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WINTER JOY LEARNING TRAIL

Step IV
Session: 2025-26

FROM FARM TO PLATE: The Journey of Food

Project – 1 Spin the Journey

Type: Spinner Craft

Objective:

Understand and explain how food travels from the farm to your plate while practicing sequencing, storytelling, and creative expression.

Instructions:

Create a spinner wheel showing 6 steps: Sowing, Growing, Harvesting, Transport, Market, Cooking & Eating. Write 1–2 descriptive lines for each stage in your own words. Decorate the spinner with drawings and colour to make it engaging.



Steps to Make:

Cut two paper/cardboard circles – one large (base) and one smaller (top). Divide the base into 6 sections, draw each step, and attach both with a pin. Cut a window in the top circle to view each step as you spin. Ensure your spinner is neat, colourful, and shows creativity

Project 2: मैं हूँ मिस्टर अल्फांसो – एक रसीला कार्टून सफ़र”

किसी एक खाद्य वस्तु का चयन करें (जैसे – आम, आलू, ब्रेड, मक्का, सेब आदि)

उस खाद्य वस्तु को एक मजेदार नाम और व्यक्तित्व दें

उदाहरण: “मैं हूँ मिस्टर अल्फांसो – मीठा, स्टाइलिश और धूप में पका हुआ!”

खेत से थाली तक की अपनी यात्रा को मजेदार और बढ़ा-चढ़ाकर एक A4 शीट पर लिखें:

- आप कहाँ उगे?
- आपने यात्रा कैसे की? रास्ते में क्या मजेदार घटनाएँ हुईं?

अपनी कहानी में शामिल करें:

- संवाद (“अरे टमाटर भाई, ज़रा साइड दो!”)
- भाव-भावनाएँ (खुश, डर, गर्व, उत्साह)
- नाटकियता और हास्य

अपने पात्र का कैरिकेचर चित्र बनाएँ:

- बड़ा चेहरा

- छोटे हाथ-पैर
- मज़ेदार भाव

Project 3: Maths and SST Integrated Activity: *From Farm to Plate – Bar Graph Journey*

Learning Objectives

Math Focus

- Collect and represent data using a **bar graph**.
- Compare values (highest/lowest, longer/shorter).
- Interpret graphs with simple questions.

Social Studies Focus

- Understand the **journey of food** (farm → transport → processing → market → home).
- Recognise the role of farmers, factories, shops, and families.
- Discuss challenges in food production and distribution.

Materials Needed

- Chart paper or math notebook
- Graph sheets
- Pencil, ruler, eraser
- Crayons/colour pencils

Step-by-Step Instructions:

Step 1: Choose a Food Item

Example: **Wheat → Flour → Bread → Market → Home.**

Step 2: Identify Stages

- Farm (growing crops)
- Transport (moving crops to mills/markets)
- Processing (making flour/bread)
- Distribution (shops/markets)
- Consumption (our plate at home)

Step 3: Collect or Use Data

- Assign numbers for **time taken** (days)
- Example (Wheat):
 - Farm: 60 days
 - Transport: 2 days
 - Processing: 5 days
 - Distribution: 3 days
 - Consumption: 1 day

Step 4: Draw the Bar Graph (Math)

1. Draw two axes:
 - Bottom line → stages (Farm, Transport, etc.)
 - Side line → time/effort (0–60).
2. Draw bars for each stage up to the correct number.
3. Colour each bar differently and label it.

4. Title the graph: *"Journey of Wheat – Time Taken"*.

Step 5: Interpret the Graph (Math + SST) and note it in your math notebook.

- Which stage takes the longest time?
- Which stage is the shortest?

Step 6: Discussion (SST)

- On an A4 sheet, describe your findings and talk about **real challenges**:
 - Farmers wait months for crops.
 - Transport can be delayed.
 - Factories need machines and workers.
 - Shops depend on supply.
- Also discuss the possibility of *one stage being missing?* (e.g., no transport → no food in markets).

Winter Break Academic Enrichment - Maths

Time

Units of Time

- 60 seconds = 1 minute
- 60 minutes = 1 hour
- 24 hours = 1 day
- 7 days = 1 week
- 12 months = 1 year
- 365 / 366 days – 1 year
- 10 years- 1 decade

a.m. and p.m.

- a.m. → midnight to before noon
- p.m. → noon to before midnight

What is the 24-hour clock?

In the 24-hour clock, the day starts at 00:00 (midnight) and ends at 23:59.

There is no a.m. or p.m. — time is written using numbers from 00 to 23 for hours.

Key Points

- Midnight → 00:00
- Noon → 12:00
- After 12 noon, we add 12 to the hour.
- Time is written as HH:MM (Hours : Minutes).

Converting 12-hour to 24-hour time

12-hour Time	24-hour Time
12:00 a.m.	00:00
1:00 a.m.	01:00
6:00 a.m.	06:00
12:00 p.m.	12:00
1:00 p.m.	13:00
5:00 p.m.	17:00

WORKSHEET 1

Q1. Convert to 24-hour format:

- 1) 2:00 p.m. = _____
- 2) 7:15 a.m. = _____
- 3) 12:45 p.m. = _____
- 4) 12:05 a.m. = _____
- 5) 9:30 p.m. = _____

Q2. Convert to 12-hour format:

- 1) 1400 hours = _____
- 2) 0820 hours = _____
- 3) 1945 hours = _____
- 4) 0030 hours = _____
- 5) 1210 hours = _____

Q3. Choose the correct option

- 1) School starts in the morning. Is it a.m. or p.m.? _____
- 2) Dinner time is usually in the evening. a.m. / p.m.
- 3) 12 midnight is called: a.m. / p.m.

Q4. Answer the following

- 1) How many minutes are there in 2 hours? _____
- 2) How many hours are there in 2 days? _____

Q5. Word Problems

- 1) Riya starts homework at 4:00 p.m. and finishes at 5:00 p.m.
How long does she work? _____
- 2) A movie starts at 6:30 p.m. and ends at 8:00 p.m.
How long is the movie? _____

Q6. Add: 23 minutes 20 seconds and 18 minutes 40 seconds

Q7. Subtract: 12 hours 12 minutes from 20 hours 11 minutes

MEASUREMENT

What is Measurement?

Measurement means finding the length, weight, capacity, or time of an object using standard units.

- **Length**

Length tells us how long or tall an object is.

Units of length are: millimetre (mm), centimetre(cm), decimetre(dm),metre(m), decametre(dam), hectometre(hm), kilometre(km)

$$1 \text{ km} = 1000 \text{ m}, 1 \text{ m} = 1/1000 \text{ km}$$

$$1 \text{ m} = 100 \text{ cm}, 1 \text{ cm} = 1/100 \text{ m}$$

$$1 \text{ cm} = 10 \text{ mm}, 1 \text{ mm} = 1/10 \text{ cm}$$

- **Weight (Mass)**

Weight tells us how heavy or light an object is.

Units of weight: milligram (mg), gram (g), kilogram(kg)

$$1 \text{ kg} = 1000 \text{ g}, 1 \text{ g} = 1/1000 \text{ kg}$$

$$1 \text{ g} = 1000 \text{ mg}, 1 \text{ mg} = 1/1000 \text{ g}$$

- **Capacity**

Capacity tells us how much liquid a container can hold.

Units of capacity: Standard unit of capacity are litres (L) and millilitres (mL)

$$1 \text{ KL} = 1000 \text{ L}, 1 \text{ L} = 1/1000 \text{ KL}$$

$$1 \text{ L} = 1000 \text{ mL}, 1 \text{ mL} = 1/1000 \text{ L}$$

Operations on Measurement (Addition and Subtraction)

- Convert measurements into same unit
- Then add or subtract
- Write the unit with the answer

Example:

$$2 \text{ m } 30 \text{ cm} + 1 \text{ m } 20 \text{ cm} = 3 \text{ m } 50 \text{ cm}$$

Worksheet 2

A. Convert the Following

1. 3 m = _____ cm
2. 5 kg = _____ g
3. 2000 ml = _____ l
4. 4 km = _____ m

B. Add or Subtract

1. 2 m 35 cm + 1 m 45 cm = _____
2. 6 kg 250 g – 2 kg 150 g = _____
3. 3 l 400 ml + 2 l 600 ml = _____

C. Choose the Correct Answer (MCQs)

1. Which is the smallest unit of length?
a) m b) cm c) km d) mm
2. How many grams make 1 kg?
a) 100 b) 500 c) 1000 d) 10
3. Which unit is best to measure water in a bottle?
a) km b) kg c) l d) cm

D. Word Problems

1. Riya bought 2 kg 500 g of rice and later bought 1 kg 250 g more.
How much rice did she buy in all?
2. A rope is 5 m 75 cm long. Another rope is 3 m 25 cm long.
Find the total length of both ropes.

E. Reasoning Questions

1. Rohan says 1 litre = 100 ml. Is he correct? If not, correct the statement and explain.
2. Why do we measure the length of a road in kilometres and not in metres or centimetres?

Perimeter and Area

Perimeter

Perimeter is the total distance around a shape. It tells us how long the boundary of a shape is.

How to find Perimeter:

Add all the sides of the shape.

Perimeter = sum of all sides

- Perimeter of Square = $4 \times \text{side}$
- Perimeter of Rectangle = $2 \times (\text{length} + \text{breadth})$

Units:

cm, m, km (same as length)

Where we use it?

Fencing a garden, border of a field, frame of a picture, etc

Area

Area is the space inside a shape.
It tells how much surface a shape covers.

How to find Area?

We count square units inside the shape.

- Area of Square = $\text{side} \times \text{side}$
- Area of Rectangle = $\text{length} \times \text{breadth}$

Units: cm^2 , m^2 (square units)

Where we use it?

Covering a floor with tiles, painting a wall, carpet area, etc

Worksheet 3

Q1. A rectangle has length 7 cm and breadth 5 cm. Find:

- Perimeter
- Area

Q2. The side of a square is 6 cm. Find its perimeter and area.

Q3. Case Study Based Questions

a) The school has a rectangular garden of length 12 m and breadth 6 m. The students want to put a fence around it and also grow grass inside.

Questions:

- What is the perimeter of the garden?
- How much area will be covered with grass?
- If fencing costs ₹10 per metre, what will be the total cost?

b) A playground is in the shape of a square with side 15 m. Children run around it every morning and play games inside it.

Questions:

- Find the perimeter of the playground.
- Find the area.
- Which increases more – perimeter or area? Explain.

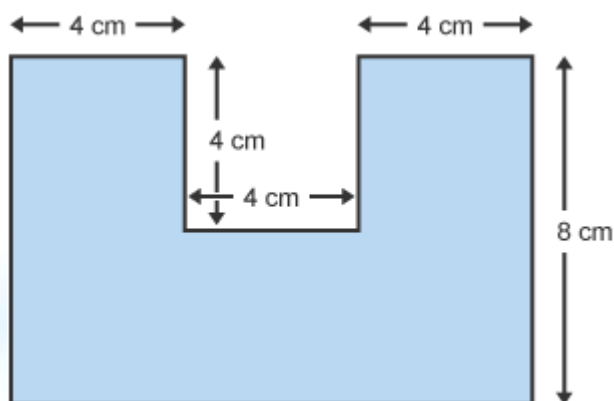
c) Meena wants to put a ribbon around a tablecloth of size 2 m × 1.5 m and also cover it with a plastic sheet.

Questions:

- Which measure will she use for ribbon and why?
- Which measure will she use for the sheet and why?

Q4. Find the perimeter of the following shapes.

a.



Winter Break Academic Enrichment – English

Adverbs

Q1: Fill in the blanks using the correct adverb from the brackets.

1. The boy spoke _____ (politely / polite).
2. She completed her work _____ (quickly / quick).
3. The baby slept _____ (soundly / sound).
4. We will meet _____ (tomorrow / yesterday).
5. The dog followed its owner _____ (everywhere / loudly).
6. He _____ forgets his books at home (never / neatly).
7. The teacher explained the lesson _____ (clearly / clear).
8. The bird flew _____ in the sky (high / highly).
9. She is _____ happy today (very / slowly).
10. The children are playing _____ (outside / softly).

Q2: Read the sentences carefully and write the kind of adverb written in bold in the sentence.

- a) He speaks **politely**.
- b) We will visit our grandparents **tomorrow**.
- c) The children are playing **outside**.
- d) He **always** wakes up early.
- e) The dog barked **loudly**.
- f) The teacher explained the lesson **clearly**.
- g) We reached school **early**.
- h) The puppy followed me **everywhere**.
- i) He **never** forgets his homework.
- j) She finished her work **quickly**.
- k) She looked **inside** the cupboard.

Conjunction

Q1: Fill in the blanks using and, or, but, so or because.

- a) I like mangoes _____ apples.
- b) She wanted to help _____ she was busy.
- c) He did not come to school _____ he was sick.
- d) You can play inside _____ outside.
- e) The car is old _____ it runs well.
- f) She sings _____ dances very well.
- g) We stayed at home _____ it was raining heavily.

- h) He is poor _____ honest.
- i) Would you like milk _____ juice?
- j) You must hurry _____ you will be late.

Q2: Join these pairs of sentences using and, or, but, so or because.

a) It was raining. We went out to play.

b) She was tired. She completed her homework.

c) You can take a pen. You can take a pencil.

d) The boy is small. He is brave.

e) Do you want tea? Do you want coffee?

f) The car is old. It runs well.

g) He did not hurry. He was late.

h) It was cold. We went for a walk.

i) You can sit here. You can sit there.

j) The child was crying. He was hurt.

Simple Present Tense

Q1: Fill in the blanks with the correct form of the verb

1. She _____ (play / plays) football every morning.
2. I _____ (go / goes) to school by bus.
3. The cat _____ (sleep / sleeps) on the bed.
4. He _____ (read / reads) a book every night.
5. We _____ (eat / eats) breakfast at 8 a.m.
6. My father _____ (watch / watches) news daily.
7. Birds _____ (fly / flies) in the sky.
8. The sun _____ (rise / rises) in the east.
9. I _____ (like / likes) chocolate.
10. She _____ (brush / brushes) her teeth twice a day.

Q2: Read the sentences and choose the correct verb

1. She _____ to school every day.
a) go
b) goes
c) going
2. I _____ my homework every evening.
a) do
b) does
c) doing
3. The dog _____ loudly.
a) bark
b) barks
c) barking
4. He _____ English very well.
a) speak
b) speaks
c) speaking
5. My mother _____ delicious food every day.
a) cook
b) cooks
c) cooking
6. Birds _____ in the sky.
a) fly
b) flies
c) flying
7. She _____ chocolate.
a) like
b) likes
c) liking
8. The sun _____ in the east.
a) rise
b) rises
c) rising
9. I _____ cartoons on Saturday.
a) watch
b) watches
c) watching
10. He _____ letters to his friend every week.
a) write
b) writes
c) writing

Present Continuous Tense

Q1: Fill in the blanks using the correct form of the verb

1. I _____ (read) a storybook.
2. She _____ (play) football in the park.
3. They _____ (eat) their lunch.
4. He _____ (write) a letter to his friend.
5. The cat _____ (sleep) on the bed.
6. We _____ (watch) a movie.
7. My mother _____ (cook) food in the kitchen.
8. The children _____ (sing) a song.
9. He _____ (draw) a picture.
10. I _____ (drink) water.

Q2: Complete the sentences with the correct form of the verb. (Present Continuous Tense)

1. (I / play / cricket) → _____
2. (She / read / book) → _____
3. (They / eat / pizza) → _____
4. (He / write / letter) → _____
5. (The dog / bark / loudly) → _____
6. (We / watch / cartoon) → _____
7. (My mother / cook / food) → _____
8. (The children / sing / song) → _____
9. (I / drink / water) → _____
10. (He / run / fast) → _____

Q3: Fill in the blanks with the correct verb.

1. I _____ (have / has) done my homework.
2. She _____ (have / has) cooked lunch.
3. They _____ (have / has) gone to the market.
4. He _____ (have / has) eaten the cake.
5. We _____ (have / has) cleaned the room.
6. My mother _____ (have / has) bought vegetables.
7. The dog _____ (have / has) eaten its food.
8. I _____ (have / has) read this book before.
9. She _____ (have / has) visited the zoo.
10. He _____ (have / has) broken his pencil.

विशेषण - जो शब्द संज्ञा या सर्वनाम की विशेषता बताते हैं, उन्हें विशेषण कहते हैं।

विशेषण शब्द किसी व्यक्ति, वस्तु, स्थान या भाव के गुण, संख्या, आकार, रंग, अवस्था आदि को प्रकट करते हैं।

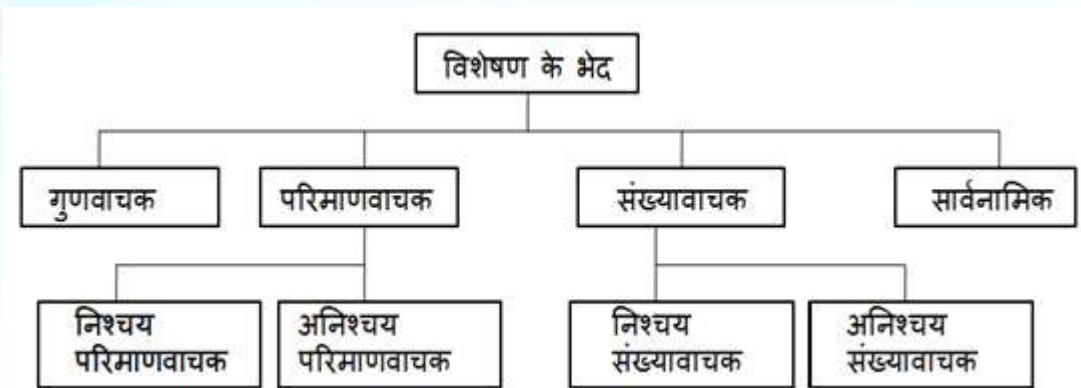
उदाहरण:

- अच्छा लड़का
- लाल फूल
- तीन किताबें
- सुंदर चित्र

इन वाक्यों में अच्छा, लाल, तीन, सुंदर – विशेषण हैं, क्योंकि ये संज्ञा की विशेषता बता रहे हैं।

👉 निष्कर्ष:

विशेषण से वाक्य अधिक स्पष्ट, सुंदर और अर्थपूर्ण बनते हैं।



विशेष्य – जिन शब्दों की विशेषता बताई जाती है, उन्हें विशेष्य कहा जाता है।

उदाहरण: जापानी गुड़िया

जापानी - विशेषण

गुड़िया – विशेष्य

प्रश्न-1 प्रश्नों के उत्तर दीजिए:

प्रश्न क . विशेषण किसे कहते हैं ? इनके कितने भेद होते हैं ?

उत्तर -

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प्रश्न ख. संख्यावाचक और परिमाणवाचक विशेषण में अंतर स्पष्ट करते हुए उदाहरण लिखिए।

उत्तर -

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प्रश्न- 2. सही विकल्प चुनिए।

क. "लाल" शब्द किसका उदाहरण है?

- i) संज्ञा ii) क्रिया iii) विशेषण

ख . "बुद्धिमान लड़का" में विशेषण कौन-सा है?

- i) लड़का ii) बुद्धिमान iii) है

ग . "मीठी मिठाई" में विशेषण है -

- i) मिठाई ii) मीठी iii) खाना?

घ . यह फल मीठा है। इस वाक्य में विशेषण का कौन-सा भेद प्रयोग किया गया है?

- i) गुणवाचक विशेषण ii) परिमाणवाचक विशेषण iii) सार्वनामिक विशेषण

ड) टोकरी में कुछ फल रखे हैं। इस वाक्य में विशेषण का कौन-सा भेद प्रयोग किया गया है?

- i) गुणवाचक विशेषण ii) संख्यावाचक विशेषण iii) अनिश्चितसंख्यावाचक विशेषण

प्रश्न 3 . निम्नलिखित वाक्यों में विशेषण शब्दों को गोला लगाइए और विशेषण का भेद लिखिए।

क. मेरा दोस्त सच्चा है।

.....

ख. माँ पूजा के लिए कुछ पुष्प लाई।

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ग. यह कपड़े बहुत गंदे हैं।

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घ. दो किलो मिठाई तौल दो।

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ड. वह एक सुंदर चित्र बना रही है।

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प्रश्न 4. दिए गए अनुच्छेद से प्रश्नों के उत्तर दीजिए

रवि एक मेहनती लड़का है। वह रोज़ सुबह स्कूल जाता है।
उसके पास एक नई साइकिल है। रवि को लाल रंग बहुत पसंद है।
उसके घर के पास एक बड़ा पार्क है, जहाँ छोटे बच्चे खेलते हैं।
रवि अपनी साफ़ किताबों और सुंदर लिखावट के लिए जाना जाता है।

प्रश्न क. ऊपर दिए गए अनुच्छेद में से पाँच विशेषण शब्द लिखिए।

उत्तर -

प्रश्न ख. “नई साइकिल” में कौन-सा शब्द विशेषण है?

उत्तर -

प्रश्न ग. “छोटे बच्चे” में विशेषण और संज्ञा अलग-अलग लिखिए।

उत्तर -

प्रश्न घ. अनुच्छेद से रंग बताने वाला विशेषण चुनिए।

उत्तर -

विरामों को प्रकट करने के लिए जिन विशेष चिह्नों का प्रयोग किया जाता है , उन्हें विराम – चिह्न कहते हैं ।

महत्वपूर्ण बात :

- ✓ विराम चिह्न वाक्य को स्पष्ट और सुंदर बनाते हैं।
- ✓ गलत विराम चिह्न से अर्थ बदल सकता है।

1. पूर्ण विराम (।)

- वाक्य की समाप्ति बताता है।
उदाहरण: राम स्कूल गया।

2. अल्प विराम (,)

- वाक्य में हल्का ठहराव दिखाता है।
उदाहरण: राम, श्याम और मोहन दोस्त हैं।

3. प्रश्नवाचक चिह्न (?)

- प्रश्न वाले वाक्य के अंत में आता है।
उदाहरण: तुम कहाँ जा रहे हो?

4. विस्मयादिबोधक चिह्न (!)

- आश्चर्य, खुशी, दुःख आदि भाव प्रकट करता है।
उदाहरण: वाह! कितना सुंदर दृश्य है!

5. उद्धरण चिन्ह (" ")

- किसी के कथन को दिखाने के लिए।
उदाहरण: शिक्षक ने कहा, "समय पर आओ।"

6. योजक चिन्ह (-)

- शब्दों या वाक्यों को जोड़ने के लिए।
उदाहरण: भारत-पाकिस्तान मैच।

प्रश्न -1 : सही विकल्प चुनिए।

- क. प्रश्नवाचक वाक्य के अंत में कौन-सा चिन्ह आता है?
i) । ii) ? iii) !
- ख. आश्चर्य प्रकट करने के लिए कौन-सा विराम चिन्ह आता है?
i) ? ii) । iii) !
- ग. वाक्य की समाप्ति पर कौन-सा चिन्ह लगाया जाता है?
i) , ii) । iii) ?
- घ. किसी के कथन को लिखने के लिए कौन-सा चिन्ह प्रयोग होता है?
i) () ii) " " iii) !
- ङ. कौन सा वाक्य खुशी प्रकट करता है?
i) आज मौसम अच्छा है।
ii) अहा! आज मौसम अच्छा है।
iii) आज मौसम अच्छा है !
- च. कौन- सा वाक्य गलत विरामचिह्न- के कारण गलत है?
i) तुम कहाँ जा रहे हो।
ii) आज बहुत ठण्ड है ?
ii) वह ! आज कितना अच्छा दिन है।

प्रश्न 2. खाली स्थान भरिए।

- क. प्रश्न पूछने वाले वाक्य के अंत में _____ चिन्ह लगता है।
- ख. खुशी या आश्चर्य प्रकट करने के लिए _____ चिन्ह आता है।
- ग. वाक्य के अंत में _____ लगाया जाता है।
- घ. किसी के कथन को दिखाने के लिए _____ चिन्ह लगता है।

प्रश्न 3. दिए गए अनुच्छेद में सही विराम चिह्न (।, ? ! " ") लगाइए।

रवि आज बहुत खुश है वह सुबह जल्दी उठा और स्कूल जाने के लिए तैयार हुआ माँ ने कहा जल्दी नाश्ता करो वरना देर हो जाएगी रवि ने पूछा माँ आज स्कूल में खेलकूद है क्या माँ मुस्कराई और बोली हाँ बेटा आज खेल का दिन है वाह यह सुनकर रवि बहुत खुश हो गया

प्रश्न 4. स्वयं लिखिए।

- क . एक प्रश्नवाचक वाक्य लिखिए। _____
- ख . एक विस्मयादिबोधक वाक्य लिखिए। _____