



Activities

- A Look at the time table of Arun for Saturday and Sunday. Then, tick (✓) the correct words.

Critical Thinking

TIME TABLE

	Saturday	Sunday
Morning	Play cricket	Cycle in park
Afternoon	Read a book	Go for a walk
Evening	Watch television	Watch television

- 1. What does Arun do on Saturday morning?
a. plays cricket _____ b. rides a bicycle _____
- 2. When does Arun go for a walk?
a. Sunday morning _____ b. Sunday afternoon _____
- 3. What does Arun do on both Saturday and Sunday?
a. reads a book _____ b. watches television _____
- 4. When does Arun watch television?
a. in the morning _____ b. in the evening _____

- B Work with your partner. Look at the chart and take turns to make sentences.

Collaboration

	Cooking	Reading	Dancing
Sara	✓	✓	X
Bela	X	✓	✓
Raju	X	X	✓
Uma	✓	✓	X

YOU: Sara likes cooking and reading.

PARTNER: Bela likes reading and dancing.

C What do you like to do in the park?

Tick (✓) the pictures.

◀ **Experiential Learning**



play on the slides



skip a rope



have a picnic



play on the swing



play football



fly a kite



play on the see-saw



skate



play hide-and-seek

Complete the sentence.

I like to _____

D Fill in the blanks with **to**, **two** or **too**. ◀ **Critical Thinking**

1. Neha wanted _____ have some milk.
2. The milk was _____ hot to drink.
3. She put the milk in _____ glasses.
4. She dipped _____ biscuits in the milk.

- Then she went _____ play in the park.
- She saw _____ friends on the slides.

E Read this riddle about a snail.

◀ **Creativity**

I am a small animal. I have two feelers.
 My home is a shell. I carry my home on my back.
 I move slowly on the ground.
 Who am I? I am a snail.



Now make a riddle about this animal.
 You can use words from the box.

tall animal four legs long neck
 brown patches eat leaves



F Read the clues and complete the **sh** words.

◀ **Problem-solving**

- We buy things here. _____ shop _____
- We wear these on our feet. _____
- This animal gives us wool. _____
- This is something we wear. _____
- We find these on the beach. _____

G Rearrange words to make questions.

◀ **Conceptual Understanding**

- Is what name? your _____
- You are where going? _____
- Me? Do you like _____

4. When you? write will _____
5. Is? the bell ringing _____

H Write these words in alphabetical order.

◀ **Critical Thinking**

pretty helicopter victory ship
pretend card nice

I Take away one letter to make new words.

◀ **Problem-solving**

- | | |
|----------------|----------------|
| 1. SMILE _____ | 4. BRING _____ |
| 2. TRAIN _____ | 5. BLOCK _____ |
| 3. PEAR _____ | 6. HAIR _____ |

J Do this activity. Make a cloud.

◀ **Multidisciplinary Approach**

A cloud is a huge crowd of tiny water droplets. Open a plastic bag and blow some air into it. Seal the bag tightly. Put it in the freezer for five minutes, take it out, open it and blow some more air into it. Quickly seal it.

What happens? Why? How did you make a cloud?

K When do you smile? Tick (✓) the words.

◀ **Values**

I smile when I see

- | | |
|----------------------|-------------------------------|
| 1. my Grandpa. _____ | 3. Dad come home. _____ |
| 2. a camera. _____ | 4. friends in the park. _____ |

L What would you do if another child troubles or teases you? You can tick (✓) more than one choice.

◀ **Life Skills**

- | | |
|------------------------------|----------------------------|
| 1. tell your teacher _____ | 3. tell your parents _____ |
| 2. do nothing about it _____ | 4. start fighting _____ |

Projects

A Divide the class into five teams. Ask these riddles.

◀ Collaboration

1. Turn **hips** into something that sails the sea. _____
2. Turn **eat** into something that people drink. _____
3. Turn **shore** into a galloping animal. _____
4. Turn **snoop** into something people eat with. _____
5. Turn **balms** into a baby animal. _____
6. Turn **inch** into a body part. _____
7. Turn **votes** into something we cook on. _____
8. Turn **strain** into a vehicle that runs on tracks. _____

The team which calls out the correct answers first gets two points. Make more such riddles.

B Make a library in your class. Each child can bring a storybook. Write the names of the books in a register. Any child who borrows the book writes her/his name against the book. Tick (✓) off the name when she/he returns the book.

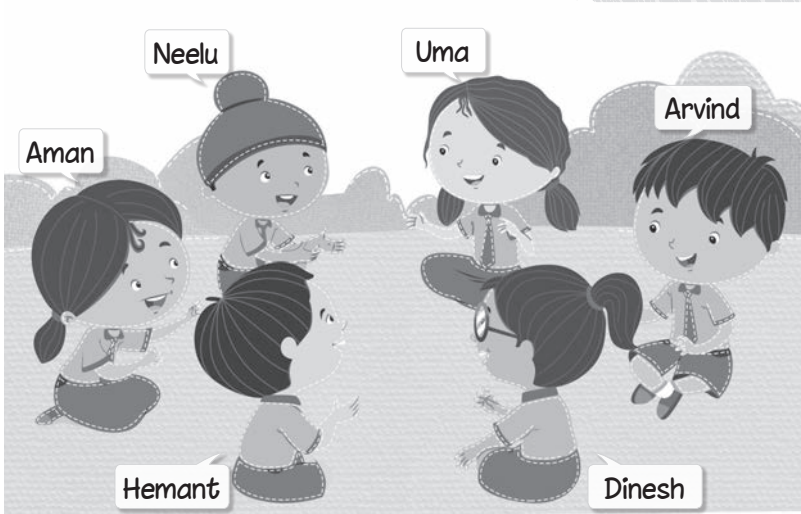
◀ Values

Name of the Book	Student	Date	Returned
My Sunflower Garden	Sunil	12/08/22	✓
Maa, Tell me a Story	Rekha	14/09/22	✓
The Little Duckling	Jiya	28/09/22	
Baby Learns to Walk	Amir	05/10/22	

Make your book wish list.

I want to read these books.

- C** Sit in groups of six. One child will say a name like, 'Aman'. The second child will say a name with 'N', the last letter of the first name called. Then it will be the turn of the next child, and so on. ◀ **Critical Thinking**



- D** Talk to your friend. Answer the following questions.

◀ **Experiential Learning, Communication**

1. What clothes does she/he like to wear?

2. Which game does she/he like to play?

3. Which television programme does she/he like to watch?

I like my friend because _____

Now tell your friend about yourself.

1. I like to wear _____
2. I like to play _____
3. I like to watch _____

Maths

Activities

- A Add and colour according to the colour code.

◀ Conceptual Understanding

$\begin{array}{r} 60 \\ + 21 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ + 25 \\ \hline \end{array}$	$\begin{array}{r} 55 \\ + 10 \\ \hline \end{array}$
$\begin{array}{r} 18 \\ + 21 \\ \hline \end{array}$	$\begin{array}{r} 55 \\ + 30 \\ \hline \end{array}$	
$\begin{array}{r} 27 \\ + 55 \\ \hline \end{array}$	$\begin{array}{r} 28 \\ + 33 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ + 50 \\ \hline \end{array}$

Colour code:

50 and 74 in orange

39 and 65 in red

61 and 81 in blue

85 and 82 in green

B Roll and add.

◀ **Collaboration, Multidisciplinary Approach**

The students play in groups of two.

YOU WILL NEED: three dice and a record sheet

Each student rolls the three dice together, three times.

She/He notes down the highest number rolled in the record sheet. Finally she/he adds up the numbers.

The student with the greater score is the winner.

For example:

Roll 1 –

3

2

5

Roll 2 –

6

6

6

Roll 3 –

4

1

1

Record sheet:

Roll 1	Roll 2	Roll 3	Sum
5	6	4	15

C Double down.

◀ **Application of Knowledge**

The students sit in a semi-circle.

The teacher writes these numbers on the blackboard.



Each student gets a turn to roll a dice.

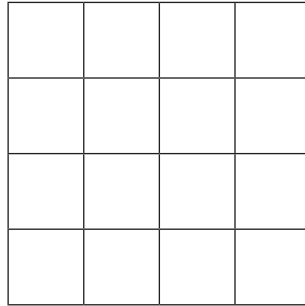
- She/He doubles the number rolled and then subtracts 1 and says the answer.
- She/He then goes to the blackboard and crosses out her/his answer.
- The game continues till all the numbers are crossed out.

D Shape up.

◀ Problem-solving, Creativity,
Collaboration, Critical Thinking

The students form groups of four.

Each group either draws or is given a 4×4 grid.



Each student draws one of the 4 shapes – square, circle, triangle or rectangle.

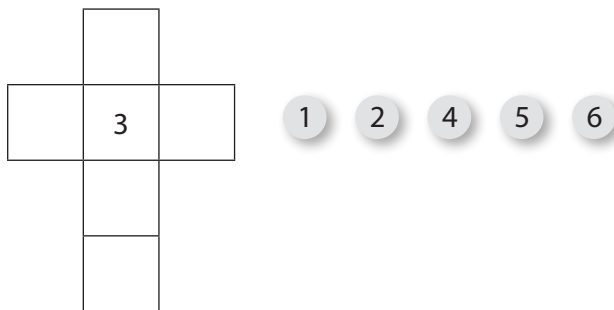


They draw the shapes in the grid, keeping in mind that each row and each column should have all the 4 shapes. The correctly completed grids are displayed in the class.

E Solve the puzzle.

◀ Problem-solving

Each student draws the grid in her/his notebook as shown.



The student writes the numbers 1, 2, 4, 5 and 6 in the correct place so that each line of the grid adds up to 12.

Note:

1. No number can be repeated or left out.
2. The sum of each line has to be 12.

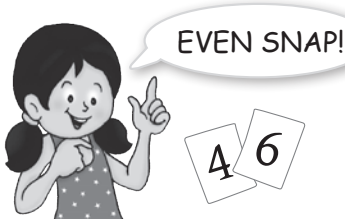


F Odd or even

**Critical Thinking, Communication,
Conceptual Understanding**

YOU WILL NEED: playing cards (discard those without numbers)

1. Each student plays with a partner. One of them shuffles the cards and distributes them equally.
2. Student A turns over a card from her pile and places it in the middle. Student B does the same.
3. If the upturned card in the middle is odd and Student B also turns up a card that is odd, she/he says ODD SNAP (or says EVEN SNAP if both cards are even).
4. The student who says ODD SNAP or EVEN SNAP wins the pile of the upturned cards.



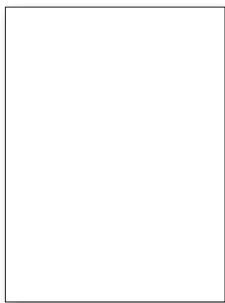

5. The activity continues till there are no more cards left. The one with more cards is the winner.

Projects

A Make a 3-D shape book.

◀ Creativity, Application of Knowledge

Cut some A4 sheets into halves. Draw one of these 3-D shapes in the corner of each sheet: cube, cuboid, sphere, cone and cylinder. Give each student one of these sheets and four blank sheets. They have to write information on the sheets as shown in this sample.

	 <p>This shape is a _____</p>	<p>Can it roll? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Can it slide? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Can it stack? Yes <input type="checkbox"/> No <input type="checkbox"/></p>
Cover	Page 1	Page 2
<p>Number of faces _____</p> <p>Number of corners _____</p>		<p>Draw three objects that look like this shape.</p>
Page 3		Page 4

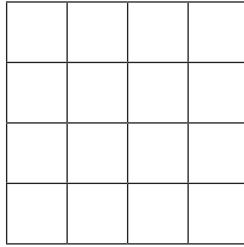
SAMPLE BOOK WITH COVER AND 4 PAGES

Each student will put the pages together to make a 3-D shape book. They will design a cover for the book. Display all the books in the class. Encourage them to handle and view each other's work.

B Equal money ◀ **Collaboration, Conceptual Understanding**

The students work in groups of three to four. Give each group coins of these denominations: four coins of ₹1, four of ₹2, four of ₹5 and four of ₹10.

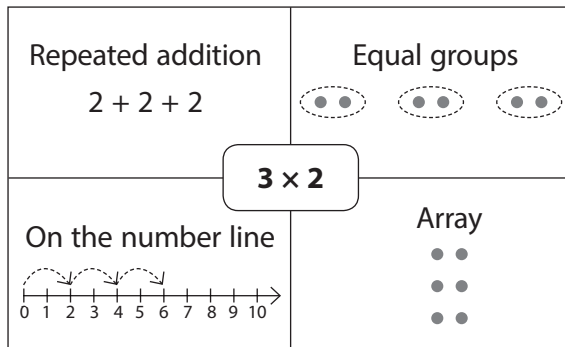
1. Each group makes a 4×4 grid of appropriate size for the coins to be placed.



2. The students discuss and try to place one coin in each box so that the total of each row, column and diagonal equals ₹18.
3. Once they do this, they fill in the boxes by writing the value of the coins placed there.

C Multiplication facts ◀ **Application of Knowledge**

Give each student an A4 sheet divided into 4 equal parts with a multiplication fact written in the centre.



Each student writes the fact as repeated addition, shows it on the number line, draws equal groups and draws an array.

Environmental Studies

Activities

- A** Look at the pictures and read the clues.
Fill in the missing letters.

◀ **Conceptual Understanding**

1.



It helps us to think.

___ R ___ I ___

2.



They help us to breathe.

___ U ___ G ___

3.



It pumps blood to all parts of the body.

___ E ___ R ___

4.



It stores and breaks down food.

S ___ O ___ A ___ H

- B** Solve the riddle – Who Am I?

◀ **Critical Thinking, Problem-solving**

My first letter is in FOWL, but not in BOWL.

My second is in FIN, not in FAN.

My third is in RISE, not in RICE.

My fourth is in HOME, not in DOME.

I am a



C Feel and enjoy.

Sit in the playground with your friend. Feel the wind around you. Listen to the sounds it makes. See how it moves the leaves of the trees and other smaller plants. Feel the strength of the wind when it flaps your dress.

◀ **Experiential Learning**



D Read the clues. Fill in the missing letters. Then find and circle the words in the wordsearch.

◀ **Problem-solving**

- Houses in hot places have this type of roof. F _ _ T
- It is a floating house. H _ U _ _ B _ _ T
- This house is made of ice. I _ L _ O
- In hills, houses have this type of roof. S _ O _ _ _ G
- It is a special house on wheels. C _ R _ V _ N
- It is a temporary house. T _ _ T



S	E	T	H	E	S	H	E	S
L	I	I	G	L	O	O	H	P
O	S	O	V	S	B	U	A	O
P	F	P	R	A	G	S	E	H
I	O	G	T	T	T	E	N	T
N	R	F	S	T	H	B	O	O
G	A	L	A	I	L	O	L	E
L	C	A	R	A	V	A	N	I
V	O	T	O	A	O	T	L	L



Projects

A Make leaf-print cards. ◀ Experiential Learning, Creativity

Collect some fallen leaves of different types. Take one leaf at a time. Paint its underside.

Put the leaf on a sheet of white paper. Put another sheet over it. Press down gently with your fingers.

Remove the paper and leaf.

Let the paint on the paper dry.

Your print is ready. Repeat with all the other leaves. Use your 'printed' paper as a book cover, gift wrap or for greeting cards.



B Have fun with water. ◀ Experiential Learning

Use a clear plastic bottle. Half-fill it with water. Screw the lid and keep the bottle on a table. Draw what you see.

Change the position of the bottle as shown below.



Draw water in all the bottles as you see it. Try keeping the bottle in any position. The surface of water will always stay level!

C Make pretty bark rubbings.

◀ **Experiential Learning, Creativity**

Touch the bark of a tree with your hands. Feel its texture.

- Take a sheet of white paper. Pin it to the trunk of the tree.
- Rub the paper with a crayon (use the wider part of the crayon, not the tip). Take care not to tear the paper.
- Use different colours of crayons for different trees. Each one will look different. Show your bark rubbings in the classroom.



D Watch roots grow.

◀ **Experiential Learning**

- Fill a bottle with water.
- Put an onion on the mouth of the bottle. The base of the onion should touch the water.
- Watch for a few days. You will see roots growing from the base of the onion.



E Learn to enjoy 'Nature'.

◀ **Experiential Learning**

Go for a Nature Walk with your teacher. Look at the different kinds of plants, leaves and flowers. Do they all look alike? Are they different from each other?