

Class - 1



Summer vacations are meant to have fun. Time spent with your child during the summer vacations can be productive, rewarding and memorable. Holidays are the perfect time to relax, develop hobbies & skills by performing thought provoking innovative activities as a family. A set of interesting and creative activities are designed to keep our little ones engaged and to help them utilize their time at home more productively and make the process of learning fun and lively. We do hope that our learners will enjoy doing these tasks.

Kindly follow the given points:

- ★ Motivate your child to read simple moral based stories in English and Hindi, to enhance their reading skills.
- ★ Encourage them to watch good English movies for an enjoyable learning experience.
- ★ To make them aware of their surroundings, tell them to watch various
informative
T.V. Channels like Discovery, National Geographic, History and Animal Planet.
- ★ Inculcate in them good manners, healthy habits and respect for elders. Use 5 magic words – **Please, Thank You, Excuse Me, Sorry, May I** and see the difference. Be polite, respectful and obedient.
- ★ To enhance their creative talent, motivate them to draw / paint.
- ★ Encourage your child to play board games e.g., Chess, Ludo, Carrom, snake & ladder, scrabble etc.
- ★ Help your children to become independent by giving them responsibilities. Involve them in small household activities like: -

Laying the table for lunch and dinner, helping you in the kitchen , making the bed, dusting, watering the plants.

Learning new skills is always energizing.

- Culinary Art- Lemonade, Sandwiches, fruit chat, Salads etc.
- Gardening- Growing plants.
- Painting- Vegetable printing, thumb printing etc.
- Craft work- Making bookmarks, paper bags, pencil holders etc using waste.

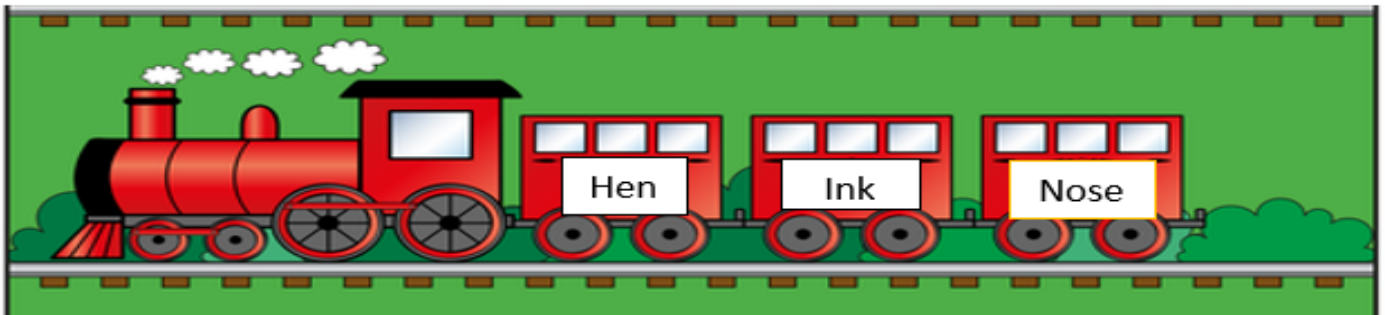
ENGLISH HOLIDAY HOMEWORK

CLASS 1

My Train to Wordland.

Prepare **Word Train** using colourful A4 size sheets. Each compartment of the train should have a word starting with a letter of your name.

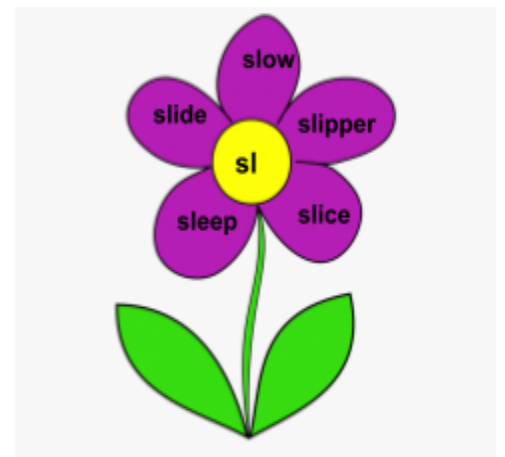
For example – The name is HINA. First word will start with ‘H’ that is ‘**HEN**’. Next word should begin with alphabet ‘I’ i.e. – ‘**INK**’. Third word will begin with the alphabet ‘N’ i.e., ‘**NOSE**’ and so on.



L - Blend Flowers

Make flowers of all the L blends (bl-, cl-, fl-, gl-, pl- and sl-). Write the blend in the center of the flower and the words starting with the blend on the petals.

(Note - The written work should be in the student's own handwriting.)



The Joy of Reading.

Read lessons 3 and 5 from your book “**Radiant Reader**”

Write **10 difficult words** from the story in your notebook and learn them.

Cursive Time

Make a separate notebook and do one page of cursive writing everyday.

Art Integration Project - Sikkim

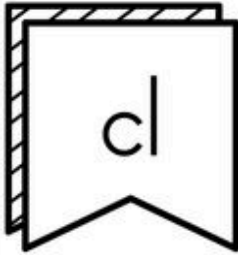
Make a map of Sikkim on a A3 size pastel sheet. Paste 2-3 pictures of famous personalities, animals, places, things found in Sikkim. Write the names of the pictures pasted under the headings given below.

NAME	PLACE	ANIMAL	THING
------	-------	--------	-------

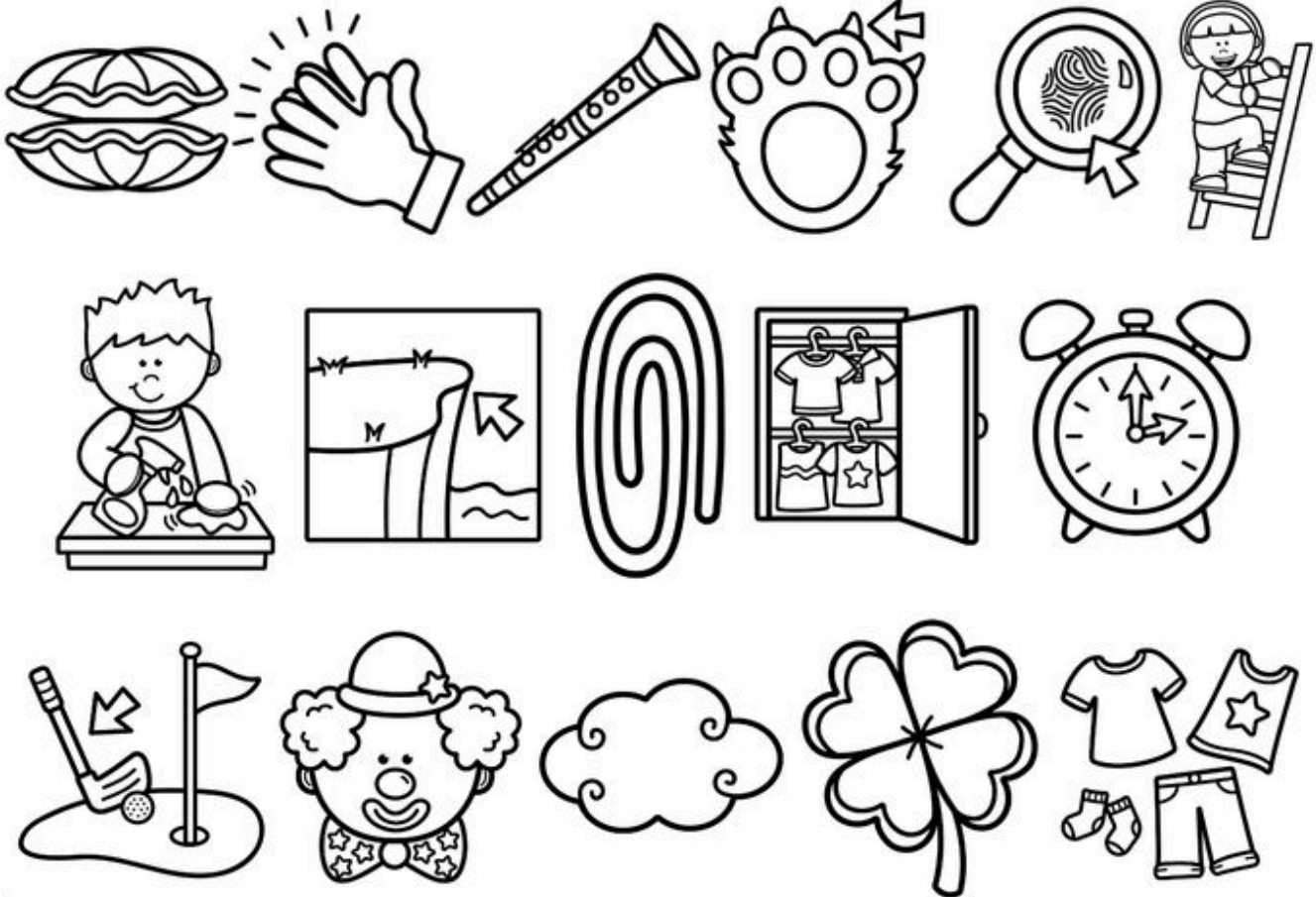
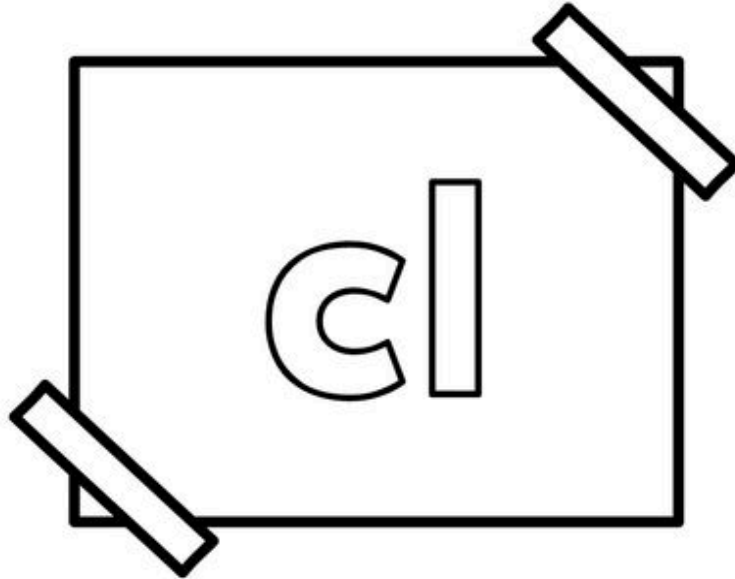
Worksheets

Do the following worksheet and maintain them in a folder.

Name: _____ Date: _____

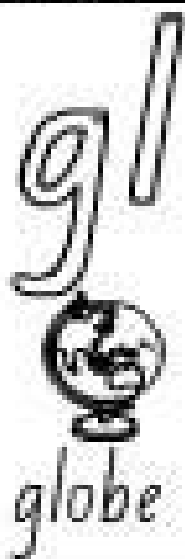


Color the letters and the pictures.

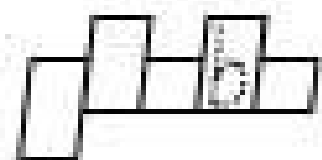
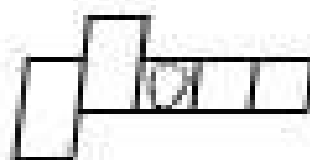
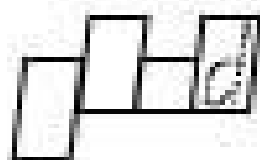
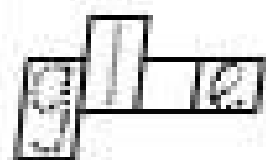
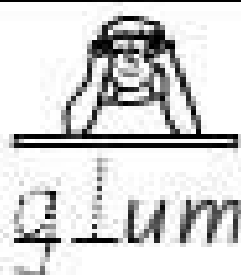
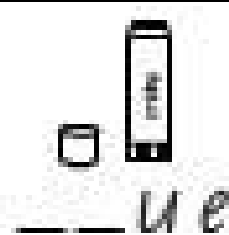


Name: _____

Date: _____



glad _____ glad _____
 glass _____ glass _____
 globe _____ globe _____
 glue _____ glue _____



I am glad to glide on ice.



Name: _____

Date: _____

b l



blocks

blow _____ blow _____

black _____ black _____

blink _____ blink _____

blue _____ blue _____

bleed _____ bleed _____

__ink



__ack



__ock



__ue



__ow



__eed



__oom



__ind



Two pretty blue blooms.

Two



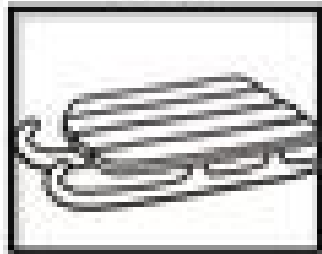
Name: _____

SL

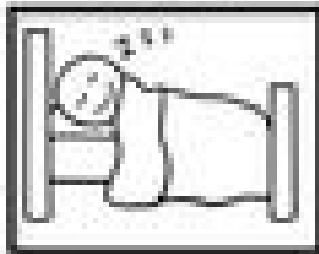
All Blended Up!

Unscramble the letters to make "sl-" words. Write the words on the lines.

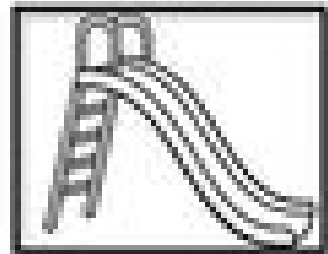
sedl



selep



sidel



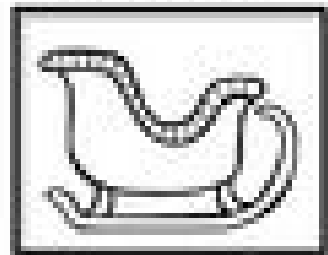
pprsile



pesol



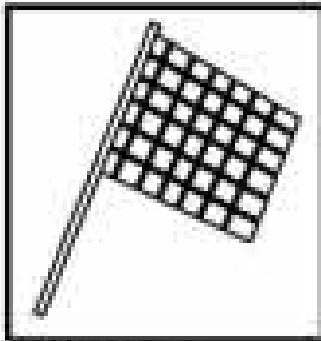
ghseil



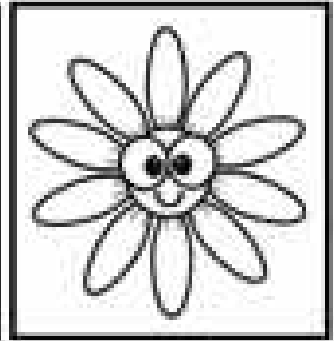
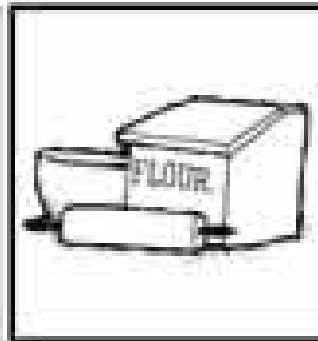
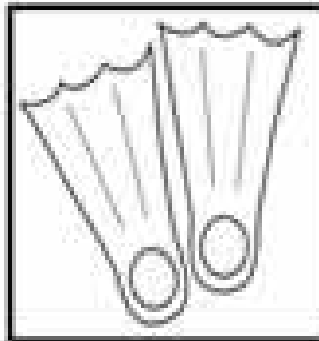
Write a sentence using some of the sl- words.

Name: _____

Words Beginning with fl



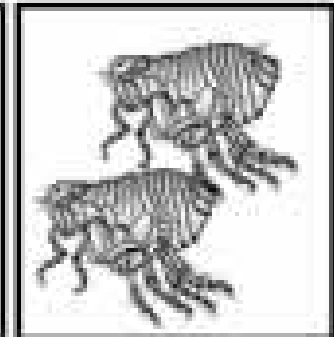
www.funfonix.com



www.100wordflashcards.com



www.funfonix.com



✂ flower	✂ flour	✂ flag	✂ fleas
flute	flipper	float	fly

Look at the picture. Write the blend and the word.



___um



___us



___ate



___ant



___ug

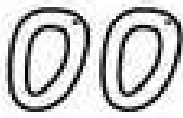


___anet

The plum is in the plate.

Name: _____

Date: _____



look

foot

cook

good

book

look

foot

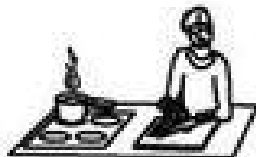
cook

good

book

look

c _ _ k



b _ _ k



f _ _ t



g _ _ d



h _ _ d



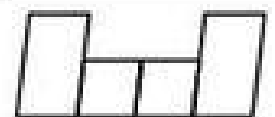
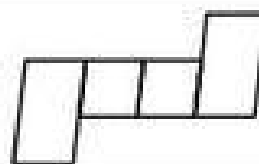
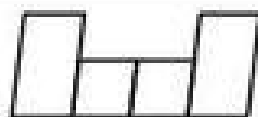
l _ _ k



h _ _ k



w _ _ d



Look at my book.



Look and Match – 'ee' Phonic letter words



bee



beep



jeep



feet



peel



queen



greet



sleep



teeth

beech



L Blends Worksheet

Complete the following words starting with
l-blends

Word Bank

plant

clock

cloud

flame

globe

glue

plate

plane

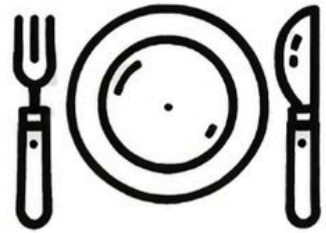
sleep



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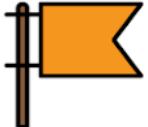











obe



ock

Name _____

PICK THE BLEND

 <input type="text"/> ag	 <input type="text"/> eep
 <input type="text"/> anet	 <input type="text"/> oud
 <input type="text"/> ocks	 <input type="text"/> ass
 <input type="text"/> ice	 <input type="text"/> ower
 <input type="text"/> ock	 <input type="text"/> ate
 <input type="text"/> ue	 <input type="text"/> ue

bl	cl	fl	gl	pl	sl
bl	cl	fl	gl	pl	sl

हिंदी ग्रीष्मावकाश गृहकार्य

सुलेख

- प्रतिदिन एक पृष्ठ हिंदी सुलेख करें।
- सुलेख के लिए अलग कॉपी बनाएँ।

रोचक गतिविधि

- चार्ट पेपर पर स्वर और व्यंजन का चार्ट बनाइए।



- आ मात्रा वाले किन्हीं पाँच फलों या सब्जियों के नाम लिखें। इनके सुंदर चित्र बनाकर रंग भरें।
- दो-तीन और चार वर्णों वाले ४-४ शब्दों की एक सुंदर लड़ी/झालर/(विंड चाइम) तैयार कीजिए।
- शब्द लिखकर शब्दों के चित्र बनाएँ।
- विद्यार्थी शब्द स्वयं लिखेंगे।
- अपनी रचनात्मकता का इस्तेमाल करते हुए झालर किसी भी आकार में बना सकते हैं जैसे कि गोलाकार वर्गाकार अंडाकार आदि।

कला एकीकृत गतिविधि

विषय: सिक्किम का मनमोहक दृश्य

सिक्किम के बर्फ से ढके ऊँचे-ऊँचे पहाड़,
उन पहाड़ों के पीछे से झाँकता सुनहरा सूरज,
पहाड़ों की गोद से निकलती नदियाँ,
और चारों ओर फैले हरे-भरे पेड़-पौधों का चित्र बनाएँ और रंग भरें

कार्य-पत्र (वर्कशीट)

वर्णों को जोड़ कर लिखिए



घ + र =



फ + ल =



ट + ब =



ब + स =



ज + ल =



र + थ =



य + श =



व + क =



ह + ल =



ज + ग =

Class :1

Name:

Hindi Worksheet

दिए गए चित्रों को देखकर उनके सही नाम चुनिए । Choose the correct name of the given pictures.



खत घर



मटर कलम



पल नल



बरगद सरकस



शहर शहद



अदरक अचकन



फल हल

10

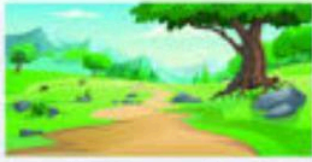
दस बस



यह तब



कलम कमल



ग र



क ल



ल म



भ न



ट न



म क



म र



ह र

चित्र देखकर शब्दों से मिलायें



शलगम



बरतन



अजगर



धरमस



तरकस



खटमल



हलधर



उपवन

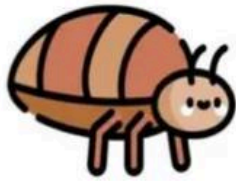


बरगद



अदरक

चित्र देखकर सही शब्द के सामने (✓) का चिन्ह लगाइए ।



खटमल कटहल



उपवन अचकन



बरगद शरबत



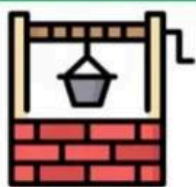
अदरक अजगर



सरकस थरमस



खटमल शलगम



पनघट परवल



शरबत कसरत



आ (i) की मात्रा वाले शब्द को सही चित्र से मिलायें



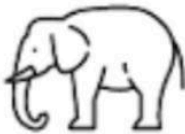
कार

आठ



आम

हाथ



अनार

बादल

8



गाजर

जहाज



टमाटर

जानवर



MATHS HOLIDAY HOMEWORK (CLASS-1)

Playing hopscotch with numbers 1-50 is a great way for students of Class 1 to practice their counting skills, balance, coordination, and concentration while having fun.

Steps to play hopscotch using numbers 1-10 for Class 1 grade children:

Materials:

- Chalk
- Open space to draw the hopscotch pattern

Instructions-

1. Draw the hopscotch pattern using chalk.
2. Assign each square a number from 1 to 10.
3. The first player tosses a small stone or beanbag onto square 1. They then hop over square 1 and land on square 2 with both feet. They then continue to hop on squares 3, 4, and so on, hopping on one foot for each square.

The player must avoid stepping on the lines or falling over, and they must always keep their balance.

If the player reaches a square with a number greater than 10, they turn around and hop back the other way, skipping that square

4. If the player successfully completes the sequence of jumps, they toss the stone or beanbag onto square 2 and repeat the sequence. Each time they successfully complete the sequence, they move the stone or beanbag to the next square.

5. If the player makes a mistake, they lose their turn.

6. The winner is the player who completes the game with the fewest mistakes.

Variations:

- Add rules such as picking up the stone or beanbag on the way back to the starting square.
- Add special rules for certain squares, such as spinning around on square 5.

NOTE- Repeat the game with the pattern of numbers i.e (11-20),(21-30),(31-40),(41-50)



ABACUS-

To inspire creativity and innovation by using waste materials in creating the abacus.

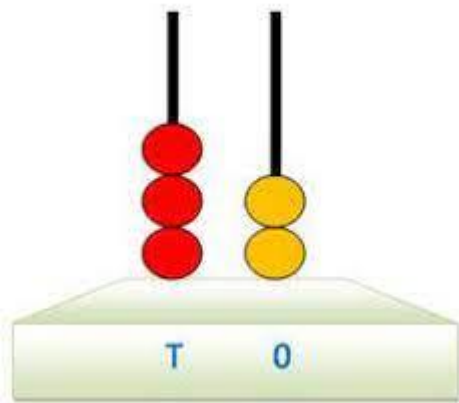
Make a model of abacus by following the links given below-

To make an abacus using waste materials <https://youtu.be/wxYcQ5IR3Rw>

To make beads to represent numbers

<https://www.youtube.com/watch?v=Am7IFE1bnjE>

(can use bottle caps.....)



Students can read and write numbers up to 50 using the abacus.

Students will develop counting skills and understanding of number sequencing.

This will help students to understand the relationship between the ones and tens places in a number.

WORKSHEETS- Take the printout of the worksheets pdf shared and practice the same.

Revise the following concepts –(Refer class work notebook)

- Counting (1-50)
- Backward counting(50-1)
- Number after, before and between
- Largest and smallest number
- Missing numerals
- Put sign (<,>=)
- Increasing and decreasing numbers
- Abacus
- Number names (1-30)

SIKKIM PROJECT(Art Integrated)

Project Title: “Sikkim Fun Facts on the Abacus”

Instructions:

- Take A4 pastel sheet (one for each fact)
- Draw two vertical lines using matchsticks or sketch pens and label them as - Tens (T) and Ones (O)

For each fact below:

- Count the number of alphabets in the key word .
- Show the number on the abacus using bindis as beads.
- Decorate with drawings or pictures related to each fact.



Facts to Use:

1. State Name – SIKKIM

- count the alphabets: -
- Represent it on the Abacus:
- Drawing /pictures: Small map of Sikkim

2. Highest Peak – KANCHENJUNGA

- Count the alphabets:
- Represent it on the Abacus:
- Drawing/pictures : Mountain with snow

3. State flower – RHODODENDRON

- Count the alphabets:
- Represent it on the abacus
- Drawing/pictures : Rhododendron flower

4. Prayer – “OM MANI PADME HUM”

- Count the alphabets:
- Represent it on the Abacus:
- Drawing /pictures: Prayer flags

Concept : Counting 1 to 50

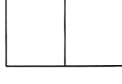
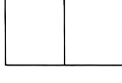
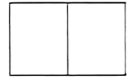
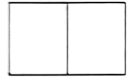
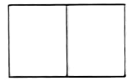
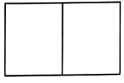
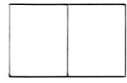
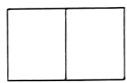
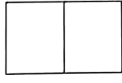
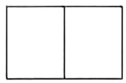
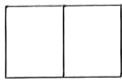
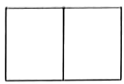
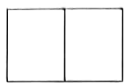
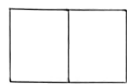
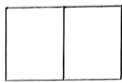
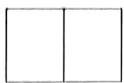
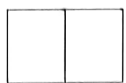
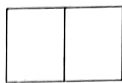
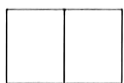
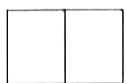
T O

T O

T O

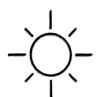



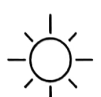

T O

T O

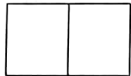
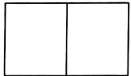


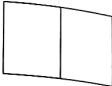




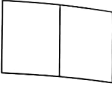




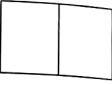

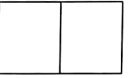







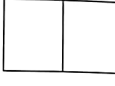

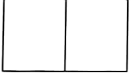


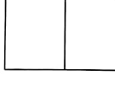




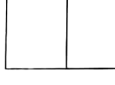




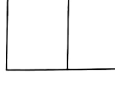
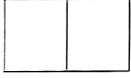



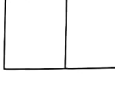







Q. Complete the Pattern :

1.     _____  _____ 







2.     _____  _____ 

Concept : Backward Counting 50 to 1

T O	T O	T O	T O	T O
				
				
				
				
				
				
				
				
				
				

Q. Complete the Pattern :

1.     _____  _____ 

2.     _____  

Concept : After, Before, Between

I Write the number that comes before :

	T	O	T	O
a.				5
b.			1	0
c.			2	1
d.			3	5
e.			4	9

II Write the number that comes between :

	T	O	T	O	T	O
a.		3				5
b.	1	5			1	7
c.	2	9			3	1
d.	3	7			3	9
e.	4	4			4	6

III Write the number that comes after :

	T	O	T	O
a.		2		
b.		9		
c.	1	8		
d.	2	7		
e.	3	9		

IV Write the correct answer :

- The number after 49 is : _____
- The number between 9 and 11 is : _____
- The number before 30 is : _____

Concept : After, Before, Between

I Write the number that comes before :

	T	O		T	O
a.					2
b.				1	8
c.				2	3
d.				3	1
e.				4	2

II Write the number that comes between :

	T	O		T	O		T	O
a.		8					1	0
b.	1	8					2	0
c.	2	3					2	5
d.	3	7					3	9
e.	4	8					5	0

III Write the number that comes after :

	T	O		T	O
a.		7			
b.	1	3			
c.	2	9			
d.	3	3			
e.	4	6			

IV Write the correct answer :

- The number after 29 is : _____
- The number between 15 and 17 is : _____
- The number before 41 is : _____

V Complete the Pattern :



Concept : Put Sign ($>$, $<$, $=$), Largest number, smallest number :

I Put Sign ($>$, $<$, $=$) :-

- | | T O | | T O |
|----|-----|----------------------|-----|
| a. | 9 | <input type="text"/> | 19 |
| b. | 27 | <input type="text"/> | 7 |
| c. | 31 | <input type="text"/> | 31 |
| d. | 41 | <input type="text"/> | 14 |
| e. | 50 | <input type="text"/> | 50 |



II Circle the smallest number :

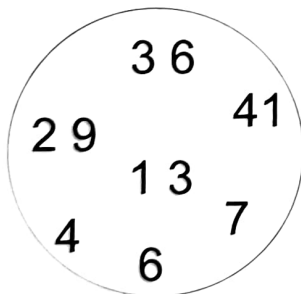
- | | T O | T O | T O | T O |
|----|-----|-----|-----|-----|
| a. | 7 | 10 | 1 | 21 |
| b. | 19 | 47 | 34 | 5 |

II Circle the largest number :

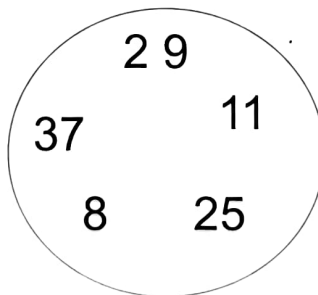
- | | T O | T O | T O | T O |
|----|-----|-----|-----|-----|
| a. | 17 | 24 | 35 | 5 |
| b. | 46 | 39 | 26 | 15 |

c.

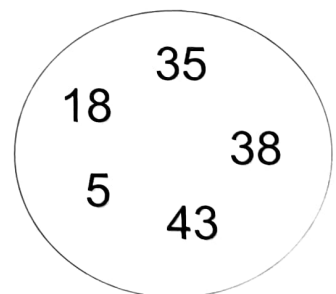
i.



ii.



iii.



Concept : Missing number, Increasing order, Decreasing order

I Fill the blanks with missing numbers :

- a. 24, 25, 26, _____, _____, _____
- b. 39, 40, _____, _____, 43, _____
- c. 42, 41, 40, _____, _____, _____
- d. 19, 18, _____, _____, 15, _____

II Write in Increasing Order :

1. 23, 12, 39, 5, 42
_____, _____, _____, _____, _____
2. 15, 4, 47, 29, 31
_____, _____, _____, _____, _____

III Write in Decreasing Order :

1. 8, 27, 4, 35, 18
_____, _____, _____, _____, _____
2. 25, 50, 34, 14, 3
_____, _____, _____, _____, _____

IV Complete the Pattern :



Concept : Number Names 1 to 50

I Write the number names :

1.

1

–
2.

5

–
3.

7

–
4.

14

–
5.

19

–
6.

21

–
7.

25

–
8.

31

–
9.

38

–
10.

40

–
11.



46

–
12.

50

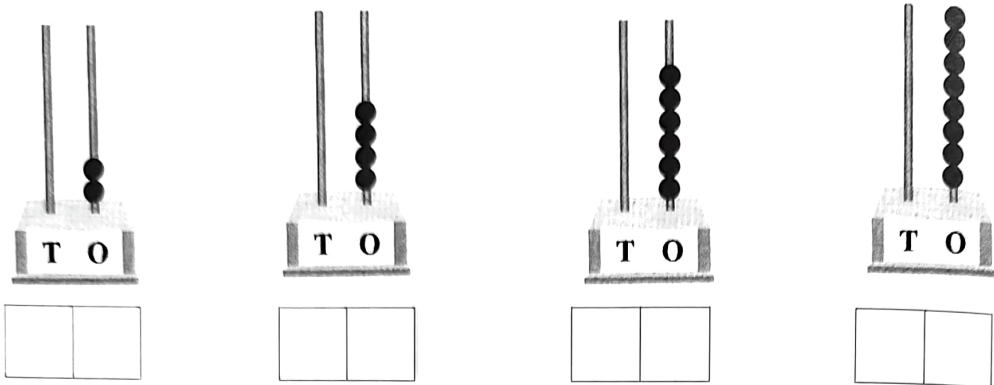
–

II. Match the number with its number name :

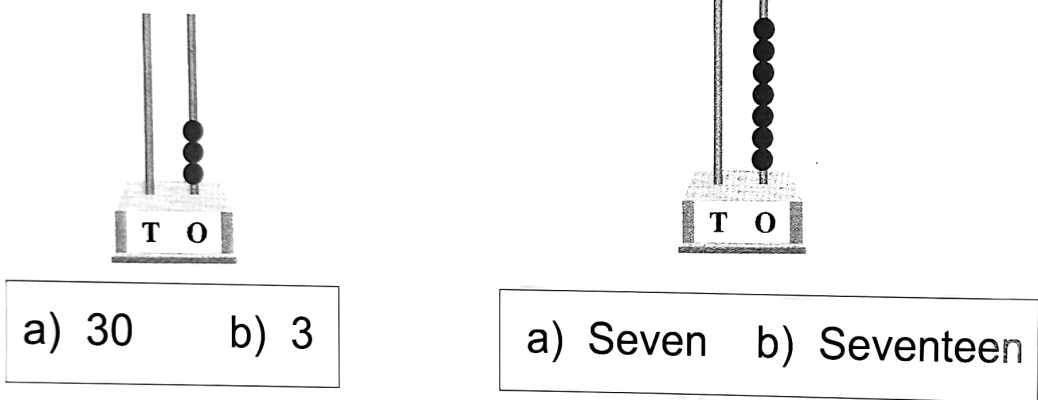
	A	B
1.	36	Forty-nine
2.	<div></div>	Thirty-six
3.	25	Twelve
4.	49	Twenty-two
5.	<div></div>	Twenty-five

Concept : Abacus

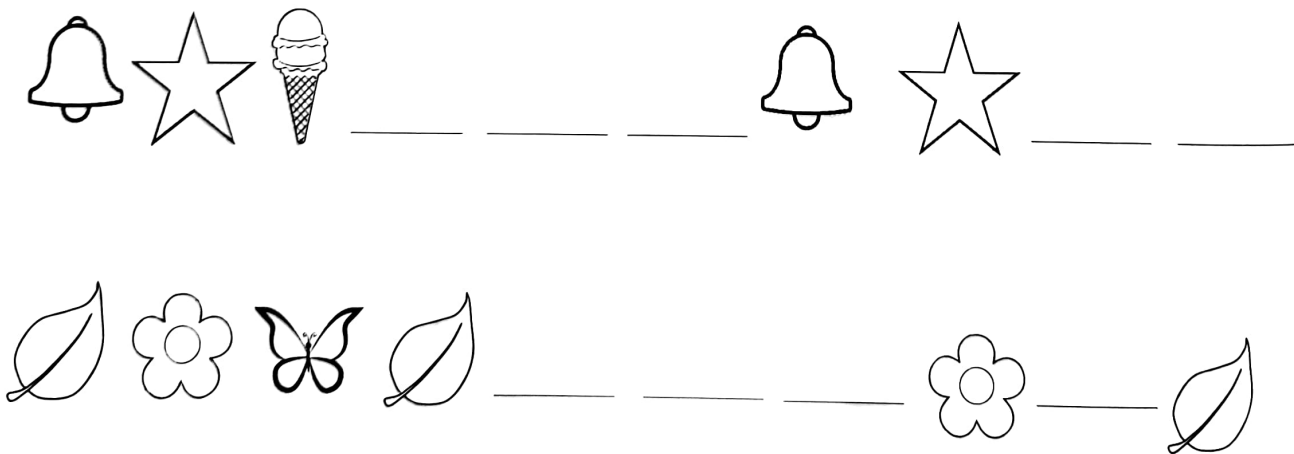
I. Read the abacus and write the numbers :



II. Look at the abacus and circle the correct number :

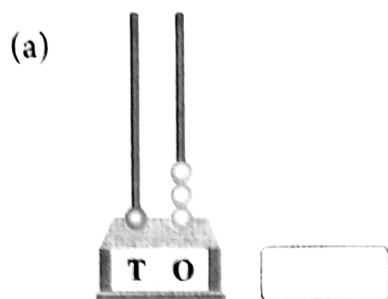


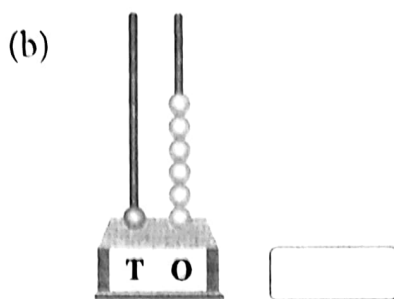
III. Complete the Pattern :

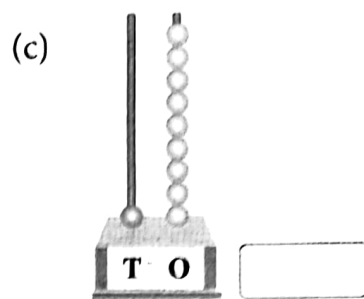


Concept : Abacus

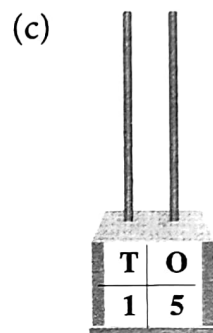
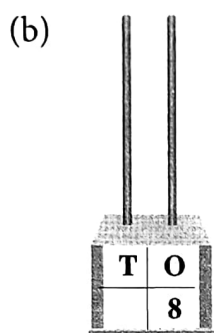
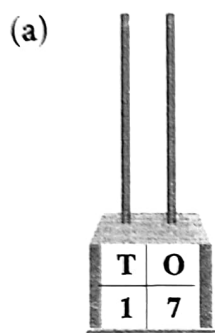
I. Look at the abacus carefully and write the number and its number name :



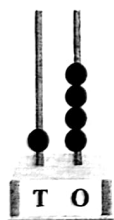




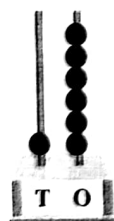
II. Draw beads on the abacus to show the given numbers :



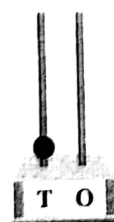
III. Look at the abacus and circle the correct number :



→ a) 4 tens and 1 one b) 14 c) 41



→ a) 1 ten and 6 ones b) 17 c) 1 ten and 5 ones



→ a) 10 b) 1 c) one

Concept : Abacus

I. Draw the abacus for the given numbers :

a) 26

b) 35

c) 18

d) 43

II. Draw beads on the abacus to show the given numbers :

(a)

T	O
1	4

(b)

T	O
1	6

(c)

T	O
1	8

(d)

T	O
1	9

(e)

T	O
2	0

(f)

T	O
2	1

(g)

T	O
2	2

(h)

T	O
2	3

(i)

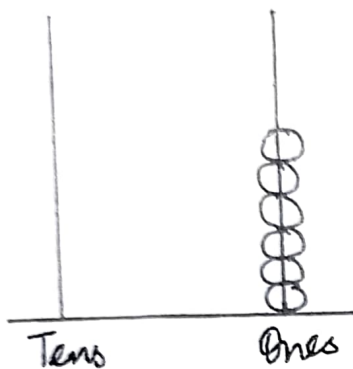
T	O
2	4

(j)

T	O
2	8

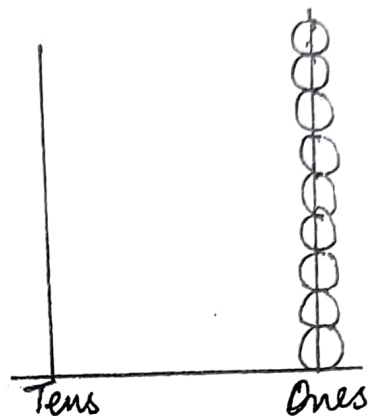
QII Read the abacus

1)



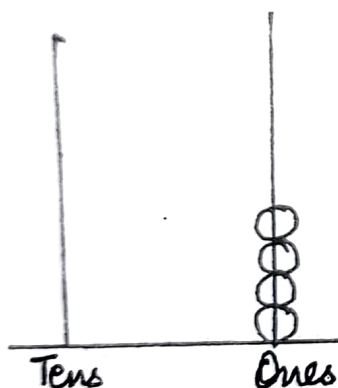
_____ = _____

4)



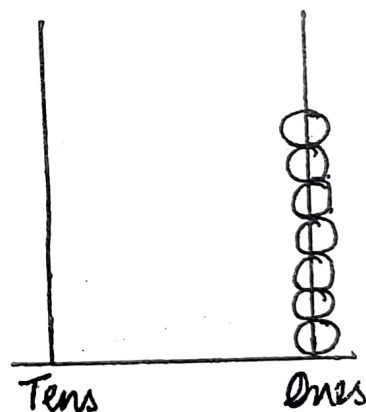
_____ = _____

2)



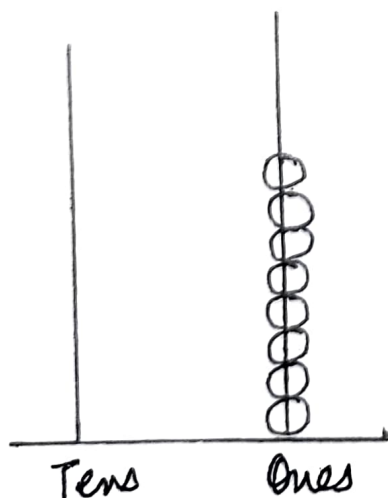
_____ = _____

5)

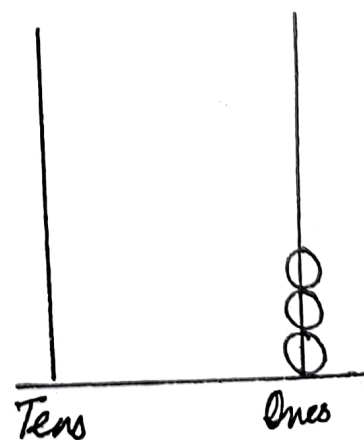


_____ = _____

3)

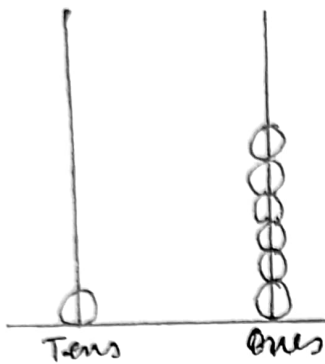


6)



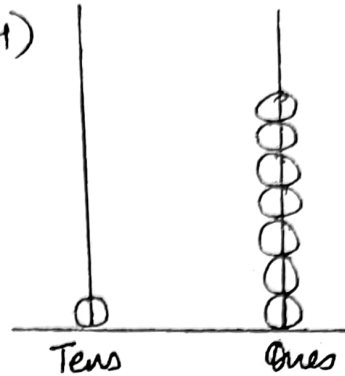
Q II. Read the abacus

1)



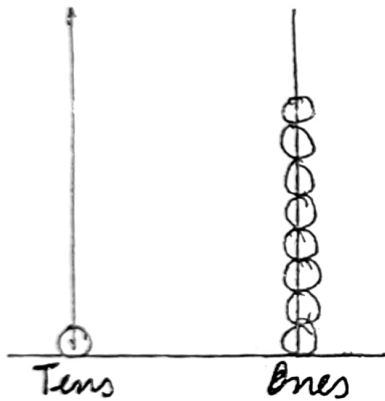
_____ = _____

4)



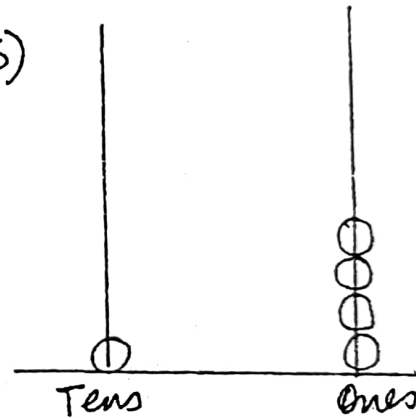
_____ = _____

2)



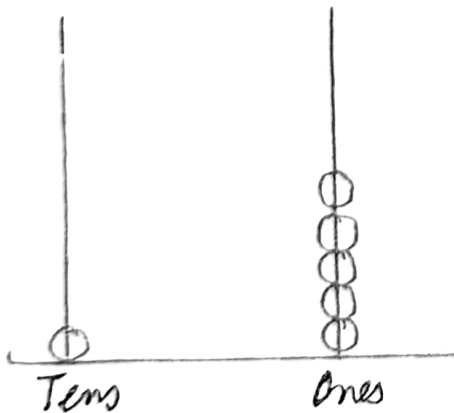
_____ = _____

5)



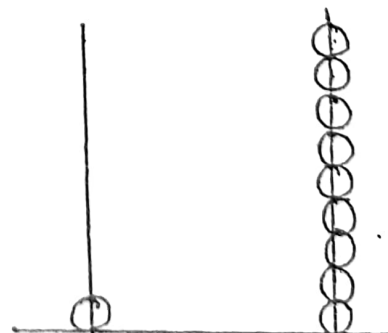
_____ = _____

3)



_____ = _____

6)



_____ = _____

Maths WORKSHEET

Class I

Name: _____

Q1. Write backward counting 50 to 1.

Q2. Write Number Names.

2 _____

7 _____

9 _____

5 _____

Q3. Ring the largest number.

a) 12, 21, 02, 22, 32.

b) 44, 14, 24, 34, 41

Q4. Ring the smallest number.

a) 50, 10, 30, 20, 40.

b) 35, 15, 25, 05, 45.

Q5. Put sign < = >

a) 50 05

b) 12 21

c) 32 23

d) 16 16

Q6. Write the number before & after.

a) ____ 45 ____.

b) ____ 36 ____.

c) ____ 49 ____.

d) ____ 20 ____.

Q7. Write the number between.

a) 45 ____ 47.

b) 29 ____ 31.

c) 40 ____ 42.

d) 9 ____ 11

Q8. Fill in the missing number.

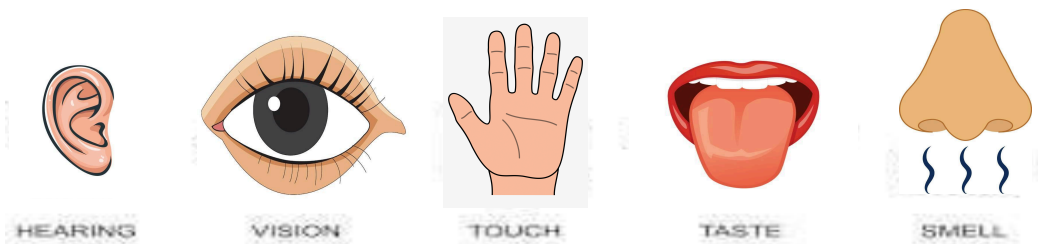
a) ____ 35 ____ 38 ____.

b) ____ 40 ____ 42 ____

CLASS –I

EVS SUMMER HOLIDAY HOMEWORK

When you go outside to play, what is it like? Do you see and hear other children playing? Do you smell the grass and feel the heat of the Sun on your skin? Can you answer these questions without your sense organs? No, you cannot, because your sense organs - eyes, ears, nose, tongue, and skin are your gateways, for you to know the world. Sense organs help us to experience pleasure and pain. Above all, they are important for our living. Colour all the senses in the image given below.





Sense Organ – Eyes (Sense of sight)

We can see with our eyes



A. Draw a picture of your favourite cartoon character in the T.V screen.



B. What are the things do you see in the sky? Name any four such things.

1. _____

2. _____

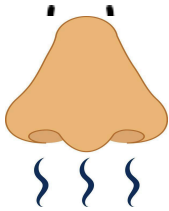
3. _____

4. _____

How to take care of your eyes

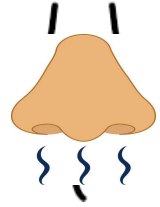
- 1. Vitamin A is good for the eyes.**
- 2. Carrots have lots of Vitamin A and we should eat carrots.**
- 3. We must wash our eyes with cold water at regular intervals.**
- 4. You should get your eyes checked twice a year.**





Sense Organ – Nose (Sense of smell)

We smell with our nose

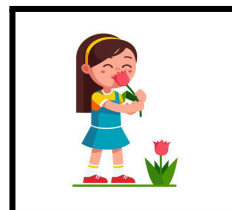


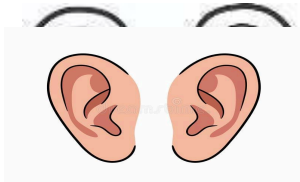
C. Paste the things that smell good (like incense stick or agarbatti and flowers) and draw the picture of things that smell bad (like dirty socks or heap of garbage) in different blocks.

Things which smell good	Things which smell bad

How to take care of your nose

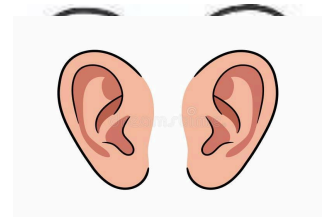
1. Do not push any object into the nose.
2. Avoid poking the nose with fingernails or any other object.
3. Blow out the nose gently and avoid the habit of sniffing.
4. Clean the nose with a clean handkerchief.





Sense Organ – Ear (Sense of hearing)

We hear with our ears



D. Colour the objects that make a sound.



shutterstock.com : 75013387



shutterstock



E. Draw an object which produces a soft sound and an object which produces a loud sound.

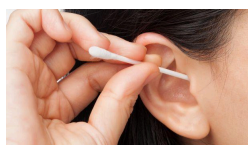
An object that produces soft sound

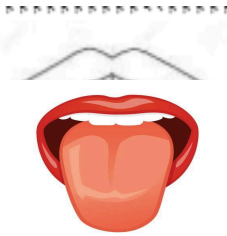
An object that produces loud sound

--	--

How to take care of your ears

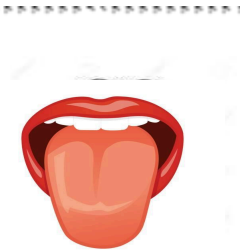
1. Do not insert crayons, pencils etc. inside the ear.
2. Clean your ears with ear buds.





Sense Organ – Tongue (Sense of taste)

We taste things with our tongue



F. Paste or draw the wrappers of eatables having different flavours in the blocks below.

Sweet

Salty

Sour

Bitter

Spicy

How to take care of your tongue

- 1. Do not try tasting any medicine on your own.**
- 2. Do not chew handkerchief, pencils, erasers, empty toffee wrappers etc.**



Sense Organ – Skin (Sense of touch)

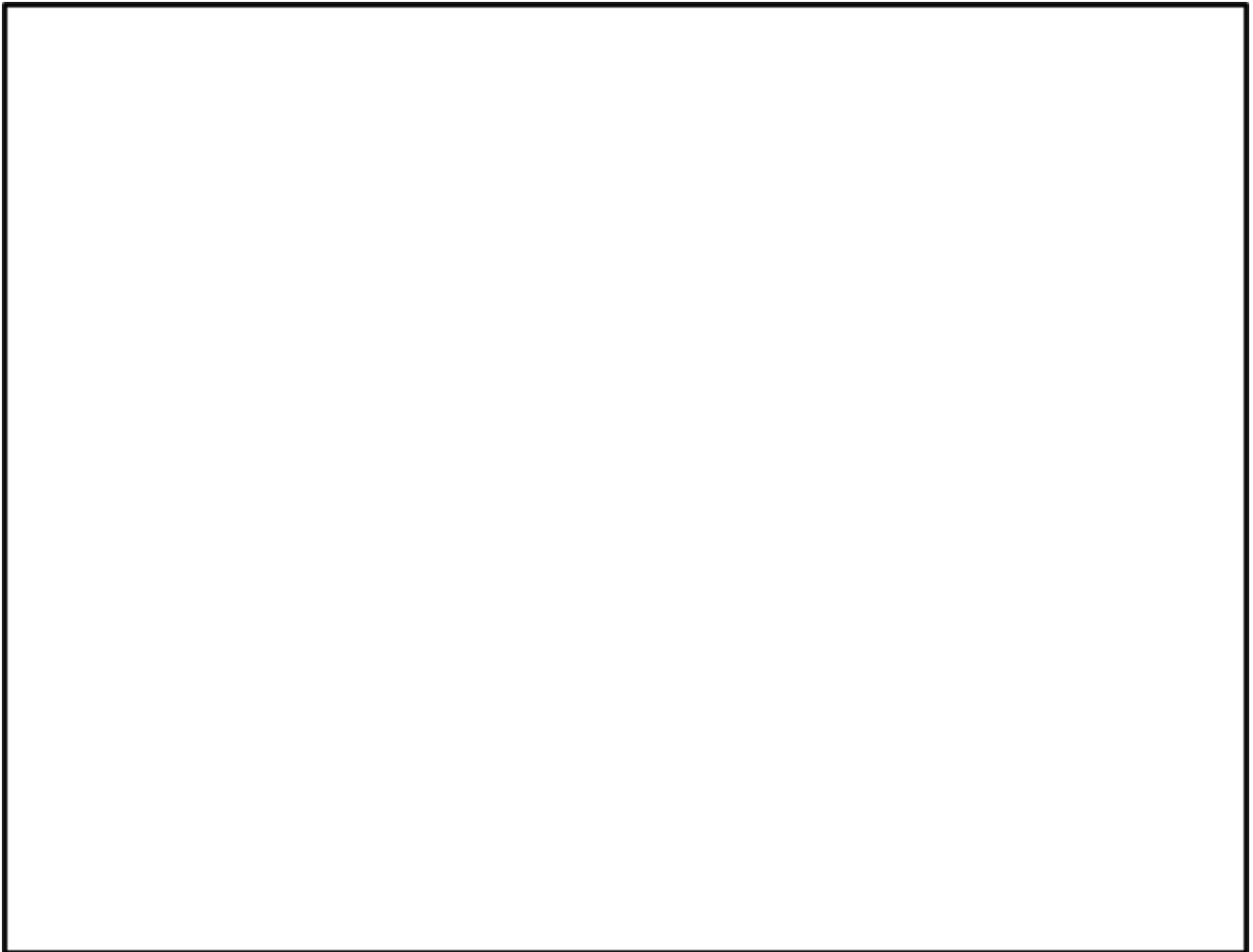
We feel things with our skin



C **heet of any colour, trace your hand on it out. Now paste small pieces of soft, hard, smooth, rough and bumpy things on the fingers of the traced hand. You can refer to the link given below.**

<https://pin.it/6l0GKxd>

https://www.pinterest.com/pin/68743465429/sent/?invite_code=67888d551b3643289fb41e8f59332ee1&sfo=1



How to take care of your skin

- 1. Do not touch electrical things or switches with wet hands or bare feet.**
- 2. Do not put your finger or insert things in any electrical socket.**
- 3. Do not play with the match sticks.**

H. Create a table mat referring to **Lesson 3: Keeping Clean and Fit** from the Amazing Coco book (Pg - 181). Paste pictures of different habits of cleanliness and fitness. Laminate the table mat for further use.

I. SIKKIM ART INTEGRATION PROJECT - Paste at least 2 pictures each of Kutcha and pucca houses found in Delhi and Sikkim. Name them and write three lines differentiating each type of house.

J. EVS Young learners worksheet booklet-

Practice - All about me (pg no.- 1-6)

Art Summer holiday homework
class I

1) Page no: 30, 31,32 ,34, 35 and 39 from the ART BOOK.

2) IN THE ART FILE

TOPIC: Drawing and colouring their favourite Animal or Cartoon character.

Computer Holiday Homework

Topic: "My Favorite Season"

- Create a picture in Tux Paint about your favorite season (summer, winter, etc.)
- Use colors, stamps, and brushes to make it fun
- Add details like sun, snowflakes, or flowers

Have fun and be creative!