

# SANT NIRANKARI PUBLIC SCHOOL

AVTAR ENCLVE

SUBJECT- MATHEMATICS

CLASS- VI

TOPIC- WHOLE NUMBERS

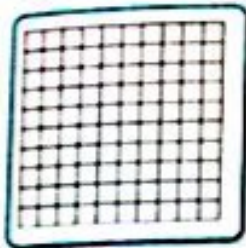
GIVEN DATE:12/5/2020

SUBMISSION DATE:14/5/2020

**Aim :** To find prime numbers from 1 to 100 by Eratosthenes Sieve's method.

**Materials Required :**

1. Grid Papers
2. A pair of Scissors
3. Sketch Pens
4. Glue
5. Geometry Box



Grid Papers



A pair of Scissors



Sketch Pens



Glue



Geometry Box

**Theory :**

**Natural Numbers** - The numbers 1, 2, 3, ... are called natural numbers.

**Prime number** - A natural number having exactly two positive divisors, 1 and the number itself.

**Composite Numbers** - Natural numbers greater than 1 that are not prime. 1 is neither prime nor composite.

**Eratosthenes Sieve's method** - It is a simple and efficient way for finding all prime numbers up to any given limit. It is named after a Greek mathematician, Eratosthenes of Cyrene.

**Procedure :**

1. Take a grid paper of size  $10 \times 10$ . (Hint : See Fig. 3.1)

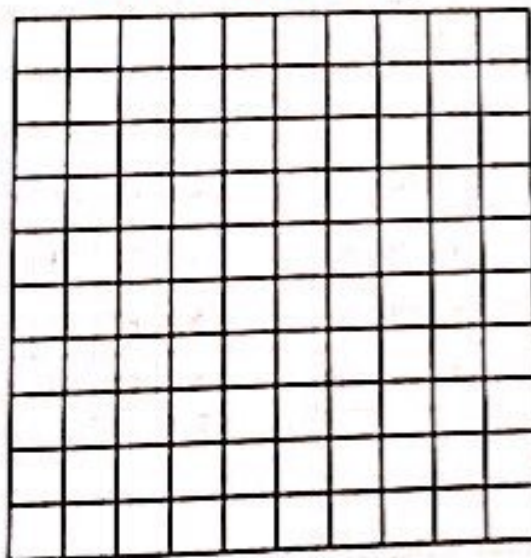


Fig. 3.1



- Write the numbers from 1 to 100 on the grid paper. (Hint : See Fig. 3.2)
- Cross out 1, as 1 is not a prime number. (Hint : See Fig. 3.3)

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

Fig. 3.2

<del>1</del>	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

Fig. 3.3

- Encircle 2 and cross out all other multiples of 2. (Hint : See Fig. 3.4)
- Encircle 3 and cross out all other multiples of 3. (Hint : See Fig. 3.5)

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

Fig. 3.4

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

Fig. 3.5

- Encircle 5 and cross out all other multiples of 5. (Hint : See Fig. 3.6)
- Encircle 7 and cross out all other multiples of 7. (Hint : See Fig. 3.7)



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

Fig. 3.6

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

Fig. 3.7

8. Proceed in similar way to encircle and cross out all the whole numbers up to 100. (Hint : See Fig. 3.8)

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

Fig. 3.8

**Observations :**

1. Each number in the grid is either encircled or crossed out.
2. All the encircled numbers, i.e. 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89 and 97 are prime numbers.
3. All the crossed out numbers (except 1) are composite numbers.

GIVEN DATE: 11/5/2020

SUBMISSION DATE: 14/5/2020

**SANT NIRANKARI PUBLIC SCHOOL  
AVTAR ENCLAVE, PASCHIM VIHAR  
CLASS VI  
ACTIVITY- 1  
CH- FIBRE TO FABRIC**

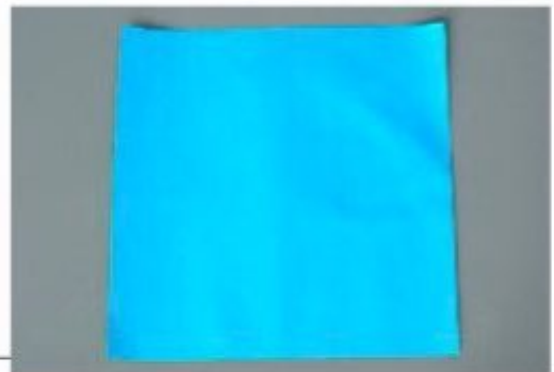
Dear students,

Let's have some fun time now. You all have to make a weaved carpet using paper strips of two different colors. I am sharing steps with you, follow them and show your creative side.

**1** Cut paper.

Cut paper into the desired shape and size of your paper weave picture.

I cut mine into a an 8-inch square.



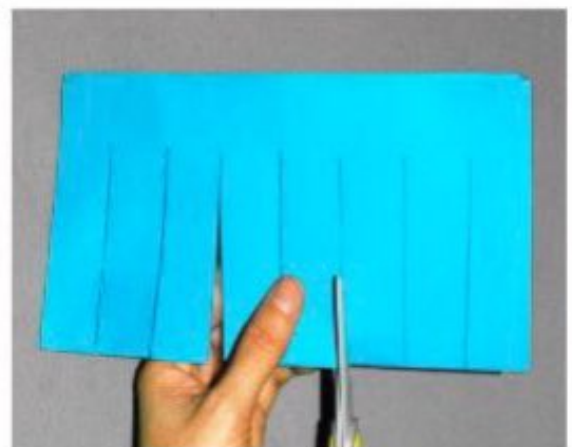
**2** Fold the paper in half.

Fold the paper in half.

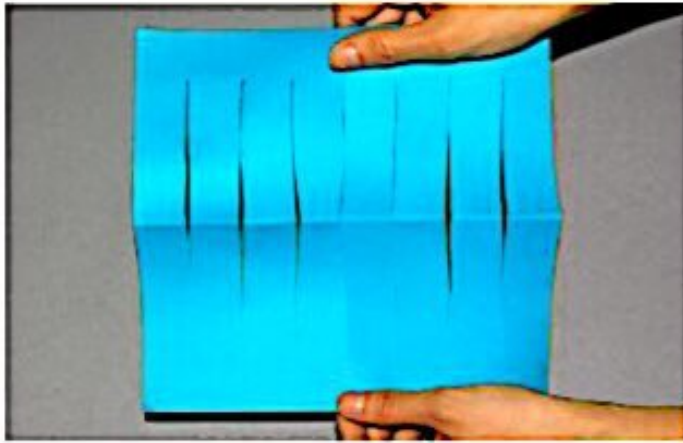
**3** Cut slits.

Cut evenly-spaced slits (mine are about 1-inch wide) starting from the folded edge and stopping about 1 inch from the opposite edge.

Drawing vertical lines to use as guides for cutting can be quite helpful.





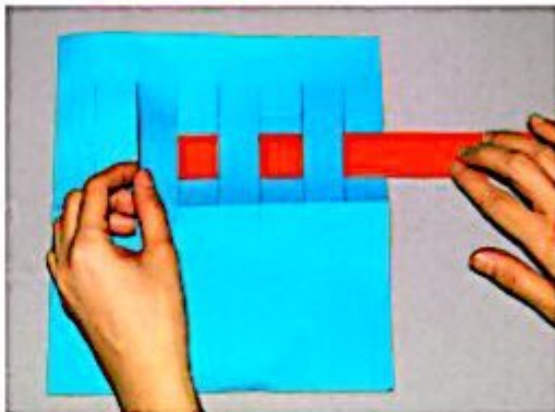


**4** Unfold the paper.

**5** Cut colored paper strips.

Cut colored paper strips. Mine are 1 inch wide and 10 inches long.

The strips must be longer than the length of your square's side. If your paper is a rectangle, the strips should be longer than the side perpendicular to the slits.

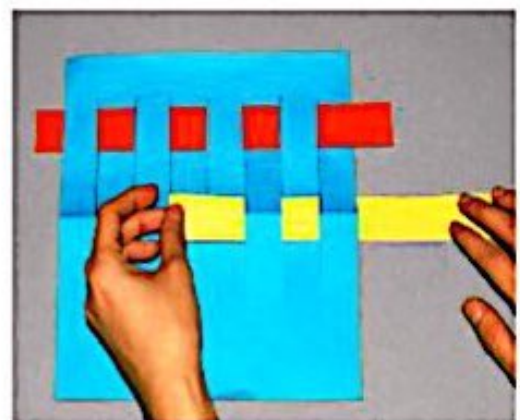


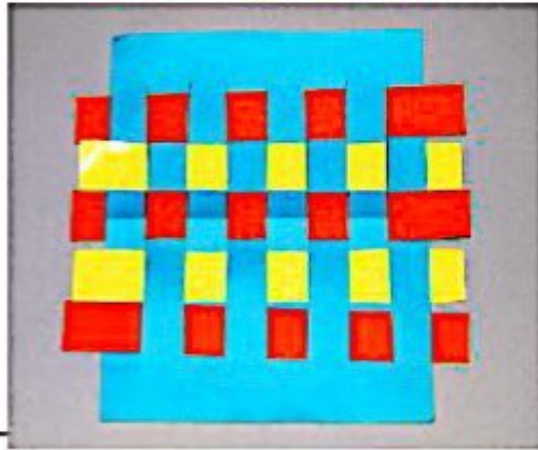
**6** Weave the first strip.

Take one paper strip and weave it across the slits, going over and under the slits.

**7** Weave the second strip.

Move the woven strip to the top and start with the next one. Weave the second strip in an opposite pattern as the first. If your first strip went over and under the slits, the second strip should go under and over the slits.



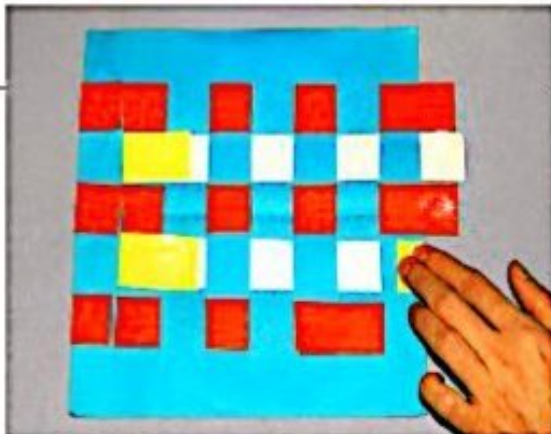
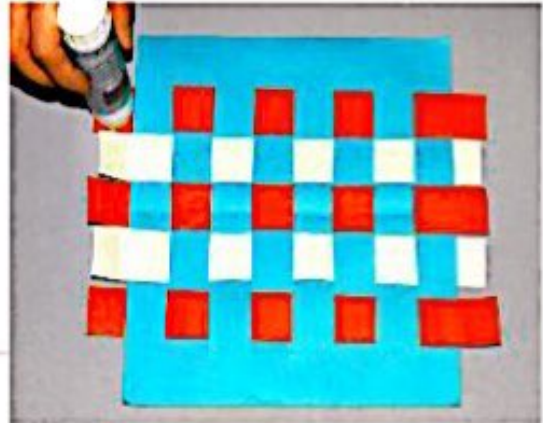


**8 Weave the rest of the strips.**

Weave more strips in an alternating pattern until you get to the bottom of the slits and your square or rectangle is full.

**9 Apply glue.**

Carefully flip the paper square so that the back is now facing up. Apply glue at the ends of each paper strip.

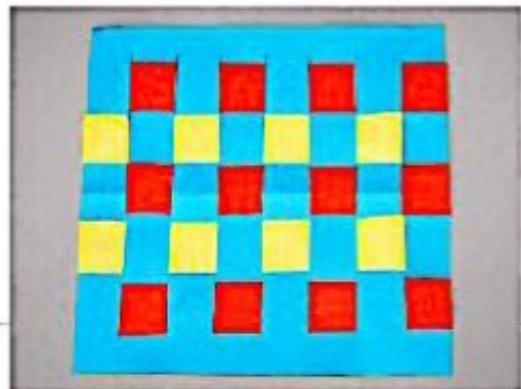


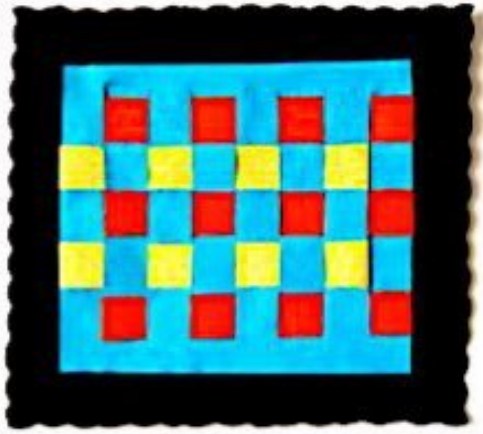
**10 Fold the ends.**

Fold the ends of each strip over the edges of the paper square or over the slits. Press to glue in place.

**11 Flip the woven square.**

Flip the woven paper square again so that the folded ends are concealed at the bottom.



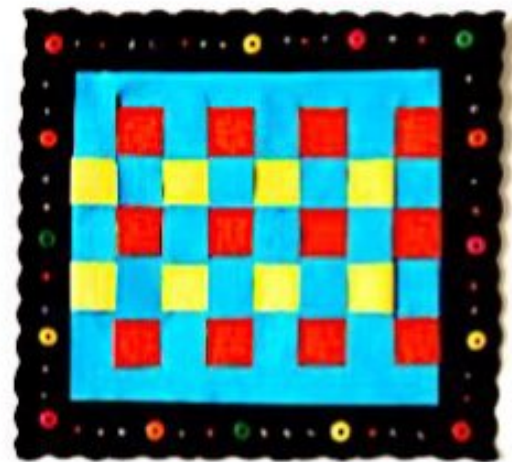


**12** Make a paper frame.

Cut a larger piece of construction paper or craft foam to frame your paper weave. You can use a pair of paper edging scissors to create a wavy-edged frame. Glue your paper weave at the center of the frame.

**13** Decorate the frame.

Decorate the frame, if you like. Use some glitter glue, puffy paint, sequins, beads, small craft foam shapes, stickers, buttons, ribbons, and other notions.





संत निरंकारी पाठशाला, स्कूल

अवतार संकलेव

कक्षा - षष्ठम

विषय - संस्कृत

कार्यपत्रिका

पाठ - ५ (विद्यालयः)

१. निर्देशानुसारं परिवर्तयत ।

- (i) अहं नृत्त्यामि । (बहुवचने)  
 (ii) त्वं पठसि । (बहुवचने)  
 (iii) युवां क्रीडथः । (एकवचने)  
 (iv) आवां गच्छावः । (बहुवचने)  
 (v) अस्माकं पुस्तकानि । (एकवचने)  
 (vi) तव गृहम् । (द्विवचने)

२. एकवचनपदस्य बहुवचनपदं बहुवचनपदस्य एकवचनपदं च लिखत ।

- (i) सः -  
 (ii) ताः -  
 (iii) श्ताः -  
 (iv) त्वम् -  
 (v) अस्माकम् -  
 (vi) तव -  
 (vii) शतानि -

३. क्रियापदैः वाक्यानि पूरयत ।

- (i) त्वं \_\_\_\_\_ ।  
 (ii) आवां \_\_\_\_\_ ।  
 (iii) यूयं \_\_\_\_\_ ।  
 (iv) अहं \_\_\_\_\_ ।  
 (v) युवां \_\_\_\_\_ ।

गञ्जूषा - पठसि, गच्छावः,  
 क्रीडथः, लिखायामि,  
 पश्यथ



संत निरंकारी पठित्वक स्कूल, अवतार एकलैव  
विषय - हिंदी  
कक्षा - छठी

पाठ - 1 (प्राचा विवर) (व्याकरण)

(Date 11-5-2020  
Submission date 14-5-2020)

वर्कशीट - 1

प्र० 1- प्राचा किसे कहते हैं। इसके कितने रूप होते हैं। उनके नाम लिखो।

प्र० 2- लिपि किसे कहते हैं।

प्र० 3- नीचे लिखी प्राचाओं की लिपि का नाम लिखो।

- (क) संस्कृत -
- (ख) बंगला -
- (ग) अंग्रेजी -
- (घ) पंजाबी -
- (ङ) उर्दू -

प्र० 4- भारत में बोली जाने वाली किन्हीं दस प्राचाओं के नाम लिखो।  
प्र० 5- खाली स्थान भरौ।

- (क) \_\_\_\_\_ प्राचा से ही हिंदी प्राचा का जन्म हुआ है।
- (ख) \_\_\_\_\_ की हिंदी संविधान में भारत की राजप्राचा स्वीकार की गई।
- (ग) संविधान में \_\_\_\_\_ प्राचाओं को मान्यता प्राप्त है।

प्र० 6- व्याकरण किसे कहते हैं। यह हमें क्या सिखाता है।

**SANT NIRANKARI PUBLIC SCHOOL  
AVTAR ENCLAVE  
SUBJECT- SOCIAL SCIENCE (GEOGRAPHY)  
CLASS- VI  
WORKSHEET (WEEK- 2)**

*Given Date: 9/5/2020*

*Submission Date: 12/5/2020*

**Q1. Fill in the Blanks:**

- 1) The Tropic of Capricorn lies in the \_\_\_\_\_ hemisphere.
- 2) The Arctic Circle is located in the \_\_\_\_\_ hemisphere .
- 3) The Standard Meridien of India is \_\_\_\_\_.

**Q2. Answer the following questions:**

- 1) Name two countries that have more than one time zones.
- 2) Name the three heat zones of the Earth.
- 3) What is Local Time?

**Q3. Distinguish between:**

- 1) Globe and Map
- 2) Local Time and Standard Time



## **The Quarrel**

It is common for brothers and sisters to quarrel, although sometimes they may not even be able to say why they quarrel. But how long do such quarrels last? How do they end?

*I quarrelled with my brother  
I don't know what about,  
One thing led to another  
And somehow we fell out.  
The start of it was slight,  
The end of it was strong,  
He said he was right,  
I knew he was wrong!*

*We hated one another.  
The afternoon turned black.  
Then suddenly my brother  
Thumped me on the back,  
And said, "Oh, come along!  
We can't go on all night —  
I was in the wrong."  
So he was in the right.*

ELEANOR FARJEON

# The Quarrel Poem Explanation

I quarrelled with my brother  
I don't know what about,  
One thing led to another  
And somehow we fell out.  
The start of it was slight,  
The end of it was strong,  
He said he was right,  
I knew he was wrong!

**Slight:**small, modest



*The poet had a fight with his brother. Both of them were fighting and were not even aware of the cause of the fight was. The fight was happening because of a series of things. One thing was giving way to another. While fighting both fell down. In the beginning, the fight was modest and was not very serious. But gradually, it grew intense and became a serious issue. His brother said that he was right whereas the narrator was thinking himself on the right side.*

We hated one another.  
The afternoon turned black.  
Then suddenly my brother  
Thumped me on the back,  
And said, "Oh, come along!  
We can't go on all night —  
I was in the wrong."  
So he was in the right.

- Thumped : hit

turned black: to become unpleasant



*In the noon the fight became serious and both started hating each other. They didn't like one another. All of a sudden poet's brother hit him on the back and asked him to get along as it was not the right thing to pull the matter throughout the night. He also declared humbly that he was wrong which proved his generosity. This moved the poet's heart and he realized that he was wrong.*

**SANT NIRANKARI PUBLIC SCHOOL**  
**AVTAR ENCLAVE, PASCHIM VIHAR**  
**CLASS VI**  
**ENGLISH WORKSHEET- II**  
**CH- THE QUARREL**

1. How long do quarrels last between siblings?
2. What was the quarrel about between the brother and his sister? Write your answer in the context of The Quarrel.
3. Why are we sometimes unable to say why we quarrelled? Answer in the context of The Quarrel.

**4. Read the lines given below and answer the questions that follow:**

I quarrelled with my brother  
I don't know what about,  
One thing led another  
And somehow we fell out.  
The start of it was slight,  
The end of it was strong,  
He said he was right,  
I knew he was wrong!

- i. Who quarrelled with his/her brother in the above lines?
  - ii. What led to the fight?
  - iii. Who said 'he was right' in the given lines?
- 5. Read the following extract and answer the questions that follow by choosing the best option from among the given ones.**

I quarrelled with my brother  
I don't know what about,  
One thing led to another  
And somehow we fell out.  
The start of it was slight,  
The end of it was strong,  
He said he was right,  
I knew he was wrong!

- i. The Passage has been taken from the poem
  - a. A House, A Home
  - b. The Kite
  - c. The Quarrel
  - d. Beauty
- ii. The author of the above poem is 1
  - a. L.M. Halli
  - b. Harry Behn
  - c. Eleanor Farjeon
  - d. Y-Yeh-Shure
- iii. It seems that the brothers quarrelled on
  - a. a petty matter
  - b. some very important matter
  - c. money matter
  - d. property
- iv. Both the brothers felt that the other was
  - a. right
  - b. wrong
  - c. honest
  - d. dishonest
- v. The phrase 'fell out' means that the brothers
  - a. fell on the ground
  - b. fell from the roof
  - c. fell on the road
  - d. became unfriendly

**6. Read the following extract and answer the questions that follow by choosing the best option from among the given ones.**

We hated one another.

The afternoon turned black.

Then suddenly my brother

Thumped me on the back,

And said, "Oh, come along!

We can't go on all night-



I was in the wrong.”

So he was in the right.

- i. Those who hated one another were
  - a. friends
  - b. enemies
  - c. brothers
  - d. strangers
- ii. The afternoon turned black because the two of them
  - a. were angry
  - b. were disappointed
  - c. had lost the way
  - d. had quarrelled
- iii. The initiative to end the quarrel was taken by
  - a. the speaker
  - b. the speaker's brother
  - c. their mother
  - d. their father
- iv. The one in the wrong was
  - a. the speaker
  - b. the speaker's brother
  - c. neither of the brothers
  - d. a third person
- v. The word 'thumped' means the same as
  - a. hit hard
  - b. put hand on
  - c. turned
  - d. massaged