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SAMPLE



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Free Sample Contents

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CHAPTER

INTEGRATED
GRAMMAR-I

W.S. No.	Learning Stage	Skill	Page No.
1	Knowledge	Defining the various parts of speech and stating the rules of plural formation.	1-2
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6	Application	Choose the correct collective noun for a group.	11-12
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8	Evaluation	Evaluating the correct grammatical structure.	15-16
9	Creation	Writing a story with the help of adjectives.	17-18



READ

SPEAK

THINK

WRITE



NAME _____ Class _____

Knowledge

WORKSHEET-1

Skill Defining the various parts of speech and stating the rules of plural formation.

I. DIRECTIONS: Given below are two columns— column I and column II. Match the definitions in column I with the terms in column II.

Column I (Definitions)

- A. I am the name of a person place or thing.
- B. I am a qualifying word.
- C. I am used in place of a name.

Column II (Terms)

- (i) I am an adjective
- (ii) I am a pronoun
- (iii) I am a noun

A -	B -	C -
-----	-----	-----

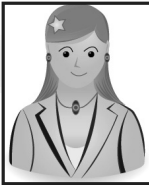

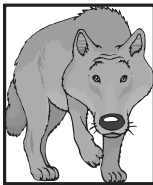

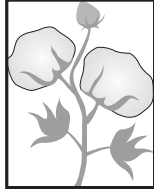



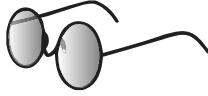
II. DIRECTIONS: Match the statements in column I with the examples in column II.

Plurals of Nouns

Column I (Statements)

- A. Examples of plurals made by adding 's' to the singular
- B. Examples of plurals made by adding 'es' to the singular
- C. Nouns ending in 'f' form plurals by adding 's'.

Column II (Examples)

	(i)			
		wives	thieves	wolves
	(ii)			
		gold	cotton	wheat
	(iii)			
		people	scissors	spectacles



D. Nouns which are always singular

(iv)



chiefs



hoofs



roofs

E. Nouns which are always plural

(v)



brushes



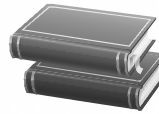
glasses



watches

F. Plurals of nouns ending with a consonant and 'y' change the 'y' to 'i' and add 'es'

(vi)



books



chairs



trees

G. Nouns ending in 'f' or 'fe' form plurals by changing 'f' or 'fe' to 'ves'

(vii)



feet



teeth



geese

H. Some nouns with the vowels 'oo' form plurals by changing 'oo' to 'ee'

(viii)



fairies



babies



butterflies

A -

B -

C -

D -

E -

F -

G -

H -



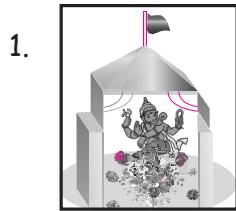
NAME _____ Class _____

Knowledge

WORKSHEET-2

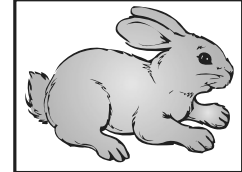
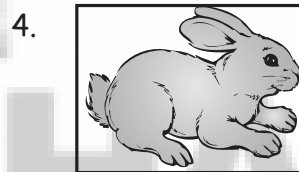
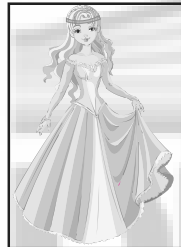
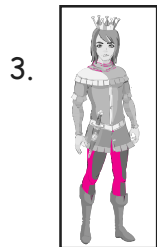
Skill To recognize the genders.

I. DIRECTIONS: Write the opposite gender of the following :



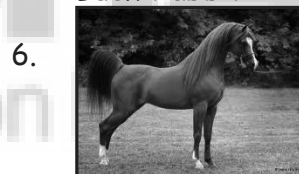
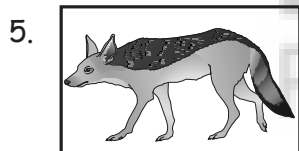
God

Lion



King

Buck-Rabbit



Fox

Horse



Goose

Ewe



Bull

Witch



II. DIRECTIONS: Give the corresponding opposite of the following nouns.

1. Heir is to _____ as sultana is to _____.
2. _____ is to cow as gander is to _____.
3. Hero is to _____ as shephard is to _____.
4. _____ is to doe as queen is to _____.
5. _____ is to wizard as duke is to _____.
6. _____ is to drake as _____ is to uncle.
7. Empress is to _____ as _____ is to nephew.
8. Lass is to _____ as _____ is to hostess.
9. Ram is to _____ as _____ is to hen.
10. Lady is to _____ as _____ is to priest.

III. DIRECTIONS: Write the names of the nouns in the common gender by filling in the missing letters.

1. Male or female infant

b		b	
---	--	---	--

2. Mother or father

p		r		t
---	--	---	--	---

3. Husband or wife

s	p			s
---	---	--	--	---

4. Boy or girl

c	h			d
---	---	--	--	---

5. Man or woman

p		r	s	n
---	--	---	---	---



NAME _____ Class _____

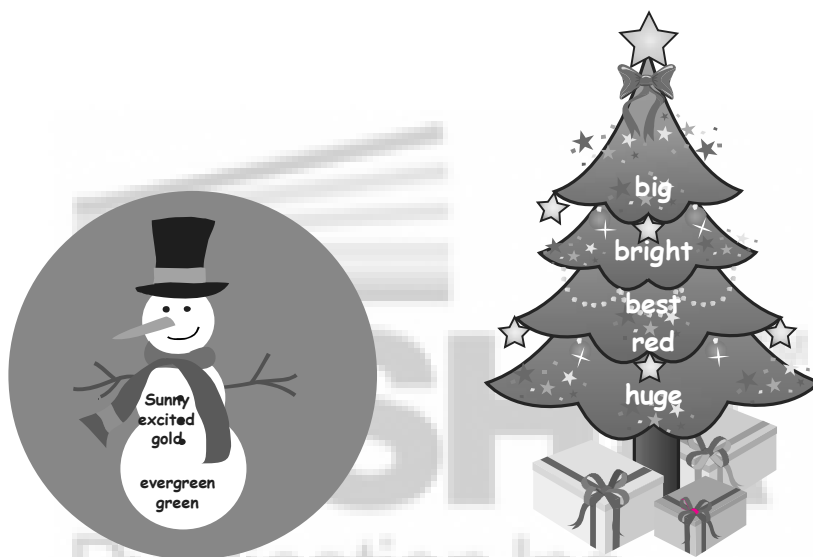
Comprehension

WORKSHEET-3

Skill

To interpret the correct adjectives to complete a story.

I. DIRECTIONS: Use the adjectives in the picture to complete the story below. As you read the story, add parts to your picture.



It was a _____, _____ day in December. The _____ children ran outside to make a _____ snowman. They decided to put the snowman next to the _____ tree. After they finished making the _____ snowman, they decorated the tree for christmas. They put the _____ star at the top. They added _____, _____ and _____ balls.

II. DIRECTIONS: Circle the adjective in each sentence. Tell what noun the adjective is describing.

1. The green alien walked out of the spaceship.

The adjective _____ describes _____.

2. The shiny spaceship landed in my yard.

The adjective _____ describes _____.



3. An alien with big eyes walked out of the sting.

The adjective _____ describes _____.

4. It waved its tiny hand in the air.

The adjective _____ describes _____.

5. The alien said, "Earth is such a beautiful planet".

The adjective _____ describes _____.

6. The cute alien wandered in the garden.

The adjective _____ describes _____.

7. The happy alien moved towards the long yard.

The adjective _____ describes _____.

8. He felt amazed in the lonely yard and turned back.

The adjective _____ describes _____.

9. A brown rabbit hopped into the yard and scared the alien.

The adjective _____ describes _____.

10. The frightened alien ran back into its spaceship and blasted off.

The adjective _____ describes _____.



NAME _____ Class _____

Application

WORKSHEET-4



Skill Interpreting the correct type of noun.



I. DIRECTIONS: State whether the following are true or false. If the statement is false write the correct statement.

1. A common noun begins with a capital letter
2. A proper noun should not have 'the' before it
3. Collective and material nouns have no abstract form.....
4. A proper noun has no plural form
5. Copper is an abstract noun

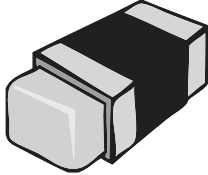
II. DIRECTIONS: State the type of noun displayed in the pictures:


1.  GeetikaNoun  Abhishek


2.  GrandmotherNoun  Grandfather

3.  LaughterNoun  Crying




4.  Rubber Noun

 Pencil

5.  Crowd Noun


 Bunch

6.  Wool Noun


 Gold Coin

7.  River Ganga Noun


 Eiffel Tower


8.  Child Noun

 bicycle

9.  Water Noun

 Wood

10.  Angry man Noun

 Sad lady



NAME _____ Class _____

Application

WORKSHEET-5

Skill Using the adjectives to describe the noun.

I. DIRECTIONS: Fill in adjectives of your own choice.

Aid Yourself

Delicious	Old	Funny	Easy	Strong
Pretty	Beautiful	Good looking	Tall	Popular

1.

A _____ dress.



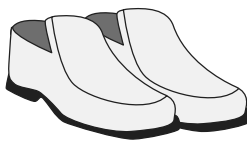
2.

A _____ flower.



3.

A _____ pair of shoes.



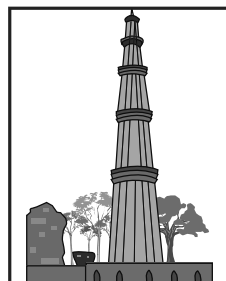
4.

A _____ mango.



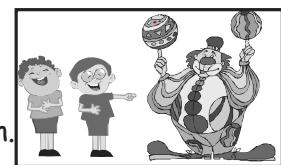
5.

An _____ monument?



6.

A _____ clown.



NAME _____ Class _____

Application

WORKSHEET-6

Skill Choose the correct collective noun for a group.

I. DIRECTIONS: Fill in the blanks using appropriate collective nouns.

1.



A of players.

2.



A of musicians.

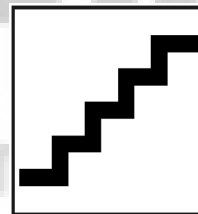
3.



A of thieves.

Skill

4.



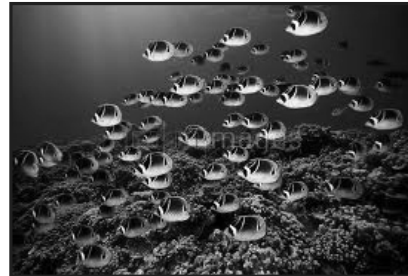
A of stairs.

5.



A of bees.

6.

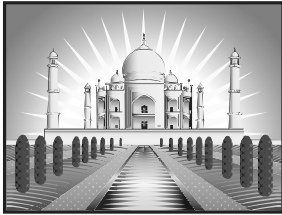


A of fish.



II. DIRECTIONS : Fill in the nouns taking clues from the pictures.

1.



The is one of the wonders of the world.

2.



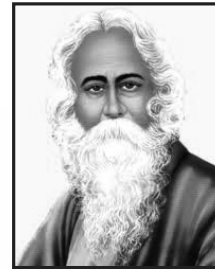
A of cards is placed on the table.

3.



The funny was smiling.

4.



Gurudev wrote poems about nature.

III. DIRECTIONS: Using your vocabulary skill, complete the sentences using the correct noun by taking clues from the word bank given below.

journey	shore	palace	moan	tablet	lumber	pitcher	happiness
---------	-------	--------	------	--------	--------	---------	-----------

- (a) The family went on a _____ (a long trip) each year.
- (b) Rita told her mom she needed a new _____ (a writing pad) for school.
- (c) After so many months at sea, it was good to be on _____ (land on the edge of water) again.
- (d) "Would you like me to use the glass _____ (a container)?" Sarah asked her sister.
- (e) People like to share their _____ (a good feeling) at Christmas time.
- (f) Can you hear the _____ of the winter wind outside.
- (g) "Why don't we use the extra _____ to build a dog house?" Sam asked his mom.
- (h) The princess lived in a beautiful _____ by the lake.



NAME _____ Class _____

Analysis

WORKSHEET-7

Skill

Distinguishing between nouns and adjectives.

I. DIRECTIONS: Fill in the blanks with nouns taking clues from the illustrations.

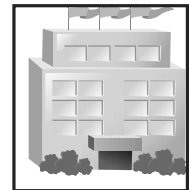
1. The are flying in the sky.



2. The is talking.



3. Rita loves going to



4. Boys love to play



5. Girls love playing



II. DIRECTIONS: The adjectives below are of three different degrees of comparison. Fill in the blanks with the appropriate adjectives.

Positive	Comparative	Superlative
brave	_____	_____
_____	nobler	_____
_____	_____	happiest
_____	smaller	_____



III. DIRECTIONS: Write adjectives for the following pictures.

1.



A man



A fight

2.



A heroine



..... icecream

3.



The apple is



He is in

IV. DIRECTIONS: Fill in the boxes with appropriate nouns.

1.



Aring.



The

2.



A



Theplay

3.



There are.....in the sky



My best.....



NAME _____ Class _____

Evaluation

WORKSHEET-8

Skill Evaluating the correct grammatical structure.

I. DIRECTIONS: Choose the word that makes perfect analogies.

1. They is to go as he is to _____ .
 (a) leave (b) come (c) his (d) goes
2. See is to seen as run is to _____ .
 (a) run (b) ran (c) runs (d) running
3. I is to my as who is to _____ .
 (a) whose (b) who's (c) question (d) why
4. I is to I'm as who is to _____ .
 (a) whose (b) who's (c) whom (d) who'd
5. Pane is to pain as he'll is to _____ .
 (a) they'll (b) he'd (c) heel (d) paying
6. Potato is to a as orange is to _____ .
 (a) fruit (b) an (c) the (d) singular
7. Do is to did as is is to _____ .
 (a) was (b) been (c) isn't (d) are
8. Lion is to den as bird is to _____ .
 (a) nest (b) park (c) house (d) kitchen
9. Car is to driver as Aeroplane is to _____ .
 (a) pilot (b) gun (c) sleep (d) food
10. Plate is to food as glass is to _____ .
 (a) air (b) water (c) fly (d) run



II. DIRECTIONS: Choose the words to make proper analogies.

1. Ride is to rode as row is to _____ .
 (a) road (b) rode (c) rowed (d) route
2. Bill is to Bill's as it is to _____ .
 (a) its (b) has (c) bills (d) it
3. They are is to they're as it is to _____ .
 (a) its (b) it's (c) iti' (d) i'is
4. Close is to _____ as good is to well.
 (a) water (b) closed (c) open (d) closely
5. Create is to creation as arrange is to _____ .
 (a) arrangement (b) arranged (c) arranger (d) arranges
6. Baby is to babies as woman is to _____ .
 (a) girls (b) adult (c) plural (d) women
7. Man is to his as men is to _____ .
 (a) her (b) boys (c) boy (d) their



NAME _____ Class _____

Creation

WORKSHEET-9

Skill Writing a story with the help of adjectives.

I. DIRECTIONS: Write two adjectives to describe each of the following things. You can find some adjective ideas hidden in the picture.



_____ clouds

_____ hat

_____ house

_____ shoes

_____ farmer

_____ gloves

_____ sky

_____ vegetables

_____ soil

_____ windmill





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Free Sample Contents

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1

CHAPTER

FUN WITH NUMBERS

W.S. No.	Learning Stage	Skill	Page No.
1	Knowledge	Matching the numbers to their abacus presentation.	1-2
2	Knowledge	Verifying the properties of numbers.	3-4
3	Knowledge	Ability to complete the facts related to numbers and to write the number names for their numerals.	5-6
4	Comprehension	Predicting the number and the place values in the given riddles.	7-8
5	Comprehension	Selecting the correct number by using the information given in passage.	9-10
6	Comprehension	Interpreting the data in table and picture on numbers.	11-12
7	Application	Solving the problems based on different properties of numbers.	13-14
8	Application	Solving the simple problems on different topics related to numbers.	15-16
9	Analysis	Deducing steps from a given number grid.	17-18
10	Analysis	Comparing numbers with same digits.	19-20
11	Evaluation	Evaluating the problems based on properties of numbers.	21-22
12	Creation	Framing the four digit number by using the spike abacus and design the correct abacus.	23-24
13	Creation	Developing the numbers with the help of place value blocks and formulating the sum.	25-26
14	Creation	Constructing numbers and combinations according to the given situation.	27-28







NAME _____ Class _____

Knowledge

WORKSHEET-1

Skill Matching the numbers to their abacus presentation.

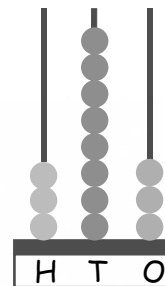
DIRECTIONS: Given below are two columns — column I and column II. Match the two columns and write the correct answer in the given blank grid.

Column I (Numbers)

Column II (Abacus Presentation)

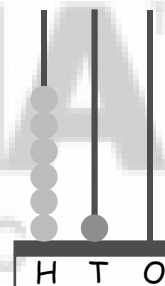
A. 429

(i)



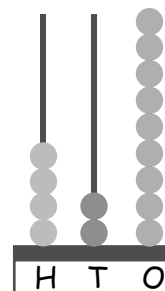
B. 610

(ii)



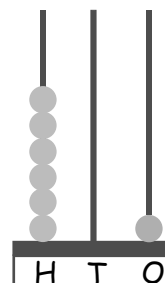
C. 382

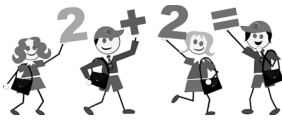
(iii)



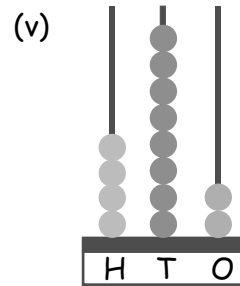
D. 482

(iv)

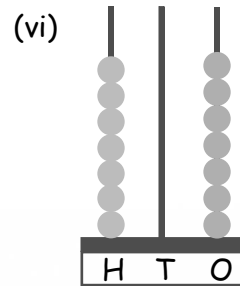




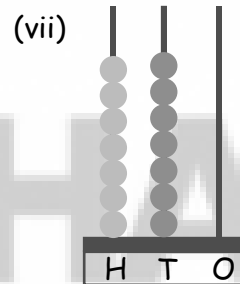
E. 601



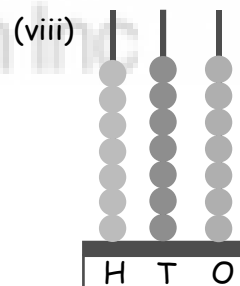
F. 777



G. 707



H. 770



A-	B-	C-	D-	E-	F-	G-	H-
----	----	----	----	----	----	----	----





NAME _____ Class _____

Knowledge

WORKSHEET-2

Skill Verifying the properties of numbers.

I. **DIRECTIONS:** Read the following statements and write 'true' or 'false' against each statement.

1. 999 is the smallest 3-digit number.

2. 1000 is the greatest 4-digit number.

3. Ten hundreds make one thousand.

4. To form the smallest number, we write the digit in ascending order.

5. The place value of a digit does not depend on its place in the number.

6. Place value of 7 in 98702 is 70.

7. The expanded form of 6502 is $6000 + 500 + 2$.

8. The even number among 577, 765 and 668 is 765.

9. 9101 is smaller than 9110.

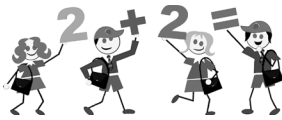
10. Face value of a digit in a number is the digit itself.

11. An abacus is a tool for counting.

12. Arranging numbers in ascending order means arranging them from smaller to greater.

13. Arranging numbers in descending order means arranging them from smaller to greater.





II. DIRECTIONS: Below given are some balloons. Read the statements written on each balloon. Colour those balloons which have the correct statements.

A
Place value of 9 in 393 is 9 tens.

B
Face value of underline digit in 698 is 6.

C
Place value of 3 in 393 is 3 tens.

D
Place value of 7 in 785 is 7 hundreds.

E
10 more than 1842 is 1852.

F
All the numbers that have 1, 3, 5, 7 and 9 in the ones place are odd numbers.

G
All the numbers that have 2, 4, 6, 8 and 0 in the ones place are called odd numbers.

H
1099 is one less than 1100.

I
3010 is 1 more than 3011.





NAME _____ Class _____

Knowledge

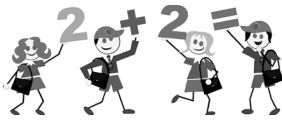
WORKSHEET-3

Skill Ability to complete the facts related to numbers and to write the number names for their numerals.

I. DIRECTIONS: Answer the following questions in one word.

- _____ is the number which comes after a given number.
- _____ is the number which comes before a given number.
- Arranging numbers in the increasing order, that is, from smallest to largest, is called _____.
- Arranging numbers in the decreasing order, that is, from largest to smallest is called _____.
- The _____ sign indicates that the numbers on both sides of it have same value.
- The _____ sign indicates that the open side is towards the bigger number.
- The _____ sign indicates that the closed side is towards the smaller number.
- You should write the digits in ascending order, that is, from smallest to greatest to build the _____ number.
- All those numbers that can be put into pairs are called _____ numbers.
- The numbers that cannot be put into pairs are called _____ numbers.





II. DIRECTIONS: Below given number names are in numerals. Fill in the blanks by writing them in words.

1. 926 : _____ Twenty _____

2. 789 : _____ hundred _____

3. 1999 : _____ nine _____

_____ nine
4. 5000 : five _____

5. 884 : _____ four

6. 980 : _____ hundred _____

7. 9098 : Nine _____ eight.

8. 1001 : _____

9. 8888 : Eight _____ eight _____ eight

10. 777 : Seven _____ seven.





NAME _____ Class _____

Comprehension

WORKSHEET-4

Skill Predicting the number and the place values in the given riddles.

DIRECTIONS: Read the riddles given below and complete the sentence.

1. • I am less than 1000.
- My tens digit is 2.
- My hundreds digit is 4 more than the tens digit.
- The sum of my digits is 8.

I am the number _____

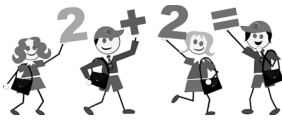
2. • I am the number between 750 and 780.
- My ones digit is 0.
- My tens and hundreds digit are same.

I am the number _____

3. • My ones digit is two.
- My tens digit is 2 more than my ones digit.
- My hundreds digit is 2 less than my ones digit.
- My thousands digit is 2 more than my tens digit.

I am the number _____





4. • My ones digit is four times of number 2.
- My tens digit is three times of number 2.
- My hundred is digit is half of my ones digit.
- My thousand is digit is half of my hundred digit.

I am the number _____

5. • I am the number between 30 and 40.
- Sum of my ones and tens digit is 8.

I am the number _____.

6. • I am the three digit number.
- I am greater than 95 but less than 105.
- When you add my digits, the total is 1.

I am the number _____.

7. If 8 is shifted to the hundreds place and 6 is shifted to the tens place in 7681 then find the new numeral.

8. If 1 is replaced by number 6 and number 6 is replaced by 1 in both 2161 and 2116 then which is greater?





NAME _____ Class _____

Comprehension

WORKSHEET-5

Skill

Selecting the correct number by using the information given in passage.

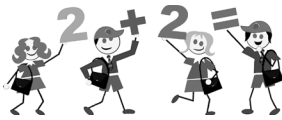
I. DIRECTIONS: Read the following scenario and answer the questions.



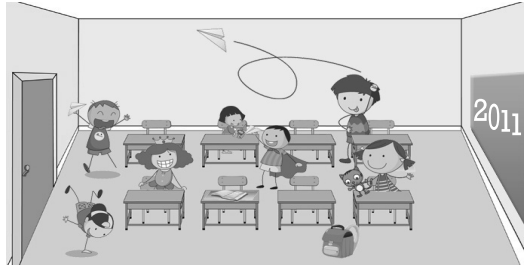
In a family, there are 6 people i.e. grandfather, grandmother, father, mother, a boy and a girl. The age of the boy is 2 years. The girl is 3 years older than boy. Father's age is seven times the age of girl. Mother is three years younger than father. Grandfather's age is thirty times the age of boy and grandmother is eleven times the age of girl.

- The age of grandfather is _____.
(a) 50 (b) 55
(c) 60 (d) 65
- The age of grandmother is _____.
(a) 50 (b) 55
(c) 60 (d) 65
- Which of the following statement is true?
(a) Age of mother is 40 years
(b) Age of father is 48 years
(c) Grandfather is 18 years older than mother
(d) Age of father is 35 years
- The difference between age of grandfather and grandmother is _____.
(a) 05 (b) 10
(c) 15 (d) None of these
- How many members in the family are aged more than 43 but less than 65?
(a) 01 (b) 04
(c) 02 (d) 03





II. DIRECTIONS: Read the following scenario and answer the questions



In a class in year 2011, there were total 55 students out of which 30 are girls. Two more new boys joined the class from 2012.

- The total number of boys in the class in 2012 were ____.
(a) 20 (b) 30
(c) 27 (d) 55
- The total number of boys in the class in 2011 were ____.
(a) 22 (b) 25
(c) 27 (d) 55
- What was the strength of the class in 2011 ?
(a) 50 (b) 85
(c) 65 (d) 55
- In year 2013, 3 girls left and 1 more boy joined the class. What will be the strength of the class in 2013?
(a) 57 (b) 55
(c) 58 (d) 61
- The total number of girls in the class in year 2013 are ____.
(a) 27 (b) 30
(c) 33 (d) None of these
- In year 2013, 3 girls left and 1 more boy joined the class .The difference between number of students in class in 2011 and in 2013 is ____.
(a) Zero (b) 01
(c) 02 (d) 03





NAME _____ Class _____

Comprehension

WORKSHEET-6

Skill Interpreting the data in table and picture on numbers.

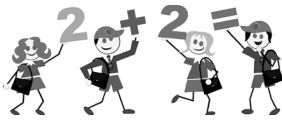
I. DIRECTIONS: Read the following scenario and answer the questions 1-6:

In a one day cricket match played between India and Pakistan in World cup 2012, the runs scored by Indian batsmen are as follows:

S.No.	Batsman Name	Runs Scored
1	Sehwag	40
2	Sachin	90
3	Raina	42
4	Gambhir	98
5	Dhoni	99
6	Virat Kohli	41
7	Harbhajan	20

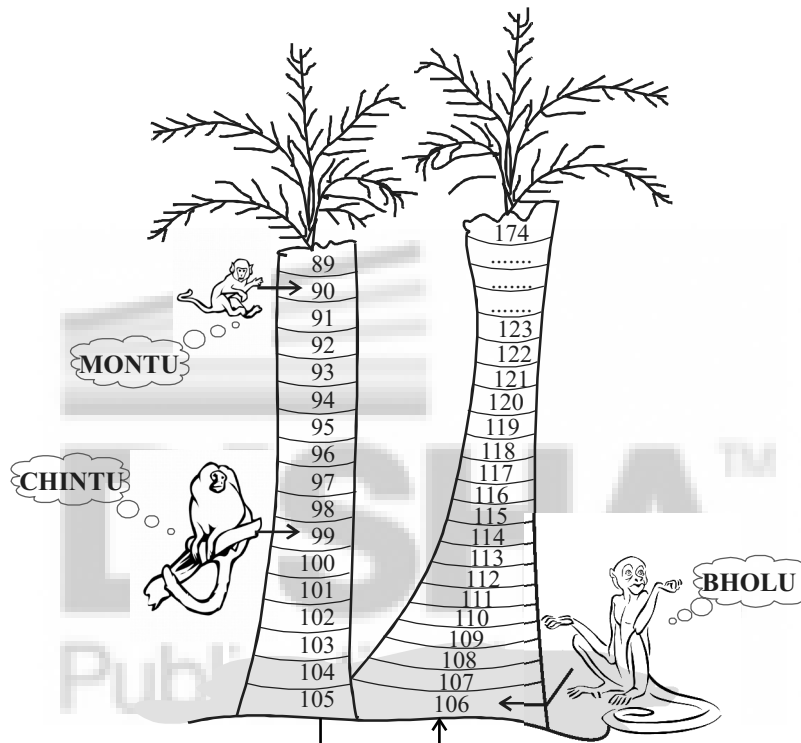
- If Sachin scores 10 more runs, then he would have made _____ runs.
(a) 97 (b) 98
(c) 99 (d) 100
- Who is the Indian cricketer to score the highest runs in this match ?
(a) Sachin (b) Dhoni
(c) Raina (d) Sehwag
- Which of the following runs scored by Indian cricketers in this match are in a sequence ?
(a) 90, 98, 99 (b) 10, 11, 12
(c) 40, 41, 42 (d) None of these
- Gambhir scored 1 run less than Dhoni and Sachin scored _____ runs less than Gambhir.
(a) 8 (b) 7
(c) 9 (d) 6
- How many Indian cricketers scored runs between 85 and 100 ?
(a) 1 (b) 2
(c) 3 (d) 4
- State True or False: Virat Kohli scored least number of runs.
(a) True (b) False
(c) Not sure (d) None of these





II. DIRECTIONS: Montu and his friends are jumping on trees, with numbered blocks. Montu jumps on every 7th block, Chintu on every 5th block, Bholu on every 4th block.

- Montu starts jumping from number 90.
- Chintu starts jumping from number 99.
- Bholu starts jumping from number 106.



Read the above information and answer the following questions.

- (1) Chintu's 10th jump is on number _____
- (2) Bholu's tenth jump is on number _____
- (3) Montu's tenth jump is on number _____
- (4) Will Montu and Chintu both jump on number 104 ? _____
- (5) Who will be at highest block in tenth jump ? _____





NAME _____ Class _____

Application

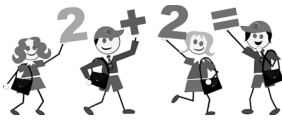
WORKSHEET-7

Skill Solving the problems based on different properties of numbers.

DIRECTIONS : Read the following questions and tick (\checkmark) the correct answer from the four options.

- Which of the following numbers are in ascending order?
(a) 70, 17, 90, 7, 13, 47 (b) 17, 70, 7, 90, 47, 13
(c) 7, 13, 17, 47, 70, 90 (d) 90, 70, 17, 47, 13, 7
- Which of the following numbers are in descending order?
(a) 515, 155, 255, 435, 15 (b) 515, 435, 255, 155, 15
(c) 15, 155, 255, 435, 515 (d) 15, 435, 255, 155, 515
- Which of the following comparison is correct?
(a) $321 < 235$ (b) $420 > 510$
(c) $725 < 638$ (d) $827 > 639$
- The distance between Jammu Kashmir and Delhi is two thousand four hundred fifty-nine kilometres. This number in expanded form is
(a) $2000 + 40 + 95$ (b) $200 + 4 + 95$
(c) $2000 + 400 + 50 + 9$ (d) $2000 + 400 + 95$
- The biggest 4-digit number using 2, 3, 7 and 6 is
(a) 2376 (b) 7632
(c) 7362 (d) 3672
- The smallest 3-digit number using 0, 1, 2 and 3 is
(a) 123 (b) 132
(c) 231 (d) 102





7. Place : Value :: Face :

- (a) Nose (b) Eyes
(c) Mouth (d) Value

8. Find the odd one out from the following list of numbers.

40, 20, 50, 25, 10

- (a) 40 (b) 25
(c) 50 (d) 20

9. Which of the following statements can be true?

1				A
2				B
5				C
7				D

- (a) A is the largest number of all other numbers.
(b) D is the smallest of all other numbers.
(c) A is the smallest of all other numbers
(d) C is the largest of all other numbers.

10. A city has population of 81521. What is 81521 rounded to the nearest hundred?

- (a) 81500 (b) 81520
(c) 81000 (d) 80000

11. Anshi had four numbers 7, 9, 4 and 5. She used each number only once to make a larger number. If she put the 9 in the ten's place, what would be the largest number she could make?

- (a) 7,954 (b) 7,549
(c) 7,594 (d) 9,754

12. The largest 2 digit number whose tens place is even and unit place is odd, is

- (a) 99 (b) 89
(c) 88 (d) 98





NAME _____ Class _____

Application

WORKSHEET-8

Skill

Solving the simple problems on different topics related to numbers.

I. DIRECTIONS: Complete the following statements with an appropriate number/word/term to be filled in the blank space(s).

1. In the number 4076, the value of the digit in the hundred place is _____
2. Sum of the place values of 7s in the 775 is _____
3. The number of zeros in a thousand is _____
4. In the number 3765 _____ is in the thousandth place.
5. 24 can be written as _____ tens and _____ ones.
6. The number which is 100 more than 3098 is _____.
7. The number which is 1000 less than 1876 is _____.
8. Number comes between 9179 and 9181 is _____.
9. Successor of 43265 is _____.
10. Predecessor of 32869 is _____.

II. DIRECTIONS : Read the information given below and answer the following questions.

Successor is the number which comes after a given number. Predecessor is the number which comes before a given number.

Successor = Given Number + 1

Predecessor = Given Number - 1

1. Find the Predecessor of the largest 3 digit number.

2. Is the largest 4-digit number the successor of the smallest 3-digit number?

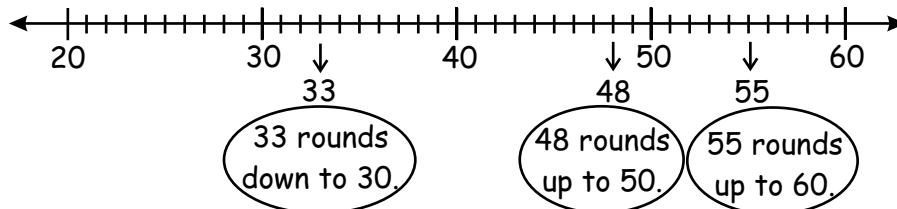
3. The _____ to 4879 is 4880.

4. 9999 is the _____ of the number 10,000



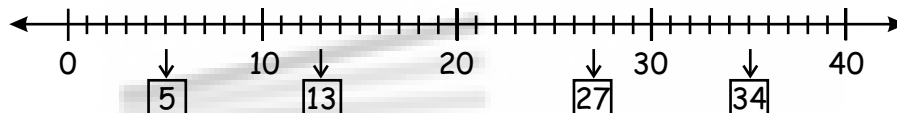


III. DIRECTIONS: Look at the number line given below. This number line is in tens. Read the method given below which helps to round off the number to the nearest ten.

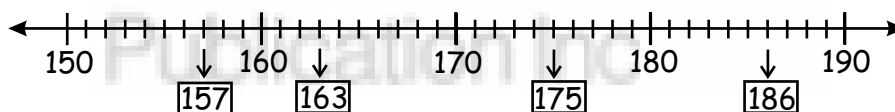


- Method:**
- Look at the units digit.
 - If the units digit is 4 or less, round down.
 - If the units digit is 5 or more, round up.

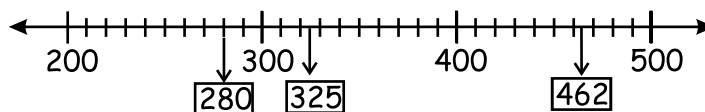
(i) With the help of above method round off the numbers marked in box to the nearest 10.



(ii) With the help of given method round off the numbers given in the box to the nearest 10.



(iii) With the help of same method round off the numbers given in the box to the nearest 100.







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Analysis

WORKSHEET-9

Skill Deducing steps from a given number grid.

I. DIRECTIONS: Look at the number grid given below and answer the questions that follow:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. Ishan starts from number 39. He takes 13 steps backward. On which number will he reach?

2. If I count 9 more from 79 then I will reach to the number _____.
3. Suman starts from number 37. How many steps will she have to take backward to reach the number 23?

4. Ravi starts from number 25 in forward direction and he skips two number in each step. On which number he will reach after seven steps?





5. Sameer starts from number 78 in backward direction and skips three numbers in each step. How many steps will he take to reach number 54?

6. How many odd numbers are there between 1 to 30?

7. How many even numbers are there between 55 to 80?

II. DIRECTIONS: Read the questions given below. Choose and tick (✓) the most sensible answer.

1. Sheenu's younger brother goes to school. How old is he?

- | | | | |
|--------------|--------------------------|-------------------|--------------------------|
| (a) 1 year | <input type="checkbox"/> | (b) 8 years | <input type="checkbox"/> |
| (c) 50 years | <input type="checkbox"/> | (d) None of these | <input type="checkbox"/> |

2. Raman had ₹ 50. He bought a scrapbook. How much money is left with him?

- | | | | |
|----------|--------------------------|-------------------|--------------------------|
| (a) ₹ 50 | <input type="checkbox"/> | (b) ₹ 75 | <input type="checkbox"/> |
| (c) ₹ 20 | <input type="checkbox"/> | (d) None of these | <input type="checkbox"/> |

3. Rakhi plays the tabla almost everyday. How many hours does she practice?

- | | | | |
|---------------|--------------------------|-------------------|--------------------------|
| (a) 1 hour | <input type="checkbox"/> | (b) 10 hours | <input type="checkbox"/> |
| (c) 100 hours | <input type="checkbox"/> | (d) None of these | <input type="checkbox"/> |

4. Shivam has 385 marbles. His friend has many more. How many marbles does his friend have ?

- | | | | |
|-----------------|--------------------------|-------------------|--------------------------|
| (a) 359 marbles | <input type="checkbox"/> | (b) 386 marbles | <input type="checkbox"/> |
| (c) 404 marbles | <input type="checkbox"/> | (d) None of these | <input type="checkbox"/> |

5. Riya read a book in two days. How many pages are there in the book?

- | | | | |
|--------------|--------------------------|-------------------|--------------------------|
| (a) 5 pages | <input type="checkbox"/> | (b) 1000 pages | <input type="checkbox"/> |
| (c) 35 pages | <input type="checkbox"/> | (d) None of these | <input type="checkbox"/> |

6. In a library of a school, the total number of books can be?

- | | | | |
|----------|--------------------------|-------------------|--------------------------|
| (a) 1250 | <input type="checkbox"/> | (b) 25 | <input type="checkbox"/> |
| (c) 125 | <input type="checkbox"/> | (d) None of these | <input type="checkbox"/> |

7. You are eight years old. You can walk _____ kilometres every day?

- | | | | |
|---------|--------------------------|-------------------|--------------------------|
| (a) 300 | <input type="checkbox"/> | (b) 30 | <input type="checkbox"/> |
| (c) 3 | <input type="checkbox"/> | (d) None of these | <input type="checkbox"/> |





NAME _____ Class _____

Analysis

WORKSHEET-10

Skill Comparing numbers with same digits.

I. DIRECTIONS: Complete each sentence by writing the two numbers in the correct place.


- 146 153 : _____ is less than _____
- 478 476 : _____ is more than _____
- 735 753 : _____ is more than _____
- 381 521 : _____ is less than _____
- 214 243 : _____ is less than _____
- 498 593 : _____ is more than _____

II. DIRECTIONS: Put $>$, $<$ or $=$ in the below given boxes for each pair of numbers.

Remember: $<$ means "less than", $>$ means "greater than", $=$ means "equal to".


- | | | | | | |
|---------|----------------------|------|----------|----------------------|------|
| 1. 707 | <input type="text"/> | 777 | 2. 83 | <input type="text"/> | 38 |
| 3. 151 | <input type="text"/> | 511 | 4. 506 | <input type="text"/> | 506 |
| 5. 315 | <input type="text"/> | 351 | 6. 5381 | <input type="text"/> | 5391 |
| 7. 1080 | <input type="text"/> | 1018 | 8. 6700 | <input type="text"/> | 7600 |
| 9. 4006 | <input type="text"/> | 4060 | 10. 8040 | <input type="text"/> | 8400 |

III. DIRECTIONS: Read and answer the following questions.

- 

Reema

I write the greatest number, by writing the digits in the descending order.



Prem

According to you who is correct ?





2. Rima and Sima are two friends. They form the smallest 3-digit number by using digits 5, 1, 0 only once.



Rima

My Number is 015.

My Number is 105.



Sima

According to you who is correct and why ?

- 3.

All the numbers that have 1, 3, 5, 7, and 9 in the ones place are odd numbers.

All those numbers that can be put into pairs are even numbers.



Heena



Sheena

Read the statements given by Heena and Sheena. According to you who is correct ?





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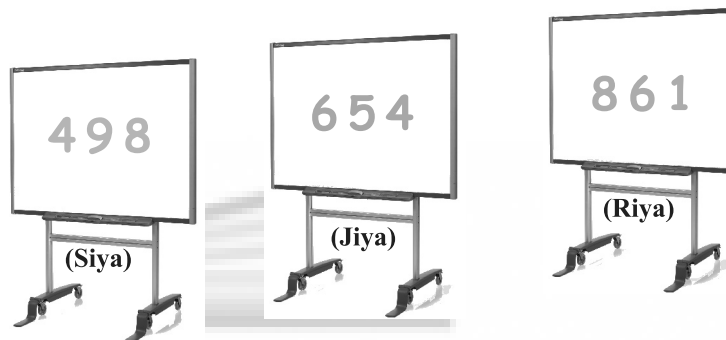
Evaluation

WORKSHEET-11

Skill Evaluating the problems based on properties of numbers.

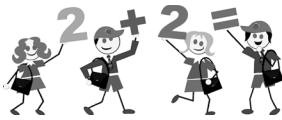
DIRECTIONS: Read the following questions and choose the best answer from the four options.

Siya, Jiya and Riya write a three digit number on their slates as shown below:



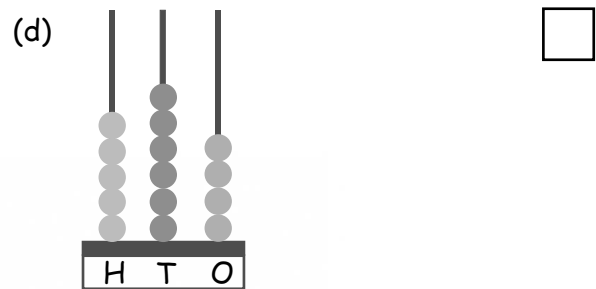
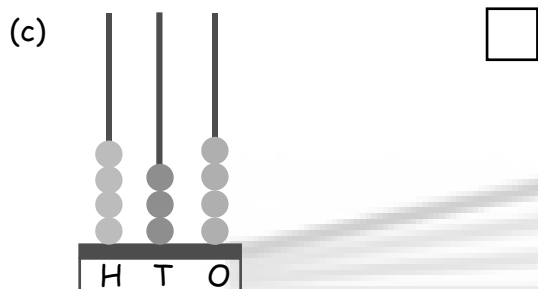
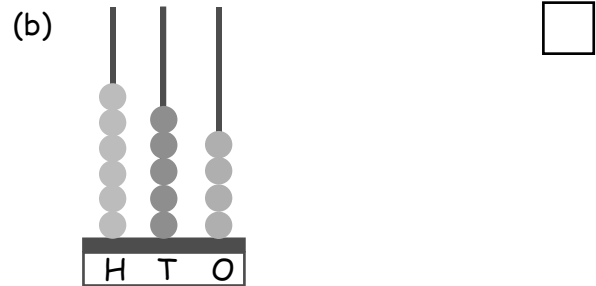
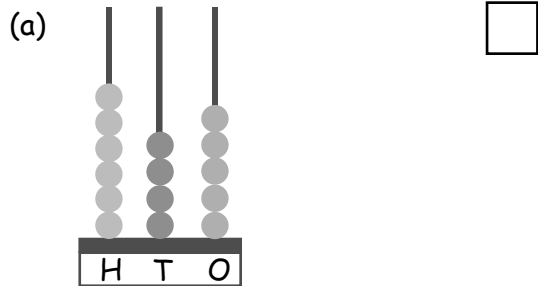
- The place value of 8 in Siya's number is
(a) 8 tens (b) 8 ones
(c) 8 hundreds (d) 8
- Expanded form of Jiya's number is
(a) $600 + 54$ (b) $600 + 50 + 4$
(c) $65 + 400$ (d) $600 + 5 + 40$
- Who writes the odd number ?
(a) Siya (b) Jiya
(c) Riya (d) None of these
- Number written by Riya can be represented in words as
(a) Eight hundred one
(b) Eight hundred sixty one
(c) Eight sixty
(d) Eight thousand sixty one



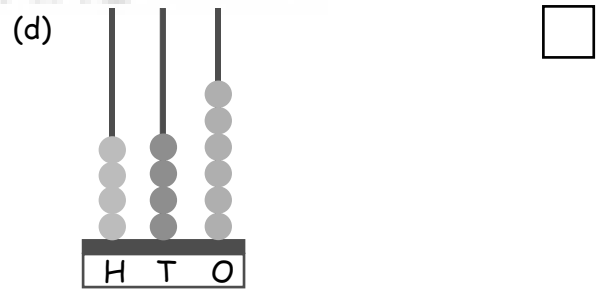
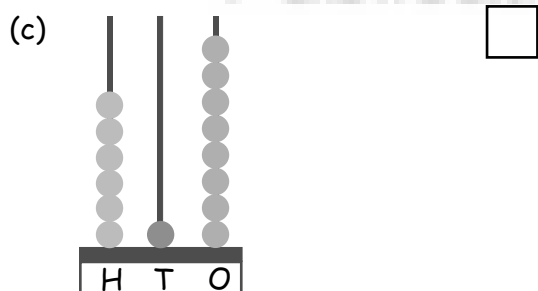
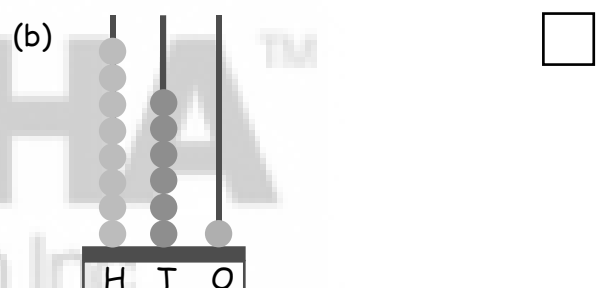
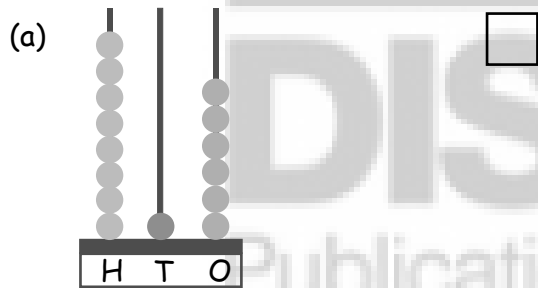


5. The presentation of numbers of Jiya and Riya on abacus are :

654 :



861 :



6. The greatest number is written by

- (a) Siya
- (c) Riya

- (b) Jiya
- (d) None of these

7. Ascending order of all the three numbers is

- (a) 498, 654, 861
- (c) 861, 498, 654

- (b) 654, 498, 861
- (d) None of these





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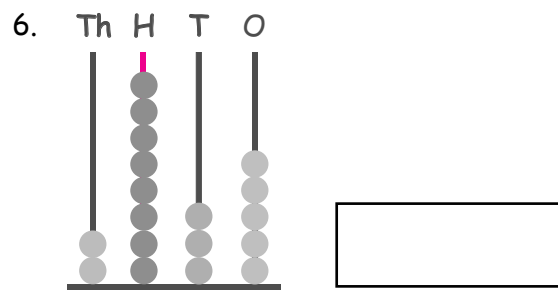
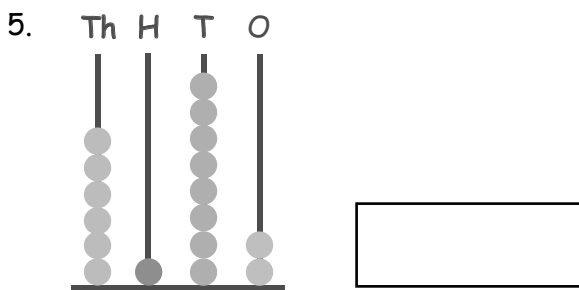
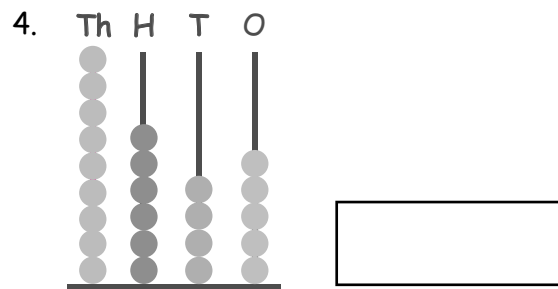
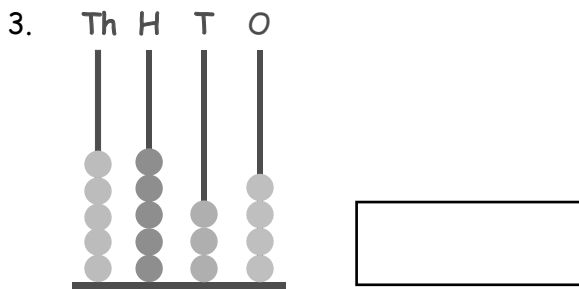
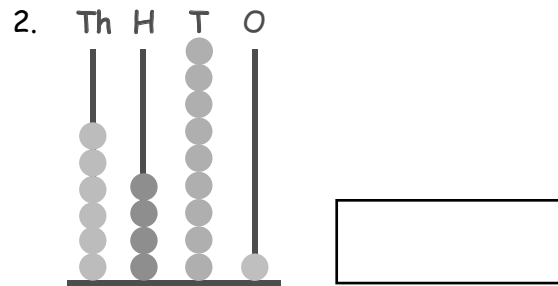
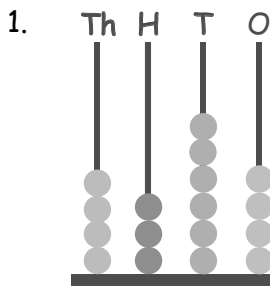
Creation

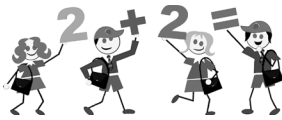
WORKSHEET-12

Skill

Framing the four digit number by using the spike abacus and design the correct abacus.

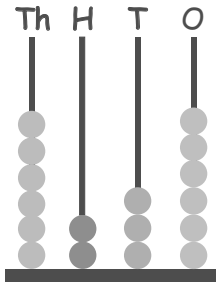
I. **DIRECTIONS:** Look at the spike abacus carefully. Form the numbers shown on the abacus. Write them in the provided box.



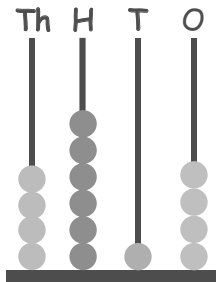


II. DIRECTIONS: Read the below given numbers and their abacus representation. If you find any error in their abacus representation then draw the correct abacus representation in the space given.

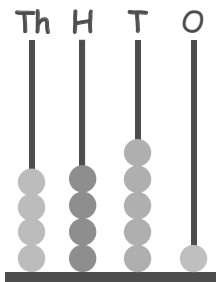
1. 7246



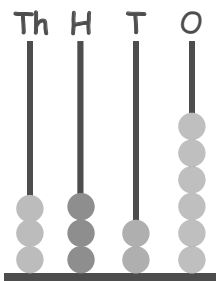
2. 4805



3. 5381



4. 3215





NAME _____ Class _____

Creation

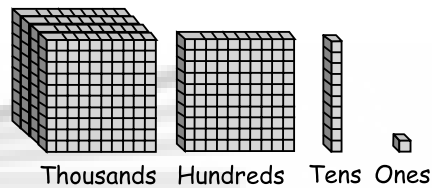
WORKSHEET-13

Skill Developing the numbers with the help of place value blocks and formulating the sum.

DIRECTIONS: Study the place value blocks given below carefully. Frame the number by using the blocks. Write them in the blank boxes in each question.

Add the two numbers and write the sum.

Place-value Blocks



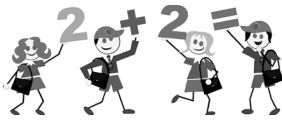
1. +

+ =

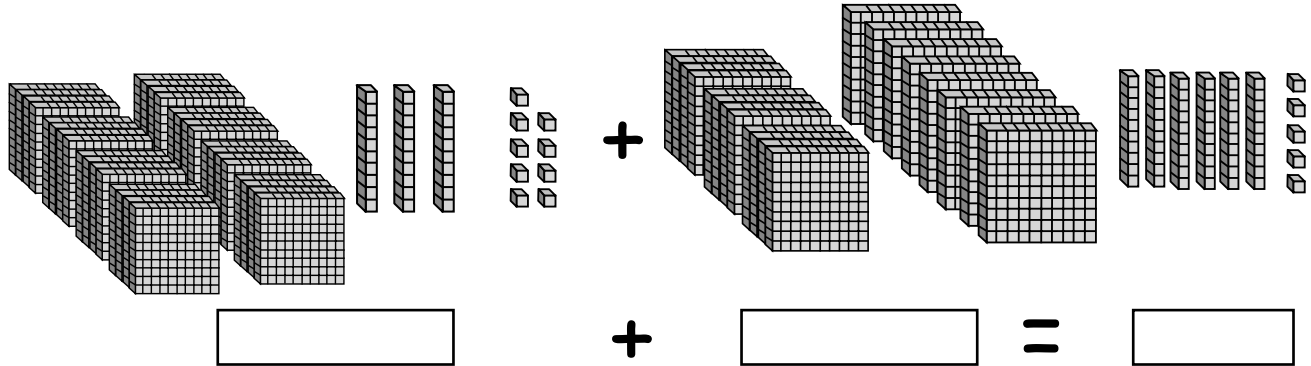
2. +

+ =

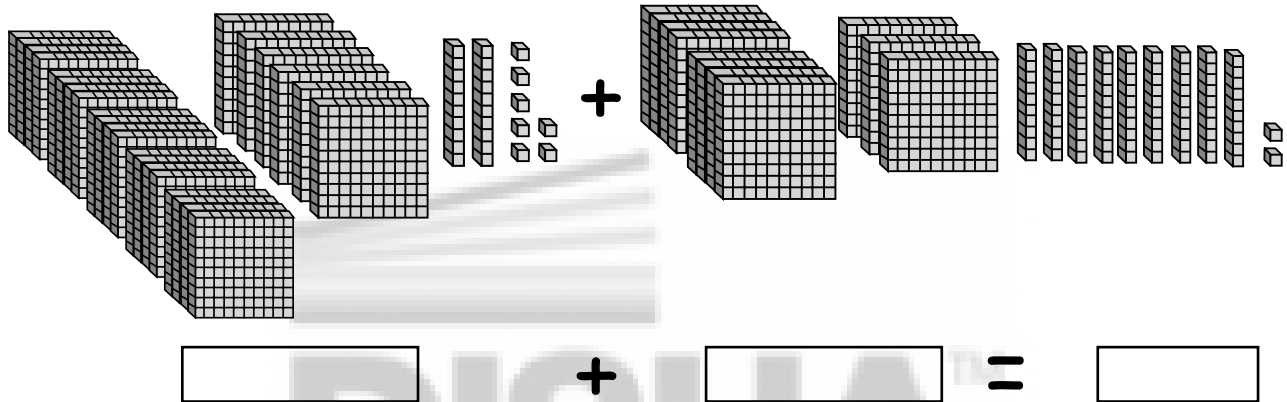




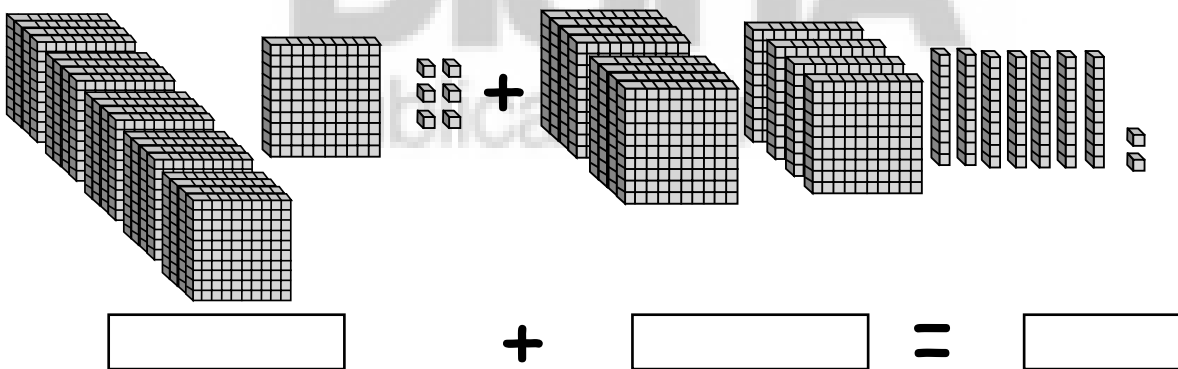
3.



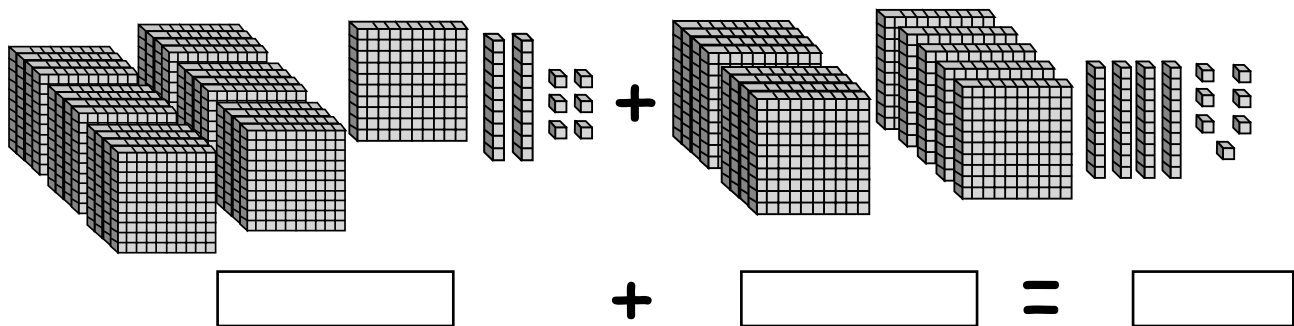
4.



5.



6.





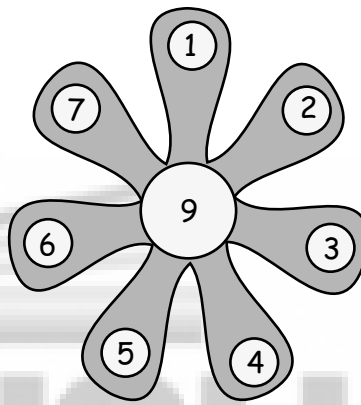
NAME _____ Class _____

Creation

WORKSHEET-14

Skill Constructing numbers and combinations according to the given situation.

- I. **DIRECTIONS:** How many numbers of three or more digits can you make from the digits written on the petals. The central digit must appear in every number.







NCERT SCIENCE & SOCIAL SCIENCE WORKSHEETS for CLASS 3

(based on Bloom's taxonomy)

108 SKILLS MASTERCED

108 Scientifically Researched Worksheets

Knowledge, Understanding, Application,
Analysis, Evaluation, Creation



2nd Edition

DISHA Publication Inc.

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Free Sample Contents

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PART I : SCIENCE		
1.	Our Surroundings	1-12

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PART I : SCIENCE

1

CHAPTER

OUR SURROUNDINGS

W.S. No.	Learning Stage	Skill	Page No.
1	Knowledge	Recalling facts about functioning of various parts of the body.	1-2
2	Comprehension	Interpreting various situations meaningfully.	3-4
3	Application	Applying the knowledge about living and non-living things.	5-6
4	Analysis	Analysing pictures and making inferences.	7-8
5	Evaluation	Evaluating the given information and making the correct judgement.	9-10
6	Creation	Creating interesting and logical answers with given informations.	11-12







NAME _____ Class _____

Knowledge

WORKSHEET-1

Skill Recalling facts about functioning of various parts of the body.

I. DIRECTIONS: Match the organs in Column I to the system in Column II.

Column I

- A. Brain
- B. Lungs
- C. Intestine
- D. Kidneys
- E. Heart

Column II

- (i) Excretory system
- (ii) Digestive system
- (iii) Circulatory system
- (iv) Nervous system
- (v) Respiratory system

A-	B-	C-	D-	E-
----	----	----	----	----

II. DIRECTIONS: Fill in the blanks with appropriate words.

1. Birds fly with the help of _____.
2. Fish move with the help of _____.
3. The lotus flower opens out at _____.
4. The _____ of mimosa plant _____ when _____.
5. A _____ grows into a hen.
6. A _____ grows into a dog.
7. A _____ grows into a cat.





8. Fish have _____ to breathe in water.
9. Cockroach and butterfly breathe through _____ in their body.
10. Human beings feel or sense changes around them through _____.
11. Butterfly, grasshoppers and cockroaches feel changes around them by using their _____.
12. Plants breathe through tiny holes in their leaves called _____.
13. A green plant makes its own _____.
14. To produce young ones of one's own kind is called _____.
15. Non-living things _____ breathe, grow, feel or reproduce.

III. DIRECTIONS: Circle the correct word given in the box, in each of the following statements.

1. Human body is made up of 206 / 306 bones.
2. The nerves / bones give proper shape to the body.
3. The air we breathe out has more oxygen / carbon-dioxide.
4. The stomach / heart pumps blood to all the parts of the body.
5. The kidneys / lungs remove waste in the form of urine.





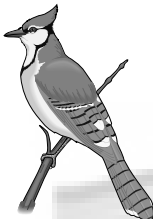



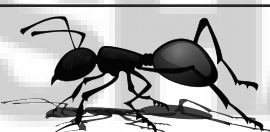

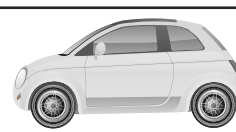


NAME _____ Class _____

Comprehension

WORKSHEET-2

Skill Interpreting various situations meaningfully.

I. DIRECTIONS: Given below are sets of different pictures. Write **L** below living things and **N** below non-living things.

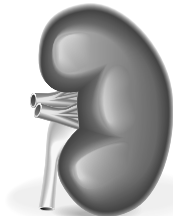
(a)  <input type="checkbox"/>	(b)  <input type="checkbox"/>	(c)  <input type="checkbox"/>
(d)  <input type="checkbox"/>	(e)  <input type="checkbox"/>	(f)  <input type="checkbox"/>
(g)  <input type="checkbox"/>	(h)  <input type="checkbox"/>	(i)  <input type="checkbox"/>



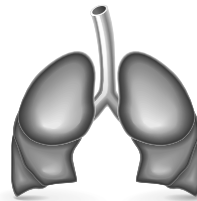


II. DIRECTIONS: Answer the following questions:

(a) Identify the two organs of the human body shown below.



(i) _____



(ii) _____

III. DIRECTIONS: Given below are different disorders experienced by several persons. Read them carefully and find the name of the organ which is affected during those disorders.

1. Ravi sustained serious injuries to his rib cage, during a road accident. Which organ in his body could have been hurt as a result? _____
2. Tina ate three chicken burgers in the birthday party of her friend and suffered with indigestion the next day. Which organ could have not digested her food? _____.
3. Ashok's grandfather had a severe pain in the chest and suddenly fell down from his chair. Which organ must have caused the pain? _____.
4. Manish is a chain smoker. He finishes a packet of cigarettes everyday. He coughs a lot with drops of blood. Which organs must have been severely affected? _____.
5. Priya's grandmother has stopped urinating and defecating since last ten days. Which organ must have stopped working properly? _____.
6. Vikas got a severe backache while shifting heavy furniture in his home. Which organs in his body must have caused the pain? _____.

IV. DIRECTIONS : Read the statements given below and write the names of sense organs related to each.

1. Rahul does not want to drink the bitter medicine. _____
2. Anjali pulls herself back as her sister tickles her. _____
3. Pankaj waits to cross the road as there is a car coming. _____
4. Neetu switches off the gas as the food starts burning. _____
5. Father picks up the phone when it rings. _____
6. We withdraw one finger when we touch hot pot. _____
7. We turn towards the side where horn is blown. _____





NAME _____ Class _____

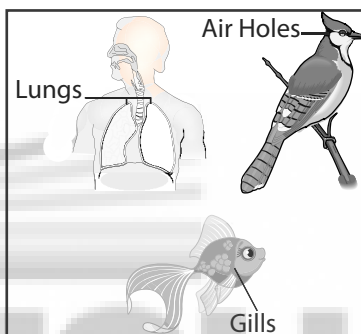
Application

WORKSHEET-3

Skill Applying the knowledge about living and non-living things.

I. **DIRECTIONS:** In each of the following questions, tick the choice which is the best answer.

1. What do the given pictures represent?

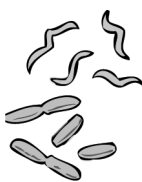





- | | | | |
|---------------------------|--------------------------|-----------------------------|--------------------------|
| (a) Living things feel | <input type="checkbox"/> | (b) Living things grow | <input type="checkbox"/> |
| (c) Living things breathe | <input type="checkbox"/> | (d) Living things reproduce | <input type="checkbox"/> |

2. What is the most common feature found in Mimosa and Sunflower plant?

- | | | | |
|------------------------|--------------------------|----------------------------|--------------------------|
| (a) They can breathe | <input type="checkbox"/> | (b) They can grow | <input type="checkbox"/> |
| (c) They can reproduce | <input type="checkbox"/> | (d) They move on their own | <input type="checkbox"/> |

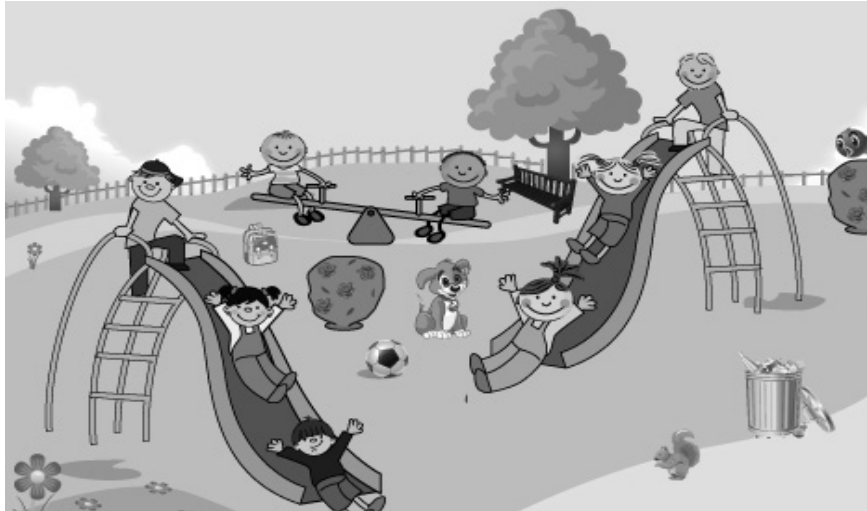
3. Which of the following is a non-living thing?

- | | | | |
|---|--------------------------|--|--------------------------|
| (a)  | <input type="checkbox"/> | (b)  | <input type="checkbox"/> |
| (c)  | <input type="checkbox"/> | (d)  | <input type="checkbox"/> |



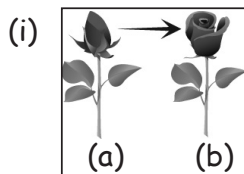


II. DIRECTIONS: Carefully look at the picture given below. Find out any five living and five non-living things in the picture.



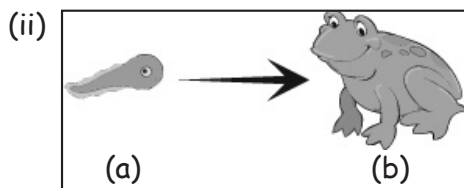
Living Things		None living Things	
1		1	
2		2	
3		3	
4		4	
5		5	

III. DIRECTIONS: Given below are set of diagrams. Identify the labelled parts-



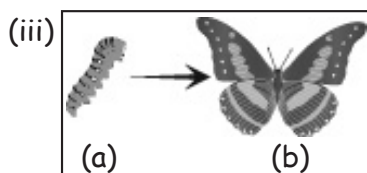
(a) _____

(b) A flower



(a) _____

(b) Frog



(a) _____

(b) Butterfly





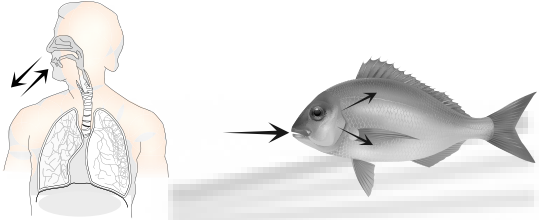

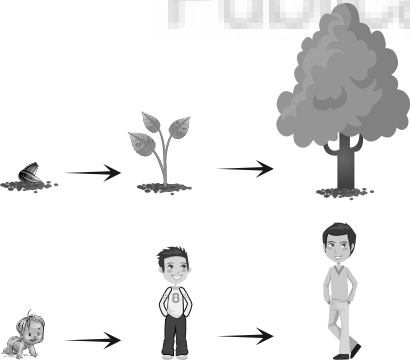

NAME _____ Class _____

Analysis

WORKSHEET-4

Skill Analysing pictures and making inferences.

I. **DIRECTIONS:** Look carefully at the given set of pictures and fill the phenomena of the living things represented by them in the blank spaces given.

(a)		Living Things _____
(b)		Living Things _____
(c)		Living Things _____
(d)		Living Things _____

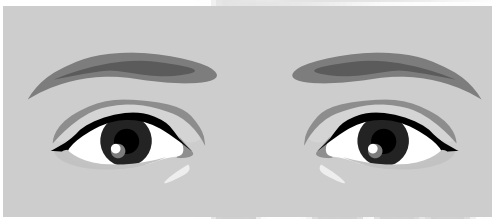




(e)		Living Things _____
(f)		Living Things _____

II. DIRECTIONS: Look at the pictures of sense organs of our body given here. Name the organs and sense each organ represents.

(a)



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(b)







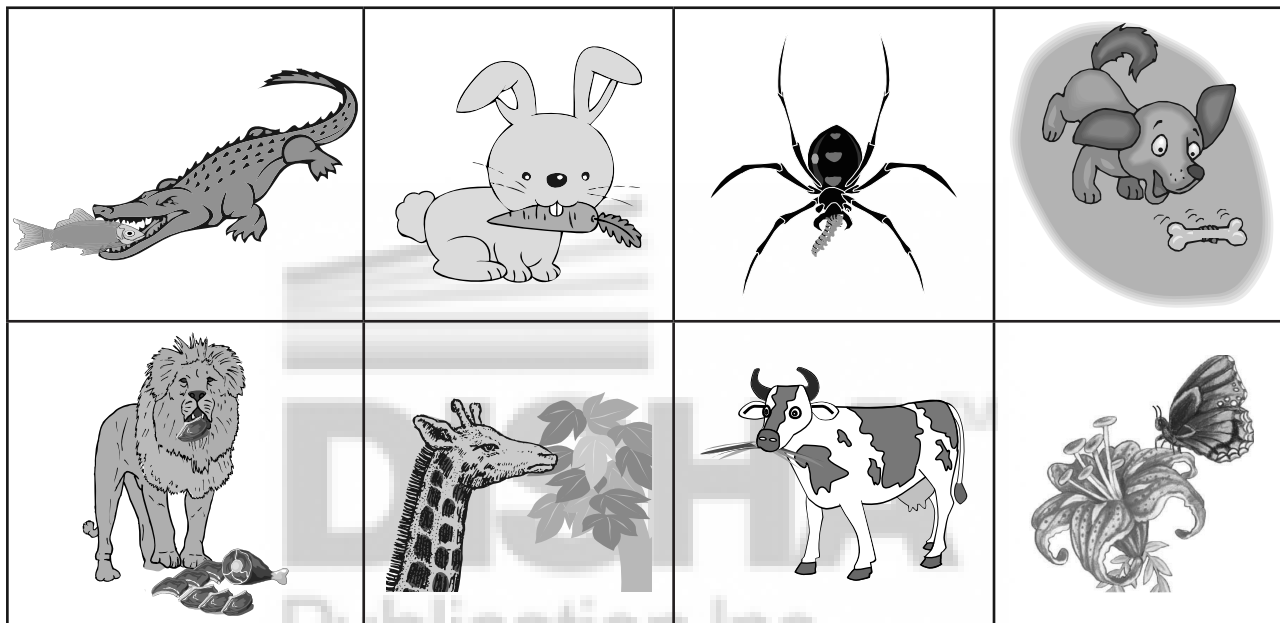
NAME _____ Class _____

Evaluation

WORKSHEET-5

Skill Evaluating the given information and making the correct judgement.

I. DIRECTIONS: Carefully look at the set of figures given below.



Based on the above given figures match the following and write the answers in the given blank grid.

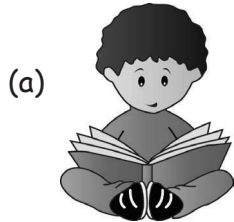
- | Column I | Column II |
|-------------|---------------|
| A Butterfly | (i) Bone |
| B Cow | (ii) Carrot |
| C Giraffe | (iii) Insect |
| D Lion | (iv) Fish |
| E Dog | (v) Flesh |
| F Spider | (vi) Grass |
| G Rabbit | (vii) Leaves |
| H Crocodile | (viii) Nectar |

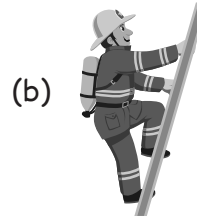
A-	B-	C-	D-
E-	F-	G-	H-

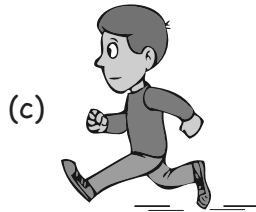


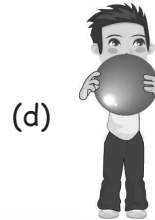


II. 1. DIRECTIONS: Look at the pictures of children shown below. Who do you think will be breathing fastest?









2. Which senses will you use to describe the object in the picture to your friend?



(a) Skin

(b) Hearing

(c) Touch

(d) Smell

III. DIRECTIONS: State the body parts that enable us to carry out the processes in the table below.

	Process	Body part
(1)	Helps to support our organs & body parts	(a) _____
(2)	Allows us to release solid waste of the food we eat from our body	(b) _____
(3)	Absorbs oxygen and removes carbon dioxide	(c) _____
(4)	Helps to move our body parts	(d) _____
(5)	Controls all our actions like seeing, hearing, walking & learning	(e) _____
(6)	Pumps the blood to different parts of the body through small & big blood vessels	(f) _____





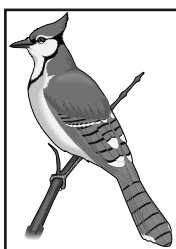
NAME _____ Class _____

Creation

WORKSHEET-6

Skill Creating interesting and logical answers with given informations.

I. **DIRECTIONS:** List one similarity and one difference between the two objects shown below based on the way they move.



(a) Similarity:

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(b) Difference:





2. **DIRECTION:** Find out the names of 4 important health drinks which we intake for the growth & development of your body. Hint for each name is given in the brackets below the blank spaces.

1.

--	--	--	--	--	--	--	--

(Hint:- "I am a _____ boy")

2.

--	--	--	--	--	--	--	--	--

(Hint:- "Taller, Stronger, Sharper")

3.

--	--	--	--	--

(Hint:- "_____ is the secret of my energy")

4.

--	--	--	--	--	--	--	--	--

(Hint:- It has word "Vita" in the end)

III. DIRECTIONS: Unscramble the words given below to find out the names of organs of human body.

1. AEHTR

--	--	--	--	--

2. ULNG

--	--	--	--

3. NIARB

--	--	--	--	--

4. INKDEY

--	--	--	--	--	--

5. LSMUCE

--	--	--	--	--	--

6. MCSOTAH

--	--	--	--	--	--	--	--



2

CHAPTER

PLANTS

W.S. No.	Learning Stage	Skill	Page No.
7	Knowledge	Recalling names of different parts of the plant.	13-14
8	Comprehension	Understand the problems and successfully solve them.	15-16
9	Application	Apply the knowledge regarding parts of the plant.	17-18
10	Analysis	Analyse the given pictures and name them appropriately.	19-20
11	Evaluation	Assess the given information and choose the correct answer.	21-22
12	Creation	Composing correct answers with the help of the given images.	23-24







NAME _____ Class _____

Knowledge

WORKSHEET-7

Skill Recalling names of different parts of the plant.

I. DIRECTIONS: Answer the following questions.

1. Name two types of plants that have very weak stems and cannot hold the plant upright.

2. What is Germination?

3. What comes first in a plant?

(a) ⇒ Stem or Leaf

(b) ⇒ Leaf or Flower

(c) ⇒ Flower or Fruit

(d) ⇒ Fruit or Seeds

II. DIRECTIONS: Give answers to the following questions.

1. Write 2 names in each of the following categories of plants.

(a) Trees - _____ , _____

(b) Shrubs - _____ , _____

(c) Herbs - _____ , _____

(d) Climbers - _____ , _____

2. Name 2 things that roots take in from the soil.

_____ , _____

3. Write names of 3 plants that have

(a) Tap root - _____ , _____ , _____

(b) Fibrous root - _____ , _____ , _____

(c) Store food in roots - _____ , _____ , _____





4. Can you name 2 cereals that have fibrous roots?

_____ , _____

5. Can you name 4 roots that we eat?

_____ , _____ , _____ , _____

6. Name 3 stems that we eat.

_____ , _____ , _____

7. Name 3 leaves that we eat

_____ , _____ , _____

8. What is the kitchen of a plant?

9. What is Chlorophyll?

10. What are the leaves in Cactus reduced to?

11. Do you know there are 2 flowers which look quite similar but have different colours and are delicious to eat? Name them.

12. A seed is the smallest part of a plant but it has a big treasure inside it. What is it?

Guess!!!

13. Can you name 3 seeds used as spices?

_____ , _____ , _____

14. (a) Study of plants is called _____

(b) People who study plants are called _____

15. Can you name 2 fruits with

(a) 1 seed - _____ , _____ (b) Few seeds - _____ , _____

(c) Many seeds - _____ , _____ (d) No seeds - _____ , _____





NAME _____ Class _____

Comprehension

WORKSHEET-8

Skill Understand the problems and successfully solve them.

I. DIRECTIONS: Read the passage below and answer the questions given.

Acharya Jagdish Chandra Basu was a famous Indian Botanist who studied about plants and discovered a lot of interesting facts. He told that plants can breathe like human beings. Plants breathe in a gas called CARBONDIOXIDE and gives out a gas called OXYGEN. Green leaves prepare food for the plant in the presence of air, water, sunlight and chlorophyll. CHLOROPHYLL is the green pigment that is present in the leaves and makes them green. He also discovered that plants can grow in size, which he measured with the help of an instrument called CRESCOGRAPH.

So now can you tell the name of the gas that plants

(a) Take in → _____ (b) Give out → _____

II. DIRECTIONS: Arrange these JUMBLED words to make your familiar words.

(a) T E S M -

--	--	--	--

(b) O O R T -

--	--	--	--

(c) A E L F -

--	--	--	--

(d) R U F I T -

--	--	--	--	--

(e) E S E D -

--	--	--	--

(f) L O F E W R -

--	--	--	--	--	--





III. DIRECTIONS: Do you know the uses of flowers?

(a) Name the flowers which are used to make perfumes and scents.



(i) _____

(ii) _____

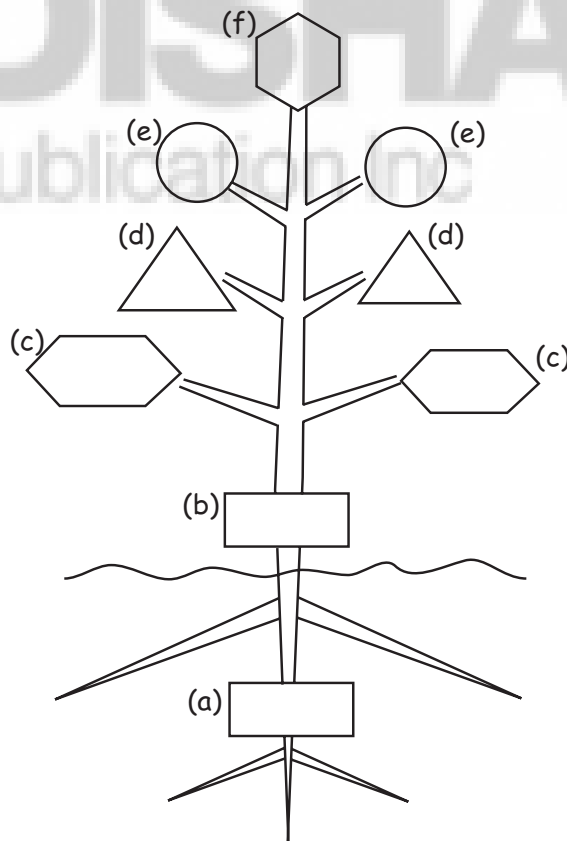
(b) Name the flowers which are used to make garlands and used in temples.



(i) _____

(ii) _____

IV. DIRECTIONS: This is an Imaginary tree in the form a of Flow Chart. You have to write its parts with locations shown from (a) to (f).





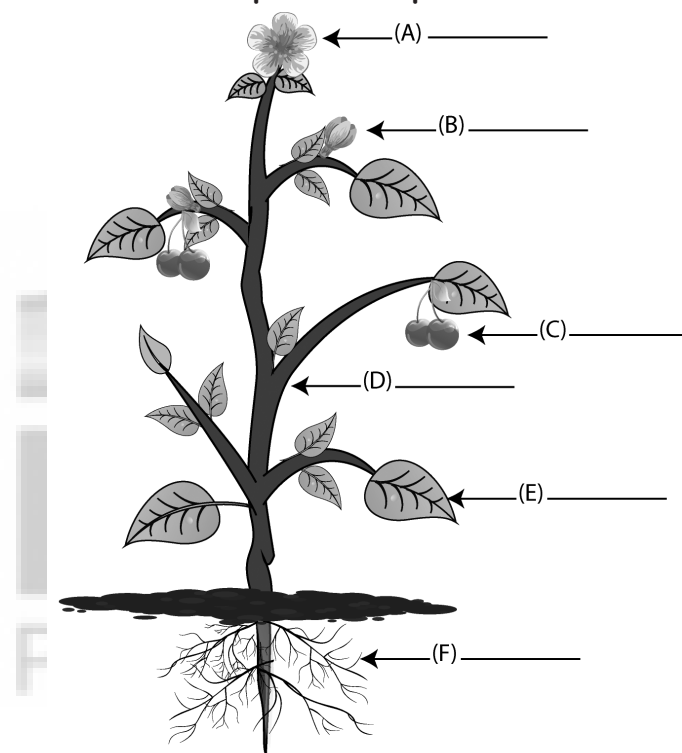
NAME _____ Class _____

Application

WORKSHEET-9

Skill Apply the knowledge regarding parts of the plant.

I. DIRECTIONS: Label the different parts of a plant



II. DIRECTIONS : Study the diagram given below and answer the following questions :



"A FLOWER CHANGES INTO A FRUIT"

(a) Can you name the fruit obtained?

(b) Which type of plant is it?

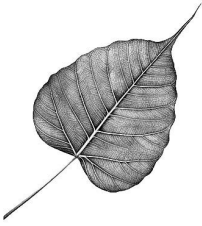



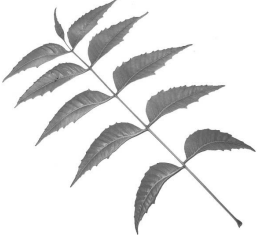
(c) What are the two colours in which this fruit is found?





III. DIRECTIONS: Identify the following leaves by choosing correct words from the box:-

Banana, Mango, Peepal, Neem, Banyan

(a) 	(b) 	(a) _____ (b) _____
(c) 	(d) 	(c) _____ (d) _____
(e) 		(e) _____

IV. DIRECTIONS: Write the names of plants given below in the box under appropriate category.

1. Money plant, Mango tree, Rose plant, Egg Plant, Banana tree, Hibiscus plant, Bean plant, Grass, Coconut tree, Bougainvillea, Banyan tree, Grapevine, Pumpkin plant

TREES	SHRUBS	HERBS	CLIMBERS



NAME _____ Class _____

Analysis

WORKSHEET-10

Skill Analyse the given pictures and name them appropriately.

I. DIRECTIONS: Solve the given problems.

1. Write the names of these plants.

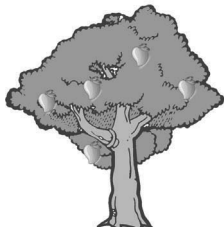
(a)



(b)



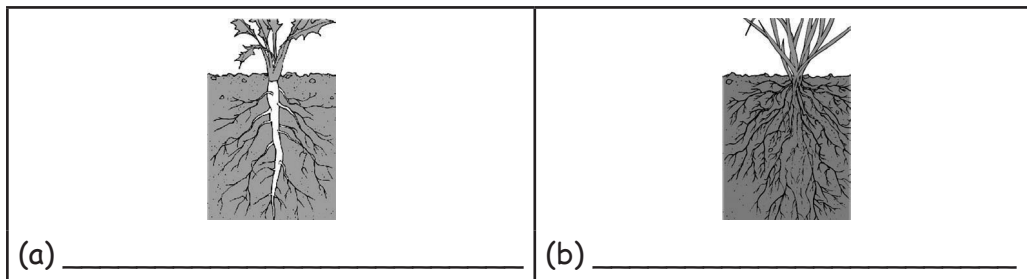
(c)



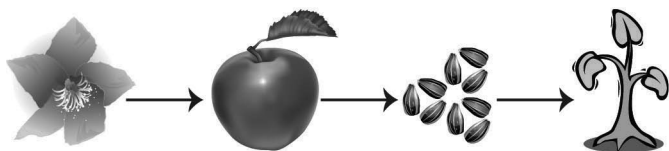
(d)



2. Name the roots.



3. Fill up the blanks in this diagram.

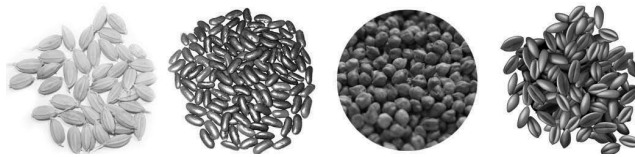


(a) _____ (b) _____ (c) _____ (d) _____





4. Write names of these seeds.









(a) _____ (b) _____ (c) _____ (d) _____

5. What is the colour of

- (a) Leaf - _____
- (b) Rose - _____
- (c) Apple - _____
- (d) Banana - _____
- (e) Carrot - _____
- (f) Beetroot - _____
- (g) Radish - _____
- (h) Spinach - _____
- (i) Onion - _____
- (j) Ginger - _____
- (k) Potato - _____
- (l) Chlorophyll - _____
- (m) Tomato _____

BLUE
RED
GREEN
YELLOW
BROWN
WHITE
PINK

6. Write **R** for Root, **S** for Stem, **L** for Leaf and **F** for Flower

<p>(a)</p>  <p><input type="checkbox"/></p>	<p>(b)</p>  <p><input type="checkbox"/></p>	<p>(c)</p>  <p><input type="checkbox"/></p>
<p>(d)</p>  <p><input type="checkbox"/></p>	<p>(e)</p>  <p><input type="checkbox"/></p>	<p>(f)</p>  <p><input type="checkbox"/></p>





NAME _____ Class _____

Evaluation

WORKSHEET-11

Skill Assess the given information and choose the correct answer.

I. DIRECTIONS: Match Column I with Column II.

1. Column-I

- A. Tall and strong plants are called
- B. Plants which grow with the help of support
- C. Short and bushy plants are called
- D. Plants which are very short and have soft stems are called

Column-II

- (i) Climbers
- (ii) Herbs
- (iii) Trees
- (iv) Shrubs

A -	B -	C -	D -
-----	-----	-----	-----

2. Column-I (Functions)

- A. It keeps the plant upright and straight
- B. It helps the plant stay fixed to the soil.
- C. It changes into fruits
- D. It prepares food for the plant
- E. It has a baby plant inside

Column-II (Parts)

- (i) Seed
- (ii) Flower
- (iii) Root
- (iv) Stem
- (v) Leaf

A -	B -	C -	D -	E -
-----	-----	-----	-----	-----

II. DIRECTIONS : Fill in the blanks with appropriate words.

1. The part of the plant that grows above the ground is called _____.
2. The part of the plant that grows below the ground is called _____.
3. The two main types of roots are _____, _____.
4. The five main parts of a plant that grow on shoots are _____, _____, _____, _____, _____.
5. The stem keeps the plant _____ and straight.
6. The root helps the plant to stay _____ to the _____.
7. Thick and strong stems of big trees are called _____.





III. DIRECTIONS: Put "True" or "False" according to the given statements.

1. Trees need help and support to grow.
2. Shrubs are very short plants with soft stems.
3. Climbers are so called because they can climb a wall with the help of support.
4. Herbs are bushy plants.

IV. DIRECTIONS: Choose the correct option for the diagrams given.

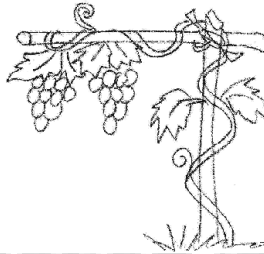
(i) Pumpkin is a



(a) Climber

(b) Creeper

(ii) Grapevine is a



(a) Creeper

(b) Climber

V. DIRECTIONS: Choose 2 vegetables out of those given below which we call fruit vegetables and love to eat them in sandwiches

ONION, TOMATO, CORIANDER, CUCUMBER

_____ , _____
(a) Which one is Taller?

Coconut Tree or Mango

(b) Which one is Shorter?

Hibiscus Plant or Rose Plant

(c) What are Edible Seeds?





NAME _____ Class _____

Creation

WORKSHEET-12

Skill Composing correct answers with the help of the given images.

I. DIRECTIONS: Draw the Diagram of

(a) Tree



(b) Shrub



(c) Herb



(d) Climber



II. DIRECTIONS: Colour the pictures and write their names

(a)



(b)



(c)



(d)



(e)



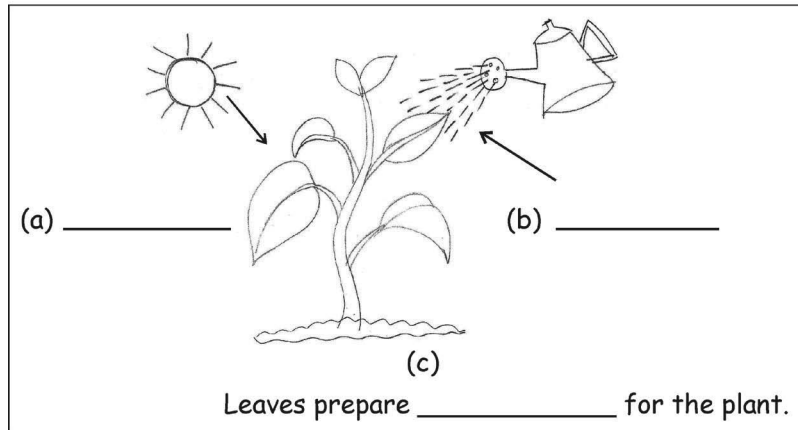
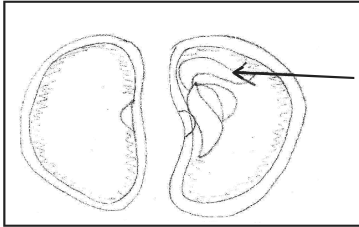
(f)



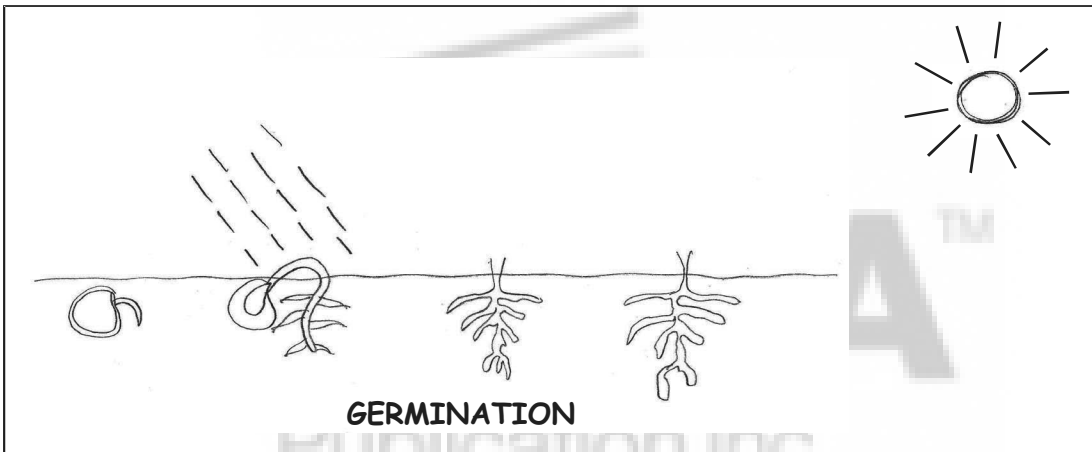




III. DIRECTIONS: Lable the diagrams



IV. DIRECTIONS: Complete the last two drawings which are incomplete.



V. DIRECTIONS: Draw the seeds of -

(a) Mango

(b) Apple

(c) Papaya

