

MATTER AGE: 5-10y

Version1, March 2021



ASSIGNMENT 1

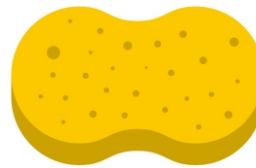
The activity is aimed to help children identify different materials around us based on their senses. The children may classify these materials as either hard-soft (sense of touch), shining-dull (sense of vision), Loud-melodious (sense of hearing),

1



- ☐ Hard (H)
- ☐ Soft (S)
- ☐ Shining (Sh)
- ☐ Dull (D)
- ☐ Loud (L)
- ☐ Melodious (M)

2



- ☐ Hard (H)
- ☐ Soft (S)
- ☐ Shining (Sh)
- ☐ Dull (D)
- ☐ Loud (L)
- ☐ Melodious (M)

3



- ☐ Hard (H)
- ☐ Soft (S)
- ☐ Shining (Sh)
- ☐ Dull (D)
- ☐ Loud (L)
- ☐ Melodious (M)

4



- ☐ Hard (H)
- ☐ Soft (S)
- ☐ Shining (Sh)
- ☐ Dull (D)
- ☐ Loud (L)
- ☐ Melodious (M)

5



- ☐ Hard (H)
- ☐ Soft (S)
- ☐ Shining (Sh)
- ☐ Dull (D)
- ☐ Loud (L)
- ☐ Melodious (M)

6



- ☐ Hard (H)
- ☐ Soft (S)
- ☐ Shining (Sh)
- ☐ Dull (D)
- ☐ Loud (L)
- ☐ Melodious (M)

7



- ☐ Hard (H)
- ☐ Soft (S)
- ☐ Shining (Sh)
- ☐ Dull (D)
- ☐ Loud (L)
- ☐ Melodious (M)

8



- ☐ Hard (H)
- ☐ Soft (S)
- ☐ Shining (Sh)
- ☐ Dull (D)
- ☐ Loud (L)
- ☐ Melodious (M)

9



- ☐ Hard (H)
- ☐ Soft (S)
- ☐ Shining (Sh)
- ☐ Dull (D)
- ☐ Loud (L)
- ☐ Melodious (M)

10



- ☐ Hard (H)
- ☐ Soft (S)
- ☐ Shining (Sh)
- ☐ Dull (D)
- ☐ Loud (L)
- ☐ Melodious (M)

11



- ☐ Hard (H)
- ☐ Soft (S)
- ☐ Shining (Sh)
- ☐ Dull (D)
- ☐ Loud (L)
- ☐ Melodious (M)

12



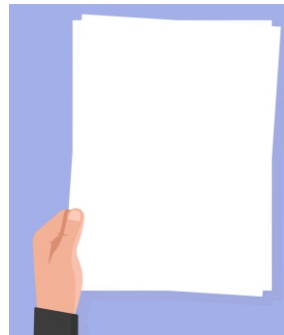
- ☐ Hard (H)
- ☐ Soft (S)
- ☐ Shining (Sh)
- ☐ Dull (D)
- ☐ Loud (L)
- ☐ Melodious (M)

13



- ☐ Hard (H)
- ☐ Soft (S)
- ☐ Shining (Sh)
- ☐ Dull (D)
- ☐ Loud (L)
- ☐ Melodious (M)

14



- ☐ Hard (H)
- ☐ Soft (S)
- ☐ Shining (Sh)
- ☐ Dull (D)
- ☐ Loud (L)
- ☐ Melodious (M)

ASSIGNMENT 2

The activity is aimed to help children identify sources of material as either natural or man-made. For the images below, children must identify whether the shown matter is naturally derived or is man-made.

1



☐ Natural (N)
☐ Man-made (M)

2



☐ Natural (N)
☐ Man-made (M)

3



☐ Natural (N)
☐ Man-made (M)

4



☐ Natural (N)
☐ Man-made (M)

5



☐ Natural (N)
☐ Man-made (M)

6



☐ Natural (N)
☐ Man-made (M)

7



☐ Natural (N)
☐ Man-made (M)

8



☐ Natural (N)
☐ Man-made (M)

9

☐ Natural (N)
☐ Man-made (M)



10

☐ Natural (N)
☐ Man-made (M)



11

☐ Natural (N)
☐ Man-made (M)



12

☐ Natural (N)
☐ Man-made (M)



13

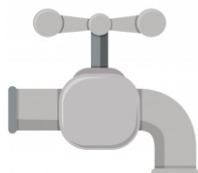
☐ Natural (N)
☐ Man-made (M)



ASSIGNMENT 3

The activity is aimed to help children identify states of matter. Matter exists as either solid (S), liquid (L) or gaseous (G). Based on prior information regarding properties of different states of matter, children may be encouraged to identify the state of matter in images below.

1



- ☐ Solid (S)
- ☐ Liquid (L)
- ☐ Gas (G)

2



- ☐ Solid (S)
- ☐ Liquid (L)
- ☐ Gas (G)

3



- ☐ Solid (S)
- ☐ Liquid (L)
- ☐ Gas (G)

4



- ☐ Solid (S)
- ☐ Liquid (L)
- ☐ Gas (G)

5



- ☐ Solid (S)
- ☐ Liquid (L)
- ☐ Gas (G)

6



- ☐ Solid (S)
- ☐ Liquid (L)
- ☐ Gas (G)

Inside the wheel? Or inside the pump

7



- ☐ Solid (S)
- ☐ Liquid (L)
- ☐ Gas (G)

8



- ☐ Solid (S)
- ☐ Liquid (L)
- ☐ Gas (G)

ASSIGNMENT 4

The activity is designed to help children form simple sentence/s from the given words.

1

a
bed hard
this
is

soft
wool is
the so

her
red a
bright dress
was
red

green
leaf pale
was
the

Sr.No.	Sentence
1	
2	
3	
4	

2

glasses
see they
me clearly
are help
transperant
my

I
but door
cannot
see is noise
hear can
anyone
opaque

water
I with was
lemon juice
dissolved
salt
sugar

turmeric
soluble not
it in
in was milk
oil soluble
was

Sr.No.	Sentence
1	
2	
3	
4	

ASSIGNMENT 5

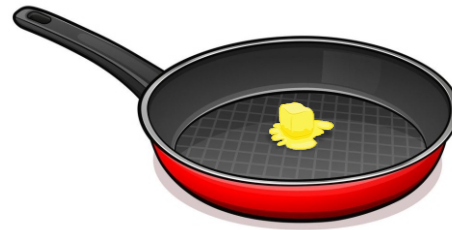
The activity is aimed to help children identify change in states of matter. When matter changes from solid to liquid, it is known as melting. When matter changes from liquid to solid, it is known as freezing. When matter changes from liquid to gaseous it is known as evaporation and when it changes from gaseous to liquid it is known as condensation. Children are encouraged to identify the change in the given states of matter.

1



- ☐ Freezing (F)
- ☐ Melting (M)
- ☐ Evaporation (E)
- ☐ Condensation (C)

2



- ☐ Freezing (F)
- ☐ Melting (M)
- ☐ Evaporation (E)
- ☐ Condensation (C)

3



- ☐ Freezing (F)
- ☐ Melting (M)
- ☐ Evaporation (E)
- ☐ Condensation (C)

4



- ☐ Freezing (F)
- ☐ Melting (M)
- ☐ Evaporation (E)
- ☐ Condensation (C)

5

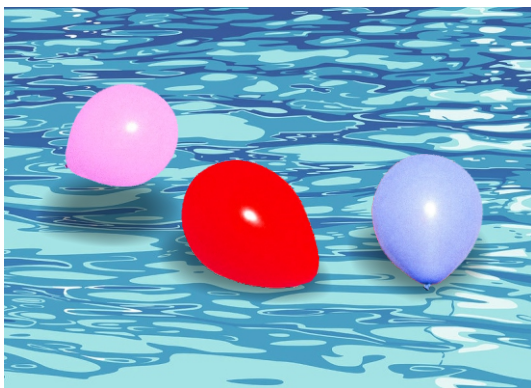


- ☐ Freezing (F)
- ☐ Melting (M)
- ☐ Evaporation (E)
- ☐ Condensation (C)

ASSIGNMENT 6

The activity is aimed to help children differentiate between properties of materials. The property under consideration is- Buoyancy: sink and float. We encourage children to try some or all these activities on their own and then select their answers for a more practical understanding.

1



Air filled balloon and water

PROPERTY

☐

Sink (S)

☐

Float (F)

2



Air filled balloon and soap water

PROPERTY

☐

Sink (S)

☐

Float (F)

3



Air filled balloon and oil

PROPERTY

☐

Sink (S)

☐

Float (F)

4



Iron nail in the water

PROPERTY

☐

Sink (S)

☐

Float (F)

5



Plastic pen cap in the water

PROPERTY

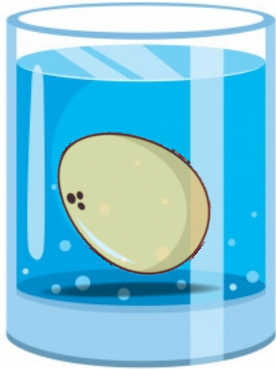
☐

Sink (S)

☐

Float (F)

6



Egg in fresh water

PROPERTY

- ☐ Sink (S)
☐ Float (F)



Egg in salt water

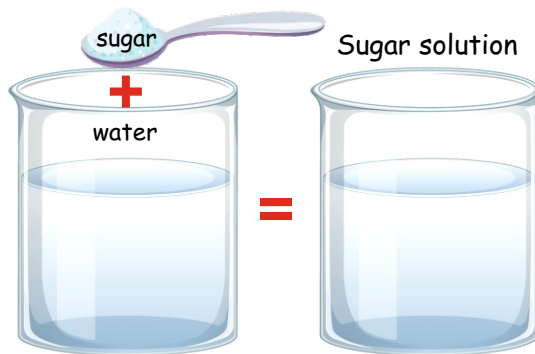
PROPERTY

- ☐ Sink (S)
☐ Float (F)

ASSIGNMENT 7

The activity is aimed to help children differentiate between properties of materials. The property under consideration is- Solubility: soluble and insoluble; miscible and immiscible. We encourage children to try some or all these activities on their own and then select their answers for a more practical understanding.

1

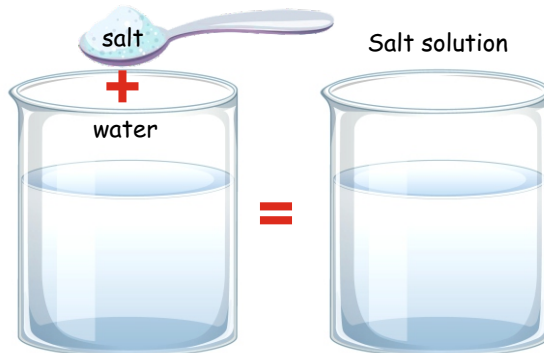


Sugar in fresh water

PROPERTY

- ☐ Soluble (S)
☐ Insoluble (I)

2

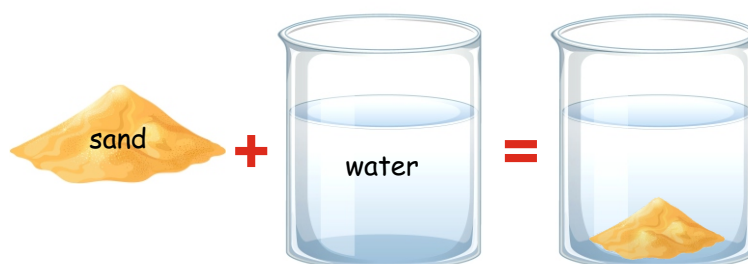


Salt in fresh water

PROPERTY

- ☐ Soluble (S)
☐ Insoluble (I)

3

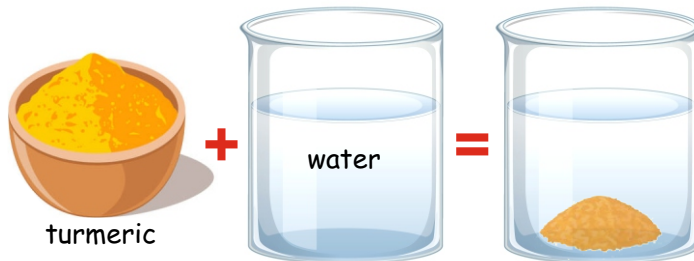


Sand in fresh water

PROPERTY

- ☐ Soluble (S)
☐ Insoluble (I)

4

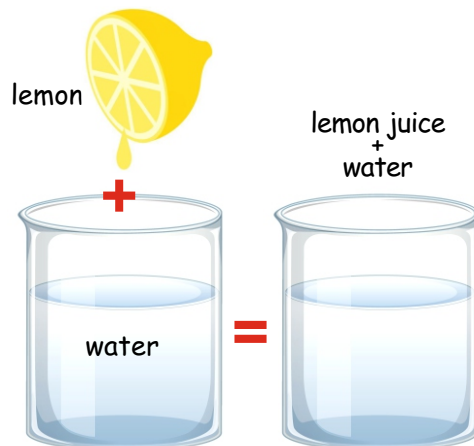


Turmeric in fresh water

PROPERTY

- ☐ Soluble (S)
☐ Insoluble (I)

5

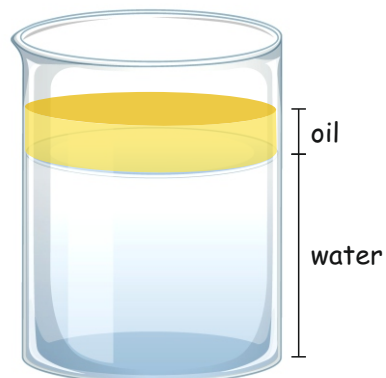


Lemon juice in fresh water

PROPERTY

- ☐ Miscible (M)
☐ Immiscible (I)

6



Oil in fresh water

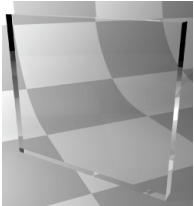
PROPERTY

- ☐ Miscible (M)
☐ Immiscible (I)

ASSIGNMENT 8

The activity aims to help children differentiate between properties of materials. The property under consideration is Opacity- (transparent, translucent, opaque). We encourage children to try some or all these activities on their own and then select their answers for a more practical understanding.

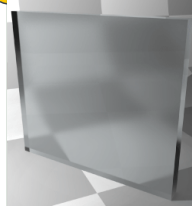
1



PROPERTY

- ☐ Transparent (T)
☐ Translucent (T)
☐ Opaque (O)

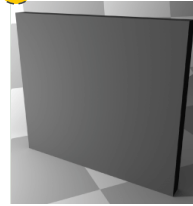
2



PROPERTY

- ☐ Transparent (T)
☐ Translucent (T)
☐ Opaque (O)

3



PROPERTY

- ☐ Transparent (T)
☐ Translucent (T)
☐ Opaque (O)

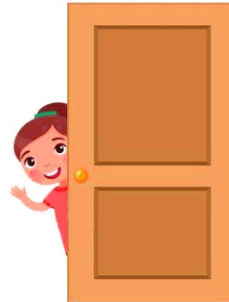
4



PROPERTY

- ☐ Transparent (T)
☐ Translucent (T)
☐ Opaque (O)

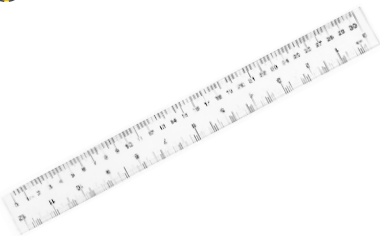
5



PROPERTY

- ☐ Transparent (T)
☐ Translucent (T)
☐ Opaque (O)

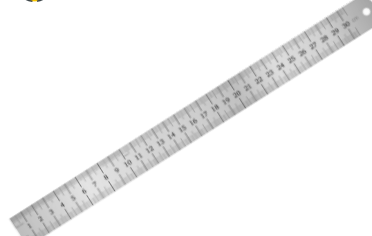
6



PROPERTY

- ☐ Transparent (T)
☐ Translucent (T)
☐ Opaque (O)

7



PROPERTY

- ☐ Transparent (T)
☐ Translucent (T)
☐ Opaque (O)

8



PROPERTY

- ☐ Transparent (T)
☐ Translucent (T)
☐ Opaque (O)

9



PROPERTY

- ☐ Transparent (T)
☐ Translucent (T)
☐ Opaque (O)

10



PROPERTY

- ☐ Transparent (T)
☐ Translucent (T)
☐ Opaque (O)

11



PROPERTY

- ☐ Transparent (T)
☐ Translucent (T)
☐ Opaque (O)

ASSIGNMENT 9

The activity aims to help children comprehend, reproduce and practice writing. Children will read the paragraph and answer the questions that follow.

Our schools are closed due to the lockdown as a result of the pandemic. We are all at home. Mother and father also must work from home. We are all inside the house together and it is not even a Sunday. We have decided to clean our house and rearrange so that all of us can work comfortably.

In our living room is a big sofa, one dining table, and one side table. It has been decided that mother, I, and my sister will work and study in the living room. Our bedroom has a wooden bed, which is foldable, and a soft mattress. The side table has a table lamp and a small study table. Our father will use the bedroom for his work.

We have pushed the dining table in the center of the room, under the fan. The water dispenser, fruits, and snacks are kept on the side table. Our stationary viz, plastic pens, wooden pencils, steel stapler, erasers, plastic rulers are all kept on the table in a plastic organizer.

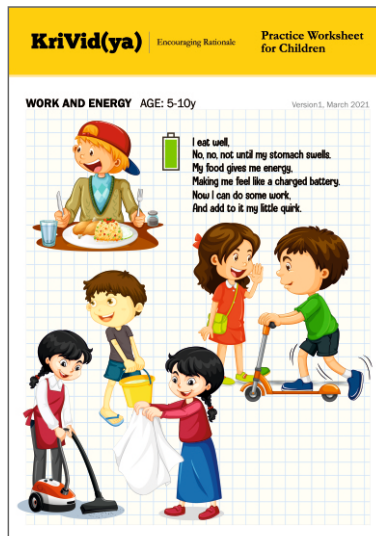
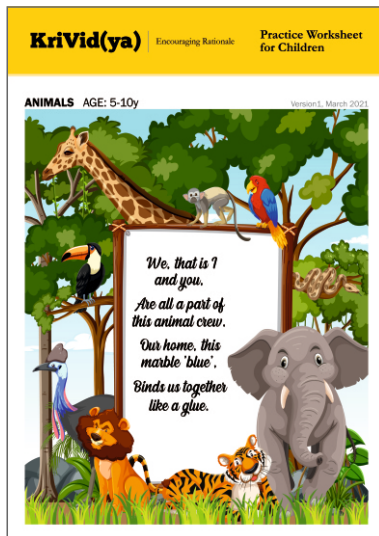
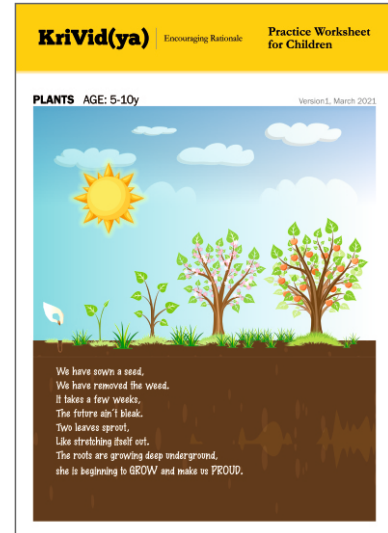
In fathers' room, the table is moved next to the window. His glass water bottle is hit with sun light. The water is shining. All this rearrangement took us nearly half a day. We were all hungry and to our surprise mother had already gotten the meals ready.

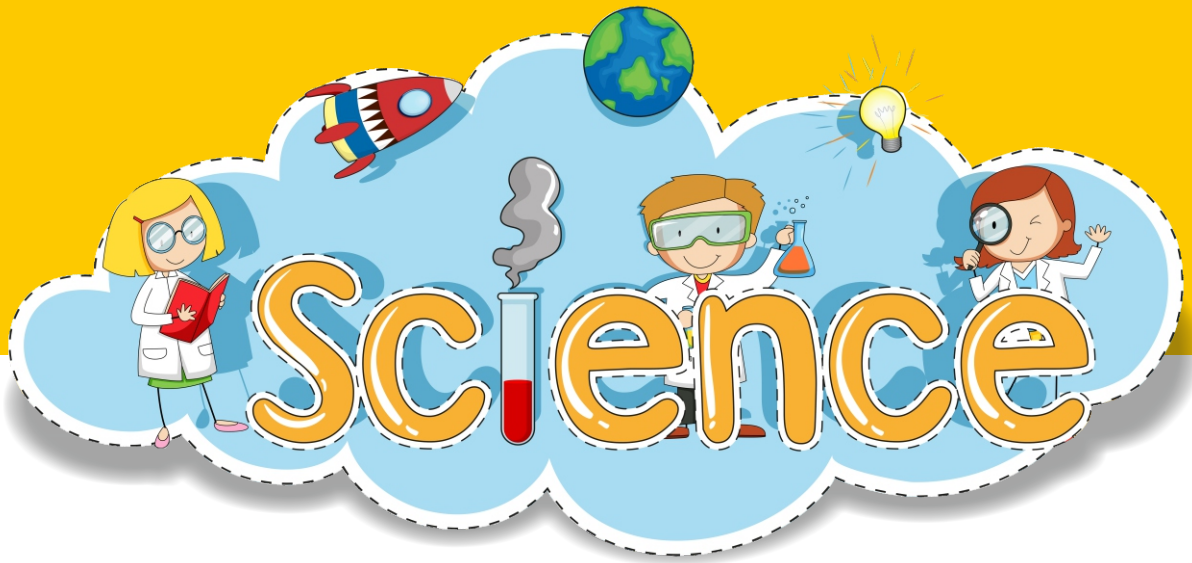
She gave us hot rice with sambar (lentil curry), cauliflower vegetable, potato chips, she also made us some payesam (sweetened milk). When we finished our meals, she gave us all some buttermilk to drink in stainless steel cups. Our meals were served on banana leaves. So, we did not have much washing to do. We had a good time and now we are all back to work.

Questions

1. Can you identify different objects based on their different states of matter?
2. For the objects in different states can you identify their properties based on your senses. For example, wooden table- will be heavy, hard, and opaque.
3. Can you determine which matter is bio-degradable and non-biodegradable?
4. Can you find which objects are transparent, translucent, or opaque from the examples cited above?

Other books in this series include:-





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