Environmental Studies

A Textbook For Class III

Environmental Studies

The Jammu and Kashmir State Board of School Education
Srinagar/Jammu

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FOREWORD

The contours of school curriculum are determined and decided by social curriculum and it is the social curriculum which in turn is benefited and enriched by the school curriculum. Since society is a dynamic concept, ever changing, so is the school curriculum. It has been persistent endeavour of Jammu & Kashmir State Board of School Education to update, review and revise the school curriculum and place it at par with the demands of time.The present review /revision has also been carried out in the light of guidelines of National Curriculum Framework-2005.This revision and review of 'Environmental Studies' aims at enabling students to develop critical understanding of society based on students own experiences, lay foundation for an analytical and creative mindset. It also aims at investing in a child children moral and mental energy which will enable them to think independently and deal with the social forces that are bent to threaten the values like justice, respect for diversity and peace oriented human values so long cherished by humanity. However, there has to be non-coercive and participatory mechanism to be used in the delivery of the contents of curriculum which is supposed to make teaching and learning interesting and enjoyable.

With regard the environmental studies, the review work has been done to sensitize concerns of Child's Natural Environment. But the major thrust has been given to take the pupil out of class which will help them to grow in the Social Environment. However, to lessen the burden of students, the content have been minimized but it has been left to teachers to supplement the contents with low/no cost teaching-learning material which will be developed by teachers keeping in view the locale of the pupil.

Besides an attempt has been made to engage pupil with the book in a happy mode, narratives, poems, stories, puzzles, jigsaw, comic strips, etc. stories have been incorporated in the book.

The J and K State Board gratefully acknowledges the use of materials from Looking Around- Environmental Studies, Textbook of Class III published by National Council of Educational Research and Trainings (NCERT), New Delhi in preparing the Textbook. Suggestions for the improvement of this Text Book shall be warmly acknowledged.

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Chapter 1

Poonam's Day Out

Mama, please let me go to school today, I have been at home for the past two days. I am getting bored - said Poonam. But you still have fever. Go outside and lie down on the cot — replied Ma.

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

WRITE: Poonam looked up. She saw many animals on the tree. Which animals can you spot on the tree in the picture? Write down their names.

_____ _____ _____ _____

_____ _____ _____ _____

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

☞ A Note for the Teacher:

1. Children learn a lot from people and things in their environment. through this lesson children should be given an opportunity to observe nature — not just sit in the class and read their lesson.
2. Teacher will tell the children about the thing that has dropped on Poonam's face.

WRITE:

Which animals did Poonam see at the pond and write their names

_____ _____ _____ _____

_____ _____ _____ _____

Can you act like the animals seen at the pond? Which animal makes what kind of sounds and movements? Try to make similar sounds.

Different animals move in different ways to go from one place to another. Some animals walk, some crawl, some fly and some swim. For this, some animals use their feet, some use their wings. Some animals even take the help of their tail.

WRITE:

You must have seen many animals too. Write which of them —

can fly _____ _____ _____

can walk _____ _____ _____

can hop _____ _____ _____

have wings _____ _____ _____

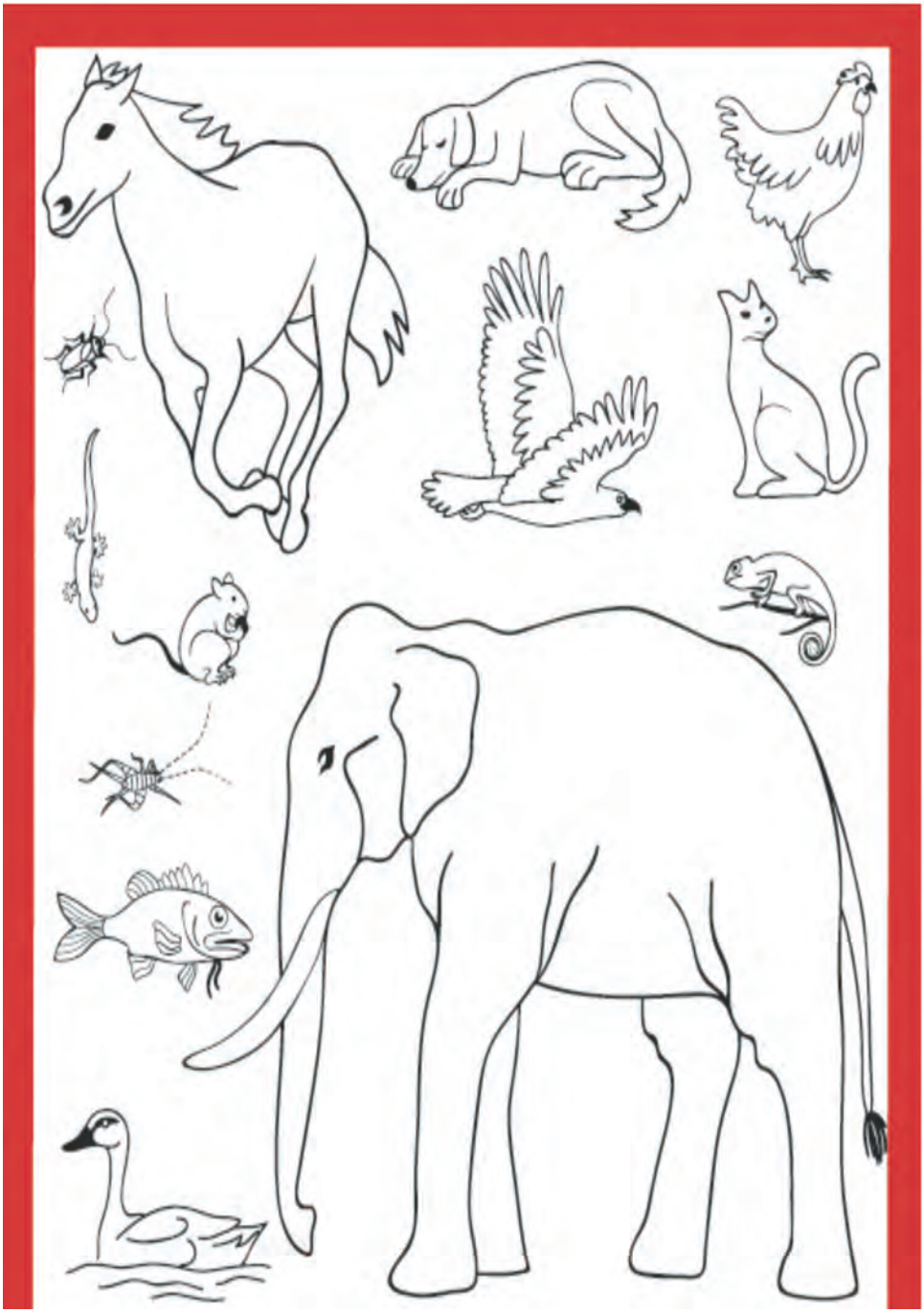
have feet _____ _____ _____

have a tail _____ _____ _____

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

A Note for the Teacher:

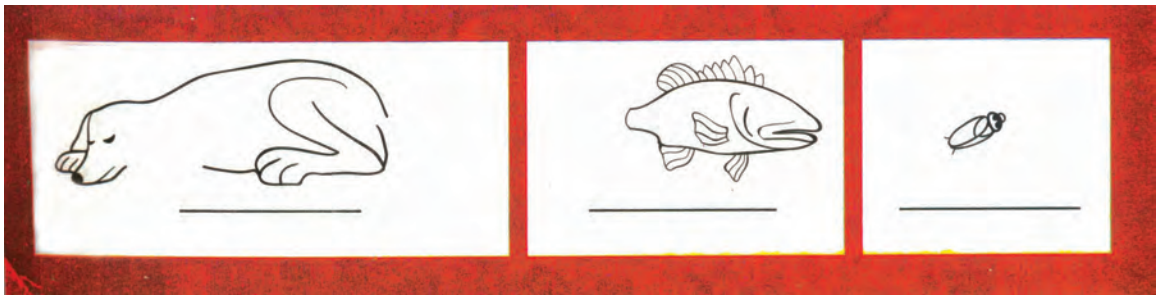
1. In the book the word 'animal' is used for insects, birds, reptiles and mammals. At this age, children cannot easily c1assify animals into different categories. Try to find out what children understand by the word 'animal'.
2. Children love to look at the colours, shapes and movement of animals and listen to their sounds. They enjoy imitating them too. Looking at the diversity in the animal world and putting them under different groups is the beginning of classification.



DO/MAKE:

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

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



WRITE/THINK: Who am I

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

1. Banana is what I love eating,
I spend my time jumping and leaping.

2. On the walls, webs I weave,
Where insects stick and cannot leave.

3. I remain awake the whole night,
And go to sleep in broad daylight.

4. Croak, croak, croak is my sound,
In water or on land I am found.

5. I appear after rainfall,
Have no feet so I crawl

6. Slow and steady is my pace,
I always win when there is a race.

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

A Note for the Teacher:

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

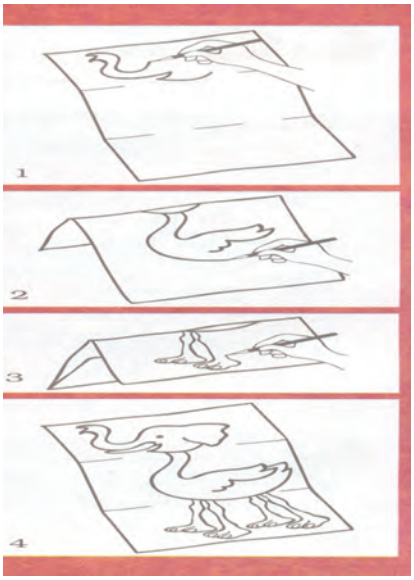
DO/MAKE:

- **Magic with fingers**

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

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

• Let us have some fun



In your notebook

Draw a picture of an animal that you have seen.

Make groups of three children each group will take a white paper.

1. In each group, one child will draw the face and neck of an animal at the top of the paper and hide it by folding this part.
2. The second child will draw the body of another animal in the centre of the paper and hide it by folding the paper.
3. The third child will draw the feet of yet another animal.
4. Now, unfold the paper and look at the picture.

Does it not look like a funny animal!

Also, look at the pictures made by your friends

DO/MAKE, WRITE:

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

on the branches	_____	_____	_____
on the leaves	_____	_____	_____
on the trunk	_____	_____	_____
on the ground	_____	_____	_____

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

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. _____ 8. _____ 9. _____

10. _____ 11. _____ 12. _____

13. _____ 14. _____ 15. _____

A Note for the Teacher:

This activity is a beginning to sequence. The sequencing will depend on the experience of the child - a squirrel can be smaller or bigger than A SPARROW.

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

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

DO/MAKE: Jigsaw Puzzle

Now, make a jigsaw puzzle using a picture of any animal. Paste the picture on a cardboard. Now, cut the cardboard along the edges of the picture. Cut this cardboard into unequal pieces. Give these pieces to your friends. Ask them to put the pieces together and identify the animal.

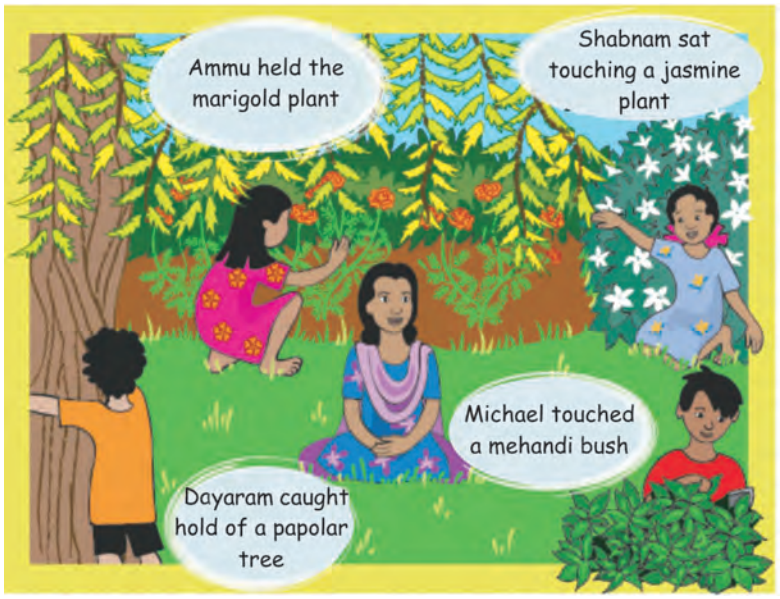
A Note for the Teacher:

The jigsaw should be cut in such a manner that it is a challenge for the child. It should not be so simple that it can be put together too easily.

Chapter 2

The Plant FairY

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



The game began. Didi said — The 'Plant fairy' asks you to touch a plant. At once, all the children ran towards the plants.

Didi! said —Very good! Every one has touched a plant. But have you noticed that all the plants are different from each other?

Didi! you are also sitting on little plants, said Shabnam.

NARRATE/TELL:

Can you name the plant on which Didi was sitting?

The game started again. The 'Plant fairy' now said - Touch a tree which has either a thick or a thin trunk.

☞ A Note for the Teacher:

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

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

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

Michael said — Get me some leaves quickly.

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

NARRATE/TELL:

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

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

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

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

Ammu and Shabnam shouted together - We also want to be the 'Plant fairy.'

Didi said — not today, may be next Sunday. It is time to go home now.

A Note for the Teacher:

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

DO/MAKE:

- Colour the leaves that you have collected from your surroundings.

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

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

- Didi taught everyone how to take rubbings (prints) of leaves and tree trunks. All you have to do is —

Take a paper and a crayon or colour pencil. Place the leaf on a table or on the ground. It should be placed in such a way that the side of the leaf with veins is on the top.

Place a paper on the leaf.

Gently rub the crayon or colour pencil on the paper. Be careful that the paper or the leaf does not move

- Similarly, take rubbing of the trunk of a tree.

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

Look at the rubbings made by the others. Are the rubbings of different plants similar?

Which leaf gave a good rubbing? In case of which tree was the rubbing of the trunk difficult? Why?

NARRATE/TELL:

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

WRITE:

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

_____ _____ _____

- You must have seen many plants and trees. How many of them can you name? Write their names.

_____ _____ _____

_____ _____ _____

- Are there any plants that you have heard of, but never seen? Which ones?

_____ _____

_____ _____

_____ _____

FIND OUT:

I. Ask some older people if there were plants which they have seen when they were children but are not seen these days.

II. Also, ask them if there are any plants which can be seen these days, but which were not seen earlier.

A Note for the Teacher:

Children may talk to their elders or to a farmer or a gardener for knowing more about plants.

DO/MAKE:

Friendship with a tree

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

A lasting friendship!

- What tree is it? Ask some elders if you don't know.
- Will you like to give your friend a special name? What will you name it?
- Does the tree bear flowers or fruits? Which ones?
- How do the leaves of the tree look?
- Do animals live in the tree? Which ones?
- One child will say the first letter of a plant, second will add the next. Similarly who completes the name of the plant will emerge a successful and will win and says BINGO!

FIND OUT:

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

A Note for the Teacher:

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

Chapter 3

Water O' Water

I'll wash my face with water,
Said Munna to his Nani.
We all quench our thirst with water,
We are all alive because of water.
Water has been with us for ages,
Its story can fill so many pages!
Somewhere it is dew,
Somewhere it is snow,
Steam is also water as you know.
Water has forms so many,
That is what says my Nani.
The river - flow, the waterfalls sing,
Sand water swells in lakes and springs.
Life on earth it has brought,
Watered fields and life they got.
But when the water breaks in floods,
Great misfortune it always works.

SHRI PRASAD
(Translated from the Hindi)

NARRATE/TELL:

- Recite the song ***Pane Re Pane*** in the class.
- Which are the places mentioned in the poem where we find water?

WRITE:

Tick ( ) the activities for which water is needed.

to play ☐
to sings ☐

to row a boat ☐

to write ☐

to make tea ☐

to knead dough ☐

to run a fan ☐

to paint pictures ☐

to grow plants ☐

* Name any four activities which you can do without water.

_____ _____ _____ _____

you cannot do without water.

_____ _____ _____ _____

* Water –more or less

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

Activities: to bathe, to drink, to clean the house, to water the fields, to knead the dough.

1. _____2. _____3. _____

4._____5_____

Water -from where'?

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

lake, well, tube well, pond, waterfall,

hand pump, river, stream, tap, tank (tanka),

sea, hot water spring

NARRATE/TELL:

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

WRITE:

- Does any river flow through your village or city? If yes, write its name.
- Do you know the names of any rivers? Write their names.

DISCUSS:

a) At home, where do you get drinking water from?

b) Do you have to go far to get water? How much time does it take to bring the water?

c) Do your neighbours bring water from the same place?

d) Why do we need to store water?

e) Who fetches and stores water in your house?

A Note for the Teacher:

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

2. In many places, certain people are not allowed to take water from the common source. It is important to discuss this so that children are sensitive towards issues like discrimination.

DO/MAKE:

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

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

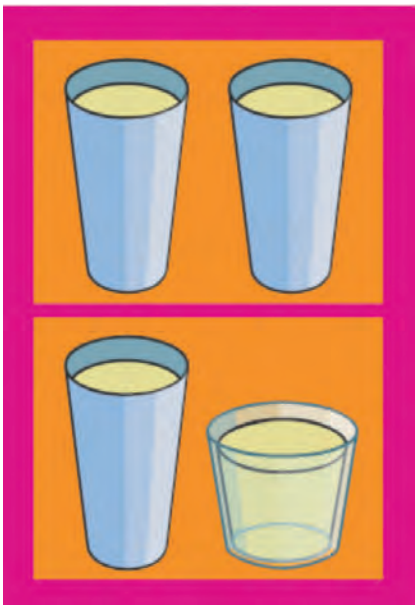
NARRATE/TELL:

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

1. Which will contain the least water?

2. Which will contain the most water?

How could you tell?



Chhutki is confused

Hiren and Chhutki were feeling thirsty. Their uncle gave both of them mango panna in tumblers. But Chhutki drinks only in a glass. Her uncle poured the panna into a glass tumbler. But Chhutki was not happy. She explained —Uncle, you have given me less panna. What do you feel?

Write:

Did Chhutki's glass tumbler have less panna?

FIND OUT:

Given in the grid are some places where water is found. Find seven of them and put a ◯ around each. One has been done for you.

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

WRITE:

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

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

DO/MAKE:

Fun with colours

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

A Note for the Teacher:

Demonstrate the activity 'Chhutki is confused' and then ask questions for the children to answer like 'about shapes' 'sizes' etc.

Chapter 4

Our First School

We learn so many things when we come to school. But do you know which is our first school? Yes, it is our family. We learn so many things from our family — much before we learn from anywhere else. This is because we are so close to our family. But we really never give it a thought. Let us think about our family and talk about it.

DO/MAKE: Draw or paste a picture of your family.

WRITE:

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

Name	Relationship	Name	Relationship

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

Name of two members of your family			Their relationship

NARRATE/TELL:

What do your family members call you lovingly? Do you have a pet name? How do you call your family members? Look at the picture carefully. Two persons in the picture look a lot like each other. How do you think they are related?

WRITE:

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

_____ _____

_____ _____

Let us now read about Anwari's family.

The older members of Anwari's family work as dhobis. All the members of the family lend a hand in washing, drying and ironing of the clothes. Anwari and her cousin Taufiq are also learning the work done by the family.

WRITE:

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

_____

- Do you help the family with the work?

_____

_____

We learn many things from our family members. Anwari and her cousins learnt cycling from her uncle.

NARRATE/TELL:

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

WRITE:

Think and write:

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

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

WRITE:

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

_____

_____

_____

DO/MAKE:

Does any member of your family have any particular habit like laughing loudly or singing when they are happy? Imitate them.

NARRATE/TELL:

- How do you show respect to elders in your family? Look around to see how others show respect.

- **When the old were young**

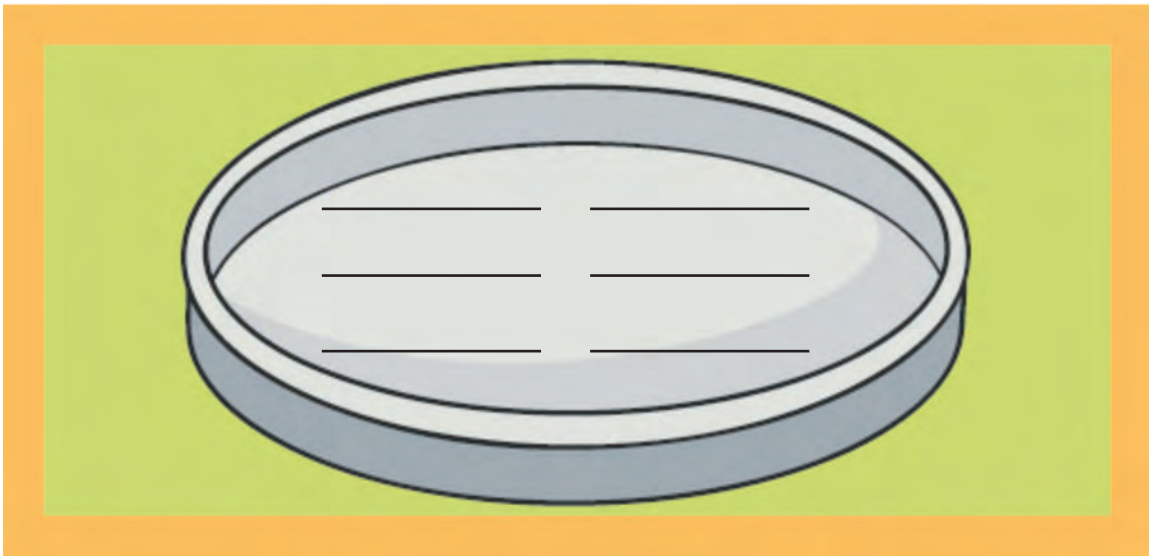
  Ask any older member of your family to tell a funny incident of her or his childhood.

A Note for the Teacher:

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

Chapter 5

Foods We Eat



WRITE:

- What did you eat yesterday? Write it on the plate given above.
- Now on the blackboard write the names of all the food items that you have written on your plate.
- Did all the children in the class eat the same food items yesterday? Why?

DISCUSS: You must have noticed that in the picture given on page 27 there is one child in whose house no food was cooked. What could be the reason?

NARRATE/TELL:

- Has it ever happened to you that on some day you were very hungry but there was nothing to eat? If yes, why?
- How do you know that you are hungry?
- How do you feel when you are hungry?

Vipul's Family

In Vipul's family, there are some members who do not eat what Vipul eats. Do you think these people 'do not eat' or 'cannot eat' what Vipul eats?

Let us read about Vipul's family

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

He reached home and asked his mother — where is Chhutki? I want to see her.

His mother replied - Chhutki is in the room upstairs.

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

Have you put sugar in the dal? After coming to Delhi you have forgotten our own way of making food — said Dadi to Vipul's mother.

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

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

☞ A Note for the Teacher:

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

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

Vipul gave the bhutta (Chali) he was eating to his Mami, washed his hands and lifted little Chhutki.

Suddenly Chhutki started crying. She is hungry - said Mami. She sat down to feed Chhutki.

DISCUSS:

a) Why was Dadi not able to climb the stairs quickly?

b) How does Dadi like to have her dal?

c) How many persons in the story can eat bhutta easily and why?

d) Can all old people eat bhutta? Why?

e) For four months Chhutki will have only her mother's milk. That is her only food. Why?

FIND OUT/WRITE: Ask your elders and fill in the table.

	What can they eat	What can not they eat
Child	_____	_____
	_____	_____
Young	_____	_____
	_____	_____
Old	_____	_____
	_____	_____

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

Let us talk about those things that we do eat.

WRITE:

Put O on the things that you eat often.

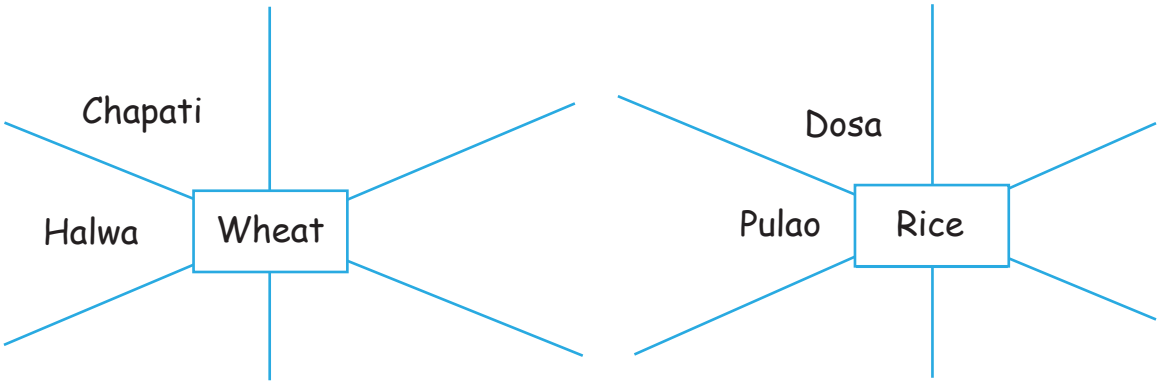
rice	wheat	barley	Oats
maize	millet	beans	jowar

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

Find out where each of these things is eaten more.

FIND OUT/WRITE:

We not only eat different things but we also use the same things to prepare a variety of food items. Find out and write what all can be prepared from rice and wheat.



How many things did you write? Similarly, different pulses, vegetables, fruits, meat, etc., are eaten in different places. People have different likes and dislikes. Let us talk about it.

WRITE:

Likes and dislikes

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

Like

Dislike

DISCUSS:

Are your likes and dislikes similar to that of

a) family members?

b) your friends?

Let us talk to some people and know what they like to eat —

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

- What is easily available?
- What we can buy.
- Customs and traditions.
- _____
- _____

WRITE:

- Names of some things are given below. Put a Tick on the things that can be eaten. If there is anything about which you are not sure ask your teacher.

Banana flowers	☐	Hen's eggs	☐
Drumstick flower	☐	Mushroom	☐
Hen's eggs	☐		
Leaves of Arvi	☐	Cauliflower	☐
Rat	☐	Meat	☐
Red ants	☐	crab	☐
Lotus stem	☐	Seeds of onion (Kalonji)	☐
Fish	☐		
Leftover Chapati	☐	Frog	☐
Amla	☐	Grass	☐
Chapati	☐	Coconut oil	☐

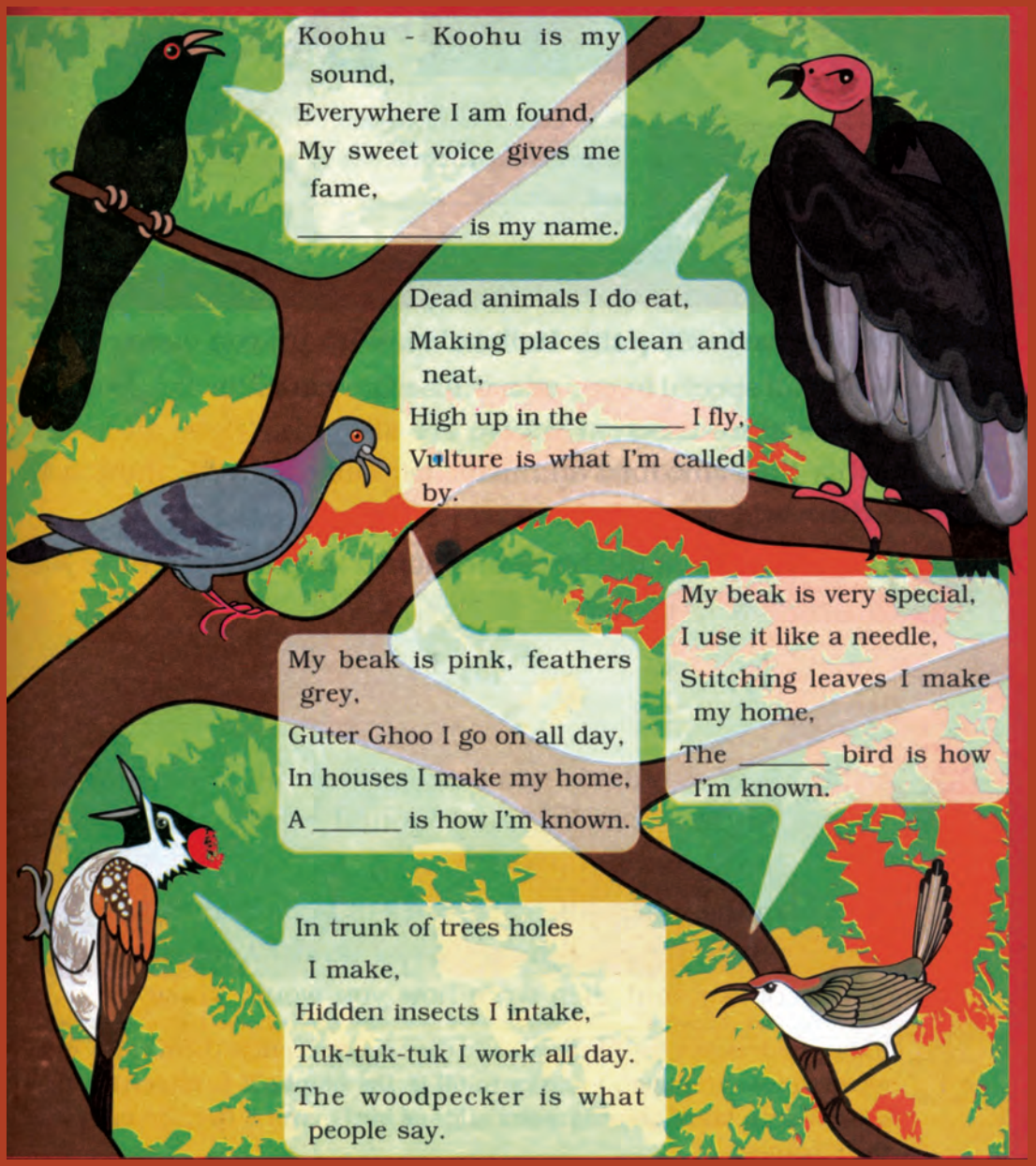
- Write the names of some food items that you have never eaten before but feel like eating.

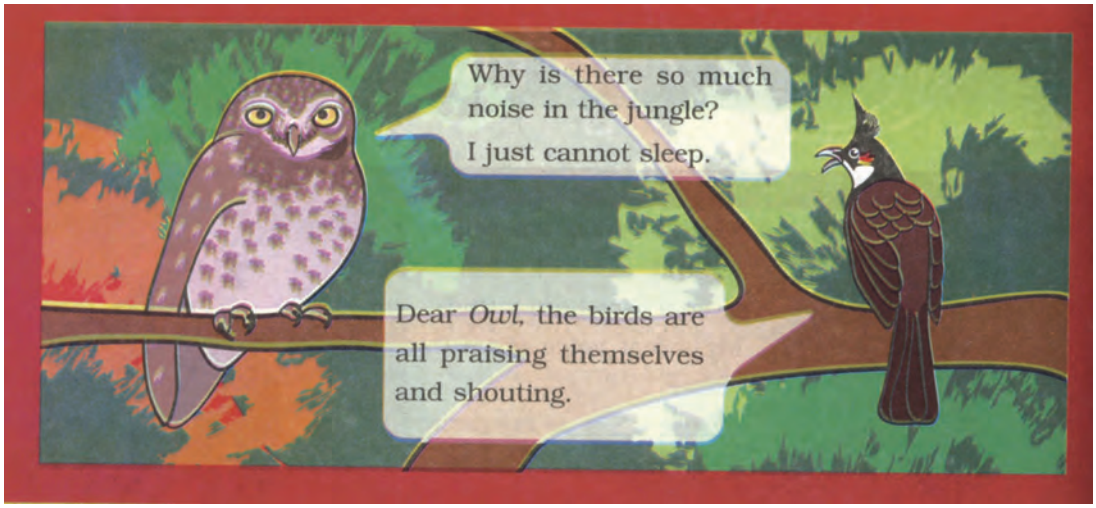
_____ _____ _____

_____ _____ _____

Chapter 6

Flying High


Koohu - Koohu is my sound,
Everywhere I am found,
My sweet voice gives me fame,
_____ is my name.
Dead animals I do eat,
Making places clean and neat,
High up in the _____ I fly,
Vulture is what I'm called by.
My beak is very special,
I use it like a needle,
Stitching leaves I make my home,
The _____ bird is how I'm known.
My beak is pink, feathers grey,
Guter Ghoo I go on all day,
In houses I make my home,
A _____ is how I'm known.
In trunk of trees holes I make,
Hidden insects I intake,
Tuk-tuk-tuk I work all day.
The woodpecker is what people say.



The owl said - Stop this hullabaloo. Why are you quarrelling?

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

WRITE:

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

_____ _____ _____ _____

_____ _____ _____ _____

DO/MAKE:

- Now go outside and look for birds on trees, in water on the ground, in and around bushes. How birds could you see?
- In the table write the names of birds and TICK the place where you saw them. If you do not know the names of any bird then write how you would know it. Where you saw it

Name of the bird	In water	On the tree	On the ground	In the house	Flying
_____					
_____					
_____					
_____					

A Note for the Teacher:

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

DO/MAKE:

WRITE:

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

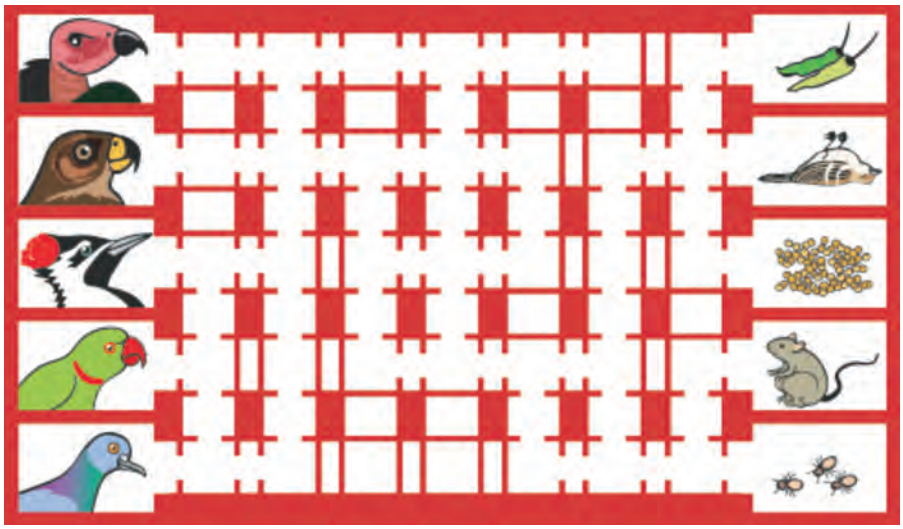
Given here are pictures of beaks of birds. Look at them carefully. Identify the birds and write their names in the blank space draw a picture of the beak of some other bird, colour it and write its name.

Just as birds have different types of beaks, they different types of food. While some eat fruits, some eat some eat eggs, while others eat fish.

A Note for the Teacher:

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

Match the birds with their food.



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

WRITE:

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

DO/MAKE:

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

The feathers of birds are of different colours, shapes and sizes. Their feathers help them to fly and keep them warm too. From time to time

birds lose their old feathers and new ones grow in their place. You must have often seen feathers of birds lying around.

DO/MAKE:

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

WRITE:

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

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

THINK: What would happen if birds could not fly but only walk on their feet?

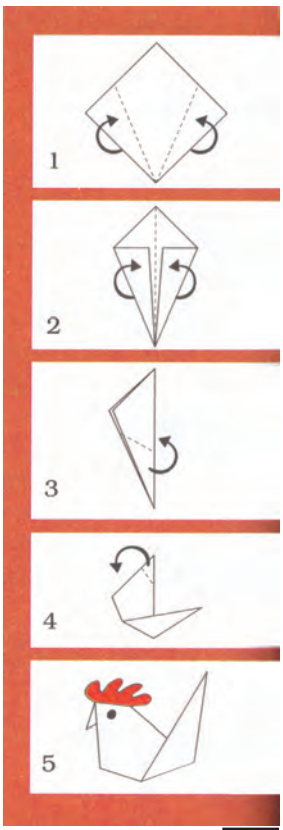
Let's make a cock

Take a square piece of paper.

1. Fold it along the dotted lines.
2. Fold the paper into half along the dotted line.
3. Now fold the paper along the dotted line in the direction of the arrow.
4. Fold the paper to make the beak of the cock .
5. Take a piece of red paper and cut it in the shape of a crest of a cock. Paste this on the head of the cock.

Cut a small round circle from a black paper. Paste it to make the eye of the cock.

Now, your cock is ready!



Chapter 7

What Is Cooking

DO/MAKE:

WRITE:

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

_____ _____ _____

_____ _____ _____

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

_____ _____ _____

_____ _____ _____

WRITE/FIND OUT:

What are utensils made of?

_____ _____ _____

_____ _____ _____

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

WRITE/ FIND OUT:

We do not cook all the things that we eat. Find out which things we eat raw and which ones before eating. Which are the things we eat both cooked and raw? Fill in the table given below

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

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

WRITE:

Go to the kitchen and observe something being cooked. What all was done to cook it? Write the sequence. Don't forget to write the name of the item being cooked. Look at the notebook of your classmates and discuss in a group.

Name of the item _____

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

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

WRITE:

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

Method of cooking	Names of things
Roasting	_____
Boiling	_____
Frying	_____
Baking	_____

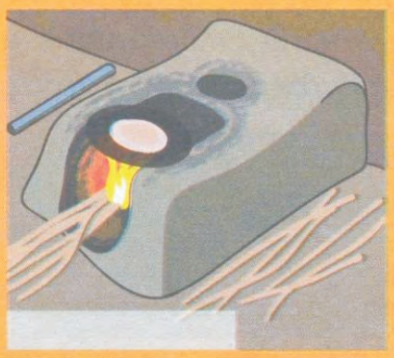
A Note for the Teacher:

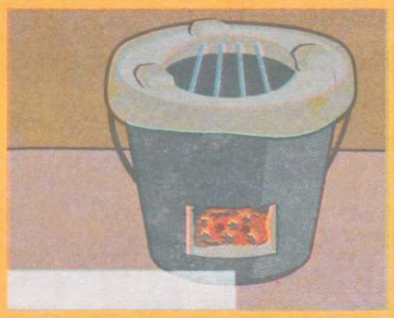
Children can consult their family members too. This will develop in them an understanding, that besides the teacher, other people can also be a source of information.

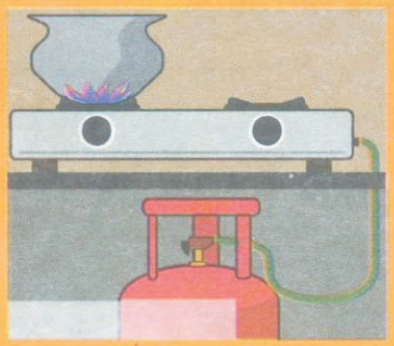
DO/MAKE:

- What is used to cook food in your house? Draw a picture in the notebook and write its name.

o Identify the pictures given below and write their names. What produces heat in each of them? Match the picture with the list. Matching can be with more than one thing also.







Kerosene Oil

Coal

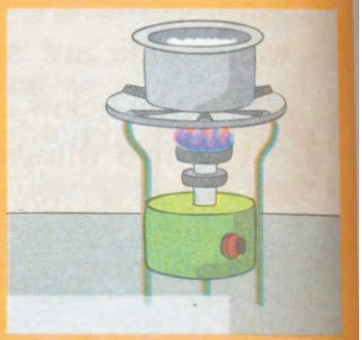
Electricity

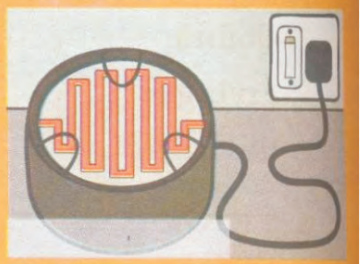
Gas

Wood

Sunlight

Cowdung cakes





A Note for the Teacher:

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

DO/MAKE:

Make and eat

Soak whole moong seeds over night in water. In the morning wrap the soaked moong in a wet cloth and cover it. Take it out after a day. Do find any difference?

Add sliced onions, tomatoes, salt and lemon juice to the moong and mix. Share it with your classmates

WRITE:

Which are the other things you can prepare without cooking? Write their names and the method of preparing them. One example is given below.

1. Lemon Water → Mix sugar in water → Add Lemon juice → Strain it → Lemon water is ready

2. _____ → → → →

3. _____ → → → →

A Note for the Teacher:

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

Chapter 8

From Here to There

The Train

Come on children, let's play a game
Climb aboard the chugging train!
Blow your whistles and take your seats
Onto shoulders, if you please!
Forward, backward, backward forward,
But in a line, don't run outward!
Stay in line, and shut your eyes
With open eyes, you'll nothing spy.
chhuk chhuk chhuk, the train is on its way
Stop Stop Stop, all the stations say!
On roads of iron, we move to and fro,
Here come the lights, and there they go.
Across the meadows, over the hills,
Past aging farmers, temples, mills.
Past village wells and a lush green field
With broken walls, and a potato field.
chhuk chhuk chhuk, the train ' is on its way
Stop Stop Stop all the stations say!
Smoky clouds,
Fairs and crowds.
Village fairs,
Riders on mares.
Flocks of birds,
Clustered huts.
Bridges and paths,
Dhobi ghats.
Small tea-shops,
Puddles and flocks.
chhuk chhuk chhuk, the train ' is on its way
Stop Stop Stop all the stations say!

(Extracts from the Hindi poem 'Railgadi' by HARENDRANATH CHATTOPADHYA)

NARRATE/TELL: How did you like the poem?

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

WRITE:

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

_____ _____ _____

_____ _____ _____

- Which vehicles have you travelled in? Write their names in your notebook

Come, let's meet some children and find out how they spent their vacations.

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

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

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

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

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

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

WRITE:

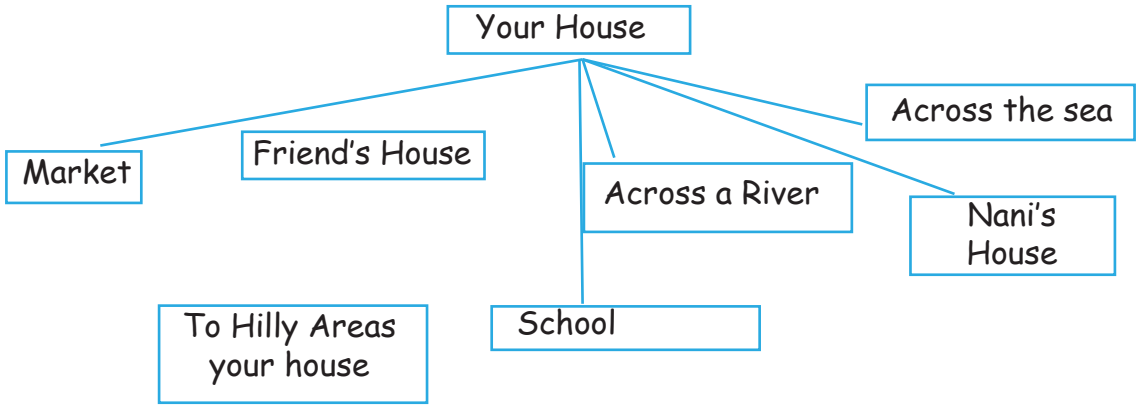
- Which all vehicles did the children travel in?

_____ _____ _____

_____ _____ _____

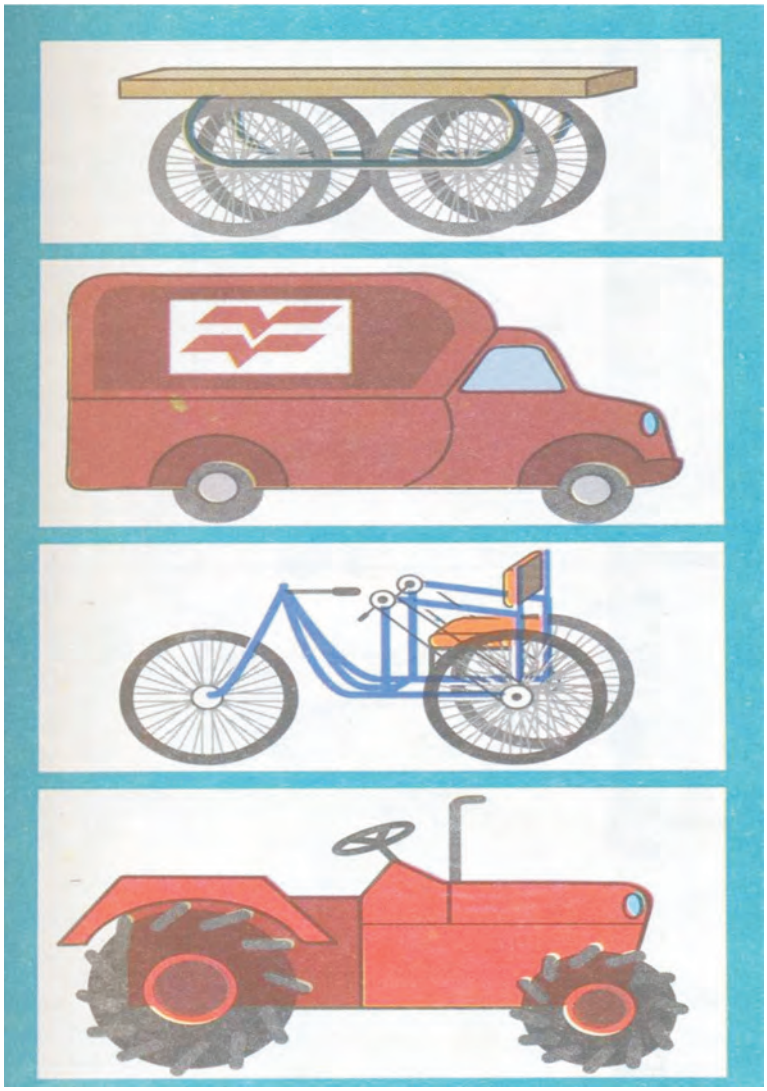
_____ _____ _____

- How would you choose to go from your house to the places written below'? Write across the arrows.



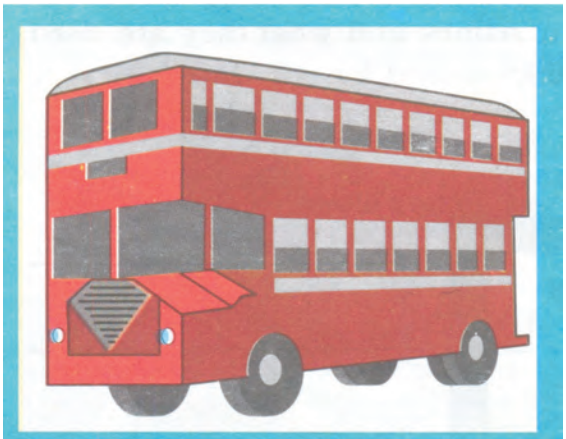
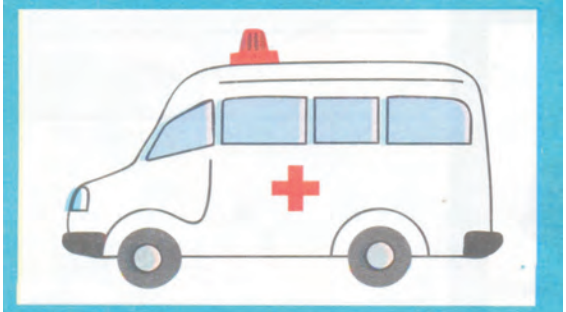
WRITE:

Write in front of each picture what the vehicle is used for. In the spaces provided, draw the pictures of some other vehicles. Write their names and what they are used for. Are all these vehicles used for our travel?

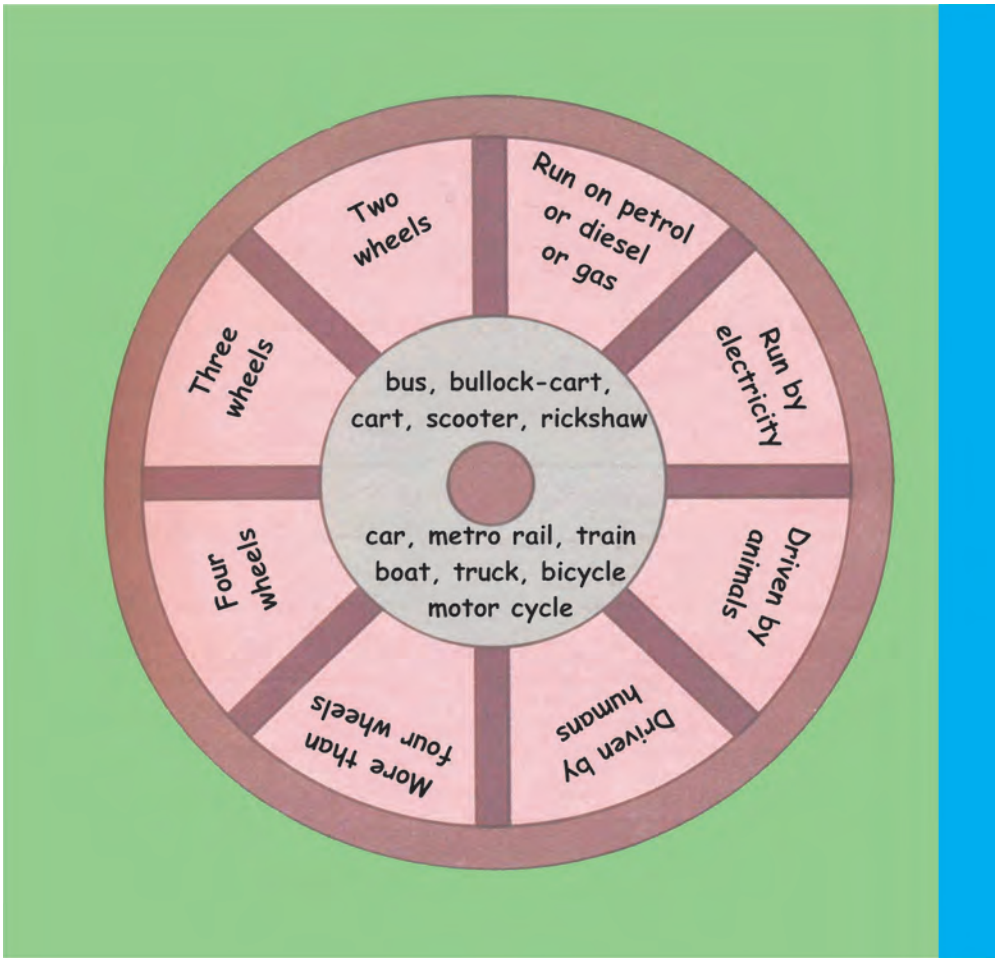
Vehicle	Used for
	

A Note for the Teacher:

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

Vehicle	Used for
	_____
	_____
	_____
	_____

Names of some vehicles are given in the centre of a wheel. Join these on one side to the number of wheels each vehicle has and on the other, join them to what is used to run them.



FIND OUT:

Find out from your elders - How did people travel fifty years ago? Were the present means of travel available at that time also?

THINK:

Can you imagine which vehicles people will use for travel twenty years from now? Ask your family members and friends and fill in the table. You can add more-

Whom you asked	Their Answer
You	_____
Friend	_____
Their	_____
Chacha	_____
Teacher	_____
_____	_____
_____	_____
_____	_____
_____	_____

DO/MAKE:

Your own train

With the help of the picture make a toy-train using empty matchboxes.

WRITE:

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

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

Chhuk—Chhuk	Train
Pon—Pon	_____
Gharr—Gharr	_____
Peen-Peen	_____
Tup-Tup	_____
Tring—Tring	_____

NARRATE/TELL:

- These are the sounds of single vehicles. How does it sound when many vehicles run together on the road making different noises? Isn't there a lot of noise?
- Where have you heard the maximum noise?
- Do you like so much noise? Why?

A Note for the Teacher:

1. A discussion based on the Information obtained from the elders will help the children to understand the changes that have come in vehicles over time. That is why in the book, children have been encouraged to ask their grandparents again and again so that they understand the changes that have taken place with time.
2. To make the toy train, tins can be used in place of matchboxes. For making wheels, bottle caps or buttons can be used.

WRITE:

- What all can you see in the picture?

_____

_____

- Which vehicles can you see in the picture?

_____

_____

- What are these vehicles usually used for?

_____

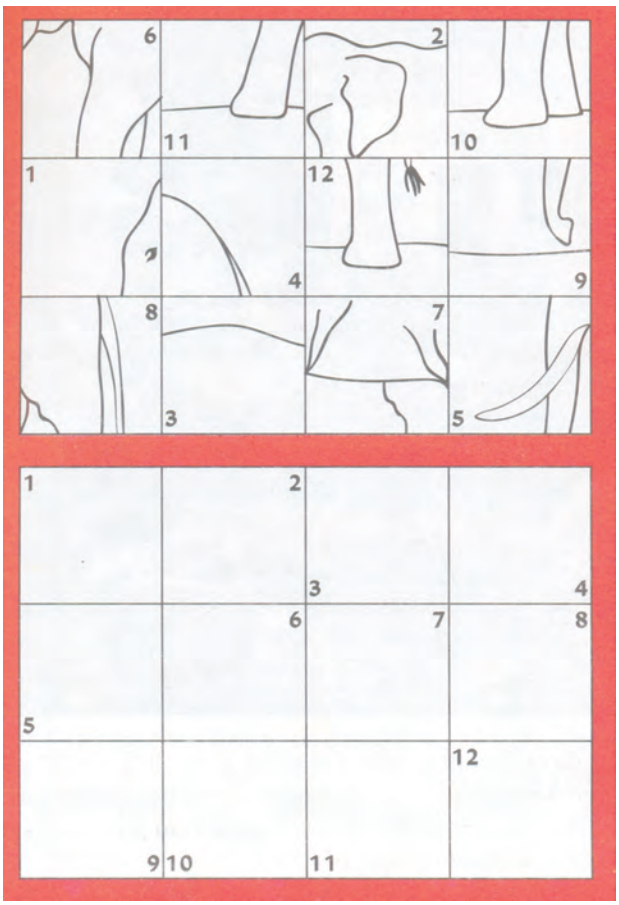
_____

A Note for the Teacher:

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

Look at the boxes in the picture below.

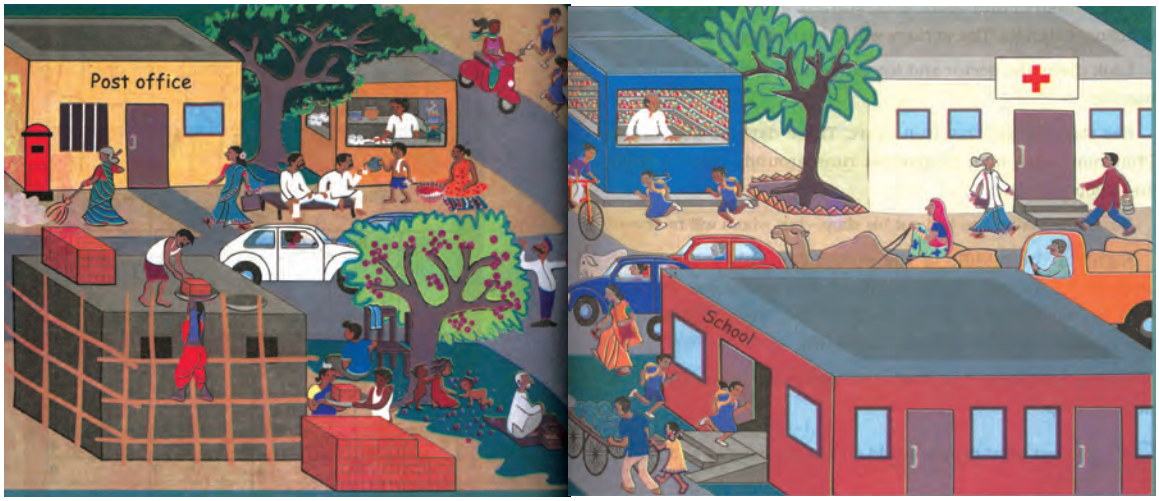
Draw them in the correct sequence in the bottom boxes and colour. What did you get? Write its name.



Chapter 9

Work we Do

Like other days, Balbir reached the tea stall after his breakfast. His brother Satvinder who had come from the village was also with him. The worker at the tea stall gave him a cup of tea and said — Here is today's newspaper



How do you spend your whole day sitting here? Don't you get bored — asked Satvinder?

Oh no! One does not realise how the time flies. Look at that group of children. As usual, they are late for school. Everyone is running! The teacher is also late today. Oh! it seems her sandal has broken. She is going to Jaggu Bhai, to get it repaired. It's good for him, he will get some money early in the morning.

☞ A Note for the Teacher:

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

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

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

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

See Ramulu with his fruit — cart. These days he also brings Chinamma with him.

Chinamma runs around — delivers fruits and collects money.

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

Right in the middle of the crossing stands Gurmeet Singh.

Throughout the day, he blows his whistle and keeps shouting — move your vehicle from here, whee — — ee — — ee_, Hey! Have you not heard me --- take the cart away.

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

DO/MAKE:

Act out what people would do at a crossing or in a weekly bazaar.

WRITE:

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

_____ _____

_____ _____

_____ _____

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

_____ _____

_____ _____

_____ _____

Work	What they are called
Repair cars and scooters	mechanic

NARRATE/TELL:

In the picture on the first page of this lesson, some buildings have been shown. In the list below put a red O on the names of these buildings. Also, put a green or yellow O on the names of those buildings that are in your neighbourhood.

Post Office
Telephone booth
Church
Dharamshala
Police station
Shop
Mosque
Government office
Temple
Cinema hall
Bus stand Bank
Gurduwara
Railway station
Hospital School
Multi-storeyed building
Hotel
Petrol pump
Work
Court
College

WRITE:

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

Name of the building	Work done
Hospital	• Treatment of patients • Vaccination of children

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

- Write what work is done in the school.

_____ _____

_____ _____

_____ _____

- Are there any children in the picture who are going to school? What are they doing?

_____ _____

_____ _____

_____ _____

Household Work

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

Deeepali is the eldest child in her family. Her father sells vegetables. He leaves for 'the mandi very early in the morning. Her mother washes utensils in some houses. She also leaves for work early in the morning. Deepali cooks food for her sisters. She cleans the house and also washes utensils. She is very fond of listening to the radio. She listens songs while she works. After finishing the work at home she goes to leave her

brother with their father. She then takes her younger sisters, Suman and Shiela to school.

After that Deepali helps her mother in her work. In the afternoon, she brings her brother and sisters back home. In the evening she plays with other children in the neighbourhood. Her mother comes back home late in the evening. Deepali helps her mother to cook dinner for the family. Her father comes home very late at night. At night Deepali loves to lie in bed and read her sisters school books. She has studied up to class three. Three years back when her little brother was born she had to stay back home to take care of him. She could not study any more. She feels that reading books helps her to relax. Given a chance, even today, she would like to go back to school.

WRITE:

- What work does Deepali do in her own house?

_____ _____

_____ _____

_____ _____

- Do you also do household work? If yes, What?

_____ _____

_____ _____

_____ _____

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

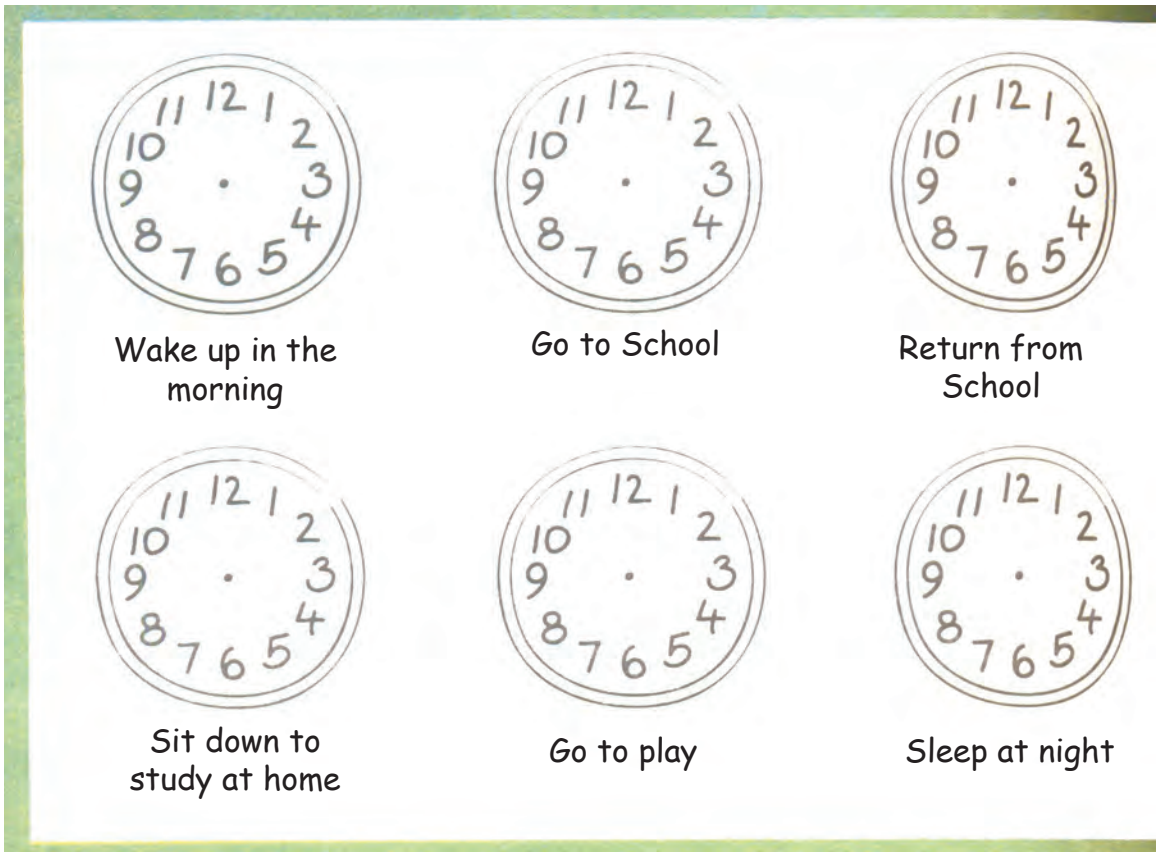
_____ _____

_____ _____

_____ _____

DO/MAKE:

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



WRITE:

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

What work do they do?

Family Members	Work they do
_____	_____
_____	_____
_____	_____

- Which of your family members work to earn money?

Family Members	Work they do
_____	_____
_____	_____
_____	_____

FIND OUT:

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

WRITE/ FIND OUT:

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

_____	_____
_____	_____
_____	_____

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

THINK:

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

FIND OUT:

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

WRITE:

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

Name of the first child _____

Reason for not going to school _____

Name of the second child _____

Reason for not going to school _____

A Note for the Teacher:

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

Chapter 10

Sharing Our Feelings

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

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

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

Ravi bhaiya teaches in a college. The students of the college respect him a lot. A few of them come home to study from him. Ravi bhaiya is very fond of listening to music and taking part in plays. He enjoys chatting with his friends and going out with them.

He has a good sense of humour and makes all of laugh.

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

Some of Bhaiya' s students take books from him and return them after recording them on tapes. Ravi bhaiya listens to these tapes.

Bhaiya has many other books too. The pages of these books are thick and have rows of raised points (dots). He reads by running his fingers on the raised dots

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

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

Bhaiya recognises not only me but all the other family members from the sound we make as we move. Whether I am happy or sad.

Bhaiya! Finally I am in the football team -1 share my news with him. He patted me and said lovingly — From today, you are my football coach!

WRITE:

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

_____

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

_____

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

_____

- Have you ever needed a stick? When?

- Can you think when you may need a stick?

- How do we help those people who cannot see?

FIND OUT:

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

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

DO/MAKE:

Blindfold

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

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

NARRATE/TELL:

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

FIND OUT:

I. Touch and tell how many teeth are there in your mouth? Which students in the class have the maximum number of teeth?

II. How many things can you recognise by only touching?

III. Close your eyes and listen. What sounds do you hear? Which people can you identify from the sound they make as they move?

IV. By just smelling can you guess if it is some one close to you?

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

DO/MAKE:

- Let us see whether it is difficult or easy to recognize a shape without seeing it.

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

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

Take a thick piece of paper. Make an outline on the paper with the help of a compass or a needle. Make dots at a short distance on the outline drawn. You can see that the paper is raised on the other side. Now, ask your friend to close his or her eyes and feel with the fingers to tell what you have outlined. Isn't it difficult? Think, about how people who cannot see are able to read.

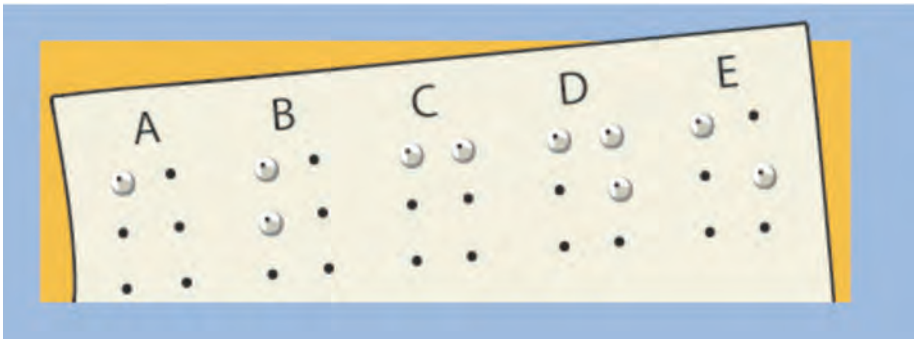
☞ A Note for the Teacher:

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

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

Let us learn about Braille

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



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

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

☞ A Note for the Teacher:

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

Chapter 11

The Story of Food

Look at the picture-

DISCUSS: What kind of work are people doing in both the families?

NARRATE/TELL: Is your family like any one of these families? If yes, like which one? How is your family like theirs?

WRITE:

If not, let us talk about your family.

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

_____

- Who eats last in the family?

_____

- Who does not help in cooking food in the family and why?

_____

_____

A Note for the Teacher:

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

- In the table, some of the work done in the house has been mentioned. Find out who does them in your house and who does them in your friend's house.

You can add some other work also to the list.

Work	Who does the work In your house	In your friend's house
Cooking food	_____	_____
Buying things from the market	_____	_____
Sweeping	_____	_____
Cleaning the utensils	_____	_____
Filling water	_____	_____

- Who does more work In your house _____

  In your friend's house _____

DO/MAKE:

Where does what we eat come from?

The names of some food items are given below. Add some more names to the list. Draw a green O around those items that we get from plants. Draw a red O around those items that we get from animals.

Honey Turmeric Fish _____

Corn	Milk	Lemon	_____
Spinach	Potato	Ajwain	_____
Egg	Meat	Banana	_____
Tomato	Onion	Apple	_____

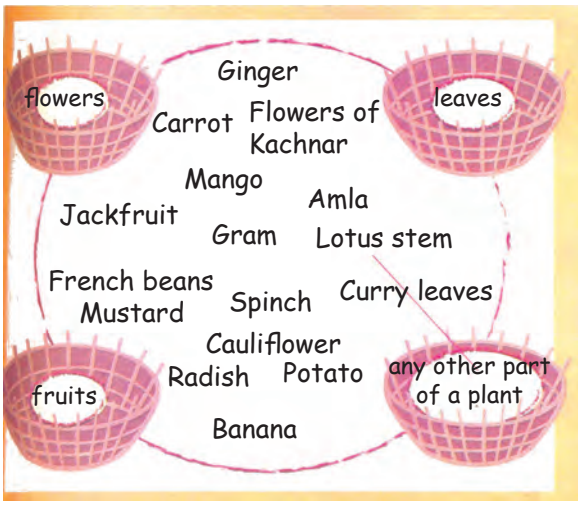
WRITE/ FIND OUT:

When you are sick, do you take any medicine which we get from plants? What do you take when you

- get hurt
- have a stomachache
- have cough and cold
- have a toothache

DO/MAKE:

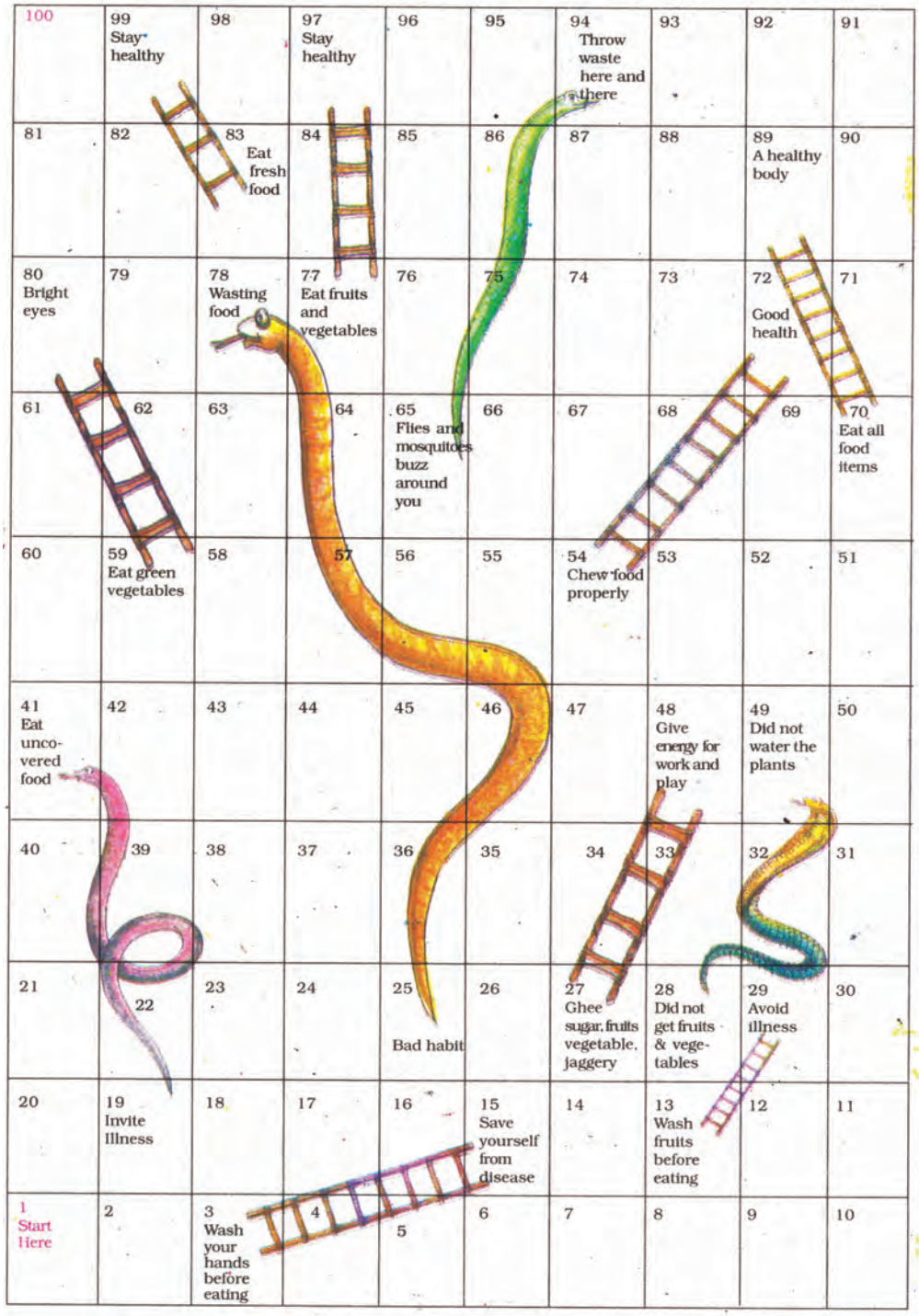
Choose the correct basket for each item. Draw a line to match.



A Note for the Teacher:

1. In this exercise names of some parts of plants eaten as food are given. More names can be added to the list during discussion.
2. Help children to identify plants which are available in their immediate environment and are used as medicines. This will enhance their traditional knowledge of medicinal plants.

Let us play the game of Snakes-and-Ladders and know more about food



Chapter 12

Games We Play

All the children were playing stappoo (hop-scotch) in the lane. Avantika and her sister Nandita were also playing. But Nandita was not able to play the game in the right way.

Avantika: Listen to me carefully, Nandita. Understand the game. Throw the marker (thippi) in the first box. Then on one leg jump over this box into the next one. Keep in mind, you can put both your feet down together only in the boxes marked 4-5 and 7-8. Take care, your feet should not touch the lines. If it touches you are

out of the game. When you reach the last box turn, around. When coming back, pick up marker and bring it back. Now, throw the marker in the next box .Similarly, keep throwing the marker in all the boxes one by one and continue the game.

The children started playing again. Since long, Chachi was watching them play. She too felt like playing with them. She could not keep herself from asking — can I play with you? The children laughed aloud.

Avantika: Chachi! You will play?

Chachi: Do you think I do not know how to play hop-scotch.?

At your age we played so many different games.

Nandita: Which games did you play, Chachi.?

Chachi: Langrhi-taang, hide and seek, seven tiles and so many more! In

kabaddi our team was the best among ten villages.

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

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

Nandita: Chachi, did Chacha play these games too?

☞ A Note for the Teacher:

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

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

Nandita: Chachi, do come and play.

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

All the children: Oh, no!

Chachi: Let us go to my house. We'll play inside. The children were happy to hear this.

All the Children: Come on! Let us go to Chachi's house to play.

The children came to Chachi's house. Inside the house chacha and bua were playing chess.

Avantika: What should we play?

Rajat : Let us play "house-house."

Many

children : Yes, let's play "house-house."

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

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

Chachi took out some old cloth. With Chachi's help children made a doll. Some children wanted to play carrom and others cricket. They formed groups and started playing.

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

Names of the games mentioned in the lesson		Number of players	things needed

A Note for the Teacher:

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

DO/MAKE:

Do you play any game similar to hop-scotch? What do you call it? Draw the figure that you make to play the game in the space below.

WRITE:

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

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

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

_____

_____

- How many games do you know which are played with a ball?

_____ _____

_____ _____

_____ _____

- Have you heard of Sania Mirza? She also plays a ball -game. find out which one and write its name.

_____

- Which game do you like the most?

_____

FIND OUT/ WRITE:

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

_____ _____ _____

_____ _____ _____

WRITE/ THINK:

Unfold the riddles and write the names of the games in the given space.

It has no wings fly,
But it can fly high high up in the sky. _____

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

Four's and sixes if you can get,
Century is sure, I can bet. _____

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

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

On the board are squares black and white,
Theirs is a king, the queen and the knight. _____

A Note for the Teacher:

1. Children would have played some of the games mentioned in the lesson. Some of the games they have seen, heard, read or seen in movies and plays. All of these can be included in your discussions.
2. Collecting information on famous local sports persons will increase children's knowledge of games and also develop their respect towards these people.

WRITE:

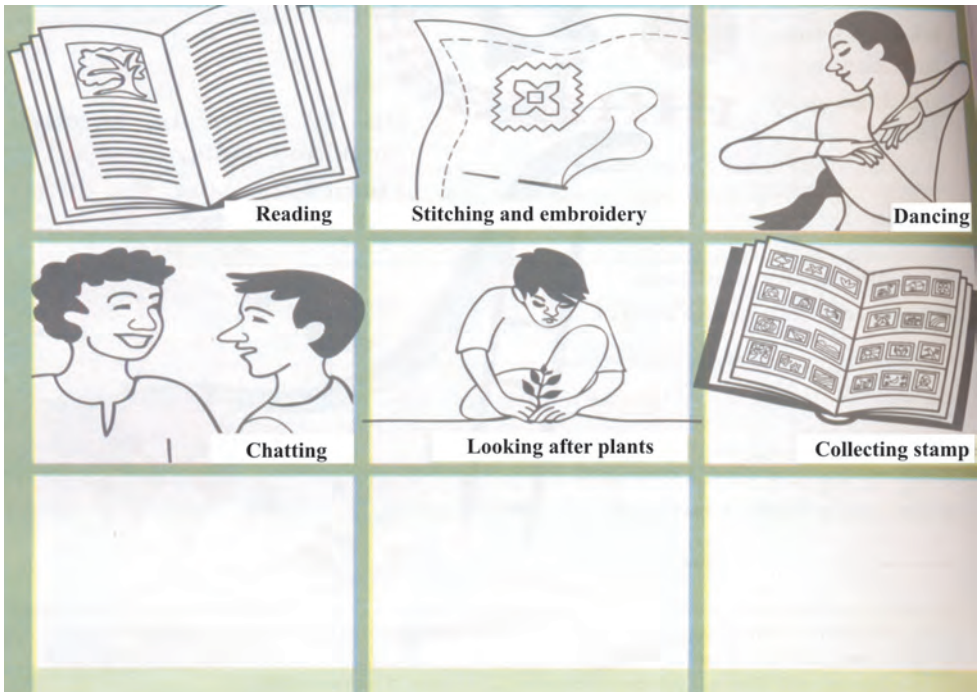
Besides playing, what else do you do?

_____ _____ _____

_____ _____ _____

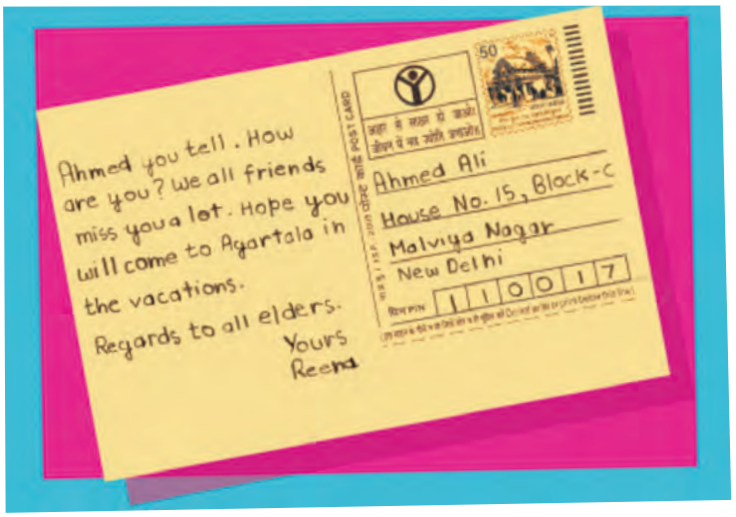
DO/MAKE:

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



Chapter 13

Here Comes a Letter



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

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

After a long journey of five to six days I reached Delhi. I was sorted as per the area mentioned in the address written on me. One more stamp was put on me. Finally, the postman dropped me at Ahmed's house.

WRITE:

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

WRITE:

Reena wrote a letter to Ahmed. Write a letter to your friend in the class. Don't forget to write your friend's name. Everyone has written a letter. But where do we post it?

DO/MAKE:

Let us make a letter-box for the class.

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

Now, letter box is ready!

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

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

Did you enjoy reading your friend's letter?

Just as you wrote a letter to your friend, in the same way, your friends and relatives must also be sending letters to you.

Bring some letters from home to school. See how many different types of letters are there.

DISCUSS:

a) What difference do you see in these letters?

b) Which letters have stamps on them?

c) Are all the stamps similar? What are the differences?

d) Have you seen the stamp of the post office on these letters?

DO/MAKE:

Collect different types of stamps and paste them below.

How did your letter reach your friend? It reached because your friend's name and address was written on it.

A Note for the Teacher:

1. Children will enjoy sharing their news by writing letters to their friends & in the class. This will also motivate them to write letters. Children will understand the concept better by seeing actual letters. Try and collect a variety of letters — inland, postcard, aerogramme, etc.
2. Also inculcate awareness about Hobby "Stamp Collecting".

WRITE:

Write your full address on the postcard given below.

DISCUSS:

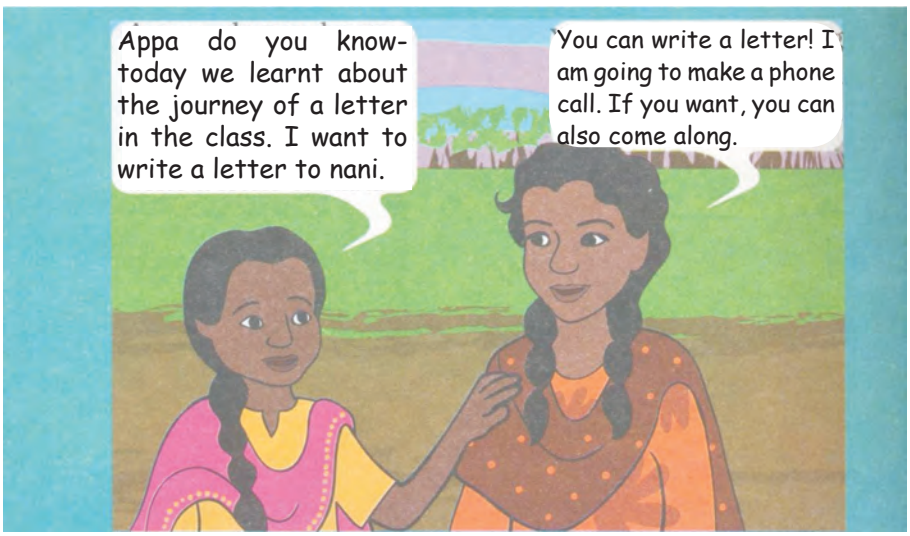
Reena's letter reached Delhi by train. How do you think letters reached distant places when there were no trains?

DO/MAKE:

Visit to a post office

Visit a post office near your house or school. Observe how letters reach here and are sent from here. What other work takes place here?

What is this! What are Razia and her Aapaa saying to each other about letter?



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

A Note for the Teacher:

Ask the children to enquire from some old people how letters were delivered in olden times. Children might need help in writing the address on the postcards.

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

WRITE:

- Where all have you seen telephones?

_____

_____

- With whom do you talk on the telephone?

_____ _____ _____

_____ _____ _____

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

_____

_____

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

DO/MAKE:

Make your own telephone

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

DISCUSS: We wrote a letter. We also made a phone call. What are the similarities and differences between a letter and a phone call?

A Note for the Teacher:

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

Chapter 14

A House Like This

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

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

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

☞ A Note for the Teacher:

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

Bhupen introduced himself and said —

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

WRITE:

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

- What kind of roofs do these houses have? Why are they made like this?

- How does one enter these houses?

- At night the ladder is removed from these houses. Can you tell why?

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

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

WRITE:

- In which area is Chameli's house?

- What is the similarity in the roofs of Chameli's and Bhupen's houses?

- How do roofs help in their areas?

Mitali and Anuj said-

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

FIND OUT:

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

FIND OUT: WRITE:

How do people go up in multi-storeyed buildings?

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

Kanshiram told everyone —

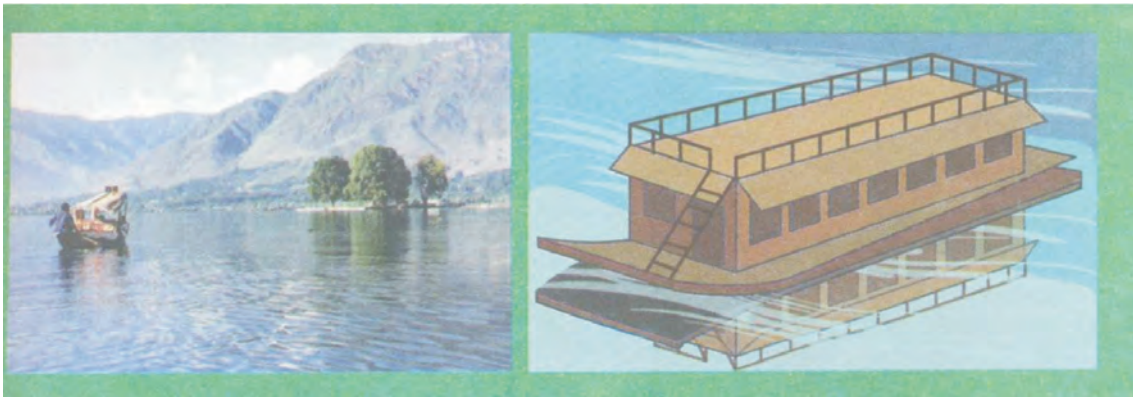
I have come from Rajasthan. Rainfall is very scarce in our area. It is very hot too. We live in mud houses. The walls of the houses are very thick. These walls are plastered with mud. The roofs are made of thorny bushes.

A Note for the Teacher:

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

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

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



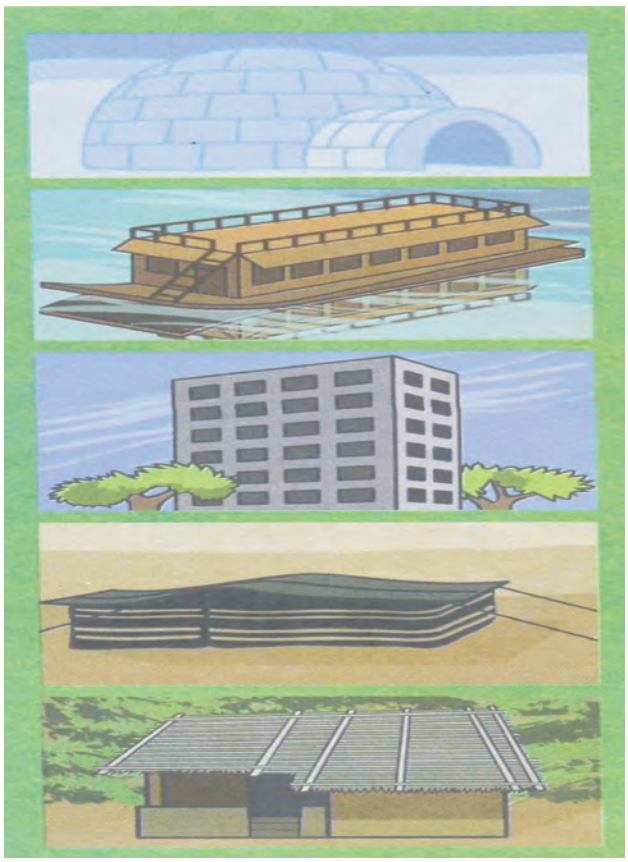
WRITE:

- How is a houseboat different from other houses?

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

DO/MAKE:

Look at the pictures and match.



Hut

House of snow (Igloo)

Tent

Houseboat

Multi-storeyed building

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

Grass	Mud	Wood	cement	canvas	Iron
Plastic	Limestone	Bamboo	Bricks	Glass	Stone

WRITE:

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

DO/MAKE:

Let us make a brick

- Collect samples of things that are used for making houses
- Knead some clay. Fill it in an empty matchbox and press. Take it out when dried. Your little brick is ready!
- Colour your bricks. Write your name on them. Use all the bricks to make a colourful house. Decorate the roof of this house
- Collect or draw pictures of different kinds of houses. Use these to make a beautiful chart. Display it in your classroom.

A Note for the Teacher:

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

Chapter 15

Our Friends -Animals

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

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

Next day the children saw a bird circling above them in their classroom.

The children tried to find out whether it was the same bird that was hurt the previous day. They quickly switched off the fan and started to clap.

WRITE:

Put the sentences in the correct order

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

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

One morning Shankar was woken up by the cat's cry. (Do you know how a cat cries?) He ran towards the courtyard. He saw that the cat was crying and cuddling its three kittens. One of the kittens was missing. He went outside and found Malini patting a kitten. Shankar called Malini into his courtyard. Malini saw the cat crying.

THINK: What do you think Malini would have done?

Bholi is Meenu's cow. Meenu takes Bholi to the field to graze daily.

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

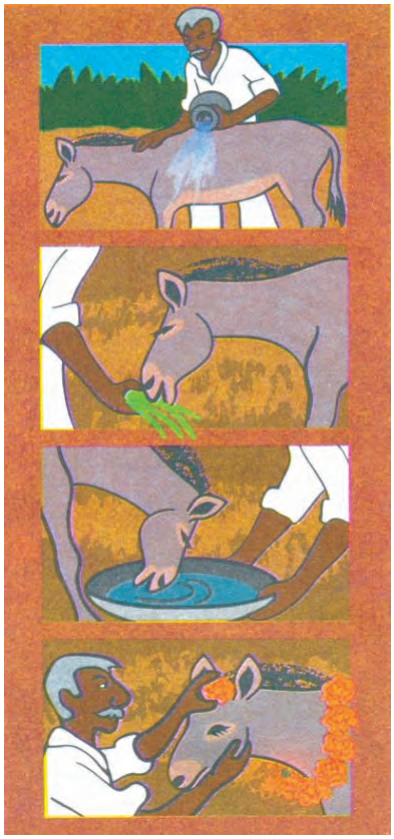
NARRATE/TELL: What will people in Meenu's family do?

A Note for the Teacher:

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

WRITE:

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



_____

_____

_____

_____

- Do you or any of your neighbours have a pet? Which one?
- What name have you given to your pet?

What do you do when your pet is

- hungry _____
- feeling hot or cold _____
- teased by someone _____
- hurt _____

- We keep some pet animals at home. We look after them too. In the table below are the names of some such animals. Complete the table.

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

DO/MAKE:

Bird Bath

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

WRITE:

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

You must have included food in your list. You know that we eat a variety of food. Similarly, animals too eat different kinds of food.

- Have you ever fed any animal or seen anyone else feeding any animal? If yes, then fill in the table.

Name of the animal you fed	What did you feed

DISCUSS:

a) Why do you feed these animals?

b) Which animal did most children feed?

c) What did they feed?

FIND OUT:

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

Rat Cockroach Squirrel Monkey Spider

Crow Lizard Cow Dog

A Note for the Teacher:

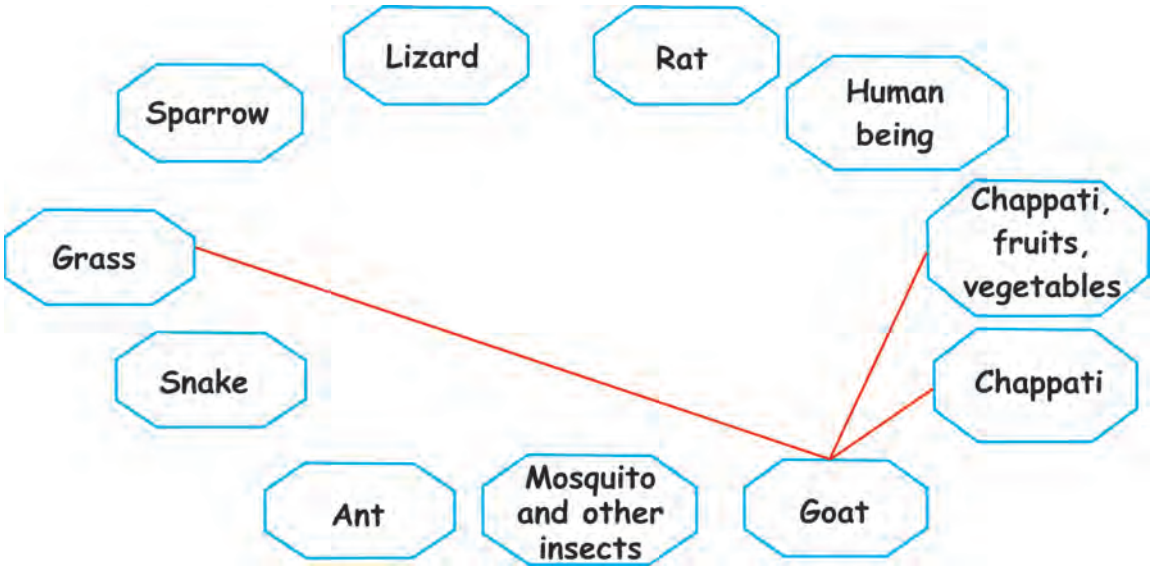
1. Help children make a bird bath. Keep the bird bath outside in the open so that the children can observe the birds closely and get to know about them.
2. We keep animals as pets and look after them. An understanding of this relationship will help to develop an understanding of interdependence of living beings in the environment.

THINK/WRITE:

Has any animal ever eaten your food against your will. How?

DO/MAKE:

Who eats what? Match by drawing lines of different colours. One example is shown.



WRITE:

Write the names of the animals —

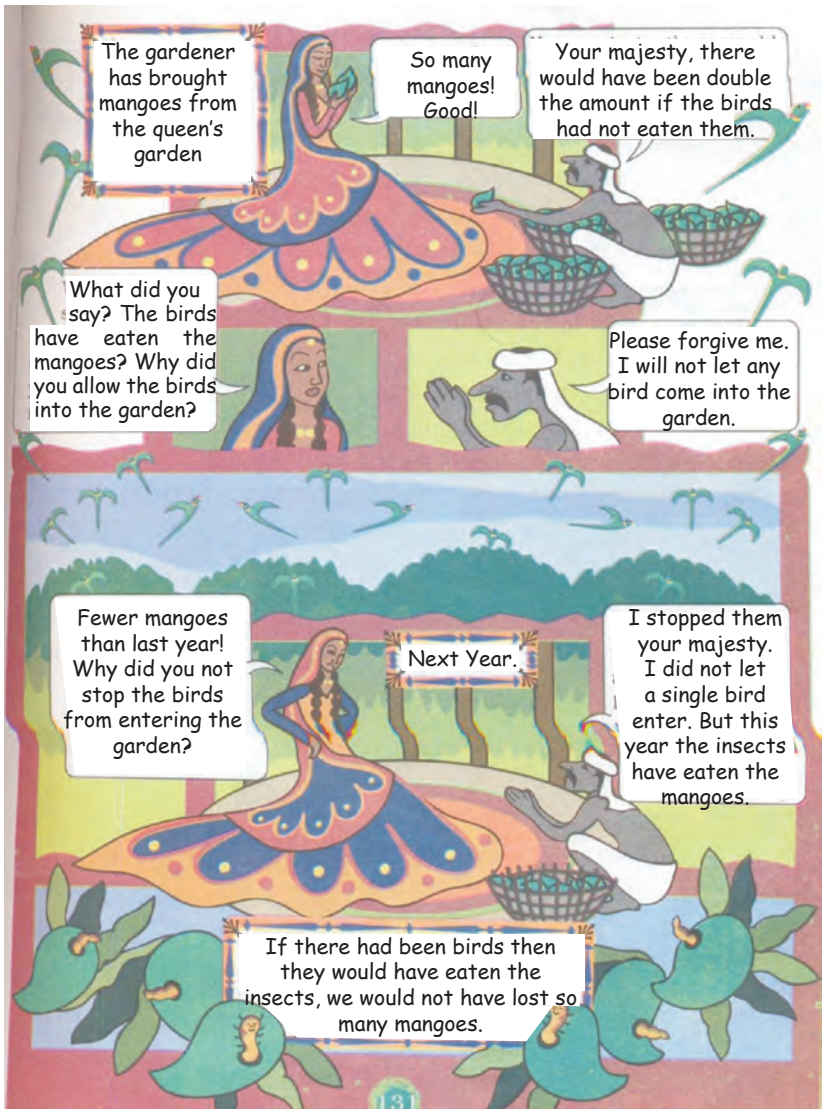
You have touched	You have not touched but you can touch	You cannot touch.
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

We do not go near some animals for the fear that they may bite us, harm us or eat us up!

You have seen that there are some animals whom we can touch. These often live in our houses or around us. Of these, a few animals help us in many ways.

☞ A Note for the Teacher:

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



Chapter 16

Drop By Drop

Madho lives in Bajju — a small village in Rajasthan. It is a village! All you see is sand all around. One can see some houses when the sand does not blow.

Everyone in Madho's family is upset. Every summer there is water scarcity in his place. This year, it is worse. It did not rain at all. His mother and sister have to walk a longer distance to fetch water as the nearby pond has also dried. Each day they have to walk hours just to get four pots of water. While walking on the hot sand their feet burn and blisters just cannot be avoided.

When the train carrying water comes they are very happy. Madho's father goes to fetch water in his camel-cart. But this does not happen often. People keep waiting days and days for water. Some people collect rain water. This is done by a special method — by making tanks (tanka). Do you know, what a tanka is and how it is built?

To build a tanka, a pit is dug in the courtyard and it is made pucca. The tanka is kept covered with a lid. The roof of the house is made sloping so that the rainwater collected here flows through a pipe into the tanka. A sieve is attached to the mouth of the pipe so that no dirt goes into the tanka. This water is used for drinking after it is cleaned. Sometimes, Madho is allowed to take water from one of the tankas of the village.

THINK: What are the difficulties people face due to scarcity of water.

NARRATE/TELL:

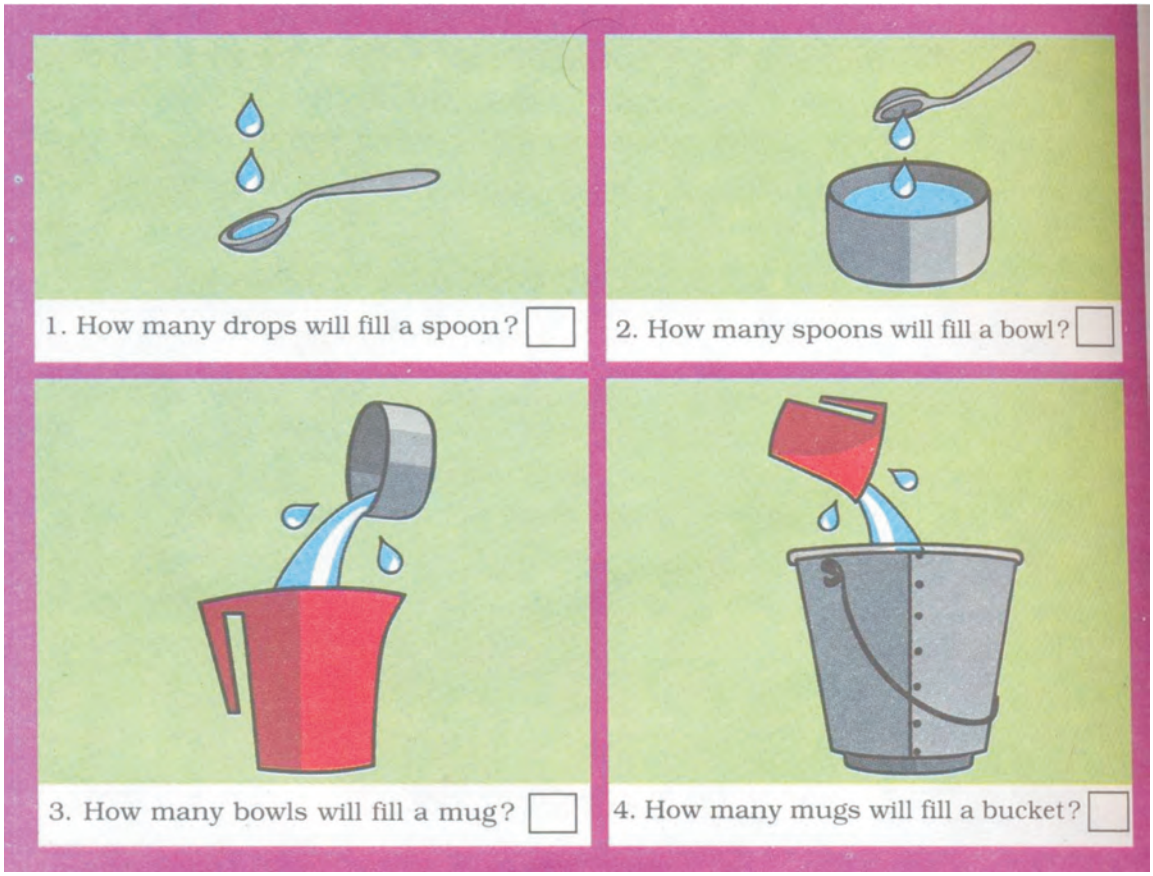
- From where do the people in Madho's village fetch water for drinking?
- Who fetches water in Madho's house?
- Water collected in the tanka is mostly used for drinking. Why?
- Is rain water collected in your house as well? if yes, how?
- Can there be any other method of collecting water?

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

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

Let us find out how many drops will fill a bowl or a mug.

Do activities as shown in the picture and write answers in the boxes.



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

☞ A Note for the Teacher:

1. If children share their experiences of local methods of collecting water then they can link the information given in the textbook to their real life.
2. Also explain the concept the "Rain Harvesting".

WRITE:

Just think if a tap leaks even drop by drop, how much water would be wasted! These pictures show you something similar.

- Can you think of ways of saving water? Write your suggestions below:

_____ _____ _____

_____ _____ _____

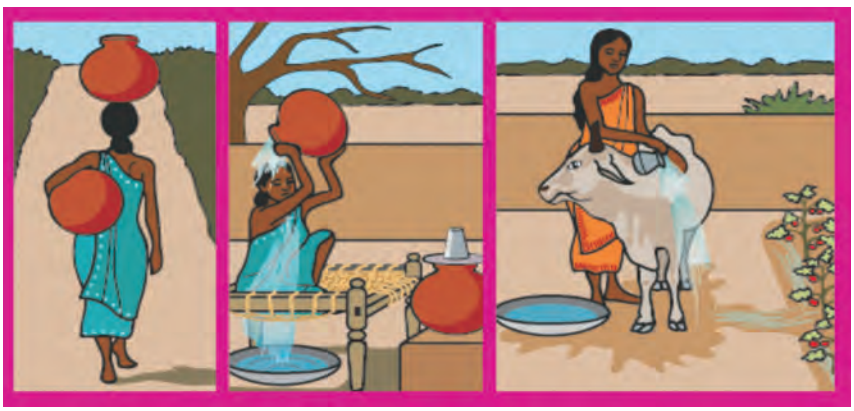
- Have you seen water flowing unnecessarily in your home, school or any other place? Where?

_____

_____

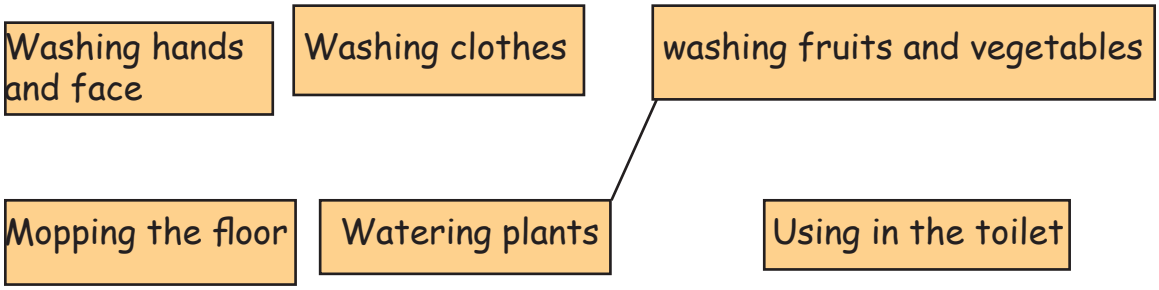
DISCUSS:

Look at the pictures and discuss - Can we use the water that has been used for one purpose for something else?



WRITE:

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



You have given some suggestions to re-use water. People use methods only under conditions when there is a scarcity of water. Do you know, one of the reasons for the scarcity of water is because people waste it? Just think, how good it would be if everyone got water!

A Note for the Teacher:

1. In places where there is a scarcity of water, people adopt different methods to save and reuse water. People do this out of necessity. Understanding this, if children adopt certain measures and save water then they can actually understand that 'Water is for all'.
2. Discuss the re-use of water. This would help the children to understand the importance of saving water. It will be useful to listen and adopt suggestions given by the students in this regard.

Chapter 17

Families Can Be Different

Tell how many?

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

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

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

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

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

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

* Come, let's talk about this game

- How did you feel when you could join a group of the required number? Why?
- How did you feel if you could not join any group? Why?
- Do you like to be with people?
- With whom do you like to be more?
- How would you feel if you always had to be alone?

All of us prefer to live with people than to live alone. We always live in groups. Let's see one such group - Gurleen,Nagarajan and their children Tanya and Samar.

☞ A Note for the Teacher:

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

How are these people related to each other?

The people in the picture on page 103 you saw belong to one family. We often see pictures or photographs of such families, Where do we see such a family? Are all families similar to this one? Let us read about a few families.

Sitamma

Sitamma lives in her ancestral house in a small city Guntoor. Her dada, dadi, younger chacha and bua live on the ground floor. In one portion of the first floor, Sitamma lives with her father, mother and younger sister Gitamma. In the other portion live her tauji and his three children. Her taiji died just a few months ago. Her elder chacha and the new chachi live in one of the rooms on the terrace. They are newly married.

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

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

☞ A Note for the Teacher:

It would be good to keep in mind the discussion done about the children's families. The lesson can be introduced by talking

about the diversity in the families of the children in the class.

NARRATE/TELL:

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

Tara

Tara lives with her amma and nana in Chennai. Her amma Meenakshi is not married. She has adopted Tara. Meenakshi goes to the office in the morning and returns in the evening.

When Tara returns from school, her nana takes care of her. He is the one who feeds her, helps her to do homework and also plays with her. During vacations, the three of them go to far off places and enjoy themselves. At times, Tara's mausi, mausa and their children also come to theft house. At such times they play together for long hours and also chit chat.

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

Sara and Habib

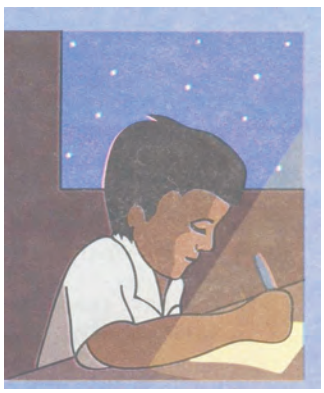
Sara and Habib live in a city. Both are employed. Habib is a clerk in a government office and Sara teaches in a school. Habib's abbu is retired and lives with them. In the evening the three of them sit together and watch television. Abbu enjoys watching television with the others. He enjoys the discussion as well.

On holidays, the neighbour's children come to their house and create a lot of fun. Everybody enjoys together. They play games, go out and at times go for plays and movies.

NARRATE/TELL:

- Who all are there in this family?
- Abbu enjoys watching television with the others. Why?
- How do the family members enjoy?

Totaram



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

Everybody does the household work together. Food cooked by Totaram's chacha is liked by everyone. Totaram's father does the shopping. A part of the money earned is sent to Totaram's dada in the village. Totaram's mother, dada, dadi, chachi and

younger brothers and sisters live in their parental house in the village. Once a year, Totaram goes to his village.

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

NARRATE/TELL:

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

Krishna and Kaveri

Krishna and Kaveri live with their father. In the morning, all the three leave home together. Krishna leaves Kaveri at school and goes to college. Their father goes to the shop for the day.

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

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

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

NARRATE/TELL:

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

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

DISCUSS:

What are the things that happen in a family?

WRITE:

Put a TICK on those sentences which tell the various things that happen in families.

- Members of a family often resemble each other.
- The family members love each other very much.
- One becomes a part of a family by being born or getting married into that family.
- Family members often live together in the same house.
- Elders in the family earn money for the family.
- Family members stay together even if there is a fight amongst themselves.
- In a family, children and the old are taken care of.

A Note for the Teacher:

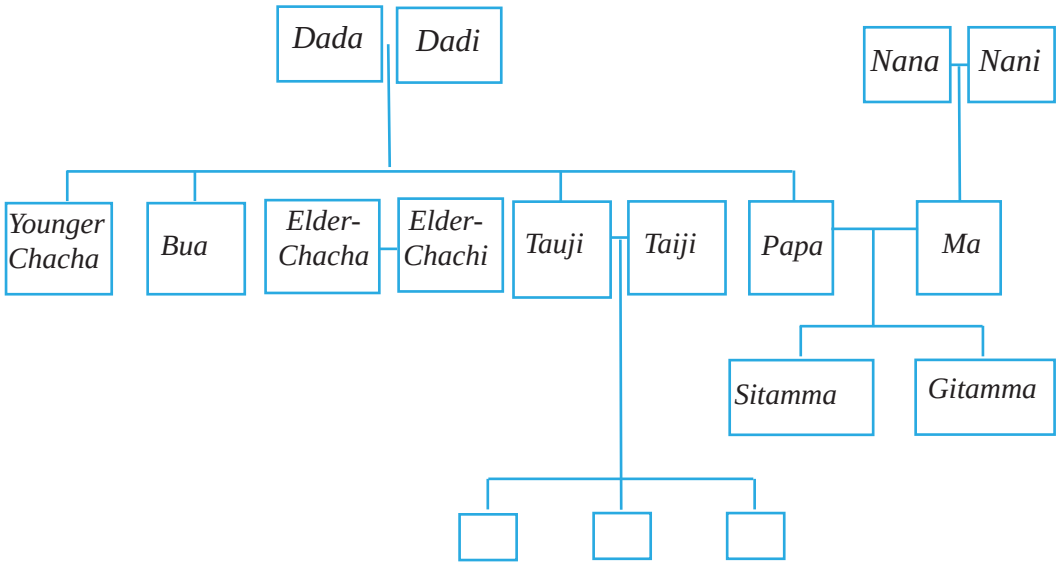
In the lesson, we have talked about certain families. Besides these there are other kinds of families as well. To understand this diversity, ask the children to talk about their families.

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

---

Sitamma's family tree'

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



Draw your family tree in the notebook. For this, take help from your elders: For help you can refer to Sitamma's family tree.

Chapter 18

Left Right

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

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

Let us sing a song.

Put your right hand in,
Put your right hand out,
Put your right hand in,
And just turn around.
Put your left hand in
Put your left hand out,
Put your left hand in,
And just turn around.
Similarly, sing for the right and left foot.

NARRATE/TELL: Now look in your classroom and tell —

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

DO/MAKE:

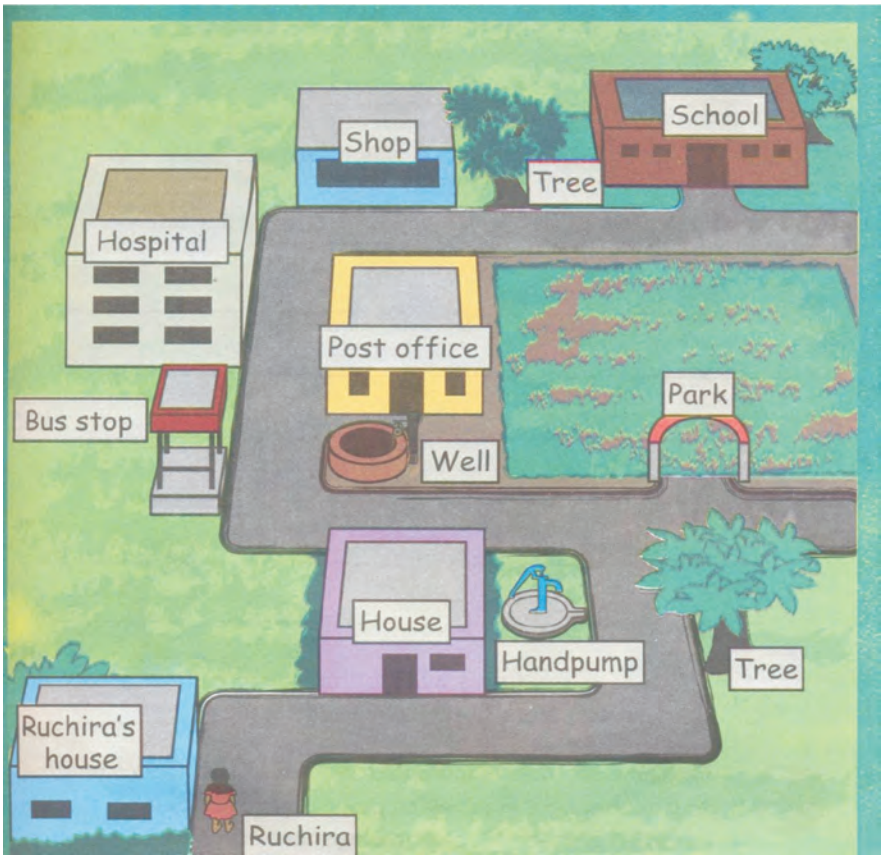
- This is a picture with Simran in the centre. In the given picture, on other page draw.
- A book behind Simran.
- A chair on Simran's left.
- An animal on Simran's right.
- A tree in front of Simran.

A Note for the Teacher:

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

o Guide Simran from home to school.

Find the school in the picture. Also find the way from Simran's home to her school. Now, with a coloured pencil trace the way from Simran's home to her school.



WRITE:

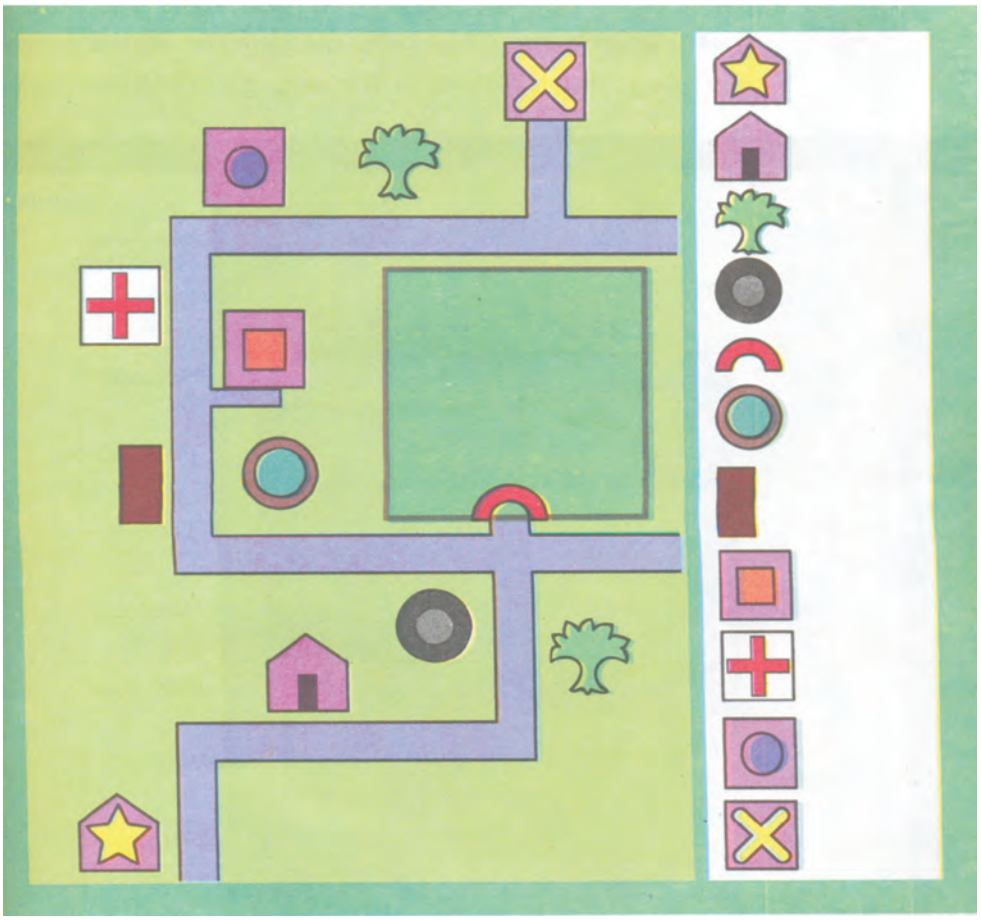
- Which places and things will Simran find on her way from home to school? Write their names.
- Which of these places and things will she find on her right and which places on her left?

On her right	On her left

- How many times will Simran have to take a turn on her way from home to school? _____

DO/MAKE:

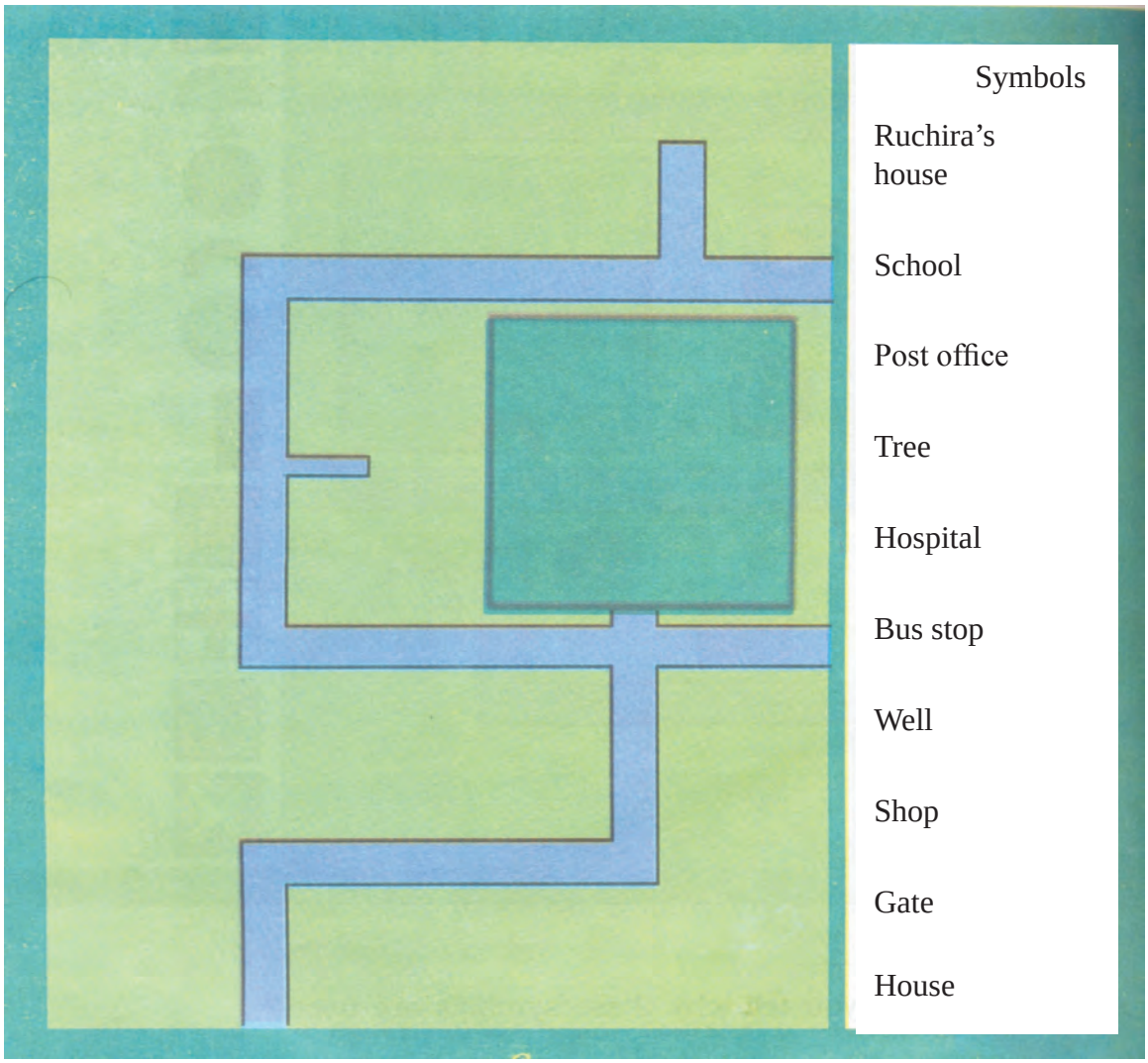
Below is a smaller version of the earlier picture. In this there are symbols in place of pictures. Such a picture is called a map. Identify the symbols and write them.



NARRATE/TELL: Can you tell why these symbols are used?

DO/MAKE:

Given below is a list. Make your own signs (symbols). These symbols should be different from the earlier ones. Now place your symbols in the map given below.



A Note for the Teacher:

Explain to the children the need to make symbols in maps. It would be interesting and useful to discuss the symbols made by children in the class.

You have seen a + sign for the hospital in the picture. With the help of this sign even without reading we know it is a hospital

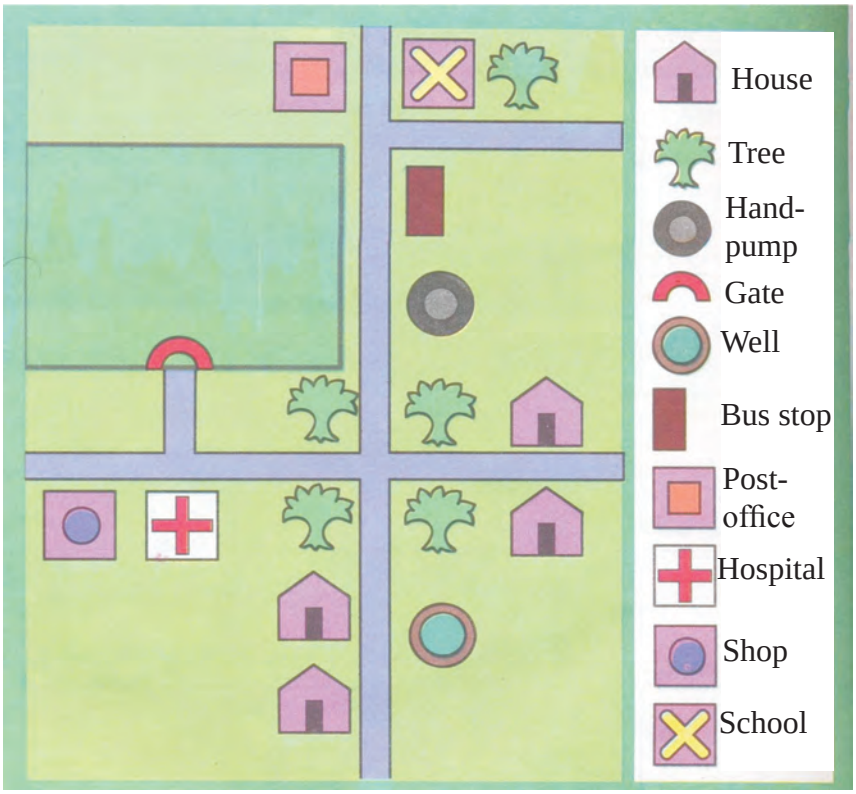
DO/MAKE:

Which other signs can you see in your neighbourhood? Draw them in the given box and write what they indicate.

Sign	What they indicate

WRITE:

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



- How many houses are there in the map?
- How many shops are there in the map?
- How many trees are there in the map?
- How many pumps are there in the map?
- Is the school closer to the post office or to the hospital?
- What is near the bus stop?
- Without the list of symbols could you have read the map?

  _____

- Write same symbols here that you have learnt in Mathematics.

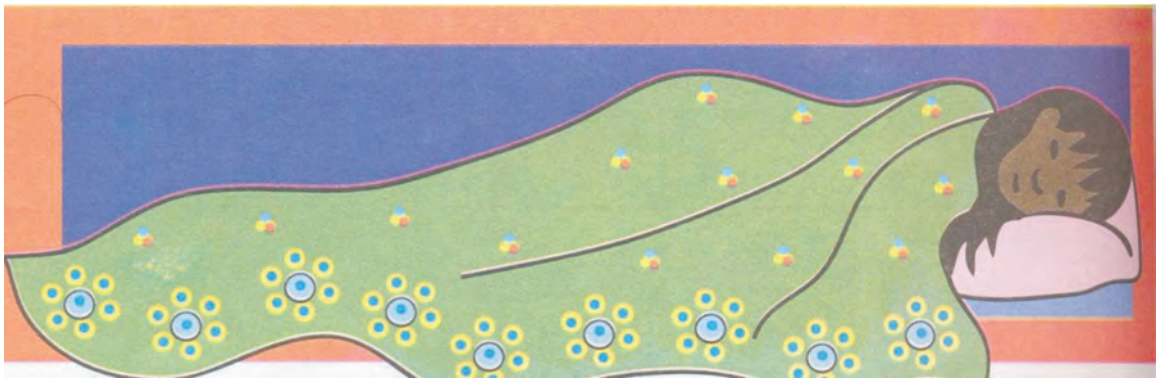
_____ _____

_____ _____

Chapter 19

A Beautiful Cloth

Sajida's sister gave her a very beautiful dupattta. The dupatta had beautiful embroidery and small mirrors stuck on it. After finishing dinner, Sajida tried to wear the dupatta in different ways. Soon she got tired playing with the dupatta and fell asleep wearing it. She was thinking about the dupatta even in her dream — How would such a beautiful dupatta have been made?



How do you think Sajida's dupatta was made?

- Take a dupatta or a long piece of unstitched cloth. Drape it in different ways. In how many ways could you wear it ?
- Did anyone wear it like a lungi or use it as a turban? In what other ways was the cloth worn?
- Look at any six garments at home. What differences do you find in their texture, their colour and design?

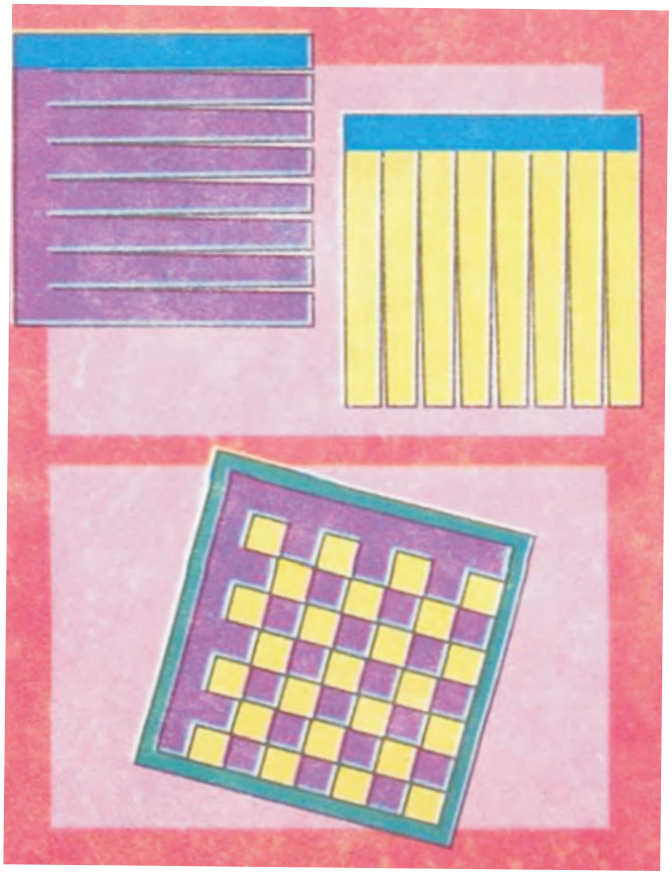
DO/MAKE:

Look at a thick cloth or a sack carefully. Can you see threads running along its length and breadth? You will find a similar pattern if you see any piece of cloth closely.

You can also weave paper in a similar way.

Wearing paper

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

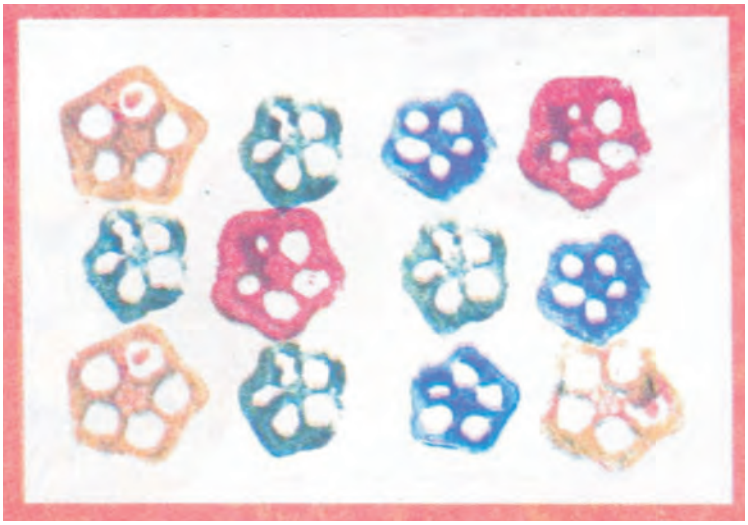


Printing on cloth'

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

You too can make some designs using cut-vegetables. Cut a cauliflower or ladyfinger.

Apply colour on the cut face and make prints on a piece of paper or cloth to make your own designs.

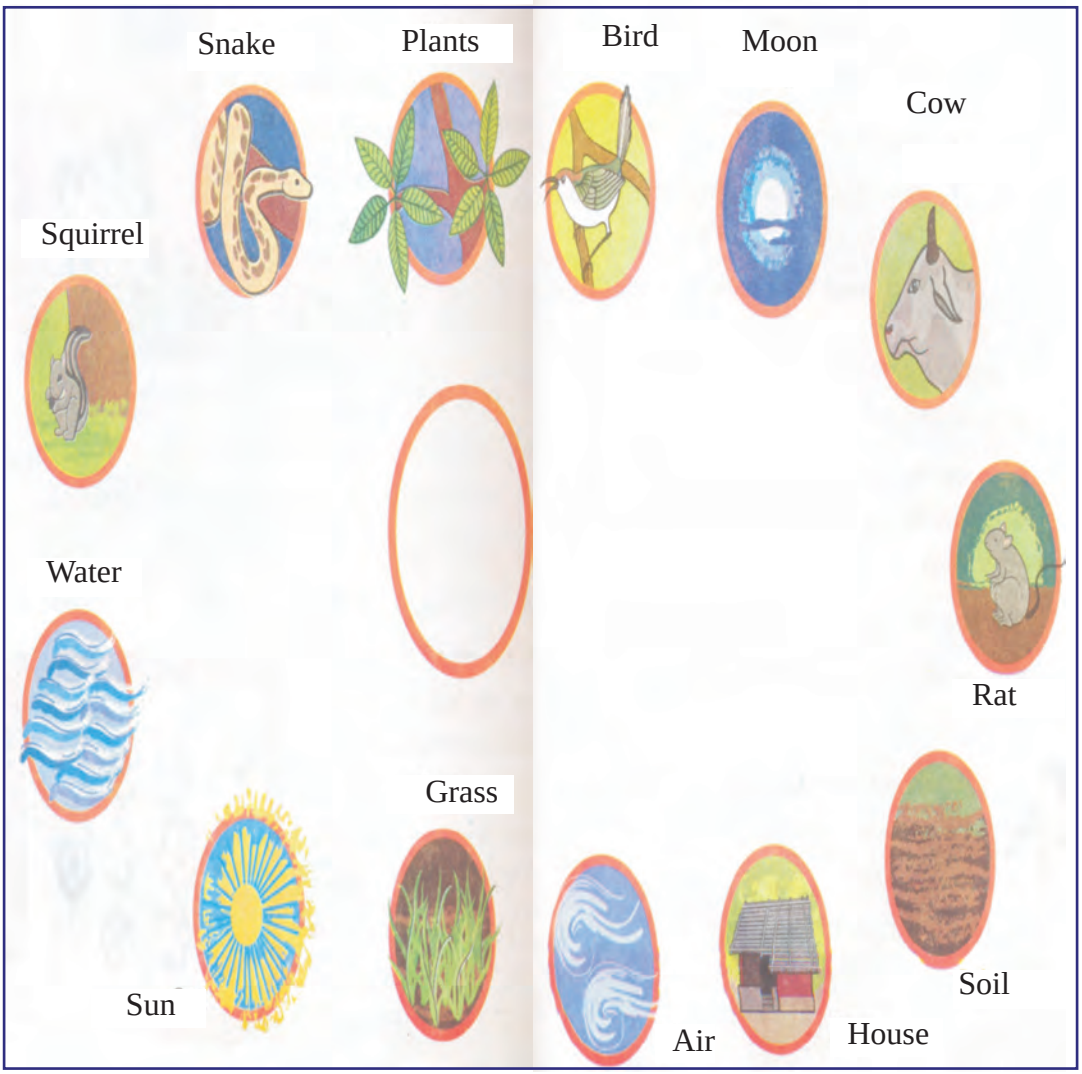


☞ A Note for the Teacher:

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

Chapter 20

Web of Life



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

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

* First of all, draw your picture in the blank space.

DO/MAKE:

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

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

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

What have you finally got? A big web! Isn't it?

What can you understand from this web?

DISCUSS: Share your web with your friends. Also, have a look at the web made by your friends.

Are they all alike?

Discuss with your friends.

☞ A Note for the Teacher:

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