I am listening to instrumental music. Can you help me identify some instruments?

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

Learning Outcome: Identifies words and their spellings
I am listening to instrumental music. Can you help me identify some instruments?

Learning Outcome: Identifies words and their spellings
Story of Opposites

Here’s a story...

Antonyms are words that mean the opposite.

“Sipo played faster ________ and faster ________ and the huge ________ animal danced faster ________ and faster ________. Sipo stopped ________ playing and the huge ________ animal went into ________ the thick ________ forest. Her auntie was very quiet ________. She never ________ shouted ________. And she often ________ said, “Sipo is a good ________ girl!”

AND HERE’S A LIST OF WORDS THAT ARE OPPOSITE IN MEANING TO THOSE IN ITALICS. REPLACE THOSE WORDS WITH THEIR ANTONYMS AND HAVE FUN READING!

bad, always, rarely, whispered, slower, started, came out of, thin, tiny, noisy

Learning Outcome: Identifies and uses antonyms
Antonyms

Here are two sets of words that mean the opposite. Can you match them?

Support   -   Harsh
Claim      -   Dingy
Mild       -   Cancel
Obsolete   -   Defend
Bright     -   Drop
Health     -   Active
Confirm    -   Renounce
Attack     -   Noise
Sluggish   -   Disease
Quiet      -   Modern

Learning Outcome: Identifies antonyms
Describing Words

I have a small passage from a story. Some descriptive words have been left out. Could you fill them up from the list given?

Whenever Granny made ________ or _________ fudge, she gave me some to take to the gardener’s son.

It was no use taking him ________ duck or _________ chicken. But he liked sweets, made with _________ milk and sugar, as well as Granny’s _________ English sweets.

Granny was _________ for her pickles made from _________ mangoes. She also made _________ lime pickle and _________ chutneys.

hot
curried
vanilla
home-made
whole
chocolate
roasted
green
sweet
famous

Learning Outcome: Uses apt adjectives
Force

Complete the sentences with appropriate words by writing them in the space provided.

- To open a drawer, you have to _____ the handle.
  - U

- Force can change the _______ of a moving body.
  - E

- We cannot move an object without applying ______.
  - C

- Force can be applied to stop the ______ of bodies.
  - V

- Force can be used to change the ______ of movement.
  - D

- Force applied on a plastic bottle changes its ______.
  - A

- Force applied on an elastic band ______ it.
  - T

- Changing of shape is known as ______.
  - F
Structure of the Earth

Read the sentences and state if they are 'True' or 'False'. Put a tick mark against the options.

- The Earth is made up of layers of different forms of rocks. False
- Continental crust is thinner than oceanic crust. False
- The hottest layer of the Earth is the mantle. False
- The crust is made up of a layer of solid rock. True
- The inner core is in a liquid state. False
- Molten rock is called magma. True
- The core makes up most of the Earth’s interior. False
- The rocks in the mantle are in a molten form. True
- The crust is made up of pieces joined together. False
- The plates of the crust are fixed and do not move. False
Same Sum Rule

Here are five friends playing with number cards. They are trying to add up to two numbers which gives them the same result.

10  20  30  40  50

Can you see the rule which gives them the same sum each time? Find the two numbers which gives them the same sum each time.

```
+ =
```

```
+ =
```

```
+ =
```

Now try writing any number and the three numbers after that. Make a pattern using the rule. Check out if you get the same sum.

Learning Outcome: Applies the given rule to solve the given problem
In The Lift

Raju works as a liftman in an apartment block 6 storeys high. This morning 9 people got into the lift on the ground floor. When the lift reached the 1st floor, 3 people got out and 6 people got in.

- How many people were there in the lift? ________

- When the lift reached the 2nd floor, half the people got out. How many people were there in the lift? ________

- The lift then went to the 3rd floor. 2 people got out and 7 people got in. How many people were there in the lift? ________

- When the lift reached the 4th floor, 6 people got out of the lift and 3 people got in. ________

- How many people were there in the lift? ________

- No one got out of the lift on the 5th floor but when some people got in, the number of people in the lift became double. How many people were there in the lift? ________

- Finally the lift reached the sixth floor. Only 2 people got out. The rest wanted to go down to the ground floor. How many people came down? ________

Learning Outcome: Applies the concepts of addition and subtraction to solve the given problem
At The Museum

The city museum has a section where old coins are displayed. Some of the coins are very rare. Here are some of the coins from the collection. The year the coin was in use is given. Write how old each coin is in the box.

1165
1650
1745
980

692
1268
1587
836

1400
1382
535
1848

Learning Outcome: Performs simple calculations to find the age of the given object
Secret Code

Here numbers have been used for letters. Complete this list of letters and numbers.

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Dora wants to write to her friend Boots 'Hello Boots'. What will she write using the rule shown above?

If the rule is changed and 1 is written in place of 'Z', 26 in place of 'A' and so on, then decode the following message.

14 26 7 19 8 18 8 21 6 13

14 26 7 19 22 14 26 20 18 24

17 6 14 11 18 13 20 17 26 24 16

Learning Outcome: Recognises the underlying rule and decodes the secret messages
Longest Boundary

Here are the pictures of some fields. Find out which one has the longest boundary.

1. Length = 25 meters, Width = 12 meters, Height = 5 meters
   Boundary = _______ meters

2. Length = 10 meters, Width = 6 meters, Height = 12 meters
   Boundary = _______ meters

3. Length = 12 meters, Width = 9 meters, Height = 15 meters
   Boundary = _______ meters

Learning Outcome: Demonstrates understanding of the concepts of boundary and length
Look and tell.

- Which two stars have the largest distance between them? ______
- Which two stars have the shortest distance between them? ______
- Which star is closest to star 8? _______________________
- Measure the distance between the star 8 and its closest neighbour with a ruler and tell. _______________________
- What is the distance between stars 8 and 10? ________________
- What is the distance between stars 3 and 7? ________________
- What is the distance between stars 1 and 2? _____________
The Food Canal

Observe the given illustration and label the different parts of the digestive system in the space provided.
Tick the Opposite

Choose the word which means the opposite and tick it.

- Comical
  - Grave
  - Demon
  - Coffin

- Cling
  - Force
  - Forego
  - Foremost

- Persuade
  - Smother
  - Wither
  - Deter

- Consider
  - Ignore
  - Ignite
  - Ignoble

- Suffer
  - Insist
  - Restless
  - Resist

- Disperse
  - Assemble
  - Assist
  - Assort

- Hazard
  - Vanity
  - Safety
  - Sanity

- Fixed
  - Unseen
  - Unknown
  - Uncertain

Learning Outcome: Identifies antonyms
Here are some words which can be combined to form new words. Mix and match!

pot     pan

key     pea

kit     pig

robe    ball

pet      eon

cock     tea

cake     ten

ward     car

pig      don

base     let
Abbreviations

What's the full form of these commonly used abbreviations?

- CD
- UFO
- ID
- C/O
- ASAP
- i.e.
- PS
- Mr.
- St.
- Ltd.
Select the Word

Here are two lists of words. For the words given on the left column, choose the correct antonyms from the right column and write them in the space provided.

<table>
<thead>
<tr>
<th>reject</th>
<th>uneven</th>
<th>spiritual</th>
</tr>
</thead>
<tbody>
<tr>
<td>weak</td>
<td>disown</td>
<td>flat</td>
</tr>
<tr>
<td>level</td>
<td>gigantic</td>
<td>plain</td>
</tr>
<tr>
<td>brief</td>
<td>short</td>
<td>timidity</td>
</tr>
<tr>
<td>console</td>
<td>concise</td>
<td>bruise</td>
</tr>
<tr>
<td>colossal</td>
<td>puny</td>
<td>blame</td>
</tr>
<tr>
<td>worldly</td>
<td>boldness</td>
<td>claim</td>
</tr>
<tr>
<td>courage</td>
<td>imperfect</td>
<td>crippled</td>
</tr>
<tr>
<td></td>
<td>imperfect</td>
<td>crippled</td>
</tr>
<tr>
<td></td>
<td>injure</td>
<td>lengthy</td>
</tr>
<tr>
<td></td>
<td>wound</td>
<td>soothe</td>
</tr>
<tr>
<td></td>
<td>robust</td>
<td>confidence</td>
</tr>
<tr>
<td></td>
<td>enormous</td>
<td>mundane</td>
</tr>
<tr>
<td></td>
<td>earthly</td>
<td>upset</td>
</tr>
</tbody>
</table>
Help Me Out

Observe the given illustrations. Which joint in our body will help us perform these activities? Write its name in the space provided.

- Move our wrist up and down
- Pick up a needle
- Rotate our neck
- Move our arms around
A Check on Germs

Identify the words related to germs and diseases in the given word puzzle. One has been done for you.

<table>
<thead>
<tr>
<th>E</th>
<th>R</th>
<th>M</th>
<th>S</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>P</th>
<th>R</th>
<th>E</th>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>B</td>
<td>A</td>
<td>C</td>
<td>T</td>
<td>E</td>
<td>R</td>
<td>I</td>
<td>A</td>
<td>H</td>
<td>T</td>
<td>Z</td>
</tr>
<tr>
<td>A</td>
<td>R</td>
<td>W</td>
<td>Y</td>
<td>X</td>
<td>P</td>
<td>R</td>
<td>O</td>
<td>T</td>
<td>O</td>
<td>Z</td>
<td>O</td>
</tr>
<tr>
<td>C</td>
<td>E</td>
<td>R</td>
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<td>V</td>
<td>Y</td>
<td>X</td>
<td>Y</td>
<td>H</td>
<td>D</td>
<td>X</td>
<td>Y</td>
</tr>
<tr>
<td>C</td>
<td>I</td>
<td>N</td>
<td>F</td>
<td>E</td>
<td>C</td>
<td>T</td>
<td>I</td>
<td>O</td>
<td>N</td>
<td>F</td>
<td>B</td>
</tr>
<tr>
<td>I</td>
<td>M</td>
<td>M</td>
<td>U</td>
<td>N</td>
<td>I</td>
<td>T</td>
<td>Y</td>
<td>G</td>
<td>R</td>
<td>C</td>
<td>N</td>
</tr>
<tr>
<td>N</td>
<td>X</td>
<td>T</td>
<td>U</td>
<td>C</td>
<td>L</td>
<td>C</td>
<td>T</td>
<td>E</td>
<td>T</td>
<td>C</td>
<td>V</td>
</tr>
<tr>
<td>E</td>
<td>T</td>
<td>Y</td>
<td>U</td>
<td>C</td>
<td>L</td>
<td>Y</td>
<td>C</td>
<td>N</td>
<td>I</td>
<td>X</td>
<td>I</td>
</tr>
<tr>
<td>X</td>
<td>Y</td>
<td>G</td>
<td>H</td>
<td>Y</td>
<td>F</td>
<td>T</td>
<td>B</td>
<td>S</td>
<td>H</td>
<td>F</td>
<td>R</td>
</tr>
<tr>
<td>D</td>
<td>I</td>
<td>S</td>
<td>E</td>
<td>A</td>
<td>S</td>
<td>E</td>
<td>F</td>
<td>S</td>
<td>T</td>
<td>C</td>
<td>U</td>
</tr>
<tr>
<td>M</td>
<td>I</td>
<td>C</td>
<td>R</td>
<td>O</td>
<td>O</td>
<td>R</td>
<td>G</td>
<td>A</td>
<td>N</td>
<td>I</td>
<td>S</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Germs</th>
<th>Pathogens</th>
<th>Immunity</th>
<th>Symptom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaccine</td>
<td>Protozoa</td>
<td>Ill</td>
<td>Disease</td>
</tr>
<tr>
<td>Bacteria</td>
<td>Infection</td>
<td>Virus</td>
<td>Microorganism</td>
</tr>
</tbody>
</table>
Reproduction in Plants

Observe the visual of a flower. Label its parts by using the given keywords.

Keywords: Sepal Petal Stamen Carpel Filament Stigma Style Ovary Anther
Carting Crates

Observe the table and answer the questions in the space provided.

<table>
<thead>
<tr>
<th>Type of Vehicle</th>
<th>Km per hour</th>
<th>Number of crates carried in ONE trip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truck</td>
<td>70</td>
<td>730</td>
</tr>
<tr>
<td>Van</td>
<td>60</td>
<td>124</td>
</tr>
<tr>
<td>Trolley</td>
<td>40</td>
<td>72</td>
</tr>
<tr>
<td>Car</td>
<td>50</td>
<td>12</td>
</tr>
</tbody>
</table>

- How long did the truck take to travel 1750 km?
- The car travelled for 6 hours 30 minutes. How far did it travel?
- How many trips did the van make to transport 1116 crates?
- A trolley and a car were needed to carry all the crates and each of them made 3 trips. How many crates were there?
- The car travelled for 180 hours to go from A to B. How long did the van take to travel the same distance?
- How many crates could the trolley carry in 36 trips?
- If each crate weighs 2 kg what is the total weight carried by 3 vans?
- How many crates did the truck transport in 18 trips?
- How many trips did a trolley make to transport the crates brought by 12 cars?
- A man drove a trolley from place A to place B a distance of 200 km. He then came back from B to A in a car. How long did he travel?
Direction - 1

Read the instruction and write the name of the ant you reach in the space provided. Begin at GO and draw a line as you follow the direction.

- 3 places East of Go
- 2 places North of Mir
- 2 places West of Ze
- 1 Place South and then 4 steps East of Gan
- 2 places North and then 2 steps West of Anu
- 1 place South and then 3 steps West of Tim
- 2 places South of Jo

Learning Outcome: Comprehends the concept of direction by following the given instructions.
Basket of Items

Iggy distributes some items equally among 6 large baskets. Calculate how many of each item Iggy places in each basket. Write the answer in the space provided.

<table>
<thead>
<tr>
<th>Number of items</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>54 marbles</td>
<td></td>
</tr>
<tr>
<td>30 pens</td>
<td></td>
</tr>
<tr>
<td>24 toffees</td>
<td></td>
</tr>
<tr>
<td>72 biscuits</td>
<td></td>
</tr>
<tr>
<td>12 stamps</td>
<td></td>
</tr>
<tr>
<td>138 coins</td>
<td></td>
</tr>
<tr>
<td>216 notepads</td>
<td></td>
</tr>
<tr>
<td>282 balloons</td>
<td></td>
</tr>
<tr>
<td>60 leaves</td>
<td></td>
</tr>
<tr>
<td>732 buttons</td>
<td></td>
</tr>
</tbody>
</table>

- Iggy wants to place 7 coloured stones in each basket. How many stones must she collect? __________ coloured stones

- Iggy puts 5 pictures into each basket. How many pictures has she used in all? __________ pictures

Learning Outcome: Applies the concept of division to distribute items evenly and recalls the use of multiplication to solve problems.
Dropping Stones

Given here is a table containing the volume of liquid displaced and the stones used. Complete the given table by writing the missing values.

A pot is filled to the brim. Stones are dropped into it. The water that spills out is collected and measured. This is the volume of displaced water.

<table>
<thead>
<tr>
<th>Stones</th>
<th>Volume of water displaced</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>24 ml</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>48 ml</td>
</tr>
<tr>
<td>24</td>
<td>60 ml</td>
</tr>
<tr>
<td>9</td>
<td>12 ml</td>
</tr>
</tbody>
</table>

Learning Outcome: Comprehends the concept of volume and also applies the concept of multiplication and division to solve the given problem.
Multiplication with Circles

Iggy has filled in some numbers in the 3 shapes illustrated here. The number in the box is obtained by multiplying the numbers in the circles adjacent to it. Write the rest of the numbers in the circles and boxes to obtain the required result.

Learning Outcome: Comprehends and applies the relationship between multiplication and division.
Factors and Multiples

The box given below contains 5 factors and their multiples. Write a factor and its multiple under each animal, in the space provided. You cannot use the same number twice.

<table>
<thead>
<tr>
<th>5</th>
<th>7</th>
<th>84</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>25</td>
<td>121</td>
<td>88</td>
</tr>
</tbody>
</table>

Look again! Match them with pencil before you begin!!

Learning Outcome: Observes the given numbers and identifies the factors and their multiples.
Take a good look at this family and then read the statements that follow and tick the options marking them as an inherited or an individual trait.

Both, Mohan Ram and Sohan Ram lean to the left when they walk. [INDIVIDUAL □  INHERITED □]

Jalaja can sing as well as Tulasi Bai. [INDIVIDUAL □  INHERITED □]

Jalaja and Padmaja have similarly textured hair. [INDIVIDUAL □  INHERITED □]

Jeevan talks very loudly. [INDIVIDUAL □  INHERITED □]

All the adult men in Pyare Ram’s house have diabetes. [INDIVIDUAL □  INHERITED □]

Learning Outcome: Differentiates between individual and inherited traits.