



Teacher's Support

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Lesson-1

(Our Body)

Objectives

- To enable the students to think how our body is able to perform different functions simultaneously.
- To make students learn more about external and internal body parts.

Overview

- External body parts: head, neck, limbs, trunk, sense organs
- Internal body parts: brain, heart, stomach, lungs, kidneys

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about their previous knowledge of different parts of our body. How can we say every part of body is important to stay fit and healthy for humans? Then, talk about internal body parts and external body parts.
- During the discussion itself talk about our sense organs. Explain to them the functions of eyes, ears, nose, skin and tongue respectively.
- Guide the students to match nose with smell, eyes with vision, tongue with taste, skin with feel and ears with hearing. Like this students will be able to understand the sense organs and their function in a much better way.
- Once this is done read the chapter to the students clearly making them understand each sentence.
- Tell them to try 'Gear up' and help them to complete it correctly.
- Now, help them to correlate 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 class.

Recapitulation

- What are external body parts?
- What are internal body parts?
- What are different kinds of limbs?
- What are sense organs?
- What are the functions of different sense organs?

Home Assignment

- Write names of all internal body parts, external body parts 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

1. Chest
2. Tongue
3. Heart
4. Stomach

Examine Point

1. Neck
2. arms
3. backbone
4. lungs

Question Time

- A.** 1. a) Head 2. b) two 3. b) see 4. b) Brain
- B.** 1. body 2. sense organs 3. brain 4. Exercise
- C.** 1. True 2. True 3. True 4. True
- D.** 1. Body parts that can be seen from outside are called the external body parts. Head, neck, limbs, ears, nose and hands are some example of external body parts.
2. There are two types of limbs in our body upper limbs and lower limbs.
3. Eyes, ears, nose, skin and tongue are known as sense organs. These help us to see, listen, smell, feel and taste respectively.
4. Body parts that cannot be seen from outside are called the internal body parts. Brain, heart, stomach, kidney and lungs are some examples of internal body parts.
5. a) Heart : It pumps the blood throughout our body.
- b) Lungs : They help our body to breathe. They supply oxygen to all parts of our body.
- c) Kidneys : The kidneys filter our blood and discards the impurities out from the body through urine.

Think and Answer

Brain works like a computer, it helps us to understand, remember and learn different things. Without brain, the rest of our body cannot work. Brain sends messages to all the parts of body and tells us what to do.

I am good at:

1. Neck
2. Nose
3. Tongue
4. Lungs
5. stomach
6. Heart

Things to do

Do it yourself.

Life Skills

1. Brush teeth twice a day-after breakfast and before you go to bed.
2. Go to bed early and wake up early in the morning.
3. Wear fresh clothes every day, even if your old clothes don't smell.

Cluster Task

Internal Body parts-Body parts that cannot be seen from outside are called the internal body parts. Brain, heart, stomach, kidney and lungs are some examples of internal body parts.

- Brain: It works like a computer; it helps us to understand, remember and learn different things. Brain sends messages to all the parts of body and tells us what to do.
- Heart: Heart pumps the blood throughout our body.
- Stomach: When we chew our food well in our mouth it is sent down to our stomach. Stomach digests the food and gives us energy to do work.
- Lungs: Lungs help our body to breathe. They supply oxygen to all parts of our body. Deep breathing exercises help us to keep our lungs fit.
- Kidney: The kidneys filter our blood and discards the impurities out from the body through urine.

Lesson-2 (The Family)

Objectives

- To enable students to understand their relations with their mother, father, brother, sister, grandfather, grandmother, aunt, uncle and cousins.
- 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, siblings, cousins, aunts, uncles and grandparents.
- 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? If they are unable to answer the question, explain them the meaning of family members.
- After explaining them about the importance of 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 who had raised their hands.
- Now ask students with joint family about the benefits they have of having a joint family.
- Then shift your attention towards students having nuclear family and ask them what fun do they have with their families.
- Conclude your discussion by telling about the importance of sharing and caring among family members and the values which we learn from our families.
- 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 nuclear family?
- What is a joint family?
- What is a family tree?
- What is sharing and caring in a family?
- What are the things that we learn from our family?

Home Assignment

- Draw a family tree 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

Do it yourself.

Examine Point

1. cousin 2. mother 3. uncle

Question Time

A. 1. b) family tree 2. b) three or four 3. c) joint 4. c) cousins

B. 1. nuclear 2. support 3. sharing

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

- D. 1. People who live in the same house and are related to each other are called a family.
2. We can help our mother in kitchen.
• We can keep our house neat and clean.
• We can do our work ourselves.
3. The children of uncle and aunt are known as cousins.
4. Our family gives support and a lot of love and care to us. Some of the things we learn from our family are:
• Good manners
• Good habits
• Values

Think and Answer

Family members love and care for each other. They help each other by sharing work. This caring and sharing makes a family a happy one. Therefore, we should also love and take care of our grandparents. We should also respect them because they are elder to us.

Fun Time

1. niece 2. grandson 3. aunt

Things to do

Do it yourself.

Life Skills

- Treat your family with kindness. Be polite and respectful to all the family members.
- Accept your parents decision in a positive way.
- If a task has to be done and you can do it, do it.

- Spend time caring for younger brothers/sisters.
- Do your work yourself.

Cluster Task

Do it yourself.

Lesson-3 (Food and Its Sources)

Objectives

- To enable students to realise the importance of food to live and grow.
- To learn about the nutrients which we get from our food.
- To understand different types of food.
- To learn the fact that we get our food from plants and animals.
- To make students understand the proper timings of having their meals in a day.
- To make students understand the meaning of balanced diet and importance of implementing it.

Overview

- Nutrients which we get from food.
- Importance of food.
- Different types of food. energy giving food, body building food and protective food.
- Meaning and importance of balanced diet.
- Sources of food: Plants and Animals.
- Food from plant: cereals, fruits, spices, vegetables, pulses, oils.
- Food from animals: meat, eggs, milk, honey.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask the students why is it necessary to eat food for all of us. What does food gives us? Why is it important to eat healthy food?
- While the students answer the above questions introduce to them about nutrients. Explain them the food is said to be unhealthy if it lacks nutrients and it is said healthy if it has nutrients in it. There are five main kinds of nutrients in food. These are carbohydrates, proteins, fats, vitamins and minerals. Draw a flow chart of nutrient on the board.

Nutrients: Carbohydrates, proteins, fats, vitamins, minerals.

- Now, once the students have understood about the nutrients explain them about different types of food with help of examples.
 - “ Energy-giving food- gives us energy to do work. For eg. potatoes, rice, wheat etc.
 - “ Body-building food- helps us to grow. For eg. milk, pulses, beans, meat etc.
 - “ Protective food-protects us from various discases. For eg. cereals, green leafy vegetables, fruits etc.
- Explain balance diet and its importance to the students. Tell them eating healthy makes us fit and strong.
- Now discuss about the sources of food. We get food from plants and animals.
 - “ Plants-cereals, fruits, spices, vegetables, pulses, oil
 - “ Animals- meat, eggs, milk, honey
- Once this is done, make the students read the chapter turn by turn. Guide them to understand the 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', 'Things to do', 'Life Skills', and 'Cluster Task' by themselves after discussing in class.

Recapitulation

- Why do we need food?
- What are nutrients?
- What are different types of food?
- What is a balanced diet?
- What are the sources of food?

Home Assignment

- Name and draw two body-building food, protective food and energy-giving food 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

Energy-giving food- oil, butter, coconut oil

Body-building food-fish, cheese, egg, pulses, curd

Protective food-wheat, spinach, banana, honey

Examine Point

- | | |
|-----------|-----------|
| 1. Apple | c) fruit |
| 2. Eggs | d) animal |
| 3. Rice | e) cereal |
| 4. Peas | b) seeds |
| 5. Ginger | a) stem |

Question Time

- A.** 1. c) protective food 2. a) wheat 3. b) cabbage 4. d) eggs
- B.** 1. five 2. Proteins 3. spices 4. Milk
5. animals
- C.** 1. True 2. False 3. True 4. True
- D.** 1. Food gives us energy to fight infections; it makes us strong. It helps our wounds to heal and makes us grow stronger and bigger.
2. Cereals, milk, green leafy vegetables and fruits are rich in minerals and vitamins. They protect us from various diseases and are called protective food items.
3. The diet which has all types of healthy food in the right amount is called a balanced diet.
4. We get cereals and fruits from plants.
5. We get meat and eggs from animals.

Think and Answer

Babies and growing children need more body building food items. Because these food items have proteins which are essential for body building.

Fun Time

1. Fruit, because wheat, maize and rice are cereals.
2. Brinjal, because cabbage, spinach and mint are leaves.

Things to do

Do it yourself.

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-4

(Food)

Objectives

- To enable students to understand the importance of cooking of food.
- To make students know different methods of cooking.
- To understand the difference between raw food and cooked food.
- To make students understand that people use different types of heating sources to cook food.
- To give knowledge about different objects used in a kitchen.
- To explain the students the importance of avoiding wastage of food.
- To teach good eating habits to the students.

Overview

- Difference between raw food and cooked food.
- Methods of cooking food: frying, roasting, boiling and steaming, grilling and baking.
- Types of stores: LPG store, a solar cooker, pressure store and a chullah.
- Different types of cooking utensils: pressure cooker, pan, saucepan, skimmer etc.
- Importance of avoiding wastage of food.
- Good eating habits.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask the students why according to them mothers cook food before eating. What is the need for cooking food? Can we eat food without cooking? What all food items can be eat without cooking? What are they called? Are they good for us?
- Through all the above questions, try to introduce the theme of the chapter to the students. Explain them the difference of raw food and cooked food.
- After the explanation tell students to give examples of their own and also ask them to do 'Gear up' exercise given in the beginning of the chapter.
- Now, talk to them about puris, paneer tikka, tea, sandwiches and biscuits. Ask if all these items are prepared in the same way. If they say yes, explain them different methods of cooking food i.e. frying, roasting, boiling, steaming, grilling and baking. If they say no, ask them to elaborate their answer. Guide them to add more examples of food items accordingly.
- Everything runs on fuels. We need food to get energy. The same is the case with stoves. People use different types of heating sources to cook food. Write on board different types of stores and fuels used by them.

Stove	Fuel
Electricity stove	- Electricity
LPG gas stove	- LPG
Solar cooker	- Sunlight
Pressure store	- Kerosene oil
A chullah	- Coal and wood

- Talk about different utensils used in a kitchen like pressure cooker, pan, saucepan etc.
- Explain students the importance of avoiding wastage of food and also teach them good eating habits.
- Now ask the students to read the chapter turn by turn. Guide them to understand meaning of difficult 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 raw food?
- What is cooking?
- What are different methods of cooking food?
- What are different types of stoves?
- What are utensils?
- How can we avoid wastage of food?
- What are good eating habits?

Home Assignment

- Name and draw five food items that can be cooked and five food items that can be eaten raw 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

C, C, R, C, B, B, R, B, C, B, B, B

Examine Point

1. Rice c) boil
2. Pakoras and chips a) deep-fried
3. Biscuits b) bake

Question Time

- A.** 1. a) before cutting 2. b) Puri 3. b) boiling 4. d) oven
- B.** 1. wash 2. germs 3. Paneer tikka 4. refrigerator
- C.** 1. True 2. False 3. True 4. False
- D.** 1. Most of the food we eat is cooked. For example. rice, wheat, maize etc need to be cooked before eating. Whereas, most fruits and some vegetables are eaten raw.
2. Cooking makes the food soft and tasty. It also kills germs in food. Cooked food is easy to digest.
3. When only a small amount of oil or fat is used, it is called stir or shallow frying. Whereas, when the oil completely covers the food while cooking, it is called deep frying.
4. LPG, sunlight and kerosene oil are used as fuels for cooking.
5. Pressure cooker, pan, saucepan, skimmer are used for cooking.
6. We can avoid wastage of cooked food by keeping it in a refrigerator. Cooked food remains fresh for a long time in a refrigerator.

Think and Answer

We must wash fruits and vegetables thoroughly before cutting them. When we wash them after cutting, many minerals and vitamins get washed away.

Fun Time

1. Carrot, because apple, grapes and banana are fruits and carrot is a vegetable.
2. Rice, because puris, pakoras and french fries are cooked by frying and rice is cooked by boiling.
Frying, baking, boiling, roasting.

Things to do

Do it yourself.

Life Skills

- Keep extra food in refrigerator to avoid its wastage.
- Take only required amount of food in your plate, avoid excess.
- Plan your meals and make shopping lists.
- Try to avoid storing foods in large amounts.
- If you can't finish your food alone, try to share it with someone before you start eating.

Cluster Task

Do it yourself.

Lesson-5 (The House We Live In)

Objectives

- To enable students understand the importance of having a house.
- To give knowledge to the students about pucca house, kuchcha house, temporary houses and special houses.
- To explain the properties of a good house.
- To teach importance of keeping our house neat and clean.

Overview

- Importance of having a house.
- Different types of houses: pucca houses, kuchcha houses, temporary houses, special houses.
- Different types of temporary houses: tents, houseboats, igloo, caravan.
- Different types of special houses: stilt houses, houses in hilly area, houses made of wood.
- Properties of a good house.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students to share their previous knowledge about houses. Why do we need a house? What are pucca house and kuchcha houses? What are temporary houses? All these will be answered easily by the students. Add up more information to what they say.
- Talk about tents, houseboats, igloo and caravans. Students might be knowing all these types of houses already but explain to them the reason why these house are called temporary and can be shifted easily as compared to Pucca houses.
- Ask them to do 'Gear up' exercise given in the beginning of the chapter.

- Now, discuss about special houses. Students might be knowing about stilt houses as they might have read it in their previous class. Add up information to their previous knowledge by explaining how and where are stilt houses made.
- Explain why houses in hilly areas have slanting rooftops and also houses in areas prone to earthquake are made of wood as it is lighter and cause less damage and loss of life.
- Then shift their attention towards the properties of a good house. Explain them how we can make our shelter comfortable, safe and a happy place to live in.
- Once this is done, make the students read the chapter 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 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

- Why do we need a house?
- What are different types of houses?
- What are temporary houses?
- What are special houses?
- What are properties of a good house?

Home Assignment

- Write down your notebook about different properties of a good house according to you. Also, draw a picture of your house and colour it.
- 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

Houseboat, Hut, Text, Igloo

Examine Point

1. Caravan

2. Igloo

3. Houseboat

4. Tent

Question Time

- A.** 1. c) pucca house 2. b) tent 3. b) houseboat 4. a) Nylon
5. c) temporary
- B.** 1. Bungalows 2. Ice 3. Caravan 4. hilly areas
- C.** 1. True 2. False 3. False 4. False
5. True
- D.** 1. Houses make us feel safe and comfortable. Houses protect us from heat, cold and rain. Houses also protect us from wild animals and thieves.
2. Stilt houses stand on thick wooden poles. People build houses in the places near river which get flooded due to heavy rains in the rainy season.
3. Houses made of wood do not collapse easily in an earthquake. Even if they collapse, damage and loss of life is much less since wood is a light material.
4. The properties of a good house are:
- There should be enough windows and ventilators for the sunlight to enter as it kill germs.
 - To allow water to flow out easily, the floors of the kitchen and bathroom should be stoped.
 - To keep away flies and mosquitoes, doors and windows should have wire meeting.

Think and Answer

A slanting rooftop allows the rain water or the snow to fall down easily. Most of these houses are made of because wood is a light material. Even if they collapse, the damage and loss of life is much less.

Fun Time

- a. IRON b. BRICK c. CEMENT d. WOOD

Fun Time

Igloo, Stilt, House, Tent

Life Skills

- Make your bed everyday.
- Hang up clothes and put shoes away.
- Do laundry regularly.
- Put things back where they belong.
- Clean your kitchen daily.
- Throw waste in dustbins.

Cluster Task

Do it yourself.

Lesson-6

(Celebrations)

Objectives

- To explain the students the reason behind celebrating different festivals.
- To explain them the difference between national festivals, religious festivals, harvest festivals and birthday of great persons.
- To inculcate in them feeling of love, harmony, and brotherhood.

Overview

- Types of festivals: national festivals, festivals of communities, harvest festivals and birthdays of great persons .
- Different national festivals: Independence Day, Republic Day, Gandhi Jayanti
- Festivals of communities: Diwali, Holi, Eid, Chirstmas, Gurupurab, Dussehra, Ganesh Chaturthi
- Harvest festivals: Baisakhi, Pongal, Onam
- Birthdays of great person: Children's day, Teacher's day

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask Students about their favourite festivals and also how they celebrate them with their family members? What do they do? what type of clothes do they wear? Do they have fun? Do they exchange gifts?
- After a brief discussion ask the students to do 'Gear up' exercise given in the beginning of the chapter.
- Explain to the different types of festivals celebrated by us. They might already know about national festivals and festivals of communities. Add to their knowledge about harvest festivals and birthdays of great persons celebrated by us as Children's Day and Teacher's Day.
- Now, ask the students to read the chapter. Assign different students to read different festivals and are student will read all other details given in the chapter.
- After description of every festival read by students, explain each and every line to all the students properly. 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

- Why do we celebrate festivals?
- What are different types of festivals?
- What are national festivals?
- What are festivals of communities?
- What are harvest festivals?
- Why are birthdays of great persons celebrated by us?

Home Assignment

- Write ten lines on 'My favourite festival' in your notebook. Also, draw a picture/scene of it.
- Do 'Think and Answer', 'Things to do', 'Life Skills' and 'Cluster Task' at home and get them checked later in class.

Teacher's Support

Gear up

1. Diwali
2. Gandhi Jayanti
3. Teacher's Day
4. Christmas

Examine Point

1. 26th January
2. 20
3. Colours
4. Muslims
5. 25th December

Question Time

- A.** 1. b) Hindus 2. b) Jesus Chirst 3. c) Maharashtra 4. a) November 14
- B.** 1. Red Fort 2. Mahatma Gandhi 3. Gurpurab 4. Punjab
5. Kerala
- C.** 1. False 2. True 3. True 4. True
5. True
- D.** 1. We celebrate Republic day every year on 26th January because in the year 1950, India became a republic on this day.
2. Diwali is the festival of lights. It is celebrated twenty days after Dussehra. People decorate their houses and shops. People light their homes with candles and earthen lamps.
3. After Ramzan, the month of fasting, muslims celebrate Eid-ul-Fitr. Eid-ul-Fitr is celebrated on the first day of shawwal, the tenth month of the Islamic calender, which muslims follow.
4. 25th December is celebrated as birth anniversary of Jesus Christ. The festival is celebrated as a mark of respect to Jesus. Christians decorate the christmas tree with colourful lights and stars on this day. Santa claus brings gifts for the Children.

5. Dussehra is celebrated as the victory of good over evil. On this day, Lord Rama defeated Ravana, the ten headed demon king of Lanka.
6. School celebrate Children's Day by organising various competitions in arts, games, creative writing, dance, debate etc. Prizes and sweets are distributed and children are told the life story of Pt. Nehru.

Think and Answer

A festival is an occasion of fun, gaiety and frolic for all. India is a 'Nation of festivals'. We all should celebrate festival together and with great joy and fun.

Fun Time

Mahatma Gandhi

Mother Teresa

Pt. Jawaharlal Nehru

Dr. Sarvepalli Radhakrishnan

1. 26th January
2. 15th August
3. 2nd October
4. 13th April
5. 25th December

Things to do

1. Second Sunday of May
2. Third Sunday of June
3. 14th February
4. 8th March
5. 12th January
6. First Sunday of August

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-7

(Games We Play)

Objectives

- To explain the importance of playing games to the students.
- To provide knowledge about different types of games.
- To differentiate indoor games and outdoor games.
- To explain the advantages of playing games.
- To make students understand about common game injuries.

Overview

- Importance of playing games.
- Difference between outdoor games and indoor games.
- Knowledge about traditional games and new games.
- Advantages of playing games.
- Common game injuries.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about their favourite games. Do they know about indoor games and outdoor games? How are they both different? Can you name some of the games which your mother or father played but you do not play them?
- Explain them indoor games and outdoor games with help of examples.
- Indoor games- carrom, ludo, table tennis, billiards etc.
- Outdoor games- football, badminton, cricket, tennis etc.
- Talk about games like stapoo, langri taang, hide and seek, marbles, seven tiles and gilli danda with the help of pictures given in the textbook.
- Explain the advantage of playing games regularly.
- Talk about common game injuries that take place despite of being careful, often while playing outdoor games. For minor bruises, scratches and cuts, one should be given the first aid immediately.
- Explain the students that in case of major injuries like fracture, eye injuries or brain injuries person should receive immediate medical attention and should be taken to the hospital.
- Once this is done, make the students read the chapter turn by turn. Guide them to understand the meaning of difficult or new words.

Modern games: bowling, minigolf and snooker

5. Advantages of playing games are-

- keeps our body and mind fit.
- Generates healthy spirit competition.
- Improves body immune system. Thus, promoting good health.
- Makes us more disciplined.

Think and Answer

Through different games students learn cooperation, team work, leadership methods and time management. It generates a healthy, fair and strong spirit of competition. It also teaches us that being positive is the best and active way in ones life.

Fun Time

Do it yourself.

Things to do

Do it yourself.

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-8 **(Means of Transport)**

Objectives

- To enable the students to learn about different means of transport.
- To acquire related information about time, place, manner of vehicles running on land, air and water.
- To understand the difference between roadways and railways.
- To make students understand more about waterways and air transport.

Overview

- Need to travel.
- Different means of transport: land, water and air transport
- Land transport: roadways and railways
- Air transport: fastest and expensive means of transport

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students how our lives would be without means of transport. Would it be better? What would happen if there are no means of transportation available to us?
- The answer would be that our lives would not be possible without means of transport, since we would not be able to go from one place to other for food, shelter and clothing. Our communication with our family and friends would become difficult. Even exploring different places on earth would not be possible without means of transport.
- Ask students to do 'Gear up' exercise given in the beginning of the chapter.
- Discuss about different means of transport by writing bus, ship, helicopter, ferries, Car and submarine on the board. Ask them to tell whether they are water transport, land transport or air transport.
- Discuss briefly about railways and roadways with respect to time and distance covered by them.
- Try to differentiate advantages of waterways over airways and vice vers. Also, add information about special means of transport like vendor cart, palanquins, tricycle, bullock carts etc.
- Now, ask 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 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 are different means of land transport?
- What are the advantages of air transport?
- Why is water transport preferred by people for transportation of bulky goods?
- What are some special means of transport?

Home Assignment

Write three examples of each of the following in your notebook.

- Roadways
- Railways
- Waterways
- Airt Transport

- 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. Truck | 2. Rickshaw | 3. Car | 4. Aeroplane |
| 5. Train | 6. Tonga | | |

Examine Point

- | | | | |
|----------|-----------|-----------|------------|
| 1. bulky | 2. faster | 3. floats | 4. airport |
|----------|-----------|-----------|------------|

Question Time

- A.** 1. d) car 2. d) airport 3. a) aeroplane
- B.** 1. Airways 2. roadways 3. camels 4. Helicopters
- C.** 1. True 2. False 3. True 4. False
- D.** 1. All the means of travelling and carrying goods from one place to another are known as means of transport. Car, bus, helicopter, boat etc are all means of transport.
2. Mountains and deserts are now accessible through roads where it is difficult to make railway lines for trains.
Trains carry a larger number of people as compared to the roadways vehicles.
3. A place where passengers and goods are loaded on or off ships is called a port.
4. Helicopters are very useful during tsunamis or floods in the whole world. We can transport medicines, food and clothes to remote areas with help of a helicopter.
5. Some special means of transport are vendor cart, palanquin, tricycle for differently abled people, bullock carts, tongas and tractors.

Think and Answer

We cannot cover long distances by bullock cart because it is very slow means of transport as well as it is driven by animals, who will get tired after some time easily and will not be able to travel long distances.

Fun Time

- | | | | |
|------------|---------|--------------|---------------|
| 1. Ferries | 2. Taxi | 3. Submarine | 4. Helicopter |
|------------|---------|--------------|---------------|

Things to do

- | | | | |
|---------------|--------|--------------|----------|
| 1. Helicopter | 2. Car | 3. Submarine | 4. Train |
|---------------|--------|--------------|----------|

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-9 (Means of Transport)

Objectives

- To enable students to understand the importance of different means of communication.
- To give knowledge about personal communication and mass communication.
- To explain the use of sign language used by the people who cannot hear or speak.

Overview

- Importance of communication.
- Ancient means of communication.
- Modern means of communication: letters, courier services, telegram, telephone, fax
- Mass communication: newspaper, magazines, radio, television
- Importance of computer and internet.
- Importance and use of sign language.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students what do they know about different means of communication. What are personal means of communication? What is mass communication?
- According to their previous class knowledge, students will be able to answer the above questions. It will be easy to make students understand different means of communication since they are too much involved with all of these in their daily lives.
- Tell students how people used to beat drums and used smoke to communicate with people around them. Modern means of communication have made our lives easier and better. If there was no modernism, we would be using pigeons to send our letters to our family and friends.
- Explain students the difference between personal communication and mass communication. Personal means close ones whereas mass means sending messages and giving information to a large number of people at the same time.

Personal Communication- Letters, courier, services, telegram, telephone, fax

Mass Communication- Newspapers, magazines, radio, television

- Discuss the importance of computer and internet help us to receive message from a person sitting miles and miles away just in seconds.
- Ask students if they have seen people using sign language. Tell them sign language is used by people who cannot hear or speak.
- Then tell the students to 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 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', 'Things to do', 'Life skills' and 'Cluster Task' by themselves after discussing them in class.

Recapitulation

- What is communication?
- What were ancient means of communication?
- What are personal means of communication?
- What is mass communication?
- What is the importance of computer and internet?
- Who uses sign language?

Home Assignment

- Write five advantages of means of communication 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

1. Letter
2. Telephone
3. Radio
4. Mobile
5. Computer

Examine Point

- a. Pen
- b. Newspaper
- c. Police
- d. Train
- e. Peon

Question Time

- A.** 1. c) pigeon 2. d) mobile 3. a) short urgent messages
4. b) six 5. c) cellular phone 6. c) internet
- B.** 1. letter box 2. speed post 3. messages 4. Television
- C.** 1. True 2. True 3. True 4. False
5. False
- D.** 1. We need to exchange information, news and ideas with others. The process of expressing our ideas and feelings or giving information to other is called communication.
2. Letters, courier services, telegrams, telephones and fax are some personal means of communication. Newspaper, radio, television and computer are means of mass communication.
3. A fax machine sends a written message, letter, picture or photograph in an electronic form.
4. The facilities related to internet like emails and chats help us to send or receive message from a person sitting miles and miles away just in seconds.
5. People who cannot hear or speak use sign language.

Think and Answer

We will communicate through sign language.

Fun Time:

1. Telephone 2. Newspaper 3. Computer 4. Radio
5. Fax

Things to do

Do it yourself.

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-10

(Water Around Us)

Objectives

- To make students understand that water is a precious resource.
- To explore how we use water in our daily lives.
- To learn different sources of water.
- To give knowledge about different forms of water.
- To study the properties of water.
- To explain the role of water cycle to the students.
- To explain the shortage of water caused due to our misuse.
- To study ways of reusing water.
- To learn to make water fit for drinking

Overview

- Importance of water
- Sources of water : rain, rivers, lakes, oceans, ponds and wells
- Forms of water : solid, liquid, gas
- Properties of water : shape, colour, smell and taste
- Role of water cycle in atmosphere.
- Different uses of water
- Shortage of water
- Reusing water to conserve it.
- Cleaning of water and making it fit for drinking

Teaching / Learning Material

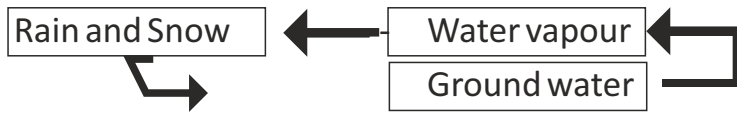
Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about different activities for which water is required by us. Is life possible without water? What will happen if we keep on wasting water? Where does water come from? How can we save water?
- Discuss with students the importance of water in our lives. Explain them from where do we get water and what are different sources of water present on earth.
- Ask them the difference between water, ice and steam. Explain them that there is no difference except the state or form of water. They all are forms of water itself.
- Make students understand that water has no shape, no colour, no smell and no taste. If any of

these is present, the water is not pure and unfit for drinking.

- Explain 'water cycle' to the students by drawing a flowchart on the board.



- Explain students the reason for shortage of water and how can we reuse water to conserve it.
- Discuss how boiling and filtering can make dirty water fit for drinking by killing germs and bacteria in it.
- Now, ask the students to read the chapter turn by turn. Guide them to understand the meaning of difficult words.
- Tell them to try '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

- Why is water important to us?
- What are different sources of water?
- What are different forms of water?
- What are properties of water?
- What are uses of water?
- What are the reasons behind shortage of water?
- How can we reuse water?
- How can we clean water?

Home Assignment

- Draw and name different sources of water 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

1. 70%
2. Rain
3. taste

Examine Point

1. water
2. taste
3. water
4. well, hand pump

Question Time

- A.** 1. b) underground 2. c) three 3. b) heated 4. d) clouds
5. d) all of these
- B.** 1. water 2. Rain 3. underground 4. gaseous
- C.** 1. True 2. True 3. False 4. False
- D.** 1. We get water from rain, lakes, rivers, seas, oceans, ponds and wells.
2. Water exists in three forms: solid, liquid and gas.
3. Water has no shape, no colour, no smell and no taste.
4. Water cycle is the continuous movement of water from the earth's surface to the atmosphere and then back to the ground.
5. Uses of water are-
- We use water for drinking, bathing, washing, cooking, brushing etc.
 - Water is used by farmers to water their crops.
 - It is used to generate electricity with help of large machines.
 - It is essential for germination of seeds.
 - It provides home to many plants.
6. The ways to avoid wastage of water are-
- Take a bath using a bucket.
 - Check for the leakages and stop them there and then.
 - Do not leave the tap open while brushing.
7. We can reuse water in the following ways-
- Reusing water used for washing fruits and vegetables for watering plants.
 - Water used for washing clothes can be collected and reused for mopping the floor.
 - Water used for washing face and hands can be used for the toilet.

Think and Answer

If you hold a cool plate over boiling water, you will see drops of water forming on it. Thus, the process of change of water vapour into liquid is called condensation.

Fun Time

1. Water 2. Drink 3. Ice 4. Vapour
5. River 6. Lake

Things to do

Do it yourself.

Life Skills

Yes, he is doing right as he is reusing water instead of wasting it.

Cluster Task

Do it yourself.

Lesson-11 (Plants Around Us)

Objectives

- To enable the students to understand different types of plants present around us.
- To make students understand that plants can be divided into various categories on the basis of size and strength, habitat and bearing of flowers.
- To learn how plants are useful to us.

Overview

- Importance of plants.
- Plants on the basis of size and strength: trees, shrubs, herbs, climbers, creepers
- Plants on the basis of their habitat: terrestrial plants, water plants
- Plants on the basis of bearing flowers: Flowering plant, non flowering plant

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students if they have seen different types of plants around them. What is the difference that they have noticed? Are the leaves of every plant that you see around yourself same?
- Students will answer the above questions to which you can add that there are different types of plants present around us.
 1. Size and strength (trees, shrubs, herbs, climbers, creepers)
 2. Habitat (terrestrial plants, water plants)
 3. Bearing Flowers (flowering plants, non-flowering plants)
- Explain the students about different classification by giving examples of each type of plant carefully.
- Tell them to do 'Gear up' exercise given in the beginning of the chapter.
- Now, ask the students to read the chapter turn by turn. Explain each type of plant in detail referring to the reading of the students. 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 is the importance of plants?
- How can we classify plants on the basis of size and strength?
- How can we classify plants on the basis of their habitat?
- How can we classify plants on the basis of bearing flowers?

Home Assignment

- Paste pictures of two examples of the following in your notebook.
- Trees
- Shrub
- Herbs Climbers
- Creepers
- Terrestrial plants
- Water plants
- Non flowering plants
- 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. Oil
2. Perfume
3. Perfume
4. Oil

Examine Point

1. Lotus, hydrilla, water lily
2. Mango tree, coconut tree, peepal tree
3. Date palm, cactus, saguaro
4. Watermelon, pumpkin, cucumber

Question Time

- A. 1. b)shrubs 2. c)deserts 3. a) water hyacinth 4. a) fern
- B. 1. trunk 2. climbers 3. water 4. Submerged
5. fern
- C. 1. False 2. False 3. True4. True
- D. 1. Plants on the basis of their size and strength are trees, shrubs, herbs, climbers, creepers.
2. The plants that grow on land are called terrestrial plants. For example, fir tree and pine trees.
3. Some plants like hydrilla and tapegrass live completely under water. They are called submerged plants.
4. Plants that bear flowers are called flowering plants. For eg. rose, lotus etc.
Plants that do not bear flowers are called non flowering plants. For eg. fir and pine

Think and Answer

Cactus plants convert their leaves into spines so that there is less loss of water from them. This is how they survive in desert.

Fun Time

1. Terrestrial plants 2. Aquatic plants 3. trees

Things to do

Shrubs-rose, hibiscus, lemon

Herbs-tulsi, coriander, spinach

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-12 (Parts of Plants)

Objectives

- To enable students to learn about different parts of a plant.
- To explain the students about different functions performed by different parts of a plant.
- To know more about food production, support, transportation and reproduction of plants.
- To make students study about functions of stems, leaf, root, flower, seeds in a plant.

Overview

- Part of plants: root and shoot
- Different types of roots: tap root and fibrous root
- Functions of shoot: stem, leaf, flower, fruits and seeds
- Different parts of plants consumed by us.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Draw a diagram of plant on the board. Point to each of the parts and ask the students to name them. This will lead to discussion about different parts of plant in the class. Then, also label shoot and root system in the same diagram.
- Once this is done, ask the students if they know about the function of each part of the plant which you have labelled on the board. The labelling should include root, stem, leaves, flower, fruit and shoot.
- Tell the students to do 'Gear up' exercise given in the beginning of the chapter.
- You can also share a real flowering plant with students and have the students look closely at the parts of plants as they discuss why each part is important. if possible, students could look at plants in small groups and identify the parts.
- 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 the exercises given in task 'Question Time'.
- Write spelling 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 are plants important to us?
- Name the different parts of a plant.
- What are the functions of root?
- What are the functions of flower?
- What are the functions of a leaf?
- What are the functions of a stem?

Home Assignment

- Draw a neat and labelled diagram of a plant and also label different parts of plant.
- 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

F, M, M, F, F

Examine Point

- | | |
|-----------|-------------|
| 1. Leaves | d) Cabbage |
| 2. Root | e) Carrot |
| 3. seed | e) Wheat |
| 4. Flower | b) Broccoli |
| 5. Fruit | a) Banana |

Question Time

- A.** 1. a) wheat 2. a) rose 3. a) oxygen 4. a) Leaves
5. a) Cauliflower
- B.** 1. Roots 2. stem 3. flowers 4. seeds
5. Fruits
- C** 1. True 2. True 3. True 4. True
- D** 1. Tap roots consist of a main root with several small roots growing from its sides. Cotton, rose are examples of tap roots.
2. The parts of a plant, that grows above the ground is called the shoot. The shoot bears the stem branches, leaves, buds, flowers and fruits.
3. The functions of leaves are-
- Leaves prepare food for the plant with water, carbon dioxide, sunlight and chlorophyll.
 - It releases oxygen during photosynthesis which purifies air.
 - Some leaves like cabbage also store food.
4. Fruit bear seeds of a plant. Some fruits may have only one seed like mango. Some fruits have more than one seed like custard apple.
Many plants grow from seeds. Each seed contains a baby plant and a bundle of food for the baby plant. A seed germinates and grow into a new plant.
5. The parts of plants which can be eaten are-
- Roots- carrot, sweet potato
Seeds- bears, peas
Fruits- apple, pear
Flowers- broccoli, cauliflower
Leaves-cabbage, spinach
Stems-celery, potato

Think and Answer

Plants need water, air and sunlight to grow.

Fun Time

Flower, root, seed, stem, leaves

Things to do

Do it yourself.

Life Skills

Sprouted grams, green leafy vegetables, fruits, cereals, pulses

Cluster Task

Do it yourself.

Lesson-13 **(Parts of Plants)**

Objectives

- To enable the students to understand different kinds of animals present on earth.
- To describe the different habitats that animals live in.
- To learn more about the movement of different animals.
- To teach students the importance of saving animals.

Overview

- Different types of animals.
- Categories of terrestrial animals: animals that can walk, reptiles.
- Movement of animals.
- Importance of saving animals.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about different types of animals. Do all animals live in same place? What is habitat? Why do all animals live in different habitats? What kind of things animals might need to survive?
- Encourage the students to think about similarities between, people and animals. If we as humans do not have same choice, how can we expect animals of different types to have same habitat choices? This will help the students to correlate different types of animals to their habitats accordingly.

- Now, write on board 'Types of Animals' and write the name of different types of animals. with examples.

Terrestrial Animals- Deer, Lion

Reptiles-Lizards, crocodile

Aquatic animals- Fish, Seahorse

Arboreal animals-monkeys, squirrel

Amphibians- salamander, frog

Aerial animals- Kite, pigeon

- Ask students to do 'Gear up' exercise given in the beginning of the chapter.
- Explain the students about the movements of different animals. Animals need to move from one place to another in search of food, shelter or to protect them selves from other animals. They walk, swim, jump, fly and also crawl.
- Now, ask 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 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

- How can animals be classified on the basis of their habitats?
- What are terrestrial animals?
- What are reptiles?
- What are aquatic animals?
- What are arboreal animals?
- Who are amphibians?
- What are aerial animals?
- How do animals move?
- Why is there a need to save animals?

Home Assignment

- Collect and paste pictures of different kinds of 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

Terrestrial, Aquatic, Pet

Examine Point

1. Aerial animal d) kite
2. Arboreal animal c) squirrel
3. Aquatic animal b) seahorse
4. Amphibians a) frog

Question Time

- A.** 1. b) Lizards 2. c) gills 3. b) frog
- B.** 1. water 2. Aquatic animals 3. Amphibians 4. movement
- C.** 1. True 2. False 3. False 4. True
- D.** 1. Reptiles are the animals that have dry scaly skin. For eg. lizard, crocodile etc.
2. Some animals spend most of their time on trees. They are called arboreal animals. Monkeys and squirrels are such animals.
3. Some animals like birds and bats spend most of their time in the air. These are called aerial animals.
4. Many animals have become endangered and need to be protected or else they will be extinct.

Think and Answer

Amphibians are the animals that can live both on land and in water. They have moist and hairless skin. They can breathe through their skin in the water.

Fun Time

- a. Bear b. Fox c. Tiger d. Elephante.
Parrot f. Kangaroo

Things to do

	Animals	Lay Eggs	Give birth to young ones
1.	Lion	X	✓
2.	Snakes	✓	X
3.	Fish	✓	X
4.	Bear	X	✓
5.	Monkey	X	✓
6.	Hen	✓	X

Life Skills

- We can adopt a pet.
- Put out water bowls in your backyard for animals and birds.
- Don't litter, it's deadly for animals.
- Start an animal's right group at your school.

Cluster Task

Do it yourself.

Lesson-14 (Birds)

Objectives

- To enable students to classify on the basis of their physical characteristics and behaviours.
- To make students learn about the characteristics that are representative of a bird.
- To explain similarities and differences between birds and other types of animals.
- To explain the body structure of bird to the students.
- To learn about different kinds of birds.
- To learn about different beaks of birds.
- To make students understand migration and its importance for birds.

Overview

- Body of birds
- Different kinds of birds: perching birds, aquatic birds, flesh eating birds, climbing birds, wading birds, scratching birds and flightless birds
- Different types of beaks.
- Importance and meaning of migration.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about the characteristics of birds. How are birds different from other animals? What help birds to fly up in the sky? Do all the birds fly?
- Explain the students about the body structure of birds. Birds have few bones. These bones are hollow and filled with air. This makes them light and strong. The tail of a bird helps to change its direction while flying.
- Now discuss about different kinds of birds and write their names on the board.

Perching birds-pigeon, sparrow

Aquatic birds- ducks, swam

Flesh eating birds- eagle, kite

Climbing birds- parrots, parakeets

Wading birds- crane, storks

Scratching birds- hen

Flightless birds- ostrich, Kiwi

- Explain the importance of beaks for birds and types of beaks birds have according to their eating habits.
- Define migration and make students understand the need of migration for birds from one place to another.
- 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 exercises 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', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

Recapitulation

- Describe body of birds.
- What are different kinds of birds?
- What are different kinds of beaks that different birds have?
- What is migration?
- Why do birds need to migrate?

Home Assignment

- Write about different types of beaks that birds have with examples 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

Pigeon, Duck, Parrot, Hen

Examine Point

1. Pigeon, sparrow
2. Swan, pelican
3. Eagle, Kite
4. Woodpecker, parrot

Question Time

- A.** 1. a) crow 2. a) webbed feet 3. a) flesh eaters 4. a) parrots
- B.** 1. feathers 2. sharp and curved 3. flat 4. long and slender
5. flightless
- C.** 1. False 2. False 3. True 4. True
5. True 6. True
- D.** 1. Birds fly with the help of their wings. Wings have feathers which help the bird to fly. Birds have strong muscles which move the wings up and down. The tail helps the bird to change its direction while flying.
2. The tail helps the bird to change its direction while flying.
3. Aquatic birds have webbed toes (feet) that help them to swim.
4. Insect eating birds have short and broad beaks.
5. Ostrich, kiwi and penguin are flightless birds.

Think and Answer

Wings of some birds are small and sturdy. They do not help them to fly. These birds are called flightless birds.

Fun Time

1. Bear, because it is not a bird.
2. Nest, because it is the place where birds lay their eggs.
3. Dog, because it is not a bird.
4. Water, because all others are used to make nest.

Things to do

Do it yourself.

Life Skills

Yes, a bird like parrot can be kept as pet. But it is not good as birds have wings to fly, so they should be left in open to fly and live their lives. We should not keep them behind a cage.

Cluster Task

Migration is movement of a large group of people or animals from one place to another. Some birds fly from one place to another across the world every year. The three main seasons for birds to migrate are:

- in search of food
- in order to breed
- to avoid unfavourable weather conditions.

Lesson-15

(Maps)

Objectives

- To enable student to understand the importance and usage of maps.
- To teach students to read a map.
- To learn about sketch and its importance in our day to day life.
- To explain the students about different landmarks and symbols representing landmarks.
- To learn about different directions and use of compass to find directions.

Overview

- Map and its importance.
- Reading a map: locating places in a city and locating places in a colony.
- Sketch and its importance.
- Landmark and its uses
- Symbols of different landmarks.
- Learning more about directions.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Tell students to imagine a situation when they are stuck in an unknown place and have no one to ask for help. What will they use?
- The best thing to use in such situation is a map. A map provides information about the location of places in that area. Explain this point to the students by elaborating and adding more examples to it.
- Tell students to do 'Gear up' exercise given in the beginning of the chapter.
- Explain students about sketch, landmarks, symbols and directions. How they all are different yet solve the same purpose in a simple way.
- 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.

Life Skills

- Maps are used by engineers and architects to build buildings.
- Maps show us territorial borders.
- It shows us soil type of different areas.
- It shows us infrastructure like roads, railroads and buildings.

Cluster Task

Do it yourself.

Lesson-16 (Soil)

Objectives

- To enable the students to understand the importance of soil.
- To explain the formation and reason behind soil formation.
- To study different types of soil and their qualities due to which different types of crops are grown in different types of soil.
- To understand the meaning of soil profile.
- To explain soil erosion and its causes.

Overview

- Soil is an important natural resource.
- Formation of soil.
- Different types of soil: alluvial soil, red soil, laterite soil, desert soil, black soil, hilly or mountain soil
- Soil profile: topsoil, subsoil and bedrock
- Soil erosion and its causes
- Importance of soil

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students to discuss about the importance of soil. How is it formed? What is its use? Where do we find it? Is it same all around the world? Can you name tree layers of the soil?
- Explain the students how soil is an importance resource which covers the surface of the earth. Soil serves as store house for minerals and water needed for growth of plant; It also provides shelter to many animals that live on or in the soil.

- Discuss about the formation of soil due to heat, rain and air. Elaborate your discussion by telling that soil is formed by breaking of big rocks.
- Shift the attention of students towards different kinds of soil found in India.
- Now, ask the students to read the chapter turn by turn. Guide the students to understand difficult or new words.
- Explain each line carefully and discuss briefly about different types of soil, place where they are found and crops grown in them.
- Draw the diagram of soil profile on the board and explain briefly top soil, subsoil and bedrock.
- Ask the students to do 'Gear up' exercise given in the beginning of the chapter.
- Emphasise on importance of soil and need to conserve it by avoiding soil erosion caused due to human activities.
- Tell students 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 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

- How is soil formed?
- What are different types of soil?
- What is soil profile?
- What are three layers of soil?
- How is soil important to us?

Home Assignment

- Draw and label the diagram of soil profile 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

✓ X ✓ X

Yes, clay is part of soil.

Examine Point

- | | |
|------------------|------------|
| 1. Black soil | c) cotton |
| 2. Laterite soil | d) millets |
| 3. Desert soil | b) Babool |
| 4. Red soil | a) tea |

Question Time

A 1. b) Humus 2. b) tea 3. b) subsoil 4. b) Desert

B 1. fertility 2. Black 3. topsoil 4. alluvial

C. 1. True 2. False 3. False 4. True
5. True

- D.** 1. Soil is the topmost covering of the earth's surface.
2. Different types of soil are alluvial soil, red soil, laterite soil, desert soil, black soil and mountain soil.
3. Three layers of soil are topsoil, subsoil and bedrock.
4. The loss of soil from the surface of the ground is called soil erosion. Soil is carried away by rain water and strong winds.
5. Soil is very important for the growth of plants.
- Plants absorb water and minerals from the soil.
 - Some animals like earthworms, rabbits, ants live in the soil.
 - Clay is used to make bricks. Sand is mixed with cement to make buildings.

Think and Answer

Farmers add manure to the soil to make it rich and fertile to grow better crops.

Fun Time

Topsoil Subsoil Bedrock

Things to do

Do it yourself.

Life Skills

Do it yourself.

Cluster Task

Do it yourself.