

The top half of the cover features a large green leaf with the words 'NEW GREEN TREE' written in a white, blocky font. To the right of the leaf is a colorful caterpillar with orange and black segments and a small head with antennae.

# NEW GREEN TREE

## Environmental Studies

A light blue circle containing the number '2' in a dark red, serif font.

2

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Orient BlackSwan





# New Green Tree

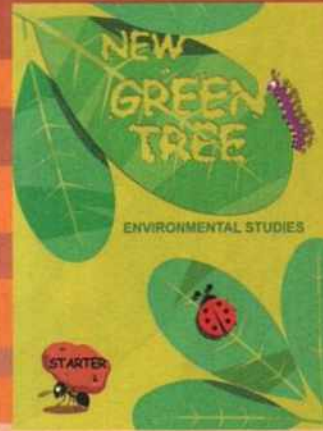
## The Package



Student's Edition



Teacher's Manual



Smart Book



## Main Features

### New Features

Warm Up Get Active  
MCQs HOTS  
Life Skills and Values  
Our Heritage

### WARM UP

Introduces the lesson in an engaging manner and encourages students to think and discuss

### The Text

Provides students simply-worded content supported by colourful and child-friendly images and illustrations

### Get Active

Promotes a better understanding of the topic through activities and questions embedded in the text

Some houses have many **rooms**. We do different things in different rooms.

We sit and talk to our friends or watch TV in the **drawing room** or **living room**.



We cook in the **kitchen**.

Birds make the nest strong on the outside, but soft and warm on the inside with moss, cotton, grass and leaves to keep the eggs warm.

Some birds build their nests on the ground. Some make round nests from grass and other plants; some birds dig holes in the ground and lay their eggs in the holes.



The western grebe on its floating nest.

**Water birds**, like the grebe and the heron, sometimes build nests on or close to water. These nests are floating rafts of water plants, and are fastened to plants growing in lakes and ponds.

**Weaverbirds** make their nests by weaving, knotting and twining grasses. You may have seen their nests hanging from the trees. They look like beautiful hanging baskets.

Owls do not usually build nests. They use the abandoned nests of other birds.



Eagles build their nests on trees with sticks and twigs.



Woodpeckers make holes in tree trunks to use as nests.



Sparrows use twigs and grass to build their nests.



## Rhyme Time

### Hop a Little

Hop a little, jump a little,  
One, two, three.  
Skip a little, run a little,  
Tap one knee.  
Bend a little, stretch a little,  
Nod your head.  
Yawn a little, sleep a little,  
In your bed.



## DID YOU KNOW?

Presents extra information that makes the topic under study more interesting

## Higher Order Thinking Skills

Requires the use of Higher Order Thinking Skills to answer challenging questions

## ACTIVITY TIME

Offers a range of hands-on and enjoyable activities and tasks that enable students to learn as they do

## LIFE SKILLS AND VALUES

Helps to develop essential skills and inculcates good values

## OUR HERITAGE

Exposes students to India's past and inspires respect for our rich heritage

## EXERCISES

- Fill in the blanks
- True or false
- MCQs
- Word grid
- Match the columns
- Complete the sentences
- Crossword puzzle

## web links

Provides links to additional information on the internet

## Yoga







# CONTENTS



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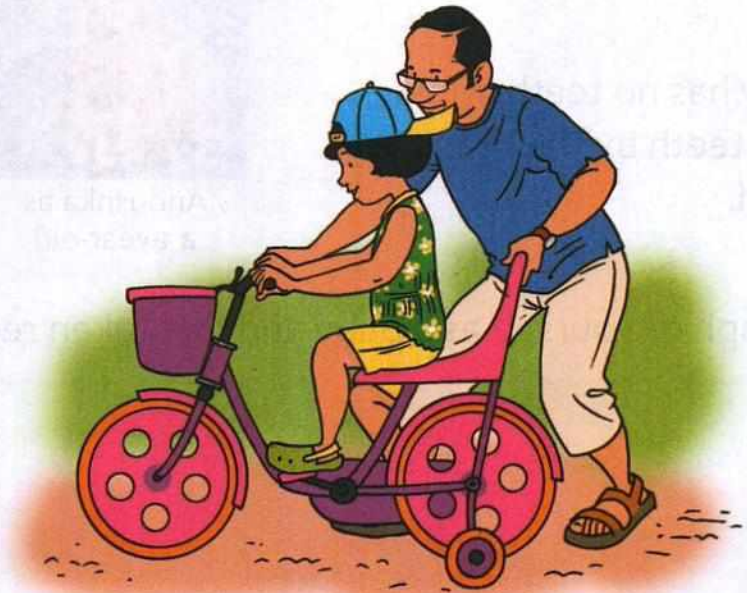






1

# ABOUT ME



## \* Complete these sentences about yourself.

1. My name is \_\_\_\_\_ .
2. I am a \_\_\_\_\_ . (girl/boy)
3. I am in Class \_\_\_\_\_ .
4. I live in \_\_\_\_\_ . (name of the town/city)
5. I am \_\_\_\_\_ years old.
6. My hair is \_\_\_\_\_ . (black /brown)
7. The colour I like most is \_\_\_\_\_ .
8. The game I like most is \_\_\_\_\_ .



Teacher's  
Note

Encourage students to take turns to talk about themselves. Let the rest of the class listen. Don't draw comparisons between students. Encourage them to express themselves.





## 🌸 Growing up

How have you changed from the time you were a baby? You must be bigger and taller now. Each year, children grow a little. As you grow, you become stronger and taller. The shape of your face also changes.

A new-born baby has no teeth. Most children have 28 teeth by the time they are two years old.



Anoushka as a 1-year-old

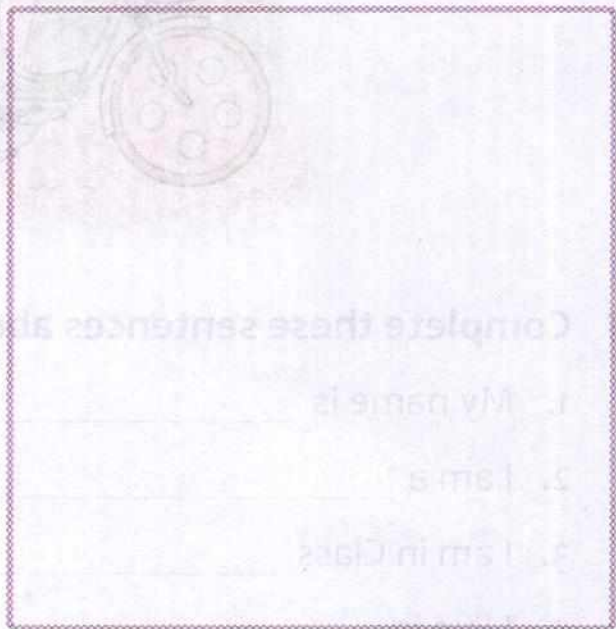


Anoushka as a 9-year-old

Paste a photograph of yourself as a baby and one taken recently.



Me as a baby



Me now

You will be able to do many more things on your own as you grow up. You will now be able to brush your teeth, eat your food, wear your clothes and go to bed on your own.

Some things may not change even as we grow. The colour of our hair and eyes often remain the same. Our birthmarks also stay. Do you have a birthmark on your body?





## ✿ Same and different

Look around your class at your classmates. Each of you is different in some ways. Some of you have long hair, while others have short hair. Some have brown eyes, while some have black. Some have black hair, while some have brown. Some are tall, while some are short.



But all of us are also the same in many ways. All of us have two eyes, a nose and a mouth. Can you think of other ways in which we are the same?

✿ **Look at your friend carefully. Write three things that are the same and three things that are different between your friend and you.**

Same

Different

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

✿ **Ask ten of your classmates in which month their birthday falls. How many of them have their birthday in the same month as you do?**

Names	Month of birthday	Names	Month of birthday
1. _____	_____	6. _____	_____
2. _____	_____	7. _____	_____
3. _____	_____	8. _____	_____
4. _____	_____	9. _____	_____
5. _____	_____	10. _____	_____



Teacher's  
Note

Ask students how they are different from the way they were in Class 1. Tell them to bring pictures of themselves as babies to class.







## Growing Up



'I am growing up'  
So say all,  
I was a baby before,  
Tiny and small.  
My hair and eyes,  
Are still black as before,  
But my height and weight,  
Are much much more.  
I can read and write,  
Better each day,  
Pack my bag,  
And put my toys away.  
I can comb my hair,  
Take a bath on my own,  
No wonder mother says,  
'Darling, you've grown'.



*Sushmita Malik*



Teacher's  
Note

Get the students to mime, or act with actions alone, how they were as babies and how they have grown now. Ask the students about the things they can do now on their own.





## ACTIVITY TIME

- On page 2, you have pasted two photographs of yourself one—as a baby and the other as you are now. Show them to your friends and ask them to look for similarities and differences between the two photographs. For example,
  - a. you were small then; now you are bigger.
  - b. you had short hair then; now your hair is longer.
- Write the names of five things that you like to:
  - a. eat
  - b. watch
  - c. listen to
  - d. wear
  - e. do in your spare time



## LIFE SKILLS AND VALUES

### Learning to be independent and responsible

1. There are many things that you can do now, which you could not do as a baby. You should now learn to
  - tie your shoelaces
  - button up your shirt
  - eat your food on your own
  - water the plants in your home
2. Tell your classmates what you do to keep your house tidy and clean.





# 2

# How My Body Works



## WARM UP

In the previous class, you learnt about some parts of the body and what they help us to do. Let us try to remember.



We see with our eyes.

We hear with our ears.



We taste with our tongue.

We smell with our nose.



We feel with our skin.

The eyes, ears, tongue, nose and skin are our **sense organs**.

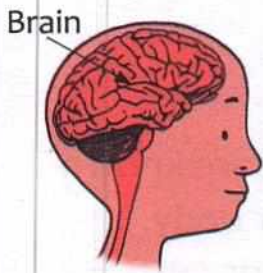


Teacher's  
Note

Do this section as a revision before you begin the lesson.

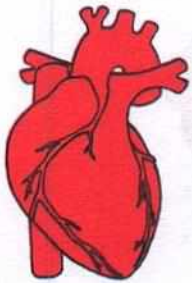
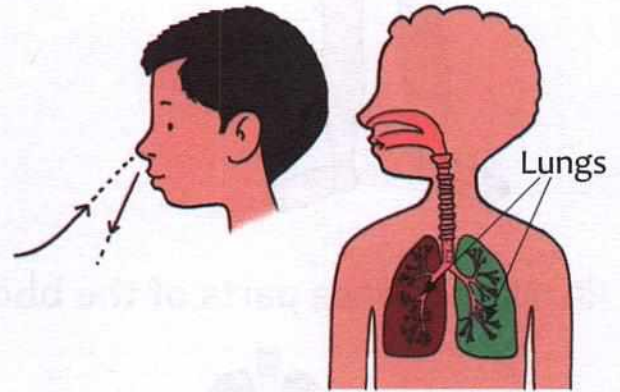


There are some other parts of our body which we cannot see. They are inside the body. They do different kinds of work.



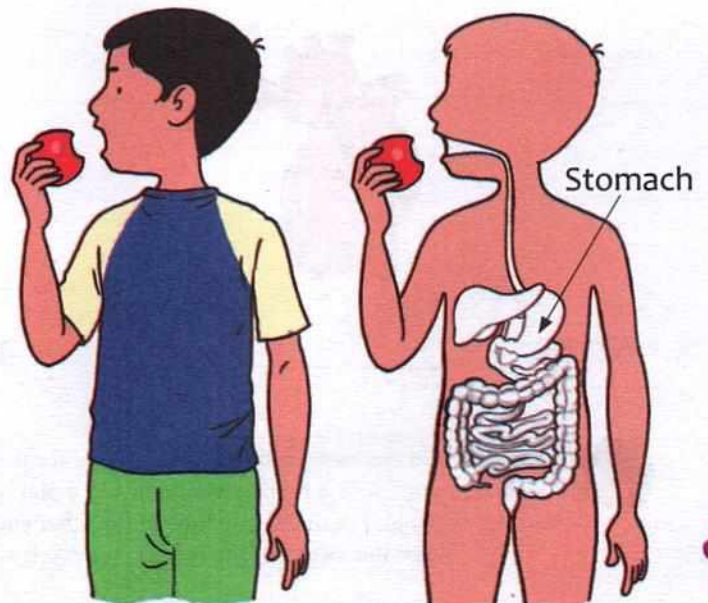
The **brain** helps us to think.  
It controls all the sense organs and the way we think.  
The brain is inside the head.

The **lungs** help our body to use the air that we breathe in through the nose.  
There are two lungs in the chest.

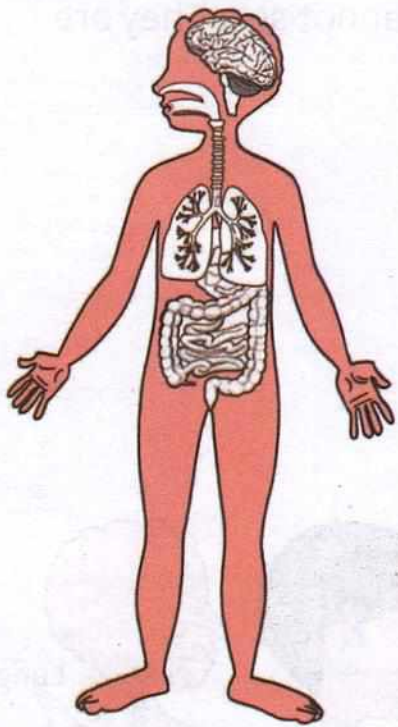


The **heart** pumps blood to all parts of the body.  
The heart is on the left side of the chest.

The food that we swallow goes to the **stomach**.  
In the stomach, the food is broken down or digested.  
The breaking down of food is called **digestion**.







The brain, lungs, heart and stomach are known as **organs**. They are found inside our body. Therefore, they are called **internal\* organs**.

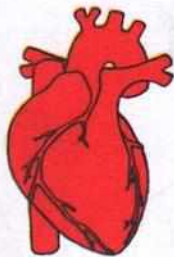
\* Name these parts of the body.



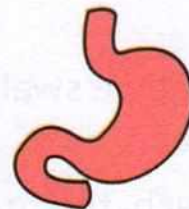
1. Name: \_\_\_\_\_



2. Name: \_\_\_\_\_



3. Name: \_\_\_\_\_



4. Name: \_\_\_\_\_



Teacher's  
Note

You can make a simple stethoscope for the students to hear their heartbeat. You will need a small plastic funnel, a balloon and a plastic tube. Stretch the balloon over the mouth of the funnel. Fix the plastic tube to the other end of the funnel. You can hear the heartbeat when you place the mouth of the funnel on the left side of your chest and the tube in your ear.

\*internal: found inside



\* Match each organ with the work it does. One has been done for you.

A	B
The stomach	help us breathe.
The heart	helps us think.
The lungs	pumps blood.
The brain	digests food.

\* Find the names of the body parts in the word grid. One has been done for you.

tongue	heart	brain	eyes	nose
lungs	stomach	ears	head	legs

a	s	l	e	g	s	b	s
v	t	u	h	e	a	r	t
f	o	n	e	c	e	a	o
e	n	g	h	b	a	i	m
z	g	s	a	u	r	n	a
r	u	e	y	e	s	p	c
h	e	a	d	q	t	n	h
a	r	b	s	n	o	s	e

\* Which internal organ helps you:

1. when you eat? \_\_\_\_\_
2. when you do your homework? \_\_\_\_\_





3. when you breathe? \_\_\_\_\_

\* Replace the words in colour with the correct words from the help box. One has been done for you.

heart   lungs   stomach   brain

1. My **stomach** helps me to think. brain

2. My **brain** helps me to digest my food. \_\_\_\_\_

3. My **lungs** pump blood to the whole body. \_\_\_\_\_

4. My **heart** helps me to breathe. \_\_\_\_\_

## Higher Order Thinking Skills

Circle the odd word in each set.

- |    |         |         |        |       |
|----|---------|---------|--------|-------|
| 1. | head    | stomach | brain  | think |
| 2. | lung    | head    | breath | chest |
| 3. | stomach | food    | pump   | eat   |
| 4. | swallow | heart   | blood  | pump  |

### web links

[www.kidshealth.org/kid/htbw](http://www.kidshealth.org/kid/htbw)

[www.sciencekids.co.nz/sciencefacts/humanbody.html](http://www.sciencekids.co.nz/sciencefacts/humanbody.html)

## ACTIVITY TIME

- **Drawing an outline of the body**  
You can do this activity in pairs.  
Things needed are—a pair of scissors, an old calendar, glue,





cellotape and crayons. Paste together the blank side of calendar sheets with glue and fix them to the floor with cello tape. One of you must lie down on the centre of the sheet. Ask your partner to draw the outline of your body with a black crayon. In the outline mark the spots where you think the brain, heart, lungs and stomach are. Show it to your teacher.

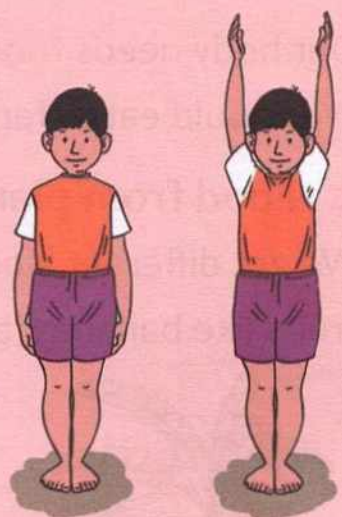
## LIFE SKILLS AND VALUES

### Learning to stay healthy

1. Regular exercise is good for our body. Do these two simple yogasanas to stay fit and healthy.

**Sampadasana**—Stand straight with your feet together. Keep your head and body straight. Slowly breathe in and out for a minute.

**Tadasana**—Stand straight with your feet together. Slowly raise your hands above your head. Breathe in as you do this. Now stretch as much as you can, like a palm tree. Bring your hands down slowly. Breathe out as you do this.



Sampadasana Tadasana

2. Which of these do you do?

Swimming, cycling and skipping are fun ways to exercise.



3. Shruti makes fun of her brother because he has a scar on his face. Do you think this is wrong? Discuss in class.



Teacher's  
Note

All yogasanas should be done under the supervision and guidance of a trained instructor.





# MY BODY NEEDS FOOD

## WARM UP

What is your favourite food? List three of your favourite dishes. Can you say what these are made from?

Our body needs **food** to grow and stay healthy.

We should eat different kinds of food to stay healthy.

### Food from plants

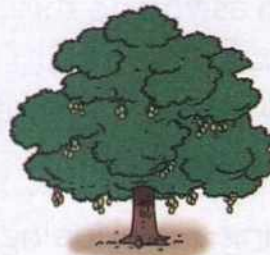
We get different kinds of food from plants and animals. We get fruits like bananas, apples, mangoes and grapes from plants.



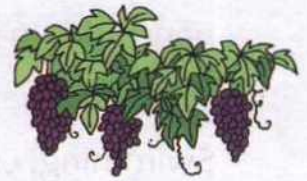
Banana



Apple



Mango



Grapes

Vegetables such as potatoes, chillies, brinjals, beans and tomatoes also grow on plants.



Potato



Chilli



Brinjal



Beans



Tomato



Teacher's Note

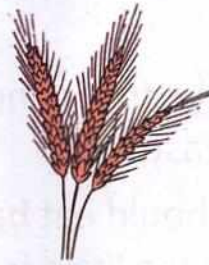
Show the students a few seasonal fruits and vegetables. Talk to them about their food habits, their likes and dislikes. Tell them that it is important to eat a variety of food daily to fulfill their nutritional requirements.





We get **grains** and **pulses** from plants. Rice and wheat are grains. The different kinds of **dals** (or **paruppu** as they are called in South India) are known as pulses.

We get fruits, vegetables, grains and pulses from plants.



Wheat



Corn



Pulses

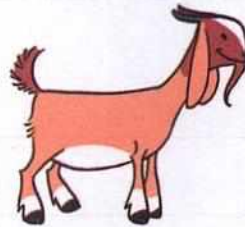
## 🌸 Food from animals

We get food from animals too. We get milk from cows, camels, goats and buffaloes. We get eggs from hens and ducks. We also get meat from animals. Foods that we get from animals are called **animal products**.

Milk, butter, cheese, curd, *ghee*, eggs and meat are animal products.



Cow



Goat



Hen



Duck



Cheese



Milk



Fish



Chicken

## 🌸 Kinds of food

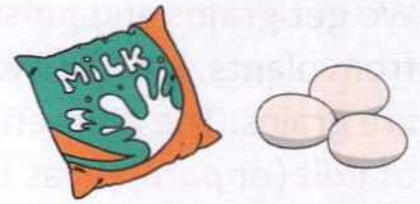
Different kinds of food help us in different ways. Some give us energy, some give us strength, and some protect our bodies from diseases.

**Energy-giving foods:** Some foods like potato, bread, rice, *chappatis*, sugar, butter and oil give us the energy to work and play.





**Body-building foods:** Some foods like milk, meat, fish, egg and pulses (*dals*) make our bodies strong and help us to grow.



**Protective foods:** Some foods like fruits and vegetables protect us from diseases.

To stay healthy and strong we should eat **balanced meals**. This means that in a day we should eat a little from all the three groups of food.

### \* Vegetarians and Non-vegetarians

Do you know that some people eat only milk products, grains, fruits and vegetables? They are called **vegetarians**. There are others who eat milk products, grains, fruits, vegetables, eggs and meat. They are called **non-vegetarians**.

\* In the spaces below, write what you had for breakfast, lunch and dinner yesterday.

Breakfast: \_\_\_\_\_

Lunch: \_\_\_\_\_

Dinner: \_\_\_\_\_

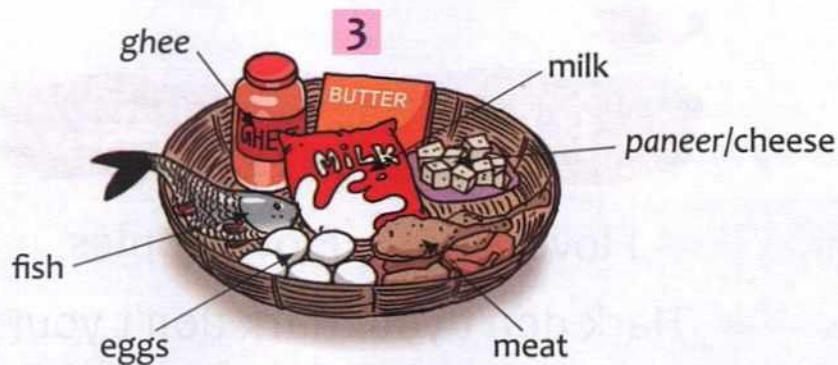
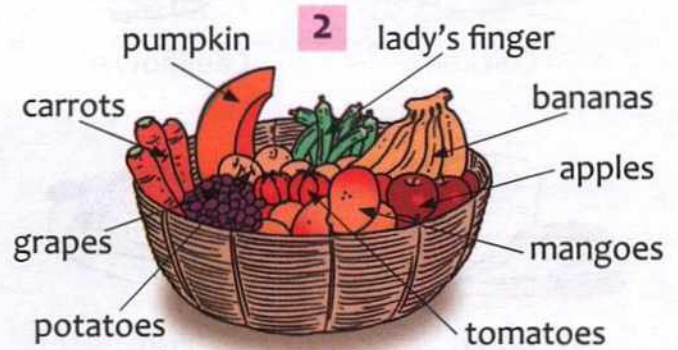
\* Mark the sentences as true (✓) or not true (X). One has been done for you.

1. We must eat breakfast, lunch and dinner every day. (✓)
2. Food makes us healthy and strong. ( )
3. Apples, mangoes and oranges are vegetables. ( )
4. We get food from animals. ( )
5. We must eat different kinds of food. ( )
6. The cow gives us cheese. ( )





\* Look at the three baskets. Baskets 1 and 2 contain foods that we get from plants. Basket 3 contains food that we get from animals. Look at the pictures carefully before you answer the questions.



1. Name some pulses in basket 1.  
\_\_\_\_\_
2. How many fruits and vegetables do you eat from those shown in basket 2? \_\_\_\_\_
3. Which animal products do you eat or drink from basket 3?  
\_\_\_\_\_
4. Is rice a grain or a kind of meat? \_\_\_\_\_
5. Name one grain you eat daily. \_\_\_\_\_
6. Name a fruit that shares its name with a colour.  
\_\_\_\_\_



\* Circle the food items we get from animals.



Chicken



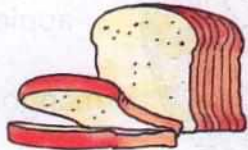
Cauliflower



Chappatis



Eggs



Bread



Fish



Butter



Rice



## I Love Apples

I love **apples**, I love **apples**,  
Hark don't you! Hark don't you!

I eat one every **morning**,  
I eat one every **morning**.

Why don't you? Why don't you?

I love **carrots**, I love **carrots**,  
Hark don't you! Hark don't you!

I eat some at lunch time,  
I eat some at lunch time.

Why don't you? Why don't you?



Teacher's  
Note

Ask students to replace words in colour with their own choice of foods.  
Let them also change the time of the day when they eat it.





## Higher Order Thinking Skills

1. Which one of these has all the three kinds of food? Tick those that do.

- a. A vegetable sandwich with cheese
- b. Dosa with chutney
- c. Pizza
- d. Rice with *dal* and vegetables
- e. *Chappati* with chicken and a banana



## ACTIVITY TIME

- You want to invite your friends for your birthday party. You need to make a menu. Before you decide the menu you must find out what your friends enjoy eating. Ask your friends and fill up the table.

Friend's Name	Favourite Food	Favourite Drink
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

Now plan your menu. Try to make a healthy menu.





### Learning good habits

1. Here are some children who follow good eating habits.

- Ishan always eats with his mouth closed.
- Paloma always washes her hands before eating.
- Denny chews his food well before swallowing.

Are there any other good habits you should follow before, after or while eating? Discuss this with your friends.

2. Adil and Arifa's father tells them that he will not be able to make their favourite mutton *biryani* today but he will make it for them tomorrow. Adil is upset but he keeps quiet. Arifa starts shouting and refuses to eat anything else.

Who did the right thing, Adil or Arifa?



## OUR HERITAGE

A dish which is a combination of rice and *dal* is eaten all over India. It is called *khichdi* in Hindi, *pongal* in Tamil and *khichurdi* in Bengali.



Khichdi



Teacher's  
Note

Enact good eating habits with the students on a properly laid table with their tiffins and water bottles.





4



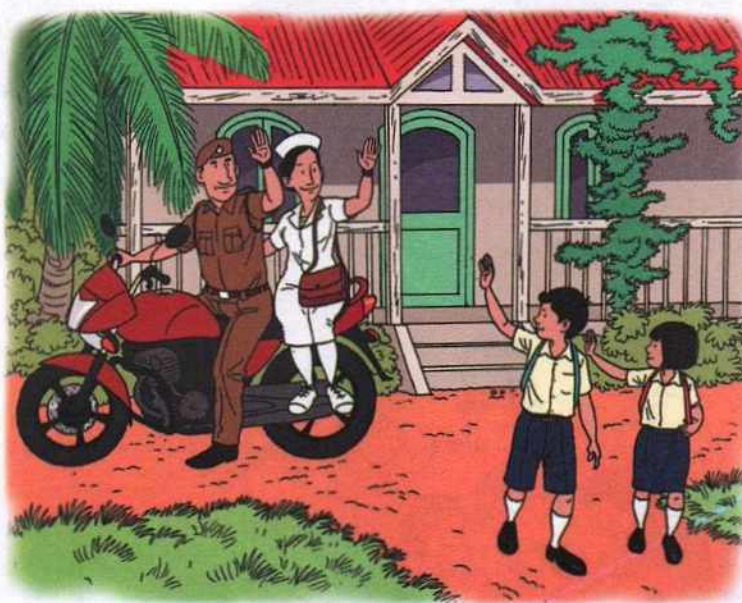
# MY FAMILY

## WARM UP

Think about all the people in your family. Whom do you go to when:

- a. you want help with your homework?
- b. you are hungry?      c. you are afraid?

My name is Anju. I live with my family in Goa. My father is a policeman. My mother is a nurse. My father and mother share all the work at home. My brother is older than I am. We love each other, but I get angry with him when he teases me.



I feel very happy when I am with my family.

My friend Raj lives with his sister, mother and grandparents. Raj spends a lot of time with his family. He helps his mother around the house. At night, he sleeps with his grandparents. His grandmother tells him a new story every night. His grandfather helps him and his sister with their homework.



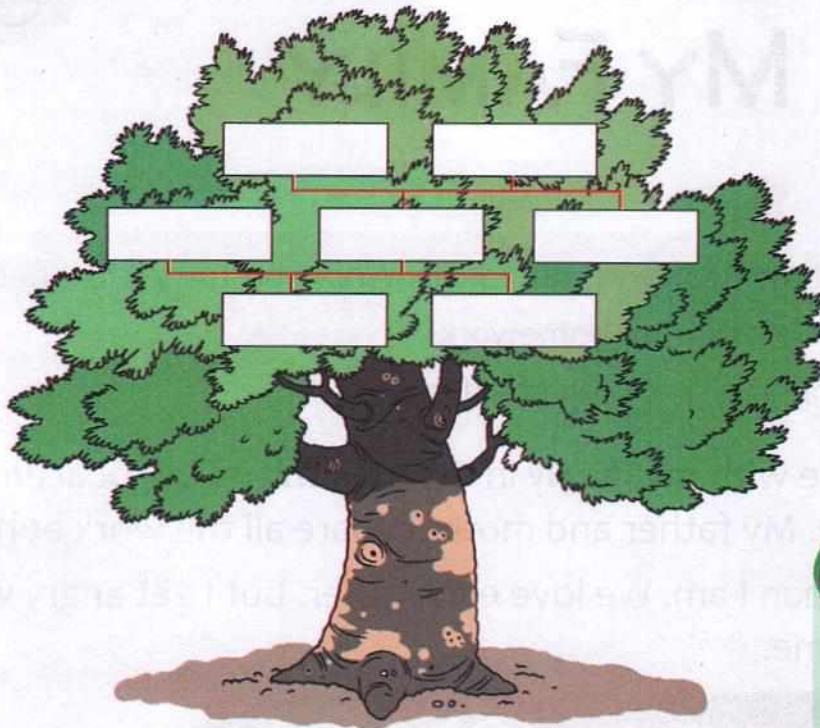
Teacher's  
Note

Introduce the lesson by asking each child to talk about his/her family. Tell them that a family is a group consisting of one or more parents and their children.





\* Given below is a family tree. Write the names of your family members in the boxes.



Explain the concept of a family tree to the students before they fill in the boxes. Tell them that a family tree shows the relationship between members of a family.

### \* Family time

Members of a family do many things together.



Ali's family plays cricket every Sunday. Ali is a good bowler. But he hates bowling to his grandmother. She hits the ball hard, and it goes out of the field for six runs.



Gurdeep watches television with his family after dinner. His parents enjoy the cartoon shows too. His mother sends him to bed by 9 o'clock.

Saki's grandmother says that the whole family should have dinner together, so dinner time is very noisy at Saki's house. Everyone talks at the same time, but she enjoys it.



Meher's father reads her a story each night. She loves the animal sounds he makes. Her mother drops her and her brother off at school every morning.

Ruhi and her parents go for a walk after dinner. Sometimes they have an ice-cream on their way home. Ruhi loves swinging on her father's arm as they walk.



\* **Match the following to complete the sentences. One has been done for you.**

- |                                |         |
|--------------------------------|---------|
| 1. My mother's son is my       | father  |
| 2. My father and mother are my | mother  |
| 3. My father's wife is my      | sister  |
| 4. My mother's husband is my   | brother |
| 5. My father's daughter is my  | parents |

\* **Who does the following in your home?**

1. cook your food \_\_\_\_\_
2. comb your hair \_\_\_\_\_
3. wash the dishes \_\_\_\_\_





4. help with your homework \_\_\_\_\_

5. pack your lunch box \_\_\_\_\_

6. play with you \_\_\_\_\_

7. iron the clothes \_\_\_\_\_



**\* Find these words in the word grid.**

father

mother

aunt

grandmother

grandfather

brother

sister

uncle

x	y	f	b	m	s	m	a	u	n	t	z
g	r	a	n	d	m	o	t	h	e	r	s
q	e	t	b	r	o	t	h	e	r	y	i
f	b	h	l	t	k	h	c	o	u	s	s
z	p	e	a	f	q	e	t	w	e	v	t
w	b	r	d	g	p	r	u	n	c	l	e
g	r	a	n	d	f	a	t	h	e	r	r

**\* Colour the picture.**





- \* Write two things you can do to help at home.
- 
- 



## ACTIVITY TIME

- Make a family album. Collect pictures of your grandparents and parents when they were young and some recent pictures too. Paste the pictures in the album along with some of your pictures. Share the album with your classmates. Share some interesting family incidents too.
- Talk to your grandparents and parents. Ask them about their favourite things like their favourite colour, drink, fruit, vegetable, game and dress. Write them down. Then write down the names of your favourite things. Do they match?
- If possible, watch 'Peppa Pig' cartoons on the internet. Peppa is a lovable pig who lives with her family. She enjoys doing a lot of things with them.



## LIFE SKILLS AND VALUES

### Learning to communicate, and to be compassionate

1. Spend at least some time each day talking to your grandparents, or other elderly people. Ask them to tell you stories. They might be able to tell you some really funny stories. You, in turn, can tell them whatever happened in school that day. You could also play games like Ludo and Snakes and Ladders, or Scrabble, with them.
2. Your parents help you in so many ways. In what ways do you help them?



Teacher's  
Note

Emphasise how important it is to do things together as a family. Try and make the students realise that a happy family is built by sharing, caring and doing things together.







# 5

# PEOPLE WHO HELP US



## WARM UP

Look at the pictures given below. Tell your teacher what each person does. Discuss how each person helps us.



Many people help us in our daily lives.



Postwoman

The **cobbler** makes and mends our shoes and slippers.



Cobbler

The **postman** or the **postwoman** brings us our letters.



Teacher's Note

Encourage the students to talk about people who help us in our daily lives. You could invite parents to class to talk about their professions and occupations. You could also invite service providers like the local postman, policeman, cobbler, tailor, etc., to interact with students.



When we are ill, the **doctor** tells us what we must do to get well again.



Doctor

Our **teachers** help us learn in school.



Teacher

The **policemen** and **policewomen** keep our neighbourhood safe.



Policewoman

The **tailor** stitches new clothes for us.



Tailor

The **shopkeeper** sells us things we need every day like bread, eggs, milk, pencils and notebooks.



Shopkeeper





These are some of the people who help us in our daily lives. Can you think of some more people who help us?

**\* Think and answer.**

1. Who helps you with your lessons at school? \_\_\_\_\_
2. Who helps you with your lessons at home? \_\_\_\_\_
3. Who takes you to school every day? \_\_\_\_\_
4. Who rings the bell in school at the end of each class?  
\_\_\_\_\_
5. Who keeps your school clean? \_\_\_\_\_

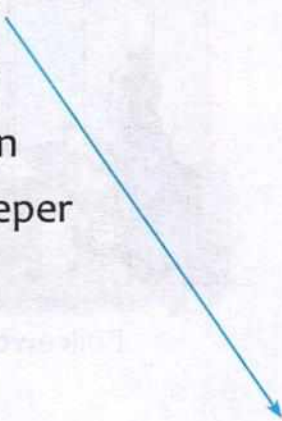
**\* Match the people with what they do. One has been done for you.**

**A**

- The cobbler
- The teacher
- The postman
- The shopkeeper
- The doctor
- The tailor
- The police

**B**

- sells us things.
- keep the neighbourhood safe.
- helps us get well when we are ill.
- helps us learn.
- stitches our clothes.
- brings our letters.
- mends our shoes.



**\* Write the names of four people who help you at school and at home.**

**At school**

**At home**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Teacher's Note

Students can write the names of people like the gardener, plumber, electrician, security guard, cleaners, dhobi, household help, etc.





\* **Tick (✓) the correct word.**

1. If James wants to buy a pencil he will go to a (tailor/shopkeeper).
2. If Sana wants a new dress stitched she will go to a (tailor/cobbler).
3. If Jaspal is not feeling well he will go to a (teacher/doctor).
4. If Kavya wants to learn to read she will go to a (cobbler/teacher).
5. If Bina wants her slippers mended she will go to a (doctor/cobbler).

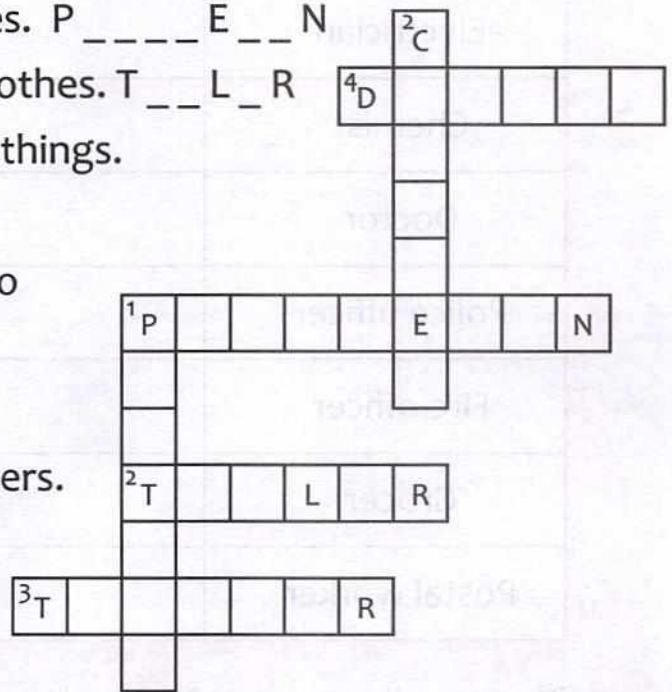
\* **Complete the crossword. The clues given below will help you.**

**Across**

1. The person who catches thieves. P \_ \_ \_ \_ E \_ \_ N
2. The person who stitches our clothes. T \_ \_ L \_ R
3. The person who helps us learn things.  
T \_ \_ C \_ \_ R
4. The person who tells us what to do when we are ill. D \_ C \_ \_ R

**Down**

1. The person who brings our letters.  
\_ O \_ \_ M \_ \_
2. The person who mends our shoes. C \_ B \_ \_ E \_



**ACTIVITY TIME**

- Collect pictures from magazines and newspapers, of people doing different jobs. Paste these in your scrapbook.
- Have a fancy dress competition in your class. Each of you should come dressed as a person who helps us—like a postal worker, a police officer, a fire fighter or a doctor.
- Prepare 'Thank You' cards for people who help you every day. Give them the card to show you care.





## Learning to be aware and to be appreciative

1. Find out the names and telephone numbers of these people in your locality. Fill in the table to make your own telephone directory.

People who help	Name	Telephone number
Plumber		
Electrician		
Chemist		
Doctor		
Police officer		
Fire officer		
Grocer		
Postal worker		

2. The security guard in Ravi and Vipul's colony always helps them by holding their bags when they climb into their school bus every morning. Ravi always says 'Thank you' to the guard, but Vipul doesn't. What would you say to Vipul? Why?





6

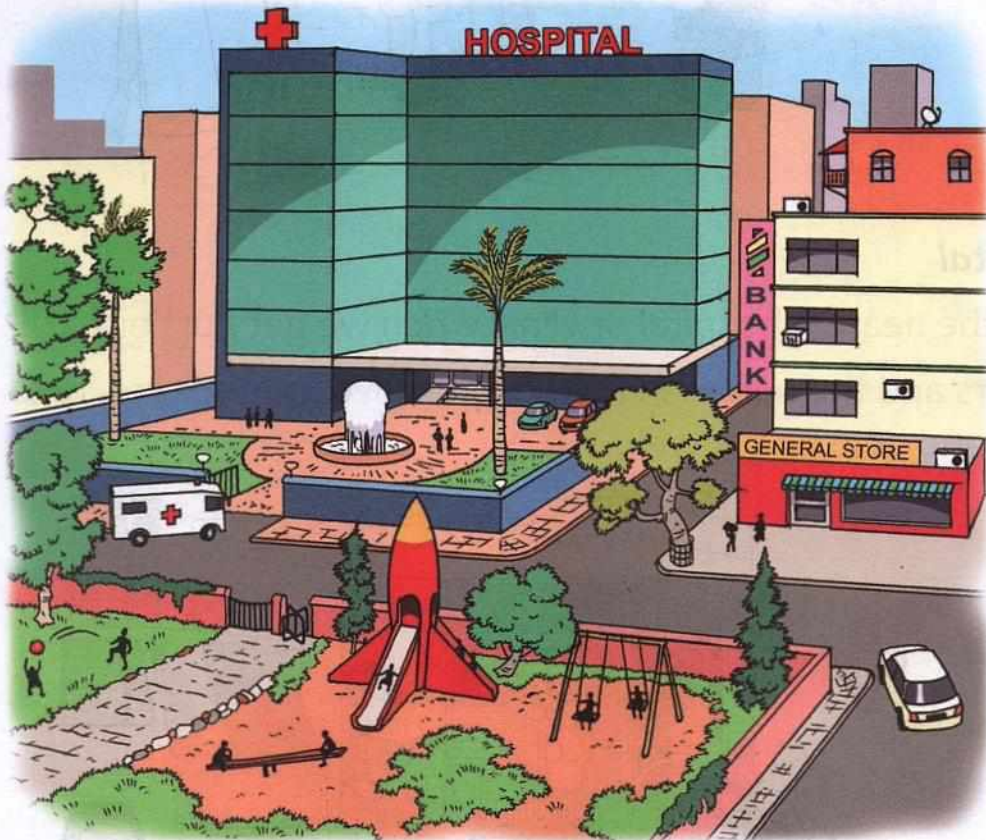


# OUR NEIGHBOURHOOD

## WARM UP

Do you know the names of your neighbours? If you do not, find out. Always greet them when you see them.

The people who live near our house are our **neighbours**. Near our house we also have places like markets, hospitals, schools and banks. The people who live in an area and the places in it make up the **neighbourhood**.



Neighbourhood



Teacher's  
Note

Have a class discussion with students about their neighbours. Let students speak briefly about the different places that comprise their respective neighbourhoods.



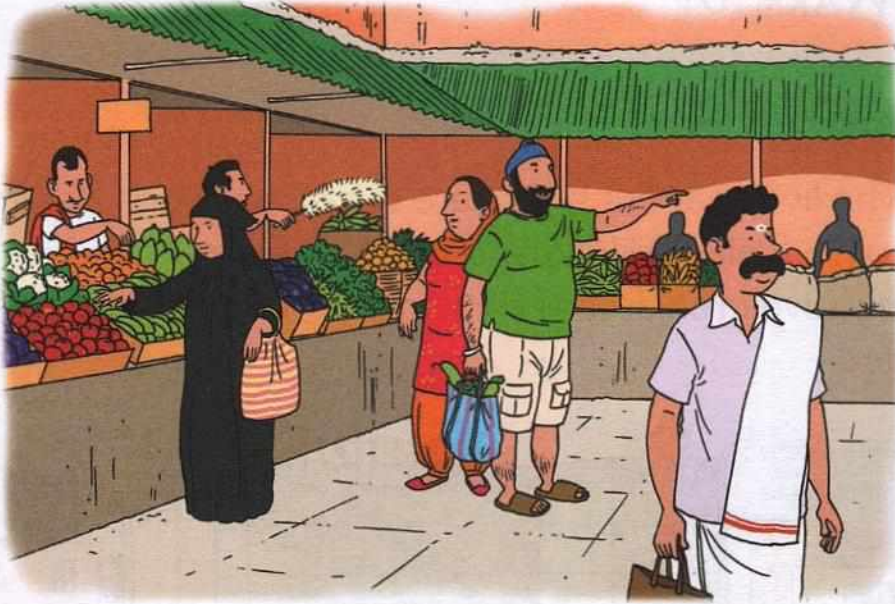


## ✿ Places in our neighbourhood

There are many important places in a neighbourhood. Let us now read about the different places that are usually found in a neighbourhood.

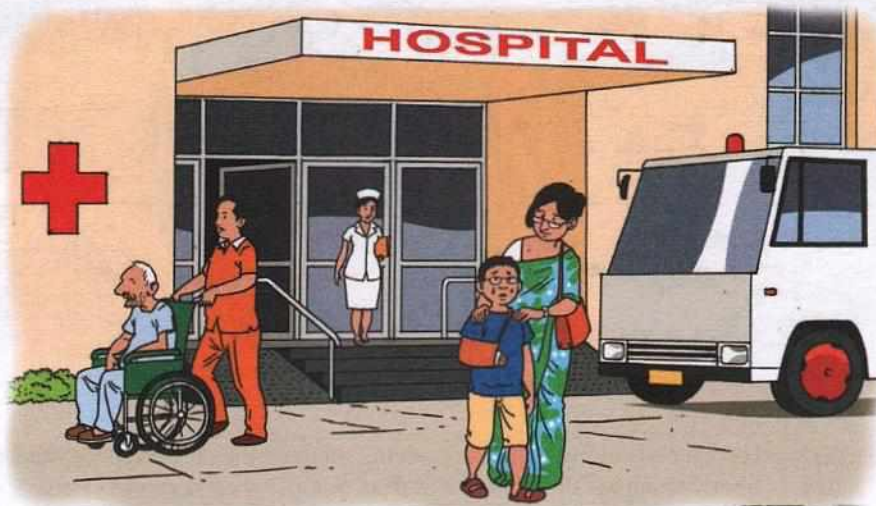
### *The market*

We buy milk, fruits, vegetables, pulses, medicines and other things for everyday use. We buy them from the shops and stalls in the neighbourhood market.



### *The hospital*

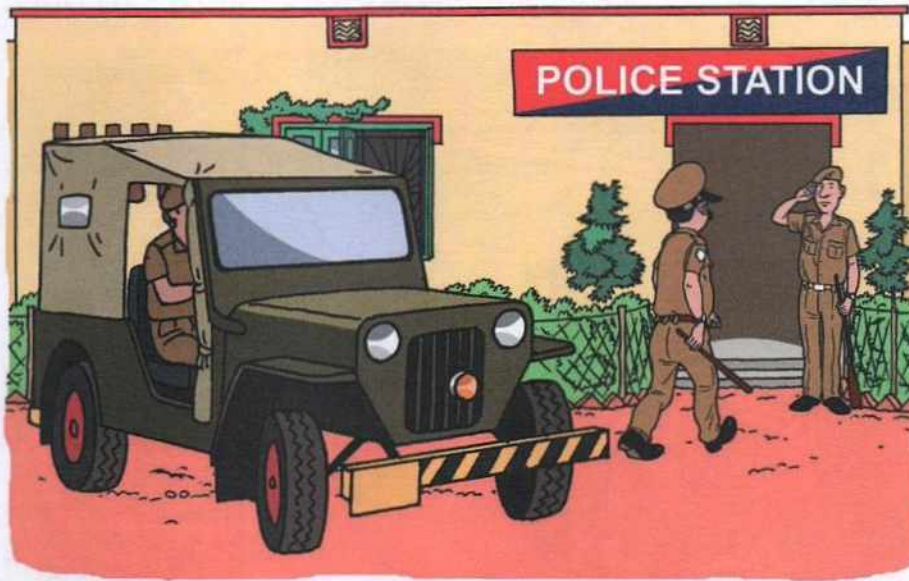
We go to the nearest hospital or clinic when we get hurt or fall ill. The doctors and the nurses in the hospital give us medicine, take care of us and help us get well.





## The police station

A police station is the office of the local police. The police help to keep our neighbourhood safe from thieves and robbers. They make sure that people follow rules and live peacefully with each other.



## The bank

We keep our money and jewellery in the bank. Banks keep them safe for us. Banks also lend money to people to buy a house, a car or to study. Many neighbourhoods have an ATM. An ATM is an automatic machine that allows people to take money out from the bank anytime.

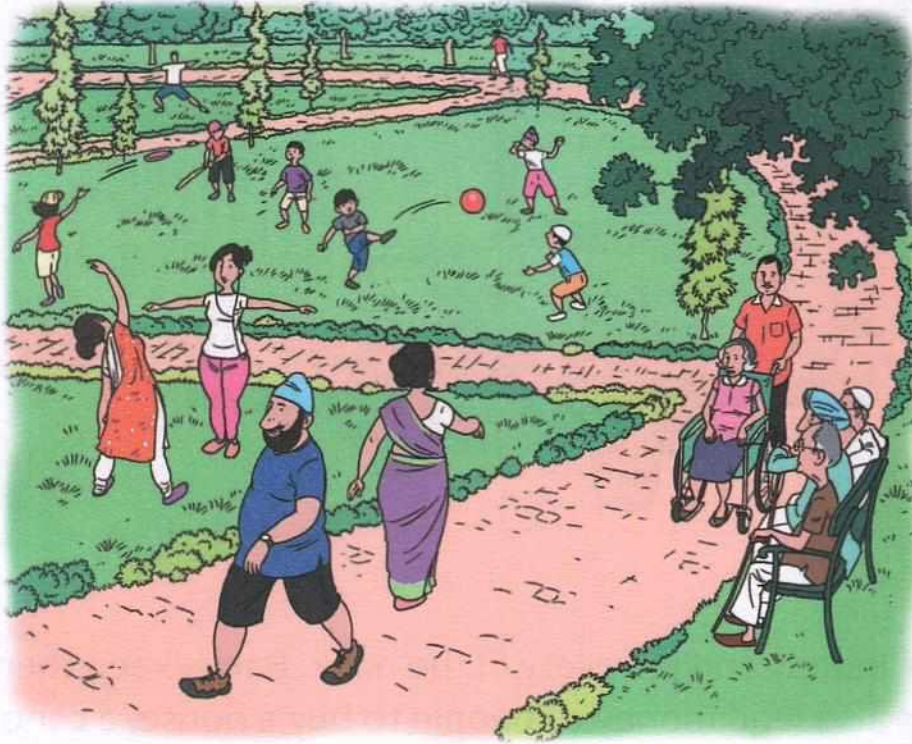




## The park

We go to the park to play and to exercise. Some people go there to meet and talk to others.

Parks are big places, with plants and trees, where people enjoy fresh air. Some parks also have swings and slides for children to play.



## The fire station

If a building in our neighbourhood catches fire, we call the fire station. People who put out fires are called **fire fighters**. They come in a fire engine.





## The post office

We go to the neighbourhood post office when we want to send letters to our friends and relatives. We buy stamps at the post office. We also send money and parcels by post.

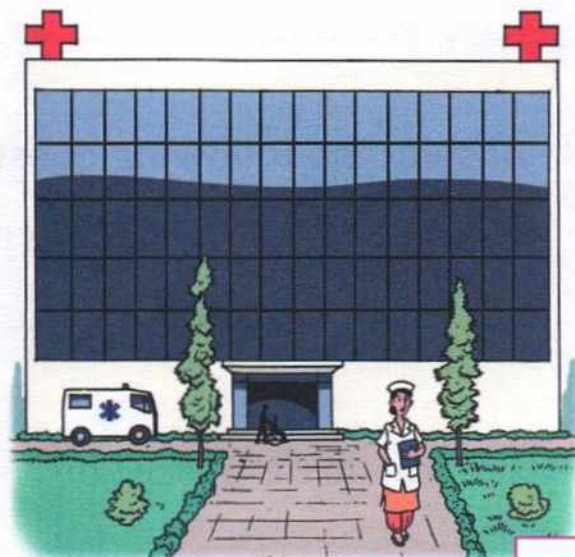
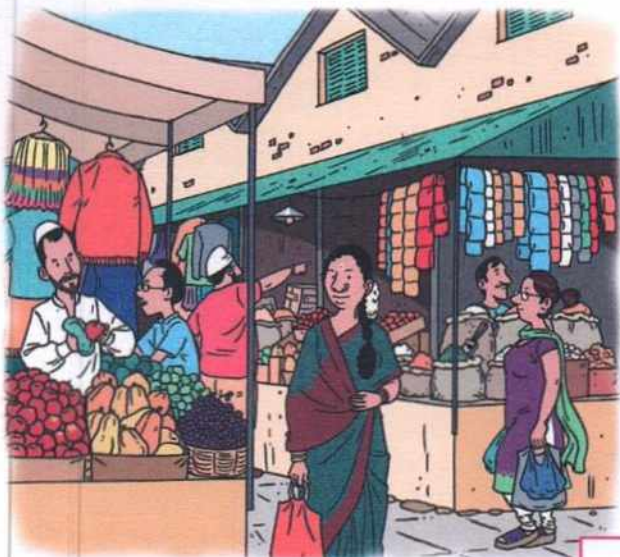
Our neighbourhood is where we live. We must keep our neighbourhood clean. We must not throw garbage on the streets. We can also plant trees to make our neighbourhood green and beautiful.

### \* Fill in the blanks with words from the box.

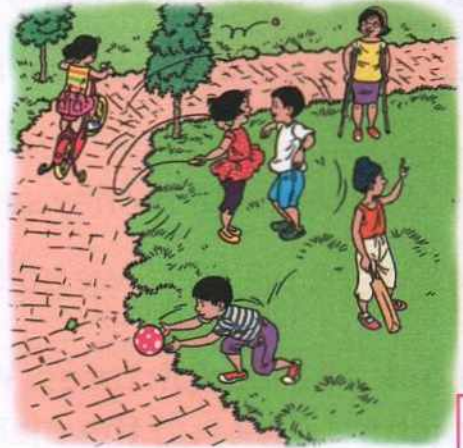
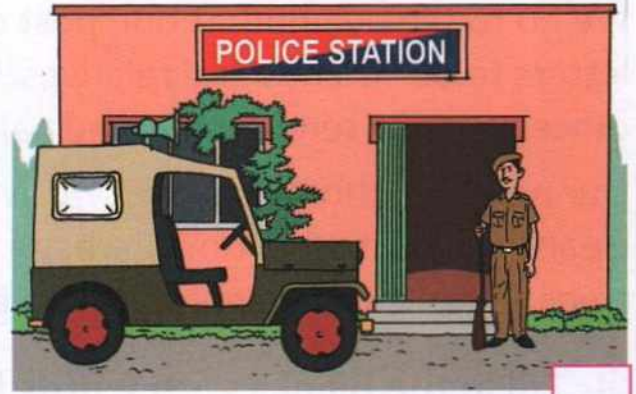
bank      hospital      market      neighbours

1. People who live near our homes are our \_\_\_\_\_.
2. We buy fruits, vegetables and other things from the \_\_\_\_\_.
3. We keep our money safe in the \_\_\_\_\_.
4. When we are ill we go to the \_\_\_\_\_.

### \* Look at these pictures. Write the name of the place below each picture. Tick (✓) the places that you find in your neighbourhood.







\* Answer the following questions.

1. Where would you go when you are hurt or ill?

---

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2. What do the police do?

---

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3. What can you do in a park?

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4. Why do we go to a post office?

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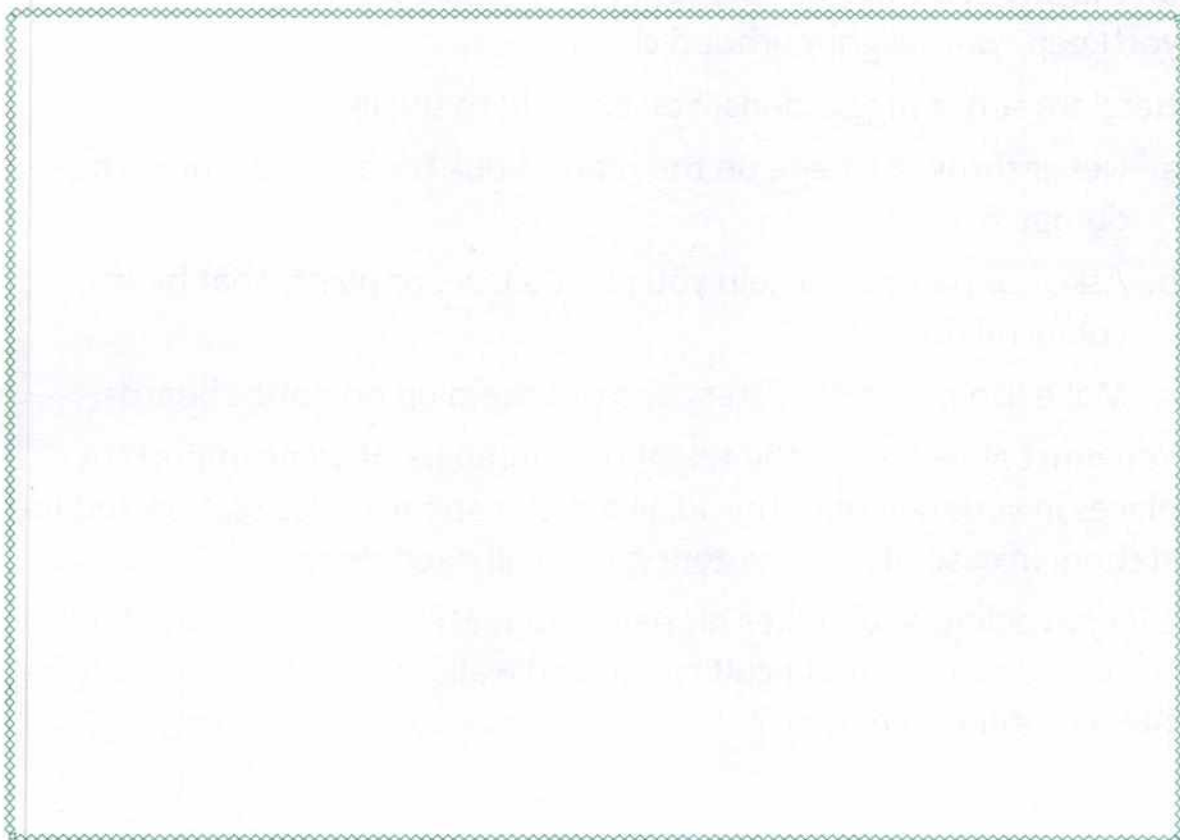
5. Who are fire fighters?

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\* Visit the market nearest to you. Make a list of ten things you can buy there.

\* Name any other place that you find in your neighbourhood. Draw your favourite place in your neighbourhood below.







## ACTIVITY TIME

- My neighbourhood in class!

Ask your teacher to help you make the classroom into 'your neighbourhood'. Move the tables and chairs around so that they form groups. One set of tables can be the post office. One can be the hospital. One can be the market; and one can be the school. Make vegetables and other things out of clay and arrange them in your shop. Some of you can act like the doctor, the teacher and the postal worker. Some of you can be the customers. Use pieces of paper as money. Your neighbourhood is now in your classroom. Have fun!



## LIFE SKILLS AND VALUES

### Learning to keep your neighbourhood clean; being helpful

1. Take a walk around your neighbourhood. Is it clean? Is there garbage on the streets? Have people spat on the walls and the road? How can you keep your neighbourhood clean?

Here are some suggestions. You can add to the list.

- a. Never throw garbage on the roads. Look for a dustbin or garbage dump.
  - b. Ask your parents to help you plant a tree, or plants that bear colourful flowers.
  - c. Make 'Do not spit' posters and put them up on notice boards.
2. You must always have the telephone numbers of some important places in your neighbourhood, like the hospital, police station and fire station. In case of an emergency, you will need them.
  3. Every evening, Ayub takes his neighbour, Mr Roy, to the park. Mr Roy is old and he finds it difficult to see and walk. Do you think Ayub does the right thing? Why?





# FESTIVALS



## WARM UP

Which festivals do you celebrate at home? Which is your favourite festival? Tell your teacher.

Festivals are time for celebration and fun. Schools and offices remain closed on festivals. We dress in our best clothes. We prepare special food. We celebrate festivals with our family and friends.



Durga puja celebrations

## National days

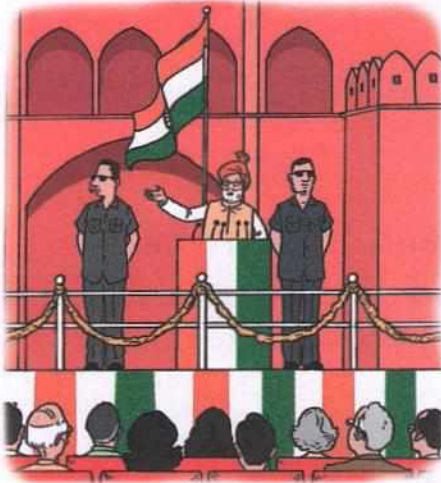
Some special days, such as Republic Day, Independence Day and Gandhi Jayanti are called **national days**. They are celebrated all over India.





## Republic Day

We celebrate Republic Day on 26 January every year. On this day we salute our national flag. There is a grand parade in front of India Gate in New Delhi.



## Independence Day

We celebrate Independence\* Day on 15 August. India became free from British rule on 15 August 1947. On this day, we raise the Indian flag and sing the national anthem\*.



## Gandhi Jayanti

We celebrate Gandhi Jayanti on 2 October. It is the birthday of Mahatma Gandhi. He is known as the Father of our Nation. He was also called *Bapu*.



## Other festivals

Eid is celebrated to end a month of fasting called **Ramzan**. People wish each other **Eid Mubarak**, and prepare sweets like *sewain*. They offer special prayers at the **mosque**\*.

\*independence: not to be ruled by anyone

\*anthem: song of praise

\*mosque: a muslim place of worship



While teaching students about Independence Day tell them briefly and simply about the British or English ruling India till we gained independence.



**Gurupurab** is the festival of the gurus. People meet and pray at the **gurdwara**\*. They take out processions to celebrate the festival. Food is served to everyone.



**Diwali** is known as the festival of lights. People give sweets and gifts to each other. They light lamps to decorate their homes and pray to the goddess. Some people also burst crackers.

**Christmas** is celebrated on 25 December. People decorate a Christmas tree, exchange gifts and prepare special food. They go to **church**\* and offer special prayers.



Teacher's  
Note

Do explain to students how bursting crackers pollutes the air. Also tell them about children having to make crackers in factories.

\*gurdwara: a sikh place of worship

\*church: a christian place of worship





\* **Match the festivals with the dates we celebrate them on.**

**A**

1. Christmas
2. Republic Day
3. Independence Day
4. Gandhi Jayanti

**B**

- 15 August
- 2 October
- 26 January
- 25 December

\* **Answer the following questions.**

1. How is Republic Day celebrated?

\_\_\_\_\_

2. On which day did India become free from British rule?

\_\_\_\_\_

3. When is Eid celebrated?

\_\_\_\_\_

4. Which festival is known as the festival of the gurus?

\_\_\_\_\_

5. What do people do during Diwali?

\_\_\_\_\_

6. When is Christmas celebrated?

\_\_\_\_\_

 **ACTIVITY TIME**

- Make a festival timeline. Mark the months of the year on a timeline. Then mark and name on it, festivals you celebrate each month. You can look up a calendar or ask your elders. Draw or paste pictures related to each festival below the timeline.
- Tell the class about the other festivals you celebrate.





## LIFE SKILLS AND VALUES

**Learning to be compassionate; learning citizenship values; learning to show respect for other cultures**

1. Festivals are times of joy and celebration. But there are many children who do not have the means to celebrate. Find out if there are any such children around you. What can you do to make festivals a happy time for them?
2. Have you seen our national flag? Where have you seen it? How do you think we should show respect to our flag?
3. Ask your classmates about the different festivals they celebrate. Mark them on a calendar and remember to greet them on those days even if you do not celebrate them.



## OUR HERITAGE

People in different parts of India celebrate new year on different days. These days have different names in different parts of India. For example, *Bihu* in Assam, *Pohela Boishak* in Bengal, *Vishu* in Kerala, *Gudi Padwa* in Maharashtra, and *Baisakhi* in Punjab.





# PLANTS AROUND ME



## WARM UP

Give the names of any two plants growing in your home or in your neighbourhood. Walk around your neighbourhood. Make a note of the different kinds of plants and trees you see. Draw your favourite plant. Show your teacher your drawing.

We see many plants all around us. A plant has many parts. Let us see what they are.

### Parts of a plant

Look at this picture of a plant. It shows you the different parts of a plant.

#### Root

The root fixes the plant to the ground. It also takes in water from the ground.

#### Stem

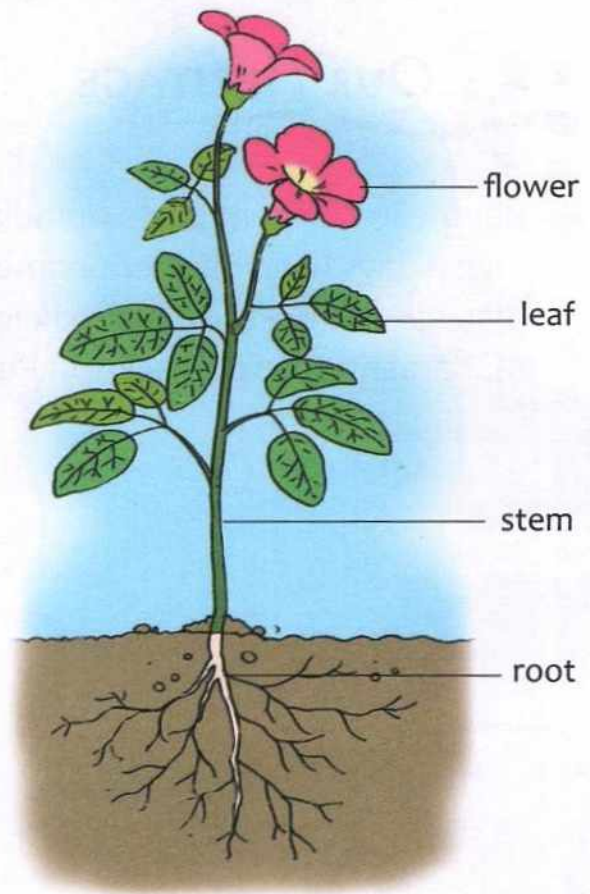
The stem holds up the plant. It also carries food and water to the different parts of the plant.

#### Leaf

The leaf makes food for the plant.

#### Flower

The flower grows into a fruit. Fruits have seeds which can later grow into new plants.



Teacher's Note

Introduce the lesson by taking the students to the school garden or a nearby park and showing them some common trees and plants. Also tell them the names of these trees and plants. Help them to identify the different parts of a plant.



✿ Draw and label the parts of a plant in your notebook.

## ✿ Different types of plants

There are different kinds of plants. Big plants are called **trees**.

They have a single thick stem called the **trunk**.

The mango, coconut, neem and pine are some common trees.



Mango



Coconut

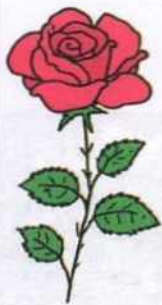


Neem



Pine

Small plants with hard and woody stems are called **shrubs**. The rose, hibiscus and chilli are examples.



Rose



Hibiscus

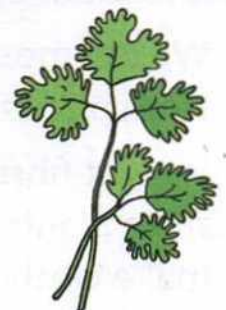


Chilli

Small plants with soft stems are called herbs. Many herbs grow close to the ground. They do not grow tall like trees. We use herbs in our food every day. Mint and coriander are two common herbs we use. Herbs are also used in medicines.



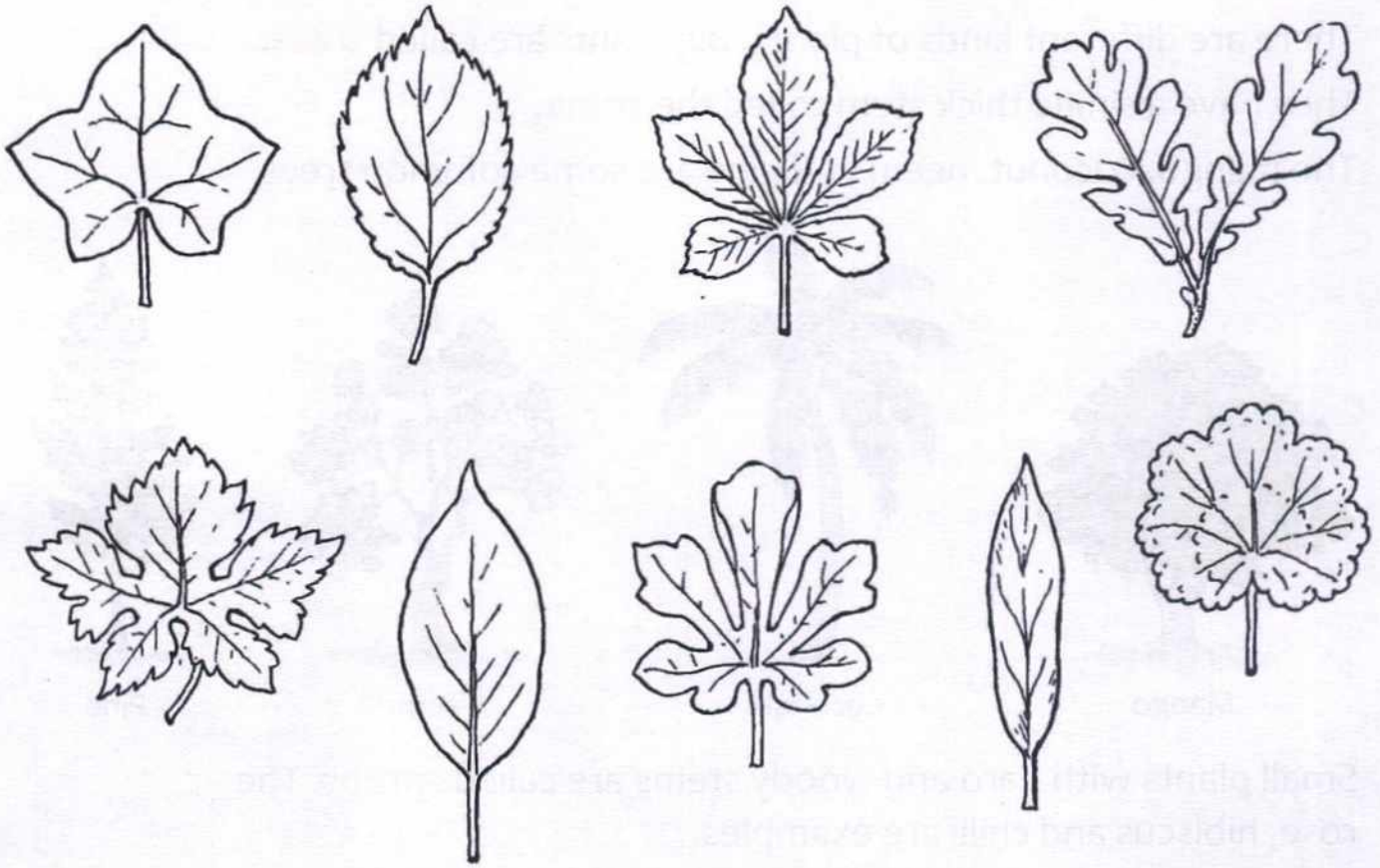
Mint



Coriander



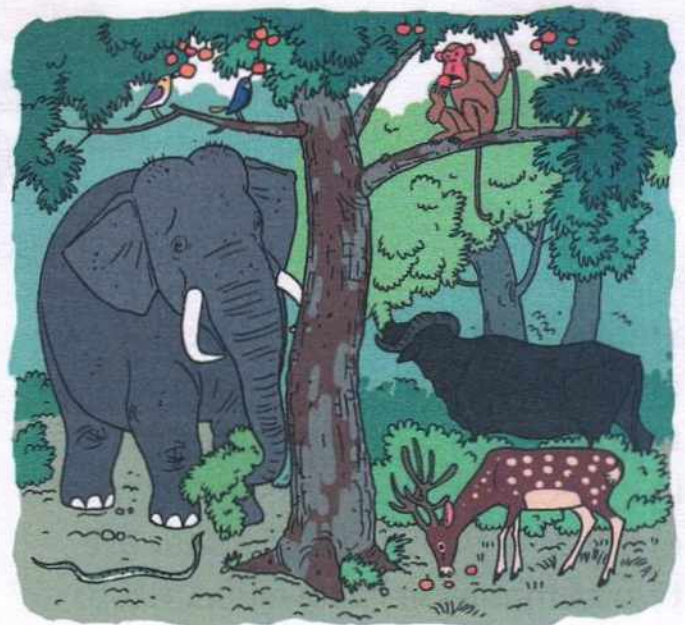
\* These are leaves of different plants. Colour them. Can you see how different they are from each other!



### \* Uses of plants

Plants help us in many ways.

- They keep the air around us clean.
- They are home to many animals like birds, squirrels, butterflies and monkeys.
- We get most of the food we eat from plants.
- We get fibre like cotton and jute from plants which are used to make clothes and bags.





- Wood, which we get from trees, is used to make houses, tables, chairs, doors and windows.
- We get rubber, paper and many medicines from plants.

Plants are our friends. If there were no plants we would not have clean air to breathe. We would have no food to eat.

All the animals and humans would die. We must therefore take care of plants.



**\* Fill in the blanks with words from the help box.**

leaves    herbs    root    stems    animals

1. The part of the plant that lies below the ground is called the \_\_\_\_\_.
2. Shrubs have hard, woody \_\_\_\_\_.
3. Plants make their food in their \_\_\_\_\_.
4. Plants are home to many \_\_\_\_\_.
5. Small plants with weak stems are called \_\_\_\_\_.

**\* Why are plants important to us? Why should we not cut trees?**

**\* Answer the following questions.**

1. Name the different parts of a plant.

\_\_\_\_\_

2. What does the root of a plant do?

\_\_\_\_\_





3. Why are the leaves of a plant important?

\_\_\_\_\_

4. How are shrubs different from herbs?

\_\_\_\_\_

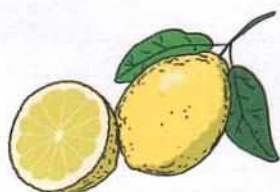
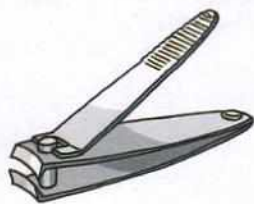
5. Name three trees.

\_\_\_\_\_

6. Name two herbs.

\_\_\_\_\_

\* Look at these pictures carefully. Circle the things we get from plants.





\* Find six leaves in this picture puzzle and colour them.

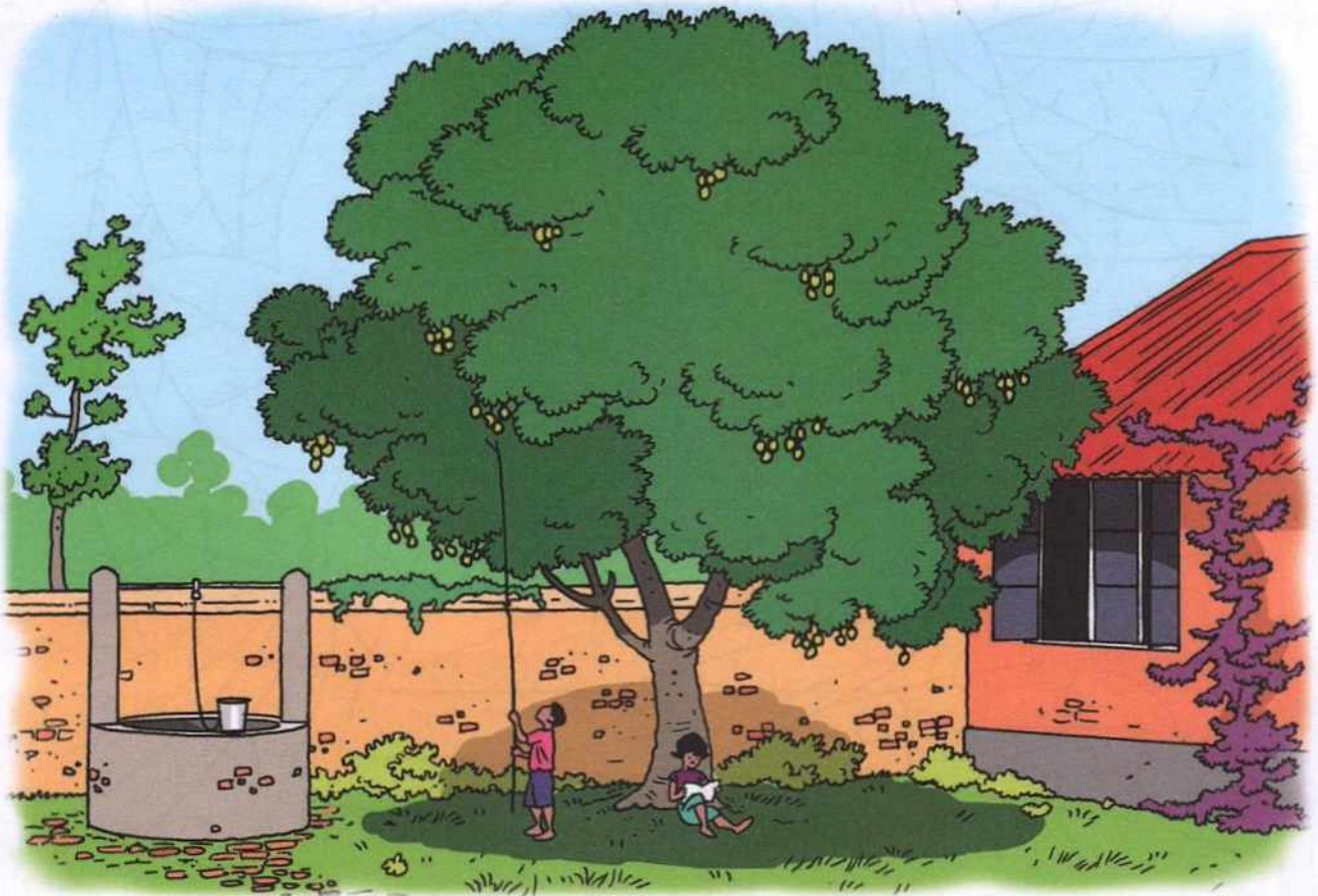






## The Mango Tree

The mango tree by the wall,  
Is big and tall and strong!  
In its shade we read and play,  
And have fun all day long!  
Its sour fruit we pluck and peel,  
Clicking our tongues as we eat.  
We love our great big mango tree,  
It is here that we always meet.







## ACTIVITY TIME

- Make a poster on 'Grow More Trees'. You can draw and paint it, or cut and paste pictures from old magazines.
- Look at the objects in your house. Which of them have patterns of flowers on them? Make a list.

### web links

The internet site [www.treehugger.com](http://www.treehugger.com) tells us in what ways we can save trees. Another interesting site is [www.biology4birds.com/fliers/plants](http://www.biology4birds.com/fliers/plants).



## LIFE SKILLS AND VALUES

### Learning to be conscious of the environment; learning to be sensitive

1. Plants are your friends. Adopt a plant or a tree in your neighbourhood. Give it any name that you like. Make friends with it. What are the ways in which you will take care of your friend?
2. Imagine you are a tree. Show how you will respond when:
  - a gentle breeze blows
  - a storm hits you
  - a shower of rain falls on you
  - someone plucks your leaves and fruits
  - someone gives you water
  - someone tries to cut you
  - a squirrel runs up your trunk



Teacher's  
Note

Play soft music as the students role-play.





# THE ANIMAL WORLD

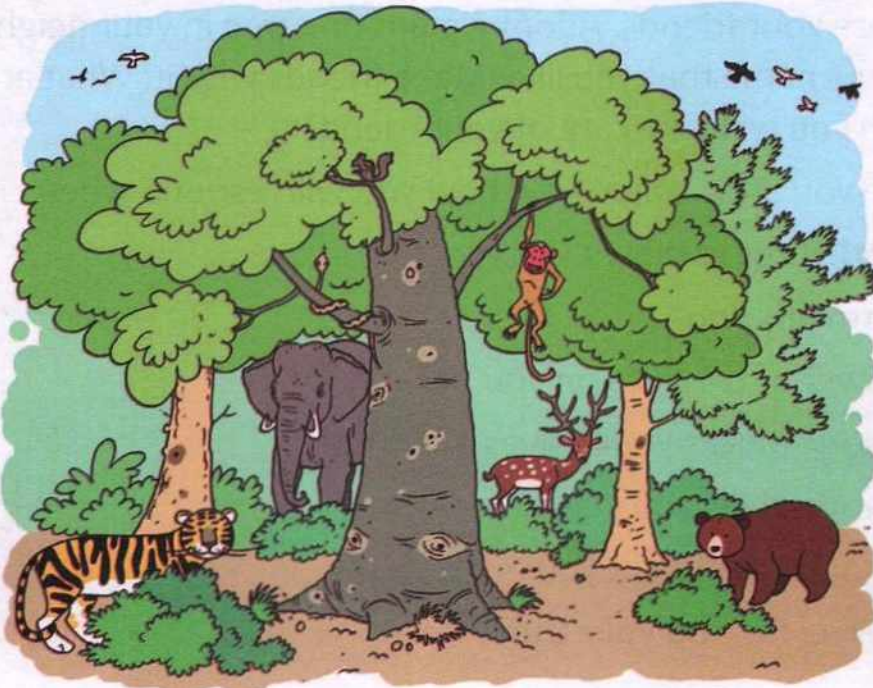


## WARM UP

Do you see animals where you live? Name some of the animals you see. Which animals do you see around your school?

You will find cows, cats, dogs, crows, pigeons, lizards, squirrels and butterflies in and around your house and school.

But, you will not find lions, tigers, bears or giraffes around your house or school. These animals live in the forest. They are called **wild animals**.



People keep some animals at home or on farms. They are called domestic animals. Cows, buffaloes, hens and goats are **domestic animals**.



Teacher's  
Note

Explain to the children how important it is to conserve forests and protect wildlife.



We get different kinds of food from domestic animals. Cows and buffaloes give us milk. We make curd, butter, paneer, cheese and ghee from the milk. Hens lay eggs which people eat. Some of us eat the meat of hens and goats.

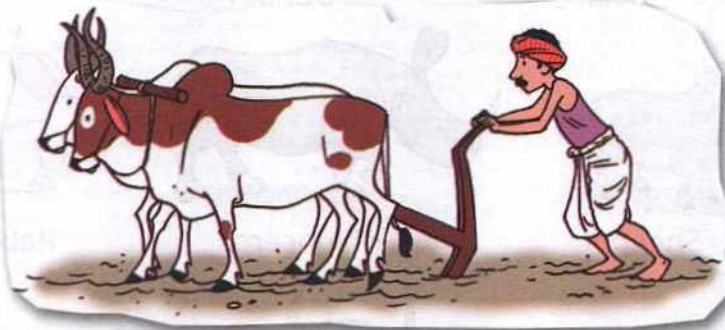
Domestic animals help us in other ways too. Oxen, horses and donkeys are used to pull carts. Wool from the sheep is used to make warm clothes.



Cow



Sheep



Oxen



Hens



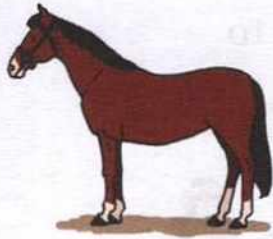
Donkey

Some people keep dogs, cats, rabbits and birds as pets. Pets need a lot of love and care.

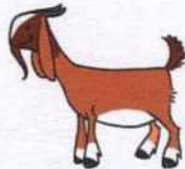




\* Look at these animals carefully. Some of them are wild animals. Some can be kept in farms or at homes. Put them in the right column. One has been done for you.



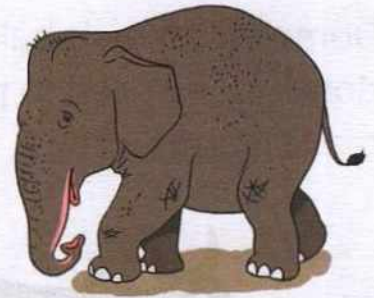
Horse



Goat



Giraffe



Elephant



Deer



Bear



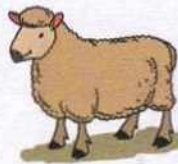
Donkey



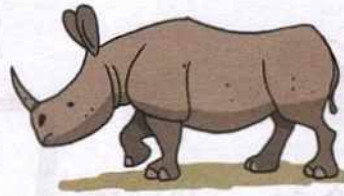
Zebra



Squirrel



Sheep



Rhinoceros



Rabbit



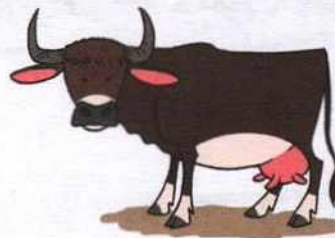
Parrot



Monkey



Rooster



Cow



Cat

Seen in the zoo or forest

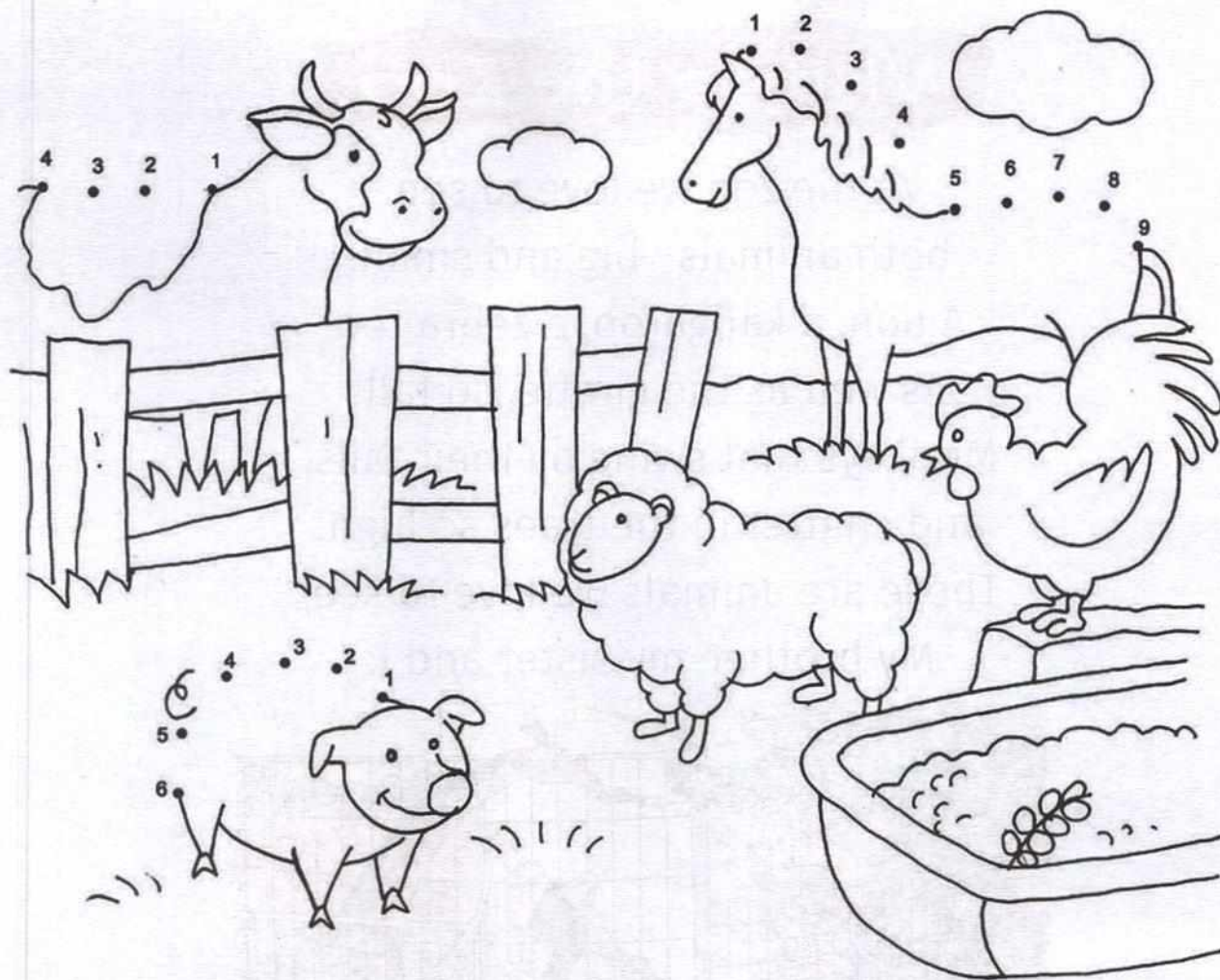
1. Giraffe
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Seen at home or on a farm

1. Sheep
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



\* Join the dots to complete the picture. Then colour it.



\* Tick (✓) the correct word.

1. We get (fruits/milk/eggs) from hens.
2. We get (curd/milk/tea) from cows.
3. We get (honey/eggs/wool) from sheep.
4. Oxen help to pull (carts/engines/cars).
5. Wild animals live in the (house/forest/park).

\* Would you like to have a pet at home? Tell your classmates which animal you would like as a pet, and why.







## Visit to the Zoo

At the zoo we love to see,  
both animals—big and small.  
A lion, a kangaroo, a zebra too  
As well as the giraffe, so tall!  
Monkeys that swing by their tails,  
and chatter in the trees so high.  
These are animals we love to see,  
My brother, my sister and I.



### ACTIVITY TIME

- In an open area outside your house, keep some sugar or any sweet food. Watch what happens after a while. Tell your teacher.
- Work in pairs. Make animal sounds and actions. Let your partner guess which animal you are acting like.



- Work in groups to make an animal mask using paper plates and crayons. Use the masks you have made to tell animal stories or enact animal poems.

**web links**

[www.kids.nationalgeographic.com](http://www.kids.nationalgeographic.com)

[www.bbco.uk/cbbc/wild](http://www.bbco.uk/cbbc/wild)

## LIFE SKILLS AND VALUES

### Learning to be compassionate towards animals; developing critical thinking skills

1. Which of these children are being cruel to animals? Discuss in class.
  - a. Heema takes her dog for a walk every day.
  - b. Vikas throws stones at the cows to chase them away.
  - c. Shreya loves to tease the monkeys that come to her colony.
  - d. Dino keeps a bowl of seeds and water outside his house for the birds in summer.
  - e. Tara keeps her cat locked in her room.
2. Look at pictures A and B carefully. Which would be a better place for animals and plants to live in? Tell your teacher the reason.



Picture A



Picture B



WARM UP 

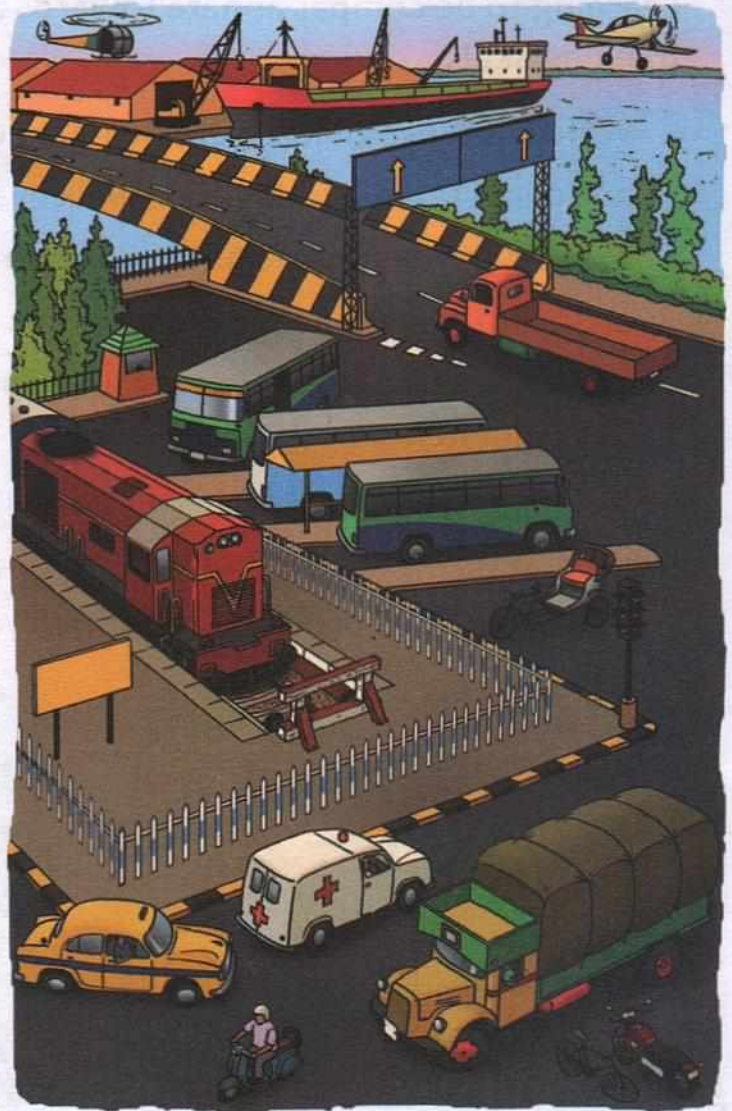
How do you travel from one place to another? Tell your partner about the different ways in which you travel every day and also when you go on a holiday.

How do you travel to school every day? Some of you may be walking to school because your school is near your home.

Some of you may be taking a rickshaw, a bus, a car or a scooter because your school is far from home.

There are many ways in which we travel from one place to another.

Bicycles, rickshaws, scooters, motorcycles, cars, buses, trains, aeroplanes and ships are different means of **transport** used by us to travel from one place to another.



Teacher's  
Note

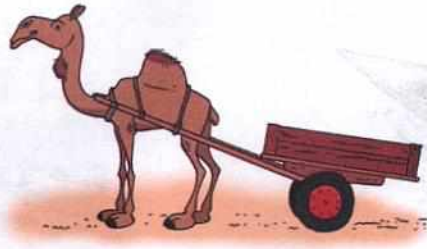
Ask the students how they come to school every day. Explain that we choose the way we travel after considering distance, time and money. Ask the students to list the different means of transport that are used by people.



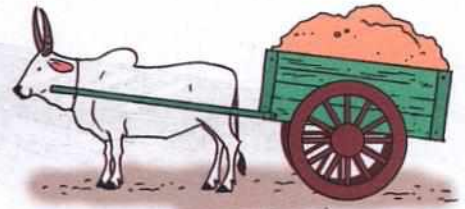
Animals are also used to carry goods and people. Bullocks, camels and horses are used to pull carts. A horse-driven cart is called a **tonga**.



Tonga



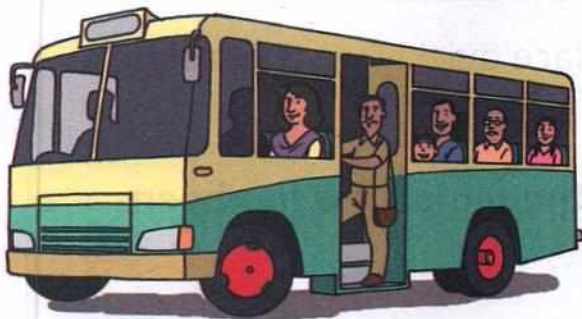
Camel cart



Bullock cart

\* **Do you think we should use animals to pull carts or carry loads?**

The kind of transport we use depends on how far and how fast we want to travel. When we travel to another town or city we go by **bus** or **train**.



Bus



Train



Aeroplane

When we want to travel to another country or want to reach somewhere quickly, we go on an **aeroplane**.



People travel on the river by **boat**.

Sometimes people sail to another country on a **ship**. Ships sail on the sea.



Boat



Ship

\* Fill in the blanks with words from the help box.

ship    train    bus    aeroplane    boat

1. People go by \_\_\_\_\_ or \_\_\_\_\_ when they travel to another town or city.
2. People travel by sea on a \_\_\_\_\_.
3. On a river, people travel by \_\_\_\_\_.
4. When we want to reach a distant place quickly we travel by \_\_\_\_\_.

\* Look at the pictures and complete the table. One has been done for you.



Car



Bicycle



Aeroplane



Helicopter



Scooter

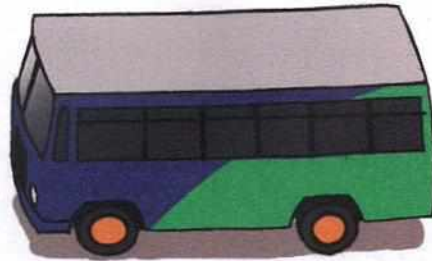


Ship





Autorickshaw



Bus



Boat

**Move on land**

**Sail on water**

**Fly in the air**

Bus

_____	_____	_____
_____	_____	_____
_____	_____	_____

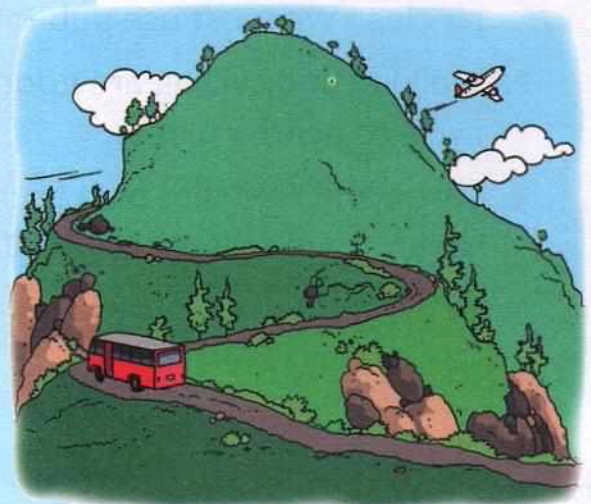
**\*Cross (X) the odd one out.**

1. car/boat/train/tractor
2. cycle/scooter/bus/motorcycle
3. bullock cart/camel cart/tonga/truck
4. car/bus/train/ship



## I Love to Travel

I so love to travel  
 To places far and wide,  
 To villages, towns and cities,  
 By the sea or mountainside.  
 To places that are near,  
 I'd go by bus or train,  
 But when I have to travel far,  
 I'll hop on to a plane.





### web links

For fun activities related to transport go to:  
[www.educatall.com/page/16/Transportation.html](http://www.educatall.com/page/16/Transportation.html).



## ACTIVITY TIME

- Draw your favourite means of transport and colour it. Talk to your friends about it.
- Collect pictures of different means of transport from old newspapers, books and magazines. Make cut-outs by pasting these on a cardboard. Hang them up as mobiles in your classroom.
- Have you noticed the numbers written behind cars, buses, scooters and motorcycles? For example, DL6SL 3041. Why do you think these vehicles have numbers?



## LIFE SKILLS AND VALUES

### Learning to be observant and environmentally conscious; learning to share

1. Observe and identify the different means of transport around you. Make a list of these. Which of these use petrol or diesel? Do you know that vehicles that use petrol or diesel dirty the air? To keep the air clean we must use public transport.
2. Walking and cycling are good forms of exercise, therefore walk or cycle to nearby places.
3. Varun and Tariq are best friends. When Tariq's cycle broke down, Varun shared his cycle with Tariq. What can you say about Varun?



# OUR EARTH



## WARM UP

You know we live on the Earth? Can you describe the Earth? What is its shape?

We live on the Earth. The Earth is shaped like an orange—round and slightly flat at the top and at the bottom. We share the Earth with plants and other animals. The Earth is covered with land, water and air.



Earth

## Land

There are different kinds of lands. A large area of flat land is called a **plain**. Crops grow well on the plains.

Very high land is called a **hill** or a **mountain**. Some crops like tea and coffee grow well in hilly areas.

A large area of land that has very little water and where very few plants grow is called a **desert**. Many deserts are covered with sand.



Plain



Mountain



Desert



Teacher's Note

Let students talk freely about their understanding of the Earth. They have learnt about it earlier. Take the discussion forward and tell them that living and non-living things they know of are found on the Earth.



## 🌸 Water

A large part of the Earth is covered with water. There is water in the oceans, rivers, lakes and ponds. We need water to drink, cook our food, wash our clothes and keep ourselves clean.



Ocean

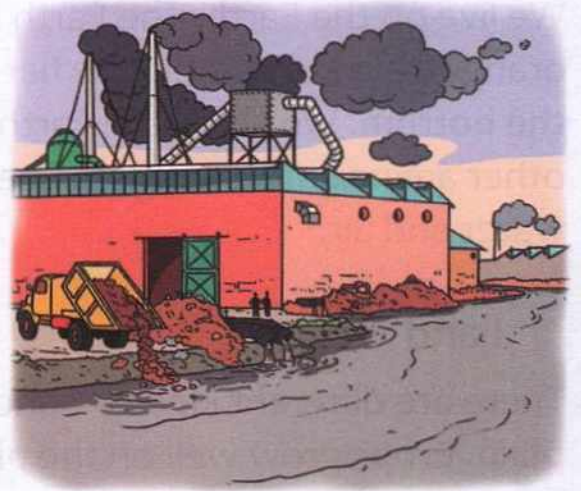


River



Lake

We must use water carefully and should not throw garbage and other wastes into the rivers and seas. It makes the water dirty.



Garbage dumped in a river

## 🌸 Air



We breathe in air. We cannot see air. We can only feel it. All plants and animals need air. Living things cannot live on Earth without air.

We get everything that we need from the Earth. We must take care of it too. We should not make the air and water dirty. We must not cut trees or harm animals.



\* Find out if there are any hills, rivers, lakes or ponds where you live. Ask your parents if they can help you take photographs of the hills, river, lake, pond, desert, sea. Share these with your class.

\* Rewrite the sentences correctly.

1. The Earth is round at the top and the bottom.

---

2. Large areas of dry sandy land are called plains.

---

3. We breathe in water.

---

4. We can see air, but cannot feel it.

---

5. Very high trees are called mountains.

---

\* Tick (✓) the correct word.

1. Very high land is called a (mountain/ocean).

2. Crops like (tea/wheat) grow well on the mountains.

3. Many deserts are covered with (sand/water).

4. A (large/small) part of the Earth is covered with water.

5. Plants and animals need (water/homes) to live.

\* Answer the following questions.

1. What is the Earth covered with?

---

2. What are the different forms of land?

---





3. Where do we find water on the Earth?

\_\_\_\_\_

4. What do we use water for?

\_\_\_\_\_



## ACTIVITY TIME

- Draw and paint a sunrise.
- Let us make a rainbow.

You will need empty boxes of cereals (like cornflakes). You will also need a pair of scissors, a piece of paper and glue. Draw a rainbow on a piece of paper. Cut small squares in different colours out of the box and paste them on the rainbow. You can also use petals of fallen flowers or pulses of different colours to make this rainbow.

Below your rainbow, write this song:

**Red and orange, green and blue**

**Shiny yellow and purple too,**

**All the colours that we know,**

**Come alive in the rainbow.**

### web links

Learn more about the Earth at:

[www.kidsgeo.com/geography-for-kids](http://www.kidsgeo.com/geography-for-kids)



## LIFE SKILLS AND VALUES

### Learning to be conscious of the environment

1. Find out if there is a lake, pond or river close to where you live. Look at the water in the water body. Do you think it is clean? If not, what are the reasons for the water being dirty?

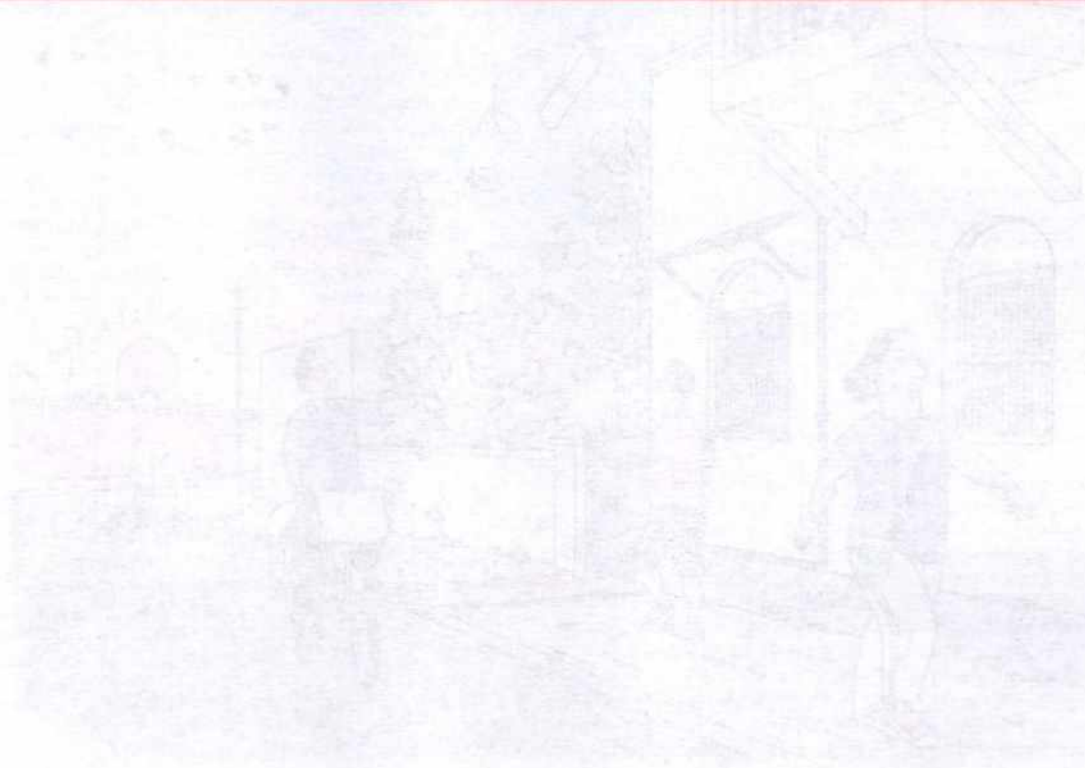


2. We are always told that we must take care of the Earth. Some of the ways you can do so is by:

- turning off the lights and fans when you don't need them
- turning off the tap while brushing your teeth
- watering the plants around you
- using cloth bags in place of plastic bags
- using dustbins to throw waste in

You can discuss this with your friends and add points to the list.

3. Smoke makes Kavita's neighbour sick. Therefore, Kavita decided not to burst crackers during Diwali. What do you think of Kavita's actions and of Kavita?





WARM UP 

When do you wake up?

When do you eat lunch?

When do you go to sleep? Tell your classmates.



When the Sun rises, we say it is **morning**. It is time for us to wake up and start our day. We have breakfast and leave our homes for school or work.

What do you do as soon as you wake up in the morning?



Teacher's  
Note

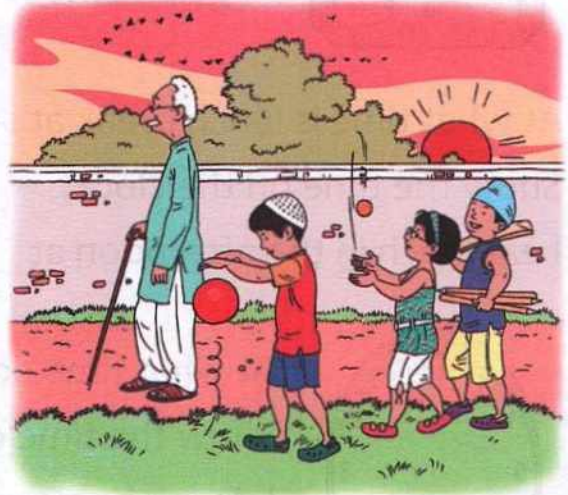
Before beginning the lesson, ask the students questions about what they do at different times of the day. Encourage the students to come up with the terms—morning, afternoon and night—on their own. Most of them would already be familiar with the terms.





When the Sun is directly over our heads, we say it is **noon**. The shadows made by people, trees and buildings are the shortest at this time.

**Afternoon** is the time when most of us have our lunch. It is the hottest time of the day. Children come home from school in the afternoon.



When the Sun goes down, we say it is **evening**. In the evening, children come home after play and people come home from work.



When it becomes dark and the Moon and stars appear in the sky, we say it is **night**. We eat our dinner and get ready to go to bed.

## 🌸 Reading a clock

We look at a clock or a watch to know the exact time. A clock has two hands—the small hand shows us the **hour**, and the big hand shows the **minutes**. There are 12 numbers on the face of the clock. Each number stands for one hour. For example, when the small hand points to 5, and the long needle points to 12, it is 5 o'clock. When the small needle points to 9 and the long hand points to 12, it is 9 o'clock.





Ask your teacher or parent to help you read the time on the clock.

At what time do you wake up in the morning?

Show the time on the clock.

I wake up in the morning at \_\_\_\_\_.



At what time do you go to school?

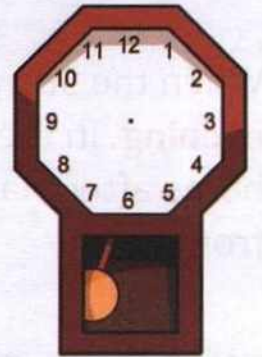
Show the time on the clock.

I go to school at \_\_\_\_\_.

At what time is lunch break at school?

Show the time on the clock.

I eat lunch in the afternoon at \_\_\_\_\_.



At what time do you do your homework?

Show the time on the clock.

I do my homework in the evening at \_\_\_\_\_.

At what time do you go to sleep at night? Show the time on the clock. I go to sleep at night at \_\_\_\_\_.

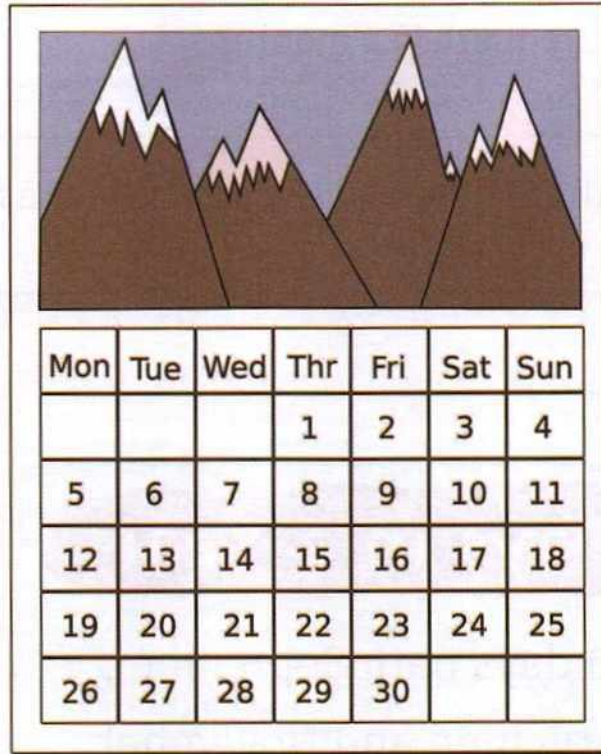


## 🌸 A year

- There are 7 days in a **week**. They are Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.
- There are 30 or 31 days in a **month**. February alone has 28 or 29 days.
- There are 12 months in a **year**. They are January, February, March, April, May, June, July, August, September, October, November and December.
- There are 365 days in a year.







\* **Tick (✓) the correct word.**

1. When the Sun rises, it is (morning/afternoon).
2. We eat dinner (at night/in the afternoon).
3. A (bell/clock) tells us the time.
4. We go to school in the (evening/morning).
5. We go to (sleep/school) at night.
6. February has (28/31) days.

\* **Answer the following questions.**

1. How do we know the time of the day?

---

2. What do we call the part of the day when the Sun is directly overhead?

---

3. How do we tell the exact time?

---



4. How many days are there in a month?

---

5. How many months are there in a year? Name the first month.

---



## Days in a Year

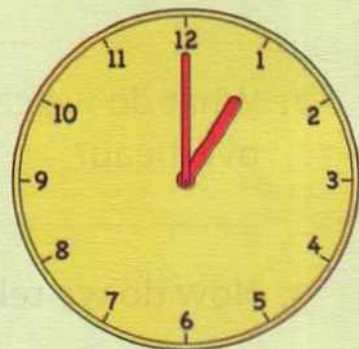
30 days hath September,  
April, June and November.

All the rest have 31;  
Except February, it has 28 we find,  
Unless its a leap year, then it has 29.

## ACTIVITY TIME

- Let us make a clock.

Take two white paper plates and paste them together. Paint them any colour you want. On the back of the plates write numbers from 1 to 12 with a black sketch pen just as you see on a clock. Your clock face is ready. You can make the hands of the clock using ice cream sticks or cut them out of a cardboard sheet. Remember one hand of the clock is longer than the other. Use a pin to





fix these hands in the centre of the clock so that you can move them. Your clock is ready. Hang it on the wall.

- Look at the calendar for this year and answer these questions.
  - a. In which month are the festival of Holi and Eid-ul-fitr?
  - b. Which day of the week is 26 January, 15 August and 2 October?
  - c. How many days are there in the month of February?



## LIFE SKILLS AND VALUES

### Learning to be punctual; learning to read the clock

1. Have you been late for school? If yes, what was the reason? How can you make sure that you reach school on time every day?
2. Ask your parents to help you read the clock. Learn where the hands of the clock are when the time is 3 o'clock, 6 o'clock, 9 o'clock and 12 o'clock.
3. It is good to be on time. Those who take care and make sure they are on time are able to do more than those who are late. Try to see that you are always on time.







13

# THE SEASONS

## WARM UP

Look out of the window and say what kind of a day it is.

Windy      Cloudy      Sunny      Rainy

Which of these is your favourite?

Some days are warm, some days are cool and some days are rainy. These are ways in which we describe the **weather** in a place. The weather can change within a very short time. A day may be rainy in the morning, and then it can become sunny and clear by afternoon. When we have the same weather for a long time, it is called a **season**. We have three main seasons in India. They are **summer**, **monsoon** and **winter**.

### 🌸 Summer

The hot season is known as summer. The days are long and sunny. We like to wear light cotton clothes to keep ourselves cool during summer. We also like to drink lots of water and other cold drinks. March, April, May and June are the summer months.



### ✿ Which are the summer months in the place you live in?



### 🌸 Monsoon

The rainy season comes after the hot summer months. This season is also known as the monsoon. The days are cloudy and it rains very often. We wear raincoats, or carry an umbrella, when we



go out. The rainy season occurs during the months of July, August and September.



Teacher's  
Note

Do explain to the students that India is a vast country and different parts of it experience different seasons. The monsoon starts by June in Kerala, while coastal Tamil Nadu gets rains in October and November. The months we have named for each season is a broad indication.

\* **During which months does it rain where you live?**

\* **Winter**

The cold season is known as **winter**. Cold winds blow in winter and it may even snow in some places in the mountains. The days are short and cool and the nights are long and cold. We wear woollen clothes to keep ourselves warm. We like to drink something hot in winter. November, December, January and February are the winter months.



\* **Do you have winter in the place where you stay? During which months is it cold?**

\* **Mark the sentences as true (✓) or not true (X).**

1. The days are long and sunny in summer. ( )
2. We wear cotton clothes in winter. ( )
3. The cold season is known as monsoon. ( )
4. When it rains, we wear raincoats and carry umbrellas. ( )
5. It snows in some places in the mountains during winter. ( )

\* **Tick (✓) the correct word.**

1. The (weather/season) can change within a short time.





- The hot season is called (summer/winter).
- We like to drink (hot/cold) drinks in summer.
- (Monsoon/Winter) is another name for the rainy season.
- Days are (short/long) during winters.

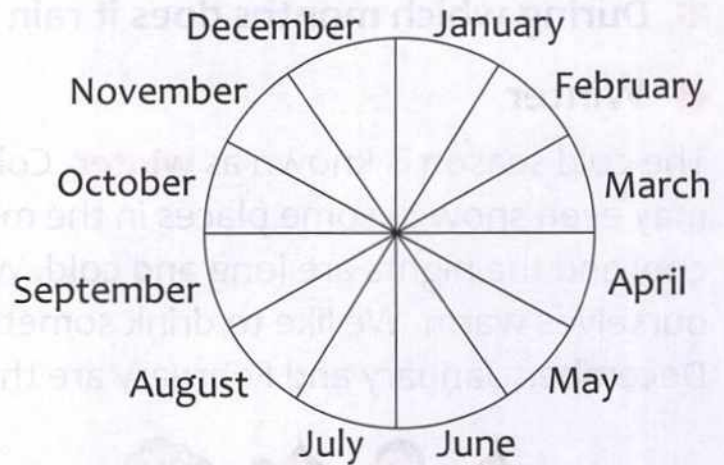
**\* Wheel of seasons.**

**Colour the months as shown.**

Summer **Red**

Monsoon **Green**

Winter **Blue**



Teacher's  
Note

The students will colour the wheel according to the seasons in the place they live in.

**\* Answer the following questions.**

- What is the difference between weather and season?

---



---

- Name the three seasons. Write a sentence about what happens during each season.

---



---



---

- What kind of clothes do we wear during the following seasons?

a. summer \_\_\_\_\_








b. winter \_\_\_\_\_





## ACTIVITY TIME

- Visit your local market. Talk to a greengrocer to find out which are the seasonal vegetables and fruits (winter and summer) found in your area. List them and compare your list with a friend's list.
- A weather chart is given below. Make a weather chart like this for a week and hang it in the class. Match it with a friend's chart.

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Weather	Sunny	Sunny	Windy	Cloudy	Cloudy	Rainy	Sunny
							

## LIFE SKILLS AND VALUES

### Learning to be aware and careful; learning to be compassionate and generous

1. You should be careful when you go out during the summer months.
  - Wear a cap. It will protect your head from the heat.
  - Always carry enough water. Drink several bottles of water in a day.
  - Do not drink fizzy drinks. Have homemade lemon juice instead.
  - Eat plenty of vegetables and fruits with a high water content like cucumber, musk melon and watermelon.
  - Avoid oily food.
2. It was raining heavily. Bidisha had an umbrella, but Simran didn't have one. So Bidisha shared her umbrella with Simran. What can you say about Bidisha?







14

# HOW THE WHEEL WAS INVENTED

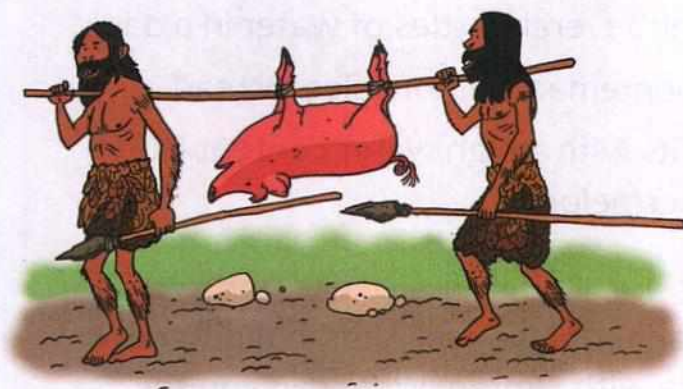


## WARM UP



Think of a world without televisions, phones, cars or computers. What do you think it would be like? Talk about it in class.

Last year, you learnt about the early humans. You saw how the early people lived in the jungle. They ate roots and fruits that grew in the forests. They also killed animals and ate their meat.



In this lesson, you will learn how the early humans learnt to make the **wheel**.

When the early people hunted or killed small animals, like the wild dog, wild boar or deer, they carried the animals on their backs to their homes.



Teacher's Note

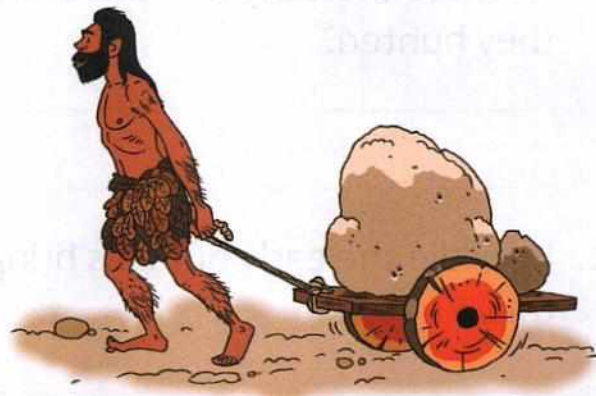
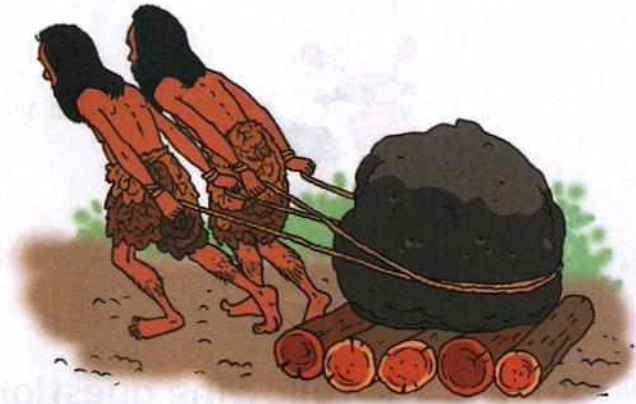
Ask the students what life would be like without the wheel. Compare the life of the early humans with life today. You could take the students to a museum.



But when they hunted large animals, like the bison or the elephant, it was not easy to drag or pull these animals along the ground over long distances.

Nobody really knows who invented the wheel. Perhaps, someone saw a log or a piece of wood from a tree roll down a hill.

With time, early people realised that they could move heavy things easily if they put them on logs and rolled them along. The round logs turned easily and helped carry the weight. Then someone had the wonderful idea to cut the log into pieces. Each of the pieces became a wheel. And so the wheel was invented!



What if the wheels of a bus or a train were square like this and not round like they are? Would the bus move smoothly or would you have a bumpy ride?





\* Name six vehicles which have wheels. One has been done for you.

Bicycle

---

---

\* Match the vehicles to the number of wheels they have.



3 wheels



6 wheels



4 wheels



2 wheels

\* Answer the following questions.

1. How did the early humans bring home the small animals they hunted?

---

---

2. How did the early humans bring home the large animals that they hunted?

---

---

3. What could have led to the invention of the wheel?

---

---







## The Wheels of the Bus

The wheels of the bus go round and round.

Round and round, round and round.

The wheels of the bus go round and round,

Over the city streets.

The horn on the bus goes toot, toot, toot,

Toot, toot, toot, toot, toot, toot,

The horn on the bus goes toot, toot, toot,

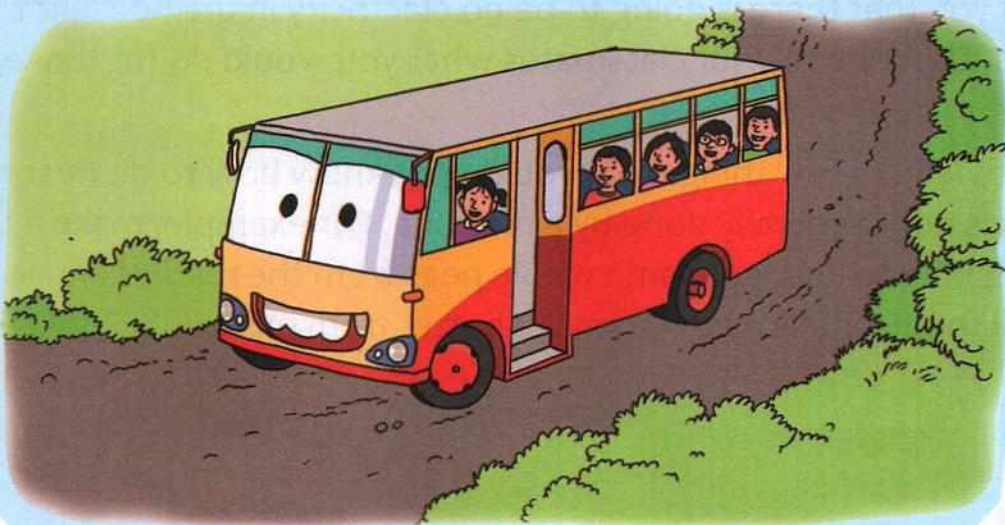
At all the buses it meets.

The people on the bus bounce up and down,

Up and down, up and down,

The people on the bus bounce up and down,

While sitting on their seats.







## ACTIVITY TIME

- Make cars, trains and trucks using empty cardboard boxes and matchboxes. For wheels use small round cardboard pieces or plastic caps of bottles.
- If possible, visit a potter. A potter is a person who makes pots. Watch the potter make pots on a wheel.
- Cut out pictures from old books, or magazines of two wheelers, three-wheelers and four wheelers. Paste them in your scrapbook.
- Visit a museum in your town/city to get an idea about the life of the early humans.



## LIFE SKILLS AND VALUES

### **Learning to be aware; learning to deal with hardship and learning new skills**

1. Make a list of all the machines in your house. Ask your grandparents or an older person if they had these machines when they were young. If not, how did they do their work?
2. Imagine: It is summer and very hot. There is a power cut. Your mother tells you that there is going to be no electricity in the house for two days. Describe to your classmates what you would do for those two days.
3. Try to learn a few things that you do not know how to do or something that is now generally done by a machine. For example, make a toy, learn how to knit, get some whole peas from the market and learn to shell them, or learn how to make butter from milk.