

CLASS 7

WORK FOR 16TH-20TH MARCH 2020

English

16th March 2020 (Day 1)

Time: 35 minutes x 2

Island of the Blue Dolphins (Chapter 23)

Instructions:

Carefully read chapter 24 of Island of the Blue Dolphins.

Analogies are equations in which the first pair of words has the same relationship as the second pair of words. For example, **stop** is to **go** as **fast** is to **slow**. In this example, both pairs of words are opposites. Choose the best word from the word box to complete each of the analogies below.

The words in the blue box appear in chapter 24 of Island of the Blue Dolphins. Find out what they mean and then do the exercise on analogies below on a file paper.

bind	dusk	survive	scarce
teeter	hobble	fledgling	nuzzle

1. **Obese** is to **scrawny** as **abundant** is to _____.
2. **Run** is to _____ as **white** is to **ebony**.
3. **Stabilize** is to _____ as **perfect** is to **faulty**.
4. **Caress** is to _____ as **silly** is to **inane**.
5. **Loosen** is to _____ as **wretched** is to **delighted**.
6. **Withstand** is to _____ as **often** is to **constantly**.
7. **Tardy** is to **early** as **dawn** is to _____.
8. **Inexperienced** is to _____ as **picture** is to **photograph**.

Collage

- The novel *Island of the Blue Dolphins* contains many detailed descriptions of the Island.
- Cut out pictures from old magazines and make a collage illustrating any one scene from the chapters that you have read so far.

17th March (Day 2)

Time: 35 minutes

Instructions:

- Re- read the story *Games at Twilight* focusing on the characters of Ravi and Raghu.
- Then answer the following two questions using 100 to 150 words each.
- Do them neatly on file papers.

Questions

1. Why is Ravi angry when he finds that they are already playing another game? Explain your answer using evidence from the text.
2. Compare Raghu's personality with that of Ravi focusing on specific words and phrases that the writer uses to describe them.

18th March (Day 3)

Time: 35 minutes x 2

Instructions:

Read the text 'Significant rise in children's texting and time spent online' given in your

Workbook on pages 42 -43. After you are done reading, answer questions 1-10 given on page pages 44-45.

19th March (Day 4)

Time: 35 minutes x2

Instructions:

Click on the link below to understand how writers use language to create atmosphere and setting in a given text.

<https://www.bbc.co.uk/bitesize/guides/z8ktpv4/revision/1>

Study pages 1- 6 and attempt the **online test** given at the end.

Urdu

کام برائے جماعت ہفتم

۱۶ مارچ تا ۲۰ مارچ ۲۰۲۰

☆ کاوش ---- صفحہ نمبر ۶۵ (محاورات کو جملوں میں استعمال کریں۔ ضرب الامثال کی درستی۔ درست مشابہ الفاظ)

☆ صریح خامہ ---- کروٹل استعمال کی پڑھائی کیجئے اور اس میں چھاپیہ نام ایک ہیرا گراف کی صورت میں اردو ادب کی کاپی پر تحریر کریں۔
حد الفاظ (۵۰-۷۰) اگر آپ کے پاس اردو ادب کی کاپی نہیں تو فائل بھیج پر کیجئے۔

☆ مندرجہ ذیل ادبی شخصیات میں سے کسی ایک پر پروجیکٹ بنائیں جن میں ادب کے حوالے سے ان کی خدمات کا ذکر ہو۔ سکول کھلنے پر آپ نے پریزینٹیشن دیں گے جس کا دورانیہ دو سے تین منٹ ہو۔ پریزینٹیشن کے لئے دیئے گئے طریقہ کار میں سے اپنی پسند کا طریقہ اختیار کر سکتی ہیں۔

power point presentaion

3D

چارٹ بھیج

A3 size paper

شخصیات:

پروین شاکر

پہلی سدھوا

سید حمیر جعفری

احمد ندیم قاسمی

نوٹ: پریزینٹیشن کے لئے کام کا معیاری ہونا اہم ہے نہ کہ قیمتی ہونا، اس لئے برائے مہربانی وقت اور پیسے کا بے دریغ استعمال نہ کیا جائے۔

کسی سوال کی صورت میں رابطہ کے لئے:

shagufta.80@hotmail.com

Shagufta.Nasreen@lgs.edu.pk

Mathematics

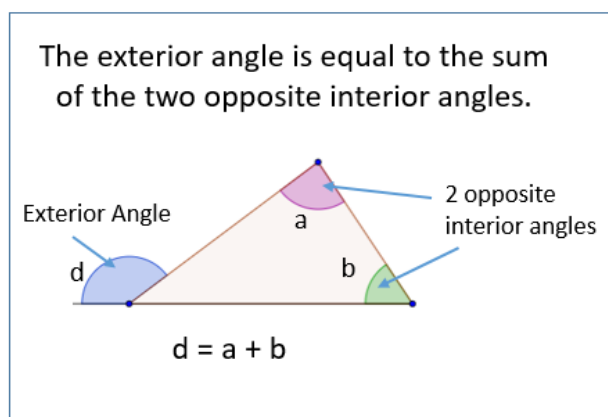
1. Reinforcement of Angles

Introduction to angles and types of angles has been given in class. Revise the notes in your notebook on the following angles:

- Supplementary angles
- Complementary angles
- Acute, obtuse and reflex angles
- Corresponding angles
- Alternate angles
- Angles in a triangle

Finding out the External Angle of a Triangle

An exterior angle of a triangle is **equal to the sum of the opposite interior angles**.



The following video will help you understand the concept better:

<https://www.youtube.com/watch?v=EZ6dOIRQDBo>

You can also refer to the following site for more clarity:

<https://www.mathopenref.com/angle.html>

Angles Activity

Watch the video given below and carry out the activity shown.

<https://www.youtube.com/watch?v=FYXImCfspl0>

You will need a protractor, a ruler and colored papers for this activity. Paste the results of the activity in your copies (or file papers if your notebook is with the teacher).

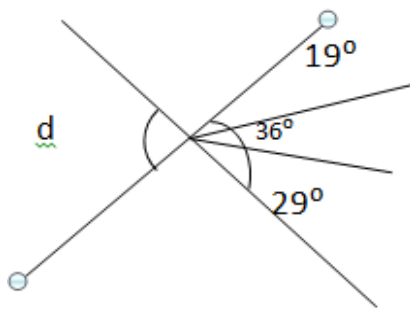
Exercise:

After reviewing all the work done in class, attempt the questions given below. Copy paste the questions on word, write the answers in the spaces provided and send it to your teachers on the email IDs provided at the end.

Due Date: 17th March 2020, 5 PM.

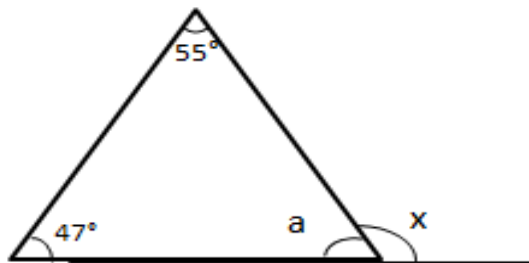
Q1. Workout the missing angles.

a)



$$d = \underline{\hspace{2cm}}$$

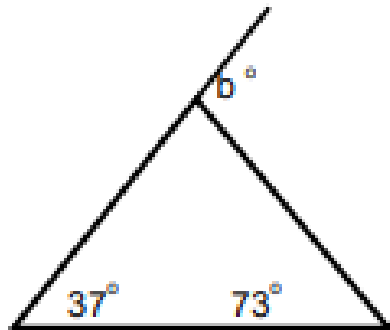
b)



$$a = \underline{\hspace{2cm}}$$

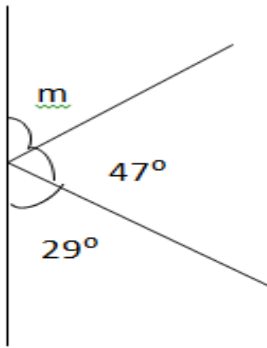
$$x = \underline{\hspace{2cm}}$$

c)



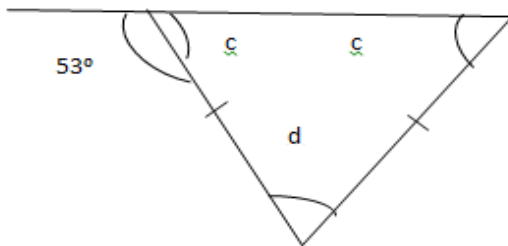
$$b = \underline{\hspace{2cm}}$$

d)



$$m = \underline{\hspace{2cm}}$$

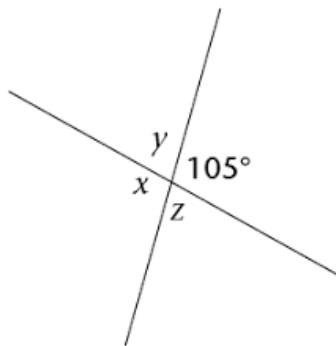
e)



$$c = \underline{\hspace{2cm}}$$

$$d = \underline{\hspace{2cm}}$$

f)

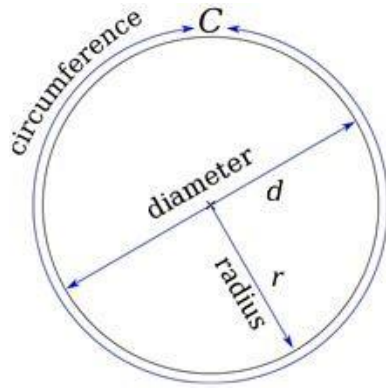


$$y = \underline{\hspace{2cm}}$$

$$x = \underline{\hspace{2cm}}$$

$$z = \underline{\hspace{2cm}}$$

2. Construction of Circles



Radius of a circle is the distance from the center outwards.

(<https://www.mathopenref.com/radius.html>)

Diameter of a circle goes straight across the circle, through the center. Multiplying the radius by 2 gives you the diameter of a circle. (<https://www.mathopenref.com/diameter.html>)

Circumference is the outline or the distance once around the circle.

(<https://www.mathopenref.com/circumference.html>)

When the radius of a circle is given, you can use it to construct a perfect circle using a pair of compasses. Watch the following video on how to construct perfect circles of a given radius, and then attempt the questions given below.

<https://www.youtube.com/watch?v=dkNsO0R3kQg>

Exercise:

Attempt the following questions from the text book and send pictures of the constructions to your respective teachers.

Due Date: 19th March 2020, 5 PM.

Q 1. Do the following from your text book: Ex 12.1, Page 121, and Question 1.

Q 2. Draw the following angles using protractors:

- 136°
- 98°
- 250°
- 198°

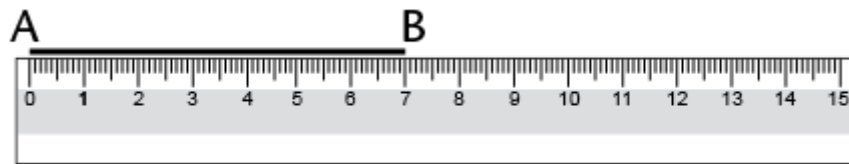
3. Construction of Triangles

You can draw a perfect triangle with its 3 lengths given, using a ruler and a compass. Read through the following steps and watch the video given to understand how to draw a perfect triangle.

Sample question: Draw a triangle which has sides of lengths 5 cm, 7 cm and 3 cm.

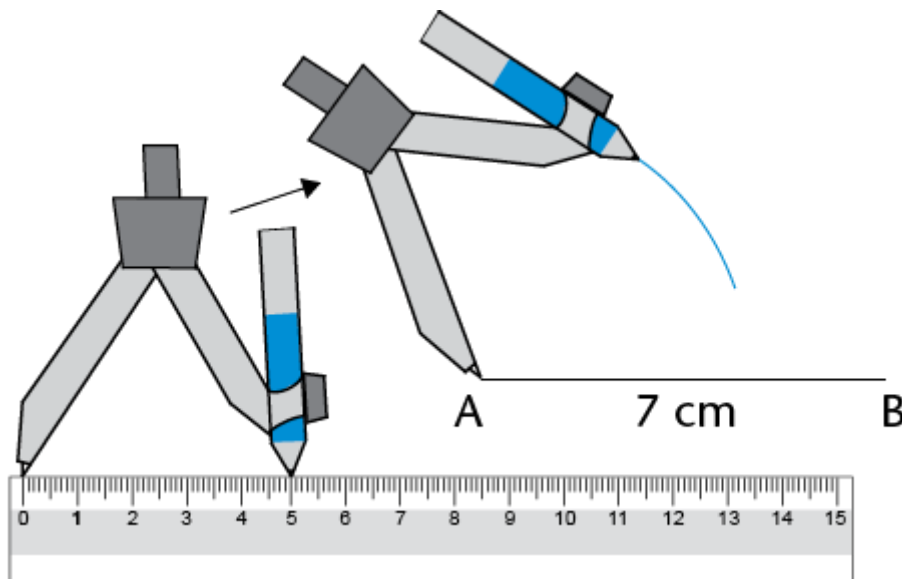
Step 1

Draw one side of the triangle using a ruler. It is often easier to start with the longest side.



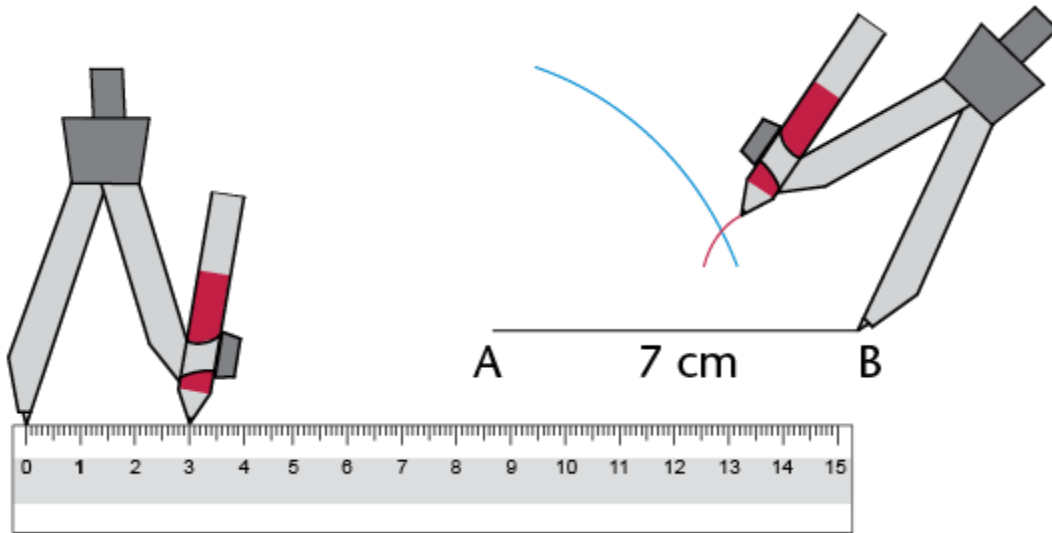
Step 2

Set the compass width to 5 cm. Draw an arc 5 cm away from point A. The third side of the triangle will be somewhere along this arc.



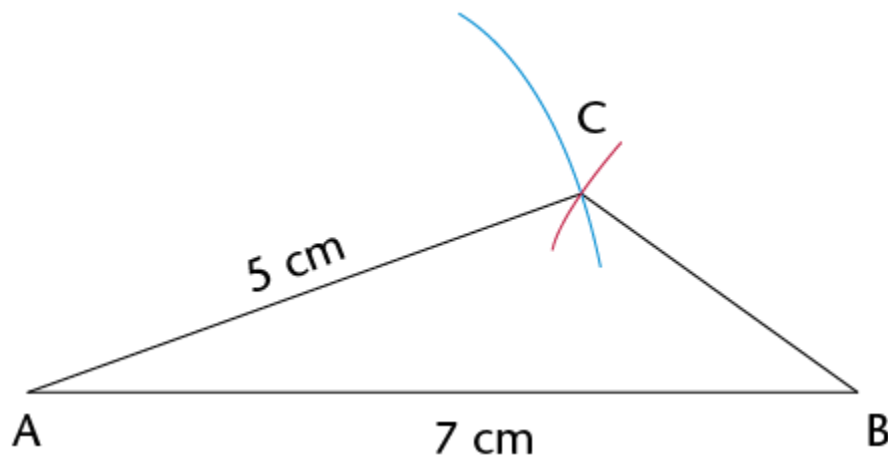
Step 3

Set the compass width to 3 cm. Draw an arc from point B. Note where this arc crosses the first arc. This will be the third side of the triangle.



Step 4

Use your ruler to join points A and B to the point where the arcs intersect (C).



Video: <https://www.youtube.com/watch?v=Kg99V1UsBMU>

Exercise:

Attempt the following questions on file papers. Take pictures of the work done and send it to your respective teachers on the email IDs provided at the end.

Use the following website to get a better idea on how to construct triangles:

<https://www.mathopenref.com/consttriangles.html>

Due Date: 21st March 2020, 5 PM.

Text book question: **Ex 12.4 page 127 Q1-2.**

1. Construct a triangle ABC in which $BC = 6$ cm, $CA = 5$ cm and $AB = 4$ cm.
2. Construct a triangle PQR in which $PQ = 5.8$ cm, $QR = 6.5$ cm, $PR = 4.5$ cm.
3. Construct an equilateral triangle in which $AB = BC = CA = 6$ cm. What is the measure of its each angle?
4. Construct a ΔABC in which $AB = AC = 7.2$ cm, $BC = 9$ cm.

Send your work to your respective teachers according to the instructions given. Work will not be accepted after the deadlines mentioned.

If you need any help, you can message the teachers on the given email IDs as well.

Miss Khadija (7-A): khadija.shakeel@lgs.edu.pk

Miss Nayab (7 C, D and E): nayabnfs258@gmail.com

Miss Jannat (7-B): jannatmazari9@gmail.com

Science

Unit 9: Material changes

Section 1

9.6: Detecting chemical reactions

- In the previous lesson, we have studied how to distinguish between physical and chemical changes. Can you identify some more physical and chemical changes occurring around you?
- Now let's look into some factors that help you to identify a chemical reaction
 1. **Change in color**

Take an apple and carefully cut it. Ask your mother to help. Now leave it for 15 minutes and observe the color change. What do you think has happened?



Now take a rotten leaf and observe the beautiful pattern of color changes. What do you think has happened? Do you think the color change is reversible?



Now let's watch a video to look for the color changes in a Science lab
<https://www.youtube.com/watch?v=Eg64S0DhAaI&feature=youtu.be>

We know a chemical reaction has taken place when there is a color change.

2. Change in temperature
<https://www.youtube.com/watch?v=DxzFf1ku6cE&feature=youtu.be>

3. Gas is given off

Open a fizzy drink bottle and observe the bubbling. Is this a physical or a chemical change?

Have you ever baked before? Did you observe the bread dough rising after yeast is mixed? Rising of bread is both a physical and chemical change. The yeast converts carbohydrates into **carbon dioxide** (gas) which is a chemical change. The dough rises into bread which is change in shape and state. Hence it is a physical change too.



The following link will help you to understand some factors that indicate that a chemical change has taken place

<https://www.youtube.com/watch?v=fRpGK2J0nog&feature=youtu.be>

4. Formation of precipitate <https://youtu.be/KDR9HJhuvQ>
<https://www.youtube.com/watch?v=DCI2VJUhpY&feature=youtu.be>
5. Change in pH

Written work: Q1-4 pg. 119

Q9.3 pg. 122

Section 2:

9.7: Rusting



- Look at the nails shown in both the figure. What do you think has happened to them?
- **Activity to be done at home:**
 Take new iron nails and put them in plastic bottles as shown in the figure.
 Bottle 1 contains iron nails and air
 Bottle 2 contains iron nails in rice
 Bottle 3 contains iron nails in water
 Bottle 4 contains iron nails in salt water
 Bottle 5 contains iron nails in a mixture of water and oil



Leave the bottles for a week and complete the table below:

Tube number	Contents	Results
1	Iron nails and air	
2	Iron nails and rice	
3	Iron nails and water	
4	Iron nails and salt water	
5	Iron nails and mixture of water and oil	

Written work: Q1-5 pg. 121

- **Understand the causes of rusting:**
- Rusting is a chemical reaction taking place between iron and oxygen

Iron + Oxygen \rightarrow Iron oxide

<https://youtu.be/qd2B9yCKzc0>

Written work: Q9.4 pg. 123

- **How can rusting be prevented:**
Painting and galvanization are some of the ways by which rusting can be prevented.
Can you think of any other way by which rusting can be prevented? Think for about 10 minutes and then watch the video.

https://www.youtube.com/watch?v=jQoE_9x37mQ&feature=youtu.be

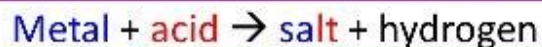
Section3:

Understand the reaction between metals and acids

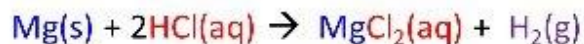
- Do you remember what an acid is? Acid is a substance which has a pH less than 7.
Examples include vinegar, lemon juice
- Now think what happens when a metal reacts with an acid
Metal + Acid \rightarrow Salt + Hydrogen gas

The following picture gives examples reaction between metals and acids

Reaction of an Acids and Metal



magnesium + hydrochloric acid \rightarrow magnesium chloride + hydrogen



1. calcium + hydrochloric acid \rightarrow calcium chloride + hydrogen

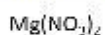
2. calcium + nitric acid \rightarrow calcium nitrate + hydrogen

3. calcium + sulfuric acid \rightarrow calcium sulfate + hydrogen

4. zinc + hydrochloric acid \rightarrow zinc chloride + hydrogen

5. magnesium + nitric acid \rightarrow magnesium nitrate + hydrogen

6. magnesium + sulfuric acid \rightarrow magnesium sulfate + hydrogen



<https://www.youtube.com/watch?v=9hBCLoWwcWo&feature=youtu.be>

Written work: Q9.1 pg. 122

How to submit the work: Students are supposed to complete the assigned work on a word document and email it to:

Miss Mahnoor at nooramir04@yahoo.com (Class 7A, 7B, 7C)

Mrs. Tehmina at mtehmينا22@gmail.com (Class 7D and 7E)

Date of submission: 22nd March '20

In case of any query, please contact your teacher on the email mentioned above.

History

Hi girls,

Hope you're all trying to be productive and safe during this time! Not to worry – we're still around digitally. Here are the assignments we need you to work on in the coming week:

I) review notes on Sufism and the Delhi Sultanate – to be completed by **Monday (16th March)**; *once you're done send your teacher a blank email with "Completed my readings" as the topic and if you have any questions you can include those too!*

II) complete written work (type these up in word please) – to be completed and emailed to your teacher by **Thursday 1:00 PM**. *These should be in the form of a Word Document, Times New Roman 12 font, the subject of the email should be "Sufism Written Work"*

To email assignments:

7A, 7B – nadira.amir@lgs.edu.pk

7C, 7D – jannatmazari9@gmail.com

7E – zainab.nawaz@lgs.edu.pk

Please note that late assignments will be graded down.

I. READING AND NOTES FOR MONDAY, 16th MARCH

Time needed: approx. 1 hour

please review the following notes on Sufism & the Delhi Sultanate, as well as the chapters from your textbook we have already discussed in class; please jot down/update your own notes in your notebook and think about the discussion questions which follow the notes

Sufism & the Delhi Sultanate – brief notes

Delhi Sultanate: Islamic empire based in Delhi that stretched over large parts of the Indian subcontinent for 320 years (1206–1526)

political/economic context:

- Muslim minority elite/nobles ruling over predominantly (mostly) Hindu population
- Sultans followed a policy of tolerance to prevent rebellions
- most Sultans allowed decentralized rule (when power is shared with the provinces)
- large army which allowed for classes to merge --- social mobility
- movement of army around the subcontinent allowed for spread of ideas and ideologies
- strong army was generally successful in keeping the Mongols out of the Subcontinent
- safety and security of empire allowed ease of travel and increase of trade

- India became well-connected to Western trade networks --- increase in trade
- port cities of southern and central India became part of the empire
- during this time India's economic strength grew nearly 80%

social/cultural context:

- during the Delhi Sultanate India's population increased nearly 50% - possibly due to migrations and due to better social welfare
- refugees of Mongol invasions from Central Asia brought with them new ideas, knowledge and ideologies
- sultans provided patronage to artisans etc – allowing their classes to rise --- social mobility
- empire administration needed the skills of new clerical groups, causing their classes to change too --- social mobility
- merchants started gaining in status due to increased trade --- social mobility
- nomadic/warrior groups migrated from Afghanistan at this time and were classless - -- social mobility
- peasants brought more land under cultivation and irrigation, rose in class --- social mobility
- development of Urdu or Hindustani due to mixing of groups in the army – connected people of different places to each other

Sufism and the spread of Islam

- similar to teachings of Buddhism and mystical Bhakti form of Hinduism – easier for people to accept
- pluralistic and allowed marginalized classes to escape strict caste systems
- khanqahs of the Sufis (rest houses/monasteries) provided social welfare to the common people and were built along pilgrimage/trade routes where travelers came to know the message of Sufism
- Sufis translated the message/ideologies of Islam into vernacular languages
- Sufis used various ways to spread the message – including music and dance
- Sultans, seeing the popularity of the Sufis, started providing royal patronage in return for legitimacy
- Sufi shrines became hereditary – passed from father to son

After completing the above reading in detail:

- try to understand and write the meanings of the underlined terms *in your own words* (we've discussed all of these in class before)
- Think about the following questions by reviewing the notes:
 - What is the social context that Sufism took hold in the subcontinent in?
 - What is the cultural context that Sufism took hold in the subcontinent in?
 - What is the political context that Sufism took hold in the subcontinent in?
 - What is social mobility?
 - What effect did increasing trade and pilgrimage routes have on people's lives?
 - What effect did incoming peoples have on social structure?
 - What are the similarities between Sufism and Christianity? Sufism and Buddhism? Bhakti Hinduism and Sufism?
 - Why do you think the relationship between the sheikh and the students was so special? What does this remind you of?
 - Why do you think rulers provided royal patronage to shrines?
 - What is hereditary succession? How did this change the ideology of Sufi leaders?

Why were artisans and merchants upwardly mobile in the time of the Delhi sultanate?

What do you think vernacular poetry means? How would this have affected the spread of Sufi ideology?

II. QUESTIONS TO BE EMAILED BY THURSDAY, 19th MARCH, 1:00 PM
Time needed: approx. 45 minutes

Please type out the answers in Word and email the document to your respective teacher, the subject of the email should be “Sufism Written Work”

1. a) What is ‘social mobility’? Define. (50 words)

b) Discuss two examples of social mobility occurring in the subcontinent during the Delhi Sultanate. *(Be sure to connect each example back to the question – showing how your point specifically is an example of social mobility and class shifting. 60-80 words).*

2. Besides social mobility, discuss three characteristics of the subcontinent during the Delhi Sultanate. These may be: cultural, political, military, economic and/or religious. *(Be sure to connect each point back to the question and DISCUSS each characteristic in detail. 150 words)*

Geography

Girls, please complete the following in the coming week:

I. **Review the chapter Weathering and Erosion** from your Geography Textbook.

II. Attempt the questions in the **workbook and make the glossary of key terms** in your journals, if not attempted already with your class.

III. **Complete the following assignment** on Word – Times New Roman 12 font - and send the soft copies to your teacher's respective address by Friday, March 20th, 2020:

zainab.nawaz@lgs.edu.pk nadira.amir@lgs.edu.pk jannatmazari9@gmail.com

1. For the following areas name and explain the type of weathering with a clear reference to the agent of erosion involved: (80 – 100 words)
 - a) A hot and dry area in Thar desert / Sahara desert
 - b) An area next to the Hunza river in Gilgit / Margalla hills during winter.
2. How are physical and biological weathering alike? How are they different? (40 – 60 words)



3. Explain the type of weathering undergone by this statue in detail. (40 – 60 words)
4. State the types of chemical weathering and their effects. (80 – 100 words)

Islamiat

TOPIC: Surah Al Zilzaal

NOTE: We have done this topic in detail. All the translation has been done in the notebooks. Just go through the summary of the surah before doing the written task.

SUMMARY: The main theme of this surah is the belief in the Day of Judgment and Allah's perfect justice in the Hereafter.

Allah describes the destruction of the world and the state of confusion, shock and horror in which mankind shall be on that day.

The 'throwing out of the earth's burdens' implies the rising of the dead. It will 'narrate all its news' implies that whatever we do (all our actions, our words) are being recorded by the earth and it will narrate everything on the Last Day by the order of Allah.

On the last day of the universe, every single soul will go back to its Lord, but in different conditions. Every person's situation will depend on the deeds which he did in this world. The believers and doers of good will be rewarded while the rest will receive punishment for their deeds.

Allah's justice will be so perfect that even if you have done a very small good deed in this world, you will be given reward in the hereafter. Likewise, for every single act of evil, no matter how small it may be, if we never sought forgiveness we will have to bear its punishment. Nothing will be ignored or forgotten

LEARNING OBJECTIVES:

Through this surah students will improve their understanding of how belief in the afterlife is connected in Islam with God consciousness and good acts.

WRITTEN TASK:

Write down short reflective paragraphs on the following questions:

- What is the role of the Day of Accountability and Justice in how fair life is?
- How might people's behavior change if there was no Absolute Justice?
- How does belief in an afterlife affect one's everyday actions? Include specific examples of actions that reflect an awareness of the fact that our lives are limited and we will all be judged by Allah in the end.

The word limit for each response is 200 words. Make your answers well thought-out, deep and reflective. Use examples from your everyday experiences and your understanding of the world and life.

IMPORTANT NOTE:

All students should do the written task on Microsoft Word by 20th March, and email it to aimanatif@gmail.com

ICT THEORY

Operating Systems

Topic: Processing methods

1. Go through the following notes.
2. Solve the questions given at the end of the page on Word Document and submit to the email ID mentioned below.

A processing method is the technique in which a specific operating system deals with input.

There are three main types of operating systems:

1. Real-time processing
2. Transaction processing
3. Batch processing

1. **Real time Operating Systems** are very fast and quick respondent systems. These systems are used in an environment where a large number of events (generally external) must be accepted and processed in a short time. Real time processing requires quick transaction and characterized by supplying immediate response.

Examples: a measurement from a petroleum refinery indicating that temperature is getting too high and might demand for immediate attention to avoid an explosion. Or Missile defense systems, monitoring patients in hospitals and automatic pilot systems.

In real time operating system there is a little swapping of programs between primary and secondary memory. Most of the time, processes remain in primary memory in order to provide quick response, therefore, memory management in real time system is less demanding compared to other systems.

2. **Transaction processing:** In this type of system input is required to be dealt with right away, however there can be a slight delay in the time it takes to respond to the requests. The **system** is useful when something is sold over the internet. It allows for a time delay between when an item is being sold to when it is actually sold.

Examples: Online seat booking systems and stock control systems.

3. **Batch Processing:** is a general term used for frequently used programs that are executed with minimum human interaction. Batch process jobs can run without any end-user interaction or can be scheduled to start up on their own. The users of a batch operating

system do not interact with the computer directly. Each user prepares his job on an off-line device like punch cards and submits it to the computer operator. To speed up processing, jobs with similar needs are batched together and run as a group. The programmers leave their programs with the operator and the operator then sorts the programs with similar requirements into batches.

Examples: Producing gas, electricity or water bills and marking MCQ Exams.

Chapter completion

Solve the following questions on Word Document and submit to: irem khan188@gmail.com before Friday, March 20th. [Mention your name and section clearly in the email subject]

1. What is the relationship between operating systems and computer hardware?
2. What is the main advantage of multi-programming?
3. Which kind of processing method is most suitable for buying a car online?
4. What is the main difference between batch and real-time processing?
5. Which O.S interface is the slowest to use and why?
6. Which O.S interface is the most difficult to use and why?
7. Which O.S interface takes up the most memory?
8. Give 2 examples of utility programs.
9. What is the main difference between multi-user and multi-tasking?
10. Give 6 examples of Operating Systems used in the past. (Based on your research work)

ICT PRACTICAL

Practice the following assignment on spreadsheet software:

Open the following link:

Copy and paste on chrome browser: <https://hindscc.instructure.com/courses/182746/assignments/2056567>

1. Download the question paper and sample file (2 files) from the site mentioned above.
2. Solve the question paper on spreadsheet software using the sample file.
3. **Submit final work to : irem khan188@gmail.com before Monday, March 23rd. [Mention your name and section clearly in the email subject]**

پنجابی جماعت

اج اسیں رُکھاں (درختاں) بارے اک نظم پڑھاں گے، جو سانوں پہلے تے کجھ مشہور رُکھاں دے ناواں بارے
دس دی اے، نال ای نال ایہہ قدرت دا اک اہم حصہ جیہڑا ساڈے ساہ دے آؤن جاؤن دی سنبھال ای نہیں کردا بلکہ ہور وی
کئی کم جیہڑے قدرت نیں اُنہاں دے ذمے لائے نیں۔ اسیں اسیں نظم نوں پڑھاں گے تے ایہدے اکھر (الفاظ) معنی وی
ویکھاں گے نال ای نال اسیں اسیں نہاں نوں کنا جانے ہاں۔

نظم دانان:

گاؤن

تو ت پھلا ہی لکر رُکھ نیں عام جیہے
عام جیہے رُکھ نم دھریک تے پل نیں
عام جیہاں رُکھاں وچ جیون جال دیاں
آپنی ہانڈی بیٹھاں بالن بال دیاں
سانوں ورھے ہزاراں ہو گئے نیں
پوہ مانہ ہے

تو ت پھلا ہی لکر کیہ کم کر دے نیں
پھگن چڑھے

نویں ہوا دیاں کیکن رمزاں پڑھدے نیں
 اپنے دھوئں دھوا نکھیاں اکھیاں ساڈیاں نوں
 نہیں ویکھن دی ویہل ملی

تفصیل اتے اکھر معنے:

نظم دیاں پہلیاں دو لائیناں وچ رُکھاں دے ناں نیں۔ جیویں تُوَت، پُھلاہی، کِکَر، نم، دھریک تے پِل ایہہ
 سب رُکھاں یعنی درختاں دے ناں نیں۔

اکھر	معنے
1- رُکھ	درخت
2- جیون	زندگی، حیاتی
3- جال دیاں	ساڑ دیاں
4- ورھے	سال (جمع وچ) یعنی زیادہ سال
5- پوہ مانہے	دیسی مہینوں کے نام (پالے دا سحر)
6- پھگن	دیسی مہینے کا نام (ہواواں وگن)
7- نویں	نواں
8- کیکن	کیہڑیاں کیہڑیاں

- 9- رمزاً رمزى جمع اٲى رمز ءا مطلب اے كسے شے ءا لگواں (پُھپا ہوا) مطلب
- 10- دھوں دھواں
- 11- دھوانكھیاں دھواں ءار، دھویں سے بھرى ہوئی
- 12- اكھیاں آنكھیں
- 13- ساڈیاں ہمارى
- 14- وپكھن ديكھنا
- 15- ويہل فرست، فراغت، فارغ وقت

نظم دیاں پہلیاں ءو لائیاں وچ رُكھاں (ءرنخاں) ءے ناں ءے گئے نیں جیویں:

- 1- توت، 2- پُھلاہى، 3- ككر، 4- نم، 5- دھرىك، 6- پپل
- اگلیاں ءو لائیاں وچ ایہناں رُكھاں نوں عام رُكھ آكھیا گیا اے، تے نالے ایہہ آكھیا گیا اے كہ اسیں ہالے تىك صرف ایہناں

رُكھاں توں اگ جلاؤن تے كھانا پكاؤن ءا كم لينءے رہے ہاں ایس كم وچ ہزاراں سال لنگ گئے نیں۔ پراسیں جے تىكر ایہہ جان ءى كوشش نہیں كیتی كہ ایہہ رُكھ پوء ماہ/مانگھ جیسے مہیاں وچ ءءرت نال رل كے كى كم كر ءے نیں۔ پھك ن چڑءے اى كءاں ایہہ رُكھ ہواواں ءى تبدیلی نوں محسوس كر ءے نیں پراساڈیاں (اسپنے بنائے دھویں بھریاں) اكھاں نوں ايناں ہواواں نوں وپكھن ءا وى ويل نہیں۔

Art

Theme: Symbolic Self-Portrait

Medium Required:

1. Color markers.
2. Painting sheets.
3. Acrylic paints.
4. Brushes.

Instructions:

- Draw a silhouette portrait of yourself like the one below.
- Fill in a silhouette portrait using a color scheme, doodles and symbols.
- Use images of buildings you have recently visited, favorite animals, patterns or birds etc.
- Draw the symbols or picture of objects you want to use in silhouette by using references from Google image.
- Use acrylic paints and color markers for coloring procedure.

