

ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદના પત્ર-ક્રમાંક
જીસીઈઆરટી/સીએનઈ/2019/434, તા.04/01/2019-થી મંજૂર



Environment Looking Around

Standard IV



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 : ₹ 66.00



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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING



Gujarat State Board of School Textbooks
‘Vidyayan’, Sector 10-A, Gandhinagar-382010

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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.IV 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. Makvana (RIE, Bhopal), Dr. Kalpna Maski (RIE, Bhopal), Shree Bhavesh Pandya, Dr. Akhil Thakar, Shree Rinkuben Suthar, Shree Nimesh Bhatt and Shree Namrata Bhatt 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. Bharati (IAS)

Director

Date : 13-12-2019

Executive President
Gandhinagar

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FOREWORD



The National Curriculum Framework (NCF) 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on what steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the Advisory Committee for Textbooks at the primary level, Anita Rampal, *Professor*, CIE, Delhi University, Delhi, Chief Advisor, Savithri Singh, *Principal*, Acharya Narendra Dev College,





University of Delhi, New Delhi, Co-chief Advisor, Farah Farooqi, *Reader*, Jamia Millia Islamia, Delhi, for guiding the work of this committee. Several teachers contributed to the development of this textbook. We are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution.

As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
20 November 2006

Director
National Council of Educational
Research and Training



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 text book. 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 / him in a holistic manner. They do not compartmentalise any topic into ‘science’ and ‘social science’, Hence it was thought essential that we too aim at 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 one’s own choices.

The challenge, when writing at a national-level, was to reflect the multicultural dimensions of diverse classroom situations. It was felt necessary that all children feel important their community, culture and their way of life are all important. 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 area ? How do we address such diverse group ? 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 in her own way.

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 thereby 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 vocalize, 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 sensitizing the child since a child can probably more easily empathise with characters in a story or a narrative. The language in the book is not ‘formal’ but is the ‘commonly spoken’ form.

Active participation of children is very important in achieving 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 classrooms. 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 in-built into the chapters instead of being pushed to the end. The nature of activities in the book are so varied so that the child gets opportunities to explore, observe, draw, categorise, speak, question, write, list etc. Several activities allow her/him to manipulate things with her/his hands so that her/his psychomotor skills are developed. 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 done alone.



Children are encouraged to tap sources other than the textbook and teachers, such as family members, members of the community, newspapers, story books, other reading material etc. This stresses the fact that text books are not only sources of information but also 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.

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 discouraged.



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. The child should be evaluated primarily on the skills she/he has acquired while working in class or outside. Evaluation is a continuous and comprehensive process and child should be evaluated by his/her observation ask questions, drawing, discussion, written in groups etc. In order to follow the continuous and comprehensive








evaluation in teaching – learning, activities and questions have been in-built in the text.

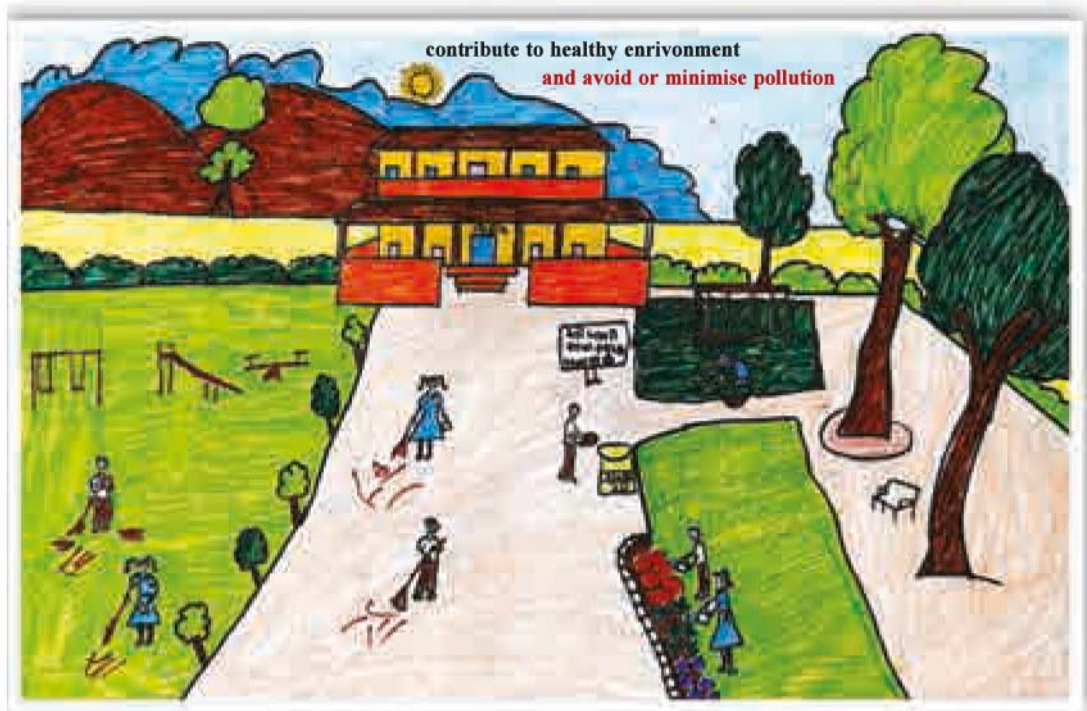
One of the major concerns while developing textual materials was to find suitable ways to sensitise the child to the wide differences that exist within our society in our physical abilities, economic backgrounds, behavioural patterns, etc. things which get reflected in the way and where we live, what kind of school we go to, the way we walk, 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. 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 also at the teachers, 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.

According to NCF-2005 environmental studies has not been included in the syllabus of class-1 and class-2. There too necessary capability / skillfulness, is integrated in the manner of language and mathematically. In this direction NCERT has introduced guideline for teachers, named, “Environmental studies through language and mathematics capability for next class”, in which so many activities are being included which will help you to connect environmental part with linguistics and mathematically in that class.

Symbols / Signs used in the Textbook

		
Discussion	Narrate/Tell	Write
		
Think	Do/Make	Find out
		
Note for Teacher		



Hinal Sanjaybhai Rathod

Standard IV

Nagar Prathmik Misra School No. 12

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Chapter 1

Let's go to School Everyday...



You come to school everyday. All come to school in different way. Some by walk, some come by a rickshaw or on a bicycle or on a scooter. Likewise, all have to come to school in their own ways. But it is not the same at every place. At many places going to school is very challenging.

Let's meet some children and know how they reach to school.



We live in Ahmedabad city. School is very far from home. So we cannot easily go to school. We use autorickshaw to attend the school.

- How do you go to school ?

Cement Bridge

We are living on either side of the river. Bridge is built over the river. We go to school by crossing this bridge. This bridge is made of cement, bricks and iron rods. Bridge has stairs, too.



Is there a bridge near your village or city ? Get more information about the bridge.

- Where is the bridge ? Over the river, over the road, between two mountains or somewhere else ?

- Who uses the bridge ? People, animals or vehicles ?

- What are the materials used to construct the bridge ? Make a list of them.

- Draw a picture of the bridge in your notebook. Do not forget to draw the train, vehicles, animals or people who cross the bridge.
- Imagine what difficulties would be there, if bridge was not there.

Let us find out some other ways by which children go to school.

Bet Dwarka

Some places of Gujarat are surrounded by water. So boats are used. We are living in this kind of area. We use boat to go to school. Bet Dwarka is also the same kind of place.



- Have you ever travelled in a boat ? How was your experience ?

- Can you think of any other way by which we can travel on water ?

Let's go to school everyday...

Camel-Cart



We live in the desert. There is sand all around. Sand gets very hot during the day. We ride in a camel-cart to reach school.

Bullock-Cart

We live in a village. We ride on our bullock cart, going slowly through the green fields to school. If it is too sunny or raining, we use our umbrella.



- Do you have camel-cart or bullock-cart where you live ? Make a drawing of it in your notebook ?



Bicycle ride

Our school is far away. At first, girls here did not go to school. But now all girls easily go to school on the bicycle.



For the teacher : How do animals feel when they are made to pull carts ? Discuss this topic to develop sensitivity towards animals.

- Can you ride on a bicycle ? If yes, who taught you to ride ?

- How many children come on bicycles to your school ? _____

My School - My Van

We are living very far from school. School has arranged a vehicle for us in which we go to school everyday.



- Is your school near your home or far away ? _____
- Does your school provide this kind of facility ? If yes, then in what vehicle do you go to school ?

Let's sing a song.

School Bus, School Bus
Drives Around Town,
Picking up and dropping off
And Bumping up and down !
Turn to the left
Turn to the right
This school bus is out of sight !
Big, loud, and yellow
My bus is really neat !
Hop up and take the front seat !

Let's go to school everyday...

Can you think of a place where none of these vehicles can reach ? Are there such places ?



Children cross the jungle

We live in Gir forests. We have to go through a thick forest to reach school. It is very silent in jungle that we can hear the sound of different birds and animals. We go to school through the jungle everyday.

- Which birds and animals can you recognise by their sounds ?

- What care should you take while passing through jungle ?

Rocky Paths

We live on the mountains. The paths are rocky and uneven. For others the path is difficult but we can easily come up and down. We use this path to go to school.





My name is Nidhi. I study in fourth standard. I cannot do the work easily like other children. My legs are not working by birth. At first, I found difficult to go to school. My mother was lifting me everyday to school. But now I am coming to school on my own. I have been provided with a wheelchair by which I go regularly to school.

- Which kind of difficulties physically disabled people face ?

Disability	Difficulty
Handicapped	
Blind	
Deaf & Dumb	

- Do activity :** ♦ Do blind-fold on the eyes and go to the ground. What do you feel ? Tell.
 - ♦ Know about another activity from your teacher and experience it.

Except Gujarat, other states also have the kind of paths which we do not have here. Let's see, How the students go to school there ?



Ropeway

Have you ever been to Pavagadh or Ambaji ? There is ropeway to reach the Temple from down to up. Ropeway consists of a strong rope of wires and trolley. We sit in the trolley and go up. Get extra information of ropeway from your teacher.

Many states have this kind of way to cross river or valley. School children also use this.

Let's go to school everyday...

Except this in many states because of heavy rain there is lot of water. So to cross it bridge of bamboo is made. At many places wooden plank or bridge made of rope is used.

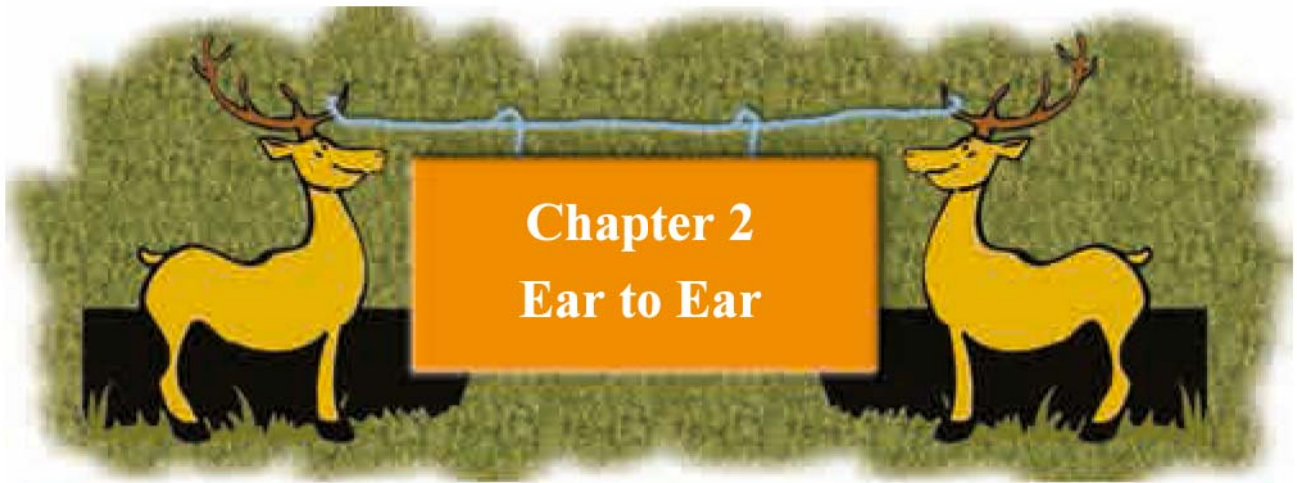
No matter whether there is a dense forest, farms, rivers, mountains or deserts. We will regularly reach school.

- Do you face difficulties on your way to school ?
-

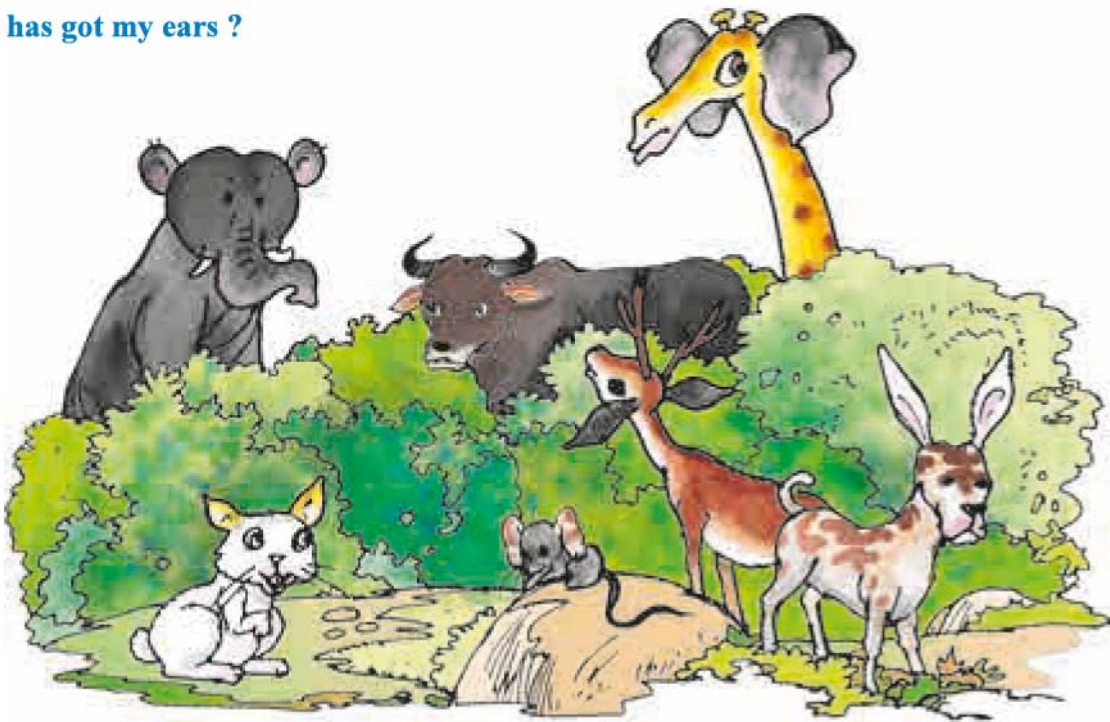
Let's walk in different situations :

Go to a ground or an open space with your friends. Act the way you will walk in these situations.

- The ground is flat, soft and smooth.
- The ground is covered with thorns.
- The ground is rocky and uneven.
- It is a desert and sand is hot.
- Is there a difference in the way you walked each time ? Discuss.
- ◆ In this unit which kind of vehicles and roads children used to go to school ? Write it.



Who has got my ears ?



Are these animals looking funny ? The artist has drawn wrong ears on the head of the animals. Describe where the animal's correct ears are located in the space given below.

Animal	Ear	Animal	Ear
Elephant	Giraffe	Dog	_____
Rabbit	_____	Buffalo	_____
Mouse	_____	Deer	_____
Giraffe	_____		



For the teachers : In textbook the word 'animal' is used for insects, birds, reptiles and mammals.

Ear to ear

- Different animals have different kinds of ears. Among the animals given below, which one has ears that you can see ? In which animals you can not see the ears ? Write in the table given below.

Deer Frog Fish Ant Crow Pig Giraffe Cat

Tiger Sparrow Buffalo Snake Lizard Duck Elephant Monkey

Animals whose ears

we can see

_____	_____
_____	_____
_____	_____
_____	_____

Animals whose ears

we cannot see

_____	_____
_____	_____
_____	_____
_____	_____

Do you think that the animals whose ears we cannot see, really they do not have ears ?

Let us observe this picture.



Name the animals in the picture.

Can you see their ears ?

They all have ears, even though we cannot see them.

- Find out some other animals which have ears that we cannot see, write their names.



Read and Write :

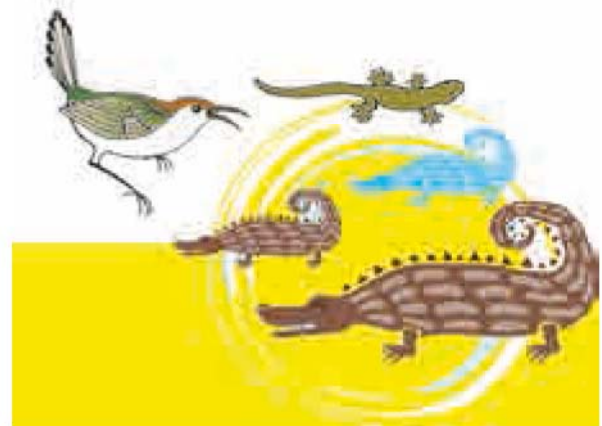
- An animal with ears like fan

- An animal with ears like leaves

- An animal with ears on the top of its head

- An animal with ears on both sides of its head

You know very well that ears help us to hear. In some animals you can see the ears, in some you cannot. We cannot see a bird's ears. Birds have tiny holes on both sides of their head. Generally, the holes are covered with feathers. They help the bird to hear.



If you look carefully, you will see tiny holes on a lizard's head. These are its ears.

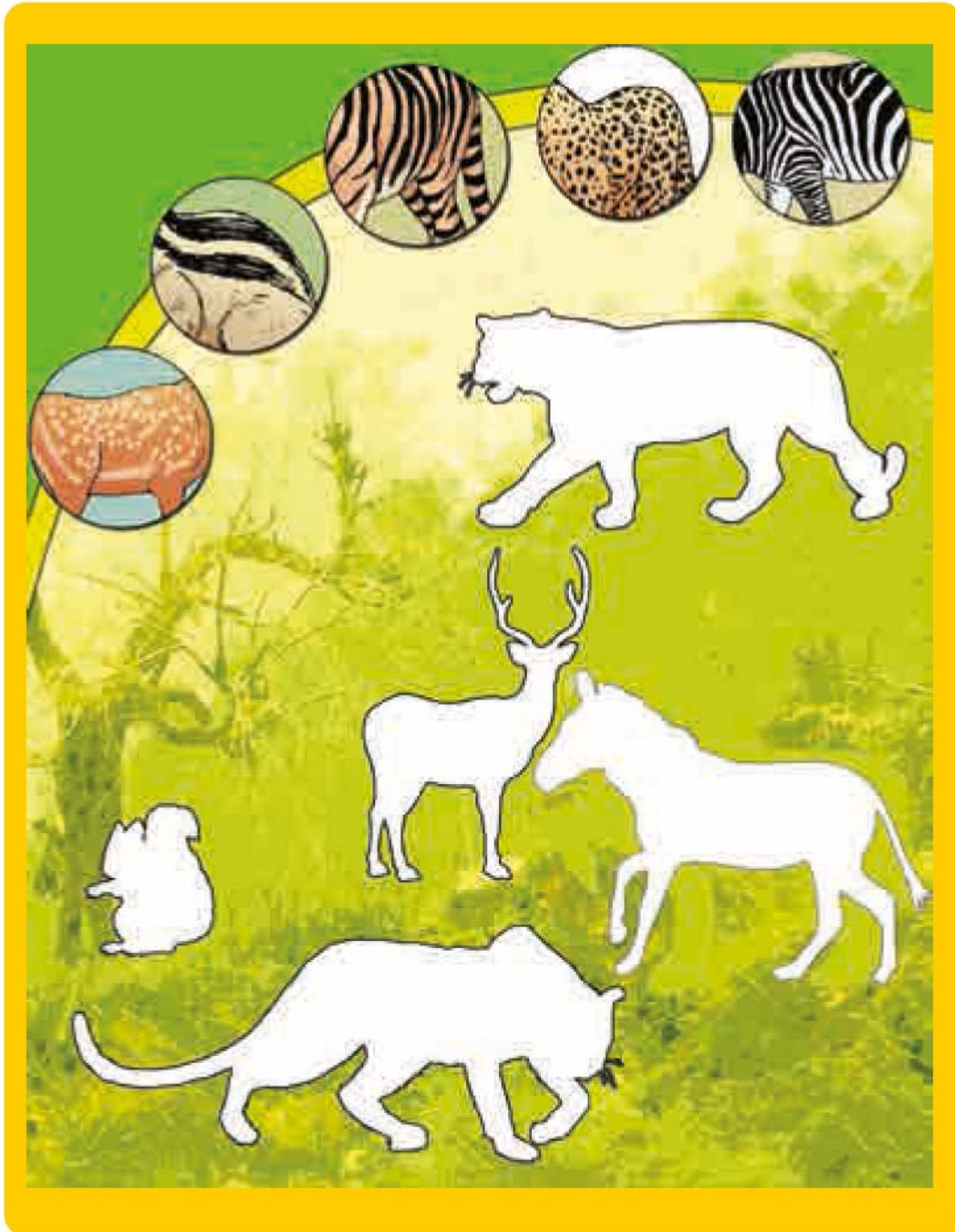
A crocodile also has ears like this but we cannot see them easily.

Whose Skin !

Now you know how to recognise animals by their ears. Let us recognise animals by their skin.

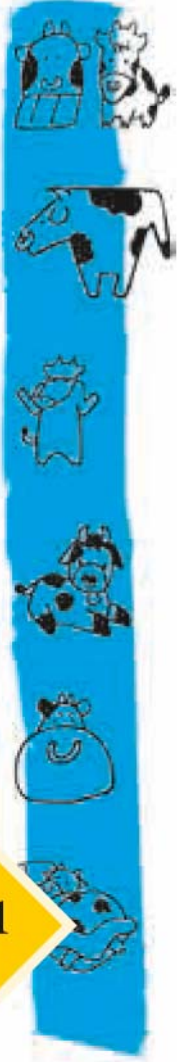
Ear to ear

Match the animals shown here with the pictures of their skin, make the correct pattern of the skin on the pictures of each animals.



The different patterns on the animals are due to the hair on their skin.

Have you ever seen an animal without hair ? Imagine how the animal would look if it does not have any hair on its skin ! There would be no pattern or colour !





Names of animals are given below in the table, put tick mark (✓) in the column according to their look.

Animal	Ears can be seen	Ears cannot be seen	Has Hair on skin	Has Feathers on skin
Goat				
Elephant				
Sparrow				
Pigeon				
Mouse				
Cat				
Buffalo				
Duck				
Frog				
Crow				
Peacock				
Pig				
Hen				
Camel				
Lizard				
Cow				

In which column you put (✓) for cow and buffalo ? From the distance can you see the hair on their skin ? Try to go near one of them. Can you see the hair ?

If you meet an elephant, would you dare to touch it ? Do you know that an elephant also has hair on its skin ?



For the teachers : Discuss more details of the mentioned animals in this chapter such as their food habits, habitats etc. Develop sensitivity towards animals.

Ear to ear



Can you tell which of the animals mentioned in the table lay eggs ? Find out and write the names of these animals in the green box.



Which of the animals in the table give birth to babies ? Write their names in the red box.

_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____

Now, look again at the table on the previous page. Underline the names of animals whose names are in the green box. Put circle around the names of those animals whose names are in the red box.

So, what did you note ? Those animals whose ears you can see have hair on their body. These animals give birth to the young ones. Those animals that do not have ears on the out side do not have hair on their body. These animals lay eggs.



Hole in place of ear, they lay eggs.

- Have you seen animals around your house or school that have small babies ? Write their names.

- Have you ever kept a pet ? Which pets do you know about ?



Find out more about the pet you have or you know.

- Which animal is it ?

- Does it have a name ? Is it an animal or a bird ?

- Who gave it this name ?

- What does it like to eat ?

- How many times a day is it given food ?

- When does it sleep ? For how long does it sleep ?

- Is there any special way to look after this animal ? How ?

- Does it get angry ? When ? How do you know it is angry ?

- Does it have hair or feathers on its skin ?



Ear to ear

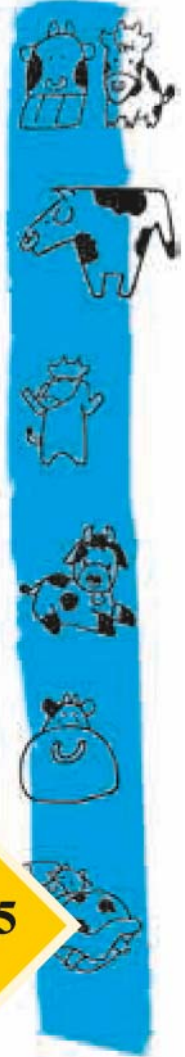
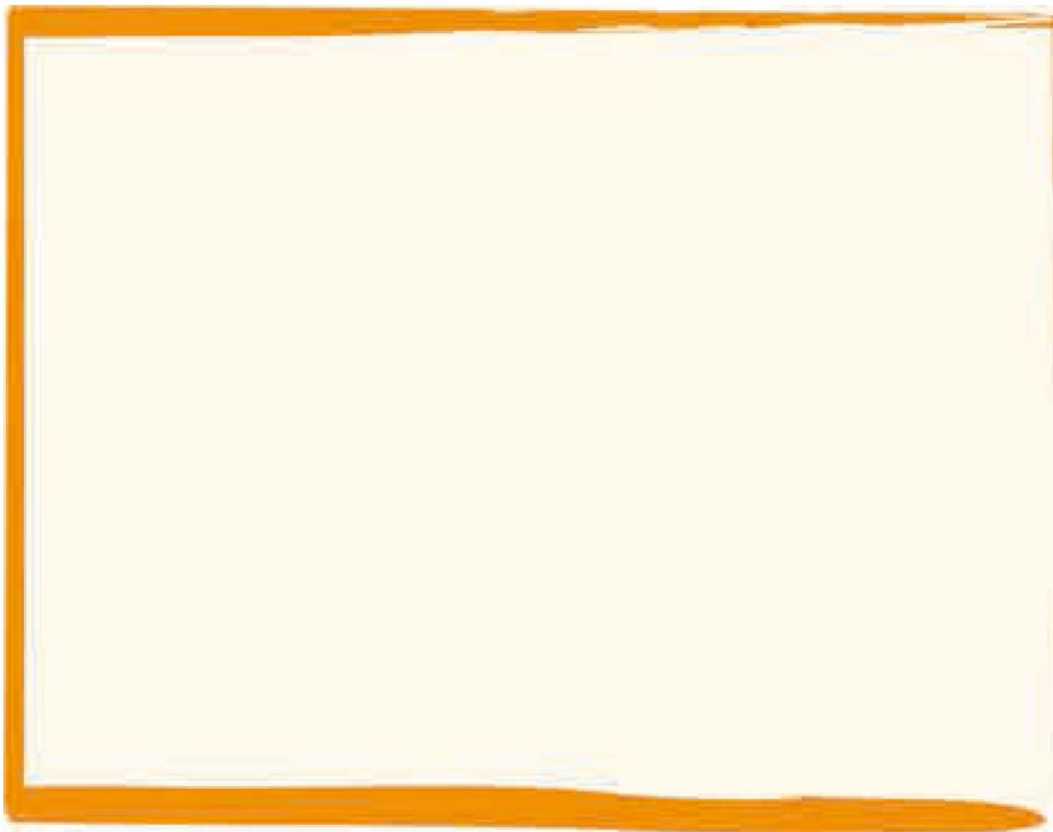
- Can you see its ears ?

- Is it a baby or a young animal or a full grown animal ?

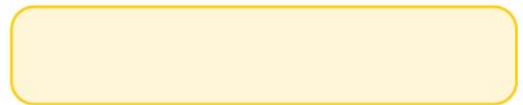
- Will this pet animal lay eggs or give birth to babies ?

- Does it have young ones ? How many ?

- Draw a picture of that animal and colour it. Give it a name of your own choice.



- Look at this bird and write its name. Do you know that this is our National Bird ?
 - Where does it live ?
- Now this bird is not seen easily at many areas. Discuss why does it happen ?



Make your own bird :



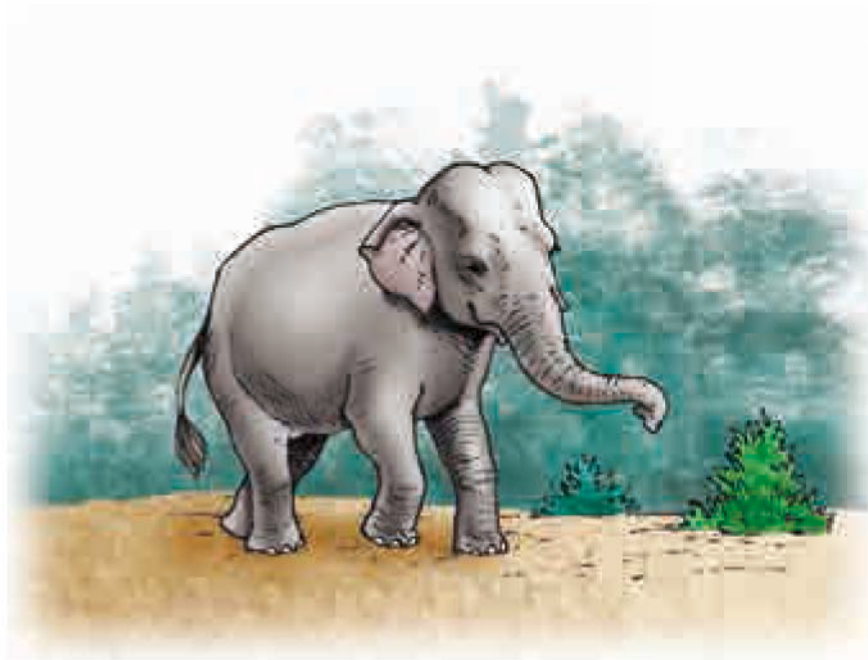
For the teacher : Discuss about our National Animal 'Tiger' in the class. Every animal needs food, water and shelter. It is continuously trying for that. What could we do for their protection ? Discuss about it. Make bird from paper. Use both sided coloured paper for it.

Chapter 3

A Day with *Nandu*



Nandu is a baby elephant. He was sleeping. He woke up suddenly. Where was he ? He was not sure. It seemed to him that he was surrounded by a forest of big grey tree trunks. He was nervous. Oh ! Mother was there only. The grey forest that he had imagined he was in, was actually the legs and trunks of his family members.



Nandu's Nani is the oldest in this herd of elephants. At noon, She trumpeted a loud sound and started moving towards the jungle. The other female elephants started to follow her. *Nandu* also went with them.



For the teacher : Mother's mother is called *Nani*. Ask children what they call their mother's mother.



Looking Around

The herd reached the jungle. All female elephants went to different places and started eating twigs and leaves of different trees. After eating they moved towards the river. The baby elephant enjoyed playing in water. *Nandu's* mother lay down in the water and mud.



Do you know that an adult elephant can eat more than 100 kilograms of leaves and twigs in one day ? Elephants do not rest very much. They sleep only two to four hours in a day. Elephants love to play with mud and water. The mud keeps their skin cool. Their big ears also work like fans. The elephants flap these to keep themselves cool.



Find out :

- *Nandu* is only three months old, but he weighs 200 kilograms. What is your weight ?

- How many children like you will add up to find out *Nandu's* weight ?



Fun and Games

Nandu saw his brothers and sisters pulling one another's tails. He thought, 'I better not go near them. What if they fall on me ? I am still small.' He quietly went and stood near his mother.

Mother gently pushed *Nandu* towards the water, as if she was telling him to go and play. *Nandu* loved to play in water. His cousins were already there. Just as he reached near, a strong fountain of water fell on his head. He got wet. Oh ! this was the work of his naughty cousins. *Nandu* joined them in the game.





Looking Around

Before sunset, the herd started back towards the jungle. By then, *Nandu* was very tired. He settled himself between his mother's front legs and fell asleep as he drank her milk.

You have read about *Nandu* and the elephant herd. A herd may have 10 to 12 female elephants and young ones. The oldest female is the leader of the herd. Male elephants live in the herd till they are 14-15 years old. Then they leave their herd and move around alone. *Nandu* will also leave his herd when he is that much old.

Like elephants some other animals also live together in groups. These groups of animals are called herds. Animals in herds usually move around together, searching for food.

- If you were *Nandu*, and you lived in a herd, what will you do ?

- In the elephant herd, the oldest female elephant decides everything. Who takes decisions in your family ?

A Day with *Nandu*

- *Nandu* did things that he liked to do. If you could spend a whole day with your friends, what all things would you do ?

- Find out and write, which other animals live in herds ?

- Do you also live in a group ? Do you like to live together like that ? Why would you like or not like to live in a group ?

Why I would like

Why I would not like





- Which animals did you ride on ? Write their names.

- If you are made to ride on the elephant, how would you feel ?

- You must have seen many animals around you - in books, in movies. Some may be alone, some in groups. Find out more about any one of these animals and write about it.





Think and Write :

Why does the egret sit on a buffalo ?



● Have you seen any animal riding on another animal ? Write its name.

● The animal which is riding.

● The animal which gives the ride.

● Which animals do we use for riding ?

● Which animals do we use for carrying loads and lifting weights ?



Make Your Own Elephant :

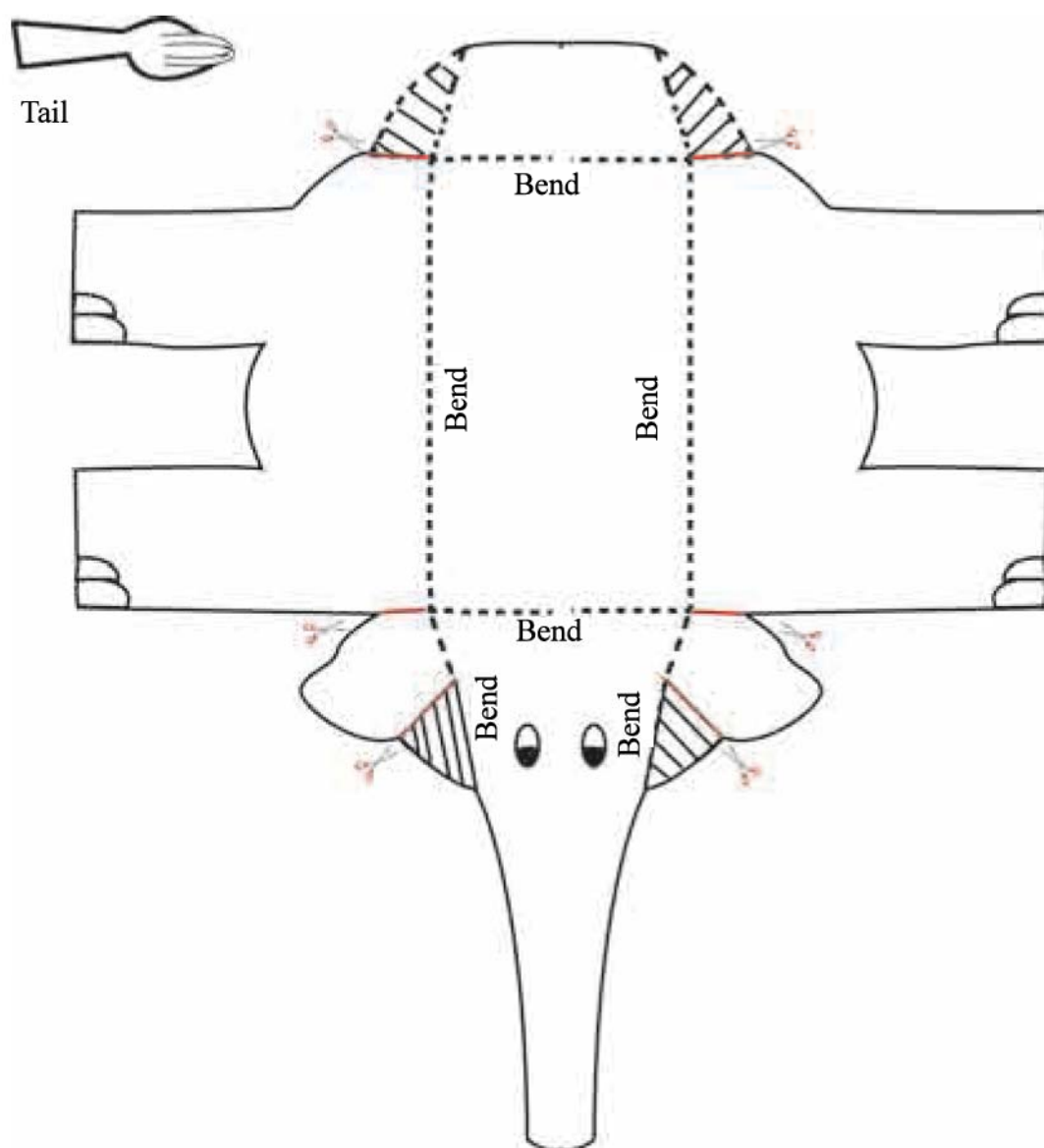
● Copy the drawing of the elephant given on the next page in a bigger size on a thick sheet of paper.

- Make a small cut where it says 'cut' (✂) in the picture. Be careful not to cut off the whole part.
- Fold along the dotted lines.
- Fold the part with [/////] pattern and push them underneath.
- Cut out the tail and stick it on.



Your elephant is ready.

- Colour and decorate it.
- Put up an exhibition in class of all the paper-elephants that you all have made.





Chapter 4

The Story of Amrita

This is a story from long long ago. Jodhpur is located in Rajasthan. Near it lies a village called Khejadi. Why is the village named *Khejadi* ? The village got its name because many *Khejadi* trees grew there. The people of the village took great care of the plants, trees and animals. They used to say. “If trees are there, then only we can survive.”

Amrita's Friends

Amrita would get up early every morning and greet her friends, the trees. She would choose a special tree for the day and put her arms around the tree trunk and whisper, “Friend, you are strong and beautiful. You care for us, I love you very much. Make me also like you.”



For the teacher : Encourage children to locate Rajasthan on the map of India.



Like Amrita, other children also had their special trees. They would play for hours in the shade of the trees.

- Is there a place near your house, school or along the road side, where trees have been planted ?
- Why do we plant trees ?

- Have you seen anyone watering plants ? Who does this ?

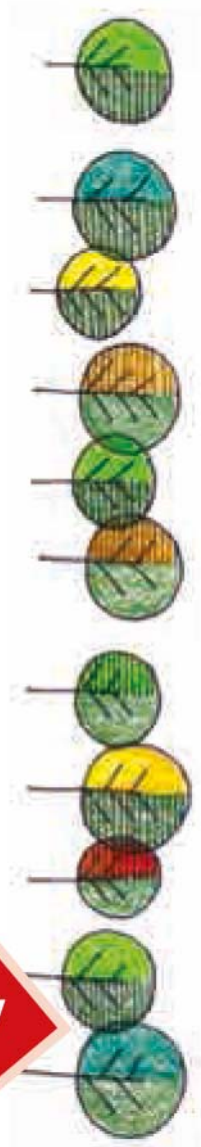
The Story of Amrita

- Have you seen fruits on any of the tree ? Who eats these fruits ?

- Lalita feels that grass and small plants growing near her school wall have not been planted by anyone. Do you know of any place where grass, small plants or trees are growing on their own without being planted by anyone ?
- Why do these trees grow here ? What do you feel ?

Trees in Danger :

Time went by.
Amrita was now grown up.
One day she went to greet
her trees. She saw some
strangers there. They had
axes with them. They said
that the King had sent them
to cut the trees for wood.
The wood was needed for
building the king's palace.





Amrita was shocked. She went to the tree that the men were about to cut. She put her arms around the tree and hugged it tightly. The men shouted and threatened her, but Amrita did not let go the tree. The King's men had to follow his order. They had to cut the tree. One seeing this, Amrita's daughters and hundered of villagers, old and young hugged the trees to protect them. Many people including Amrita and her daughters died to save the trees.

When the king heard of this, he could not believe that people gave up

their life for the trees. He visited the village himself. There he saw the deep feeling of the villagers towards trees and animals.



- Do you remember what the elders of this village used to say ?
- Do you think we could survive if there were no trees and no animals ? Discuss this in your class.

The Village is protected

The villagers' strong feelings for trees affected the king greatly. He ordered that from then on, no tree would be cut and no animal would be harmed in that area. Even today, almost three hundred years passed, the people of this area, called Bishnois, continue to protect plants and animals. Even though in the



middle of the desert, the area is green and animals roam about freely and without any fear.



Write about any one tree :

- Name of the tree.

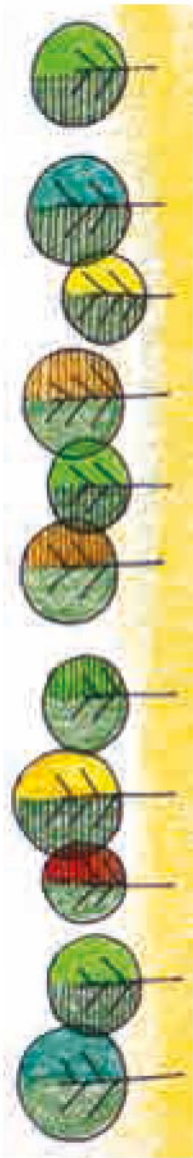
- Does the tree have flowers ? Which colour ?

- Do the flowers remain on the tree through out the year ?

- In which month do their leaves fall ?

- Do fruits grow on the tree ? Write their names.





- In which month do the trees have fruits ?

- Have you eaten these fruits ? How do they taste ?



Discuss :

- Why do people hunt ?
- There are rules against hunting of some animals. People can be punished for hunting. Why are such punishments imposed ?

Talk to your grandparents and find out :

- Which birds did they see around them when they were of your age ?

- Has the number of some of these birds become less ?

- Are there some birds or animals which they cannot see any more now ?

The Story of Amrita

- Shanti's grandfather told her that when he was a small child he saw more birds like sparrows and *mynah* then he sees today. Can you tell the reason why their numbers have become less ?

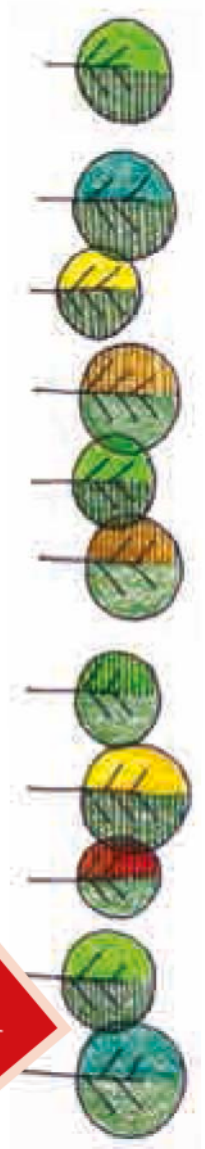
The *Khejadi* tree was the most common tree that grew in Amrita's village. Which kind of trees can you see the most in your area ? Name two such trees.

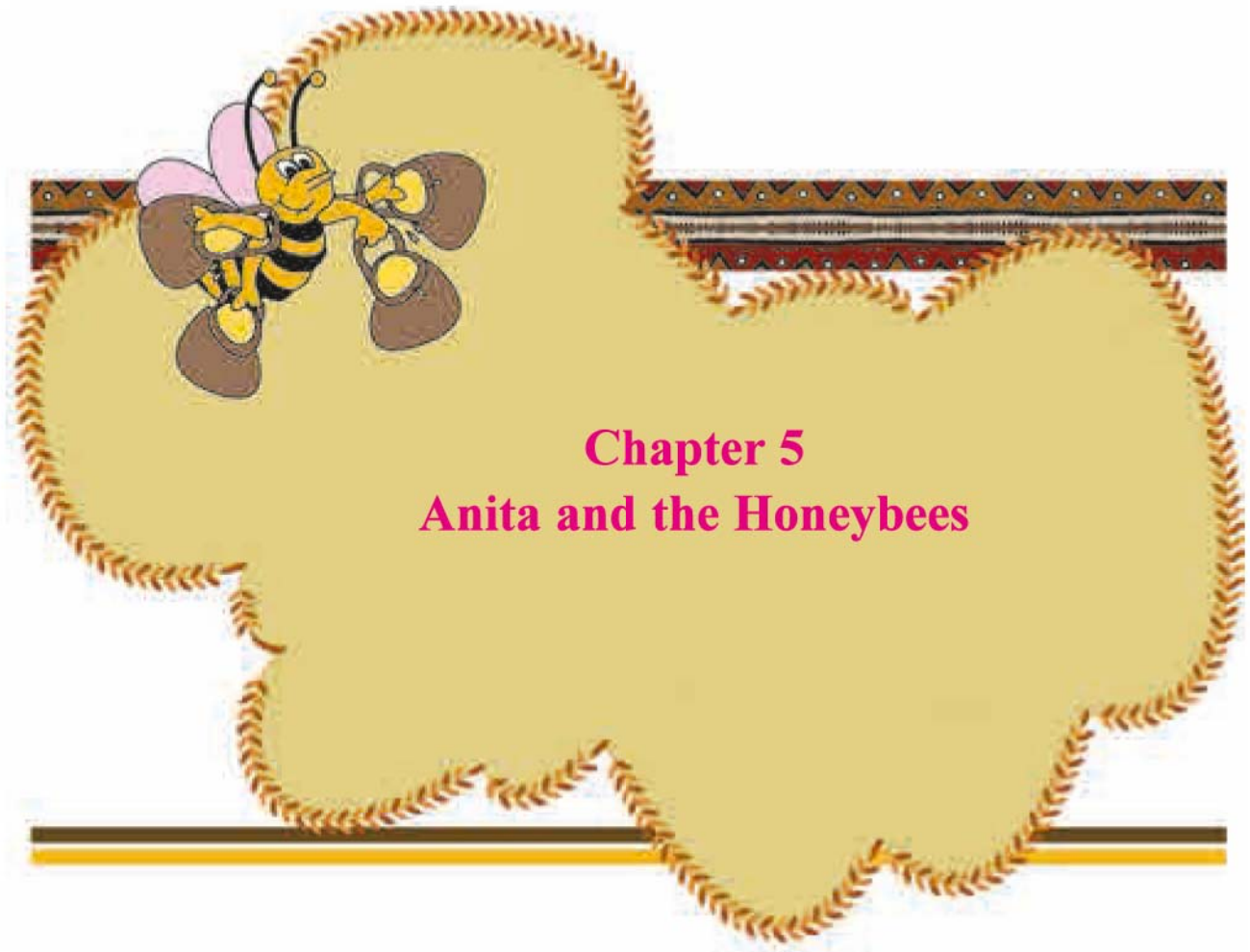
- Find out more about these trees from your elders.

The *Khejadi* tree is found mainly in desert areas. It can grow without much water. Its bark is used for making medicine. People cook and eat its fruits (beans). Its wood is such that it will not be affected by insects. Animals in this area eat the leaves of the *Khejadi* and children like you, play in its shade.



For the teacher : Encourage children to ask their elders about animals and insects. Discuss with the children about the reducing number of birds due to environmental changes.





My name is Anita Khushwaha. I live in Bochaha village. This village is at Muzzafarpur district in Bihar. I stay with my parents and two younger brothers. I study in college. Besides studying, I teach young children. I also keep honeybees.

All these have not been easy for me. When I was young, I used to spend all my time with my goats as they grazed for food. I always wanted to go to school but my parents did not like the idea of girls going to school.

-
- This is a true story. Anita Khushwaha is an ideal for the girls who have changed their life by going to school.
 - Encourage children to find Bihar in the map of India.

A Dream of School :

One day I reached the school and silently sat down behind the children. I felt so happy. When I came back home and collected courage to talk to my parents about school. But they clearly told me not to go to school. I cried a lot.



One of the teachers in my village came to know about this and he explained to my parents about education. The teacher also told them that they would not have to pay anything for my education upto class VIII. The teacher said that it is the basic right of every child to go to school. My parents agreed and I started going to school. I was not so intelligent, but I always asked questions !

List out how much money you spend in one year for various school related things.

Things	Money Spent
1. Travel to school and back	
2. Notebooks	
3. Pen-Pencil	
4. Uniform	
5. School bag	
6. Lunch box	
7. Shoes / Footwear	
8. Other Things (i)	
(ii)	
Total	



- How much money did you spend on your books this year ?

- Draw a picture of school uniform of your choice in your notebook and colour it.

Study is continued :

I passed class V. I knew that the cost of my study would increase now. My parents were not ready for my education but I wanted to study. I started to teach younger children. From that money I continued my study.



Let us Talk :

- Every child has right to study. Education upto class VIII is free. What do you know about this ? Discuss.



Slowly I started talking to other parents in the village about sending their daughters to school. My parents also started helping me in my work. My mother used to do all the house hold works so that I could get more time to study.

Bee-Keeper :

There are many Litchi trees in our area. Honeybees are attracted to the Litchi flowers. So, Many people do the work of bee-keeping. Government also provides training for that. I joined this training. I was the only girl in this. Honeybees lay their eggs from October to December. This was the best time to start bee-keeping.

- Have you seen any insects near flowers ? Find out their names and write.

- Why do they come near to the flowers ? Find out.

- Draw and colour their pictures in the notebook.
- When honeybees fly, there is a kind of sound. Can you try to copy this sound ?



Becoming a Bee-keeper :

I completed my bee-keeping course, but I need more money to start work. I continued to teach and collected ₹ 5000. With this money, I bought two boxes for keeping bees. Each box costs ₹ 2000. With the remaining money, I bought sugar to make the syrup for honeybees and medicine to clean the beehives.



Anita and the Honeybees

That was in September. By December, I had so many bees, still I had to buy two more boxes. I was still learning about bee-keeping. Many times, the bees would sting me and my hands and face would get swollen. It would pain a lot. I cannot complain to anybody because I myself had decided to do this work.



Find out :

- What do people do when the bee has stung ?
- Draw a picture of honeybee in your notebook. Colour it and give it a name.

On the Litchi trees flowers have bloomed in February. I put all my boxes near the litchi orchards. I collected 12 kg of honey from each box. I sold this honey in the market. This was my first earning from bees. Now I have twenty boxes.

- What will be the total cost of Anita's 20 boxes ?

Everyday I go to college on cycle. My college is five kilometres away in the town.

Now you also know a lot about Anita.



Looking Around



Anita is known by everyone in all the villages nearby. She goes to all the village meetings and talks about how important it is for everyone to study. Sometimes people make fun of her, but Anita knows what she has to do.

Anita wants to become a wholesaler so that she can help the villagers to get the right price for their honey.



Find out :

- Anita and other people of the village get ₹ 35 for one kilogram of honey. How much does one kilogram of honey cost in your city ?

- Is honey used in your house ? What is it used for ?

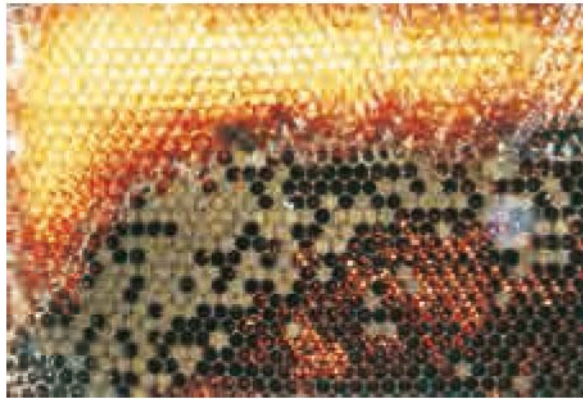
Every beehive has one Queen Bee that lays eggs. Most of the bees in hive are worker-bees. These bees work whole day.



For the teacher : What do the wholesalers do ? What is the need of them in the society ? Discuss it.

Anita and the Honeybees

They fly around flowers. They collect nectar from flowers to make honey. When any bee finds flowers with nectar, it does a special kind of dance by which other bees can know where the nectar is. The worker-bees are very important for the hive. Without them there would be neither hive nor any nectar collection. All the bees in the hive would go hungry.



- Which are other insects that live together in a group, like honeybees ?

Ants live and work together like honeybees. The Queen Ant lays the eggs, the soldier Ants look after and guard the ant hill. Worker Ants are always busy looking for food and bringing it to the ant hill. Termites and wasps also live like this.

- Have you seen where ants live ?

- By which food items ants are attracted ?

- Look at a line of ants. What is its colour ?



- Have you been bitten by an ant ? What was the ant like-black or red, big or small ?
-

- While eating peanuts you probably throw away the shells. Why don't you try to make some insects by using the shells. Do not forget to colour them.



Chapter 6

Riya's Journey



Riya and her friend Jiya were very excited. They were going for a trip on a train to Vapi. Riya was going to her uncle's house and Jiya was going to Daman with her family for a holiday.

As both the families decided to go together, Riya's father had-booked train tickets for both the families before 15 days.

Just two days before their journey, Jiya fell ill. Doctor told her to take rest. Jiya's family had to cancel their tickets. Both friends were very sad, as they had made many plans for the trip. Due to Jiya's cancellation Riya felt very sad.

Jiya said "I had an idea." She told Riya. "Don't be upset. You write everything about your trip in a diary and take photos and videos in your mobile. When you will come back I will read your diary and will see photos and videos too."

Riya went to her home. She found one notebook and a pen and put in her bag.



Think and Write :

- In which vehicle have you travelled ?

- What would happen, if Jiya had travelled despite her illness ?



● Riya's Diary

28 May



20:55



Today is a full moon day. After taking our dinner, we took an auto to reach Gandhidham railway station. After sometime the train arrived at the station. We saw some passengers were sitting in the train. Train had departed at 7:50 pm from Bhuj, main station of Kutch. The name of our train was "The Kutch Express."

When we went near the coach, there was so much commotion from a single door. People were getting off and others were pushing and trying to put their luggage inside. Father felt some one pushing. So he said, "Train will stop here for 15-20 minutes, so don't be in a hurry."

We somehow managed to get in, found our seats and kept our luggage at a proper place. By the time the train started. Most people had found their seats. Mother and I got window seats. Father and Himaksh got the middle seats. There was another family with us. They seem to board the train from the previous station. They had two children of our age with them. They got two upper seats and two lower seats.



Riya's Journey

After some time the ticket collector came and checked our tickets to see if we were in our proper seats.



- Why did Riya's father has said to get in the train quietly ?

- How will you recognise the ticket-checker at the time of journey ?

- Which details ticket-checker checked in the ticket. Ask your teacher.

22:15



After one hour the train stopped at one station. I saw it from the window. Samkhiyadi Junction was written on the station. I asked my father

Why is the 'Junction' was written after the station's name ? Father explained to me that, "The station at which two or more railway tracks are separating is called "Junction". From this station two railway tracks are separating. On the track on which our train is running is the way to Ahmedabad and the other goes to Palanpur.

Train departed after two-three minutes. The two tracks separated from one another. Father showed it to me from the window.

Our train left that station. I was observing the view outside the window. It was looking like white bedsheet spread across an open plain upto far away in a full moon light. Father said that, "It is a small desert of Kutchh and it is looking like white bedsheet because of white



layer of salt on it. In this area Agariyas are harvesting salt by making saltern. There, we can also see very big heaps of salt.



The train was moving fast. Something like a bridge was seen in a faint light of moon. There was light of vehicles seen on it. While we were crossing the bridge, I asked my father, "which is this bridge ?" This is 'Surajbari bridge.' he replied. It is known as the entrance of Kutchh.



Riya's Journey

He said that when this bridge was not there all the trains of Ahmedabad used to go via Palanpur, that used to take much time.

Immediately I asked my father, "We had seen two separate railway tracks. Before that was the way to Palanpur right !" Father said, "Yes, from that route only train was going."

It was eleven at night, so father told us to sleep. Mother spread out bedsheet on our seat. All passengers were also going to sleep. There was toilet facility in the train. I went to toilet with my mother and then slept.

- Have you ever travelled by train ? If yes, then from where and up to which place ?

- Which facilities are provided in a train ? Write in detail.



I tried to sleep but I was not able to sleep due to train's noise. There was another family near our seat. The girl in the family seems to be of my age. She was also not feeling sleepy. We both talked. Her name was Fiyona. She had some story books. I also took one book from her



For the teacher : Give information about the use of the facilities given in the train.

Looking Around

and started reading it. while reading the book, I slept.



Suddenly I woke up. I saw that light was coming from the window. I sat and peeped out of the window, it seems a big city had came. The train was passing. The city was looking very

beautiful all around because of lighting. I have never seen such kind of beautiful scene in Gandhidham. The train was passing under the birdge or somewhere from railway crossing where all around tall building and the atmosphere was quiet. I took my mother's mobile to take photos and videos of those beautiful scene which we will enjoy watching later.



02:30

Our train reached at one big station. Father also woke up. He told that Ahmedabad came. The atmosphere filled up by the noise of different hawkers. Some of the words were,

'Chai Garam Chai', 'Garama Garam Bhajiya', 'Puri-shak', 'Cold water bottle', 'bananas', 'Vadapav... Vadapav', chickoo, apple. Father said, 'the train will be at the station for 20-25 minutes. Father got down from the train to fill water bottle. I also went with him.



Riya's Journey



The platform was crowded. Passengers were buying from the hawkers. There were many other trains at the platform. There were people with red uniform carrying load and running around. There was an important announcement on the mike. Some passengers were waiting for

their train. I was enjoying the scene. We took bananas and chikoo from hawkers and got in to the train.



03:45

By the time, the train started, we ate bananas and chikoo and I went to the toilet. Now I was not feeling sleepy. I was having board of snakes and ladders game. Himaksh, Fiyona and I played snakes and ladders. In the meantime the train arrived at Nadiad where Fiyona had to get down. Fiyona said bye to us then I and Himaksh went to sleep.

- Have you ever travelled by roadway or railway at night ? What did you see on the way ? Write in detail.

- What did Riya see in Ahmedabad from the train ? Write.



For the teacher : Give special information about the facilities provided at the railway station, facilities to go from one platform to another and necessary care and announcement on mike.

Looking Around

Did you buy anything from the hawkers at the railway station during your travel ? If, yes then make a list of it.

- What did Riya see at Ahmedabad railway station ?

- Which type of voices Riya heard at Ahmedabad railway station ?

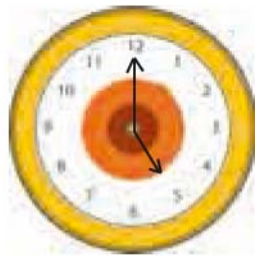


Chapter 7

Riya's Train Got Late

29 May

05:00



I woke up. Our train halted at some platform. I sat and looked outside from the window. There was a clock hanging on the wall. It was 5 o'clock in the morning. Besides it, on the pillar Vadodara junction was written in the circled board. My brother was still sleeping.

There was an instruction on mike that the trains running between Vadodara, Surat, Valsad, Vapi,



Mumbai will be two hours late. Father said “Brush your teeth, meanwhile I am getting tea for you.” We completed all morning activities. At that time father came with tea and mother took out *Thepla*, *Khakhara* and biscuits for breakfast. When we completed our breakfast it was day time.

Still there was time for the train to start. Father said, “Come I will show you the facilities of the railway station.” My brother and I got off from the train.

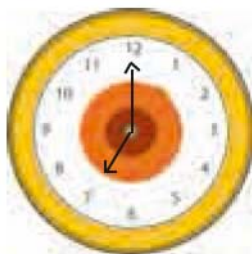


Father showed us the facilities like, ticket window, ticket checker's room, waiting room, parcel room, toilet - bathroom, facility of drinking water, canteen etc on the platform.

We saw many trains at the station from the bridge which was used for crossing one platform to another. We saw the railway staff pouring water from carriages and cleaning the train. Some sweepers were cleaning the railway tracks. We had no idea how time flew during our visit to the station. I came to know more about railway facilities. Indeed it was enjoyable. I took photographs and videos of some facilities from my father's mobile.

- Think, why would Riya's train be two hours late from Vadodara ?

- Which places did Riya visit at the station ?



29 May

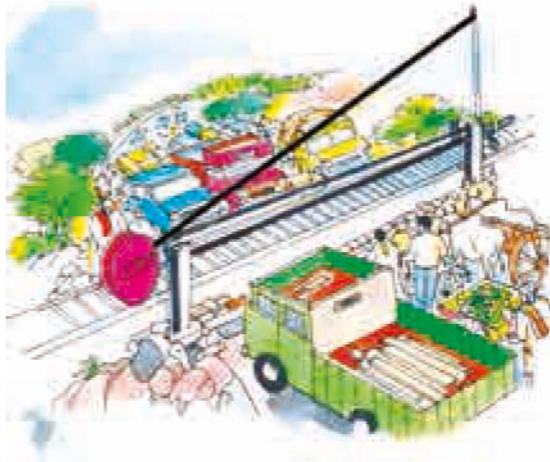
07:00

Now, there was an instruction on mike that our train would leave Vadodara within two minutes. We got in to our carriage. Train started...

It was morning. Atmosphere was very beautiful outside.

Riya's Train Got Late

Our train was passing “level crossing” where people were waiting on both the sides of crossing for the train to pass. There buses, cars, autorickshaws, cycle, scooter and goods-trucks etc vehicles were waiting. Some people did not switch off the engine of their vehicle. Due to this there was a lot of smoke and noise in the atmosphere. Some people were crossing below the bars of the level crossing and stood near it. How dangerous it is !



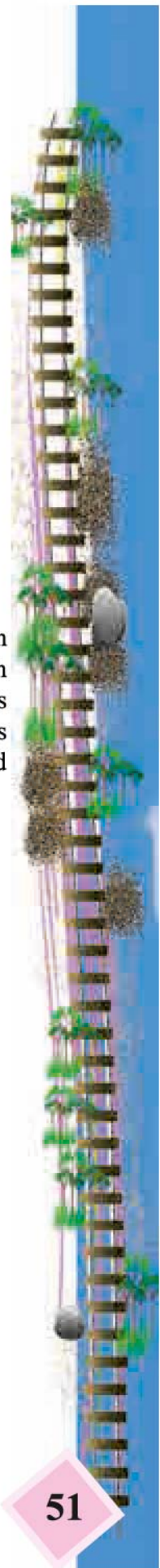
At the same time our train crossed another train. Himaksh and I tried to count the carriages of one such train but both trains were going very fast. So we could not count the carriages.

- Did you ever pass from the railway crossing ? If yes, think and write the situation you faced when the railway crossing was closed and when it opened ?

- What did Riya see at the crossing ?



For the teacher : Give special instruction to students about rules of railway crossing, moreover what care should be taken at railway crossing, traffic safety and duties.





Later, I was sitting near the window with my eyes closed. Suddenly the sound of the moving train changed. Khud, Khud, Khud... I opened my eyes. Guess what I saw ? My train was crossing over a big river, on a very long bridge. Mother said, 'It is a bridge of Narmada river. This is the biggest river of Gujarat. Its water is given to far away areas through canal.'

After a while, another two bridges were seen. Small vehicles were passing through it. Father said, "The first bridge is called 'Golden Bridge.' It is a very old and strong bridge. The another bridge beside it, is built over river Narmada. It is known as the biggest 'Cable Bridge' of India.

Though it is summer, the river was full of water. Some fishermen were seen, spreading net sailing in their boat. The bridge was long, so we enjoyed watching surroundings.



Father said, "Our train passed through the bridges of Sabarmati, Vatrak, Mahisagar and Vishwamitri while you both were sleeping. Now bridge of Tapi river near Surat will come. Don't miss to see it.



For the teacher : With the help of map give instruction of different rivers of Gujarat as well as give importance of bridges on road ways and railways and also give information about dam to collect river water.

Riya's Train Got Late

It was delightful to see the scene outside the windows. Fields full of green crops were visible near riverbank area. In some field there was farming of bananas. Green trees are seen all around. The breeze was very cool.



I had never experienced this type of cool breeze in Gandhidham. We were busy in observing the scenes when *Mama's* called on my mother's mobile. He was coming to the railway station to pick us up, so my mother told that our train was two hours late and we will reach at 10:25 instead of 8:25.

- Have you seen any bridge ? Which ?

- Which rivers are there in your area ? Think and write, over that river at which places the bridge has been built.

- Think and write, why should a bridge be built over river ?



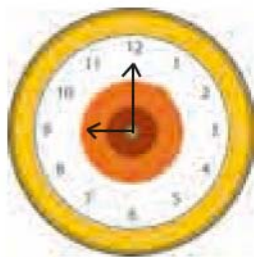
For the teacher : With the help of pictures, give more information to students about railway tracks passing through tunnels in mountainous regions, as well as across river, lake, pond, valley.



- Have you ever crossed a bridge ? Where ?

- What did you see around the bridge ?

- From which river's bridge did Riya's train pass ?



09:00



Our train was passing through one big city. On the way there were many bridges of roadways On both sides of railway tracks big buildings and markets were seen. Father said that it is Surat city. This city is famous for its diamond business and textile business in the whole world. This is the second big city of Gujarat after Ahmedabad. Train stopped when station came.



For the teacher : Get information to the students about dressing, lifestyle, language and food of different states and regions of India with their pictures or charts.

Riya's Train Got Late

Many passengers were moving on the platform. Here, somewhere people wearing different dresses were seen. Some women had worn saree like dhoti. While some men had wrapped white dhoti like lungi. Some people's language was also different.

Father said; "People of different states have settled here for business.

So, here people wearing different dresses have been seen."

Father bought *Sutarfeni* and *Ghari*, which are famous sweets of Surat. The train halted for five minutes and then moved.

Father said, "Vapi would come soon after Navasari and Valsad. We would reach Vapi within an hour."



Mother informed *Mama* by phone that our train would reach Vapi within an hour.



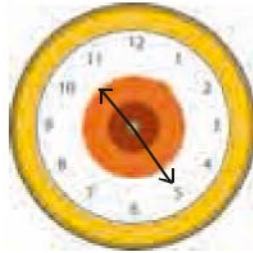
Himaksh and I were happy to reach at *Mama's* home. Our train was going to reach Vapi. Where we have to get down.

Mama called that they had reached the station to pick us up. Our journey was long, but Himaksh and I enjoyed a lot.

Now, I penning off my diary. I shall write rest of the diary after reaching at *Mama's* home.



29 May



10:25

- Which cities have you seen ? What do you see there ? Think and write.

- Which kinds of dresses wearing people you seen ? Think and write.

- Which different language speaking people have you heard except Gujarati?

- From which stations did Riya's train pass ?

- Riya's train passes through which stations and it has not been mentioned here, give the names of those station from the time-table which is given on page-62.

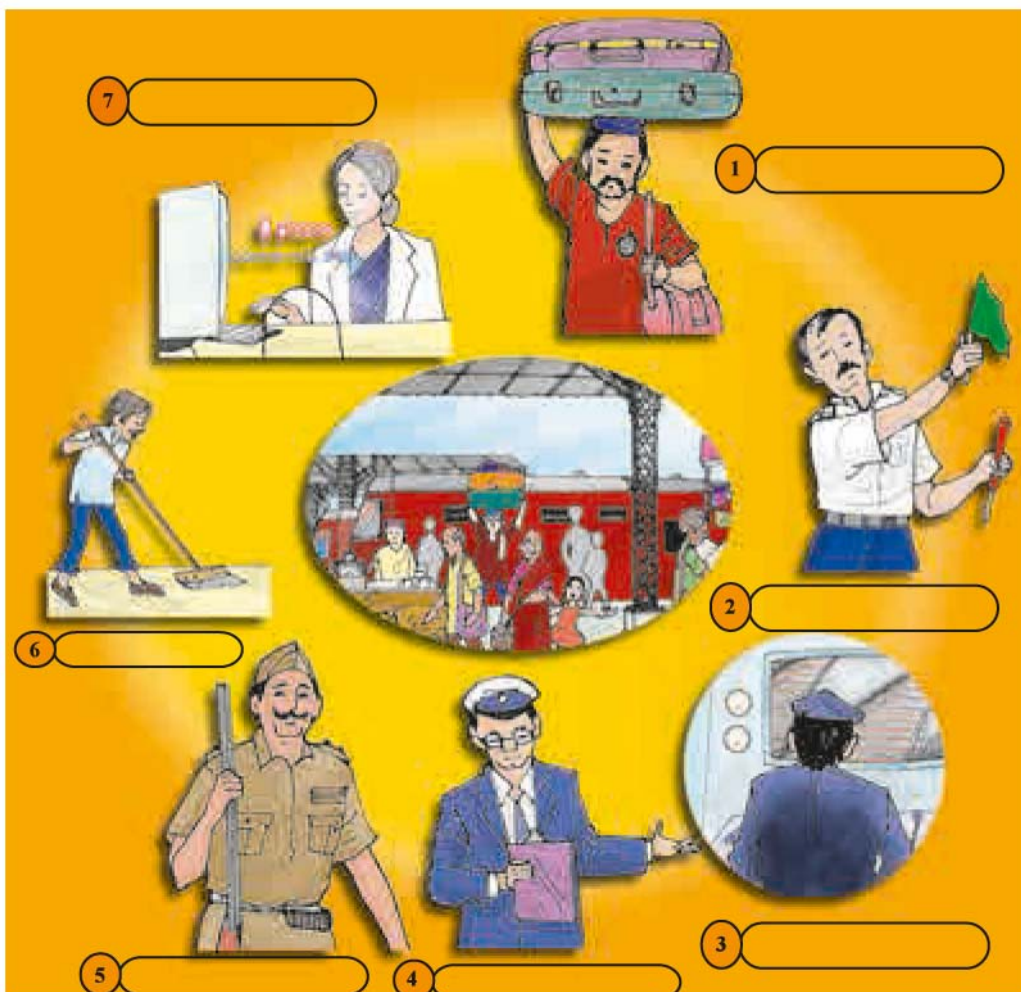
Riya's Train Got Late

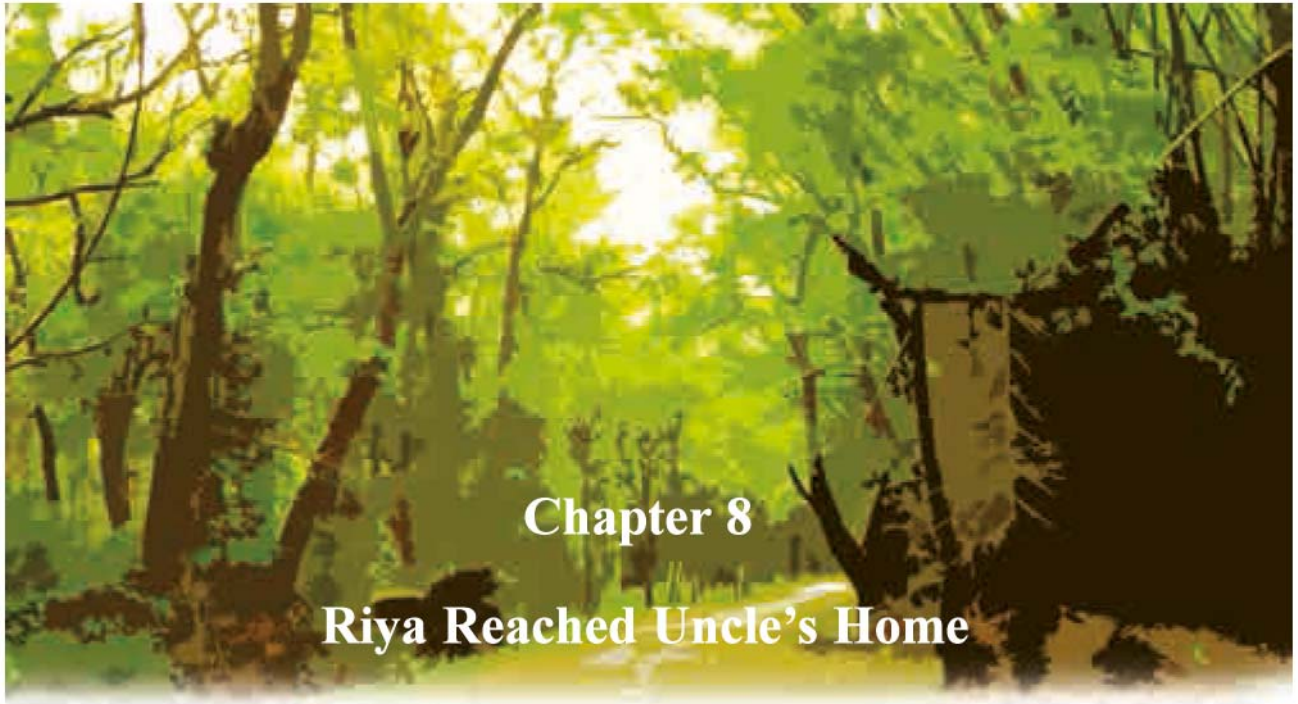
- List out the famous items or things of your area, village or city.

Like - *Ghari* of Surat, *Patolas* of Patan

Name of village or city	Famous food items	Famous thing

- How are water and electricity supplied in the train carriage ? Discuss.
- Imagine that you are going for a long journey. Which things will you carry with you to pass your time ?
- Recognise the people given below in the pictures and write their names. What work do they do ? Discuss.

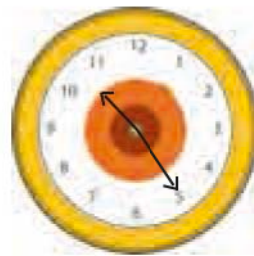




Chapter 8

Riya Reached Uncle's Home

29 May
At night



10:25

After a long journey by train we reached Vapi. *Mama's* home is nearby the station. So he came to pick us up. Shrill and Arnav also came with *Mama*. They are my *Mama's* children. They are very happy to see me and Himaksh. We hugged each other.

We hired two autorickshaws from the station to reach *Mama's* home. I was feeling very sleepy. I slept. After sometime mother woke me up. Parents took bath and got ready. Himaksh and I also took bath and got ready. Thereafter, we sat together and had our meal. *Mama* said, "take rest for sometime then we will go to Daman."



Riya Reached Uncle's Home



We got ready to go to Daman. *Mama's* family was also going to come with us. We reached bus station by autorickshaw. From there, by bus we reached at Jampor beach of Daman.

There was a crowd on the beach. People had come for fun at seashore. Some people were sailing around the sea in the boat. Some were riding on the horse and some were on the camel. Little children were making sand house at seashore. I really enjoyed by seeing all this. Himaksh, Shril, Arnav and I also sat to make sand house. We enjoyed a lot playing in sand.



Meanwhile *Mama* bought tickets for the boat. We sailed across the sea in the boat. First I was afraid to get in the boat. I sat next to my mother. We enjoyed boating in the sea. After that we went for a horse and camel riding. Later we had our snacks by at the shore.





Now, it was evening. It seemed as if the sun was sinking in the sea water. The sky was looking colourful. We took photographs and videos at seashore.

It was dark. We came back to *Mama's* house.

My long journey was interesting and memorable.

- Why did Riya's family take two autorickshaws to go to *Mama's* house ? Think and write.

- Have you ever visited any seashore ? Which places ?

- At the seashore, on what did Riya ride ?

- How many hours did Riya's train take to reach Vapi from Gandhidham ?

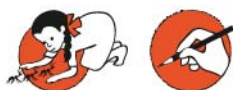


For the teacher : Discuss with the students about sightseeing places like seashore, riverbank, fairs or any other places in the class. Make them to understand that at which places ticket has to be purchased, what care should be taken, what should be eaten or not.

Riya Reached Uncle's Home

- Name the vehicles in which we need to buy tickets to travel.

- Sometimes at some places we need to take entry ticket. Think and write about such places.



Look at the picture of the train ticket. Find the information given below from the ticket and write.

- Train number _____
- Date of journey _____
- Coach and seat no. _____
- Fare of ticket _____
- Distance (in km) _____
- How many people travelled ? _____
- The ticket is for how many men and women ? _____

PNR NO.		TRAIN NO.		DATE	K.M.	ADULT	CHILD	68250918	
B20-6449755		9037		24-12-2018	643	2	1	/68250918	
CLASS		JOURNEY CUM RESERVATION TICKET				RES. UPTO			
2A		BANDRA TERMINUS RATLAN JN							
COACH	SEAT/BERTH	SEX	AGE	T.AUTHORITY	CONG.	A. FEE	S. CH.	SP. CH.	T. CASH Rs.
A1	21 LB	M	39			75			2578
A1	23 SL	F	37						
A1	22 UB	M	7						
Rs. TWO FIVE SEVEN EIGHT ONLY									
I-TICKET/ NO CASH REFUNDS									
(NEW TIME TABLE FROM 01-12-2018) AVADH EXPRESS BOARDING 00TS 24-12-2018									
713 27-10-2018 14:36 RCT1 210 VIA BRC									



- What other information can you find from the ticket, write it.

●

●

●

Time-table of railway gives details about the route of every train. Beside this it also gives details of other stations, at what time train reaches and at what time departs, distance covered etc. We can buy railway time-table from railway station.

The details of Riya's train is given in this time-table. Look at it carefully and give the answers to the questions given below.

19132 Kutchh Express

No.	Name of station	Arrival time	Departure time	Halt time	Distance (in km)	Day
1	Bhuj	00	19 : 50	0	00	1
2.	Anjar	20 : 24	20 : 26	2	42	1
3.	Adipur	20 : 36	20 : 38	2	49	1
4.	Gandhidham	20 : 55	21 : 15	20	58	1
5.	Bhachau	21 : 46	21 : 48	02	98	1
6.	Saamkhiyadi	22 : 13	22 : 15	02	111	1
7.	Maliya Miyana	22 : 50	22 : 52	02	152	1
8.	Halvad	23 : 29	23 : 31	02	197	1
9.	Dhangdhra	00 : 02	00 : 04	02	228	2
10.	Viramgam	01 : 13	01 : 15	2	294	2
11.	Ahmedabad	02 : 35	03 : 00	25	359	2
12.	Nadiad	03 : 45	03 : 47	2	405	2
13.	Anand	04 : 08	04 : 10	2	423	2
14.	Vadodara	04 : 55	05 : 00	5	459	2
15.	Bharuch	05 : 51	05 : 53	2	529	2
16.	Ankleshwar	06 : 02	06 : 04	2	538	2
17.	Surat	07 : 00	07 : 05	5	588	2
18.	Navasari	07 : 26	07 : 28	2	617	2
19.	Valsad	08 : 01	08 : 03	2	656	2
20.	Vapi	08 : 25	08 : 27	2	680	2

Riya Reached Uncle's Home

- Write the arrival time of the train at the places given below.

Gandhidham : _____ Ahmedabad : _____ Surat : _____

- Circle the stations in the table which are mentioned in Riya's diary.
- From which station did the train start ? At what time ?

- What is the distance that the train travelled from Bhuj to Gandhidham ?

- On which day of the journey did the train reach Vapi ?

- Fiyona got off the train after that how many hours Riya took to reach Vapi?

- How many kilometers did Fiyona and Riya travel together ?

- How many kilometers did Riya travel by train ?

- Would you like to write a diary ?

Take a notebook. Everyday for a week, write about what you did. Also write your thoughts and feelings. Share your diary with your friends.



For the teacher : Try to bring a railway time-table to the class. Help the children to learn how to read the time-table. You can use the time-table as a device to teach many interesting activities of geography, mathematics etc.





Chapter 9

Changing Families



Here are pictures of some families. These families are of Kiran, Sumi and Dipali. Let us get some information from these pictures.

Kiran's Tale :

There is a great excitement in Kiran's family. She has a new baby sister. Kiran and her family are very happy.





Look at the pictures and Write :

- How many members are there in Kiran's family now ?



Let us Talk :

Kiran has a new baby sister. Which things will be changed in her family now ?

- How will Kiran spend her day now ?
- What new work will her mother do now ?
- Which type of changes will be seen, if there is a small baby in the house ?



For the teacher : Give an opportunity to each child to share his or her experiences.





Find out about the youngest child in your neighbourhood or in the home of a relative and write answers to the questions given below :

- Which home has the youngest child in your neighbourhood ?

- When was the baby born ?

- What is the age of that child ?

- How are you related to that child ?

- Where was the baby born ?

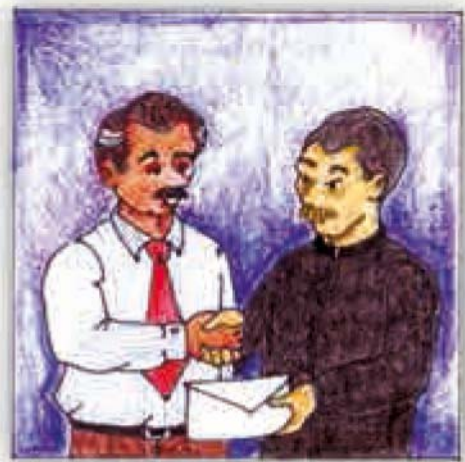
- Does the baby have any teeth ?

- What do they feed the baby with ?

- Stick a photograph of the baby or draw a picture.

Sumi's Tale :

Sumi's father is in government job. He was promoted and was being transferred to another city. Now, we will know about Sumi's family.



Sumi's father came from office. He talked about promotion and transfer. What would happen now ? Let us find out about it.



- Sumi's father got transferred. What preparation will they do to go to the new place now ?

Who from Sumi's family will live with his father at the new place ?
Which school will Sumi go to now ?

- Has anybody in your family moved to another village or city because of work ?
- Who got last admission in your school ? Why ?





- Note down about the students who have come from other village or city in your school.

No.	Student's Name	From where he/she has come	When	Name of his or her old/previous school	What was good about his or her old school ?	What is new to him or her in this school ?

Dipali's Tale :

There is a great joy in Dipali's home today. All are enjoying. Her elder cousin brother is getting married. You have also seen many weddings. Look at the pictures of wedding and discuss about them.





Think and Tell :

- Dipali's cousin brother got married. What changes will be there in Dipali's family now ?
- When daughter gets married, what changes will be there in her family ?

Talk to your Mother and Aunties and ask

- Where did they live before marriage ?
- Who were the members in their families at that time ?
- Has anybody in your family been married recently ?
- What kind of special food is cooked at wedding ceremony ?



Talk to your friends and write all about what happen during wedding in their families.

- What special clothes do the bride and bridegroom wear ?

- What kinds of songs and dances are performed at weddings ?

- What did you see at the wedding that you had attended ?

We saw changes in the families of Kiran, Sumi and Dipali for different reasons.

Write down the reasons for these changes :

- In Kiran's family :

This is also Important : In Gujarat, many types of songs and dances are performed at weddings. Like, 'Dosaloo dance' in North Gujarat, 'Moriyo dance' in Arvalli, 'Zamkudi song', 'Lazim dance', 'Songs of bride farewell', 'Songs of Pansali', 'Ras-Garba', 'Hudo', 'Saraju', etc songs and dances are seen.





- In Sumi's family

- In Dipali's family

- Can there be any other reasons for changes in families ?

- Talk to three old people - one from your family, one from your friend's family and one from a family in your neighbourhood. Ask them these questions and complete the table.

Questions	In your Family	Friend's Family	Neighbour's Family
• Since how many years has the family been staying here ?			
• Where did the family live before coming here ?			
• How many members are there in the family today ?			
• How many members were there in the family 10 years ago ?			
• What were the reasons for the changes in family in the last 10 years ?			
• How do you feel about all these changes ?			



My Family - Yesterday, Today, Tomorrow...

All families change in some way or the other for different reasons. Has your family changed too ?

When your grandparents were children like you, was your family just like as it is today ? Discuss with them.

Do you remember the picture of Sita's family tree which you studied in class III ? You had also drawn your family tree. Let us draw family tree in the notebook like last year.

- Ask your grandmother or grandfather how many members were there in their family when they were of your age ? Draw a family tree of their family in your notebook when they were young.
- Can you see yourself, your brother or your sister, your mother or your father, anywhere in this family tree ?
- Now draw a family tree of your present family in your notebook.

Who are the members of your family today ? Where are your grandparents ? Where are you in this family tree ?



Let us Talk :

In what ways the family tree of your grandfather or grandmother in their childhood is different from your todays family tree ?

Going Back to School

- What do you want to become, once you complete your studies ?

- Who is the most educated in your home ?

- Who is the least educated in your home ?





● **This is also Important :**

Government has decided the age for the marriage. Before that age if anybody gets married that is an offence, because it is called child marriage.



Find out and Write :

- Are there any such children in your neighbourhood who had to drop out of school ? Why ?

- What are they doing these days ?

- Has anybody in your family got married recently ? Who ?

- What was the age of the bride and the groom ?

- What kind of dresses they wore ?

Bride :

Groom :



For the teacher : Discuss about the children who cannot complete their schooling and also discuss about difficulties they faced. According to the Law of Child Marriage, the minimum age for marriage for girls is 18 years and for boys is 21 years. Discuss that also.



Chapter 10

Kabaddi... Kabaddi... Kabaddi...

Kabaddi... Kabaddi... Kabaddi...

Out, out (all the girls shouted loudly)

Kabaddi... Kabaddi... Kabaddi... (hold from here)

Kabaddi, Kabaddi (hold from the leg, the leg, the leg hold her leg)

Kabaddi, Kabaddi (Vasudha, you come here, you hold her from here)

Hey Sushila ! Make sure that her hand does not touch the line.

Hold her hand.

Kabaddi, Kabaddi, oh ! She has touched. She has touched it.

Out, out, out. All out. Ho, ho, ho

Your team is all out !



What are these girls doing ? They are shouting ‘out’, ‘out’, ‘out’. It is clear that they are playing a game.

What do you call this game ? *Chedduguddu, Hu-tu-tu, Choo Kit Kit, Hu-du-du* or *Kabaddi* or something else ?

When the girls surrounded Shyamala and caught her, everyone thought that she was ‘out’. Somebody caught her legs and somebody her arms, while one girl caught her by the waist, but Shyamala was not the one to give up. She dragged herself by increasing her strength and managed to touch the line in the centre.

When Shyamala touched the line, all the girls of the opposite side were holding her. So all of them got ‘out’. But Rosy argued that Shyamala had taken a breath in between, so the team was not ‘out’. Shyamala insisted that this was not true. She said that if she had taken a breath, why did the girls keep holding her ? There was a big argument. Finally Shyamala won.



Kabaddi... Kabaddi... Kabaddi...

- How many players are there in a *Kabaddi* team ?

- How many players got out when Shyamala touched the centre line ?

- How do you resolve the disputes during games ?

So, this is what a game of *Kabaddi* is like. Snatching and pulling happens, Someone is caught, there is shouting also. This is a game of bravery and it has many rules. What does one do when one takes turn in *Kabaddi* ? He/she keeps on saying '*Kabaddi*', '*Kabaddi*' continuously. They have to hold their breath until they are coming back in their position.

When you are taking your turn, be careful. You have to use your body and mind too. You have to pay attention all around. When you touch the line of other team, take care that nobody from their team will catch you. How much you have to be careful ?

- Hold your breath saying '*Kabaddi, Kabaddi*.' How many times could you say it?

When you go to play *kabaddi*, focus your attention on your legs, arms and eyes. You will notice the good coordination of all these body parts helps you a lot.



Think and Tell :

- What does it mean to be out in *Kabaddi* ? When does one get 'out' in the game ?
- In some games those who are having their turn they touch others. In some games they go to find the players. Which are such games similar to this ?
- What other games do you play ? What do the player have to do with it ?



For the teacher : The activity given above in the box should be done only under the teacher's or elder's supervision.



Karnam Malleshwari

Karnam Malleshwari is a weight lifter. She lives in Andhra Pradesh. Her father is a police constable. Malleshwari started lifting weights when she was 12 years old. Now she can lift a weight of 130 kilograms.

Karnam has won 29 medals in international events. Her four sisters also practice weight lifting.



Sarita Gayakwad

Sarita Gayakwad was born in Karadiamba village of Dang district on 1st June, 1994. Sarita Laxmanbhai Gayakwad is a Gujarati sprinter. Her parents are busy with farming. She specializes in the 400 metres running race and 400 meters hurdles. She won gold medal in women's 4 × 400 metres relay race at the 2018 Asian Games. Gujarat Government has selected her as a brand ambassador for "Beti Bachao Abhiyan".



Story of Three Sisters

Look at this photograph. Don't they look like simple grandmothers ? But they are different.

The picture is of the three sisters - Jwala, Leela and Heera. They live in Mumbai. All three of them played *Kabaddi* and taught the game to others. Jwala tells, "When we were young, girls were not allowed to play

this game. People thought that if girls played such rough games, nobody would marry them." They also said that the girls had to wear boy's clothes to play *Kabaddi*. That is why they stopped girls from playing.



Kabaddi... Kabaddi... Kabaddi...

When they were young, their father died. Their mother and two *Mamas* (maternal uncles) brought them up. Both uncles used to play *Kabaddi* and *Kho-Kho*. They encouraged the three girls to play *Kabaddi*.

Jwala and Leela talk about their experiences. Almost fifty years ago when we started to play *Kabaddi*, girls never got a chance to play this game. Parents did not let them play the game. But we always felt that we should play and my uncles and mother supported us. We three learnt the game and some other girls also joined us. We formed a *Kabaddi* club, which is active even today.”

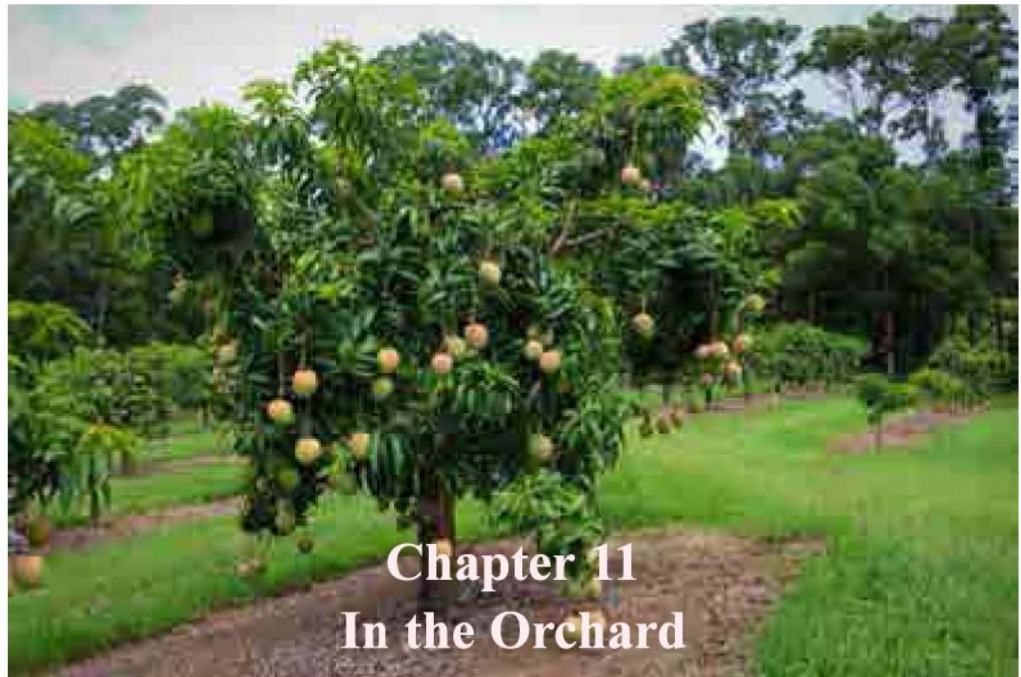
Remembering those days !

Leela and Heera still remember those days. They tell how they won some matches which they were about to lose. Once they went to a big city to play a match. Leela tells, “The match had to start at 6 : 30 in the evening. We went to see a movie. As soon as movie started, we notice some noise and disturbance. It was created by our *Mama*, who was looking for us in the hall with a torch. When he found us, he gave us a big scolding.”



For the teacher : Use these examples to draw children’s attention to the reality that many times girls do not get equal opportunities in games.





Chapter 11 In the Orchard

Ratan is studying in class IV. She went to village with her grandfather during holidays. One morning grandfather took her to an orchard. When grandfather was giving grass to cow, buffalo and ox at that time, Ratan ran and went inside the orchard.

She saw different flowers, saplings of vegetables and climbers in the orchard. She also saw plants of grains and pulses and also tall trees.

How beautiful were the roses in the pot ! Do you know ? They are red, yellow, pink and white. However, in one of the pots, there was a very little banyan tree like span.

She was very much surprised by seeing all these.

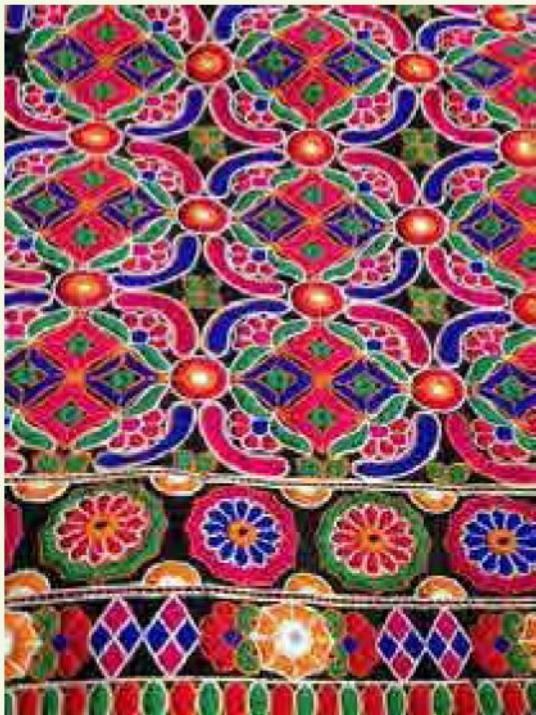
Now close your eyes and imagine that you are at the same place like this. How do you feel ? Which kind of song would you like to sing there ?

Have you ever seen so many flowers grow together anywhere ? Where ?

In the Orchard

- How many differently coloured flowers have you seen ? Write their names.

Are there things in your house which have designs of flowers made on them - like clothes, sheets, vases, etc ? Here you can see the design.



This is a picture of 'Tapestry' made by the people of Kutchh by using embroidery. This design of flowers is done very skilfully. Such designs are done on cushion cover, wallet, purse, bags etc.

Draw design like this in your notebook and colour it.





Looking Around

Ratan has seen different flowers, you may have seen them. Here are some pictures of flowers. Mark a (✓) on the flower which you recognize. Write their names too if you know.

☐

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Wow ! You also recognize so many flowers. Now except the pictures given above, give other two names of flowers in the table given on page 81.

In the Orchard

No.	Detail	Name of the Flower	Name of the Flower
1.	Grow on trees		
2	Grow on bushes		
3.	Grow on climber plants		
4.	Grow on aquatic plant		
5.	Bloom only at night		
6.	Bloom in the day and close at night		
7.	Flowers recognised by their scent		
8.	Bloom round year		
9.	Bloom only during certain months		

Hmm... you have so much information. Now tell that, are there any trees or plants which never have any flowers ? Find out and write.

Why this ?

- Have you ever seen a board like this put up anywhere ?
- Do people pluck flowers even when this board is there ?
- Why did people do this ? Think.
- What would happen if everybody plucked flowers ?
- Should they do this ?



Let us look closely

Go to the garden. Collect flower which have fallen down. Look at the flower carefully and tell.

● What is the colour of the flower ?	
● What kind of fragrance does it have ?	
● What does it look like (a bell, a bowl, a brush or anything else) ?	
● Do these flowers grow in bunches ?	
● How many petals does it have ?	
● Are all the petals joined together or separate ?	
● Is there any green leafy structure outside the petals ?	
● Can you see some thin structure in the middle of the flower, inside the petals ? Write its colour.	
● When you touch these, do you find a powdery thing on your hands ?	

Blooming buds

You must have seen buds on the plants. Observe the buds on plants which grow near your surroundings.



- What differences do you find between a flower and a bud ?

- Can you tell how many days will a bud take to bloom into a flower ?

Let us try and find out.

In the Orchard

- Choose a bud that is growing on a plant and look at it everyday. Write the name of the plant.

- When did you first see this bud ? The date was _____
When the bud has bloomed into a flower, the date is _____
How many days did the bud take to become a flower ? _____
- Ask your friends the names of the flowers that they have seen. How many days did it take their buds to bloom into flower ? _____
- Also observe how many days the same flower took to dry.
- Draw the picture of a bud and its flower in your notebook.

Uses of Flowers !

No.	Use of flower	Example	Write other example
1.	As a food	Gulkand	
2.	As a medicine	Rose water	
3.	To make colour	Butea Monosperma (Kesdudo/ Palash)	
4.	In Songs	Flowers, flowers, every where In the garden, in my hair	
5.	For decoration	Rose	
6.	Pooja		
7.	For Perfumes		

Now you know how useful the flowers are ! Nowadays, at many places flowers are grown in the fields. Flowers are grown at so many places. Imagine fields of flowers spread out upto miles. How beautiful it is !



Let us know some more

Have you ever seen anyone selling flower anywhere ? If there are any florist nearby ask them these questions and write.

- What are the flowers that they sell ?

- From where do they bring these flowers ?

- Why do people buy flowers ?

- In what forms do florist sell their flowers ? Look at these pictures. Mark (✓) against those forms of flowers that you have seen.


☐

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In the Orchard

- Have you seen any other form of flowers than this ?

- Some flowers are used in different forms - like rose and marigold are used in garlands and as loose petals too.
- Find out the prices of these different forms of flowers.

One flower _____

One garland _____

One bouquet _____

- Has the florist learnt to make bouquets or a net of flowers from anybody ? From whom ?

- Would they like the other members of their family to do this work ? Why ?

Let us do this activity :

- Do this activity in groups of four or five friends.
- Collect flowers that have fallen from trees or plants and bring them to the class.
- Spread these flowers between the sheets of an old newspaper in such a way that they do not touch each other.
- Now, put a heavy object on the newspaper.



- Leave it pressed till the flowers get dried.
- After this, take out all the flowers very carefully and prepare a scrap book.
- You can also use these dried flowers to make pretty cards.

Ratan was walking ahead in the orchard. She saw some persons were cleaning grass in one corner of the field. She went there and started pulling the grass.

Do you know what happened ? Her soft hands became red because of pulling of grass. While pulling grass, many roots also came out.

- Can you tell that every plant has roots ?
- Look at some trees and plants near you.



How deep and wide its roots are ? Imagine.

There Ratan saw that, Ramjibhai was pulling Raddish. Ratan asked Ramjibhai, so he told, “Beta, these are Raddish and it is also roots.” Suddenly rain started. It was raining heavily with storm, however the trees were stood still.

- Why the tree did not fall despite of heavy winds ? Imagine.
- Why do the withered leaves of growing plants become fresh when they are watered ?

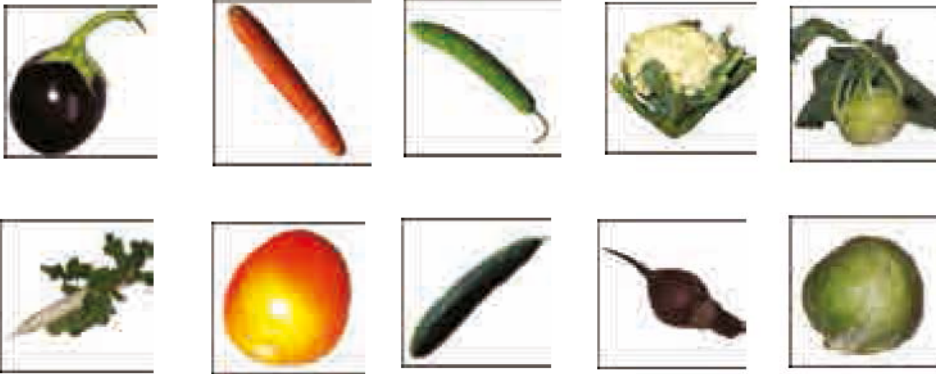
In the Orchard

- Which plants around you need regular watering ?

Ratan also came to know that she had not given water to the neem tree which was grown near her house. She thought, how the neem will get water then.

- Which plants nearby you did not require water regularly. How do they get water ?

- ‘Look at the pictures of vegetables given below and find out which ones are roots from them.



Ratan would have many questions about plants now.



She saw the plant growing out from the wall of school. She was surprised. She thought ...

- How deep the roots of these plants would go ?
- How will the roots get water ?





- How big will these plants be ?
- What would happen to this wall ?
- Can you tell the name of plant in the picture ?

Have you seen a plant growing out from the crack of the wall like this ? Where ? Which questions arise in your mind ? Know the answers from your elders and note down.

Ratan had seen a huge tree fallen down at the edge of a field. She recalled the neem tree of her school. She can see the damaged roots of that tree. She thought -




- Has somebody pulled out this tree or it fell down itself ?
- How old would this tree be ?
- How will the tree get water from between the rocks at the edge of the field ?

Let us Talk :

- Which are the old trees in your area ? How old are they ? Know from your elders.
- Write the names of the animals living on this tree.

- Have you seen any huge tree fallen down ? What did you think when you saw it ?

Strange / Freaky / Weird Root

- Have you ever swung on banyan tree ?
 - What did you hold to swing ?
 - How do the hanging branches look like ?
- 
- It is the root of banyan tree. It is called prop (aerial) roots.
 - It grows from the branches and touches the ground.

'Kabirvad' situated in the Bharuch is very big. Its prop (aerial) roots are giving strength to the banyan tree like pillars now.

Remember one thing that banyan tree has the roots inside the soil like other trees.

Have you seen prop (aerial) roots growing from other trees like banyan tree?



Let us do Activity :

Gather in group of three-four. Tell who will bring what from the list given below.

Greengram (*Moong*), wheat, *Bajara*, mustard, gram or kidney beans(*Rajma*) and cotton.

Every group will work with only one kind of seed. Soak some seeds the whole night in a bowl filled with water. Take cotton and wet it. Put the cotton on the mouth of glass. Tie it with rubber band or thread tightly. Take out soaked seeds from water and put it on the cotton. Take care that cotton will not dry. Observe the changes in the next ten to twelve days. Have you seen sprouts coming out from the seed ? How are the germinated seeds are look on the fourth and eighth day, draw their pictures.





Day 4



Day 8



Write in your notebook :

- Have you observed the changes in the soaked seeds ? Compare them with dried seeds and write.
- What would happen, if the cotton got dried ? _____
- In which direction the root and the stem grow ? _____
- How much will be the growth of the plant in the piece of cotton ? _____
- Has the saplings come out from every seed ? _____
- What is the colour of the root ? _____
- Have you seen any root hairs on the root ? _____
- Try to pull a small plant from cotton. Are you able to pull it ? Why ?

- Do you see how firmly the roots hold the cotton ? Think that roots are holding the land also firmly like this. Look at the plant which your friend has grown.

What is grown ?

Aarifa and Rupali did the above activity. When asked, they saw the grown grass. What did they grow ? They have different idea for the grown things.

- Aarifa made this list. Leaves, neem seed, bud, puppy, nails, fish.
- Moon, tree, I, hair, water melon, mosquito, crow, etc are there in Rupali's list.
- What do you think ? Which things will grow from the list of Arifa and Rupali ?
- Why don't you create your own list of the things which can grow ?

You can add the things from Aarifa and Rupali's list in your list.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Think of yourself. How many changes come with time in you also ?
Have you grown in any way ? For example,

- Does your height increase ? How tall are you in the last one year ?
- Imagine that you had never cut your nails. Draw a picture of your fingers in your notebook showing what it looks like.



For the teacher : Encourage children to plant tree on National Environment Day or on any occasion. Tell them to take care of their tree.





Chapter 12

Changing Times

My name is Nilabhai. This is an old story. I was a young child at that time. My father used to work as a land labour in the field. Now I am spending retired life. I would like to share my experiences of those days with you.

A Big Move !

That was about seventy years ago. I remember the time when I was ten years old. That time we lived in *Tando* village of *Alyar* (Now in Pakistan). At that time we suffered a lot. There was lot of hustle-bustle. I could not understand what was happening. One day father told us that we had to leave our village and move to another place.



For the teacher : Before starting this lesson, you can talk to the children about how India got freedom from the British rule, and also about partition. Show them India and Pakistan on the map.



I was sad to leave my village and my house. That was where I had all my friends. We all moved with family members in bullock-cart, that too snatched at the border. Lastly we reached near Dholavira at Kutchh. Many

people from our area also moved. People were saying that our country was being divided into two - India and Pakistan. Many people from India went to Pakistan just like we moved to India. For some time we all stayed in a camp in big tents that were put up in a huge ground of Dholavira.

A New Home

One day father told us that we had been given some land in Kharchariya village (Jayramnagar). He said that we could build our house there. I was very happy. Father and mother worked hard to make the house. We children also helped. Father dug the soil, and we quickly filled the pans and passed on to mother. Sister and mother mixed husk in it. Father constructed the walls.

We brought cow dung from nearby houses. Mother mixed it with the mud and coated the floor. She used to say coating floor by this mixture would keep the insects away.



Now, it was the turn for the roof to be made. Father made a frame by



joining the branches of neem trees and bamboos. We put old gunny bags on that and covered them with mud.

Most of the houses around our house were made like ours. It was just like our old house. I liked it the most.



Find out and Write :

- Talk to any one of the elderly persons of village. Visit him/her and find out when he/she was eight or nine years old. What were his/her experiences and write them.
- Where did she or he live ? Name that place.

- From what material was her or his house made ?

- Did they have a toilet in their house ? If no, where was it ?

- In which part of the house food was cooked ?

- A lot of mud was used when Nilabhai's house was made. Why ?



For the teacher : Jayramnagar is in Sami taluka of Patan district. Ask the children to locate Patan and Sami on the map. Point out that when Nilabhai's parents built their house, most of the material they used were locally available. Discuss about locally available material and their uses.

Changes in the house

Time passed quickly. We worked hard and settled. Mother and father wanted me to get married now. I thought that before I got married we should repair our house and build one more room. In those days, people in cities were using cement. They said that this made the houses stronger. We also thought that we would use cement. We used iron and cement for making the roof of the new room.

In those days unbaked bricks ('Bela') were also available in the market. We made the walls with them.



The use of bricks was beneficial. Now we did not need to coat the wall. Once in a year we would whitewash the walls. We also built a small kitchen in the courtyard. The kitchen had a mud *Chulha* and place to keep the vessels.

Then I got married and my wife came to our new house. To cook, she used to sit on the floor in the kitchen. We all used to sit on mats in the kitchen and eat together. It was a happy time !

Some people used to go out to field for toilet in those days. Some of the houses had a separate place for this. We also made a small toilet with unbaked bricks behind the house.

More Changes

My seven sons and a daughter were born in that house. Time passed. The children completed their studies. Twenty years ago our daughter Zami got married and moved to Rafu village. When my son Lakha got married, we felt that we should get the house ready for the new bride.



For the teacher : 'Bela' is a one kind of stone which found from the mines at sea coast. Which is used as bricks.





By then, everyone was using baked bricks. We also used them for the walls and instead of bamboo and roof tiles we used Iron, Grit Gravel and Cement for a strong roof. In the toilets we put pipes to take away the waste.

The kitchen was made bigger. Now, Lakha's wife is using mud *chulha* rarely. Because she is cooking on gas-stove.

Seeing New Things

My grandson is now living separately and built his new house. He has to go for shopping in the city. There the buildings are very huge. Many kind of facilities are found there. He is the



son of a new generation. He built house with the facilities like toilets, kitchen etc. which we find difficult to build up.

Few years ago Lakha renovated the toilet and bathroom. He used coloured tiles in his bathroom. Imagine, spending so much money for a place to have a bath !

I am now eighty years old. In all these years, I have seen so many changes, even in my own house. I don't know where my grandchildren will want to live and how their house will be ! What are the houses like in Alyar's Tando village today ? And I also think that, where would my all friends be now ?

- Which materials have been used in making your house ?

Changing Times

- Find out the materials from which your friend's house is made ? Is there any difference ? Write about it.

- What kind of house do you think Nilabhai's grandchildren will live in?

- Where would you like to live when you grow up ? What kind of house would you like ?

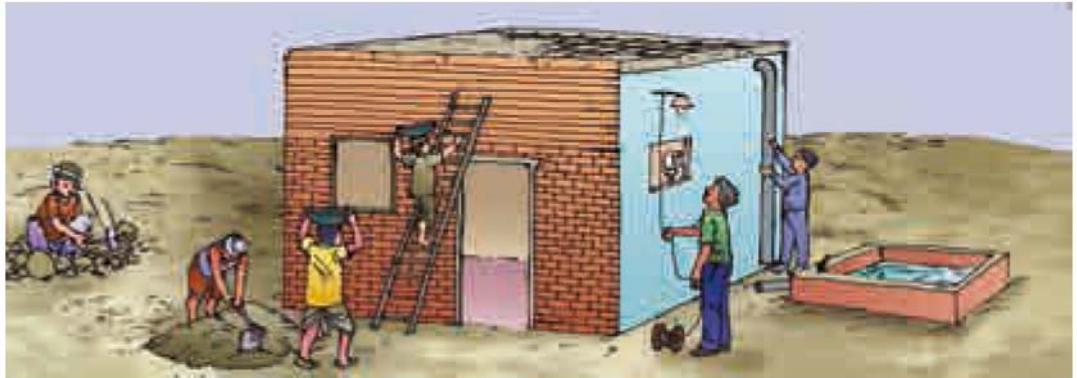
- You have written about the materials that your grandparent's house was made of. Has some of those material been used in your house ? Name them.

- People are given names according to the work they do. For example, a person who works with wood is called a carpenter.

- In your place, what do you call a person who works with wood ?



Now, look at the picture and fill in the table.



What kind of work is being done by different people here ?

Which tools are people using in the picture ? Write them in the given table.

Work	Tool	What is the person called ?
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

Do you know people who do these type of work ? Visit them and get information about their work. Discuss it with your friends.



With your teacher or guardian, go to a place where a building is being constructed and give answer to these questions.

- What is being built ?

- How many people are working there ?

Changing Times

- What kind of work are they doing ?

- How many men and women are there ?

- How much money do these people get daily ? Ask any one or two of them.

- What are the materials being used for making the building ?

- Try and guess how many trucks of bricks and bags of cement will be used for making the building.

- How do the material reach the building site ? (By truck, handcart, any other vehicle) list them.

- Find out the price of

One bag of cement

One brick

One truck / tractor of sand

- Ask a few other questions and write their answers.

-
-



For the teacher : If there is a construction site near by, you should take the children to visit it. Encourage them to interact with the people working there.





- Over the eighty years, different materials were used at different times in Nilabhai's house. List these in the correct order.

1.



2.



3.



4.



Let us make house :

- Divide the children in the class into 3-4 groups. Let each group make a model of a different house. For this you can use mud, wood, paper, pieces of cloth, shoe boxes, match boxes and colours.
- Place all the houses so as to construct a neighbourhood colony.



For the teacher : Invite some of the people from the construction site to your school to talk to the students about their work and tools.

Chapter 13

A River's Journey



Look carefully at the picture of the river. Read the words given below.

Boat, flowing water, clouds, fish, aquatic plants, river, big boat, oil, riverbank, foul smell, factories, washing clothes, animals, other works, changes, city.

Use these words to make a story. Give a title to your story also.



Look at the pictures again and answer the following questions.

- What is the colour of water from where the river begins ?

- At some places, there are many fish in the river, at other places there are only a few and at some places there are dead fish. What could be the reason for this ? Discuss.



- What can be seen in the river before it reaches the village ?



- At which places did the colour of the water in the river change ? Why did this happen ? Discuss.
- Which of the places shown in the picture would you like to live in? Why ?

- Would you like to change any of the things that you see in the picture ? Why and how ?

- What could be done to keep rivers clean ? Discuss.

A River's Journey

- If you wanted to drink some water, from which part of the river would you like to drink ? Why ?

- In the last part of the picture the river flows into the sea. Have you ever seen the sea ? Where ? In a movie or somewhere else ?



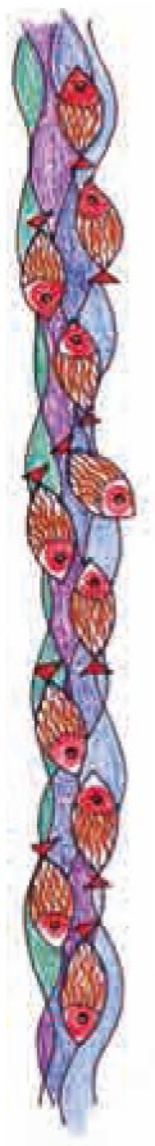
- Have you ever been near a river or sea ? When ?

- Show with your hands and draw, how the waves move in the sea.

- Is the water from the sea drinkable ? Why ?

- Do you think that there would be changes taking place in a river, pond or stream at different times of the year ? What kind of changes would these be ? Discuss.





- Will there be the same amount of water in the ponds or rivers during the rainy season and in summer ?

Get information about river, pond or puddle near by your village or city.

- Are there any changes in their water during summer, rainy season and in winter ?
- What are the different kinds of aquatic animals found there ?
- What kind of trees and plants grow around it ?
- What kinds of birds come there ?
- Have you ever seen, heard or read about floods ? Where ?
- What happens when there is a flood ?
- Have you seen dirty water in a river or pond ? Where ?

- How would you know if the water is dirty ? If the water looks clean, can you be sure that it is drinkable ? Discuss.

How does water become dirty ?

You saw in the picture that as the river flowed near many villages, towns and city, the people used the river water for different purpose. Like, washing clothes, bathing animals and cleaning utensils. Thus, the river is not the same like when it was in the beginning. Many of these activities made the water dirty. The water in the river kept changing as it flowed through various places. Water in ponds and lakes can also become dirty due to similar reasons.

From where do you get your drinking water ? A river or a lake ? Do you think that like the river in the picture your river or lake can also be affected ?



Do this :

For this activity you will need to bring certain things from your home. You will find most of these in the kitchen.

- Salt, sugar, *haldi*, flour, baking soda, and *dal* (about half a tablespoon each)
- Lemon juice, soap water, *sharbat*, oil (about half a tablespoon each)
- 5 or 6 glasses or bottles.

What will you do ?

Fill about half of each glass or bottle with water. Make sure that all have the same amount of water. Now, one by one, put each of the things in the water. For example *haldi* in the first glass, oil in the second glass, soda in the third glass. Stir it with spoon and see what would happen ! Write your observations in the table.





What did you observe ? Put (✓) mark in the right places.

Things	Dissolved in water	Did not dissolve in water	Colour of water changes	Colour of water does not change
Sugar				
Salt				
Lemon juice				
<i>Haldi</i>				
Soap water				
Flour				
<i>Dal</i>				
<i>Sharbat</i>				
Cooking Soda				
Oil (mustard, <i>Til</i> or any other)				

Now on the basis of your observations tell -

- Do all things dissolve in water ?
- Does the colour of the water always change as each material is added ?
- Did oil dissolve in water ? How can you say whether it has dissolved or not ?

Colour of the water may not change even after some things are dissolved in it. Would you say that these are absent in water ?

- Imagine how it would be if things like sugar, salt, lemon juice, *sharbat* etc., could not dissolve in water !
- Imagine how it would be if things like stones, chalk, plastic and garbage would dissolve in water !



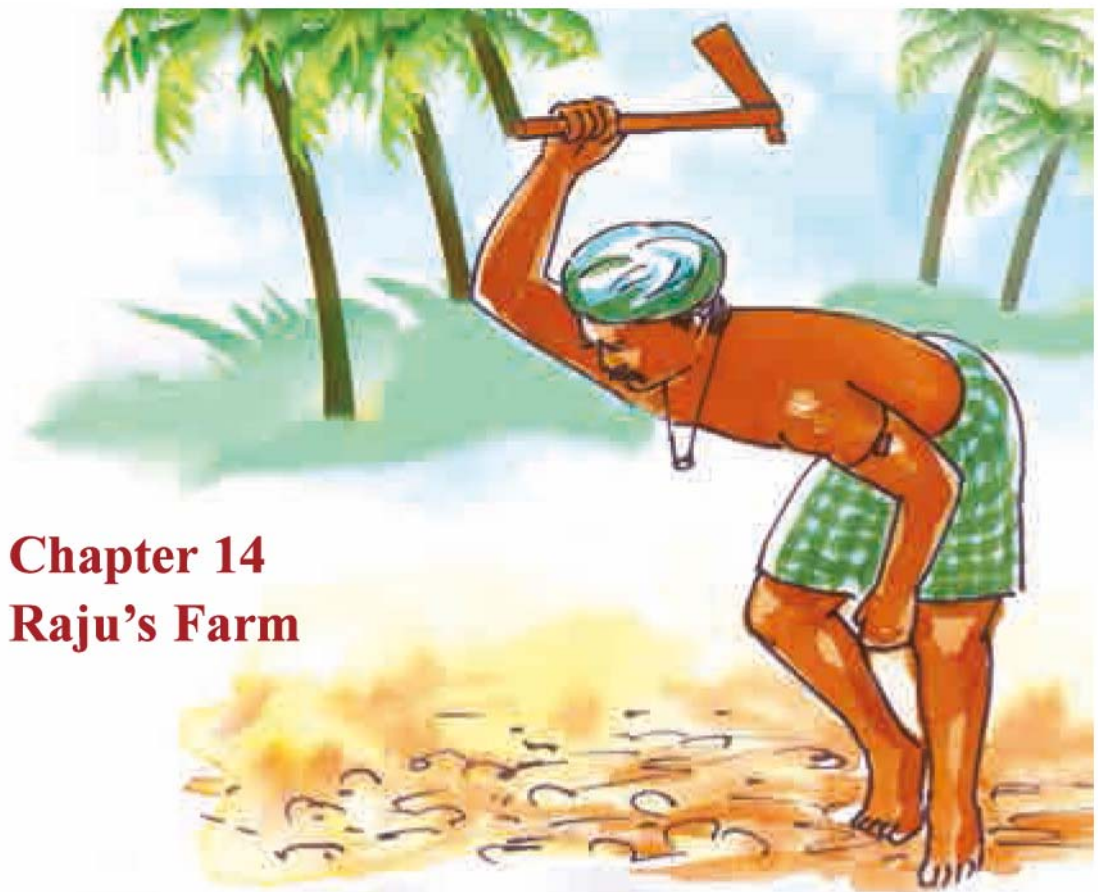
Think :

Do all the things dissolve easily in water ? From them many things like stones, plastic, chalk, garbage etc., dissolve in water then what would happen ? Some of these can be very harmful for our body. Hence, it is important that we purify water before drinking it. One of the best ways to do this is to boil the water. If for some reason this cannot be done, can you think of some other ways to clean water ?

- How is drinking water purified in your house ?
- Find out the different ways of purifying water at home.
- Draw pictures showing any two ways of purifying the water.







Chapter 14

Raju's Farm

I am Raju. My father is a farmer. We live in Vasai village of Idar district in Gujarat. It is the month of October. Like every year, my father is preparing the field to sow the onion crop. There are so many things to be done at this time. I am also going to farm to help him. From the last few days, father has been using the axe to dig the soil, so that it may loosen and becomes soft.



Find out :

- In Raju's area a tool called axe is used to loosen the soil. What is this kind of tool called in your area ? Draw it in your notebook and discuss.



For the teacher : This lesson talks about the process of cultivation of an onion crop. You can use this as an example to encourage children to find out and describe the process for growing some crops that are common in their area.

Sowing the Seeds

This year also my father will sow onion seeds in the field. The bullocks will pull the plough and father will walk behind them, sowing the seeds. I would also like to do same like my father.



But father says that it is necessary to drop the right amount of seeds at a regular distance. This is not so easy to do. He says that I may drop too many seeds at one place. I must wait till I am a little older to be able to do this properly.

- What other ways could be used to plough the fields instead of using animals. Discuss.



The Saplings seen :

It is now twenty days since the seeds have been sown. The onion seeds have started to germinate. Along with onion plants, weeds have also come up. Weeds grow in fields and gardens, without being planted.

If the weeds are not removed, then the crop plants will not be healthy. Mother, uncle and I, we all help father to remove the weeds.

Growing Plants :

I am happy to see the crops of onion. They are tall enough to reach my knees. The leaves have started turning yellow and drying up. This means that the onions are ready to harvest. It will be harvested.



- Draw any crop which you have seen in the field.

Do you know why ?

Everyone at home will have to work to harvest the onions out. It is important that this should be done at the right time. If we are late, the onions will rot in the ground itself and all our hard work will be wasted.



- Raju helps his father in the field. Do you help the elders in your family in their work ? In which work do you help ?

- Did you enjoy the work ?
-

The Onion Crop



Everyone at home is happy. This time the onions are big and of good quality. Mother and aunty use the *illige* (knife like instrument) to cut the dried leaves from the top of the onions. The *illige* is sharp and you have to be careful not to cut your fingers. Father and uncle fill the sacks with onions. Father will take them in a truck to sell in the big market.

Write answers in your notebook

- In which chores Raju helped his father ?
- Is there any field near your house ? What is grown there ?

- Raju's father takes the onions to the market in a truck. Think, how would fruits and vegetable be taken to another place, if there were no proper roads.
- What kind of vehicles are used to carry fruits and vegetables ? Draw a picture of one of these vehicles in your notebook.



Find out and Write :

- Given here are pictures of some tools used by Raju's family. Write the names of the tools. Also write, what are these called in your area ? What work are they used for ?



Name (in this chapter) _____

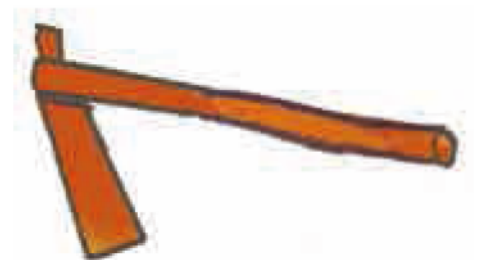
Name in your area _____

Use _____

Name (in this chapter) _____

Name in your area _____

Use _____



Name (in this chapter) _____

Name in your area _____

Use _____

Raju's Farm

- Many steps are needed to cultivate crops. Look at the pictures and mark them in the correct order.



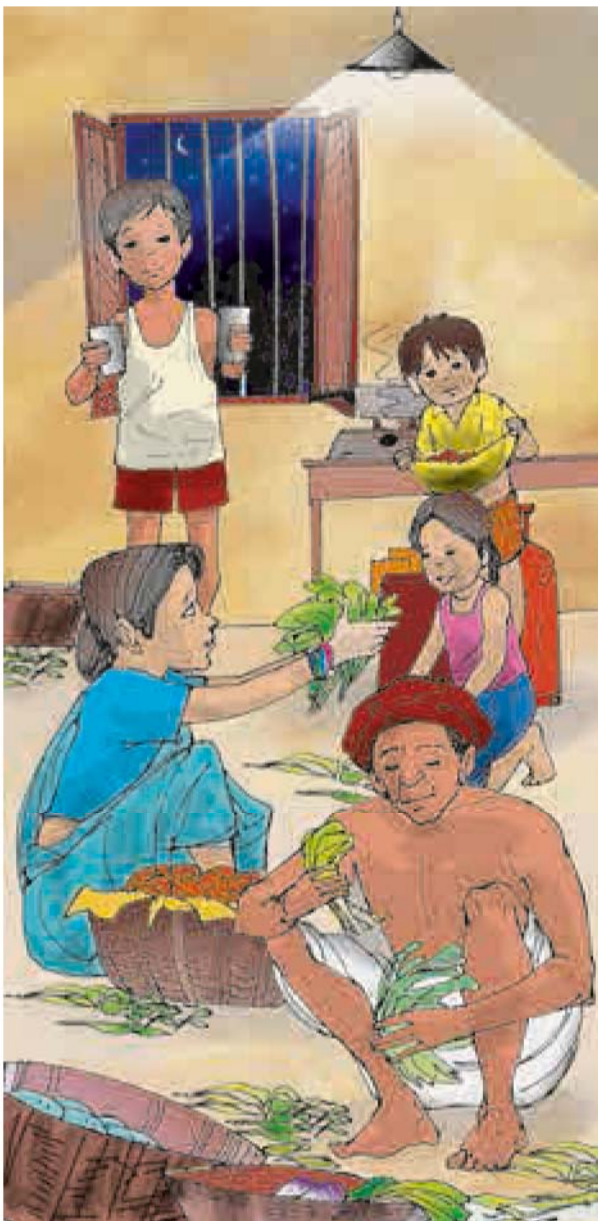
- What are the crops cultivated in your area ? Write them.

- Discuss about the steps of a crop that is grown in your area and write details in your notebook.



Chapter 15

From Market to Home



My name is Vaishali. My father is a vegetable-seller. My mother, *Bhai*, *Chhotu* and I, help father with his work. Can you guess at what time we begin our work ? At 3 o'clock in the morning. When most people are fast asleep, we start our work. Taking out the previous day's vegetables from the gunny bags and baskets and arrange them; on the other hand preparation of bringing the fresh vegetables from the *Mandi* (big market). Sometimes *Chhotu* also helps us.

As soon as we had our tea after finishing the work, we heard the horn of a tempo. It is time for father, *Bhaiya*, uncle and some others from our street to leave for the *Mandi*.

- Does anyone in your house get up very early ? What time does he or she get up ? Why do they need to get up so early ?

Preparing for the Day

Mother, Chhotu and I put the previous day's vegetables in gunny bags and sprinkle some water on them. By 6 : 30 a.m. father is back from the *Mandi* with baskets and sacks full of fresh vegetables. At that time our house looks more like a small vegetable market ! There are brinjals, potatoes, tomatoes, okra (bhindi), pumpkin, gourds, chillies and many other vegetables all around. Everybody helps in sorting out the vegetables. The vegetables which are not fully ripe and not ready to sell are kept aside. We have to sort out vegetables fast, so as to reach the market as early as possible.



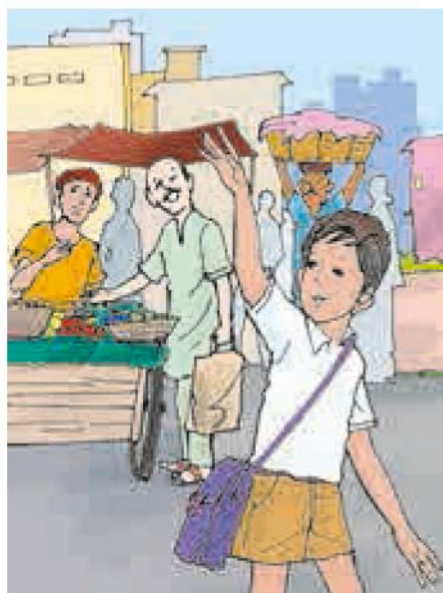
By 7 o'clock, father arranges all the vegetables on the handcart and leaves for the market. He says that if he is late, then his regular buyers may buy their vegetables from someone else. As soon as father leaves, I quickly get ready as I have to reach school by 7.30 a.m.



For the teacher : Discuss the scene of vegetable *Mandi* (big market) with the students.



In the Market



Chhotu attends school in the morning. He goes to market at 10.00 a.m. with food for father and *Bhai*. He stays with them at the vegetable cart, until it is time for him to go to school. Sometime he goes directly from school to help his father. Father tries to sell previous day's vegetables first.

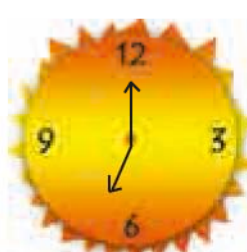


Think and Tell :

- Father sells the previous day's vegetable first. Why do you think he does this ?
 - Have you seen dried or rotten vegetables ? Where ?
 - How did you know that the vegetables were rotten ?
- As the previous day's vegetables get sold, *Bhai* takes out fresh vegetables from the sacks and puts them in the cart. He also keeps sprinkling water on the vegetables. So that they do not dry up, especially in summer. Father and *Bhai* return around 10 o'clock at night. By then *Chhotu* and I sleep. Everyone else sleeps around 11.00 or 11.30 at night and the next day wake up early again.
- Look at the clocks given below. Write what you do, and what Vaishali does, at the time which the clocks are showing.



Morning



Morning



Night

Vaishali _____ Vaishali _____ Vaishali _____

You _____ You _____ You _____

From Market to Home

- From where do you get vegetables for your home ? Who brings the vegetables?

- In which works do you help your parents at your home ?



Seema's mother has brought some fruits and vegetables from market. Can you find them in this picture ? Colour them and write their names below.





**Find out :**

- Given here is a list of vegetables and fruits. Which of these will spoil earlier, and which will stay for some days ? Write the names in the correct table. You can add more names in the list.

Spinach	Potato	Banana	Tomato	Pear
Chikoo	Pineapple	Bottlegourd	Onion	Cabbage
Cucumber	Grapes	Ginger		

**Fruits and vegetables
that spoil quickly**

**Fruits and vegetables
that can stay for some days**

Some of these fruits and vegetables are smooth to touch while some are rough. From the list above, put the names in correct table.

Smooth

Rough

From Market to Home

- ◆ Talk with a vegetable-seller in your area. Ask the following questions and write in the notebook.
 - What is his or her name ? How many people are there in his or her family ?
 - How many children are there in their home ? What are their names ?
 - Who help in the selling of vegetables ?
 - Who stay with the vegetable cart or sit in the shop ?
 - What vegetables do they sell ? What time do they start their work ?
 - Ask them about any three vegetables that they sell.

Details	Vegetable 1	Vegetable 2	Vegetable 3
Name of the vegetable			
The price of the vegetable (of 1 kg)			
Where does it come from ?			
How much of the vegetable do they buy at one time ?			
In which months does this vegetable usually come ?			
How many kilograms do they sell everyday ?			





Chapter 16

A Busy Month

Balmandir,
Bhavnagar.
13 April, 1936.

Dear Children,

It is 3 o'clock in the afternoon. There are no clouds in the sky. The sun is burning hot.

The sparrows, doves and sunbirds have started working in pairs as they prepare to make their nests. Some of the birds have already made their nests. In some of the nests, the eggs have hatched. The parent birds are busy feeding the chicks (fledgling) with different kinds of insects and other things.



Dove

In our courtyard also, there is a baby dove. There is another egg in the nest but it has not hatched yet.



For the teacher : You have read many children stories by Gijubhai Badheka. Here is one of his letters. It is for children. It is given here. After reading this letter children should be encouraged to observe birds around them. Discuss about them in your class.

On the way to Gopalbhai's house, there are many stones along the roadside. In the space between these stones, an Indian Robin has laid its eggs. Bachubhai showed it to me. I looked through the binoculars. I saw that the nest was made of grass. On top there were soft twigs, roots, wool, hair and cottonwool. This is how the robin makes its nest. What a soft and cozy home for its chicks ! The robin is not like the crow. A crow's nest is made of all kinds of things-even pieces of wire and wood.



Indian Robin



Crow

I saw a baby bird in the robin's nest. It was sitting with its beak wide open. The mouth was red from inside. In a little while the robin flew to the nest and put something in the chick's open beak - may be a few small insects. By then it was evening. The robin settled down with its chick.



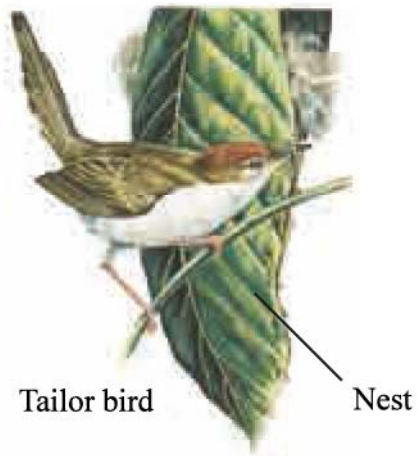
Koel

You know that the Koel sings sweetly. Do you know that this bird does not make its own nest ? It lays its eggs in a crow's nest. The crow hatches them along with its own eggs.



Barbet

There is a small tree nearby. It has a nest hanging from its branch. Birds are so wonderfully different. The crow builds its nest high up on a tree. The dove makes its nest among the thorns of a cactus plant or a mehndi hedge. The sparrow can be found in and around our own house. It makes its nest anywhere - on top of a cupboard, behind a mirror, on a ledge.



Tailor bird

Nest

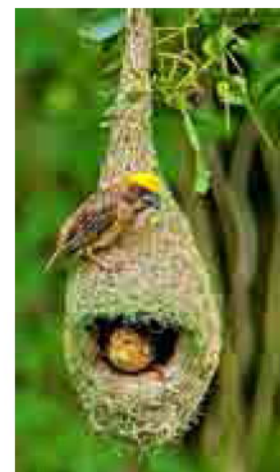
Dove also make their nest like this. Often they make nests in old or deserted buildings. The barbet or coppersmith bird can be heard in the summer with its 'tuk, tuk, tuk' call. It makes its nest in a hole, in a tree trunk. And the tailor bird uses its sharp beak to stitch together two leaves on a bush. It lays its eggs in the fold of the leaf that it has made. This is its nest.



Sunbird

The sunbird makes a nest that hangs from the branch of a small tree or a bush. The same evening, we saw a sunbird's nest. Can you guess what its nest is made of ? The nest has hair, grass, thin twigs, dry leaves, cottonwool, bits of tree bark, pieces of cloth rags and even spider's cobwebs.

When I looked through the binoculars, I could see a chick in the nest. It was sitting near the small opening in the nest. It was waiting for its mother to bring some food. What else can it do - just eat and sleep !



Weaver bird

Do you know about the weaver bird ? The male weaver bird makes beautifully woven nests. The female looks at all the nests and chooses the one that she likes the best and decides in which to lay her eggs.

A Busy Month

All birds are so busy these days. Making a nest and laying the eggs is only the first step. It is a difficult task to raise the young ones in the nest which has been made with so much effort.

Birds have many enemies - human beings and other animals too. Crows and squirrels, cats and rats-all of them wait for a chance to steal the eggs. Many times they even break the nest.

To keep oneself safe from danger, to find food, make a nest, hatch the eggs and raise the chicks safely - all these are tests for every bird.

However, the birds still sing with joy and spread their wings and fly freely.

So, that is all for now, Salaam

Blessings from your Gijubhai

- How many years ago did Gijubhai write this letter ?

- This letter talks about different birds. How many of these birds have you seen ?

- How many other birds have you seen ? Which ones ?

- Have you seen a bird's nest ? Where did you see it ?





- Which is your favourite bird ? Can you show your friends in class how it flies, and what sound it makes ?

- Which bird is this ?

‘A crown on the head and coins on the tail,
So many shades of blue from top to tail.’

Clue : It is our national bird. _____

- If there is a nest inside or around your house, look at it carefully. Remember, do not go too near the nest, and do not touch it. If you do so, then the bird will not come to the nest again.

Observe the nest for some days and note down the following things :

- Where is the nest made ?

- What is the nest made of ?



- Is the nest ready or are the birds still making it ?

- Can you recognise which bird has made the nest ?

- What things does the bird bring to the nest ?

- Is there any bird sitting in the nest ?

- Do you think there are any eggs in the nest ?

A Busy Month

- Can you hear any sound like '*chee...chee...*' from the nest ?

- If there are chicks in the nest, what do the parent birds bring for them to eat ?

- How many times in one hour do the birds come to the nest ?

- After how many days did the chicks leave the nest ?

- Make a picture of the nest in your notebook.
- You have seen how birds use many different things to make their nests. Use some of these things and make a nest. Make a small paper bird to put in your nest.

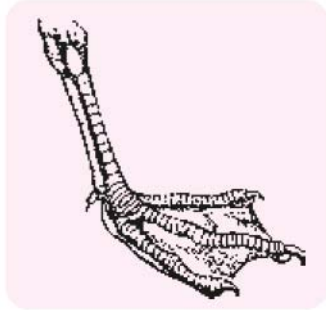
Birds use the nest only to lay their eggs. After the eggs have hatched and the chicks have grown, they leave the nest. Imagine how it would be if we also had to leave our homes as soon as we learn to walk and talk !

After they leave their nest, different kind of birds live at different places. Some on trees, some near or in water, and some on land.

Other animals also live at different places. On land, under the ground, in water and on trees.



Bird's Paws - Different kind for Different Needs



To swim in water



To hold the tree branches



**To catch the prey
(what it hunts)**



To walk on the land

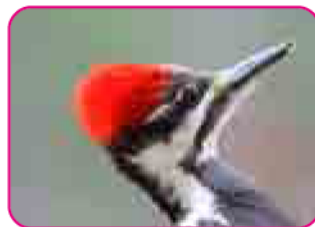


To climb the tree

Bird's Beaks - According to the Food



**To tear and
eat meat**



**To make holes in
wood and tree trunks**



**To suck nectar
from flowers**



**To find insects
from mud and
shallow water**



**To break and
crush seeds**



**To cut and eat many
kinds of food**

Animal's Teeth

You have seen that animals have different types of teeth.



Cows have short front teeth for snipping grass. The teeth on the sides are large and flat for chewing the grass.



Cats have sharp teeth for tearing and cutting meat.



Snakes have sharp curved teeth, but they do not chew their prey. Snakes always swallow their food whole.



Squirrel's front teeth keep growing throughout their life. They have to keep gnawing on things to keep their teeth from becoming too long.

Find out about Your Own Teeth and Write :

- Your age :
- How many teeth do you have ?
- Have any of your teeth fallen or broken ? How many ?



- How many new teeth do you have ?
- How many of your milk teeth have fallen, but no new teeth have come in their place ?

Find out more about teeth :

Look at your friend's teeth. Are there different kinds of teeth ? Draw one front tooth and one back tooth in your notebook. Can you see any difference between these teeth ?

Imagine :

- If you did not have front teeth (both top and bottom) how would you eat a guava ? Act and show how.
- You have your front teeth, but no teeth at the back. Someone gives you a roti. How would you eat it ? Show.
- You do not have any teeth in your mouth. What kind of things would you be able to eat ?
- Draw a picture in your notebook - How would you look if you had no teeth ?
- Find out from old people. Those who do not have teeth, what kind of food they cannot eat ?

Draw a picture of a bird commonly seen in your area. Label its body parts also.

Chapter 17

Tejal in Ahmedabad

I came to Ahmedabad a month ago for my mother's treatment. My mother has been admitted in the hospital.

The Big City - Ahmedabad !

I have slowly got used to the city. I still remember the day when my mother and I got off the train at the Ahmedabad station, it was so crowded ! I quickly caught hold of my mother's hand.



I was thinking about how *Mama* would find us in the crowd. Just then, I heard someone calling loudly from behind, "Tejal, Tejal." I turned back, and there was *Mama*.

We left the station and were soon on our way to *Mama's* house.



For the teacher : Mother's brother is called *Mama* in Gujarati. Ask children what do they call mother's brother in their family ?



But it was very crowded everywhere. There were many huts lined up all along the narrow street. We walked through the street to reach *Mama's* house. *Mama*, *Mami* and their two daughters and a son - all live in one room. Now, I too live here with them. It is here that we sit, sleep, cook and wash - all in one room.

My house in the village also has only one room, but we have separate places for cooking and for bathing. We also have a courtyard outside.

Water, Water

Rutva, *Mami* and I get up at 4 o'clock every morning and go to the public - tap to fill water. Oh no ! You won't believe how many fights are there for water. If we are just a little late, then we are not able to fill water for the day. There is no tap in our house in the village too. The pond in the village has water. It takes twenty minutes to walk to it. In summer, sometimes, the water in the pond dries up. Then we have to walk for almost an hour to the river to get water.



Tejal in Ahmedabad

But in the village, there were no fights for water.

In the street where *Mama* lives, there is a toilet at one end. Everyone in the street uses that toilet. It is always very dirty and smells so bad. In the beginning I



felt like vomiting. At times, there is no water. We have to take water with us. Now I am getting used to all these. In the village, people go to the open places or fields for toilet. The men and women go to different places.

Write :

- Why did Tejal have to bring her mother from the village to Ahmedabad ?

- Why did Tejal used to feel like vomiting when at first she had to use toilet where *Mama* lived ?

- In what ways did Tejal find her *Mama*'s house to be different from her house in the village ?

- What differences did Tejal find between getting water from the public tap and in the village ?

- Was there electricity at the place where Tejal's *Mama* lived ? How do you know ?

Learnt



Everyday I go to the hospital by bus to see my mother. At first, I was too scared to get into such crowded buses. I was not at all used to it. I was afraid. But now, it is not like that. I know how to stand in line, how much to pay for the ticket, where to get down.

Where we stay, there is a tall building nearby. My *Mami* works in seven houses there. She washes utensils and cleans the houses.

One day I went there with her. When I first saw the building, I thought that it was one big house. But I found that there were many houses, one on top of another. I was wondering how I would climb so many stairs, but there was a lift to take people up and down. It was like a big iron cage with fan, light and even a bell. So many of us got into the lift. Somebody pressed the button and lift went up quickly. Really, I was very scared in the beginning.



Tell :

Has any of your relative been admitted to a hospital ?

- For how many days ?
- Did you visit the person in the hospital ?
- Who was looking after the patient at the hospital ?
- Have you ever seen a tall building ? Where ?
- How many floors did the building have ?
- How many floors did you climb ?

Another House :

Mami took me first to Harsh's house. His house was on the twelfth floor. What a big house ! So many rooms - one to sit in, one to eat in, one to sleep in, and one to cook in. Their toilet was also in the house ! It took *Mami* a lot of time to clean Harsh's house, but she could work easily. There was a tap in the kitchen and water flowed from it.



Harsh has put a bucket below the tap to fill water for his bath. Then he sat down to watch TV. So much water was wasted - I did not like it. I went and closed the tap.

Harsh's house has big glass windows. *Mami* told me to look down from the window. I could see *Mama's* street and the houses, but I could not make out which was his house. From up there, everything below looked like small toys. I was quite afraid to look down from such a height.



- When Tejal first came to Ahmedabad, what were the things that she was afraid to do ?



For the teacher : The lesson describes some differences between where Tejal's *Mama* lives and the houses in the high-rise buildings. Encourage children to think more about such differences and the possible reasons of these.

Tejal in Ahmedabad

- What were the differences between the houses where *Mama* lived and the houses in the high-rise buildings ?

Houses in area where *Mama* lived

Houses in a high-rise building

- Why are these differences ? Discuss.

Tell about yourself :

- Draw a circle around the kind of house you live in. Is it like the house of
Tejal *Mama* Harsh Any other kind
- Where does the water come from in your house ?
- Is there an electricity connection in your house ? How many hours in a day you get electricity ?
- Which is the nearest hospital in the area where you live ?
- How far are the places given below from your house ?

	Time to walk (in minutes)	Distance (in kilometers)
Bus-stop	<input type="text"/>	<input type="text"/>
School	<input type="text"/>	<input type="text"/>
Market	<input type="text"/>	<input type="text"/>
Post-office	<input type="text"/>	<input type="text"/>
Hospital	<input type="text"/>	<input type="text"/>

- Draw pictures in your notebook of the different kind of houses in your area.

A New Trouble

Mama has said that he would take me around to see Ahmedabad. The children around here talk a lot about River-front. They are telling that big film



stars, leaders and sports persons also come there. May be when I go there, I might see them there !

These days, *Mama* is so worried. I cannot ask him to take me to River-front. Last week some people had come with a notice that everyone should move out of this place.

This place belongs to government so it should be vacated. *Mama* is saying that this is the third time in the last ten years that he got such notices. People who live here have been given another place to make their houses. But it is a little far. *Mama* will have to spend more money and time to reach at his work place. *Mami* will have to find some other work. How will I be able to visit my mother ? Yet mother is not completely well !





Write in your notebook :

- Why does *Mama* have to change his house ?
- Have you ever moved from your house ? If yes, why did you have to move ?
- Do people in your family have to go far for their work ? Where do they go ? How far do they have to go ?



Discuss :

- Is it right that *Mama* and others have to move because a hotel is going to be built there ?
- Who will be benefited from this ?
- Who will have to face difficulties ?
- Do you know about any people who have faced problems similar to Tejal's *Mama* ? Talk about it in class.

Draw a picture of house of your choice and colour it.



What to Drink ?



Kripal was reading her book, when she heard someone at the door. She saw that there was a guest. Father welcomed the guest. He told Ruchan to bring a cold drink for him. The guest said, “I will not take cold drinks. I want a glass of water.”

Father said, “These days we are not getting water that is fit for drinking. It does not even look clean. It would be better if you do not drink this water. We do not have a choice, so we drink it.”





Discuss :

- How does contaminated or dirty water harm our body ?
- Do you know anyone who has fallen sick because of such water ? Talk about this.
- When the guest came to Kripal's house, they offered him a cold drink, because they thought he should not drink such water. What do you think Kripal's family must be doing for their own drinking water ?
- The guest said he did not take cold drinks. Why do you think he said this ?

Water Games

There were big water parks in North Gujarat. One day Sachin and Niru went to water park with their parents. There were many water fountains. Niru said, "Look Sachin, there are so many rides in the water."



"Look at all these big ponds", Sachin said. Splash ! Splash ! Splash ! Both turned around. They saw a long thick water hose going zoom, zoom, zoom.

Sachin went up so high on the slide. Within a second, he had landed in the water whoosh ! Neeru gave a shriek of surprise !

Just then they heard a lot of noise and loud voices from outside the park. Everyone ran towards the main gate. There



was a crowd of people, carrying empty buckets and pots. A small child carrying an empty bottle was clinging to his mother. Sachin's mother went to one of the women in the crowd. "What is the matter?" She asked.

The woman replied angrily, "You are asking, what is the matter?" Our wells have no water. We get our water only when the tanker comes once a week. Even, today that has not come. And here, there is so much water everywhere just for you to play and enjoy. Tell me, what should we do?"



Read and Write :

- Have you ever faced scarcity of water in your house ? When ?

- What did you do then ?

- Have you ever played in water ? Where and when ?

- Have you ever said no to play in water ? Why ?

- Have you seen wastage of water in your area ? Discuss.

- The water park had a lot of water to play in but the nearby village people did not have water even to drink. Think about it and discuss.

- If you go to a water park, find out from where the water comes to the park.

Can We Drink This ?

Ellisbridge, Ahmedabad

The lift stopped at the 20th floor. Smit loves going in the lift. Today is a holiday in school. Smit had gone with his mother to Anju Madam's house. His mother worked there. The house was quiet, clean and shiny. Anju was reading newspaper. She smiled at Smit and asked, "Is it a holiday today ?" She switched on the TV and Smit was soon lost in the world of cartoons. At that time, Anju madam shouted, "O ! Chhaya it says in the newspaper that the gutter water has got mixed with the water in the drinking water pipes, in this area. It says that many people are sick with diarrhoea and vomiting because of this. Please throw away the water that was filled yesterday. Put some fresh water to boil, for drinking. Also take home some boiled water for your family." Smit was happy to hear this. I thought, "At least today I will not have to stand in a queue for water. It is a real holiday for me !"

20



Write in your notebook :

- Why was Anju worried when she read the newspaper ?
- Anju asked that all the water that was filled the previous day should be thrown. Could this water have been used for something else ? What kind of things ?
- In what way did she plan to clean the water ?



- Do you know of the different ways to clean the water ? Describe them.
- Suppose, Anju had not read the news and everyone had drunk the water without boiling it, what could have happened ?



Discuss :

- Where Smit lives, everyone has to stand in a queue to fill water from the common public tap. In Anju's house, water comes all day in the tap. Why is this?
- Anju read news about the water in the newspaper. Have you read any news about water in the newspapers ? What kind of news ?

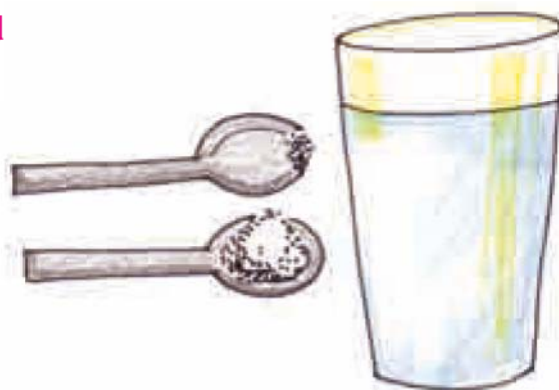
Do yourself own and Discuss :

- Look through last one month newspapers. Look for all news-items related to water. Cut them and collect them. Stick all the cuttings together on a big paper to make a collage. Discuss in the class.

Have you ever suffered from diarrhoea and vomiting ? How did you feel ? When we have diarrhoea and vomiting, we lose a lot of water from our body. This is very dangerous for body. It is important that we make up for the water that we lose from our body. We should drink a lot of water when this happens. We should also mix some salt and sugar in the water.

Let's make solution of salt and sugar :

Mix one teaspoon sugar and a pinch of salt in a glass of boiled water and cool it. Taste it to make sure that there is not too much salt. The water should not taste more salty than our tears.



When a person has diarrhoea and vomiting, the water must be sipped slowly

Water from different places

by him or her. Light food must be taken with it. Babies should continue to take their mother's milk. It is also necessary to take some medicine-they can also have home-made remedies. If the diarrhoea does not stop, it is important to get the advice of a doctor.



Water Survey in School :

Make three groups of students in your class.

- One group will find out about the arrangement of drinking water in the school.
- The second group will find out about the arrangement of toilet in the school.
- The third group will find out about illness affecting children in the class.

The question given below will help the groups to collect information.

Group 1

Observe and note :

- Put a (✓) in right box
 - Where does the water come from in your school ?
Tap ☐ Tank ☐ Handpump ☐ Other ☐
 - From where do you take water to drink in your school ?
Tap ☐ Tank ☐ Handpump ☐ Other ☐
- If there is no tap, *Matka* (earthen pot) or handpump, then how do you get drinking water ?

- Is there water in all the taps or handpumps ?





- What will you do if any tap is leaking or dripping ?

- Are all the *Matkas* (earthen pot) filled with water and are they covered ?

- Are the *Matkas* (earthen pot) and other water containers cleaned regularly ?

- How is water made safe for drinking ?

- What would happen, if water is taken without ladle from *matka* or any other vessels ?

- Is the place around the drinking water-taps or *Matka* (earthen pot) cleaned regularly ?

Think and Discuss :

- Why does the area where we keep drinking water get dirty ?
- What can we do to keep these places clean ?

Find out and write in your notebook :

- How often (once a day, once in two days etc) are the containers or *Matka* (earthen pot) and ladles cleaned ? Who cleans them ?
- How many children are there in your school ? How many taps, *matkas* or handpumps are there ? Are these sufficient for children ?
- Who cleans the places near the drinking water ?
- Where does the water that is spilt go ?

Water from different places

Group 2

Observe and note :

- Put (✓) in the box.

- What are the toilet arrangements in your school ?

Built toilet

☐

Open area

☐

- How many toilets are there ?

- Are there separate toilets for girls and boys ?

☐

Yes

☐

No

- Is there water in the toilets ?

☐

Yes

☐

No

- Where does the water come from ?

- The tap

☐

Yes

☐

No

- From tank

☐

Yes

☐

No

- has to be brought from home.

☐

Yes

☐

No

- Is there water for washing hands near the toilet ?

☐

Yes

☐

No

- Do you wash your hands after using the toilet ?

☐

Yes

☐

No

- Is there any tap that is leaking or dripping ?

☐

Yes

☐

No

- Are the toilets kept clean ?

☐

Yes

☐

No

Find out and Write :

- How many boys and girls are there in your school ?

Girls

Boys





- How many toilets are there for girls and boys ?

Girls

Boys

- If there are not taps, who brings the water for the toilet ? Where does the water come from ?

- Who keeps the place clean ?

Tell :

- What can be done to keep the toilets clean ?
- What can each of us do for this ?
- Have you seen toilets at bus stands or railway station ? How are they different from the toilets at home ?

Group 3

Talk with the children in your class and fill in the table given below. In the last few months, how many children in the class have suffered from any of these ? Write name of these children.

No.	Diarrhoea	Vomiting	Diarrhoea and vomiting	Yellow urine yellow (pale) skin and eyes, mild fever	Stomach ache
1.					
2.					
3.					
4.					
5.					

Water from different places

Discuss with your teacher what you have found out from your survey. Make a report based on your survey and the advice given by your teacher. Read your report in the assembly. Put it up on the notice board.

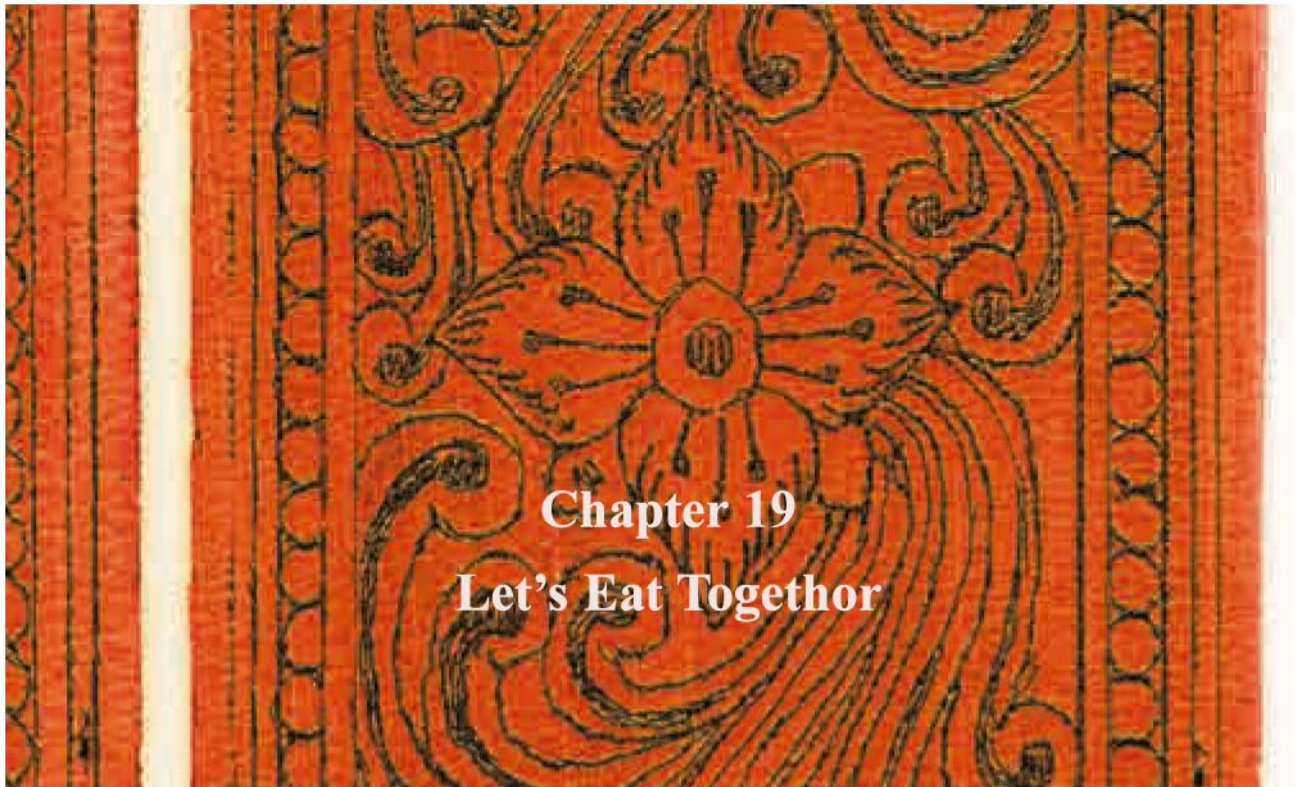
Elder's Vision

This story is about thirty years ago. In Rajsamandhiyala village of Rajkot, the problem of water was raised. The '*Sarpanch*' of this village was a man with deep insight and vision. At that time he contacted District Rural Development Agencies and requested them to build a check dam. In 1985, Rural Development agencies built forty five check dams in 1090 hectre area in this village. Next year there was heavy rain in this area. So, all check dams got fill with water. The level of water rised up about 15 m deep water level was available to the people. In 2002, there was drought. However, because of the vision of the people of this village they did not have any trouble. That years also, people were able to take crops for all the three seasons. People were happy and wealthy.



For the teacher : The table lists common symptoms that children may know about. If these are caused by cholera, then you can discuss them with reference to this. It is not important that children should know the names of all the diseases.





Class Party :

The school reopened today after the vacation. The children talked about how they had fun their holidays.

Meena : Why did you put mehndi on your palms ?

Aarti : Because of my uncle's wedding...

Meena : Oh ! You might have had a lot of fun there...

Aarti : Yes, I enjoyed a lot ... eating together also.

Rehana : Shall we also eat together in the class ?

David : Wow ! it will be fun ! Let us do that.

All have decided to arrange a party in the class. Eachone started telling what would they bring from their home. On Saturday they all brought the things and enjoyed the party. A variety of dishes were there. All played, sang and danced together.

Write in your notebook

- Do you like to eat with others ?
- On what occasions do you eat together with your friends ?
- Have you ever had a party in your class ? When ? How did you celebrate?
- What did you and your friends bring to the party ?
- What did you all eat ?
- Whom all did you invite for your party ?
- Who did not attend the party ? Why ?

Celebrating Uttarayan

Pinky woke up early in the morning. She ran to call her friends Sejal, Aayush, Tanvir, Fatima and Ikbal to their houses. Today is the Uttarayan. Everyone was so happy.



They have done special preparation to celebrate Uttarayan. How will they celebrate Uttarayan ? Let's see.

They woke up early.

Their elder brothers tied the kite bridle *kinna* and kept them ready on the previous day. Pinky's grandmother has made Til's laddoo and groundnut's chikki.

Sejal has brought *Laddoo* of puffed rice (*Mamra*) from home. Tanvir has brought '*Bor*' from his garden. Aayush's mother also gave fresh '*Bor*'.

Pinky's mother is preparing '*Undhiyu*'. Do you know which ingredients are required to prepare '*Undhiyu*' ? Cluster (*guvar*) beans, runner (*valor*)

beans and brinjal, potatoes and tomatoes too. Spices like capsicum, coriander and ginger are also required. Without sweet potato, elephant foot and yam, there is no taste in 'Undhiyu'. Mother added vada of fenugreek leaves, too. Ikbal was suprised to see all this !

Grandmother was making hot 'Jalebi'. All have started eating.

Now, everyone went to the terrace to fly kites. Some flew fly kites and some held 'Firki' in their hand.

Everybody cheered, 'E...e...e... Kapyo... E...e...Gayo' and also sang songs.

Through out the day all were in sunlight. They enjoyed a lot.

Let's Talk :

- When is Uttarayan celebrated ?
- Do you know that, the people from all religions celebrate Uttarayan ?
- How is *Laddoo* of *Til* or *Chikki* made ?
- Do you prepare "Undhiyu" at home or bring it from market ?
- Which preparation has to be done before cooking 'Undhiyu' ?



Find out and Tell :

- How many people in the village have made 'Undhiyu' on Uttarayan ? Imagine.
- Have you seen the Uttarayan celebration at night, too ? Did you like it ?
- What festivals your friends celebrate ?
- What do they eat on that day ?
- Who prepares a special kind of food on the day of festival ?
- Do you wear special clothes or special coloured clothes on certain festivals ?
- By which other name the Uttarayan is known as ?

Let's Eat Together

Mid-day Meal

It is 1 : 30 in the afternoon. The aroma of food being cooked has filled the air. Our stomach is craving for food. We are so hungry that we are not able to pay attention to the lesson.

Tan... Tan... Tan... the bell rang. All the children ran out to wash their hands. After washing our hands, we all sat in queue to take our food. We got plate from the school only. Before we started to eat, we sang together, -

“We play together

We eat together

For the good of everyone

We will always be together”



Today there is *Chana Chat*, *Thepla* and *Sukibhaji* in our meal. Yesterday, we had *Sukhadi* and vegetable *Khichadi*. Outside the kitchen of the school, menu is displayed. It tells what we will get on different days of the week. It is wonderful when we get sweets as an extra treat.

There is another interesting thing about lunch time at school. Everyday we change our places in the circle and sit next to a different child. I really like this because I can meet new children and make new friends.

Our teachers take care that all children will get fresh and hot meal. Parents also offer special meal for help.

Nowadays things are better. We eat fresh, hot and properly cooked food together. We take care that all the students finish the food and they do not waste it.

Eating together is fun. Sometimes if someone comes without eating from home, he/she can eat here. Do you like to study with an empty stomach ? Imagine.

Find out and write in your notebook

Write about the food given in your school.

- What time is the meal served ?
- What do you get in the meal at school ?
- Do you like the mid-day meal that you get ?
- Is the food you get enough ?
- Do you bring your own plate, or do you get it from the school ?
- Who serves the food ?
- Do your teachers eat with you ?
- Is the week's menu put up on the school board ?
- What do you get on Wednesday and Friday ?
- If you will get a chance to change the menu for the meal in your school, what would you like to change ? What would you like to eat ? Make your own menu.

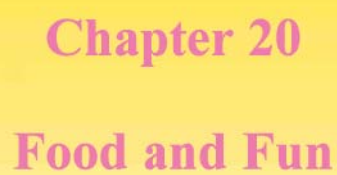
Let's Eat Together

Day	Food Items
Monday	
Wednesday	
Friday	

**Mid-day Meal
Every Child's Right**

Many children in our country are not able to get even one full meal every day. Many of them go to school empty stomach.

The Supreme Court of our country has ordered that all children up to elementary school should be provided with hot, cooked food. This is the right of every child.



“You come only in the vacations. Do you like to stay in the hostel ? You must be missing your parents” Surjeet asked.

Divya said, "We do miss them, but hostel life is fun. Even if we don't always like the food, we enjoy eating together with all the children."

“You know, when someone in our hostel gets home-made food, we all rush to their rooms. That food gets finished within minutes.” said Swastik laughingly.

- ◆ Do you study in a boarding school ? If you do not, try to talk with someone who goes to a boarding school and find out.
- In what ways a boarding school is different from other schools ?
 - What kind of food do they get there ?
 - Where do the children sit to eat in the boarding school ?
 - Who cooks food for the children in the boarding school ? Who serves the food ?
 - Who washes the vessels ?
 - Do the children miss home-made food sometimes ?
 - Would you like to go to a boarding school ? Why ?

At the Gurudwara

The children chatted all the way to the Gurudwara. There, they covered their heads.

They went into kitchen of the Gurudwara. A lot of activity was going on there. Food was being cooked in huge vessels. On one side the *chana* and *urad dal* was boiling.





In another vessel, the cauliflower and potato vegetable was being made. “There is your papa ! Surjeet, let us go and meet him,” Swastik said.

“What are you doing here ?”
Manjit Singh was happy to see the children.

“Uncle, can we also help in the kitchen ? What are you preparing ?” Swastik asked.

Manjit Singh said, “I am preparing *Kadhah Prasad*. It takes a lot of effort to roast the flour in ghee in this big *Kadhai*.”

“This is a kind of *Halwa*, isn’t it ? When will you add sugar in it ?” Divya asked.

They saw Manpreet’s mother and rushed to meet her. Divya asked, “What are you doing Aunty ?” “Beta, we are rolling *Chapatis* to bake them in this *Tandoor* !”
“So many *Chapatis* at once go !” Divya was surprised.
“Can I help ?” “Sure ! come



and try, here everyone can help, but wash your hands first,” replied Aunty.

Divya washed her hands and joined the group near the *Tava*. The *Tava* was very hot. She started applying *Ghee* on the *Chapatis* as they were being taken out of the *Tava*.

Swastik wondered and exclaimed, “Who brings all the material to cook so much food ?” One of the ladies answered, “Everyone here contributes in some way or the other. Some arrange for the material, some give money, and other help in the work.”



“So Swastik, how do you feel it ?” said Manpreet.

“Yes, I am enjoying working with everyone,” said Swastik. We hardly realised how all these food items - *Chapatis*, rice, *Halwa*, *Dal* and vegetable - got prepared so fast.

After *Ardass* (prayer), *Kadhah prasad* was distributed. Some of the boys quickly laid out *Durries* (mats) in the verandah and all the people sat down in rows to have *Langar*. Some people served food and others served water. Everyone ate together.

After finishing food everyone picked up one’s own plate and put it in a big drum. People who were serving, ate in the end. They cleaned the place and washed the utensils.

“Have you ever seen this kind of arrangement, Swastik ?” asked Manpreet.



Talk about it :

- The ‘cooking and eating together’ in a Gurudwara is called *langar*. Have you ever eaten in a *Langar* ? Where and when ?
- How many people were cooking and how many were serving the food there?
- Are there any other occasions when you have eaten with many people ? Where and when ? Who cooked and served the food there ?



Different scenes from a Gurudwara *Langar*



For the teacher : Give information about almonries run in the pilgrimage places of Gujarat and also collect their photographs and videos to show students. Beside that discuss about the banquet held at wedding, religious occasions and other occasions in the class.

Chapter 21

The World in My Home

Tug of War

Once again, everybody in Mamta's family is quarrelling over watching the TV. Just like they do everyday that which programme to watch ? Mamta's brother wants to watch a cricket match while little Sejal is eager to watch her favourite programme of songs. Mummy and Aunty are good friends but their favourite TV programmes are different. Mummy likes to watch the news while Aunty enjoys a TV serial. Mamta wants to watch cartoon and Daddy enjoys the football match. He says that he can watch TV only in the evening. Finally, everyone had to watch the football match.



Let us Talk :

- In your home too, do people argue over fans, TV, newspaper, chairs or anything else ?
- In your home, who settles such arguments ?
- Talk about an interesting incident at home when there was arguments over such things.
- Have you ever seen people arguing over something elsewhere ?

Why the Difference ?

It is 7 o'clock in the evening. Pratibha is hurrying home from her friend's



house. Her brothers Sandeep and Sanjay are busy playing round the corner with their friends. They are in no hurry to go home. Even if they are late, nobody will scold them.

Pratibha thinks that this is not fair. Why should there be one rule for her and another for

her brothers ? But what can she do ?

Let us Talk :

- Does this kind of thing happen in your house or in any of your friend's house? What do you think about this ?
- Do you think that there should be different rules for girls and boys, women and men ?

- Think - what would happen if girls had to follow traditional rules made for boys and boys had to follow rules made for girls ?

Meena Aunty



One day, Meena Aunty took Pintu and Pinky and their friends to the beach. They played in sand and water, and then went for a ride on the Giant wheel. After that they ate *Bhelpuri* and bought balloons. Then everybody enjoyed some icy cold *Kulfi*. When *Kulfi*-seller asked for money, he made a mistake. He charged for five *Kulfi*s instead of seven. The children thought, “Hurrah ! we have saved money.” But Meena Aunty paid the money for seven *Kulfi*s to *Kulfi*-seller.

Meena aunty’s act on that day will always be remembered by the children.

- Rewrite this story in your notebook by changing its end with your imagination.

- Is there anyone in your family who is like Meena Aunty ? Who ?
- What would the children have thought if Meena Aunty had paid less money to the *Kulfi*-seller ? What do you think about this ?

What Should I Do ?



Akshay loves his grandmother very much. His grandmother also loves him dearly. She is very particular about cleanliness. Anil is Akshay's friend. His grandmother likes Anil too, but one thing that she tells Akshay again and again is that he should never eat or drink anything at Anil's house. Because frequently someone or the other at his house is sick.

One day there was a volleyball match in the big ground near Anil's house. It was a hot day and everybody was tired and thirsty after the match. Anil invited everybody to his home. Anil's mother gave water to all of them and they drank it. When Anil handed Akshay a glass of water, he suddenly remembered his grandmother's warning. Akshay stared at Anil, not knowing what to do.

Talk about it :

- What do you think, Akshay will do ?
- Why was Akshay confused ?
- Why do you think Akshay's grandmother warned him not to drink even water at Anil's house ?
- Do you agree with Akshay's grandmother ?
- What do you think Akshay should do ?

Who will Decide ?

Karshan comes from a large family. His elder uncle looks after the family - their fields, money matters, etc. He decides about all the small and big things for the family.



Till now Karshan has worked in the field. But now, he wants to do something different. He would like to borrow some money from a bank and buy a *Chakki* (flour grinder) machine to grind grain. There is no such machine in their village. Karshan is confident that this new work will help him to earn more money for his family. Father has agreed to let him try the new work. But his elder uncle is not agreeing to this.



For the teacher : These examples reflect some situations that we face in our daily life. These often affect us in different ways. Encourage children to think about these and to express how they feel about them.

Talk about this :

- If you were in Karshan's place what would you do ?
- Has it ever happened with you that you wanted to do something but the elders in the family did not allow you ?
- Who takes important decisions in your family ?
- How would you feel if only one person take all the decisions for your family ?

**I Don't Like it !**

Meena and Ritu were going home after playing '*Langadi*'. "Come on, come to my house," pleaded Meena, pulling Ritu's hand. "Is your uncle at home ? If he is, I will not come," Ritu answered.



"But why do you say that ? uncle likes you. He was saying - bring your friend Ritu at home and I will give both of you lots of chocolates."

Ritu pulled her hand away from Meena saying that "I am scared of your uncle. I do not like it when he even touches my hand."

Saying this, Ritu went home.



For the teacher : Some children may have similar experiences as Ritu did. It will help to build their confidence and feeling of support, if children can discuss this in the class. In case you feel the need, you could talk individually with some of the children. If there is a counselor in the school, you could take their help.

Talk about this :

- Have you ever disliked anybody's touch ? Whose touch did you dislike ?
- If you were at Ritu's place, what would you do ?
- What else can be done when such things happen ? Discuss.
- Everybody's touch is not the same. Ritu did not like it when Meena's uncle hold her hand, but she liked to hold Meena's hand. Why do you think there was this difference ?



For the teacher : 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. Such issues should also be discussed in the school in service training programmes.

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 this theme, charts and posters can be prepared by the children with the support of teachers and discuss in the class.



Chapter 22

Patola

Moksha and Nirmal live in a *Salavivada* of Patan. Their home is always filled with bundles of bright-coloured silk threads. Their mother Kokilaben and father Ashokbhai and everyone in the family are weavers. The weaving that they do is very beautiful and special.

From many centuries, *Salavi* families are living in the *Salavivada*. The special weaving work done by them is known as '*Patola*'. Nowadays here, '*Patola House*' has established to inform Indian people and people from all over the world about their special weaving work. The craftsmen who made '*Rani-ki-Vav*' in Patan, they also had used this design of '*Patola*' in their stone work. The poets of Gujarat have also discussed about this craft in their folksongs, like,

'Chhelaji re ... mari haru Patan thi Patola Mongha lavajo.'

Moksha and Nirmal's parents learnt this art from their parents. Now Moksha and Nirmal also help their parents after coming back from school and learning this art.



For the teacher : Inform children that most of the traditional arts are learnt at home only.

Like, '*Patola*' different kind of weaving can be learnt. Discuss about other traditional occupations like carpet weaving, making toys, making perfume etc.

Patola



Process of making *Patolas* of Patan

From thread to cloth

The threads which are used to weave *Patola* is made from mulberry silk, which is white. Father brings these silk threads from outside. The threads are opened and made into a grid (laid out in a criss-cross manner). After that design is made on that. Designed thread is tied thereafter. Which is called '*Bandhani* work'. The part which has to be dyed is kept open and according to measurement it is dyed and tied up again. This work is hard and time consuming. When grid is designed and finished dyeing; after that it is put up on the handloom for weaving. Hence, after the hardwork of four to six months, beautiful and colourful '*Patola*' is prepared.

The Grid is fast coloured, so there is no chance of washing out the colour of *Patola*. Durability and colour of *Patola* remain the same for many years. That is why it is a saying in Gujarati that,

"Padi patole Bhat, Fate Pan fite nahi"

Handicraft is in Danger

In the preparation of *Patola*, care and patience are required for the skill of weaving, designing and dyeing. It is a hard work of many days. Mulberry silk and colours are very costly, so '*Patola*' are sold at very high cost. Earlier there were 700 families connected with this handicraft but now only three families are trying to keep this handicraft alive. Many people have left this occupation.

Patola handicraft is not only the pride of Patan, but it is the dignity and pride of Gujarat and India.

Patola is precious and unique identity of ancient heritage and Indian culture. It is going to be vanished. For that we have to give good price of *Patola* and help the '*Kasabis*'. Otherwise, this precious art will be vanished.



Discuss :

Will Moksha and Nirmal be able to teach their children this beautiful art ?

Write in your notebook :

- Have you ever seen anybody weave something on a loom ? What were they weaving and where ?
- The threads of a saree are dyed. Do you know of any other thing that is dyed ?
- Do you know any other work which many people living in one place do ? Do they make some things ?
- Get information about the process of making the thing.
- Do men and women do different kinds of work to make this thing ?
- Do children also contribute in making this thing ?



Find out and Write :

- Talk to a blacksmith, a carpenter and a potter about the nature of their work.

- Where did they learn to do their work ?



For the teacher : In many traditional occupations, different kind of tools and skills are used. Emphasis that the entire family participates in making one thing, and that everybody has different responsibilities and duties.



- What else did they need to learn to be able to do this work ?

- Have they taught this work to anybody in their family or to anyone else ?

- The table given below has a list of different kinds of work that people do. Do you know people who do such work ? Write their names in the first column. In the next column write from whom have they learnt their work ? Write it.

Kind of work	Name of people you know who do this work	From where did they learn this work
Cloth weaving	Moksha and Nirmal's parents	From their elders
Cooking		
Cycle repairing		
Driving bus		
Sewing and embroidery		
Singing		
Making shoes		
Making kites		
Farming		
Cutting hair		



For the teacher : Many places in India are famous for making special things like '*Patola* of Patan'. These things have become famous by the name of the place where they are made, like-Kullu shawls, Madhubani paintings, Assam silk, Kashmiri embroidery, *Kutchhi Bharatkam*, *Bandhani* of Jetpur, Pottery of Thangadh, etc. Do you know any more examples ? Discuss it in the class.



Since morning everybody has been running around at Zeel's house. Arvind uncle and his family were coming home after five years. Five years ago Arvind uncle got a job in Abu Dhabi. Since then he had lived there. Zeel and her father went to the Airport to receive them.

After the plane landed, the passengers had to wait for some time to collect their luggage. At last Arvind uncle, Neeta aunty and their children could be seen coming out. "How big Hency and Pal have grown." Father said. Soon many suitcases and bags were loaded into the taxi and everyone was on the way to Zeel's house.

"Hency, you must be very tired after such a long journey. Father told me that Abu Dhabi is far from India," said Zeel.



For the teacher : Show different places to the children on globe or in the world map and discuss about their climate, plants, currency etc.

“We are not tired. Even though it is far, our flight took only two hours, The plane flies very fast.” said Hency.

Zeel was surprised. She remembered that when she had gone on school trip to Delhi, they had spent almost 20 hours in the train. And on the map, Junagadh and Delhi seemed quite near. Zeel, Hency and Pal chatted all the way to home from the airport. Zeel remembered how much fun she had on her school trip. She wanted



Hency to tell them all about her trip from Abu Dhabi.

Sand all around !

“You have seen many interesting things from the plane, isn’t it ?” asked Zeel.

“Most of the time we saw only clouds because the plane was flying so high, even higher than the clouds” said Hency. “But before it went so high, we could see that we were flying over sandy areas. It was sand but the colour of sand kept

changing white, brown, yellow, red, black. We saw mountains made only of sand.” “They are called sand dunes.” added Pal. “I have seen sand only at the sea-shore,” said Zeel. “Then you should come to visit us.” said Arvindbhai.





The countries around Abu Dhabi are located in a desert area. Even if one drives a little away from the city, one can see miles and miles of sand. No trees, no greenery-just sand.

“I used to dream of the thick greenery and cool water

around our home in Gujarat.” Said Neeta aunty. “I am so happy to see all these after such a long time.”

The children have almost forgotten how they feel when it rains. You know it almost never rain in the desert areas. “Water is really very precious over there. No rain, no rivers, no lakes, no ponds. Even below the ground there is no water.” “But, there is lot of oil under the sandy soil. So petrol is easily available in these countries,” added Pal. “In fact petrol is cheaper than water,” said Arvind uncle.

By this time all reached Zeel’s house. Hency and Pal were surprised to see so many fruit trees.

Coconuts, bananas, Jackfruit, papaya, betelnut. So many kind of trees ! Pal said, “We used to see only one kind of tree there - the date palms, because it is the only one that can be grow in the desert.



Nice Gifts and Photographs !

After they had met everyone, Neeta aunty unpacked their bags. They had brought gifts for everyone. They gave dates for everyone to eat. The dates were very sweet and tasty. Pal showed Zeel some currency notes and coins. Hency explained that the money they used in Abu Dhabi is called Dirham. It had some writing in their local Arabic language. They also showed many photographs of the place where they lived.



Arvind uncle gave Zeel a globe. He said, “Zeel, why don’t you find Abu Dhabi on this globe ? And where is Gujarat ? The children enjoyed playing with the globe and

looking for different places on the globe. Zeel found Delhi and Junagadh also.

In the evening everyone sat in the verandah, enjoying the breeze and looking at the photographs. They saw that in Abu Dhabi the buildings were tall with many storeys and big glass windows. Zeel said. “You must be getting nice cool breeze through these big windows.” Arvind uncle said,” We cannot open the windows because of heat. It is air-conditioned inside all houses. As the weather is very hot, people wear loose cotton clothes and keep



Home and Abroad

themselves fully covered- even the head is also covered. This protects them from the strong heat of sun.”

Zeel enjoyed looking at the pictures and finding out about the other countries from her cousins.



She constantly kept comparing her city with the things that they had described about Abu Dhabi. She decided that she would make a project report about Abu Dhabi for her class.

Discuss and Write :

- You can also make a small report comparing Abu Dhabi with the place where you live. You can use some of these points mentioned below while writing the report. You can also draw pictures or paste photographs.
 - The climate and weather
 - Clothing of people
 - The trees and plants
 - Different kinds of buildings
 - The traffic on the road (kinds of vehicles)
 - The common food items
 - The language
- Why do you think less trees grow in deserts ?

- Do you have any relatives who live in another country ? If yes, where ?



- How long did they live there ? Did they go there for studies or for work ?
Was there any other reason ?



Look at these currency notes :

Write the value of each note in the box near its picture.









Home and Abroad

- To which country does this currency belong ? How did you know ?

- Whose picture can you see on the notes ?

- Take a ten rupee note and observe it carefully. How many languages can you see on the note ?

- Write the name of the bank given on the note.

Observe the coins. Match them according to their heads and tails.



- Which coin remains without match ?

- How many of these coins do you recognise ?





- What is written on each coin other than the value ?

- Look at these notes. Do they all belong to India ? Put a circle around notes that are not Indian. Find out which country do they belong to.





Chapter 24

Spicy Riddles



I can be powdered fine,
To make food hot and spicy,
If too much of me is added
I make you gasp... shhee... shhee...
Your eyes and nose burst into water...
And you cry !
Think and tell me who am I ?
Tell me quickly, who am I ?



Grind me and powder me
To make your food look yellow,
I am mixed in oil by granny
And applied to wounds quickly,
I heal all wounds-big and small,
That is why I am loved by all !
Think and tell me who am I ?
Tell me quickly, who am I ?



Small and round like a pearl,
I am black when I am whole.
I can be powdered coarse or fine
A sharp and spicy taste is mine,
Whether it is salty or sweet.
I am added as a special treat.
Think and tell me who am I ?
Tell me quickly, who am I ?



I am a small and skinny chap
Sometimes I am brown and
sometimes black,
Added to hot oil and ghee
I spread my fragrance all around me,
When I am roasted.
Curd and *Jaljeera* are favourite to me.
Think and tell me who am I ?
Tell me quickly, who am I ?



I look like *Jeera* though green am I,
To make your stomach
healthy I always try,
Eat me always after your meal
I refresh your mouth.. You surely feel.
Think and tell me who am I ?
Tell me quickly, who am I ?



Spicy Riddles

**I look like a nail but a bud am I,
Chocolate brown colour and a
Strong smell have I
When your toothache
makes you shout.
I soothe the pain in your mouth.
Think and tell me who am I ?
Tell me quickly, who am I ?**



Now try and make your own riddles about two other spices. Ask those riddles in your class. Draw pictures of the two spices in your notebook and write their names.

- Which spices are used in your house for cooking ? Find out. Make a list and look at your friend's list too.

_____	_____
_____	_____
_____	_____

- When your grandparents were young, which spices were used most in their kitchen ? Find out from them and write here.

- Name one spice which is put into both sweet and salty things.

- What is put into food to make it taste sour ? Find out.



I am Kuttan. I live in Kerala. There is a garden of spices in the backyard of my house. There I see plants of *Tejpatta* (bay leaf), small and big cardamoms and black pepper grow.

- Find out whether any spices are grown in your area ! Write their names.

- Bring some whole spices to class. Write their names in the table. Close your eyes and try to recognise each spice by smelling and touching each one in turn. Put (✓) mark in front of the ones you recognise. If you do not recognise any, put a (×) mark.

No.	Smell	Touch	Name of the spice
1.			
2.			
3.			
4.			
5.			

Let us try to make a spicy *Chana chaat* !

- For this you need -
 - Boiled *Chanas* (gram), enough for everybody in the class.
 - Salt, red chilly powder, mango powder (*Amchur*) or lemon, according to taste.

Spicy Riddles

- Roasted cumin seeds, black salt and *Garam masala*, if it is possible.
- Fresh coriander leaves.

Add salt, red chilly power
Amchur powder or lemon juice
according to taste in the boiled
Chana. To make your chaat more
delicious, add a little roasted
cumin seeds, black salt and



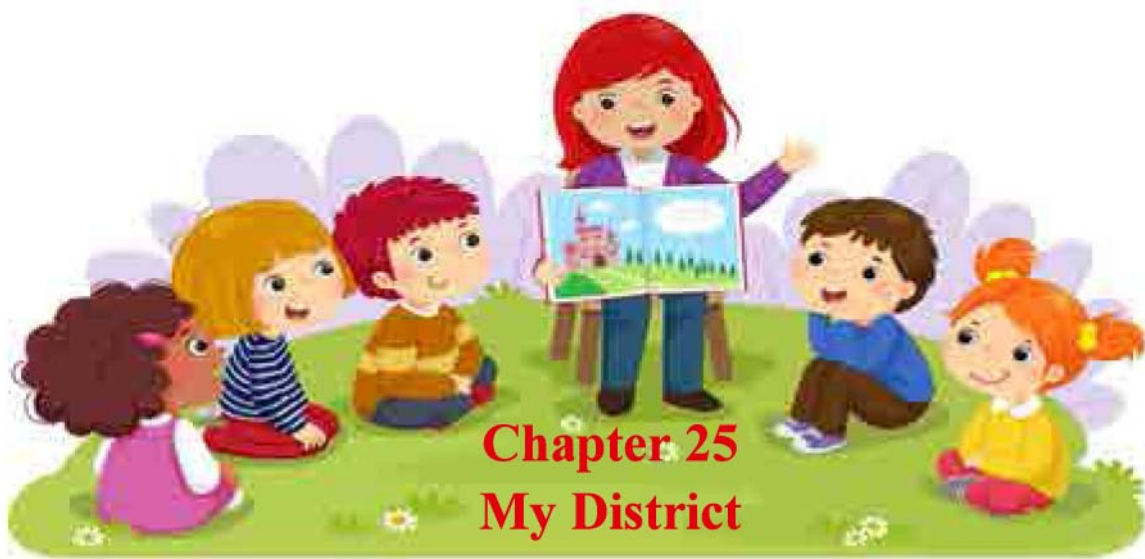
coriander powder. A pinch of *Garam masala* can also be added at the end. Mix
the *Chana* well. Sprinkle chopped coriander leaves on top. Hurrah ! Your spicy
Chaat is ready to eat !

- Did you enjoy the *Chana Chaat* ?
- Just imagine, if there were no spices to make the *Chana Chaat*, how would
it taste ?
- Try to learn and make different kinds of *Chaat* and enjoy it with all your
friends in class.
- How do spice-less and very spicy things feel on your tongue ?



For the teacher : *Garam Masala* : A powder of mixture of several
spices such as cardamom (small and big), clove, cumin seed (*Jeera*),
cinnamon, black pepper, dry ginger etc.





The Gujarat state organizes “*Khel Mahakumbh*” every year. Everyone is taking part in it to show their talent. Many teachers and students are coming for it. This year the programme is organised in the capital of the state. A large number of teachers and students from different districts of the state came to participate. Today all students are gathered in Central Vista garden near *Gh-4*. Everyone was gathered and talking in the garden. Teachers were exchanging their experiences, while students were talking about their districts.

In the beginning Vishwa said, “I am coming from Kutchh district. Bhuj is our capital. Our district has ten talukas. Kutchh district shares border with Pakistan from the district of Gujarat. While our desert touches with Rajasthan state of India. Morbi, Surendranagar, Patan and Banaskantha are our neighbouring districts.



Jyoti said, “Our district is and its capital is Our district has talukas. My district’s border touches and states. , , and districts are our neighbouring districts.



For the teacher : In the unit where it is written ‘Jyoti said’, there students have to find out their own district’s information and fill up. For that use local resource books from the school.

My District

By listening to this Thomas said,
“My district is Dang. It is the smallest district of Gujarat by area. Its area is 1764 square kilometers. So that it is less populated too. Its population is 2,26,769. The largest part of the forest in Gujarat (58.5 %) is in my district.



Jyoti said, “ My district has position according to area. Its area is square kilometers. Its population is Our district has % of forest of state.



Parveen living in Ahmedabad said,
“My city Ahmedabad is situated near bank of the river Sabarmati. The literacy rate of my district is 86.65 %. In my district there are many sightseeing

places like *Sidi Saiyad ni Jali*, *Kankariya Lake*, *Sabarmati river front*, *Gandhi Ashram* etc.

By listening to this Jyoti said, “ and rivers are passing through my district. and cities have flourished on the bank of these rivers. The literacy rate of my district is My district has,,, sightseeing places.



Maitry said, “I am coming from Junagadh district. *Dattatreya* is the highest peak of Girnar mountain in Junagadh of Gujarat. You might have heard this, “*High peak mountain Girnar,*



talking with clouds.” Maitry look at Jyoti. So Jyoti said, “My district also has and mountains.



Bhavin from Gandhinagar district said, “My district has religious places like - *Akshardham, Mahudi* and *Dholeswar Mahadev.*” Tanvi spoke in between, “I am from Mehasana district. My district has historical places like Modhera and Vadnagar. Sun Temple of Modhera and *KirtiToran* of Vadnagar are famous.



Jyoti said : “Our district has religious places like,, and And the historical places like, and

Before anyone speaks Krishna said, “My district is Narmada. A Dam has been built at Navagam village over the river Narmada in my district. The lake formed by this dam is named ‘*Sardar Sarovar*’. ‘Statue of Unity’ also has been constructed over there.



My District

By hearing this Jyoti said : “In my district also dam is built over river.”



Dhanaraj who is from Banaskantha said, “Amirgadh Taluka of my district has Jesor Bear Sanctuary and Palanpur Taluka has Balaram Sanctuary. Bear, *Nilgai*, Leopard, Porcupine etc are seen in Jesor sanctuary. While *Nilgai* (blue bull) and bears are seen in Balaram Sanctuary.

Jyoti said : “ Taluka of my district has and sanctuaries. In that mostly , , , animals are seen.”



Harbhajan was eager to speak. He said : I am from Surendranagar. The most famous fair of *Taranetar* is famous in all over India. Young men and young

women enjoy the fair with umbrella embroidered on them.

Jyoti said quickly : “..... fair is organised at place in my district.”



Devendra from Panchmahal said, “Corn crop is very common in my district. Beside this wheat, paddy pulses, groundnut and tobacco crops are also grown. Dipika said quickly “I am coming from Porbandar district. Cement and Dyes - Chemicals business has flourished a lot in my district.”



By listening this Jyoti said : “In my district
crop it taken most. Beside this,,
..... crops are also grown.,
..... and businesses are flourished
in my district.”

Do this :

- Get a map of your district. Make a list of Talukas of your district.
- Make a list of the trees and crops of your district.
- What is the rank of your district according to the census of 2011 ? Make a list of the less populated and more populated districts than your district.
- Make a list of sightseeing places other than discussed in this unit.
- Prepare pictorial information / chart of religious and historical places of your district.
- Collect information about dams and sanctuary of your district except shown in this chapter.
- Collect information of other fairs organised in different talukas of your district. And also find their speciality.
- Collect details about the industries developed in your district. And also find raw materials used for that.
- Get information about *Jilla Panchayat* and its work from your teacher.
- Who is doing administration of *Jilla Panchayat* ? Get details about it.
- Show the details given below in the map of your district.
 - Sightseeing places - Religious places - Historical places - Dam
 - Sanctuaries - Fairs - Industries
- Know more about ‘Statue of Unity’ from your teacher.



For the teacher : The informations given here about different district in this chapter is only for students. So that they can present the detail of their district. Students do not have to remember or understand the information of other district except their own. Don’t make it a part of evaluation for that.