

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

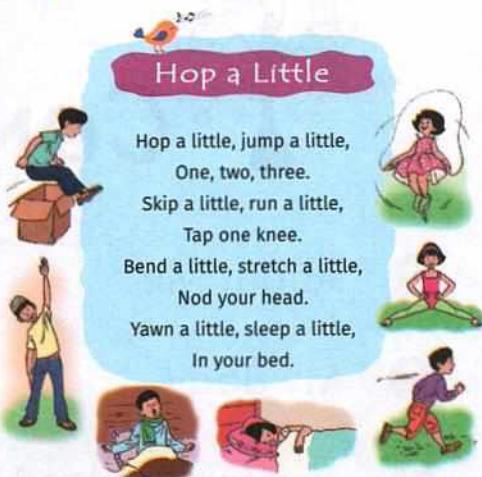
OUR HERITAGE

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

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.



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

1	About Me	1
2	My Body	4
3	My Body Helps Me	9
4	My Body Needs Care	14
5	The Food We Eat	20
6	The Clothes We Wear	24
7	My Family	29
8	My Home	36
9	My School	42
10	Plants around Us	48
11	Animals around Us	54
12	Rules for Safety	61
13	The Earth and the Sky	67
14	How Early People Lived	72



1

ABOUT ME



WARM UP

Draw or paste your picture here.



* Complete these sentences about yourself.

I am _____ . (name)

I am a _____ . (boy or girl)

I am _____ years old. (age)

I live in _____ . (name of city or town)

My favourite game is _____ .

My favourite colour is _____ .

My favourite food is _____ .



Teacher's
Note

The objective of the lesson is to draw students out. Encourage students to talk about themselves, their families, their pets and those who help them at home. Remember to deal sensitively with students who have difficult family circumstances. In the exercise above, help students with the spellings of words they may not know how to spell.

I Like

I like to read storybooks,

I like to watch cartoons,

I like to play with cars and dolls,
and I really love balloons.

I like to splash in a pool,

I like to ride a bike,

I like to skip, hop and jump,
And go on long hikes.



* Tell your friends about the things you like to do.

I Am



I am so, so very tall,

I used to be so, so small,

Now, I am tall

Now, I am small,

And now, you can't see
me at all.



Teacher's
Note

Enact the poem with the students. Ask them to stand on tiptoes to show tall (lines 1 and 3) and bend low and touch the floor to show small (lines 2 and 4). For the last line, get them to curl into a ball with their heads down.

ACTIVITY TIME

Palm printing

Step 1: Take a tube of paint of your favourite colour. Squeeze some paint onto a plate. Mix it with a little water. Dip the palm of your hand into the paint in the plate. Then, press your palm down on a sheet of paper. You now have a picture of your hand.

Step 2: Ask an older person at home, to dip their hand in the plate of paint and place their handprint besides yours, on the same sheet of paper. Compare the two handprints. Is yours smaller?

Step 3: Write your name and the elder's name under the handprint. Put up your picture on the wall.



LIFE SKILLS AND VALUES

Developing awareness and interpersonal skills

1. Do you know where you live? You should know your full name, the name of your parents and their phone numbers.
2. Find out the names of as many of your classmates as you can. Introduce yourself to them and ask them to tell you about themselves.
3. Think of two things that you do well. Feel happy about it.

Think of one thing that you like about your friend. Tell the friend about it. You will make your friend happy.

2

MY BODY

WARM UP

Think of the things you do in a day—run, clap, read, write, paint, play and so on. Your body helps you do these things. Which part or parts of your body do you use for each? Tell your teacher.

Your body has many parts. Let us look at these parts.

* Point to each part of your body and say:



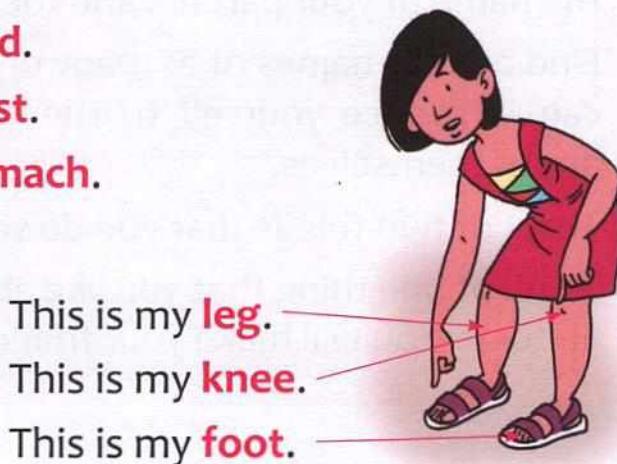
This is my **head**.
This is my **face**.



This is my **neck**.
This is my **shoulder**.



This is my **hand**.
This is my **chest**.
This is my **stomach**.



This is my **leg**.
This is my **knee**.
This is my **foot**.



Teacher's
Note

Do the above activity with students as revision
before you begin the lesson.

* **Point to each part of your face and say:**

These are my **eyes**.



This is my **chin**.

These are my **ears**.

These are my **lips**.

This is my **nose**.

This is my **mouth**.

This is my **hair**.

These are my **teeth**.



Teacher's
Note

Begin the lesson by asking students to identify the different parts of the body. Let them name the parts of the face too. Remember to be aware that there may be students who have a physical disability.

* **Fill in the blanks with the words 'one' or 'two'. One has been done for you.**

I have two eyes.

I have mouth.

I have nose.

I have chin.

I have ears.

I have lips.



Ten Little Fingers



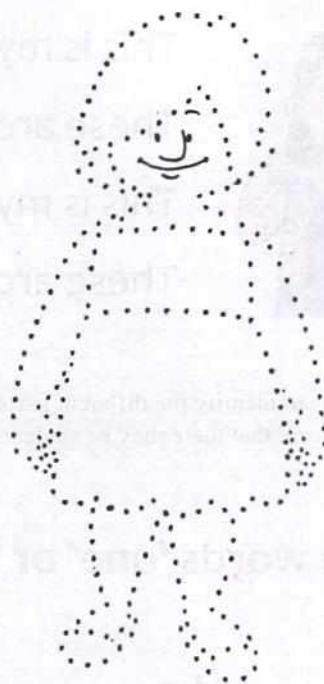
Ten little fingers,
Ten little toes,
Two little ears,
And one little nose.



Two little eyes,
That shine so bright,
And two little lips,
To kiss 'Good Night'.



* Join the dots to complete the picture of the girl.



* Match the picture of each body part with its name. One has been done for you.



knee



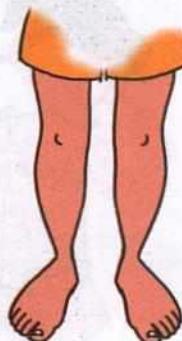
head



foot



nose

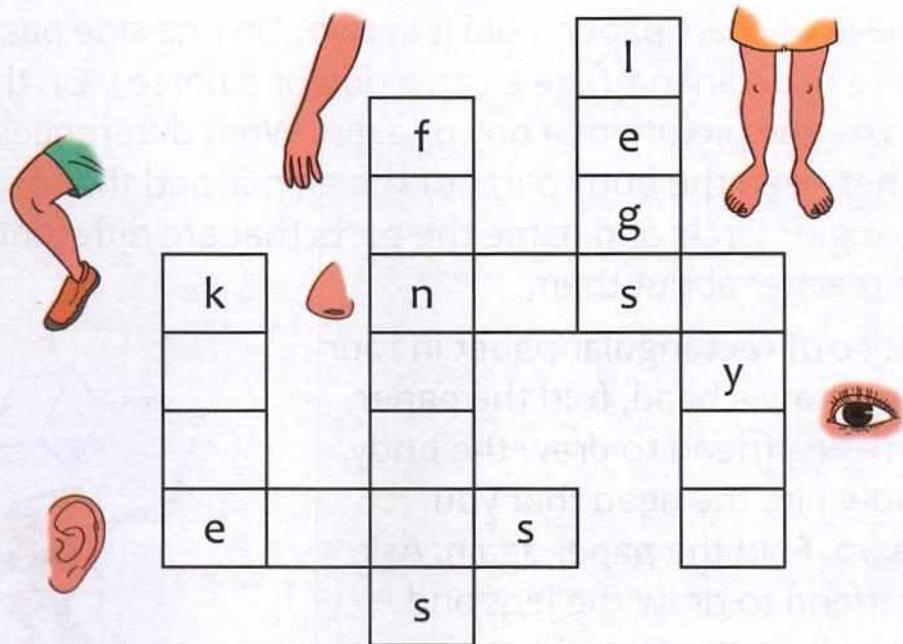


legs

hand



* Look at the pictures and complete the crossword. One has been done for you. Hint: Each word is the name of a body part.



* Tick (✓) the word which best describes you.

I have (**black/brown**) hair.



I have (**long/short**) hair.

I have (**big/small**) teeth.

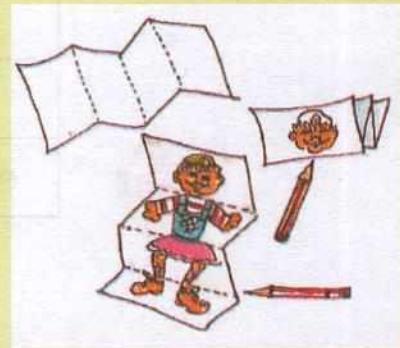
I have (**black/brown/grey**) eyes.

I have a (**round/square/long**) face.

I have (**big/small**) ears.

ACTIVITY TIME

- Take a piece of chart paper. Fold it in two. On one side paste the picture of an animal (like a cat, a dog or a horse). On the other, paste the picture of a boy or a girl. What differences do you see between the body parts of the animal and that of the boy or girl? Circle and name the parts that are different. Tell your teacher about them.
- Fold a piece of rectangular paper in four as shown. Draw a head, fold the paper, and then ask a friend to draw the body. Don't show him the head that you have drawn. Fold the paper again. Ask another friend to draw the legs and another to draw the feet. Open the paper. What have you got?
- If you can, try to read the story, "The Dragon who could not breathe fire".



LIFE SKILLS AND VALUES

Learning to accept and respect diversity and disability

1. Do any of your classmates, friends or family members wear spectacles? Ask them why they wear them.
2. Rupa wears spectacles. Aman makes fun of her. He says she looks like an owl. Rupa feels sad. What would you say to Aman? Tell your teacher.

3

MY BODY HELPS ME

WARM UP

Write your name on a piece of paper and hand it to your partner. Now, clap your hands. Which part of your body did you use to do all these things? Tell your teacher.

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



draw



eat



wipe



hold



write



lift

I use
my hands
to

draw



Teacher's
Note

Talk to the students about the uses of different parts of the body. Ask the students about the things they can do with their hands, their legs and using both. Activities like swimming, skipping and cycling require the use of both hands and legs.



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



walk



run



hop



stand



kick

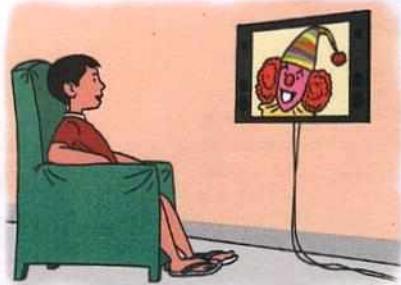


jump

I use
my legs
to

walk

* Read these sentences.



I **see** with my eyes.



I **hear** with my ears.



I **smell** with my nose.



I **taste** with my tongue.



I **feel** with my skin.



Teacher's
Note

Talk to students about the five senses. You could bring to class five objects that students can identify easily. Blindfold a student and ask her/him to guess what the object is by touching, tasting and smelling it. Also check to see if it makes a sound. Explain to them how important the senses are. Students should realise how much we rely on our senses and how important they are to us.

✳ **Tick (✓) the correct word.**

1. I write with my (**leg/hand/head**).
2. I read with my (**feet/eyes/nose**).
3. I use my (**hands/ears/legs**) to walk to school.
4. I use my (**stomach/chest/hands**) to throw a ball.
5. I use my (**eyes/nose/legs**) to smell.

✳ **Fill in the blanks with words from the help box. One has been done for you.**

ears nose eyes skin tongue

1. My tongue tells me that the mango is sweet.
2. My _____ tells me that it is a cold day.
3. My _____ tells me that the cake smells good.
4. My _____ tell me that the grass is green.
5. My _____ tell me that the bell is ringing.

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

1. I eat with my legs. (✗)
2. I kick with my nose. ()
3. I write with my hand. ()
4. I hear with my ears. ()
5. I feel with my nose. ()



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.





ACTIVITY TIME

- Collect things like a pencil, an eraser, a sharpener, a cake of soap, a button, a whistle, a balloon, an orange, an onion, a chalk, a bell, a watch, a ball or any other item you want. Place these, one by one, in a thick cloth bag so they cannot be seen. Tie a piece of cloth around your friend's eyes. Now ask them to put their hand into the 'feely' bag and try to guess the item in it.
- Try doing these actions.
 - a. Hold a pencil in your mouth and draw a tree.
 - b. Pick up an eraser with your feet.
 - c. Write your name with your eyes closed.
 - d. Stand on one leg for two minutes.
 - e. Say "Thank you" without moving your tongue.



LIFE SKILLS AND VALUES

Developing healthy habits; learning to be considerate

1. Which of these exercises do you do daily—walking, jogging, skipping, swimming, cycling? Exercise is good for health. We should exercise every day.
2. There are some children who are not able to see. How would you help them? Tell your teacher.
3. Som hurt his leg. The doctor asked him to stay in bed for a week. His neighbour Ruhi, who was in his class, came to see him as often as she could. She brought her books to show Som what they had done at school each day. Tell your teacher why Ruhi is a good friend. You could be like Ruhi too.

4 MY BODY NEEDS CARE



WARM UP

Think of two things that you do every day to take care of your body. Tell your teacher what they are. Listen to the answers of all your classmates.

* Look at each picture. Complete the sentences using the word beside the picture. Copy each sentence in the blank space. One has been done for you.

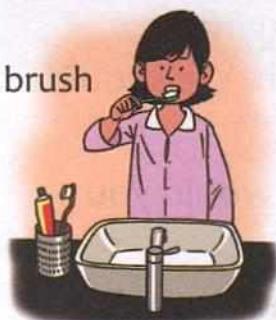
I must take care of my body.



1. To keep my body clean:

a. I must take a bath every day.

I must take a bath every day



b. I must brush my teeth every day.



c. I must clean clothes.



Use the warm up to introduce the lesson. Talk to students about eating healthy food, drinking plenty of water, being active and getting enough sleep and rest.



comb

d. I must _____ my hair every day

_____.

2. To keep my body healthy:

a. I must _____ well and
_____ water.

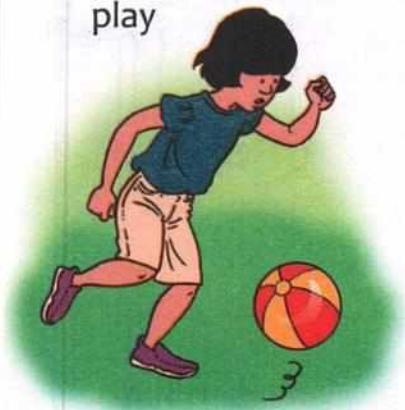


eat



drink

play



b. I must _____ every day.

_____.

c. I must _____ well.



sleep



I am Farah.

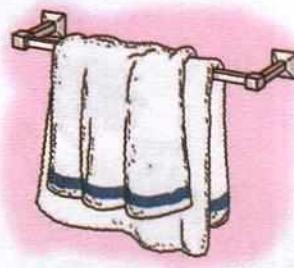
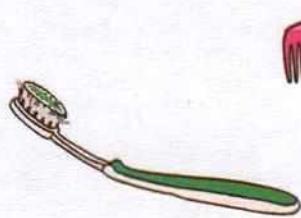
I wake up early in the morning.
I brush my teeth first.
Then, I take a bath.
I put on my clothes.
I comb my hair.
Next, I have my breakfast.
Then, I leave for school.



Teacher's
Note

Read the text above, aloud to the class. Then, get students to talk about what they do in the morning.

✳ In the space below, write what you use these things for. One has been done for you.



1. I use a towel to dry myself.

2. _____

3. _____

4. _____

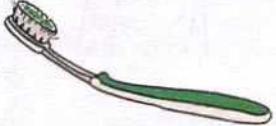
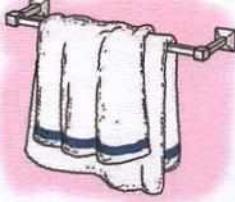
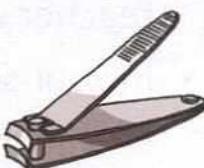


Teacher's
Note

Discuss this exercise with students before they begin to write.

Match the pictures in column A with those in column B. Write complete sentences in your notebook. One has been done for you.

Example: To clean my teeth, I use a toothbrush.

A	B
	To clean my teeth, 
	When my hair is untidy, 
	When my hands are dirty, 
	When my nails are too long, 
	When I have a cold, 
	When I am wet, 



This is the Way

This is the way we **brush our teeth**,
Brush our teeth, brush our teeth,
This is the way we **brush our teeth**,
Early in the morning.

This is the way we **comb our hair**,
Comb our hair, comb our hair,
This is the way we **comb our hair**,
Early in the morning.



(Replace the words in colour with other things you do before going to school in the morning.)

ACTIVITY TIME

- Bring your toothbrush, towel and comb to class. Show the class how you brush your teeth, comb your hair and dry your body. Your teacher will tell you the correct way of doing these things.
- In your scrapbook, paste the pictures of the things you use to keep your body neat and clean, for example, toothpaste, shampoo, soap and hair oil.
- Discuss what would happen if you:
 - a. grow your nails too long.
 - b. don't wash your hands before you eat.
 - c. don't brush your teeth.

- d. take a bath once a week.
- e. dry your body with a dirty towel after a bath.

LIFE SKILLS AND VALUES

Learning to be independent; developing healthy habits

1. Do you brush your teeth on your own?

How many times a day do you brush your teeth?

You should brush your teeth twice a day.

Brush once in the morning and once before going to bed.

2. To be healthy you need to follow some rules and form good habits like:

- eating on time
- keeping yourself clean
- doing exercise
- sleeping on time

Tick the ones you follow. Try to follow as many as you can.



OUR HERITAGE

In many parts of India, sticks from the neem tree are used as a toothbrush. One end of the stick is chewed and then used as a brush as well as a tongue cleaner. It keeps the teeth and gums healthy.



Woman selling neem twigs

5

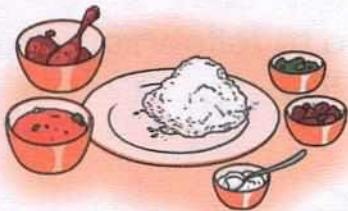
THE FOOD WE EAT

WARM UP

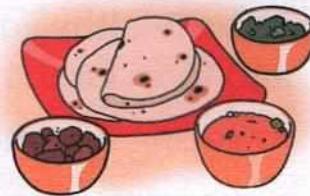
Tell your teacher the names of five things that you eat or drink every day. Your teacher will write these names on the board. Also listen to what your friends say. Do you all eat the same things every day?



Breakfast



Lunch



Dinner

We all eat food.

We eat three meals in a day. In the morning we eat **breakfast**.

In the afternoon we eat **lunch**.

In the evening we eat **dinner**.

We must drink plenty of water every day.

There are many kinds of food. They help us in different ways.

1. Foods like rice, chappatis, bread, butter and sugar give us energy to work and play.
2. Foods like milk, egg, fish, meat and pulses (*dal* or *paruppu*) help us to grow big and strong.



Teacher's Note

Explain the importance of eating healthy and drinking plenty of water. Also explain to students the importance of eating on time and not missing meals, especially breakfast.

3. Foods like fruits and vegetables help our body to fight diseases and stay healthy.

We should eat all kinds of food to stay healthy.

* **Complete these sentences.**

I eat _____ for breakfast.

I eat _____ for lunch.

I eat _____ for dinner.

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

1. We need food to grow. (✓)



2. We eat dinner in the morning. ()

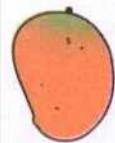


3. We eat lunch in the afternoon. ()

4. We must drink plenty of water. ()

5. We must eat breakfast in the morning. ()

* **Here are pictures of some fruits and vegetables. Choose three fruits and three vegetables you like to eat and write their names in the blanks.**



Mango



Cauliflower



Banana



Potato



Pineapple



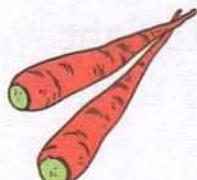
Onion



Orange



Grapes



Carrot



Tomato



Brinjal

Fruits

1. _____
2. _____
3. _____

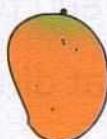
Vegetables

1. _____
2. _____
3. _____

* Match the pictures with their names. One has been done for you.



mango

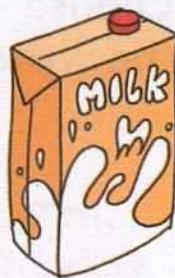


eggs

grapes



milk



tomato



sugar

* Tick (✓) the correct word.

1. I eat (**lunch/dinner**) at night.
2. Banana is a (**fruit/vegetable**).
3. I must drink plenty of (**cold drinks/water**) to stay healthy.
4. Food that gives me energy is (**bread and butter/fish and eggs**).



5. (Fruit and vegetables/Rice and chappatis/Milk and eggs) help the body to fight disease.

ACTIVITY TIME

- Draw or paste pictures of any five fruits and vegetables that you like to eat.
- Use clay or plasticine to make models of the fruits and vegetables you have chosen.
- Your teacher will help you form groups.

As a group, decide the food you will carry with you for a class picnic. Each group can display their menu on the display board in class.

LIFE SKILLS AND VALUES

Developing observation skills and good habits

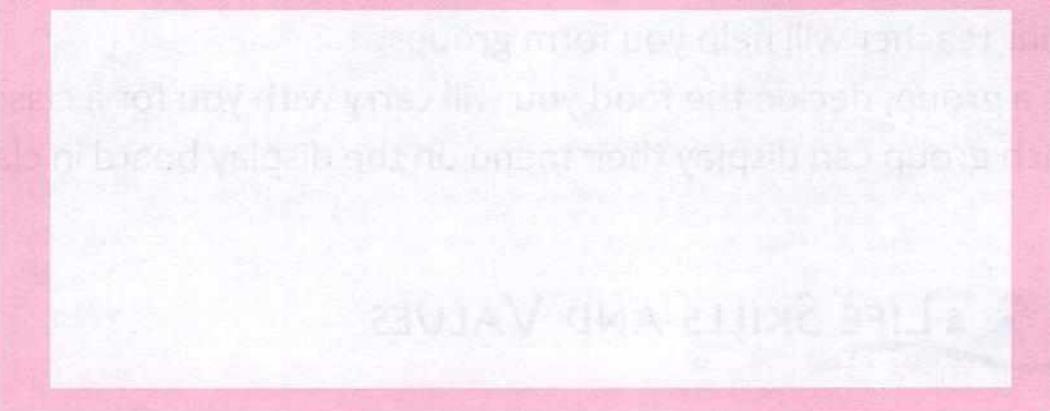
1. Visit your local market with an elder. Make a list of the fruits and vegetables you see there. Share it with your classmates.
2. Which of these things do you do?
 - a. Washing your hands before and after eating
 - b. Eating with your mouth closed
 - c. Chewing your food well
 - d. Not wasting food
3. Many people work very hard to give us the food we eat. We must not waste food.
4. Iti and Aman eat lunch together. Iti does not eat all her lunch. Aman tells Iti not to waste food. Do you think Aman is right? Tell your teacher what you think.



6 THE CLOTHES WE WEAR

WARM UP

Draw a picture of the clothes you like to wear. Colour it.



- * Look at the pictures. In the blanks on page 25, write the names of the clothes you wear.



Frock



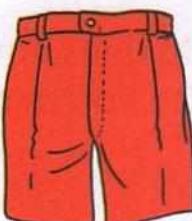
Sweater



Skirt



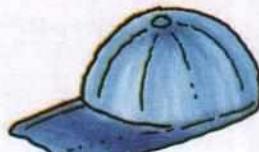
T-shirt



Shorts



Socks



Cap



Shirt

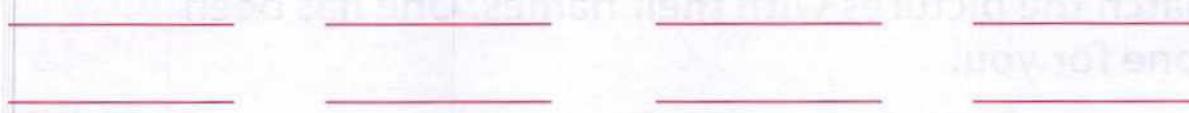


Sari



Salwar Kameez

The clothes I wear:



We wear clothes to cover our bodies.

Clothes protect us from the heat. They also keep us warm when it is cold.

We wear different kinds of clothes at different times.

When it is hot, we wear clothes made of **cotton**. **Cotton clothes** keep us cool.



Cotton clothes



Woollen clothes

When it is cold, we wear clothes made of **wool**. **Woollen clothes** keep us warm.



Get students to talk about the clothes they wear. It is important that they understand how the weather influences our choice of clothes.

When it rains, we carry **umbrellas**. Some of us wear **raincoats** to keep ourselves dry.



Umbrella

Clothes for rainy days

* Match the pictures with their names. One has been done for you.



shorts

skirt

socks

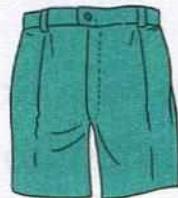
salwar-kameez

sweater

blouse

raincoat

T-shirt



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

1. We wear clothes to cover our bodies. (✓)
2. Clothes keep us warm when it is cold. ()

3. When it is cold, we wear cotton clothes. ()
4. We carry an umbrella when it rains. ()
5. We wear a raincoat when it is hot. ()

* Tick (✓) the correct word.

1. We wear (**cotton/woollen**) clothes in winter.
2. An/A (**umbrella/coat**) keeps us dry when it rains.
3. We wear (**pants/socks**) on our feet.
4. Cotton clothes keep us (**cool/warm**) in summer.
5. We wear a (**cap/belt**) on our head.



I Hear Thunder

I hear thunder,
I hear thunder.
Hark! Don't you?
Hark! Don't you?
Pitter-patter raindrops,
Pitter-patter raindrops,
I'm wet through,
So are you.



ACTIVITY TIME

- Talk to a tailor near your house. Ask him or her these questions.
 - Where did they learn to stitch?
 - For how long have they been stitching?
 - How many clothes do they stitch in a day?
 - Do they enjoy their work?

Share the information you collect with your classmates.

- Take a piece of white cloth. Take a lady's finger (*bhindi*) and cut off its top. Dip the cut end of the lady's finger in wet paint. Press this cut end on the white cloth to print designs. You could ask your teacher to help you cut designs on a potato and also use it to print designs.



LIFE SKILLS AND VALUES

Developing awareness and compassion

1. Do you wear a uniform to school? There are people around you who wear uniforms to work. Find out who these people are.
2. As you grow, your old clothes do not fit you anymore. If these clothes still look good, they can be used by other children like younger brothers or sisters, or children at an orphanage. An orphanage takes care of children who do not have parents.
3. Take good care of your clothes. They will last longer and look better.



7

MY FAMILY



WARM UP

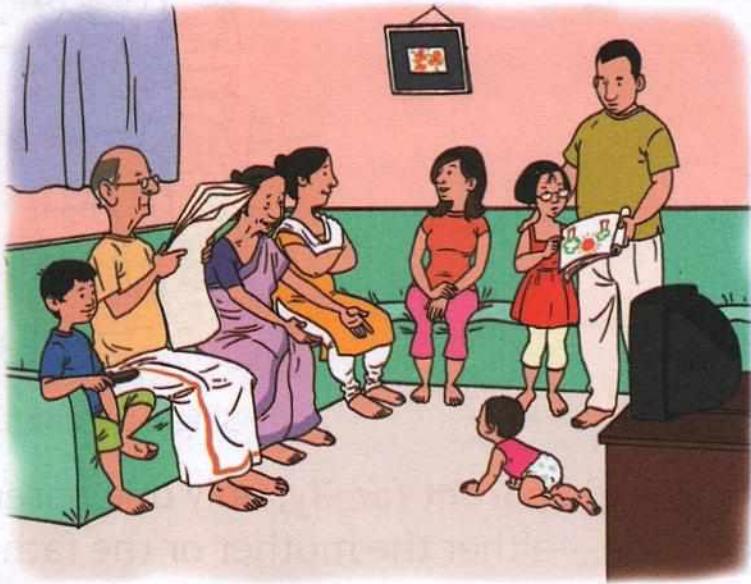


Draw a picture or paste a photograph of your family in the frame below.



We all live in different kinds of families. Some families are **big** and some are **small**.

In a **big family**, children live with their parents, grandparents, uncles and aunts and their children. Such a family is also called a **joint family**.



A big family



Teacher's Note

Be sensitive to the fact that students come from different types of families. Help them understand this and the fact that they should always be proud of their family.



A small family

In a **small family**, children live with their mother and father. This is also called a **nuclear family**.



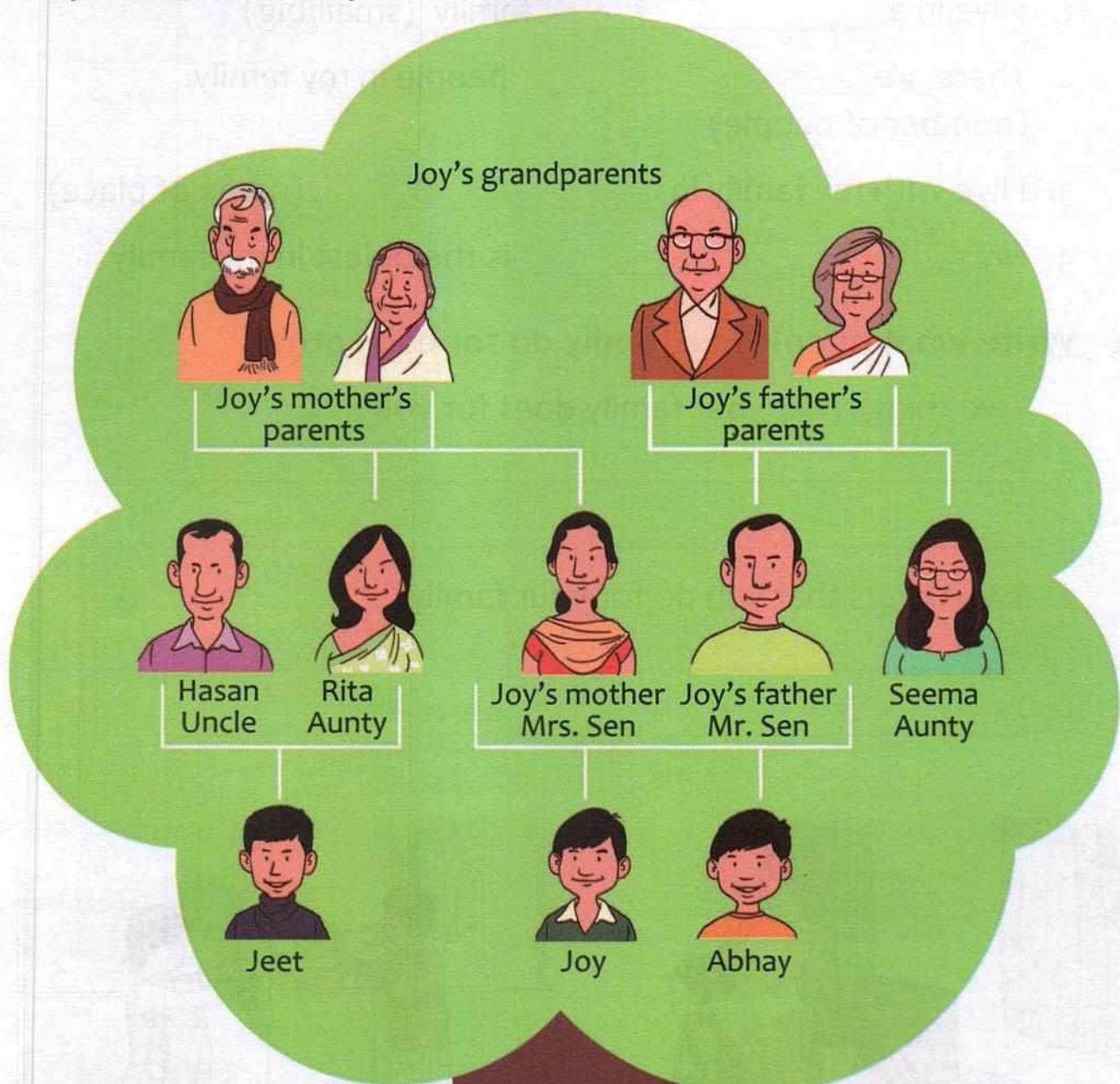
Single-parent family

In a **single-parent family**, only one parent brings up the children—either the mother or the father.

Some children do not live with their parents, but with their grandparents, aunts and uncles.

Members of a family care for and love each other.

This is Joy's **family tree**. A family tree shows us all the people in our family. From this family tree we can see that:



- Mr and Mrs Sen are Joy's **parents**.
- Abhay is Joy's **brother**.
- Rita Aunty is Joy's **aunt** (mother's sister).
- Seema Aunty is also Joy's **aunt** (father's sister).
- Jeet is Joy's **cousin**.
- Joy's full name is Joy Sen.
- Joy is his **first name** and Sen is his **family name**.

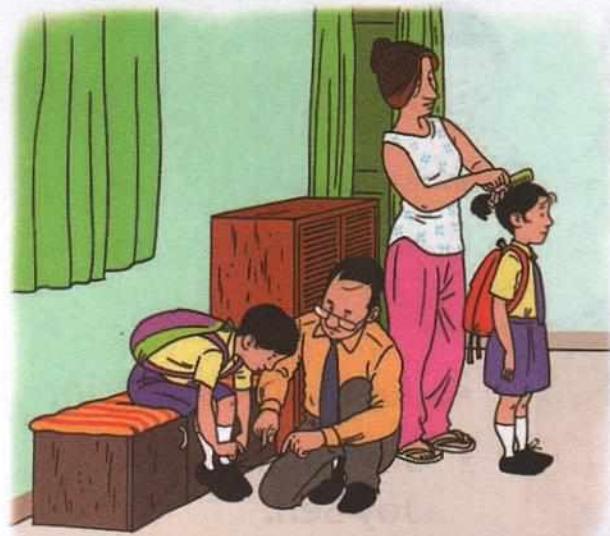
* Complete these sentences about your family.

1. I live in a _____ family. (small/big)
2. There are _____ people in my family.
(number of people)
3. I live with my family in _____. (name of place)
4. My _____ is the oldest in my family.

* Write what people in a family do for each other.

1. Two things that your family does for you

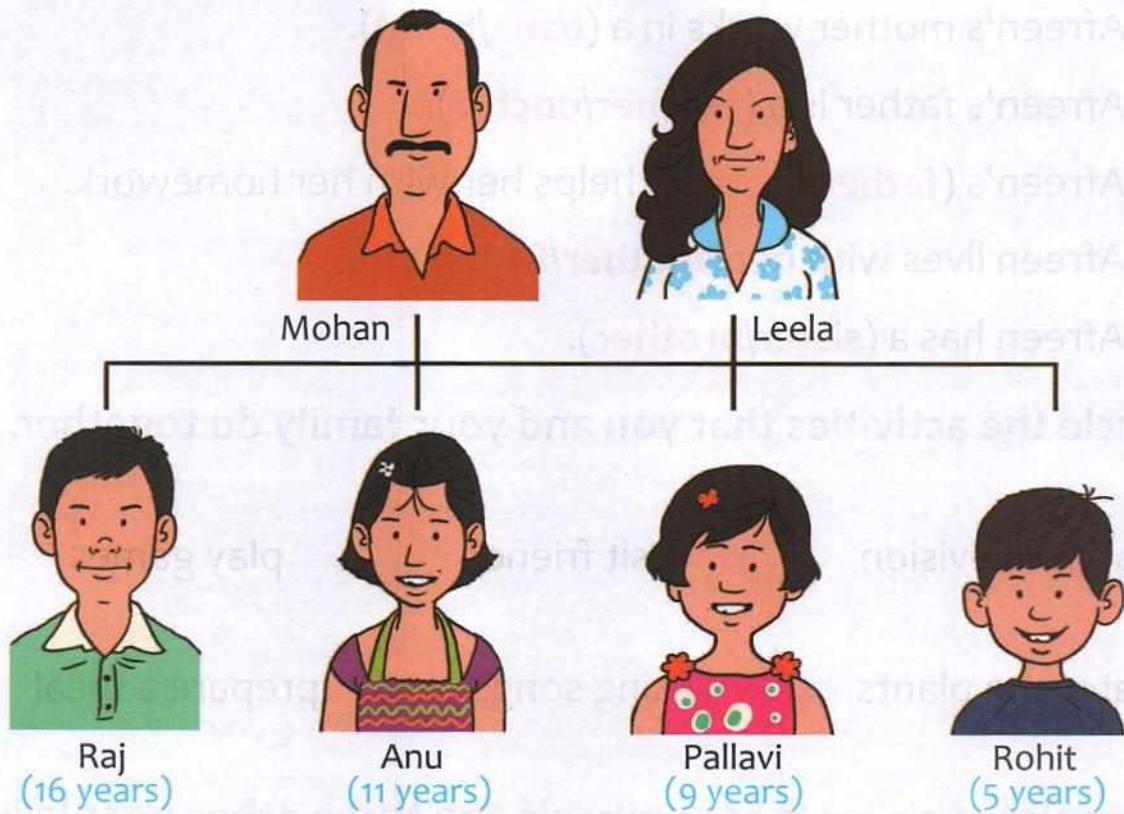
2. Two things that you do for your family



Teacher's
Note

Be sensitive to the fact that some students may belong to a single-parent family and some children may not have siblings.

* Look at Mohan and Leela's family. Complete the sentences.



1. Rohit's father's name is _____.
2. Anu has _____ brothers.
3. Raj's brother's name is _____.
4. Pallavi's mother is _____.
5. The youngest in the family is _____.
6. Leela's eldest child is _____.

Afreen talks about her family.

My father teaches in a school in Jaipur. My mother works in a bank in Delhi. She helps me with my homework. My father and mother take care of us.

My brother and I help our mother at home.



* Tick (✓) the correct word.

1. Afreen's mother works in a (bank/hotel).
2. Afreen's father is a (teacher/doctor).
3. Afreen's (father/mother) helps her with her homework.
4. Afreen lives with her (mother/father).
5. Afreen has a (sister/brother).

* Circle the activities that you and your family do together.

watch television

visit friends

play games

water the plants

sing songs

prepare a meal

* Complete this table for yourself and three other people in your family.

Persons	Name	Age	Colour of eyes	Colour of hair
Me				

* Look at the table to answer these questions.

1. Who is the oldest person in your family? _____
2. How old are you? _____
3. Who is the youngest person in your family? _____
4. How many children are there in your family? _____
5. What is the colour of the oldest person's hair? _____

6. What is the colour of the youngest person's eyes? _____



Teacher's
Note

Ask the students to take help from a grown-up for this exercise.

ACTIVITY TIME

- Find out from your classmates and make a list of five family names, like Singh, Kurien, Khan and Rao. (Joy Sen's family name or surname is Sen).
- Draw this family tree in your notebook. Write the names of all your family members in the family tree.
- Make a beautiful greeting card for your grandparents. Write a message in it.



LIFE SKILLS AND VALUES

Learning to be caring and responsible

1. Do you help your parents and elders at home? Some things you can do to help are:
put your toys and books away, help with dusting, water the plants, make the beds and pack your school bag.
2. In a family we take care of each other. Plan what you will do for someone in your family to make them feel special. Do it and tell your teacher.



Teacher's
Note

Some students may include their pet or domestic help as part of their family and write their names in the family tree. Allow them to do this.

8

My Home

WARM UP

Tell your partner two things you like most about your house. Also listen to what your partner has to say.

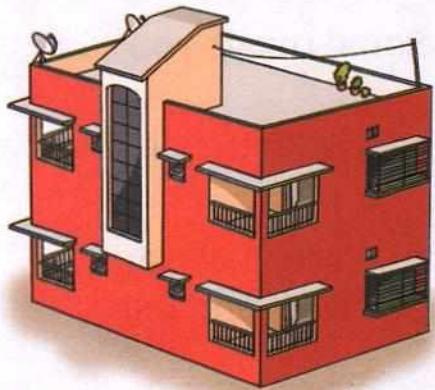
The **house** we live in with our family is our **home**. A house keeps us safe from the heat of the Sun and from the rain. We keep warm in our house when it is cold outside. Our house also keeps us safe from wild animals and from the Sun, the rain and the cold.

There are different kinds of houses.

Some houses are made of **bricks** and **cement**.



Some houses are made of **mud** and **straw** or **dry grass**.



Some houses are big and some are small.



Sometimes a large building has many homes in it. These are called **flats**.



Teacher's Note

Initiate the lesson by asking the children where they live, the kinds of houses they live in and the people who live with them. Take care not to compare.

* Fill in the blanks with words from the help box. One has been done for you.

family rain house Sun home cold

1. I live in a _____ house.
2. The house I live in is my _____.
3. My house protects me from the _____ and the _____.
4. I feel warm in my house when it is _____ outside.
5. I live with my _____ in my house.

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**.



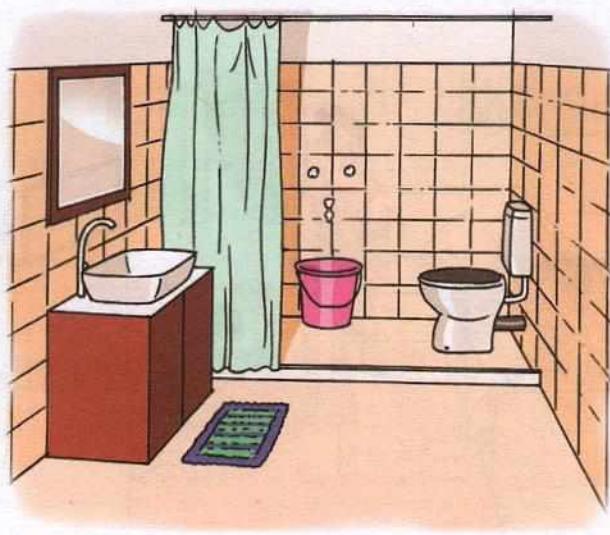
We cook in the **kitchen**.



We eat our meals in the **dining room**.



We sleep in the **bedroom**.



We have a bath in the **bathroom**.

We should keep our homes neat and clean.

* Tick (✓) the correct word.

1. The house we live in is our (**home/school**).
2. We eat our meals in the (**dining/living**) room.
3. A (**flat/hut**) is a home in a building.
4. My (**friend/family**) lives in my house.
5. We must keep our homes (**dirty/clean**).

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

1. We bathe in the bathroom. ()
2. All houses are built with bricks. ()
3. We play in the kitchen. ()
4. We sleep in the bedroom. ()
5. A house keeps us safe from the heat and the cold. ()

* **Match the pictures of the rooms with their names.**



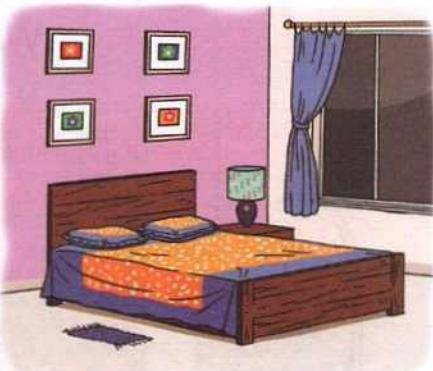
bathroom



dining room



bedroom



kitchen



The Mouse's House

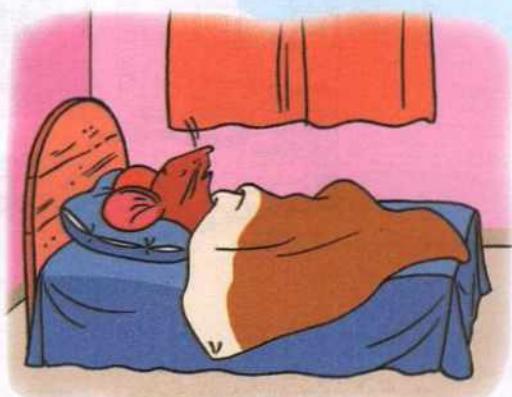
A little brown mouse,
Was looking for a house,
And
found one that suited him fine!



And
another where he met with
Friends like you and me.
The bedroom he slept in
You might think was small,



But the mouse thought his house,
Was the best house of all!



ACTIVITY TIME

- Look at the houses on your street. Make note of the different kinds of houses. Draw a picture of them.
- Use empty matchboxes to make a house.
- Write a short poem about your house.



LIFE SKILLS AND VALUES

Understanding diversity; learning to be aware and helpful

1. People keep their houses clean and beautiful in different ways. Some people draw *kolams* (also known as *rangoli* or *alpana*) outside their door each morning. Some people paint colourful pictures on their walls. In villages, some people rub the mud floor with cowdung to keep away insects.
How do you help to keep your house clean and tidy?
2. Do you know your home address? Write it down.
3. Arnab helps his parents to keep the house neat and clean. What does this tell you about Arnab?

OUR HERITAGE

Some people in India draw a *rangoli* or a *kolam* design in front of their home to make it look beautiful.



Rangoli



Kolam

9

MY SCHOOL



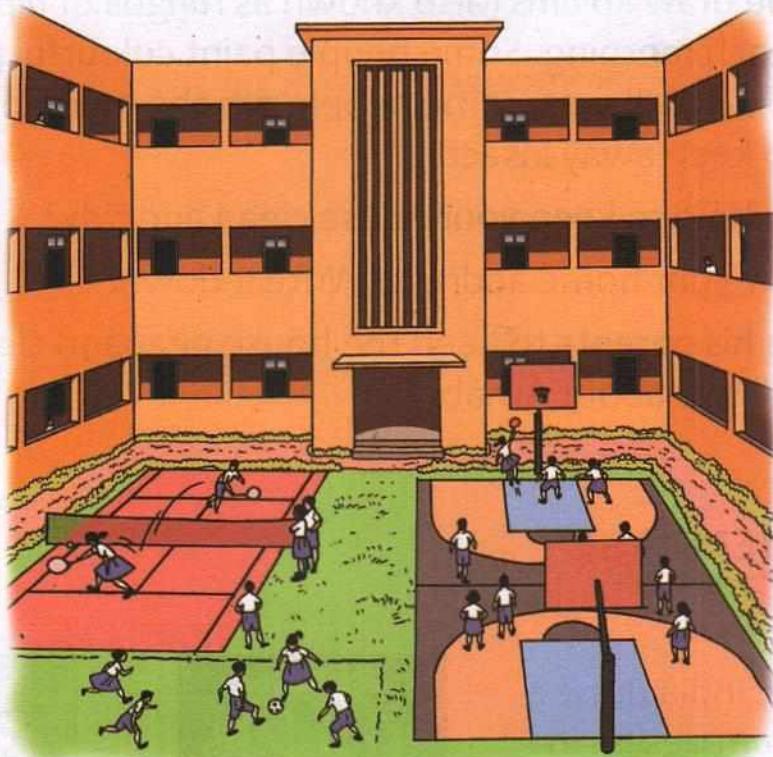
WARM UP



Think about all the things you do and learn at school.
Tell your partner what you enjoy doing most at school.
Also listen to what your partner has to say.

We go to school to learn. We learn to read and write, to sing, to draw and to play.

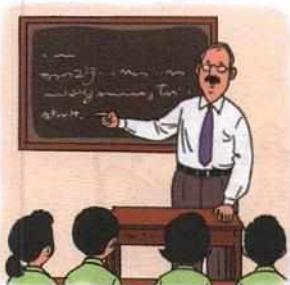
Our teachers help us with our lessons and teach us many other things.
We also make friends at school.



Teacher's
Note

Discuss the warm-up activity and share student responses with the entire class. Talk to students about the different things they do and learn at school. Let children share their experiences in school. Show them around the school so that they know what the different rooms are meant for. Let them interact with the people who work in school, for example, the principal, the peon, the librarian, the gardener, etc.

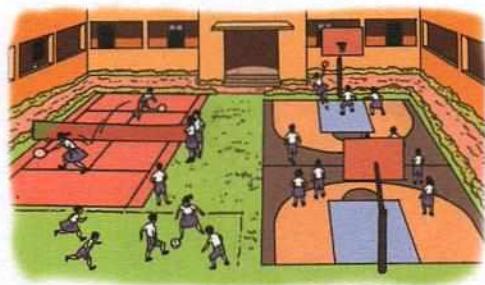
* Which of these do you have at school? Tick (✓) them.



Classrooms



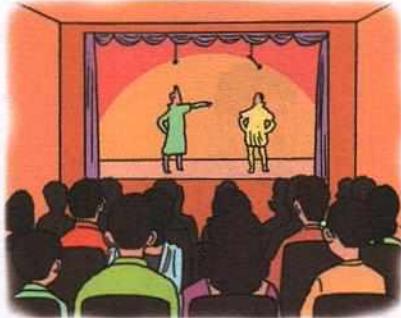
Library



Playground



Office



Assembly hall



Sickroom

* Complete the sentences.

1. The name of my school is _____.
2. It is in _____ . (name of the town/city)
3. The subject I like best is _____ . (name of the subject)
4. The game I like to play is _____ . (name of the game)
5. The name of my teacher is _____ .

* Tick (✓) the correct word.

1. At school our (teacher/principal) helps us with our lessons.
2. We should be (on time/late) for school.
3. We borrow books from the school (office/library).
4. We (eat/work) in the lunch break.
5. We run and play in the (classroom/playground).

* Circle what you do at school. One has been done for you.



Play



Watch television



Write



Eat



Shout



Read



Sing



Sleep



Paint



Bathe

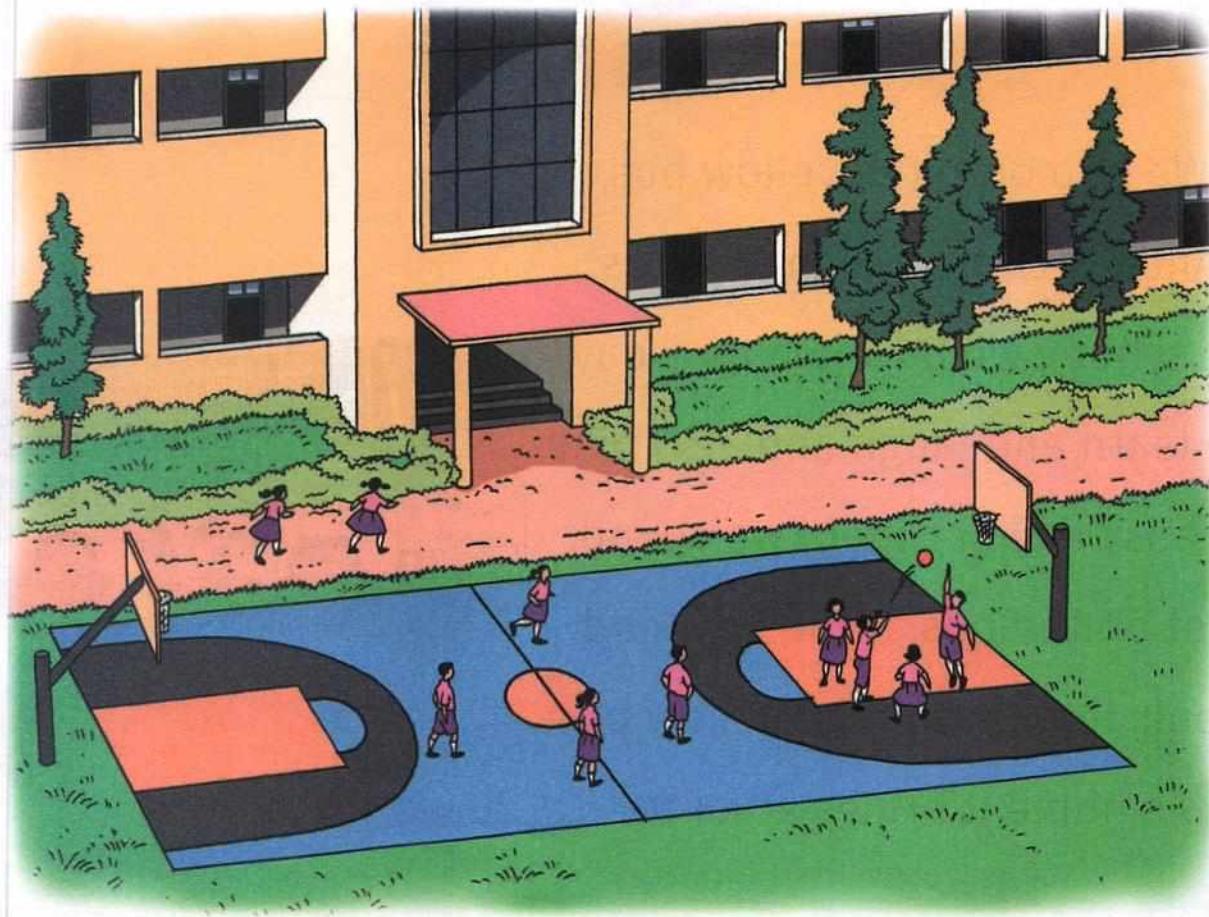


Fight



Dance

* Here is a picture of a school. Look at it and answer the questions below.



1. What does the picture show—a classroom or a playground?

2. What are the children doing?

3. How many children can you count?

4. How many trees can you see in the picture?

5. What is the colour of the school building?



The School Bus

We hop onto the yellow bus,

And off to school go all of us.

At school, we have a happy day,

We learn and laugh and also play.

A busy day at school we spend,

Get on the bus at the very end.

'Honk, honk!' says the yellow bus,

As home it brings all of us!



ACTIVITY TIME

- Draw a picture or paste a photograph of your school. Write five sentences about it. Your teacher will help you to write down the name and address of your school.
- Find out how children in your class come to school. Do they come by school bus, car, autorickshaw, bicycle or do they walk? Make a table as shown and place a dot for each student's answer.

Bus	Car	Bike or Scooter	Bicycle	Autorickshaw	Walking
• •	• •	• •	• •	• •	• •
• •	• •	• •	• •	• •	• •
• •	• •	• •	• •	• •	• •
•			• •		• •

- Think of five rules you have to follow in school. Talk about it in a group.

LIFE SKILLS AND VALUES

Learning to be respectful and responsible; developing interpersonal skills

1. Talk to the people who work in your school like the school watchman, doctor, bus driver and office worker. Find out their names and the work they do. Thank them for helping you.
2. How do you look after your classroom? Do you:
 - a. throw litter in the dustbin?
 - b. scribble on the walls?
 - c. jump on the desks or chairs?
 - d. tear pages from library books?
 - e. switch off fans and lights when you leave the classroom?



10

PLANTS AROUND Us

WARM UP



Have you been to a big garden or a park? Tell your teacher what you saw there. Draw a picture of the park or of a plant you saw and liked.

We see many **plants** around us. Some of these plants are big while others are small.

✿ **Big plants**

Big and strong plants are called **trees**.

Here are some trees we often see.



Neem



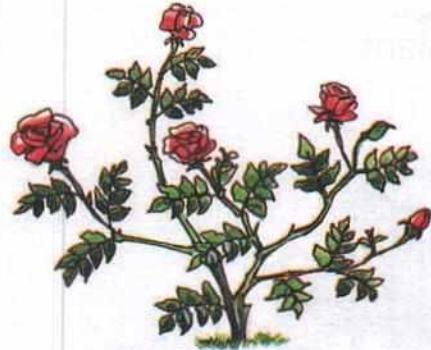
Mango



Coconut

✿ **Small plants**

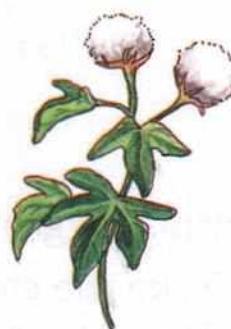
Some plants are smaller than trees. Plants that are short and bushy and have many branches are called **shrubs**.



Rose



Hibiscus



Cotton

Small plants that are soft and green are called **herbs**.

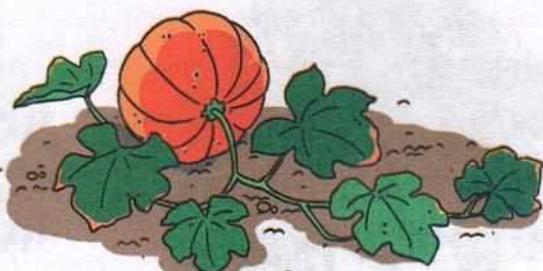


Grass



Mint

Some plants like the pumpkin plant are weak. They grow along the ground because they cannot stand straight. They are called **creepers**.



Pumpkin

Other weak plants like the pea plant or money plant climb up walls or on sticks. They are called **climbers**.



Pea plant



Money plant

Many plants grow on land.

Some like the cactus grow in hot and dry places like deserts.



Cactus



Others like the fir tree grow in the hills or mountains where it is cold.

Fir tree

Plants like the lily and lotus grow in the water in lakes and ponds.



Water lily



Lotus

Plants are very useful to us.

✳ **Mark the sentences as true (✓) or not true (✗).**

1. Big and strong plants are called shrubs. ()
2. The mango and neem are big plants. ()
3. We find the cactus plant in hilly areas. ()
4. The mint plant is a herb. ()
5. The pea plant is a climber. ()

✳ **Tick (✓) the correct word.**

1. Herbs are (soft and green/hard and brown) plants.
2. The (rose plant/mint plant) is a shrub.
3. The (pea plant/pumpkin plant) is a creeper.
4. Climbers have (weak/strong) stems.
5. The (cactus/fir) grows in hilly areas.

* Find the names of these trees in the grid. Circle them. One has been done for you.

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

mango
fir
coconut
lemon
peepul
neem



From Seed to Tree

Eat a fruit you like today,

Do not throw the seed away.

Plant it in the soil and see,

What the little seed can be!

In the sunshine, water it,

Watch it grow bit by bit.

A tiny shoot will grow to be,

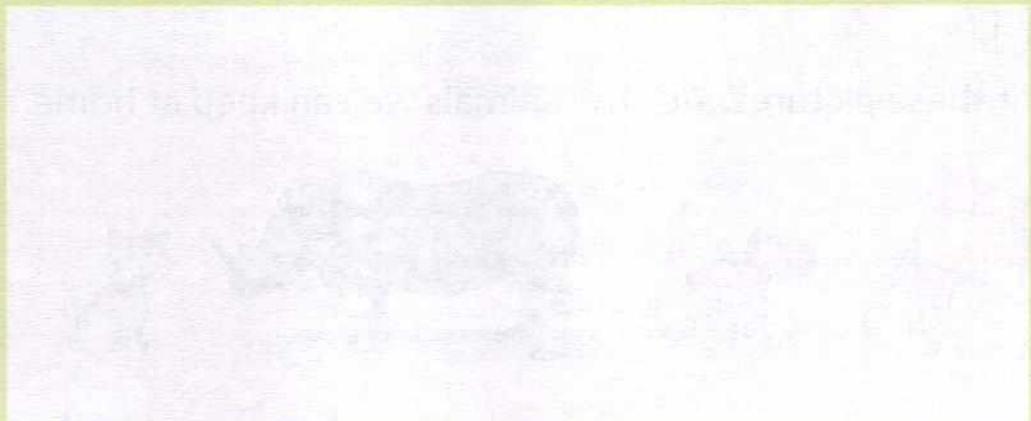
A green and truly lovely tree!





ACTIVITY TIME

- Read the story 'Jack and the Beanstalk'. Tell your partner which part of the story you liked best.
- Draw a picture of your favourite flower and colour it.



- Visit a garden near your school. Try to find out the names of as many plants as you can. Note them down in your book.



LIFE SKILLS AND VALUES

Developing sensitivity towards living things

1. Plants and animals share this world with us. We must not harm them.

Grow a plant in a pot. Water your plant and take care of it. Watch it bloom.

Plants are beautiful. Looking after them can make you happy.

2. Anil and Rina were at the park. Anil saw Rina plucking leaves from a plant and throwing them on the ground. He asked Rina to stop doing it. Why do you think Anil did that? Tell your teacher.



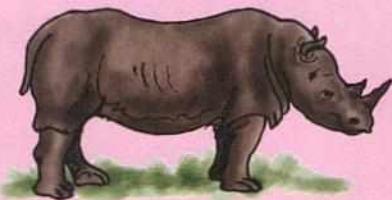
ANIMALS AROUND Us

WARM UP

Look at these pictures. Tick the animals we can keep at home.

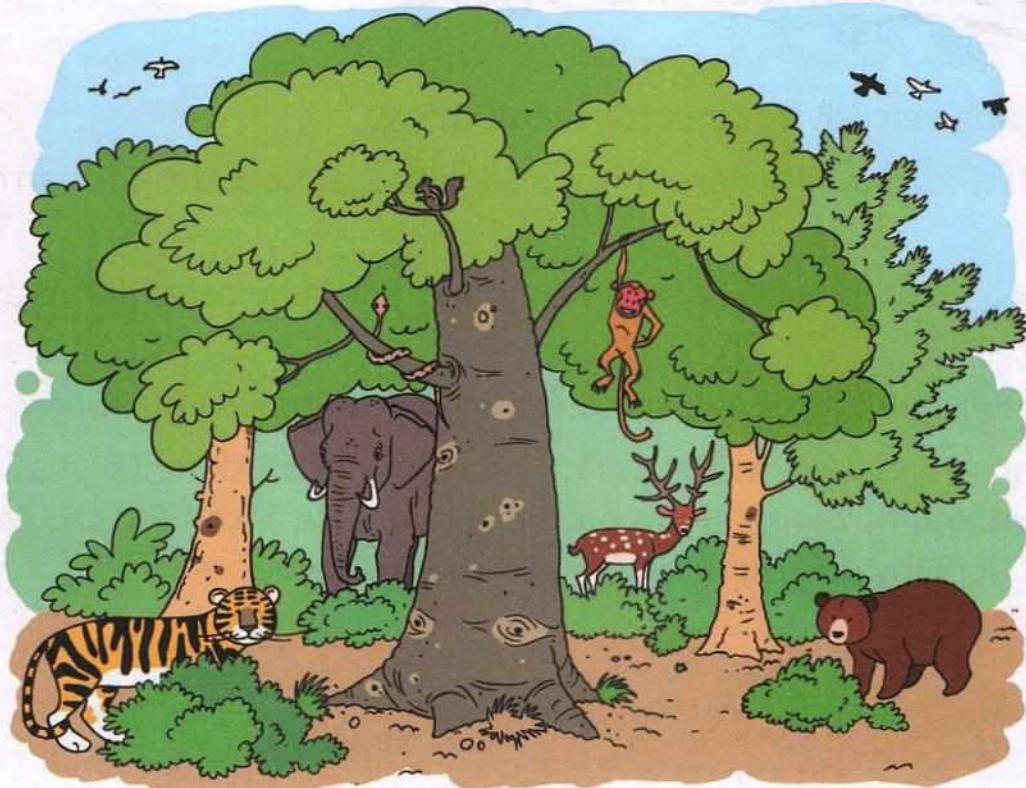








We share the world with many different kinds of animals.
Some animals like the bear and tiger live in the forest.
They are **wild animals**.



Many animals like cows, dogs, cats, hens and ducks live on a farm.

They are called **farm animals**.

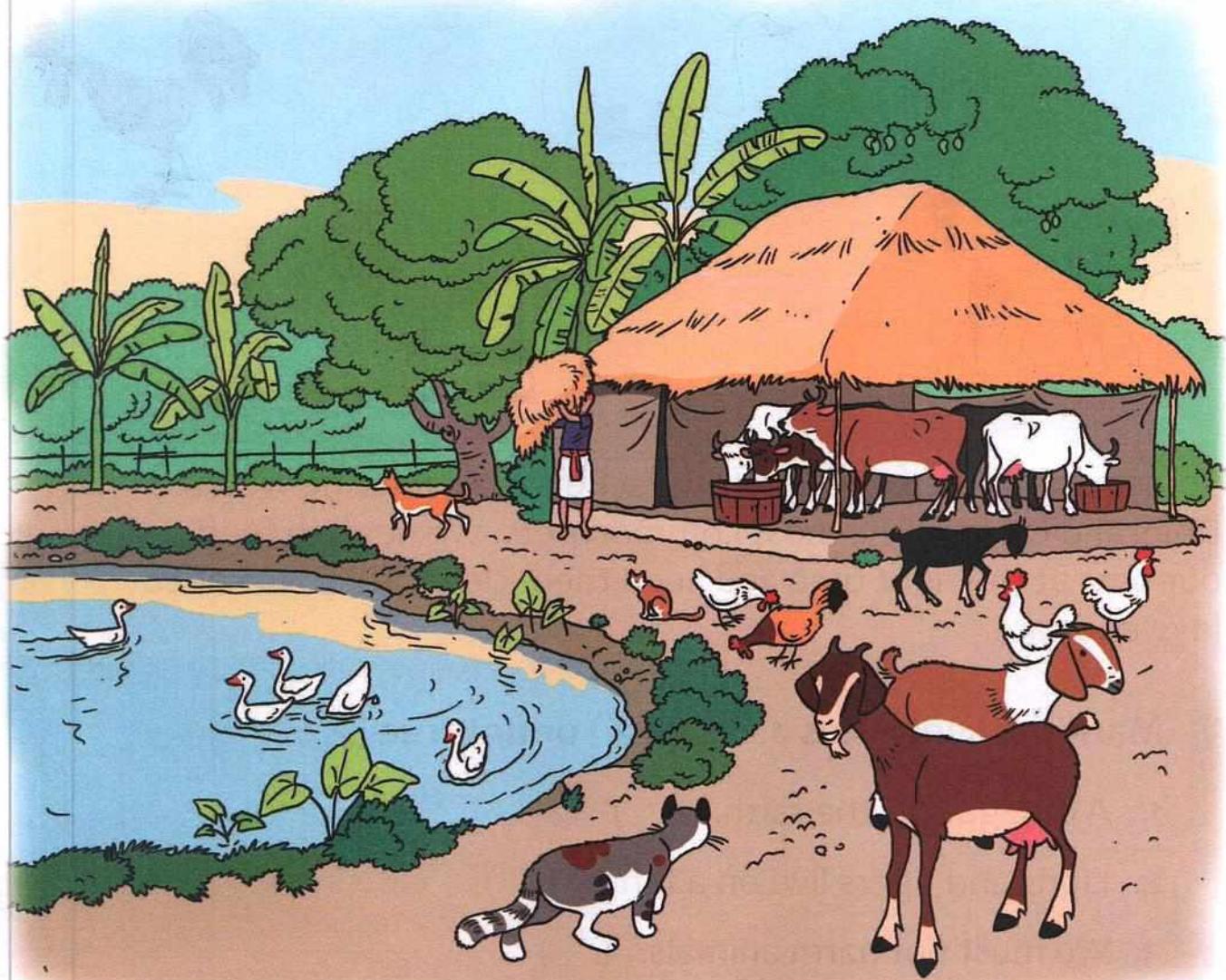
They are useful to us.

We get milk from cows and eggs from hens and ducks. The dog guards the farm.

The cats chase rats.

We must not harm animals.

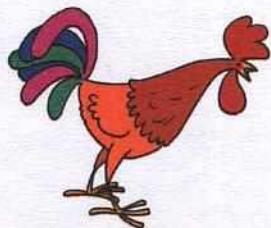
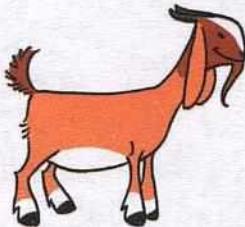
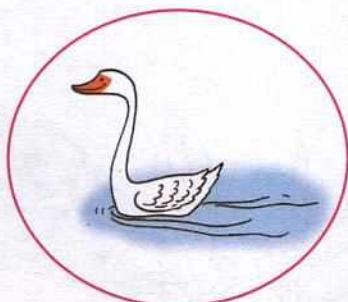
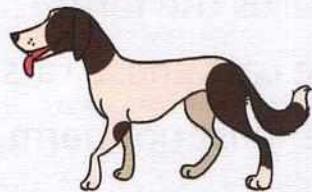
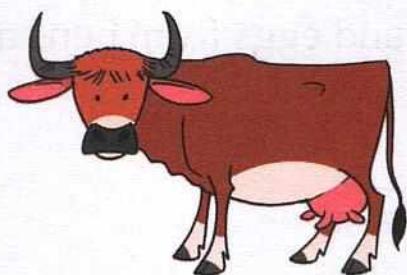
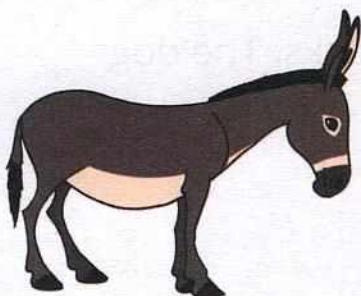
We must take care of them.



Teacher's
Note

Ask students if they have been to a farm. Encourage them to share their experiences with the class. If possible, take the students to a farm before you begin the lesson. Talk to them about domestic animals and their usefulness to us. Also talk about pets and the importance of looking after them.

✳ Circle the animals you see in the picture on page 55. One has been done for you. Name these animals.

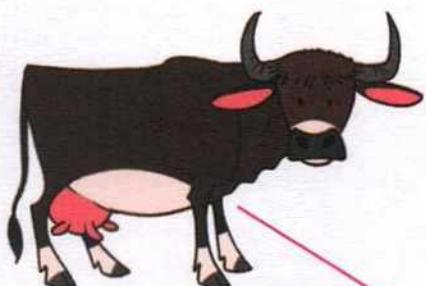


Some people keep animals as **pets**. Pets stay at home with us. Dogs and cats are the most common pets. We need to feed our pets at the right time and keep them clean. They also need love and care.

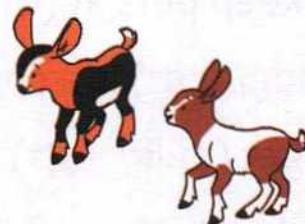
✳ Mark the sentences as true (✓) or not true (✗).

1. A dog guards the farm. ()
2. Lions and tigers live on a farm. ()
3. We must not harm animals. ()
4. Rats chase cats. ()
5. Pets can take care of themselves. ()

* Match the animals with their babies. One has been done for you.



Cow



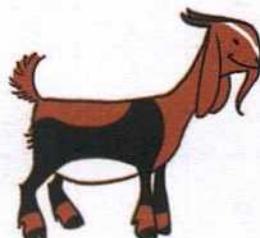
Kids



Hen



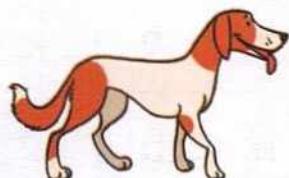
Calf



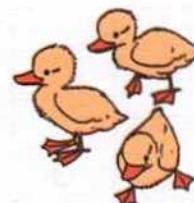
Goat



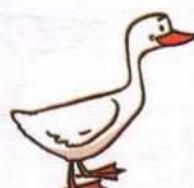
Puppy



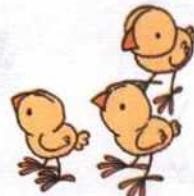
Dog



Ducklings



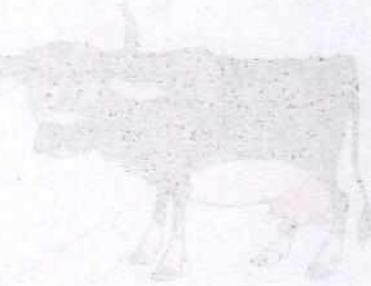
Duck



Chicks

✿ Tick (✓) the correct word.

1. The (tiger/donkey) is a wild animal.
2. We keep pets at (the zoo/home).
3. A (dog/deer) is a common pet.
4. We get (milk/eggs) from cows.
5. (Ducks/Elephants) live on a farm.



✿ In the word grid, find the names of the animals shown below. Circle them. One has been done for you.

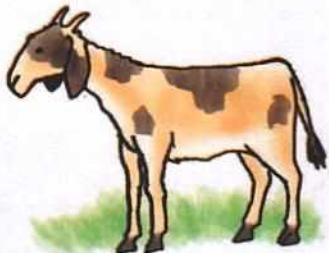
g	r	i	n	j	c	l	g
o	x	t	u	a	a	s	r
a	a	c	o	w	t	t	a
t	q	o	r	k	l	e	h
p	o	d u c k				q	e
s	h	i	l	l	i	x	n
t	o	m	d	o	g	n	b



duck



cat



goat



hen



dog



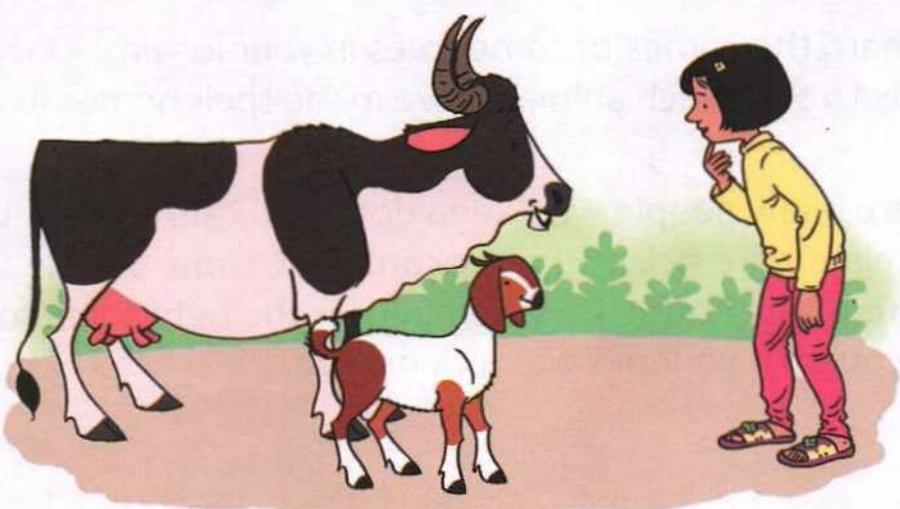
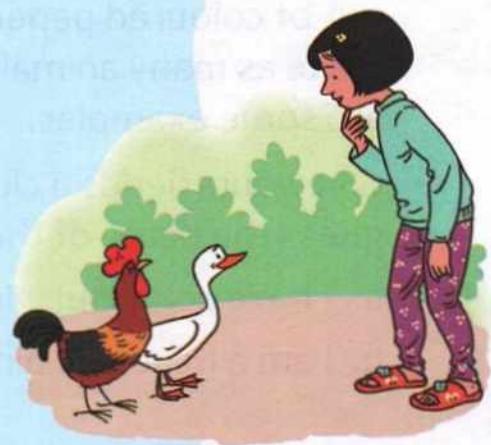
cow

At the Farm

At the farm,
What do I see?
A duck and a hen
Looking at me.

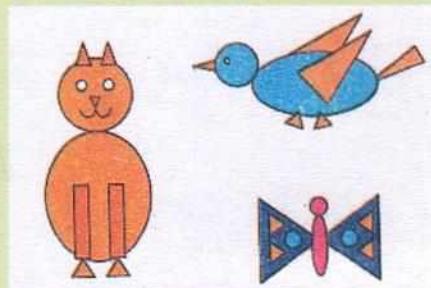
At the farm,
What do I see?
A cat and a dog,
Looking at me.

At the farm
What do I see?
A cow and a goat,
Looking at me.



ACTIVITY TIME

- Draw a picture of a pet you have or would like to have at home. Write two sentences on how you would care for it. What would you name it?
- Your teacher will give you shapes cut out of coloured paper. Use these to make as many animals as you can. Here are some examples.
- Give your friends a clue and ask them to guess the name of the animal. For example:
 - a. I have colourful wings. I fly from flower to flower.
 - b. I am a beautiful bird. I spread my feathers and dance in the rain.



LIFE SKILLS AND VALUES

Developing skills of observation, learning to be responsible and show compassion

1. Visit a farm or dairy in your town or city with your parents. See where the animals are kept, what they are fed and how they are cared for.
2. Try to learn the names of some trees in your locality. Observe carefully to see which animals have made their homes in these trees.
3. There are many people who keep dogs and cats as pets. But when these animals are sick or they become old, some people throw them out of the house. Do you think it is the right thing to do? What would you do if your pet was sick or old?

RULES FOR SAFETY

WARM UP

Think of why you must be very careful while crossing the road. Tell your teacher.

There are rules that we must follow for our safety.

We must follow these rules at home and outside. If we do not follow these rules, we can hurt ourselves and others.

At home

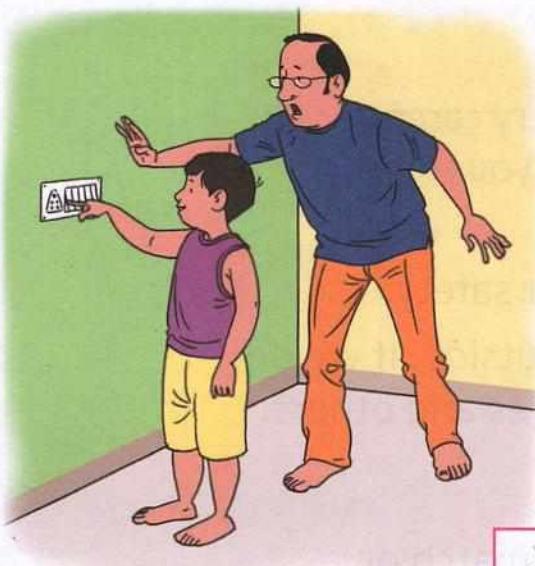
Do not play with **fire**. If you have to light a match or a candle, ask a grown-up to help you.



Teacher's Note

Encourage students to respond to the warm up activity. Let students share their responses with the class. Explain to the class the importance of following safety rules. Discuss different situations and the safety measures students need to take in these situations.

We must not play with sharp things like **knives** and **scissors**. We should always sharpen our pencils with a sharpener and not with a knife or a blade.



X



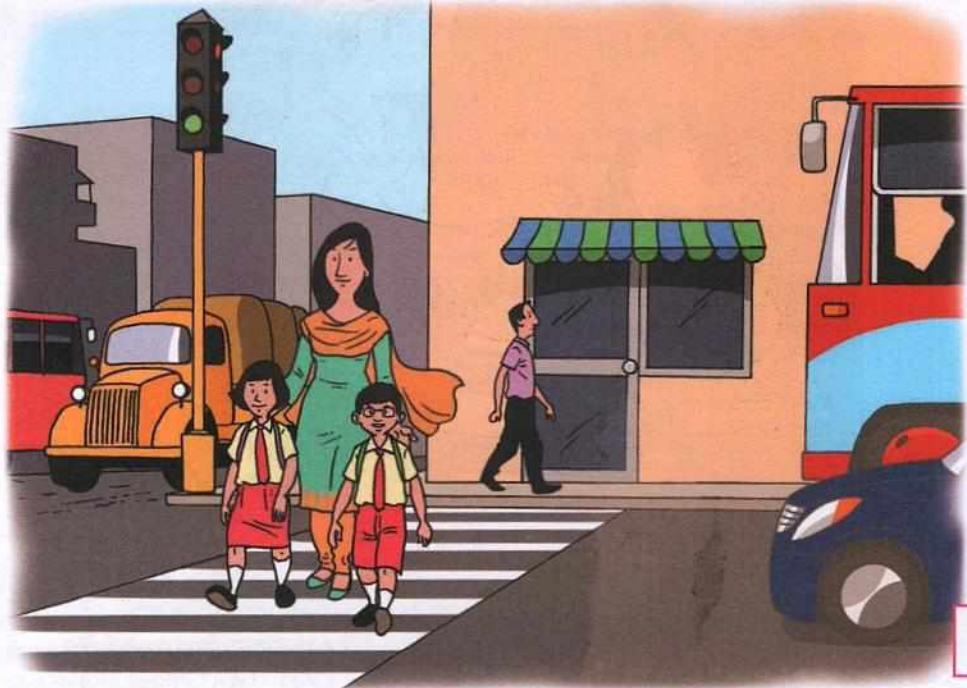
✓

We must not put our fingers into an open socket.

We could get a bad shock.

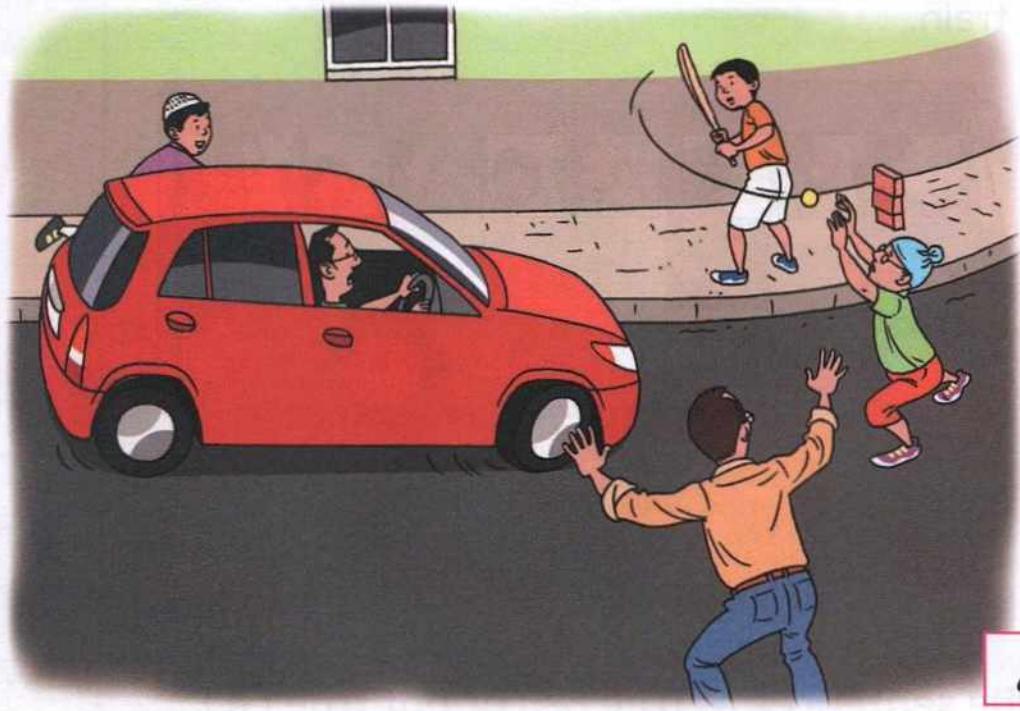
✿ Outside home

We must cross a road at the **zebra crossing**.

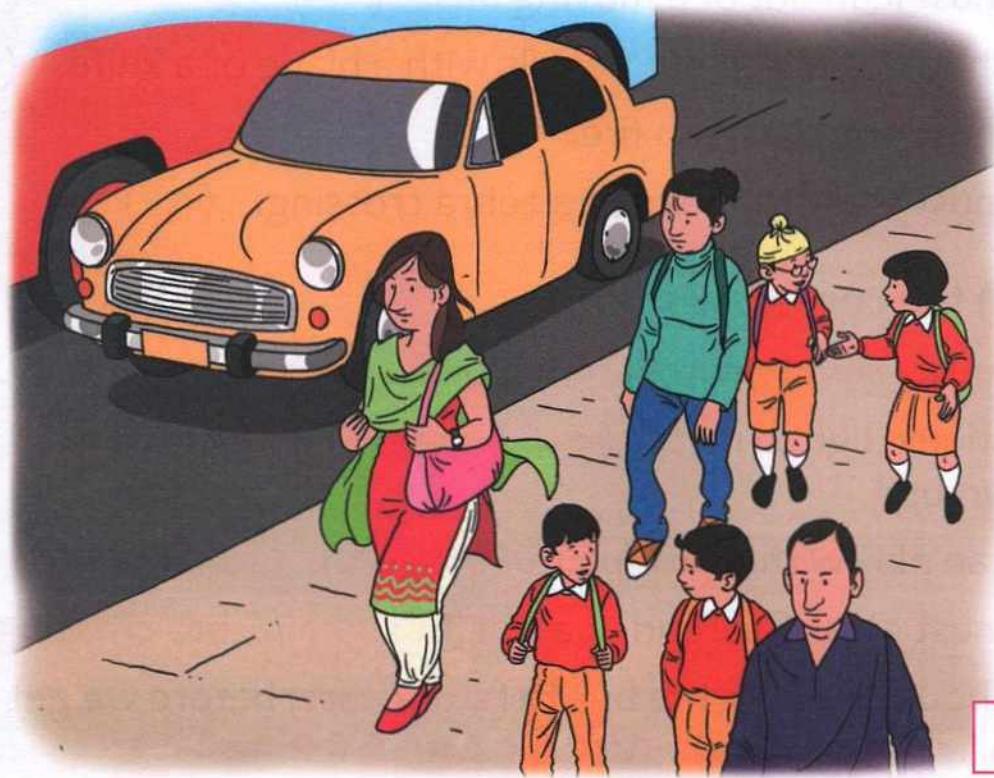


✓

When we cross the road we must look to the **right** and then **left** and then right again before we cross the road. We must not run or play on the road.



We must always walk on the **footpath** and not on the road.



We must never get onto a moving bus or get down from a moving bus.

We must not lean out or put our hand out of a moving bus, car or train.



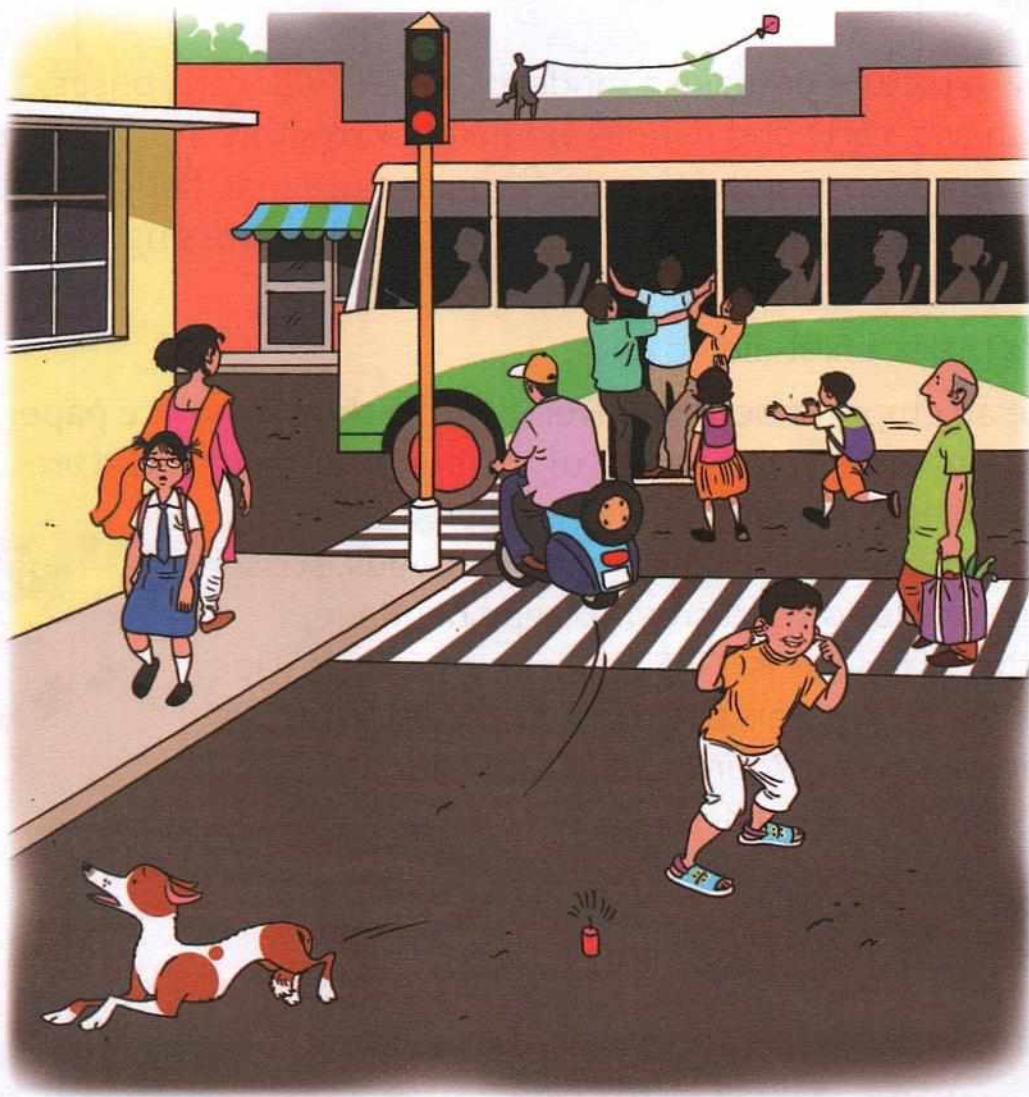
✳ **Mark the sentences as true (✓) or not true (X).**

1. We must run across the road. ()
2. We must lean out of a moving bus. ()
3. We should sharpen our pencils with a blade or a knife. ()
4. We must not play with fire. ()
5. We must cross the road at a zebra crossing. ()

✳ **Tick (✓) the correct word.**

1. We must (**always/sometimes**) follow rules for our safety.
2. We should light a match (**with/without**) the help of a grown-up.
3. We can play with a (**toy/pair of scissors**).
4. We must cross the road at a (**traffic signal/zebra crossing**).
5. We should wait for the bus to (**stop/start**) before we get onto it.

* Look at the picture and talk about what you should not do.



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

moving play grown-up footpath knife

1. We must walk on the _____.
2. A _____ is a sharp thing.
3. When you want to light a candle take the help of a _____.
4. We must not get onto a _____ bus.
5. We must not _____ on the road.

ACTIVITY TIME

- Draw a picture or make a model of a road with cars, buses, rickshaws, carts and people. Remember to show a traffic light and zebra crossing on the road. You can use matchsticks coloured with white and black paint to show the zebra crossing. Talk about your picture or model.
- Let's make a first-aid box.

Take an empty shoebox. Cover it with a sheet of white paper. Make a big red cross in the centre of the box as shown. These are somethings you can put into your box: gloves, tweezers, cotton wool, Band-Aids, scissors, antiseptic lotion and cream, crepe bandage, ointment for burns, ORS packets, antiseptic wipes and gauze. You can add more to the list after asking a doctor. Your first-aid box is ready.



LIFE SKILLS AND VALUES

Learning to be observant, cautious and caring

1. Count the number of traffic lights on your way home from school. Always look right, then left and then right again before crossing the road.
2. Stranger Danger



Never talk to strangers. Strangers are people whom you have never met before. The stranger might offer you chocolates or invite you home. Refuse politely and tell your teacher or parents about the person. Do not agree to go anywhere with anyone you do not know.

3. Our parents and elders take care of us. Can we take care of them? Yes, we can. For example, we can pick up our toys after we have finished playing so no one trips over them.

13

THE EARTH AND THE SKY

WARM UP

Look at this picture. It is a picture of the Earth. What is its shape? What do you think are the blue parts in the picture? What are the green and brown parts?



The Earth

We live on the **Earth**. It is round in shape. The Earth is made up of **land**, **water** and **air**.

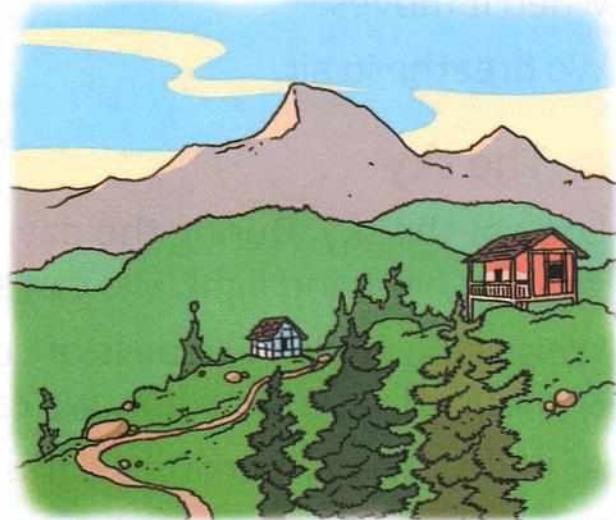
Land

We live on land. Mountains, hills, plains and deserts are different forms of land.

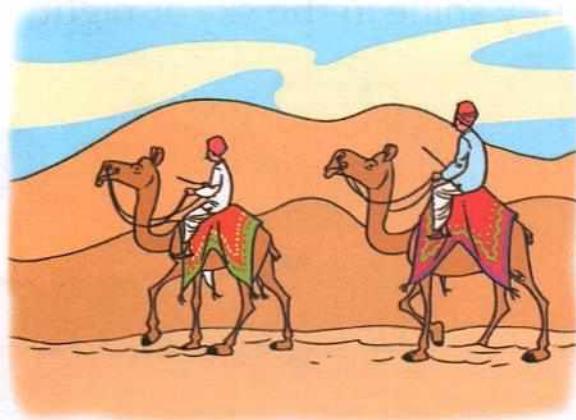
The plains are areas of flat land.

Mountains and hills are higher areas that rise above the plains.

Deserts are hot and dry parts of land. They are covered in sand or rock.



Mountains and hills



Desert



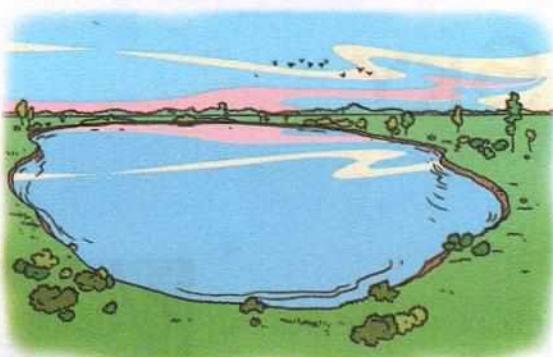
Teacher's

Note

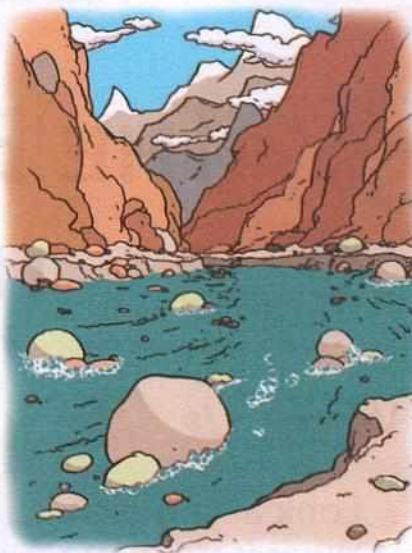
Explain to the students that the Earth is round and is made up of land (the green and brown parts in the picture) and water (the blue parts).

✿ Water

Water is found in the oceans, seas, rivers and lakes.



Lake



River

✿ Air

Air is all around us. We cannot see air but we can feel it when it moves.

We breathe in air.

✿ The sky

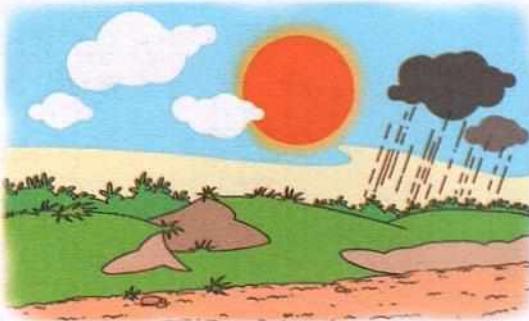
Look at the sky. During the day, we can see the Sun. The Sun gives us heat and light. We can also see clouds in the sky.

White clouds look like balls of cotton. Dark clouds bring rain. Sometimes on a rainy, day we can see a rainbow in the sky.

At night, the sky becomes dark.

We can see the Moon and the stars.

They shine in the sky at night.



The sky at daytime



The sky at night

✳ **Fill in the blanks with words from the help box. One has been done for you.**

Earth stars light mountains Water

1. We live on the Earth.
2. There are mountains and hills on land.
3. Water is found in oceans, seas and rivers.
4. The Sun gives us heat and light.
5. We can see the Moon and the stars at night.

✳ **Mark the sentences as true (✓) or not true (✗).**

1. We live on the Moon. ()
2. The Earth is made up of land and water. ()
3. Water is found in the oceans but not in the seas. ()
4. We cannot see air. ()
5. We can see the Sun and the Moon at night. ()

✳ **Match the columns. One has been done for you.**

A	B
stars	light
water	rain
mountains	sky
dark clouds	sea
Sun	highland

✿ Tick (✓) the correct word.

1. The Earth is (round/square) in shape.
2. We can (see/feel) air.
3. Deserts are (dry/wet) areas covered in sand.
4. Plains are (high/flat) areas of land.
5. (White/Dark) clouds bring rain.

✿ Write two things you can see in the sky in the morning and two things you can see at night.

In the morning

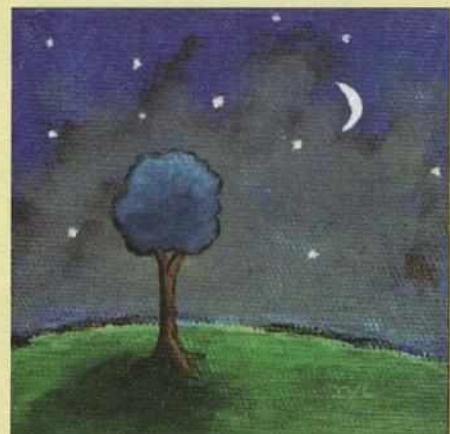
1. _____
2. _____

At night

1. _____
2. _____

ACTIVITY TIME

- Draw stars on a silver paper. Cut these out. Attach strings of different lengths to them and hang them on a clothes hanger.
- Take a black chart paper. With your teacher's help cut out small silver stars and a full round Moon. Paste these on the black chart paper to show the night sky. Below the night sky scene write the poem, "Twinkle Twinkle Little Star" using a white sketch pen. Display it in your room.





LIFE SKILLS AND VALUES

Learning to care for the Earth and respecting all forms of life

1. There are some things you can do to take care of the Earth.
 - a. Turn off the tap while brushing your teeth.
 - b. Throw litter only in a dustbin. Pick up litter that you see and drop it into the bin.
 - c. Do not waste paper.
 - d. Turn off all lights and fans when you do not need them.
 - e. Use cloth bags for shopping instead of plastic bags.
 - f. Plant more trees and plants.

Ask an adult how these actions will help.

2. Breathe right

Breathing correctly is important. Sit cross-legged with your eyes closed and your hands on your knees. Breathe in slowly. Take a long deep breathe and a count up to four. Now, slowly let your breath out again counting to four. Repeat this ten times. The greater amount of air you breathe in helps your brain work better and also helps you to be calm.

3. We share this Earth with other living things like plants and animals. We must take care of the Earth so that plants and animals are also able to live on it.

How EARLY PEOPLE LIVED

WARM UP

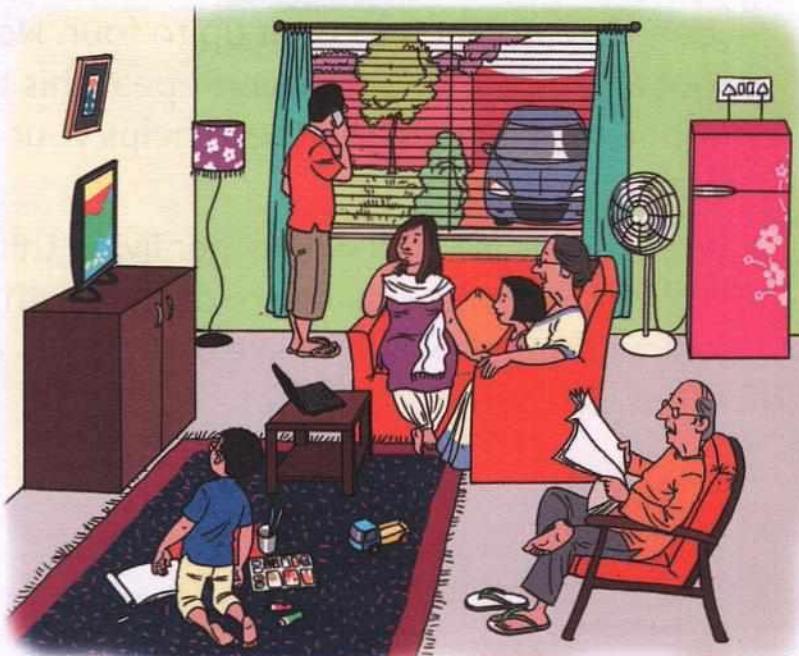
Ask your grandparents what they did in their free time when they were children. How is it different from what you do in your free time? Tell your teacher the difference.

- Listen to your teacher read the sentences below and think about them.

There was a time when there were no lights, fans, telephones, computers, televisions or refrigerators.

There were also no roads, scooters, motor-cars or buses. People in the past lived differently from the way we live now.

Thousands of years ago, the world was a different place. Human beings lived in the jungles. They did not have the things that we find around us now.



Teacher's Note

If possible, take the students to a museum to show them the life of early humans. Also show them pictures of early humans and the tools they used.

Time is an abstract concept that students find difficult. The warm-up activity helps them understand how things have changed over time for the people they know. First discuss how life has changed in recent times and then go further into the past.

Early people lived in **forests** and **caves**.

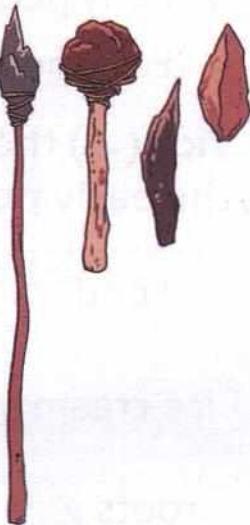
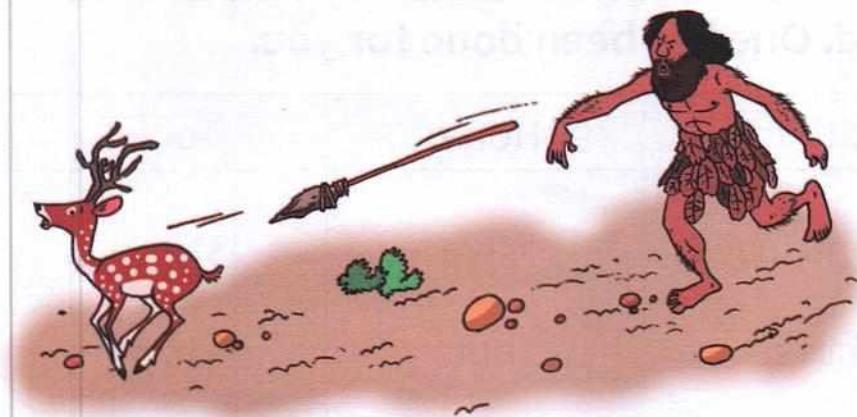
They used animal skins, leaves and grass to cover their bodies.

They ate roots, wild fruits and the meat of animals.



They ate the meat without cooking it because they did not know about fire and its uses.

Early people made **tools** or sharp things to hunt animals with. Their tools were made of stone.

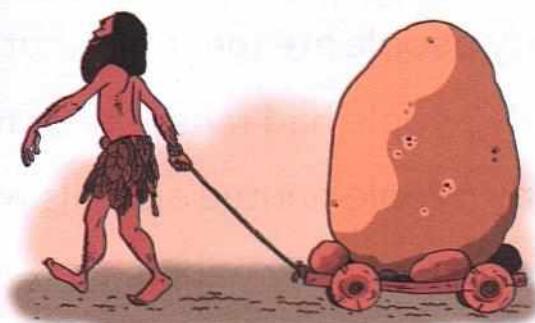


They also learnt to make **fire**. Fire kept them warm when it was cold.



Later, they learnt to cook meat on the fire and found that it tasted better.

They also learnt to make the **wheel**.



✳ Write two ways in which fire helped the early people.

1. _____
2. _____

✳ Tick (✓) the correct answer.

1. Early people lived in (**forests/villages**).
2. Early people used animal (**horns/skin**) to cover their bodies.
3. Fire helped early people to cook (**meat/rice**).
4. Early people (**had/did not have**) kitchens.
5. Early people learnt to make the (**computer/wheel**).

✳ Tick (✓) the correct words in each column that tells us how the early people lived. One has been done for you.

Food	Clothes	Home	Tools
ice-cream	grass and leaves	cave	stone
roots ✓	shirts	hut	iron
bread	skirt and blouse	flat	steel

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

1. Early people moved around in cars. (X)
2. Early people ate meat without cooking it. ()
3. Early people had fans in their homes. ()
4. Early people hunted animals with tools made of stone. ()
5. Fire helped early people to keep warm. ()

* Help Ravi find his way home.



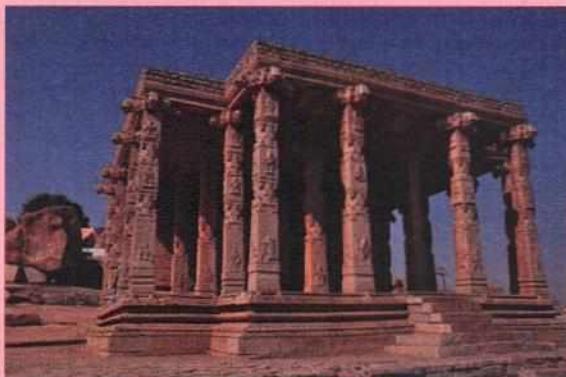
ACTIVITY TIME

- Use clay and paper to make models of the homes, tools and clothes of early humans.
- Imagine you are an early human. With your partner, make up a story about a day when you had lots of fun. Share your story with your class. You could also draw pictures to illustrate your story.

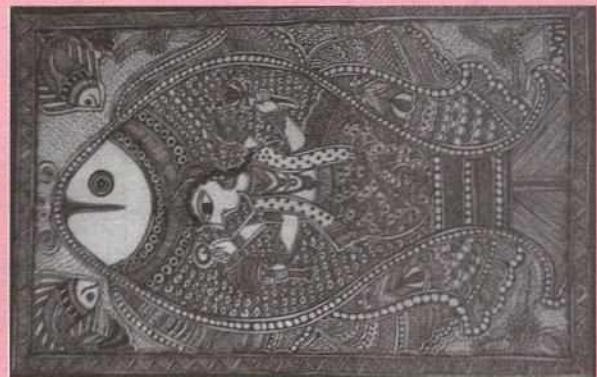
LIFE SKILLS AND VALUES

Learning about and taking care of our heritage

1. Visit a museum with your parents to see things from the past.
2. We need to take good care of old things like old buildings and old arts and crafts. From them, we learn more about our people and our country.



Hampi temple



Madhubani painting