

ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદના પત્ર-ક્રમાંક
જીસીઈઆરટી/સીએનઈ/2018/5808, તા. 07/03/2018થી મંજૂર



ENVIRONMENT

Looking Around

STANDARD III



PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall respect my parents, teachers and all my elders and treat everyone with courtesy.

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

Price : ₹ 55.00



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING



Gujarat State Board of School Textbooks
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PREFACE

In accordance with the Central Government's policy to implement uniformed curriculum at National Level under the Resolution No : JSHBH/1217/single file-62/N dated 19/07/2017; it was decided by the Government of Gujarat as well as by Gujarat Council of Educational Research and Training to introduce NCERT Textbooks at School Level. Hence, Gujarat State School Textbook Board is highly obliged in translating Std.III NCERT Textbook on Environmental studies into Gujarati; subsequently translating the Gujarati draft into English especially for the students of Gujarat.

A team of highly learned teachers and professors have reviewed translation of the textbook and after incorporating modifications recommended by the reviewers in the manuscript; a special State Level Committee for approval has been formed for the publication of this textbook. A three-day workshop of experts was organized by the Committee along with the representatives of NCERT from RIE, Bhopal and consequently the draft was finalized. Experts like Dr. S. K. Makavana (RIE, Bhopal), Dr. Kalpna Maski (RIE, Bhopal), Dr. Bhavesh Pandya, Shree Rinkuben Suthar, Dr. Keshubhai Morsaniya, Shree Devendra Joshi and Shree Pravin Patel attended the workshop to offer their valuable inputs and suggestions.

Honourable Chief Secretary (Education) has shown personal interest and has offered necessary guidance in composing the textbook into interesting, useful and accurate. Department of Education Officers of Class-I and Class-II cadre, with their in-depth knowledge of the subject, have also examined the textbook meticulously.

Though Board has taken utmost care, qualitative suggestions are also solicited from those who are interested in education.

We are very thankful to NCERT, New Delhi for their kind co-operation.

P. Bharathi (IAS)

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

Acknowledgement

The National Council of Educational Research and Training (NCERT) gratefully acknowledges the contribution and cooperation of various organisations, subject experts, teachers and departmental members in the development of this book.

The Council thanks the authors and poets who have granted permission to use their work in this book — Vijendra Pal Sisodia (*Leaves*); Shri Prasad (*Water*); Secretary, Bharat Gyan Vigyan Samiti (*Home Sweet Home*); Jean Whitehouse Peterson (*I have a sister, My sister is deaf*) published by Bharat Gyan Vigyan Samiti; Harish Nigam (*Cloud*) published by Eklavya; Harendranath Chattopadhyay (*Train*); and Annapurna Sinha (*Bhanate and Phudgudi*).

The contributions of various organisations and the experts deputed by them, are also highly appreciated – Centre for Environmental Education, Ahmedabad; Avehi Abacus, Mumbai; Eklavya, Bhopal; Digantar, Jaipur; Nirantar, New Delhi; National Book Trust, New Delhi; SCERT, Delhi; Centre for Science Education and Communication, University of Delhi, Delhi and Homi Bhabha Centre for Science Education (Small Science), Mumbai.

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The contributions of Professor Amitabh Mukherjee, Centre for Science Education and Communication, University of Delhi, Delhi; Sushmita Malik, formerly *Consultant* Punjab School Education Board, Chandigarh; Poonam Mongia, *Assistant Teacher*, SKV School, Delhi; and Manpreet, *Lecturer*, Shyama Prasad Mukherjee College, New Delhi are duly acknowledged for finalising the English version of this book. We also acknowledge the contributions of Sushmita Malik for translating the Hindi poems into English and of Dwaipayan Banerjee, *freelance Editor*, *Katha*, for editing these poems. Thanks are acknowledged to Anjni Koul, *Lecturer*, DESM and M.K. Satpathy, *Professor*, NERIE, Shillong, NCERT; Usha Chaujer, *Primary Teacher*, Air Force Bal Bharti School, New Delhi; Deepa Hari, *Writer and Editor*, Avehi Abacus Project, Mumbai; Anita Julka, *Reader*, Department of Education with Special Needs, Sushma Jairath, *Reader*, Department of Women's Studies, and R.B.L. Soni, *Reader*, Department of Elementary Education, NCERT.

We are grateful to Kavita Chaudhary and Arvind Sharma, *DTP Operators*: Kamal Bhardwaj and Hari Darshan Lodhi, *Proof Reader*: Sushila Sharma, Nirmal Mehta (DEE); Shakambar Dutt, *Incharge Computer Station*, DEE, in shaping the book.

The efforts of the Publication Department, NCERT, in bringing out this publication are also appreciated.

A Note for the Teachers and Parents

The team for the development of this book found it a challenging task to translate the objectives as defined in the National Curriculum Framework (NCF) 2005 while preparing this national-level textbook. The writing team would like to share some of the issues that were discussed during the process.

The child looks at the environment around her/his in a holistic manner and does not compartmentalise any topic into 'science' and 'social science', hence it was thought essential that we too aim for this integration within the book, instead of having two disparate sections. Instead of proceeding with lists of 'topics' the syllabus itself has proposed themes that allowed a connected and inter-related understanding to develop. An attempt has been made in the book to locate every theme in physical, social and cultural contexts critically so that the child can make informed choices.

The challenge, when writing at a national level, was to reflect the multicultural dimensions of diverse classrooms. It was felt necessary that all children feel important: everyone's community, culture and way of life should be given equal importance. While writing the book, *Who is the child we are addressing* was the big question. Is she/he the child in big schools of the metro, or the school in the slums, a small-town child, one in a village *shala* or the one in the remote mountainous areas? How do we address such diverse groups? One also needed to tackle the differences of gender, class, culture, religion, language, geographical location etc. These are some of the issues addressed in the book, which the teacher will also have to handle sensitively in her own ways.

Before discussing the concerns/issues related with this area, you go through the syllabus of this area, which is broadly divided into six themes - namely, family and friends, food, water, shelter, travel and things we make and do. It is available on the NCERT website (www.ncert.nic.in). It will help you understand the subject better and plan your teaching-learning more effectively.

The content in the book is centred on the child, providing her/him a lot of space to explore. There is a conscious effort to discourage rote learning and hence descriptions and definitions were totally avoided. It is always easy to give information; the real challenge was to provide opportunities to a child where she/he can vocalise, build upon her/his curiosity, learn by doing, ask questions, experiment etc. In order that the child is happy to engage with the book, a variety of formats have been used – narratives, poems, stories, puzzles, jigsaw, comic strips etc. Stories and narratives have been used as a tool for sensitising the child since a child can probably more easily empathise with characters in a story/narrative. The language used in the book is not 'formal' but is in the 'commonly spoken' form.

Active participation of children is very important in constructing knowledge. Activities in the book that demand that children be taken for observations to the parks, fields, water

bodies, into the community etc., reiterates that EVS learning primarily occurs outside the walls of the classrooms. An effort has been made to relate the child's local knowledge to the school knowledge. It is important to state here that the activities given in the book are only suggestive, and that both the activities and the materials can and should be modified by the teacher according to the local contexts. Activities and exercises have been inbuilt into the chapters instead of being pushed to the end. The nature of activities in the book are of various kinds so that the children get opportunities to explore, observe, draw, categorise, speak, question, write, list etc. Several activities allow them to manipulate things with their hands so that their psychomotor skills are developed. Some of them explore their creativity and design skills as well as hone their aesthetic sense. All activities need to be followed by discussions to facilitate children in consolidating what they have observed and learnt. With an appropriate question or suggestion, the child's understanding can be extended far beyond the point which she/he could have reached alone.

Children are encouraged to tap sources other than the textbook and teachers, such as family members, members of the community, newspapers, books etc. This stresses the fact that textbooks are not the only sources of information. To develop a sense of history the children are encouraged to question the elderly about the past. These activities also promote the parents' and community's involvement in the school and the teacher gets an opportunity to know a child's background.

Illustrations form an important component of children's books. The writing team has kept in mind that the illustrations in this book reflect the ethos of the written material. Content development through illustrations was a major consideration. The illustrations have been used such that they complement the writing style fully. The illustrations should provide joy, and also a challenge, to the child. Icons have been used to differentiate activities. A list of these has been included in the book.

The book provides varied kind of opportunities for the child to work – individually, in small groups or even in larger groups. Group learning promotes peer learning and improves social interactions. Children particularly enjoy learning crafts and arts while working in groups. Children are very happy and respond with enthusiasm when their creative ventures are appreciated rather than being rejected or left unnoticed by the elders, as unimportant.

The objective of the activities and questions in the book is not only to evaluate the child's knowledge but also to provide an opportunity to the children to express themselves. The children should be given enough time to work on these activities and questions; they should not be rushed since each child learns at her/his own pace. It is envisaged that each teacher will develop her/his own evaluation tools suitable for her/his students based on her/his own method of teaching and local contexts. For better understanding on assessment practices and evaluation procedures in EVS, NCERT has developed a source book in this area for the primary stage. It will be useful if you go through this document as well. The child should be evaluated primarily on the competencies/skills she/he has acquired while working in class or outside. Evaluation, of course, should be a continuous and comprehensive process and the child should be assessed as she/he observes, asks, draws, discusses, write in groups etc. In order to follow continuous and comprehensive evaluation in the classroom, teaching-learning activities and questions have been in-built into the text. You need to follow the same manner.








One of the major concerns while developing textual materials was to find suitable ways to sensitise the child to the wide differences that exist within our society – in our physical

abilities, economic backgrounds, behavioural patterns etc. – things which get reflected in the way and where we live, what kind of school we go to, the way we talk, the way we think, what we eat, what we wear, our access to basic amenities etc. We would like every child to recognise that in any society there are differences; we need to learn to appreciate and respect these differences. Teachers have to be extra-careful that such social issues are handled in a sensitive manner, especially when there are children with special needs or in difficult circumstances, in the class.

The writing team looks not only at the children, but at the teachers also, as individuals who construct knowledge and build on their own experiences. The textbook is only one of the many teaching-learning materials used by teachers. Thus, this textbook should only be viewed as an aid to the teacher, around which the teacher could organise her teaching to provide learning opportunities to children.

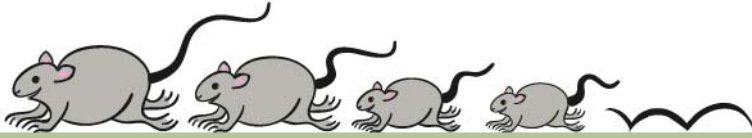
As per NCF-05, Environmental Studies is not accepted as a curricular area at Classes I and II. However, it recognises the need of transacting the necessary skills and concerns related to it in an integrated manner through language and mathematics. In this direction, NCERT has published a teacher's handbook entitled 'EVS skills through Language and Mathematics in Early grades' which includes a number of activities that will help you integrate the environmental components with language and mathematics at these levels. If you go through it before initiating the teaching-learning process in Class III, it will help enrich your understanding of this subject area.

Symbols and Icons used in the Textbook

 <p>Discuss</p>	 <p>Narrate/Tell</p>	 <p>Write</p>
 <p>Think</p>	 <p>Do/Make</p>	 <p>Find out</p>
 <p>A Note for the Teacher</p>		



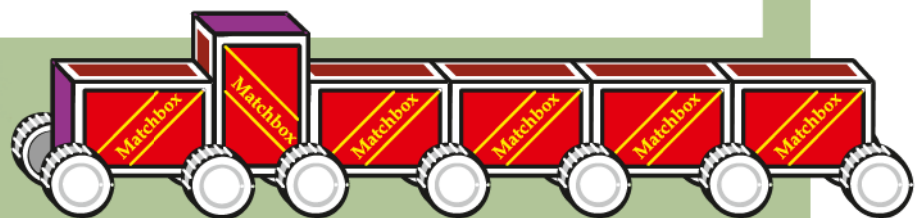
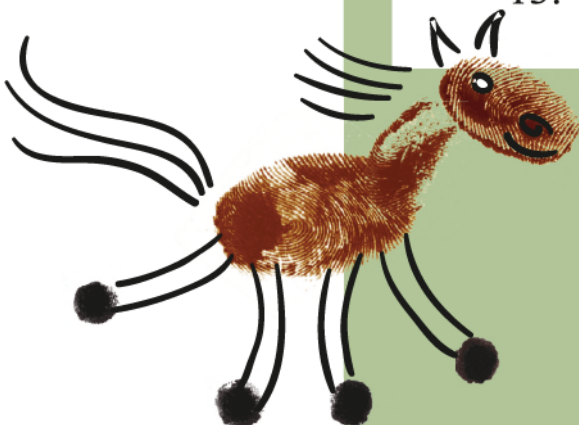
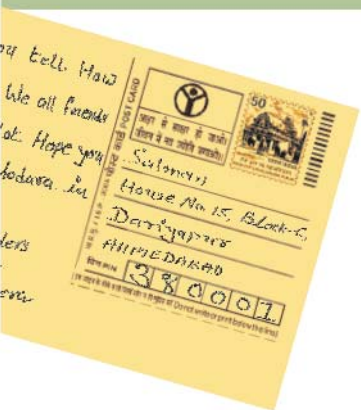
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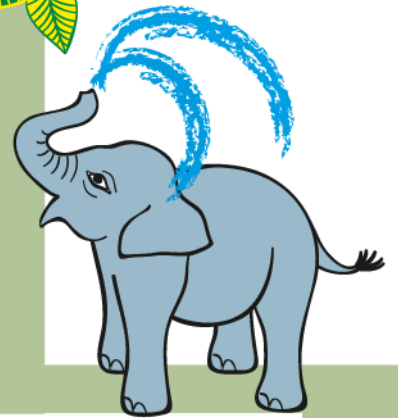


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(x)



What did Poonam see ?

1

Poonam was at home. She was sick. “Ma ! please let me go to school today, I have been at home for the past two days. I am getting bored” – said Poonam. “You still have fever. Go outside and lie down on the cot.” – replied Ma.

Poonam went out. She fell asleep on the cot. Suddenly, something fell on her face. Poonam woke up at once and touched her cheek. Oh no ! whose mischief is this ? Is it of crow’s or of pigeon’s? It seems it’s of crow's.



Children learn a lot from people and things in their environment. Through this lesson children should be given an opportunity to observe nature — not just sit in the class and read their lesson.

Poonam looked up. She saw many animals on the tree. Write down their names.



Think and Write :

Write down the names of birds which you have seen :

Poonam picked up a leaf from the ground and wiped her cheek with it. But her cheek was still sticky. She thought – Let me go and wash my face in the nearby pond.



Which animals did Poonam see at the pond ?



Think and Write :



In the book the word 'animal' is used for insects, birds, reptiles and mammals. At this age, children can not classify animals into different categories. Try to find out what children understand by the word 'animal'.

Encourage children to collect more details of various animals.



- Can you act like the animals seen at the pond ?
- What kind of sounds and movements these animals make ?

Try to make similar sounds and movements of birds and animals.

Different animals move in different ways to go from one place to another. Some animals walk, some crawl, some fly, some animals swim, and some animals hop.



Think and Write :

Habitates of animals

lives in burrow	lives in nest	lives in house	lives in water
●	●	●	●
●	●	●	●
●	●	●	●
●	●	●	●



Recollect and Write :

Can fly

Can walk

Can crawl

Can hop



Children love to look at the colours, shapes and movement of animals and listen to their sounds. They enjoy imitating them too. Looking at the diversity in the animal world and putting them under different groups is the beginning of classification.

have a tail

have horns

walk on a wall

Animals live in different places. Some animals live on the trees, some in water. Some live on land, some live under the ground and some fly in the sky. Some animals even live in our houses.



























Fill the colours :



at those who drink water by the help of tongue.

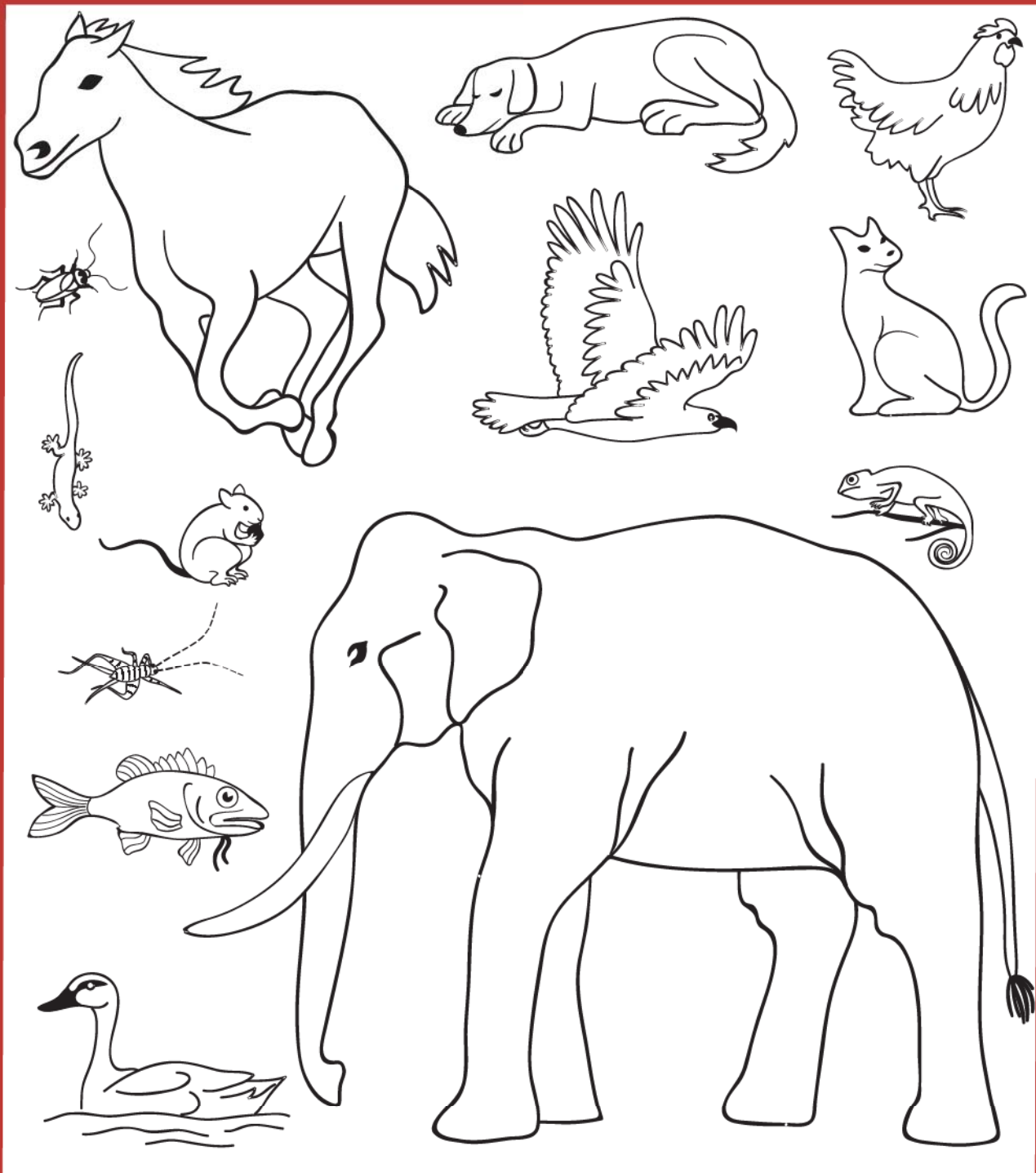


at those who drink water by the help of lips.



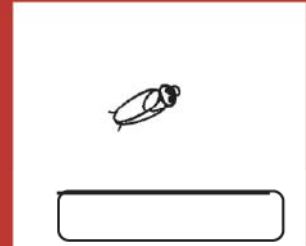
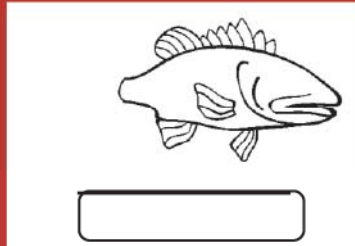
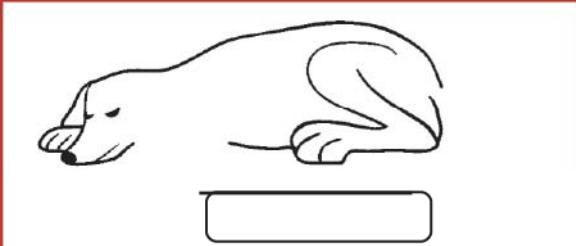
Look at the pictures given below. Colour the animals that do not live in your house.





Draw the picture :

- * Here are some incomplete pictures of animals. Complete them and write their names below.



Find out and Write :

Find my name in the crossword and put a circle around it. One example has been given.

- Banana is what I love eating,
I spend my time jumping and leaping.
- On the walls, webs I weave,
Where insects stick and can not leave.
- I remain awake the whole night,
And go to sleep in broad daylight.
- Croak, croak, croak is my sound,
In water or on land I am found.
- I appear after rainfall,
Have no feet so I crawl.
- Slow and steady is my pace,
I live on land and in water.

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



Riddle No. 6 is based on the story of *Panchatantra* 'The Hare and the Tortoise'. Tell children other stories from the *Panchatantra* and encourage them to read more of these.



Look and Tell :



Magic with fingers :

Take a look at the picture. Can you distinguish the thumb prints from the other finger prints ?

In the same way, using ink or water colours, make pictures of animals. Make pictures using your own imagination. Do not copy the ones shown above. You can use the pictures you have made to decorate your school and home.



Do it by yourself



Children like to do creative activities such as making pictures with fingers and thumb prints. Encourage them to make their own designs.



Let us have some fun :

- ◆ In your notebook draw a picture of an animal that you have seen.
- ◆ Make each groups of three children each. Every group will take a white paper. Fold this paper in three parts.
- 1. In each group, one child will draw the face and neck of an animal at the top of the paper and hide it by folding this part.
- 2. The second child will draw the body of another animal in the centre of the paper and hide it by folding the paper.
- 3. The third child will draw the feet of yet another animal.

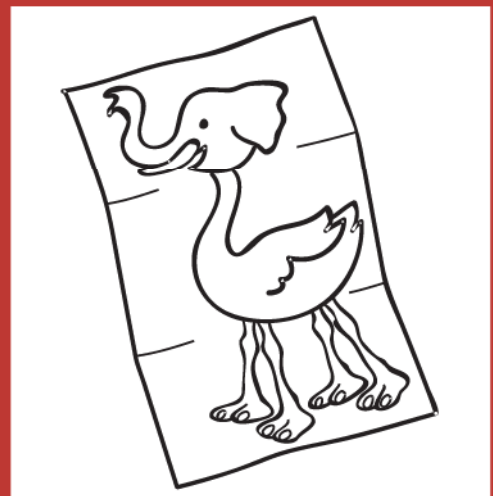
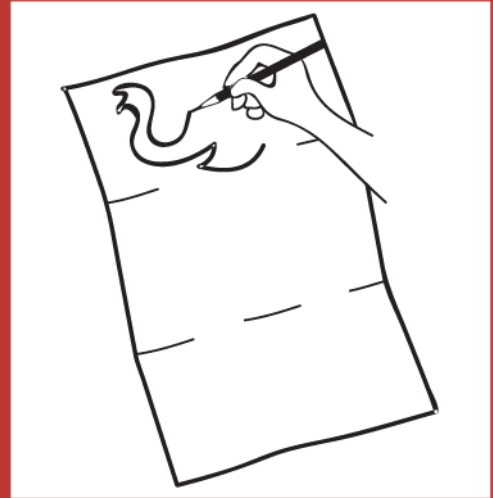
Now, unfold the paper and look at the picture.

Does it not look like a funny animal !

Also, look at the pictures made by your friends.



Encourage children to look carefully at animals and make pictures on their own. Children may need help when they are making pictures in a group.





Spend some time under a tree. Observe the animals carefully. Name the animals which can be seen

on the trunk

on the ground

on the branches

on the leaves

around the tree

at other places



Now arrange these animals in the order of their size — smallest being the first.

(1)

(2)

(3)

(4)

(5)

(6)

(7)

(8)

(9)



This activity is a beginning to sequence. The sequence will depend on the experience of the child — a squirrel can be smaller or bigger than a sparrow. Discuss issues related to sensitivity towards animals in an interactive manner.



Jigsaw puzzle :

In a jigsaw puzzle, cut the picture given (page 169) on fun page-1. Collect different part and make a complete picture.

Cut the picture of fun page-1 and paste it on the cardboard. Cut this cardboard unevenly. Give them to your friends. Give them activity to arrange all the parts together and identify the animal.

Stick the picture from funpage :



The Jigsaw should be cut in such a manner that it is a challenge for the child. It should not be simple that it can be put together too easily. Encourage more such activities and appreciate their work.

The Plant Fairy

2

Last Sunday, we went to a garden in the neighbourhood. We played **Hide and Seek (Chhupanchhupai)** and **Antakshari**. We had a lot of fun. After sometime, *Didi* said – Let us play a new game today. I will become a ‘Plant fairy’. The ‘Plant fairy’ will call out a name of something and you all will have to touch it.

The game began. *Didi* said – The ‘Plant fairy’ asks you to touch a plant. At once, all the children ran towards the plants.



Children can be asked by what name, games like Chhupanchhupai, Antakshari are called in their regions.

Didi said — Very good! Every one has touched a plant. But have you noticed that all the plants are different from each other ? *Didi*, you are also sitting on little plants, said Shabnam.



Can you name the plant on which *Didi* was sitting ?

The game started again. The ‘Plant fairy’ now said – Touch a tree which has either a thick or a thin trunk.



The children ran again to touch the trees with thick or thin trunks. Have you seen a tree with a trunk as thick as the one shown in the picture ?

Michael found the game very interesting. He thought, how lucky the fairy was. She could order everyone around. Now, I want to be the ‘Plant fairy’ – said Michael. The children laughed aloud – A boy fairy ! They were now ready to take orders from the new ‘Plant fairy’.

Michael said – Get me some leaves quickly.

But remember you are not to pluck the leaves from the plants – said *Didi*. The children ran to collect the leaves which were lying on the ground.



Think and Write :

Write the names of leaves which you have seen :

•	•
•	•



By playing this game children will see the diversity in plants for themselves. It would be good if children became the ‘Plant fairy’ by turn. So that they themselves can choose the basis of classification.



Do all the leaves have similar colours, shapes and margins ?



Dayaram said – I did not know that there were so many types of leaves. Look, some are round, some are long and some are triangular.

Ammu said – They are of so many different colours as well. Some are light green and some are dark green. Some are even yellow, red and purple. There is one which is green but has white patches on it.

Look, even the margins of these leaves are different from each other. Some have straight margins and some have uneven. Some of these margins even look like a saw – said Shabnam.

Ammu and Shabnam shouted together – We also want to be the ‘Plant fairy.’

Didi said – Not today, may be next Sunday. It is time to go home now. On the way back, *Didi* recited a poem for everyone.



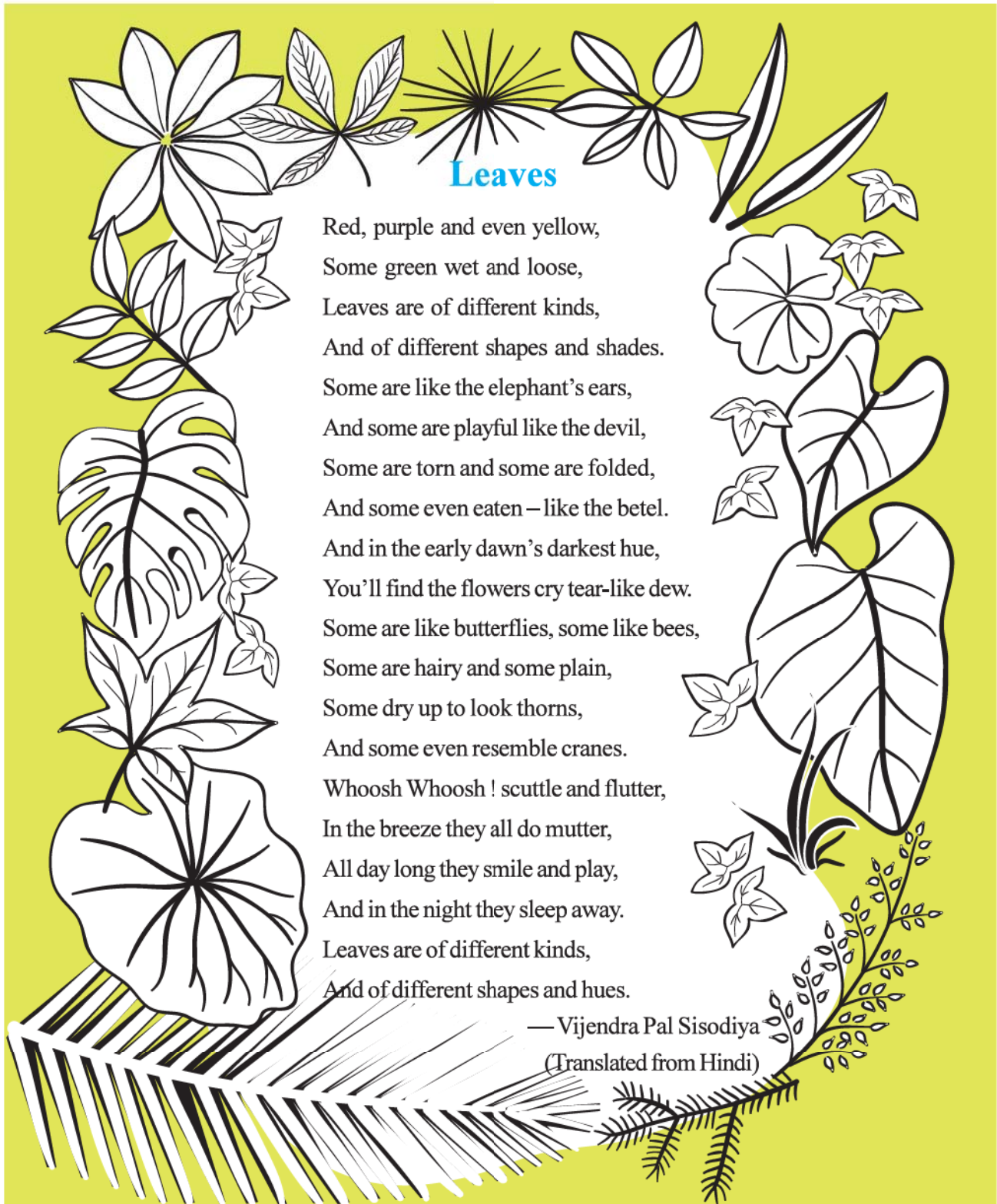
Read and Write :

What can be seen in the garden ?



Fill the colour :

Fill colour of your choice in leaves and flowers :



Red, purple and even yellow,
Some green wet and loose,
Leaves are of different kinds,
And of different shapes and shades.
Some are like the elephant's ears,
And some are playful like the devil,
Some are torn and some are folded,
And some even eaten – like the betel.
And in the early dawn's darkest hue,
You'll find the flowers cry tear-like dew.
Some are like butterflies, some like bees,
Some are hairy and some plain,
Some dry up to look thorns,
And some even resemble cranes.
Whoosh Whoosh ! scuttle and flutter,
In the breeze they all do mutter,
All day long they smile and play,
And in the night they sleep away.
Leaves are of different kinds,
And of different shapes and hues.

— Vijendra Pal Sisodiya
(Translated from Hindi)



Children like to recite poems, but they should not be forced to memorise them. It will be good if all the children recite the poem as a group in the class.

- * Collect a few leaves of plants like lemon, mango, neem, basil (*tulsi*), mint (*pudina*) and coriander (*dhaniya*).
- * Crush the leaves and smell them. Do they all smell alike ?
- * Can you identify the leaves just by their smell ?
- * What are the ways to identify leaves ?
- * Look at these beautiful pictures. They are made of dry leaves.



Make pictures from leaves :

- * Using dry leaves, make pictures of different animals in your notebook.



The artist Vishnu Chinchalkar (Indore, Madhya Pradesh) made beautiful pictures using dry leaves. These pictures are inspired by his work.



How to take impressions ?



Take a paper and a crayon or colour pencil. Place the leaf on a table or on the ground. It should be placed in such a way that the side of the leaf with veins is on the top. Place a paper on the leaf. Gently rub the crayon or colour pencil on the paper. Be careful that the paper or the leaf does not move.

* Similarly, take impressions of the trunk of a tree.

Place a paper on the trunk and rub a crayon or a colour pencil on it. Look, you have made impressions of the tree bark !

Look at the impressions made by the others. Are the impressions of different plants similar ? Which leaf gave a good impressions ? Which tree's impression was difficult to take ? Why ?



* What would happen, if the bark of all the trees gave similar impressions ?

* Which tree's bark impressions, we cannot take? Why ?



Look and Write :

Look at the picture and name the things which have patterns of leaves and flowers on them.



•	•	•
•	•	•



Children may talk to their elders or to a farmer or a gardener for knowing more about plants and discuss in the class.



Think and Write :

- * Look for objects which have patterns of leaves and flowers on them in your house. Write their names.

--	--	--	--

- * You must have seen many plants and trees. Write their names.

- * Are there any plants that you have heard of, but never seen ? Write their names.



Find and Tell :

- * Ask some older people if there were plants which they have seen when they were children but are not seen these days.
- * Also, ask them if there are any plants which can be seen these days, but which were not seen earlier.



Friendship with a tree :

Choose a tree near your school or house and make friendship with it.

A lasting friendship :

- * Which tree is it ? Ask some elders if you don't know.
- * Will you like to give your friend a special name ?
- * What will you name it ?



Encourage children to make friends with a tree – water it, look after it and observe it minutely. This will develop their concern for the environment.

- * Does the tree-friend bear flowers or fruits ? Which ones ?
- * How the leaves of the tree look like ?
- * Which animals live in the tree-friend ? Write their names.



Fill the colours :

Find out more about your tree friend and share it with others.

Draw the picture of your tree-friend in the box given below and colour it.

Water

Don't waste water ! Water is precious !
 Water is life ! Water is precious !
 Tip...Tip...Tip... oh ! the water falls;
 Overflowing the rivers, lakes and ponds,
 Waves of ocean, gallop like a horse,
 Don't waste water ! Water is precious !
 Taking form of icebergs on hilltops,
 Boil it, Heat it ! Turns into vapour.
 Keeping singing the song of springs
 Water is life ! Water is precious !
 Giving life to crops, plants and trees,
 Running in human body, nourishing animals and birds,
 Water is life ! Water is precious !
 During drought, there is stress,
 Life seems to be in pain
 During floods, there is threat and fright,
 Ah ! well, tap, a hand pump filled with water,
 Water is life ! Water is precious.

— Raju Kag
 (MIYAL)
 (Paraphased from Gujarati)



Children may sing songs and poems related to water that are commonly sung in their region, in the class. This will bring them closer to their community and arts of their region.

* Do you know any poem or song on water? Recite it in the class.

* What are the different kinds of effects of water mentioned in the poem ?



Think and Write :

* Tick ☒ the activities for which water is needed.

to play	<input type="checkbox"/>	to sing	<input type="checkbox"/>	to row a boat	<input type="checkbox"/>
to write	<input type="checkbox"/>	to make tea	<input type="checkbox"/>	to knead dough	<input type="checkbox"/>
to run a fan	<input type="checkbox"/>	to paint pictures	<input type="checkbox"/>	to grow plants	<input type="checkbox"/>



Think and Write :

● What can you do without water ?

--	--	--	--

● What you cannot do without water ?

--	--	--	--

* Water - more or less

Arrange the following on the basis of the amount of water that is needed for each of the activities. Begin with the activity that needs the most water.

to bathe	to drink	to clean the house	to water the fields	to knead the dough	to cook the food
----------	----------	--------------------	---------------------	--------------------	------------------

1. <input type="text"/>	2. <input type="text"/>	3. <input type="text"/>
4. <input type="text"/>	5. <input type="text"/>	6. <input type="text"/>

* Water – from where?

In the poem you read about rivers, waterfalls, lakes and springs. We get water from all these places. From where do you get water? Put a ○ around those places that are either in your house or around it.

lake	well	tubewell	waterfall	hand pump	river
stream	tap	tank (<i>tanka</i>)	sea	hot water spring	



Think and Write :

- * Have you seen hot water coming out of the ground? Where ?

- * Does any river flow across your village or city ? If yes, write its name.

- * Do you know the names of any rivers? Write their names.



Think and Tell :

- * At home, where do you get drinking water from ?
- * Where do you go to fetch water ?
- * How much time does it take to bring the water ?
- * Why do we need to store water ?
- * Who fetches and stores water in your house ?
- * Do you and your neighbours bring water from the different place ? Why ?



Fill the colour :

- * Colour the pictures of those containers which you use for storing water.



- * In your notebook draw pictures of any other containers which are used for storing water in your house. Write their names as well.



Take a look at the pictures. If we fill them with water –

1. Which will contain the least water ?
2. Which will contain the most water ?
3. In which containers same amount of water can be filled ?



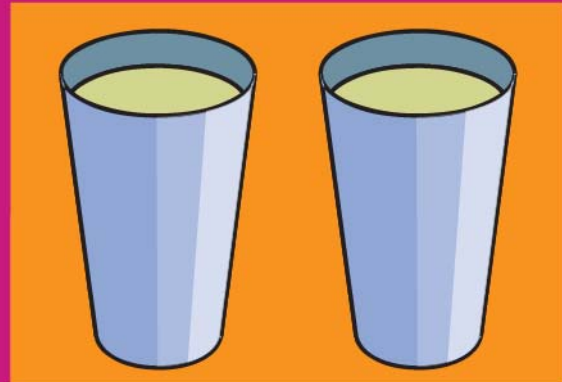
Chaku is confused !

Ruchan and Chaku were feeling very thirsty. Their uncle gave both of them mango *panna* in steel tumblers. But Chaku wanted the drink only in a glass tumbler. Her uncle poured the *panna* into a glass tumbler. But Chaku was not happy. She complained –Uncle, you have given me less *panna*.



Discuss and Tell :

What do you feel? Did Chaku's glass tumbler have less *panna* ?



Given in the grid are some places where water is found. Find any seven of them and put a around each.

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

waterfall



Demonstrate this activity (Chaku is confused) in the class. Provide opportunities to observe and ask questions for the children to answer.



In every row put a ○ around one that is different from the others. Also tell how it is different.

- ◆ River, mountain, pond, spring, lake.
- ◆ Fish, duck, monkey, crocodile, tortoise.
- ◆ Car, boat, bus, train, bicycle.
- ◆ Bathing, washing clothes, swimming, combing hair, kneading dough.



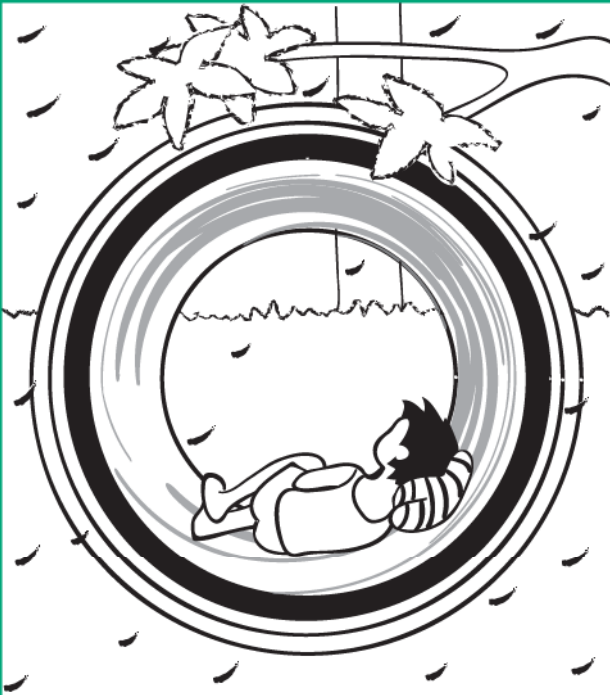
Fun with colours :

Take a paper and fold it in the middle. Now unfold it and put some drops of different colours on it. Fold the paper again and press it. Unfold the paper. Look what you have made !



Chhotu's House

Chhotu came to Ahmedabad for the first time...





Think and Tell :

Study the pictures carefully and answer the following :

- ◆ What did Chhotu think when he looked at the pipe ?
- ◆ How did Chhotu use the pipe ?
- ◆ Into which parts did Chhotu divide the pipe and its surrounding area ?
- ◆ In which part of this house would Chhotu like to spend most of his time ?
- ◆ Why do you think Chhotu invited Monu to live with him in the pipe ?
- ◆ How will you make house in pipe, if you were Chhotu ?



A discussion on when a 'house' becomes a 'home' will help to clarify the difference between a 'house' and a 'home'.



Draw a picture of your house in your notebook and colour it.



Think and Write :

* Who all live with you in your house ?

* Chhotu divided the pipe into different parts. Write the different parts of your house.



Think and Tell :

- * How much time in a day do you spend in each part of your house ?
- * Is there any part of your house where a particular member of your family spends more time ?
- * Is there any part of your house where a particular family member never goes or goes for a short time ?

You must have seen that some animals also live with us in our houses. Some of these animals live with us because we want them to, while some are uninvited.



It is important to talk to children about their houses sensitively. There are different kinds of houses, this has been kept in mind and hence, instead of rooms we have used 'parts of a house'. That some family members go or do not go to certain parts of the house, reflect the family traditions and gender biases.

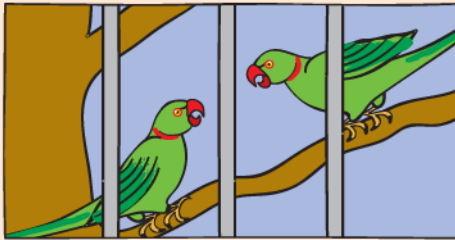


Let's sing this riddle



Home Sweet Home

You always tell me mother
The house belongs only to us,
But how do I believe that mother,
When I know it belongs to many more.



And look mother at the lazy lizard,
How slowly it crawls to and fro,
And look at so many black ants,
All marching in a row.



That is why I say, dear mother,
Don't think this house is only ours,
It's dear to us and all who live here,
And have been living for many years.

(Translated from Hindi)

BACHCHA TOLI (*Bharat Gyan Vigyan Samiti*)



Look mother, how these mice,
Are all playing 'catch-catch' together,
And look how these mosquitoes fly,
Any how peaceful lies the happy spider.



And look outside in the courtyard,
The birds are all pecking about,
Just like when my sister and I,
Sometimes fight, quarrel and shout.

Do you Know?

Rats have poor eye sights
but have excellent sense of
smell, touch and taste.



Collect some more riddles and make the students sing them.



* Draw pictures of any two animals that live in our house.
Write their names below the pictures.

<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>



Remember and Write :

* How do you keep your house clean ?



Think and Tell :

* Where do you throw the garbage of your house ?

* Is the area around your house clean ?

* Who all help to keep your house clean ?

Look, how beautifully Lata's house is decorated !



Think and Write :

Is there any special way in which you decorate your house? When and how ?



Ask and Write :

Ask your friends when and how they decorate their houses.



Think and Write :

Name the things with which you decorate your house.

•	•	•	•
<hr/>			
•	•	•	•
<hr/>			
•	•	•	•
<hr/>			



In the lesson each child has been asked how her/his house is decorated at various occasions. Talking to the children about the ways in which their houses are decorated brings out how we use locally available materials during celebration of festivals.

Our First School-Home

Our home is our first school. Members of home are our family. We learn so many things from our family-much before we learn from anywhere else. This is because we are so close to our family. Let us think about our family and talk about it.



Draw or paste a picture of your family.



Collect the family photos from newspapers, magazines or any other resources.



- * Who all are there in your family ? Write their names and how they are related to you.

Name	Relationship	Name	Relationship
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- * Write the relationship between any two members of your family, such as husband-wife, brother-sister, mother-daughter.

Names of two members of your family		Their relationship
Rameshbhai	Rupal	uncle-niece
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Think and Tell :

- * What is your nickname ?
- * By what name do your family members call you lovingly ?
- * How do you call your family members ?
- * Look at the picture which is given on the nextpage. Two persons in the picture look similar.



Is there any similarity between you and any other member of your family-in the way you talk, walk; smile or even in your looks...? With whom and how ?

Let us now read about Salman's family. The elder members of Salman's family work as *dhobis*.



All the members of the family lend a hand in washing, drying and ironing of the clothes. Salman and his cousin Rafik are also learning the work done by the family.



Remember and Write :

* Is your family involved in any particular work ? If yes, what ?

* In which all work do you help at home ?

We learn many things from our family members. Salman and his cousin Rafik learnt cycling from his uncle.



Think and Tell :

You also learn many things from your family. What and from whom ? Has anyone learnt anything from you ?



Think and Write :

Whom do you meet ? write.

- ◆ When I am sad, I go to my .
- ◆ When I want to know about the past, I go to my .
- ◆ When I want to share my secrets, I go to my .
- ◆ When I do something wrong, I go to my .

Everyone removes their shoes before entering the house. This is the custom in Surekha's family. Some of Surekha's friends enter her house without removing their shoes. Surekha's grandfather gets angry at that.



Are there any particular customs followed by your family ? What are those ?



Discuss with the children how different members in their family laugh, smile, sing songs etc. This will help them to know what is special about their family members.




Think and Tell :

- ◆ Does any member of your family have any particular habit like laughing loudly when they are happy ?
- ◆ What do you do when you are happy ?
- ◆ What other people do except laughing when they are happy ?
 - * How do you show respect to elders in your family ?
 - * Look around to see how others show respect ?



Know and Tell :

- ◆ What did older members of family do in their childhood ?
- ◆ Listen funny incidents from older members of the family.



Last night, I ate a *chapati* made of *bajra* with jaggery (*gur*).

I cooked *dal* and *rice*.

Yesterday no food was cooked in my house.

I went to the *gurudwara* with my grandmother for the *langar*. We ate *dal* and *chapati*.

Ammi had cooked *kheer* and *poori* which I don't like. So I ate an *chilla* instead.

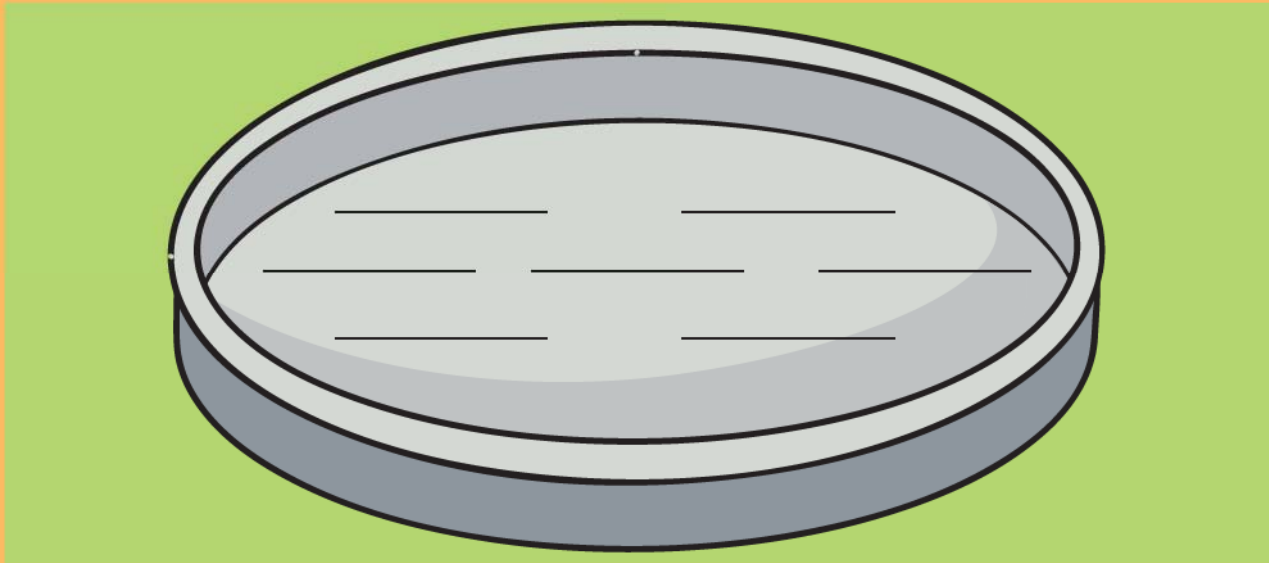
My mother cooked *idli*. I ate lots of it. It was really tasty.

My mother brought *dabeli* for us from the house where she works. We enjoyed eating it.



Remember and Write :

What did you eat yesterday ? Write it on the plate shown below.



Think and Tell :

- * How do you know that you are hungry ?
- * Has it ever happened to you that on some day you were very hungry but there was nothing to eat? If yes, why ?
- * You must have noticed that in the picture there is one child in whose house no food was cooked. What could be the reason ?
- * Did all the children in the class eat the same food items yesterday? Why ?
- * Now on the blackboard write the names of all the food items that you have written on your plate.
- * What would you do if you had nothing to eat and you were hungry ?



It is important to develop a rapport with children and create an environment where they can express themselves freely and their views are heard with tolerance. By knowing about what others eat we become more aware and lose some of our inhibitions regarding different food habits. This will help us to understand others better.

Vipul's family

There are four members in Vipul's family. There are some members who do not eat what Vipul eats. Do you think these people 'do not eat' or 'can not eat' what Vipul eats ? Why should this happens ?

Let us read about Vipul's family.

While returning home from school, Vipul bought a *bhutta* (corn on the cob).

He reached home and asked his mother; Where is Munni? I want to see her.

His mother replied; Munni is in the room upstairs.

Vipul caught his grandmother's hand and said; You also come upstairs with me. His mother stopped him; I have soaked *Ba's chapati* in *dal*. Let her first have her meal.

Have you put sugar in the *dal* ? – said *Dadi* to Vipul's mother.

I have tasted the *dal*. It has been prepared well; replied Vipul's mother.

Vipul picked up his grandmother's plate and ran upstairs. He asked her to follow him quickly.

When I was of your age I could run up a hill in the same time; said *Dadi*.

Vipul gave the *bhutta* he was eating to his *Mami*, washed his hands and lifted little Munni.

Suddenly Munni started crying. She is hungry; said *Mami*. She sat down to feed Munni.



Think and Write :

* Why was *Dadi* not able to climb the stairs quickly ?

* How does *Dadi* like to have her *dal* ?

* Which kind of *dal* do you like ?




- * How many person in the story can eat *bhutta* easily and why ?

- * Can all old people eat *bhutta*? Why ?

- * For four months Munni will have only her mother's milk. That is her only food. Why ?



Ask and Write :

What they can eat		What they cannot eat
	Child	<input type="text"/>
		<input type="text"/>
	Young	<input type="text"/>
		<input type="text"/>
	Old	<input type="text"/>
		<input type="text"/>

So this was about things that we can or can not eat. Do we eat all the things that we can eat ? Not always.

Let us talk about those things that we do eat.



Put ○ on the things that you like to eat often most.

rice	wheat	barley	gram
maize	millet	kappa (tapioca)	ragi

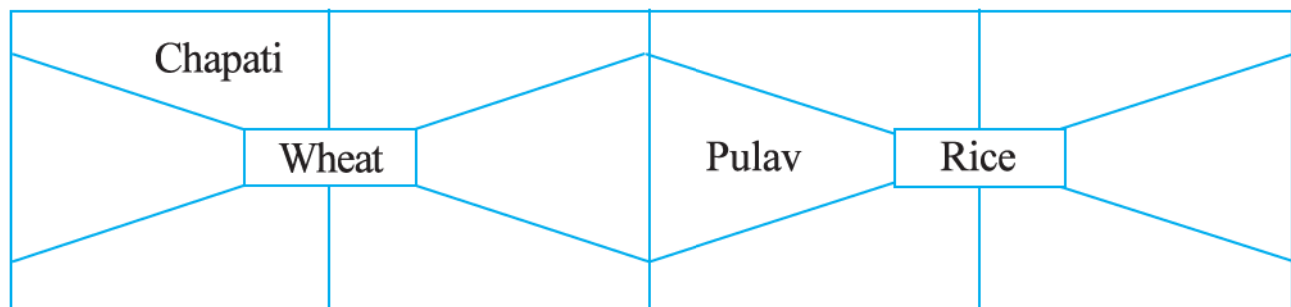
Most of our food is made of different things. Depending on what grows easily at which place, different things are eaten at different places.

Find out where each of the above things is eaten more.



We not only eat different things but we also use the same things to prepare a variety of food items.

Find out and write what all can be prepared from rice and wheat.



How many things can you write ?

Similarly, different pulses, vegetables, fruits, meat etc. are eaten in different places. People have different likes and dislikes. Let us talk about it.



Think and Write :

Write the names of three food items you like to eat and three that you dislike.

Like

Dislike



Think and Tell :

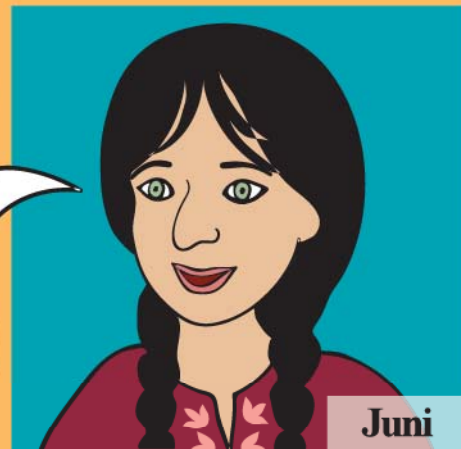
- ◆ Are your likes and dislikes similar to that of your friends ?
- ◆ Are your likes and dislikes similar to that of your family members ?
- ◆ Which members of your family have different liking ?

Let us know what people like to eat –



I live in Valsad. My mother and I both love to eat *umbadiyu*. Whenever we feel like eating it, we go to our farmhouse and eat '*umbadiyu*' like *undhiyu*.

I live in Kashmir. I like fish cooked in mustard oil. Once we had gone to Goa. We ate fish there but it tastes very different. My mother said that it was sea fish cooked in coconut oil. It had to be different.



I live in Kerala. I really like to eat two items. Both grow in our courtyard. One grows on a tall tree and the other underground. It is great to eat boiled tapioca with any curry made using coconut. It tastes very good.



Discuss cultural diversity in food by sharing their family experiences and respect them.

What are the reasons that decide what we eat? Put a '✓' on them. Add to the list.



Think and Write :

- ◆ What is easily available ?
- ◆ What can we buy ?
- ◆ _____
- ◆ _____
- ◆ _____



Remember and Write :

- * Names of some things are given below.

Put a ☒ on the things that can be eaten. If you are not sure about anything you may ask your teacher.

Banana flowers <input type="checkbox"/>	Hen's eggs <input type="checkbox"/>	Cauliflower <input type="checkbox"/>
Drumstick flowers <input type="checkbox"/>	Leaves of <i>Arvi</i> <input type="checkbox"/>	Meat <input type="checkbox"/>
Mushroom <input type="checkbox"/>	Rat <input type="checkbox"/>	Seeds of onion <input type="checkbox"/>
Lotus stem <input type="checkbox"/>	Fish <input type="checkbox"/>	(Kalonji) <input type="checkbox"/>
Red ants <input type="checkbox"/>	Frog <input type="checkbox"/>	Crab <input type="checkbox"/>
Leftover chapati <input type="checkbox"/>	<i>Amla</i> <input type="checkbox"/>	Grass <input type="checkbox"/>
Camel's milk <input type="checkbox"/>	<i>Rotlo</i> <input type="checkbox"/>	Coconut oil <input type="checkbox"/>
	(made of Bajra)	<i>Chapati</i> <input type="checkbox"/>

- * Write the names of some food items that you have never eaten before but feel like eating.

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

Saying without Speaking

7



Let's play game-Dumb Charades

Let us play a game. In this game, everyone has to let others know what they want to tell without speaking. Divide children into small groups.

Your teacher will give each group a piece of paper with a situation written on it.

Each group will read what is written on the paper and prepare a silent act. Keep in mind that you can not speak. You can express through your face and body actions.

When all the groups are ready with their act, they have to perform one by one in front of the other groups. The others will have to guess what is being acted out.



Think and Tell :

- * How did you like this game ?
- * Do you feel any difficulty in talking through actions ?
- * Have you ever seen anyone talking through actions ?
- * When do people need to talk like this ?



Choose situations which children can understand and relate to, so that they can perform better in such acts or games.

Look at the picture. Children are talking through actions in the picture.



Most of us can hear and speak, but there are some people who can neither hear nor speak. These people talk through actions. They understand what the other person is saying by studying their lip-movements.

All of us cannot do everything. Some of us sing well, others write good poetry. Some can climb trees quickly while others can run fast. Some can draw well, others can sing in tune. We are all special in our own ways. Hence, in schools we can learn from each other. Like all children, children who can not speak and hear also go to school to read and write. In schools, sign language is taught to them.

Let us read about a child who cannot hear, yet, who can do many things.

Me and My sister

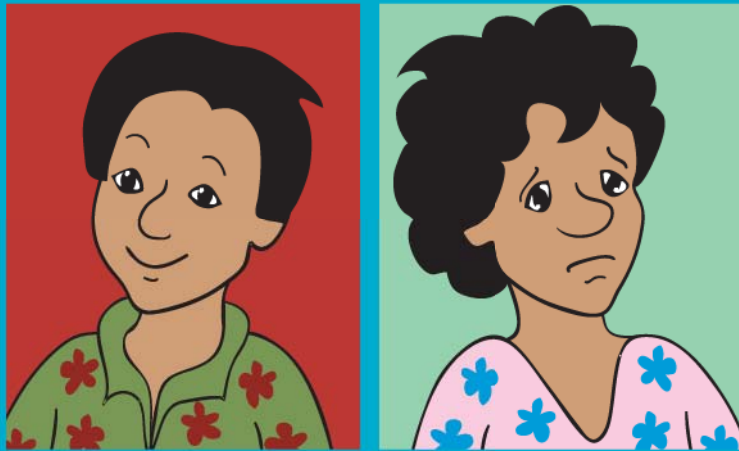
Small girl Chaku
She cannot hear
She is deaf by birth.
Her elder brother is Nandu.
Nandu and Chaku play together.
Chaku plays the piano very well.
She likes to feel the
deep rumbling chords.
But she will never be
able to sing.
She cannot hear the tune.
She likes to leap, to tumble,
to roll, to climb to the top of
the monkey bars.
Now my sister has started
going to my school, although

our mother still helps her
lip-read at home.
The teacher and children do not
understand every word
she says, like sister
or water or thumb.
I wore my sunglasses
yesterday.
The frames were very large.
The lenses are very black.
My sister made me take
them off when I spoke.
What do my brown eyes say
to her brown eyes ?
– Jeanne Whitehouse Peterson
(Extract from the poem : I have a
sister, My sister is deaf)



Through this story it can be discussed that we have different abilities. By incorporating the children's own experiences, sensitivity towards this issue can be enhanced.

Our eyes tell a lot. Small children tell a lot through their face and hands even before they learn to speak. They understand a lot too.



**The face
is a mirror...**



Think and Tell :

- * Observe children of about six to eight months.
- * How do they express themselves ?

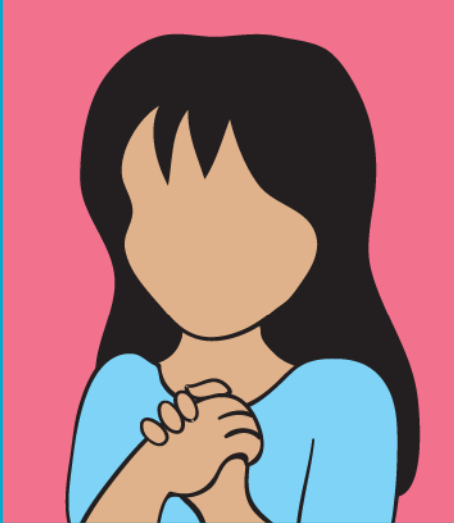


Read and Draw : You must be wondering what kind of faces these are –they have no eyes, no nose, no mouth.



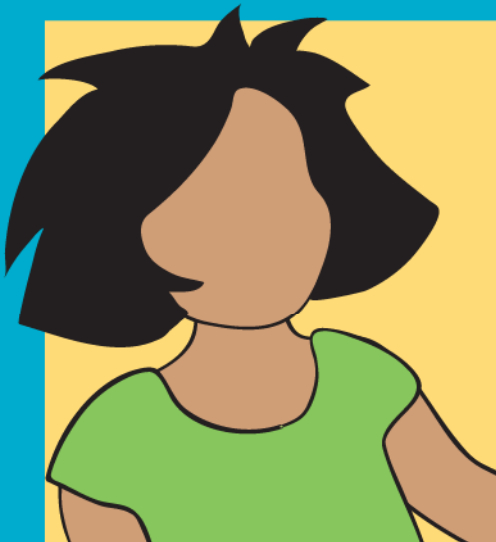
You have to make these, but only after reading what is written alongside.

This is Aftaab. His favourite toy has fallen down and broken. He is sad. How will his face look ?



This is Julie. Her little sister was born just yesterday. She is very excited. How will her face look ?

This is Rutva's mother. Today, while Rutva was taking out the bottle of pickle from the kitchen it fell from her hand and broke. Draw the look on her mother's face.



This is Rehana. She is afraid of dogs. While playing, suddenly a dog came in front of her. How will Rehana's face look ?



Encourage children to express their feelings through various ways. This will develop their creative expression abilities.

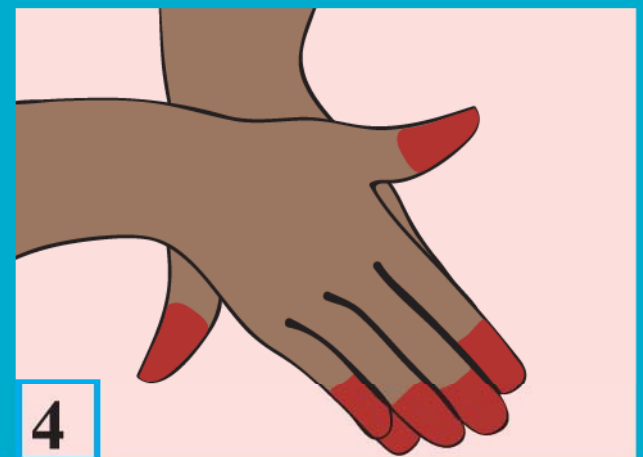
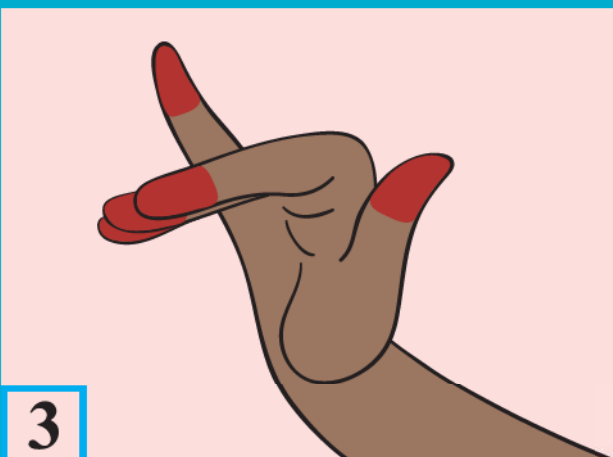
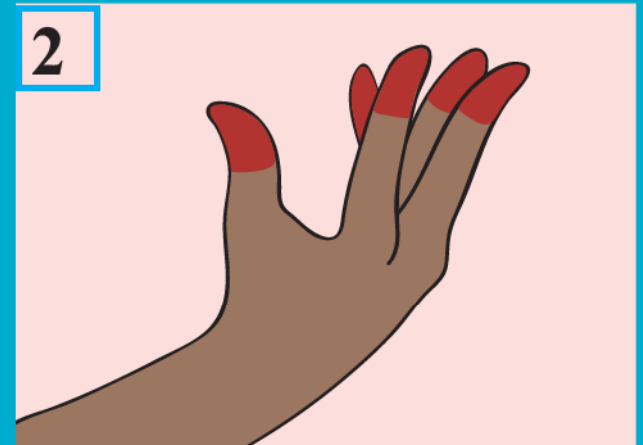
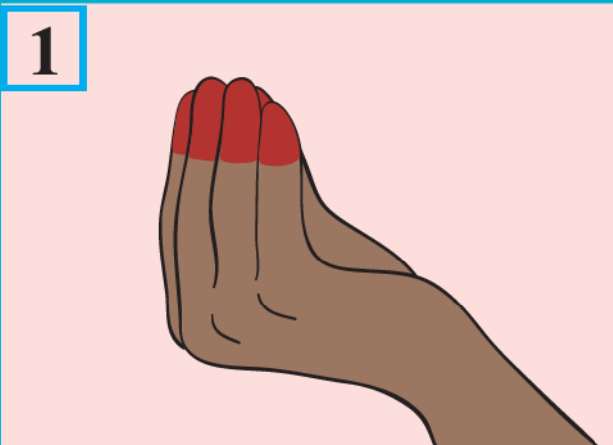
By looking at someone's face we can tell if the person is happy, sad or angry.

Has it ever happened that you had done some mischief and your mother found out just by looking at your face ?

We can talk through dance as well. In dance the hands and face are used to convey feelings. These are called *mudras* and *bhavs*.



Look at the given figures and do these *mudras*. Learn some more dance *mudras* and do them.





Think and Tell :

Look at these pictures and guess. Make your own story. Tell the story to your friends and discuss.



1



2




3




4






Koohu-Koohu is my
sound,
Everywhere I am found,
My sweet voice gives
me fame,


is my name.




Dead animals I do eat,
Making places clean and
neat,
High up in the I fly,
Vulture is what I'm
called by.



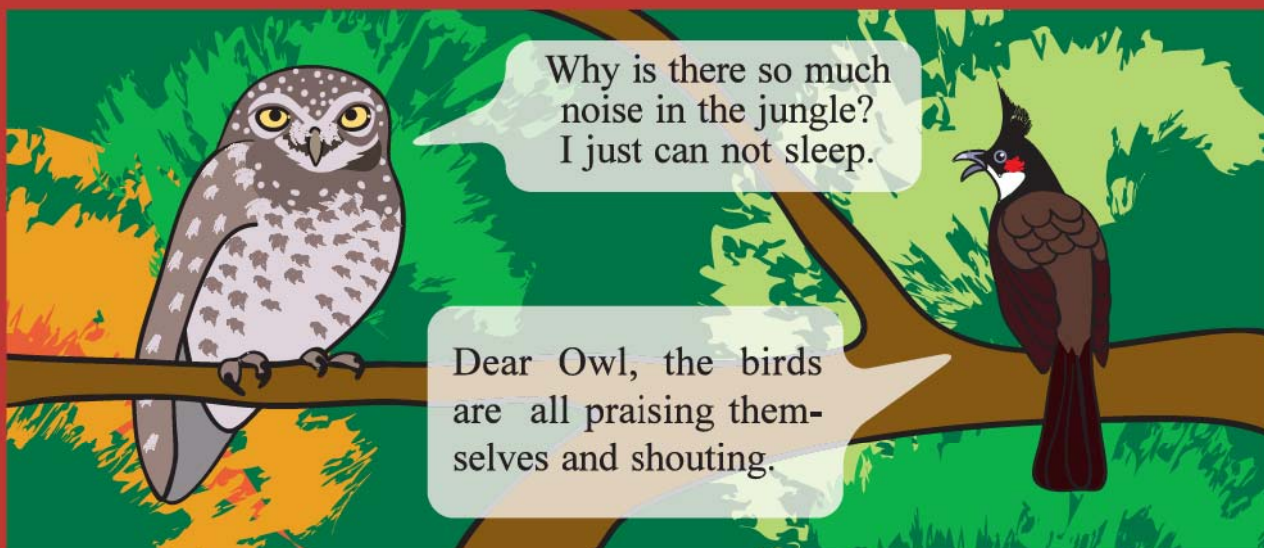
My beak is pink, feathers
grey,
Guter Ghoo I go on all day,
In houses I make my home,
A is how I'm
known.



My beak is very special,
I use it like a needle,
Stitching leaves I make
my home,
The bird is
how I'm known.



In trunk of trees holes
I make,
Hidden insects I intake,
Tuk-tuk-tuk I work all day.
The is what
people say.



There was a meeting of birds, Owl has started the talk.

It said- "We are all special in our own ways. Our claws, beaks, feathers and sounds are different yet we are all birds. If we all looked alike, ate the same food and made the same sounds, think how dull the world would be !"



Think and Write :

- * Which of the birds mentioned in the lesson have you seen ?
Write their names.



Find out :

- * Now go out and look for birds around.
- * How many birds could you see ?
- * How many birds do you know from them ?



If the children see the birds outside they can recognise them easily even when drawn on paper. In order to fill in the blanks it is important that the children know the characteristics of birds even if they do not know their names.

Name of the bird	Where did you see these ?				
	In water	On the tree	On the ground	In the house	Flying
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



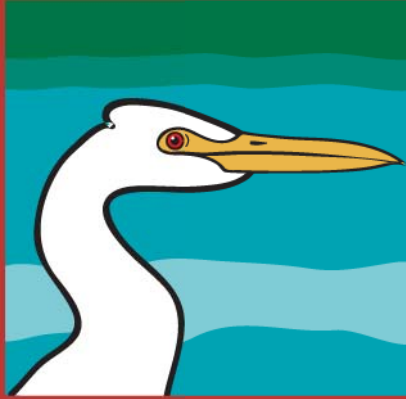
Have you ever noticed that different birds have different types of beaks.

Given below are pictures of beaks of birds. Look at them carefully. Identify the birds and write their names.





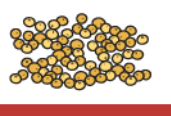
In order to develop children's interest in birds let them observe the birds quietly. They should also learn to note down their observations and ask them to share in the class.



In the blank space draw a picture of the beak of some other bird, colour it and write its name. Just as birds have different types of beaks, they also eat different types of food. While some eat fruits, some eat seeds. Some eat eggs, while others eat fish.



Match the birds with their food :



Have you ever noticed that birds fly and walk in different ways. Their neck movements also differ. The mynah moves her neck back and forth with a jerk. The owl can rotate its neck backwards to a great extent.



There are some birds which can imitate our voice. Do you know the name of any such bird? Draw its picture in your notebook, colour it and write its name.



Observe

Go outside and watch how birds walk and move their necks. Look at their feathers and listen to the sounds made by them. Copy the sounds made by any three birds. Copy their neck movements too. Ask your friends to guess which birds you copied.

The feathers of birds are of different colours, shapes and sizes. Their feathers help them to fly and keep them warm too. From time to time birds lose their old feathers and new ones grow in their place. You must have often seen feathers of birds lying around.



Collect feathers which you find lying around. Study their shape, size, colour and discuss about them. Make the picture of a bird in your notebook and paste the feathers on it. Write its name.

* Other than birds, which are the other animals that can fly ?



Think and Write :

- * If you could fly like a bird where would you like to go?
What else would you do ?

- * What would happen if birds could not fly but only walk on their feet ?

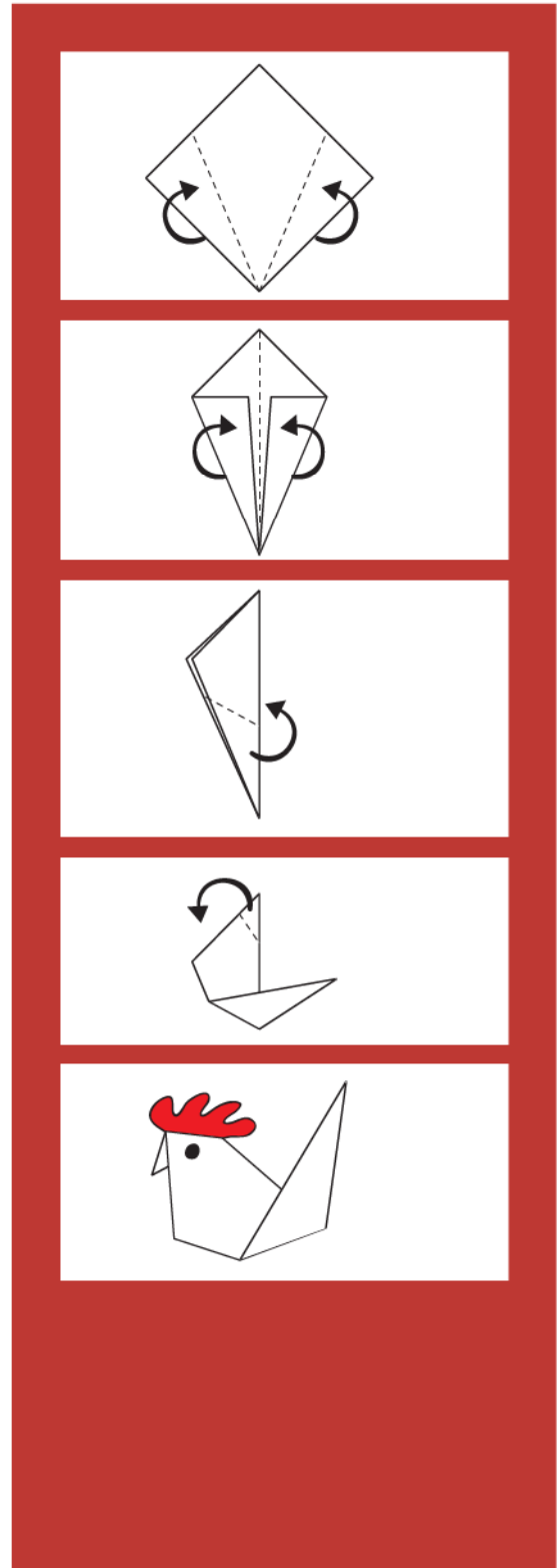


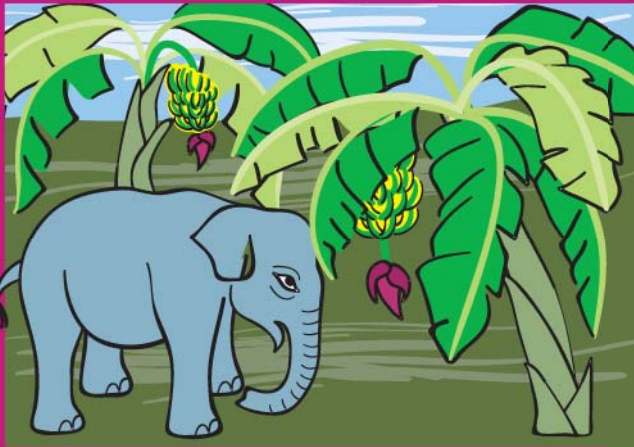
Let's make a cock

Take a square piece of paper.

1. Fold it along the dotted lines as shown in the picture.
2. Fold the paper into half along the dotted line.
3. Now fold the paper along the dotted line in the direction of the arrow.
4. Fold the paper to make the beak of the cock as shown in the picture.
5. Take a piece of red paper and cut it in the shape of a crest of a cock. Paste this on the head of the cock.
6. Cut a small round circle from a black paper. Paste it to make the eye of the cock.

Now, the cock is ready !





Appu ate bananas

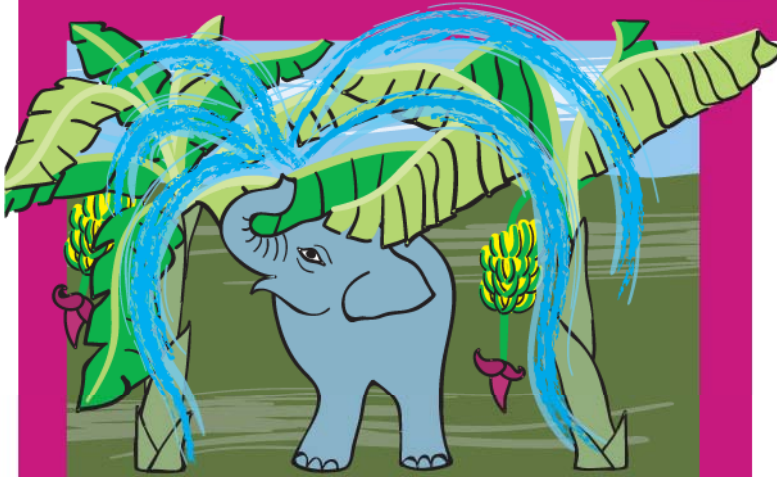
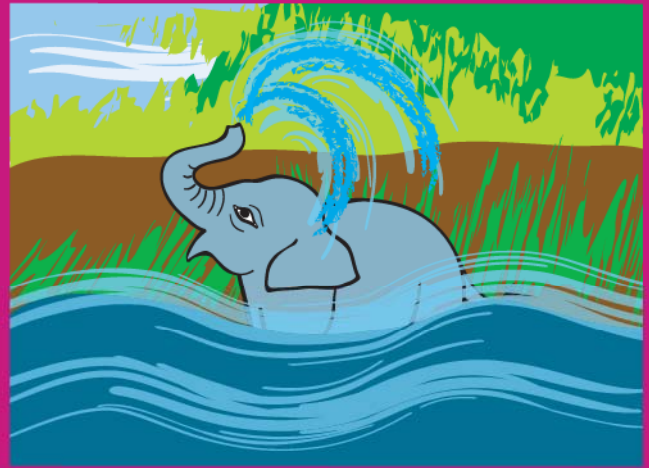
Appu likes bananas very much. He plucks and eats bananas from the trees every day.

One day, he saw that the banana trees were drooping. It had not rained for a long time.

I must get water in my trunk – said Appu.

He started walking towards the river.

Appu drank water till he was happy. He bathed his body with his trunk.



Then he carried water in his trunk and poured it on the banana trees.

As soon as the banana trees got water they came alive.

Appu said – From now on I will get water for you every-day. After all, you also give me ripe and tasty bananas.



* What will happens if the banana trees do not get water ?

* Where do the plants get water which grow around your house ?

* Have you seen animals drinking water ? Where ?

* Have you ever given water to any animal ? If yes, how does the animal drinks water ?

You read in the story that Appu watered the banana trees. Then, where do other plants get water from? Plants mostly get water from rain. When it rains plants seem to get a new look.

Let us read a poem and recite.



Clouds

White and black

The clouds arrive in a magic pack

Dogs, Deers, Elephant, Horse,

Sometimes they look, like deers

By running here and there.

The clouds arrive.....

In moments they come,

In moments they go

Sometimes not seen for months

Sometimes they freeze

and for weeks they stay,

The clouds arrive....

Sometimes they roar,

Sometimes they pour,

Sometimes they thunder

Spreading the colours,

In a rainbow of wonder,

And sometimes they hail,

Then trees shed the leaves !

The clouds arrive in a magic pack...

White and black.

*– Harish Nigam
(Paraphased from Gujarati)*



Seen in Poem...

- * What have you seen in the clouds ?
- * What do all the clouds do ?
- * How do you feel when it rains ?
- * Have you ever seen a rainbow ?
- * When can you see a rainbow ?
- * What happens when it rains ?
- * What do you see when it rains ?
- * Apart from clouds, what do you see in the rains ?

When it rains, making paperboats and floating them on water is really fun. Isn't it ?



Make a paperboat and float it on water.

Have you had any problems during rains? Have you seen anyone else having any problems due to rains? Draw a picture of your experience in the rain.



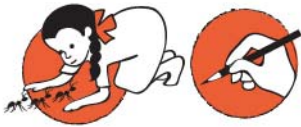
By listening to children's experiences related to rain, a discussion can take place on the good and bad effects of rain.

About Kitchen

10



Look at the picture. Colour the space which have dots in them. What do you see ?



In the picture, you must have found some utensils that are used for cooking. Are there any other utensils used in your house for cooking ? Which are they ?

What are utensils made of ?



Ask some elderly people what kind of utensils were used earlier. What were they made of ?



Think and Tell :

- Which things do we cook before eating?
- Which things do we eat raw ?
- Which are the things we eat both cooked and raw ?

Things that are eaten raw	Things that are eaten cooked	Things that are eaten both raw and cooked

Have you seen a *chapati* being made in the kitchen or anywhere else? There are so many things to be done for this – taking out flour in a utensil, kneading it into a dough, making small balls of the dough, rolling out the balls and then cooking it on fire. After so much efforts the *chapati* reaches your plate.



See and Write :

Go to the kitchen and observe something being cooked. What all was done to cook it ?

Name of the item	<input type="text"/>	Ingredients	<input type="text"/>
Steps			
1. _____	2. _____	3. _____	
4. _____	5. _____	6. _____	

You have seen that food items are cooked in a variety of ways. Some are baked and some are fried. Some are roasted while some are steamed.



Think and Write :

Given below are different methods of cooking. Write the names of two things cooked by each of these methods. Add some more methods of cooking to the list and give examples.

Method of cooking	Names of things	
Roasting	<input type="text"/>	<input type="text"/>
Boiling	<input type="text"/>	<input type="text"/>
Frying	<input type="text"/>	<input type="text"/>
Baking	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

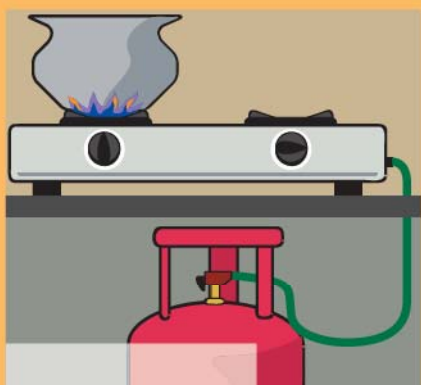


Children can consult their family members too. This will develop in them an understanding, that besides the teacher, other people can also be a source of information.



Think and Write :

- * Which fuel is used to cook food in your house ?
- * Draw a picture in your notebook and write its name.
- * Identify the pictures given below and write their names. Match the picture with the list. Matching can be with more than one thing also.



Kerosene Oil

Coal

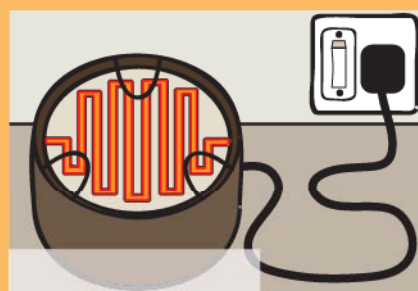
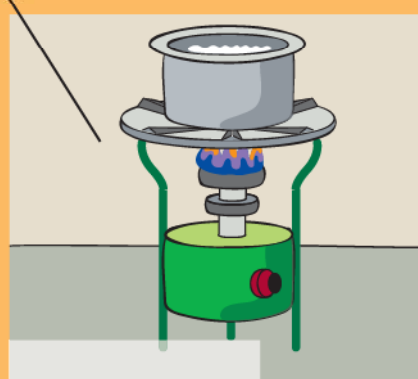
Electricity

Gas

Wood

Sunlight

Cowdung cakes



Children's experiences on methods of cooking may be interesting. A discussion can be held on how the fuel used in our homes affect the environment.



Read and Make :

Soak whole *moong* seeds overnight in water. In the morning wrap the soaked *moong* in a wet cloth and cover it. Take it out after a day. Do you find any difference ? Add sliced onions, tomatoes, salt and lemon juice to the *moong* and mix. Share it with your classmates.



Look and Write :

Which are the other things you can prepare without cooking ?

● Lemon Water	<div>Mix sugar in water</div>	→	<div>Add lemon juice</div>	→	<div>Strain it</div>	→	<div>Lemon water is ready</div>
● <input type="text"/>	<div></div>	→	<div></div>	→	<div></div>	→	<div></div>
● <input type="text"/>	<div></div>	→	<div></div>	→	<div></div>	→	<div></div>



Children enjoy preparing food together. They can prepare things depending on what is easily available and what kind of things are eaten in their region.

The Train



Come on children, let's play a game

Climb aboard the chugging train!

Blow your whistles and take your seats

Onto shoulders, if you please!

Forward, backward, backward forward,

But in a line, don't run outward!

Stay in line, and shut your eyes

With open eyes, you'll nothing spy.

*Chhuk chhuk chhuk, the train is on its way
Stop Stop Stop, all the stations say!*

On roads of iron, we move to and fro,

Here come the lights, and there they go.

Across the meadows, over the hills,

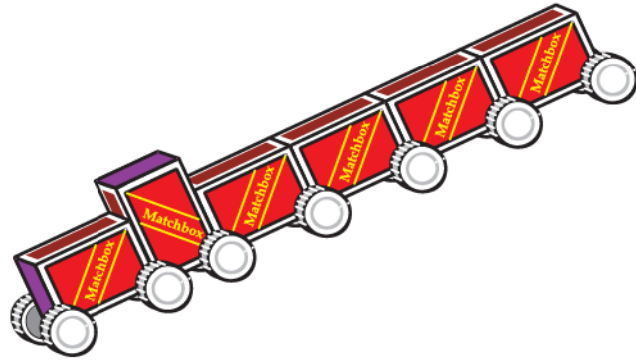
Past aging farmers, temples, mills.

Past village wells and a lush green field

With broken walls, and a potato field.

*Chhuk chhuk chhuk, the train is on its way
Stop Stop Stop, all the stations say!*

Smoky clouds,
 Fairs and crowds.
 Village fairs,
 Riders on mares.
 Flocks of birds,
 Clustered huts.
 Bridges and paths,
 Dhobi ghats.
 Small tea-shops,
 Puddles and flocks.
 Chhuk chhuk chhuk, the train is on its way
 Stop Stop Stop, all the stations say !



(Extracts from the Hindi poem 'Railgadi' by
 Harendranath Chattopadhyay)



Think and Tell :

How did you like the poem ?

- * Have you ever travelled in a train ? When ?
- * Can a train move anywhere ? Why ?
- * What is meant by 'roads of iron'?



Read and Write :

- * Which places did the train pass by ? Make a list.




--	--	--

- * Which vehicles have you travelled in ?



--	--	--




Read and Understand :

During vacation all go out of station. Some go nearby where as some go far away places. Some of them are going by bus, train or aeroplane. Journey can be done in many ways. Some children shared their vacation here.

I went to my uncle who lives in Delhi. Earlier, we used to go from the railway station to his house in a . But this time it was great fun. We went by the  which went through an underground tunnel. We did not even come to know that  were running on the road above the tunnel.







It was my bua's wedding. I met many relatives. We had a good time eating, drinking and playing. *Bhaiya* came from America in an . Imagine, he came from so far but reached here in one day! Bua looked very beautiful when she was going in the .

I went to my *nani's* house in Kerala. Where she lives, there is water everywhere. From the station, we could have taken a  or a  to reach her house. Instead, we took a  straight to her house. It felt a little strange but we had fun.






We went to Shimla during the vacations. The  moved on the zig-zag roads on high mountains. It was very scary when we looked down. We had to walk long distances in Shimla. My *dadi* would get tired very quickly. We would make her ride on the . I never got tired, I enjoyed walking.

My *Masi* lives very close to our house. Whenever I feel like going to her, I quickly climb on my  and rush to her place. *Ma* and Chhotu have to take a  to go to *nani*'s house.



I went to my *mamaji*'s village. From the railway station, there is no bus going to his village. So we went in a . We crossed lush green fields on the way to the village. I loved the sounds of the bells tied around the necks of the bulls.



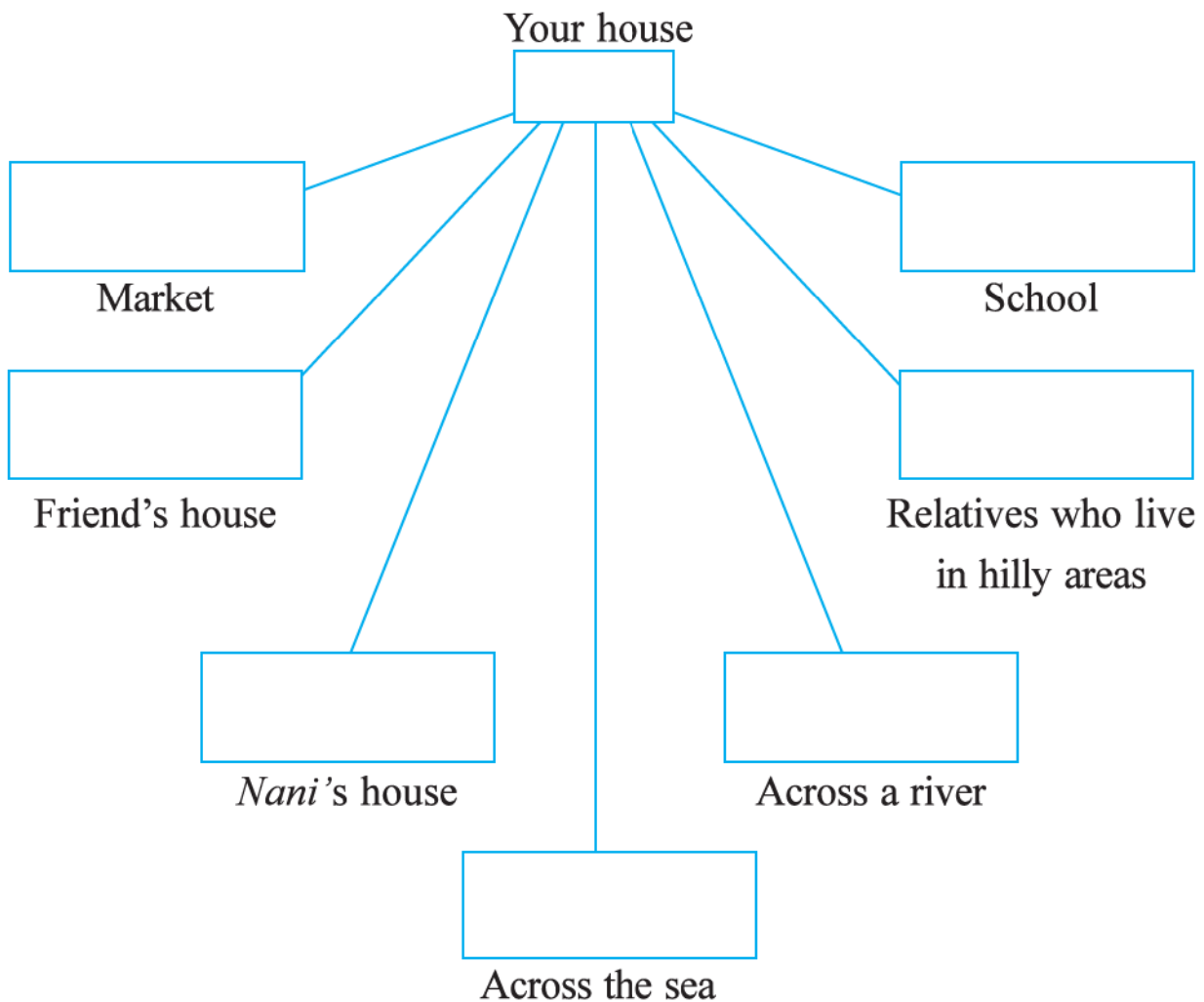
Discussions need to be initiated on caring and compassion towards animals in the surroundings.

* Which all vehicles did the children travel in ?



Think and Write :

* How would you choose to go from your house to the places written below ? Write in the box.

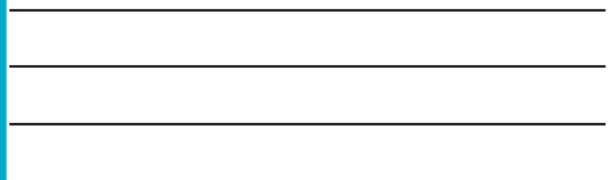
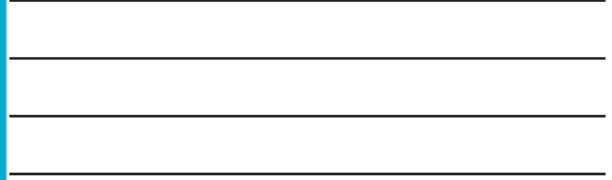
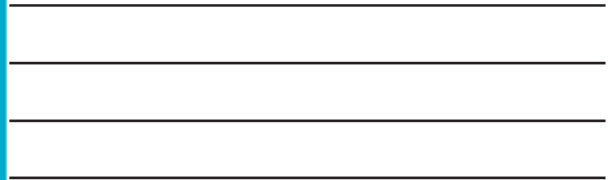
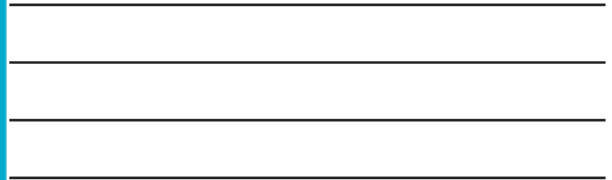


Children would have seen many vehicles in their real life or in films, books etc. These experiences may help in a discussion.



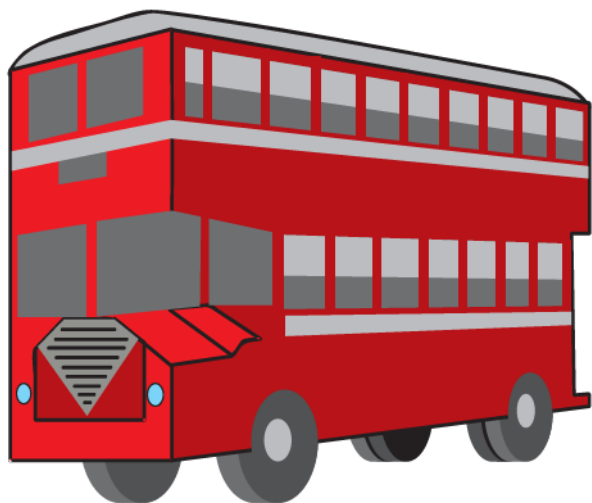
Vehicle

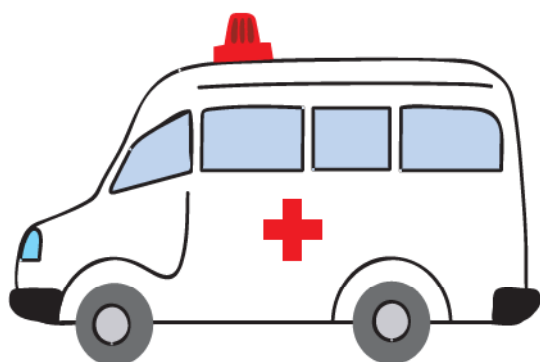
Used for

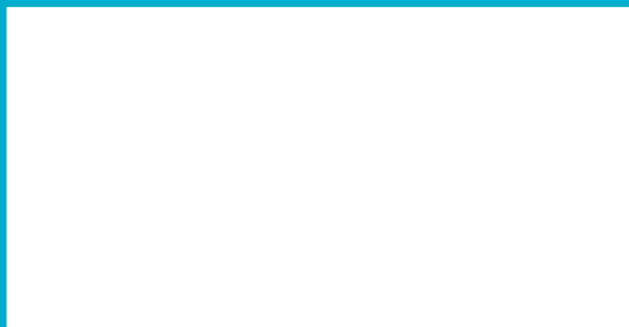


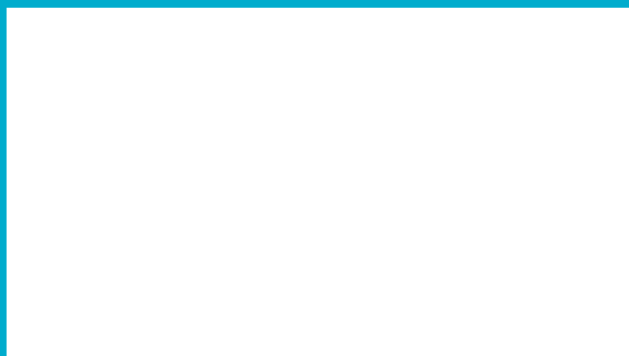
Vehicle

Used for











Names of some vehicles are given. On one side in the column write the numbers of wheels and write it's uses in other column.

Bus		<ul style="list-style-type: none">* For Travelling* For Tour* For Social work
Bullock-cart	Two wheels	
Rickshaw		
Car		
Aeroplane		
Bicycle		



Think and Tell :

- * Which kinds of vehicles are used nowadays ?
- * Which vehicles were used before twenty years ?
- * How did people used to travel, when there were no vehicles ?



Think and Write :

Whom you asked	Their answer
Mummy	<input type="text"/>
Friend	<input type="text"/>
Chacha	<input type="text"/>
Teacher	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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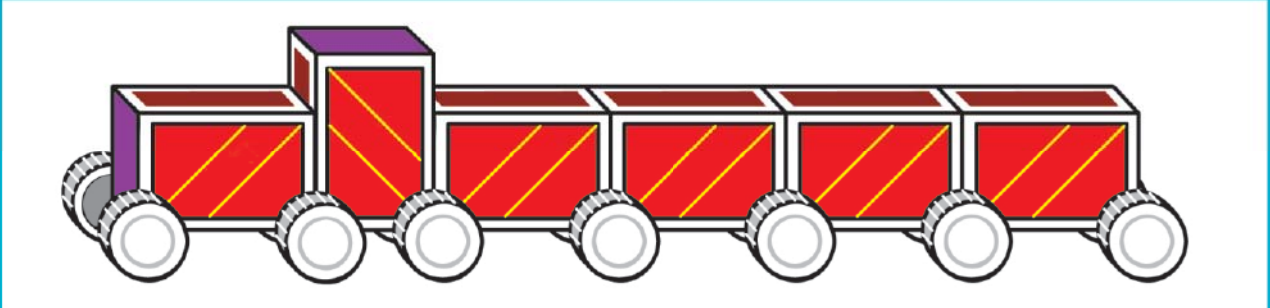


A discussion based on the information obtained from the elders will help the children to understand the changes that have come in vehicles over time. That is why in the book, children have been encouraged to ask their grandparents again and again so that they understand the changes that have taken place with time.



Your own train

With the help of the pictures make a toy-train using empty match-boxes.



If anybody makes a 'chhuk-chhuk' sound you know at once that it is being made for a train.

From the sounds given below can you tell which vehicle is it? One example is given.

Chhuk - Chhuk	<input type="text" value="Train"/>	Peep-Peep	<input type="text"/>
Pom-Pom	<input type="text"/>	Tup-Tup	<input type="text"/>
Gharr-Gharr	<input type="text"/>	Tring-Tring	<input type="text"/>

* These are the sounds of single vehicles. How does it sound when many vehicles run together on the road making different noises ? Isn't there a lot of noise ?



Think and Do :

- * Where have you heard the maximum noise ?
- * Do you like so much noise ? Why ?



To make the toy train, tins can be used in place of matchboxes. For making wheels, bottle caps or buttons can be used.



* What all can you see in the picture ?

* Which vehicles can you see in the picture ?

* What are these vehicles used for ?

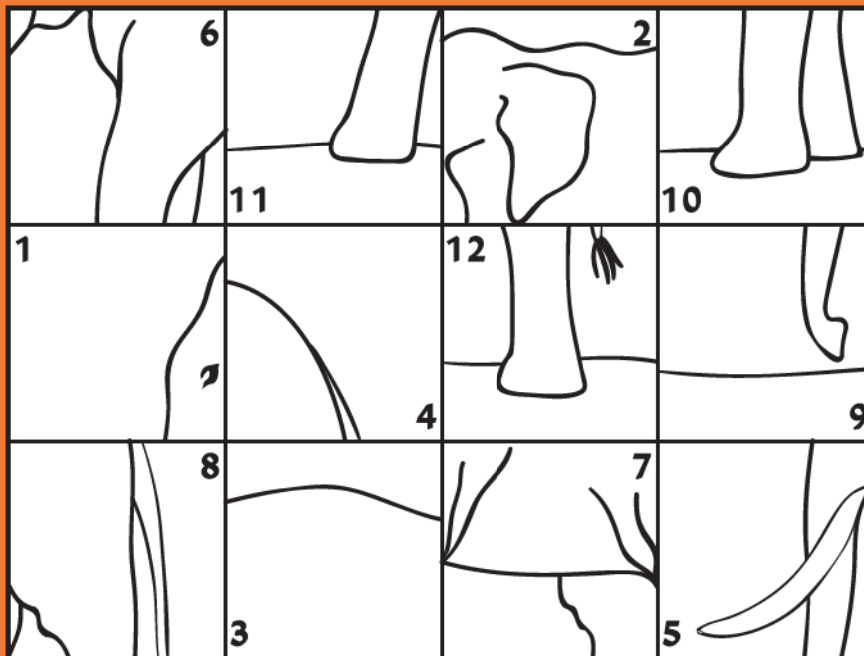


With the help of the picture a discussion can be initiated on situations requiring emergency services.

Look at the boxes in the picture on the top.

Draw them in the correct sequence in the bottom boxes

and colour. What did you get ? Write its name.



1		2	
		3	4
	6	7	8
5			
		12	
9	10	11	



Provide opportunities to do such kind of activities in groups and individually. Teacher will give guidance to draw this picture. Do direct help to draw, if necessary.



Like other days, Ramesh was doing mason work. He reached the tea stall after his breakfast. His brother Rajesh who had come from the village was also with him. The worker at the tea stall gave him a cup of tea and said – Here is today’s newspaper.

“How will you spend your whole day sitting here? Don't you get bored” – asked Rajesh. “No, I will do my work and look...around how many are doing different work” – said Ramesh.



One does not realise how the time flies. Look at that group of children. As usual, they are late for school. Everyone is running! The teacher is also late today. Oh! it seems her sandal has broken. She is going to Jaggubhai, to get it repaired. It's good for him, he will get some money early in the morning.



Before starting the lesson the children should be given an opportunity to observe and understand the picture. It is important to develop the skills of picture reading (observation) in children.

Champa is sitting there with her basket full of flowers. The lady working in the post-office buys flowers from her everyday.

The construction work has started again. The truck is bringing materials. The workers will again be busy for the whole day.

Look there, the doctor and the nurse are entering the hospital together.

See Raiji with his fruit – cart. These days he also brings Mamta with him. Mamta runs around – delivers fruits and collects money.

Nanu, the barber has laid out his shop – but whom will he shave ?

Right in the middle of the crossing stands Iqbal Singh. Throughout the day, he blows his whistle and keeps shouting – move your vehicle from here, whee __ ee __ ee __, Hey, have you not heard me __ take the cart away.

Saying this Ramesh put down his empty cup and walked to a nearby shop.

How do people sell their things at cross-road or weekly market ? Do the act.



Think and Write :

- * Look carefully at the picture and write what work is being done by different people.

- * What kind of work do people in your neighbourhood do?
Name any five. What are these workers called ?

Work	What they are called
Repair cars and scooters	mechanic
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



In the picture on the first page of this lesson, some buildings have been shown. In the list below put a ● on the names of these buildings. Also, put a ● on the names of those buildings that are in your surrounding.

- | | | |
|---|---------------------------------------|---|
| <input type="radio"/> Post Office | <input type="radio"/> Hospital | <input type="radio"/> Temple |
| <input type="radio"/> Telephone booth | <input type="radio"/> School | <input type="radio"/> College |
| <input type="radio"/> Government office | <input type="radio"/> Church | <input type="radio"/> Multi-storeyed building |
| <input type="radio"/> Dharamshala | <input type="radio"/> Hotel | <input type="radio"/> Bus-stand |
| <input type="radio"/> Cinema hall | <input type="radio"/> Police station | <input type="radio"/> Bank |
| <input type="radio"/> Petrol pump | <input type="radio"/> Shop | <input type="radio"/> Gurudwara |
| <input type="radio"/> Mosque | <input type="radio"/> Railway station | <input type="radio"/> Court |



Think and Tell :

- * Write the names of any five buildings and the work done in them.

Name of the building	Work done
Hospital	<ul style="list-style-type: none">• Treatment of patients• Vaccination of children
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

In the picture you saw many people work together to build a new building. School is also one such place where many people work.

- * Write what work is done in the school.

- * Are there any children in the picture who are not going to school? What are they doing ?

Household work :

Deepali is also one such girl who does not go to school. Let us read about her :

Deepali is the eldest child in her family. Her father sells vegetables. He leaves for the *mandi* very early in the morning. Her mother washes utensils in some houses. She also leaves for work early in the morning. Deepali cooks food for her brothers and sisters. She cleans the house and also washes the utensils. She is very fond of listening to the radio. She listens to songs while she works. After finishing the work at home she goes to drop her brother with their father. She then takes her younger sisters, Suman and Shaila to school.



After that Deepali helps her mother in her work. In the afternoon, she brings her brother and sisters back home. In the evening she plays with other children in the neighbourhood. Her mother comes back home late in the evening. Deepali helps her mother cook dinner for the family. Her father comes home very late at night.

At night Deepali loves to lie in bed and read her sister's school books. She has studied upto class three. Three years back when her

little brother was born she had to stay back home to take care of him. She could not study any more. She feels that reading books helps her to know the things. Now she is back to school and goes regularly.



Remember and Write :

* What work does Deepali do in her own house ?

_____	_____	_____
_____	_____	_____

* Do you also do household work ? If yes, what ?

_____	_____	_____
_____	_____	_____

* Besides household work do you do any other work at home ?
If yes, what ?

_____	_____	_____
_____	_____	_____



Given below are some daily activities. Show on the face of the clocks, at what time of the day you do them.



Wake up in the morning



Go to school



Return from school



Sit down to study at home



Go to play



Sleep at night



* Which of your family members do household work ? What work do they do ?

Family members	Work they do
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



The message that should emerge through discussions is that all the different kinds of work are equally important. No work is better or worse than any other. When talking about the roles of family members if there is any gender bias, discuss the reasons for the same.



Which of your family members work to earn money ?

Family members	Work they do
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>



Which of your family members do work but do not get money for it ?



Find out from your grandparents what work they did when they were children.

Sarala asked her grandmother (*Nani*) the same question. *Nani* replied – When I was a child I would help my elders to collect firewood, make cowdung cakes and plaster walls with cowdung. But now we have a stove that works on gohar gas. The floor and the walls of our house are cemented. There is no need for Sarala to do some of the jobs that her grandmother did in her childhood.



* You had written about the work you do and the work done by your elders in their childhood. Is there a change ?



* Deepali had to leave school to do household work. Find out if there are any children in your neighbourhood who are over five years and do not go to school.

* Talk to any two children and find out why they do not go to school.



* This child like which kind of school, write about it.

Name of the first child

Reason for not going to school

What you like the most in the school

Name of the second child

Reason for not going to school

What you like the most in the school



Write :

* What will you do for these children so that they come to school ?



If you did not find the child who has not gone to school, then encourage them to visit any absent child in the school.

Sharing Our Feelings

I am Seema. I am studying in third standard. After returning home from school, there are two people with whom I like to share all my news. They enjoy listening to my tales.

The first person is my *nani*. She is always anxious to listen to me. She waits for me to return from school. She is quite old and often has back pains. She cannot see or hear well. Everyday in the morning, *papa* reads the newspaper aloud to her. She does the rest of her work herself. If someone tries to help her she gets very upset. Though she cannot see properly she is very fond of cutting vegetables. She says – these days children do not know how to cut vegetables properly.



The second person is my Ravi *bhaiya*. He lives with us. I call him Ravi *bhaiya* and he calls my parents *bhaiya-bhabhi*. I do not know what our relationship is but he is a very loving. He is always ready to answer my questions. He never says – I will tell you later.

Ravi *bhaiya* teaches in a college. The students of the college respect him a lot. Ravi *bhaiya* is very fond of listening to music and taking part in plays. He enjoys chatting with his friends and going out with them. He has a good sense of humour and makes all of us laugh.



Think and Tell :

- * Who all are there in your family ?
- * Tell some speciality about everyone.

Let's talk about Seema's brother :

Bhaiya carries a white stick when he goes out. Looking at him, moving around in the house, no one can say that he cannot see. He likes to do all his work himself. If someone tries to help him against his wish he gets angry. Whenever he needs any help, he asks for it.

Some of *Bhaiya*'s students take books from him and return them after recording them on tapes. Ravi *bhaiya* listens to these tapes. *Bhaiya* has many other books too. The pages of these books are thick and have rows of raised points (dots). He reads by running his fingers on the raised dots.

To have fun with *bhaiya*, I sometimes change the place of his stick. He does get upset but never gets angry. After all, I am his favourite sister – Seema.

I had hardly reached the door that *bhaiya* spoke up – Seema, you seem to be very happy today.

Bhaiya recognises not only me but all the other family members from the sound we make as we move. He can even tell whether I am happy or sad.

Bhaiya ! Finally I am in the football team – I shared my news with him. He patted me and said lovingly – From today, you are my football coach !



Think and Write :

- * Seema's father reads the newspaper aloud to her nani. How do you help old people ?

- * What kind of problems do people have in their old age ?



Children take interest in stories. Children can be sensitised by discussing the characters in this story.

* How does Ravi *bhaiya* come to know so many things without seeing ?

* Have you ever needed a stick ? When ?

* Can you think when you may need a stick ?

* How do we help those people who can not see ?



Recollect and Tell :

Is there any member in your family who cannot see, speak or hear ? Do you know any such person? How do other people help them with their work ?

You read in the story that Ravi *bhaiya* cannot see. But he does all his work on his own. He studies from a different kind of books. To understand how he is able to do his work, close your eyes and play this game.



Blindfold :

Blindfold any one child in the group. One by one, the other children come to him or her quietly. The child who is blindfolded has to guess who the other child is, by touching him or her. Take care not to make any sound.

In the same way, one by one, blindfold all other children. Each one has to try and guess by touching who the other children are.



We can understand the problems of others better by putting ourselves in their situations.



Discuss and Tell :

- ◆ How many children could recognise the others by touching ?
- ◆ How many children could recognise the other children by only hearing them ?
- ◆ Which was easier of the these two ?



Think and Tell :

- * How many teeth are there in your mouth ?
- * Which student in the class have the maximum number of teeth ?
- * How many things can you recognise only by touching ?
- * Which people can you identify from the sound they make as they move ?
- * Just by smelling can you guess if someone is close to you ?
- * Close your eyes and listen. What sounds can you hear ?

There is a special way of reading and writing for people who cannot see. It is called **Braille**. It is written on a thick paper by making a row of raised points (dots) with a pointed tool. Braille is read by running the fingers on the raised dots.



- * **Let's do :** Whether it is easy or difficult to recognise a shape without seeing it ?

Take a sheet of sandpaper. Make a shape on it by pressing a piece of thick wool or thick thread on it. Ask your friend to close her/his eyes and identify the shape by running her/his finger on the sheet. Ask your friend, was it easy or difficult ?

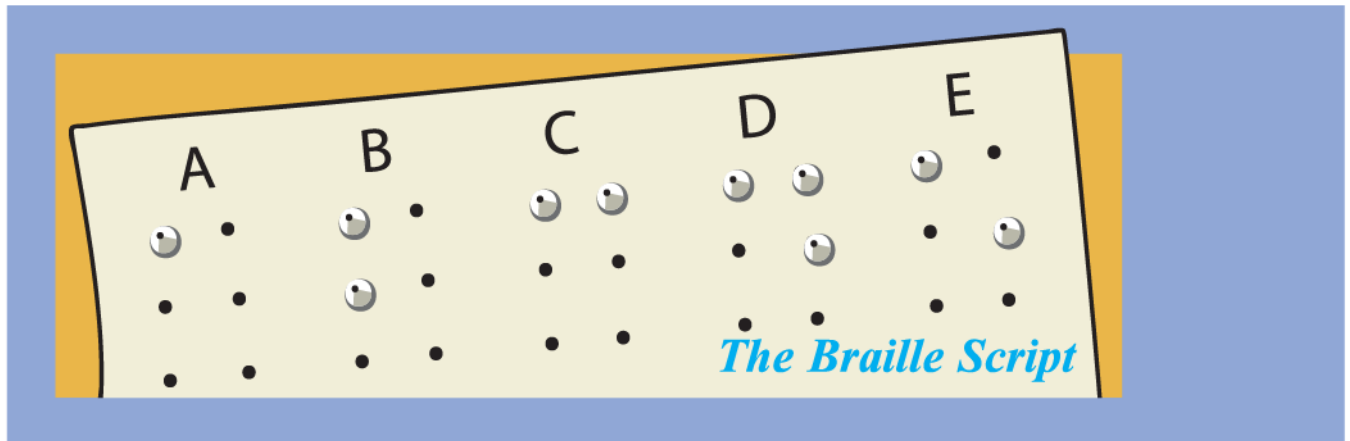
- * Ask your friend to make a shape on the sandpaper in the similar way. Now, you identify it by feeling with your fingers.

Take a thick piece of paper. Make an outline on the paper with the help of a compass or a needle. Make dots at a short distance on the outline drawn. You can see that the paper is raised on the other side. Now, ask your friend to close his or her eyes and feel with the fingers to tell what

you have outlined. Isn't it difficult ? Think, about how people able to read who cannot see.

Let us learn about Braille :

You have seen that Ravi *bhaiya* reads special types of books. How were these books made? Who first thought of these books? Let us find out about it.



We communicate either by action or by symbol instead of speaking.

‘Saying without speaking’ (Dumb charades) arrange this activity in the class.

Louis Braille belonged to France. One day, when he was three years old, he was playing with his father's tools. Suddenly, a pointed tool hurt his eyes. He lost his eyesight. He had keen interest in studies. Though he was not able to see he did not give up. He kept thinking of different ways to read and write. Finally he found a way – reading by touching and feeling. This way of reading later came to be known as the **Braille script**.

In this type of a script, a row of raised dots are made on a thick paper. Because these dots are raised they can be read by running the fingers on them. This script is based on six points. The Braille script has undergone many changes these days. This has made reading and writing simpler. Braille can now also be written using the computer.



If you show the children the actual Braille script they will be able to understand it better.

Our Food

14

Venu's Family



Rani's Family



Look and Tell :

Look at the two family pictures given above.

- * Which type of work is done by both the families ?
- * Is your family like any one of these families ?

If yes, like which one ? How is your family like theirs ?



Discuss carefully and sensitively the issues such as defined gender roles etc. Allow children the freedom to question these without hurting the feeling of others.



Think and Write :

- * Do all the people in your family eat together ? If not, why ?

- * How can you help in cooking ?

- * Who does not help in cooking in the family ? Why ?



Ask and Write :

- * In the table, some of the work done in the house has been mentioned. Find out who does them in your house and who does them in your friend's house. You can add some other work also to the list.

Work	Who does the work	
	In your house	In your friend's house
Cooking	<hr/>	<hr/>
Buying things from the market	<hr/>	<hr/>
Sweeping	<hr/>	<hr/>
Cleaning the utensils	<hr/>	<hr/>
Filling water	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>



Where does the food eat come from ?

The names of some food items are given below. Add some more names to the list. Colour with ● around those items that we get from plants. Colour with ● around those items that we get from animals.

Honey ○	Turmeric ○	Fish ○	_____ ○
Corn ○	Milk ○	Lemon ○	_____ ○
Spinach ○	Potato ○	<i>Ajwain</i> ○	_____ ○
Egg ○	Meat ○	Banana ○	_____ ○
Tomato ○	Onion ○	_____ ○	_____ ○



Think and Write :

When you are sick, do you take any medicine from the plants ? When do you take when you

◆ get hurt

◆ have a stomach ache

◆ have cough and cold

◆ have a tooth ache



Help children to identify plants which are available in their immediate environment and are used as medicines. This will enhance their traditional knowledge of medicinal plants.



Choose the correct basket for each item. Draw a line to match.

flowers

leaves

fruits

any other part of a plant

Carrot

Jackfruit

French beans

Mustard

Radish

Banana

Potato

Ginger

Flowers of *Kachnar* (Orchid)

Mango

Amla

Gram

Spinach

Lotus stem

Curry leaves

Cauliflower



In this exercise names of some parts of plants eaten as food are given. More names can be added to the list during discussion.

Once there was a Kothimbu (one fruit).

It was running fence by fence.

There came one crow.

By seeing it crow wanted to eat the Kothimbu.

Crow had opened its beak to eat Kothimbu, it said :

“Bapu ! you can not eat me by dirty beak.

First find some water and wash it.”

Crow went near the well to wash its beak. It said to the well :

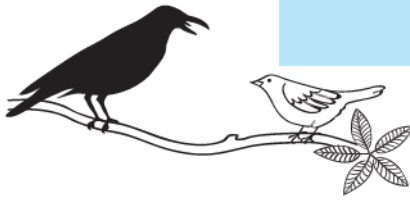
Well, well, O’well !

Here comes a crow.

**Give me water
to wash my beak.**

**So that I can eat
Kothimbu.**

It’s “Yummy Yummy”



Well said : “If you want water go to the potter and bring a pot then fetch water. Crow flew away to the potter and said :



“Potter, Potter, O ! Potter !

Here comes a crow.

Give me a pot

To fetch water

To wash my beak

To eat Kothimbu.

It’s, “Yummy Yummy.”



Potter said : “Bring some clay so that I can make a pot.”

So, crow went to *Timba* (Hip of soil).

“Timba, Timba O! Timba !

Here comes a crow.

Give me clay,

To give to the Potter,

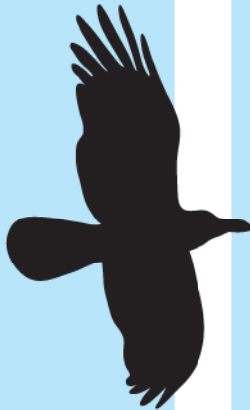
To make a pot,

To fetch water

To wash my beak

To eat *Kothimbu*.

It’s, “Yummy Yummy.”



Timba said : Take horn of a deer, who said no to you ?”

Crow flew away to Deer and said :



“Deer, Deer O ! Deer !

Here comes a crow.

Give me a horn,

To dig soil,

To give to the Potter,

To make a pot

To fetch water

To wash my beak

To eat *Kothimbu*.

It’s, “Yummy Yummy.”



Deer said : “You come to me and take my horn. Go and ask the dog, it will kill me.”

Crow went to dog and said :

“Dog, Dog O ! Dog !

Here comes a crow.

To scare the deer,

So I can take its horn

and dig soil

To give to the Potter

To make a pot

To fetch water

To wash my beak

To eat *Kothimbu*.

It’s, “Yummy Yummy.”



Dog said : “O ! *Bhai*, I am too hungry. Bring milk of cow so that I can drink it and scare the deer.”

The crow went to the cow and said :



By enacting the story, children will enjoy and also understand the sequence of events. Provide opportunities for their creative expressions and encourage them to do hands-on-activities on their own.

Cow, Cow, O ! Cow !

Here comes a crow.

Give me milk

To give to the dog

To scare the deer

To get horn

To dig soil

To give to the Potter

To make a pot

To fetch water

To wash my beak

To eat *Kothimbu*.

It's, "Yummy Yummy."

Cow said : "I am very hungry.
Give me grass and feed me, then
take my milk."

Then crow went to bring grass
from field and said :

Field, Field O ! Field !

Here comes a crow.

Give me grasses,

**To give to the cow,
To fetch milk from it,**

To drink the dog,

To scare the deer,

To get horn

To dig soil

To give to the Potter

To make a pot

To fetch water

To wash my beak

To eat *Kothimbu*.

It's, "Yummy Yummy."

Field said : "O! Bhai, bring sickle
from blacksmith and cut the grass."

Crow went to blacksmith and
said :

Blacksmith, Blacksmith O !

Blacksmith !

Here comes a crow.

Give me sickle,

To cut grass

To give to the cow,

To fetch milk

To drink the dog,

To scare the deer,

To get horn

To dig soil

To give to the Potter

To make a pot

To fetch water

To wash my beak

To eat *Kothimbu*.

It's, "Yummy Yummy."

Blacksmith said : "Take this sickle."

Crow took a sickle and went to the
field; it took some grass and fed the
cow. Then took her milk and gave to
the dog to drink. The dog ran to scare
the deer so it gave a horn. With that
horn the crow dug the soil and gave it
to the Potter. The Potter make a pot,
then crow had fetched water and
washed its beak and ate *Kothimbu*.



Think and Write :

* Why did the crow need a pot ?

* Who all helped the crow to make the pot ?

* What things did the potter need ?

* Are there utensils made of clay in your house ? Which are these ?

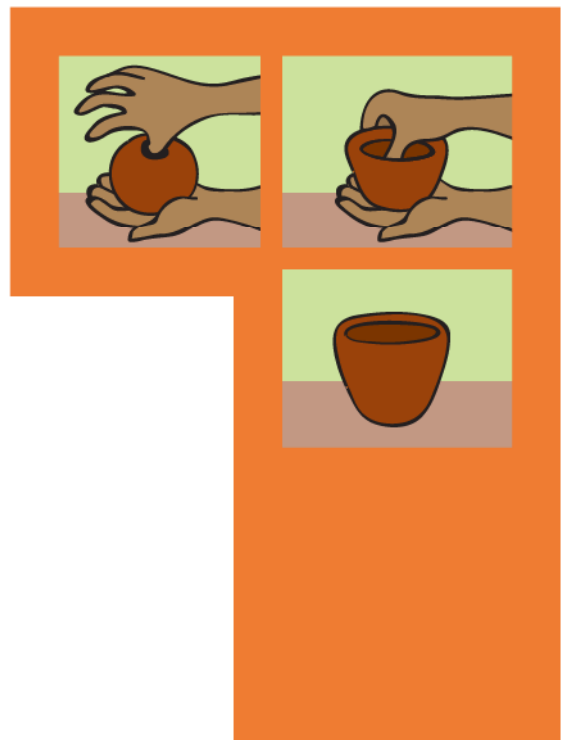
If someone gives you clay, will you be able to make some utensils from it ?



A bowl from a ball of clay :

Knead clay and make a big ball.

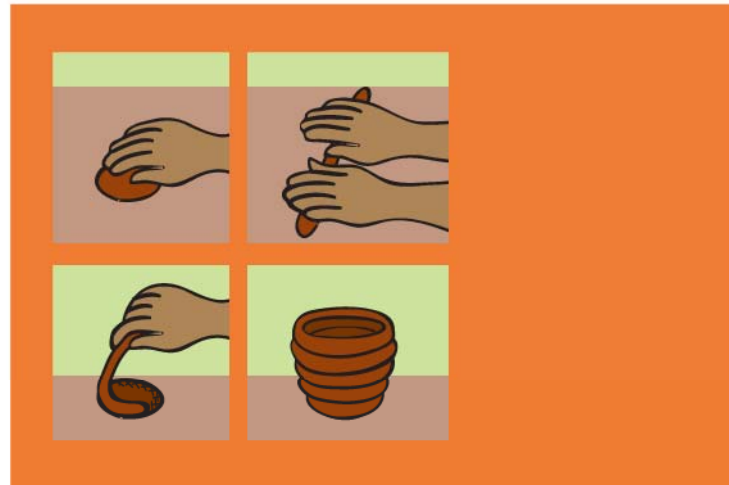
Using your thumb make a small pit in the centre by pressing so that it looks like a bowl. Leave it to dry and then decorate it. You can put things you like in this bowl.



* A bowl from a roll of clay :

Knead some clay with water. Keep aside some clay mixed with water. This will serve as glue to bind two different pieces of kneaded clay.

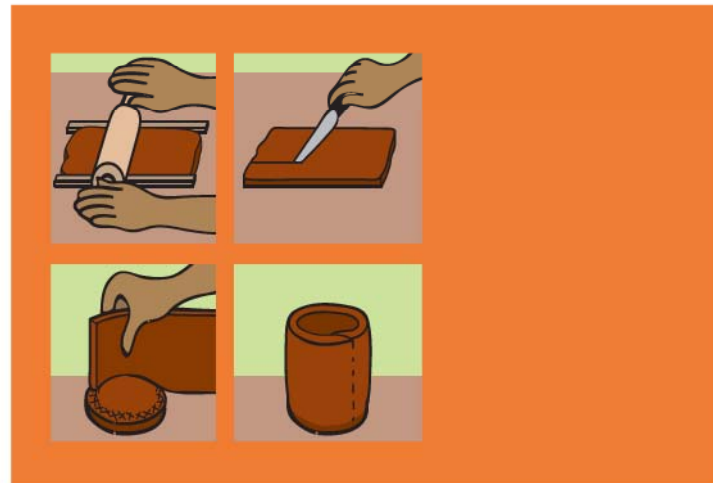
Take a part of the kneaded clay and roll it like a thick chappati. This will be the base of the bowl. Roll the rest of the kneaded clay like a snake. Fix the snake shaped clay on the base to make a pot as shown in the picture.



Think and Tell :

* A pot from a *chapati* of clay

- * Look at the picture and make a pot.
- * What will happen if you store water in these pots overnight ?
- * We often keep water in a clay pot at home or in the school. Why do these pots not get spoilt by the water ?



- * Have you ever seen bricks or pots being baked in a kiln ?



The clothes of the children will become a little dirty while making pots with clay, but they will enjoy 'learning by doing'.

- * Long, long ago, when people did not have any pots, what did those people do ?



Think and Write :

- * Imagine – one day all the pots disappear from the world. What will happen in your house ?

Do you Know ?

Many, many years ago, there was a time when people had no pots. They started feeling the need to store and cook food. After a lot of effort and thinking, people learnt to make pots. In the beginning, pots were made of stone and clay. People made pots of stones by digging and scraping stones with their hands. They made pots of clay by kneading the clay and shaping them with their hands. People also discovered that clay pots could be made stronger by baking them in fire.

My House

16

My name is Naseem. I live in Srinagar. Since yesterday there is lot of activity in our school. It will go on for a week. Do you know why? There is a camp being held in our school. Children have come from many places for the camp. Tents have been put up in the ground for everyone to stay.



We have decorated the school beautifully. Some children have used pieces of cloth to make streamers for the doors. Some have made posters using almond shells while others have made *rangolis* using dry leaves and saw dust.



To show diversity in houses, examples from some places like Assam, Rajasthan, Delhi and hilly areas have been used. Children will understand the structure of these houses better if they are aware of the climatic conditions in which these houses are built.

Today is the first day of the camp. We are very happy. In the morning we all got together and sat down on the ground in a circle. Each of us introduced ourselves and spoke about where we came from and what we liked to eat. Children brought pictures of their families and their homes. Everyone spoke about their homes. Bhupen's group was the first to talk.



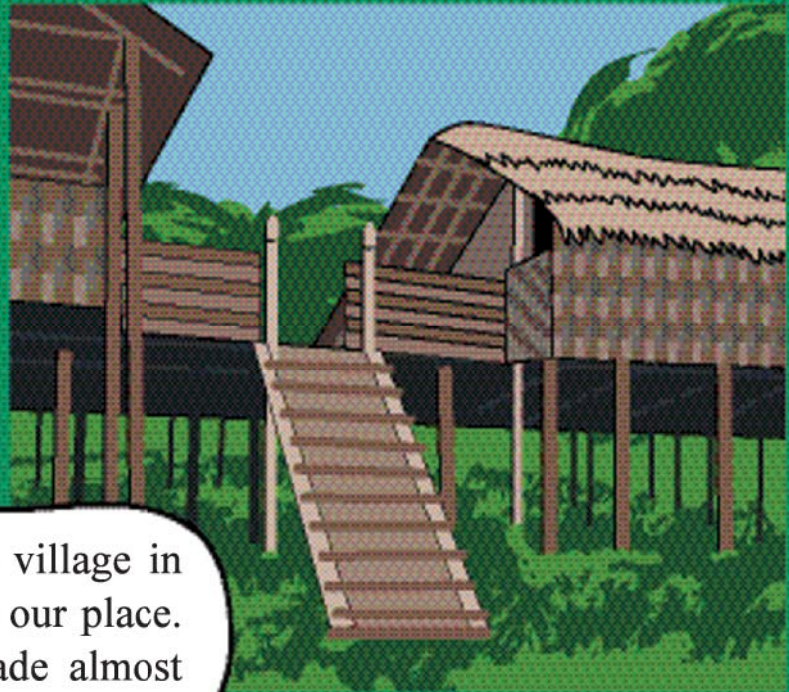
Discuss :

Bhupen introduced himself and said –

What care has to be taken by those who are living in house made up of bamboo or wood ?



I have come from Molan village in Assam. It rains heavily in our place. Hence our houses are made almost ten to twelve feet above the ground. They are made on strong bamboo pillars. Insides of our houses are also made of wood.



❁ Why are houses made on bamboo pillars where Bhupen lives ?

- * What kind of roofs do Bhupen's house have ? Why are they made like this ?

- * How does one enter these houses ?



Discuss :

- * At night the ladder is removed from Bhupen's house. Can you tell why ?

- * What are the difficulties faced in making stone houses ?

Now, it was Chameli's turn. She said –



I have come from Manali which is a hilly area. At our place it rains heavily and snow as well. When it is very cold, we like to sit in the sun. Our houses are made of stone or wood.



* In which area is Chameli's house ?

* What are the similarities in the roofs of Chameli's and Bhupen's houses ?

* How do roofs help in their areas ?



Discuss :

* What are the benefits of living in *Pakka* houses ?

Mitali and Anuj said :

Mitali and Anuj have come from Rajkot. They showed pictures of Rajkot to everyone. In one picture, seeing very high buildings, Bhupen said – Oh ! such tall houses. How do you climb up ?



Look at these houses and find out if there are similar houses in your area also.



How do people go up in multi-storeyed buildings ?

New Delhi is the capital of India. People from villages and towns come to big cities like Delhi in search of work. These people often settle in the city. There are a large number of people living here and the space is less. Many people do not have houses at all. They have to live in slums – and many people do not have that either. People sleep wherever they find place – on the road, on the footpath, at the station...



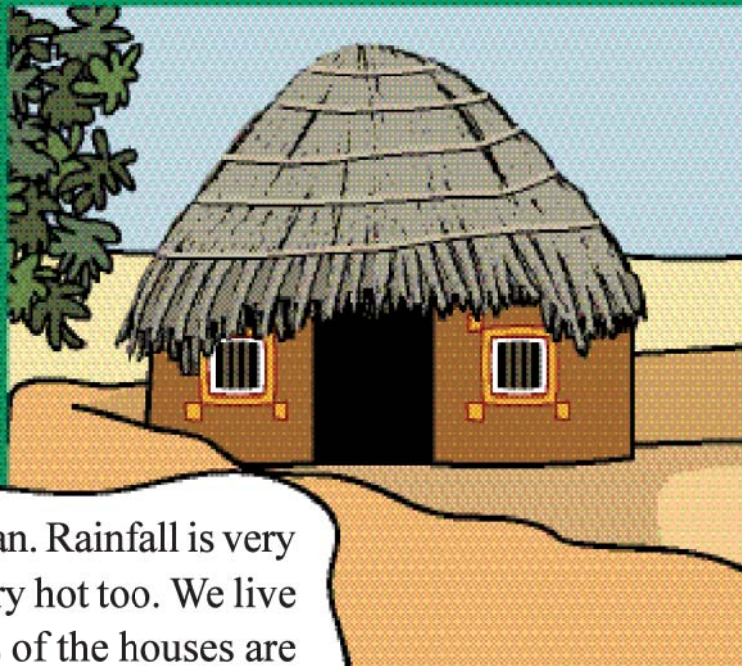
Discuss :

* What care has to be taken by those who are living in mud houses ?

Kashiram told everyone -



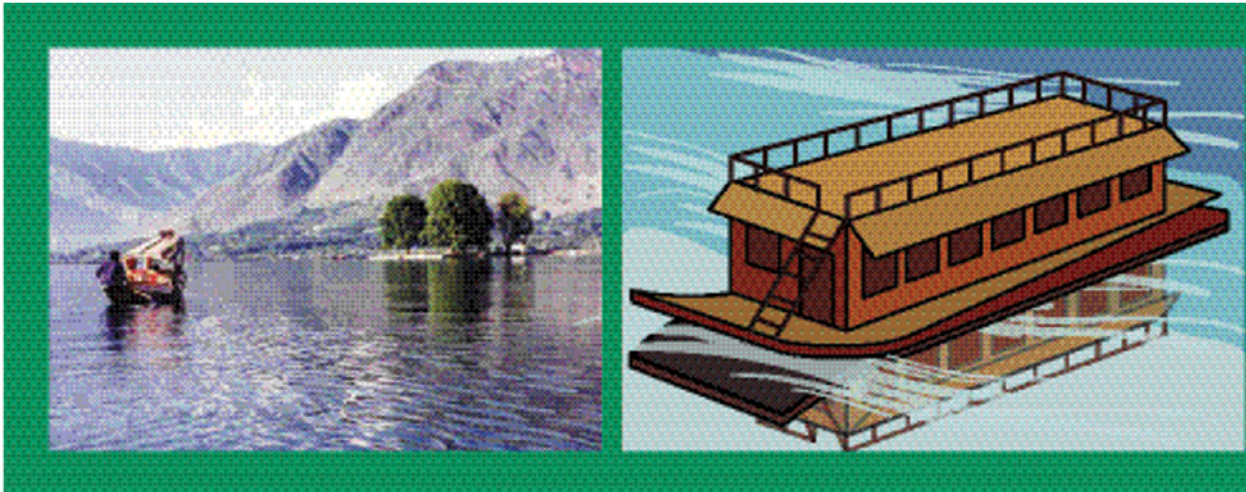
I have come from Rajasthan. Rainfall is very scarce in our area. It is very hot too. We live in mud houses. The walls of the houses are very thick. These walls are plastered with mud. The roofs are made of thorny bushes.



While discussing problems faced by homeless people, with the children, it is essential that it is done with great sensitivity.

In the same way, all the groups spoke about their houses. After the introduction, a cultural programme was held. The children performed various dances. They sang folk songs in their own languages. Everybody had *kahwa* with almonds and cardamom. We really enjoyed ourselves.

In the evening we all went to the Dal lake. We saw a houseboat. We sat in a shikara and some children moved the oars. We saw the *Char Chinar* surrounded by blue mountains.

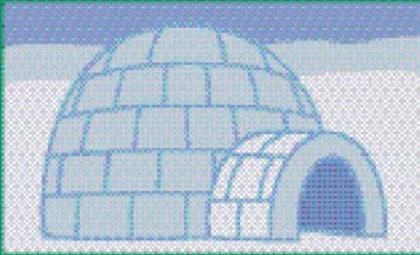


* How is a houseboat different from other houses ?

* Would you like to live in such a house ? Why ?



Look at the pictures and match :



Hut



Snowhouse
(Igloo)



Tent



Bhungo



Houseboat



Multi-storeyed
building

Draw the house
you have seen

- * Put a ☒ on the names of things which your house is made of.

Grass	Dung	Wood	Cement	Canvas	Iron
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plastic	Limestone	Bamboo	Bricks	Glass	Stone
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Look at the houses in your neighbourhood. What are they made of? Make a list.

_____	_____	_____	_____
_____	_____	_____	_____

- * Collect samples of things that are used for making houses.



Let us make a brick :

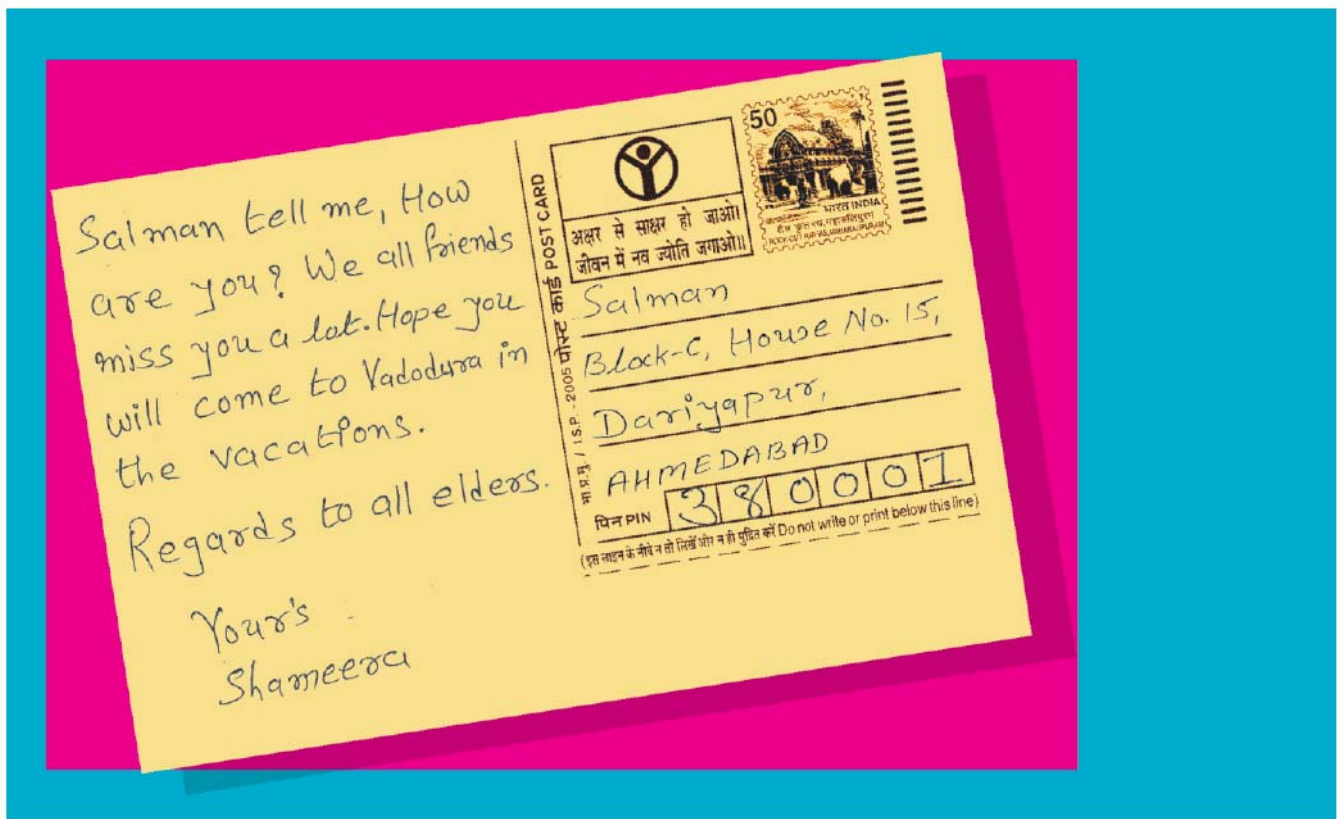
Collect some clay. Add some water and knead it. Fill it in an empty matchbox and press. Take it out when dried. Your little brick is ready !

Colour your bricks. Write your name on them. Use all the bricks to make a colourful house. Decorate the roof of this house.

- ◆ Collect or draw pictures of different kinds of houses. Use these to make a beautiful chart. Display it in your classroom.



By collecting locally available materials children will understand better about the materials used to construct houses.



I am a letter. I am written with a pen and paper by Shameera to her friend Salman. I was put in a letter-box. The postman took me out and put me in a big bag. Taking a ride on the postman's bicycle, I reached the post office. There, I was taken out of the big bag and stamped hard. The stamp was of Vadodara, from where my travel began.

After getting stamped I reached another big bag. This bag had many more letters, all heading for Ahmedabad. The red postal van dropped me at the railway station. There I got into a train going to Ahmedabad.

After a journey of one day, I reached Ahmedabad. I was sorted as per the area mentioned in the address written on me. One more stamp was put on me. Finally, the postman dropped me at Salman's house.



Given below is the journey of a letter shown through pictures. The pictures are not in a sequence. Arrange these to get the correct sequence, by putting number in the circles.





Shameera wrote a letter to Salman. Write a letter to your friend in the class. Don't forget to write your friend's name.

Everyone has written a letter. But where do we post it ?



Make a letter-box for the class :

- Take an empty shoe-box.
- Paint it with red colour or paste red paper on it.
- With the help of scissors make a slit in the cover of the box.
The slit should be big enough for letters to be put in.

Now, letter-box is ready !

Drop your letters in the letter-box. Now wait to receive the letter written to you by your friend.

One child will act as a postman. He or she will take out the letters from the letter-box and distribute them to all the children.

Did you enjoy reading your friend's letter ?

Just as you wrote a letter to your friend, in the same way, your friends and relatives must also be sending letters to you. Bring some letters from home to school. See how many different types of letters are there !

- * What difference do you find in these letters ?
- * Which letters have stamps on them ?
- * Are all the stamps similar? What are the differences ?
- * Have you seen the stamp of the post office on these letters ?



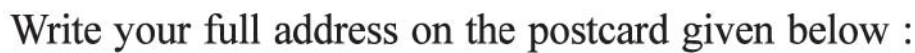
Children will enjoy sharing their news by writing letters to their friends in the class. Motivate them to write letters. Collect a variety of postal forms we use. On page 114, woman has been shown working in post-office. Discuss defined gender roles in a family and society.



Collect different types of stamps and paste them below :

Recognise the things which we find in post-office and write their names.



Shameera's letter reached Baroda by train. How do you think letters reached distant places when there were no trains ?

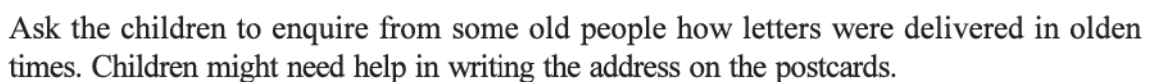
- ❄ What do you see in a post-office ?

* Can we send message abroad by writing a postcard ?

- ❁ What other work takes place in a post-office ?



Visit a post office nearby. Observe how letters reach here and are sent from here. What other work takes place here ?



The understanding that old people are an important source to know about the past will encourage children to interact with them.

What Reena and Radha are talking to each other about letter ?



Reena and Radha went out to make a phone call from a shop in the village. Radha dialled the phone number and both of them talked to *nani*. They gave money to the shopkeeper and returned home happily.



Think and Write :

* Where have you seen a telephone or a mobile ?

* With whom do you talk on the telephone or a mobile ?

* Which of the two do you like more – writing a letter or making a phone call ? Why ?



Gender discrimination/ gender biases need to be discussed in the class such as use of technology, various profession by males and females. In the modern world communication is very fast by computer and internet. Discuss with children about it.



Draw and Colour :

- * Telephones or mobiles are of different types. Draw pictures of telephones or mobiles you have seen.

--	--	--



Make your own telephone :

What do you need ? For this you need two empty matchboxes or ice-cream cups and thread.

Make holes in both the matchboxes or ice-cream cups. Pass a thread through both the holes. Tie knots on both the ends of the thread. Your telephone is now ready. Ask your friend to put one end of the phone next to his ear and you hold the other end close to your mouth. Take care that the thread remains stretched and does not touch anywhere. Start talking.



Think and Write :

Similarities ?	Telephone <hr/> <hr/> <hr/>	Letter <hr/> <hr/> <hr/>
Differences?	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>



Keeping the child's environment in mind, other means of communication such as mobile phones, e-mail, fax etc. can be discussed.



All the children were playing **hopscotch** in the lane. Avantika and her sister Nandita were also playing. But Nandita was not able to play the game in the right way. She was not knowing about this game.

Avantika: Listen to me carefully, Nandita. Understand the game. Throw the **marker** in the first box. Then on one leg jump over this box into the next one. Keep in mind, you can put both your feet down together only in the boxes marked 4-5 and 7-8. Take care, your feet should not touch the lines. If they touch you are out of the game. When you reach the last box, turn around. When coming back, pick up the marker and bring it back. Now, throw the marker in the next box. Similarly, keep throwing the marker in all the boxes one by one and continue the game.



In the lesson, the names of some local games like hopscotch, seven tiles etc. and the things used to play them, like the marker have been mentioned. Since many of these games have their own local variations and names, a discussion on those will make the chapter more relevant to the child.

The children started playing again. Since long, *Kaki* (aunty) was watching them play. She too felt like playing with them. She could not keep herself from asking — Can I play with you? The children laughed aloud.

Avantika: *Kaki* ! Will you play ?

Kaki : Do you think I do not know how to play hop-scotch? At your age we played so many different games.

Nandita : Which games did you play, *Kaki*?

Kaki : *Langadi*, hide and seek, seven tiles and so many more! In kabaddi our team was the best among ten villages.

Rajat : *Chachi*, how did you get so much time? We hardly get any time to play.

Kaki : You are so busy watching T.V. all the time.

Nandita : *Kaki*, did *Kaka* (uncle) play these games too?

Kaki : Your *Kaka* says that he used to play marbles, seven tiles, wrestling, kabaddi, *gilli-danda* and so many other games the whole day. While flying kites, he would even forget his meals.

Nandita : *Kaki*, do come and play.

Kaki started playing with the children. They had been playing just for a short while when it started raining.



Think and Write :

Which games do you play ?



All the children : Oh, no !

Kaki : Let us go to my house. We'll play inside.

The children were happy to hear this.

All the children : Come on! Let us go to *Kaki's* house to play.

The children came to *Kaki's* house. Inside the house *Kaka* and *foi* were playing chess.

Avantika: What should we play ?

Rajat : Let us play "Doll's house" (*Ghar-Ghar*).

Many children : Yes, let's play "Doll's house" (*Ghar-Ghar*).

Rajat : If we had a doll, we could have played with it.



Kaki : Do you want a doll? Let us make one right away.



Kaki took out some old cloth. With *Kaki's* help children made a doll.

Some children wanted to play carrom and others ludo. They formed groups and started playing.



Think and Write :

Write the names of all the games mentioned in the lesson in the table below. Make a  in front of those games that are played indoor. Against the outdoor games make a . Don't forget to write the number of players needed for the game. If some other things are also needed to play the game, then write their names as well.

Names of the games mentioned in the lesson	 / 	Number of players	Things needed



Some children might need help to fill the table. Encourage the children to help each other. Children easily learn a lot from each other.



Do you play any game similar to hopscotch ?

What do you call it ?

Draw a picture of a game.



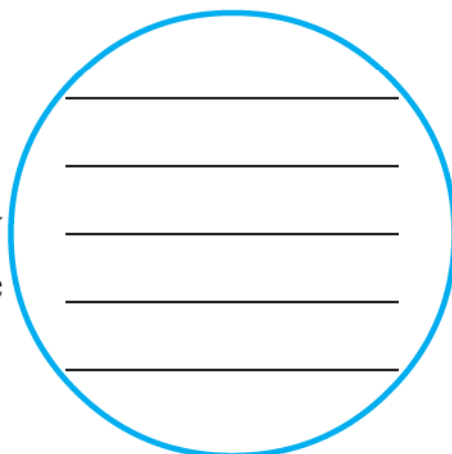
Remember and Write :

* Do you play some games with your family members ? Which games and with whom ?

Family member	Name of the game
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

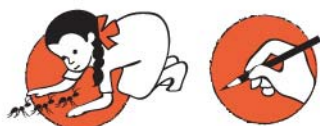
- * Do you know the name of any famous sports person in your area ? If yes, write her or his name and the game with which she or he is associated.

- * How many games do you know which we play with a ball ? Write their names in the ball.



- * Have you heard the name of Lajja Goswami? She also plays a ball-game. Find out which one and write its name.

- * Which game do you like the most ?



Ask and Write :

Find out from the elders in your family or in the neighbourhood – Which games did they play when they were children ?



Collecting information on famous local sports persons will increase children's knowledge of games and also develop their respect towards these people.



Think and Write :

Match the riddles with the pictures. Write the name of the game in the given space.

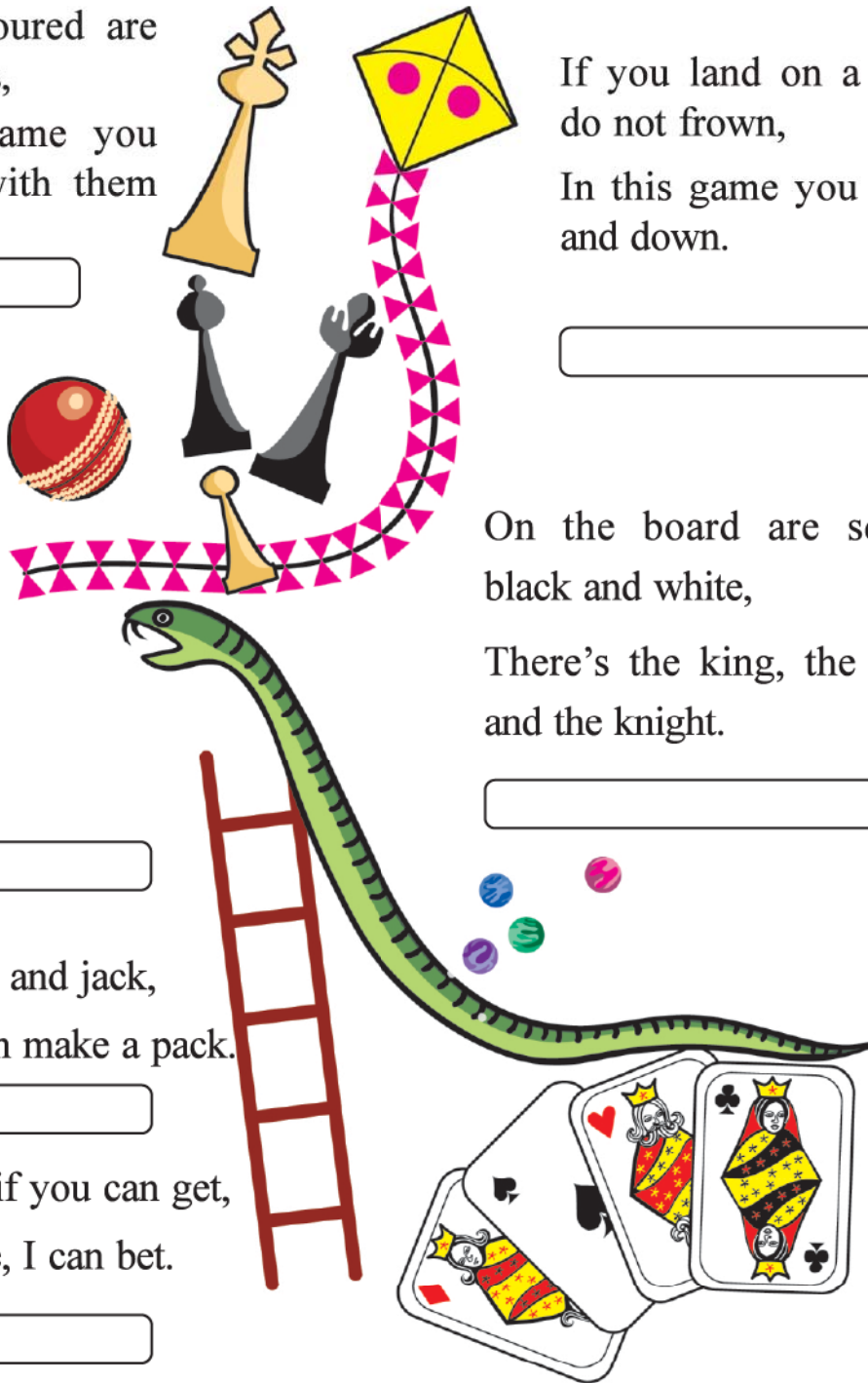
Small and coloured are
these glass balls,
To win the game you
have to aim with them
all.

If you land on a snake
do not frown,
In this game you go up
and down.

It has no wings
but it can fly,
High, high up in
the sky.

King, queen, ace and jack,
Fifty two of them make a pack.

Fours and sixes if you can get,
A century is sure, I can bet.



On the board are squares
black and white,
There's the king, the queen
and the knight.



Children would have played some of the games mentioned in the lesson. Some of the games they have seen, heard, read or seen in movies and plays. All these can be included in your discussions.



Besides playing, what else do you like to do ?

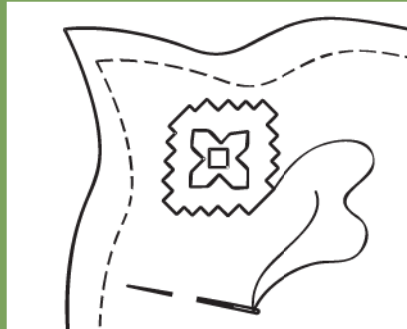


Fill the colours :

Besides their work, what else do your family members do? Colour the pictures which show what your family members do in their free time. If you want to add more you can write or draw in the blank spaces.



Reading



Stitching and embroidery



Dancing



Chatting

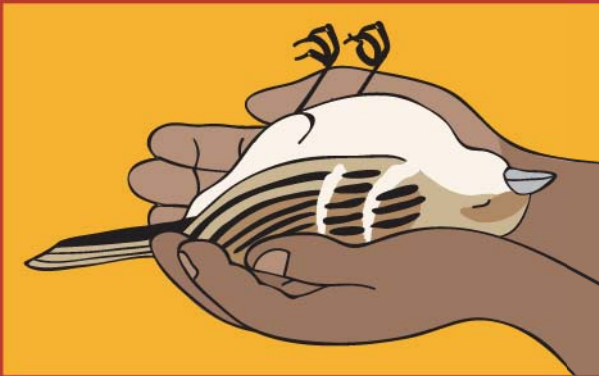


Looking after plants



Collecting stamps

The children in the class were startled on hearing the sound “tak”. The sound came from the ceiling fan. Kalyani shouted —Look, look a bird is hurt. Peter got up at once and picked up the bird. It was in pain.



Navjot and Harbhajan quickly brought water in a bowl. Peter lovingly patted the bird. They held the bowl to the bird's beak. It drank a little water and slowly started flapping its wings. Navjot told all the children to move back. They noticed that the bird was trying to fly. In a while, the bird flew away...



Next day the children saw a bird circling above them in their classroom. The children tried to find out whether it was the same bird that was hurt the previous day. They quickly switched off the fan and started to clap.



Recollect and Write :

Put the sentences in the correct order :

- ☒ 5 The bird flew away.
- ☐ The bird hurt itself with the fan.
- ☐ Peter lovingly patted the bird.
- ☐ The children saw a bird circling in their classroom.
- ☐ Navjyot and Harbhajan quickly brought water in a bowl.

Shankar's Cat :

Shankar was very happy. A cat had given birth to four kittens in the courtyard of his house. He started spending his free time with them.

One morning Shankar was woke up by the cat's cry. He ran towards the courtyard. He saw that the cat was crying and cuddling its three kittens. One of the kittens was missing. He went outside and found Malini patting a kitten.



Shankar called Malini into his courtyard. Malini saw the cat crying for her kitten.



Think and Tell :

- What do you think Malini would have done ?
- How does a cat sound ?
- Which animals do you like ? Why ?



Discussion on feelings in animals will help develop sensitivity in children towards them.

Meenu's Cow :

Meenu has a cow. Her name is Ganga. Meenu takes Ganga to the field to graze daily.

One day a speeding scooter hit Ganga and hurt her leg. The wound was bleeding heavily.



Think and Tell :

What would people in Meenu's family do ?



Look and Write :

* Chandu Dhobi looks after his donkey very well. The donkey too does a lot of his work. Look at the pictures and write what are the things that Chandu does for his donkey-





Think and Write :

- * Do you or any of your neighbours have a pet ? Which one ?

- * What name have you given to your pet ?

- * What do you do when your pet is –

◆ hungry

◆ teased by someone

◆ hurt

◆ feeling hot or cold

* **Recollect and Write :**

Many people keep some pets at home. They look after them too. In the table below are the names of some such animals. Complete the table.

Name of the animal	Why do we keep them ?
Dog	
	It gives milk.
	It pulls the cart.
Cat	
Hen	
Fish	
	We love it.
Honeybee	

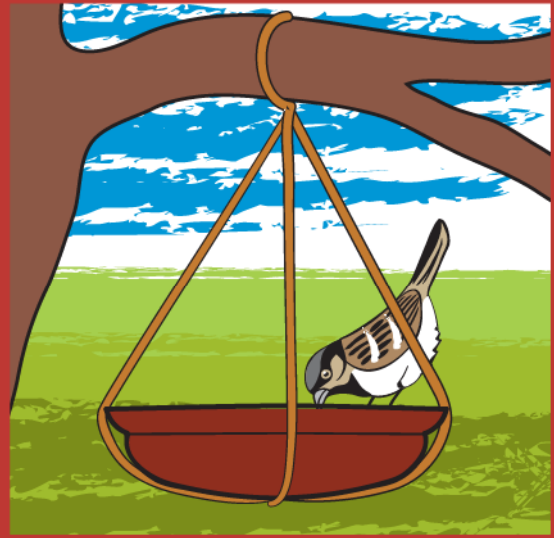


We keep animals as pets and look after them. Discuss in detail with children in order to explain how these entities on earth survive upon each other by observing food habits of various animals.



Bird bath :

Take a small earthen pot having a wide mouth. Tie the pot with a rope and hang it as shown in the picture. Pour some water in the pot and hang it on the branch of a tree or on a hook outside your house. Pour water in it everyday. Observe which birds come to drink water.



Think and Write :

- * Like us, animals also need water to live. There are many other things which are required by both – animals and humans. Write the names of three such things.

No.	Useful to Humans	Useful to animals
1		
2		
3		



Think and Tell :

You know that we eat a variety of food. Similarly, animals too eat different kinds of food.



Help children make a bird bath. Keep the bird bath outside in the open so that the children can observe the birds closely and get to know about them.

- * Have you ever fed any animal ?
- * Have you ever seen anyone else feeding any animal?

Name of the animals you fed.	What did you feed ?
● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____



Think and Write :

- * What do you feed these birds ?
- * Which bird did you feed ?
- * Which bird did most children feed ?



- * Do you have these names in your list? Find out what these animals eat ?

Rat	Cockroach	Pig	Bat	Crow
Squirrel	Monkey	Spider	Lizard	



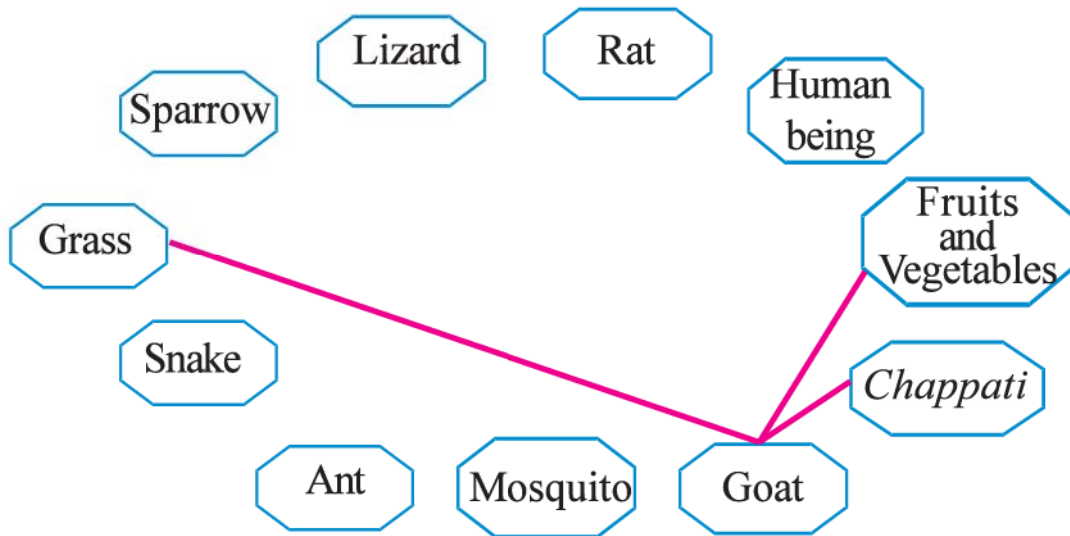
Think and Write :

- * Write about any animal or bird who had eaten away your food.



Understand and Match :

Who eats what ? Match by drawing lines of different colours.



Recollect and Write :

Write the names of the animals -

You have touched	You have not touched but you can touch	You can not touch
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

We do not go near some animals due to fear that they may bite us or harm. You have seen that there are some animals whom we can touch. These often live in our houses or around us. Of these, a few animals help us in many ways.



It can be discussed with the children that touching animals means patting them lovingly and not teasing them. The picture given on the next page shows balance in nature. It is essential to clarify this to the children in a simple and easy manner.

The Queen's Garden

Read this picture and discuss in the class.



Tell how many ?



Tell how many ?

Come, let us play a game together. You must be familiar with this game. All the children stand in a circle.

Let one child stand in the centre and play a tune. Everyone must run in a circle as long as the music plays.

The child who is playing the music, will suddenly stop it and call out a number like 'five', 'four' or 'two' loudly.

Children have to form groups according to the number called out.

The children who cannot join any group will have to leave the game.

Continue to play this game till, only two children are left in the circle.



Think and Tell :

* Come, let's talk about this game

- ◆ What did you do when you are asked join a group of the required number ? Why ?
- ◆ How did you feel if you could not join any group ?
- ◆ Why could you not join any group ?
- ◆ In school, whom do you like to be more with ? Why ?
- ◆ How would you feel if you always had to be alone ?



In the game 'Tell how many' playing the music and calling out the numbers can be done by anyone. Depending on the number of children, the number called out to form groups can be more or less.

All of us prefer to live with people than to live alone. We always live in groups. Let's see one such group – Devendra, Manjula and their children Divya and Manav.



How are these people related to each other ?

The people in the picture belong to one family. We often see pictures or photographs of such families. Where do we see such a family? Are all families similar to this one ? Let us read about a few families.

Sita :

Sita lives in her ancestral house in a city named Surat. Her *dada*, *dadi*, younger *kaka* and *foi* live on the ground floor. In one portion of the first floor, Sita lives with her father, mother and younger sister Gita. In the other portion live her *elder kaka* and his three children. Her *elder kaki* died just a few months ago.



It would be good to keep in mind the discussion done in Chapter 5, about the children's families. The lesson can be introduced by talking about the diversity in the families of the children in the class.

Her elder *kaka* and the new *kaki* live in one of the rooms on the terrace. They are newly married.

Before dinner, Sita's mother teaches all the children.

Food for the whole family is cooked in the same kitchen on the ground floor. They all make special effort to be together at dinner time. Nowadays, *elder kaki's* younger daughter sleeps with Sita's mother at night. In the morning Sita helps her get ready for school.



Think and Tell :

- * Who all are there in Sita's family ?
- * How is the relationship between the different people in the family ?
- * In the last one year what are the changes that happened in the family ?

Tara :

Tara lives with her mother and *nana* in Rajkot. Her mother Meenakshi is not married. She has adopted Tara. Meenakshi goes to the office in the morning and returns in the evening. When Tara returns from school, her *nana* takes care of her. He is the one who feeds her, helps her to do homework and also plays with her.



You may be very careful and sensitive to deal with children if they wish to share problems related to drug addiction of their family members. The harmful effects of drugs/narcotics may be discussed in the class.

During vacations, all three of them go to far off places and enjoy themselves. At times, Tara's *masi, masa* and their children also come to their house. At such times they play together for long hours and also chit chat.



Think and Tell :

- * Who takes care of Tara ? How ?
- * What are the things the family members do together ?



* Rehana and Habib :

Rehana and Habib live in a city. Both are employed. Habib is a clerk in a government office and Rehana teaches in a school. Habib's *papa* (father) is retired and lives with them. In the evening, the three of them sit together and watch television.

He enjoys the discussion as well. On holidays, the neighbour's children come to their house and have fun. Everybody enjoys together. They play games, go out and at times go for plays and movies.



Think and Tell :

- * Who all are there in this family ?
- * What do you like to watch on television ? Why ?
- * How do the family members enjoy ?



It may be possible that children from such families (Drug addicted members) may fall victim to such habits/practices. A timely action needs to be taken to prevent them. On these theme, charts and posters can be prepared by the children with the support of teachers and discuss in the class.

Ketan :

Ketan lives with his father, uncle and cousin brothers in a colony in Ahmedabad. Ketan and his brothers have come to Ahmedabad to study. His father and uncle work here.

Everybody does the household work together. Food cooked by Ketan's *kaka* is liked by everyone. Ketan's father does the shopping. A part of the money earned is sent to Ketan's *dada* (grand father) in the village. Ketan's mother, *dada*, *dadi*, (grand mother) *kaki* and younger brothers and sisters live in their parental house in the village. Once a year, Ketan goes to his village. His mother is living in village. Ketan lives in Ahmedabad.



He misses his mother very much. He writes long letters to her.



Think and Tell :

- * How do Ketan's family members keep contact with each other ?
- * Which members of Ketan's family live in the city and in the village ? Why ?

Krishna and Kaveri :

Krishna and Kaveri live with their father. His mother lives in other city. In the morning, all the three leave home together. Krishna leaves Kaveri at school and goes to college. Their father goes to the shop during the day.

Kaveri returns from school in the afternoon. She unlocks the house and waits for Krishna. On returning from college, Krishna and Kaveri eat together.

Kaveri goes out to play after completing her school work. On returning she either plays carrom with her brother or watches television. When father returns home, they cook food and then eat together.

During vacations, Kaveri goes to stay with her mother. Krishna also stays there for a few days, but he likes to stay in his own house – all his things and his father are here.



Think and Tell :

- * How does Krishna take care of his sister ?
- * Which activities are done together in the family ?

You have read about some families. You discussed some questions also. What is a family? What are the different types of families? You must have formed your own opinion about this by now.



Think and Tell :

Discuss about the families given here.



In the lesson, we have talked about certain families. Besides these, there are other kinds of families as well. To understand this diversity, ask the children to talk about their families.



Put a ☐ on those sentences which tell the various things that happen in your family.

- * All the members of family are working. ☐
- * The family members love each other very much. ☐
- * Elders in the family earn money for the family. ☐
- * Family members often live together in the same house. ☐
- * All family members are often visit each other. ☐
- * Family members stay together even if there is a fight amongst themselves. ☐
- * In a family, children and the old people are taken care of. ☐



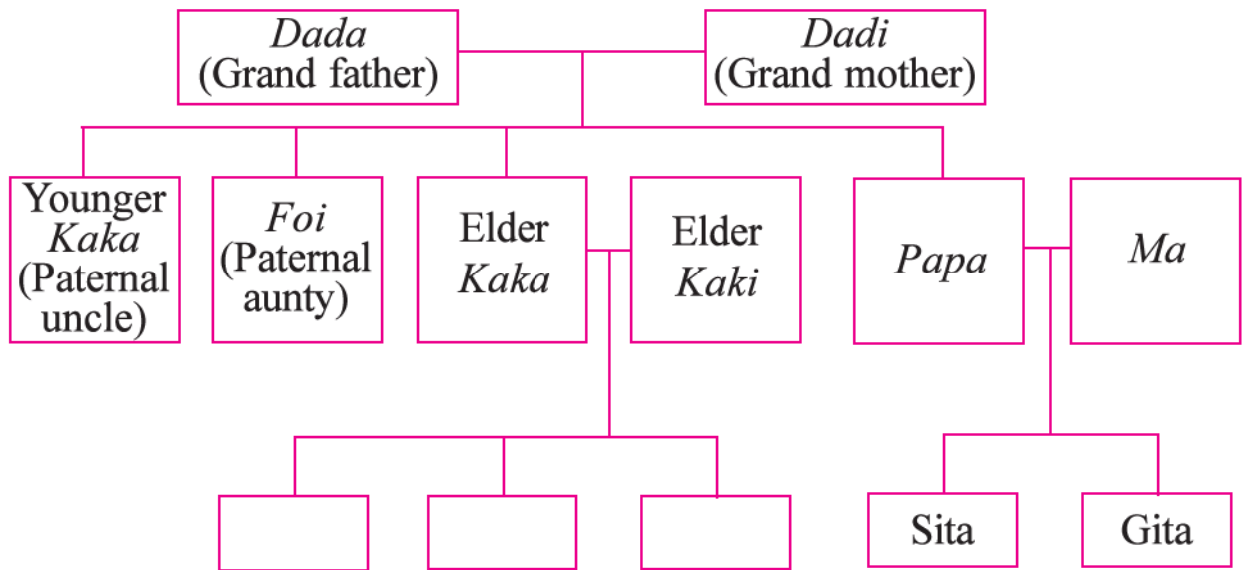
Think of some other things about your family and write in the space provided :

Sita's family tree

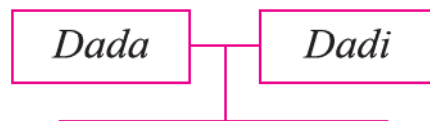
Can you imagine a family in the form of a tree ? Sita's family tree is drawn here.

Draw your family tree in the notebook. For this, take help from your elders. Have a look at Sita's family tree. It can help in creating your own family tree.

Sita's Family Tree



Your Family Tree



Let's Save Water

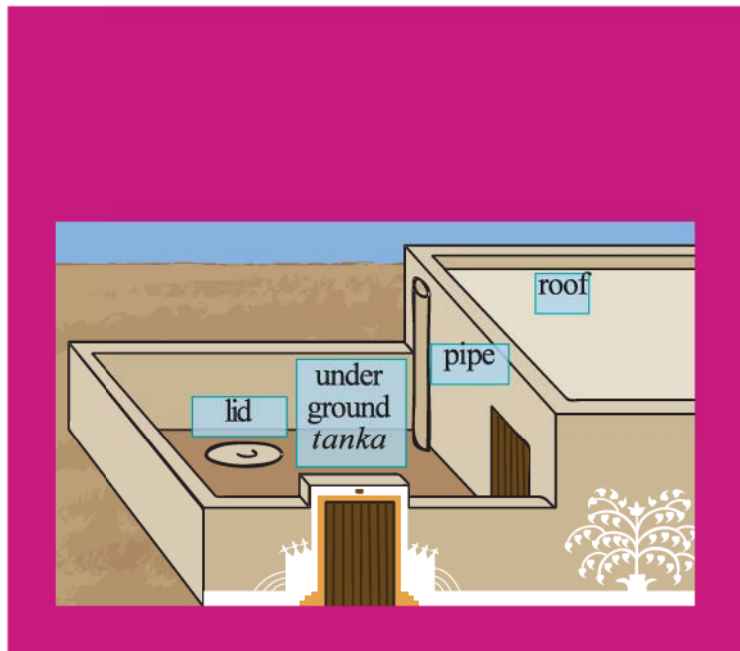
This is a story of Rajasthan. The name of village is Bajalpur. Madho is living in this small village. Here, the village is hardly visible, only sand dunes can be seen. Only when there is no sand storm, few houses are visible.

In summer there is water scarcity in his place. This year, it is worse. There is no rainfall in this area. His mother and sister have to walk a longer distance to fetch water as the nearby pond has also dried. Each day they spend hours just to get four pots of water. While walking on the hot sand their feet burn and blisters just cannot be avoided.



In the above visual, consciously defined gender role of women has been shown (fetching water). Discuss on this issue in the class to remove gender discrimination.

Water is sent to this place. A train carries water to the village. Seeing this, villagers feel very happy. Madho's father takes his camel-cart to fetch water, however this does not happen often. People keep on waiting for days together for water.



Some people collect rain water. This is done by a special method called Rain Water Harvesting – by making **tanks** (*tanka*). Do you know, what a *tanka* is and how is it built ?

To build a tank a deep pit is dug. This *tanka* is made *pakka* with cement. The tank is covered by a lid. Here the houses are made with slanting roofs. This way the rain water is stored. The rainwater collected, passes through a pipe in the *tanka*. A sieve is attached the mouth of the pipe so that no dirt goes into the tank. This water is used for drinking after it is cleaned.



Think and Tell :

What difficulties people face due to scarcity of water ?

- * Who fetches water in Madho's house ?
- * Can there be any other method of collecting water ?
- * Water collected in the tanka is mostly used for drinking. Why ?
- * Is rain water collected in your house as well? If yes, how ?
- * From where do the people in Madho's village fetch water for drinking ?



If children share their experiences of local methods of collecting water then they can link the information given in the textbook to their real life.

Just like Madho, Saroj also faces water scarcity in her house. She lives in Ramnagar. Water is supplied only for half an hour in a day. All the people of the area depend only on a single tap ! Can you imagine what happens ?



Think and Write :

* What are the difficulties faced without water ?

•	•
•	•

Saroj is determined to take water from the tap. Whenever she gets a chance she fills her bucket even if it is just drop by drop.



Measure and Write :

* How much time will it take to fill ?



1. How many drops will fill a spoon ?



2. How many spoons will fill a bowl ?



3. How many bowls will fill a mug ?



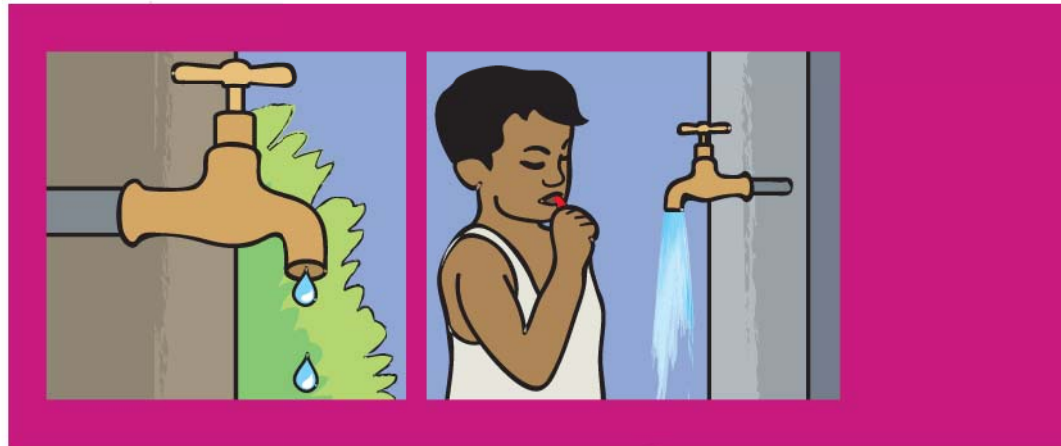
4. How many mugs will fill a bucket ?

Have you seen how we got so much water drop by drop !



Think and Write :

- * Just think, if a tap leaks even a drop how much water would be wasted ?



Think and Write :

- * Can you think the ways of saving water ?

Write your suggestions below :



Write the names of places where you have seen water flowing unnecessarily.

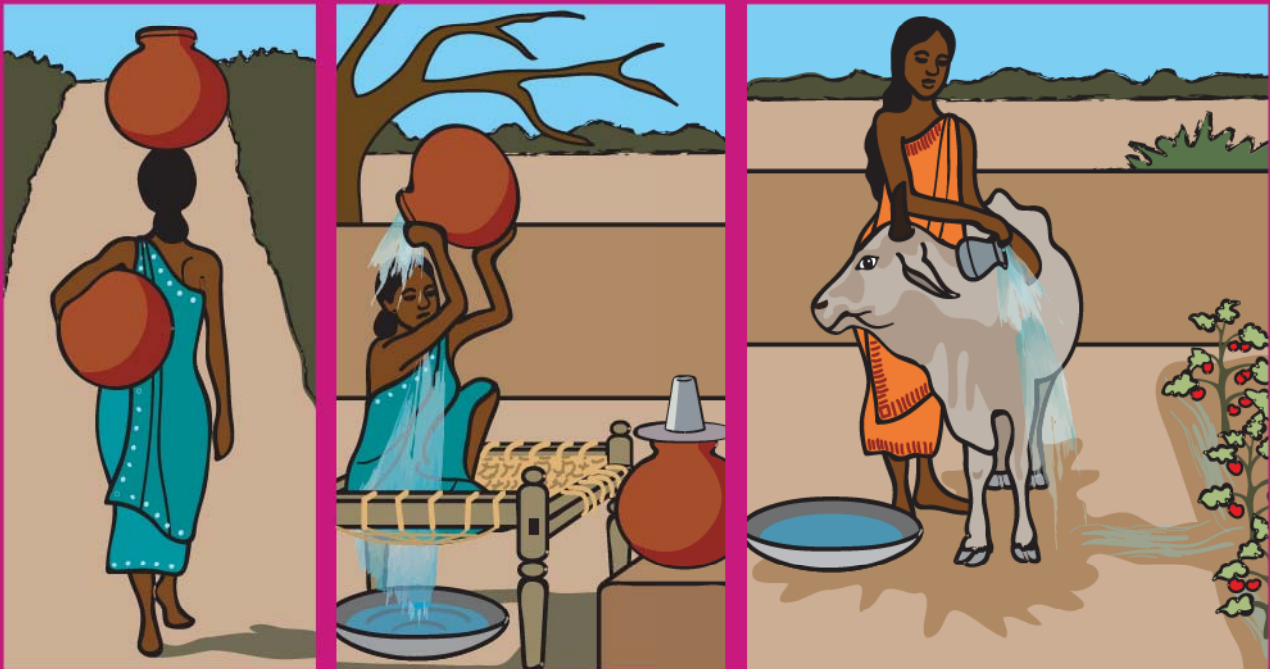


In places where there is a scarcity of water, people adopt different methods to save and reuse water. People do this out of necessity. Understanding this, if children adopt certain measures and save water then they can actually understand that 'Water is for all'.

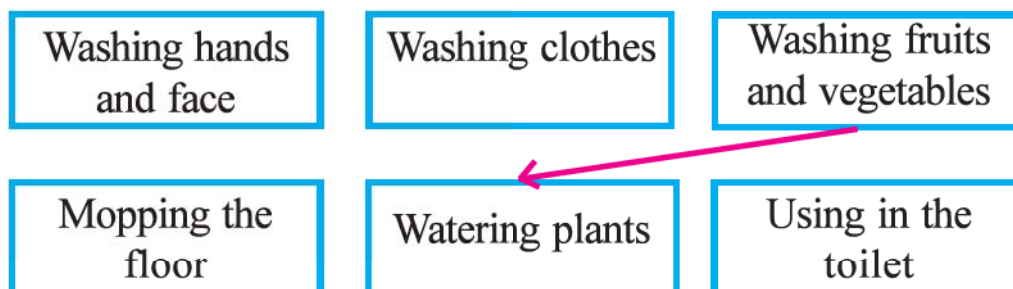


Think and Tell :

- * Look at the pictures given below. Can we re-use water which we have used in one work for other work ? Discuss.



Draw lines using different colours to show which work will be done after the other so that the same water can be re-used. One example has been given.



You have learnt about re-use of water. People use these methods only under conditions when there is a scarcity of water. Do you know, one of the reasons for the scarcity of water is because people waste it. Just think, how good it would be if everyone gets water !

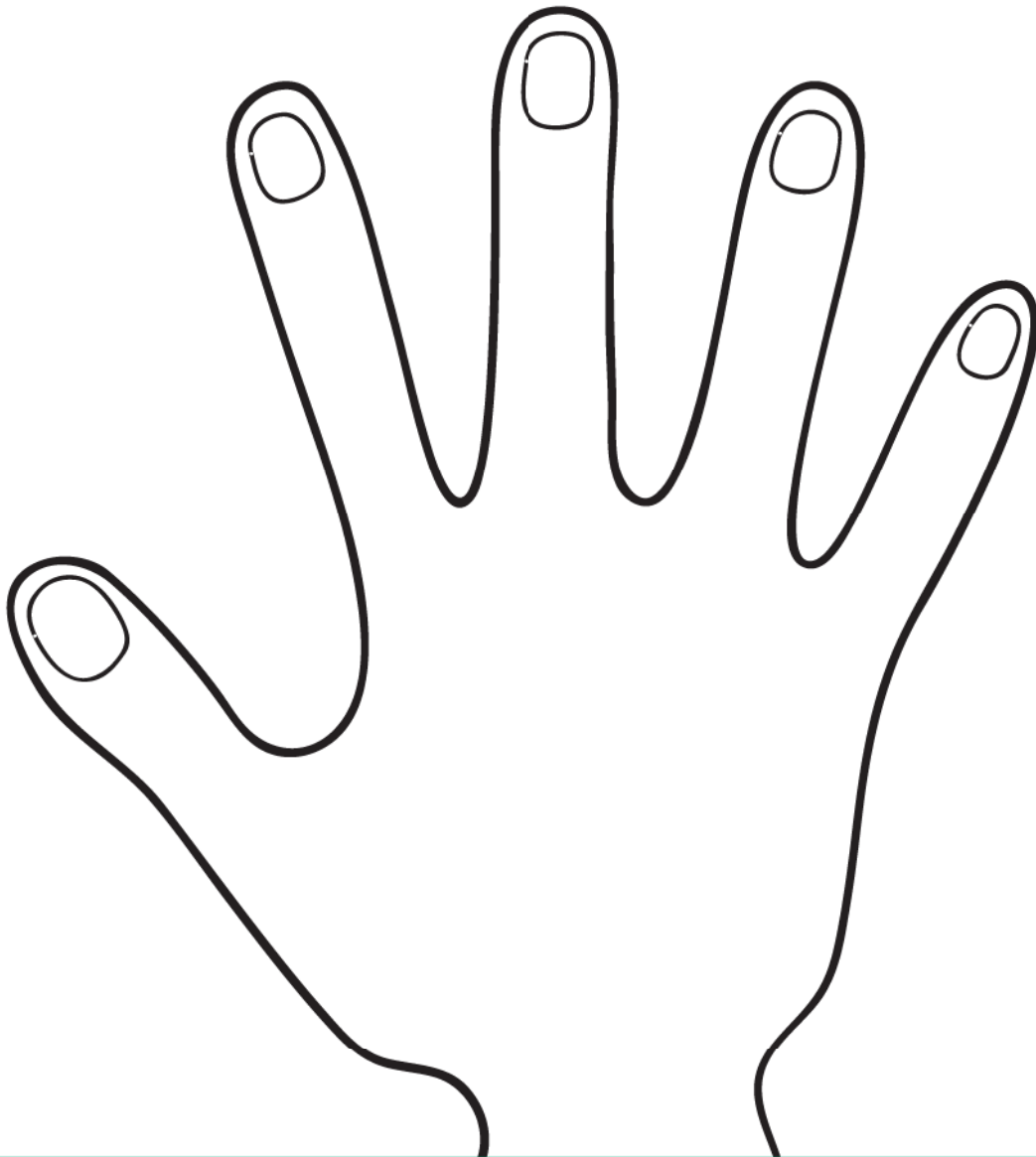


Discuss the re-use of water. This would help the children to understand the importance of saving water. It will be useful to listen and adopt suggestions given by the students in this regard.



Activity :

Given below is the picture of a hand paw. Place your hand paw on it so that the palm faces the paper. Your thumb and fingers should be placed on those drawn in the picture.



The hand which fits on the hand in the picture is your right hand. Place your other hand on a page in your notebook and trace its outline with your right hand to get a picture. The hand whose outline you have just traced is your left hand.



Let us sing a song.

Put your right hand up,

Put your left hand down,

Put your both hands up,

and just turn around.

Put your left hand up

Put your right hand down,

Put your both hands down,

and just jump around.



Write :

Song for left

Similarly, sing for the right and left foot.



Look and tell :

- ◆ What is in front of you ?
- ◆ What is there on your left ?
- ◆ What things are there behind you ?
- ◆ On whose left side are you sitting ?
- ◆ Who is sitting on your right ?
- ◆ On whose right side are you sitting ?



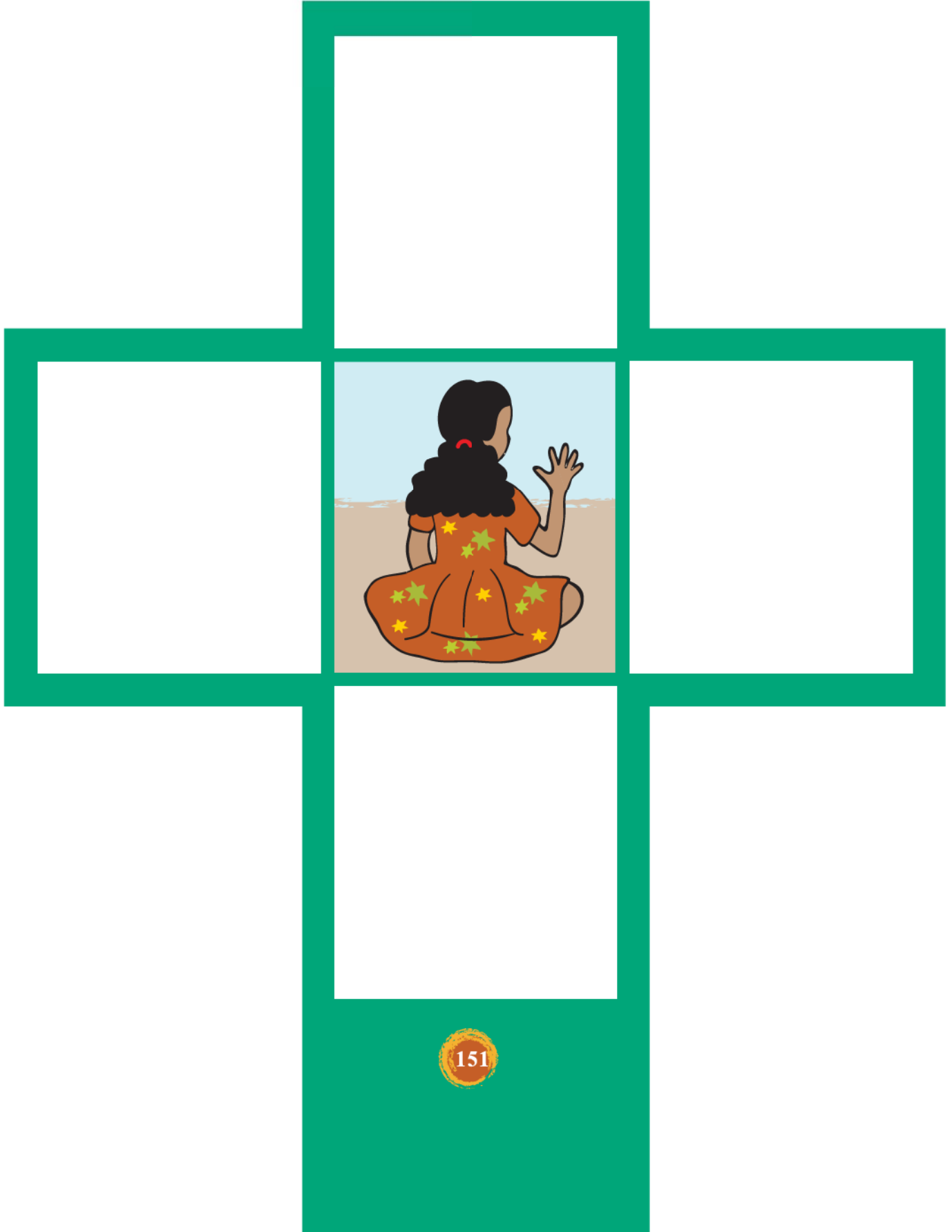
Children will enjoy singing the song with actions and expressions. They will learn about 'left and right', up and down, front and behind, from their experiences.



Read and Do :

* This is a picture with Ruchira in the centre. Draw –

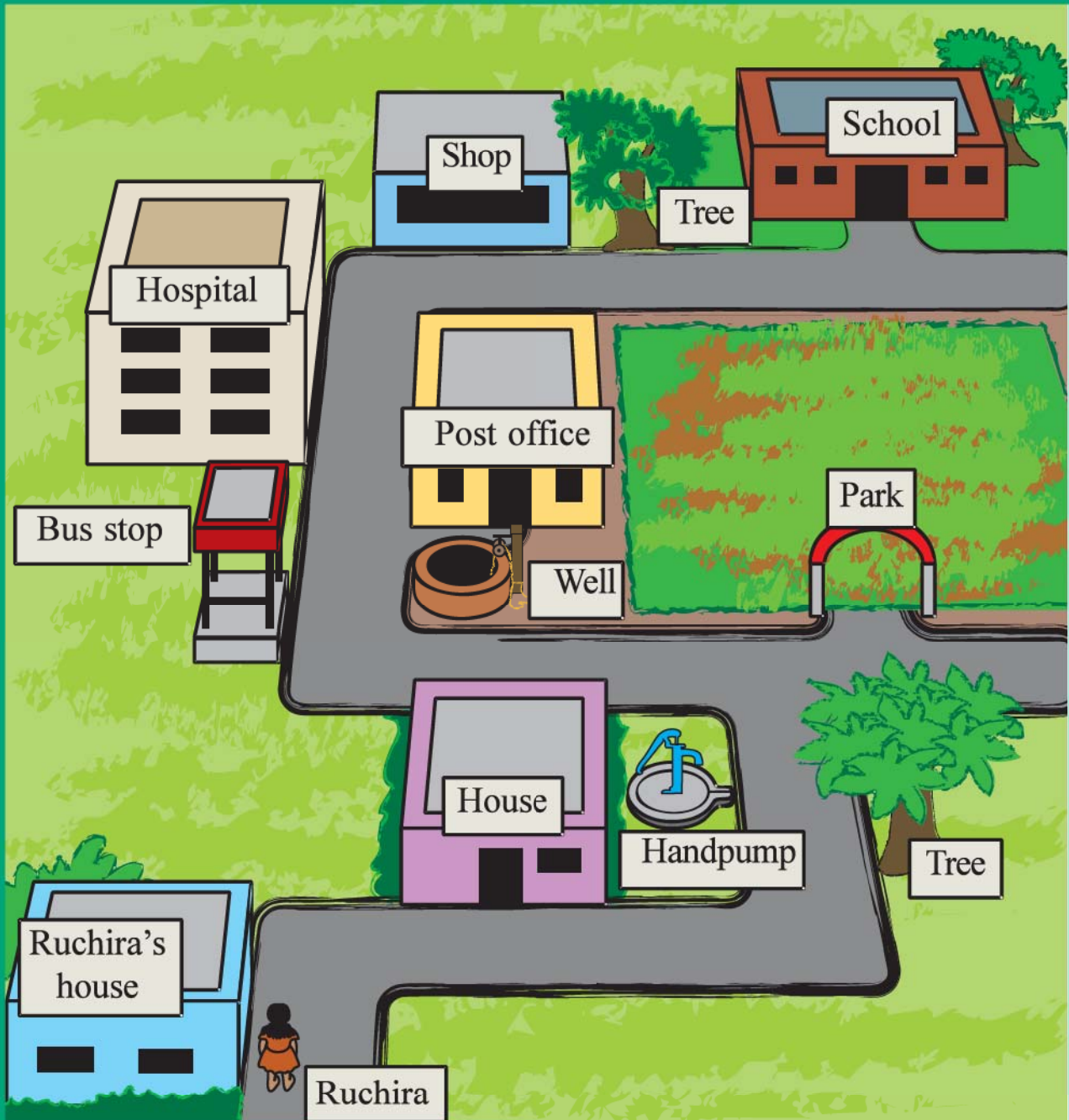
- ◆ A book behind Ruchira.
- ◆ An animal on Ruchira's right.
- ◆ A chair on Ruchira's left.
- ◆ A tree in front of Ruchira.





Guide Ruchira from house to school.

Find the school in the picture. Also find the way from Ruchira's house to her school.





Think and Write :

- * Which places and things will Ruchira find on her way from house to school ? Write their names.

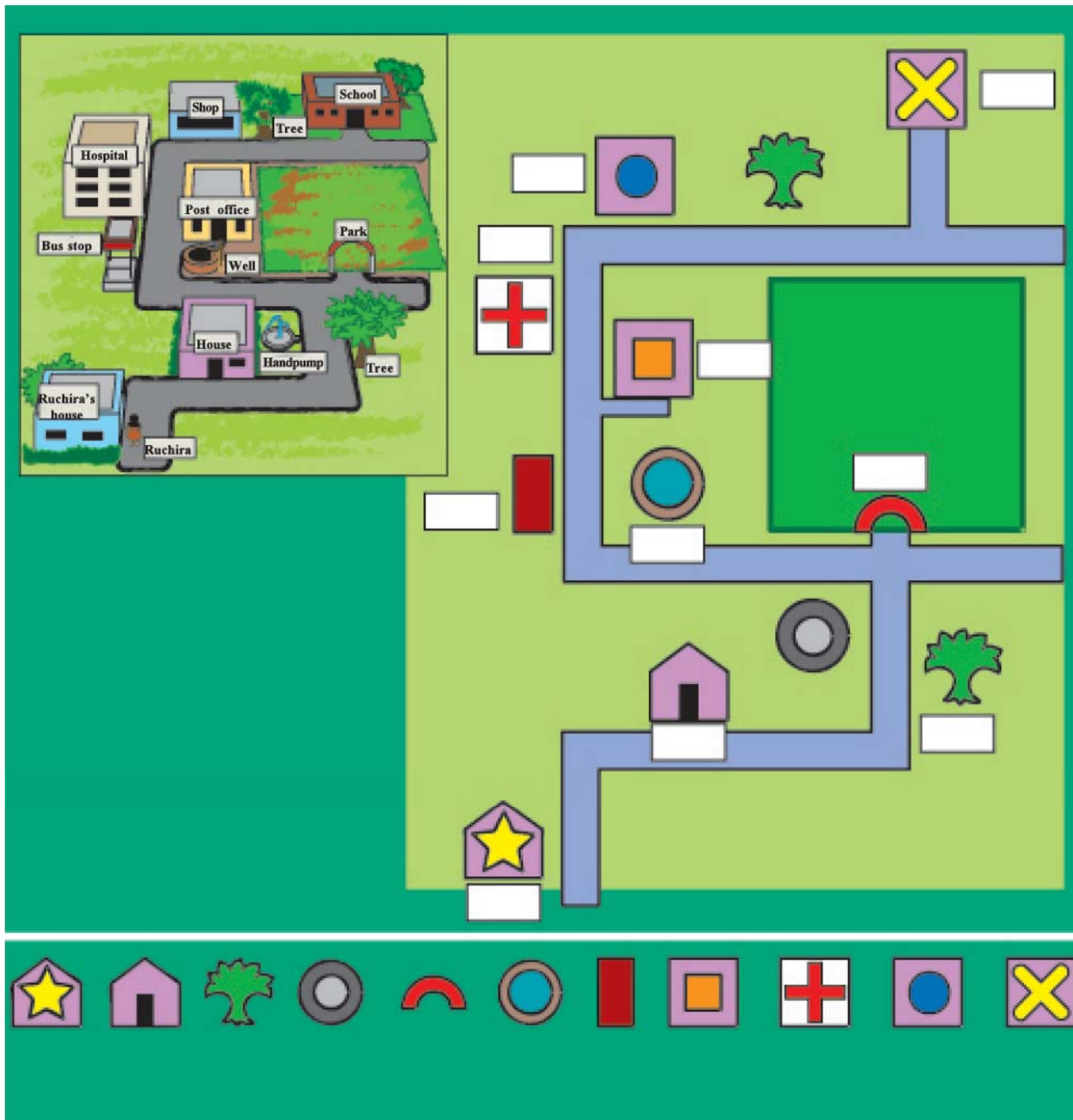
On her right	On her left
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____



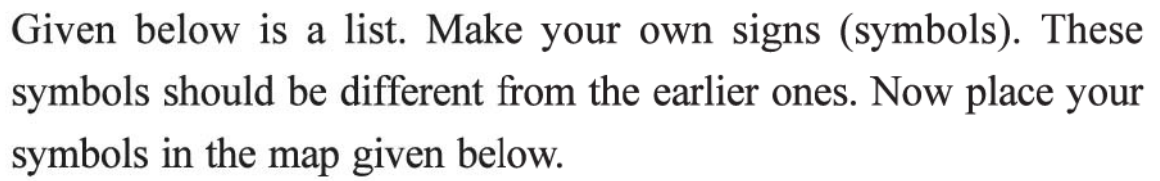
Find out :

- * How many times will Ruchira have to take a turn on her way from house to school ?

Identify the symbol and write their names.



Can you tell why these symbols are used ?



School

Post office

Tree

Hospital

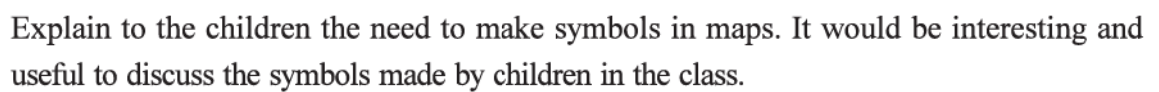
Bus stop

Well

Shop

Gate

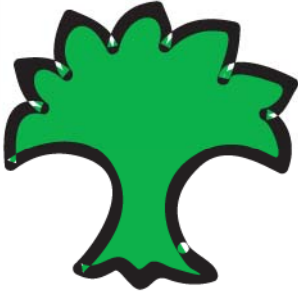
House



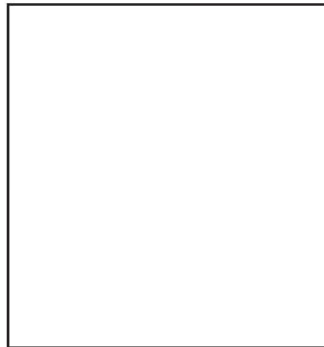


Read and Draw :

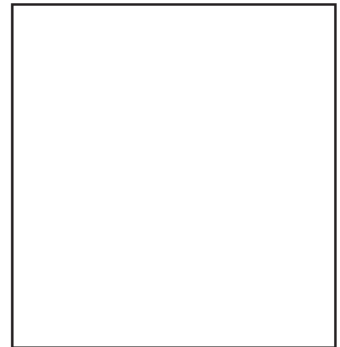
❖ Read the words and draw a symbol for it.



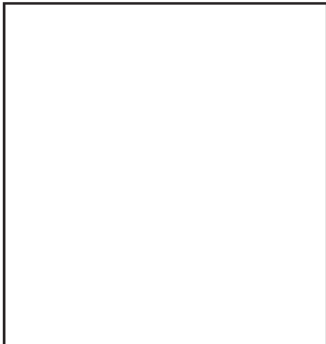
Tree



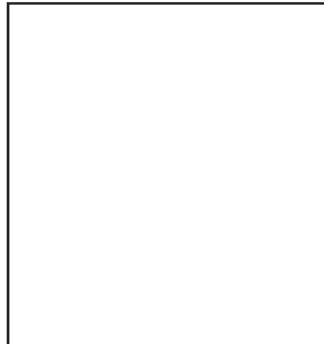
House



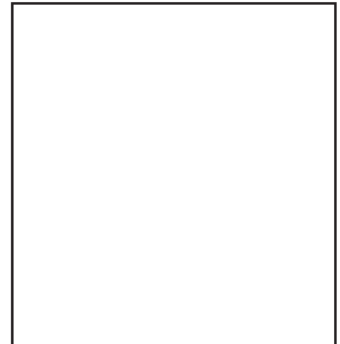
Building



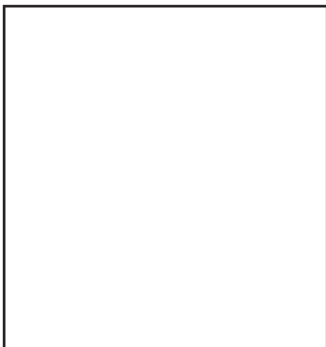
School



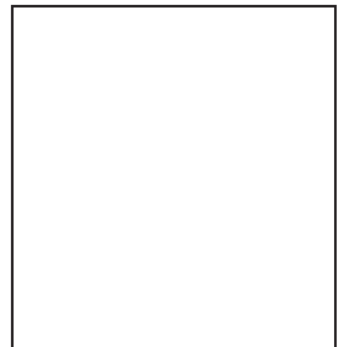
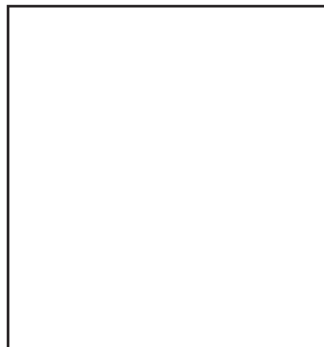
Hospital



Dairy



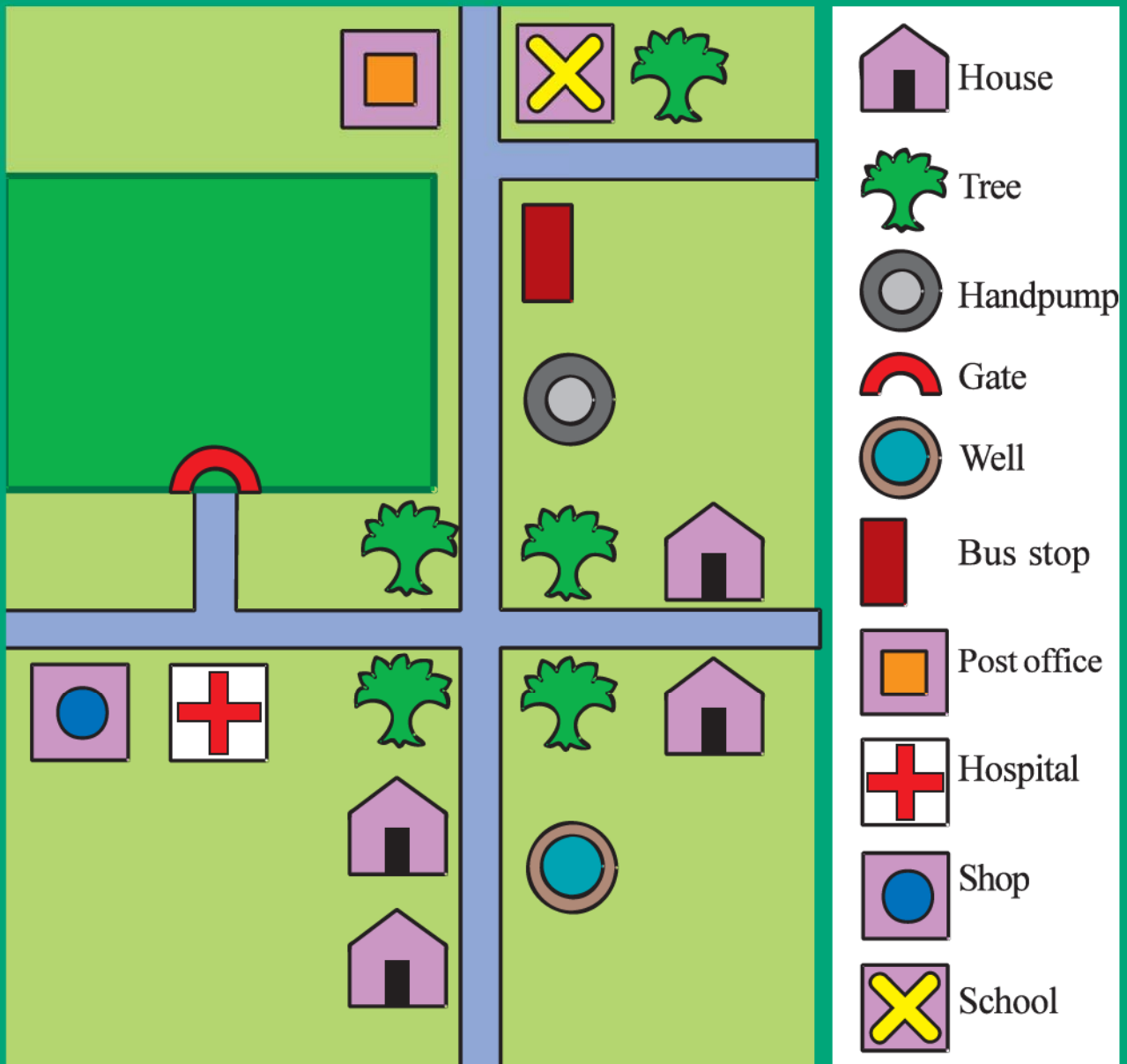
Post office





Read and Write :

- * A list of symbols used in the map is given. Look carefully and write.



- ◆ How many houses are there in the map ? _____
- ◆ How many shops are there in the map ? _____
- ◆ How many trees are there in the map ? _____

◆ How many hand pumps are there in the map ? _____

◆ What is closer to the post office or to the hospital ?

◆ What is near the bus stop ? _____

◆ Without the list of symbols can you read the map ?

* Write those symbols here that you have learnt in mathematics.

Make a map to reach your school from your house.

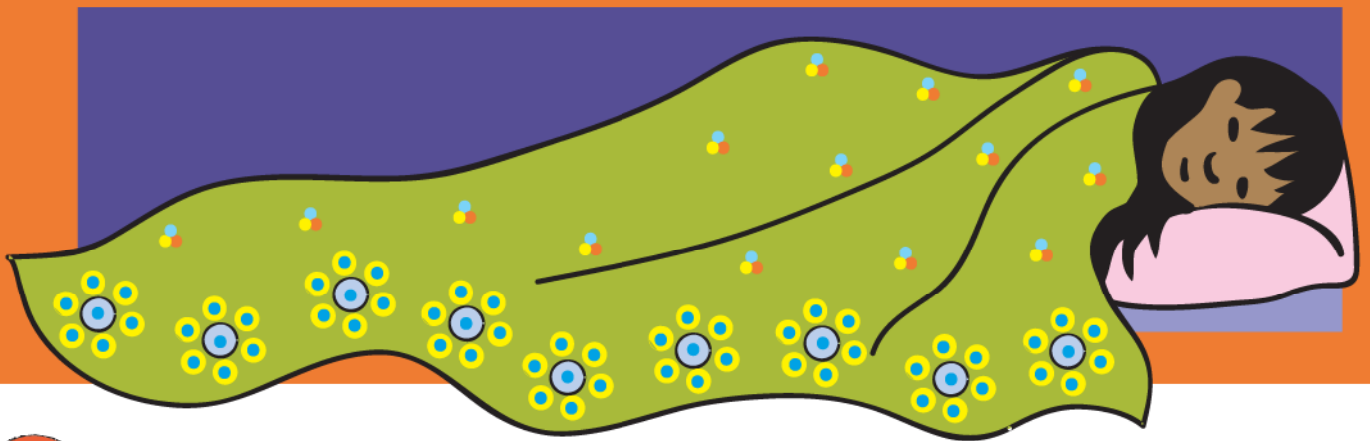


Guide children to make this map.

Beautiful Clothes

23

Sajida is a small girl. She has one elder sister, who gave her a very beautiful *dupatta*. It had beautiful embroidery with mirror work on it. After finishing dinner, Sajida tried to wear the *dupatta* in different ways. Soon she got tired playing with the *dupatta* and fell asleep wearing it. She was thinking about the *dupatta* even in her dream – How would such a beautiful *dupatta* have been made ?



Think and Write :

How was Sajida's *dupatta* made ?



* Take a *dupatta* or a long piece of unstitched cloth. Drape it different ways. In how many ways, could you wear it ?

- * Did anyone wear it like a *lungi* or use it as a turban ? In what other ways was the cloth worn ?

Look for any cloth in your house. What difference do you find in its texture, its colour and design ? Note it down.

Name of cloth	Texture	Colour	Design

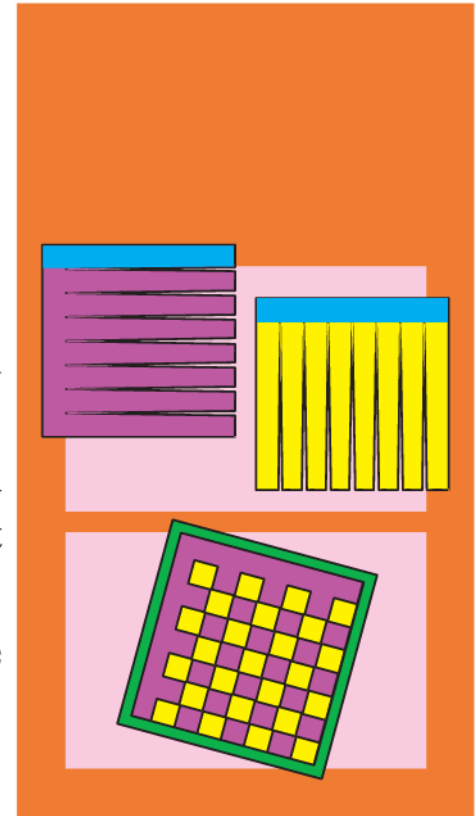


- * Look at thick cloth or sack carefully. Can you see threads running along its length and breadth ?
- * You will find a similar pattern if you see any piece of cloth closely.
- * You can also weave paper in a similar way.



Weaving Paper

1. Take two papers of different colours.
2. Mark vertical lines (|) on one paper and horizontal lines (—) on the other.
3. Cut both the papers along the marked lines. Take care, the strips should not get completely separated.
4. Place one paper above the other along the edges as shown in the picture (in colour). Stick the edges.
5. Now weave the strips to make a mat.
6. Paste tapes or a paper border at the edges, so that the mat does not open up.

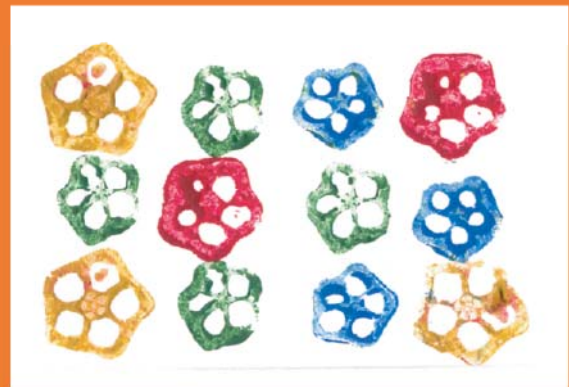


* Printing on cloth

In the lesson, 'The Plant Fairy' you saw designs of flowers and leaves made on cloth.

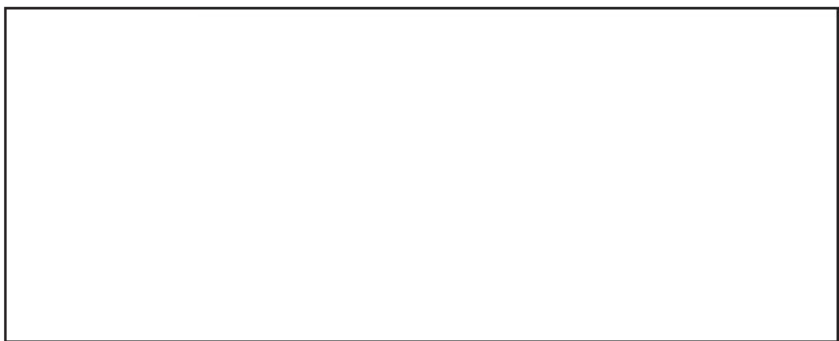
You too can make some designs using cut-vegetables.

Cut a cauliflower or lady's finger. Apply colour on the cut face and make prints on a piece of paper or cloth to make your own designs.



* Fill the Colour :

Make design with various fruits.



Getting the children to 'weave paper' and 'print on cloth' will help them to relate to our traditional arts. The children will get a chance to show their creativity.

Web of Life

Snake



Plants



Squirrel



Water



Sun



Grass

By now, you must have read almost the complete book. You have read about trees, water, houses, animals, vehicles and many other things. You must have thought about them as well. Can you tell, why did we try to know and think about all these things ?

Bird



Moon



Cow



Rat



Air

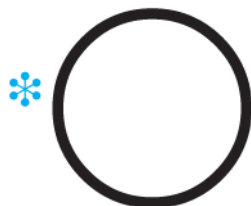


House



Soil

How are we linked to the things shown in the picture ? Come, let us find out-



Draw your picture in the blank space.



- * Now, join your picture with lines to all those things which you feel are needed for you to live.
- * Have you joined your picture to the house ?
- * Let's see, with what other things can we join the house to.
- * Think – What is a house made of ?
 - ◆ Wood - Which comes from trees.
 - ◆ Bricks - Which are made from water and clay.
 - ◆ Clay - We get from the soil.
 - ◆ Water - We get it from rivers, ponds, wells or rain.

It must be clear to you with which pictures or words you need to join the house.

In the same way, join all the things with other things related to them. While doing so, you might need to write the names of a few more things.

- * What have you finally got ? A big web ! Isn't it ?
- * What can you understand from this web?



Think and Write :

What things will be needed to make a cot ?

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

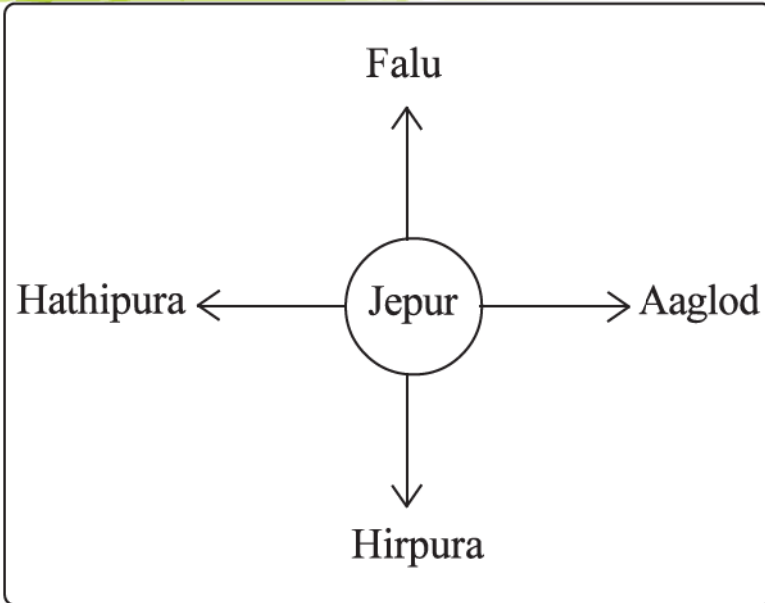


Think and Write :

- What other things could be use in place of cot ?



The web made by the children will help them appreciate the interdependence of things in the environment. A discussion on this subject in the class will help them in making the web.



This is Ruchan's Village.

He is living in Jepur.

Given below are the details of villages around Jepur. Discuss according to the details given.

Think and Tell :

- Which villages are there around your village ?
- In which tehsil is your village ?

My name is .

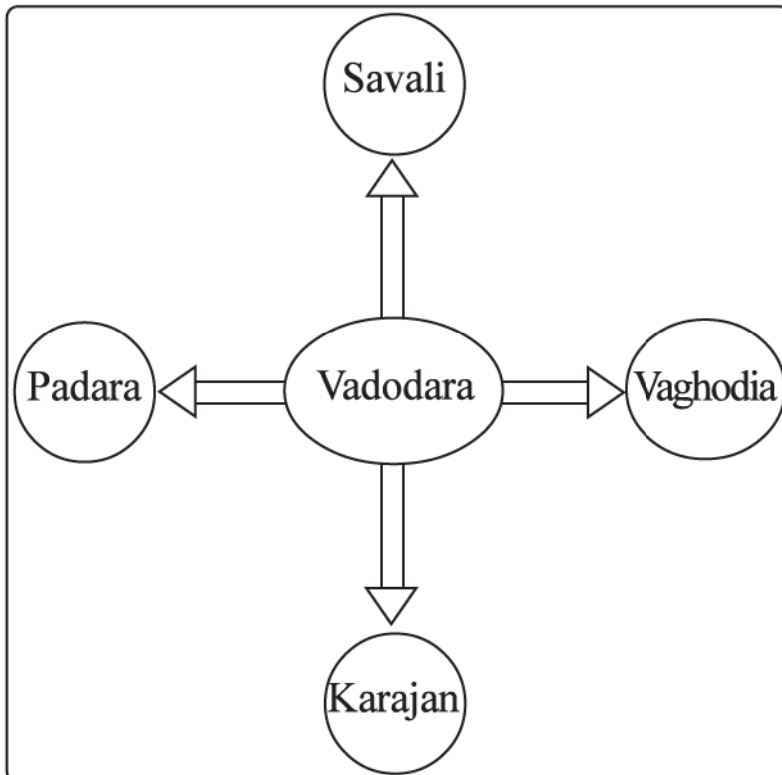
I am living in .

The villages nearby my village are as follows.

Remember and Write :

Write the names of the villages.

We have seen about the villages which are nearby. There are 250 tehsils in Gujarat presently. There are various villages in each tehsils. Group of villages make tehsil. We will prepare detail about our tehsil.



This is detail of Ratan's tehsil.

Here, details of different tehsils of Vadodara are given. Discuss according to this in detail.

Think and Tell :

- Which are the other tehsils here ?
- In which district your tehsil is ?



The name of my village is

My village is in tehsil.

Some other tehsils are also there near my tehsil.

Look and Write :

Write names of near by tehsils.

There are many villages nearby us.

Many villages together make a tehsil.

Group of some tehsils make district. There is some speciality in everyone's village, tehsil and district. We will note down speciality of our tehsil.



Think and Write :

Know the details about your tehsil and write :

Animal			
Vehicle			
Pilgrimage places			
Places for sightseeing			



Think and Tell :

The villages which are nearby our village called our neighbouring villages. The tehsil nearby our tehsil is called neighbour tehsil.

Sometimes nearby village would be also in other tehsil. Know details about nearby villages.



Think and Write :

Name of tehsil	Name of village	Who is living ?	What are they doing ?
Meghraj	Banthivada	elder brother	service

Get information about other tehsil and village like this and pass it on to your friends.

Note

Fun Page-1

