

Activities

- A** Imagine that you had a dream last night. Work in pairs. Narrate what you dreamt in three or four sentences to your partner. Your partner can ask you questions using words such as *who*, *when* and so on. Take turns to complete the activity.

◀ Creativity; Application of Knowledge



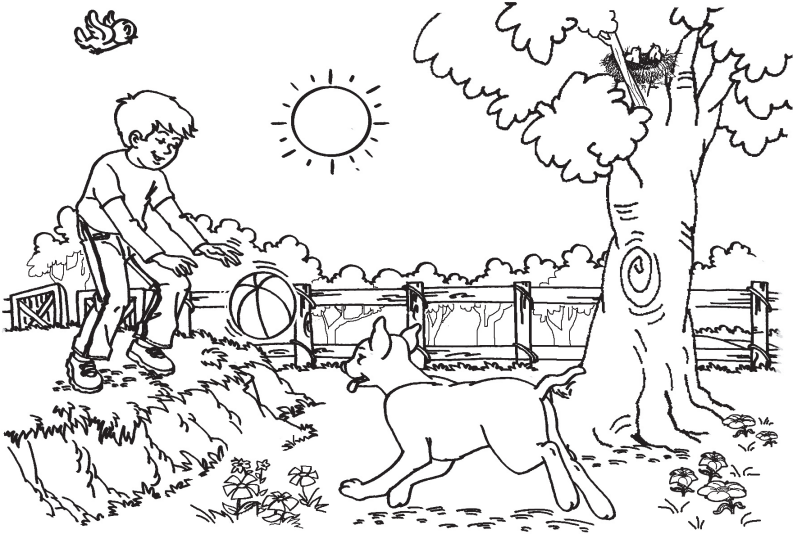
- B** Make an invitation card, requesting your friend to celebrate a festival with your family. Request her/him to come early to help you decorate the house. Include information about what to expect during the celebration. Use verbs correctly.

◀ Communication; Experiential Learning

!*: All writing tasks to be done in the notebook

- C** Work with your partner. Look at the picture carefully. Take turns to name eight things in the picture. Then, use them in sentences of your own.

◀ Collaboration

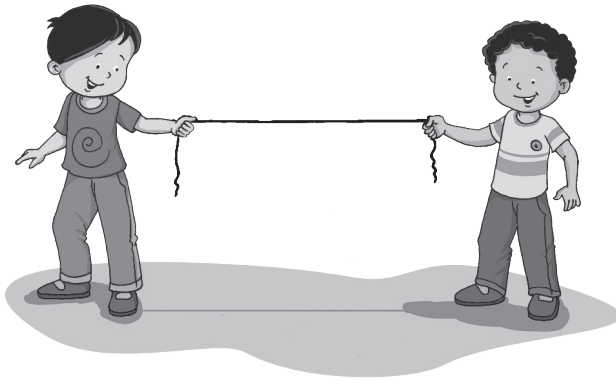


- D** Work in pairs. Take turns to give your partner instructions to draw something. Use adjectives correctly.

◀ Art Integration; Application of Knowledge

Example

Two boys are pulling on the ends of a *long, black* string.



- E** Work in two teams. Your teacher will give each team an object such as a green colour pencil or a red sharpener. Team A will hide the object somewhere in class. Team B will ask questions using prepositions to guess the location of the object. Once the object is discovered, Team B will take their turn at hiding the object given to them.

◀ Application of Knowledge; Critical Thinking

- F** Work in groups. Take turns to narrate a famous story in the class.

◀ Creativity; Collaboration

- G** Write *a* and *an* in two separate columns. Look around the class, identify different nouns and classify them under the right column. The activity must be completed within a minute or two. Those who give the maximum correct answers will be the winner(s).

◀ Conceptual Understanding

- H** Work in pairs. Make a story using the conjunction *and*.

◀ Creativity; Application of Knowledge

Example

Once upon a time, there were a brother and sister. They lived in a house made of mud and straw.



Projects

- A** Work in groups of five. Your teacher will give each group a topic such as *trees* or *flowers*. Find poems and songs on the topic. Write them on a chart paper using a sketch pen. Use a different colour for the nouns and another for the conjunctions. You may paste pictures too. Display your work in class.

◀ Art Integration; Collaboration

- B** Work in groups to create a poster about cleanliness. The groups will also take turns each week to keep the classroom neat and tidy. Include a section on each poster where the teacher can give the groups yellow, brown or red stars based on their efforts.

◀ Experiential Learning; Multidisciplinary Approach

Example



Maths

Activities

- A** Divide the class into two groups. Each group will have number cards from 0 to 9 as shown below.



Group A will call out a number such as 4,53,276.

Members from Group B will have to arrange the number cards to get the number called out by Group A.



Once they complete this, Group A will ask Group B to identify the place value of any one digit in the arranged number. For example, the place value of 5 in 4,53,276. If a group arranges the number and identifies the place value of one of the digits correctly, they get 10 points. If they get only one of these correct, they get 5 points. If they get both wrong, they lose a turn.

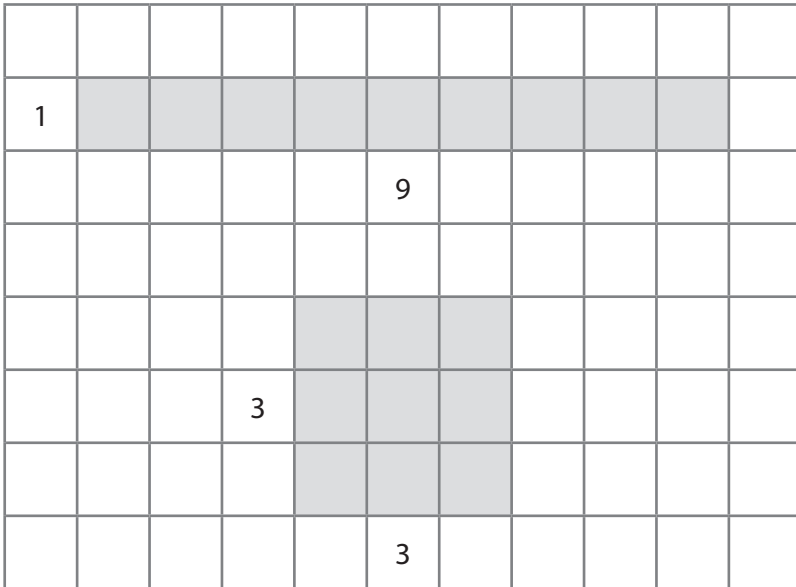
Next, Group B will call out a number and Group A will arrange the number and identify the place value of one of the digits. The groups will thus take turns to play the game. The group with the maximum points at the end of all the rounds wins.

◀ **Conceptual Understanding; Application of Knowledge**

- B** Work in pairs. Each of you will list five numbers. Ensure that you do not include prime numbers in your list. Then, exchange your list with your partner. Work on your own. Use a graph sheet, pencil and ruler. Shade the squares on the graph sheet to show the factors of the numbers. Then, list the numbers and their factors in a table. Discuss with your partner to check if you have both arrived at the correct answers.

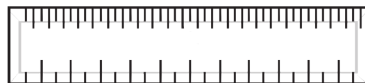
Application of Knowledge;
Collaboration; Communication

Example To find factors of 9.



Record the factors as shown.

Number	Factors
9	1, 3, 9



- C** Work in pairs. Each pair will write five division sentences without the dividend and divisor. Then, exchange your division sentences with another pair. Try to complete each other's division sentences and verify it by multiplication.

◀ Conceptual Understanding;
Application of Knowledge; Problem-solving

Example

$$\underline{\quad} \div \underline{\quad} = 6$$

$$\underline{12} \div \underline{2} = 6$$

$$\underline{42} \div \underline{7} = 6$$

$$\underline{54} \div \underline{9} = 6$$

$$\underline{60} \div \underline{10} = 6$$

- D** Work in pairs. Work with your partner and list five fractions. Then, exchange your list with another pair. Take a few paper strips of the same size and colour pencils. Now, use them to show the fractions given on your list.

◀ Application of Knowledge; Experiential Learning

Example

Pair A's list includes the fraction $\frac{1}{4}$.

Fold one of the paper strips into 4 equal parts. Then, shade 1 part using a colour pencil. Now, the paper strip shows the fraction $\frac{1}{4}$.



Thus, work out all the fractions on your list using the paper strips.

- E** Choose any five things in your classroom such as book, table, door and so on. Use a measuring tape to measure their length. Note down the measurements in metre or centimetre as applicable.

◀ Experiential Learning; Application of Knowledge

Projects

- A** Find out the length of the five longest rivers in India. Also find out where they start from, where they end and the states through which they flow. Present the information in the form of a table. Identify the longest and shortest of these rivers. What is the difference in length between the two? Add the length of the remaining three rivers. Is their total length more or less than the longest river? Have a class discussion to see if all of you have arrived at the same findings.

◀ Critical Thinking; Multidisciplinary Approach; Communication

- B** Physical activity is very important for good health. Make sure to include physical play, exercises and yoga in your daily routine. Maintain a daily time chart of all the physical activity you do. At the end of two weeks, see how much time you spend on physical activity each day. See if you should do more or less and adjust time for your daily activities accordingly.

◀ Life Skills; Experiential Learning

- C** Do this as a class project. Take a chart paper, small equal-sized square pieces of paper and a few colour pencils. Make a list of ice-cream flavours. Assign a colour to each flavour. For example, pink for strawberry, yellow for butterscotch and so on. Each student should colour a square piece of paper according to the flavour of their choice and paste it on the chart. Display the chart in the class. Note which flavour is liked the most by the students and which flavour is liked the least.

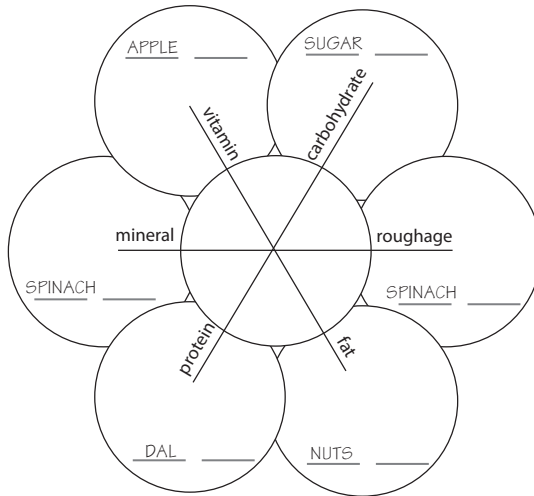
◀ Collaboration; Conceptual Understanding

Science

Activities

- A** Work in pairs. One food item is named in each circle. Choose the other from the pictures and write it in the blank. Discuss and fill in the last one.

◀ Application of Knowledge; Conceptual Understanding



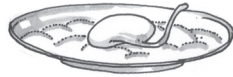
- B** Work in pairs. Fill in the missing letters to complete the series. ◀ Critical Thinking; Application of Knowledge

- SUN : ____ T ____ ____ :: SATURN : PLANET
- TITAN : SATURN :: TRITON : ____ E ____ ____ N ____

3. MERCURY : FIRST :: ____ A ____ ____ : fourth
4. SURFACE : C ____ U ____ T :: INTERIOR : CORE
5. VENUS : M ____ ____ ____ I ____ ____ STAR :: EARTH :
BLUE PLANET

C Grow seeds. ◀ **Experiential Learning; Scientific Temper**

You need a few soaked gram or bean seeds, cotton wool, a shallow plate and an earthen bowl with soil.



1. Line the plate with cotton wool and moisten it. Keep one seed on the wet cotton wool. Always keep the cotton wool moist.
2. Place one seed on the damp soil in the pot. Cover it with a little more soil.



Leave both in a well-lit area in your room.
Watch for a week and note the changes.

Which seed shows better growth? Can you say why?

D Compare the rate of evaporation.

◀ **Experiential Learning; Critical Thinking**

Pour an equal amount of water in two saucers of the same size. Place one saucer in a shady area and the other under direct sunlight. Which saucer loses water faster?

Write down your observation.

Observation: _____

E Read the clues. Solve the word puzzle.

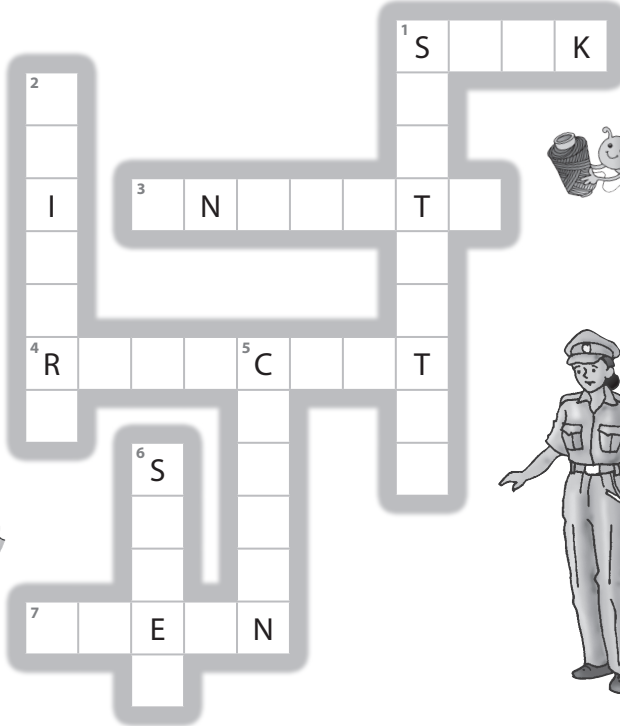
◀ **Conceptual Understanding; Problem-solving**

ACROSS

- 1 We get this natural fibre from an animal.
- 3 Dried neem leaves or mothballs are kept between the folds of silk and woollen clothes to keep these away.
- 4 This is made of waterproof material and protects us from rain.
- 7 We must always wear _____ clothes.

**D
O
W
N**

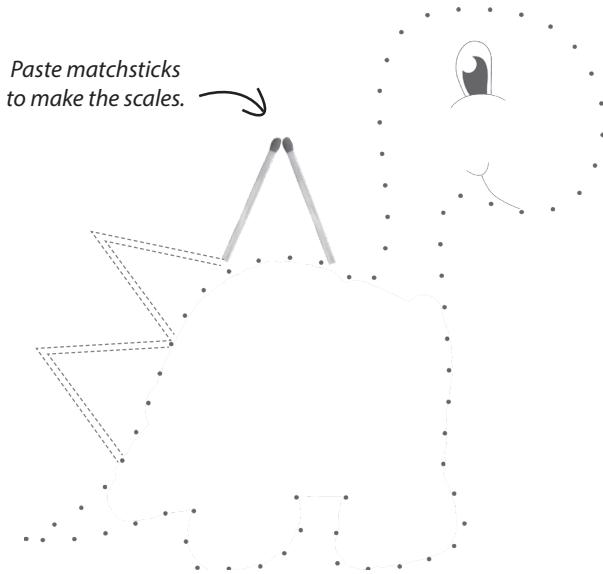
- 1 Polyester and rayon are examples of this type of fibre.
- 2 These are special clothes worn to work by soldiers, the police, and many others.
- 5 In summer we wear clothes made of this material.
- 6 We wear this to protect our feet.



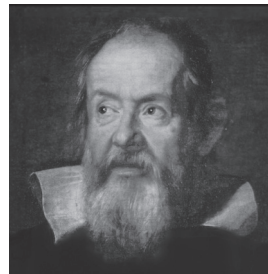
Projects

- A** Join the dots and name the animal. Work in groups. Each group will make a chart. Draw and colour the animal on the chart. Write its name. Write five sentences about it. You may include details such as what food it likes and about its family.

◀ **Multidisciplinary Approach; Art Integration; Creativity**



- B** Work in groups. Look at this picture of a famous Italian scientist and astronomer. Find out his name, achievements and any other relevant/interesting details. Make a PowerPoint presentation in class.



◀ **Digital Literacy; Collaboration**

Social Studies





Activities

- A** Work in eight groups and find out about the dance forms and handicrafts of each state in northeast India. Present the information as a chart. Include pictures and say how each handicraft is unique.

◀ Collaboration; Application of Knowledge

- B** Work in pairs. Choose any two places in India and find out how you can travel between them. Give reasons. Then, complete this table with the information.

◀ Conceptual Understanding

Means of transport	Possible to travel (✓ or X)	Time taken to travel	Cost of a ticket
			
			
			
			

- C** Study this table and answer the questions.
Then, work in pairs to find the name of each food item in your mother tongue.

◀ **Multidisciplinary Approach; Critical Thinking**

Food / per 100 g	Protein (g)	Fibre (g)	Minerals (g)	Iron (mg)	Calcium (mg)
Sorghum	10	4	1.6	2.6	54
Pearl millet	10.6	1.3	2.3	16.9	38
Finger millet	7.3	3.6	2.7	3.9	344
Foxtail millet	12.3	8	3.3	2.8	31
Proso millet	12.5	2.2	1.9	0.8	14
Kodo millet	8.3	9	2.6	0.5	27
Little millet	7.7	7.6	1.5	9.3	17
Barnyard millet	11.2	10.1	4.4	15.2	11
Brown top millet	11.5	12.5	4.2	0.65	0.01

1. What information does this table represent?
2. Which millet has the most protein?
3. Which millet has the most fibre?
4. Which millet has the most minerals?
5. Which millet has the most iron?
6. Which millet has the most calcium?
7. Which millet has the highest nutritional value?
8. Which millet has the lowest nutritional value?
9. What is the total nutritional value of 100 g pearl millet?
10. What is the total nutritional value of 100 g sorghum?

Remember: 1000 mg = 1 g

- D** Imagine that you are one of the rivers in India. Trace your course in this map and talk about your journey through the country. Name the states you pass through.

◀ **Conceptual Understanding; Application of Knowledge**



— ACKNOWLEDGEMENTS —

The following pertains to all maps in this book.

© **Government of India**

1. The responsibility for the correctness of internal details rests with the publisher.
2. The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.
3. The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh.
4. The interstate boundaries amongst Arunachal Pradesh, Assam and Meghalaya shown on the maps are as interpreted from the “North-Eastern Areas (Reorganisation) Act, 1971,” but have yet to be verified.
5. The external boundaries and coastlines of India are based on the Record/Master Copy of Survey of India.
6. The state boundaries between Uttar Pradesh & Uttarakhand, Bihar & Jharkhand, Madhya Pradesh & Chhattisgarh and Andhra Pradesh & Telangana have not been verified by the Governments concerned.
7. The spellings of names in the maps, have been taken from various sources.
8. The scale given on the maps are approximate.
9. The state of Jammu & Kashmir has been divided into two Union Territories, i.e. (i) Jammu & Kashmir and (ii) Ladakh.

Projects

A Work in groups and make a booklet on India.

◀ **Collaboration; Experiential Learning**

- Use a blank political map of India or draw a map of India using a stencil. Make sure that all the groups use maps of the same size.
- Choose one of these topics: clothes / food / festivals / dance and music / handicrafts / monuments
- Find out one or two main examples of the topic for any ten states.
- Draw or paste pictures on the map.
- Combine all the maps into a booklet.

B Do you have all five seasons in your village, town or city? List the seasons and the months in which you experience each season. Tell the class which your favourite season is and why. Then, write a short poem about your favourite season. Look at the example.

◀ **Multidisciplinary Approach; Experiential Learning; Creativity**

Example

