



GOVERNMENT OF KARNATAKA

ENVIRONMENTAL STUDIES

TEXT CUM WORK BOOK

(REVISED)

ENGLISH MEDIUM



THIRD STANDARD

KARNATAKA TEXT BOOK SOCIETY (R.)

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 are 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 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. The 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

This text book is developed based on the guidelines of the National Curriculum Framework (NCF-2005), set by the National Council of Educational Research and Training (NCERT) considering the progress in the research and development and the new challenges that humankind is likely to face in the years to come.

While attempting to adopt the NCF-2005 framework to the text books of 'Environmental Studies' for classes 3 and 4 for the State of Karnataka, we have taken into account the socio-economic, environmental and cultural aspects of the State for easy connect and better understanding. We have tried integrating the science and social science concepts by softening the subject boundaries in the text books of Environmental Studies. The idea is that the children should view the natural and the social environments in a holistic manner from the beginning of the school education. We have included a wide range of topics from family to plants and animals to festival on the lines of the NCF-2005 guidelines.

As students move from 2nd to higher standards, their observation skills using their senses to gather and record information improve. During this stage, the students are able to observe, explore, experiment, read, write, possess the knowledge of numbers, appreciate, empathise and ask questions about their immediate environment. They start understanding the perspectives. Students discover wider range of things and phenomena, though still predominantly focused on their immediate environment and day-to-day experiences. They begin to make links and apply knowledge of environment to their daily life. Considering these developments, we have introduced some of the basic concepts of their immediate natural and social environment in the textbooks. We have designed these books with objective of familiarizing children with their surroundings / local knowledge so that they start appreciating the environment they are living in and value every component that comes with it. We also have included simple activities involving observation, measurements, analysis, synthesis to engage them in the learning process and make the learning exciting and participative. The idea is also to stimulate children to enquiry - based learning. We have tried our best to make these books gender neutral in terms of language and presentation of the 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. We have made the books as attractive as possible with illustrations. This has an added advantage of making communication simple and easy.

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

Environment Education is that Education of the Environmen, through the Environment and for the Environment, natural and social.

Dr. R. Shailaja,

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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

A DAY IN THE GARDEN

After studying this lesson you,

- describe the varieties in the colour, size, shape, food habits and habitats of the animals you see.
- describe the birds based on their voice, food habits and habitats etc.

A group of children are talking as they go home in the evening.

Vanaja : Ah! look at that flock of cranes !

Likhitha : Ah! they are flying towards our garden. Now they are settling on the tree near the pond.

Aruna : Shall we go there and have a look at them?
(children move towards the pond in the garden)

Theresa : Come without making a noise. There are not only cranes on the tree but also squirrels, ants, spiders, bats, mynah ... oh! so many animals. They may run away.



Write the names of the animals you see in the picture in the space provided.

Likhitha : Oh! look at the fish and the frogs in the pond.
A tortoise is swimming in the pond!

Aruna : The chirping of the birds is very melodious to
listen to, isn't it?

Ali : Shall we mimic the birds?

Activity :

- Write the names of the birds you have seen in your place.

- Which of the birds' voices have you heard? write here.

- Imitate the voice of the birds. Ask your friends to do
the same.

Seema : Stop, stop. It's enough. Our mimicry will make
these birds fly away.

Likhitha : Oh ! Rangappa, the gardener is coming this
way. He loves birds, he gets angry if you make
the birds fly away. Stop making noise.

Rangappa : Likhitha, what brings you here?

Likhitha : Rangappa, we have come here to see the
cranes.

Rangappa : Do you know about birds?

Anand : Oh! we know many things.

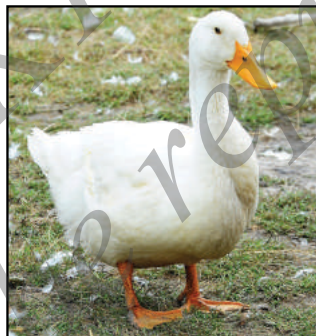
Rangappa : Then, I'll ask you a few questions, Will you
answer them?

All : Oh.....yes, we will.

Rangappa : Tell me the names of the birds I describe.

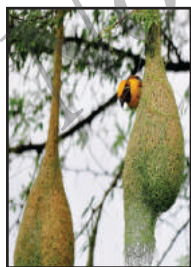
- Which is the green bird?
- Which is the black bird?
- Which is the long tailed bird?
- Which is the long legged bird?

- Which is the bird that has a long neck?
- Which is the bird that has a long beak?
- What is the food of the crane?
- What is the food of the eagle?
- Which is the smallest bird that you have seen?
- Which is the biggest bird that you have seen?
- What is the speciality of the bird that you have seen in the picture given below?



duck

Rangappa : Good, you know something about birds. Now I'll show you a few nests. You have to identify them. Will you?



Ali : Oh ! Look at the nest of the weaver bird. It builds the nest better than a man. Who has taught this bird to build such a beautiful nest?

Activity : Ask and know how a weaver bird builds its nest.

Rangappa : Yes. It is true Ali. Do you know what happened a few days ago? Our friend Kalleshi was grazing sheep. A car came and stopped. A man got out of the car and tried to pluck the weaver bird's nest. Kalleshi ran and stopped that man from plucking the nest. That man was surprised. He asked, "Why do you stop me?" Kalleshi replied, "You will take the nest and go away. When the weaver bird comes back, it will not find its nest, and it will be in trouble. I can't bear to see that."



That man was surprised to see Kalleshi's love for birds. He praised Kalleshi for teaching him a lesson. He returned without touching the nest.

Likhitha : Rangappa, we also like to save the birds and their nests. What should we do?

Rangappa : Build small nests and hang them on the trees near the school or home. Keep small cups of water here and there for the birds to drink. Keep small plates of grains for them to eat. Grow more trees and protect them. It helps to increase the number of birds.

Do it yourself :

Build a nest for a bird.

Take a used pot. Close the mouth of the pot with a piece of cloth. Make a hole in the middle of the cloth, so that the bird can go in and come out. Make a few small holes at the bottom of the pot, so that water does not collect inside the pot. Now the nest is ready. With the help of elders hang the pot on a branch of a tree. Provide the birds with water and grains everyday.



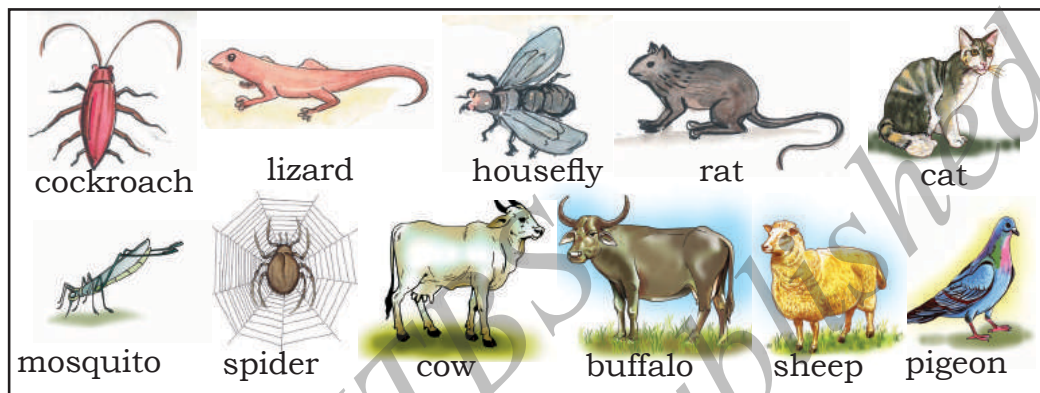
Vanaja : Don't the birds harm our fields?

Rangappa : No, child, on the other hand, these birds are very helpful. They eat the insects which harm the crops. It helps the growth of the crops.

Activity : Collect the feathers dropped from the birds. Find out which bird's feathers they are. Take the help of teacher or elders. Paste the feathers collected in a used note book and prepare an album.

Seema : Oh ! Look at the big spider! It is in the tree. These spiders also live in our houses, don't they?

Aruna : Yes, they do. There are lizards, cockroaches, houseflies, rats, cats, mosquitos along with spiders. Along with these there are domestic animals like cows, buffalos, sheep, doves...., There are many animals.

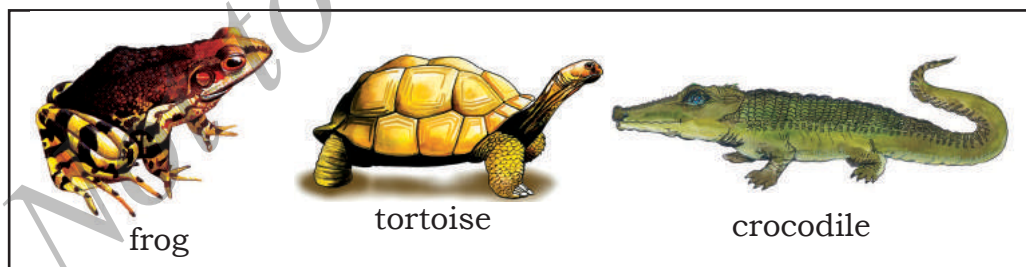


Theresa : Oh! what leaped there?

Likhitha : Don't be afraid. It is a frog. It leapt from the pond to the land.

Theresa : What does the frog do on the land?

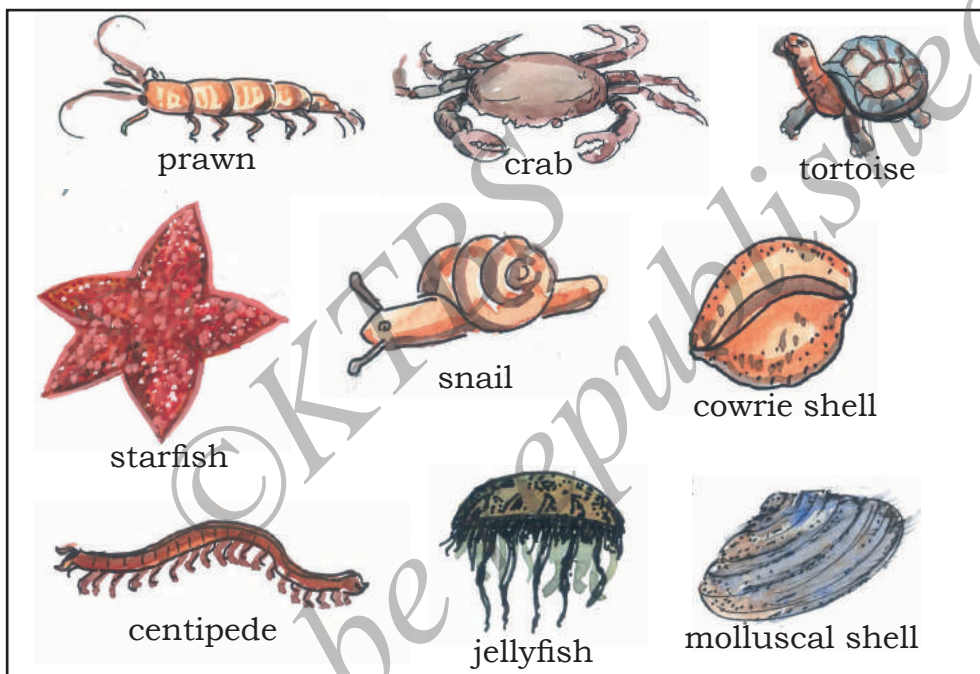
Ananda : Don't you know Theresa, the frog, tortoise, crocodile etc., live both in water and on land.



Vanaja : Then, which are the animals that live only in water?

Ananda : Fish, prawn, etc.

Vanaja : My grandmother's house is near the seashore. My grandmother tells me that there are prawns, crabs, tortoises, starfishes, corals and snails. I have seen some crabs and starfishes there on the sand. Next time when I go, I shall get a few shells.



Rangappa : Please don't bring the shells in which animals live. They might die. Leave them in the sea.

Vanaja : All right. I'll do so.

Rangappa : You have seen many animals. Do you think that the size, colour and shape of these animals are the same?

Likhitha : No, they are different from each other. Each animal has its own shape, colour and size.

Rangappa : Yes, there are so many kinds of animals, and it is difficult to keep count.

Activity : A list of animals is given below. Arrange them in an order, starting from the smallest animal to the biggest animal.

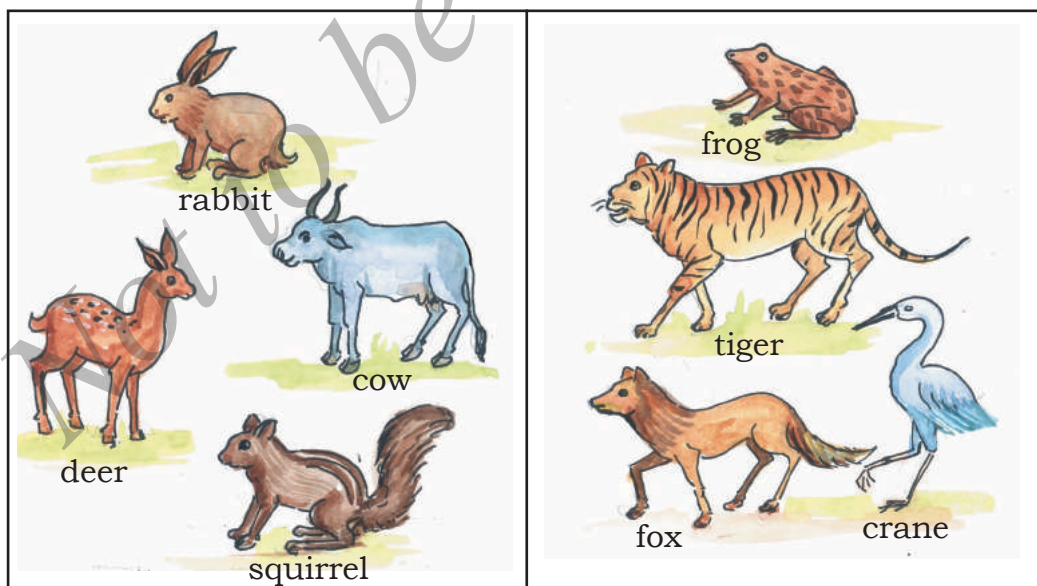
cow, dog, goat, pigeon, honeybee, ant,
sparrow, elephant, grasshopper, cat.

Vanaja : Look, there are many kinds of insects and birds in this tree and pond.

Rangappa : Insects and birds are also animals.

Ali : Some animals eat grass, some eat grains, while some eat small creatures and flesh.

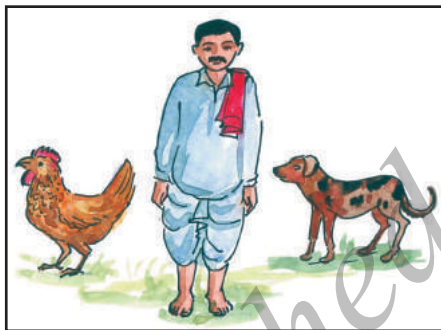
Rangappa : Yes, the animals which eat grass, grains, fruits and vegetables are herbivorous animals. The animals which eat insects, fish and other animals are carnivorous animals.



Seema : I eat both fruit and fish.

Rangappa : You are omnivorous.

The animals like dog and cat are also omnivorous. The animals which eat products obtained from both plants and animals are omnivorous animals.



Play the game

Draw a circle on the ground. Divide the circle into three equal parts and name them as herbivorous, carnivorous and omnivorous. The pictures of the animals are kept in a box which is in the center of the circle. All the children will stand around the circle. Each child will pick up a picture and stand in one of the three parts of the circle according to the food habit of the animal. If a child stands in the wrong part, the child is out of the game.



You can also play the game in the following way. You stand outside the circle with your friends. One will stand in the centre and call out the name of the animals. All the children will move to the part of the circle according to the food habit of that animal. The child who makes a wrong move is out of the game.

Theresa : Oh ! It is getting dark. Shall we go home?

Rangappa : Yes, all of you go home. Tomorrow is Sunday. All of you wake up early and assemble in the garden. Let us watch the birds.

Where do these animals live? Match them by drawing a line.

A
lion
snake
fish
monkey
honey bee
star fish
crane
rat
cockroach
weaver bird

B
ant hill
cave
tree
pond
pond
hole
river
nest
sea
hive
crevices

Activity : Write the names of the animals that you find in the picture, in the space provided.



LESSON – 2

GREEN WEALTH

After studying this lesson you,

- *mention the varieties in the sizes, the places of growth colours and shapes of plants and show interest to grow plants.*
- *understand the varieties of plants found in your locality.*
- *know about the crops.*
- *collect different types of leaves and discuss their shapes, colours, structures and smell.*
- *observe the shedding of leaves during certain seasons.*
- *understand the process of preparing manure using the shed leaves.*
- *identify the pictures of leaves drawn on different objects.*

In the previous class, you have learnt a little about plants. You may have observed the plants that grow around you. Write the names of 10 plants that you know.

_____, _____, _____, _____,
_____, _____, _____, _____,
_____, _____.

Observe the rose plant and hibiscus plant. The branches of these plants spread out from the lower part of the plants, don't they? As these plants look like clusters they are called **bushes** or **shrubs**.

You have written the names of ten plants. Now group them into herbs (small plants) \ shrubs \ trees \ creepers.

Why did you group them as herbs (small plants) shrubs, trees and creepers? Explain.



Herbs are small plants and their stems are very soft.



The stems of shrubs are a bit hard. The branches spread out at the lower part of the plant.



Trees have hard stem and they grow tall.

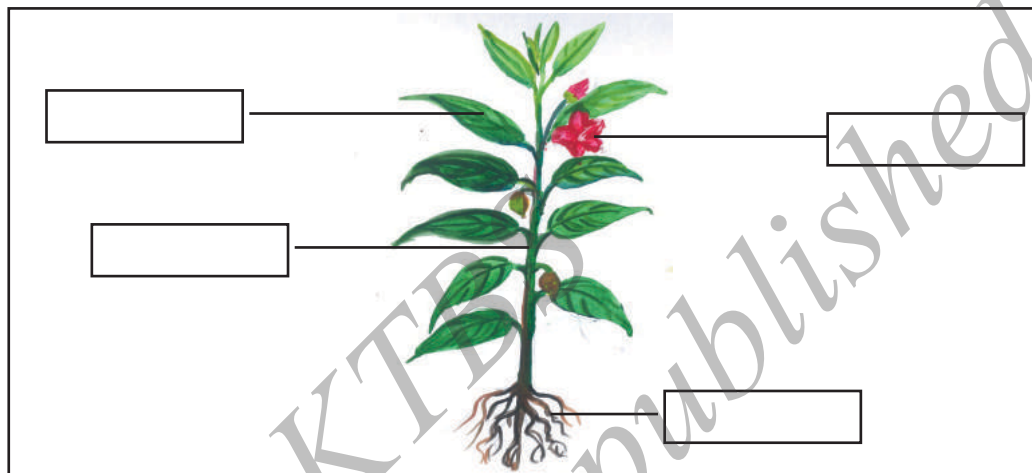


Creepers have long stems but they are smaller in size.

The plants are classified into herbs (small plants), shrubs, trees and creepers according to their height and hardness of their stem.

You know that plants provide food, fodder, manure, firewood, fruits and medicines etc. These are obtained from different parts of the plants.

Write the different parts of the plant in the space provided.



Write the colours of the different parts of the plant that you have seen.

leaf	_____	root	_____
stem	_____	unripe fruit	_____
flower	_____	fruit	_____



Know this

- The leaves are generally green in colour.
- The stem is green, brownish grey or brown in colour.
- The flowers have many colours like brown, yellow, white, saffron etc.,
- The unripe fruit is generally green in colour.
- The fruits are in different colours-red, yellow, green etc.

Write the details of the plants that are used in your house in the table given below. Follow the model given.

	Name of the plant	Plant /bush/ creeper/ tree/	part of the plant used	use
Model :	Creeper of pot herb	creeper	unripe fruit	vegetable

Activity :

- Put together the details of the plants prepared by you along with your friends and prepare a big chart. Display it in your school.
- With the help of your friends count the number of different types of plants that grow around your houses and school.
- Why are coriander leaves, mint leaves and curry leaves used for cooking? Know about this. Write the names of any five types of plants which have good smelling leaves.

_____	_____
_____	_____
_____	_____

- Collect different types of leaves. Observe their sizes and shapes. Dry them and stick them in your used note book.

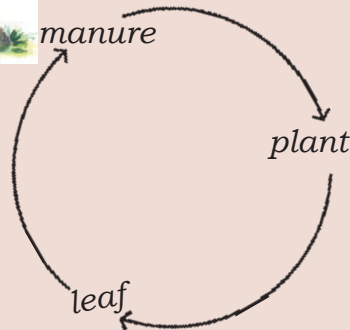
Sing and Enjoy

I am green,
The life of a plant.
See our size,
So different our shape
Though in colour
We rarely differ
And our smell
You all will love.



I grow on plants
Fall on the soil
Turned into manure
Join the plants again.

When on plant
I serve the plant
When I fall, I will dry
And join the plant again.



Activity : Collect the leaves that have fallen in your school premises with the help of your friends. Under the guidance of your teacher, prepare manure with your friends. Discuss with them its use and use it.

Draw the pictures of different leaves.

Do it yourself

- Take a lump of wet clay and press the leaves on to it and draw pictures.
- Cut the paper in the shape of leaves and colour them.

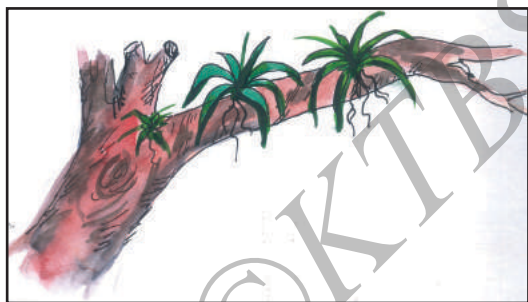
Identify the leaves painted on these objects.



Do it yourself : Make a string of buntings with paper leaves and decorate your school.

You might have observed that some plants grow in water. Can you name them?

The plants like lotus and lily grow in water. Look at their leaves. They appear to be floating.



Do you know about small plants growing on the branches of big trees? Observe these plants in your locality. These are called epiphytes.



Have you seen the cultivated fields? What crops are grown by the farmers in these fields, in your village? Write the names of crops in the space given. Take the help of your teacher.

_____, _____, _____, _____, _____,
_____, _____, _____, _____, _____.



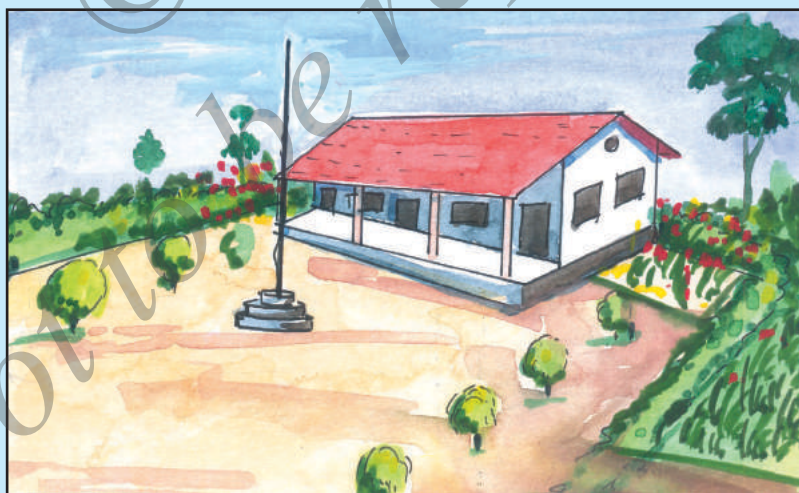
Know this

We get food items such as rice, ragi, jowar, grains, oil seeds etc., from plants. These plants are grown in a large quantity. So vast places are needed for them. These places are fields. Crops are grown here.

Do you know how many types of plants grow around you and what things are obtained from them?

Do it yourself

- With the help of your family members grow a kitchen garden. Grow plants that give us flowers, vegetables and fruits. Put water and manure and look after them carefully.
- With the help of your teacher and friends grow different types of plants in your school and nurture them.



- Avoid plucking the plants and the leaves unnecessarily.

LESSON – 3

JUDGEMENT OF THE OWL

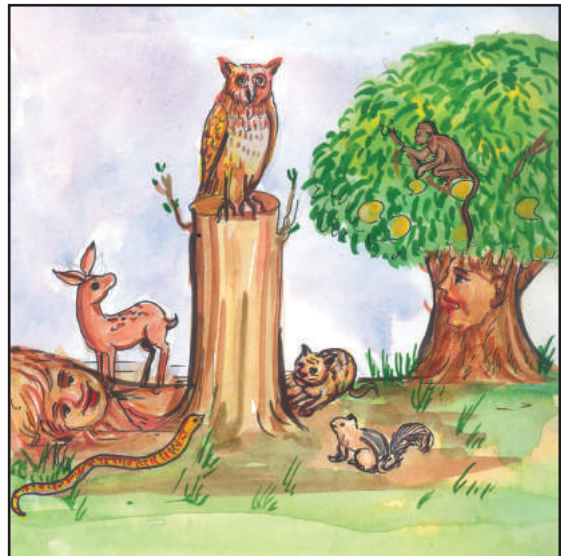
After studying this lesson you,

- *identify the differences between living beings and non-living things.*
- *identify the similarities and differences between animals and plants.*



Once there was an argument between a mango tree and the soil about who was greater. Their argument was very hot.

Hearing the noise, the cat, the monkey, the snake and the owl gathered there. Everyone requested the owl to decide the dispute. O.K! The owl cleared its throat and asked both of them to present their arguments.



Soil : Without me, where will be the mango? Without me it cannot take birth. I give the mango its food and water. So I am great.

Mango : I give sweet fruits to everyone. I give space to the birds to build their nests. Moreover, I am also a living being.

Owl : Oh! Mango, how do you say, that you are a living being?

Mango : Look, first of all, I give birth to the same kind of trees. Secondly, my seeds germinate into saplings and grow into plants, later into big trees like me.

Owl : All right, the soil cannot do the things you do. But for your growth, you need water and food. Where do you get them from?

Mango : I get them from the soil.

Owl : See, you need the soil for your growth.

Mango : But I get food from the leaves shed by me.

Soil : But it comes through me only.

Owl : See, we need both of you. Here no one is more or less important.

Squirrel : Dear Owl, Mango said that it is a living being. What about the soil then?

Owl : Soil doesn't grow, it doesn't need food. So it is a non-living thing.

Monkey : Why did you say that both are equal and we need both of them ?

Owl : Look around, dear Monkey. There is soil, water and air. They are non living things. But you think a while, can we live without air, water and soil?

All : No, never.

All of them praised the owl and went away happily.

You see many things around you. Classify them as living beings and non-living things. Write in the table given below.











Living beings	Non-living things

How can you identify the living beings and non-living things? Remember what the owl told.

Compare the pictures given below.

Before

After

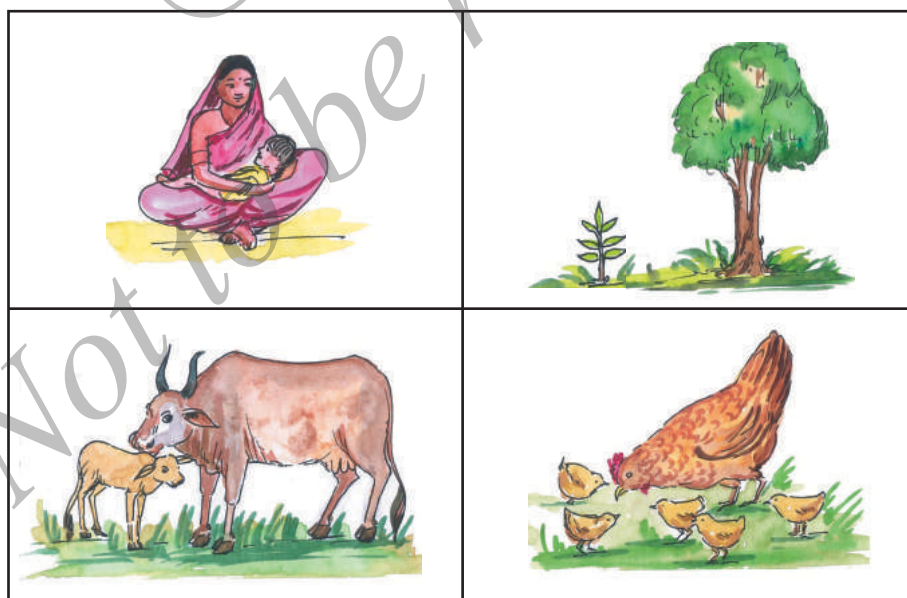
Which are the living beings here? How did you identify them?

Living beings grow.



Observe the above pictures. What do you understand?
Do the tables and chairs eat food?

All living beings need food.



What do you understand from these pictures?

Does a book give birth to another book? Does a doll give birth to another doll? Think.

Living beings give birth to young ones of the same kind.

Look at the pictures given below.



What do you understand from these pictures?

Living beings respire.

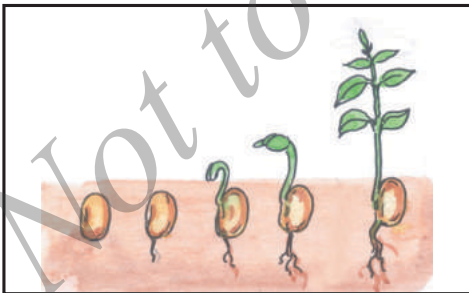
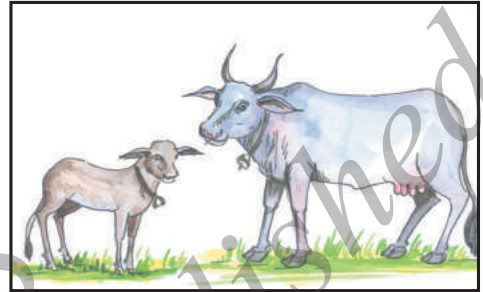
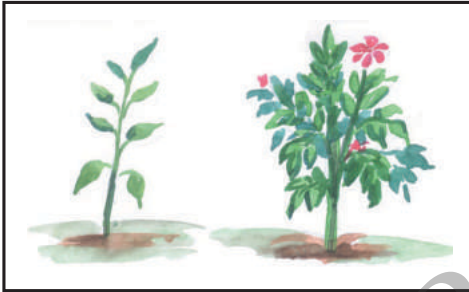
Do it yourself

Collect the seeds of ragi or brinjal or tomato or chilli. Fill soil into an empty pot or box. Sow the seeds in the soil. Sprinkle water on it every day. Observe carefully the changes that take place in a week. Write here the changes that you have observed.



Plants and animals are living beings. Air, water, soil and such other things are non-living things. Air, water and soil are essential for the living beings to live. The system in which the living beings and non-living things live together is environment.

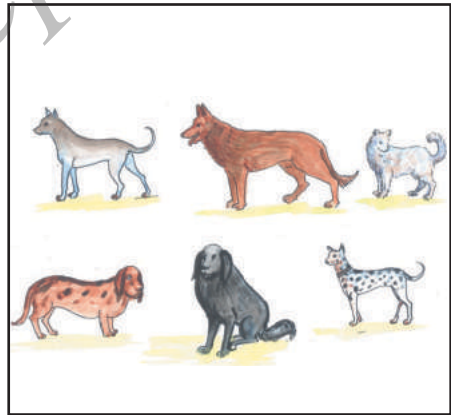
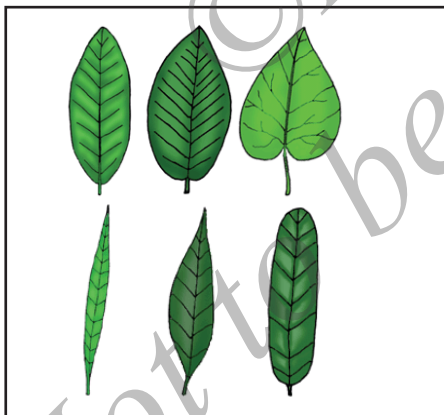
There are some similarities between plants and animals. **For example**, both plants and animals respire. Observe the pictures given below. Write the similarities in the space provided.



You have observed the differences between plants and animals. Look at the pictures given below and write the differences in the space provided.



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Not to be republished



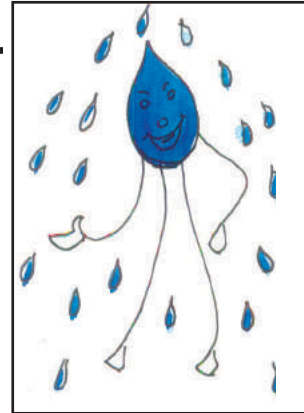
LESSON – 4

THE STORY OF A DROP OF WATER

After studying this lesson you,

- *identify the different sources of water.*
- *explain from where you get water for your household activities.*
- *understand the necessity and quantity of water needed for day to day activities.*
- *discuss the size, shape and material used to prepare the vessels that are used to store water.*
- *understand the safety measures to be followed in storage and proper use of water.*

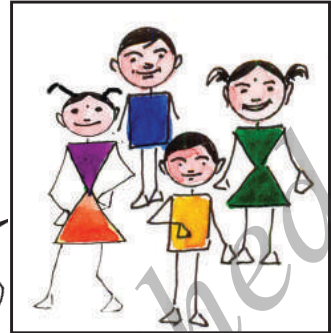
Oh! dear child I am a drop of water. I am coming to the earth from the clouds, drop by drop as rain. I fall on you....you get wet! Go inside with your friends.....



Oh! Dear drop of water. I love to get wet. Where are you going ? My friends and I will come with you. Dear drop, will you take us....?



I flow to different places
It may be difficult for you to come with me.



No!... we would like to come with you.

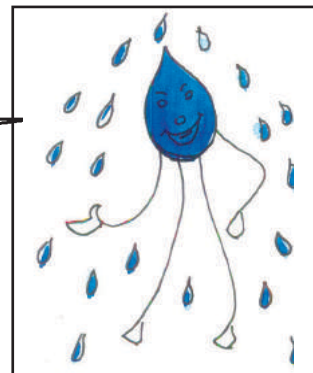


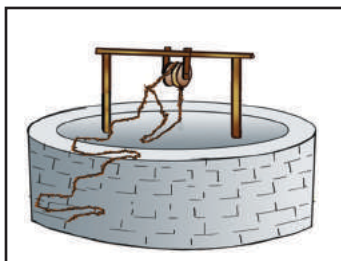
All right.... Look at the picture to know the places that I flow through, after I fall on the earth.



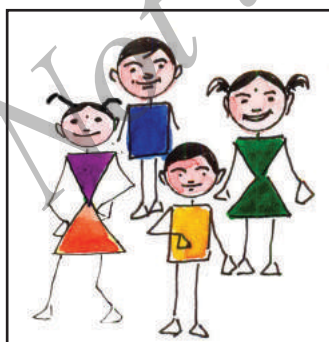
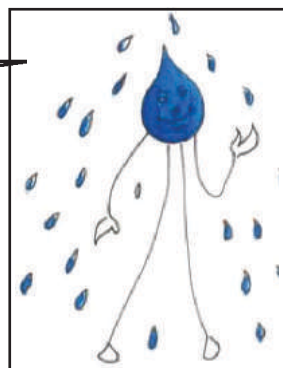
Oh! we are ready.

Children..... Look at the picture and write their names in the space provided.





All right, children..... you already know that the places where I get stored are called sources of water.



Dear drop of water..... do you know that there are many sources of water in our place also?

Activity :

Childrenthe names of the sources of water are hidden in the word grid given below. Identify them.

Is it so?



River



Pond



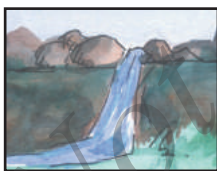
Rain



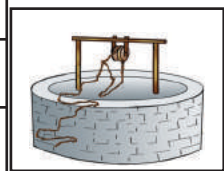
Stream



Rivulet

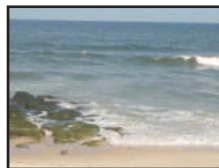


Well



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

Sea



Hand pump





Children write the names of my sources found in your place in the space provided.



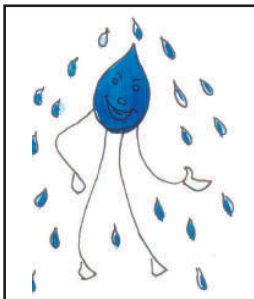
Did you write tap also? It is also correct.



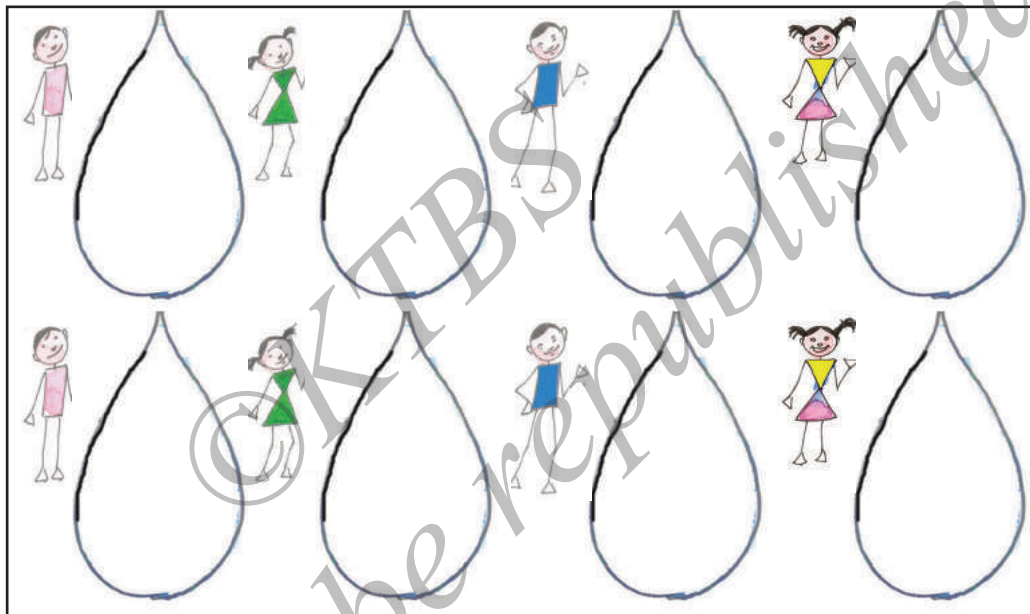
Drop of water..... Is it not a source of water..? We store water from the tap itself. Don't you know?

But the tap is not my source. I come in the tap from other sources. Understand? For example, I may come from a pond or a river.



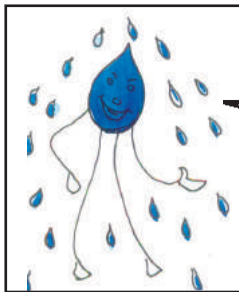


Children.... For what purposes do you use me?
Write them in the pictures of drops given here.

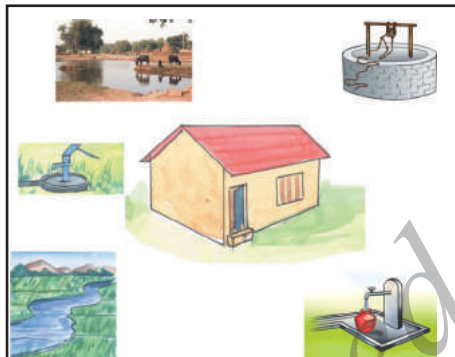


All right. Now tell me where do you bring me from, to your house?
Write here.

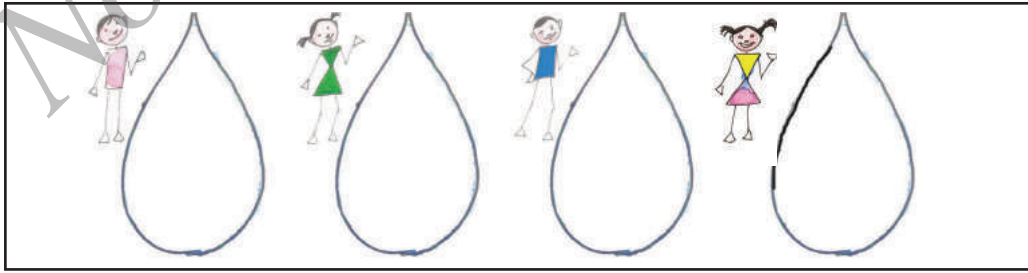
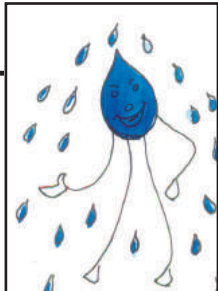




How far are they located from your house?








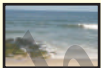

Children.... who brings me to your house?
Write the answer inside the drops given here.

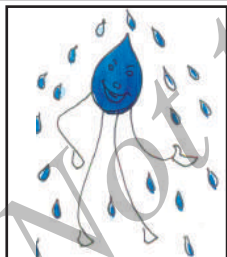




Activity :

Read carefully the table given below. Then Put (✓) mark in the column of the source of water used for various purposes.

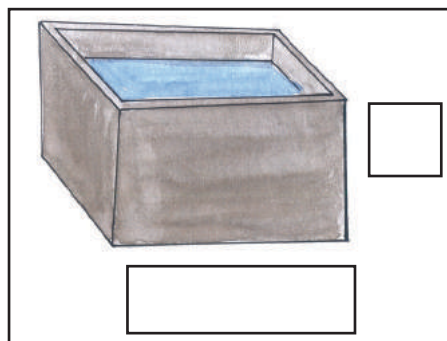
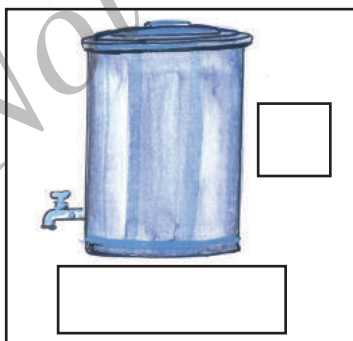
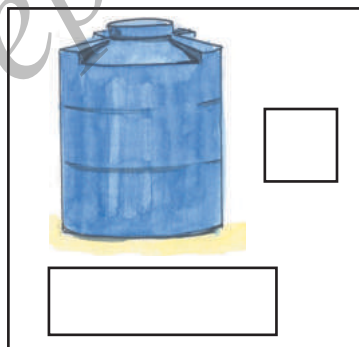
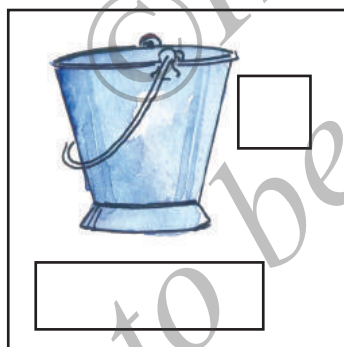
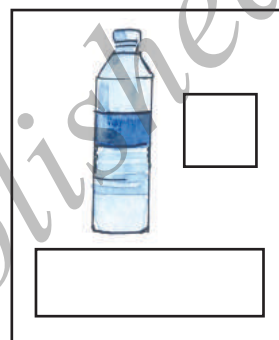
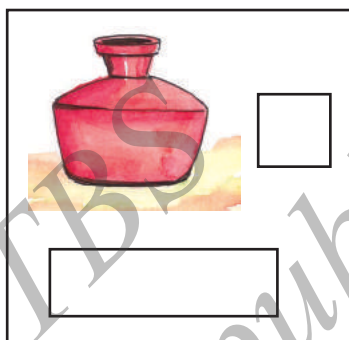
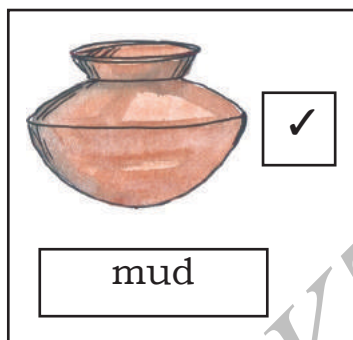
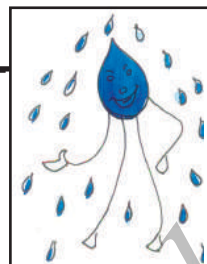
uses of water	River 	Pond 	Well 	Hand pump 	Stream 	Sea 	Rivulet 
drinking			✓				✓
washing dishes							
washing clothes							
bathing							
cooking							
gardening							
washing domestic animals							
washing vehicles							



Dear children, What is the source of drinking water in your school?




How do you store me in your house?
Look at the pictures and put (✓) mark in the box provided and also write which materials they are made of.

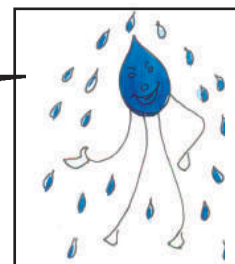





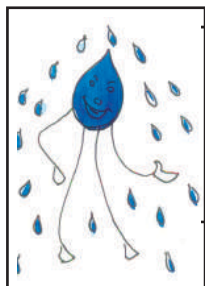
Apart from these, if you store me in any other vessel, draw their pictures and write their names.

Hm....Children....
which materials are these
containers made of?
Write here.





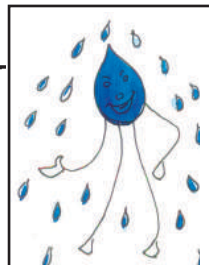
The vessels made of mud, plastic, steel, copper etc., are used to store me.


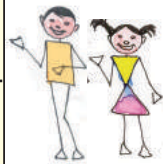
Activity :

How many containers are there in your house? Count them and write here.

containers				
steel	4	2	—	—
plastic				
mud				
brass				
copper				
others				

Draw the pictures of the smallest and the biggest container that you use to store water in your home.



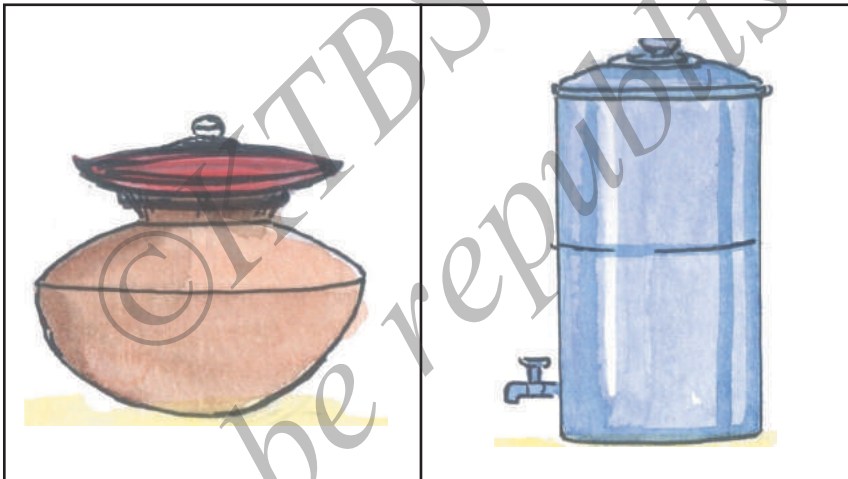
			
	The smallest container	The largest container	



Oh! This is how
you store me.
How do you
store drinking
water?



We store drinking
water in a vessel and
close it with a lid.

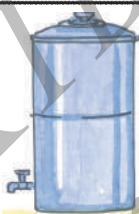




Yes, children. Drinking water should be kept clean. The container should also be clean. Listen here....



Boil the water, cool it and store it in a vessel covered with a lid. Drink only this water to keep good health.



It is better to store drinking water in a container having a tap. So that we can avoid the water becoming dirty with the touch of our hands.



To take water from a big container, use a ladle.

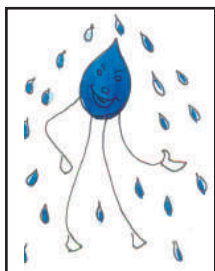


Know this

We should drink only pure water. The lid of the water container should be closed always. Hands should be washed before taking water from the pot.

Observe this picture





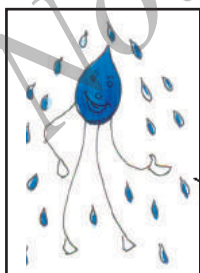
Activity

Children....measure
how much of water
you need every day
and write here.



O.K dear drop,
we will measure.

Daily work	No. of glasses	No. of mugs	No. of pots	No. of buckets
washing hands, legs and face in the morning		5		
drinking	8			
bathing				
washing clothes				
washing dishes				
mopping the floor				
toilet cleaning				
others				
Total				



Do you know how much
of water you use everyday
at home?

How many of you are
there in your home ?

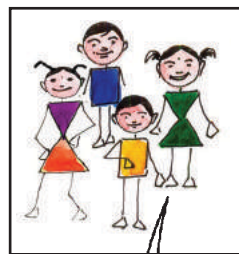


O.K. How much of water do you need in your house in a day? Write here.

members of the family	in glasses	in mugs/ jugs	in pots	in buckets
I				
my mother				
my father				
my brother/sister				
grand father/grand mother/others				
Total				



See.... how much of water do your family members and you use everyday ?

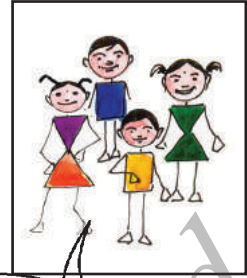


Dear children.... have you understood now how important I am? Remember, I am needed not only for you but also for the living beings living on this earth. So don't waste me. Use me carefully. Just as much as you need.

All right, drop of water..... we will always remember what you have told us.



Children. It is time
to go home.
Convey this to all
others at home.
Let us meet
tomorrow. O.K?



O.K.! Drop of
water....Bye, let us
meet tomorrow.

Sing and Enjoy

*Oh! drop of water, falling from the cloud
Please come and join the pond by flowing.*

*The oceans, rivers and tanks too
All are sources of water.*

*We want you to quench our thirst,
Come to our fields and save our crops.
Water for bathing and cooking.
The cow is thirsty without you.*

*We can't live without you
We save to conserve you,
We won't waste you and dirty you.
All this calls for goodwill from one and all.*



LESSON – 5

THE FAMILY OF WATER

After studying this lesson you,

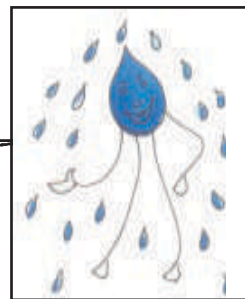
- *identify the animals that live in rivers and seas.*
- *observe the responses of plants and animals to rain.*
- *express the response of plants and animals through songs, dance and other cultural expressions.*
- *identify the changes that occur in the quantity of water flow in different seasons.*

Drops of water
falling. It may
rain,



Oh! drop of
water, are
you here?

Children.... look at these
plants and trees enjoying.
If it rains, they will be happy.



Yes, look at
them. They are
charming.

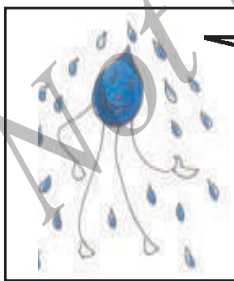
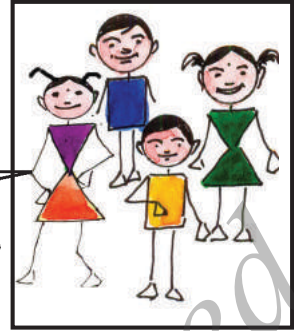


Drop of water....
today I had been to
the river with my
sister.

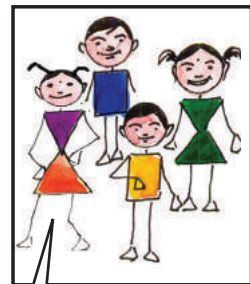


Did you?

The fish, frogs and crabs in the river were also happy.



See..... when I come to the earth in the form of rain, all the living beings feel happy, don't they ?



Yes, drop of water



Drop by drop, in the form of rain I come to the earth. I flow in the form of streams and join the rivers. All the rivers flow into the sea. There are different kinds of plants and animals in the rivers and seas.

Activity :

Look here, it is the picture of a river. Identify the animals. Write their names in the space provided.




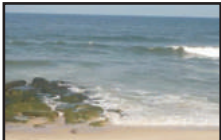


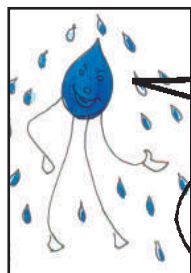
See, here is the picture of a sea. Look at the animals that live in the sea.

Activity :

Some of the animals are given below. Write their names below their pictures. To place them in the proper habitat, write their names in the suitable column.



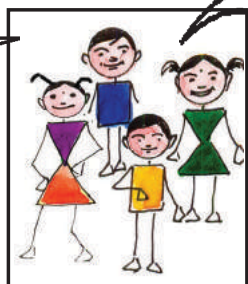
	River		Sea



Have you seen a pond, a river or a sea? Collect the pictures of the plants and animals that live there. Paste them in a used note book and write their names.



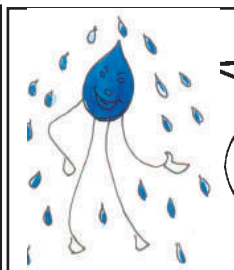
Oh! How many plants and animals are living in water!



See, when it rains, everything looks green! The plants and trees grow and become beautiful. The ponds and rivers flow full of water. Oh! How wonderful!

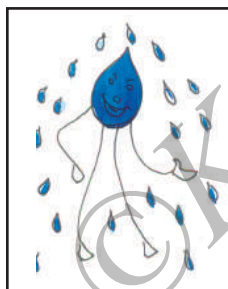
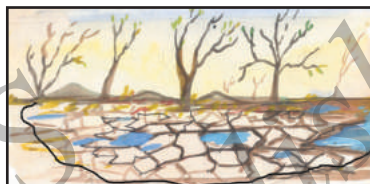


But, it will not be the same in summer.



True, ponds and streams will dry-up. There will be less water in the rivers too.

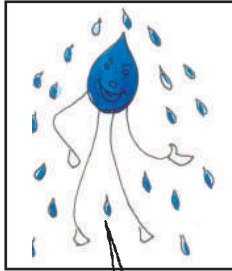
Yes, drop of water!



Activity:

There are ponds and rivers in your place, aren't there? To show the level of water in them Put a (✓) mark in the table given below.

Sources of water	Rainy season			Winter season			Summer season		
	High	Average	Low	High	Average	Low	High	Average	Low
River									
Lake									
Stream									
Others									

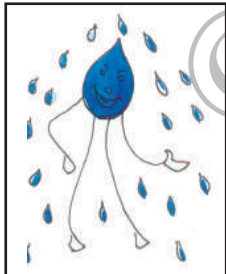
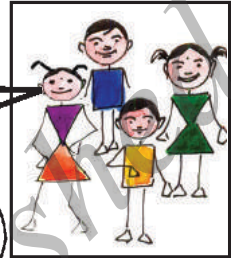


Activity :

Why does the level of water in the rivers, ponds and wells vary during different seasons? Ask your elders and know the reasons.

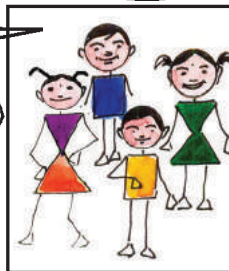
Children....have you observed plants, trees and animals in different seasons?

Yes, Drop of water. In summer, the plants and trees lose their shine due to the shortage of water. Even the birds and animals lose their liveliness.



During rainy season, the ponds and rivers flow with a lot of water due to rains. During summer, the ponds and rivers become dry due to heat and absence of rain.

Yes, drop of water.... You are essential for all animals and plants. We also need you.



Yes....I am essential for all. Do you understand it?



Shall we sing a
rain song ?

Sing and Enjoy

*Rain, Rain, come, come,
The gardens are dry,
Rain, Rain, come, come
No water for banana garden.*

*Rain, Rain, come, come,
Help us grow crops,
The living beings are thirsty;
They are waiting for you,
Why are you so angry
Come and make them happy.
Rain, Rain, come, come
Help us to grow crops.*

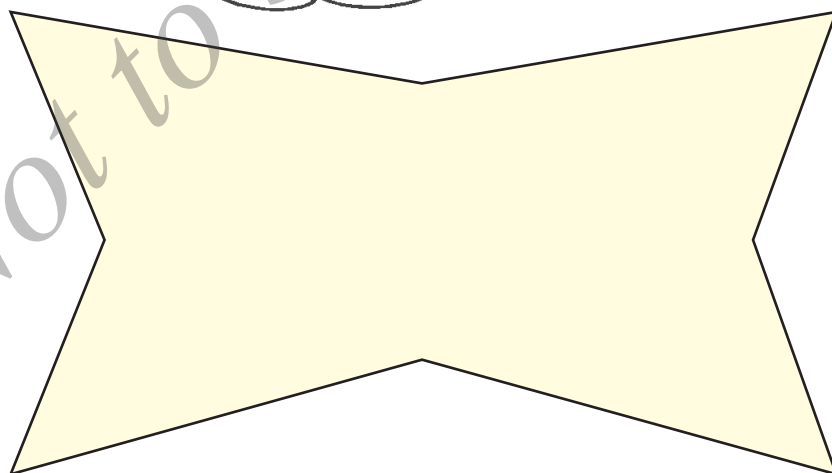
*The rain fall on the earth
drop by drop
The crops on the earth
grow and grow
There is happiness
all around
The earth is beautiful
with greenery.*



You also write
a poem on
rain.



What do you
do when it
rains ?





Activity :

How do the living beings given below react during rain or after the rain? Enact and show it.

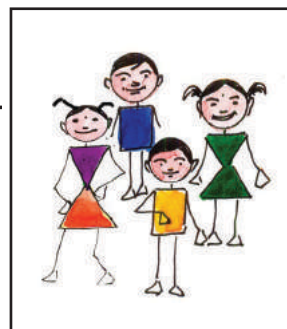
coconut tree
banana plant
grass
pumpkin creeper
paddy plant

frog
fish
cow
tortoise
bird



All right, children.....
I shall proceed forward.

Drop of water..... will
you really go?



Yes, I have to go. Please
collect small poems on rain,
with the help of elders. Sing
them melodiously.



LESSON – 6

VARIETY OF FOOD

After studying this lesson you,

- *know the varieties of food.*
- *get introduced to the varieties of food used in your districts.*
- *make a list of food obtained from plants and animals.*
- *identify the quantity of food consumed according to sex, age and physical activities.*
- *identify the food of wild animals, domestic animals and insects found in home.*

You know the food items that you eat everyday. Answer the following questions :

1. Write 5 food items that you eat everyday in the space given below.



2. Why do you eat those food items everyday ? Write the reasons in the space given below.

3. Write 5 food items that you eat on festivals or on special days.

_____, _____, _____, _____, _____.

4. Write 5 food items that you like very much.

_____, _____, _____, _____, _____.

5. Why do you like them ?

6. Write 5 food items which you do not like.

_____, _____, _____, _____, _____.

7. Why do you not like them ?

Compare your answers with those of your friends. Are the answers the same? If not, why? Think and write.

Activity : Make a list of food crops that are grown in your place.

_____	_____
_____	_____
_____	_____
_____	_____



Know this


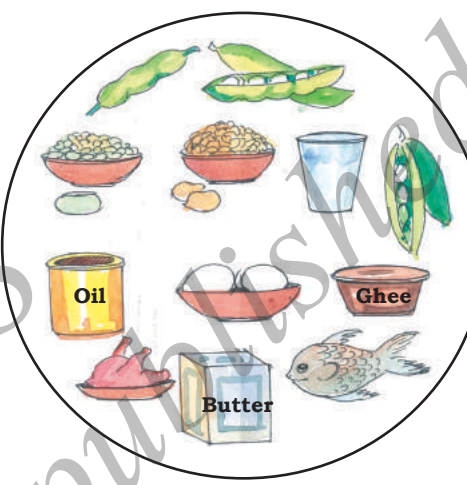
- Food habits differ from person to person. Similarly the food habits of people vary from one place to another.
- We eat according to the taste, food habits and the crops that grow in that place or region.

For example, The people eat more of jowar in the region where jowar is grown in plenty. People who live on the sea shore, eat more of fish. So food habits of people differ from person to person.

You already know why we need food. The different requirements of food are shown in the pictures given below. Observe the pictures.



Which are the food items that give us strength? Which are the food items that help us to grow? Which are the food items required to keep healthy? Know this from the pictures given below.

 <p>Food items that make us strong</p> <p>Rice, ragi, jowar, wheat, millets, oil, ghee, sugar, jaggery, meat etc., give us strength.</p>	 <p>food items that help us to grow</p> <p>Pulses like toordhal, cowgram and black gram, milk, egg etc., help us grow.</p>
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Write the names of other grains that you know.



Food items that help us stay to be healthy

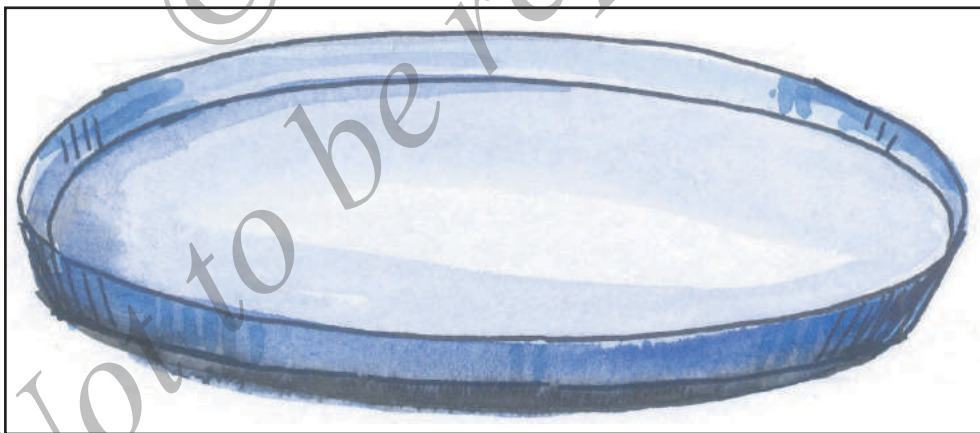
By eating more vegetables and fruits we can avoid diseases.



Know this

- Raw vegetables, sprouted seeds and fresh fruits keep us healthy.
- Drink sufficient quantity of water to maintain good health.

What did you eat yesterday? Write it in this plate.



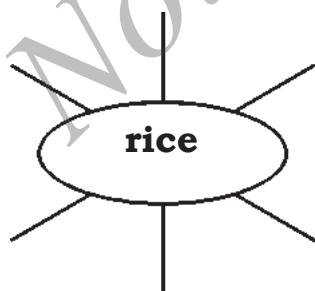
Make a list of the food items that are in your plate and your friends' plates

Write the basic food materials used to prepare these food items.

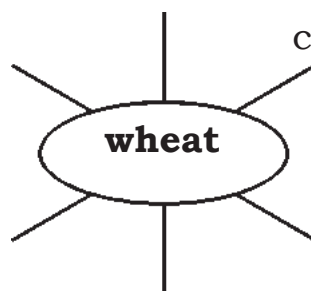
Food item	Basic food material
Example : Roti	ragi/rice/jowar/wheat
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

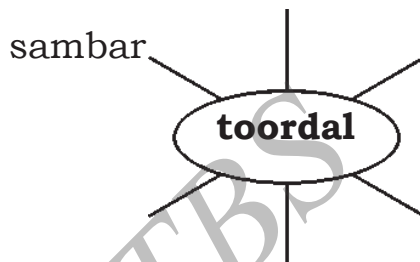
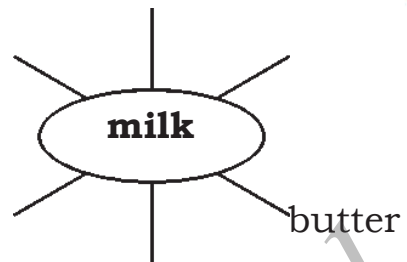
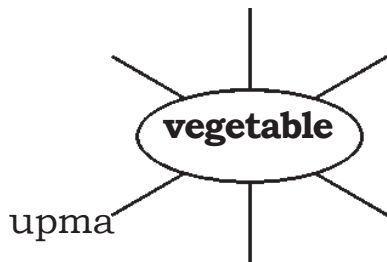
Activity : Once again observe the list that you have prepared. Get clues from it and fill in the blanks.

cooked rice



chapathi





Activity : Do you know where we get the food materials that you have listed? **For example,** we get rice from the paddy plant.

Classify the food items that are available in your place as plant source and animal source.

Plant source

An octagonal box containing seven horizontal lines for writing.

Animal source

A hexagonal box containing seven horizontal lines for writing.

Play the game

With the help of your friends, write the names of the food items on small pieces of paper. Stick the picture of an animal that you like on one box and the picture of a plant that you like on the other box.

Distribute the bits of paper among all. Put them into the suitable box.

Observe the quantity of food eaten by young people and elders.

Activity : *Observe the children of different classes eating during the midday meals in your school. Write your observations here.*



know this

People eat according to their age and the nature of the work they do. The quantity of food eaten by boys and girls of the same age differs.

- What is the food of a baby?

Milk is the main and complete food for a child.

- Can you live drinking milk only?



You have learnt in the previous class that animals also need food like you. Some animals are given below. Write their food in the space given.

Name of animals	Food
1. dog	_____
2. cat	_____
3. cow	_____
4. monkey	_____
5. hen	_____
6. bandicoot	_____
7. mosquito	_____
8. lizard	_____
9. bear	_____
10. tiger	_____

- 11. hawk _____
- 12. snake _____
- 13. fish _____
- 14. deer _____
- 15. frog _____
- 16. bison _____



Observe the quantity of food eaten by a cow and a calf. In the same way, observe the food and quantity of food eaten by other animals.

Write the names of the domestic animals you know and the food given to them.

Name of the animal

Food given

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |

Play the game

With the help of your teacher, go to the play ground with your friends and stand in a circle. Each of you receive a chit from your teacher which has the names of animals and their food. Let each one stick the chit on the shirt. When the teacher says 'move', start moving in the circle. When the teacher says 'stop', one who has the picture of the animal should stand near the other who has the picture of its food. Those who missed to do so will be out of the game. Others will continue the game.





Know this

- Animals which eat plants and their products are called **herbivorous animals**.
- Animals which eat other animals and their products are called **carnivorous animals**.
- Animals which eat both plants and animals and their products are called **omnivorous animals**.

Activity : Here is a problem. The animals are tied with a thread to the food they eat. As the thread is knotted, it is difficult for them to find their food. Can you help them to find their food?



Activity : Here are the pictures of a few animals. There are 3 bags in the middle. Divide these animals on the basis of their food habits. Then draw a line to the bag related to the animals.



LESSON – 7

OUR KITCHEN

After studying this lesson you,

- *identify the different utensils and fuels used to prepare food.*
- *identify the different roles of the family members in preparing food.*

You have learnt in the previous lesson that all living beings need food. There are different types of food. People of different places have different food habits. Now let's know how food is prepared in your home.

- Who helps in cooking food in your house ?

- How do you help in cooking ?

- Name 5 things that are used for cooking in your house.

In this picture, Ramu, his sister, his father and his mother are cooking together. Answer the questions with the help of the picture :



- Which items of work are they doing?
 mother _____ father _____
 Ramu _____ sister _____
- Write the names of the things that are seen in the picture.
 _____, _____, _____, _____, _____,
 _____, _____, _____, _____, _____.
- Here is a list of different materials used for cooking. Put a (✓) mark to the ones you see in the above picture.

cup	spoon	water container
steel vessel	plate	glass bowl
water drum	pot	pot
gas stove	knife	charcoal stove
cooker	ladle	vegetable cutter stand
firewood stove/oven	tongs	kerosine stove.
chapathi roller stand	flour stirrer	chapathi roller

Make a list of all the utensils used in your house to prepare food.

_____, _____, _____, _____,
 _____, _____, _____, _____,
 _____, _____, _____, _____,
 _____, _____, _____, _____.

Activity : How will you help?

1. Preparing lime juice



brother

cut the lemon.

sister

brought sugar
and water.

I

2. Preparing hot chapatis



I

father

mother

kneads the flour and
makes
dough balls.

rolls the dough
balls into chapati

sister

cooked the chapathi on the pan.

all of us

ate the chapathis together.

3. Cooking rice



grandpa

put the rice
in a bowl.

I

sister

Mix water to the rice,
put the vessel on the
stove and prepared rice.

- Have you eaten raw (uncooked) food ?

- Name 3 raw food items that we can eat.
(Remember what you learnt in the previous class)

- Now your friend Latha is going to tell us the method of preparing moongdhal Kosambari.

Soak moong
dhal in
water.

Scrape
carrot.

Cut chillis
and coriander
leaves into
small pieces.

Mix all these
and put grat-
ed coconut.

Season it with
oil, mustard
seeds and cur-
ry leaves.

Mix it
and add
lime juice.

Put salt for
taste.







Mix everything
for sometime.

Eat with your
friends.

Activity : Write the procedure of preparing any food item that you know.

	→		→		→	
	→		→		→	

Activity : Join the dots given in the picture and colour them. Write the names of the utensils in the space provided.

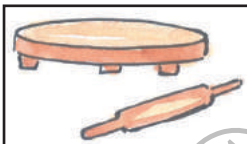
	1. _____
	2. _____
	3. _____
	4. _____
	5. _____
	6. _____
	7. _____

Which items of food can be prepared using the utensils shown in the pictures.

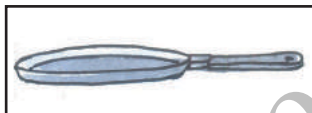






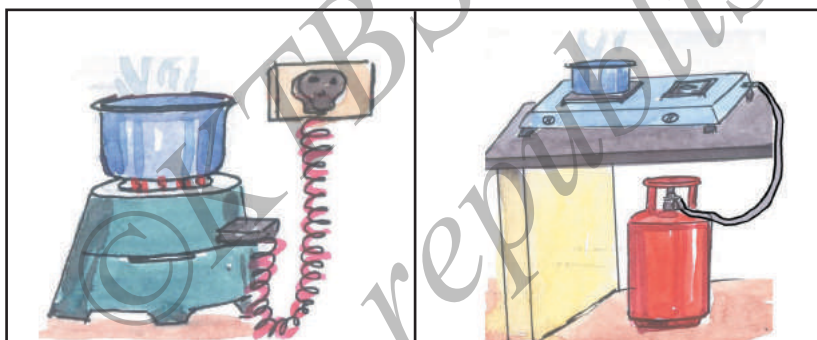
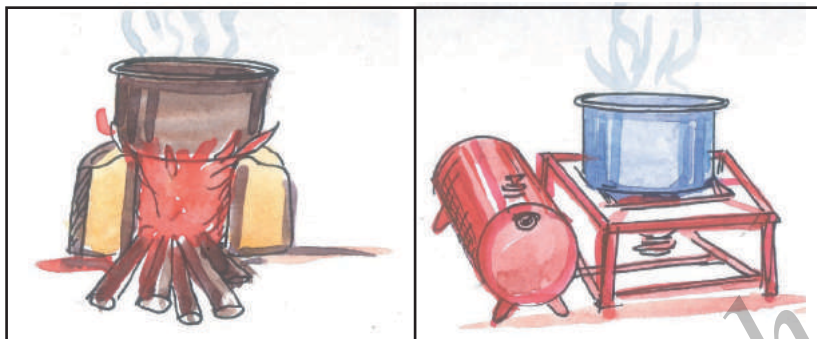








How is the flame produced in these stoves?



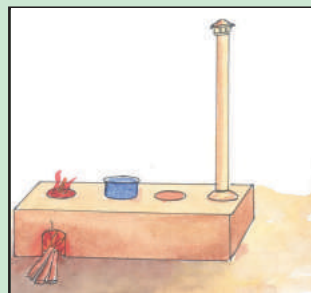
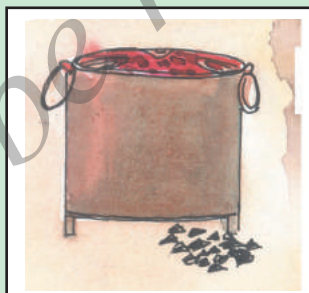
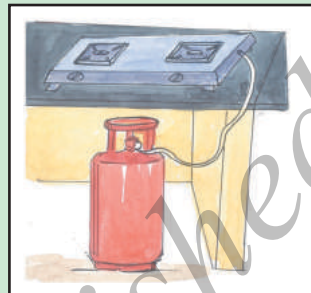
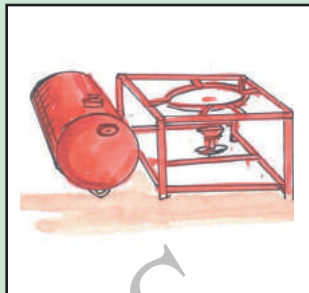
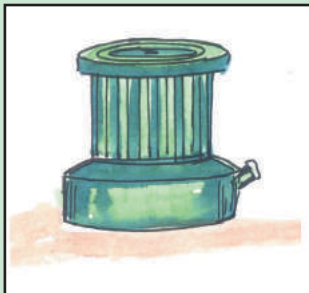
Firewood, kerosene, electricity and gas are the fuels, used to prepare food.

Which are the fuels that are used in your house for cooking?

Which are the other fuels that are used for cooking ?

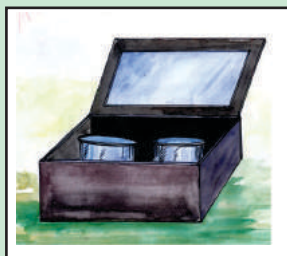
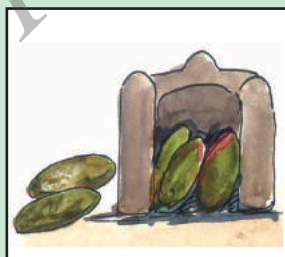
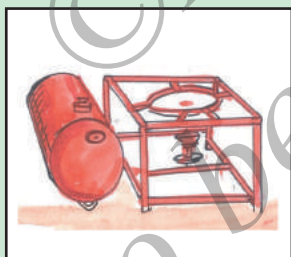
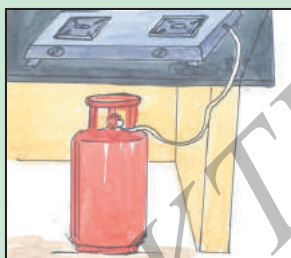
Firewood, cowdung cakes, kerosene, electricity, gas, go-bar gas, charcoal are the important fuels used for cooking .

Activity : Each fuel has to be used in a particular kind of stove. Observe the pictures given below. Then mark as the instruction given below.



- Put ○ mark to the stoves that are used in your house for cooking.
- Put □ mark to the stoves that are used in your friend's house.
- Put △ mark to the stoves/tools that you have seen.

Activity : Name the fuel which is used in these stoves.



LESSON – 8

LET US BUILD A HOUSE

After studying this lesson you,

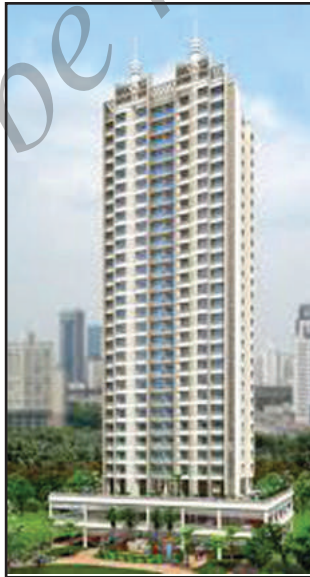
- *identify the different types of houses.*
- *get introduced to the different materials used for the construction of a house.*

You know about your house. You have seen different types of houses in your locality. Some of them are shown below. Identify them and write their names in the space provided.



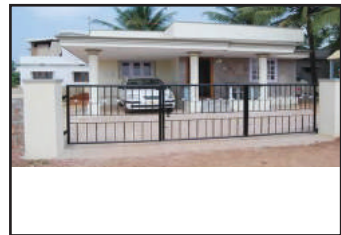












Activity : Which are the materials used to build the houses that are shown in the pictures? Make a list of them with the help of your friends.

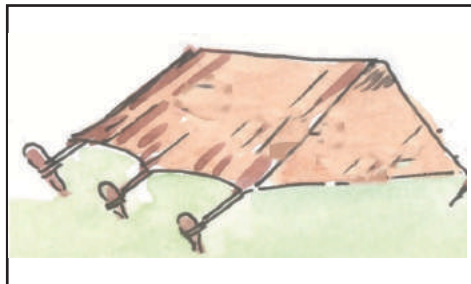
Type of house	Materials used
1. _____	_____, _____, _____, _____.
2. _____	_____, _____, _____, _____.
3. _____	_____, _____, _____, _____.
4. _____	_____, _____, _____, _____.
5. _____	_____, _____, _____, _____.
6. _____	_____, _____, _____, _____.
7. _____	_____, _____, _____, _____.

Do it yourself

Visit different types of houses in your locality with your friends. See the materials used there. See the houses which are under construction. Observe the materials used there.

How are the houses constructed? Explain in your own words.

The pictures of different houses are given below. There is information also beside the picture. Fill in the blanks and complete the information.



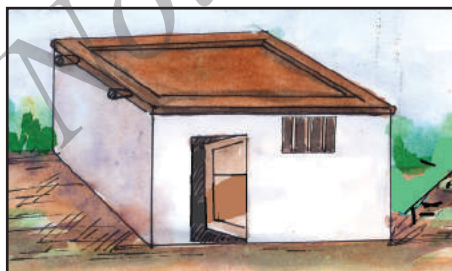
I am a tent. I am not a permanent house like other houses. You can stay inside me for some time! To build me ____, ____, ____, ____, ____ are enough. It is also easy to shift me from one place to another.



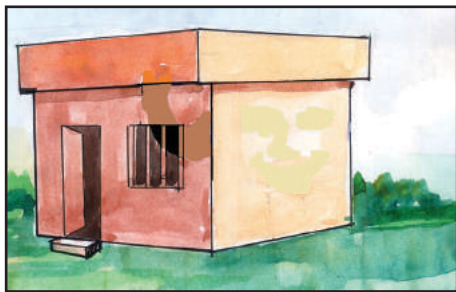
I am a hut. Too many materials are not needed to build me. For my construction ____, ____, ____, ____, ____ are enough. I am very simple.



My roof is made of tiles. The materials required to build me are ____, ____, ____, ____, ____, ____, ____, ____, ____.



My roof is thick. It will be cold in summer and warm in winter. Do you know why? My roof is built with ____, ____, ____, ____, ____.



Look at my terrace. How nice ! I can resist heat, rain and wind. Therefore many people appreciate me. Make a list of the materials needed to build me.

walls _____, _____, _____, _____, _____.

doors _____, _____, _____, _____, _____.

windows _____, _____, _____, _____, _____.

roof _____, _____, _____, _____, _____.

floor _____, _____, _____, _____, _____.

Sing and Enjoy

*The tent is easy to carry
A hut is easy to build
House of red and brown tiles
House with a thick roof
Terraced house with cement
All houses are beautiful
All of us need a house to live in.*



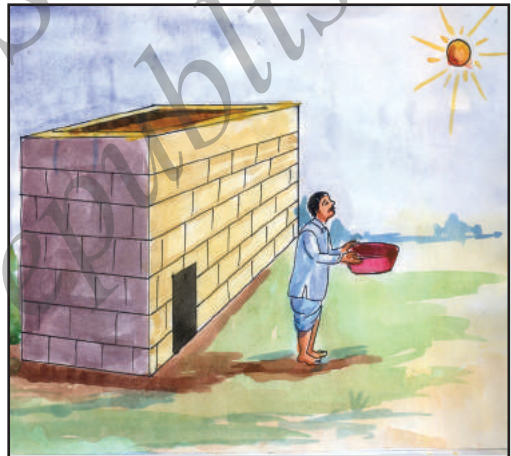
LESSON – 9

PRETTY HOUSE

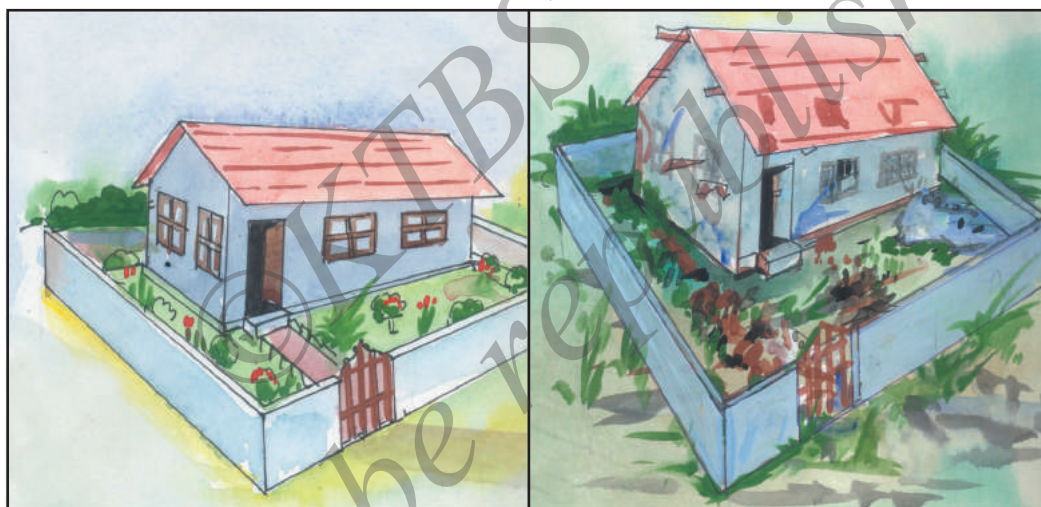
After studying this lesson you,

- identify the features of a good house.
- know the method of decorating the house according to different cultures.

Once a man wanted to build a strong house. He built a terraced house using bricks and steel. Later he went inside the house. It was very dark! It had no ventilation. To get light and air, he took a big vessel and held it outside the house. After sometime thinking that the vessel contained light and air he took the vessel in and poured the light and air in the house. He did this several times, but there was no light and air. A wayfarer saw him and laughed. He helped him get enough light. What might the wayfarer have done to get light and air? Explain in your words.



Know the features of a good house and write here.



Look at the two houses. Which house do you like to live in? Why ? Write in the space given.



Know this

How should a good house be ?

1. *There should be sufficient light and fresh air in the house. So it should have large windows and doors.*
2. *There should be sufficient space around the house. There should be a kitchen garden in this space.*
3. *There should be protection from thieves and robbers. So the windows and doors should be strong.*
4. *To avoid the worms and insects, the house should be cleaned everyday.*
5. *To protect it from rain and to avoid the entry of snakes and rats, the roof should not have cracks or holes.*
6. *Wastes should not be put around the house. It should be swept and the surroundings kept clean. The wastes must be put in the dustbins. The wastes in the dustbins should be kept far away from the house.*
7. *Care should be taken to avoid the stagnation of water around the house and in the drainage. Dunghills and drainage stagnation around the house should be avoided.*

- What kind of waste gets collected in your house?

- How do you dispose of the waste of your house ?

- How do you keep your school clean ?

- What kind of waste gets collected in your school?

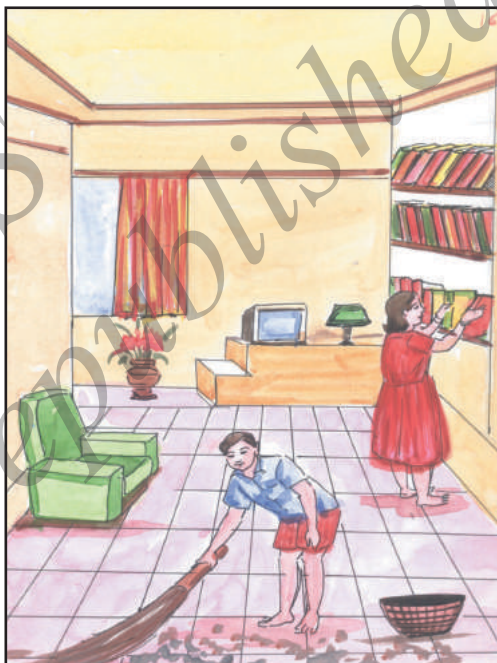
- Where do they dispose of the wastes of your school?

Priya is studying in class 3. Her house is very clean. She puts different kinds of rangoli every day in front of her house. On festivals she puts rangoli using different colours, so it looks very attractive. On holidays she keeps flowers in flower vases. She decorates the doors with buntings of mango leaves on festivals. She has kept the dolls also inside the house. The things in the house are arranged properly. Her house is very beautiful. She likes to decorate the house.



Write 4 lines about the decoration of your house.

How do you help your elders to keep your house clean ?



Activity :

- Visit your friends' houses and observe the decoration of their houses.
- How do you and your friends decorate the house on festivals and special days ? Explain.

Activity : Observe the pictures. Write the speciality in the decoration of these houses.



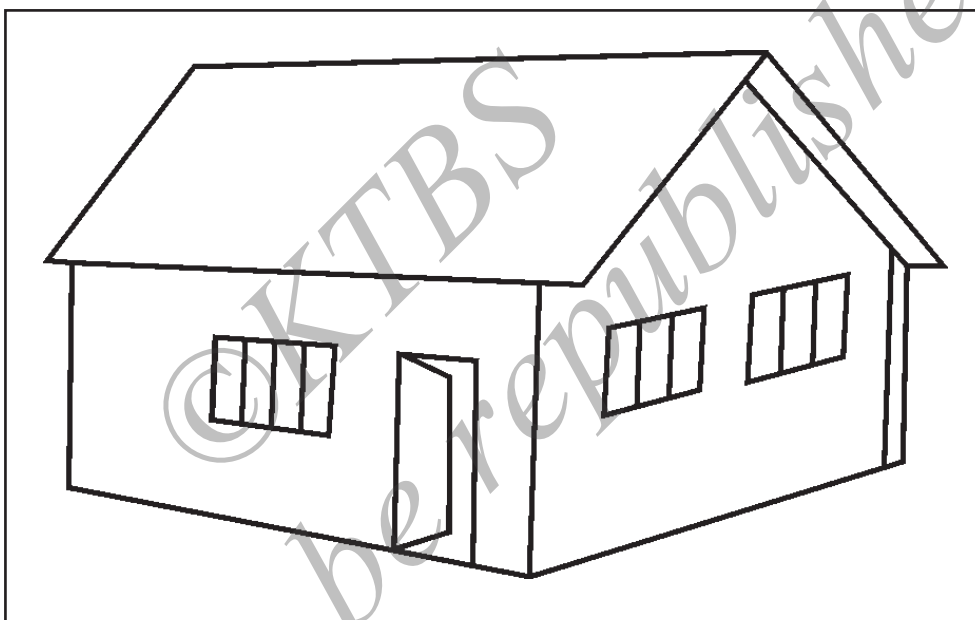
Activity : This is a shop where decoration items of the house are sold. Put a '✓' mark on the items which you want to decorate your house with.



- Make a list of the things that are needed to decorate a house.

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

- Decorate the house given in the picture.



Do it yourself

Make a model of a house with your friends, using mud, card board, clay or plaster of paris. Then decorate the house with your friends.



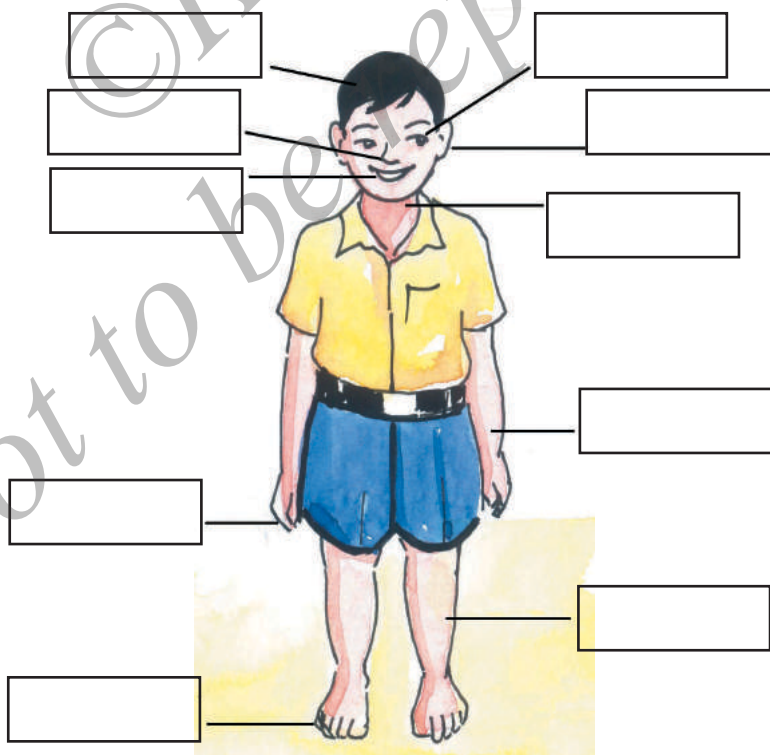
LESSON – 10

OUR SENSE ORGANS

After studying the lesson you,

- identify the sense organs of the body and understand their functions.
- understand the need of cleanliness and protection of sense organs.

The teacher of class 3 was on leave. Students were making a lot of noise. One of the other teachers came to the class to stop the noise. He asked the students to identify the parts of the body. You have already identified the parts of the body in class 2. With your friends, identify the parts of the body given in the picture.



You have identified the parts of the body, haven't you ? Now sit down silently. Write here what you have observed or experienced.

For example, the fragrance of a flower, the sound of a bus, sight of a kitchen garden.

How did you get these experiences ? Which organs helped you to experience them ? Write in the space given.

Eyes :

A few children were playing the blind fold game. When Chitra was blind folded, she suddenly screamed, "Oh, I can't see anything ! How can I search ?

Why did Chitra not see anything ?



Blind fold yourself. Try to identify your friends or things. Share your experiences with your friends.



Know this :

- Eyes help us to see the surrounding environment.
- They help us to identify the sizes, shapes, and colours of the things and their distance from us.

When Manju was coming to school, some dust fell into his eye. He rubbed it. The eye became red and started shedding tears. The teacher took him to the doctor. The doctor treated him immediately. He also gave him some information about the eyes, "Eye is a very sensitive part. If dust, insects, etc., enter the eyes you should not rub it. It causes problem to the eye. You should wash the eye with clean water and consult a doctor. You should take care of your eyes."

Take care of your eyes.

Put a (✓) mark to the pictures which are right and (×) mark to the pictures which are wrong.


☐

☐

☐

☐

☐

☐

Discuss with your friends what you learnt from the above pictures.

Ears :

Blindfold the eyes of your friends. Produce different sounds like ringing of the bell, cry of a bird, blowing of a whistle etc., Ask your friends to recognise the sound. In the same way ask them to identify the other sounds also. They should also say the direction which the sound is coming from.

Know this :

- Ears give us a sense of sound.
- With the help of the ears we recognise various sounds.

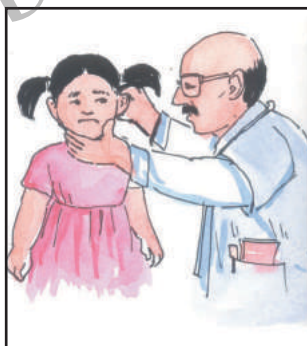


Dhoom ! blasted the cracker. Tommy, frightened by this sound, started to run in the direction of the sound. A bursted particle fell on Tommy's ear and wounded it. Tommy was Chandana's pet dog. Chandana took Tommy to the Veterinary doctor immediately. The doctor treated Tommy's ear and showed a poster to Chandana about the "Protection of ears."

Protection of ears



×



✓

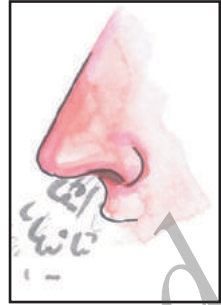


✓

Observe the above pictures. Why have they put the (✓) or (×) marks below them.

Nose :

Get a flower or a leaf that has good smell. Rub it against your palm and keep it in your palm. It is good to take jasmine flower, tulasi, curry or eucalyptus (nilagiri) leaves which have strong smell. Ask your friends to identify what is in your palm. Ask them to know how they identified it.



Know this

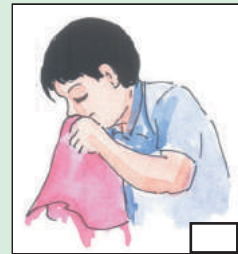
- The nose smells everything.
- The nose is an essential organ of respiration.

Make a list of 10 items that we can identify by their smell.

_____, _____, _____, _____, _____,
_____, _____, _____, _____, _____

Can you smell when you have cold ? Try smelling.

Activity : Identify whether the activities given in the picture are right (✓) or wrong (×). If it is wrong, write below the picture why it is wrong.



Tongue :

Today there is something special in the midday meals in Ramesh's school. There is payasa, lemon rice, chilly bonda, bitter gourd gravy etc., Which of these items do you like most? Why?

Write the taste of these items.

payasa _____

lemon rice _____

bittergourd gravy _____

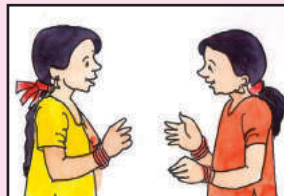
chilly bonda _____

How do you know the tastes of these items ? For what other functions do you use your tongue?



Know this

- Tongue helps to taste food items.
- Tongue pushes the food items towards the teeth to chew.
- Tongue helps us to speak.



Try to speak without using your tongue.

Activity : There are a few sentences below. Read them carefully. Correct the wrong sentences and write them.

1. When we brush our teeth everyday, we should not clean our tongue with our fingers. This will prevent emission of foul smell.

2. After taking food we should not wash our mouth. This will help us to keep the tongue and teeth clean.

3. We should eat food items which are too hot and too cold. This will help the tongue to taste it better.

4. If you keep sharp things in your mouth, tongue will not be wounded.

Skin :

“Mummy, it is paining!” cried Tara. Everyone around was surprised. Tara pointed at Asha and said that she had pinched her. Why did Tara experience pain when Asha pinched her ?

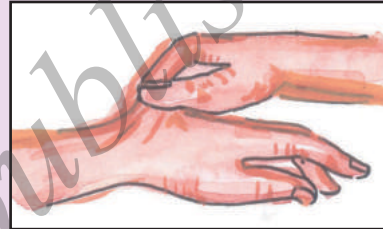
How will you know that the food served to you is hot or cold ?

Blindfold your eyes and start touching the things that you come across. Will you be able to identify them? How were you able to identify them ?



Know this :

- Our entire body is covered with skin.
- We feel hot, cold, softness and hardness of things when they come in contact with the skin. We also experience touch and pain.



How do you protect your skin ?

Fill in the blanks with appropriate words.

1. We take bath and keep our body_____.
2. Eating fruits and vegetables keep our skin _____
3. If we don't keep our skin clean, we may get _____ diseases.
4. Taking oil bath once in a while will keep our skin _____
5. We experience _____ when a blade or any sharp objects touch the skin.



Know this

Eyes, ears, nose, tongue and skin help us to see, hear, smell, taste and touch. Therefore these five organs are called as sense organs.

Activity : Observe the pictures. Match them with suitable sense organs,



Draw simple line diagrams of sense organs in your note book.

Read the posters about the sense organs when you go to the hospital.

There are a few people who are not able to see and hear. They may need special facilities. Do not tease them. Show compassion.



LESSON – 11

IMPORTANCE OF TEETH

After studying this lesson you,

- know the importance of teeth, types of teeth, and their functions and develop the habit of cleaning your teeth.

A rabbit and a dog were friends. One day they were walking near a pond.

Rabbit : Oh ! the grass has grown in plenty. I will eat quickly.

Dog : Oh ! see there, a large piece of flesh. I will bite it and eat.

(The rabbit was surprised to see the dog tearing the flesh.)

Rabbit : Oh, my friend how quickly you tear the flesh!

Dog : Look at my teeth. They are so sharp. But I can't eat grass like you.

Rabbit : (Laughing) Look at my incisors. These help me cut the grass.

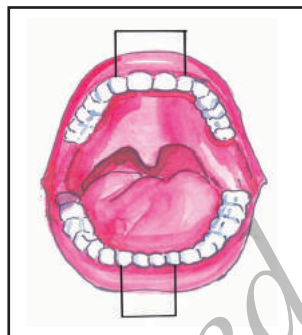
Dog : It's true. Just as my canines help me tear the flesh !

You have heard the conversation of the dog and the rabbit. Now stand in front of a mirror and observe your teeth.

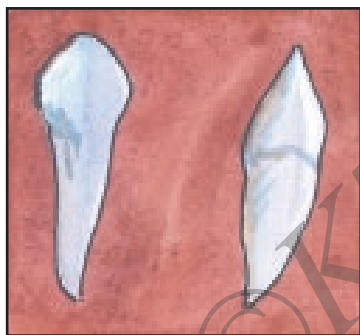
Look at your friend's teeth. Count how many teeth are there. Are all the teeth alike ? Observe the front teeth.

These are broad. They have sharp edges. These are incisors. How many incisors do you have?

Observe the function of these teeth when your friends are eating fruits and vegetables.



Incisors help to cut the food items.

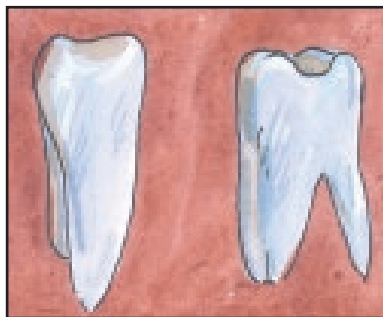


Observe the teeth next to the incisors in your friend's mouth. These are a little long and sharp, aren't they? These are canines. Observe the function of these teeth when your friends are eating hard items like sugarcane.

Canines help to tear the food.

The canines in dogs, tigers and other carnivorous animals are very long and sharp. Why ? Think about it.

Chew a piece of coconut. In which part of the mouth do you chew? The teeth which are in the part of jaws are molars. Observe the molars in your friends' mouth. They are big and flat.



Molars help to grind the food

Activity : Observe the mouth of old people, who have lost their teeth. Observe which type of food items they eat and how they eat.

Do it yourself :

With the help of your teacher or friends prepare a model of a set of teeth (denture) using clay or thermacol. Then name their types.

Karim is a seven months old baby. Now his teeth are appearing. These are milk teeth. John is 8 years old. His teeth have started falling and in their place new teeth are appearing. Now John has 20 teeth. Now Suresh is 35 years old. He has 32 teeth. Now Rangajji is 70 years old. Some of her teeth have fallen. They will not grow again.

Activity : Count your teeth and write.

Count your teeth that have fallen and write.

The total teeth that you have



Know this :

The teeth that appear in children of 1 year to 6 years are milk teeth. They start falling from the age around 7-8 years. New teeth will appear in their place. These are permanent teeth. If the permanent teeth fall, they will not grow again. So we have to protect the permanent teeth. An adult person has totally 32 teeth. Among them 8 are incisors, 4 are canines and 20 are molars. Small children have totally 20 milk teeth.

Kanthi is studying in class three. She was very fond of sweets. She was eating chocolates and other sweet items everyday. She was lazy too. She did not brush her teeth properly. She did not wash her mouth after eating sweets. Gradually food got stuck between the teeth and got decayed. There was a foul smell in her mouth. Teeth started to decay. It caused pain in his teeth, Then bleeding and pus in gums. Her father took her to a dentist. The dentist examined her teeth and told, “Kanthi, You are not brushing your teeth daily after eating food. The food particles get stuck between the teeth. you are not cleaning your teeth immediately after eating sweets. So your three teeth have decayed. There is foul smell in your mouth. I have to remove two of them. I will treat another teeth. What should Kanthi have done to save her two teeth?

- Teeth help to increase beauty of the face.
- Teeth help us to pronounce correctly.

Activity : Observe these activities. Put (✓) mark to the right ones and (×) mark to the wrong ones in the boxes given.


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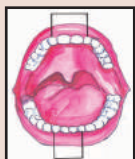
Know this

- Eat hard food items such as raw carrot, sugarcane, dry coconut etc., once a while. The teeth and gums are exercised and remain healthy. Drinking milk will also keep the teeth strong.
- If you have any problem with teeth, consult the dentist immediately.
- If there is a dentist in your locality, get information about the cleaning of teeth.

Activity : With the help of your friends, prepare a poster about the cleanliness of teeth and display it in your class.

Observe the cleanliness of teeth of 10 of your friends everyday for a week. Tell them whose teeth are not clean and about the necessity of cleanliness of teeth.

Sing and Enjoy



Teeth, Teeth, the incisors
To bite vegetables and fruits.

Sharp and long Canines
To tear the sugarcane



Just behind them are molars
To grind the food really soft

I know you help one and all
To chew their food and eat it up.



LESSON – 12

DANGER - ACCIDENT

After studying this lesson you,

- identify the situations of accident in the house and outside.

Observe the pictures given below. What is happening in each of picture ? Write in the space provided. Why did this happen? Think.













These are all situations of accidents. Some may occur inside the house and others may occur outside the house. They are dangerous.

Activity :

- Have you or your friend ever been in such a dangerous situation before? Discuss your experiences with your friends.
- Collect the information from the news papers about the accidents occurred as a result of burning crackers and display it in the notice board of your school.



Know this :

- Don't board a moving vehicle.
- Follow the queue to board a bus.
- Don't put your head or hands outside the window, while you are travelling in a vehicle.
- Don't play in the streets.
- While going near the well, tank, pond, or river you should be with your elders.

Make a list of precautionary measures that you have learnt from your experiences and the experiences of your friends.

If we are careful, we can avoid accidents.

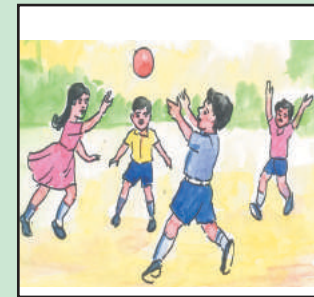
Activity : In the situations given below, put a (✓) mark to the right situations and (×) mark to the wrong situations. Discuss these situations with your friends.


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Sing and Enjoy

Swinging and swinging
Up and down
Vyshali pushes it fast
Shalini fell down.

Up and down the tree
Playing the monkey prank
Climbing and slipping
He fell down.

Leg got fractured
Can't walk oh! friend.
It has to be plastered
Be careful my friend

Bursting the cracker
Enjoy with pleasure
The cracker bursted
With a great sound.

Dum, Dum, sui, sui, cracker
Go round on the floor
Trying to escape
The cracker hit the eye.

Oh! the eye got buring
The doctor bandaged around
I can't see and can't play
No more crackers in future.



FACILITIES FOR OUR USE

- *identify the need of public facilities and protect them.*

Do not litter

Do not tear the books

silence please

English

Oh! so many books.

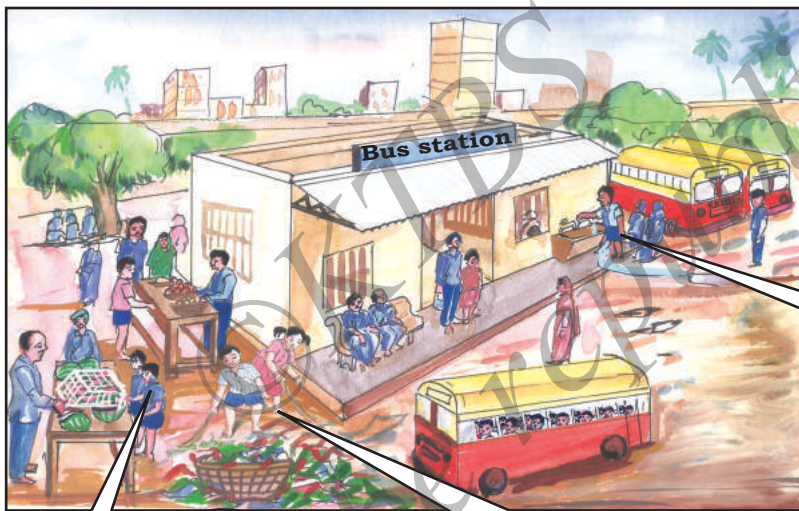
the books are kept so neatly.

Read the boards that are in the picture of the library.
Why have they been written?

Have you seen the library in your locality?
What rules have you followed there ? Write here.

Make it a habit to visit libraries.

The bus stopped at the bus station. Children got down the bus. They went round the bus station.



Don't you know that we get diseases if we eat these open and cut fruits? Cover them with a lid.

People put the waste outside the dustbin. It is our bus station. Let us keep the bus station clean.

Some one has not closed the tap. It is running. I will close the tap.

How did the children co-operate in cleaning the bus station?

How is the bus station of your place ?

The children boarded the bus and alighted near the hospital.

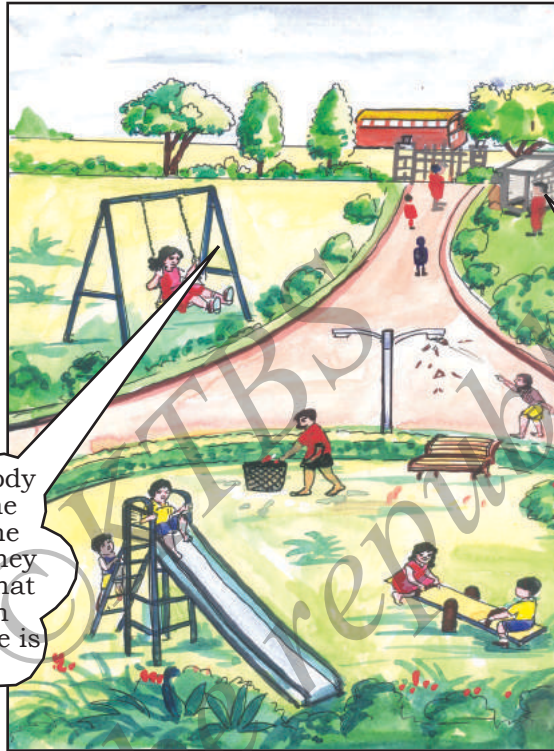


The children observed the different kinds of functions in the hospital. They got into the bus appreciating the cleanliness of the hospital.

Visit the hospital of your place. Is cleanliness maintained there? Observe. Write your observations.

The bus stopped near the park. The children were very happy.

This is your park. Keep it clean.



Alas ! Somebody threw a stone and broke the lamp. Don't they understand that we will be in trouble if there is no light?

Oh! This toilet is used by many people. They did not put sufficient water. It is stinking.

They played in the park till evening. They were tired. They sat in the bus and returned to school.

How is the park that you have seen? Write in two lines.

The next day, the teacher asked the children a few questions about the outing. You also participated in that outing, didn't you? Answer the following questions.

1. Write the names of places you visited.

2. Which place did you like most? Why?

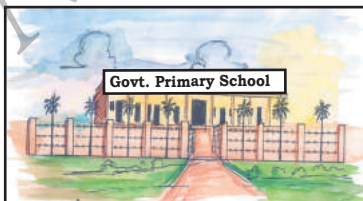
3. Library, hospital, bus station and park all are the places of public facilities. Who use them?

4. The facilities which we use are public facilities. Why do we need them?

5. Who protects these public places? Know about it and write.

Write the names and the need of the public facilities that you see in the pictures in the space given.



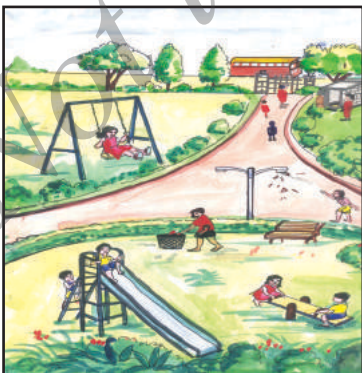


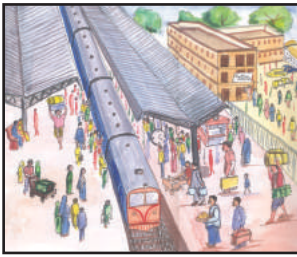




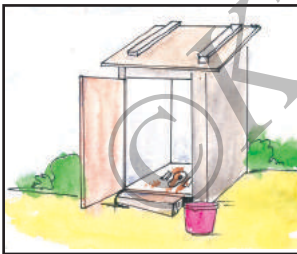


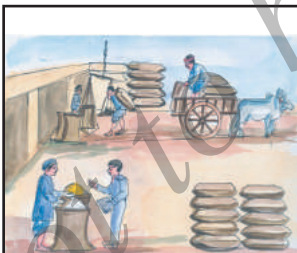






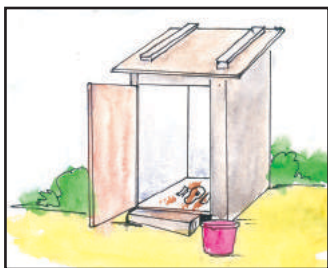


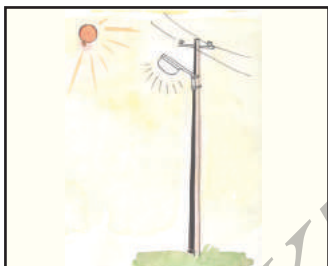


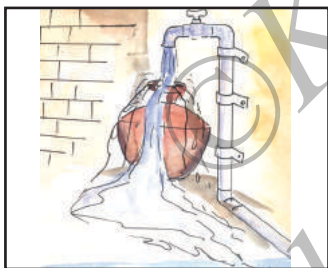




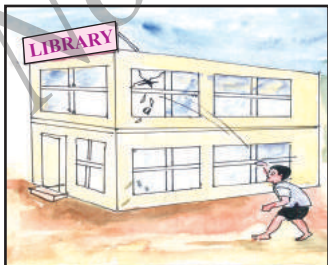
Observe these pictures carefully. Write what would you do in such situations.











Make a list of the public facilities in your locality.

School is a public facility. Why? Write here.

How do you and your friends keep your school clean?

Activity : The public facilities are hidden in this word grid. Identify them and draw a line around them. One is done for you.

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

- Identify the public facilities and draw a line around each of them.

school, shop, house, library, car, bus, trees along, the road, house light, street light, park, road, house tap, street tap, garden in the house, post office, market, fair price shop.



LESSON – 14

MODES OF TRANSPORT

After studying this lesson you,

- *identify the need of transport.*
- *understand the different modes of transport for long distance, short distance and modern modes of transport.*
- *know about different kinds of workers working in railway station/bus station.*

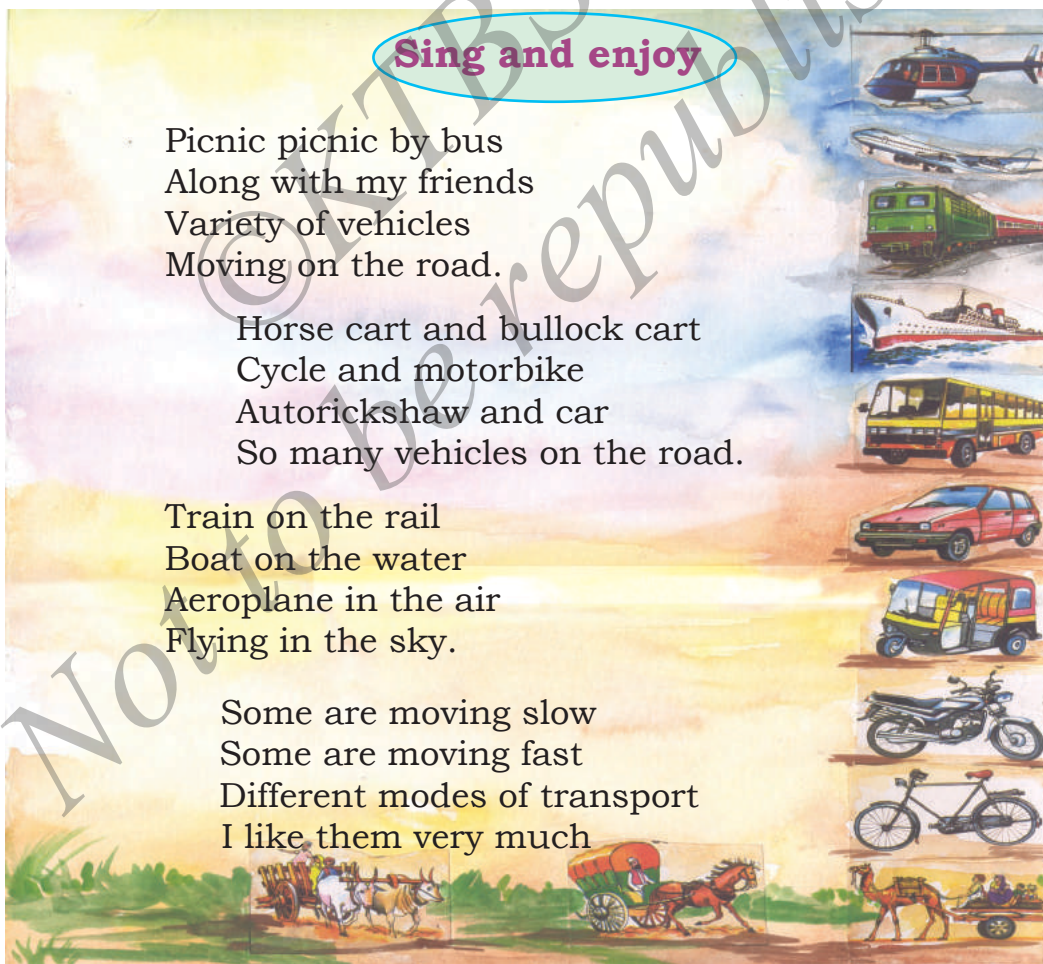
Sing and enjoy

Picnic picnic by bus
Along with my friends
Variety of vehicles
Moving on the road.

Horse cart and bullock cart
Cycle and motorbike
Autorickshaw and car
So many vehicles on the road.

Train on the rail
Boat on the water
Aeroplane in the air
Flying in the sky.

Some are moving slow
Some are moving fast
Different modes of transport
I like them very much



Name the vehicles which are there in the poem.

Collect the pictures of vehicles and stick them here.

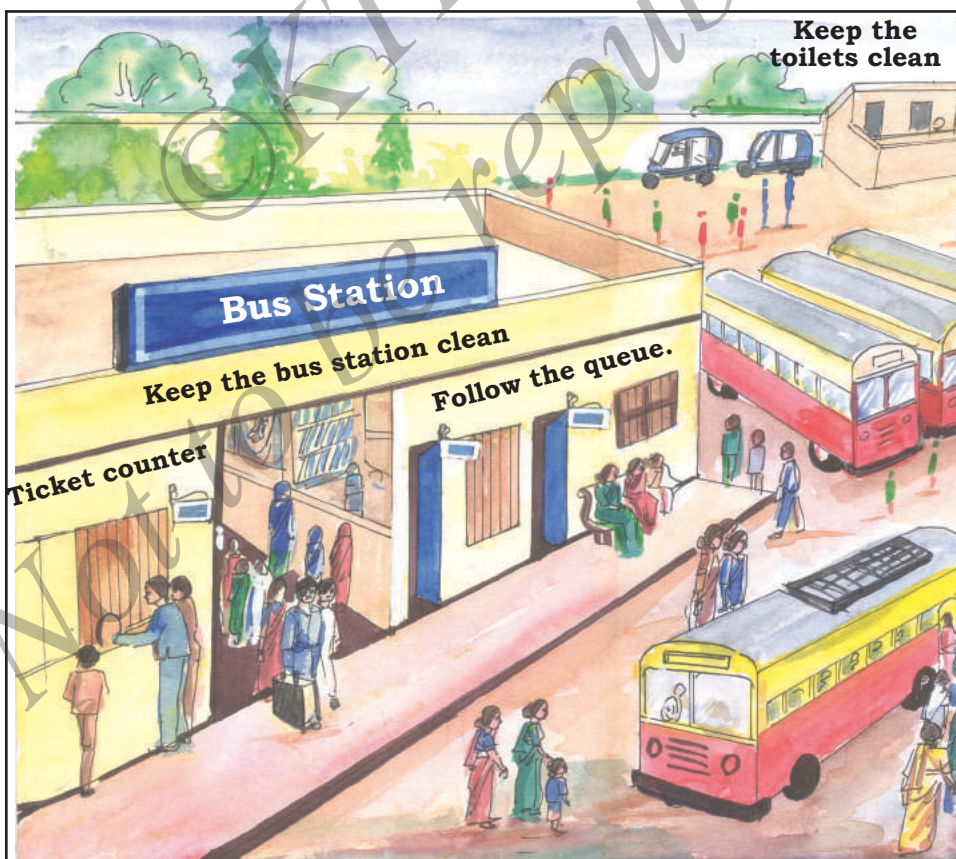
Make a list of the vehicles by which you have travelled.

Classify the vehicles listed by you as fast moving vehicles and slow moving vehicles.

Which vehicles are used for carrying goods in your place? Write here.

Activity : Fill in the blanks with suitable words and read the passage.

We use vehicles like and to travel from one place to another place. People use vehicles like and to carry goods from one place to another place. is comfortable for long journeys. is useful to travel fast. is used for travelling in deserts. It is called the ship of the desert. People use to cross rivers.

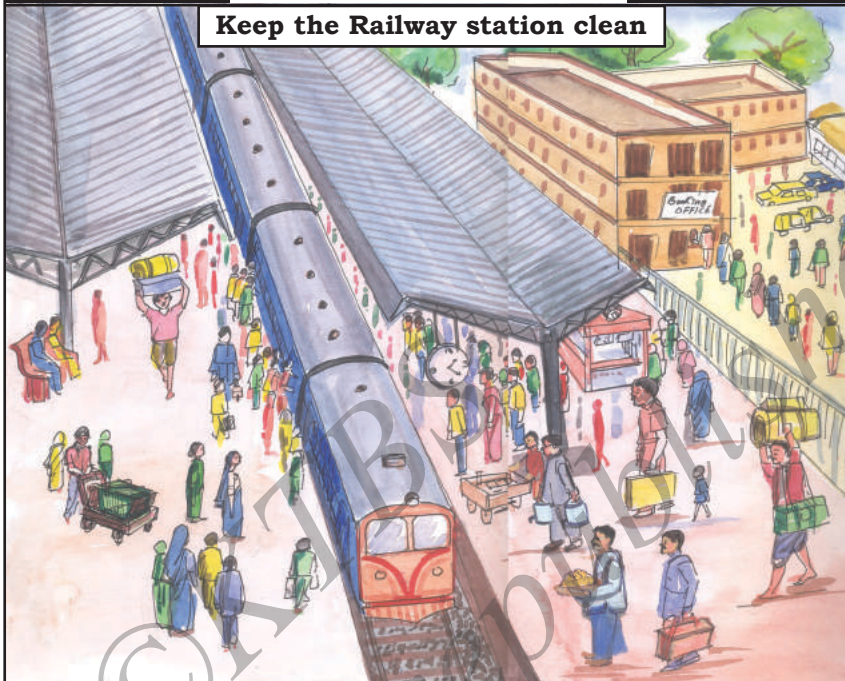


Write what you have seen in the bus station of your place.

Activity : Draw simple pictures of two vehicles you have seen and colour them.

Railway Station

Keep the Railway station clean



Is there a railway station in your place?

Have you seen a railway station ?

Have you travelled by a train ?

Do it yourself :

With the help of elders, prepare the model of a train using match boxes and lids of soft drink bottles.



Know this :

There is a need of workers in bus and railway stations to do different works . Their co-operation is needed for our comfortable travel.

Observe the pictures. What jobs/works are the people doing? Write it in the space provided.









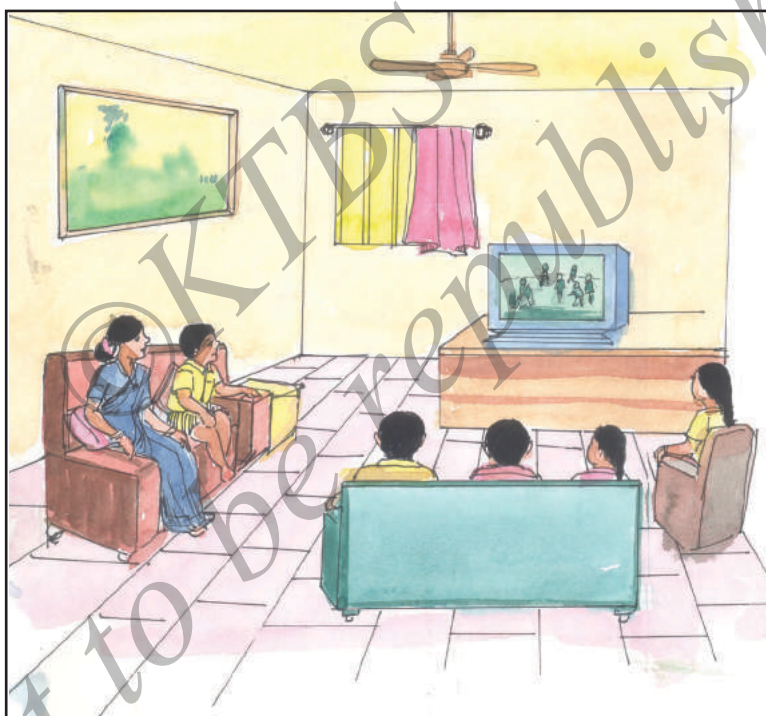


LESSON – 15

COMMUNICATING THROUGH LETTERS

After studying this lesson you,

- speak by using signs, acting etc., but not using the language.
- understand the method of communication by means of letters and the activities of the post office.



A day in summer holidays, some children had gathered in Sanjay's house to watch the cricket match on the T.V. It was a very exciting match. Rahul Dravid was batting, Harbhajan singh was bowling. Dravid hit the ball. The ball crossed the boundary line. Children clapped their hands with joy. Little Sanjay saw the sign given by the umpire.

Sanjay : Brother Sunil, why has the umpire raised both his hands up ?

Sunil : Oh ! the ball was hit out of the boundary line. The umpire did this sign to indicate that it was a sixer (six runs).

Sanjay : He could have said by using words.

Uma : Nothing can be heard in such a big and noisy ground. It is easy to show by signs. Every one can understand.

Lucy : Yesterday we went to a hotel for dinner. I saw people using signs for asking chapathi, rice etc., It was interesting to watch.

Salman : Yes, signs are very useful in places where the language is not known, where it is very noisy and where the people are far away.

Activity :

- *Converse with your friends by using signs, without speaking.*
- *Try to convey these activities by using signs. calling, writing, singing, eating, drinking, asking to bring things, want or don't want, up and down, here and there, drinking etc.,*

You use the signs and let your friends say the meaning of these signs.

- *Have you watched a cricket match or a football match? Introduce two signs to your friends which are used in these matches. For example, in cricket, if one hand with the index finger pointing up means 'out'.*

Sing and Enjoy

No language, No place
know the signs
There may be distance or noise
use the signs

Ramesh : Oh ! What wonderful century by Dravid !

Karuna : I like Dravid very much.

Sunil : I too like Dravid. Let us write a letter to
congratulate him on hitting the century.

All : Good idea !

Karuna : I will write the letter, tell me what is to be written.

Uma : Well, your handwriting is good.

Karuna : Friends, does anyone have a post card ?

Rita : Yes, I have. It is at home. I'll bring it now. Let
us write the letter during lunch break. (Lunch
time. Break for cricket)

Sunil : Karuna, start writing the letter. I'll tell what to
write.

Place :

Date :

Dear brother Rahul Dravid,

We are studying in class 3. We all like you. Your batting
is wonderful. It is a great pleasure to congratulate you
on hitting a century.

Yours lovingly,

Students of class 3

Sanjay : Do you know the address of Dravid?

Salman : Yes, it is with my father. I will bring it now.

Karuna : Shall I write the address.

Write the address here.

Uma : Write our address here.

Rita : Look here, the letter is ready. How to send this letter to Dravid ?

Sunil : Let us put the letter into a postbox.

Karuna : Hey ! How will it reach Dravid ?

Salman : The post office is very near. The postbox is also there. We shall go to the post office and put the letter into the postbox. Then we shall ask the postman how the letter reaches Dravid.

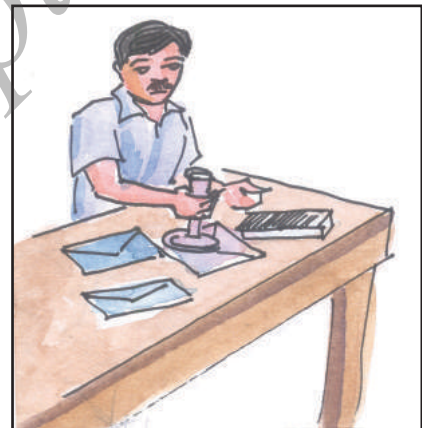
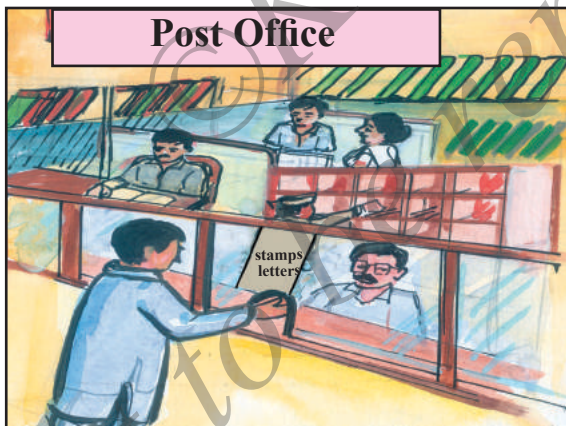
(They went towards the post office making noise)

Uma : Karuna, put the letter into the postbox.

Karuna : Yes, I put it.

Sunil : (Hey ! See there, someone is taking the letters from the letter box.) Will you please tell me why you are taking these letters ? We have written a letter to Dravid and put into this box. If you take this, it will not reach Dravid.

Postman : Don't worry, I am the postman. People put letters into this box everyday. I carry these letters to the post office. Please come inside the post office and see the work going on there.



See, this is your Dravid's letter. It is going to be sealed now. These letters have to be sent to Bangalore. We send them by train. In Bangalore these letters will be carried to the post office. In the post office they are sorted out on the basis of their addressess. The postmen will collect the letters related to their respective areas and distribute to the concerned houses.

Sunil : Uncle, When will it reach David ?

Postman : It will take three days.

Sanjay : Oh ! Won't it reach him tomorrow?

Postman : Look there, We have **speed post** facility. If you give the letter there. It will be sent by an aeroplane. It costs more, but it reaches quickly. Apart from post office some other organizations also provide speed service. Have you not heard of **courier** service.

Rita : Oh! a few days ago my grandmother sent me money for my birthday by post. The post man gave it to me.

Postman : Oh, that is a money order. Just like we send letters. we can also send money by postal service. In the same way books and other things can also be sent. It is called **Parcel**.

Sunil : Uncle, will it reach David in three days?

Postman : Yes, children, Don't worry.

Karuna : Now lunch break is over. Let us go to watch the match.

(Children ran out of the post office making noise and sat in front of the T.V.)

Why do people write letters?

Have you ever written a letter to anybody? If yes, whom, why?

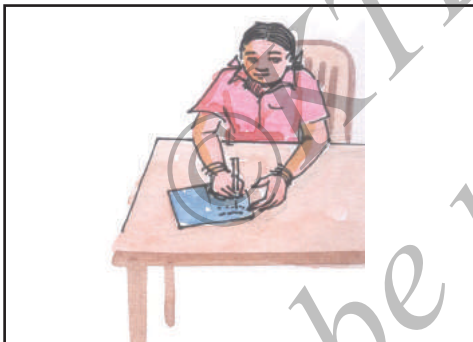
Activity : Write a letter to your friends / grandfather, grandmother / favourite person.

Do it yourself :

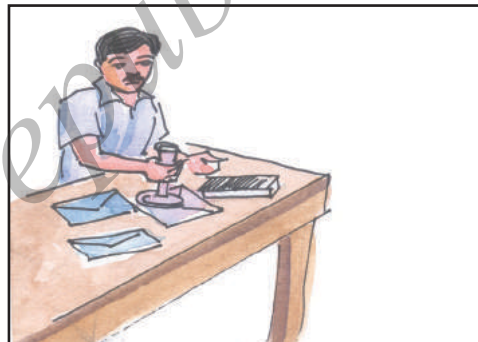
Visit the post office of your place and put the letter written by you into the postbox. Then go inside the post office and see the work going on there.

Write about the post office that you have visited.

Observe the pictures that represent the sending of letters. Put correct serial numbers to these pictures. See the example given.

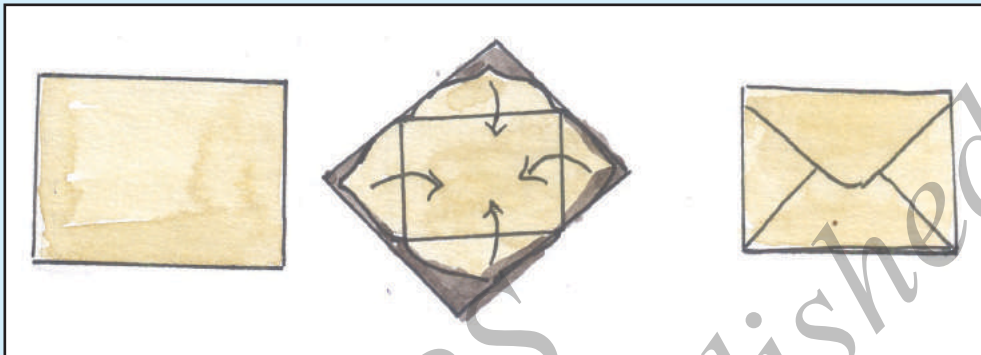


1



Do it yourself

Make an envelope using white paper.



Write a letter to your friend and put it in the envelope that you have made. Close the envelope and stick a five rupee postal stamp on it. Write 'To' and 'From' address and put it into the letter box.

What will happen if the postal stamp is not affixed. Ask your teacher or elders.

Activity : You might have seen special stamps which have the pictures of famous personalities, animals and plants. Develop the hobby of collecting such special stamps. Stick the collected stamps on a white sheet and write a few sentences about each of them.



LESSON – 16

DEEPA'S GENERATION

After studying this lesson you,

- know the relationship between the members of three generations of a family. Draw a simple family tree.
- recognize the similarities in physical and hereditary features among the family members.
- understand the relationship of child and mother.

Raju and Deepa came to their grandparents house during the summer vacation. Raju, Deepa, their mother and grandmother went to the neighbouring village to attend a naming ceremony. Many people had gathered there. Deepa saw a small baby in the cradle.

Deepa : Mother, whose baby is this ?

Mother : Deepa, it is the baby of Radha and Rajiv. You too used to sleep in the cradle like this when you were a baby.



The baby in the cradle started crying. Radha took the baby into her bosom and consoled it by singing a lullaby.

Aluva kandana tutiyu havalada kudihanga

Kudihubbu bevinesalanga | Kannota

Shivana kaiyalagu holedanga ||

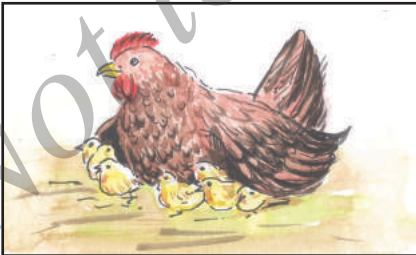
(Summary : A crying child's lips look like a pearl. Its tender brows appear like petals of a neem flower. Its tearfilled eyes flash like sharp edge of Lord Shiva's sword.)

Listening to the song, the baby stopped crying.

Activity : *Mime how Radha consoled her baby by singing a lullaby.*

Do you know these type of songs? Sing them. Learn some more songs from your elders or teachers.

Observe these pictures. Say how a mother cares for her baby.



In all these situations a mother fulfils all the needs of the child such as love, nurture, protection, food etc.,

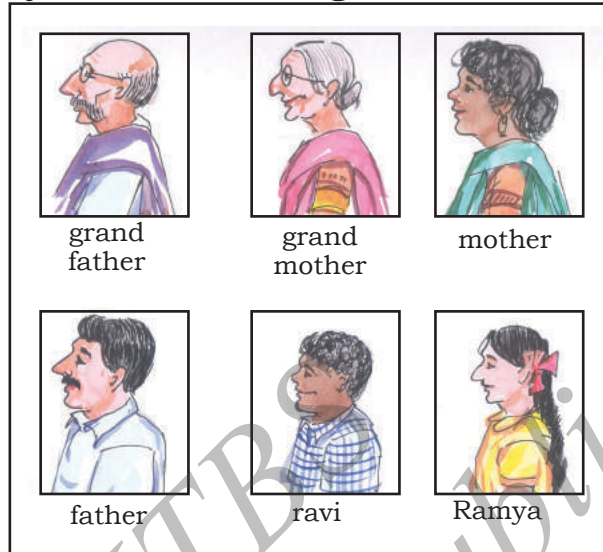
While returning from the naming ceremony, grand mother met her friends. They looked at Raju and said, “He looks just like his grandfather. His eyes, broad forehead, long nose, resemble his grandfather”. Deepa said, “Everyone says that I resemble my mother. See, I have curly hair, my mother too has curly hair”.

Whom do you resemble in your family ? Observe carefully and write his/her name and relationship with you.

- Recognize the resemblances (similarities) among the members of your family and write them here.

Example : Colour of my skin and father's skin is same.

- The picture of a family is given here. Identify the similarities you notice among them and write.





Know this :

Children resemble their parents, grandparents and other members of the family. Generally the similarities can be seen in the hair, colour of the skin, eyes, ears, nose, walking and laughing style etc.,

They met Ramappa, the grandfather on the way, who was returning from the town. He took the children to the farm.

Deepa : Grandpa, how many children do you have?
(Grandfather then told them about his family.)

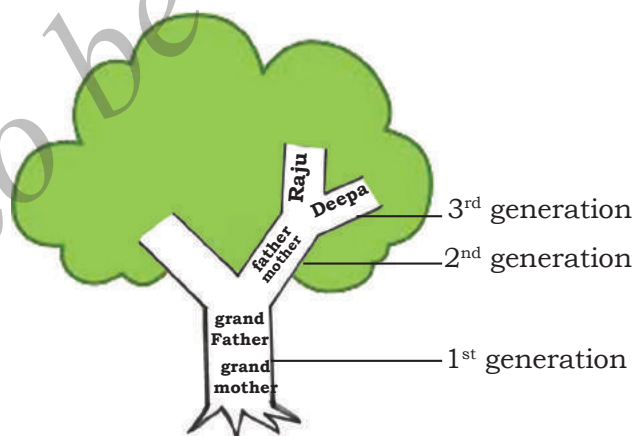
Grandpa : Deepa, your grand mother is Puttamma. We have two children. They are your father Subbanna and your aunt Leela. You and Raju are the two children of your father. I, your grandmother, your father, mother, you and Raju, thus belong to three generations.

Deepa : Grandpa, I could not understand, what you said.

Raju : Deepa, I have learnt about the generations in school. It can be shown by drawing a simple family tree. I'll draw and show you what grandpa said. Then you will understand it.
(Children reached home.)

Deepa : Raju, You told me about the family tree. Will you please draw it and show me. Take this pencil and paper.

Raju : OK, Look here.



Deepa : Hey! It looks like a tree.

Raju : It is called a family tree.

It is a simple family tree of Raju's family.

- Who are all there in your home ?

Collect more information about your grandparents from your elders. Draw a simple family tree of your family from grandparents to you as shown by Raju.



Activity : Observe the family trees drawn by your friends. See the difference. Discuss with your friends in the class.

Deepa : Grandpa, you have shown me a big tree in the farm, haven't you?

Grandpa : Hm! I had planted that when I was young. Now it is very big.

Raju : There was another big tree beside that grandpa.

Grandpa : Oh! That was planted by your father when he was young. That is a small tree. It grew well.

Raju : Grandpa, tomorrow Deepa and I will plant a sapling beside those trees.

Grandpa : Well, Raju, let it also grow like you.



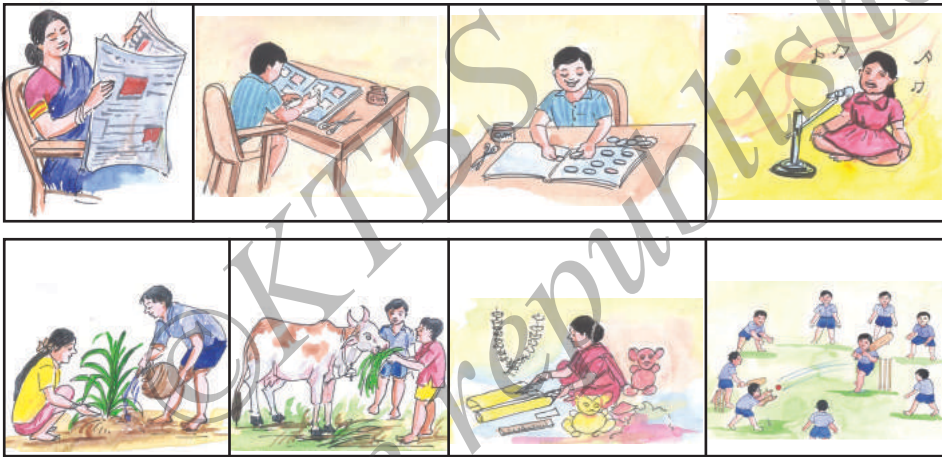
LESSON – 17

MY HOBBY

After studying the lesson you,

- *understand the influence of family and friends on values and hobbies.*

Observe these pictures



What are they doing ?

_____	_____
_____	_____
_____	_____
_____	_____



Know this :

- Some people practise the activities in their free time which they like very much and are interested in. These are hobbies.

For example, reading books and newspapers, collection of postal stamps, singing, gardening etc.

1. What do you do in your free time? What are your hobbies?

2. Observe the hobbies of your family members. Write them here.

3. Observe and write the hobbies of your friends.

4. Have you noticed any similarities or differences in hobbies between you and your family members and friends ? Write similar hobbies and different hobbies in the boxes given below.

Similar hobbies

different hobbies

5. Why have you selected these hobbies ?

Put the (✓) mark against your answer among the reasons given in the boxes.

I like very
much

convenience and
opportunity

Pleasure/
entertainment

influence of
the family
members'
hobbies

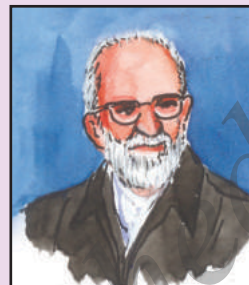
influence of
friends'
hobbies

guidance of
teachers/elders.



Know this :

When Salim was ten years old, he saw a baby bird fall on the ground. He thought it was a **sparrow**. He took it in his hands. But when he saw yellow colour on its chest, he understood that it was not a sparrow. He was curious to know which bird it was. His uncle Amiruddin took him to **Natural History Society** in Mumbai which studies birds and animals. The boy was influenced by the activities done there. He developed the hobby of watching birds. Later, this boy became a great bird watcher and wrote many books on birds. He is Padmashree **Salim Ali**.



The boy, Jagadish was very interested in knowing about the life style of plants and animals that he had seen. He grew many plants. His parents encouraged this hobby of Jagadish. He studied the life of plants and trees well and showed to the world that plants and trees also feel joy and sorrow. He is the famous botanist **Dr. Jagadish Chandra Bose**.

Many people who treated their hobbies as their professions have gained name and fame. It was possible for them to do so by their efforts, interest, co- operation and guidance of the family members.

Activity : Collect more examples of this kind from your teachers and elders. Narrate them in your class.

Of all the members of your family, whom do you want to be like ? Why?

Write your favourite hobbies here.

In order to continue your favourite hobbies, get the guidance of your family members, elders and teachers. Cultivate good habits along with this.

Look at the pictures given. Put (✓)mark against the picture you would like to follow. Say why you do so.

☐☐☐☐



- Write any five good things you have done. How are they good? Write here.



Know this

Hug me!

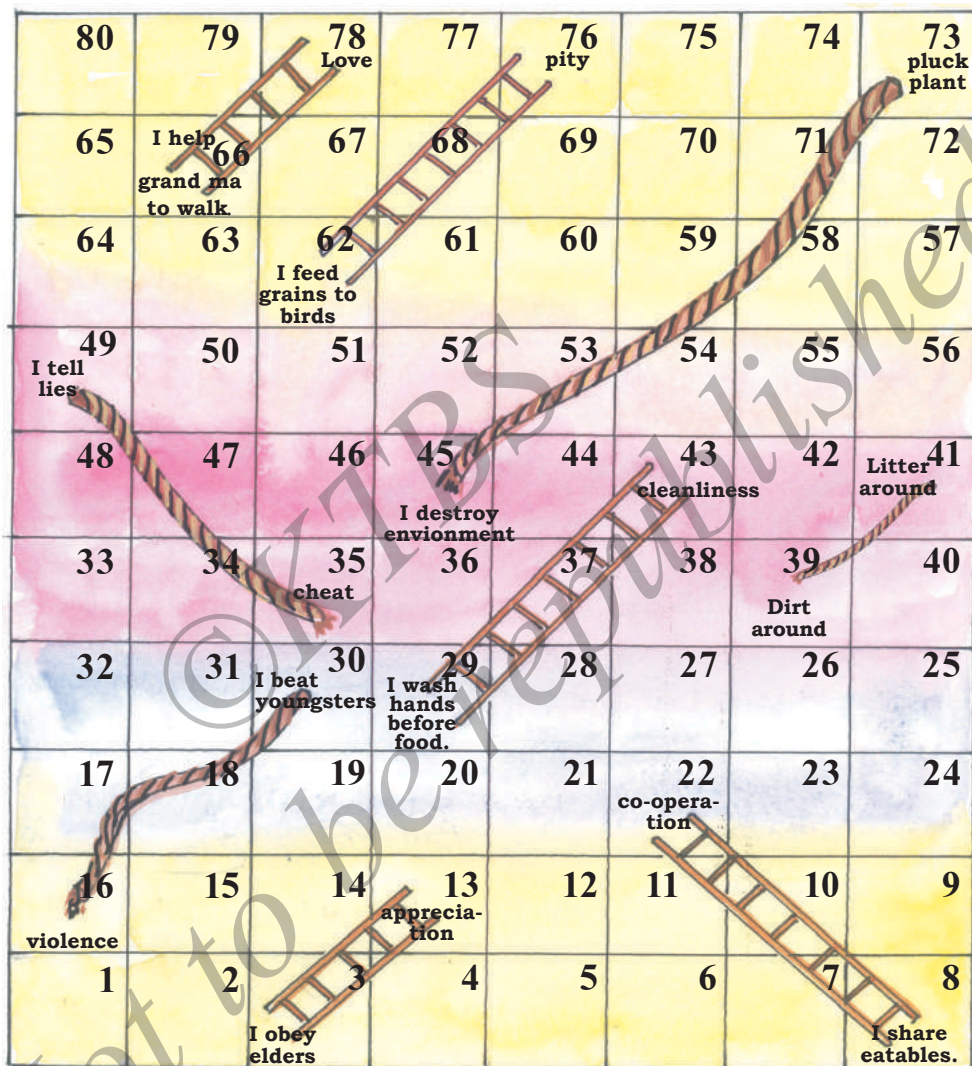
Salkani is a small village in Sirsi taluk of our state. It is surrounded by a big forest. One day the people of the town came to cut the trees. Hearing this news the villagers ran towards the forest. Each one hugged one tree. The people who came to cut the trees were astonished. They could not cut the trees. So, they returned to the town. Thus, by hugging the trees the people of the village saved the forest.

**Save forest, Grow forest,
Use forest to a limited extent.**

Fill in the blanks with suitable words.

1. Village Salkani is surrounded by _____ .
2. The people of the town came to _____ the trees.
3. The people of the village _____ the trees.
4. The people of the village hugged the trees and saved the _____
5. _____ forest, _____ forest.

Do you want to be a good boy / girl? How ?
Play this game and understand.



Play the game with dice and pawns. Put the dice. Count the squares equal to the number on the dice and place your pawn. When your pawn comes to the square where there is a ladder, read the instruction and go up. When your pawn reaches the top of the rope you step down. Read and know why. If you follow good things you are going to be a good boy/girl. Play the game. Do good things only.

LESSON – 18

THESE PEOPLE ARE ALSO LIKE US

After studying this lesson you,

- develop sensitivity and an attitude to help towards the people with special needs.



Three situations have been shown here. If you were in these situations, what would you have done ?

Asha and Latha are friends. They are studying in class 3. Latha cannot see. She reads the books which are printed in Braille script and writes using Braille letters. She sings songs well. Asha and the children of the class help in her works. She comes to school happily.

- If you were Latha's friend, how would you help her?



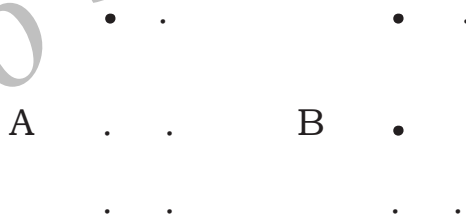
Know this

Braille : One day, a boy, three years old was playing with a sharp tool used by his father. The pointed tool pierced his eyes and he lost his eye sight. The boy had keen interest in studies. He was thinking of different possibilities to read and write. Finally he arrived at a way to read and write by touching and feeling. He developed it and made it helpful for those who have been facing the problem of sight. He is **Louis Braille**. The letters he used are called **Braille script**.



A row of raised dots are made on a thick paper. This is Braille script. The letters can be identified by touching the dots. Without the help of the eyes one can recognize the letters with the help of the number of dots and their pattern.

See, it is **A** and **B** in Braille script



A and **B** are denoted in six dots. In **A** out of six raised dots one is thicker than others. In **B** two dots are thicker than others. Thus they recognize the letters.

Geetha is a clever girl. She plays with her friends in the school. She cannot hear and cannot speak also. All her friends understand Geetha's signs.

Try to convey to your friends what you want, by using signs.

What do these signs convey? Guess and write.





Activity : In some situations, we convey messages through signs. Write those situations and signs.

Example : The sign used by the teacher to maintain silence when she is teaching-if your friend speaks, a finger on the mouth.

- Read the following statements and mime them.

I want water

I want food

I feel sleepy

bell rang

father will come

hand is aching

play with a ball

play skipping

I will dance

Ravi has some problem with his leg. He cannot walk. He has joined school recently. If Ravi joins your school, how will you help him?

Observe around you. You can see many people who are physically disabled. They need certain facilities and help in their work. Friends' co-operation is essential for this.

A number of people with special needs have achieved a lot of their efforts and interest. Know about such people from your elders. Say 4 lines on any one of them.



Know this :

Dr. Puttaraja Gavayi

Dr. Puttaraja Gavayi was famous for art, literature, music and plays.

He lost both his eyes when he was a child. He became a disciple of Panchakshari Gavayi. He became a renowned singer. He could play all musical instruments. He learnt

Braille script and wrote more than 64 books. More than 15 thousand students have learnt music under his tutelage. He died in the year 2010. His contribution to the society is invaluable.



LESSON – 19

FESTIVALS AND FAIRS

After studying this lesson you,

- recognize the spirit of co-operation among the people participating in the local festivals, functions and fairs.

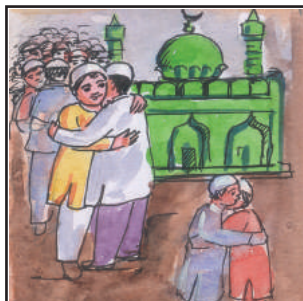


I am Ramesh. Deepavali is an important festival for us. We celebrate the festival for three days. First day is Naraka Chathurdashi. Second day is Gopuje (worshipping of cows) and Lakshmi pooje (worshipping the Goddess of wealth). Third day is Balipadyami.

During these three days we light lamps, eat sweets and share with neighbours. We enjoy fire work and crackers. We enjoy the festival very much.



I am Nageena. Ramazan is an important festival for us. In the month of Ramzan, we fast during the day and on the last day we celebrate the festival. We prepare special dishes and sweets on that day. Friends and neighbours greet each other. We eat sweets and share with neighbours.





I am Robin. Christmas is an important festival for us. On this festival we decorate the Christmas tree and hang gifts on it. Friends and relatives visit our home on this day. We greet each other and enjoy the festival.



Ramesh, Nageena and Robin have described the festivals they celebrate at their homes.

Which festivals do you celebrate in your home?

How do you decorate the house during festivals? How do you help your elders during these days ?

Write 4 lines about an important festival celebrated in your home.

Make a list of special entertainment programmes which are held on a festival day. Who performs these programmes? Where do they perform? Write in the table given below.

Programmes	Who?	Where?

Who visit your home on the festival days ?

What are the different dishes prepared on the festival day in your home?

What is your favourite dish ? Why ? Tell it to your friends.



Know this :

- Festivals bring family members, relatives, friends and neighbours together.

You told about the festivals celebrated in your home. Write the names of the festivals, where all the people of your place or locality gather together to celebrate them.

_____, _____, _____, _____,
 _____, _____, _____, _____

Play the game

Play the game and see the fair. The chart has 25 boxes. Using dice, move the pawns according to the numbers on it. Observe the picture in the box on which the pawn is kept. Write in your note book what it is. At the end, write what is there in the boxes that are skipped over by the pawn. Play with your friends also.



- Which fair is held in your place/locality?
- Tell about a fair which you have seen.

Here is a situation of a fair. identify the activities going on here and write in the space given. Say who are doing these activities.



Know this :

All the people of the place/locality gather together and celebrate some festivals. Fairs are also community festivals. A fair is also called utsava and urus. All the people work collectively in these festivals and enjoy.

Sing and Enjoy

I went to the fair
To our village fair
All my friends
Assembled there
We enjoyed together
With wonderful sights
Sweets and entertainments.
Have made me fair

Sing and Enjoy

(sing this song with action)

I went to a fair
What did you bring?
I brought a pair of scissors
I went to a fair
What did you bring?
I brought a bell
I went to a fair
What did you bring?
I brought a cycle
I went to a fair
What did you bring?
I brought a necklace
I went to a fair
What did you bring?
I brought a belt.

(This song should be sung by joining the action of one line with the action of another line.)

Collect the songs like this related to fairs.

LESSON – 20

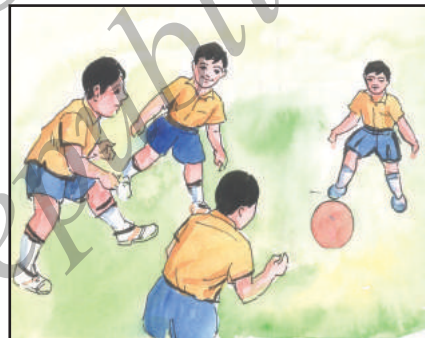
A DAY IN MY LIFE

After studying this lesson you,

- *prepare a chart of your daily activities.*
- *understand the inevitable conditions of some children who are forced to work.*

Ramu is a student of class 3. Look at the pictures which show the daily activities of Ramu. Write them in the space given.







You know the activities of Ramu in a day. Make a list of your activities orderly from morning till night in a day and prepare a chart.

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

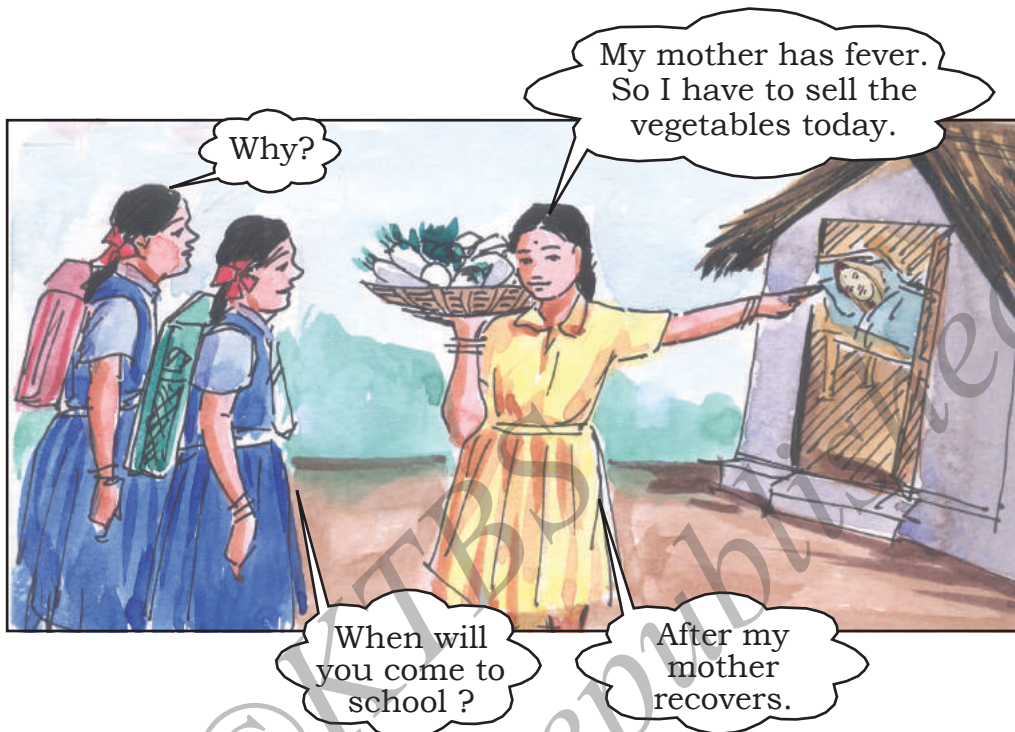
Compare your chart with your friends' chart. Is there any change? Observe.

Here is a list of activities. Arrange them in the correct order.

- | | |
|---|----------|
| 1. I go to bed in the night after meals. | 1) _____ |
| 2. I go to school. | 2) _____ |
| 3. I water the plants. | 3) _____ |
| 4. I bathe and have breakfast. | 4) _____ |
| 5. I get up early in the morning. | 5) _____ |
| 6. I study the lessons taught in school. | 6) _____ |
| 7. I play with my friends in the evening. | 7) _____ |

Activity : A picture story of Suma is given here. Read this and answer the questions that follow.





Who came to Suma's house to accompany her to school?

Why did Suma go for work instead of school?

When did Suma go to school again?

Observe these pictures.



What are the children doing?

Do the children face problems while doing these works?
What kind of problems do they face? Ask your elders and
write them.

Why are these children working? Guess the reasons and write.



Know this :

The children who are engaged in work at an early age face some problems.

- They do not get access to school, learning and playing. They miss proper education.
- Many jobs are dangerous for children. Such children are open to health risks.
- They may be punished by the owners.
- There are possibilities of getting into bad habits.

So, the Government has enforced the Child Labour Prohibition Act. Children of school age are being identified and brought back to school. Efforts are made to provide good education to these children.

Education is the Fundamental right of every child
Education is a must for every child.



LESSON –21

THE GAME - HIDE AND SEEK

After studying this lesson you,

- classify the games into indoor and outdoor games.
- get more information about local and traditional games.
- understand the benefits of playing games.
- know about the entertainment available through story books, games, radio and T.V.



Kannamuchhe Kadegoode
Uddinamoote urule hoythu
Namma hakki bitte bitte
Nimma hakki mucchikolli.

Rani sang the song aloud and opened the closed eyes of Ranga. When she was singing the song, Suma, Vinay, John and Haseena hid behind the tree. When Ranga was

searching for them, Suma, John and Haseena came quickly and touched Rani and shouted “ Oh! we touched Rani”. But Ranga touched Vinay before he touched Rani and shouted ‘out’. Meanwhile it started raining. The children went into the house of Ranga.

Ranga : My uncle has bought many story books, would you like to see them?

Vinay : No thanks. Today is Sunday. Let us watch children’s programme on the T.V.

Rani : No, we shall listen to the songs over the radio.

All : No, No, let us play games.

All right. Then, what game shall we play?
Discussion started once again.

Rani : Let us play chaukabara (game of squares).

Ranga : But, we are six members here. Chaukabara can be played by only four.

Suma : Then, let us play halaguni mane (attukuni mane).

John : No, only two people can play it.

Haseena : What about carrom ?

Ranga : Sorry ! I don’t have a carrom board.

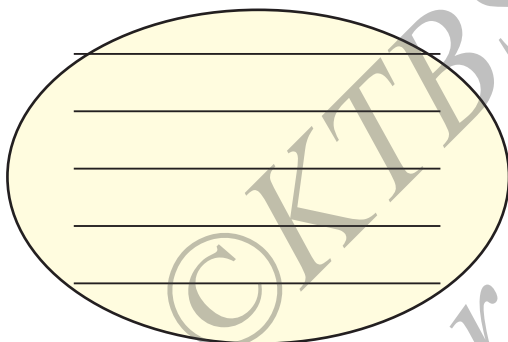
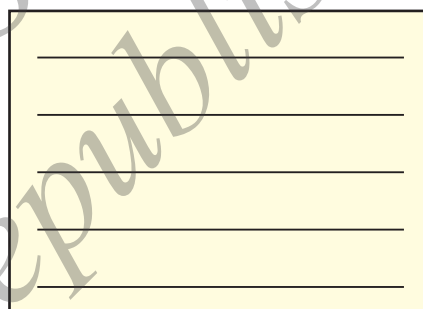
Vinay : Let us play acchekallu (annikallinata).

John looked outside and said, “Rain has stopped. Let us go out and play games”. Children came outside shouting with joy. A question arose. Which game has to be played? Each one told the names of the games they knew. They had to choose one game out of lagori, monkey prank (marakothi) chinni-dandu, marble game, spinning top, cricket, hopping game, skipping and ball game. Finally, they decided to play the hopping game.

- Write the names of all the games mentioned in the lesson.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Among these, write the names of the games played inside the house in the circle and write the names of the games played outside the house in the field, in the square. Mark the games that you play or know. Learn about the games that you do not know.


know this

- Games which are played outside the house, in the field/playground are called outdoor games.
- Games which are played inside the house are called indoor games.
- Write the names of the outdoor and indoor games you play.

Outdoor games

Indoor games

- Make a list of the games which you play under the guidance of your teacher.

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



Activity : Write the names of the games played in the picture given on the previous page. Also write the names of materials required to play them. If you do not know ask your elders and write.

Name of the games

Materials required

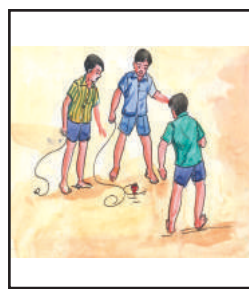
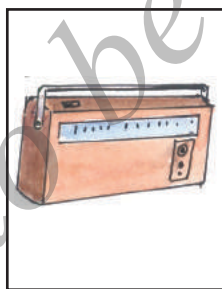
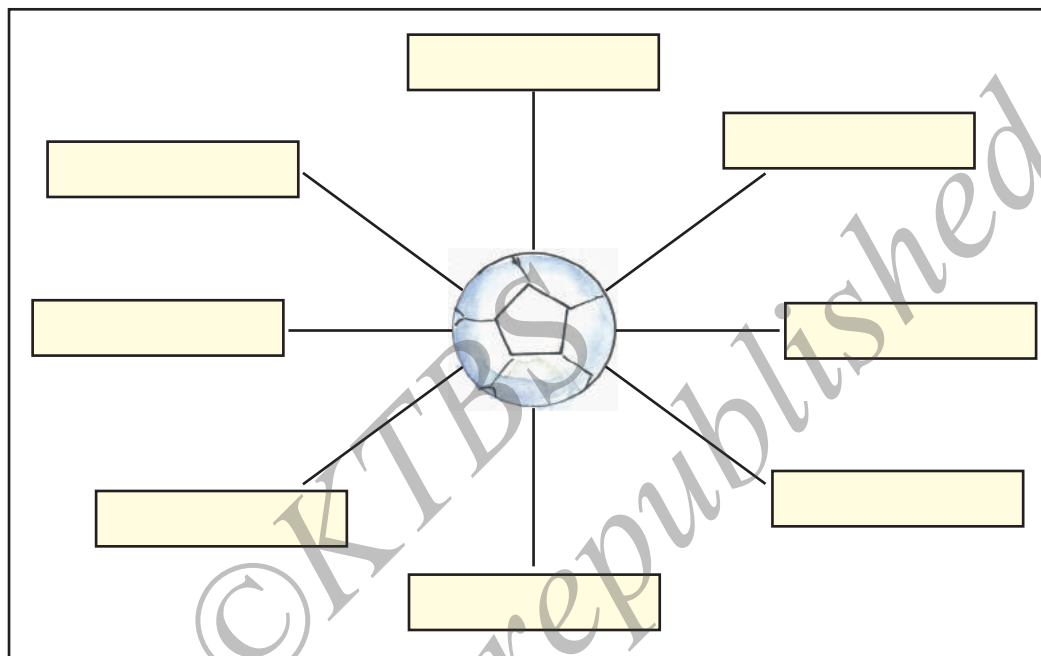
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Write the names of games that can be played using a rope, stones and tamarind seeds.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Know about these games.

You have a ball. Which games can you play using this ball? Write them in the squares which are given around the ball.



Which of the above pictures do you like the most? Why?



Know this :

- We get entertainment and information from T.V., radio, and books.
- Playing games gives us entertainment. The body and mind freshens up.
- Playing games makes our body strong and healthy.

Make a list of the games you play generally.

Name an indoor and an outdoor game that you like.

Write four lines about your favourite game.

Indoor game :

Outdoor game :

Play your favourite game with your friends.

Play the game

Play this game with your friends. You and your friends should hide your hands under clothes. One of you ask questions and others answer.

Question

Answer

Where have the hands gone?	They have gone to the fair.
What does the fair give?	It gives sugarcane.
What have you done with it?	I have enjoyed its taste.
What have you done with the rind?	I have put it into a dung hill.
What does the dunghill give?	It gives manure.
What have you done with the manure?	I have spread it over the field.
What does the field give?	It gives green grass.
What have you done with the grass?	I have fed it to the cows.
What have the cows given?	They have given us milk.
What do you do with the milk?	I drink it and grow stronger.

(It can be sung according to the use of the locality)



LESSON – 22

STORY OF A POT

After studying this lesson you,

- *explain that the human beings began to prepare different things to fulfil their basic needs with the example of pot and wheel.*
- *discuss the changes that have taken place over the years in the use of pot.*
- *prepare models of pots using clay.*

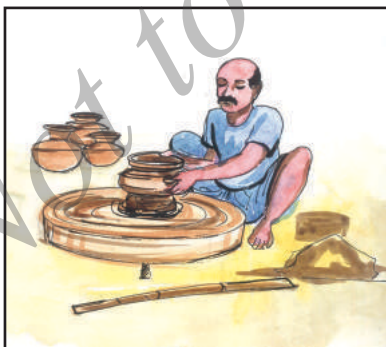
You know that many things are essential in your daily life. Write any 5 in the given space.

You need food everyday. Observe how it is prepared in your house.

What things are required to prepare food items? Write here.

You already know about the use of various types of utensils to prepare food items and to store water in the house. Generally what materials are used to make the utensils? Write 5 materials here.

Do you know the materials which were used to make utensils in olden days?



Observe the pictures above.

What materials are used to make pots? Write here.

Why do we use the pots? Do you know? Write them here.

Go to the place of making pots. See the method of making pots. Write 2 lines about it.

Thigari thiruguve gara gara

Madake maduve bhara bhara

Who am I?

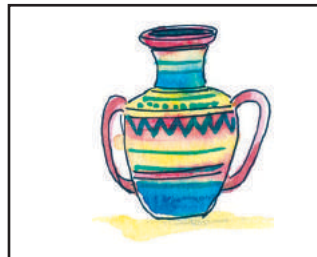
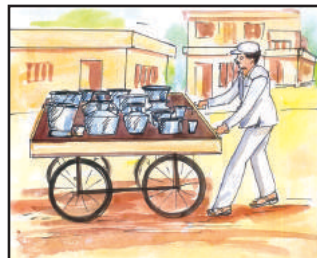
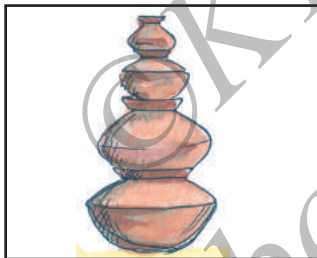
(I, the wheel revolve round and round.

A pot is shaped in every round.

--

Are pots used in your house? What are they used for? Write here.

Look at the pictures given below. Do you find any difference? Tell the differences.



Activity : Ask the elders at home and locality and know about the things that were used in the past. Observe the things that are being used now in your home.

Make a list of these things.

Then	Now

Do you notice any differences between then and now.

Why have these changes taken place ?

Discuss/think with your friends, teachers and elders.

- If there are potters in your place or locality, go there and see the method of making pots. Observe the colours, shapes and sizes of the pots. Discuss with the potters about the usefulness of the pots.

Do it yourself

- *Make small pots with clay. Put water or grains in them and keep them outside for the birds.*
- *Learn to make clay models of objects like fish, fruit, vase, small pot for collecting money etc., and paint them.*

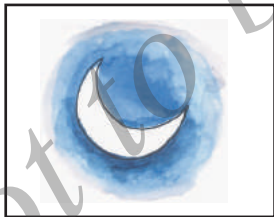
LESSON –23

THE EARTH-OUR HOME

After studying this lesson you,

- *understand the shape of the earth.*
- *explain the changes in the weather in a day by using the words cloudy, rainy and hot.*
- *remember the identification of directions with the help of sun rise.*

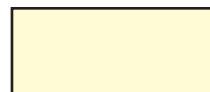
You have already learnt about the friends of the sky. Write the names of these friends in the square given. Take the clues from the pictures.



Do it yourself

- Take a plate and fill it with coloured water. Keep the plate in the sunlight and adjust it to see the image of the sun in water. Observe the shape of the sun.
- You might have seen the moon on a full moon day. Describe its shape in 2 lines.

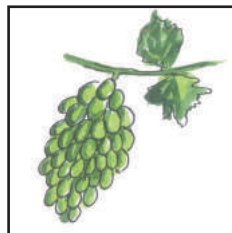
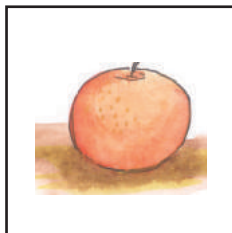
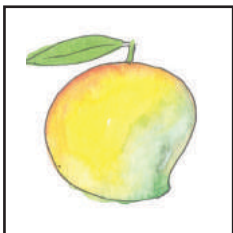
Look at the picture given below. What picture is this? Write its name in the space given with the help of your teacher or elders.



Observe the shape of the earth. Compare the shapes of the sun and the moon with the shape of the earth. Is there any difference? Describe the shapes of the sun, the moon and the earth in the square given.

1.	the sun	
2.	the moon	
3.	the earth	

Which one of the pictures given below most resembles the shape of the earth? Mention.



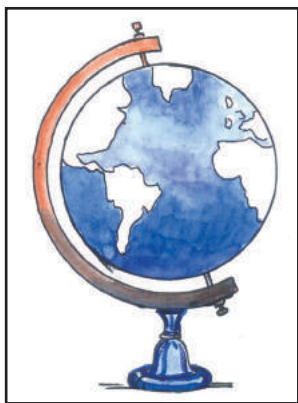
Observe, the shape of the earth resembles the shape of an orange more than any other object.

Activity : Take an orange, touch its northern and southern tips. How do you feel?



Know this:

- The earth where we live also has two tips. They are northern tip and southern tip.
- As in the case of the orange, the north and south tips of the earth are mostly flat. The earth has its own specific shape. This spherical shape of the earth is called geoid shape.
- The photo of the earth with blue, green and brown colours looks very attractive.



Observe the picture. It is a small model of the earth. It is called a **globe**. By using it we know about the earth. The globe shows the shape, length and breadth of the earth very accurately.

Think and make a list of the uses of a globe.

1. _____
2. _____

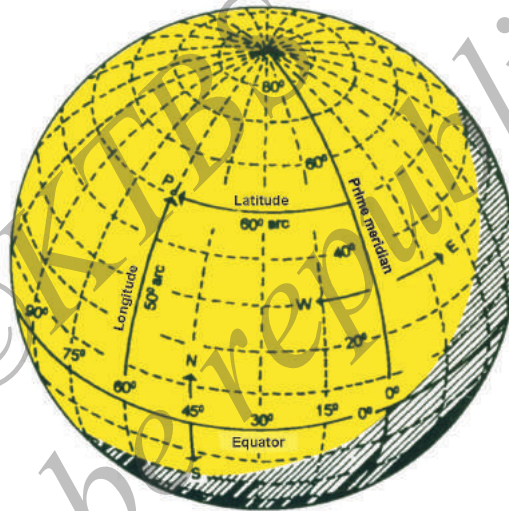
Observe the globe in your school. Which colours have been used to mark the portions of land and water.

Identify the portion of land and water in the given picture and fill it with suitable colours.



Sing and Enjoy

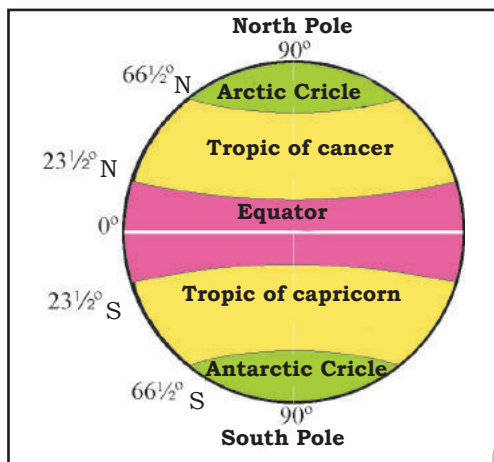
See the globe, see the globe
See that is the model of the earth
See the way the earth rotates
See the game of day and night
See the vast land and water
See this is the life of the living beings.



You already know that the globe is a model of the earth. It is easy to learn more about the earth with the help of a globe.

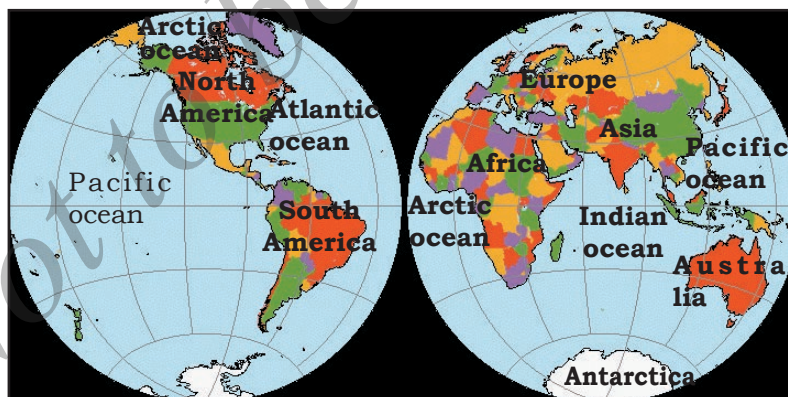
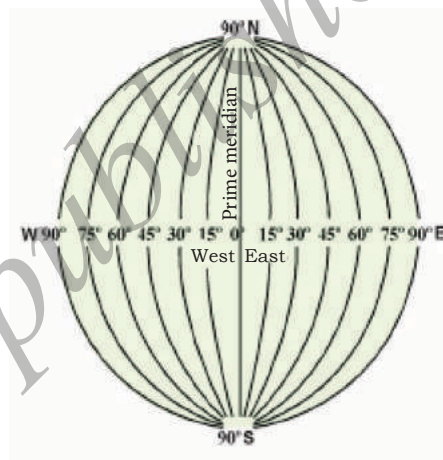
Take the globe. Observe its flat tips. The top tip is called **north pole** and bottom tip is called **south pole**.

Observe the horizontal and vertical lines drawn on the globe. These are only imaginary lines drawn on the globe. They are not seen really on the earth. They are drawn to know the time of a place and the distance between two places.



Observe the given picture. In this picture lines are drawn horizontally on the globe. These are latitudes. Major latitudes have specific names. Read them with the help of the picture.

Observe the given picture. Many lines have been drawn vertically on the globe as the lines drawn horizontally. These lines are longitudes. Read the name of the important longitude given in the picture.



On the globe the portion of land is called geosphere and the portion of water is called hydrosphere. Observe the above pictures. The portions of land is spread over here

and there. The portions of land that are seen on the globe are called continents. The portion of water which surround the continents consists of vast oceans.



Read the picture story.

That was a beautiful forest. A deer was living with two fawns. It was early morning....

Chitti, Chinni, get up, it is dawn.

No, Mom. It is too cold, I won't get up.

Mother deer made them get up and they set off to search food.

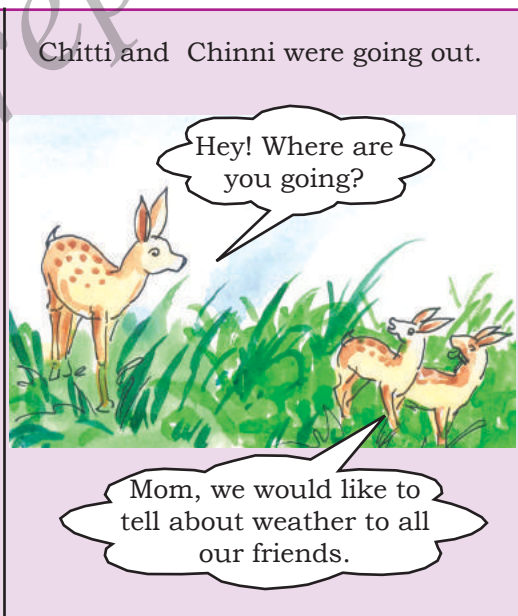
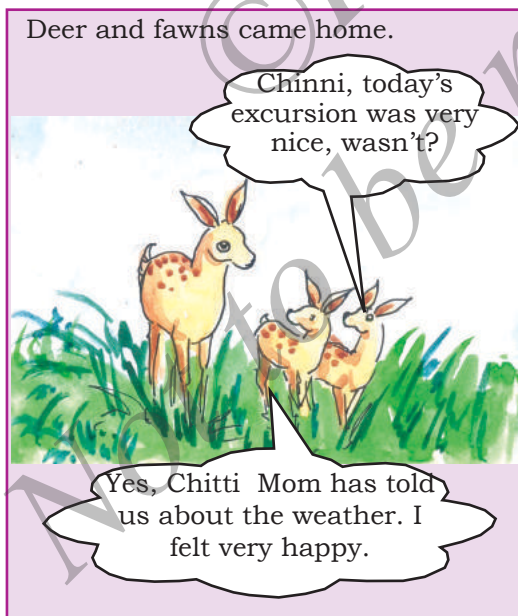
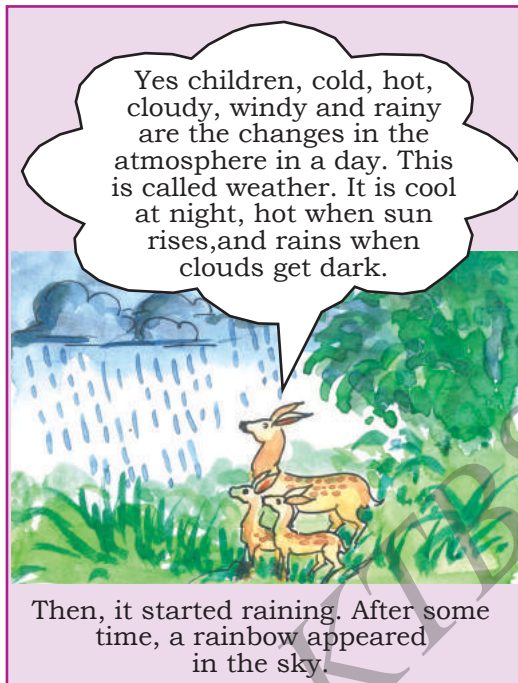
Mom, it is too hot now I won't come.

Hey you said that it is cold in the morning. Are you saying hot now?

After searching for food

Chitti, Chinni, look there. It is cloudy. It will rain now.

Mom, it was cold in the morning, then it was hot. Now it may rain. What is the reason for this change?



Child, how is the story of Chitti and Chinni?

Activity : Observe the changes which take place in the weather on different days and at different times in your locality in a week. Put (✓) mark in the box according to your observation.

S.I No	Days	Time	Hot	Rain	Cloudy	Rainbow	Cold
1	Monday	Morning Afternoon Evening					
2	Tuesday	Morning Afternoon Evening					
3	Wednesday	Morning Afternoon Evening					
4	Thursday	Morning Afternoon Evening					
5	Friday	Morning Afternoon Evening					
6	Saturday	Morning Afternoon Evening					
7	Sunday	Morning Afternoon Evening					



Know this :

Hot, cloudy, windy, cold and rainy are the factors of weather. These are the factors that change everyday. These changes may occur in a day also. The changing atmospheric condition from day to day and hour to hour is weather. The intensity of the sun rays may be more in the afternoon compared to morning and evening. Otherwise, in the evening it may be cloudy followed by rain, thunder and lightening .

Activity :

- Make a list of the uses of a sunny day.

1. Clothes dry up quickly.

2. _____

3. _____

4. _____

5. _____

- Write the uses of rain on the lines given below.

1. Plants grow well.

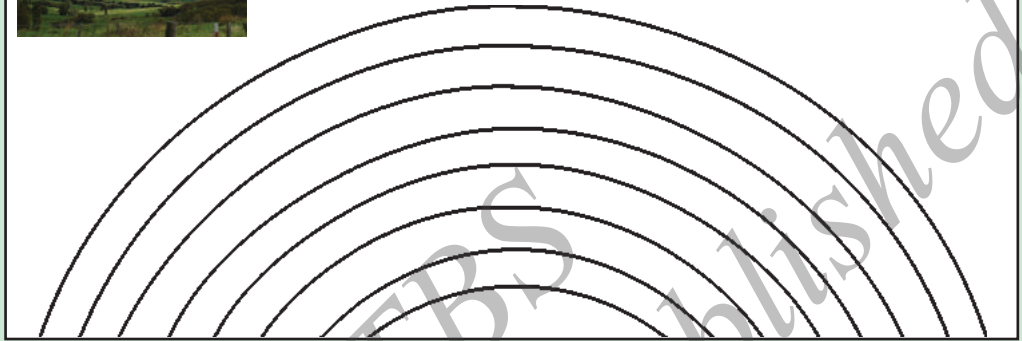
2. _____

3. _____

4. _____

5. _____

Activity : Observe the picture and colour the rainbow. Observe the colours of the rainbow when it appears in the sky.

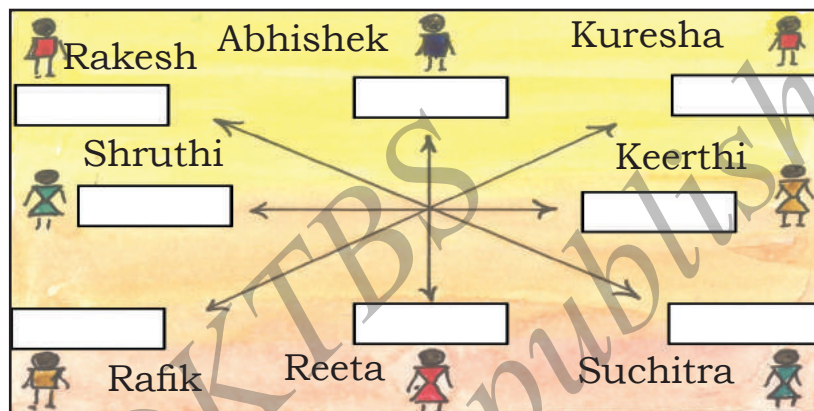


You have learnt about 'directions' in the previous class. Try to remember. Look at the picture given below. In the evening, Sinchana is facing the sunset. You write the names of the directions in the boxes given.

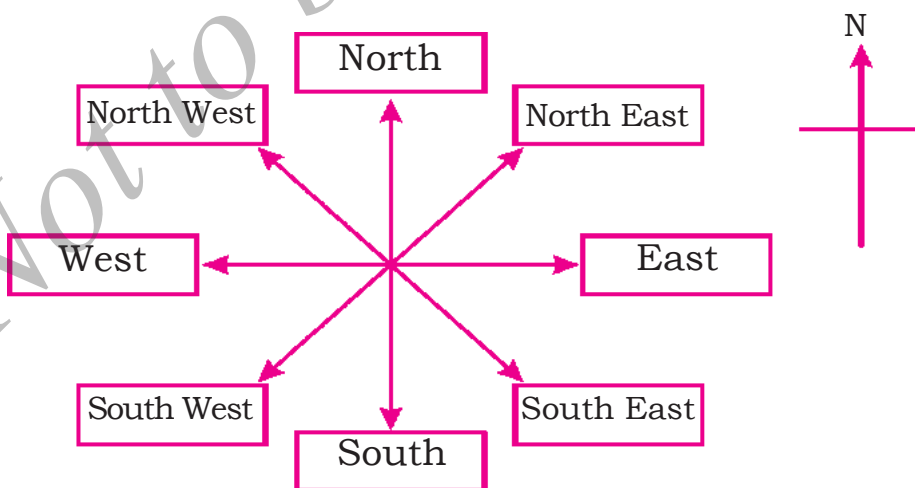


You have already learnt to locate the directions east, west, north and south by facing the direction of sunrise. Now observe the picture given below.

Students are playing in the classroom. Identify the directions where they are standing. Write them in the space given.



You can easily identify the directions where Abhishek, Keerthi, Reeta, and Shruthi are standing, can't you? Identify the directions where Kuresha, Suchitra, Rafik and Rakesh are standing with the help of the picture given below and write in the squares.



The direction located between south and east is south east. Complete these sentences.

- South-west direction is between ____ and ____
- The direction located between west and north is ____
- North east is located between ____ and ____

Do it yourself

Some clues are given here to remember the names of the directions. Use them and remember the directions.

Clue - 1: S-E, S-W, N-E, N-W

(South East, South West, North East, North West.)

Clue - 2 : N, N-E, E, S-E, S, S-W, W, N-W.

(First letters of the eight directions)

Some clues are used to remember or to locate the directions accurately. Learn more clues with the help of your teacher/ elders.



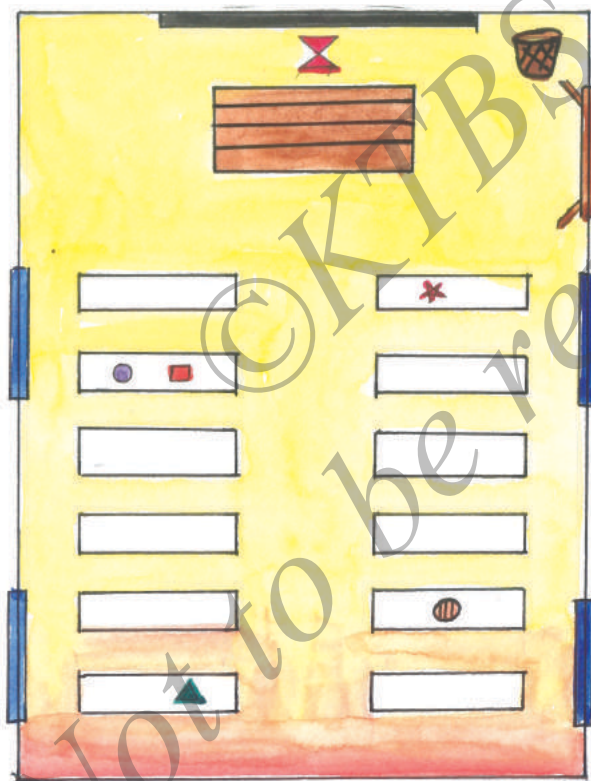
LESSON – 24

MAP

After studying the lesson you,

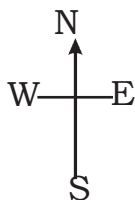
- *identify the simple map of their locality.*

Observe the picture given below. Ramesh has drawn a sketch of his class room. Observe.



Index

Symbol	Details
	black board
	teacher's chair
	table
	Ramesh
	Riyaz
	Sheela
	Kevin
	Disha
	door
	window
	dustbin



Ramesh has marked his place on the second bench which is on the rightside. Now look at the picture and fill in the blanks with correct answers. See the index for help.

- Door of Ramesh's classroom is situated in _____ direction.
- The girl who is sitting in the first row on the right side of Ramesh is _____
- There is a _____ between the black board and the table.
- The thing which is situated in the north-east direction of the classroom is _____
- Disha is sitting on _____ bench on the right side of Riyaz.

Draw a simple map of your classroom as Ramesh has done by marking the positions of things situated in the classroom. Use symbols for the things.

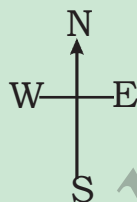


Know this

- A small sketch of a place which gives the picture of the shape of the place, border, features like rivers, hills, roads and buildings, the position and distance between them is called a map. The vast area can be represented on a small piece of paper.
- You have seen a globe, haven't you? It can be represented in flat on a piece of paper. It is also a map. The entire earth can be grasped at a glance into it.

Learn about the uses of a map with the help of your teacher/elders.

The illustration depicts a village layout with a central road. On the left side of the road, there is a Hospital, a Panchayat (village council) building, and several small houses. On the right side, there is a Bus Station with a bus, a School, and more houses. The background features rolling hills and a body of water at the bottom right.

[illegible]

Match the following

symbols



details

river

house

tree

sun

hills

moon

man

LESSON – 25

MY DISTRICT-YOUR DISTRICT

After studying this lesson you,

- *know about your district.*

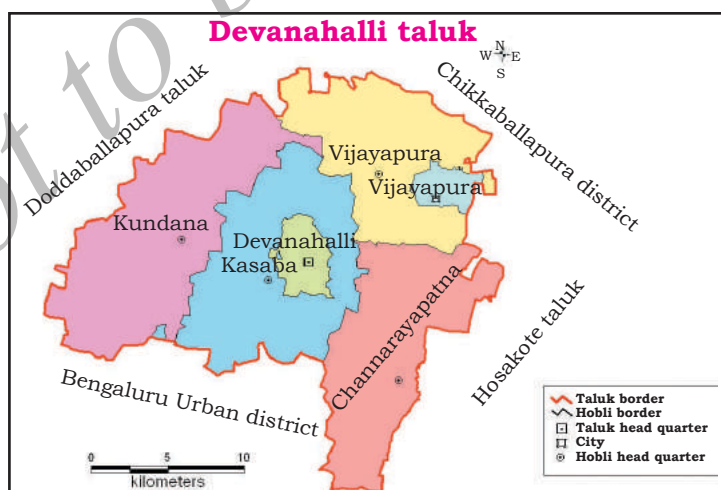


Look at the picture. It is Mallepura village. There are many houses here.



Mallepura belongs to Channarayapatna hobli. In this hobli there are a number of villages like Mallepura.

Here is a picture of Hoblis.
Many hoblis together form a taluk.

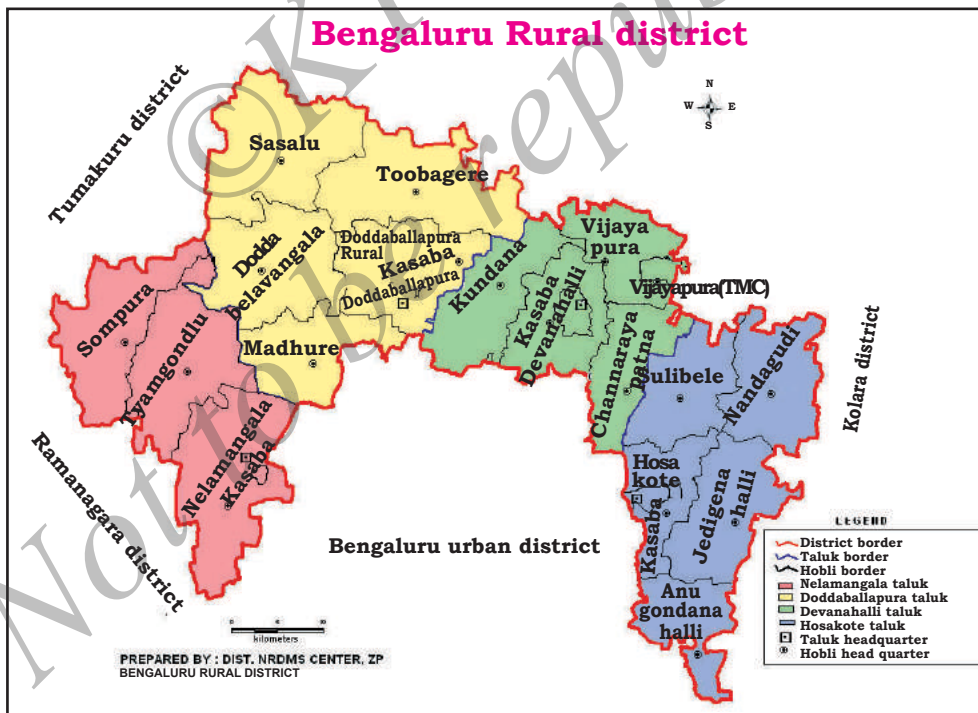


If you are living in a village, know the names of Hobli and taluk in which it is located. If not, write the name of a village that you know and write the names of hobli and taluk in which the village is located.

Village	Hobli	Taluk

Make a list of hoblis of your taluk and display it in your class room.

You know that a taluk consists of many hoblis. Observe the map given below.



A group of many taluks is called a district. Identify the district which is given in the map and say.

Many districts together form a state. Our state is Karnataka. Do you know how many districts there are in our state? Observe the map of Karnataka. Make a list of districts given there. Give the total number of districts.



Total number of districts in Karnataka state _____

Name of your district _____

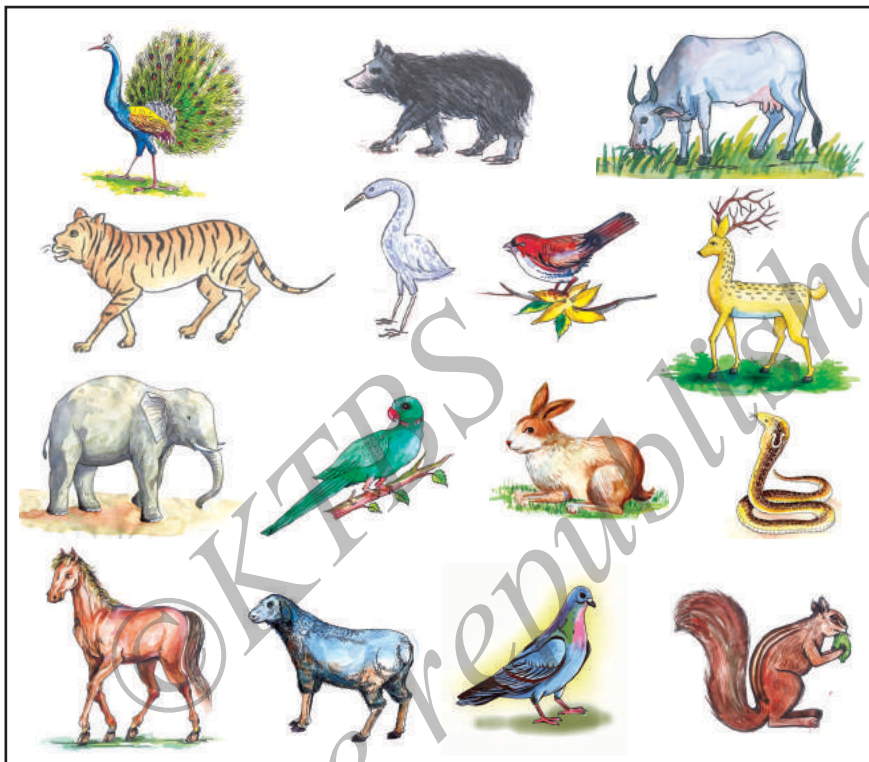
Taluks of your district _____

Look at the map of our state. Which districts are located in the northern end and southern end of the state?

Activity : Write the name of the districts which surround your district in the table given below.

Directions	Name of the Districts
East	
West	
North	
South	
South - East	
South - West	
North - East	
North - West	

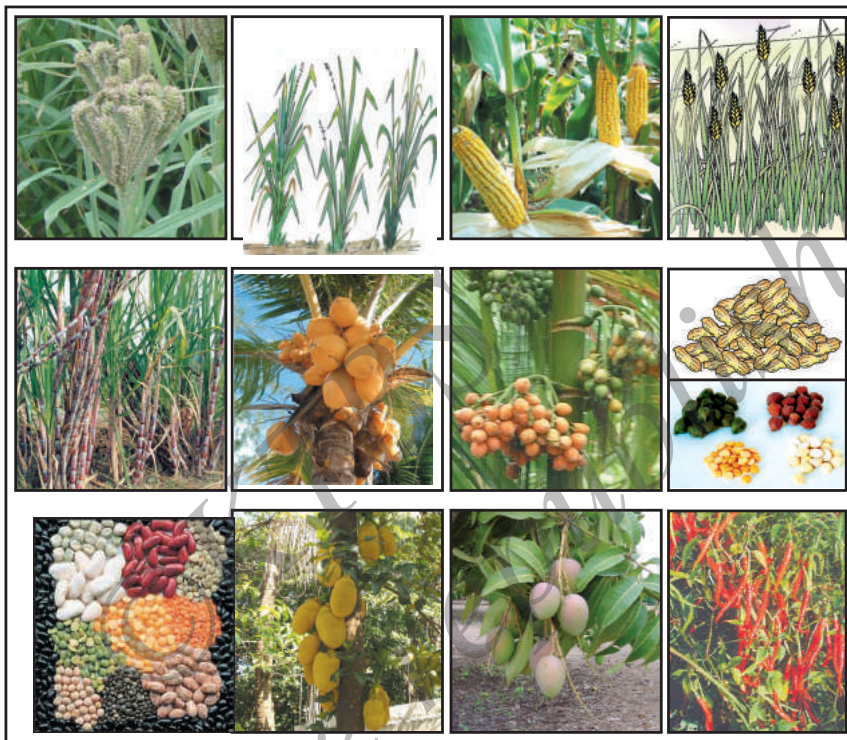
Observe the picture. The picture of animals and birds which are found in our state are given.



Activity: Make a list of the animals and birds which are found in your district.

Animals	Birds

Ragi, jowar, maize, sugarcane, coconut, arecanut, grains, oilseeds etc., are grown in different districts of our state.



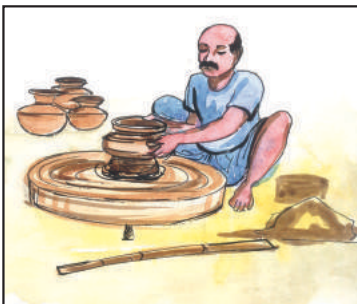
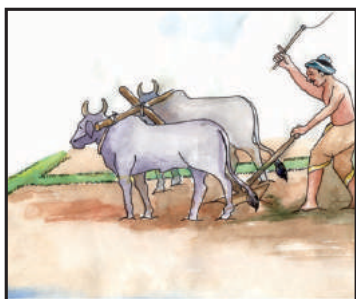
Activity : Make a list of major crops of your district.

Industries like sugar, cement, fertilizer, aeronautic, fabric and paper etc., are found in different districts of our state.



Activity : Make a list of industries which are found in your district.

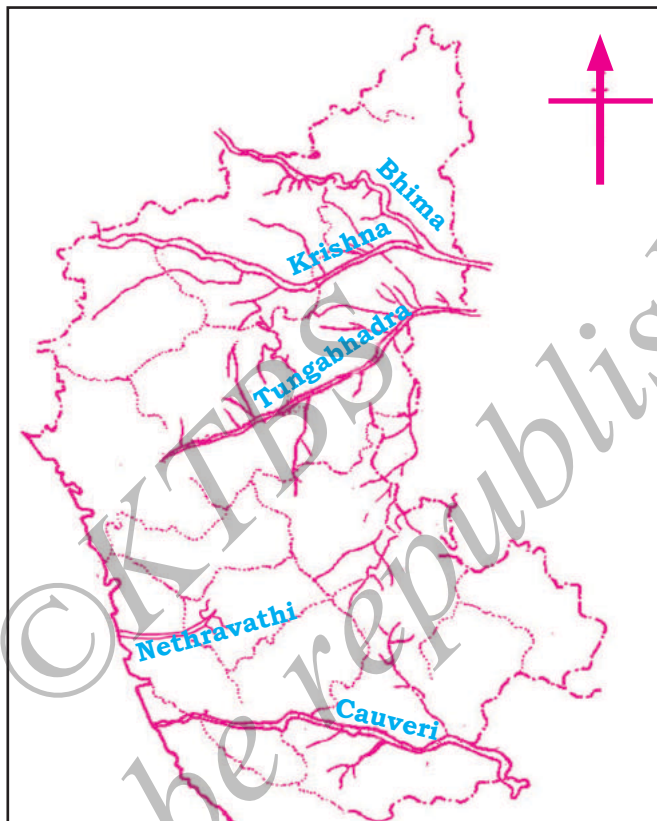
We find different occupations like agriculture, fishing, manufacturing cloth, making baskets, pottery etc., in the districts of our state.



Activity : With the help of your teacher/elders make a list of the major occupations found in your district.

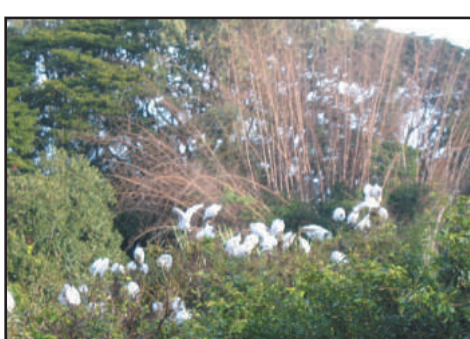
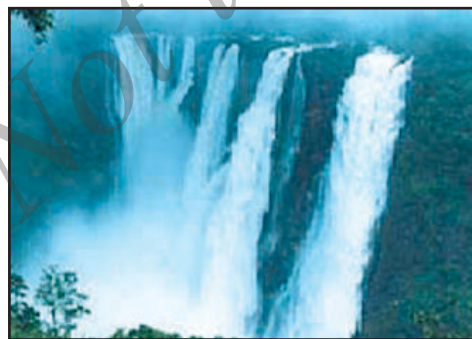
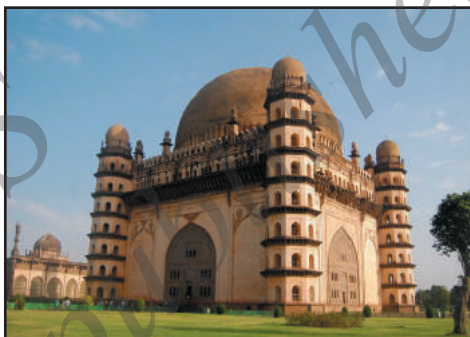
_____	_____	_____
_____	_____	_____

Rivers like Bhima, Krishna, Tungabhadra, Nethravathi and Cauveri flow in our state.



Activity : Write the name of rivers which flow in your district.

The pictures given below depict the speciality of famous places of our state like Hampi (stone chariot), Vijayapura (Golgumbaz), Mysuru (Palace), Bengaluru (Vidhanasoudha), Shivamogga (Jog falls), Mandya (Kokkare Belluru bird sanctuary). They also depict the specialities of the concerned districts. Every district has its own famous places.



Activity :

- Write the names of famous places of your district.

_____, _____, _____, _____, _____

Know why these places are famous.

- Collect the pictures of famous places of your district and paste them here.

Each district of our state is unique. Each district has its own weather, crops, industries, occupations, and famous places. Know about your district. Go on a tour to other districts and try to know more about them.

