



Teacher's Support

4



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Lesson-1

(Relationships in Family)

Objectives

- To enable students to understand their relationships in a family.
- To inculcate moral values and family ethics in the students.
- To make students understand the meaning of joint, nuclear, immediate and entered family.
- To make students understand that each family has a different structure and method of living.
- To make students realise the importance family and family values.
- To make students understand the concept of foster parents and adopted child.

Overview

- Concept of marriage.
- Relationship of parents and their children.
- Concept of adoption.
- Meaning of immediate and extended family.
- Drawing a family chart.
- Importance of family values.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about their previous knowledge of family and relationships in a family. Ask them questions like-what is marriage? What is the relationship between parents and a child?
- Further, talk about the different types of family, i.e, nuclear family, joint family, immediate family and extended family. Give them examples from the class itself. Try to correlate different types of families with different students and their family's structure.
- Teach them how to make a family chart, which will help the students to understand the relationships in a better way.
- Explain them the concept of adoption and why is there a need for adoption some people adopt children who are not born to them and are called foster parents.
- Conclude your discussion by telling them the importance of family values which we learn from our family. Our elders teach us a number of values to make us a better person.
- 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 'Gear up' and 'Examine Point' and help them to complete them correctly.

- Discuss and help the students to solve the exercises given in the 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

- What is the relationship of a husband and wife?
- What is a family?
- Why do people adopt children?
- What are immediate and extended family?
- What is a family chart?
- What are family values?

Home Assignment

- Make a family chart of your family 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

c) her daughter

Examine Point

1. No
2. Yes
3. Yes
4. Yes
5. Yes

Question Time

- A.** 1. a) small family 2. c) joint family 3. a) immediate family
- B.** 1. family 2. nuclear 3. paternal and maternal 4. foster
- C.** 1. False 2. True 3. True 4. False
- D.** 1. In a nuclear family, only one set of parents and their children live together.
 2. In a joint family, more than one set of parents and their children live together.
 3. In nuclear family, only one set of parents and their children live together. In a joint family, more than one set of parents and their children live together.
 4. The people with whom you live is your immediate family. Parents, brothers, sisters and sometimes grandparents make up an immediate family.
 Uncles, aunt, cousins and nephews who stay separately are part of our extended family.

5. Some of the values we learn from our family are:

- to obey and respect elders.
- to talk politely and behave courteously with others.
- to always speak the truth.
- not to fight or quarrel with others.
- not to or steal things from others.

Think and Answer

We should obey and respect our elders because they are older to us and they teach us a number of values to make us a better person.

Fun Time

Cousin, Brother, Grandfather, Uncle, Mother, Sister, Aunt, Father

Things to do

Do it yourself.

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-2 (Teeth and Tongue)

Objectives

- To make students understand the importance of teeth and tongue for us.
- To teach them different kinds of teeth and their functions.
- To explain the meaning of tooth decay and its causes and preventions.
- To make students understand the importance of keeping our teeth healthy.
- To teach students about different parts of tongue which sense different tastes.
- To enable students to understand that different types of animals have different types of teeth according to the food they eat.

Overview

- Importance of teeth.
- Different types of teeth: Incisors, Canines, Premolars and Molars.
- Tooth decay and its causes.
- Taking proper care of teeth.
- Importance of tongue.
- Different tastes sensed by different parts of tongue.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students what according to them are the functions of teeth and tongue. Add up to their previous knowledge and try to slowly and steadily bring them to the theme of the chapter.
- Explain to them the importance of teeth as they give shape to our face and help us to chew our food. Write on the board different types of teeth, i.e. incisors, canines, premolars and molars. Also, tell them that a new born baby does not have teeth and child has 20 teeth which are called as temporary teeth.
- Incisors- sharp and straight edges, help in cutting and chopping of food (8, 4, in each jaw).
- Canines- sharp and pointed, help in tearing our food. (4,2 in each jaw)
- Premolars- flat and broad, help in cracking hard food (8,4 in each jaw)
- Molars- bro than premolars, help in grinding the food ader (12, 6 in each jaw)
- After explaining them about different types of teeth, tell them about tooth decay, its causes and its preventions.
- Now, shift their attention towards function of the tongue, which help us to taste the food we eat. Draw the diagram of the tongue on the board and explain four different tastes accordingly.
 - Front- Sweet
 - Sides of Front and Back - Sour and Salty
 - Back- Bitter
- Now ask the students to read the chapter turn by turn. Guide them to understand the 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 'Questions 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 temporary and permanent teeth?
- What are different types of teeth?
- What is tooth decay? What are its causes?
- How can we take care of our teeth?
- What is the function of tongue?

Home Assignment

- Draw diagram of different types of teeth in your notebook. Explain each type by writing its function, position and number.
- 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

C, T, G, G

Examine Point

1. four 2. O 3. 32 4. cracking

Question Time

- A. 1. b)four 2. b)six 3. b) bad breath 4. a) incisors
5. c) canines

- B. 1. milk teeth 2. 32 3. cavity 4. tongue

- C. 1. False 2. False 3. True 4. True
5. True

- D. 1. Teeth give shape to our face and help us to chew our food.
2. Tooth decay causes the following:
- holes or cavities in the teeth
 - foul smell from the mouth
 - loss of teeth
 - stomach disorders.
3. We can take care of our teeth by following practices:
- Brush your teeth twice a day, once in morning and again before going to bed.
 - Avoid eating sticky food and eat healthy food.

- Rinse your mouth well with water after meals to remove food particles between your teeth.
 - Visit your dentist at least once in every six months.
4. Different parts of the tongue sense different tastes. The front of the tongue tastes sweet things. Taste buds on both sides of the front and back part of the tongue taste salty and sour things respectively. The taste buds at the back of the tongue detect bitter things.
5. Grass eating animals - Incisors and strong and broad grinding teeth at back of their mouth.
For eg: deer, goats, cows, horses etc.
Flesh eating animals- Canines and strong grinding teeth to chew the flesh.
For eg. dog, cat, rat etc.
Seed eating animals- A pair of very sharp front teeth in each jaw.
For eg. mongoose, squirrels, rats etc

Think and Answer

Rohit's mother discourages him from eating too much of sticky foods like sweets, chocolates and ice-creams because they help bacteria to multiply.

Fun Time

Molars, Canines, Incisors, Premolars

Things to do

Do it yourself.

Life Skills

- Brushing teeth twice a day.
- Visiting dentist regularly for a checkup.
- Eating healthy food and avoiding sweets.
- Flossing teeth once a day.

Cluster Task

Do it yourself.

Lesson-3 (The Food)

Objectives

- To make students understand the importance of food for our survival.

- To explain the students the importance of carbohydrates, fats, vitamins, proteins, and minerals in our food.
- To enable students to learn about sources of food: plants and animals.
- To give a detailed description of different food items obtained from plants as well animals.
- To explain the students how food reaches us and the steps that undergo before the food is served to us in our plates.

Overview

- Food and its components: carbohydrates, fats, vitamins, proteins, minerals
- Sources of food: plants and animals
- Food from plants: food grains, pulses, spices, fruits, vegetables, nuts, oil seeds
- Food from animals: fish, meat, egg, milk product
- How food reaches us?

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about different components of food. According to their answers explain them correctly that food contains carbohydrates, fats, vitamins, minerals and proteins.
- Give them a brief description about each component and write the gist of each component on the board.

Carbohydrates- give us heat and energy to do work.

For eg. wheat, rice, sugar etc.

Fats- give us more heat and energy than carbohydrates.

For eg. butter, oil, ghee etc.

Vitamins- keep us healthy and help our body to fight against diseases.

For eg. vegetable, milk, egg etc.

Proteins- help us to grow. (body-building food)

For eg. Peas, cheese, pulses etc.

Minerals- protect our body from any illness and help it to stay healthy.

For eg. fresh fruits, vegetables, milk etc

- After this draw their attention towards different sources of food, i.e. plants and animals.

Plants- food grains, pulses, spices, fruits, vegetables, oil seeds, nuts and beverages

Animals- meat, fish, eggs, milk and milk products

- Now ask the students to read the chapter turn by turn. Guide them to understand the 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 '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 does food contain?
- What are different sources of food?
- What food items do we get from plants?
- What food items do we get from animals?

Home Assignment

- Write and draw ten food items that we get from plants and ten food items that we get from 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

Beverage, Oilseeds, Fruits, Pulses, Spices, Cereals

Examine Point

1. The main sources of food are plants and animals.
2. Pulses, nuts, eggs, fish, meat, cheese and peas are good source of proteins.
3. Rice, wheat, sugar, potato are rich sources of carbohydrates.
4. Food grains like rice, wheat, oats, millets are call examples of cereals.

Question Time

- | | | | | |
|-----------|----------------|----------------|----------------|------------------|
| A. | 1. a) Turmeric | 2. c) minerals | 3. c) tractors | 4. b) harvesting |
| B | 1. wheat | 2. dry fruit | 3. spice | 4. ploughing |
| C. | 1. False | 2. True | 3. True | 4. True |
| | 5. True | | | |
| D. | a) Mango | ii) fruit | | |
| | b) Chestnut | iv) nut | | |
| | c) Tomato | iii) vegetable | | |
| | d) Pepper | i) spice | | |

- E.**
1. The food we eat contains-
 - Carbohydrates
 - Fats
 - Vitamins
 - Proteins
 - Minerals
 2. Vitamins keep us healthy and help our body to fight against diseases. For eg. fresh fruits and vegetables, milk, eggs give us vitamins.
 3. Spices are added to food to add flavour. They are obtained from the leaves, seeds, fruits of plants. Cloves, chillies, turmeric, coriander and pepper are some spices.
 4. Leaves of some plants are used to make drinks. These drinks are called beverages. For eg. tea and coffee.
 5. Farmer prepares the soil by ploughing the field. They use ploughs to dig furrows in which seeds are sown. Often animals or tractors are used to do this task.
 6. Farmers pack the crops in gunny bags. These are then transported in trucks to wholesale markets. Storekeeper and vendors buy the crops from wholesalers. Finally, we buy food crops from these shopkeepers and vendors. We buy cereals, pulses, sugar and oil from a grocer and fruits from a fruitseller.

Think and Answer

Fruits and vegetables are called healthy foods because they are a rich source of vitamins and minerals which keep us healthy and help our body to fight against disease.

Fun Time

1. Chillies
2. Clove
3. Pepper
4. Turmeric

Things to do

Do it yourself.

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-4

(Types of Houses and Bridges)

Objectives

- To explain students different types of shelter.
- To teach students about pucca houses, kuchcha houses, movable houses, special types of houses.
- To explain the students about different types of bridges and their importance for us.

Overview

- Importance of house
- Types of shelter: kuchcha houses and pucca houses
- Different types of pucca houses: bungalows, flats and skyscrapers
- Movable houses: tent, houseboat, caravan
- Some special types of houses: igloo, stilt, sloping roof houses
- Different types of bridges: beam bridge, arch bridge, suspension, cantilever bridge, bamboo bridge.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about their previous knowledge of different types of shelters. They will be already knowing about kuchcha houses, pucca houses, permanent houses, temporary houses, movable houses. Add up to their knowledge and also tell them about special types of houses.
- Tell them that different regions or countries have different kinds of houses. The type of houses depends on weather conditions, availability of building materials and other requirements.
- Now, shift the attention of students towards different types of bridges and write the gist on the blackboard.

Beam bridge- simplest of bridge consisting of a horizontal beam supported by pillars.

Arch bridge- semi circular structure and is made of bricks and stones.

Suspension bridge- works by hanging from chains or ropes.

Cantilever Bridge- modified from of beam bridge.

Bamboo bridge- log of trees are used as pillars.

- 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 'Gear up' and 'Examine Point' and 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 types of shelter?
- What are different types of pucca houses?
- What are different types of movable houses?
- What are some special types of houses?
- What are different types of bridges?

Home Assignment

- Paste the pictures of different types of houses and bridges 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

- Permanent House
- Temporary House
- Permanent House
- Temporary House

Examine Point

1. Villages
2. Areas generally flooded are to heavy rainfall.
3. Hilly and cold areas
4. Areas where less land is available for accommodation.
5. Big cities

Question Time

- A.** 1. a) Kuchcha house 2. b) Pucca house 3. d) all of them 4. a) stilt houses
5. c) Beam
- B.** 1. houseboat 2. bungalows 3. semi circular 4. Suspension
- C.** 1. True 2. True 3. False 4. False
5. True

- D.**
1. In towns and cities, most of the houses are made of bricks, steel and cement. They are called permanent houses. The different types of permanent houses are bungalows, flats and skyscrapers.
 2. A house made of mud, dry leaves, straw and bamboo is a kuchcha house. It is mostly found in villages. In towns and cities, most of the houses are made of bricks, steel and cement. They are called pucca houses.
 3. Some houses are made on wooden poles. The base of these kind of houses are quite high from the ground level. Such houses are called stilt houses. These kind of houses are made in areas that are generally flooded due to heavy rain.
 4. The different types of bridges are-
 - Beam bridge
 - Arch bridge
 - Suspension Bridge
 - Cantilever Bridge
 - Bamboo bridge

Think and Answer

Bridges need to be strong because they carry heavy traffic over long crossing.

Fun Time

Kuchcha House	Pucca House
Grass	Bricks
Mud	Cement
Wood	Glass
Bamboo	Steel

Things to do

- Dhola Sadiya Bridge- 9.15 km (Assam)
- Dibang River Bridge- 6.2 km (Arunachal Pradesh)
- Mahatma Gandhi Setu- 5.6 km (Bihar)
- Vikramshila Setu- 4.7 km (Bihar)
- Vembanad Rail Bridge- 4.62 km (Kerala)
- Ganga Rail Road Bridge- 4.55 km (Bihar)
- Godavari Bridge- 4.27 km (Andhra Pradesh)

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-5

(Good House)

Objectives

- To enable students to understand the importance of having house.
- To make students understand the differences between the modern houses and houses of older times.
- To make students learn about the process of manufacturing of bricks.
- To explain students about the points to be kept in mind while constructing a house.
- To make students understand the qualities of a good house.

Overview

- Importance of having a house.
- Differences between modern houses and houses of older times.
- Manufacturing of bricks.
- Constructing a good and strong house.
- Qualities of a good house.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about the qualities of a good house according to their previous knowledge. This will help you to understand what more is needed to be added to it.
- Discuss the importance of having a house. Elaborate the discussion by adding up points including the materials which are needed to build a house. This will introduce discussion about bricks.
- Once the students have brought their attention towards bricks, explain them briefly the process of manufacturing the bricks.
- Highlight the differences between the modern houses and the houses of olden times. Earlier, houses were made of mud and thatched roofs but today houses are made of strong and doable materials.
- Now, discuss about the things that should be kept in mind while building a house. Foundation, roof, floors, walls, doors, and windows are some important aspects that should be kept in mind while constructing a house.
- Explain the students that a house that looks good is not always good. There are certain qualities that are required to make a good house. These qualities include sufficient sunlight, well drainage system, wire melting, open space, separate places, clean surrounding, fresh air, sloped floor and safety from animals and thieves.

- Now, ask the students to read the chapter turn by turn. Guide them to understand the 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 '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 the important of having a house?
- What are the differences between modern houses and houses of olden times?
- How are bricks made?
- How can you construct a good and strong house?
- What are the qualities of a good house?

Home Assignment

- Write the process of manufacturing of bricks 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. Bedroom | b) sleeping |
| 2. Dining room | d) eating food |
| 3. Study room | e) studying |
| 4. Kitchen | c) cooking |
| 5. Drawing room | a) meeting people |

Examine Point

1. A good house should have a boundary wall or fence all around to keep out the animals and thieves.
2. Sanitation refers to proper drainage system to carry dirty water away from the house.
3. A good house should have clean surroundings and number of green plants.

Question Time

- | | | | |
|------------------------------|-----------------|----------------------------|---------|
| A. 1. d) all of these | 2. a) fresh air | 3. c) dry | |
| B. 1. neat and clean | 2. wire netting | 3. verandah or a courtyard | |
| 4. swept and mopped | | | |
| C. 1. True | 2. False | 3. True | 4. True |
| 5. True | | | |

- D.**
1. Sufficient sunlight kills germs and light the house and keep the room dry.
 2. Windows in our house help the fresh air and light to enter into each room.
 3. Houses today are made of strong materials like bricks and cement. They last for a long time and require less repairs. Walls are plastered with cement and then coated with waterproof paint. Marble or granite tiles are used to make the floor. Materials like glass, plywood are used for doors and windows.
 4. A carefully built house should have a proper drainage system to carry dirty water away from the house. Mosquitoes breed in uncovered drains spread diseases like malaria, dengue etc. So, kitchen and bathroom drains should be covered.
 5. Doors and windows of a house should be placed in such a way that fresh air and light can enter into each room.
 6. The qualities of a good house include-
 - sufficient sunlight
 - well drainage system
 - wire-netting
 - open space
 - separate places for different purposes
 - clean surroundings
 - sloped floor
 - safety from animals and thieves.

Think and Answer

A carefully built house should have a proper drainage system to carry dirty water away from the house. Mosquitoes breed in uncovered drains spread diseases like malaria, dengue etc.

Fun Time

1. Bricks
2. Painter
3. Manufacturing of bricks
4. Architect

Things to do

Do it yourself.

Life Skills

Do it yourself.

Cluster Task

All the streets and lanes had drains during old times. In addition, there was also provision for managing waste water inside the houses with vertical pipes in the walls that led to openings on the street, as well as drains from bathing floors that flowed towards the street drains.

The street drains were typically made of baked bricks, with special shaped bricks to form corners. The bricks were closely filled and sealed with mud.

Lesson-6

(Games)

Objectives

- To enable the students to understand the importance of games in our lives.
- To make students know more about indoor games and outdoor games.
- To enable students to differentiate between individual and team games.
- To make students learn about team spirit.
- To give knowledge about few local and national games.

Overview

- Importance of games.
- Different types of games.
- Individual and team games.
- Importance of team spirit.
- Importance of playing together.
- National game and local games.
- Changing patterns of local games and martial arts.
- Some more traditional games.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about different types of games which they play with their friends or even individually. This will help them to differentiate individual and team games.
- Now, discuss with them about the place where they play their games. Some games are played outdoor and some are played indoor. Example of outdoor games are basketball, cricket, volley ball, hockey etc. Whereas, examples of indoor games are chess, ludo, carrom etc.
- Ask students about their feelings when they win or lose the game they play. According to the answers given by them explain them the meaning of team spirit and importance of playing together happily.
- Discuss about the national game of our country which is considered to be an important part of the culture of our country. Hockey is the national game of India. A national team consists of players from different parts of the country. They play as a team.
- After the discussion about national game, talk about local games which are played only in certain areas and reflect the tradition or culture of that particular area. Teachers are called 'gurus' who train the players of local games. Archery, kabaddi, kho-kho, martial arts are all examples of local games.

- 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 'Gear up' and 'Examine Point' and help them to complete them 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 the importance of playing games?
- What are different types of games?
- What are individual and team games?
- What is team spirit?
- What is the national game of India?
- What are local games?
- What are the changing patterns of local games and martial arts?

Home Assignment

- Write few lines on 'our national game' 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. Kabaddi, Kho-Kho
2. Mud football, Seven stones
3. Boxing, wrestling
4. Karate, Yoga
5. Archery, Running

Examine Point

- | | |
|---------------|--------------------|
| 1. Golf | d) individual game |
| 2. Football | f) leisure |
| 3. Free time | c) Brazil |
| 4. Inhalation | b) breathe in air |
| 5. Mallakhamb | a) gymnastics |
| 6. Payattu | e) martial art |

Question Time

- A. 1. b) cycling 2. b) India 3. c) twelve players 4. b) India
5. b) Kerala
- B. 1. Competitive 2. 11 3. captain 4. hu-tu-tu
- C. 1. False 2. False 3. True 4. True
- D. 1. Indoor games are played inside a building. We play chess, snakes and ladders, carrom and ludo inside our homes.
2. Outdoor games are played in open grounds, courts and stadium. We play cricket, football, hockey, tennis and basketball outside in the playground or stadium.
3. The cooperation and coordination among the team members is called team spirit. Every team needs team spirit to win. It inspires every player to play for the team and not for herself/ himself.
4. Two teams occupy opposite halves of a field and take turns sending a raider into the other half in order to win points by tagging the members of the opponent team.
5. Some local games played in India are archery, kabaddi, kho-kho, martial arts.

Think and Answer

The cooperation and coordination among the team members is called team spirit. Every team needs team spirit to win. It inspires every player to play for the team and not for herself/ himself. The head of the teams called the team leader or captain, and is the one who directs all the players. The captain chalks out the strategy. The team members trust their captain.

Fun Time

1. Sumo 2. Kabaddi 3. Arannulla Boat race
4. Kalaripayattu 5. Karate

Fun Time

Do it yourself.

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-7 (Means of Transport)

Objectives

- To enable the students to understand different means of transport.
- To give knowledge about roadways and railways.
- To explain the students about water transport and air transport.
- To teach the students about different animals used for travelling and transportation.

Overview

- Importance of transport.
- Land transport: roadways and railways
- Water transport
- Air transport
- Animals used for travelling and transportation: elephants, bullocks, ponies and yaks, camels

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about their previous knowledge of means of transport. They will be able to talk about roadways, railways, water transport and air transport. Add water transport and air transport. Add up more information like difference between kuchcha roads and pucca roads, national highways and state highways.
- Then, shift the discussion towards water and air transport. Ask them to give examples of each and try to explain their advantages of both.
- Ask students if they know any other things or means of transport. According to their answers, explain to them that not only vehicles are used but also animals are used for travelling and transportation of people and goods. Earlier, before the invention of vehicles it was animals who were the main mode of transportation for kings as well as local people.
- Now, ask the students to read the chapter turn by turn. Guide them to understand the 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 '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 means of transport?
- What are different modes of transport?
- What is the difference between kuchcha roads and pucca roads?
- What are state highways?
- What are national highways?
- What are different means of water transport?
- What are different means of air transport?
- Which animals are used for travel and transport?

Home Assignment

- Write names of five means of water transport, air transport and land transport in your notebook. Also, paste their pictures.
- 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

W, A, L, A, L, W

Examine Point

- a. Water b. Big c. Camel d. both

Question Time

- A.** 1. d) both a and c 2. a) Sher Shah Suri 3. a) 1853 4. b) donkey
- B** 1. Pucca 2. Asia 3. pack, beasts of burden
- C.** 1. False 2. False 3. False 4. True
- D.** 1. Transport is the way or means by which people and goods from place to place.
2. Pucca roads are strong. They are made of stone, cement and coal tar. Pucca roads are further divided as national highways and state highways.
3. Indian railways form the major network of cities transport system. Railways connect almost all towns and cities in India. It can carry thousands of people at the same time along with bulky materials.
4. Air transport helps us to reach even for of places in few hours. It is very useful during times of natural calamities such as famine, floods and earthquakes or when there is a war.
5. Carts drawn by camels are used to transport people and goods in deserts. Their spongy hooves help them to move swiftly on the sand.

Think and Answer

Do it yourself.

Fun Time

1. Yak 2. Horse 3. Camel 4. Elephant

Things to do

Do it yourself.

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-8

(Living and Non living Things)

Objectives

- To enable students to classify things into living things and non living things.
- To explain the students the characteristics of living things.
- To explain the students the characteristics of non living things.

Overview

- Classification of things.
- Living things and their characteristics.
- Non living things and their characteristics.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Initiate the discussion about living things and non living things by asking students what Kind of things are present around them on what basis can they classify things as living things and non living things? This will introduce the theme of the chapter to the students.
- Once you have given a brief description about living things and non living things to the students, point out different things present around you and ask the students to classify them as living or non-living things.
- Now, draw two columns on the board and write living things on one column and non livings things on the other as given below.

Living Things

- Can breathe
- Need food
- Can grow
- Can move
- Can feel
- Can reproduce

Non-Living Things

- Do not breathe
- Do not need food
- Do not grow
- Do not move on their own
- Do not feel
- Do not reproduce

- On basis of this table ask students to give examples which will help them to understand the classification in a better way.
- Write the examples told by the students on the board. If any student fail to tell correct example point out the characteristics of it and explain why is it so. For eg. table is non living because it does not feel, move, produce, breathe, grow or need food.
- 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 'Gear up' and 'Examine Point' and help them to complete them 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 living things?
- What are non-living things?
- What are the characteristics of living things?
- What are the characteristics of non-living things?

Home Assignment

- Draw and write the names of five living things and non-living things 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 the class.

Teacher's Support

Gear up

NL, L, L, NL, L, NL

Examine Point

- | | | | |
|------------------|------------|--------------|----------------------|
| 1. Living things | 2. Stomata | 3. Sunflower | 4. Non-living things |
|------------------|------------|--------------|----------------------|

Question Time

- | | | | |
|-------------------------|------------------|--------------|------------------|
| A. 1. a) Sparrow | 2. a) Rose plant | 3. b) eggs | 4. c) flower pot |
| B. 1. air | 2. sunflower | 3. reproduce | 4. lifeless |
| C. 1. True | 2. True | 3. False | 4. False |
5. False
- D.** 1. Things which have life are called living things. All human beings, animals and plants come in the category of living things.
2. Plants breathe through the pores present in their leaves called stomata.
3. The characteristics of living things are-
- all living things breathe.
 - all living things need food.
 - all living things grow.
4. Living things move, grow, eat, feel, breathe and reproduce.
Non-living things do not move, grow, eat, feel, breathe and reproduce.
5. Human made non-living things- computer, table
Natural non-living things- rock, sun

Think and Answer

- Living things need to breathe to produce energy for themselves.
- Birds are different from land and water animals because birds can fly.

Fun Time

Neem Tree	✓	✓	✓	✓	✓
Girl	✓	✓	✓	✓	✓
Table	X	X	X	X	X
Nail	X	X	X	X	X
Snail	✓	✓	✓	✓	✓
Flower	✓	X	✓	✓	✓

Things to do

Do it yourself.

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-9 (Sources of Water)

Objectives

- To enable the students to understand the importance of water for our survival.
- To explain different sources of water to the students.
- To teach about major sources of irrigation in India.
- To explain how people in deserts deal with the water crisis.
- To explain the concept of pias to the students.
- To teach different forms of water.
- To explain different properties of water.
- To teach the process of water cycle.

Overview

- Importance of water.
- Sources of water: rain, wells, tubewells, baolis, hand pump, tank, canals

- Source of water in deserts: oasis
- Concept of pias (Water for travellers)
- Different forms of water.
- Properties of water.
- Process of water cycle.
- Water- a precious resource.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students how our life would be if we did not have water. We get water easily at our home through taps and water filters. But still there are people who face lots of difficulties to fetch water for their daily needs.
- Now, discuss with the students how water comes to us. The main source of water is rain. When it rains, the water collects in lakes, ponds, rivers and seas. Then this water is obtained through handpumps, wells and tubewells. Draw a flowchart on the board.
Rain- Lakes, Ponds, Oceans, Seas → Wells, Tubewells, Hand pups (Home through pipelines) → Water Purification Plant
- Explain how dependency on rains has decreased in India because of irrigation through wells, tubewells, canals and tanks.
- Now, shift the discussion toward water availability in deserts where oasis are the major source of water for people living them on even for the travellers. In India, we have ‘piaoos’ which provide water to thirsty travellers. In India, we have ‘piaoos’ which provide water to thirsty travellers.
- Discuss about different forms of water and properties of water. Conclude your discussion by emphasising on the importance of the water and its conversation.
- Now, ask the students to read the chapter turn by turn. Guide them to understand meaning of difficult or new words.
- Tell students to do ‘Gear up’ and ‘Examine Point’ and help them to complete them 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 sources of water?
- What is irrigation?
- What is the source of water in deserts?

- What are piasos?
- What are different forms of water?
- What are different properties of water?
- What is water cycle?

Home Assignment

- Draw and explain water cycle 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 the class.

Teacher's Support

Gear up

River, Well, tubewell, handpump

Examine Point

1. Wooden things
2. Iron, Copper etc.
3. Milk, sugar, salt, washing soda etc.
4. Wood, plastic etc.

Question Time

- A.** 1. c) irrigation 2. d) well 3. c) Piasos 4. c) sugar
- B.** 1. hand pump 2. irrigation 3. baoli 4. water wheel
- C.** 1. False 2. False 3. False 4. True
- D.** 1. The supply of water to the field to grow crops is called irrigation.
2. Sometimes, water is drawn out of well with a rope and bucket, using a pulley. A water wheel is also used to lift water from wells.
3. A baoli is a huge well. It has steps to reach the bottom. Baolis were built to collect and store rainwater.
4. During the rainy season, some low lying areas get filled with water. These are called tanks. Tank irrigation is mostly practised in southern India.
- In some areas, small channels are dug to take water from the rivers to the fields. These areas are the northern plains, central India and the coastal areas.
5. Some materials sink in water such as iron, copper etc. because they are heavier than water. Some materials float on water such as wood, plastic etc. because they are lighter than water.
6. The movement of water from the earth to the atmosphere and then back to the earth is called water cycle.

Think and Answer

1. Sea water

- It contains salt and other minerals
- It is denser than freshwater
- The freezing point of sea water is -2°C
- We cannot drink it

Ground water

- It may contain small amount of salt, but not enough to be considered salty.
- It is not dense in nature.
- The freezing point of ground water is 0°C
- We can drink it.

2. The sources of water in earlier time are canals, wells, rivers, hand pumps, baolis.

Fun Time

1. BAOLI

2. OASIS

3. OXYGEN

4. TANK

Things to do

Do it yourself.

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-10 (Water Pollution)

Objectives

- To enable the students to understand the causes of water pollution.
- To enable the students to understand the effects of water pollution.
- To teach the students the ways to prevent water pollution.
- To make the students understand which water is fit for drinking and methods of making water fit for drinking.
- To bring awareness among the students for conservation and safe handling of water.

Overview

- Causes of water pollution.
- Effects of water pollution.
- Preventing water pollution
- Methods for purification of drinking water.

- Purification plant.
- Safe handling and storage of water.
- Conservation of water.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students to define water pollution, correct their definitions if they are wrong. Add to their knowledge that water pollution has become a major problem in the world today. It has an adverse effect on both the environment and health.
- Write 'Causes of water pollution' on the board and ask the students if they can give few points to write. Make a flow chart for better understanding.

Causes of Water Pollution

- Washing clothes, utensils etc. in rivers.
- Immersing of clay gods in rivers.
- Throwing household wastes.
- Dumping untreated sewage.
- Oil spills etc.
- After discussing causes of water pollution discuss and write the board effects of water pollution.
 - ★ Causes diseases like typhoid, diarrhoea, cholera, jaundice and skin diseases.
 - ★ Soil becomes infertile if polluted water is used for irrigation.
 - ★ Aquatic animals become sick and die.
 - ★ Aquatic plants become infected.
- Now, shift the discussion towards 'prevention of water pollution'.
- Educate people to conserve water
- Do not pollute water due to house causes.
- Do not allow dirty water to collect near wells and ponds.
- Do not dump or pour harmful wastes.
- Explain the different methods of purifying water like boiling and filtration. Explain briefly about purification plant.
- Discuss the importance of safe handling and storage of water. Explain to the students that freshwater is limited and the need to conserve it.
- Now, ask the students to read the chapter turn by turn. Guide them to understand meaning of difficult words 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 '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 causes of water pollution?
- What are the effects of water pollution?
- How can you prevent water pollution?
- What are different methods of purification of water?
- How can we handle water safely and store water?
- How can we conserve water?

Home Assignment

- Write briefly about purification plant and draw a well labelled diagram for the same 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

washing clothes, washing hands, bathing, habitat for aquatic animals, drinking

Examine Point

- Washing and bathing in rivers causes water pollution.
 - People immerse clay idols of gods in rivers.
 - Untreated sewage is thrown directly into the river.
 - Factories release poisonous chemicals and waste into rivers.
- Two methods of purification of water are boiling and filtration.

Question Time

- A.** 1. c) both (a) and (b) 2. a) jaundice 3. a) potable water 4. c) chlorine
- B.** 1. Oil spills 2. Toilets 3. Boiling 4. Water table
- C.** 1. True 2. False 3. True 4. False
- D.** 1. Human activities like washing clothes, bathing, throwing household waste, immersing clay idols, dumping untreated sewage and oil spills from oil tankers pollute the water bodies.
2. Water from river, lakes and reservoirs is not fit for drinking because it contains many germs like bacteria, protozoa and virus. These produce serious diseases in man and other animals so, it needs to be purified before we can drink it.

3. Water which is suitable for drinking is called potable water.
4. Drinking polluted water can cause many diseases like typhoid, diarrhoea, cholera, jaundice and skin diseases.
5. We can make water safe for drinking by boiling, putting chlorine tablets in it or by using water purifier.

Think and Answer

Diseases like typhoid, cholera, dysentery and diarrhoea result from drinking polluted water.

Fun Time

Do it yourself.

Things to do

Do it yourself.

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-11 **(Plants Around Us)**

Objectives

- To enable students to understand different parts of plants.
- To make students understand root system and shoot system.
- To teach functions of roots, stems, leaves, fruits, seeds, flowers of a plant.
- To teach different uses of flowers.
- To enable the students to understand the role of florist.

Overview

- Different types of roots: tap Root and fibrous root
- Functions of root
- Functions of stem
- Functions of leaf

- Functions of fruits and flowers
- Parts of a flower
- Non-flowering and flowering plants
- Use of flowers in everyday life
- Role of florist
- Taking care of trees around us

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about their previous knowledge of different parts of plant. Explain them properly about the root system and shoot system of the plant.
- Discuss about two types of roots i.e tap root and fibrous root with examples. Elaborate the discussion by explaining functions of root.
- Now, shift the discussion towards the shoot system. Talk about stem, leaf, fruits, flowers, seeds and their functions individually. You can also briefly describe them by making flowcharts on the board.
- Once this is done explain different parts of flowers and their functions. Also, make students understand the point that all plants do not bear flowers, therefore some plants are called flowering plants and some plants are called non-flowering plants. There are different seasons for blooming of different flowers. Flowers bring colour and freshness to our lives. We use flowers in number of ways.
 - ★ as food, as spices, for decoration, for wearing, floral design, for making useful things, as medicines.

Flowers are sold by florist in the markets.
- 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 'Gear up' and '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 parts of plant?
- What are different types of roots?
- What are functions of roots?

- What are function of stem?
- What are functions of a leaf?
- What are flowering and non-flowering plants?
- What are the uses of flower in our everyday life?
- Who is a florist?

Home Assignment

- Draw a well labelled diagram of a flower and write functions of each part of a flower 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. Carrot, Pea
2. Grass, Wheat
3. Carrot, Beetroot
4. Cauliflower, Broccoli
5. Jasmine, Rose

Examine Point

1. Florist sells flowers in the market.
2. Ferns and Fungi
3. a) pansy, dahlia b) daffodils, tulips
4. marigold, sunflower, rose, lily

Question Time

- A.**
1. c) tap
 2. c) banyan
 3. b) stem
 4. c) fruits
 5. c) flowers
- B.**
1. fibrous root
 2. carrot
 3. water and mineral
 4. leaves
 5. fruits
- C.**
1. True
 2. True
 3. False
 4. False
 5. True
- D.**
1. The two main systems of plants are the root system and the shoot system.
 2.
 - Roots fix the plant firmly to the ground. This prevents the plant from being pulled out easily or blown away by the wind.
 - They store food prepared by the plant.
 - Roots have tiny hair like structures called root hairs.
 3. a) Storage roots- carrot, radish
b) Modified roots-banyan tree, cactus

4. The shoot system of a plant is the part of the plant that grows above the ground. It consists of the stem, branches, leaves, flowers and fruits.
5.
 - a) stem-It carries water and minerals from the roots to the leaves.
 - b) leaf-It is the part of the plant where food is made by the process of photosynthesis.
 - c) flower-It grows into fruit and helps the plant to reproduce and give rise to more new plants.
 - d) seed-It gives rise to new plants.
6. Flowers bring colour and freshness to our lives. We use flowers in a number of ways which include:
 - as food
 - as spices
 - for decoration
 - for wearing
 - floral design
 - for making useful things
 - for greeting
 - as medicines
7. Cauliflower and broccoli are used as food.

Think and Answer

Plants are called 'our green friends' because they increase greenery in our surroundings. They maintain the balance of oxygen and carbon dioxide level in the environment.

Fun Time

1. Petals
2. Sepals
3. Pollen grains
4. Saffron

Things to do

Do it yourself.

Life Skills

Do it yourself.

Cluster Task

Do it yourself.

Lesson-12

(Animal Habitats)

Objectives

- To enable students to understand that different animals live in different places which are called as their habitats.
- To teach the importance of shelter for animals.
- To explain the students that animals too live in groups like humans for their safety.

Overview

- Different habitats of animals.
- Shelters of animals.
- Animals living in groups.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about animals like monkey, frogs, crocodile, lion and the places they live in with reference to this explain what habitat is , how different animals live in different places for their survival.
 - ★ Land (Terrestrial), eg. lion, elephant etc.
 - ★ Water (Aquatic), eg. fish, whale, etc.
 - ★ Land and water both (Amphibians), eg frog, trutle etc
 - ★ Air (Aerial)- eg. birds and insects.
 - ★ Trees (Arboreal)- eg. monkey, squirrel etc.
- Now, discuss about the importance of shelter for animals and similarly make a flowchart to help them understand it in a better way.
 - ★ Fish- corals, sea rocks etc
 - ★ Birds- nest of different kinds and materials
 - ★ Cows and buffaloes- shed
 - ★ Horse-stable
 - ★ Dog- kennel
 - ★ Rabbit- hamster
 - ★ Pig- burrows
- Explain the students that not only humans but animals also move in groups. The reasons behind it include-

- ★ looking for food and water.
- ★ to protect themselves from enemies.
- ★ to enjoy themselves.
- 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 'Gear up' and 'Examine Point' and help them to complete them 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 habitats of animals?
- Why do animals need shelter?
- What are terrestrial animals?
- What are aquatic animals?
- What are amphibians?
- What are aerial animals?
- Why do animals move in groups?

Home Assignment

- Write names of five terrestrial animals, aquatic animals, aerial animals, amphibians, arboreal animals each 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. Lions, Camels 2. Whale, Seal 3. Frog, Salamander 4. Horse, Pig

Examine Point

- | | | |
|-------------|---|----------------|
| 1. Monkey | - | Trees |
| 2. Whale | - | Water |
| 3. Snake | - | Water and Land |
| 4. Frog | - | Water and Land |
| 5. Elephant | - | Land |
| 6. Bird | - | Air |

Question Time

- A.** 1. a) dens 2. a) weaver bird 3. c) dog 4. a) owl
- B.** 1. habitat 2. trees 3. kennel 4. nocturnal
- C.** 1. False 2. True 3. False 4. True
- D.** 1. Animals need shelter because it protects them from heat, rain, cold and enemies.
2. Animals that live in water are called aquatic animals. Eg. fish, turtle etc.
Whereas, animals like birds and many insects can fly in the air for a long time. These are called aerial animals.
3. Many animals like monkeys and squirrels spend a major part of their life on trees. Animals living on trees are called arboreal animals.
4. A woodpecker makes its nest by drilling and pecking a hole in a tree trunk with its sharp beak. The hollow space is lined with chips of wood to make it cosy.
5. Animals live and move in groups for the following reason-
- To look for food and water.
 - To protect themselves from enemies to groom the young ones.
 - To enjoy themselves.

Think and Answer

Camel cannot survive in the polar region because camel does not have thick fur to protect itself from extreme cold temperature of the polar region.

Fun Time

1. Pride 2. School 3. Colonies 4. herd
5. troop 6. colony

Life Skills

Do it yourself.

Things to do

Do it yourself.

Cluster Task

Do it yourself.

Lesson-13

(Beaks and claws)

Objectives

- To enable students to learn about different beaks and claws of birds.
- To make students understand the importance of beaks and claws for the birds.
- To make students understand the functions of different kinds of beaks and claws for different birds.

Overview

- Importance of beaks for birds.
- Different kinds of beaks of birds.
- Different kinds of feet and claws of birds.
- Importance of feet and claws for birds.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Initiate the discussion by saying that like other animals birds also eat food. But they do not have teeth or hands. So, they make it possible with the help of specially designed beaks. The functions of beaks include-
 - ★ to get food
 - ★ carry building material to build nest.
 - ★ protect themselves from enemies.
- Then, explain to them different kinds of beaks with examples.
 - ★ Short, hard and horny beaks- pigeon, hen
 - ★ Strong, heavy and chisel shaped beak- woodpecker
 - ★ Broad and flat beak- ducks, swans
 - ★ Short and broad beak- swallow
 - ★ Shredder beak- hawks, owls
 - ★ Hooked beak- parrot, eagle
 - ★ Long, Slender and curved beaks- hoopoe
 - ★ Long, thin and pointed beaks- sunbird
 - ★ Spear-shaped beak- kingfisher, pelicans

- Now, once you have explained about different kinds of beaks. Explain to them different kinds of feet and claws of the birds with examples.
- Perching birds- Three toes in front and one behind. For eg. sparrow, crow etc.
- Scratching birds- Three toes in front and one short at back. For eg. hen, crow etc.
- Climbing birds- Two, toes pointing upwards and two downwards. For eg. parrot, woodpecker etc
- Swimming birds- Three toes in front and one at back. They have webbed feet. For eg. duck, swan etc.
- Running Birds- very long and strong legs. For eg. ostrich.
- Wading Birds- Spread out toes. For eg. cranes, herons etc.
- Preying Birds- Very strong and sharp claws. For eg. eagle, hawk etc.
- Conclude the discussion by discussing importance of feet and claws for the birds.
 - ★ Catching and holding of food
 - ★ Helps in walking, swimming, climbing etc.
 - ★ Protect themselves from enemies.
- Now, ask the students to read the chapter turn by turn. Guide them to understand the 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 '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 the importance of beaks for birds?
- What is the importance of claws for birds?
- What are different kinds of beaks of birds?
- What are different kinds of feet and claws of birds?

Home Assignment

- Write few lines on your favourite bird describing its features. Also, draw a picture of it 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

Duck, Owl, Eagle, Parrot

Examine Point

1. Eagle has a sharp and hooked beak to pierce and tear the flesh.
2. Crows have three toes in front and one at the back. This helps them to scratch the ground to find seeds and insects.
3. Ducks have webbed feet to wade through water and catch fish.

Question Time

1. • Most birds use their beaks to:
 - get food.
 - carry building material to make their nest.
 - protect themselves from their enemies.
2. Birds like sparrow, doves etc use their beaks to break their food before eating. The woodpecker taps the bark of trees with its beak to make a hole in the bark to catch insects. When duck squeezes their beaks, water and mud go out through these strainers and food remains inside the mouth.
3. The woodpecker has a strong, heavy and chisel shaped beak. It taps the bark of trees and it makes a hole in the bark with it's beak to catch the insects under the bark.
4. Flesh eating birds like vultures have strong, pointed and hooked beaks to pierce and tear the flesh.
5. • The feet and claws of birds are very useful for them.
 - The claws help the bird in catching, holding and eating food.
 - They help some birds in walking, swimming, climbing and perching.
 - They help the birds to protect themselves from their enemies.
6. Birds like hens have three toes in front and a short one at the back. This helps them to scratch the ground to find seeds and insects.

Birds like cranes and herons have long legs with spread out toes. This helps them to wade through water and catch fish.
7. Ducks have webbed feet. They have three toes in front and one at the back. The three toes in front are joined by flaps of skin called webs. These help them to use their feet while swimming in water.

Think and Answer

The beaks, feathers, feet of different birds are different in colour, shape and size because of difference in their food habit and their habitats.

Fun Time

1. Kite
2. Peacock
3. Eagle
4. Owl
5. Crow

Life Skills

Do it yourself.

Things to do

Do it yourself.

Cluster Task

Do it yourself.

Lesson-14 (Our Currency)

Objectives

- To enable the students to understand the importance of our currency for buying different things.
- To make students understand that coins and currency notes are used as physical money.
- To help the students to differentiate between coins and notes.
- To make students aware about the old coins which provide us information about the past.

Overview

- Importance of money
- Coins
- Old coins
- Currency Notes
- Banknote
- National Emblem

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students what do they use to buy things. They will answer money. Elaborate your discussion by talking about the importance of money as well as different coins and banknotes used by us.
- While highlighting the importance of the money make a flowchart on the board to make students learn and understand in a better way.

Money

- Used for buying different things.
- Used to get service from experts such as doctor, carpenter etc.
- Coins and currency notes are used as physical money.
- Currency of India is Rupees.
- RBI has sole authority to issue currency notes in India.
- Then, discuss about the smallest unit of money in our country, which is paise. One hundred paise make a rupee. Draw the sign ₹ on the board.
- While discussing about coins shift your discussion about old coins which are of great importance. They provide information about the past through the pictures and words written on them. They were of lesser value since things were cheap in olden times. There were paise and 25 paise coins. And, now we have 1 rupee, 2 rupees, 5 rupees and 10 rupees coins.
- Now, shift your discussion on features of a banknote. Though notes of Rupee one and Rupee two are not being printed anymore, the rest of the currency notes include: ₹ 5, ₹ 10, ₹ 20, ₹ 100, ₹ 200, ₹ 500 and 2000.
- Ask the students about the features of a banknote. Highlight important features such as:
 - ★ Face of the note, the value of the note
 - ★ Signature of Governor of RBI
 - ★ Picture of Mahatma Gandhi
 - ★ National Emblem (represents power, courage and confidence)
 - ★ Picture of country's cultural heritage
 - ★ Value of notes written in 15 regional languages
- 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 'Gear up' 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 do we need money?
- What are coins?
- Why are old coins important for us?
- What are the features of a banknote?
- What does National Emblem signifies?

Home Assignment

- Paste pictures of currency notes used in our country 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. | ✓ | ✓ |
| 2. | ✓ | ✓ |
| 3. | X | ✓ |
| 4. | X | ✓ |
| 5. | ✓ | ✓ |
| 6. | X | ✓ |

Question Time

- A.** 1. b) currency 2. c) metal 3. c) India
- B.** 1. museum 2. paisa 3. Numismatics 4. left
- C.** 1. False 2. True 3. False 4. True
- D.** 1. Money is used for buying different things such as toys, food, clothes or vehicles. Money is also used to get service from experts such as doctor, carpenter, teacher etc.
2. The smallest unit for money in our country is paise. It is made of metal. Currency notes are printed on paper.
3. On one face of the note, the value of the note is written both in figures and words. Below the value is the signature of the Governor of the Reserve Bank of India. A picture of Mahatma Gandhi figures on the left side of the note.
4. Our National Emblem has been taken from the Ashoka's pillar at Sarnath. It consists of four lions. We see only three lions. The fourth lion cannot be seen in the picture. These lions stand on a pedestal.

Think and Answer

Those symbol are actually raised marks to enable blind persons to identify the denomination of the currency note. Each denomination has a different mark and blind persons can identify the note by feeling the mark by their fingers.

Fun Time

1. Public Transport
2. Currency
3. Coins
4. Banknote

Life Skills

Do it yourself.

Things to do

Do it yourself.

Cluster Task

Do it yourself.

Lesson-15 (Locating Places)

Objectives

- To enable students to learn about different things which help us to locate places.
- To make students know about sketch and its uses.
- To make students understand the importance of landmark while reading sketch on a map.
- To teach students about map and map language so that they can easily understand a map.

Overview

- Sketch
- Landmarks
- Map
- Map Language: directions, colours, signs and symbols and scale of map.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about their previous knowledge of map and other things related to it. They will be able to answer few things like sketch, landmark and different directions.

- When the students start answering add up few more point to make them understand few more things related to map.
- Discuss how a sketch is different from map. Since sketch is a rough drawing but map shows us accurate places and distances. Briefly discuss about the importance of landmarks to give someone the correct directions to reach a place.
- Then, introduce map language to the students and make them understand that it consists of directions, colours, scale signs and symbols.
- Now, ask the students to read the chapter turn by turn. Guide them to understand the 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 'Question Time'.
- Write spellings of difficult words on the board to avoid spelling errors.
- Make students do 'Think and Answer', 'Fun Time', 'Life Skills' and 'Cluster Task' by themselves after discussing them in class.

Recapitulation

- What is a sketch?
- What are landmarks?
- What is a map?
- What is map language?
- What are the four main directions?
- How are colours used to show different places on map?
- How are signs and symbols important to read a map?
- How is scale of a map used?

Home Assignment

- Draw and name any five landmarks and sign and symbols 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 the class.

Teacher's Support

Gear up

Church, Temple, Bank, Petrol Pump

Examine Point

1. Bridge 2. yellow 3. roads 4. national

Question Time

- A.** 1. a) sketch 2. b) symbol 3. a) colony map 4. c) water bodies
- B.** 1. Sketch 2. landmark 3. brown 4. white
- C.** 1. False 2. True 3. True 4. False
- D.** 1. A sketch is a pictorial chart of an area, drawn on a flat surface like a paper. It helps us to locate the places.
2. A landmark is a place, building or structure that is well known and easily visible. A hospital, church, park or museum can serve as a landmark.
3. A map is a drawing of a neighbourhood, a city or a country. Signs and symbols are used in maps because it is not possible to write names of roads and routes.
4. The four main directions are east, west, north and south.
5. If we stand facing the rising sun, the east is in front of us. West is at our back. If we sketch both the arms sidewise, the left hand point towards north and the right hand points towards south.
6. On maps, different colours are used to show different places.

Colours

Blue

Green

yellow

Dark brown

White

Red

Places

Water bodies like oceans, seas etc.

plains, forests

highlands, deserts

moutains and hills

snow

population, main roads

Think and Answer

A sketch gives a very rough idea about the locations of a place whereas a map is a drawing of a neighbourhood, a city or a country and is accurately drawn.

Fun Time

- a. Compass b. Sketch c. Dark brown
- d. Scale of a map e. Cartographers

Life Skills

Do it yourself.

Things to do

Do it yourself.

Cluster Task

Do it yourself.

Lesson-16 (Garbage and the Disposal)

Objectives

- To make students understand the importance of disposing off waste properly.
- To enable students to learn about different types of wastes.
- To make students learn about different methods of disposing off wastes.
- To teach the students about four R'S and ask them to implement them in their lives.

Overview

- Types of wastes or garbage: solid wastes, Biodegradable wastes, non-biodegradable wastes, Liquid waste.
- Disposal of solid wastes: open dumping sanitary landfill, incineration, compost pits
- The four R'S- Reduce, Reuse, Replace and Recycle.
- Advantages of Recycling.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

- Ask students about different types of wastes that they dispose off from their homes daily. Who takes them away? Where are they disposed off? Tell them the importance of disposing off garbage properly because waste pollutes the land, water as well as air. The surroundings look dirty and ugly. Flies, mosquitoes and household pests like rats breed in the garbage. Diseases like diarrhoea, typhoid and dysentery are caused due to pollution caused by wastes.
- Now, discuss about different types of wastes. Make a flowchart on the board to explain the students in an interesting way.

Types of wastes:

Solid waste

For eg. vegetable peels, paper plastic etc.

Liquid waste

For eg. sewage, dirty water etc.

Solid wastes are further classified as:

- Biodegradable waste (Items that will rot and mix with the soil), eg. bones, leaves, flowers etc.
- Non-biodegradable waste (Items that will not rot naturally, eg. bones, leaves, flowers etc.)
- Shift your discussion on different methods of disposing off wastes of different kinds explain each method carefully and briefly to the students and write their names on the board for better understanding.
- Make students aware about 4 R'S i.e, recycle, reduce, replace and reuse. Explain to them how adopting these 4 R'S will help us not only today but also our future generations. We need to be careful that we dispose off our waste in a way that does not harm the environment and in turn our health.
- Now, ask the students to read the chapter turn by turn. Guide them to understand the 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 '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 garbage?
- What are different types of wastes?
- How can we dispose off solid wastes?
- How can we dispose off liquid wastes?
- What are the four R'S which we should adopt?

Home Assignment

- Draw and write the names of five biodegradable and five non-biodegradable wastes 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

Do it yourself.

Examine Point

- A. Wastes or garbage can be of two types: solid wastes and liquid wastes.
- B. Old newspapers, magazines, glass jars, cans and bottles can be recycled.
- C. Paper, plastic products, aluminum foil, fruit and vegetable peels and remaining food etc.
- D. We can reuse glass and plastic jars, plastic bottles, polythene bags, tin, cans and packaging boxes after they are empty.

Question Time

- A. 1. d) all of these 2. a) furnaces 3. c) garbage 4. a) recycling
5. b) pulp 6. d) none of these
- B. 1. foul 2. Biodegradable 3. Compost 4. Soak
5. Recycling
- C. 1. False 2. False 3. True 4. True
- D. 1. Garbage is any material that is of no use and can be thrown away as waste.
2. Soak pit is a pit in the ground filled with pebbles or brick pieces. The water is absorbed in the ground.
3. Biodegradable wastes means such items that will rot and mix with the soil. Such waste is not harmful to the air or soil.
4. Non biodegradable waste means such items that will not rot naturally. Such waste is very harmful to the soil, water and air around us.
5. Waste affects our environment. It pollutes the land, water and air. The surroundings look dirty and ugly. Flies, Mosquitoes and household pests like rats breed in the garbage. They spread diseases. Drains get choked and give off a foul smell. So it is very important to dispose of the garbage properly.
6. Biodegradable materials are those materials that can decompose like paper, leaves etc. Non biodegradable materials are those materials which cannot decompose like plastic, glass etc.
7. The 4 R'S are Reduce, Reuse, Replace and Recycle.

Reduce- We must buy only those things that we need and can use.

Reuse- This means using things that would normally be thrown away.

Replace- We should replace non-biodegradable materials that we use in our daily life with biodegradable materials.

Recycle- Recycling means using waste items to make new things.

8. a) Incinerator- In cities, solid wastes are sometimes burnt in big furnaces called incinerators.
- b) Compost pits- These are deep pits dugged in the ground. People throw biodegradable wastes in these pits.
- c) Recycling- It means using waste items to make new things.

Think and Answer

We should say 'No' to plastic bags because plastic is non-biodegradable and it pollutes our environment.

Fun Time

Do it yourself.

Things to do

Do it yourself.

Life Skills

- | | | |
|------|------|------|
| 1. ✗ | 2. ✓ | 3. ✓ |
| 4. ✗ | 5. ✗ | 6. ✓ |

Cluster Task

Do it yourself.

Test Yourself- I

- A.** 1. b) extended family 2. c) cracking 3. c) harvesting 4. d) all of these
5. c) suspension 6. d) Aeroplane
- B.** 1. foster 2. dentist 3. food 4. cantilever
5. foundation 6. 1853
- C.** 1. False 2. True 3. False 4. False
5. True 6. False
- D.** 1. Some of the values that we learn from our family members are-
- to obey and respect elders.
 - to talk politely and behave courteously.
 - to always speak the truth.
 - not to fight or quarrel with others.
 - not to snatch or steal things from others.
 - not to damage our books and belongings.
 - to help people who are needy.
2. We can take care of our teeth in following ways-
- By brushing teeth properly twice a day.
 - Eating healthy food items instead of sticky food items.
 - Rinsing mouth after meals to remove food particles.
 - Floss your teeth once a day.
 - Visit your dentist atleast once.
3. Farmers pack the crops in gunny bags. These bags are then transported in trunks to wholesale markets. Shopkeepers and vendors buy the crops from wholsalers. Finally, we buy food crops from these shopkeepers and vendors. We buy cereals, pulses , sugar and oil from a grocer.
4. Things which have life are called living things. For eg. plants, animals and human beings.
5. In town and cities, most of the houses are made of bricks, steel and cement. They are called pucca houses.
6. The different types of bridges are-
- Beam Bridge
 - Arch Bridge
 - Suspension Bridge
 - Cantilever Bridge
 - Bamboo Bridge

7. Indian railways form the major network of cities transport system. Railways connect almost all towns and cities in India. It can carry thousands of people at the same time along with bulky materials.

Test Yourself- II

- A.** 1. d) All of these 2. c) chlorine 3. d) flowers 4. d) all of these
5. c) ostrich 6. b) symbol 7. b) recycling
- B.** 1. dam 2. potable 3. Flowers 4. Woodpecker
5. Numismatics 6. landmark 7. Reducing
- C.** Do it yourself.
- D.** 1. The movement of water from the earth to the atmosphere and then back to the earth is called water cycle.
2. Human activities like washing clothes, bathing, throwing household waste, immersing clay idols, dumping untreated sewage and oil tankers pollute the water bodies.
3. Stem: It carries water and minerals from the roots to the leaves.
Leaf: This is the part of the plant where food is made by the process of photosynthesis.
Flowers: It is the most beautiful part of a plant. Flowers grow into fruits.
4. Most birds use their beaks to:
- get food.
 - carry building material to make their nest.
 - protect themselves from their enemies.
5. The value of the note is written both in figures and words. Below the value is the signature of the governor of the Reserve Bank of India. A picture of Mahatma Gandhi figures on the left side of the note. We have a picture of our National Emblem in the bottom right hand corner of the note.
6. A map is a drawing of a neighbourhood, a city or a country. We can also have a drawing of world, or world map.
7. The four R'S that we must adopt are reduce, reuse, replace and recycle.
Reduce- We must buy only those things that we need and can use.
Reuse-This means using that would normally be thrown away.
Replace- We should replace non-biodegradable materials that we use in our daily life with biodegradable materials.
Recycle-It means using waste items to make new things.