Environmental Studies

Class - 3

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Foreword

It is necessary that both teacher & student be active for the acquisition of knowledge. It was a great challenge to bring out the different social, cultural & geographical diversity which is the strength of our state, in this book. It was greatly planned that each student would find the book to be his personal one.

Children of this age group have an overall view of their surroundings. So care has been taken to include the natural, cultural and social things in their surroundings. To make the book child centred, care has been taken to provide opportunities to children for search, observe, express their views and find solutions by them selves.

In the textbook many opportunities has been given for the students to work individually, in groups and with the society. It has also be devised in this book that the children take the help of other sources along with that of the textbook and their teachers-as-family, society, newspaper, library etc. By this Family and society will be connected to the school.

During the making of this textbook many environmental points have been kept in mind as forests, animals, plants-trees, rivers, transport, petrol, water, pollution, natural disaster, family relations and disability so that the children may be aware of these and develop a positive thinking about them.The activities given in the book are suggestive. You are free to add more at your level.

Evaluation would be at your level but must be continuous, comprehensive and child centred.

Right to Education Act-2009 stresses on providing quality education. NCERT New Delhi has established class wise, subject wise, learning outcomes for students of class 1 to 8 and has suggested pedagogical activities for achieving the all-round development of the children. So for the year 2018-19 textbook has been made even share & relevant so that children get maximum opportunity to acquire knowledge. Hope this book will help teachers, parents and children to reach their goals.

In the production of this book we have received great help and guidance from teachers of government and private schools DIETs colleges and Ravishankar University Raipur, private institutions and enlighted citizens. We are greatly obliged and offer sincere thanks to all.

We would welcome suggestions for the improvement of this book from all of you.

Director
State Council of Educational Research and
Training Chhattisgarh, Raipur

For the Teacher and Guardians.

From the establishment of Chhattisgarh state the textbook composing work started. We all know that children from childhood itself start observing their surroundings, the people living there, the plants and animals, the laws and order and they also starts relating to all these. Children alone or in groups are often seen searching for something near the school or homes. They have a natural curiosity to test and check everything. They keen fully observe all the things and happening around them, try to check their qualities, try to compare things, find their similarities and difference. They try to group things and also try to dismantle a group and try making a new group. They have fun trying to break thing in to parts and then joining them in a new form and while doing so they learnt a lot.

While preparing the material for environmental studies this natural tendency of the children to learn things is taken as the base. It is a challenge to restrict the cultural and social diversity. It has been tried that the every child finds his/her reflection in the textbook. The content of this book is child centred.

In the whole textbook, it has been kept in mind that each and every example and words are from the child's surroundings.If it was necessary some factual words with examples are used. Interesting activities are given, so that the learning may not be boring and cumbersome. Doing this by himself/herself or in groups, the child could get assimilated with the concept. Care had been taken that activities; examples and pictures etc. are related to the child's experience and based on his/her psychology. We believe that this book will help to maintain a delightful and thrilling atmosphere in the class and school.

In the book, there are many instances, where the children have to discuss the matter with their friends, elders, guardians and teacher. It is expected that you maintain a state of exchange of ideas among the children with you and allow them to express openly on each an every topic. Listen to the childern and if they find difficulty in coming to a conclusion then help them.

The activities given in the textbook are suggestive. The activities and question are made as a part of the lessons. Teachers can change these according to their surroundings. After doing the activities have a discussion on it, so that the children are forced to think over their observations and conclusions which will help them to learn.

In the preparation of this book, we have got the continuous help of many experienced teachers, educationist and linguists for which the council is grateful to all.

Your suggestions are most welcome.

Director

S.C.E.R.T.C.G, Raipur

Environmental Studies

Skills And Contents

1. Inspect, Identify, collect data & register them

⇒ To investigate about the qualities of various things by touching & feeling them.

⇒ To observe & understand certain things carefully when going on excursion.

⇒ To know & understand new things by asking questions from related persons.

⇒ Understand by reading brief description.

⇒ To study the charts, visual maps, models or pictures and understand the important things.

⇒ Collect information.

⇒ To organize & express the knowledge according to written orders.

⇒ To present the acquired knowledge in small sentences through verbals & written method.

2. Comparison, classification synthesis and simplification.

⇒ To fill the table of two-three columns.

⇒ To organize registered picture systematically.

⇒ To make maps & organize them in order.

⇒ Recognize the qualities- what are the facts or aspects which tell us about the qualities of things and distinguish them from other things.

⇒ To find 2-3 similarities & dissimilarities in the articles.

3. Development of Pattern, interrelationship & hypothesis.

⇒ To develop understanding on the basis of given knowledge & experiences.

⇒ Develop inter-relations between the circumstances & the work done under such circumstances, like wearing of cotton clothes during summer.

⇒ Start understanding the beliefs of celebrating the festivals of any particular region by reading or listening.

⇒ Develop the creativity.

⇒ To be able to identify the things and different parts and develop relationship between them.

4. Recognize problems, suggest & decide options

⇒ To search solutions of some visual puzzles and visual problems.

⇒ To understand the importance of looking after our self in the present conditions and to cure one self in case of facing any minor accident.

⇒ Identify certain hidden problems. To differentiate & find similarity between two or more things.

5. To find reasons and effects and suggest the treatments.

⇒ To understand the importance of water, air, soil, plants and living organisms.

⇒ To find the causes and think the ways of stopping their bad effects.

⇒ To use the natural resources and understand their importance & suggest the remedies for protecting them.

⇒ To understand the importance of rules of protection, safety and adopt them in one's own life.

6. Development of presentation, Interests, Habits & Patience:

⇒ Curiosity (Why, How - About the environment) to be able to ask questions, evaluate & experience on the basis of challenges.

⇒ Be able to speak in groups after hearing & understanding them.

⇒ Form teams and adjust according to the emotions & feelings of group (without illitreating the other team) & begin the activities.

⇒ To express any social & historical event through a play.

7. Experiment, construct hypothesis & check, reconstruct & understand the reactions.

⇒ To experiment on activities based on arithmetic evaluation & find conclusions.

⇒ Evaluation, Identification & conclusions.

8. Learn to Study & Construct Pictures & Maps.

⇒ To learn from Pictures. To form relations and organise them in series.

⇒ Construct Pictures for reference.

⇒ To look at Maps and understanding of Symbols & to identify signs & symbols.

With Best wishes,

Director
SCERT
Chhattisgarh, Raipur

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Chapter - 1

MY DOLLY

Brown are my dolly's eyes

Fair are my dolly's cheeks.

Her flexible legs move side to side

Colourful hands and Forehead wide.

Her little lips red and sweet

Shining stars on her apron neat

Rolling and squatting on the floor

Don’t hurt her less or more.

For her long nose do I care

And up to her ears her flowing hair

With the long skirt she wears down her waist

My dolly looks the prettiest !

1. Name the different parts of the doll mentioned in the poem ‘My dolly?’

1..... 5.....

2..... 6.....

3..... 7.....

4..... 8.....

2. Can you tell some other parts of our body? Name them.

1..... 5.....

2..... 6.....

3..... 7.....

4..... 8.....

3. Don't you do a lot of things from morning till night? Lets make a list of all what you do throughout the day.

1..... 5.....
2..... 6.....
3..... 7.....
4..... 8.....

4.For doing the above mentioned tasks, you must be using the different parts of your body. In the table given below list the part of the body used for doing each task.

S.No.	Task done	that takes part of body do the task.
1	Waking	By the help of legs
2	.....	.....
3	.....	.....
4	.....	.....
5	.....	.....

Our body is made up of different parts. Each part of our body has an important role to play because each part helps us perform different tasks. Ask your friend to tie one hand of yours and then try to do the following actions. Put a (✓) tick in the column 'Could do and a (X) cross if couldn't do:-

S.No.	Function	Could do	Couldn't do
1.	Click the fingers		
2.	To Lock		
3.	Clap		
4.	Write		
5.	Make a plait		

There are certain tasks which can be done with the help of more than one part of the body. Write two action words which can be done with the help of both the hands and the legs.

.....

.....

What have we learnt?

To be taken up orally

1. Name the parts of our body which are two in number?
2. Which parts of the body do Tailor, Singer and Teacher use when they work.

Written Task

1. What difficulties would you face if you do not have tongue and hands.
2. In the words given below, circle the odd one out and name the part of the body which performs that action :-

1.	Eating, drinking, speaking, (walking)	.....legs.....
2.	Walking, hearing, running, jumping	.....
3.	Catching, writing, running, touching	.....
4.	Crying, chewing, seeing, staring	.....
5.	Hard, soft, hot, seeing.	.....

Let's look around

1. Find out which parts of our body are used while swimming.

Chapter - 2

DIFERENT BUT STILL ALIKE

We all have legs, hands, mouth, nose etc. but still we look different from each other. We recognize by merely looking at each other. Though alike, how are we still different from each other. Let's find out - Keep your right hand palm on the empty space provided below and draw its picture. Repeat the same for your left hand palm.

Match the picture of your palm with the picture of your friend's palm and find out :-

1. If both the palms are alike? .....
2. Whose palm is bigger? .....
3. Do the lines on your palm match with lines on your friend's palm? .....
4. Whose fingers are smaller? .....

Now, with the help of a pencil or a chalk, sketch the outlines of your right foot. Place your friend's right foot on the sketch. Now sketch your friend's foot as well and see :-

1. Does your foot match with that of your friends? .....
2. Whose foot is longer? .....

Observe the faces of both your friends carefully :-

1. Are both the faces alike? .....

Observe the faces of remaining children of your class :-

1. Who all have round faces? .....
2. Who all have long faces? .....

Write the name of the tallest and shortest child in your class:

1. Who is tallest? .....
2. Who is shortest? .....

Despite similarity in the parts of our body, we still look different from each other in appearance.

There is something special in each one of us which help us identify each other. Your friends too must be having something special in them which helps you identify them. In the space given below write what you think is special in 3 of your friends.Match the picture of your palm with the picture of your friend's palm and find out :-

Name of your friends

1 ..... 2 ..... 3 .....

First Friend .....

.....

Second Friend .....

.....

Third Friend .....

.....

What have we learnt?

To be taken up orally

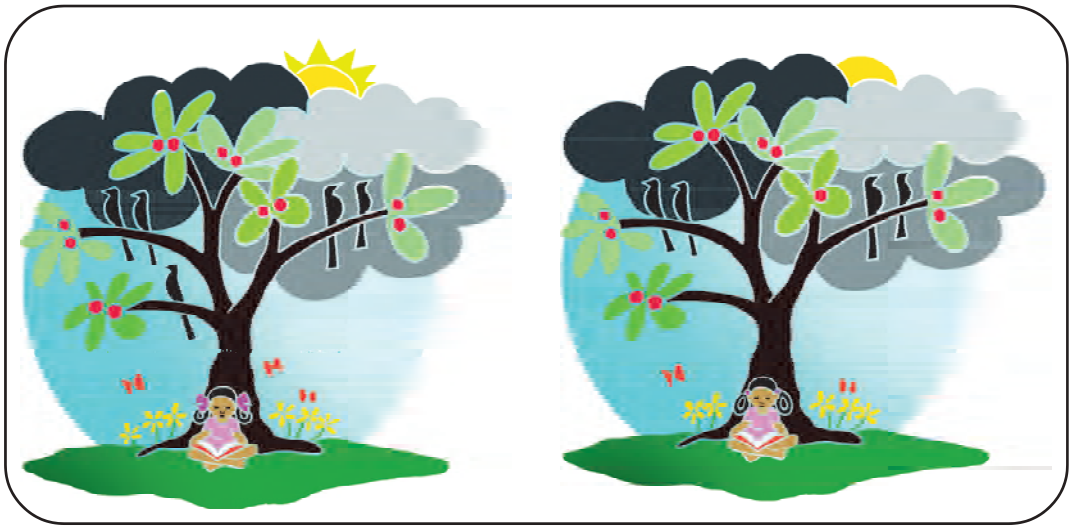
1. How many fingers & thumbs are there in your hands?
2. Write down two names of boys and two names of girls with long and round faces? Identify two students from your class with a long face and two students with a round face.

Written task

1. Name four boys/girls of your class who are taller than you.
2. Write names of four friends who are shorter than you.
3. Find out boys and girls of your height in your class. Observe the difference on the basis (colour, fat, thin voice, hair, girl, boy)

Let's look around

Here are two identical pictures. Observe carefully and find the difference between them.



Chapter - 3

OUR FAMILY

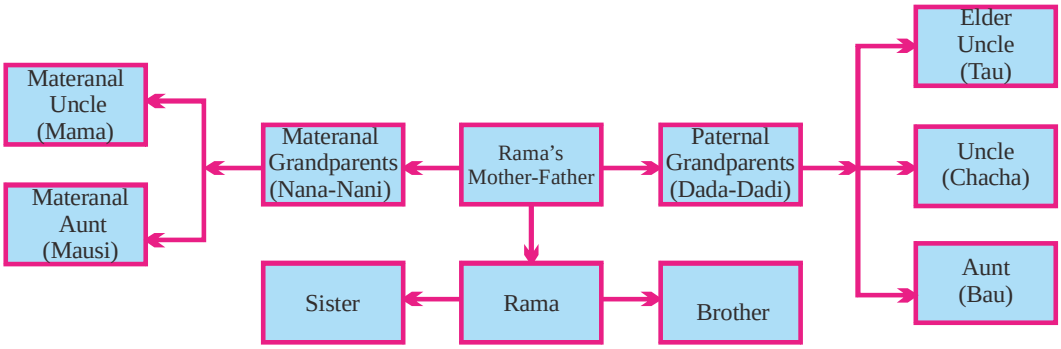
This picture is of a family. Are all the families similar to this one? In this family there is a father, a mother and their children. Come we will know of some other families.

Rama lives in Kanker. She lives with her mother, father, paternal grandfather and grandmother (Dada-Dadi), paternal elder & younger uncles (Tau-Chacha) a paternal aunt (Bua) and her brother. Food for everyone is made together in the kitchen below. All try to be together at the time of eating food.

Rama's mother teaches all the children in the evening. All the other works in the house is done, jointly by all the members of the family. Recently it was Rama's younger uncle's marriage and a new member was added to Rama's family as her aunt (Chachi). Next month it is Rama's paternal aunt's marriage and then she will go to her in-laws house, Rama's brother has got a job in Pune, so next month he will go to live there.

Laxmi lives with her mother and her maternal grandfather and grandmother (Nana-Nani)in Mahasamund. Her mother's name is Meenakshi. Meenakshi has not married. She has adopted Laxmi. Meenakshi is a teacher. When she goes to school Laxmi is looked after by her grandfather and grandmother. It is they who give her food and help her in her studies. Sometimes Laxmi's maternal uncle's (Mama) children and Laxmi'smaternal aunts (Mausi) children come to their house. All of them play together and help each other.

Now you must have come to know what a family is. And all families are not same but different. Here the family of Rama is shown through a family tree.



Come on now make your own family tree in your copy. You can take help of your elders.

Read the following sentences and put a tick Mark (?) on the right sentence.

- Usally members of a family looks similar to one another.
- Members of a family love each other.
- Any birth or a marriage in a family is becoming a member of that family.
- Children and old people are cared in a family.
- Even if there is any quarrel in the family there is love remains.

1. Who all are there in your family?Write their names and write what is your relation to them.

Name	Relation	Name	Relation
Rashi	Sister		

2. Write the qualities of the members of your family

S.N.	Member	Qualities
1	Mother	Can do all type of work on a computer
2		

3. All members of a family work together. How do you help the member of your family in this work? Write it.

_____

_____

4. Do all the members in your family eat together? If no why?

_____

_____

5. Who eats in the end in your family?

_____

_____

6. Who does not help in preparation of food and why?

_____

_____

7. We learn many things from our family. Nandani learnt to ride the bicycle from her paternal uncle. You also must have learnt many things from your family from whom and what? Have you taught anything to anyone in your family?

_____

_____

8. Given below are some points. Think and write about them for example.

When I am sad, I go to my ……..for comfort. When I have done some mistake I go to ……

I inform …….. about my happy moments. Try similar sentences in your copy.

9. Rama reads the newspaper loudly for her paternal grandparants. How do you help the elders in your family.

What have we learnt?

Oral

1. How do you help the younger members of your family?
2. Does your family do any business or work if yes then what?
3. How do you help in this work?

Written

1. Find the relation from the puzzle and encircle them.
   father, mother, brother, sister, uncle, aunt

B	W	C	D	F	G	H	B
F	X	M	O	T	H	E	R
A	U	N	T	L	N	P	O
T	N	B	I	L	N	O	T
H	C	S	V	M	N	S	H
E	L	T	H	U	X	T	E
R	E	S	I	S	T	E	R

2. Are there any customs in your family/ If yes , what are they?
3. Does anyone in your family have any special habit? For example - laughing loudly, telling jokes etc.

Let's look around

How do changes come in a family? Find out from your neighbours and discuss about it in your class. Write the main points in your copy.

Chapter - 4

DIFFERENT TYPES OF ORGANISMS

Different kinds of creatures live around us. While playing or while coming or going to school you must have seen a number of creatures. Come, let's write their names.

....

....

....

How do they move from one place to another? Write their names in the correct column.

S.No.	Swimming	Walking	Flying	Hopping	Crawling
1.					
2.					
3.					
4.					
5.					
6.					
7.					

All creatures have a different structure and different eating habits. Try to fill the table given below. If you are unable to fill, take the help of your teacher.

Name	Number of legs	Food
Butterfly	6	nectar from flowers
Frog		
Bird		
Lizard		
Cow		
Grasshopper		

Butterfly, Butterfly.
With colourful wings
Flying from flower to flower
In Fascinated Swings

Write a poem of your choice on any living creature

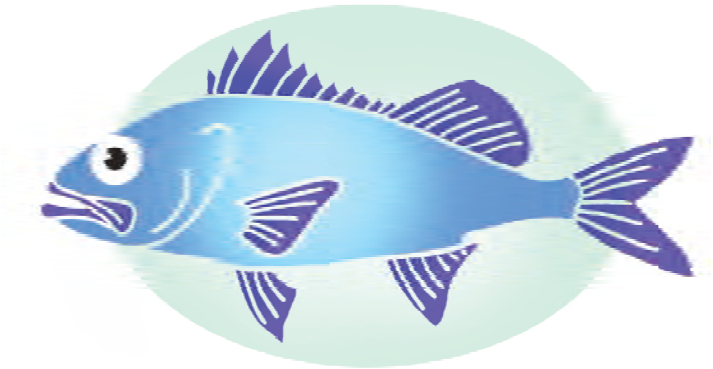
Find and stick the picture related to it

.....

.....

.....

The front and the back part of body of a fish are pointed, but is broad in the middle. The shape of its body, fins and tail help it to swim.



You must have seen many creatures.

Write four sentences about any one of them:-

.....

.....

.....

.....

All creatures have a different structure. Some have horns & some haven't. Some have ears, some haven't.

In the table given below write the names of animals having the following body parts.

Parts	Name of creatures.
Feet	
Trunk	
Tail	
Beak	
Wings	
Legs	
Horns	

Name two creatures with no legs .....

1. Write the names of the animals against the sounds they make.

Sound	Name of animals
Mew-Mew	
Kau-Kau	
Chi-Chi	
Bow-Bow	
Kukudu-Koo	

What have we learnt?

To be taken up orally

Name them:

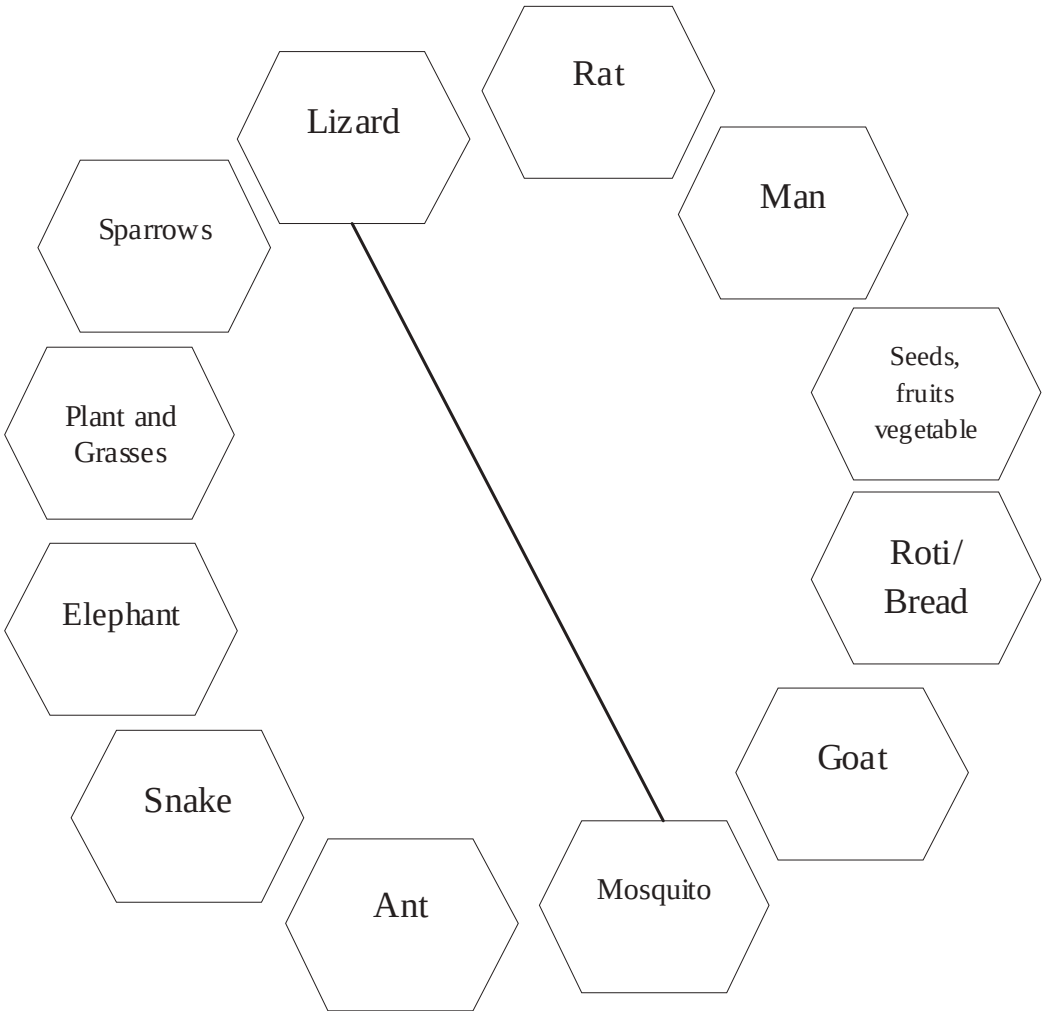
1. Any two creatures who swim.
2. Any two creatures who fly.
3. Any two creatures who hop.

Written task

1. What kind of body does a fish have?
2. What does a bird do with its beak?

Match the following :

1.	Elephant	Red beak
2.	Camel	crown
3.	Parrot	hump
4.	Cock	Trunk



Let's look around

Make a list of the following creatures:-

1. One who lays eggs.
2. One who gives birth to its young ones

Chapter - 5

TOYS OF PAPPU DEAR

Toys are many of Pappu dear
Elephants, Camels and Deers
Doll, dame, bear, monkey,
Good, beautiful and very coy.
Went to a Zoo one day
Saw elephants, bears, monkey
Seeing them made him dizzy
Came home with much a worry.
Seeing the toys lying still
Thought, them to be very small
Into his mind came a thought
What if the toys would start to walk
Now what to do? Full of fear
All sat silently together
May be the elephant would stand.
Or the camel would take the stand
Time went on and on
But nobody took a turn.
Now fear left Pappu,
Made him bold and bravo
He took them all in hand
Boxed their ears.

1. Make a list of Pappu's Toys.

1.....	4.....
2.....	5.....
3.....	6.....

2. What did Pappu's see in the zoo?

....

Put a (✓) correct against those toys of Pappu's that can do work and a ( ) cross against those that can't.

1.	Increase in size	( )
2.	Can walk by themselves	( )
3.	Can eat food	( )
4.	Can breathe	( )
5.	Can talk	( )

What all have you observed the animals doing around you?

S.No.	Names	What was the animal doing?
1.		
2.		
3.		
4.		
5.		
6.		

Monkey, Elephant, Cow, Buffalo, Neem Tree, Tomato Plant etc. all have life.

Given below are the names of some living and non living things. Put each word under the correct heading given in the table below:

(House, hen, cow, chair, stone, rabbit, car, small baby, rose plant, pencil, lion, bag, tree, pen, monkey, parrot, buffalo, boat)

S.No.	Living	S.No.	Non Living
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

What have we learnt?

To be taken up orally

1. Give two differences between plants and animals?
2. State two differences to show how toy animals are different from living animals.

Written task

Pick the odd word out and write in the box against it:-

1. shoe, purse, pencil, cat, cot .....
   (Who speaks among them?)
2. crow, peacock, trees, parrot .....
   (Who stands at one place only?)
3. tree, copy, donkey panther .....
   (Who does not grow tall?)

Let's look around

1. Cut and paste pictures of five living and five non living objects on a chart.
2. Find out from your elder if there was any plant/tree which was there during their childhood but is not found now.

Chapter - 6

WINTER, SUMMER AND RAIN

Sometimes it is too hot to go out of the house, where as at times it's too cold that the whole body shivers. When it rains, everything gets wet.

Which season do you like the most - Summer / Winter / Rainy days.....

why do you like it .....

Certain things of our routine life changes in the rainy season. People carry umbrellas and raincoats with them. Most of the things are done in this season like sowing of seeds and planting new trees.

1. What important thing can you see in the picture of the rain.

.....

.....

2. What all happens in your house during the rainy season?

.....

.....

.....

.....

3. What all happens in your village during these days?

.....

.....

.....

.....

4. How does your colony or village look like in the rainy season?. Make a sketch of it in your copy.

.....

.....

.....

Look at the given picture carefully and write about it in the next page.

picture 01 picture 02 picture 03

1. What is happening in picture 1? Which season is described in the picture?

.....

.....

.....

2. What is happening in picture 2? Which season is described in this picture?

.....

.....

.....

3. What is happening in picture 3? Which season is described in this picture?

.....

.....

.....

Seasonal Fruits and Vegetables

Some fruits grow only in the winters. Whereas some in summers and some in the rainy season. In same way different vegetables are grown in different seasons. match these fruits and vegetables according to season in the table given below. Apart from these, write the names of some more fruits and vegetables you know :

S.No.	Summer Season	Rainy Season	Winter Season	All Season
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Some other things

Rehana and Neeta composed a poem which is as follows-

When the rains bring water
The earth looks green
Fields Full of paddy
Have the Farmers Seen!
Grain at the barn
With the festival of lights.
Fresh leafy vegetables
On Chill days and nights.
Bonefire and sweaters for the cold
colours and songs for all young and old.
then comes the hot summer sun
Day without water can give no fun.

1. What has been said about the various seasons- Winter, Summers & Rains in the poem? Write them in your own words:-

   Rainy Season .....

   Winter Season .....

   Summer Season .....

2. Discuss with your friends about Winter, Summer, Rainy season and write in our own words something more about it.

   .....

   .....

   .....

What have we learnt?

To be taken up orally

1. In which season do you use umbrella?
2. In summer season what do you like to eat?
3. In which season is the wheat grown?

Written task

In which season do the following take place? Fill in the name of the season in the space provided :-

1. The croaking of toads .....
2. Wearing of thin clothes .....
3. Sowing of paddy .....
4. Eating carrots/ rose apple .....
5. It becomes green all over .....
6. Wear Sweaters .....
7. Drink cold drinks & squash .....
8. Taking sun bath .....
9. Eat mangoes .....
10. Use quilt .....

Let's look around

1. Make a chart of the festivals celebrated in different seasons- Summer, Winter, Rainy Season.
2. In rainy season you along with your friends plant some trees in your school campus, surrounding of your house and look after them.
3. In Rita's house to preserve food items for a long time is done in form of frying, salting and pickling.
   Find out what are the methods of preservation of food items which are used in your neighbourhood. Discuss about it in your class.

Chapter - 7

HOW IS IT MADE?

You use several things while studying and playing. Write down their names in the list given below :-

S.No.	Things used while studying	Things used while playing
1.		
2.		
3.		
4.		
5.		

Do you know what these things are made of ? Like the pencil is made of wood & lead. Book is made of paper. In the same way think of some other things and what are they made of?

Discuss with your classmates & your teachers & fill in the table given below-

S.No.	Name of things	What is it made of?
1.	Pencil	wood, lead (graphite's)
2.		
3.		
4.		
5.		
6.		
7.		
8.		

DO THIS ASLO -

Look at the pictures given below and fill in the table given on the next page

S.No.	Things made of Wood	Things made of Metal	Things made of Plastic	Things made of Paper
1.				
2.				
3.				
4.				
5.				

Kitchen Wares

We use different utensils to keep and serve edible things. Write the names of such utensils in the space given below-

Drinking utensils		Cooking utensils	
1.	.....	2.	.....
3.	.....	4.	.....
5.	.....	6.	.....
7.	.....	8.	.....

9. ..... 10. .....
11. ..... 12. .....
13. ..... 14. .....

What are they made of? There are many things around us which are made up of more than one thing. The names of such items are there in the next list which are made up of more than one thing. Fill in their names in the list-

	Name	Raw Material
1.	Bullock cart	
2.	House	
3.	Road	

From the Nature

There are several things we use everyday which we get directly from nature. We use them as they are. Besides, there are many things which we don't get directly from nature like pencils, chairs, bowls etc. Write the names of things which we get directly from nature and what we don't. List them in the space given below:-

From nature	Man Made
1. Soil	1. Pencil
2.	2.
3.	3.
4.	4.
5.	5.

Besides eatables, we get air, water, soil, living organisms, minerals & fuel etc. from nature. We call them **natural resources**.

What have we learnt?

To be taken up orally

1. What would happen if there were no plants, trees, air or water?
2. Coal was initially used for running train engines. Why is it no longer used.

Written task

1. What do we get from trees & plants?
2. List the sources from where fibre is obtained. Ask your teacher and find out.
3. What are the different means of transport?
4. What all do we get from under the ground?

Given below are the names of some natural resources. What is their importance in our daily life?

AIR

1 .....

2 .....

WATER

1 .....

2 .....

SOIL

1 .....

2 .....

LIVING ORGANISMS

1 .....

2 .....

Let's look around

1. Collect the things we get from nature around us and decorate the class with them.

Chapter - 8

GARDEN

You must have seen many plants & trees around your house, village or a garden. Write the names of plants & trees that you see around you. If you don't know their names, ask and write -

1..... 5.....
2..... 6.....
3..... 7.....
4..... 8.....

Choose from the list given below-

1. Two trees which are too tall. .....
2. Two plants or trees which give fruits. .....

3. Two plants or trees which have large leaves. .....

4. Two plants or trees which have thorns. .....

Think and Write

1. How are the plants and trees useful to us?

1..... 3.....

2..... 4.....

We get pure air from plants and trees. We also get leaves, fruits, flowers, medicines, wood, shelter and other useful things from them. Many birds insects and animals feed on their leaves. Some of them live on trees.

Write five names of such insects who eat the leaves, flowers and fruits of plants and trees.

.....

.....

Name two animals which live on plants and trees?

.....

.....

Find out

Write the names of any three flowers and three leaves whose smell you like.

Name of flowers	Name of leaves

Observe the barks of the plants and trees around you and fill in the table given below.

	Typses of bark	Name of tree
1.	Smooth barked tree	
2.	Rough barked tree	
3.	Thick barked tree	
4.	Thin barked tree	
5.	Brown coloured tree	
6.	black coloured bark	

Plants and trees are very useful to us and it is our responsibility to protect them? Look at the trees around you. Find out from the people in your village, who planted the trees and how do they take care of these plants and trees. Write

.....

.....

.....

.....

Come let's plant trees and protect them.
Save them from being cut.
Spread Greenery.

What have we learnt?

To be taken up orally

1. Name two plants whose green leaves are eaten by us?
2. Write two uses of Neem tree?
3. Name two flowering plants.

Written task

1. Write four uses of trees?
2. How are plants and trees useful to animals birds and insects?

Let's look around

1. Develop a garden along with your friends in your school campus and take care of it.
2. Draw a picture of a tree and colour it.

Chapter - 9

SOIL

There is soil all around us. Plants, trees & crops are grown in soil. Different types of utensils are also made from soil. Come, let's discover some more things about soil.

Tell -

1. What is a pot made of?
2. What is a brick made of?
3. Which materials are used to build a Kachcha house?

Let's see how are they made -

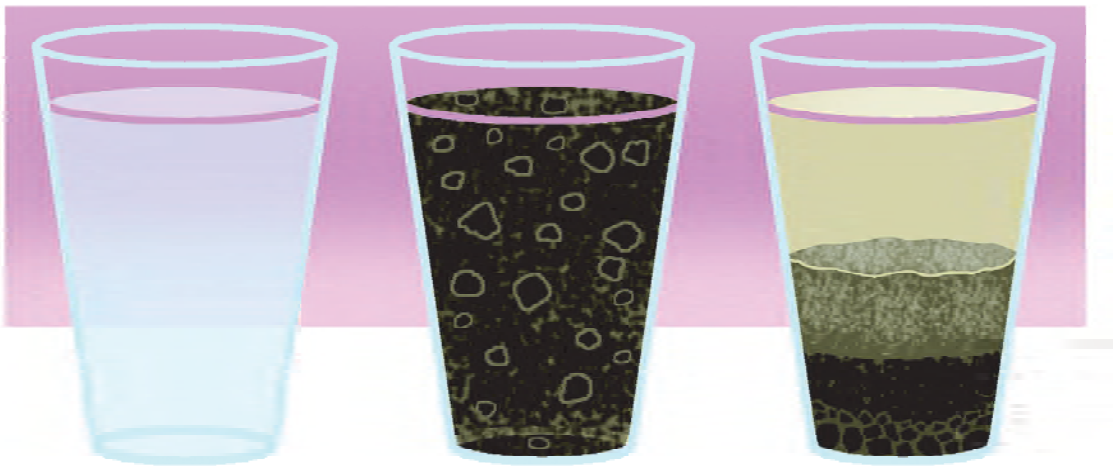
Are the soils of the same kind?

To find out do one thing -

Form separate groups and go to any pond, field, orchard, ground, river or a road with your teacher. Take two-three polythene bags along with you and collect samples of different types of soil. Then separate and identify the different colours and characteristics of each soil in your class & fill in the table below-

Place	How you feel			Colour of the Soil
	Rough	Smooth	Sandy	
Field/Orchard				
Ground				
Pond				
River				
Road				

Come let's experiment and see-



Take a transparent glass. Fill it with 3/4 water. Now put the soil samples in the glass with water. After sometime (approx 20 min) see and tell what happens.

1. How many layers of soil can you see in the glass?
2. What is the shape of the particles of soil in the lowest layer?
3. What is the colour of water now?

From this experiment we come to know that soil is made up of many layers.

Many small creatures are found in soil. Do you know the names of insects found in soil? Write their names.

1..... 3.....

2..... 4.....

Let's do and see-

1. Take some dry soil on a paper and blow it softly. What happens?

   .....

   .....

2. Put some soil on the ground and pour a glass of water what happens?

   .....

   .....

The wind blows the upper layer of the soil. The flow of water also carries away the topmost layer of the soil. By planting trees and plants we protect the soil from blowing & flowing away.

We use some articles made of clay in certain festivals. Write the names of such items in the given table-

S.No.	Names of festivals	Items made of clay
1.	Diwali	
2.	Pola	
3.	Akshya Tritya	
4.	Navratri	

Now divide yourself into equal number of groups and make some clay toys. Fill their names in the table below-

S.No.	Names of Toys	S.No.	Names of Toys
1.		5.	
2.		6.	
3.		7.	
4.		8.	

It takes many years to form soil.
So we must protect soil.

What have we learnt?

To be taken up orally

1. Name the clay utensils made by a potter.
2. Name the creatures that make their home in soil.
3. Name the clay toys made in Pola.

Written task

1. Write the uses of soil?
2. Which clay items are used in the festival of Deepawali? Give two names.
3. Make pairs -

Earthen Pots	Red Soil
Murum	Soil
Deepavali	Potter
Earthworm	Earthen lamps

Let's look around

1. Make two earthen toys and colour them.
2. Name the clay items that you see in your house.

Chapter - 10

AIR

Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling
The wind is passing through
Who has seen the wind?
Neither you nor I;
But when the trees bow down their heads
The wind is passing by

Christina Rossetti

We feel the blowing of breeze when all the things move around us. Write three things by which we can feel the blowing of air-

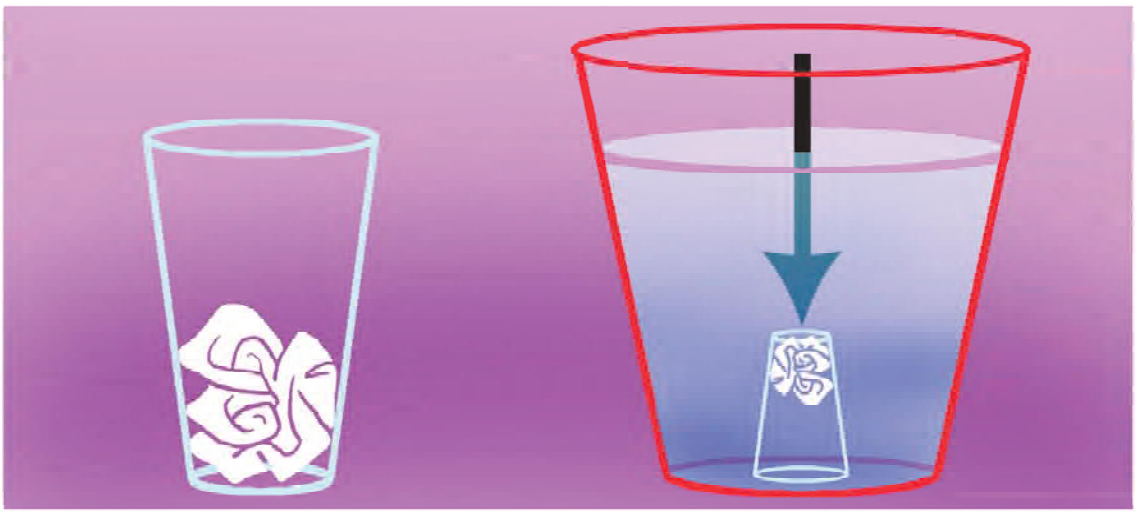
1.....

2.....

3.....

Let's conduct an experiment on Air-

Take an empty glass. Insert a piece of crumpled paper in it in such a way that when the glass is inverted the paper does not fall down.



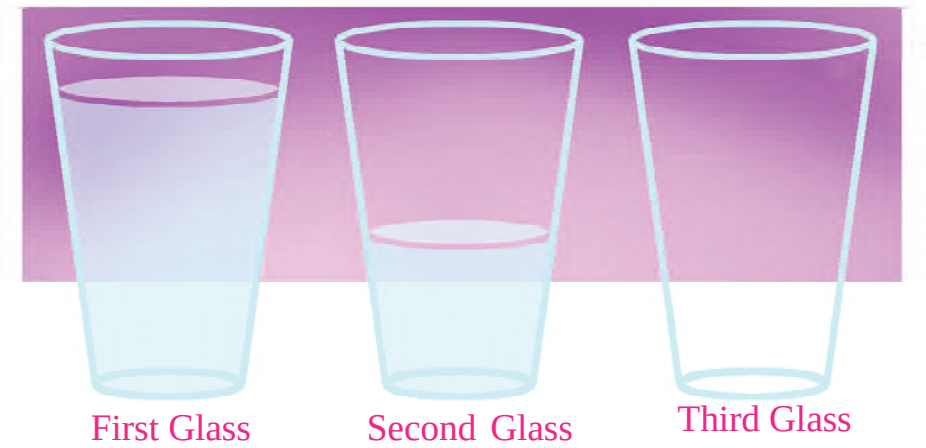
Invert the glass and dip it in a bucket full of water. Take out the glass in the same position and now touch the paper & see if the paper is dry or soaked in water.

Let's understand this with another experiment-

Put the inverted glass in a bucket filled with water. Observe the glass. It must not turn up. Now straighten the glass slowly in the bucket what happens?

1. What comes out of the glass?
2. Whose bubbles were coming up from an empty glass.

The air is present every where. What we see as empty is actually not empty. They also contain air.

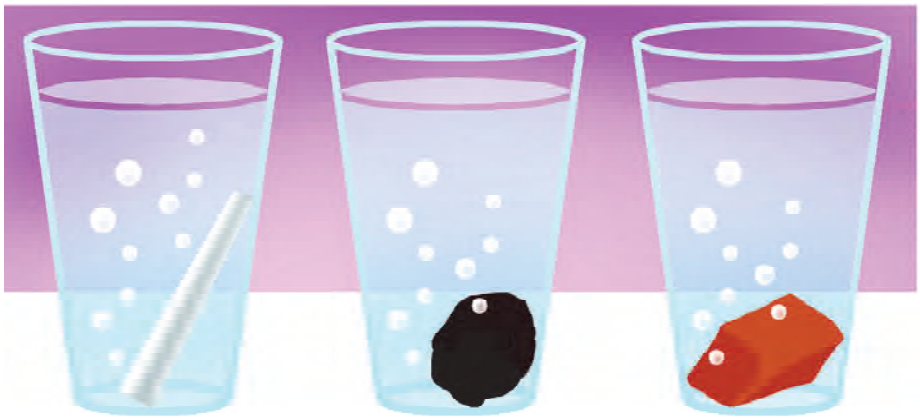


On the basis of evaluation of three glasses fill in the table below-

S.No.	Glass	How is it
1.	First Glass	
2.	Second Glass	
3.	Third Glass	

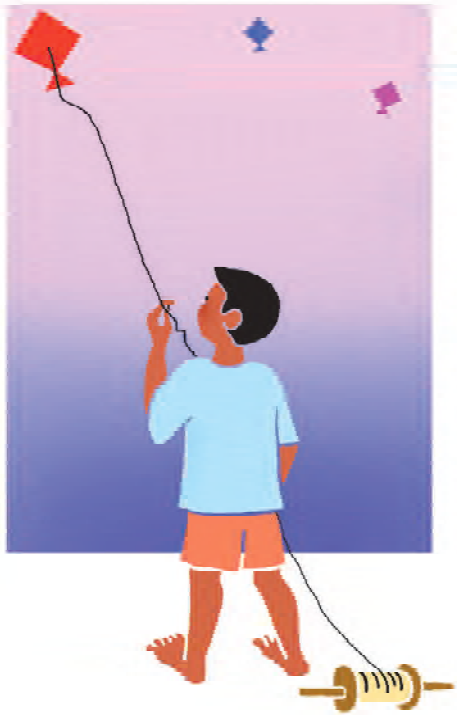
Some things like clay, chalk etc. also have air in them. Let's find out.

Put a piece of chalk in a glass full of water. What is coming out of the chalk?



When the chalk is put in water the air comes out of the chalk in the form of bubbles. Now repeat this experiment with a mud cake and a brick.

Look at the pictures and tell what does the air do?



1..... 2.....

3..... 4.....

Write the other uses of air apart from all these uses -

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

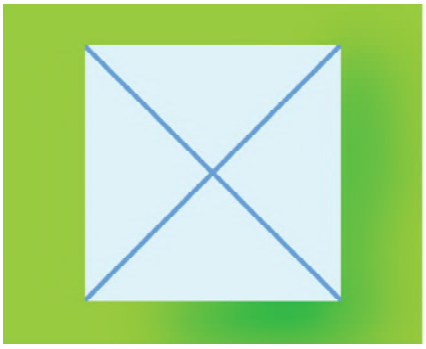
8 .....

9 .....

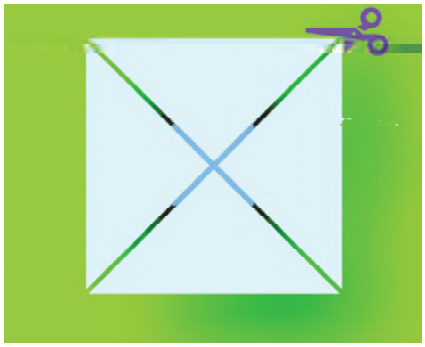
10 .....

A paper top

1. Take a square page to make a paper fan. Join the two corners of paper facing each other. Fold and mark. Open the paper now.

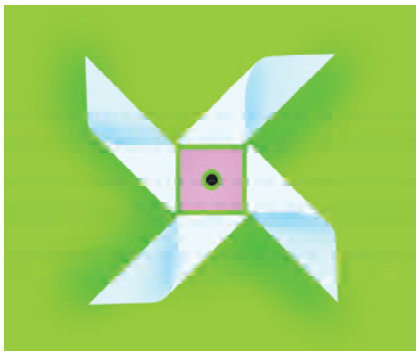


2. Cut each corner with a distance of two fingers from the middle point.

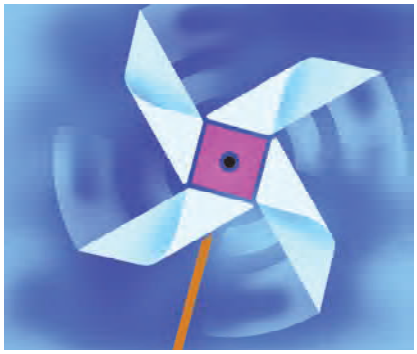


3. After cutting there will be eight corners altogether. Leaving one corner, hold every alternate corner and place it at the centre of the paper.

4. To keep the corners intact put a thick piece of paper on top & botton and pin with an alpin.



5. Insert the pointed edge of the alpin in a stick and hold the fan in the opposite direction of the breeze. See, is the fan moving?



What have we learnt?

To be taken up orally

1. What do we breathe in?
2. How do we feel air?
3. What is filled in the balloon?

Written task

1. If there is no air what will happen?
2. How will you know that there is air in an empty vessel?
3. Fill in the blanks with the words given below-

   see, whistle, air

1. Man breathes in _____.
2. To _____ we use air.
3. We can't _____ air.

Let's look around

Make a list of things or toys which move or produce sound by air.

Chapter - 11

WATER

Look at the picture above and answer the following:

Name the different animals seen in water.

1..... 4.....

2..... 5.....

3..... 6.....

Name the animals seen on the land?

1..... 4.....

2..... 5.....

Can they all live without water?

Ans. .....

.....

Some living organisms live in water and some outside water. But water is necessary for all living things.

1. Where does the water come from in your house or where do you bring water from?

Ans. .....

.....

.....

.....

2. Apart from using water for drinking, there are many other uses of water. From where do you get water for different uses?

Write down -

	Uses of water	Sources of water
1.	----------	----------
2.	----------	----------
3.	----------	----------
4.	----------	----------
5.	----------	----------

What have we learnt?

To be taken up orally

1. Apart from human beings, who all use water?
2. If we don't get water what will happen?
3. What are the different uses of water in the kitchen?

Written task

1. Write two uses of water?
2. Write the names of different sources of water in your village / town.
3. What kind of drinking water-container should we have ?

Fill in the blanks

1. Always keep the drinking water ..... (covered, open)
2. ..... is the source of drinking water (pond, tap)
3. The farmers water the farm through a ..... (Tube well, Hand pump)

Let's look around

1. In groups mime the various uses of water. For eg. filling water from wells, ponds and taps, washing clothes, bathing etc..
2. Find out the dirtiness near the source of water in your neighbourhood. What steps would you do to clear them?
3. What steps can we take to reduce the misuse of water?

Chapter - 12

COME LET'S SEE THE SUN, MOON & THE EARTH

We can see the sun over our head in the afternoon. We can see it near the horizon in the morning. The same way it can be seen on the opposite side in the evening.

For a few days watch the Sun in the morning, afternoon and evening. Find out the direction of the sun in the morning. Is it behind your house? Or is it in front of your house? Is it on the right side of the house or is it on the left side of the house? Observe it for 7 days continuously and complete the table-

Morning Time

Day	In front of the house	Behind the house	On the left Side of the house	Right Side of the house
First				
Second				
Third				
Fourth				
Fifth				
Sixth				
Seventh				

Have you seen the Sun everyday on the same side of your house every morning? Or have you seen it sometimes on the right & sometimes on the left side of your house.

.....

On which side of your house did you see the Sun in the evening? Fill in the table given below-

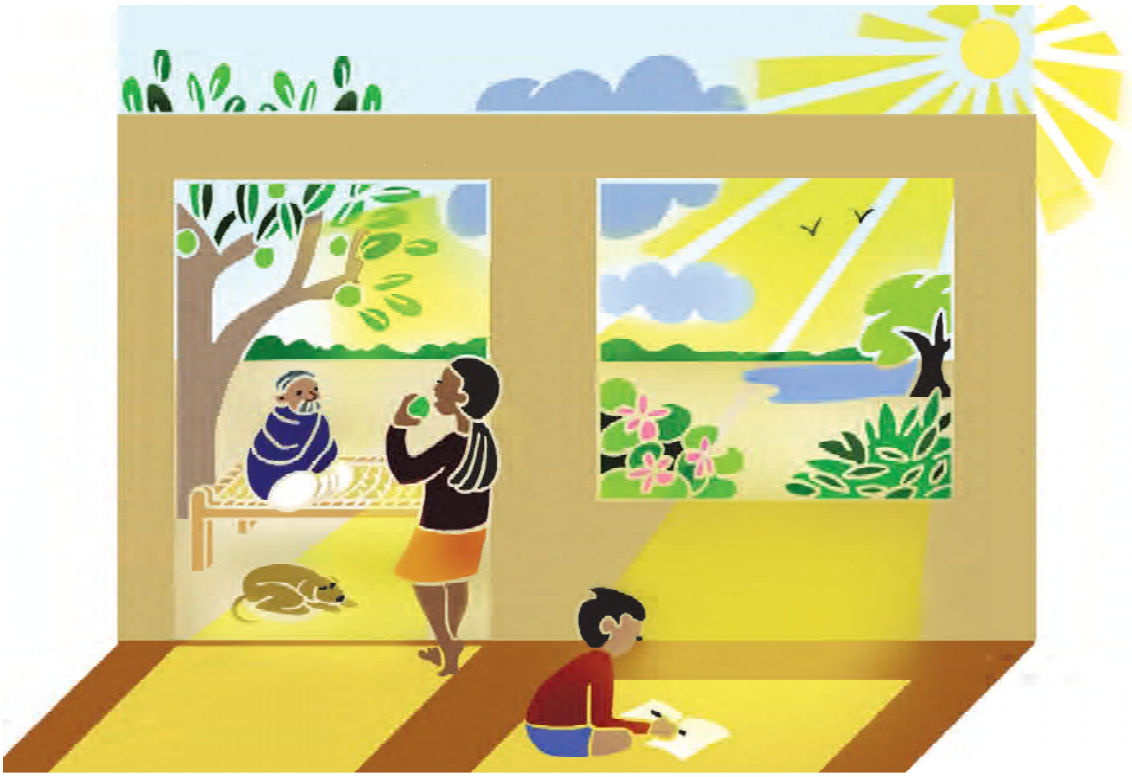
Evening Time

Day	In front of the house	Behind the house	On the left Side of the house	Right Side of the house
First				
Second				
Third				
Fourth				
Fifth				
Sixth				
Seventh				

Every evening, was the Sun on the same side of the house? Or have you seen it on the right or the left side of the house? Everyday we see the sun rising in the east and setting in the west. We feel, that the Sun moves from the east in the morning and in the evening it sets in the west.

Often everyone says “Life is not possible without the Sun” can you tell, why is it so? Find out, discuss and write how is the sun important/necessary for our life.

The plants- trees, animals, birds around us can't live without the sun. That is why sun is very important for our life.



What do we get from the Sun?

.....

.....

.....

.....

About the Moon

The moon shines at night in the sky. Everybody likes its light and beauty. The full moon attracts everyone. It is frequently mentioned in the poems & lullabys. You must have seen the moon several times. Does the moon always have the same shape?

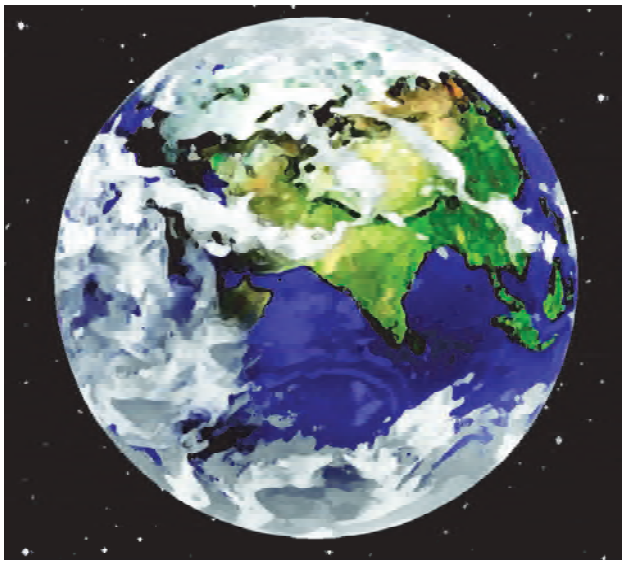
Observe the moon for 7 days. Observe the difference in the shape of the moon everyday & sketch it accordingly-

No. of Days	Shapes of the Moon
First	
Second	
Third	
Fourth	
Fifth	
Sixth	
Seventh	

Discuss with your teacher, the changing shapes of the Moon.

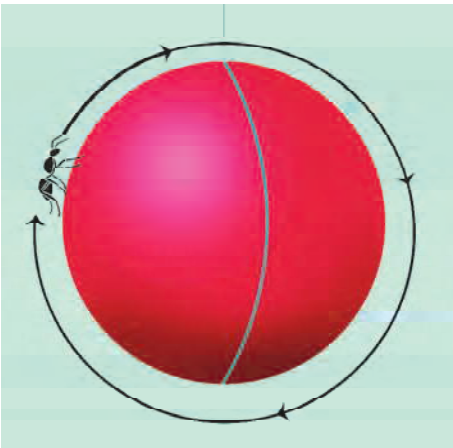
Shape of the sun, the moon and the earth-

Actually the sun is much bigger than the moon. For example if the sun is a football then the moon is the head point of the Alpin. Secondly, they both are round like a ball. But when we look up in the sky we see only their front sides.



Have you ever thought about the shape of our earth? Is it a big ground which has everything-

The Earth seems to be a big ground which has no end. It has rivers, ponds, mountains, lakes etc. But is it right? If it is a ground then it must have an end? Long time back people believed that the earth was flat. Do you also think so? There are some stories related to the horizon of the earth. Then slowly it dawned in the minds of the people that the earth is round. How it was understood is a different story. Now we have pictures of the space & the earth, taken through cameras which prove that the earth is round.



The Earth is big and round. From the earth we can't see the round shape of the earth. Some things can be said about the shape of the earth. They are- If a man starts walking straight in the direction of the nose then he would ultimately reach the same point from where he had started. It is not so simple. While walking straight you might come across many rivers, mountains, valleys etc. But if anyone dares to do so then he would experience this only.

Eg., If an ant is left on the ball hanging down it will walk in a straight direction and would reach, the same point from where it had started walking. If possible try it in your class.

What have we learnt?

To be taken up orally

1. How does the shape & colour of the sun appear at the time of sunset.
2. When is the full moon day?

Written task

1. Why does the sun appear small to us?
2. What is the shape of the earth?

Fill in the blanks -

1. We get ..... and ..... from the sun.
2. We don't see one shape of the ..... every time.
3. Earth is smaller than the ..... but is bigger than the .....
4. We see the sun rising in the .....and setting in the .....

Let's look around

Make a picture of the rising sun from behind the mountain & river and colour it.

Chapter - 13

TYPES OF HOUSES

When we go to any village or town, we see different types of houses. Some are big, some are small. Some are tall and some are less tall. Some are Pucca houses and some are kaccha. Your village or town must be having many types of houses. Find out what kind of houses are there in your village?

1. .....
2. .....
3. .....
4. .....
5. .....

Have you ever thought of the kind of problems, you would face, if there were no houses? Write

1. .....
2. .....
3. .....
4. .....
5. .....

Now tell something about your house-

1. How many rooms are there in your house?

Ans. .....

2. What are the walls made of?

Ans. .....

3. What is the ceiling made of?

Ans. .....

4. What is the colour of the walls of your house?

Ans. .....

Describe a house different from your house? Write how many rooms are there? What are the walls made of? What is the ceiling and floor made of?

.....

.....

.....

.....

.....

Find out and Write

Ask your grandparents or anyone of their age, about their houses when they were a child. Ask these questions -

" Where did they live?

" Their houses were made of what things?

" Did their house have toilet?

" Where was food prepared in their house?

What have we learnt?

To be taken up orally

1. Name four things which are used to make a Pucca house?
2. What is the ceiling made of in a kaccha house?

Written task

1. How many types of houses are there? Name them.
2. What does a house protect us from?
3. Collect pictures of different types of house or try to draw a picture of them. Make a beautiful chart of these pictures. Look at the picture and compare the house.

Let's look around

1. Give name of the places where different kinds of insects, birds and animals live. Describe them.

2. What are the names of homes of different animals? Collect the information then describe.

Chapter - 14

DIFFERENT KINDS OF CLOTHES

On the festival of Diwali Raju's family gave clothes to the tailor for stitching. At Chotelal tailor's shop people were awating their turn to get the clothes stiched. The clothes of children, elders & grand father. Chotelal, the tailor had no time. Different designer clothes were hanging in his shop.

The family members of your house must have given different types of clothes for stitching-

1. Your brother ....
2. Your sister ....
3. Your mother ....
4. Your father ....
5. Your grandfather ....

Clothes protect us from cold, heat, rain and dust. They cover our body and make us look beautiful.

Can you tell which kind of clothes are warm & in which season are they worn?

Cotton clothes keep our body cool and absorb our perspiration.

.....
.....
.....
.....

Now tell, why do we wear woollen clothes?

.....
.....
.....
.....

Why do we use a raincoat and an umbrella?

.....
.....
.....
.....

We wear colourful clothes on special occasions.

The clothes, we use are made up of cotton, silk, wool etc. We get wool from the hair of sheep and silk from the cocoons of the silk worms. We should always keep our clothes in a safe place, otherwise the rats or insects might spoil them.

What have we learnt?

To be taken up orally

1. Which clothes do you wear when you come to school?
2. Where do you keep your clothes in your house?

Written task

I. Fill 'yes' or 'no' in the box given below-

i) We wear cotton clothes in Summer. ☐

ii) Cotton clothes keep our body warm. ☐

iii) We use umbrella in Rainy season. ☐

iv) People wear different kinds of clothes in different seasons. ☐

II. Fill in the blanks:- (sheep, coulor, clothes)

i) We wear ..... to protect us from sun, cold and rains.
ii) We get wool from ..... for woollen clothes.
iii) We use ..... to make our clothes appear attractive.

III. Write names of different clothes.

IV. Write the names of different kinds of things made of clothes in your houses.

Let's look around

I. What is the process of colouring clothes? Find out
II. Collect pictures of people wearing different kinds of constumes and stick them in your note book.
III. Make the samples of pyjamas, shirts by cutting them on paper.
IV. Find out from your grandparents or someone of their age about what type of clothes they used to wear in their childhood.

Chapter - 15

CLEANLINESS

There is a lot of crowd in the jungle. In the jungle, a meeting was held in which all the animals came. The lion, the fox, the ox, the bear, the deer, the rabbit etc. had all gathered under the banyan tree. Everyone agreed to have the elephant as their President. The meeting started, everyone presented their problems and solved them collectively. Now it was the turn of the rabbit. He said- "My life has become very difficult. The bear throws away the garbage near my hole. Everyone spits here and there. The monkey throws the banana skin on the way after eating. The water in the pond is also getting dirty. I'll leave the jungle and go away.

The elephant looked at the bear. The bear said fearfully - "All the animals do the same thing, then what mistake have I committed? The elephant said, "Yes, we all have made this mistake." Suddenly a cyclonic wind started blowing and it started raining. The meeting was dismissed & postponed for another day-

What must have been discussed amongst the animals in the next day's meeting? Discuss with your friends. Read the story given in the lesson and tell what all must we remember to keep our surroundings clean?

1. .....
2. .....
3. .....
4. .....
5. .....

Observe your surroundings and mark the correct sentences with a (✓)and the wrong sentences with a (✗).

1. We must throw the garbage in the dustbin ( )
2. Some people spit in the open. Is it right? ( )
3. We must use handkerchief while coughing ( )
4. We must keep our things at their proper places ( )

How can we keep our surroundings neat and clean? Discuss in the class-

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

What difficulties can we face if our surroundings are dirty. Write

1. .....
2. .....
3. .....

Everyone likes a clean house and a clear surrounding. We should follow some good habits to stay clean and healthy. What do the village or colony people do to keep their surroundings neat and clean? Read the sentences given and write 'yes' or 'no' in the brackets given below.

1. Your village or colony has a garbage bin? ( )
2. People throw garbage in the garbagebin. ( )
3. The garbage is filled in pits, dug into the earth and covered with soil. ( )
4. Everyone uses a particular place for toilet. ( )
5. Do the people spit at a particular place? ( )
6. The surrounding places of water resources are cleaned regularly. ( )
7. Are the homes of domestic animals away from your homes? Are they kept neat and clean? ( )
8. Do the people make collective efforts to clean their surroundings. ( )

We are not solely responsible for the cleanliness of our surroundings. We should collectively look after the cleanliness of our surroundings. This will give us a clean & healthy environment.

What have we learnt?

To be taken up orally

1. What are the harms of the untidy house?
   What are the difficulties faced when the garbage is thrown in the open?

Written task

Mark (✓) for the correct answer-

1. What kind of dustbin should be there in your house?
   a) Dustbin without a cover
   b) With a cover.
2. What kind of drains should be used for the outlet of dirty water?
   a) Open drains
   b) Covered drains
3. Where should we spit?
   a) On the walls
   b) In the spitoon?

Match the following-

1.	Fly - Mosquito	1.	Garbage
2.	Pure air	2.	Clean environment
3.	sweeper	3.	Illness
4.	Healthy body	4.	Plants and trees

Answer the following questions-

1. Why should we not wash our clothes and utensils near the well?
2. What difficulties would we face if the surroundings are kept dirty?
3. Read the sentences given below and fill in the given boxes with the answer.

Each box should have one letter of the word-

a) Do not throw outside your house. G A R B A G E

b) Live in dirty water. M _ _ Q _ _ _ O

c) Throw the waste in me _ U _ T _ _ N

d) Sits on the dirt _ _ Y

Let's look around

Make a dustbin with the help of waste material and use it by keeping it at its proper place.

Chapter - 16

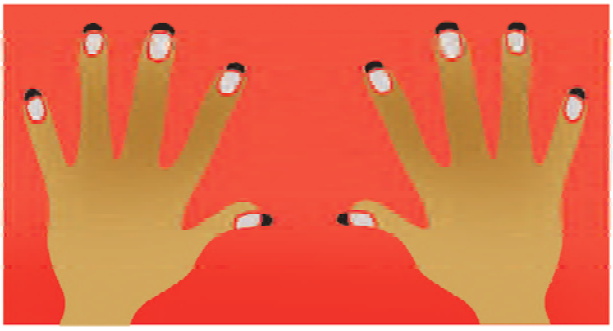
THINGS TO REMEMBER

On Saturday, as soon as, the bell rang for the assembly, all the children formed a line and sat. There was a new face in the assembly today. All the children were curious to know who the stranger was. The teacher introduced him to everyone in the assembly. He was Dr. Anand. The doctor told them about the benefits of staying clean.

He said that if the teeth are not cleaned properly they start getting yellow. The mouth gives out a foul smell. Sometimes they bleed also.

Dr. Anand said - Everyone should cut their nails regularly. Grown up nails become dirty. He said that some children in haste or because of laziness do not wash their hands after coming from the toilet or before having lunch & dinner. The dirt might go inside the stomach with our food and could harm us.

Sohan asked - Doctor, why do I feel itchy in my arms and legs?



Doctor said, "We go to different places during the day. Sometimes we play in the mud and sometimes in water. If we don't wash our hands & legs properly after playing, we might feel itchy. So it's better if we take a bath with clean water.

On seeing Kishan putting his fingers in his ears, the doctor said, "No dear we should not put fingers in our ears or nose. The ears or nose might get hurt from inside by our nails. If you want to clean your ears, clean them with a soft cloth and use water while cleaning your nose."

What important things did Dr. Anand say? Make a list-

1. .....
2. .....
3. .....
4. .....

5. .....
6. .....
7. .....
8. .....
9. .....
10. .....

What all things have you followed? Fill this table regularly for one week For what you have done put a correct sign (✓) and if not done put the a cross (✗).

Important things	**Mon**	**Tues**	**Wed**	**Thurs**	**Fri**	**Sat**
Cleaned your teeth						
Washed your hands after coming from the toilet						
Washed your hands before eating						
Washed your hands and legs						
Cleaned your nose with water						
Cut your nails weekly						

What have we learnt ?

To be taken up orally

1. Why should we keep our body clean?
2. How should we clean our nose and ears?

Written task

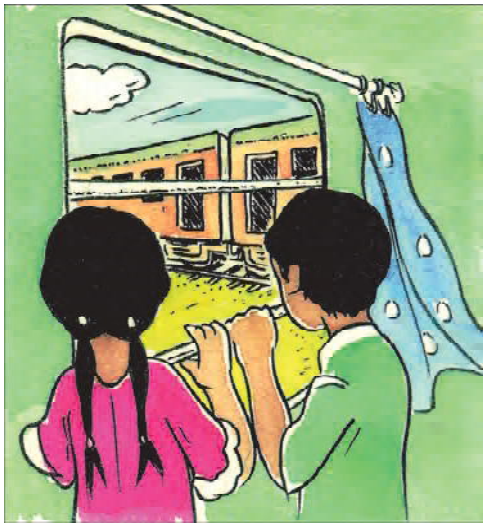
1. Why we should wash our hands before meals ?
2. Apart from the things told by Dr. Anand what other things should we keep in our mind.

Let's look around

Whether students of your class are following the instructions given by Dr. Anand or not. Find out.

Chapter - 17

OUR FOOD



The wheels of the train go
(Chuk, Chuk, Chuk)
The Wheels of the train go
(Chuk, Chuk, Chuk)
All day long
Pulled by the engine (slow and fast)
Pulled by the engine (slow and fast)
All day long
To make it start and make it go
Fill in the diesel feed in coal
To make it start and make it go
All day long

Read the poem given above and tell -

1. Who pulls the train? .....
2. What is used to run the engine? .....

The train runs with the help of Diesel and Electricity. In the same way our body needs food to function well everyday. Everyday we have different things to eat for our meals.

At home what all do you have for meals? Write below-

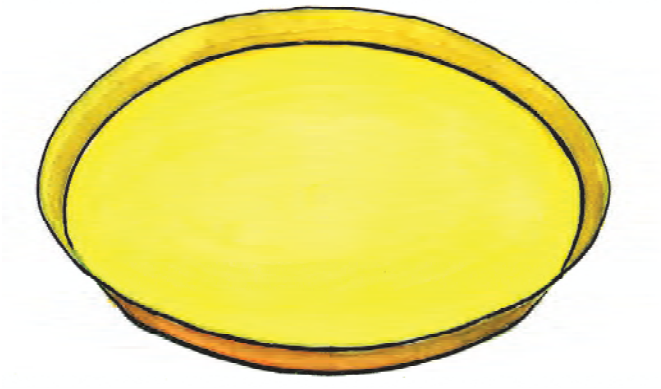
1..... 6.....
2..... 7.....
3..... 8.....
4..... 9.....
5..... 10.....

We eat grains, dal, vegetables, fruits, milk or milk products for our meals. Apart from these we also eat things made of eggs, meat & fish.From this we get strength to fight against diseases and our body remains healthty.

Fill in the table below -

Food Items	Names
1. Grains	
2. Dal	
3. Fruits	
4. Others	

Below is given a picture of an empty plate. Draw pictures of food items you like to eat.



Write the name of food items you like to eat in your meals-

1..... 6.....
2..... 7.....
3..... 8.....
4..... 9.....
5..... 10.....

Some food stuffs are cooked, whereas the others are eaten raw. Write their names in the table given below-

S.No.	Raw food	Cooked	Both Types
1.			
2.			
3.			
4.			
5.			

Do you know that every food has a different taste. According to taste fill in the table below-

S.No.	Taste	Name of Food Items
1.	Sweet	
2.	Sour	
3.	Spicy	
4.	Bitter	
5.	Salty	

Write the names of different dishes & sweets prepared on different festivals in the table below-

S.No.	Name of Festivals	Dishes Prepared
1.	Diwali	
2.	Holi	
3.	Teeja Pola	
4.	Hareli	
5.	Eid	
6.	Christmas	

We use water to prepare food. Water is an important part of our food.

What have we learnt?

To be taken up orally

1. What do we get from food?
2. What should we eat to protect our body from illness?
3. Which sweets are prepared on the festival of Holi?

Written task

1. Choose the grains from the words given below and circle them.
   Bajara, Moong, Cauliflower, Potato, Wheat, Arhar (Pulses) Lady's finger, Rice
2. Write the names of four dishes of your choice?
3. Write two-three names of things used raw & cooked?

Let's look around

1. On the occasion of Holi and Diwali which sweets are prepared in your village / Town. Find out from any five families of your village.
2. Which vegetables, grains & fruits are grown in your village?

Chapter - 18

OUR FESTIVALS

1. Write the names of festivals you know?

   .....

   .....

2. Which festival do you like the best and why?

   .....

   .....

3. Make a picture of a festival of your choice and colour it.

   .....

   .....

Write something about the festival of your choice-

1. Name of the festival of your choice.

   .....

2. When is it celebrated?

   .....

3. Why is it celebrated?

   .....

4. Which sweets are made on this day?

   .....

5. What do you like doing on this festival?

   .....

Apart from these, which other festivals are celebrated with enthusiasm in your house apart from this. Write their names-

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....

Every festival is celebrated for some reason or the other. And all these festivals are celebrated differently. Whether it is Diwali, Holi, Eid or Christmas all these festivals teach us to live together.

Find out from your teacher or old people of your house and fill in the table-

Festival	When is it celebrated?	Why is it celebrated?	Which sweets are prepared?
Diwali			
Holi			
Eid			
Christmas			
Rakhabandhan			
Ganesh utsaw			

Fairs are organized on some festivals. People wear colourful clothes and go to the fairs. You get varieties of things to eat, various kinds of swings are put up. People enjoy taking rides on it. Is there any fair organized in or near your village? Find out about the fairs & fill in the table-

S.No.	Name of the Fair	When is it held?	Where is it held?
1.			
2.			
3.			
4.			
5.			
6.			

These were some things about the festivals celebrated in your house and village. There are some days which are important for us like - August 15. Our country became independent on this day. The whole nation celebrates this day as a big festival. Put a tick (✓) on the programs held in your school this year:-

(i) Tri coloured flag was hoisted ( )
(ii) Jana, Gana, Mana (National Anthem) was sung. ( )
(iii) Prabhat Pheri was taken out. ( )
(iv) Programs were presented by the children ( )
(v) Sweets were distributed. ( )
(vi) Slogans of 'Mother India' were chanted. ( )

Are these programs held on some other day in your school? Ask your teacher and write-

.....
.....
.....
.....
.....
.....
.....

The birthdays of some great men are celebrated all over the country. The birth day of Gandhiji is celebrated all over the country. The birthday of Pandit Nehru i.e. November 14 is celebrated as Children's Day every year.

Discuss this with your teacher and fill in the table below:-

Name of Jayanti	Name of Celebrity	When is it celebrated?
Gandhi Jayanti		
Teachers' Day		
Guru Ghasidas Jayanti		

What have we learnt?

To be taken up orally

1. What do festivals teach us?

2. How do you celebrate the festival of colours? Write

.....

.....

Written task

Match the following with the pictures given

Raksha Bandhan

Eid

15 August

Diwali

Holi

Christmas

2. Write about a fair held in your village giving the following details: (1) When is the fair organized (2) Why is it organized? (3) Who comes in the fair? (4) With whom do you go to the fair and what do you do there?
3. When is 'Raksha Bandhan' celebrated and how is it celebrated?
4. Write five sentences on the celebration of January 26 in your school.

Let's look around

1. Why is Diwali celebrated? Find from your parents & other people and tell your classmates about it.
2. Make pictures of Rakhi, Pitchkari & earthern lamp in your copy.

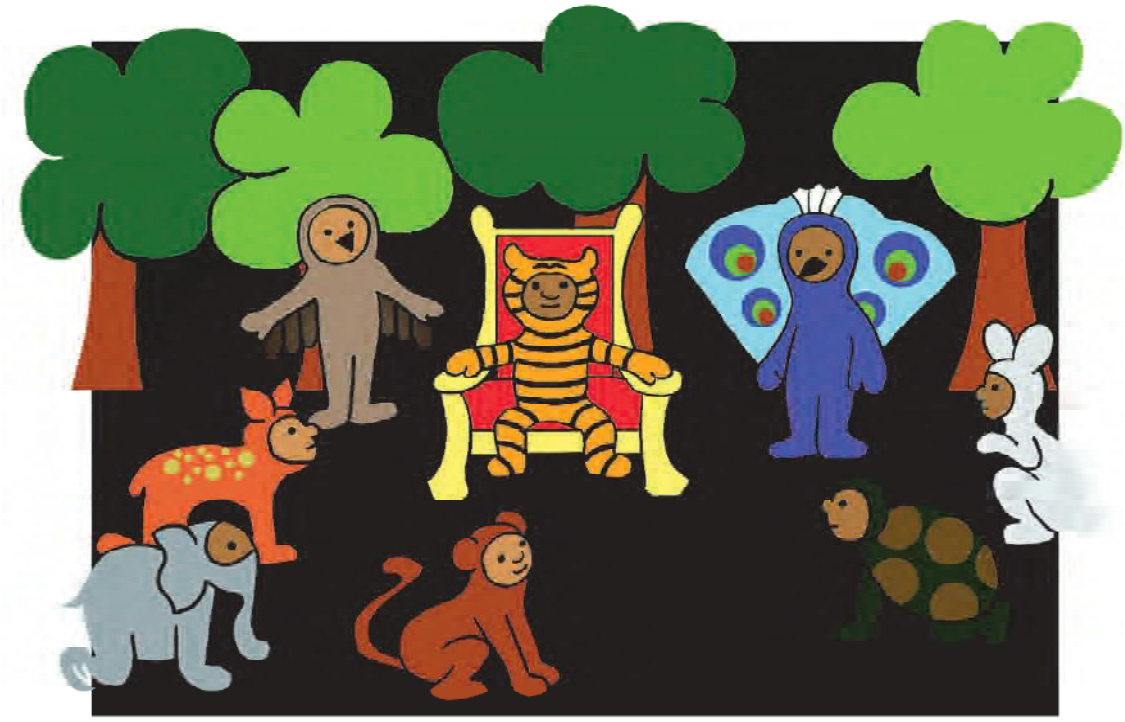
Chapter - 19

FESTIVALS OF SCHOOL

Today is the 14th of November and Children's day is being celebrated all over the country. There is a lot of activity in Punia's school. The school has been decorated all over with colourful streamers. A picture of Pandit Nehru has been placed on the stage. Children are preparing for various items. Some are preparing for recitation, while others for songs. Punia and her friends are also preparing a play in which they are all wearing masks. The Sarpanch of the village coming as the chief guest in the programme. The children are all waiting eagerly for the programme to start.

Everyone welcomes the chief guest on his arrival. The Sarpanch garlands the portrait of Pandit Nehru and the programme begins. After the poems, songs & speeches the play is presented. The name of the play is 'Save Us'. A jungle is prepared on the stage with plants & trees. Punia is sitting on a big throne with the mask of a lion. Kunti is wearing a bird's mask. Sonia is a peacock Chota is playing the part of a monkey. Bansi enacts the role of a tortoise. Munia wears the mask of a deer. Golu is swaying his trunk wearing the mask of an elephant. Chaplu is a rabbit.

(The curtain rises)



The Monkey & the Peacock (together) - Sher Dada, Sher Dada please save us,we are in great trouble.

Sher Dada- What is the matter, why are you all so scared?

The Tortoise - Some people have come from the town and are creating confusion in the jungle.

Elephant- These people are coming to the jungle and cutting trees at night.

Bird- Our nests fall due to this and our eggs also break.

Female Deer- I went to the lake yesterday. The fish are also very sad. Some men spread nets and catch a lot of them.

Rabbit- Don't worry! I have explained to those people that when we don't harm them why are they troubling us?

All animals together- Maharaj, save us. If the jungle is destroyed then where would we go?

(The curtain falls down)

The audience clap. The chief guest gives a talk on the life of Chacha Nehru. All the children are given sweets.

In Punia's school the Children's Day was celebrated with great joy and enthusiasm. Which festivals are celebrated in your school? List them below:

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....

What have we learnt?

To be taken up orally

1. Who was the chief guest on 14th Novmber in Puniya's school?
2. When is Children's Day celebrated?
3. What preparations were made by the children for the programme?
4. What was the name of the play?
5. What did the rabbit explain to the people of the town?
6. What harm did the people from the town do to the jungle?

Written task

1. When is the Foundation Day of Chhatisgarh celebrated?
2. Which programs were organized in your school last year? Write about them.
3. Who all acted in the play? Fill in the table with their respective roles:

Student's name	Name of Role

Let's look around

1. What will you do to decorate your class?
2. Can you say when the Sarpanch or some eminent guest comes to your school?
3. Select a story and enact a play with your friends in it.
4. Make a collection of incidents related to Nehruji and relate them in your class.

Chapter - 20

OUR OCCUPATIONS

A Tailor makes clothes with cloth,

And a Potter with clay, makes toys and pots.

A Carpenter makes furniture using wood,

Whereas a Sweet meat maker makes

gulabjamun, jalebies and laddoos.

Iron is s

smith

And jewellery adorned mostly by women

is carved by a Goldsmith.

Read the poem given above and fill in the table given below:

S.	Occupations	Who does it?	The tools used
1.	One who stitches clothes	.....	.....
2.	One who makes tools with iron	.....	.....
3.	One who makes things with clay	.....	.....
4.	One who makes things with wood.	.....	.....
5.	One who makes jewellery.	.....	.....

A Meeting with A Potter

Visit a potter's house to find out all that he does to make clay pots and vessels. Find out the answers to the following questions:-

What things does a potter make using clay? Name them.

_____ _____ _____

&&&&&&&&&& &&&&&&&&&& &&&&&&&&

To make these things, what kind of clay does he use? From where does he get it? Find out.

To make clay pots what are the tools that he uses ?

If you get an opportunity, try to make earthern lamps on the potter's wheel.

Given below is the process of making clay pots. Number them 1, 2, 3 in serial order.

Dry the undried pots.

Dig and bring clay

Colour the baked earthern pots.

Bake the dried earthern pots.

Take the earthern pots to the market.

Prepare clay.

Make earthern pots on the potter's wheel.

Why does a potter need to bake the earthern pots?

In which utensil will the water remain cold- an earthern or a bronze utensil? Why? Discuss with your teacher.

Let's Visit a Carpenter's House

Visit a Carpenter's house with your friends. Look at the tools used by him and draw them in the space provided below.

Now tell:

The tools used to cut wood?

The tools used to saw wood?

The tools used to smoothen the surface of the wood.

To join two pieces of wood, what does a carpenter do?

What technique is used to make a hole in a piece of wood?

What's made of what

Find out from your carpenter the different kinds of wood used to make the items listed below and fill in the table given.

S.	Name of Item	Name of Wood
1.	plough	.....
2.	door/door frame	.....
3.	table/chair	.....
4.	bed	.....
5.	.....	.....

You must now visit a blacksmith's, a tailor's and a sweet meat maker's workshops and find out what each one makes and the tools they use to make the things.

You must have seen people of various other occupations around you. In the table given below fill up. What jobs they do and what tools they use?

S.	Name	Nature of work	Tools
1.	Washerman	Washing of clothes	.....
2.	Barber	.....	.....
3.	.....	Weaving cloth	.....
4.	.....	.....	.....
5.	.....	.....	.....
6.	.....	.....	.....

Hence, a society comprises of people with different occupations. This helps

to fulfill each others needs. Thus, each one in the society is dependent on the other. Even a menial worker is as important as a big tycoon.

What have we learnt

Oral

1. Who stitches our clothes?
2. There are people who make clay pots What are they called?
3. Who makes chairs and tables?

Written

1. List a few important occupations.
2. To make things of iron, why does a blacksmith heat iron in a furnace?
3. Name the odd one out and give reasons:

		Name	Reason
a)	plough, hoe, needle, spade	.....	
b)	razor, scissors, saw, comb	.....	
c)	hammer, sledge hammer, screw driver	.....	
d)	hoe, saw, axe, sickle	.....	

Find Out in your surroundings.

1. Find out from your elders the changes that have taken place in the life of the people of different occupations.
2. Now a days, many things are made of plastic. Can you identify people of different occupations who have been affected by it?

Chapter - 21

BE A LITTLE CAREFUL

Very often while playing or doing some work, we get hurt due to carelessness. These accidents can take place anywhere in the school or at home. You also may have hurt yourself sometime or the other. Can you recall the details about the accident which took place in your life-

1. When did you get hurt?

   .....

2. Where did you hurt yourself?

   .....

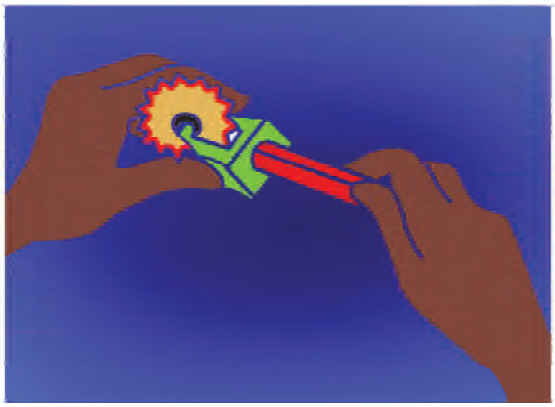
3. How did you get hurt?

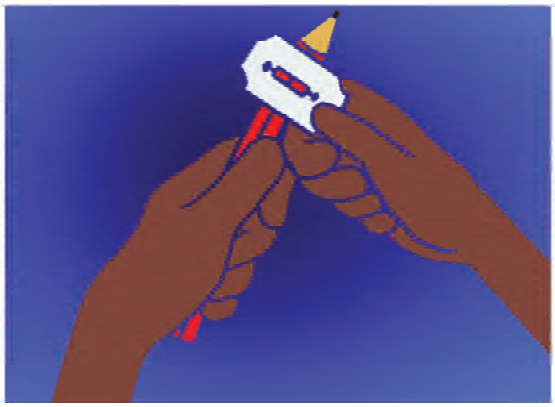
   .....

4. What did you do when you got hurt?

   .....

Look at the pictures below & answer-





1. How would you like to sharpen your pencil?

   .....

2. Why?

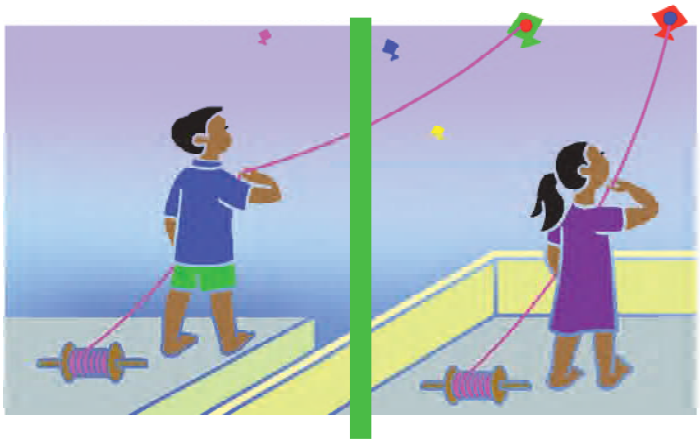
   .....

1. If you want to fly a kite, whose place would you take?

   .....

2. Why?

   .....



1. If you were to throw a banana skin after eating. Whose example would you follow?

   .....

2. Why?

   .....

So we see that little laziness, haste or carelessness on our part or others cause a lot of problem.

Has any accident taken place in your school? If yes, then mark (✓) and if no then mark (✗)-

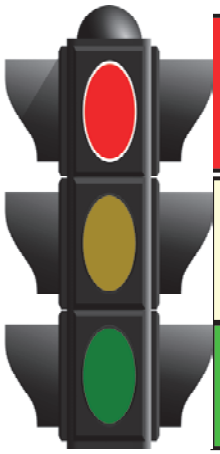
1. Someone got hurt by throwing the chalk or duster ( )
2. Someone was hurt while running on the playground. ( )
3. Someone got hurt while climbing up or down the staircase ( )
4. Somebody got hurt due to broken glass. ( )
5. Somebody got hurt by falling off a cycle. ( )

We cannot predict accidents. Due to accidents we get hurt and it causes pain. It may also cause bleeding. So we should not be careless while doing work or while playing.

By being careless and not following the rules of safety, serious accidents may occur.

While walking on the road some basic rules can be followed:

1. Always walk on the footpath.
2. While crossing the road, first look right & then left before crossing.
3. Always cross the road when there is no vehicle on the road. Can you identify what the coloured lights of a traffic signal indicate?



Red light means stop at once.

Whether you are walking or driving a bus.

Yellow indicates be ready.

Slow down, you have to stop soon, may be.

A green light says go go go.

but mind you keep your speed real slow.

What can you say about the indication given by different coloured traffic lights after reading the poem-

(a) Red light .....

(b) Yellow light .....

(c) Green light .....

You may also have seen some road signs or symbols which give the information about what to expect or what is allowed so that the chances of accidents are reduced. Let us understand the meaning of these signs with the help of our teachers or elders.

What have we learnt?

To be taken up orally

1. When can accidents occur?
2. What can happen if the skin a of banana is thrown on the road?

Written task

I. Fill in the blanks -

1. Red light is a sign to _____ (stop/move)
2. _____ protects us from accidents. (carefulness/ carelessness)

II. What rules should be kept in mind while walking on the road?

III. Why are road signs put up?

Let's look around

Try to know other different Symbols of traffic from your teacher.

Chapter - 22

THE WORLD OF SYMBOLS and SIGNS

We generally communicate with each other by talking. But many a times we are able to communicate without speaking. Think of some occasion when you were able to convey a message to your friend without speaking anything.

.....

.....

2. How did you do this?

.....

.....

Think of how you will do the following without expressing them in words-

(a) Greeting a guest .....

.....

(b) Asking your friend to come close.....

.....

(c) Asking for a glass of water .....

.....

(d) As a monitor asking the class to be silent .....

.....

(e) Telling your friend to come out to play .....

.....

(f) Appreciating a song .....

.....

Sign language with actions help us in conveying our messages to others. Man used to communicate with each other in this way long before he learnt to speak. He then started drawing the symbols to convey his message to others. If six of them went hunting then one symbol would show why and another would show how many like this

To show they have gone for hunting

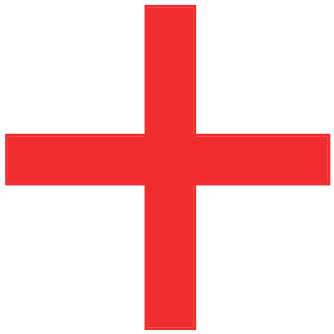
That six of them have gone

Signs in Maths

We also use some signs in Maths to connect two quantities. Can you say what sign is given in the table and what it does? Fill the table given:

S.No.	Sign	By what name do you know it	What does it do
1	+		
2.	–		
3.	×		
4.	÷		
5.	>		
6.	<		

You must have seen the sign of a Red Cross very often.



This sign is releted to red cross society. This is a voluntary humanatarian organisation to protect human life and health.

Which other signs have you seen in your surrounding? Make their list and discover their uses-

Think and Tell

1. What is the importance of signs or symbols?
2. What signs are used by children in class?
3. Give one situation in which we can use the language of symbols and signs for conversation?

Try making symbols to show the following things.

To indicate	**Symbol**
A House	
A Tree	
The Sun	
The Stars	
A River	

Make some more signs for yourself, using which you can convey some messages. There are some examples given below-

S.No.	**Symbols**	**Messages**
1.	Clap once	Come here
2.	Clap two times	go back two steps
3.	Clicking fingers	turn around in your place
4.		
5.		

Let's look around

1. Try to find the symbols used for these-
   right turn, speed-breaker, bridge, railway line, no horn please

Chapter - 23

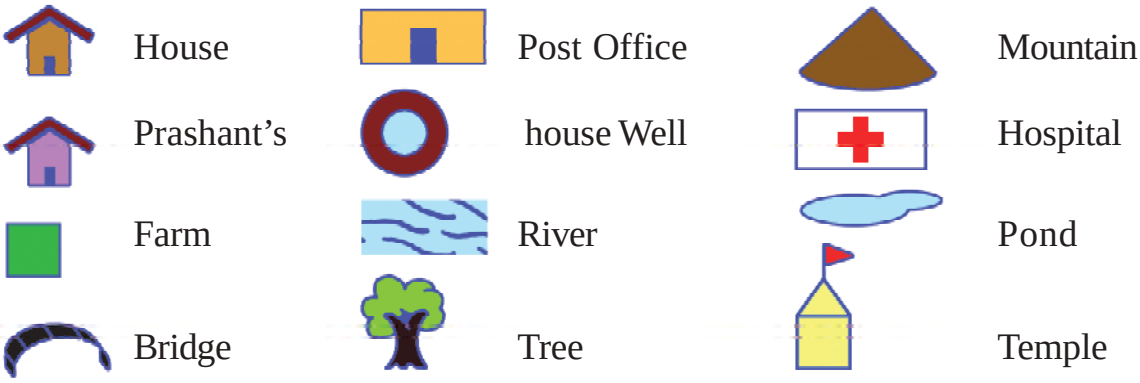
LET US MAKE A MAP

There may be several people living in the village or town in which you live. Some might be staying right in your lane or even next to your house. Others may be living far from your house.

Make a picture in the space given below of houses which are to the right, left and in front of your house. Make a box ☐ and write their names in it-

Your House (Picture)

One day Prashant's father sent him to post a letter in the post box. Look at the picture of the visual map given below and say what would Prashant pass on his way from his home to the post office.



Write in the space below, whatever he passed on his way-

1..... 4.....

2..... 5.....

3..... 6.....

....

When you go home from your school, you also may come across trees, well, temple etc. on your way. Make a visual map of the way from your house to your school. Make your own symbols to indicate the different places you go past.

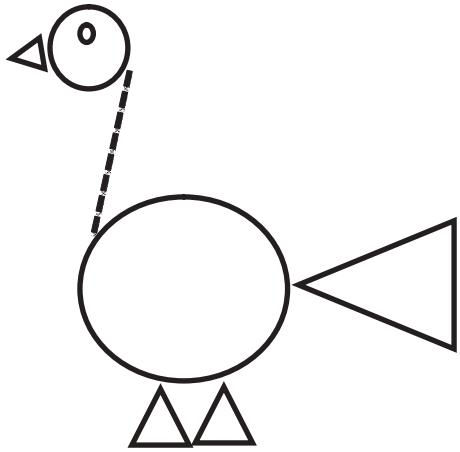
What symbols did you make?

What have we learnt?

Written task :

1. In visual map what is the importance of symbols?
2. Make a visual map of the way to your friend's house from your house.
3. How a visual map can help us to reach any place.
4. Measure the length, width and thickness of your book of Environmental Studies and write it.
5. Draw picture of a scene of village or of a rising sun or a farmer ploughing the field.
6. Using different figures given below try to draw the picture of peacock, bird, doll etc.

eg. A picture of a bird .



7. A pitcher is placed on a tripod. The mouth of the pitcher is covered with a plate and on it a glass to remove water is kept. Draw the pitcher of this on those points

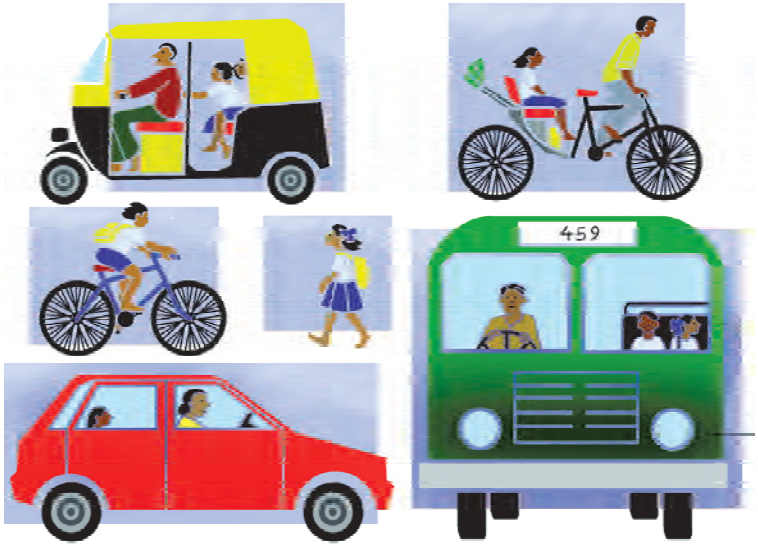
1. As visible from above
2. As visible from front
3. As visible from lateral side

Let's look around

1. Make a map of the village or neighbourhood where you live.
2. Where can we get such types of visual maps ? Find it out.
3. Let's look around - Children draw picture of daily use as books, pen, rubber, chair, table, bag, class or any portion of the school. Display this picture in your class.

Chapter - 24

COME, LET'S TAKE A RIDE



How do you come to school?

.....

Identify it from the pictures given above and tick (✓) on it-

.....

How do you go to the market to buy things?

.....

How does your father go to work?

.....

Often we have to go from one place to another for work. If the place is near, then we can go walking. If it is far, then we can go by any of these- jeep, taxi, bus, tonga, rickshaw, motorcycle, cycle, train etc.

Identify the vehicles given below and write their names-

1. ..... 2. .....

Ramu's father has to go to the market to sell rice. How would he carry the rice to the market.

1. ..... 2. .....

Some means of transport are used for bringing the things and carrying heavy loads from one place to another place. Tick (✓) the vehicles which are used for carrying loads in your village or town in the pictures given below-

If you have to go to see the Dusherra of Bastar, what conveyance would you use to go there?

1. ..... 2. .....

You have to go for a marriage to Bhopal with your parents. Bhopal is far away from your village or town. What means of transport can be used to go there. Tick (✓) in the names given below-

Bus	( )	Auto Rickshaw	( )
Train	( )	Rickshaw	( )
Scooter	( )	Ship	( )
Bullock Cart	( )	Hand Cart (Lorry)	( )

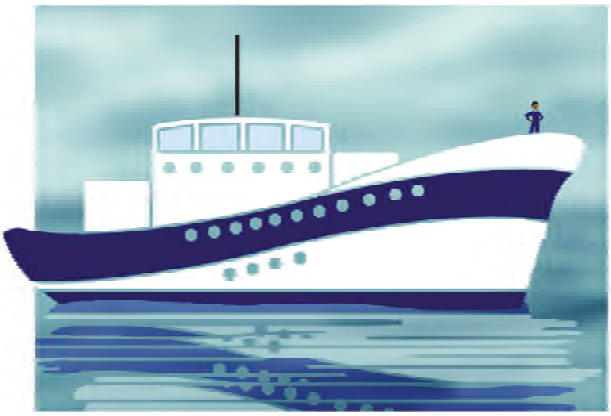
When compared to a bus, the Train takes less time to cover more distance. It runs on a track made of iron.

Lakhan's uncle is a fisherman, how will he go to catch fish in the lake?

.....

.....

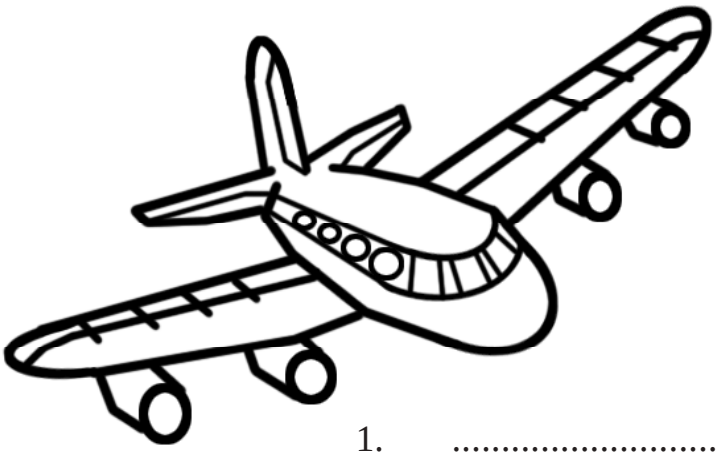
Some people live near a river or sea and they use boats, ships or ferries to go from one place to another.



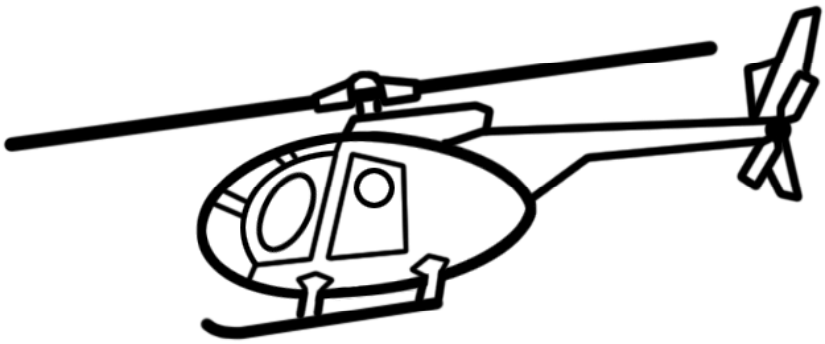
Ship

Boat

Colour the pictures given below and identify their names.



1. .....



2. .....

To reach from one town to another or one country to another in less time, we can use an aeroplane, or a helicopter.

An aeroplane covers more distance in less time when compared to a train.

What have we learnt?

To be taken up orally

1. On what do the vehicles given below run-
   aeroplane, cycle, boat, rickshaw, train

Which of the following vehicles run in your town/ village.

Written task

Write two examples of each of the following-

i) Means of transport to carry load
.....

ii) The fastest means of transport to reach from one village or town to another
.....

2. Arrange the following in increasing order on the basis of the time taken & speed-

i) Bullock cart .....
ii) By foot .....
iii) Aeroplane .....
iv) Train .....
v) Motorcycle .....

Let's look around

1. Ask your elders at home that when they were children what means of transport did they use to go from one village or town to another
2. Collect the pictures of different kinds of vehicles & paste in your copy.

Chapter - 25

DECREASING DISTANCE

Somu and Debu are very good friends. Both study in the same school. One day Somu did not come to school. And the very same day the teacher told the students that they were going for a picnic the next day. In the evening, before going home Debu went to Somu's house and informed him about the picnic. The next day, when the teacher asked Somu how he had come to know about the picnic he told how Debu had come yesterday in the evening to inform him about the picnic.

List the different ways in which you inform your friends:

.....

.....

Some of your friends or relatives might be staying in your village or in the near by village or town. How would you inform them about your sister's marriage-

People staying in villages

.....

.....

People staying in towns

.....

.....

Your friends and relatives must be using similar ways of informing you. The information we get from other places cannot be received without the help of certain people. One of them is the Postman- Acquire the following information from the Postman who comes to your village-

1. What is his name?

   .....

2. How does he come to distribute the posts?

   .....

3. What is the colour of his clothes?

   .....

4. What does his bag contain?

   (i) ..... (ii) .....

   (iii) ..... (iv).....

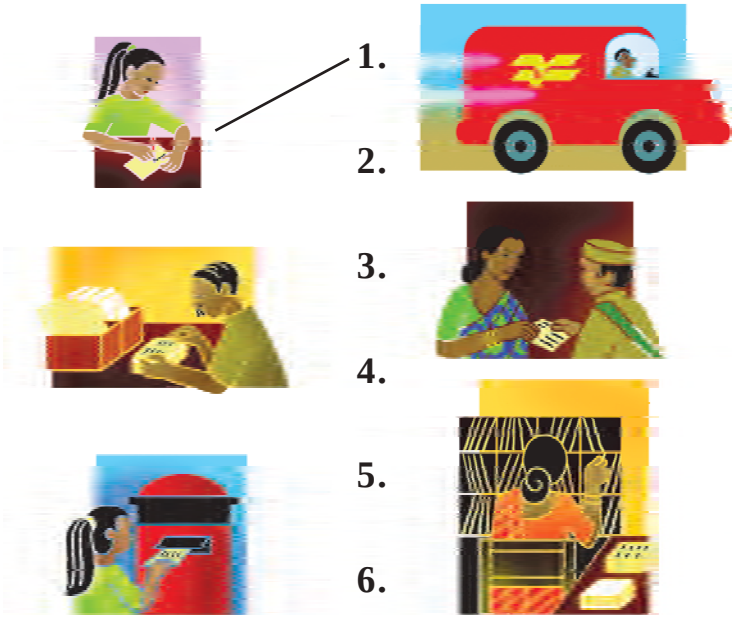
5. What does he do with these things?

   .....

   .....

Prabha lives in a village called 'Pachera'. She has to send the information of her elder brother's marriage to her Aunt living in Raipur. Look at the pictures given below and guess the correct order in which the letter would reach from Pachera to Raipur. (You can take the help of your teacher).

Journey of letter



Where would Prabha have bought the Postcard from to write the letter?

Find the use and cost of the items given below from your nearest post office-

S.No.	Name of thing	Cost	use
1.	Post Card		
2.	Envelope		
3.	Inland letter		
4.	Stamps		

There can be several means of sending information from one place to another like- Postcard, telephone, mobile, fax machine, radio, television, newspaper etc. Talk to the people around you and find out the type of information they receive from the following means of communications-

S.No.	Means of communication	Messages
1.	Postcard	
2.	Telephone	
3.	Radio	
4.	Television	
5.	Newspaper	
6.	.....	

All these means of communication are very important & useful for sending or getting messages or information from our home towns, village, news from within the country or abroad, sitting at home.

These means through which we can send & acquire news & information are called **means of communication**.

What have we learnt?

To be taken up orally

1. Which newspaper do you get at your home/ neighbourhood and school?
   .....

2. What items are found in the Post Office to send messages from one place to another?

Written task

1. What do you understand by means of communication?
2. What information do we receive from Doordarshan?
3. What are the means of sending messages from one town to another?
4. How are means of communication useful to us?

Let's look around

1. Cut the pictures of different means of communication from newspapers & magazines and paste them in your copy.

2. In olden days what means of communication were used for sending messages from one place to another? Ask your elders.

Chapter - 26

ROLLING DOWN OF WHEELS

Have you ever taken a ride on a bullock cart, bicycle, scooter or any other vehicle? You must have seen them. They move very easily.

How can they move so easily? And yet a bench or a box cannot move that easily? Think?

They can move easily because they have wheels. Can you mention a few other things which have wheels.

.....

.....

Think how it must have been

When there were no wheels then what were the difficulties faced in travelling from one place to another. Discuss among yourselves.

Wheels where?

Jeeps, trains, pulleys the machine to extract juice etc. all have wheels. They are also used in Trucks, Tongas, Buses and Aeroplanes.

Look around and see where wheels are used. Fill in the names of places and things in the table given below. Also write how the wheel is used there-

S.No.	Place or thing using wheels	What is its use?
1.		
2.		
3.		
4.		
5.		

Think and Discuss

1. If we had no wheels what would we have been unable to do?
2. If there were no wheels what would have been the effect on our lives?

What material is used to make wheels?

Do you know what is the wheel of a Bullock cart made up of? Or what is the wheel of a pot maker or a juice extractor made up of? Or what are the tyres of Truck, Bus, Car etc. made up of? Discuss with your friends and if necessary find out from your teachers and fill it in the table given below-

S.No.	Where is the Wheel fixed?	What is it made of	Is it small or big

What have we learnt?

To be taken up orally

1. Give two examples of each-
   (i) Vehicle with two wheels
   (ii) Vehicle with three wheels
   (iii) Vehicle with four wheels
   (iv) Vehicle with six wheels
   (v) Vehicles with more than six wheels.

Written task

2. Write any three uses of wheels in our day to day life?

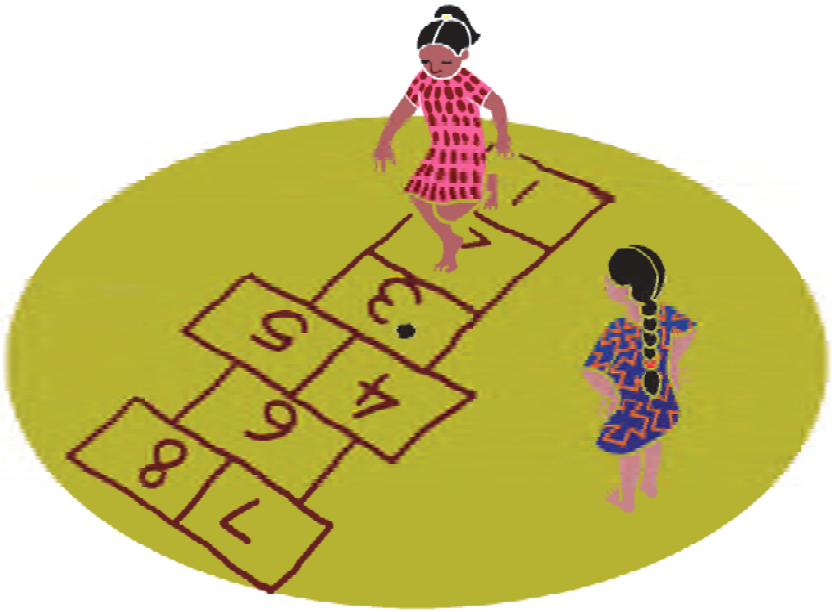
Let's look around

1. Make wheels of different shapes with soil or wire. Try to move them on floor.

Chapter - 27

COME, LET'S PLAY GAMES

Which games are the children playing in the pictures? Identify and write their names below the pictures-



_____

Which other games do you and your friends play? Fill in the blanks given below:

1..... 2.....
3..... 4.....
5..... 6.....
7..... 8.....

One can fly a kite all alone but one can't play Kabaddi all alone. How many children can play together in which game? Find out and fill in the table below-

S.No.	Name of Game	How many members are needed
1.		
2.		
3.		
4.		

You need a board & a dice to play snakes and ladders. But to play Kabaddi, gilli-danda, fugarhi, carrom, cricket, Pachhisa, what do you require?
Fill in the table below-

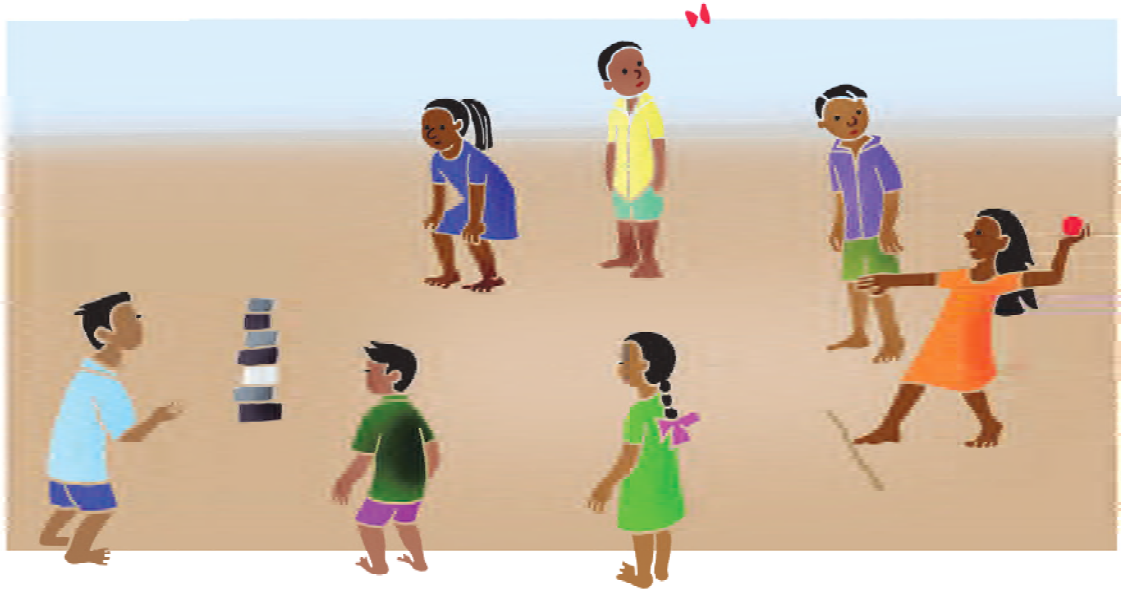
S.No.	Name of Game	What things are needed
1.		
2.		
3.		
4.		
5.		
6.		

Rules of Game

Each game has a particular method of playing and its own sets of rules. The game has to be played according to these rules whether you win or lose. What are the rules of the games which you play? Write about one game of your choice and how you play it?

.....

.....



Do you ever play pittool? Come, we will teach you the method of playing pittool and give the rules you need to follow:

Game of Pittool

This is an outdoor game, played in the ground and several children together can play this game. One ball and seven Pittools are required to play Pittool. Discuss with your teacher about this game and its rules and then play it in a group.

This game is played by two teams. Each team can have 3 to 8 children. The seven Pittools are arranged one on top of the other in the ground and is hit by the ball from some distance. The team who hits the pittool, tries to re-arrange them one above the other and the other team tries to get the first team out by hitting one of them with the ball. There are certain rules of playing this game which are given below but if you want, you can fix them according to your convenience.

1. First by tossing a coin, decide the team to hit the pittool.
2. Mark the distance from where to aim at the Pittool with the ball.
3. If one player of the team is unable to hit at the Pittool and the ball is caught after one bounce then the player is declared out and the next player takes a try. If all the members of the team are out similarly without hitting the pittool then it is the turn of the next team.
4. If the player hits at the Pittool and the ball is caught by the opposite team members, then the team hitting the pittool is declared out.
5. If the team, however, manages to hit the pittool and is not caught, then, if the ball hits any of the players hitting at the pittool, before arranging the pittool in order, then that player is said to be out.

6. If the team is unable to hit with the ball at any player and they are able to arrange the pittools in order, then they win one point.
7. When all the members of one team are out, then the other team is given a chance to hit at the pittool. This is how the game goes on.

What have we learnt?

To be taken up orally

1. Name the games played in your school?
2. Which games can be played without any equipment?
3. What games can you play in side your house?

Written task

1. Write the names of any five games which can be played in the ground?
2. (i) How many teams are required in playing pittool?
   (ii) When is the whole team declared 'out' in pittool?
   (iii) How do you earn one point in pittool?

Let's look around

1. What games did your grandfather and grandmother, or mother-father play in their childhood? Find out.
2. How do you play football? Find the methods and rules of playing it.
3. Make two pictures of a game being played?
4. Find the names of women players of different sports as cricket, athletics, hockey, badminton, volleyball, basketball etc, Ask your grandparents or elders about the famous women players of their times.

Chapter - 28

RAJU WENT TO THE POND

One day Raju went to a small pond near his village. It was the rainy season. The pond was full of water. The frogs were croaking. Raju started throwing small stones at the frogs for fun. The frogs started jumping here & there. Raju was enjoying running after the frogs & hitting them. The night when he slept, he dreamt that a cow was running after him trying to hit him with its horns. Raju was ahead and the cow behind him. He started shivering and screamed with fear of getting hurt and woke up from sleep. His mother who was sleeping next to him, woke up too and asked him 'What is the matter? Why are you looking so frightened, Raju? Crying Raju told his mother the whole story.

An old ledi (grand mother, Dadi maa), was standing by the road to cross it. After some time a school child passed by her. The dadi maa called out to him but he did not listen to her. At that very moment a small girl was passing by. As she came near the lady, she stopped. Supporting the dadi maa, she helped her cross the road, then she quietly walked away towards her school.

You have seen how the dadi maa needed help. In our country our elders do needs such kind of help. If there are any differently abled person then also need sympathy and need so that they may become self independent.

If ever you have help someone in this way then discus if with your friends in your class.

What have we learnt?

To be taken up orally

1. Why were the frogs jumping and running around?
2. Was Raju behaving properly with the frogs?
3. What your learnt from Raju's behaviour?
4. What would have Raju's mother said to Raju?
5. What lesson did Raju learn from his dream?

Written task

1. What do you think the old lady (dadi maa) called the boy?
2. Whose behaviour did you like the most the boy's or the girl's?
3. Tell about one incident in which you helped somebody?
4. Do you like to help especially abled person (hand, leg, eyes)?

   Have you ever helped such persons?

   How did you help such persons?

Let's look around

1. How can you help the members of your family?
2. What are your responsibilities towards your house?