

## ग्रीष्मावकाशकार्य – कक्षा 6 ,विषय हिंदी

### 1. अनुच्छेद लेखन –

- समय अनमोल है
- करोना वायरस महामारी

### 2. 1 से लेकर 100 तक हिंदी शब्दों में गिनती लिखें

### 3. विरामचिन्ह – कोई भी 10 विराम चिन्ह, चित्र सहित अपनी हिंदी की कॉपी में करें।

### 4. लिंग बदलो - सखा, चूहा, अनुज ,शिष्य ,बाल, कुम्हार ,ग्वालाधोबी ,ठाकुर, नौकर, नायक, लेखक ,आयुष्मान, बलवान ,गुणवान, श्रीमान

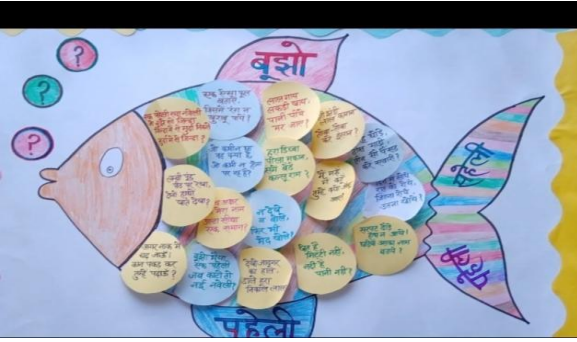
- कोई भी तीन ऐसे शब्द जो स्त्रीलिंग और पुल्लिंग में समान रूप से प्रयुक्त होते हैं।
- दोदो शब्द लिखिए जो सदैव पुलिंग रहते हैं और सदैव स्त्री लिंग रहते हैं।

### 5. वचन बदलो-बच्चा, रुपया ,शाखा ,महिला ,चिड़िया, बहू , गौ,पाठक ,गुरु, छात्र, अमीर, पक्षी ,अध्यापक

### 6. वचन किसे कहते हैं और इसके कितने भेद हैं?

### 7. सर्वनाम – सर्वनाम किसे कहते हैं और इसके कितने भेद हैं उदाहरण सहित नाम लिखिए:-

### 8. गतिविधि - A4 साइज या A3 साइज पर किसी एक विषय पर चित्र तैयार करें। (सर्वनाम ,प्रायवाची ,वचन ,अनेक शब्दों के लिए एक शब्द ,विशेषण, काल, क्रिया, कारक) जैसे-



### 9. ग्रीष्मावकाश कार्य सुंदर लेख में अपनी हिंदी की उत्तर पुस्तिका में करें तथा कराए गए सभी पाठ वसंत और व्याकरण के याद करें।

\*\*\*\*\*END\*\*\*\*\*

**SUBJECT: SOCIAL SCIENCE CLASS VI (2020-21)**

**THEME: MY CAPITAL CITY DELHI**

1. Very often old buildings have a story to tell. Collect information about any one old buildings/monuments in your capital city Delhi. Try to find information about its architecture,

material used, when and by whom it was built etc. Also write about who look after these buildings now.

2. Students have to do this activity in their History notebook.
3. Create a collage of 'MY DELHI' using pictures, poems, phrases, words and quotations to bring about the essence of diversity in Delhi.
4. Students have to do this activity in full chart paper by giving proper margins and bold heading.

**5. Globe reading/Atlas reading**

Identify the following with the help of a globe/atlas and locate it on map.

**World Physical Map**

- a. Identify the Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, North Pole & South Pole.
- b. Identify the Temperate Zones and Tropical Zone.

**India Physical Map**

- a. The countries constituting the Indian Sub-Continent

**India Political Map**

- a. Indian states through which Tropic of Cancer passes.
- b. Students needs to paste all the map in their geography notebook.

6. Revise the chapters done in the class.

\*\*\*\*\*END\*\*\*\*\*

**SUBJECT – ENGLISH**

1. Learn the Question answers of Lesson 1, 2 and 3 from Honey suckle book.
2. Revise the summary of the poems:-
  - a. The Kite.
  - b. The Quarrel.
3. Write any three English news headlines in any rough notebook.
4. Read any one book your choice.

\*\*\*\*\*END\*\*\*\*\*

**विषय संस्कृत –**

1. कवि, हरि ,रवि , कपि इकारान्त पुल्लिङ्ग शब्दों के रूप लिखें ।
2. शिशु, साधु , गुरु , विष्णु उकारान्त पुल्लिङ्ग शब्दों के रूप लिखें ।

3. पठ, हस, चल, खेल, खाद, पिब, पश्य, धाव, पत, भ्रम, लिख, इच्छ, मिल धातुओं के लट लकार में धातुरूप लिखें (वर्तमानकाल)।
4. शरीर के अंगों के नाम) चित्र -सहित (व खाद्य पदार्थों के नाम) कोई बीस (संस्कृत में लिखें)

\*\*\*\*\*END\*\*\*\*\*

## SUBJECT: MATHEMATICS

### 1. Activity - 1: Use of large numbers around us

- Observe a cheque carefully. Then draw your own cheque and fill a six digit amount.
- Convert the value in the international system of numeration and make another cheque.  
(Do not forget to sign your cheques)

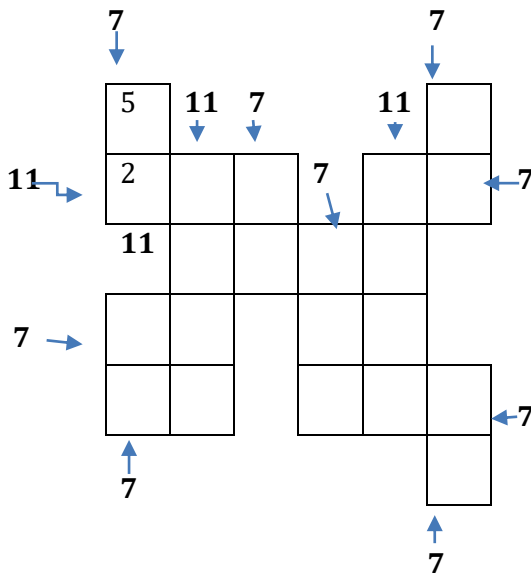
### 2. Fun Maths : It's Puzzle time

- Let's play a game of crossed puzzle with number and give it a name "An Add Across". Each row or column of digits adds up to either 7 or 11. The number tells you the sum.

Example: the digits of the first down answer add up to 7 (5+2).

Puzzle Rules:

- There is no zero in the crossword puzzle.
- No digit appears more than once in the same answer. Ex You can't use the number 3, 5 as  $3+5+3=11$  because there are two 3s.



- b. Form one puzzle game or Magic Square.
- 3. Write Roman numbers from 51 to 100
- 4. Practice: Chapter 1,2 and 4
- 5. Solve Examples of Chapter 1,2 and 4
- 6. Solve chapter 1 and 4 assignment in HHW copy.

\*\*\*\*\*END\*\*\*\*\*

## SCIENCE

### Choose the appropriate answer

- 1) Burning of candle is
  - a) Physical change b) Chemical change c) Neither physical nor chemical change
- 2) Souring of milk is a
  - a) Reversible change b) Irreversible change c) Desirable change
- 3) lustre is the property shown by
  - a) All materials b) metals only c) only liquids d) all solids
- 4) Compressible substances have intermolecular distance that are
  - a) Very small b) large c) negligible d) very large
- 5) Opaque objects are those through which light
  - a) Gets reflected b) gets obstructed c) passes through d) passes through partially
- 6) Density of a substance is defined as
  - a) Mass contained in an object b) Volume of an object c) mass contained in unit volume d) volume of unit mass of substance .

### Fill in the blanks:-

- 1) \_\_\_\_\_ and \_\_\_\_\_ mainly provide energy to our body.
- 2) \_\_\_\_\_ help in protecting our body from diseases.
- 3) \_\_\_\_\_ is a component of food which do not provide any nutrition.
- 4) \_\_\_\_\_ and \_\_\_\_\_ are needed for growth and maintenance of body.
- 5) Deficiency of vitamin C causes \_\_\_\_\_.
- 6) Sea food is a rich source of \_\_\_\_\_.
- 7) Dietary fibres also known as \_\_\_\_\_.
- 8) Deficiency of vitamin A causes \_\_\_\_\_.
- 9) A solution of \_\_\_\_\_ and caustic soda is used to detect the presence of proteins.
- 10) Deficiency of Iodine causes \_\_\_\_\_.
- 11) Matter is defined as something that has \_\_\_\_\_ and occupies \_\_\_\_\_
- 12) In solids molecules are \_\_\_\_\_ packed.
- 13) Alcohol is highly \_\_\_\_\_ in water.
- 14) \_\_\_\_\_ and \_\_\_\_\_ are the gases that do not dissolve in water.

15) \_\_\_\_\_ and \_\_\_\_\_ gases dissolve in water.

**Match the following:-**

Column A	Column B
a. Day and night	i. Physical change
b. Rusting of iron	ii. Evaporation
c. Melting of ice	iii. Periodic motion
d. Water in water	iv. Chemical change
e. Vapour	v. Periodic change

**Write T for true and F for false statements:-**

- 1) Cooking of rice is a physical change.
- 2) Rotation of fan is a fast change.
- 3) A change which produces new substance is a chemical change.
- 4) Eruption of volcano is a desirable change.
- 5) All plants are edible.
- 6) Alluvial soil is best suited for cotton.
- 7) Primitive men and women had no idea about clothes.
- 8) All objects are made up of same kind of materials.
- 9) Things can be grouped on the basis of their shape and size.
- 10) Elements are pure substances.

**Answer the following questions-**

- 1) Name a natural substance that is found in all three states in nature.
- 2) Write two examples of each
  - a) Reversible change
  - b) Irreversible change
  - c) Transparent Materials
  - d) Translucent materials
  - e) Good conductor of electricity
  - f) Lustrous material
  - g) Immiscible liquids
- 3) A picture is drawn on a sheet of paper. Can this change be reversed?
- 4) Write a story on how packaging increases the amount of garbage?
- 5) Is garbage disposal the responsibility only of the government?
- 6) What do you do with the leftover food at home?
- 7) Do you think it is better to use compost instead of chemical fertilizers? Why?
- 8) Is it possible to reduce the problems relating to disposal of garbage?
- 9) Identify the Vitamins-
  - a) Which vitamin helps in clotting of blood?
  - b) Which vitamin makes our bones and teeth strong?
  - c) Which vitamin keeps our skin healthy?
  - d) Which vitamin helps in the formation of Red Blood Cell?

- 10) Write the food components which are related with the following deficiency diseases
- Marasmus
  - Night blindness
  - Osteoporosis
  - Beri - Beri
  - Pellagra
  - Haemorrhage
  - Haemophilia
- 11) Which nutrient should be given to a person having burn injuries? Why?
- 12) Why is glucose given to sportsmen?
- 13) A child has potted belly, thin legs and scaly skin. What is the name of the disease? What could be the reason for this condition?
- 14) Why do people living in coastal areas never suffer from goitre?

Dear students, these are some activity based on ch-1,2,3,4 and 5.

S. No.	Topic	Activity	Skills Enhanced/ Learning Outcomes
1.	Food: Where it Does it Come From	<b>Activity-1 : Nutrients</b> To find out the nutrients present in different packed food(health drinks) <b>Procedure:</b> 1. Collect 5 packed food items that are available. 2. Make a list of nutrients found in them. 3. Found out the amount of each of the nutrients present in them. 4. Note down your observations. 5. From your observations, which food items are good or not good for your health.	❖ Exploration ❖ Analysis ❖ Conclusion ❖ Interpretation
2.	Component of Food	<b>Activity-2 : Role of different nutrients</b> To identify the nutrients present in different foods and as per the function they perform. <b>Procedure</b> 1. Write names of nutrients present in different fruits and vegetables (sources of food). 2. Paste the pictures of different sources of nutrients in your notebook.	❖ Planning ❖ Classification ❖ Comparison ❖ Listing ❖ Identification

		<p>3. Also mention the importance of each nutrient.</p> <table border="1"> <thead> <tr> <th>Nutrient</th> <th>Source</th> <th>Importance</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>4. Categorize different sources into these groups as per the function they perform</p> <ol style="list-style-type: none"> <li>Body building</li> <li>Energy giving</li> <li>Protective food</li> </ol> <p>5. Now plan the diet chart for-</p> <ol style="list-style-type: none"> <li>Growing children</li> <li>Old grandparents</li> </ol>	Nutrient	Source	Importance				
Nutrient	Source	Importance							
3.	Fibre to Fabric	<p><b>Activity-3 : Absorption</b>  <b>Materials required:</b> Cotton and nylon cloth. <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>Take out both the clothes and soak them in water, bring them out and write them in the sun.</li> <li>Note the time when you started.</li> </ol> <p><b>Observations:</b> How long did it take to dry?</p>	<ul style="list-style-type: none"> <li>❖ Observation</li> <li>❖ Analysis</li> <li>❖ Appreciate Identification Reasoning</li> <li>❖ Practical approach</li> </ul>						
4.	Sorting Materials into Groups	<p><b>Activity-4 : Hardness</b>  <b>Take the following materials:</b> Cotton, wool, wooden bat, rubber ball, a small stone, piece of iron and piece of sponge. Take one by one each of the substance and press it. Record your observation in your notebook</p>	<ul style="list-style-type: none"> <li>❖ Identification</li> <li>❖ Awareness</li> <li>❖ Analysis</li> <li>❖ Observation</li> <li>❖ Thinking</li> </ul>						
		<p><b>Activity-5 : Transparency</b>  Make a list of 10 objects from your surroundings. Find out whether they are transparent or not. Explain the reason for the same.</p>	<ul style="list-style-type: none"> <li>❖ Exploration</li> <li>❖ Observation</li> <li>❖ Thinking</li> <li>❖ Analysis</li> </ul>						
5.	Separation of Substances	<p><b>Activity-7 : Methods of separation</b>  In kitchen, during preparation of food or tea, salt and sugar are mixed. What methods for separation of this mixture would you suggest to your mother?</p>	<ul style="list-style-type: none"> <li>❖ Explore</li> <li>❖ Awareness</li> <li>❖ Thinking</li> <li>❖ Observation</li> <li>❖ Reasoning</li> </ul>						
		<p><b>Activity-8</b>  Water is not used to extinguish fire caused by oil. Explain.</p>	<ul style="list-style-type: none"> <li>❖ Critical thinking</li> <li>❖ Exploration</li> <li>❖ Analysis</li> </ul>						

\*\*\*\*\*END\*\*\*\*\*

## Computer

1. Create Powerpoint point presentation on computer and its parts

Or

Create Powerpoint point presentation on Internet

Or

Create Powerpoint point presentation on present situation of country

2. Create the given page in word

**Teacher Created Resources**  
TCR 2394

# COMPUTER PROJECTS

**Grades 5-6**

**Includes Standards & Benchmarks**

**Integrate technology into the curriculum!**

- Computer lessons for Word Processing, Spreadsheets, and Presentations
- Step-by-step instructions and screenshots
- Works with a variety of software packages

**Simple Machines**

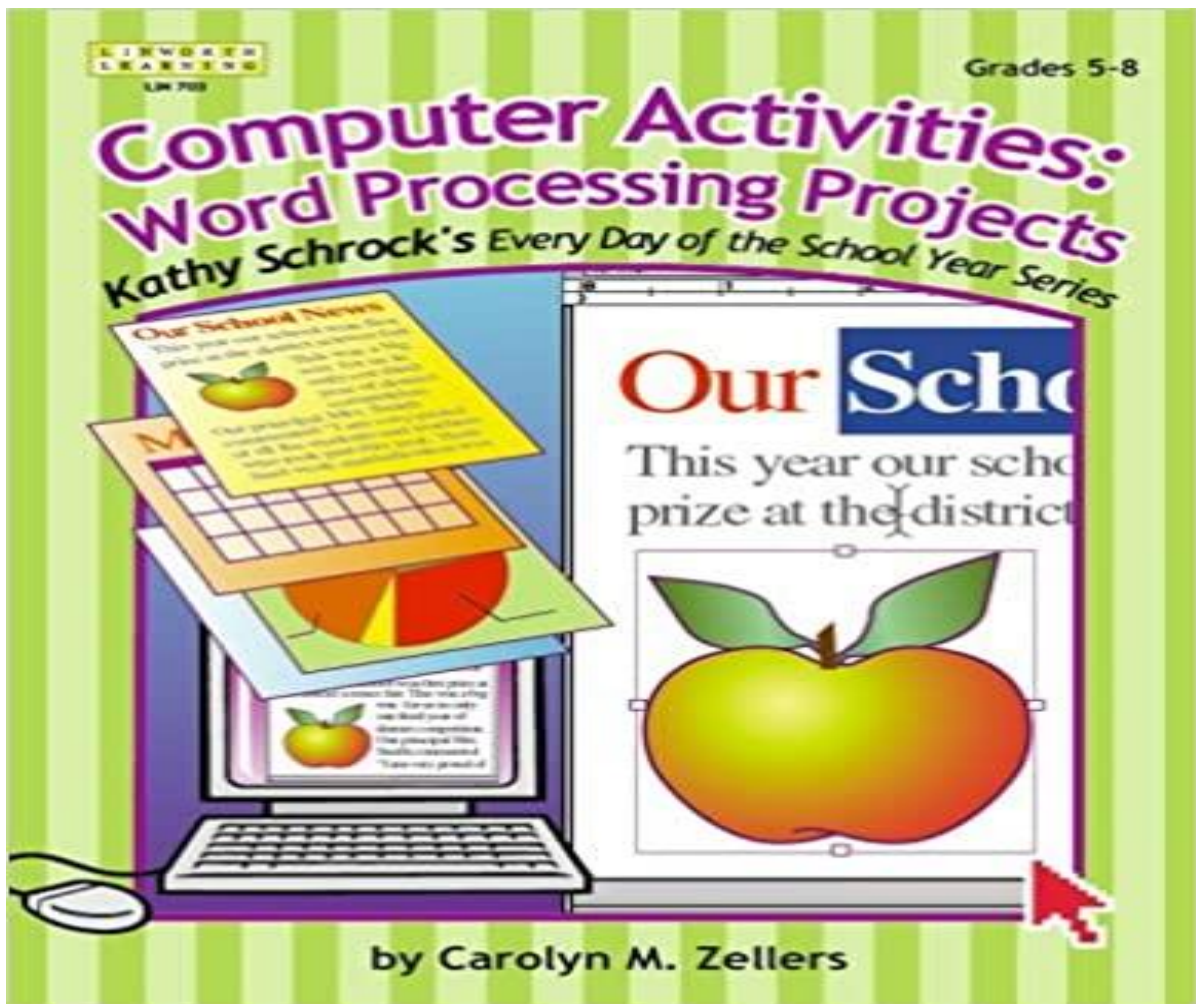
- Lever
- Inclined Plane
- Wheel and Axle
- Gears

**School Plant Community Survey**

Plant Type	Percentage
Yew Shrubs	30%
Ferns	26%
Cherry Tree	11%
Maple Tree	15%
Crab Apple Tree	9%
White Pine	6%
Norwegian Spruce	3%

**Teacher Created Resources**





3.

4. Revise all the work done in class.