



Teacher's Support

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Lesson-1

(About Me)

Objectives

- To make students learn to introduce themselves.
- To know hobbies and favourite things of the students.
- To help students learn their father's name, mother's name, birthday, age, name of school, class and class teacher's name.

Overview

- Writing details about oneself which includes name, father's name, mother's name, birthday, age, name of school, class and class teacher's name.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Choose students randomly and ask them to introduce themselves.
- Help them like telling them to tell their father's name, mother's name, age, class etc.
- Once the students start interacting and introducing themselves in the class, ask them to see what is written in their textbook.
- Help them to fill the blanks.
- Make them write complete sentences in their notebook.

Recapitulation

- What is your name?
- What is your father's name?
- What is your mother's name?
- When do you celebrate your birthday?
- What is your age?
- In which class do you study?
- What is the name of your class teacher?

Home Assignment

- Paste your photograph in the box provided.
- Learn to introduce yourself by heart.

Teacher's Support

My name is Mohan.

My father's name is Ravinder Kumar.

My mother's name is Sushila Kumari.

My birthday falls on 21st August.

I am 7 years old.

The name of my school is R.P.S Public School.

I study in class II.

The name of my class teacher is Miss Preeti.

My Favourite Things

Colour - Blue

Fruit- Apple

Flower-Sunflower

Game-Ludo

Toy-Car

Vegetable- Brinjal

Food- Rajma Rice

I am good at

Do it yourself.

Lesson-2 (Our Body Parts)

Objectives

- To enable students to learn different parts of our body and their functions.
- To make students understand that difference between external organs and internal organs.
- To give introduction about human skeletal system to the students.

Overview

- Writing names of different parts of our body.
- Naming internal parts of the body.

- Introduction of functions of hands, legs, arms, feet, neck and back.
- Introduction of functions of internal organs: brain, lungs, nucleus, heart, and stomach.
- Introduction of skeletal system.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students to name different parts of body by indicating head, arms, hands, fingers, legs etc.
- Ask randomly and tell students to come one by one and write different part of body on the board.
- Now correct the spellings if the students write them wrong on the board. Emphasise on pronouncing each word correctly and clearly so that students learn to pronounce and spell the body parts correctly.
- Tell them the functions of hands, legs, arms, feet, neck and back. Now explain them that these all come under external organs of our body as they are visible to us.
- Now shift the focus of students on the sense organs i.e eyes, ears, nose, tongue and skin. Explain functions of each sense organ and try to give examples from our daily lives.
- Ask students if they know anything about the 'skeleton'. Tell them that our body is made up of a frame like structure called skeleton. There are 206 bones in our body and the major function of skeleton is to protect the internal organs from injury.
- Once this is done read the chapter to the students clearly making them understand each line.
- Tell them to try 'Gear up' and help them to complete it correctly.
- Explain them important terms by correlating the pictures given in the book to explain in an interesting way.
- Assist them to do 'Examine Point' themselves.
- Discuss and help the students to solve the exercises given in task 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to Do', 'Life Skills' and 'Cluster Task', by themselves after discussing them in the class.

Recapitulation

- What are external organs?
- What are internal organs?
- How many sense organs do humans have?
- Write function of the following:
Hand, Legs, Arms, Feet, neck, back, eyes, ears, nose, tongue, skin, brain, lungs, muscles, heart and stomach.

- How many bones do we have?
- What is a skeleton?

Home Assignment

- Write the names of external organs, internal organs and sense organs in your notebook.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' at home and get them checked later in class.

Teacher's Support

Gear up

Ears, leg, hand, nose, tongue, eye.

Examine Point

a) lungs b) 640 c) tongue d) 70-75 times

Question Time

- (A) 1.d)hand 2.c)see 3.a) think 4. b) lung 5. a) heart
- (B) 1. Back 2.Lungs 3. bones 4. 206 5. Skeleton
- (C) 1. True 2. False 3. True 4. False 5. True
- (D) 1. Organs that are inside the body and cannot be seen from outside are called the internal organs.
2. The heart pumps blood to all parts of our body.
3. Lungs help us in breathing. They take in oxygen and give out carbon dioxide.
4. The bones together make a frame like structure called the skeleton. The skeleton gives shape and support to the body and protects the internal organs from injury.

Think and Answer

Skin helps us to remove away our hands on touching a hot pan.

Fun Time

- (A) 1. Hand 2. Arm 3. Neck 4. Brain 5. Nose 6. Heart
- (B) 1. Legs 2. Jump 3. Read 4. Hands

Things to do

Do it yourself.

Life Skills

- We should eat healthy food.
- We should eat our meals on time.
- We should avoid junk food.
- We should exercise regularly.

Cluster Task

Do it yourself.

Lesson-3 (Types of Family)

Objectives

- To enable students to understand their relations with mother, brother, sister, grandfather, and grandmother.
- To inculcate moral values and family ethics in the students.
- To make them learn the meaning of joint family and nuclear family.
- To make students understand that each family has a different structure and method of living.
- To make students realise the importance of family and the fun we have with our family on special occasions.

Overview

- Learning about parents, brothers, sisters, cousins, aunts, uncles, grandmother and grandfather.
- Understanding the difference between nuclear family and joint family.
- Making students realise the importance of family.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students to define family. What according to them is a family? How many family members do they have in their family? If they are unable to answer this question, explain them the meaning of family members.
- After explaining them about family members, try to find out how many family members do students have. Make students who have more than four or five family members raise their hands.
- Now explain the difference between the nuclear family and joint family with reference to students raising their hands.

- Now ask students with joint family about the benefits they have of having a joint family.
- Then shift your attention to students belonging to a nuclear family and ask them what fun do they have with their families.
- Conclude your discussion by telling the importance and need of family in one's life.
- Once this is done, make the students read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Tell them to try 'Gear up' and 'Examine Point' and help them to complete them correctly .
- Discuss and help the students to solve the exercises given in task 'Question Time'.
- Write spellings of difficult words on board to avoid spelling errors.
- Make students do 'Think and Answer' 'Fun Time', 'Thing to do', 'Life Skills', and 'Cluster Task', by themselves after discussing them in class.

Recapitulation

- What is a family?
- What is a nuclear family?
- What is a joint family?
- What does mother do for her family?
- What does father do for his family?
- How can we help our parents?
- Who are grandparents?
- Who are cousins?

Home Assignment

- Paste pictures of all your family members in your notebook. Also, mention your relationship with them below every photograph.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills', and 'Cluster Task', at home and get them checked later in class.

Teacher's Support

Gear up

1. family 2. Cousins 3. grandfather 4. sibling

Examine Point

Father: Earn money, household jobs

Mother: Cooks food, keeps the house clean

You: Helps mother in kitchen, do my own work myself.

Question Time

- (A) 1. a) two 2. c) joint family 3. c) happy 4. d) mother's sister
- (B) 1. nuclear 2. joint 3. cousins 4. respect
- (C) 1. True 2. False 3. True 4. False
- (D) 1. A family is a group of related people living together in a house.
2. A nuclear family has parents and one or two children. There are generally three or four members in a nuclear family.
3. A joint family has grandparents, parents, uncles, aunts and cousins.
4. We can help our parents in many ways.
- By doing our own work ourselves.
 - By keeping our things properly.
 - By helping mother in the kitchen.
 - By taking care of youngest brother or sister.

Think and Answer

Children of a joint family learn good habits, manners and moral values from their grandparents.

Fun Time

Do it yourself.

Things to do

Do it yourself.

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-4

(Food)

Objectives

- To enable students realise the importance of food to live and grow.
- To make students understand different types of food including energy-giving food, body-building food and protective food.
- To learn the fact that we get our food from plants and animals.
- To make them understand the importance of eating healthy food instead of junk food.
- To teach them about food items that can be consumed raw, and about food items that have to be cooked before eating.

Overview

- Learning importance of food.
- Learning name of energy-giving food.
- Learning the names of body-building food.
- Learning name of protective food
- Learning about sources of food i.e. food from plants and animals.
- Difference between vegetarians and non-vegetarians.
- Learning good food habits.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about their favourite food items or dishes. Ask them from where do they get their food? Do they eat food in raw form or cooked form? Are all food items healthy?
- Now discuss how food is essential for survival of human beings. We get food from plants and animals.
- Explain that the food we eat can be divided into three main group:
 - * Body-building food(contains protein) - Meat, egg, cheese, milk, pulses etc.
 - * Energy-giving food (gives us energy)- Bread, chapatti, potato, rice etc.
 - * Protective food (keeps us healthy and strong)- fresh fruits, vegetables etc.
- Now discuss about the food items which we get from plants. For eg. cereals, spices, fruits and honey.
- Ask students how many times do they eat in a day. Ask them to name the meals. Check whether they know or not, If not write breakfast, lunch and dinner on the board so that they understand

the names of the meals and their spellings correctly.

- Tell them importance of cooking food and also bring to their notice the food items that are eaten raw like carrot, radish, onion, tomato etc.
- Teach them good food habits and ask them to adopt them.
- Once this is done make the students read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Tell them to try 'Gear up' and 'Examine point' and help them to complete them correctly.
- Discuss and help the students to solve the exercises given in the task 'Question Time'.
- Write spellings of difficult words on board to avoid spelling errors.
- Make students do 'Think and Answers', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

Recapitulation

- Why do we need food?
- What are different types of food?
- What are source of food?
- How many meals do we take in a day?
- What can be eaten raw?
- What are good food habits?

Home Assignment

- Name and draw five body building food, five energy giving food and five protective food in your notebook.
- Do 'Think and Answer', 'Fun time', 'Thing to do', 'Life Skills' and 'Cluster Task' at home and get them checked later in class.

Teacher's Support

Gear up

P, P, A, P, A

Examine Point

- Pg-20
- | | |
|-----------|-----------------------|
| 1. Pulses | c. Body-building food |
| 2. Bread | b. Energy-giving food |
| 3. Fruits | a. Protective food |

- Pg-22
1. Milk products- Butter, cheese, curd, ghee

2. Food eaten after cooking- Rice, potato, brinjal, fish.

3. Food eaten raw- Carrot, Radish, Onion, Tomato

Question Time

- (A) 1. c) milk 2. c) watermelon 3. a) energy 4. d) all of these
- (B) 1. energy 2. complete 3. protective 4. plants and animals 5. afternoon
- (C) 1. True 2. False 3. True 4. False 5. True
- (D) 1. We need food to grow and stay alive food gives us energy to work and play.
2. Energy giving food gives us energy to work and play.
3. Food grains like wheat, rice and maize
- Pulses like moong, arhar and gram.
 - Fruits like apple, mango and banana.
4. We cook some food items like rice, potato, brinjal, fish and meat because cooking makes food soft and tasty.
5. Wash hands before and after every meal.
- Eat fresh and clean food.
 - Have meals at fixed times.
 - Avoid talking while eating.

Think and Answer

We should chew our food well because chewed food is easily digested by our body.

Fun Time

1. Mango 2. Egg 3. Banana 4. Onion

Things to do

C, C, C, R, R, C

Life Skills

- a. ✓ b. ✓ c. ✓ d. ✓

Cluster Task

Do it yourself.

Lesson-5

(Clothes)

Objectives

- To enable students understand the importance of clothes for us.
- To make them learn about different types of clothes.
- To explain them that we wear different types of clothes for different occasion.
- To explain them about different clothing habits according to the tradition and occupation.
- To make students understand how clothes are made.
- To help the students to understand the difference between natural fibres and synthetic fibres.

Overview

- Learning the reason of wearing clothes to protect ourselves from heat, rain, cold, germs, dust and insects.
- Giving knowledge of different types of clothes according to different seasons, traditions, occupation and occasions.
- Explaining how clothes are made with the help of natural fibres and synthetic fibres.
- Defining uniforms and their purpose.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students to define clothes. What type of clothes do they like to wear? Which colour do they like more? Ask them to name few clothing items like jacket, socks etc.
- Explain the students the purpose of wearing clothes. Tell them clothes protect us from heat, cold, rain, germs, dust and insect bites.
- Then draw the attention of students on different seasons i.e. summers, winter and rainy season. Ask students if they wear same type of clothes all round the year. Explain to them different types of clothes worn in different seasons.
- After concluding the information of clothes with reference to seasons discuss about the clothes that they wear to school. Are they similar to the ones which they wear at home? What are they called? Through their discussion explain them what are uniforms and why are they important?
- Also, discuss about different types of clothes worn by us on special occasions and according to the traditions.
- Once this is done, make the students read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Tell them to try 'Gear up' and 'Examine Point' and help them to complete them correctly.

- Discuss and help the students to solve the exercise given in task 'Question Time'.
- Write spellings of difficult words on board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills', and 'Cluster Task' by themselves after discussing them in class.

Recapitulation

- Why do we need clothes?
- What type of clothes do we wear in summer season?
- What type of clothes do we wear in winter season?
- What type of clothes do we wear in rainy season?
- What are traditional dresses?
- What are uniforms?
- What type of clothes do we wear on special occasions?

Home Assignment

- Write down ten people's name who wear uniforms in your notebook.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' at home and get it checked later in class.

Teacher's Support

Gear up

Cotton clothes, Woollen clothes, Raincoat and gumboots.

Examine Point

Pg-27 1. Summer season
 2. rains

Pg-29 1. cotton plant
 2. Sheep
 3. rubber and plastic

Question Time

- (A) 1. b) sheep 2. c)rain 3. a) uniform 4. b) Nylon
- (B) 1. Clothes 2. Cotton 3. Gumboots 4. Costumers 5. Rayon
- (C) 1. False 2. False 3. True 4. True
- (D) 1. We wear clothes to protect our body from heat, rain, cold, dust and insects.

2. We wear cotton clothes in summers.
3. We wear woollen clothes in winters because they keep our body warm.
4. People in different parts of our country and other countries wear different types of dresses. They are called costumes.
5. Fibres such as nylon, rayon and polyester are made from chemicals Hence, these fibres are called synthetic fibres.

Think and Answer

- People wear different types of clothes according to the tradition, seasons, occupation and occasion.
- No, we do not wear some type of clothes throughout the year because the weather keeps on changing throughout the year and we wear clothes according to the seasons.

Fun Time

1. Shopkeeper
2. tailor
3. students
4. washerman

Things to do

Do it yourself.

Life Skills

- a. ✓ b. ✓ c. ✓ d. ✓

Cluster Task

Do it yourself.

Lesson-6 (Houses)

Objectives

- To enable students understand the importance of a house.
- To make them learn about different types of houses and the materials they are made up of.
- To give knowledge about different rooms present in a house.
- To teach the importance of keeping our house neat and clean.
- To make students understand the requirements of a good house.

Overview

- Importance of house.
- Different types of houses: Pucca Houses, Kuchcha Houses, Tents, Stilt Houses, Houseboats, Igloos and Caravans.

- Different types of rooms in a house: Kitchen, bedroom, bathroom, dining room, drawing room and toilet.
- Qualities of a good house.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students what according to them is the need of having a house. Explain to them the importance of having a house.
- Now ask them are the houses of villages same like the houses of towns and cities. What are the differences? Once they start telling and discussing their thoughts and ideas with you, explain them that houses are built differently according to different places like kuchcha houses, pucca houses, tents, caravans, igloos, stilt houses and houseboats with reference to the picture given in the textbook.
- Then shift their attention towards cleanliness and tidiness of house. Explain the requirements of a good house and importance of keeping our house neat and clean.
- Once this is done, make the students read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Tell them to try 'Gear up' and 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve the exercise given in the task 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer' 'Fun Time', 'Think to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

Recapitulation

- Why do we need house?
- What are pucca houses?
- What are kuchcha houses?
- What are different types of pucca houses?
- What are tents?
- What are stilt houses?
- What are houseboats?
- What are caravans?
- What are igloos?
- Name different rooms present in a house.
- What are qualities of a good house?

Home Assignment

- Write names of special types of houses in your notebook.
- Do 'Think and Answer', 'Fun Time', 'Thing to do', 'Life Skills' and 'Cluster Task' at home and get them checked later in class.

Teacher's Support

Gear up

Do it yourself.

Examine Point

- | | |
|---------------------------|---------------------|
| 1. Canvas House | c) Tent |
| 2. House on wheels | d) Caravan |
| 3. Igloo | a) Dome shaped roof |
| 4. Multi-storyed building | b) Flat |

Question Time

- (A) 1. b) Cement 2. c) a tent 3. c) wood 4. b) caravans 5. c) Igloos
- (B) 1. multi-storey 2. rains 3. bedroom 4. Kitchen 5. window
- (C) 1. False 2. True 3. False 4. True
- (D) 1. We all need a house to live in for comfort and safety. A house protects us from heat, rain, cold, dust, insects, wind, thieves and wild animals. We need a house to store our things.
2. There are many types of pucca houses.
- a) Single storey house or bungalow
 - b) Double storey house
 - c) Multi-Storey building
3. A stilt house stands on bamboo pillars. These houses are mostly made of wood, bamboo and straw.
4. A caravan is a house on wheels.
5. Qualities of a good house are:
- It should be clean and tidy.
 - All the things in a house should be kept at their proper places.
 - Toilets and bathrooms should be kept clean.
 - There should be windows and doors for ventilation.
 - It should have a small garden.

Think and Answer

Houses on mountain and places of heavy rainfall have sloping roofs so that the ice or rain gets sloped down easily.

Fun Time

1. Chair
2. Flat
3. Hut

Things to do

Do it yourself.

Life Skills

Do it yourself.

Lesson-7 (Our Neighbourhood)

Objectives

- To enable students understand their relationship with their neighbours.
- To give knowledge to the students about different places present in their neighbourhood.
- To inculcate feelings of love, harmony and respect among the students for their neighbours.

Overview

- Learning to define neighbours and neighbourhood.
- Learning about the importance of school in our neighbourhood.
- Learning about the importance of market in our neighbourhood.
- Learning about the importance of police station in our neighbourhood.
- Learning about the importance of post office in our neighbourhood.
- Learning about the importance of bank in our neighbourhood.
- Learning about the importance of fire station in our neighbourhood.
- Learning about the importance of hospital in our neighbourhood.
- Learning about the importance of park in our neighbourhood.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Discuss about neighbours and neighbourhood with students. Ask them to define neighbours and neighbourhood. Explain and add your points to what they say.

- Ask the students about various shops, houses playgrounds, community centres, hospitals which they have near them. Then ask them to do 'Gear up' after the discussion.
- Once the students are familiar with all this ask them to read the chapter turn by turn. Guide them to understand the meaning of difficult or new words.
- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Thing to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

Recapitulation

- Who are neighbours?
- What is neighbourhood?
- What is the purpose of a market?
- What is the purpose of a police station?
- What is the purpose of a post office?
- What is the purpose of a school?
- What is the purpose of a bank?
- When do we call the fire station?
- When do we go to hospital?
- Why do we go to the park?

Home Assignment

- Write names of places that are present in your neighbourhood in your notebook.
- Do 'Think and Answer', 'Fun Time', 'Thing to do', 'Life Skills' and 'Cluster Task' at home and get them checked later in class.

Teacher's Support

Gear up

- Market-To buy things of our daily use from the shops.
- Post office-To buy postcards, inlands, stamps and envelopes. Also to post letters.
- School-To study and learn.

Examine Point

1. Post office
2. Market
3. Bank
4. Hospital

Question Time

- (A) 1. b) market 2. c) bank 3. b) hospital 4. c) post office
- (B) 1. places 2. market 3. policeman 4. school
- (C) 1. False 2. False 3. False 4. True
- (D) 1. The people and the places of our nearby area make the neighbourhood.
2. People can buy postcards, inlands, stamps and envelopes from the post office. People can also send telegrams and parcels from the post office.
3. When a fire breaks out in the neighbourhood, fireman rush to the spot with a fire tender fitted with water hoses. They fight the fire bravely and put it out.
4. In many parks, there are swings, slides, see-saw for children to play. People go for walk and refreshment in the park.

Think and Answer

If there would be no hospital in our neighbourhood it would have been very difficult to cure the sick or injured person.

Fun Time

1. Post office 2. Do it yourself. 3. Do it yourself.

Things to do

- a. Police station-100
b. Railway station-139
c. Ambulance- 102
d. Fire station-101

Life Skills

Do it yourself.

Cluster Task

Every neighbourhood has a police station. Policeman maintains law and order and keep our lives and things safe in the neighbourhood.

Lesson-8

(Places of Worship)

Objectives

- To enable students to understand the fact that different people follow different religions and therefore their places of worship are also different.
- To give knowledge of 'Holy books' of different religions.
- To inculcate value of respect and harmony among the students for all religions.

Overview

- Hindus go to temple to worship and their holy book is 'Gita'.
- Muslims go to mosque to worship and their holy book is 'Quran'.
- Christians go to church to pray and their holy book is 'Bible'.
- Sikhs go to Gurudwara to pray and their holy book is 'Guru Granth Sahib'.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Select students of different religions and ask them which religion do they follow. Whom do they pray? Where do they go to pray? What is the name of their holy book?
- All these questions will be easily answered by the students but now ask randomly about different religions and their holy books. Students will face difficulty in answering such questions as they are only aware about their religion.
- Once the students have gained interest in the discussion ask them to do 'Gear up' exercise given in the beginning of the chapter.
- Tell them to read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Discuss and help the students to solve the exercises given in task 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

Recapitulation

- Where do Hindus go to worship?
- Which is the holy book of Hindus?
- Where do Muslims go to worship?

- Which is the holy book of Muslims?
- Where do Christians go to worship?
- Which is the holy book of Christians?
- Where do Sikhs go to worship?
- Where do Sikhs go to worship?
- Which is the holy book of Sikhs?

Home Assignment

- Draw a picture of the place where you go to offer your prayers.
- Do 'Think and Answer', 'Fun Time', 'Things to do' 'Life Skills' and 'Cluster Task' at home and get them checked later in class.

Teacher's Support

Gear up

Do it yourself.

Question Time

(A) 1. a) idol 2. c) priest

(B) 1. temple 2. Sikhs 3. namaz 4. Pujaris

© 1. Holy book of the Hindus d) Gita

2. Holy book of the Christians c) Bible

3. Another word for prayer a) Namaz

4. Holy book of the muslims b) Quran

(D) 1. Different people follow different religions in our country. Therefore, there places of worship are also different.

2. The priest reads the Bible, the holy book of the Christians.

3. Muslims offer their prayer in mosque.

4. Guru Granth Sahib is the holy book of Sikhs.

Think and Answer

The church is decorated on 25th December every year as it is Celebrated as the birthday of Jesus Christ and we call this day as Christmas.

Fun Time

Do it yourself.

Things to do

<u>Religion</u>		<u>Holy Book</u>
Buddhism	-	Tripitaka
Judaism	-	The Hebrew Bible
Jainism	-	Agam sutras
Parci	-	Avesta

Lesson-9 (Various Occupation)

Objectives

- To enable students understand that there are various occupations which people opt to earn their living.
- To enable students to develop helping nature.
- To give them knowledge about different people who repair things, who make things, who sell things and who works as professionals.
- To explain the importance of people around us in our daily lives.

Overview

- Learning about various occupations.
- Learning about people who repair things.
- Learning about people who sell things.
- Learning about people who make things.
- Learning about people who work as professionals.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about various occupations which they know. What do they understand by the word occupation? why is there a need for occupation? Ignite the discussion by explaining why people work and what are different occupations.
- Once the students start naming the different occupations, tell them to do 'Gear up' exercise given in the beginning of the chapter.
- Explain how people of different occupations are important in our lives in various ways.
- Then ask the students to read the chapter turn by turn. You can also select students and assign them the role of different people according to different occupations mentioned in the chapter

this will make learning more fun.

- All the students will portray themselves as professionals and read out what they do. For eg. Plumber will say 'I am a person who repairs and fits taps and water pipes'.
- Like this students will learn about different categories of occupations like people who repair things, people who make things, people who sell things and people who work as professionals.
- Tell them to do 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills', and 'Cluster Task' by themselves after discussing them in class.

Recapitulation

- What is an occupation?
- Who are the people who repair things?
- Who are the people who make things?
- Who are the people who sell things?
- Who are professionals?

Home Assignment

- Write about five different occupations in your notebook.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' at home and get them checked later in class.

Teacher's Support

Gear up

Barber, Plotter, electrician, plumber

Examine Point

1. Musician 2. Actor/Actress 3. Mechanic 4. Teacher 5. Chemist

Question Time

- (A) 1. b) draper 2. c) architect 3. d) tailor 4. d) farmer
- (B) 1. Cobbler 2. Carpenter 3. Potter 4. architect
- (C) 1. False 2. True 3. True 4. True
- (D) 1. Any work done to earn money is called an occupation.
2. Plumber, electrician, cobbler and mechanic.

3. Mason is a person who makes buildings.
4. We go to green grocer to buy vegetables.
5. An actor is a person who works in movies, theaters serials.

Think and Answer

Our life would become very difficult.

Fun Time

Do it yourself.

Things to do

Do it yourself.

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-10 **(Safety Rules and First Aid)**

Objectives

- To enable students understand the importance safety rules at home or outside home.
- To make them aware about the safety rules to be followed at home, on the road, while playing, while travelling and while swimming.
- To make students understand what is right and what is wrong for them.
- To make students understand the importance of first-aid box at home and in school.

Overview

- Learning importance of safety rules.
- Learning safety rules on the road.
- Learning safety rules at home.
- Learning safety rules while playing.
- Learning safety rules while travelling.
- Learning safety rules while swimming.
- Learning about first aid.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Explain the meaning of 'safe' and 'unsafe' to the students. Tell them how important it is to follow safety rules.
- Ask them to do 'Gear up' exercise given in the beginning of the chapter.
- Explain them properly why safety is necessary while walking, playing, doing work, swimming, travelling etc.
- Now ask the students to read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Explain them importance of first aid and focus on each and every point given in the textbook and explain it in detail as it will help students in future.
- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time',
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

Recapitulation

- Why should we follow safety rules?
- What are the safety rules that should be followed on the road?
- What are the safety rules that should be followed while playing?
- What are the safety rules that should be followed while travelling?
- What are the safety rules that should be followed while swimming?
- What is first aid?
- Why is first aid important?

Home Assignment

- Make a list of things that you will keep in your first aid box in your notebook.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' at home and get it checked later in class.

Teacher's Support

Gear up

X ✓ ✓ X X ✓

Examine Point

1. Good 2. Bad 3. Good 4. Bad

Question Time

- (A) 1. c) football 2. a) rubber tube 3. d) all of them 4. b) lying him down
- (B) 1. footpath 2. zebra crossing 3. swimming 4. bandage 5. insect bite
- (C) 1. False 2. True 3. False 4. True
- (D) 1. • Never play with sharp objects like knife scissors or blade.
• Do not touch hot pans boiling water or milk
2. • Always play in the open field.
• Never play near a pond, a swimming pool or a river.
3. First aid is the immediate help given to an injured person before the doctor arrives.
4. The important things that should be kept in a first aid box are: scissors, spoon, cotton, bandage, antiseptic lotion and burned.
5. In case of an animal bite, wash the wound with soap under running water and call the doctor.

Think and Answer

No, he is not following safety rules. Red light indicates stop and he is not following it.

Fun Time

Do it yourself.

Things to do

Do it yourself.

Life Skills

- a) At home: Never touch any electrical appliances or switches with wet hands.
- b) While walking on the road: Walk on the footpath.
- c) While playing: Never run after a hanging kite.
- d) While swimming: Do not bath in any unknown pond.
- e) While travelling in a bus: Do not travel on the foot board.

Cluster Task

Do it yourself.

Lesson-11

(Our Festivals)

Objectives

- To explain the students the reasons behind celebrating different festivals.
- To explain them the difference between national festivals and religion festivals.
- To inculcate in them feeling of love, harmony and brotherhood.

Overview

- Learning the reasons behind celebration of different festivals.
- Differentiating religious and national festivals
- Learning to celebrate every festivals respective of religion, caste or creed.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about their favourite festivals and ask how they celebrate them with their family members. What do they wear? Do they have fun?
- After a brief discussion ask students to do 'Gear up' exercise given in the beginning of the chapter.
- Now ask the students to read the chapter. Select twelve students to read about different festivals and one student will read all the details given in the chapter.
- After description of every festival read by the students, explain each and every line to all the students properly. Guide them to understand meaning of difficult or new words.
- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time'.
- Write spelling of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Thing to do', 'Life Skills', and 'Cluster Task', by themselves after discussing them in class.

Recapitulation

- What is a festival?
- What are two types of festivals?
- Write the names of religious festivals celebrated by you.
- Write the names of national festivals celebrated by you.

Home Assignment

- Draw a scene of your favourite festival and write five line on it.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' at home and get them checked later in class.

Teacher's Support

Gear up

Column A

1. Diwali
2. Eid
3. Chirstmas
4. Republic

Column B

- c) Earthen lamps
- a) Sewaiyan
- b) 25th December
- d) 26th January

Examine Point

- | | | | |
|-------|-------------------|---------------------|------------------|
| Pg 64 | 1. lights | 2. Ramzan | 3. Durga Puja |
| Pg 66 | 1. Republic Day | 2. Independence Day | 3. Teacher's Day |
| | 4. Gandhi Jayanti | 5.Children's Day | |

Question Time

- (A)** 1. d) Gurpurab 2. c) Eid 3. c) Gandhi Jayanti 4. b) Red Fort
5. c) 26th January 1950 6. b) Pt. Nehru
- (B)** 1. Gujiya 2. Lakshami 3. Ganesh Chaturthi 4. Christmas 5. 2nd October
- (C)** 1. True 2. False 3. False 4. False
- (D)** 1. Many religious and national festivals are celebrated in India. People forget their differences on these days and have lots of fun together.
2. Holi is celebrated as the festival of colours. On this day, people throw coloured water and apply gulal on each other. It is celebrated with great joy by children and adult. A special sweet called gujiya is made on Holi.
3. Ganesh Chaturthi is celebrated with great pomp and show in Maharashtra. It is celebrated for ten days. On the last day of festival, Ganesh idols are carried to the sea or the river and immersed there.
4. National festivals are the festivals which are celebrated by the entire nation. There are special days for the whole country. Independence Day, Republic day and Gandhi Jayanti are national festivals.
5. On teacher's day, eminent teachers are honoured.

Think and Answer

We should not burn crackers on Diwali because it causes pollution.

Fun Time

1. Christmas
2. Diwali
3. Eid
4. Gurupurab

Things to do

Do it yourself.

Life Skills

- | | | |
|--------|---|-----------|
| Diwali | - | Sweets |
| Holi | - | Gujiya |
| Eid | - | Sewaiyaan |

Cluster Task

Do it yourself.

Lesson-12

(Transport and Communication)

Objectives

- To give brief knowledge about three means of transport: Land transport, water transport and, Air Transport.
- To explain the importance of railways and roadways in our daily life.
- To give knowledge to the students about how and when water transport is used.
- To explain why air transport is used to travel from one country to another.
- To understand different means of communication.
- To enable students to know the difference between personal means of communication and mass communication.

Overview

- Learning different means of transport.
- Learning use of land transport: Railways and Roadways
- Learning use of water transport.
- Learning use fo air transport.
- Learning different means of communication.
- Learning about personal means of communication and mass communication.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about the term 'transport' What do they know? Add up to their knowledge.
- Talk about the three means of transport: land, water and air transport. Also, add information about roadways and railways while discussing.
- Give few examples of each type of transport and discuss when and how different means of transport is used by us in our daily life, like for going to school we use cycle, bicycle, scooter and for going to other country, we use air transport.
- Now, once you have discussed briefly about transport, draw attention of the students towards means of communication. Ask them what according to them are means of communication.
- Explain them how means of communication can be divided into personal means of communication and mass communication. Tell them briefly about letters, telegrams, fax, telephone, mobile phones, newspapers, magazines, radio, television, computer and laptop.
- Ask the students to do 'Gear up' exercise given in the beginning of the chapter.
- Also, ask them to read the chapter turn by turn. Guide them to understand the meaning of difficult or new words.
- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

Recapitulation

- What are different means of transport?
- What means of transport do we use to carry goods on land?
- Why do we use water transport?
- Why do we use air transport?
- How are railways different from roadways?
- What is communication?
- What are personal means of communication?
- What is mass communication?

Home Assignment

- Write name of five means of communication and draw their pictures in your notebook.
- Do 'Think and Answers', 'Fun Time', 'Thing to do', 'Life Skills' and 'Cluster Task' at home and get them checked later in class.

- It saves our money.
- We are not dependent on machines to travel.
- It makes our bones stronger and improve the balance of our body.

Cluster Task

Do it yourself.

Lesson-13 (Plants World)

Objectives

- To give knowledge of different parts of a plant to the students.
- To explain the different uses of plants.

Overview

- Learning different parts of a plant.
- Learning different uses of plants.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about different types of plants. Explain them how plants are important to us. Ask then the names of plants that they know.
- Now, ask students if they know about different parts of plants. Give them hint by telling leaves, flowers, fruits, stem, and roots.
- Elaborate and explain them about each part of the plant by drawing the picture of a plant on the board.
- Discuss about different uses and importance of plants for us which includes food, fibre, medicines, timber, tea, coffee, perfumes, spices etc.
- Tell students to do 'Gear up' given in the beginning of the chapter.
- Then tell the students to read the chapter turn by turn. Guide them to understand the meaning of difficult or new words.
- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time'.
- Write spellings of difficult words on the board to avoid errors.

- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

Recapitulation

- What are different parts of a plant?
- What are different uses of plants?

Home Assignment

- Draw a diagram of a plant and label all its parts in your notebook.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' at home and get it checked later in the class.

Teacher's Support

Gear up

Trees	-	Banyan, Palm, Mango
Herbs	-	Mint, Grass
Shrubs	-	Rose
Climbers	-	Peaplant
Creepers	-	Watermelon
Water Plants	-	Water Lily, Lotus
Desert Plants	-	Cactus

Examine Point

- | | | | | | |
|------------|---------|----------|-----------|------------|-----------|
| 1. Coconut | 2. Rice | 3. Tulsi | 4. Cotton | 5. Jasmine | 6. Garlic |
|------------|---------|----------|-----------|------------|-----------|

Question Time

- | | | | | |
|-----|---------------------------------------|----------------|------------------|---------------|
| (A) | 1. a) root | 2. d) medicine | 3. c) paper | 4. a) flowers |
| (B) | 1. Leaves | 2. Jute | 3. Tulsi | 4. Spices |
| (C) | 1. True | 2. True | 3. True | 4. False |
| (D) | 1. Root, stem, leaf, flower and fruit | | | |
| | 2. Food | - | Potato, Spinach | |
| | Timber | - | Teak, Fir | |
| | Edible Oil | - | Coconut, Mustard | |
| | Medicines- | Neem, Tulsi | | |
| | Fibres | - | Cotton, Jute | |
| | Perfumes | - | Rose, Jasmine | |

3. • Plants give us oxygen for breathing.
 - Plants and trees purify the air.
 - Dry wood of tree is used as fuel.

Think and Answer

The roots of the plants remain under the ground to absorb minerals and water from the soil.

Fun Time

1. Rose
2. Rubber

Things to do

Do it yourself.

Life Skills

- By recycling of waste products like newspaper.
- By planting more and more trees in our surroundings.
- By watering the plants regularly.

Cluster Task

Do it yourself.

Lesson-14 (Plants World)

Objectives

- To enable students to acquire knowledge about different kinds of animals around us.
- To understand the importance of animals in our daily life.

Overview

- Learning about different types of animals:
Terrestrial animals, water animals, amphibians animals, reptiles, domestic animals, and pet animals.
- Learning about importance of animals in our life.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about their previous knowledge of animals and their habitats. Do they know what are wild and domestic animals?

- Explain to them different types of animals according to their habitats.
- Tell them to do 'Gear up' given in the beginning of the chapter.
- Now explain the students how animals are useful for us and elaborate the discussion by giving examples.
 - * Milk giving animals- cow, buffalo, goat
 - * Egg and meat giving animals- duck, hen, fish, goat
 - * Silk and wool giving animals- sheep, silkworm
 - * Leather giving animals- camel, buffalo
 - * Load carrying animals- donkey, elephant
- Tell them to read the chapter turn by turn. Guide them to understand the meaning of difficult or new words.
- Discuss and help the students to solve 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills', and 'Cluster Task' by themselves after discussing them in the class.

Recapitulation

- What are different kinds of animals?
- How are animals useful to us?
- How should we treat animals?

Home Assignment

- Write two examples of land animals, water animals, amphibians, reptiles, domestic animals, pet animals, milk giving animals, egg and meat giving animals, silk and wool giving animals, leather giving animals and load carrying animals in your notebook.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills', and 'Cluster Task' at home and get them checked later in class.

Teacher's Support

Gear up

Wild, Bird, Water

Examine Point

1. Elephant carries load.
2. Cow gives us milk.
3. Silkworm gives us silk.

Question Time

- (A) 1. a) terrestrial animals 2. d) cat 3. a) cow 4. c) both (a) and (b)
- (B) 1. aquatic 2. egg 3. skin 4. dog
- (C) 1. True 2. False 3. False 4. True 5. True
- (D) 1. We keep some animals near our house or in a farmhouse. They are called domestic animals. For eg. dog, goat and horse.
2. Animals that live both on land and water are called amphibians. For eg. frog, crocodile and tortoise.
3. Sheep gives us wool and silkworm gives us silk. Silk and wool both are used to make clothes.
4. Elephant, horse, ox, donkey and camel are some load carrying animals.
5. We get honey from the honeybee. We also get wax from its hive. Hive is nutritious and sweet food.

Think and Answer

Earthworm is called farmer's friend because it makes the soil rich in nutrients and minerals by making air spaces in it.

Fun Time

- a) APE b) BEAR c) CAT d) DONKEY e) ELEPHANT f) FOX
g) GOAT h) HARE

Things to do

Do it yourself.

Life Skills

- We can put bowls of water for birds and animals in our surroundings.
- We can provide shelter to animals.
- We can adopt animals like cats and animals.
- We can feed stray dogs and cows.

Cluster Task

Do it yourself.

Lesson-15

(Seasons)

Objectives

- To enable students to understand and learn different seasons of our country.
- To make students understand the difference between weather and season and also how both are linked to each other.

Overview

- Learning to define weather.
- Relation between weather and seasons.
- Learning about different types of weather.
- Learning about different seasons and dresses according to them.

Teaching / Learning Material

- Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students if they know any thing related to weather. According to their answers explain them that weather is the state of air at any given place. Make them relate of feeling hot some days, cold some days and windy the ether days. This all happens due to change in weather.
- Now, further explain them that change in weather causes seasons. There are four types of weather: hot, cold, windy and rainy. And, there are five seasons: Summer, Winter, monsoon, spring and autumn season.
- Discuss briefly about all these by relating them to day to day life so that children can catch the gist of the chapter easily.
- Ask them to do 'Gear up' exercise given in the beginning of the chapter.
- Now, ask the students to read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

Recapitulation

- What is weather?

- What are different types of weather?
- What are seasons?
- What are different kinds of seasons?

Home Assignment

- Write names of different seasons in your notebook.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

Teacher's Support

Gear up

Winter season, Rainy season, Summer season, Rainy season, Summer season, Winter season

Examine Point

1. Short
2. Winter

Question Time

(A) 1. a) season 2. b) autumn 3. a) snowfall 4. c) February and March

(B) 1. air 2. loo 3. floods 4. autumn

(C) 1. Monsoon d) July
 2. Autumn c) dry leaves
 3. Drinking cold drinks b) Summer
 4. Changes in the atmosphere a) weather

- (D) 1. Weather in the state of air at any given place.
 2. When the weather conditions remain same for few months, it is called a season. Winter, summer, monsoon and autumn are names of different seasons.
 3. Rain brings relief to the farmers as their crops need plenty of water to grow.
 4. We wear woollen clothes in winter season to keep ourselves warm.

Think and Answer

We wear cotton clothes in spring season.

Fun Time

Summer Season, Winter Season, Rainy Season, Spring Season, Autumn Season

Things to do

Season

Month

Summer

April, May, June

Winter

October, December, January

Rainy

July, August and September

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-16 (Our Home- The Earth)

Objectives

- To give more knowledge about our planet earth to the students.
- To explain different landforms present on the earth; hills, mountains, plateau, plains, deserts and islands.
- To make students learn about different forms of water bodies that exist on earth; pond, river, ocean and sea.

Overview

- Learning more about our planet earth.
- Gaining knowledge of different land forms: hills, mountains, plateaus, plains, deserts and islands.
- Learning about different forms of water bodies that exist on earth.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Discuss about our planet earth. It is the only planet that supports life. It has many natural features. These natural features include different land forms and water bodies. Explain all this to students and state facts like three-fourth of the earth's surface is covered with water. The rest of the part is land, which is not same every where.
- Explain different landforms to the students. Ask students to read the chapter turn by turn. Guide them and explain them properly about each land form by giving examples and explaining

meaning of difficult or new words.

- Now, discuss about different water bodies that exist on earth like ponds, rivers, oceans and sea.
- Explain them how human activities are degrading our mother land earth for their comfort and utility.
- Tell them to do 'Gear up' and 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer, 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

Recapitulation

- What are landforms?
- What are difficult landforms?
- What are different forms of water bodies exist on earth?
- What are human made changes on earth?

Home Assignment

- Write names of different landforms and water bodies in your notebook.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' at home and get them checked later in class.

Teacher's Support

Gear up

Pond, River, Sea

Examine Point

Do it yourself.

Question Time

(A) 1. b) water 2. a) sand 3. b) pond 4. a) oceans

(B) 1. mountain 2. plateaus 3. island 4. river

(C) 1. True 2. False 3. True 4. False

(D) 1. A landform is a natural feature of earth's surface. At some places, the land is flat and at some places, the land is raised.

2. A very high hill with a pointed peak is called a mountain.

Whereas, a plain is a flat low lying area.

3. The different water bodies are pond, river, ocean and sea.
4. Human has built buildings on the landforms for his comfort and utility. He has built houses to live in, offices to work in roads and bridges to travel. He has also built many factories and laid railway tracks by cutting down trees. All these changes made by humans have caused harm to the earth.

Think and Answer

Cutting down of trees causes unbalance in nature and harms earth and creatures on it.

Fun Time

Do it yourself.

Things to do

Nainital, Manali, Shimla, Mussoorie, Badrinath, Gulmarg, Dalhousie, Auli etc.

Life Skills

- By planting more and more trees.
- By avoiding cutting down of trees.

Cluster Task

A river can have more than one source. Some rivers begin where a natural spring releases water from underground. Some rivers begin in mountains or hills, where rain water or snowmelt collects and from a river.

Text Yourself-I

- A.** 1. c) muscles 2. b) child of aunt and uncle 3. c) body building
4. c) cotton clothes 5. d) Caravan 6. d) schools
- B.** 1. church 2. brain 3. parents
4. vegetables 5. uniforms 6. House
- C.** Do it yourself.
- D.** 1. Our brain controls all the activities like thinking, hearing, speaking and so on. It stores all the information collected by our sense organs.
2. • By doing our own work ourselves.
• By keeping our things properly.
• By helping mother in the kitchen.
3. We should drink milk everyday.
4. Natural fibres are those fibres which we get from plants and animals. For eg. cotton and wool.
5. Some houses are made of bricks, stones, wood, steel, glass and cement. They are called 'pucca, houses. They are very strong and stay for many years.
6. On the lakes of Kashmir valley and Kerala, there are beautiful floating houses. They are made on boats. Houseboats are mostly made of wood.
7. Hospital is a place where we go when we are sick or injured. Doctors and nurses in the hospital give us medicines, take care of us and help us to get well soon.
8. Hindus go to temple to worship.
- E.** 1. Skeleton 2. Igloo 3. Brain 4. Lawyer

Text Yourself-II

- A.** 1. c) stationer 2. a) tease 3. d) West Bengal
4. c) aeroplane 5. b) Timber 6. c) load carrying
7. c) rainy season 8. d) plateau
- B.** 1. chemist 2. ear 3. Children's day
4. communication 5. perfumes 6. cow dung
7. neat 8. salty
- C.** Do it yourself.
- D.** 1. Blacksmith makes things of iron like plough and hammer by hand.
2. • Always play in the open field.
• Never play near a pond, a swimming pool or a river.
• Never play with electric plugs and switches.
• Never run after a hanging kite.
3. Independence Day is celebrated on 15th August every year. On this day, our prime minister unfurls the national flag at the Red Fort in Delhi. Children celebrate Independence Day in schools by saluting the national flag and singing the national anthem.
4. Letters- It is oldest means of communication. Urgent letter can be sent through speed post or by courier.
Mobile Phones- These are fastest means of communication. We can talk to a person sitting at a far off place this seconds.
5. The different parts of plant are root, stem, leaf, flowers and fruits.
6. Cat and dogs are pet animals and they love us back when we pet them.
7. Spring- February and March
Autumn- October and November
8. A sea is a water body. It is smaller than the ocean. It is partly enclosed by a land and opens into an ocean.