

Star Public School

Dear Parents'

Today's assignment

Hindi Grammar- Chapter 7 and 8

English Grammar - Chapter 6

Art and craft

Home assignment

Hindi grammar - Learn chapter 7 and 8

English Grammar - Learn chapter 6

Date
30.8.24

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पाठ-6



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Ch

नाम वाले शब्द

सभी लोगों, चीजों और जगहों के नामों को नाम वाले शब्द कहते हैं।

1) पशु-पक्षियों के नाम-मोर, शेर

2) फलों के नाम-आम, पपीता

3) वस्तुओं के नाम-पुस्तक, मेज

4) जगहों के नाम-दुकान, बैंक

5) फलों के नाम-गुलाब, जुही

अभ्यास

1. सोचिए और बताइए— (मौखिक) [Knowledge and Experiential Learning]

(क) आपको खाने में जो-जो चीजें पसंद हैं, उनके नाम बताइए।

(ख) चार शहरों के नाम बताइए।

(ग) आपकी कक्षा में दिखाई देने वाली पाँच चीजों के नाम बताइए।

2. चित्र देखकर नाम लिखिए—

[Application]



दो वस्तुओं के नाम

मेज — पेसिल

दो रंगों के नाम

लाल — नीला

दो पशुओं के नाम

शेर — चीता

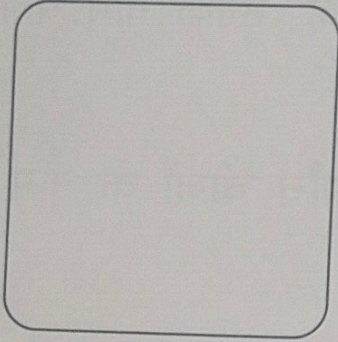
दो पक्षियों के नाम

मोर — तोता

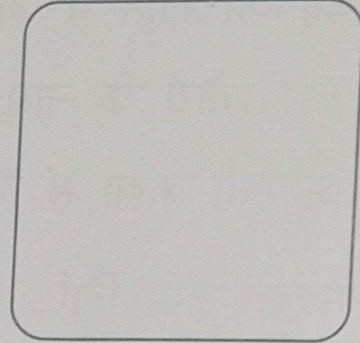
आइए कुछ करें

- नीचे दी गई जगह में अपना और अपने मित्र का चित्र चिपकाइए—

[Initiative and Self Direction]



अपना चित्र



अपने मित्र का चित्र

नाम लिखिए—

- (क) आपका क्या नाम है?

मेरा नाम _____ है।

- (ख) आपके मित्र का क्या नाम है?

मेरे मित्र का नाम _____ है।

- (ग) आपके विद्यालय का क्या नाम है?

मेरे विद्यालय का नाम स्टार पब्लिक स्कूल है।

- (घ) आपको कौन-सा खेल खेलना अच्छा लगता है?

मुझे बैरम खेलना अच्छा लगता है।

- (ङ) आपके मित्र को कौन-सा खेल पसंद है?

मेरे मित्र को लूडो पसंद है।

- (च) आप विद्यालय कैसे जाते हैं?

मैं विद्यालय स्कूटी से जाती हूँ।

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लड़का - लड़की

लिंग (लड़का - लड़की) - जो शब्द हमें लड़की (स्त्री) या लड़का (पुरुष) होने के बारे में बताते हैं उन शब्दों को लिंग कहते हैं।

- 1) पुल्लिंग (लड़का) - राजा, नाना
- 2) स्त्रीलिंग (लड़की) - रानी, नानी



30.8.24

पाठ-8

1) पुल्लिंग - स्त्रीलिंग

2) राजा - रानी

3) लड़का - लड़की

4) नाना - नानी

5) आदमी - औरत

6) मुर्गा - मुर्गी

~~✖~~

7) घोड़ा - घोड़ी

8) शेर - शेरनी

9) मोर - मोरनी

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10) बकरा - बकरी

11) बंदर - बंदरिया

12) बूढ़ा - बूढ़िया

अब तक हमने सीखा

- पुल्लिंग शब्द पुरुष के लिए होते हैं; जैसे- लड़का, राजा।
- स्त्रीलिंग शब्द स्त्री के लिए होते हैं; जैसे- लड़की, रानी।
- जानवरों में भी पुल्लिंग व स्त्रीलिंग शब्द होते हैं; जैसे- शेर, शेरनी।

अभ्यास

1. रेखा खींचकर सही मिलान कीजिए-

[Knowledge]

पुल्लिंग	स्त्रीलिंग
लड़का	चुहिया
बंदर	औरत
चूहा	लड़की
आदमी	घोड़ी
घोड़ा	बंदरिया

2. शब्दों को छाँटकर सही जगह पर लिखिए-

[Application]

दादा

बंदरिया

माता

चूहा

मोरनी

पुल्लिंग

स्त्रीलिंग

पिता

माता

दादा

दादी

मोर

मोरनी

बंदर

बंदरिया

चूहा

चुहिया



3. लिंग बदलकर लिखिए—

[Knowledge]

पुल्लिंग

स्त्रीलिंग

शेर

शेरनी

राजा

रानी

मुर्गा

मुर्गी

बकरा

बकरी

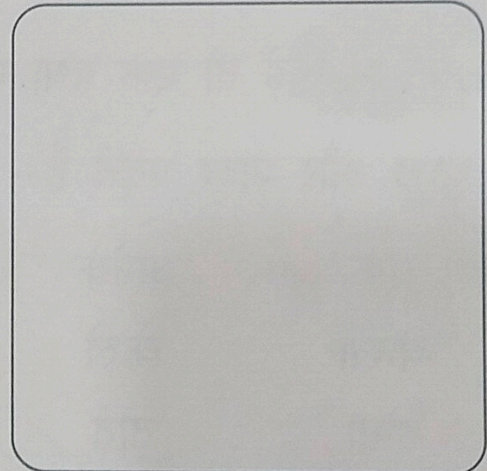
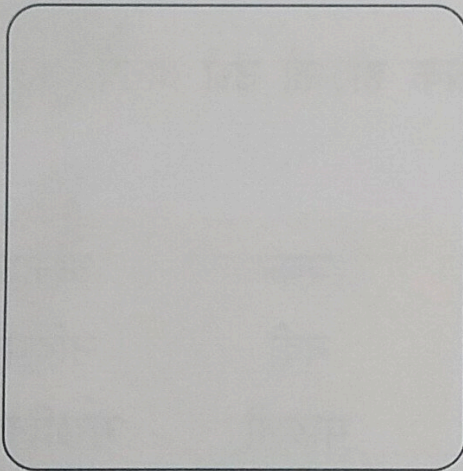
नाना

नानी

आइए कुछ करें

1. नीचे दी गई जगह में लड़का और लड़की का चित्र बनाइए और उसमें रंग भरिए—

[Art-Integrated Learning]



2. अपने आसपास के व्यक्तियों और वस्तुओं की सूची बनाइए और बताइए कि वह पुल्लिंग हैं या स्त्रीलिंग।

[Social and Cross-cultural Interaction]

Match these pictures to their descriptions.



a.



b.



c.



d.

1. a young man 2. a narrow street 3. an old lady 4. a cute baby

C Circle the odd one out in each row.

1. smart dark heavy flower colourful
2. soft hard grey short jackal
3. bench wooden dense happy simple
4. calm worried snow chilly warm
5. suit brown cheap costly comfortable

How are the words that you circled different from the rest? Discuss in class.

D Look at these pictures. Write what colour they are.



1. a green overcoat



2. a red rose



3. grey clouds



4. a pink flamingo



5. green leaves



6. a black and white zebra



7. a red car



8. blue sky

E Choose the correct **adjectives** for these pictures from the box. Then write them in the space provided.

delighted worried angry scared shocked calm



1. scared



2. delighted



3. worried



4. Angry



5. Calm



6. shocked

F

Unscramble the jumbled letters to form **describing words**.

1. onwrb

...brown... hair



2. tihgl

a ...light... feather



3. eagrl

a ...large... ostrich



4. srfhe

...Fresh... juice



5. ulyfff

a ...Fluffy... cake



Opposites of Describing Words

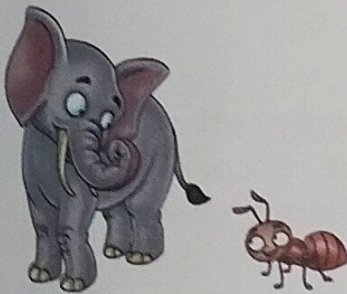
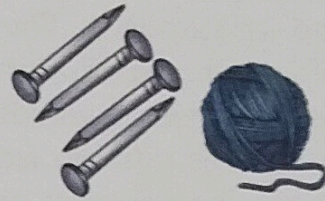
G Choose the **opposites** of the words in red from the given options. Then fill in the blanks using them.

1. A tree is **tall**. A plant is short...
(small/thin/short)



2. I like to drink cold coffee when the weather is **hot**. (cool/warm/cold)

3. Nails are **hard**, but wool is soft...
(simple/easy/soft)



4. An elephant is **huge**. An ant is tiny...
(short/small/tiny)

H Rewrite these sentences by replacing the underlined words with their **opposites**.

1. Rahi's bag is light. heavy

Rahi's bag is heavy.

2. The questions in the maths test were simple. difficult

The questions in the maths test were difficult.

3. The teacher drew a curvy line on the blackboard.
The teacher drew a straight line on the blackboard.
4. The bookshop was located at one end of a wide lane.
The bookshop was located at one end of a narrow lane.
5. Many children were present in the science class today.
Many children were absent in the science class today.

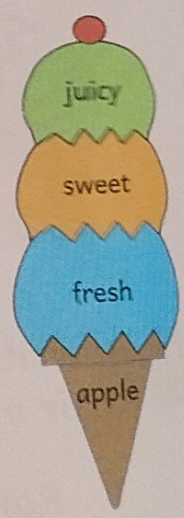
Let's Play Grammar

1. Can you identify me?

Your teacher will divide the class into pairs. She will have a small basket containing slips. The slips will have either naming words or describing words written in them. She will call each pair to the front of the class one by one. The pair will pick a slip from the basket and read aloud the word written in it. They have to identify whether it is a naming word or a describing word. Further, if it is a naming word, they have to say aloud three describing words for it. If it is a describing word, they have to say aloud three naming words which can be described using it. The teacher will judge if the answers are correct. Each pair gets two minutes. The pairs that get all the answers right are rewarded at the end.

2. Make your own adjective sundae.

This is an individual activity. Each student has to carry cutouts of the different layers of a sundae and a cherry. The teacher will assign a naming word to each student. The students have to come up with three adjectives to describe the nouns. They then have to make sundaes using the cutouts they have brought. They have to paste the naming words at the bottom of the sundaes (they could be a cup or a cone). The three adjectives will be pasted on one layer each. Once all the students have made their sundaes, they can display them in class.



30.8.24

chapter-6

Doing words

Doing words - words that tell us about the action are doing words.

Verb - doing words or action words.

Doing words - sleep, eat

ride, sing

run, cry

twinkle, comb

play, dance

Good



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1. A wolf *howls*.



2. A baby *cries*.



3. The ship *sails* in the sea.



4. The stars *twinkle*.

Look at the pictures given above. Each picture shows what the naming word does.

A wolf *howls*.

What does a wolf do?

It *howls*.

Howl is a **doing word**. It shows what a wolf does.

Words that tell us what the naming words do are called **doing words**. They are also called **verbs** or **action words**.

A Underline the **doing words** in these sentences.

1. Rupam waters the plants every morning.
2. We finish our dinner by 9 p.m.
3. We saw two peacocks in the garden.
4. The teacher asked us to be silent.
5. A sheep gives us wool.
6. Robin loves chocolate milkshake.



B Fill in the blanks with **doing words**. Choose them from the box.

sleeps knits rides sing eats

1. Gita eats a dosa for breakfast.



2. Rohan sleeps in the bed.

3. Paro rides a horse on the ground.



4. Grandmother knits a sweater.

5. The children sing the national anthem.

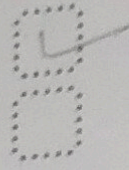


C Read these **naming words**. Circle the actions they cannot do.

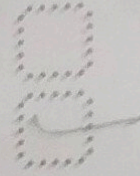
- | | | | | |
|-------------|--------------|-------------|---------|-------------|
| 1. children | play | shout | swim | <u>roar</u> |
| 2. horses | run | <u>bark</u> | neigh | eat |
| 3. cats | mew | <u>moo</u> | sleep | purr |
| 4. cows | <u>bleat</u> | moo | drink | sit |
| 5. hens | <u>quack</u> | cluck | scratch | brood |

D Look at the pictures and tick (✓) the correct sentences.

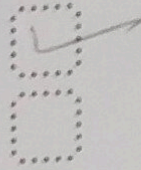
- 1. Sheetal skips.
- Sheetal runs.



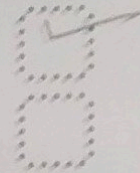
- 2. Shamsheer jumps.
- Shamsheer jogs.



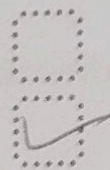
- 3. Ayub draws.
- Ayub writes.



- 4. Nupur paints the wall.
- Nupur cleans the wall.



- 5. Tiggy barks.
- Tiggy rests.



Doing Words with -ing

Look at the pictures and read the sentences.



What is the girl doing?
She *is walking* to school.



What is the boy doing?
He *is reading* a book.

The words *is walking* and *is reading* tell us what the girl and the boy are doing. These *-ing* words are also doing words.

When we add *-ing* to doing words, we follow these rules:

- We add *-ing* to some doing words without making any changes.
sleep ~ sleeping go ~ going
- With some doing words that end in *e*, we drop the *e* before adding *-ing*.
dance ~ dancing ride ~ riding
- We add *-ing* to some doing words after doubling the last letter of the word.
run ~ running travel ~ travelling

E Look at the pictures and complete the sentences. Choose words from the box.

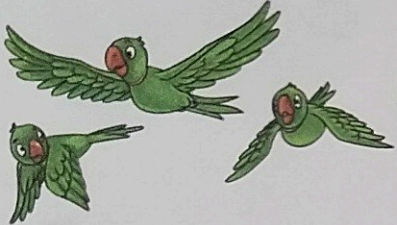
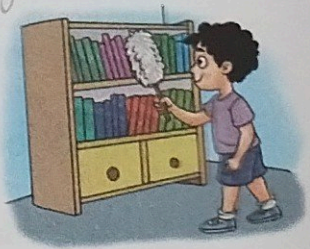
laughing flying telling listening dusting combing

1. The girl is *combing* her hair.



2. Grandfather is *listening* to music.

3. Akshay is *dusting* the bookshelf.



4. The parakeets are *flying*.

5. Grandmother is *telling* a story.



6. Mr Adil is *laughing*.

F Look at this picture of Deven's family. Complete the paragraph to describe what each family member is doing.

feeding helping preparing
watering cleaning mopping

Deven's father is ...*preparing*... breakfast. Deven's mother is ...*mopping*... the floor. His sister Preeti is ...*helping*... her father. Deven's grandfather is ...*feeding*... the pet dog. His grandmother is ...*watering*... the plant. Deven is ...*cleaning*... the wall. A family that works together is a happy family.



G Put a tick (✓) for a good action and a cross (✗) for a bad action.

1. keeping your surroundings clean
2. not sharing things
3. wasting food
4. eating fresh fruits and vegetables
5. quarrelling with others
6. disrespecting your elders
7. watching TV all the time
8. doing your homework
9. playing with your pet
10. helping your parents at home

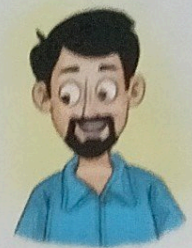
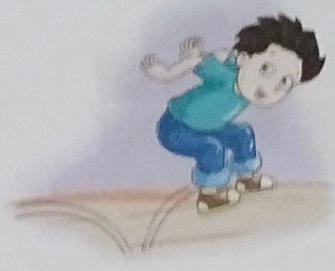


H Find and circle these **action words** in the grid.

- dance hop climb stare dig catch



O	L	D	A	N	C	E	R
K	C	N	Z	C	L	H	G
B	A	E	J	D	I	G	J
H	T	Q	V	I	M	F	H
O	C	X	A	L	B	W	I
P	H	U	S	T	A	R	E



Let's Play Grammar

Guess the action word!

Your teacher will divide the class into groups of five. She will have a basket on her table full of slips containing action words. One group plays at a time. She will call a student from one of the groups to her table and ask them to pick a slip. The student has to read the slip and enact the action word written on it, and the group has to guess the action word within a minute. The group gets five points for a correct guess. After the time has lapsed, the student will hand over the slip to the teacher and go back to their group. Next, the teacher will call a member from the next group and the process will be repeated. The game will continue in this manner until all the slips have been used. The group with the highest score at the end wins.