



# ACADEMIC WORLD SCHOOL™ BEMETARA

SESSION: 2026-27

## SUMMER VACATION ASSIGNMENT

GRADE : V



Name \_\_\_\_\_ Class \_\_\_\_\_ Section \_\_\_\_\_

## **GENERAL GUIDELINES:**

1. USE A SEPARATE NOTE BOOK / PROJECT FILE FOR EACH SUBJECT ( 100 Pages). Activity based Homework to be done in a separate file.
2. **Do not copy & paste from the Internet.** Questions will be asked verbally on the content of the assignments given.
3. Submission of Holidays HW : **18th June, 2026.**
4. The Summer Assingment can be downloaded from the school's website: [www.academicworld.co.in](http://www.academicworld.co.in) and School's ERP
5. For Assignment related queries, do contact the subject teacher via e-mail given underneath every subject assignment.
6. In case the subject teacher does not respond to the mail redirect it to [principal@academicworld.co.in](mailto:principal@academicworld.co.in)

## **1. ENGLISH**

### **TOPIC: Mask Making**

#### **Learning Outcomes:**

The students will be able to:

1. **Identify and analyze key characteristics** of a chosen story character,
2. **Create a mask** that visually represents the story character.
3. **Write a detailed description** of the character, focusing on personality, appearance, and a significant event.
4. **Illustrate a key moment or incident** from the character's story through a graphical representation.
5. **Present the completed project** (mask, character description, and illustration) in a clear, neat, and visually engaging manner.

#### **Mask Making + Character Writing:**

This option requires you to create a detailed mask of a character from a story, followed by a written description of who they are, their personality, and a significant incident in their story. Here's how you can approach it:

#### **Brainstorm ideas for your character:**

- Think about the name of the character (e.g., Harry Potter, Captain America, The Grinch).
- Consider their **personality traits** (e.g., brave, kind, evil, sneaky) and **appearance** (e.g., clothing, hairstyle, facial features).
- Think about the **role they play in the story** (e.g., hero, villain, mentor) and the **incident** they are part of (e.g., a battle, a friendship, a key turning point).
- Research similar characters from stories, books, or movies for inspiration (e.g., The Lion King, Alice in Wonderland, Marvel superheroes).

### **Create a mask of your chosen character:**

- Use materials like paper, cardboard, or clay to make a **3D mask** that represents your character.
- Think about **key features** of the character that should be highlighted in the mask (e.g., facial expressions, accessories, or unique traits like horns, glasses, etc.).
- Decorate the mask using **paint, markers, or fabric** to bring your character to life visually.

### **Write a detailed description of your character:**

- **Describe their personality** and key traits (e.g., "The character is a brave and determined hero who always helps others in need").
- **Explain the significance of the character in the story** and what makes them unique (e.g., "She has the power to control time, which helps her save her friends").
- **Narrate an incident** that defines the character (e.g., a moment of courage, a surprising act of kindness, a key victory or loss).
- Use vivid, descriptive language to help others imagine what your character is like.

### **Illustrate a key moment or event involving the character:**

- **Draw a scene** from your character's story that shows a significant incident. This could be a fight scene, a moment of friendship, or a key turning point in the plot.
- Use simple sketches or colorful illustrations to visually tell the story and capture the emotion of the moment.

### **Finalize your project:**

- Attach the **written description** and **illustration** to your **mask** in a neat and organized manner.
- Ensure that your project is visually appealing, with the mask displayed in a way that complements your written work.
- Use borders or extra designs if desired to make your work stand out.

### **Double-check your work:**

- Ensure that your mask is neat, secure, and clearly represents the character.
- Review your written description for **spelling, clarity, and creativity**.
- Make sure the overall presentation is neat, engaging, and informative.

### **Rubrics**

Idea & Creativity	-	2M
Expression & Language	-	1M
Effort & Completion	-	1M
Presentation	-	1M

### **CONTACT US FOR HELP:**

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## **2. HINDI**

- 1) निबंध लिखिए – मेरी गर्मी की छुट्टियाँ।
- 2) अपनी पसंद के कोई 5 मुहावरे अर्थ सहित लिखकर उनका वाक्यों में प्रयोग करें।
- 3) अपनी मनपसंद कोई एक शिक्षाप्रद कहानी शीर्षक व शिक्षा सहित लिखिए।
- 4) अपनी व्याकरण की पुस्तक से पृष्ठ क्रमांक 17, 23, 30 व 47 पर दी गई गतिविधि पूरी कीजिए।

**उद्देश्य** – व्याकरण का मुख्य उद्देश्य भाषा को शुद्ध रूप में बोलना, लिखना और पढ़ना सिखाना है। यह भाषा के नियमों (वर्ण, शब्द, वाक्य) का ज्ञान कराकर अभिव्यक्ति को प्रभावी और त्रुटिहीन बनाता है। व्याकरण से संवाद में स्पष्टता आती है, और यह भाषा के संरचनात्मक ढांचे को समझने में मदद करता है।

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### 3. SCIENCE

Activity: Exploring Sound Energy Using Water-Filled Containers

#### Aim of Activity:

To understand how sound is produced and how pitch changes when containers are filled with different amounts of water.

#### Materials Needed:

- 4–5 glass or plastic containers (like cups or jars) of the same size
- Water
- A spoon or stick to tap the containers
- Chart paper and colors (for recording observations)
- Pencil and eraser

#### Procedure:

1. Take 4–5 containers and arrange them in a row.
2. Fill each container with different amounts of water (e.g., empty,  $\frac{1}{4}$  full,  $\frac{1}{2}$  full,  $\frac{3}{4}$  full, full).
3. Gently tap each container with a spoon and listen to the sound produced.
4. Observe which container produces a **high-pitched sound** and which produces a **low-pitched sound**.
5. Record your observations on chart paper in a table like this:

Container	Water Level	Sound (High / Low)
1	Empty	High
2	$\frac{1}{4}$ Full	Medium-High
3	$\frac{1}{2}$ Full	Medium
4	$\frac{3}{4}$ Full	Medium-Low
5	Full	Low

6. Draw the containers on your chart paper and color them.
7. Write a short note explaining:
  - How sound is produced by vibration.
  - Why containers with more water produce a lower sound and less water produces a higher sound.
8. Add a creative title and decorate your chart to make it visually appealing.

#### Reference:

Book – Chapter: **Sound Energy**, Pg. 95–101

#### Links for Reference:

- Simple Sound Experiment – YouTube
- Sound Energy for Kids – YouTube

#### ACTIVITY 2 -Aim of Activity:

To understand the process of digestion and the importance of a balanced diet for good health.

#### Materials Needed:

- Chart paper / poster sheet

- Colors (sketch pens, crayons, watercolor)
- Pencil and eraser
- Glue and scissors
- Pictures of different food items (fruits, vegetables, grains, proteins, fats)
- Cotton or colored paper (optional, to represent food in digestion)

**Procedure:**

1. Draw a diagram showing **digestion from mouth to stomach**. Label:
  - Mouth (chewing and saliva)
  - Esophagus (food movement)
  - Stomach (digestion using stomach juices)
2. On the same chart, create a **balanced diet plate** showing all food groups:
  - Carbohydrates (rice, bread, grains)
  - Proteins (eggs, beans, meat)
  - Fats (butter, nuts)
  - Vitamins & Minerals (fruits, vegetables)
  - Water
3. Use colors, cut-outs, or drawings to make it attractive.
4. Write a short note explaining:
  - How food is broken down in the digestive system.
  - Why a balanced diet is necessary for energy, growth, and good health.
5. Add a creative title and decorate your chart.

**Reference:**

Book – Chapter: **Digestion and Nutrition**, Pg. 85–95

**Links for Reference:**

- [Digestive System for Kids – YouTube](#)
- [Balanced Diet – YouTube](#)

Activity 3: Digestive System – Mouth to Stomach Model

**Aim of Activity:**

To understand the process of digestion from the mouth to the stomach by creating a simple model.

**Materials Needed:**

- Chart paper / cardboard
- Plastic or clay for mouth, esophagus, and stomach
- Cotton (to show saliva or food breaking down)
- Colors and markers
- Glue and scissors

**Procedure:**

1. Create a simple model showing the mouth, esophagus, and stomach.
2. Use cotton or colored clay to represent food and saliva.
3. Show how food is chewed in the mouth, mixed with saliva, and moves down the esophagus to the stomach.
4. Add labels for teeth, tongue, saliva, esophagus, and stomach.
5. Write a short note explaining how digestion helps the body get energy from food.
6. Decorate the model and chart to make it visually appealing.

**Reference:**

Book – Chapter: Digestion (Mouth to Stomach), Pg. 85–92

**Links for Reference:**

- [Digestive System – YouTube](#)

- How Digestion Works – YouTube

**Note:** *The student can choose any one activity mentioned above.*

**Rubrics- Total Marks: 5**

- Explanation – 2 Marks
- Presentation – 2 Marks
- Accuracy – 1 Mark
- 

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## **4. SOCIAL STUDIES**

### **SEA I - Topic: Hero Collage Makers**

#### **Aim of the Assignment**

- ❖ To help students learn about great national heroes from different countries and understand their values, contributions, and importance in history.

#### **Introduction**

- ❖ Every nation has great heroes who have inspired people through their actions and values. Leaders like Mother Teresa, Nelson Mandela, Mahatma Gandhi and Abraham Lincoln are remembered for their courage, kindness, and leadership.

In this activity, students will explore heroes from different countries and present their ideas creatively through a collage.

#### **Objective**

- ❖ To identify and learn about famous national heroes from different countries and understand the values they represent.

#### **Materials Required**

- ❖ Chart paper
- ❖ Printed pictures of national heroes
- ❖ Old magazines/newspapers
- ❖ Glue
- ❖ Scissors
- ❖ Sketch pens / crayons
- ❖ Decorative materials (stickers, glitter, etc.)

#### **Procedure**

- ❖ Take a chart paper and divide it into four sections.
- ❖ Label each section with the following countries: India, United Kingdom, United States and South Africa.
- ❖ Select 1–2 Change Makers/Leaders/Social Reformers from each country.
- ❖ Paste their pictures in the correct section.
- ❖ Write 1–2 quotes by Change Makers/Leaders/Social Reformers from each country.
- ❖ Mention important values like honesty, courage, kindness, and leadership.
- ❖ Decorate the collage neatly and creatively.

#### **Learning Outcomes**

By completing this assignment, students will:

- ❖ Learn about important national heroes from different countries.
- ❖ Understand values such as honesty, courage, and kindness.
- ❖ Develop creativity through collage making.
- ❖ Improve presentation and organizing skills.

#### **Submission Instructions**

- ❖ Submit the model after summer vacation.
- ❖ Attach a small information sheet with your:
  - Name
  - Class and Section

- Title: *Hero Collage Makers*

### **Rubrics**

Understanding Values of Leaders = 1M

Clarity of the message-1M

Creativity and Value-1M

Teamwork, Presentation and Participation-2M

## **SEA-II Topic: Traditional Food Around the World**

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### **Aim of the Assignment**

- ❖ To help students learn about traditional foods of different countries and understand their cultural importance through a creative chart presentation.

### **Introduction**

- ❖ Food is an important part of every country's culture and tradition. Different countries have unique dishes that reflect their lifestyle and heritage. For example, Biryani from India, Dal Bhat from Nepal, Fish and Chips from United Kingdom, Kimchi from South Korea, and Sushi from Japan are well known around the world.
- ❖ In this activity, students will explore traditional foods from different countries and present recipes and drawings creatively on chart paper.

### **Objective**

- ❖ To identify traditional foods of different countries and understand their preparation methods and cultural significance.

### **Materials Required**

- ❖ Chart paper
- ❖ Pictures of traditional foods
- ❖ Old magazines/newspapers
- ❖ Glue
- ❖ Scissors
- ❖ Sketch pens / crayons
- ❖ Colour pencils

### **Procedure**

- ❖ Take a chart paper and divide it into five sections.
- ❖ Label each section with the following countries: India, Nepal, U.K., South Korea, and Japan.
- ❖ Write the names of two traditional dishes from each country.
- ❖ Write the ingredients and simple cooking methods for each dish.
- ❖ Draw or paste pictures of the dishes.
- ❖ Make small drawings representing each country (like flag or cultural symbols).
- ❖ Decorate your chart neatly and creatively.

### **Learning Outcomes**

By completing this assignment, students will:

- ❖ Learn about traditional foods from different countries.
- ❖ Understand basic cooking methods.
- ❖ Develop creativity through drawing and presentation.
- ❖ Improve research and writing skills.

### **Submission Instructions**

- ❖ Attach a small information sheet with your:
  - Name
  - Class and Section
  - Title: *Hero Collage Makers*

### **Rubrics**

- Creativity and presentation – 2 M(neatness, decoration, drawing)
- Ability to Express and Explain-1M
- Effort in completion of the task-1M

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## 5. MATHEMATICS

### TASK-1

**Theme: Mission- NUMBER DETECTIVE**

**Aim:**

- To help students identify and understand numbers in real-life situations.
- To develop skills in number representation, place value, and observation.

**Learning Objectives:**

- Recognize numbers from real-life contexts such as bills, vehicles, and calendars.
- Read and write numbers in words correctly.
- Express numbers in expanded form using place value concepts.
- Identify digits and compare them to find the greatest and smallest digit.

**Understanding Numbers!**

**Recognize Real-Life Numbers**  
Recognize Numbers from bills, vehicles, calendars, and more!  
RECEIPT: Milk ₹80, Bread ₹30, Eggs ₹120, Vegetables ₹120, Total ₹350. Calendar: 24. Vehicle: KA03 AB 8495. TIP: Remember to use commas correctly!

**Read & Write Numbers in Words**  
7,532 Seven thousand, five hundred thirty-two  
TIP: Remember to use commas correctly!

**Express Numbers in Expanded Form**  
 $874,502 = 800,000 + 70,000 + 4,000 + 500 + 2$   
 $100,000 = 10,000 + 1,000 + 100 + 2$   
 $800,000 = 70,000 + 4,000 + 500 + 2$

**Identify & Compare Digits**  
TIP: Find the biggest and smallest digits.  
5,689 → Three thousand, four hundred eighty

**Identify & Compare Digits**  
TIP: Find the biggest and smallest digits in the number!  
Th 5 6 8 9  
Greatest Digit = 9 Smallest Digit = 0  
TIP: Find the biggest and smallest digits.

**Procedure:-**

**Observation Stage:-**

- Look around your home and surroundings.
- Find 10 different numbers (e.g., mobile numbers, vehicle numbers, price tags, calendar dates, electricity bills).

**Recording Stage :-**

- Write all 10 numbers neatly in your project file.

**Number Work :-**

For each selected number:

- Write the number name (in words)
- Write the expanded form
- Identify and write the greatest digit
- Identify and write the smallest digit

### TASK-2

**Theme: HOME EXPLORER**

**Aim:**

- To help students understand and apply the concepts of measurement (weight and capacity) in real-life situations.
- To develop skills in unit conversion (grams to kilograms, milliliters to liters).
- To encourage students to explore how mathematics is used in everyday activities like cooking.

**Learning Outcomes:**

- Identify and record measurements of common kitchen items.
- Understand the difference between weight (g/kg) and capacity (ml/l).
- Convert units of measurement accurately (g → kg, ml → l).
- Develop observation and recording skills through real-life exploration.

**Procedure:-**

**Observation Stage :**

- Visit your kitchen with the help of a parent/guardian.
- Look for items that have measurements written on them (packets, bottles, containers).

**Recording Stage :**

**List:**

- 5 solid items with their weight (in grams or kilograms)
- 3 liquid items with their capacity (in millilitres or litres)

**Measurement Conversion Activity!**

Solid Items Weights: Grams to Kilograms			Liquid Items Capacities: Millilitres to Litres		
Item Name	Given Unit	Converted Unit	Item Name	Given Unit	Converted Unit
Rice	500 grams	0.5 kg <small>500 ÷ 1000 = 0.5 kg</small>	Milk	750 ml	0.75 L <small>750 ÷ 1000 = 0.75 L</small>
Sugar	1,000 grams	1 kg <small>1000 ÷ 1000 = 1 kg</small>	Juice	1,500 ml	1.5 L <small>1500 ÷ 1000 = 1.5 L</small>
Pasta	250 grams	0.25 kg <small>250 ÷ 1000 = 0.25 kg</small>	Oil	500 ml	0.5 L <small>500 ÷ 1000 = 0.5 L</small>
Flour	2,000 grams	2 kg <small>2000 ÷ 1000 = 2 kg</small>			
Cookies	150 grams	0.15 kg <small>150 ÷ 1000 = 0.15 kg</small>			

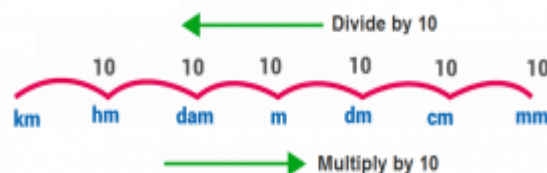
Conversions: Grams to Kilograms: 1,000 g = 1 kg      Millilitres to Litres: 1,000 ml = 1 L

**Understanding Stage :**

- Identify which items are measured in grams/kilograms and which are in milliliters/litres.

**Conversion Stage:**

- Convert:
    - All weights from grams to kilograms
    - All capacities from milliliters to liters
- Show proper steps while converting.



**Verification Stage**

- Recheck your conversions for accuracy. s
- Take help from parents/teacher if needed.

**Presentation**

- Present your work neatly in a table format.
- Use headings like *Item Name*, *Given Unit*, *Converted Unit*.
- You may decorate your page creatively.

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## 6. COMPUTER

Task/Activity	Learning objective	Learning outcomes	Skill to be acquired
<p><b>Create a PowerPoint presentation to show the Timeline of Indian Computers.</b></p> <p><i>Students will share the PPT or JPEG/PNG format to the concerned subject teacher via school email id.</i></p>	<p>The students will be able to Understand the evolution of computers in India from early developments to the modern era.</p>	<p>At the end of this activity, students will be able to Understand the growth of the IT industry in India.</p> <p>Present information using a structured PowerPoint.</p>	<p>Research - 1M Designing - 2M Presentation - 2M</p>

**\*Note:** Kindly send your file in the given email.

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