

HOLIDAY HOMEWORK

Classes 3 to 5

CLASS 3

Theme: FOOD



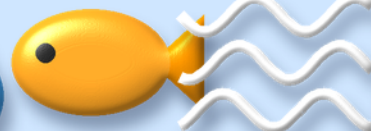
CLASS 4

Road Safety



CLASS 5

Theme: WATER



Name : _____

Class / Section : _____

Roll No. : _____

Submit after the Autumn Break



CLASS 3

Eat Healthy, Learn Healthy!



(Sub = Math)

PM SHRI KV CHIKODI

CLASS - 3

Subject - MATHS

THEME: FOOD - 5 QUESTIONS

Name: _____ Roll No: _____ Date: _____

Q1. Creative Thinking - My Healthy Thali (Numbers & Addition)

Design a poster 'Eat Healthy, Count Healthy'. Draw a thali with 4 chapatis, 2 katoris, 1 glass.

a) Count and write total items. b) Add: If you eat 2 chapatis, how many left? c) Write slogans.

DRAWING BOX - Draw healthy thali, label items, count: Chapatis=__, Katoris=__, Glass=__, Total=__

Total items = ____ | If 2 chapatis eaten, left = $4 - 2 =$ ____ | Number name of 27 = ____

Slogan 1: _____ Slogan 2: _____

Place Value: $84 = 8 \text{ Tens} + 4 \text{ Ones}$. $69 =$ ____ Tens + ____ Ones. Even/Odd: 84 is ____

PM SHRI KV CHIKODI - CLASS 3 - MATHS - THEME: FOOD

Q2. Competency-Based - Food Market Bill (Real Life Maths)

Mother's shopping list: Milk 1L - Rs.32, Bread 1 - Rs.25, Apple 1kg - Rs.60. She has Rs.150.

a) Make a bill: Find total cost. Show addition.

Bill: Milk Rs.____ + Bread Rs.____ + Apple Rs.____ = Rs.____ (Show: $32+25+60=$)

b) How much balance will she get? If she buys 2 breads, what will be new total?

Balance = $150 - \text{Total} = \text{_____}$ | 2 Breads = $25 \times 2 = 50$, New Total = $32+50+60 = \text{_____}$

c) Which food is cheapest? Which is costliest? Difference = ?

Q3. Critical Thinking - Food Shapes, Fractions & Pattern

a) Observe food shapes: Roti = Circle, Samosa = Triangle, Biscuit = Square. Draw one each.

Draw: Circle (Roti) _____ Triangle (Samosa) _____ Square (Biscuit) _____

b) Fraction: 1 chapati shared between 2 friends = $\frac{1}{2}$ each. If 1 chapati shared among 4, each gets?

Answer: _____ | Draw 1 chapati divided into 4 equal parts

PM SHRI KV CHIKODI - CLASS 3 - MATHS - THEME: FOOD

Q4. Inquiry-Based - Favourite Food Data Handling (Survey + Bar Graph)

Ask 5 families: What is your favourite food? Make tally and count. Then make a simple bar.

Family	Favourite Food	Tally Marks ()	Count
Family 1:			
Food: _____ Tally: _____ Count: _____			
Family 2:			
Food: _____ Tally: _____ Count: _____			
Family 3:			
Food: _____ Tally: _____ Count: _____			
Family 4:			
Food: _____ Tally: _____ Count: _____			
Family 5:			
Food: _____ Tally: _____ Count: _____			

a) Which food is most liked? Count = ? Which is least liked?

Most liked: _____ (____ families) Least liked: _____

b) Draw bar graph: If Rice liked by 3, draw 3 blocks. Roti liked by 2, draw 2 blocks.

Bar: Rice [][][] Roti [][] Dal [] (Colour the blocks)

c) What did you learn? Why should we eat different foods?

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PM SHRI KV CHIKODI - CLASS 3 - MATHS - THEME: FOOD

Q5. Creativity and Design - Food Measurement, Weight & Time

Food needs correct weight (kg/g) and cooking time. 1 kg = 1000g.

a) Draw and label weight and time for food (Big Boxes)

Box 1 - 1 kg Rice Bag

Draw bag, write 1 kg = 1000g

If 2 bags, weight = 2kg = ____g

Box 2 - 500g Biscuit Packet

Draw packet, write 500g

2 packets = 1000g = 1kg

Box 3 - Clock 8:00 Breakfast Time

Draw clock showing 8:00

Box 4 - Clock 1:00 Lunch Time

Draw clock showing 1:00

b) Conversion: 1 kg = 1000g, So 2 kg rice = ____g, 500g + 500g = ____kg

c) Time Gap: Breakfast 8:00 to Lunch 1:00 = 5 hours. Lunch 1:00 to Dinner 8:00 = ____ hours?

--- Thank You ---



Theme: FOOD

Name: _____ Section: _____

1. The Secret Food Menu

Imagine you own a restaurant. Give it an interesting name and write a menu with five food items. Underline all the naming words (nouns).

2. The Hungry Alien

An alien has come to Earth and has never seen food before! Write five sentences to explain what we eat and why we need food.

3. Food Detective

Find five food items in your kitchen. Write their names along with one describing word (adjective) for each.

Example: Sweet mango

4. The Funny Food Story

Imagine a talking banana meets a hungry sandwich! Write a funny story in 5–6 sentences using at least three describing words (adjectives).

5. My Healthy Food Plate

Draw and colour your dream healthy food plate. Label all the food items and write five sentences about your plate using is, am, are, has or have.

My Healthy Food Plate (Draw and colour here):

PM SHRI KV CHIKODI

CLASS - 3

Subject - TWAU

THEME: FOOD - 5 QUESTIONS

Name: _____ Roll No: _____ Date: _____

Q1. Creative Thinking - My Food Poster

Design a poster "Eat Healthy, Stay Healthy". Draw your healthy lunch thali.
Write 2 catchy slogans and mention 2 healthy foods and 2 junk foods.

DRAWING BOX - Draw your healthy lunch thali here

Slogan 1: _____ Slogan 2: _____

Healthy Foods: _____, _____ Junk Foods: _____, _____

Why healthy food is important? _____

PM SHRI KV CHIKODI - CLASS 3 - TWAU - THEME: FOOD

Q2. Competency-Based - Real Life

Raju throws his leftover lunch in the dustbin daily.

a) Is Raju doing the right thing? Why?

b) What should Raju do with leftover food?

c) Write 2 ways to avoid food wastage at home.

Q3. Critical Thinking - Food Sources

a) Name 2 foods we get from plants and 2 from animals.

b) Name 2 foods we eat raw and 2 foods we cook before eating.

c) Why do we cook food?

PM SHRI KV CHIKODI - CLASS 3 - TWAU - THEME: FOOD

Q4. Inquiry-Based - Food Survey

Ask 5 families in your neighbourhood about their favourite food.

Family Favourite Food State Plant / Animal
Family 1: Favourite Food: _____ State: _____ Type: _____
Family 2: Favourite Food: _____ State: _____ Type: _____
Family 3: Favourite Food: _____ State: _____ Type: _____
Family 4: Favourite Food: _____ State: _____ Type: _____
Family 5: Favourite Food: _____ State: _____ Type: _____

a) Which food is liked by most families?

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b) Write one famous food of Karnataka, Punjab and Kerala.

Karnataka: _____ Punjab: _____ Kerala: _____
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c) What did you learn from this survey?

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PM SHRI KV CHIKODI - CLASS 3 - TWAU - THEME: FOOD

Q5. Creativity and Design - Food Preservation

Imagine you are making mango pickle at home.

a) Draw 4 steps and label - Wash, Cut, Mix Masala & Oil, Store in Jar.

Step 1 - Wash

Draw here

Step 2 - Cut

Draw here

Step 3 - Mix Masala & Oil

Draw here

Step 4 - Store in Jar

Draw here

b) Why does pickle not spoil quickly?

c) Name one more food that is preserved.

--- Thank You ---

(विषय: ह िं दी)

विद्यार्थी का नाम: _____ अनुक्रम ां क : _____ दिन ांक: _____

प्र० 1. कला और रचनात्मकता - "पेड़ लगाओ, फल पाओ" पोस्टर निर्देश: नीचे दिए गए बॉक्स में एक सुंदर आम का पेड़ या टमाटर का पौधा बनाइए और दिए गए नारों को सुंदर अक्षरों में लिखिए।

नारा 1: पेड़ लगाओ, जीवन बचाओ, मीठे-मीठे फल खाओ!

नारा 2: एक पौधा तुम भी लगाओ, धरती को हरा-भरा बनाओ!

प्र०2. सामान्य ज्ञान और विविधता - चार राज्यों के पकवान निर्देश: नीचे दिए गए राज्यों के सामने उनके प्रसिद्ध पकवान का नाम लिखिए और अपनी कॉपी में उनका चित्र चिपकाएँ।

- पंजाब: _____
- महाराष्ट्र: _____
- राजस्थान: _____
- पश्चिम बंगाल: _____

प्र० 3. योग्यता आधारित सोच - किसान की होशियारी

क) यदि किसान अनाज उगाना बंद कर दें तो क्या होगा?

उत्तर: _____

प्र० 4. भोजन की बर्बादी और संवेदनशीलता शादियों या पार्टियों में अक्सर लोग अपनी थाली में बहुत सारा खाना ले लेते हैं और पेट भरने पर आधा खाना छोड़ देते हैं, जो बाद में कूड़ेदान में चला जाता है।

• (क) इस तरह भोजन फेंकना गलत क्यों है? उन लोगों के बारे में सोचिए जिन्हें दो वक्त का खाना भी नहीं मिलता। उत्तर:

- (ख) यदि आपकी पार्टी में बहुत सारा खाना बच जाए, तो आप उसे फेंकने के बजाय उसका क्या सही इस्तेमाल करेंगे? उत्तर:

प्र० 5. खोजी सोच : रसोईघर के रहस्य जब हम सूखी दाल या चावल को पानी में भिगोकर कुछ घंटों के लिए छोड़ देते हैं, तो वे फूल जाते हैं और बड़े हो जाते हैं।

- (क) आपके विचार से पानी के अंदर ऐसा क्या होता है जिससे सूखी दाल फूल जाती है? उत्तर:

- (ख) अपने घर की रसोई में जाकर ऐसी किन्हीं दो और चीज़ों के नाम पता लगाइए जिन्हें पकाने से पहले पानी में भिगोया जाता है: उत्तर:

*3 ನೇ ತರಗತಿ (3rd standard)

- * ಪ್ರತಿದಿನ ಒಂದು ಸಲ ಮೂಲಾಕ್ಷರಗಳನ್ನು ಬರೆಯಿರಿ.
- * ಒಂದು ಸಲ ಸುಂದರವಾಗಿ ಗುಣಿತಾಕ್ಷರಗಳನ್ನು ಬರೆಯಿರಿ.



(English)

**Note: Holiday Homework class 4A... complete in A4 size sheets and staple the papers.
Make a cover page with your name and subject**

Q1. Think and Answer – Real-Life Situation

Riya visits a bookshop to buy a storybook. The shopkeeper tells her that the book she wants is out of stock.

- a) What should Riya say politely to the shopkeeper?
- b) Suggest two other ways in which she can find a suitable book.
- c) Write two polite expressions that we use while speaking to others.

Q2. Problem-Solving – Case Study

Aarav finds that his friend Kabir is unable to understand the instructions for an English activity. Some children laugh at Kabir, while others ignore him.

- [illegible]

Q5. Creativity and Design – Design a Word Garden

Draw a beautiful garden on a sheet of paper. Write different types of words on the flowers and label them as follows:

- Naming words (Nouns)
- Action words (Verbs)
- Describing words (Adjectives)
- Pronouns
- Prepositions Write at least five examples of each type of word. Use colours and decorate your garden creatively.

(SUBJECT-TWAU)

Creative and Competency-Based Learning Questions

Q1. Think and Answer – Real-Life Situation

Ravi wants to cross a busy road, but there is no traffic signal nearby. What should he do to cross the road safely? Write any three steps.

Q2. Creative Thinking – Slogan Writing

Imagine you are a Road Safety Ambassador. Create a catchy slogan to encourage people to follow traffic rules. Draw a small picture to support your slogan.

Q3. Observation and Application

Observe the following actions and write Safe or Unsafe. Suggest a correction for each unsafe action.

- Wearing a helmet while riding a two-wheeler.
- Running across a busy road.
- Using a zebra crossing to cross the road.
- Playing games on the road.

Q4. Problem-Solving

– Case Study Meena notices that many students cross the road carelessly in front of her school. Suggest three practical measures that the school can take to improve their safety.

Q5. Creativity and Design – Make a Safe Road

On a paper draw a road near your school. Include a zebra crossing, traffic signals, a footpath, a school signboard and vehicles. Label these features and explain how any three of them help prevent accidents.

Competencies Developed

- Critical thinking: Identifying safe and unsafe behaviour.
- Problem-solving: Suggesting solutions to road safety issues.
- Creativity: Designing posters, slogans and road layouts.
- Application of knowledge: Using road safety rules in daily life.
- Social responsibility: Promoting safety for everyone.

(MATHEMATICS)

Q1. Think and Solve — Real-Life Mathematics

A school bus travels 250 metres to reach the school gate. It then travels another 350 metres to reach the parking area.

- What is the total distance travelled by the bus?
- If the bus returns 200 metres towards the school gate, how much distance has it travelled in all?

Q2. Creative Thinking — Traffic Signal

Draw and colour a traffic signal using the correct colours.

- How many colours are there in a traffic signal?
- Write the colours in the correct order from top to bottom.
- If each colour stays on for 20 seconds, how many seconds will all three colours take altogether?

Q3. Observation and Application — Shapes on the Road Identify the shapes of the following road safety objects.

- A triangular traffic sign: _____
- A circular speed-limit sign: _____
- A rectangular school signboard: _____
- Draw any two road safety signs using different shapes.

Q4. Problem-Solving — Road Safety Survey

Ask 10 people in your family or neighbourhood whether they wear a helmet while travelling on a two-wheeler. Record your findings.

- People who always wear a helmet: _____
- People who do not always wear a helmet: _____
- Total people surveyed: _____

(a) How many people were surveyed in all?

(b) How many more people need to wear helmets so that everyone follows the rule?

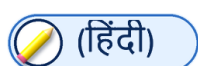
Q5. Creativity and Design — Design a Safe Road

Draw a road near your school and include a zebra crossing, a footpath, traffic signs and vehicles.

- (a) Draw 4 cars and 3 buses. How many vehicles have you drawn altogether?
- (b) If 2 out of 4 cars are red, what fraction of the cars are red?
- (c) A zebra crossing has 8 white stripes. If 3 stripes are repainted, how many stripes are left to repaint?

Competencies Developed

- Numerical ability: Performing addition and subtraction using real-life distances.
- Logical thinking: Solving road safety-related mathematical problems.
- Spatial understanding: Identifying and drawing shapes used in road signs.
- Data handling: Collecting, recording and interpreting survey data.
- Fractional understanding: Representing parts of a group as fractions.
- Creativity and application: Applying mathematical concepts to design a safe road.



प्रश्न 1. सोचिए और उत्तर दीजिए — वास्तविक जीवन की स्थिति

राहुल स्कूल से घर जा रहा था। सड़क पर बहुत सारे वाहन चल रहे थे और ज़ेब्रा क्रॉसिंग थोड़ी दूर थी।

(क) राहुल को सड़क पार करने के लिए क्या करना चाहिए?

(ख) सड़क पार करते समय किन दो बातों का ध्यान रखना चाहिए?

प्रश्न 2. रचनात्मक लेखन — नारा लेखन

सड़क सुरक्षा पर एक आकर्षक नारा लिखिए और उसके अनुसार एक छोटा-सा चित्र बनाइए।
उदाहरण: “सड़क सुरक्षा अपनाएँ, अपना जीवन सुरक्षित बनाएँ।”

प्रश्न 3. अवलोकन एवं अनुप्रयोग

नीचे दिए गए वाक्यों को पढ़िए और बताइए कि वे सही हैं या गलत। गलत वाक्यों को सही करके लिखिए।

(क) हमें सड़क पार करते समय दाएँ-बाएँ देखकर चलना चाहिए।

(ख) चलते वाहन से अपना हाथ या सिर बाहर निकालना चाहिए।

(ग) सड़क पर खेलना सुरक्षित है।

(घ) दोपहिया वाहन चलाते समय हेलमेट पहनना चाहिए।

प्रश्न 4. समस्या समाधान — शब्दों में समझाइए

यदि आप देखते हैं कि आपके मित्र सड़क पर दौड़ रहे हैं, तो आप उन्हें सुरक्षित रहने के लिए क्या तीन सुझाव देंगे?

प्रश्न 5. रचनात्मक गतिविधि — चित्र देखकर वाक्य लिखिए

सड़क सुरक्षा से संबंधित एक चित्र बनाइए। चित्र के आधार पर सड़क सुरक्षा के बारे में पाँच वाक्य लिखिए।

दक्षताएँ विकसित होंगी (Competencies Developed)

भाषायी दक्षता: सड़क सुरक्षा से संबंधित विचारों को स्पष्ट रूप से व्यक्त करना।

पठन एवं लेखन दक्षता: वाक्यों को पढ़ना, समझना और सही उत्तर लिखना।

आलोचनात्मक चिंतन: सुरक्षित और असुरक्षित व्यवहार में अंतर करना।

रचनात्मकता: नारा लेखन एवं चित्र निर्माण करना।

सामाजिक उत्तरदायित्व: सड़क सुरक्षा के नियमों का पालन करने के लिए दूसरों को प्रेरित करना।

*4 नें उरगंती (4th standard)

* ಪ್ರತಿದಿನ ಒಂದು ಸಲ ಮೂಲಾಕ್ಷರಗಳನ್ನು ಬರೆಯಿರಿ.

* ಒಂದು ಸಲ ಸುಂದರವಾಗಿ ಗುಣಿತಾಕ್ಷರಗಳನ್ನು ಬರೆಯಿರಿ.



CLASS 5
Save Water, Save Life!



(Sub= TWAU)

THEME: WATER

Q1. Creative Thinking – Save Water Poster

Design a colourful poster on the theme “Save Water, Save Life.” Write two catchy slogans and mention three ways to save water at home or school.

Q2. Competency-Based Learning – Real-Life Situation

Riya notices that the school tap is leaking and water is being wasted. (a) What should Riya do? (b) Suggest two ways to prevent water wastage in school. (c) Why is it important to repair leaking taps?

Q3. Critical Thinking – Water Sources

Your village receives very little rainfall during summer. (a) Suggest three ways to store or conserve water. (b) Explain how rainwater harvesting can help the village. (c) Which water source should be protected from pollution, and why?

Q4. Inquiry-Based Learning – Water Usage Survey

Conduct a small survey of five families in your neighbourhood to find out how they use water. (a) Which activity uses water the most? (b) What methods do families use to save water? (c) Suggest two improvements based on your findings.

Q5. Creativity and Design – Model Making

Imagine you are an environmental scientist. Draw or make a simple model of a rainwater harvesting system. Label the rooftop, pipes, filter and storage tank. Explain how the system works.

(MATHEMATICS)

Q1. Mathematical Problem-Solving – Water Consumption

A family uses 125 litres of water for bathing, 80 litres for washing clothes and 65 litres for cooking and cleaning in one day. (a) How much water does the family use altogether? (b) If the family saves 40 litres, how much water will it use that day?

Q2. Competency-Based Learning – Water Tank

A water tank can hold 1,000 litres of water. It currently contains 675 litres. (a) How many more litres are needed to fill the tank? (b) If 125 litres are used, how much water will remain?

Q3. Fractions – Saving Water

A tank is $\frac{3}{4}$ full. Its total capacity is 800 litres. (a) How many litres of water are in the tank? (b) How many more litres are required to fill it completely?

Q4. Data Handling – Water Usage Survey

The following table shows the amount of water used by a school for different activities in one day. Answer the questions below the table.

Activity	Water used
Gardening	120 L
Cleaning	80 L
Drinking	40 L
Washing hands	60 L

(a) What is the total water consumption? (b) Which activity uses the most water? (c) How much more water is used for gardening than for drinking? (d) Draw a bar graph using the given data.

Q5. Creativity and Measurement – Design a Water-Saving Plan

Your class wants to collect rainwater in a storage tank. The tank collects 150 litres on Monday, 225 litres on Tuesday and 175 litres on Wednesday. (a) Calculate the total water collected in three days. (b) If the class uses 200 litres, how much water remains? (c) Create a simple weekly water-collection chart using imaginary data for four more days.

LEARNING OUTCOMES

EVS: Environmental awareness, observation, inquiry, creative thinking and responsible water use.

Mathematics: Addition, subtraction, fractions, measurement, data handling, bar graphs and real-life problem-solving.

Integrated Learning: Students apply mathematical skills to understand water consumption, analyse data and develop practical water-conservation solutions.

Suggested Activity: Students work in groups to conduct a water-use survey, solve the mathematical problems and present a water-conservation plan for their school.



(English)

Theme: WATER | Creative and Competency-Based Learning

Q1. Reading Comprehension – Save Water

Read the passage and answer the questions.

Water is essential for all living beings. We need water for drinking, cooking, cleaning and growing plants. However, many people waste water by leaving taps running. We must save every drop of water to ensure a better future.

- (a) Why is water important to us?
- (b) Mention two ways in which water is wasted.
- (c) Write one slogan to encourage people to save water.

Q2. Creative Writing – A Day Without Water

Imagine that there is no water supply in your home for one day. Write a paragraph of 80–100 words describing the difficulties you would face and how you would manage the situation.

Q3. Grammar in Context – Water Conservation

Fill in the blanks with suitable words.

- (a) We _____ save water every day. (should/shouldn't)
- (b) The children _____ watering the plants when it started raining. (was/were)
- (c) There _____ very little water left in the tank. (is/are)
- (d) Do not leave the tap _____. (run/running)
- (e) Rainwater _____ collected in storage tanks. (is/are)

Q4. Functional Writing – Write a Notice

Your school is organising a “Save Water Campaign.” Write a notice in about 50 words informing students about the campaign. Include the date, venue and activities planned.

Q5. Critical Thinking and Communication – A Conversation

Your friend wastes water while washing hands. Write a dialogue of 6–8 exchanges between you and your friend explaining why water should not be wasted and suggesting two ways to conserve it.

Learning Focus: Reading comprehension, creative writing, grammar, notice writing, critical thinking and communication.

 विषय: हिंदी | थीम: जल (पानी)

विद्यार्थी का नाम: _____ कक्षा: _____ दिनांक: _____

प्रश्न 1. हमें पानी की आवश्यकता किन-किन कामों के लिए होती है? कोई तीन काम लिखिए।

प्रश्न 2. यदि पृथ्वी पर पानी न हो, तो क्या होगा? अपने शब्दों में लिखिए।

प्रश्न 3. रीना ने देखा कि उसका मित्र पानी पीने के बाद नल खुला छोड़कर चला गया। रीना को क्या करना चाहिए और क्यों?

प्रश्न 4. नीचे दिए गए कथनों के सामने सही या गलत लिखिए।

(क) हमें पानी व्यर्थ बहाना चाहिए। _____

(ख) पेड़-पौधों को जीवित रहने के लिए पानी चाहिए। _____

(ग) वर्षा का पानी इकट्ठा करके उपयोग किया जा सकता है। _____

प्रश्न 5. मान लीजिए कि आपके घर में एक दिन पानी की कमी हो जाती है। आप पानी का उपयोग किन आवश्यक कामों के लिए करेंगे? कोई तीन काम लिखिए।



***5 नें उरगती (5th standard)**

* ಒಂದು ಸಲ ಮೂಲಾಕ್ಷರಗಳನ್ನು ಬರೆಯಿರಿ.

* ಒಂದು ಸಲ ಸುಂದರವಾಗಿ ಗುಣಿತಾಕ್ಷರಗಳನ್ನು ಬರೆಯಿರಿ

* 10 ಸಾಕುಪ್ರಾಣಿಗಳು, 10 ಕಾಡು ಪ್ರಾಣಿಗಳು, 10 ತರಕಾರಿಗಳು, 10 ಫಲಗಳು, 10 ಪಕ್ಷಿಗಳು, 10 ಹೂವುಗಳು. ಬರೆಯಿರಿ.

