



**BRAIN INTERNATIONAL**  
**SCHOOL**

**SUMMER HOLIDAYS**  
**HOMEWORK**

**CLASS: IV**

**SESSION: 2026-27**



**"Happy Summer Holidays!  
Shine bright, laugh loud, and  
make beautiful memories!"**



## *Welcome to the Exciting Summer Break!*

### Learning Doesn't Take a Vacation

Dear Parent

This summer, we invite your child to **Think. Create. Solve.** Our Holiday Homework for 2026 is designed around Computational Thinking — a powerful, subject-wide approach to problem-solving. It is not about coding alone, but about learning to break down complex tasks, spot patterns, filter key details, and build logical, step-by-step solutions. These NEP 2020 skills prepare students for every classroom and every challenge beyond it.

Each assignment reinforces core concepts while fostering independence, creativity, and real-world connections. With just 45–60 minutes of daily engagement, learning stays joyful and unburdened.

We ask for your partnership: encourage exploration, celebrate effort, and resist the urge to provide ready answers. The struggle to solve is where deep thinking begins. This work will count toward Internal Assessment and enrich our July discussions.
































Together, let's nurture thinkers, not just learners.

Wishing you a safe and meaningful summer.

**Wishing you all a fantastic summer vacation ahead!**



**"STAY ON TRACK AND SHINE-FOLLOW THE CALENDAR, ONE ACTIVITY AT A TIME !"**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	<p><b>DAY - 1</b> Start your day with a smile</p> 	<p><b>DAY - 2</b> Organize books and toys at the right place</p> 	<p><b>DAY - 3</b> Create savings Jar: Save some amount of pocket money in a jar</p> 	<p><b>DAY - 4</b> Water plants with a spray bottle</p> 	<p><b>DAY - 5</b> <u>World Environment</u> Day- (5<sup>th</sup> JUNE) Plant a seed, water it daily and observes its growth</p> 	<p><b>DAY-6</b> Prepare a Coconut Laddu -Observe its texture, shape and taste of the ingredients</p> 
<p><b>DAY-7</b> Donate Old Toys – one who need</p> 	<p><b>DAY - 8</b> Offer a help to someone in need</p> 	<p><b>DAY - 9</b> Clean your sacred space</p> 	<p><b>DAY - 10</b> Learn to Turn off lights and fans when not in use</p> 	<p><b>DAY - 11</b> Write a list of things you are grateful for</p> 	<p><b>DAY - 12</b> Speak Kindly Day – Using polite words for the whole day</p> 	<p><b>DAY - 13</b> Help in refilling water bottles</p> 
<p><b>DAY - 14</b> Learn new survival skills (eg-Basic first aid practice, water purification demo)</p> 	<p><b>DAY - 15</b> Reuse waste to make something creative</p> 	<p><b>DAY - 16</b> Organize or restock the car's emergency kit-bandage, torch etc</p> 	<p><b>DAY - 17</b> "Create calm corner"- Create a cozy spot with a favourite book, toy or colouring book</p> 	<p><b>DAY - 18</b> Pretend to be a nature reporter and give peaceful report about what you see outside- tress, birds, clouds etc</p> 	<p><b>DAY - 19</b> Read a story and share with your friend/sibling</p> 	<p><b>DAY - 20</b> Practice 2-3 simple yoga asanas</p>  <p align="center"><b>WORLD YOGA DAY</b></p>
<p><b>DAY - 21</b> Make a "Super Dad" cape for father. (21<sup>st</sup> JUNE) HAPPY FATHER'S DAY</p> 	<p><b>DAY - 22</b> Clean up your play area after use</p> 	<p><b>DAY - 23</b> Learn one new word in English and use it in conversation</p> 	<p><b>DAY - 24</b> Offer cold water or juice to delivery workers or</p> 	<p><b>DAY - 25</b> Help your parent in daily household - chores</p> 	<p><b>DAY - 26</b> Family Game Time</p> 	<p><b>DAY - 27</b> Write a Thank You Note for parents</p> 
<p><b>DAY - 28</b> Indoor Treasure Hunt Game</p> 	<p><b>DAY - 29</b> Organize your bag and keep your Holidays Homework ready for the submission</p> 	<p><b>DAY - 30</b> <u>Get Ready for School Day</u> Sleep early, and welcome the school with a happy smile</p> 	<p><b>VACATION MAY END, BUT THE HAPPY MEMORIES STAY FOREVER</b></p> 			



## ❖ Computational Thinking Grammar Garden Project

Get ready for a summer of innovation! Our Grade 4 students are embarking on the *Computational Thinking Grammar Garden Project*. This project goes beyond traditional homework by teaching children how to solve complex problems and think logically through a creative, digital- age lens. We look forward to seeing the imaginative cities our young learners build!

### GENERAL INSTRUCTIONS

1. Prepare a neat and colourful 3D/2D '*Grammar Garden*' project using chart paper or cardboard.
2. Use creativity, logical thinking, observation, and classification skills while designing the project.
3. Label all grammar places clearly.
4. Students must explain the project confidently during presentation.
5. Students can use child friendly digital platform or software to show their creative skills.
6. Parents guidance can help them but the work should primarily be done by the child.
7. Neatness, originality, creativity, and proper understanding of computational thinking concepts will be considered for assessment.



## PROJECT- “GRAMMAR GARDEN”

Based on English Literature, Chapter-2 ‘Everything is Possible’



Let's design a colourful Grammar Garden by drawing fences, gates and pathways like a small community garden. Create different sections in the garden such as flowerbeds, a pond, a play area, bridges, and compost bins etc. Picture has been shared below for the reference. Kindly create your own garden with your own creative ideas.



➤ **Your Grammar Garden can be including the following places: (ANY FOUR)**

- Noun walls
- Pronoun fish pond
- Action Word flowers
- Adjective Garden
- Synonym fruits
- Antonym vegetables
- Conjunction play area
- Preposition Tree



- Decorate the city beautifully using colours, labels, signs, trees, flowers, and pathways markings.
- Create a chart on A4/A3 size sheet to answer the different categories given below.

## ❖ COMPUTATIONAL THINKING TASK

### 1. PART A – OBSERVATION SKILL

- Observe the words carefully and identify their correct grammar category.

### 2. PART B – CLASSIFICATION SKILL

- Classify grammar words into their correct places in the garden.

### 3. PART C – PATTERN RECOGNITION

- Identify grammar patterns while arranging the words.

- Students should observe:

- words that show action,
- words that replace naming words,
- words that describe nouns,
- words having similar meanings,
- and words having opposite meanings.

### 4. PART D – SEQUENCING ACTIVITY

- Create meaningful sentences using grammar words from Grammar Garden.

## ❖ SITUATION-BASED TASKS

### Situation 1

- Imagine a visitor enters Grammar Garden and reaches ‘Pronoun Fish Pond’ instead of ‘Noun Wall.’

Explain:

- Why are pronouns different from nouns?
- How do pronouns help us while speaking and writing?

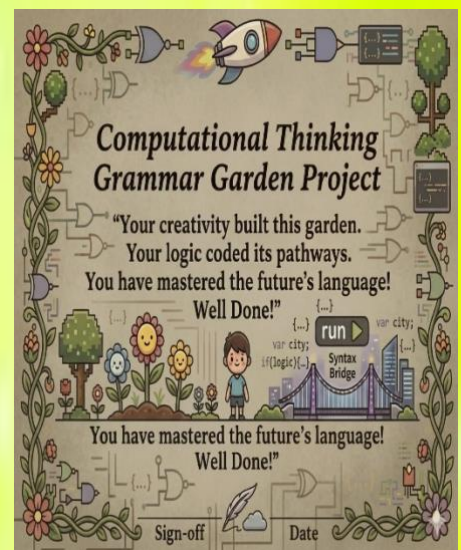
### Situation 2

- A child places action words inside Adjective Garden.
  - Identify the mistake and explain the correct classification

## CURSIVE WRITING

- Do pages 5-15 of your cursive writing book.

**NOTE:** - Submit your holiday homework on the date assigned by your teacher,





“पेड़, जल और स्वच्छ वायु – प्रकृति के अनमोल उपहार हैं।” हमें इनका संरक्षण करना चाहिए।

### प्रश्न 1) परियोजना कार्य (PROJECT WORK)

क) अनुक्रमांक ( Roll no 1 से 20)

#### गणनात्मक चिंतन बिंदु (Computational Thinking)

- विद्यार्थियों में प्रभावी संवाद कौशल का विकास करना।
- प्रश्न पूछने एवं उत्तर समझने की क्षमता विकसित करना।
- बड़ों के अनुभवों एवं विचारों से सीख प्राप्त करना।
- सामाजिक एवं पारिवारिक संबंधों के महत्व को समझना।
- विद्यार्थियों में जिज्ञासा एवं खोजपरक सोच का विकास करना।

**अपने दादा- दादी/ नाना- नानी का साक्षात्कार लीजिए व निम्नलिखित प्रश्न पूछकर उनके उत्तर ए- 4 शीट पर लिखिए।**

- उनके बचपन में पर्यावरण कैसा था?
- वे कौन-कौन सी अच्छी आदतें अपनाते थे?
- उन आदतों को हम अपने जीवन में कैसे अपना सकते हैं ताकि हमारा संसार स्वस्थ बने?



ख) अनुक्रमांक (Roll no 21 से 41)

### गणनात्मक चिंतन बिंदु (Computational Thinking)

- शब्द भंडार (Vocabulary) में वृद्धि करना।
- शब्दों के सही अर्थ एवं प्रयोग को समझने की क्षमता विकसित करना।
- व्याकरणिक नियमों को सरल एवं रोचक तरीके से समझाना।
- भाषा की शुद्धता एवं सही प्रयोग की समझ विकसित करना।

अपनी हिंदी पाठ्यपुस्तक 'वीणा' के पाठ -4 'हमारा आहार' में से 10 से 15 पृष्ठों का एक शब्दावली पत्रक तैयार कीजिए। (प्रत्येक शब्द के लिए अलग पृष्ठ चुनिए।)

- शब्दार्थ , वाक्य सहित
- वर्ण -विच्छेद
- संज्ञा
- सर्वनाम
- विशेषण
- क्रिया
- लिंग (पुल्लिंग -स्त्रीलिंग)
- वचन (एकवचन -बहुवचन)
- पर्यायवाची
- विलोम

शब्द	<input type="text"/>				
अर्थ	<input type="text"/>				
वर्ण विच्छेद	<input type="text"/>				
शब्द का रूप- संज्ञा	<input type="checkbox"/>	सर्वनाम	<input type="checkbox"/>	विशेषण	<input type="checkbox"/>
लिंग- पुल्लिंग	<input type="checkbox"/>	स्त्रीलिंग	<input type="checkbox"/>		
वचन- एकवचन	<input type="checkbox"/>	बहुवचन	<input type="checkbox"/>		
पर्यायवाची	<input type="text"/>		विलोम	<input type="text"/>	
वाक्य	<input type="text"/>				

- **आवश्यक सामग्री**

चार्ट पेपर / ए-4 शीट ,रंगीन स्केच पेन / क्रेयॉन (crayon colors) चित्र या स्टिकर्स ,रंगीन कागज़

- **शब्दावली पत्रक बनाने की प्रक्रिया/विधि**

- 1) **शीर्षक लिखिए**

सबसे ऊपर रंगीन अक्षरों में “व्याकरण शब्दावली पत्रक” लिखिए।

- 2) **खाने (Boxes) बनाइए -**

स्केल की सहायता से अलग-अलग बॉक्स बनाइए।

- 3) **व्याकरण के शीर्षक लिखिए -**

प्रत्येक बॉक्स में जैसे- संज्ञा, सर्वनाम, विशेषण

- 4) **उदाहरण लिखिए -**

हर शीर्षक के नीचे उससे संबंधित 2-3 उदाहरण लिखिए।

- 5) **शब्द बड़े और स्पष्ट अक्षरों में लिखिए।**

- 6) **बॉर्डर बनाकर पत्रक को रंगों और चित्रों द्वारा सुंदर एवं आकर्षक बनाइए।**



- Learn and write tables from 2 to 20 in a separate notebook.

**ROLL NO. ( 1-18)**

**“A Day in Numbers – My Life Through Data”**

**Objective:** Develop computational thinking skills by collecting and organizing real-life data from daily activities. Students will use decomposition to break their routine into smaller measurable tasks and apply abstraction to identify important information, represent it using tables and 3D bar graphs, and understand patterns through numbers and visual data presentation.

Observe your daily routine for any 1 day and write it in numbers.

**What to Record:**

- Words/pages you read
- Glasses of water you drink
- Steps you walk
- Time you study
- Time you play
- Pages used in notebooks

Make a colourful table mat on an A-3 sheet. Draw a 3D bar graph using simple materials like:

- Folded paper strips
- Cardboard/foam pieces
- Ice-cream sticks

**Keep it:**

- Neat and creative
- Colourful and attractive
- Clearly labelled

At the top, write a creative title with your name, for example:

**“My Healthy & Active Day – by (Your Name)”**

After completing, laminate the sheet for a neat finish.



**ROLL NO. ( 19 onwards)**

**“A Day in Numbers – My Life Through Data”**

**Objective:** Students will enhance their decomposition and abstract thinking skills by collecting, analysing and representing real-life information through tables and 3-D graphs in a creative way.

Observe your daily routine for any 1 day and write it in numbers.

**What to Record:**

- Words/pages you read
- Glasses of water you drink
- Steps you walk
- Time you study
- Time you play
- Pages used in notebooks

**Activity Instructions:**

Create this project using a shoe box. Convert the shoe box into a creative “Data Display Box” showing your any 1 day data in an attractive way.

### You Can Use:

- Old shoebox
- Cardboard sheets
- Chart paper / pastel sheets
- Foam sheets
- Thermacol pieces

### For 3-D Bar Graph columns

- Empty toothpaste boxes
- Small soap boxes
- Paper rolls
- Folded cardboard cuboids
- Building blocks/Lego pieces

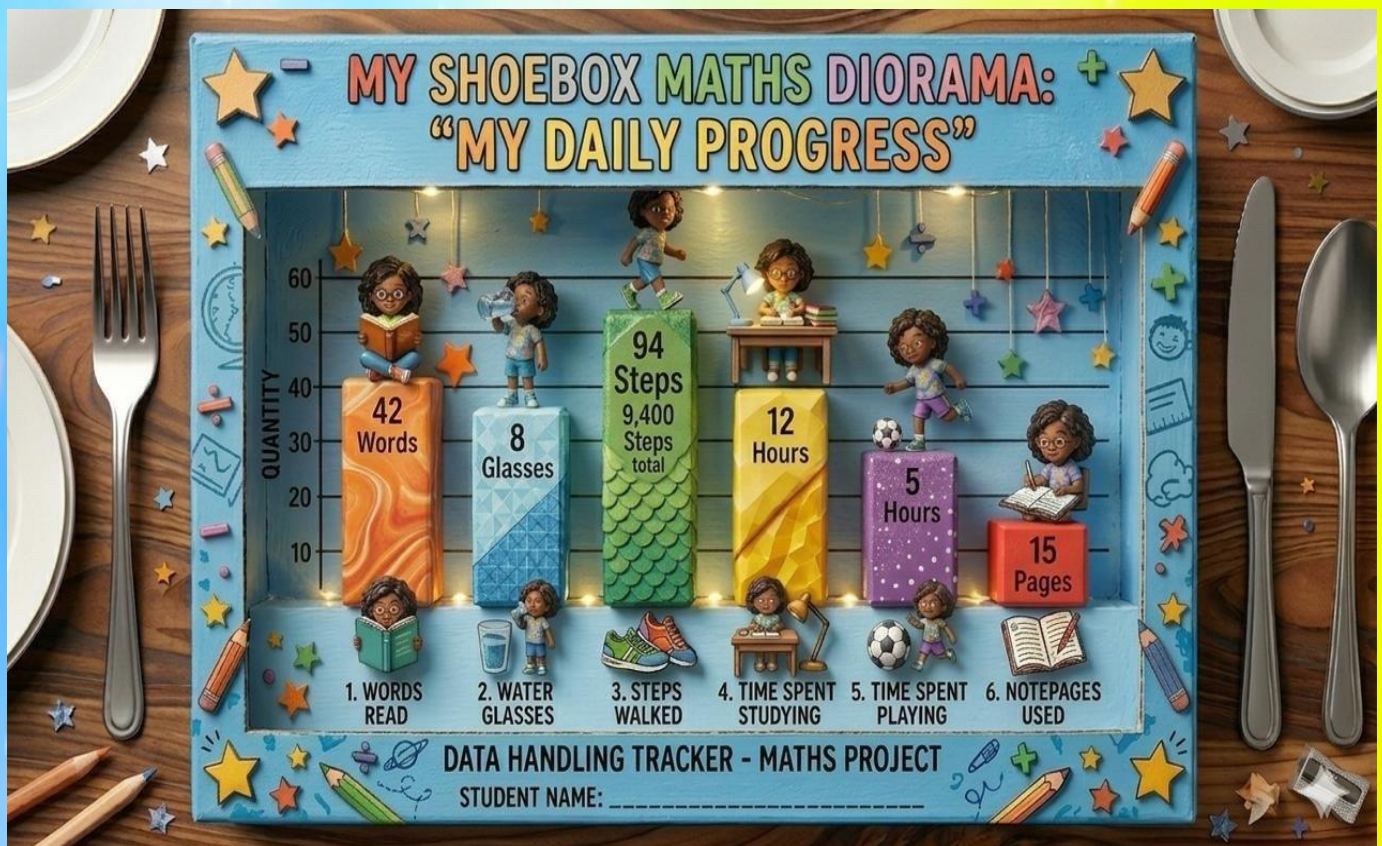
### Keep it:

- Neat and creative
- Colourful and attractive
- Clearly labelled

At the top, write a creative title with your name, for example:

**“Tracking My Day with Numbers – by (Your Name)”**

Sharing Sample Shoe box (For Reference):





## Computational Thinking ‘Digestion Detective Agency’

As part of the Summer Holiday Homework, students of Grade 4 are required to prepare a Computational Thinking ‘Digestion Detective Agency’ Brochure project. This activity aims to develop creativity, logical thinking, problem-solving skills, and digital-age learning in an enjoyable manner.

### Project Guidelines:

1. Students will create a foldable brochure / booklet as Digestion Detectives based on the given theme/topic.
2. The brochure should clearly show the use of Computational Thinking Skills i.e. who investigate, such as:
  - ❖ How food travels in the body
  - ❖ Healthy and unhealthy eating habits
  - ❖ Digestion problems and solutions
  - ❖ Smart food choices
3. The brochure may be made:
  - ❖ Using A3 size sheets
  - ❖ Digitally using any child friendly app
4. The project should include:
  - ❖ A suitable title
  - ❖ Colourful illustrations
  - ❖ Detective file
  - ❖ Secret mission report
  - ❖ Health investigation report
5. Encourage children to use their own ideas, creativity, and presentation skills. Parents may guide and support, but the work should primarily be done by the child.
6. Neatness, originality, creativity, and proper understanding of computational thinking concepts will be considered for assessment.








## “Digestion Detective Agency”

### Objective:

Create an attractive Digestion Detective Agency brochure that explains the process of digestion, healthy eating habits and the importance of good food choices.

### Students will use:

-  Sequencing
-  Problem Solving
-  Decision Making
-  Pattern Recognition
-  Logical Thinking



### Instructions to Make the Project

#### Step 1: Prepare the brochure

- ❖ Take A3 sheets
- ❖ Fold it into a brochure / booklet form

#### Step 2: Make an attractive Cover Page

- ❖ Give a suitable title
- ❖ Draw or decorate it (use your creativity)

#### Step 3: Meet the digestion team and so on.....

- ❖ Show the journey of food (**Computational Thinking Skill**):
- ❖ Sequencing (Algorithm)



**EAT → CHEW → SWALLOW → DIGEST → ABSORB → REMOVE WASTE**

**NOTE (Creative Task)**

**Create symbols:**



**= Detective Agency Symbol**



**= Detective Badge**



**= Magnifying Glass Ideas for food mystery**



**= Health Alert**

**Use symbols inside the brochure**

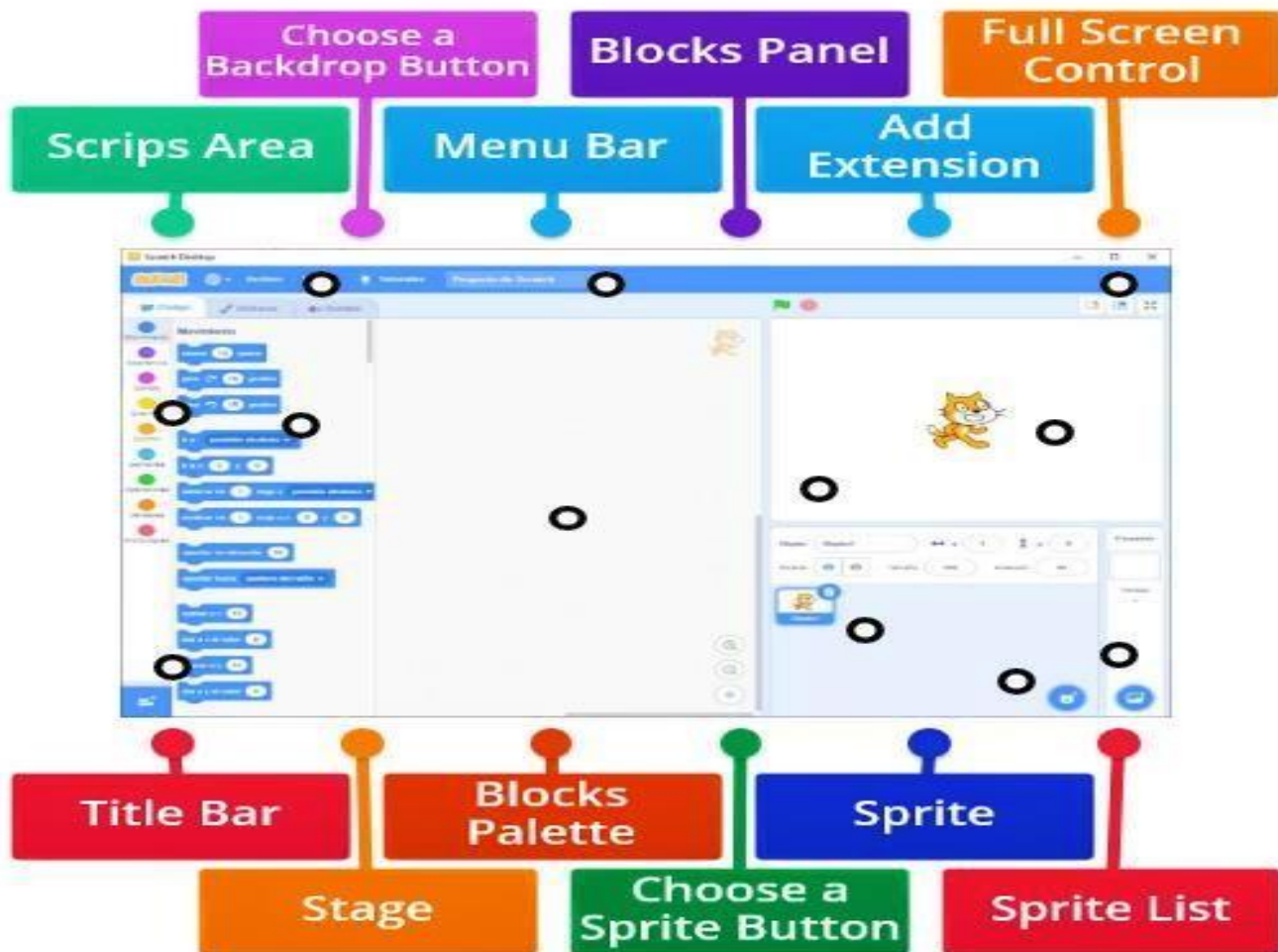
# FIT

- Create a Summer Vacations scene in Scratch using Uolo platform or on Scratch and save it with your name.

(or)

- Create a small game of your choice in Scratch using Uolo platform or on Scratch and save it with your name.

**Note:** You can use phone, Laptop or Desktop to do the above work.





NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ ROLL NO. \_\_\_\_\_

**Q1. Read the passage given below carefully. Based on your understanding of computational thinking and logical reasoning, answer the questions that follow.**

### **The Lesson at the Orchard**

Anjali was eager to join her new school on Monday, but she noticed her new friend Pinky looked sad whenever "school" was mentioned. When Anjali and her mother, Suman, met Pinky near the outhouse, Pinky finally shared her secret through tears: "I ran away because I thought you would make fun of me. You see, I never went to school and do not know how to read and write."

Suman smiled warmly and said, "Nothing is impossible, Pinky. Everything is possible if you set your mind to it." Anjali jumped with joy and exclaimed, "I have an idea! Why don't you come home every afternoon after I return from school? I will help you learn how to read and write!" True to her word, Anjali spent her monsoon break teaching Pinky. Eventually, Pinky was able to read storybooks on her own and was happily admitted into the school.

#### **Section A: Decomposition**

**1. To help Pinky go to school, Anjali had to solve smaller problems first. List the three "mini-tasks" Anjali had to complete:**

- Task A: \_\_\_\_\_
- Task B: \_\_\_\_\_
- Task C: \_\_\_\_\_

#### **Section B: Pattern Recognition**

**2. Anjali noticed a pattern in Pinky's behaviour. Complete the pattern observation below:**

- **Action:** When they played on the swing, Pinky was [ **Happy / Sad**].
- **Action:** When they talked about school, Pinky was [ **Happy / Sad**].

### Section C: Grammatical Abstraction

#### 3. Look at this "Sentence Code":

*"The kind girl helps her nervous friend."*

**What is the grammar structure of the sentence?**

- A) Article + Adjective + Noun + Verb + Pronoun + Adjective + Noun
- B) Noun + Noun + Verb + Noun
- C) Action Word + Naming Word + Describing Word
- D) Article + Verb + Article + Verb

### Section D: Algorithm Design

#### 4. Number these steps from 1 to 4 to create the correct "Teaching Algorithm" Anjali used:

- [ ] Pinky gets admitted to school.
- [ ] Anjali returns from her own school in the afternoon.
- [ ] Anjali and Pinky sit together with storybooks.
- [ ] Pinky practices reading and writing every day.

### Section E: Syntax Pattern Matching

#### 5. Pattern Code: [Noun] + [Action Word] + [Noun] + [Adjective]

**Which sentence from the story matches this exact code?**

- A) Pinky cried loudly.
- B) Anjali shared a sweet mango.
- C) Suman smiled at them.
- D) The orchard was very green.

### Section F: Logic Matrix

#### 6. Computers sort data into "folders." Sort these nouns from the story into the correct logical "folder" (Common Noun vs. Proper Noun).

<b>Data Input</b>	<b>Folder A: Common Noun</b>	<b>Folder B: Proper Noun</b>
<b>Pinky</b>	[   ]	[ ✓ ]
<b>School</b>	[   ]	[   ]
<b>Junagarh</b>	[   ]	[   ]
<b>Orchard</b>	[   ]	[   ]
<b>storybooks</b>	[   ]	[   ]

### **Section G: System Debugging (Grammar & Logic Errors)**

**7. A student wrote a "Summary Code" for the story, but there are 3 bugs in it. Identify which lines contain the errors:**

- **Line 101:** Anjali and her family moves to Junagarh.
- **Line 102:** Pinky feels nervous because she cannot read.
- **Line 103:** Anjali decides to ignored her friend's problem.
- **Line 104:** The girls studies together every afternoon in the break.

**Which lines are "Buggy" (Grammatically or Logically Incorrect)?**

- A) Line 101 and 102
- B) Line 101, 103, and 104
- C) Only Line 104
- D) Line 102 and 103

### **Section H: The Vocabulary Hunt**

**8. Analyze the table below. One of the rows has a "Bug" (an incorrect piece of data). Identify which row is incorrect.**

Word from Story	Meaning (The Definition)	Synonym (Same Value)	Antonym (Binary Opposite)
Row 1: Eager	Wanting to do something very much	Excited	Reluctant / Unwilling
Row2: Impossible	Something that cannot happen	Unattainable	Achievable / Possible
Row 3: Joy	A feeling of great happiness	Delight	Sadness
Row4: Admitted	Allowed to enter a place	Rejected	Excluded

**Which Row contains the "Bug" (Incorrect Data)?**

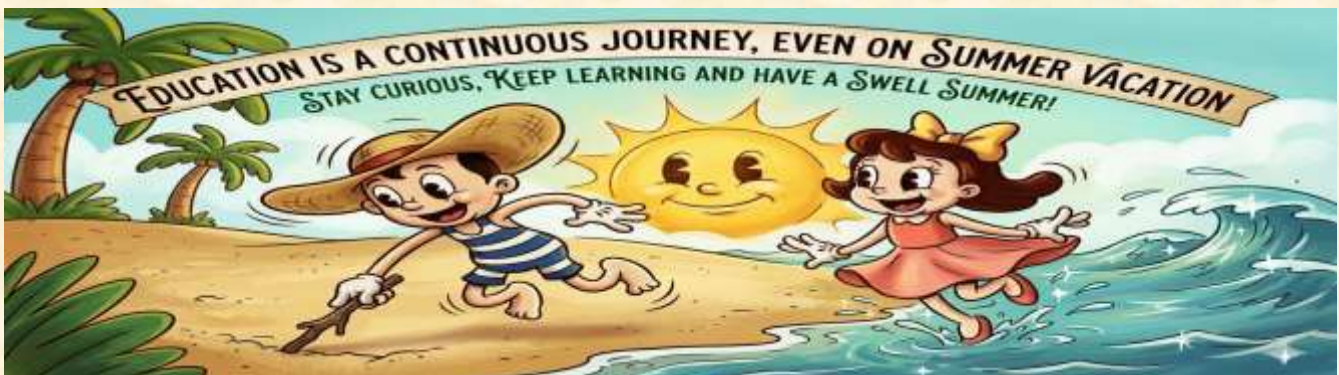
- A) Row 1 – The Meaning is wrong.
- B) Row 2 – The Antonym is wrong.
- C) Row 3 – Everything is correct.
- D) Row 4 – The Synonym is wrong.

**Section I: Creative Imagination Challenge**

**9. Imagine that you are Anjali’s neighbour. You see Anjali and Pinky sitting in the orchard every day with their books. You decide to help them achieve their goals. Write the steps that would follow. (A4 Size Sheet)**

**Section J: The talking text book**

**10. Narrate a story and record it as a video. You may dress up as a character from your story and use props to make it engaging. The video file must not exceed 3 MB. Upload your completed video to (SCHOOL EMAIL ID)**





अभ्यास - पत्र

विषय : हिंदी

कक्षा :- 4

नाम: \_\_\_\_\_

प्रश्न 1) 'आसमान गिरा' कहानी के आधार पर नीचे दिए गए वाक्यों को सही क्रम में लिखिए।



वाक्य

- क) सभी जानवर डरकर भागने लगे।
- ख) शेर खरगोश को पेड़ के पास ले गया।
- ग) खरगोश पेड़ के नीचे आराम कर रहा था।
- घ) पेड़ से एक फल गिरा।
- ङ) खरगोश ने सोचा कि आसमान गिर रहा है।

## सही क्रम

क).....

ख).....

ग).....

घ).....

ङ).....

### प्रश्न 2) निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर लिखिए।

एक दिन जंगल में एक खरगोश पेड़ के नीचे आराम कर रहा था। अचानक पेड़ से एक फल गिरा। ज़ोर की आवाज़ सुनकर खरगोश डर गया। उसने सोचा कि आसमान गिर रहा है। वह तेज़ी से भागने लगा। रास्ते में उसे दूसरे जानवर मिले। जानवरों ने पूछा, “तुम क्यों भाग रहे हो?” खरगोश बोला, “भागो! आसमान गिर रहा है।” सभी जानवर डरकर जंगल में इधर-उधर भागने लगे। तभी उन्हें शेर मिला। शेर ने सबको रोका और कारण पूछा। सभी ने कहा, “आसमान गिर रहा है।” शेर खरगोश को उस पेड़ के पास ले गया जहाँ से आवाज़ आई थी। वहाँ जाकर उन्होंने देखा कि पेड़ से केवल एक बड़ा फल गिरा था। यह देखकर सभी जानवर हँसने लगे। खरगोश को अपनी गलती समझ में आ गई।

निर्देशानुसार उत्तर लिखिए।

क) ‘नीचे’ और ‘बड़ा’ शब्द का विलोम लिखिए।

.....

ख) “ज़ोर की आवाज़ सुनकर खरगोश डर गया।” – वाक्य में संज्ञा के स्थान पर सर्वनाम शब्द प्रयोग करके वाक्य दोबारा लिखिए।

.....

ग) गद्यांश में आए अनुस्वार (ं) और अनुनासिक (ँ) वाले शब्द लिखिए।

.....

घ) निम्न शब्दों का वर्ण -विच्छेद कीजिए।

खरगोश - .....

हँसने - .....

आसमान - .....

**प्रश्न 3) “संगणनात्मक चिंतन” आधारित प्रश्न (Computational Thinking Based**

### **Questions**

#### **शैक्षिक उद्देश्य (Learning Objectives)**

- विद्यार्थियों में विश्लेषणात्मक चिंतन (Analytical Thinking) को बढ़ावा देना।
- पैटर्न पहचानने एवं समानताओं को समझने का कौशल विकसित करना।
- भाषा संबंधी कौशलों को मज़बूत करना।
- एकाग्रता, तर्कशक्ति तथा निरीक्षण क्षमता को विकसित करना।
- रचनात्मक एवं नवीन विचारों को प्रोत्साहित करना।

## बूझो तो जाने

क) खरगोश का कुल योग ज्ञात कीजिए व लिखिए।

संकेत: खरगोश शब्द में हर अक्षर को संख्या दें –

क = 1, ख = 2, ग = 3 ...( सभी वर्णों को क्रमानुसार संख्या दीजिए)

उदाहरण: किताब शब्द का योग ज्ञात करने के लिए,

क = 1 त = 16 ब = 23 (मात्रा नहीं गिनेंगे) , इसके अनुसार किताब का कुल योग 40 होगा।

ख) 'सब जानवर भागे' का कोड क्या होगा?

संकेत: हर शब्द के अंत में 123 , 456 , 789 लगाएँ।

उदाहरण: आसमान गिरा में → आसमान =123 और गिरा= 456 होगा

प्रश्न 4) चित्रों की सहायता से वर्ग पहली में दिए गए अनेक शब्दों के लिए एक शब्द ढूँढकर लिखिए।



स	सा	का	र	न	प
क	ज	शा	का	हा	री
त	अ	ज	र	ति	री
न	चि	त्र	का	र	नि
ज	ल	च	र	ग	त
क	स	दा	चा	री	का
च	ल	न	भ	च	र

क) जो चित्र बनाता हो - .....

ख) जो अच्छा आचरण करने वाला हो - .....

ग) जो शाक-सब्जी खाता हो - .....

घ) जो शाक-सब्जी खाता हो - .....

ङ) जो जल में रहता हो - .....

च) नभ में विचरण करने वाला - .....

छ) जिसका आकार हो - .....

प्रश्न 5) दिए गए संकेत बिंदुओं के आधार पर 'पेड़ों का महत्त्व' विषय पर 80 -100 शब्दों में एक अनुच्छेद लिखिए।



- पर्यावरण
- महत्वपूर्ण
- शुद्ध वायु
- औषधियां
- अमूल्य
- प्रदूषण
- वर्षा
- घर
- अनमोल उपहार
- छाया
- अधिक - से - अधिक पेड़



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प्रश्न 6) सुलेख पुस्तक में पृष्ठ संख्या 5 से 10 कीजिए।



# Brain International School

Vikas Puri, New Delhi

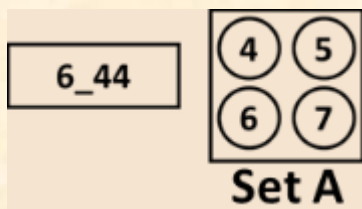
**SUBJECT: MATHEMATICS**

**CLASS-IV** \_\_\_\_\_

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**Q1)** How many numbers from Set A can be placed in the blank, to form a number greater than 6632?



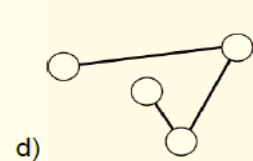
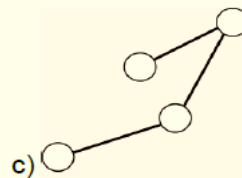
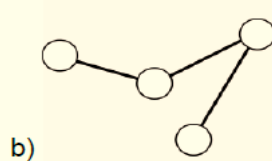
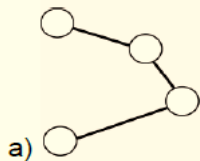
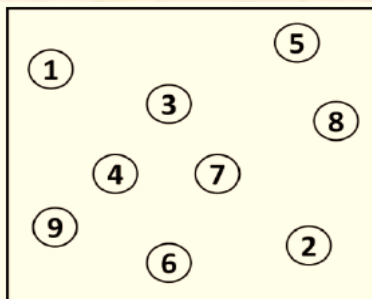
a) 1

b) 2

c) 3

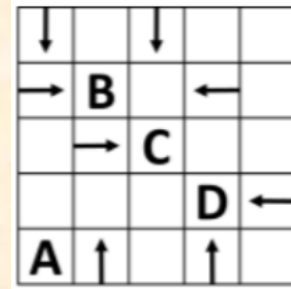
d) 4

**Q2)** If any 4 odd numbers in the figure shown below are connected in the ascending order by using **straight lines**, then which of the following figures **CANNOT** be made?

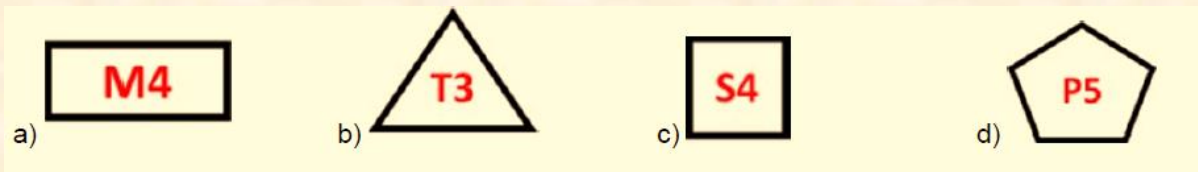


**Q3)** In the grid given below, which letter has the MOST number of arrows pointing towards it?

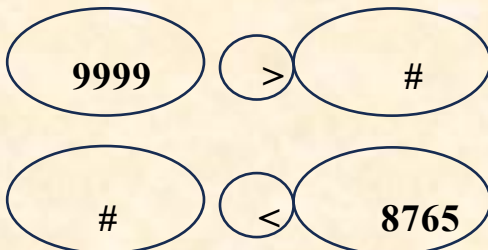
- a) A
- b) B
- c) C
- d) D



**Q4)** Find the ODD one out.



**Q5)** Which of the following numbers can come in place of "#" in the given expression?



- a) 9000
- b) 8764
- c) 8900
- d) 9998

**Q6)** Riya bought pencils for exactly Rs. 60. Each pencil costs the same. Which CANNOT be the price?

- a) 5
- b) 10
- c) 7
- d) 15

Q7) Some information about the number of pencils each student has is shown in the image below. Which two students, if they put their pencils together, can share them equally among five students?

Student	Number of pencils
Pranav	12
Tarun	16
Meenakshi	6
Sanjay	10
Sheetal	13

- a) Pranav and Sheetal    b) Tarun and Sanjay    c) Pranav and Meenakshi  
d) Tarun and Pranav

Q8) Based on the equations given below, find the value of the triangle.

$$\begin{aligned} 4 \times 8 &= \square \\ 5 \times 6 &= \bigcirc \\ \square \times \bigcirc &= \triangle \end{aligned}$$

- a) 96                              b) 720                              c) 960                              d) 992

Q9) XY is a two-digit number.

$$X + Y = 8.$$

The maximum possible value of X will be \_\_\_\_\_

- a) 7                              b) 6                              c) 5                              d) 4

Q10) Find the ODD one out.



Q11) Use the 4,6,2,3 to build the smallest number

a) **2,643**

b) **2,463**

c) **2,346**

d) **2,436**

Q12) The successor of  $19000+999$  \_\_\_\_\_.

a) **20,000**

b) **30,000**

c) **40,000**

d) **50,000**

Q13) 3 thousand more than 38264 = \_\_\_\_\_

a) **41,264**

b) **45,264**

c) **42,369**

d) **48,698**

Q14) The place value of 6 in 28,650 \_\_\_\_\_

a) **600**

b) **6,000**

c) **60**

d) **6**

Q15) 14 thousands + 16 hundreds + 5 ones = \_\_\_\_\_

a) **14,605**

b) **15,605**

c) **15,565**

d) **16,655**



**SUBJECT: EVS**

NAME: \_\_\_\_\_ CLASS: IV- \_\_\_\_\_ DATE: \_\_\_\_\_

**Welcome, Kitchen Scientists! Today we are going to explore how we cook and preserve food using Computational Thinking (CT). Computational thinking isn't just for computers—it's a way of solving problems step-by-step, just like a chef in a kitchen!**

➤ **Decomposition (Breaking It Down)**

Decomposition means breaking a big task or object into smaller, manageable parts.

**Directions:** Look at the complete dishes below. Deconstruct them by filling out the table. Identify the raw starting ingredient, the primary method of cooking used, and the physical changes you observe.

Final Dish Raw Base - \_\_\_\_\_

Ingredients used - \_\_\_\_\_

Cooking Method- \_\_\_\_\_

(Boil, Bake, Fry, Steam)

What Changed? \_\_\_\_\_

(Color, Texture, Shape)

French Fries Example: Potato Example: Frying (in oil)

Example: Soft inside, crunchy outside, turned golden brown.



**Mashed Potatoes**

Ingredients used - \_\_\_\_\_

Cooking method - \_\_\_\_\_

## Scrambled Eggs

Ingredients used - \_\_\_\_\_

Cooking method - \_\_\_\_\_

### ➤ Pattern Recognition (Spotting Similarities)

Pattern recognition means finding similarities among different things to help us make rules or predictions.

#### **Directions:**

Read the descriptions of the kitchen experiments below. Find the hidden pattern and answer the questions.



● **Group A (Moist Heat):** Boiling broccoli makes it soft. Steaming carrots makes them tender. Boiling pasta makes it soft and stretchy.

● **Group B (Dry Heat):** Baking bread creates a hard, crunchy crust. Roasting chicken makes the skin crispy. Toasting a marshmallow makes the outside firm and crunchy.

**Question 1: What is the general pattern for foods cooked with moist heat (water/steam)?**

**Answer:**

---

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**Question 2: What is the general pattern for foods cooked with dry heat (oven/toaster)?**

**Answer:**

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➤ **Abstraction (Filtering Out Information)**

Abstraction means focusing only on the details that matter and ignoring the ones that don't.

Scenario: You are trying to prevent bacteria from growing on strawberries so they last longer.

You know that bacteria need moisture (water) and warmth to survive.

Below is a list of facts about a batch of strawberries. Circle the THREE (3) facts that are absolutely necessary to help you choose a preservation method, and cross out the facts you can ignore (abstract away).

- Fact A: The strawberries were picked on a sunny Tuesday afternoon.
- Fact B: Strawberries are naturally full of water and moisture.
- Fact C: The strawberries are stored in a room that is 75°F (warm).
- Fact D: The strawberries are packed in a red plastic basket.
- Fact E: Removing water from fruit (dehydration) stops bacteria from growing.
- Fact F: Strawberries taste delicious with chocolate.

Based on your extraction, how should you preserve the strawberries? (Circle one):

- a) Put them in a red basket on the counter.
- b) Dehydrate them (dry them out) or put them in a cold refrigerator.

➤ **Algorithmic Thinking (Step-by-Step Design)**

An algorithm is a precise list of instructions completed in a specific order to get a result. If the order is wrong, the program (or recipe) fails!

**Directions:** Unscramble the preservation algorithm below. These steps explain how to preserve cucumbers by pickling them in acid (vinegar), which keeps bugs and bacteria away. Put the numbers 1 through 5 next to the steps to put them in the correct logical order.

Pour the hot vinegar liquid into the jar, covering all the cucumber slices completely.

Wash the fresh, raw cucumbers thoroughly under cold water to remove dirt.

Seal the jar tightly with a lid and store it in a cool place to let the preservation happen.

Carefully slice the cucumbers into small, even round pieces.



Pack the cucumber slices tightly into a clean glass jar.

### **Bonus Critical Thinking Challenge: "The Conditional Command"**

In computer coding, we use IF / THEN statements. Fill in the blanks below to create a rule for food safety:

IF the milk smells sour and has been left out on a warm counter...

THEN I should

\_\_\_\_\_

because \_\_\_\_\_.





*Let the sweetness of  
summer remind you  
that life is full of  
joyful moments.*