

**ENGLISH:**

**Day 1**

Read the comprehension below:



Comprehension

Discovery of India

Many sailors from the western world sailed to discover the land in the far East called India. But none succeeded except for Vasco Da Gama, a Portuguese sailor, who landed on the shores of Calicut in Kerala with four vessels



on 17<sup>th</sup> May 1498 via Africa.

Christopher Columbus too wanted to discover the sea route to India, but instead reached America. The sea route to India discovered by Vasco Da Gama is garrulously called “Cape of Good Hope”.

Discovery of India by Da Gama is considered to be the milestone in the field of navigation.

**Answer to the following questions:**

Q1. Who discovered India?

Ans: .....

Q2. What is the sea route discovered by Portuguese called as?

Ans: .....

Q3. Find out meanings of your new vocabulary from the comprehension.

a. ....

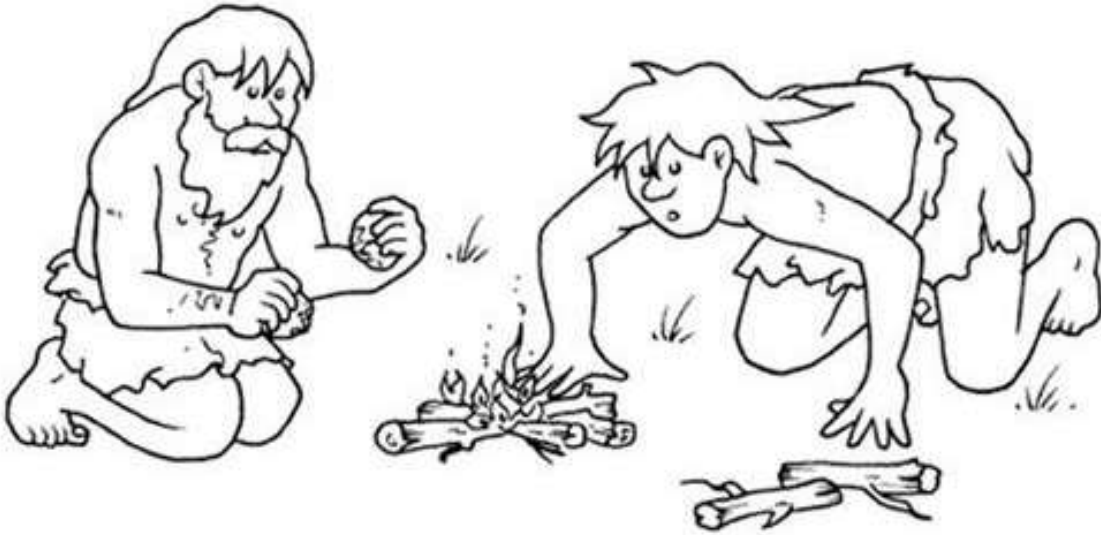
b. ....

c. ....

## Day 2

### Picture Composition

Observe the given picture and answer the questions that follow.



1. How many men do you see in the picture?

---

2. Are they from the present time?

---

3. What are they doing in the picture?

---

4. This picture tells us about one of the earliest discoveries of all times. What is it?

---

5. List two uses of this discovery for the early man?

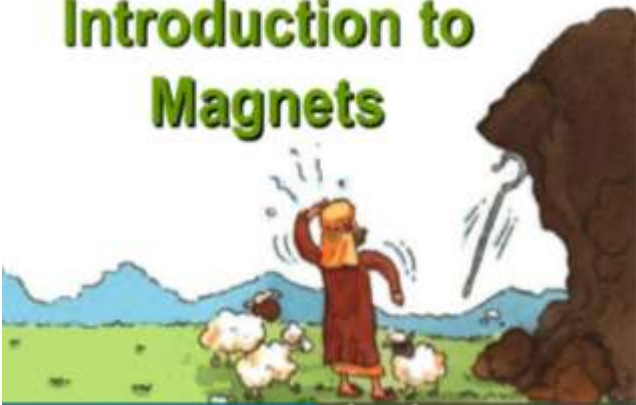
---

---



Discovery of Magnet

### Introduction to Magnets



In Magnesia in Ancient Greece, there lived a shepherd named Magnus.



One day, he was looking after his sheep in the hills.

All of a sudden, he felt a mysterious force pulling his iron staff from his hand.



Even the iron nails on his sandals were being pulled out.

To his great surprise, he discovered that it was a huge, black rock next to him that was pulling his staff and the nails.



Soon, news spread across the country about the strange rock that had the power to pull things to it.

The Greeks later found other similar black rocks which had this power. These rocks were named 'magnets', after either Magnesia or Magnus himself.



**Task:**

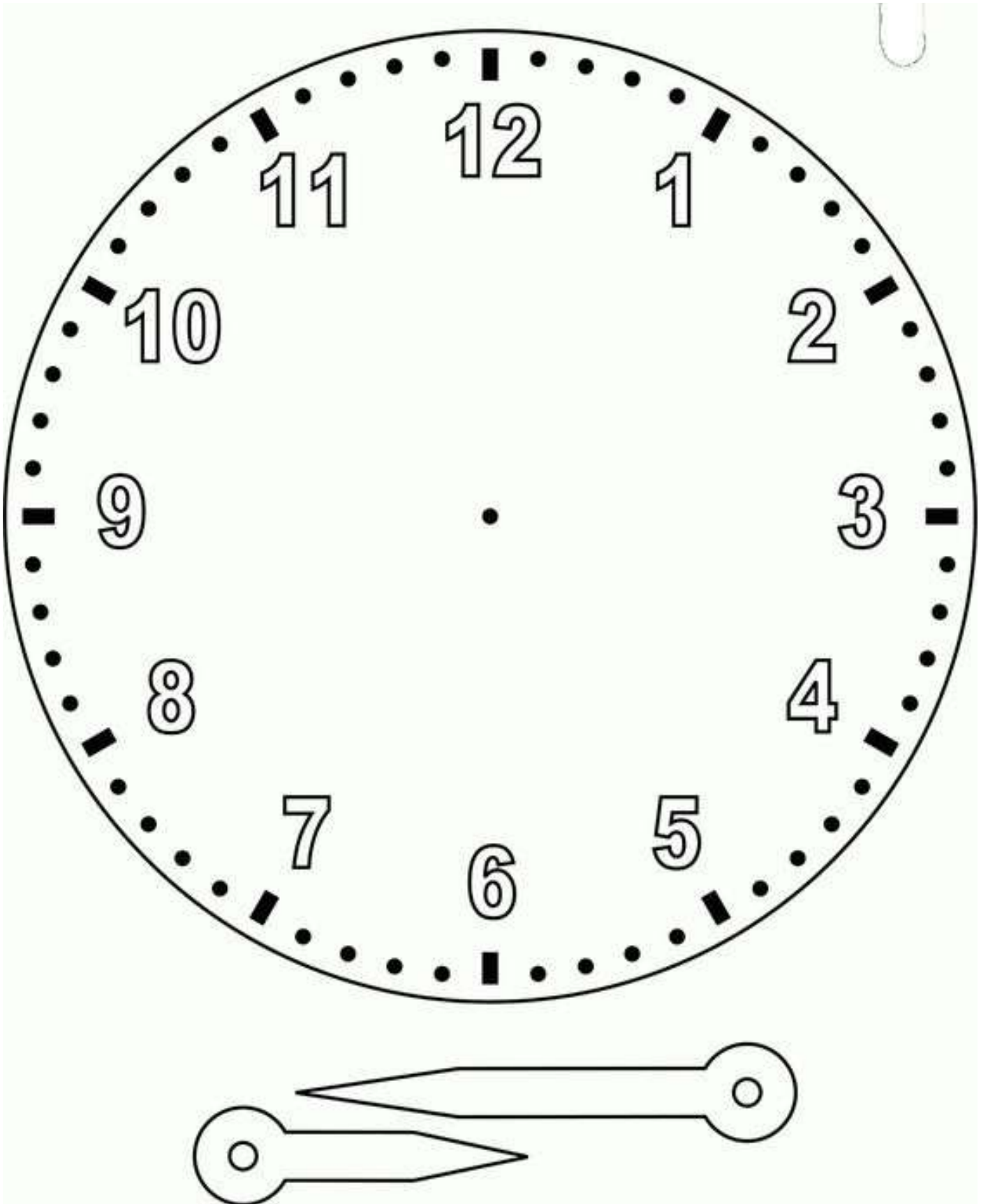
By using any VTR of your choice reflect your understanding on the above discovery. Mention LP, ATL which you have developed.

**MATHS**

**Day 1**

Activity

Let us make a clock





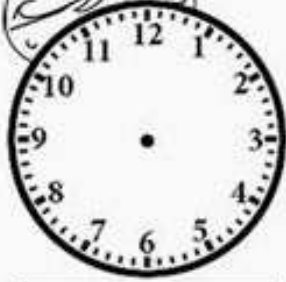
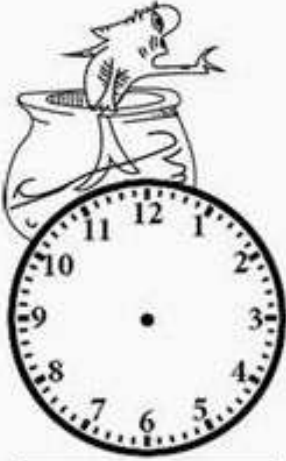
**Task 1**

\*\* With the help of clock draw hands to show time in o'clock.

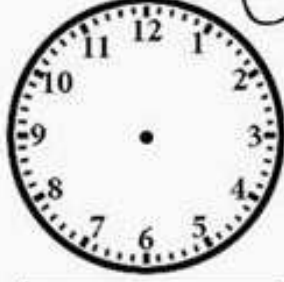
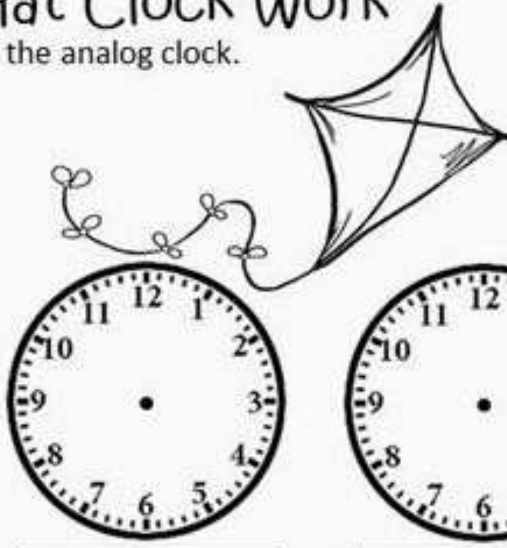
Name: \_\_\_\_\_

# Cat In The Hat Clock Work

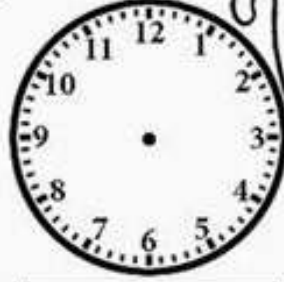
Draw the clock hands on the analog clock.



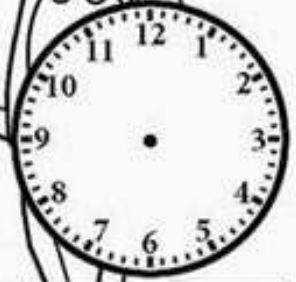
11:00



8:00



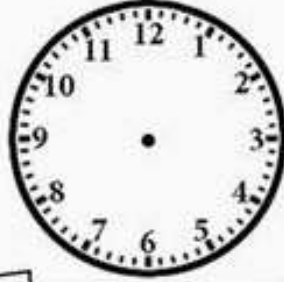
7:00



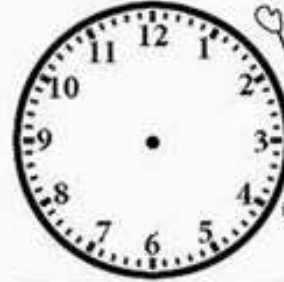
3:00



5:00



2:00



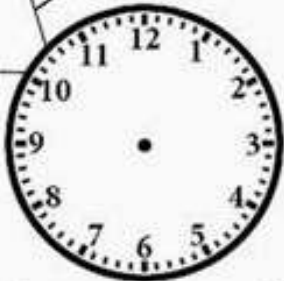
6:00



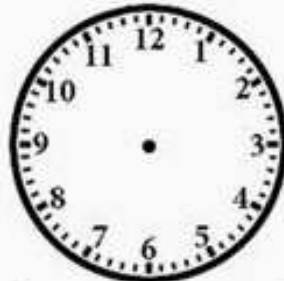
10:00



4:00



12:00













9:00



1:00

## Task 2

Watch the clock carefully and mention the time:

 <input type="text" value=":"/>	 <input "="" type="text" value=":"/>
 <input type="text" value=":"/>	 <input "="" type="text" value=":"/>
 <input type="text" value=":"/>	 <input "="" type="text" value=":"/>
 <input type="text" value=":"/>	 <input "="" type="text" value=":"/>
 <input type="text" value=":"/>	 <input "="" type="text" value=":"/>

\*\* Watch the video for reference

<https://www.youtube.com/watch?v=xdR7s8mwyp8>



## Day 2

\*\* Watch the video to understand the concept of half past











[https://www.youtube.com/watch?v=9p\\_Ca\\_Yb0zQ](https://www.youtube.com/watch?v=9p_Ca_Yb0zQ)

### Task : 1

Draw hands to show time in half past

Name- \_\_\_\_\_ Date- \_\_\_\_\_

#### half past

	half past 9		half past 7
	half past 11		half past 2
	half past 6		half past 1
	half past 8		half past 3
	half past 5		half past 12

**Task : 2**



# Half-Hour Match Up



View the time on the clocks. Draw a line from the time to the correct time on the clock.



11:30



2:30



4:30



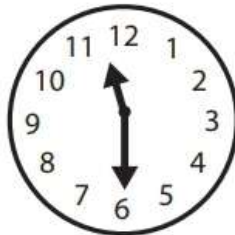
7:30



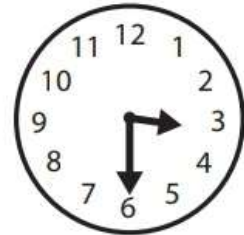
12:30



3:30



9:30



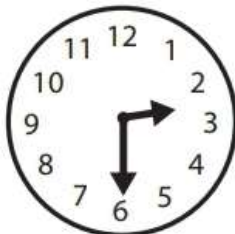
5:30



1:30



8:30



10:30



6:30

\*\* Watch the video for reference

[https://www.youtube.com/watch?v=9p\\_Ca\\_Yb0zQ](https://www.youtube.com/watch?v=9p_Ca_Yb0zQ)



## HINDI

### Day 1

VTR- See-Think-Wonder

Topic- विलोम शब्द

इस कहानी को ध्यानपूर्वक पढ़ें-

### पेंसिल की कहानी



हम जिस पेंसिल से लिखते हैं उसकी शुरुआत करीब दो हजार वर्ष पहले हुई थी। इंग्लैंड में कुछ गड़रियों को भेड़ चराते वक़्त एक पेड़ के पास ग्रेफ़ाइट के टुकड़े मिले। इनसे लिखा जा सकता था। गड़रियों ने इन टुकड़ों से अपनी भेड़ों पर निशान लगाए और इसे काले लेड का नाम दिया लेकिन यह इतना मजबूत नहीं था। कुछ लोगों ने लेड पर धागा बाँधकर लिखना चाहा लेकिन इससे लिखना आसान नहीं था। फिर कुछ लोग लकड़ी के टुकड़ों के अंदर पतला छेद करके उसमें लेड फंसाने में सफल हो गए। बस फिर क्या था, हो गया पेंसिल का जन्म।

### अभ्यास- कार्य

1. कहानी में आये रेखांकित शब्दों के विलोम शब्द लिखें।
2. दिए गए किन्हीं तीन विलोम शब्द के जोड़े का वाक्य में प्रयोग करें।

## Day 2

VTR- See-Think-Extend

Topic- समानार्थी शब्द

गतिविधि १- नीचे दिए गए चित्रों को ध्यानपूर्वक देखें तथा अपनी उत्तर-पुस्तिका में किन्हीं चार चित्रों के दो-दो समानार्थी शब्द लिखें -



गतिविधि २- लिखे गए पर्यायवाची शब्दों में किसी एक का वाक्य में प्रयोग करें तथा अपने दोस्तों के साथ साझा करें ।

## Day 3

VTR- Mystery Box Activity

Topic- विशेषण

गतिविधि - दिखाए गए चित्रों की विशेषता माइंड-मैप द्वारा दर्शाएँ।



**UOI**

**TD Theme: Where We Are In Place and Time**

**LOI 2-Change due to discoveries**

**Finding out**

VTR – Think-Wink-Decide

This picture tells us about one of the earliest discoveries of all time. What is it? How had it changed life of early man?



<https://www.youtube.com/watch?v=WeushnbZsXI>

Watch the video

---

---

---

---

---

How do we make use of fire? Think and reflect.



# Mindmap



## **My Reflection**

I became \_\_\_\_\_ and I developed \_\_\_\_\_ while learning about \_\_\_\_\_

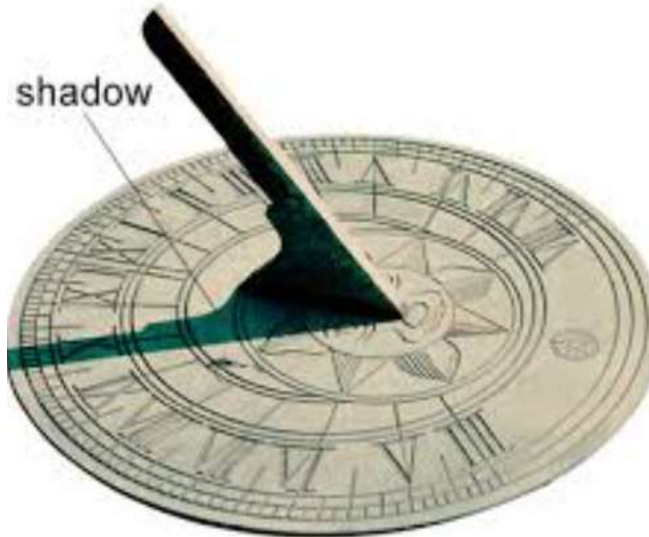
Learners will connect with LP & ATL



## Day:2

Learners will explore how the people used to keep track of time in the past.

<https://www.youtube.com/watch?v=bZY8WNMRcQ8>



Identify these ancient instruments.

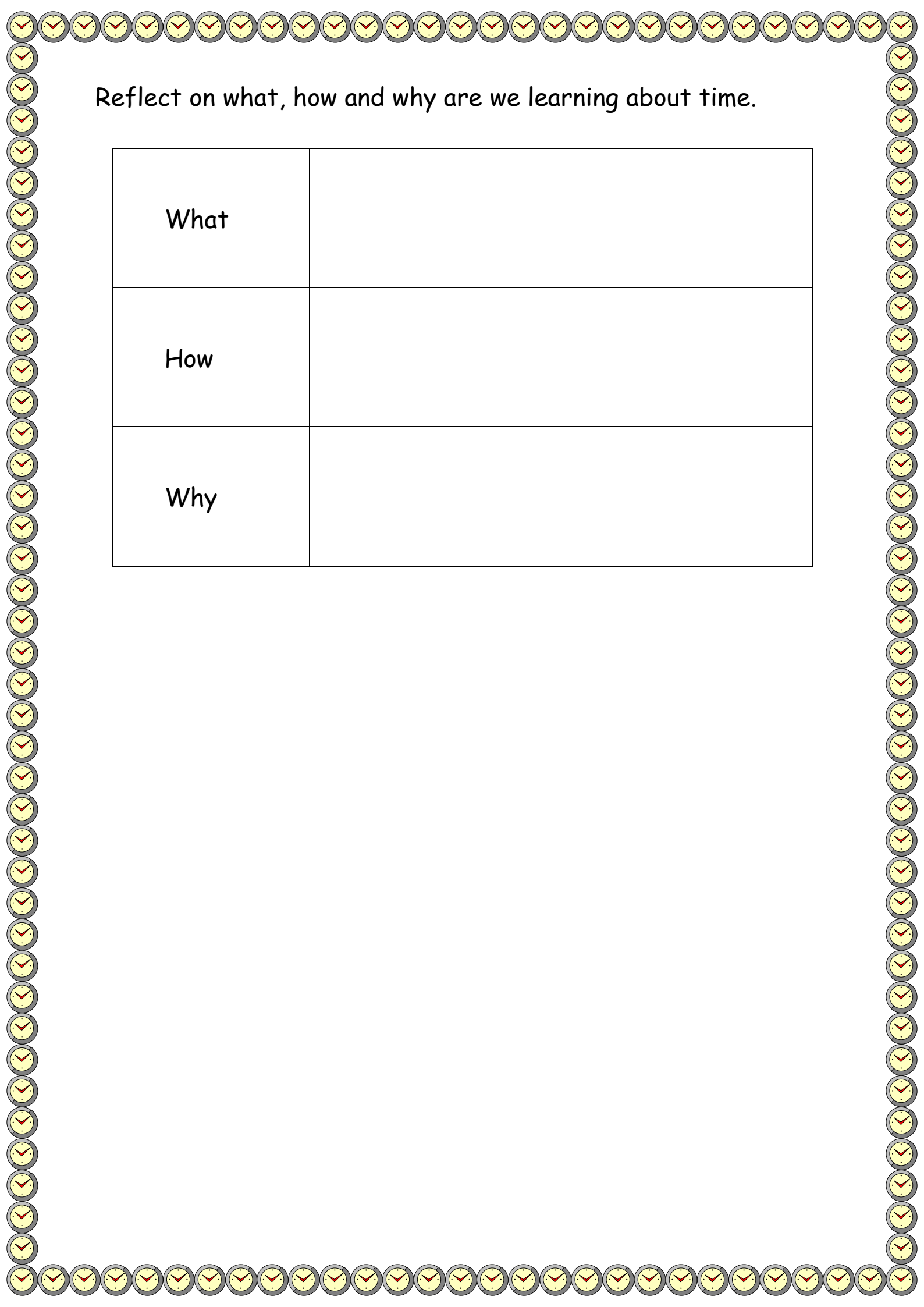
Research about any one of them and reflect how they work.

---

---

---

---



Reflect on what, how and why are we learning about time.

What	
How	
Why	



## Music:

### Where We Are In Place And Time DISCOVERIES

Change in music over time

Watch this video -

<https://youtu.be/nbnXtDNkfy0> (Evolution of Music over the Years)

Musical instrument

A **musical instrument** is a device created or adapted to make musical sounds. The history of musical instruments dates to the beginnings of human culture. Early musical instruments may have been used for ritual, such as a horn to signal success on the hunt, or a drum in a religious ceremony.



The date and origin of the first device considered a musical instrument is disputed. The oldest object that some scholars refer to as a musical instrument, a simple flute, dates back as far as 67,000 years. Some consensus dates early flutes to about 37,000 years ago.



Categories of Musical instrument

1. Strings instrument
2. Wind instrument
3. Percussion

Watch this video -

<https://youtu.be/b5v7PG9rygA>

## Strings instrument

### Piano

The **piano** is an acoustic, stringed musical instrument invented in Italy by [Bartolomeo Cristofori](#) around the year 1700 (the exact year is uncertain),

First piano ever made -



Piano (now) -



### Guitar

The **first guitars** are thought to have originated during the 15th Century in Spain. These had four 'courses' of strings or sets of two strings tuned to the same note to give the **guitar** resonance. However the Lute was consistently favoured by the public over the **Guitar** until the end of the 15th Century.

Guitar before -



Guitar now -



## Wind instrument

First wind instrument -



Wind instrument now -



**Percussion instrument**

First percussion -



Percussion now -



**Writing Practice:**

Complete page no: 21 and 22 in English Cursive Book.