

*\*Enhanced Edition  
NEP 2020 Guidelines*



## *Teacher's Support*

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# Lesson-1

## (About Me )

### Objectives

- To make students learn to introduce themselves.
- To know hobbies of the students.
- To help them learn their date of birth, height, weight, father's name, mother's name and school name.

### Overview

- Writing details about oneself which includes name, age, birthday, height, weight, father's name, mother's name, name of school, class, favourite dish, favourite game and favourite dress.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

- Choose students randomly and ask them to introduce themselves.
- Help them by telling them to tell their father's name, age, height etc.
- Once the students start interacting and introducing themselves in the class, ask them to see what is written in their textbook.
- Help them to fill the blanks.
- Make them write complete sentences in their notebook.

### Recapitulation

- Are you a boy or a girl?
- What is your name?
- What is your father's name?
- What is your mother's name?
- What is the name of your school?
- What do you like to play?
- What do you like to wear?
- When do you celebrate your birthday?

### Home Assignment

- Paste your photograph in the box provided.
- Learn to introduce yourself by heart.

## Teacher's Support

I am a girl.

My name is Rita Khanna.

I am 6 years old.

I celebrate my birthday on 12<sup>th</sup> September.

My height is 105 cm.

My weight is 22 kg.

My father's name is Mr. Sushil Khanna.

My mother's name is Mrs. Reena Khanna.

My name of my school is R.P. Public School.

I like to eat Rajma Rice.

I like to play football.

I like to wear frocks.

## Lesson-2 (Our Body )

### Objectives

- To enable students to name body parts.
- To make students understand that different body parts perform different functions.
- To make them learn and name external parts of our body.

### Overview

- Writing names of parts of the body.
- Naming internal parts of the body.
- Introduction of functions of head, arms and legs, nose, hands and fingers.
- Counting and learning numbers of ears, eyes, nose, hands and fingers.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

- Ask students to name different parts of body by indicating head, arms, hands, fingers, legs etc.
- Ask randomly and tell students to name one by one and write different part of body on the board.
- Now, correct the spellings if the students write them wrong on the board. Emphasise on pronouncing each word clearly so that students learn to pronounce and spell the body parts correctly.
- Tell them the functions of head, arms and legs and ask them to give examples of situations when

they have to use their hands, legs and arms.

- Give them examples of drawing, playing, eating, walking, dancing and ask them which body part is used to perform these actions.
- Then ask the students to count number of ears, eyes, nose, hands, legs and fingers.
- Explain them what are external body parts and internal body parts.
- Discuss and help the students to solve the exercises given in the task 'Question Time'.
- Write the answers on the board to avoid spelling errors.
- Make students do 'Think and Answers', 'Fun Time', Things to do, 'Life Skills' and 'Cluster Task' by themselves after discussing them in the class.

### Recapitulation

- What are external parts of our body?
- What is the function of head?
- What is the function of arms?
- What is the function of legs?

### Home Assignment

- Write the names of different body parts in your notebook.
- Do 'Think and Answer' 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' at home and get them checked later in class.

## Teacher's Support

### Gear up

Head, Arm, Hand, Leg

### Examine Point

a) two                      b) one                      c) two                      d) two                      e) two                      f) ten

### Question Time

(A) 1.d)Many    2.a)head                      3.b) hand                      4. a) feet

(B) 1. two                      2. legs and feet                      3. arms and hands                      4. write

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

(D) Do it yourself.

- (E) 1. We have two arms.  
2. The head is the topmost part of our body.  
3. We need legs for walking.  
4. Nose, head and legs.

### **Think and Answer**

Heart, kidneys, stomach, brain, lungs etc.

### **Fun Time**

Ears, Mouth, Eyes, Nose

### **Things to do**

a) Running            c) Cycling            d) Skipping

### **Life Skills**

2. Take a bath.
3. Comb your hair.
4. Pack your school bag.

### **Cluster Task**

Do it yourself.

## **Lesson-3** **(Our Sense Organs)**

### **Objectives**

- To make students understand the role of sense organs in our body.
- To enable students to relate the use of their sense organs to know the world around them.
- To make students learn the spellings and names of five sense organs.
- To make students understand the functions of each sense organ.

### **Overview**

- Learning names of five sense organs: Ears, eyes, nose, tongue and skin.
- Identifying which sense organ perform which function.
- Learning functions of sense organs.

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

- Point out eyes, tongue, nose, ear and skin to the students and tell them to name them.
- See if they can name easily, tell them to spell the words. If not, then help them acquire knowledge of nose, ear, skin, tongue and eyes.
- Now, write all these sense organs on the board in one column and in other column write words like see, feel, taste, smell and hear.

Nose	Feel
Eyes	Hear
Tongue	See
Skin	Taste
Ears	Smell

- Guide the students to match nose with smell, eyes with see, tongue with taste, skin with feel and ears with hear. Like this students will learn the functions of each sense organ.
- Once this is done, read the chapter to the students clearly making them understand each line.
- Tell them to try 'Gear up' and help them to complete it correctly.
- Explain them functions of each sense organ properly with example. Correlate the pictures given in the book to explain in an interesting way.
- Assist them to do 'Examine Point' themselves.
- Discuss and help the students to solve the exercises given in task 'Question Time'.
- Write spelling of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Thing to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

### Recapitulation

- What are sense organs?
- Name all the sense organs.
- How many sense organs do humans have?
- Write the functions of ear, nose, tongue, skin and eyes.

### Home Assignment

- Draw picture of five sense organs in your notebook. Also, write their functions below their pictures.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills', 'Cluster Task' at home and get them checked later in class.

## Teacher's Support

### Question Time

- (A) 1. c) hear      2. b) see      3. d) tongue      4. a) feel
- (B) 1. five      2. Eyes      3. Taste      4. Smell      5. Skin

- (C) 1. Hear                Ear  
2. See                Eyes  
3. Touch                Skin  
4. Taste                Tongue  
5. Smell                Nose

- (D) 1. True            2. False            3. False            4. False

- (E) 1. We have five sense organs.  
2. We have two eyes.  
3. Our ears help us to hear sounds, music etc.  
4. Ears, eyes, nose, tongue and skin.

### Think and Answer

Yes, animals also have the same sense organs as humans.

### Fun Time

Nose, Tongue, Eyes, Ears

### Things to do

<u>Taste</u>	<u>Food Item</u>
Sweet	Honey
Sour	Lemon
Bitter	Bitter gourd
Salty	Chips

### Life Skills

See	-	flowers, butterfly
Touch	-	bench, leaves
Hear	-	sounds of birds, cricket chirping
Smell	-	fragrance of flowers, smell of mud

### Cluster Task

Do it yourself.

# Lesson-4

## (A Family )

### Objectives

- To enable students to understand their relations with their mother, father, sister, grandfather and grandmother.
- To inculcate moral values and family ethics in the students.
- To make them learn the meaning of joint family and nuclear family.
- To make students understand that each family has a different structure and method of living.
- To make students realise the importance of family and the fun we have with our family on special occasions.

### Overview

- Learning about parents, brothers, sisters cousins aunts, uncle, grandmother and grandfather.
- Understanding the difference between nuclear family and joint family.
- Making students realise the importance of family.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

- Ask students to define family. What according to them is a family? How many family members do they have in their family? If they are unable to answer this question, explain them the meaning of family members.
- After explaining them what are family members, try to find out how many family members do students have? Make students who have more than four or five family number raise their hands.
- Now explain the difference between the nuclear family and joint family with reference to students raising their hands.
- Now ask students with joint family about the benefits they enjoy living in a joint family.
- Then shift your attention to nuclear family students and ask them what fun do they have with their families.
- Once this is done, make the students read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Tell them to try 'Gear up' and 'Examine point' and help them to complete them correctly.
- Discuss and help the students to solve the exercises given in task 'Question Time'.
- Write spellings of difficult words on board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Like Skills' and 'Cluster Task' by themselves after discussing them in class.

## Recapitulation

- What is a family?
- What is a nuclear family?
- What is a joint family?
- What is family fun?
- Why is family important for us?

## Home Assignment

- Draw a family tree in your notebook and paste pictures of your family members in it.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' at home and get them checked later in class.

## Teacher's Support

### Gear up

Do it yourself.

### Examine Point

Do it yourself.

### Question Time

- (A) 1. a) Small nuclear family  
2. d) Big joint family  
3. c) Small joint family  
4. a) relatives or friends
- (B) 1. Parents 2. family 3. sisters 4. two
- (C) 1. False 2. True 3. False 4. True
- (D) 1. There are commonly two types of families. Nuclear family and joint family.  
2. Our mother and father are our parents.  
3. Our grandfather and grandmother are our grandparents.  
4. A family enjoys during special occasions like weddings, birthday parties, festivals and soon.

### Think and Answer

Benefits of living in a joint family are:

- Kids who live in a joint family are more caring and understanding.
- You get to travel more and with more people.
- The overall workload of household work is distributed among all the family members.
- You get immediate help during emergencies.
- The bonds among cousins and other family members are stronger.

**Fun Time**

Do it yourself.

**Life Skills**

Do it yourself.

**Cluster Task**

Do it yourself.

## Lesson-5 (Food)

**Objectives**

- To enable students realise the importance of food to live and grow.
- To learn the fact that we get our food from plants and animals.
- To make students understand the proper timings of having their meals in a day.
- To make them understand to have healthy food instead of junk food.
- To teach students good food habits.

**Overview**

- Learning importance of food.
- Learning the names of food items which we get from plants.
- Learning the names of food items which we get from animals.
- Learning proper eating time for eating our meals.
- Acquiring good food habits and avoiding bad habits.

**Teaching / Learning Material**

Textbook, blackboard, chalk etc.

**Teaching / Learning Strategies**

- Ask students about their favourite food items or dishes. Ask them from where do they think they get their food? Do they eat food in raw form or cooked form?
- Now discuss, how food is essential for survival of human beings? We get food from plants and animals .
- Name the food items that we get from plants. For eg. cereals, eggs, milk and honey.
- Ask them how many times do they eat in a day. Ask them to name the meals. Check whether they know or not. If not write breakfast, lunch and dinner on the board so that they understand the names of the meals and their spellings correctly.

- Tell them what are good food habits and bad food habits.
- Once this done, make the students read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Tell them to try 'Gear up' and 'Examine point' and help them to complete them correctly.
- Discuss and help the students to solve the exercises given in task 'Question Time'.
- Write spellings of difficult words on board to avoid spelling errors.
- Make students do 'Think and Answers', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

### Recapitulation

- Why do we need food?
- What food items do we get from plants?
- What food items do we get from animals?
- What are three main meals in a day?
- What are good food habits?

### Home Assignment

- Draw pictures of five food items that we get from plants and five food items that we get from animals.
- Do 'Think and Answer', 'Fun time', 'Thing to do', 'Life Skills' and 'Cluster Task' at home and get them checked later in class.

## Teacher's Support

### Gear up

Morning	afternoon	evening/night
bread	rice	rice
juice	dal	vegetable sabzi
egg	chapati	salad

### Examine Point

1. Food gives up - d) energy
2. We get fruits from - c) plants
3. We get milk from - b) cow
4. Butter and Ghee are - e) milk products
5. We taken lunch in the - a) afternoon

### Question Time

- (A) 1. c) plants      2. b) hen      3. a) breakfast      4. b) play      5. a) animals
- (B) 1. complete      2. meat      3. cereal      4. chew      5. afternoon
- (C) 1. True      2. True      3. False      4. False
- (D) 1. We all need food to live and grow.  
2. Cereals, pulses and fruits.  
3. Meat, eggs and honey.  
4. We eat three main meals in a day.  
5. The three good food habits are:
- Wash your hands before and after eating.
  - Eat only freshly cooked food.
  - Drink plenty of water.

### Think and Answer

They are called as vegetarians.

### Fun Time

Egg, meat, milk, honey

### Things to do

a) butter      b) ghee      c) cream      d) curd      e) cheese      f) ice-cream

### Life Skills

1. Pizza      2. Burger      3. Chowmein      4. French fries

### Cluster Task

Do it yourself.

# Lesson-6

## (Clothes)

### Objectives

- To enable students understand the importance of clothes for us.
- To make them learn about different types of clothes.
- To make them understand the meaning and use of uniforms.
- To explain them that we wear different clothes for different occasions.
- To examine their understanding of the chapter through exercises and acquired knowledge.

### Overview

- Learning the reason of wearing clothes to protect ourselves from heat, rain, cold, germs, dust and insects.
- Giving knowledge of different types of clothes.
- Defining uniforms and their purpose.
- Describing types of clothes worn during special occasions.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

- Ask students to define clothes. What type of clothes do they like to wear? Which colour do they like to wear? Which colour do they like more? Ask them to name few items that we call clothes like jacket, frock etc.
- Now, when they name clothes, tell them to complete 'Gear up' exercise given in the beginning of chapter.
- Now explain to them the purpose of wearing clothes. Tell them clothes protect us from heat, cold, rain, germs, dust and insects bites.
- Then draw the attention of students on different seasons i.e. summers, winters and rainy season. Ask students if they wear same type of clothes all round the year. Explain to them different types of clothes worn in different seasons.
- After concluding the information of clothes with reference to seasons discuss about the clothes that they wear to school. Are they similar to the ones which they wear at home? What are they called? Through this discussion explain them what are uniforms are why and they are important?
- Also discuss about different types of clothes worn on special occasions.
- Once this is done, make the students read the chapter turn by turn. Guide them to understand the meaning of difficult or new words.

- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve the exercises given in task 'Question Time'.
- Write spellings of difficult words on board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and, 'Cluster Task' by themselves after discussing them in class.

### Recapitulation

- Why do we wear clothes?
- What type of clothes do we wear in summers?
- What type of clothes do we wear in winters?
- What type of clothes do we wear in rainy season?
- What are uniforms?
- When do we wear special clothes?

### Home Assignment

- Write names of few people who wear uniforms in your notebook.
- Do 'Think and Answer', 'Fun time', 'Things to do', 'Life Skills' and 'Cluster Task' at home and get them checked later in class.

## Teacher's Support

### Gear up

- |          |             |           |            |
|----------|-------------|-----------|------------|
| 1. Frock | 2. Suit     | 3. Jacket | 4. Sweater |
| 5. Cap   | 6. Raincoat | 7. Tie    | 8. Socks   |

### Examine Point

- |                   |                    |             |
|-------------------|--------------------|-------------|
| 1. Cotton Clothes | 2. Woollen clothes | 3. Uniforms |
|-------------------|--------------------|-------------|

### Question Time

- |     |   |                 |                  |                      |
|-----|---|-----------------|------------------|----------------------|
| (A) | 1. a) Woollen clothes   | 2. a) Warm      | 3. c) the school | 4. a) neat and clean |
| (B) | 1. cover  | 2. summers      | 3. wool          | 4. rainy 5. uniform  |
| (C) | 1. Cotton Clothes   | d. Summer       |                  |                      |
|     | 2. Uniform  | a. School       |                  |                      |
|     | 3. Raincoat   | c. Rainy season |                  |                      |
|     | 4. Woollen clothes  | b. Winters      |                  |                      |
| (D) | 1. False  | 2. False        | 3. False         | 4. True              |
| (E) | 1. We wear clothes to protect ourselves from heat, rain, cold, germs, dust and insects. |                 |                  |                      |
|     | 2. We wear cotton clothes because they absorb sweat and keep our body cool.             |                 |                  |                      |

3. We get wool from sheep.

4. We wear special and colourful clothes on occasions like festival, weddings and birthday parties. These types of clothes are called occasional clothes.

### Think and Answer

Summers	Winters	Rainy season
T-shirt	Gloves	Gumboot
Shorts	Jacket	Umbrella
Shirt	Sweater	
Skirt		

### Fun Time

Do it yourself.

### Things to do

nurse, soldier, policeman, doctor

### Life Skills

Do it yourself.

### Cluster Task

Do it yourself.

## Lesson-7 (My House)

### Objectives

- To enable students to understand the importance of a house.
- To make students learn different types of houses and what and how are they made up of.
- To give knowledge about different rooms present in a house.
- To teach importance of keeping our house clean and tidy.

### Overview

- Importance of house
- Different types of houses: Kuchcha House and Pucca House
- Different types of rooms in a house: study room, drawing room, bedroom, dining room, kitchen and bathroom.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

- Ask students what according to them is the need of having a house. Explain to them importance of having a house.
- Now, ask them are the houses of villages same like the houses of towns and cities. What are the differences? Once, they start telling and discussing their thought and ideas with you explain them about kuchcha houses and pucca houses.
- Then discuss about what do students know about different rooms in a house. Explain them purpose and function of each room in a house.
- Now shift their attention towards cleanliness and tidiness of house. Explain them why it is very important to keep our house neat and clean.
- Once this is done, make the students read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Tell them to try 'Gear up' and 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve the exercises given in task 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

## Recapitulation

- Why do we need a house?
- What is a home?
- What are two types of houses?
- What are different types of rooms in a house?
- Why is it important to keep our house neat and clean?

## Home Assignment

- Draw pictures of your house in your notebook. Also, colour it.
- Do 'Think and Answer', 'Fun time', 'Things to do', 'Life Skills' and 'Cluster Task' at home and get them checked later in the class.

## Teacher's Support

### Gear up

Do it yourself.

### Examine Point

- a) Dining room      b) Bathroom      c) Bedroom      d) Kitchen      e) Drawing room

## Question Time

- (A) 1. c) Two            2. a) mud            3. b) strong            4. d) drawing room    5. b) bathroom
- (B) 1. live            2. windows            3. Pucca            4. study            5. kitchen
- (C) 1. True            2. True            3. False            4. True
- (D) 1. Drawing room            -            c) to meet guests  
2. Bed room            -            d) to take rest  
3. Dining room            -            a) to eat meals  
4. Kitchen            -            b) to cook food
- (E) 1. We need a house to live in. It provides us shelter.  
2. In villages, many people live in houses made of mud, bamboo, dry leaves, wood and straw. Those are called as kuchcha houses.  
3. In cities, people live in houses made of bricks, cement and metal. These are called Pucca houses.  
4. Drawing room and bedroom.

## Think and Answer

Kuchcha houses are unsafe during storms as they are made of straws which can get flew away with wind.

## Fun Time

Do it yourself.

## Things to do

Broom, Dustbin, Mop

## Life Skills

1. stone, knives, utensils
2. bed, table, chairs
3. sofa, painting, table

## Cluster Task

Igloo: An igloo also known as a snow house or snow hut, is a type of shelter built of snow.

Houseboat: A houseboat is a boat that has been designed or modified to be used primarily as a home.

Caravan: A vehicle equipped for living in, typically towed by a car and used for holidays.

# Lesson-8

## (My School)

### Objectives

- To enable students to understand that school is a place to learn and grow.
- To make students know about different activities and their places in a school.
- To inform and give knowledge to students about different people who work in school.
- To teach rules that are required to be followed by the students in school.

### Overview

- School is a place to learn and grow.
- Learning names of different places for different activities in a school.
- Teaching rules to be followed in school.
- Knowing more about people who work in a school.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

- Ask students, why according to them they come to school? They will reply to learn, to study etc. Add that school is not only for learning but also a place to know people, follow rules, acquire knowledge and have fun too.
- Then ask them to do 'Gear up' given in the beginning of the chapter themselves.
- Tell them about different places in the school used for different activities.
- Give them knowledge about sweepers, staff members by giving them examples of helpers and people from your own school so that they can relate to it easily.
- Tell them about the rules to be followed in school. Tell them about the importance of rules in one's life.
- Now ask the students to read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve the exercises given in task 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

## Recapitulation

- Why do we go to school?
- Why is there a need for different places in school?
- Name the people who work in a school.
- Write the rules that need to be followed in school.

## Home Assignment

- Draw a picture of your school in your notebook.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' at home and get them checked later.

# Teacher's Support

## Gear up

Do it yourself.

## Examine Point

- a) Discipline      b) Punctuality      c) Hardwork

## Question Time

- (A) 1. c) School      2. a) classroom      3. b) guard      4. b) teachers
- (B) 1. manners      2. library      3. playground      4. teachers
- (C) 1. False      2. True      3. True      4. True
- (D) 1. A school is a place where we learn and grow.  
2. We read books and newspaper in the library.  
3. The guard guards the school.  
4. • We should reach our school on time.  
• We should wear clean and ironed uniform.

## Think and Answer

I learn good things at school. I learn so many different subjects. There are many activities which are interesting and I love to be a part of them. Our teachers teach us with great care and affection. I am very grateful to them for teaching us good habits. At school I have many good friends. We study, play and eat together. I love my school very much.

## Fun Time

Do it yourself.

## Things to do

- a) Playground- benches, basket ball court, volley ball court, drinking water taps

- b) Classroom-benches, magazines, bookmarks, newspaper, desk  
c) Library-books, magazines, bookmarks, newspaper, benches, desk

### Life Skills

1. Listen to the teacher ✓
2. Share your lunch ✓
3. Climb the trees ✗
4. Read books ✓
5. Tease other students ✗
6. Write on the walls ✗

### Cluster Task

Do it yourself.

## Lesson-9 (Safety Rules)

### Objectives

- To enable students to understand the importance of safety rules while at home or outside home.
- To make them aware about the safety rules to be followed at home, on road, while swimming, while travelling in a bus and while playing.
- To make students understand what is right and what is wrong for them.

### Overview

- Learning importance of safety rules.
- Learning safety rules at home.
- Learning safety rules on road.
- Learning safety rules while swimming.
- Learning correct way of travelling in a bus.
- Learning how to be safe while playing on a playground.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

- Explain the meaning of 'safe' and 'unsafe' to the students. Tell them how it is important for the

students. Tell them how important it is to follow safety rules.

- Ask them to do 'Gear up' exercise given in the beginning of the chapter.
- Explain them properly why safety is necessary while walking, doing work, playing, swimming, travelling etc.
- Now ask the students to read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer,' 'Fun Time', 'Things to do', 'Life Skills', and 'Cluster Task' by themselves after discussing them in class.

### Recapitulation

- Why should we follow safety rules?
- What are the safety rules which we should follow at our home?
- What are the safety rules which we should follow on road?
- What are the safety measures which we should take while swimming?
- What are the safety measures which we should take while travelling in a bus?

### Home Assignment

- Draw pictures of traffic signal in your notebook. Also, colour it and write what each colour indicates.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills', and 'Cluster Task', at home and get them checked later in class.

## Teacher's Support

### Gear up

U, S, U, U, S, U

### Examine Point

1. Never

2. Never

3. Always

4. Never

### Question Time

(A) 1. d) everywhere

2. c) zebra crossing

3. b) never

4. c) green

5. b) rubber tube

(B) 1. sharp      2. alone      3. touch      4. fight      5. lean out

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

- (D) 1. • Never play with sharp things like knives, scissors or blades.  
• Never jump on the bed or sofa.  
• Do not run up or down the stairs.  
• Do not leave the toys on the floor after playing.
2. • Knives, scissors and blade.
3. • Obey traffic rules.  
• Always walk on the footpath.  
• Use the Zebra crossing to cross the road.  
• Always follow traffic signals on the road.
4. • Never swim alone  
• Use a rubber tube, if you are a learner.  
• Do not push or pull anybody in the swimming pool.  
• Always swim under the guidance of a trainer.
5. • Never play near or on the road.  
• Do not play or fly kites on an open terrace.  
• Always play in a playground or a park.  
• Do not fight while playing.

### Think and Answer

We should not swim alone because we can get drowned.

### Fun Time

Red light says stop.

Yellow light says wait.

Green light says go.

### Things to do

Do it yourself.

### Life Skills

1. ✓ 2. ✗ 3. ✗ 4. ✗ 5. ✓

### Cluster Task

Do it yourself.

# Lesson-10

## (Transport)

### Objectives

- To give brief knowledge about three means of transport:
  1. Land Transport
  2. Water Transport
  3. Air Transport
- To explain the importance of land transport in our daily life.
- To give knowledge to the students about how and when water transport is used.
- To explain why air transport is used to travel from one country to another.

### Overview

- Learning different means of transport.
- Learning use of land transport.
- Learning use of water transport.
- Learning use of air transport.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

- Ask students about the term 'Transport'. What do they know? Add up to their knowledge.
- Introduce to them the three means of transport: land, water and air and discuss about them in brief.
- Ask students to do 'Gear up' exercise given in the beginning of the chapter.
- Discuss which means of transport do they use to come to school, go to the market etc. This will lead to discussion of land transport.
- Now, discuss with them about boats, ships, steamers and explain them why and for what purpose water transport is used.
- Draw their attention towards foreign people who visit our country. Enquire them accordingly which mode of transport do they take. This will help students to discuss about air transport.
- Now ask the students to read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time'.
- Write spelling of difficult words on the board to avoid spelling errors.

- Make students to 'Think and Answer' 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

### Recapitulation

- What are different means of transport?
- What means of transport do we use to carry goods on land?
- Why do we use water transport?
- Why do we use air transport?

### Home Assignment

- Draw a picture of your favourite means of transport in your notebook.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Time' at home and get them checked later in class.

## Teacher's Support

### Gear up

Do it yourself.

### Examine Point

- Land transport - Car, Buses, Trucks, Cycles etc.
- Water transport - Ship, Steamers and Boats
- Air transport - Aeroplanes and Helicopters

### Question Time

- |            |   |                             |                  |                     |
|------------|---|-----------------------------|------------------|---------------------|
| <b>(A)</b> | 1. b) rail tracks   | 2. c) land transport        | 3. c) Helicopter | 4. c) air Transport |
| <b>(B)</b> | 1. water  | 2. helicopters              | 3. land          | 4. Air transport    |
| <b>(C)</b> | 1. True   | 2. False                    | 3. False         | 4. True             |
| <b>(D)</b> | 1. Land transport   | c) Car and bus              |                  |                     |
|            | 2. Water transport  | a) Boat                     |                  |                     |
|            | 3. Air transport  | b) Helicopter and aeroplane |                  |                     |
| <b>(E)</b> | 1. We use different means of transport for going from one place to another. |                             |                  |                     |
|            | 2. Buses, cars, and trucks  |                             |                  |                     |
|            | 3. Steamers, ships and boats  |                             |                  |                     |
|            | 4. Air transport is the fastest means of transport.                         |                             |                  |                     |

## Think and Answer

We can use air transport if we want to travel to other country because it is fastest means of transport.

## Fun Time

a. RICKSHAW      b. TRAIN      c. BUS      d. CYCLE

## Things to do

1. two wheels      2. four wheels      3. four wheels      4. three wheels

## Life Skills

Do it yourself.

## Cluster Task

Do it yourself.

# Lesson-11 (Our Neighbourhood)

## Objectives

- To enable students to understand their relationship with their neighbours.
- To give knowledge to the students about different places present in their neighbourhood.
- To inculcate feelings of love, harmony and respect among the students for their neighbours.

## Overview

- Learning to define neighbours and neighbourhood.
- Learning about importance of school in our neighbourhood.
- Learning about importance of hospital in our neighbourhood.
- Learning about importance of post office in our neighbourhood.
- Learning about importance of market in our neighbourhood.
- Learning about importance of police station in our neighbourhood.
- Learning about importance of park in our neighbourhood.
- Learning about importance of fire station in our neighbourhood.

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

- Discuss about neighbours and neighbourhood with students. Ask them to define neighbours and neighbourhood. Explain and add your points to what they say.
- Ask the students about various shops, houses, playgrounds, community centres, hospitals which they have near them. Then ask them to do 'Gear up' after this discussion.
- Once the students are familiar with all this, ask them to read the chapter turn by turn. Guide them to understand the meaning of difficult or new words.
- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

## Recapitulation

- Who are neighbours?
- What is neighbourhood?
- What is the purpose of a school?
- What is the purpose of a hospital?
- What is the purpose of a post office?
- Why do we go to market?
- What is the role of a police station?
- Why do we go to a park?
- When do we call the fire station?

## Home Assignment

- Write names of ten places present in your neighbourhood in your notebook.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills', and 'Cluster Time' at home and get them checked later in class.

## Teacher's Support

### Gear up

Do it yourself.

### Examine Point

- a) Neighbours      b) Neighbourhood      c) Market      d) Park

## Question Time

- (A) 1. c) neighbours      2. c) hospital      3. a) Market      4. c) fire engines
- (B) 1. Neighbourhood      2. post box      3. Market      4. law      5. Firemen
- (C) 1. We go to market to buy      b) food items and goods  
2. We go to post office to buy      a) stamps and envelopes  
3. We go to bus stand to take a      d) bus  
4. We go to school to      c) study and learn
- (D) 1. True      2. True      3. False      4. True
- (E) 1. The area around our house is called our neighbourhood.  
2. School, Market, Park, Police Station, Hospital  
3. We go to market to buy things for our daily needs.  
4. a. Policeman- Police station  
b. Postman- Post office  
c. Nurse- Hospital  
d. Teacher - School

## Think and Answer

Diwali, Holi, Gurpurab, Eid, Dussehra

## Fun Time

Hospital, Market, School, Park, Bank

## Things to do

Do it yourself.

## Life Skills

1. We should throw garbage in dustbins.
2. We should plant more trees.
3. We should not cut down the trees in our surroundings

## Cluster Task

Do it yourself.

# Lesson-12

## (People Who Help Us)

### Objectives

- To enable students to develop helping nature.
- To explain dignity of labour to the students so that they treat everyone equally.
- To give them knowledge about different professions and their roles in our society.
- To explain the meaning of helpers to the students and how these helpers are important to us.

### Overview

- Learning about different professions.
- Understanding properly what work is done by whom
- Learning importance of helpers in our life.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

- Ask students about 'Helpers'. What do they understand by the word helpers? Who are different helpers they find around them daily. Ask them to name them.
- Once the students start naming tell them to do 'Gear up' exercise given in the beginning of the chapter.
- Explain students how helpers make our easy and comfortable. Without them our life would be impossible.
- Then ask the students to read the chapter turn by turn. You can also select fifteen students and assign them role of different helpers. This will make learning more fun.
- All the students will portray themselves as helpers and read out what they do. For eg. Postman will say "I deliver letters and postcards".
- Like this students will learn and understand the job done by different helpers around us.
- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

### Recapitulation

- Who are helpers?

- Why is there a need of helpers?
- What does a postman do?
- What does a doctor do?
- What does a barber do?
- What does tailor do?
- What does a mechanic do?
- What does a teacher do?
- What does a washerman do?
- What does a traffic policeman do?
- What does a plumber do?
- What does a mason do?
- What does a green grocer do?
- What does a carpenter do?
- What does an electrician do?
- What does a cobbler do?
- What does a policeman do?

### Home Assignment

- Write five lines on your favourite helper.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills', and 'Cluster Task' at home and get them checked later in class.

## Teacher's Support

### Gear up

1. Teacher                      2. Doctor                      3. Postman                      4. Tailor

### Examine Point

- a) True                      b) False                      c) True

### Question Time

- (A) 1. c) Postman                      2. b) barber                      3. c) mason                      4. c) traffic  
 (B) 1. Washerman                      2. Plumber                      3. Policeman                      4. Mechanic  
 (C) 1. Postman                      c) Letters  
       2. Tailor                      a) Clothes  
       3. Doctor                      d) Hospital  
       4. Mason                      b) Bricks

- (D)
1. Teacher, sweeper and guard.
  2. The mechanic uses tools to build or repair machines and vehicles.
  3. The policeman arrests criminals and maintain law and order.
  4. We must always behave properly and talk politely with our helpers.

### **Think and Answer**

Do it yourself.

### **Fun Time**

Do it yourself.

### **Things to do**

Do it yourself.

### **Life Skills**

Do it yourself.

### **Cluster Task**

Do it yourself.

## **Lesson-13** **(Festivals)**

### **Objectives**

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

### **Overview**

- Learning the reasons behind celebration of different festivals.
- Differentiating religions and national festivals.
- Learning to celebrate every festival irrespective of religion, caste or creed.

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

- Ask students about their favourite festivals and also how they celebrate them with their family members. What do they wear? Do they have fun?

- After a brief discussion ask the students to do 'Gear up' exercise given in the beginning of the chapter.
- Now ask the students to read the chapter. Select nine students to read about different festivals and one student will read all other details given in the chapter.
- After description of every festival read by the students, explain each and every line to all the students properly. Guide them to understand the meaning of difficult or new words.
- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills', and 'Cluster Task' by themselves after discussing them in class.

### Recapitulation

- What is a festival?
- What are two types of festivals?
- Write names of religious festivals celebrated by you.
- Write names of national festivals celebrated by you.

### Home Assignment

- Draw a scene of your favourite festival in your notebook.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills', and 'Cluster Task' at home and get them checked later in class.

## Teacher's Support

### Gear up

Diwali, Dussehra, Eid, Christmas

### Examine Point

a) Diwali                      b) Sewaiyan                      c) Holi                      d) Gurpurab

### Question Time

(A) 1. a) Muslims    2. a) Guru Nanak Dev ji    3. a) 15th August    4. c) 2nd October

(B) 1. Diwali                      2. Ramzan                      3. Gurupurab                      4. 26th January                      5. Rajpath

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

- (D)
- |                     |                              |
|---------------------|------------------------------|
| 1. Diwali           | d. Festival of lights        |
| 2. Eid              | c. Mosque                    |
| 3. Christmas        | b. 25 <sup>th</sup> December |
| 4. Gandhi Jayanti   | e. 2 <sup>nd</sup> October   |
| 5. Independence day | a. 15 <sup>th</sup> August   |

- (E)
1. Diwali, Dussehra, Holi, Eid and Christmas.
  2. On Holi people play with colours and water. They enjoy dancing and eating sweets like gujiya.
  3. Christmas is celebrated on the 25<sup>th</sup> December every year as the birthday of Jesus Christ.
  4. Eid is enjoyed by eating 'sewaiyaan'.
  5. We celebrate Independence day on 15<sup>th</sup> August because our nation got freedom from British rule on 15<sup>th</sup> August, 1947.

### Think and Answer

Yes, we sing national anthem on Independence Day because it is a national festival.

### Fun Time

Do it yourself.

### Things to do

Diwali is the festival of lights. We pray to Goddess Lakshmi on this day. We light candles and diyas. We also exchange gifts and sweets. We burst crackers on this day.

### Life Skills

We sing national anthem and hoist the national flag on Independence Day and Republic Day.

### Cluster Task

Do it yourself.

# Lesson-14

## (Plants World)

### Objectives

- To give knowledge of different types of plants to the students.
- To explain the importance of plants for humans and animals on earth.

### Overview

- Differentiating between tall and short plants.
- Learning different types of plants.
- Learning the importance of plants in our lives.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

- Ask students different types of plants. Explain them how plants are important to us. Ask them the names of plants that they know.
- Tell students to do 'Gear up' given in the beginning of the chapter.
- Then tell the students to read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

### Recapitulation

- What are trees?
- What are herbs?
- What are shrubs?
- What are herbs?
- What are climbers?
- What are creepers?
- What are water plants?
- What are thorny plants?

## Home Assignment

- Draw a picture of a plant in your notebook.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Time' at home and get them checked later in class.

## Teacher's Support

### Gear up

Herbs, Climbers, Tree, Shrubs

### Examine Point

1. tree                      2. few                      3. Creepers                      4. Herbs

### Question Time

- (A) 1. b) Strong                      2. d) thin                      3. c) Herbs                      4. c) ground
- (B) 1. straight                      2. Rose                      3. herbs                      4. climbers
- (C) 1. False                      2. True                      3. False                      4. True
- (D) 1. Big and strong plant                      b. Trees  
2. Bushy plants                      c. Shurbs  
3. Weak plants                      a. Climbers
- (E) 1. The thick and woody stem of a tree is called trunk.  
2. Herbs have soft and green stems.  
3. Some plants are so weak that they cannot stand erect or straight. They need some support to stand straight. These plants are called climbers.  
4. Plants are helpful to us in many ways.
  - They give us fresh air to breathe.
  - We get fruit and vegetables from plants.
  - They also give us shelter.

### Think and Answer

Climbers are weak plants that cannot stand erect or straight. They need support to stand straight. Whereas, creepers cannot grow upwards. They grow along the ground.

### Fun Time

Do it yourself.

## Life Skills

- They give us fresh air to breathe.
- They give us fruits and vegetables.
- They give us shelter.

## Cluster Task

Do it yourself.

# Lesson-15 (Animals World)

## Objectives

- To enable students to acquire knowledge about different kinds of animals around us.
- To understand different food habits of different animals.

## Overview

- Learning about different habitats of animals.
- Learning different types of animals
- Learning different food habits of animals

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

- Ask students about their previous knowledge of animals and their habitats. Do they know what are wild and domestic animals? Explain to them different types of animals by giving knowledge about their habitat.
- Tell them to do 'Gear up' given in the beginning of the chapter.
- Then ask the students to read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Once they have learnt about wild, domestic, water animals, birds and insects, explain them the classification of animals based on food they eat which includes plant eaters, flesh eaters, and rodents.
- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.

- Make students do 'Think and Answers', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

### **Recapitulation**

- What are wild animals?
- What are domestic animals?
- What are water animals?
- What are birds?
- What are insects?
- Why do animals need food?
- Who are called plant eaters?
- Who are rodents?

### **Home Assignment**

- Write names of five wild animals and five domestic animals in your notebook.
- Do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills', and 'Cluster Task', at home and get them checked later in class.

## **Teacher's Support**

### **Gear up**

B, B, B, S, S

### **Examine Point**

Wild Animals

- Lion, Tiger

Domestic Animals

- Dog, Cat

Water Animals

- Whale, Fish

Birds

- Eagle, Pigeon

Insects

- Honey Bee, Mosquito



# Lesson-16

## (Air and Water)

### Objectives

- To enable students to understand the importance of air.
- To make students aware about different uses of air.
- To enable students to understand the importance of water.
- To make students aware about different uses of water.
- To explain the students about different sources of water.

### Overview

- Learning importance of air.
- Learning importance of water.
- Acquiring knowledge about different sources of water.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

- Ask students why according to them air and water are necessary for us what are the uses of air? What are uses of water?
- Once the class engages itself in discussion ask them to do 'Gear up' exercise given in the beginning of the chapter.
- Talk about process like breathing, drying, washing, drinking, cooking, bathing etc. Now relate these with uses of air and water respectively.
- Now, ask the students to read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills', and 'Cluster Task' by themselves after discussing them in class.

### Recapitulation

- What are different uses of air?
- What are different uses of water?
- What are different sources of water?

### Home Assignment

- Write and depict two uses of air and water in your notebook.
- Do 'Life Skills' and 'Cluster Time', at home and get them checked later in class.

# Teacher's Support

## Gear up

Cow, Boy, Plant

## Examine Point

- Its helps to dry clothes.
- It helps to move sailboats.
- Air is filled in tubes, tyres and balloons.

## Question Time

(A) 1. c) Air                      2. d) all of them      3. b) breathing      4. d) Rain

(B) 1. breathe                      2. water                      3. animals                      4. cooking

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

(D) 1. No, we cannot see air.

2. We cannot live without air because all living things need air to breathe.

3. • Uses of water are:

- We drink water when we are thirsty.
- We need water for cooking, taking bath, washing our clothes and for many other things.
- Plants and animals also need water to live and grow.

4. Ponds, rivers and seas are sources of water.

## Think and Answer

No, air moving around us is not having same speed always. Moving air is called wind.

## Fun Time

(A) Do it yourself.

(B) W, A, W, A

## Things to do

Do it yourself.

## Life Skills

- We should not leave the tap open while brushing our teeth.
- We should collect rain water and use it later.

## Cluster Task

- Air is used for transportation.
- It supports water cycle.

- It brings monsoon.
- It supports burning.
- It helps plants to make their food.

## Lesson-17 (The Sky)

### Objectives

- To make students understand what all is present in the sky above us.
- To increase their knowledge about the sun, the moon, the stars and clouds in the sky.

### Overview

- Learning about the sky.
- Learning about the sun.
- Learning about the moon.
- Learning about the stars.
- Learning about the clouds.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

- Ask students about their previous knowledge of the sky and things present in the sky like the sun, the moon, the stars and the clouds.
- Ask them to do 'Gear up' exercise given in the beginning of the chapter.
- Explain them what is sky and give brief description about the sun, the moon, the stars and the clouds.
- Relate sun with the morning, moon with the night stars with the night and the clouds with rain to help students understand the concepts cleanly.
- Now, ask the students to read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Tell them to try 'Examine Point' and help them to complete it correctly.
- Discuss and help the students to solve 'Question Time'.
- Write spelling of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Things to do', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

## Recapitulation

- What is the sky?
- What do we see in the sky?
- What is the role of the sun?
- When do we see the moon?
- What twinkles at night?
- What do dark clouds bring?

## Home Assignment

- Draw pictures of the sun, the moon, the stars and clouds in your notebook.
- Do 'Think and Answer' 'Fun Time', 'Things to do', 'Life Skills', and Cluster Task' at home and get them checked later in class.

## Teacher's Support

### Gear up

✓ X ✓ X ✓ ✓

### Examine Point

a) sun                      b) night                      c) stars

### Question Time

- (A)    1. d) both (a) and (b)    2. c) sunlight                      3. c) night                      4. a) Dark clouds
- (B)    1. Sun                                      2. daytime                      3. sky                                      4. clouds
- (C)    1. False                                      2. False                                      3. True                                      4. False
- (D)    1. Sun gives us heat and light.  
2. Sunlight helps plants to make their food.  
3. We see the moon mostly at night.  
4. Stars appear small because they are very far away from us.

### Think and Answer

Rainy day

### Fun Time

Violet, Indigo, Blue, Green, Yellow, Orange, Red

### Things to do

Do it yourself.

### Life Skills

Animals need sunlight because they eat plants and plants survive with the help of sunlight. Animals also need sunlight as it provides heat to them.

### Cluster Task

Do it yourself.