग), चाय **ठंडी हो गई** (स्त्रीलिंग)।
- कुछ प्राणियों के नाम सदा एक ही लिंग में रहते हैं — कौआ, उल्लू, खरगोश (पुल्लिंग); मछली, कोयल, तितली (स्त्रीलिंग)।
- ऐसे नामों के साथ 'नर' या 'मादा' जोड़ते हैं — मादा खरगोश, नर कोयल।

| नियम | पुल्लिंग | स्त्रीलिंग |
|---|---|---|
| 'आ' की जगह 'ई' | लड़का, घोड़ा | लड़की, घोड़ी |
| 'इया' लगाकर | चूहा, बूढ़ा | चुहिया, बुढ़िया |
| 'नी' लगाकर | मोर, शेर | मोरनी, शेरनी |
| 'आनी' लगाकर | सेठ, जेठ | सेठानी, जेठानी |
| 'इन' लगाकर | धोबी, माली | धोबिन, मालिन |
| बिलकुल अलग शब्द | राजा, पिता | रानी, माता |

**याद रखो:** लिंग बदलने पर विशेषण और क्रिया भी बदल जाते हैं — **अच्छा** लड़का **खेलता** है। **अच्छी** लड़की **खेलती** है।

**अभ्यास करो**

**1.** 'बकरा' का स्त्रीलिंग लिखो।

_____

**2.** 'पुस्तक' पुल्लिंग है या स्त्रीलिंग?

_____

नाम: _____ दिनांक: _____

# पुल्लिंग या स्त्रीलिंग?

हर शब्द को वाक्य में बोलकर देखो — जैसे ‘दही खट्टा है’, ‘चाय ठंडी है’। फिर उसे सही खाने में लिखो।

चाय पानी सड़क दही दीवार पहाड़ मोती दरवाज़ा नदी किताब

रात सूरज बर्फ़ घी

| पुल्लिंग | स्त्रीलिंग |
| --- | --- |
| | |

नाम: _____ दिनांक: _____

# लिंग बदलकर वाक्य लिखो

मोटे अक्षरों वाले शब्द का लिंग बदलो। वाक्य के बाकी शब्द भी ठीक करके पूरा वाक्य दोबारा लिखो।

1. मेरा **भाई** अच्छा गाना गाता है।

_____

2. **राजा** महल में रहता था।

_____

3. **मोर** बाग में नाच रहा है।

_____

4. **दादाजी** रोज़ सुबह टहलने जाते हैं।

_____

5. छोटा **बालक** ज़ोर से हँसा।

_____

6. **शेर** नदी पर पानी पी रहा था।

_____

7. **धोबी** कपड़े धो रहा है।

_____

Month 1

# Monthly Activity Set:

# **Plant Power**

Seed germination experiment, flower dissection sheet, adaptations sort, plant journal

Name: _____ Date: _____

# Plant Power: Parts and Jobs

Read about the parts of a plant and the job each part does.

A plant is like a busy little factory. Each part has its own job. Together, the parts help the plant to make food, grow and make seeds for new plants.



- Plants need **sunlight**, **water**, **air** and **nutrients** from the soil to grow.
- Plants have **adaptations** that help them live in deserts, in water and on cold hills.

| Part | Its job | A part we eat |
|---|---|---|
| Root | holds the plant; takes in water | carrot, radish |
| Stem | holds the plant up; carries water | potato, sugarcane |
| Leaf | makes food for the plant | spinach, cabbage |
| Flower | makes seeds | cauliflower, banana flower |
| Fruit | protects the seeds | mango, tomato |
| Seed | grows into a new plant | peas, wheat, rajma |

**Remember:** A potato is a swollen stem, not a root! Look for its 'eyes': tiny buds that can grow into new potato plants.

Name: _____ Date: _____

# What Do Seeds Need to Sprout?

Set up three jars and check them every day for 5 days. Fill in the table and answer the questions.

Do seeds need water and air to germinate? Set up three jars to find out. This is a **fair test**: only one thing is different in each jar.

**You need:**

- ☐ 3 small jars labelled A, B and C
- ☐ cotton wool
- ☐ 15 moong or chana seeds
- ☐ water
- ☐ a little cooking oil

**What to do:**

1. Put a layer of cotton wool in each jar and place 5 seeds on it.
2. Jar A: keep the cotton dry. Give it no water.
3. Jar B: make the cotton damp, and keep it damp every day.
4. Jar C: ask an adult to boil some water and let it cool. Pour it in until the seeds are fully under water.
5. Pour a thin layer of oil on top of the water in Jar C to keep air out.
6. Keep all three jars in a warm place. Check them every day for 5 days.

⚠️ **Safety:** Only an adult should boil the water.

| Day | Jar A (no water) | Jar B (water and air) | Jar C (no air) |
|---|---|---|---|
| **Day 1** | | | |
| **Day 2** | | | |
| **Day 3** | | | |
| **Day 4** | | | |

**1.** In which jar did the seeds sprout?

**2.** Why did the seeds in Jar A not sprout?

**3.** Why did the seeds in Jar C not sprout?

**4.** What three things do seeds need to germinate?

Name: _____ Date: _____

# Take a Flower Apart

Take a flower apart carefully. Stick and label its parts in the box, then answer the questions.

Scientists take things apart to see how they work. Take a flower apart and find all its parts. A large hibiscus (gudhal) flower works well.

**You need:**

- ☐ a hibiscus flower
- ☐ a magnifying glass
- ☐ a plastic knife
- ☐ clear sticky tape

**What to do:**

1. Look at the flower. Count the green **sepals** under the petals.
2. Gently pull off the **petals** one by one. Count them and stick them in the box.
3. Find the **stamens**. Touch their tips: the yellow powder is **pollen**.
4. Find the **pistil** in the centre. Feel its sticky top.
5. Ask an adult to cut open the swollen base of the pistil (the **ovary**). Look for tiny **ovules** with the magnifying glass.
6. Stick each part in the box and label it.

⚠️ **Safety:** Ask an adult to help with the knife. Wash your hands after touching flowers and pollen.

**Stick or draw it here:**

1. How many petals did your flower have?

2. What colour was the pollen?

3. Which part of the flower grows into a fruit?

4. What do the ovules become?

Name: _____ Date: _____

# Adaptation Sort

Read each feature. Write it under the place where a plant with this feature would grow.

spines instead of leaves | broad leaves that float | very long roots

waxy coat to save water | grows in salty water | needle-like leaves

roots that poke out of mud | narrow, bendy leaves | thick, fleshy stem

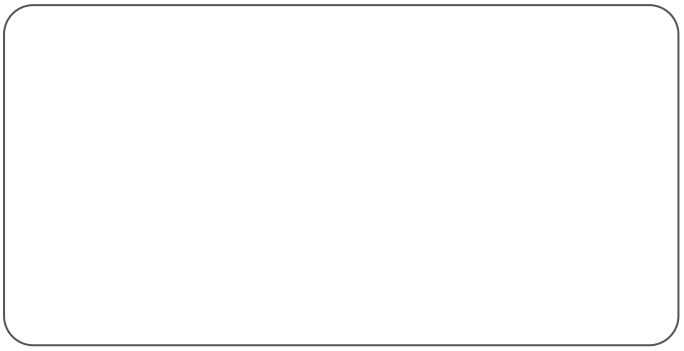
sloping branches | cone shape | spongy stalks full of air

| Desert | Water | Hills | Marshy coast |
|---|---|---|---|
| | | | |

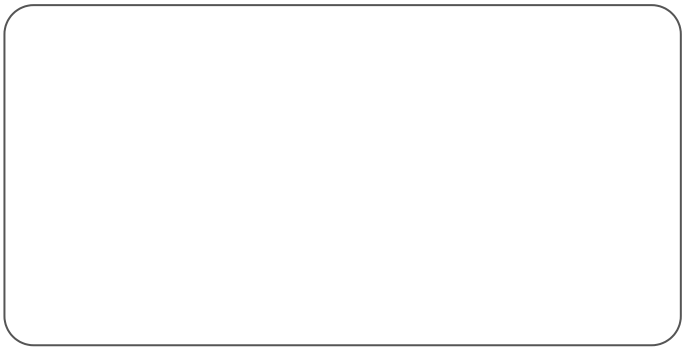
Name: _____ Date: _____

# My Plant Journal

Choose a plant at home. Draw it on these days for two weeks. Measure its height and count its leaves.



**Day 1: height _____ cm, _____ leaves**



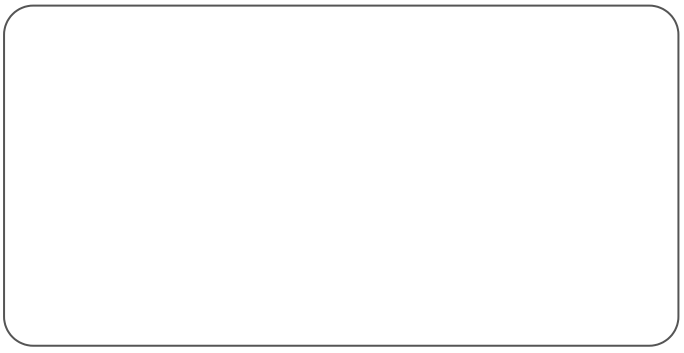
**Day 3: height _____ cm, _____ leaves**



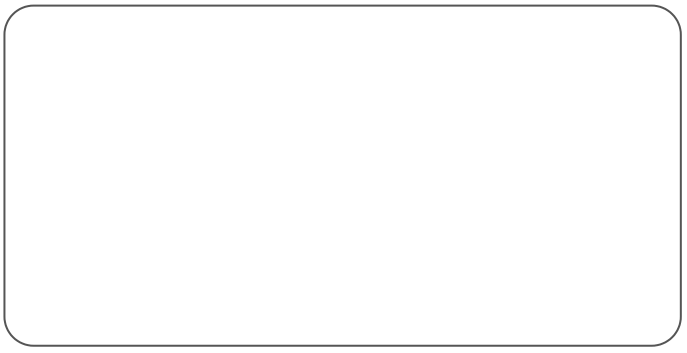
**Day 6: height _____ cm, _____ leaves**



**Day 9: height _____ cm, _____ leaves**



**Day 12: height _____ cm, _____ leaves**



**Day 14: height _____ cm, _____ leaves**

Name: _____ Date: _____

# Plant Power Word Search

Find and circle the words. They can go across, down, diagonally or backwards.

| V | B | P | I | U | V | B | M | E | T | S | N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| R | R | A | W | K | J | S | U | T | O | L | U |
| W | T | P | M | S | P | F | L | O | W | E | R |
| Y | U | E | S | T | E | P | F | M | F | B | H |
| O | O | T | U | O | S | C | M | P | A | D | L |
| T | R | A | T | M | N | E | Y | R | A | V | O |
| G | P | L | C | A | N | E | E | Y | H | A | E |
| F | S | J | A | T | S | I | L | D | D | O | G |
| T | R | L | C | A | W | E | L | L | K | D | G |
| H | O | U | E | W | L | T | P | R | O | J | S |
| M | C | O | I | A | T | G | C | A | B | P | B |
| V | F | J | R | T | F | T | C | T | L | K | D |

☐ ROOT ☐ STEM ☐ LEAF ☐ FLOWER ☐ SEED ☐ POLLEN

☐ PETAL ☐ SEPAL ☐ CACTUS ☐ LOTUS ☐ SPROUT

☐ STOMATA ☐ FRUIT ☐ OVARY

# MONTH

# 2



Month 2

# Week 5

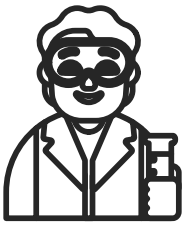
| | |
|---|---|
| **Reading** | Biography (C.V. Raman) — sequence of events |
| **Grammar & Writing** | Number: singular and plural |
| **Maths** | Roman numerals up to 100 |
| **EVS** | Animal life cycles |
| **Hindi** | वचन |

Name: _____ Date: _____

# C.V. Raman and the Colour of the Sea

Read the biography. Notice the dates and the order in which things happened.

Biography



Chandrasekhara Venkata Raman was born on 7 November 1888 in Tiruchirappalli, in present-day Tamil Nadu. His father taught mathematics and physics, and their home was full of books. From an early age, Raman was curious about everything: how sound travels, why light bends and what makes music sound sweet.

Raman was a brilliant student. He finished school when he was only about eleven years old. In 1902, at the age of thirteen, he joined Presidency College in Madras (now Chennai). He earned his first degree in 1904, winning the gold medal in physics, and in 1907 he completed his master's degree with top honours.

Raman dreamed of becoming a scientist, but there were very few jobs for scientists in India at that time. So in 1907 he took a job in the government's finance department in Calcutta (now Kolkata). He did not give up on science, though. Early every morning and late every evening, he hurried to the laboratory of the Indian Association for the Cultivation of Science to do experiments.

In 1917, Raman left his office job to become a professor of physics at the University of Calcutta. At last, he could spend all day on science!

In 1921, Raman sailed to England. On the voyage home, he gazed at the deep blue Mediterranean Sea and wondered why it was so blue. Many people believed that the sea simply reflected the colour of the sky. Raman was not so sure. Using a small instrument he carried with him, he began to suspect that the water itself scattered the sunlight.

Back in Calcutta, Raman and his students spent years studying how light behaves when it passes through liquids, gases and solids. On 28 February 1928, Raman and his colleague K.S. Krishnan found that when light passes through a substance, a tiny part of the scattered light comes out with a slightly different colour. This discovery became famous as the **Raman Effect**.

In 1930, Raman won the Nobel Prize in Physics. He was the first Asian to win a Nobel Prize in science. In 1933, he became the first Indian director of the Indian Institute of Science in Bengaluru, and in 1948 he started his own research centre there, the Raman Research Institute. In 1954, he received the Bharat Ratna, India's highest civilian award.

Raman died on 21 November 1970, but his curiosity lives on. Every year on 28 February, India celebrates **National Science Day** to remember his discovery. So the next time you look at the sea, ask yourself the question Raman asked: 'Why?'

**Word help: physics** – the science of light, sound, heat, energy and movement • **laboratory** – a room where scientists do experiments • **Mediterranean Sea** – a large sea between Europe and Africa • **scattered** – sent out or spread in many different directions • **substance** – any kind of material, such as water, air or glass • **Nobel Prize** – a famous world award for great work in science, writing or peace

Name: _____ Date: _____

# C.V. Raman and the Colour of the Sea: Questions

Answer the questions about the text.

**1.** Where was C.V. Raman born?

☐ (a) Kolkata ☐ (b) Bengaluru ☐ (c) Tiruchirappalli

**2.** Put these events in the correct order: He won the Nobel Prize. / He joined Presidency College. / He discovered the Raman Effect.

**3.** Raman stopped doing science while he worked in the finance department.

☐ True ☐ False

**4.** What happened on Raman's voyage home from England in 1921?

**5.** What happened in 1917?

☐ (a) He became a professor of physics.

☐ (b) He won the Nobel Prize.

☐ (c) He started the Raman Research Institute.

**6.** Find a word in paragraph 1 that means 'eager to know or learn'.

**7.** Why does India celebrate National Science Day on 28 February?

**8.** Write three sentences about Raman's life in the correct order. Begin them with First, Then and Finally.

**9.** Writers use dates and time words to show the order of events. Write two examples from the text.

Name: _____ Date: _____

# Words to Know

Read each word and its meaning. Then write a sentence of your own using the word.

**brilliant** — extremely clever or skilful

*Example: Ananya is a brilliant chess player.*

My sentence:

**curious** — eager to know or learn about something

*Example: The curious puppy sniffed every corner of the room.*

My sentence:

**voyage** — a long journey by sea or in space

*Example: The sailors were tired after their long voyage.*

My sentence:

**gazed** — looked at something steadily for a long time

*Example: We lay on the roof and gazed at the stars.*

My sentence:

**suspect** — to think that something is probably true

*Example: I suspect that my brother ate the last laddoo.*

My sentence:

**colleague** — a person you work with

*Example: Mum's colleague helped her finish the report.*

My sentence:

**instrument** — a tool used for careful work, or for making music

*Example: A thermometer is an instrument for measuring temperature.*

My sentence:

Name: _____ Date: _____

# Spelling: Words Ending in -tion

Look, say, cover, write and check each word.

**Spelling focus:** The ending -tion usually sounds like 'shun' (station). It is the most common way to spell this sound at the end of a word.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **invention** | | | |
| **attention** | | | |
| **direction** | | | |
| **education** | | | |
| **collection** | | | |
| **position** | | | |
| **station** | | | |
| **nation** | | | |
| **solution** | | | |
| **celebration** | | | |
| **information** | | | |
| **competition** | | | |
| **imagination** | | | |
| **examination** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Singular and Plural Nouns

Read and learn. Then try the questions at the bottom.

A noun that names **one** person or thing is **singular** (*a* book, *a* child). A noun that names **more than one** is **plural** (books, children). Most nouns add **-s** to become plural, but many follow other rules. Study the table carefully.

- Some nouns are the **same** in the singular and the plural: one **sheep**, ten **sheep**; *a* **deer**, many **deer**.
- Some nouns are **always plural**: scissors, trousers, spectacles, jeans. We say 'My scissors **are** sharp.'

| Rule | Singular | Plural |
|---|---|---|
| Most nouns: add -s | girl, pencil | girls, pencils |
| Ending in s, ss, sh, ch, x: add -es | bus, glass, dish, bench, box | buses, glasses, dishes, benches, boxes |
| Consonant + y: change y to -ies | baby, city | babies, cities |
| Vowel + y: just add -s | boy, key, monkey | boys, keys, monkeys |
| Ending in f or fe: change to -ves | leaf, knife, wolf | leaves, knives, wolves |
| Some words ending in o: add -es | mango, potato, hero | mangoes, potatoes, heroes |
| Irregular plurals | man, foot, mouse, child | men, feet, mice, children |



**Remember:** Watch out for exceptions! roof → roofs, chief → chiefs, photo → photos, piano → pianos, radio → radios.

**Try it!**

**1.** Write the plural: lady

_____

**2.** Write the plural: half

_____

**3.** Write the plural: tomato

_____

**4.** Write the singular: geese

_____

Name: _____ Date: _____

# Sort by the Plural Rule

Write each noun in the column that shows how it becomes plural. Then write its plural next to it.

brush city story shelf puppy potato roof toy key box
wolf radio leaf knife butterfly watch

| add -s | add -es | change y to -ies | change f/fe to -ves |
| --- | --- | --- | --- |
| | | | |

Name: _____ Date: _____

# Write the Plural

Fill in each blank with the plural of the noun in brackets.

**1.** The _____ are playing kho-kho in the park. (child)

**2.** There are three _____ in my lunch box. (sandwich)

**3.** The farmer has ten _____ and four _____. (sheep / ox)

**4.** Brush your _____ twice a day. (tooth)

**5.** Dry _____ fell from the trees in the wind. (leaf)

**6.** We bought two dozen _____ from the market. (mango)

**7.** Three _____ ran across the kitchen floor. (mouse)

**8.** My grandmother tells us _____ at bedtime. (story)

**9.** The _____ at the zoo were swinging from branch to branch. (monkey)

**10.** Put the _____ on the kitchen _____. (knife / shelf)

**11.** These old _____ show my parents as children. (photo)

**12.** We saw ten _____ grazing near the lake. (deer)

Name: _____ Date: _____

# A Picnic by the Lake

Write neatly. Remember capital letters and full stops.

Write 8–10 sentences about a picnic with your family or friends. Use at least eight plural nouns. Try to use some special plurals, such as children, knives, mangoes, sandwiches and leaves. Circle each plural noun.

**Think about:**

- Where did you go? Who went with you?
- What did you pack in your baskets and boxes?
- What games did the children play?
- What did you see: birds, butterflies, boats, geese?

children baskets sandwiches mangoes knives boxes butterflies leaves boats geese families

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Read a little every day and you will know a lot.

Read a little every day and you will know a lot.

Read a little every day and you will know a lot.

Name: _____ Date: _____

# Roman Numerals

Write the Roman numeral or the Hindu-Arabic numeral.

**I = 1 V = 5 X = 10 L = 50 C = 100**

A smaller numeral before a bigger one is subtracted (IV = 4, IX = 9); after it is added (VI = 6). A numeral is never repeated more than three times.

1. 11 = ☐

2. XXVII = ☐

3. 33 = ☐

4. VI = ☐

5. 54 = ☐

6. XCVII = ☐

7. 30 = ☐

8. IV = ☐

9. 23 = ☐

10. LXXXIII = ☐

11. 80 = ☐

12. VIII = ☐

Name: _____ Date: _____

# Roman Numerals

Write the Roman numeral or the Hindu-Arabic numeral.

**I = 1 V = 5 X = 10 L = 50 C = 100**

A smaller numeral before a bigger one is subtracted (IV = 4, IX = 9); after it is added (VI = 6). A numeral is never repeated more than three times.

1. 99 = ☐

2. XLV = ☐

3. 64 = ☐

4. XCVIII = ☐

5. 30 = ☐

6. XXV = ☐

7. 83 = ☐

8. XLVI = ☐

9. 40 = ☐

10. LXXVII = ☐

11. 70 = ☐

12. LXI = ☐

Name: _____ Date: _____

# Match the Roman Numerals

Draw a line from each Roman numeral to its value.

| | |
|---|---|
| **XLIV** | 44 |
| **LIX** | 63 |
| **XXXII** | 32 |
| **LXXXIV** | 87 |
| **LXIII** | 84 |
| **LXXXV** | 59 |
| **LXXXVII** | 85 |

Name: _____ Date: _____

# Roman Numerals

Write the Roman numeral or the Hindu-Arabic numeral.

**I = 1 V = 5 X = 10 L = 50 C = 100**

A smaller numeral before a bigger one is subtracted (IV = 4, IX = 9); after it is added (VI = 6). A numeral is never repeated more than three times.

1. 77 = ☐

2. XXXVI = ☐

3. 93 = ☐

4. LXVII = ☐

5. 87 = ☐

6. LXXVIII = ☐

7. 49 = ☐

8. LXXXVI = ☐

9. 48 = ☐

10. LVI = ☐

Name: _____ Date: _____

# Match the Roman Numerals

Draw a line from each Roman numeral to its value.

| | |
|---|---|
| **LVII** | 43 |
| **LXXXII** | 72 |
| **LXXII** | 82 |
| **LXVII** | 57 |
| **LIII** | 44 |
| **XLIV** | 53 |
| **XLIII** | 67 |

Name: _____ Date: _____

# Roman Numerals

Write the Roman numeral or the Hindu-Arabic numeral.

**I = 1 V = 5 X = 10 L = 50 C = 100**

A smaller numeral before a bigger one is subtracted (IV = 4, IX = 9); after it is added (VI = 6). A numeral is never repeated more than three times.

1. 92 = ☐

2. LIV = ☐

3. 84 = ☐

4. LVI = ☐

5. 58 = ☐

6. LXXIII = ☐

7. 76 = ☐

8. LIX = ☐

9. 55 = ☐

10. LI = ☐

11. 85 = ☐

12. XCVII = ☐

Name: _____ Date: _____

# Animal Life Cycles

Read and learn.

Every animal is born, grows up, becomes an adult and has young ones of its own. These stages repeat again and again, so they are called a **life cycle**. Most mammals, like cows, dogs and humans, give birth to babies. Birds, fish, frogs, snakes and insects lay eggs.

- Some young ones look like their parents and simply grow bigger, like a calf or a puppy.
- Some animals change their body shape completely as they grow. This is called **metamorphosis**.
- A **caterpillar** eats leaves and grows fast. Inside the **pupa**, it changes into a butterfly.
- A **tadpole** lives in water and breathes with gills. Later it grows legs and loses its tail.

| Animal | Stages of its life cycle |
|---|---|
| Butterfly | egg → caterpillar → pupa → adult |
| Frog | eggs → tadpole → froglet → frog |
| Mosquito | egg → larva → pupa → adult |
| Hen | egg → chick → hen or cock |
| Human | baby → child → teenager → adult |



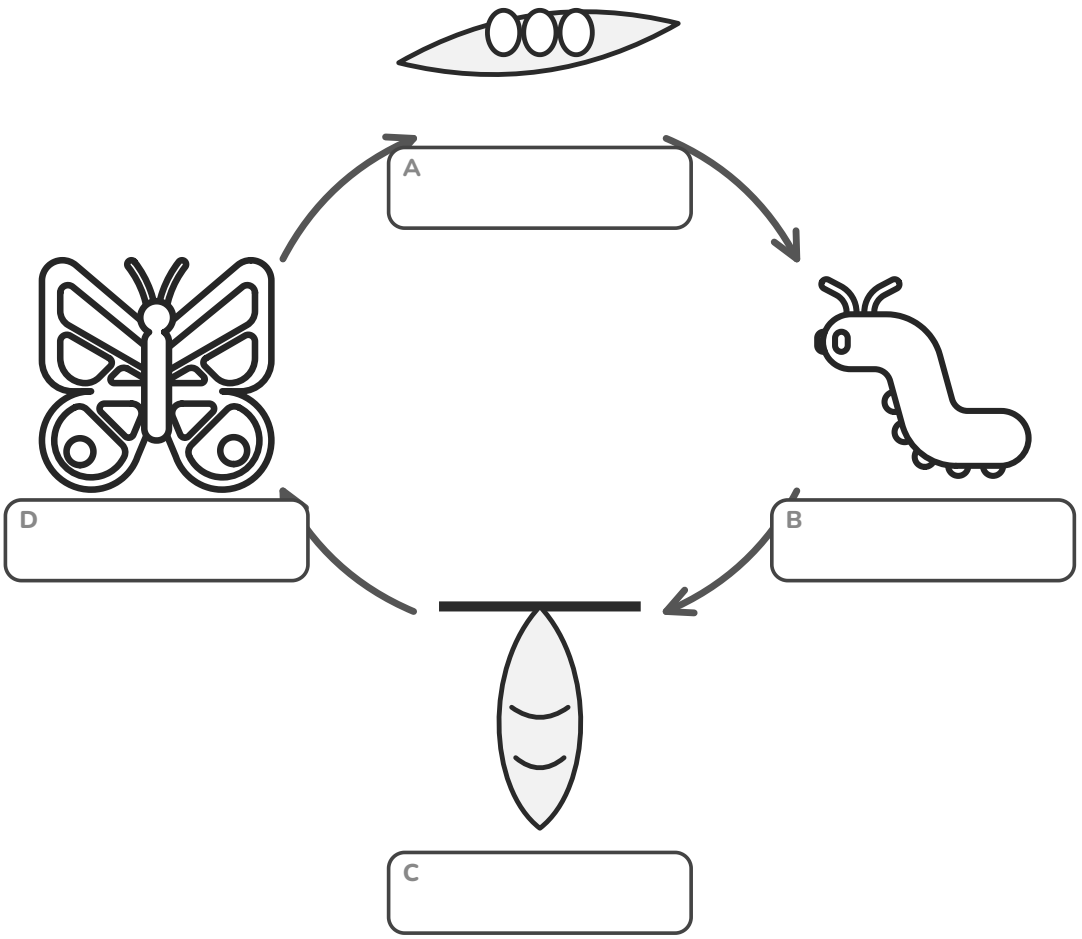
**Remember:** Mosquitoes lay their eggs in still water. Their larvae and pupae live in water too. Emptying coolers, pots and old tyres stops mosquitoes from breeding.

Name: _____ Date: _____

# Life Cycle of *a* Butterfly

Label each stage in the life cycle of *a* butterfly. Use the word bank.

caterpillar pupa egg butterfly



Name: _____ Date: _____

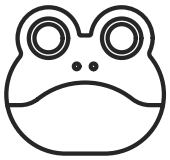
# From Egg to Frog

Cut out the cards. Paste them in the boxes in the correct order.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

✂ Cut out the cards and paste them in order.

A frog lays a jelly-like mass of eggs, called **spawn**, in a pond.



The tail disappears. The adult **frog** can live on land and in water.

The tadpole grows back legs, and then front legs.

It becomes a **froglet**. Its tail gets shorter and it starts to use lungs.

A tiny **tadpole** hatches. It has a tail and breathes with gills.

Name: _____ Date: _____

# Think About Life Cycles

Answer in complete sentences.

**1.** How is the life cycle of a butterfly different from the life cycle of a hen?

**2.** Why does a caterpillar eat so much?

**3.** Mosquito larvae live in still water. Write two ways to stop mosquitoes from breeding around your home.

**4.** A tadpole has gills, but an adult frog has lungs. Why do you think this is so?

**5.** Write two ways in which you have changed since you were a baby.

नाम: _____ दिनांक: _____

# वचन — एकवचन और बहुवचन

पढ़ो और समझो।

संज्ञा के जिस रूप से पता चले कि वह **एक** है या **एक से अधिक**, उसे **वचन** कहते हैं। हिंदी में वचन दो होते हैं — **एकवचन** (जैसे कपड़ा, नदी, किताब) और **बहुवचन** (जैसे कपड़े, नदियाँ, किताबें)।

- कुछ शब्द दोनों वचनों में एक जैसे रहते हैं — घर, फल, दूध। इनका वचन क्रिया से पहचानो: एक फल **पका है**, कई फल **पके हैं**।
- आदर देने के लिए एक व्यक्ति के लिए भी बहुवचन का प्रयोग करते हैं — दादाजी **आ रहे हैं**।

| नियम | एकवचन | बहुवचन |
|---|---|---|
| ‘आ’ की जगह ‘ए’ | कपड़ा, बच्चा | कपड़े, बच्चे |
| अंत में ‘एँ’ लगाकर | किताब, बात | किताबें, बातें |
| ‘ई’ की जगह ‘इयाँ’ | नदी, लड़की | नदियाँ, लड़कियाँ |
| ‘इया’ पर चंद्रबिंदु | चिड़िया, गुड़िया | चिड़ियाँ, गुड़ियाँ |
| ‘आ’ वाले स्त्रीलिंग में ‘एँ’ | माला, कथा | मालाएँ, कथाएँ |
| ‘उ, ऊ’ वाले स्त्रीलिंग में ‘एँ’ | वस्तु, बहू | वस्तुएँ, बहुएँ |
| गण, जन जोड़कर | छात्र, गुरु | छात्रगण, गुरुजन |

💡 **याद रखो:** वचन बदलने पर क्रिया भी बदल जाती है — लड़का **खेलता है**। लड़के **खेलते हैं**।

**अभ्यास करो**

1. ‘पत्ता’ का बहुवचन लिखो।

   _____

2. ‘रातें’ का एकवचन लिखो।

   _____

नाम: _____ दिनांक: _____

# वचन बदलो

तालिका के खाली खानों में सही शब्द लिखो।

| एकवचन | बहुवचन |
|---|---|
| घोड़ा | |
| | कहानियाँ |
| सड़क | |
| | लताएँ |
| डिबिया | |
| | आँखें |
| ऋतु | |
| | बकरियाँ |
| केला | |
| | रोटियाँ |

नाम: _____ दिनांक: _____

# सही शब्द चुनो

वाक्य को ध्यान से पढ़ो। वचन के अनुसार सही शब्द पर गोला लगाओ।

**1.** बगीचे में बहुत-से ( फूल / फूलों ) खिले हैं।

**2.** मेज़ पर दो ( किताब / किताबें ) रखी हैं।

**3.** आसमान में ( चिड़िया / चिड़ियाँ ) उड़ रही हैं।

**4.** मेरा ( कपड़ा / कपड़े ) गंदा हो गया है।

**5.** खेत में चार ( गाय / गायें ) चर रही हैं।

**6.** बच्चे पार्क में ( खेल रहा है / खेल रहे हैं )।

**7.** दादी ने हमें दो ( कहानी / कहानियाँ ) सुनाईं।

**8.** पेड़ से एक ( पत्ता / पत्ते ) गिरा।

**9.** हमारी कक्षा में तीस ( छात्र / छात्रों ) हैं।

**10.** सारा की ( आँख / आँखें ) बहुत सुंदर हैं।

Month 2

# Week 6

| | |
|---|---|
| **Reading** | Story — problem and solution |
| **Grammar & Writing** | Possessive nouns |
| **Maths** | Addition and subtraction of large numbers |
| **EVS** | Food chains |
| **Hindi** | कारक |

Name: _____ Date: _____

# The Thirsty Garden

Read the story. Look for the problem the children face and how they solve it.

Story



Class 4 of the village school near Bikaner was very proud of its garden. In January, the children had planted tomatoes, chillies and a row of marigolds along the wall. By March, the little garden was green and bright.

Then came April. The sun blazed down from morning till evening, and hot winds blew sand across the playground. Every afternoon, Pooja and Harsh carried buckets of water from the hand pump at the far end of the playground. But by the next morning, the soil was dry and cracked again, and the tomato plants hung their heads.

'It's no use,' sighed Harsh one day. 'The water dries up as soon as we pour it. And the summer holidays start in two weeks. Who will water the garden then? Everything will die.'

Their teacher, Ms Rathore, agreed that it was a real problem. 'Water is precious here,' she said. 'We cannot waste it. Think about it tonight. Perhaps someone at home will have an idea.'

That evening, Pooja told her grandmother about the drooping plants. Dadi smiled and pointed to the clay matka standing in the corner. 'Why does the water in our matka stay cool?' she asked. Pooja thought for a moment. 'Because the clay has tiny holes, and a little water seeps through and dries on the outside?' 'Exactly,' said Dadi. 'When I was a girl, we buried clay pots in our fields. The water seeped slowly through the clay, straight to the roots of the plants.'

The next morning, Pooja shared Dadi's idea with the class, and Ms Rathore was delighted. The children collected six old matkas. With Dadi's help, they buried each one up to its neck between the plants. They filled the pots with water and covered them with flat stones, so that the water would not dry up in the sun.

Within a week, the soil around the pots stayed damp, and the tomato plants stood up straight again. Best of all, the pots needed filling only twice a week. Before the holidays began, Harsh made a chart, and the families who lived nearest the school took turns to fill the pots.

When the children came back in July, the garden was waiting for them, full of red tomatoes and orange marigolds. 'Dadi's matkas saved our garden,' said Pooja proudly. 'And they used much less water,' added Harsh. Ms Rathore smiled. 'Sometimes,' she said, 'the best solutions are very old ones.'

**Word help: Bikaner** – a city in the desert of Rajasthan • **hand pump** – a pump worked by hand to bring up water from under the ground • **matka** – a round clay pot for keeping drinking water cool • **seeps** – flows out slowly through tiny holes • **marigolds** – bright orange or yellow flowers

Name: _____ Date: _____

# The Thirsty Garden: Questions

Answer the questions about the text.

**1.** What was the problem in the story?

- ☐ (a) The plants were drying up in the hot weather.
- ☐ (b) The garden had too many weeds.
- ☐ (c) Goats were eating the plants.

**2.** Why would the problem get worse during the summer holidays?

_____

_____

**3.** Ms Rathore told the children to use as much water as they wanted.

☐ True ☐ False

**4.** Who gave Pooja the idea for the solution?

_____

_____

**5.** Explain how the buried matkas solved the problem.

_____

_____

_____

_____

**6.** Why did the children cover the pots with flat stones?

_____

_____

**7.** How was the garden watered during the holidays?

- ☐ (a) The children took the plants home.
- ☐ (b) Families living near the school took turns to fill the pots.
- ☐ (c) It rained every day.

**8.** Find a word in paragraph 6 that means 'very pleased'.

_____

**9.** What do you think Ms Rathore meant when she said, 'Sometimes the best solutions are very old ones'?

_____

_____

_____

_____

Name: _____ Date: _____

# Word Power

Read each word and its meaning. Then write a sentence of your own using the word.

**blazed** — shone very brightly and hotly

*Example: The sun blazed over the beach at noon.*

My sentence:

**sighed** — breathed out slowly and loudly because you were sad or tired

*Example: Kabir sighed when the rain spoilt the match.*

My sentence:

**precious** — very valuable; too important to waste

*Example: Clean water is precious in the desert.*

My sentence:

**drooping** — bending or hanging down, often because of weakness

*Example: Water the drooping plants before they dry up.*

My sentence:

**buried** — put something in the ground and covered it

*Example: The dog buried its bone in the garden.*

My sentence:

**damp** — slightly wet

*Example: Hang the damp towel out in the sun.*

My sentence:

**delighted** — very pleased and happy

*Example: Grandpa was delighted with his birthday card.*

My sentence:

Name: _____ Date: _____

# Spelling: Change y to i, Then Add -ed

Look, say, cover, write and check each word.

**Spelling focus:** When a verb ends in a consonant + y, change the y to i before adding -ed: carry → carried, try → tried.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **dried** | | | |
| **tried** | | | |
| **cried** | | | |
| **fried** | | | |
| **spied** | | | |
| **carried** | | | |
| **hurried** | | | |
| **replied** | | | |
| **copied** | | | |
| **studied** | | | |
| **buried** | | | |
| **emptied** | | | |
| **supplied** | | | |
| **multiplied** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Possessive Nouns

Read and learn. Then try the questions at the bottom.

A **possessive noun** shows that something **belongs** to someone. We use an **apostrophe ( ' )** to show possession. Instead of saying 'the bag of Meera', we can say **Meera's bag**. Instead of saying 'the nests of the birds', we can say **the birds' nests**.

- The apostrophe comes **after** the owner: one boy → the **boy's** bat; many boys → the **boys'** bats.
- For non-living things, we usually use **of**: the leg **of** the table, the roof **of** the house.
- We also use 's with time: a **week's** holiday, **today's** newspaper, two **days'** leave.

| Rule | Examples |
|---|---|
| Singular noun: add 's | the girl's book, Rohan's kite |
| Plural noun ending in s: add ' only | the girls' hostel, my parents' room |
| Plural noun not ending in s: add 's | the children's park, men's shoes |
| Two people sharing one thing | Riya and Aman's house |



**Remember:** Do not mix up plurals and possessives: **boys** = more than one boy; **boy's** = belonging to one boy; **boys'** = belonging to many boys.

**Try it!**

1. Write using 's: the tail of the peacock

_____

2. Write with an apostrophe: the bags of the students

_____

3. Write with an apostrophe: the toys of the children

_____

Name: _____ Date: _____

# One Owner, Many Owners

Write the singular possessive and the plural possessive of each noun. The first one is done for you.

| Noun | Singular possessive | Plural possessive |
|---|---|---|
| boy | boy's | boys' |
| teacher | | |
| child | | |
| lady | | |
| man | | |
| baby | | |
| wolf | | |
| woman | | |
| student | | |

Name: _____ Date: _____

# Choose the Correct Possessive

Read each sentence. Tick the correct possessive form.

**1.** The cap belongs to Kabir. It is _____ cap.

☐ (a) Kabirs ☐ (b) Kabir's ☐ (c) Kabirs'

**2.** The hostel is for many girls. It is the _____ hostel.

☐ (a) girl's ☐ (b) girls ☐ (c) girls'

**3.** The park is for children. It is the _____ park.

☐ (a) children's ☐ (b) childrens' ☐ (c) childs'

**4.** My two brothers share a room. It is my _____ room.

☐ (a) brother's ☐ (b) brothers' ☐ (c) brothers

**5.** Riya and Simran share one pet cat. It is _____ cat.

☐ (a) Riya's and Simran's ☐ (b) Riya and Simran's

☐ (c) Riya and Simrans

**6.** The doctor has a clinic near our house. It is the _____ clinic.

☐ (a) doctors ☐ (b) doctor's ☐ (c) doctors'

**7.** Papa reads _____ newspaper at breakfast.

☐ (a) todays ☐ (b) today's ☐ (c) todays'

**8.** The sheep have soft wool. The _____ wool is soft.

☐ (a) sheep's ☐ (b) sheeps' ☐ (c) sheeps

**9.** The mice have long tails. The _____ tails are long.

☐ (a) mouses' ☐ (b) mice's ☐ (c) mices'

Name: _____ Date: _____

# My Family's Treasures

Write neatly. Remember capital letters and full stops.

Every family has special things. Write 8–10 sentences about things that belong to different people in your family. Use at least six possessive nouns, such as Grandfather's watch, my sister's dolls or my parents' room. Check where each apostrophe goes.

**Think about:**

- What is special about Grandmother's or Grandfather's things?
- What does your brother or sister keep in their cupboard?
- Is there something the whole family shares?
- Which is your favourite thing at home? Why?

Grandfather's Grandmother's Mother's Father's sister's brother's parents' family's old precious special

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Plant a tree today for a greener tomorrow.

Plant a tree today for a greener tomorrow.

Plant a tree today for a greener tomorrow.

Name: _____ Date: _____

# Addition with Carrying

Add. Start with the ones column.

**1.**

| TTh | Th | H | T | O |
|---|---|---|---|---|
| | 3 | 1 | 0 | 7 | 8 |
| + | 6 | 5 | 1 | 5 | 3 |
| | | | | | |

**2.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | 7 | 3 | 2 | 4 | 7 |
| + | | 3 | 7 | 1 | 4 | 4 |
| | | | | | | |

**3.**

| TTh | Th | H | T | O |
|---|---|---|---|---|
| 3 | 5 | 7 | 3 | 1 |
| + 4 | 7 | 0 | 5 | 3 |
| | | | | |

**4.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | 4 | 6 | 6 | 9 | 9 |
| + | | 8 | 5 | 1 | 7 | 1 |
| | | | | | | |

**5.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | 9 | 6 | 2 | 8 | 4 |
| + | | 5 | 9 | 4 | 3 | 1 |
| | | | | | | |

**6.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | 4 | 6 | 2 | 1 | 1 |
| + | | 7 | 9 | 8 | 3 | 3 |
| | | | | | | |

**7.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | 5 | 8 | 8 | 5 | 1 |
| + | | 5 | 2 | 6 | 3 | 2 |
| | | | | | | |

**8.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | 3 | 7 | 7 | 5 | 3 |
| + | | 9 | 9 | 4 | 6 | 9 |
| | | | | | | |

**9.**

| TTh | Th | H | T | O |
|---|---|---|---|---|
| 2 | 0 | 1 | 0 | 4 |
| + 4 | 8 | 2 | 4 | 7 |
| | | | | |

Name: _____ Date: _____

# Subtraction with Borrowing

Subtract. Start with the ones column.

**1.**

| TTh | Th | H | T | O |
|---|---|---|---|---|
| | | | | |
| 9 | 9 | 7 | 3 | 0 |
| − 2 | 3 | 8 | 0 | 7 |
| | | | | |

**2.**

| TTh | Th | H | T | O |
|---|---|---|---|---|
| | | | | |
| 8 | 5 | 1 | 6 | 7 |
| − 3 | 4 | 8 | 9 | 5 |
| | | | | |

**3.**

| TTh | Th | H | T | O |
|---|---|---|---|---|
| | | | | |
| 7 | 7 | 4 | 6 | 9 |
| − 3 | 2 | 5 | 9 | 0 |
| | | | | |

**4.**

| TTh | Th | H | T | O |
|---|---|---|---|---|
| | | | | |
| 8 | 8 | 4 | 7 | 5 |
| − 7 | 6 | 9 | 6 | 4 |
| | | | | |

**5.**

| TTh | Th | H | T | O |
|---|---|---|---|---|
| | | | | |
| 7 | 2 | 9 | 1 | 3 |
| − 3 | 1 | 3 | 2 | 0 |
| | | | | |

**6.**

| TTh | Th | H | T | O |
|---|---|---|---|---|
| | | | | |
| 8 | 8 | 2 | 0 | 9 |
| − 7 | 0 | 1 | 6 | 6 |
| | | | | |

**7.**

| TTh | Th | H | T | O |
|---|---|---|---|---|
| | | | | |
| 6 | 6 | 9 | 7 | 4 |
| − 3 | 6 | 1 | 4 | 9 |
| | | | | |

**8.**

| TTh | Th | H | T | O |
|---|---|---|---|---|
| | | | | |
| 5 | 4 | 2 | 1 | 4 |
| − 3 | 7 | 7 | 1 | 2 |
| | | | | |

**9.**

| TTh | Th | H | T | O |
|---|---|---|---|---|
| | | | | |
| 7 | 1 | 8 | 0 | 2 |
| − 5 | 8 | 0 | 8 | 9 |
| | | | | |

Name: _____ Date: _____

# Addition with Carrying

Add. Start with the ones column.

**1.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 1 | 6 | 7 | 5 | 5 |
| + | 1 | 5 | 7 | 8 | 0 |
| | | | | | |

**2.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 9 | 3 | 2 | 8 | 7 | 6 |
| + | 1 | 4 | 9 | 7 | 1 |
| | | | | | |

**3.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 6 | 9 | 3 | 9 | 4 | 7 |
| + | 9 | 8 | 7 | 4 | 1 |
| | | | | | |

**4.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 4 | 2 | 3 | 9 | 0 | 3 |
| + | 2 | 3 | 2 | 2 | 8 |
| | | | | | |

**5.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 8 | 9 | 3 | 5 | 7 |
| + | 9 | 5 | 5 | 3 | 0 |
| | | | | | |

**6.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 3 | 2 | 6 | 0 | 3 | 5 |
| + | 4 | 8 | 9 | 9 | 7 |
| | | | | | |

**7.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2 | 1 | 8 | 4 | 7 |
| + | 2 | 0 | 4 | 2 | 4 |
| | | | | | |

**8.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 9 | 6 | 6 | 4 | 7 | 6 |
| + | 2 | 5 | 6 | 6 | 8 |
| | | | | | |

**9.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 8 | 9 | 1 | 2 | 2 |
| + | 3 | 0 | 6 | 4 | 0 |
| | | | | | |

Name: _____ Date: _____

# Subtraction with Borrowing

Subtract. Start with the ones column.

**1.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 8 | 0 | 5 | 7 | 8 | 2 |
| − 2 | 7 | 0 | 2 | 4 | 8 |
| | | | | | |

**2.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 8 | 4 | 1 | 8 | 3 | 1 |
| − 1 | 0 | 0 | 7 | 3 | 2 |
| | | | | | |

**3.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 6 | 7 | 3 | 4 | 4 | 3 |
| − 3 | 0 | 8 | 4 | 3 | 6 |
| | | | | | |

**4.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 6 | 1 | 1 | 1 | 8 | 6 |
| − 5 | 6 | 8 | 7 | 0 | 5 |
| | | | | | |

**5.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 9 | 9 | 8 | 1 | 6 | 6 |
| − 1 | 8 | 8 | 6 | 2 | 9 |
| | | | | | |

**6.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 8 | 4 | 7 | 2 | 2 | 6 |
| − 2 | 9 | 8 | 9 | 0 | 2 |
| | | | | | |

**7.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 5 | 9 | 0 | 7 | 9 | 7 |
| − 3 | 5 | 2 | 0 | 1 | 6 |
| | | | | | |

**8.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 5 | 1 | 9 | 6 | 5 | 8 |
| − 1 | 6 | 1 | 3 | 2 | 9 |
| | | | | | |

**9.**

| L | TTh | Th | H | T | O |
|---|---|---|---|---|---|
| | | | | | |
| 7 | 8 | 2 | 2 | 3 | 3 |
| − 4 | 0 | 7 | 8 | 2 | 1 |
| | | | | | |

Name: _____ Date: _____

# Estimate the Answer

Round each number, then estimate.

To **estimate**, round each number to the nearest 1,000 first, then add or subtract.

**1.** 7376 + 2290

≈ ☐ + ☐ = ☐

**2.** 6950 − 5696

≈ ☐ − ☐ = ☐

**3.** 2027 + 3806

≈ ☐ + ☐ = ☐

**4.** 6763 − 6373

≈ ☐ − ☐ = ☐

**5.** 4487 + 5678

≈ ☐ + ☐ = ☐

**6.** 8370 − 6489

≈ ☐ − ☐ = ☐

**7.** 3533 + 3421

≈ ☐ + ☐ = ☐

**8.** 6624 − 6391

≈ ☐ − ☐ = ☐

Name: _____ Date: _____

# Subtracting Across Zeros

Subtract. Borrow carefully across the zeros.

When there is a 0, borrow from the next place that is not zero. 400 = 3 hundreds, 9 tens and 10 ones.

**1.**

$$\begin{array}{r} \square\square \\ 100 \\ -\ 79 \\ \hline \square\square\square \end{array}$$

**2.**

$$\begin{array}{r} \square\square\square \\ 6000 \\ -\ 850 \\ \hline \square\square\square\square \end{array}$$

**3.**

$$\begin{array}{r} \square\square \\ 700 \\ -\ 617 \\ \hline \square\square\square \end{array}$$

**4.**

$$\begin{array}{r} \square\square \\ 100 \\ -\ 13 \\ \hline \square\square\square \end{array}$$

**5.**

$$\begin{array}{r} \square\square \\ 900 \\ -\ 565 \\ \hline \square\square\square \end{array}$$

**6.**

$$\begin{array}{r} \square\square\square \\ 7010 \\ -\ 3538 \\ \hline \square\square\square\square \end{array}$$

**7.**

$$\begin{array}{r} \square\square \\ 100 \\ -\ 54 \\ \hline \square\square\square \end{array}$$

**8.**

$$\begin{array}{r} \square\square\square \\ 3002 \\ -\ 2474 \\ \hline \square\square\square\square \end{array}$$

**9.**

$$\begin{array}{r} \square\square\square \\ 6000 \\ -\ 1695 \\ \hline \square\square\square\square \end{array}$$

Name: _____ Date: _____

# Who Eats Whom?

Read and learn about food chains.

All living things need food for energy. Green plants make their own food using sunlight. Animals eat plants or other animals. A **food chain** shows who eats whom, and how energy passes from one living thing to the next.

- **Producers** are green plants. They make their own food.
- **Herbivores** eat only plants, like cows, deer and rabbits.
- **Carnivores** eat other animals, like tigers, snakes and eagles.
- **Omnivores** eat both plants and animals, like crows, bears and humans.
- **Decomposers**, such as mushrooms and bacteria, break down dead plants and animals. This puts goodness back into the soil.

## Examples



grass → grasshopper → frog → snake → eagle



green plants → deer → tiger



tiny water plants → small fish → crane



**Remember:** In a food chain, the arrow (→) means 'is eaten by'. Every food chain starts with a green plant, because only green plants can make food from sunlight.

Name: _____ Date: _____

# Plant-eater, Meat-eater or Both?

Write each animal's name in the correct column.

 owl  rabbit  goat  deer  elephant  tiger

 hen  eagle  snake human  bear  crow

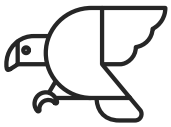
 frog  cow  lion

| Herbivore | Carnivore | Omnivore |
| --- | --- | --- |
| | | |

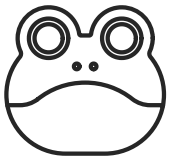
Name: _____ Date: _____

# Build a Food Chain

Number the cards 1 to 5 to show the food chain in the correct order.

☐  An eagle swoops down and eats the snake.

☐  Grass makes its own food using sunlight.

☐  A frog catches and eats the grasshopper.

☐  A grasshopper eats the grass.

☐  A snake eats the frog.

Name: _____ Date: _____

# Paper Chain Food Chains

Make a food chain you can hold. Then answer the questions.

Make a real chain to show a food chain! Each paper loop will stand for one living thing.

**You need:**

- ☐ strips of coloured paper
- ☐ glue or sticky tape
- ☐ a pencil
- ☐ colour pencils

**What to do:**

1. Choose a food chain from a pond, a forest, a field or the sea.
2. On the first strip, draw or write the green plant that starts your chain.
3. On the next strips, write the animals in order of who eats whom.
4. Glue the first strip into a loop. Push the next strip through it and glue it into a loop too.
5. Keep going until your chain is complete. Hang it up in your room!

**1.** Write your food chain using arrows.

**2.** What would happen to the frogs if all the grasshoppers disappeared?

**3.** Why does every food chain start with a green plant?

**4.** Which living things break down dead plants and animals?

नाम: _____ दिनांक: _____

# कारक और विभक्ति चिह्न

पढ़ो और समझो।

संज्ञा या सर्वनाम के जिस रूप से उसका संबंध वाक्य के दूसरे शब्दों, विशेषकर क्रिया, से पता चले, उसे **कारक** कहते हैं। कारक को दिखाने वाले छोटे शब्द — ने, को, से, में, पर, का — **विभक्ति** या **कारक चिह्न** कहलाते हैं। हिंदी में कारक आठ होते हैं।

| कारक | विभक्ति चिह्न | उदाहरण |
|---|---|---|
| कर्ता | ने | **मीरा ने** गीत गाया। |
| कर्म | को | माँ ने **बच्चे को** सुलाया। |
| करण | से, के द्वारा | वह **कलम से** लिखता है। |
| संप्रदान | के लिए, को | यह उपहार **दादी के लिए** है। |
| अपादान | से (अलग होना) | **पेड़ से** पत्ता गिरा। |
| संबंध | का, के, की | यह **राजू की** साइकिल है। |
| अधिकरण | में, पर | चिड़िया **पेड़ पर** बैठी है। |
| संबोधन | हे!, अरे! | **अरे बच्चो!** शोर मत करो। |

**याद रखो:** 'से' दो कारकों में आता है। किसी साधन से काम हो तो **करण** कारक (चाकू से काटा), किसी चीज़ से अलग होने का भाव हो तो **अपादान** कारक (छत से गिरा)।

**अभ्यास करो**

1. 'मैं बस से नानी के घर गया।' — 'बस से' में कौन-सा कारक है?

   _____

2. 'गंगा हिमालय से निकलती है।' — 'हिमालय से' में कौन-सा कारक है?

   _____

नाम: _____ दिनांक: _____

# सही कारक चिह्न भरो

बॉक्स में से सही कारक चिह्न चुनकर रिक्त स्थान भरो। कोई चिह्न एक से अधिक बार भी आ सकता है।

| ने | को | से | के लिए | का | की | में | पर |
|---|---|---|---|---|---|---|---|

**1.** कबीर _____ अपने मित्र को पत्र लिखा।

**2.** माँ ने गाय _____ रोटी खिलाई।

**3.** दादी चश्मे _____ अख़बार पढ़ती हैं।

**4.** पिताजी भैया _____ नई किताब लाए।

**5.** हिमालय _____ अनेक नदियाँ निकलती हैं।

**6.** यह ज़ोया _____ बस्ता है।

**7.** भारत _____ राजधानी नई दिल्ली है।

**8.** मछलियाँ तालाब _____ तैर रही हैं।

**9.** बिल्ली छत _____ बैठी है।

**10.** बच्चों _____ मैदान में कबड्डी खेली।

नाम: _____ दिनांक: _____

# कारक पहचानो

मोटे अक्षरों वाले शब्दों में कौन-सा कारक है? सही उत्तर पर ✓ लगाओ।

**1.** **चाकू से** सेब काटो।

☐ (क) करण ☐ (ख) अपादान ☐ (ग) कर्म

**2.** **छत से** गेंद नीचे गिरी।

☐ (क) करण ☐ (ख) अपादान ☐ (ग) अधिकरण

**3.** **बाढ़-पीड़ितों के लिए** कंबल भेजे गए।

☐ (क) संबंध ☐ (ख) संप्रदान ☐ (ग) कर्म

**4.** **अनु की** गुड़िया बहुत सुंदर है।

☐ (क) संबंध ☐ (ख) कर्ता ☐ (ग) अधिकरण

**5.** किताबें **अलमारी में** रखी हैं।

☐ (क) अपादान ☐ (ख) अधिकरण ☐ (ग) करण

**6.** **अरे राजू!** इधर आओ।

☐ (क) संबोधन ☐ (ख) कर्ता ☐ (ग) कर्म

**7.** सिपाही ने **चोर को** पकड़ लिया।

☐ (क) कर्ता ☐ (ख) कर्म ☐ (ग) संप्रदान

**8.** **पिताजी ने** आँगन में पौधा लगाया।

☐ (क) कर्ता ☐ (ख) करण ☐ (ग) संबंध

Month 2

# Week 7

| | |
|---|---|
| **Reading** | Poem — similes and metaphors |
| **Grammar & Writing** | Pronouns: personal and possessive |
| **Maths** | Addition and subtraction word problems; properties |
| **EVS** | The digestive system |
| **Hindi** | विशेषण और उसके भेद |

Name: _____ Date: _____

# My Nani

Read the poem. A simile compares using 'like' or 'as'. A metaphor says one thing is another.

My Nani's hair is white as milk,
Her hands are soft and smooth as silk.
Her laugh is like a tinkling bell,
Her stories cast a magic spell.

Her lap's a cosy, quiet nest
Where tired heads can curl and rest.
Her kitchen is a treasure chest
Of pickles, laddoos: Nani's best!

When I am sad, she is the sun
That melts my worries, one by one.
Her hug is like a woollen shawl
That wraps me up when cold winds call.

Her eyes are stars that twinkle bright
When she tucks me into bed at night.
My Nani is a shady tree,
And all her branches shelter me.

*— New Era*



**Word help: Nani** – your mother's mother; grandmother • **cast a spell** – use magic on someone; here, hold your attention completely • **laddoos** – round Indian sweets • **shawl** – a large piece of cloth worn over the shoulders

Name: _____ Date: _____

# My Nani: Questions

Answer the questions about the poem.

**1.** Which line is a simile?

- ☐ (a) Her lap's a cosy, quiet nest
- ☐ (b) Her hands are soft and smooth as silk.
- ☐ (c) My Nani is a shady tree,

**2.** 'Her eyes are stars that twinkle bright' is a simile.

☐ True ☐ False

**3.** In the poem, what is Nani's laugh compared to?

_____

_____

**4.** The poet says Nani's kitchen is 'a treasure chest'. What does the poet mean?

_____

_____

**5.** 'When I am sad, she is the sun / That melts my worries.' This is a ...

☐ (a) simile ☐ (b) question ☐ (c) metaphor

**6.** Find two words in stanza 1 that rhyme.

_____

**7.** Why do you think the poet calls Nani 'a shady tree'?

_____

_____

_____

**8.** Write one simile and one metaphor of your own about someone in your family.

_____

_____

_____

**9.** What kind of sound does the word 'tinkling' describe?

_____

Name: _____ Date: _____

# Words from the Poem

Read each word and its meaning. Then write a sentence of your own using the word.

**tinkling** — making light, high, ringing sounds

*Example: We heard the tinkling of the bells on the cow's neck.*

My sentence:

_____

**cosy** — warm, comfortable and safe

*Example: The kitten curled up in a cosy basket.*

My sentence:

_____

**treasure** — something, or a collection of things, that is very valuable

*Example: Grandpa's old photo album is our family treasure.*

My sentence:

_____

**melts** — changes from a solid to a liquid when it gets warm

*Example: Ice cream melts quickly in the sun.*

My sentence:

_____

**woollen** — made of wool

*Example: Tenzin wears a woollen cap in winter.*

My sentence:

_____

**twinkle** — to shine with a small, flickering light

*Example: The stars twinkle in the clear night sky.*

My sentence:

_____

**shelter** — to keep safe from bad weather or danger

*Example: We stood under the bridge to shelter from the rain.*

My sentence:

_____

Name: _____ Date: _____

# Spelling: Comparing with -er and -est

Look, say, cover, write and check each word.

**Spelling focus:** Add -er or -est to compare. Double the last letter after a short vowel (big → bigger); change y to i (happy → happiest).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **softer** | | | |
| **softest** | | | |
| **bigger** | | | |
| **biggest** | | | |
| **hotter** | | | |
| **hottest** | | | |
| **thinner** | | | |
| **thinnest** | | | |
| **happier** | | | |
| **happiest** | | | |
| **busier** | | | |
| **busiest** | | | |
| **larger** | | | |
| **largest** | | | |
| **brightest** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Personal and Possessive Pronouns

Read and learn. Then try the questions at the bottom.

A **pronoun** is a word used in place of a noun. It saves us from repeating the same noun again and again: **Kavya** has a puppy. **She** loves **it** very much. **Personal pronouns** stand for people or things. **Possessive pronouns** show who owns something. They stand alone, without a noun after them: This book is **mine**.

- Use a **subject** pronoun before the verb: **She** sings. Use an **object** pronoun after a verb or a preposition: Call **her**. Sit with **me**.
- **My, your, his, her, our, their** come before a noun (my bag). **Mine, yours, his, hers, ours, theirs** stand alone (The bag is mine).
- When you talk about yourself and others, put yourself last: **Rahul and I** went to the market.

| Person | Subject | Object | Possessive |
|---|---|---|---|
| 1st (the speaker) | I, we | me, us | mine, ours |
| 2nd (the person spoken to) | you | you | yours |
| 3rd (the one spoken about) | he, she, it, they | him, her, it, them | his, hers, theirs |



**Remember:** Possessive pronouns never take an apostrophe. Write **yours, hers, ours, theirs** — never your's, her's or their's.

**Try it!**

**1.** Replace the noun with a pronoun: Priya is my cousin.

_____

**2.** Choose: This pencil box is (my/mine).

_____

**3.** Choose: Grandma told (we/us) a story.

_____

**4.** Choose: The red bicycle is (her/hers).

_____

Name: _____ Date: _____

# Use Pronouns Instead

Rewrite the sentences. Replace the underlined words with suitable pronouns.

**1.** Arjun has a new kite. Arjun flies the kite every evening.

**2.** Meera and I made a card. Meera and I gave the card to Mother.

**3.** The children love Mrs Das. The children listen to Mrs Das carefully.

**4.** Imran lost his pen. Zoya helped Imran find the pen.

**5.** This bag belongs to Sneha. The bag is Sneha's.

**6.** We own this house. This house is our house.

**7.** The tigers were thirsty. The tigers drank water from the lake.

Name: _____ Date: _____

# Pick the Right Pronoun

Circle the correct pronoun in each sentence.

**1.** ( We / Us ) are going to Shimla in May.

**2.** Papa gave ( I / me ) a new storybook.

**3.** Is this water bottle ( your / yours )?

**4.** ( They / Them ) planted ten saplings in the school garden.

**5.** The teacher asked Dev and ( I / me ) to clean the board.

**6.** That blue umbrella is not mine. It is ( her / hers ).

**7.** Our neighbours have a dog. The dog is ( their / theirs ).

**8.** Gurpreet and ( I / me ) are in the same class.

**9.** Please give ( he / him ) a glass of water.

**10.** These sweets are for you and ( we / us ).

**11.** The idea was ( our / ours ), so we felt proud.

Name: _____ Date: _____

# My Best Friend

Write neatly. Remember capital letters and full stops.

Write 8–10 sentences about your best friend. Use your friend's name only once or twice. After that, use pronouns such as he, she, him, her, we, us, mine, his, hers and ours. Underline every pronoun you use.

**Think about:**

- What is your friend's name? How did you meet?
- What does your friend look like?
- What do you both like to do together?
- How does your friend help you? How do you help them?

he she him her we us they mine his hers ours together

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Save water, for every drop counts.

Save water, for every drop counts.

Save water, for every drop counts.

Name: _____ Date: _____

# Addition Word Problems

Read each problem. Show your working and write the answer.

**1.** Last year, 13,816 saplings were planted in a state. This year, 27,950 more were planted. How many saplings were planted in the two years?

Working

Answer: _____

**2.** A factory made 36,099 umbrellas in March and 14,068 in April. How many umbrellas did it make in the two months?

Working

Answer: _____

**3.** A town had 12,826 people. This year, 2,775 more people came to live there. How many people live there now?

Working

Answer: _____

**4.** A factory made 90,538 pens in March and 4,974 in April. How many pens did it make in the two months?

Working

Answer: _____

**5.** A factory made 34,608 biscuit packets in March and 42,609 in April. How many biscuit packets did it make in the two months?

Working

Answer: _____

Name: _____ Date: _____

# Subtraction Word Problems

Read each problem. Show your working and write the answer.

**1.** A farmers' cooperative grew 39,238 kg of rice and sold 12,540 kg. How many kilograms are left?

Working

Answer: _____

**2.** A town has 94,641 people. 19,693 of them are children under ten. How many people are ten or older?

Working

Answer: _____

**3.** A factory made 67,070 bottles. It sent 7,438 of them to shops. How many bottles are still at the factory?

Working

Answer: _____

**4.** A stadium has 59,234 seats. 12,067 seats are filled. How many seats are empty?

Working

Answer: _____

**5.** A factory made 83,111 pens. It sent 9,413 of them to shops. How many pens are still at the factory?

Working

Answer: _____

Name: _____ Date: _____

# Properties of Addition and Subtraction

Fill in the boxes using the properties.

Changing the order does not change the sum (or product). Adding 0 keeps a number the same. Multiplying by 1 keeps it the same; by 0 gives 0.

**1.** 984 + 853 = 853 + ☐

**2.** 215 + 0 = ☐

**3.** (702 + 206) + 20 = 702 + (☐ + 20)

**4.** 402 − 0 = ☐

**5.** 746 − 746 = ☐

**6.** 61 + 758 = 758 + ☐

**7.** 235 + 0 = ☐

**8.** (956 + 262) + 25 = 956 + (☐ + 25)

**9.** 716 − 0 = ☐

**10.** 525 − 525 = ☐

Name: _____ Date: _____

# Which Operation?

Decide whether to add, subtract, multiply or divide. Then solve.

**1.** 3,013 people watched a cricket match on Saturday and 6,712 on Sunday. How many people watched in all?

Operation: _____ Answer: _____

**2.** A road 748 m long is divided into 11 equal parts. How long is each part?

Operation: _____ Answer: _____

**3.** A school has 14 classes with 24 children in each class. How many children are there in the school?

Operation: _____ Answer: _____

**4.** A library has 8,107 books. 133 books are lent out. How many books are still in the library?

Operation: _____ Answer: _____

**5.** A stall sells 98 cups of tea every week. How many cups does it sell in 18 weeks?

Operation: _____ Answer: _____

**6.** A stadium has 8,291 seats. 148 seats are filled. How many seats are empty?

Operation: _____ Answer: _____

Name: _____ Date: _____

# Add or Subtract?

Decide whether to add or subtract. Then solve.

**1.** A factory made 2,907 umbrellas in March and 5,877 in April. How many umbrellas did it make in the two months?

Add or subtract? ☐ + ☐ − Answer: _____

**2.** A factory made 5,682 school bags. It sent 5,593 of them to shops. How many school bags are still at the factory?

Add or subtract? ☐ + ☐ − Answer: _____

**3.** 5,308 people watched a cricket match on Saturday and 8,890 on Sunday. How many people watched in all?

Add or subtract? ☐ + ☐ − Answer: _____

**4.** A factory made 4,737 toys. It sent 1,435 of them to shops. How many toys are still at the factory?

Add or subtract? ☐ + ☐ − Answer: _____

**5.** A factory made 8,479 bottles. It sent 7,248 of them to shops. How many bottles are still at the factory?

Add or subtract? ☐ + ☐ − Answer: _____

Name: _____ Date: _____

# Subtract and Check

Subtract, then check your answer by adding.

To check a subtraction, add the answer to the number you took away. You should get the first number back!

1. 55411 − 33711 = ☐

   Check: ☐ + 33711 = 55411

2. 25125 − 11622 = ☐

   Check: ☐ + 11622 = 25125

3. 67184 − 53040 = ☐

   Check: ☐ + 53040 = 67184

4. 39127 − 33627 = ☐

   Check: ☐ + 33627 = 39127

5. 72907 − 62538 = ☐

   Check: ☐ + 62538 = 72907

6. 44397 − 38972 = ☐

   Check: ☐ + 38972 = 44397

Name: _____ Date: _____

# The Journey of Food

Read and learn about digestion.

The food we eat must be broken down into very simple substances before our body can use it. This is called **digestion**. Food passes through a long tube, about 9 metres long in an adult, from the mouth to the anus.

- The food pipe (oesophagus) is about 25 cm long. Its walls squeeze to push food down.
- The small intestine is about 6 metres long! It is coiled up to fit inside your abdomen.
- The **liver** is the largest gland in the body.
- Digested food passes into the blood and is carried to every part of the body.

| Organ | What it does |
|---|---|
| Mouth | Teeth chew food; saliva makes it soft |
| Food pipe | Pushes food down to the stomach |
| Stomach | Churns food with digestive juices |
| Liver | Makes bile, which helps digest fats |
| Small intestine | Finishes digestion; food enters blood |
| Large intestine | Takes in water; waste leaves the body |



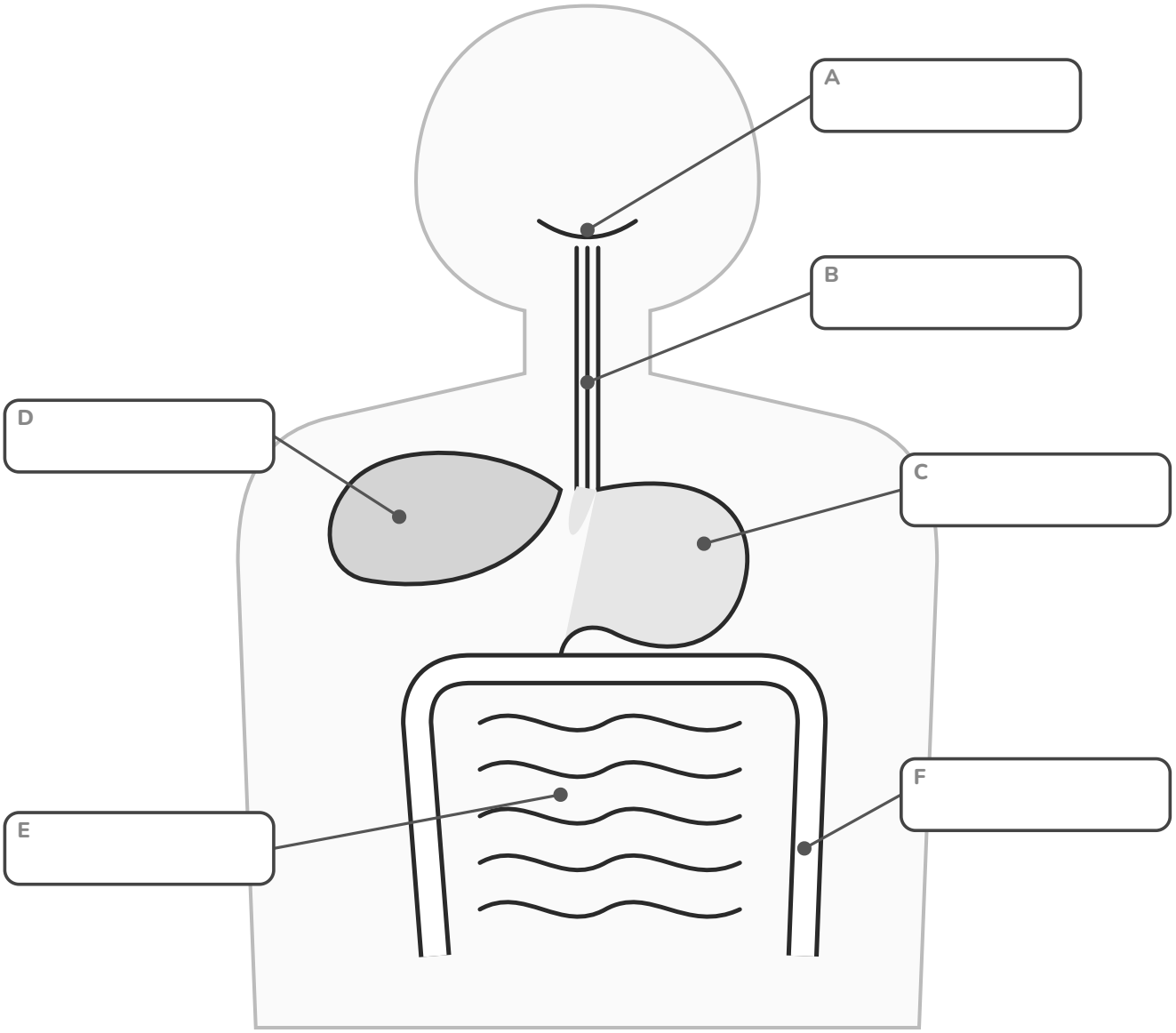
**Remember:** Chew your food well and drink plenty of water. Fruits, vegetables and whole grains give us fibre, which helps waste move out easily.

Name: _____ Date: _____

# The Digestive System

Label the parts of the digestive system. Use the word bank.

liver large intestine small intestine food pipe stomach mouth



Name: _____ Date: _____

# Digestion: True or False?

Write T for true and F for false.

**1.** Digestion begins in the mouth. T F

**2.** The food pipe is also called the oesophagus. T F

**3.** The stomach is about 6 metres long. T F

**4.** Saliva helps to make food soft and wet. T F

**5.** Digested food passes into the blood from the small intestine. T F

**6.** The large intestine makes bile. T F

**7.** The liver is the largest gland in our body. T F

**8.** It is good to swallow food quickly without chewing it. T F

**9.** The small intestine is coiled up to fit inside the body. T F

**10.** The large intestine takes water out of the waste. T F

Name: _____ Date: _____

# The Sweet Chapati Test

Try this simple test. Then answer the questions.

Your saliva starts to digest food even before you swallow it. Try this test to find out how.

**You need:**

☐ a small piece of plain chapati (or a spoonful of plain boiled rice)

☐ a glass of water

☐ a clock or timer

**What to do:**

1. Wash your hands and rinse your mouth with water.
2. Put a small piece of plain chapati in your mouth.
3. Chew it slowly for 2 minutes. Do not swallow it yet!
4. Notice how the taste changes as you chew.
5. Now swallow it and drink some water.

**What I observed:**

_____

_____

_____

_____

**1.** How did the taste change after you chewed for a while?

_____

**2.** Why did this happen?

_____

**3.** Why should we chew our food well?

_____

नाम: _____ दिनांक: _____

# विशेषण और उसके भेद

पढ़ो और समझो।

संज्ञा या सर्वनाम की विशेषता (गुण, रंग, आकार, संख्या या मात्रा) बताने वाले शब्दों को **विशेषण** कहते हैं। जिस शब्द की विशेषता बताई जाती है, वह **विशेष्य** कहलाता है। जैसे — '**लाल** गुलाब' में 'लाल' विशेषण है और 'गुलाब' विशेष्य है। विशेषण के चार भेद हैं।

- **संख्यावाचक** विशेषण गिनी जाने वाली चीज़ों के साथ आते हैं — चार कुर्सियाँ।
- **परिमाणवाचक** विशेषण मापी या तौली जाने वाली चीज़ों के साथ आते हैं — एक किलो चावल, थोड़ा पानी।

| भेद | क्या बताता है | उदाहरण |
|---|---|---|
| गुणवाचक | गुण, रंग, आकार, स्वाद, दशा | मीठा आम, ईमानदार लड़का, गोल रोटी |
| संख्यावाचक | गिनती या क्रम | पाँच केले, पहला दिन, कुछ बच्चे |
| परिमाणवाचक | नाप-तौल या मात्रा | दो लीटर दूध, थोड़ी चीनी |
| सार्वनामिक | संज्ञा से पहले आया सर्वनाम | यह घर, वह पेड़, कौन बच्चा |

**याद रखो:** विशेषण प्रायः विशेष्य से पहले आता है (**नीला** आसमान), पर कभी-कभी बाद में भी आता है (आसमान **नीला** है)।

**अभ्यास करो**

1. 'मेरे पास तीन रंगीन पेंसिलें हैं।' — इसमें दो विशेषण कौन-से हैं?

   _____

2. 'वह पुस्तक मेरी है।' — इसमें विशेष्य कौन-सा है?

   _____

नाम: _____ दिनांक: _____

# विशेषण का भेद पहचानो

हर शब्द-समूह में विशेषण को पहचानो। उसके भेद वाले खाने में पूरा शब्द-समूह लिखो।

दो मीटर कपड़ा  दस उँगलियाँ  थोड़ा पानी  सात रंग  एक किलो आटा

यह किताब  ये फूल  खट्टी इमली  ऊँचा पहाड़  वह लड़की  बहादुर सैनिक

दूसरी कक्षा

| गुणवाचक | संख्यावाचक | परिमाणवाचक | सार्वनामिक |
|---|---|---|---|
| | | | |

नाम: _____ दिनांक: _____

# शब्दों से विशेषण बनाओ

तालिका पूरी करो। संज्ञा से विशेषण बनाओ। अंतिम दो पंक्तियों में विशेषण से संज्ञा बनाओ।

| संज्ञा | विशेषण |
|---|---|
| भारत | |
| दया | |
| रंग | |
| ज़हर | |
| इतिहास | |
| मेहनत | |
| पहाड़ | |
| समाज | |
| | मीठा |
| | सुंदर |

Month 2

# Week 8

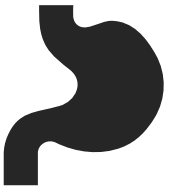
| | |
|---|---|
| **Reading** | Information text (the human digestive system) — text structure |
| **Grammar & Writing** | Pronouns: reflexive, demonstrative, interrogative |
| **Maths** | Multiplication by 10, 100, 1000; 3-digit by 2-digit |
| **EVS** | Teeth and their care |
| **Hindi** | क्रिया और उसके भेद |

Name: _____ Date: _____

# The Amazing Journey of Your Food

Read the text. Notice how the writer has organised it into numbered stops with headings.

Information text



Every time you eat a chapati or a spoonful of dal, your food sets off on a long journey through your body. This journey is called **digestion**. Along the way, the food is broken down into tiny parts that your body can use for energy and growth. Let us follow the journey, stop by stop.

**Stop 1: The mouth** Digestion begins the moment you take a bite. Your front teeth cut and bite the food, and your back teeth grind it into a paste. A watery juice called **saliva** makes the food soft and wet. Your tongue rolls the food into a ball and pushes it to the back of your throat.

**Stop 2: The food pipe** When you swallow, the food slides into a long tube called the food pipe. Its scientific name is the oesophagus. Its muscles squeeze the food downwards, a little like squeezing toothpaste out of a tube. They work so well that food would reach your stomach even if you were standing on your head!

**Stop 3: The stomach** The stomach is a stretchy, bag-shaped organ. Its strong walls churn the food and mix it with digestive juices. After a few hours, the food becomes a thick, soupy mixture.

**Stop 4: The small intestine** Next, the food moves into the small intestine. It is not small at all! In a grown-up, it is a coiled tube about six metres long. Juices from the liver and other organs finish breaking down the food here. The useful parts of the food, called nutrients, pass through the walls of the small intestine into the blood. The blood carries them all over the body.

**Stop 5: The large intestine** Whatever the body cannot use moves into the large intestine. This wider tube soaks up water from the waste. The waste is stored until it leaves the body when you go to the toilet.

**Did you know?** If you chew a piece of chapati slowly for a minute, it begins to taste a little sweet. This is because saliva starts to turn some of the starch in it into sugar.

**Keep your digestive system happy** Chew your food well, drink plenty of clean water, eat fruits and vegetables every day, and always wash your hands before meals.

**Word help: organ** – a part of the body that does a special job, like the heart or stomach • **digestive juices** – liquids made in the body that break food down • **nutrients** – the parts of food that help us grow and stay healthy • **starch** – a substance in rice, wheat and potatoes that gives us energy

Name: _____ Date: _____

# The Amazing Journey of Your Food: Questions

Answer the questions about the text.

**1.** How is most of this text organised?

- ☐ (a) As a story with characters
- ☐ (b) As a list of jokes
- ☐ (c) In stops, in the order that food travels through the body

**2.** Why has the writer used headings such as 'Stop 1: The mouth'?

**3.** Which part of the body comes straight after the food pipe?

- ☐ (a) the stomach
- ☐ (b) the small intestine
- ☐ (c) the large intestine

**4.** Food can reach the stomach even if you are standing on your head.

☐ True ☐ False

**5.** What does saliva do to food?

**6.** Find a word in Stop 3 that means 'to stir and mix hard'.

**7.** What is the job of the large intestine?

**8.** The text ends with a 'Did you know?' box and some tips. Why do you think the writer added these parts?

**9.** Write the five stops of the food's journey in the correct order.

Name: _____ Date: _____

# Word Power

Read each word and its meaning. Then write a sentence of your own using the word.

**grind** — to crush something into very small pieces or powder

*Example: Grandma grinds spices to make garam masala.*

My sentence:

**swallow** — to make food or drink go down your throat

*Example: Take a sip of water to help you swallow the tablet.*

My sentence:

**squeeze** — to press something firmly

*Example: Squeeze the lemon over the salad.*

My sentence:

**stretchy** — able to become longer or bigger and then go back again

*Example: This stretchy band holds all my pencils together.*

My sentence:

**churn** — to stir or mix something hard

*Example: Long ago, people churned curd by hand to make butter.*

My sentence:

**coiled** — wound round and round in rings

*Example: The rope lay coiled on the deck of the boat.*

My sentence:

**mixture** — something made by mixing different things together

*Example: Pour the cake mixture into the tin.*

My sentence:

Name: _____ Date: _____

# Spelling: Words About Digestion

Look, say, cover, write and check each word.

**Spelling focus:** Body words with tricky spellings: stomach (ch says k), tongue (silent ue), muscle (silent c) and oesophagus (oe).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **stomach** | | | |
| **tongue** | | | |
| **muscle** | | | |
| **saliva** | | | |
| **liver** | | | |
| **intestine** | | | |
| **digestion** | | | |
| **nutrients** | | | |
| **oesophagus** | | | |
| **swallow** | | | |
| **chewing** | | | |
| **energy** | | | |
| **molars** | | | |
| **organ** | | | |
| **starch** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# More Kinds of Pronouns

Read and learn. Then try the questions at the bottom.

Pronouns do many jobs. **Reflexive pronouns** end in **-self** or **-selves**. They refer back to the subject: Ananya hurt **herself**. **Demonstrative pronouns** point to things: **This** is my house. **Interrogative pronouns** are used to ask questions: **Who** is at the door?

- **Demonstrative pronouns: this** and **these** for things near us; **that** and **those** for things far away. **These** are my shoes.
- **Interrogative pronouns: who, whom, whose, which, what**. **Whose** is this bag? **Which** is your seat? **What** did you eat?
- Use **who** for the person who does the action and **whom** for the person it is done to: **Who** called? **Whom** did you call?
- **This** is a pronoun only when it stands alone. In 'This book is new', **this** describes 'book', so it is an adjective.

| Subject | Reflexive | Subject | Reflexive |
|---|---|---|---|
| I | myself | we | ourselves |
| you (one person) | yourself | you (many people) | yourselves |
| he | himself | they | themselves |
| she | herself | it | itself |



**Remember:** Never say 'hisself' or 'theirselves'. The correct words are **himself** and **themselves**.

**Try it!**

**1.** Fill in: The children decorated the classroom _____ .

_____

**2.** Choose: (Who/Which) painted this picture?

_____

**3.** They are standing next to you. Choose: (These/Those) are my grandparents.

_____

**4.** Name the kind of pronoun: Whose is this pencil?

_____

Name: _____ Date: _____

# Fill in the Pronouns

Fill in each blank with a suitable pronoun from the box. Use each word once.

myself herself itself ourselves themselves yourself

Who Whose Which What This Those

**1.** I tied my shoelaces all by _____.

**2.** Lakshmi taught _____ to knit.

**3.** The cat was licking _____ clean.

**4.** We enjoyed _____ at the water park.

**5.** The players were proud of _____ after the match.

**6.** Please help _____ to some more kheer, Rahul.

**7.** _____ is knocking at the door?

**8.** _____ is this red umbrella? It has no name on it.

**9.** _____ would you like, idli or dosa?

**10.** _____ did you buy at the book fair?

**11.** _____ is my new school bag. I am holding it in my hands.

**12.** _____ are pine trees on the faraway hills.

Name: _____ Date: _____

# Make the Sentences

Put the words in the right order to make a sentence. Add a full stop or a question mark at the end.

**1.** is | Who | teacher | your | class

_____

**2.** did | What | for | you | lunch | eat

_____

**3.** Which | your | is | seat

_____

**4.** enjoyed | We | at | ourselves | the | fair

_____

**5.** are | These | photos | my | holiday

_____

**6.** the | That | is | Gateway | India | of

_____

**7.** The | themselves | girls | dressed

_____

Name: _____ Date: _____

# I Can Do It Myself!

Write neatly. Remember capital letters and full stops.

Write 8–10 sentences about the things you can now do by yourself, such as packing your school bag or making a sandwich. Use at least four reflexive pronouns. End with three questions you would like to ask a friend, beginning with Who, What and Which.

**Think about:**

- What can you do by yourself in the morning?
- Has anyone in your family taught himself or herself something new?
- How do you feel when you do things yourself?
- Questions: Who …? What …? Which …?

myself yourself himself herself ourselves themselves Who What Which proud

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Be honest even when no one is watching.

Be honest even when no one is watching.

Be honest even when no one is watching.

Name: _____ Date: _____

# Mental Maths

Work these out in your head. Write only the answer.

**1.** 71 × 1000 = ☐

**2.** 27 × 100 = ☐

**3.** 52 × 100 = ☐

**4.** 29 × 1000 = ☐

**5.** 83 × 100 = ☐

**6.** 16 × 1000 = ☐

**7.** 55 × 10 = ☐

**8.** 69 × 100 = ☐

**9.** 88 × 100 = ☐

**10.** 68 × 10 = ☐

**11.** 8 × 100 = ☐

**12.** 19 × 100 = ☐

**13.** 26 × 100 = ☐

**14.** 24 × 100 = ☐

**15.** 80 × 1000 = ☐

**16.** 6 × 100 = ☐

**17.** 17 × 1000 = ☐

**18.** 2 × 100 = ☐

**19.** 56 × 10 = ☐

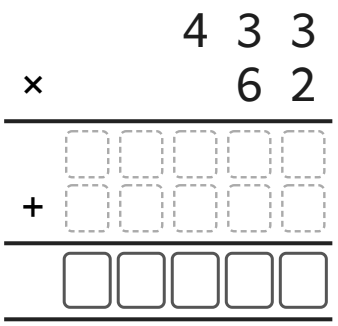
**20.** 25 × 1000 = ☐

Name: _____ Date: _____

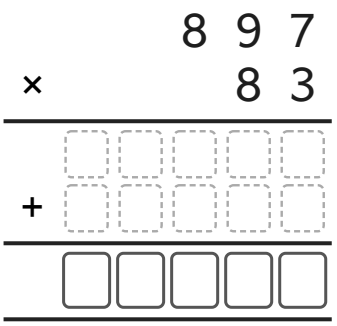
# Multiply

Multiply by the ones digit, then by the tens digit (write *a* 0 in the ones place first). Add the two rows.

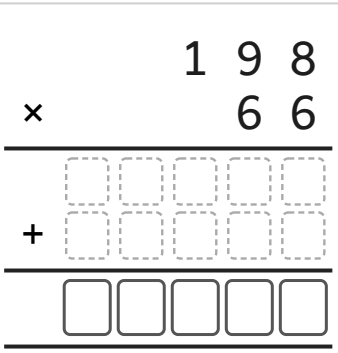
**1.**



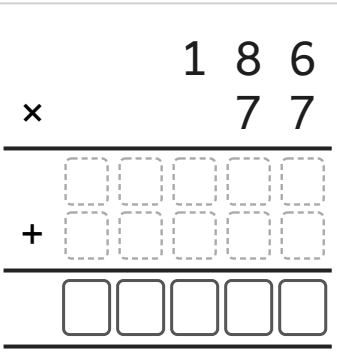

**2.**



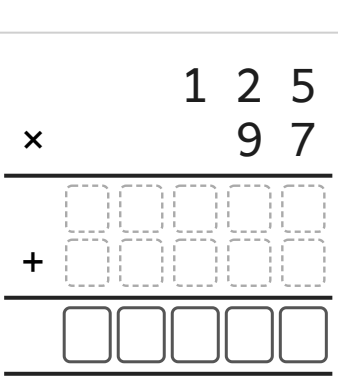

**3.**



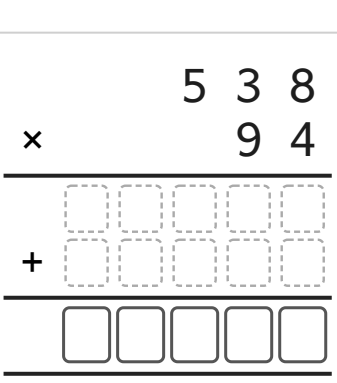

**4.**




**5.**




**6.**

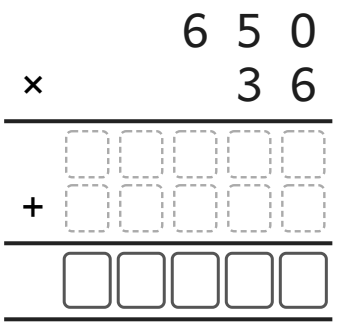


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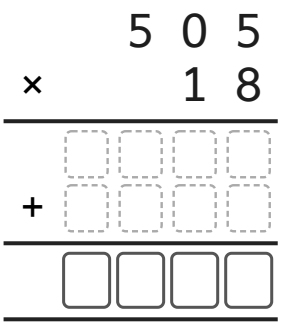
# Multiply

Multiply by the ones digit, then by the tens digit (write *a* 0 in the ones place first). Add the two rows.

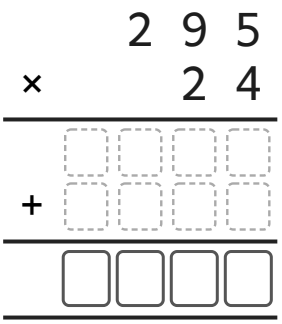
**1.**



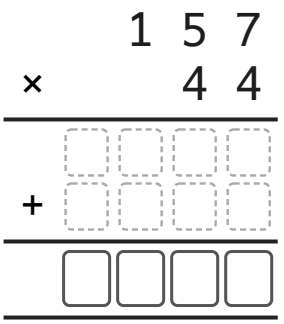

**2.**



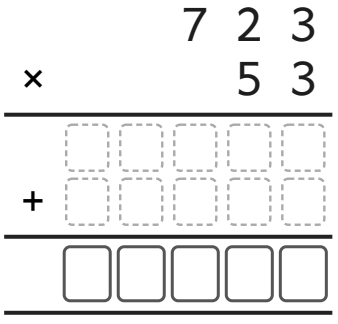

**3.**



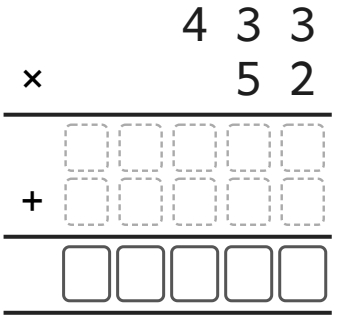

**4.**




**5.**




**6.**



Name: _____ Date: _____

# Multiplication Word Problems

Read each problem. Show your working and write the answer.

**1.** A train carries 111 passengers on each trip. How many passengers does it carry in 28 trips?

Working

Answer: _____

**2.** A truck carries 53 cartons. Each carton holds 477 pencils. How many pencils are there in the truck?

Working

Answer: _____

**3.** Each of the 29 schools in a district received 687 notebooks. How many notebooks were given out in all?

Working

Answer: _____

**4.** A factory makes 407 biscuit packets every day. How many biscuit packets does it make in 53 days?

Working

Answer: _____

**5.** A factory makes 859 notebooks every day. How many notebooks does it make in 45 days?

Working

Answer: _____

Name: _____ Date: _____

# Properties of Multiplication

Fill in the boxes using the properties.

Changing the order does not change the sum (or product). Adding 0 keeps a number the same. Multiplying by 1 keeps it the same; by 0 gives 0.

**1.** 58 × 10 = 10 × ☐

**2.** 9 × 1 = ☐

**3.** 20 × 0 = ☐

**4.** 21 × 10 = ☐

**5.** (6 × 4) × 2 = 6 × (☐ × 2)

**6.** 73 × 11 = 11 × ☐

**7.** 96 × 1 = ☐

**8.** 71 × 0 = ☐

**9.** 38 × 10 = ☐

**10.** (52 × 13) × 2 = 52 × (☐ × 2)

Name: _____ Date: _____

# Multiplication Facts: Tables of 6, 7, 8, 9, 10

Solve each fact. Use your tables!

**1.** 9 × 1 = ☐

**2.** 7 × 7 = ☐

**3.** 8 × 3 = ☐

**4.** 8 × 7 = ☐

**5.** 8 × 10 = ☐

**6.** 10 × 2 = ☐

**7.** 8 × 2 = ☐

**8.** 7 × 6 = ☐

**9.** 7 × 8 = ☐

**10.** 10 × 3 = ☐

**11.** 7 × 9 = ☐

**12.** 9 × 3 = ☐

**13.** 7 × 4 = ☐

**14.** 10 × 9 = ☐

**15.** 6 × 5 = ☐

**16.** 7 × 1 = ☐

**17.** 8 × 8 = ☐

**18.** 9 × 7 = ☐

**19.** 8 × 6 = ☐

**20.** 10 × 5 = ☐

**21.** 9 × 9 = ☐

**22.** 7 × 10 = ☐

**23.** 10 × 4 = ☐

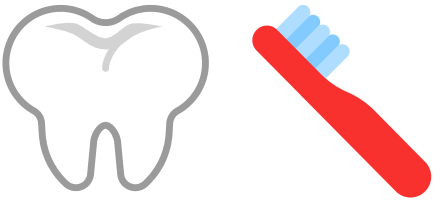
**24.** 6 × 10 = ☐

Name: _____ Date: _____

# Our Teeth

Read and learn about your teeth.

We get two sets of teeth in our life. The first set, the **milk teeth**, are 20 in number. They begin to fall out at about 6 years of age and are replaced by **permanent teeth**. An adult has 32 permanent teeth.



- The **crown** is the part of a tooth we can see. It is covered with **enamel**, the hardest substance in the body.
- The **root** is hidden inside the gum and jawbone. It holds the tooth in place.
- Germs feed on bits of food left on teeth and make acids. The acids cause holes called **cavities**. This is **tooth decay**.

| Type of tooth | Number in an adult | Job |
|---|---|---|
| Incisors | 8 | bite and cut food |
| Canines | 4 | tear food |
| Premolars | 8 | chew and crush food |
| Molars | 12 | grind food |

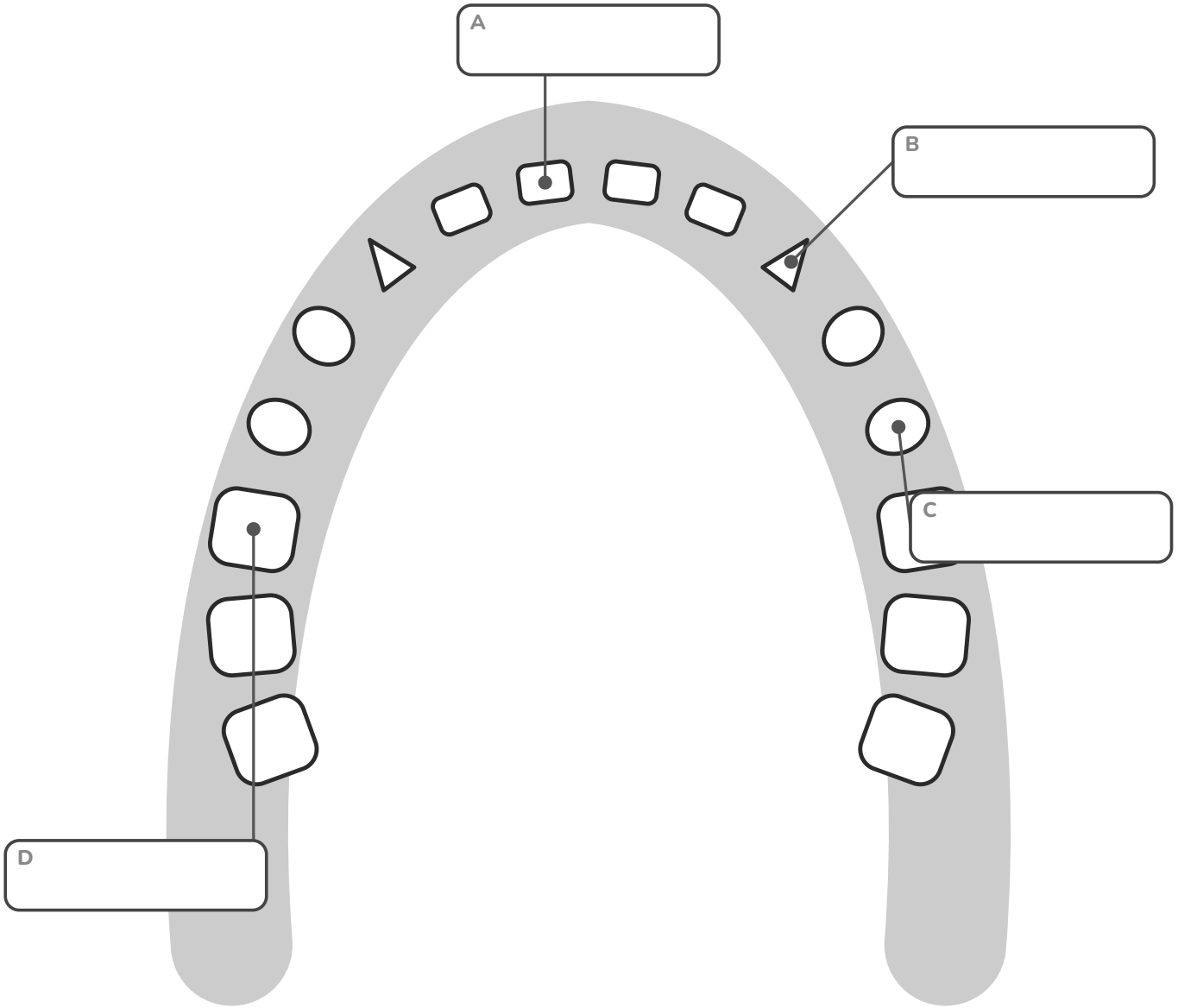
**Remember:** Brush twice a day, rinse your mouth after every meal, eat fewer sticky sweets and visit a dentist every six months.

Name: _____ Date: _____

# Types of Teeth

Label the four types of teeth. Use the word bank.

incisors molars canines premolars



Name: _____ Date: _____

# Good or Bad for Teeth?

Write each food in the correct column.

 milk  chocolate  lollipop jalebi  cucumber

 fizzy drink  cream cake  apple  carrot

 cheese  toffee  leafy greens

| Good for teeth | Bad for teeth |
| --- | --- |
| | |

Name: _____ Date: _____

# The Egg and Vinegar Test

Do this test with an adult over two days. Fill in the table and answer the questions.

An eggshell is hard, a bit like the enamel on your teeth. Acids, like the ones made by germs and the ones in sour, fizzy drinks, can harm enamel. Let's see what an acid does to an eggshell.

**You need:**

- ☐ 2 eggs (raw or boiled)
- ☐ 2 glasses
- ☐ white vinegar
- ☐ water
- ☐ a spoon

**What to do:**

1. Gently put one egg in each glass.
2. Pour vinegar into one glass and water into the other, so that each egg is covered.
3. Watch the egg in vinegar. Can you see tiny bubbles on its shell?
4. Leave both glasses for 2 days.
5. Lift the eggs out with a spoon and gently touch their shells.

⚠️ **Safety:** Do not eat the eggs afterwards. Wash your hands after touching them.

| What I checked | Egg in water | Egg in vinegar |
|---|---|---|
| **Bubbles on the shell?** | | |
| **How the shell feels** | | |
| **Size of the egg** | | |
| **Colour of the egg** | | |

**1.** What happened to the shell of the egg kept in vinegar?

_____

**2.** What happened to the egg kept in water?

_____

**3.** What does this test tell you about acids and your teeth?

_____

नाम: _____ दिनांक: _____

# क्रिया और उसके भेद

पढ़ो और समझो।

जिन शब्दों से किसी काम के **करने** या **होने** का पता चलता है, उन्हें **क्रिया** कहते हैं। जैसे — पढ़ना, खेलना, सोना, हँसना। क्रिया का मूल रूप **धातु** कहलाता है — पढ़, खेल, सो। धातु में 'ना' जोड़ने से क्रिया का सामान्य रूप बनता है। कर्म के आधार पर क्रिया के दो भेद हैं।

- **सकर्मक क्रिया:** जिस क्रिया के साथ कर्म हो और काम का फल कर्म पर पड़े — रीना **पत्र लिखती** है।
- **अकर्मक क्रिया:** जिस क्रिया के साथ कर्म न हो और काम का फल कर्ता पर ही पड़े — बच्चा **हँसता** है।
- **पहचान:** क्रिया से पहले 'क्या' या 'किसे' लगाकर प्रश्न पूछो। उत्तर मिले तो सकर्मक, न मिले तो अकर्मक।

| वाक्य | प्रश्न पूछो | क्रिया का भेद |
|---|---|---|
| माँ खाना बनाती है। | क्या बनाती है? — खाना | सकर्मक |
| अमन गेंद फेंकता है। | क्या फेंकता है? — गेंद | सकर्मक |
| चिड़िया उड़ती है। | चिड़िया क्या उड़ती है? — उत्तर नहीं | अकर्मक |
| शिशु सो रहा है। | शिशु क्या सो रहा है? — उत्तर नहीं | अकर्मक |

**याद रखो:** कुछ क्रियाएँ दोनों रूपों में आती हैं — 'राहुल **पढ़ता** है' (अकर्मक), 'राहुल **किताब पढ़ता** है' (सकर्मक)।

## अभ्यास करो

1. 'तोता मिर्च खाता है।' — क्रिया सकर्मक है या अकर्मक?

   _____

2. 'खेलना' क्रिया की धातु क्या है?

   _____

नाम: _____ दिनांक: _____

# क्रिया शब्द ढूँढ़ो

हर वाक्य में काम बताने वाले क्रिया शब्द पर गोला लगाओ।

1. मीरा सुबह जल्दी उठती है।

2. किसान खेत में हल चलाता है।

3. बच्चे मैदान में फ़ुटबॉल खेल रहे हैं।

4. दादी ने हमें एक कहानी सुनाई थी।

5. मोर बादल देखकर नाचता है।

6. अध्यापिका बोर्ड पर लिख रही हैं।

7. सूरज पूरब में उगता है।

8. कबीर ने गिलास में दूध डाला था।

9. बिल्ली चुपचाप सारा दूध पी गई।

10. रवि गाना गाता है और सीमा नाचती है।

नाम: _____ दिनांक: _____

# सकर्मक या अकर्मक?

हर वाक्य की क्रिया पहचानो। वह सकर्मक है या अकर्मक? सही शब्द पर गोला लगाओ।

**1.** राधा ज़ोर से हँसती है। ( सकर्मक / अकर्मक )

**2.** पिताजी अख़बार पढ़ रहे हैं। ( सकर्मक / अकर्मक )

**3.** छोटा बच्चा रो रहा है। ( सकर्मक / अकर्मक )

**4.** माली पौधों को पानी देता है। ( सकर्मक / अकर्मक )

**5.** पतंग आसमान में उड़ रही है। ( सकर्मक / अकर्मक )

**6.** ज़ोया एक सुंदर चित्र बना रही है। ( सकर्मक / अकर्मक )

**7.** दादाजी कुर्सी पर बैठे हैं। ( सकर्मक / अकर्मक )

**8.** गाय हरी घास खाती है। ( सकर्मक / अकर्मक )

**9.** रात को आसमान में तारे चमकते हैं। ( सकर्मक / अकर्मक )

**10.** मैंने दोस्त को उपहार दिया। ( सकर्मक / अकर्मक )

Month 2

# Monthly Activity Set:

# **Animal Adaptations**

Life cycle wheels, food chain builder, adaptation match, animal fact file

Name: _____ Date: _____

# Super Animal Adaptations

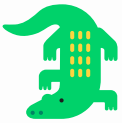
Read about some amazing animals of India and their adaptations.

## Snow Leopard



It lives high in the Himalayas. Thick fur and wide, furry paws keep it warm and stop it sinking into snow. It wraps its long, thick tail around itself like a scarf.

## Gharial



This crocodile of the Chambal river has a long, thin snout lined with sharp teeth, just right for snapping up fish.

## Bat



Many bats hunt at night. They make high squeaks and listen to the echoes to find their way and to catch insects in the dark.

## Woodpecker



It drills into tree bark with its strong, chisel-like beak. Its long, sticky tongue pulls out insects hiding inside the wood.

## Great Hornbill

It uses its huge beak to pick fruits. The mother seals herself inside a tree hole to keep her eggs safe, and the father passes food in through a slit.

## Olive Ridley Turtle



Thousands of these sea turtles come to the beaches of Odisha to lay their eggs. Strong flippers help them to swim very long distances.

## Earthworm



It has no eyes and no legs. It breathes through its moist skin and digs tunnels that let air and water into the soil.

## Honey Bee



Bees dance to tell other bees where flowers are. They carry pollen on their hairy legs, and they make honey to store food.

Name: _____ Date: _____

# Make a Life Cycle Wheel

Make a spinning life cycle wheel. Then answer the questions.

A life cycle goes round and round, so a wheel is a perfect way to show it! Make a spinning wheel for the life cycle of a butterfly or a frog.

**You need:**

- ☐ 2 paper plates
- ☐ a split pin (paper fastener)
- ☐ a pencil and a ruler
- ☐ colour pencils
- ☐ scissors

**What to do:**

1. Draw two lines across one plate to divide it into four equal parts.
2. In each part, draw one stage of the life cycle, in order, going clockwise. Label each stage.
3. On the second plate, draw and cut out a window the size of one part.
4. Decorate the top plate and write the name of the animal on it.
5. Ask an adult to push the split pin through the centre of both plates, with the window plate on top.
6. Turn the bottom plate to show each stage in the window.

⚠️ **Safety:** Ask an adult to help with the scissors and the split pin.

**1.** Which animal's life cycle did you show?

_____

**2.** Write the four stages of your animal's life cycle in order.

_____

**3.** Why is it called a life 'cycle'?

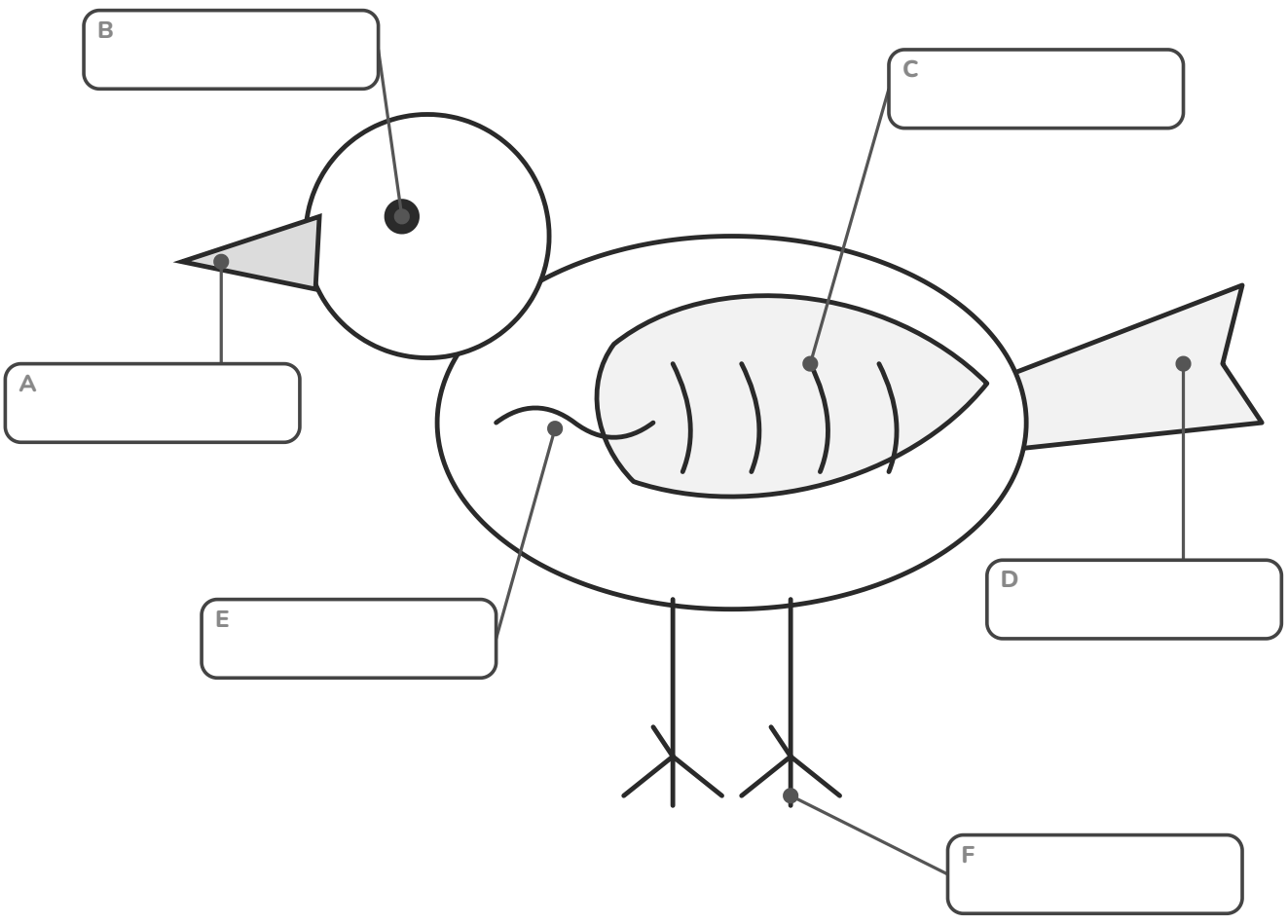
_____

Name: _____ Date: _____

# Built for Flight

Label the parts of a bird. Think about how each part helps it to fly or to find food.

claws wing beak eye tail feathers



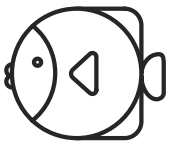
Name: _____ Date: _____

# Food Chain Builder

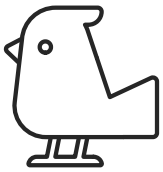
Cut out the cards. Paste them in order to build a pond food chain.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | |

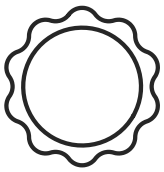
✂ Cut out the cards and paste them in order.



Small fish gobble up the mosquito larvae.



A kingfisher dives in and catches a small fish.



The Sun gives light energy to the pond.

Tiny green water plants (algae) make food using sunlight.

Mosquito larvae eat the tiny water plants.

Name: _____ Date: _____

# Adaptation Match

Draw a line to match each animal to the adaptation that helps it survive.

| | |
|---|---|
| snow leopard ● | ● uses echoes to find its way at night |
| gharial ● | ● flippers for swimming far |
| bat ● | ● long, thin snout for catching fish |
| woodpecker ● | ● breathes through its moist skin |
| great hornbill ● | ● chisel-like beak to drill into wood |
| earthworm ● | ● hairy legs to carry pollen |
| honey bee ● | ● wide, furry paws for walking on snow |
| olive ridley turtle ● | ● huge beak for picking fruits |

Name: _____ Date: _____

# My Animal Fact File

Research an animal of India. Draw it in the box and fill in your fact file.

Become an animal expert! Choose an animal found in India. Find out about it from books, a zoo visit or the internet (with an adult), and fill in your fact file.

**You need:**

☐ books or the internet (with an adult)

☐ a pencil

☐ colour pencils

**What to do:**

1. Choose your animal. Draw it in the box below.
2. Find out where it lives (its habitat) and what it eats.
3. Find three adaptations that help it survive.
4. Find out whether it lays eggs or gives birth to babies.
5. Find out whether it is in danger, and how we can help to protect it.

**Draw it here:**

**1.** Name, habitat and food:

**2.** Three adaptations:

**3.** Does it lay eggs or give birth to babies?

**4.** One way we can protect it:

# MONTH

# 3



Month 3

# Week 9

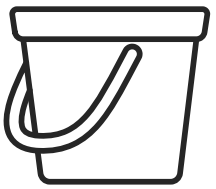
| | |
|---|---|
| **Reading** | Folk tale (Tenali Raman style) — character traits |
| **Grammar & Writing** | Adjectives: quality, quantity, number, demonstrative |
| **Maths** | Multiplication of 4-digit numbers; word problems |
| **EVS** | Food and health |
| **Hindi** | काल |

Name: _____ Date: _____

# Tenali Raman and the Night Gardeners

Read the folk tale. Think about what each character's words and actions show about them.

Folk tale (retold)



In the kingdom of Vijayanagara, King Krishnadevaraya had many clever courtiers, but none was as quick-witted as Tenali Raman. One summer, very little rain fell. Tenali's garden was dry and dusty, and the well in his backyard was so deep that drawing water from it was hard, back-breaking work.

One night, as Tenali and his wife were getting ready for bed, he noticed something moving near the bushes outside. He peeped through the window and saw three men crouching in the shadows. Thieves! Tenali did not panic. Instead, a slow smile spread across his face.

'Wife,' he said loudly, so that his voice carried outside, 'I hear that thieves are roaming the city. We must hide our jewels and gold coins at once!' His wife looked puzzled, for they had no box of jewels. But when Tenali winked at her, she understood and played along. 'Where shall we hide them?' she asked, just as loudly. 'In the well!' said Tenali. 'No thief would ever think of looking there.'

Tenali filled an old wooden chest with stones and bricks. Puffing and panting, he dragged it to the well and pushed it in with a great SPLASH. Then he went back inside, yawned loudly and blew out the lamp.

The thieves could hardly believe their luck. They hurried to the well, lowered the bucket and began to pull up water. Bucket after bucket they hauled up and poured out on the ground. The water ran along the dry channels and into Tenali's garden. All night long the thieves worked, sweating and grumbling, but the well was deep and the chest stayed out of reach.

Just before dawn, Tenali stepped outside with a lamp. 'Thank you, my friends!' he called cheerfully. 'My plants have not had such a good drink for weeks. You may go home and rest now, or shall I call the palace guards?' The tired thieves ran away as fast as their aching legs could carry them.

When King Krishnadevaraya heard the story, he laughed until tears rolled down his cheeks. 'Tenali,' he said, 'you turned thieves into gardeners! Only you could think of such a trick.' And he rewarded Tenali with a bag of real gold coins.

**Word help: Vijayanagara** – a great kingdom in South India about 500 years ago • **Krishnadevaraya** – the most famous king of Vijayanagara • **courtiers** – people who work for and advise a king at his court • **back-breaking** – very hard and tiring for the body • **channels** – narrow paths dug in the ground for water to flow along

Name: _____ Date: _____

# Tenali Raman and the Night Gardeners: Questions

Answer the questions about the text.

**1.** Which word best describes Tenali Raman in this story?

☐ (a) quick-witted ☐ (b) lazy ☐ (c) unkind

**2.** What did Tenali do when he saw the thieves? What does this show about him?

**3.** Tenali's wife spoilt the plan by telling the truth.

☐ True ☐ False

**4.** How did Tenali's wife help him? What does this show about her?

**5.** What was really inside the chest?

☐ (a) gold coins ☐ (b) stones and bricks

☐ (c) jewels

**6.** Write two words that describe the thieves. Give a reason for each.

**7.** Tenali solved two problems with one trick. What were they, and how did he solve them?

**8.** Find a word in paragraph 5 that means 'pulled up with great effort'.

**9.** Do you think the king was right to reward Tenali? Give a reason.

Name: _____ Date: _____

# Word Power

Read each word and its meaning. Then write a sentence of your own using the word.

**quick-witted** — able to think fast and cleverly

*Example: The quick-witted girl soon found the way out of the maze.*

My sentence:

**crouching** — bending your knees and body low to the ground

*Example: The cat was crouching behind the sofa, ready to pounce.*

My sentence:

**panic** — to suddenly feel so afraid that you cannot think clearly

*Example: Don't panic; take a deep breath and think.*

My sentence:

**puzzled** — confused because you do not understand something

*Example: Riya looked puzzled by the tricky maths question.*

My sentence:

**hauled** — pulled something heavy with great effort

*Example: The fishermen hauled their nets onto the boat.*

My sentence:

**grumbling** — complaining in a low, cross voice

*Example: My brother kept grumbling about his homework.*

My sentence:

**cheerfully** — in a happy, bright way

*Example: The postman waved cheerfully at the children.*

My sentence:

Name: _____ Date: _____

# Spelling: Words Ending in -ous

Look, say, cover, write and check each word.

**Spelling focus:** The ending -ous means 'full of' (famous = full of fame). Note: humour, but humorous; courage keeps its e in courageous.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| famous | | | |
| generous | | | |
| curious | | | |
| nervous | | | |
| jealous | | | |
| dangerous | | | |
| enormous | | | |
| humorous | | | |
| courageous | | | |
| mysterious | | | |
| furious | | | |
| anxious | | | |
| cautious | | | |
| delicious | | | |
| obvious | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Kinds of Adjectives

Read and learn. Then try the questions at the bottom.

An **adjective** is a word that describes a noun or a pronoun. It tells us **what kind, how much, how many** or **which one**. Adjectives usually come before a noun (a **brave** girl) or after verbs such as is, are and was (The girl is **brave**).

- Adjectives of **quantity** go with things we cannot count: **much** water, **little** time, **enough** food, **some** rice.
- Adjectives of **number** go with things we can count: **few** friends, **several** books, **three** bananas, the **second** prize.
- **This** and **that** go with singular nouns. **These** and **those** go with plural nouns.

| Kind | It tells us | Examples |
|---|---|---|
| Quality | what kind | a **tall** tree, **sweet** mangoes, **Indian** food |
| Quantity | how much | **some** milk, **much** rain, **little** sugar |
| Number | how many or in what order | **five** pens, **many** birds, the **first** day |
| Demonstrative | which one | **this** book, **these** shoes, **those** stars |



**Remember:** Use **many** and **few** with nouns we can count (many apples). Use **much** and **little** with nouns we cannot count (much juice, little sugar).

**Try it!**

**1.** Find the adjective: The tired farmer rested under a tree.

_____

**2.** Name the kind: There is little water in the pot.

_____

**3.** Name the kind: Those kites are mine.

_____

**4.** Name the kind: I ate two idlis.

_____

Name: _____ Date: _____

# Spot the Adjectives

Circle the adjectives in each sentence. Some sentences have more than one.

**1.** The huge elephant ate ripe bananas.

**2.** Aman has three cousins in Lucknow.

**3.** There is not much milk in the jug.

**4.** These flowers smell lovely.

**5.** Many children came to the colourful fair.

**6.** The soup is hot and spicy.

**7.** Kavya won the first prize in the race.

**8.** That old fort stands on a rocky hill.

**9.** We need some sugar for the kheer.

**10.** The clever fox found several grapes.

Name: _____ Date: _____

# Sort the Adjectives

Look at the adjective in bold in each phrase. Write the phrase in the correct column.

**that** shop **few** stars **muddy** road **enough** rice **some** milk

**this** pencil **honest** boy **little** water **several** pens **brave** soldier

**sour** lemons **those** clouds **ten** chairs **third** row **much** sugar

**these** grapes

| Quality | Quantity | Number | Demonstrative |
| --- | --- | --- | --- |
| | | | |

Name: _____ Date: _____

# A Day at the Beach

Write neatly. Remember capital letters and full stops.

Imagine you spent a day at a beach in Goa, Kerala or Odisha. Write 8–10 sentences describing it. Use at least two adjectives of each kind: quality, quantity, number and demonstrative. Circle the adjectives when you have finished.

**Think about:**

- What did the sea, the sand and the sky look like?
- How many shells or boats did you see?
- How much time did you spend there? Was there enough food?
- Point to things: This shell is … Those boats are …

golden salty huge foamy many few some enough three these those first

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Practise every day and you will get better.

Practise every day and you will get better.

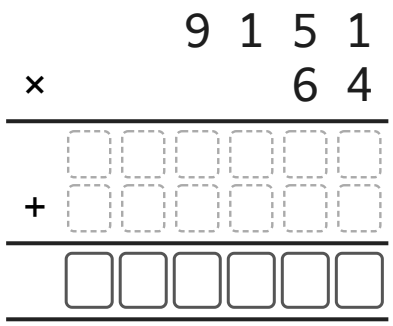
Practise every day and you will get better.

Name: _____ Date: _____

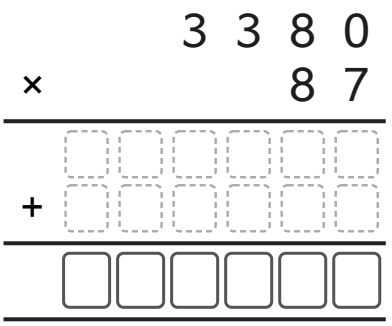
# Multiply

Multiply by the ones digit, then by the tens digit (write *a* 0 in the ones place first). Add the two rows.

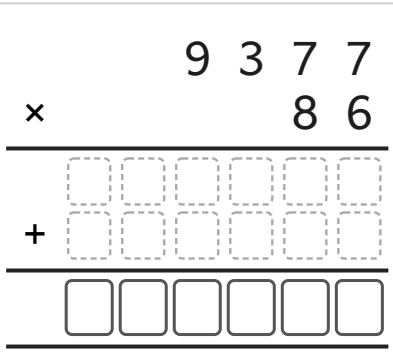
**1.**



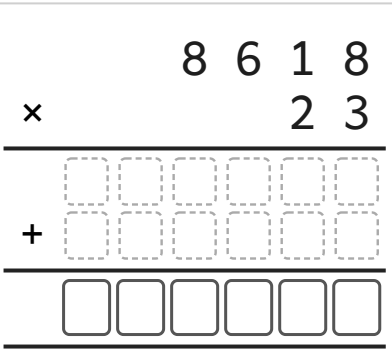

**2.**



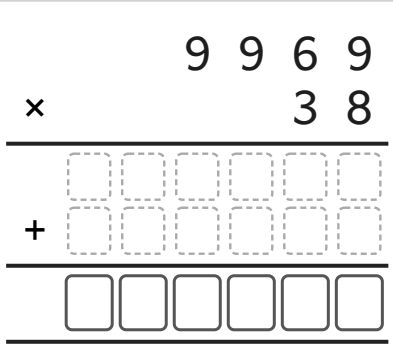

**3.**



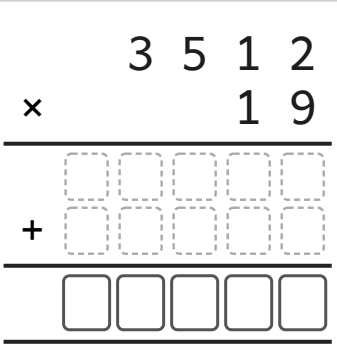

**4.**




**5.**




**6.**

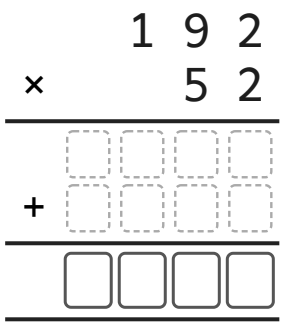


Name: _____ Date: _____

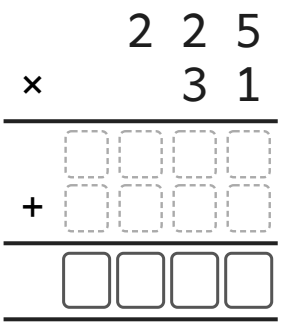
# Multiply

Multiply by the ones digit, then by the tens digit (write *a* 0 in the ones place first). Add the two rows.

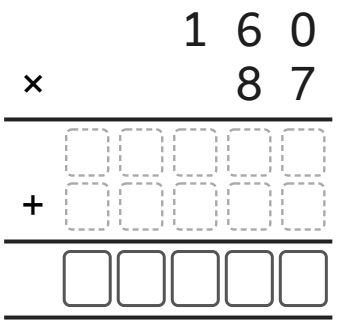
**1.**



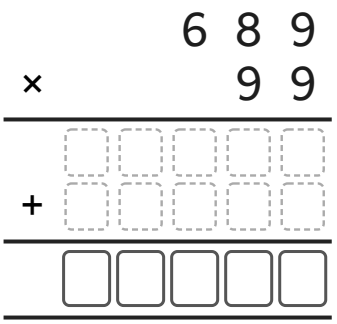

**2.**



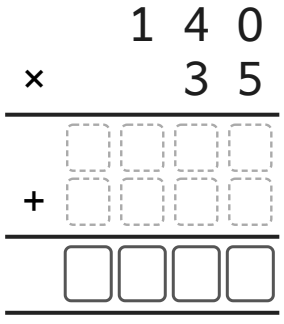

**3.**



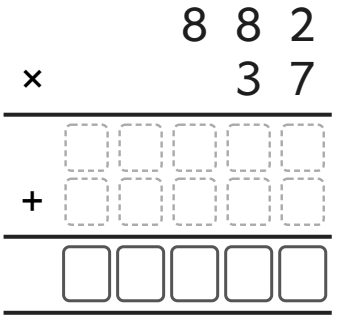

**4.**




**5.**




**6.**



Name: _____ Date: _____

# Multiplication Word Problems

Read each problem. Show your working and write the answer.

**1.** A factory makes 108 bottles every day. How many bottles does it make in 27 days?

Working

Answer: _____

**2.** A dairy collects 845 litres of milk every day. How many litres does it collect in 52 days?

Working

Answer: _____

**3.** A factory makes 207 pairs of shoes every day. How many pairs of shoes does it make in 28 days?

Working

Answer: _____

**4.** A factory makes 922 school bags every day. How many school bags does it make in 87 days?

Working

Answer: _____

**5.** A factory makes 564 umbrellas every day. How many umbrellas does it make in 84 days?

Working

Answer: _____

Name: _____ Date: _____

# Multiplication Word Problems

Read each problem. Show your working and write the answer.

**1.** 25 people each gave ₹795 for a school library. How much money was collected?

Working

Answer: _____

**2.** A school buys 27 chairs. Each chair costs ₹776. How much does the school pay?

Working

Answer: _____

**3.** A ticket for a show costs ₹152. How much will 88 tickets cost?

Working

Answer: _____

**4.** One pencil box costs ₹221. What is the cost of 32 pencil boxes?

Working

Answer: _____

**5.** 92 people each gave ₹752 for a school library. How much money was collected?

Working

Answer: _____

Name: _____ Date: _____

# Multiply

Multiply by the ones digit, then by the tens digit (write *a* 0 in the ones place first). Add the two rows.

**1.**

| | | | | | |
|---|---|---|---|---|---|
| | 7 | 2 | 5 | 5 | |
| × | | | 6 | 9 | |
| | | | | | |
| + | | | | | |
| | | | | | |

**2.**

| | | | | | |
|---|---|---|---|---|---|
| | 7 | 0 | 3 | 5 | |
| × | | | 5 | 9 | |
| | | | | | |
| + | | | | | |
| | | | | | |

**3.**

| | | | | | |
|---|---|---|---|---|---|
| | 7 | 9 | 2 | 6 | |
| × | | | 8 | 7 | |
| | | | | | |
| + | | | | | |
| | | | | | |

**4.**

| | | | | | |
|---|---|---|---|---|---|
| | 4 | 5 | 6 | 2 | |
| × | | | 7 | 4 | |
| | | | | | |
| + | | | | | |
| | | | | | |

**5.**

| | | | | | |
|---|---|---|---|---|---|
| | 7 | 1 | 7 | 3 | |
| × | | | 9 | 6 | |
| | | | | | |
| + | | | | | |
| | | | | | |

**6.**

| | | | | | |
|---|---|---|---|---|---|
| | 6 | 9 | 2 | 2 | |
| × | | | 3 | 8 | |
| | | | | | |
| + | | | | | |
| | | | | | |

Name: _____ Date: _____

# Which Operation?

Decide whether to add, subtract, multiply or divide. Then solve.

**1.** There are 4 boxes. Each box has 93 toffees. How many toffees are there in all?

Operation: _____ Answer: _____

**2.** A factory made 5,838 toys in March and 4,301 in April. How many toys did it make in the two months?

Operation: _____ Answer: _____

**3.** A factory made 8,752 umbrellas. It sent 430 of them to shops. How many umbrellas are still at the factory?

Operation: _____ Answer: _____

**4.** A factory packs 792 umbrellas equally into 9 boxes. How many umbrellas are in each box?

Operation: _____ Answer: _____

**5.** 177 toffees are shared equally among 3 children. How many toffees does each child get?

Operation: _____ Answer: _____

**6.** A library has 4,671 books. 194 books are lent out. How many books are still in the library?

Operation: _____ Answer: _____

Name: _____ Date: _____

# Food for Good Health

Read and learn about the nutrients in our food.

Food gives us energy to work and play, helps us grow and keeps us healthy. The useful substances in food are called **nutrients**. A **balanced diet** has all the nutrients in the right amounts, along with plenty of water.

- **Energy-giving foods**: cereals like rice and wheat, sugar, fats and oils.
- **Body-building foods**: pulses, milk, eggs, fish, meat and soya.
- **Protective foods**: fruits and vegetables, full of vitamins and minerals.
- Too little of a nutrient can cause a **deficiency disease**. For example, too little iron causes ***anaemia***.

| Nutrient | What it does | Found in |
|---|---|---|
| Carbohydrates | give energy | rice, wheat, potatoes, sugar |
| Fats | give lots of energy | ghee, butter, oil, nuts |
| Proteins | build and repair the body | dal, milk, eggs, fish, paneer |
| Vitamins and minerals | protect us from illness | fruits, vegetables, milk |
| Roughage (fibre) | helps waste move out | whole grains, fruits, salad |
| Water | carries food; cools the body | water, buttermilk, coconut water |



**Remember:** Eat foods of many colours every day, drink 6 to 8 glasses of water, and cut down on fried food and sweets.

Name: _____ Date: _____

# Sort the Foods

Write each food in the column for its main job in our body.

 milk  spinach ghee  egg  tomato paneer

guava dal  potato  orange  carrot  chapati

 rice fish sugar  soya beans

| Energy-giving | Body-building | Protective |
|---|---|---|
| | | |

Name: _____ Date: _____

# What Is Missing?

Draw a line to match each deficiency disease to the nutrient that is missing.

| | |
|---|---|
| scurvy (bleeding gums) | vitamin B1 |
| rickets (soft, bent bones) | vitamin A |
| night blindness | iodine |
| anaemia (tiredness, pale skin) | vitamin C |
| goitre (swelling in the neck) | iron |
| beriberi (weak muscles) | vitamin D |

Name: _____ Date: _____

# My Food Diary

Keep a food diary for one day. Then answer the questions about your diet.

Is your diet balanced? Write down everything you eat and drink for one whole day. Then check whether you ate food from every group.

**You need:**

☐ this sheet

☐ a pencil

**What to do:**

1. Write down everything you eat and drink, from breakfast to dinner.
2. Do not forget snacks, fruits and drinks!
3. Next to each food, write its group: energy-giving, body-building or protective.
4. Count the glasses of water you drink.

| Meal | What I ate and drank | Food group |
|---|---|---|
| **Breakfast** | | |
| **Lunch** | | |
| **Evening snack** | | |
| **Dinner** | | |

**1.** Which food group did you eat the most of?

**2.** Did you eat at least one fruit and one vegetable? Which ones?

**3.** Write one change that would make your day's food more balanced.

**4.** How many glasses of water did you drink?

नाम: _____ दिनांक: _____

# काल — काम का समय

पढ़ो और समझो।

क्रिया के जिस रूप से काम के होने के **समय** का पता चलता है, उसे **काल** कहते हैं। काल के तीन भेद हैं — **वर्तमान काल**, **भूतकाल** और **भविष्यत् काल**।

- **वर्तमान काल:** काम अभी हो रहा है — मैं खाना **खा रहा हूँ**। पहचान: है, हैं, हूँ, हो।
- **भूतकाल:** काम बीते समय में हो चुका — मैंने खाना **खाया**। पहचान: था, थी, थे या क्रिया का बीता रूप (खाया, गई)।
- **भविष्यत् काल:** काम आने वाले समय में होगा — मैं खाना **खाऊँगा**। पहचान: गा, गी, गे।

| वर्तमान काल | भूतकाल | भविष्यत् काल |
|---|---|---|
| वह पढ़ता है। | वह पढ़ता था। | वह पढ़ेगा। |
| हम खेल रहे हैं। | हम खेल रहे थे। | हम खेलेंगे। |
| सीता गाती है। | सीता ने गाया। | सीता गाएगी। |
| बारिश हो रही है। | बारिश हुई। | बारिश होगी। |



**याद रखो:** समय बताने वाले शब्द भी मदद करते हैं — **आज, अभी** (वर्तमान), **पिछले साल** (भूत), **अगले साल** (भविष्यत्)। 'कल' भूत और भविष्यत् दोनों में आता है, इसलिए क्रिया ज़रूर देखो।

## अभ्यास करो

**1.** 'हम अगले रविवार मेला देखने जाएँगे।' — यह वाक्य किस काल में है?

_____

**2.** 'मैं पढ़ता हूँ।' को भूतकाल में बदलो।

_____

नाम: _____ दिनांक: _____

# काल पहचानो

हर वाक्य को पढ़ो। वह किस काल में है? सही उत्तर पर ✓ लगाओ।

**1.** माँ रसोई में खाना बना रही हैं।

☐ (क) वर्तमान काल ☐ (ख) भूतकाल ☐ (ग) भविष्यत् काल

**2.** कल रात बहुत तेज़ बारिश हुई।

☐ (क) वर्तमान काल ☐ (ख) भूतकाल ☐ (ग) भविष्यत् काल

**3.** अगले महीने हमारी परीक्षा होगी।

☐ (क) वर्तमान काल ☐ (ख) भूतकाल ☐ (ग) भविष्यत् काल

**4.** दादाजी रोज़ पार्क में टहलते हैं।

☐ (क) वर्तमान काल ☐ (ख) भूतकाल ☐ (ग) भविष्यत् काल

**5.** पिछले साल हम गोवा गए थे।

☐ (क) वर्तमान काल ☐ (ख) भूतकाल ☐ (ग) भविष्यत् काल

**6.** मैं बड़ी होकर डॉक्टर बनूँगी।

☐ (क) वर्तमान काल ☐ (ख) भूतकाल ☐ (ग) भविष्यत् काल

**7.** बच्चों ने मिलकर कक्षा सजाई।

☐ (क) वर्तमान काल ☐ (ख) भूतकाल ☐ (ग) भविष्यत् काल

**8.** क्या तुम कल मेरे घर आओगे?

☐ (क) वर्तमान काल ☐ (ख) भूतकाल ☐ (ग) भविष्यत् काल

**9.** चिड़िया पेड़ पर घोंसला बना रही है।

☐ (क) वर्तमान काल ☐ (ख) भूतकाल ☐ (ग) भविष्यत् काल

नाम: _____ दिनांक: _____

# काल बदलकर लिखो

कोष्ठक में दिए गए काल में वाक्य बदलो और पूरा वाक्य दोबारा लिखो।

**1.** मैं पत्र लिखता हूँ। (भूतकाल)

_____

**2.** बच्चे पार्क में खेलते हैं। (भविष्यत् काल)

_____

**3.** सीमा गाना गाएगी। (वर्तमान काल)

_____

**4.** किसान खेत जोत रहा है। (भूतकाल)

_____

**5.** हम चिड़ियाघर गए। (भविष्यत् काल)

_____

**6.** रीता नाच रही थी। (वर्तमान काल)

_____

**7.** सूरज पूरब से निकलता है। (भविष्यत् काल)

_____

**8.** मैं रोज़ दूध पीती हूँ। (भूतकाल)

_____

# Month 3

# Week 10

| | |
|---|---|
| **Reading** | Letter — purpose and tone |
| **Grammar & Writing** | Degrees of comparison (including irregular forms) |
| **Maths** | Long division by 1-digit numbers; checking division |
| **EVS** | Food spoilage and preservation |
| **Hindi** | विलोम शब्द |

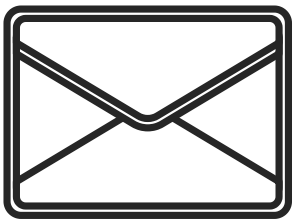
Name: _____ Date: _____

# Two Letters from Riya

Read both letters. Think about why Riya wrote each one and how she sounds in each.

Letters (informal and formal)

**Letter 1**



14, Lake View Road
Bhopal
12 July 2026

Dear Dadaji,

Thank you so much for the bird book you sent for my birthday! I have already read it twice. Yesterday I spotted a coppersmith barbet in our neem tree. It went 'tuk-tuk-tuk' all morning, just like the book says.

Do you remember how we watched the bulbuls in your garden in Shimla? I still keep the feather you gave me inside my pencil box.

School has started again. Our new class teacher, Mr Joseph, is really funny, and he lets us water the plants in the corridor. Mumma says we might visit you in the Diwali holidays. I can't wait! Please save some of your famous apple jam for me.

Lots of love,
Riya

Continued on the next page →

Name: _____ Date: _____

# Two Letters from Riya (continued)

Read both letters. Think about why Riya wrote each one and how she sounds in each.

**Letter 2**

14, Lake View Road
Bhopal
20 July 2026

The Secretary
Lake View Residents' Welfare Association
Bhopal

**Subject:** Request for dustbins in the colony park

Dear Sir or Madam,

I am Riya Sharma, a Class 4 student, and I live in House No. 14. I am writing to request that dustbins be placed in our colony park.

Every evening, many children and elders use the park. Sadly, there is no dustbin, so wrappers, plastic bottles and paper cups are thrown on the grass. Last week, I saw a stray cow chewing a plastic bag. Plastic can make animals very ill.

If two or three dustbins are kept near the gate and the swings, I am sure people will use them. My friends and I would be happy to make posters reminding everyone to keep the park clean.

Thank you for considering my request.

Yours faithfully,
Riya Sharma

**Word help: coppersmith barbet** – a small green bird whose call sounds like a hammer tapping metal • **bulbuls** – small singing birds that are common in India • **Welfare Association** – a group of people who look after a housing colony • **Yours faithfully** – a polite way to end a formal letter that begins 'Dear Sir or Madam'

Name: _____ Date: _____

# Two Letters from Riya: Questions

Answer the questions about the text.

**1.** What is the main purpose of Letter 1?

- ☐ (a) To complain about something
- ☐ (b) To thank Dadaji and share her news
- ☐ (c) To ask for dustbins

**2.** What is the main purpose of Letter 2?

- ☐ (a) To invite the Secretary to a party
- ☐ (b) To describe a bird she saw
- ☐ (c) To request dustbins for the colony park

**3.** Letter 2 is an informal letter.

☐ True ☐ False

**4.** Write two phrases from Letter 1 that show it has a warm, friendly tone.

_____

_____

**5.** How does Riya begin and end Letter 2? Why is this suitable?

_____

_____

**6.** Give two reasons Riya gives in Letter 2 to show why dustbins are needed.

_____

_____

_____

_____

**7.** What does Riya offer to do in Letter 2? Why do you think she offers this?

_____

_____

**8.** Find a word in Letter 2 that means 'thinking carefully about'.

_____

**9.** Imagine Riya had written Letter 2 in the same chatty tone as Letter 1. Would it work as well? Why or why not?

_____

_____

_____

_____

Name: _____ Date: _____

# Words from the Letters

Read each word and its meaning. Then write a sentence of your own using the word.

**spotted** — saw or noticed something

*Example: Ishaan spotted a rainbow over the hills.*

My sentence:

**corridor** — a long passage inside a building, with doors on each side

*Example: Please walk, don't run, in the school corridor.*

My sentence:

**request** — to ask politely for something

*Example: Our class will request an extra games period.*

My sentence:

**stray** — lost or without a home (used for animals)

*Example: We gave water to the stray dog outside our gate.*

My sentence:

**elders** — people who are older than you

*Example: We should always speak politely to our elders.*

My sentence:

**reminding** — helping someone to remember something

*Example: Mum is always reminding me to drink water.*

My sentence:

**considering** — thinking carefully about something

*Example: Papa is considering a trip to Goa in December.*

My sentence:

Name: _____ Date: _____

# Spelling: ie and ei

Look, say, cover, write and check each word.

**Spelling focus:** Use i before e, except after c, when the sound is 'ee': believe, but receive. Friend is a tricky word to learn by heart!

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **believe** | | | |
| **piece** | | | |
| **field** | | | |
| **chief** | | | |
| **thief** | | | |
| **shield** | | | |
| **niece** | | | |
| **achieve** | | | |
| **relief** | | | |
| **brief** | | | |
| **receive** | | | |
| **ceiling** | | | |
| **deceive** | | | |
| **receipt** | | | |
| **friend** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Degrees of Comparison

Read and learn. Then try the questions at the bottom.

Adjectives change their form when we compare. The **positive** degree simply describes: A horse is **fast**. The **comparative** degree compares **two** and is often followed by **than**: A cheetah is **faster than** a horse. The **superlative** degree compares **three or more** and usually has **the** before it: The cheetah is **the fastest** land animal.

- Short words add **-er** and **-est**. Double the last letter after a short vowel (big, bigger, biggest). Change y to i (happy, happier, happiest).
- Longer words use **more** and **most**: more beautiful, most beautiful. **Irregular** words like good, bad, many and little change completely.

| Positive | Comparative | Superlative |
|---|---|---|
| tall | taller | tallest |
| thin | thinner | thinnest |
| busy | busier | busiest |
| famous | more famous | most famous |
| good / well | better | best |
| bad | worse | worst |
| many / much | more | most |
| little | less | least |

**Remember:** Never use **more** or **most** with -er or -est. Say **better**, not 'more better'. Say **the best**, not 'the most best'.

**Try it!**

**1.** Fill in: Mount Everest is the _____ mountain in the world. (high)

**2.** Fill in: My handwriting is _____ than it was last year. (good)

**3.** Fill in: Today's traffic is _____ than yesterday's. (bad)

Name: _____ Date: _____

# Complete the Degrees

Write the missing degrees of comparison in each row.

| Positive | Comparative | Superlative |
|---|---|---|
| hot | | |
| | wiser | |
| | | noisiest |
| good | | |
| | more useful | |
| bad | | |
| | | least |
| far | | |
| | heavier | |
| many | | |

Name: _____ Date: _____

# Choose the Correct Degree

Tick the word that correctly completes each sentence.

**1.** The blue whale is the _____ animal on Earth.

☐ (a) big ☐ (b) bigger ☐ (c) biggest

**2.** A bus is _____ than a car.

☐ (a) longer ☐ (b) longest ☐ (c) more long

**3.** Kabir's marks are good, but Ayesha's marks are _____ .

☐ (a) gooder ☐ (b) better ☐ (c) best

**4.** This is the _____ story I have ever read!

☐ (a) most exciting ☐ (b) more exciting ☐ (c) excitingest

**5.** I have _____ homework today than yesterday.

☐ (a) little ☐ (b) less ☐ (c) least

**6.** Of the three brothers, Vikram is the _____ .

☐ (a) tall ☐ (b) taller ☐ (c) tallest

**7.** My cold is _____ today than it was yesterday.

☐ (a) bad ☐ (b) worse ☐ (c) worst

**8.** Jupiter is _____ than Earth.

☐ (a) large ☐ (b) larger ☐ (c) largest

**9.** Who has the _____ marbles: Sara, Joseph or Pooja?

☐ (a) many ☐ (b) more ☐ (c) most

**10.** Chennai is _____ from Delhi than Agra is.

☐ (a) farther ☐ (b) farthest ☐ (c) far

Name: _____ Date: _____

# Summer, Monsoon or Winter?

Write neatly. Remember capital letters and full stops.

Compare three seasons: summer, the monsoon and winter. Write 8–10 sentences using comparative and superlative forms. Use at least two irregular forms, such as better, best, worse, worst, more or less. End by saying which season you like best and why.

**Think about:**

- Which season is the hottest? Which is the coldest?
- Which season is wetter than the others?
- Which season has the tastiest fruits and food?
- Which season do you like best? Why?

hotter hottest cooler coldest wetter more pleasant better best worse less most

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Respect your elders and help the young.

Respect your elders and help the young.

Respect your elders and help the young.

Name: _____ Date: _____

# Long Division

Divide. Write the quotient (Q) and the remainder (R). Check: divisor × quotient + remainder = dividend.

**1.**

$7\overline{)982}$

Q = ☐ R = ☐

**2.**

$4\overline{)175}$

Q = ☐ R = ☐

**3.**

$9\overline{)313}$

Q = ☐ R = ☐

**4.**

$5\overline{)613}$

Q = ☐ R = ☐

**5.**

$7\overline{)396}$

Q = ☐ R = ☐

**6.**

$9\overline{)767}$

Q = ☐ R = ☐

Name: _____ Date: _____

# Long Division

Divide. Write the quotient (Q) and the remainder (R). Check: divisor × quotient + remainder = dividend.

**1.**

$8\overline{)9505}$

Q = ☐ R = ☐

**2.**

$2\overline{)5179}$

Q = ☐ R = ☐

**3.**

$8\overline{)3175}$

Q = ☐ R = ☐

**4.**

$3\overline{)6194}$

Q = ☐ R = ☐

**5.**

$3\overline{)9179}$

Q = ☐ R = ☐

**6.**

$8\overline{)3206}$

Q = ☐ R = ☐

Name: _____ Date: _____

# Long Division

Divide. Write the quotient (Q) and the remainder (R). Check: divisor × quotient + remainder = dividend.

**1.**

$4\overline{)4376}$

Q = ☐ R = ☐

**2.**

$9\overline{)2196}$

Q = ☐ R = ☐

**3.**

$7\overline{)7833}$

Q = ☐ R = ☐

**4.**

$9\overline{)9045}$

Q = ☐ R = ☐

**5.**

$6\overline{)7092}$

Q = ☐ R = ☐

**6.**

$2\overline{)8928}$

Q = ☐ R = ☐

Name: _____ Date: _____

# Division Word Problems

Read each problem. Show your working and write the answer.

**1.** A shop sold 1,036 notebooks in 7 days. It sold the same number every day. How many notebooks did it sell each day?

Working

Answer: _____

**2.** A factory packs 282 pens equally into 3 boxes. How many pens are in each box?

Working

Answer: _____

**3.** 150 children stand in rows of 6. How many rows are there?

Working

Answer: _____

**4.** A shop sold 1,062 bottles in 9 days. It sold the same number every day. How many bottles did it sell each day?

Working

Answer: _____

**5.** 128 beads are shared equally among 2 children. How many beads does each child get?

Working

Answer: _____

Name: _____ Date: _____

# Division Word Problems

Read each problem. Show your working and write the answer.

**1.** A factory packs 245 notebooks into boxes of 4. How many full boxes are there and how many notebooks are left?

Working

Answer: _____

**2.** Vikram packs 71 books into bags of 4. How many full bags are there and how many books are left?

Working

Answer: _____

**3.** Kavya packs 63 marbles into bags of 2. How many full bags are there and how many marbles are left?

Working

Answer: _____

**4.** A factory packs 325 umbrellas into boxes of 7. How many full boxes are there and how many umbrellas are left?

Working

Answer: _____

**5.** Harsh packs 119 crayons into bags of 3. How many full bags are there and how many crayons are left?

Working

Answer: _____

Name: _____ Date: _____

# Division Facts: Tables of 6, 7, 8, 9

Solve each fact. Use your tables!

**1.** 63 ÷ 9 = ☐

**2.** 9 ÷ 9 = ☐

**3.** 18 ÷ 9 = ☐

**4.** 64 ÷ 8 = ☐

**5.** 24 ÷ 6 = ☐

**6.** 45 ÷ 9 = ☐

**7.** 32 ÷ 8 = ☐

**8.** 48 ÷ 8 = ☐

**9.** 24 ÷ 8 = ☐

**10.** 12 ÷ 6 = ☐

**11.** 8 ÷ 8 = ☐

**12.** 36 ÷ 6 = ☐

**13.** 81 ÷ 9 = ☐

**14.** 14 ÷ 7 = ☐

**15.** 42 ÷ 6 = ☐

**16.** 72 ÷ 8 = ☐

**17.** 54 ÷ 9 = ☐

**18.** 60 ÷ 6 = ☐

**19.** 42 ÷ 7 = ☐

**20.** 49 ÷ 7 = ☐

**21.** 30 ÷ 6 = ☐

**22.** 54 ÷ 6 = ☐

**23.** 16 ÷ 8 = ☐

**24.** 72 ÷ 9 = ☐

Name: _____ Date: _____

# Keeping Food Fresh

Read about why food spoils and how we keep it safe to eat.

## Why Food Spoils

Tiny living things called **microbes** (germs) are everywhere. Bacteria and fungi such as **mould** grow on food, especially when it is warm and moist. This spoils the food.

## Signs of Spoilt Food

Spoilt food may smell bad, taste sour, feel slimy or change colour. Fuzzy patches of mould may grow on it. Eating spoilt food can make us ill.



## Cooling

Microbes grow slowly in the cold. A refrigerator keeps milk, vegetables and cooked food fresh for longer. Freezing keeps peas and ice cream for months.



## Drying

Microbes need water to grow. Drying food in the sun removes its water. Papad, dried red chillies, raisins and dried fish last for months.



## Salt, Oil and Spices

Lots of salt, oil and spices stop microbes from growing. That is why mango and lemon pickles (achar) stay good for a long time.



## Sugar

Thick sugar syrup keeps microbes away. Jams, jellies and murabba (fruit in sugar syrup) are made in this way.



## Boiling and Heating

Heating kills most germs. Milk is boiled, or heated and then cooled quickly (**pasteurised**), so that it stays fresh for longer.

## Airtight Packing

Sealed cans, bottles and packets keep air and microbes out. Always check the 'best before' or expiry date on a packet before you eat.

Name: _____ Date: _____

# How Is It Kept Fresh?

Draw a line to match each food to the way it is preserved.

| | |
|---|---|
| mango pickle ● | ● sealing in airtight tins |
| papad ● | ● salt, oil and spices |
| jam ● | ● boiling |
| frozen peas ● | ● drying in the sun |
| milk ● | ● keeping it in a refrigerator |
| canned fruit ● | ● freezing |
| leftover dal ● | ● cooking with lots of sugar |

Name: _____ Date: _____

# Fresh or Spoilt?

Write T for true and F for false.

**1.** Microbes grow fastest in warm, moist places. T F

**2.** Mould is a kind of fungus. T F

**3.** Drying food helps microbes to grow. T F

**4.** Pickles last a long time because of salt, oil and spices. T F

**5.** Food that smells bad is safe to eat if we heat it again. T F

**6.** Boiling milk kills most of the germs in it. T F

**7.** A refrigerator kills all the germs in food. T F

**8.** We should check the expiry date before buying packed food. T F

**9.** Covering food keeps flies and dust away from it. T F

Name: _____ Date: _____

# Mould Watch

Set up three bags and watch them for a week. Fill in the table and answer the questions.

Where does mould grow best? Set up this test and watch it for a week. You never need to open the bags.

**You need:**

- ☐ 3 slices of bread or 3 pieces of chapati
- ☐ 3 clear zip bags
- ☐ a few drops of water
- ☐ a marker pen
- ☐ a magnifying glass

**What to do:**

1. Label the bags A, B and C.
2. Bag A: put in a dry slice of bread. Keep it in the refrigerator.
3. Bag B: put in a dry slice of bread. Keep it in a warm, dark cupboard.
4. Bag C: sprinkle a few drops of water on a slice and put it in. Keep it in the same warm cupboard.
5. Seal all the bags tightly.
6. Look at the bags every day for 7 days. Write what you see.

⚠️ **Safety:** Never open, smell or eat the mouldy bread. Throw the sealed bags away and wash your hands.

| Day | Bag A (cold, dry) | Bag B (warm, dry) | Bag C (warm, wet) |
|---|---|---|---|
| **Day 1** | | | |
| **Day 2** | | | |
| **Day 3** | | | |
| **Day 4** | | | |

1. In which bag did mould grow first and most?

2. In which bag did mould grow the least? Why?

3. Which two things help mould to grow?

नाम: _____ दिनांक: _____

# विलोम शब्द — उलटे अर्थ वाले शब्द

पढ़ो और समझो।

उलटा या विपरीत अर्थ बताने वाले शब्दों को **विलोम शब्द** कहते हैं। जैसे — 'दिन' का विलोम 'रात' और 'सुख' का विलोम 'दुख' है। विलोम शब्दों से हम अपनी बात साफ़ और सुंदर ढंग से कह पाते हैं।

- कुछ विलोम बिलकुल अलग शब्द होते हैं — **आगे–पीछे**, **ऊपर–नीचे**।
- कुछ विलोम उपसर्ग जोड़कर बनते हैं — **मान–अपमान**, **सफल–असफल**, **आशा–निराशा**।
- विलोम शब्द उसी शब्द-भेद का होता है — संज्ञा का विलोम संज्ञा, विशेषण का विलोम विशेषण।

| शब्द | विलोम | शब्द | विलोम |
|---|---|---|---|
| अमीर | गरीब | आदर | अनादर |
| उत्तर | दक्षिण | अंधकार | प्रकाश |
| जीत | हार | सच | झूठ |
| गरम | ठंडा | मित्र | शत्रु |
| प्रश्न | उत्तर | आय | व्यय |
| नया | पुराना | स्वस्थ | अस्वस्थ |

**याद रखो:** विलोम शब्द याद करने का आसान तरीका — दोनों शब्दों से एक वाक्य बनाओ: '**जीत** और **हार** खेल के दो पहलू हैं।'

**अभ्यास करो**

1. 'आरंभ' का विलोम शब्द लिखो।

_____

2. 'सफल' में उपसर्ग जोड़कर उसका विलोम बनाओ।

_____

नाम: _____ दिनांक: _____

# विलोम जोड़े मिलाओ

हर शब्द को उसके विलोम शब्द से रेखा खींचकर मिलाओ।

| | |
|---|---|
| दिन ● | ● नीचा |
| आना ● | ● पतला |
| सुख ● | ● जाना |
| ऊँचा ● | ● रोना |
| पास ● | ● दुख |
| हँसना ● | ● आकाश |
| धरती ● | ● रात |
| मोटा ● | ● दूर |

नाम: _____ दिनांक: _____

# विलोम शब्द से वाक्य पूरा करो

मोटे अक्षरों वाले शब्द का विलोम बॉक्स में से चुनकर रिक्त स्थान में लिखो।

| हार | ठंडा | पुराने | कठिन | शाम | बंद | अच्छी | सच | छोटी | हल्का |
|---|---|---|---|---|---|---|---|---|---|

1. यह सवाल **आसान** है, पर वह सवाल _____ है।
2. गर्मियों में दिन **लंबे** और रातें _____ होती हैं।
3. चाय **गरम** है, पर शरबत _____ है।
4. हमें **बुरी** आदतें छोड़कर _____ आदतें अपनानी चाहिए।
5. बस्ता **भारी** है, पर पेंसिल का डिब्बा _____ है।
6. दादी **सुबह** टहलती हैं और दादाजी _____ को।
7. हमें **झूठ** नहीं, _____ बोलना चाहिए।
8. खेल में कभी **जीत** होती है, कभी _____ ।
9. नल **खोलो**, बाल्टी भरो और फिर नल _____ करो।
10. हम **नए** साल का स्वागत करते हैं और _____ साल को विदा करते हैं।

Month 3

# Week 11

| | |
|---|---|
| **Reading** | Story — cause and effect |
| **Grammar & Writing** | Articles and determiners |
| **Maths** | Division by 2-digit numbers; word problems |
| **EVS** | Clothes and fibres |
| **Hindi** | पर्यायवाची शब्द |

Name: _____ Date: _____

# The Night the Lights Went Out

Read the story. Notice how one thing causes another to happen.

Story



It was a hot June evening in Lucknow. Dark clouds piled up in the sky, and a strong wind began to blow. Suddenly, there was a loud crack of thunder, and every light in the building went out. The storm had brought down a power line somewhere nearby.

Because there was no electricity, the fans stopped spinning, and the flat quickly became hot and stuffy. Ishaan and Simran groaned. Their favourite cartoon had just begun, and now the television screen was black.

'Let's go up to the roof,' said Dadaji. 'The rain has stopped, and it will be cooler up there.' So the whole family climbed the stairs with a torch, a mat and a jug of nimbu pani.

The roof was breezy and dark. Because the streetlights and windows were not glowing, the sky looked different. 'Look!' whispered Simran. Hundreds of stars had come out, sparkling like spilt sugar. Dadaji pointed out the Saptarishi, seven bright stars that are also called the Big Dipper. Then he told them about his childhood in a village where every night was this dark.

Soon they heard footsteps. The Ahmed family from the flat next door had also come up to escape the heat. Zoya's father brought a plate of samosas, and Ishaan's mother shared the nimbu pani. Before long, everyone was laughing at Dadaji's stories, and Zoya was teaching Simran a clapping game.

Ishaan realised that, although the two families had lived side by side for three years, they had never really talked before. Everyone had always been too busy, rushing in and out, with doors shut and televisions on.

At ten o'clock, the lights flickered back on. Down below, fans whirred and televisions blared. But nobody on the roof moved. 'Let's do this again,' said Zoya's mother, 'even when there is electricity!'

And so they did. Every Saturday night, the two families now meet on the roof with snacks and stories. The power cut had lasted only three hours, but its effects lasted much longer. It had turned neighbours into friends.

**Word help: power line** – a thick wire that carries electricity • **flat** – a set of rooms to live in, inside a larger building • **nimbu pani** – a cool drink made with lemon, water, sugar and salt • **Saptarishi** – a group of seven bright stars, also called the Big Dipper

Name: _____ Date: _____

# The Night the Lights Went Out: Questions

Answer the questions about the text.

**1.** What caused the power cut?

- ☐ (a) Someone switched off the main switch.
- ☐ (b) The bulbs were too old.
- ☐ (c) A storm brought down a power line.

**2.** Write two effects of the power cut inside the flat.

**3.** Why did the family go up to the roof?

**4.** The stars looked brighter because the streetlights and windows were not glowing.

☐ True ☐ False

**5.** What was the effect of the Ahmed family coming up to the roof?

- ☐ (a) The two families talked, shared food and had fun together.
- ☐ (b) The two families had an argument.
- ☐ (c) Everyone went back downstairs.

**6.** Why had the two families never really talked before?

**7.** The writer says the effects of the power cut 'lasted much longer'. What does this mean?

**8.** Find a word in paragraph 2 that means 'hot and without fresh air'.

**9.** Complete this chain of causes and effects: storm → power cut → _____ → _____.

Name: _____ Date: _____

# Word Power

Read each word and its meaning. Then write a sentence of your own using the word.

**stuffy** — hot and without enough fresh air

*Example: Open the windows; the room is stuffy.*

My sentence:

**groaned** — made a long, low sound because you were unhappy or in pain

*Example: We groaned when the teacher announced a surprise test.*

My sentence:

**breezy** — with a pleasant, light wind blowing

*Example: It was a breezy day, perfect for flying kites.*

My sentence:

**escape** — to get away from something unpleasant

*Example: We sat under the tree to escape the heat.*

My sentence:

**realised** — suddenly understood or became aware of something

*Example: Halfway to school, Aman realised he had forgotten his bag.*

My sentence:

**flickered** — shone on and off in an unsteady way

*Example: The candle flickered in the wind.*

My sentence:

**blared** — made a very loud, harsh sound

*Example: Horns blared in the traffic jam.*

My sentence:

Name: _____ Date: _____

# Spelling: Prefixes un- and dis-

Look, say, cover, write and check each word.

**Spelling focus:** un- and dis- mean 'not' or 'the opposite of' (unkind, dislike). The root word does not change: dis + appear = disappear.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **unhappy** | | | |
| **unlock** | | | |
| **unkind** | | | |
| **untidy** | | | |
| **unable** | | | |
| **unfair** | | | |
| **unusual** | | | |
| **unexpected** | | | |
| **dislike** | | | |
| **disagree** | | | |
| **disappear** | | | |
| **dishonest** | | | |
| **disobey** | | | |
| **disconnect** | | | |
| **discomfort** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Articles and Determiners

Read and learn. Then try the questions at the bottom.

**Determiners** are words that come before a noun and tell us **which** one or **how many**. The words ***a***, ***an*** and **the** are special determiners called **articles**. **A** and ***an*** are **indefinite** articles: they mean 'any one'. **The** is the **definite** article: it points to a particular person or thing.

- **Some** is used in positive sentences: I have **some** grapes. **Any** is used in questions and negatives: Do you have ***any*** grapes?
- **Much** and **little** go with things we cannot count (much rice). **Many** and **few** go with things we can count (many apples).
- **Each** and **every** go with a singular noun: **Every** child has a book. **Each** player gets a medal.
- Other determiners: **this, that, these, those, my, your, his, her, our, their, all, both, no**.

| Article | When we use it | Examples |
|---|---|---|
| a | before a consonant sound | a cat, a uniform, a one-rupee coin |
| an | before a vowel sound | an egg, an hour, an honest man |
| the | a particular or already known thing | the book on the table |
| the | only one; rivers, seas, mountain ranges | the sun, the Ganga, the Himalayas |

**Remember:** Listen to the first **sound**, not the first letter: ***an*** hour (the h is silent), ***a*** university (it begins with a 'yoo' sound).

**Try it!**

**1.** Fill in *a*, *an* or the: _____ elephant has _____ long trunk.

**2.** Choose: Is there (some/any) milk in the fridge?

**3.** Fill in: _____ sun rises in the east.

Name: _____ Date: _____

# A, An or The?

Fill in each blank with *a*, *an* or *the*.

*a* *an* the

**1.** My aunt is _____ engineer in Pune.

**2.** We saw _____ owl sitting quietly in the dark.

**3.** _____ Ganga is _____ holy river for many people in India.

**4.** Please shut _____ door; it is cold outside.

**5.** Ravi waited for _____ hour at the station.

**6.** Didi wants to study at _____ university in Delhi.

**7.** _____ moon looks very bright tonight.

**8.** Grandpa gave me _____ one-rupee coin.

**9.** I bought _____ umbrella. _____ umbrella is blue.

**10.** Mount Everest is in _____ Himalayas.

**11.** Mr Iyer is _____ honest shopkeeper.

**12.** Dad bought _____ kilogram of tomatoes.

Name: _____ Date: _____

# Choose the Determiner

Circle the correct determiner in each sentence.

**1.** There isn't ( some / any ) water in the bottle.

**2.** I have ( some / any ) friends in Kolkata.

**3.** How ( much / many ) mangoes did you buy?

**4.** We don't have ( much / many ) time left.

**5.** ( Every / All ) student must wear a uniform.

**6.** ( This / These ) shoes are too tight for me.

**7.** Only a ( few / little ) children were absent today.

**8.** Add a ( few / little ) salt to the dal.

**9.** ( Both / Each ) my parents are teachers.

**10.** Is there ( an / any ) bus to Ooty in the evening?

**11.** ( That / Those ) mountain far away is covered with snow.

**12.** There were ( much / many ) people at the Republic Day parade.

Name: _____ Date: _____

# How to Make Fruit Chaat

Write neatly. Remember capital letters and full stops.

Write a recipe for fruit chaat or any simple dish you like. First list what you need, then write the steps in order. Use a, an and the, and other determiners such as some, a few, a little, each and every. Underline the articles.

**Think about:**

- You need: an apple, a banana, some grapes ...
- First, wash all the fruits well.
- Next, cut the apple into small pieces. Ask an adult to help with the knife.
- Add a little salt and a pinch of chaat masala.
- Finally, mix everything and serve it in a bowl.

an apple  a banana  a few  a little  some  each  the bowl  a pinch of

lemon juice  chaat masala

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

A smile is the best thing you can wear.

A smile is the best thing you can wear.

A smile is the best thing you can wear.

Name: _____ Date: _____

# Long Division

Divide. Write the quotient (Q) and the remainder (R). Check: divisor × quotient + remainder = dividend.

**1.**

$66 \overline{)594}$

Q = ☐ R = ☐

**2.**

$25 \overline{)900}$

Q = ☐ R = ☐

**3.**

$46 \overline{)322}$

Q = ☐ R = ☐

**4.**

$69 \overline{)414}$

Q = ☐ R = ☐

**5.**

$64 \overline{)704}$

Q = ☐ R = ☐

**6.**

$46 \overline{)782}$

Q = ☐ R = ☐

Name: _____ Date: _____

# Long Division

Divide. Write the quotient (Q) and the remainder (R). Check: divisor × quotient + remainder = dividend.

**1.**

$99 \overline{)350}$

Q = ☐ R = ☐

**2.**

$27 \overline{)908}$

Q = ☐ R = ☐

**3.**

$45 \overline{)838}$

Q = ☐ R = ☐

**4.**

$52 \overline{)738}$

Q = ☐ R = ☐

**5.**

$41 \overline{)900}$

Q = ☐ R = ☐

**6.**

$61 \overline{)923}$

Q = ☐ R = ☐

Name: _____ Date: _____

# Long Division

Divide. Write the quotient (Q) and the remainder (R). Check: divisor × quotient + remainder = dividend.

**1.**

$68\overline{)8853}$

Q = ☐ R = ☐

**2.**

$55\overline{)6361}$

Q = ☐ R = ☐

**3.**

$31\overline{)6032}$

Q = ☐ R = ☐

**4.**

$28\overline{)3147}$

Q = ☐ R = ☐

**5.**

$74\overline{)2385}$

Q = ☐ R = ☐

**6.**

$79\overline{)1710}$

Q = ☐ R = ☐

Name: _____ Date: _____

# Division Word Problems

Read each problem. Show your working and write the answer.

**1.** 720 kg of rice is packed equally into 20 sacks. How many kilograms are in each sack?

Working

Answer: _____

**2.** 198 erasers are shared equally among 11 children. How many erasers does each child get?

Working

Answer: _____

**3.** 665 children are put into 19 equal groups for a sports day. How many children are in each group?

Working

Answer: _____

**4.** 384 chairs are arranged in 16 equal rows in a hall. How many chairs are in each row?

Working

Answer: _____

**5.** 748 chairs are arranged in 22 equal rows in a hall. How many chairs are in each row?

Working

Answer: _____

Name: _____ Date: _____

# Which Operation?

Decide whether to add, subtract, multiply or divide. Then solve.

**1.** A stall sells 96 cups of tea every week. How many cups does it sell in 2 weeks?

Operation: _____ Answer: _____

**2.** A road 869 m long is divided into 11 equal parts. How long is each part?

Operation: _____ Answer: _____

**3.** 63 books are shared equally among 9 children. How many books does each child get?

Operation: _____ Answer: _____

**4.** A cinema hall has 15 rows with 24 seats in each row. How many seats are there in the hall?

Operation: _____ Answer: _____

**5.** A factory made 4,770 pairs of shoes. It sent 432 of them to shops. How many pairs of shoes are still at the factory?

Operation: _____ Answer: _____

**6.** A factory made 7,694 pens in March and 3,840 in April. How many pens did it make in the two months?

Operation: _____ Answer: _____

Name: _____ Date: _____

# Long Division

Divide. Write the quotient (Q) and the remainder (R). Check: divisor × quotient + remainder = dividend.

**1.**

$21\overline{)9387}$

Q = ☐ R = ☐

**2.**

$20\overline{)7500}$

Q = ☐ R = ☐

**3.**

$73\overline{)2263}$

Q = ☐ R = ☐

**4.**

$20\overline{)8540}$

Q = ☐ R = ☐

**5.**

$32\overline{)3200}$

Q = ☐ R = ☐

**6.**

$71\overline{)7171}$

Q = ☐ R = ☐

Name: _____ Date: _____

# Fibres and Fabrics

Read and learn where our clothes come from.

Our clothes are made of **fabric** (cloth). Fabric is made from thin threads called **fibres**. First, fibres are twisted into yarn. This is **spinning**. Then the yarn is **woven** or **knitted** into fabric.

- **Natural fibres** come from plants (cotton, jute) and animals (wool, silk).
- **Synthetic fibres**, like nylon and polyester, are made in factories from chemicals.
- Cotton soaks up sweat and keeps us cool. Wool traps air and keeps us warm.
- India is famous for its silks, such as Kanchipuram silk, Banarasi silk and the golden Muga silk of Assam.

| Fibre | Comes from | Used for |
|---|---|---|
| Cotton | cotton plant (bolls) | summer clothes, towels, bedsheets |
| Jute | stem of the jute plant | sacks, bags, ropes, mats |
| Wool | hair of sheep, goats and yaks | sweaters, shawls, blankets |
| Silk | cocoon of the silkworm | sarees, scarves |
| Nylon, polyester | chemicals (man-made) | raincoats, sportswear, ropes |



**Remember: Khadi** is cloth that is spun and woven by hand. Mahatma Gandhi asked people to wear khadi made in India.

Name: _____ Date: _____

# Where Does It Come From?

Write each fibre in the correct column. Hint: coir comes from coconut husks, linen from flax and pashmina from goats.

 wool coir pashmina polyester cotton linen silk acrylic nylon jute

| Plant fibre | Animal fibre | Man-made fibre |
|---|---|---|
| | | |

Name: _____ Date: _____

# From Cotton Plant to Kurta

Number the steps 1 to 6 in the correct order.

☐ The yarn is woven into cloth on a loom.

☐  A tailor cuts and stitches the cloth into a kurta.

☐  The cloth is dyed or printed in bright colours.

☐  The fibres are cleaned, combed and spun into yarn.

☐ The seeds are removed from the cotton fibres. This is called ginning.

☐ Fluffy cotton bolls are picked from the cotton plants.

Name: _____ Date: _____

# Fabric Detective

Test some scraps of cloth like a scientist. Fill in the table and answer the questions.

Different fabrics feel and behave differently. Collect small scraps of cloth from old clothes and test them.

**You need:**

☐ small pieces of cotton, wool, silk or polyester cloth

☐ a dropper or a spoon

☐ water

☐ a magnifying glass

**What to do:**

1. Feel each piece. Is it soft, rough, smooth or shiny?
2. Look at each piece through a magnifying glass. Can you see the threads?
3. Put 3 drops of water on each piece. Does the water soak in quickly or stay on top?
4. Gently stretch each piece. Does it stretch?
5. Write your results in the table.

| Fabric | How it feels | Soaks water: fast or slow? | Stretches: yes or no? |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

**1.** Which fabric soaked up water fastest?

_____

**2.** Which fabric would you wear on a hot summer day? Why?

_____

**3.** Why are raincoats made from nylon or plastic and not from cotton?

_____

नाम: _____ दिनांक: _____

# पर्यायवाची शब्द — समान अर्थ वाले शब्द

पढ़ो और समझो।

एक जैसा या मिलता-जुलता अर्थ बताने वाले शब्दों को **पर्यायवाची शब्द** या **समानार्थी शब्द** कहते हैं। जैसे — पानी, जल, नीर। इन शब्दों का अर्थ एक है, पर रूप अलग-अलग है।

| शब्द | पर्यायवाची शब्द |
|---|---|
| पानी | जल, नीर, वारि |
| सूरज | सूर्य, रवि, दिनकर |
| चाँद | चंद्रमा, शशि, इंदु |
| पेड़ | वृक्ष, तरु, पादप |
| फूल | पुष्प, सुमन, कुसुम |
| आकाश | आसमान, नभ, गगन |
| घर | गृह, सदन, भवन |
| हवा | पवन, वायु, समीर |

**याद रखो:** पर्यायवाची शब्दों का अर्थ एक होता है, पर हर शब्द हर जगह ठीक नहीं बैठता। 'मेरा **घर** पास है' ठीक लगता है, पर 'मेरा **सदन** पास है' अटपटा लगता है।

## अभ्यास करो

1. 'पृथ्वी' के दो पर्यायवाची शब्द लिखो।

_____

2. 'आँख' के दो पर्यायवाची शब्द लिखो।

_____

नाम: _____ दिनांक: _____

# कौन अलग है?

हर पंक्ति में तीन शब्द एक-दूसरे के पर्यायवाची हैं। जो शब्द अलग है, उस पर गोला लगाओ।

| | | | | |
|---|---|---|---|---|
| **1.** | अग्नि | जल | नीर | वारि |
| **2.** | सूर्य | शशि | रवि | दिनकर |
| **3.** | वृक्ष | तरु | पुष्प | पादप |
| **4.** | नभ | गगन | आसमान | धरा |
| **5.** | पवन | सरिता | समीर | वायु |
| **6.** | कर | नयन | नेत्र | लोचन |
| **7.** | गृह | भवन | वन | सदन |
| **8.** | मित्र | सखा | दोस्त | शत्रु |

नाम: _____ दिनांक: _____

# पर्यायवाची शब्दों के परिवार

हर शब्द किस शब्द का पर्यायवाची है? उसे सही खाने में लिखो।

गजराज पृथ्वी धरा रात्रि रजनी कुंजर भूमि यामिनी हस्ती गज
वसुधा निशा

| धरती | हाथी | रात |
| --- | --- | --- |
| | | |

# Month 3

## Week 12

| | |
|---|---|
| **Reading** | Information text (forests of India) — compare and contrast |
| **Grammar & Writing** | Verbs: three forms of verbs (regular and irregular) |
| **Maths** | Factors and multiples |
| **EVS** | Solids, liquids and gases |
| **Hindi** | श्रुतिसम भिन्नार्थक शब्द |

Name: _____ Date: _____

# Two Kinds of Indian Forest

Read the text. Look for the ways the two forests are alike and the ways they are different.

Information text

About one-fifth of India's land is covered by forests. But not all forests are the same. Two of the most common kinds are **evergreen forests** and **deciduous forests**. Let us see how they are alike and how they are different.



**Evergreen forests** grow in places that get heavy rain for most of the year, such as the Western Ghats, the north-eastern states and the Andaman and Nicobar Islands. As their name suggests, these forests stay green all year round. The trees do not shed all their leaves at the same time, so the forest is never bare. The trees grow very tall and close together, and their branches form a thick roof of leaves called a canopy. Very little sunlight reaches the forest floor, so it is dim and damp. Trees such as ebony, rosewood and mahogany grow here. In the Western Ghats, lion-tailed macaques swing through the branches, and great hornbills fly overhead.

**Deciduous forests** are the most common forests in India. They grow in places that get less rain, such as Madhya Pradesh, Jharkhand, Odisha and parts of Maharashtra. Unlike evergreen trees, deciduous trees shed their leaves in the hot, dry season. This helps them save water. For a few weeks the forest looks brown and bare, but when the monsoon arrives, fresh green leaves appear again. Teak, sal and sandalwood trees grow in these forests, along with tall clumps of bamboo. Tigers, deer and many kinds of birds live here. The Gir forest in Gujarat, home of the Asiatic lion, is a dry deciduous forest.

**How are they alike?** Both kinds of forest grow in the warm parts of India. Both are home to elephants and to thousands of other plants and animals. Both give us useful things such as wood, honey, fruits and medicines. Both soak up rainwater, hold the soil in place and give out oxygen. And both are in danger when trees are cut down faster than new ones can grow.

**How are they different?** The biggest difference is rain. Evergreen forests need a lot of rain, while deciduous forests grow with less. Evergreen forests stay green all year, whereas deciduous forests change with the seasons. Evergreen forests are so thick that they are hard to walk through; deciduous forests are more open, and more sunlight reaches the ground.

Whichever forest you visit, remember that it is a home for countless living things. Let us protect them both.

**Word help: evergreen** – having green leaves all year round • **deciduous** – losing all its leaves for part of the year • **lion-tailed macaque** – a black monkey with a silver-grey mane, found in the Western Ghats • **Asiatic lion** – a kind of lion found in the wild only in Gujarat • **oxygen** – the gas in the air that we need to breathe

Name: _____ Date: _____

# Two Kinds of Indian Forest: Questions

Answer the questions about the text.

**1.** Which of these is true of evergreen forests?

- ☐ (a) They stay green all year round.
- ☐ (b) They lose all their leaves in summer.
- ☐ (c) They grow in deserts.

**2.** Name two places in India where evergreen forests are found.

_____

_____

**3.** Deciduous trees shed their leaves in the dry season to save water.

☐ True ☐ False

**4.** Write two ways in which evergreen and deciduous forests are alike.

_____

_____

**5.** Write two ways in which evergreen and deciduous forests are different.

_____

_____

_____

**6.** Find a word in the text that shows a difference, like the word 'but'.

_____

**7.** Why is the floor of an evergreen forest dim?

- ☐ (a) There are no trees there.
- ☐ (b) The thick canopy blocks most of the sunlight.
- ☐ (c) It is always night there.

**8.** Which famous animal lives in the Gir forest?

_____

_____

**9.** Find a word in paragraph 3 that means 'without leaves; empty-looking'.

_____

Name: _____ Date: _____

# Words to Know

Read each word and its meaning. Then write a sentence of your own using the word.

**suggests** — gives an idea of something without saying it directly

*Example: The dark sky suggests that it will rain soon.*

My sentence:

_____

**shed** — to let something fall off naturally

*Example: Snakes shed their old skin as they grow.*

My sentence:

_____

**canopy** — a roof of leaves made by the tops of tall trees

*Example: Monkeys travel through the canopy without touching the ground.*

My sentence:

_____

**dim** — not bright; with very little light

*Example: It was too dim in the room to read.*

My sentence:

_____

**bare** — without any covering

*Example: The trees looked bare after the leaves fell.*

My sentence:

_____

**clumps** — groups of plants growing close together

*Example: Clumps of grass grew between the rocks.*

My sentence:

_____

**countless** — too many to count

*Example: There are countless stars in the sky.*

My sentence:

_____

Name: _____ Date: _____

# Spelling: Plurals

Look, say, cover, write and check each word.

**Spelling focus:** Add -s or -es (branches); consonant + y becomes -ies (berries); f becomes -ves (leaves); some words stay the same (deer).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **forests** | | | |
| **branches** | | | |
| **bushes** | | | |
| **foxes** | | | |
| **berries** | | | |
| **butterflies** | | | |
| **monkeys** | | | |
| **valleys** | | | |
| **leaves** | | | |
| **wolves** | | | |
| **shelves** | | | |
| **halves** | | | |
| **deer** | | | |
| **sheep** | | | |
| **species** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# The Three Forms of Verbs

Read and learn. Then try the questions at the bottom.

A **verb** is a doing word or a being word (run, think, is, was). Every verb has three main forms: the **present** form (V1), the **past** form (V2) and the **past participle** (V3). The past participle is used with **has, have** or **had**: I **have eaten** my lunch.

- **Regular verbs** add **-ed** or **-d** for V2 and V3: walk, walked, walked. Some double the last letter (stop, stopped) or change y to i (cry, cried).
- **Irregular verbs** follow no rule, so learn them: see, saw, seen; buy, bought, bought. Some never change: cut, put, hit, shut.

| Present (V1) | Past (V2) | Past participle (V3) |
|---|---|---|
| play | played | played |
| dance | danced | danced |
| stop | stopped | stopped |
| cry | cried | cried |
| go | went | gone |
| write | wrote | written |
| sing | sang | sung |
| cut | cut | cut |



**Remember:** Use V2 on its own: I **went** home. Use V3 only with a helper: I **have gone**, she **has written**. Never say 'I have went'.

**Try it!**

**1.** Write V2 and V3 of 'eat'.

_____

**2.** Write V2 and V3 of 'carry'.

_____

**3.** Regular or irregular? bring

_____

Name: _____ Date: _____

# Complete the Verb Forms

Write the missing forms of each verb.

| Present (V1) | Past (V2) | Past participle (V3) |
|---|---|---|
| speak | | |
| | flew | |
| | | drunk |
| hope | | |
| | caught | |
| begin | | |
| | | chosen |
| teach | | |
| | tried | |
| put | | |
| | | forgotten |
| swim | | |

Name: _____ Date: _____

# Regular or Irregular?

Write each verb in the correct column. Then write its past form (V2) beside it.

smile run plan jump sleep study wash know give laugh
sit eat bring clean

| Regular | Irregular |
| --- | --- |
| | |

Name: _____ Date: _____

# What I Did Last Sunday

Write neatly. Remember capital letters and full stops.

Write 8–10 sentences about what you did last Sunday. Use the past form (V2) of at least eight verbs. Try to use both regular verbs (played, helped) and irregular verbs (went, ate). Then underline all the verbs.

**Think about:**

- When did you wake up? What did you eat for breakfast?
- Did you go out? Where did you go?
- Whom did you meet? What games did you play?
- What did you do in the evening before bed?

woke ate went played helped watched made bought visited slept read drew

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Use kind words; they make the world brighter.

Use kind words; they make the world brighter.

Use kind words; they make the world brighter.

Name: _____ Date: _____

# Factors and Multiples

Write all the factors, or the first five multiples.

A **factor** divides a number exactly (factors of 12: 1, 2, 3, 4, 6, 12).
A **multiple** is the product of a number and any counting number (multiples of 4: 4, 8, 12, 16 ...).

**1.** Factors of **36**: _____

**2.** Factors of **15**: _____

**3.** Factors of **51**: _____

**4.** Factors of **42**: _____

**5.** Factors of **12**: _____

**6.** Factors of **33**: _____

**7.** Factors of **55**: _____

**8.** Factors of **34**: _____

**9.** First five multiples of **5**: _____

**10.** First five multiples of **4**: _____

**11.** First five multiples of **6**: _____

Name: _____ Date: _____

# Multiples

Write the first six multiples of each number.

1. **Multiples of 5:** ☐ ☐ ☐ ☐ ☐ ☐

2. **Multiples of 11:** ☐ ☐ ☐ ☐ ☐ ☐

3. **Multiples of 8:** ☐ ☐ ☐ ☐ ☐ ☐

4. **Multiples of 10:** ☐ ☐ ☐ ☐ ☐ ☐

5. **Multiples of 2:** ☐ ☐ ☐ ☐ ☐ ☐

6. **Multiples of 7:** ☐ ☐ ☐ ☐ ☐ ☐

7. Common multiples of 2 and 3 (up to 60):

_____

Name: _____ Date: _____

# Factors and Multiples

Write all the factors, or the first five multiples.

A **factor** divides a number exactly (factors of 12: 1, 2, 3, 4, 6, 12).
A **multiple** is the product of a number and any counting number (multiples of 4: 4, 8, 12, 16 ...).

**1.** Factors of **86**: _____

**2.** Factors of **84**: _____

**3.** Factors of **62**: _____

**4.** Factors of **15**: _____

**5.** Factors of **93**: _____

**6.** Factors of **94**: _____

**7.** Factors of **88**: _____

**8.** Factors of **52**: _____

**9.** First five multiples of **5**: _____

**10.** First five multiples of **6**: _____

**11.** First five multiples of **11**: _____

Name: _____ Date: _____

# Multiples

Write the first six multiples of each number.

1. **Multiples of 12:** ☐ ☐ ☐ ☐ ☐ ☐

2. **Multiples of 7:** ☐ ☐ ☐ ☐ ☐ ☐

3. **Multiples of 2:** ☐ ☐ ☐ ☐ ☐ ☐

4. **Multiples of 5:** ☐ ☐ ☐ ☐ ☐ ☐

5. **Multiples of 4:** ☐ ☐ ☐ ☐ ☐ ☐

6. **Multiples of 11:** ☐ ☐ ☐ ☐ ☐ ☐

7. Common multiples of 3 and 6 (up to 60):

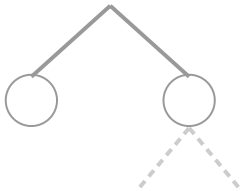
_____

Name: _____ Date: _____

# Prime Factorisation

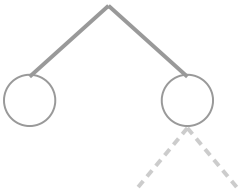
Make a factor tree for each number. Write it as a product of prime factors.

1. **98**



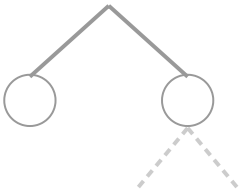
98 = _____

2. **96**



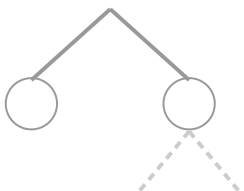
96 = _____

3. **152**



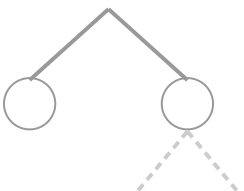
152 = _____

4. **196**



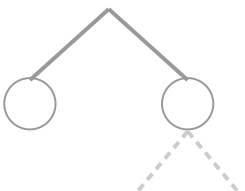
196 = _____

5. **136**



136 = _____

6. **68**



68 = _____

Name: _____ Date: _____

# HCF and LCM Word Problems

Decide whether to find the HCF or the LCM. Then solve.

**1.** Two ribbons are 16 cm and 24 cm long. They are cut into pieces of the greatest possible equal length. How long is each piece?

Answer: _____

**2.** One bell rings every 6 minutes and another every 8 minutes. They ring together at 9:00. After how many minutes will they ring together again?

Answer: _____

**3.** 24 pencils and 40 erasers are packed into the greatest number of identical kits with nothing left over. How many kits are made?

Answer: _____

**4.** What is the smallest number of laddoos that can be packed exactly in boxes of 4 or in boxes of 5?

Answer: _____

Name: _____ Date: _____

# Matter All Around Us

Read and learn about the three states of matter.

Everything around us is made of **matter**. Matter is anything that has weight and takes up space. It is made of tiny particles, far too small to see. Matter is found in three states: **solid**, **liquid** and **gas**.

- Heating can change a solid into a liquid (**melting**) and a liquid into a gas (**evaporation**).
- Cooling can change a gas into a liquid (**condensation**) and a liquid into a solid (**freezing**).

| Feature | Solid | Liquid | Gas |
|---|---|---|---|
| Shape | fixed shape | takes the shape of its container | no fixed shape |
| Space it takes | fixed | fixed | spreads to fill any space |
| Particles | packed very close | close, but can slide | far apart; move fast |
| Does it flow? | no | yes | yes, in all directions |
| Examples | stone, ice, wood | water, milk, oil | air, steam, oxygen |



**Remember:** Water is easy to see in all three states: solid ice, liquid water and water vapour, which is a gas.

**Try it!**

**1.** Is honey a solid, a liquid or a gas?

_____

**2.** What is it called when ice changes into water?

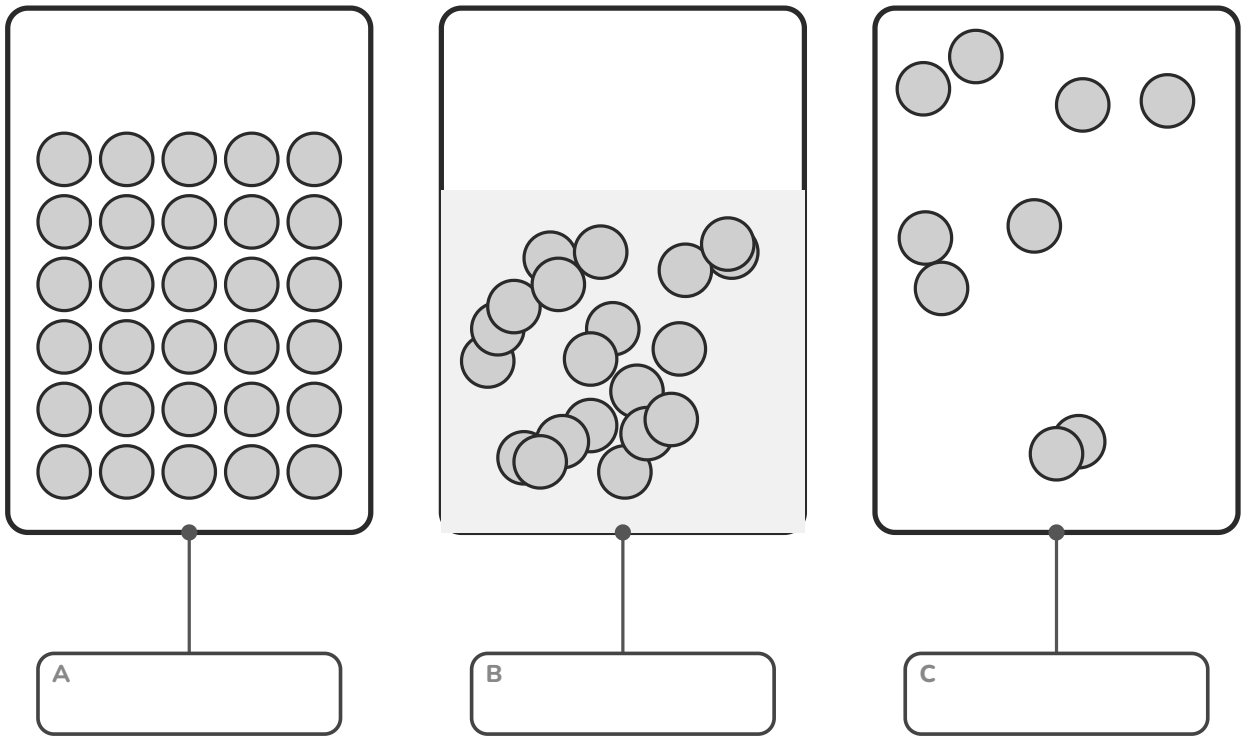
_____

Name: _____ Date: _____

# Particles in Matter

Look at how the particles are arranged in each box. Label each box solid, liquid or gas.

liquid gas solid



Name: _____ Date: _____

# Solid, Liquid or Gas?

Write each thing in the correct column.

air in a tyre oil  coin oxygen carbon dioxide  milk

 brick  honey ink  book  juice sand  ice

steam

| Solid | Liquid | Gas |
| --- | --- | --- |
| | | |

Name: _____ Date: _____

# Can Liquids Change Shape?

Try this test. Fill in the table and answer the questions.

Solids keep their shape. What about liquids? Find out with this simple test.

**You need:**

☐ a measuring cup or a small glass

☐ water

☐ a bowl, a bottle and a plate

☐ a funnel (if you have one)

☐ a small stone

**What to do:**

1. Fill the measuring cup with water up to a mark.
2. Pour the water into the bowl. Look at its shape.
3. Pour it back into the cup. Is the water still at the same mark?
4. Now pour it into the bottle using the funnel, and then back into the cup again.
5. Put the stone in the bowl, then in the bottle and then on the plate. Does its shape change?

| Container | Shape of the water | Shape of the stone |
|---|---|---|
| **Measuring cup** | | |
| **Bowl** | | |
| **Bottle** | | |
| **Plate** | | |

**1.** Did the shape of the water change? Did the amount change?

_____

**2.** Did the stone change its shape?

_____

**3.** What did you learn about liquids?

_____

नाम: _____ दिनांक: _____

# श्रुतिसम भिन्नार्थक शब्द

पढ़ो और समझो।

कुछ शब्द सुनने में लगभग एक जैसे लगते हैं, पर उनकी वर्तनी और अर्थ अलग होते हैं। ऐसे शब्दों को **श्रुतिसम भिन्नार्थक शब्द** कहते हैं (श्रुति = सुनना, सम = समान, भिन्न = अलग)। एक मात्रा या एक वर्ण बदलने से अर्थ पूरी तरह बदल जाता है।

| शब्द | अर्थ | शब्द | अर्थ |
|---|---|---|---|
| दिन | दिवस | दीन | गरीब |
| कुल | वंश, सब | कूल | किनारा |
| सुत | पुत्र | सूत | धागा |
| अनल | आग | अनिल | हवा |
| ओर | तरफ़ | और | तथा |
| चिर | सदा, बहुत पुराना | चीर | वस्त्र |
| पानी | जल | पाणि | हाथ |
| ग्रह | सौर मंडल का पिंड, जैसे मंगल | गृह | घर |

**याद रखो:** लिखते समय मात्रा पर ध्यान दो — ‘**दिन**’ में छोटी इ की मात्रा है और ‘**दीन**’ में बड़ी ई की। छोटी-सी गलती से पूरा अर्थ बदल जाता है।

## अभ्यास करो

1. ‘सुत’ और ‘सूत’ का अर्थ लिखो।

_____

2. ‘अनल’ और ‘अनिल’ में से किसका अर्थ हवा है?

_____

नाम: _____ दिनांक: _____

# सही शब्द चुनो

वाक्य का अर्थ समझो और सही शब्द पर गोला लगाओ।

1. गरीब और ( दिन / दीन ) लोगों की मदद करो।

2. नदी के ( कुल / कूल ) पर बच्चे खेल रहे हैं।

3. चरखे से ( सुत / सूत ) काता जाता है।

4. मंगल एक ( ग्रह / गृह ) है।

5. विद्यालय की बाईं ( ओर / और ) एक पार्क है।

6. मैं ( ओर / और ) मेरी बहन साथ-साथ पढ़ते हैं।

7. पेड़ की पत्तियाँ धीमी ( अनल / अनिल ) में हिल रही थीं।

8. हमारे ( कुल / कूल ) में सब लोग मेहनती हैं।

9. राजा ने अपने ( सुत / सूत ) को गले लगा लिया।

10. हमारा नया ( ग्रह / गृह ) बहुत सुंदर है।

नाम: _____ दिनांक: _____

# शब्द और उसका अर्थ

हर शब्द को उसके अर्थ से रेखा खींचकर मिलाओ। ध्यान दो — कुछ शब्द सुनने में एक जैसे हैं।

| | |
|---|---|
| नीर ● | ● दरवाज़ा |
| नीड़ ● | ● धोखा |
| पवन ● | ● पवित्र |
| पावन ● | ● कमल |
| जलज ● | ● घोंसला |
| जलद ● | ● जल |
| कपट ● | ● हवा |
| कपाट ● | ● बादल |

Month 3

# Monthly Activity Set:

# **Inside Our Body**

Digestive system model, tooth care chart, balanced diet planner, food preservation hunt

Name: _____ Date: _____

# Inside Our Body

Read these amazing facts about your body.

## A Long Food Tube

From the mouth to the anus, the food tube of an adult is about 9 metres long. It is folded and coiled up so that it fits inside the body.

## Saliva



Your mouth makes about one litre of saliva every day! Saliva wets your food and starts to digest starch.

## Stomach



Your stomach is a stretchy, J-shaped bag. Its walls churn food with digestive juices for a few hours, making a thick paste.

## Small Intestine



It is about 6 metres long but only about 2.5 cm wide. Its walls are covered with tiny finger-like parts that soak up digested food.

## Enamel



Tooth enamel is the hardest substance in your body. Even so, acids made by germs from sugary food can make holes in it.

## A Healthy Plate



Fill half your plate with vegetables and fruits, a quarter with grains like rice or roti, and a quarter with dal, paneer, eggs or fish.

## Water



About two-thirds of your body is water. Drink water often, especially on hot days and after playing.

## Keep Food Safe



Wash your hands before eating. Keep food covered and eat it fresh. Store leftovers in the refrigerator.

Name: _____ Date: _____

# Make a Digestive System Model

Make a model of the digestive system. Draw your model and answer the questions.

How long is your food tube? Make a model to see, and find out how your stomach mashes food.

**You need:**

- ☐ a ball of wool or string
- ☐ a measuring tape
- ☐ scissors
- ☐ a zip bag
- ☐ 2 biscuits and a little water
- ☐ chart paper and glue

**What to do:**

1. Cut a piece of wool 25 cm long. This is the food pipe.
2. Cut a piece 600 cm (6 metres) long. This is the small intestine!
3. Cut a piece 150 cm long. This is the large intestine.
4. Draw a body outline on chart paper. Glue the food pipe from the mouth to the stomach. Coil the intestines and glue them below.
5. Put the biscuits and a little water in the zip bag and seal it.
6. Squeeze the bag for 2 minutes. This is how the stomach churns food into a paste.

**Stick or draw it here:**

**1.** How did you fit the long intestines on your chart?

**2.** What did the biscuits look like after squeezing?

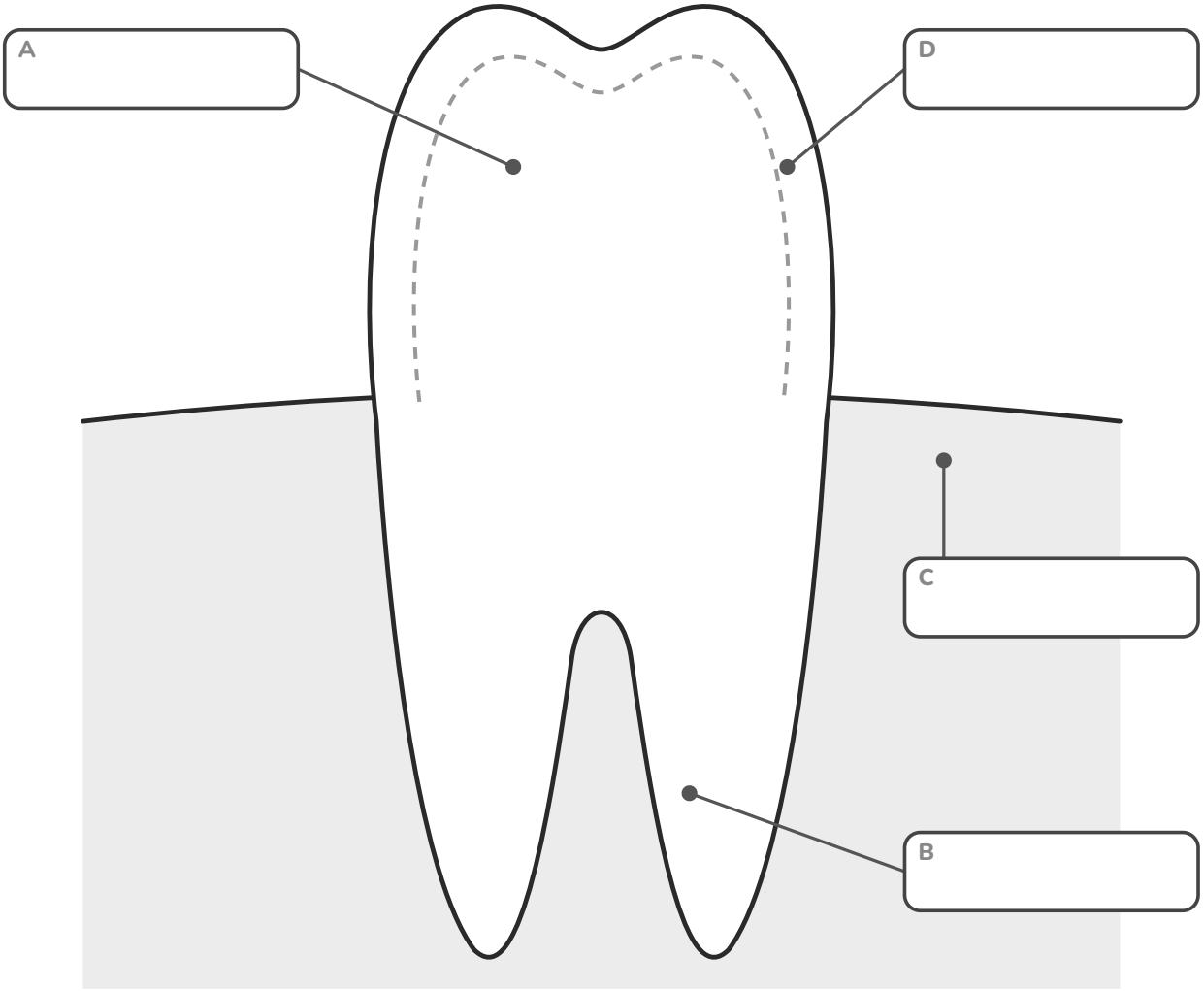
**3.** Which is longer: the small intestine or the large intestine?

Name: _____ Date: _____

# Parts of a Tooth

Label the parts of a tooth. Use the word bank.

gum enamel root crown



Name: _____ Date: _____

# My Tooth Care Chart

Tick a box each time you care for your teeth. Try to fill the whole week!

Brush for two minutes, twice a day: in the morning and before bed. Brush gently in small circles and clean your tongue too. Rinse your mouth with water after every meal.

| Day | Morning brush ✓ | Night brush ✓ | Rinsed after meals ✓ |
|---|---|---|---|
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Saturday | | | |
| Sunday | | | |

**1.** How many times did you brush this week?

**2.** Name two foods you ate this week that are good for your teeth.

**3.** Name one sticky or sugary food you will try to eat less of.

**4.** Which habit was hardest to remember? What will help you remember it?

Name: _____ Date: _____

# Plan a Balanced Thali

Plan healthy meals for one day. Fill in the table and answer the questions.

A thali with many small bowls can hold a balanced meal! Plan healthy meals for one whole day, with food from every food group.

**You need:**

☐ this sheet

☐ a pencil

☐ colour pencils

**What to do:**

1. Think of the meals you eat in a day: breakfast, lunch, a snack and dinner.
2. For each meal, choose an energy-giving food, a body-building food and a protective food.
3. Write your choices in the table.
4. Draw your favourite meal as a colourful thali on the back of this sheet.

| Meal | Energy-giving | Body-building | Protective |
|---|---|---|---|
| **Breakfast** | | | |
| **Lunch** | | | |
| **Evening snack** | | | |
| **Dinner** | | | |

1. Which meal in your plan is the most balanced? Why?

_____

2. What healthy drink would you choose instead of a fizzy drink?

_____

Name: _____ Date: _____

# Food Preservation Hunt

Hunt in your kitchen for preserved foods. Fill in the table and answer the questions.

Your kitchen is full of food that has been preserved! Hunt for foods kept fresh in different ways. Ask an adult before you open any cupboard.

**You need:**

- ☐ this sheet
- ☐ a pencil
- ☐ an adult helper

**What to do:**

1. Look in the refrigerator and freezer. Find two foods kept fresh by cooling.
2. Look in the cupboards. Find foods kept by drying, like papad, dal or dried fruits.
3. Find a pickle, a jam or a murabba. What stops it from spoiling?
4. Find a sealed packet or tin. Read its 'best before' or expiry date.
5. Write what you found in the table.

| Food I found | How it is preserved | Expiry date (if any) |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

1. Which way of preserving food did you find most often?

_____

2. Why does dried food not spoil quickly?

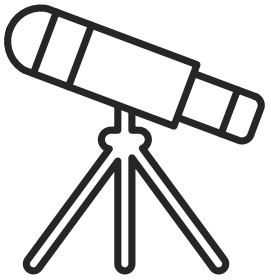
_____

3. Why should we check the expiry date on a packet?

_____

# MONTH

# 4



Month 4

# Week 13

| | |
|---|---|
| **Reading** | Play script — stage directions and dialogue |
| **Grammar & Writing** | Simple tenses: present, past, future |
| **Maths** | Prime and composite numbers; tests of divisibility |
| **EVS** | Water: states and the water cycle |
| **Hindi** | अनेक शब्दों के लिए एक शब्द |

Name: _____ Date: _____

# Nani's Birthday Surprise

Read the play. The words in brackets are stage directions. They are not spoken aloud.

Play script (one scene)



**Characters:** PRIYA (aged 10), AMAN (her brother, aged 7), PAPA, NANI (their grandmother)

**Setting:** A small kitchen in a flat in Pune. It is evening. On the table are a packet of biscuits, a bowl of chocolate cream and a plate.

(PRIYA tiptoes in. AMAN follows, hugging a box of candles.)

**PRIYA:** (whispering) Shh! Nani is sleeping in the next room. Her birthday cake has to be a surprise.

**AMAN:** (very loudly) I KNOW!

**PRIYA:** (putting a finger to her lips) Aman! Whisper!

**AMAN:** (in a tiny squeak) I know.

**PRIYA:** First, we dip each biscuit in milk. Then we spread cream on it and stack them up like a tower. (She dips a biscuit and spreads cream on it.)

**AMAN:** (taking a biscuit) Like this? (He pops it into his mouth.) Mmm.

**PRIYA:** Aman! That one was for the cake!

**AMAN:** (with his mouth full) I was testing it. It's very good.

(The doorbell rings. Both children freeze.)

**PRIYA:** (in a panic) That's Papa with the flowers. Quick, open the door before he rings again!

(AMAN runs out and comes back with PAPA, who is carrying a bunch of marigolds.)

Continued on the next page →

Name: _____ Date: _____

# Nani's Birthday Surprise (continued)

Read the play. The words in brackets are stage directions. They are not spoken aloud.

**PAPA:** (whispering) Is she still asleep?

**PRIYA:** Yes. The cake is nearly ready. Aman, put the candles on. Gently!

(AMAN pushes in the candles. The tower of biscuits wobbles.)

**ALL:** (holding their breath) Ohhh!

(A door creaks offstage. Footsteps come closer.)

**PAPA:** She's coming! Hide the cake!

(PRIYA hides the cake behind the curtain. They all stand in a row, smiling too widely. NANI walks in, yawning.)

**NANI:** (sniffing the air) Hmm. Why does my kitchen smell of chocolate?

**AMAN:** (with chocolate all over his face) What chocolate? There's no chocolate here!

(NANI looks at AMAN's face. PRIYA groans. PAPA tries not to laugh.)

**NANI:** (smiling) Then I must be dreaming. Perhaps I should look behind that wobbling curtain?

**PRIYA:** (giving up and bringing out the cake) Happy birthday, Nani!

**ALL:** (singing) Happy birthday, dear Nani!

(NANI hugs them all. The lights fade.)

**Word help: stage directions** – words in brackets that tell actors what to do or how to speak • **dialogue** – the words that the characters speak • **setting** – where and when a play or story takes place • **offstage** – out of sight of the audience, behind or beside the stage

Name: _____ Date: _____

# Nani's Birthday Surprise: Questions

Answer the questions about the text.

**1.** Where does the play take place?

- ☐ (a) In a school hall
- ☐ (b) In a kitchen in a flat in Pune
- ☐ (c) In a park

**2.** What are stage directions? Copy one example from the play.

_____

_____

**3.** The actors speak the words in brackets aloud.

☐ True ☐ False

**4.** How should the actor playing Aman say his first line? How do you know?

_____

_____

**5.** Why does Priya get cross with Aman?

- ☐ (a) He rings the doorbell.
- ☐ (b) He wakes Nani up.
- ☐ (c) He eats a biscuit meant for the cake.

**6.** How does Nani guess that something is going on? Give two clues.

_____

_____

**7.** Why is Aman's line 'What chocolate? There's no chocolate here!' funny?

_____

_____

_____

_____

**8.** Find a word in the stage directions that means 'stop moving suddenly and stay still'.

_____

**9.** Write one more line of dialogue for Papa. Add a stage direction in brackets.

_____

_____

_____

_____

Name: _____ Date: _____

# Words from the Play

Read each word and its meaning. Then write a sentence of your own using the word.

**tiptoes** — walks quietly on the front part of the feet

*Example: Simran tiptoes past her sleeping baby brother.*

My sentence:

_____

**squeak** — a short, high sound

*Example: The mouse gave a tiny squeak and ran away.*

My sentence:

_____

**stack** — to put things one on top of another

*Example: Please stack the books neatly on the shelf.*

My sentence:

_____

**freeze** — to stop moving suddenly and stay very still

*Example: In this game, everyone must freeze when the music stops.*

My sentence:

_____

**wobbles** — moves unsteadily from side to side

*Example: The table wobbles because one leg is too short.*

My sentence:

_____

**creaks** — makes a long, low, scraping sound, like an old door

*Example: The old gate creaks every time we open it.*

My sentence:

_____

**fade** — to slowly become weaker or less bright

*Example: The music began to fade as the band marched away.*

My sentence:

_____

Name: _____ Date: _____

# Spelling: Contractions

Look, say, cover, write and check each word.

**Spelling focus:** A contraction joins two words. An apostrophe (') takes the place of the missing letters: do not → don't, I am → I'm.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **don't** | | | |
| **can't** | | | |
| **won't** | | | |
| **I'm** | | | |
| **it's** | | | |
| **you're** | | | |
| **we'll** | | | |
| **they've** | | | |
| **didn't** | | | |
| **isn't** | | | |
| **shouldn't** | | | |
| **I'll** | | | |
| **let's** | | | |
| **she's** | | | |
| **wasn't** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Simple Present, Past and Future

Read and learn. Then try the questions at the bottom.

The **tense** of a verb tells us **when** an action happens. The **simple present** is used for habits and facts: The sun **rises** in the east. The **simple past** is used for actions that are over: We **visited** Mysuru last year. The **simple future** is used for actions that will happen later: I **will call** you tomorrow.

- In the simple present, add **-s** or **-es** to the verb with **he, she, it** or a singular noun: Riya **sings**, the dog **barks**, Papa **watches**.
- Time words help: **every day, always, usually** (present); **yesterday, last week, ago** (past); **tomorrow, next year, soon** (future).
- After **do, does** and **did**, use the base verb (V1): Did you **go**? (not 'Did you went?')

| Tense | Positive | Negative | Question |
|---|---|---|---|
| Simple present | She plays. | She does not play. | Does she play? |
| Simple present | They play. | They do not play. | Do they play? |
| Simple past | She played. | She did not play. | Did she play? |
| Simple future | She will play. | She will not play. | Will she play? |



**Remember:** Facts that are always true use the simple present: Water **boils** at 100 °C. The earth **moves** around the sun.

**Try it!**

**1.** Change into the past: Aarav eats an apple.

_____

**2.** Change into the future: We play chess.

_____

**3.** Make it a question: Ishaan lives in Goa.

_____

Name: _____ Date: _____

# Pick the Correct Tense

Circle the correct verb in each sentence. Look for time words that give you a clue.

**1.** My father ( reads / read ) the newspaper every morning.

**2.** We ( go / went / will go ) to Darjeeling last summer.

**3.** Tomorrow, Anjali ( visited / will visit ) her grandparents.

**4.** The earth ( moves / moved ) around the sun.

**5.** Did you ( see / saw ) the rainbow yesterday?

**6.** Rahul ( does not like / did not likes ) bitter gourd.

**7.** Two days ago, the farmers ( sow / sowed / will sow ) the seeds.

**8.** Next week, our school ( celebrated / will celebrate ) Annual Day.

**9.** Water ( freezes / froze ) at 0 °C.

**10.** Does Simran ( sing / sings ) in the school choir?

Name: _____ Date: _____

# Change the Tense

Rewrite each sentence as shown in the brackets.

**1.** I walk to school. (simple past)

_____

**2.** The baby cries at night. (simple past)

_____

**3.** Ravi wrote a letter to his uncle. (simple future)

_____

**4.** We will plant a neem tree. (simple past)

_____

**5.** The shop opens at nine. (simple future)

_____

**6.** Tenzin goes to the monastery. (simple past)

_____

**7.** The children sang a song. (make it a question)

_____

**8.** My sister teaches maths. (make it negative)

_____

Name: _____ Date: _____

# Yesterday, Today and Tomorrow

Write neatly. Remember capital letters and full stops.

Write three short paragraphs about yourself. In the first, tell what you did yesterday (simple past). In the second, tell what you do every day (simple present). In the third, tell what you will do tomorrow (simple future). Write three or four sentences in each part.

**Think about:**

- Yesterday, I went … I played … I ate …
- Every day, I wake up at … I go … I help …
- Tomorrow, I will visit … I will try …
- Use time words: yesterday, every day, usually, tomorrow.

yesterday last night every day usually always tomorrow next went go will go

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Mistakes help us to learn and grow.

Mistakes help us to learn and grow.

Mistakes help us to learn and grow.

Name: _____ Date: _____

# Find the Prime Numbers

Use the Sieve of Eratosthenes to find all prime numbers from 1 to 100.

1. Cross out 1 (it is neither prime nor composite).
2. Circle 2. Cross out all other multiples of 2.
3. Circle 3. Cross out all other multiples of 3.
4. Circle 5 and 7 and cross out their other multiples.
5. Circle every number that is left. These are the prime numbers!

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Name: _____ Date: _____

# Tests of Divisibility

Put a tick (✓) if the number is divisible, a cross (×) if it is not.

**÷2:** last digit is 0, 2, 4, 6 or 8
**÷3:** sum of digits divisible by 3
**÷5:** last digit is 0 or 5
**÷9:** sum of digits divisible by 9
**÷10:** last digit is 0

| Number | ÷2 | ÷3 | ÷5 | ÷9 | ÷10 |
|---|---|---|---|---|---|
| 1. 141 | | | | | |
| 2. 709 | | | | | |
| 3. 1,521 | | | | | |
| 4. 9,768 | | | | | |
| 5. 2,355 | | | | | |
| 6. 7,230 | | | | | |
| 7. 9,372 | | | | | |
| 8. 9,023 | | | | | |

Name: _____ Date: _____

# Tests of Divisibility

Put a tick (✓) if the number is divisible, a cross (×) if it is not.

**÷2:** last digit is 0, 2, 4, 6 or 8
**÷3:** sum of digits divisible by 3
**÷5:** last digit is 0 or 5
**÷9:** sum of digits divisible by 9
**÷10:** last digit is 0

| Number | ÷2 | ÷3 | ÷5 | ÷9 | ÷10 |
|---|---|---|---|---|---|
| 1. 1,404 | | | | | |
| 2. 1,015 | | | | | |
| 3. 150 | | | | | |
| 4. 5,294 | | | | | |
| 5. 2,636 | | | | | |
| 6. 8,520 | | | | | |
| 7. 4,583 | | | | | |
| 8. 5,648 | | | | | |

Name: _____ Date: _____

# Factors and Multiples

Write all the factors, or the first five multiples.

A **factor** divides a number exactly (factors of 12: 1, 2, 3, 4, 6, 12).
A **multiple** is the product of a number and any counting number (multiples of 4: 4, 8, 12, 16 ...).

**1.** Factors of **36**: _____

**2.** Factors of **34**: _____

**3.** Factors of **80**: _____

**4.** Factors of **20**: _____

**5.** Factors of **52**: _____

**6.** Factors of **48**: _____

**7.** Factors of **39**: _____

**8.** Factors of **30**: _____

**9.** First five multiples of **7**: _____

**10.** First five multiples of **6**: _____

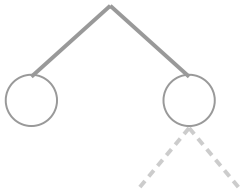
**11.** First five multiples of **9**: _____

Name: _____ Date: _____

# Prime Factorisation

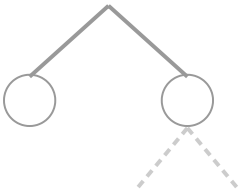
Make a factor tree for each number. Write it as a product of prime factors.

1. **64**



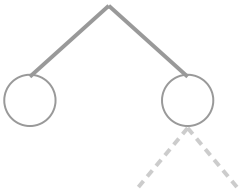
64 = _____

2. **105**



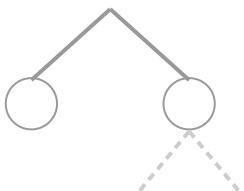
105 = _____

3. **188**



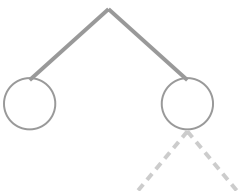
188 = _____

4. **184**



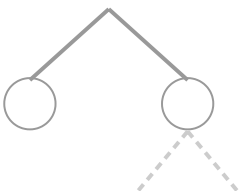
184 = _____

5. **170**



170 = _____

6. **140**



140 = _____

Name: _____ Date: _____

# Sort Even and Odd

Write each number in the correct box.

115 367 402 194 969 540 313 268 137 193

106 270 791 191 406 753

| Even | Odd |
| --- | --- |
| | |

Name: _____ Date: _____

# The Water Cycle

Read and learn how water moves around our Earth.

The water on Earth keeps moving between the land, the seas and the sky. This never-ending journey is called the **water cycle**. The heat of the Sun keeps it going.

- **Evaporation**: The Sun heats water in seas, rivers and lakes. It turns into invisible **water vapour** and rises.
- Plants also give out water vapour through tiny holes in their leaves.
- **Condensation**: High in the sky the air is cold. The vapour cools and turns into tiny water droplets, which form **clouds**.
- **Precipitation**: The droplets join, grow heavy and fall as **rain**, snow or hail.
- **Collection**: Water collects in rivers, lakes, seas and under the ground. Then the cycle starts again.

| State of water | Examples |
|---|---|
| Solid | ice, snow, hail |
| Liquid | rain, rivers, sea water |
| Gas | water vapour, steam |



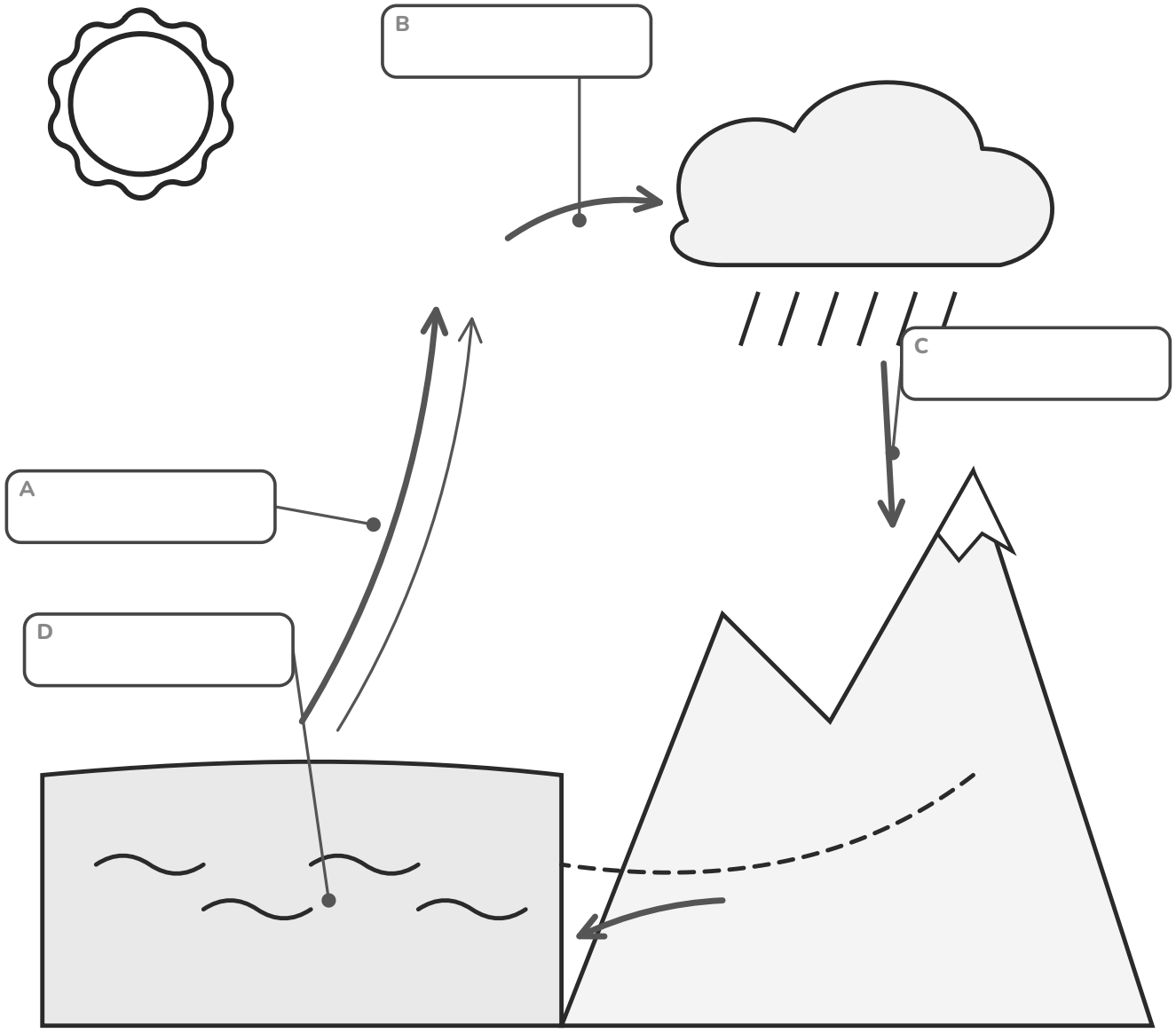
**Remember:** Only about 3 out of every 100 litres of water on Earth is fresh water, and most of that is frozen as ice. Use water carefully!

Name: _____ Date: _____

# The Water Cycle

Label the four steps of the water cycle. Use the word bank.

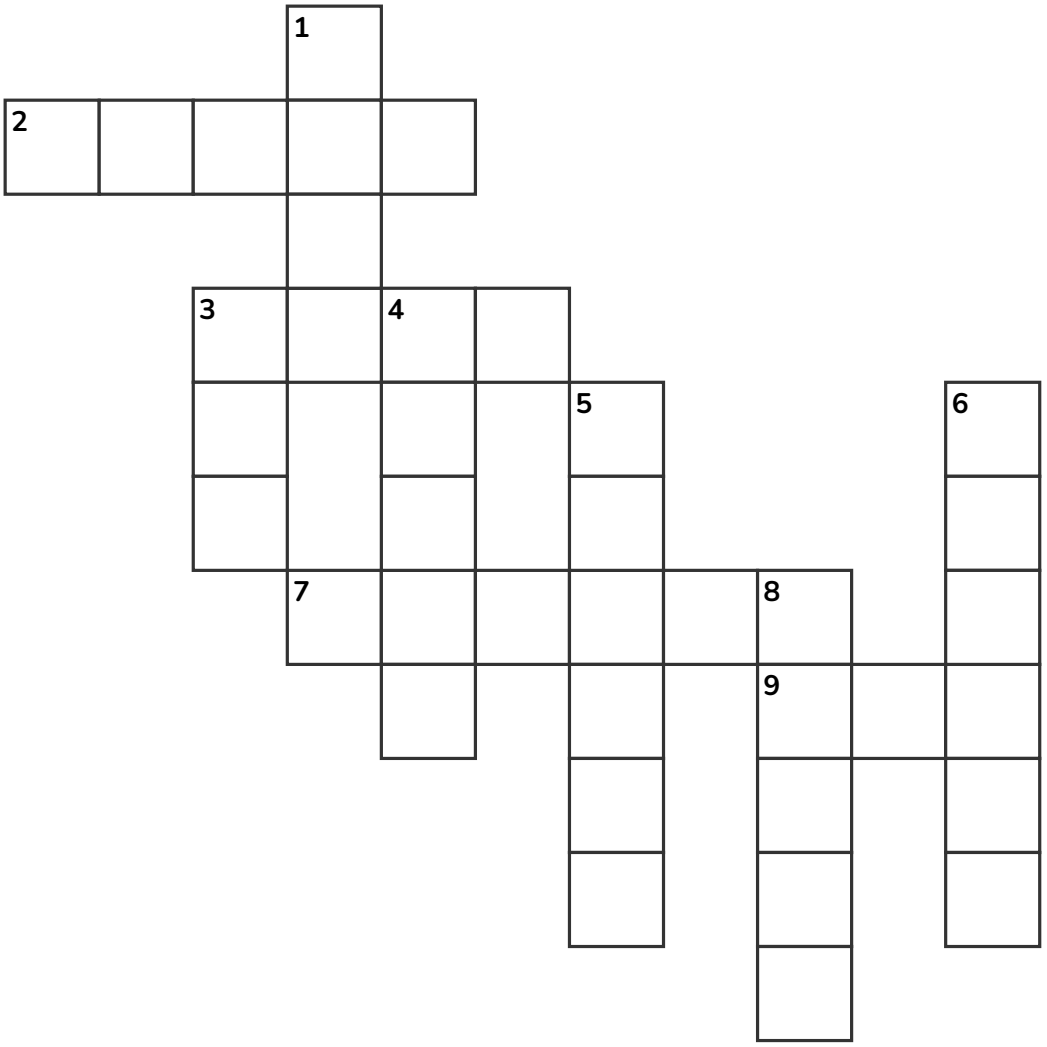
evaporation precipitation collection condensation



Name: _____ Date: _____

# Water Cycle Crossword

Read the clues and fill in the crossword.




## Across

**2.** The gas that rises from boiling water (5)

**3.** Soft, frozen flakes that fall in very cold places (4)

**7.** Water in the form of an invisible gas is called water ... (6)

**9.** Water in its solid state (3)

## Down

**1.** Drops of water that fall from the clouds (4)

**3.** Its heat keeps the water cycle going. (3)

**4.** A huge body of salty water (5)

**5.** Tiny droplets of water high in the sky form these. (6)

**6.** What water does in a freezer to become ice (6)

**8.** Fresh water that flows across the land to the sea (5)

Name: _____ Date: _____

# The Cold Glass Mystery

Try this test. Then answer the questions.

On a warm day, drops of water appear on the outside of a glass of cold water. Where do they come from? Let's find out.

**You need:**

- ☐ 2 dry steel tumblers
- ☐ ice cubes
- ☐ water
- ☐ food colour
- ☐ a white tissue

**What to do:**

1. Dry the outside of both tumblers completely.
2. Fill one tumbler with ice and water. Add a few drops of food colour.
3. Fill the other tumbler with tap water. Add the same food colour.
4. Wait for 10 minutes. Do not touch the tumblers.
5. Look at the outside of each tumbler. Wipe it with a white tissue.

**Write here:**

**1.** On which tumbler did drops of water form on the outside?

**2.** Were the drops coloured? What does this tell you?

**3.** Where did the drops come from?

**4.** Which step of the water cycle is like this?

नाम: _____ दिनांक: _____

# अनेक शब्दों के लिए एक शब्द

पढ़ो और समझो।

कई शब्दों या पूरे वाक्यांश की जगह जब हम केवल **एक शब्द** का प्रयोग करते हैं, तो उसे **अनेक शब्दों के लिए एक शब्द** कहते हैं। इससे भाषा छोटी, सुंदर और प्रभावशाली बनती है। जैसे — 'जो दूसरों पर दया करता हो' = **दयालु**।

| शब्द-समूह | एक शब्द |
|---|---|
| जो सच बोलता हो | सत्यवादी |
| जो दूसरों की भलाई करता हो | परोपकारी |
| जो पढ़ा-लिखा न हो | अनपढ़ |
| जो मांस न खाता हो | शाकाहारी |
| जिसके माता-पिता न हों | अनाथ |
| जो कभी न मरे | अमर |
| जो देश से प्रेम करता हो | देशभक्त |
| हर सप्ताह होने वाला | साप्ताहिक |

**याद रखो:** पूरे शब्द-समूह का अर्थ ध्यान से पढ़ो। 'जो जल में रहे' = **जलचर**, 'जो धरती पर रहे' = **थलचर**, 'जो आकाश में उड़े' = **नभचर**।

## अभ्यास करो

1. 'जिसे कोई डर न हो' के लिए एक शब्द लिखो।

   _____

2. 'जो बहुत परिश्रम करता हो' के लिए एक शब्द लिखो।

   _____

नाम: _____ दिनांक: _____

# सही एक शब्द चुनो

हर शब्द-समूह के लिए सही एक शब्द पर ✓ लगाओ।

**1.** जो दूसरों की बुराई करता हो

☐ (क) निंदक ☐ (ख) प्रशंसक ☐ (ग) सेवक

**2.** जिसकी कोई सीमा न हो

☐ (क) सीमित ☐ (ख) असीम ☐ (ग) सीमांत

**3.** जो आँखों से देख न सकता हो

☐ (क) श्रवणहीन ☐ (ख) वाचाल ☐ (ग) दृष्टिहीन

**4.** जो पहले कभी न हुआ हो

☐ (क) अभूतपूर्व ☐ (ख) भूतपूर्व ☐ (ग) पूर्वज

**5.** महीने में एक बार होने वाला

☐ (क) साप्ताहिक ☐ (ख) मासिक ☐ (ग) वार्षिक

**6.** जो दिखाई न दे

☐ (क) दर्शनीय ☐ (ख) दृश्य ☐ (ग) अदृश्य

**7.** जो खेती करता हो

☐ (क) व्यापारी ☐ (ख) कृषक ☐ (ग) कारीगर

**8.** जिसे जीता न जा सके

☐ (क) अजेय ☐ (ख) विजयी ☐ (ग) पराजित

**9.** जो दूसरे देश से आया हो

☐ (क) स्वदेशी ☐ (ख) देशभक्त ☐ (ग) विदेशी

नाम: _____ दिनांक: _____

# एक शब्द से वाक्य छोटा करो

मोटे अक्षरों वाले शब्द-समूह की जगह एक शब्द रखो और वाक्य दोबारा लिखो।

1. हमें **दूसरों की भलाई करने वाला** बनना चाहिए।

_____

2. मेरी नानी **मांस न खाने वाली** हैं।

_____

3. हर सैनिक **देश से प्रेम करने वाला** होता है।

_____

4. यह **हर सप्ताह छपने वाली** पत्रिका है।

_____

5. **जिनके माता-पिता न हों**, ऐसे बच्चों की मदद करो।

_____

6. चील **आकाश में उड़ने वाला** प्राणी है।

_____

7. मछली **जल में रहने वाला** जीव है।

_____

Month 4

# Week 14

| | |
|---|---|
| **Reading** | Poem — personification |
| **Grammar & Writing** | Continuous tenses |
| **Maths** | Even and odd numbers; number patterns |
| **EVS** | Air and air pollution |
| **Hindi** | उपसर्ग |

Name: _____ Date: _____

# When the House Falls Asleep

Read the poem. Personification gives human actions or feelings to things that are not human.

When all the lights go out at night,
The house wakes up. Oh, what a sight!
The ceiling fan begins to yawn;
It's spun around since early dawn.

The fridge hums softly to itself,
The books lean, whispering, on the shelf.
The clock ticks on and taps its feet,
The tap drips out a steady beat.

The curtains sway and twirl and dance
Whenever breezes get the chance.
The moon peeps through the window glass
To watch the sleepy hours pass.

The old shoes chatter by the door
Of all the roads they walked before.
But when the rooster starts to crow,
They all fall silent. Now you know!

*— New Era*



**Word help: dawn** – early morning, when the sun rises • **fridge** – short for refrigerator, a machine that keeps food cold • **breezes** – light, gentle winds • **rooster** – a male chicken

Name: _____ Date: _____

# When the House Falls Asleep: Questions

Answer the questions about the poem.

**1.** What is personification?

- ☐ (a) Comparing two things using 'like' or 'as'
- ☐ (b) Using words that begin with the same sound
- ☐ (c) Giving human actions or feelings to things that are not human

**2.** What does the ceiling fan do in stanza 1? Why?

**3.** Find two things in stanza 2 that behave like people. Write what each one does.

**4.** In the poem, the moon peeps through the window glass.

☐ True ☐ False

**5.** When do the shoes fall silent?

- ☐ (a) When the rooster starts to crow
- ☐ (b) When the lights go out
- ☐ (c) When the tap drips

**6.** Can a clock really tap its feet? What real sound do you think the poet is describing?

**7.** Find a word in stanza 3 that means 'move slowly from side to side'.

**8.** Choose one object in your home. Write a sentence that uses personification to describe it.

**9.** What is the rhyme scheme of each stanza?

Name: _____ Date: _____

# Word Power

Read each word and its meaning. Then write a sentence of your own using the word.

**yawn** — to open your mouth wide and breathe in deeply because you are tired

*Example: Dev began to yawn during the long film.*

My sentence:

**hums** — makes a low, steady sound

*Example: The old refrigerator hums all night long.*

My sentence:

**whispering** — speaking very softly

*Example: The girls were whispering secrets in the library.*

My sentence:

**steady** — regular and even; not changing

*Example: Rain fell at a steady pace all afternoon.*

My sentence:

**sway** — to move slowly from side to side

*Example: Coconut trees sway in the sea breeze.*

My sentence:

**twirl** — to spin round and round quickly

*Example: Kavya likes to twirl in her new lehenga.*

My sentence:

**chatter** — to talk quickly about small, unimportant things

*Example: Monkeys chatter in the trees near our school.*

My sentence:

Name: _____ Date: _____

# Spelling: Adding -ing

Look, say, cover, write and check each word.

**Spelling focus:** Drop the final e before -ing (dance → dancing). Double the last letter after a short vowel (hop → hopping). Otherwise just add -ing.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **dancing** | | | |
| **smiling** | | | |
| **waving** | | | |
| **shining** | | | |
| **sliding** | | | |
| **hopping** | | | |
| **running** | | | |
| **swimming** | | | |
| **clapping** | | | |
| **stopping** | | | |
| **sitting** | | | |
| **jumping** | | | |
| **whispering** | | | |
| **sleeping** | | | |
| **yawning** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Continuous Tenses

Read and learn. Then try the questions at the bottom.

**Continuous tenses** show that an action is, was or will be **going on** for some time. They are made with a form of **be** and the **-ing** form of the verb. Look at Riya: Riya **is painting** now. She **was painting** at five o'clock yesterday. She **will be painting** at this time tomorrow.

- Use **am** with I; **is** with he, she, it and singular nouns; **are** with we, you, they and plural nouns.
- Use **was** with I, he, she, it and singular nouns. Use **were** with we, you, they and plural nouns.
- Spelling: write → writ**ing** (drop the e); run → run**ning**, swim → swim**ming** (double the letter); play → play**ing**.
- The past continuous often tells what was going on when something else happened: I **was bathing** when the phone **rang**.

| Tense | Form | Examples |
|---|---|---|
| Present continuous | am / is / are + verb-ing | I am reading. They are singing. |
| Past continuous | was / were + verb-ing | He was sleeping. We were eating. |
| Future continuous | will be + verb-ing | She will be travelling tomorrow. |



**Remember:** Some verbs are not usually used in the continuous form: know, like, love, want, believe. Say 'I **know** the answer', not 'I am knowing the answer'.

**Try it!**

**1.** Fill in: Listen! The birds _____ (chirp).

**2.** Fill in: We _____ (watch) TV when the lights went out.

**3.** Fill in: At 8 a.m. tomorrow, I _____ (travel) to Kochi.

Name: _____ Date: _____

# Fill in the Continuous Form

Fill in each blank with the continuous form of the verb in brackets. Look for clues about the time.

**1.** Look! The peacock _____ in the rain. (dance)

**2.** Listen! Someone _____ the flute. (play)

**3.** The children _____ kites on the roof right now. (fly)

**4.** I _____ my homework at the moment. (do)

**5.** Yesterday at six o'clock, Papa _____ dinner. (cook)

**6.** When the bell rang, we _____ a story. (write)

**7.** It _____ heavily when we reached Mumbai. (rain)

**8.** This time next week, we _____ in the sea at Puri. (swim)

**9.** Please don't call at noon tomorrow. Grandma _____ then. (rest)

**10.** The farmers _____ rice when the storm came. (harvest)

Name: _____ Date: _____

# Present, Past and Future Continuous

Complete the table. The first row is done for you.

| Subject / verb | Present continuous | Past continuous | Future continuous |
|---|---|---|---|
| she / dance | she is dancing | she was dancing | she will be dancing |
| I / read | | | |
| they / swim | | | |
| he / write | | | |
| we / run | | | |
| the dog / bark | | | |

Name: _____ Date: _____

# At the Park This Evening

Write neatly. Remember capital letters and full stops.

Imagine you are sitting on a bench in a park. Write 8–10 sentences about what is happening around you, using the present continuous. Then add two sentences about what you were doing at this time yesterday and one about what you will be doing tomorrow.

**Think about:**

- Who is playing? What games are they playing?
- What are the birds, dogs or squirrels doing?
- What is the balloon seller or the ice-cream seller doing?
- Yesterday at this time, I was …
- Tomorrow at this time, I will be …

is running  are playing  is selling  are chirping  is jogging  are swinging

was doing  will be

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Share your toys and your joys.

Share your toys and your joys.

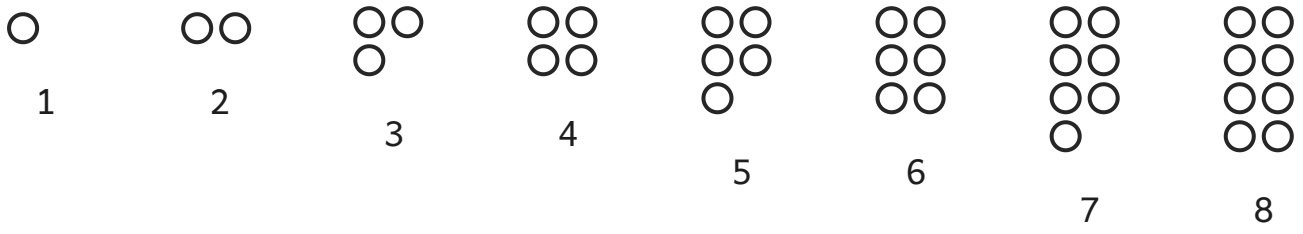
Share your toys and your joys.

Name: _____ Date: _____

# Even and Odd Numbers

Colour the even numbers yellow and the odd numbers blue.

Even numbers can be put into pairs: 2, 4, 6, 8, 10 ... Odd numbers have one left over: 1, 3, 5, 7, 9 ...




| | | | | | |
|---|---|---|---|---|---|
| 15 | 75 | 70 | 60 | 98 | 76 |
| 50 | 18 | 73 | 62 | 53 | 19 |
| 77 | 47 | 45 | 78 | 29 | 39 |
| 10 | 84 | 67 | 51 | 80 | 37 |

Name: _____ Date: _____

# Number Patterns

Find the pattern. Draw or write what comes next.

**1.** 12 16 20 24 28 ☐ ☐ Rule: _____

**2.** 72 64 56 48 40 ☐ ☐ Rule: _____

**3.** 3 6 12 24 48 ☐ ☐ Rule: _____

**4.** 1 4 9 16 25 ☐ ☐ Rule: _____

**5.** 5 13 21 29 37 ☐ ☐ Rule: _____

**6.** 77 70 63 56 49 ☐ ☐ Rule: _____

Name: _____ Date: _____

# Number Patterns

Find the pattern. Draw or write what comes next.

**1.** 12 18 24 30 36 ☐ ☐ Rule: _____

**2.** 79 70 61 52 43 ☐ ☐ Rule: _____

**3.** 1 2 4 8 16 ☐ ☐ Rule: _____

**4.** 1 4 9 16 25 ☐ ☐ Rule: _____

**5.** 1 9 17 25 33 ☐ ☐ Rule: _____

**6.** 60 53 46 39 32 ☐ ☐ Rule: _____

Name: _____ Date: _____

# Sort Even and Odd

Write each number in the correct box.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 8404 | 9443 | 3678 | 1097 | 2211 | 3217 | 5638 | 3669 |
| 8776 | 3941 | 8630 | 2917 | 7205 | 6266 | 8641 | 5507 |

| Even | Odd |
|---|---|
| | |

Name: _____ Date: _____

# Magic Square

Fill in the missing numbers.

In a **magic square**, every row, column and diagonal adds up to the same number. Here the magic sum is **21**.

| | | |
|---|---|---|
| | | 8 |
| 11 | 7 | |
| 6 | | 10 |

Make your own magic square! Add 5 to every number in the square above.

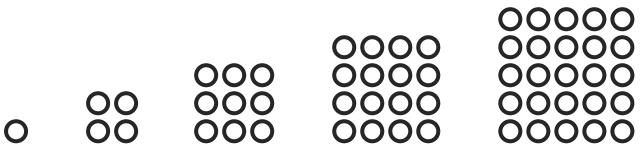
| | | |
|---|---|---|
| | | |
| | | |
| | | |

Name: _____ Date: _____

# Square and Triangular Numbers

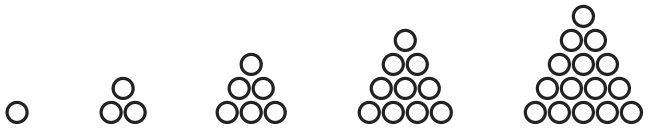
Look at the dot patterns. Find the missing numbers.

## Square numbers:



1 4 9 ? ?

## Triangular numbers:



1 3 6 ? ?

**1.** Write the first 10 square numbers:

_____

**2.** Write the first 8 triangular numbers:

_____

**3.** Add two triangular numbers next to each other (1 + 3, 3 + 6, 6 + 10). What do you notice? _____

Name: _____ Date: _____

# The Air Around Us

Read and learn about air and how to keep it clean.

Air is all around us. We cannot see it, but we can feel it when the wind blows. Air is a mixture of gases. It has weight and takes up space. Moving air is called **wind**.





- We need **oxygen** to breathe. A fire also needs oxygen to burn.
- Green plants take in **carbon dioxide** to make food, and give out oxygen.
- **Air pollution** happens when smoke, dust and harmful gases mix with the air.
- Smoke from vehicles, factories and burning rubbish pollutes the air. It can cause coughing, asthma and itchy eyes.

| Gas in the air | Parts in every 100 parts of air (about) |
|---|---|
| Nitrogen | 78 |
| Oxygen | 21 |
| Carbon dioxide and other gases | 1 |

**Remember:** Plant trees, walk or cycle for short trips, use buses or the metro, and never burn garbage. Switch off vehicle engines at red lights.

Name: _____ Date: _____

# Harms or Helps the Air?

Write each action in the correct column.

burning garbage  cycling to school  smoke from factories

 planting trees engines left running walking to the market

using a solar cooker  travelling by metro

dust from building work burning crop stubble

sharing a car with friends old, smoky vehicles

| Harms the air | Helps the air |
| --- | --- |
| | |

Name: _____ Date: _____

# Air Quiz

Tick the correct answer.

**1.** Which gas makes up the largest part of air?

☐ (a) oxygen ☐ (b) nitrogen ☐ (c) carbon dioxide

**2.** Which gas do we need to breathe?

☐ (a) nitrogen ☐ (b) carbon dioxide ☐ (c) oxygen

**3.** Which gas do green plants take in to make food?

☐ (a) carbon dioxide ☐ (b) oxygen ☐ (c) nitrogen

**4.** What is moving air called?

☐ (a) smoke ☐ (b) wind ☐ (c) dust

**5.** Which of these causes air pollution?

☐ (a) planting trees ☐ (b) riding a bicycle ☐ (c) burning garbage

**6.** What can polluted air cause?

☐ (a) coughing and asthma ☐ (b) stronger bones

☐ (c) better eyesight

**7.** Which is the cleanest way to travel a short distance?

☐ (a) by car ☐ (b) on foot ☐ (c) by motorbike

**8.** Which of these uses moving air to work?

☐ (a) a torch ☐ (b) a television ☐ (c) a windmill

Name: _____ Date: _____

# Catch the Dust!

Set up two dust catchers and check them after 2 days. Fill in the table and answer the questions.

Is the air near your home clean? Catch the tiny bits of dust and soot floating in the air, and compare two places.

**You need:**

- ☐ 2 white paper plates or cards
- ☐ petroleum jelly
- ☐ string or sticky tape
- ☐ a magnifying glass
- ☐ a marker pen

**What to do:**

1. Write 'Indoors' on one plate and 'Outdoors' on the other.
2. Spread a thin layer of petroleum jelly on the front of each plate.
3. Hang the 'Indoors' plate in a room. Hang the 'Outdoors' plate on a balcony or a window grill facing the road.
4. Leave both plates for 2 days.
5. Look at both plates with a magnifying glass and compare the dirt.

⚠️ **Safety:** Ask an adult to hang the outdoors plate for you. Never lean out of windows or over balconies.

| Plate | Colour after 2 days | How much dirt: little, some or a lot? |
|---|---|---|
| **Indoors** | | |
| **Outdoors** | | |

**1.** Which plate collected more dirt?

_____

**2.** Where do you think the dirt came from?

_____

**3.** Write two things your family can do to keep the air cleaner.

_____

नाम: _____ दिनांक: _____

# उपसर्ग — शब्द के आगे जुड़ने वाले अंश

पढ़ो और समझो।

जो शब्दांश किसी शब्द के **आरंभ** में जुड़कर उसका अर्थ बदल देते हैं या उसमें कोई नई विशेषता ले आते हैं, उन्हें **उपसर्ग** कहते हैं। जैसे — **अ** + ज्ञान = अज्ञान। जिस शब्द में उपसर्ग जुड़ता है, उसे **मूल शब्द** कहते हैं। उपसर्ग अकेले प्रयोग नहीं होते; वे सदा किसी शब्द से पहले जुड़ते हैं।

| उपसर्ग | अर्थ | नए शब्द |
|---|---|---|
| अ | नहीं | अमर, अज्ञान, असफल |
| अन | नहीं | अनपढ़, अनजान, अनमोल |
| सु | अच्छा | सुपुत्र, सुगंध, सुयोग्य |
| दुर् | बुरा, कठिन | दुर्गुण, दुर्दशा, दुर्लभ |
| प्र | आगे, अधिक | प्रगति, प्रचार, प्रबल |
| वि | विशेष, अलग | विज्ञान, विदेश, विनाश |
| नि | बिना | निडर, निकम्मा, निहत्था |
| अप | बुरा, उलटा | अपमान, अपयश, अपशब्द |
| पर | दूसरा | परदेश, परलोक, परोपकार |



**याद रखो:** उपसर्ग जुड़ने पर कई बार शब्द का अर्थ उलटा हो जाता है — **मान** से **अपमान**, **सफल** से **असफल**।

**अभ्यास करो**

1. ‘सुगंध’ में उपसर्ग और मूल शब्द अलग करो।

   _____

2. ‘अन’ उपसर्ग से एक नया शब्द बनाओ।

   _____

नाम: _____ दिनांक: _____

# उपसर्ग जोड़ो, शब्द बनाओ

तालिका के खाली खाने भरो। उपसर्ग, मूल शब्द या नया शब्द लिखो।

| उपसर्ग | मूल शब्द | नया शब्द |
|---|---|---|
| अ | न्याय | |
| सु | | सुपुत्र |
| | ज्ञान | विज्ञान |
| दुर् | गुण | |
| प्र | गति | |
| नि | | निडर |
| | पढ़ | अनपढ़ |
| अप | मान | |
| | देश | परदेश |
| सु | योग्य | |

नाम: _____ दिनांक: _____

# उपसर्ग के अनुसार शब्द छाँटो

हर शब्द में कौन-सा उपसर्ग है? शब्द को उसी उपसर्ग वाले खाने में लिखो।

असत्य सुशील सुलेख वियोग विदेश सुमार्ग प्रकाश अहिंसा विशेष
प्रयोग अटल प्रदेश

| ‘अ’ उपसर्ग | ‘सु’ उपसर्ग | ‘प्र’ उपसर्ग | ‘वि’ उपसर्ग |
|---|---|---|---|
| | | | |

Month 4

# Week 15

| | |
|---|---|
| **Reading** | Biography (Savitribai Phule) — facts and opinions |
| **Grammar & Writing** | Perfect tenses (present and past perfect) |
| **Maths** | Fractions: proper, improper and mixed |
| **EVS** | Force, work and energy |
| **Hindi** | प्रत्यय |

Name: _____ Date: _____

# Savitribai Phule: She Led the Way

Read the biography. A fact can be checked and proved. An opinion tells what someone thinks or feels.

Biography



Savitribai Phule was born on 3 January 1831 in Naigaon, a village in the Satara district of Maharashtra. In those days, most girls in India were not sent to school. When Savitribai was still a child, she was married to Jyotirao Phule, as was the custom at that time. Jyotirao believed that every person had the right to learn.

Savitribai had never been to school, but Jyotirao taught her to read and write at home. She was a quick learner. Later, she trained to become a teacher.

On 1 January 1848, Savitribai and Jyotirao opened a school for girls at Bhide Wada in Pune, and Savitribai became its teacher. She is often called the first woman teacher of modern India. In my opinion, this was one of the most important days in the history of Indian education.

Not everyone was happy. Some people believed that girls should not be educated. As Savitribai walked to school, people shouted at her and threw mud and dirt at her. So she carried a spare sari in her bag. When she reached school, she changed into the clean sari and began to teach. I think this shows how brave and determined she was.

Savitribai did not give up. By 1851, she and Jyotirao were running three schools for girls in Pune. They also opened schools for children who were kept out of classrooms because of the families they were born into.

Savitribai was also a poet. In 1854, she published a book of poems called Kavya Phule. Her poems encouraged people to study and to treat everyone equally. I believe her words are just as true today.

She cared for people in need all her life. In 1897, a terrible disease called plague spread through Pune. Savitribai helped to run a clinic and nursed the sick. While carrying a sick child to the clinic, she caught the disease herself. She died on 10 March 1897.

Today, the University of Pune is called Savitribai Phule Pune University, and her birthday, 3 January, is celebrated as Balika Din (Girls' Day) in Maharashtra. Every girl who walks into a classroom in India is, in a way, walking along the path that Savitribai cleared. She is, I feel, a true hero.

**Word help: Bhide Wada** – an old house in Pune where the girls' school began • **plague** – a dangerous disease that spreads quickly from person to person • **clinic** – a place where sick people are treated • **university** – a place where people study after they finish school

Name: _____ Date: _____

# Savitribai Phule: She Led the Way: Questions

Answer the questions about the text.

**1.** Which of these sentences is a fact?

- ☐ (a) Savitribai was born on 3 January 1831.
- ☐ (b) She is, I feel, a true hero.
- ☐ (c) This was one of the most important days in history.

**2.** Which of these sentences is an opinion?

- ☐ (a) In 1854, she published a book of poems.
- ☐ (b) I think this shows how brave and determined she was.
- ☐ (c) By 1851, they were running three schools for girls.

**3.** A fact is something that can be checked and proved to be true.

☐ True ☐ False

**4.** Why did Savitribai carry a spare sari to school?

_____

_____

**5.** Write one fact about Savitribai as a poet.

_____

_____

**6.** Which words in the text tell you that the writer is giving an opinion? Write two.

_____

**7.** How is Savitribai remembered today? Give two ways.

_____

_____

**8.** Write one fact and one opinion of your own about Savitribai Phule.

_____

_____

_____

**9.** Find a word in paragraph 4 that means 'having made a firm decision and not giving up'.

_____

Name: _____ Date: _____

# Words to Know

Read each word and its meaning. Then write a sentence of your own using the word.

**custom** — something that people usually do in a particular place or time

*Example: It is a custom to wear new clothes on Eid.*

My sentence:

**trained** — learnt the skills needed to do a job

*Example: My aunt trained to become a pilot.*

My sentence:

**spare** — extra; kept in case it is needed

*Example: Always carry a spare pencil to an exam.*

My sentence:

**determined** — having made a firm decision and not giving up

*Example: Imran was determined to finish the race.*

My sentence:

**published** — printed a book or article so that people can read it

*Example: The author published her first book when she was twenty.*

My sentence:

**encouraged** — gave someone hope or confidence to do something

*Example: Our coach encouraged us to keep trying.*

My sentence:

**nursed** — looked after someone who was ill

*Example: Mum nursed me when I had a fever.*

My sentence:

Name: _____ Date: _____

# Spelling: Suffixes -ment and -ness

Look, say, cover, write and check each word.

**Spelling focus:** The suffixes -ment and -ness turn words into nouns: move → movement, kind → kindness. Change y to i: happy → happiness.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **movement** | | | |
| **achievement** | | | |
| **encouragement** | | | |
| **treatment** | | | |
| **improvement** | | | |
| **agreement** | | | |
| **payment** | | | |
| **kindness** | | | |
| **darkness** | | | |
| **sadness** | | | |
| **happiness** | | | |
| **weakness** | | | |
| **fairness** | | | |
| **illness** | | | |
| **awareness** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Present Perfect and Past Perfect

Read and learn. Then try the questions at the bottom.

The **present perfect** tense tells us about an action that has just finished, or that happened at some time up to now. It is made with **has / have + past participle (V3)**: I **have finished** my lunch. The **past perfect** tense shows which of two past actions happened **first**. It is made with **had + V3**: The train **had left** before we **reached** the station.

- Words that often go with the present perfect: **just, already, yet, ever, never**. She has **just** left. Have you **ever** seen snow?
- Do not use the present perfect with a finished time like **yesterday** or **last week**. Say 'I **saw** him yesterday', not 'I have seen him yesterday'.
- In the past perfect, the action that happened first takes **had**: When we reached the cinema, the film **had started**.

| Tense | Form | Example |
|---|---|---|
| Present perfect | has + V3 (he, she, it) | Sara has painted a picture. |
| Present perfect | have + V3 (I, we, you, they) | We have seen the Red Fort. |
| Past perfect | had + V3 (all subjects) | I had eaten before Papa came. |

**Remember:** Always use the **third form** (V3) after has, have and had: has **gone**, have **written**, had **eaten** — never 'has went' or 'had ate'.

**Try it!**

**1.** Fill in: I _____ (finish) my homework already.

_____

**2.** Fill in: Kavya _____ (lose) her eraser.

_____

**3.** Fill in: The guests _____ (leave) before we arrived.

_____

Name: _____ Date: _____

# Choose the Perfect Tense

Tick the correct words to complete each sentence.

**1.** Tenzin _____ his project. Now he can go out to play.

☐ (a) has finished ☐ (b) have finished ☐ (c) had finish

**2.** We _____ never _____ snow.

☐ (a) has / seen ☐ (b) have / seen ☐ (c) have / saw

**3.** By the time we reached the station, the train _____ .

☐ (a) has left ☐ (b) had left ☐ (c) leaves

**4.** Have you _____ your milk?

☐ (a) drank ☐ (b) drunk ☐ (c) drink

**5.** Ma _____ already cooked dinner when Papa came home.

☐ (a) has ☐ (b) have ☐ (c) had

**6.** The children _____ gone to the playground.

☐ (a) has ☐ (b) have ☐ (c) is

**7.** I _____ my keys. Can you help me look for them?

☐ (a) have lost ☐ (b) had lost ☐ (c) lost have

**8.** Ayesha was happy because she _____ the race.

☐ (a) has won ☐ (b) had won ☐ (c) have won

**9.** Look! Somebody _____ the window.

☐ (a) has broken ☐ (b) have broken ☐ (c) has broke

Name: _____ Date: _____

# Make It Perfect

Rewrite each sentence as shown in the brackets.

**1.** I clean my room. (present perfect)

_____

**2.** Joseph writes a poem. (present perfect)

_____

**3.** They eat their lunch. (present perfect)

_____

**4.** The plant grows tall. (present perfect)

_____

**5.** The bus left. Then we reached the stop. (Begin: When we reached ...)

_____

_____

**6.** Mother cooked dinner. Then the guests arrived. (Begin: Mother had ...)

_____

_____

**7.** Rohan has done his homework. (make it a question)

_____

**8.** We have visited Hampi. (make it negative)

_____

Name: _____ Date: _____

# Getting Ready for Guests

Write neatly. Remember capital letters and full stops.

Your cousins are coming to stay with you for a festival. Write 8–10 sentences. First tell what your family has already done to get ready (present perfect). Then tell what had happened by the time the guests arrived (past perfect).

**Think about:**

- We have cleaned the house and have …
- I have made a welcome card for …
- Ma has cooked … Papa has bought …
- By the time our cousins arrived, we had …
- They had travelled for … hours.

have cleaned  has bought  have decorated  has cooked  had finished  had arrived
had travelled  already  just  yet

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Early to bed and early to rise keeps you healthy and wise.

Early to bed and early to rise keeps you healthy and wise.

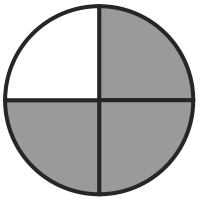
Early to bed and early to rise keeps you healthy and wise.

Name: _____ Date: _____

# What Part Is Shaded?

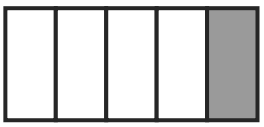
Write the fraction for the shaded part.

**1.**



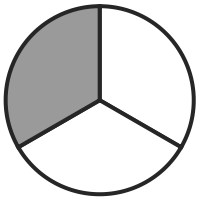
$\frac{\square}{\square}$

**2.**



$\frac{\square}{\square}$

**3.**



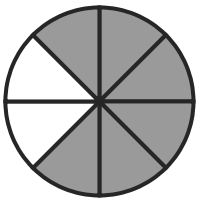
$\frac{\square}{\square}$

**4.**



$\frac{\square}{\square}$

**5.**



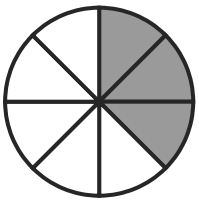
$\frac{\square}{\square}$

**6.**



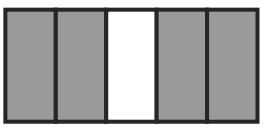
$\frac{\square}{\square}$

**7.**



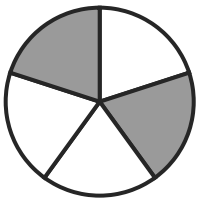
$\frac{\square}{\square}$

**8.**



$\frac{\square}{\square}$

**9.**



$\frac{\square}{\square}$

Name: _____ Date: _____

# Improper Fractions and Mixed Numbers

Change mixed numbers to improper fractions and improper fractions to mixed numbers.

**Proper**: numerator < denominator (3/5). **Improper**: numerator ≥ denominator (7/4). **Mixed**: a whole number and a fraction (1¾). Change mixed → improper: whole × denominator + numerator.

**1.** $2\ \frac{2}{3} = \frac{\square}{\square}$

**2.** $\frac{11}{5} = \square\ \frac{\square}{\square}$

**3.** $5\ \frac{1}{3} = \frac{\square}{\square}$

**4.** $\frac{4}{3} = \square\ \frac{\square}{\square}$

**5.** $1\ \frac{1}{4} = \frac{\square}{\square}$

**6.** $\frac{35}{8} = \square\ \frac{\square}{\square}$

**7.** $1\ \frac{2}{3} = \frac{\square}{\square}$

**8.** $\frac{23}{6} = \square\ \frac{\square}{\square}$

**9.** $2\ \frac{5}{6} = \frac{\square}{\square}$

**10.** $\frac{18}{8} = \square\ \frac{\square}{\square}$

Name: _____ Date: _____

# Improper Fractions and Mixed Numbers

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**Proper**: numerator < denominator (3/5). **Improper**: numerator ≥ denominator (7/4). **Mixed**: a whole number and a fraction (1¾). Change mixed → improper: whole × denominator + numerator.

**1.** $2\ \frac{2}{8} = \frac{\square}{\square}$

**2.** $\frac{7}{2} = \square\ \frac{\square}{\square}$

**3.** $1\ \frac{3}{4} = \frac{\square}{\square}$

**4.** $\frac{15}{9} = \square\ \frac{\square}{\square}$

**5.** $5\ \frac{4}{5} = \frac{\square}{\square}$

**6.** $\frac{12}{5} = \square\ \frac{\square}{\square}$

**7.** $3\ \frac{5}{9} = \frac{\square}{\square}$

**8.** $\frac{5}{2} = \square\ \frac{\square}{\square}$

**9.** $1\ \frac{2}{8} = \frac{\square}{\square}$

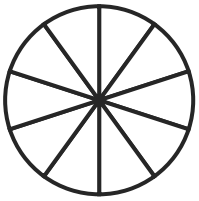
**10.** $\frac{9}{4} = \square\ \frac{\square}{\square}$

Name: _____ Date: _____

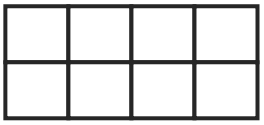
# Shade the Fraction

Colour the parts to show each fraction.

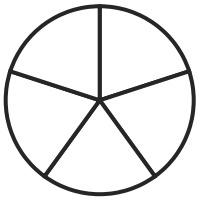
1. Shade $\frac{2}{10}$



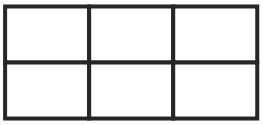
2. Shade $\frac{7}{8}$



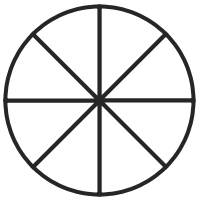
3. Shade $\frac{3}{5}$



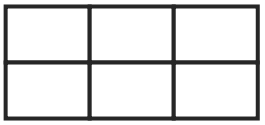
4. Shade $\frac{5}{6}$



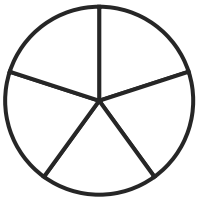
5. Shade $\frac{4}{8}$



6. Shade $\frac{5}{6}$



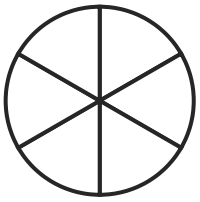
7. Shade $\frac{4}{5}$



8. Shade $\frac{1}{5}$



9. Shade $\frac{3}{6}$

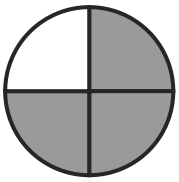


Name: _____ Date: _____

# Fraction Names

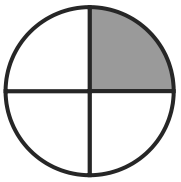
Write each fraction in words (one-half, one-third, one-quarter ...).

**1.**



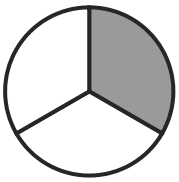
$\frac{3}{4}$ = _____

**2.**



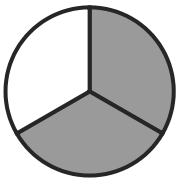
$\frac{1}{4}$ = _____

**3.**



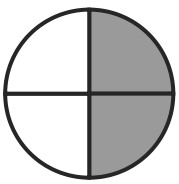
$\frac{1}{3}$ = _____

**4.**



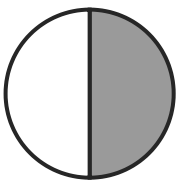
$\frac{2}{3}$ = _____

**5.**



$\frac{2}{4}$ = _____

**6.**

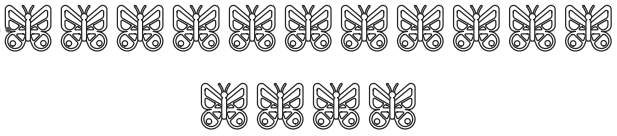


$\frac{1}{2}$ = _____

Name: _____ Date: _____

# Fraction of a Collection

Colour the fraction of each group. Write how many you coloured.

**1** 

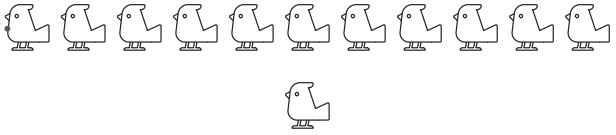
Colour $\frac{2}{5}$ of 15. $\frac{2}{5}$ of 15 = ☐

**2.** 

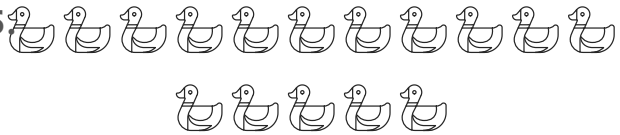
Colour $\frac{4}{5}$ of 10. $\frac{4}{5}$ of 10 = ☐

**3.** 

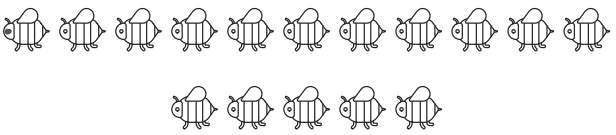
Colour $\frac{2}{3}$ of 6. $\frac{2}{3}$ of 6 = ☐

**4** 

Colour $\frac{3}{4}$ of 12. $\frac{3}{4}$ of 12 = ☐

**5** 

Colour $\frac{3}{8}$ of 16. $\frac{3}{8}$ of 16 = ☐

**6** 

Colour $\frac{5}{8}$ of 16. $\frac{5}{8}$ of 16 = ☐

Name: _____ Date: _____

# Force, Work and Energy

Read and learn.

A **force** is a push or a pull. We cannot see a force, but we can see what it does. A force can make a thing move or stop, go faster or slower, change direction or change shape.

- **Gravity** is the pull of the Earth. It makes things fall down. **Muscular force** is the force of our muscles.
- **Friction** slows down moving things. Rough surfaces have more friction than smooth ones.
- **Work** is done when a force moves something. **Energy** is the ability to do work.
- Energy has many forms: heat, light, sound, electrical energy and the energy of moving things.

| Simple machine | Examples |
|---|---|
| Lever | see-saw, scissors, bottle opener |
| Pulley | well, flagpole |
| Wheel and axle | bicycle wheel, door knob |
| Inclined plane | ramp, slide |
| Wedge | knife, axe |
| Screw | jar lid, bolt |



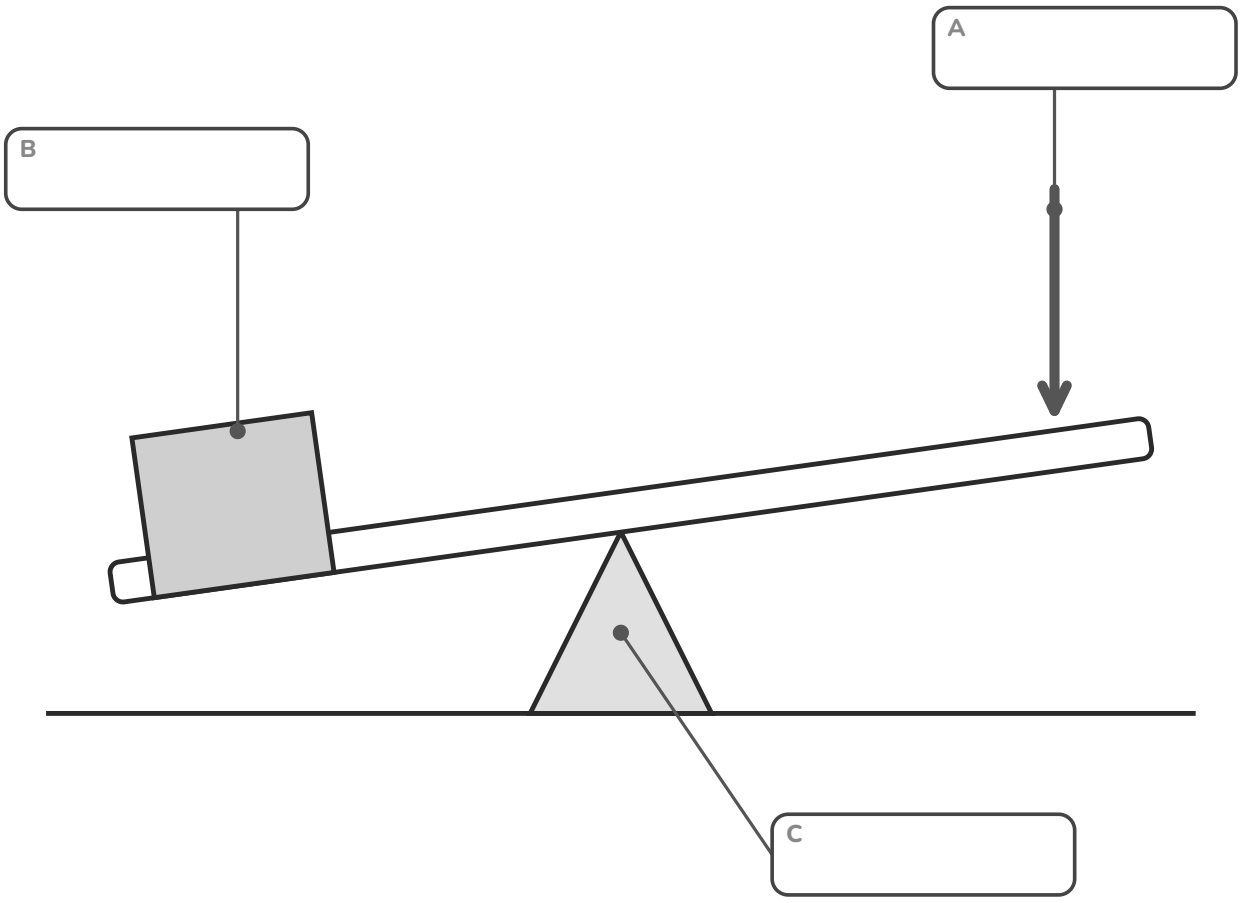
**Remember: Simple machines** help us do work with less effort. A lever has three parts: the **effort** (your push), the **load** (what you lift) and the **fulcrum** (the point it turns on).

Name: _____ Date: _____

# Parts of a Lever

Label the three parts of a lever. Use the word bank.

load effort fulcrum



Name: _____ Date: _____

# Simple Machines Around Us

Draw a line to match each object to the simple machine it uses.

| | |
|---|---|
| see-saw ● | ● screw |
| ramp ● | ● wedge |
| flagpole rope ● | ● lever |
| knife ● | ● wheel and axle |
| jar lid ● | ● inclined plane |
| bicycle wheel ● | ● pulley |

Name: _____ Date: _____

# Make a Ruler Lever

Build a lever and test where the fulcrum works best. Fill in the table and answer the questions.

A lever helps you to lift a heavy load with less effort. Make one with a ruler and find out where the fulcrum works best.

**You need:**

- ☐ a 30 cm ruler
- ☐ a round pencil or a thick marker
- ☐ a small stone or a big eraser (the load)
- ☐ about 20 coins

**What to do:**

1. Put the pencil on a table and rest the ruler across it. The pencil is the fulcrum.
2. Place the stone on the 0 cm end of the ruler. This is the load.
3. Put the fulcrum under the 15 cm mark. Add coins to the other end, one at a time, until the load lifts. Count the coins.
4. Move the fulcrum closer to the load, under the 10 cm mark. Count the coins needed again.
5. Move the fulcrum closer to the coins, under the 20 cm mark. Count again.

| Fulcrum under the … | Number of coins needed |
|---|---|
| **15 cm mark** | |
| **10 cm mark** | |
| **20 cm mark** | |

**1.** When did you need the fewest coins to lift the load?

_____

**2.** Where should the fulcrum be to lift a heavy load easily?

_____

**3.** Name two levers that you use at home.

_____

नाम: _____ दिनांक: _____

# प्रत्यय — शब्द के पीछे जुड़ने वाले अंश

पढ़ो और समझो।

जो शब्दांश किसी शब्द के **अंत** में जुड़कर नया शब्द बनाते हैं और उसका अर्थ या रूप बदल देते हैं, उन्हें **प्रत्यय** कहते हैं। जैसे — मीठा + **आस** = मिठास। याद रखो — उपसर्ग शब्द के **आगे** जुड़ता है और प्रत्यय शब्द के **पीछे**।

| प्रत्यय | मूल शब्द + प्रत्यय | नया शब्द |
|---|---|---|
| आई | अच्छा + आई, पढ़ + आई | अच्छाई, पढ़ाई |
| आस | मीठा + आस, खट्टा + आस | मिठास, खटास |
| पन | बच्चा + पन, अपना + पन | बचपन, अपनापन |
| ता | सुंदर + ता, मानव + ता | सुंदरता, मानवता |
| दार | दुकान + दार, ईमान + दार | दुकानदार, ईमानदार |
| वाला | दूध + वाला, फल + वाला | दूधवाला, फलवाला |
| ई | ऊन + ई, शहर + ई | ऊनी, शहरी |
| इक | समाज + इक, इतिहास + इक | सामाजिक, ऐतिहासिक |

**याद रखो:** प्रत्यय जुड़ने पर मूल शब्द की मात्रा कभी-कभी बदल जाती है — **मीठा** + आस = **मिठास** (‘मी’ की बड़ी ई छोटी इ बन गई)।

## अभ्यास करो

1. ‘सजावट’ में मूल शब्द और प्रत्यय अलग करो।

   _____

2. ‘पन’ प्रत्यय से एक नया शब्द बनाओ।

   _____

नाम: _____ दिनांक: _____

# प्रत्यय जोड़कर वाक्य पूरा करो

कोष्ठक में दिए मूल शब्द और प्रत्यय को जोड़ो। बने हुए नए शब्द से रिक्त स्थान भरो।

**1.** इस आम की _____ मुझे बहुत पसंद है। (मीठा + आस)

**2.** _____ रोज़ सुबह घर-घर अख़बार बाँटता है। (अख़बार + वाला)

**3.** हमें सदा _____ से काम करना चाहिए। (ईमान + दारी)

**4.** दादी को अपना _____ अकसर याद आता है। (बच्चा + पन)

**5.** सर्दियों में हम _____ कपड़े पहनते हैं। (ऊन + ई)

**6.** कश्मीर की _____ देखने लायक है। (सुंदर + ता)

**7.** परीक्षा के दिनों में मेरी _____ ज़्यादा होती है। (पढ़ + आई)

**8.** मीरा की _____ बहुत सुंदर है। (लिख + आवट)

**9.** लाल किला एक _____ इमारत है। (इतिहास + इक)

**10.** कच्ची इमली में बहुत _____ होती है। (खट्टा + आस)

नाम: _____ दिनांक: _____

# प्रत्यय वाले शब्द पहचानो

हर वाक्य में प्रत्यय जुड़कर बने शब्द पर गोला लगाओ।

1. दुकानदार ने मुझे पूरे पैसे लौटाए।

2. नानी की बातों में बहुत अपनापन था।

3. बगीचे की हरियाली मन को भाती है।

4. मेहनती बच्चे सदा आगे बढ़ते हैं।

5. राजू की बहादुरी की सबने तारीफ़ की।

6. हमें भारतीय होने पर गर्व है।

7. सच्चाई की सदा जीत होती है।

8. चित्रकार ने पहाड़ों का सुंदर दृश्य बनाया।

9. गर्मी में पेड़ की छाँव की ठंडक अच्छी लगती है।

Month 4

# Week 16

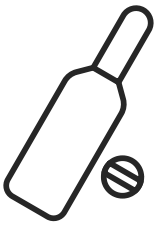
| | |
|---|---|
| **Reading** | Story — making inferences |
| **Grammar & Writing** | Future time: will and going to |
| **Maths** | Equivalent fractions; simplest form |
| **EVS** | The earth and the moon |
| **Hindi** | मुहावरे |

Name: _____ Date: _____

# The Lady at the Window

Read the story. The writer does not tell you everything. Use the clues to work out what is really going on.

Story



Every evening, the children of Bakul Lane in Kolkata played cricket in the narrow strip of road between the houses. And every evening, old Mrs Banerjee sat at her first-floor window and watched. She never smiled and never waved. She just watched, with her chin resting on her hand.

'She doesn't like us,' said Dev, tapping the bat on the ground. 'We're too noisy.' 'Then why does she watch every single day?' asked Rohan. Nobody had an answer.

One Tuesday, Rohan noticed something. When Anjali bowled a fast ball that knocked the stumps flat, Mrs Banerjee's hands moved, just a little, as if they wanted to clap. And when Dev swung wildly and missed, she shook her head and slowly lifted her arms, as if she were holding an invisible bat.

The next day, Dev hit the ball so hard that it flew over the wall and landed with a thud in Mrs Banerjee's courtyard. Everyone froze. Dev's face went pale. 'You go,' he whispered to Rohan. 'You're the bravest.'

Rohan knocked on the heavy wooden door. It opened slowly. Mrs Banerjee stood there with the ball in her hand. Behind her, on the wall of the hallway, Rohan saw an old bat. Its handle was wrapped in faded tape, and its face was covered with signatures. Beside it hung a black-and-white photograph of a team of young women in white, holding up a trophy.

'Is this yours?' she asked, turning the ball over in her fingers. Her voice was rough, as if she had not used it much. 'Yes. Sorry, Mrs Banerjee,' said Rohan. She looked at him for a long moment. Then she said, 'Your friend lifts his head too early when he swings. Tell him to keep his eyes on the ball. And the girl who bowls has a fine wrist.'

Rohan stared at her, and then at the photograph. The young woman in the middle of the front row had the same sharp eyes.

The following evening, there was a new person in the lane. She sat on a chair at the edge of the pitch, a shawl around her shoulders, calling out instructions. And for the first time, the children saw Mrs Banerjee smile.

**Word help: stumps** – the three wooden sticks that the bowler tries to hit in cricket • **courtyard** – an open space with walls or buildings around it • **trophy** – a cup or other prize given to the winner • **pitch** – the strip of ground where cricket is played

Name: _____ Date: _____

# The Lady at the Window: Questions

Answer the questions about the text.

**1.** At the start of the story, why did Dev think Mrs Banerjee watched them?

- ☐ (a) She liked cricket.
- ☐ (b) She did not like them because they were noisy.
- ☐ (c) She was waiting for a friend.

**2.** Which clue in paragraph 3 suggests that Mrs Banerjee was enjoying the game?

**3.** What can you infer from the bat and the photograph in her hallway?

**4.** The story tells us in exact words that Mrs Banerjee was once a cricketer.

☐ True ☐ False

**5.** 'Her voice was rough, as if she had not used it much.' What can you infer?

- ☐ (a) She was angry with Rohan.
- ☐ (b) She had just eaten something spicy.
- ☐ (c) She lived alone and did not talk to many people.

**6.** Who do you think was the young woman in the middle of the photograph? Which clue tells you?

**7.** Who is the 'new person in the lane' in the last paragraph? What is she doing, and how do you know?

**8.** Find a word in paragraph 5 that means 'having lost its colour over time'.

**9.** How do you think Mrs Banerjee felt at the end of the story? Why?

Name: _____ Date: _____

# Word Power

Read each word and its meaning. Then write a sentence of your own using the word.

**strip** — a long, narrow piece of land or material

*Example: A strip of sand ran along the edge of the river.*

My sentence:

_____

**invisible** — impossible to see

*Example: Air is invisible, but we can feel the wind.*

My sentence:

_____

**pale** — lighter in colour than usual, often because of fear or illness

*Example: Riya looked pale after her fever.*

My sentence:

_____

**faded** — lost its colour or brightness over time

*Example: Grandpa's old shirt has faded in the sun.*

My sentence:

_____

**signatures** — names that people write in their own special way

*Example: We collected signatures from all our teachers.*

My sentence:

_____

**rough** — not smooth or soft

*Example: The bark of the neem tree feels rough.*

My sentence:

_____

**instructions** — words that tell you how to do something

*Example: Read the instructions before you start the game.*

My sentence:

_____

Name: _____ Date: _____

# Spelling: Silent Letters

Look, say, cover, write and check each word.

**Spelling focus:** Silent letters are written but not heard: k in kn (knock), w in wr (write), g in gn (sign) and b in mb (thumb).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **knock** | | | |
| **know** | | | |
| **knee** | | | |
| **knot** | | | |
| **kneel** | | | |
| **write** | | | |
| **wrong** | | | |
| **wrist** | | | |
| **wrap** | | | |
| **sign** | | | |
| **design** | | | |
| **thumb** | | | |
| **climb** | | | |
| **comb** | | | |
| **lamb** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Will and Going To

Read and learn. Then try the questions at the bottom.

We often talk about the future in two ways. We use **will + verb** for decisions we make at the moment of speaking, for promises and offers, and for guesses. We use **am / is / are going to + verb** for plans we made earlier, and for things we can see are about to happen.

- Short forms: I will = **I'll**; will not = **won't**. I **won't** be late.
- With going to, use **am** with I, **is** with he, she, it, and **are** with we, you, they: She **is going to** sing.

| Form | Use | Example |
|---|---|---|
| will + verb | a sudden decision | It's cold. I will shut the window. |
| will + verb | a promise or an offer | I will help you with your bag. |
| will + verb | a guess | I think India will win the match. |
| going to + verb | a plan made earlier | We are going to visit Jaipur in May. |
| going to + verb | something we can see coming | Look at the clouds! It is going to rain. |



**Remember:** Ask yourself: Did I plan it before? Use **going to**. Am I deciding right now? Use **will**.

**Try it!**

**1.** Choose: I forgot my pen! I (will/am going to) borrow one.

_____

**2.** Choose: We have bought tickets. We (will/are going to) watch a play.

_____

**3.** Make it negative: Riya will come today.

_____

Name: _____ Date: _____

# Will or Going To?

Fill in each blank with will or going to and the verb in brackets. Use am, is or are with going to.

**1.** Look at that boy on the wall! He _____. (fall)

**2.** The bag is heavy. Don't worry, I _____ it for you. (carry)

**3.** We have saved our money. We _____ a new fan. (buy)

**4.** I promise I _____ my room every Sunday. (clean)

**5.** Dark clouds are gathering. It _____ soon. (rain)

**6.** I think Vikram _____ the quiz. He knows so much! (win)

**7.** Meera has packed her bags. She _____ her aunt in Goa. (visit)

**8.** Someone is at the door. I _____ it. (open)

**9.** Our class has a plan. We _____ a play on Teachers' Day. (perform)

**10.** Don't worry, Ma. I _____ late. (not be)

Name: _____ Date: _____

# Plans for the Future

Put the words in the right order to make a sentence about the future. Add the correct end mark.

**1.** going | We | to | are | visit | Mysuru

_____

**2.** will | I | you | help | tomorrow

_____

**3.** is | to | going | Pooja | learn | swimming

_____

**4.** rain | It | going | is | to

_____

**5.** you | Will | come | party | my | to

_____

**6.** won't | He | late | be | again

_____

**7.** are | They | to | going | paint | the | house

_____

Name: _____ Date: _____

# My Summer Holiday Plans

Write neatly. Remember capital letters and full stops.

Write 8–10 sentences about your plans for the coming summer holidays. Use going to for the plans you have already made. Use will for promises and guesses. Write at least three sentences of each kind.

**Think about:**

- Where are you going to go? Whom are you going to meet?
- What new thing are you going to learn?
- What will you do to help at home? (a promise)
- What do you think the weather will be like? (a guess)

going to visit  going to learn  going to read  will help  will try  will be  I think  I promise  won't

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Do not waste food; many people go hungry.

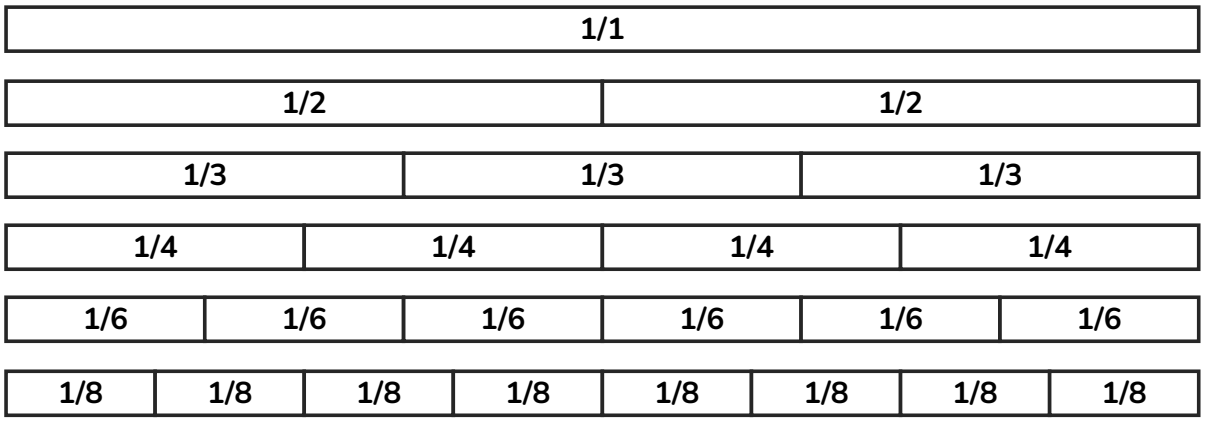
Do not waste food; many people go hungry.

Do not waste food; many people go hungry.

Name: _____ Date: _____

# Equivalent Fractions

Use the fraction wall to help. Fill in the missing numbers.




1. $\frac{5}{7} = \frac{\square}{28}$

2. $\frac{2}{5} = \frac{12}{\square}$

3. $\frac{1}{6} = \frac{\square}{18}$

4. $\frac{4}{7} = \frac{20}{\square}$

5. $\frac{3}{6} = \frac{\square}{12}$

6. $\frac{1}{3} = \frac{6}{\square}$

7. $\frac{4}{7} = \frac{\square}{35}$

8. $\frac{1}{2} = \frac{2}{\square}$

9. $\frac{4}{7} = \frac{\square}{14}$

10. $\frac{1}{4} = \frac{5}{\square}$

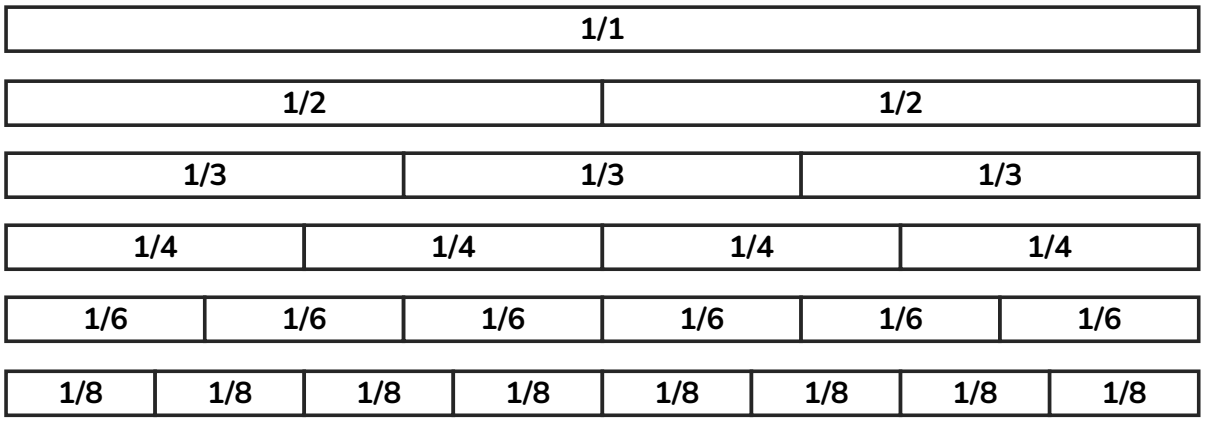
11. $\frac{4}{5} = \frac{\square}{25}$

12. $\frac{1}{5} = \frac{2}{\square}$

Name: _____ Date: _____

# Equivalent Fractions

Use the fraction wall to help. Fill in the missing numbers.




1. $\frac{1}{5} = \frac{\square}{25}$

2. $\frac{4}{8} = \frac{20}{\square}$

3. $\frac{1}{2} = \frac{\square}{10}$

4. $\frac{4}{6} = \frac{12}{\square}$

5. $\frac{1}{7} = \frac{\square}{21}$

6. $\frac{2}{4} = \frac{6}{\square}$

7. $\frac{4}{6} = \frac{\square}{18}$

8. $\frac{2}{5} = \frac{12}{\square}$

9. $\frac{2}{3} = \frac{\square}{12}$

10. $\frac{1}{2} = \frac{5}{\square}$

11. $\frac{2}{7} = \frac{\square}{28}$

12. $\frac{2}{7} = \frac{6}{\square}$

Name: _____ Date: _____

# Simplest Form

Reduce each fraction to its simplest form.

To write a fraction in its **simplest form**, divide the numerator and denominator by their HCF.

1. $\frac{5}{20} = \frac{\square}{\square}$

2. $\frac{9}{21} = \frac{\square}{\square}$

3. $\frac{5}{10} = \frac{\square}{\square}$

4. $\frac{5}{30} = \frac{\square}{\square}$

5. $\frac{6}{48} = \frac{\square}{\square}$

6. $\frac{3}{18} = \frac{\square}{\square}$

7. $\frac{8}{14} = \frac{\square}{\square}$

8. $\frac{6}{36} = \frac{\square}{\square}$

9. $\frac{32}{36} = \frac{\square}{\square}$

10. $\frac{3}{18} = \frac{\square}{\square}$

11. $\frac{6}{36} = \frac{\square}{\square}$

12. $\frac{5}{40} = \frac{\square}{\square}$

Name: _____ Date: _____

# Simplest Form

Reduce each fraction to its simplest form.

To write a fraction in its **simplest form**, divide the numerator and denominator by their HCF.

1. $\frac{4}{14} = \frac{\square}{\square}$

2. $\frac{4}{16} = \frac{\square}{\square}$

3. $\frac{18}{48} = \frac{\square}{\square}$

4. $\frac{5}{15} = \frac{\square}{\square}$

5. $\frac{4}{12} = \frac{\square}{\square}$

6. $\frac{4}{20} = \frac{\square}{\square}$

7. $\frac{4}{20} = \frac{\square}{\square}$

8. $\frac{4}{8} = \frac{\square}{\square}$

9. $\frac{2}{4} = \frac{\square}{\square}$

10. $\frac{3}{27} = \frac{\square}{\square}$

11. $\frac{8}{18} = \frac{\square}{\square}$

12. $\frac{6}{9} = \frac{\square}{\square}$

Name: _____ Date: _____

# Compare Fractions

Write >, < or = in each box.

With the **same denominator**, the fraction with the bigger numerator is bigger.

1. $\frac{4}{5}$ ☐ $\frac{2}{5}$

2. $\frac{8}{9}$ ☐ $\frac{3}{9}$

3. $\frac{8}{11}$ ☐ $\frac{1}{11}$

4. $\frac{1}{8}$ ☐ $\frac{2}{8}$

5. $\frac{1}{3}$ ☐ $\frac{2}{3}$

6. $\frac{3}{9}$ ☐ $\frac{5}{9}$

7. $\frac{2}{3}$ ☐ $\frac{1}{3}$

8. $\frac{4}{10}$ ☐ $\frac{9}{10}$

9. $\frac{8}{10}$ ☐ $\frac{6}{10}$

10. $\frac{3}{4}$ ☐ $\frac{1}{4}$

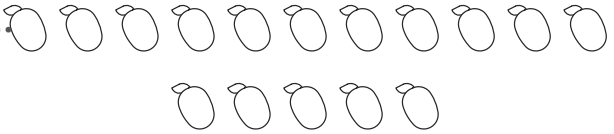
11. $\frac{3}{6}$ ☐ $\frac{2}{6}$

12. $\frac{10}{11}$ ☐ $\frac{4}{11}$

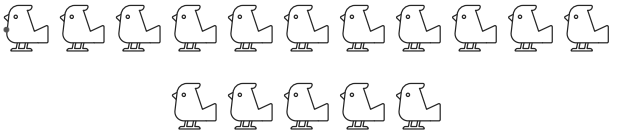
Name: _____ Date: _____

# Fraction of a Collection

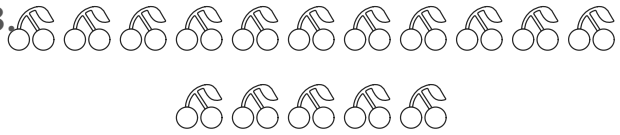
Colour the fraction of each group. Write how many you coloured.

1. 

Colour $\frac{3}{4}$ of 16. $\frac{3}{4}$ of 16 = ☐

2. 

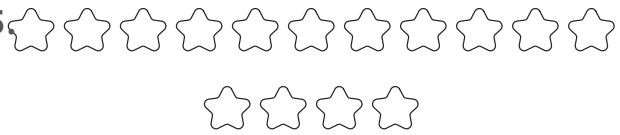
Colour $\frac{5}{8}$ of 16. $\frac{5}{8}$ of 16 = ☐

3. 

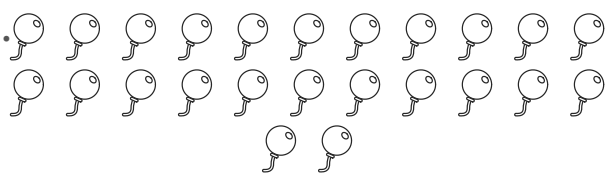
Colour $\frac{3}{8}$ of 16. $\frac{3}{8}$ of 16 = ☐

4. 

Colour $\frac{2}{3}$ of 9. $\frac{2}{3}$ of 9 = ☐

5. 

Colour $\frac{4}{5}$ of 15. $\frac{4}{5}$ of 15 = ☐

6. 

Colour $\frac{5}{8}$ of 24. $\frac{5}{8}$ of 24 = ☐

Name: _____ Date: _____

# Our Earth and Moon

Read these facts about the Earth and the Moon.



## Our Planet Earth

The Earth is the third planet from the Sun. It is the only planet known to have life. It is shaped like a ball (a sphere), a little flat at the poles.

## The Blue Planet

About 71 parts out of every 100 parts of the Earth's surface are covered with water. That is why the Earth looks blue from space.



## Day and Night

The Earth spins like a top on its **axis**. One spin (**rotation**) takes about 24 hours. The side facing the Sun has day; the other side has night.

## One Year

The Earth travels around the Sun. One trip (**revolution**) takes about 365¼ days, which is one year. The extra quarter days add up to a leap year every 4 years.



## The Moon

The Moon is the Earth's natural satellite. It goes around the Earth about once a month. It has no air and no liquid water. Its surface is covered with craters.



## Moonlight

The Moon has no light of its own. It shines because it reflects the light of the Sun. As it moves around the Earth, we see different shapes called **phases**.

## Phases of the Moon

On **new moon** night (amavasya) we cannot see the Moon. It grows to a **full moon** (purnima) in about 15 days, then shrinks again. One cycle takes about 29½ days.



## India on the Moon

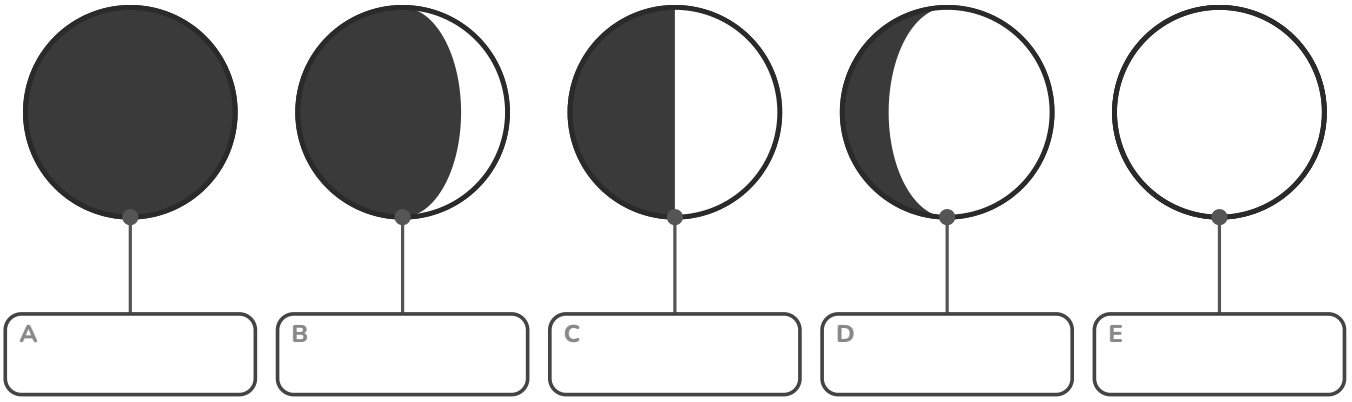
**Chandrayaan-3** landed near the Moon's south pole on 23 August 2023. India was the first country to land there. 23 August is now National Space Day.

Name: _____ Date: _____

# Phases of the Moon

Label the phases of the Moon. Use the word bank.

full moon half moon crescent moon gibbous moon new moon



Name: _____ Date: _____

# Earth and Moon: True or False?

Write T for true and F for false.

**1.** The Earth is the third planet from the Sun. T F

**2.** The Earth takes one day to go around the Sun. T F

**3.** We have day and night because the Earth spins on its axis. T F

**4.** The Moon makes its own light. T F

**5.** We cannot see the Moon on a new moon night. T F

**6.** The Moon goes around the Earth. T F

**7.** There is plenty of air to breathe on the Moon. T F

**8.** A full moon comes about once a month. T F

**9.** Chandrayaan-3 landed near the south pole of the Moon. T F

**10.** The Moon is a planet. T F

Name: _____ Date: _____

# Day and Night Model

Make this model in a dark room with a friend. Draw what you see and answer the questions.

Why do we have day and night? Make a model of the spinning Earth and the Sun to find out.

**You need:**

- ☐ a ball or a globe
- ☐ a torch
- ☐ a small sticker or a bindi
- ☐ a dark room
- ☐ a friend to help

**What to do:**

1. Put the sticker on the ball to show where India is.
2. Ask your friend to shine the torch at the ball from about 1 metre away. The torch is the Sun.
3. Hold the ball so that the sticker faces the torch. Is it day or night in India?
4. Slowly spin the ball from west to east (anticlockwise, as seen from above). Watch the sticker.
5. Stop when the sticker is on the dark side. Is it day or night now?
6. Keep spinning. When does the sticker see 'sunrise'?

**Stick or draw it here:**

1. Why is one half of the ball always dark?

2. What happens as the Earth spins?

3. How long does the Earth take to spin once?

नाम: _____ दिनांक: _____

# मुहावरे — विशेष अर्थ वाले वाक्यांश

पढ़ो और समझो।

ऐसा वाक्यांश जो अपने सामान्य अर्थ को छोड़कर कोई **विशेष अर्थ** देता है, **मुहावरा** कहलाता है। जैसे — 'आँखों का तारा' का अर्थ आँख में चमकने वाला तारा नहीं, बल्कि **बहुत प्यारा** है। मुहावरे भाषा को रोचक और प्रभावशाली बनाते हैं। मुहावरा पूरा वाक्य नहीं होता; उसका प्रयोग वाक्य के बीच में होता है।

| मुहावरा | अर्थ | वाक्य में प्रयोग |
|---|---|---|
| आँखों का तारा | बहुत प्यारा | छोटा आरव दादी की आँखों का तारा है। |
| नौ दो ग्यारह होना | भाग जाना | बिल्ली देखकर चूहा नौ दो ग्यारह हो गया। |
| आसमान सिर पर उठाना | बहुत शोर करना | बच्चों ने आसमान सिर पर उठा लिया। |
| हाथ बँटाना | मदद करना | रिया माँ के काम में हाथ बँटाती है। |
| फूला न समाना | बहुत खुश होना | इनाम पाकर कबीर फूला न समाया। |
| कान खाना | बहुत बोलकर परेशान करना | चुप रहो, मेरे कान मत खाओ! |

💡 **याद रखो:** मुहावरे का शब्दशः अर्थ मत लो, उसका **विशेष अर्थ** समझो। वाक्य में प्रयोग करते समय क्रिया का रूप बदल सकता है — 'हाथ बँटाना' से 'हाथ बँटाती है'।

**अभ्यास करो**

1. 'ईद का चाँद होना' का अर्थ लिखो।

   _____

2. 'फूला न समाना' का अर्थ लिखो।

   _____

नाम: _____ दिनांक: _____

# मुहावरे और उनके अर्थ

हर मुहावरे को उसके सही अर्थ से रेखा खींचकर मिलाओ।

| | |
|---|---|
| दाँतों तले उँगली दबाना ● | ● बहुत तेज़ दौड़ना |
| पानी-पानी होना ● | ● किसी काम के लिए तैयार होना |
| घी के दीये जलाना ● | ● अपनी तारीफ़ खुद करना |
| अपने मुँह मियाँ मिट्ठू बनना ● | ● हैरान होना |
| नाक में दम करना ● | ● बहुत गुस्सा होना |
| आग बबूला होना ● | ● बहुत शर्मिंदा होना |
| कमर कसना ● | ● खुशियाँ मनाना |
| हवा से बातें करना ● | ● बहुत परेशान करना |

नाम: _____ दिनांक: _____

# मुहावरों से वाक्य बनाओ

हर मुहावरे का अर्थ सोचो और उसका अपने वाक्य में प्रयोग करो।

**1.** ‘दाँतों तले उँगली दबाना’

**2.** ‘हवा से बातें करना’

**3.** ‘नाक में दम करना’

**4.** ‘कमर कसना’

**5.** ‘घी के दीये जलाना’

**6.** ‘आग बबूला होना’

Month 4

# Monthly Activity Set:

# **Matter Matters**

States of matter sort, melting and freezing experiment, water cycle in a bag, air experiments

Name: _____ Date: _____

# Matter Matters

Read about matter and how it can change.

## What Is Matter?



Anything that has weight and takes up space is **matter**. Your book, the water you drink and the air you breathe are all matter.

## Solids



Solids have a fixed shape and size. Their particles are packed tightly together. Stone, wood, ice and a spoon are solids.

## Liquids



Liquids have a fixed volume but take the shape of their container. They flow. Water, milk, oil and honey are liquids.

## Gases



Gases have no fixed shape or volume. They spread out to fill any space. Air, steam and oxygen are gases.

## Melting and Freezing



Heat turns a solid into a liquid: ice **melts** into water. Cooling turns a liquid into a solid: water **freezes** into ice at 0 °C.

## Evaporation, Condensation



Heat turns a liquid into a gas: water **evaporates** into water vapour. Cooling turns the vapour back into drops of water: it **condenses**.

## Boiling



Water boils at 100 °C. When it boils, bubbles of water vapour rise quickly and the water turns into steam.

## Air Is Matter Too



We cannot see air, but it takes up space, has weight and pushes on things. This push is called **air pressure**.

Name: _____ Date: _____

# Ice Cube Race

Race four ice cubes. Fill in the table and answer the questions.

Which place melts ice fastest? Which way keeps ice frozen longest? Race some ice cubes to find out!

**You need:**

☐ 4 ice cubes of the same size

☐ 4 small steel bowls

☐ a woollen cloth or thick newspaper

☐ a clock or timer

☐ an ice tray and small pieces of fruit

**What to do:**

1. Put one ice cube in each bowl.
2. Bowl A: put it in the sun. Bowl B: put it in the shade outdoors.
3. Bowl C: keep it indoors. Bowl D: wrap it in a woollen cloth or thick newspaper and keep it indoors.
4. Check every 5 minutes. Write the time when each ice cube has melted completely.
5. Then pour water into an ice tray, add small pieces of fruit and put it in the freezer. Check after 4 hours.

| Bowl | Where it was | Time to melt (minutes) |
|---|---|---|
| **Bowl A** | | |
| **Bowl B** | | |
| **Bowl C** | | |
| **Bowl D** | | |

**1.** Which ice cube melted first? Why?

_____

**2.** Which ice cube lasted the longest? Why?

_____

**3.** What happened to the water and fruit in the freezer? What is this change called?

_____

Name: _____ Date: _____

# Tricky Matter Sort

Write each thing in the correct column. Think carefully: sand can be poured, but is each grain a solid?

sand air  milk ink  honey vinegar shampoo sugar

salt oxygen rubber band  butter carbon dioxide steam

| Solid | Liquid | Gas |
| --- | --- | --- |
| | | |

Name: _____ Date: _____

# Water Cycle in a Bag

Make a water cycle in a bag. Draw what you see after two days and answer the questions.

Watch the whole water cycle happen inside a plastic bag on your window!

**You need:**

- ☐ a clear zip bag
- ☐ a permanent marker
- ☐ half a cup of water
- ☐ a few drops of blue food colour
- ☐ sticky tape
- ☐ a sunny window

**What to do:**

1. Draw a sun and clouds at the top of the bag, and waves at the bottom.
2. Pour the water into the bag and add the food colour.
3. Seal the bag tightly so that no air or water can escape.
4. Tape the bag to a sunny window.
5. Look at the bag every few hours for two days.

**What I observed (draw):**

**1.** What formed at the top of the bag? What is this step called?

**2.** What happened when the drops grew big?

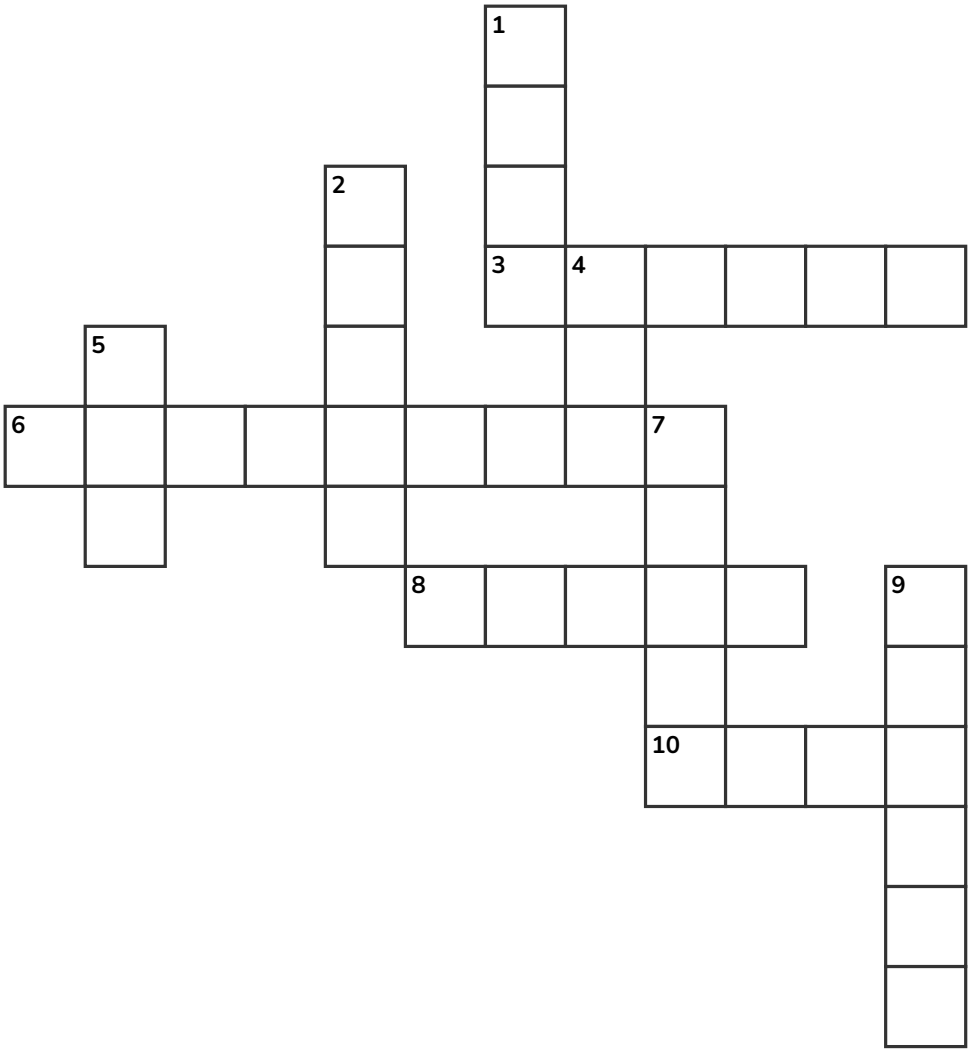
**3.** Why did some water rise up as vapour?

**4.** Why does the amount of water in the bag stay the same?

Name: _____ Date: _____

# Matter Crossword

Read the clues and fill in the crossword.




## Across

**3.** It flows and takes the shape of its container. (6)

**6.** The tiny bits that all matter is made of (9)

**8.** A thick, sweet liquid made by bees (5)

**10.** What ice does when it gets warm (4)

## Down

**1.** What water does at 100 °C (4)

**2.** It has a fixed shape. (5)

**4.** Frozen water (3)

**5.** It spreads out to fill any space. (3)

**7.** Water vapour rising from boiling water (5)

**9.** Anything that has weight and takes up space (6)

Name: _____ Date: _____

# Amazing Air Experiments

Try both tests. Then answer the questions.

Air is invisible, but it is still matter! Try these two tests to show that air takes up space and has weight.

**You need:**

- ☐ a glass
- ☐ a tissue
- ☐ a bucket of water
- ☐ a 30 cm ruler
- ☐ string
- ☐ 2 balloons
- ☐ sticky tape and a pin

**What to do:**

1. Test 1: Push a dry tissue firmly into the bottom of the glass.
2. Turn the glass upside down. Push it straight down into the water and hold it for 10 seconds. Lift it straight out.
3. Feel the tissue. Is it wet or dry?
4. Test 2: Blow up two balloons to the same size and tie them. Hang one from each end of the ruler with string.
5. Hang the ruler from its middle with string so that it balances.
6. Stick tape on one balloon and gently prick a hole through the tape with the pin. Watch the ruler.

⚠️ **Safety:** Ask an adult to help with the pin. Keep balloons away from small children.

**1.** Why did the tissue stay dry?

_____

**2.** What happened to the ruler when air left one balloon?

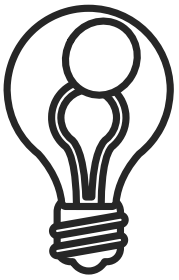
_____

**3.** What do these two tests show about air?

_____

# MONTH

# 5



Month 5

# Week 17

| | |
|---|---|
| **Reading** | Information text (the water cycle) — diagrams and captions |
| **Grammar & Writing** | Subject–verb agreement |
| **Maths** | Comparing and ordering fractions |
| **EVS** | Safety and first aid |
| **Hindi** | विराम चिह्न |

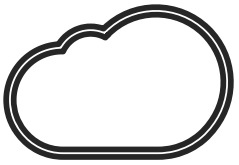
Name: _____ Date: _____

# Round and Round: The Water Cycle

Read the text, the diagram in words and the caption. Then answer the questions.

Information text

Have you ever wondered where a puddle goes on a sunny day, or where rain comes from? The answer is the **water cycle**: the never-ending journey of water between the Earth and the sky. The water you drank today has been going round this cycle for millions of years!



**1. Evaporation** When the sun heats the water in seas, rivers, lakes and even puddles, some of it turns into an invisible gas called water vapour. The vapour rises into the air. Plants give off water vapour through their leaves too.

**2. Condensation** High in the sky, the air is cooler. As the water vapour rises, it cools and turns back into tiny drops of water. Millions of these drops gather together to form clouds. You can see condensation at home: breathe on a cold mirror, and it turns misty.

**3. Precipitation** Inside a cloud, the tiny drops bump into one another and join to make bigger drops. When the drops become too heavy to float, they fall to the ground as rain. In very cold places, they fall as snow or hail.

**4. Collection** The rainwater flows into streams, rivers, lakes and the sea. Some of it soaks into the ground and is stored under the earth. This is the water we get from wells and hand pumps. Then the sun heats the water again, and the cycle starts all over.

**Diagram in words:** sea, rivers and lakes → (the sun heats the water) → water vapour rises → (the vapour cools) → clouds form → (the drops join) → rain falls → water flows back to the rivers and the sea

**Caption:** The water cycle never stops. The same water moves from the Earth to the sky and back again, over and over.

**Reading tip:** Information books often use diagrams with arrows, labels and captions. The **arrows** show the direction in which things move. The **labels** name each part. The **caption**, a short sentence under the picture, tells you what the whole diagram is about. Always read the caption first!

**Word help: evaporation** – when water is heated and turns into water vapour • **condensation** – when water vapour cools and turns back into drops of water • **precipitation** – water falling from clouds as rain, snow or hail • **hail** – small balls of ice that fall from clouds • **diagram** – a simple drawing that shows how something works

Name: _____ Date: _____

# Round and Round: The Water Cycle: Questions

Answer the questions about the text.

**1.** What is the main job of a caption?

- ☐ (a) To tell a story
- ☐ (b) To give the page number
- ☐ (c) To explain what a picture or diagram shows

**2.** In the 'Diagram in words', what do the arrows (→) show?

_____

_____

**3.** Which stage comes just after condensation?

☐ (a) precipitation ☐ (b) evaporation ☐ (c) collection

**4.** Water vapour is a gas that we can see clearly.

☐ True ☐ False

**5.** How can you see condensation at home?

_____

_____

**6.** Where does the water in wells and hand pumps come from?

_____

_____

**7.** Why do you think the writer added a diagram and a caption to this text?

_____

_____

_____

_____

**8.** Find a word in stage 2 that means 'come together in one place'.

_____

**9.** Write a caption for a picture of wet clothes drying in the sun.

_____

_____

_____

_____

Name: _____ Date: _____

# Words from the Text

Read each word and its meaning. Then write a sentence of your own using the word.

**wondered** — thought about something and wanted to know more

*Example: Kabir wondered how birds find their way in winter.*

My sentence:

**never-ending** — going on and on without stopping

*Example: The queue at the ticket counter seemed never-ending.*

My sentence:

**rises** — goes up

*Example: Steam rises from a cup of hot tea.*

My sentence:

**gather** — to come together in one place

*Example: People gather on the beach to watch the sunset.*

My sentence:

**float** — to stay on top of water or up in the air without sinking

*Example: Paper boats float on the puddles after the rain.*

My sentence:

**soaks** — takes in liquid, or passes slowly into something

*Example: A sponge soaks up spilt milk.*

My sentence:

**direction** — the way something is moving or facing

*Example: The wind changed direction and blew my kite into a tree.*

My sentence:

Name: _____ Date: _____

# Spelling: Water Cycle Words

Look, say, cover, write and check each word.

**Spelling focus:** Water cycle words. Note: vapour is spelt -our in British English, and the c in cycle sounds like s.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **evaporation** | | | |
| **condensation** | | | |
| **precipitation** | | | |
| **vapour** | | | |
| **droplets** | | | |
| **raindrop** | | | |
| **surface** | | | |
| **ocean** | | | |
| **cycle** | | | |
| **moisture** | | | |
| **freezing** | | | |
| **melting** | | | |
| **glacier** | | | |
| **groundwater** | | | |
| **atmosphere** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Subject–Verb Agreement

Read and learn. Then try the questions at the bottom.

The verb in a sentence must **agree** with its subject. A **singular** subject takes a **singular** verb, and a **plural** subject takes a **plural** verb: The dog **barks**. The dogs **bark**. In the simple present, the singular verb usually ends in **-s** or **-es**, but the plural verb does not.

- Two subjects joined by **and** take a plural verb: Kabir **and** Zoya **are** cousins.
- With **I**, use am, have, was, do: I **am** ready. With **you**, use are, have, were, do: You **are** kind.
- **Each, every, everyone** and **nobody** take a singular verb: **Every** child **has** a book.
- Do not be confused by words between the subject and the verb: The **box** of pencils **is** on the desk.

| Singular subject | Plural subject |
|---|---|
| The girl **is** singing. | The girls **are** singing. |
| He **has** a kite. | They **have** kites. |
| My friend **was** late. | My friends **were** late. |
| The bird **flies** high. | The birds **fly** high. |
| She **does** her work. | We **do** our work. |

**Remember:** Collective nouns such as **team, class, family** and **herd** usually take a singular verb: Our team **is** the best.

**Try it!**

**1.** Choose: The flowers (smell/smells) sweet.

_____

**2.** Choose: Rohan and Imran (is/are) brothers.

_____

**3.** Choose: Each of the boys (has/have) a bat.

_____

Name: _____ Date: _____

# Make Them Agree

Circle the verb that agrees with the subject.

**1.** My grandmother ( tell / tells ) us stories every night.

**2.** The mangoes in this basket ( is / are ) ripe.

**3.** Priya and her brother ( go / goes ) to the same school.

**4.** Everyone in the class ( was / were ) happy with the result.

**5.** I ( am / is ) learning to play the sitar.

**6.** The herd of elephants ( is / are ) crossing the river.

**7.** You ( was / were ) right about the weather.

**8.** A bunch of keys ( hangs / hang ) near the door.

**9.** The children ( doesn't / don't ) like loud noises.

**10.** Every boy and girl ( has / have ) a part in the play.

**11.** The scissors ( is / are ) on the table.

**12.** Maths ( is / are ) my favourite subject.

Name: _____ Date: _____

# Right or Wrong?

Write T if the verb agrees with the subject and F if it does not. Correct the wrong ones in your notebook.

**1.** The sun rises in the east. T F

**2.** My brothers plays cricket every evening. T F

**3.** The team is practising for the final. T F

**4.** Ananya and Sneha was in the library. T F

**5.** Each student has a locker. T F

**6.** The birds in the cage sings sweetly. T F

**7.** He don't know the answer. T F

**8.** The basket of oranges is heavy. T F

**9.** I has two pet fish. T F

**10.** My spectacles are on the shelf. T F

Name: _____ Date: _____

# A Morning at My School

Write neatly. Remember capital letters and full stops.

Write 8–10 sentences about what happens at your school every morning. Use the simple present tense. Check that every verb agrees with its subject: the bell rings, the children line up, our teacher takes attendance.

**Think about:**

- When does the school bus or van arrive?
- What does everyone do at the morning assembly?
- What does each student carry? (Each student has …)
- What do your friends and you do before class begins?

rings  line up  sings  takes  has  have  is  are  each  everyone  assembly

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Be the reason someone smiles today.

Be the reason someone smiles today.

Be the reason someone smiles today.

Name: _____ Date: _____

# Compare Fractions

Write >, < or = in each box.

With the **same denominator**, the fraction with the bigger numerator is bigger.

1. $\frac{3}{12} \square \frac{4}{12}$

2. $\frac{1}{7} \square \frac{4}{7}$

3. $\frac{6}{8} \square \frac{4}{8}$

4. $\frac{6}{7} \square \frac{1}{7}$

5. $\frac{3}{4} \square \frac{2}{4}$

6. $\frac{4}{8} \square \frac{5}{8}$

7. $\frac{8}{9} \square \frac{5}{9}$

8. $\frac{4}{5} \square \frac{1}{5}$

9. $\frac{2}{8} \square \frac{4}{8}$

10. $\frac{6}{10} \square \frac{1}{10}$

11. $\frac{5}{12} \square \frac{8}{12}$

12. $\frac{1}{12} \square \frac{3}{12}$

Name: _____ Date: _____

# Compare Fractions

Write >, < or = in each box.

To compare unlike fractions, make the denominators the same (use the LCM), then compare numerators. Or cross-multiply.

1. $\frac{2}{6} \square \frac{6}{9}$

2. $\frac{6}{7} \square \frac{4}{6}$

3. $\frac{1}{7} \square \frac{4}{5}$

4. $\frac{3}{5} \square \frac{1}{2}$

5. $\frac{2}{4} \square \frac{7}{8}$

6. $\frac{6}{9} \square \frac{3}{8}$

7. $\frac{1}{2} \square \frac{3}{4}$

8. $\frac{7}{9} \square \frac{1}{3}$

9. $\frac{1}{2} \square \frac{2}{3}$

10. $\frac{2}{4} \square \frac{2}{8}$

11. $\frac{3}{5} \square \frac{1}{6}$

12. $\frac{1}{3} \square \frac{3}{6}$

Name: _____ Date: _____

# Ordering Fractions

Write the fractions in ascending order.

Same denominator → compare numerators. Same numerator → the fraction with the smaller denominator is bigger.

**1.** $\frac{4}{7}$ , $\frac{1}{7}$ , $\frac{5}{7}$ , $\frac{2}{7}$

Ascending: _____

**2.** $\frac{6}{8}$ , $\frac{4}{8}$ , $\frac{2}{8}$ , $\frac{3}{8}$

Ascending: _____

**3.** $\frac{2}{11}$ , $\frac{4}{11}$ , $\frac{6}{11}$ , $\frac{10}{11}$

Ascending: _____

**4.** $\frac{2}{8}$ , $\frac{2}{12}$ , $\frac{2}{3}$ , $\frac{2}{6}$

Ascending: _____

**5.** $\frac{3}{8}$ , $\frac{3}{12}$ , $\frac{3}{5}$ , $\frac{3}{9}$

Ascending: _____

**6.** $\frac{1}{4}$ , $\frac{1}{12}$ , $\frac{1}{3}$ , $\frac{1}{8}$

Ascending: _____

Name: _____ Date: _____

# Ordering Fractions

Write the fractions in ascending order.

Same denominator → compare numerators. Same numerator → the fraction with the smaller denominator is bigger.

**1.** $\frac{4}{5}$ , $\frac{1}{5}$ , $\frac{2}{5}$ , $\frac{3}{5}$

Ascending: _____

**2.** $\frac{1}{6}$ , $\frac{5}{6}$ , $\frac{2}{6}$ , $\frac{4}{6}$

Ascending: _____

**3.** $\frac{2}{11}$ , $\frac{9}{11}$ , $\frac{6}{11}$ , $\frac{7}{11}$

Ascending: _____

**4.** $\frac{1}{8}$ , $\frac{1}{3}$ , $\frac{1}{10}$ , $\frac{1}{4}$

Ascending: _____

**5.** $\frac{4}{12}$ , $\frac{4}{10}$ , $\frac{4}{6}$ , $\frac{4}{8}$

Ascending: _____

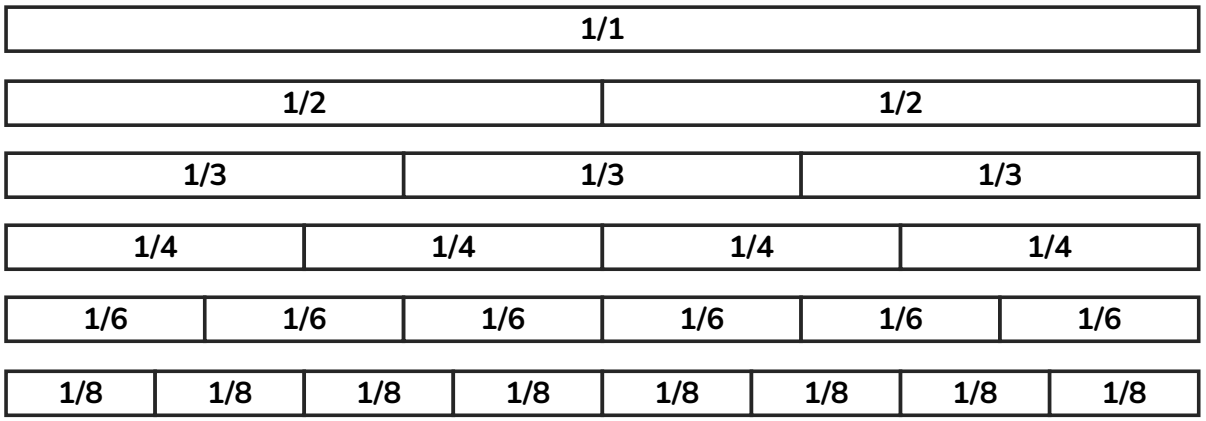
**6.** $\frac{4}{8}$ , $\frac{4}{12}$ , $\frac{4}{6}$ , $\frac{4}{5}$

Ascending: _____

Name: _____ Date: _____

# Equivalent Fractions

Use the fraction wall to help. Fill in the missing numbers.




1. $\frac{2}{3} = \frac{\square}{18}$

2. $\frac{2}{6} = \frac{10}{\square}$

3. $\frac{1}{2} = \frac{\square}{4}$

4. $\frac{2}{4} = \frac{8}{\square}$

5. $\frac{2}{3} = \frac{\square}{9}$

6. $\frac{1}{5} = \frac{5}{\square}$

7. $\frac{2}{3} = \frac{\square}{9}$

8. $\frac{1}{3} = \frac{5}{\square}$

9. $\frac{2}{3} = \frac{\square}{15}$

10. $\frac{1}{2} = \frac{6}{\square}$

11. $\frac{3}{5} = \frac{\square}{15}$

12. $\frac{1}{2} = \frac{5}{\square}$

Name: _____ Date: _____

# Fraction Word Problems

Read and solve. Show your working.

**1.** A ribbon is cut into 4 equal parts. Imran uses 2 parts. What fraction of the ribbon is left?

Answer: _____

**2.** Harsh ate $\frac{2}{6}$ of a pizza and his brother ate $\frac{2}{6}$. What fraction of the pizza did they eat in all?

Answer: _____

**3.** A shop had 900 kg of rice. It sold $\frac{3}{5}$ of the rice. How many kilograms did it sell?

Answer: _____

**4.** Priya has 40 marbles. She gives $\frac{1}{2}$ of them to a friend. How many marbles does she give away?

Answer: _____

**5.** There are 32 children in a class. $\frac{1}{4}$ of them like cricket. How many children like cricket?

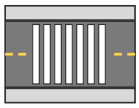
Answer: _____

Name: _____ Date: _____

# Stay Safe!

Read these safety rules and first aid tips.

## On the Road



Walk on the footpath. Cross at a zebra crossing. Look right, then left, then right again. Red means stop, amber means wait and green means go.

## In a Vehicle



Wear a helmet on a two-wheeler and a seat belt in a car. Keep your hands and head inside a bus or car. Get off only when the vehicle has stopped.

## At Home



Never touch switches with wet hands. Keep away from fire, gas stoves and sharp knives. Never taste medicines or cleaning liquids on your own.

## Fire Safety



If there is a fire, shout for help and get out fast. Stay low, under the smoke. If your clothes catch fire: **stop, drop and roll**.

## What Is First Aid?



**First aid** is the first help given to an injured person before a doctor comes. Every home should have a first aid box with bandages, cotton and antiseptic.

## Cuts and Burns

Wash a small cut with clean water and cover it with a clean bandage. Cool a burn under cool running water for 20 minutes. Never put ice or butter on it.

## Nosebleed

Sit down and lean forward. Pinch the soft part of the nose for 10 minutes and breathe through the mouth. Do not tilt your head back.

## Emergency Numbers



In India, dial **112** for any emergency. You can also call 101 for the fire service and 108 for an ambulance in most states. Learn your home address.

Name: _____ Date: _____

# Safe or Unsafe?

Write each action in the correct column.

wearing a seat belt  wet hands on a switch

washing a cut with water  staying low under smoke

tasting unknown medicine  leaning out of a bus

 using a zebra crossing  swimming with an adult

running on the stairs   flying a kite near wires

playing with matches   wearing a helmet

| Safe | Unsafe |
| --- | --- |
| | |

Name: _____ Date: _____

# First Aid for a Small Cut

Number the steps 1 to 5 in the correct order.

☐  Tell an adult, and wash your hands with soap.

☐  Cover the cut with a clean bandage or plaster.

☐ Pat the skin around the cut dry with a clean cloth.

☐ Put on a little antiseptic cream.

☐  Gently clean the cut under clean running water.

Name: _____ Date: _____

# What Would You Do?

Read each problem. Write what you would do to stay safe.

**1.** You smell gas in the kitchen.

**2.** Your friend falls down and gets a nosebleed.

**3.** You touch a hot pan and burn your finger.

**4.** You get separated from your family in a crowded market.

**5.** You see smoke coming out of a dustbin at school.

**6.** A stranger offers you sweets and a ride home.

**7.** Your little brother wants to fly a kite on the roof near electric wires.

नाम: _____ दिनांक: _____

# विराम चिह्न — रुकने के संकेत

पढ़ो और समझो।

बोलते समय हम कहीं थोड़ा रुकते हैं और कहीं पूरी तरह रुक जाते हैं। लिखते समय यह रुकना कुछ चिह्नों से दिखाया जाता है। इन्हें **विराम चिह्न** कहते हैं (विराम = रुकना)। सही विराम चिह्न न लगाने से वाक्य का अर्थ बदल सकता है।

| चिह्न | नाम | कहाँ लगता है | उदाहरण |
|---|---|---|---|
| । | पूर्ण विराम | वाक्य पूरा होने पर | मैं पढ़ रहा हूँ। |
| , | अल्प विराम | थोड़ा रुकने पर, गिनती में | राम, श्याम और मोहन आए। |
| ? | प्रश्नवाचक चिह्न | प्रश्न पूछने पर | तुम कहाँ जा रहे हो? |
| ! | विस्मयादिबोधक चिह्न | खुशी, दुख या हैरानी में | वाह! कितना सुंदर दृश्य है। |
| - | योजक चिह्न | दो शब्दों को जोड़ने में | माता-पिता, दिन-रात |
| “ ” | उद्धरण चिह्न | किसी की कही बात लिखने में | माँ ने कहा, “जल्दी आओ।” |
| ( ) | कोष्ठक | अर्थ या अधिक जानकारी देने में | गज (हाथी) बड़ा होता है। |

**याद रखो:** देखो, एक अल्प विराम से अर्थ कैसे बदल जाता है — ‘**रोको, मत जाने दो।**’ और ‘**रोको मत, जाने दो।**’

## अभ्यास करो

**1.** ‘क्या तुमने खाना खाया’ — इस वाक्य के अंत में कौन-सा चिह्न लगेगा?

_____

**2.** ‘भाई बहन’ को जोड़ने के लिए कौन-सा चिह्न लगेगा?

_____

नाम: _____ दिनांक: _____

# सही विराम चिह्न चुनो

हर वाक्य के लिए सही विराम चिह्न पर गोला लगाओ।

**1.** क्या तुमने गृहकार्य कर लिया ( ? / । )

**2.** वाह ( ! / , ) कितना सुंदर इंद्रधनुष है।

**3.** मेरे बस्ते में किताबें ( , / ! ) कॉपियाँ और पेंसिलें हैं।

**4.** सूरज पूरब में उगता है ( । / ? )

**5.** हाय ( ! / ? ) मेरी उँगली कट गई।

**6.** हमें सुबह ( - / , ) शाम टहलना चाहिए।

**7.** तुम्हारा जन्मदिन कब है ( ? / ! )

**8.** बाज़ार से आलू ( , / । ) प्याज़ और टमाटर लाओ।

**9.** मीरा रोज़ सुबह योग करती है ( । / ! )

**10.** शाबाश ( ! / । ) तुमने बहुत अच्छा काम किया।

नाम: _____ दिनांक: _____

# विराम चिह्न लगाकर लिखो

उचित विराम चिह्न लगाकर हर वाक्य दोबारा लिखो।

**1.** तुम कब आओगे

_____

**2.** अरे तुम कब आए

_____

**3.** मेरे घर में दादा दादी माता पिता और मैं रहते हैं

_____

**4.** शिक्षक ने कहा कल छुट्टी है

_____

**5.** आम केला सेब और अंगूर फल हैं

_____

**6.** वाह तुमने तो कमाल कर दिया

_____

**7.** माँ ने पूछा क्या तुमने दूध पिया

_____

**8.** भारत की राजधानी नई दिल्ली है

_____

Month 5

# Week 18

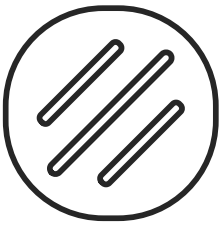
| | |
|---|---|
| **Reading** | Myth or legend — theme and lesson |
| **Grammar & Writing** | Adverbs: manner, place, time, frequency |
| **Maths** | Adding and subtracting like fractions; fraction of a quantity |
| **EVS** | Conserving our environment |
| **Hindi** | वाक्य और उसके भाग |

Name: _____ Date: _____

# The Mongoose with a Golden Side

Read the legend. Think about the big idea, or theme, and the lesson it teaches.

Legend (retold)



This legend comes from the Mahabharata, one of the oldest and longest stories in the world.

Long ago, after a great war, King Yudhishthira wanted to show everyone how generous he was. He held a grand ceremony that lasted many days. Thousands of guests were fed delicious food, and the king gave away gold, cattle, clothes and land. Everyone agreed that no ceremony had ever been so generous.

On the last day, a strange visitor appeared: a mongoose. Half of its body was ordinary brown, but the other half shone like pure gold. To everyone's surprise, the mongoose rolled over and over in the fallen grains of rice where the guests had eaten. Then it stood up, looked at its brown side and sighed. 'Nothing has changed,' it said sadly. 'This ceremony is not as great as everyone says.'

The guests gasped. 'How can you say that?' asked the king. 'Let me tell you my story,' said the mongoose.

'Many years ago, there was a terrible famine. In a small hut lived a poor teacher with his wife, his son and his son's wife. For days they had eaten almost nothing. At last, the teacher found a little barley flour, and his wife made four small rotis, one for each of them.'

'Just as they sat down to eat, a hungry traveller knocked at the door. At once, the teacher gave him his own roti. The traveller was still hungry, so the wife gave hers, then the son, and then his wife. The family went to bed with empty stomachs, but they were happy that their guest had eaten.'

'Later that night, I crept into the hut and rolled in a few crumbs that had fallen on the floor. When I stood up, half of my body had turned to gold! Ever since, I have travelled from feast to feast, hoping that my other side will turn golden too. But I have never found a gift as great as that one, not even here.'

The king was silent. He understood that the poor family, who had given away everything they had, had been far more generous than he had been with all his riches. From then on, he was humble about his good deeds.

This legend reminds us that the value of a gift is not measured by its size. A small gift, given with a big heart, can be greater than a mountain of gold.

**Word help: legend** – an old story passed down over many years • **Mahabharata** – a very old and very long Indian story-poem, called an epic • **mongoose** – a small, quick animal with brown fur and a long tail • **barley** – a grain, like wheat, used to make flour • **riches** – a lot of money and valuable things

Name: _____ Date: _____

# The Mongoose with a Golden Side: Questions

Answer the questions about the text.

**1.** Why did King Yudhishthira hold a grand ceremony?

- ☐ (a) To show everyone how generous he was
- ☐ (b) To celebrate his birthday
- ☐ (c) To find the golden mongoose

**2.** What was unusual about the mongoose?

_____

_____

**3.** The poor family ate their rotis before the traveller arrived.

☐ True ☐ False

**4.** How did half of the mongoose's body turn golden?

_____

_____

**5.** Why did the mongoose's brown side not change at the king's ceremony?

- ☐ (a) The rice was too cold.
- ☐ (b) The king's gift was not as great as the poor family's gift.
- ☐ (c) The mongoose was too tired.

**6.** What is the theme of this legend? Explain in two or three sentences.

_____

_____

_____

_____

**7.** What lesson did the king learn?

_____

_____

**8.** Find a word in paragraph 5 that means 'a time when there is very little food'.

_____

**9.** Think of a time when someone gave you something small that meant a lot to you. Write about it.

_____

_____

_____

_____

Name: _____ Date: _____

# Word Power

Read each word and its meaning. Then write a sentence of your own using the word.

**generous** — happy to give or share

*Example: Zoya was generous and shared her crayons with everyone.*

My sentence:

**ceremony** — a special event held to mark an important occasion

*Example: The prize-giving ceremony was held in the school hall.*

My sentence:

**ordinary** — normal; not special or different

*Example: It was an ordinary Monday until an elephant walked down our road!*

My sentence:

**famine** — a time when there is very little food for many people

*Example: In a famine, crops fail and many people go hungry.*

My sentence:

**crumbs** — very small pieces of bread, roti or cake

*Example: The sparrows pecked at the biscuit crumbs.*

My sentence:

**humble** — not proud; not thinking you are better than others

*Example: Even after winning, the champion stayed humble.*

My sentence:

**measured** — found out the size or amount of something

*Example: The tailor measured my arm for my new kurta.*

My sentence:

Name: _____ Date: _____

# Spelling: Words with ough and augh

Look, say, cover, write and check each word.

**Spelling focus:** The letters ough can sound different: though (oh), through (oo), thought (aw), enough (uff), cough (off), plough (ow).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **though** | | | |
| **through** | | | |
| **thought** | | | |
| **bought** | | | |
| **brought** | | | |
| **ought** | | | |
| **enough** | | | |
| **rough** | | | |
| **tough** | | | |
| **cough** | | | |
| **dough** | | | |
| **plough** | | | |
| **drought** | | | |
| **daughter** | | | |
| **caught** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Kinds of Adverbs

Read and learn. Then try the questions at the bottom.

An **adverb** tells us more about a verb. It answers the questions **how, where, when** and **how often** an action happens. Many adverbs end in **-ly** (slowly, kindly), but many do not (fast, here, now, often). The tortoise walked **slowly**.

- Adverbs of **manner** usually come after the verb or its object: Kabir sings **sweetly**. She solved the sum **easily**.
- Adverbs of **frequency** come before the main verb but after am, is, are, was, were: I **always** brush my teeth. He is **never** late.
- Adverbs of **time** often come at the end or the beginning: We will go **tomorrow**. **Yesterday**, it rained.
- Add **-ly** to make many adverbs of manner: quick → quickly, happy → happ**ily**, gentle → gent**ly**. The adverb of **good** is **well**.

| Kind | Answers the question | Examples |
|---|---|---|
| Manner | How? | slowly, quickly, loudly, well, fast |
| Place | Where? | here, there, inside, outside, everywhere |
| Time | When? | now, today, yesterday, soon, later |
| Frequency | How often? | always, often, sometimes, never, daily |



**Remember:** Do not mix up adjectives and adverbs: She is a **good** dancer (adjective). She dances **well** (adverb).

**Try it!**

**1.** Find the adverb and its kind: The baby slept peacefully.

_____

**2.** Find the adverb and its kind: Please come here.

_____

**3.** Find the adverb and its kind: We sometimes eat out.

_____

Name: _____ Date: _____

# Circle the Adverbs

Circle the adverb in each sentence. Some sentences have two adverbs.

**1.** The cheetah ran fast.

**2.** Grandpa always reads the newspaper.

**3.** The children are playing outside.

**4.** We will leave for Ooty tomorrow.

**5.** Sneha carefully carried the hot tea upstairs.

**6.** I often visit my aunt in Bhopal.

**7.** The thunder roared loudly yesterday.

**8.** Harsh never forgets his homework.

**9.** Please sit here and read quietly.

**10.** The train arrived late.

Name: _____ Date: _____

# How, Where, When or How Often?

Write each adverb in the correct column.

neatly tonight now nearby upstairs bravely indoors softly
yesterday daily well abroad soon seldom usually rarely

| Manner (how?) | Place (where?) | Time (when?) | Frequency (how often?) |
|---|---|---|---|
| | | | |

Name: _____ Date: _____

# Our Sports Day

Write neatly. Remember capital letters and full stops.

Write 8–10 sentences about a sports day at your school or a match you watched. Use at least eight adverbs, including some of manner, place, time and frequency. Circle the adverbs when you have finished.

**Think about:**

- When was it? Where was it held? (time, place)
- How did the runners run? How did the crowd cheer? (manner)
- How often do you practise your sport? (frequency)
- What happened at the end? How did you feel?

quickly loudly proudly bravely there everywhere yesterday finally always often never

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Small steps every day lead to big results.

Small steps every day lead to big results.

Small steps every day lead to big results.

Name: _____ Date: _____

# Add and Subtract Like Fractions

Solve. Write your answer in its simplest form.

Same denominators: add or subtract the numerators, keep the denominator.

1. $\frac{5}{11} + \frac{1}{11} =$ _____

2. $\frac{2}{4} - \frac{1}{4} =$ _____

3. $\frac{7}{8} + \frac{1}{8} =$ _____

4. $\frac{3}{4} - \frac{2}{4} =$ _____

5. $\frac{1}{3} + \frac{1}{3} =$ _____

6. $\frac{3}{4} - \frac{2}{4} =$ _____

7. $\frac{9}{11} + \frac{9}{11} =$ _____

8. $\frac{3}{6} - \frac{2}{6} =$ _____

9. $\frac{3}{12} + \frac{11}{12} =$ _____

10. $\frac{8}{12} - \frac{1}{12} =$ _____

11. $\frac{1}{6} + \frac{2}{6} =$ _____

12. $\frac{2}{9} - \frac{1}{9} =$ _____

Name: _____ Date: _____

# Add and Subtract Like Fractions

Solve. Write your answer in its simplest form.

Same denominators: add or subtract the numerators, keep the denominator.

1. $\frac{1}{3} + \frac{1}{3} =$ _____

2. $\frac{10}{12} - \frac{2}{12} =$ _____

3. $\frac{3}{10} + \frac{8}{10} =$ _____

4. $\frac{2}{4} - \frac{1}{4} =$ _____

5. $\frac{5}{8} + \frac{5}{8} =$ _____

6. $\frac{2}{3} - \frac{1}{3} =$ _____

7. $\frac{4}{7} + \frac{3}{7} =$ _____

8. $\frac{7}{11} - \frac{2}{11} =$ _____

9. $\frac{5}{7} + \frac{5}{7} =$ _____

10. $\frac{2}{5} - \frac{1}{5} =$ _____

11. $\frac{3}{8} + \frac{6}{8} =$ _____

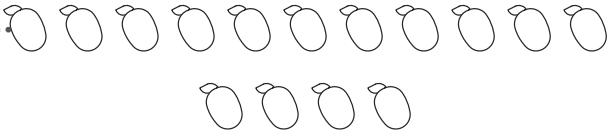
12. $\frac{4}{5} - \frac{3}{5} =$ _____

Name: _____ Date: _____

# Fraction of a Collection

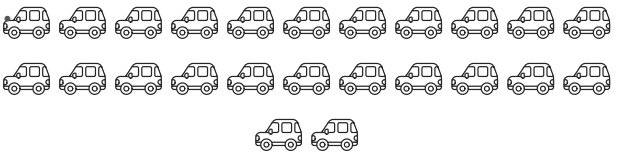
Colour the fraction of each group. Write how many you coloured.

**1.**



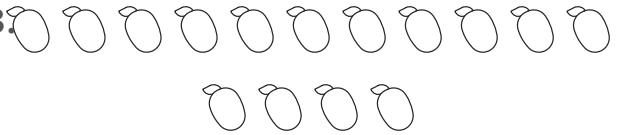
Colour $\frac{2}{5}$ of 15. $\frac{2}{5}$ of 15 = ☐

**2.**



Colour $\frac{3}{8}$ of 24. $\frac{3}{8}$ of 24 = ☐

**3.**



Colour $\frac{4}{5}$ of 15. $\frac{4}{5}$ of 15 = ☐

**4.**



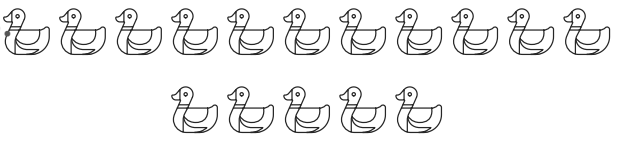
Colour $\frac{2}{3}$ of 9. $\frac{2}{3}$ of 9 = ☐

**5.**



Colour $\frac{2}{3}$ of 6. $\frac{2}{3}$ of 6 = ☐

**6.**



Colour $\frac{5}{8}$ of 16. $\frac{5}{8}$ of 16 = ☐

Name: _____ Date: _____

# Fraction Word Problems

Read and solve. Show your working.

**1.** Zoya painted $\frac{2}{10}$ of a wall on Monday and $\frac{1}{10}$ on Tuesday. What fraction of the wall is still not painted?

Answer: _____

**2.** A shop had 660 kg of rice. It sold $\frac{2}{3}$ of the rice. How many kilograms did it sell?

Answer: _____

**3.** A ribbon is cut into 5 equal parts. Kavya uses 2 parts. What fraction of the ribbon is left?

Answer: _____

**4.** There are 12 children in a class. $\frac{1}{4}$ of them like cricket. How many children like cricket?

Answer: _____

**5.** Mary ate $\frac{3}{6}$ of a pizza and her brother ate $\frac{2}{6}$. What fraction of the pizza did they eat in all?

Answer: _____

Name: _____ Date: _____

# Improper Fractions and Mixed Numbers

Change mixed numbers to improper fractions and improper fractions to mixed numbers.

**Proper**: numerator < denominator (3/5). **Improper**: numerator ≥ denominator (7/4). **Mixed**: a whole number and a fraction (1¾). Change mixed → improper: whole × denominator + numerator.

**1.** $4\ \frac{4}{8} = \frac{\square}{\square}$

**2.** $\frac{22}{6} = \square\ \frac{\square}{\square}$

**3.** $1\ \frac{2}{4} = \frac{\square}{\square}$

**4.** $\frac{32}{7} = \square\ \frac{\square}{\square}$

**5.** $1\ \frac{7}{9} = \frac{\square}{\square}$

**6.** $\frac{25}{9} = \square\ \frac{\square}{\square}$

**7.** $1\ \frac{1}{2} = \frac{\square}{\square}$

**8.** $\frac{46}{9} = \square\ \frac{\square}{\square}$

**9.** $3\ \frac{1}{5} = \frac{\square}{\square}$

**10.** $\frac{16}{5} = \square\ \frac{\square}{\square}$

Name: _____ Date: _____

# Fraction Word Problems

Read and solve. Show your working.

**1.** There are 12 children in a class. $\frac{1}{4}$ of them like cricket. How many children like cricket?

Answer: _____

**2.** Mary has 80 marbles. She gives $\frac{1}{8}$ of them to a friend. How many marbles does she give away?

Answer: _____

**3.** Simran painted $\frac{4}{10}$ of a wall on Monday and $\frac{5}{10}$ on Tuesday. What fraction of the wall is still not painted?

Answer: _____

**4.** A ribbon is cut into 5 equal parts. Priya uses 2 parts. What fraction of the ribbon is left?

Answer: _____

**5.** A shop had 450 kg of rice. It sold $\frac{2}{3}$ of the rice. How many kilograms did it sell?

Answer: _____

Name: _____ Date: _____

# Let's Save Our Earth

Read and learn how we can protect our environment.

Our **environment** is everything around us: air, water, soil, plants, animals and people. Things we get from nature, like water, forests and minerals, are **natural resources**. If we waste them or make them dirty, they may run out.

- **Renewable resources**, like sunlight, wind and water, are replaced by nature.
- **Non-renewable resources**, like coal and petrol, took millions of years to form. They will run out one day.
- Turn off taps and fix leaks. Switch off lights and fans when you leave a room.
- Put **wet waste** (peels, leftover food) in the **green** bin and **dry waste** (paper, plastic, glass, metal) in the **blue** bin.

| Reduce | Reuse | Recycle |
|---|---|---|
| Use less plastic | Refill water bottles | Old paper becomes new paper |
| Carry a cloth bag | Pass old clothes on to others | Old cans become new cans |
| Print only when needed | Use jars as pen stands | Plastic bottles become new things |



**Remember:** In the **Chipko Movement** of 1973, villagers in the hills of Uttarakhand hugged trees to stop them from being cut down.

Name: _____ Date: _____

# Green Bin or Blue Bin?

Write each kind of waste under the bin it should go in.

leftover food  newspaper  banana peel cardboard box

tin can plastic bottle used tea leaves empty milk packet

eggshells vegetable peels  glass jar  wilted flowers

| Green bin (wet waste) | Blue bin (dry waste) |
| --- | --- |
| | |

Name: _____ Date: _____

# Save the Earth Word Search

Find and circle the words. They can go across, down, diagonally or backwards.

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D | B | O | S | E | E | R | T | D | G | T | C | B |
| S | O | L | A | R | U | M | H | T | R | A | E | V |
| L | B | E | N | W | A | T | E | R | F | E | R | Y |
| N | P | A | S | A | Y | G | R | E | N | E | Y | C |
| D | N | I | W | U | E | N | W | B | D | L | N | W |
| E | H | H | C | J | E | L | V | U | U | C | I | N |
| C | S | N | I | T | A | R | C | I | G | Y | E | M |
| O | G | A | T | Y | F | E | U | V | G | C | L | J |
| M | R | C | S | O | N | T | H | J | P | E | M | C |
| P | E | M | A | R | E | T | T | I | L | R | E | I |
| O | E | S | L | D | A | H | D | V | O | I | P | J |
| S | N | O | P | V | Y | M | C | L | C | J | R | F |
| T | D | D | F | J | A | R | I | G | S | C | R | A |

☐ RECYCLE ☐ REUSE ☐ REDUCE ☐ COMPOST ☐ TREES

☐ WATER ☐ SOLAR ☐ WIND ☐ PLASTIC ☐ LITTER

☐ CLEAN ☐ GREEN ☐ EARTH ☐ ENERGY

Name: _____ Date: _____

# From Waste to Best: Bottle Planter

Make a planter from an old bottle. Draw your planter and answer the questions.

Reusing things keeps them out of rubbish dumps. Turn an old plastic bottle into a planter for a small plant.

**You need:**

- ☐ an empty plastic bottle (1 litre)
- ☐ scissors (for an adult)
- ☐ soil
- ☐ a small plant or a few seeds
- ☐ paints or coloured paper
- ☐ glue

**What to do:**

1. Ask an adult to cut the bottle in half across the middle.
2. Ask the adult to make 3 or 4 small holes in the bottom so that extra water can drain out.
3. Decorate the bottom half with paint or coloured paper.
4. Fill it with soil and plant your seeds or small plant.
5. Water it a little and keep it where it gets sunlight.
6. Turn the top half upside down and use it as a funnel!

⚠️ **Safety:** Only an adult should cut the bottle or make holes in it.

**Draw it here:**

1. Which 'R' did you use in this activity?

_____

2. Name two other things at home that you could reuse.

_____

3. Why should we not throw plastic bottles on the road?

_____

नाम: _____ दिनांक: _____

# वाक्य और उसके भाग

पढ़ो और समझो।

शब्दों का ऐसा सार्थक समूह, जिससे कोई बात पूरी तरह समझ में आ जाए, **वाक्य** कहलाता है। जैसे — 'बच्चे पार्क में खेल रहे हैं।' वाक्य में शब्द एक निश्चित क्रम में आते हैं। हर वाक्य के दो भाग होते हैं — **उद्देश्य** और **विधेय**।

- **उद्देश्य:** जिसके बारे में कुछ कहा जाए — **मोर** नाच रहा है।
- **विधेय:** उद्देश्य के बारे में जो कुछ कहा जाए — मोर **नाच रहा है**।
- **शब्द-क्रम:** हिंदी वाक्य में प्रायः पहले कर्ता, फिर कर्म और अंत में क्रिया आती है — सीता फल खाती है।

| वाक्य | उद्देश्य | विधेय |
|---|---|---|
| सूरज पूरब से निकलता है। | सूरज | पूरब से निकलता है। |
| मेरी छोटी बहन गाना गाती है। | मेरी छोटी बहन | गाना गाती है। |
| किसान खेत में हल चला रहा है। | किसान | खेत में हल चला रहा है। |
| लाल किला दिल्ली में है। | लाल किला | दिल्ली में है। |
| हमारे पड़ोसी डॉक्टर हैं। | हमारे पड़ोसी | डॉक्टर हैं। |

**याद रखो:** उद्देश्य पहचानने के लिए क्रिया से पहले 'कौन' या 'क्या' लगाकर पूछो — कौन गाना गाती है? **मेरी छोटी बहन**। बाकी भाग विधेय है।

## अभ्यास करो

1. 'तोता हरी मिर्च खाता है।' — उद्देश्य और विधेय अलग करो।

_____

नाम: _____ दिनांक: _____

# उद्देश्य और विधेय अलग करो

हर वाक्य को पढ़ो। उसका उद्देश्य और विधेय सही खाने में लिखो।

| वाक्य | उद्देश्य | विधेय |
|---|---|---|
| चिड़िया डाल पर बैठी है। | | |
| मेरे दादाजी अख़बार पढ़ते हैं। | | |
| गंगा भारत की सबसे लंबी नदी है। | | |
| छोटे बच्चे मैदान में दौड़ रहे हैं। | | |
| माँ स्वादिष्ट खीर बना रही हैं। | | |
| हमारा तिरंगा शान से लहराता है। | | |
| मधुमक्खियाँ फूलों से रस लेती हैं। | | |

नाम: _____ दिनांक: _____

# शब्दों से वाक्य बनाओ

शब्दों को सही क्रम में लगाकर सार्थक वाक्य बनाओ। वाक्य के अंत में सही विराम चिह्न लगाना न भूलो।

**1.** है | रहा | नाच | मोर | वन में

_____

**2.** पीती | दूध | बिल्ली | है

_____

**3.** जाते | विद्यालय | हम | रोज़ | हैं

_____

**4.** बनाया | सुंदर | रीना ने | एक | चित्र

_____

**5.** उगता | सूरज | पूरब में | है

_____

**6.** देते | पेड़ | ठंडी | हमें | छाया | हैं

_____

**7.** खेलेंगे | कल | क्रिकेट | हम | मैदान में

_____

**8.** प्यारा | है | सबसे | भारत | देश | हमारा

_____

Month 5

# Week 19

| | |
|---|---|
| **Reading** | Diary — first-person point of view |
| **Grammar & Writing** | Prepositions of time, place and direction |
| **Maths** | Decimals: tenths and hundredths |
| **EVS** | India: location and neighbours |
| **Hindi** | अपठित गद्यांश – 1 |

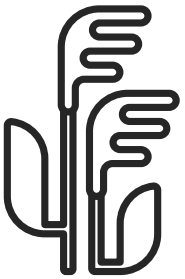
Name: _____ Date: _____

# Gurpreet's Harvest Diary

Read the diary entries. Notice how the writer tells us their own thoughts and feelings.

Diary

**12 April**



Dear Diary,
We reached Nanaji's village near Ludhiana this afternoon. The fields are golden with ripe wheat, and they stretch right up to the sky. I have never seen so much wheat in my life! Tomorrow is Baisakhi, the harvest festival, and after that the harvest begins. Nanaji says I can help. I am so excited that I can hardly sit still to write this.

**13 April**

Today was Baisakhi! Everyone wore new clothes. I wore my yellow kurta, and my cousin Simran wore a bright pink salwar suit. In the evening we went to the fair in the next village. People danced bhangra and giddha to the beat of the dhol. I tried to dance too. I think I looked more like a jumping frog than a bhangra dancer, but nobody minded. We ate meethe chawal, a sweet yellow rice, and I won a tiny wooden tractor at a ring-toss stall. My feet hurt, my tummy is full and my heart is happy.

**15 April**

I have learnt that harvesting is HARD work. I woke up at five, and we were in the fields before sunrise. A big machine cut most of the wheat, but Simran and I helped Naniji tie the cut stalks into bundles at the edges of the field. The stalks scratched my arms, and the sun beat down on my back. By lunchtime my shoulders ached and I wanted to give up.

But then Naniji brought lassi and parathas to the field, and we all sat in the shade of a shisham tree to eat. I don't think food has ever tasted so good. Nanaji patted my head and said, 'Well done, little farmer.' I felt proud that I had helped, even a little. Goodnight, Diary!

**Word help: Ludhiana** – a city in Punjab • **Baisakhi** – a harvest festival celebrated in Punjab in April • **bhangra and giddha** – lively folk dances of Punjab • **dhol** – a large drum played with sticks • **shisham** – a tall Indian tree with strong wood

Name: _____ Date: _____

# Gurpreet's Harvest Diary: Questions

Answer the questions about the text.

**1.** Who is writing this diary?

☐ (a) Nanaji ☐ (b) Gurpreet ☐ (c) Simran

**2.** Write two words from the diary that show it is written in the first person.

_____

_____

**3.** A diary is usually written in the third person, using 'he' and 'she'.

☐ True ☐ False

**4.** How did Gurpreet feel at lunchtime on 15 April? What changed those feelings?

_____

_____

**5.** What is Baisakhi?

☐ (a) A winter festival of lights

☐ (b) A boat race in Kerala

☐ (c) A harvest festival celebrated in Punjab

**6.** Rewrite this sentence in the third person: 'I tried to dance too.'

_____

**7.** Why do you think Gurpreet wrote, 'I looked more like a jumping frog than a bhangra dancer'?

_____

_____

**8.** The diary tells us exactly what Gurpreet thinks and feels, but not what Simran feels. Why?

_____

_____

_____

**9.** Find a word in the 15 April entry that means 'hurt with a dull, steady pain'.

_____

Name: _____ Date: _____

# Words from the Diary

Read each word and its meaning. Then write a sentence of your own using the word.

**ripe** — fully grown and ready to be picked or eaten

*Example: The mangoes on our tree are ripe and sweet.*

My sentence:

**harvest** — the time when crops are cut and gathered in

*Example: Farmers celebrate after a good harvest.*

My sentence:

**stall** — a small shop or table that sells things at a fair or market

*Example: We bought bangles from a stall at the fair.*

My sentence:

**bundles** — things tied together in a bunch

*Example: The newspaper seller carried bundles of papers.*

My sentence:

**stalks** — the long, thin stems of plants

*Example: The cows were eating dry maize stalks.*

My sentence:

**ached** — hurt with a dull, steady pain

*Example: My legs ached after the long walk.*

My sentence:

**minded** — was upset or bothered by something

*Example: Nobody minded when it started to drizzle during the picnic.*

My sentence:

Name: _____ Date: _____

# Spelling: Days and Months

Look, say, cover, write and check each word.

**Spelling focus:** Days and months always begin with a capital letter. Tricky parts: Wed-nes-day and Feb-ru-ary. Calendar ends in -ar.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **Wednesday** | | | |
| **Thursday** | | | |
| **Saturday** | | | |
| **January** | | | |
| **February** | | | |
| **August** | | | |
| **September** | | | |
| **December** | | | |
| **yesterday** | | | |
| **tomorrow** | | | |
| **tonight** | | | |
| **fortnight** | | | |
| **diary** | | | |
| **calendar** | | | |
| **weekend** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Prepositions of Time, Place and Direction

Read and learn. Then try the questions at the bottom.

A **preposition** is a word placed before a noun or pronoun to show how it is related to another word in the sentence. Prepositions tell us **where** something is (place), **when** something happens (time) and **which way** something moves (direction). The cat is **under** the table. We have a holiday **on** Monday. The dog ran **across** the road.

- Use **at** for exact times (at noon), **on** for days and dates (on 15 August), and **in** for months, years and seasons (in winter, in 2026).
- **In** shows that something is inside (in the box). **Into** shows movement to the inside: The frog jumped **into** the pond.
- Use **between** for two people or things and **among** for more than two: Share the sweets **among** the children.

| Kind | Prepositions | Examples |
|---|---|---|
| Time | at, on, in | at 7 o'clock, on Sunday, in May |
| Time | before, after, since, for, during | after lunch, for two hours |
| Place | in, on, under, behind, beside, between | between the two trees |
| Place | near, above, below, opposite | opposite the bank |
| Direction | to, into, onto, from, towards | She jumped into the pool. |
| Direction | across, along, through, up, down | We walked along the river. |

**Remember:** Use **since** with a point of time (since Monday, since 2020). Use **for** with a length of time (for three days, for an hour).

**Try it!**

**1.** Fill in: Our school opens _____ 8 a.m.

**2.** Fill in: Children's Day is celebrated _____ 14 November.

**3.** Fill in: The boat sailed _____ the river to the other bank.

**4.** Fill in: I have lived in Pune _____ 2022.

Name: _____ Date: _____

# Choose the Preposition

Circle the correct preposition in each sentence.

**1.** Independence Day is celebrated ( in / on / at ) 15 August.

**2.** We usually have dinner ( in / on / at ) 8 o'clock.

**3.** It snows in Gulmarg ( in / on / at ) winter.

**4.** The keys are ( in / into ) my bag.

**5.** The children jumped ( in / into ) the swimming pool.

**6.** Divide the laddoos ( between / among ) the four of you.

**7.** Our house is ( between / among ) the temple and the post office.

**8.** Dev has been ill ( since / for ) Tuesday.

**9.** We waited at the bus stop ( since / for ) twenty minutes.

**10.** Please wash your hands ( before / since ) lunch.

**11.** The sun sets ( in / at ) the west.

Name: _____ Date: _____

# Which Way? Where?

Fill in each blank with a preposition from the box. Use each word once.

across along through up down towards behind under over opposite

**1.** The train went _____ a long, dark tunnel.

**2.** We walked _____ the beach, collecting shells.

**3.** The monkey climbed _____ the coconut tree.

**4.** Riya slid _____ the slide with a happy shout.

**5.** Look left and right before you walk _____ the road.

**6.** The cow walked slowly _____ the farmer when he called it.

**7.** The kitten is hiding _____ the bed.

**8.** An aeroplane flew _____ our house.

**9.** The puppy hid _____ the door.

**10.** The post office is _____ the bank, on the other side of the road.

Name: _____ Date: _____

# How to Reach My House

Write neatly. Remember capital letters and full stops.

Your friend is coming to your house for the first time. Write 8–10 sentences telling them how to reach it from the nearest bus stop, market or school. Also tell them when to come. Use prepositions of place, direction and time.

**Think about:**

- Start: Get off the bus at … Walk along …
- Turn left or right at … Go past … Cross …
- My house is next to / opposite / between …
- Come at … o'clock on … We will play after …

along across towards past opposite between next to behind at on after before

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Listen more than you talk.

Listen more than you talk.

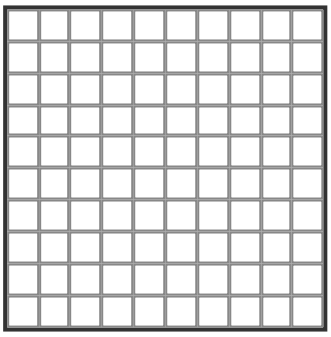
Listen more than you talk.

Name: _____ Date: _____

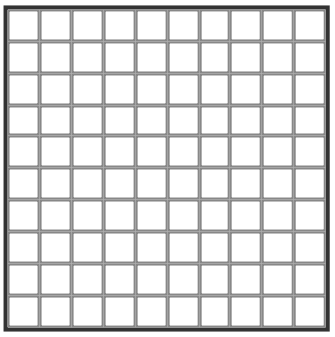
# Decimal Place Value

Write each digit in the place value chart. Shade the hundred squares.

| Number | H | T | O | . | Tenths | Hundredths |
|---|---|---|---|---|---|---|
| **1. 18.89** | | | | . | | |
| **2. 908.12** | | | | . | | |
| **3. 24.89** | | | | . | | |
| **4. 508.63** | | | | . | | |
| **5. 380.44** | | | | . | | |
| **6. 439.13** | | | | . | | |
| **7. 318.29** | | | | . | | |
| **8. 776.00** | | | | . | | |



**9.** Shade 0.69



**10.** Shade 0.91

Name: _____ Date: _____

# Fractions and Decimals

Write each fraction as a decimal and each decimal as a fraction (simplest form).

1. $\frac{83}{100} = \square$

2. $0.6 = \frac{\square}{\square}$

3. $\frac{6}{10} = \square$

4. $0.5 = \frac{\square}{\square}$

5. $\frac{12}{100} = \square$

6. $0.84 = \frac{\square}{\square}$

7. $\frac{5}{100} = \square$

8. $0.14 = \frac{\square}{\square}$

9. $\frac{1}{10} = \square$

10. $0.35 = \frac{\square}{\square}$

11. $\frac{8}{10} = \square$

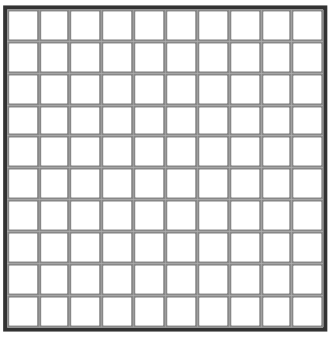
12. $0.74 = \frac{\square}{\square}$

Name: _____ Date: _____

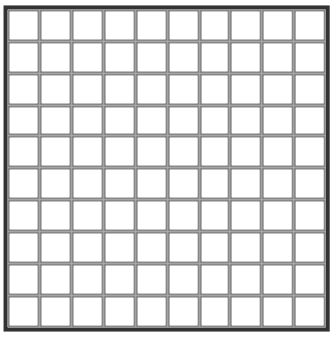
# Decimal Place Value

Write each digit in the place value chart. Shade the hundred squares.

| Number | H | T | O | . | Tenths | Hundredths |
|---|---|---|---|---|---|---|
| **1. 553.58** | | | | . | | |
| **2. 897.55** | | | | . | | |
| **3. 98.56** | | | | . | | |
| **4. 578.01** | | | | . | | |
| **5. 232.60** | | | | . | | |
| **6. 507.69** | | | | . | | |
| **7. 440.83** | | | | . | | |
| **8. 420.79** | | | | . | | |



**9.** Shade 0.16



**10.** Shade 0.44

Name: _____ Date: _____

# Fractions and Decimals

Write each fraction as a decimal and each decimal as a fraction (simplest form).

1. $\frac{72}{100} = \square$

2. $0.91 = \frac{\square}{\square}$

3. $\frac{9}{10} = \square$

4. $0.53 = \frac{\square}{\square}$

5. $\frac{9}{10} = \square$

6. $0.44 = \frac{\square}{\square}$

7. $\frac{8}{10} = \square$

8. $0.08 = \frac{\square}{\square}$

9. $\frac{5}{10} = \square$

10. $0.63 = \frac{\square}{\square}$

11. $\frac{8}{10} = \square$

12. $0.19 = \frac{\square}{\square}$

Name: _____ Date: _____

# Compare Decimals

Write >, < or =. Compare the whole numbers first, then tenths, then hundredths.

1. 10.8 ☐ 10.81

2. 2.36 ☐ 2.46

3. 16.4 ☐ 16.5

4. 1.5 ☐ 1.49

5. 3.9 ☐ 3.89

6. 18.8 ☐ 18.81

7. 8.4 ☐ 8.31

8. 4.11 ☐ 4.12

9. 16.19 ☐ 16.09

10. 11.5 ☐ 11.41

11. 2.8 ☐ 1.8

12. 8.3 ☐ 8.4

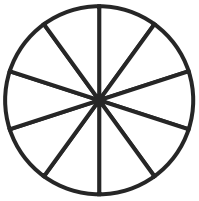
**13.** Arrange in ascending order: **4.58, 0.37, 1.64, 0.21, 3.97**

Name: _____ Date: _____

# Shade the Fraction

Colour the parts to show each fraction.

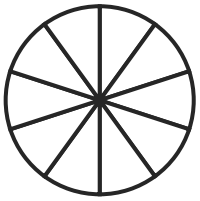
1. Shade $\frac{9}{10}$



2. Shade $\frac{1}{10}$



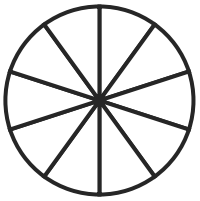
3. Shade $\frac{3}{10}$



4. Shade $\frac{2}{10}$



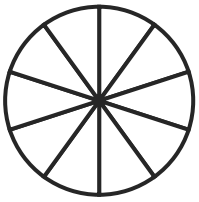
5. Shade $\frac{7}{10}$



6. Shade $\frac{4}{10}$



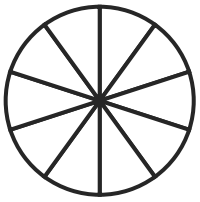
7. Shade $\frac{6}{10}$



8. Shade $\frac{8}{10}$



9. Shade $\frac{7}{10}$



Name: _____ Date: _____

# Where Is India?

Read and learn about India's location and its neighbours.

India is a large country in the continent of **Asia**. It lies in the **Northern Hemisphere**, north of the Equator. The **Tropic of Cancer** passes through the middle of India. India is the seventh largest country in the world by area.

- The south of India is a **peninsula**: land with water on three sides.
- The **Arabian Sea** is to the west, the **Bay of Bengal** to the east and the **Indian Ocean** to the south.
- The **Himalayas** stand like a wall along the north of India.
- **Kanyakumari** is the southern tip of the mainland. The **Andaman and Nicobar Islands** and **Lakshadweep** are also part of India.

| Neighbour | Direction from India | Capital |
|---|---|---|
| Pakistan | north-west | Islamabad |
| Afghanistan | north-west | Kabul |
| China | north | Beijing |
| Nepal | north | Kathmandu |
| Bhutan | north | Thimphu |
| Bangladesh | east | Dhaka |
| Myanmar | east | Naypyidaw |
| Sri Lanka (across the sea) | south | Sri Jayawardenepura Kotte |
| Maldives (across the sea) | south-west | Malé |



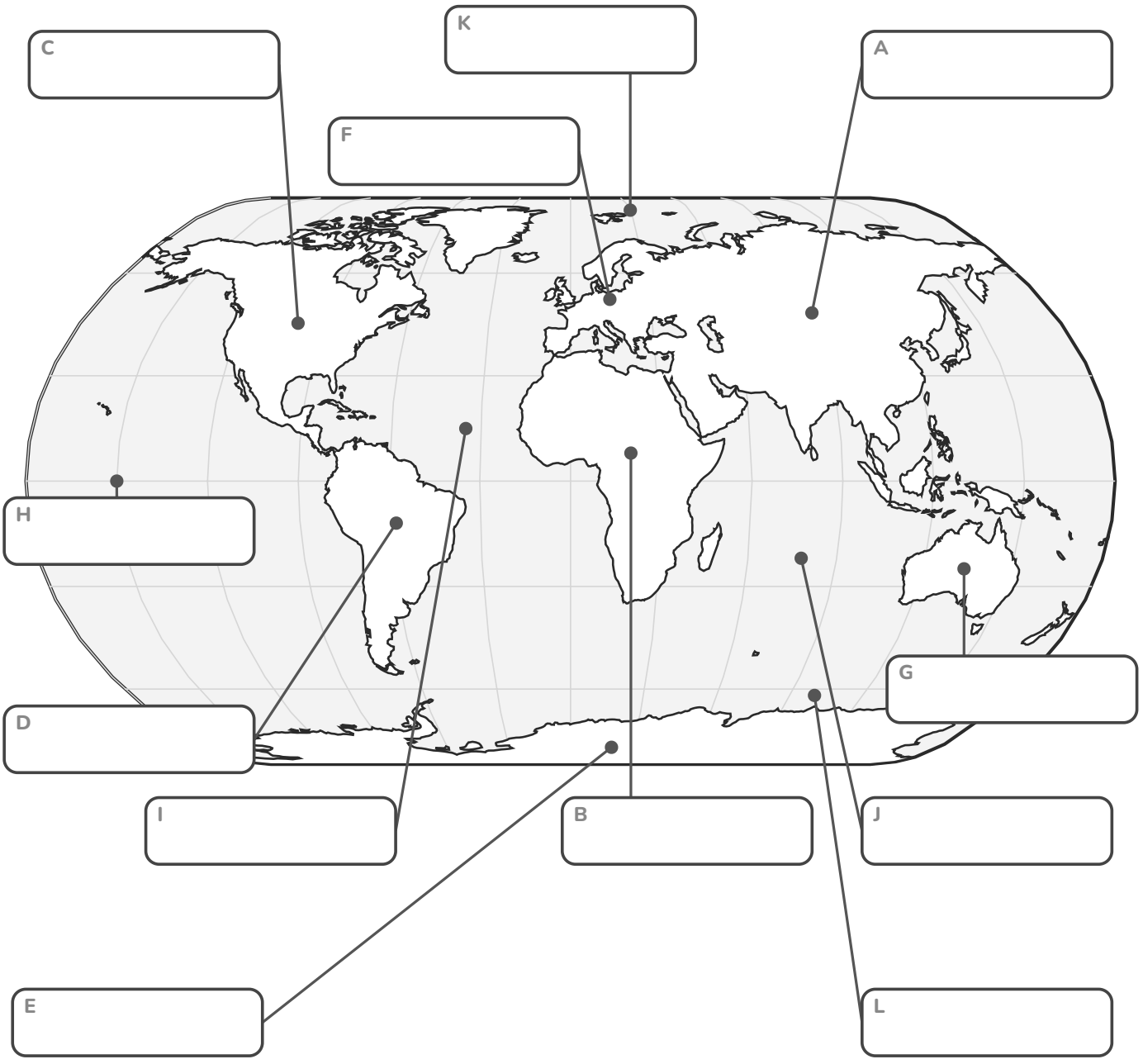
**Remember:** Sri Lanka is separated from India by a narrow strip of sea called the **Palk Strait**.

Name: _____ Date: _____

# Continents and Oceans

Label the seven continents and five oceans. Then colour Asia, the continent where India is.

Arctic Ocean Atlantic Ocean Africa Europe Indian Ocean
Australia Pacific Ocean Southern Ocean North America Asia
South America Antarctica



Name: _____ Date: _____

# Neighbours and Their Capitals

Draw a line to match each of India's neighbours to its capital city.

| | |
|---|---|
| Pakistan ● | ● Dhaka |
| Afghanistan ● | ● Kathmandu |
| China ● | ● Thimphu |
| Nepal ● | ● Kabul |
| Bhutan ● | ● Sri Jayawardenepura Kotte |
| Bangladesh ● | ● Islamabad |
| Myanmar ● | ● Beijing |
| Sri Lanka ● | ● Naypyidaw |

Name: _____ Date: _____

# Map Work: India and Its Neighbours

Use an outline map of India from a stationery shop or your atlas. Follow the steps and answer the questions.

Use an outline map of India from a stationery shop or your atlas. Mark India's seas, islands and neighbours carefully, using your atlas to help you.

**You need:**

- ☐ an outline map of India
- ☐ your atlas
- ☐ colour pencils
- ☐ a pencil

**What to do:**

1. Colour the seas and the ocean light blue. Write: Arabian Sea, Bay of Bengal, Indian Ocean.
2. Draw the Tropic of Cancer as a red dotted line. Copy its position from your atlas.
3. Write the names of India's neighbours outside India, in the correct directions.
4. Circle and label the Andaman and Nicobar Islands and Lakshadweep.
5. Mark Kanyakumari with a star.
6. Draw an arrow showing North in one corner of the map.

**1.** Which water body lies to the east of India?

_____

**2.** Which two neighbours lie to the east of India?

_____

**3.** Which group of Indian islands lies in the Arabian Sea?

_____

**4.** Which neighbour is separated from India by the Palk Strait?

_____

नाम: _____ दिनांक: _____

# अपठित गद्यांश – 1

गद्यांश को ध्यान से पढ़ो और नीचे दिए प्रश्नों के उत्तर दो।

## अपठित गद्यांश



अनन्या अपने माता-पिता और दादी के साथ इंदौर शहर में रहती है। उनका घर छोटा है, इसलिए वहाँ आँगन नहीं है। पर दादी को पेड़-पौधों से बहुत प्यार है। एक दिन उन्होंने कहा, “आँगन नहीं है तो क्या हुआ, हमारे पास छत तो है!”

अगले रविवार दादी और अनन्या बाज़ार गईं। वे मिट्टी के कुछ गमले, खाद और बीज लेकर आईं। दादी ने पुराने डिब्बे और बाल्टियाँ भी नहीं फेंकीं। उन्होंने उनमें छेद करके मिट्टी भर दी। अनन्या ने उनमें टमाटर, मिर्च, धनिया और पालक के बीज बोए। वह रोज़ सुबह-शाम पौधों को पानी देती।

दादी ने उसे एक अनोखी बात सिखाई। रसोई में बचे सब्ज़ियों और फलों के छिलके वे एक बड़े मटके में डाल देतीं। कुछ हफ़्तों में छिलके गलकर काली, भुरभुरी खाद बन जाते। दादी कहतीं, “यह पौधों का सबसे अच्छा भोजन है। इससे घर का कूड़ा भी कम होता है।”

दो महीने में छत हरी-भरी हो गई। पौधों पर लाल-लाल टमाटर लटकने लगे। तितलियाँ और मधुमक्खियाँ फूलों पर मँडराने लगीं। जिस दिन अनन्या ने अपने हाथों से उगाया पहला टमाटर तोड़ा, वह खुशी से उछल पड़ी। उस शाम माँ ने उन्हीं टमाटरों की चटनी बनाई। अनन्या को लगा कि इतनी स्वादिष्ट चटनी उसने पहले कभी नहीं खाई।

अब अनन्या की सहेलियाँ भी अपने घरों में गमले लगा रही हैं। अनन्या समझ गई है कि थोड़ी-सी जगह और ढेर सारी लगन हो, तो हम कहीं भी हरियाली ला सकते हैं।

**शब्दार्थ: खाद** – मिट्टी को उपजाऊ बनाने वाला पदार्थ; पौधों का भोजन • **भुरभुरी** – जो छूने पर आसानी से टूटकर बिखर जाए • **मँडराना** – किसी चीज़ के आस-पास चक्कर लगाते रहना • **लगन** – किसी काम में मन लगाकर जुटे रहना

नाम: _____ दिनांक: _____

# अपठित गद्यांश – 1: प्रश्न

पाठ के आधार पर प्रश्नों के उत्तर दो।

**1.** अनन्या का परिवार किस शहर में रहता है?

☐ (क) भोपाल ☐ (ख) इंदौर ☐ (ग) जयपुर

**2.** अनन्या के घर में एक बड़ा आँगन है।

☐ सही ☐ गलत

**3.** दादी खाद बनाने के लिए क्या इकट्ठा करती थीं?

☐ (क) पुराने अख़बार ☐ (ख) सब्ज़ियों और फलों के छिलके

☐ (ग) सूखी लकड़ियाँ

**4.** दादी ने पुराने डिब्बों और बाल्टियों का क्या किया?

_____

_____

**5.** छत पर बगीचा बनने के बाद तितलियाँ और मधुमक्खियाँ आने लगीं।

☐ सही ☐ गलत

**6.** पहला टमाटर तोड़कर अनन्या खुशी से क्यों उछल पड़ी?

_____

_____

**7.** गद्यांश में से वह शब्द ढूँढ़ो जिसका अर्थ है ‘चारों ओर फैले हरे पेड़-पौधे’।

_____

**8.** इस गद्यांश के लिए एक उचित शीर्षक लिखो।

_____

_____

**9.** इस गद्यांश से तुम्हें क्या सीख मिलती है? अपने शब्दों में लिखो।

_____

_____

_____

_____

नाम: _____ दिनांक: _____

# शब्द-भंडार: गद्यांश के नए शब्द

हर शब्द और उसका अर्थ पढ़ो। उदाहरण देखो और फिर हर शब्द से अपना एक वाक्य बनाओ।

**गमला** — मिट्टी या धातु का बर्तन, जिसमें पौधा लगाया जाता है

*उदाहरण: माँ ने नए गमले में गुलाब का पौधा लगाया।*

मेरा वाक्य:

**खाद** — पौधों को पोषण देने वाला पदार्थ

*उदाहरण: किसान बुआई से पहले खेत में खाद डालता है।*

मेरा वाक्य:

**भुरभुरी** — जो हाथ लगाते ही टूटकर बिखर जाए

*उदाहरण: धूप में सूखकर मिट्टी भुरभुरी हो गई।*

मेरा वाक्य:

**मँडराना** — आस-पास चक्कर लगाते रहना

*उदाहरण: फूलों पर भौंरे मँडरा रहे हैं।*

मेरा वाक्य:

**लगन** — मन लगाकर किसी काम में जुटे रहना

*उदाहरण: लगन से अभ्यास करने वाला खिलाड़ी आगे बढ़ता है।*

मेरा वाक्य:

**अनोखी** — अलग और निराली

*उदाहरण: दादाजी के पास पुराने सिक्कों का अनोखा संग्रह है।*

मेरा वाक्य:

**हरियाली** — चारों ओर फैले हरे पेड़-पौधे

*उदाहरण: बरसात में चारों ओर हरियाली छा जाती है।*

मेरा वाक्य:

Month 5

# Week 20

| | |
|---|---|
| **Reading** | News report — summarising |
| **Grammar & Writing** | Conjunctions |
| **Maths** | Decimals: fractions to decimals, comparing, money |
| **EVS** | India: physical divisions |
| **Hindi** | अपठित पद्यांश – 1 |

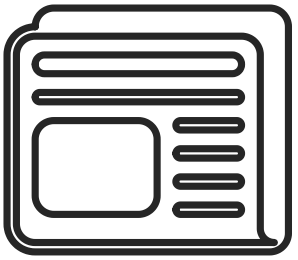
Name: _____ Date: _____

# Pupils Turn Plastic into Park Benches

Read the news report. Look for who, what, where, when, why and how.

News report

## PUPILS TURN PLASTIC WASTE INTO PARK BENCHES



By Ananya Rao, Young Reporter, Indore, 18 November

Students of Class 4 at Bright Path School in Indore have built two benches for their local park using more than 600 plastic bottles stuffed with waste. The benches were opened on Saturday morning by the oldest person in the colony, 92-year-old Mrs Kamla Joshi.

The project began in July, when the students noticed that the park near their school was littered with chips packets, wrappers and plastic bags. 'We picked up three sacks of plastic in one hour,' said Kabir Malhotra, aged 9. 'We didn't want it to end up in a landfill.'

Their science teacher, Mrs Leela Nair, told them about **eco-bricks**: plastic bottles packed tightly with clean, dry plastic waste until they are as hard as bricks. For four months, the children collected bottles and waste from their homes and neighbours. Each eco-brick took about half an hour to fill.

With the help of a local mason, the bottles were laid in rows, held together with cement and covered with a smooth layer of plaster. The children then painted the benches with bright flowers and birds.

'At first, people laughed at us for carrying bags of rubbish,' said Zoya Khan, aged 10. 'Now they bring their plastic to us!'

Residents say the park looks cleaner than it has for years. The students now hope to build a third bench before the end of the school year. They are asking families to save clean plastic waste and drop it at the school gate every Friday.

Mrs Joshi, who cut the ribbon, said she was proud of the children. 'They have shown us that rubbish is only rubbish if we waste it,' she said.

**Word help: headline** – the title of a news report, printed in large letters • **colony** – a group of houses built together in one area • **landfill** – a large area where rubbish is buried under the ground • **mason** – a worker who builds with bricks, stone and cement • **plaster** – a smooth paste spread over walls that dries hard

Name: _____ Date: _____

# Pupils Turn Plastic into Park Benches: Questions

Answer the questions about the text.

**1.** Which sentence best sums up the whole report?

- ☐ (a) A 92-year-old woman cut a ribbon in Indore.
- ☐ (b) Each eco-brick took about half an hour to fill.
- ☐ (c) Class 4 pupils in Indore built park benches from plastic waste to keep their park clean.

**2.** Who built the benches, and what did they use?

_____

_____

**3.** Where and when were the benches opened?

_____

_____

**4.** An eco-brick is made from mud and straw.

☐ True ☐ False

**5.** Why did the students start the project?

_____

_____

**6.** Which detail is the LEAST important for a short summary?

- ☐ (a) Each eco-brick took about half an hour to fill.
- ☐ (b) The benches were made from plastic bottles.
- ☐ (c) The park is now cleaner.

**7.** Write a summary of the report in two or three sentences.

_____

_____

_____

_____

**8.** Find a word in the report that means 'covered with rubbish lying around'.

_____

**9.** What does Mrs Joshi mean when she says, 'rubbish is only rubbish if we waste it'?

_____

_____

Name: _____ Date: _____

# Word Power

Read each word and its meaning. Then write a sentence of your own using the word.

**project** — a piece of planned work done over a period of time

*Example: Our class project is about the birds of India.*

My sentence:

**littered** — covered with rubbish lying around

*Example: After the fair, the ground was littered with paper cups.*

My sentence:

**sacks** — large, strong bags

*Example: The farmer carried two sacks of rice to the market.*

My sentence:

**tightly** — firmly, with no space left

*Example: Pack the clothes tightly so that they fit in the bag.*

My sentence:

**layer** — a flat covering spread over a surface

*Example: A thin layer of dust covered the old books.*

My sentence:

**rubbish** — things that are thrown away because they are not wanted

*Example: Please put your rubbish in the dustbin.*

My sentence:

**residents** — people who live in a particular place

*Example: The residents of our colony planted fifty trees.*

My sentence:

Name: _____ Date: _____

# Spelling: Homophones

Look, say, cover, write and check each word.

**Spelling focus:** Homophones sound the same but have different spellings and meanings: hear (with your ears) and here (in this place).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **hear** | | | |
| **here** | | | |
| **their** | | | |
| **there** | | | |
| **new** | | | |
| **knew** | | | |
| **weather** | | | |
| **whether** | | | |
| **week** | | | |
| **weak** | | | |
| **road** | | | |
| **rode** | | | |
| **sale** | | | |
| **sail** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Joining Words: Conjunctions

Read and learn. Then try the questions at the bottom.

A **conjunction** is a word that joins words, phrases or sentences. Conjunctions help us write longer, smoother sentences. I like tea. I like coffee. → I like tea **and** coffee. It was raining. We stayed indoors. → It was raining, **so** we stayed indoors.

- Do not use **because** and **so** together. Say 'Because it rained, we stayed in' or 'It rained, so we stayed in.'
- Do not use **although** and **but** together. Say 'Although he was tired, he finished his work.'

| Conjunction | Use | Example |
|---|---|---|
| and | adds one idea to another | Meera sings and dances. |
| but | joins two different ideas | He is small but strong. |
| or | gives a choice | Will you have tea or milk? |
| so | shows a result | It was late, so we hurried. |
| because | gives a reason | We hurried because it was late. |
| although | shows a surprise | Although it rained, we played. |
| when, before, after, until | show time | Wait here until I come back. |
| if | shows a condition | You will pass if you work hard. |



**Remember:** A comma often comes before **so** and **but** when they join two full sentences: It was late, so we took an auto rickshaw.

**Try it!**

**1.** Join with 'but': The bag is old. It is strong.

_____

**2.** Join with 'because': Sara was happy. She won a prize.

_____

**3.** Fill in: You can have a banana _____ an apple.

_____

Name: _____ Date: _____

# Join the Two Halves

Draw a line to join the two halves of each sentence. Then circle the conjunction.

| | |
|---|---|
| I wanted to go out, | because it was very hot. |
| Mother switched on the fan | and her sister plays the drums. |
| You can draw a picture | so he walked to school. |
| Rohan missed the bus, | until the sun set. |
| Wash your hands | or write a poem. |
| Although the box was heavy, | but it was raining heavily. |
| We stayed in the park | Aman lifted it easily. |
| Kavya plays the guitar | before you eat your lunch. |

Name: _____ Date: _____

# Join the Sentences

Join each pair of sentences using the conjunction in brackets. Write the new sentence.

**1.** Riya likes reading. She likes painting. (and)

_____

**2.** The tea was hot. I drank it slowly. (so)

_____

**3.** Imran was absent. He had a fever. (because)

_____

**4.** The shop was open. There was no milk. (but)

_____

**5.** Do you want rice? Do you want chapatis? (or)

_____

**6.** The road was busy. We crossed it safely. (although)

_____

**7.** I finished my homework. Then I went out to play. (after)

_____

_____

**8.** The bell rang. The children ran out. (when)

_____

Name: _____ Date: _____

# The Day It Rained

Write neatly. Remember capital letters and full stops.

Write 8–10 sentences about a rainy day you remember. Join your ideas with conjunctions to make longer sentences. Use at least six different conjunctions from the box, and underline them.

**Think about:**

- When did it start raining? What were you doing?
- What did you see, hear and smell?
- Did anything go wrong? Did anything funny happen?
- How did the day end?

and but or so because although when while before after until if

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Keep your promises, big or small.

Keep your promises, big or small.

Keep your promises, big or small.

Name: _____ Date: _____

# Fractions and Decimals

Write each fraction as a decimal and each decimal as a fraction (simplest form).

1. $\frac{42}{100} = \square$

2. $0.76 = \frac{\square}{\square}$

3. $\frac{46}{100} = \square$

4. $0.5 = \frac{\square}{\square}$

5. $\frac{4}{10} = \square$

6. $0.54 = \frac{\square}{\square}$

7. $\frac{34}{100} = \square$

8. $0.76 = \frac{\square}{\square}$

9. $\frac{9}{10} = \square$

10. $0.01 = \frac{\square}{\square}$

11. $\frac{8}{10} = \square$

12. $0.42 = \frac{\square}{\square}$

Name: _____ Date: _____

# Compare Decimals

Write >, < or =. Compare the whole numbers first, then tenths, then hundredths.

1. 0.1 ☐ 0.19

2. 4.9 ☐ 3.9

3. 15.2 ☐ 15.19

4. 14.8 ☐ 14.81

5. 18.6 ☐ 18.69

6. 12.9 ☐ 12.99

7. 0.61 ☐ 0.71

8. 16.34 ☐ 16.33

9. 18.5 ☐ 19.5

10. 16.61 ☐ 15.61

11. 15.3 ☐ 16.3

12. 9.36 ☐ 9.46

**13.** Arrange in ascending order: **4.08, 1.17, 4.77, 4.14, 2.5**

Name: _____ Date: _____

# Add and Subtract Decimals

Write the sums in columns and solve.

Line up the decimal points. Fill empty places with zeros (3.5 = 3.50).

1. 19.52 + 26.49 =

2. 95.53 − 19.88 =

3. 32.39 + 20.07 =

4. 91.98 − 34.03 =

5. 29.07 + 40.8 =

6. 38.97 − 23.6 =

7. 35.71 + 49.17 =

8. 78.63 − 38.2 =

9. 70.39 + 7.72 =

10 84.62 − 34.85 =

11 14.72 + 35.88 =

12 41.71 − 31.57 =

Name: _____ Date: _____

# Compare Decimals

Write >, < or =. Compare the whole numbers first, then tenths, then hundredths.

1. 8.5 ☐ 8.4

2. 4.3 ☐ 4.2

3. 8.7 ☐ 8.61

4. 13.87 ☐ 13.97

5. 13.6 ☐ 13.5

6. 6.46 ☐ 6.56

7. 13.96 ☐ 14.96

8. 9.6 ☐ 9.61

9. 14.69 ☐ 14.7

10. 3.5 ☐ 3.49

11. 11.5 ☐ 11.41

12. 1.1 ☐ 1.11

**13.** Arrange in ascending order: **3.92, 1.24, 0.51, 3.96, 3.9**

Name: _____ Date: _____

# Rupees and Paise

Change rupees to paise and paise to rupees.

**₹1 = 100 paise.** ₹12.50 means 12 rupees and 50 paise.

1. ₹5.75 = _____ paise

2. 525 paise = ₹ _____

3. ₹47.25 = _____ paise

4. 425 paise = ₹ _____

5. ₹22.00 = _____ paise

6. 600 paise = ₹ _____

7. ₹14.25 = _____ paise

8. 1,875 paise = ₹ _____

9. ₹36.75 = _____ paise

10. 50 paise = ₹ _____

11. ₹12.25 = _____ paise

12. 675 paise = ₹ _____

Name: _____ Date: _____

# Decimal Word Problems

Read and solve. Line up the decimal points.

**1.** Anjali bought a book for ₹137.82 and a pen for ₹22.05. How much did she spend?

Answer: _____

**2.** A ribbon is 391.46 m long. Simran cuts off 112.93 m. How much is left?

Answer: _____

**3.** Dev bought a book for ₹298.21 and a pen for ₹39.87. How much did he spend?

Answer: _____

**4.** A ribbon is 161.17 m long. Arjun cuts off 46.38 m. How much is left?

Answer: _____

**5.** Tenzin bought a book for ₹381.05 and a pen for ₹63.96. How much did he spend?

Answer: _____

Name: _____ Date: _____

# India's Land

Read about the six physical divisions of India.



## The Northern Mountains

The **Himalayas** stretch across the north of India. They have three ranges: the Himadri, the Himachal and the Shiwaliks. Many peaks stay covered with snow all year.



## Himalayan Facts

**Kangchenjunga**, in Sikkim, is the third-highest mountain in the world. Glaciers in the Himalayas feed rivers such as the Ganga and the Yamuna.



## The Northern Plains

These flat lands were made by the Indus, Ganga and Brahmaputra rivers, which brought fertile soil. Many crops grow here, and many people live here.



## The Great Indian Desert

The **Thar Desert** lies mostly in Rajasthan, west of the Aravalli Hills. It is hot and dry, with sand dunes and very little rain.



## The Peninsular Plateau

The oldest part of India is a high, flat, rocky land rich in minerals. The **Deccan Plateau** is a part of it, edged by the Western and Eastern Ghats.



## The Coastal Plains

Narrow plains lie between the Western Ghats and the Arabian Sea. Wider plains lie between the Eastern Ghats and the Bay of Bengal, where rivers form deltas.



## The Islands

The **Andaman and Nicobar Islands** in the Bay of Bengal and the coral islands of **Lakshadweep** in the Arabian Sea are part of India.



## Did You Know?

**Barren Island** in the Andaman Sea is India's only active volcano. **Anamudi** in Kerala is the highest peak in South India.

Name: _____ Date: _____

# Match the Land

Draw a line to match each physical division to what it is like.

| | |
|---|---|
| Himalayas | flat land along the sea |
| Northern Plains | islands in the Bay of Bengal |
| Thar Desert | coral islands in the Arabian Sea |
| Peninsular Plateau | flat, fertile land made by rivers |
| Coastal Plains | snowy peaks and glaciers |
| Lakshadweep | sand dunes and very little rain |
| Andaman and Nicobar Islands | old, rocky land rich in minerals |

Name: _____ Date: _____

# Physical Divisions Quiz

Tick the correct answer.

**1.** Which mountains lie along the north of India?

☐ (a) the Aravallis ☐ (b) the Himalayas ☐ (c) the Western Ghats

**2.** The Thar Desert lies mostly in which state?

☐ (a) Kerala ☐ (b) Assam ☐ (c) Rajasthan

**3.** Which is the oldest part of India's land?

☐ (a) the Peninsular Plateau ☐ (b) the Northern Plains

☐ (c) the Himalayas

**4.** Why are the Northern Plains good for farming?

☐ (a) They are covered with snow.

☐ (b) They have fertile soil brought by rivers.

☐ (c) They are very rocky.

**5.** What kind of islands are the Lakshadweep Islands?

☐ (a) ice islands ☐ (b) volcanic islands ☐ (c) coral islands

**6.** Which is the third-highest mountain in the world?

☐ (a) Kangchenjunga ☐ (b) Anamudi ☐ (c) Mount Abu

**7.** Which hills form the western edge of the Peninsular Plateau?

☐ (a) the Shiwaliks ☐ (b) the Western Ghats ☐ (c) the Himadri

**8.** Where is India's only active volcano?

☐ (a) in the Thar Desert ☐ (b) on Mount Everest ☐ (c) on Barren Island

Name: _____ Date: _____

# Make Landforms with Clay

Build the landforms on a tray. Draw your model and answer the questions.

Mountains, plateaus and plains look very different. Build them on a tray and see how a river helps to make a plain.

**You need:**

- ☐ clay or play dough
- ☐ a large tray
- ☐ a small cup of water
- ☐ a spoon
- ☐ a little sand or soil

**What to do:**

1. Make a tall, pointed **mountain** at one end of the tray.
2. Make a **plateau**: a high piece of land with a flat top.
3. Leave the rest of the tray flat and low. This is the **plain**.
4. Sprinkle a little sand or soil on top of the mountain.
5. Slowly pour water from the spoon onto the top of the mountain. Watch where it flows.
6. Look at what the water leaves behind on the plain.

**What I observed (draw):**

**1.** Where did the water flow?

**2.** What did the water carry down with it?

**3.** How is this like the way the Northern Plains were made?

नाम: _____ दिनांक: _____

# अपठित पद्यांश – 1: नन्हा बीज

कविता को ध्यान से पढ़ो। फिर नीचे दिए प्रश्नों के उत्तर दो।

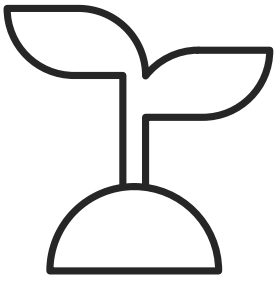
धरती माँ की गोद में सोया,
नन्हा बीज सपनों में खोया।
सोचे, कब मैं बाहर आऊँ,
सूरज दादा से मिल पाऊँ।

रिमझिम-रिमझिम बरखा आई,
मिट्टी में ठंडक भर लाई।
बीज ने अपनी आँखें खोलीं,
दो नन्ही पत्तियाँ बोलीं —

“हमको थोड़ी धूप चाहिए,
थोड़ा पानी, हवा चाहिए।
प्यार से जो हमको पालोगे,
मीठे फल, ठंडी छाँव पा लोगे।”

धीरे-धीरे बढ़ता जाए,
डाल-डाल पर फूल खिलाए।
चिड़िया आकर गीत सुनाए,
नन्हा बीज पेड़ कहलाए।

*— न्यू एरा*



**शब्दार्थ: गोद** – यहाँ अर्थ है — धरती के भीतर, मिट्टी में • **बरखा** – वर्षा, बारिश • **छाँव** – छाया

नाम: _____ दिनांक: _____

# अपठित पद्यांश – 1: नन्हा बीज: प्रश्न

कविता के आधार पर प्रश्नों के उत्तर दो।

**1.** बीज कहाँ सोया हुआ था?

☐ (क) पेड़ की डाल पर ☐ (ख) धरती की गोद में ☐ (ग) बादलों के बीच

**2.** बीज ने अपनी आँखें कब खोलीं?

☐ (क) रिमझिम बरखा आने पर ☐ (ख) आँधी चलने पर

☐ (ग) सर्दी आने पर

**3.** नन्ही पत्तियों ने धूप, पानी और हवा माँगी।

☐ सही ☐ गलत

**4.** पत्तियों के अनुसार उन्हें प्यार से पालने पर हमें क्या मिलेगा?

_____

_____

**5.** कविता में 'खोया' से तुक मिलाने वाला शब्द कौन-सा है?

_____

**6.** 'बरखा' शब्द का अर्थ लिखो।

_____

**7.** कविता के अंत में बीज एक पेड़ बन जाता है।

☐ सही ☐ गलत

**8.** एक बीज को पेड़ बनने के लिए किन-किन चीज़ों की ज़रूरत होती है? कविता के आधार पर लिखो।

_____

_____

_____

_____

नाम: _____ दिनांक: _____

# तुक वाले शब्द मिलाओ

कविता से लिए गए हर शब्द को उसके तुक वाले शब्द से रेखा खींचकर मिलाओ।

| | |
|---|---|
| सोया ● | ● दवा |
| धूप ● | ● चीज़ |
| पानी ● | ● बोया |
| हवा ● | ● रानी |
| फूल ● | ● मीत |
| गीत ● | ● रूप |
| पेड़ ● | ● धूल |
| बीज ● | ● मेड़ |

Month 5

# Monthly Activity Set:

# Energy and Forces

Push and pull hunt, friction ramps, energy at home audit, moon phase calendar

Name: _____ Date: _____

# Energy and Forces

Read about forces, energy and the Moon.

## Push and Pull



A **force** is a push or a pull. Kicking a ball is a push. Opening a drawer is a pull. Forces can start, stop, speed up, slow down or turn things.

## Friction

**Friction** is a force between two surfaces that rub together. It slows things down. A rough doormat has more friction than a smooth floor.

## Friction Helps Us



Without friction, we could not walk, write or hold things. The grooves on shoes and tyres give more friction, so we do not slip.

## Gravity



**Gravity** is the pull of the Earth. It pulls everything towards the ground. That is why a ball thrown up always comes down.

## Forms of Energy



Energy comes as **heat**, **light**, **sound**, **electrical** energy and the energy of moving things. Energy can change from one form to another.

## Saving Energy



Switch off lights and fans when you leave a room. Use LED bulbs and sunlight. Saving electricity saves coal and keeps the air cleaner.

## Moonlight



The Moon has no light of its own. It reflects sunlight. As the Moon goes around the Earth, we see more or less of its lit side.

## Moon Phases



From **new moon** (amavasya) to **full moon** (purnima) takes about 15 days. The whole cycle of phases takes about 29½ days.

Name: _____ Date: _____

# Push and Pull Hunt

Hunt for forces around your home. Fill in the table.

Forces are everywhere! Hunt around your home and find six actions that use a push, a pull or both.

**You need:**

☐ this sheet

☐ a pencil

**What to do:**

1. Walk around your home: the kitchen, your room and the balcony or garden.
2. Do or watch each action, such as opening a door, kneading dough, sweeping or switching on a light.
3. Decide: is it a push, a pull or both?
4. Write what happened to the object: did it start moving, stop, change direction or change shape?

| Action | Push, pull or both? | What happened to the object? |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Name: _____ Date: _____

# Friction Ramps

Test how far a toy car rolls on different surfaces. Fill in the table and answer the questions.

Does the surface change how far a toy car rolls? Build a ramp and test three surfaces.

**You need:**

- ☐ a long, flat board or tray
- ☐ 3 or 4 books
- ☐ a toy car
- ☐ a towel
- ☐ newspaper
- ☐ a measuring tape

**What to do:**

1. Rest one end of the board on the books to make a ramp.
2. Let the car roll down from the top. Do not push it!
3. Measure how far it rolls along the bare floor from the bottom of the ramp.
4. Spread a towel on the floor at the bottom of the ramp and test again.
5. Now test with newspaper spread on the floor.
6. Test each surface three times to make it a fair test.

| Surface | Distance rolled (cm) |
|---|---|
| | |
| | |
| | |
| | |

**1.** On which surface did the car roll the farthest?

_____

**2.** Which surface had the most friction? How do you know?

_____

**3.** Why did you test each surface three times?

_____

Name: _____ Date: _____

# Forces and Energy Word Search

Find and circle the words. They can go across, down, diagonally or backwards.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| S | Y | R | A | Y | H | I | G | R | T | N | P |
| O | E | D | N | S | Y | U | N | T | Y | D | O |
| U | L | I | A | S | N | O | E | L | T | R | H |
| N | L | J | C | L | I | N | E | S | I | N | M |
| D | U | B | L | T | E | V | O | T | V | O | Y |
| O | P | L | C | R | E | T | E | C | A | O | O |
| V | U | I | G | R | H | N | I | J | R | M | W |
| P | R | Y | Y | B | G | E | V | B | G | G | E |
| F | I | C | M | A | I | L | A | S | R | C | D |
| P | T | S | M | B | J | E | V | T | R | O | D |
| L | I | G | H | T | F | I | U | O | U | T | N |
| P | U | S | H | J | H | C | F | M | I | G | K |

☐ PUSH ☐ PULL ☐ FORCE ☐ FRICTION ☐ GRAVITY

☐ ENERGY ☐ MAGNET ☐ LEVER ☐ PULLEY ☐ LIGHT

☐ HEAT ☐ SOUND ☐ MOON ☐ ORBIT

Name: _____ Date: _____

# Energy at Home Audit

Be an energy detective at home. Fill in the table and answer the questions.

How does your family use energy? Be an energy detective and look for ways to save it.

**You need:**

☐ this sheet

☐ a pencil

☐ a family member to help

**What to do:**

1. List things at home that use electricity, such as a fan, a bulb, the refrigerator, the television and the mixer.
2. For each one, write what the electrical energy changes into: light, heat, sound or movement.
3. Ask an adult how many hours a day each one is used.
4. Put a star next to things that are sometimes left on when no one is using them.

| Appliance | Energy changes into | Hours used each day |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

1. Which appliance is used for the most hours?

_____

2. What does a fan change electrical energy into?

_____

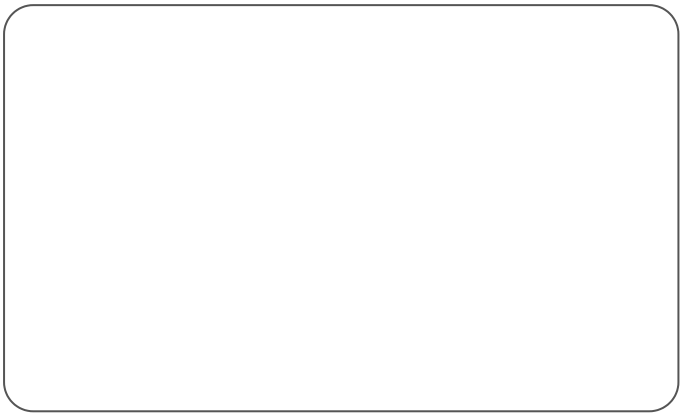
3. Write two ways your family can save electricity.

_____

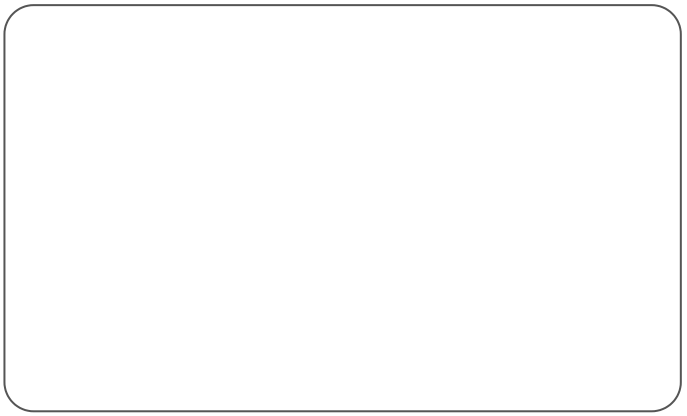
Name: _____ Date: _____

# Moon Phase Calendar

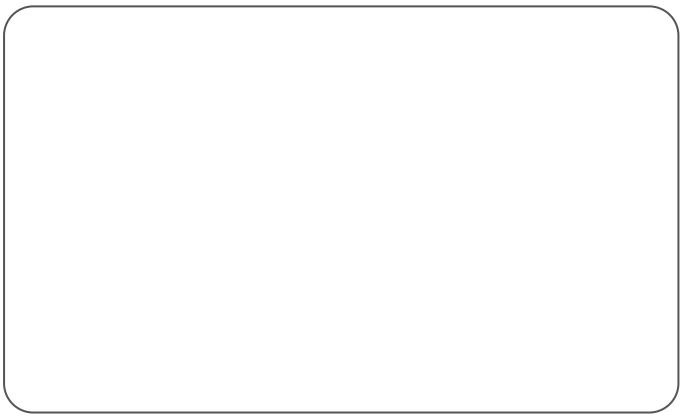
Look at the Moon every 5 nights for a month. Draw its shape, write the date, and name the phase on the line.



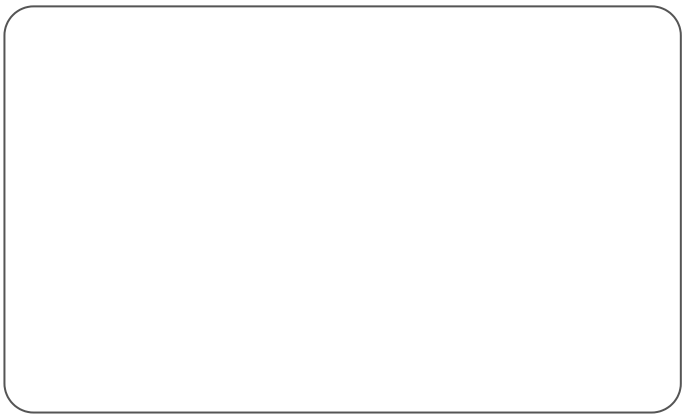
**Night 1: date** _____



**Night 5: date** _____



**Night 10: date** _____



**Night 15: date** _____



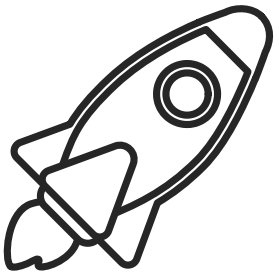
**Night 20: date** _____



**Night 25: date** _____

# MONTH

# 6



Month 6

# Week 21

| | |
|---|---|
| **Reading** | Poem — imagery |
| **Grammar & Writing** | Interjections |
| **Maths** | Money: bills, rate and amount; unitary method |
| **EVS** | Rivers of India |
| **Hindi** | अनुच्छेद लेखन |

Name: _____ Date: _____

# At the Mela

Read the poem slowly. Imagery means words that help you see, hear, smell, taste and feel things.

The giant wheel is wrapped in light,
A spinning necklace in the night,
And red balloons on silver thread
Bob like cherries overhead.

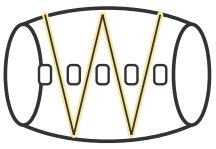
The dhol goes thump-a-thump-a-thump
And makes my heart go jump-a-jump;
Toy whistles squeak, glass bangles clink,
The noise is louder than you think!

I smell jalebis, hot and sweet,
And roasted corn along the street;
The smoky, tangy, lemon air
Hangs like a blanket everywhere.

The syrup trickles down my chin,
My sticky fingers, sticky grin;
A kulfi melts, so icy cold,
I hold it tight as if it's gold.

At last we wander home, so slow,
My eyes still full of lantern-glow,
And in my dreams, all night, I ride
The giant wheel, with stars beside.

*— New Era*



**Word help: mela** – a fair, with rides, stalls and food • **giant wheel** – a huge wheel with seats that turns slowly, high in the air • **jalebis** – crisp, curly sweets soaked in sugar syrup • **kulfi** – a frozen Indian dessert made from milk • **lantern** – a lamp with a cover, often hung up or carried

Name: _____ Date: _____

# At the Mela: Questions

Answer the questions about the poem.

**1.** Which sense does stanza 2 mostly describe?

☐ (a) sight ☐ (b) hearing ☐ (c) smell ☐ (d) taste

**2.** What does the poet compare the red balloons to? Why is this a good picture?

**3.** Write two sound words from stanza 2.

**4.** Name two things the poet can smell at the mela.

**5.** The kulfi in the poem is warm and soft.

☐ True ☐ False

**6.** 'A spinning necklace in the night' describes ...

☐ (a) the dhol ☐ (b) the giant wheel ☐ (c) the kulfi

**7.** Which stanza helps you picture the mela best? Explain, using words from the poem.

**8.** Find a word in stanza 4 that means 'flows slowly in a thin line'.

**9.** How do you know the child enjoyed the mela?

Name: _____ Date: _____

# Words from the Poem

Read each word and its meaning. Then write a sentence of your own using the word.

**wrapped** — covered completely in something

*Example: The gift was wrapped in shiny paper.*

My sentence:

**bob** — to move up and down gently

*Example: Coconuts bob on the waves near the shore.*

My sentence:

**clink** — a short, light sound of glass or metal touching

*Example: We heard the clink of spoons against steel glasses.*

My sentence:

**tangy** — having a sharp, sour taste or smell

*Example: Raw mango pickle is tangy and spicy.*

My sentence:

**trickles** — flows slowly in a thin line

*Example: Sweat trickles down my face in the heat.*

My sentence:

**sticky** — able to stick to things, like glue or honey

*Example: My hands were sticky after eating the mango.*

My sentence:

**wander** — to walk slowly, without hurrying

*Example: We like to wander through the old market.*

My sentence:

Name: _____ Date: _____

# Spelling: Words Ending in -le

Look, say, cover, write and check each word.

**Spelling focus:** Many words end in -le, which sounds like 'ul': candle, bubble. In whistle and castle, the t is silent.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **candle** | | | |
| **gentle** | | | |
| **sparkle** | | | |
| **twinkle** | | | |
| **crackle** | | | |
| **bubble** | | | |
| **pickle** | | | |
| **little** | | | |
| **middle** | | | |
| **purple** | | | |
| **tickle** | | | |
| **jungle** | | | |
| **whistle** | | | |
| **castle** | | | |
| **bottle** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Interjections

Read and learn. Then try the questions at the bottom.

An **interjection** is a word or a group of words that shows a sudden, strong feeling such as joy, surprise, pain, sorrow or disgust. An interjection is usually followed by an **exclamation mark (!)**. **Hurray!** We won the match. **Ouch!** The pan is hot.

- If the feeling is mild, we can use a **comma** after the interjection: **Oh,** I forgot my pen.
- The same interjection can show different feelings. **Oh!** can show surprise, pain or sorrow, so read the whole sentence.

| Feeling | Interjections | Example |
|---|---|---|
| Joy | Hurray! Yippee! | Hurray! It's a holiday! |
| Surprise | Oh! What! Wow! | Wow! What a huge kite! |
| Pain | Ouch! Ow! | Ouch! I hurt my toe. |
| Sorrow | Alas! Oh no! | Alas! We lost the final. |
| Praise | Bravo! Well done! | Bravo! What a fine catch! |
| Disgust | Ugh! Yuck! | Ugh! This milk smells bad. |
| Greeting | Hello! Hi! | Hello! How are you? |
| Asking for silence | Hush! Shh! | Hush! The baby is asleep. |



**Remember:** Interjections make stories and conversations lively. Do not use them in formal writing, such as a letter to the principal.

**Try it!**

**1.** Name the feeling: Yippee! We are going to the zoo.

_____

**2.** Fill in an interjection: _____ That bee stung me!

_____

**3.** Fill in an interjection: _____ What a goal!

_____

Name: _____ Date: _____

# Add an Interjection

Fill in each blank with a suitable interjection from the box. Use each one once.

Hurray! Ouch! Alas! Bravo! Hush! Ugh! Oops!
Wow! Hello! Oh no!

1. _____ We have won the inter-school quiz!

2. _____ A thorn has pricked my finger.

3. _____ The baby has just fallen asleep.

4. _____ You sang beautifully, Lakshmi.

5. _____ There is a cockroach in my shoe.

6. _____ I have spilt the paint on the floor.

7. _____ Look at that enormous rainbow!

8. _____ Is anyone at home?

9. _____ I have left my lunch box at home!

10. _____ The old banyan tree fell down in the storm.

Name: _____ Date: _____

# Which Feeling?

Read each sentence. Tick the feeling that the interjection shows.

**1.** Yippee! Grandma is coming to stay with us.

☐ (a) joy ☐ (b) pain ☐ (c) disgust

**2.** Ow! The door shut on my finger.

☐ (a) praise ☐ (b) pain ☐ (c) joy

**3.** Yuck! This puddle is full of mud.

☐ (a) disgust ☐ (b) surprise ☐ (c) sorrow

**4.** Alas! The kite string broke, and the kite flew away.

☐ (a) joy ☐ (b) sorrow ☐ (c) praise

**5.** Well done! You solved the puzzle in two minutes.

☐ (a) praise ☐ (b) fear ☐ (c) disgust

**6.** What! The train is cancelled?

☐ (a) surprise ☐ (b) joy ☐ (c) praise

**7.** Shh! This is a library.

☐ (a) asking for silence ☐ (b) greeting ☐ (c) pain

**8.** Which sentence is punctuated correctly?

☐ (a) Hurray. We won! ☐ (b) Hurray! We won. ☐ (c) Hurray? We won.

Name: _____ Date: _____

# The Surprise Party

Write neatly. Remember capital letters and full stops.

Write a short story (8–10 sentences) about a surprise birthday party for someone in your family. Use at least five interjections to show how people felt. Put an exclamation mark after each strong interjection.

**Think about:**

- Whose birthday was it? Who planned the surprise?
- What did you do to get ready? Did anything go wrong? (Oops!)
- What happened when the birthday person walked in? (Wow!)
- How did the party end?

Hurray! Wow! Oops! Oh no! Shh! Yippee! Bravo! surprise balloons candles cake

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Exercise keeps the body fit and the mind fresh.

Exercise keeps the body fit and the mind fresh.

Exercise keeps the body fit and the mind fresh.

Name: _____ Date: _____

# Make the Bill

Find the amount for each item (quantity × rate). Then answer the questions.

## Sharma General Store

| S.No. | Item | Quantity | Rate | Amount |
|---|---|---|---|---|
| 1 | notebook | 2 | ₹45.50 | |
| 2 | box of crayons | 4 | ₹60.50 | |
| 3 | eraser | 2 | ₹5.50 | |
| 4 | pair of socks | 4 | ₹85 | |
| 5 | kg potatoes | 3 | ₹32.50 | |
| | | | **Total** | |

**1.** What is the total amount of the bill?

**2.** If you pay ₹800, how much change will you get?

**3.** On which item was the most money spent?

Name: _____ Date: _____

# Make the Bill

Find the amount for each item (quantity × rate). Then answer the questions.

## Fresh Mart

| S.No. | Item | Quantity | Rate | Amount |
|---|---|---|---|---|
| 1 | pen | 4 | ₹15 | |
| 2 | eraser | 4 | ₹5 | |
| 3 | pair of socks | 4 | ₹85 | |
| 4 | school bag | 3 | ₹650 | |
| 5 | pencil | 4 | ₹8 | |
| | | | **Total** | |

**1.** What is the total amount of the bill?

**2.** If you pay ₹2,500, how much change will you get?

**3.** On which item was the most money spent?

Name: _____ Date: _____

# The Unitary Method

Find the cost of one first, then the cost asked.

**Unitary method:** first find the value of ONE, then multiply to find the value of many.

**1.** The cost of 7 metres of cloth is ₹126. What is the cost of 4 metres of cloth?

Answer: _____

**2.** The cost of 5 metres of cloth is ₹155. What is the cost of 6 metres of cloth?

Answer: _____

**3.** The cost of 4 packets of seeds is ₹208. What is the cost of 12 packets of seeds?

Answer: _____

**4.** The cost of 3 packets of seeds is ₹48. What is the cost of 8 packets of seeds?

Answer: _____

**5.** The cost of 4 notebooks is ₹136. What is the cost of 6 notebooks?

Answer: _____

**6.** The cost of 4 packets of seeds is ₹136. What is the cost of 12 packets of seeds?

Answer: _____

Name: _____ Date: _____

# The Unitary Method

Find the cost of one first, then the cost asked.

**Unitary method:** first find the value of ONE, then multiply to find the value of many.

**1.** The cost of 9 kg of apples is ₹504. What is the cost of 6 kg of apples?

Answer: _____

**2.** The cost of 7 litres of juice is ₹294. What is the cost of 11 litres of juice?

Answer: _____

**3.** The cost of 4 metres of cloth is ₹48. What is the cost of 11 metres of cloth?

Answer: _____

**4.** The cost of 9 litres of juice is ₹45. What is the cost of 2 litres of juice?

Answer: _____

**5.** The cost of 3 packets of seeds is ₹69. What is the cost of 7 packets of seeds?

Answer: _____

**6.** The cost of 9 litres of juice is ₹207. What is the cost of 7 litres of juice?

Answer: _____

Name: _____ Date: _____

# Multiplication Word Problems

Read each problem. Show your working and write the answer.

**1.** One packet of crayons costs ₹80. How much do 43 packets cost?

Working

Answer: _____

**2.** A ticket for a show costs ₹51. How much will 30 tickets cost?

Working

Answer: _____

**3.** One pencil box costs ₹56. What is the cost of 32 pencil boxes?

Working

Answer: _____

**4.** 17 people each gave ₹69 for a school library. How much money was collected?

Working

Answer: _____

**5.** One packet of crayons costs ₹20. How much do 20 packets cost?

Working

Answer: _____

Name: _____ Date: _____

# Profit and Loss

Find whether there is a profit or a loss, and how much.

If SP > CP there is a **profit** = SP − CP. If SP < CP there is a **loss** = CP − SP.

| S.No. | Cost price (CP) | Selling price (SP) | Profit or loss? | How much? |
|---|---|---|---|---|
| 1 | ₹53 | ₹180 | | |
| 2 | ₹679 | ₹761 | | |
| 3 | ₹451 | ₹530 | | |
| 4 | ₹555 | ₹431 | | |
| 5 | ₹706 | ₹695 | | |
| 6 | ₹340 | ₹488 | | |
| 7 | ₹481 | ₹490 | | |
| 8 | ₹465 | ₹590 | | |

Name: _____ Date: _____

# Rivers of India

Read and learn about the great rivers of India.

A river begins at its **source**, often a glacier, a spring or a lake in the hills. It ends at its **mouth**, where it flows into a sea or a lake. A smaller river that joins a bigger one is called a **tributary**.

- **Himalayan rivers**, like the Ganga, Yamuna and Brahmaputra, are fed by melting snow and rain. They flow all year round.
- **Peninsular rivers**, like the Godavari, Krishna and Kaveri, are fed mainly by rain. Many become small in summer.
- Near the sea, many rivers split into branches and form a **delta**. The Ganga–Brahmaputra delta is the world's largest.
- Rivers give us water for drinking and farming, fish, transport and electricity.

| River | Source | Flows into |
|---|---|---|
| Ganga | Gangotri Glacier, Uttarakhand | Bay of Bengal |
| Yamuna | Yamunotri Glacier, Uttarakhand | joins the Ganga at Prayagraj |
| Brahmaputra | near Lake Mansarovar, Tibet | Bay of Bengal |
| Narmada | Amarkantak, Madhya Pradesh | Arabian Sea |
| Godavari | Trimbakeshwar, Maharashtra | Bay of Bengal |
| Kaveri | Talakaveri, Karnataka | Bay of Bengal |



**Remember:** The Ganga is India's **national river** and its longest river. The Godavari, the longest river of the Peninsula, is called the **Dakshin Ganga**.

Name: _____ Date: _____

# Himalayan or Peninsular?

Write each river in the correct column. Use your atlas to check where each river begins.

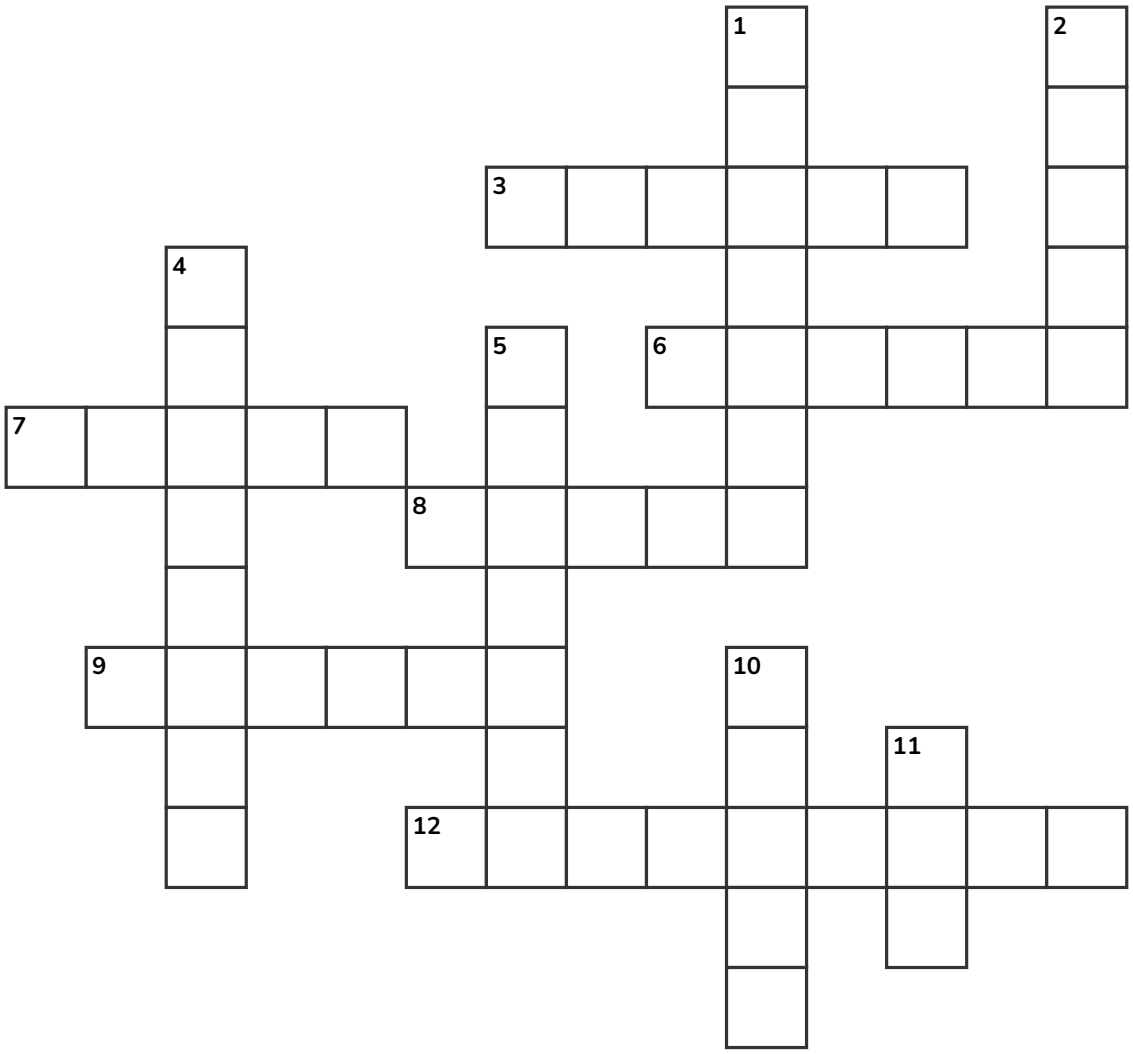
Narmada Brahmaputra Indus Kosi Yamuna Godavari Sutlej
Kaveri Tapi Mahanadi Krishna Ganga Ghaghara

| Himalayan rivers | Peninsular rivers |
| --- | --- |
| | |

Name: _____ Date: _____

# Rivers Crossword

Read the clues and fill in the crossword.




## Across

**3.** The place where a river begins (6)

**6.** This river joins the Ganga at Prayagraj. (6)

**7.** India got its name from this river, once called the Sindhu. (5)

**8.** India's national river (5)

**9.** This river rises at Talakaveri in Karnataka. (6)

**12.** A smaller river that joins a bigger river (9)

## Down

**1.** This river rises at Amarkantak and flows west. (7)

**2.** Land formed where a river splits into branches near the sea (5)

**4.** The longest river of the Peninsula (8)

**5.** A slow-moving river of ice; the Ganga starts from one (7)

**10.** The place where a river flows into the sea (5)

**11.** A strong wall built across a river to store water (3)

Name: _____ Date: _____

# Map Work: Rivers of India

Use an outline map of India from a stationery shop or your atlas. Follow the steps and answer the questions.

Use an outline map of India from a stationery shop or your atlas. Trace the great rivers of India from their source to their mouth.

**You need:**

- ☐ an outline map of India
- ☐ your atlas
- ☐ a blue pencil or pen
- ☐ a pencil

**What to do:**

1. Find each river in your atlas first.
2. Draw the Ganga and the Yamuna in blue. Show where they meet at Prayagraj.
3. Draw the Brahmaputra flowing through Assam.
4. Draw the Narmada and the Tapi flowing west into the Arabian Sea.
5. Draw the Mahanadi, Godavari, Krishna and Kaveri flowing east into the Bay of Bengal.
6. Write the name of each river neatly along it.

**1.** Which two rivers flow west into the Arabian Sea?

_____

**2.** Which great river flows through Assam?

_____

**3.** Into which sea do the Godavari and the Krishna flow?

_____

**4.** Which river flows closest to your home or through your state?

_____

नाम: _____ दिनांक: _____

# अनुच्छेद लेखन

नमूना अनुच्छेद पढ़ो और अनुच्छेद लिखने के नियम समझो।

किसी एक विषय पर लिखे गए आपस में जुड़े वाक्यों के समूह को **अनुच्छेद** कहते हैं।

## नमूना — सुबह की सैर

सुबह की सैर सेहत के लिए बहुत अच्छी होती है। मैं रोज़ सुबह दादाजी के साथ पार्क जाती हूँ। उस समय हवा ठंडी और साफ़ होती है। पेड़ों पर चिड़ियाँ चहचहाती हैं और घास पर ओस की बूँदें चमकती हैं। कई लोग वहाँ योग और व्यायाम करते हैं। सैर से शरीर में ताज़गी आती है और दिनभर मन खुश रहता है। हमें भी सुबह की सैर की आदत डालनी चाहिए।

- **पहला वाक्य** विषय से परिचय कराए — 'सुबह की सैर सेहत के लिए बहुत अच्छी होती है।'
- **बीच के वाक्य** विषय की बातें क्रम से बताएँ — कब, कहाँ, क्या होता है और कैसा लगता है।
- **अंतिम वाक्य** बात को पूरा करे या कोई सीख दे — 'हमें भी सुबह की सैर की आदत डालनी चाहिए।'



**याद रखो:** अनुच्छेद 6 से 10 वाक्यों का हो। एक ही बात दोबारा न लिखो, विषय से बाहर न जाओ और वाक्य छोटे व सरल रखो। लिखने से पहले मुख्य बातें सोच लो।

नाम: _____ दिनांक: _____

# अनुच्छेद लिखो: मेरा प्रिय खेल

संकेतों और शब्दों की सहायता से अनुच्छेद लिखो।

'मेरा प्रिय खेल' विषय पर 8–10 वाक्यों का एक अनुच्छेद लिखो। पहले वाक्य में खेल का नाम बताओ और अंतिम वाक्य में बताओ कि यह खेल तुम्हें क्यों प्रिय है।

**इन बातों पर सोचो:**

- तुम्हारा प्रिय खेल कौन-सा है?
- तुम इसे कहाँ और किसके साथ खेलते हो?
- इस खेल के एक-दो नियम बताओ।
- इसे खेलने के लिए किन चीज़ों की ज़रूरत होती है?
- इसे खेलने से तुम्हें क्या लाभ होता है?
- यह खेल तुम्हें क्यों अच्छा लगता है?

मैदान टीम अभ्यास नियम जीत हार मित्र सेहत खुशी खिलाड़ी

नाम: _____ दिनांक: _____

# अच्छा अनुच्छेद कैसे बने?

हर प्रश्न को ध्यान से पढ़ो और सही उत्तर पर ✓ लगाओ।

**1.** ‘वर्षा ऋतु’ अनुच्छेद के लिए सबसे अच्छा पहला वाक्य कौन-सा है?

☐ (क) मुझे आइसक्रीम पसंद है।

☐ (ख) वर्षा ऋतु मुझे सबसे प्यारी ऋतु लगती है।

☐ (ग) कल मेरी परीक्षा है।

**2.** ‘मेरी दादी’ अनुच्छेद में कौन-सा वाक्य नहीं आना चाहिए?

☐ (क) मेरी दादी रोज़ मुझे कहानी सुनाती हैं।

☐ (ख) दादी स्वादिष्ट लड्डू बनाती हैं।

☐ (ग) मंगल ग्रह लाल रंग का दिखता है।

**3.** ‘पेड़ों का महत्त्व’ अनुच्छेद का सबसे अच्छा अंतिम वाक्य कौन-सा है?

☐ (क) पेड़ हरे होते हैं।

☐ (ख) इसलिए हमें अधिक से अधिक पेड़ लगाने चाहिए।

☐ (ग) मेरे घर के पास एक दुकान है।

**4.** अनुच्छेद के वाक्य कैसे होने चाहिए?

☐ (क) बहुत लंबे और कठिन

☐ (ख) छोटे, सरल और आपस में जुड़े हुए

☐ (ग) बिना किसी क्रम के

**5.** अनुच्छेद में एक ही बात को बार-बार लिखना —

☐ (क) अच्छा है ☐ (ख) ठीक नहीं है ☐ (ग) बहुत ज़रूरी है

**6.** ‘मेरा प्रिय फल — आम’ अनुच्छेद के लिए कौन-सा वाक्य ठीक रहेगा?

☐ (क) आम को फलों का राजा कहा जाता है।

☐ (ख) मुझे क्रिकेट खेलना पसंद है।

☐ (ग) रेलगाड़ी बहुत तेज़ चलती है।

**7.** अनुच्छेद लिखने से पहले क्या करना चाहिए?

☐ (क) विषय पर सोचकर मुख्य बातें लिख लेना

☐ (ख) बिना सोचे लिखना शुरू कर देना

☐ (ग) किसी और का अनुच्छेद नकल करना

Month 6

# Week 22

| | |
|---|---|
| **Reading** | Story — first and third person narrators |
| **Grammar & Writing** | Punctuation: commas and apostrophes |
| **Maths** | Length: kilometres, metres, centimetres, millimetres |
| **EVS** | Climate and seasons of India |
| **Hindi** | अनौपचारिक पत्र |

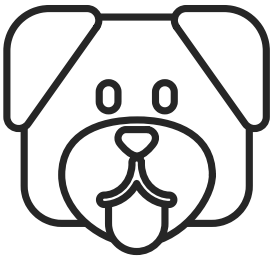
Name: _____ Date: _____

# Toffee: One Story, Two Narrators

Read both parts. Part 1 is told by Meera. Part 2 is told by a narrator who is not in the story.

Story

## Part 1: Told by Meera



It was raining so hard that the drains were gurgling like rivers. I was running home from my dance class when I heard a tiny squeak from under Mr Sinha's car. I bent down, and there it was: a brown puppy, wet, thin and shivering. 'Come here, little one,' I whispered. It crawled into my hands. It was so light that it felt like holding a bunch of wet leaves.

I knew Mr Sinha did not like dogs. He always frowned when the street dogs barked at night. So I hid the puppy inside my raincoat and tiptoed up the stairs, hoping he would not see me. My heart was thumping. At home, I dried the puppy with an old towel and gave it some water and a little rice. I named it Toffee, because it was exactly the colour of toffee.

## Part 2: Told by a narrator

Meera thought nobody had seen her. But from his balcony, Mr Sinha had watched the whole thing. He saw the girl kneel in the rain and lift something small and brown into her raincoat. He saw her glance up nervously at his window.

Mr Sinha frowned, but not because he was angry. He was remembering a dog called Moti that he had loved when he was a boy in Patna. He had never told anyone how much he still missed him.

The next morning, Meera opened the door to find Mr Sinha standing outside with a small basket lined with a soft blanket. 'For your friend,' he said gruffly. 'Every puppy needs a proper bed.' Meera's mouth fell open. Mr Sinha almost smiled. Then he turned and walked back upstairs, humming a tune that Meera had never heard him hum before.

**Word help: narrator** – the person or voice that tells a story • **first person** – told by a character in the story, using I, me and my • **third person** – told by an outside voice, using he, she and they • **Patna** – the capital city of Bihar

Name: _____ Date: _____

# Toffee: One Story, Two Narrators: Questions

Answer the questions about the text.

**1.** Who tells Part 1 of the story?

☐ (a) Mr Sinha ☐ (b) Meera ☐ (c) Toffee the puppy

**2.** Write two words from Part 1 that show it is told in the first person.

_____

_____

**3.** Who tells Part 2 of the story?

☐ (a) Meera

☐ (b) Mr Sinha

☐ (c) A narrator who is not a character in the story

**4.** In Part 1, Meera knows that Mr Sinha is watching her.

☐ True ☐ False

**5.** What do we learn about Mr Sinha in Part 2 that Meera could not tell us in Part 1?

_____

_____

**6.** Why do you think the writer used a third-person narrator for Part 2?

_____

_____

_____

_____

**7.** Rewrite this sentence in the third person: 'I named it Toffee.'

_____

**8.** Find a word in Part 2 that means 'in a rough, low voice'.

_____

**9.** Imagine Toffee the puppy is telling this story. Write two sentences in the first person.

_____

_____

_____

_____

Name: _____ Date: _____

# Word Power

Read each word and its meaning. Then write a sentence of your own using the word.

**gurgling** — making a bubbling sound, like water flowing quickly

*Example: The stream was gurgling over the stones.*

My sentence:

_____

**shivering** — shaking because you are cold or afraid

*Example: We were shivering after a swim in the cold river.*

My sentence:

_____

**crawled** — moved slowly on hands and knees, or close to the ground

*Example: The baby crawled across the floor to reach her toy.*

My sentence:

_____

**thumping** — beating or hitting hard and loudly

*Example: My heart was thumping before the race.*

My sentence:

_____

**glance** — to look at something quickly

*Example: Glance at the clock to check the time.*

My sentence:

_____

**nervously** — in a worried or slightly frightened way

*Example: Farhan waited nervously for his turn on stage.*

My sentence:

_____

**gruffly** — in a rough, low voice

*Example: 'Who's there?' the old guard asked gruffly.*

My sentence:

_____

Name: _____ Date: _____

# Spelling: Adverbs Ending in -ly

Look, say, cover, write and check each word.

**Spelling focus:** Add -ly to make adverbs (slow → slowly). Change y to i (happy → happily). Words ending in -le drop the e (gentle → gently).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **quickly** | | | |
| **slowly** | | | |
| **quietly** | | | |
| **nervously** | | | |
| **happily** | | | |
| **easily** | | | |
| **angrily** | | | |
| **gently** | | | |
| **simply** | | | |
| **suddenly** | | | |
| **finally** | | | |
| **carefully** | | | |
| **gruffly** | | | |
| **softly** | | | |
| **proudly** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Commas and Apostrophes

Read and learn. Then try the questions at the bottom.

Punctuation marks help readers understand our writing. A **comma (,)** shows a short pause. An **apostrophe (')** is used in two ways: to show that letters are missing (**contractions**) and to show that something belongs to someone (**possession**).

- **Contractions:** the apostrophe stands for missing letters: do not → **don't**, I am → **I'm**, it is → **it's**, will not → **won't**.
- **Possession:** the girl**'s** book, the boys' room, the children**'s** park.
- In a list, we usually put **and** before the last item, without a comma: apples, bananas **and** grapes.
- **its** = belonging to it (The dog wagged **its** tail). **it's** = it is (**It's** raining).

| Use a comma … | Example |
|---|---|
| to separate things in a list | We need rice, dal, salt and oil. |
| after Yes or No at the start | Yes, I can come to the party. |
| when you speak to someone by name | Riya, please open the door. |
| between a town and its state | Shillong, Meghalaya |



**Remember:** Never use an apostrophe to make a plural. Write **two mangoes**, not 'two mango's'.

**Try it!**

1. Write the contraction: they are

   _____

2. Write the long form: can't

   _____

3. Add commas: Yes I have a pen a pencil and a ruler.

   _____

4. Choose: (Its/It's) a sunny day.

   _____

Name: _____ Date: _____

# Add the Missing Punctuation

Rewrite each sentence. Add the missing commas and apostrophes.

**1.** My sister likes dosa idli and vada.

**2.** No I havent seen your book.

**3.** Kabir please pass me the salt.

**4.** Its time for Meeras dance class.

**5.** We visited Agra Jaipur and Delhi last year.

**6.** Dont touch the dogs food bowl.

**7.** My uncle lives in Gangtok Sikkim.

**8.** Yes the childrens park is open today.

**9.** Ill bring red blue and green crayons.

Name: _____ Date: _____

# Pick the Right Word

Circle the correct word in each sentence. Think about the apostrophe.

**1.** ( Its / It's ) going to be a hot day.

**2.** The cat licked ( its / it's ) paws.

**3.** ( Whose / Who's ) water bottle is this?

**4.** ( Whose / Who's ) coming to the picnic?

**5.** ( Your / You're ) my best friend, Ananya.

**6.** Is this ( your / you're ) pencil box?

**7.** ( They're / Their ) house is near the lake.

**8.** ( They're / Their ) playing kabaddi in the ground.

**9.** I ( can't / cant ) find my other sock.

**10.** The ( girl's / girls' ) hostel has rooms for fifty students.

Name: _____ Date: _____

# Packing for a School Trip

Write neatly. Remember capital letters and full stops.

Your class is going on a two-day trip to a hill station. Write 8–10 sentences about getting ready. List the things you will pack, using commas. Use at least four contractions (I'll, don't, can't, it's) and two possessive nouns (my brother's torch).

**Think about:**

- Where is the trip? When are you leaving?
- List: I'll pack a jacket, two T-shirts, socks and …
- What will you borrow? (my sister's cap, Dad's torch)
- What mustn't you forget? How do you feel?

I'll don't can't it's we're mustn't Dad's sister's jacket torch water bottle

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

A good book is like a window to the world.

A good book is like a window to the world.

A good book is like a window to the world.

Name: _____ Date: _____

# Converting Units of Length

Change the units.

**1 km = 1000 m • 1 m = 100 cm • 1 cm = 10 mm**

1. 2 m = _____ cm

2. 1 km 396 m = _____ m

3. 59 mm = ____ cm ____ mm

4. 5 m = _____ cm

5. 9 m 6 cm = _____ cm

6. 3,133 m = ____ km ____ m

7. 12 cm = _____ mm

8. 6 m 27 cm = _____ cm

9. 5,894 m = ____ km ____ m

10. 8 cm = _____ mm

11. 2 cm 6 mm = _____ mm

12. 1,187 m = ____ km ____ m

Name: _____ Date: _____

# Converting Units of Length

Change the units.

**1 km = 1000 m • 1 m = 100 cm • 1 cm = 10 mm**

1. 15 km = _____ m

2. 5 m 20 cm = _____ cm

3. 175 cm = ____ m _____ cm

4. 7 km = _____ m

5. 6 cm 6 mm = _____ mm

6. 852 cm = ____ m _____ cm

7. 3 m = _____ cm

8. 5 cm 5 mm = _____ mm

9. 90 mm = ____ cm _____ mm

10. 16 cm = _____ mm

11. 8 cm 3 mm = _____ mm

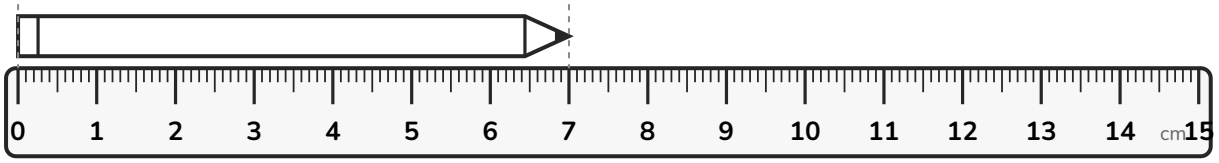
12. 59 mm = ____ cm _____ mm

Name: _____ Date: _____

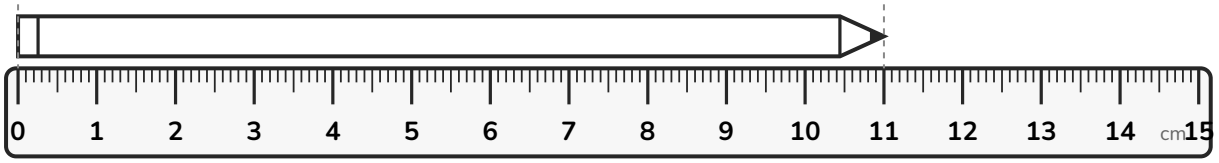
# Measure with a Ruler

Read the ruler. How long is each object? (Check where the object starts!)

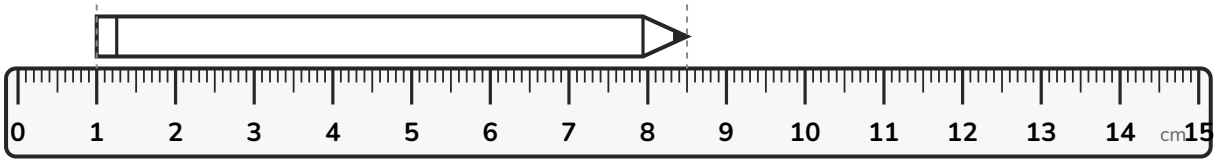
**1.** Length = ☐ cm



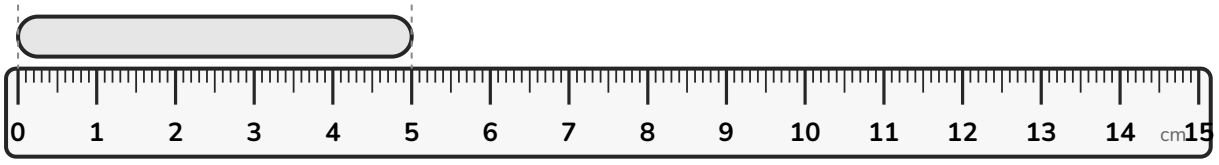

**2.** Length = ☐ cm



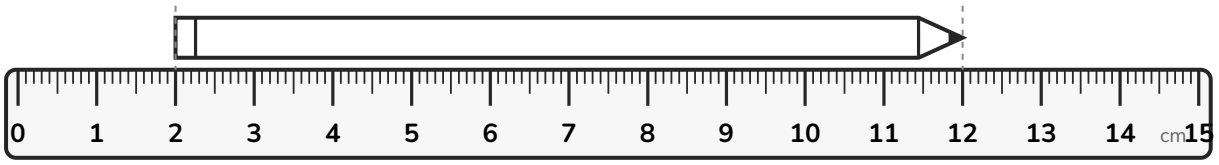

**3.** Length = ☐ cm




**4.** Length = ☐ cm




**5.** Length = ☐ cm



Name: _____ Date: _____

# Length Word Problems

Read and solve. Show your working.

**1.** A running track is 400 m long. Tenzin runs round it 4 times. How far does he run? Give your answer in km and m.

Answer: _____

**2.** Mary bought 3 m 46 cm of red ribbon and 1 m 64 cm of blue ribbon. How much ribbon did she buy in all?

Answer: _____

**3.** A tailor has 5 m of cloth. She uses 3 m 60 cm to stitch a kurta. How much cloth is left?

Answer: _____

**4.** A rope is 8 m 35 cm long. Fatima cuts off 2 m 10 cm. How much rope is left?

Answer: _____

**5.** Dev cycled 6 km 366 m in the morning and 3 km 292 m in the evening. How far did he cycle in all?

Answer: _____

Name: _____ Date: _____

# Length Word Problems

Read and solve. Show your working.

**1.** Pooja bought 4 m 43 cm of red ribbon and 2 m 54 cm of blue ribbon. How much ribbon did she buy in all?

Answer: _____

**2.** A rope is 8 m 83 cm long. Rahul cuts off 1 m 34 cm. How much rope is left?

Answer: _____

**3.** A running track is 200 m long. Rahul runs round it 6 times. How far does he run? Give your answer in km and m.

Answer: _____

**4.** Farhan cycled 5 km 731 m in the morning and 1 km 534 m in the evening. How far did he cycle in all?

Answer: _____

**5.** A tailor has 8 m of cloth. She uses 1 m 60 cm to stitch a kurta. How much cloth is left?

Answer: _____

Name: _____ Date: _____

# Decimal Word Problems

Read and solve. Line up the decimal points.

**1.** Rahul bought a book for ₹367.00 and a pen for ₹67.81. How much did he spend?

Answer: _____

**2.** A ribbon is 413.88 m long. Simran cuts off 193.71 m. How much is left?

Answer: _____

**3.** Fatima bought a book for ₹364.38 and a pen for ₹25.27. How much did she spend?

Answer: _____

**4.** A ribbon is 439.91 m long. Lakshmi cuts off 83.51 m. How much is left?

Answer: _____

**5.** Anjali bought a book for ₹467.16 and a pen for ₹197.35. How much did she spend?

Answer: _____

Name: _____ Date: _____

# Weather, Climate and Seasons

Read and learn about India's climate and seasons.

**Weather** is what the air is like on a particular day: hot or cold, sunny or rainy, calm or windy. **Climate** is the usual weather of a place over many years. India has a **monsoon** climate.

- The monsoon usually reaches **Kerala** in early June and then spreads across India.
- **Mawsynram** in Meghalaya is one of the wettest places on Earth. The **Thar Desert** gets very little rain.
- Places near the sea, like Mumbai and Chennai, are never very cold.
- Places high up in the mountains, like Leh and Shimla, are cool in summer and very cold in winter.

| Season | Months | What it is like |
|---|---|---|
| Winter | December to February | cold; foggy mornings in the north |
| Summer | March to May | hot, dry 'loo' winds in the north |
| Monsoon (rainy) | June to September | heavy rain brought by monsoon winds |
| Post-monsoon | October and November | clear skies; rain in Tamil Nadu |



**Remember:** Old Indian calendars divide the year into six seasons (ritus): Vasant, Grishma, Varsha, Sharad, Hemant and Shishir.

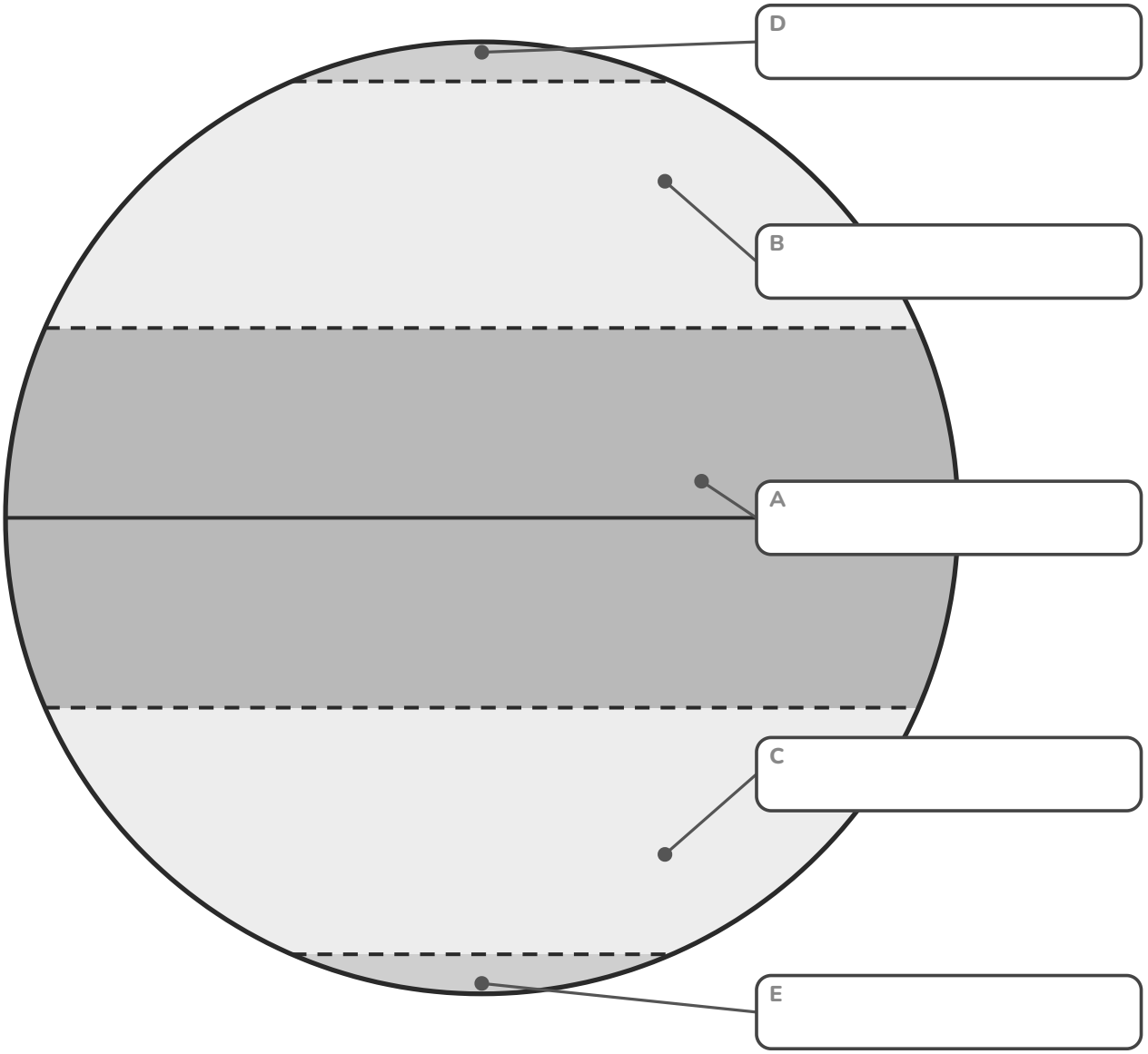
Name: _____ Date: _____

# Heat Zones of the Earth

Label the heat zones. India lies partly in the Torrid Zone and partly in the North Temperate Zone.

Torrid Zone  North Frigid Zone  South Frigid Zone

South Temperate Zone  North Temperate Zone



Name: _____ Date: _____

# My Weather Diary

Watch the weather every day for a week. Fill in the chart and answer the questions.

Look outside at the same time every day, for example at 8 o'clock in the morning. In the 'Sky' column, draw a sun, a cloud or raindrops. Then write how it feels.

| Day | Sky (draw) | Hot, warm or cold? | Windy or calm? |
|---|---|---|---|
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Saturday | | | |
| Sunday | | | |

**1.** How many days were sunny this week? How many were cloudy or rainy?

**2.** Which day felt the hottest? Which felt the coldest?

**3.** Did the weather change during the week? Write one change you noticed.

**4.** Which season is it now where you live? How can you tell?

Name: _____ Date: _____

# Think About Climate

Answer in complete sentences.

**1.** What is the difference between weather and climate?

**2.** Why is Mumbai never very cold?

**3.** Why is Shimla cooler than Delhi in summer?

**4.** Why is the monsoon so important for farmers in India?

**5.** Why do many people in Rajasthan wear loose, light-coloured clothes and turbans?

**6.** Which season do you like best? Give two reasons.

नाम: _____ दिनांक: _____

# अनौपचारिक पत्र

नमूना पत्र पढ़ो और पत्र के भाग समझो।

परिवार के सदस्यों, रिश्तेदारों और मित्रों को लिखे गए पत्र **अनौपचारिक पत्र** कहलाते हैं। नीचे दिया नमूना पढ़ो।

15, गांधी मार्ग, जयपुर
दिनांक: 20 नवंबर 2026

प्रिय मित्र कबीर,
सप्रेम नमस्ते।
तुम्हारा पत्र मिला, पढ़कर बहुत खुशी हुई। इस बार हमने दीवाली पर मिट्टी के दीये जलाए और पटाखे नहीं चलाए। दादी ने स्वादिष्ट लड्डू बनाए। हमें तुम्हारी बहुत याद आई। छुट्टियों में जयपुर ज़रूर आना।
चाचा-चाची को मेरा नमस्ते कहना।

तुम्हारा मित्र
आरव

- **1. पता और दिनांक:** सबसे ऊपर बाईं ओर अपना पता, उसके नीचे दिनांक।
- **2. संबोधन:** बड़ों के लिए 'पूज्य' या 'आदरणीय', मित्रों और छोटों के लिए 'प्रिय'।
- **3. अभिवादन:** बड़ों को 'सादर प्रणाम', मित्र को 'सप्रेम नमस्ते', छोटों को 'शुभाशीर्वाद'।
- **4. मुख्य बात:** हाल-चाल के बाद जो कहना है, वह छोटे-छोटे अनुच्छेदों में लिखो।
- **5. समापन:** 'तुम्हारा मित्र', 'आपका बेटा' या 'तुम्हारी दीदी' और उसके नीचे अपना नाम।



**याद रखो:** पत्र की भाषा सरल और अपनेपन से भरी हो। परीक्षा में अपना असली पता न लिखकर 'परीक्षा भवन' लिखो।

नाम: _____ दिनांक: _____

# पत्र लिखो: दादी या नानी को

संकेतों की सहायता से पत्र लिखो। पत्र के पाँचों भाग ज़रूर लिखो।

अपनी दादी या नानी को एक पत्र लिखो। उन्हें बताओ कि तुम्हारी गर्मी की छुट्टियाँ कैसे बीतीं और तुमने कौन-सी नई बात सीखी।

**इन बातों पर सोचो:**

- सबसे ऊपर बाईं ओर पता और उसके नीचे दिनांक लिखो।
- संबोधन: 'पूज्य दादी जी,' और अभिवादन: 'सादर प्रणाम।'
- पहले उनका हाल-चाल पूछो, फिर अपना हाल बताओ।
- छुट्टियों में तुम कहाँ घूमे और क्या नया सीखा — यह बताओ।
- घर के सब लोगों की ओर से प्रणाम लिखो।
- अंत में 'आपकी प्यारी पोती' या 'आपका प्यारा पोता' और अपना नाम लिखो।

कुशल छुट्टियाँ सैर तैराकी चित्रकला याद आशीर्वाद स्वास्थ्य प्रणाम

नाम: _____ दिनांक: _____

# किसे क्या लिखें?

पत्र किसे लिखा जा रहा है? उसके लिए सही संबोधन और अभिवादन से रेखा खींचकर मिलाओ।

| | |
|---|---|
| पिताजी को ● | ● प्रिय अनुज, शुभाशीर्वाद। |
| छोटे भाई को ● | ● प्रिय मित्र, सप्रेम नमस्ते। |
| मित्र को ● | ● आदरणीय चाचा जी, सादर नमस्ते। |
| नानी जी को ● | ● पूज्य पिताजी, सादर प्रणाम। |
| छोटी बहन को ● | ● पूज्य नानी जी, सादर चरण स्पर्श। |
| चाचा जी को ● | ● प्रिय बहन, ढेर सारा प्यार। |

# Month 6

# Week 23

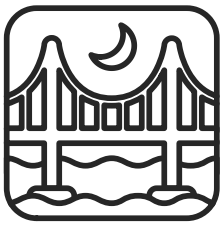
| | |
|---|---|
| **Reading** | Information text (how bridges work) — author's purpose |
| **Grammar & Writing** | Direct speech and quotation marks |
| **Maths** | Weight and capacity: conversions and word problems |
| **EVS** | Soils and crops |
| **Hindi** | औपचारिक पत्र |

Name: _____ Date: _____

# How Do Bridges Stay Up?

Read the text. As you read, ask yourself: why did the author write this, and why did they include each part?

Information text



Have you ever crossed a river on a bridge and wondered why it does not fall down? A bridge has to hold up its own heavy weight as well as the weight of the people, cars and trains that cross it. Engineers design bridges in different shapes to spread this weight safely. Here are four main kinds.

**Beam bridges** A beam bridge is the simplest kind. It is a long, flat beam resting on supports, like a plank laid across a stream. When something heavy crosses it, the top of the beam is squeezed and the bottom is stretched. Long beam bridges need many pillars underneath. Most flyovers in our cities are beam bridges.

**Arch bridges** An arch bridge has a curved shape. The curve pushes the weight outwards and down into strong supports at each end. Arches are so strong that people have built them out of stone for thousands of years. The Chenab Rail Bridge in Jammu and Kashmir is a giant steel arch. It is the highest railway bridge in the world.

**Suspension bridges** In a suspension bridge, the road hangs from thick steel cables. The cables pass over tall towers and are fixed firmly into the ground at both ends. The towers carry the weight down into the ground. Suspension bridges can stretch across very wide rivers and valleys. Many footbridges in the hills of India are small suspension bridges.

**Cable-stayed bridges** These look a little like suspension bridges, but here the cables run straight from the towers to the road, like the ropes that hold up a tent. The Bandra–Worli Sea Link in Mumbai and the Vidyasagar Setu in Kolkata are both cable-stayed bridges.

**Try it yourself!** Lay a sheet of paper across a gap between two books, like a bridge. Put a coin on it. The paper sags and the coin slips off. Now fold the same paper into zigzags, like a fan, and lay it across the gap again. It can hold several coins! The folds make the paper much stiffer. Engineers use the same idea when they shape steel into strong beams.

**Bridges that grow** In Meghalaya, the Khasi and Jaintia people have made living bridges for hundreds of years. They guide the roots of rubber fig trees across streams until the roots grow into a strong bridge. These bridges become stronger as the trees grow older.

Next time you cross a bridge, look closely. Can you tell what kind it is?

**Word help: engineer** – a person who designs and builds machines, roads or bridges • **beam** – a long, strong piece of wood, metal or concrete • **flyover** – a bridge that carries one road over another road • **cable** – a thick, strong rope made of twisted wire • **rubber fig** – a tree whose strong roots can be trained to grow across streams

Name: _____ Date: _____

# How Do Bridges Stay Up?: Questions

Answer the questions about the text.

**1.** What is the author's main purpose in writing this text?

- ☐ (a) To entertain us with a funny story
- ☐ (b) To persuade us to build a bridge
- ☐ (c) To inform us about how different bridges work

**2.** Why do you think the author begins with a question?

**3.** A beam bridge is the simplest kind of bridge.

☐ True ☐ False

**4.** How does an arch bridge carry weight?

**5.** Why did the author include the 'Try it yourself!' part?

- ☐ (a) To help the reader understand by doing a simple experiment
- ☐ (b) To give the reader a rest
- ☐ (c) To sell paper and coins

**6.** Name one cable-stayed bridge in India and the city where it is.

**7.** Why do you think the author included examples of real bridges in India?

**8.** Find a word in 'Try it yourself!' that means 'bends down in the middle'.

**9.** What is special about the bridges in Meghalaya?

Name: _____ Date: _____

# Words to Know

Read each word and its meaning. Then write a sentence of your own using the word.

**design** — to plan how something will look and work before it is made

*Example: Let's design a birthday card for Dadi.*

My sentence:

_____

**spread** — to share something out over a larger area

*Example: Spread the butter evenly on the toast.*

My sentence:

_____

**pillars** — tall, strong posts that hold something up

*Example: The old palace has carved stone pillars.*

My sentence:

_____

**curved** — bent in a smooth, round shape

*Example: The parrot has a curved red beak.*

My sentence:

_____

**sags** — bends or hangs down in the middle

*Example: The washing line sags under the wet clothes.*

My sentence:

_____

**stiffer** — harder to bend

*Example: Cardboard is stiffer than paper.*

My sentence:

_____

**guide** — to show the way or lead something along

*Example: A ranger will guide us through the national park.*

My sentence:

_____

Name: _____ Date: _____

# Spelling: Endings -ture and -sure

Look, say, cover, write and check each word.

**Spelling focus:** -ture sounds like 'cher' (picture). -sure sounds like 'zher' in measure and treasure, and like 'sher' in pressure.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **structure** | | | |
| **picture** | | | |
| **nature** | | | |
| **future** | | | |
| **mixture** | | | |
| **capture** | | | |
| **creature** | | | |
| **furniture** | | | |
| **adventure** | | | |
| **measure** | | | |
| **treasure** | | | |
| **pleasure** | | | |
| **pressure** | | | |
| **enclosure** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Direct Speech and Quotation Marks

Read and learn. Then try the questions at the bottom.

When we write the **exact words** that someone says, we use **direct speech**. The spoken words go inside **quotation marks** (" "), also called **inverted commas**. The words that tell us who is speaking, such as **said Ma** or **Rohan asked**, stay outside the quotation marks.

- Begin the spoken words with a **capital letter**: Riya said, "**W**e won!"
- Put the comma, full stop, question mark or exclamation mark **inside** the closing quotation marks.
- If the speaker comes first, put a **comma** before the opening quotation marks: Papa said, "Let's go."
- If a statement comes first, end it with a **comma**, not a full stop: "It is late," said Papa.
- Start a **new line** each time a new person speaks.

**Examples**

| | |
|---|---|
| "I am hungry," said Aman. | Ma said, "Dinner is ready." |
| "Where is my book?" asked Sneha. | "What a lovely kite!" exclaimed Grandpa. |



**Remember:** Use different reporting verbs to make your writing lively: **asked, replied, shouted, whispered, exclaimed, cried, laughed, explained**.

**Try it!**

**1.** Punctuate: I love mangoes said Nisha

_____

**2.** Punctuate: Dev asked are you coming

_____

**3.** Write the spoken words only: "Sit down," said the teacher.

_____

Name: _____ Date: _____

# Add the Quotation Marks

Rewrite each sentence with quotation marks, capital letters and the correct punctuation.

**1.** it is raining said Pooja

**2.** the teacher said open your books

**3.** where are you going asked Grandma

**4.** what a beautiful garden exclaimed Mary

**5.** Harsh whispered the baby is sleeping

**6.** can I borrow your pen asked Farhan

**7.** the shopkeeper said the mangoes cost sixty rupees a kilo

**8.** I will be back soon replied Papa

Name: _____ Date: _____

# Which One Is Correct?

Read each question. Tick the correct answer.

**1.** Which sentence is punctuated correctly?

☐ (a) "I am ready," said Riya. ☐ (b) "I am ready" said Riya.

☐ (c) I am ready, "said Riya."

**2.** Which sentence is punctuated correctly?

☐ (a) Kabir asked, "where is the ball?"

☐ (b) Kabir asked, "Where is the ball?"

☐ (c) Kabir asked "Where is the ball"?

**3.** Which sentence is punctuated correctly?

☐ (a) "Stop!" shouted the guard. ☐ (b) "Stop"! shouted the guard.

☐ (c) Stop! "shouted the guard."

**4.** Which sentence is punctuated correctly?

☐ (a) Mother said, "Drink your milk."

☐ (b) Mother said "drink your milk".

☐ (c) Mother said, Drink your milk.

**5.** Which words did the speaker say? "Please shut the door," said Mrs Rao.

☐ (a) said Mrs Rao ☐ (b) Please shut the door

☐ (c) shut the door, said

**6.** Which is the reporting verb? "Help!" cried the boy.

☐ (a) Help ☐ (b) cried ☐ (c) boy

**7.** Which sentence is punctuated correctly?

☐ (a) "Can you swim?" asked Joseph.

☐ (b) "Can you swim"? asked Joseph.

☐ (c) "Can you swim," asked Joseph?

Name: _____ Date: _____

# A Talk with Grandma

Write neatly. Remember capital letters and full stops.

Write a short conversation (8–10 lines) between you and a grandparent about what life was like when they were your age. Use quotation marks for the exact words. Start a new line each time the speaker changes, and use at least four different reporting verbs.

**Think about:**

- "Nani, what games did you play as a child?" I asked.
- "We played gilli-danda and hopscotch," she replied.
- Ask about school, food, festivals or travel.
- Use: asked, replied, laughed, explained, exclaimed.

asked replied said laughed explained exclaimed whispered added wondered

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Never give up on your dreams.

Never give up on your dreams.

Never give up on your dreams.

Name: _____ Date: _____

# Converting Units of Weight

Change the units.

**1 kg = 1000 g**

1. 14 kg = _____ g

2. 6 kg 115 g = _____ g

3. 6,021 g = ___ kg ___ g

4. 20 kg = _____ g

5. 4 kg 268 g = _____ g

6. 7,080 g = ___ kg ___ g

7. 7 kg = _____ g

8. 1 kg 920 g = _____ g

9. 4,068 g = ___ kg ___ g

10. 15 kg = _____ g

11. 2 kg 567 g = _____ g

12. 8,208 g = ___ kg ___ g

Name: _____ Date: _____

# Converting Units of Capacity

Change the units.

**1 L = 1000 mL**

1. 15 L = _____ mL

2. 6 L 1 mL = _____ mL

3. 2,030 mL = ___ L ___ mL

4. 19 L = _____ mL

5. 8 L 361 mL = _____ mL

6. 2,063 mL = ___ L ___ mL

7. 18 L = _____ mL

8. 6 L 277 mL = _____ mL

9. 2,091 mL = ___ L ___ mL

10. 16 L = _____ mL

11. 9 L 953 mL = _____ mL

12. 6,621 mL = ___ L ___ mL

Name: _____ Date: _____

# Weight Word Problems

Read and solve. Show your working.

**1.** A basket of vegetables weighs 15 kg 433 g. Meera takes out 5 kg 617 g of potatoes. How much does the basket weigh now?

Answer: _____

**2.** One packet of tea weighs 250 g. How much do 9 packets weigh? Give your answer in kg and g.

Answer: _____

**3.** A bag of rice weighs 15 kg 716 g and a bag of sugar weighs 3 kg 724 g. What is their total weight?

Answer: _____

**4.** A bag holds 5 kg of flour. Aarav's mother uses 1 kg 400 g to make rotis for a party. How much flour is left?

Answer: _____

**5.** Each box of mangoes weighs 2 kg 750 g. How much do 5 boxes weigh?

Answer: _____

Name: _____ Date: _____

# Capacity Word Problems

Read and solve. Show your working.

**1.** One glass holds 200 mL of lassi. How much lassi is needed to fill 9 glasses? Give your answer in L and mL.

Answer: _____

**2.** A water can holds 12 litres. Tenzin fills 6 bottles of 200 mL each from it. How much water is left in the can?

Answer: _____

**3.** A cow gave 5 L 500 mL of milk in the morning and 1 L 500 mL less in the evening. How much milk did it give in the evening?

Answer: _____

**4.** A bucket holds 5 litres of water. How many 500 mL mugs can be filled from it?

Answer: _____

**5.** A jug had 2 L 359 mL of juice and another had 2 L 402 mL. How much juice was there in all?

Answer: _____

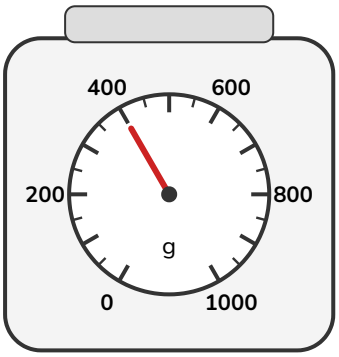
Name: _____ Date: _____

# Read the Weighing Scale

Read each scale. Write the weight.

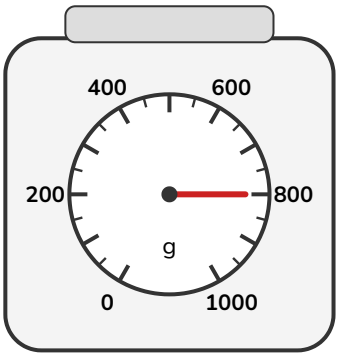
Each small mark stands for 50 g.

1.



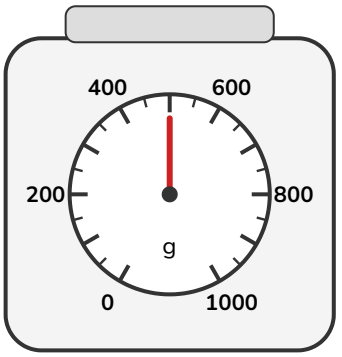

_____ g

2.



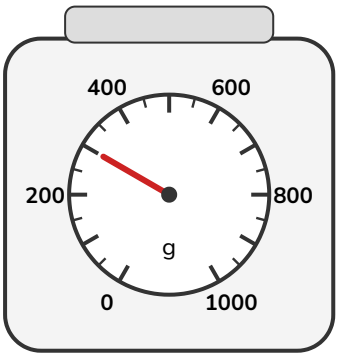

_____ g

3.



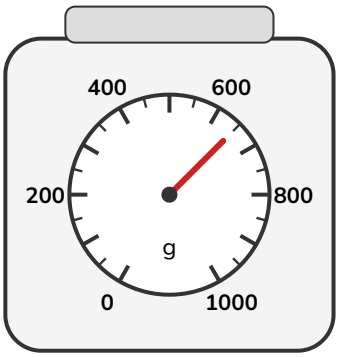

_____ g

4.



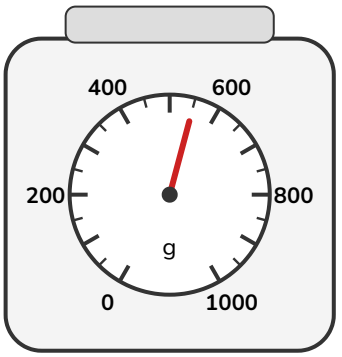

_____ g

5.




_____ g

6.



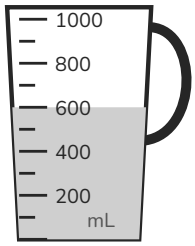

_____ g

Name: _____ Date: _____

# How Much Water?

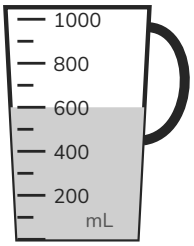
Read the measuring jugs. Write how much water is in each.

**1.**



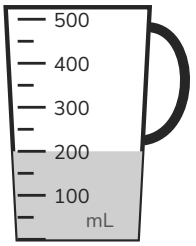

_____ mL

**2.**



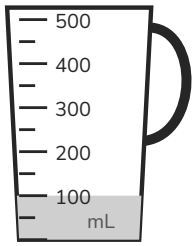

_____ mL

**3.**



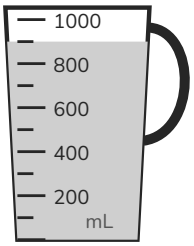

_____ mL

**4.**



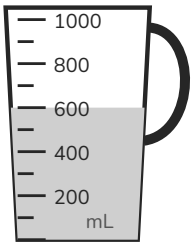

_____ mL

**5.**




_____ mL

**6.**




_____ mL

Name: _____ Date: _____

# Soils and Crops of India

Read and learn about the soils and crops of India.

**Soil** is the top layer of the Earth's surface. It forms very slowly, as rocks break down into tiny bits and mix with **humus**, which comes from rotting plants and animals. Different crops grow well in different soils.

- **Kharif** crops are sown when the monsoon begins (June–July), like rice, maize and cotton.
- **Rabi** crops are sown in winter (October–December), like wheat, mustard and gram.
- **Zaid** crops grow in the short summer season, like watermelon and cucumber.
- **Food crops** feed us. **Cash crops**, like cotton, jute and tea, are grown mainly to sell.

| Soil | Where it is found | Good for growing |
|---|---|---|
| Alluvial | Northern Plains, river deltas | rice, wheat, sugarcane |
| Black | Deccan Plateau, Maharashtra | cotton |
| Red | Tamil Nadu, Karnataka, Odisha | millets, pulses, groundnut |
| Laterite | Western Ghats, Kerala | tea, coffee, cashew |
| Desert | Rajasthan | bajra (with watering) |
| Mountain | Himalayas | tea, apples |



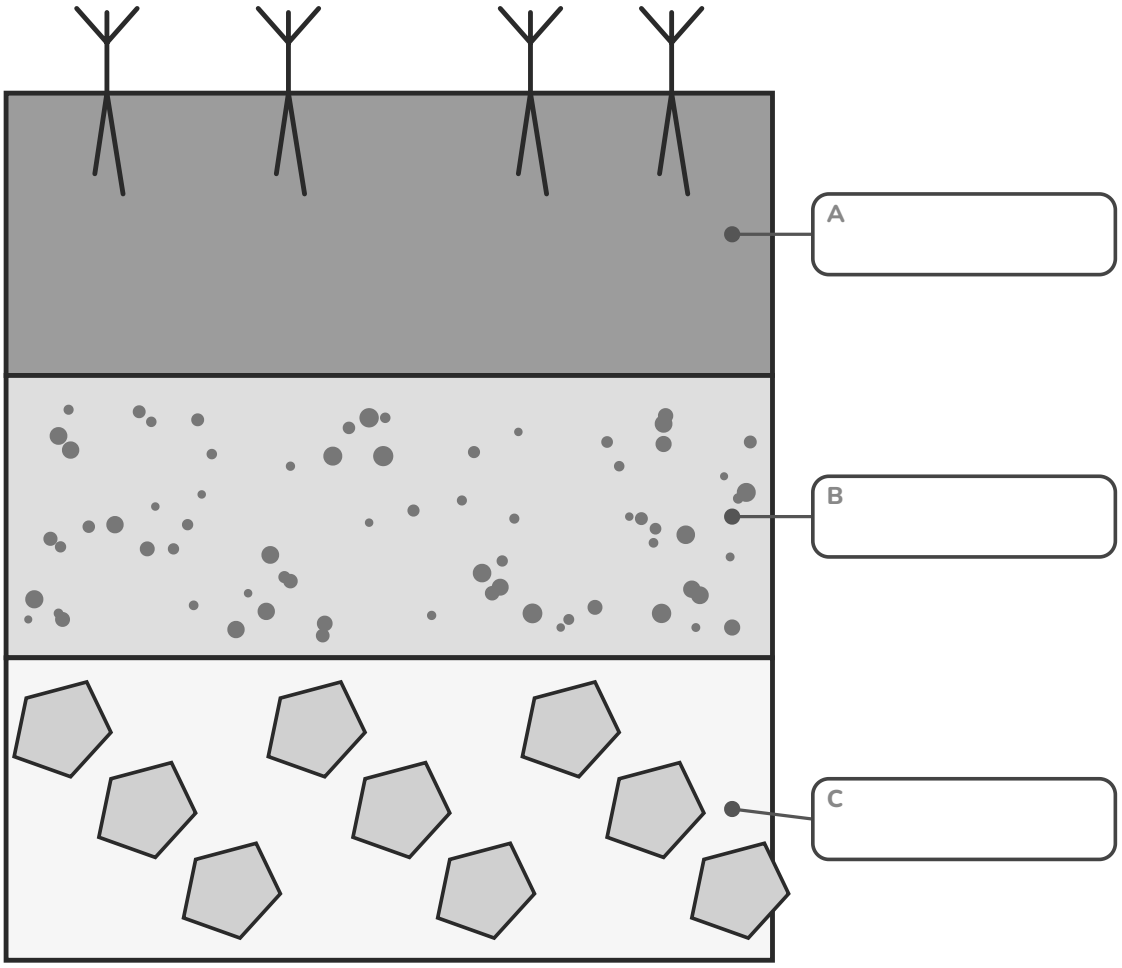
**Remember:** Black soil holds water well, which suits cotton plants. It is also called **black cotton soil**.

Name: _____ Date: _____

# Layers of Soil

Label the layers of soil. Then colour the layer that has the most humus dark brown.

bedrock topsoil subsoil



Name: _____ Date: _____

# Kharif, Rabi or Zaid?

Write each crop in the column for the season in which it is grown.

 rice cotton bajra  muskmelon  wheat

 groundnut  peas mustard barley gram

 watermelon  cucumber jute  maize

| Kharif | Rabi | Zaid |
|---|---|---|
| | | |

Name: _____ Date: _____

# Soil in a Jar

Set up your jar and leave it overnight. Draw the layers you see and answer the questions.

Soil is a mixture of many things. Shake some soil with water and let it settle to see what it is made of.

**You need:**

- ☐ a clear jar with a lid
- ☐ 2 or 3 handfuls of garden soil
- ☐ water
- ☐ a ruler

**What to do:**

1. Fill the jar one-third full with soil.
2. Add water until the jar is almost full. Close the lid tightly.
3. Shake the jar hard for one minute.
4. Put it on a shelf and leave it overnight. Do not move it.
5. Look at the jar from the side. Draw the layers you see.

**Draw it here:**

**1.** What settled at the bottom of the jar?

**2.** What floated on top of the water?

**3.** Which fine layers settled on top of the sand?

**4.** Why is humus good for plants?

नाम: _____ दिनांक: _____

# औपचारिक पत्र — प्रार्थना-पत्र

नमूना प्रार्थना-पत्र पढ़ो और उसके भाग समझो।

प्रधानाचार्य, अधिकारी या किसी कार्यालय को लिखे गए पत्र **औपचारिक पत्र** कहलाते हैं। इनकी भाषा आदरपूर्ण और बात छोटी व साफ़ होती है।

सेवा में
प्रधानाचार्या जी
आदर्श विद्यालय, लखनऊ

विषय: दो दिन के अवकाश हेतु प्रार्थना-पत्र

महोदया,
सविनय निवेदन है कि कल रात से मुझे तेज़ बुखार है। डॉक्टर ने मुझे दो दिन आराम करने की सलाह दी है। अतः मुझे 12 और 13 अगस्त का अवकाश देने की कृपा करें।

धन्यवाद।
आपकी आज्ञाकारी शिष्या
सारा खान
कक्षा 4 ‘ब’
दिनांक: 12 अगस्त 2026

- **1. सेवा में:** पत्र पाने वाले का पद और पता — प्रधानाचार्य जी, विद्यालय का नाम।
- **2. विषय:** एक पंक्ति में बताओ कि पत्र किस बारे में है।
- **3. संबोधन:** पुरुष के लिए ‘महोदय’, महिला के लिए ‘महोदया’।
- **4. मुख्य बात:** ‘सविनय निवेदन है कि…’ से कारण बताओ और ‘अतः…कृपा करें’ से प्रार्थना करो।
- **5. समापन:** धन्यवाद, आपका आज्ञाकारी शिष्य या आपकी आज्ञाकारी शिष्या, नाम, कक्षा और दिनांक।



**याद रखो:** औपचारिक पत्र में हाल-चाल या घर की दूसरी बातें नहीं लिखते। केवल काम की बात आदर के साथ और कम शब्दों में लिखो।

नाम: _____ दिनांक: _____

# प्रार्थना-पत्र लिखो

संकेतों की सहायता से प्रार्थना-पत्र लिखो।

तुम्हारी बड़ी बहन का विवाह है, इसलिए तुम्हें तीन दिन का अवकाश चाहिए। अपने विद्यालय के प्रधानाचार्य को अवकाश के लिए एक प्रार्थना-पत्र लिखो।

**इन बातों पर सोचो:**

- 'सेवा में' लिखकर प्रधानाचार्य का पद और विद्यालय का नाम लिखो।
- विषय: तीन दिन के अवकाश हेतु प्रार्थना-पत्र
- संबोधन में 'महोदय' या 'महोदया' लिखो।
- 'सविनय निवेदन है कि...' लिखकर कारण बताओ।
- 'अतः...अवकाश देने की कृपा करें।' लिखकर प्रार्थना करो।
- अंत में धन्यवाद, आज्ञाकारी शिष्य/शिष्या, नाम, कक्षा और दिनांक लिखो।

सेवा में विषय महोदय सविनय निवेदन विवाह अवकाश अतः कृपा आज्ञाकारी

नाम: _____ दिनांक: _____

# प्रार्थना-पत्र पूरा करो

यह प्रार्थना-पत्र खेल का नया सामान मँगवाने के लिए है। बॉक्स के शब्दों से इसकी पंक्तियाँ पूरी करो।

अतः विषय आभारी सेवा में निवेदन आज्ञाकारी दिनांक टूट महोदय

**1.** _____ प्रधानाचार्य जी, आदर्श विद्यालय, पटना

**2.** _____ : विद्यालय में खेल का नया सामान मँगवाने हेतु प्रार्थना-पत्र

**3.** संबोधन — _____ ,

**4.** सविनय _____ है कि हमारे विद्यालय का खेल का सामान बहुत पुराना हो गया है।

**5.** फ़ुटबॉल फट गई है और क्रिकेट के बल्ले भी _____ गए हैं।

**6.** _____ आपसे प्रार्थना है कि खेल का नया सामान मँगवाने की कृपा करें।

**7.** इसके लिए हम सब विद्यार्थी आपके _____ रहेंगे।

**8.** आपका _____ शिष्य — इमरान अली, कक्षा 4 ‘अ’

**9.** _____ : 5 जुलाई 2026

# Month 6

# Week 24

| | |
|---|---|
| **Reading** | Folk tale (Akbar–Birbal style) — humour and wit |
| **Grammar & Writing** | Synonyms and antonyms |
| **Maths** | Time: 12-hour and 24-hour clock; elapsed time |
| **EVS** | Forests and wildlife |
| **Hindi** | कहानी लेखन |

Name: _____ Date: _____

# Birbal Cooks Khichdi

Read the folk tale. Look for the funny parts and for how Birbal uses his wit.

Folk tale (retold)



One cold winter morning, Emperor Akbar and Birbal were walking beside a lake near the palace. Akbar dipped his finger into the water and pulled it out quickly. 'Brrr! It's icy!' he said. 'I don't think anyone could stand in this water for a whole night.' 'A poor man might do it, Your Majesty, if the reward were good enough,' said Birbal.

So Akbar announced a challenge: anyone who stood in the lake all night would receive a thousand gold coins. A poor washerman named Gangu took up the challenge. He stood in the freezing water from sunset to sunrise, shivering, while two guards watched him. In the morning, he came to the court to collect his prize.

'How did you survive the cold?' asked Akbar. 'Your Majesty, I kept my eyes on a lamp burning in a window of the palace, far away,' said Gangu. 'Looking at it helped me get through the night.'

A jealous courtier jumped up. 'Aha! So he was warmed by the palace lamp. That is cheating!' Akbar agreed and refused to give the reward. Poor Gangu went home sad and empty-handed. Birbal said nothing, but he had a plan.

The next day, Birbal did not come to court. Akbar sent a messenger to find out why. 'Birbal says he will come as soon as his khichdi is cooked,' the messenger reported. Hours passed, and still Birbal did not come. At last, Akbar went to Birbal's house himself.

There he found Birbal sitting calmly beside a small fire. High above it, tied to the top of a tall pole, hung a pot of rice and lentils. 'Birbal!' cried Akbar. 'That pot is so far from the fire. How will your khichdi ever cook?'

Birbal bowed. 'Your Majesty, if a man in a freezing lake can be warmed by a lamp far away in the palace, surely my khichdi can be cooked by a fire only a few metres below it!'

For a moment, Akbar said nothing. Then he burst out laughing. He understood his mistake at once. That very day, he called Gangu back to court and gave him the thousand gold coins, and a little extra for his trouble.

**Word help: emperor** – a ruler of a large empire; Akbar was a great Mughal emperor • **court** – the place where a ruler meets advisers and visitors • **washerman** – a man whose job is washing clothes • **messenger** – a person who carries messages from one person to another • **khichdi** – a simple dish of rice and lentils cooked together

Name: _____ Date: _____

# Birbal Cooks Khichdi: Questions

Answer the questions about the text.

**1.** Why did Gangu stand in the freezing water all night?

- ☐ (a) He wanted the reward of gold coins.
- ☐ (b) He wanted to learn to swim.
- ☐ (c) He was trying to catch fish.

**2.** What reason did the courtier give for not paying the reward?

_____

_____

**3.** Birbal agreed with the courtier.

☐ True ☐ False

**4.** Why was Birbal's khichdi never going to cook?

_____

_____

**5.** What did Birbal want to show Akbar?

- ☐ (a) That he was a good cook
- ☐ (b) That the courtier's argument was silly and unfair
- ☐ (c) That he was very hungry

**6.** What makes this story funny? Explain.

_____

_____

_____

_____

**7.** Wit means being clever and quick in an amusing way. How did Birbal show wit?

_____

_____

**8.** Find a word in paragraph 4 that means 'unhappy because someone else might get something good'.

_____

**9.** How did the story end?

_____

_____

Name: _____ Date: _____

# Word Power

Read each word and its meaning. Then write a sentence of your own using the word.

**icy** — extremely cold, like ice

*Example: An icy wind blew down from the mountains.*

My sentence:

**announced** — told everyone something officially

*Example: The principal announced the winners at assembly.*

My sentence:

**challenge** — a difficult task that tests how good or brave someone is

*Example: Climbing the hill in one hour was a real challenge.*

My sentence:

**survive** — to stay alive or get through a difficult time

*Example: Cactus plants can survive with very little water.*

My sentence:

**jealous** — unhappy because someone else has something you want

*Example: Rohan felt jealous when his friend got a new cycle.*

My sentence:

**refused** — said no to doing or giving something

*Example: The cat refused to come down from the tree.*

My sentence:

**calmly** — in a quiet, relaxed way, without worry

*Example: Mrs Nair calmly helped the lost child find his class.*

My sentence:

Name: _____ Date: _____

# Spelling: Words with qu

Look, say, cover, write and check each word.

**Spelling focus:** The letters qu usually say 'kw' (quick). In unique, antique and cheque, the ending -que says 'k'.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **quick** | | | |
| **quiet** | | | |
| **quite** | | | |
| **quilt** | | | |
| **quarrel** | | | |
| **quarter** | | | |
| **question** | | | |
| **quality** | | | |
| **quantity** | | | |
| **equal** | | | |
| **request** | | | |
| **earthquake** | | | |
| **unique** | | | |
| **antique** | | | |
| **cheque** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Synonyms and Antonyms

Read and learn. Then try the questions at the bottom.

**Synonyms** are words that have the **same or nearly the same** meaning: big – large, happy – glad. **Antonyms** are words that have **opposite** meanings: hot – cold, early – late. Synonyms make our writing more interesting, and antonyms help us show contrast.

- Some antonyms are made by adding a prefix: happy – **un**happy, like – **dis**like, possible – **im**possible, honest – **dis**honest.
- A synonym must fit the sentence. In 'a **bright** light', bright means shining, but in 'a **bright** student', it means clever.

| Word | Synonym | Antonym |
|---|---|---|
| begin | start | end |
| brave | bold | cowardly |
| quick | fast | slow |
| ancient | old | modern |
| rich | wealthy | poor |
| clever | intelligent | foolish |
| polite | courteous | rude |
| huge | enormous | tiny |



**Remember:** A **thesaurus** is a book of synonyms. Use one to find new words instead of writing 'nice' or 'good' again and again.

**Try it!**

**1.** Write a synonym: shut

_____

**2.** Write an antonym: arrive

_____

**3.** Write an antonym: kind

_____

Name: _____ Date: _____

# Match the Synonyms

Draw a line to join each word to its synonym.

| | |
|---|---|
| glad | small |
| little | beautiful |
| shout | happy |
| gift | start |
| begin | present |
| silent | yell |
| difficult | quiet |
| pretty | hard |

Name: _____ Date: _____

# Find the Antonym Pairs

Each sentence has one pair of antonyms. Circle both words.

**1.** Some mangoes were sweet, but others were sour.

**2.** The shop opens at nine and closes at eight.

**3.** My brother is tall, but my sister is short.

**4.** The puppy was asleep, but the kitten was awake.

**5.** Please push the door; do not pull it.

**6.** The hare was fast, but the tortoise was slow.

**7.** The bag looked heavy, but it was really light.

**8.** The well is deep, but the pond is shallow.

**9.** Is your answer right or wrong?

**10.** Don't be rude to anyone; always be polite.

Name: _____ Date: _____

# My Town by Day and by Night

Write neatly. Remember capital letters and full stops.

Write 8–10 sentences comparing your town, village or city in the daytime and at night. Use pairs of antonyms to show the difference, such as busy – quiet, bright – dark and noisy – silent. Try to use two synonyms too, so that you do not repeat words.

**Think about:**

- In the daytime, the streets are busy and noisy …
- At night, the same streets are quiet and empty …
- What can you hear by day? What can you hear at night?
- Which time of day do you like more? Why?

busy quiet bright dark noisy silent crowded empty early late hot cool

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Treat animals with love and care.

Treat animals with love and care.

Treat animals with love and care.

Name: _____ Date: _____

# The 24-Hour Clock

Change the times between the 12-hour and the 24-hour clock.

In the 24-hour clock, the hours go from 00 to 23. For p.m. times add 12 (3:15 p.m. = 15:15). Midnight is 00:00.

1. 6:55 p.m. = ☐ hours

2. 12:35 hours = ☐

3. 10:45 a.m. = ☐ hours

4. 20:20 hours = ☐

5. 1:40 p.m. = ☐ hours

6. 07:00 hours = ☐

7. 9:50 a.m. = ☐ hours

8. 14:20 hours = ☐

9. 9:55 p.m. = ☐ hours

10. 02:35 hours = ☐

11. 6:40 p.m. = ☐ hours

12. 16:35 hours = ☐

Name: _____ Date: _____

# The 24-Hour Clock

Change the times between the 12-hour and the 24-hour clock.

In the 24-hour clock, the hours go from 00 to 23. For p.m. times add 12 (3:15 p.m. = 15:15). Midnight is 00:00.

1. 3:05 a.m. = ☐ hours

2. 21:50 hours = ☐

3. 11:40 p.m. = ☐ hours

4. 11:25 hours = ☐

5. 3:55 a.m. = ☐ hours

6. 01:20 hours = ☐

7. 9:50 a.m. = ☐ hours

8. 19:00 hours = ☐

9. 10:30 p.m. = ☐ hours

10. 19:35 hours = ☐

11. 6:25 p.m. = ☐ hours

12. 19:00 hours = ☐

Name: _____ Date: _____

# How Long Did It Take?

Work out the time taken or the finishing time.

**1.** A music class starts at 12:20 p.m. and ends at 3:20 p.m. How long does it last?

Answer: _____

**2.** A cricket match starts at 10:50 a.m. and lasts 40 minutes. When does it end?

Answer: _____

**3.** A train journey starts at 3:10 p.m. and ends at 4:30 p.m. How long does it last?

Answer: _____

**4.** A puppet show starts at 12:30 p.m. and lasts 3 hours. When does it end?

Answer: _____

**5.** A school picnic starts at 11:00 a.m. and ends at 11:40 a.m. How long does it last?

Answer: _____

**6.** A train journey starts at 1:50 p.m. and lasts 1 hour 40 minutes. When does it end?

Answer: _____

Name: _____ Date: _____

# How Long Did It Take?

Work out the time taken or the finishing time.

**1.** A cricket match starts at 8:35 a.m. and ends at 11:35 a.m. How long does it last?

Answer: _____

**2.** A cricket match starts at 4:20 p.m. and lasts 20 minutes. When does it end?

Answer: _____

**3.** A cricket match starts at 2:55 p.m. and ends at 5:25 p.m. How long does it last?

Answer: _____

**4.** A school picnic starts at 3:55 p.m. and lasts 40 minutes. When does it end?

Answer: _____

**5.** A train journey starts at 4:20 p.m. and ends at 5:40 p.m. How long does it last?

Answer: _____

**6.** Football practice starts at 12:05 p.m. and lasts 40 minutes. When does it end?

Answer: _____

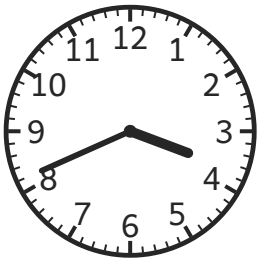
Name: _____ Date: _____

# Telling the Time: Time to the Minute

Read each clock. Write the time.

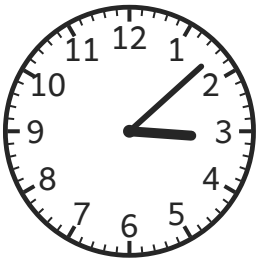
The **short hand** shows the hour. The **long hand** shows the minutes.

**1.**



☐ : ☐

**2.**



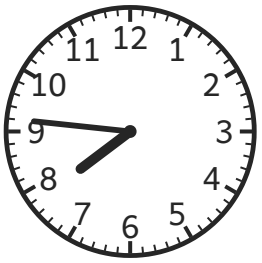
☐ : ☐

**3.**



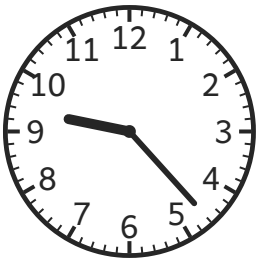
☐ : ☐

**4.**



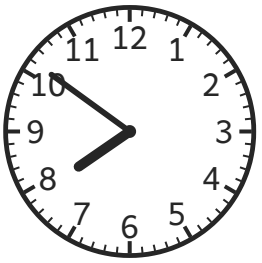
☐ : ☐

**5.**



☐ : ☐

**6.**



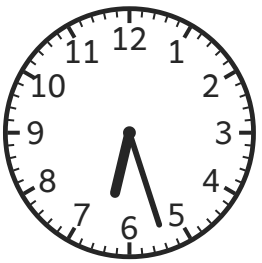
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**7.**



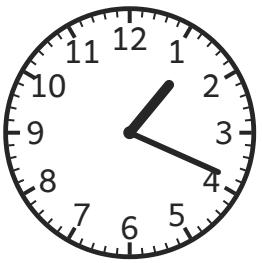
☐ : ☐

**8.**



☐ : ☐

**9.**



☐ : ☐

Name: _____ Date: _____

# Reading a Timetable

This is part of a train timetable. Read it and answer.

| Station | Departure (24-hour) |
|---|---|
| New Delhi | 06:00 |
| Agra Cantt | 08:24 |
| Gwalior | 09:42 |
| Jhansi | 12:41 |
| Bhopal | 14:12 |

**1.** At what time does the train leave New Delhi? (12-hour clock)

_____

**2.** How long does the train take from New Delhi to Gwalior?

_____

**3.** Which station does the train reach last? _____

**4.** How long is the whole journey? _____

Name: _____ Date: _____

# Forests of India

Read about the forests of India and the wildlife that lives in them.

## Evergreen Forests

These thick forests grow where it rains a lot, as in the Western Ghats and the North-East. Trees such as **ebony**, **mahogany** and **rosewood** stay green all year.

## Deciduous Forests



These are the most common forests in India. Trees like **teak**, **sal** and **sandalwood** shed their leaves in the dry season to save water.

## Thorny Forests



In dry places like Rajasthan and Gujarat, plants such as **babool**, **khejri** and **cactus** grow. They have thorns and long roots.

## Mountain Forests



Cone-shaped trees like **pine**, **deodar**, **fir** and **spruce** grow on the cold slopes of the Himalayas.

## Mangrove Forests



Mangroves grow in salty water where rivers meet the sea. The **Sundarbans** in West Bengal is famous for its mangroves and Royal Bengal tigers.

## Gifts of the Forest



Forests give us wood, fruits, honey, gum, lac, bamboo and medicines. They are home to animals, stop soil from washing away and keep the air clean.

## Protecting Wildlife



Wild animals are protected in **national parks** and **wildlife sanctuaries**. Hunting them is against the law. **Project Tiger** began in 1973 to save tigers.

## Our National Animals



The **tiger** is India's national animal and the **elephant** is our national heritage animal. The **Gangetic river dolphin** is our national aquatic animal.

Name: _____ Date: _____

# Which Forest?

Write each tree or plant under the kind of forest where it grows.

ebony spruce  cactus  pine mahogany rosewood

khejri deodar fir sal teak sandalwood babool

| Evergreen | Deciduous | Thorny | Mountain |
|---|---|---|---|
| | | | |

Name: _____ Date: _____

# Forest Facts: True or False?

Write T for true and F for false.

**1.** Deciduous trees shed their leaves in the dry season. T F

**2.** Mangroves grow on snowy mountains. T F

**3.** The Sundarbans is famous for Royal Bengal tigers. T F

**4.** Forests help to stop soil from being washed away. T F

**5.** It is all right to hunt animals in a wildlife sanctuary. T F

**6.** Project Tiger was started to protect tigers. T F

**7.** Teak and sal grow in deciduous forests. T F

**8.** The elephant is India's national heritage animal. T F

**9.** Evergreen forests grow in very dry places. T F

**10.** Cutting down forests can harm the animals that live in them. T F

Name: _____ Date: _____

# Adopt a Tree

Study a tree near your home or school. Draw what you find and answer the questions.

A tree is a home for many living things. Choose a tree near your home or school and study it like a scientist.

**You need:**

- ☐ a long string
- ☐ a ruler or measuring tape
- ☐ white paper and a crayon
- ☐ a magnifying glass
- ☐ a pencil

**What to do:**

1. Choose a tree. Ask an adult to tell you its name.
2. Wrap the string once around the trunk at the height of your chest. Measure the string to find how thick the trunk is.
3. Place the paper on the bark and rub it gently with the side of the crayon to make a bark rubbing.
4. Look at a leaf through the magnifying glass. Draw its shape.
5. Watch the tree quietly for 10 minutes. Which birds, insects or animals visit it?

**What I observed (draw):**

**1.** What is the name of your tree? How thick is its trunk?

**2.** Which living things did you see on or near the tree?

**3.** Write two ways in which this tree helps living things.

नाम: _____ दिनांक: _____

# कहानी लेखन

नमूना कहानी के भाग पढ़ो और कहानी लिखने का तरीका समझो।

**कहानी** में कुछ **पात्र** होते हैं, कोई **स्थान** होता है और कोई **घटना** घटती है। अच्छी कहानी के तीन भाग होते हैं — **शुरुआत**, **बीच** और **अंत**। अंत में प्रायः कोई **सीख** मिलती है। नीचे दी छोटी कहानी 'शेर और चूहा' के भाग देखो।

- पहले पात्र और स्थान तय करो — कौन? कहाँ?
- घटनाएँ क्रम से लिखो — पहले क्या हुआ, फिर क्या हुआ?
- कहानी को अच्छा अंत और उचित शीर्षक दो।

## उदाहरण

**शुरुआत:** जंगल में एक शेर पेड़ के नीचे सो रहा था। एक चूहा उसके ऊपर उछल-कूद करने लगा।

**बीच:** शेर ने जागकर चूहे को पकड़ लिया। चूहे ने माफ़ी माँगी, तो शेर ने उसे छोड़ दिया।

कुछ दिन बाद शेर एक शिकारी के जाल में फँस गया और ज़ोर-ज़ोर से दहाड़ने लगा।

**अंत:** चूहे ने अपने तेज़ दाँतों से जाल काट दिया और शेर आज़ाद हो गया।

**सीख:** किसी को छोटा मत समझो। छोटा प्राणी भी बड़े काम आ सकता है।

💡 **याद रखो:** कहानी प्रायः भूतकाल में लिखी जाती है — 'एक दिन... हुआ', 'वह... गया'। पात्रों की बातचीत लिखने से कहानी और रोचक बन जाती है।

नाम: _____ दिनांक: _____

# संकेतों से कहानी लिखो

संकेतों को क्रम से जोड़कर अपनी कहानी लिखो।

नीचे दिए संकेतों के आधार पर एक कहानी लिखो। कहानी को एक अच्छा-सा शीर्षक दो और अंत में उसकी सीख लिखो।

**इन बातों पर सोचो:**

- गर्मी की दोपहर — छत पर मीना ने एक प्यासी चिड़िया देखी।
- मीना ने मिट्टी के बर्तन में पानी और थोड़ा दाना रख दिया।
- अगले दिन वह चिड़िया अपने साथियों के साथ लौट आई।
- मीना ने अपने दोस्तों से भी ऐसा करने को कहा।
- कुछ ही दिनों में मोहल्ले की कई छतों पर पानी के बर्तन दिखने लगे।
- सीख: छोटा-सा अच्छा काम भी बड़ी मदद बन जाता है।

दोपहर प्यासी बर्तन दाना चहचहाना साथी मोहल्ला खुशी दया

नाम: _____ दिनांक: _____

# कहानी का क्रम: बंदर और मगरमच्छ

कहानी ‘बंदर और मगरमच्छ’ की घटनाएँ आगे-पीछे हो गई हैं। सही क्रम में 1 से 6 तक संख्या लिखो।

☐ चतुर बंदर बोला, “मेरा दिल तो पेड़ पर रखा है। चलो, लेकर आते हैं।”

☐ बंदर रोज़ अपने मित्र मगरमच्छ को मीठे जामुन खिलाता था।

☐ नदी किनारे जामुन के एक पेड़ पर एक बंदर रहता था।

☐ एक दिन मगरमच्छ बंदर को अपनी पीठ पर बिठाकर नदी में ले चला।

☐ किनारे पहुँचते ही बंदर उछलकर पेड़ पर चढ़ गया और बच गया।

☐ बीच नदी में मगरमच्छ ने बताया कि उसकी पत्नी बंदर का दिल खाना चाहती है।

Month 6

# Monthly Activity Set:

# Discover Indian Geography

Physical map labelling, rivers fact cards, climate chart, crops of India

Name: _____ Date: _____

# Rivers Fact Cards

Read these fact cards about India's great rivers.

## Ganga

India's **national river** begins at the Gangotri Glacier in Uttarakhand. It is about 2,525 km long, the longest river in India, and flows into the Bay of Bengal.

## Yamuna

The Yamuna starts at the Yamunotri Glacier. It flows past Delhi and Agra and joins the Ganga at Prayagraj.

## Brahmaputra

It starts in Tibet and enters India in Arunachal Pradesh. In Assam it forms **Majuli**, one of the largest river islands in the world.

## Indus

The Indus rises in Tibet and flows through Ladakh. India gets its name from this river, which was called the Sindhu.

## Narmada

It rises at Amarkantak in Madhya Pradesh and flows west into the Arabian Sea, between the Vindhya and Satpura ranges.

## Godavari

The longest river of the Peninsula is called the **Dakshin Ganga**. It rises near Nashik in Maharashtra and flows into the Bay of Bengal.

## Krishna

It rises near Mahabaleshwar in Maharashtra and flows east through Karnataka, Telangana and Andhra Pradesh to the Bay of Bengal.

## Kaveri

It rises at Talakaveri in Karnataka and flows through Tamil Nadu. Its fertile delta is called the 'rice bowl' of Tamil Nadu.

Name: _____ Date: _____

# Physical Map of India

Use an outline map of India from a stationery shop or your atlas. Follow the steps and answer the questions.

Use an outline map of India from a stationery shop or your atlas. Use your atlas to shade India's physical divisions in the right places.

**You need:**

☐ an outline map of India

☐ your atlas

☐ colour pencils: brown, green, yellow, orange and blue

**What to do:**

1. Shade the Himalayas in brown along the north. Write 'Himalayas'.
2. Shade the Northern Plains in green, just below the Himalayas.
3. Shade the Thar Desert in orange, in the north-west.
4. Shade the Peninsular Plateau in yellow. Draw the Western Ghats and the Eastern Ghats as brown lines.
5. Colour the coastal plains light green, and the seas blue. Mark the Andaman and Nicobar Islands and Lakshadweep.
6. Make a key in one corner to show what each colour means.

**1.** Which physical division lies between the Himalayas and the Peninsular Plateau?

_____

**2.** Which hills lie along the western edge of the plateau?

_____

**3.** In which direction from the plateau is the Thar Desert?

_____

Name: _____ Date: _____

# Rainfall Around India

Read the chart. Then answer the questions.

Rainfall is measured in millimetres (mm). This chart shows about how much rain falls in one year in some places in India.

| Place | State or union territory | Rain in a year (about) |
|---|---|---|
| Mawsynram | Meghalaya | 11,800 mm |
| Mumbai | Maharashtra | 2,200 mm |
| Kolkata | West Bengal | 1,600 mm |
| Chennai | Tamil Nadu | 1,400 mm |
| Delhi | Delhi | 800 mm |
| Jaisalmer | Rajasthan | 200 mm |
| Leh | Ladakh | 100 mm |

**1.** Which place gets the most rain?

**2.** Which place gets the least rain?

**3.** About how much more rain does Mumbai get than Delhi?

**4.** Jaisalmer and Leh both get little rain. How are their climates different?

Name: _____ Date: _____

# Crops of India

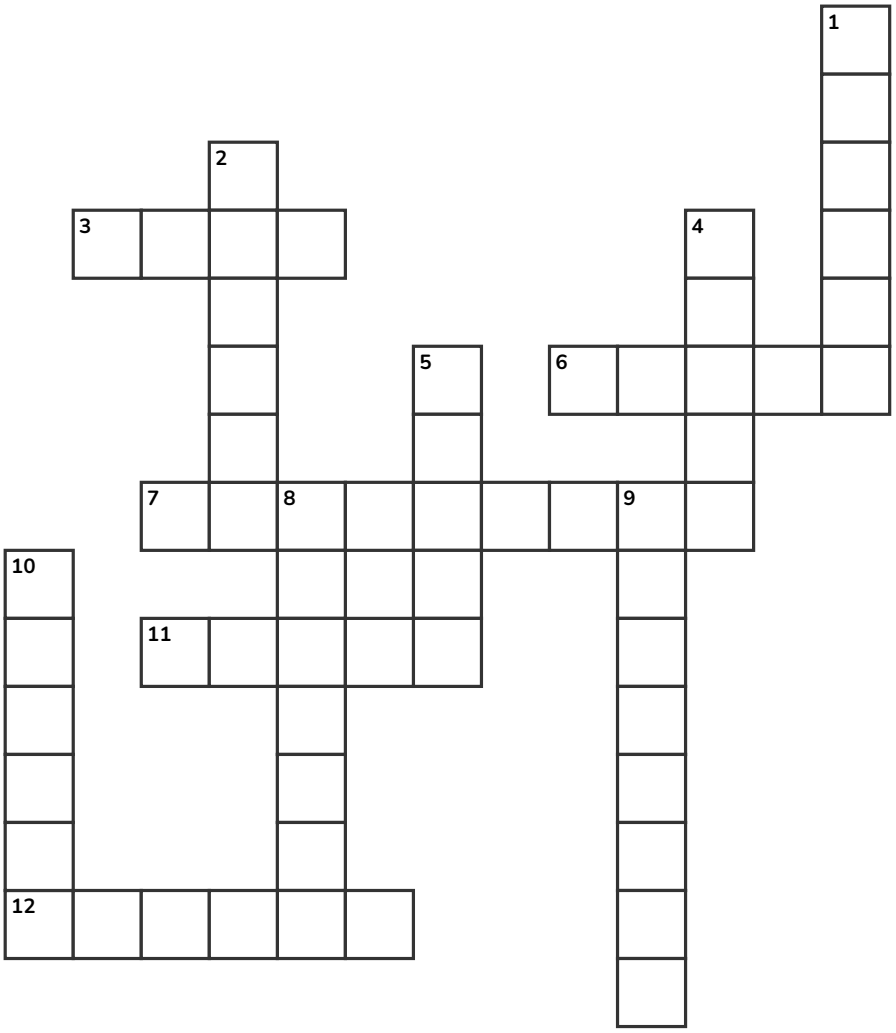
Draw a line to match each crop to a state that is famous for growing it.

| | |
|---|---|
| tea ● | ● Kerala |
| coffee ● | ● Jammu and Kashmir |
| jute ● | ● Uttar Pradesh |
| rubber ● | ● Assam |
| saffron ● | ● Himachal Pradesh |
| apples ● | ● Punjab |
| sugarcane ● | ● West Bengal |
| wheat ● | ● Karnataka |

Name: _____ Date: _____

# Geography Crossword

Read the clues and fill in the crossword.




## Across

**3.** The Great Indian Desert (4)

**6.** Low, flat land (5)

**7.** The great mountains along the north of India (9)

**11.** India's national river (5)

**12.** Land with water all around it (6)

## Down

**1.** A large plateau in southern India (6)

**2.** A large river island in Assam (6)

**4.** The Western and Eastern hills of the Peninsula are called the ... (5)

**5.** Land formed where a river splits into branches near the sea (5)

**8.** Winds that bring heavy rain from June to September (7)

**9.** Fertile soil brought down by rivers (8)

**10.** Its delta is the 'rice bowl' of Tamil Nadu. (6)

Name: _____ Date: _____

# Postcards from India

Draw a postcard picture of each kind of land. Write one fact about it on the line.

**The snowy Himalayas**

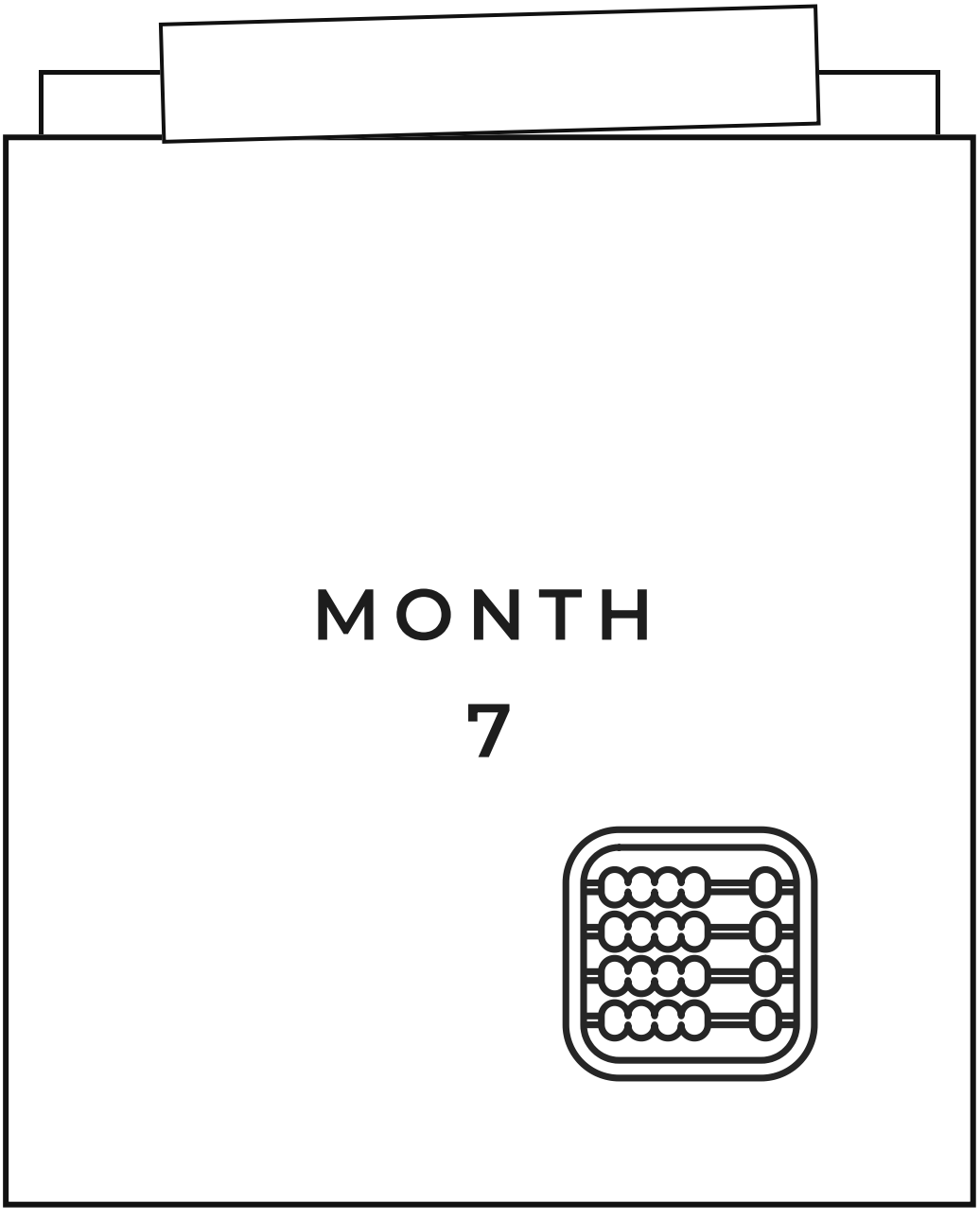
**The green Northern Plains**

**The sandy Thar Desert**

**The rocky Deccan Plateau**

**A beach on the coastal plains**

**An island in the sea**


MONTH
7

Month 7

# Week 25

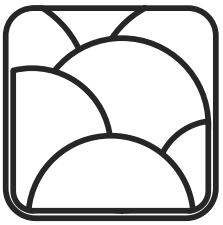
| | |
|---|---|
| **Reading** | Adventure story — plot (beginning, rising action, climax, end) |
| **Grammar & Writing** | Homophones and homonyms |
| **Maths** | The calendar: leap years and duration |
| **EVS** | Water resources and dams |
| **Hindi** | संवाद लेखन |

Name: _____ Date: _____

# Lost in the Fog

Read the story. Notice how the excitement builds up to the most tense moment, and then settles.

Adventure story



Uncle Joseph had promised to take Arjun and Ananya to the Silver Falls on the last day of their holiday in the Nilgiris. They set off early, carrying a backpack with water, biscuits, raincoats, a whistle and Uncle's old compass. The path wound through tea gardens and then into a forest of tall eucalyptus trees.

The waterfall was even better than they had imagined. It tumbled over black rocks into a pool so clear that they could see tiny fish darting about. They ate their biscuits on a flat rock and watched the spray make rainbows in the sunlight.

Then, without warning, the fog came. It rolled down the hill like a thick white blanket, and within minutes they could not see the trees ten metres away. 'Stay close,' said Uncle Joseph. They started back, but the path seemed to split into two, then three. Soon nothing looked familiar.

Then Uncle Joseph slipped on a wet root and twisted his ankle. He winced as he stood up. 'I can walk, but only slowly,' he said. Ananya's lip trembled. Arjun's heart was racing, but he took a deep breath and tried to think calmly.

'Uncle, the stream from the waterfall flows downhill, and we walked uphill from the tea gardens,' said Arjun. 'If we follow the stream, it might lead us back down.' Uncle Joseph checked the compass. 'The tea gardens are to the east, and the stream is flowing east too. Well done, Arjun!'

They followed the gurgling water, step by careful step, with Uncle leaning on Arjun's shoulder. Every few minutes, Ananya blew the whistle: three short blasts, the signal for help. The fog grew thicker, and the light began to fade.

Then, faintly, they heard an answer: a whistle, and voices calling. Out of the fog came two tea pickers carrying a torch. They had heard Ananya's whistle from the edge of the estate. 'You are only a short walk from the road,' one of them said with a smile.

That night, wrapped in blankets at the guest house, with Uncle's ankle resting on a pillow, the children sipped hot ginger tea. 'We saw a waterfall, got lost in a cloud and were rescued by tea pickers,' said Ananya. 'That's more adventure than I wanted!' Uncle Joseph laughed. 'Remember what we learnt: stay together, keep calm and signal for help. And next time, we check the weather first!'

**Word help: Nilgiris** – a range of hills in Tamil Nadu, famous for its tea gardens • **eucalyptus** – a tall tree with strong-smelling leaves • **compass** – a tool with a needle that always points north • **estate** – a large area of land, such as a tea garden, owned by one owner • **tea pickers** – people who pick tea leaves by hand

Name: _____ Date: _____

# Lost in the Fog: Questions

Answer the questions about the text.

**1.** What happens at the beginning of the story?

- ☐ (a) Uncle Joseph twists his ankle.
- ☐ (b) The three of them set off to see the Silver Falls.
- ☐ (c) The tea pickers find them.

**2.** What problem starts the rising action?

_____

_____

**3.** Uncle Joseph twisted his ankle on a wet root.

☐ True ☐ False

**4.** What was Arjun's idea, and how did it help?

_____

_____

**5.** Why did Ananya blow three short blasts on the whistle?

- ☐ (a) To frighten animals away
- ☐ (b) To play a game
- ☐ (c) It is a signal that means 'help'

**6.** Which part of the story do you think is the climax? Give a reason.

_____

_____

_____

_____

**7.** How does the story end?

_____

_____

**8.** Find a word in paragraph 4 that means 'made a face because of sudden pain'.

_____

**9.** Write the plot in four short sentences: beginning, rising action, climax and end.

_____

_____

_____

_____

Name: _____ Date: _____

# Word Power

Read each word and its meaning. Then write a sentence of your own using the word.

**wound** — went along in twists and turns (rhymes with round)

*Example: The river wound through the green valley.*

My sentence:

**darting** — moving suddenly and quickly

*Example: Dragonflies were darting over the pond.*

My sentence:

**familiar** — well known to you; seen or heard before

*Example: I heard a familiar voice calling my name.*

My sentence:

**winced** — made a face because of sudden pain

*Example: Imran winced when the nurse cleaned his cut.*

My sentence:

**trembled** — shook slightly because of fear, cold or excitement

*Example: The puppy trembled during the thunderstorm.*

My sentence:

**faintly** — in a way that is hard to hear or see

*Example: We could faintly hear the bells across the valley.*

My sentence:

**rescued** — saved from danger

*Example: The fire brigade rescued a kitten from the roof.*

My sentence:

Name: _____ Date: _____

# Spelling: Compound Words

Look, say, cover, write and check each word.

**Spelling focus:** A compound word joins two words: water + fall = waterfall. Spell each small word correctly, then join them.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **waterfall** | | | |
| **rainbow** | | | |
| **backpack** | | | |
| **footpath** | | | |
| **sunlight** | | | |
| **hillside** | | | |
| **riverbank** | | | |
| **raincoat** | | | |
| **downhill** | | | |
| **uphill** | | | |
| **without** | | | |
| **nothing** | | | |
| **somewhere** | | | |
| **everyone** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Homophones and Homonyms

Read and learn. Then try the questions at the bottom.

**Homophones** are words that **sound the same** but have **different spellings and meanings**: sea – see, son – sun. **Homonyms** are words that are **spelt the same and sound the same** but have **different meanings**: a cricket **bat** and a **bat** that flies at night.

- **bark** — the sound a dog makes / the outer covering of a tree
- **bank** — a place where money is kept / the land beside a river
- **match** — a game / a small stick that makes a flame
- **fair** — a mela with rides and stalls / just and honest

| Homophones | Meanings | Sentence |
|---|---|---|
| hear / here | listen / in this place | Come here and hear this song. |
| right / write | correct / put words on paper | Write the right answer. |
| new / knew | not old / understood | I knew the bag was new. |
| hour / our | 60 minutes / belonging to us | Our bus came after an hour. |
| flour / flower | ground grain / a bloom | Ma bought flour and a flower. |
| piece / peace | a part / calm and quiet | Eat your piece of cake in peace. |



**Remember:** To choose the right homophone, think about the **meaning** of the sentence. A dictionary can help you check the spelling.

**Try it!**

1. Choose: I (ate/eight) two parathas.

_____

2. Choose: The wind (blue/blew) my cap away.

_____

3. Give two meanings of 'ring'.

_____

Name: _____ Date: _____

# Choose the Right Homophone

Circle the correct word in each sentence.

**1.** There are seven days in a ( week / weak ).

**2.** We swam in the ( sea / see ) at Puri.

**3.** Ma uses ( flour / flower ) to make chapatis.

**4.** Please ( write / right ) your name at the top.

**5.** The ( sun / son ) rises in the east.

**6.** Can you ( hear / here ) the temple bells?

**7.** I ( new / knew ) the answer to the riddle.

**8.** Do not walk with ( bare / bear ) feet on the hot road.

**9.** The ( tail / tale ) of the peacock is beautiful.

**10.** We have to wait for one more ( hour / our ).

**11.** Ravi ( one / won ) a medal for running.

**12.** The cat jumped ( threw / through ) the open window.

Name: _____ Date: _____

# One Word, Two Meanings

Read each sentence. Tick what the underlined word means in that sentence.

**1.** The dog began to bark at the stranger.

- ☐ (a) the outer covering of a tree
- ☐ (b) the sound a dog makes

**2.** We sat on the bank of the river Kaveri.

- ☐ (a) a place where money is kept
- ☐ (b) the land beside a river

**3.** Please light the diya.

- ☐ (a) not heavy
- ☐ (b) to make something burn
- ☐ (c) pale in colour

**4.** My school bag is very light today.

- ☐ (a) not heavy
- ☐ (b) to make something burn
- ☐ (c) brightness from the sun

**5.** A bat flew out of the old fort at night.

- ☐ (a) a stick used to hit a ball
- ☐ (b) a small flying animal

**6.** Our team won the cricket match.

- ☐ (a) a small stick that makes a flame
- ☐ (b) a game between two teams

**7.** Mira wore a gold ring on her finger.

- ☐ (a) a band worn on a finger
- ☐ (b) the sound of a bell
- ☐ (c) to call someone on the phone

**8.** The teacher was fair to every student.

- ☐ (a) a mela with rides and stalls
- ☐ (b) just and honest

Name: _____ Date: _____

# A Week by the Sea

Write neatly. Remember capital letters and full stops.

Write 8–10 sentences about a holiday by the sea, real or imagined. Use at least six words from the box correctly. Be careful: the words in each pair sound the same but are spelt differently. Underline the homophones you use.

**Think about:**

- Where did you go? Whom did you go with?
- What could you see and hear at the beach?
- What did you eat? Did the wind blow hard?
- What did you buy or find? How did you feel?

sea / see  sun / son  hear / here  blue / blew  week / weak  sail / sale

new / knew  our / hour

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Switch off lights and fans when you leave a room.

Switch off lights and fans when you leave a room.

Switch off lights and fans when you leave a room.

Name: _____ Date: _____

# Reading a Calendar

Look at the calendar and answer the questions.

| January 2026 | | | | | | |
|---|---|---|---|---|---|---|
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**1.** How many days are there in January? _____

**2.** On which day does January begin? _____

**3.** What day is 17 January? _____

**4.** How many Sundays are there in this month? _____

**5.** What date is the second Saturday? _____

Name: _____ Date: _____

# Leap Years

Tick whether each year is a leap year.

A **leap year** has 366 days; February has 29 days. A year is a leap year if it can be divided exactly by 4 (century years like 1900 must be divisible by 400). An ordinary year has 365 days.

**1.** **2058** ☐ Leap year ☐ Not a leap year

**2.** **2034** ☐ Leap year ☐ Not a leap year

**3.** **2016** ☐ Leap year ☐ Not a leap year

**4.** **1990** ☐ Leap year ☐ Not a leap year

**5.** **2050** ☐ Leap year ☐ Not a leap year

**6.** **2041** ☐ Leap year ☐ Not a leap year

**7.** **2045** ☐ Leap year ☐ Not a leap year

**8.** **2037** ☐ Leap year ☐ Not a leap year

**9.** **1992** ☐ Leap year ☐ Not a leap year

**10.** **2036** ☐ Leap year ☐ Not a leap year

30 days: April, June, September, November. 31 days: January, March, May, July, August, October, December.

Name: _____ Date: _____

# How Many Days?

Use a calendar to help you. Count the days.

**1.** How many days are there from 22 October to 17 November 2025 (not counting the first day)? _____

**2.** How many days are there from 24 June to 21 July 2027 (not counting the first day)? _____

**3.** How many days are there from 23 September to 21 November 2027 (not counting the first day)? _____

**4.** How many days are there from 25 February to 13 March 2026 (not counting the first day)? _____

**5.** How many days are there from 5 August to 3 October 2025 (not counting the first day)? _____

**6.** How many days are there from 28 January to 27 March 2025 (not counting the first day)? _____

Name: _____ Date: _____

# Reading a Calendar

Look at the calendar and answer the questions.

| January 2027 | | | | | | |
|---|---|---|---|---|---|---|
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

**1.** How many days are there in January? _____

**2.** On which day does January begin? _____

**3.** What day is 16 January? _____

**4.** How many Sundays are there in this month? _____

**5.** What date is the second Saturday? _____

Name: _____ Date: _____

# How Many Days?

Use a calendar to help you. Count the days.

**1.** How many days are there from 7 November to 22 November 2026 (not counting the first day)? _____

**2.** How many days are there from 5 November to 28 December 2025 (not counting the first day)? _____

**3.** How many days are there from 18 September to 2 October 2027 (not counting the first day)? _____

**4.** How many days are there from 23 February to 23 April 2025 (not counting the first day)? _____

**5.** How many days are there from 9 January to 1 March 2025 (not counting the first day)? _____

**6.** How many days are there from 20 August to 23 September 2025 (not counting the first day)? _____

Name: _____ Date: _____

# How Long Did It Take?

Work out the time taken or the finishing time.

**1.** Football practice starts at 10:55 a.m. and ends at 12:45 p.m. How long does it last?

Answer: _____

**2.** A cricket match starts at 7:05 a.m. and lasts 2 hours 10 minutes. When does it end?

Answer: _____

**3.** A cricket match starts at 8:15 a.m. and ends at 10:05 a.m. How long does it last?

Answer: _____

**4.** Football practice starts at 1:15 p.m. and lasts 3 hours. When does it end?

Answer: _____

**5.** A music class starts at 4:45 p.m. and ends at 6:35 p.m. How long does it last?

Answer: _____

**6.** A cricket match starts at 10:50 a.m. and lasts 50 minutes. When does it end?

Answer: _____

Name: _____ Date: _____

# Water: A Precious Resource

Read and learn about our water resources and dams.

Rain is the main source of fresh water. Rainwater fills rivers, lakes and ponds; this is **surface water**. Some of it soaks into the ground and is stored between rocks as **groundwater**. We draw it out with wells, handpumps and tube wells.

- A **dam** is a strong wall built across a river. It stores water in a lake behind it called a **reservoir**.
- Dams give water to farms (**irrigation**) and homes, make electricity (**hydroelectric power**) and help to control floods.
- **Rainwater harvesting** means collecting and storing rainwater, for example from rooftops.
- Long ago, people built stepwells like **Rani ki Vav** in Gujarat, and **johads** (small earth dams) in Rajasthan.

| Dam | River | State |
|---|---|---|
| Bhakra Nangal | Sutlej | Himachal Pradesh and Punjab |
| Tehri | Bhagirathi | Uttarakhand |
| Hirakud | Mahanadi | Odisha |
| Sardar Sarovar | Narmada | Gujarat |
| Nagarjuna Sagar | Krishna | Telangana and Andhra Pradesh |
| Mettur | Kaveri | Tamil Nadu |



**Remember:** The **Tehri Dam** is the tallest dam in India. World Water Day is on 22 March. Every drop counts!

Name: _____ Date: _____

# Saving or Wasting Water?

Write each action in the correct column.

collecting rainwater  pouring away RO water

closing tap while brushing  fixing a leaking tap

washing a car with a hose   tap running while brushing

drip irrigation on farms   taking a bucket bath  leaking pipes

watering plants at dusk  overflowing water tank

 very long showers

| Saves water | Wastes water |
| --- | --- |
| | |

Name: _____ Date: _____

# Water and Dams Quiz

Tick the correct answer.

**1.** What is the main source of fresh water?

☐ (a) sea water ☐ (b) rain ☐ (c) sand

**2.** What is the lake behind a dam called?

☐ (a) a reservoir ☐ (b) a delta ☐ (c) a glacier

**3.** What do we call water stored under the ground?

☐ (a) surface water ☐ (b) sea water ☐ (c) groundwater

**4.** Which of these is NOT a use of dams?

☐ (a) irrigation ☐ (b) making sand dunes ☐ (c) making electricity

**5.** On which river is the Hirakud Dam built?

☐ (a) Narmada ☐ (b) Kaveri ☐ (c) Mahanadi

**6.** Which is the tallest dam in India?

☐ (a) Tehri Dam ☐ (b) Mettur Dam ☐ (c) Hirakud Dam

**7.** What is collecting and storing rainwater from rooftops called?

☐ (a) evaporation ☐ (b) rainwater harvesting

☐ (c) irrigation

**8.** Rani ki Vav in Gujarat is a famous ...

☐ (a) dam ☐ (b) river ☐ (c) stepwell

Name: _____ Date: _____

# The Dripping Tap Test

Measure how much water a dripping tap wastes. Fill in the table and answer the questions.

A dripping tap may not look like much, but the drops add up! Find out how much water one dripping tap can waste in a day.

**You need:**

- ☐ a measuring jug or a marked bottle
- ☐ a tap
- ☐ a clock or timer
- ☐ a pencil

**What to do:**

1. With an adult's help, open a tap just enough to drip slowly, about one drop every second.
2. Hold the measuring jug under the tap for exactly 10 minutes.
3. Read how much water you collected, in millilitres (mL).
4. Multiply by 6 to find how much would drip in one hour.
5. Multiply the amount for one hour by 24 to find how much would drip in one day.
6. Use the water you collected to water a plant. Do not waste it!

| Time | Water dripped (mL) |
|---|---|
| | |
| | |
| | |
| | |

**1.** How much water would drip in one hour? In one day?

_____

**2.** How could your family stop this waste?

_____

**3.** Write one more way to save water at home.

_____

नाम: _____ दिनांक: _____

# संवाद लेखन — बातचीत लिखना

नमूना संवाद पढ़ो और संवाद लिखने के नियम समझो।

दो या दो से अधिक लोगों के बीच होने वाली बातचीत को लिखना **संवाद लेखन** कहलाता है। संवाद में बोलने वाले का नाम लिखकर उसके आगे (:) लगाते हैं, फिर उसकी बात लिखते हैं। नीचे पुस्तकालय में हुआ एक संवाद पढ़ो।

- संवाद छोटे, सरल और स्वाभाविक हों — जैसे हम सच में बोलते हैं।
- बातचीत विषय से जुड़ी रहे और एक क्रम में आगे बढ़े।
- अभिवादन (नमस्ते) से शुरू करो और धन्यवाद या विदा से समाप्त करो।

## उदाहरण

**इशान:** नमस्ते दीदी! क्या मुझे कहानी की कोई किताब मिल सकती है?

**पुस्तकालय-अध्यक्ष:** नमस्ते इशान! हाँ, क्यों नहीं। तुम्हें कैसी कहानियाँ पसंद हैं?

**इशान:** मुझे जानवरों और जंगल की कहानियाँ बहुत अच्छी लगती हैं।

**पुस्तकालय-अध्यक्ष:** तो यह ‘जंगल की सैर’ पढ़ो। इसे एक सप्ताह में लौटा देना।

**इशान:** ज़रूर! मैं किताब को सँभालकर रखूँगा। धन्यवाद, दीदी।

**पुस्तकालय-अध्यक्ष:** पढ़कर बताना कि कहानी कैसी लगी।

💡 **याद रखो:** भाव दिखाने के लिए विराम चिह्नों का प्रयोग करो — प्रश्न के लिए (?), खुशी या हैरानी के लिए (!)।

नाम: _____ दिनांक: _____

# संवाद लिखो: छुट्टियों की योजना

संकेतों की सहायता से संवाद लिखो।

तुम्हारे और तुम्हारे मित्र के बीच गर्मी की छुट्टियों की योजना पर 8–10 संवाद लिखो। हर संवाद से पहले बोलने वाले का नाम लिखकर (:) लगाना न भूलो।

**इन बातों पर सोचो:**

- अभिवादन से शुरू करो — 'नमस्ते समीर! कैसे हो?'
- छुट्टियाँ कब से शुरू हो रही हैं?
- छुट्टियों में कहाँ जाने का मन है?
- कौन-सा नया काम सीखना चाहते हो — तैराकी, चित्रकला या कुछ और?
- दोनों मिलकर कौन-सा काम करोगे?
- धन्यवाद या विदा के साथ संवाद पूरा करो।

छुट्टियाँ योजना गाँव तैराकी पुस्तकें घूमना मज़ा ज़रूर फिर मिलेंगे

नाम: _____ दिनांक: _____

# संवाद पूरा करो

हर संवाद को पढ़ो। दूसरे व्यक्ति का सही उत्तर चुनकर उस पर गोला लगाओ।

1. **दुकानदार:** बताइए, आपको क्या चाहिए? **ग्राहक:**
( मुझे एक किलो आलू चाहिए / मैं रोज़ स्कूल जाता हूँ )।

2. **डॉक्टर:** क्या तकलीफ़ है, बेटा? **रोगी:**
( मेरे गले में दर्द है / मुझे आम पसंद है )।

3. **माँ:** तुमने गृहकार्य पूरा किया? **बेटी:**
( हाँ माँ, कर लिया / आज बारिश होगी )।

4. **अध्यापिका:** तुम कल क्यों नहीं आए? **छात्र:**
( मुझे बुखार था / मेरी पेंसिल नीली है )।

5. **यात्री:** दिल्ली की रेलगाड़ी कब आएगी? **कर्मचारी:**
( दस मिनट में आएगी / मैंने खाना खा लिया )।

6. **दादी:** बेटा, एक गिलास पानी ला दोगे? **पोता:**
( हाँ दादी, अभी लाया / कल छुट्टी है )।

7. **मित्र:** जन्मदिन की बधाई हो, ज़ोया! **ज़ोया:**
( बहुत-बहुत धन्यवाद / मुझे भूख लगी है )।

8. **सिपाही:** तुम्हारा घर कहाँ है? **बच्चा:**
( मेरा घर शिवाजी नगर में है / मुझे खिलौने पसंद हैं )।

Month 7

# Week 26

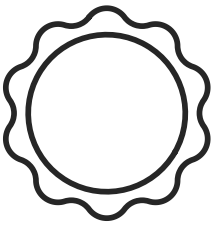
| | |
|---|---|
| **Reading** | Information text (renewable energy) — fact and opinion |
| **Grammar & Writing** | Prefixes and suffixes |
| **Maths** | Geometry: points, lines, line segments, rays; parallel and perpendicular lines |
| **EVS** | Minerals and industries |
| **Hindi** | चित्र वर्णन |

Name: _____ Date: _____

# Power That Never Runs Out

Read the text. Most sentences are facts, but the writer has also added some opinions. Look out for them!

Information text



Every time you switch on a fan or a light, you use electricity. Much of India's electricity is still made by burning coal. But coal will not last for ever, and burning it fills the air with smoke and harmful gases. That is why more and more people are turning to **renewable energy**: energy from sources that nature keeps refilling, such as sunlight, wind and flowing water.

**Energy from the sun** Solar panels change sunlight directly into electricity. Most parts of India get plenty of sunshine for much of the year. The Bhadla Solar Park in Rajasthan has millions of solar panels spread across the desert. In 2015, the airport in Kochi, Kerala, became the first airport in the world to run fully on solar power. I think every school roof in India should have solar panels!

**Energy from the wind** Wind turbines are giant windmills with long blades. When the wind blows, the blades spin and turn a machine called a generator, which makes electricity. Tamil Nadu and Gujarat have thousands of wind turbines along their windy coasts and hills. Wind turbines are the most beautiful machines ever built.

**Energy from water** Water rushing down from a dam can spin turbines too. This is called hydroelectric power. The Bhakra Dam on the river Sutlej produces electricity for several states.

**Energy from waste** In many villages, cow dung and kitchen waste are put into a closed tank called a biogas plant. As the waste rots, it gives off a gas that families can use for cooking. What is left over makes excellent manure for the fields. Biogas is a brilliant idea.

**Are there any problems?** The sun does not shine at night, and the wind does not always blow. Scientists are working on better ways to store energy in large batteries. Solar panels and turbines also cost a lot to set up, though they are cheap to run once they are working.

Using renewable energy keeps our air cleaner and is better for our planet. In my opinion, it is the most important change our country can make. You can help too: switch off lights and fans when you leave a room!

**Word help: solar panel** – a flat panel that turns sunlight into electricity • **turbine** – a machine with blades that spin to make power • **hydroelectric** – to do with electricity made from moving water • **biogas** – gas made from rotting waste, used as a fuel • **manure** – animal waste or rotted plants added to soil to help crops grow

Name: _____ Date: _____

# Power That Never Runs Out: Questions

Answer the questions about the text.

**1.** Which of these is a FACT?

- ☐ (a) Wind turbines are the most beautiful machines ever built.
- ☐ (b) Biogas is a brilliant idea.
- ☐ (c) Solar panels change sunlight into electricity.

**2.** Which of these is an OPINION?

- ☐ (a) I think every school roof in India should have solar panels!
- ☐ (b) In 2015, the airport in Kochi began to run fully on solar power.
- ☐ (c) Coal will not last for ever.

**3.** An opinion can be proved true or false by checking.

☐ True ☐ False

**4.** What is renewable energy?

**5.** How does a biogas plant help a village family in two ways?

**6.** Write two words or phrases from the text that show the writer is giving an opinion.

**7.** Give one problem with solar and wind energy.

**8.** Write one fact and one opinion of your own about renewable energy.

**9.** Find a word in paragraph 1 that means 'causing damage'.

Name: _____ Date: _____

# Words to Know

Read each word and its meaning. Then write a sentence of your own using the word.

**renewable** — able to be replaced naturally, so it will not run out

*Example: Wind is a renewable source of energy.*

My sentence:

**harmful** — causing damage or injury

*Example: Too much sugar is harmful to your teeth.*

My sentence:

**directly** — straight, without anything in between

*Example: This bus goes directly to the railway station.*

My sentence:

**generator** — a machine that makes electricity

*Example: The hospital switched on its generator during the power cut.*

My sentence:

**rushing** — moving very fast

*Example: The river was rushing over the rocks after the storm.*

My sentence:

**rots** — goes bad and slowly breaks down

*Example: Fruit rots quickly if it is left in the sun.*

My sentence:

**store** — to keep something to use later

*Example: Squirrels store nuts to eat later.*

My sentence:

Name: _____ Date: _____

# Spelling: Endings -able and -ible

Look, say, cover, write and check each word.

**Spelling focus:** -able is often added to a whole word (wash → washable). -ible usually follows a part that is not a word on its own (possible).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **renewable** | | | |
| **reusable** | | | |
| **recyclable** | | | |
| **washable** | | | |
| **comfortable** | | | |
| **valuable** | | | |
| **available** | | | |
| **suitable** | | | |
| **possible** | | | |
| **impossible** | | | |
| **visible** | | | |
| **sensible** | | | |
| **flexible** | | | |
| **terrible** | | | |
| **horrible** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Prefixes and Suffixes

Read and learn. Then try the questions at the bottom.

A **prefix** is a group of letters added at the **beginning** of a word to make a new word: **un** + happy = **unhappy**. A **suffix** is a group of letters added at the **end** of a word: help + **ful** = help**ful**. The word we start with is called the **base word** (or root word).

- **mis-** means 'wrongly': misspell, misplace, misunderstand. **-er** and **-or** mean 'a person who': teacher, painter, actor.
- Spelling may change when you add a suffix: happy → happ**i**ness, beauty → beaut**i**ful, plenty → plent**i**ful.

| Prefix / Suffix | Meaning | Examples |
|---|---|---|
| un- | not | unkind, unfair, untidy |
| dis- | not, the opposite of | dislike, disagree, disobey |
| re- | again | rewrite, reopen, refill |
| pre- | before | preview, preheat, prepay |
| im- / in- | not | impossible, impolite, incorrect |
| -ful | full of | careful, joyful, helpful |
| -less | without | careless, fearless, useless |
| -ness | the state of being | kindness, darkness, sadness |



**Remember:** Prefixes change the **meaning** of a word (kind → unkind). Many suffixes change the **job** of a word (kind → kindness, a noun; kind → kindly, an adverb).

**Try it!**

1. Add a prefix to make the opposite: agree

   _____

2. Add a suffix to 'fear' to mean 'without fear'.

   _____

3. What does 'reheat' mean?

   _____

Name: _____ Date: _____

# Make New Words

Add the prefix or suffix to each base word. Write the new word and its meaning. The first one is done for you.

| Base word | Prefix / suffix | New word | Meaning |
|---|---|---|---|
| kind | un- | unkind | not kind |
| obey | dis- | | |
| build | re- | | |
| understand | mis- | | |
| polite | im- | | |
| hope | -ful | | |
| hope | -less | | |
| dark | -ness | | |
| paint | -er | | |
| beauty | -ful | | |

Name: _____ Date: _____

# Prefix or Suffix?

Does each word have a prefix or a suffix? Write it in the correct column and underline the prefix or suffix.

disappear preheat misplace impossible slowly untidy helpful

colourful unhappy careless singer joyful goodness replay

| Has a prefix | Has a suffix |
| --- | --- |
| | |

Name: _____ Date: _____

# A Helpful Neighbour

Write neatly. Remember capital letters and full stops.

Write 8–10 sentences about a kind or helpful person in your neighbourhood. Use at least six words with prefixes or suffixes, such as helpful, kindness, careful, unhappy, fearless and rebuild. Underline the prefixes and suffixes.

**Think about:**

- Who is the person? What do they do?
- How did they help you or others?
- Which words describe them? (cheerful, careful, fearless)
- How did you feel? (thankful, joyful)

helpful kindness careful cheerful thankful fearless unhappy unkind rebuild dislike goodness

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Good friends help each other.

Good friends help each other.

Good friends help each other.

Name: _____ Date: _____

# Lines, Rays and Line Segments

Write line, ray or line segment.

**Line segment:** two end points. **Ray:** one end point, goes on in one direction. **Line:** no end points, goes on in both directions.

1. 

_____

2. 

_____

3. 

_____

4. 

_____

5. 

_____

6. 

_____

7. 

_____

8. 

_____

9. 

_____

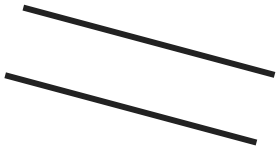
Name: _____ Date: _____

# Parallel and Perpendicular Lines

Write parallel, intersecting or perpendicular.

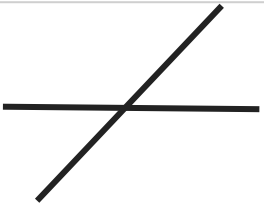
**Parallel lines** never meet (railway tracks). **Intersecting lines** cross each other. **Perpendicular lines** meet at a right angle (90°).

**1.**



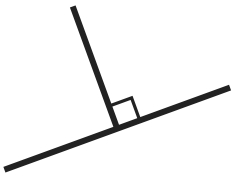
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**2.**



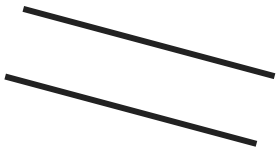
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**3.**



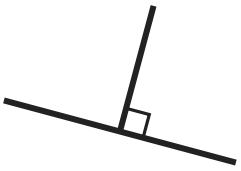
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**4.**



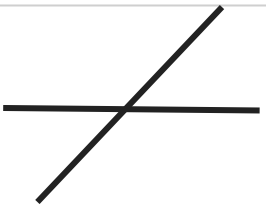
_____

**5.**



_____

**6.**



_____

Find two examples of parallel lines in your home:

_____

Name: _____ Date: _____

# Kinds of Lines

Name each line: horizontal, vertical, slanting or curved.

horizontal vertical slanting curved

**1.**



_____

**2.**



_____

**3.**



_____

**4.**



_____

**5.**



_____

**6.**



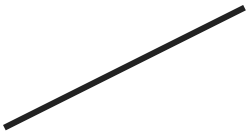
_____

**7.**



_____

**8.**



_____

**9.**



_____

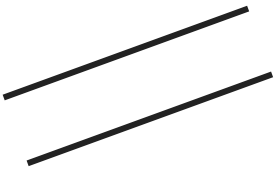
Name: _____ Date: _____

# Parallel and Perpendicular Lines

Write parallel, intersecting or perpendicular.

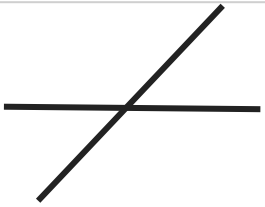
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**1.**



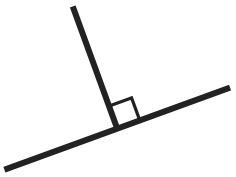
_____

**2.**



_____

**3.**



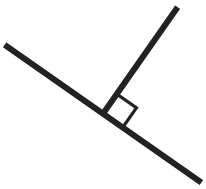
_____

**4.**



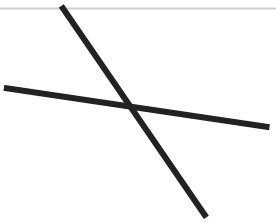
_____

**5.**



_____

**6.**



_____

Find two examples of parallel lines in your home:

_____

Name: _____ Date: _____

# Lines, Rays and Line Segments

Write line, ray or line segment.

**Line segment:** two end points. **Ray:** one end point, goes on in one direction. **Line:** no end points, goes on in both directions.

1. 

_____

2. 

_____

3. 

_____

4. 

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5. 

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6. 

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8. 

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9. 

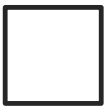
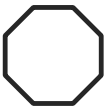
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Name: _____ Date: _____

# Polygons

Name each polygon and count its sides and vertices.

A **polygon** is a closed shape made of straight sides. Regular polygons have all sides and angles equal.

| Polygon | Name | Sides | Vertices |
|---|---|---|---|
| 1.  | | | |
| 2.  | | | |
| 3.  | | | |
| 4.  | | | |
| 5.  | | | |
| 6.  | | | |

Name: _____ Date: _____

# Minerals and Industries

Read about India's minerals and industries.

## What Are Minerals?



**Minerals** are natural substances found in rocks under the ground. They are dug out by **mining**. The Chota Nagpur Plateau is called India's storehouse of minerals.

## Metallic Minerals

These give us metals. **Iron ore** gives iron for making steel. **Bauxite** gives aluminium. Copper, manganese and gold are also metallic minerals.

## Non-metallic Minerals

These do not contain metals. **Mica** is used in electrical goods, **limestone** in cement and **gypsum** in plaster. Salt is a mineral too.

## Fuel Minerals

**Coal**, **petroleum** and **natural gas** are burnt to give energy. Coal comes from Jharkhand and Odisha. Oil is found in Assam, Gujarat and under the sea near Mumbai.

## What Is an Industry?



An **industry** makes useful goods from raw materials. For example, a sugar mill turns sugarcane into sugar. Industries give people jobs.

## Kinds of Industries

**Agro-based** industries use farm crops (cloth, sugar). **Mineral-based** ones use minerals (steel, cement). **Forest-based** ones use wood (paper, furniture).

## Big and Small

Steel plants at **Jamshedpur**, **Bhilai** and **Rourkela** are large-scale industries. Pottery, handloom weaving and toy-making at home are **cottage industries**.

## Use Minerals Wisely

Minerals take millions of years to form and will run out one day. We must use them carefully and **recycle** metals like iron and aluminium.

Name: _____ Date: _____

# Sort the Minerals

Write each mineral in the correct column.

petroleum mica bauxite limestone gold salt iron ore
manganese copper gypsum natural gas coal

| Metallic | Non-metallic | Fuel |
| --- | --- | --- |
| | | |

Name: _____ Date: _____

# From Raw Material to Product

Draw a line to match each raw material to the product made from it.

| | |
|---|---|
| cotton ● | ● sugar |
| sugarcane ● | ● aluminium |
| iron ore ● | ● pots and bricks |
| bauxite ● | ● paper |
| limestone ● | ● steel |
| wood pulp ● | ● cement |
| jute ● | ● cloth |
| clay ● | ● sacks and ropes |

Name: _____ Date: _____

# Mineral Hunt at Home

Hunt for things made from minerals. Fill in the table and answer the questions.

Minerals are hiding all over your home! Find things made from minerals and write which mineral each one comes from.

**You need:**

- ☐ this sheet
- ☐ a pencil
- ☐ an adult to help you

**What to do:**

1. Look around the kitchen: find steel vessels, aluminium pans or foil, and salt.
2. Look at the walls and floor: cement, bricks and tiles are made from minerals.
3. Ask an adult to show you copper in an old, unplugged electric wire.
4. Look at windows and mirrors: glass is made from sand.
5. Write each thing and its mineral in the table.

⚠️ **Safety:** Never touch electric wires, plugs or sockets that are switched on.

| Thing I found | Made from (mineral) |
|---|---|
| | |
| | |
| | |
| | |

1. Which mineral did you find in the most things?

_____

2. Why should we recycle old steel and aluminium things?

_____

3. Name a cottage industry in your area.

_____

नाम: _____ दिनांक: _____

# चित्र वर्णन

चित्रों के साथ लिखा नमूना वर्णन पढ़ो और चित्र वर्णन का तरीका समझो।

किसी चित्र को ध्यान से देखकर उसके बारे में अपने शब्दों में लिखना **चित्र वर्णन** कहलाता है। चित्र में क्या-क्या है, लोग क्या कर रहे हैं और वहाँ का वातावरण कैसा है — यह सब क्रम से लिखा जाता है। नीचे पार्क के एक दृश्य का नमूना देखो।

- **देखो:** चित्र को ध्यान से देखो — कौन-सी जगह है, कौन-सा समय है?
- **सोचो:** कौन-कौन है? वे क्या कर रहे हैं? चारों ओर क्या-क्या दिख रहा है?
- **लिखो:** पहले जगह बताओ, फिर लोगों और चीज़ों का वर्णन करो, अंत में अपनी भावना लिखो।

## उदाहरण



यह एक सुंदर पार्क का चित्र है। सुबह का समय है और सूरज निकल रहा है।



कुछ बच्चे झूले पर झूल रहे हैं और खिलखिलाकर हँस रहे हैं।



दो बच्चे बारी-बारी से फिसलपट्टी पर फिसल रहे हैं।



क्यारियों में रंग-बिरंगे फूल खिले हैं और तितलियाँ उड़ रही हैं।



पार्क का दृश्य बहुत मनमोहक है। इसे देखकर मन खुश हो जाता है।



**याद रखो:** चित्र वर्णन प्रायः वर्तमान काल में लिखा जाता है — 'बच्चे खेल **रहे हैं**'। रंग, आकार और आवाज़ बताने वाले शब्द वर्णन को जीवंत बना देते हैं।

नाम: _____ दिनांक: _____

# चित्र वर्णन: मेला

पहले बॉक्स में चित्र बनाओ या चिपकाओ, फिर उसका वर्णन लिखो।

किसी मेले का चित्र बनाओ या किसी पुरानी पत्रिका से काटकर बॉक्स में चिपकाओ। फिर उस चित्र का 8–10 वाक्यों में वर्णन करो।

**इन बातों पर सोचो:**

- यह कौन-सी जगह है? कौन-सा समय लग रहा है?
- मेले में कौन-कौन से झूले और दुकानें हैं?
- लोग क्या-क्या कर रहे हैं?
- वहाँ कौन-सी आवाज़ें सुनाई दे रही होंगी?
- चित्र देखकर तुम्हें कैसा लग रहा है?

भीड़ झूला गुब्बारे खिलौने चाट जलेबी रंग-बिरंगे शोर चहल-पहल खुशी

यहाँ चित्र बनाओ

नाम: _____ दिनांक: _____

# चित्र देखो, वाक्य पूरा करो

हर वाक्य के पास बना चित्र देखो। बॉक्स में से सही शब्द चुनकर वाक्य पूरा करो।

तोता नाव पतंगें छाता चाँद दीये ट्रैक्टर क्रिकेट बत्तखें



**1.** आसमान में रंग-बिरंगी _____ उड़ रही हैं।



**2.** किसान खेत में _____ चला रहा है।



**3.** बारिश से बचने के लिए दीदी ने _____ खोल लिया।



**4.** तालाब में सफ़ेद _____ तैर रही हैं।



**5.** नदी में एक छोटी _____ चल रही है।



**6.** पेड़ की डाल पर एक हरा _____ बैठा है।



**7.** दीवाली की रात घर में _____ जगमगा रहे हैं।



**8.** रात में आसमान में गोल _____ चमक रहा है।



**9.** बच्चे मैदान में _____ खेल रहे हैं।

Month 7

# Week 27

| | |
|---|---|
| **Reading** | Poem — alliteration and sound |
| **Grammar & Writing** | Idioms |
| **Maths** | Angles: right, acute, obtuse, straight |
| **EVS** | Transport and communication |
| **Hindi** | अपठित गद्यांश – 2 |

Name: _____ Date: _____

# The Kitchen Concert

Read the poem aloud. Alliteration is when words close together begin with the same sound, like 'Papa pops peas'.

The pressure cooker shrieks, 'WHEE-WHEE!'
Mum counts the whistles: one, two, three.
The mustard seeds go pop, pop, pop,
They jig and jump and will not stop.

Hot oil goes hiss and spit and spatter,
The steel spoons clink, the plates all clatter.
Papa pops peas from pods: pip, pip!
They roll away. Oops! Catch! They slip!

Gran rolls round rotis, row on row,
Her bangles jingle as they go.
The tap goes drip-drop, drip-drop-drip,
The kettle bubbles, blip, blip, blip.

At last the clatter fades away;
We sit down on the floor. Hooray!
Now all you'll hear, from Gran to me,
Is munch and crunch and slurp with glee.

*— New Era*



**Word help: concert** – a performance of music for an audience • **mustard seeds** – tiny round seeds that pop when they are fried in hot oil • **pods** – the long green cases that peas grow in • **onomatopoeia** – words that sound like the noise they describe, such as pop and hiss

Name: _____ Date: _____

# The Kitchen Concert: Questions

Answer the questions about the poem.

**1.** Which line has alliteration?

- ☐ (a) Gran rolls round rotis, row on row,
- ☐ (b) We sit down on the floor. Hooray!
- ☐ (c) Mum counts the whistles: one, two, three.

**2.** Write two sound words (onomatopoeia) from stanza 1.

_____

_____

**3.** In 'steel spoons', which sound is repeated at the start of both words?

_____

**4.** The pressure cooker whistles four times.

☐ True ☐ False

**5.** What does Papa do, and what happens to the peas?

_____

_____

**6.** Why does the poet call the kitchen noises a 'concert'?

- ☐ (a) A band is playing in the kitchen.
- ☐ (b) All the sounds together are like music.
- ☐ (c) Gran is singing a song.

**7.** Write a line of your own with alliteration about your kitchen or garden.

_____

_____

_____

**8.** How do the sounds change in the last stanza?

_____

**9.** Find a word in stanza 2 that means 'make a loud, rattling noise'.

_____

Name: _____ Date: _____

# Sound Words

Read each word and its meaning. Then write a sentence of your own using the word.

**shrieks** — makes a loud, high cry or sound

*Example: The baby shrieks with joy when she sees the puppy.*

My sentence:

_____

**jig** — to jump or dance about in a lively way

*Example: The children jig about when the music starts.*

My sentence:

_____

**spatter** — to splash something in small drops

*Example: Rain began to spatter on the window.*

My sentence:

_____

**clatter** — a loud, rattling noise of hard things knocking together

*Example: The steel plates fell with a clatter.*

My sentence:

_____

**jingle** — to make a light ringing sound, like small bells or coins

*Example: The coins jingle in my pocket when I run.*

My sentence:

_____

**munch** — to chew food noisily

*Example: The rabbit likes to munch fresh carrots.*

My sentence:

_____

**glee** — great delight and happiness

*Example: Aman laughed with glee when he won the game.*

My sentence:

_____

Name: _____ Date: _____

# Spelling: Three-Letter Blends

Look, say, cover, write and check each word.

**Spelling focus:** These words begin with three-letter blends: spl (splash), spr (spring), str (string), scr (scratch) and squ (squeak).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **splash** | | | |
| **splendid** | | | |
| **split** | | | |
| **spray** | | | |
| **spring** | | | |
| **sprinkle** | | | |
| **string** | | | |
| **strong** | | | |
| **stripe** | | | |
| **scratch** | | | |
| **screech** | | | |
| **scramble** | | | |
| **squeak** | | | |
| **squeeze** | | | |
| **squirrel** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Idioms

Read and learn. Then try the questions at the bottom.

An **idiom** is a group of words whose meaning is different from the meanings of the single words. If someone says, 'The test was **a piece of cake**', they do not mean a real cake. They mean that the test was very **easy**! Idioms make our language colourful, but we must learn what they mean.

- We cannot change the words of an idiom. We say 'a piece of cake', not 'a slice of cake'.
- Idioms are used mostly in friendly talk and stories, not in formal letters.

| Idiom | Meaning | Example |
|---|---|---|
| a piece of cake | very easy | The test was a piece of cake. |
| over the moon | very happy | Riya was over the moon with her gift. |
| once in a blue moon | very rarely | We eat pizza once in a blue moon. |
| lend a hand | help | Please lend a hand with the boxes. |
| break the ice | start a friendly talk | A game helped us break the ice. |
| under the weather | unwell | I am feeling under the weather. |
| hit the books | study hard | Exams are near; time to hit the books. |
| the apple of one's eye | a dearly loved person | Tara is the apple of Nani's eye. |



**Remember:** When you meet a new idiom, think about the situation in the sentence. The situation often helps you guess the meaning.

**Try it!**

1. What does 'over the moon' mean?

_____

2. Complete the idiom: Can you lend me a _____ with this bag?

_____

3. What does 'once in a blue moon' mean?

_____

Name: _____ Date: _____

# Match the Idioms

Draw a line to match each idiom to its meaning.

| | |
|---|---|
| to let the cat out of the bag | to worry about what cannot be changed |
| to be all ears | to stop working for the day |
| to see eye to eye | to watch carefully |
| to keep an eye on | to agree |
| to call it a day | to change and behave better |
| to cry over spilt milk | to be in trouble |
| to be in hot water | to tell a secret by mistake |
| to turn over a new leaf | to listen carefully |

Name: _____ Date: _____

# Use the Right Idiom

Circle the idiom that best completes each sentence.

**1.** The maths sum was so easy. It was
( a piece of cake / in hot water ).

**2.** Simran was ( over the moon / under the weather ) when she won the prize.

**3.** My uncle lives far away, so we see him only
( once in a blue moon / all ears ).

**4.** Aman stayed at home because he was feeling
( under the weather / over the moon ).

**5.** Rahul broke the vase, so now he is
( in hot water / a piece of cake ).

**6.** The new girl was shy, so we played a game to
( break the ice / call it a day ).

**7.** We have worked for six hours. Let's
( call it a day / break the ice ).

**8.** Please ( lend a hand / hit the books ) with the heavy shopping bags.

**9.** Exams start on Monday, so it's time to
( hit the books / let the cat out of the bag ).

Name: _____ Date: _____

# A Story with Idioms

Write neatly. Remember capital letters and full stops.

Write a short story (8–10 sentences) about a school fair, a cricket match or a family trip. Use at least three idioms from the box in the right places. Underline the idioms.

**Think about:**

- Who is in your story? Where are they?
- What goes wrong? (in hot water, under the weather)
- Who helps? (lend a hand)
- How does it end? (over the moon, call it a day)

a piece of cake  over the moon  lend a hand  break the ice  in hot water

under the weather  call it a day  all ears  once in a blue moon

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Say sorry when you are wrong.

Say sorry when you are wrong.

Say sorry when you are wrong.

Name: _____ Date: _____

# Types of Angles

Name each angle: acute, right, obtuse or straight.

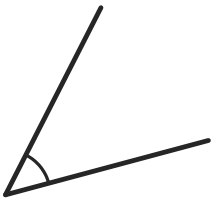
**Acute**: less than 90°. **Right**: exactly 90°. **Obtuse**: between 90° and 180°. **Straight**: 180°.

**1.**



_____

**2.**



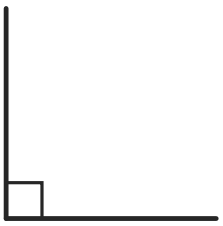
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**3.**



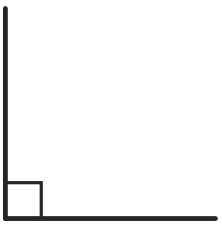
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**4.**



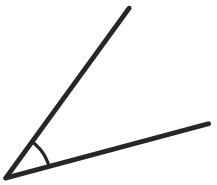
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**5.**



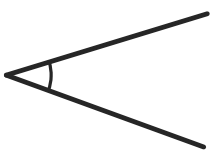
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**6.**



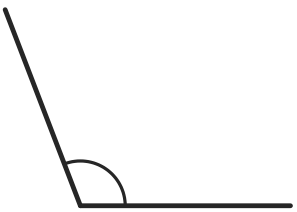
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**7.**



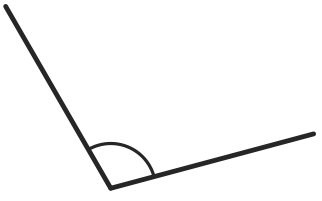
_____

**8.**



_____

**9.**



_____

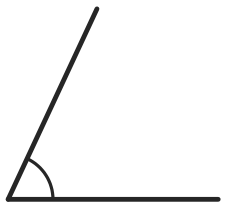
Name: _____ Date: _____

# Types of Angles

Name each angle: acute, right, obtuse or straight.

**Acute**: less than 90°. **Right**: exactly 90°. **Obtuse**: between 90° and 180°. **Straight**: 180°.

**1.**



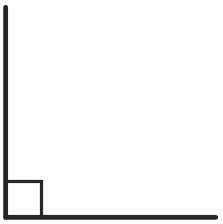
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**2.**



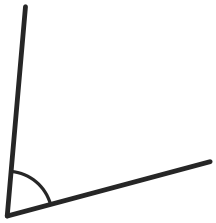
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**3.**



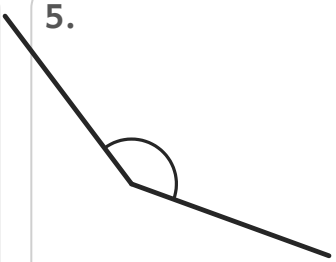
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**4.**



_____

**5.**



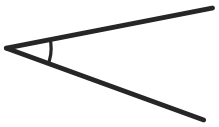
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**6.**



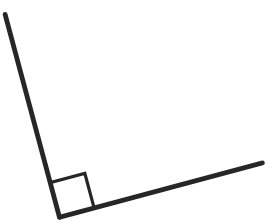
_____

**7.**



_____

**8.**



_____

**9.**



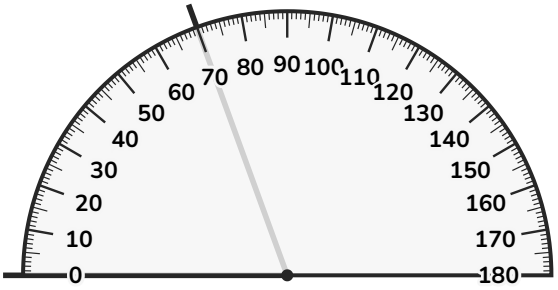
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Name: _____ Date: _____

# Measuring Angles

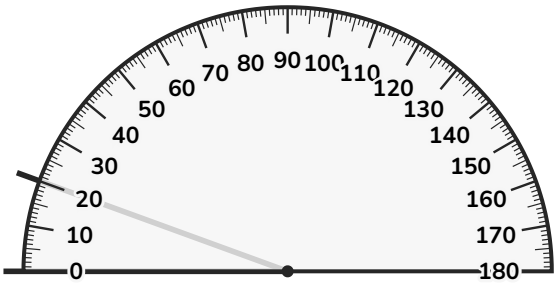
Read the protractor. Write the size of each angle.

**1.**



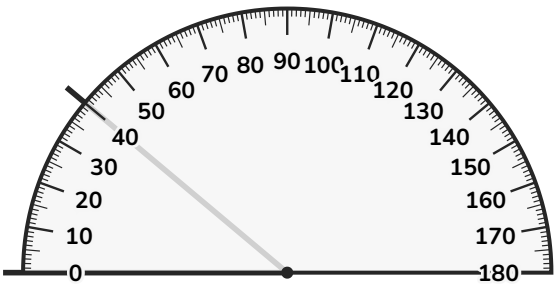

Angle = ☐°

**2.**



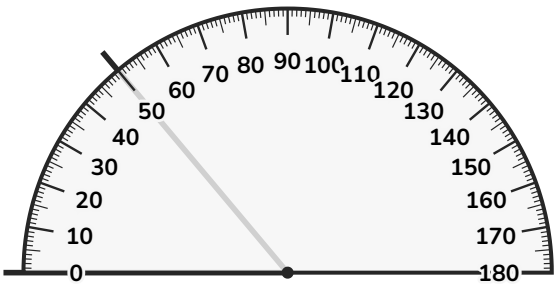

Angle = ☐°

**3.**




Angle = ☐°

**4.**




Angle = ☐°

Use your protractor to draw angles of 45°, 120° and 75° on a separate sheet. Label each angle.

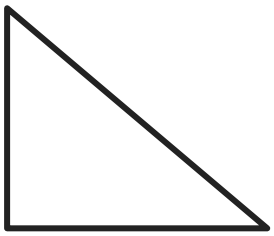
Name: _____ Date: _____

# Kinds of Triangles

Name each triangle.

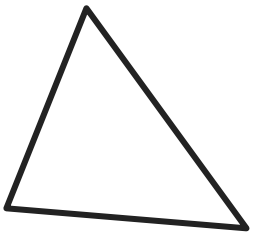
**By sides:** equilateral (3 equal), isosceles (2 equal), scalene (none equal).
**By angles:** acute-angled (all < 90°), right-angled (one 90°), obtuse-angled (one > 90°). The angles of a triangle add up to 180°.

**1.**



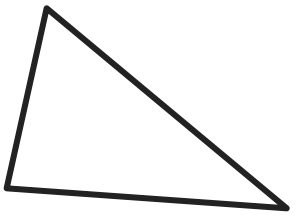
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**2.**



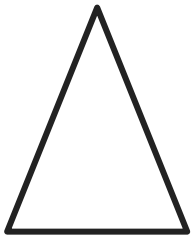
_____

**3.**



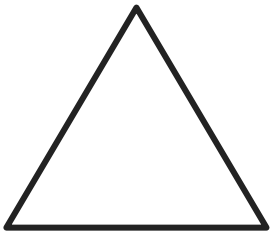
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**4.**



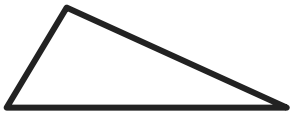
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**5.**



_____

**6.**



_____

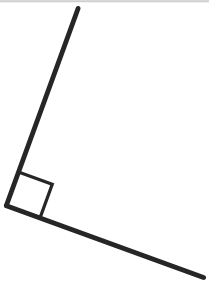
Name: _____ Date: _____

# Types of Angles

Name each angle: acute, right, obtuse or straight.

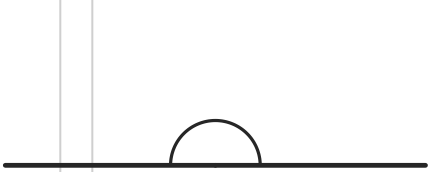
**Acute**: less than 90°. **Right**: exactly 90°. **Obtuse**: between 90° and 180°. **Straight**: 180°.

**1.**



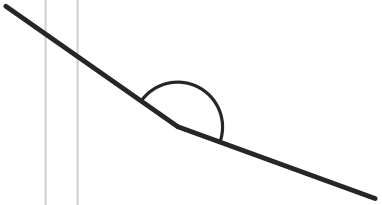
_____

**2.**



_____

**3.**



_____

**4.**



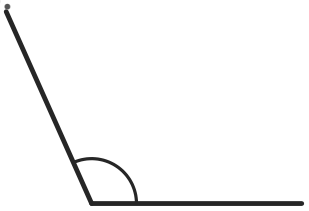
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**5.**



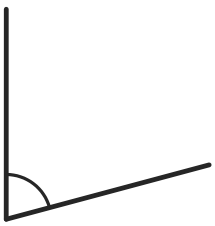
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**6.**



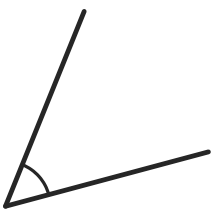
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**7.**



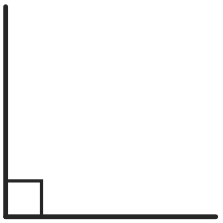
_____

**8.**



_____

**9.**



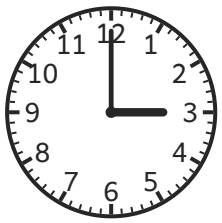
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Name: _____ Date: _____

# Angles on a Clock

Look at the angle between the hands. Circle the kind of angle.

The two hands of a clock make an angle. A right angle is 90°. An **acute** angle is less than 90°, an **obtuse** angle is between 90° and 180°, and a **straight** angle is 180°.

1. 

**3:00**

acute right obtuse straight

2. 

**7:00**

acute right obtuse straight

3. 

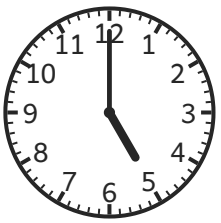
**11:00**

acute right obtuse straight

4. 

**1:00**

acute right obtuse straight

5. 

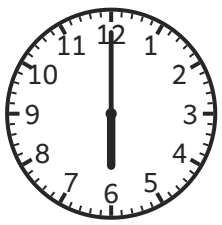
**5:00**

acute right obtuse straight

6. 

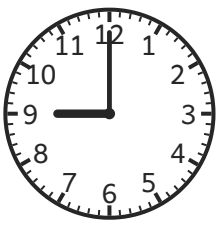
**4:00**

acute right obtuse straight

7. 

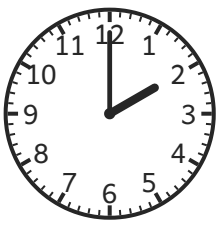
**6:00**

acute right obtuse straight

8. 

**9:00**

acute right obtuse straight

9. 

**2:00**

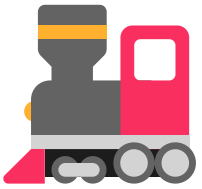
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Name: _____ Date: _____

# Transport and Communication

Read and learn how we travel and how we share messages.

**Transport** means carrying people and goods from one place to another. **Communication** means sending and receiving messages and information. Both bring people closer together.





- India's first passenger train ran from Mumbai to Thane on 16 April 1853.
- **Personal communication** is between a few people: letters, phone calls, emails and video calls.
- **Mass communication** reaches many people at once: newspapers, radio, television and the internet.
- Every post office area has a six-digit **PIN code**, which helps letters reach the right place.

| Transport by | Examples | Good for |
|---|---|---|
| Roads | bus, car, truck, auto rickshaw | reaching every town and village |
| Railways | train, metro | long trips and heavy goods |
| Waterways | ship, boat, ferry | heavy goods across the seas |
| Airways | aeroplane, helicopter | the fastest travel |

**Remember:** Aeroplanes are the fastest way to travel. Ships can carry the heaviest goods at the lowest cost.

Name: _____ Date: _____

# Land, Water or Air?

Cut out the pictures at the bottom. Paste each one in the box for land, water or air transport.

| Land | Water | Air |
| --- | --- | --- |
| | | |

✂ Cut out the pictures and paste them in the correct box.

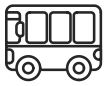

truck


ferry


bicycle


train


canoe


bus


ship


helicopter


boat


aeroplane

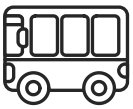

auto rickshaw

Name: _____ Date: _____

# Odd One Out

Circle the one that does not belong in each row. Be ready to explain why.

**1.**


bus


car


ship


train

**2.**


boat


ferry


lorry

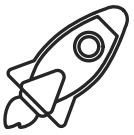

canoe

**3.**


aeroplane


bicycle


helicopter


rocket

**4.**


letter

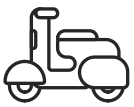

envelope


post box


tractor

**5.**


newspaper


scooter

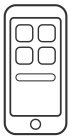

radio


television

**6.**

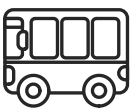

umbrella


telephone


mobile phone


computer

**7.**


bus


car


motorcycle


bicycle

Name: _____ Date: _____

# Make a String Telephone

Make a telephone with a friend. Test it and answer the questions.

Sound can travel along a string! Make your own telephone and talk to a friend.

**You need:**

- ☐ 2 paper cups
- ☐ a long piece of string (about 5 metres)
- ☐ a sharp pencil
- ☐ 2 paper clips

**What to do:**

1. Ask an adult to make a small hole in the bottom of each cup with the pencil.
2. Push one end of the string through the hole in one cup. Tie it to a paper clip inside so it cannot slip out.
3. Do the same with the other cup at the other end of the string.
4. Walk apart with your friend until the string is tight.
5. Speak into your cup while your friend holds the other cup to their ear.
6. Now let the string go loose and try again.

**1.** Could your friend hear you better when the string was tight or loose?

_____

**2.** What carried the sound from one cup to the other?

_____

**3.** Is this personal or mass communication? Why?

_____

**4.** Name two ways your family sends messages to relatives far away.

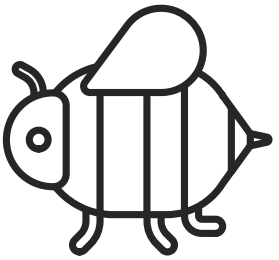
_____

नाम: _____ दिनांक: _____

# अपठित गद्यांश – 2

गद्यांश को ध्यान से पढ़ो और नीचे दिए प्रश्नों के उत्तर दो।

## अपठित गद्यांश



मधुमक्खियाँ छोटी होती हैं, पर बहुत मेहनती होती हैं। वे मिल-जुलकर एक बड़े परिवार की तरह छत्ते में रहती हैं। एक छत्ते में हज़ारों मधुमक्खियाँ हो सकती हैं। छत्ते के छोटे-छोटे खाने छह कोनों वाले होते हैं। ये खाने मधुमक्खियाँ मोम से बनाती हैं।

हर छत्ते में एक **रानी मक्खी** होती है। वह अंडे देती है। बाकी ज़्यादातर मधुमक्खियाँ **श्रमिक मक्खियाँ** होती हैं, जो दिनभर काम करती हैं। कुछ फूलों से मीठा रस और पराग लाती हैं, कुछ छत्ते की सफ़ाई करती हैं और कुछ पहरा देती हैं।

फूलों का रस छत्ते में धीरे-धीरे गाढ़े, मीठे **शहद** में बदल जाता है। जब किसी मधुमक्खी को ढेर सारे फूल मिल जाते हैं, तो वह छत्ते में लौटकर एक खास तरह का नाच करती है। इस नाच से दूसरी मधुमक्खियाँ समझ जाती हैं कि फूल किस दिशा में हैं।

मधुमक्खियाँ केवल शहद ही नहीं देतीं। जब वे एक फूल से दूसरे फूल पर जाती हैं, तो उनके शरीर पर लगा पराग भी साथ चला जाता है। इससे पौधों में फल और बीज बनने में मदद मिलती है। इसीलिए किसान मधुमक्खियों को अपना मित्र मानते हैं।

मधुमक्खी तभी डंक मारती है जब उसे खतरा लगता है, इसलिए छत्ते को कभी नहीं छेड़ना चाहिए। आजकल कीटनाशक दवाओं और पेड़ों की कटाई से मधुमक्खियाँ कम हो रही हैं। हमें अधिक से अधिक फूलों वाले पौधे लगाकर इन नन्ही मित्रों की रक्षा करनी चाहिए।

**शब्दार्थ: छत्ता** – मधुमक्खियों का घर • **पराग** – फूल के भीतर पाया जाने वाला पीला, बारीक चूर्ण • **श्रमिक** – मेहनत करने वाला • **पहरा** – रखवाली, निगरानी • **डंक** – मधुमक्खी के शरीर के पिछले भाग का नुकीला काँटा • **कीटनाशक** – कीड़ों को मारने वाली दवा

नाम: _____ दिनांक: _____

# अपठित गद्यांश – 2: प्रश्न

पाठ के आधार पर प्रश्नों के उत्तर दो।

**1.** छत्ते में अंडे कौन देती है?

☐ (क) श्रमिक मक्खी ☐ (ख) रानी मक्खी ☐ (ग) हर मधुमक्खी

**2.** छत्ते के खाने चार कोनों वाले होते हैं।

☐ सही ☐ गलत

**3.** श्रमिक मक्खियाँ कौन-कौन से काम करती हैं?

_____

_____

**4.** मधुमक्खी दूसरी मधुमक्खियों को फूलों की दिशा कैसे बताती है?

☐ (क) गाना गाकर ☐ (ख) एक खास तरह का नाच करके

☐ (ग) डंक मारकर

**5.** किसान मधुमक्खियों को अपना मित्र क्यों मानते हैं?

_____

_____

**6.** मधुमक्खी तभी डंक मारती है जब उसे खतरा लगता है।

☐ सही ☐ गलत

**7.** गद्यांश में से 'रखवाली' का समानार्थी शब्द ढूँढ़कर लिखो।

_____

**8.** इस गद्यांश के लिए एक उचित शीर्षक लिखो।

_____

_____

**9.** मधुमक्खियों की रक्षा के लिए हम क्या-क्या कर सकते हैं?

_____

_____

_____

_____

नाम: _____ दिनांक: _____

# गद्यांश के शब्द छाँटो

ये शब्द गद्यांश से लिए गए हैं। हर शब्द को उसके शब्द-भेद वाले खाने में लिखो।

वे छत्ता किसान शहद मेहनती पराग हज़ारों बनाती लाती नन्ही
हमें मीठा वह मारती

| संज्ञा | सर्वनाम | विशेषण | क्रिया |
| --- | --- | --- | --- |
| | | | |

Month 7

# Week 28

| | |
|---|---|
| **Reading** | Biography (Major Dhyan Chand) — first-hand and second-hand accounts |
| **Grammar & Writing** | Similes |
| **Maths** | Circles: centre, radius and diameter |
| **EVS** | Local self-government: panchayat and municipality |
| **Hindi** | लोकोक्तियाँ (सरल) |

Name: _____ Date: _____

# The Wizard of Hockey

Read Part A and Part B. Think about who wrote each part and whether the writer was there.

Biography and diary

## Part A: The life of Dhyan Chand



Dhyan Chand was born on 29 August 1905 in Allahabad, now called Prayagraj, in Uttar Pradesh. At the age of sixteen, he joined the Indian Army. It was there that he began to play hockey seriously.

Dhyan Chand practised for hours after his army duties were over. People say he often practised at night by the light of the moon, so his friends began to call him 'Chand', which means moon. His real name was Dhyan Singh.

He soon became famous for his amazing ball control. The ball seemed to stick to his stick as he dribbled past defenders. In 1928, he played for India at the Olympic Games in Amsterdam and scored 14 goals, more than any other player. India won the gold medal. India won gold again at the 1932 Olympics in Los Angeles and at the 1936 Olympics in Berlin, where Dhyan Chand was the captain. In the 1936 final, India beat Germany 8–1.

Many stories are told about him. One says that officials in the Netherlands once broke his hockey stick to check whether there was a magnet inside! Nobody knows if this story is really true, but it shows how amazed people were by his skill.

Dhyan Chand retired from the army as a Major in 1956, the same year he received the Padma Bhushan. He died on 3 December 1979. Today, his birthday, 29 August, is celebrated as National Sports Day in India, and India's highest sports award is named after him.

## Part B: From Kavya's diary, 29 August

Today was National Sports Day. At assembly, our sports teacher, Mr Fernandes, told us about Major Dhyan Chand. Then we played a hockey match on the school ground. I was so nervous that I missed the ball twice! But in the second half, I dribbled past two defenders and passed to Rahul, who scored. Our whole team jumped and cheered. My knees were muddy and my arms ached, but I felt like a wizard too. Now I want to practise every evening, maybe even by moonlight!

**Word help: Olympic Games** – a huge sports event held every four years, with players from all over the world • **defenders** – players who try to stop the other team from scoring • **Netherlands** – a country in Europe • **Major** – the rank, or title, of an officer in the army • **Padma Bhushan** – one of India's highest awards for its citizens

Name: _____ Date: _____

# The Wizard of Hockey: Questions

Answer the questions about the text.

**1.** Which part of the text is a first-hand account?

- ☐ (a) Part A, the life of Dhyan Chand
- ☐ (b) Part B, Kavya's diary
- ☐ (c) Both parts

**2.** What is a second-hand account?

**3.** Part A uses the words 'I' and 'we' to tell the story.

☐ True ☐ False

**4.** How do you know that Part B is a first-hand account?

**5.** Why was Dhyan Chand called 'Chand'?

- ☐ (a) He liked looking at the moon.
- ☐ (b) It was his father's name.
- ☐ (c) He often practised at night by moonlight.

**6.** Write two facts about Dhyan Chand's Olympic successes.

**7.** The story about the magnet may not be true. Why do you think the writer included it in Part A?

**8.** Find a word in Part B that means 'moved the ball forward with small, quick touches'.

**9.** What can a first-hand account tell us that a second-hand account usually cannot?

Name: _____ Date: _____

# Word Power

Read each word and its meaning. Then write a sentence of your own using the word.

**seriously** — with real care and effort, not just for fun

*Example: Sneha began to learn the tabla seriously when she was eight.*

My sentence:

**practised** — did something again and again to get better at it

*Example: Kabir practised his speech in front of the mirror.*

My sentence:

**officials** — people who are in charge of something, such as a match

*Example: The officials measured the long jump carefully.*

My sentence:

**captain** — the leader of a team

*Example: Meera was chosen as captain of the football team.*

My sentence:

**amazed** — very surprised

*Example: We were amazed by the size of the blue whale skeleton.*

My sentence:

**retired** — stopped working after many years, usually because of age

*Example: My grandfather retired from the railways last year.*

My sentence:

**wizard** — a person who is extremely good at something

*Example: Ishaan is a wizard at solving puzzles.*

My sentence:

Name: _____ Date: _____

# Spelling: Sports Words

Look, say, cover, write and check each word.

**Spelling focus:** Sports words. Remember: practice is a noun (hockey practice); practise is a verb (I practise every day).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **practise** | | | |
| **practice** | | | |
| **tournament** | | | |
| **captain** | | | |
| **champion** | | | |
| **goalkeeper** | | | |
| **medal** | | | |
| **stadium** | | | |
| **victory** | | | |
| **opponent** | | | |
| **referee** | | | |
| **athlete** | | | |
| **spectator** | | | |
| **trophy** | | | |
| **dribble** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Similes

Read and learn. Then try the questions at the bottom.

A **simile** compares two different things using the words **as** or **like**. Similes help readers picture what we describe. Instead of 'The baby's hands were soft', we can write 'The baby's hands were **as soft as cotton**'. Instead of 'He ran fast', we can write 'He ran **like the wind**'.

- A simile says that one thing is **like** another: The full moon was **like** a silver plate.
- Not every sentence with 'like' is a simile. 'I like mangoes' is **not** a simile, because nothing is being compared.
- You can make up your own similes: The road was **as straight as a ruler**.

| Similes with as ... as | Similes with like |
|---|---|
| as busy as a bee | swims like a fish |
| as brave as a lion | sleeps like a log |
| as cold as ice | runs like the wind |
| as light as a feather | shines like a star |
| as sweet as honey | sings like a bird |
| as slow as a tortoise | eats like a horse |



**Remember:** Choose a comparison that fits. Something very light can be compared to a feather; something very heavy can be compared to an elephant.

**Try it!**

**1.** Complete the simile: as busy as a _____

**2.** Complete the simile: as cool as a _____

**3.** Is this a simile? 'Kabir likes kites.'

Name: _____ Date: _____

# Complete the Similes

Complete each simile with a word from the box. Use each word once.

mule feather ice honey lion bee fox snow mouse owl

**1.** My mother is always as busy as a _____ .

**2.** The soldier was as brave as a _____ .

**3.** Your hands are as cold as _____ !

**4.** The tiny kitten was as light as a _____ .

**5.** The ripe mangoes were as sweet as _____ .

**6.** The trickster in the story was as cunning as a _____ .

**7.** The mountain peaks were as white as _____ .

**8.** During the test, the class was as quiet as a _____ .

**9.** Grandfather is as wise as an _____ .

**10.** My little brother can be as stubborn as a _____ .

Name: _____ Date: _____

# Make It *a* Simile

Rewrite each sentence using *a* simile with *as* ... *as* or like. Use the word in brackets.

**1.** The night was very dark. (coal)

_____

**2.** Sanya's cheeks were very red. (*a* tomato)

_____

**3.** The runner was very fast. (the wind)

_____

**4.** The baby slept very soundly. (*a* log)

_____

**5.** The old tortoise was very slow. (*a* snail)

_____

**6.** Tenzin swims very well. (*a* fish)

_____

**7.** The stars were very bright. (diamonds)

_____

**8.** The pillow was very soft. (cotton)

_____

Name: _____ Date: _____

# Describe Someone Special

Write neatly. Remember capital letters and full stops.

Write 8–10 sentences describing a person or a pet you love. Use at least five similes to show what they look like, how they move and how they behave. You may use similes from this week or make up your own.

**Think about:**

- Who is it? What do they look like? (eyes as bright as …)
- How do they move or speak? (runs like …, sings like …)
- What are they like? (as gentle as …, as busy as …)
- Why are they special to you?

as gentle as a lamb  as busy as a bee  as bright as a star  as soft as cotton

like the wind  like a bird  as playful as a puppy  as wise as an owl

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Learn from yesterday and live for today.

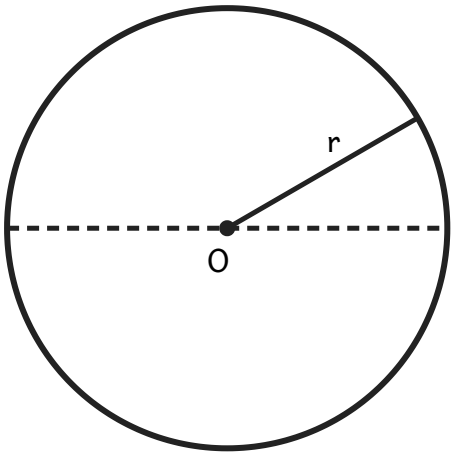
Learn from yesterday and live for today.

Learn from yesterday and live for today.

Name: _____ Date: _____

# Parts of a Circle

Learn the parts of a circle. Find the radius or diameter.




The **centre** (O) is the middle point. The **radius** joins the centre to the circle. The **diameter** passes through the centre: diameter = 2 × radius.

**1.** radius = 22 cm, diameter = ☐ cm

**2.** diameter = 8 cm, radius = ☐ cm

**3.** radius = 17 cm, diameter = ☐ cm

**4.** diameter = 40 cm, radius = ☐ cm

**5.** radius = 9 cm, diameter = ☐ cm

**6.** diameter = 34 cm, radius = ☐ cm

**7.** radius = 20 cm, diameter = ☐ cm

**8.** diameter = 44 cm, radius = ☐ cm

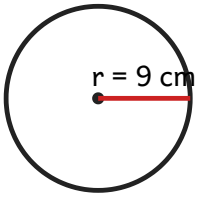
Name: _____ Date: _____

# Radius and Diameter

Use the radius to find the diameter, or the diameter to find the radius.

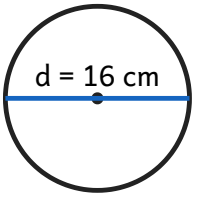
The **radius** goes from the centre to the edge. The **diameter** goes right across through the centre. Diameter = 2 × radius.

**1.**



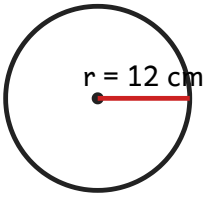

Diameter = ☐ cm

**2.**



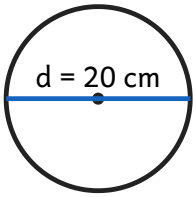

Radius = ☐ cm

**3.**



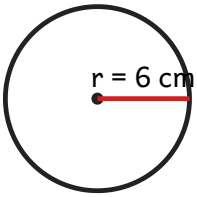

Diameter = ☐ cm

**4.**



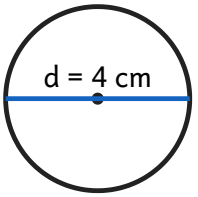

Radius = ☐ cm

**5.**




Diameter = ☐ cm

**6.**




Radius = ☐ cm

Name: _____ Date: _____

# Lines of Symmetry

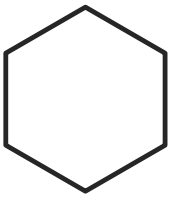
Draw all the lines of symmetry on each shape. Write how many.

**1.**



Lines: ☐

**2.**



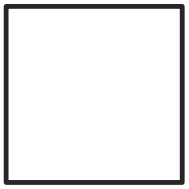
Lines: ☐

**3.**



Lines: ☐

**4.**



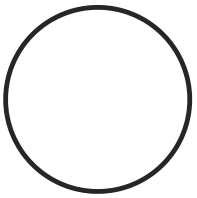
Lines: ☐

**5.**



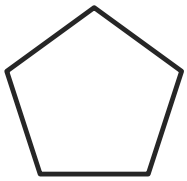
Lines: ☐

**6.**



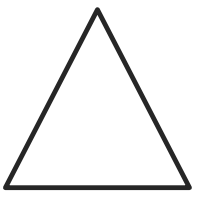
Lines: ☐

**7.**



Lines: ☐

**8.**



Lines: ☐

**9.**

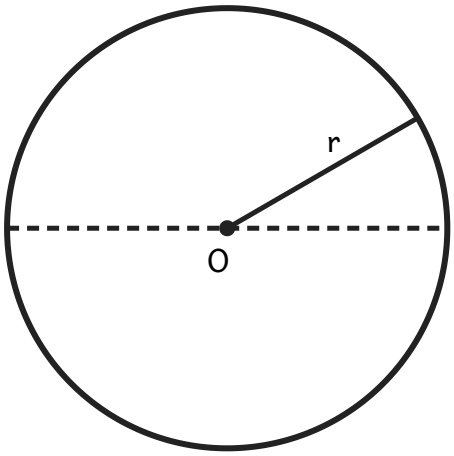


Lines: ☐

Name: _____ Date: _____

# Parts of a Circle

Learn the parts of a circle. Find the radius or diameter.




The **centre** (O) is the middle point. The **radius** joins the centre to the circle. The **diameter** passes through the centre: diameter = 2 × radius.

**1.** radius = 16 cm, diameter = ☐ cm

**2.** diameter = 12 cm, radius = ☐ cm

**3.** radius = 5 cm, diameter = ☐ cm

**4.** diameter = 4 cm, radius = ☐ cm

**5.** radius = 16 cm, diameter = ☐ cm

**6.** diameter = 40 cm, radius = ☐ cm

**7.** radius = 18 cm, diameter = ☐ cm

**8.** diameter = 44 cm, radius = ☐ cm

Name: _____ Date: _____

# Does It Look the Same?

Rotational symmetry: turn each shape and check.

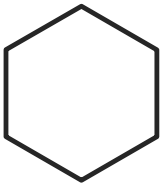
Trace the shape on paper. Turn it around its centre. Count how many times it fits on itself in one full turn.

**1.**



Looks the same how many times in a full turn? ☐

**2.**



Looks the same how many times in a full turn? ☐

**3.**



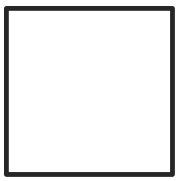
Looks the same how many times in a full turn? ☐

**4.**



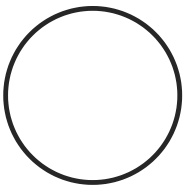
Looks the same how many times in a full turn? ☐

**5.**



Looks the same how many times in a full turn? ☐

**6.**



Looks the same how many times in a full turn? ☐

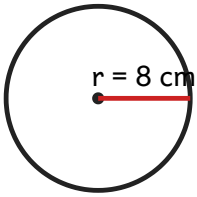
Name: _____ Date: _____

# Radius and Diameter

Use the radius to find the diameter, or the diameter to find the radius.

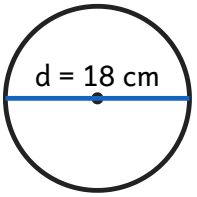
The **radius** goes from the centre to the edge. The **diameter** goes right across through the centre. Diameter = 2 × radius.

**1.**



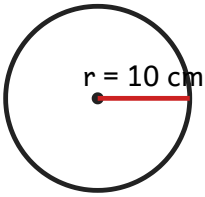

Diameter = ☐ cm

**2.**



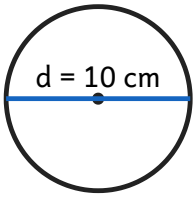

Radius = ☐ cm

**3.**



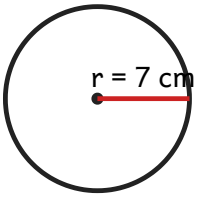

Diameter = ☐ cm

**4.**



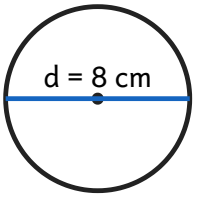

Radius = ☐ cm

**5.**




Diameter = ☐ cm

**6.**




Radius = ☐ cm

Name: _____ Date: _____

# Local Self-Government

Read and learn how villages, towns and cities are looked after.

Every village, town and city needs clean water, roads, drains and street lights. The people of the area choose (elect) their own representatives to look after these needs. This is called **local self-government**.

- **Panchayati Raj** has three levels: the **Gram Panchayat** (village), the **Panchayat Samiti** (block) and the **Zila Parishad** (district).
- All adults (18 years and above) of a village form the **Gram Sabha**. They elect the members (**panchs**) and the head (**sarpanch**).
- Towns have a **Municipal Council** and big cities have a **Municipal Corporation**. Each area (**ward**) elects a **councillor**.
- Local bodies collect taxes, such as house tax and water tax, to pay for their work.

| Feature | Village | Big city |
|---|---|---|
| Local body | Gram Panchayat | Municipal Corporation |
| Head | Sarpanch | Mayor |
| Members | Panchs | Councillors |
| Elected for | 5 years | 5 years |
| Some jobs | wells, village roads, drains | water, garbage, roads, parks |



**Remember:** At least one-third of the seats in panchayats and municipalities are kept for women. Many states keep half the seats for women.

Name: _____ Date: _____

# Who's Who in Local Government?

Draw a line to match each word to its meaning.

| | |
|---|---|
| Gram Sabha | member elected from a ward |
| Sarpanch | panchayat at the district level |
| Panch | panchayat at the block level |
| Panchayat Samiti | a small area of a town or city |
| Zila Parishad | head of a Municipal Corporation |
| Mayor | all the adult voters of a village |
| Councillor | member of the Gram Panchayat |
| Ward | head of the Gram Panchayat |

Name: _____ Date: _____

# Local Government: True or False?

Write T for true and F for false.

**1.** The sarpanch is the head of the Gram Panchayat. T F

**2.** Members of the Gram Panchayat are elected for 10 years. T F

**3.** The adult voters of a village are members of the Gram Sabha. T F

**4.** A Municipal Corporation looks after a big city. T F

**5.** The Mayor is the head of a Gram Panchayat. T F

**6.** Local bodies collect taxes to pay for their work. T F

**7.** The Zila Parishad works at the district level. T F

**8.** Only men can be elected to a panchayat. T F

**9.** Collecting garbage and keeping streets clean is a job of the municipality. T F

Name: _____ Date: _____

# My Local Body Survey

Interview a grown-up and look around your area. Then answer the questions.

Who looks after your area? Talk to a grown-up in your family or neighbourhood and find out.

**You need:**

- ☐ this sheet
- ☐ a pencil
- ☐ a grown-up to interview

**What to do:**

1. Ask: Do we live in a village, a town or a city?
2. Ask: What is the name of our local body? Is it a Gram Panchayat, a Municipal Council or a Municipal Corporation?
3. Ask: Who is the head of our local body? Who is our ward member or panch?
4. List three services the local body gives your area, such as water or street lights.
5. Walk down your street with an adult. Note one problem, such as a broken street light or an open drain.

**1.** What is the name of your local body? Who is its head?

_____

**2.** Name three services your local body gives your area.

_____

**3.** Write one problem in your area and how the local body could solve it.

_____

**4.** How can you help to keep your area clean?

_____

नाम: _____ दिनांक: _____

# लोकोक्तियाँ — अनुभव की बातें

पढ़ो और समझो।

**लोकोक्ति** का अर्थ है — लोक (लोगों) में कही जाने वाली उक्ति (बात)। यह लोगों के लंबे अनुभव से बनी एक **पूरी बात** होती है, जिसका प्रयोग किसी बात को ज़ोर देकर या सुंदर ढंग से कहने के लिए होता है। लोकोक्ति को **कहावत** भी कहते हैं।

- **मुहावरा** वाक्यांश होता है और वाक्य के बीच में आता है — 'नौ दो ग्यारह होना'।
- **लोकोक्ति** अपने-आप में पूरा वाक्य होती है और अकेले भी बोली जा सकती है — 'जैसी करनी वैसी भरनी'।

| लोकोक्ति | अर्थ |
|---|---|
| जैसी करनी वैसी भरनी | जैसा काम करोगे, वैसा फल मिलेगा |
| अधजल गगरी छलकत जाए | कम जानने वाला अधिक दिखावा करता है |
| नाच न जाने आँगन टेढ़ा | काम न आने पर बहाने बनाना |
| दूर के ढोल सुहावने | दूर से हर चीज़ अच्छी लगती है |
| ऊँट के मुँह में जीरा | ज़रूरत से बहुत कम चीज़ मिलना |
| एक पंथ दो काज | एक काम से दो लाभ |

💡 **याद रखो:** लोकोक्ति के शब्द नहीं बदलते। 'अधजल गगरी छलकत जाए' को 'आधी भरी मटकी छलकती है' नहीं कहेंगे।

**अभ्यास करो**

1. 'जल में रहकर मगर से बैर' का अर्थ लिखो।

   _____

2. लोकोक्ति को और किस नाम से जाना जाता है?

   _____

नाम: _____ दिनांक: _____

# लोकोक्ति और उसका अर्थ

हर लोकोक्ति को उसके सही अर्थ से रेखा खींचकर मिलाओ।

| | |
|---|---|
| आम के आम गुठलियों के दाम | सामने की बात को सबूत नहीं चाहिए |
| बूँद-बूँद से घड़ा भरता है | घर की चीज़ की कद्र न होना |
| घर की मुर्गी दाल बराबर | दोहरा लाभ होना |
| जहाँ चाह वहाँ राह | बहुत मेहनत, पर बहुत कम फल |
| नेकी कर दरिया में डाल | इच्छा हो तो रास्ता मिल ही जाता है |
| हाथ कंगन को आरसी क्या | थोड़ा-थोड़ा जोड़ने से बहुत हो जाता है |
| खोदा पहाड़ निकली चुहिया | भलाई करके भूल जाओ |

नाम: _____ दिनांक: _____

# सही लोकोक्ति चुनो

हर घटना को पढ़ो। उसके लिए सबसे ठीक लोकोक्ति पर ✓ लगाओ।

**1.** रोहन ने पूरे साल पढ़ाई नहीं की, इसलिए परीक्षा में उसके अंक कम आए।

☐ (क) जहाँ चाह वहाँ राह ☐ (ख) एक पंथ दो काज

☐ (ग) जैसी करनी वैसी भरनी

**2.** मीना रोज़ एक रुपया गुल्लक में डालती थी। साल भर में उसके पास बहुत पैसे जमा हो गए।

☐ (क) ऊँट के मुँह में जीरा ☐ (ख) बूँद-बूँद से घड़ा भरता है

☐ (ग) दूर के ढोल सुहावने

**3.** अमन नानी से मिलने गया और वहीं गाँव का मेला भी देख आया।

☐ (क) एक पंथ दो काज ☐ (ख) नाच न जाने आँगन टेढ़ा

☐ (ग) खोदा पहाड़ निकली चुहिया

**4.** प्रिया को चित्र बनाना नहीं आता, तो वह कहती है कि रंग ही अच्छे नहीं हैं।

☐ (क) नेकी कर दरिया में डाल ☐ (ख) बूँद-बूँद से घड़ा भरता है

☐ (ग) नाच न जाने आँगन टेढ़ा

**5.** भूखे हाथी को खाने के लिए बस एक केला मिला।

☐ (क) एक पंथ दो काज ☐ (ख) ऊँट के मुँह में जीरा

☐ (ग) जैसी करनी वैसी भरनी

**6.** कबीर के गाँव में पुस्तकालय नहीं था। उसने दोस्तों के साथ किताबें जोड़कर छोटा पुस्तकालय बना लिया।

☐ (क) जहाँ चाह वहाँ राह ☐ (ख) घर की मुर्गी दाल बराबर

☐ (ग) अधजल गगरी छलकत जाए

**7.** थोड़ा-सा जानने वाला राजू सबके सामने बड़ी-बड़ी बातें करता है।

☐ (क) हाथ कंगन को आरसी क्या ☐ (ख) आम के आम गुठलियों के दाम

☐ (ग) अधजल गगरी छलकत जाए

**8.** पुराने अख़बार बेचने से घर भी साफ़ हो गया और पैसे भी मिल गए।

☐ (क) खोदा पहाड़ निकली चुहिया ☐ (ख) आम के आम गुठलियों के दाम

☐ (ग) दूर के ढोल सुहावने

Month 7

# Monthly Activity Set:

# India's Resources

Wildlife sanctuaries match, dam fact file, minerals and industries, conservation poster

Name: _____ Date: _____

# India's Natural Resources

Read about the natural resources of India and how we can save them.

## What Are Resources?

Things from nature that we use, such as air, water, soil, forests, animals and minerals, are called **natural resources**.

## Renewable or Not?

**Renewable** resources, like sunlight, wind and water, are replaced by nature. **Non-renewable** ones, like coal and petroleum, will run out one day.



## Forests and Wildlife

India has many national parks and wildlife sanctuaries where animals are protected. **Project Tiger** (1973) has helped tiger numbers to grow.



## Water

Rivers, lakes and groundwater give us water. Dams store river water in reservoirs for farms, homes and electricity.



## Minerals

Iron ore, coal, bauxite and mica are dug out of the ground. Jharkhand, Odisha and Chhattisgarh are rich in minerals.



## Soil

Good soil grows our food. Trees and grass hold soil in place. Without them, wind and rain wash the soil away. This is **soil erosion**.



## Clean Energy

The Sun and the wind give us clean energy. India has some of the world's biggest solar parks, such as Bhadla in Rajasthan.



## Conservation

**Conservation** means using resources carefully so that they last for the future. Reduce, reuse, recycle, and plant trees!

Name: _____ Date: _____

# Wildlife Sanctuaries Match

Draw a line to match each national park to the animal it is famous for.

| | |
|---|---|
| Kaziranga (Assam) | Asiatic lion |
| Gir (Gujarat) | migratory birds |
| Jim Corbett (Uttarakhand) | snow leopard |
| Periyar (Kerala) | Bengal tiger |
| Keoladeo (Rajasthan) | one-horned rhinoceros |
| Hemis (Ladakh) | cheetah |
| Kuno (Madhya Pradesh) | hangul (Kashmir stag) |
| Dachigam (Jammu and Kashmir) | Indian elephant |

Name: _____ Date: _____

# Dam Fact File

Research one big dam of India. Draw it in the box and fill in your fact file.

Choose one big dam of India and make a fact file about it. You could choose Bhakra Nangal, Hirakud, Tehri, Sardar Sarovar, Nagarjuna Sagar, Mettur or a dam in your own state.

**You need:**

- ☐ books, an atlas or the internet (with an adult)
- ☐ a pencil
- ☐ colour pencils

**What to do:**

1. Find out on which river the dam is built, and in which state.
2. Find the name of the reservoir (the lake) behind the dam.
3. Find out what the dam is used for: irrigation, electricity, drinking water or flood control.
4. Find one amazing fact about it, such as its height or its length.
5. Draw the dam and its reservoir in the box.

**Draw it here:**

**1.** Name of the dam, its river and its state:

_____

**2.** Name of the reservoir:

_____

**3.** Uses of the dam:

_____

**4.** One amazing fact:

_____

Name: _____ Date: _____

# Minerals and Industries

Read the chart. Then answer the questions.

Industries use raw materials to make goods. Many of these raw materials are minerals or crops.

| Industry | Raw materials | Important centres |
|---|---|---|
| Iron and steel | iron ore, coal, limestone | Jamshedpur, Bhilai, Rourkela |
| Aluminium | bauxite | Angul, Korba, Renukoot |
| Cotton textiles | cotton | Mumbai, Ahmedabad, Coimbatore |
| Jute goods | jute | Kolkata and the Hooghly area |
| Sugar | sugarcane | Uttar Pradesh, Maharashtra |
| Software (IT) | people's skills | Bengaluru, Hyderabad, Pune |

**1.** Which raw materials are needed to make steel?

_____

**2.** Which industry uses bauxite?

_____

**3.** Name an agro-based industry from the chart.

_____

**4.** Which industry does not need minerals or crops as its raw material?

_____

Name: _____ Date: _____

# Resources Word Search

Find and circle the words. They can go across, down, diagonally or backwards.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| W | D | B | D | T | A | K | H | K | R | C | N |
| N | L | C | A | S | I | B | Y | N | E | U | L |
| O | D | V | V | U | A | G | B | V | C | R | A |
| P | N | J | D | W | X | W | E | U | Y | A | Y |
| V | L | I | F | C | V | I | M | R | C | L | M |
| B | O | D | H | O | J | N | T | N | L | O | S |
| L | A | O | C | R | R | D | S | E | E | S | D |
| M | R | A | R | L | Y | E | E | M | S | S | O |
| M | I | N | E | R | A | L | S | V | I | R | A |
| O | U | F | L | L | I | O | S | T | P | C | T |
| L | P | T | J | F | T | O | W | Y | C | J | A |
| I | R | O | N | R | E | T | A | W | M | E | G |

☐ FOREST ☐ WATER ☐ SOIL ☐ COAL ☐ IRON ☐ MICA

☐ BAUXITE ☐ DAM ☐ SOLAR ☐ WIND ☐ TIGER

☐ RHINO ☐ RECYCLE ☐ MINERAL

Name: _____ Date: _____

# My Conservation Poster

Make a poster that asks people to save one natural resource. Use a slogan, a picture and bright colours.

**My poster to save _____ (water, trees, energy or wildlife)**

# MONTH

# 8



Month 8

# Week 29

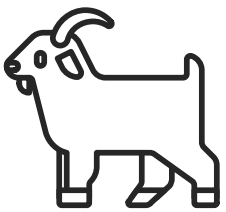
| | |
|---|---|
| **Reading** | Story — predicting outcomes |
| **Grammar & Writing** | One-word substitution |
| **Maths** | Triangles and quadrilaterals |
| **EVS** | States, capitals and union territories |
| **Hindi** | शुद्ध वर्तनी |

Name: _____ Date: _____

# Bijli and the Big Fair

Read the story. At each 'Stop and predict' box, stop and think about what will happen next before you read on.

Story



Bijli was not an ordinary goat. She was small and white, with one black ear and a very big appetite. In the three weeks since Pooja's family had brought her home, Bijli had eaten a newspaper, two socks, half of Papa's kurta from the washing line and the corner of Pooja's maths homework.

'That goat will eat the whole house one day,' grumbled Dadi. But Pooja loved Bijli. Every morning before school, she brushed Bijli's coat and taught her to walk calmly beside her on a rope.

One day, a poster appeared at the village tea stall: GRAND VILLAGE FAIR. BEST-KEPT ANIMAL COMPETITION. FIRST PRIZE: ₹500. Pooja's eyes shone. 'Bijli can win!' she said. Dadi laughed so hard that she had to sit down.

**Stop and predict:** Do you think Bijli will behave well at the fair? Which clues help you decide?

On the day of the fair, Pooja washed Bijli until she gleamed and tied a red ribbon around her neck. At the fair there were fat buffaloes, proud roosters and a camel decorated with tiny mirrors. The judge was a tall lady in a wide straw hat, decorated with bright paper flowers.

One by one, the judge examined the animals. When she reached Bijli, she bent down to look at her shiny white coat. Bijli sniffed. Her eyes fixed on the paper flowers. Pooja held her breath.

**Stop and predict:** What do you think Bijli will do next?

CRUNCH! In one quick bite, Bijli snatched a paper rose from the hat and began to chew. The crowd gasped. Pooja's face turned red. 'I'm so sorry!' she cried. But the judge threw back her head and laughed. 'Well,' she said, 'she has excellent taste. These flowers were made from my old exam papers!'

Bijli did not win the first prize. That went to a beautifully groomed buffalo. But at the end of the day, the judge called Pooja to the stage. 'A special prize,' she announced, 'for the cleanest, best-brushed and hungriest goat in the village!' She handed Pooja a little silver bell and a certificate. On the way home, the bell jingled merrily on Bijli's ribbon, and Bijli ate the certificate.

**Word help: kurta** – a long, loose shirt • **judge** – here, a person who decides who wins a competition • **groomed** – cleaned and brushed neatly • **certificate** – a printed paper that shows you have won or done something

Name: _____ Date: _____

# Bijli and the Big Fair: Questions

Answer the questions about the text.

**1.** What clues at the start of the story suggest that Bijli might cause trouble at the fair?

**2.** When the judge bent down, which clue helped you predict what Bijli would do?

- ☐ (a) The judge was tall.
- ☐ (b) The camel had tiny mirrors.
- ☐ (c) The judge's hat had paper flowers on it.

**3.** Bijli won the first prize of ₹500.

☐ True ☐ False

**4.** Why did Dadi laugh when Pooja said Bijli could win?

**5.** Look back at the first 'Stop and predict' box. What did you predict? Did it match what happened? Explain.

**6.** How did the judge react when Bijli ate the paper rose?

**7.** Predict what might happen when Pooja and Bijli get home. Use clues from the story.

**8.** Find a word in paragraph 5 that means 'shone brightly'.

**9.** Which detail at the very end shows that Bijli has not changed?

- ☐ (a) Bijli ate the certificate.
- ☐ (b) The bell jingled merrily.
- ☐ (c) The judge called Pooja to the stage.

Name: _____ Date: _____

# Word Power

Read each word and its meaning. Then write a sentence of your own using the word.

**appetite** — the feeling of wanting to eat

*Example: After swimming, I always have a big appetite.*

My sentence:

**grumbled** — complained in a low, cross voice

*Example: Rahul grumbled when he had to tidy his room.*

My sentence:

**gleamed** — shone brightly

*Example: The new bicycle gleamed in the sunlight.*

My sentence:

**decorated** — made more beautiful by adding things to it

*Example: We decorated the classroom with paper lanterns.*

My sentence:

**examined** — looked at something very carefully

*Example: The doctor examined my sore throat.*

My sentence:

**snatched** — grabbed something quickly

*Example: A monkey snatched the banana right out of my hand!*

My sentence:

**excellent** — extremely good

*Example: Priya got an excellent mark in her science test.*

My sentence:

Name: _____ Date: _____

# Spelling: Soft c and Soft g

Look, say, cover, write and check each word.

**Spelling focus:** Soft c says 's' before e, i or y (city, centre). Soft g often says 'j' before e, i or y (giant, page).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **city** | | | |
| **circle** | | | |
| **centre** | | | |
| **pencil** | | | |
| **fence** | | | |
| **place** | | | |
| **price** | | | |
| **dance** | | | |
| **giant** | | | |
| **ginger** | | | |
| **giraffe** | | | |
| **magic** | | | |
| **village** | | | |
| **page** | | | |
| **danger** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# One-Word Substitution

Read and learn. Then try the questions at the bottom.

Sometimes we can use **one word** in place of a group of words. This makes our writing short and clear. Instead of saying 'a person who writes books', we can say **author**. Using one word in place of many is called **one-word substitution**.

| Group of words | One word |
|---|---|
| a person who writes books | author |
| a doctor who treats sick animals | vet (veterinarian) |
| a doctor who treats teeth | dentist |
| a place where books are kept to read | library |
| a place where old things are displayed | museum |
| a person who travels into space | astronaut |
| a person who watches a game | spectator |
| animals that eat only plants | herbivores |
| a period of ten years | decade |



**Remember:** Many one-word substitutes for people end in **-er, -or, -ist** or **-ian**: teacher, sailor, dentist, librarian.

**Try it!**

1. One word for: a person who flies an aeroplane

   _____

2. One word for: a period of one hundred years

   _____

3. One word for: animals that eat only meat

   _____

Name: _____ Date: _____

# Match the One Word

Draw a line to match each group of words to its one-word substitute.

| | |
|---|---|
| a person who mends shoes | chemist |
| a person who sells medicines | zoo |
| a place where wild animals are kept | menu |
| a person who repairs cars | dictionary |
| a book of words and their meanings | cobbler |
| a person who travels on foot | artist |
| a person who draws and paints pictures | pedestrian |
| a list of dishes in a restaurant | mechanic |

Name: _____ Date: _____

# Choose the One Word

Tick the one word that can replace the underlined words.

**1.** Ananya's uncle is <u>a person who flies aeroplanes</u>.

☐ (a) a pilot ☐ (b) a driver ☐ (c) a sailor

**2.** Crows eat grains, fruit, insects and even scraps of meat. They are <u>animals that eat both plants and animals</u>.

☐ (a) herbivores ☐ (b) carnivores ☐ (c) omnivores

**3.** Grandpa has lived in this house for <u>a period of ten years</u>.

☐ (a) a century ☐ (b) a decade ☐ (c) a week

**4.** The <u>people who were watching the match</u> cheered loudly.

☐ (a) spectators ☐ (b) players ☐ (c) umpires

**5.** Kalpana Chawla was <u>a person who travelled into space</u>.

☐ (a) an astronaut ☐ (b) an author ☐ (c) an artist

**6.** A cow is <u>an animal that eats only plants</u>.

☐ (a) a carnivore ☐ (b) a herbivore ☐ (c) an omnivore

**7.** We borrowed books from the <u>place where books are kept for reading</u>.

☐ (a) museum ☐ (b) library ☐ (c) laboratory

**8.** Ravi is <u>a person who is always on time</u>.

☐ (a) punctual ☐ (b) polite ☐ (c) patient

**9.** The <u>person who looks after the garden</u> planted roses.

☐ (a) gardener ☐ (b) farmer ☐ (c) florist

Name: _____ Date: _____

# At the Science Museum

Write neatly. Remember capital letters and full stops.

Imagine your class visited a science museum. Write 8–10 sentences about your visit. Use at least five one-word substitutes, such as museum, astronaut, scientist, spectators, century and punctual. Underline them.

**Think about:**

- How did you travel there? Was everyone punctual?
- What did you see about astronauts and rockets?
- Did a scientist show you an experiment?
- Was any machine more than a century old?
- What did you like best? Why?

museum astronaut scientist spectators pilot century decade punctual artist library

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Your best is always good enough.

Your best is always good enough.

Your best is always good enough.

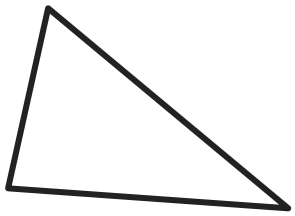
Name: _____ Date: _____

# Kinds of Triangles

Name each triangle.

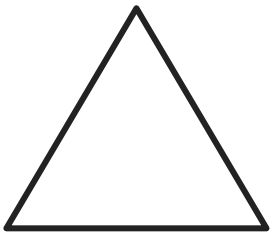
**By sides:** equilateral (3 equal), isosceles (2 equal), scalene (none equal).
**By angles:** acute-angled (all < 90°), right-angled (one 90°), obtuse-angled (one > 90°). The angles of a triangle add up to 180°.

**1.**



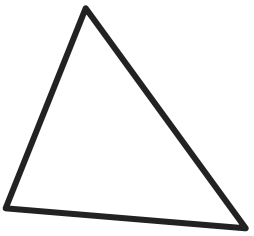
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**2.**



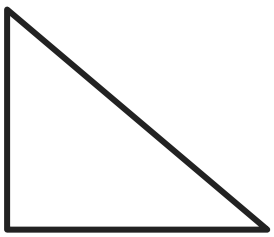
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**3.**



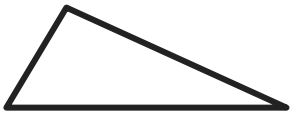
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**4.**



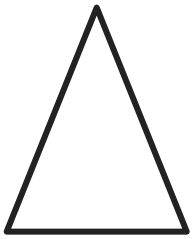
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**5.**



_____

**6.**



_____

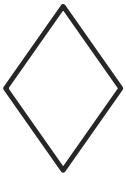
Name: _____ Date: _____

# Quadrilaterals

A quadrilateral has 4 sides. Name each quadrilateral.

**Square:** 4 equal sides, 4 right angles
**Rectangle:** opposite sides equal, 4 right angles
**Rhombus:** 4 equal sides, opposite sides parallel
**Parallelogram:** opposite sides equal and parallel
**Trapezium:** one pair of parallel sides
**Kite:** two pairs of equal sides next to each other

**1.**



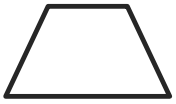
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**2.**



_____

**3.**



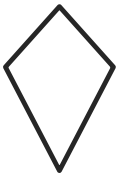
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**4.**



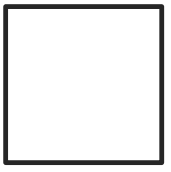
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**5.**



_____

**6.**



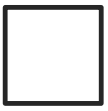
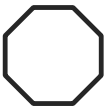
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Name: _____ Date: _____

# Polygons

Name each polygon and count its sides and vertices.

A **polygon** is a closed shape made of straight sides. Regular polygons have all sides and angles equal.

| Polygon | Name | Sides | Vertices |
|---|---|---|---|
| 1.  | | | |
| 2.  | | | |
| 3.  | | | |
| 4.  | | | |
| 5.  | | | |
| 6.  | | | |

Name: _____ Date: _____

# Angle Sum of *a* Triangle

Find the missing angle of each triangle.

The three angles of any triangle add up to **180°**.

1. ∠A = 69°, ∠B = 91°, ∠C = ☐

2. ∠A = 32°, ∠B = 36°, ∠C = ☐

3. ∠A = 42°, ∠B = 86°, ∠C = ☐

4. ∠A = 88°, ∠B = 65°, ∠C = ☐

5. ∠A = 55°, ∠B = 35°, ∠C = ☐

6. ∠A = 30°, ∠B = 90°, ∠C = ☐

7. ∠A = 58°, ∠B = 22°, ∠C = ☐

8. ∠A = 77°, ∠B = 24°, ∠C = ☐

Name: _____ Date: _____

# Quadrilaterals

A quadrilateral has 4 sides. Name each quadrilateral.

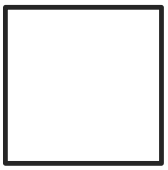
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**Kite:** two pairs of equal sides next to each other

**1.**



_____

**2.**



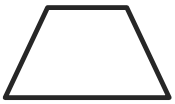
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**3.**



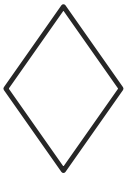
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**4.**



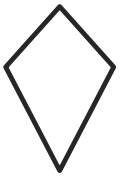
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**5.**



_____

**6.**



_____

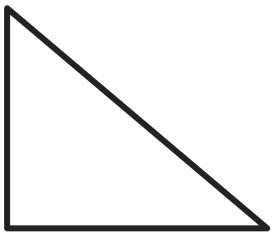
Name: _____ Date: _____

# Kinds of Triangles

Name each triangle.

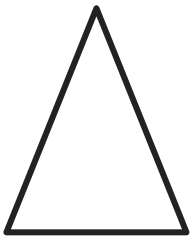
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**1.**



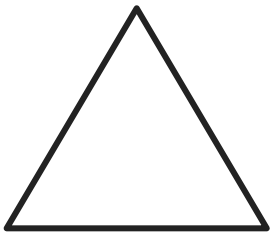
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**2.**



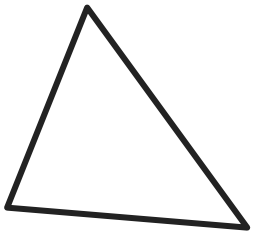
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**3.**



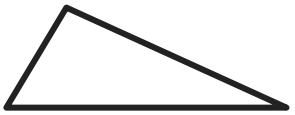
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**4.**



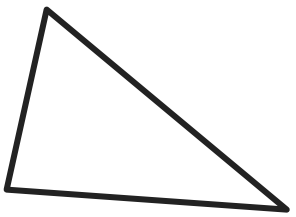
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**5.**



_____

**6.**



_____

Name: _____ Date: _____

# States and Union Territories

Read and learn about the states and union territories of India.

India is divided into **28 states** and **8 union territories** so that it is easier to govern. Each state has its own government, led by a **Chief Minister**. Union territories are looked after mainly by the Central Government. **New Delhi** is the capital of India.

- **Rajasthan** is the largest state by area, and **Goa** is the smallest.
- **Uttar Pradesh** has the most people.
- **Telangana**, formed in 2014, is the newest state.

| Union territory | Capital |
|---|---|
| Andaman and Nicobar Islands | Sri Vijaya Puram (earlier Port Blair) |
| Chandigarh | Chandigarh |
| Dadra and Nagar Haveli and Daman and Diu | Daman |
| Delhi | New Delhi |
| Jammu and Kashmir | Srinagar (summer), Jammu (winter) |
| Ladakh | Leh |
| Lakshadweep | Kavaratti |
| Puducherry | Puducherry |



**Remember:** Chandigarh is a union territory. It is also the capital of two states: Punjab and Haryana.

Name: _____ Date: _____

# States and Their Capitals

Read the chart. Find your own state and circle it. Then answer the questions.

| State | Capital | State | Capital |
|---|---|---|---|
| Andhra Pradesh | Amaravati | Manipur | Imphal |
| Arunachal Pradesh | Itanagar | Meghalaya | Shillong |
| Assam | Dispur | Mizoram | Aizawl |
| Bihar | Patna | Nagaland | Kohima |
| Chhattisgarh | Raipur | Odisha | Bhubaneswar |
| Goa | Panaji | Punjab | Chandigarh |
| Gujarat | Gandhinagar | Rajasthan | Jaipur |
| Haryana | Chandigarh | Sikkim | Gangtok |
| Himachal Pradesh | Shimla | Tamil Nadu | Chennai |
| Jharkhand | Ranchi | Telangana | Hyderabad |
| Karnataka | Bengaluru | Tripura | Agartala |
| Kerala | Thiruvananthapuram | Uttar Pradesh | Lucknow |
| Madhya Pradesh | Bhopal | Uttarakhand | Dehradun |
| Maharashtra | Mumbai | West Bengal | Kolkata |

**1.** Which city is the capital of two states? Name the states.

_____

**2.** What is the capital of your state?

_____

Name: _____ Date: _____

# Match the State to Its Capital

Draw a line to match each state to its capital. Try it without looking at the chart!

| | |
|---|---|
| Assam ● | ● Aizawl |
| Kerala ● | ● Dehradun |
| Odisha ● | ● Thiruvananthapuram |
| Sikkim ● | ● Dispur |
| Mizoram ● | ● Ranchi |
| Gujarat ● | ● Bhubaneswar |
| Uttarakhand ● | ● Gandhinagar |
| Jharkhand ● | ● Gangtok |

Name: _____ Date: _____

# Map Work: States of India

Use an outline map of India from a stationery shop or your atlas. Follow the steps and answer the questions.

Use an outline map of India from a stationery shop or your atlas. Use your atlas to find the states, their capitals and some union territories.

**You need:**

- ☐ an outline map of India
- ☐ your atlas
- ☐ colour pencils
- ☐ a pencil

**What to do:**

1. Find your own state in the atlas. Colour it in your favourite colour on the outline map.
2. Mark its capital with a dot and write the name beside it.
3. Colour the states that touch your state in another colour, and write their names.
4. Mark New Delhi, the capital of India, with a star.
5. Find and mark three union territories: Chandigarh, Puducherry and Lakshadweep.
6. Make a key in one corner to show what your colours and symbols mean.

**1.** Which states share a border with your state?

_____

**2.** Which union territory is a group of islands in the Arabian Sea?

_____

**3.** Which is the largest state of India by area?

_____

**4.** How many states and union territories does India have?

_____

नाम: _____ दिनांक: _____

# शुद्ध वर्तनी — सही लिखो

पढ़ो और समझो। अशुद्ध और शुद्ध शब्दों का अंतर ध्यान से देखो।

शब्द को सही वर्णों और सही मात्राओं के साथ लिखना **शुद्ध वर्तनी** कहलाता है। एक मात्रा की गलती से शब्द अशुद्ध हो जाता है और कभी-कभी उसका अर्थ भी बदल जाता है — जैसे **हंस** (एक पक्षी) और **हँस** (हँसना)। नीचे कुछ ऐसे शब्द दिए हैं, जिन्हें लिखने में अकसर गलती होती है।

| ध्यान दो | अशुद्ध | शुद्ध |
|---|---|---|
| इ और ई की मात्रा | परिक्षा, दिवार | परीक्षा, दीवार |
| उ और ऊ की मात्रा | दुध, गुरू | दूध, गुरु |
| अनुस्वार और चंद्रबिंदु | हंसना, आंख | हँसना, आँख |
| ‘र’ का सही स्थान | आर्शीवाद, आर्दश | आशीर्वाद, आदर्श |
| श, ष और स | सरीर, विसेष | शरीर, विशेष |
| ऋ की मात्रा | रिषि, क्रिपा | ऋषि, कृपा |
| व और ब | बिद्यालय, बीणा | विद्यालय, वीणा |
| आधे वर्ण | उज्वल, स्वास्थ | उज्ज्वल, स्वास्थ्य |



**याद रखो:** शब्द को धीरे-धीरे और साफ़ बोलकर लिखो। जिस शब्द की वर्तनी पर शंका हो, उसे शब्दकोश में देख लो।

**अभ्यास करो**

1. ‘कवियत्री’ की शुद्ध वर्तनी लिखो।

   _____

2. ‘अतिथी’ की शुद्ध वर्तनी लिखो।

   _____

नाम: _____ दिनांक: _____

# अशुद्ध शब्द पकड़ो

हर पंक्ति में एक शब्द की वर्तनी अशुद्ध है। उस पर गोला लगाओ और उसका शुद्ध रूप लिखो।

| | | | | |
|---|---|---|---|---|
| **1.** | परिक्षा | पुस्तक | विद्यालय | कलम |
| **2.** | आशीर्वाद | कवियत्री | सूरज | नदी |
| **3.** | दीवार | किताब | बिजली | अतिथी |
| **4.** | उज्ज्वल | दुध | सड़क | मिठाई |
| **5.** | शरीर | विशेष | आर्दश | सप्ताह |
| **6.** | क्रिपा | पृथ्वी | कृषक | हृदय |
| **7.** | हँसना | आँख | चाँद | पाच |
| **8.** | स्वास्थ | सम्मान | उन्नति | कक्षा |

नाम: _____ दिनांक: _____

# शब्द शुद्ध करो

हर अशुद्ध शब्द का शुद्ध रूप तालिका में लिखो।

| अशुद्ध | शुद्ध |
|---|---|
| अध्यन | |
| बिमारी | |
| इतिहासिक | |
| सुरज | |
| उपर | |
| कोशिस | |
| दृष्य | |
| मिठायी | |
| पत्नि | |
| रात्री | |

# Month 8

# Week 30

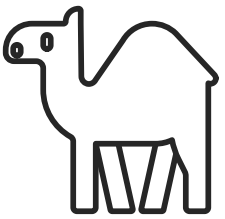
| | |
|---|---|
| **Reading** | Information text (desert animals) — using headings to find information |
| **Grammar & Writing** | Writing: paragraph writing |
| **Maths** | Perimeter of rectangles and squares |
| **EVS** | Our rich culture: dances, food, dress and festivals |
| **Hindi** | वाक्य शुद्धि |

Name: _____ Date: _____

# Animals of the Thar Desert

Read the text. Each heading tells you what that part is about. Use the headings to find answers quickly.

Information text



**Life in the Thar Desert** The Thar Desert, also called the Great Indian Desert, covers a large part of Rajasthan and stretches into Gujarat, Punjab and Haryana. Summer days can be hotter than 45 °C, but nights can be chilly. Rain is rare. Yet many animals make their homes here. How do they survive?

**Camels: Built for the Desert** Camels are called 'ships of the desert' because they carry people and goods across the sand. A camel's hump does not hold water, as many people think. It stores fat, which the camel can use for energy when food is scarce. Two rows of long eyelashes protect its eyes from blowing sand, and it can close its nostrils during a sandstorm. Its wide, padded feet stop it from sinking into soft sand.

**Keeping Cool** Most desert animals stay out of the sun during the day. The desert fox rests in a cool burrow under the ground and comes out to hunt at night. Animals that are active at night are called nocturnal. The fox's big ears also help heat to escape from its body. The spiny-tailed lizard digs a deep burrow too, and it blocks the entrance with its spiky tail.

**Finding Water** Water is precious in the desert. A very thirsty camel can drink more than 100 litres in one go. The chinkara, a small and graceful gazelle, can go without drinking for long periods. It gets most of the water it needs from the plants it eats and from dew.

**Birds of the Desert** The great Indian bustard is one of the heaviest flying birds in the world. It is the state bird of Rajasthan. Sadly, very few of these birds are left in the wild.

**Protecting Desert Animals** The Desert National Park near Jaisalmer protects many of these animals and birds. We can help too, by not littering, by saving water and by never disturbing wild animals in their homes.

**Word help: nostrils** – the two openings in the nose • **sandstorm** – a strong wind that blows clouds of sand through the air • **gazelle** – a small, fast animal like a deer, with curved horns • **dew** – tiny drops of water that form on plants during the night • **great Indian bustard** – a large, heavy bird that lives in grasslands and deserts

Name: _____ Date: _____

# Animals of the Thar Desert: Questions

Answer the questions about the text.

**1.** Under which heading would you look to find out why camels have long eyelashes?

☐ (a) Camels: Built for the Desert ☐ (b) Keeping Cool

☐ (c) Birds of the Desert

**2.** Under which heading can you find out how the chinkara survives without drinking much water?

_____

_____

**3.** A camel's hump is full of water.

☐ True ☐ False

**4.** What does 'nocturnal' mean? Under which heading did you find it?

_____

_____

**5.** What is the state bird of Rajasthan?

☐ (a) the peacock ☐ (b) the great Indian bustard

☐ (c) the sparrow

**6.** Give two ways in which a camel's body helps it to live in the desert.

_____

_____

**7.** Why do writers use headings in information texts? How did they help you?

_____

_____

_____

_____

**8.** Find a word under 'Camels: Built for the Desert' that means 'not enough; hard to find'.

_____

**9.** Write a good heading for a new paragraph about desert snakes.

_____

_____

Name: _____ Date: _____

# Words to Know

Read each word and its meaning. Then write a sentence of your own using the word.

**chilly** — rather cold

*Example: Take a sweater; the evenings are chilly in December.*

My sentence:

_____

**scarce** — not enough; hard to find

*Example: Water is scarce in many villages in summer.*

My sentence:

_____

**padded** — covered with something thick and soft

*Example: The wicketkeeper wore padded gloves.*

My sentence:

_____

**nocturnal** — active at night and resting during the day

*Example: Owls are nocturnal birds.*

My sentence:

_____

**burrow** — a hole or tunnel dug in the ground by an animal

*Example: The rabbit hid in its burrow.*

My sentence:

_____

**graceful** — moving in a smooth and beautiful way

*Example: The graceful dancer seemed to float across the stage.*

My sentence:

_____

**disturbing** — interrupting or bothering someone

*Example: Please stop disturbing your sister while she studies.*

My sentence:

_____

Name: _____ Date: _____

# Spelling: Double Letters

Look, say, cover, write and check each word.

**Spelling focus:** Many words have double letters in the middle (burrow, summer). A desert (dry land) has one s; a dessert (sweet dish) has two.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **dessert** | | | |
| **burrow** | | | |
| **hollow** | | | |
| **shallow** | | | |
| **summer** | | | |
| **rabbit** | | | |
| **carry** | | | |
| **hidden** | | | |
| **happen** | | | |
| **sudden** | | | |
| **different** | | | |
| **address** | | | |
| **arrow** | | | |
| **collect** | | | |
| **kitten** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# How to Write a Paragraph

Read the model paragraph and learn how a paragraph is built.

A **paragraph** is a group of sentences about **one main idea**. A good paragraph has three parts. The **topic sentence** comes first and tells the reader what the paragraph is about. The **supporting sentences** give details, facts and examples. The **concluding sentence** ends the paragraph and sums up the main idea.

- **Plan first:** write your topic in the centre of a web and note four or five ideas around it.
- **Stay on the topic:** every sentence must be about the main idea. Leave out anything that does not belong.
- **Use linking words:** also, besides, for example, because, so, finally.
- **Indent** the first line (leave a small space at the start) and keep to one tense.

**Examples**

**Title:** My Favourite Season

**Topic sentence:** The monsoon is my favourite season.

**Supporting:** After the hot summer, the first rain brings relief, and the earth smells fresh.

**Supporting:** The trees turn green, peacocks dance, and children float paper boats in puddles.

**Supporting:** We enjoy hot pakoras, and farmers are happy because the rain helps their crops.

**Concluding sentence:** That is why I wait eagerly for the monsoon every year.



**Remember:** Read your paragraph aloud when you finish. Check capital letters, full stops and spellings, and make sure every sentence is about your topic.

**Try it!**

1. Which part of a paragraph tells the main idea?

_____

2. Which part sums up the paragraph at the end?

_____

Name: _____ Date: _____

# Build a Good Paragraph

Read each question carefully. Tick the best answer.

**1.** Which is the best topic sentence for a paragraph about the national bird of India?

- ☐ (a) I saw a crow yesterday.
- ☐ (b) The peacock is the national bird of India.
- ☐ (c) Birds have feathers.

**2.** Which sentence does NOT belong in a paragraph about 'My School Library'?

- ☐ (a) Our library has many storybooks.
- ☐ (b) We must speak softly in the library.
- ☐ (c) My uncle has a red car.

**3.** Which is the best concluding sentence for a paragraph about trees?

- ☐ (a) Trees are tall.
- ☐ (b) So, we must plant more trees and protect them.
- ☐ (c) I like ice cream.

**4.** Which linking word best fills the gap? 'Trees give us fruit. _____, they give us shade.'

☐ (a) Also ☐ (b) But ☐ (c) Because

**5.** Which group of ideas is best for a paragraph on 'Keeping Healthy'?

- ☐ (a) exercise, fresh food, sleep, clean hands
- ☐ (b) kites, rain, cricket, homework
- ☐ (c) trains, buses, planes, ships

**6.** Where does the topic sentence usually come?

☐ (a) at the beginning ☐ (b) in the middle ☐ (c) at the very end

Name: _____ Date: _____

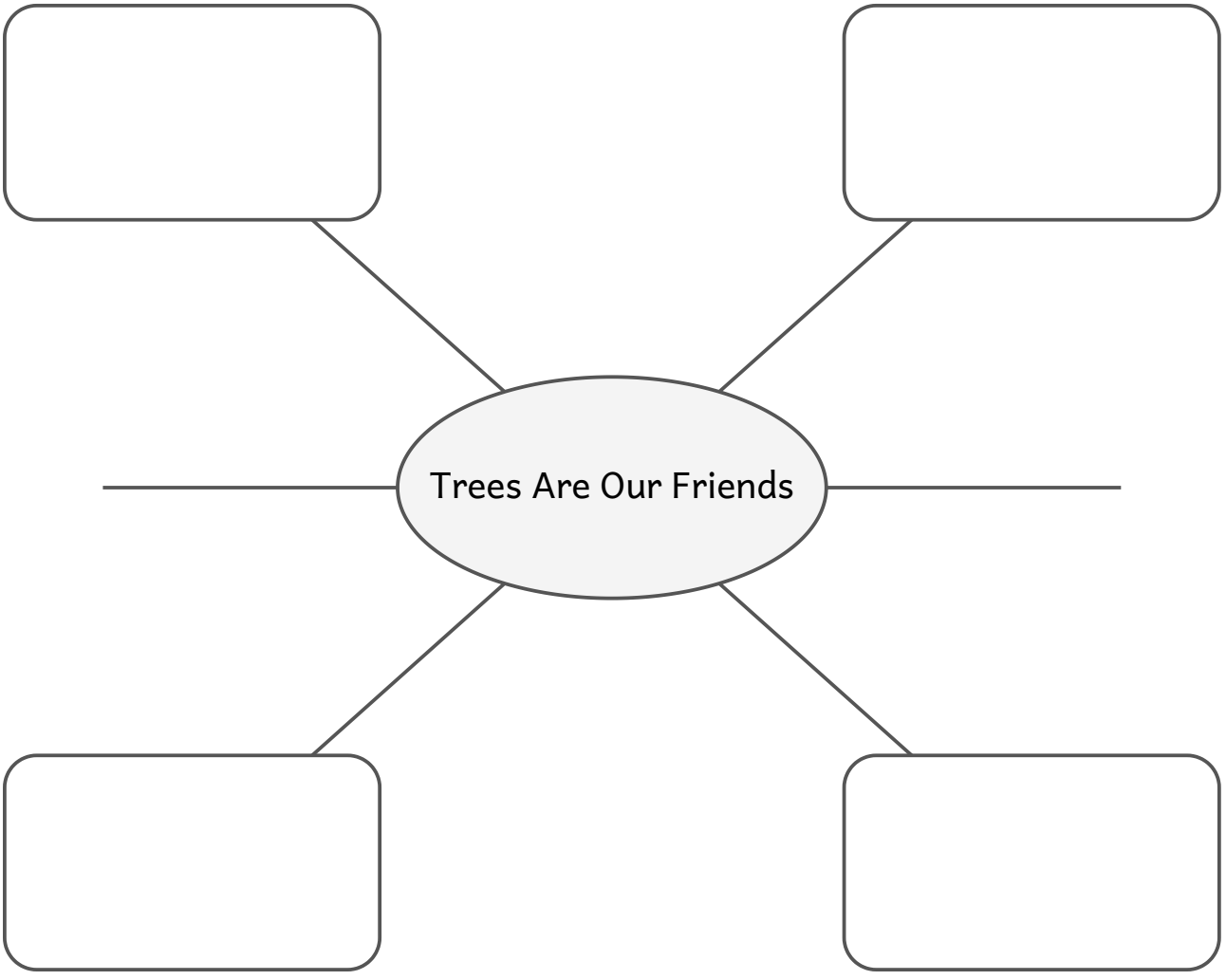
# Trees Are Our Friends: Plan

Plan your writing. Fill in the organiser with your ideas.

Write a paragraph of 8–10 sentences on 'Trees Are Our Friends'. First plan your ideas in the web: write the topic in the centre and your ideas around it. Begin with a topic sentence, add supporting sentences and end with a concluding sentence.

**Think about:**

- Topic sentence: Trees are our best friends.
- Food: fruits, nuts and honey from beehives in trees
- Air and shade: fresh air and cool shade on hot days
- Homes: birds, squirrels and insects live in trees
- Other gifts: wood, medicines; roots hold the soil together
- Concluding sentence: So, we must plant and protect trees.



Name: _____ Date: _____

# Trees Are Our Friends

Now write neatly using your plan. Check capital letters and full stops.

oxygen shade fruits shelter wood medicines roots soil protect plant also finally

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Patience is a great teacher.

Patience is a great teacher.

Patience is a great teacher.

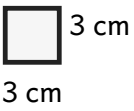
Name: _____ Date: _____

# Perimeter

Find the perimeter of each shape.

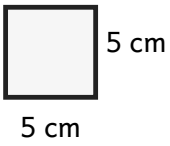
**Perimeter** is the distance all around a shape. Rectangle: 2 × (length + breadth). Square: 4 × side.

**1.**




Perimeter = ☐ cm

**2.**

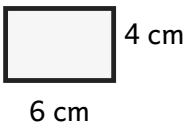



Perimeter = ☐ cm

**3.** Triangle with sides 10 cm, 3 cm and 10 cm

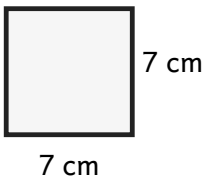
Perimeter = ☐ cm

**4.**




Perimeter = ☐ cm

**5.**




Perimeter = ☐ cm

**6.** Triangle with sides 4 cm, 3 cm and 4 cm

Perimeter = ☐ cm

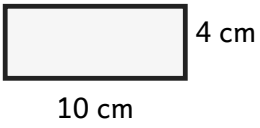
Name: _____ Date: _____

# Perimeter

Find the perimeter of each shape.

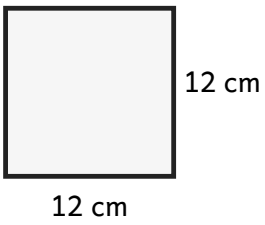
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**1.**




Perimeter = ☐ cm

**2.**

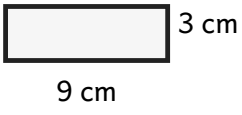



Perimeter = ☐ cm

**3.** Triangle with sides 6 cm, 6 cm and 3 cm

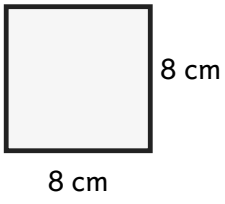
Perimeter = ☐ cm

**4.**




Perimeter = ☐ cm

**5.**




Perimeter = ☐ cm

**6.** Triangle with sides 5 cm, 5 cm and 5 cm

Perimeter = ☐ cm

Name: _____ Date: _____

# Perimeter Word Problems

Read and solve. Draw a sketch to help you.

**1.** A photo frame is 51 cm by 56 cm. How much lace is needed to go around its edge?

Answer: _____

**2.** A square table top has sides of 50 cm. Farhan sticks coloured tape along all its edges. How much tape does he need?

Answer: _____

**3.** A garden is 47 m long and 20 m wide. How much fencing is needed to go around it?

Answer: _____

**4.** Priya walks 4 times around a rectangular field 42 m long and 38 m wide. How far does she walk?

Answer: _____

**5.** The perimeter of a rectangle is 100 cm. Its length is 35 cm. What is its breadth?

Answer: _____

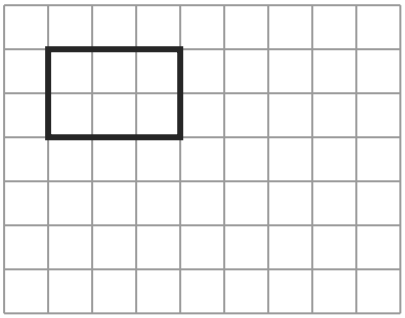
Name: _____ Date: _____

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Find the perimeter of each shape.

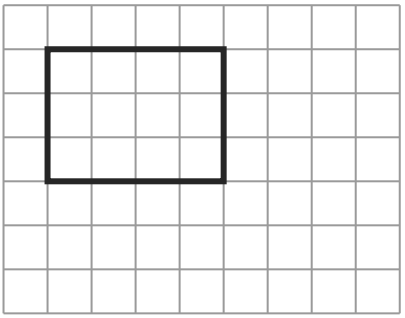
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**1.**



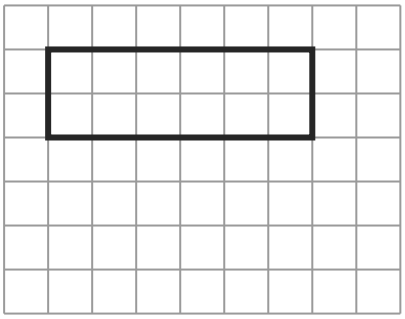
Perimeter = ☐ units

**2.**



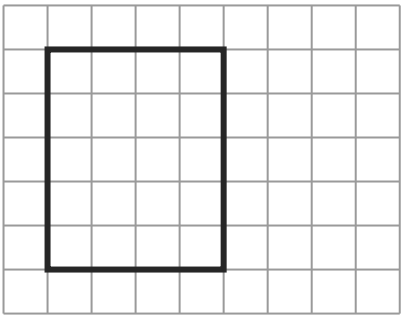
Perimeter = ☐ units

**3.**



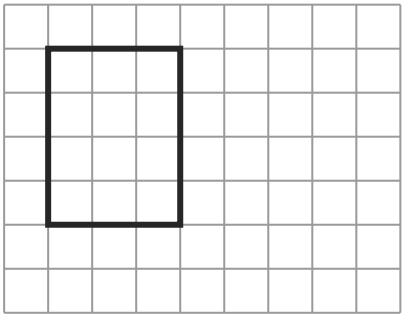
Perimeter = ☐ units

**4.**



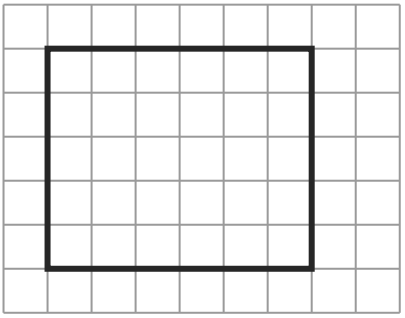
Perimeter = ☐ units

**5.**



Perimeter = ☐ units

**6.**



Perimeter = ☐ units

Name: _____ Date: _____

# Perimeter Word Problems

Read and solve. Draw a sketch to help you.

**1.** A photo frame is 79 cm by 17 cm. How much lace is needed to go around its edge?

Answer: _____

**2.** The perimeter of a rectangle is 40 cm. Its length is 14 cm. What is its breadth?

Answer: _____

**3.** Kavya walks 2 times around a rectangular field 62 m long and 24 m wide. How far does she walk?

Answer: _____

**4.** A square table top has sides of 40 cm. Pooja sticks coloured tape along all its edges. How much tape does she need?

Answer: _____

**5.** A triangular flower bed has sides of 7 m, 13 m and 11 m. What is its perimeter?

Answer: _____

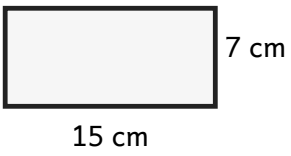
Name: _____ Date: _____

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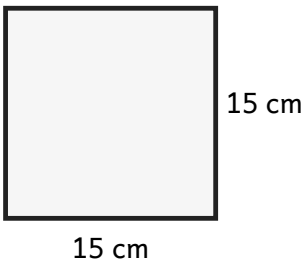
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**1.**




Perimeter = ☐ cm

**2.**

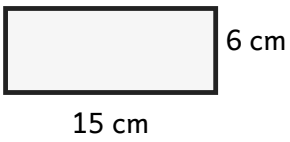



Perimeter = ☐ cm

**3.** Triangle with sides 3 cm, 3 cm and 3 cm

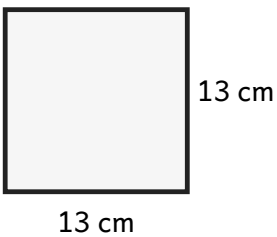
Perimeter = ☐ cm

**4.**




Perimeter = ☐ cm

**5.**




Perimeter = ☐ cm

**6.** Triangle with sides 7 cm, 11 cm and 12 cm

Perimeter = ☐ cm

Name: _____ Date: _____

# Our Rich Culture

Read about the colourful culture of India.



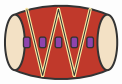
## Unity in Diversity

India is home to people of many religions, languages, foods and festivals. Our Constitution lists 22 main languages. Together we celebrate our differences.



## Classical Dances

The Sangeet Natak Akademi lists eight classical dances, such as **Bharatanatyam** (Tamil Nadu), **Kathak** (Uttar Pradesh), **Kathakali** (Kerala) and **Odissi** (Odisha).



## Folk Dances

Folk dances are performed at festivals and harvests: **Bhangra** (Punjab), **Garba** (Gujarat), **Bihu** (Assam), **Ghoomar** (Rajasthan) and **Lavani** (Maharashtra).



## Food

Each region has its own dishes: **dosa** and **idli** in the south, **makki di roti** and **sarson da saag** in Punjab, **dhokla** in Gujarat, **litti chokha** in Bihar.



## Dress

Many women wear a **saree** or a **salwar kameez**; many men wear a **kurta** or a **dhoti**. Women in Assam wear the **mekhela chador**. In Kashmir, a warm **phiran** is worn.



## Festivals

We celebrate Diwali, Eid, Christmas, Holi, Gurpurab, Durga Puja, Buddha Purnima and many more. Pongal, Onam, Baisakhi and Bihu are harvest festivals.



## National Festivals

All Indians celebrate **Republic Day** (26 January), **Independence Day** (15 August) and **Gandhi Jayanti** (2 October).



## Treasures of the World

UNESCO has listed **yoga**, the **Kumbh Mela**, **Durga Puja** in Kolkata and the **Garba** of Gujarat as treasures of world culture.

Name: _____ Date: _____

# Festivals and States

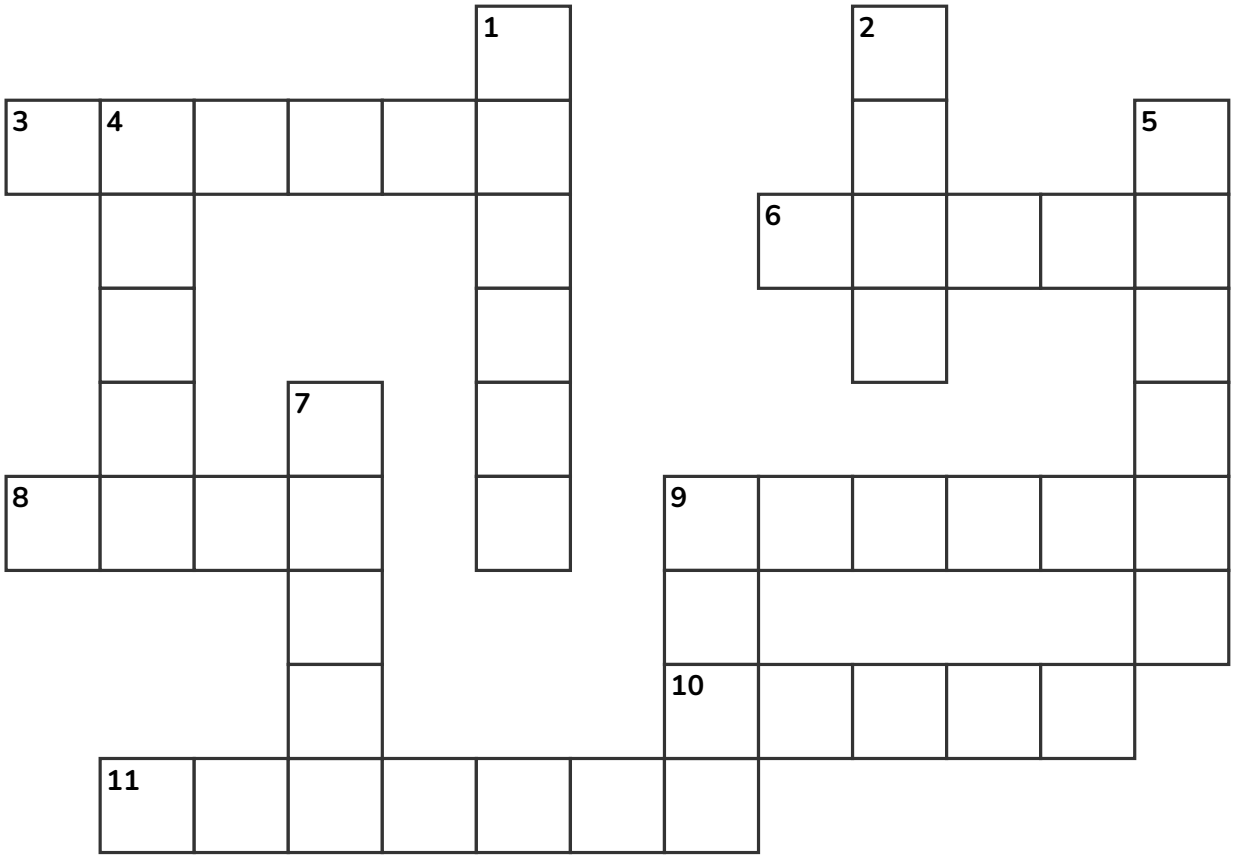
Draw a line to match each festival to a state where it is a very big celebration.

| | |
|---|---|
| Onam ● | ● West Bengal |
| Pongal ● | ● Nagaland |
| Bihu ● | ● Kerala |
| Baisakhi ● | ● Assam |
| Durga Puja ● | ● Bihar |
| Hornbill Festival ● | ● Maharashtra |
| Ganesh Chaturthi ● | ● Tamil Nadu |
| Chhath Puja ● | ● Punjab |

Name: _____ Date: _____

# Culture Crossword

Read the clues and fill in the crossword.




**Across**

**3.** A classical dance from Odisha (6)

**6.** A folk dance of Gujarat, danced in circles during Navratri (5)

**8.** A festival and a dance of Assam (4)

**9.** A soft, spongy snack from Gujarat (6)

**10.** A long piece of cloth draped by many Indian women (5)

**11.** A lively folk dance of Punjab (7)

**Down**

**1.** The festival of lights (6)

**2.** The harvest festival of Kerala (4)

**4.** A long cloth wrapped around the waist and legs by men (5)

**5.** A classical dance from Uttar Pradesh, with fast spins (6)

**7.** A long, loose shirt (5)

**9.** A thin, crispy pancake from South India (4)

Name: _____ Date: _____

# My Culture Scrapbook

Draw a picture in each box about the culture of your state or family. Write a sentence about it on the lines.



**A traditional dress of my state**



**A dance of my state**



**My favourite festival**



**A special dish from my region**

नाम: _____ दिनांक: _____

# वाक्य शुद्धि — वाक्य ठीक करो

पढ़ो और समझो। अशुद्ध और शुद्ध वाक्यों का अंतर देखो।

बोलते या लिखते समय कई बार वाक्य में लिंग, वचन, कारक चिह्न, शब्द-क्रम या क्रिया के रूप की गलती हो जाती है। ऐसे वाक्य को ठीक करके लिखना **वाक्य शुद्धि** कहलाता है। शुद्ध वाक्य से हमारी बात साफ़ और सही ढंग से पहुँचती है।

- वाक्य को ज़ोर से पढ़ो — अशुद्ध वाक्य सुनने में अटपटा लगता है।
- देखो कि कर्ता और क्रिया का लिंग और वचन आपस में मेल खाते हैं या नहीं।

| गलती | अशुद्ध वाक्य | शुद्ध वाक्य |
|---|---|---|
| लिंग | दही खट्टी है। | दही खट्टा है। |
| वचन | मेरे पास दो किताब है। | मेरे पास दो किताबें हैं। |
| कारक चिह्न | राम ने घर गया। | राम घर गया। |
| क्रिया का रूप | सीता गाना गाता है। | सीता गाना गाती है। |
| शब्द-क्रम | पानी गिलास में है ठंडा। | गिलास में ठंडा पानी है। |
| एक ही अर्थ का दोहराव | वह प्रातःकाल के समय उठता है। | वह प्रातःकाल उठता है। |



**याद रखो:** ‘ने’ का प्रयोग प्रायः भूतकाल की सकर्मक क्रिया के साथ होता है — ‘राम **ने** खाना खाया।’ ‘गया, आया, सोया’ जैसी अकर्मक क्रियाओं के साथ ‘ने’ नहीं लगता।

## अभ्यास करो

1. शुद्ध करो: ‘गाय घास खाता है।’

_____

नाम: _____ दिनांक: _____

# वाक्य शुद्ध करके लिखो

हर वाक्य में एक गलती है। उसे ढूँढ़ो और शुद्ध वाक्य दोबारा लिखो।

**1.** मैंने आज विद्यालय गया।

_____

**2.** बच्चे मैदान में खेल रहा है।

_____

**3.** दादी ने हमें एक कहानी सुनाया।

_____

**4.** आसमान में बहुत-से पतंग उड़ रहे हैं।

_____

**5.** मेरे को बहुत भूख लगी है।

_____

**6.** वह कल दिल्ली जाएगा था।

_____

**7.** सड़क पर बहुत भीड़ थे।

_____

**8.** मेरे पिताजी बैंक में काम करता है।

_____

नाम: _____ दिनांक: _____

# शुद्ध वाक्य पहचानो

हर प्रश्न में तीन वाक्य हैं। जो वाक्य शुद्ध है, उस पर ✓ लगाओ।

**1.** कौन-सा वाक्य शुद्ध है?

☐ (क) लड़की गाना गा रहा है।

☐ (ख) लड़की गाना गा रही है।

☐ (ग) लड़की गाना गा रहे है।

**2.** कौन-सा वाक्य शुद्ध है?

☐ (क) मैंने खाना खा लिया।

☐ (ख) मैं खाना खा लिया।

☐ (ग) मेरे खाना खा लिया।

**3.** कौन-सा वाक्य शुद्ध है?

☐ (क) मेरे पास एक कलम हैं।

☐ (ख) मेरे पास एक कलम है।

☐ (ग) मेरे पास एक कलमें है।

**4.** कौन-सा वाक्य शुद्ध है?

☐ (क) उसने मुझे पुस्तक दिया।

☐ (ख) उसने मुझे पुस्तक दी।

☐ (ग) उसने मुझको पुस्तक दिए।

**5.** कौन-सा वाक्य शुद्ध है?

☐ (क) हमारा देश महान है। ☐ (ख) हमारी देश महान है। ☐ (ग) हमारे देश महान है।

**6.** कौन-सा वाक्य शुद्ध है?

☐ (क) बच्चा पार्क में खेलते हैं।

☐ (ख) बच्चे पार्क में खेलता है।

☐ (ग) बच्चे पार्क में खेलते हैं।

**7.** कौन-सा वाक्य शुद्ध है?

☐ (क) गंगा नदी हिमालय से निकलता है।

☐ (ख) गंगा नदी हिमालय से निकलती है।

☐ (ग) गंगा नदी हिमालय को निकलती है।

**8.** कौन-सा वाक्य शुद्ध है?

☐ (क) अध्यापिका कहा कि शांत रहो।

☐ (ख) अध्यापिका ने कहा कि शांत रहा।

☐ (ग) अध्यापिका ने कहा कि शांत रहो।

Month 8

# Week 31

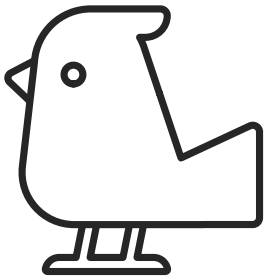
| | |
|---|---|
| **Reading** | Speech — persuasive language |
| **Grammar & Writing** | Writing: informal letter |
| **Maths** | Area of rectangles and squares |
| **EVS** | Monuments and heritage sites |
| **Hindi** | निबंध लेखन |

Name: _____ Date: _____

# Let's Bring Back the Sparrows

Read this speech given by a Class 4 student at school assembly. Notice how the speaker tries to persuade the listeners.

Speech



Good morning, respected Principal, teachers and my dear friends.

Close your eyes for a moment. Think of your grandparents' stories. Do you remember them talking about the cheerful little brown birds that hopped into their kitchens, chirping for grains of rice? Those birds were house sparrows. Now open your eyes and look around. When did you last see one?

Friends, sparrows are disappearing from many of our towns and cities. Our grandparents' houses had gaps under the roofs and holes in the walls, perfect for nests. Our new buildings are smooth glass and concrete, with nowhere for a sparrow to build a home. Sparrow chicks also need tiny insects to eat, but our neat gardens and chemical sprays leave fewer insects than ever before.

Some people say, 'They are only small brown birds. Why should we care?' I say this: sparrows eat insects that harm our crops and plants. They are part of the web of life. And a morning without birdsong is a sad morning indeed.

The good news is that we can help, and it is easy. First, we can put up wooden nest boxes on our balconies and school walls. Second, we can keep out a shallow bowl of clean water, especially in summer. Third, we can grow native plants and hedges, where insects can live and sparrows can hide. And we can stop using chemical sprays in our gardens.

Did you know that 20 March is World Sparrow Day? I propose that this year, every class in our school builds one nest box. Imagine our school filled with chirping again!

Friends, sparrows brightened our grandparents' mornings. Now it is our turn to look after them. Let us not wait until they are gone for ever. Let us act today. Thank you.

**Word help: respected** – a polite word for people we look up to • **nest box** – a small wooden box with a hole, where birds can nest • **native plants** – plants that grow naturally in a place • **chemical sprays** – liquids sprayed on plants to kill insects • **web of life** – the way all living things depend on one another

Name: _____ Date: _____

# Let's Bring Back the Sparrows: Questions

Answer the questions about the text.

**1.** What is the speaker's main purpose?

- ☐ (a) To describe the speaker's grandparents
- ☐ (b) To persuade listeners to help bring back the sparrows
- ☐ (c) To teach listeners how to draw birds

**2.** The speaker asks, 'When did you last see one?' Why ask a question that nobody answers aloud?

_____

_____

**3.** The speaker says sparrows are disappearing partly because new buildings have nowhere for nests.

☐ True ☐ False

**4.** Write three things the speaker says we can do to help sparrows.

_____

_____

**5.** Why does the speaker include the words 'Some people say … Why should we care?'

- ☐ (a) To agree with those people
- ☐ (b) To make the speech longer
- ☐ (c) To answer an argument against helping sparrows

**6.** Write the three words the speaker uses to put the ideas in paragraph 5 in order.

_____

**7.** Which sentence in the speech do you find the most persuasive? Explain why.

_____

_____

_____

_____

**8.** Find a word in paragraph 6 that means 'to suggest a plan'.

_____

**9.** What does the speaker ask the listeners to do at the very end?

_____

_____

Name: _____ Date: _____

# Word Power

Read each word and its meaning. Then write a sentence of your own using the word.

**chirping** — making short, high sounds like a small bird

*Example: We woke up to the sound of birds chirping.*

My sentence:

**disappearing** — going out of sight, or becoming fewer until none are left

*Example: Some frogs are disappearing because their ponds are drying up.*

My sentence:

**concrete** — a hard building material made from cement, sand, stones and water

*Example: The new bridge is made of steel and concrete.*

My sentence:

**harm** — to hurt or damage

*Example: Very loud music can harm your ears.*

My sentence:

**shallow** — not deep

*Example: Little children should swim in the shallow end of the pool.*

My sentence:

**propose** — to suggest a plan or an idea

*Example: I propose that we have a picnic on Sunday.*

My sentence:

**indeed** — really; certainly (used to make a point stronger)

*Example: It was a very hot day indeed.*

My sentence:

Name: _____ Date: _____

# Spelling: Prefixes re- and pre-

Look, say, cover, write and check each word.

**Spelling focus:** The prefix re- means 'again' or 'back' (rebuild, return). The prefix pre- means 'before' (preview, prepare).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **rebuild** | | | |
| **return** | | | |
| **reuse** | | | |
| **refill** | | | |
| **replace** | | | |
| **recycle** | | | |
| **rewrite** | | | |
| **remind** | | | |
| **prepare** | | | |
| **prevent** | | | |
| **predict** | | | |
| **preview** | | | |
| **prefix** | | | |
| **precaution** | | | |
| **preheat** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Writing an Informal Letter

Read the model letter and learn the format.

An **informal letter** is a friendly letter that we write to family members and friends. We use simple, warm language, as if we were talking to them. An informal letter has a fixed **format**. Look at the parts below and the model letter that Anjali wrote to her grandmother.

- **1. Sender's address and date:** your address at the top left, with the date below it.
- **2. Salutation (greeting):** Dear Nani, / Dear Kabir, — followed by a comma.
- **3. Body:** ask how they are, share your news in short paragraphs, and end with good wishes.
- **4. Closing:** Yours lovingly, / Your loving granddaughter, / Your friend,
- **5. Name:** write your name below the closing.

**Examples**

45, Gandhi Nagar
Jaipur
10 September 2026

Dear Nani,

I hope you and Nanaji are well. Last Friday was our school Sports Day.

I ran in the 100-metre race and came second. I won a silver medal!

Please come to Jaipur for Diwali. I miss your stories and your tasty laddoos.

Yours lovingly,
Anjali



**Remember:** In an informal letter you may use short forms such as I'm and can't, and you can share your feelings. Still, check your spelling and punctuation.

**Try it!**

1. Where do you write the sender's address?

_____

2. Write a salutation for a letter to your uncle.

_____

Name: _____ Date: _____

# Parts of an Informal Letter

Draw a line to match each part of the letter to an example of it.

| | |
|---|---|
| Sender's address | 5 October 2026 |
| Date | Sneha |
| Salutation | Write back soon and tell me your news. |
| Opening line | Your loving friend, |
| Main news | I hope you are enjoying your holidays. |
| Ending line | Our class won the drawing competition! |
| Closing | 12, Lake Road, Shillong |
| Name | Dear Ananya, |

Name: _____ Date: _____

# A Letter to My Cousin: Plan

Plan your writing. Fill in the organiser with your ideas.

Write a letter to your cousin who lives in another city. Invite them to spend the summer holidays with you. Tell them about the places you will visit, the games you will play and the food you will eat together. Use the correct format for an informal letter.

**Think about:**

- Begin with your address and the date at the top left.
- Salutation: Dear ...,
- Ask how your cousin and their family are.
- Invite them, and share two or three exciting plans.
- End with: Waiting for your reply. Yours lovingly, ...

**To (name / post and address)**

**Date and subject**

**Salutation (Respected Sir / Madam)**

**Body (reason and details)**

**Closing (Thanking you, Yours obediently) and your name**

Name: _____ Date: _____

# A Letter to My Cousin

Now write neatly using your plan. Check capital letters and full stops.

invite holidays visit excited together waiting reply Yours lovingly

Your loving cousin

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Unity in diversity is the strength of India.

Unity in diversity is the strength of India.

Unity in diversity is the strength of India.

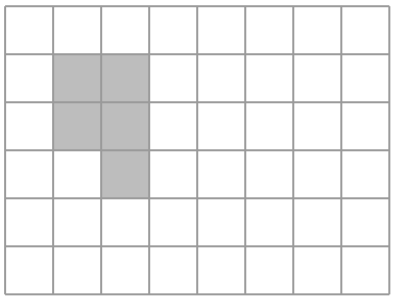
Name: _____ Date: _____

# Area by Counting Squares

Count the squares to find the area of each shape.

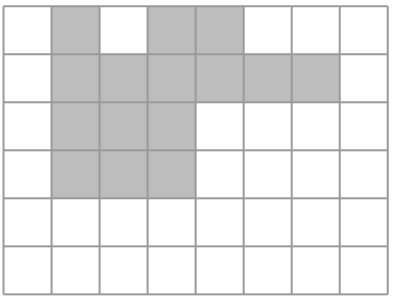
**Area** is the amount of surface a shape covers. Count the shaded squares.

**1.**



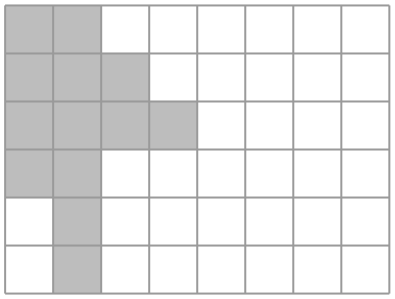
Area = ☐ square units

**2.**



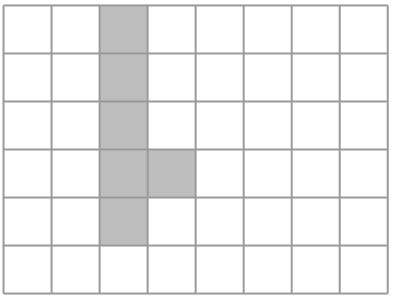
Area = ☐ square units

**3.**



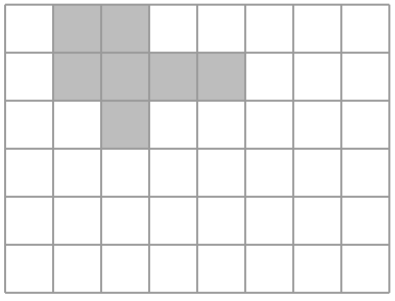
Area = ☐ square units

**4.**



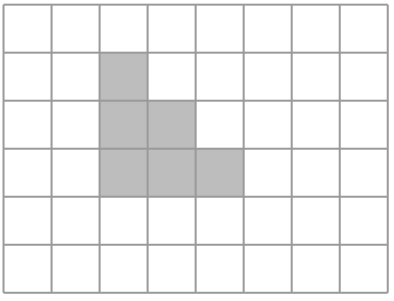
Area = ☐ square units

**5.**



Area = ☐ square units

**6.**



Area = ☐ square units

Name: _____ Date: _____

# Area of Rectangles and Squares

Find the area (and perimeter) of each shape.

Area of a rectangle = length × breadth. Area of a square = side × side. Area is measured in square units (sq cm, sq m).

**1.** Rectangle: 5 cm × 9 cm

Area = ☐ sq cm Perimeter = ☐ cm

**2.** Square: 16 cm × 16 cm

Area = ☐ sq cm Perimeter = ☐ cm

**3.** Rectangle: 18 cm × 8 cm

Area = ☐ sq cm Perimeter = ☐ cm

**4.** Area = 154 sq cm, length = 14 cm. Breadth = ☐ cm

**5.** Square: 15 cm × 15 cm

Area = ☐ sq cm Perimeter = ☐ cm

**6.** Rectangle: 14 cm × 3 cm

Area = ☐ sq cm Perimeter = ☐ cm

**7.** Rectangle: 13 cm × 8 cm

Area = ☐ sq cm Perimeter = ☐ cm

**8** Area = 64 sq cm, length = 8 cm. Breadth = ☐ cm

Name: _____ Date: _____

# Area of Rectangles and Squares

Find the area (and perimeter) of each shape.

Area of a rectangle = length × breadth. Area of a square = side × side. Area is measured in square units (sq cm, sq m).

**1.** Rectangle: 16 cm × 4 cm

Area = ☐ sq cm Perimeter = ☐ cm

**2.** Square: 5 cm × 5 cm

Area = ☐ sq cm Perimeter = ☐ cm

**3.** Rectangle: 19 cm × 3 cm

Area = ☐ sq cm Perimeter = ☐ cm

**4.** Area = 24 sq cm, length = 12 cm. Breadth = ☐ cm

**5.** Square: 20 cm × 20 cm

Area = ☐ sq cm Perimeter = ☐ cm

**6.** Rectangle: 11 cm × 4 cm

Area = ☐ sq cm Perimeter = ☐ cm

**7.** Rectangle: 7 cm × 12 cm

Area = ☐ sq cm Perimeter = ☐ cm

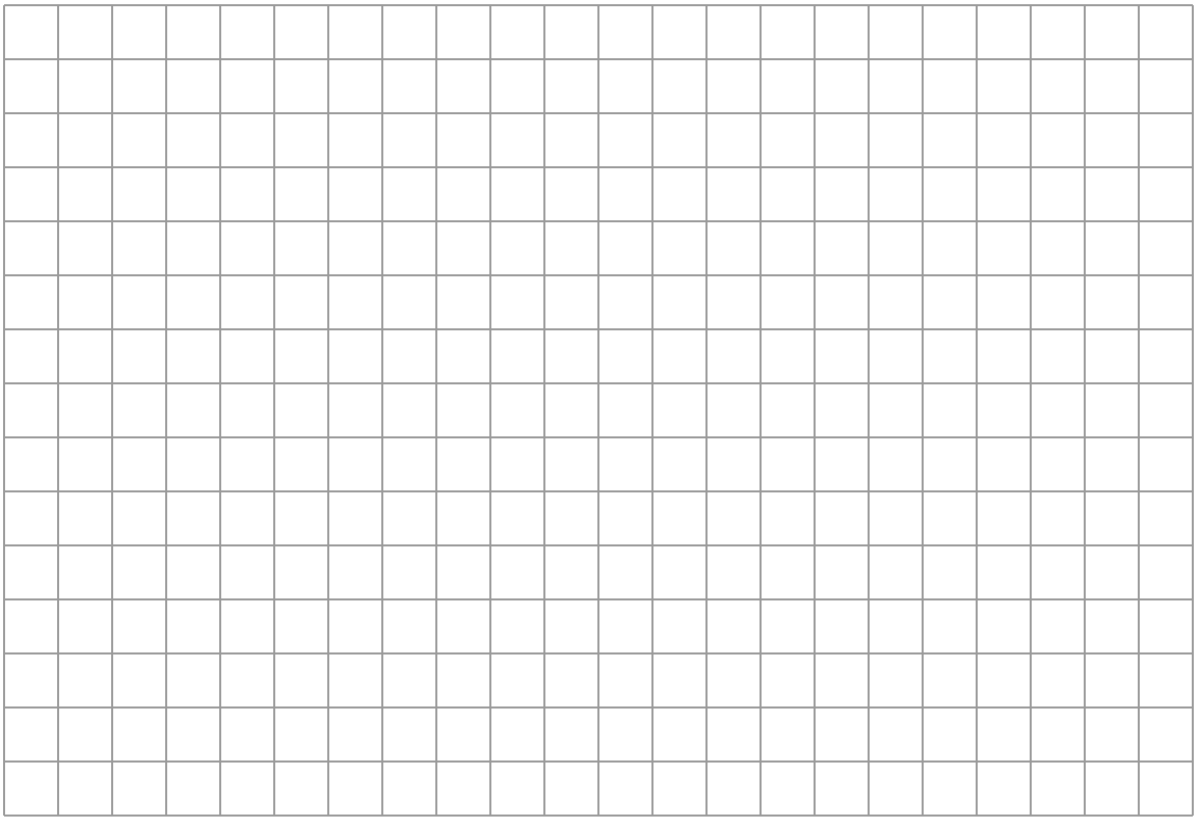
**8.** Area = 100 sq cm, length = 10 cm. Breadth = ☐ cm

Name: _____ Date: _____

# Draw Shapes with an Area

Shade squares on the grid to make each shape.

1. Draw a shape with an area of **11 square units**.
2. Draw a shape with an area of **10 square units**.
3. Draw a shape with an area of **14 square units**.



Now draw two different rectangles that each have an area of 12 square units.

Name: _____ Date: _____

# Area of Rectangles and Squares

Find the area (and perimeter) of each shape.

Area of a rectangle = length × breadth. Area of a square = side × side. Area is measured in square units (sq cm, sq m).

**1.** Square: 5 cm × 5 cm

Area = ☐ sq cm Perimeter = ☐ cm

**2.** Square: 7 cm × 7 cm

Area = ☐ sq cm Perimeter = ☐ cm

**3.** Square: 12 cm × 12 cm

Area = ☐ sq cm Perimeter = ☐ cm

**4.** Area = 216 sq cm, length = 18 cm. Breadth = ☐ cm

**5.** Square: 7 cm × 7 cm

Area = ☐ sq cm Perimeter = ☐ cm

**6.** Rectangle: 5 cm × 10 cm

Area = ☐ sq cm Perimeter = ☐ cm

**7.** Rectangle: 3 cm × 2 cm

Area = ☐ sq cm Perimeter = ☐ cm

**8** Area = 25 sq cm, length = 5 cm. Breadth = ☐ cm

Name: _____ Date: _____

# Perimeter Word Problems

Read and solve. Draw a sketch to help you.

**1.** Priya runs once around a square park of side 51 m. How far does she run?

Answer: _____

**2.** A photo frame is 36 cm by 23 cm. How much lace is needed to go around its edge?

Answer: _____

**3.** The perimeter of a rectangle is 40 cm. Its length is 18 cm. What is its breadth?

Answer: _____

**4.** A square table top has sides of 70 cm. Tenzin sticks coloured tape along all its edges. How much tape does he need?

Answer: _____

**5.** A triangular flower bed has sides of 9 m, 10 m and 15 m. What is its perimeter?

Answer: _____

Name: _____ Date: _____

# Monuments of India

Read about some famous monuments of India.

## Taj Mahal, Agra

The Mughal emperor **Shah Jahan** built this white marble tomb in memory of his wife, Mumtaz Mahal. It is one of the New Seven Wonders of the World.

## Qutub Minar, Delhi

This tall tower of red sandstone is about 73 metres high. Qutb-ud-din Aibak began building it more than 800 years ago.



## Red Fort, Delhi

Shah Jahan built this huge fort of red sandstone. Every year on Independence Day, the Prime Minister hoists the national flag here.

## Charminar, Hyderabad

'Char minar' means 'four towers'. This monument with four tall minarets was built in 1591 by Sultan Muhammad Quli Qutb Shah.



## Sun Temple, Konark

This 13th-century temple in Odisha is shaped like a giant chariot. It has 24 carved stone wheels and is pulled by seven stone horses.

## Sanchi Stupa

This dome-shaped Buddhist monument in Madhya Pradesh was first built by Emperor **Ashoka** more than 2,000 years ago.



## Hawa Mahal, Jaipur

The 'Palace of Winds' has 953 small windows. Royal women could watch street festivals through them without being seen.

## Our Heritage

**Monuments** tell the story of our past. India has more than 40 UNESCO World Heritage Sites. World Heritage Day is on 18 April.

Name: _____ Date: _____

# Where Is It?

Draw a line to match each monument to the state or union territory where it stands.

| | |
|---|---|
| Taj Mahal | Odisha |
| Qutub Minar | Uttar Pradesh |
| Charminar | Maharashtra |
| Sun Temple, Konark | Rajasthan |
| Sanchi Stupa | Delhi |
| Hawa Mahal | Punjab |
| Gateway of India | Telangana |
| Golden Temple, Amritsar | Madhya Pradesh |

Name: _____ Date: _____

# Heritage Quiz

Tick the correct answer.

**1.** Who built the Taj Mahal?

☐ (a) Akbar ☐ (b) Shah Jahan ☐ (c) Ashoka

**2.** Where does the Prime Minister hoist the national flag on Independence Day?

☐ (a) Qutub Minar ☐ (b) India Gate ☐ (c) Red Fort

**3.** The Sun Temple at Konark is shaped like a ...

☐ (a) chariot ☐ (b) boat ☐ (c) lotus

**4.** What does 'Charminar' mean?

☐ (a) four gates ☐ (b) four towers ☐ (c) four rivers

**5.** Who first built the Sanchi Stupa?

☐ (a) Shah Jahan ☐ (b) Qutb-ud-din Aibak ☐ (c) Emperor Ashoka

**6.** When is World Heritage Day?

☐ (a) 18 April ☐ (b) 15 August ☐ (c) 5 June

**7.** Which of these should we NOT do at a monument?

☐ (a) read the signboards

☐ (b) scratch our names on the walls

☐ (c) use the dustbins

**8.** In which city is the Hawa Mahal?

☐ (a) Agra ☐ (b) Hyderabad ☐ (c) Jaipur

Name: _____ Date: _____

# Be a Heritage Guide

Make a guide leaflet about a monument near you. Draw it below and answer the questions.

Imagine you are a tour guide! Choose a monument or an old building in your town or state, and make a leaflet for visitors.

**You need:**

☐ a sheet of paper folded in three

☐ colour pencils

☐ books or the internet (with an adult)

**What to do:**

1. Choose a monument: a fort, palace, temple, mosque, church, gurdwara, stepwell or old building near you.
2. Find out where it is, who built it and when it was built.
3. Find two interesting facts about it.
4. Draw a picture of it on the front of your leaflet.
5. Inside, write the facts. Add one rule that will help visitors protect it.
6. Present your leaflet to your family, just like a real guide!

**Draw it here:**

**1.** Which monument did you choose? Where is it?

_____

**2.** Why should we protect our monuments?

_____

**3.** Write one thing visitors should never do at a monument.

_____

नाम: _____ दिनांक: _____

# निबंध लेखन

नमूना निबंध पढ़ो और निबंध के तीनों भाग समझो।

किसी विषय पर अपने विचार क्रम से, कई अनुच्छेदों में लिखना **निबंध** कहलाता है। निबंध के तीन भाग होते हैं — **भूमिका** (विषय से परिचय), **मध्य भाग** (मुख्य बातें) और **उपसंहार** (अंत में सार या सीख)। नीचे 'हमारा राष्ट्रीय पक्षी — मोर' पर एक नमूना निबंध पढ़ो।

- **भूमिका:** मोर हमारा राष्ट्रीय पक्षी है। यह बहुत सुंदर और शानदार पक्षी है। भारत के लगभग हर भाग में मोर पाए जाते हैं।
- **मध्य भाग:** नर मोर की गर्दन नीली और चमकीली होती है। उसके सिर पर कलगी होती है और लंबे पंखों पर आँख जैसे सुंदर निशान होते हैं।
- वर्षा ऋतु में बादल देखकर मोर पंख फैलाकर नाचता है। मोरनी के पंख छोटे और कम रंगीन होते हैं। मोर अनाज और कीड़े-मकोड़े खाता है।
- **उपसंहार:** मोर हमारे देश की शान है। हमें मोरों और उनके रहने की जगहों की रक्षा करनी चाहिए।

💡 **याद रखो:** निबंध लिखने से पहले मुख्य बातों की एक सूची बना लो। हर नई बात के लिए नया अनुच्छेद शुरू करो और भाषा सरल रखो।

नाम: _____ दिनांक: _____

# निबंध लिखो: मेरा प्रिय त्योहार

संकेतों की सहायता से तीन भागों वाला निबंध लिखो।

'मेरा प्रिय त्योहार' विषय पर 12–15 वाक्यों का निबंध लिखो। भूमिका, मध्य भाग और उपसंहार — तीनों भाग अलग-अलग अनुच्छेदों में लिखो।

**इन बातों पर सोचो:**

- भूमिका: तुम्हारा प्रिय त्योहार कौन-सा है? यह कब आता है?
- यह त्योहार क्यों मनाया जाता है?
- घर में क्या तैयारियाँ होती हैं? कौन-से पकवान बनते हैं?
- तुम परिवार और मित्रों के साथ इसे कैसे मनाते हो?
- उपसंहार: यह त्योहार तुम्हें क्यों प्रिय है? इससे क्या सीख मिलती है?

त्योहार उत्सव तैयारी सजावट पकवान नए कपड़े मेल-जोल उपहार प्रेम भाईचारा

नाम: _____ दिनांक: _____

# निबंध के बारे में सही या गलत?

हर वाक्य को ध्यान से पढ़ो और बताओ कि वह सही है या गलत।

**1.** निबंध के तीन भाग होते हैं — भूमिका, मध्य भाग और उपसंहार। सही गलत

**2.** भूमिका निबंध के अंत में लिखी जाती है। सही गलत

**3.** मध्य भाग में विषय की मुख्य बातें लिखी जाती हैं। सही गलत

**4.** निबंध में एक ही बात को बार-बार लिखना अच्छा होता है। सही गलत

**5.** हर नई बात के लिए नया अनुच्छेद शुरू करना चाहिए। सही गलत

**6.** उपसंहार में विषय का सार या कोई सीख लिखी जाती है। सही गलत

**7.** निबंध लिखते समय विषय से हटकर दूसरी बातें भी लिखनी चाहिए। सही गलत

**8.** निबंध लिखने से पहले मुख्य बातों की सूची बनाना उपयोगी होता है। सही गलत

**9.** नमूना निबंध के अनुसार मोर हमारा राष्ट्रीय पशु है। सही गलत

Month 8

# Week 32

| | |
|---|---|
| **Reading** | Science fiction story — setting and imagination |
| **Grammar & Writing** | Writing: formal letter (application to the principal) |
| **Maths** | 3-D shapes: faces, edges, vertices, nets and views |
| **EVS** | Freedom fighters of India |
| **Hindi** | अपठित पद्यांश – 2 |

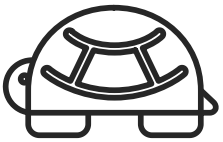
Name: _____ Date: _____

# The Mango Tree Under the Sea

Read the story. Notice how the writer uses imagination to create a setting in the future.

Science fiction story

In the year 2089, Kavya lived at the bottom of the sea. Her home was Samudra Nagar, a city of glass domes built on the sea floor near the Lakshadweep Islands. Through her bedroom window, she watched silver fish flash past and sea turtles glide by like slow green aeroplanes. At night, the city's lights glowed blue, and the coral outside sparkled like a field of jewels.



Kavya went to school in a bubble-bus, a little round submarine that hummed through tunnels between the domes. Her teacher was a friendly robot called Guru-9, who could speak forty languages and tell jokes in all of them, though none of the jokes were very funny.

Everything in Samudra Nagar was clever. Machines turned sea water into fresh water. Fields of seaweed made oxygen for everyone to breathe. Vegetables grew under purple lights in tall towers. But there was one thing Kavya had never seen: a real tree.

'When I was a girl in Kochi,' said her great-grandmother, Ammachi, 'we had a mango tree in our yard. Its leaves whispered in the wind, and the mangoes were so sweet that the juice ran down to your elbows.' Kavya tried to imagine wind. She had only ever felt the soft hum of the air machines.

On Kavya's tenth birthday, Ammachi gave her a small, wrinkled seed inside a tiny glass capsule. 'It's a mango seed,' she said. 'The capsule has kept it alive for seventy years. Perhaps it is time it had a home.'

Kavya asked Guru-9 for help. Together, they built a special corner in the garden dome. They made a lamp as bright as the sun, a little fan to make a breeze, and soil from crushed shells and seaweed. Kavya planted the seed and watered it every day.

For weeks, nothing happened. Then one morning, a tiny shoot pushed up through the soil. Kavya shouted so loudly that the fish outside the window darted away. By the end of the year, the sapling was as tall as her knee, with soft, coppery leaves that slowly turned green.

Every evening, Kavya switched on the little fan and sat beside her mango tree with Ammachi. When the breeze blew, the leaves rustled. 'Listen,' Ammachi whispered. 'That is the sound of wind in a tree.' Kavya closed her eyes, and for a moment she was not under the sea at all, but in a sunny yard in Kochi, long ago.

**Word help: Lakshadweep** – a group of small coral islands in the Arabian Sea, part of India • **submarine** – a boat that can travel under water • **coral** – hard, colourful shapes made by tiny sea animals • **capsule** – a small, closed container • **Ammachi** – a Malayalam word for grandmother

Name: _____ Date: _____

# The Mango Tree Under the Sea: Questions

Answer the questions about the text.

**1.** When and where is this story set?

- ☐ (a) Today, in Kochi
- ☐ (b) In 1950, on a ship
- ☐ (c) In 2089, in a city under the sea near Lakshadweep

**2.** Write two details that help you picture Samudra Nagar.

_____

_____

**3.** Kavya had seen many real trees before her tenth birthday.

☐ True ☐ False

**4.** Name two imaginary inventions in the story.

_____

_____

**5.** Why had Kavya never felt real wind?

- ☐ (a) She lived under the sea, where there were only air machines.
- ☐ (b) She was always ill in bed.
- ☐ (c) She was not allowed to go outside.

**6.** How did Kavya and Guru-9 help the mango seed grow under the sea?

_____

_____

**7.** Why is the setting so important in this story? Would the story work in a village today?

_____

_____

_____

_____

**8.** Find a word in paragraph 1 that means 'move smoothly and quietly'.

_____

**9.** Imagine one more invention for Samudra Nagar. Describe it in two sentences.

_____

_____

_____

_____

Name: _____ Date: _____

# Words from the Story

Read each word and its meaning. Then write a sentence of your own using the word.

**glide** — to move smoothly and quietly

*Example: Eagles glide high above the hills.*

My sentence:

**domes** — round roofs shaped like half a ball

*Example: The old palace has three white domes.*

My sentence:

**flash** — to move or shine very quickly

*Example: Fireflies flash in the dark garden.*

My sentence:

**wrinkled** — covered with small lines or folds

*Example: My fingers get wrinkled after a long bath.*

My sentence:

**sapling** — a young tree

*Example: We planted a neem sapling in the school garden.*

My sentence:

**coppery** — reddish-brown, like the metal copper

*Example: The setting sun turned the river coppery.*

My sentence:

**rustled** — made a soft, dry sound like leaves or paper moving

*Example: The leaves rustled in the evening breeze.*

My sentence:

Name: _____ Date: _____

# Spelling: Prefixes sub- and super-

Look, say, cover, write and check each word.

**Spelling focus:** The prefix sub- means 'under' (submarine). The prefix super- means 'above' or 'more than' (superhero, supersonic).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **submarine** | | | |
| **subway** | | | |
| **submerge** | | | |
| **subheading** | | | |
| **subtitle** | | | |
| **subsoil** | | | |
| **subtract** | | | |
| **supermarket** | | | |
| **superhero** | | | |
| **supersonic** | | | |
| **superstar** | | | |
| **supervisor** | | | |
| **superfast** | | | |
| **superpower** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Writing a Leave Application

Read the model application and learn the format.

A **formal letter** is written to people in charge, such as the principal, or to people we do not know. An **application for leave** asks the principal to allow you to stay away from school for a few days. Use polite, clear language and no short forms. Schools in India follow the format shown in the model.

- **1. To** and the receiver's address: To / The Principal / the name of the school (and the city).
- **2. Date** and **3. Subject:** one line telling what the letter is about, e.g. Subject: Application for sick leave
- **4. Salutation:** Respected Sir, / Respected Ma'am,
- **5. Body:** who you are, why you need leave and for which dates. Use: Kindly grant me leave ...
- **6. Closing:** Thanking you, / Yours obediently, then your name, class, section and roll number.

**Examples**

To
The Principal
New Era School

Date: 14 July 2026
Subject: Application for sick leave

Respected Ma'am,

I am Aarav Mehta of Class 4 B. I have a high fever, and the doctor has advised me to rest.

Kindly grant me leave for three days, from 14 July to 16 July 2026.

Thanking you,
Yours obediently,
Aarav Mehta
Class 4 B, Roll No. 12



**Remember:** Begin a letter to the principal with 'Respected Sir' or 'Respected Ma'am', never 'Hi'. Do not use short forms such as I'm or can't. Keep it short and polite.

**Try it!**

1. Write the salutation for a letter to the principal.

_____

2. Which line tells the reader what the letter is about?

_____

Name: _____ Date: _____

# Make It Formal

Rewrite each line in polite, formal language. These lines are too casual for a letter to the principal.

**1.** Hi Principal!

_____

**2.** I was super sick, so I couldn't come to school.

_____

**3.** Please give me two days off.

_____

**4.** My sister's getting married and I really want to go!

_____

**5.** I'll be back on Monday, OK?

_____

**6.** Thanks a lot!

_____

**7.** Love, Rohan

_____

Name: _____ Date: _____

# Leave to Attend a Wedding: Plan

Plan your writing. Fill in the organiser with your ideas.

You need two days' leave to attend your cousin's wedding in another city. Write an application to your principal asking for leave. Use the correct format: To, the address, date, subject, salutation, body, Thanking you, Yours obediently, and your name, class and roll number.

**Think about:**

- To / The Principal / your school's name and city
- Date: ... Subject: Application for leave to attend a wedding
- Respected Sir, / Respected Ma'am,
- Body: who you are, why you need leave, and the dates
- Kindly grant me leave for two days, from ... to ...
- Thanking you, / Yours obediently, / name, class, roll number

**To (name / post and address)**

**Date and subject**

**Salutation (Respected Sir / Madam)**

**Body (reason and details)**

**Closing (Thanking you, Yours obediently) and your name**

Name: _____ Date: _____

# Leave to Attend a Wedding

Now write neatly using your plan. Check capital letters and full stops.

Respected kindly grant leave attend wedding obediently Thanking you

Subject Roll No.

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Be brave enough to ask questions.

Be brave enough to ask questions.

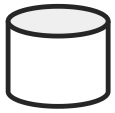
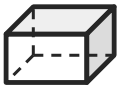
Be brave enough to ask questions.

Name: _____ Date: _____

# Faces, Edges and Corners

Count the faces, edges and corners (vertices) of each solid.

Dashed lines show the edges hidden at the back. Count curved faces too.

| Solid | Name | Faces | Edges | Corners (vertices) |
|---|---|---|---|---|
|  | square pyramid | | | |
|  | cylinder | | | |
|  | cone | | | |
|  | cuboid | | | |
|  | cube | | | |
|  | sphere | | | |

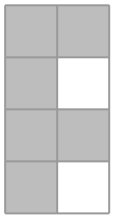
Name: _____ Date: _____

# Nets of a Cube

Look at each net. Will it fold into a cube? Tick Yes or No.

A **net** is a flat shape that can be folded to make a solid. A cube has 6 square faces, so a cube net has 6 squares. Copy a net on squared paper, cut it out and fold it to check!

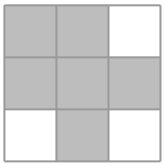
**1.**



Can it fold into a cube?

☐ Yes ☐ No

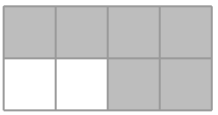
**2.**



Can it fold into a cube?

☐ Yes ☐ No

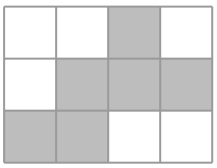
**3.**



Can it fold into a cube?

☐ Yes ☐ No

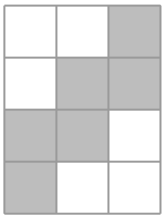
**4.**



Can it fold into a cube?

☐ Yes ☐ No

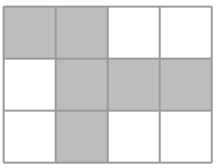
**5.**



Can it fold into a cube?

☐ Yes ☐ No

**6.**



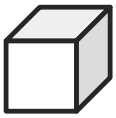
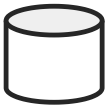
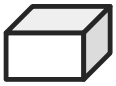
Can it fold into a cube?

☐ Yes ☐ No

Name: _____ Date: _____

# Top, Front and Side Views

Draw (or name) the shape you see from the top, front and side.

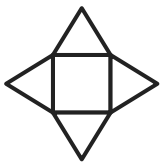
| Solid | Name | Top view | Front view | Side view |
|---|---|---|---|---|
|  | cube | | | |
|  | cylinder | | | |
|  | cone | | | |
|  | cuboid | | | |
|  | sphere | | | |

Name: _____ Date: _____

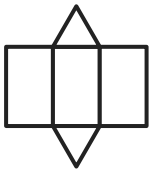
# Match the Net to the Solid

Each net on the left folds into one solid on the right. Write the letter of its net.

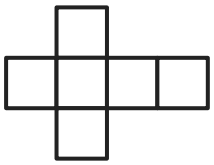
**A**



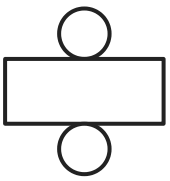
**B**



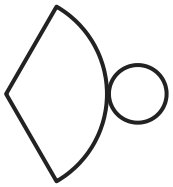
**C**



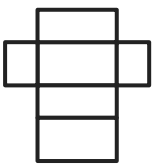
**D**



**E**

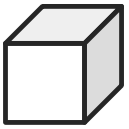


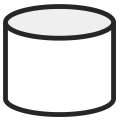
**F**

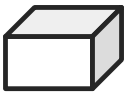


**1.**  cone Net: ☐

**2.**  square pyramid Net: ☐

**3.**  cube Net: ☐

**4.**  cylinder Net: ☐

**5.**  cuboid Net: ☐

**6.**  triangular prism Net: ☐

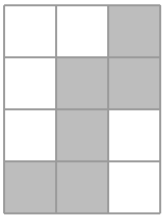
Name: _____ Date: _____

# Nets of a Cube

Look at each net. Will it fold into a cube? Tick Yes or No.

A **net** is a flat shape that can be folded to make a solid. A cube has 6 square faces, so a cube net has 6 squares. Copy a net on squared paper, cut it out and fold it to check!

**1.**



Can it fold into a cube?

☐ Yes ☐ No

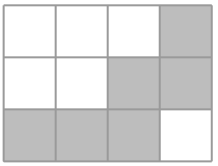
**2.**



Can it fold into a cube?

☐ Yes ☐ No

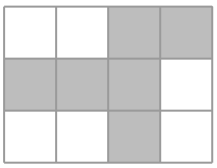
**3.**



Can it fold into a cube?

☐ Yes ☐ No

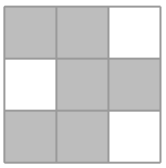
**4.**



Can it fold into a cube?

☐ Yes ☐ No

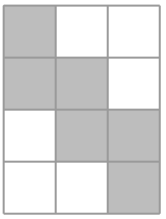
**5.**



Can it fold into a cube?

☐ Yes ☐ No

**6.**



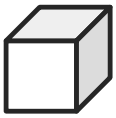
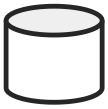
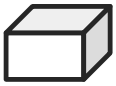
Can it fold into a cube?

☐ Yes ☐ No

Name: _____ Date: _____

# Top, Front and Side Views

Draw (or name) the shape you see from the top, front and side.

| Solid | Name | Top view | Front view | Side view |
|---|---|---|---|---|
|  | cube | | | |
|  | cylinder | | | |
|  | cone | | | |
|  | cuboid | | | |
|  | sphere | | | |

Name: _____ Date: _____

# Our Freedom Fighters

Read about some of the people who worked for India's freedom.

## Rani Lakshmibai

The brave queen of **Jhansi** fought against British rule in the Revolt of 1857. This revolt is called the First War of Independence.

## Mahatma Gandhi

Gandhiji worked for freedom with **truth** and **non-violence**. In 1930 he led the **Dandi March** to make salt. He is called the Father of the Nation.

## Jawaharlal Nehru

Nehru was a close follower of Gandhiji and became India's **first Prime Minister**. His birthday, 14 November, is celebrated as Children's Day.

## Sardar Vallabhbhai Patel

Known as the **Iron Man of India**, he brought more than 500 princely states together to form one united India.

## Subhas Chandra Bose

People called him **Netaji**. He led the **Indian National Army** (Azad Hind Fauj) and made the greeting 'Jai Hind' popular.

## Sarojini Naidu

A poet called the **Nightingale of India**, she worked for freedom and became the first woman Governor of an Indian state.

## Dr B.R. Ambedkar

He fought for equal rights for all. He led the committee that wrote the **Constitution of India**, so he is called its chief architect.

## Freedom at Last!



India became free on **15 August 1947**. On **26 January 1950**, our Constitution came into force and India became a republic.

Name: _____ Date: _____

# Who Am I?

Draw a line to match each freedom fighter to the name or title people gave them.

| | |
|---|---|
| Mahatma Gandhi | chief architect of the Constitution |
| Sardar Patel | first Prime Minister of India |
| Subhas Chandra Bose | Nightingale of India |
| Sarojini Naidu | Father of the Nation |
| Rani Lakshmibai | Iron Man of India |
| Jawaharlal Nehru | Netaji |
| Dr B.R. Ambedkar | Queen of Jhansi |

Name: _____ Date: _____

# Freedom Struggle Quiz

Tick the correct answer.

**1.** When did India become independent?

☐ (a) 26 January 1950 ☐ (b) 15 August 1947 ☐ (c) 2 October 1869

**2.** Why did Gandhiji lead the Dandi March?

☐ (a) to build a new city

☐ (b) to climb a mountain

☐ (c) to make salt and break an unfair law

**3.** Who was India's first Prime Minister?

☐ (a) Jawaharlal Nehru ☐ (b) Sardar Patel

☐ (c) Subhas Chandra Bose

**4.** Which day is celebrated as Children's Day?

☐ (a) 2 October ☐ (b) 14 November ☐ (c) 15 August

**5.** Who led the Indian National Army?

☐ (a) Sarojini Naidu ☐ (b) Rani Lakshmibai

☐ (c) Subhas Chandra Bose

**6.** What did Gandhiji use in the fight for freedom?

☐ (a) truth and non-violence ☐ (b) money

☐ (c) weapons

**7.** On which day do we celebrate Republic Day?

☐ (a) 15 August ☐ (b) 26 January ☐ (c) 14 April

**8.** Rani Lakshmibai was the queen of ...

☐ (a) Mysuru ☐ (b) Delhi ☐ (c) Jhansi

Name: _____ Date: _____

# Make a Freedom Timeline

Make a timeline strip to hang on your wall. Then answer the questions.

A timeline shows events in the order they happened. Use these events: Revolt of 1857; Indian National Congress formed (1885); Dandi March (1930); Quit India Movement (1942); Independence (1947); India becomes a republic (1950).

**You need:**

- ☐ a long strip of chart paper
- ☐ a ruler
- ☐ a pencil
- ☐ colour pencils

**What to do:**

1. Draw a long line across your strip. Mark 6 points on it, evenly spaced.
2. Write the six years at the points, in order: 1857, 1885, 1930, 1942, 1947 and 1950.
3. Under each year, write the event that happened then.
4. Draw a small picture for each event, such as a pinch of salt for the Dandi March.
5. Colour your timeline and hang it on the wall.

**1.** Which event on your timeline happened first?

_____

**2.** In which year was the Quit India Movement?

_____

**3.** How many years after the Dandi March did India become free?

_____

**4.** Which freedom fighter would you like to learn more about? Why?

_____

नाम: _____ दिनांक: _____

# अपठित पद्यांश – 2: मेरी पतंग

कविता को ध्यान से पढ़ो। फिर नीचे दिए प्रश्नों के उत्तर दो।

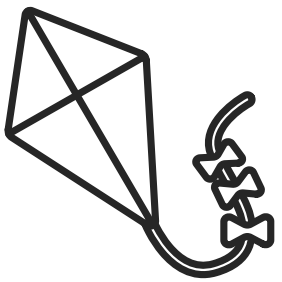
रंग-बिरंगी मेरी पतंग,
चली हवा के संग-संग।
धागा थामे दौड़ूँ मैं,
नभ से नाता जोड़ूँ मैं।

ठुमक-ठुमककर नाच दिखाए,
चिड़ियों को भी पास बुलाए।
सूरज दादा हँसकर बोले,
“इतने ऊपर कौन ये डोले?”

मकर संक्रांति का दिन आया,
तिल-गुड़ के लड्डू संग लाया।
छत-छत पर है रौनक भारी,
उड़ती पतंगें प्यारी-प्यारी।

पर यह बात सदा याद रखना,
छत की मुँडेर से दूर रहना।
काँच का माँझा कभी न लेना,
पंछी को भी उड़ने देना।

*— न्यू एरा*



**शब्दार्थ: नभ** – आकाश, आसमान • **नाता** – संबंध, रिश्ता • **रौनक** – चहल-पहल, शोभा • **मुँडेर** – छत के किनारे बनी छोटी दीवार • **माँझा** – पतंग उड़ाने का मज़बूत धागा

नाम: _____ दिनांक: _____

# अपठित पद्यांश – 2: मेरी पतंग: प्रश्न

कविता के आधार पर प्रश्नों के उत्तर दो।

**1.** पतंग किसके संग-संग चली?

☐ (क) बादल के ☐ (ख) हवा के ☐ (ग) चिड़िया के

**2.** कविता में किस त्योहार का वर्णन है?

☐ (क) होली ☐ (ख) मकर संक्रांति ☐ (ग) ओणम

**3.** ऊँची उड़ती पतंग को देखकर सूरज दादा नाराज़ हो गए।

☐ सही ☐ गलत

**4.** मकर संक्रांति का दिन अपने साथ क्या लेकर आया?

_____

_____

**5.** 'नभ' शब्द का अर्थ लिखो।

_____

**6.** कविता में 'बोले' से तुक मिलाने वाला शब्द कौन-सा है?

_____

**7.** कविता में काँच का माँझा न लेने को क्यों कहा गया है?

_____

_____

**8.** पतंग उड़ाते समय हमें किन-किन बातों का ध्यान रखना चाहिए?

_____

_____

_____

_____

नाम: _____ दिनांक: _____

# कविता के शब्दों से वाक्य पूरे करो

बॉक्स में कविता के कुछ शब्द दिए हैं। सही शब्द चुनकर हर वाक्य पूरा करो।

| माँझा | नभ | गुड़ | रौनक | थाम | नाता | दौड़ | मुँडेर |
|---|---|---|---|---|---|---|---|

**1.** दीवाली पर बाज़ार में खूब _____ थी।

**2.** छत की _____ पर एक कबूतर बैठा है।

**3.** रात को _____ में अनगिनत तारे चमकते हैं।

**4.** दादी और मेरा बहुत गहरा _____ है।

**5.** काँच वाला _____ पंछियों के लिए खतरनाक होता है।

**6.** भैया ने मेरा हाथ _____ लिया, ताकि मैं गिर न जाऊँ।

**7.** मैं रोज़ सुबह पार्क में _____ लगाता हूँ।

**8.** मकर संक्रांति पर हम तिल और _____ के लड्डू खाते हैं।

Month 8

# Monthly Activity Set:

# Our Government and Culture

Panchayat role play, states and capitals game, dances of India, heritage passport

Name: _____ Date: _____

# Dances of India

Read about some of the beautiful dances of India.

## Bharatanatyam



A classical dance from **Tamil Nadu**. Dancers use graceful hand gestures (mudras), expressive eyes and rhythmic footwork to tell stories.

## Kathak

A classical dance from **Uttar Pradesh**. Dancers spin quickly and tap their feet fast to make their ankle bells (ghungroos) ring.

## Kathakali

A dance-drama from **Kerala**. Dancers wear huge costumes and bright face make-up. The colours show what kind of character each one is.

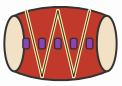
## Odissi

A graceful classical dance from **Odisha**, with poses like the stone carvings on old temples such as the one at Konark.

## Manipuri

A gentle, flowing classical dance from **Manipur**. The dancers wear stiff, barrel-shaped skirts and move very softly.

## Bhangra and Giddha



Lively folk dances of **Punjab**, performed at harvest time and at Baisakhi. Bhangra dancers move to the beat of the dhol.

## Garba and Bihu

**Garba** is danced in circles in Gujarat during Navratri. **Bihu** is a joyful dance of Assam, performed at the Bihu festival.

## Ghoomar and Lavani

In **Ghoomar** from Rajasthan, women twirl in long, swirling skirts. **Lavani** from Maharashtra is fast and full of energy, danced to the dholki.

Name: _____ Date: _____

# Panchayat Role Play

Act out a Gram Sabha meeting with your family or friends. Then answer the questions.

Act out a Gram Sabha meeting! The village handpump is broken and the village pond is dirty. How will the panchayat solve these problems?

**You need:**

☐ 5 or more people

☐ name cards for each role

☐ a notebook for the secretary

**What to do:**

1. Give out the roles: the Sarpanch, two or three Panchs, the Panchayat Secretary and the villagers.
2. The Sarpanch opens the meeting and welcomes everyone.
3. The villagers explain the problems: the broken handpump and the dirty pond.
4. Everyone suggests ideas. The Panchs talk about how much each idea will cost.
5. Vote by raising hands. The idea with the most votes is chosen.
6. The Secretary writes down the decisions.

**1.** Which role did you play?

_____

**2.** What did your Gram Sabha decide?

_____

**3.** Why is it good for villagers to vote on decisions?

_____

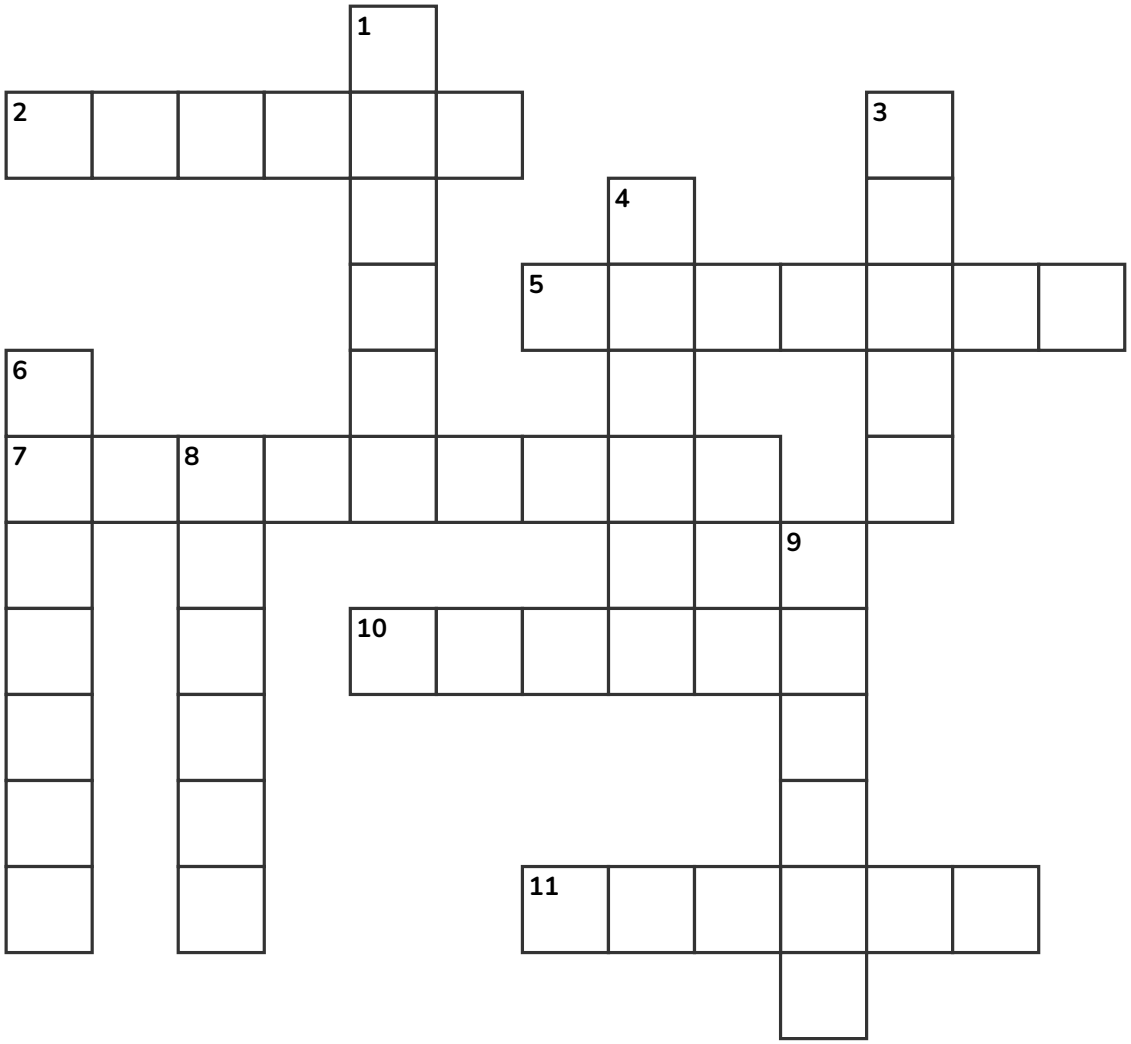
**4.** Who is the head of a Gram Panchayat?

_____

Name: _____ Date: _____

# States and Capitals Crossword

Read the clues and fill in the crossword.




## Across

**2.** Capital of Madhya Pradesh (6)
**5.** Capital of Sikkim (7)
**7.** Capital of Telangana (9)
**10.** Capital of Nagaland (6)
**11.** Capital of Manipur (6)

## Down

**1.** Capital of Rajasthan (6)
**3.** Capital of Bihar (5)
**4.** Capital of Goa (6)
**6.** Capital of Tamil Nadu (7)
**8.** Capital of Assam (6)
**9.** Capital of Jharkhand (6)

Name: _____ Date: _____

# Capital Memory Game

Make the cards and play the game with your family. Then answer the questions.

Play this memory game to learn the states and their capitals. The player who finds the most pairs wins!

**You need:**

☐ 16 small cards cut from old greeting cards or chart paper

☐ a pen

☐ 2 to 4 players

**What to do:**

1. Choose 8 states. Write each state on one card and its capital on another card.
2. Mix up all 16 cards and place them face down in rows.
3. Take turns. Turn over any two cards.
4. If they are a state and its capital, keep the pair and take another turn.
5. If they do not match, turn them face down again. Try to remember where they are!
6. When all the pairs are found, the player with the most pairs wins.

**1.** Which 8 states did you choose?

_____

**2.** Which capital was the hardest to remember?

_____

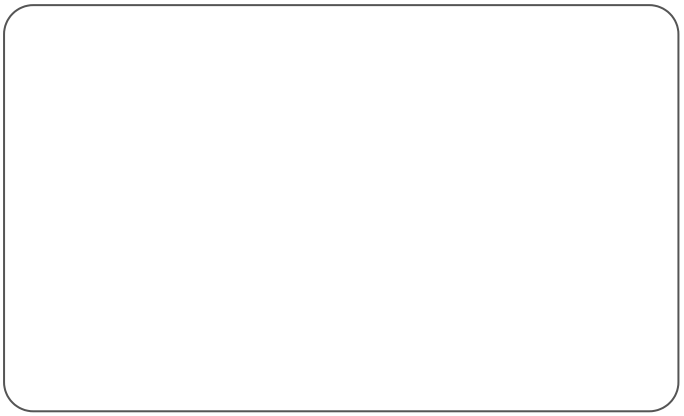
**3.** Which city is the capital of both Punjab and Haryana?

_____

Name: _____ Date: _____

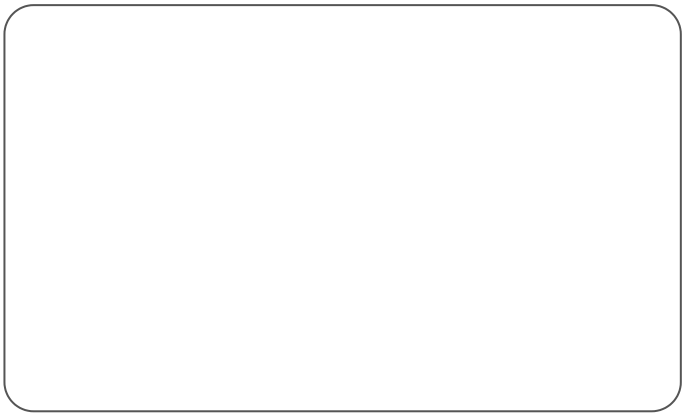
# My Heritage Passport

Draw a 'stamp' for each heritage site you learn about or visit. Write one fact about it on the line.



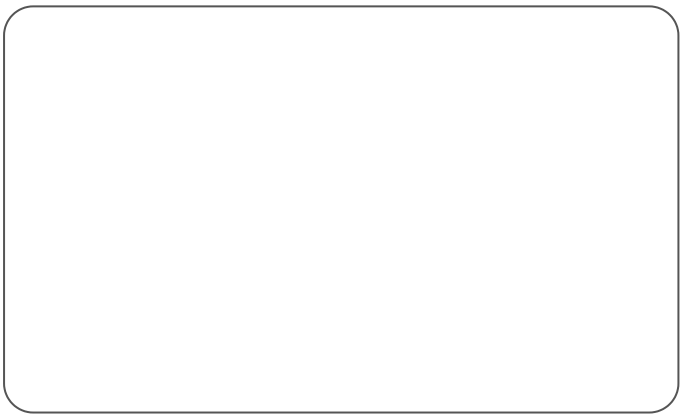
**Taj Mahal, Agra (Uttar Pradesh)**

_____



**Sun Temple, Konark (Odisha)**

_____



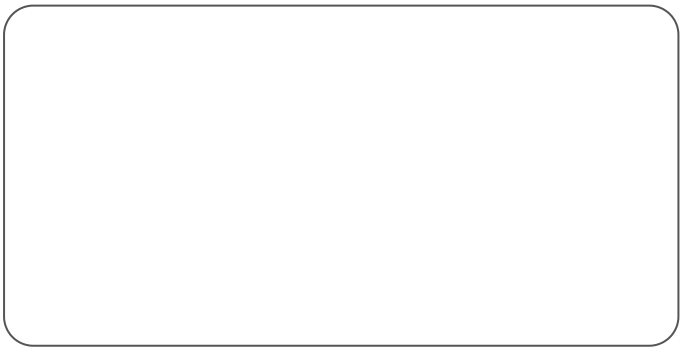
**Hampi (Karnataka)**

_____



**Ajanta and Ellora Caves (Maharashtra)**

_____



**Kaziranga National Park (Assam)**

_____

**A heritage site near my home:**

_____

_____

Name: _____ Date: _____

# Government and Culture Quiz

Tick the correct answer.

**1.** Who is the head of a Municipal Corporation?

☐ (a) the Sarpanch ☐ (b) the Mayor ☐ (c) a Panch

**2.** Bharatanatyam is a classical dance from which state?

☐ (a) Kerala ☐ (b) Punjab ☐ (c) Tamil Nadu

**3.** What is the capital of Sikkim?

☐ (a) Gangtok ☐ (b) Shillong ☐ (c) Kohima

**4.** Who are the members of the Gram Sabha?

☐ (a) only the Sarpanch

☐ (b) all the adult voters of the village

☐ (c) only schoolchildren

**5.** Which dance is performed during Navratri in Gujarat?

☐ (a) Bihu ☐ (b) Kathakali ☐ (c) Garba

**6.** How many union territories does India have?

☐ (a) 8 ☐ (b) 7 ☐ (c) 28

**7.** Kathakali dancers are famous for their ...

☐ (a) stilts ☐ (b) bright face make-up

☐ (c) roller skates

**8.** Chandigarh is the capital of which two states?

☐ (a) Bihar and Jharkhand ☐ (b) Assam and Meghalaya

☐ (c) Punjab and Haryana

# MONTH

# 9



Month 9

# Week 33

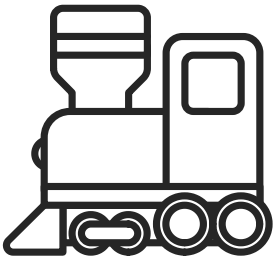
| | |
|---|---|
| **Reading** | Information text (the Indian Railways) — timeline |
| **Grammar & Writing** | Writing: story writing |
| **Maths** | Symmetry and patterns |
| **EVS** | Maps and the globe |
| **Hindi** | सूचना लेखन |

Name: _____ Date: _____

# All Aboard! The Story of Indian Railways

Read the introduction and the timeline. A timeline shows events in the order they happened, from oldest to newest.

Information text with a timeline



Every day, more than one crore people travel on Indian Railways. Its tracks stretch across the country, linking cities, towns and villages through more than 7,000 stations. It is one of the largest railway networks in the world. But how did it all begin? This timeline shows some important moments in its story.

**1853** On 16 April, India's first passenger train ran from Bori Bunder in Bombay (now Mumbai) to Thane, about 34 kilometres away. It had 14 carriages, carried about 400 passengers and was pulled by three steam engines named Sahib, Sultan and Sindh.

**1881** The Darjeeling Himalayan Railway opened. Its small 'toy train' still puffs up the steep hills to Darjeeling.

**1925** India's first electric train ran in Bombay, between Victoria Terminus and Kurla, on 3 February.

**1951** The railways were reorganised into zones, such as the Southern Railway, to make them easier to manage.

**1984** India's first metro railway opened in Kolkata on 24 October.

**1986** Computerised ticket booking began in New Delhi. Booking a seat became much quicker.

**1998** The Konkan Railway opened along the west coast. It runs through hills, over rivers and through more than 90 tunnels.

**1999** The Darjeeling Himalayan Railway became a UNESCO World Heritage Site.

**2019** The Vande Bharat Express, a fast train made in India, began running between New Delhi and Varanasi.

From steam engines puffing smoke to sleek electric trains, Indian Railways has come a long way in more than 170 years. Which train journey would you like to take?

**Word help: timeline** – a list of events in the order they happened, with dates • **zones** – areas into which something is divided • **metro** – a fast railway in a city, often running underground • **Victoria Terminus** – a famous Mumbai station, now Chhatrapati Shivaji Maharaj Terminus • **World Heritage Site** – a place so special to the world that it must be protected

Name: _____ Date: _____

# All Aboard! The Story of Indian Railways: Questions

Answer the questions about the text.

**1.** When did India's first passenger train run?

☐ (a) 1853 ☐ (b) 1925 ☐ (c) 1984

**2.** Between which two places did the first passenger train run?

_____

_____

**3.** India's first electric train ran before its first metro railway opened.

☐ True ☐ False

**4.** Which event happened in 1984?

☐ (a) India's first metro railway opened in Kolkata.

☐ (b) Computerised ticket booking began.

☐ (c) The Konkan Railway opened.

**5.** How many years after the first passenger train did the first electric train run?

_____

_____

**6.** Why is a timeline a good way to show the history of the railways?

_____

_____

**7.** Choose three events from the timeline. Write them in order, from the oldest to the newest.

_____

_____

_____

_____

**8.** Find a word in the last paragraph that means 'smooth, shiny and modern-looking'.

_____

**9.** What were the names of the three engines that pulled the first train?

_____

_____

Name: _____ Date: _____

# Words to Know

Read each word and its meaning. Then write a sentence of your own using the word.

**passengers** — people travelling in a train, bus, car or plane who are not driving it

*Example: The bus had forty passengers on board.*

My sentence:

**carriages** — the separate parts of a train that people travel in

*Example: Our train had twenty-two carriages.*

My sentence:

**network** — a large system of lines, roads or wires that are joined up

*Example: Mumbai has a busy network of local trains.*

My sentence:

**linking** — joining or connecting

*Example: A new road is linking our village to the town.*

My sentence:

**reorganised** — arranged in a new and better way

*Example: We reorganised our bookshelf by colour.*

My sentence:

**computerised** — done or controlled by a computer

*Example: Our school library is now computerised.*

My sentence:

**sleek** — smooth, shiny and modern-looking

*Example: The sleek new car glided down the road.*

My sentence:

Name: _____ Date: _____

# Spelling: Railway Words

Look, say, cover, write and check each word.

**Spelling focus:** Railway words with tricky parts: carriage and luggage (-age), guard (silent u), schedule (sch) and travelling (double l).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **railway** | | | |
| **journey** | | | |
| **passenger** | | | |
| **platform** | | | |
| **engine** | | | |
| **carriage** | | | |
| **luggage** | | | |
| **signal** | | | |
| **tunnel** | | | |
| **guard** | | | |
| **schedule** | | | |
| **ticket** | | | |
| **coach** | | | |
| **travelling** | | | |
| **arrival** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# How to Write a Story

Read the model story and learn how a story is built.

A **story** tells about events that happen to **characters**. Every good story has a **beginning**, a **middle** and an **end**. In the beginning we meet the characters and learn the **setting** (where and when). In the middle the characters face a **problem**. At the end the problem is **solved**. Stories are usually written in the **past tense**.

- **Give your story a title** that makes readers curious.
- **Use time words** to move the story along: one day, suddenly, then, after that, at last.
- **Make it lively** with describing words, feelings and a little dialogue in quotation marks.

**Examples**

**Title:** Zoya's Kite

**Beginning:** On Makar Sankranti, Zoya was flying her new red kite from the roof of her house.

**Middle:** Suddenly, the wind snapped the string, and the kite got stuck in a tall neem tree.

"Oh no! How will I get it back?" cried Zoya. Her neighbour Dev heard her and had an idea.

**End:** Dev's grandfather gently freed the kite with a long bamboo pole. Zoya was thrilled!

From that day, Zoya and Dev flew their kites together. Sharing makes the fun double!



**Remember:** Before you write, plan your story on a story map: the characters, the setting, the problem, the main events and the solution.

**Try it!**

1. Who are the characters in 'Zoya's Kite'?

_____

2. What was the problem in the story?

_____

Name: _____ Date: _____

# Story Time Words

Complete the story with the time words from the box. Use each one once.

Once upon a time  One day  Suddenly  Then  After that

At last  From that day

**1.** _____, a little squirrel named Chiku lived in a mango tree near a village pond.

**2.** _____, Chiku went down to the pond to drink some water.

**3.** _____, he slipped on a wet stone and fell into the water with a splash!

**4.** _____, a kind duck saw him struggling and quickly swam towards him.

**5.** Chiku climbed onto the duck's back. _____, she paddled slowly to the bank.

**6.** _____, Chiku was safe on dry land, and he thanked the duck again and again.

**7.** _____, Chiku and the duck were the best of friends.

Name: _____ Date: _____

# The Day the Monkey Came to School: Plan

Plan your writing. Fill in the organiser with your ideas.

Write a story titled 'The Day the Monkey Came to School'. First plan it on the story map: the characters, the setting, the problem, the main events and the ending. Then write your story in 12–15 sentences with a beginning, a middle and an end. Use time words and a little dialogue.

**Think about:**

- Characters: you, your friends, a teacher and a naughty monkey
- Setting: When and where did it happen?
- Problem: What did the monkey do? Did it grab a tiffin, a cap or a book?
- Events: How did everyone try to get the thing back?
- Ending: How was the problem solved? How did everyone feel?

**Characters**

**Setting (where and when)**

**Problem**

**Main events**

**Solution / Ending**

Name: _____ Date: _____

# The Day the Monkey Came to School

Now write neatly using your plan. Check capital letters and full stops.

one morning suddenly naughty chattered snatched giggled shouted then at last relieved

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Clean surroundings keep diseases away.

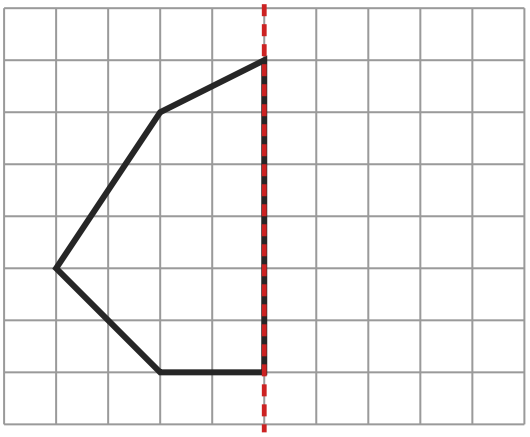
Clean surroundings keep diseases away.

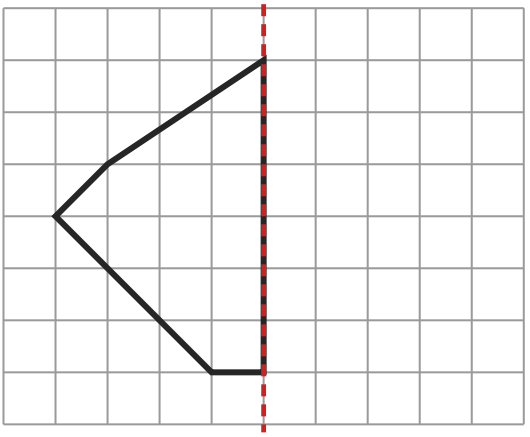
Clean surroundings keep diseases away.

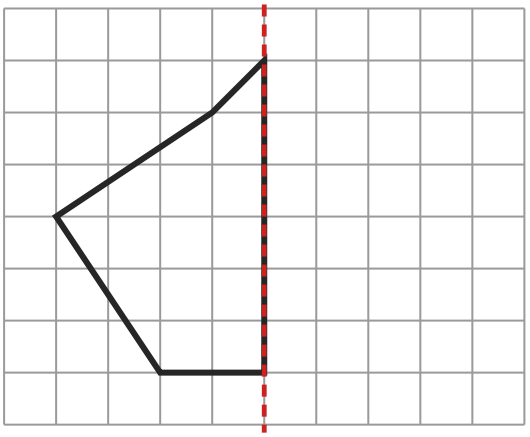
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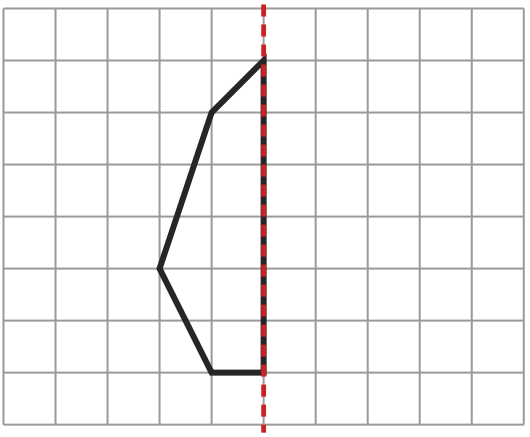
# Symmetry

Complete each shape so that it is reflected on the other side of the red mirror line.









**5.** Draw the lines of symmetry on these letters. Write 0 under a letter that has none.

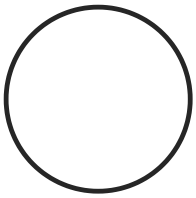
**X F L M A U C**

Name: _____ Date: _____

# Lines of Symmetry

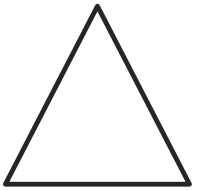
Draw all the lines of symmetry on each shape. Write how many.

**1.**



Lines: ☐

**2.**



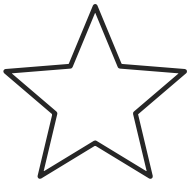
Lines: ☐

**3.**



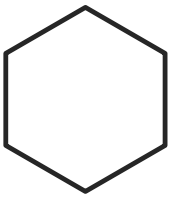
Lines: ☐

**4.**



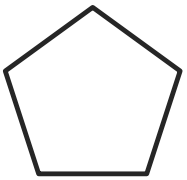
Lines: ☐

**5.**



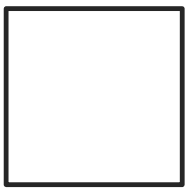
Lines: ☐

**6.**



Lines: ☐

**7.**



Lines: ☐

**8.**



Lines: ☐

**9.**



Lines: ☐

Name: _____ Date: _____

# Number Patterns

Find the pattern. Draw or write what comes next.

**1.** 14 20 26 32 38 ☐ ☐ Rule: _____

**2.** 94 85 76 67 58 ☐ ☐ Rule: _____

**3.** 2 4 8 16 32 ☐ ☐ Rule: _____

**4.** 1 4 9 16 25 ☐ ☐ Rule: _____

**5.** 20 24 28 32 36 ☐ ☐ Rule: _____

**6.** 100 91 82 73 64 ☐ ☐ Rule: _____

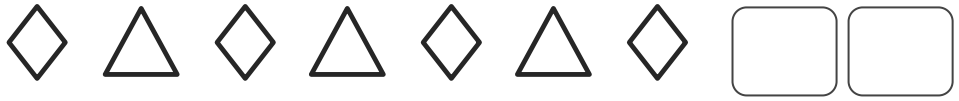
Name: _____ Date: _____

# Shape Patterns

Find the pattern. Draw or write what comes next.

**1.** 

**2.** 

**3.** 

**4.** 

**5.** 

**6.** 

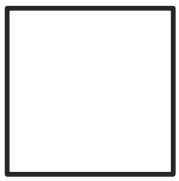
Name: _____ Date: _____

# Does It Look the Same?

Rotational symmetry: turn each shape and check.

Trace the shape on paper. Turn it around its centre. Count how many times it fits on itself in one full turn.

**1.**



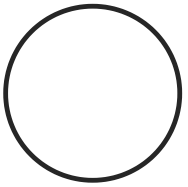
Looks the same how many times in a full turn? ☐

**2.**



Looks the same how many times in a full turn? ☐

**3.**



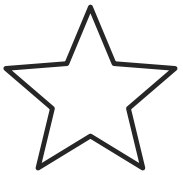
Looks the same how many times in a full turn? ☐

**4.**



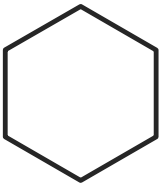
Looks the same how many times in a full turn? ☐

**5.**



Looks the same how many times in a full turn? ☐

**6.**



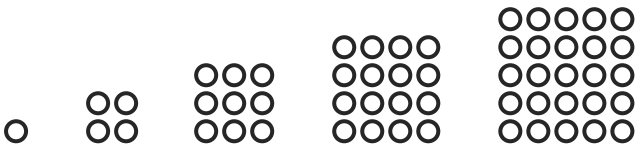
Looks the same how many times in a full turn? ☐

Name: _____ Date: _____

# Square and Triangular Numbers

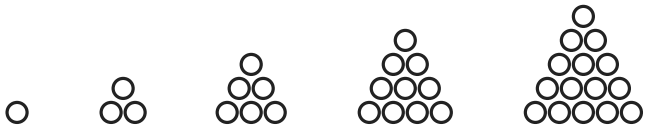
Look at the dot patterns. Find the missing numbers.

## Square numbers:



1 4 9 ? ?

## Triangular numbers:



1 3 6 ? ?

**1.** Write the first 10 square numbers:

_____

**2.** Write the first 8 triangular numbers:

_____

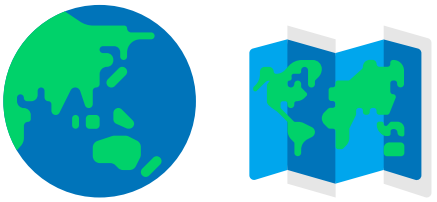
**3.** Add two triangular numbers next to each other (1 + 3, 3 + 6, 6 + 10). What do you notice? _____

Name: _____ Date: _____

# Maps and the Globe

Read and learn about maps and globes.

A **globe** is a small model of the Earth. It shows the true shape of the Earth and is tilted, just like the Earth. A **map** is a drawing of the Earth, or a part of it, on a flat surface. A book of maps is called an **atlas**.



- The **Equator** is an imaginary line around the middle of the Earth. It divides the Earth into the **Northern** and **Southern Hemispheres**.
- Lines drawn from east to west are **latitudes**. Lines that join the North and South Poles are **longitudes**.
- A map has a **title**, a **North arrow**, a **scale** that compares map distances with real distances, and a **key** for its symbols.
- Maps are easy to carry and can show a small area, like your town, in detail.

| Colour on a map | What it shows |
|---|---|
| blue | water: seas, rivers and lakes |
| green | plains (low, flat land) |
| yellow | plateaus |
| brown | mountains and hills |
| white | snow-covered peaks |

**Remember:** The four main directions are North, South, East and West. The Sun rises in the east and sets in the west.

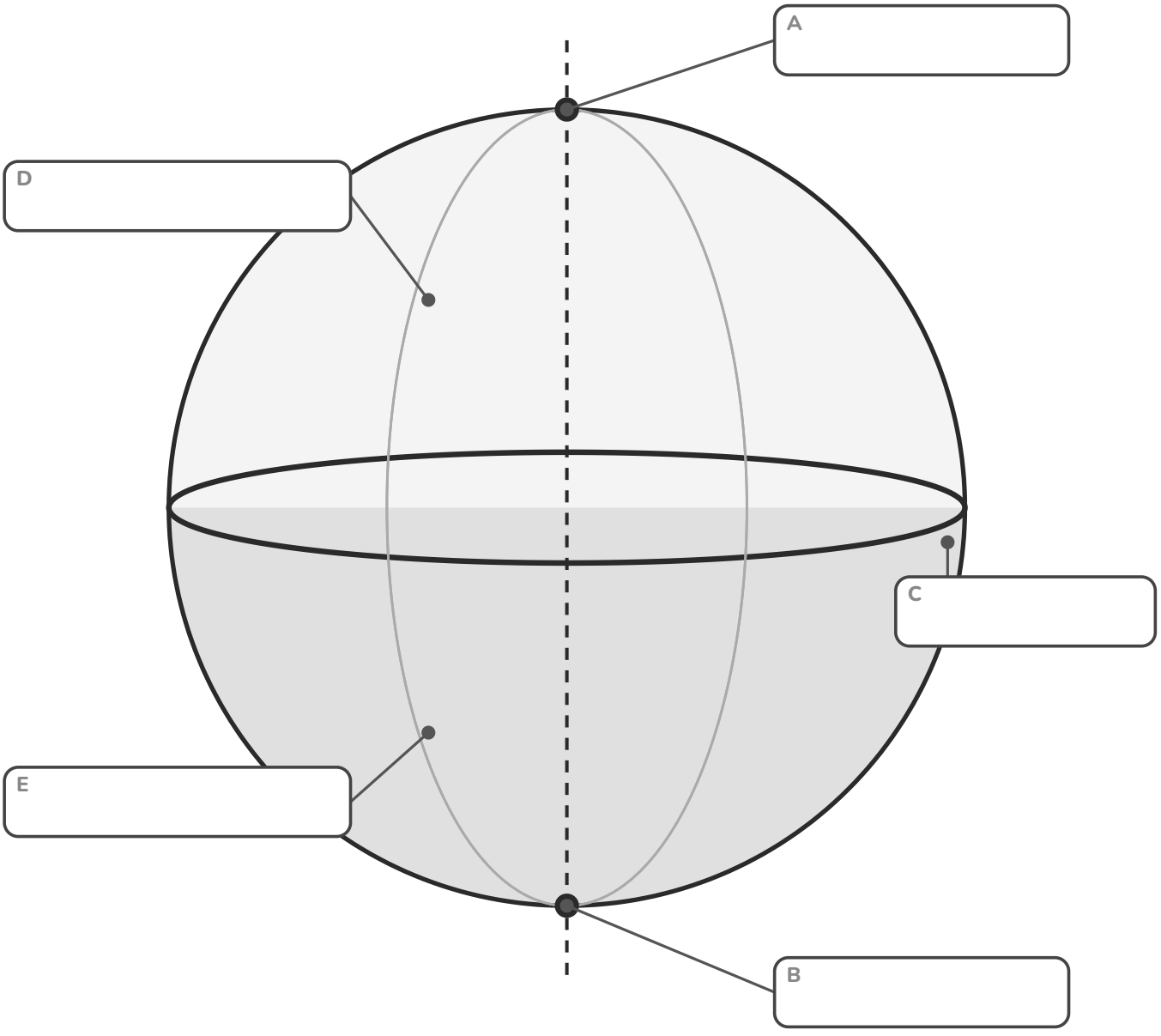
Name: _____ Date: _____

# Parts of the Globe

Label the globe. Then colour the Northern Hemisphere yellow and the Southern Hemisphere green.

South Pole  Northern Hemisphere  North Pole

Southern Hemisphere  Equator



Name: _____ Date: _____

# Map Skills Quiz

Tick the correct answer.

**1.** What is a book of maps called?

☐ (a) a globe ☐ (b) an atlas ☐ (c) a diary

**2.** Which line divides the Earth into a northern half and a southern half?

☐ (a) the Equator ☐ (b) the Tropic of Cancer

☐ (c) a longitude

**3.** Which colour usually shows water on a map?

☐ (a) brown ☐ (b) green ☐ (c) blue

**4.** What does the key of a map explain?

☐ (a) the age of the map

☐ (b) the symbols used on the map

☐ (c) the weight of the map

**5.** If you face North, which direction is on your right?

☐ (a) East ☐ (b) West ☐ (c) South

**6.** Which shows the true shape of the whole Earth?

☐ (a) a road map ☐ (b) a map of India ☐ (c) a globe

**7.** In which hemisphere does India lie?

☐ (a) the Southern Hemisphere ☐ (b) the Northern Hemisphere

☐ (c) both

**8.** Which direction is between North and East?

☐ (a) North-East ☐ (b) South-West ☐ (c) North-West

**9.** What is a drawing of a small area, like your classroom, called?

☐ (a) a hemisphere ☐ (b) an atlas ☐ (c) a plan

Name: _____ Date: _____

# Map My Room

Draw a map of your room in the box. Then answer the questions.

Mapmakers draw places as they look from above, the way a bird would see them. Make a map of your bedroom or classroom.

**You need:**

☐ a pencil and a ruler

☐ colour pencils

☐ a compass, or an adult to tell you which way is North

**What to do:**

1. Stand in your room and find which way is North. (Tip: the Sun rises in the east.)
2. Draw the outline of the room as seen from above. Mark the door and the windows.
3. Use simple symbols for furniture, such as a rectangle for a bed and a circle for a stool.
4. Make a **key** in one corner to explain each symbol.
5. Draw a North arrow and give your map a title.
6. Add a scale, for example: 1 cm on the map = 50 cm in the room.

**Draw it here:**

**1.** In which direction does the door of your room face?

_____

**2.** Why does a map need a key?

_____

**3.** What is in the North-East corner of your room?

_____

नाम: _____ दिनांक: _____

# सूचना लेखन

नमूना सूचना पढ़ो और सूचना के भाग समझो।

विद्यालय, मोहल्ले या किसी संस्था में सबको कोई ज़रूरी बात बताने के लिए जो छोटा लेख लिखा जाता है, उसे **सूचना** कहते हैं। सूचना प्रायः एक बॉक्स में लिखकर सूचना-पट पर लगाई जाती है।

**आदर्श विद्यालय, भोपाल**

**सूचना**

दिनांक: 5 नवंबर 2026

**विज्ञान प्रदर्शनी**

सभी विद्यार्थियों को सूचित किया जाता है कि 14 नवंबर को बाल दिवस पर विद्यालय में विज्ञान प्रदर्शनी लगेगी। भाग लेने के इच्छुक विद्यार्थी 10 नवंबर तक अपना नाम कक्षा-अध्यापिका को दें।

रिया शर्मा

सचिव, विज्ञान-मंडल

- **सबसे ऊपर:** संस्था या विद्यालय का नाम, उसके नीचे ‘सूचना’ शब्द।
- **दिनांक और शीर्षक:** सूचना लिखने की तारीख और विषय बताने वाला छोटा शीर्षक।
- **मुख्य बात:** क्या होगा, कब, कहाँ और किसके लिए — ये बातें साफ़ लिखो।
- **अंत में:** सूचना देने वाले का नाम और पद।

💡 **याद रखो:** सूचना छोटी हो — लगभग 40 से 50 शब्दों में। भाषा सरल और औपचारिक हो। तारीख, समय और स्थान जैसी ज़रूरी बातें कभी न छोड़ो।

नाम: _____ दिनांक: _____

# सूचना लिखो: पुस्तक मेला

संकेतों की सहायता से बॉक्स में सूचना लिखो।

तुम अपने विद्यालय के पुस्तकालय-मंडल के सचिव हो। विद्यालय में लगने वाले ‘पुस्तक मेले’ के बारे में सभी विद्यार्थियों के लिए एक सूचना लिखो।

**इन बातों पर सोचो:**

- सबसे ऊपर विद्यालय का नाम और ‘सूचना’ लिखो।
- दिनांक और शीर्षक — ‘पुस्तक मेला’ लिखो।
- मेला कब से कब तक और कहाँ लगेगा?
- मेला किस समय से किस समय तक खुला रहेगा?
- वहाँ कौन-सी पुस्तकें मिलेंगी — कहानी, कविता, विज्ञान?
- अंत में अपना नाम और पद (सचिव, पुस्तकालय-मंडल) लिखो।

सूचित विद्यार्थी पुस्तक मेला सभागार समय दिनांक छूट सचिव अवश्य

नाम: _____ दिनांक: _____

# सूचना के बारे में जानो

हर प्रश्न को पढ़ो और सही उत्तर पर ✓ लगाओ।

**1.** सूचना किसलिए लिखी जाती है?

- ☐ (क) किसी मित्र का हाल-चाल पूछने के लिए
- ☐ (ख) कहानी सुनाने के लिए
- ☐ (ग) ज़रूरी बात बहुत-से लोगों तक पहुँचाने के लिए

**2.** सूचना में सबसे ऊपर क्या लिखा जाता है?

- ☐ (क) सूचना देने वाले का नाम
- ☐ (ख) संस्था या विद्यालय का नाम
- ☐ (ग) केवल दिनांक

**3.** सूचना कितनी लंबी होनी चाहिए?

- ☐ (क) दो पृष्ठों की
- ☐ (ख) छोटी — लगभग 40 से 50 शब्दों की
- ☐ (ग) केवल एक शब्द की

**4.** इनमें से कौन-सी बात सूचना में ज़रूर होनी चाहिए?

- ☐ (क) लिखने वाले का प्रिय खेल
- ☐ (ख) कार्यक्रम की तारीख, समय और स्थान
- ☐ (ग) मौसम का हाल

**5.** सूचना के अंत में क्या लिखा जाता है?

- ☐ (क) तुम्हारा प्यारा मित्र
- ☐ (ख) सूचना देने वाले का नाम और पद
- ☐ (ग) सादर प्रणाम

**6.** सूचना प्रायः कहाँ लगाई जाती है?

- ☐ (क) किताब के अंदर
- ☐ (ख) डाक के लिफ़ाफ़े में
- ☐ (ग) सूचना-पट पर

**7.** ‘खोया-पाया’ की सूचना कब लिखी जाती है?

- ☐ (क) जब छुट्टी चाहिए
- ☐ (ख) जब कोई चीज़ खो जाए या किसी को मिल जाए
- ☐ (ग) जब किसी का जन्मदिन हो

**8.** सूचना की भाषा कैसी होनी चाहिए?

- ☐ (क) कठिन और लंबी
- ☐ (ख) सरल, साफ़ और औपचारिक
- ☐ (ग) मज़ाक से भरी

Month 9

# Week 34

| | |
|---|---|
| **Reading** | Poem — free verse and feelings |
| **Grammar & Writing** | Writing: notice writing |
| **Maths** | Data handling: bar graphs |
| **EVS** | Rights and duties |
| **Hindi** | अपठित गद्यांश – 3 |

Name: _____ Date: _____

# Assembly Morning

Read this free verse poem. It has no fixed rhyme or rhythm. Notice how the speaker's feelings change.

My name is third on the list,
after Farhan and Sneha.
My mouth is a dry desert.
My knees will not keep still.

Four hundred faces
turn towards the stage
like sunflowers turning to the sun.
My paper shakes like a leaf,
and the letters wriggle like ants.

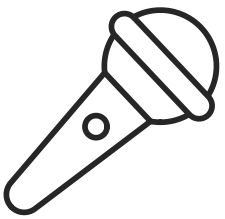
Then I find Zoya in the third row.
She holds up two thumbs
and grins her gap-toothed grin.

I breathe in.
I breathe out.
I begin.

My voice comes out small,
then bigger,
then strong and steady, like mine.

When I finish, the clapping
sounds like rain on a tin roof.
I walk back to my place
feeling one whole metre taller.

*— New Era*



**Word help: assembly** – a meeting of the whole school, often in the morning • **gap-toothed** – with a space between the front teeth • **free verse** – poetry that does not follow a fixed rhyme or rhythm

Name: _____ Date: _____

# Assembly Morning: Questions

Answer the questions about the poem.

**1.** How does the speaker feel at the start of the poem?

☐ (a) proud ☐ (b) nervous ☐ (c) angry

**2.** Write two lines from the poem that show the speaker is nervous.

_____

_____

**3.** This poem has a regular rhyme scheme.

☐ True ☐ False

**4.** Free verse is a kind of poem that ...

☐ (a) always has four lines in each stanza

☐ (b) must rhyme in pairs of lines

☐ (c) does not follow a fixed rhyme or rhythm

**5.** Who helps the speaker feel braver? How?

_____

_____

**6.** What does 'then strong and steady, like mine' tell you about the speaker's voice?

_____

_____

**7.** How do the speaker's feelings change from the beginning to the end of the poem?

_____

_____

_____

_____

**8.** 'My mouth is a dry desert.' Is this a simile or a metaphor? How do you know?

_____

**9.** Think of a time you felt nervous or excited. Write three lines of free verse about it.

_____

_____

_____

_____

Name: _____ Date: _____

# Words from the Poem

Read each word and its meaning. Then write a sentence of your own using the word.

**desert** — a large, dry area of land with very little rain

*Example: Camels can walk for days across the desert.*

My sentence:

**stage** — a raised floor where people perform or give talks

*Example: The dancers bowed when they came onto the stage.*

My sentence:

**wriggle** — to twist and turn with quick, small movements

*Example: The worm began to wriggle in the wet soil.*

My sentence:

**grin** — a wide, happy smile

*Example: Rahul had a big grin on his face after the match.*

My sentence:

**breathe** — to take air into your body and let it out again

*Example: Breathe in slowly through your nose.*

My sentence:

**clapping** — hitting your hands together to show you enjoyed something

*Example: The clapping went on for a long time after the play.*

My sentence:

**whole** — complete; all of something

*Example: Aman read the whole book in one day.*

My sentence:

Name: _____ Date: _____

# Spelling: Feelings Words

Look, say, cover, write and check each word.

**Spelling focus:** Feelings words. Tricky ones: embarrassed (double r, double s), disappointed (one s, double p), grateful (not 'greatful').

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **worried** | | | |
| **excited** | | | |
| **surprised** | | | |
| **lonely** | | | |
| **angry** | | | |
| **embarrassed** | | | |
| **confused** | | | |
| **proud** | | | |
| **grateful** | | | |
| **delighted** | | | |
| **disappointed** | | | |
| **relieved** | | | |
| **thrilled** | | | |
| **bored** | | | |
| **frightened** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# How to Write a Notice

Read the model notice and learn the format.

A **notice** is a short piece of writing put up on a notice board to give information to many people at once. It tells people about an event, a meeting, a competition, or something lost or found. A notice must be **short, clear and correct**, and it is written **inside a box**.

- **1.** The **name of the school** or organisation at the top, then the word **NOTICE**.
- **2.** The **date** on the left, and a short **heading** in capital letters.
- **3.** The **body** (about 50 words) answers **What? When? Where? Who?** and **How?** or **Why?**
- **4.** The **name and designation** (post) of the writer at the end, e.g. Kabir Sethi, Secretary, Quiz Club.

**Examples**

**NEW ERA SCHOOL**
**NOTICE**

20 November 2026

**INTER-HOUSE QUIZ COMPETITION**

An inter-house quiz competition will be held on 27 November 2026 at 10 a.m. in the school hall.

Students of Classes 3 to 5 may give their names to their class teachers by 25 November.

Kabir Sethi
Secretary, Quiz Club



**Remember:** Write a notice in simple, formal language. Use the third person (Students are requested to …) and the future tense for events. Do not forget the box!

**Try it!**

**1.** Where is a notice put up?

_____

**2.** Name three questions that the body of a notice must answer.

_____

Name: _____ Date: _____

# Notice Rules: True or False?

Read each sentence about notice writing. Write T for true and F for false.

**1.** A notice gives information to many people at once. T F

**2.** A notice should be as long as possible. T F

**3.** The word NOTICE is written near the top. T F

**4.** A notice does not need a date. T F

**5.** The heading tells what the notice is about. T F

**6.** A notice ends with 'Yours lovingly'. T F

**7.** A notice tells what will happen, when and where. T F

**8.** The writer's name and designation come at the end. T F

**9.** A notice is usually written inside a box. T F

**10.** We should fill a notice with jokes and idioms. T F

Name: _____ Date: _____

# Notice for a Book Fair: Plan

Plan your writing. Fill in the organiser with your ideas.

You are the class monitor of Class 4. Your school is holding a book fair in the library next week. Write a notice for the school notice board to inform all students. Plan it with the 5 Ws first. Write about 50 words inside a box, and sign it with your name and designation.

**Think about:**

- Who: all students of Classes 1 to 5
- What: a book fair with storybooks, comics and dictionaries
- When: the dates and the time
- Where: the school library
- Why: to encourage reading; books at special prices
- Sign: your name, Class Monitor, Class 4

**Who?**

**What?**

**When?**

**Where?**

**Why? / How?**

Name: _____ Date: _____

# Notice for a Book Fair

Now write neatly using your plan. Check capital letters and full stops.

NOTICE BOOK FAIR will be held all students are invited library from ... to ...
special prices Class Monitor

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

A grateful heart is a happy heart.

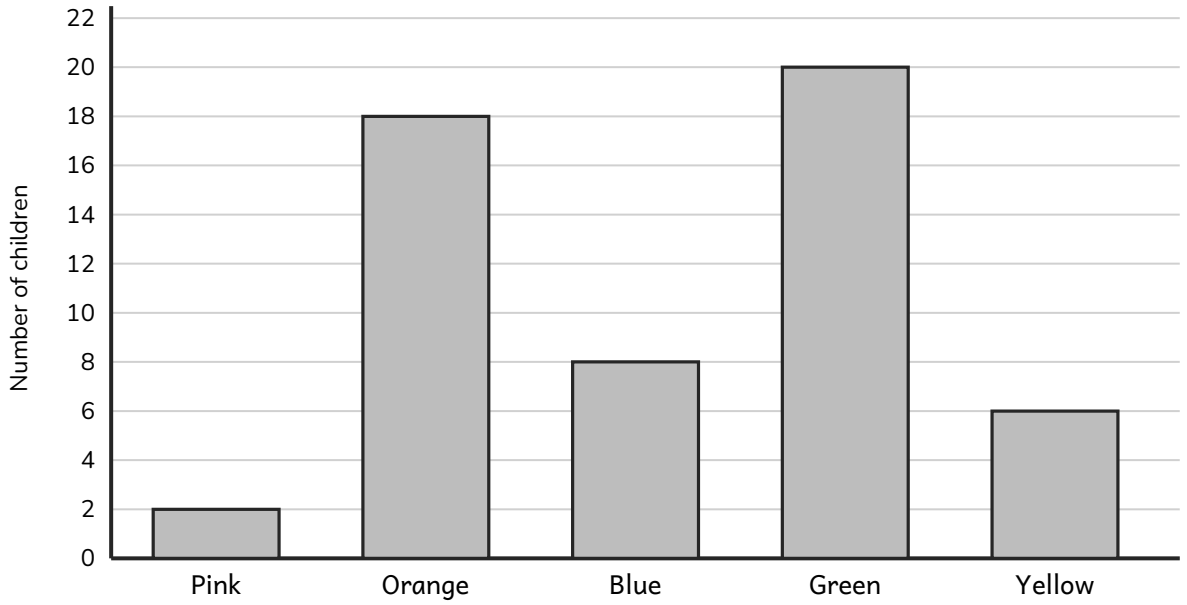
A grateful heart is a happy heart.

A grateful heart is a happy heart.

Name: _____ Date: _____

# Reading a Bar Graph

The bar graph shows the favourite colours of children in a school.

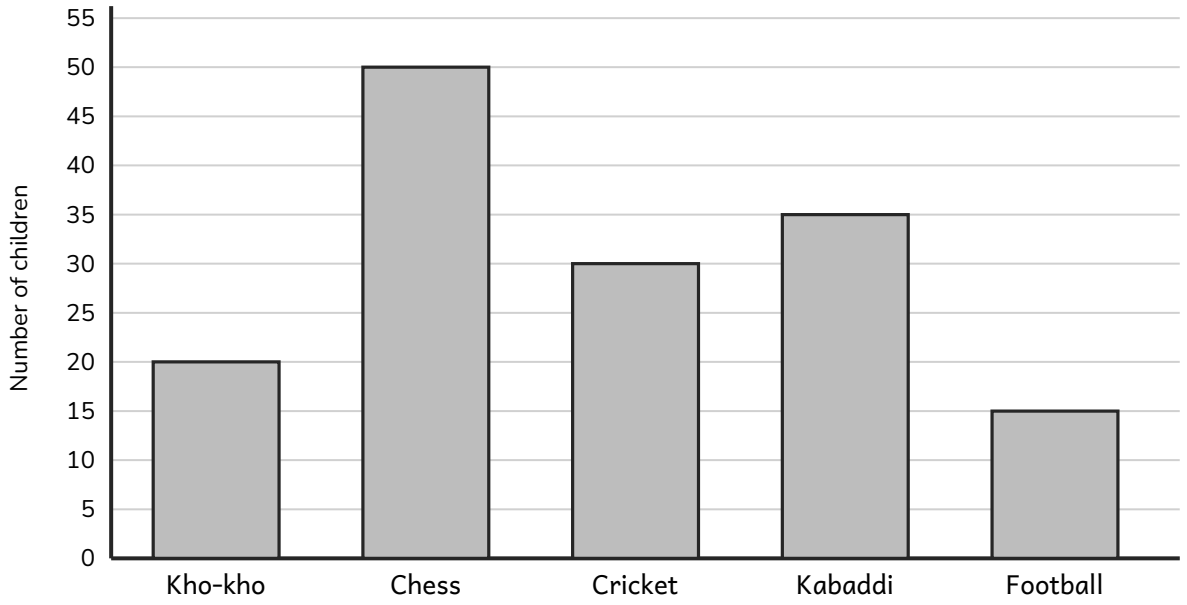



1. Which colour is the most popular? _____
2. Which colour is the least popular? _____
3. How many children like Pink? _____
4. How many children were asked in all? _____
5. How many more children like Blue than Pink? _____

Name: _____ Date: _____

# Reading a Bar Graph

The bar graph shows the favourite games of children in a school.



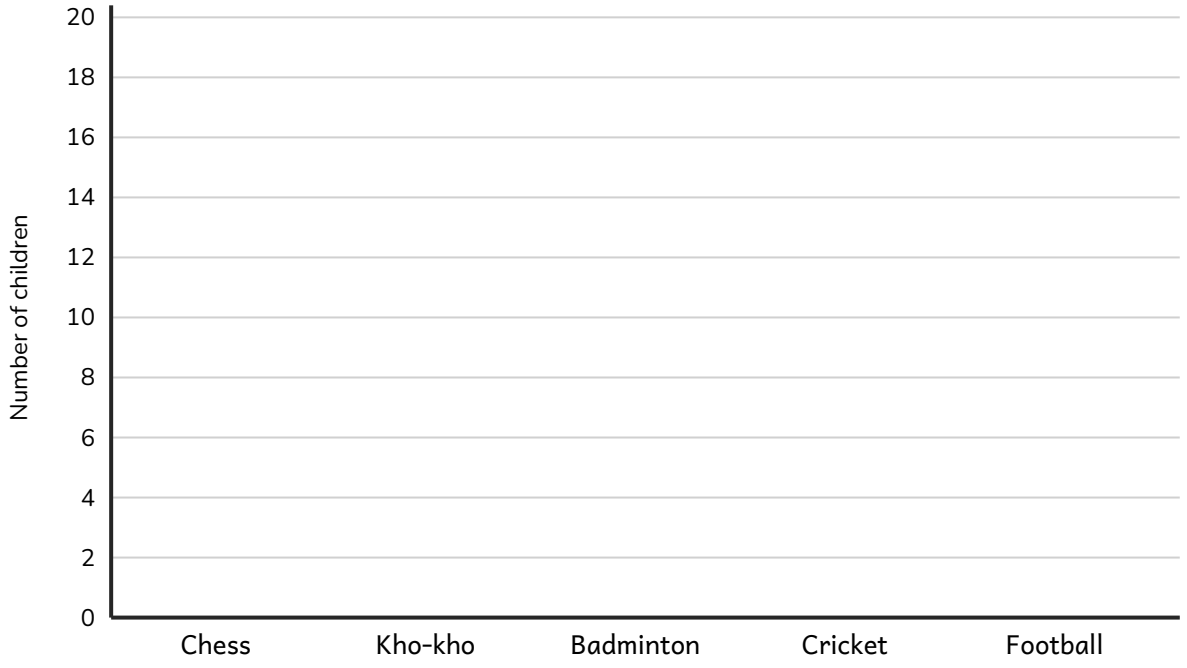

1. Which game is the most popular? _____
2. Which game is the least popular? _____
3. How many children like Kabaddi? _____
4. How many children were asked in all? _____
5. How many more children like Chess than Kho-kho? _____

Name: _____ Date: _____

# Draw a Bar Graph

Use the table to draw a bar for each game.

| Game | Children |
|---|---|
| Chess | 10 |
| Kho-kho | 12 |
| Badminton | 8 |
| Cricket | 18 |
| Football | 16 |

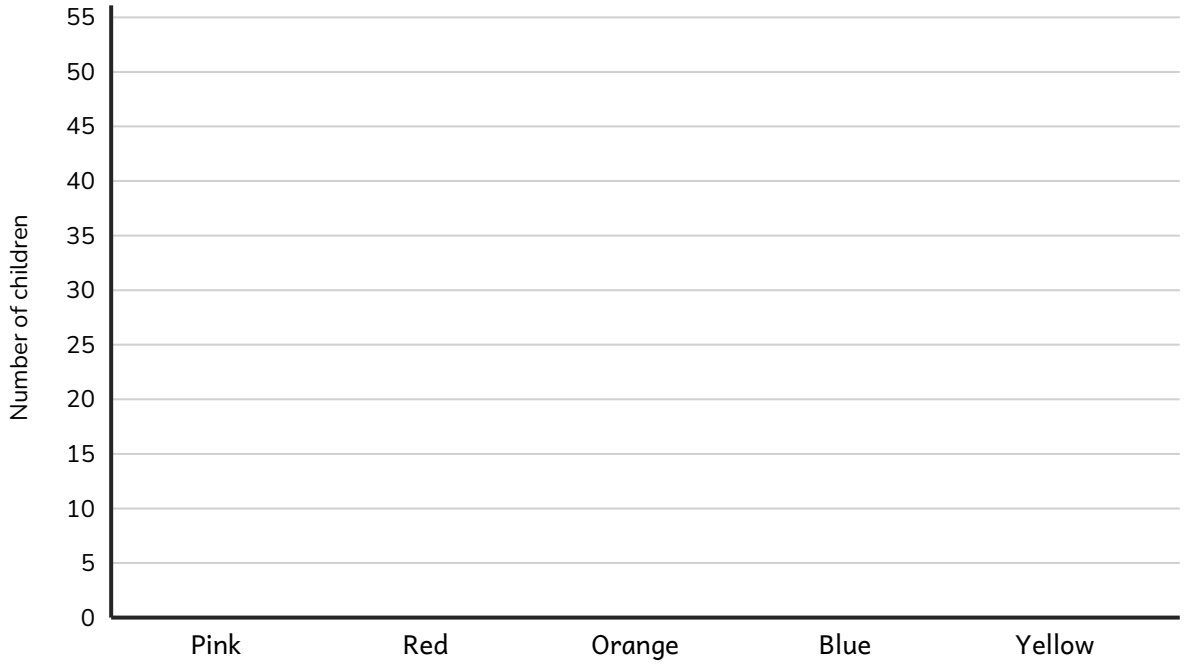


Name: _____ Date: _____

# Draw a Bar Graph

Use the table to draw a bar for each colour.

| Colour | Children |
|---|---|
| Pink | 20 |
| Red | 10 |
| Orange | 45 |
| Blue | 40 |
| Yellow | 50 |



Name: _____ Date: _____

# Reading a Table

Complete the Total column. Then answer the questions.

| Class | Boys | Girls | Total |
|---|---|---|---|
| Class 1 | 17 | 22 | |
| Class 2 | 20 | 19 | |
| Class 3 | 18 | 15 | |
| Class 4 | 25 | 18 | |
| Class 5 | 28 | 22 | |

**1.** Which class has the most children? _____

**2.** How many girls are there in the school? _____

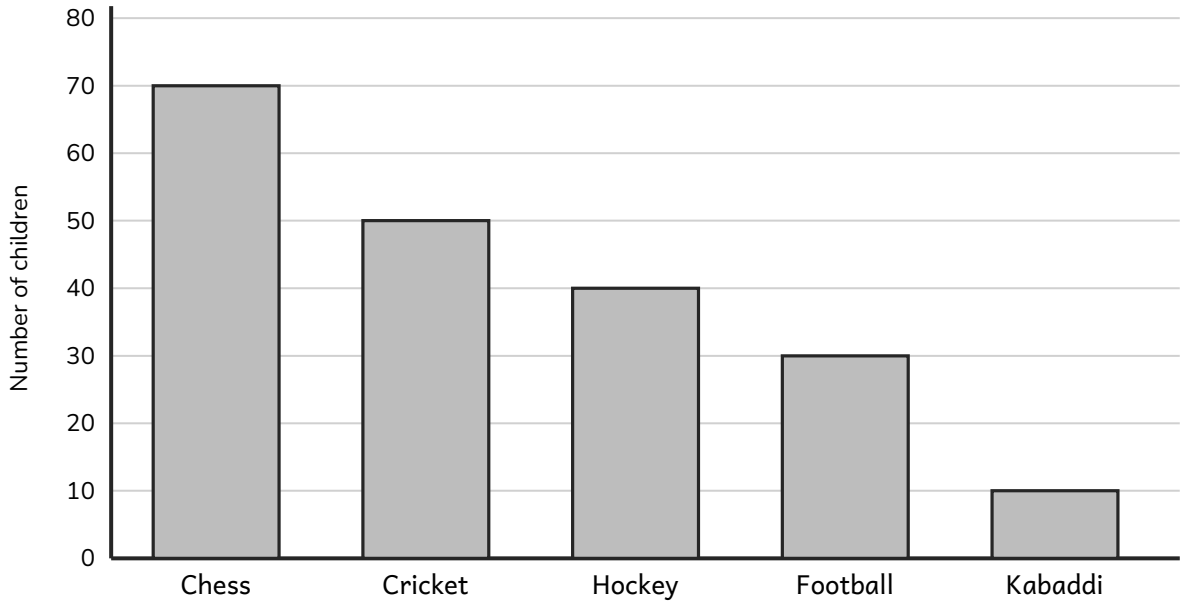
**3.** How many boys are there in the school? _____

**4.** In which class are there more girls than boys? _____

Name: _____ Date: _____

# Reading a Bar Graph

The bar graph shows the favourite games of children in a school.




1. Which game is the most popular? _____
2. Which game is the least popular? _____
3. How many children like Chess? _____
4. How many children were asked in all? _____
5. How many more children like Chess than Football? _____

Name: _____ Date: _____

# Rights and Duties

Read and learn about our rights and duties.

The **Constitution of India** is the book of rules for running our country. It came into force on **26 January 1950**. It gives every citizen **rights** (things we are free to have and do) and **duties** (things we should do for others and for our country).

- **Right to Equality**: everyone is equal before the law, whatever their religion, caste, gender or place of birth.
- **Right to Freedom**: we can speak freely, move around and live anywhere in India.
- **Right to Education**: every child from 6 to 14 years of age can study free in a government school.
- **Right against Exploitation**: no child below 14 may be made to work in factories or mines.

| My right | My duty |
|---|---|
| to go to school and learn | to study well and respect teachers |
| to clean air and water | to keep my surroundings clean |
| to be treated equally | to treat everyone equally |
| to play and be safe | to play fair and follow safety rules |
| to speak and be heard | to listen to others politely |



**Remember:** Our duties include respecting the national flag and the national anthem, protecting public property, and caring for nature and animals.

Name: _____ Date: _____

# Right or Duty?

Write each one in the correct column.

saving water keeping my street clean  respecting the flag

caring for animals free education till 14 protecting public property

freedom of religion living anywhere in India speaking freely

safety from child labour respecting others being treated equally

| Right | Duty |
| --- | --- |
| | |

Name: _____ Date: _____

# Constitution Quiz

Tick the correct answer.

**1.** When did the Constitution of India come into force?

☐ (a) 15 August 1947 ☐ (b) 26 January 1950 ☐ (c) 26 November 1949

**2.** Who is called the chief architect of the Constitution of India?

☐ (a) Mahatma Gandhi ☐ (b) Jawaharlal Nehru ☐ (c) Dr B.R. Ambedkar

**3.** Children of which ages have the right to free education?

☐ (a) 6 to 14 years ☐ (b) 3 to 5 years ☐ (c) 15 to 18 years

**4.** Which of these is a duty?

☐ (a) speaking freely ☐ (b) protecting public property

☐ (c) getting free education

**5.** What do we call the day on which the Constitution came into force?

☐ (a) Independence Day ☐ (b) Children's Day ☐ (c) Republic Day

**6.** Which right says that everyone is equal before the law?

☐ (a) Right to Equality ☐ (b) Right to Freedom ☐ (c) Right to Education

**7.** Which number is the special helpline for children in India?

☐ (a) 101 ☐ (b) 1098 ☐ (c) 139

**8.** Constitution Day is celebrated on ...

☐ (a) 2 October ☐ (b) 14 April ☐ (c) 26 November

Name: _____ Date: _____

# Rights in Real Life

Read each situation. Answer in complete sentences.

**1.** Raju is 11 years old. He works at a tea stall all day instead of going to school. Which of his rights are not being respected?

**2.** What could an adult do to help Raju?

**3.** Some children are writing their names on a new park bench. Which duty are they forgetting?

**4.** Ayesha is not allowed to join a game of cricket because she is a girl. Which right is being ignored?

**5.** Why do you think rights and duties go together?

**6.** Write two duties that you can do at home or at school this week.

नाम: _____ दिनांक: _____

# अपठित गद्यांश – 3

गद्यांश को ध्यान से पढ़ो और नीचे दिए प्रश्नों के उत्तर दो।

अपठित गद्यांश



सुंदरपुर गाँव के बीच में एक बड़ा और पुराना तालाब था। कभी उसका पानी इतना साफ़ था कि उसमें आसमान की परछाईं दिखाई देती थी। गाँव की गाय-भैंसें वहाँ पानी पीतीं और बच्चे किनारे पर खेलते।

धीरे-धीरे लोग तालाब में कूड़ा, प्लास्टिक की थैलियाँ और टूटी-फूटी चीज़ें फेंकने लगे। पानी गंदा और बदबूदार हो गया। मछलियाँ कम हो गईं और पक्षियों ने भी वहाँ आना छोड़ दिया।

कक्षा चार में पढ़ने वाली गुरप्रीत को यह देखकर बहुत दुख होता था। एक दिन उसने अपने मित्रों — इमरान, लक्ष्मी और तेनज़िन — से कहा, “अगर हम सब मिलकर कोशिश करें, तो तालाब फिर से साफ़ हो सकता है।”

अगले रविवार बच्चे दस्ताने पहनकर, थैले और डंडे लेकर तालाब पर पहुँच गए। उन्हें काम करते देख गाँव के बड़े लोग भी आ गए। सरपंच जी ने किनारे पर एक बड़ा कूड़ेदान रखवा दिया। सबने मिलकर तालाब से कूड़ा निकाला और किनारों पर नीम और जामुन के पौधे लगाए।

कुछ महीनों में तालाब का रूप ही बदल गया। पानी फिर से साफ़ हो गया और किनारे पर सुंदर, रंग-बिरंगे पक्षी लौट आए। गाँव वालों ने तालाब के पास एक तख्ती लगाई — ‘यह तालाब हमारा मित्र है, इसे साफ़ रखें।’ गुरप्रीत और उसके साथी आज बहुत खुश हैं। वे जान गए हैं कि छोटे हाथ भी बड़ा काम कर सकते हैं।

**शब्दार्थ: परछाईं** – छाया, पानी या शीशे में दिखने वाला रूप • **सरपंच** – गाँव की पंचायत का मुखिया • **दस्ताने** – हाथों को ढकने के लिए पहने जाने वाले खोल • **तख्ती** – लकड़ी या धातु का पटरा, जिस पर कुछ लिखा हो

नाम: _____ दिनांक: _____

# अपठित गद्यांश – 3: प्रश्न

पाठ के आधार पर प्रश्नों के उत्तर दो।

**1.** तालाब किस गाँव में था?

☐ (क) रामपुर ☐ (ख) सुंदरपुर ☐ (ग) शिवपुर

**2.** पहले तालाब का पानी बहुत साफ़ था।

☐ सही ☐ गलत

**3.** तालाब का पानी गंदा क्यों हो गया?

_____

_____

**4.** तालाब को साफ़ करने का विचार सबसे पहले किसके मन में आया?

☐ (क) सरपंच जी ☐ (ख) गुरप्रीत ☐ (ग) इमरान

**5.** सरपंच जी ने तालाब के लिए क्या किया?

_____

_____

**6.** सफ़ाई के बाद भी पक्षी तालाब पर नहीं लौटे।

☐ सही ☐ गलत

**7.** गद्यांश में 'जिससे बुरी गंध आए' के लिए कौन-सा शब्द आया है?

_____

**8.** इस गद्यांश के लिए एक उचित शीर्षक लिखो।

_____

_____

**9.** तुम अपने आस-पास की जगहों को साफ़ रखने के लिए क्या-क्या कर सकते हो?

_____

_____

_____

_____

नाम: _____ दिनांक: _____

# गद्यांश के शब्द: पर्यायवाची और विलोम

ये शब्द गद्यांश से लिए गए हैं। हर शब्द का एक पर्यायवाची और एक विलोम शब्द लिखो।

| गद्यांश का शब्द | पर्यायवाची शब्द | विलोम शब्द |
|---|---|---|
| साफ़ | | |
| बड़ा | | |
| पुराना | | |
| दिन | | |
| मित्र | | |
| खुश | | |
| सुंदर | | |
| आसमान | | |

Month 9

# Week 35

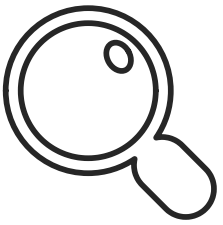
| | |
|---|---|
| **Reading** | Mystery story — clues and evidence |
| **Grammar & Writing** | Writing: diary entry and message writing |
| **Maths** | Data handling: pictographs with a scale and tables |
| **EVS** | Natural disasters and safety |
| **Hindi** | व्याकरण दोहराई |

Name: _____ Date: _____

# The Case of the Vanishing Rotis

Read the mystery. Be a detective: look for the clues and check the evidence for each suspect.

Mystery story



Something strange was happening in Nisha's kitchen in Shimla. Every day, Mummy made a stack of rotis for lunch and left them on a plate near the window to cool. And every day, at about noon, some of them vanished.

'Six rotis on Monday, and only four were left,' said Mummy. 'On Tuesday, three disappeared!' Nisha took out her notebook and a pencil. 'Don't worry,' she said. 'Detective Nisha is on the case.'

First, she made a list of suspects. There was her little brother Dev, who loved rotis with ghee. There was Bruno, the neighbour's fat, friendly dog. And there was Grandpa, who often said he was 'not hungry' and then ate three helpings.

Next, she looked for clues. On the windowsill she found three things: a smear of dust, a small handprint with long, thin fingers, and a half-eaten roti with tiny tooth marks. Below the window was a steep drop of two floors to the street.

Then Nisha checked each suspect. Dev was at school every day until two o'clock, so he could not have taken the rotis at noon. Bruno could not climb two floors, and dogs do not leave handprints. Grandpa had an alibi too: at noon every day, he went for his walk on the Mall Road. Besides, his hands were much bigger than the print.

Nisha studied the handprint through her magnifying glass. The fingers were long, and the thumb stuck out to one side. It looked almost like a human hand, but smaller. She remembered the noisy visitors who sometimes sat on the rooftops of Shimla, chattering and pulling faces at the tourists.

'I think I know who the thief is,' said Nisha, 'but I need proof.' The next day, she hid behind the kitchen door at noon. At five minutes past twelve, a brown, furry arm reached through the open window, grabbed two rotis and disappeared. Nisha peeped out. On the railing sat a monkey, munching happily, with a baby clinging to her tummy.

'Case solved!' Nisha announced. From then on, Mummy kept the window shut at lunchtime and the rotis covered, because feeding wild monkeys is not good for them. The monkey had to go back to finding her own food in the forest. But Nisha was sure the monkey frowned at the closed window, as if to say, 'Clever girl.'

**Word help: detective** – a person who solves crimes and mysteries • **helpings** – amounts of food served to one person • **Mall Road** – a busy main street in Shimla • **magnifying glass** – a lens that makes things look bigger • **railing** – a fence made of bars, along a balcony or stairs

Name: _____ Date: _____

# The Case of the Vanishing Rotis: Questions

Answer the questions about the text.

**1.** What was the mystery in this story?

- ☐ (a) Who was taking Nisha's pencils
- ☐ (b) Why Bruno was barking
- ☐ (c) Who was taking the rotis from the kitchen

**2.** Name the three suspects.

**3.** What evidence showed that Dev was not the thief?

**4.** Bruno could not have taken the rotis, because he could not climb two floors.

☐ True ☐ False

**5.** Which clue was the most important in solving the case?

- ☐ (a) The small handprint with long fingers and a thumb
- ☐ (b) The smear of dust
- ☐ (c) The plate of rotis

**6.** What is an alibi? What was Grandpa's alibi?

**7.** Explain how Nisha used clues and evidence to solve the mystery.

**8.** Find a word in paragraph 3 that means 'people who might have done something wrong'.

**9.** Nisha had guessed who the thief was. Why did she still hide behind the door?

Name: _____ Date: _____

# Detective Words

Read each word and its meaning. Then write a sentence of your own using the word.

**vanished** — disappeared suddenly

*Example: The magician waved his hand, and the coin vanished.*

My sentence:

_____

**suspects** — people who might have done something wrong

*Example: The police questioned three suspects.*

My sentence:

_____

**smear** — a dirty mark made by rubbing something

*Example: There was a smear of paint on Ishaan's cheek.*

My sentence:

_____

**steep** — rising or falling very sharply

*Example: The path up the hill was steep and rocky.*

My sentence:

_____

**alibi** — proof that someone was somewhere else when something happened

*Example: His alibi was that he was at the cricket match all afternoon.*

My sentence:

_____

**proof** — facts or evidence that show something is true

*Example: Do you have any proof that the cat broke the vase?*

My sentence:

_____

**clinging** — holding on tightly

*Example: My wet shirt was clinging to my back.*

My sentence:

_____

Name: _____ Date: _____

# Spelling: Mystery Words

Look, say, cover, write and check each word.

**Spelling focus:** Mystery words. Watch for: clue (ue), mystery (y says i), guess (silent u) and evidence (-ence).

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **clue** | | | |
| **mystery** | | | |
| **detective** | | | |
| **evidence** | | | |
| **suspect** | | | |
| **puzzle** | | | |
| **solve** | | | |
| **secret** | | | |
| **discover** | | | |
| **search** | | | |
| **guess** | | | |
| **witness** | | | |
| **notice** | | | |
| **proof** | | | |
| **investigate** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Diary Entries and Messages

Read the two models and learn the formats.

A **diary entry** is a private record of what happened in your day and how you felt about it. It is written in the **first person** (I, me, we) and mostly in the **past tense**. A **message** is a short note that passes on information to someone who was not there, for example after a phone call for a family member.

**Examples**

**Diary:** Friday, 13 March 2026, 9 p.m.
Dear Diary,

Today our class planted twenty saplings in the school garden. I planted a little neem tree!

My hands were muddy, but I felt very proud. I hope my plant grows tall.
Riya

**MESSAGE**
14 March 2026, 4:30 p.m.
Ma,

Mrs Thomas called. The society meeting is at 6 p.m. today in the community hall.

Please call her back before 5 p.m.
Riya

| Feature | Diary entry | Message |
|---|---|---|
| Written for | yourself | another person |
| Begins with | day, date, time; Dear Diary, | MESSAGE, date, time; the person's name |
| Body | events and feelings, past tense | only the important facts, 30–50 words |
| Ends with | your name | the writer's name |



**Remember:** In a diary, share your feelings honestly. In a message, keep it short: who called, what they said, and what needs to be done.

**Try it!**

1. In which person is a diary entry written?

_____

2. What does a message have at the top?

_____

Name: _____ Date: _____

# Write the Message

Read what each caller said. Write a short message for the person in brackets, and sign it with your name.

**1.** Mr Kapoor: 'Please tell your father that his car will be ready at 5 p.m.' (for Papa)

**2.** Aunt Mary: 'We will reach Kochi station at 7 a.m. tomorrow. Please pick us up.' (for Ma)

**3.** Gurpreet: 'Tell Simran that dance practice is cancelled today. It will be on Friday.' (for Simran)

**4.** Dr Rao's clinic: 'Grandpa's check-up has moved to Monday at 11 a.m.' (for Grandpa)

**5.** Mrs Iyer: 'Ask Rahul to bring his science notebook to class tomorrow.' (for Rahul)

Name: _____ Date: _____

# My Diary: A Special Day: Plan

Plan your writing. Fill in the organiser with your ideas.

Write a diary entry about a special day, such as your birthday, a school trip or a festival. Use the diary format: the day, date and time, then Dear Diary. First plan the events in order. Write in the first person and the past tense, and say how you felt.

**Think about:**

- Start: day, date and time (e.g. Saturday, 4 April 2026, 8:30 p.m.), then Dear Diary,
- First: How did the day begin?
- Next: What happened after that?
- Then: What was the best part of the day?
- Finally: How did the day end? How do you feel now?

**First**

**Next**

**Then**

**Finally**

Name: _____ Date: _____

# My Diary: A Special Day

Now write neatly using your plan. Check capital letters and full stops.

Dear Diary today first then after that finally excited proud tired happy I felt can't wait

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Finish your work first, then enjoy your play.

Finish your work first, then enjoy your play.

Finish your work first, then enjoy your play.

Name: _____ Date: _____

# Reading a Pictograph

The pictograph shows the ice creams sold by a shop. Read it and answer the questions.

| Day | Number of ice creams sold |
|---|---|
| Monday |  |
| Tuesday |  |
| Wednesday |  |
| Thursday |  |
| Friday |  |
| Saturday |  |

Key:  = 5 ice creams

**1.** On which day were the most ice creams sold? _____

**2.** On which day were the fewest ice creams sold? _____

**3.** How many ice creams were sold on Wednesday? _____

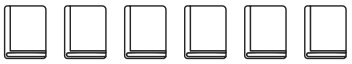
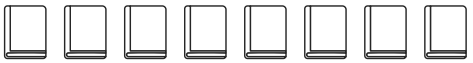
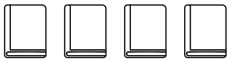
**4.** How many ice creams were sold in all? _____

**5.** How many more ice creams were sold on Thursday than on Saturday? _____

Name: _____ Date: _____

# Reading a Pictograph

The pictograph shows the books borrowed from a school library. Read it and answer the questions.

| Day | Number of books borrowed |
|---|---|
| Monday |  |
| Tuesday |  |
| Wednesday |  |
| Thursday |  |
| Friday |  |

Key:  = 10 books

**1.** On which day were the most books borrowed? _____

**2.** On which day were the fewest books borrowed? _____

**3.** How many books were borrowed on Wednesday? _____

**4.** How many books were borrowed in all? _____

**5.** How many more books were borrowed on Tuesday than on Wednesday? _____

Name: _____ Date: _____

# Reading a Table

Complete the Total column. Then answer the questions.

| Class | Boys | Girls | Total |
|---|---|---|---|
| Class 1 | 22 | 16 | |
| Class 2 | 21 | 15 | |
| Class 3 | 27 | 21 | |
| Class 4 | 22 | 29 | |
| Class 5 | 27 | 16 | |

**1.** Which class has the most children? _____

**2.** How many girls are there in the school? _____

**3.** How many boys are there in the school? _____

**4.** In which class are there more girls than boys? _____

Name: _____ Date: _____

# Tally Marks

Children counted the vehicles that passed their school gate in ten minutes.

One tally mark stands for one. A bundle of five looks like this: 𝍸

| Vehicle | Tally marks | Number |
|---|---|---|
| truck | 𝍸 \|\| | |
| bicycle | 𝍸 \| | |
| car | \|\|\| | |
| bus | 𝍸 \|\|\|\| | |

**First write the number for each row. Then answer:**

**1.** Which vehicle passed the most times? _____

**2.** Which vehicle passed the fewest times? _____

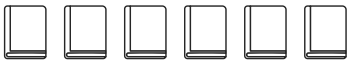
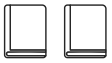
**3.** How many vehicles passed in all? _____

**4.** How many more bicycles than cars passed? _____

Name: _____ Date: _____

# Reading a Pictograph

The pictograph shows the books borrowed from a school library. Read it and answer the questions.

| Day | Number of books borrowed |
|---|---|
| Monday |  |
| Tuesday |  |
| Wednesday |  |
| Thursday |  |
| Friday |  |

Key:  = 2 books

**1.** On which day were the most books borrowed? _____

**2.** On which day were the fewest books borrowed? _____

**3.** How many books were borrowed on Wednesday? _____

**4.** How many books were borrowed in all? _____

**5.** How many more books were borrowed on Friday than on Wednesday? _____

Name: _____ Date: _____

# Reading a Table

Complete the Total column. Then answer the questions.

| Class | Boys | Girls | Total |
|---|---|---|---|
| Class 1 | 25 | 17 | |
| Class 2 | 21 | 30 | |
| Class 3 | 24 | 23 | |
| Class 4 | 28 | 15 | |
| Class 5 | 24 | 22 | |

**1.** Which class has the most children? _____

**2.** How many girls are there in the school? _____

**3.** How many boys are there in the school? _____

**4.** In which class are there more girls than boys? _____

Name: _____ Date: _____

# Natural Disasters

Read about natural disasters and how to stay safe.

## What Is a Disaster?

A **natural disaster** is a sudden event in nature, like an earthquake or a flood, that causes great damage. We cannot always stop disasters, but we can be prepared.

## Earthquake

The ground shakes when rocks deep inside the Earth move suddenly. **Drop** to the floor, take **cover** under a strong table and **hold on** until the shaking stops.



## Flood

Heavy rain can make rivers overflow and cover the land. Assam and Bihar often have floods. Move to higher ground, and never walk or play in flood water.



## Cyclone

A **cyclone** is a huge storm with strong, spinning winds and heavy rain. Cyclones often hit the coasts of Odisha and Andhra Pradesh. Stay indoors and follow warnings.



## Drought

When it does not rain for a long time, wells and rivers dry up and crops fail. This is a **drought**. Saving water and rainwater harvesting help.



## Landslide

In hilly areas, heavy rain can make rocks and soil slide down a slope. Planting trees on slopes helps to hold the soil in place.



## Volcano and Tsunami

A **volcano** throws out hot lava, ash and gases. An earthquake under the sea can cause giant waves called a **tsunami**. Move to high ground if you are warned.



## Be Prepared

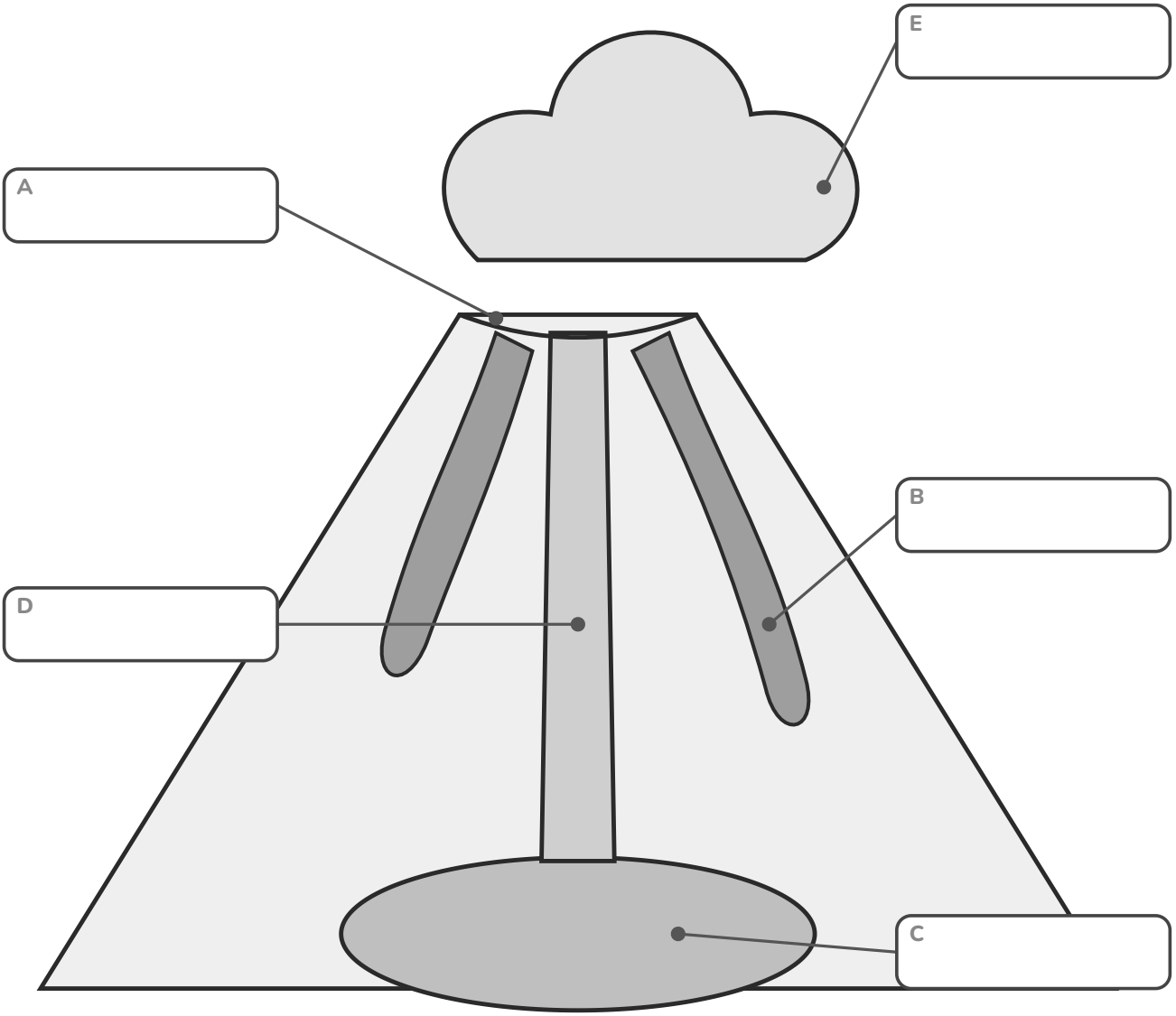
Keep an emergency kit ready: a torch, a whistle, water, dry food, a first aid box and important phone numbers. Dial **112** in an emergency.

Name: _____ Date: _____

# Parts of a Volcano

Label the parts of a volcano. Use the word bank.

vent magma ash cloud crater lava



Name: _____ Date: _____

# Disaster Safety Match

Draw a line to match each disaster to the right safety action.

| | |
|---|---|
| earthquake | stay away from steep slopes |
| flood | drink water and stay in the shade |
| cyclone | do not stand under a tall tree |
| landslide | stay indoors, away from windows |
| thunderstorm | move to higher ground |
| heatwave | move away from the beach at once |
| tsunami warning | drop, cover and hold on |

Name: _____ Date: _____

# The Shake Table Test

Build towers and test them on a shake table. Fill in the table and answer the questions.

Engineers design buildings that can stand up to earthquakes. Build some towers and test them on your own shake table!

**You need:**

☐ a tray or a large, flat book

☐ 4 round pencils

☐ building blocks or empty matchboxes

☐ clay or play dough

**What to do:**

1. Place the tray on top of the round pencils. This is your shake table.
2. Build Tower A: tall and thin, with one block on top of another.
3. Build Tower B: the same height, but with a wide base that gets narrower at the top.
4. Build Tower C like Tower A, but join the blocks with small bits of clay.
5. Gently slide the tray back and forth for 10 seconds. This is your earthquake!
6. Watch which towers fall. Then try again with stronger shakes.

| Tower | What happened? |
|---|---|
| **Tower A (tall and thin)** | |
| **Tower B (wide base)** | |
| **Tower C (joined with clay)** | |

**1.** Which tower stood up best? Why?

_____

**2.** What can builders learn from this test?

_____

**3.** Where is the safest place to be indoors during an earthquake?

_____

नाम: _____ दिनांक: _____

# व्याकरण दोहराई

तालिका पढ़ो और साल भर में सीखी बातें दोहराओ।

इस साल हमने हिंदी व्याकरण की बहुत-सी बातें सीखीं। नीचे दी तालिका से सब कुछ एक बार फिर दोहरा लो। हर विषय की पहचान और उदाहरण याद करो।

| विषय | पहचान | उदाहरण |
|---|---|---|
| संज्ञा | किसी का नाम | मीरा, नदी, खुशी |
| सर्वनाम | संज्ञा की जगह आने वाला शब्द | मैं, तुम, वह, कौन |
| विशेषण | संज्ञा या सर्वनाम की विशेषता | मीठा, पाँच, थोड़ा |
| क्रिया | काम का करना या होना | पढ़ना, हँसना, सोना |
| लिंग | पुरुष या स्त्री जाति का बोध | घोड़ा – घोड़ी |
| वचन | एक या अनेक का बोध | पत्ता – पत्ते |
| काल | काम होने का समय | खाता है, खाया, खाएगा |
| कारक | संज्ञा का क्रिया से संबंध | ने, को, से, में, पर |
| उपसर्ग / प्रत्यय | शब्द के आगे / पीछे जुड़ने वाले अंश | अ + मर, मीठा + आस |

💡 **याद रखो:** किसी शब्द का भेद पहचानने के लिए देखो कि वह वाक्य में क्या काम कर रहा है — नाम बता रहा है, विशेषता बता रहा है या काम बता रहा है।

## अभ्यास करो

**1.** ‘छोटा बच्चा ज़ोर से हँसा।’ — इसमें विशेषण और क्रिया कौन-से हैं?

_____

नाम: _____ दिनांक: _____

# व्याकरण प्रश्नोत्तरी

हर प्रश्न को ध्यान से पढ़ो और सही उत्तर पर ✓ लगाओ।

**1.** ‘ईमानदारी’ किस प्रकार की संज्ञा है?

☐ (क) व्यक्तिवाचक ☐ (ख) जातिवाचक ☐ (ग) भाववाचक

**2.** ‘वह स्वयं आया।’ — ‘स्वयं’ कौन-सा सर्वनाम है?

☐ (क) निजवाचक ☐ (ख) प्रश्नवाचक ☐ (ग) संबंधवाचक

**3.** ‘दो लीटर दूध’ में कौन-सा विशेषण है?

☐ (क) गुणवाचक ☐ (ख) परिमाणवाचक ☐ (ग) संख्यावाचक

**4.** ‘शेर’ का स्त्रीलिंग क्या है?

☐ (क) शेरी ☐ (ख) शेरनी ☐ (ग) शेराइन

**5.** ‘नदी’ का बहुवचन क्या है?

☐ (क) नदीयाँ ☐ (ख) नदियें ☐ (ग) नदियाँ

**6.** ‘हम कल मेला देखने जाएँगे।’ — यह वाक्य किस काल में है?

☐ (क) वर्तमान काल ☐ (ख) भूतकाल ☐ (ग) भविष्यत् काल

**7.** ‘पेड़ से पत्ते गिरे।’ — ‘पेड़ से’ में कौन-सा कारक है?

☐ (क) करण ☐ (ख) अपादान ☐ (ग) अधिकरण

**8.** ‘दिन’ का विलोम शब्द क्या है?

☐ (क) सुबह ☐ (ख) दोपहर ☐ (ग) रात

**9.** ‘जो कभी न मरे’ के लिए एक शब्द क्या है?

☐ (क) अजर ☐ (ख) अमर ☐ (ग) अटल

**10.** ‘सुपुत्र’ शब्द में कौन-सा उपसर्ग है?

☐ (क) सुप ☐ (ख) सु ☐ (ग) पुत्र

नाम: _____ दिनांक: _____

# वाक्य बदलो

कोष्ठक में दिए निर्देश के अनुसार हर वाक्य बदलकर दोबारा लिखो।

**1.** लड़का पतंग उड़ाता है। (लिंग बदलो)

_____

**2.** पेड़ पर चिड़िया बैठी है। (वचन बदलो)

_____

**3.** मीरा गाना गाती है। (भूतकाल में बदलो)

_____

**4.** राजू ने खाना खा लिया। (भविष्यत् काल में बदलो)

_____

**5.** मेरे को पानी चाहिए। (शुद्ध करो)

_____

**6.** क्या तुम मेरे साथ चलोगे (सही विराम चिह्न लगाओ)

_____

**7.** वह बहुत **मेहनत करने वाला** है। (मोटे शब्दों की जगह एक शब्द लिखो)

_____

_____

**8.** यह सवाल **कठिन** है। (मोटे शब्द का विलोम लगाओ)

_____

# Month 9

# Week 36

| | |
|---|---|
| **Reading** | Reading review |
| **Grammar & Writing** | Grammar review |
| **Maths** | Review |
| **EVS** | Review |
| **Hindi** | दोहराई |

Name: _____ Date: _____

# Lakshmi's Bicycle Library

Read the story. Each question tells you which reading skill from this year it practises.

Story (review)

Lakshmi lived in a small village beside the Mahanadi river in Odisha. She had read every book in her house at least five times. There were only seven: her old school books, a book of Odia folk tales and a dictionary with a torn cover. The nearest library was in a town twenty kilometres away, and the bus went there only twice a week.



One summer, Lakshmi's aunt, who worked in a library in Bhubaneswar, came to visit. She brought a gift: a box of thirty storybooks that her library no longer needed. 'They are a little old,' said Aunty, 'but stories never grow old.'

Lakshmi read them all in two weeks. Then she had an idea. 'Why should only I enjoy these books?' she thought. 'The other children here have even fewer books than I do.'

She fixed a wooden crate to the back of her bicycle, painted it bright blue and wrote on it in white letters: LAKSHMI'S BICYCLE LIBRARY: BORROW A BOOK, BRING IT BACK! Every Sunday morning, she rode from lane to lane, ringing her bell. Children came running. Each child chose a book, and Lakshmi wrote down their name and the title in a notebook. The rule was simple: bring the book back next Sunday, and you can take a new one.

At first, only a few children borrowed books. Some could not read well, so Lakshmi sat with them under the big neem tree and read aloud, pointing to each word. Slowly, more children came. Even some grandmothers began borrowing picture books to share with the little ones.

Of course, there were problems. One week, a goat ate half of a book about tigers. Another week, it rained so hard that Lakshmi had to wrap the books in plastic sheets and stay at home. And thirty books were not enough for sixty readers.

Then Mr Das, the village postman, wrote a letter about the bicycle library to a newspaper in Cuttack. Within a month, parcels of books began to arrive from all over Odisha. Soon Lakshmi had more than three hundred books, far too many for one bicycle crate.

Today, the books live on shelves in a room at the panchayat office. But every Sunday, Lakshmi still rides her blue bicycle through the lanes, ringing her bell. 'Some readers cannot come to the library,' she says, 'so the library must go to them.'

**Word help: Mahanadi** – a large river that flows through Odisha • **Odia** – the main language of Odisha • **Bhubaneswar** – the capital city of Odisha • **Cuttack** – a large, old city in Odisha • **panchayat** – the local council that looks after a village

Name: _____ Date: _____

# Lakshmi's Bicycle Library: Questions

Answer the questions about the text.

1. **Setting:** Where does the story take place?
   - ☐ (a) In a village beside the Mahanadi river in Odisha
   - ☐ (b) In a big city
   - ☐ (c) In a school in Bhubaneswar
2. **Problem:** What was Lakshmi's problem at the start of the story?

3. **Character:** Write two words that describe Lakshmi. Give a reason for each.

4. **Cause and effect:** Because Mr Das wrote to a newspaper, parcels of books arrived from all over Odisha.
   - ☐ True ☐ False
5. **Sequence:** Which of these happened first?
   - ☐ (a) Lakshmi painted the crate blue.
   - ☐ (b) Aunty brought thirty storybooks.
   - ☐ (c) The books moved to the panchayat office.
6. **Inference:** Why do you think the grandmothers borrowed picture books?

7. **Fact and opinion:** Which sentence is an opinion?
   - ☐ (a) The nearest library was twenty kilometres away.
   - ☐ (b) Lakshmi read them all in two weeks.
   - ☐ (c) Stories never grow old.
8. **Vocabulary:** Find a word in paragraph 4 that means 'to take something for a short time and then give it back'.

9. **Theme:** What is the message of this story?

Name: _____ Date: _____

# Word Power Review

Read each word and its meaning. Then write a sentence of your own using the word.

**dictionary** — a book that lists words in ABC order and explains their meanings

*Example: Look up new words in a dictionary.*

My sentence:

**torn** — ripped or pulled apart

*Example: My kite was torn by the thorny bush.*

My sentence:

**crate** — a large wooden or plastic box for carrying things

*Example: The shopkeeper unpacked a crate of mangoes.*

My sentence:

**borrow** — to take something for a short time and then give it back

*Example: May I borrow your eraser, please?*

My sentence:

**aloud** — in a voice that others can hear

*Example: Grandpa reads the newspaper aloud every morning.*

My sentence:

**parcels** — things wrapped up to be sent by post or carried

*Example: The postman delivered two parcels today.*

My sentence:

**shelves** — flat boards fixed to a wall or cupboard for keeping things on

*Example: The library shelves are full of new books.*

My sentence:

Name: _____ Date: _____

# Spelling: Tricky Words Review

Look, say, cover, write and check each word.

**Spelling focus:** Tricky words that are often misspelt. Say them in parts to help you: sep-*a*-rate, li-brar-y, fav-our-ite, be-cause.

| Word | Look, say, cover, write | Check ✓ | Write again |
|---|---|---|---|
| **because** | | | |
| **beautiful** | | | |
| **separate** | | | |
| **necessary** | | | |
| **definitely** | | | |
| **especially** | | | |
| **probably** | | | |
| **library** | | | |
| **knowledge** | | | |
| **minute** | | | |
| **answer** | | | |
| **length** | | | |
| **strength** | | | |
| **favourite** | | | |
| **dictionary** | | | |

**Use two of the words in sentences:**

Name: _____ Date: _____

# Grammar Review: Parts of Speech

Read and revise. Then try the questions at the bottom.

This year you have learnt how words work together in sentences. Every word in a sentence has a job. The eight main jobs are called the **parts of speech**. Use the table to revise them. Remember the four kinds of sentences too: **declarative, interrogative, imperative** and **exclamatory**.

- One word can do different jobs. **Light** is a noun in 'Switch on the light' but an adjective in 'My bag is light'.

| Part of speech | Its job | Examples |
|---|---|---|
| Noun | names a person, place, thing or idea | Meera, Goa, honesty, herd |
| Pronoun | takes the place of a noun | she, them, mine, myself, who |
| Verb | shows an action or a state of being | run, wrote, is, has eaten |
| Adjective | describes a noun | tall, three, much, those |
| Adverb | tells how, where, when, how often | slowly, here, now, always |
| Preposition | shows place, time or direction | in, on, under, across, since |
| Conjunction | joins words or sentences | and, but, so, because |
| Interjection | shows a sudden feeling | Hurray! Ouch! Wow! |



**Remember:** Before you hand in any writing, check five things: capital letters, end marks, the tense, subject–verb agreement and spelling.

**Try it!**

**1.** Name the part of speech: quickly

_____

**2.** Name the part of speech: because

_____

**3.** Name the part of speech: Alas!

_____

**4.** Name the part of speech: under

_____

Name: _____ Date: _____

# Grammar Quiz

Read each question. Tick the correct answer.

**1.** Which is an interrogative sentence?

☐ (a) Close the door. ☐ (b) Where is my umbrella?

☐ (c) What a hot day!

**2.** Which is an abstract noun?

☐ (a) bravery ☐ (b) army ☐ (c) silver

**3.** What is the plural of 'knife'?

☐ (a) knifes ☐ (b) knives ☐ (c) knifs

**4.** Choose the correct pronoun: The red pen is _____.

☐ (a) my ☐ (b) mine ☐ (c) me

**5.** What is the superlative of 'good'?

☐ (a) gooder ☐ (b) better ☐ (c) best

**6.** Choose the correct article: I saw _____ owl in the tree.

☐ (a) a ☐ (b) an

**7.** What is the past participle (V3) of 'write'?

☐ (a) wrote ☐ (b) writed ☐ (c) written

**8.** Choose the correct verb: Each of the girls _____ a prize.

☐ (a) get ☐ (b) gets ☐ (c) are getting

**9.** Which sentence is punctuated correctly?

☐ (a) "Come here," said Ma. ☐ (b) "Come here" said Ma.

☐ (c) Come here, "said Ma."

**10.** What does the idiom 'over the moon' mean?

☐ (a) very happy ☐ (b) very tired ☐ (c) very far away

Name: _____ Date: _____

# Spot and Fix the Mistakes

Each sentence has one mistake. Find it and rewrite the sentence correctly.

**1.** The childs are playing in the park.

_____

**2.** She don't like bitter gourd.

_____

**3.** I have went to Shimla twice.

_____

**4.** This is the most tallest tower in the city.

_____

**5.** Kabir and me went to the market.

_____

**6.** Its a beautiful day today.

_____

**7.** We will meet on 5 o'clock in the evening.

_____

**8.** Although it was raining, but we went out.

_____

**9.** There are much birds on the tree.

_____

**10.** The herd of elephants are crossing the road.

_____

Name: _____ Date: _____

# My Year in Class 4

Write neatly. Remember capital letters and full stops.

Write 10–12 sentences about your year in Class 4. Tell what you learnt, what you enjoyed most and what you will do next year. Use different kinds of sentences, adjectives, adverbs, conjunctions, and the past and future tenses. Then check your work for mistakes.

**Think about:**

- What new things did you learn this year?
- Which was your favourite day or activity? Why?
- Who helped you the most? How?
- What will you do better in Class 5?
- End with an exclamation: What a wonderful year it was!

learnt enjoyed favourite proudest because although carefully always will going to What a ...!

Name: _____ Date: _____

# Cursive Writing: Thought for the Week

Read the model line. Trace the dotted lines. Then copy the writing neatly in cursive on the empty lines.

Think about this thought. How can you follow it this week?

Keep learning and keep growing.

Keep learning and keep growing.

Keep learning and keep growing.

Name: _____ Date: _____

# Maths Review

Show what you have learnt this year!

**1.** 76,726 + 40,123 = ☐

**2.** 76,726 − 40,123 = ☐

**3.** 806 × 16 = ☐

**4.** 917 ÷ 7 = ☐

**5.** Write 76,726 in words: _____

**6.** Round 76,726 to the nearest 100: ☐

Name: _____ Date: _____

# Maths Review

Show what you have learnt this year!

**1.** 27,636 + 21,819 = ☐

**2.** 27,636 − 21,819 = ☐

**3.** 200 × 79 = ☐

**4.** 4,851 ÷ 9 = ☐

**5.** Write 27,636 in words: _____

**6.** Round 27,636 to the nearest 100: ☐

Name: _____ Date: _____

# Which Operation?

Decide whether to add, subtract, multiply or divide. Then solve.

**1.** A garden has 21 rows of plants with 25 plants in each row. How many plants are there?

Operation: _____ Answer: _____

**2.** A school has 2,243 children. 480 of them are girls. How many boys are there?

Operation: _____ Answer: _____

**3.** 4,071 people watched a cricket match on Saturday and 6,027 on Sunday. How many people watched in all?

Operation: _____ Answer: _____

**4.** A stadium has 7,048 seats. 243 seats are filled. How many seats are empty?

Operation: _____ Answer: _____

**5.** A factory packs 406 bottles equally into 7 boxes. How many bottles are in each box?

Operation: _____ Answer: _____

**6.** A factory made 4,261 bottles in March and 8,153 in April. How many bottles did it make in the two months?

Operation: _____ Answer: _____

Name: _____ Date: _____

# Fraction Word Problems

Read and solve. Show your working.

**1.** A ribbon is cut into 5 equal parts. Tenzin uses 4 parts. What fraction of the ribbon is left?

Answer: _____

**2.** There are 27 children in a class. $\frac{1}{3}$ of them like cricket. How many children like cricket?

Answer: _____

**3.** A shop had 1,380 kg of rice. It sold $\frac{5}{6}$ of the rice. How many kilograms did it sell?

Answer: _____

**4.** Sara ate $\frac{3}{8}$ of a pizza and her brother ate $\frac{2}{8}$. What fraction of the pizza did they eat in all?

Answer: _____

**5.** Zoya painted $\frac{3}{8}$ of a wall on Monday and $\frac{3}{8}$ on Tuesday. What fraction of the wall is still not painted?

Answer: _____

Name: _____ Date: _____

# Decimal Word Problems

Read and solve. Line up the decimal points.

**1.** Meera bought a book for ₹484.51 and a pen for ₹127.82. How much did she spend?

Answer: _____

**2.** A ribbon is 441.43 m long. Neel cuts off 39.73 m. How much is left?

Answer: _____

**3.** Tenzin bought a book for ₹25.00 and a pen for ₹121.05. How much did he spend?

Answer: _____

**4.** A ribbon is 407.28 m long. Vikram cuts off 135.77 m. How much is left?

Answer: _____

**5.** Kavya bought a book for ₹91.62 and a pen for ₹72.45. How much did she spend?

Answer: _____

Name: _____ Date: _____

# Which Operation?

Decide whether to add, subtract, multiply or divide. Then solve.

**1.** A factory made 8,357 toys in March and 4,790 in April. How many toys did it make in the two months?

Operation: _____ Answer: _____

**2.** 51 children stand in rows of 3. How many rows are there?

Operation: _____ Answer: _____

**3.** A ribbon 56 cm long is cut into 8 equal pieces. How long is each piece?

Operation: _____ Answer: _____

**4.** Sneha reads 60 pages every day. How many pages will she read in 9 days?

Operation: _____ Answer: _____

**5.** A factory made 4,639 toys. It sent 245 of them to shops. How many toys are still at the factory?

Operation: _____ Answer: _____

**6.** There are 1,125 boys and 1,961 girls in a school. How many children are there in all?

Operation: _____ Answer: _____

Name: _____ Date: _____

# What We Learnt This Year

Read these big ideas from the year. Then try the review pages.

## Plants



Plants make food by **photosynthesis**, using sunlight, water and carbon dioxide. Desert, water and hill plants have special **adaptations**.

## Animals



Animals are adapted to their habitats. Butterflies and frogs go through **metamorphosis**. **Food chains** show who eats whom.

## Our Body



Food is digested in the mouth, stomach and intestines. We have four types of teeth. A **balanced diet** keeps us healthy.

## Matter and Energy



Matter can be **solid**, **liquid** or **gas**. Water moves round and round in the **water cycle**. A force is a push or a pull.

## Earth and Safety



The Earth spins once in about 24 hours, giving us day and night. The Moon shines with reflected sunlight. Know your first aid, and dial **112** in an emergency.

## India's Land



India has six physical divisions, great rivers like the Ganga and the Godavari, a monsoon climate, and many soils that grow different crops.

## Our Government



India has **28 states** and **8 union territories**. Panchayats and municipalities look after local needs. The Constitution gives us rights and duties.

## Our Heritage



We are proud of our dances, festivals, foods and monuments, and of the freedom fighters who helped India become free in 1947.

Name: _____ Date: _____

# Year Review Quiz

Tick the correct answer.

**1.** Which gas do plants give out when they make food?

☐ (a) carbon dioxide ☐ (b) oxygen ☐ (c) nitrogen

**2.** Which teeth grind our food?

☐ (a) incisors ☐ (b) canines ☐ (c) molars

**3.** Which of these is a gas?

☐ (a) steam ☐ (b) honey ☐ (c) ice

**4.** What causes day and night?

☐ (a) the Moon moving around the Earth

☐ (b) the Earth spinning on its axis

☐ (c) clouds covering the Sun

**5.** Which river is India's national river?

☐ (a) Godavari ☐ (b) Narmada ☐ (c) Ganga

**6.** How many states does India have?

☐ (a) 28 ☐ (b) 29 ☐ (c) 36

**7.** Who is the head of a Gram Panchayat?

☐ (a) the Mayor ☐ (b) the Sarpanch ☐ (c) the Governor

**8.** Kharif crops are sown at the start of which season?

☐ (a) winter ☐ (b) summer ☐ (c) the monsoon

**9.** What should you do during an earthquake?

☐ (a) drop, cover and hold on ☐ (b) run down the stairs

☐ (c) stand near a window

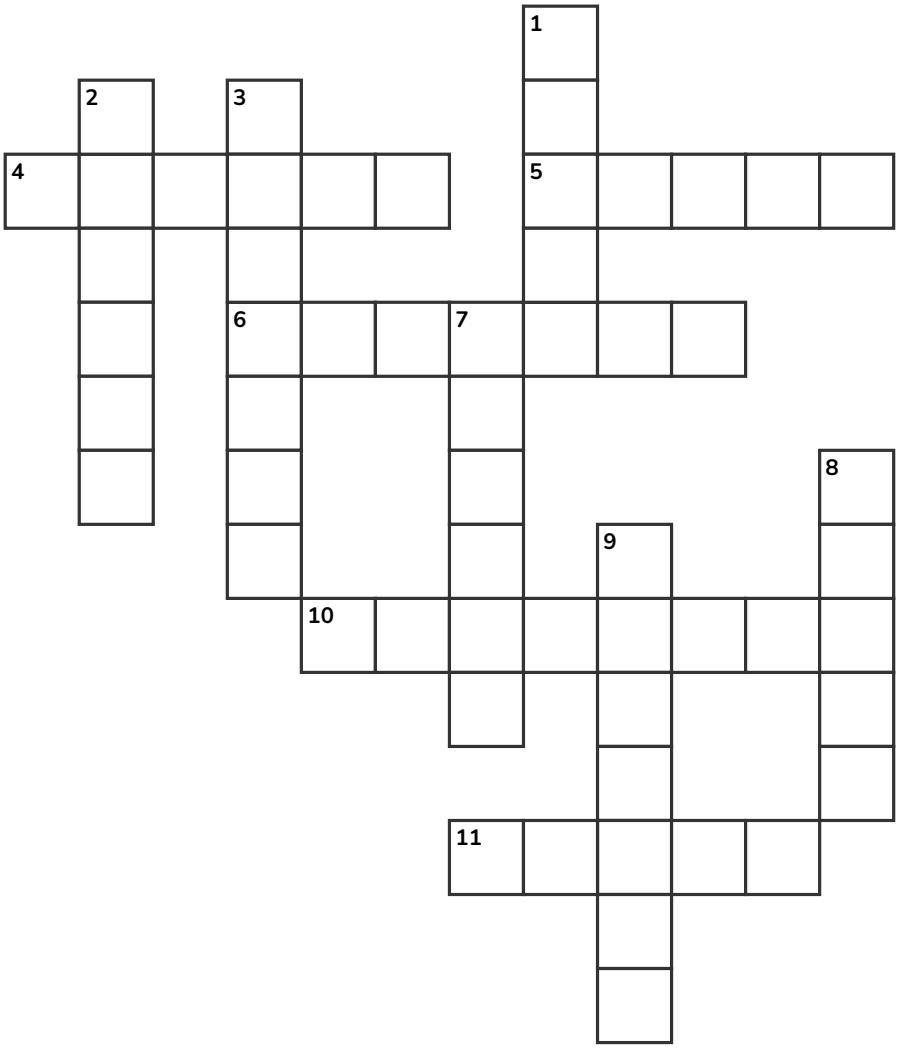
**10.** In which state is the Sun Temple of Konark?

☐ (a) Gujarat ☐ (b) Odisha ☐ (c) Kerala

Name: _____ Date: _____

# Year Review Crossword

Read the clues and fill in the crossword.




## Across

**4.** Water in the form of a gas is called water ... (6)

**5.** A see-saw is this kind of simple machine. (5)

**6.** A J-shaped bag that churns our food (7)

**10.** The head of a Gram Panchayat (8)

**11.** A round model of the Earth (5)

## Down

**1.** Land formed where a river splits into branches near the sea (5)

**2.** A desert plant that stores water in its thick stem (6)

**3.** The season of heavy rain in India (7)

**7.** Back teeth that grind our food (6)

**8.** The tallest dam in India (5)

**9.** A young frog that lives in water and breathes with gills (7)

Name: _____ Date: _____

# Think Back, Think Ahead

Answer in complete sentences.

**1.** How is a cactus able to live in the desert? Give two reasons.

**2.** Write a food chain with four living things in it.

**3.** Why do we keep food in a refrigerator?

**4.** Name the three states of matter. Give one example of each.

**5.** Write two ways in which the Himalayas help India.

**6.** Why should we protect our forests and wildlife?

**7.** Write two of your duties as a citizen of India.

**8.** Which topic did you enjoy most this year? Why?

नाम: _____ दिनांक: _____

# दोहराई: अपठित गद्यांश

गद्यांश को ध्यान से पढ़ो। फिर पाठ और व्याकरण से जुड़े प्रश्नों के उत्तर दो।

## अपठित गद्यांश



सिमरन को साइकिल बहुत अच्छी लगती थी, पर उसे साइकिल चलानी नहीं आती थी। उसके जन्मदिन पर दादाजी उसके लिए एक नीली साइकिल लाए। सिमरन खुशी से उछल पड़ी।

अगली सुबह वह दादाजी के साथ पास के मैदान में पहुँची। जैसे ही उसने साइकिल आगे बढ़ाई, साइकिल डगमगाई और वह गिर पड़ी। उसके घुटने छिल गए और आँखों में आँसू आ गए। वह बोली, “दादाजी, मुझसे यह नहीं होगा।”

दादाजी ने प्यार से उसके घुटनों पर दवा लगाई और कहा, “बेटा, गिरना बुरा नहीं है। बुरा है गिरकर फिर न उठना। जब मैंने साइकिल चलाना सीखा था, तब मैं भी कई बार गिरा था।”

दादाजी की बात सुनकर सिमरन का डर कम हो गया। अब वह रोज़ सुबह अभ्यास करने लगी। दादाजी पीछे से साइकिल पकड़े रहते। धीरे-धीरे सिमरन का संतुलन बनने लगा। एक दिन दादाजी ने चुपके से साइकिल छोड़ दी और सिमरन अकेले ही पूरे मैदान का चक्कर लगा आई!

उस दिन सिमरन ने समझ लिया कि मेहनत और धैर्य से कोई भी काम सीखा जा सकता है। अब वह हेलमेट पहनकर साइकिल से दादी के लिए बाज़ार से सब्ज़ियाँ भी ले आती है।

**शब्दार्थ: डगमगाना** – हिलना-डुलना, ठीक से टिक न पाना • **अभ्यास** – किसी काम को बार-बार करना • **संतुलन** – बिना गिरे बराबर टिके रहना • **धैर्य** – सब्र, जल्दबाज़ी न करना

नाम: _____ दिनांक: _____

# दोहराई: अपठित गद्यांश: प्रश्न

पाठ के आधार पर प्रश्नों के उत्तर दो।

**1.** जन्मदिन पर दादाजी सिमरन के लिए क्या लाए?

☐ (क) लाल साइकिल ☐ (ख) नीली साइकिल ☐ (ग) नई किताब

**2.** पहले ही दिन सिमरन ने बिना गिरे साइकिल चला ली।

☐ सही ☐ गलत

**3.** सिमरन के गिरने पर दादाजी ने उससे क्या कहा?

**4.** सिमरन का संतुलन कैसे बनने लगा?

**5.** गद्यांश में से एक भाववाचक संज्ञा ढूँढ़कर लिखो।

**6.** 'नीली साइकिल' में विशेषण कौन-सा है? उसका भेद भी लिखो।

**7.** 'सिमरन मैदान में पहुँची।' — इस वाक्य को भविष्यत् काल में बदलकर लिखो।

**8.** इस गद्यांश के लिए एक उचित शीर्षक लिखो।

**9.** इस कहानी से तुम्हें क्या सीख मिलती है?

नाम: _____ दिनांक: _____

# मेरी चौथी कक्षा की यादें

संकेतों की सहायता से अनुच्छेद लिखो। सही वर्तनी और विराम चिह्नों का ध्यान रखो।

चौथी कक्षा का साल पूरा होने वाला है। इस साल की अपनी यादों पर 10–12 वाक्यों का एक अनुच्छेद लिखो। सही लिंग, वचन, काल और विराम चिह्नों का प्रयोग करना न भूलो।

**इन बातों पर सोचो:**

- इस साल तुमने कौन-सी नई बातें सीखीं?
- तुम्हारा सबसे प्रिय पाठ या कहानी कौन-सी थी?
- कौन-सा दिन या घटना तुम्हें सबसे ज़्यादा याद है?
- इस साल तुमने कौन-से नए मित्र बनाए?
- अगली कक्षा में तुम क्या-क्या सीखना चाहते हो?

यादें सीखना मित्र मज़ेदार मेहनत पुस्तकें उत्सव गर्व नई कक्षा धन्यवाद

Month 9

# Monthly Activity Set:

# Map and Safety Skills

Globe facts, map scale practice, disaster safety plan, rights and duties pledge

Name: _____ Date: _____

# Globe Facts

Read these facts about the globe and the Earth.

## A Model Earth



A **globe** is a small model of the Earth. It shows the true shape of the Earth, with its continents and oceans.

## Tilted Axis

The Earth spins on an imaginary line called its **axis**. The axis is tilted, so a globe is tilted too. The tilt gives us seasons as the Earth goes around the Sun.

## The Poles



The **North Pole** and the **South Pole** are the two ends of the Earth's axis. Both are very cold and covered with ice.

## The Equator

The **Equator** is an imaginary line around the middle of the Earth. It divides the Earth into the Northern and Southern Hemispheres. Places near it are hot.

## Latitudes

Imaginary lines drawn from east to west, parallel to the Equator, are **latitudes**. The **Tropic of Cancer** is a latitude that passes through India.

## Longitudes

Lines joining the North Pole and the South Pole are **longitudes**. The **Prime Meridian** (0°) passes through Greenwich, near London.

## India on the Globe

India lies in the Northern and Eastern Hemispheres. The Tropic of Cancer passes through eight Indian states, from Gujarat in the west to Mizoram in the east.

## Continents and Oceans



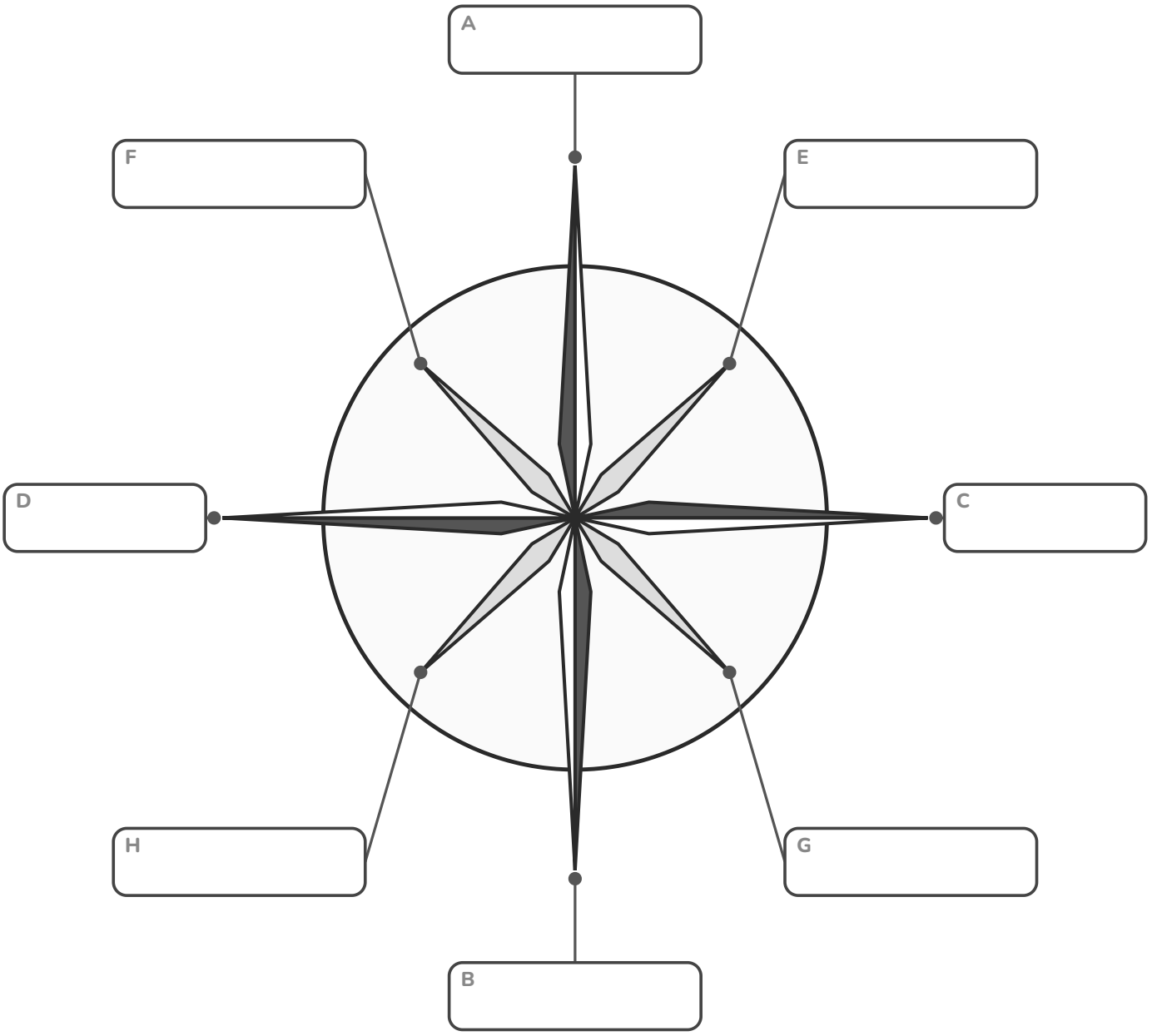
The Earth has **seven continents** and **five oceans**. Asia is the largest continent, and the Pacific is the largest ocean.

Name: _____ Date: _____

# Directions on a Compass

Label the eight directions on the compass. Use the word bank.

North-East West East North South-East North-West
South-West South



Name: _____ Date: _____

# Map Scale Practice

A map's scale tells us real distances. Use the scale given in each question. Show your working.

**1.** On a map, 1 cm stands for 10 km. Two villages are 4 cm apart on the map. How far apart are they really?

**2.** On a map, 1 cm stands for 50 km. A river is 6 cm long on the map. How long is it really?

**3.** On a map, 1 cm stands for 100 km. Two cities are 7 cm apart on the map. What is the real distance?

**4.** On a map, 1 cm stands for 25 km. Two towns are 8 cm apart on the map. What is the real distance?

**5.** On a map, 1 cm stands for 20 km. A road is really 100 km long. How long will it be on the map?

**6.** Riya's school is 3 km from her home. On her map, 1 cm stands for 1 km. How far apart should she draw them?

**7.** Kabir walks 2 km north and then 3 km east. In which direction is he now from where he started?

**8.** Which map shows more detail: one where 1 cm stands for 1 km, or one where 1 cm stands for 100 km? Why?

Name: _____ Date: _____

# Our Family Safety Plan

Make a disaster safety plan with your family. Fill in the kit checklist and answer the questions.

Being prepared keeps everyone safe. Make a safety plan with your family, and practise it together.

**You need:**

☐ this sheet

☐ a pencil

☐ your family

**What to do:**

1. Talk with your family about the disasters that could happen where you live, such as floods, earthquakes, cyclones or fires.
2. Choose a safe meeting place outside your home, such as a nearby open ground.
3. Write down important phone numbers: 112 for any emergency, 101 for fire, and a relative's number.
4. Pack an emergency kit: a torch, batteries, a whistle, water, dry food, a first aid box and medicines.
5. Decide who will help grandparents, small children and pets.
6. Practise an earthquake drill: drop, cover and hold on!

| Item for our kit | Packed? (✓) |
|---|---|
| | |
| | |
| | |
| | |

1. Where is your family's meeting place?

2. Which number should you dial in any emergency in India?

3. Why should the kit have a torch instead of candles?

Name: _____ Date: _____

# My Rights and Duties Pledge

A pledge is a serious promise. Read it aloud, write your promises and sign. Decorate the border in saffron, white and green.

**1.** Copy this pledge neatly: 'I respect the rights of every person. I will care for nature and public property, and I will do my duties.'

**2.** Write three rights that you are thankful for.

**3.** Write three duties that you promise to do this month.

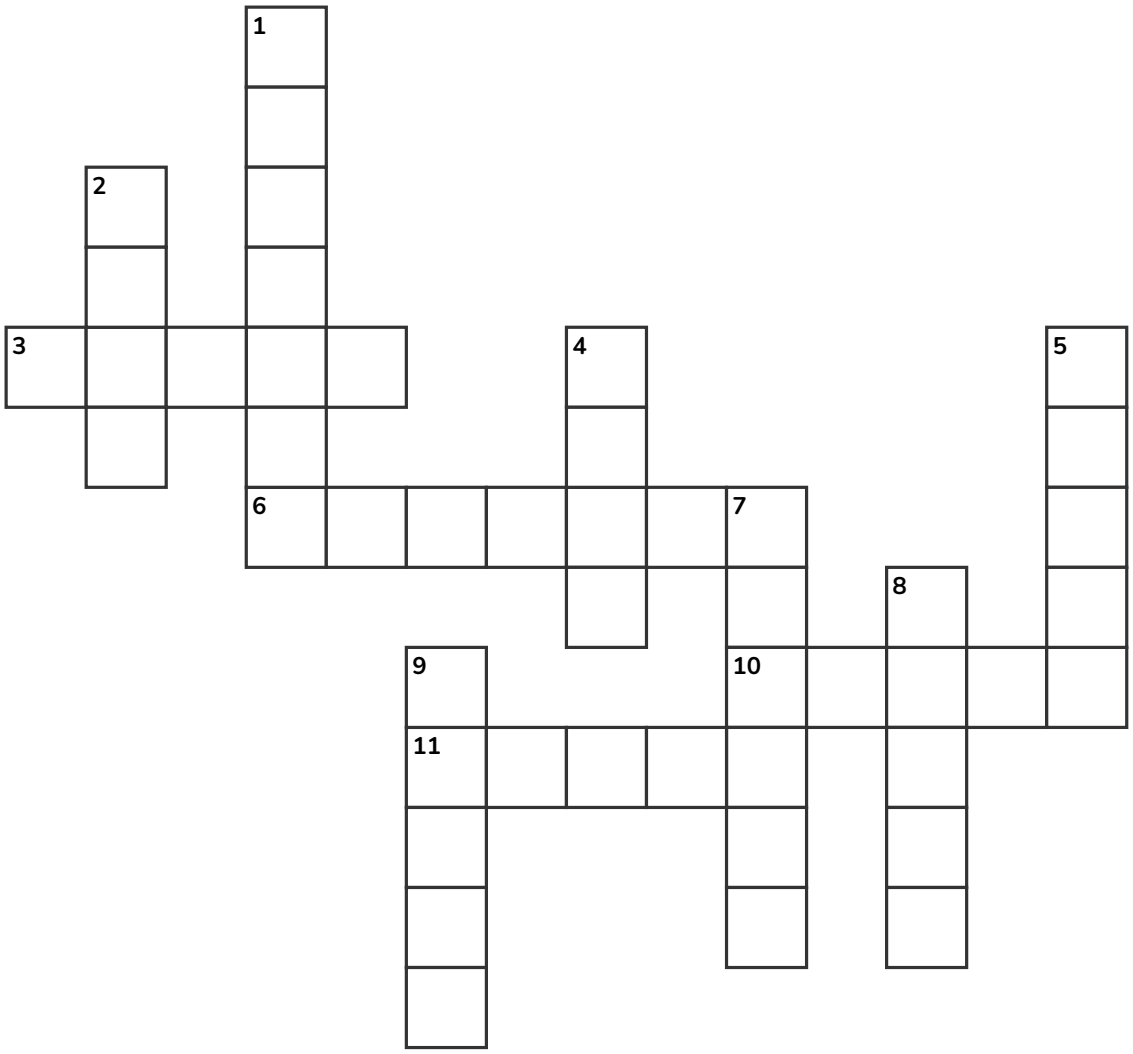
**4.** Sign your name and write today's date.

**5.** Ask a family member to sign here as your witness.

Name: _____ Date: _____

# Map and Safety Crossword

Read the clues and fill in the crossword.




**Across**

**3.** When a river overflows and covers the land (5)

**6.** An imaginary line around the middle of the Earth (7)

**10.** A round model of the Earth (5)

**11.** A safe light to keep in an emergency kit (5)

**Down**

**1.** A huge storm with strong, spinning winds (7)

**2.** The northern or southern end of the Earth's axis (4)

**4.** Something we should do for others and for our country (4)

**5.** It compares distances on a map with real distances. (5)

**7.** Things the Constitution says every citizen is free to have and do (6)

**8.** The direction that a compass needle points to (5)

**9.** A book of maps (5)

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 1

**p. 19 A Long Way from the Hills: Questions:** 1. (b) Gangtok; 2. Any two: the cool air, the steep lanes, the view of Kangchenjunga, the smell of hot momos.; 3. Humid means hot and damp, with a lot of water in the air. Clues: 'hot and heavy', 'like the steam', 'her shirt stuck to her back'.; 4. bustling; 5. False; 6. (c) friendly and chatty; 7. She shares her lunch with a boy who forgot his tiffin, and she offers to teach Dolma a Tamil word every day.; 8. Gangtok is cool and misty, with hills, pine trees and steep lanes. Chennai is hot and humid, with busy roads and the sea.; 9. It means she stopped for a moment because she was not sure what to do.

**p. 22 Kinds of Sentences:** Try it: 1. Interrogative; 2. Exclamatory; 3. Imperative; 4. Kabir does not play cricket.

**p. 23 Which Kind of Sentence?:** 1. (a) Declarative; 2. (b) Interrogative; 3. (c) Imperative; 4. (d) Exclamatory; 5. (c) Imperative; 6. (b) Interrogative; 7. (d) Exclamatory; 8. (a) Declarative; 9. (c) Imperative; 10. (b) Interrogative

**p. 24 Change the Kind of Sentence:** 1. Is the train late?; 2. Does Farhan play the tabla?; 3. Meera likes idlis.; 4. Drink more water. / Please drink more water.; 5. What a tall tower it is! / How tall the tower is!; 6. How beautiful the night sky is!; 7. Please close the window.; 8. Simran does not have a pet rabbit.

**p. 25 A Visit to the Mela:** Answers will vary.

**p. 27 Place Value:** Chart: A. 3 0 8 0 7; B. 1 8 1 2 4; C. 5 0 8 6 8; D. 3 2 0 4 8; E. 1 3 4 2 6; F. 3 2 0 2 2. Questions: 1. place value 1, face value 1; 2. place value 10,000, face value 1; 3. place value 9, face value 9; 4. place value 300, face value 3

**p. 28 Expanded Form:** 1. 10,000 + 6,000 + 700 + 70 + 4; 2. 55,978; 3. 90,000 + 2,000 + 800 + 40 + 8; 4. 94,010; 5. 40,000 + 7,000 + 500 + 40 + 6; 6. 35,287; 7. 80,000 + 3,000 + 800 + 50 + 5; 8. 41,452

**p. 29 Read and Write Large Numbers:** 1. twenty-two thousand four hundred thirty-three; 2. 92,336; 3. thirty-six thousand sixty-six; 4. 54,304; 5. thirty-seven thousand five hundred ninety-seven; 6. 25,045; 7. sixty-eight thousand thirty-eight; 8. 76,388

**p. 30 Compare the Numbers:** 1. >; 2. >; 3. <; 4. >; 5. >; 6. =; 7. <; 8. >; 9. <; 10. <; 11. >; 12. =

**p. 31 Write the Numbers:** 1. 92,664; 2. 87,436; 3. 86,696; 4. 18,596; 5. 45,787; 6. 17,881; 7. 98,544; 8. 58,639; 9. 82,712; 10. 36,528

**p. 32 Before, After and Between:** 1. 59466; 2. 35782; 3. 53756; 4. 96556; 5. 55845; 6. 87151; 7. 76093; 8. 61695; 9. 75552; 10. 94734; 11. 41781; 12. 39827

**p. 34 Where Do They Grow?:** Desert: cactus, aloe vera, babool, khejri; Water: lotus, water lily, water hyacinth, duckweed, hydrilla; Hills: pine, fir, deodar

**p. 35 Why Do Cactus Plants Have Spines?:** 1. The flat, spread-out towel dried first.; 2. Less of its surface was open to the sun and air, so it lost water slowly.; 3. Spines have a very small surface, so the cactus loses very little water.

**p. 36 Plant Adaptations Quiz:** 1. (b) its thick stem; 2. (c) the green stem; 3. (a) So that snow slides off easily; 4. (b) air spaces in its spongy stalks; 5. (c) in salty, muddy water near the sea; 6. (a) The leaf has a waxy coat.; 7. (b) hydrilla; 8. (c) They can reach water deep underground.

**p. 37 भाषा, वर्ण और शब्द:** अभ्यास: 1. वर्ण; 2. घ् + अ + र् + अ

## Week 1 (continued)

**p. 38 भाषा के रूप पहचानो:** मौखिक भाषा: फ़ोन पर दादी से बात करना, कक्षा में कविता सुनाना, रेडियो पर समाचार सुनना, नानी को कहानी सुनाना; लिखित भाषा: दोस्त को चिट्ठी लिखना, अख़बार पढ़ना, डायरी लिखना, कहानी की किताब पढ़ना; सांकेतिक भाषा: सिर हिलाकर 'हाँ' कहना, ट्रैफ़िक पुलिस का इशारा, हाथ हिलाकर विदा करना, होंठों पर उँगली रखना

**p. 39 वर्ण-विच्छेद और वर्ण-मेल:** पंक्ति 1: कमल | क् + अ + म् + अ + ल् + अ; पंक्ति 2: नदी | न् + अ + द् + ई; पंक्ति 3: सेब | स् + ए + ब् + अ; पंक्ति 4: बादल | ब् + आ + द् + अ + ल् + अ; पंक्ति 5: किताब | क् + इ + त् + आ + ब् + अ; पंक्ति 6: मछली | म् + अ + छ् + अ + ल् + ई; पंक्ति 7: गुलाब | ग् + उ + ल् + आ + ब् + अ; पंक्ति 8: चूहा | च् + ऊ + ह् + आ; पंक्ति 9: पेड़ | प् + ए + ड़् + अ; पंक्ति 10: तितली | त् + इ + त् + अ + ल् + ई

## Week 2

**p. 42 The Old Banyan Tree: Questions:** 1. (b) Five; 2. There are four lines in each stanza.; 3. (c) AABB; 4. down; 5. Answers will vary, e.g. see, free, bee, three, knee.; 6. True; 7. They all gather in one spot, in the shade of the banyan tree.; 8. The tree is special to everyone. It gives shade, it is a home for animals and a meeting place, and it holds memories, like Grandma swinging on its roots.; 9. Answers will vary, e.g. The neem tree by our gate is tall, / It gives cool shade to one and all.

**p. 45 Subject, Predicate and Phrases:** Try it: 1. The old tortoise; 2. are good friends; 3. Phrase; 4. the frog

**p. 46 Circle the Subject:** 1. Grandfather; 2. The, peacock; 3. Sara, and, Tenzin; 4. the, rain; 5. you; 6. a, big, crocodile; 7. our, school, bus; 8. My, little, sister; 9. Rohan; 10. the, milkman

**p. 47 Complete with a Phrase:** 1. at the bus stop; 2. a bunch of bananas; 3. in the evening; 4. across the river; 5. on the top shelf; 6. with great care; 7. full of flowers; 8. after the match

**p. 48 At the Railway Station:** Answers will vary.

**p. 50 Place Value:** Chart: A. 8 4 1 5 8 7; B. 8 6 8 2 5 2; C. 4 6 6 7 8 0; D. 6 0 5 6 1 5; E. 9 9 5 3 1 2; F. 9 5 8 3 1 2. Questions: 1. place value 5,000, face value 5; 2. place value 9,000, face value 9; 3. place value 70, face value 7; 4. place value 80,000, face value 8

**p. 51 Expanded Form:** 1. 2,00,000 + 80,000 + 900 + 80 + 7; 2. 5,28,014; 3. 6,00,000 + 20,000 + 4,000 + 200 + 90 + 2; 4. 2,89,475; 5. 6,00,000 + 80,000 + 7,000 + 300 + 90 + 3; 6. 6,64,196; 7. 2,00,000 + 80,000 + 8,000 + 400 + 60 + 3; 8. 2,74,999

**p. 52 Read and Write Large Numbers:** 1. three lakh thirty-two thousand two hundred fifty-nine; 2. 5,85,969; 3. four lakh twenty-five thousand six hundred nineteen; 4. 5,49,729; 5. nine lakh ninety-seven thousand five hundred sixty-six; 6. 6,71,844; 7. nine lakh forty-five thousand nine hundred fifty-one; 8. 4,60,084

**p. 53 Read and Write Large Numbers:** 1. four lakh twenty-seven thousand two hundred twenty-two; 2. 6,85,431; 3. four lakh fifty-two thousand six hundred fifty-seven; 4. 5,25,091; 5. six lakh eight hundred forty-one; 6. 6,03,377; 7. two lakh sixty-six thousand six hundred ninety-five; 8. 7,69,545

**p. 54 Write the Numbers:** 1. 7,82,788; 2. 3,00,096; 3. 2,48,142; 4. 7,70,846; 5. 1,78,878; 6. 1,47,540; 7. 8,51,582; 8. 3,71,494; 9. 6,70,094; 10. 2,28,708

**p. 55 Place Value:** Chart: A. 3 7 2 0 1 7; B. 8 6 7 2 8 2; C. 4 2 6 9 0 8; D. 8 6 7 8 9 8; E. 9 2 8 3 4 0; F. 4 7 1 4 5 1. Questions: 1. place value 800, face value 8; 2. place value 400, face value 4; 3. place value 600, face value 6; 4. place value 1,00,000, face value 1

**p. 56 How Plants Make Food:** Try it: 1. chlorophyll; 2. oxygen

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 2 (continued)

**p. 57 Parts of a Flower:** A: petal; B: sepal; C: stamen; D: pistil; E: stem

**p. 58 Who Does What?:** chlorophyll – traps sunlight to make food; stomata – tiny holes that let air in and out; roots – take in water from the soil; stem – carries water up to the leaves; petals – attract insects with bright colours; sepals – protect the flower bud; stamens – make pollen; pistil – has the ovary that becomes the fruit

**p. 59 Do Leaves Need Sunlight?:** 1. It looked paler (lighter green or yellowish) than the rest of the leaf.; 2. The covered part got no sunlight, so it could not make chlorophyll and food.; 3. Sunlight, water, carbon dioxide and chlorophyll.

**p. 60 संज्ञा और उसके भेद:** अभ्यास: 1. ईमानदारी; 2. व्यक्तिवाचक संज्ञा

**p. 61 संज्ञा शब्द ढूँढ़ो:** 1. रिया, बगीचे, फूल; 2. दादाजी, कुर्सी, अख़बार; 3. गंगा, नदी, हिमालय; 4. बच्चों, मैदान, क्रिकेट; 5. माँ, रसोई, हलवा; 6. इमरान, तोता; 7. दोस्ती, खज़ाना; 8. लक्ष्मी, रेलगाड़ी, कोलकाता; 9. मेहनत, सफलता; 10. मेज़, गिलास, पानी

**p. 62 संज्ञा का भेद पहचानो:** 1. (क) व्यक्तिवाचक; 2. (ग) भाववाचक; 3. (ख) जातिवाचक; 4. (क) व्यक्तिवाचक; 5. (ग) भाववाचक; 6. (ख) जातिवाचक; 7. (ग) भाववाचक; 8. (ख) जातिवाचक; 9. (क) व्यक्तिवाचक

## Week 3

**p. 65 The Monsoon: India's Season of Rain: Questions:** 1. (a) The monsoon is a rainy season that is very important for India.; 2. It comes from the Arabic word 'mausim', which means 'season'.; 3. (b) 1 June; 4. False; 5. Any two: about three-quarters of India's rain falls then; farmers need it to sow crops; it fills rivers, lakes, wells and reservoirs; a weak monsoon can cause drought.; 6. Too much rain at once can cause problems such as floods and landslides.; 7. In summer the land gets very hot and the warm air rises. Cool, damp winds from the sea blow in. When they rise over the land and hills, the water vapour cools and falls as rain.; 8. overflow; 9. Tamil Nadu. The winds blow from the north-east.

**p. 68 Kinds of Nouns:** Try it: 1. Proper noun; 2. Abstract noun; 3. Material noun; 4. school

**p. 69 Sort the Nouns:** Proper: Chennai, Arjun, Monday, Himalayas; Collective: crowd, flock, team, fleet; Material: gold, cotton, iron, clay; Abstract: kindness, courage, happiness, childhood

**p. 70 Collective Nouns:** a herd of – cattle; a flock of – sheep; a swarm of – bees; a pack of – wolves; a fleet of – ships; a bunch of – grapes; a crowd of – people; a range of – mountains

**p. 71 A Trip to the Weekly Market:** Answers will vary.

**p. 73 Compare the Numbers:** 1. <; 2. <; 3. >; 4. <; 5. >; 6. =; 7. >; 8. >; 9. >; 10. >; 11. >; 12. =

**p. 74 Ascending Order:** 1. 4,50,732, 4,53,907, 5,62,034, 9,28,507; 2. 3,73,209, 4,82,944, 7,37,414, 9,25,849; 3. 1,81,262, 2,74,925, 4,56,238, 5,31,187; 4. 29,063, 6,60,425, 9,37,936, 9,65,824; 5. 1,76,654, 2,65,457, 3,58,269, 5,89,632; 6. 1,37,815, 3,49,527, 5,79,871, 7,95,517

**p. 75 Descending Order:** 1. 8,77,936, 7,84,579, 7,29,219, 3,59,558; 2. 9,21,607, 3,99,049, 1,94,676, 39,968; 3. 3,89,752, 3,81,443, 61,003, 37,348; 4. 8,31,329, 8,15,771, 6,09,331, 2,61,502; 5. 7,63,401, 7,10,024, 1,71,472, 13,882; 6. 9,71,605, 5,79,248, 2,79,537, 1,84,030

**p. 76 Form the Numbers:** 1. greatest 96,530, smallest 30,569; 2. greatest 98,510, smallest 10,589; 3. greatest 97,541, smallest 14,579; 4. greatest 98,642, smallest 24,689; 5. greatest 96,541, smallest 14,569; 6. greatest 98,654, smallest 45,689

## Week 3 (continued)

**p. 77 Form the Numbers:** 1. greatest 9,76,410, smallest 1,04,679; 2. greatest 9,43,210, smallest 1,02,349; 3. greatest 9,76,430, smallest 3,04,679; 4. greatest 9,64,321, smallest 1,23,469; 5. greatest 9,87,421, smallest 1,24,789; 6. greatest 9,75,420, smallest 2,04,579

**p. 78 Greatest and Smallest:** 1. greatest 865272, smallest 374242; 2. greatest 879659, smallest 39648; 3. greatest 868605, smallest 31583; 4. greatest 797546, smallest 237882; 5. greatest 953975, smallest 122166; 6. greatest 711520, smallest 349608

**p. 80 How Do These Seeds Travel?:** Wind: cotton, aak (madar), dandelion, drumstick, sal; Water: coconut, lotus; Animals: xanthium, guava; Bursting: pea, balsam, castor, lady's finger

**p. 81 From Seed to Plant:** A: seed; B: sprout; C: young plant; D: adult plant

**p. 82 Grow a Bean in a Glass:** 1. The root came out first.; 2. The root grew downwards and the shoot grew upwards.; 3. Water, air and warmth.

**p. 83 सर्वनाम और उसके भेद:** अभ्यास: 1. स्वयं; 2. कौन — प्रश्नवाचक सर्वनाम

**p. 84 सही सर्वनाम भरो:** 1. मैं; 2. कौन; 3. कुछ; 4. हम; 5. जो; 6. क्या; 7. अपने-आप; 8. वह; 9. तुम; 10. कोई

**p. 85 सर्वनाम और उसका भेद:** मैं रोज़ सुबह योग करती हूँ। – पुरुषवाचक; यह मेरी नई साइकिल है। – निश्चयवाचक; बाहर कोई गाना गा रहा है। – अनिश्चयवाचक; जैसा करोगे, वैसा भरोगे। – संबंधवाचक; किसने खिड़की खोली? – प्रश्नवाचक; मैं खुद खाना बनाऊँगी। – निजवाचक

## Week 4

**p. 88 The Tortoise Who Could Not Keep Quiet: Questions:** 1. (b) He talked too much and did not listen.; 2. No rain fell, so the pond was drying up.; 3. Kambu would bite the middle of a stick and hold on, while the geese held the two ends and flew.; 4. False; 5. (c) He was angry and wanted to answer the children.; 6. That words spoken at the wrong time cause trouble, so he should speak less and listen more.; 7. The king would not have listened to a lecture. A real example, like the tortoise, helped him see the problem for himself without feeling insulted.; 8. Think before you speak. Sometimes it is wiser to stay quiet and listen.; 9. furious

**p. 91 Gender of Nouns:** Try it: 1. niece; 2. drake; 3. Common gender; 4. Neuter gender

**p. 92 Masculine and Feminine:** Row 1: prince | princess; Row 2: actor | actress; Row 3: grandfather | grandmother; Row 4: cock / rooster | hen; Row 5: emperor | empress; Row 6: he-goat | she-goat; Row 7: peacock | peahen; Row 8: headmaster | headmistress; Row 9: host | hostess; Row 10: horse / stallion | mare; Row 11: landlord | landlady; Row 12: bridegroom / groom | bride

**p. 93 Change the Gender:** 1. The queen gave a gift to the princess.; 2. My aunt met her niece at the station.; 3. The old woman fed the lioness and the tigress.; 4. The headmistress praised the girl.; 5. Grandmother bought a cow and a she-goat.; 6. The hostess welcomed her sister.; 7. Mrs Joseph's daughter is a brave girl.; 8. The bride thanked her mother-in-law.

**p. 94 A Family Wedding:** Answers will vary.

**p. 96 Round to the Nearest 10:** 1. 8,970; 2. 2,850; 3. 5,520; 4. 9,490; 5. 5,580; 6. 9,720; 7. 4,890; 8. 6,220; 9. 2,390; 10. 4,660; 11. 1,500; 12. 9,980

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 4 (continued)

**p. 97 Round to the Nearest 100:** 1. 5,500; 2. 8,200; 3. 6,300; 4. 5,700; 5. 9,000; 6. 7,500; 7. 2,700; 8. 7,900; 9. 1,200; 10. 6,300; 11. 4,800; 12. 1,600

**p. 98 Round to the Nearest 1000:** 1. 88,000; 2. 22,000; 3. 80,000; 4. 62,000; 5. 21,000; 6. 21,000; 7. 25,000; 8. 66,000; 9. 44,000; 10. 95,000; 11. 39,000; 12. 73,000

**p. 99 Estimate the Answer:** 1. 500 + 800 = 1300; 2. 700 – 300 = 400; 3. 200 + 900 = 1100; 4. 900 – 200 = 700; 5. 400 + 300 = 700; 6. 900 – 600 = 300; 7. 900 + 500 = 1400; 8. 600 – 500 = 100

**p. 100 Estimate the Answer:** 1. 2000 + 4000 = 6000; 2. 7000 – 1000 = 6000; 3. 4000 + 8000 = 12000; 4. 5000 – 3000 = 2000; 5. 5000 + 4000 = 9000; 6. 5000 – 3000 = 2000; 7. 9000 + 3000 = 12000; 8. 7000 – 1000 = 6000

**p. 101 Round to the Nearest 1000:** 1. 8,13,000; 2. 7,91,000; 3. 5,24,000; 4. 5,67,000; 5. 6,11,000; 6. 1,35,000; 7. 9,87,000; 8. 8,85,000; 9. 1,62,000; 10. 3,41,000; 11. 1,57,000; 12. 8,61,000

**p. 103 Parts of a Fish:** A: eye; B: gills; C: fin; D: tail; E: scales

**p. 104 Who Has What?:** picture 1 – padded feet that do not sink in sand; picture 2 – thick fur and fat to stay warm; picture 3 – webbed feet and oily feathers; picture 4 – sharp eyes and curved claws; picture 5 – big eyes to see at night; picture 6 – a trunk to pick up food and water; picture 7 – a long neck to reach high leaves; picture 8 – a long, sticky tongue to catch insects

**p. 105 Invent an Animal:** 1. Answers will vary.; 2. Answers will vary.; 3. Answers will vary.

**p. 106 लिंग — पुल्लिंग और स्त्रीलिंग:** अभ्यास: 1. बकरी; 2. स्त्रीलिंग (पुस्तक फट गई।)

**p. 107 पुल्लिंग या स्त्रीलिंग?:** पुल्लिंग: दही, पानी, मोती, घी, पहाड़, दरवाज़ा, सूरज; स्त्रीलिंग: चाय, किताब, नदी, सड़क, रात, दीवार, बर्फ़

**p. 108 लिंग बदलकर वाक्य लिखो:** 1. मेरी बहन अच्छा गाना गाती है।; 2. रानी महल में रहती थी।; 3. मोरनी बाग में नाच रही है।; 4. दादीजी रोज़ सुबह टहलने जाती हैं।; 5. छोटी बालिका ज़ोर से हँसी।; 6. शेरनी नदी पर पानी पी रही थी।; 7. धोबिन कपड़े धो रही है।

## Month 1 Activity Set

**p. 111 What Do Seeds Need to Sprout?:** 1. Jar B.; 2. They had no water.; 3. They had no air: boiling removed the air from the water, and the oil kept new air out.; 4. Water, air and warmth.

**p. 112 Take a Flower Apart:** 1. Answers will vary (a hibiscus has 5 petals).; 2. Answers will vary (usually yellow).; 3. The ovary.; 4. Seeds.

**p. 113 Adaptation Sort:** Desert: thick, fleshy stem, spines instead of leaves, waxy coat to save water, very long roots; Water: spongy stalks full of air, broad leaves that float, narrow, bendy leaves; Hills: cone shape, needle-like leaves, sloping branches; Marshy coast: roots that poke out of mud, grows in salty water

**p. 115 Plant Power Word Search:** STOMATA (row 3, col 5 ↓); FLOWER (row 3, col 7 →); POLLEN (row 11, col 11 ↖); CACTUS (row 9, col 4 ↑); SPROUT (row 8, col 2 ↑); PETAL (row 3, col 3 ↓); SEPAL (row 8, col 6 ↘); LOTUS (row 2, col 11 ←); FRUIT (row 8, col 1 ↘); OVARY (row 6, col 12 ←); ROOT (row 12, col 4 ↖); STEM (row 1, col 11 ←); LEAF (row 9, col 3 ↘); SEED (row 5, col 6 ↘)

## Week 5

**p. 119 C.V. Raman and the Colour of the Sea: Questions:** 1. (c) Tiruchirappalli; 2. 1. He joined Presidency College (1902). 2. He discovered the Raman Effect (1928). 3. He won the Nobel Prize (1930).; 3. False; 4. He wondered why the Mediterranean Sea was so blue. He tested it and began to suspect that the water itself scattered sunlight.; 5. (a) He became a professor of physics.; 6. curious; 7. Because Raman discovered the Raman Effect on 28 February 1928.; 8. First, Raman studied at Presidency College in Madras. Then he discovered the Raman Effect in 1928. Finally, he started the Raman Research Institute in 1948. (Answers may vary.); 9. Any two, e.g. 'In 1907', 'In 1917', 'At last', 'Back in Calcutta', 'On 28 February 1928'.

**p. 122 Singular and Plural Nouns:** Try it: 1. ladies; 2. halves; 3. tomatoes; 4. goose

**p. 123 Sort by the Plural Rule:** add -s: toy, key, roof, radio; add -es: watch, box, brush, potato; change y to -ies: story, puppy, city, butterfly; change f/fe to -ves: leaf, knife, wolf, shelf

**p. 124 Write the Plural:** 1. children; 2. sandwiches; 3. sheep / oxen; 4. teeth; 5. leaves; 6. mangoes; 7. mice; 8. stories; 9. monkeys; 10. knives / shelves; 11. photos; 12. deer

**p. 125 A Picnic by the Lake:** Answers will vary.

**p. 127 Roman Numerals:** 1. XI; 2. 27; 3. XXXIII; 4. 6; 5. LIV; 6. 97; 7. XXX; 8. 4; 9. XXIII; 10. 83; 11. LXXX; 12. 8

**p. 128 Roman Numerals:** 1. XCIX; 2. 45; 3. LXIV; 4. 98; 5. XXX; 6. 25; 7. LXXXIII; 8. 46; 9. XL; 10. 77; 11. LXX; 12. 61

**p. 129 Match the Roman Numerals:** XLIV – 44; LIX – 59; XXXII – 32; LXXXIV – 84; LXIII – 63; LXXXV – 85; LXXXVII – 87

**p. 130 Roman Numerals:** 1. LXXVII; 2. 36; 3. XCIII; 4. 67; 5. LXXXVII; 6. 78; 7. XLIX; 8. 86; 9. XLVIII; 10. 56

**p. 131 Match the Roman Numerals:** LVII – 57; LXXXII – 82; LXXII – 72; LXVII – 67; LIII – 53; XLIV – 44; XLIII – 43

**p. 132 Roman Numerals:** 1. XCII; 2. 54; 3. LXXXIV; 4. 56; 5. LVIII; 6. 73; 7. LXXVI; 8. 59; 9. LV; 10. 51; 11. LXXXV; 12. 97

**p. 134 Life Cycle of a Butterfly:** A: egg; B: caterpillar; C: pupa; D: butterfly

**p. 135 From Egg to Frog:** Correct order: A frog lays a jelly-like mass of eggs, called spawn, in a pond., A tiny tadpole hatches. It has a tail and breathes with gills., The tadpole grows back legs, and then front legs., It becomes a froglet. Its tail gets shorter and it starts to use lungs., The tail disappears. The adult frog can live on land and in water.

**p. 136 Think About Life Cycles:** 1. A butterfly changes its body shape completely (metamorphosis), but a chick looks like a small hen and just grows bigger.; 2. It needs lots of food to grow quickly and to store energy for the pupa stage.; 3. Empty and dry coolers, pots and buckets every week; cover water tanks; do not let water collect in old tyres.; 4. A tadpole lives only in water, so it needs gills. An adult frog also lives on land, so it needs lungs to breathe air.; 5. Answers will vary.

**p. 137 वचन — एकवचन और बहुवचन:** अभ्यास: 1. पत्ते; 2. रात

**p. 138 वचन बदलो:** पंक्ति 1: घोड़ा | घोड़े; पंक्ति 2: कहानी | कहानियाँ; पंक्ति 3: सड़क | सड़कें; पंक्ति 4: लता | लताएँ; पंक्ति 5: डिबिया | डिबियाँ; पंक्ति 6: आँख | आँखें; पंक्ति 7: ऋतु | ऋतुएँ; पंक्ति 8: बकरी | बकरियाँ; पंक्ति 9: केला | केले; पंक्ति 10: रोटी | रोटियाँ

**p. 139 सही शब्द चुनो:** 1. फूल; 2. किताबें; 3. चिड़ियाँ; 4. कपड़ा; 5. गायें; 6. खेल रहे हैं; 7. कहानियाँ; 8. पत्ता; 9. छात्र; 10. आँखें

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 6

**p. 142 The Thirsty Garden: Questions:** 1. (a) The plants were drying up in the hot weather.; 2. Nobody would be at school to water the plants.; 3. False; 4. Her grandmother, Dadi.; 5. Water seeped slowly through the tiny holes in the clay, straight to the roots. The soil stayed damp, the pots needed filling only twice a week, and less water was wasted.; 6. So that the water would not dry up in the hot sun.; 7. (b) Families living near the school took turns to fill the pots.; 8. delighted; 9. Old ideas from our grandparents, like burying clay pots, can still solve today's problems simply and cheaply.

**p. 145 Possessive Nouns:** Try it: 1. the peacock's tail; 2. the students' bags; 3. the children's toys

**p. 146 One Owner, Many Owners:** Row 2: teacher | teacher's | teachers'; Row 3: child | child's | children's; Row 4: lady | lady's | ladies'; Row 5: man | man's | men's; Row 6: baby | baby's | babies'; Row 7: wolf | wolf's | wolves'; Row 8: woman | woman's | women's; Row 9: student | student's | students'

**p. 147 Choose the Correct Possessive:** 1. (b) Kabir's; 2. (c) girls'; 3. (a) children's; 4. (b) brothers'; 5. (b) Riya and Simran's; 6. (b) doctor's; 7. (b) today's; 8. (a) sheep's; 9. (b) mice's

**p. 148 My Family's Treasures:** Answers will vary.

**p. 150 Addition with Carrying:** 1. 96,231; 2. 1,10,391; 3. 82,784; 4. 1,31,870; 5. 1,55,715; 6. 1,26,044; 7. 1,11,483; 8. 1,37,222; 9. 68,351

**p. 151 Subtraction with Borrowing:** 1. 75,923; 2. 50,272; 3. 44,879; 4. 11,511; 5. 41,593; 6. 18,043; 7. 30,825; 8. 16,502; 9. 13,713

**p. 152 Addition with Carrying:** 1. 2,32,535; 2. 9,47,847; 3. 7,92,688; 4. 4,47,131; 5. 3,84,887; 6. 3,75,032; 7. 2,42,271; 8. 9,92,144; 9. 3,19,762

**p. 153 Subtraction with Borrowing:** 1. 5,35,534; 2. 7,41,099; 3. 3,65,007; 4. 42,481; 5. 8,09,537; 6. 5,48,324; 7. 2,38,781; 8. 3,58,329; 9. 3,74,412

**p. 154 Estimate the Answer:** 1. 7000 + 2000 = 9000; 2. 7000 − 6000 = 1000; 3. 2000 + 4000 = 6000; 4. 7000 − 6000 = 1000; 5. 4000 + 6000 = 10000; 6. 8000 − 6000 = 2000; 7. 4000 + 3000 = 7000; 8. 7000 − 6000 = 1000

**p. 155 Subtracting Across Zeros:** 1. 21; 2. 5150; 3. 83; 4. 87; 5. 335; 6. 3472; 7. 46; 8. 528; 9. 4305

**p. 157 Plant-eater, Meat-eater or Both?:** Herbivore: cow, deer, rabbit, elephant, goat; Carnivore: tiger, lion, eagle, snake, owl, frog; Omnivore: crow, bear, hen, human

**p. 158 Build a Food Chain:** Correct order: Grass makes its own food using sunlight., A grasshopper eats the grass., A frog catches and eats the grasshopper., A snake eats the frog., An eagle swoops down and eats the snake.

**p. 159 Paper Chain Food Chains:** 1. Answers will vary, e.g. grass → deer → tiger.; 2. The frogs would not have enough food, so their numbers would go down.; 3. Only green plants can make food from sunlight; all animals depend on them.; 4. Decomposers, such as mushrooms (fungi) and bacteria.

**p. 160 कारक और विभक्ति चिह्न:** अभ्यास: 1. करण कारक; 2. अपादान कारक

**p. 161 सही कारक चिह्न भरो:** 1. ने; 2. को; 3. से; 4. के लिए; 5. से; 6. का; 7. की; 8. में; 9. पर; 10. ने

**p. 162 कारक पहचानो:** 1. (क) करण; 2. (ख) अपादान; 3. (ख) संप्रदान; 4. (क) संबंध; 5. (ख) अधिकरण; 6. (क) संबोधन; 7. (ख) कर्म; 8. (क) कर्ता

## Week 7

**p. 165 My Nani: Questions:** 1. (b) Her hands are soft and smooth as silk.; 2. False; 3. A tinkling bell.; 4. Her kitchen is full of wonderful, precious things, like pickles and laddoos.; 5. (c) metaphor; 6. milk and silk (or bell and spell); 7. A shady tree gives cool shade and shelter. Nani protects, comforts and looks after the child in the same way.; 8. Answers will vary, e.g. Simile: My brother is as noisy as a drum. Metaphor: My sister is a bright sunflower.; 9. A light, high, ringing sound, like a small bell.

**p. 168 Personal and Possessive Pronouns:** Try it: 1. She is my cousin.; 2. mine; 3. us; 4. hers

**p. 169 Use Pronouns Instead:** 1. Arjun has a new kite. He flies it every evening.; 2. Meera and I made a card. We gave it to Mother.; 3. The children love Mrs Das. They listen to her carefully.; 4. Imran lost his pen. Zoya helped him find it.; 5. This bag belongs to Sneha. The bag is hers.; 6. We own this house. This house is ours.; 7. The tigers were thirsty. They drank water from the lake.

**p. 170 Pick the Right Pronoun:** 1. We; 2. me; 3. yours; 4. They; 5. me; 6. hers; 7. theirs; 8. I; 9. him; 10. us; 11. ours

**p. 171 My Best Friend:** Answers will vary.

**p. 173 Addition Word Problems:** 1. 13,816 + 27,950 = 41,766 → 41,766; 2. 36,099 + 14,068 = 50,167 → 50,167; 3. 12,826 + 2,775 = 15,601 → 15,601; 4. 90,538 + 4,974 = 95,512 → 95,512; 5. 34,608 + 42,609 = 77,217 → 77,217

**p. 174 Subtraction Word Problems:** 1. 39,238 − 12,540 = 26,698 → 26,698; 2. 94,641 − 19,693 = 74,948 → 74,948; 3. 67,070 − 7,438 = 59,632 → 59,632; 4. 59,234 − 12,067 = 47,167 → 47,167; 5. 83,111 − 9,413 = 73,698 → 73,698

**p. 175 Properties of Addition and Subtraction:** 1. 984; 2. 215; 3. 206; 4. 402; 5. 0; 6. 61; 7. 235; 8. 262; 9. 716; 10. 0

**p. 176 Which Operation?:** 1. 3,013 + 6,712 = 9,725 → 9,725; 2. 748 ÷ 11 = 68 → 68 m; 3. 14 × 24 = 336 → 336; 4. 8,107 − 133 = 7,974 → 7,974; 5. 98 × 18 = 1,764 → 1,764; 6. 8,291 − 148 = 8,143 → 8,143

**p. 177 Add or Subtract?:** 1. 2,907 + 5,877 = 8,784 → 8,784; 2. 5,682 − 5,593 = 89 → 89; 3. 5,308 + 8,890 = 14,198 → 14,198; 4. 4,737 − 1,435 = 3,302 → 3,302; 5. 8,479 − 7,248 = 1,231 → 1,231

**p. 178 Subtract and Check:** 1. 21700; 2. 13503; 3. 14144; 4. 5500; 5. 10369; 6. 5425

**p. 180 The Digestive System:** A: mouth; B: food pipe; C: stomach; D: liver; E: small intestine; F: large intestine

**p. 181 Digestion: True or False?:** 1. T; 2. T; 3. F; 4. T; 5. T; 6. F; 7. T; 8. F; 9. T; 10. T

**p. 182 The Sweet Chapati Test:** 1. It began to taste slightly sweet.; 2. Saliva breaks down the starch in the chapati into sugar, which tastes sweet.; 3. Chewing breaks food into small pieces and mixes it with saliva, so it is easier to digest.

**p. 183 विशेषण और उसके भेद:** अभ्यास: 1. तीन (संख्यावाचक) और रंगीन (गुणवाचक); 2. पुस्तक

**p. 184 विशेषण का भेद पहचानो:** गुणवाचक: खट्टी इमली, बहादुर सैनिक, ऊँचा पहाड़; संख्यावाचक: सात रंग, दूसरी कक्षा, दस उँगलियाँ; परिमाणवाचक: दो मीटर कपड़ा, एक किलो आटा, थोड़ा पानी; सार्वनामिक: यह किताब, वह लड़की, ये फूल

**p. 185 शब्दों से विशेषण बनाओ:** पंक्ति 1: भारत | भारतीय; पंक्ति 2: दया | दयालु; पंक्ति 3: रंग | रंगीन; पंक्ति 4: ज़हर | ज़हरीला; पंक्ति 5: इतिहास | ऐतिहासिक; पंक्ति 6: मेहनत | मेहनती; पंक्ति 7: पहाड़ | पहाड़ी; पंक्ति 8: समाज | सामाजिक; पंक्ति 9: मिठास | मीठा; पंक्ति 10: सुंदरता | सुंदर

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 8

**p. 188 The Amazing Journey of Your Food: Questions:** 1. (c) In stops, in the order that food travels through the body; 2. To show the order of the journey and to help the reader find each part quickly.; 3. (a) the stomach; 4. True; 5. It makes the food soft and wet, and it starts to turn some of the starch into sugar.; 6. churn; 7. It soaks up water from the waste and stores the waste until it leaves the body.; 8. The 'Did you know?' box gives an interesting fact you can test yourself. The tips show the reader how to use the information to stay healthy.; 9. Mouth, food pipe, stomach, small intestine, large intestine.

**p. 191 More Kinds of Pronouns:** Try it: 1. themselves; 2. Who; 3. These; 4. Interrogative pronoun (Whose)

**p. 192 Fill in the Pronouns:** 1. myself; 2. herself; 3. itself; 4. ourselves; 5. themselves; 6. yourself; 7. Who; 8. Whose; 9. Which; 10. What; 11. This; 12. Those

**p. 193 Make the Sentences:** 1. Who is your class teacher?; 2. What did you eat for lunch?; 3. Which is your seat?; 4. We enjoyed ourselves at the fair.; 5. These are my holiday photos.; 6. That is the Gateway of India.; 7. The girls dressed themselves.

**p. 194 I Can Do It Myself!:** Answers will vary.

**p. 196 Mental Maths:** 1. 71,000; 2. 2,700; 3. 5,200; 4. 29,000; 5. 8,300; 6. 16,000; 7. 550; 8. 6,900; 9. 8,800; 10. 680; 11. 800; 12. 1,900; 13. 2,600; 14. 2,400; 15. 80,000; 16. 600; 17. 17,000; 18. 200; 19. 560; 20. 25,000

**p. 197 Multiply:** 1. 26,846; 2. 74,451; 3. 13,068; 4. 14,322; 5. 12,125; 6. 50,572

**p. 198 Multiply:** 1. 23,400; 2. 9,090; 3. 7,080; 4. 6,908; 5. 38,319; 6. 22,516

**p. 199 Multiplication Word Problems:** 1. 111 × 28 = 3,108 → 3,108; 2. 477 × 53 = 25,281 → 25,281; 3. 687 × 29 = 19,923 → 19,923; 4. 407 × 53 = 21,571 → 21,571; 5. 859 × 45 = 38,655 → 38,655

**p. 200 Properties of Multiplication:** 1. 58; 2. 9; 3. 0; 4. 210; 5. 4; 6. 73; 7. 96; 8. 0; 9. 380; 10. 13

**p. 201 Multiplication Facts: Tables of 6, 7, 8, 9, 10:** 1. 9; 2. 49; 3. 24; 4. 56; 5. 80; 6. 20; 7. 16; 8. 42; 9. 56; 10. 30; 11. 63; 12. 27; 13. 28; 14. 90; 15. 30; 16. 7; 17. 64; 18. 63; 19. 48; 20. 50; 21. 81; 22. 70; 23. 40; 24. 60

**p. 203 Types of Teeth:** A: incisors; B: canines; C: premolars; D: molars

**p. 204 Good or Bad for Teeth?:** Good for teeth: milk, carrot, apple, cucumber, cheese, leafy greens; Bad for teeth: toffee, chocolate, fizzy drink, lollipop, cream cake, jalebi

**p. 205 The Egg and Vinegar Test:** 1. It became soft and thin or dissolved away, because the acid ate it away.; 2. Nothing changed; its shell stayed hard.; 3. Acids can harm tooth enamel, so we should brush well and eat fewer sweets and sour, fizzy drinks.

**p. 206 क्रिया और उसके भेद:** अभ्यास: 1. सकर्मक (कर्म: मिर्च); 2. खेल

**p. 207 क्रिया शब्द ढूँढ़ो:** 1. उठती; 2. चलाता; 3. खेल; 4. सुनाई; 5. देखकर, नाचता; 6. लिख; 7. उगता; 8. डाला; 9. पी; 10. गाता, नाचती

**p. 208 सकर्मक या अकर्मक?:** 1. अकर्मक; 2. सकर्मक; 3. अकर्मक; 4. सकर्मक; 5. अकर्मक; 6. सकर्मक; 7. अकर्मक; 8. सकर्मक; 9. अकर्मक; 10. सकर्मक

## Month 2 Activity Set

**p. 211 Make a Life Cycle Wheel:** 1. Answers will vary.; 2. Butterfly: egg, caterpillar, pupa, butterfly. Frog: eggs, tadpole, froglet, frog.; 3. Because the stages repeat: the adult lays eggs and the cycle starts again.

**p. 212 Built for Flight:** A: beak; B: eye; C: wing; D: tail; E: feathers; F: claws

**p. 213 Food Chain Builder:** Correct order: The Sun gives light energy to the pond., Tiny green water plants (algae) make food using sunlight., Mosquito larvae eat the tiny water plants., Small fish gobble up the mosquito larvae., A kingfisher dives in and catches a small fish.

**p. 214 Adaptation Match:** snow leopard – wide, furry paws for walking on snow; gharial – long, thin snout for catching fish; bat – uses echoes to find its way at night; woodpecker – chisel-like beak to drill into wood; great hornbill – huge beak for picking fruits; earthworm – breathes through its moist skin; honey bee – hairy legs to carry pollen; olive ridley turtle – flippers for swimming far

**p. 215 My Animal Fact File:** 1. Answers will vary.; 2. Answers will vary.; 3. Answers will vary.; 4. Answers will vary.

## Week 9

**p. 219 Tenali Raman and the Night Gardeners: Questions:** 1. (a) quick-witted; 2. He stayed calm and made a clever plan instead of panicking. It shows he is calm and quick-thinking.; 3. False; 4. She understood his wink and played along by asking where to hide the jewels. It shows she is sharp and quick to understand.; 5. (b) stones and bricks; 6. Greedy: they wanted the treasure. Foolish: they believed the trick and worked all night for nothing.; 7. He got rid of the thieves without a fight, and his dry garden got watered. The thieves pulled up water all night looking for the chest, and the water flowed into his garden.; 8. hauled; 9. Answers will vary, e.g. Yes, because Tenali used his brains to stop the thieves safely and made everyone laugh.

**p. 222 Kinds of Adjectives:** Try it: 1. tired; 2. little — quantity; 3. Those — demonstrative; 4. two — number

**p. 223 Spot the Adjectives:** 1. huge, ripe; 2. three; 3. much; 4. These, lovely; 5. Many, colourful; 6. hot, spicy; 7. first; 8. That, old, rocky; 9. some; 10. clever, several

**p. 224 Sort the Adjectives:** Quality: brave soldier, sour lemons, honest boy, muddy road; Quantity: much sugar, little water, enough rice, some milk; Number: ten chairs, few stars, third row, several pens; Demonstrative: this pencil, those clouds, that shop, these grapes

**p. 225 A Day at the Beach:** Answers will vary.

**p. 227 Multiply:** 1. 5,85,664; 2. 2,94,060; 3. 8,06,422; 4. 1,98,214; 5. 3,78,822; 6. 66,728

**p. 228 Multiply:** 1. 9,984; 2. 6,975; 3. 13,920; 4. 68,211; 5. 4,900; 6. 32,634

**p. 229 Multiplication Word Problems:** 1. 108 × 27 = 2,916 → 2,916; 2. 845 × 52 = 43,940 → 43,940; 3. 207 × 28 = 5,796 → 5,796; 4. 922 × 87 = 80,214 → 80,214; 5. 564 × 84 = 47,376 → 47,376

**p. 230 Multiplication Word Problems:** 1. 25 × 795 = 19,875 → ₹19,875; 2. 27 × 776 = 20,952 → ₹20,952; 3. 88 × 152 = 13,376 → ₹13,376; 4. 32 × 221 = 7,072 → ₹7,072; 5. 92 × 752 = 69,184 → ₹69,184

**p. 231 Multiply:** 1. 5,00,595; 2. 4,15,065; 3. 6,89,562; 4. 3,37,588; 5. 6,88,608; 6. 2,63,036

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 9 (continued)

**p. 232 Which Operation?:** 1. 93 × 4 = 372 → 372; 2. 5,838 + 4,301 = 10,139 → 10,139; 3. 8,752 − 430 = 8,322 → 8,322; 4. 792 ÷ 9 = 88 → 88; 5. 177 ÷ 3 = 59 → 59; 6. 4,671 − 194 = 4,477 → 4,477

**p. 234 Sort the Foods:** Energy-giving: rice, chapati, potato, ghee, sugar; Body-building: dal, egg, paneer, fish, milk, soya beans; Protective: spinach, orange, carrot, guava, tomato

**p. 235 What Is Missing?:** scurvy (bleeding gums) – vitamin C; rickets (soft, bent bones) – vitamin D; night blindness – vitamin A; anaemia (tiredness, pale skin) – iron; goitre (swelling in the neck) – iodine; beriberi (weak muscles) – vitamin B1

**p. 236 My Food Diary:** 1. Answers will vary.; 2. Answers will vary.; 3. Answers will vary, e.g. add a fruit or a bowl of dal.; 4. Answers will vary (6 to 8 glasses is good).

**p. 237 काल — काम का समय:** अभ्यास: 1. भविष्यत् काल; 2. मैं पढ़ता था।

**p. 238 काल पहचानो:** 1. (क) वर्तमान काल; 2. (ख) भूतकाल; 3. (ग) भविष्यत् काल; 4. (क) वर्तमान काल; 5. (ख) भूतकाल; 6. (ग) भविष्यत् काल; 7. (ख) भूतकाल; 8. (ग) भविष्यत् काल; 9. (क) वर्तमान काल

**p. 239 काल बदलकर लिखो:** 1. मैंने पत्र लिखा। / मैं पत्र लिखता था।; 2. बच्चे पार्क में खेलेंगे।; 3. सीमा गाना गाती है। / सीमा गाना गा रही है।; 4. किसान खेत जोत रहा था।; 5. हम चिड़ियाघर जाएँगे।; 6. रीता नाच रही है।; 7. सूरज पूरब से निकलेगा।; 8. मैं रोज़ दूध पीती थी।

## Week 10

**p. 243 Two Letters from Riya: Questions:** 1. (b) To thank Dadaji and share her news; 2. (c) To request dustbins for the colony park; 3. False; 4. Any two: 'Thank you so much', 'I can't wait!', 'Do you remember', 'Lots of love'.; 5. She begins with 'Dear Sir or Madam' and ends with 'Yours faithfully'. These are polite, formal ways to write to someone you do not know well.; 6. Wrappers, bottles and paper cups are thrown on the grass because there is no dustbin. A stray cow was chewing a plastic bag, and plastic can make animals ill.; 7. She and her friends will make posters asking people to keep the park clean. Offering to help makes her request more likely to be accepted.; 8. considering; 9. No. A chatty, informal tone would not sound serious or polite enough for an official request to someone she does not know well.

**p. 246 Degrees of Comparison:** Try it: 1. highest; 2. better; 3. worse

**p. 247 Complete the Degrees:** Row 1: hot | hotter | hottest; Row 2: wise | wiser | wisest; Row 3: noisy | noisier | noisiest; Row 4: good | better | best; Row 5: useful | more useful | most useful; Row 6: bad | worse | worst; Row 7: little | less | least; Row 8: far | farther / further | farthest / furthest; Row 9: heavy | heavier | heaviest; Row 10: many | more | most

**p. 248 Choose the Correct Degree:** 1. (c) biggest; 2. (a) longer; 3. (b) better; 4. (a) most exciting; 5. (b) less; 6. (c) tallest; 7. (b) worse; 8. (b) larger; 9. (c) most; 10. (a) farther

**p. 249 Summer, Monsoon or Winter?:** Answers will vary.

**p. 251 Long Division:** 1. Q 140, R 2; 2. Q 43, R 3; 3. Q 34, R 7; 4. Q 122, R 3; 5. Q 56, R 4; 6. Q 85, R 2

**p. 252 Long Division:** 1. Q 1188, R 1; 2. Q 2589, R 1; 3. Q 396, R 7; 4. Q 2064, R 2; 5. Q 3059, R 2; 6. Q 400, R 6

**p. 253 Long Division:** 1. Q 1094, R 0; 2. Q 244, R 0; 3. Q 1119, R 0; 4. Q 1005, R 0; 5. Q 1182, R 0; 6. Q 4464, R 0

**p. 254 Division Word Problems:** 1. 1,036 ÷ 7 = 148 → 148; 2. 282 ÷ 3 = 94 → 94; 3. 150 ÷ 6 = 25 → 25; 4. 1,062 ÷ 9 = 118 → 118; 5. 128 ÷ 2 = 64 → 64

## Week 10 (continued)

**p. 255 Division Word Problems:** 1. 245 ÷ 4 = 61 R 1 → 61 full boxes, 1 left over; 2. 71 ÷ 4 = 17 R 3 → 17 full bags, 3 left over; 3. 63 ÷ 2 = 31 R 1 → 31 full bags, 1 left over; 4. 325 ÷ 7 = 46 R 3 → 46 full boxes, 3 left over; 5. 119 ÷ 3 = 39 R 2 → 39 full bags, 2 left over

**p. 256 Division Facts: Tables of 6, 7, 8, 9:** 1. 7; 2. 1; 3. 2; 4. 8; 5. 4; 6. 5; 7. 4; 8. 6; 9. 3; 10. 2; 11. 1; 12. 6; 13. 9; 14. 2; 15. 7; 16. 9; 17. 6; 18. 10; 19. 6; 20. 7; 21. 5; 22. 9; 23. 2; 24. 8

**p. 258 How Is It Kept Fresh?:** mango pickle – salt, oil and spices; papad – drying in the sun; jam – cooking with lots of sugar; frozen peas – freezing; milk – boiling; canned fruit – sealing in airtight tins; leftover dal – keeping it in a refrigerator

**p. 259 Fresh or Spoilt?:** 1. T; 2. T; 3. F; 4. T; 5. F; 6. T; 7. F; 8. T; 9. T

**p. 260 Mould Watch:** 1. Bag C (warm and wet).; 2. Bag A, because the cold slows down the growth of microbes.; 3. Warmth and moisture (water).

**p. 261 विलोम शब्द — उलटे अर्थ वाले शब्द:** अभ्यास: 1. अंत; 2. असफल

**p. 262 विलोम जोड़े मिलाओ:** दिन – रात; आना – जाना; सुख – दुख; ऊँचा – नीचा; पास – दूर; हँसना – रोना; धरती – आकाश; मोटा – पतला

**p. 263 विलोम शब्द से वाक्य पूरा करो:** 1. कठिन; 2. छोटी; 3. ठंडा; 4. अच्छी; 5. हल्का; 6. शाम; 7. सच; 8. हार; 9. बंद; 10. पुराने

## Week 11

**p. 266 The Night the Lights Went Out: Questions:** 1. (c) A storm brought down a power line.; 2. The fans stopped and the flat became hot and stuffy. The television went off in the middle of the cartoon.; 3. The flat was hot without the fans, and Dadaji said it would be cooler on the roof.; 4. True; 5. (a) The two families talked, shared food and had fun together.; 6. They were always too busy, rushing in and out, with their doors shut and televisions on.; 7. The power cut lasted only three hours, but because of it the two families became friends, and they still meet on the roof every Saturday.; 8. stuffy; 9. storm → power cut → the family goes up to the roof → the two families meet and become friends (wording may vary).

**p. 269 Articles and Determiners:** Try it: 1. An / a; 2. any; 3. The

**p. 270 A, An or The?:** 1. an; 2. an; 3. The / a; 4. the; 5. an; 6. a; 7. The; 8. a; 9. an / The; 10. the; 11. an; 12. a

**p. 271 Choose the Determiner:** 1. any; 2. some; 3. many; 4. much; 5. Every; 6. These; 7. few; 8. little; 9. Both; 10. any; 11. That; 12. many

**p. 272 How to Make Fruit Chaat:** Answers will vary.

**p. 274 Long Division:** 1. Q 9, R 0; 2. Q 36, R 0; 3. Q 7, R 0; 4. Q 6, R 0; 5. Q 11, R 0; 6. Q 17, R 0

**p. 275 Long Division:** 1. Q 3, R 53; 2. Q 33, R 17; 3. Q 18, R 28; 4. Q 14, R 10; 5. Q 21, R 39; 6. Q 15, R 8

**p. 276 Long Division:** 1. Q 130, R 13; 2. Q 115, R 36; 3. Q 194, R 18; 4. Q 112, R 11; 5. Q 32, R 17; 6. Q 21, R 51

**p. 277 Division Word Problems:** 1. 720 ÷ 20 = 36 → 36 kg; 2. 198 ÷ 11 = 18 → 18; 3. 665 ÷ 19 = 35 → 35; 4. 384 ÷ 16 = 24 → 24; 5. 748 ÷ 22 = 34 → 34

**p. 278 Which Operation?:** 1. 96 × 2 = 192 → 192; 2. 869 ÷ 11 = 79 → 79 m; 3. 63 ÷ 9 = 7 → 7; 4. 15 × 24 = 360 → 360; 5. 4,770 − 432 = 4,338 → 4,338; 6. 7,694 + 3,840 = 11,534 → 11,534

**p. 279 Long Division:** 1. Q 447, R 0; 2. Q 375, R 0; 3. Q 31, R 0; 4. Q 427, R 0; 5. Q 100, R 0; 6. Q 101, R 0

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 11 (continued)

**p. 281 Where Does It Come From?:** Plant fibre: cotton, jute, coir, linen; Animal fibre: wool, silk, pashmina; Man-made fibre: nylon, polyester, acrylic

**p. 282 From Cotton Plant to Kurta:** Correct order: Fluffy cotton bolls are picked from the cotton plants., The seeds are removed from the cotton fibres. This is called ginning., The fibres are cleaned, combed and spun into yarn., The yarn is woven into cloth on a loom., The cloth is dyed or printed in bright colours., A tailor cuts and stitches the cloth into a kurta.

**p. 283 Fabric Detective:** 1. Usually cotton.; 2. Cotton, because it soaks up sweat and lets air pass through, keeping us cool.; 3. Nylon and plastic do not let water soak through, so they keep us dry.

**p. 284 पर्यायवाची शब्द — समान अर्थ वाले शब्द:** अभ्यास: 1. धरती, धरा (भूमि, वसुधा भी); 2. नयन, नेत्र (लोचन भी)

**p. 285 कौन अलग है?:** 1. अग्नि (जल, नीर, वारि का अर्थ पानी है; अग्नि का अर्थ आग है।); 2. शशि (शशि का अर्थ चाँद है; बाकी तीनों सूरज के पर्यायवाची हैं।); 3. पुष्प (पुष्प का अर्थ फूल है; बाकी तीनों पेड़ के पर्यायवाची हैं।); 4. धरा (धरा का अर्थ धरती है; बाकी तीनों आकाश के पर्यायवाची हैं।); 5. सरिता (सरिता का अर्थ नदी है; बाकी तीनों हवा के पर्यायवाची हैं।); 6. कर (कर का अर्थ हाथ है; बाकी तीनों आँख के पर्यायवाची हैं।); 7. वन (वन का अर्थ जंगल है; बाकी तीनों घर के पर्यायवाची हैं।); 8. शत्रु (शत्रु तो मित्र का विलोम है।)

**p. 286 पर्यायवाची शब्दों के परिवार:** धरती: पृथ्वी, भूमि, धरा, वसुधा; हाथी: गज, हस्ती, कुंजर, गजराज; रात: निशा, रजनी, रात्रि, यामिनी

## Week 12

**p. 289 Two Kinds of Indian Forest: Questions:** 1. (a) They stay green all year round.; 2. Any two: the Western Ghats, the north-eastern states, the Andaman and Nicobar Islands.; 3. True; 4. Any two: both grow in warm parts of India; both are home to elephants and many animals; both give wood, honey and medicines; both hold the soil and give out oxygen.; 5. Evergreen forests get more rain and stay green all year, while deciduous forests get less rain and shed their leaves. Evergreen forests are thick and dim; deciduous forests are more open.; 6. Any one: unlike, while, whereas.; 7. (b) The thick canopy blocks most of the sunlight.; 8. The Asiatic lion.; 9. bare

**p. 292 The Three Forms of Verbs:** Try it: 1. ate, eaten; 2. carried, carried; 3. Irregular (bring, brought, brought)

**p. 293 Complete the Verb Forms:** Row 1: speak | spoke | spoken; Row 2: fly | flew | flown; Row 3: drink | drank | drunk; Row 4: hope | hoped | hoped; Row 5: catch | caught | caught; Row 6: begin | began | begun; Row 7: choose | chose | chosen; Row 8: teach | taught | taught; Row 9: try | tried | tried; Row 10: put | put | put; Row 11: forget | forgot | forgotten; Row 12: swim | swam | swum

**p. 294 Regular or Irregular?:** Regular: jump, clean, smile, plan, study, laugh, wash; Irregular: run, eat, sleep, give, bring, sit, know

**p. 295 What I Did Last Sunday:** Answers will vary.

**p. 297 Factors and Multiples:** 1. 1, 2, 3, 4, 6, 9, 12, 18, 36; 2. 1, 3, 5, 15; 3. 1, 3, 17, 51; 4. 1, 2, 3, 6, 7, 14, 21, 42; 5. 1, 2, 3, 4, 6, 12; 6. 1, 3, 11, 33; 7. 1, 5, 11, 55; 8. 1, 2, 17, 34; 9. 5, 10, 15, 20, 25; 10. 4, 8, 12, 16, 20; 11. 6, 12, 18, 24, 30

**p. 298 Multiples:** 1. 5, 10, 15, 20, 25, 30; 2. 11, 22, 33, 44, 55, 66; 3. 8, 16, 24, 32, 40, 48; 4. 10, 20, 30, 40, 50, 60; 5. 2, 4, 6, 8, 10, 12; 6. 7, 14, 21, 28, 35, 42; 7. 6, 12, 18, 24, 30, 36, 42, 48, 54, 60

**p. 299 Factors and Multiples:** 1. 1, 2, 43, 86; 2. 1, 2, 3, 4, 6, 7, 12, 14, 21, 28, 42, 84; 3. 1, 2, 31, 62; 4. 1, 3, 5, 15; 5. 1, 3, 31, 93; 6. 1, 2, 47, 94; 7. 1, 2, 4, 8, 11, 22, 44, 88; 8. 1, 2, 4, 13, 26, 52; 9. 5, 10, 15, 20, 25; 10. 6, 12, 18, 24, 30; 11. 11, 22, 33, 44, 55

## Week 12 (continued)

**p. 300 Multiples:** 1. 12, 24, 36, 48, 60, 72; 2. 7, 14, 21, 28, 35, 42; 3. 2, 4, 6, 8, 10, 12; 4. 5, 10, 15, 20, 25, 30; 5. 4, 8, 12, 16, 20, 24; 6. 11, 22, 33, 44, 55, 66; 7. 6, 12, 18, 24, 30, 36, 42, 48, 54, 60

**p. 301 Prime Factorisation:** 1. $98 = 2 \times 7 \times 7$; 2. $96 = 2 \times 2 \times 2 \times 2 \times 2 \times 3$; 3. $152 = 2 \times 2 \times 2 \times 19$; 4. $196 = 2 \times 2 \times 7 \times 7$; 5. $136 = 2 \times 2 \times 2 \times 17$; 6. $68 = 2 \times 2 \times 17$

**p. 302 HCF and LCM Word Problems:** 1. 8 cm (HCF); 2. 24 minutes (LCM); 3. 8 kits (HCF); 4. 20 (LCM)

**p. 303 Matter All Around Us:** Try it: 1. a liquid; 2. melting

**p. 304 Particles in Matter:** A: solid; B: liquid; C: gas

**p. 305 Solid, Liquid or Gas?:** Solid: brick, coin, ice, book, sand; Liquid: milk, oil, honey, juice, ink; Gas: air in a tyre, steam, oxygen, carbon dioxide

**p. 306 Can Liquids Change Shape?:** 1. The shape changed to fit each container, but the amount stayed the same (unless some was spilled).; 2. No. A solid has a fixed shape.; 3. Liquids have no fixed shape, but the amount (volume) stays the same.

**p. 307 श्रुतिसम भिन्नार्थक शब्द:** अभ्यास: 1. सुत — पुत्र, सूत — धागा; 2. अनिल

**p. 308 सही शब्द चुनो:** 1. दीन; 2. कूल; 3. सूत; 4. ग्रह; 5. ओर; 6. और; 7. अनिल; 8. कुल; 9. सुत; 10. गृह

**p. 309 शब्द और उसका अर्थ:** नीर – जल; नीड़ – घोंसला; पवन – हवा; पावन – पवित्र; जलज – कमल; जलद – बादल; कपट – धोखा; कपाट – दरवाज़ा

## Month 3 Activity Set

**p. 312 Make a Digestive System Model:** 1. I coiled and folded them, just as they are coiled inside the body.; 2. They became a soft, mushy paste.; 3. The small intestine (about 6 m); the large intestine is about 1.5 m long.

**p. 313 Parts of a Tooth:** A: crown; B: root; C: gum; D: enamel

**p. 314 My Tooth Care Chart:** 1. Answers will vary (14 times is perfect!).; 2. Answers will vary, e.g. milk, carrots, apples.; 3. Answers will vary, e.g. toffees, chocolates.; 4. Answers will vary.

**p. 315 Plan a Balanced Thali:** 1. Answers will vary.; 2. Answers will vary, e.g. water, buttermilk, lemon water, milk.

**p. 316 Food Preservation Hunt:** 1. Answers will vary.; 2. Microbes need water to grow, and dried food has very little water.; 3. The food may not be safe to eat after that date.

## Week 13

**p. 321 Nani's Birthday Surprise: Questions:** 1. (b) In a kitchen in a flat in Pune; 2. Stage directions tell the actors what to do or how to speak. They are in brackets, e.g. (whispering) or (The doorbell rings.); 3. False; 4. Very loudly. The stage direction says (very loudly), and the words are written in capital letters.; 5. (c) He eats a biscuit meant for the cake.; 6. Any two: she smells chocolate; she sees chocolate on Aman's face; she notices the curtain wobbling.; 7. Aman says there is no chocolate, but his face is covered in chocolate, so he gives away the secret himself.; 8. freeze; 9. Answers will vary, e.g. PAPA: (laughing) Well, Aman, you are a very good cake tester!

**p. 324 Simple Present, Past and Future:** Try it: 1. Aarav ate an apple.; 2. We will play chess.; 3. Does Ishaan live in Goa?

**p. 325 Pick the Correct Tense:** 1. reads; 2. went; 3. will visit; 4. moves; 5. see; 6. does not like; 7. sowed; 8. will celebrate; 9. freezes; 10. sing

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 13 (continued)

**p. 326 Change the Tense:** 1. I walked to school.; 2. The baby cried at night.; 3. Ravi will write a letter to his uncle.; 4. We planted a neem tree.; 5. The shop will open at nine.; 6. Tenzin went to the monastery.; 7. Did the children sing a song?; 8. My sister does not teach maths.

**p. 327 Yesterday, Today and Tomorrow:** Answers will vary.

**p. 329 Find the Prime Numbers:** Primes: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89, 97 (25 primes)

**p. 330 Tests of Divisibility:** 1. 141: divisible by 3; 2. 709: none; 3. 1,521: divisible by 3, 9; 4. 9,768: divisible by 2, 3; 5. 2,355: divisible by 3, 5; 6. 7,230: divisible by 2, 3, 5, 10; 7. 9,372: divisible by 2, 3; 8. 9,023: none

**p. 331 Tests of Divisibility:** 1. 1,404: divisible by 2, 3, 9; 2. 1,015: divisible by 5; 3. 150: divisible by 2, 3, 5, 10; 4. 5,294: divisible by 2; 5. 2,636: divisible by 2; 6. 8,520: divisible by 2, 3, 5, 10; 7. 4,583: none; 8. 5,648: divisible by 2

**p. 332 Factors and Multiples:** 1. 1, 2, 3, 4, 6, 9, 12, 18, 36; 2. 1, 2, 17, 34; 3. 1, 2, 4, 5, 8, 10, 16, 20, 40, 80; 4. 1, 2, 4, 5, 10, 20; 5. 1, 2, 4, 13, 26, 52; 6. 1, 2, 3, 4, 6, 8, 12, 16, 24, 48; 7. 1, 3, 13, 39; 8. 1, 2, 3, 5, 6, 10, 15, 30; 9. 7, 14, 21, 28, 35; 10. 6, 12, 18, 24, 30; 11. 9, 18, 27, 36, 45

**p. 333 Prime Factorisation:** 1. 64 = 2 × 2 × 2 × 2 × 2 × 2; 2. 105 = 3 × 5 × 7; 3. 188 = 2 × 2 × 47; 4. 184 = 2 × 2 × 2 × 23; 5. 170 = 2 × 5 × 17; 6. 140 = 2 × 2 × 5 × 7

**p. 334 Sort Even and Odd:** Even: 106, 194, 268, 270, 402, 406, 540; Odd: 115, 137, 191, 193, 313, 367, 753, 791, 969

**p. 336 The Water Cycle:** A: evaporation; B: condensation; C: precipitation; D: collection

**p. 337 Water Cycle Crossword:** Across: 2. STEAM, 3. SNOW, 7. VAPOUR, 9. ICE | Down: 1. RAIN, 3. SUN, 4. OCEAN, 5. CLOUDS, 6. FREEZE, 8. RIVER

**p. 338 The Cold Glass Mystery:** 1. On the tumbler with ice.; 2. No, they were clear, so the water did not leak out from inside.; 3. Water vapour in the air cooled on the cold tumbler and turned into water (condensation).; 4. Condensation, when water vapour cools to form clouds.

**p. 339 अनेक शब्दों के लिए एक शब्द:** अभ्यास: 1. निडर / निर्भय; 2. परिश्रमी / मेहनती

**p. 340 सही एक शब्द चुनो:** 1. (क) निंदक; 2. (ख) असीम; 3. (ग) दृष्टिहीन; 4. (क) अभूतपूर्व; 5. (ख) मासिक; 6. (ग) अदृश्य; 7. (ख) कृषक; 8. (क) अजेय; 9. (ग) विदेशी

**p. 341 एक शब्द से वाक्य छोटा करो:** 1. हमें परोपकारी बनना चाहिए।; 2. मेरी नानी शाकाहारी हैं।; 3. हर सैनिक देशभक्त होता है।; 4. यह साप्ताहिक पत्रिका है।; 5. अनाथ बच्चों की मदद करो।; 6. चील नभचर प्राणी है।; 7. मछली जलचर जीव है।

## Week 14

**p. 344 When the House Falls Asleep: Questions:** 1. (c) Giving human actions or feelings to things that are not human; 2. It yawns, because it has been spinning since early dawn and is tired.; 3. Any two: the fridge hums to itself; the books whisper; the clock taps its feet.; 4. True; 5. (a) When the rooster starts to crow; 6. No. The poet is describing the steady tick-tock sound of the clock.; 7. sway; 8. Answers will vary, e.g. Our old scooter coughs and grumbles on cold mornings.; 9. AABB: lines 1 and 2 rhyme, and lines 3 and 4 rhyme.

**p. 347 Continuous Tenses:** Try it: 1. are chirping; 2. were watching; 3. will be travelling

## Week 14 (continued)

**p. 348 Fill in the Continuous Form:** 1. is dancing; 2. is playing; 3. are flying; 4. am doing; 5. was cooking; 6. were writing; 7. was raining; 8. will be swimming; 9. will be resting; 10. were harvesting

**p. 349 Present, Past and Future Continuous:** Row 2: I / read | I am reading | I was reading | I will be reading; Row 3: they / swim | they are swimming | they were swimming | they will be swimming; Row 4: he / write | he is writing | he was writing | he will be writing; Row 5: we / run | we are running | we were running | we will be running; Row 6: the dog / bark | the dog is barking | the dog was barking | the dog will be barking

**p. 350 At the Park This Evening:** Answers will vary.

**p. 352 Even and Odd Numbers:** Even: 10, 18, 50, 60, 62, 70, 76, 78, 80, 84, 98; Odd: 15, 19, 29, 37, 39, 45, 47, 51, 53, 67, 73, 75, 77

**p. 353 Number Patterns:** 1. 32, 36 (add 4); 2. 32, 24 (subtract 8); 3. 96, 192 (double); 4. 36, 49 (square numbers); 5. 45, 53 (add 8); 6. 42, 35 (subtract 7)

**p. 354 Number Patterns:** 1. 42, 48 (add 6); 2. 34, 25 (subtract 9); 3. 32, 64 (double); 4. 36, 49 (square numbers); 5. 41, 49 (add 8); 6. 25, 18 (subtract 7)

**p. 355 Sort Even and Odd:** Even: 3678, 5638, 6266, 8404, 8630, 8776; Odd: 1097, 2211, 2917, 3217, 3669, 3941, 5507, 7205, 8641, 9443

**p. 356 Magic Square:** Missing (row by row): top row, left: 4; top row, middle: 9; middle row, right: 3; bottom row, middle: 5. New square: add 5 to each number; new magic sum 36

**p. 357 Square and Triangular Numbers:** Squares: 16, 25 | 1, 4, 9, 16, 25, 36, 49, 64, 81, 100 | Triangular: 10, 15 | 1, 3, 6, 10, 15, 21, 28, 36 | they make square numbers

**p. 359 Harms or Helps the Air?:** Harms the air: burning garbage, smoke from factories, old, smoky vehicles, burning crop stubble, dust from building work, engines left running; Helps the air: planting trees, cycling to school, travelling by metro, walking to the market, using a solar cooker, sharing a car with friends

**p. 360 Air Quiz:** 1. (b) nitrogen; 2. (c) oxygen; 3. (a) carbon dioxide; 4. (b) wind; 5. (c) burning garbage; 6. (a) coughing and asthma; 7. (b) on foot; 8. (c) a windmill

**p. 361 Catch the Dust!:** 1. Usually the outdoors plate facing the road.; 2. Smoke and dust from vehicles, roads and building work.; 3. Answers will vary, e.g. walk short distances, plant trees, never burn garbage.

**p. 362 उपसर्ग — शब्द के आगे जुड़ने वाले अंश:** अभ्यास: 1. सु + गंध; 2. अनमोल (अनपढ़, अनजान आदि)

**p. 363 उपसर्ग जोड़ो, शब्द बनाओ:** पंक्ति 1: अ | न्याय | अन्याय; पंक्ति 2: सु | पुत्र | सुपुत्र; पंक्ति 3: वि | ज्ञान | विज्ञान; पंक्ति 4: दुर् | गुण | दुर्गुण; पंक्ति 5: प्र | गति | प्रगति; पंक्ति 6: नि | डर | निडर; पंक्ति 7: अन | पढ़ | अनपढ़; पंक्ति 8: अप | मान | अपमान; पंक्ति 9: पर | देश | परदेश; पंक्ति 10: सु | योग्य | सुयोग्य

**p. 364 उपसर्ग के अनुसार शब्द छाँटो:** 'अ' उपसर्ग: अहिंसा, असत्य, अटल; 'सु' उपसर्ग: सुलेख, सुमार्ग, सुशील; 'प्र' उपसर्ग: प्रकाश, प्रदेश, प्रयोग; 'वि' उपसर्ग: विदेश, वियोग, विशेष

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 15

**p. 367 Savitribai Phule: She Led the Way: Questions:** 1. (a) Savitribai was born on 3 January 1831.; 2. (b) I think this shows how brave and determined she was.; 3. True; 4. People threw mud and dirt at her on the way, so she changed into a clean sari when she reached school.; 5. In 1854, she published a book of poems called Kavya Phule.; 6. Any two: 'In my opinion', 'I think', 'I believe', 'I feel'.; 7. The University of Pune is named after her, and her birthday is celebrated as Balika Din in Maharashtra.; 8. Answers will vary, e.g. Fact: She opened a school for girls in Pune in 1848. Opinion: She was the most inspiring teacher in India's history.; 9. determined

**p. 370 Present Perfect and Past Perfect:** Try it: 1. have finished; 2. has lost; 3. had left

**p. 371 Choose the Perfect Tense:** 1. (a) has finished; 2. (b) have / seen; 3. (b) had left; 4. (b) drunk; 5. (c) had; 6. (b) have; 7. (a) have lost; 8. (b) had won; 9. (a) has broken

**p. 372 Make It Perfect:** 1. I have cleaned my room.; 2. Joseph has written a poem.; 3. They have eaten their lunch.; 4. The plant has grown tall.; 5. When we reached the stop, the bus had left.; 6. Mother had cooked dinner before the guests arrived.; 7. Has Rohan done his homework?; 8. We have not visited Hampi.

**p. 373 Getting Ready for Guests:** Answers will vary.

**p. 375 What Part Is Shaded?:** 1. 3/4; 2. 1/5; 3. 1/3; 4. 1/3; 5. 6/8; 6. 2/5; 7. 3/8; 8. 4/5; 9. 2/5

**p. 376 Improper Fractions and Mixed Numbers:** 1. 8/3; 2. 2 1/5; 3. 16/3; 4. 1 1/3; 5. 5/4; 6. 4 3/8; 7. 5/3; 8. 3 5/6; 9. 17/6; 10. 2 2/8

**p. 377 Improper Fractions and Mixed Numbers:** 1. 18/8; 2. 3 1/2; 3. 7/4; 4. 1 6/9; 5. 29/5; 6. 2 2/5; 7. 32/9; 8. 2 1/2; 9. 10/8; 10. 2 1/4

**p. 378 Shade the Fraction:** 1. 2 of 10 parts shaded; 2. 7 of 8 parts shaded; 3. 3 of 5 parts shaded; 4. 5 of 6 parts shaded; 5. 4 of 8 parts shaded; 6. 5 of 6 parts shaded; 7. 4 of 5 parts shaded; 8. 1 of 5 parts shaded; 9. 3 of 6 parts shaded

**p. 379 Fraction Names:** 1. three-quarters; 2. one-quarter; 3. one-third; 4. two-thirds; 5. two-quarters; 6. one-half

**p. 380 Fraction of a Collection:** 1. 2/5 of 15 = 6; 2. 4/5 of 10 = 8; 3. 2/3 of 6 = 4; 4. 3/4 of 12 = 9; 5. 3/8 of 16 = 6; 6. 5/8 of 16 = 10

**p. 382 Parts of a Lever:** A: effort; B: load; C: fulcrum

**p. 383 Simple Machines Around Us:** see-saw – lever; ramp – inclined plane; flagpole rope – pulley; knife – wedge; jar lid – screw; bicycle wheel – wheel and axle

**p. 384 Make a Ruler Lever:** 1. When the fulcrum was closest to the load (under the 10 cm mark).; 2. Close to the load.; 3. Answers will vary, e.g. scissors, a bottle opener, a spoon used to open a tin lid.

**p. 385 प्रत्यय — शब्द के पीछे जुड़ने वाले अंश:** अभ्यास: 1. सज + आवट; 2. बचपन (अपनापन, पागलपन आदि)

**p. 386 प्रत्यय जोड़कर वाक्य पूरा करो:** 1. मिठास; 2. अखबारवाला; 3. ईमानदारी; 4. बचपन; 5. ऊनी; 6. सुंदरता; 7. पढ़ाई; 8. लिखावट; 9. ऐतिहासिक; 10. खटास

**p. 387 प्रत्यय वाले शब्द पहचानो:** 1. दुकानदार; 2. अपनापन; 3. हरियाली; 4. मेहनती; 5. बहादुरी; 6. भारतीय; 7. सच्चाई; 8. चित्रकार; 9. गर्मी, ठंडक

## Week 16

**p. 390 The Lady at the Window: Questions:** 1. (b) She did not like them because they were noisy.; 2. Her hands moved as if they wanted to clap when Anjali bowled the stumps flat.; 3. That Mrs Banerjee once played cricket in a women's team that won a trophy.; 4. False; 5. (c) She lived alone and did not talk to many people.; 6. Mrs Banerjee when she was young. The woman in the photo had the same sharp eyes.; 7. Mrs Banerjee. She is coaching the children: she sits at the edge of the pitch calling out instructions, and she smiles for the first time.; 8. faded; 9. Happy and less lonely, because she was part of the game again and could share what she knew.

**p. 393 Will and Going To:** Try it: 1. will; 2. are going to; 3. Riya will not (won't) come today.

**p. 394 Will or Going To?:** 1. is going to fall; 2. will carry; 3. are going to buy; 4. will clean; 5. is going to rain; 6. will win; 7. is going to visit; 8. will open; 9. are going to perform; 10. will not be (won't be)

**p. 395 Plans for the Future:** 1. We are going to visit Mysuru.; 2. I will help you tomorrow.; 3. Pooja is going to learn swimming.; 4. It is going to rain.; 5. Will you come to my party?; 6. He won't be late again.; 7. They are going to paint the house.

**p. 396 My Summer Holiday Plans:** Answers will vary.

**p. 398 Equivalent Fractions:** 1. 20; 2. 30; 3. 3; 4. 35; 5. 6; 6. 18; 7. 20; 8. 4; 9. 8; 10. 20; 11. 20; 12. 10

**p. 399 Equivalent Fractions:** 1. 5; 2. 40; 3. 5; 4. 18; 5. 3; 6. 12; 7. 12; 8. 30; 9. 8; 10. 10; 11. 8; 12. 21

**p. 400 Simplest Form:** 1. 1/4; 2. 3/7; 3. 1/2; 4. 1/6; 5. 1/8; 6. 1/6; 7. 4/7; 8. 1/6; 9. 8/9; 10. 1/6; 11. 1/6; 12. 1/8

**p. 401 Simplest Form:** 1. 2/7; 2. 1/4; 3. 3/8; 4. 1/3; 5. 1/3; 6. 1/5; 7. 1/5; 8. 1/2; 9. 1/2; 10. 1/9; 11. 4/9; 12. 2/3

**p. 402 Compare Fractions:** 1. >; 2. >; 3. >; 4. <; 5. <; 6. <; 7. >; 8. <; 9. >; 10. >; 11. >; 12. >

**p. 403 Fraction of a Collection:** 1. 3/4 of 16 = 12; 2. 5/8 of 16 = 10; 3. 3/8 of 16 = 6; 4. 2/3 of 9 = 6; 5. 4/5 of 15 = 12; 6. 5/8 of 24 = 15

**p. 405 Phases of the Moon:** A: new moon; B: crescent moon; C: half moon; D: gibbous moon; E: full moon

**p. 406 Earth and Moon: True or False?:** 1. T; 2. F; 3. T; 4. F; 5. T; 6. T; 7. F; 8. T; 9. T; 10. F

**p. 407 Day and Night Model:** 1. The torch (Sun) can light up only the half of the ball that faces it.; 2. Places move from the lit side to the dark side and back, so we get day and night.; 3. About 24 hours.

**p. 408 मुहावरे — विशेष अर्थ वाले वाक्यांश:** अभ्यास: 1. बहुत दिनों बाद दिखाई देना; 2. बहुत खुश होना

**p. 409 मुहावरे और उनके अर्थ:** दाँतों तले उँगली दबाना – हैरान होना; पानी-पानी होना – बहुत शर्मिंदा होना; घी के दीये जलाना – खुशियाँ मनाना; अपने मुँह मियाँ मिट्ठू बनना – अपनी तारीफ़ खुद करना; नाक में दम करना – बहुत परेशान करना; आग बबूला होना – बहुत गुस्सा होना; कमर कसना – किसी काम के लिए तैयार होना; हवा से बातें करना – बहुत तेज़ दौड़ना

**p. 410 मुहावरों से वाक्य बनाओ:** 1. जादूगर का खेल देखकर सबने दाँतों तले उँगली दबा ली।; 2. हमारी रेलगाड़ी हवा से बातें कर रही थी।; 3. शरारती बंदरों ने पूरे मोहल्ले की नाक में दम कर दिया।; 4. परीक्षा की तैयारी के लिए अनु ने कमर कस ली।; 5. भारतीय टीम की जीत पर लोगों ने घी के दीये जलाए।; 6. टूटा गमला देखकर माली आग बबूला हो गया।

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Month 4 Activity Set

**p. 413 Ice Cube Race:** 1. The one in the sun, because it got the most heat.; 2. The wrapped one, because the cloth or paper stopped heat from reaching it quickly.; 3. It froze into solid fruit ice cubes. This is called freezing.

**p. 414 Tricky Matter Sort:** Solid: sand, sugar, salt, butter, rubber band; Liquid: honey, ink, vinegar, shampoo, milk; Gas: steam, air, oxygen, carbon dioxide

**p. 415 Water Cycle in a Bag:** 1. Tiny drops of water formed. This is condensation.; 2. They ran down the sides of the bag like rain (precipitation).; 3. The Sun warmed the water and it evaporated.; 4. The bag is sealed, so the water just goes round and round, like the water on Earth.

**p. 416 Matter Crossword:** Across: 3. LIQUID, 6. PARTICLES, 8. HONEY, 10. MELT | Down: 1. BOIL, 2. SOLID, 4. ICE, 5. GAS, 7. STEAM, 9. MATTER

**p. 417 Amazing Air Experiments:** 1. Air trapped inside the glass took up space and kept the water out.; 2. The end with the full balloon went down, because the air in it has weight.; 3. Air takes up space and has weight.

## Week 17

**p. 421 Round and Round: The Water Cycle: Questions:** 1. (c) To explain what a picture or diagram shows; 2. They show the direction in which the water moves, from one stage to the next.; 3. (a) precipitation; 4. False; 5. Breathe on a cold mirror. It turns misty with tiny drops of water.; 6. From rainwater that soaks into the ground and is stored under the earth.; 7. A diagram shows the whole cycle at a glance, with arrows showing the order. The caption sums up the main idea in one sentence, so the reader understands quickly.; 8. gather; 9. Answers will vary, e.g. The sun's heat turns the water in wet clothes into vapour. This is evaporation.

**p. 424 Subject–Verb Agreement:** Try it: 1. smell; 2. are; 3. has

**p. 425 Make Them Agree:** 1. tells; 2. are; 3. go; 4. was; 5. am; 6. is; 7. were; 8. hangs; 9. don't; 10. has; 11. are; 12. is

**p. 426 Right or Wrong?:** 1. T; 2. F; 3. T; 4. F; 5. T; 6. F; 7. F; 8. T; 9. F; 10. T

**p. 427 A Morning at My School:** Answers will vary.

**p. 429 Compare Fractions:** 1. <; 2. <; 3. >; 4. >; 5. >; 6. <; 7. >; 8. >; 9. <; 10. >; 11. <; 12. <

**p. 430 Compare Fractions:** 1. <; 2. >; 3. <; 4. >; 5. <; 6. >; 7. <; 8. >; 9. <; 10. >; 11. >; 12. <

**p. 431 Ordering Fractions:** 1. 1/7, 2/7, 4/7, 5/7; 2. 1/4, 3/8, 1/2, 3/4; 3. 2/11, 4/11, 6/11, 10/11; 4. 1/6, 1/4, 1/3, 2/3; 5. 1/4, 1/3, 3/8, 3/5; 6. 1/12, 1/8, 1/4, 1/3

**p. 432 Ordering Fractions:** 1. 1/5, 2/5, 3/5, 4/5; 2. 1/6, 1/3, 2/3, 5/6; 3. 2/11, 6/11, 7/11, 9/11; 4. 1/10, 1/8, 1/4, 1/3; 5. 1/3, 2/5, 1/2, 2/3; 6. 1/3, 1/2, 2/3, 4/5

**p. 433 Equivalent Fractions:** 1. 12; 2. 30; 3. 2; 4. 16; 5. 6; 6. 25; 7. 6; 8. 15; 9. 10; 10. 12; 11. 9; 12. 10

**p. 434 Fraction Word Problems:** 1. 2/4 = 1/2; 2. 4/6 = 2/3; 3. 540 kg; 4. 20; 5. 8

## Week 17 (continued)

**p. 436 Safe or Unsafe?:** Safe: wearing a helmet, using a zebra crossing, wearing a seat belt, washing a cut with water, staying low under smoke, swimming with an adult; Unsafe: playing with matches, wet hands on a switch, running on the stairs, flying a kite near wires, leaning out of a bus, tasting unknown medicine

**p. 437 First Aid for a Small Cut:** Correct order: Tell an adult, and wash your hands with soap., Gently clean the cut under clean running water., Pat the skin around the cut dry with a clean cloth., Put on a little antiseptic cream., Cover the cut with a clean bandage or plaster.

**p. 438 What Would You Do?:** 1. Do not switch on lights or light a match. Open the doors and windows, and tell an adult at once.; 2. Help them sit and lean forward, pinch the soft part of the nose for 10 minutes, and tell an adult.; 3. Hold it under cool running water for 20 minutes and tell an adult. Do not put ice or butter on it.; 4. Stay where you are. Ask a shopkeeper, a police officer or a family with children for help, and give a parent's phone number.; 5. Move away, shout for help and tell a teacher at once. The emergency number is 112 (fire service: 101).; 6. Say no, move away and tell a trusted adult straight away.; 7. Stop him and explain that it is dangerous. Kites should be flown in an open field, away from wires, with an adult.

**p. 439 विराम चिह्न — रुकने के संकेत:** अभ्यास: 1. प्रश्नवाचक चिह्न (?); 2. योजक चिह्न — भाई-बहन

**p. 440 सही विराम चिह्न चुनो:** 1. ?; 2. !; 3. ,; 4. ।; 5. !; 6. -; 7. ?; 8. ,; 9. ।; 10. !

**p. 441 विराम चिह्न लगाकर लिखो:** 1. तुम कब आओगे?; 2. अरे! तुम कब आए?; 3. मेरे घर में दादा-दादी, माता-पिता और मैं रहते हैं।; 4. शिक्षक ने कहा, “कल छुट्टी है।”; 5. आम, केला, सेब और अंगूर फल हैं।; 6. वाह! तुमने तो कमाल कर दिया।; 7. माँ ने पूछा, “क्या तुमने दूध पिया?”; 8. भारत की राजधानी नई दिल्ली है।

## Week 18

**p. 444 The Mongoose with a Golden Side: Questions:** 1. (a) To show everyone how generous he was; 2. Half of its body was brown and the other half was golden, and it could talk.; 3. False; 4. It rolled in the crumbs of the food that the poor family had given to the hungry traveller.; 5. (b) The king's gift was not as great as the poor family's gift.; 6. True generosity. A gift given with love, by someone who gives up all they have, is greater than a huge gift from someone who has plenty. We should also stay humble.; 7. That the poor family's gift was greater than all his riches, so he should be humble about his good deeds.; 8. famine; 9. Answers will vary.

**p. 447 Kinds of Adverbs:** Try it: 1. peacefully (manner); 2. here (place); 3. sometimes (frequency)

**p. 448 Circle the Adverbs:** 1. fast; 2. always; 3. outside; 4. tomorrow; 5. carefully, upstairs; 6. often; 7. loudly, yesterday; 8. never; 9. here, quietly; 10. late

**p. 449 How, Where, When or How Often?:** Manner (how?): bravely, neatly, softly, well; Place (where?): upstairs, nearby, indoors, abroad; Time (when?): tonight, soon, yesterday, now; Frequency (how often?): daily, rarely, usually, seldom

**p. 450 Our Sports Day:** Answers will vary.

**p. 452 Add and Subtract Like Fractions:** 1. 6/11; 2. 1/4; 3. 1; 4. 1/4; 5. 2/3; 6. 1/4; 7. 1 7/11; 8. 1/6; 9. 1 1/6; 10. 7/12; 11. 1/2; 12. 1/9

**p. 453 Add and Subtract Like Fractions:** 1. 2/3; 2. 2/3; 3. 1 1/10; 4. 1/4; 5. 1 1/4; 6. 1/3; 7. 1; 8. 5/11; 9. 1 3/7; 10. 1/5; 11. 1 1/8; 12. 1/5

**p. 454 Fraction of a Collection:** 1. 2/5 of 15 = 6; 2. 3/8 of 24 = 9; 3. 4/5 of 15 = 12; 4. 2/3 of 9 = 6; 5. 2/3 of 6 = 4; 6. 5/8 of 16 = 10

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 18 (continued)

**p. 455 Fraction Word Problems:** 1. 7/10; 2. 440 kg; 3. 3/5; 4. 3; 5. 5/6

**p. 456 Improper Fractions and Mixed Numbers:** 1. 36/8; 2. 3 4/6; 3. 6/4; 4. 4 4/7; 5. 16/9; 6. 2 7/9; 7. 3/2; 8. 5 1/9; 9. 16/5; 10. 3 1/5

**p. 457 Fraction Word Problems:** 1. 3; 2. 10; 3. 1/10; 4. 3/5; 5. 300 kg

**p. 459 Green Bin or Blue Bin?:** Green bin (wet waste): vegetable peels, banana peel, leftover food, used tea leaves, eggshells, wilted flowers; Blue bin (dry waste): newspaper, plastic bottle, glass jar, tin can, cardboard box, empty milk packet

**p. 460 Save the Earth Word Search:** RECYCLE (row 10, col 11 ↑); COMPOST (row 7, col 1 ↓); PLASTIC (row 12, col 4 ↑); REDUCE (row 3, col 12 ↙); LITTER (row 10, col 10 ←); ENERGY (row 4, col 11 ←); REUSE (row 7, col 7 ↖); TREES (row 1, col 8 ←); WATER (row 3, col 5 →); SOLAR (row 2, col 1 →); CLEAN (row 7, col 8 ↖); GREEN (row 8, col 2 ↓); EARTH (row 2, col 12 ←); WIND (row 5, col 4 ←)

**p. 461 From Waste to Best: Bottle Planter:** 1. Reuse.; 2. Answers will vary, e.g. glass jars, old clothes, cardboard boxes.; 3. Plastic does not rot. It blocks drains, harms animals and makes places dirty.

**p. 462 वाक्य और उसके भाग:** अभ्यास: 1. उद्देश्य: तोता; विधेय: हरी मिर्च खाता है।

**p. 463 उद्देश्य और विधेय अलग करो:** पंक्ति 1: चिड़िया डाल पर बैठी है। | चिड़िया | डाल पर बैठी है।; पंक्ति 2: मेरे दादाजी अख़बार पढ़ते हैं। | मेरे दादाजी | अख़बार पढ़ते हैं।; पंक्ति 3: गंगा भारत की सबसे लंबी नदी है। | गंगा | भारत की सबसे लंबी नदी है।; पंक्ति 4: छोटे बच्चे मैदान में दौड़ रहे हैं। | छोटे बच्चे | मैदान में दौड़ रहे हैं।; पंक्ति 5: माँ स्वादिष्ट खीर बना रही हैं। | माँ | स्वादिष्ट खीर बना रही हैं।; पंक्ति 6: हमारा तिरंगा शान से लहराता है। | हमारा तिरंगा | शान से लहराता है।; पंक्ति 7: मधुमक्खियाँ फूलों से रस लेती हैं। | मधुमक्खियाँ | फूलों से रस लेती हैं।

**p. 464 शब्दों से वाक्य बनाओ:** 1. मोर वन में नाच रहा है।; 2. बिल्ली दूध पीती है।; 3. हम रोज़ विद्यालय जाते हैं।; 4. रीना ने एक सुंदर चित्र बनाया।; 5. सूरज पूरब में उगता है।; 6. पेड़ हमें ठंडी छाया देते हैं।; 7. कल हम मैदान में क्रिकेट खेलेंगे।; 8. हमारा देश भारत सबसे प्यारा है।

## Week 19

**p. 467 Gurpreet's Harvest Diary: Questions:** 1. (b) Gurpreet; 2. Any two: I, my, me, we.; 3. False; 4. Gurpreet was tired and achy and wanted to give up. Lunch in the field with the family, and Nanaji's praise, brought happiness and pride.; 5. (c) A harvest festival celebrated in Punjab; 6. Gurpreet tried to dance too.; 7. Gurpreet was joking about not being good at bhangra yet, but was having lots of fun.; 8. It is written in the first person by Gurpreet, so we only learn Gurpreet's own thoughts. We can only guess how others feel from what Gurpreet tells us.; 9. ached

**p. 470 Prepositions of Time, Place and Direction:** Try it: 1. at; 2. on; 3. across; 4. since

**p. 471 Choose the Preposition:** 1. on; 2. at; 3. in; 4. in; 5. into; 6. among; 7. between; 8. since; 9. for; 10. before; 11. in

**p. 472 Which Way? Where?:** 1. through; 2. along; 3. up; 4. down; 5. across; 6. towards; 7. under; 8. over; 9. behind; 10. opposite

**p. 473 How to Reach My House:** Answers will vary.

**p. 475 Decimal Place Value:** 1. 1 8 . 8 9; 2. 9 0 8 . 1 2; 3. 2 4 . 8 9; 4. 5 0 8 . 6 3; 5. 3 8 0 . 4 4; 6. 4 3 9 . 1 3; 7. 3 1 8 . 2 9; 8. 7 7 6 . 0 0; 9. shade 69 squares; 10. shade 91 squares

**p. 476 Fractions and Decimals:** 1. 0.83; 2. 3/5; 3. 0.6; 4. 1/2; 5. 0.12; 6. 21/25; 7. 0.05; 8. 7/50; 9. 0.1; 10. 7/20; 11. 0.8; 12. 37/50

**p. 477 Decimal Place Value:** 1. 5 5 3 . 5 8; 2. 8 9 7 . 5 5; 3. 9 8 . 5 6; 4. 5 7 8 . 0 1; 5. 2 3 2 . 6 0; 6. 5 0 7 . 6 9; 7. 4 4 0 . 8 3; 8. 4 2 0 . 7 9; 9. shade 16 squares; 10. shade 44 squares

## Week 19 (continued)

**p. 478 Fractions and Decimals:** 1. 0.72; 2. 91/100; 3. 0.9; 4. 53/100; 5. 0.9; 6. 11/25; 7. 0.8; 8. 2/25; 9. 0.5; 10. 63/100; 11. 0.8; 12. 19/100

**p. 479 Compare Decimals:** 1. <; 2. <; 3. <; 4. >; 5. >; 6. <; 7. >; 8. <; 9. >; 10. >; 11. >; 12. <; 13. 0.21, 0.37, 1.64, 3.97, 4.58

**p. 480 Shade the Fraction:** 1. 9 of 10 parts shaded; 2. 1 of 10 parts shaded; 3. 3 of 10 parts shaded; 4. 2 of 10 parts shaded; 5. 7 of 10 parts shaded; 6. 4 of 10 parts shaded; 7. 6 of 10 parts shaded; 8. 8 of 10 parts shaded; 9. 7 of 10 parts shaded

**p. 482 Continents and Oceans:** A: Asia; B: Africa; C: North America; D: South America; E: Antarctica; F: Europe; G: Australia; H: Pacific Ocean; I: Atlantic Ocean; J: Indian Ocean; K: Arctic Ocean; L: Southern Ocean

**p. 483 Neighbours and Their Capitals:** Pakistan – Islamabad; Afghanistan – Kabul; China – Beijing; Nepal – Kathmandu; Bhutan – Thimphu; Bangladesh – Dhaka; Myanmar – Naypyidaw; Sri Lanka – Sri Jayawardenepura Kotte

**p. 484 Map Work: India and Its Neighbours:** 1. The Bay of Bengal.; 2. Bangladesh and Myanmar.; 3. Lakshadweep.; 4. Sri Lanka.

**p. 486 अपठित गद्यांश – 1: प्रश्न:** 1. (ख) इंदौर; 2. गलत; 3. (ख) सब्ज़ियों और फलों के छिलके; 4. दादी ने उनमें छेद करके मिट्टी भरी और उन्हें गमलों की तरह काम में लिया।; 5. सही; 6. क्योंकि वह टमाटर उसने अपने हाथों से उगाया था।; 7. हरियाली; 8. छत पर बगीचा (या: दादी का छत वाला बगीचा); 9. थोड़ी-सी जगह और लगन से हम कहीं भी हरियाली ला सकते हैं। रसोई के छिलकों से खाद बनाकर हम कूड़ा भी कम कर सकते हैं।

## Week 20

**p. 490 Pupils Turn Plastic into Park Benches: Questions:** 1. (c) Class 4 pupils in Indore built park benches from plastic waste to keep their park clean.; 2. Class 4 students of Bright Path School. They used more than 600 plastic bottles stuffed with waste (eco-bricks).; 3. In the local park in Indore, on Saturday morning.; 4. False; 5. Their park was littered with plastic, and they did not want the plastic to end up in a landfill.; 6. (a) Each eco-brick took about half an hour to fill.; 7. Class 4 students in Indore packed plastic waste into bottles to make eco-bricks. With a mason's help, they built two benches for their park, which is now cleaner. They plan to build a third bench.; 8. littered; 9. Waste can be useful if we find a new use for it, like turning plastic into benches.

**p. 493 Joining Words: Conjunctions:** Try it: 1. The bag is old but strong.; 2. Sara was happy because she won a prize.; 3. or

**p. 494 Join the Two Halves:** I wanted to go out, – but it was raining heavily.; Mother switched on the fan – because it was very hot.; You can draw a picture – or write a poem.; Rohan missed the bus, – so he walked to school.; Wash your hands – before you eat your lunch.; Although the box was heavy, – Aman lifted it easily.; We stayed in the park – until the sun set.; Kavya plays the guitar – and her sister plays the drums.

**p. 495 Join the Sentences:** 1. Riya likes reading and painting.; 2. The tea was hot, so I drank it slowly.; 3. Imran was absent because he had a fever.; 4. The shop was open, but there was no milk.; 5. Do you want rice or chapatis?; 6. Although the road was busy, we crossed it safely.; 7. After I finished my homework, I went out to play. / I went out to play after I finished my homework.; 8. When the bell rang, the children ran out.

**p. 496 The Day It Rained:** Answers will vary.

**p. 498 Fractions and Decimals:** 1. 0.42; 2. 19/25; 3. 0.46; 4. 1/2; 5. 0.4; 6. 27/50; 7. 0.34; 8. 19/25; 9. 0.9; 10. 1/100; 11. 0.8; 12. 21/50

**p. 499 Compare Decimals:** 1. <; 2. >; 3. >; 4. <; 5. <; 6. <; 7. <; 8. >; 9. <; 10. >; 11. <; 12. <; 13. 1.17, 2.5, 4.08, 4.14, 4.77

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 20 (continued)

**p. 500 Add and Subtract Decimals:** 1. 46.01; 2. 75.65; 3. 52.46; 4. 57.95; 5. 69.87; 6. 15.37; 7. 84.88; 8. 40.43; 9. 78.11; 10. 49.77; 11. 50.6; 12. 10.14

**p. 501 Compare Decimals:** 1. >; 2. >; 3. >; 4. <; 5. >; 6. <; 7. <; 8. <; 9. <; 10. >; 11. >; 12. <; 13. 0.51, 1.24, 3.9, 3.92, 3.96

**p. 502 Rupees and Paise:** 1. 575 paise; 2. ₹5.25; 3. 4,725 paise; 4. ₹4.25; 5. 2,200 paise; 6. ₹6; 7. 1,425 paise; 8. ₹18.75; 9. 3,675 paise; 10. ₹0.50; 11. 1,225 paise; 12. ₹6.75

**p. 503 Decimal Word Problems:** 1. ₹159.87; 2. 278.53 m; 3. ₹338.08; 4. 114.79 m; 5. ₹445.01

**p. 505 Match the Land:** Himalayas – snowy peaks and glaciers; Northern Plains – flat, fertile land made by rivers; Thar Desert – sand dunes and very little rain; Peninsular Plateau – old, rocky land rich in minerals; Coastal Plains – flat land along the sea; Lakshadweep – coral islands in the Arabian Sea; Andaman and Nicobar Islands – islands in the Bay of Bengal

**p. 506 Physical Divisions Quiz:** 1. (b) the Himalayas; 2. (c) Rajasthan; 3. (a) the Peninsular Plateau; 4. (b) They have fertile soil brought by rivers.; 5. (c) coral islands; 6. (a) Kangchenjunga; 7. (b) the Western Ghats; 8. (c) on Barren Island

**p. 507 Make Landforms with Clay:** 1. Down the slopes of the mountain and onto the low, flat plain.; 2. Sand and soil (and bits of clay).; 3. Rivers from the Himalayas carried fertile soil down and spread it out to form the plains.

**p. 509 अपठित पद्यांश – 1: नन्हा बीज: प्रश्न:** 1. (ख) धरती की गोद में; 2. (क) रिमझिम बरखा आने पर; 3. सही; 4. हमें मीठे फल और ठंडी छाँव मिलेगी।; 5. सोया; 6. वर्षा, बारिश; 7. सही; 8. बीज को मिट्टी, पानी, धूप और हवा की ज़रूरत होती है। साथ ही हमें प्यार से उसकी देखभाल भी करनी चाहिए।

**p. 510 तुक वाले शब्द मिलाओ:** सोया – बोया; धूप – रूप; पानी – रानी; हवा – दवा; फूल – धूल; गीत – मीत; पेड़ – मेड़; बीज – चीज़

## Month 5 Activity Set

**p. 514 Friction Ramps:** 1. Usually the smooth, bare floor.; 2. The towel, because the car stopped quickly on it.; 3. To make sure the results were fair and not just luck.

**p. 515 Forces and Energy Word Search:** FRICTION (row 9, col 1 ↗); GRAVITY (row 8, col 10 ↑); ENERGY (row 3, col 8 ↙); MAGNET (row 10, col 4 ↗); PULLEY (row 6, col 2 ↑); FORCE (row 12, col 8 ↗); LEVER (row 3, col 9 ↙); LIGHT (row 11, col 1 →); SOUND (row 1, col 1 ↓); ORBIT (row 10, col 11 ↖); PUSH (row 12, col 1 →); PULL (row 8, col 1 ↗); HEAT (row 7, col 6 ↘); MOON (row 7, col 11 ↑)

**p. 516 Energy at Home Audit:** 1. Answers will vary (often the refrigerator, which runs all day).; 2. Movement (and a little sound and heat).; 3. Answers will vary, e.g. switch off lights and fans, use sunlight, use LED bulbs.

## Week 21

**p. 521 At the Mela: Questions:** 1. (b) hearing; 2. Cherries. Like cherries, the balloons are small, round and red, and they hang high up on thin strings.; 3. Any two: thump, jump, squeak, clink.; 4. Any two: hot, sweet jalebis; roasted corn; smoke; lemon.; 5. False; 6. (b) the giant wheel; 7. Answers will vary, e.g. Stanza 3, because 'smoky, tangy, lemon air' that 'hangs like a blanket' lets me almost smell the food.; 8. trickles; 9. The child's eyes are still 'full of lantern-glow', and they dream about riding the giant wheel all night.

**p. 524 Interjections:** Try it: 1. Joy; 2. Ouch!; 3. Wow! / Bravo!

## Week 21 (continued)

**p. 525 Add an Interjection:** 1. Hurray!; 2. Ouch!; 3. Hush!; 4. Bravo!; 5. Ugh!; 6. Oops!; 7. Wow!; 8. Hello!; 9. Oh no! (or Alas!); 10. Alas! (or Oh no!)

**p. 526 Which Feeling?:** 1. (a) joy; 2. (b) pain; 3. (a) disgust; 4. (b) sorrow; 5. (a) praise; 6. (a) surprise; 7. (a) asking for silence; 8. (b) Hurray! We won.

**p. 527 The Surprise Party:** Answers will vary.

**p. 529 Make the Bill:** Amounts: notebook: ₹91; box of crayons: ₹242; eraser: ₹11; pair of socks: ₹340; kg potatoes: ₹97.50. 1. Total ₹781.50; 2. Change ₹18.50; 3. pair of socks

**p. 530 Make the Bill:** Amounts: pen: ₹60; eraser: ₹20; pair of socks: ₹340; school bag: ₹1,950; pencil: ₹32. 1. Total ₹2,402; 2. Change ₹98; 3. school bag

**p. 531 The Unitary Method:** 1. 1 costs ₹18; 4 cost ₹72; 2. 1 costs ₹31; 6 cost ₹186; 3. 1 costs ₹52; 12 cost ₹624; 4. 1 costs ₹16; 8 cost ₹128; 5. 1 costs ₹34; 6 cost ₹204; 6. 1 costs ₹34; 12 cost ₹408

**p. 532 The Unitary Method:** 1. 1 costs ₹56; 6 cost ₹336; 2. 1 costs ₹42; 11 cost ₹462; 3. 1 costs ₹12; 11 cost ₹132; 4. 1 costs ₹5; 2 cost ₹10; 5. 1 costs ₹23; 7 cost ₹161; 6. 1 costs ₹23; 7 cost ₹161

**p. 533 Multiplication Word Problems:** 1. 43 × 80 = 3,440 → ₹3,440; 2. 30 × 51 = 1,530 → ₹1,530; 3. 32 × 56 = 1,792 → ₹1,792; 4. 17 × 69 = 1,173 → ₹1,173; 5. 20 × 20 = 400 → ₹400

**p. 534 Profit and Loss:** 1. Profit ₹127; 2. Profit ₹82; 3. Profit ₹79; 4. Loss ₹124; 5. Loss ₹11; 6. Profit ₹148; 7. Profit ₹9; 8. Profit ₹125

**p. 536 Himalayan or Peninsular?:** Himalayan rivers: Ganga, Yamuna, Brahmaputra, Indus, Sutlej, Ghaghara, Kosi; Peninsular rivers: Godavari, Krishna, Kaveri, Narmada, Tapi, Mahanadi

**p. 537 Rivers Crossword:** Across: 3. SOURCE, 6. YAMUNA, 7. INDUS, 8. GANGA, 9. KAVERI, 12. TRIBUTARY | Down: 1. NARMADA, 2. DELTA, 4. GODAVARI, 5. GLACIER, 10. MOUTH, 11. DAM

**p. 538 Map Work: Rivers of India:** 1. The Narmada and the Tapi.; 2. The Brahmaputra.; 3. The Bay of Bengal.; 4. Answers will vary.

**p. 540 अनुच्छेद लिखो: मेरा प्रिय खेल:** Answers will vary.

**p. 541 अच्छा अनुच्छेद कैसे बने?:** 1. (ख) वर्षा ऋतु मुझे सबसे प्यारी ऋतु लगती है।; 2. (ग) मंगल ग्रह लाल रंग का दिखता है।; 3. (ख) इसलिए हमें अधिक से अधिक पेड़ लगाने चाहिए।; 4. (ख) छोटे, सरल और आपस में जुड़े हुए; 5. (ख) ठीक नहीं है; 6. (क) आम को फलों का राजा कहा जाता है।; 7. (क) विषय पर सोचकर मुख्य बातें लिख लेना

## Week 22

**p. 544 Toffee: One Story, Two Narrators: Questions:** 1. (b) Meera; 2. Any two: I, my, me.; 3. (c) A narrator who is not a character in the story; 4. False; 5. That he loved a dog called Moti as a boy and still misses him, and that he frowned because he was remembering, not because he was angry.; 6. A third-person narrator can tell us what more than one character thinks and feels. This lets us learn Mr Sinha's secret and see the story in a new way.; 7. Meera named it Toffee. (She named it Toffee.); 8. gruffly; 9. Answers will vary, e.g. I was cold and hungry under the car. Then a kind girl lifted me into her warm raincoat.

**p. 547 Commas and Apostrophes:** Try it: 1. they're; 2. cannot; 3. Yes, I have a pen, a pencil and a ruler.; 4. It's

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 22 (continued)

**p. 548 Add the Missing Punctuation:** 1. My sister likes dosa, idli and vada.; 2. No, I haven't seen your book.; 3. Kabir, please pass me the salt.; 4. It's time for Meera's dance class.; 5. We visited Agra, Jaipur and Delhi last year.; 6. Don't touch the dog's food bowl.; 7. My uncle lives in Gangtok, Sikkim.; 8. Yes, the children's park is open today.; 9. I'll bring red, blue and green crayons.

**p. 549 Pick the Right Word:** 1. It's; 2. its; 3. Whose; 4. Who's; 5. You're; 6. your; 7. Their; 8. They're; 9. can't; 10. girls'

**p. 550 Packing for a School Trip:** Answers will vary.

**p. 552 Converting Units of Length:** 1. 200 cm; 2. 1,396 m; 3. 5 cm 9 mm; 4. 500 cm; 5. 906 cm; 6. 3 km 133 m; 7. 120 mm; 8. 627 cm; 9. 5 km 894 m; 10. 80 mm; 11. 26 mm; 12. 1 km 187 m

**p. 553 Converting Units of Length:** 1. 15,000 m; 2. 520 cm; 3. 1 m 75 cm; 4. 7,000 m; 5. 66 mm; 6. 8 m 52 cm; 7. 300 cm; 8. 55 mm; 9. 9 cm 0 mm; 10. 160 mm; 11. 83 mm; 12. 5 cm 9 mm

**p. 554 Measure with a Ruler:** 1. 7 cm; 2. 11 cm; 3. 7.5 cm; 4. 5 cm; 5. 10 cm

**p. 555 Length Word Problems:** 1. 400 × 4 = 1600 m = 1 km 600 m; 2. 5 m 10 cm; 3. 1 m 40 cm; 4. 6 m 25 cm; 5. 9 km 658 m

**p. 556 Length Word Problems:** 1. 6 m 97 cm; 2. 7 m 49 cm; 3. 200 × 6 = 1200 m = 1 km 200 m; 4. 7 km 265 m; 5. 6 m 40 cm

**p. 557 Decimal Word Problems:** 1. ₹434.81; 2. 220.17 m; 3. ₹389.65; 4. 356.40 m; 5. ₹664.51

**p. 559 Heat Zones of the Earth:** A: Torrid Zone; B: North Temperate Zone; C: South Temperate Zone; D: North Frigid Zone; E: South Frigid Zone

**p. 560 My Weather Diary:** 1. Answers will vary.; 2. Answers will vary.; 3. Answers will vary.; 4. Answers will vary.

**p. 561 Think About Climate:** 1. Weather is what the air is like on one day; climate is the usual weather of a place over many years.; 2. It is near the sea, and the sea keeps the temperature from becoming very hot or very cold.; 3. Shimla is high up in the mountains, and places get cooler as we go higher.; 4. Most crops depend on monsoon rain for water.; 5. Loose, light clothes keep them cool, and turbans protect their heads from the hot sun.; 6. Answers will vary.

**p. 563 पत्र लिखो: दादी या नानी को:** Answers will vary.

**p. 564 किसे क्या लिखें?:** पिताजी को – पूज्य पिताजी, सादर प्रणाम।; छोटे भाई को – प्रिय अनुज, शुभाशीर्वाद।; मित्र को – प्रिय मित्र, सप्रेम नमस्ते।; नानी जी को – पूज्य नानी जी, सादर चरण स्पर्श।; छोटी बहन को – प्रिय बहन, ढेर सारा प्यार।; चाचा जी को – आदरणीय चाचा जी, सादर नमस्ते।

## Week 23

**p. 567 How Do Bridges Stay Up?: Questions:** 1. (c) To inform us about how different bridges work; 2. To make the reader curious and want to read on to find the answer.; 3. True; 4. Its curved shape pushes the weight outwards and down into strong supports at each end.; 5. (a) To help the reader understand by doing a simple experiment; 6. The Bandra–Worli Sea Link in Mumbai, or the Vidyasagar Setu in Kolkata.; 7. Real examples help readers connect the ideas to places they know or might visit. They make the information more interesting and easier to believe.; 8. sags; 9. They are living bridges grown from the roots of rubber fig trees, and they get stronger as the trees grow older.

**p. 570 Direct Speech and Quotation Marks:** Try it: 1. "I love mangoes," said Nisha.; 2. Dev asked, "Are you coming?"; 3. Sit down

## Week 23 (continued)

**p. 571 Add the Quotation Marks:** 1. "It is raining," said Pooja.; 2. The teacher said, "Open your books."; 3. "Where are you going?" asked Grandma.; 4. "What a beautiful garden!" exclaimed Mary.; 5. Harsh whispered, "The baby is sleeping."; 6. "Can I borrow your pen?" asked Farhan.; 7. The shopkeeper said, "The mangoes cost sixty rupees a kilo."; 8. "I will be back soon," replied Papa.

**p. 572 Which One Is Correct?:** 1. (a) "I am ready," said Riya.; 2. (b) Kabir asked, "Where is the ball?"; 3. (a) "Stop!" shouted the guard.; 4. (a) Mother said, "Drink your milk."; 5. (b) Please shut the door; 6. (b) cried; 7. (a) "Can you swim?" asked Joseph.

**p. 573 A Talk with Grandma:** Answers will vary.

**p. 575 Converting Units of Weight:** 1. 14,000 g; 2. 6,115 g; 3. 6 kg 21 g; 4. 20,000 g; 5. 4,268 g; 6. 7 kg 80 g; 7. 7,000 g; 8. 1,920 g; 9. 4 kg 68 g; 10. 15,000 g; 11. 2,567 g; 12. 8 kg 208 g

**p. 576 Converting Units of Capacity:** 1. 15,000 mL; 2. 6,001 mL; 3. 2 L 30 mL; 4. 19,000 mL; 5. 8,361 mL; 6. 2 L 63 mL; 7. 18,000 mL; 8. 6,277 mL; 9. 2 L 91 mL; 10. 16,000 mL; 11. 9,953 mL; 12. 6 L 621 mL

**p. 577 Weight Word Problems:** 1. 9 kg 816 g; 2. 2 kg 250 g; 3. 19 kg 440 g; 4. 3 kg 600 g; 5. 13 kg 750 g

**p. 578 Capacity Word Problems:** 1. 1 L 800 mL; 2. 10 L 800 mL; 3. 4 L; 4. 10 mugs; 5. 4 L 761 mL

**p. 579 Read the Weighing Scale:** 1. 400 g; 2. 800 g; 3. 500 g; 4. 300 g; 5. 650 g; 6. 550 g

**p. 580 How Much Water?:** 1. 600 mL; 2. 600 mL; 3. 200 mL; 4. 100 mL; 5. 900 mL; 6. 600 mL

**p. 582 Layers of Soil:** A: topsoil; B: subsoil; C: bedrock

**p. 583 Kharif, Rabi or Zaid?:** Kharif: rice, maize, cotton, jute, groundnut, bajra; Rabi: wheat, mustard, gram, barley, peas; Zaid: watermelon, cucumber, muskmelon

**p. 584 Soil in a Jar:** 1. Small stones and coarse sand, the heaviest bits.; 2. Bits of dead leaves and twigs (humus).; 3. Silt, and then clay on top.; 4. It adds nutrients to the soil and helps the soil hold water.

**p. 586 प्रार्थना-पत्र लिखो:** Answers will vary.

**p. 587 प्रार्थना-पत्र पूरा करो:** 1. सेवा में; 2. विषय; 3. महोदय; 4. निवेदन; 5. टूट; 6. अतः; 7. आभारी; 8. आज्ञाकारी; 9. दिनांक

## Week 24

**p. 590 Birbal Cooks Khichdi: Questions:** 1. (a) He wanted the reward of gold coins.; 2. He said Gangu had been warmed by the lamp in the palace window, so he had cheated.; 3. False; 4. The pot was tied high above the fire, much too far away for the heat to reach it.; 5. (b) That the courtier's argument was silly and unfair; 6. The silly picture of a pot hanging high above a small fire makes us laugh. It is also funny that Birbal uses the courtier's own foolish argument to prove his point.; 7. Instead of arguing, he acted out a funny example that made Akbar see his mistake for himself.; 8. jealous; 9. Akbar laughed, understood his mistake and gave Gangu the thousand gold coins, with a little extra.

**p. 593 Synonyms and Antonyms:** Try it: 1. close; 2. leave (depart); 3. unkind (cruel)

**p. 594 Match the Synonyms:** glad – happy; little – small; shout – yell; gift – present; begin – start; silent – quiet; difficult – hard; pretty – beautiful

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 24 (continued)

**p. 595 Find the Antonym Pairs:** 1. sweet, sour; 2. opens, closes; 3. tall, short; 4. asleep, awake; 5. push, pull; 6. fast, slow; 7. heavy, light; 8. deep, shallow; 9. right, wrong; 10. rude, polite

**p. 596 My Town by Day and by Night:** Answers will vary.

**p. 598 The 24-Hour Clock:** 1. 18:55; 2. 12:35 p.m.; 3. 10:45; 4. 8:20 p.m.; 5. 13:40; 6. 7:00 a.m.; 7. 09:50; 8. 2:20 p.m.; 9. 21:55; 10. 2:35 a.m.; 11. 18:40; 12. 4:35 p.m.

**p. 599 The 24-Hour Clock:** 1. 03:05; 2. 9:50 p.m.; 3. 23:40; 4. 11:25 a.m.; 5. 03:55; 6. 1:20 a.m.; 7. 09:50; 8. 7:00 p.m.; 9. 22:30; 10. 7:35 p.m.; 11. 18:25; 12. 7:00 p.m.

**p. 600 How Long Did It Take?:** 1. 3 hours; 2. 11:30 a.m.; 3. 1 hour 20 minutes; 4. 3:30 p.m.; 5. 40 minutes; 6. 3:30 p.m.

**p. 601 How Long Did It Take?:** 1. 3 hours; 2. 4:40 p.m.; 3. 2 hours 30 minutes; 4. 4:35 p.m.; 5. 1 hour 20 minutes; 6. 12:45 p.m.

**p. 602 Telling the Time: Time to the Minute:** 1. 3:41; 2. 3:08; 3. 10:10; 4. 7:46; 5. 9:23; 6. 7:51; 7. 1:13; 8. 6:27; 9. 1:19

**p. 603 Reading a Timetable:** 1. 6:00 a.m.; 2. 3 h 42 min; 3. Bhopal; 4. 8 h 12 min

**p. 605 Which Forest?:** Evergreen: ebony, mahogany, rosewood; Deciduous: teak, sal, sandalwood; Thorny: babool, khejri, cactus; Mountain: pine, deodar, fir, spruce

**p. 606 Forest Facts: True or False?:** 1. T; 2. F; 3. T; 4. T; 5. F; 6. T; 7. T; 8. T; 9. F; 10. T

**p. 607 Adopt a Tree:** 1. Answers will vary.; 2. Answers will vary, e.g. birds, ants, squirrels.; 3. Answers will vary, e.g. it gives shade, food, oxygen and a home.

**p. 609 संकेतों से कहानी लिखो:** Answers will vary.

**p. 610 कहानी का क्रम: बंदर और मगरमच्छ:** सही क्रम: नदी किनारे जामुन के एक पेड़ पर एक बंदर रहता था।, बंदर रोज़ अपने मित्र मगरमच्छ को मीठे जामुन खिलाता था।, एक दिन मगरमच्छ बंदर को अपनी पीठ पर बिठाकर नदी में ले चला।, बीच नदी में मगरमच्छ ने बताया कि उसकी पत्नी बंदर का दिल खाना चाहती है।, चतुर बंदर बोला, “मेरा दिल तो पेड़ पर रखा है। चलो, लेकर आते हैं।”, किनारे पहुँचते ही बंदर उछलकर पेड़ पर चढ़ गया और बच गया।

## Month 6 Activity Set

**p. 613 Physical Map of India:** 1. The Northern Plains.; 2. The Western Ghats.; 3. North-west.

**p. 614 Rainfall Around India:** 1. Mawsynram (Meghalaya).; 2. Leh (Ladakh).; 3. About 1,400 mm more (2,200 − 800 = 1,400).; 4. Jaisalmer is a hot desert; Leh is high in the mountains, so it is cold and dry.

**p. 615 Crops of India:** tea – Assam; coffee – Karnataka; jute – West Bengal; rubber – Kerala; saffron – Jammu and Kashmir; apples – Himachal Pradesh; sugarcane – Uttar Pradesh; wheat – Punjab

**p. 616 Geography Crossword:** Across: 3. THAR, 6. PLAIN, 7. HIMALAYAS, 11. GANGA, 12. ISLAND | Down: 1. DECCAN, 2. MAJULI, 4. GHATS, 5. DELTA, 8. MONSOON, 9. ALLUVIAL, 10. KAVERI

## Week 25

**p. 621 Lost in the Fog: Questions:** 1. (b) The three of them set off to see the Silver Falls.; 2. A thick fog rolls in, and they lose the path.; 3. True; 4. He suggested following the stream downhill. The stream flowed east towards the tea gardens, so it led them back the right way.; 5. (c) It is a signal that means 'help'; 6. When they follow the stream in the thickening fog, with Uncle hurt and the light fading. It is the most tense moment, when they must find their way or be stuck in the dark.; 7. Tea pickers find them, and they rest safely at the guest house, drinking hot ginger tea.; 8. winced; 9. Beginning: They hike to the Silver Falls. Rising action: Fog rolls in, they get lost and Uncle is hurt. Climax: Arjun leads them along the stream. End: Tea pickers find them and they get back safely.

**p. 624 Homophones and Homonyms:** Try it: 1. ate; 2. blew; 3. a band worn on a finger; the sound of a bell

**p. 625 Choose the Right Homophone:** 1. week; 2. sea; 3. flour; 4. write; 5. sun; 6. hear; 7. knew; 8. bare; 9. tail; 10. hour; 11. won; 12. through

**p. 626 One Word, Two Meanings:** 1. (b) the sound a dog makes; 2. (b) the land beside a river; 3. (b) to make something burn; 4. (a) not heavy; 5. (b) a small flying animal; 6. (b) a game between two teams; 7. (a) a band worn on a finger; 8. (b) just and honest

**p. 627 A Week by the Sea:** Answers will vary.

**p. 629 Reading a Calendar:** 1. 31; 2. Thursday; 3. Saturday; 4. 4; 5. 10

**p. 630 Leap Years:** 1. not leap; 2. not leap; 3. leap; 4. not leap; 5. not leap; 6. not leap; 7. not leap; 8. not leap; 9. leap; 10. leap

**p. 631 How Many Days?:** 1. 26; 2. 27; 3. 59; 4. 16; 5. 59; 6. 58

**p. 632 Reading a Calendar:** 1. 31; 2. Friday; 3. Saturday; 4. 5; 5. 9

**p. 633 How Many Days?:** 1. 15; 2. 53; 3. 14; 4. 59; 5. 51; 6. 34

**p. 634 How Long Did It Take?:** 1. 1 hour 50 minutes; 2. 9:15 a.m.; 3. 1 hour 50 minutes; 4. 4:15 p.m.; 5. 1 hour 50 minutes; 6. 11:40 a.m.

**p. 636 Saving or Wasting Water?:** Saves water: taking a bucket bath, fixing a leaking tap, collecting rainwater, drip irrigation on farms, watering plants at dusk, closing tap while brushing; Wastes water: tap running while brushing, washing a car with a hose, overflowing water tank, very long showers, pouring away RO water, leaking pipes

**p. 637 Water and Dams Quiz:** 1. (b) rain; 2. (a) a reservoir; 3. (c) groundwater; 4. (b) making sand dunes; 5. (c) Mahanadi; 6. (a) Tehri Dam; 7. (b) rainwater harvesting; 8. (c) stepwell

**p. 638 The Dripping Tap Test:** 1. Answers will vary. Example: 50 mL in 10 minutes = 300 mL in an hour = 7,200 mL (over 7 litres) in a day.; 2. Fix leaking taps quickly and always close taps tightly.; 3. Answers will vary, e.g. take bucket baths, reuse RO waste water for mopping.

**p. 640 संवाद लिखो: छुट्टियों की योजना:** Answers will vary.

**p. 641 संवाद पूरा करो:** 1. मुझे एक किलो आलू चाहिए; 2. मेरे गले में दर्द है; 3. हाँ माँ, कर लिया; 4. मुझे बुखार था; 5. दस मिनट में आएगी; 6. हाँ दादी, अभी लाया; 7. बहुत-बहुत धन्यवाद; 8. मेरा घर शिवाजी नगर में है

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 26

**p. 644 Power That Never Runs Out: Questions:** 1. (c) Solar panels change sunlight into electricity.; 2. (a) I think every school roof in India should have solar panels!; 3. False; 4. Energy from sources that nature keeps refilling, such as sunlight, wind and flowing water.; 5. It gives them gas for cooking, and the leftover waste makes manure for the fields.; 6. Any two: 'I think', 'In my opinion', 'the most beautiful', 'brilliant'.; 7. Any one: the sun does not shine at night; the wind does not always blow; they cost a lot to set up.; 8. Answers will vary, e.g. Fact: Wind turbines use the wind to make electricity. Opinion: Solar power is the best kind of energy.; 9. harmful

**p. 647 Prefixes and Suffixes:** Try it: 1. disagree; 2. fearless; 3. to heat again

**p. 648 Make New Words:** Row 2: obey | dis- | disobey | not to obey; Row 3: build | re- | rebuild | to build again; Row 4: understand | mis- | misunderstand | to understand wrongly; Row 5: polite | im- | impolite | not polite; Row 6: hope | -ful | hopeful | full of hope; Row 7: hope | -less | hopeless | without hope; Row 8: dark | -ness | darkness | the state of being dark; Row 9: paint | -er | painter | a person who paints; Row 10: beauty | -ful | beautiful | full of beauty

**p. 649 Prefix or Suffix?:** Has a prefix: unhappy, disappear, replay, misplace, impossible, preheat, untidy; Has a suffix: careless, goodness, joyful, singer, slowly, colourful, helpful

**p. 650 A Helpful Neighbour:** Answers will vary.

**p. 652 Lines, Rays and Line Segments:** 1. line; 2. ray; 3. line segment; 4. ray; 5. line segment; 6. line; 7. line segment; 8. ray; 9. line

**p. 653 Parallel and Perpendicular Lines:** 1. parallel; 2. intersecting; 3. perpendicular; 4. parallel; 5. perpendicular; 6. intersecting; examples will vary

**p. 654 Kinds of Lines:** 1. horizontal; 2. curved; 3. vertical; 4. slanting; 5. curved; 6. horizontal; 7. vertical; 8. slanting; 9. curved

**p. 655 Parallel and Perpendicular Lines:** 1. parallel; 2. intersecting; 3. perpendicular; 4. parallel; 5. perpendicular; 6. intersecting; examples will vary

**p. 656 Lines, Rays and Line Segments:** 1. line; 2. ray; 3. line segment; 4. ray; 5. line segment; 6. line; 7. line segment; 8. ray; 9. line

**p. 657 Polygons:** 1. rectangle: 4 sides, 4 vertices; 2. hexagon: 6 sides, 6 vertices; 3. square: 4 sides, 4 vertices; 4. octagon: 8 sides, 8 vertices; 5. pentagon: 5 sides, 5 vertices; 6. triangle: 3 sides, 3 vertices

**p. 659 Sort the Minerals:** Metallic: iron ore, bauxite, copper, gold, manganese; Non-metallic: mica, limestone, gypsum, salt; Fuel: coal, petroleum, natural gas

**p. 660 From Raw Material to Product:** cotton – cloth; sugarcane – sugar; iron ore – steel; bauxite – aluminium; limestone – cement; wood pulp – paper; jute – sacks and ropes; clay – pots and bricks

**p. 661 Mineral Hunt at Home:** 1. Answers will vary (often iron, in steel things).; 2. Minerals will run out one day; recycling saves minerals and energy.; 3. Answers will vary, e.g. pottery, weaving, basket-making.

**p. 663 चित्र वर्णन: मेला:** Answers will vary.

**p. 664 चित्र देखो, वाक्य पूरा करो:** 1. पतंगें; 2. ट्रैक्टर; 3. छाता; 4. बत्तखें; 5. नाव; 6. तोता; 7. दीये; 8. चाँद; 9. क्रिकेट

## Week 27

**p. 667 The Kitchen Concert: Questions:** 1. (a) Gran rolls round rotis, row on row,; 2. WHEE-WHEE and pop.; 3. The 's' sound.; 4. False; 5. He pops peas out of their pods, and some of them roll away and slip.; 6. (b) All the sounds together are like music.; 7. Answers will vary, e.g. Seven spicy samosas sizzle softly in the pan.; 8. The clatter of cooking fades away. Now the only sounds are the family eating: munch, crunch and slurp.; 9. clatter

**p. 670 Idioms:** Try it: 1. very happy; 2. hand; 3. very rarely

**p. 671 Match the Idioms:** to let the cat out of the bag – to tell a secret by mistake; to be all ears – to listen carefully; to see eye to eye – to agree; to keep an eye on – to watch carefully; to call it a day – to stop working for the day; to cry over spilt milk – to worry about what cannot be changed; to be in hot water – to be in trouble; to turn over a new leaf – to change and behave better

**p. 672 Use the Right Idiom:** 1. a piece of cake; 2. over the moon; 3. once in a blue moon; 4. under the weather; 5. in hot water; 6. break the ice; 7. call it a day; 8. lend a hand; 9. hit the books

**p. 673 A Story with Idioms:** Answers will vary.

**p. 675 Types of Angles:** 1. straight; 2. acute; 3. straight; 4. right; 5. right; 6. acute; 7. acute; 8. obtuse; 9. obtuse

**p. 676 Types of Angles:** 1. acute; 2. straight; 3. right; 4. acute; 5. obtuse; 6. straight; 7. acute; 8. right; 9. obtuse

**p. 677 Measuring Angles:** 1. 70°; 2. 20°; 3. 40°; 4. 50°

**p. 678 Kinds of Triangles:** 1. right-angled; 2. acute-angled; 3. scalene; 4. isosceles; 5. equilateral; 6. obtuse-angled

**p. 679 Types of Angles:** 1. right; 2. straight; 3. obtuse; 4. straight; 5. acute; 6. obtuse; 7. acute; 8. acute; 9. right

**p. 680 Angles on a Clock:** 1. 3:00 right (90°); 2. 7:00 obtuse (150°); 3. 11:00 acute (30°); 4. 1:00 acute (30°); 5. 5:00 obtuse (150°); 6. 4:00 obtuse (120°); 7. 6:00 straight (180°); 8. 9:00 right (90°); 9. 2:00 acute (60°)

**p. 682 Land, Water or Air?:** Land: bus, train, auto rickshaw, bicycle, truck; Water: ship, boat, ferry, canoe; Air: aeroplane, helicopter

**p. 683 Odd One Out:** 1. ship (A ship travels on water; the others travel on land.); 2. lorry (A lorry travels on land; the others travel on water.); 3. bicycle (A bicycle travels on land; the others fly.); 4. tractor (A tractor is a farm vehicle; the others are used for sending letters.); 5. scooter (A scooter is a vehicle; the others are means of mass communication.); 6. umbrella (An umbrella is not used for communication.); 7. bicycle (A bicycle has no engine and needs no fuel.)

**p. 684 Make a String Telephone:** 1. When it was tight.; 2. The string; the sound travelled along it as vibrations.; 3. Personal communication, because it is between two people.; 4. Answers will vary, e.g. phone calls, video calls, letters, emails.

**p. 686 अपठित गद्यांश – 2: प्रश्न:** 1. (ख) रानी मक्खी; 2. गलत; 3. वे फूलों से रस और पराग लाती हैं, छत्ते की सफ़ाई करती हैं और पहरा देती हैं।; 4. (ख) एक खास तरह का नाच करके; 5. मधुमक्खियाँ पराग को एक फूल से दूसरे फूल तक ले जाती हैं। इससे पौधों में फल और बीज बनने में मदद मिलती है।; 6. सही; 7. पहरा; 8. मेहनती मधुमक्खियाँ (या: हमारी नन्ही मित्र — मधुमक्खियाँ); 9. हम फूलों वाले पौधे लगा सकते हैं, पेड़ों को कटने से बचा सकते हैं, कीटनाशकों का कम प्रयोग करने की बात फैला सकते हैं और छत्तों को नहीं छेड़ सकते हैं।

**p. 687 गद्यांश के शब्द छाँटो:** संज्ञा: छत्ता, शहद, किसान, पराग; सर्वनाम: वह, वे, हमें; विशेषण: मेहनती, मीठा, नन्ही, हज़ारों; क्रिया: बनाती, लाती, मारती

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 28

**p. 690 The Wizard of Hockey: Questions:** 1. (b) Part B, Kavya's diary; 2. An account written by someone who was not there, using information from books, records or other people.; 3. False; 4. Kavya was there. She uses 'I', 'we' and 'our', and she describes her own feelings during the match.; 5. (c) He often practised at night by moonlight.; 6. Any two: he scored 14 goals in 1928; India won gold in 1928, 1932 and 1936; he was captain in 1936; India beat Germany 8–1 in the 1936 final.; 7. It shows how amazed people were by his skill and makes the biography more interesting. The writer is honest and tells us it may not be true.; 8. dribbled; 9. It tells us the real feelings and experiences of someone who was there, like Kavya's nerves and her joy during the match.

**p. 693 Similes:** Try it: 1. bee; 2. cucumber; 3. No. Nothing is being compared.

**p. 694 Complete the Similes:** 1. bee; 2. lion; 3. ice; 4. feather; 5. honey; 6. fox; 7. snow; 8. mouse; 9. owl; 10. mule

**p. 695 Make It a Simile:** 1. The night was as dark as coal.; 2. Sanya's cheeks were as red as a tomato.; 3. The runner ran like the wind. / The runner was as fast as the wind.; 4. The baby slept like a log.; 5. The old tortoise was as slow as a snail.; 6. Tenzin swims like a fish.; 7. The stars shone like diamonds. / The stars were as bright as diamonds.; 8. The pillow was as soft as cotton.

**p. 696 Describe Someone Special:** Answers will vary.

**p. 698 Parts of a Circle:** 1. 44 cm; 2. 4 cm; 3. 34 cm; 4. 20 cm; 5. 18 cm; 6. 17 cm; 7. 40 cm; 8. 22 cm

**p. 699 Radius and Diameter:** 1. d = 18 cm; 2. r = 8 cm; 3. d = 24 cm; 4. r = 10 cm; 5. d = 12 cm; 6. r = 2 cm

**p. 700 Lines of Symmetry:** 1. heart: 1; 2. hexagon: 6; 3. parallelogram: 0; 4. square: 4; 5. star: 5; 6. circle: many; 7. pentagon: 5; 8. triangle: 3 (it is an equilateral triangle); 9. rectangle: 2

**p. 701 Parts of a Circle:** 1. 32 cm; 2. 6 cm; 3. 10 cm; 4. 2 cm; 5. 32 cm; 6. 20 cm; 7. 36 cm; 8. 22 cm

**p. 702 Does It Look the Same?:** 1. star: 5; 2. hexagon: 6; 3. rectangle: 2 (a half turn); 4. heart: 1 (only a full turn); 5. square: 4 (a quarter turn); 6. circle: any turn

**p. 703 Radius and Diameter:** 1. d = 16 cm; 2. r = 9 cm; 3. d = 20 cm; 4. r = 5 cm; 5. d = 14 cm; 6. r = 4 cm

**p. 705 Who's Who in Local Government?:** Gram Sabha – all the adult voters of a village; Sarpanch – head of the Gram Panchayat; Panch – member of the Gram Panchayat; Panchayat Samiti – panchayat at the block level; Zila Parishad – panchayat at the district level; Mayor – head of a Municipal Corporation; Councillor – member elected from a ward; Ward – a small area of a town or city

**p. 706 Local Government: True or False?:** 1. T; 2. F; 3. T; 4. T; 5. F; 6. T; 7. T; 8. F; 9. T

**p. 707 My Local Body Survey:** 1. Answers will vary.; 2. Answers will vary, e.g. water supply, garbage collection, street lights.; 3. Answers will vary.; 4. Answers will vary, e.g. use dustbins, never litter, separate wet and dry waste.

**p. 708 लोकोक्तियाँ — अनुभव की बातें:** अभ्यास: 1. जिसके साथ रहना हो, उसी से दुश्मनी करना; 2. कहावत

## Week 28 (continued)

**p. 709 लोकोक्ति और उसका अर्थ:** आम के आम गुठलियों के दाम – दोहरा लाभ होना; बूँद-बूँद से घड़ा भरता है – थोड़ा-थोड़ा जोड़ने से बहुत हो जाता है; घर की मुर्गी दाल बराबर – घर की चीज़ की कद्र न होना; जहाँ चाह वहाँ राह – इच्छा हो तो रास्ता मिल ही जाता है; नेकी कर दरिया में डाल – भलाई करके भूल जाओ; हाथ कंगन को आरसी क्या – सामने की बात को सबूत नहीं चाहिए; खोदा पहाड़ निकली चुहिया – बहुत मेहनत, पर बहुत कम फल

**p. 710 सही लोकोक्ति चुनो:** 1. (ग) जैसी करनी वैसी भरनी; 2. (ख) बूँद-बूँद से घड़ा भरता है; 3. (क) एक पंथ दो काज; 4. (ग) नाच न जाने आँगन टेढ़ा; 5. (ख) ऊँट के मुँह में जीरा; 6. (क) जहाँ चाह वहाँ राह; 7. (ग) अधजल गगरी छलकत जाए; 8. (ख) आम के आम गुठलियों के दाम

## Month 7 Activity Set

**p. 713 Wildlife Sanctuaries Match:** Kaziranga (Assam) – one-horned rhinoceros; Gir (Gujarat) – Asiatic lion; Jim Corbett (Uttarakhand) – Bengal tiger; Periyar (Kerala) – Indian elephant; Keoladeo (Rajasthan) – migratory birds; Hemis (Ladakh) – snow leopard; Kuno (Madhya Pradesh) – cheetah; Dachigam (Jammu and Kashmir) – hangul (Kashmir stag)

**p. 714 Dam Fact File:** 1. Answers will vary, e.g. Hirakud Dam, Mahanadi, Odisha.; 2. Answers will vary.; 3. Answers will vary, e.g. irrigation, electricity, drinking water, flood control.; 4. Answers will vary.

**p. 715 Minerals and Industries:** 1. Iron ore, coal and limestone.; 2. The aluminium industry.; 3. Cotton textiles, jute goods or sugar.; 4. Software (IT); it depends on people's skills.

**p. 716 Resources Word Search:** BAUXITE (row 1, col 3 ↘); RECYCLE (row 1, col 10 ↓); MINERAL (row 9, col 1 →); FOREST (row 5, col 4 ↘); WATER (row 12, col 9 ←); SOLAR (row 7, col 11 ↑); TIGER (row 1, col 5 ↘); RHINO (row 7, col 5 ↖); SOIL (row 10, col 8 ←); COAL (row 7, col 4 ←); IRON (row 12, col 1 →); MICA (row 8, col 9 ↘); WIND (row 4, col 7 ↓); DAM (row 6, col 3 ↙)

## Week 29

**p. 721 Bijli and the Big Fair: Questions:** 1. She eats everything: a newspaper, two socks, half a kurta and part of Pooja's homework.; 2. (c) The judge's hat had paper flowers on it.; 3. False; 4. Dadi thought Bijli was far too naughty to win, because she ate everything.; 5. Answers will vary.; 6. She laughed and joked that Bijli had excellent taste, because the flowers were made from her old exam papers.; 7. Answers will vary, e.g. Dadi will laugh about the eaten certificate but feel proud of Pooja, and Bijli will look for something else to eat!; 8. gleamed; 9. (a) Bijli ate the certificate.

**p. 724 One-Word Substitution:** Try it: 1. pilot; 2. century; 3. carnivores

**p. 725 Match the One Word:** a person who mends shoes – cobbler; a person who sells medicines – chemist; a place where wild animals are kept – zoo; a person who repairs cars – mechanic; a book of words and their meanings – dictionary; a person who travels on foot – pedestrian; a person who draws and paints pictures – artist; a list of dishes in a restaurant – menu

**p. 726 Choose the One Word:** 1. (a) a pilot; 2. (c) omnivores; 3. (b) a decade; 4. (a) spectators; 5. (a) an astronaut; 6. (b) a herbivore; 7. (b) library; 8. (a) punctual; 9. (a) gardener

**p. 727 At the Science Museum:** Answers will vary.

**p. 729 Kinds of Triangles:** 1. scalene; 2. equilateral; 3. acute-angled; 4. right-angled; 5. obtuse-angled; 6. isosceles

**p. 730 Quadrilaterals:** 1. rhombus; 2. parallelogram; 3. trapezium; 4. rectangle; 5. kite; 6. square

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 29 (continued)

**p. 731 Polygons:** 1. triangle: 3 sides, 3 vertices; 2. hexagon: 6 sides, 6 vertices; 3. square: 4 sides, 4 vertices; 4. pentagon: 5 sides, 5 vertices; 5. octagon: 8 sides, 8 vertices; 6. rectangle: 4 sides, 4 vertices

**p. 732 Angle Sum of a Triangle:** 1. 20°; 2. 112°; 3. 52°; 4. 27°; 5. 90°; 6. 60°; 7. 100°; 8. 79°

**p. 733 Quadrilaterals:** 1. rectangle; 2. square; 3. parallelogram; 4. trapezium; 5. rhombus; 6. kite

**p. 734 Kinds of Triangles:** 1. right-angled; 2. isosceles; 3. equilateral; 4. acute-angled; 5. obtuse-angled; 6. scalene

**p. 736 States and Their Capitals:** 1. Chandigarh: the capital of Punjab and Haryana.; 2. Answers will vary.

**p. 737 Match the State to Its Capital:** Assam – Dispur; Kerala – Thiruvananthapuram; Odisha – Bhubaneswar; Sikkim – Gangtok; Mizoram – Aizawl; Gujarat – Gandhinagar; Uttarakhand – Dehradun; Jharkhand – Ranchi

**p. 738 Map Work: States of India:** 1. Answers will vary.; 2. Lakshadweep.; 3. Rajasthan.; 4. 28 states and 8 union territories.

**p. 739 शुद्ध वर्तनी — सही लिखो:** अभ्यास: 1. कवयित्री; 2. अतिथि

**p. 740 अशुद्ध शब्द पकड़ो:** 1. परिक्षा (शुद्ध रूप है — परीक्षा); 2. कवियत्री (शुद्ध रूप है — कवयित्री); 3. अतिथी (शुद्ध रूप है — अतिथि); 4. दुध (शुद्ध रूप है — दूध); 5. आर्दश (शुद्ध रूप है — आदर्श); 6. क्रिपा (शुद्ध रूप है — कृपा); 7. पाच (शुद्ध रूप है — पाँच); 8. स्वास्थ (शुद्ध रूप है — स्वास्थ्य)

**p. 741 शब्द शुद्ध करो:** पंक्ति 1: अध्यन | अध्ययन; पंक्ति 2: बिमारी | बीमारी; पंक्ति 3: इतिहासिक | ऐतिहासिक; पंक्ति 4: सुरज | सूरज; पंक्ति 5: उपर | ऊपर; पंक्ति 6: कोशिस | कोशिश; पंक्ति 7: दृष्य | दृश्य; पंक्ति 8: मिठायी | मिठाई; पंक्ति 9: पत्नि | पत्नी; पंक्ति 10: रात्री | रात्रि

## Week 30

**p. 744 Animals of the Thar Desert: Questions:** 1. (a) Camels: Built for the Desert; 2. Finding Water.; 3. False; 4. Active at night. It is under the heading 'Keeping Cool'.; 5. (b) the great Indian bustard; 6. Any two: long eyelashes keep out sand; it can close its nostrils; wide, padded feet do not sink; its hump stores fat for energy.; 7. Headings divide the text into parts and tell you what each part is about, so you can find information quickly without reading everything again.; 8. scarce; 9. Answers will vary, e.g. 'Snakes of the Sand'.

**p. 747 How to Write a Paragraph:** Try it: 1. The topic sentence; 2. The concluding sentence

**p. 748 Build a Good Paragraph:** 1. (b) The peacock is the national bird of India.; 2. (c) My uncle has a red car.; 3. (b) So, we must plant more trees and protect them.; 4. (a) Also; 5. (a) exercise, fresh food, sleep, clean hands; 6. (a) at the beginning

**p. 750 Trees Are Our Friends:** Answers will vary.

**p. 752 Perimeter:** 1. 12 cm; 2. 20 cm; 3. 23 cm; 4. 20 cm; 5. 28 cm; 6. 11 cm

**p. 753 Perimeter:** 1. 28 cm; 2. 48 cm; 3. 15 cm; 4. 24 cm; 5. 32 cm; 6. 15 cm

**p. 754 Perimeter Word Problems:** 1. 214 cm; 2. 200 cm; 3. 2 × (47 + 20) = 134 m; 4. 4 × 160 = 640 m; 5. 100 ÷ 2 − 35 = 15 cm

**p. 755 Perimeter:** 1. 10 units; 2. 14 units; 3. 16 units; 4. 18 units; 5. 14 units; 6. 22 units

**p. 756 Perimeter Word Problems:** 1. 192 cm; 2. 40 ÷ 2 − 14 = 6 cm; 3. 2 × 172 = 344 m; 4. 160 cm; 5. 31 m

## Week 30 (continued)

**p. 757 Perimeter:** 1. 44 cm; 2. 60 cm; 3. 9 cm; 4. 42 cm; 5. 52 cm; 6. 30 cm

**p. 759 Festivals and States:** Onam – Kerala; Pongal – Tamil Nadu; Bihu – Assam; Baisakhi – Punjab; Durga Puja – West Bengal; Hornbill Festival – Nagaland; Ganesh Chaturthi – Maharashtra; Chhath Puja – Bihar

**p. 760 Culture Crossword:** Across: 3. ODISSI, 6. GARBA, 8. BIHU, 9. DHOKLA, 10. SAREE, 11. BHANGRA | Down: 1. DIWALI, 2. ONAM, 4. DHOTI, 5. KATHAK, 7. KURTA, 9. DOSA

**p. 762 वाक्य शुद्धि — वाक्य ठीक करो:** अभ्यास: 1. गाय घास खाती है।

**p. 763 वाक्य शुद्ध करके लिखो:** 1. मैं आज विद्यालय गया।; 2. बच्चे मैदान में खेल रहे हैं।; 3. दादी ने हमें एक कहानी सुनाई।; 4. आसमान में बहुत-सी पतंगें उड़ रही हैं।; 5. मुझे बहुत भूख लगी है।; 6. वह कल दिल्ली जाएगा। (या: वह कल दिल्ली गया था।); 7. सड़क पर बहुत भीड़ थी।; 8. मेरे पिताजी बैंक में काम करते हैं।

**p. 764 शुद्ध वाक्य पहचानो:** 1. (ख) लड़की गाना गा रही है।; 2. (क) मैंने खाना खा लिया।; 3. (ख) मेरे पास एक कलम है।; 4. (ख) उसने मुझे पुस्तक दी।; 5. (क) हमारा देश महान है।; 6. (ग) बच्चे पार्क में खेलते हैं।; 7. (ख) गंगा नदी हिमालय से निकलती है।; 8. (ग) अध्यापिका ने कहा कि शांत रहो।

## Week 31

**p. 767 Let's Bring Back the Sparrows: Questions:** 1. (b) To persuade listeners to help bring back the sparrows; 2. It makes the listeners stop and think, so they notice the problem for themselves. This is called a rhetorical question.; 3. True; 4. Any three: put up nest boxes; keep out a bowl of clean water; grow native plants and hedges; stop using chemical sprays.; 5. (c) To answer an argument against helping sparrows; 6. First, Second, Third.; 7. Answers will vary, e.g. 'A morning without birdsong is a sad morning indeed', because it makes me feel how much we would miss the birds.; 8. propose; 9. To act today and start helping the sparrows now, before they are gone for ever.

**p. 770 Writing an Informal Letter:** Try it: 1. At the top left of the letter; 2. Dear Uncle, (or Dear Chachaji, / Dear Mamaji,)

**p. 771 Parts of an Informal Letter:** Sender's address – 12, Lake Road, Shillong; Date – 5 October 2026; Salutation – Dear Ananya,; Opening line – I hope you are enjoying your holidays.; Main news – Our class won the drawing competition!; Ending line – Write back soon and tell me your news.; Closing – Your loving friend,; Name – Sneha

**p. 773 A Letter to My Cousin:** Answers will vary.

**p. 775 Area by Counting Squares:** 1. 5 sq units; 2. 15 sq units; 3. 13 sq units; 4. 6 sq units; 5. 7 sq units; 6. 6 sq units

**p. 776 Area of Rectangles and Squares:** 1. A 45 sq cm, P 28 cm; 2. A 256 sq cm, P 64 cm; 3. A 144 sq cm, P 52 cm; 4. 11 cm; 5. A 225 sq cm, P 60 cm; 6. A 42 sq cm, P 34 cm; 7. A 104 sq cm, P 42 cm; 8. 8 cm

**p. 777 Area of Rectangles and Squares:** 1. A 64 sq cm, P 40 cm; 2. A 25 sq cm, P 20 cm; 3. A 57 sq cm, P 44 cm; 4. 2 cm; 5. A 400 sq cm, P 80 cm; 6. A 44 sq cm, P 30 cm; 7. A 84 sq cm, P 38 cm; 8. 10 cm

**p. 778 Draw Shapes with an Area:** Answers will vary (e.g. 12 = 3 × 4 or 2 × 6).

**p. 779 Area of Rectangles and Squares:** 1. A 25 sq cm, P 20 cm; 2. A 49 sq cm, P 28 cm; 3. A 144 sq cm, P 48 cm; 4. 12 cm; 5. A 49 sq cm, P 28 cm; 6. A 50 sq cm, P 30 cm; 7. A 6 sq cm, P 10 cm; 8. 5 cm

**p. 780 Perimeter Word Problems:** 1. 4 × 51 = 204 m; 2. 118 cm; 3. 40 ÷ 2 − 18 = 2 cm; 4. 280 cm; 5. 34 m

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 31 (continued)

**p. 782 Where Is It?:** Taj Mahal – Uttar Pradesh; Qutub Minar – Delhi; Charminar – Telangana; Sun Temple, Konark – Odisha; Sanchi Stupa – Madhya Pradesh; Hawa Mahal – Rajasthan; Gateway of India – Maharashtra; Golden Temple, Amritsar – Punjab

**p. 783 Heritage Quiz:** 1. (b) Shah Jahan; 2. (c) Red Fort; 3. (a) chariot; 4. (b) four towers; 5. (c) Emperor Ashoka; 6. (a) 18 April; 7. (b) scratch our names on the walls; 8. (c) Jaipur

**p. 784 Be a Heritage Guide:** 1. Answers will vary.; 2. They tell the story of our past and belong to everyone, including people in the future.; 3. Answers will vary, e.g. scratch the walls, litter, climb on fragile parts.

**p. 786 निबंध लिखो: मेरा प्रिय त्योहार:** Answers will vary.

**p. 787 निबंध के बारे में सही या गलत?:** 1. सही; 2. गलत; 3. सही; 4. गलत; 5. सही; 6. सही; 7. गलत; 8. सही; 9. गलत

## Week 32

**p. 790 The Mango Tree Under the Sea: Questions:** 1. (c) In 2089, in a city under the sea near Lakshadweep; 2. Any two: glass domes on the sea floor; fish and turtles outside the windows; blue lights at night; coral sparkling like jewels.; 3. False; 4. Any two: the bubble-bus; Guru-9, the robot teacher; the capsule that kept a seed alive for seventy years; towers of vegetables under purple lights.; 5. (a) She lived under the sea, where there were only air machines.; 6. They made a lamp as bright as the sun, a fan for a breeze and soil from crushed shells and seaweed. Kavya watered the seed every day.; 7. Under the sea, Kavya has never seen a tree, so growing one is amazing. In a village today, trees are everywhere, so the story would lose its magic.; 8. glide; 9. Answers will vary.

**p. 793 Writing a Leave Application:** Try it: 1. Respected Sir, / Respected Ma'am,; 2. The subject line

**p. 794 Make It Formal:** 1. Respected Sir, (or Respected Ma'am,); 2. I was unwell, so I could not attend school.; 3. Kindly grant me leave for two days.; 4. I need to attend my sister's wedding.; 5. I will return to school on Monday.; 6. Thanking you,; 7. Yours obediently, followed by: Rohan, Class 4 A, Roll No. 7 (your own details)

**p. 796 Leave to Attend a Wedding:** Answers will vary.

**p. 798 Faces, Edges and Corners:** square pyramid: 5 faces, 8 edges, 5 corners; cylinder: 3 faces (2 flat, 1 curved), 2 edges, 0 corners; cone: 2 faces (1 flat, 1 curved), 1 edge, 1 corner; cuboid: 6 faces, 12 edges, 8 corners; cube: 6 faces, 12 edges, 8 corners; sphere: 1 curved face, 0 edges, 0 corners

**p. 799 Nets of a Cube:** 1. No; 2. No; 3. No; 4. Yes; 5. Yes; 6. Yes

**p. 800 Top, Front and Side Views:** cube: top square, front square, side square; cylinder: top circle, front rectangle, side rectangle; cone: top circle, front triangle, side triangle; cuboid: top rectangle, front rectangle, side rectangle; sphere: top circle, front circle, side circle

**p. 801 Match the Net to the Solid:** 1. cone: E; 2. square pyramid: A; 3. cube: C; 4. cylinder: D; 5. cuboid: F; 6. triangular prism: B

**p. 802 Nets of a Cube:** 1. Yes; 2. No; 3. No; 4. Yes; 5. No; 6. Yes

**p. 803 Top, Front and Side Views:** cube: top square, front square, side square; cylinder: top circle, front rectangle, side rectangle; cone: top circle, front triangle, side triangle; cuboid: top rectangle, front rectangle, side rectangle; sphere: top circle, front circle, side circle

## Week 32 (continued)

**p. 805 Who Am I?:** Mahatma Gandhi – Father of the Nation; Sardar Patel – Iron Man of India; Subhas Chandra Bose – Netaji; Sarojini Naidu – Nightingale of India; Rani Lakshmibai – Queen of Jhansi; Jawaharlal Nehru – first Prime Minister of India; Dr B.R. Ambedkar – chief architect of the Constitution

**p. 806 Freedom Struggle Quiz:** 1. (b) 15 August 1947; 2. (c) to make salt and break an unfair law; 3. (a) Jawaharlal Nehru; 4. (b) 14 November; 5. (c) Subhas Chandra Bose; 6. (a) truth and non-violence; 7. (b) 26 January; 8. (c) Jhansi

**p. 807 Make a Freedom Timeline:** 1. The Revolt of 1857.; 2. 1942.; 3. 17 years (1947 – 1930 = 17).; 4. Answers will vary.

**p. 809 अपठित पद्यांश – 2: मेरी पतंग: प्रश्न:** 1. (ख) हवा के; 2. (ख) मकर संक्रांति; 3. गलत; 4. तिल-गुड़ के लड्डू।; 5. आकाश, आसमान; 6. डोले; 7. क्योंकि काँच के माँझे से पंछी घायल हो सकते हैं। उन्हें भी आज़ादी से उड़ने देना चाहिए।; 8. हमें छत की मुँडेर से दूर रहना चाहिए, काँच का माँझा नहीं लेना चाहिए और पंछियों को कोई नुकसान नहीं पहुँचाना चाहिए।

**p. 810 कविता के शब्दों से वाक्य पूरे करो:** 1. रौनक; 2. मुँडेर; 3. नभ; 4. नाता; 5. माँझा; 6. थाम; 7. दौड़; 8. गुड़

## Month 8 Activity Set

**p. 813 Panchayat Role Play:** 1. Answers will vary.; 2. Answers will vary.; 3. Everyone gets a fair say, and the decision is what most people want.; 4. The Sarpanch.

**p. 814 States and Capitals Crossword:** Across: 2. BHOPAL, 5. GANGTOK, 7. HYDERABAD, 10. KOHIMA, 11. IMPHAL | Down: 1. JAIPUR, 3. PATNA, 4. PANAJI, 6. CHENNAI, 8. DISPUR, 9. RANCHI

**p. 815 Capital Memory Game:** 1. Answers will vary.; 2. Answers will vary.; 3. Chandigarh.

**p. 817 Government and Culture Quiz:** 1. (b) the Mayor; 2. (c) Tamil Nadu; 3. (a) Gangtok; 4. (b) all the adult voters of the village; 5. (c) Garba; 6. (a) 8; 7. (b) bright face make-up; 8. (c) Punjab and Haryana

## Week 33

**p. 821 All Aboard! The Story of Indian Railways: Questions:** 1. (a) 1853; 2. Between Bori Bunder in Bombay (Mumbai) and Thane.; 3. True; 4. (a) India's first metro railway opened in Kolkata.; 5. 72 years (1925 – 1853 = 72).; 6. It shows events in the order they happened, with dates, so you can quickly see what came first and how things changed.; 7. Answers will vary, e.g. 1853: the first passenger train ran. 1925: the first electric train ran. 2019: the Vande Bharat Express began running.; 8. sleek; 9. Sahib, Sultan and Sindh.

**p. 824 How to Write a Story:** Try it: 1. Zoya, Dev and Dev's grandfather; 2. Zoya's kite got stuck in a tall neem tree.

**p. 825 Story Time Words:** 1. Once upon a time; 2. One day; 3. Suddenly; 4. Then; 5. After that; 6. At last; 7. From that day

**p. 827 The Day the Monkey Came to School:** Answers will vary.

**p. 829 Symmetry:** 1. mirror image drawn on the right side; 2. mirror image drawn on the right side; 3. mirror image drawn on the right side; 4. mirror image drawn on the right side; 5. X 2, F 0, L 0, M 1, A 1, U 1, C 1

**p. 830 Lines of Symmetry:** 1. circle: many; 2. triangle: 3 (it is an equilateral triangle); 3. parallelogram: 0; 4. star: 5; 5. hexagon: 6; 6. pentagon: 5; 7. square: 4; 8. heart: 1; 9. rectangle: 2

**p. 831 Number Patterns:** 1. 44, 50 (add 6); 2. 49, 40 (subtract 9); 3. 64, 128 (double); 4. 36, 49 (square numbers); 5. 40, 44 (add 4); 6. 55, 46 (subtract 9)

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 33 (continued)

**p. 832 Shape Patterns:** 1. circle, triangle; 2. diamond, heart; 3. triangle, diamond; 4. circle, star; 5. circle, heart; 6. triangle, heart

**p. 833 Does It Look the Same?:** 1. square: 4 (a quarter turn); 2. heart: 1 (only a full turn); 3. circle: any turn; 4. rectangle: 2 (a half turn); 5. star: 5; 6. hexagon: 6

**p. 834 Square and Triangular Numbers:** Squares: 16, 25 | 1, 4, 9, 16, 25, 36, 49, 64, 81, 100 | Triangular: 10, 15 | 1, 3, 6, 10, 15, 21, 28, 36 | they make square numbers

**p. 836 Parts of the Globe:** A: North Pole; B: South Pole; C: Equator; D: Northern Hemisphere; E: Southern Hemisphere

**p. 837 Map Skills Quiz:** 1. (b) an atlas; 2. (a) the Equator; 3. (c) blue; 4. (b) the symbols used on the map; 5. (a) East; 6. (c) a globe; 7. (b) the Northern Hemisphere; 8. (a) North-East; 9. (c) a plan

**p. 838 Map My Room:** 1. Answers will vary.; 2. To explain what each symbol and colour on the map means.; 3. Answers will vary.

**p. 840 सूचना लिखो: पुस्तक मेला:** Answers will vary.

**p. 841 सूचना के बारे में जानो:** 1. (ग) ज़रूरी बात बहुत-से लोगों तक पहुँचाने के लिए; 2. (ख) संस्था या विद्यालय का नाम; 3. (ख) छोटी — लगभग 40 से 50 शब्दों की; 4. (ख) कार्यक्रम की तारीख, समय और स्थान; 5. (ख) सूचना देने वाले का नाम और पद; 6. (ग) सूचना-पट पर; 7. (ख) जब कोई चीज़ खो जाए या किसी को मिल जाए; 8. (ख) सरल, साफ़ और औपचारिक

## Week 34

**p. 844 Assembly Morning: Questions:** 1. (b) nervous; 2. Any two: 'My mouth is a dry desert.' 'My knees will not keep still.' 'My paper shakes like a leaf.' 'The letters wriggle like ants.'; 3. False; 4. (c) does not follow a fixed rhyme or rhythm; 5. Zoya, a friend in the third row. She holds up two thumbs and grins.; 6. The voice grows from small and shaky to strong and confident, until it sounds like the speaker's normal voice.; 7. At first the speaker is very nervous. After seeing Zoya and taking deep breaths, they feel calmer. At the end they feel proud and confident, 'one whole metre taller'.; 8. A metaphor. It says the mouth is a desert, without using 'like' or 'as'.; 9. Answers will vary.

**p. 847 How to Write a Notice:** Try it: 1. On a notice board; 2. What? When? Where? (also Who? and How?)

**p. 848 Notice Rules: True or False?:** 1. T; 2. F; 3. T; 4. F; 5. T; 6. F; 7. T; 8. T; 9. T; 10. F

**p. 850 Notice for a Book Fair:** Answers will vary.

**p. 852 Reading a Bar Graph:** 1. Green; 2. Pink; 3. 2; 4. 54; 5. 6

**p. 853 Reading a Bar Graph:** 1. Chess; 2. Football; 3. 35; 4. 150; 5. 30

**p. 854 Draw a Bar Graph:** Chess: 10; Kho-kho: 12; Badminton: 8; Cricket: 18; Football: 16

**p. 855 Draw a Bar Graph:** Pink: 20; Red: 10; Orange: 45; Blue: 40; Yellow: 50

**p. 856 Reading a Table:** Totals: 39, 39, 33, 43, 50; 1. Class 5; 2. 96; 3. 108; 4. Class 1

**p. 857 Reading a Bar Graph:** 1. Chess; 2. Kabaddi; 3. 70; 4. 200; 5. 40

**p. 859 Right or Duty?:** Right: free education till 14, speaking freely, being treated equally, freedom of religion, safety from child labour, living anywhere in India; Duty: respecting the flag, protecting public property, keeping my street clean, caring for animals, saving water, respecting others

## Week 34 (continued)

**p. 860 Constitution Quiz:** 1. (b) 26 January 1950; 2. (c) Dr B.R. Ambedkar; 3. (a) 6 to 14 years; 4. (b) protecting public property; 5. (c) Republic Day; 6. (a) Right to Equality; 7. (b) 1098; 8. (c) 26 November

**p. 861 Rights in Real Life:** 1. His right to education and his right to be protected from child labour.; 2. Talk to his family, tell his school or a teacher, or call the child helpline 1098.; 3. The duty to protect public property.; 4. The right to equality.; 5. If we want our own rights, we must respect the same rights of others by doing our duties.; 6. Answers will vary, e.g. keep my classroom clean, save water, respect others.

**p. 863 अपठित गद्यांश – 3: प्रश्न:** 1. (ख) सुंदरपुर; 2. सही; 3. लोग उसमें कूड़ा, प्लास्टिक की थैलियाँ और टूटी-फूटी चीज़ें फेंकने लगे थे।; 4. (ख) गुरप्रीत; 5. उन्होंने तालाब के किनारे पर एक बड़ा कूड़ेदान रखवा दिया।; 6. गलत; 7. बदबूदार; 8. गाँव का तालाब (या: छोटे हाथ, बड़ा काम); 9. उत्तर अलग-अलग हो सकते हैं। जैसे — कूड़ा कूड़ेदान में डालना, प्लास्टिक की थैलियों का प्रयोग न करना और मित्रों के साथ मिलकर सफ़ाई करना।

**p. 864 गद्यांश के शब्द: पर्यायवाची और विलोम:** पंक्ति 1: साफ़ | स्वच्छ | गंदा; पंक्ति 2: बड़ा | विशाल | छोटा; पंक्ति 3: पुराना | प्राचीन | नया; पंक्ति 4: दिन | दिवस | रात; पंक्ति 5: मित्र | दोस्त / सखा | शत्रु; पंक्ति 6: खुश | प्रसन्न | दुखी; पंक्ति 7: सुंदर | मनोहर / सुहावना | कुरूप; पंक्ति 8: आसमान | आकाश / नभ | धरती

## Week 35

**p. 867 The Case of the Vanishing Rotis: Questions:** 1. (c) Who was taking the rotis from the kitchen; 2. Dev, Bruno the dog and Grandpa.; 3. He was at school until two o'clock every day, but the rotis vanished at noon.; 4. True; 5. (a) The small handprint with long fingers and a thumb; 6. An alibi is proof that someone was somewhere else when something happened. Grandpa was on his walk on the Mall Road at noon.; 7. She listed the suspects, found clues on the windowsill and ruled out Dev, Bruno and Grandpa with evidence. The handprint made her think of a monkey, so she hid and watched to get proof.; 8. suspects; 9. She needed proof to be sure. A guess is not enough to solve a case.

**p. 870 Diary Entries and Messages:** Try it: 1. The first person (I, me, we); 2. The word MESSAGE, the date and the time

**p. 871 Write the Message:** 1. Papa, Mr Kapoor called. Your car will be ready at 5 p.m. – (your name); 2. Ma, Aunt Mary called. They will reach Kochi station at 7 a.m. tomorrow. Please pick them up. – (your name); 3. Simran, Gurpreet called. Today's dance practice is cancelled. It will be held on Friday. – (your name); 4. Grandpa, Dr Rao's clinic called. Your check-up is now on Monday at 11 a.m. – (your name); 5. Rahul, Mrs Iyer called. Please take your science notebook to class tomorrow. – (your name)

**p. 873 My Diary: A Special Day:** Answers will vary.

**p. 875 Reading a Pictograph:** 1. Monday; 2. Saturday; 3. 20; 4. 140; 5. 20

**p. 876 Reading a Pictograph:** 1. Tuesday; 2. Thursday; 3. 40; 4. 220; 5. 40

**p. 877 Reading a Table:** Totals: 38, 36, 48, 51, 43; 1. Class 4; 2. 97; 3. 119; 4. Class 4

**p. 878 Tally Marks:** Numbers: truck 7, bicycle 6, car 3, bus 9. Questions: 1. bus; 2. car; 3. 25; 4. 3

**p. 879 Reading a Pictograph:** 1. Monday; 2. Wednesday; 3. 2; 4. 42; 5. 2

**p. 880 Reading a Table:** Totals: 42, 51, 47, 43, 46; 1. Class 2; 2. 107; 3. 122; 4. Class 2

**p. 882 Parts of a Volcano:** A: crater; B: lava; C: magma; D: vent; E: ash cloud

# Answer Key

Answers are listed by week and page number. Open-ended tasks: answers will vary.

## Week 35 (continued)

**p. 883 Disaster Safety Match:** earthquake – drop, cover and hold on; flood – move to higher ground; cyclone – stay indoors, away from windows; landslide – stay away from steep slopes; thunderstorm – do not stand under a tall tree; heatwave – drink water and stay in the shade; tsunami warning – move away from the beach at once

**p. 884 The Shake Table Test:** 1. Tower B (wide base) or Tower C (joined blocks), because they were more stable or held together.; 2. Buildings with a wide, strong base and parts that are firmly joined are safer in earthquakes.; 3. Under a strong table, away from windows and heavy things that could fall.

**p. 885 व्याकरण दोहराई:** अभ्यास: 1. विशेषण: छोटा; क्रिया: हँसा

**p. 886 व्याकरण प्रश्नोत्तरी:** 1. (ग) भाववाचक; 2. (क) निजवाचक; 3. (ख) परिमाणवाचक; 4. (ख) शेरनी; 5. (ग) नदियाँ; 6. (ग) भविष्यत् काल; 7. (ख) अपादान; 8. (ग) रात; 9. (ख) अमर; 10. (ख) सु

**p. 887 वाक्य बदलो:** 1. लड़की पतंग उड़ाती है।; 2. पेड़ पर चिड़ियाँ बैठी हैं।; 3. मीरा ने गाना गाया। (या: मीरा गाना गाती थी।); 4. राजू खाना खा लेगा।; 5. मुझे पानी चाहिए।; 6. क्या तुम मेरे साथ चलोगे?; 7. वह बहुत मेहनती है।; 8. यह सवाल आसान (सरल) है।

## Week 36

**p. 890 Lakshmi's Bicycle Library: Questions:** 1. (a) In a village beside the Mahanadi river in Odisha; 2. She had only seven books, and the nearest library was twenty kilometres away, with a bus only twice a week.; 3. Answers may vary, e.g. Generous: she shared her books with everyone. Patient: she read aloud to children who could not read well.; 4. True; 5. (b) Aunty brought thirty storybooks.; 6. To share them with the little children in their families, and perhaps because they enjoyed the pictures too.; 7. (c) Stories never grow old.; 8. borrow; 9. One person with a good idea can make a big difference. Sharing books and knowledge helps a whole community.

**p. 893 Grammar Review: Parts of Speech:** Try it: 1. Adverb; 2. Conjunction; 3. Interjection; 4. Preposition

**p. 894 Grammar Quiz:** 1. (b) Where is my umbrella?; 2. (a) bravery; 3. (b) knives; 4. (b) mine; 5. (c) best; 6. (b) an; 7. (c) written; 8. (b) gets; 9. (a) "Come here," said Ma.; 10. (a) very happy

**p. 895 Spot and Fix the Mistakes:** 1. The children are playing in the park.; 2. She doesn't (does not) like bitter gourd.; 3. I have been to Shimla twice. (or I went to Shimla twice.); 4. This is the tallest tower in the city.; 5. Kabir and I went to the market.; 6. It's a beautiful day today.; 7. We will meet at 5 o'clock in the evening.; 8. Although it was raining, we went out.; 9. There are many birds on the tree.; 10. The herd of elephants is crossing the road.

**p. 896 My Year in Class 4:** Answers will vary.

**p. 898 Maths Review:** 1. 1,16,849; 2. 36,603; 3. 12,896; 4. 131; 5. seventy-six thousand seven hundred twenty-six; 6. 76,700

**p. 899 Maths Review:** 1. 49,455; 2. 5,817; 3. 15,800; 4. 539; 5. twenty-seven thousand six hundred thirty-six; 6. 27,600

**p. 900 Which Operation?:** 1. 21 × 25 = 525 → 525; 2. 2,243 − 480 = 1,763 → 1,763; 3. 4,071 + 6,027 = 10,098 → 10,098; 4. 7,048 − 243 = 6,805 → 6,805; 5. 406 ÷ 7 = 58 → 58; 6. 4,261 + 8,153 = 12,414 → 12,414

**p. 901 Fraction Word Problems:** 1. 1/5; 2. 9; 3. 1,150 kg; 4. 5/8; 5. 2/8 = 1/4

**p. 902 Decimal Word Problems:** 1. ₹612.33; 2. 401.70 m; 3. ₹146.05; 4. 271.51 m; 5. ₹164.07

## Week 36 (continued)

**p. 903 Which Operation?:** 1. 8,357 + 4,790 = 13,147 → 13,147; 2. 51 ÷ 3 = 17 → 17; 3. 56 ÷ 8 = 7 → 7 cm; 4. 60 × 9 = 540 → 540; 5. 4,639 − 245 = 4,394 → 4,394; 6. 1,125 + 1,961 = 3,086 → 3,086

**p. 905 Year Review Quiz:** 1. (b) oxygen; 2. (c) molars; 3. (a) steam; 4. (b) the Earth spinning on its axis; 5. (c) Ganga; 6. (a) 28; 7. (b) the Sarpanch; 8. (c) the monsoon; 9. (a) drop, cover and hold on; 10. (b) Odisha

**p. 906 Year Review Crossword:** Across: 4. VAPOUR, 5. LEVER, 6. STOMACH, 10. SARPANCH, 11. GLOBE | Down: 1. DELTA, 2. CACTUS, 3. MONSOON, 7. MOLARS, 8. TEHRI, 9. TADPOLE

**p. 907 Think Back, Think Ahead:** 1. It stores water in its thick stem, and its spines (instead of leaves) lose very little water.; 2. Answers will vary, e.g. grass → grasshopper → frog → snake.; 3. The cold slows down the growth of microbes, so food stays fresh for longer.; 4. Solid: ice; liquid: water; gas: water vapour (examples will vary).; 5. They feed our rivers with snow, block cold winds from the north, and give us forests and hill stations.; 6. Forests give us oxygen, wood, food and medicines, stop soil from washing away and are home to animals.; 7. Answers will vary, e.g. respect the national flag, protect public property, keep the surroundings clean.; 8. Answers will vary.

**p. 909 दोहराई: अपठित गद्यांश: प्रश्न:** 1. (ख) नीली साइकिल; 2. गलत; 3. दादाजी ने कहा कि गिरना बुरा नहीं है, बुरा है गिरकर फिर न उठना।; 4. रोज़ सुबह अभ्यास करने से धीरे-धीरे उसका संतुलन बनने लगा। दादाजी पीछे से साइकिल पकड़े रहते थे।; 5. खुशी (डर, मेहनत, धैर्य भी सही हैं); 6. नीली — गुणवाचक विशेषण; 7. सिमरन मैदान में पहुँचेगी।; 8. हार न मानो (या: सिमरन की साइकिल); 9. मेहनत और धैर्य से कोई भी काम सीखा जा सकता है। गिरने या असफल होने पर हार नहीं माननी चाहिए।

**p. 910 मेरी चौथी कक्षा की यादें:** Answers will vary.

## Month 9 Activity Set

**p. 913 Directions on a Compass:** A: North; B: South; C: East; D: West; E: North-East; F: North-West; G: South-East; H: South-West

**p. 914 Map Scale Practice:** 1. 4 × 10 = 40 km.; 2. 6 × 50 = 300 km.; 3. 7 × 100 = 700 km.; 4. 8 × 25 = 200 km.; 5. 100 ÷ 20 = 5 cm.; 6. 3 cm.; 7. North-East.; 8. The one where 1 cm stands for 1 km, because it shows a smaller area in more detail.

**p. 915 Our Family Safety Plan:** 1. Answers will vary.; 2. 112.; 3. A torch is safer; candles can start a fire, especially if there is a gas leak.

**p. 916 My Rights and Duties Pledge:** 1. Pledge copied neatly.; 2. Answers will vary, e.g. the right to education, to equality, to speak freely.; 3. Answers will vary, e.g. keep my street clean, save water, respect others.; 4. Answers will vary.; 5. Answers will vary.

**p. 917 Map and Safety Crossword:** Across: 3. FLOOD, 6. EQUATOR, 10. GLOBE, 11. TORCH | Down: 1. CYCLONE, 2. POLE, 4. DUTY, 5. SCALE, 7. RIGHTS, 8. NORTH, 9. ATLAS

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