

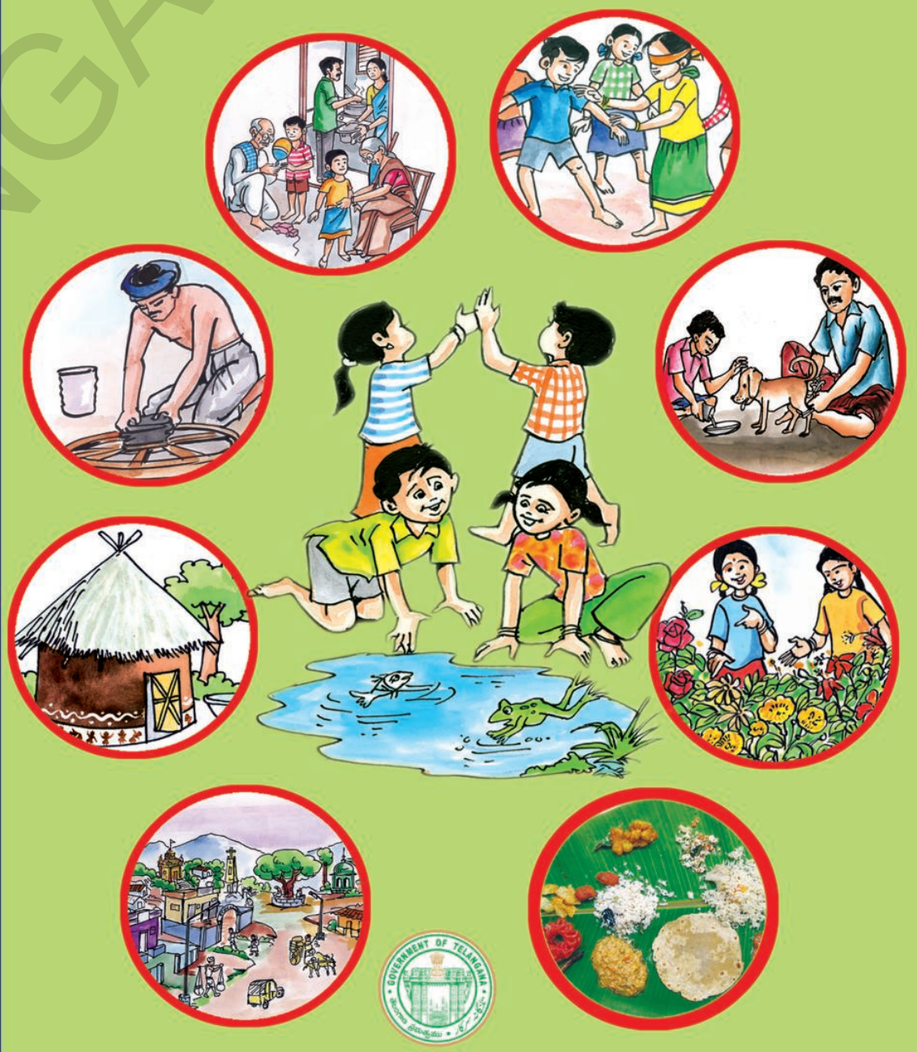
State Council of Educational Reasearch and Training
Telangana, Hyderabad

ENVIRONMENTAL STUDIES

FREE

WE - OUR ENVIRONMENT

CLASS - III



Published by
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Hyderabad

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Do as shown in the picture



Listen to your teacher - Think and say



Group Work



Individual work



Conceptual Understanding



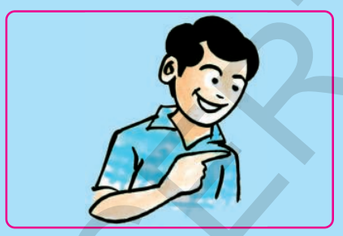
Draw and colour the pictures



Information Skills - Project work



Appreciation



Ask a Question



Do show and say



Can I do it?

THE EXPECTED CHANGE COMES FROM ME

1. *I always keep a cloth bag with me. I say no to polythene covers.*
2. *I don't waste water. I store water in containers and use when needed.*
3. *I save energy. I control pollution.*
4. *I grow plants and use things made of wood.*
5. *I separate the dry and wet waste products(garbage).*
6. *I collect old things and give them to the needy.*
7. *I reduce unnecessary travel. I use public transport as far as possible.*
8. *I use solar energy all the day and reduce the usage of electricity during the night.*
9. *I use on-line services and E-seva and reduce traffic on roads, fuel consumption and air pollution.*
10. *I serve my self with required quantity of food only. I don't waste food.*



Save trees - Grow trees
Save water - Conserve water
Wash your hands before and after meals
Keep the surroundings clean and tidy -
Protect your health

Government of Telangana

Department of Women Development & Child Welfare - Childline Foundation

When abused in or out of school.

To save the children from dangers and problems.

CHILD LINE 1098 NIGHT & DAY
24 HOUR NATIONAL HELPLINE

When the children are denied school and compelled to work.

When the family members or relatives misbehave.

1098 (Ten...Nine...Eight) dial to free service facility.

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WE - OUR ENVIRONMENT

CLASS - III

ENVIRONMENTAL STUDIES

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FOREWORD

Man lives in a society. He follows the traditions, rules and life styles and leads his life. Hence, children should have an understanding of their environment and different societies. They learn about their surroundings through 'Environmental studies' at primary level and in a broader sense at the upper primary and secondary levels by studying social and general sciences. The children at primary level learn about their Environment by observing their surroundings.

The State curriculum frame (SCF-2011) document is prepared according to the guidelines prescribed by the National Curriculum Frame - 2005 (NCF) and RTE - 2009. The class wise academic standards are prescribed based on these documents. The Class - III text book **We - Our Surroundings** has been developed taking into consideration the themes prescribed by the NCERT, academic standards and the syllabus framed by our state.

Sixteen lessons have been included in this text book on various themes like family, relations between friends, work, games, animals, plants, food, water, shelters, travel, village, things we make etc; The lessons are written using simple language. The lessons are enriched with beautiful pictures and a few real pictures. The exercises given in the text book titled the inquisitiveness, and questioning skills of children. In each lesson, there is a possibility for the children to construct knowledge by self-learning, participating in the activities related to information skills, observation, exploration and project work. Keeping in view of continuous comprehensive evaluation (C.C.E), each lesson is incorporated with activities and exercises. At the end of each lesson, the exercises are under titled 'Do this' conceptual understanding, drawing and coloring the pictures information skills - Project works, appreciation, questioning which are identified as the competencies, to be achieved. Each and every competency is indicated with a logo. Various exercises are given in all the lessons to achieve the prescribed competencies.

The key concepts of the lessons are included under 'Key Words'. Salient features of the lessons are given the title 'What have we learnt?' for the review of the important concepts. An exercise under the title 'Can I do this?' is given at the end of each lesson for the self-assessment of children.

This text book has given preference to self-learning without giving direct information to the children. To achieve this, different activities - whole class activities, group activities and individual activities are given. The activities are designed in such a way that the children have to interact and discuss with their peers, teachers, parents and the society. Children can understand the diversity of the environment when they study their surroundings. They can appreciate the diversity as a natural phenomenon. They can adjust themselves with the surroundings according to the needs.

To achieve different competencies among the pupils, teachers have to prepare the relevant learning material and implement the proper teaching strategies. In this context, the text book has to be considered as a facilitator. Children's experiences and local environment should be taken as the main resources while teaching the lessons. We strongly believe that this method will develop interest, aptitude in studying science and the learning capabilities among children.

We congratulate the teachers, writers, lecturers, artists, subject experts, D.T.P. operators, members of the department of curriculum & text book development on preparing this text book. Special thanks to the subject experts who have guided us to bring out this text book as a source to develop learning skills among the children and making the book beautiful and attractive. We are grateful to the editorial board.

We hope that this text book would help the children to improve their learning capabilities and to meet the future challenges.

Date : 27-3-2012
Place : Hyderabad

Smt. B. Seshu Kumari
Director
State Council for Educational
Research and Training, Hyderabad

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NATIONAL ANTHEM

- Rabindranath Tagore

Jana Gana Mana
Adhinayaka jay hey,
Bharata bhagyavidhata,
Punjab, Sindh, Gujarata, Maratha,
Dravida, Utkala, Banga,
Vindhya, Himachala, Yamuna, Ganga,
Uchchala jaladhi taranga
Tava shubha naamey jaagey,
Tava shubha aashish maagey,
Gahe tava jayagatha.
Jana gana mangaladhayak jay hey
Bharat bhagya vidhata.
Jaya hey, Jaya hey, Jaya hey.
Jay a jaya jaya jaya hey!

PLEDGE

- Pydimarri Venkata Subba Rao

India is my country and all Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

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

To my country and my people, I pledge my devotion. In their well being and prosperity alone, lies my happiness.

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INSTRUCTIONS TO THE TEACHERS

- Children should understand and adjust to their environment. For this, they have to observe and explore their environment. Hence, the text book on environmental studies at primary level is given the title 'We - Our Environment.'
- The syllabus and lessons are written according to the conditions of our State and the themes prescribed by the National Council For Educational Research And Training (N.C.E.R.T.).
- The contents of the lessons are prepared on the themes: Family and Relations, Work, Games, Animals, Plants, Food, Clothes, Shelters, Travel, Water, things we make and Village.
- The 16 lessons of the text book are framed into 4 parts for formative assessment. The first part contains 4 lessons, the second 4, the third 5 and the fourth 3 lessons.
- Each lesson is enriched with colourful pictures to make the children understand the concepts in a better manner. Every lesson starts with either a real life situation, incidents or the child's experiences.
- Children should be encouraged to talk about the lessons in the teaching learning process. Their experiences should be discussed in the classroom. Teaching should start with the concept related key questions.
- Exercises are designed in such a way that the children observe and explore their surroundings, discuss with their friends, family members, elders and collect and tabulate information, conduct experiments, participate in activities and projects.
- This text book mainly focuses on the processing skills of children. Hence, whole class group and individual activities are incorporated. Logos also are given to specify different activities. Teaching-Learning process should be carried out with the help of proper Teaching - Learning Material.(T.L.M.)
- Exercises are given to know what children have learnt and to make use of them to exhibit and express their creativity, experiences and thoughts. So, all children should be given chance to participate in the activities.
- At the end of each lesson, **'Do this'** is given keeping in mind of the educational standards. Children should do these activities either individually or in a group.
- **'Key words'** are given at the end of each lesson. These are the important concepts of the lesson. Children's conceptual understanding should be evaluated with the key words. at the end of each lesson. Salient features of the lesson are given by the title **'What have we learnt?'** Children should be made to read these features. These are given to review the concepts.
- There is another activity by the title **'Can I do this?'** at the end of the lessons. Children should identify them independently. If 80% of the children can do this, only then the next lesson should be taken up.
- In each and every lesson, the activities are incorporated by keeping in mind the Continuous Comprehensive Evaluation (C.C.E.). **'Can I do this?'** activity is given for this purpose.
- A separate register should be maintained by the teacher for noting down the progress of children based on their competencies.
- They should note down the progress of children in the formative assessment conducted in the months of July, September/October/March/April. Also, the progress in the Summative assessment Exams in the months of October and April.
- Teaching learning strategies and the expected learning outcomes, have been developed class wise and subject-wise based on the syllabus and compiled in the form of a Hand book to guide the teachers and were supplied to all the schools. With the help of this Hand book the teachers are expected to conduct effective teaching learning processes and ensure that all the students attain the expected learning outcomes.
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CLASS - III ENVIRONMENTAL STUDIES - SYLLABUS

1. Family, members of the family, friends and the relations :	Members of the family, Similar Features, Family History, Types of Families.
2. Works, Games	Work done by members in a family Cooperating with each other, Artisans of the Village / City and their needs, Child Labour.
	Types of Games, Need for Games, Games played with Material, Games played without Material, Individual games, Games played in Groups, Rules of Games, Sportsman Spirit.
3. Animals	Animals and Birds in our surroundings, Animal Shelters, Pet Animals, Migrating Birds, How do Animals move? Kindness Towards animals, Insects and their Uses.
4. Plants	Types of plants, Plants grown at home, their uses, Why should we grow plants? Plants not grown in our surroundings, Water plants, Desert plants.
	Types of leaves(size, edge, tip, shape, colour), Shedding of leaves, Leaves as food, Decoration with leaves, Making shapes with leaves, Games with leaves, Compost pit.
5. Food	Why should we eat? Where do we get food from? Food eaten cooked, food eaten raw, Diversity in cooking, Different cooking utensils and their usage.
	Food habits of different regions, Food habits of animals and birds, Benefits of eating together, Food habits according to age.
6. Our village, Mapping skills	Villages, Institutions of the village - uses, Travelling, Work done by the villagers.
	Understanding the Map, Symbols on a Map and their need, Map drawing, Grasping information by reading a Map, Drawing maps of Class-room, School, Street and Village.
7. Shelters	Need of a House, Types of Houses, Temporary Residences, Houses of different regions, Apartments, Roofs of Houses.
	Decorating the House, Clean House, Growing flower plants at Home, Cooperating with each other to keep the house clean and tidy, Doing things on our own, Dirty House, Throwing garbage in the Dust bin.
8. Things and Clothes we make	Different toys, Utensils made with clay-their uses, Clay idols, Pot making, Decrease in usage of clay utensils.
	Need of clothes, Types of clothes, Clothes worn by children, elders, men and women, Seasonal clothes, Costumes, Uniforms, Traditional clothes, Ready made clothes, Stitched clothes, Wearing washed clothes, Designs on clothes.
9. Water	Need of water, Water Resources, Storage of Water, Need of water to people, animals, plants; Purified water, Polluted water, Good Habits, Water scarcity, Conservation of water.
10. Travel	Travelling Importance of vehicles for travelling, Vehicles used according to the distance and Need Modes of Transport, Classification of Modes of Transport, Accidents while Travelling.

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Competencies that have to be achieved by the children from this Text book

The Educational standards to be achieved through the Class - III Text book 'We - Our surroundings' have been given below. These should be achieved by the end of the academic year. The Teaching-Learning process should be carried out with the inclusion of these standards. The following processing skills should be developed among the children.

1) **Conceptual Understanding :** Children should understand the different concepts of the 16 lessons in this text book. They should compare these with their real life experiences. They should be able to give examples, similarities and differences, classify, explain and give reasons.

2) **Questioning Formulating Hypothesis:** Children should be able to question about the surroundings, situations and incidents they have seen and listened to.

3) **Doing Experiments and Explaining :** Children should be able to conduct smaller and simpler experiments and explain the concepts. They should be able to tell the sequence of the steps of the experiment and the things that are used.

4) **Information Skills - Projects :** Children should grasp, note, tabulate and analyze the things through observation, reading and discussing with others. They should be able to infer, analyse and generalize. They should participate actively in the projects. Projects should be exhibited and explained by them in the class.

5) **Drawing, preparation of models, mapping skills :** Children should explain the concepts through drawing for this they have to draw and colour the pictures. children draw maps of their classroom, school, street, village etc. and grasp the information by understanding the symbols given in map.

6) **Appreciation, Application, Bio-diversity :** They should recognise and appreciate the greatness of animals, birds, plants and people of the society. The values like kindness, co-operation, working together etc, should be inculcated. They should appreciate diversities in the surrounding and the society. They should be able to understand the greatness of the different food habits, life styles, cultures and traditions. They should practice personal Hygiene healthy habits. Do personal work, help elders and people with special needs.

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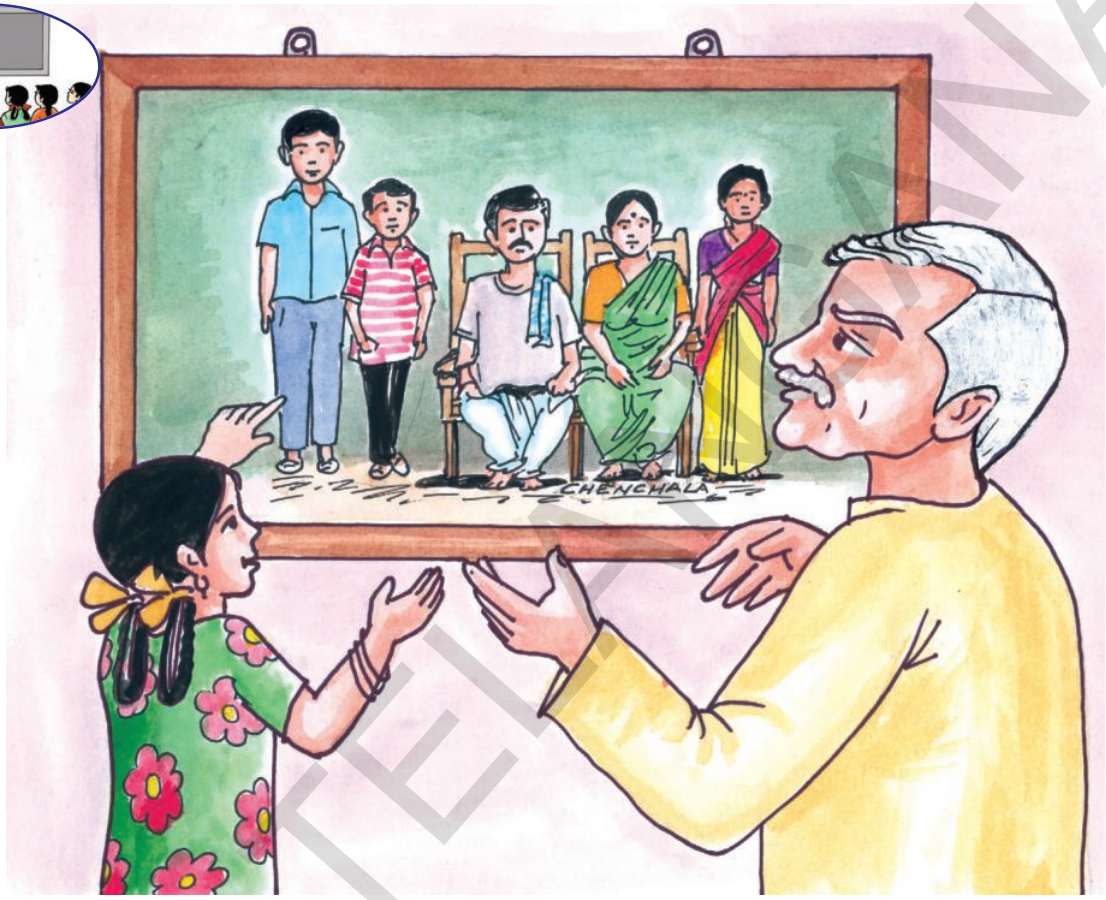
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1.FAMILY





Rama : Grand Pa! Who is the tall boy in the photo?

Grandfather : He is your father, Srinivas.

Rama : OK! Then, who is this girl in half sari?

Grandfather : Don't you recognize her? She is your aunt Sujatha.

Rama : Is it Venkat uncle besides father!

Grandfather : Yes, he is.

Rama : Where is uncle now?

Grandfather : He is in Hyderabad.

Rama : Why is he in Hyderabad?, Grand Pa.

Grandfather : He is working there.

List the members of your family:



.....

.....

.....

.....

.....

.....

.....

.....

.....

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Normally, a family consist of grand parents (paternal/ maternal), parents and children.

All families are not the same. some families may have only parents and children. In some other families grand parents also live with them. Some members of the family reside in other places for education, employment or other reasons.

Now let us know, who are in Rama's family! Rama's paternal grandfather's name is Rangaiah and grandmother's name is Gangamma. Rama's paternal grandparents have two sons and a daughter.

Observe the picture given below:





Rangaiah | Gangamma



Srinivas | Radha



Venkat | Anuradha



Sujatha | Ramana



Rama | Lata



Sunil



Prasad | Akhila



How are the following related ?

1.	Srinivas to Gangamma	.....	2.	Anuradha to Rangaiah	.....
3.	Srinivas to Sunil	.....	4.	Akhila to Rangaiah	.....
5.	Sujatha to Latha	.....	6.	Srinivas to Rama	.....
7.	Latha to Rama	.....	8.	Prasad to Akhila	.....
9.	Sunil to Rangaiah	.....	10.	Ramana to Sujatha	.....

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You have learnt the names of Rama's parents and grand parents. Write down the names of your grandparents, parents and other members of the family.





Name of Grand Father	Name of Grand Mother

Name of father	Name of mother

Names of children

Fathers younger and elder brothers	Names of their wives

Names of children

Name of aunt	Name of uncle

Names of children

The details of the members of the family and their ancestors written in a tabular format is called a 'Family tree.'



Rama's Aunt gave birth to a baby girl. Her relatives came to see the baby.

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Generally, children resemble with their parents, grand parents, aunt and uncle. Some children may not resemble (look like) any of their own family members. So we have to accept our body as it is and protect it.



Tick the correct answer.

1.	If an unknown person gives a sweet, will you take it?	Yes/ No
2.	Do you go with an unknown person?	Yes/ No
3.	If any body troubles you, will you inform to any adult?	Yes/ No

Different people in the family have different qualities. Sometimes when we are angry, we may hurt others with our words. But this does not help to solve the problem. We can instead tell the person why we are feeling angry. We can describe the situation or behaviour which we did not like. We can suggest a way out that does not hurt either of us.



Write one quality that you like in your family members.

Relation	Quality
Mother	Courageous
Father	Caring

Family History:

Rama's father brought her to school for admission. He wrote her name as 'Chilukuru Rama.' On seeing this, the headmaster asked, “How did you get Chilukuru as your 'surname'”? “Our ancestors belonged to Chilukuru, that’s how we got our surname,” replied Rama's father.

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Rama's grandfather helps all the villagers in their difficulties. So, everyone respects him. The whole family has a good name due to his good deeds. Rama's father is a cloth merchant. He is well known in the surrounding villages for selling the best clothes. Now you know about Rama's surname and history of her family.

Ask your elders and know more about your family's history.

Find out and discuss how your friends got their surnames.



Types of families



My name is Haseena. My parents, grand parents and my brother live in our house.



My name is David. My parents, my sister and I live in our house.

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My name is Siva. My parents, grand parents uncles, aunts,cousins, their siblings and I, we all live togther in the same house.

You have seen the pictures

- Which family has the highest number and Which family has the least ?
- Which families have old people?
- What type of families do you know?
- What type of family do David, Haseena and Siva belong to?
- What type of family is yours?
- How do you call your relatives? How are each related to other in your family?

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Let's play!



- All children must stand in a circle.
- Now one of the child's eyes must be covered with a hand kerchief.
- The student who is blindfolded should try to touch and identify the person caught.
- Untie the hand kerchief if the student identifies them correctly.
- In the same way, all students should take turns and cover their eyes and continue playing.
- Did the students identify everyone when they were blindfolded? Why?

Do You Know?



The visually challenged (blind) use Braille to read.

This script was invented by Louis Braille.



Old People and Children with special needs

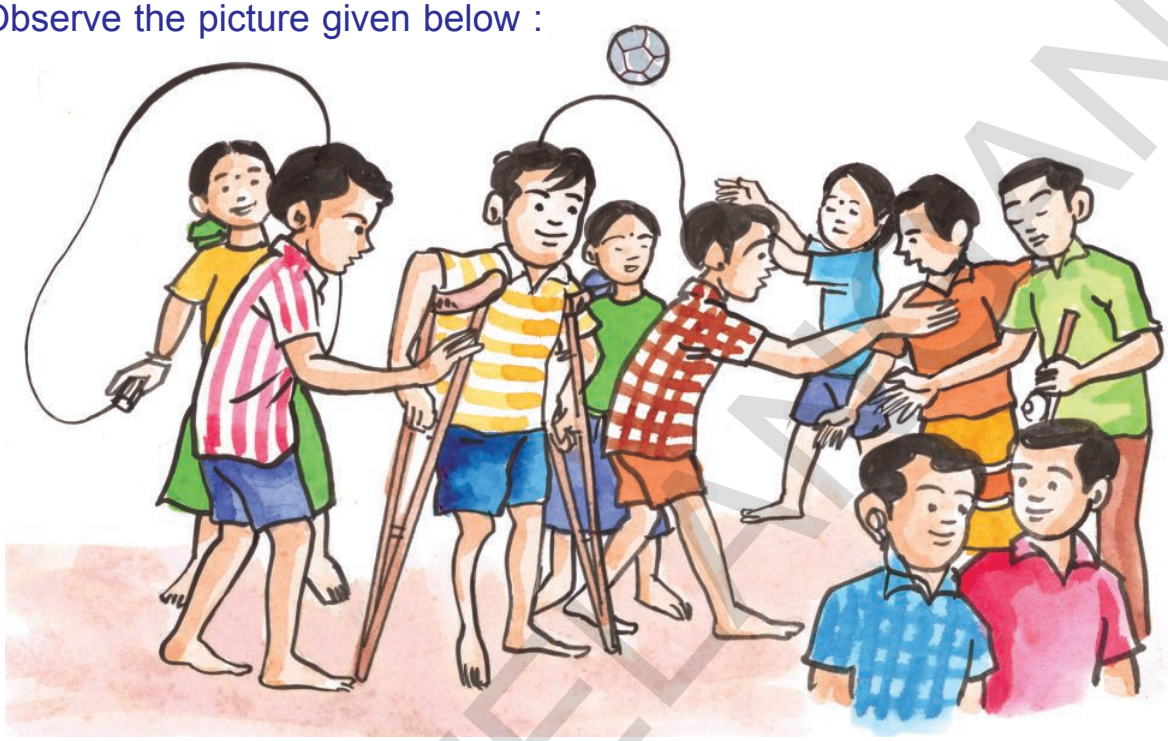
The students in the above game could not identify everyone when they were blind folded. Think ... how difficult it is for visually disabled to attend their daily work?

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In the same way, some people cannot hear or speak properly. Some people can't walk. What difficulties do these people face? What kind of help do they require? Think and answer.

Observe the picture given below :



- Do you find any differently abled children in the picture?
- What difficulties do they face in doing their day-to-day work?
- How should be they helped and supported?
- Have you ever helped such people? If so, how did you help them?

Every year 3rd December is celebrated as world Differently abled persons day.

We must care children with special needs, and help them in whatever they needed. The people who have difficulty in speaking use signs to talk to each other. The people suffering from hearing problem use hearing aids, People who are visually disabled use a stick to touch and sense the things. Similarly, some people cannot work due to ill health or accidents. We should help them if needed.

In the same way, old people cannot do everything by themselves. We should be aware of their needs and help them.

Do You Know?



The 1st day of October every year is celebrated as the 'Senior citizens Day' all over the world.

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Key words

1. Family	2. Family members	3. Similarities
4. Family tree	5. Braille script	6. Family History
7. Surname	8 Relatives	9. Ancestors
10. Old people	11. Seniorcitizens day	12. Children with special needs

What have we learnt

- Normally, a family has parents, grandparents and children.
- The people who live together in a family are called members of the family.
- The details of parents, grandparents and their ancestors shown in a line diagram is called a Family Tree.
- Usually children resemble their parents and relatives.
- The faces of all people do not look alike.
- We are special because of the qualities and skills we have.
- Every family has a history. This is called 'Family History.'
- The families are small, joint or nuclear based on the members.
- We can offer help to individuals with special needs.



DO THIS

Conceptual Understanding

1. What is a family? Who are there in your family?
2. Chandu lives in Annavaram. He is in 3rd standard. His mother Kamala runs a small scale industry of making paper bags at home and also helps other women in need. Aditya is Chandu's younger brother. Both visited their uncle Raghava's house during the holidays. Their aunt Usha, grandfather Gopal and grandmother Lakshmi Devi live there. Chandu played many games with his cousins Hema and Ravi.

Name	Relation with Chandu
Aditya	.....
Kamala	.....
Lakshmi Devi	.....
Raghava	.....
Usha	.....
Ravi	.....



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3. What is your surname? Find out, how did you get it ?

4. How can we help the children with special needs, as given below.

   a) People who cannot see :

   b) People who cannot hear:

   c) People who cannot speak :

   d) People who cannot walk :

   e) People who are old :



Information Skills - Project work

1. Fill in the table with the details of your friends, family members.

Name of the friend	Members of the family	No. of family members
1. Ex: Murali	Mother Father, Grandfather, Younger sister, Elder sister, Murali	6
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Observe the above table and answer the following :

- Whose family has the maximum members?
- Whose family has the minimum members?
- Whose families have old people?

2. Collect photographs of the members of your family. Make your own album and exhibit it in your class. Explain about each of them.

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Draw and Colour the pictures

1. Draw different faces showing different feelings.
2. Draw the picture of your parents. Name and colour it.



Appreciation, Values, Application

1. Imagine living a day blind folding yourself. How would you go to school? Learn and play with friends. Write briefly.
2. Collect the information about your family's history and achievements and write them.



Ask a Question

1. Rama went to her grandfather. She wanted to know about their Family Tree. For this, she asked her grandfather many questions. What questions would have Rama asked? What would her grandfather replied? To know about your surname, what questions would you ask?



I Can do this



1.	I can explain what a family is.	Yes/No
2.	I can tell the relationship among members of the family .	Yes/No
3	I can draw a Family Tree.	
	I can tell about Family History.	Yes/No
4.	I can write the details of the members of the family in a tabular form.	Yes/No
5.	I can give the required help to the old and children with special needs.	Yes/No
6.	I can question about the Family Tree and Family History.	Yes/No

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2. WHO DOES WHAT WORK?



This is Kamala's house. Kamala's parents, grandparents and her younger brother live in their house. Observe the picture given below and say what are they doing:

Kamala's mother and father help each other in the household work. Kamala and her brother help their parents. Kamala's grandparents involve themselves in the work done at home. In this way, all the members of the family help to run the house.

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Besides working at home, the elders in the family carry out different kinds of work i.e., in agricultural fields, factories, offices, construction of houses, laying of roads etc. The family gets income through the various work done by them.



- Fill in the following table with the kind of work done by the members of your family.

Name of the Member	Work done at Home	Work done outside for income

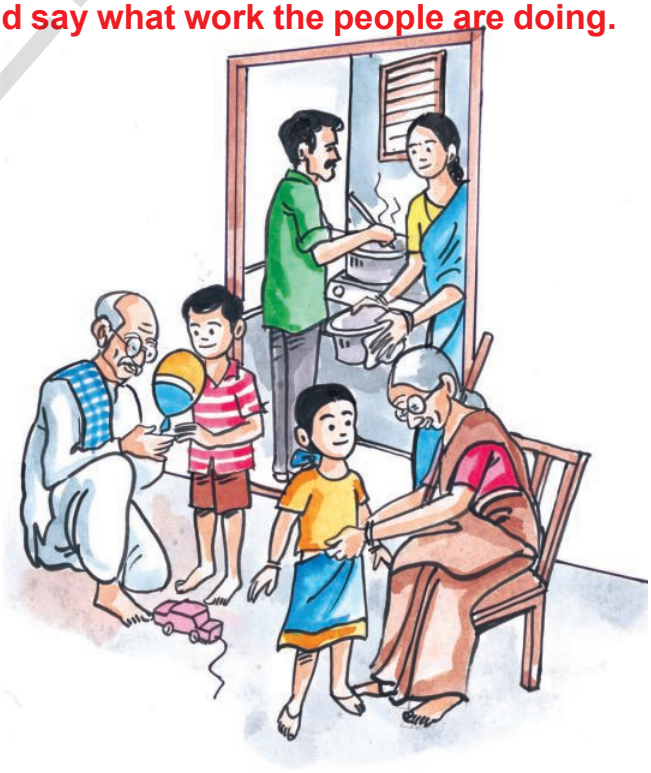


Helping each other

You have learnt that the members in the family do different kinds of work. Each adult in the family does a different kind of work. Some work is shared by all.

Observe the pictures given below and say what work the people are doing.





- In the picture, both men and women are working. Is it correct for the father to cook?
- Do the members in your family help each other in the same way in doing things?
- What kind of work do you do? Whom do you help?
- Name the things that are done by the members together in your family.

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Discuss: Fill the table with the particulars.

Ask any six of your classmates about the kind of work their parents do? What work is done by them collectively ? Fill the table with the information collected.

Name of the friend	Work done by the mother	Work done by the father	Work done collectively
1. 2. 3. 4. 5. 6.			

- What kind of works are done by most of the mothers?

.....

.....

- What kind of works are done by most of the fathers?

.....

.....

- What kinds of works are done by all the members together?

.....

.....

All the members of the family should share and work together. Helping each other, makes work done easily and understand one another.



Professions

Our needs are fulfilled through the work done by our parents and other members of the family. Like our family, there would be people in the village doing different kinds of work. Do you know about them?

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Observe the pictures of people doing different kinds of work in a village. Say, how are people benefitted by them.



This is Sammakka.
She weaves baskets.



This is Venkanna.
He mends shoes.

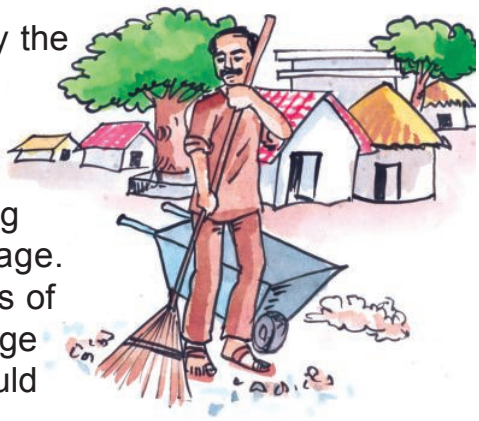


This is Komaraiah. He cuts hairs.



This is Shankaraiah.
He does wood work.

- Does your village/city have these type of people?
- What are the other kinds of work done by the people of your village/city?





Discuss:

◆ There would be people doing different kinds of work in your village. Rajaiah sweeps the roads and cleans the drains of the village. Who else would be there in the village doing different kinds of work like him? What would happen if they don't do this kind of work?

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All professions are equally important. The work that involves skill to get income is called 'Profession.' We need all professions for the development of our society. Therefore, we should respect all professions.



Working Children :



This is Kamala. She loves going to school. But now, she is not going to school and she looks after her younger sister at home. Kamala's father is a farmer and her mother a labourer. She stays at home all the day doing the household work. Whenever she finds spare time, she takes out her books and reads. She feels like going to school whenever she looks at the other children who go.

What is the loss when children go to work leaving the school?
What should we do when we find children who do not go to school?

Education is children's right. So, all children should go to school every day. Parents should enroll their children in schools.

Key words

1. Work done at home
2. Work done outside
3. Helping each other
4. Working together
5. Income
6. Professions
7. Needs
8. All children should go to school
9. Child Labour

What have we learnt

- The members of a family do different kinds of work in and outside the house.
- The members of a family should work together.
- The family gets income by the different kinds of work done by the elders.
- Children should help the elders in the house hold work.
- All professions should be respected.
- Villages have people doing different kinds of work.
- The right place of children is in the school and not the work place. All children should go to school.

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DO THIS



Conceptual Understanding

1. Why do elders of the family work?
2. Write two examples of the work done by the members of a family working together.
3. Encircle the occupation which gives income to people.

Cooking	Weaving baskets	Sweeping house
Making pots	Washing clothes	Teaching
Cleaning dishes	Selling fruits	Doing agricultural work
Playing games	Studying	Stitching clothes
Bathing	Having meals	Selling milk

4. What are the different types of work done by the people in your village ?
5. Observe the pictures given below. What kind of profession is being shown. What would happen if they are not there?



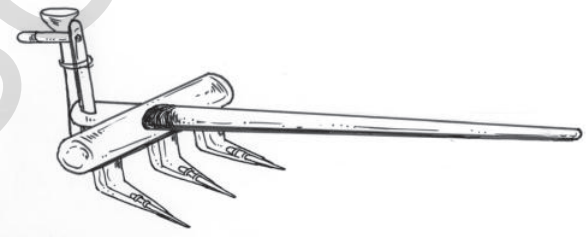






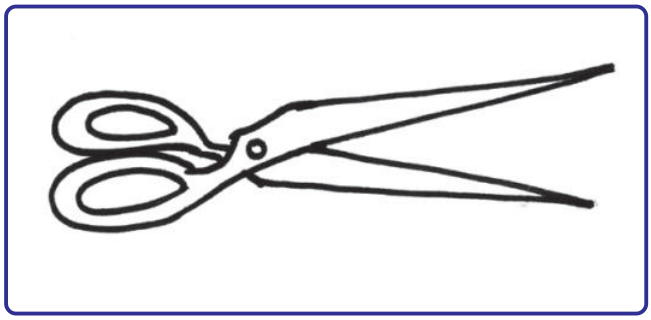
Draw and Colour the pictures

1. Draw the pictures given below. Colour them. Talk about them.



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Information Skills - Project work

1. Collect the particulars of people doing different kinds of work. Talk about them. Collect their pictures and prepare your own Album. Exhibit it in the class.
2. Collect the names of the children, who do not go to school in your place and give the reason for it.
3. Collect the particulars of work done by the parents of your friends. Fill in the table.

Sl.No.	Name of the friend	Father'sProfession	Mother'sProfession
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

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4. Which of the following work is done together by your family ? Tick at proper places.

Name of the Work	Mother	Father	Myself	Brother	Sister	Grand father	Grand mother
Cleaning the house							
Cooking							
Fetching water							
Washing clothes							
Agricultural works							
Bringing vegetables							
Bringing Provisions from Shop							



Appreciation

1. There would be people in your village/city who practice different professions. We should respect them. Say and write, what would happen if they don't practice those professions.

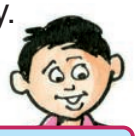


Ask a Question

1. Sivaiah visited the blacksmith and potter of his village and enquired about their professions. Listout the questions he wants to ask during his enquiry.



I can do this



1.	I can explain the need for working together by the family members.	Yes/No
2	I can prepare a table and explain the types of work done jointly and individually in a family.	Yes/No
3.	I can write the professions of the parents of my friends in a table.	Yes/No
4.	If I come across any child labourer, I would ask him / her to join the school.	Yes/No
5.	I can draw the pictures of some of the tools used for working.	Yes/No
6.	I can meet and question the people about their professions.	Yes/No

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3. LET US PLAY



Mastan, Rahim, Latha, Kamala, Johny and Giri went to the play ground. Many children were there. They were playing different games. Shall we see what games are they playing?



- Write the names of the games being played by the children in the picture above.
- Do you also play the same games? Write the names of any other games you play.
- Everybody loves to play games. Why should we play games?

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Types of games

Giri played many games with his sisters at home on Sunday. Mastan played many games with his friends in the play ground.

What games Giri might have played at home? What games Mastan might have played in the play ground? Discuss in groups and fill in the table.

Games played at home	Games played /in the ground



You have prepared the table of games played in the house and on the play ground. Did your parents and grandparents play the same games during their childhood? What games did they play? Find out and write.

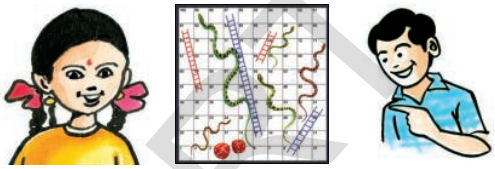
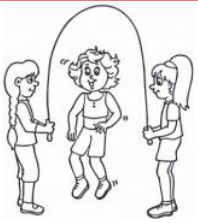
Games you play at present	Games played by grandparents/ parents in their childhood

- From among the games played by your parents and grandparents during their childhood, which games do you play now and which you don't?

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Observe the pictures given below. List out the sports materials required to play these games. Where do we play them? The house or in the ground? Fill in the table.

Games	Material required	Where the game is played
		
		
		
		
		
		
		

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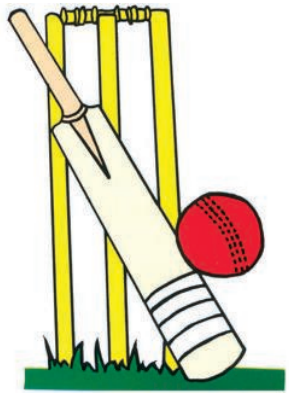


Different types of games

You play different games. Of those some are played by a single person and some are played in groups. Some games require more number of players. Discuss in groups and write down the details of these games in the table below.

Games played Individually	Games played in pairs	Games played in groups

Sports equipment / Games material



Nikhil, Swetha, Salma, Mary, Sankalp and Ajit went to play cricket in the evening. They took bat, ball and wickets along with them. We need material to play certain games. Some games do not require any material. For example "hide and seek" doesn't require any material.

Fill in the table with the names of the games which require or do not require games material.

Games which do not require material	Games which require material

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Games - Rules

Ramu, Johny, Gopi, Sreenu, Murali, Sridhar, Mumtaz, Peter, Jabbar and Mastan were playing kabaddi. Disputes arose during the play. They argued over the faults committed. Murali, Johny, Mastan left the game and went home saying they won't play.

Now think ! and say :

- Why did the children stop playing the game?
- What should be done to avoid disputes during the game? Think ……..

All games have rules. We should play games according to the rules. As we have rules on the playground, we have rules to keep our body safe. These are called personal body safety rules. Rules shouldn't be ignored. Games should be played without keeping in mind victory or defeat. Playing games every day improves health and friendship.

Games competitions were conducted for all the children on the occasion of Children's Day i.e. 14th November. Gopi ran faster than others and won the first prize in the running race. The children and the teachers appreciated Gopi.

- When did you appreciate the children in your school who played well?
- How do you appreciate the winning team?

Do You Know?



Certain games are played with the help of animals. Polo is a game where the player riding on a horse strikes the ball with a long stick called mallet.



Key words

1. Types of games
2. Games played in the house
3. Games played on the ground
4. Games material
5. Rules of games
6. Polo game
7. Rules cannot be ignored
8. Running Race
9. Victory and defeat
10. Games competitions
11. Qualities of players
12. Appreciate

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What have we learnt?

- When we play games we feel happy, and it also improves our health and strengthens friendship.
- There are different types of games - Games played individually, in pairs in groups, indoor games and outdoor games.
- Over a period of time many changes have come in the kind of games being played. Now a days many new games are played.
- Certain games require games material and the others do not.
- We should accept victory and defeat equally.
- Games should be played according to rules and also taking care of personal body safety rules.

DO THIS



Conceptual Understanding



1. Why should we play games?
2. Name some games which are played with a ball.
3. Say and write the differences between the Kho-Kho and Cricket.
4. Which games do you play at home? When do you play them?
5. Which games do you play on the play ground? When do you play them?
6. Why do we play the games like Cricket and Kho-Kho as outdoor game?
7. What do you mean by personal body safety rules?



Information Skills - Project work

1. Ask your friends about the games they like? Fill in the table with the details.

Sl.No.	Friends Name	Games liked
1. 2. 3. 4.		

Which games are liked by most of your friends?

2. Collect the pictures of different games from news papers. Paste them in a scrap book. Name them. Write down what material is required to play those games.

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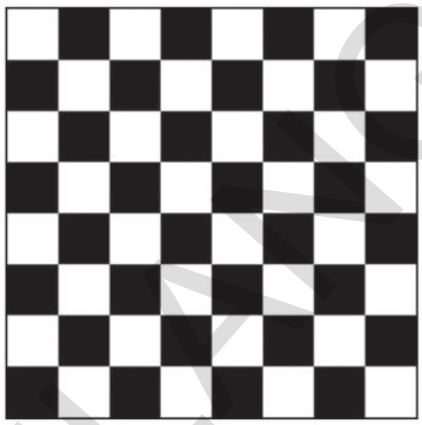


Draw and Colour the pictures

1. Draw and colour the pictures given below in your Note book.









Appreciation

1. Who plays games well in your school? How do you appreciate them when they play well?

2. What should we learn from the winners of the game? What can be learnt from the losers of the game?



Ask a Question

1. Children were playing Kabaddi in the play ground. Disputes arose during the play. Teacher came just then. What might the teacher have asked them? What might the children have replied? If you were there, what questions would you have asked?



I can do this



1.	I can explain about different games.	Yes/No
2.	I can classify the games played indoor and outdoor.	Yes/No
3.	I can collect and tabulate the particulars of the games liked by people.	Yes/No
4.	I can draw the pictures of materials used to play games.	Yes/No
5.	I can ask questions about the games.	Yes/No





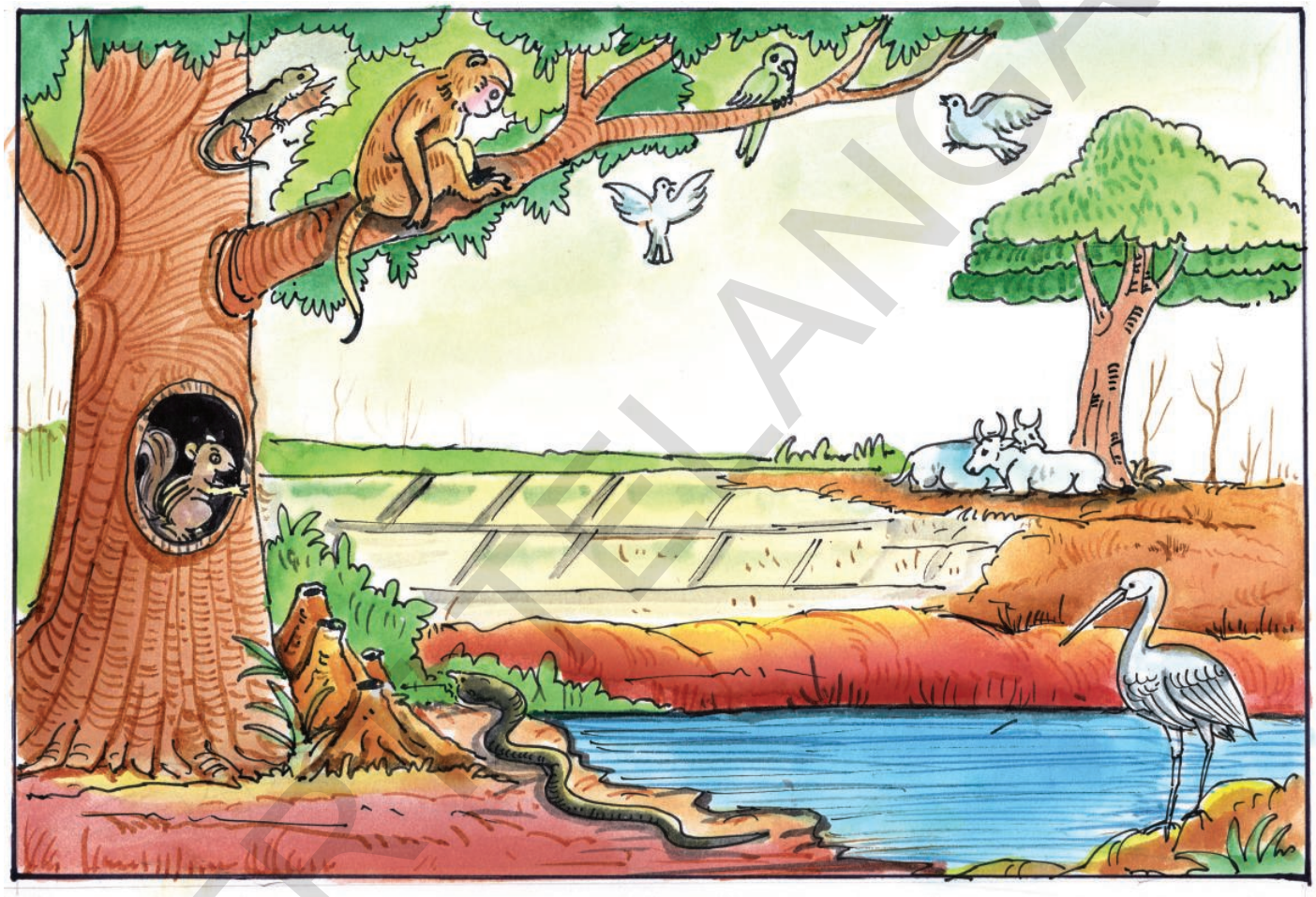
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4. SHELTERS OF ANIMALS



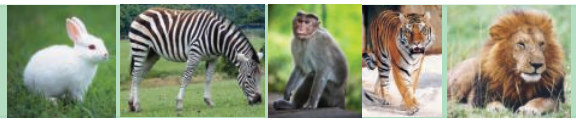
It was Sunday. Mahesh, Kamala, Latha, Salim and David went to a garden. Mahesh's agricultural fields were just beside the garden. They saw various animals and birds in the garden and fields. Look at the picture given below: Say, what they saw?



- Name the animals and birds in the picture?
- Write down the names of other animals and birds that are seen in your surroundings.

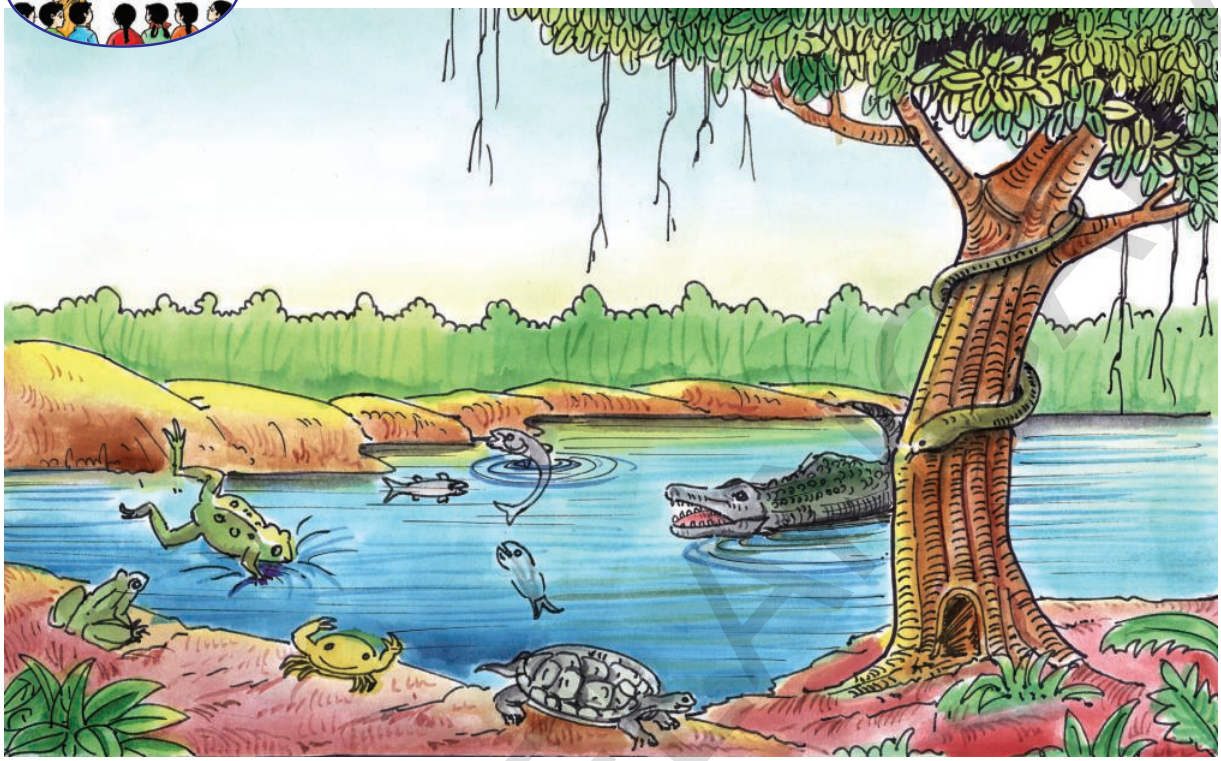
Children played in the garden till noon. Mahesh went to nearby pond to see the fishermen fishing. Different types of animals were seen in and around the pond. He called out to his friends and asked them to see the animals present in the water. Say, what animals they might have seen in the water?

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Look at the picture given below. Name the animals seen? Where do they live?



Fish live in water. Some snakes live in water and some on land. But, frogs, tortoises, crocodiles and crabs live both in water and on land.

Animals live in different places. Some live on trees, some in water and some on land. Some make holes and burrows in the ground and live in them.

Look at the pictures given below :









Where do the animals in the above pictures live?

Name of the animal	Shelter

. . . . . .

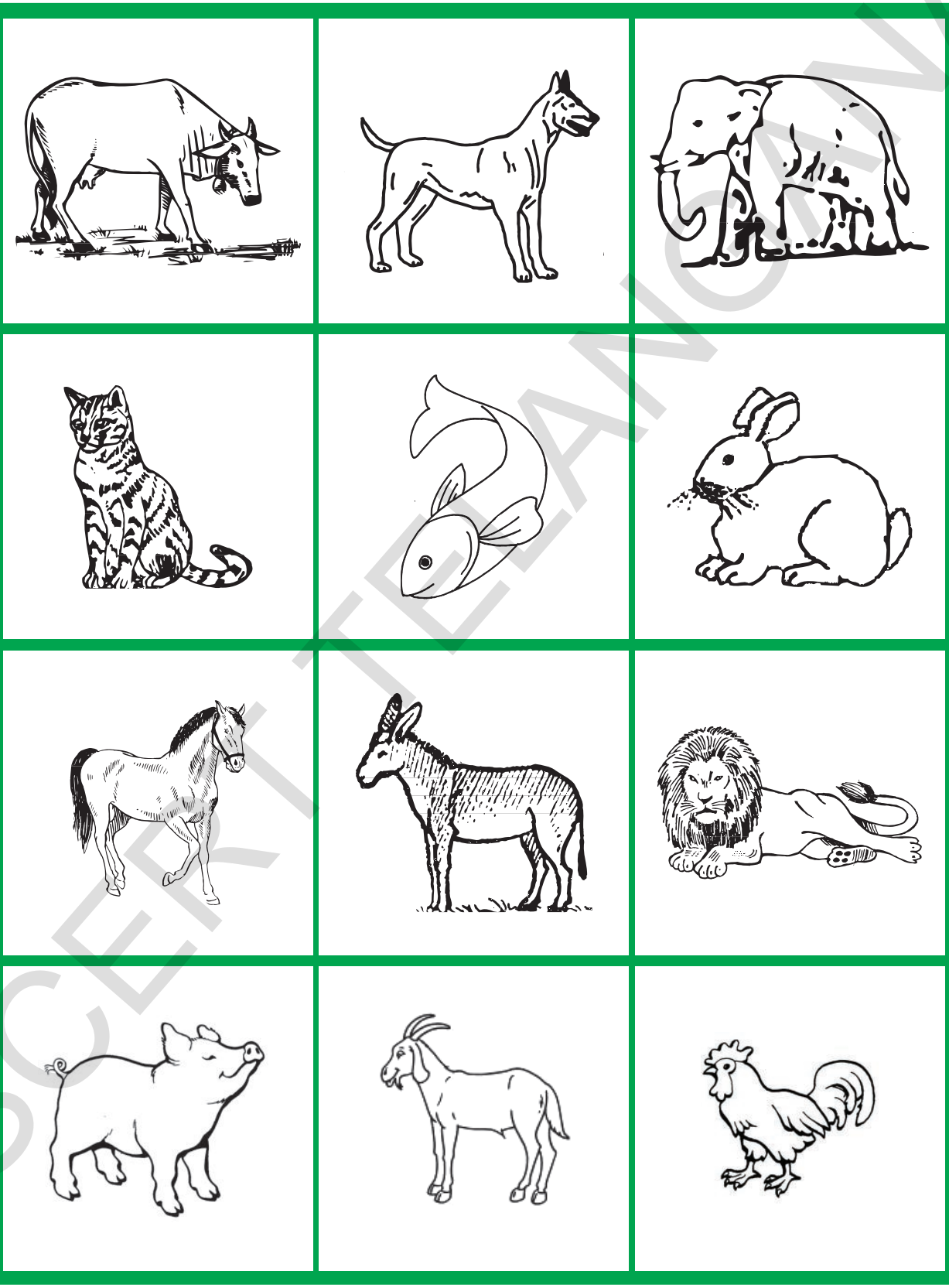
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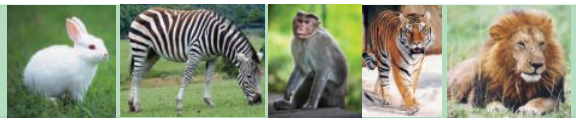
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Some animals live in our houses. Observe the pictures given below. Colour the animals which live in our houses. The animals which are domesticated are called "Pet animals".

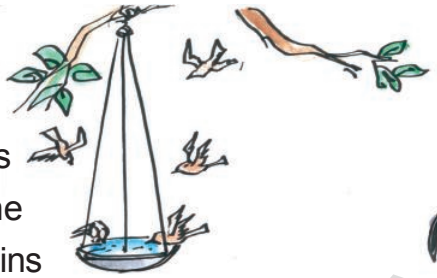


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Where do birds live?





Vasu visited Ranga's house. He saw sparrows drinking water from a bowl hung from the roof. He felt happy when Ranga spilled grains to the birds and they ate them quickly. "Sparrows are so lovely!" said, Vasu. Ranga took him to the backyard.

A crow's nest was found on a tree in the backyard. Baby crows (Chicks) were also found in the nest. Ranga felt happy looking at them.

- Why do crows build their nests?
- Observe, tell and write the names of some other birds which build nests on the trees.



You have learnt that birds build their nests on the trees. Now, observe the pictures given below. Name the birds and tell, where they live.







Name of the bird ..... Name of the bird ..... Name of the bird .....

Shelter ..... Shelter ..... Shelter .....

Ask your elders where do different kinds of birds live.

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Migrating birds:



While playing in the evening Ranga and Vasu saw a flock of cranes flying in the sky. The sky looked beautiful with the birds flying in a row. Vasu said, “these cranes are not frequently seen, where do these birds live?”. “They are seen only in monsoon”, said Ranga.

Some birds come in search of food and some to lay eggs. Some other birds migrate to distant places to protect themselves from cold and heat during winter or summer. Such birds are called "Migratory birds".

Have you ever seen the flock of migrating birds flying in the sky?

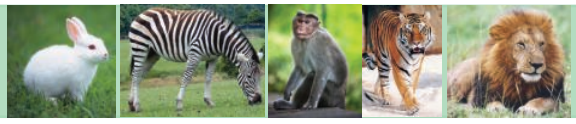


How do they move?

Some animals walk, some crawl, some jump and some swim. The others fly to move from one place to another. For this, they use their legs, wings and sometimes even their tails. Observe the picture given below and identify the animals that can fly, crawl, jump ?



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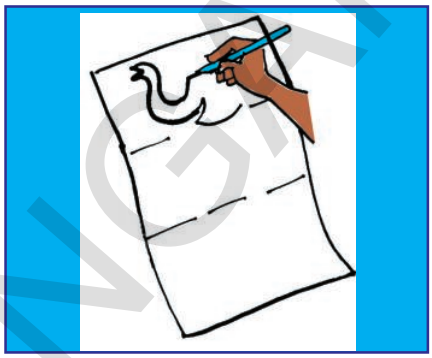




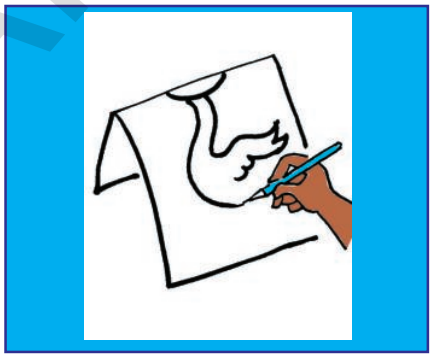
Let us do.

- Draw the picture of an animal you like the most in your note book.
- Divide yourselves into groups of 3. Each group should take a paper and make it into three folds.

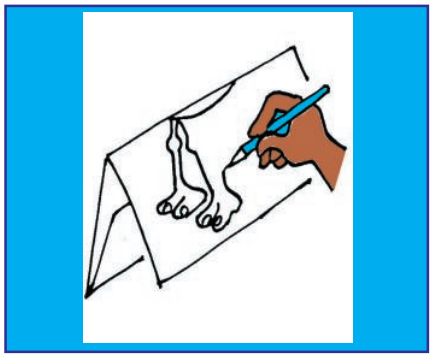
1. One from each group should draw the head and neck of an animal they like. Fold the drawn part and hand it over to the second member.



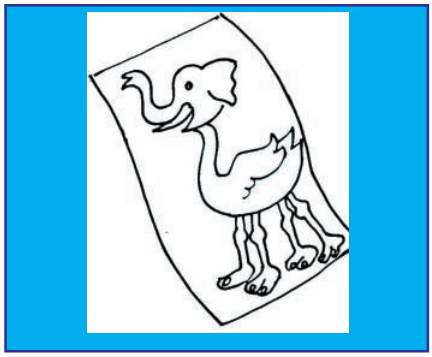
2. Second member of the group should draw the trunk of the animal they like on the second fold. Fold the drawn part and hand it over to the third member.



3. Third member of the group should draw the legs of any animal they like, on the third fold.



4. Now, unfold the paper. You got an amazing animal, didn't you?



See the pictures drawn by other groups also.

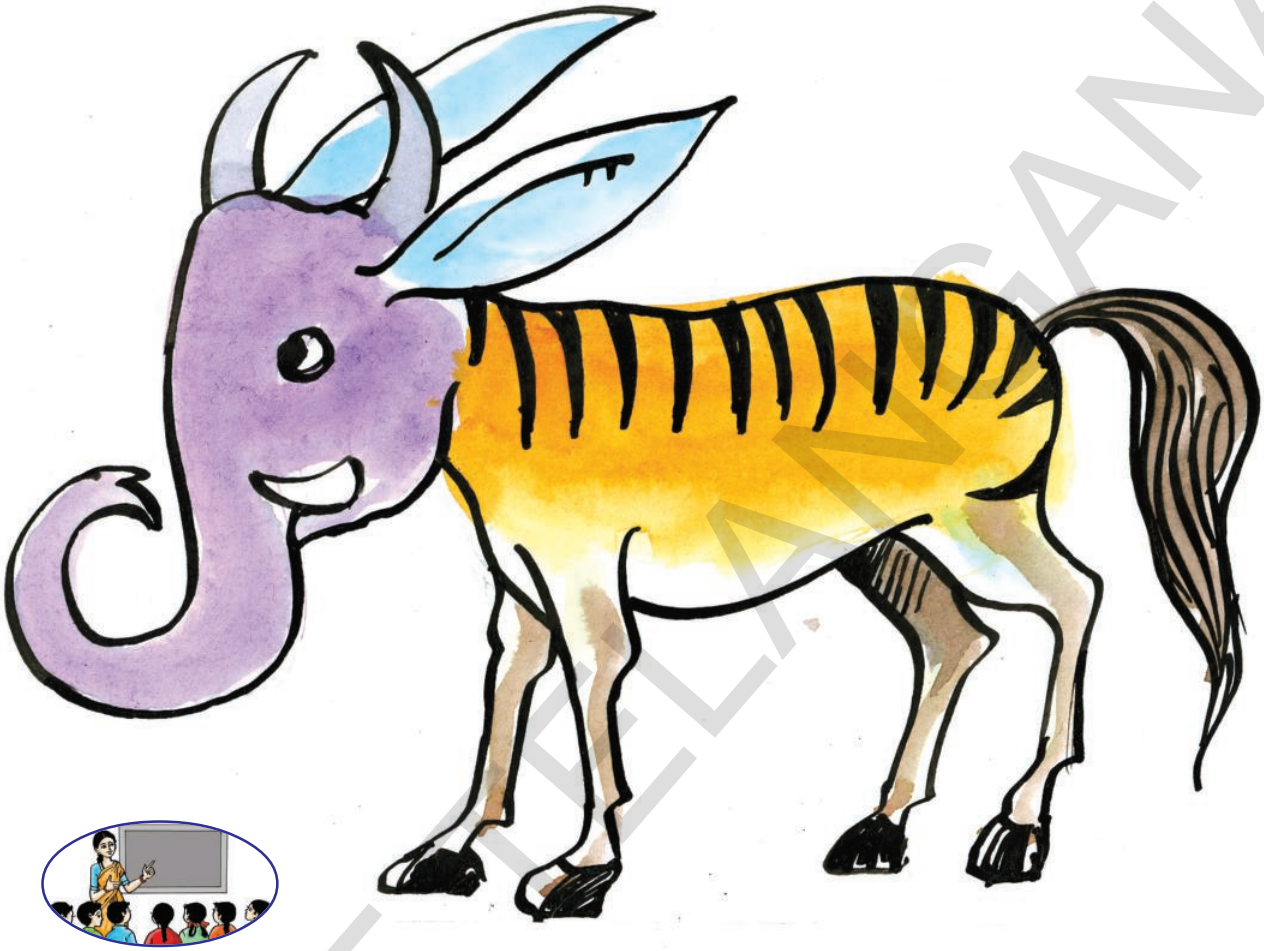


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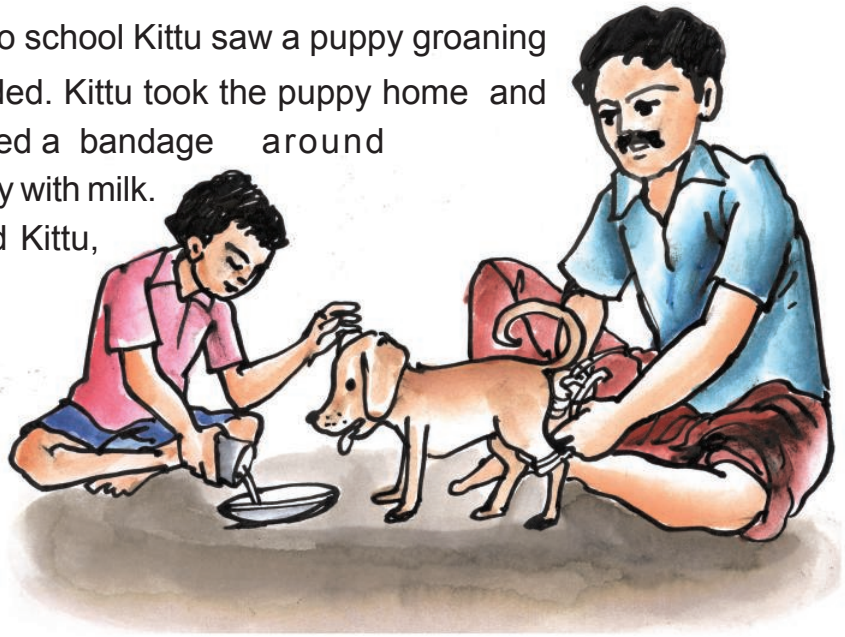


Jaya, Vijaya and Latha also have drawn a picture. Look at their picture and identify the parts that belong to different animals.

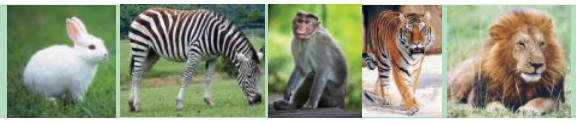


Be kind to Animals

One day while going to school Kittu saw a puppy groaning with pain. Its leg was wounded. Kittu took the puppy home and showed it to his father. He tied a bandage around the wound. Kittu fed the puppy with milk. Puppy felt happy and licked Kittu, wagging its tail. Kittu named it "Pinky". From that day, Pinky became a member of Kittu's family. All the teachers and friends at school appreciated him for helping the dog and showing kindness.



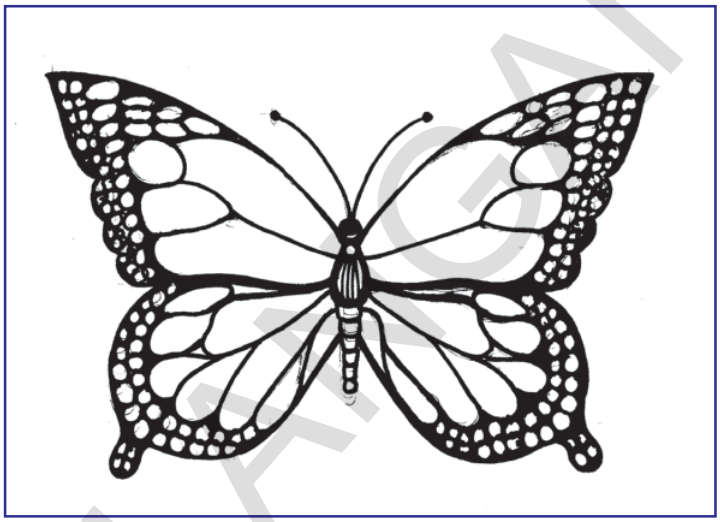
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You know what Kittu did. Have you ever done something like this? What have you done?

What do you do when you find hungry kittens and puppies roaming around your home?

Colour the Butterfly.

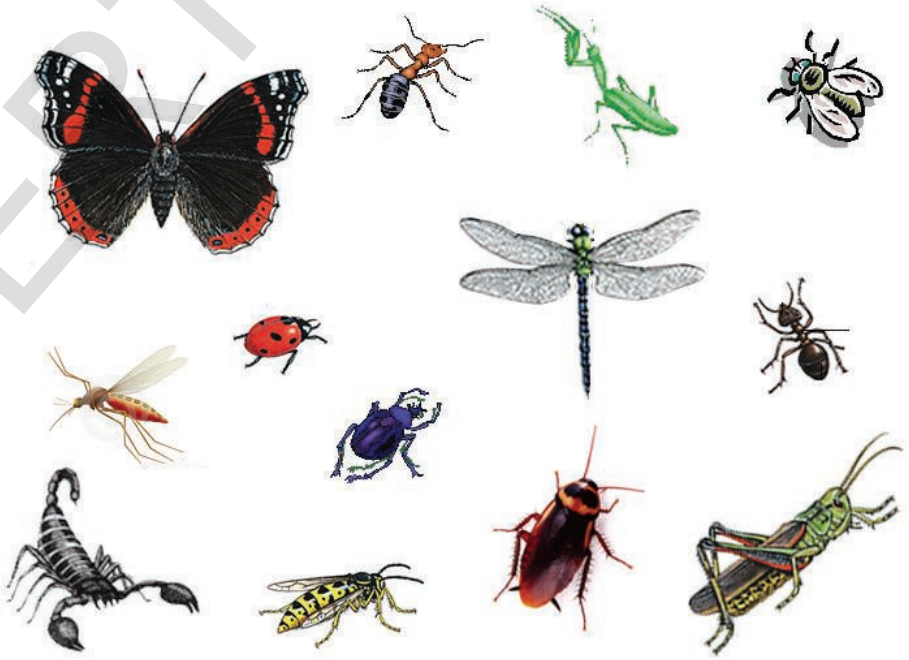


How beautiful is the butterfly ! It looks beautiful when it flies around the flowers. Our surroundings become nice when we see dragon flies high in the air. We should protect these insects. But, some naughty children break bird's eggs, disturb the nests, pluck the wings of butterflies and dragon flies and throw stones at stray dogs. This is wrong. Such things should not be done. Many animals live along with us in our surroundings. They must be protected. They also feel pain like us. So, we should allow them to live in peace.

Insects



Observe the pictures of different insects given below. Say, where you have seen them.



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What happens when insects bite?

Raju's grandfather got cold and fever. He was taken to the doctor. It was malaria. "How is malaria caused?" Raju asked the doctor. Doctor replied that, Malaria was caused by mosquito bite.

What precautions should be taken to avoid mosquito bites?

What precautions should be taken to control the growth of mosquitoes?

Have you seen these? Say, why do we use them?







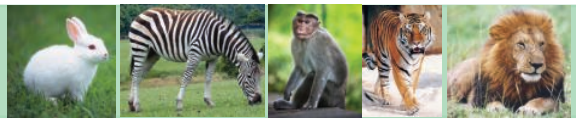
Mosquitoes grow in stagnant water. We should see that water is not stagnant in our surroundings.We should spray insecticides like kerosene or Malathian in stagnant water to kill mosquitoes. Some people use mosquito coils to get rid of mosquitoes, these are injurious to health. So, mosquito nets are the best to prevent mosquito bites.

Similarly, the houseflies cause many diseases. House flies live on garbage heaps, cow dung and other unclean places. The disease causing bacteria reach our food through infected flies. When we eat this infected food we are affected by cholera, typhoid and other diseases. This is why we should cover food properly.

Have you seen any food/eatables that is uncovered? why should we not eat such food?

To control the growth of mosquitoes and house flies, we should see that the water is not stagnant in our surroundings. Throw garbage in dust bins. Spray kerosene or malathian on stagnant water. Our surroundings should be neat and clean without pot holes and garbage. We should maintain cleanliness in and around our house and our surroundings.

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Key words

1. Shelters of animals
2. Water animals
3. Migrating birds
4. Animals on the land
5. Pet animals
6. Insects
7. Kindness to animals
8. Bacteria
9. Environmental hygiene
10. Mosquito coils
11. Malathian

What have we learnt?

- Animals live on land, trees and in water.
- Most of the animals are called pet animals.
- Animals move from one place to another by walking, flying, crawling, jumping, hopping and swimming.
- Birds migrate from distant places to lay eggs, in search of food and to find convenient places to live.
- We must be kind towards animals. We should give them food and water and protect them.
- Mosquitoes grow on stagnant water. We should see that no water is stagnant in our surroundings.
- Houseflies and mosquitoes grow in unhygienic surroundings. So, we should keep our surroundings neat and clean.

DO THIS



Conceptual Understanding

1. Give four examples of pet animals.
2. What precautions should be taken to avoid mosquitoes?
3. Why do birds migrate?
4. Write any three differences between animals and birds.
5. Tell and write three examples of the following:

a) Birds that fly 1. ..... 2. ..... 3. .....

b) Animals that crawl 1. ..... 2. ..... 3. .....

c) Animals that walk 1. ..... 2. ..... 3. .....



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5. Who am I? Who am I?

A) I am long.
I have no legs and, no ears.
I crawl and live in ant hill.
Who am I? Who am I?

B) I live in water.
I never sleep.
I breathe with gills
Who am I? Who am I?

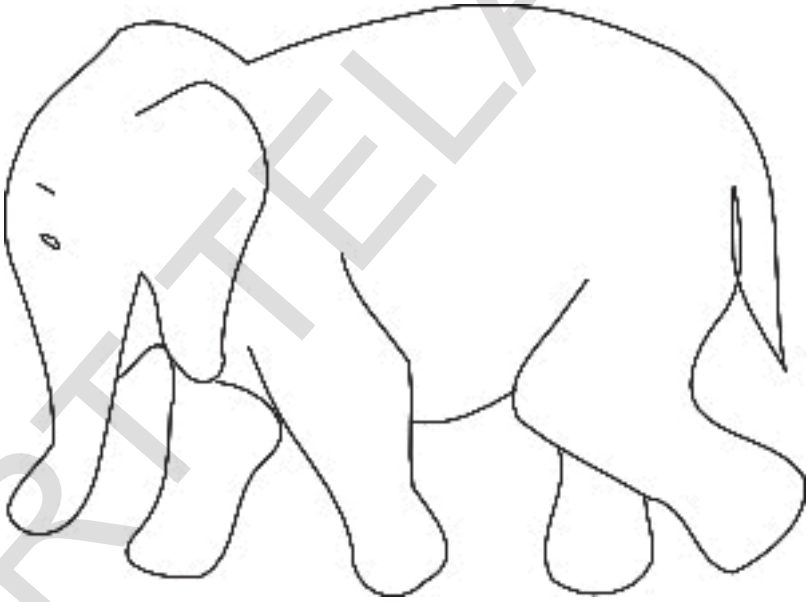
C) I have four legs.
I give milk.
I eat leaves.
Who am I? Who am I?

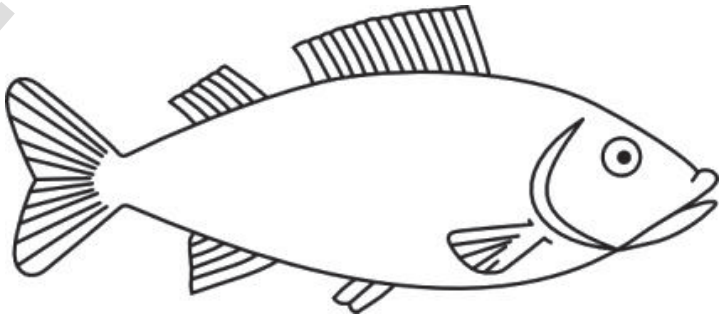
D) I have wings.
I fly high in the sky.
I can see smaller things on the ground from a great height.
Who am I? Who am I?



Draw and Colour the pictures

1. Draw and colour the pictures given below.

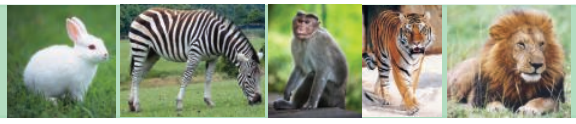




Read the story :

Visit your library and read the sotry of “Mowgli” in Jungle Book by Rudyard Kipling.

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Information Skills - Project work

1. Collect the pictures of animals and prepare an album. Observe each animal and write three lines on each of them.
2. Visit the houses of your friends and collect the details of animals and birds domesticated by them.

Sl. No.	Name of the friend	Names of animals/birds domesticated

Which animals are mostly domesticated?



Appreciation

1. A chick fell from its nest. Tell and write what would you do when you see it?
2. Animals are also living things like us. What we shouldn't do to hurt them? Tell and write three things.



Ask a Question

1. Ritu and Sita were observing the birds' nests on the trees. They wanted to know about them. They asked Penchalaiah, the farmer, about the birds' nests. Write, what questions they might have asked.



I can do this



1.	I can say where different animals and birds live.	Yes/No
2.	I can collect and tabulate the details of pet animals.	Yes/No
3.	I can draw and colour the pictures of different animals and birds.	Yes/No
4.	I love animals and birds. I will be kind to them.	Yes/No
5.	I can think and question about birds and their living places.	Yes/No



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5. PLANTS AROUND US



Salima likes flowering plants. She grows different flowering plants in the backyard of her house. She waters them regularly. She takes care of plants and prevents others from plucking the leaves and branches.

Salima adopted a few plants at her school. She looks after them carefully and waters them regularly. She visits the school even during holidays to water the plants. One day, Akhila, visited Salima's house to see the flowers.

They both went to the backyard, saw different types of flowering plants and plucked some flowers.



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Name the flowering plants. Which Akhila and Salima saw.

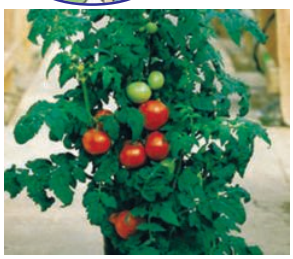
Write down the names of some other flowering plants you know.

What might Akhila and Salima have done with the flowers?

When and why do we use flowers?



Not only flower yielding plants but also vegetables and fruits yielding plants are grown at Salima's house. Look at the pictures and observe them.












Find out the details of the plants that are grown in the houses of your friends. Fill in the table with the particulars.

Name of the friend	Names of the plants they have grown
1.	
2.	
3.	
4.	
5.	
6.	



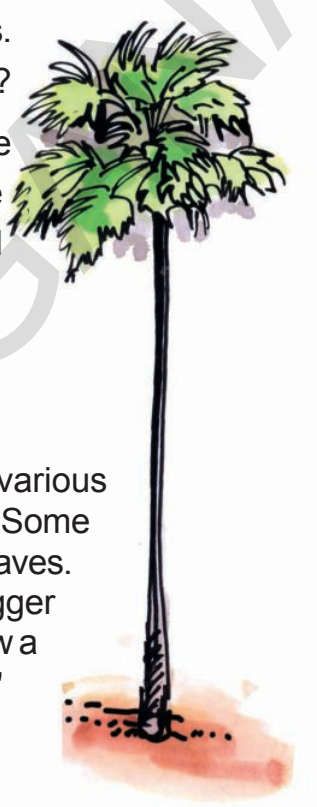
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Which plants are grown in most of the houses?

Which plants are least grown?

Generally, different plants are grown in the open court yard of the house. Some people don't have open space in front / behind of their houses. How do such people grow plants? What kind of plants do they grow?



Akhila and Salima went outside to play. All the children were playing under the banyan tree. The trees like tamarind, neem are also there along with the banyan tree. Akhila and Salima played there along with the children.



What are the uses of trees? Think…….

Do all trees look alike?

Akhila and Salima observed the leaves, branches and stems of various plants in the garden. Some were big in size and some were small. Some plants have smaller leaves while others have longer and broader leaves. Which trees among them have smaller leaves and which have bigger leaves? Name the trees that are large and give us shade. Akhila saw a tall palm tree on the road side and exclaimed, "How tall is the tree!"









Different types of plants and trees grow around us. Are they all of the same height? Some of these are shorter than you. Some are up to your height and some are taller than you. Identify such plants and trees in your surroundings and write in the table.

Plants that are shorter than you	Plants that grow about your height	Plants that are taller than you

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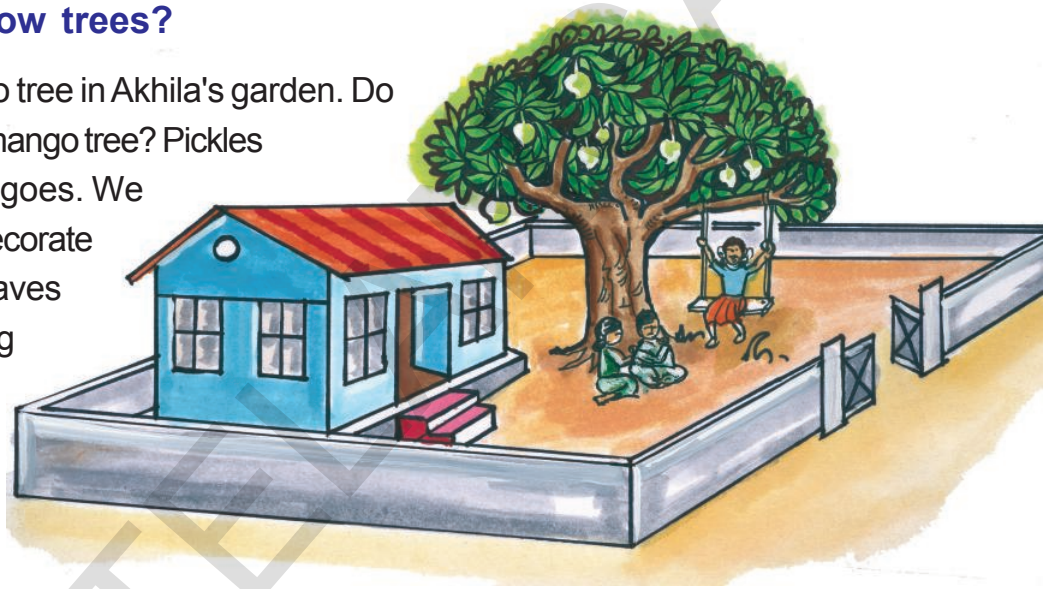


Trees such as, banyan, tamarind, neem, mango, etc., are big in size with many branches. They give us shade. That is why these trees are grown along the sides of the roads. A few of these leaves, flowers and fruits are useful to us. We get wood from trees. Many things are made by wood. Palm tree grows tall without branches. The leaves of the palm trees are used as roofs for huts.

Think and tell about the uses of different trees.

Why should we grow trees?

There is a mango tree in Akhila's garden. Do you know the uses of a mango tree? Pickles are prepared with mangoes. We eat mangoes. People decorate their houses with the leaves of mango trees during festivals. They tie swings to its branches and enjoy.





You have learnt the uses of the mango tree. What are the uses of the trees given below? Discuss in groups and write.



Coconut Tree



Neem Tree

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Let we grow trees





Observe Above two Pictures

Discuss in Group



- Which of the above two pictures do you like? Why?
- What will happen if trees or not there? Think and answer.
- When the Sun is hot, did you ever see people taking rest in the shadow of the trees?
- Did you ever paticipate in the plantation programme conducted in your school?
- How do you feel when you see the plants, planted by you are growing well?

Trees give us coolbreez with green leaves. They look beautiful with green leaves and flowers of different colours.

You might have played in the green grass, when you have visited a park or cultivation field.

In the villages during summer, people will take shelter under the trees, to protect themselves from hot sun. Children play different types of games in the shade of trees.

Have you ever played like this? Have you ever enjoyed like this?

Don't you think we have to protect the trees which give us so much pleasure.

We should also take part in growing trees in schools, in the premises of our houses, on the sides of the roads, on the banks of the fields and also take responsibility of protecting them.

The trees that do not grow around us:



We eat different fruits. Some of these trees grow in our area, whereas the other fruit bearing trees may not grow in our area. Akhila likes to eat apples. But she has never seen apple tree. Write down the names of the fruit bearing trees you have never seen.

....

....

....

....

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Water plants, desert plants :

Salima and Akhila went along with their friends to the farm. They saw lotus in the nearby pond . Fisherman, Somaiah told them about lotus. On the way home, Akhila stopped at a plant. She said,"Look at this plant, how funny it looks! It has no leaves but there are so many thorns. What plant is this?" What might Salima have replied? Guess !

Observe the pictures given below, do you know about them and where do they grow ?



Water - Lilly



Lotus



Aloe vera Plant (Kalabanda)



Cactus (Opuntia)

The plants like water-lily and lotus grow in water. They are called water plants. cactus and *Aloe vera* grow in sandy soils and places with less water. These are called desert plants.

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Key words

1. Uses of trees
2. Adoption of plants
3. Plants grown in houses
4. Plants grown outside
5. water plants
6. Desert plants

What have we learnt?
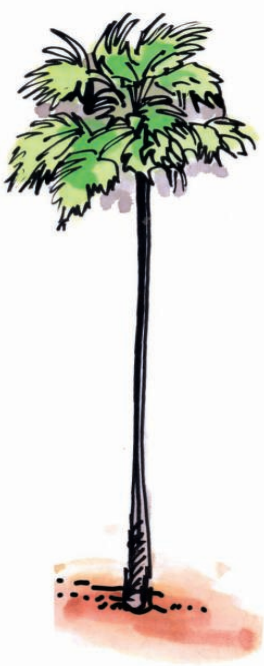
- Different plants grow in our localities.
- The plants around us are different. Some grow very tall. Some are very short. Some are small in size.
- Trees like neem grow bigger with branches. Trees like palm grow taller without branches.
- There are many uses of trees. We get flowers, fruits and wood from trees.
- Some trees do not grow in our surroundings. But we use the flowers, fruits and wood of these trees.
- We plants saplings in our school in the premises of our house and as many places as possible and protect.
- The plants like cactus, aloevera grow in sandy soils. These are called desert plants.

DO THIS



Conceptual Understanding

1. Give a few examples of flowering plants and fruit bearing trees.
2. Write the similarities and differences between the wild-date (Eetha chettu) and mango tree.
3. Look, tell and write the similarities and differences between Jasmine and hibiscus (malle and mandara) plants.
4. Which plants do not grow in your surroundings?
5. How do you protect the sapling planted by you in your school?
6. Write the differences between banyan tree and palm tree in the table given below.





	Banyan tree	Palm tree
Height		
Leaves		
Branches		

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6. Observe the houses of Sita and Lakshmi.



House of Sita



House of Lakshmi

- Whose house do you like more and why?
- What is the difference between the two houses?
- What would you do if you have open space in front of your house like Lakshmi's house?

7. Sita grows plants in her house. She keeps the house clean. Tick "√" the things you do at your home.

- I grow plants at my home. ( )
- I water them every day. ( )
- I take care that no branches and leaves are plucked. ( )
- I clean the surroundings of the plants. ( )
- I remove dried, fallen leaves. ( )
- I would pickout the fallen leaves and clear the ground. ( )
- I have adopted some plants at my school. Now I am growing them carefully. ( )

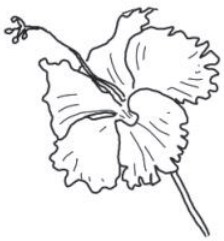
8. The houses should have plants because .....



Draw and Colour the pictures.

1. Draw and colour the pictures given below.





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2. Draw the picture of the tallest tree in your area. Colour it. Write about it .



Information Skills - Project work

1. Name the plants/trees of your surroundings. Write their names if you know? Find and write the name of trees/plants that you do not know.

2. Write down the names of the trees that give us flowers, fruits, shade and wood.

Plants that give us flowers	Trees that give us fruits	Trees that give us shade	Trees that give us wood
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....



Appreciation

1. How do you feel if any one plucks the plant that you planted during Haritha Haaram ? What do you do then ?

2. Many plants are there in Salima's school. You know that she takes care and waters the plants during holidays also. You also plant a sapling at your school or adopt one plant and water it regularly. Observe and tell what happened after one month.



Ask a Question

1. Akhila wanted to know about water plants. She went to a nearby pond. She met gardener Ramaiah there. She asked him questions about water plants. What questions she might have asked? Write down the questions. Write down the answers that Ramaiah might have given.



I can do this



1.	I can tell which trees grow taller and which trees grow shorter.	Yes/No
2.	I can tell the uses of trees.	Yes/No
3.	I can explain about water plants and desert plants.	Yes/No
4.	I can draw and colour the pictures of flowers, plants and trees.	Yes/No
5.	I can ask questions about plants and trees.	Yes/No

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6. FRIENDLY LEAVES



There are many trees and plants around us. They are different and have different kinds of leaves. Have you seen the leaf of a banana tree? How big it is! People eat on it. Have you seen leaves of tamarind tree? How small they are! Have you seen leaves of coconut tree? Think. How do they look? There are different types of leaves in the picture. Can you identify them?

- Tell and write the names of the leaves in the picture.
- Do they all look alike? What are the differences?

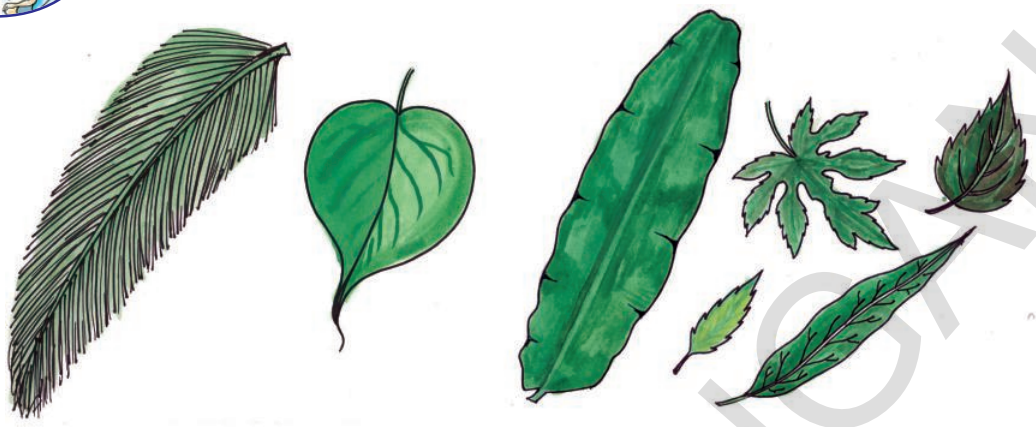
All leaves don't look alike. Some are big and the others are small. The edges and tips are also different.

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Look at the leaves given below. Observe the edges and tips of the leaves.



Generally, some leaves have smooth edges and others have (rough) edges touch and see. Some leaves have sharp tips and others have rounded tip. Say about some other leaves.



Collect some leaves. Touch their surface. How did you feel? Are they soft or rough? Observe and write in the table.

Names of soft surface leaves	Names of rough surface leaves



Colourful Leaves

There are different crotons in Yousuf's house. They are in different colours. Ramu who came to Yousuf's house saw the different coloured leaves and was surprised. Ramu observed the leaves of a mango tree. He found that the new leaves were light red in colour, old leaves were dark green in colour and the leaves about to fall were yellow in colour. Have you ever seen different coloured leaves? say about them.



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Take any leaf and observe its colour, shape, tip and surface. How do you feel when you touch it? Is it rough or smooth? Smell it. How was it. Observe the tips? How are they?

Now collect some other leaves. Fill in the table.



Do you know?

Leaves of the trees such as almond, mango etc. young leaves are maroon in colour and they become green when they mature.

Name of the leaf	Colour of new leaves	Colour of old leaves	Colour of fallen leaves	Shape of tip	Top surface	Bottom surface	smell



Shedding of leaves

There is a big tree in Robert's school. All children play under the shade of the tree during holidays. Robert observed that the tree was losing its leaves. Robert was worried on seeing the tree without leaves one day. He began to think, "When would the leaves grow again?"

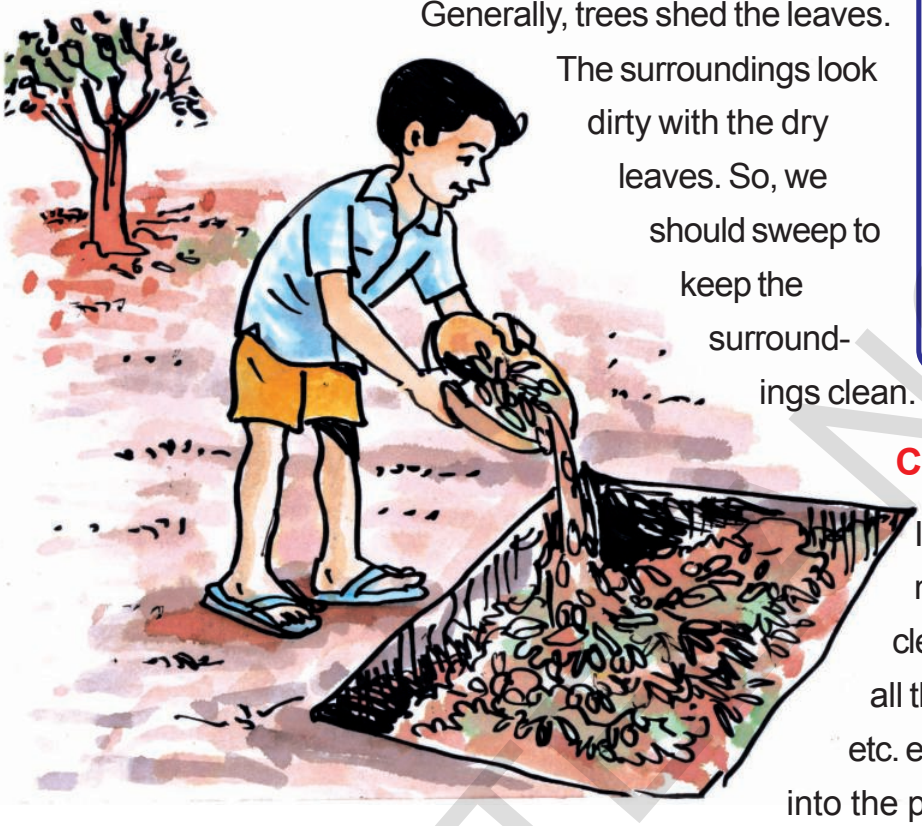
- Observe and tell which trees shed their leaves?
- When do the trees start shedding leaves?
- What happens to the leaves which fall off?
- When do the trees get new leaves?

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What should be done with the fallen leaves?



Generally, trees shed the leaves. The surroundings look dirty with the dry leaves. So, we should sweep to keep the surroundings clean.

Do you know?

The smoke that comes out due to burning of the leaves fallen is injurious to health. Instead of burning, the fallen leaves should be dumped into a Compost pit. Don't burn them.

Compost pit :

In Robert's school the members of the school cleaning committee sweep all the dry leaves and paper etc. every day and throw them into the pit. In the same way the left over food collected after mid day meals is also thrown into the pit later they cover the pit with soil. Do you know, why they do this? After a few days they decay and becomes a good fertilizer. This is used for the plants of the school garden.

What do you do with fallen leaves in your school ?



Leaves as Food:

When Robert returned home after school, he smelt curry being cooked in the kitchen. When curry leaves and coriander leaves are added to food, it gives good taste and smell.

Tell and write the names of the leaves that have good smell.

We use different leaves which give food good smell and taste. Leafy vegetables are good for health as they provide vitamins. Some leafy vegetables are cooked and eaten. They must be thoroughly washed before cooking.

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Observe the pictures given below. Name the leaves. How do we use them? Name the dishes in which you can use them.















Tell and write the names of some other leafy vegetables you know.

....

....

....

Let's play and identify the leaves



Collect the leaves of Coriander(dhania), Mint (pudina), eucalyptus (neelagiri), tamarind (chintha), Lemon (Nimma), neem (vepa) and tulasi.

Cover the eyes of one student with hand kerchief.

Give any leaf to him/her. Ask him/her to identify the leaf either by smelling or tasting it. Find out, who identifies more number of leaves.



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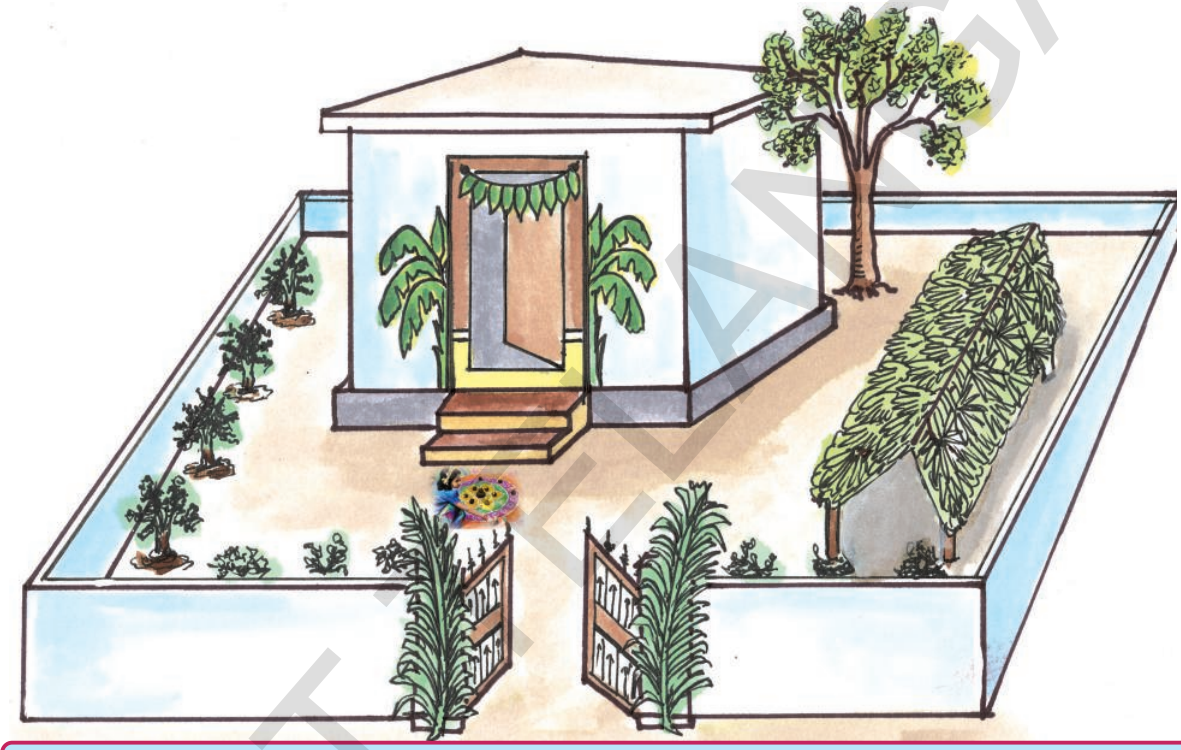


Decorating with leaves

You have learnt about different shapes, colours, tastes and smells of leaves.

Do you know on what occasions houses are decorated with leaves? Have you ever decorated your house with leaves?

The picture given below shows how Kamala has decorated her house for the festival.



Which leaves are used to decorate the house in the above picture?

What type of leaves do you use to decorate your house during festivals?

When do you decorate your school with leaves? Which leaves do you use?

Generally, houses are decorated with the leaves of mango, coconut and banana during festivals, marriages and fairs(jathara). Such decoration with leaves makes the house look beautiful.



Colours with leaves:



It was Harika's birthday. She wore a new dress. She applied henna (gorintaku) on her hands and fingers. She showed the beautiful designs of henna on her hands to all the children in the school. Everyone appreciated it.

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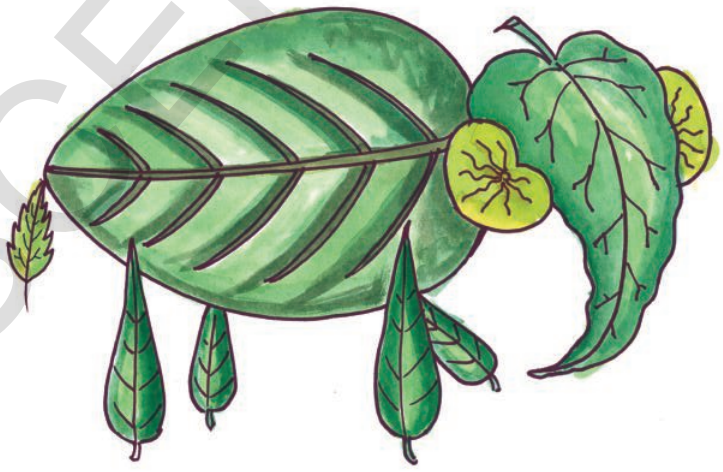
Draw a henna (mehandi) design in your notebook. Ask your teacher/ family member about other plants that give colour naturally and list them.

Shapes with leaves



You know that leaves are used for decoration! We can also make different shapes with leaves. Robert collected all the dry leaves from the school ground. He pasted them on a white paper and made a picture. All children saw the diffrent shape made by Robert and appreciated him. Let us see the shapes made by the Robert?





Now collect leaves and give them the shapes of different animals and birds. Show them to your classmates and friends. Exhibit them on the school Bulletin Board.

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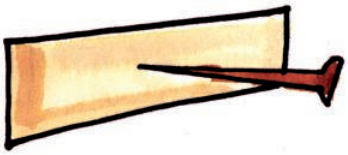


Playing with leaves:

Harika saw Robert playing with wind mill. "Where did you buy it?" She asked. "No, I made it myself," replied Robert. "Teach me too," requested Harika. How did Robert make the wind mill? Let's see.

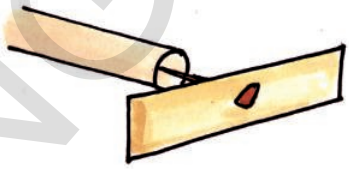
1) Take a dried palm leaf and cut it to the length of your finger.





2) Pierce a thorn or a nail to the piece of palm leaf.

3) Pierce the leaf to a soft twig or straw of millet. (choppa bendu)



4) Now run holding it and see how it swirls like a fan!



Discuss with your friends and make different toys with leaves.



Key words

1. Tips	2. Edges	3. Rough surface
4. Smooth surface	5. New leaves	6. Compost pit
7. Fertilizer	9. Dry leaves	10. Decoration

What have we learnt?

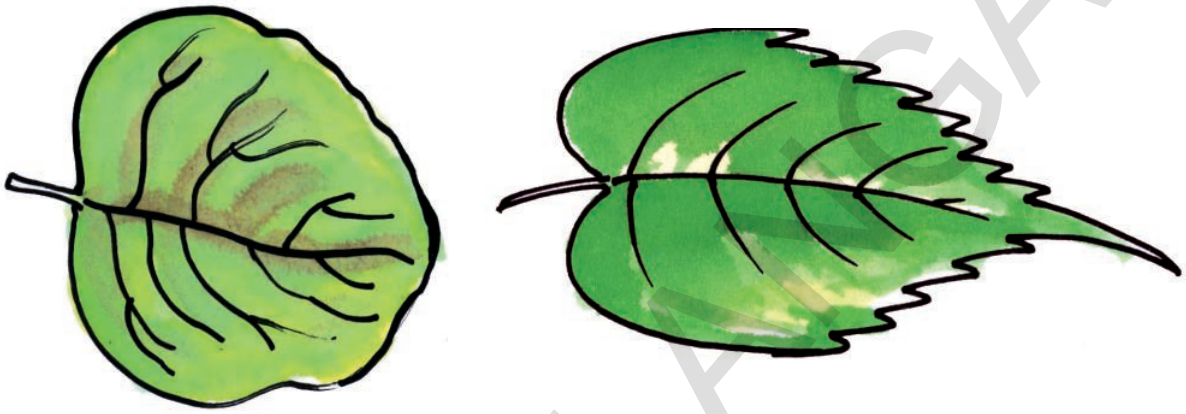
- Leaves are of different shapes and sizes. rough. Some are soft and are rough Some have saw (rough) edge and some have smooth edges. Some have sharp tips and some have round tips. Some are big and some are small.
- Generally, young leaves are light red, old leaves dark green and dried leaves are yellow in colour.
- Leafy vegetables like curry leaf, coriander, spinach and others are good for health. Leafy vegetables should be washed thoroughly before cooking.
- The leaves of banana and mango are used for decoration. Henna (mehandi) is used to decorate hands.
- We should not burn dry leaves. They should be thrown into the compost pit and covered with soil.

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DO THIS

Conceptual Understanding

1. Name some saw (rough) edged leaves.
2. Write down the similarities and differences between the leaves of hibiscus and lotus.



3. Give four examples of leaves which are used as food.
4. Find out the names of leaves hidden in the table below.

C	U	R	R	Y	L	E	A	F
O	T	A	M	A	R	I	N	D
R	R	R	A	C	T	D	D	M
I	B	A	N	O	U	X	O	E
A	A	R	G	C	L	X	O	N
N	N	A	O	O	A	X	O	T
D	A	R	X	N	S	E	M	H
E	N	A	X	U	I	X	H	O
R	A	X	X	T	X	X	J	L

- Which leaves in the above table can be identified by smell?
- Which leaves in the above table are used for decoration?

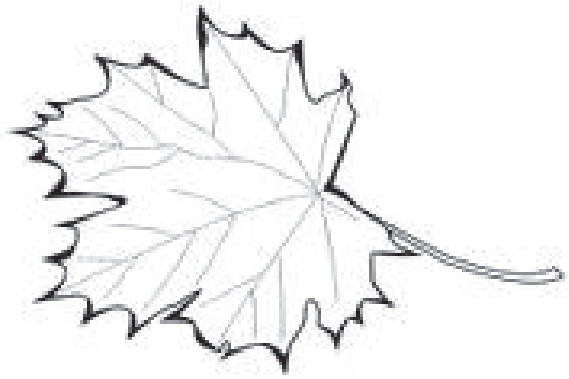
5. Write the names and uses of some leaves you know.
6. What should be done with fallen leaves?

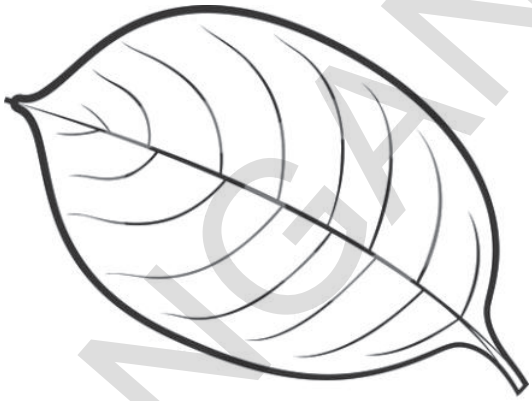
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Draw and Colour the pictures.

1. Draw the pictures of any two leaves that you like. Write their names.
2. Draw and colour the pictures given below.





Information Skills - Project work.

1. Collect information on leafy vegetables that were cooked in your friends' houses for the last two days. Fill the table with the particulars.

Sl.No.	Name of the friend	Name of the leafy vegetable	Food Item cooked

- How many of them cooked leafy vegetables in their houses?
- What type of leafy vegetables are cooked in more number of houses?

2. Make different shapes with leaves. Paste them on a chart. Exhibit it in the class.
3. Collect some leaves and keep them in your note book. Remove them after a week. Paste them on a chart. Exhibit it in the class.

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Do it and discuss what you saw.

1. Grind hibiscuss (mandara) leaves and apply to the left hand. Grind henna (mehandi) and apply to the right hand. Leave it on for two hours and say what happened.
2. Keep any leaf in an old note book for fifteen days. Write down the changes you observe.
3. Collect different types of leaves of your surroundings and put them in hot water. After some time take out and observe. What changes did you observe?



Appreciation.

1. Who made good picture with leaves in your class? What pictures did they make? Why did you feel that they are good?
2. What do you do with fallen leaves at your home/school?



Ask a Question.

1. Harini came to Neeraja's residence. She saw leaves of different plants. She was surprised to see some leaves. She enquired Neeraja about them. What questions might Harini have asked Neeraja? Write down those questions. What answers might Neeraja have given?



I can do this



1.	I can classify the leaves on the basis of edges and tips.	Yes/No
2.	I can explain the uses of leaves.	Yes/No
3.	I can draw leaves of different shapes.	Yes/No
4.	I can ask questions about leaves.	Yes/No
5.	I can collect and tabulate information on leaves.	Yes/No
6.	Eating leafy vegetables is good for health. I eat leafy vegetables regularly.	Yes/No



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7. THE FOOD WE EAT



Ravi has not been attending the school for the last two days. He came to school today. During lunch time, Ramu, Mary, Roja came to Ravi.



Roja : Ravi! Why you have n't come to school for the last two days?

Ravi : I went to Nalgonda to attend my uncle's wedding. That is why I didn't come.



Mary : Oh! Uncle's Wedding! Wow! Did it go well?

Ravi : Yes! It went on well. They served yummy food in morning, noon and at night with variety of dishes.

Ramu : What didyou eat in the wedding ?

Ravi : I ate many varities of dishes.





Fill in the table with what dishes Ravi might have eaten in the marriage.

Morning	Afternoon	Evening	Night

Do we eat the kind of food eaten at wedding / parties at home too? Why / Why not?

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What kind of food do you eat at home everyday? Fill in the table given below

Morning	Afternoon	Evening	Night

You wrote about the food you eat everyday.

Ask your friends and fill in the table about the food they eat daily.

Name of the friend	Morning	Afternoon	Night

What do most of them eat in morning, afternoon and at night.

Why should we eat food?

Ravi woke up late. He took a bath hurriedly and rushed to school. As he was getting late, he went to school without having breakfast. How Ravi would have felt in the school?

Have you ever attended school without eating food?
How did you feel then?

Do you know why we eat food? Every day, we do many types of work. We walk, play, run, fetch water and so on. We need energy to do all these and for that we need food.



Where does our food come from?

Do you know where does the food we eat come from? We get vegetables and fruits from plants. Similarly, we get milk, eggs and meat from animals.

Look at the pictures in the next page. Say what they are. Circle the things that come from animals. Tick '✓' the things that come from plants.



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What are the things that come from plants? What are the things that come from animals?























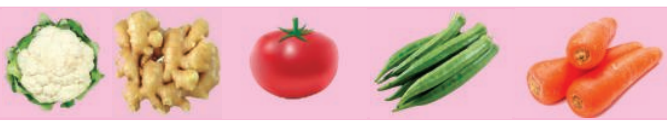








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Ravi's mother served him egg curry. Ravi asked his mother how is egg curry prepared. His mother said that it was prepared using eggs, green chillies, oil, turmeric, onions and tomatoes. These eggs come from hens and chillies, turmeric, onions, tomatoes come from plants. Observe the names of the food items given below. Tick '√' the proper places where it comes from.

Food Item	From animals	From plants	From both
Rice		√	
Chicken biryani			√
Dal			
Sambar			
Omlette			
Bitter gourd			
Potato fry			
Ghee			
Cake			
Bread			
Curd			
Milk			
Raita (Perugu Pachadi)			
Mango pickle			
Fish Soup			
Chicken Kabaab			

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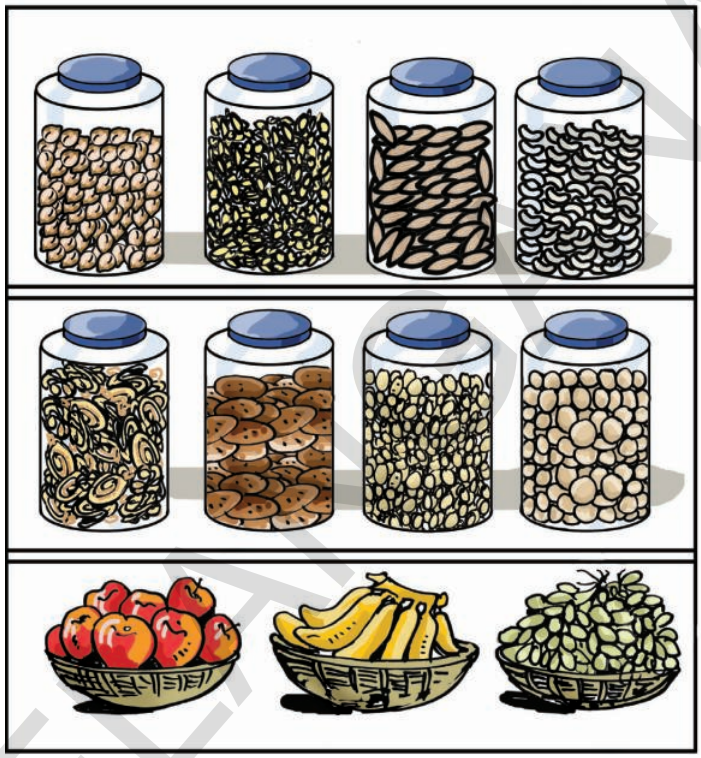


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Why do we eat cooked food?

You have learnt from where the food comes. Now let's learn about cooked and uncooked food. Mary came home from school in the evening. Her friends Roja, Ravi and Ramu also came with her. She asked her mother to give something to eat. Her Mother told them to take the snacks from the kitchen cupboard.



Name the snacks Mary might have seen in the cupboard. Which one Mary might have choosen?

Food items seen	Food items eaten	Food they lilke



Every day we eat different food items like rice, dal, curry, green gram, milk, ground nut etc; of these some are eaten cooked and others are eaten raw.

Fill in the table with the food items that you eat cooked or raw.

Cooked Food	Raw Food	either cooked or raw

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We cook and eat certain food items. While some are eaten raw. Think why some food items should be eaten only after cooking them.

Food becomes soft and tasty when we cook. Cooked food is easily digestable. A few items of food are not digested without cooking. So food items should be cooked and eaten. Nutrients are lost, if the food items are over cooked.



Which utensils are used to cook?

We need cooking utensils to cook food in. What cooking utensils are used in your house?

Observe the picture given below. Different cooking utensils are hidden in the picture. Fill the dotted vessel with the colour you like. Name the utensils seen.

Which cooking utensils are seen? Name them. What do we do with them?



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Some of the cooking utensils seen in the above picture would be there in your house also. Write their names in the table.

Name of the cooking utensil	used for

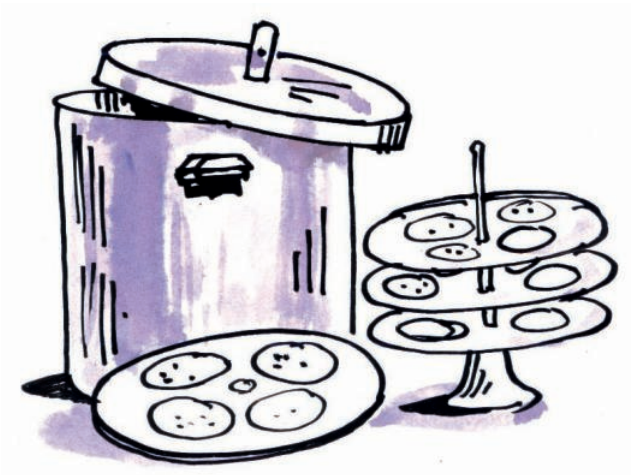


Identify cooking utensils given below? What items can be cooked using them? Find out and tell to your class.









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Are all the food items cooked in the same way?

Nikhil went into the kitchen. His father was cutting brinjal and putting the cut pieces into a bowl of water. "What are you going to make with brinjal, dad?" asked Nikhil. Father replied that he was cooking brinjal curry. Nikhil gave tomatoes and green chilly to his father. His father asked him to wash the vegetables. Father prepared the curry by adding tomatoes, chilles and coriander leaves. Think, how Nikhil's father made brinjal curry.

Findout and discuss how brinjal curry is made in other houses.

All food items are not cooked in the same way. The cooking methods are different for different food items. Observe the food items given below. Find out and tell how are they cooked.











The food items like rice and dal are boiled. Snacks like bajji and samosa are fried in oil. Corn, chapati and meat are heated on burning coal. Idlies are cooked on steam. Mango pickle, raita are prepared raw without heating. Different food items are prepared in various methods. Find out how various food items are prepared in your house.

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Do you know?





- All vegetables should be cooked only after washing thoroughly.
- Nutrients are lost if vegetables are washed after chopping.
- Rice should not be washed a lot before cooking.
- Water should not be thrown after the rice is cooked. If we do this all nutrients would be lost.
- Our everyday meals should contain pulses and leafy vegetables.
- Vegetables should not be over cooked.
- Carrots, beetroot, raddish, cucumber, onion, coriander leaves, Mint (pudina) etc. can be eaten raw.

Key words

1. Food
2. Cooked food
3. Uncooked food
4 Digestion
5. Cooking utensils
6. Nutrients

What have we learnt?

- Food gives us energy.
- We get food from plants and animals.
- We eat some food items cooked while some are eaten raw.
- Food gets tastier when it is cooked. Cooked food is easily digested.
- All the food items are not cooked in the same manner.
- All food items are not cooked in the same way. The food items are cooked either by heating, boiling or frying. Different cooking utensils are required to cook food.
- Nowadays cookers, ovens etc., are being used for cooking.
- Vegetables should be washed thoroughly before cooking.

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DO THIS



Conceptual Understanding

1. What would happen if we do not eat food?
2. Give examples of the food items eaten raw.
3. Fill the table by classifying the following.

   Poori, sapota, dates, eggs, chicken, lady's finger, fish, almond, sugarcane, brinjal, orange, payasam (Kheer), lemon juice, mango, kanda gadda (tapioca), bachchali, spinach, coriander, cashewnut, red chilly, banana, guava, watermelon, potato, onion, sweet potato (Ganusu gadda)

Eaten after being cooked	Eaten raw

4. Which food items are eaten both, cooked and raw?
5. Name the food items prepared with rice and wheat.
6. List out the cooking utensils in your house?



Draw and Colour the pictures

1. Which cooking utensils are used at your home? Draw the utensil used to make curries and bajjies?
2. Draw and colour the pictures of fruits you like the most.

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Information Skills - Project work

1. Ask any three of your friends and collect the information on what food items did they eat yesterday morning, noon and night. Fill the table with the particulars.

Sl.No.	Name of the friend	Food items eaten in the morning	Food items eaten in the afternoon	Food items eaten at night

- What were the common food items eaten by all?
- Which food item was eaten by the most at night?
- How many did not eat in the morning?

2. Observe how the food items rice/dal/curry…. are cooked at your home. Write the procedure on a chart and exhibit it in the classroom.



Ask a Question.

1. Mary visited Rajani's house. She saw Rajani's mother cooking. Mary asked different questions to Rajani's mother about cooking. What questions she might have asked? Rajani's mother gave different suggestions regarding vegetables. What suggestions she might have given?



I can do this



1.	I can explain the need for taking food.	Yes/No
2.	I can classify the food items into cooked and raw food.	Yes/No
3.	I can draw the pictures of different cooking utensils and vegetables.	Yes/No
4.	I can explain the process of cooking.	Yes/No
5.	I can explain how food can be cooked without the loss of nutrients.	Yes/No
6.	I can ask questions about food items.	Yes/No

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8. FOOD HABITS



All children went on a picnic to Hyderabad during Dussera holidays. They made friends with the children who came from different places. They watched different animals in the zoo. All gathered at a place in the afternoon. They began eating the food they brought from homes. Let's see what they are eating....

I am Prasad. I am from Nizamabad. I am eating rotis made from millets. Do you know why? Millets are grown in our village. That is why most of the people in our village eat only rotis in the morning and at night.

Hello! My name is Satyam. I am from Karimnagar. I am eating rice. Paddy is grown in our village. So, many people of our village eat rice.

Hi! I am Manjula I come from Mahaboobnagar Dist. I am eating fish curry with rice. My village is near the Krishna river. So, fish are available in plenty for us. I like to eat fish curry.

Hello! My name is Venkatesh. I am from Vikarabad. I am drinking ambali (Porridge). We grow ragi in our village. All the members in my family like ambali.

You have seen which food different people are eating.

What do the people of your village/city eat?

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People who live in hilly regions and forests in our state eat different roots and fruits like guava, Jamun, amla etc, available in their region. Their food habits depend on the crops grown and the food items available in their region.

Cholam (Jowar-Jonna) mostly grown in Rajasthan. People there eat rotis made with jowar (jonna). Similarly, rotis and pooris are eaten in many other states like Delhi, Gujarat, Madhya Pradesh and Bihar. Whereas, Rice is eaten in the southern states like Tamilnadu, Karnataka and Andhra Pradesh, Kerala and Telangana people eat rice.

Each region has different food habits. Different kinds of food items are cooked and eaten on different occasions. Many varieties of dishes are cooked during marriages, festivals, birthdays, local fairs (Jatara) etc.

Fill in the table with the food items that are eaten on various occasions.

Festivals / special occasions (marriages/birthdays)	Types of food items prepared

Ask your friends and write down what food items they prepare & eat.



After lunch all began observing the animals at zoo.

Sarath: Sujatha! Look at those pigeons. They are eating grains.

Sujatha : Yes, all pigeons have gathered at one place to eat.



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Raghu : Hey! Ali look at that elephant. What is it eating?

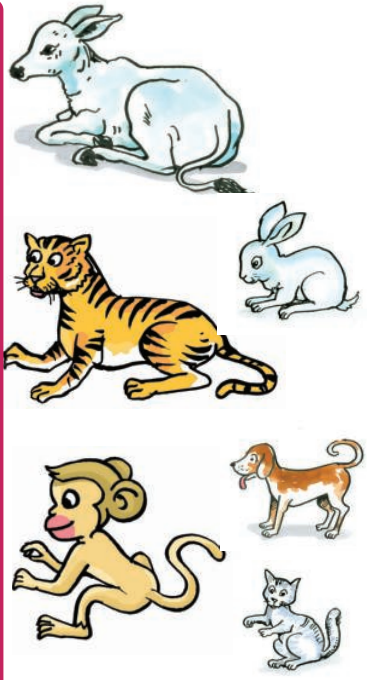
Ali : Oh! God! The elephant is eating sugarcane hurriedly at a time with its trunk. Let's go and watch the other animals.



Write down the types of food eaten by the different animals you know.



Name of animal/bird	Type of food eaten
Cow	Grass



Different animals and birds live around us. They also need food like us. All animals don't eat the same kind of food. They have different food habits. They eat different foods like grains, plants, meat, honey, milk, etc.,

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Soni stays with her parents and brother. Shall we see how they take meals?



In Rangaiah's residence, their uncle also stays with them. Observe how they are taking their meals?



You have observed the above two pictures. Now, say how the people are eating at Soni's house? How the people are eating at Rangaiah's house?
Which is the better way of eating and why?
On what occasions does the family eat together? Why should we eat together?

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Relatives came to Soni's house for a festival. Meals were arranged for all at a time. Soni's father and brother served them. look at the picture given below.



When do many people eat together as in the above picture?

What kind of work do you do when many people eat together?

Generally, all the people including elders and children sit together and eat during marriages, birthday parties and festivals. This inculcates the value that "all are one and equal." It is good for the family to sit and eat together every day and share their happenings of the day.

Can everybody eat everything?

Mahesh brought roasted corn cob (mokkajonna kanki)while returning home from school. He tried to feed it to his brother in the cradle. His mother refused this as his brother was an infant and he could not eat it. Then he rushed to his grandfather to offer him the same. He also refused saying he could not eat it.

Why did mother say that corn should not be given to the baby brother?

Why did grandfather say that he cannot eat corn?

Who can eat corn in your house?

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Why some food items connot be eaten by infants and old people. Ask your elders and know what items do old people eat. What food items infants do eat? Fill the table with the particulars.

Persons	Food items they can eat	Food items they cannot eat
Infants		
Old people		
Others		

Infants don't have teeth. They can't chew the food. So, they are given either milk or soft food. People lose their teeth in old age. So, old people also cannot chew. They also eat soft food. In this way, food habits change according to age. As eating good food is important. At the same time, following good habits is also important. We should wash our hands and legs with soap before eating. We should not spill the food on the floor and waste it.

Key words

1. Eating together
2. Food items
3. Food habits
4. Washing hands and legs

What have we learnt?

- The food habits of a region depend on crops grown and the availability of food items.
- Special dishes are prepared during festivals and marriages.
- Animals and birds also need food. They have different kinds of food habits.
- All members of the family should eat together. This helps in the distribution of food items equally among all the members. We feel happy when we eat together.
- Food habits change according to age.
- We should wash our hands and legs with soap before eating.

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DO THIS



Conceptual Understanding

1. What are the common food items eaten mostly in your locality?
2. Give examples of grass eating animals and grains eating birds.
3. Food is valuable what should we do to avoid its wastage ?
4. Mention the differences between the food habits of a dog and a goat.
5. Why is it good to eat together?
6. Tick '✓' the healthy food habits you have from among the following:

- ♦ I wash my hands and legs before eating food. ☐
- ♦ I clean the plate before and after eating. ☐
- ♦ I would not throw and spill the food on the floor while eating. ☐
- ♦ I close the utensils which contain food items with lids. ☐
- ♦ I don't eat unhygienic and road side food. ☐
- ♦ I sit with everybody and we all eat together. ☐
- ♦ I don't waste food. ☐



Draw and Colour the pictures

1. Observe the pictures given below. Draw them. Write about them.



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Information Skills - Project work

1. Ask any five of your friends and know about the time they eat together at their home. Tick '✓' at the proper place.

Sl.No.	Name of the friend	When do they eat together?		
		Morning	Afternoon	Night

In whose houses are people eating together for more number of times? When do they eat together? And on what occasions?



Appreciation

1. Name the children who wash their hands and legs before eating in your class? Who eats without wasting food? Are they keeping the floor clean ? What would you do?



Ask a Question

1. Gopi brought a plate for lunch without washing his hands and legs. His friends advised him to wash his hands and legs first. Gopi questioned his friends. What questions Gopi might have asked? Are they right? If you were Gopi's friend. What would you tell him?



I can do this



1. I can explain that food habits differ for different regions.	Yes/No
2. I can explain the food habits of animals and birds.	Yes/No
3. I can explain the advantages of eating together.	Yes/No
4. I can prepare a table showing the details of food items.	Yes/No
5. I can practice and explain good food habits.	Yes/No
6. I can ask questions and explain food habits.	Yes/No

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9. OUR VILLAGE



Rangapuram is surrounded by small hills. A river flows nearby. The river is the only source of water to the village. The houses are side by side in the village. There is a water tank and water is provided through taps. The village is inhabited by different artisans. Now, let's observe at the picture of Rangapuram.



How can you say that the above picture represents a village?

Observe the above picture, and talk about it.

From the above picture what do you think a village is ?

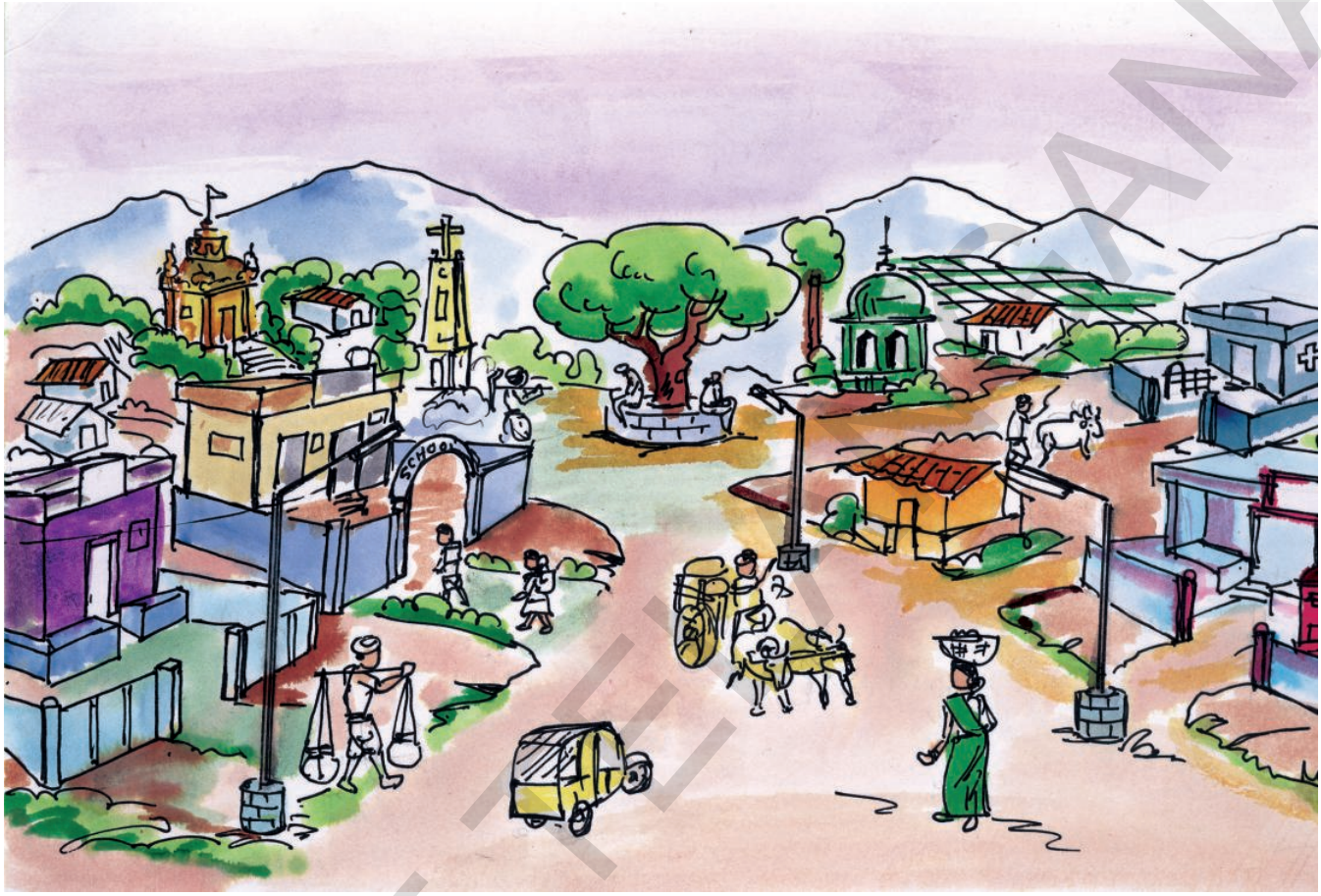


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You have seen how the village Rangapuram is in the picture. Observe the picture given below and say what else is there in Rangapuram?



Name the things which are there in Rangapuram village?

What else are there in your village?



In Rangapuram village there are streets, different types of houses, gram panchayat, veterinary hospital, school, primary health sub Centre, post and telegraph office, temple, mosque and church. Do you know about these institutions?



Gram panchayat office or Village Secretariat

This is Rangapuram's gram panchayat office. The members of gram panchayat do many works like supplying water, cleaning the drains and streets, maintaining street lights etc.

What kind of work do your gram panchayat does?

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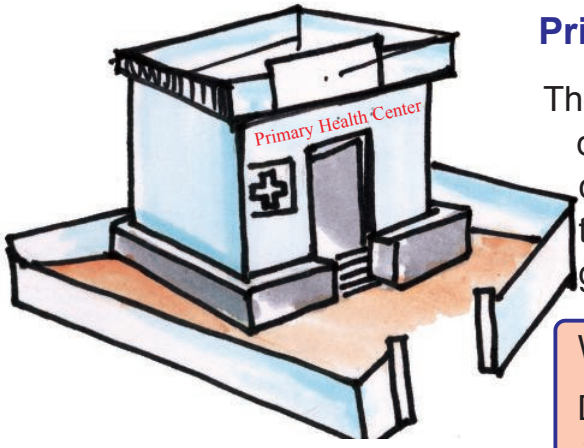
Post and Telegraph Office (Post Office)



This is post and telegraph office. We post the letters,save money, do life insurance etc. through this office.

Have you seen the post box of your village? What do you think would be posted in it?

What does the post man do? What is his name?



Primary Health Centre

There is a Primary Health Centre in the village with a doctor and few health workers. The health workers create awareness on health and hygiene among the villagers, conduct pulse polio programmes and give medicines to treat minor illnesses etc.

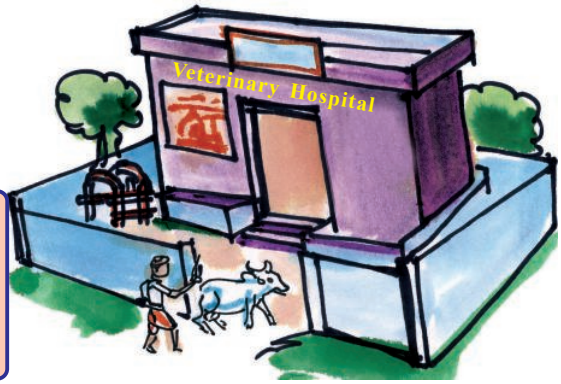
Who gives polio drops in your village?

Do you have health centre in your village?

What are the different kinds of work it does?

Veterinary Hospital

We go to hospital when we suffer from illness. In the same way the cattle is taken to the veterinary hospital.



Ask and write when the cattle is taken to hospital?

What happens if there is no

veterinary hospital in your village / locality?



Bank

There is a grameena bank in Rangapuram as the population of the village is high. People save their money in the bank. The bank gives loans to the villagers for their needs. They return the money to the bank in instalments.

Ask your elders and know what are the other uses of a bank?



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School

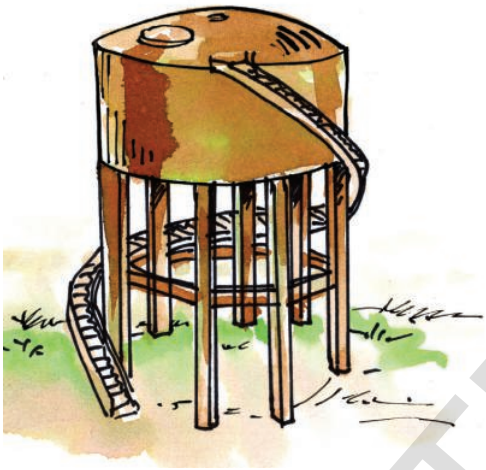


There is an upper primary school in Rangapuram. The students who complete their studies here, go to other village schools to continue their higher studies.

What happens if there is no school?

Where do your villagers go for higher studies?

Water tank



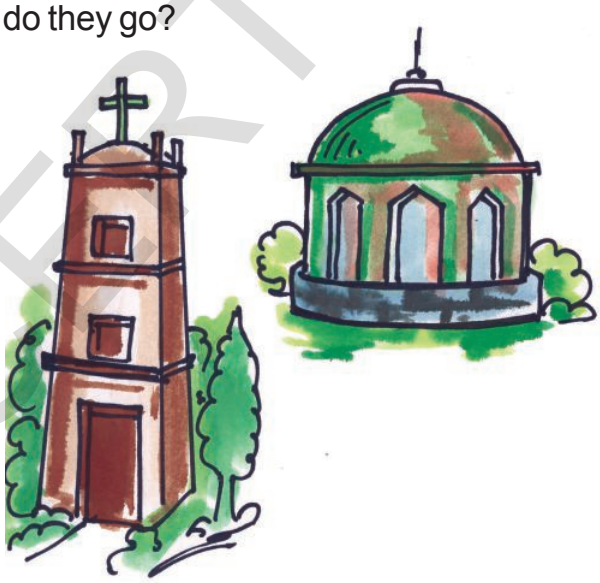
The water is pumped from the water tank to taps. The water tank is cleaned once a week.Chlorine is mixed with water to purify it. The purified water is released to the taps. We should see that water is not wasted through the taps. The village sarpanch should be informed about the leakages in pipes and about wastage of water.

From where do you bring water in your village?

What are the uses of a water tank?

Places of worship

Observe the pictures given below. What can you see? Who go to these places? When do they go?





What are the places of worship in your village? Who goes to these places? When do they go?

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Transport in Rangapuram Village

How do we travel to a village? Let us know the transport facilities of Rangapuram. Which vehicles are there in Rangapuram?

What kind of vehicles are there in Rangapuram as in the picture below :-



A bus comes to Rangapuram in the morning and evening. The villagers go to the nearby villages by an auto. The farmers use bullock-cart for the agricultural work. The students go by bus to other villages for higher studies.

Which vehicles come to your village?

Which vehicles do your villagers use for travelling?

Now you have known about the social institutions in a village and transport facilities of Rangapuram.



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Do you know what kind of work the people of Rangapuram do? Most of the villagers do agriculture. Some work as labourers. The others do different kinds of work. There are black smiths, potters and other professionals. Some villagers are well educated and work in offices. Some own small shops and do business. All the younger children study in their village school only. Older children go to other villages for higher studies. All the women in the village are educated. They also do some jobs and earn their livelihood.

What are the different kinds of work your village people do?

You have now learnt about the facilities in Rangapuram. All villages will not have many of these facilities. These facilities lead to village development.

Key words

1 Village	2. Gram panchayat	3. Bank
4. Veterinary hospital	5. Primary health sub centre	6. Postoffice
7. Health worker	8. Places of worship	9. Transport facilities
10. Social Institutions	1. Life insurance	12. Polio drops

What have we learnt?

- Generally, a village has Gram panchayat , bank, veterinary hospital, school, primary health centre, post office, temple, mosque, church.
- Gram panchayat does different kinds of work like cleaning of drains, maintaining street lights, clearing garbage, supplying water, etc.
- A village gets much needed help from a bank, post office, school, primary health centre, veterinary hospital, gram panchayat etc;
- Villages will have transport facilities. Different vehicles travel on the road every day.
- Different kinds of workers / artisans live in villages.

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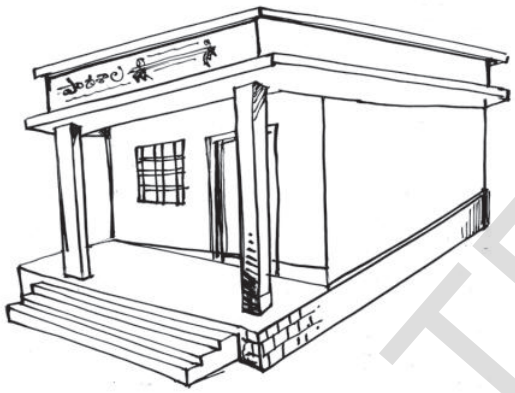
DO THIS

Conceptual Understanding

1. What are there in Rangapuram?
2. Name the places of worship in your village/Street.
3. What would happen if there was no school in your village?
4. What are the uses of a bank in a village?
5. Write the similarities and differences between a bank and a post office.

Draw and Colour the pictures

1. Draw and Colour the picture of the school given below.



Information Skills - Project work

1. Fill in the table with the institutions that are present in Rangapuram. Tick (✔) against the institutions which are present in your village also.

Sl.No.	Institutions in Rangapuram	Institutions in your village
1.		
2.		
3.		
4.		
5.		
6.		

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- ♦ Which institutions of Rangapuram are present in your village also?
- ♦ What is there in Rangapuram but not in your village?
- ♦ Which things are there in your village but not in Rangapuram?

3. Know about the names and services provided by the social institutions of your village. Fill in the table with the particulars pertaining to your village.

Sl.No.	Social Institution	Work they do



Appreciation

1. You have learnt the uses of a bank, post office, school, hospital etc. of a village. What are you thinking about their services.



Ask a Question

1. Chinnaiah went to Rangapuram. He wanted to know about Rangapuram. For this, he went to the school and met the teachers. He enquired about the village. What are the questions Chinnaiah might have asked? What are the answers teachers might have given?



I can do this



1.	I can explain what a village is.	Yes/No
2.	I can explain about the services given by the social institutions of a village.	Yes/No
3.	I have known the uses of social institutions of our village and I can use them.	Yes/No
4.	I can draw and colour the picture of a school.	Yes/No
5.	I can ask questions on a village	Yes/No

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10. DIFFERENT TYPES OF HOUSES



We all need houses to live in. We live in houses to protect ourselves from heat, cold,rain and dust. Birds and animals also build their house like us. Do all our houses look alike? One evening, Santosh and Sarala were coming home along with their parents from their field. Sarala and Santosh climbed a hill which was at the road side. They looked at the houses of the village. Let's watch what type of houses were there and how did they look like!





Do all the houses look alike? What different kinds of houses are there? Are they close by? Or are they far away from one another?

You have learnt about the houses in Sarala's village. You have seen that the houses in the village are side by side. Do the houses in your village appear in the same manner? What are different kinds of houses in your village? What are the use of houses built one beside the other in a village?



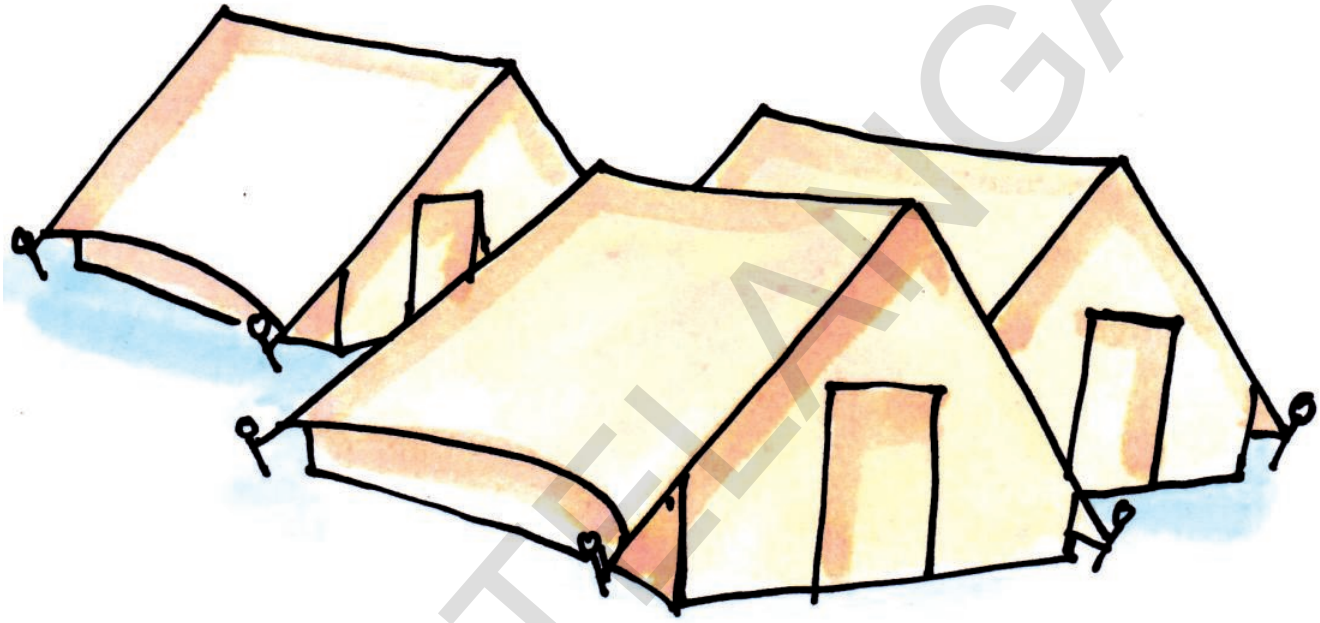
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Temporary Residences:

Santosh came to school. He was looking very dull. Joseph asked him the reason for his dullness. “Our huts fell down because of strong winds and heavy rains last night,” replied Santosh. “Where are you staying now?” Asked Joseph. “They provided tents for us outside the town,” replied Santosh. Have you ever seen tents? Where did you see them? Why are the tents laid? Think...



People who migrate, circus troops arrange temporary residences. Whenever floods, cyclone, earth quakes, and tsunamis and fire accidents occur temporary shelters are provided to the victims.

Santosh went to Hyderabad to attend his uncle’s marriage. He saw large pipes beside the road. He was surprised when he saw some people residing in them. Do people reside in the pipes also!” he thought. “Why are they residing in the pipes?” He questioned his uncle. Think….What his uncle might have told him?



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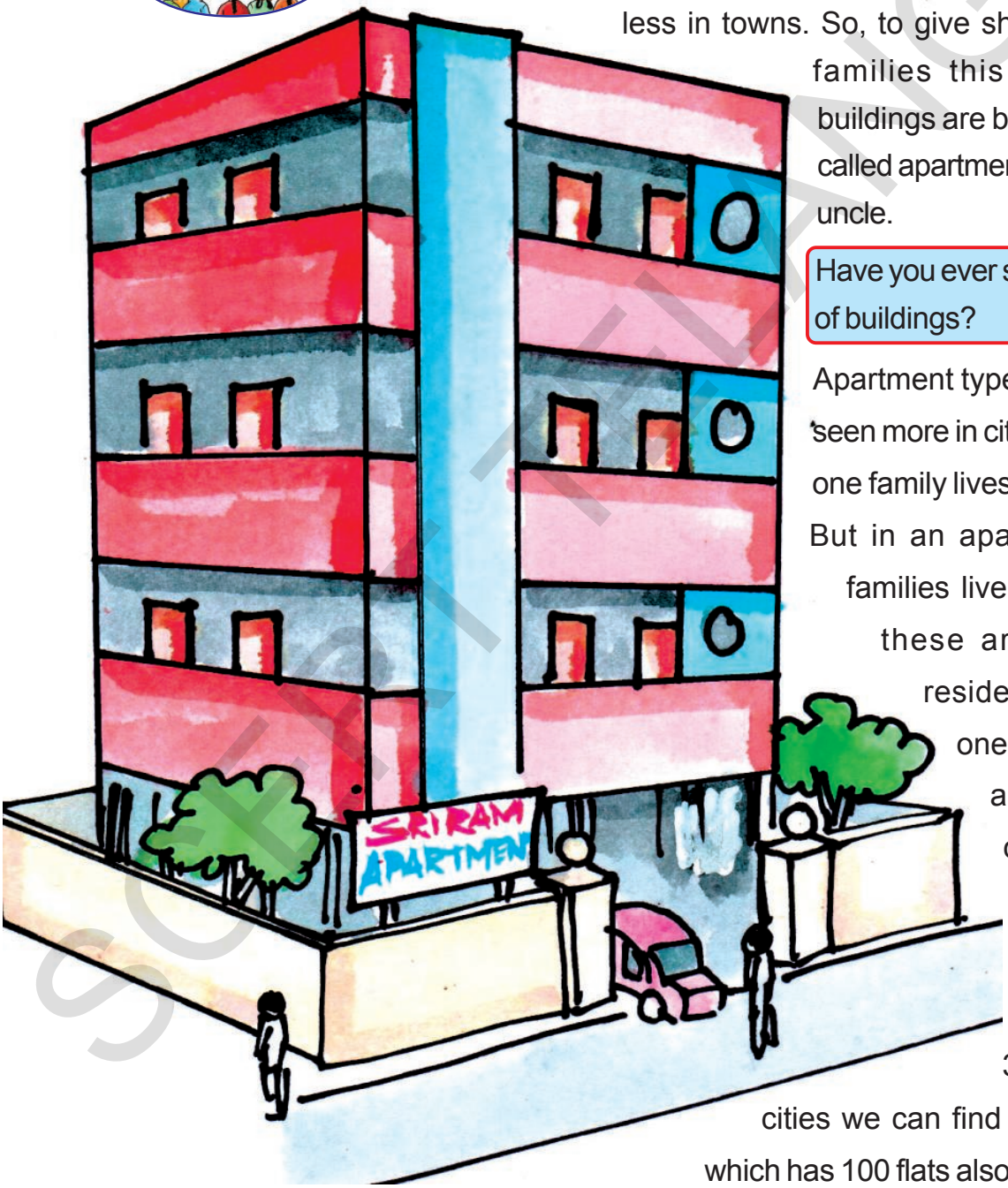
Which facilities will not be available to the people who reside in pipes and tents?

Think and write. What difficulties do they face?

During droughts and when there is no work in the village, some people migrate to towns for livelihood. These people, start living in tents, huts and pipes temporarily, when they don't find houses.



Santosh saw a big building in the town. "Oh god, What a big building! Who resides in this?" he questioned his uncle. Open space is very less in towns. So, to give shelter to many families this type of big buildings are built. These are called apartments," replied his uncle.



Have you ever seen this type of buildings?

Apartment type of housing is seen more in cities. Generally, one family lives in one house. But in an apartment many families live together. So, these are built. The residence in which one family lives in an apartment is called a flat.

Each apartment has nearly 10 to 30 flats. In big cities we can find an apartment which has 100 flats also.

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You know that people live in tents, pipes, apartments etc., Observe the picture given below. Say, which type of house is yours?



Do you know what type of houses your friends are residing in? Ask your friends about them. Fill in the table with the particulars.

Name of the friend	Type of house
1	
2	
3	
4	
5	

Your friends also prepared the table. Ask them and know how many are residing in similar types of houses? What type of houses most of your friends live in?

Do you know?



This house is built with wood. We can find it in earth quake zones.



This is a boat house. We can find it in Kerala and Kashmir.



This is an Igloo. We can find it in cold regions. This is built with ice.

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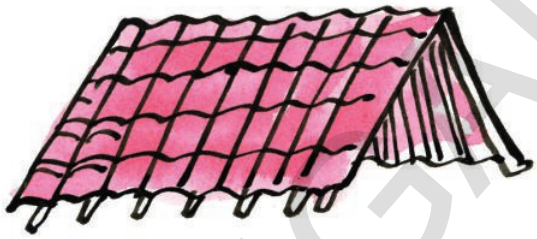


Roofs of houses

You know about houses.

Do you know about the roofs of the houses? The top portion of a house is called roof. Observe the pictures of various types of roofs given below.









Do all the roofs look alike? Some are slanting. The others are flat. How are the roofs of your village/street? What type of roofs are seen mostly in your village?

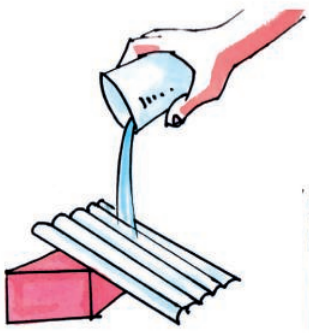
Do you know? why the roofs are slanting?



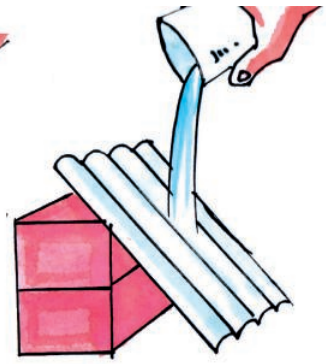
Take three iron sheets or slates or pieces of card board. Place one sheet on the floor. Keep the second sheet on the brick as shown in the picture. Keep the third sheet slanting on two bricks placed one above the other. Which one slants more?



Sheet placed on the floor



Sheet placed against a brick



Sheet placed against two bricks

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Take a glass of water. Pour water on the first, second and third sheet. Observe and tell from which sheet water flows down quickly?

Give reason.

If the roofs are slanting the water slides and flows down quickly. Hence, the roofs are built slanting. Due to this the water does not stagnate but comes down quickly during rainy season.

The roofs of some of the cemented buildings are not slanting. Then how does the water come down in the buildings?

Though the roofs of buildings and apartments look flat they do have slight slant. Arrangements are made for the water to go down from a corner. From there the water goes down through pipes.

We live in different types of houses. They are tiled houses, thatched huts, houses with sheeted roofs ; buildings etc; these are permanent houses. Some people live in temporary houses like tents, pipes etc; Apartments are there in cities. Similarly, in certain areas houses are being built according to the needs.

Key words

1.	Types of houses	2. Migrating people	3. Apartment
4.	Flat	5. Roof	6. slant roof
7.	Igloo	8. Boat house	9. Temporary residence

What have we learnt?

- Houses are different types like huts, tiled houses, sheeted houses,buildings and apartments.
- Temporary residences are arranged at the time of floods, cyclones. Migrating people live in temporary residence like tents.
- As cities have apartments other areas have wooden houses, boat houses and Igloos.
- When the roofs are slanting the rain water flows down quickly.

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DO THIS

Conceptual Understanding

1. Which of the following houses are temporary houses? And why?

   Tents, apartments, sheeted house, pipes.

2. Mention any four types of houses in your surroundings.

3. Why are the roofs of houses slanting?

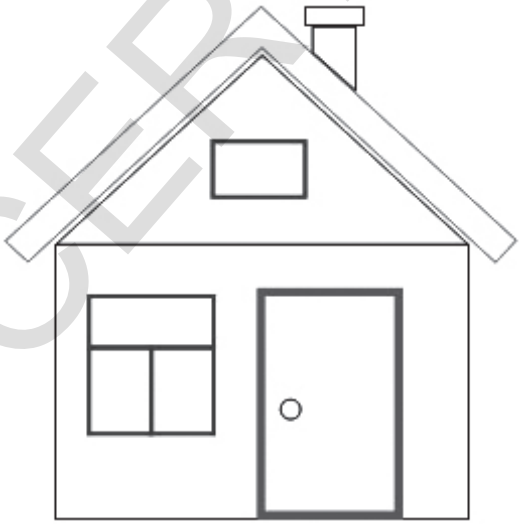
4. Tell and Write the differences and similarities between the houses given below.





Draw and Colour the pictures

1. Draw and Colour the picture given below.



2. Draw and Colour the picture of your house. Write about your house.

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Information Skills - Project work

1. Observe the roofs of the houses in your surroundings. Fill in the table with the particulars of the roofs.

Sl.No.	Type of house	Type of roof	
		Slanting roof	Flat roof
1.			
2.			
3.			
4.			
5.			
6.			

1. What type of houses are more in number?
2. Observe and tell about the roofs of the houses.

2. Make a model of a house using paper, pieces of card boards, match sticks and grass.



Appreciation

1. What help can be given to the people who live in tents and pipes? How would you help them?



Ask a Question

1. Santhosh has seen the people residing in apartments and pipes. Joseph asked his uncle different questions about them. What he might have asked? What questions would you ask?



I can do this



1.	I can explain about different kinds of houses.	Yes/No
2.	I can tell the differences between slanting roofs and flat roofs.	Yes/No
3.	I can draw and colour pictures of different types of houses.	Yes/No
4.	I can collect and tabulate the information about the houses.	Yes/No
5.	I can ask questions about different types of houses.	Yes/No

SCERT TELANGANA



11. CLEAN HOUSE IS THE BEAUTIFUL HOUSE



One day Rangaiah went to the village, 'Indravelli' with his son, Murali to meet his friend Kesav. It was a tribal village. Rangaiah knew many of the villagers. He greeted everyone on the way and reached Kesav's house. This is Kesav uncle's house. Shall we see how Kesav's house is!



How nice uncle's house is! Why did Murali say so?

What do you see on the walls of the house?

Does your house look like this same? How is it different?

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Rangaiah and Murali returned to their village after four days. Murali made good friendship with the new comer Jahangir in the class.



Jahangir took Murali to his house. Seeing the flower plants in front of the house Murali said, “they are beautiful.” Jahangir told Murali that they have many plants around their house.



What are the things you see in front of Jahangir’s house?

Where are the shoes kept?

Jahangir and Murali both went inside. Murali felt happy on seeing Jahangir’s house. He said, “your house is very nice.” Why do you think Murali said so?



Where and how are the books kept?

Where are the clothes?

How are the walls of the house?

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Murali went to his friend Vijay's house with his sister Saritha on sunday. Observe the picture of Vijay's house given below.



They found plastic covers and waste paper in front of Vijay's house. Murali and Saritha went inside. Vijay's house can be seen in this picture.



You have seen Vijay's house. Is this the way a house should be? Think ……

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What should be removed from the front of Vijaya's house? Tell and Write.

How can we keep the front yard of our house clean?

Where are the shoes kept? How can we arrange them?

Why are the mosquitoes and house flies in the house?

Where are the clothes? How should you arrange the clothes?

How are the books and toys? How will you arrange and keep them in the right place?

Which house do you like? Jahangir's or Vijay's? Why?



Murali's family went to a relative's marriage to a village. They returned home after one week. Their small house has only one room. When they came back they found the front of the house dirty due to the wind and dust. They also found dust on the floor. They swept the room with a broom stick and the trash was taken out and thrown into the dust bin. All started cleaning the house together. Murali and Saritha arranged the books in order on the shelves.

They watered the plants, dusted and arranged the photos and toys on the television. Murali's father and mother arranged the kitchen utensils properly. Observe how they have arranged their things in their house in the picture given below.



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Do you do your household work like Murali and Saritha?

Do you keep your house clean? If so, how?

Where do you keep your books, pens, pencils after studying?

Do you arrange your clothes? If not, who does it for you?

What would you do when you find waste paper and dust in your house?

Some houses look clean. When we look at other houses we feel we can arrange the things more properly. Some look ugly. Hut, tiled house or pucca house, whatever may be the house, when we arrange the things properly they become convenient and Pleasant.

What would happen if we leave the dust and garbage as it is in the house without cleaning?



Every house has some dust every day. We ourselves should clean it. Where should we throw the garbage of our house? Think and say. Observe the pictures given below :



Observe the picture and tell where the garbage is being thrown?
Where should we dispose the garbage?
Where should you dispose the garbage of your house?
Who clears the garbage of your street and when?

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When we leave the garbage without clearing foul smell comes from it. Mosquitoes and house flies increase. This type of house looks dirty and ugly. We feel uncomfortable to live in it. It makes us unhealthy. Hence, all dirt should be cleaned from time to time. House should be kept neat and clean.

Key words

1. Beautiful house
2. Arranging things properly
3. Cleaning the house
4. garbage.

What have we learnt?

- House looks clean and beautiful when it is cleaned and the things are arranged properly.
- If the things are scattered in the house it looks dirty and become inconvenient to live in.
- All the dust and garbage should be thrown into the dust bin to make the house neat and clean.
- We should help our family in need and keep our house clean.

DO THIS



Conceptual Understanding

1. How does a house become dirty?
2. Say and write four things you do to keep your house clean?
3. What do you do every day to make your house clean and beautiful? Tick '✓' at proper places.
   - I keep my books in proper order. ☐
   - I fold the blankets after waking up. ☐
   - I keep the footwear in proper place. ☐
   - I clean the floor when it gathers dust. ☐
   - I remove the dust gathered at the corners of the walls. ☐
   - I water the plants of my house every day. ☐
   - I put the garbage into the dust bin. ☐
   - I never use plastic bags. ☐
4. We should dispose the dust and garbage every day. What happens if we don't do it on the same day?
5. Clean house is a beautiful house. Why?

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Draw and Colour the pictures

1. Go through the lesson. Draw the picture of a beautiful house from the lesson. Colour it.



Information Skills - Project work

1. Visit the houses of your friends. Observe them and fill the table with the particulars.

Sl.No.	Name of the friend	Is the house clean? Or not clean?	Why
1.			
2.			
3.			
4.			

Whose houses are clean? And why? Whose houses are not clean and why? What would you do to make the house clean?



Appreciation

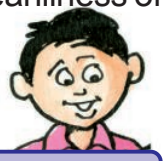
1. Ravi returned home from the school in the evening. Shoes were scattered in front of the house. The dried clothes had fallen down. He ignored them, threw his bag into the house and went to play. Is this the right thing to do? What would you do if you were in his place?



Ask a Question

1. Murali and Saritha went to Vijay's house. Their house looked dirty. What questions Murali and Saritha might have asked Vijay regarding cleanliness of the house. What answers Vijay might have given?





Can I do this?

1.	I can differentiate between a clean house and an unclean house.	Yes/No
2.	I also help to keep the house clean.	Yes/No
3.	I can prepare a tabular form and explain whose houses are clean and why ?	Yes/No
4.	I can draw the picture of a beautiful house.	Yes/No
5.	I can ask questions about the cleanliness of house.	Yes/No



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12. GEMS OF CLAY



Gouthami's family wants to arrange an idol of lord Ganesha on the occasion of Vinayaka chavithi at their home. Gouthami requested her grandpa to come with her to buy the idol of Ganesh. Both went to the market to buy the idol. They found colourful dolls on the way.

Goutami : Look, grandpa! how nice these telephone and remote models are?

Grandpa : Yes, they are made of plastic.





Goutami : Grandpa, look at these dolls. How smooth they are!

Grandpa : Oh! these are wooden dolls from Nirmal in our state. It is famous for these dolls.

Goutami : Grandpa, look at these 'Ganesh' idols. How beautiful they are! Let's buy them Grandpa.



Grandpa : They are good to look at but they are made of 'Plaster of paris'. They are harmful to environment. Look at this Ganesh idol. This is made of clay. This is not harmful to environment. This is cheap also.



Goutami liked the clay idol. They bought it and moved further. At one place they found 'Pramidalu' (clay lamps) in different shapes. Let's buy them also, requested Goutami. "Do you know, these are also made of clay?" asked grandpa. Goutami looked at them amazed.

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Do you know?





Idols are made with clay or plaster of paris for Vinayaka Chavithi. We must use clay idols only. Because they dissolve easily in water. Water will not be polluted.

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What other items can be made with clay, other than dolls?

Observe the pictures given below. What are they? What are they made up of? How are they used?













Do you also have things made with clay at your home?
Find out and name them.

We have learnt about the things that are made with clay. We use pots, ranjans and kujas for filling water. The water in these utensils will be cool during summer. The ranjans of Adilabad district are very popular. The clay utensils are also used to store grains like paddy, jowar etc. Very big clay drums are used to store water for cattle to drink.

On Deepavali festival lights are lit in the 'deepantha's' made of clay. But these days in addition to clay deepantha's colourful metal and glassdeepantha's are also used. Small plants are grown in flower pots, made of clay. Do you know how these are made?

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Do you know how these clay utensils are made? Rajaiah brings clay and makes pots. Let's see how Rajaiah makes the pots. Observe the picture given below.



Rajaiah brings clay to make the pots.



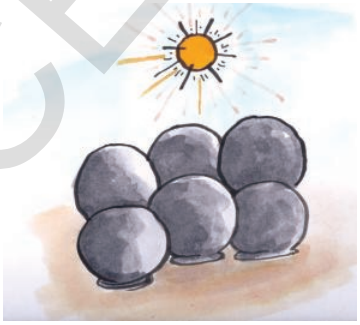
He soaks the clay in water and kneads it with legs to make it soft.



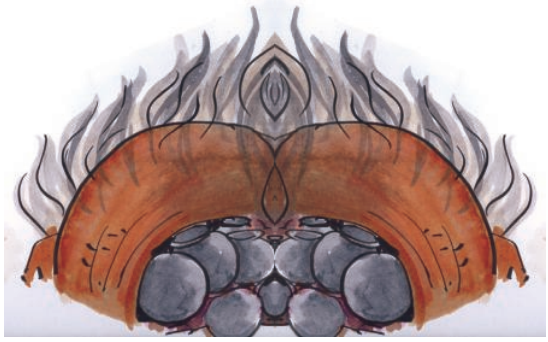
He takes the soft clay and rolls it on potter's wheel. Then he shapes the clay into pot, with hands.



He taps the pot made on the wheel (Sare) with a wooden plate (Salapa) to get the correct shape.



He dries the pots in shade first and then under the sun.



He bakes the dried pots in a Kiln

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The pots, ranjans, flower pots etc. are made in the same way and sold in the market. People purchase the pots by tapping the pots to get the sound "Tung…..Tung…..Tung. Why do people like that? Think……



Clay utensils are very good to use. Our ancestors used more clay utensils. They cost very less.



Different articles are made with clay. We use them for various purposes. Once Goutami visited their relatives' house and saw different things in their house. They were made with plastic, aluminium, clay, iron, steel, wood etc. What things she might have seen that are made of clay and other material? Fill in the table with the particulars.

Sl.No.	Things seen	Tickout '✓' the material they are made of					
		Steel	Plastic	Alumi-nium	Clay	Wood	Iron
1.	Bucket		✓				

Utensils made with which material are generally used more in the houses?

Now-a-days utensils made of which material are used very less in the house?

Why is the use of utensils made up of clay decreased day by day?

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How nice they are!



Goutami saw different vegetables and fruits in her relatives' house. She thought that they were very nice. She took them and observed with surprise. Do you know, why? They were all made of clay and painted with colours. You can also see them in the picture. You can also make them. Take clay and mix with a little water. Make it into soft dough. Make shapes of different vegetables and fruits. Paint them with colours.

Key words

1. Wooden dolls
2. Clay
3. Clay dolls
4. Clay utensils
5. Potter's wheel (Sare)
6. Wooden plate (Salapa)

What have we learnt?

- Pots, ranjans, flower pots, pramidalu etc.. are made up of clay.
- Clay dolls are also kept in 'Bommala Koluvu'.
- We should use clay idol of Ganapathi on Vinayaka Chavithi.
- The potter uses the potter's wheel to make the pots with clay.
- Our ancestors used more clay utensils.
- Now-a-days, the usage of clay utensils is decreasing.

DO THIS



Conceptual Understanding

1. Give three examples of utensils made with clay.
2. Tell and write the differences between glass utensils and clay utensils.
3. Which clay utensils are there in your house? How are they used?



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Draw and Colour the pictures

1. Draw and colour the pictures given below.





Information skills - Project work

1. Visit the market and collect the particulars of different clay utensils sold and prepare a table. Find out and write their price.
2. Make different vegetables and fruits with clay. Paint them with colours.

Appreciation

1. You have learnt that different things are made with clay. What are the uses of these items made with clay? How would you appreciate people like Rajaiah who make materials with clay?

Ask a Question

1. If the potter Rajaiah, and the clay doll maker Sitamma visit your class, what questions will you ask them? List out?

I can do this

1.	I can tell the similarities and differences between clay utensils and other utensils.	Yes/No
2.	I can explain the process of making pots.	Yes/No
3.	I can make different vegetables and fruits with clay.	Yes/No
4.	I can draw and colour the pictures of clay utensils.	Yes/No
5.	I can tell what all are made with clay.	Yes/No
6.	I can ask questions about clay utensils and dolls.	Yes/No

SCERT TELANGANA



13. COLOURFUL DRESSES



Lakshmi went to market along with her parents to buy new clothes for festival. They saw different types of clothes in the shop. Her parents bought new clothes for both Lakshmi and her brother. They bought clothes for themselves too. What are the different types of clothes Lakshmi's parents might have bought? Think….Fill in the table.

Clothes purchased for Lakshmi	Clothes purchased for Lakshmi's brother	Clothes purchased for mother	Clothes purchased for father



Lakshmi and her brother are small children. Laxmi's Parents are elders. Do all people purchase the same types of clothes? Do they purchase different types of clothes? Observe the picture given below. Which of them are worn by children? Which of them are worn by elders? Look, tell and write.



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The dresses worn by children and elders would be different. Which clothes are worn by the children, males and females of your house? Write in the table.

Dresses worn by children	Dresses worn by males	Dresses worn by females



Which of the above dresses do you like? Why?

Lakshmi wore new frock and went to Mary's house. "This frock is nice. Where did you buy it?" asked Mary. Lakshmi replied that her father bought it from the shop. Mary told that her father also bought a cloth and got it stitched for Christmas. Lakshmi wore a readymade frock. Mary's father got the clothes stitched.

Which dresses do you get stitched?
Which readymade dresses do we use?

We wear clothes to protect ourselves from heat, rain and cold. We wear special dresses during winter and rainy seasons to protect ourselves from cold and rains. Observe the pictures given below. Say when do we wear such dresses.





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We all wear clothes. It is essential for us. People belonging to different places and different religions wear various types of dresses according to their culture and tradition.

Observe the pictures given below. Who wear these? Tell what are their specialties?







Generally, people wear special dresses during festivals, marriages and other occasions. Do you also wear special dresses on birthday and other special occasions? What special dresses do you wear? Do your friends also wear special dresses?

School going children wear special dress called 'uniform'. Similarly, different professions like police, doctors, nurses, lawyers, pilots, chefs have special dresses. Observe the pictures given below. Say who wears these dresses?













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The bus drivers, conductors, cleaners, factory workers, security guards also wear special dresses during work. Sportspersons who represent District, State, National and International also wear special dresses.

What type of working people you see and what type of clothes do they wear?

You have learnt that we wear different kinds of dresses. Wearing clothes is important but wearing clean clothes is more important. We should wear clean clothes every day after taking bath. Hand kerchiefs and towels also should be washed every day.

Do you know?

Cotton clothes are made with cotton thread. Silk clothes are made with the thread that comes from silk worms.



What type of clothes were worn in the olden days?

We wear different types of clothes now. Of these some are stitched and others are readymade. What types of clothes were worn by our grandparents? What type of Clothes are worn by your parents during their childhood? Were they same as the present day dresses? Find out and write in the table.

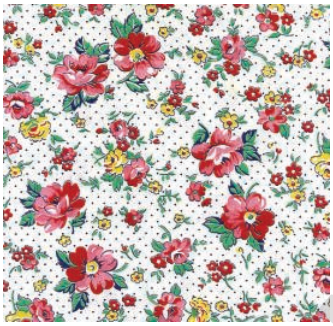
Dresses worn by parents in their childhood	Dresses worn by grandparents in their childhood	Dresses worn by today's children

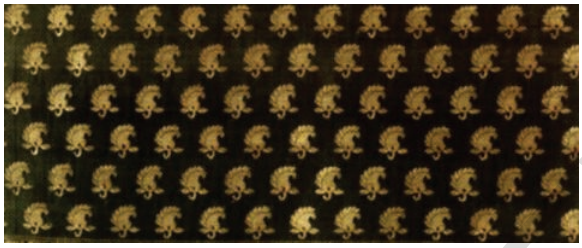
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Let's draw the designs

Any dress looks beautiful due to the designs and colour. We select them by seeing the design and colour. Observe the pictures given below. How are they? Which of them do you like? Why?




Do you know, we also can draw the designs?



Lets draw the designs

Visit your nearest tailor and collect a few pieces of cloth.

Take a lady's finger. Cut it across. Dip a piece in ink or any colour and print on white paper or cloth in designs you like.

Take potato pieces or use your fingers or foot prints. Dip them in colour and draw patterns you like.



Key words

1. Need for clothes
2. Different types of clothes
3. Clothes according to professions
4. Clothes according to seasons
5. Clean clothes
6. Designs
7. Readymade clothes
8. Stitched clothes
9. Uniform

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What have we learnt?

- Clothes are our essential and basic needs. Children, elders, males and females wear different clothes.
- Some people purchase readymade clothes and others purchase cloth and get them stitched.
- Special clothes are worn according to the traditions and on festivals, and marriages.
- Different professionals wear special dresses while going to work.
- Different types of clothes are worn according to the seasons.
- Different designs are drawn with colours on the clothes.

DO THIS



Conceptual understanding

1. Why should we wear clothes?
2. Give three examples of the clothes worn by children, females and males.
3. What special type of clothes are worn by different professionals?
4. Write the similarities and differences between the clothes of males and females.
5. Which clothes do you like readymade or stitched? Why? Give three reasons.
6. Why should we wear clean clothes?



Draw and Colour the pictures

1. Observe the design given below. You also draw the design. Colour it as you like.



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2. Draw and colour the dresses you like.

3. Different designs are there on sarees. You observe the sarees present in your house and draw the design you like in your note book. Exhibit it in the class.



Information skills - project work

1. Ask your friends and collect the information on what clothes do they bought for Festivals. Fill the table with the particulars.

Sl.No.	Name of the friend	Festival	Type of Clothes	Readymade or Stitched

- What type of clothes are purchased by more people? On what occasions are clothes purchased?
- Did the people purchased readymade cloths more or they got clothes stiched.

2. Collect cloth pieces of your choice and design. Paste them on a chart and exhibit.

3. Collect the pictures of clothes worn by the people in different regions? Paste them on a chart and exhibit.



Appreciation

1. Some people don't have proper cothes to wear. People who lose their property due to floods, earth quakes, cyclones and fire accidents also do not have clothes to wear. How can we help such people?



Ask a Question

1. Lakshmi's parents purchased clothes from the shop. What questions they might have asked the shop keepers? Why should we ask questions at the time of purchasing clothes?





I Can do this

1.	I can explain the importance of clothes.	Yes/No
2.	I can tabulate the different details about clothes.	Yes/No
3.	I can identify different clothes worn by various professionals.	Yes/No
4.	I have learnt that we should wear clean clothes. so I wear clean clothes daily.	Yes/No
5.	I can draw different designs on the clothes.	Yes/No
6.	I can ask questions about different kinds of clothes.	Yes/No



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14. I AM HERE, WHERE ARE YOU?

Bindu studies in 3rd standard. There are many children in the class, Raju, Rama, Satish and others. They all sit in rows on the benches. Shall we see their class?



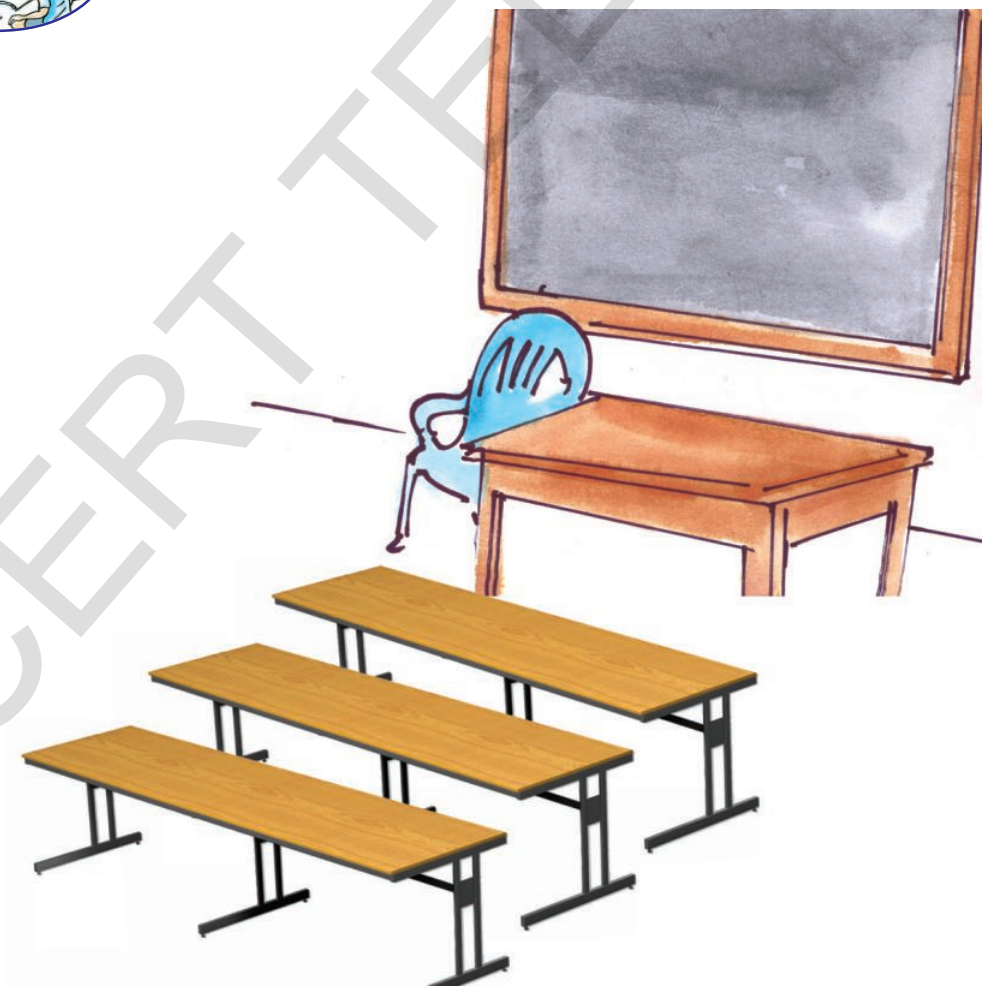
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- Who sat in the front row?
- Who sat in the last row?
- Who are there in the middle row?
- Read the names written in the table. Write the names of students who are in front or behind, to the right and to the left sides of them.

Name of the student	In front	back	right	left
Bindu				
Mary				
Ismail				
Raheem				



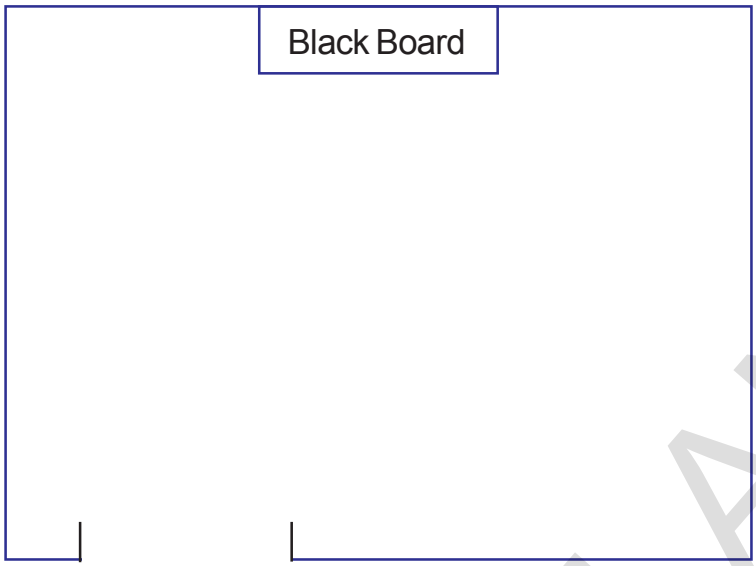
You have seen the class room of Bindu. Discuss with your friends about the places of students. Write down in the picture.



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You have written the places of Bindu's friends in the class room. How many students are there in your class? Can you show the places of your classmates? Imagine, the square given below is your class room. Now, observe your class room and tell…



- Where is the black board?
- Where is the chair?
- Where is the table?
- Name the students who sit in the front row.
- Name the students who sit in other rows.

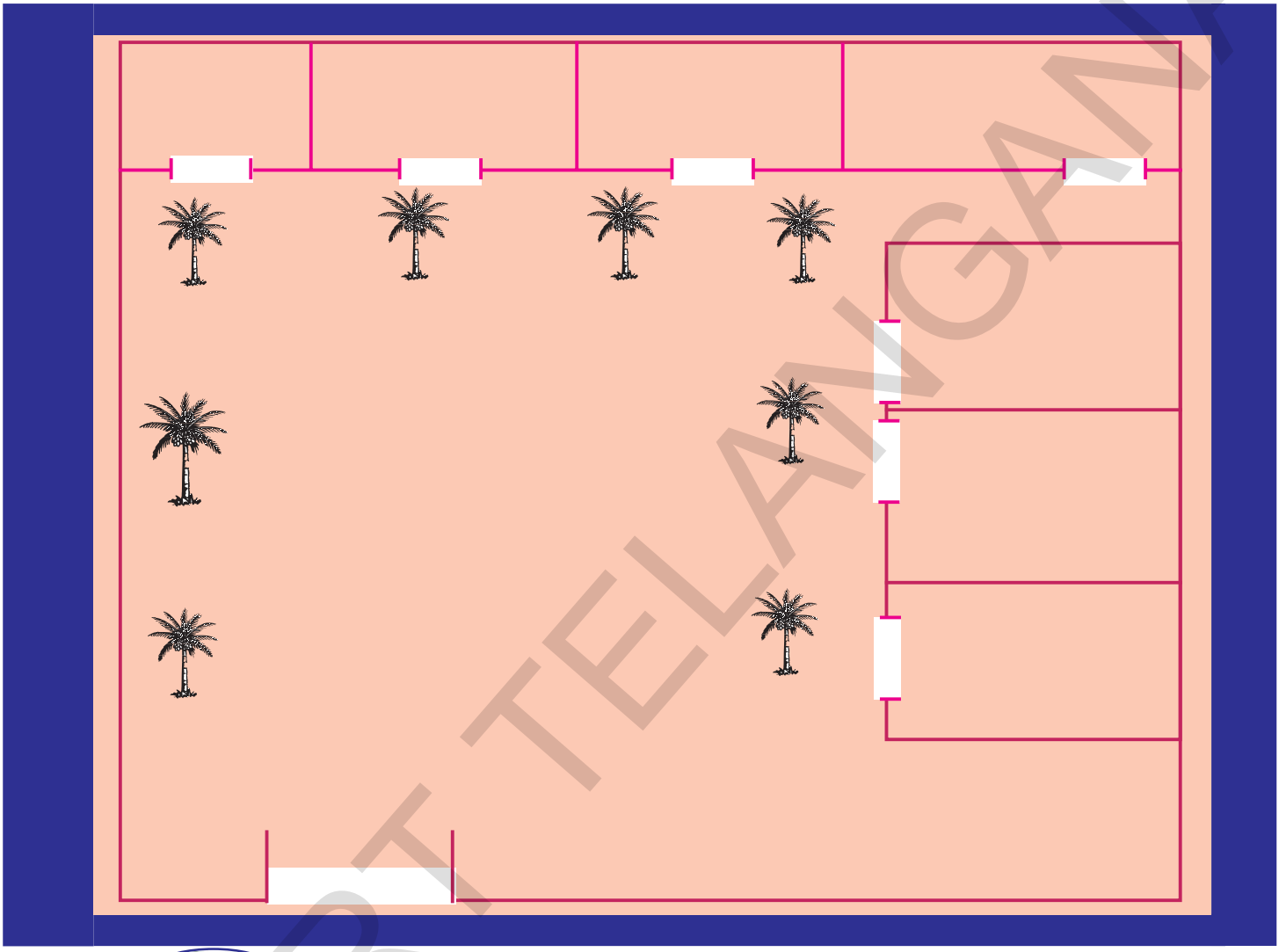
You have written the names of students and their places in your class room. Now, let's see Bindu's school building.



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Do you know, we can draw Bindu's school building in this way also? Observe the map.





There are seven rooms in the ground floor and seven rooms in the first floor. Eight coconut trees are in the campus. We can draw the picture of school with symbols as shown in the above picture. How many rooms are also there in your school? Which trees are there in the campus ? how many trees are there?

Draw the map of your school on a white paper as shown above.

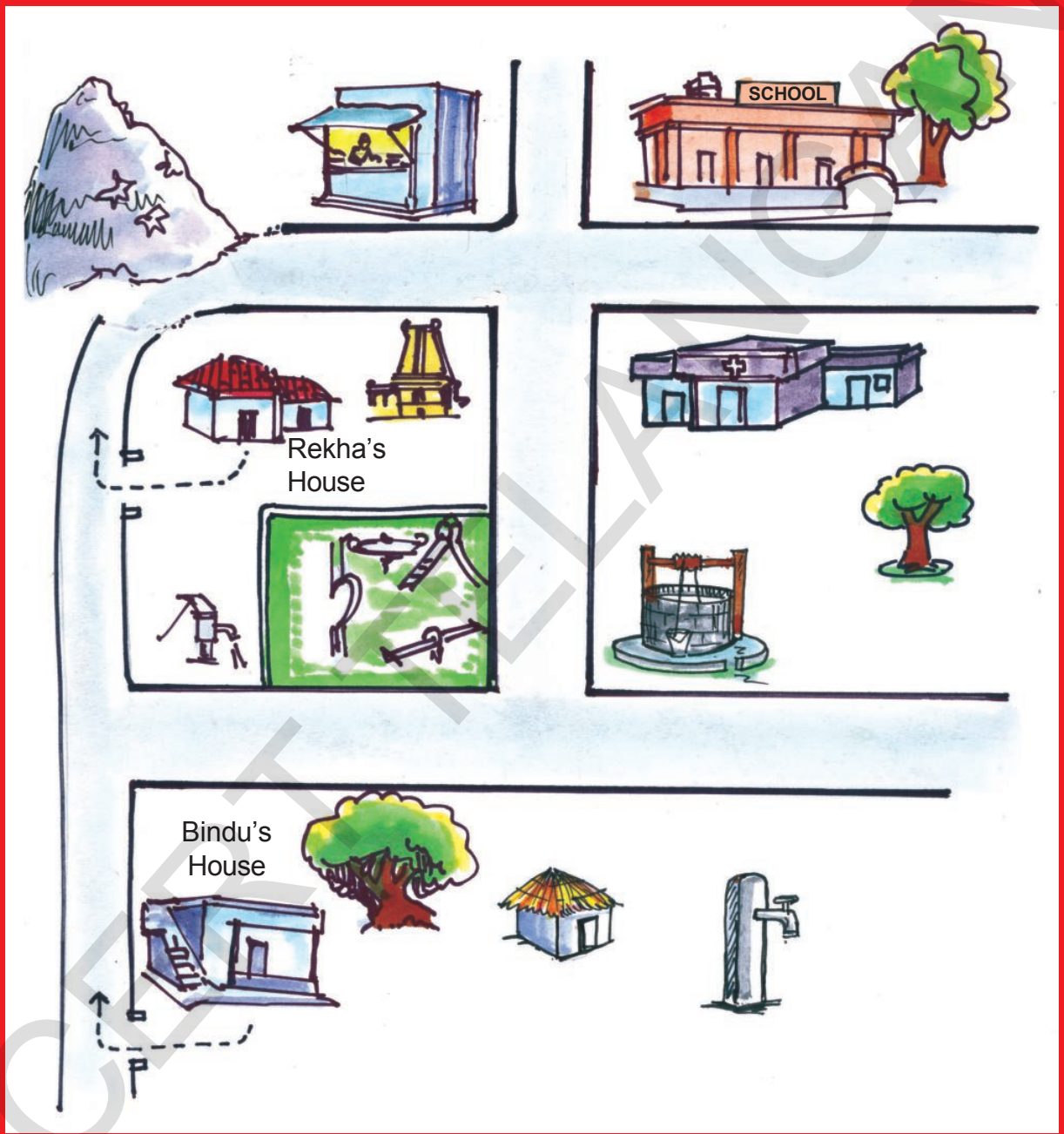
Before drawing mark the trees with the campus.

Observe the positions of doors in the classroom and draw the map as shown above.

Locate the compound wall, gate, flag post etc; and draw the map using symbols.

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Let's know what things are there in Bindu's village ? See in the picture below, the things that are seen on the way from Bindhu's home to school and discuss with your friends.



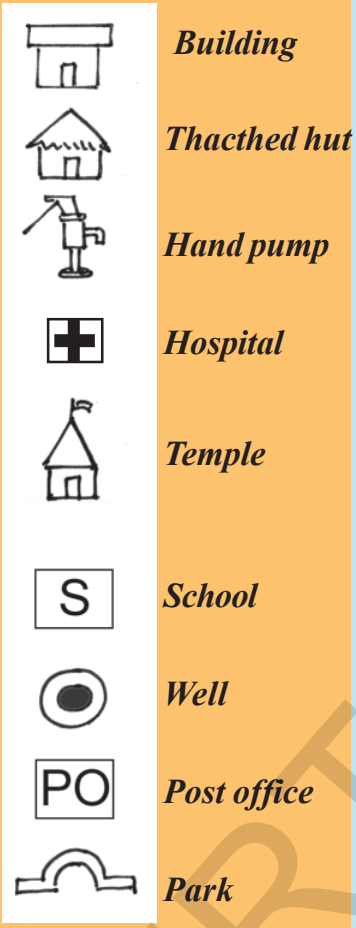
- Whose house is nearer to the school? Bindu's or Rekha's?
- What are the places on the way to school (via) park from Bindu's residence?
- How many routes can Bindu take to go to school? Show with arrow line.

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We cannot show the school, houses, hospital, park, bore pump exactly as they are on a map. These are indicated by symbols.



Use the following symbols. Indicate the different places of Bindu's village on the map with symbols.



You have seen Bindu's village map. Symbols are used in this map. Can you draw the route map from your residence to your school? Do the following.

- First of all locate your school in the middle. Put the symbol as S .
- Locate your house with the symbol
- Locate the houses of your friends. Put symbols for them also.
- Now draw the road/route to your school from your house.
- Similarly, draw the road/route from the houses of your friends to school.

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- Now, observe what all are present on the right and left side of the road from your house to school. If a tree is there mark  , mark  for temple, mark the masjid as  , mark the church as  , mark the post office as PO , mark the hospital and mark the park as  .

You have drawn the road map from your residence to your school. You can draw the map of your village in this way. Similarly, we can draw different maps of village or other places by using symbols.

Key words

1. Map
2. Place
3. Symbols
4. Front and back
5. Route

What have we learnt?

- Drawing different maps like class room, school, street, village etc;
- The places like school, hospital, park etc; are indicated by symbols.
- Symbols help us to go from one place to other.

DO THIS



Conceptual Understanding

1. What are the places on right and left side of the road from your residence to your school?

   Right side .....

   Left side .....

2. Whose houses are there around your house? Say and Write.

Right side	Left side	Front side	Back side



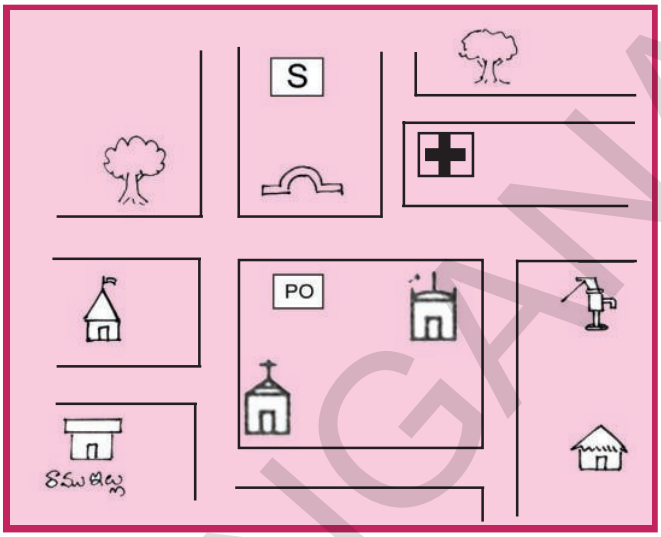
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S  PO



Mapping Skills



1. Observe the map.
   - With the help of symbols, say what are there in Ramu's village.
   - Draw the route map from Ramu's residence to hospital.
   - Show the different route maps from Ramu's residence to school.



Information Skills - Project work

Collect the particulars of different places present in your street/ village. Post office, Police Station, Primary Health Centre, school, temple, bank, hospital etc.. Give each place a symbol. Draw the roads and streets of your village. Locate and show the different places on the map. Prepare the map of your village. List down points about how these places function in order to help and support the children.



Ask a Question

1. Bindu's friends wanted to draw the village map. To know about it they went to their teacher. They asked their teacher different questions. Similarly, what questions would you ask your teacher to draw your village map? Write down the questions.
2. What are the other situations, where you take the help of your teacher?



I Can do this



1.	I can read a map.	Yes/No
2.	I can understand the symbols on a map.	Yes/No
3.	I can draw the route map from my residence to school.	Yes/No
4.	I can draw the maps of my class room and school.	Yes/No
5.	I can ask questions on map drawing.	Yes/No



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SCERT TELANGANA

15. WATER - OUR NEEDS





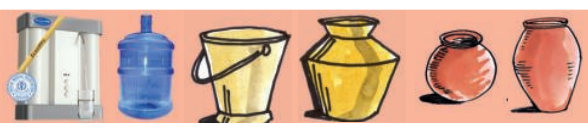
All the children are singing the following song. You also sing and also talk about the song. Let's sing!

Rain! Rain! Rain!
You are very fine;
Buckets full of water
Flow into rivers ;
Water in streams
Flows all through;
Run and jump in
Quick quick quick;
Rain! Rain! Rain!
You are very fine;
Lakes, wells, ponds
Filled with sounds;
The sky glows
With rainbow colours;
Leaves turns green
Dancing with glee;
Rain! Rain! Rain!
You are very fine.

Where does the rain water flow?

Where do we get water from?

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We get water from streams, canals, wells, lakes, ponds, rivers etc; Generally, we get water from wells, taps, hand pumps and streams and store them and use for our needs.



In Salim's residence the following containers are used for storing water. Observe them.



If we fill water completely in the above containers…….

Then, which container holds more water?

In which containers do you store water at your home?

We use steel pots, clay pots, buckets, cement tubs etc; to store water in our residences. We use these water for all our needs.



Why do we need water?

We use water for various purposes right from morning to night. Observe the pictures given below. What are the people doing?





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Discuss with your friends and write for what other purposes we use water.

What are the different kinds of work which require more water? What kinds of work require less water?

Is water essential for plants?

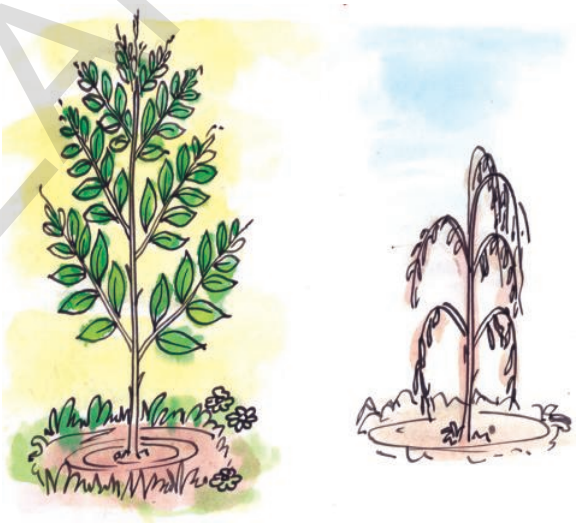
You have learnt that water is essential for us. Do you know who else needs water? Is water essential for plants? Think….. to know about it , do the following.



Do this and observe what happens.

Take two plants and water for only one plant daily. Continue this for one week. Observe the two plants after one week. Write down the observations and your experiences in the table below.

Day	What happened	
	Plant - 1	Plant - 2
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		



Plant - 1 Plant - 2



Plants would dry, if there is no water. Hence, we should water plants every day in our school. When plants grow nicely they look beautiful.

Salim is a member of clean and green Committee of school. He and his friends planted rose, hibiscus plants, etc; in the school compound and watered them regularly. The plants began to blossom after a few days. The teachers appreciated Salim for his work in the school assembly. Teachers requested the other children to water plants of the school every day.

Do you water the plants at your home and school? Water your plants daily at home/school. How do you feel when the plants blossom? Discuss with your friends.

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Animals also need water

One day Madhu came to Kishan's house. He found small water containers here and there. When Kishan poured water into them hens came and started drinking. Madhu felt happy on seeing the way hens were drinking water. What do you understand by this? As water is essential for plants and us, in the same way the animals also require water. Give some examples to show water is essential for animals. Discuss with your friends.

Which animals have you seen drinking water?

What are the other purposes, where animals require water other than drinking?

Do you know?



Once, camel drinks water it can stay without water for a number of days. It drinks a lot of water when is available and stores it in the body.

Water is essential for plants, animals and human beings to survive.

What type of water should we drink?



Madhu and Kishan were playing in the school. Madhu became thirsty. He immediately ran and tried to dip the glass in to the water pot. On seeing this, Kishan advised him not to dip the glass into the water with hands. Why did Kishan ask Madhu not to do that? What happens when we dip the glass into the water with hands? Think ...



Do the experiment and tell what happened.

Kishan brought two big glass tumblers. He filled both with water. He asked Madhu to dip his hand into the water of one glass. Madhu did the same. What would have happened? You also do the same. Observe how the colour of the water changes when you dip your hands into it. Observe the colour of water in the second tumbler. which tumbler's water became dirty? What did you learn from this?



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When we play and do different work our hands become dirty with dust, microbes and impurities. When we dip our hands into the water without washing, they will reach the water. If we drink this water we get diseases. Hence, we should drink clean water. Which is not having any impurities in it.



You know that wells, lakes, ponds and streams contain water. Observe the picture of a pond given below.





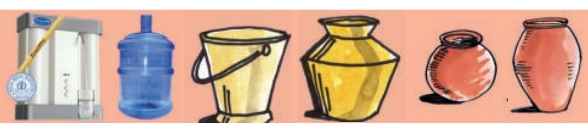
What are the people doing in the pond?

What happens to the water when they do such things?

What happens when we drink this water?

When the clothes are washed and utensils are cleaned in the pond more impurities get added to the water. Besides this, harmful bacteria will reach the water. We call this dirty and unclean water as 'Polluted water.' When we drink this water our body gets infections and it leads to jaundice, cholera, vomiting, loose motions etc.

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Good Habits

We get most of the diseases by drinking polluted water. Hence, we should take some precautions. We should have good and clean habits. What are they? Think…….

We should take water from the pot with a ladel (Garite) and pour it into the glass.

While drinking water the glass should not touch our mouth. We should lift it and drink.

The treated water which comes from taps and bore wells only should be drunk. Filtered water is safe to drink.

Plastic water bottles should not be reused.

The plastic dissolves in the water and the water becomes poisonous. If plastic is to be used, thicker plastic bottles only should be used.



Is pure water available to all?

There is a tap in Rajani's house. They use only the tap water. There is no tap in Venkanna's house. They bring water from the road side public tap. See the surroundings of the public tap in the picture.



What happens if we bring and drink the water from such surroundings?

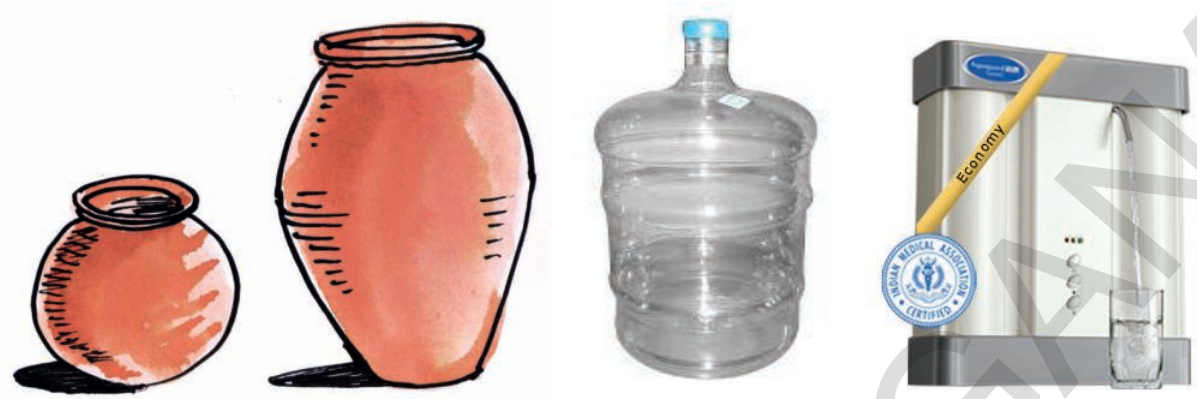
What should we do to have clean surroundings at the public tap?

Generally, people use pots and drums to store water. Some people use ranjans(big size earthen pot) to store water. Have you drunk water from ranjan any time? How will it be? Fill a ranjan with water and observe after one hour. What did you observe? Ranjan's water would be very cool. Rajani observed a bubble top water (filtered water can) in her uncle's house and she saw



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the water purifier that functions with electricity. “What is this for?” She asked her uncle. “This purifies water,” replied her uncle. Does any one get water in water can or bubble tops in your village? Why do they get water from these? Who else has water purifier at their home? Know the details and tell.

When we mix chlorine tablets or bleaching powder in water the bacteria die.



Water Scarcity

There is a well in Rajani’s residence. One summerday her mother tried to get water from the well and dropped the bucket with rope. But the bucket did not touch the water. Though the rope is long it could not reach the water level. “Why the water is not reachable?” asked Rajani. “As this is summer, the water level dropped down, and became unreachable” replied her mother.

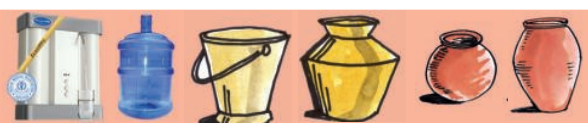


What made the water level drop in well? Why?

In which season does the water in the wells decreases?

The wells and ponds would dry up during summer. Water in the bore wells also decreases. The villagers wouldn’t get sufficient water. This situation is called ‘Water Scarcity’. For these villages, water is supplied through tankers by government. Did this situation arise any time in your village? Did they bring water by tankers any time? Why did they bring? on what other occasions is water brought by tankers?

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What difficulties do we face when water is not available during summer?

What should be done to avoid water scarcity in summer?



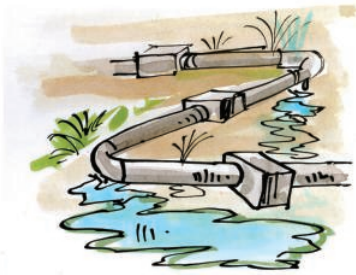
Conservation of water

Rahim came to Hyderabad during summer holidays. He saw a large pit with water in the back yard of his uncle's house. "Why is this pit built?" he asked his uncle. "This is water harvesting pit. During rainy season, to avoid the wastage of rain water it is diverted into this pit. This increases ground water. Increasing water deposits is very important and also, saving and conserving water is equally important," replied uncle.

You know that water should be saved and preserved. Now, observe the pictures given below. What did you understand?







What is happening to the water in the first picture? Why is it happening?

What is happening in the second picture? On what other occasions water gets wasted?

Observe the third picture. How is water getting wasted? Who incurs loss due to this?

What should be done to stop the wastage of water on such occasions?



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Water is very important for us. Water is essential to live. We should not waste valuable water. We should save and use water and drink purified water only. Driniking polluted water causes us many diseases.

Stop wastage of water – Save water – It is our duty

Key words

1. Water deposits
2. Uses of water
3. Purified water
4. Polluted water
5. Wastage of water
6. Water harvesting pit

What have we learnt?

- We get water from streams, canals, lakes, ponds, wells , rivers etc;
- Water is used for drinking, washing clothes, cleaning utensils, bathing, etc;
- Water is essential for animals, plants and human beings to live.
- Generally water is stored in pots, buckets, tubs, steel drums, tanks etc;
- We get diseases by drinking polluted water.
- Water should be saved and used. Purified water only should be used for drinking.
- We should see that no water is wasted through pipes, tanks and taps.

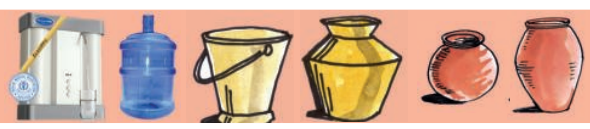
DO THIS



Conceptual Understanding

1. What happens if there is no water?
2. Give few examples of water resources. Which water resources are there in your area?
3. How do you store water in your house?
4. On what occasions water is wasted in your house? How do you prevent it?
5. Give examples of how water get wasted in your surroundings and locality.
6. Which water is good to drink? Pond water or tap water? Why?
7. We should use water sparingly. Write any five things you can do in this regard?

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8. Why should we all drink purified water?

9. In some areas water is supplied by tanker for drinking and other purposes. What should be done to stop the wastage of water?



Draw and Colour the pictures.

1. What containers are used to store water at your home? Draw pictures.



Information Skills - Project work

1. We drink water every day. Do you know how many times do we drink water? Do you want to know? Then do this. Count how many glasses of water you drink from morning to night? Fill in the table with the particulars.

Time of drinking water	How many glasses?



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- How many glasses of water you drank the whole day?
- At what time you drank more water?
- You friends also wrote the information. Ask them and find out how many glasses of water they drank?
- Who drank more than you did?
- Who drank less than you? Who drank the most?
- Who drank the least?



Appreciation

1. One day Latha was going to her friend's house to play. On the way, some people were washing their clothes without turning the tap off and told them not to waste water.

   Is the work done by Latha good or bad? Why?



Ask a Question

1. Somu wanted to know about the saving and purifying of water. He went to his teacher. What questions Somu might have asked his teacher? What answers teacher might have given?
2. Once Jangu came to Hyderabad. He saw that water is supplied by tankers. Jangu was surprised. "Why should water be brought by tankers?" He questioned Hussain's grandpa about it. What Jangu might have asked? What would you ask if you were in his place?



I can do this



1.	I can tell the resources where we can get water.	Yes/No
2.	I can explain how water gets polluted.	Yes/No
3.	I can explain how and why water should be saved.	Yes/No
4.	I can locate the water resources of our area.	Yes/No
5.	I can ask questions about the wastage and saving of water.	Yes/No

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16. LET'S TRAVEL



Abdullah left for Mumbai with his father and mother for their relatives marriage. They went to the railway station by an  .

The  to Mumbai came and stopped at the platform. Abdullah and his parents got in to the  They travelled all night and reached Mumbai in the morning. They went to their relative's house which was nearby, in a  , pulled by a horse. The next morning they went to the airport by a  to receive their uncle who was coming from America. There, they saw an  . They met their uncle who got down from the  and reached home in a  . In the evening, they visited the Elephanta caves, which is in the middle of the sea in a  . The next day, the marriage was held grandly. They brought the wedding gifts and articles home in a  . All of them returned after the marriage.

What do you understand by journey?

Name the vehicles Abdullah travelled by?

Name vehicles he saw?

Name the vehicle you saw in the above passage? Which vehicles did you travel by?

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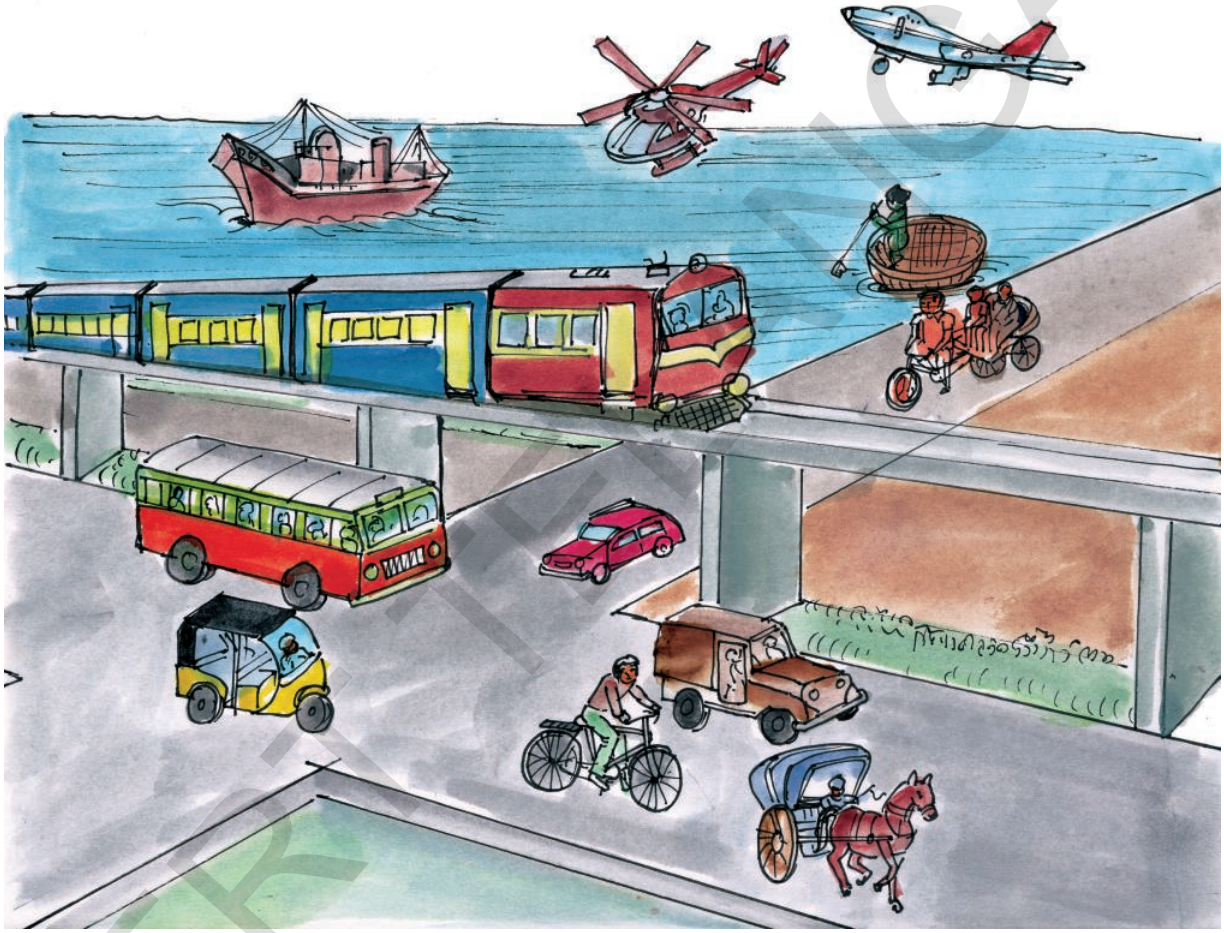


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You know the different vehicles Abdullah saw and travelled. Vehicles are used to travel from one place to another. We can reach our destination using these vehicles.

Till now, you have learnt different modes of transports. Some of these are move on land, some sail on water and some fly in the air. Observe the picture given below. Name the vehicles and their mode of travelling.





Do you know the names of vehicles which travel on land, water and air? Fill in the table.

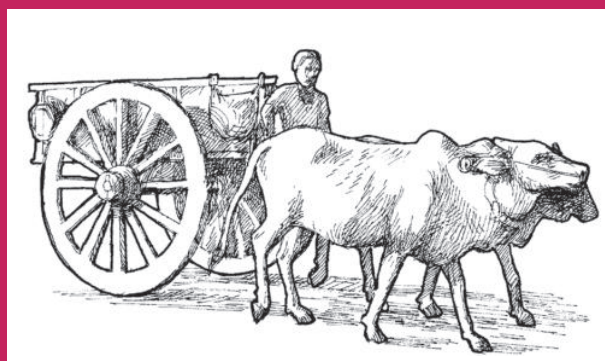
Vehicles that run on land	Vehicles that sail on water	Vehicles that fly in the air

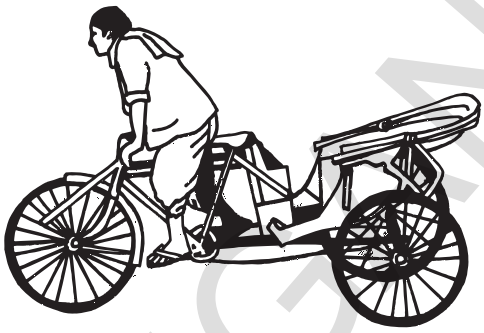
Does your village/city have these three types of vehicles? What are they?

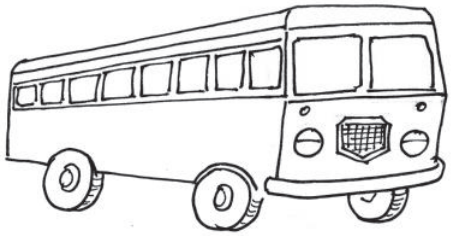
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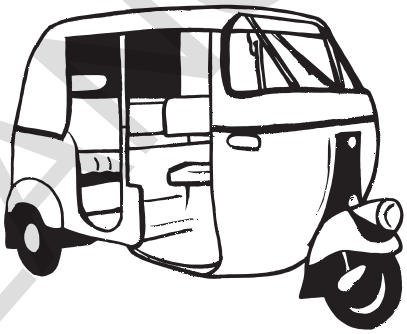


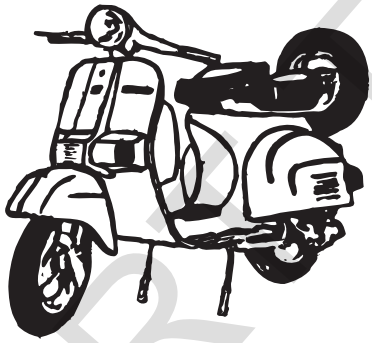
Observe the pictures given below. Colour the ones which are used in your village/city.

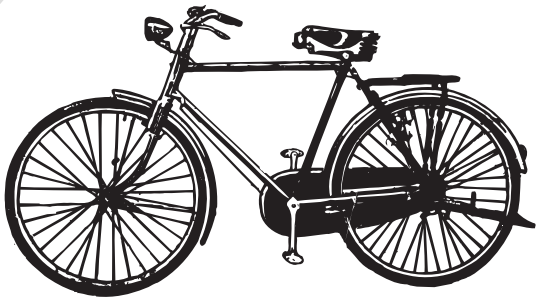




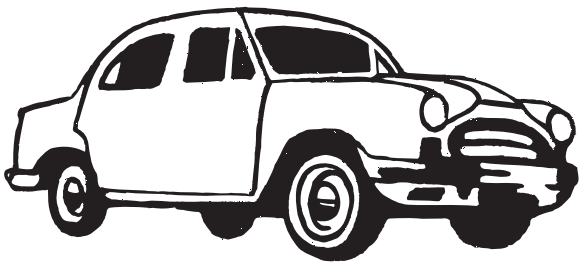












You have identified the vehicles in above picture which are used for travelling in your village/city. What are the other vehicles used in your village/city other than the ones shown in the above picture?



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Name the vehicles you use to reach nearby places from your area? Name the vehicles that are used to travel to faraway places? Name the vehicles that are used to travel to very far off places? Fill in the table with their names.

Vehicles used to reach nearby places	Vehicles used to reach faraway places	Vehicles used to reach much distant places

Different vehicles are used according to the distance and time. People go on foot to the very near by places. They also go by cycle, auto, rickshaw, boat, horse cart (tonga) etc. People go by bus, train, car, motor cycle, jeep etc; to reach distant places and to other countries they travel by aeroplane and ships.



Suraram is a village nearer to the forest. The villagers go to the forest every now and then. They go to the forest for honey, gum, soap, nuts etc.. But there is no road in the forest.

What do they use to travel to the forest? Think……

Buses also come to Suraram. The buses don't ply to the villages which are far away from suraram as they don't have roads. How do people travel to such villages? All the villagers of Suraram wanted to go to the fair of Mallanna on the occasion of Sivarathri. For this, they arranged for a special bus. All of them went to Komaravelli fair and returned in the same bus.



On what occasions do people arrange for special buses?

How do they go if there are no buses to the village?

There are many villages without bus facility. What vehicles are used in these villages to travel? How do the villagers travel when there are no buses to their villages?

Read the names of the following vehicles. Find out the areas where they are used?

Bicycle	Bullock-cart	Auto	Scooter	Tractor	Rickshaw
Jeep	Bus	Van	Lorry	Car	Boat

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Vehicles used in forests	Vehicles used to travel to the villages which have no roads	Vehicles to travel to other villages where there are no buses	Vehicles used to attend marriages and fairs



People need different vehicles to travel. Many villages have well roads laid villagers here travel by buses. When there are no proper roads, villagers travel by bullock-carts, bicycles, motor cycles and autos.



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Bulls are used to pull carts. In some places horses are used to pull certain carts. Elephants, donkeys, camels are also used for travelling. Observe the pictures given below. Have you ever seen these?











Nowadays, the usage of bullock-carts and horse pulled carts has decreased. Why? Think.

In some villages the people use bus, van, lorry, tractor to attend the marriages and fairs. In few other villages they still use bullock-carts to travel from one place to the other.

Name the vehicles do you use to attend marriages and fairs in your village?

Some villagers migrate to other places in search of employment. They take the required goods with them, they travel by bullock-carts, tractors and vans. In some other places people travel by boats.



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Is this the right way to travel?

Observe the pictures given below. How are the people travelling? What happens when we travel in this manner? Think ...













What did you learn from the above pictures?

It is dangerous to travel in this manner. We should not travel as shown above.



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Were the vehicles in the past similar to the ones in the present?

Nowadays autos, scooters, bicycles, buses, trains, aeroplanes, boats etc. are used for travelling. Were these vehicles present in the past? How did the people in the olden days travel? Ask your elders and grandparents and know about the vehicles of their time. How did they travel in their times?



Can you do this?



Take a few match boxes. Join all the boxes with a rope or a wire as shown in the picture. Fix rubber lids of injection bottles to all the boxes as tyres. Tie a string in front of the boxes. Your toy train is ready to play. Pull the string and play. What other things can be used to make a toy train? Think ...

Key words

1. Journey
2. Modes of transport
3. Vehicles
4. Air transport
5. Vehicles that sail on water
6. Vehicles that run on the land
7. Animals used for travel
8. Hazards / dangers of travelling
9. Modes of transport in olden days
10. Dangerous travelling

What have we learnt?

- People use different vehicles to travel from one place to another.
- Different modes of transport are used for journeys.
- Animals like bull, camel ,donkey ,horse, elephant are also used as different means of transport.
- Different vehicles are used depending on the distance to be travelled.
- Travelling in heavily packed vehicles with excess travellers is dangerous. Travelling in private vehicles like tractors, jeeps, lorries should be avoided.

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DO THIS



Conceptual Understanding

1. What is journey? What are the vehicles you have travelled by till now ?

2. Read the names of following vehicles. Write them in the table.

   Lorry, bus, auto, train, trolly auto, aeroplane, boat, donkey, horse, bullock-cart, helicopter, jeep, horse cab, bicycle, rickshaw, camel, elephant, tractor.

Run on the land	Sail on the water	Fly in the air

3. Write the similarities and differences between a bicycle and a motor cycle.

4. Which animals are used as a mean of transport?

5. Observe the pictures given below.





It is dangerous to travel as shown in the pictures because .....

.....

.....

.....

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Draw and colour the pictures

1. Draw the pictures of any two vehicles you like. Name them.



Information Skills - Project work

1. Observe the vehicles that ply in your street for one hour on Sunday. Fill the table with the particulars.

Name of the vehicle	No. of vehicles

Name the vehicle you have seen the most? Name vehicle you saw the least?

2. Make a cart and a bus with clay, card board etc. Exhibit them in your class.



Appreciation

1. We use vehicles and animals to travel. What should be our attitude towards animals?

2. Whose models of bus/cart were best in your class? Why did you like them?



Ask a question

1. Abdulla went to his grandpa to know about the vehicles that were used in olden days. What questions Abdullah might have asked his grandpa?



I can do this



1.	I can tell about the moving vehicles in our area.	Yes/No
2.	I can explain about the modes of transport.	
	I can write them in a table.	Yes/No
3.	I can draw the pictures of vehicles.	Yes/No
4.	I can tell what vehicles people use on different occasions.	Yes/No
5.	I can explain which animals are used for travelling.	Yes/No
6.	I can ask questions related to different means of transport	Yes/No

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