

# ***District Public School & College Depalpur***

## **Subject Science**

**E – Learning Project**

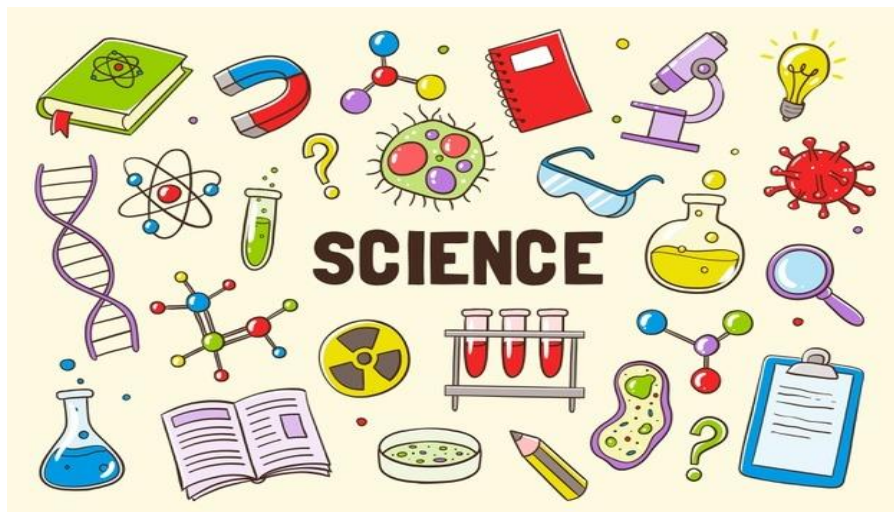
**Summer Task**

**with**

**Tutorial Video Links, Home Assignments, Work sheets and  
Activities**

**(Academic Session 2020-21)**

**Class: Two**



**Student's Name:**

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**Father's Name:**

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**Section:**

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## Unit 3: The Plant world

### Table of contents

Sr.#	Topic	Learning outcomes
1	Question/Answer Book page 25	<b>Students should be able to:</b> <ul style="list-style-type: none"><li>• Answer the following questions.</li></ul> By understanding lecture thoroughly.
2	Exercise	<b>Students should be able to:</b> <ul style="list-style-type: none"><li>• Solve the worksheets.</li></ul>
3	Activity based	<b>Students should be able to:</b> <ul style="list-style-type: none"><li>• Solve the activity.</li></ul>
4	Assessment:	<b>Students should be able to:</b> <ul style="list-style-type: none"><li>• Answer the following questions.</li></ul> By understanding lecture thoroughly. And solve assessment.



Question: What do plants need to live?

Answer: Nutrients, water and sunlight.

Answer

Question: Why does super scientist like the tree?

Answer: The tree shades him from the sun.

Answer

Question: What does a fruit contain?

Answer: Flesh and seeds

Answer

Date: 5<sup>th</sup> August, 2020

Day: Wednesday

## Unit 3 The Plant World

Topic: Exercise

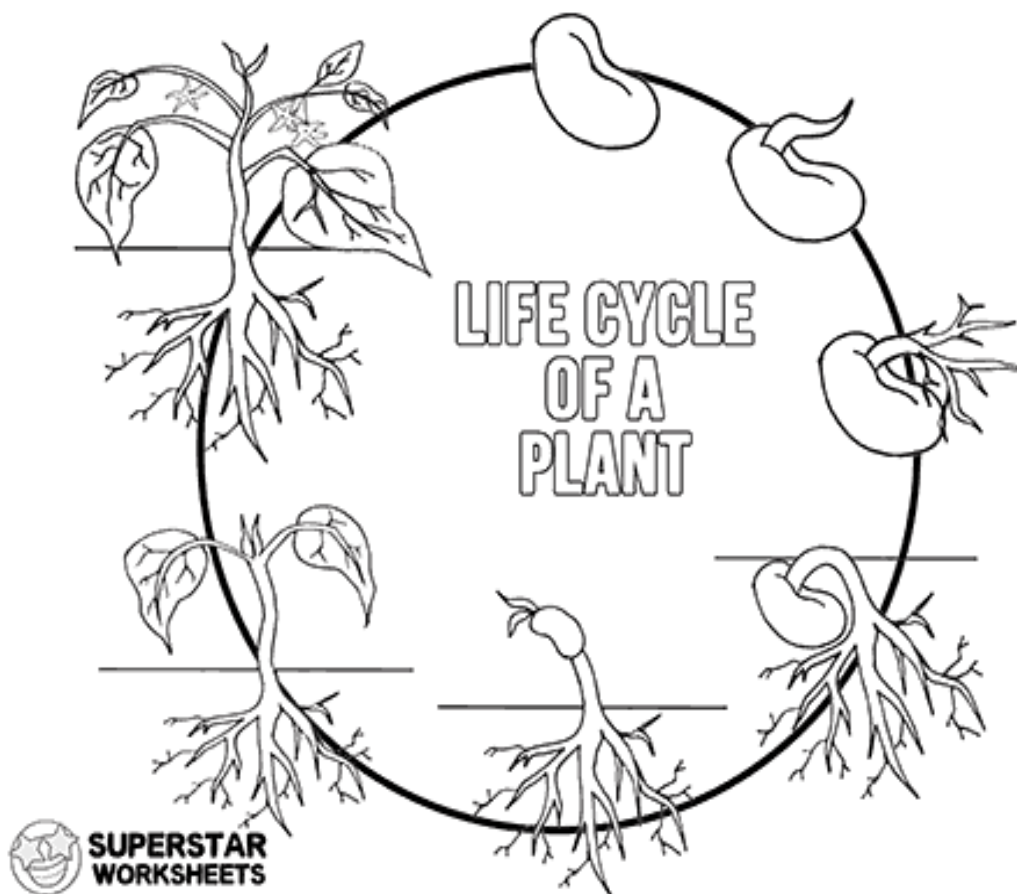
Tutor Web link: <https://youtu.be/kFbh32eJx8I>

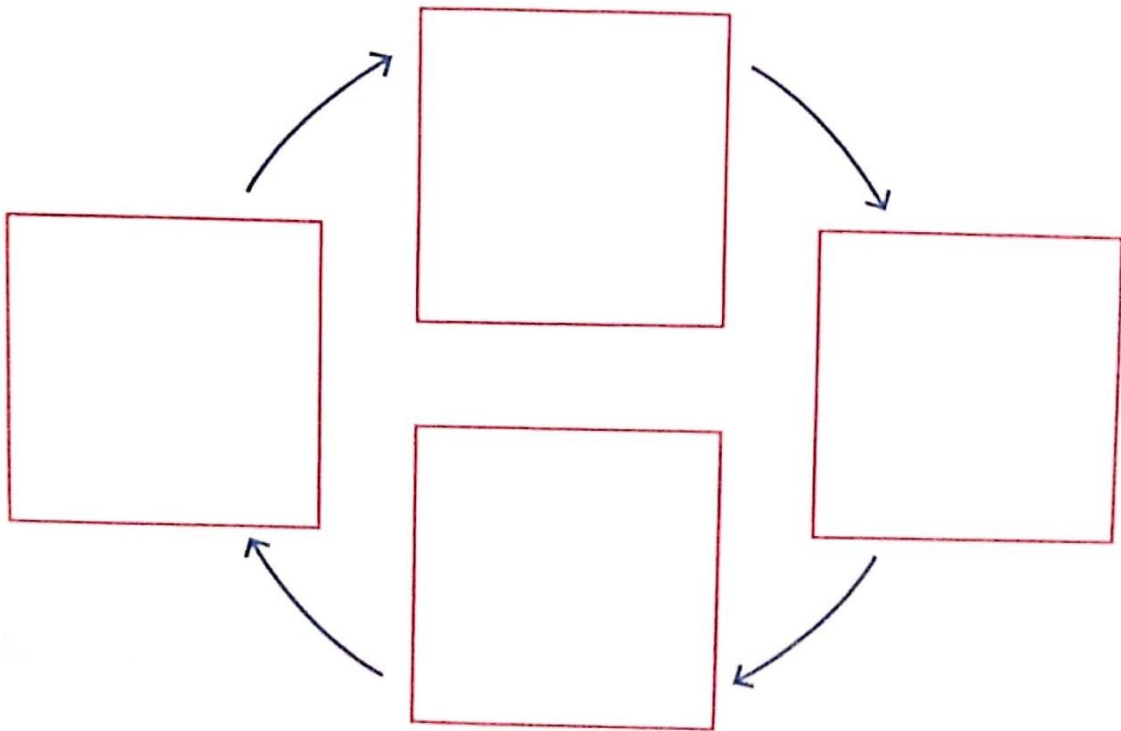
Learning outcomes:

Students should be able to:

- Solve the worksheets.

Label it:





Date 6<sup>th</sup> August, 2020

Day: Thursday

## Unit 3 The Plant World

Topic: Fill in the blanks.

Book page 25

Tutor Web link: <https://youtu.be/9OsfFDuapyk>

### Fill in the blanks:

- 1: A seed needs water and \_\_\_\_\_ to help it grow.
- 2: A seed starts to grow roots and \_\_\_\_\_.
- 3: After a plant breaks through the earth, it needs \_\_\_\_\_ to help it grow.
- 4: Seeds are scattered by \_\_\_\_\_ or some other means.
- 5: Plants without flowers produce \_\_\_\_\_ rather than seeds.

Date: 7<sup>th</sup> August, 2020

Day: Friday

## Unit 3 The Plant World

Topic: Activity based

Tutor Web link: <https://youtu.be/79nn7Nzorw8>

Name: \_\_\_\_\_

PLANT NEEDS

WORD BANK:

**LIGHT, AIR, WATER, NUTRIENTS, SPACE**

Leaves collect:

1. \_\_\_\_\_

2. \_\_\_\_\_

Color the leaf of the plant green.

Roots collect:

3. \_\_\_\_\_

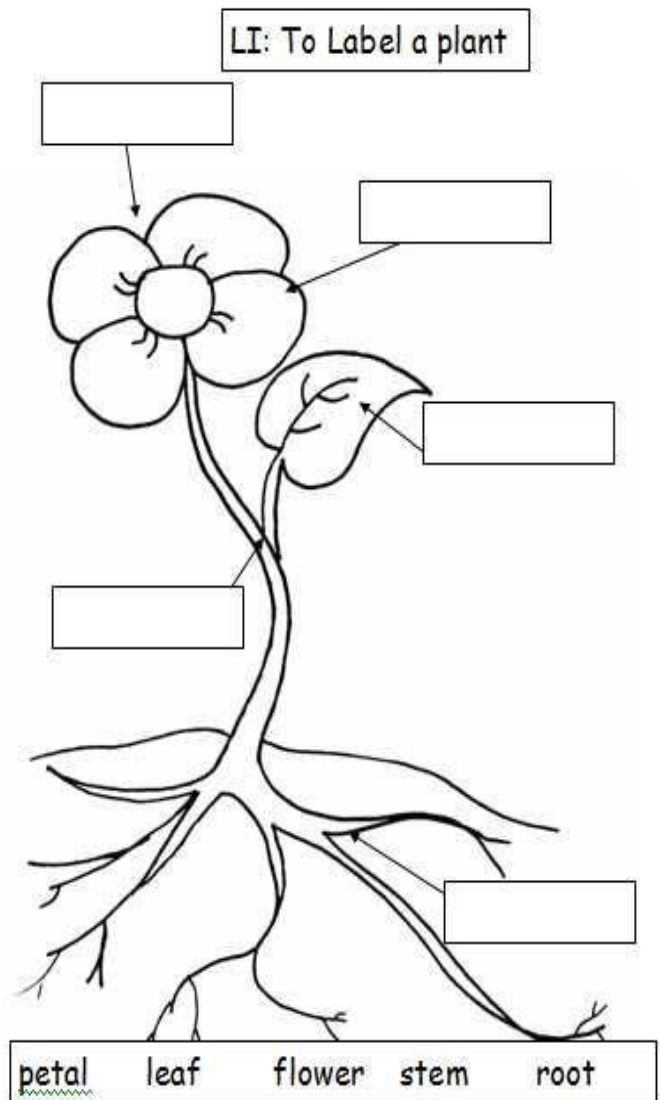
4. \_\_\_\_\_

Color the roots of the plant yellow.

Plants need space and a place to grow.

Color the soil brown.

When you finish, color in the rest of the plant!



Date: 8<sup>th</sup> August, 2020

Day: Saturday

## Unit 3 The Plant World

### Assessment

Question: What do plants need to live?

Answer

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Question: Why does super scientist like the tree?

Answer

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Question: What does a fruit contain?

Answer

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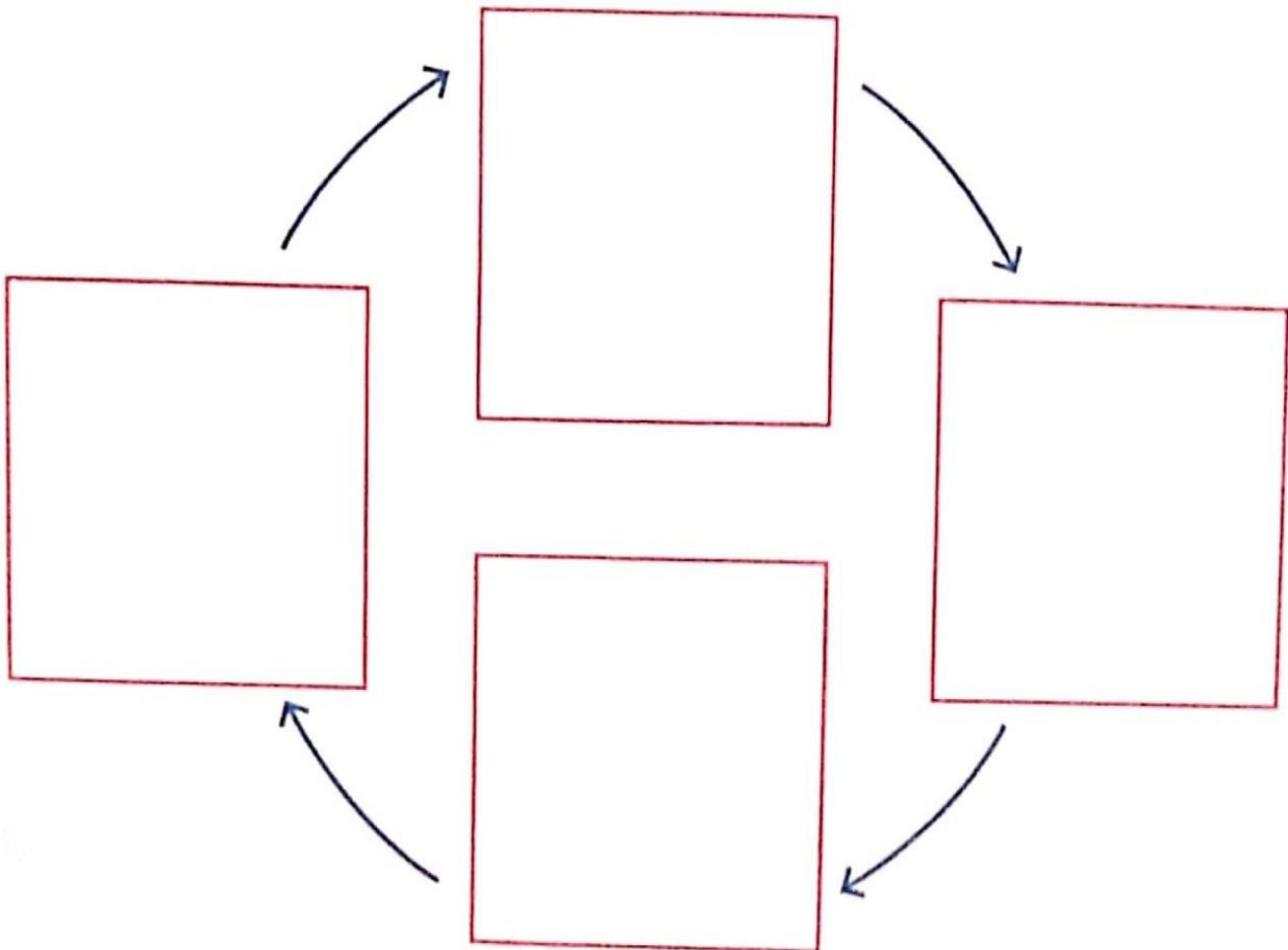
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## Fill in the blanks:

- 1: A seed needs water and \_\_\_\_\_ to help it grow.
- 2: A seed starts to grow roots and \_\_\_\_\_.
- 3: After a plant breaks through the earth, it needs \_\_\_\_\_ to help it grow.
- 4: Seeds are scattered by \_\_\_\_\_ or some other means.
- 5: Plants without flowers produce \_\_\_\_\_ rather than seeds.

Label it:



## Activity

**Scientist: Joseph Banks**

**Web link:** <https://youtu.be/BALdOdoNqlc>



Sir Joseph Banks (24 February 1743 – 19 June 1820) was an English naturalist and botanist. He is credited for bringing 30,000 plant specimens home with him; amongst them, he discovered 1,400. Banks was a major supporter of the internationalist nature of science, being actively involved both in keeping open the lines of communication with continental scientists during the Napoleonic Wars, and in introducing the British people to the wonders of the wider world.

**Write down the discoveries of Joseph Banks**

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## Unit 4 Our Senses

### Table of contents

Sr.#	Topic	Learning outcomes
1	Our senses Book page 26 <b>Why senses are important</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"><li>• name the five senses and their function</li><li>• name the part of the human body that corresponds to each sense.</li></ul>
2	Task based	<b>Students should be able to:</b> <ul style="list-style-type: none"><li>• Solve the worksheets..</li></ul>
3	Question/Answer Book page 27	<b>Students should be able to:</b> <ul style="list-style-type: none"><li>• Answer the following questions.</li></ul>
4	Assessment	<b>Students should be able to:</b> <ul style="list-style-type: none"><li>• Answer the following questions.</li></ul>

Date: 10<sup>th</sup> August, 2020

Day: Monday

## Unit 4 Our senses

Topic: Our senses Book page 26

Tutor Web link: <https://youtu.be/Uf-z8pdGYPo>

### Learning outcomes

Students should be able to:

- name the five senses and their function
- name the part of the human body that corresponds to each sense.

### Why senses are important:

Your senses are important because they protect you. Sight, sound, smell, taste, and touch our five senses.

Each of them is important. Your eyes help you see where you are going.

Your ears help you hear when things are coming towards you. Your nose helps you smell things like smoke.

Your tongue senses when something is not good to eat.

Your sense of touch means you do not pick up things that are too hot or too sharp.

# Unit 4

## Our senses

Topic: Task based

Tutor Web link: <https://youtu.be/Ua-M7Rz>

### Learning outcomes

Students should be able to:

- Solve the worksheets.

### My Five Senses

Name \_\_\_\_\_



I see with my \_\_\_\_\_



I hear with my \_\_\_\_\_



I taste with my \_\_\_\_\_



I touch with my \_\_\_\_\_



I smell with my \_\_\_\_\_

http://worksheetsplace.com ©

Name: \_\_\_\_\_

### Five Senses



Color the things you can hear.



bell ringing



rain falling



banana



hat



flower



balloon popping



jet



spider



bee

Super Teacher Worksheets - [www.superteacherworksheets.com](http://www.superteacherworksheets.com)

Date: 12<sup>th</sup> August, 2020

Day: Wednesday

## Unit 4 Our senses

Topic: Question/Answer

Book page 27

Tutor Web link: <https://youtu.be/mmzJeofbRvw>

### Learning outcomes

**Students should be able to:**

- Answer the following questions.

Question: Write down five things that you like to see?

Answer: grass, sky, moon, T.V, cartoon.

Answer

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Question: Write down five things that you like to hear?

Answer: Naat, qirat, bird's sound, music, azan.

Answer

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Question: Write down five things that you like to smell?

Answer: flower, perfume, food's smell, fruit's smell, sent.

Answer

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Question: Write down five things that you like to taste?

Answer: Rice, pizza, burger, chips, coke.

Answer

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Date: 13<sup>th</sup> August, 2020

Day: Thursday

## Unit 4 Our senses

### Assessment

Question: Write down five things that you like to see?

Answer \_\_\_\_\_

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Question: Write down five things that you like to hear?

Answer \_\_\_\_\_

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Question: Write down five things that you like to smell?

Answer \_\_\_\_\_

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## Unit 5 Food and Diet

### Table of contents

Sr.#	Topic	Learning outcomes
1	<i>Food and Diet</i>	Students should be able to: <ul style="list-style-type: none"><li>• explain that food provides fuel to our bodies to grow and stay healthy</li><li>• explain the information in a food pyramid</li></ul>
2	Question/Answer	Students should be able to: <ul style="list-style-type: none"><li>• explain that food provides fuel to our bodies to grow and stay healthy</li><li>• answer the questions.</li></ul>
3	Task Based	Students should be able to: Solve worksheets.
4	Work Book Page 13	Students should be able to: Solve work book page.

## Activity:

### Doctor Mohammad Abdul Salam

Web link: <https://www.youtube.com/watch?v=N26fQQyJtAQ>



Mohammad Abdul Salam was a Pakistani theoretical physicist. He shared the 1979 Nobel Prize in Physics with Sheldon Glashow and Steven Weinberg for his contribution to the electroweak unification theory. Salam was science advisor to the Ministry of Science and Technology in Pakistan.

As Science Advisor, Salam played a role in Pakistan's development of the peaceful use of nuclear energy.

As a teacher and science promoter, Salam is remembered as a founder and scientific father of mathematical and theoretical physics in Pakistan during his term as the chief scientific advisor to the president.

- **Write down about the achievements of Mohammad Abdul Salam.**

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Date: 15<sup>th</sup> August, 2020

Day: Saturday

## Unit 5 Food and Diet

Topic: Food and Diet:

Tutor Web link: <https://youtu.be/k0r6Ayd0ocQ>

### Learning outcomes

Students should be able to:

- explain that food provides fuel to our bodies to grow and stay healthy
- explain the information in a food pyramid

### Food and Diet:

If you eat well, you will have a much better chance of growing up strong and healthy.

### Food pyramid:

The foods shown at the bottom of the pyramid are very important for your body. They should be included in most of your meals. The foods in the middle are important too.

They included in some of your meals. The foods at the top are not very good for your body.

You should not eat them very often.

Date: 17<sup>th</sup> August, 2020

Day: Monday

## Unit 5 Food and Diet

Topic: Question/Answer

Tutor Web link: <https://youtu.be/ShD85NAtXI4>

### Learning outcomes

Students should be able to:

- explain that food provides fuel to our bodies to grow and stay healthy
- answer the questions.

Question: Write three foods that you should have in most of your meals?

Answer: Roti, rice and pulses.

Answer \_\_\_\_\_

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Question: Write three foods that you should have in some of your meals?

Answer: Fish, nuts and butter.

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Question: Write three foods that you should not eat very often?

Answer: Candy, biscuits and coke.

Answer

Date: 18<sup>th</sup> August, 2020

Day: Tuesday

## Unit: 5 Food and Diet

Topic: Task based

Tutor Web link: <https://youtu.be/9cZ1ifQtYCE>

### Learning outcomes

Students should be able to:

Solve worksheets.



Name: \_\_\_\_\_

Food Worksheets  
Match Food Groups

Look at the pictures of Food below. Draw a line to match each with the Food group it belongs to. The carrot is already matched to the vegetable Food group.

Fruit

Vegetable

Dairy

Grains

Protein

Food Worksheets | © Copyright 2010 MillerNetwork.com | www.millernetwork.com

Date: 19<sup>th</sup> August, 2020

Day: Wednesday

## Unit: 5 Food and Diet

Topic: Task based

Tutor Web link: <https://youtu.be/9cZ1ifQtYCE>

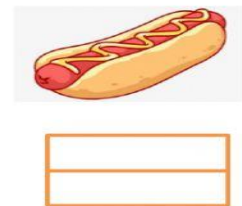
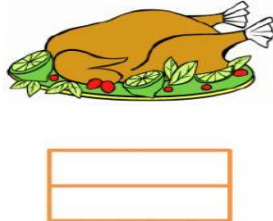
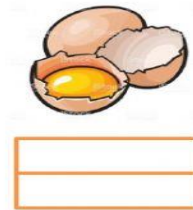
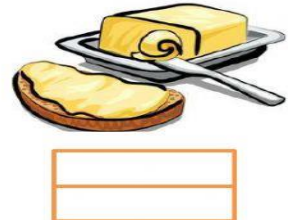
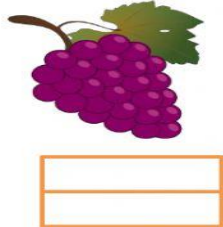
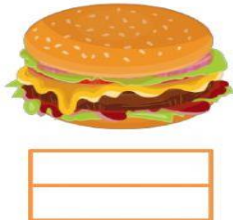
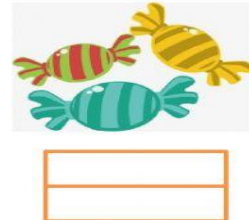
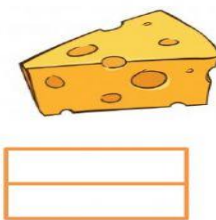
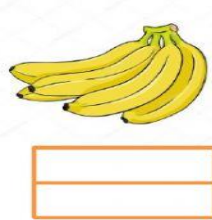
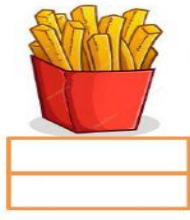
### Learning outcomes

Students should be able to:

Solve worksheets.

Write healthy and unhealthy under each item.

# HEALTHY OR UNHEALTHY



 LIVEWORKSHEETS

Date: 20<sup>th</sup> August, 2020

Day: Thursday

## Unit 5 Food and Diet

**Topic:** Task based Work book page 13

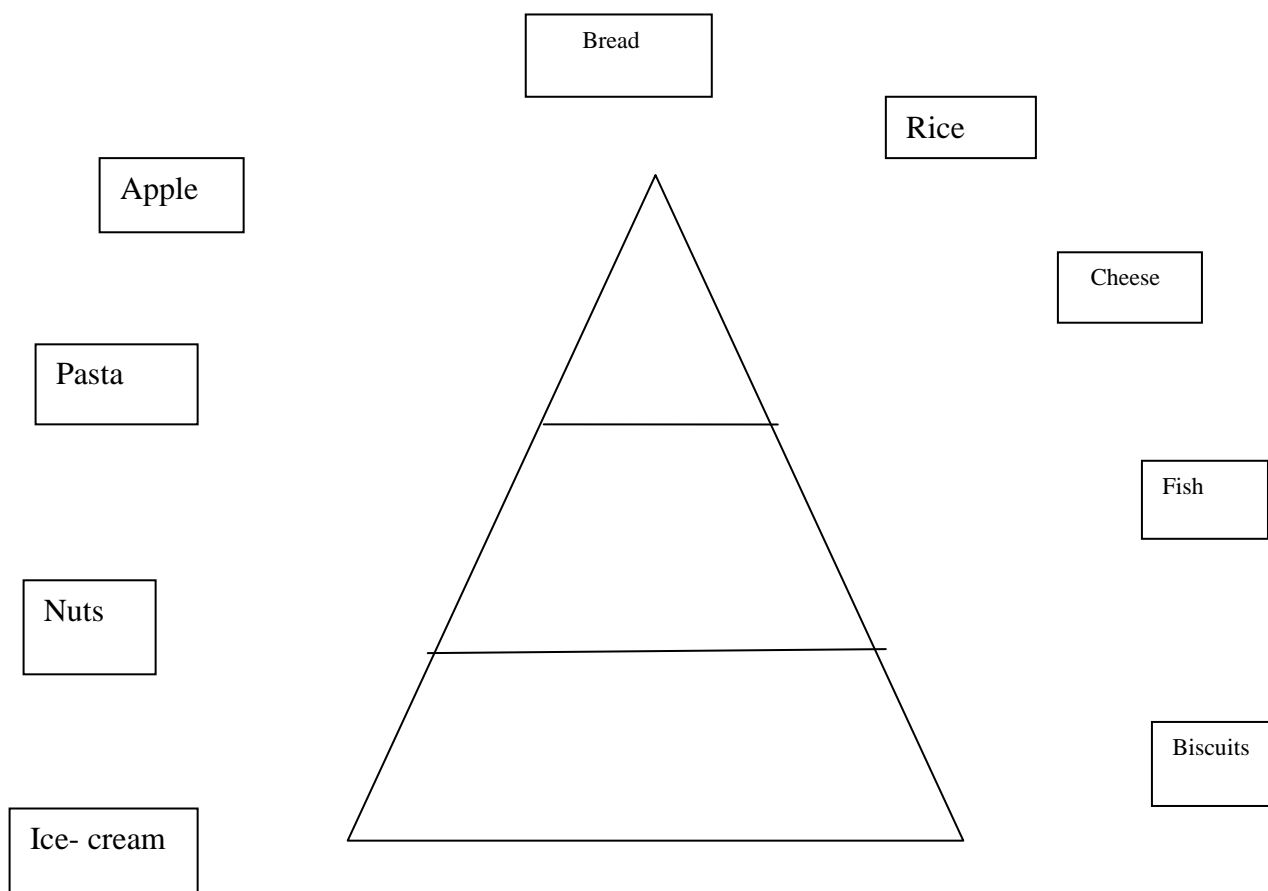
Tutor Web link: <https://youtu.be/EKRO2SO6i1M>

### Learning outcomes

Students should be able to:  
Solve work book page.



**Draw a line from each type of food to the part of the food pyramid where you think it fits.**



Date: 21<sup>st</sup> August, 2020

Day: Friday

## **Unit 5 Food and Diet**

### **Assessment**

Question: Write three foods that you should have in most of your meals?

Answer:

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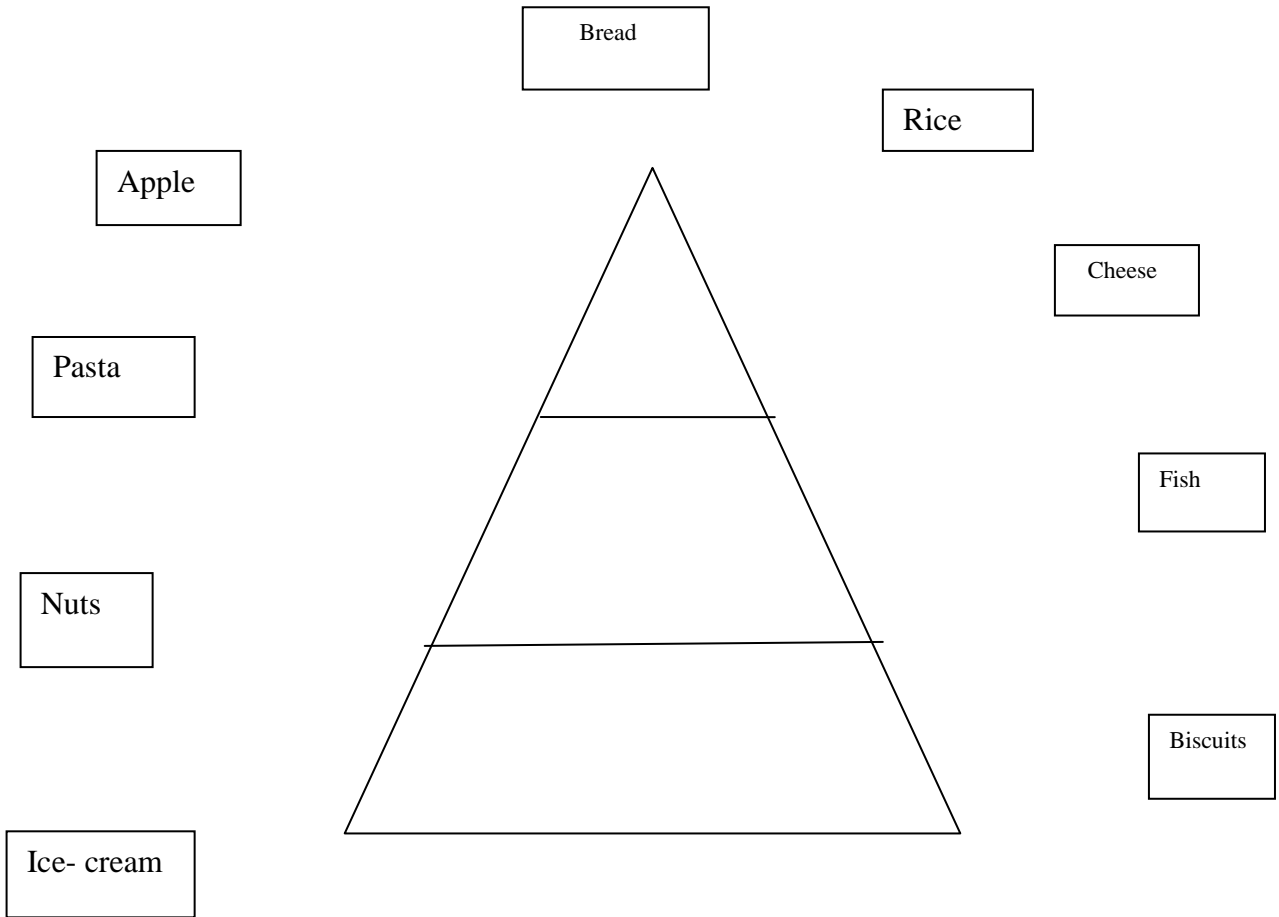
Question: Write three foods that you should have in some of your meals?

Answer:

Question: Write three foods that you should not eat very often?

Answer

Draw a line from each type of food to the part of the food pyramid where you think it fits.



## Unit 6 Environment

### Table of contents

Sr.#	Topic	Learning outcomes
1	Environment Book page 30,31	Students should be able to: <b>Student's Book</b> <ul style="list-style-type: none"><li>• explain that we share the environment with living and non-living things</li><li>• explain that we need to care for the environment.</li></ul>
2	Caring for the environment Book page 32,33	Students should be able to: <b>Student's Book</b> <ul style="list-style-type: none"><li>• explain that we share the environment with living and non-living things</li><li>• explain that we need to care for the environment.</li></ul>
3	Task based	Students should be able to: <b>Student's Book</b> <ul style="list-style-type: none"><li>• solve worksheet.</li><li>• explain that we need to care for the environment</li></ul>
4	Question Answer Book page 33	Students should be able to: <b>Student's Book</b> <ul style="list-style-type: none"><li>• Answer the questions.</li></ul>
5	Work Book page 33	Students should be able to: <b>Student's work Book</b> <ul style="list-style-type: none"><li>• solve fill in the gaps.</li></ul>



Date: 22<sup>nd</sup> August, 2020

Day: Saturday

## Unit 6 Environment

**Topic:** Environment

Book page 30,31

Tutor Web link: <https://youtu.be/OMAlk0vnYS4>

### Learning outcomes

Students should be able to:

#### Student's Book

- explain that we share the environment with living and non-living things
- explain that we need to care for the environment.

The environment is the area around you.

All environment are different. The environment you live in is different from the environment someone in another part of Pakistan lives in.



And environment change. The environment in which may have looked very different in the past.

### Sharing the environment:

Some people think that the environment only belongs to humans. They think that humans can do whatever they want to their environment.

But the environment belongs to all living things. The environment belongs to plants. The environment belongs to animals.



## Unit 6

### Environment

**Topic:** Caring for the environment Book page 32, 33

Tutor Web link: <https://youtu.be/li9YhWmTzDY>

#### Learning outcomes

Students should be able to:

#### Student's Book

- explain that we share the environment with living and non-living things
- explain that we need to care for the environment

Because your environment is shared many different things. It is important to keep our environment healthy. You want the living things in your environment to survive.

Here are some things you can do to keep your environment healthy.

Plant a tree trees make the environment healthy.

Reuse the materials\_\_

do not just throw them away.

It adds to the rubbish. Grow your own food. Home grown vegetables are always better.

Take your own shopping bags to the shops. Too many plastic bags spoil the environment. Pick up litter and don't drop litter.



Date: 25<sup>th</sup> August, 2020

Day: Tuesday

## Unit 6 Environment

**Topic:** Task based

Tutor Web link: <https://youtu.be/a1CVeQ2PyjE>

### Learning outcomes

Students should be able to:

- solve worksheet.
- explain that we need to care for the environment



**Solve:**



# i can recycle!



Make a list of items you can recycle

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name \_\_\_\_\_



## Unit 6 Environment

**Topic:** Task based

Tutor Web link: <https://youtu.be/a1CVeQ2PyjE>

### Learning outcomes

Students should be able to:

- solve worksheet.
- explain that we need to care for the environment.

### Solve:

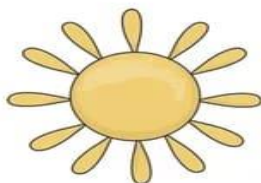
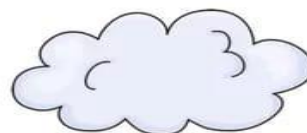
Name: \_\_\_\_\_

### Weather Words

**Directions:** Match the weather word to the correct picture.



rainbow



sun



wind

cloud



snow

rain



**Directions:** Choose a weather word from above and write a sentence using the word.

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Date: 27<sup>th</sup> August, 2020

Day: Thursday

## Unit 6 Environment

**Topic:** Question/Answer Book page 33

Tutor Web link: <https://youtu.be/Fkbl8wnhF8Q>

### Learning outcomes

Students should be able to:

#### Student's Book

- Answer the questions.

### Answer the questions;

Question: What is an environment?

Answer: An environment is an area around us.

Answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Question: Why must environment be clean?

Answer: Because to keep us healthy.

Answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Question: Who shares the environment with us?

Answer: Plants, air, water, animals and other non-living things.

Answer

Date: 28<sup>th</sup> August, 2020

Day: Friday

## Unit 6 Environment

**Topic:** Work Book page 33

Tutor Web link: <https://youtu.be/As9X4oWqBEQ>

### Learning outcomes

Students should be able to:

#### Student's work Book

- solve fill in the gaps.

### Describing your environment;

Complete these sentences to describe your environment. You can use some of the words in the box.

Stray dogs, stray cats, birds, trees, river, pond, rubbish heaps, big houses, small houses, poles, roads, ground, plastic bags, waste paper, clean walls, flowers, clean, dirty, water, green, dusty, potholes, ditches.

- I live in \_\_\_\_\_.
- Around my house I see \_\_\_\_\_.
- Share my environment with \_\_\_\_\_.

IV. On the road in front of my house there are \_\_\_\_\_.

V. I think my environment is quite \_\_\_\_\_.

Date: 29<sup>th</sup> August, 2020

Day: Saturday

## Unit 6 Environment

### Assessment

Solve



# I can recycle!



Make a list of items you can recycle

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Name \_\_\_\_\_

