



GOVERNMENT OF KARNATAKA

ENVIRONMENTAL STUDIES

TEXT CUM WORK BOOK

(REVISED)

ENGLISH MEDIUM



SECOND STANDARD

KARNATAKA TEXT BOOK SOCIETY

100 Feet Ring Road, Banashankari 3rd Stage,
Bengaluru-85.

Preface

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi prepared which in turn are designed based on NCF - 2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, mathematics and 5th to 10th there are three core subjects namely mathematics, science and social science.

NCF - 2005 has a number of special features and they are:

- connecting knowledge to life activities
- learning to shift from rote methods
- enriching the curriculum beyond textbooks
- learning experiences for the construction of knowledge
- making examinations flexible and integrating them with classroom experiences
- caring concerns within the democratic policy of the country
- making education relevant to the present and future needs
- softening the subject boundaries, integrated knowledge and the joy of learning.
- the child is the constructor of knowledge.

The new books are produced based on three fundamental approaches namely, Constructive Approach, Spiral Approach and Integrated Approach.

The learner is encouraged to think, engage in activities, master the skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the all round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

Young learners in their initial stages of learning i.e., between the ages of 5 and 10, acquire most of the concepts which they need in consolidating learning in later stages. If this learning is properly planned and well executed in the classroom, children may find learning easy and enjoyable.

Based on these principles, in the early stages from class 1 to 5, the following subject areas have been introduced- Mother tongue, state language, English as a practice language, mathematics and environmental studies. Environmental studies include science and social science related to their daily life experiences, information about their environment, society, country, their duties and rights. These topics are presented through interesting situations and activities. Opportunities have been provided for self learning and creativity. In this stage importance is given to children sitting in pairs and groups and exchange their experiences. Efforts have been made to make illustrations colourful, attractive and meaningful. Teachers are expected to make use of these and help children learn meaningfully and with pleasure. The Textbooks aim at making learning interesting, enjoyable and satisfying.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, Artists, Staff of DIETs and CTEs and the Members of the Editorial Board and Printers in helping the Text Book Society in producing these textbooks.

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About the Book

National Curriculum Framework (NCF 2005) developed by the National Council of Educational Research and Training (NCERT), has set the guidelines for developing syllabi, textbooks and teaching practices in the formal school education programmes in the country, considering the new challenges that mankind is likely to face in the years to come.

We have attempted to follow the five guiding principles on which NCF 2005 is based, while adopting the framework in the textbooks of classes 1 and 2 for the State of Karnataka. We have tried integrating the Science and Social Science concepts by softening the subject boundaries in these textbooks. The idea is that the children should view the natural and the social environments in a holistic manner from the beginning of school education. We have included a wide range of topics from family to plants and animals to festivals on the lines of the NCF 2005 guidelines.

While designing these textbooks titled 'Environmental Science', EVS in short, we have taken into account the Socio-economic, Environmental and Cultural aspects of the State for easy connect and better understanding. Since the children are beginners in the school system, we have used illustrations heavily in these books for easy communication. We also have introduced simple activities such as observation, keeping the level of children in mind, to engage them in learning process and make learning more participative. The idea is also to stimulate children to enquiry - based learning. Books are designed with the objectives of familiarizing children with their surroundings / local knowledge and introducing some basic concepts of their natural and social environment, so that they start appreciating the environment they are living in and every component that comes with it. We have tried our best to make these books gender neutral in terms of language and presentation of concepts. At the beginning of every lesson, we have given the competencies that the children should develop after each lesson, to help teachers facilitate the learning process.

While the thought provoking para of Rabindranath Tagore from the 'Civilization and Progress', which NCF-2005 opens with, is indeed inspiring for every teacher to search and adopt new and innovative teaching-learning approaches. We welcome comments and suggestions from the teachers, parents and public for further refinement.

Environment Education is Education of the Environment, through the Environment and for the Environment.

Dr. R. Shailaja,

Chairperson, Text Book Committee

Textbook Committee

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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints, and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had send them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers’ Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisation were also invited for discussions. Thus, on the basis of all inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central school. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also due to the subject experts and to the associations who gave valuable suggestions.

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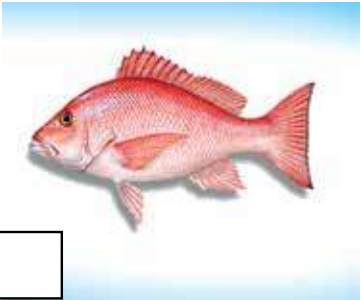


LESSON – 1

INTRODUCTION OF ANIMALS

After studying this lesson you,

- recognize the animals (including birds) in your locality.

Recognize these animals. Write their name in the given box.

 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>

Name the other animals and birds you find in your locality.

Write the names of some birds you have seen.

Which is your favourite bird ? Why ?

Observe the birds around you. Identify their colour. Watch the characteristics of their body.

Birds are animals with beak and wings

Put grains to the birds.
Keep water in a small plate.

Observe and note the time when you find more birds.

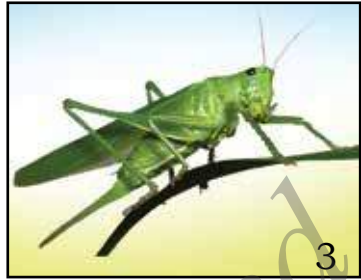
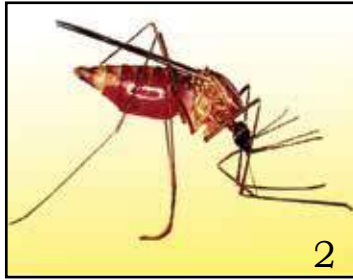
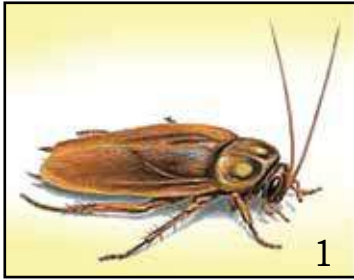
Have you seen an ant?

Write the names of three creatures similar to an ant.



1. _____
2. _____
3. _____

Write the names of the insects you find in these pictures.



1. _____
2. _____
3. _____

The body of these animals is small. These have six legs and a pair of feelers too. Have you not seen the legs and feelers of mosquitoes and cockroaches?

These are insects.

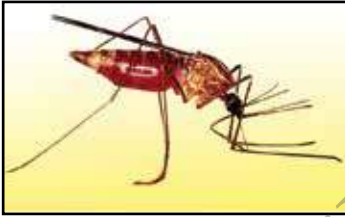
Write the names of a few insects you have seen.

_____	_____
_____	_____
_____	_____
_____	_____

**Recognize the insects given in the following pictures.
Match their names by drawing lines.**



honey bee



grasshopper



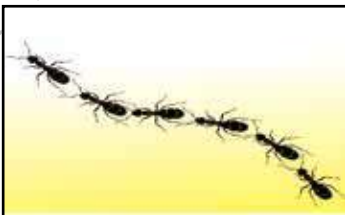
mosquito



ant



cockroach

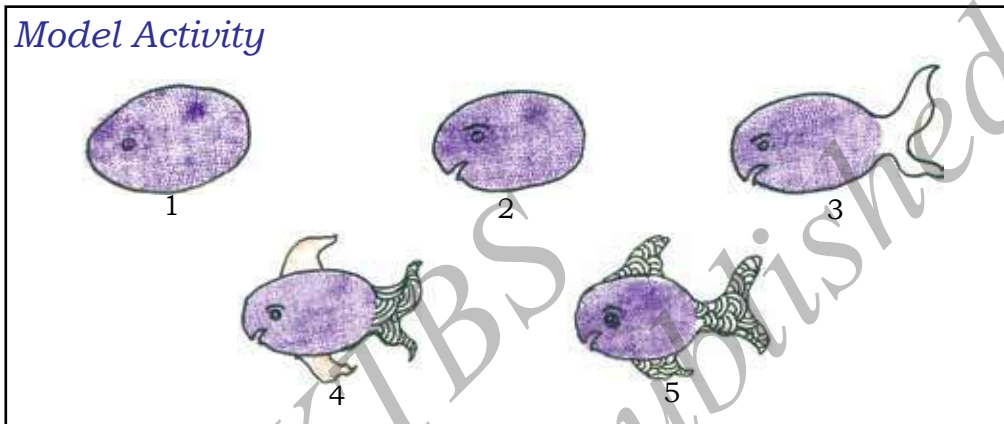


bedbug

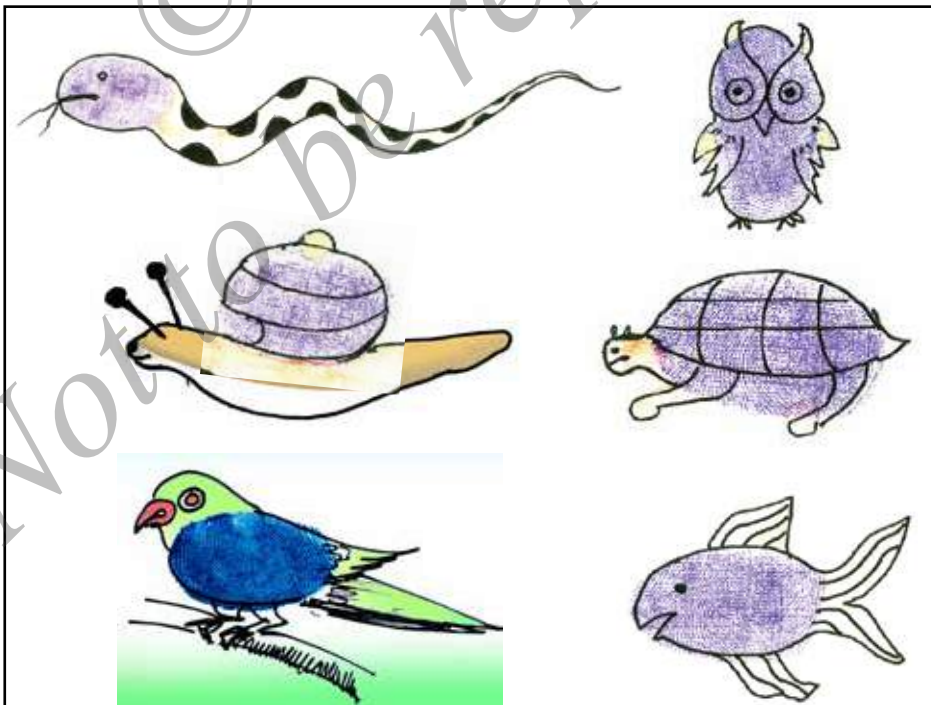
Draw the Pictures

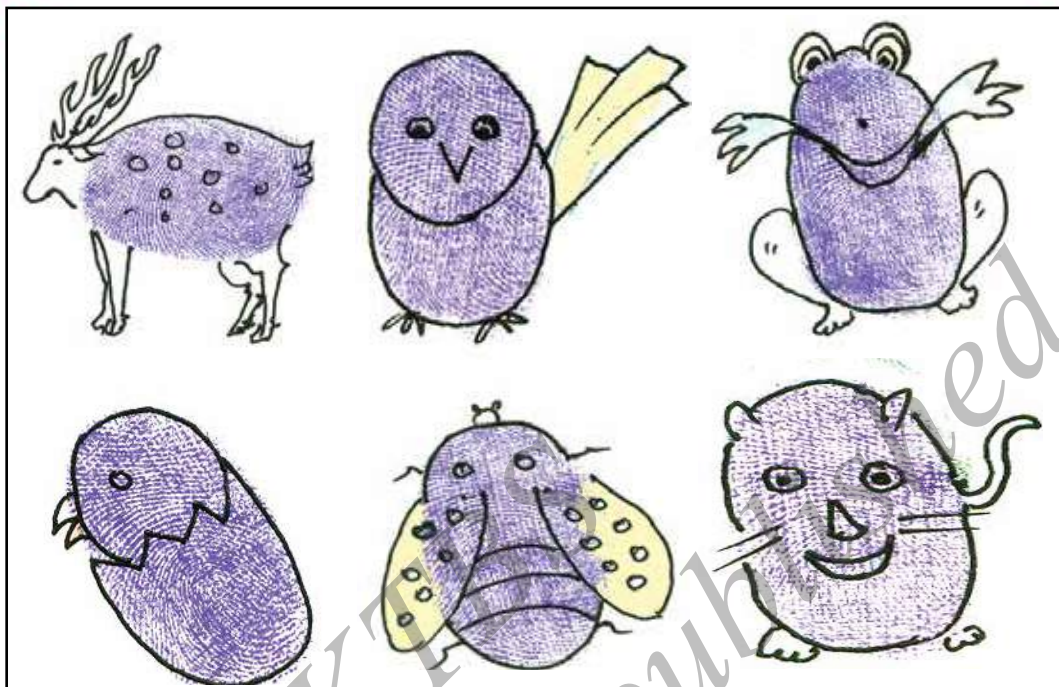
Take a sheet of paper or a note book. Dip your thumb in red, yellow or blue paint. Create an impression of your thumb. Then draw the picture of any animal you like. Wash your hand neatly.

Model Activity

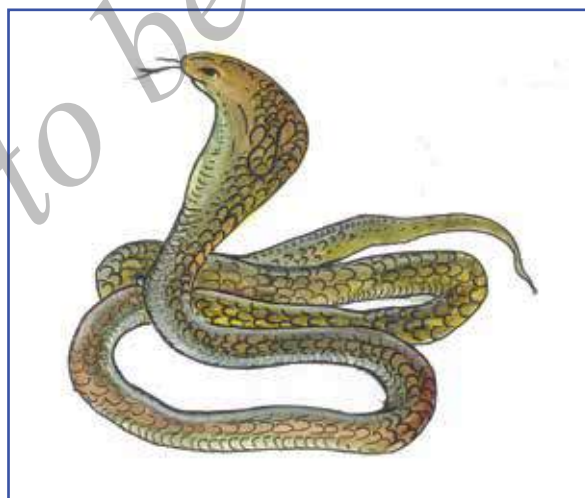


Some pictures have been drawn here using the impression of a thumb. Say how do they move?





Take different colours. Dip your thumb in the colours. Create finger prints on a sheet of paper. Draw the picture from the finger print of the thumb. Wash your hand neatly after drawing the diagram.








This is a snake. It is a crawling animal.

Have you seen crawling animals? Tell the name of two such animals. These are crawling animals. Write their names in the given box.





How do these animals move? Look at the pictures and draw lines to match.

	crawls
	walks
	swims
	flies
	hops

Look at the following pictures. Circle the odd ones.

1)



2)



3)



4)



Write the names of the animals you have seen.

flying animals 1. _____ 2. _____

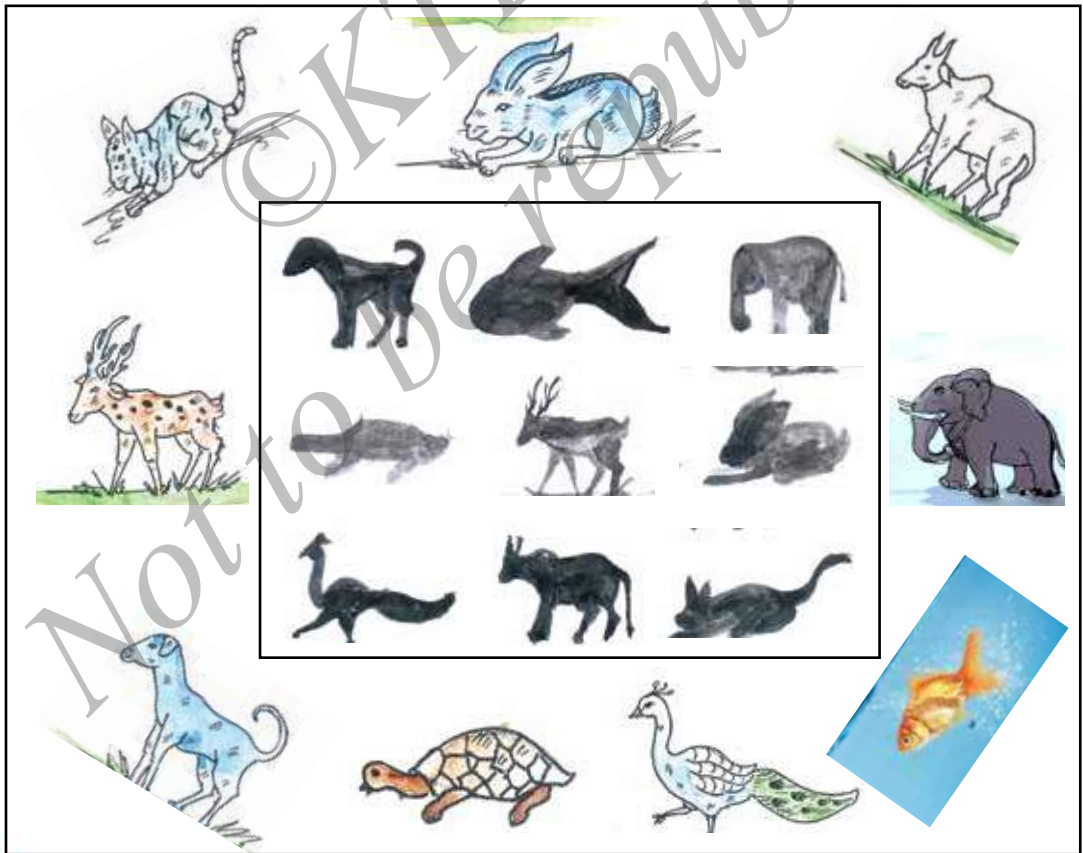
crawling animals 1. _____ 2. _____

walking animals 1. _____ 2. _____

insects 1. _____ 2. _____

Birds and insects are also animals. Likewise human beings also belong to the group of animals.

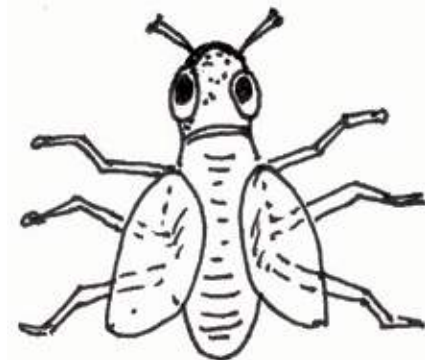
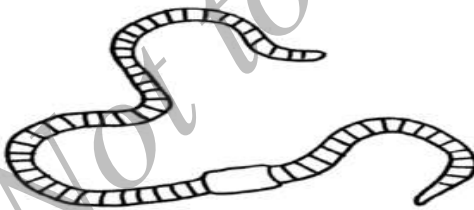
Look at the pictures given below. The outer box has pictures of animals and their shadows are in the inner box. Match the animals with their shadows.

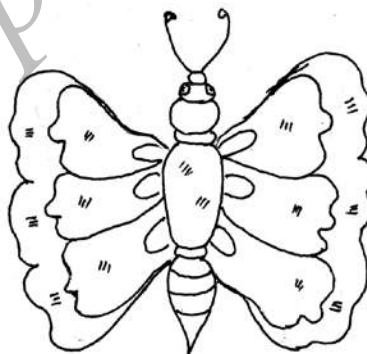
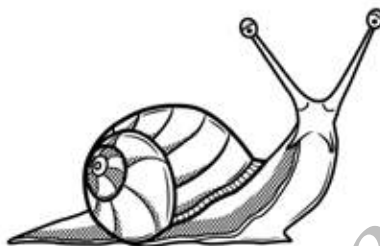


Write the names of the animals in the box given below.

Colour the pictures.

Colour the animals that walk with brown, birds with yellow, crawling animals with blue, insects with red.





LESSON – 2

ANIMAL REARING


After studying this lesson you,

- differentiate domestic animals and non-domestic animals.
- develop the habit of rearing the plants.




All the animals have assembled for a meeting.

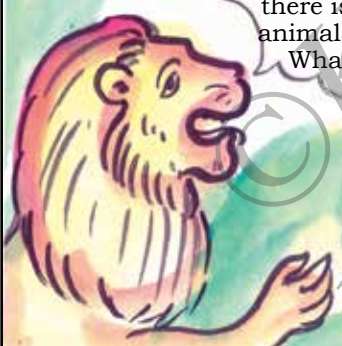





We have no problem. Our owner gives us enough grass.




We too don't have a problem. Though we are not looked after, we get grains in our place.




There will be no problem for the animals that live in the village. But there is no food for animals in the forest. What shall we do?



True, we stay both in forest and town. So we have no problem for food.



It is time for the rains. Oh ! King of the forest the grass will grow very well.



Yes ! If it rains, deer and bison will get good food.

Oh ! You are feeling very happy. It is good for you, if they grow fat. Isn't it ?



Meou !...Lion is the king for all of us. The birthday of the king's daughter should be celebrated on a grand scale. I can bring milk from my boss's house.



Yes ! I will decorate the forest.



I will bring fruits for the celebration.

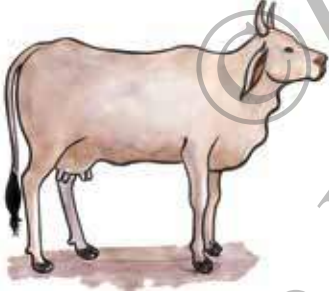




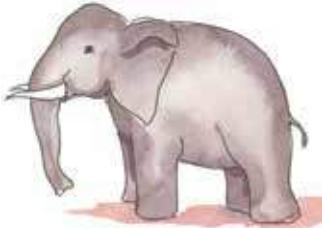


All of you, please listen. Let us not celebrate the birthday of my daughter this year. Let it rain, let the grass grow. Let everybody eat well. Next year let us celebrate it in a grand scale. Let's end the meeting.

Name the domestic and wild animals in the story. Write their name here.

domestic animals	wild animals

Observe the animals given below. Write their name in the box given.

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>



Which of the animals from the above pictures have you reared in your house ? Write them in the blank.

The animals that are reared in our house are called domestic animals.

Write the names of the animals which you have not reared but live in your house.

We do not rear some animals but they live in our house.

Sing and Enjoy

Tell me who am I?

Black body and a long tail,
I make a hole to creep away.
I fool the cat with my,
lightening speed.

Who am I? _____

A long body and a long tail,
I crawl and crawl up a wall.
I eat all insects very small,
And keep your house spick and span.

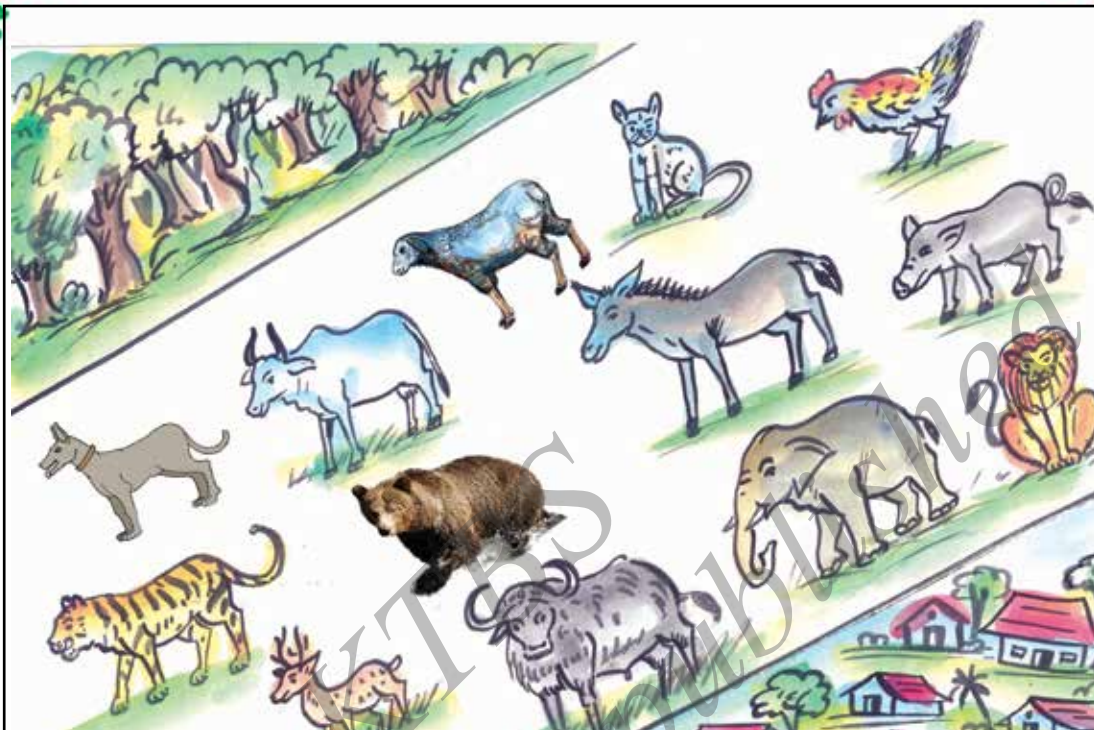
Who am I? _____

Swishing my long whiskers,
I run around your house.
I get into corners,
Hiding from you.

Who am I? _____

I catch insects,
by weaving webs.
You can see my kingdom,
In the corners of your house.

Who am I? _____



Look at the picture above. Match the domestic animals with village and wild animals with forest by drawing lines.

Which of the animals given in the picture above live in a forest ?

The animals that live in a forest are wild animals.

Create pictures with the help of your teacher.

Observe the pictures. Use your fingers to make shadows on the wall. Say the name of the animals which you observe in the shadows.

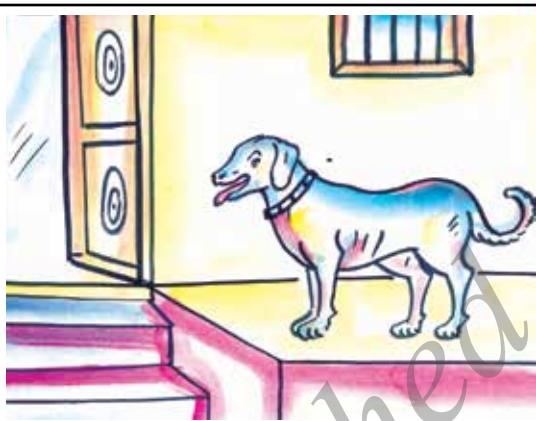


Like wise create some shadows with your fingers on the wall. Tell your friend to identify the animals.

Collect pictures.

Collect pictures of any four animals and paste them in the space given. Write the name of the animal.

If the animals are reared in your or your friends' house ask and know why they have reared them.



Look at the pictures above. Answer the following questions.

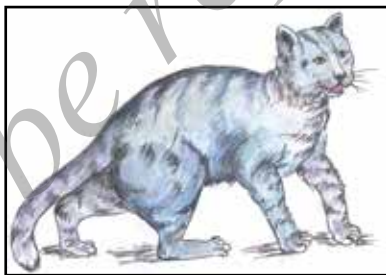
- Why do people rear cows and buffaloes?
- Why do we rear dogs?
- What are the uses of rearing sheep?
- What do we get from hens?



Kamala is fond of rabbits. Her mother has given a rabbit to her to rear. Kamala feeds the rabbit everyday with grass and pats it.



Salim has found a pigeon. He looks after it very carefully. He gives grains, water and takes care of it.



Pintu is Lara's pet cat. She gives him milk everyday. Pintu rubs against Lara's leg as soon as she comes from school.

- Why have Kamala, Salim and Lara reared the animals?
- What is the use of rearing them ?

**Animals are reared not only for use
but also to love and pet them.**

Look at these pictures. If you feel it is correct put (✓) mark in the box given, if you feel it is incorrect put (X) mark.













Observe the pictures and answer the questions.



How do you keep your domestic animals clean ?



What do you do if domestic animals that are in your house fall ill ?



What type of food do you give to domestic animals that are in your house ?

We should look after the animals affectionately. Why?



LESSON – 3

PLANTS OF BACKYARD

After studying this lesson you,

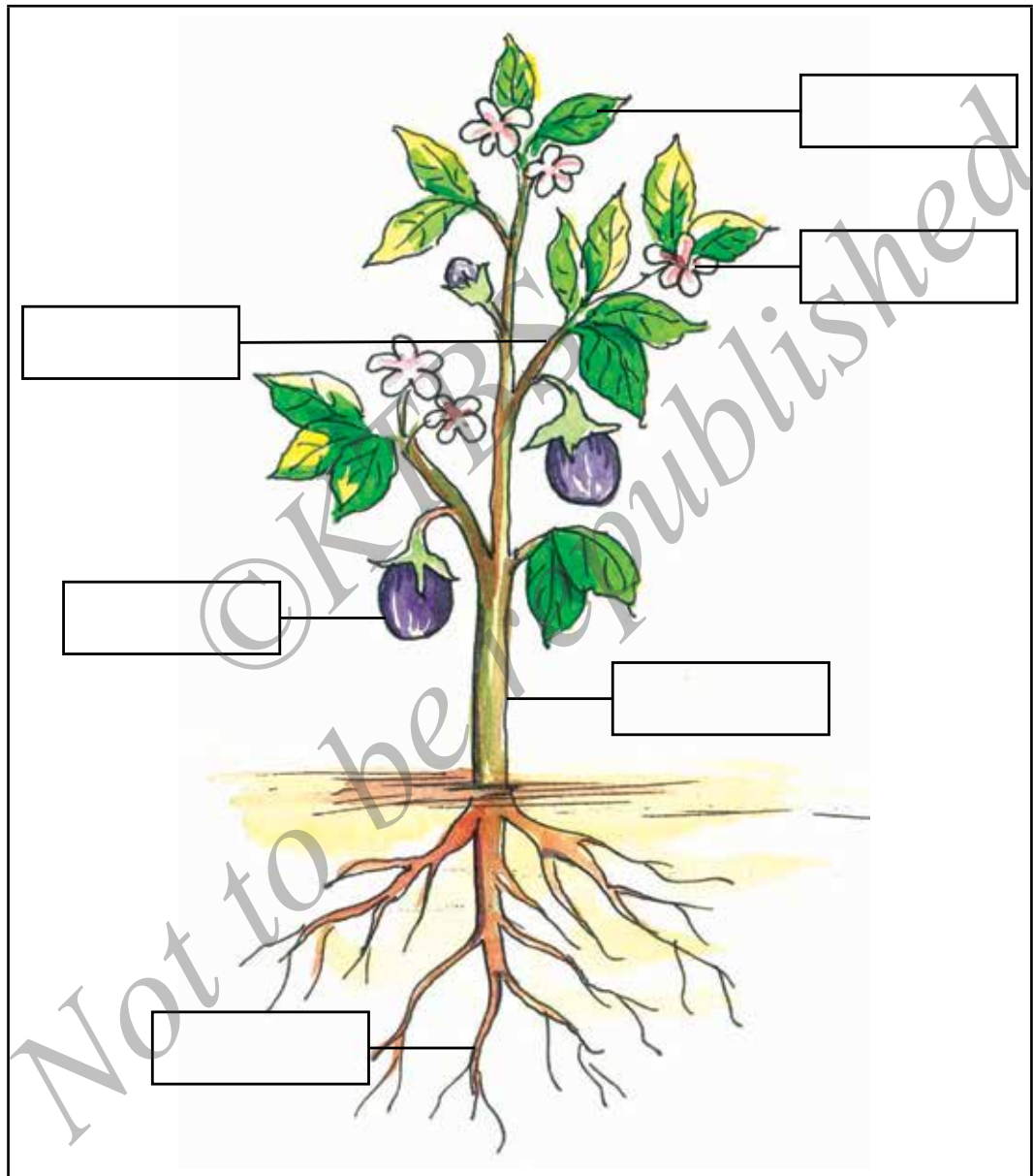
- recognize the local plants and trees.
- name the important parts of plants.
- compare the height of plants, shape of leaves, flowers, colours, etc.

Have you seen these? Identify and write their names.



Name the different trees and plants which you know.

Recognize the parts of the plant that are marked. (Take the help of the teacher / parents) Write their names in the boxes provided.



root, branch, trunk, leaf, flower and fruits are the important parts of a plant.

Write the other parts of the plant which you have identified.

Look at the picture of the plants. Observe and tell whether the size of these plants are the same.



There are varieties of plants around us. The sizes of these plants are also different ?

- Small plants are called herbs.
- Big and tall plants are called trees.

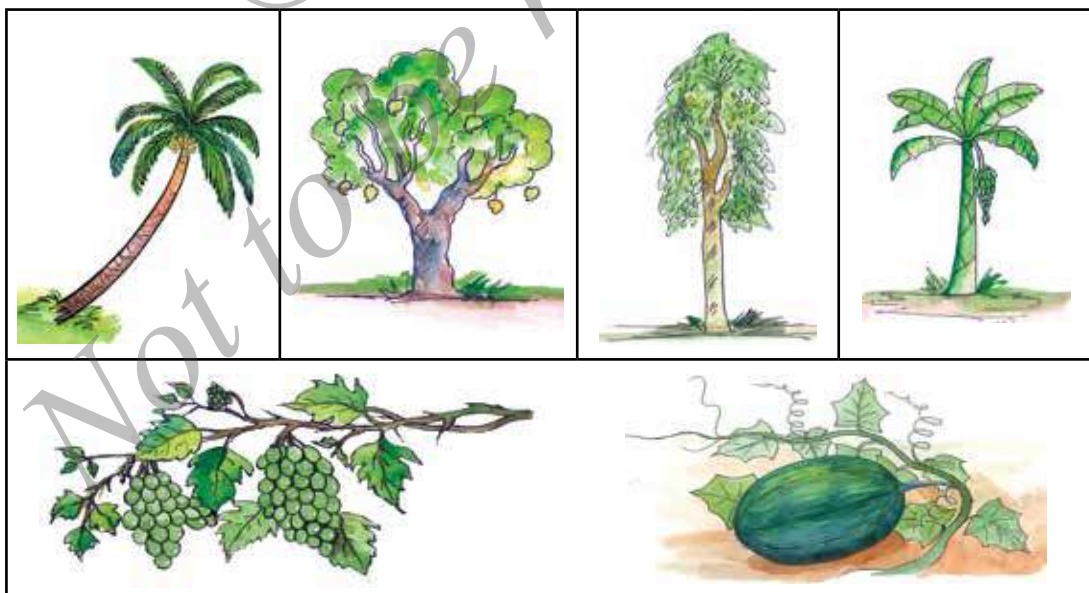
Observe carefully the plants of bitter gourd, grapes and snake gourd. Do they look like trees or herbs ? If no, then what do you call them ?



You might have listened to elders at home talking about bitter gourd creeper, grape vine and pumpkin creeper. Don't these have thin and long stem? Creepers need support to grow. Creepers grow on land. Climbers climb up with some support on to trees, houses, roofs, etc.



Observe the shape of the trunks of the plants and trees in the given pictures. Are they the same?



The shape and size of the trunks of these plants are different.

Write the names of plants you have seen under the following groups.

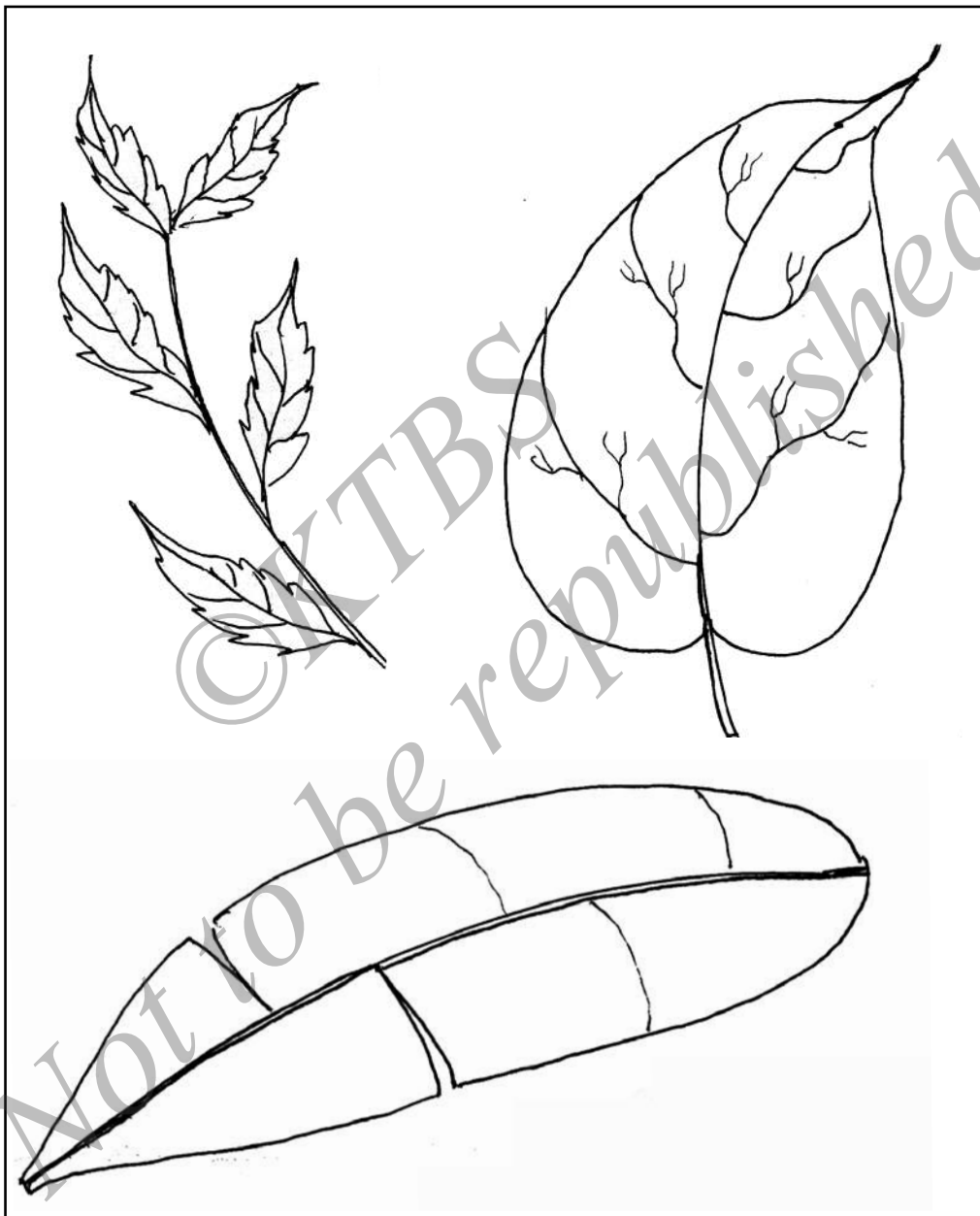
plants	trees	climber/creeper

Observe the pictures of leaves. Do the shape of the leaves look the same?

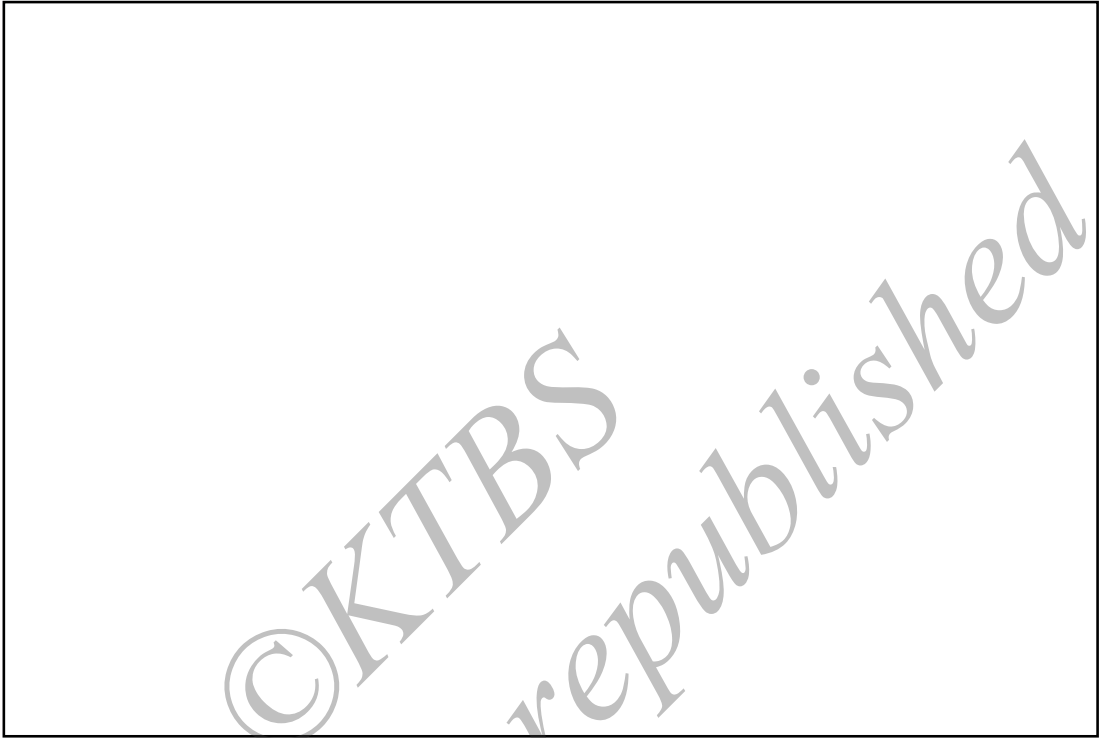


Some leaves are small. Some leaves are big.
Shape of the leaves are also different.
Usually all the leaves are green in colour.

Colour the pictures of the leaves given below.



Collect dry leaves and paste them in the box given. Write their names.



This is a flower garden. Observe the flowers.



If you find these flowers in your locality put (✓) mark.



Answer the following.

- Name the flowers you have seen.
- Name the flowering plants in your garden. Do all the flowers look the same ?
- Name the colours of the flowers in your garden.

**There are different colours of flowers.
They are red, blue, white, yellow etc.,**

Look at the colour of the flowers in the pictures. Write the name of another flower of the same colour.











Sing and Enjoy

Plants, trees and creepers,
Are the different type of plants.
Stem, leaf and flower
Are different parts of the plants.

Mango, Neem and Coconut trees,
Have creepers spread around their trunks.
The rain and wind bow down the trees
But cannot dent their majesty;

Tall and short, thick and thin
Many trunks are there around.
With big and small greeny leaves,
Spread around all of them.

Jasmine, Champa, Sampige
Spread their fragrance here and there,
Red and orange, pink and white
Fill us all with joy so bright.



LESSON – 4

WE ARE FOR YOU

After studying this lesson you,

- identify our dependency on plants for our daily needs.

Observe the picture.



My fruit is very tasty;
My tenderwater so sweet.

Dry leaves can light a fire,
The sticks of leaves make a broom;

My husk can make a mat,
And the rest can make a rope.

Who am I? _____



What does the coconut tree give? Think and write.

_____	_____
_____	_____
_____	_____
_____	_____



Tasty tasty fruit
The raw is cooked
Leaves used for meals
And fibre for clothes
Who am I ? _____



Answer the following .

- Name the plant in the above picture.
- What are the advantages of this plant ?

- Say the names of different fruit trees.
- Ask and know the names of the plants whose leaves are used to serve food.

We get leaves, fruits, firewood, coir etc., from plants.



Name the vegetables and fruits you see in the above pictures.

Write the names of 5 grains, 5 vegetables and 5 fruits that you have eaten.

grains

vegetables

fruits

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

We get grains like rice, dal, wheat, ragi and vegetables like greens, beans, carrot and fruits like grapes, orange from plants.

Sing and Enjoy

Here comes the vegetable seller,
I always look at her with wonder
The many colours of fruits
And many types of vegetables;
Bring a glint to my eyes.
And make my mouth water.
I buy all at them,
To eat and grow stronger.



Here we have a lovely garden
Full of jasmine, rose and lily
Spreading fragrance all over
While the bees and flowers play.



Answer the following.

- Name the flowers used in your house. Why are they used?
- Name the flowers grown in your garden.

**We get different types of flowers from plants.
Flowers are used for decoration.**

Look at the pictures. Have you ever eaten the leaves of this plant when you have got cough or fever?



Sing and enjoy











cough, cough, cough,
I am suffering from cough
With a pain in the chest.
Ah! What a relief
As soon as I had some Tulasi.

Which plants in your house are used for medicine ?
 Know from your elders. Write the names of 5 such plants.

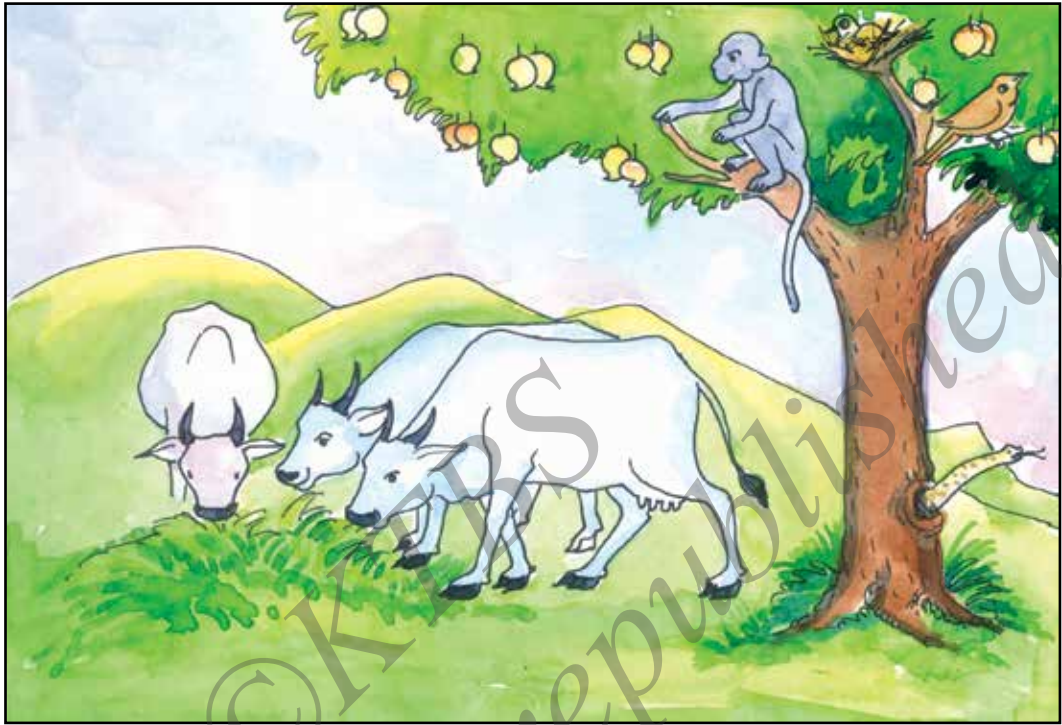
**Many Plants are used as medicines.
 For example : tulsi, lemon, neem etc.**

Consult your elders to know about plants used for different diseases and discuss the same with your friends.

Match these by drawing lines.

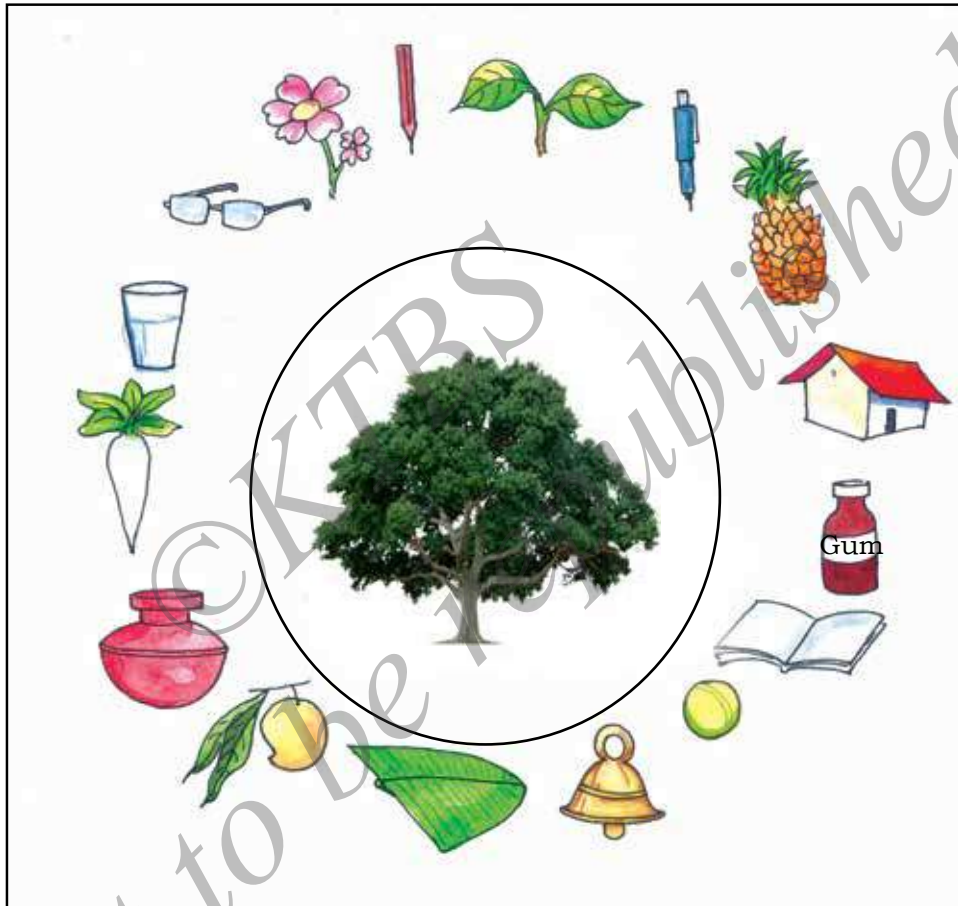
	
	
	
	
	

Observe the picture. Why do animals need plants?



Animals too need plants.

There is a plant in the middle of the circle. A few things that are obtained from plants are given around the circle. Draw lines and match the things that we get only from plants and trees.



We get grains, vegetables, fruits, flowers, coir, medicine, wood to construct houses, manure etc. from plants. Plants provide food, place for shelter etc. to the animals also.



LESSON – 5

PRECIOUS WATER

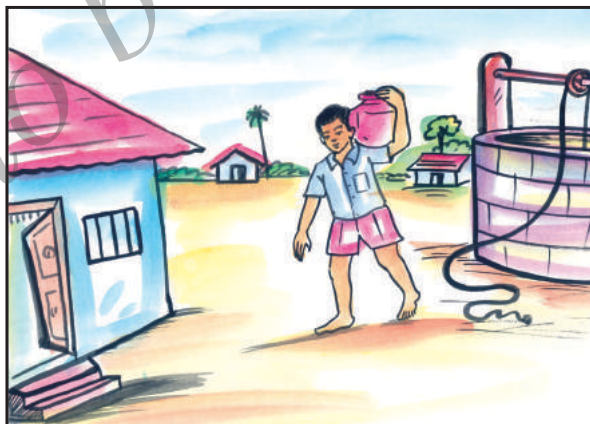
After studying this lesson you,

- recognize the local sources of water.
- understand that pure water is necessary for drinking.
- know about the storage and use of water.
- identify that water is necessary for plants and animals.

You already know the uses of water.

Make a list of different works you do using water in your house.

Look at this picture. Raju is bringing water from the well for drinking purpose.



What is the source from which you get water for use in your house? Observe.

From where do you bring water for different works that you do at home ?





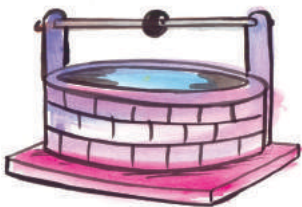









Generally we get water from wells, taps and rivers.

Water sources are given in the following boxes. If you have seen the source, put (✓) mark in the box **seen**. If you are using water from the source for your household work, put (✓) mark in the box **use**. Then mention for what purposes you use water in the box **work**.

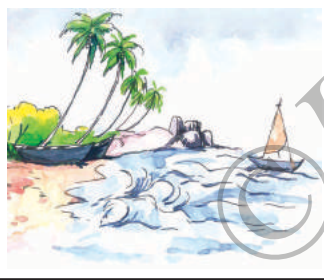
Sources of water	seen	use	work
			
			
			
			

Sources of water

seen

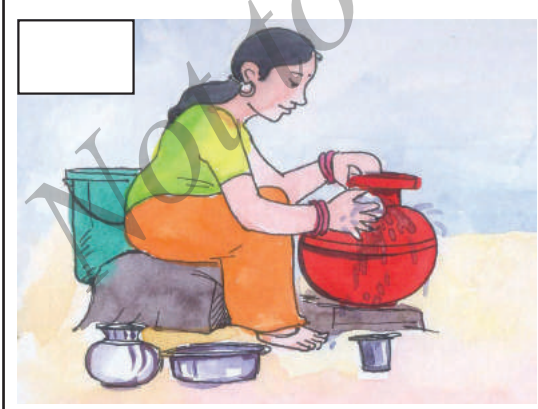
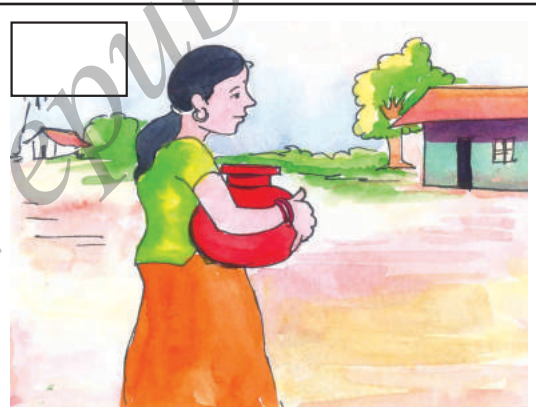
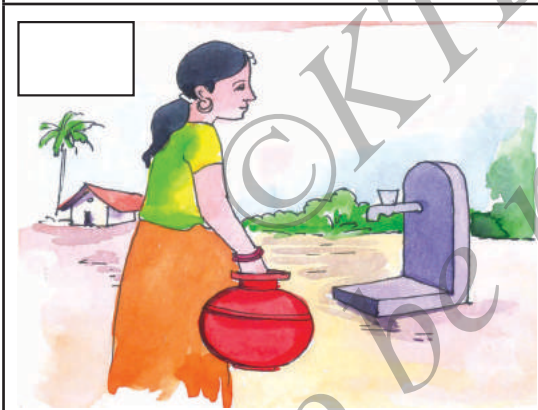
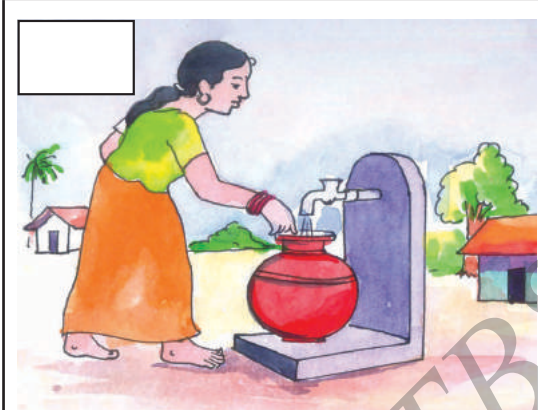
use

work



Write four sources of water in your place / locality / town.

Look at the following pictures. Vanaja is using water for different purposes. There is an order in Vanaja's work. Rearrange the work in the correct order by writing the numbers in the boxes given.



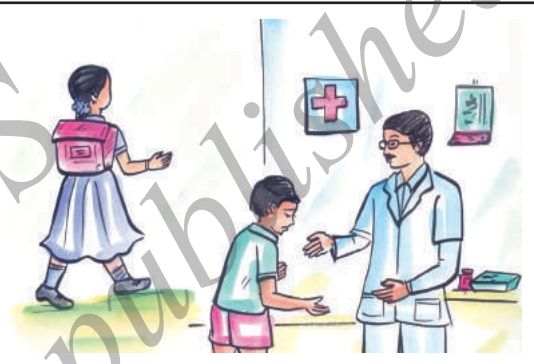
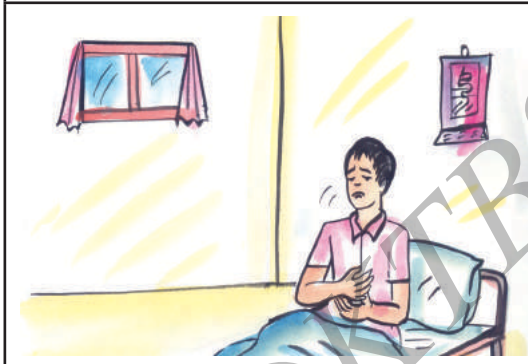
Observe the following pictures. Which source of water do you use to drink. Why?



You have already identified the sources of drinking water in your house and your friend's house. Likewise you have also seen the source of water which is used in your school. Why is only this source of water used in your house or school? Try to know.

Look at these pictures and tell a story.





What did you learn from this story ?

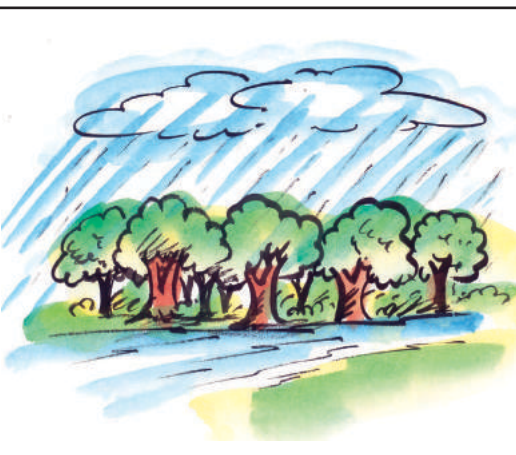
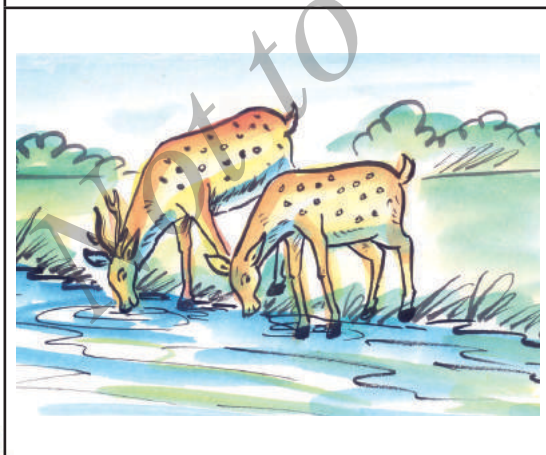
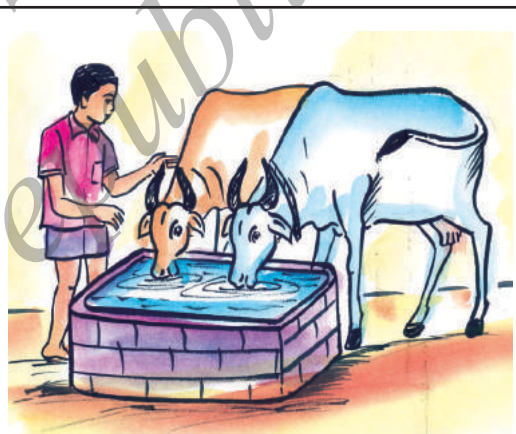
Observe these pictures. Tell what is happening here.

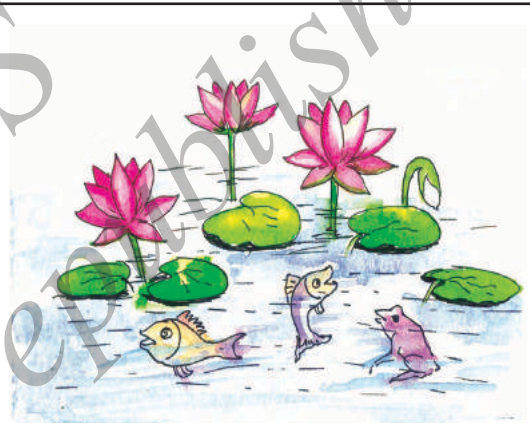


- Drinking water should be clean.
- The utensils used to store drinking water and the tumblers used to drink water should be kept clean.
- Do not dip hands into the container which contains drinking water. Use a cup with a long handle.
- The utensil that contains drinking water should be covered with a lid.
- Drinking boiled and cooled water is better.

Develop these habits and protect your health.

Observe these pictures.





- If you have reared animals in your house, which water do you give them to drink?
- Do you water the plants in your house? What happens if you do not water them?
- Plants and animals too need water, don't they? Some plants and animals live in water.

Human beings, animals and plants need water. They cannot live without water. We should save water without wasting. We should keep the water clean.



LESSON – 6







VARIETIES OF FOOD

After studying this lesson you,

- identify the food items available through plants and animals.
- identify the different food habits at home.
- name the food that we eat raw and cooked.
- name the utensils used for cooking.
- recognize the food of the animals.

You know that food is very essential for us. You eat food everyday. Tell what happens if you do not eat food.

Look at the food grains and vegetables given below. Say where they are got from.

		
RICE	WHEAT	MAIZE
		
JOWAR	DAL	GREEN GRAM



RAGI



MILLET



BEETROOT



BANANA



BENGAL GRAM



CABBAGE



CUCUMBER



BRINJAL



POTATO



SNAKE GOURD



LADY'S FINGER



PUMPKIN



BITTER GOURD



RADISH



GREENS



TOMATO



MANGO



APPLE

Look at the pictures. Say from where we get these items.



EGGS



MEAT



FISH



MILK

Some pictures of food items are given below. Put a dot in green colour for the food we get from plants. Put a dot in red for the food we get from animals.



RICE



FISH



BRINJAL



PEA



MILK



BLACK PEPPER



LADY'S FINGER



MEAT



CHILLY



CURDS



CUCUMBER



GREENS



TEA



MAIZE



RAGI

Write the food items you use at home in the following groups.

food materials obtained
from plants

food materials obtained
from animals

You know that food items are usually cooked before eaten but there are some food items which could be eaten raw.

Observe the pictures.



To be healthy,
it is eaten raw.



It is very tasty,
if it is eaten raw!



It is a little hot.
But people like to eat it raw.
Do you also eat it raw?



If you eat it daily, you
will be healthy!
Do you know this?



You will be happy
if it is in your meal,
won't you?



Everybody likes it,
it is very tasty.

Name the food item you eat raw.

Name 5 food items which you eat raw and 5 cooked food items you eat.

Food items which you
eat raw

Food items which you
cook and eat

1.

2.

3.

4.

5.

Which is your favourite food among the ones you have mentioned above? Why?

**It is good for health to eat vegetables like
carrot, radish and cucumber raw.
But they should be washed neatly before eating.**

**Collect small pictures of different food materials.
Classify them and paste them in the space provided.**

Food materials obtained from plants	Food materials obtained from animals



Kamala and Raju have their breakfast before coming to school. They have lunch in the afternoon along with their friends. They eat fruits after going home from school. Then they engage themselves in studies. All the members of their family sit together and have dinner.

Answer

- Write the food habits of your family in two sentences.

1. _____

2. _____

- Name three dishes that are prepared in your house.

1. _____

2. _____

3. _____

- Where do you have your lunch? With whom do you eat? What do you eat?

- With whom do you have dinner? What do you like to have for dinner?

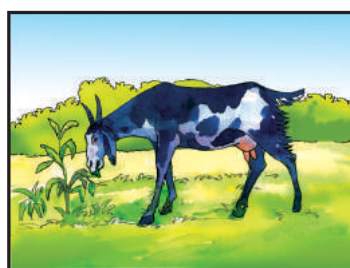
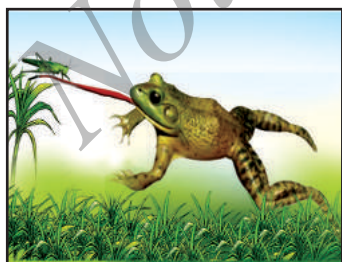
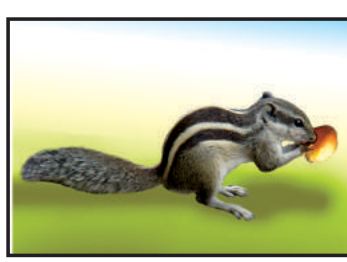
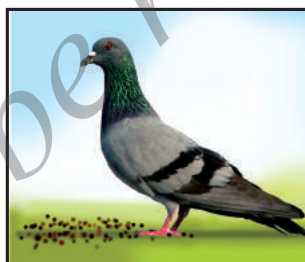
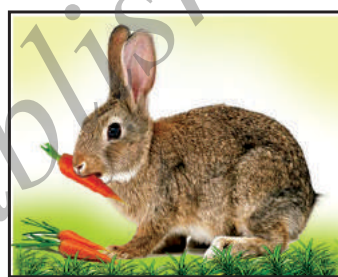
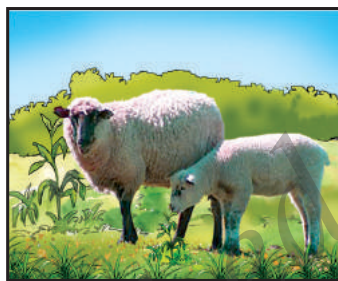
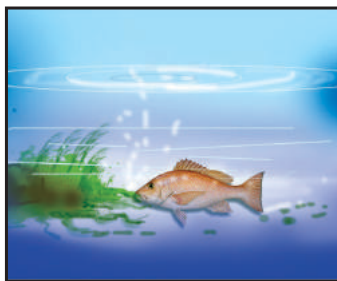
- Do the members of your family and you have the same food habits? Are they different? If they are, how and Why?

Which utensil is used to cook food in your house ?

In this picture different kinds of utensils used for cooking are shown. Put (✓) mark for the utensils you use in your house.



Observe the following animals and their food. Discuss with your friends.



Some animals eat only food that they get from plants.

Example: deer, rabbit, sheep, parrot etc.

Some other animals eat other animals as their food.

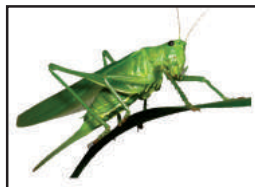
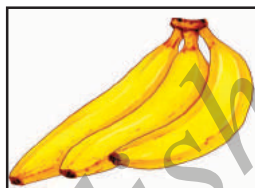
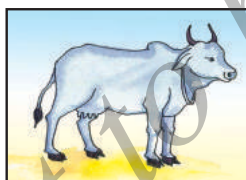
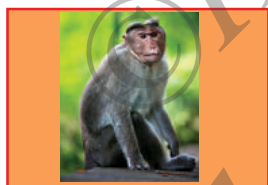
Example : tiger, lion, vulture etc.

Salim has reared a cat at home. The cat comes near him mewling when Salim has his dinner. Salim gives milk to the cat. He knows that the cat is hungry.

Aren't there many animals around you? Make a list of the food they eat.

Name of animals	Food

Here are pictures of animals and the food they eat.
Match them by drawing lines.



Develop the habit of feeding birds with grains.

LESSON – 7

WE NEED A HOUSE

After studying this lesson you,





- recognize the need for a house and understand the need for living together .
- understand the different portions of a house.
- recognize the different types of wastes/garbage produced at home and know the correct way of disposing them.
- identify the situation around the house using words/ phrases like behind, in front of, left and right.

Answer.

- Where do you live?
- Name the members of your family.
- Do you have any domestic animals in your house?
- Where do they live ?

**We need a house to live.
Animals also need a house to live.**

Match the animals with their dwelling places by drawing lines.

Animals	House
	
	
	
	
	

We all need a house to protect ourselves from cold, wind, rain and the sun.



Answer.

- Who are the persons living in the house given in the above picture?
- What are they doing ?
- What work do you do at home ?
- Mention the different types of work done by different members of your house.

**Usually the members of a family live together in a house.
Every member of the family shares the work at home.
Members of the family help each other.
There is happiness in living together.**


Here is a picture of a house. Write the names of the portions of the house that you know in the space provided.



Answer.

- How many doors does your house have?
- How many windows does your house have?
- Name the different parts of your house.

Picture Story

Arun got up in the morning and went to the  to wash

his hand, legs and face. Later mother called him to the 

and gave him milk to drink. In the  father was assisting

mother in cooking. In the  Arun's brother was

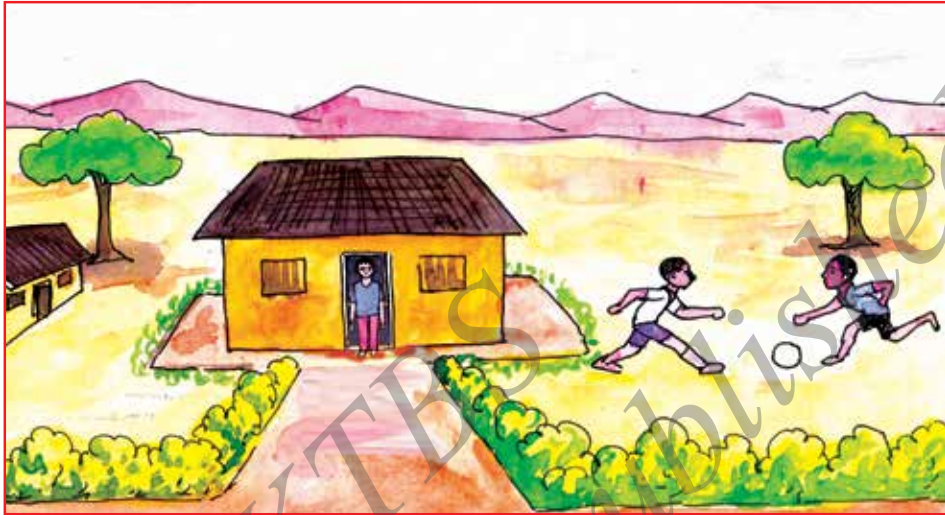
watching the television. His sister was reading in the 

Grand mother was sleeping in the .

Write the answer in the box given.

- Where do you sit for studies in your house?
- In which room of the house do you sleep?
- In which room do you have food in your house?
- What do you call the room where you sit and chat with your family members in your house?
- Where do you wash your hands, legs and face?

**There will be separate rooms in some houses.
Some houses will have a big hall.
The different rooms are used for different works.**



**This is Peter's house. Peter is standing at the door.
What is there in front of, behind, left and right of Peter's house? Identify and write them in the space provided.**

- There is a _____ in front of the house .
- There is a _____ on the left side of the house.
- There is a _____ behind the house.
- There is a _____ on the right side of the house.

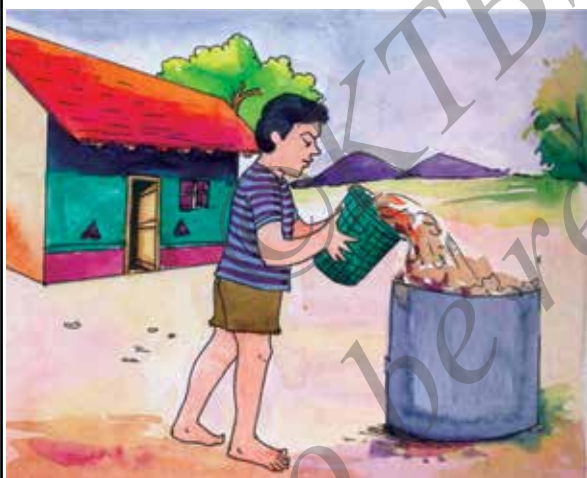
Observe around your house. Write the answers in the space provided below.

- There is a _____ in front of the house.
- There is a _____ on the left side of the house.
- There is a _____ behind your house.
- There is a _____ on the right side of the house.

This is Rama and Ravi's house. Identify the waste.



Put the peels of vegetables, fruits, flowers, leaves and greens into a dustbin.



Put all the dry wastes like paper pieces, plastics, chocolate covers, etc into an another dustbin.

Answer.

- Where is Rama putting the vegetable waste?
- Where is Ravi putting plastic and paper waste?
- Name the waste you find in your house.
- What do you do with the waste in your house?

Do this.



Put all the peels of fresh vegetables and fruits into a dustbin. Prepare manure and put it to the plants.

Keep your house neat and clean. Don't throw the waste on the street.

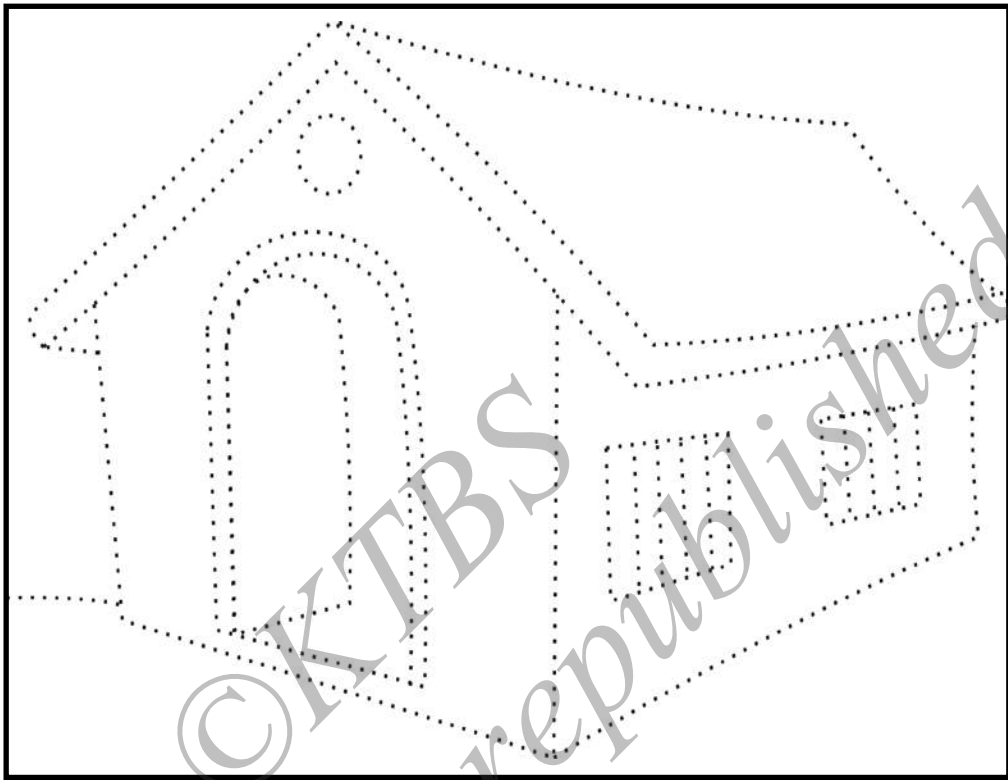


Give dried waste to the person who collects waste things.

Here is the picture of a house. If you want to live in this house, what changes will you make? Write the changes in the space given below.



Join the dots and Colour it with the colours of your choice



Prepare a house using mud, thermacol, card board etc.,
Show different rooms of the house.

Sing and Enjoy

Home, sweet home,
Where colourful flowers bloom,
Home, sweet home,
Beautiful and cool is my home,
Wonderful and clean too
Home, sweet home!



LESSON – 8

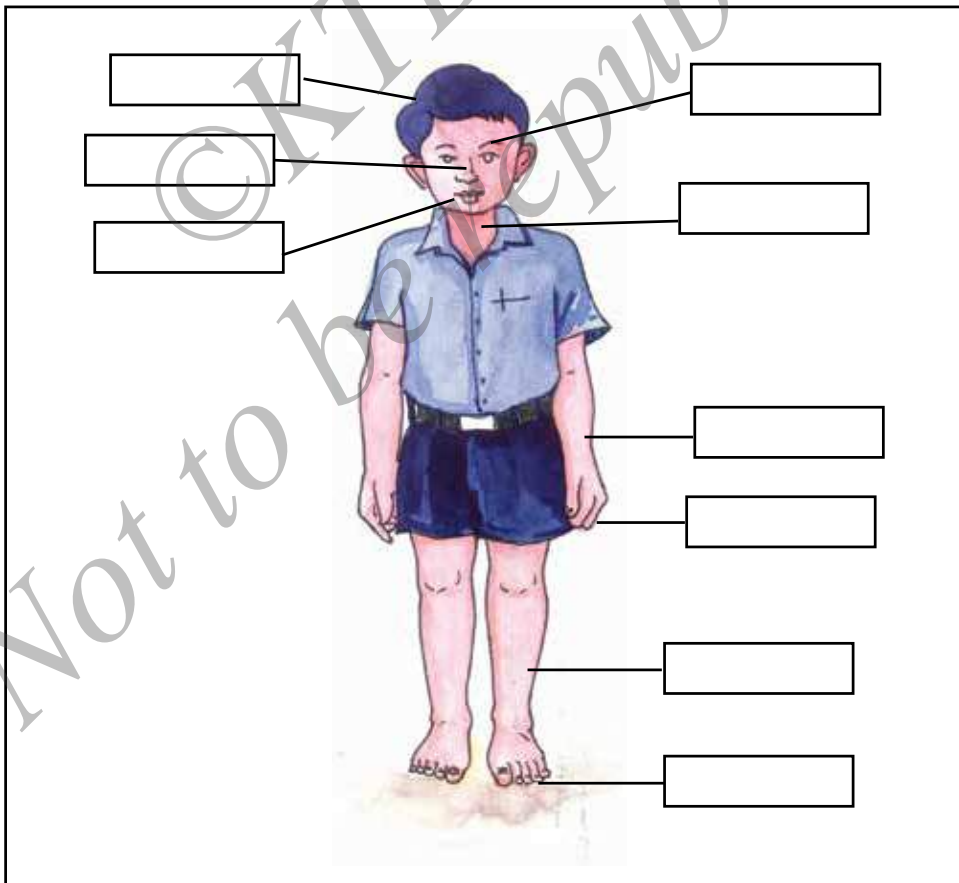
ORGAN - HEALTH

After studying this lesson you,

- identify the parts of the body and learn about their work.
- know the need of personal cleanliness for good health.

See yourself in a mirror. Which parts of your body can you identify ? Name them.

Look at the picture given below. Write the names of the parts of body in the given boxes.





Play a game.

Divide yourselves into two groups. Let the members of one group show a part of the body. Let the other group say the name of that part of the body. Let the game continue in the same way.

Here are some pictures. Parts of a body are also mentioned. Which part of your body do you use to perform the activity that is in the picture. Put (✓) mark.

Work	mouth	eye	ear	nose	hand	leg
						
						
						
						

work	mouth	eye	ear	nose	hand	leg
						
						

Who am I ?

Solve this riddle with the help of teachers or elders.
Write the answer in the given box.

I am black, but not a crow

I am white, but not butter

I have water, but not a well

I have lids, but not a vessel

Who am I?



Eyes help us to see.

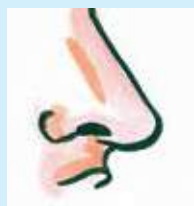
Avoid dust from getting into your eyes.

Don't rub eyes when dust falls into it.

Show it to your elders.

I have two holes,
I help you smell,
Without me you cannot breathe.

Who am I?



**Dust enters our nose when we walk outside.
Hence clean your nose every day. Don't put
sticks or pencils into the nose.**

You need me to talk,
You need me to eat,
Without me, you cannot even laugh.

Who am I?



**Clean the mouth with water as
soon as you get up in the morning,
before and after every meal.**

In a little crooked well,
Without any water though
I am always there to help you
Listen to a lesson or a song.
Inserting sticks or chalkpieces
Will only hurt you definitely

Who am I?



**Don't put sticks, crayons, pencils,
sharp things, etc into the ear.**

Why do you close your ears when there is a loud sound
while bursting crackers ?

To write, hold, show and give
You need my help and ever will;
You cannot take a morsel though
to your mouth without my will.

Who am I?



There are fingers in a hand.
Observe their shape.
Know the names of five fingers.
Cut your nails once a week.
Wash your hands before and after eating.

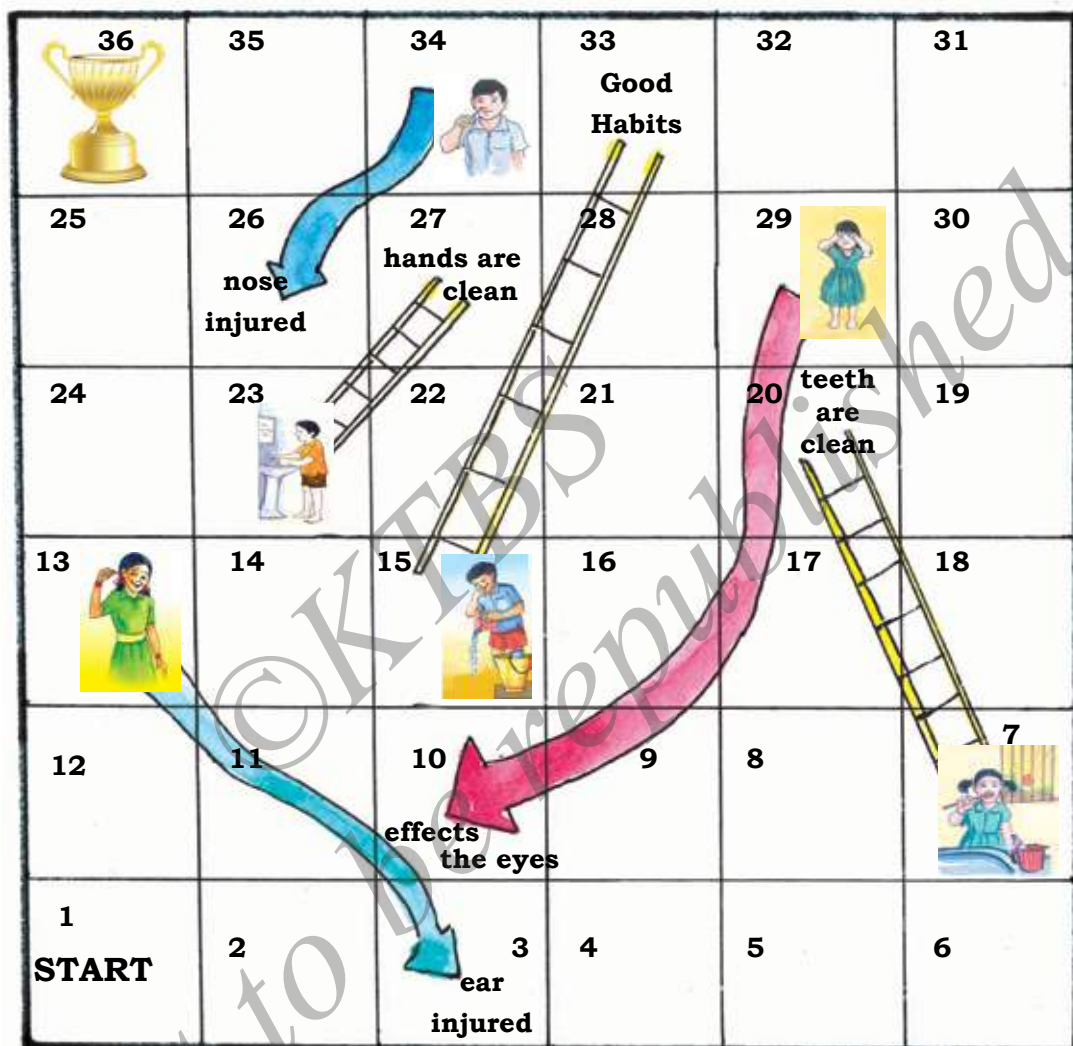
Jumping, skipping, running and hopping
I take you to the school for sure;
I help you work and also play,
You dance and learn because I'm here.

Who am I?



There are toes in our legs.
Observe that the shape of fingers and
toes are different.
Is it possible to walk with one leg?
Try.

PLAY - GAME.



Play like this.

- Use dice to play.
- Minimum of two players are required.
- When you come to the house of ladder you go up. Why?

- When you come to the house of an arrow you come down. Say why?
- The person who reaches the house 36 wins the game.

Shalini and Pawan are children studying in second standard. The work they do is given in the following pictures. Observe them.



Gets up early and brushes teeth.

Goes to the toilet.



Washes hands with soap after using toilet.



Takes bath everyday.

Wears clean, washed clothes and combs hair.



Washes hand with soap before and after taking meals.

Drinks clean water.



Trims nails once in a week.



Washes hands, legs and face as soon as he comes from school.

Reads lessons daily .



Sleeps in a well ventilated room without covering the face.

These are the habits of healthy children. You may already have such habits. Know that it is necessary to develop good habits to be healthy.

Write your daily habits in the following circle.

Morning

Afternoon

My habits

Night

Is there any difference between your habits and habits of Shalini and Pawan. If you do not have these habits, develop them.

Cleanliness of the body is health. Health is wealth.



LESSON – 9

MY SAFETY

After studying this lesson you,

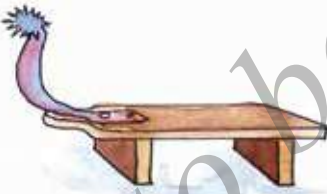
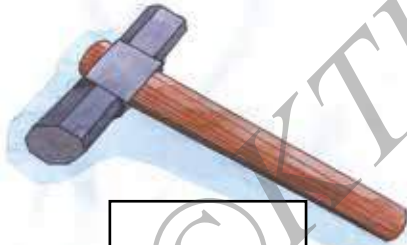
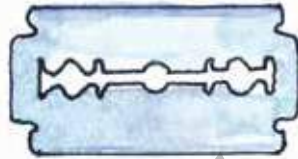
- develop personal safety habits in local environment and simple methods of safety.



Look at the pictures above.

Say why the girl's finger is wounded.

These are the pictures of some of the things which are used commonly in our houses. Write their names in the boxes provided. Have you ever tried to use these things? Why?



Explain these pictures.

Can you see children getting hurt in these pictures below? Why are they getting hurt? Have you ever done anything so careless before? How will you protect yourself from such dangers?





We should not use a knife, a pair of scissors and a saw without the help of elders. If we follow the advice of elders, we will never be in danger. Learn to use these things carefully with the help of elders.

- Don't throw pieces of bangle, blade, glass pieces in the playground or in your classroom.
- Take the guidance of the teachers in the school when you are using a knife or a switch.
- Make sure that there are no sharp things like pieces of glass and waste things on the playground while you play.
- There will be students who are younger to you. Be cautious and see that they are not in danger.

You may come across some danger even when you are out of your house. Learn to be careful.

Look at the given pictures. Put a (✓) mark for correct actions and (X) mark for the incorrect actions. Discuss the reasons with your friends.

	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
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LESSON – 10

OUR PROPERTY

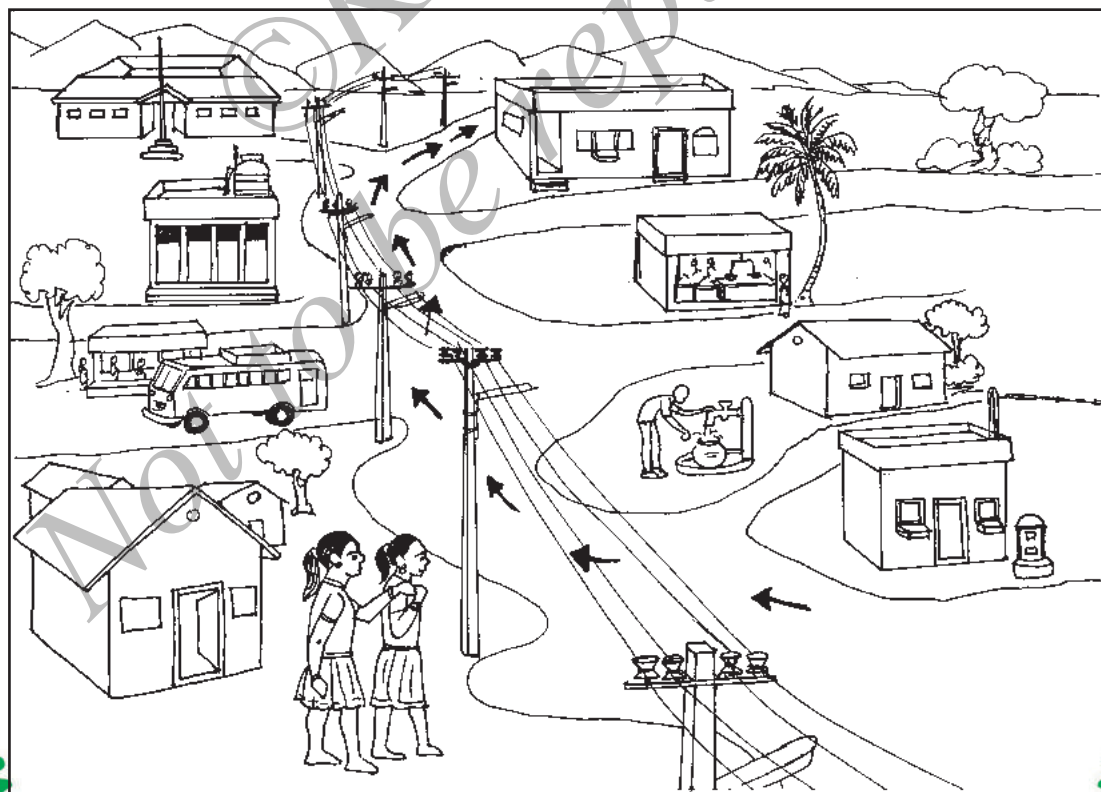
After studying this lesson you,

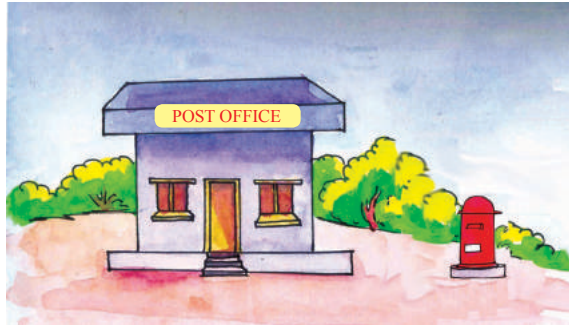
- identify public property and know about the need and requirements from elders.

Look at the picture. Observe where Sujatha is standing. This is Sujatha's house. The school is far away from her house. Everyday Sujatha goes to school with her friends.

What places does Sujatha come across while going to school? Go with Sujatha and find out. Sujatha will tell you about them.

Start from the arrow mark.



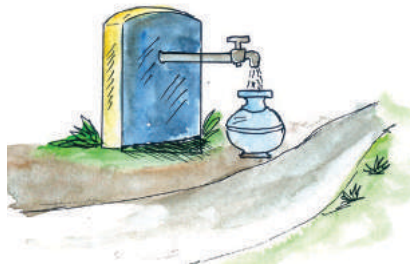


When I leave my house to school, first I see a post office. We send letters to friends and relatives who are in different places.

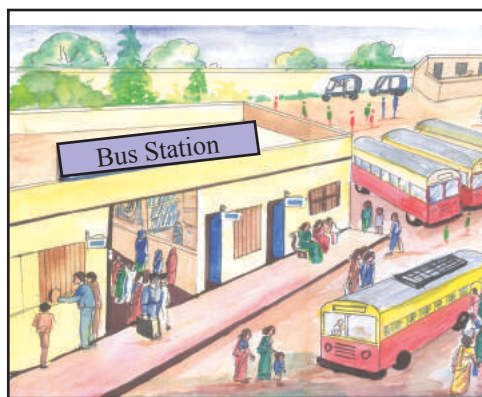
Visit the post office in your town / village to know the work of a post office.



Here is a street light. Don't people need light to walk during night ? That's why they have erected street lights at short distances.



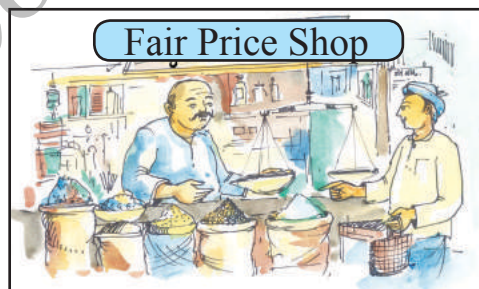
This is a public tap. Anybody can collect water from here. Don't damage the taps. Don't spill water unnecessarily.



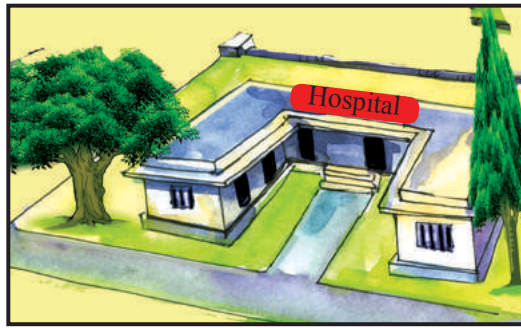
A bus station is the place where buses move from one place to the other, come and halt. Visit the bus station of your village/town/locality and know about cleanliness.



This is a toilet. It is for the use of the public. Toilets are built in public places in towns / cities. Try to understand why we need these. Do not urinate in public places. Develop the habit of using toilets.



This is the fair price shop of a town. Rice, wheat, sugar and oil are available at a low price in this shop.



This is a hospital. Hospitals are required to take care of sick people. Tell, when you have been to a hospital.



We have to pass through the park to reach my school. There are variety of plants, trees and creepers in the park. We can see birds and butterflies flying. There are stone benches to sit. It is a beautiful park.



This is my school. It is big. There are eight rooms. There is a play ground to the right side of my school. My friends and I clean this. I like my school very much.

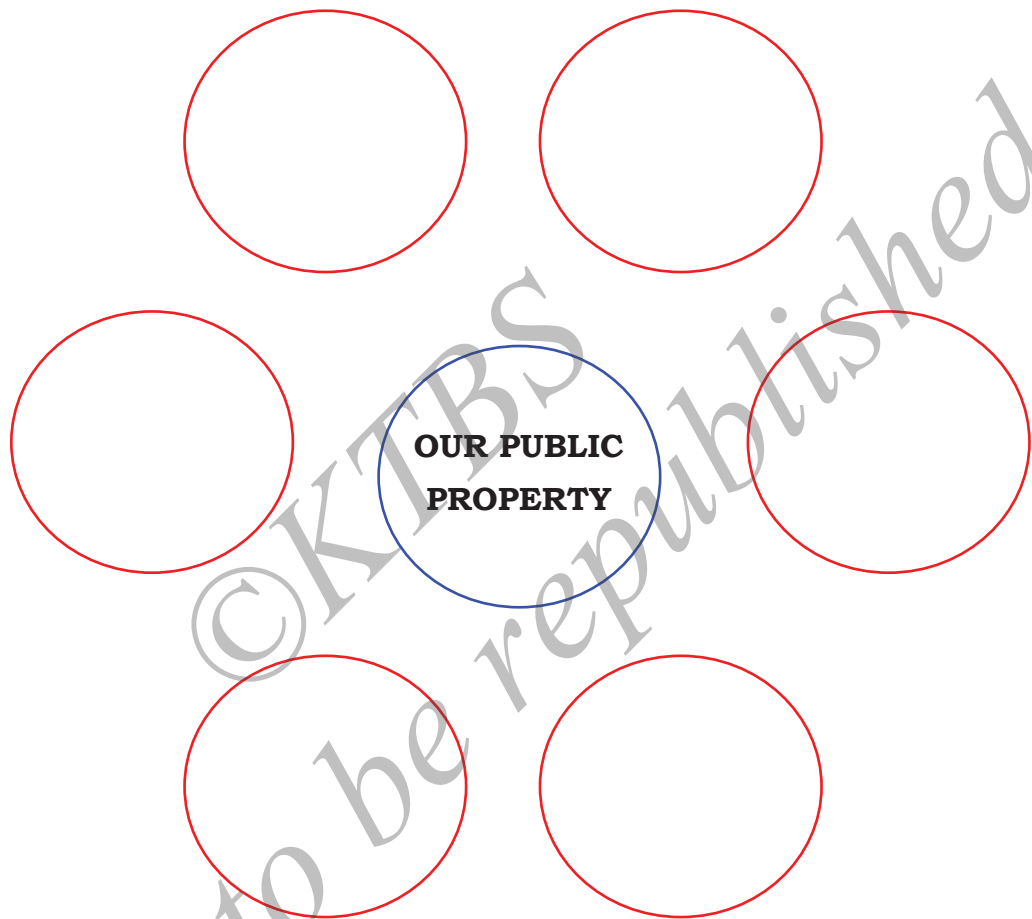
Say two sentences about your school.

What did you see while going from Sujatha's house to her school ? Write in the following table.

Sl. No.	Places seen	If these are in your locality put (✓) mark	If these are not in your locality put (X) mark
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

To help people, we have schools, post offices, hospitals, fair price shops, toilets, bus stations, street lights, street taps, etc. These will fulfil our needs. These are our property. So they are public property.

Name the public property that are in your locality in this circle. Try to know the use of each of them from your teachers and elders.



The property used by all the people in a town/village is called public property. We all have the need of these facilities. We should not destroy public property but safeguard them. We should not damage taps and street lights. We should keep the public toilets clean. We should not litter in the public parks.

Answer in a sentence :

1) From where do you get postal letters?

2) What is the use of the hospital in your village / town?

3) What is the name of the place where buses halt?

4) What do you do to make your school look beautiful?

5) What is the need of public taps?

Public property is our property.



LESSON – 11

TRAVEL

After studying this lesson you,

- classify the means of transport as fast moving and slow moving vehicles.
- identify land ways, water ways and air ways.

➤ How do you come to school?

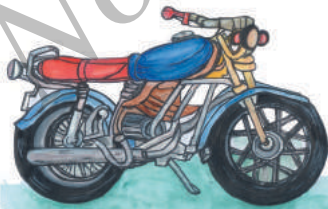
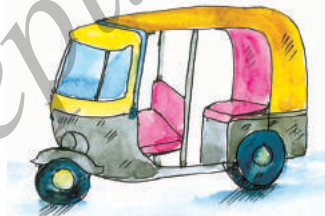
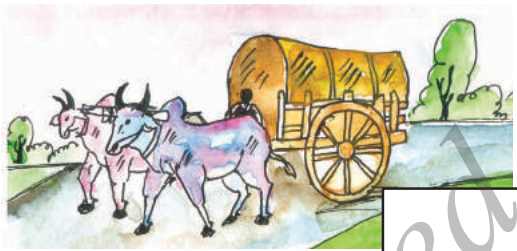
➤ How do you go when you want go to other places?

Things that carry people and goods from one place to other are called vehicles.

Write the names of the vehicles you have seen.

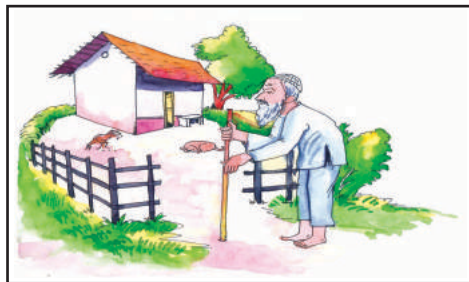
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Write the names of the vehicles in the boxes which are in the pictures below.

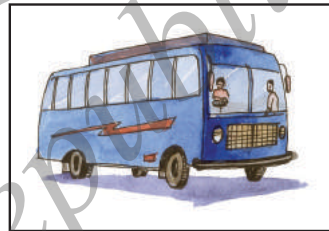


List of vehicles are given below. Some move slow and some move fast. Put (✓) mark in the right column.

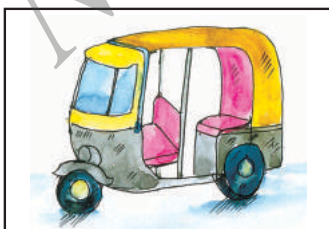
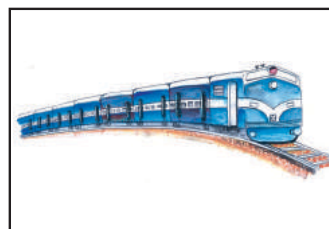
Sl. No.	Name of the vehicles	Moves slow	Moves fast
1.	cycle		
2.	bullock cart		
3.	bus		
4.	train		
5.	aeroplane		
6.	lorry		
7.	horse cart		
8.	motor bike		
9.	auto rickshaw		
10	boat		



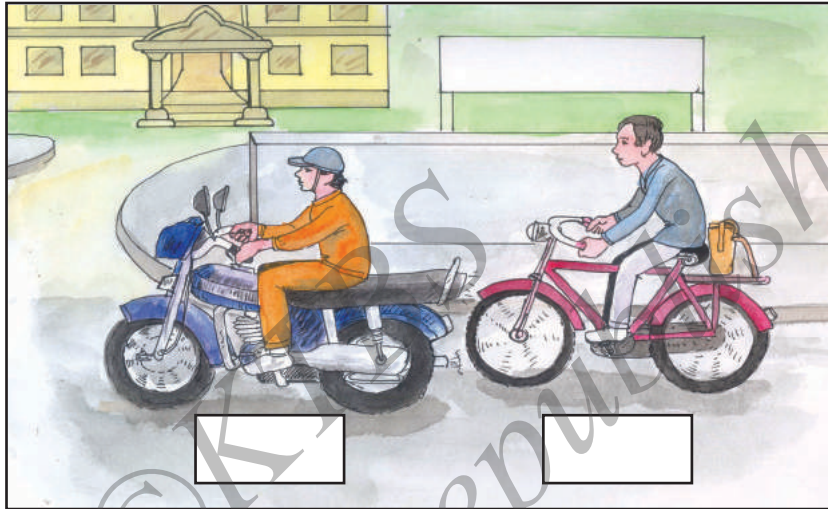
Rahim's home town is Karwar. His grandfather's house is in Udupi. He will be now leaving to his grandfather's house. In which of the following vehicles should Rahim travel to reach his grand father's home early? Put (✓) mark against that vehicle.


☐

☐


Which vehicle is better for Harini to travel in to go to her grand mother's house from Shivamogga to Tumakuru ? Put (✓) mark against the correct vehicle.


☐

☐

Ramesh and John are neighbours in Kalaburagi. They work in the same office. Every day Ramesh goes by a cycle and John goes by a motor bike. Both of them leave their houses at the same time. Which of them reaches the office earlier ? Put (✓) mark in the space provided.



Answer.

- Write any four vehicles that move on land.

--	--	--	--

- Have you seen the vehicles that move on water ? Write their names? Have you travelled in them?

--	--	--	--

- Do you know about the vehicles that move in air ? Write the name of a vehicle.

--

Names of some vehicles are given below. Write where they move in the following table.

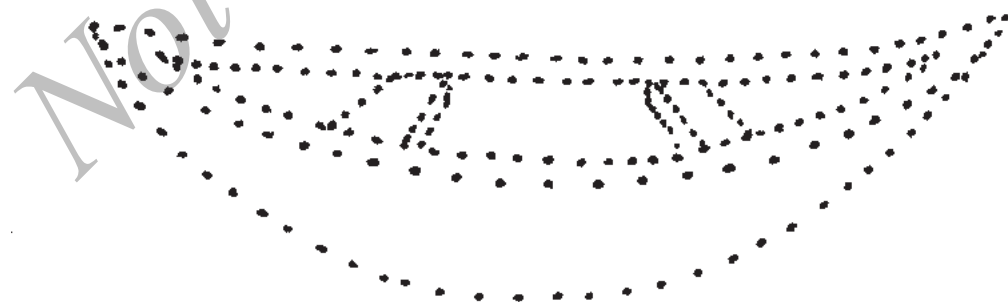
lorry, bus, cycle, boat, aeroplane, car, bullock cart, ship, helicopter, horse cart, motor bike, steamer, yacht.

Sl. No.	<i>vehicles that move on land</i>	<i>vehicles that move on water</i>	<i>vehicles that move in air</i>
1.			
2.			
3.			
4.			
5.			
6.			

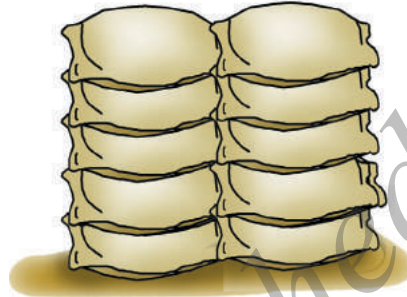
- The system of vehicles that move on land is Land Transport.
- The system of vehicles that move on water is Water Transport.
- The system of vehicles that move in air is Air Transport.

Colour these.

Join the dots and colour. Recognise the vehicles.



Vehicles and their uses are given in the following pictures.
Draw lines to match these.





Some pictures of vehicles are given above.

Mark with ○, if the vehicles that carry people. Mark with □, if the vehicles carry luggage. Mark with △, if the vehicles carry both.

Join match boxes to make a train.

Prepare an aeroplane with paper and fly it at home.

Who am I? Solve the puzzle.

I can fly, though not a bird.
I do shine, but I'm not a star,
Though I have wheels, I'm not a car,
I'm very fast, but not a cheetah.

Who am I ?

I cannot run on the road,
I cannot fly in the air.
I run at lightening speed,
And make a "Chuku Buku" sound.

Who am I ?

Look one and all, how I play
And sail on water everyday
No wings to trouble
And no problems I have.

Who am I ?






LESSON – 12

MY FAMILY

After studying this lesson you,

- recognise diversity in families.
- understand family as one of the supportive systems.
- understand that we are like others but are different from others.

Observe the following pictures. Count the members in each family and write.

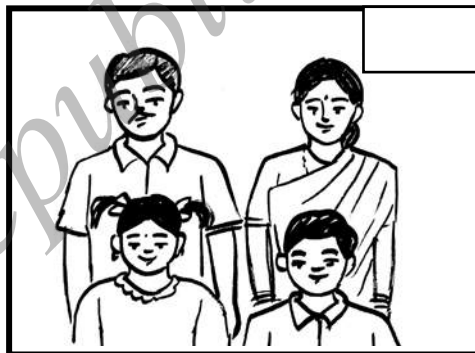
Sl. No.	Picture of the family	Number of members in the family
Family 1		
Family 2		
Family 3		

Family
4



- Which family has the least number of members?
- Which family has many members ?
- Mention the number of members in your family.

Observe the following pictures. Indicate the family that has the least members with (✓) mark.



Fill in the blank.



Mine is a _____
family.

**A family with least members is called a small family.
A family with many members is called a large family.**

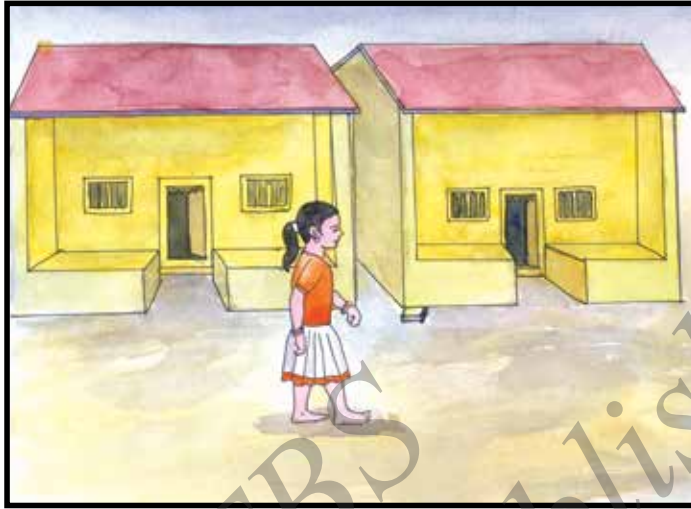
There are six members in Vimala's family. Grand mother, grand father, mother, father, brother and Vimala.



Observe the picture of Vimala's family. Tell what is happening here. Who helps you to do your work in your house?

Members of the family help you in playing, studying and doing work. All need family members.

Observe the pictures.



Answer

- What is Vimala doing ?
- Who is helping her?
- Do your neighbours help you in your work ?
- Do you help your neighbours ?

Develop the habits of helping neighbours.



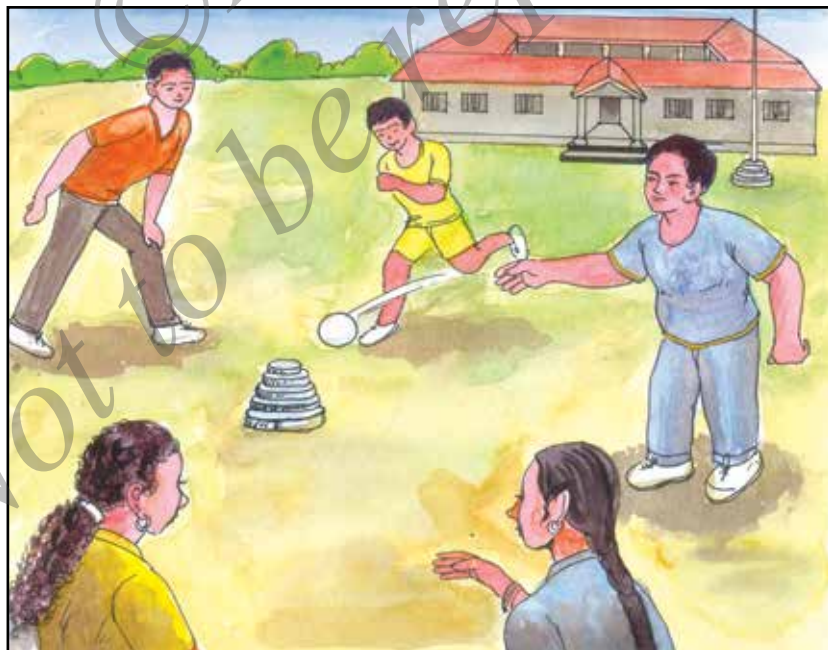
Observe the above pictures. Colour the circle with the colours mentioned.

- fat person - red colour.
- curly haired person - black colour.
- lean person - blue colour.
- short person - green colour.
- person with long hair - orange colour.

Write the names of your friends and mention their physical appearance in the given columns.

friend's name	colour	height tall - short	fat-lean	hair straight/ curly	hair long/short

Compare your physical appearance with your friend and find the differences. Discuss with your friend.



In the picture Janaki, Faridha, Saleem, John and Ramesh

are playing.

They all look different. They all come to school together. They wear school uniform. All study together and enjoy. They are friends. They love and help one another.

Don't you and your friends look different ? Don't you play and study with your friends ? Don't you help others and live together with love and affection ?

Sing and Enjoy

Though I am tall and you are short
And of different colours we are,
We sure are friends
And study together in school.

Black and brown are our eyes,
Long and short is our hair
Nose and ears are different too,
But still we are friends.

We may be different
For others to see,
But we'll still love to play
Together for ever and ever to be.

LESSON – 13

FESTIVAL

After studying this lesson you,

- report about the participation in a function of your family and relatives.

Observe the following pictures. Write the names of the celebrations in the boxes.



See the pictures of Rita's birthday and tell a story.



Answer

- What celebrations are observed in your house ?
- Which festivals are celebrated in your house?
- Tell two sentences about a festival or celebration that took place in your house.
- Have you attended any celebration held in your friend's or relative's house ?
- Name such celebrations.

Observe the following pictures. Do you know which festivals these are ? Write their names in the space provided.



The festival of lights is **Diwali**. Hindus celebrate this festival with pomp and show. All the members of the family wear new clothes. They prepare variety of sweets and eat. Lamps are lit at home and crackers are burst.



Id-ul-Fithr, celebrated at the end of Ramzan month is an important festival of the Muslims. This festival is celebrated after one month of fasting. All the members of the family distribute sweets and greet each other.

Christmas is the birthday of Jesus Christ. Christmas is celebrated on 25th December. It is celebrated with joy and happiness. They wear new dresses, distribute cakes and wish every one **Merry Christmas**.



Look out the following pictures. Put(✓)mark if you have participated in these celebration.



Look at the following pictures and write the name of the festivals these pictures represent.



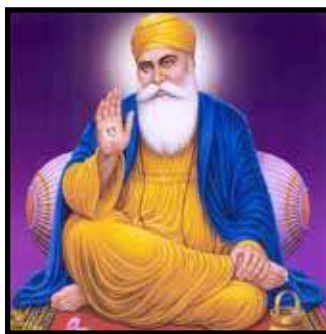










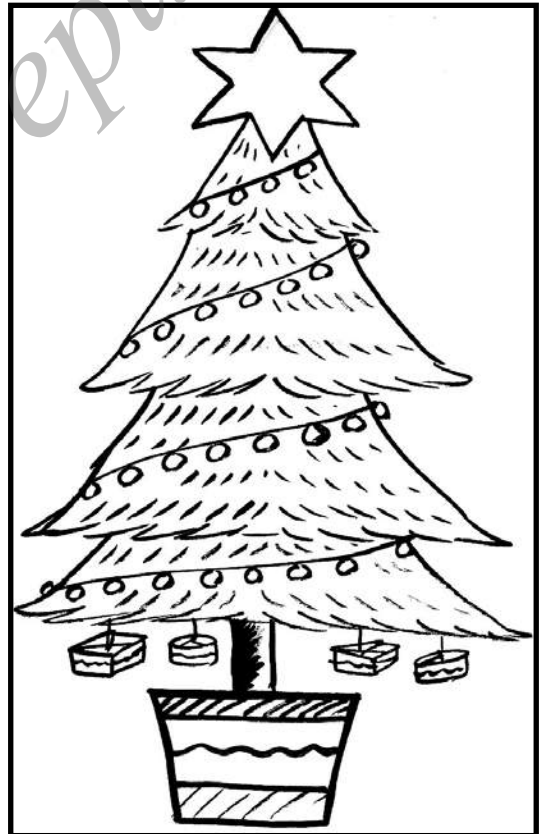


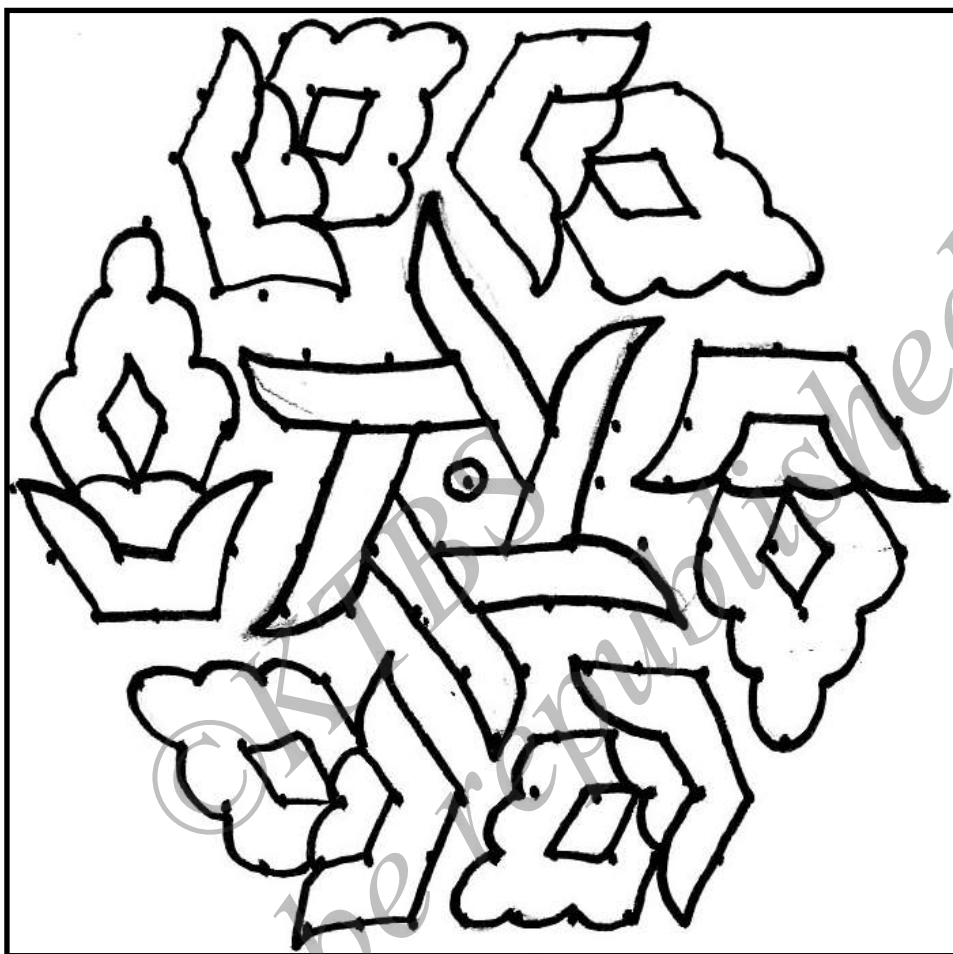
Say the names of the festivals you celebrate in your school. How do you and your friends participate in school functions?

Give the details of a school function you liked the most.



Colour the pictures.





Learn to draw varieties of rangolis.

Observe elders colouring rangolis.

Observe how the members of your family decorate the house for functions and festivals. You try to learn.



LESSON – 14

CARING SENIORS

After studying this lesson you.

- develop the attitude of helping patients and elders.



Answer.

- Why was grandmother sleeping?
- How did Raju help grandma?
- How do you help your father, mother, grand mother and grand father?

Look at the following pictures. Say what the children are doing?



Observe the following pictures. Put (✓) mark for the correct action and (X) for the incorrect action.


☐

☐

☐

☐

☐

☐

Observe the following pictures. What will you do in these situations?



Sing and Enjoy

While elders need our help and love
The sick need our care
You must learn to help and care
Always be compassionate and fair.

We should respect elders.

**We should look after aged people and patients
with love and care.**



LESSON – 15

HELP AND CO-OPERATION

After studying this lesson you,

- Identify different kinds of work done by different members in a house.

This is Ramu's house. Observe the work done by the members of Ramu's house.



Observe the pictures given above. Statements relating to work in progress are given. Write who are doing them in the space provided.

- watering the plants
- picking flowers
- combing hair
- arranging the books

Remember the activities that take place in your house from morning till night. Tell who does a particular work in your family.

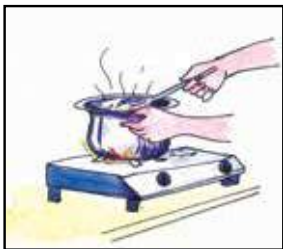
This is Mamatha's house. Her father mother and brother live here with her. This picture shows the chores that are done in Mamatha's house.



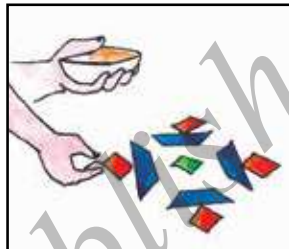
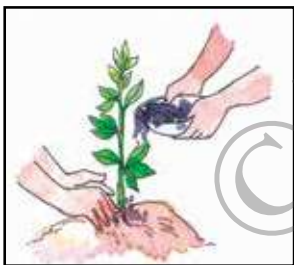
Answer.

- Say, what chores are in progress in Mamatha's house?
- Who is doing these chores?
- Think, what happens if all the work is done by one person?
- Name the chores that all the members of the family join together to do.
- What are the advantages of doing work together ?

Put (✓) mark for the work you do at home.


☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

Name the works in which you help your family members.

Match the following pictures.



Enact the following.

- 1) drawing water from the well
- 2) watering plants
- 3) cutting wood
- 4) washing utensils
- 5) washing clothes
- 6) sweeping
- 7) cutting vegetables
- 8) plaiting hair

Sing and Dance

My home is my temple too,
And what a lovely house it is!
Let us all work together,
To have a garden full of flowers.
Save some time to be real happy
For we love each other dear.



LESSON – 16

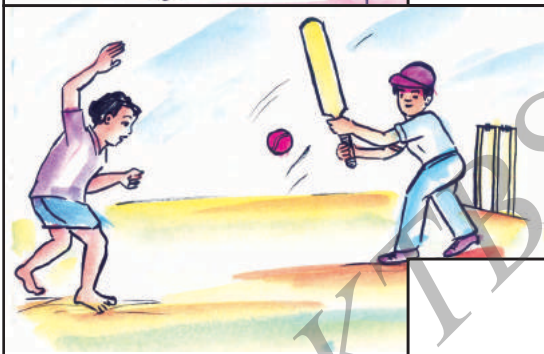
PLAY AND ENJOY

After studying this lesson you,

- List out the games that are played inside and outside the school.

Observe the following picture. Put a (✓) mark for games you play at home and in school.





**Name the games you play in groups with your friends.
Write the names of 5 such games here.**

Observe the following pictures. Where are they playing these games? Put (✓) mark in the space provided.



☐ Inside / Outside ☐



☐ Inside / Outside ☐



☐ Inside / Outside ☐



☐ Inside / Outside ☐

Here is a list of some outdoor games and indoor games. Put (✓) mark in the correct column.

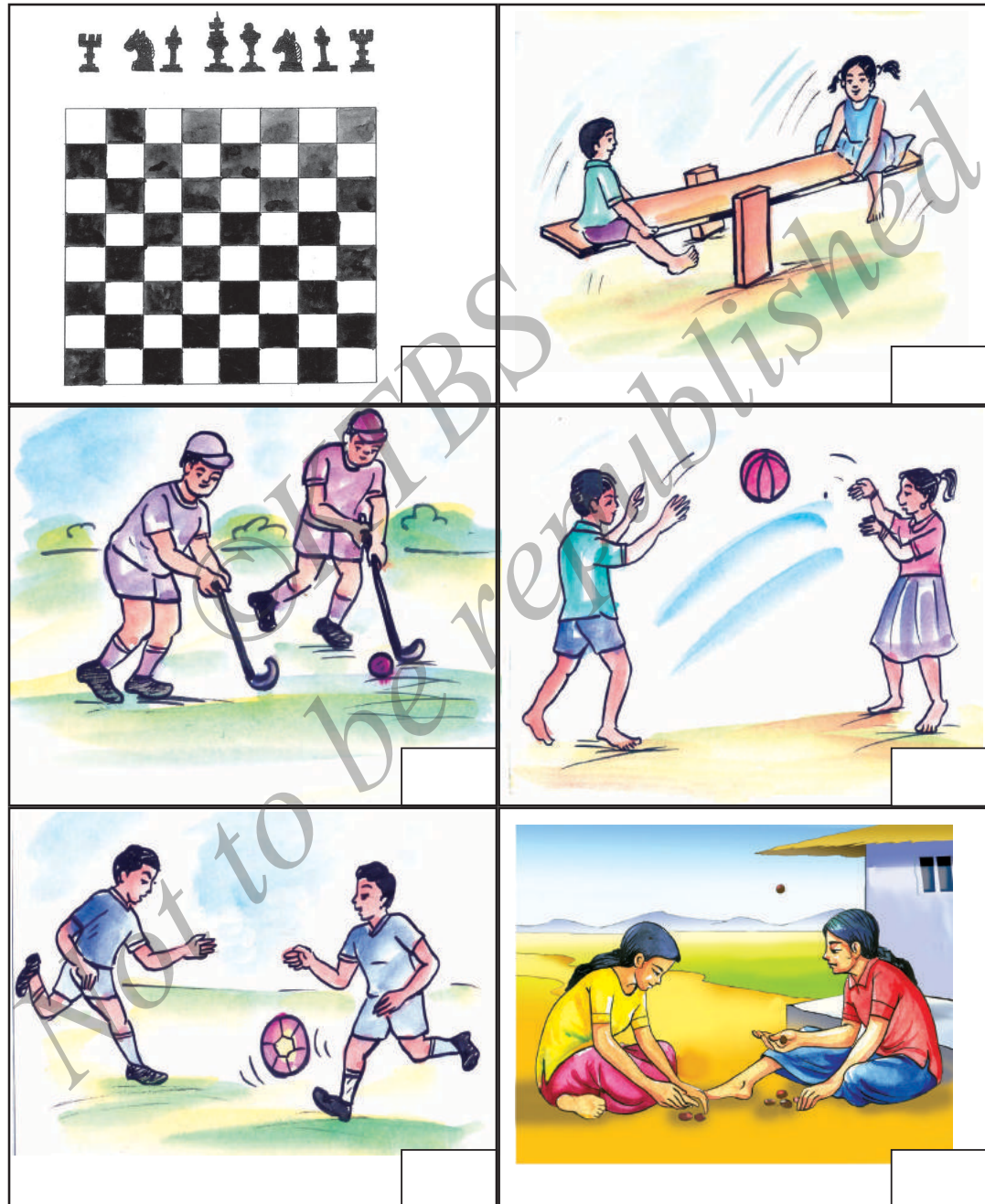
Games	Indoor	Outdoor
chess		
carrom		

throw Ball		
hopping		
game of squares		
lagori		
cricket		
snake and ladder		
chase and catch		
skipping		
spinning top		
volley Ball		
kabaddi		

Games which are played inside school or house are called indoor games.

Games which are played outside the school or house are called outdoor games.

Observe these games. Mark it with ☐, if it is an indoor game and mark with ☐, if it is an outdoor game in the boxes provided.



Write the materials used in playing these games in the space provided.

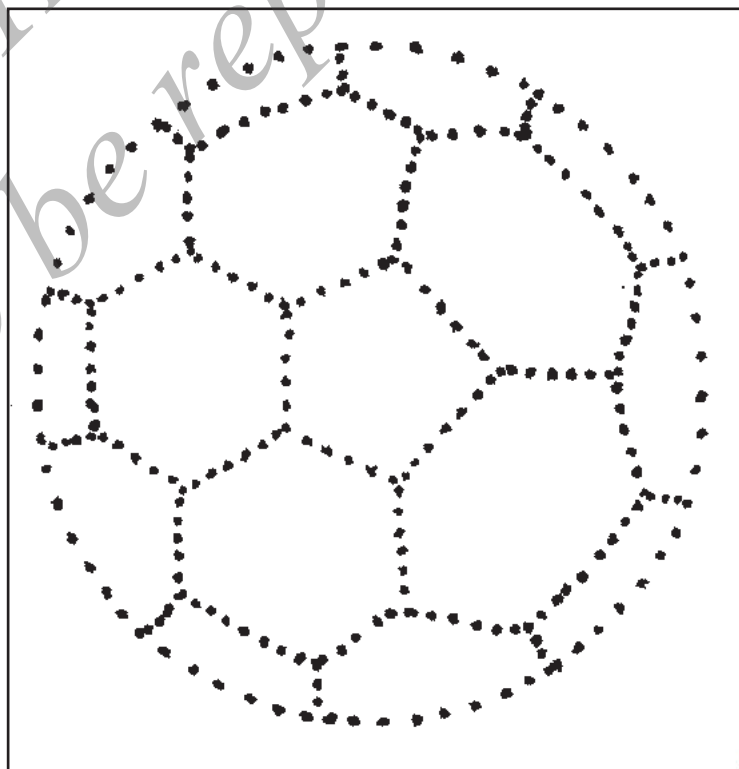
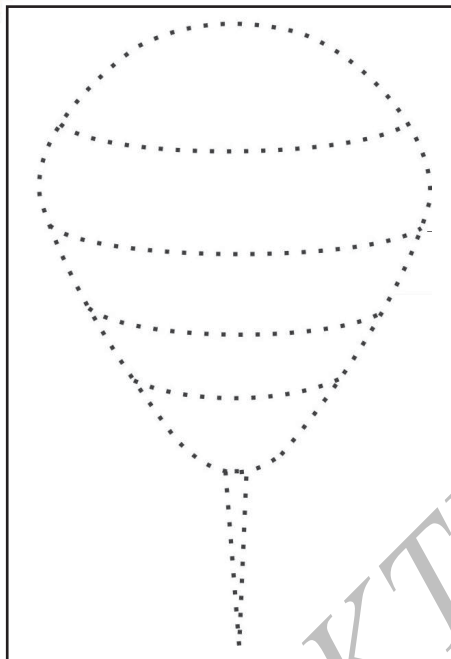
cricket	_____	_____	_____
lagori	_____	_____	_____
football	_____	_____	_____
volleyball	_____	_____	_____
game with stones	_____	_____	_____
snake and ladder	_____	_____	_____
game of squares	_____	_____	_____
game of marbles	_____	_____	_____
kabaddi	_____	_____	_____
hide and seek	_____	_____	_____

Collect pictures of games that are played inside and outside the school. Paste them in the space provided.

Inside the school	Outside the school



Join the dots. Colour the pictures.



Sing and Enjoy

A hundred types of games to play
Indoor and outdoor variety of games.

Lagori and cricket are outdoor games,
which need a playground to be played.

Carroms and chess are indoor games
And snake and ladder too for sure.

For cricket and football rush to the grounds;
And for games of squares sit on the floor.

Colourful marbles and spinning tops,
Round and round goes big small balls.

I will play with friends together
Enjoying and loving every minute.



LESSON – 17

WE NEED THESE ALSO

After studying this lesson you,

- understand the need for your necessities.

What do you learn from these pictures ?



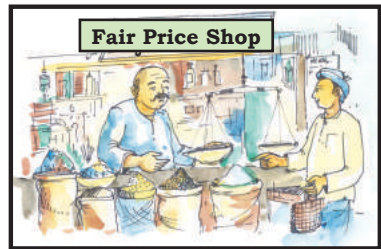
I go to school
to learn.



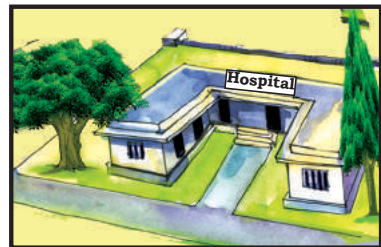
I go to the
market to bring
vegetables.



I want rice and
wheat. I will go
to a fair price
shop.

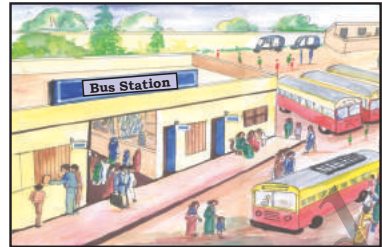


I have got a cold
I will go to the
hospital and
bring medicine.



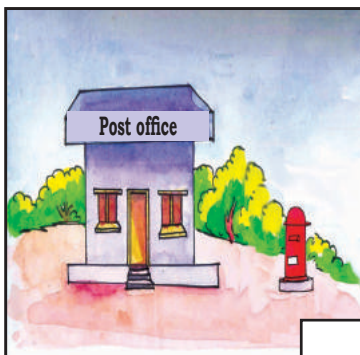
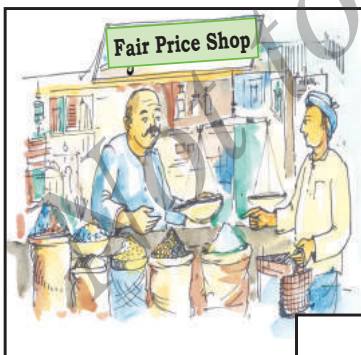
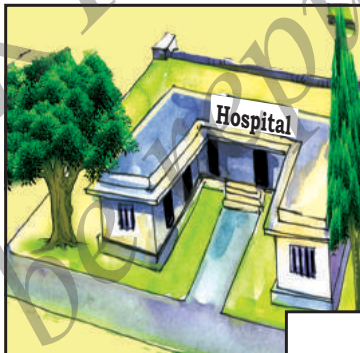
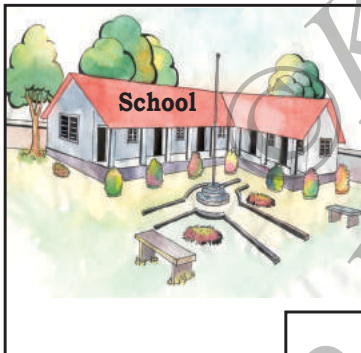


To go to my hometown, I need to go to the bus stand.



School, market, hospital, fair price shop, bus station, post office - These fulfil our needs.

Look at these pictures. If you find them in your town/ locality put (✓) mark in the boxes.



Why do you need these?

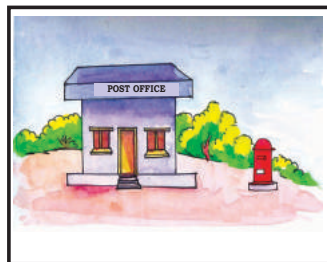
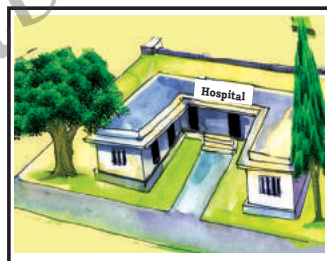
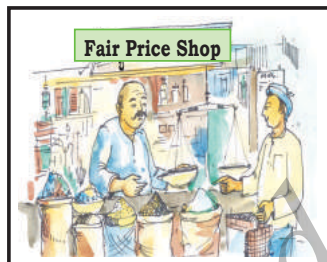
Sing and Enjoy

Come and join our school today
If you want to learn and play.
Get on to the pom, pom bus
If you want to go a far.

A treat to our eyes,
Fruits and nuts,
Colourful vegetables and tasty fruits
We always buy buns in a shop
And go to a hospital, to treat our wounds.

All is ours, All this is ours,
Nothing will be left if harm is done,
To safe gaurd property is our duty
Then all this will be for our safety.

Match by drawing lines.



We need all these.



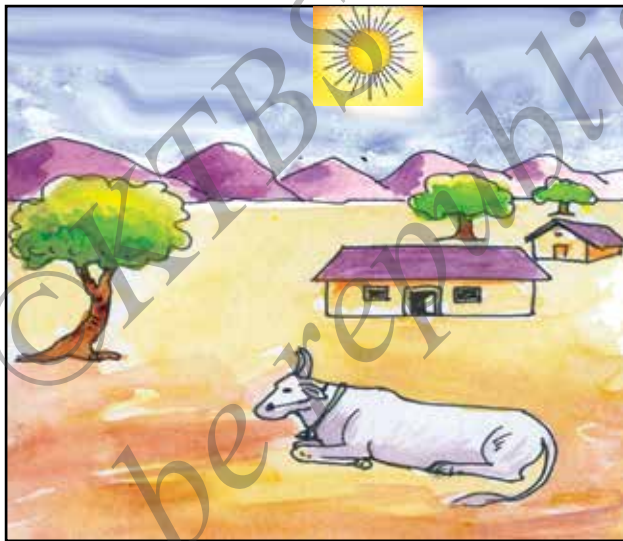
LESSON – 18

IN THE SKY

After studying this lesson you,

- observe the sun, moon and stars and identify their characteristics.
- identify the East, West, North and South directions.

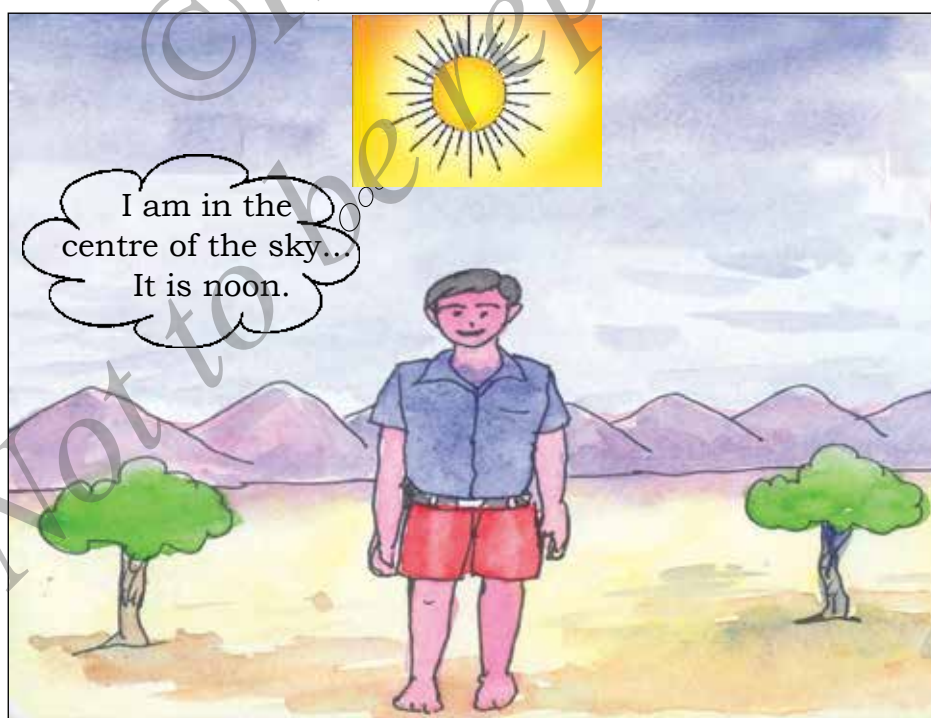
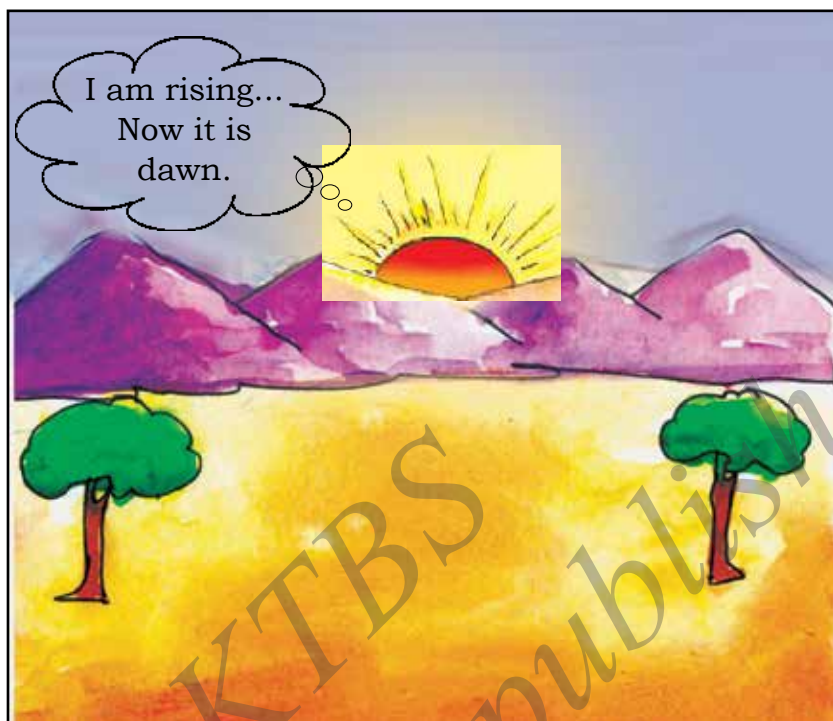
Look at the following picture. Say what time it is.

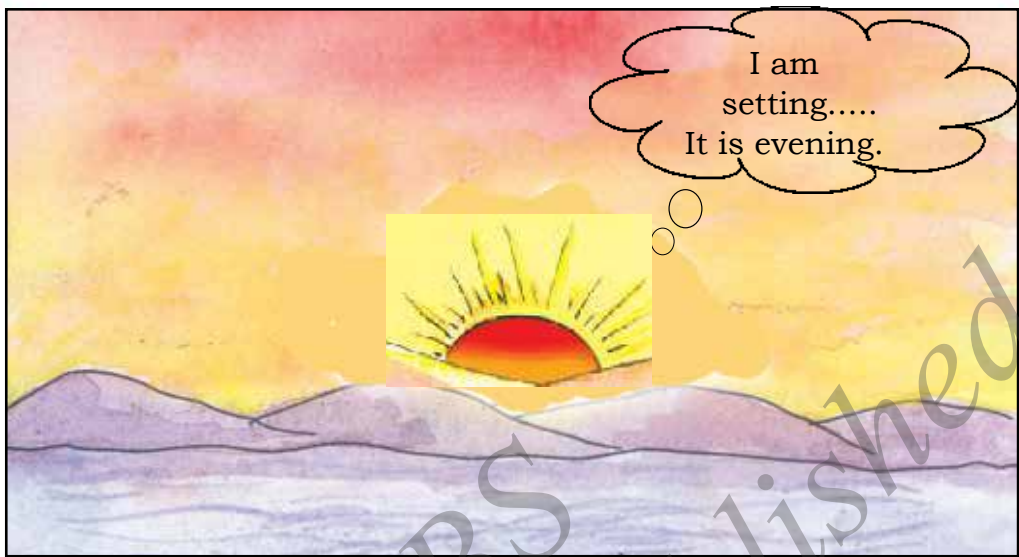


What do you see in the sky during day ? Write here.

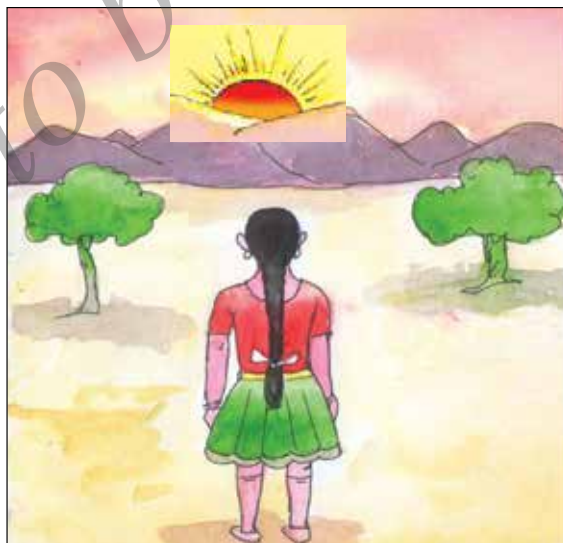
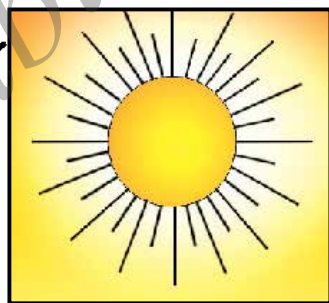
Little child, I am the sun.
I will be seen in the day.
I give you light.



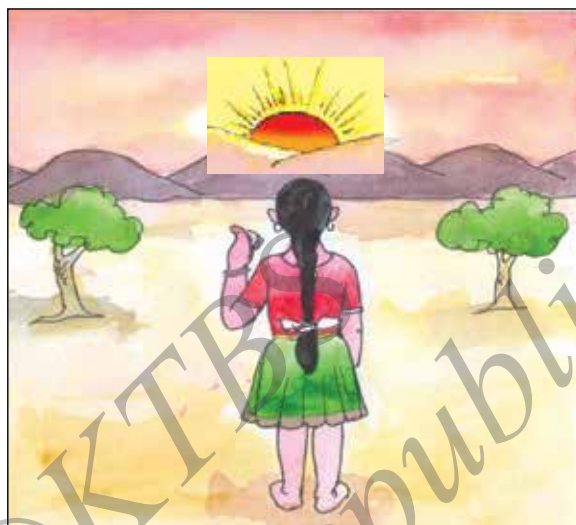
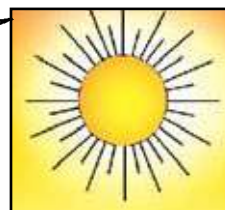




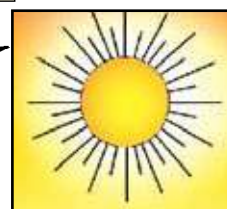
Do you know the directions in which I rise and set ?
Look at this picture. I rise in the East direction. Rehena stands facing me and watches me rise.



Now Rehana's back is
towards the west.
I set in the west.



Rehana is stretching her left
hand and showing a tree. The
tree is in the north direction.





Now Rehana is stretching her right hand towards the house.
This is south.
Rehana's house is in the south.



Child, stand facing the direction I rise and identify east, west, north and south directions.

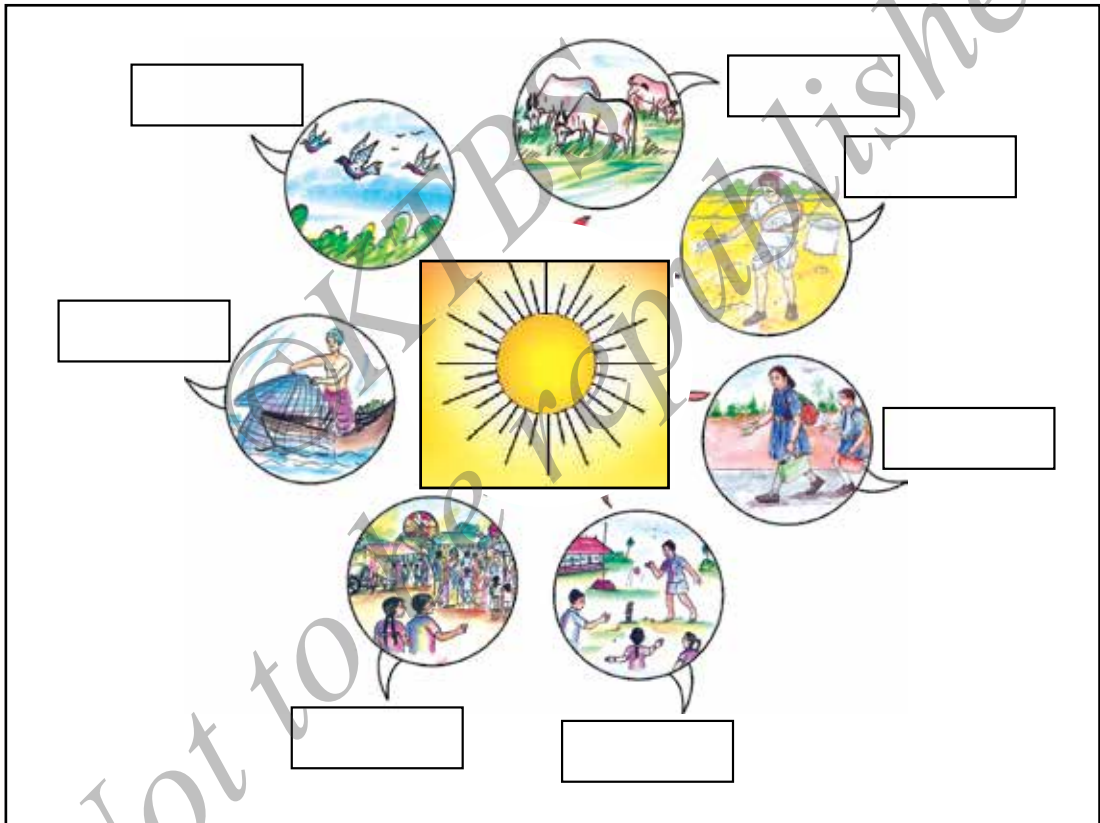
Pavan is standing facing east in this picture. Observe the picture. Complete the following sentences.



- The coconut tree is to the _____ of Pavan.
- The dog is in the _____ .
- Towards the South there is _____.

Play and enjoy.

Come to the play ground with your friends. Stand facing the Sun. Play the game of identifying remaining three directions. The one who identifies the correct direction wins the game.



Look at the picture. These are some works done during day time. With the help of teachers or elders identify the work and write them in the box given.

Discuss with your friends the works you do during day time.

Don't look at the sun with your naked eyes. There are special spectacles prepared to see the sun. Take the help of teachers or elders to see the sun through these spectacles.



It is time for me to set.
Now it will get dark. Dear children see the sky now.



What do you see at night ?

Write them here _____, _____



I am the moon. I am visible in the sky during night. See my shape every night. My shape undergoes changes, doesn't it? When I am fully visible it is the **full moon day**. When I am not visible, it is the **new moon day**.

Do this

Fifteen squares are given below. Watch the sky from the full moon day till the new moon day. Draw my shape here everyday.

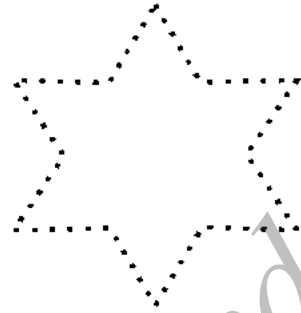
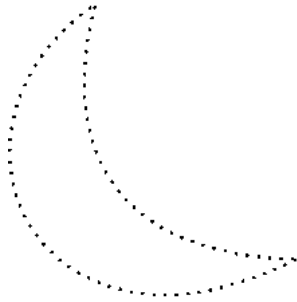
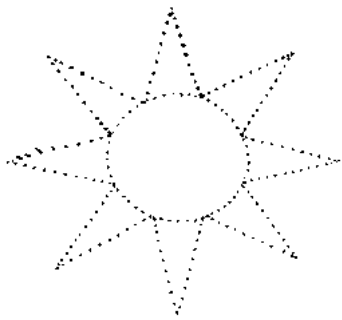


Children, you have seen us also in the sky during night, haven't you?



We are stars. We twinkle in the sky at night. Can you count us ?





Sing and Enjoy

Rising up in the east is the sun,
Giving out his heat to all;
The birds started flying from their nest,
All are working at their best.

Pretty moon, Pretty moon,
Shining so bright;
Join with the stars
And play the whole night.

Twinkling little stars,
Come to me dear ones;
Let us shine in your light
And play with you all night.



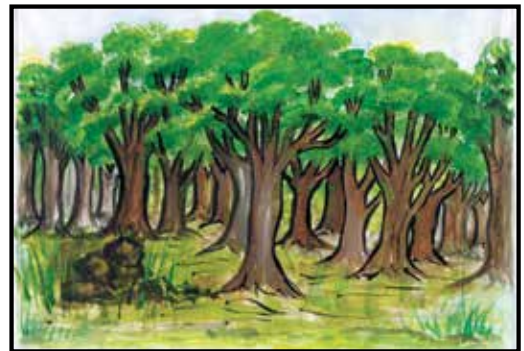
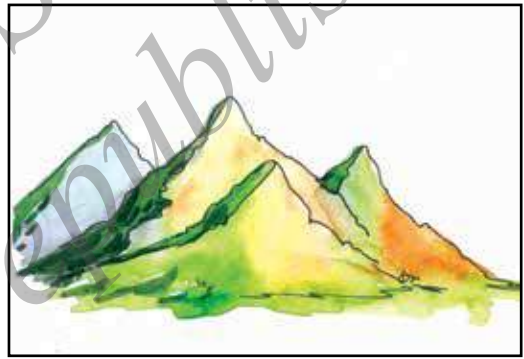
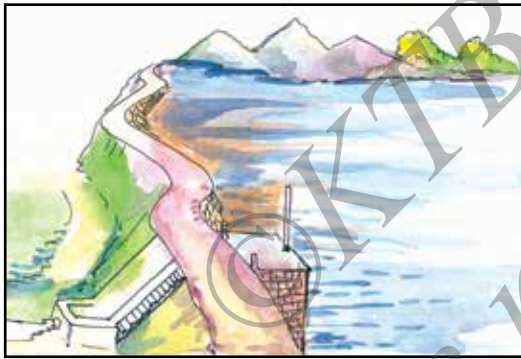
LESSON – 19

MY BEAUTIFUL NATIVE LAND

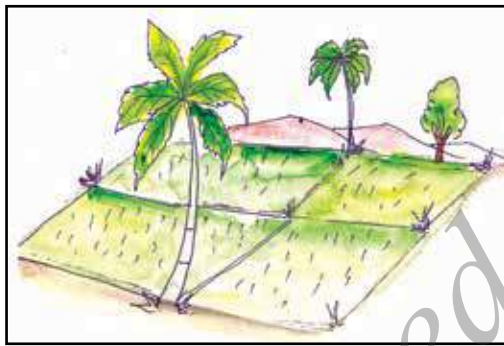
After studying this lesson you,

- recognize the local geographical features.
- recognize their Hobli and Taluks.

Observe these pictures. Recall the things you have learnt in your previous class. Write their names in the boxes given below.







Who am I?

I am broad and deep.
My water is used for washing
clothes, cleaning vehicles,
washing cattle, agricultural
and other works.

Who am I?



If there is a river in your locality visit it with your elders.
Observe the work that is done there.

Observe whether the water in the pond/tank of your
locality is clean. Tell what you will do to keep the water clean.

I am green in colour. I have variety of trees, plants, animals and birds. I give cool air.

Who am I?



If there is a forest near your locality / town, try to know about the birds and animals which live there from your elders. Discuss with your friends the consequence of cutting plants and trees in the forest.

You can see water everywhere, but my water is salty. My shore is covered with sand. Ships move on me. Fishermen catch fish.

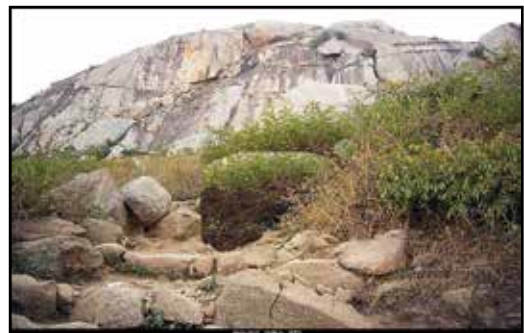
Who am I?



If there is a seashore near your locality, visit with your elders and observe the work there.

I am tall. Sometimes I have rocks on me. Trees and plants grow on me.

Who am I?



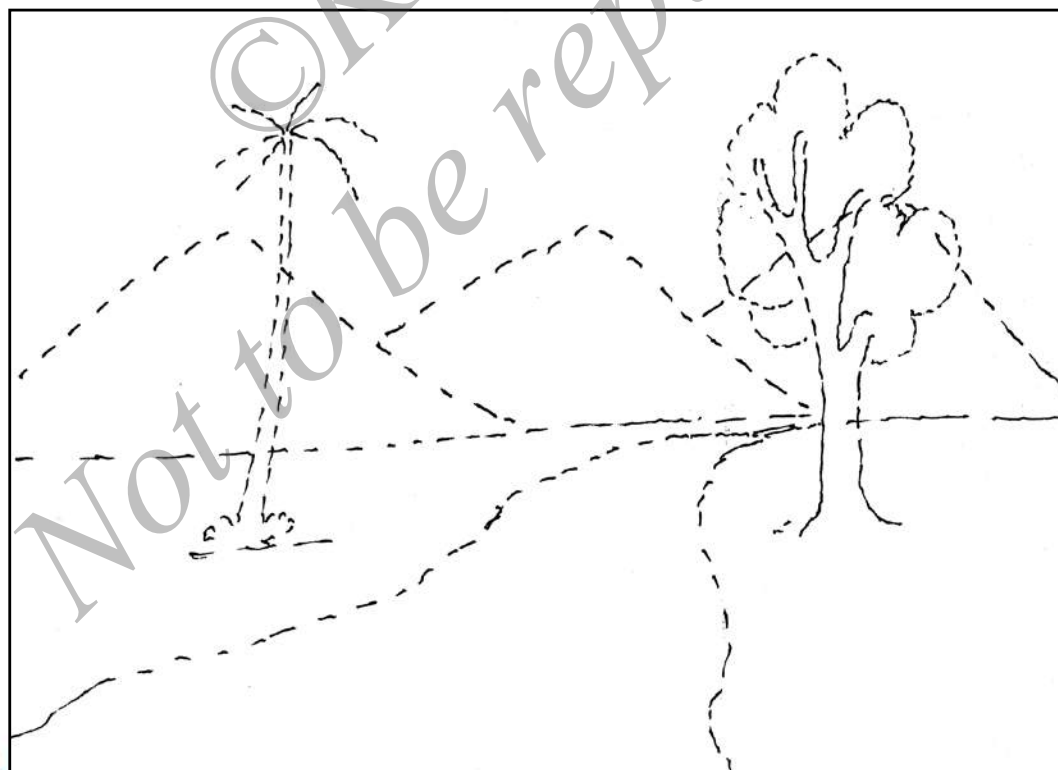
If there are hills near your locality / town go for an outing with your friends and elders. Observe its shape. List out the things you see there.

I flow. My water is needed for drinking and other purposes. A few plants grow in me. A few animals also live in me.

Who am I?



Join the dots and Colour it.



Play this.

There are a few natural things which you find around you in the following grid. Identify and circle. Then write in the space provided below. One has been done for you.

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

Example : SEA

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

Sing and Enjoy

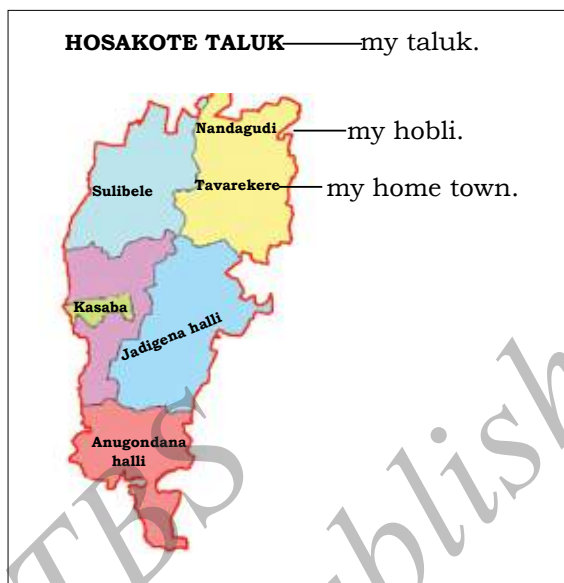
Come brothers and sisters, come to me,
My town is lovely, come and see:
let's wander here, let's wander there,
Ask around and know the town.

Hills and mountains, Forests all,
Surrounds my little town, one and all:
Trees and plants, birds and animals;
Have made their home there, my dear friends.

Lakes and ponds, rivers too,
You can come and see them too:
Though the Sea is their big brother,
We all will see and know them though.

Are there hills, mountains, tanks and rivers around your locality? If yes, discuss with your friends and know about it.

Observe the following picture. Sinchana is introducing her hometown.



Answer.

- Write the name of your home town.
- Which Hobli does your village belong to? Take the help of your teacher and write in this box.
- Which Taluk does your village belong to? Know from your elders and write here.

Sing and Enjoy

Home land, Home land my Home land

Which is your Home land?

My home land is _____

Taluk, Taluk, My Taluk

Which is your Taluk?

My taluk is _____

Create songs to other taluks and districts like the poem above and sing along with your friends.

