GOVERNMENT OF KARNATAKA

ENVIRONMENTAL STUDIES

TEXT CUM WORK BOOK

(REVISED)

PART-1

ENGLISH MEDIUM



FIRST STANDARD

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KARNATAKA TEXTBOOK SOCIETY (R.)
6th Cross, Malleshwaram, Bengaluru-560 003.

Preface

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi prepared which in turn are designed based on NCF - 2005, since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, Mathematics and 5th to 10th there are three core subjects namely mathematics, science and social science.

NCF - 2005 has a number of special features and they are :

- connecting knowledge to life activities.
- learning to shift from rote methods.
- enriching the curriculum beyond textbooks.
- learning experiences for the construction of knowledge.
- making examinations flexible and integrating them with class room experiences.
- caring concerns within the democratic policy of the country.
- making education relevant to the present and future needs.
- softening the subject boundaries, integrated knowledge and the joy of learning.
- the child is the constructor of knowledge.

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The new books are produced based on three fundamental approaches namely, Constructive Approach, Spiral Approach and Integrated Approach.

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the all round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

Young learners in their initial stages of learning i.e., between the ages of 5 and 10, acquire most of the concepts which they need in consolidating learning in later stages. If this learning is properly planned and well executed in the class room, children may find learning easy and enjoyable.

Based on these principles, in the early stages from class 1 to 5, the following subject areas have been introduced - Mother tongue, state language, English as a practice language, mathematics and environmental studies. Environmental studies include science and social science related to their daily life experiences, information about their environment, society, country, their duties and rights. These topics are presented through interesting situations and activities. Opportunities have been provided for self learning and creativity. In this stage importance is given to children sitting in pairs and groups and exchange their experiences. The efforts have been made to make illustrations colourful, attractive and meaningful. Teachers are expected to make use of these and help children learn meaningfully and with pleasure. The textbooks aim at making learning interesting, enjoyable and satisfying.

The textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks.

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About the Book

National Curriculum Framework (NCF-2005) developed by the National Council of Educational Research and Training (NCERT), has set the guidelines for developing syllabi, textbooks and teaching practices in the formal school education programmes in the country, considering the new challenges that humankind is likely to face in the years to come.

We have attempted to follow the five guiding principles on which NCF 2005 is based, while adopting the framework in the textbooks of classes 1 and 2 for the State of Karnataka. We have tried integrating the science and social science concepts by softening the subject boundaries in these textbooks. The idea is that the children should view the natural and the social environments in a holistic manner from the beginning of school education. We have included a wide range of topics from family to plants and animals to festivals on the lines of the NCF 2005 guidelines.

While designing these textbooks titled **Environmental Studies**, EVS in short, we have taken into account the socio-economic, environmental and cultural aspects of the State for easy connect and better understanding. Since the children are beginners in the school system, we have used illustrations heavily in these books for easy communication. We also have introduced simple activities such as observation, keeping the level of children in mind, to engage them in learning process and make the learning more participative. The idea is also to stimulate children to enquiry-based learning. Books are designed with the objectives of familiarizing children with their surroundings/local knowledge and introducing some basic concepts of their natural and social environment so that they start appreciating the environment they are living in and every component that comes with it. We have tried our best to make these books gender neutral in terms of language and presentation of concepts. At the beginning of every lesson, we have given the competencies that the children should develop after each lesson, to help teachers facilitate the learning process.

While the thought provoking para of Rabindranath Tagore from 'Civilization and Progress', which NCF-2005 opens with, is indeed inspiring for every teacher to search and adopt new and innovative teaching-learning approaches. We welcome comments and suggestions from the teachers, parents and public for further refinement.

Environment Education is Education of the Environment, through the Environment and for the Environment.

Dr. R. Shailaja, **Chairperson**
Textbook Committee

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CONSTITUTION OF INDIA

Part III (Articles 12 – 35)
(Subject to certain conditions, some exceptions
and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: "The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment", he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints, and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had send them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organistation were also invited for discussions. Thus, on the basis of all inputs received from various sources, the textbooks have been revised where ever necessary.

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Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central school. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

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Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also due to the subject experts and to the associations who gave valuable suggestions.

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LESSON – 1

ANIMALS AROUND US

I9L9D2

After studying this lesson you,

- identify common animals around you.



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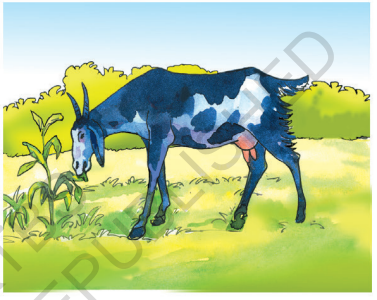
If you have seen the animals that are in the above picture put (✓) mark in the given box.

Can you find these animals in your locality? If yes, put (✓) mark in the box.

















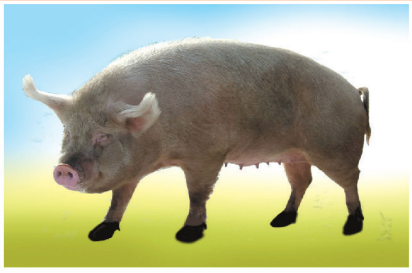
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Name some other animals that you find in your locality.

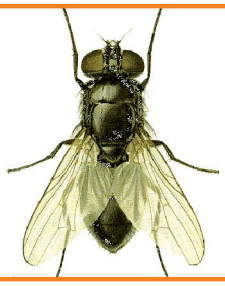
Name these animals.

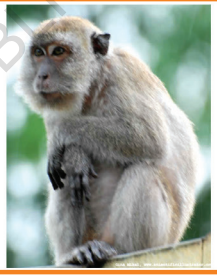














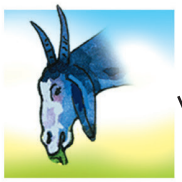






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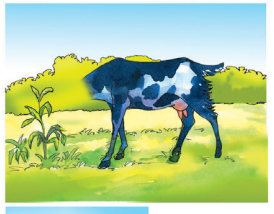
Match the pictures of the faces of the animals to their bodies correctly by drawing lines. Then name the animals. One is done for you.









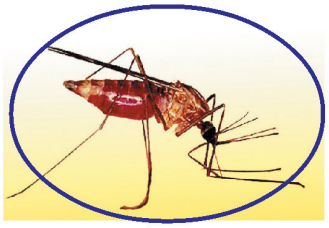



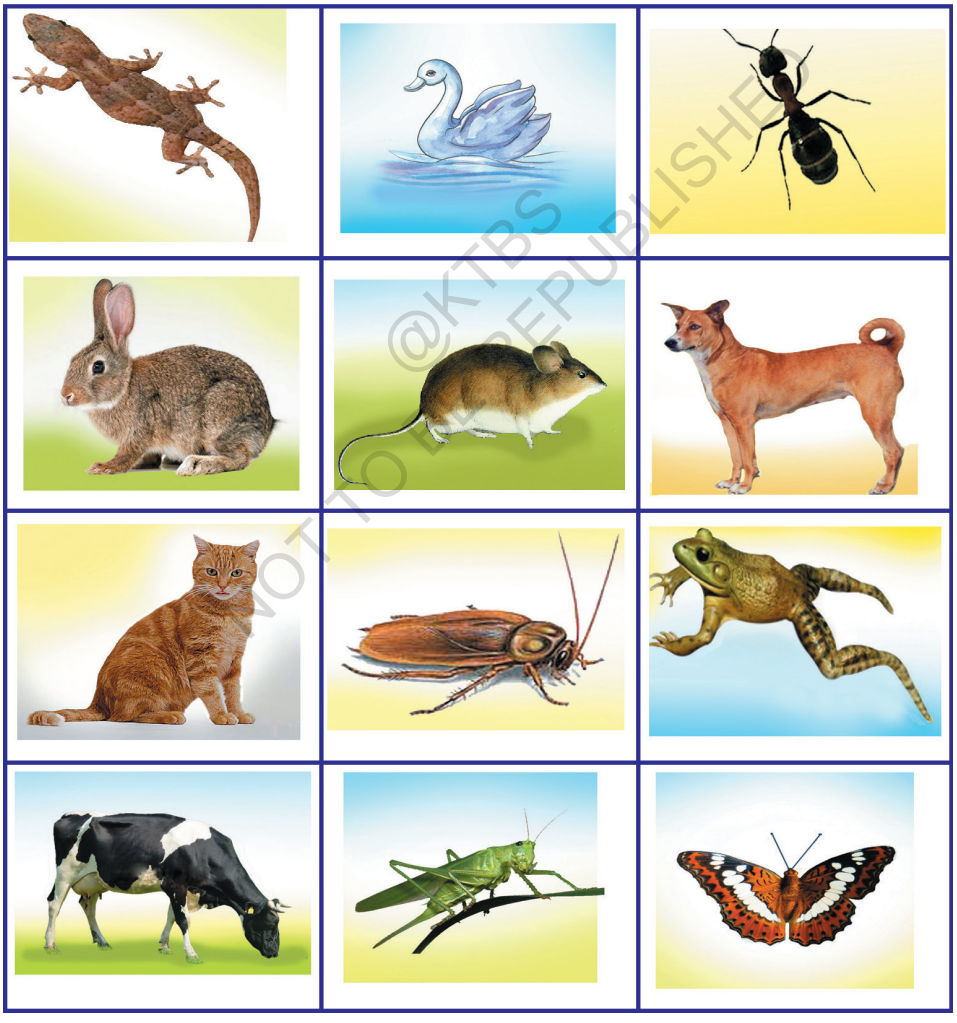


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Look at the pictures given below - Name the animals. Circle the animals you find in your house.

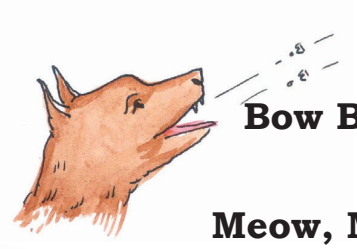
Look at the example.





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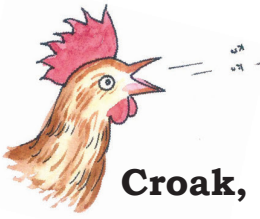
Sing and enjoy



Bow Bow says the dog



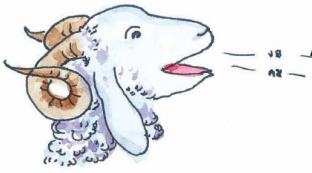
Meow, Meow says the cat



Cock-a-doodle-do says the cock

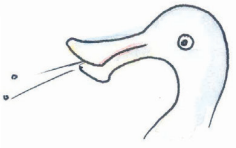
Croak, Croak says the frog





The sheep bleets

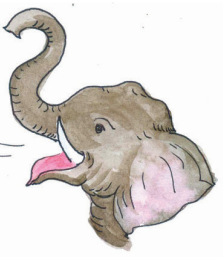
Quack, Quack says the duck

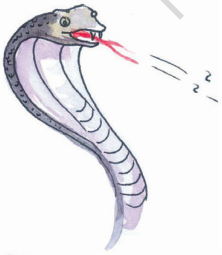




The lion roars

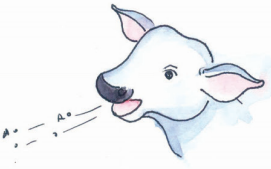
The elephant trumpets

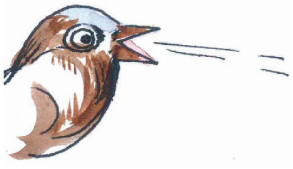




The snake hisses

The cow moos

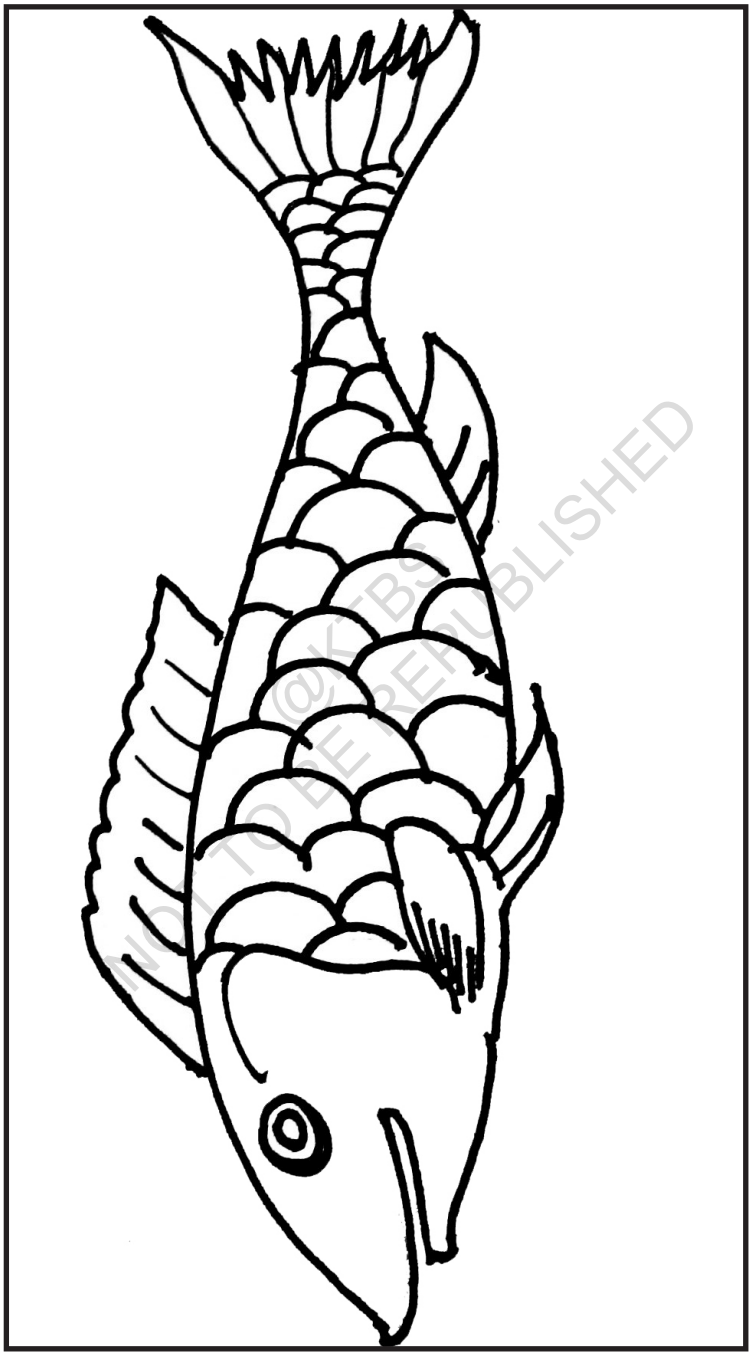




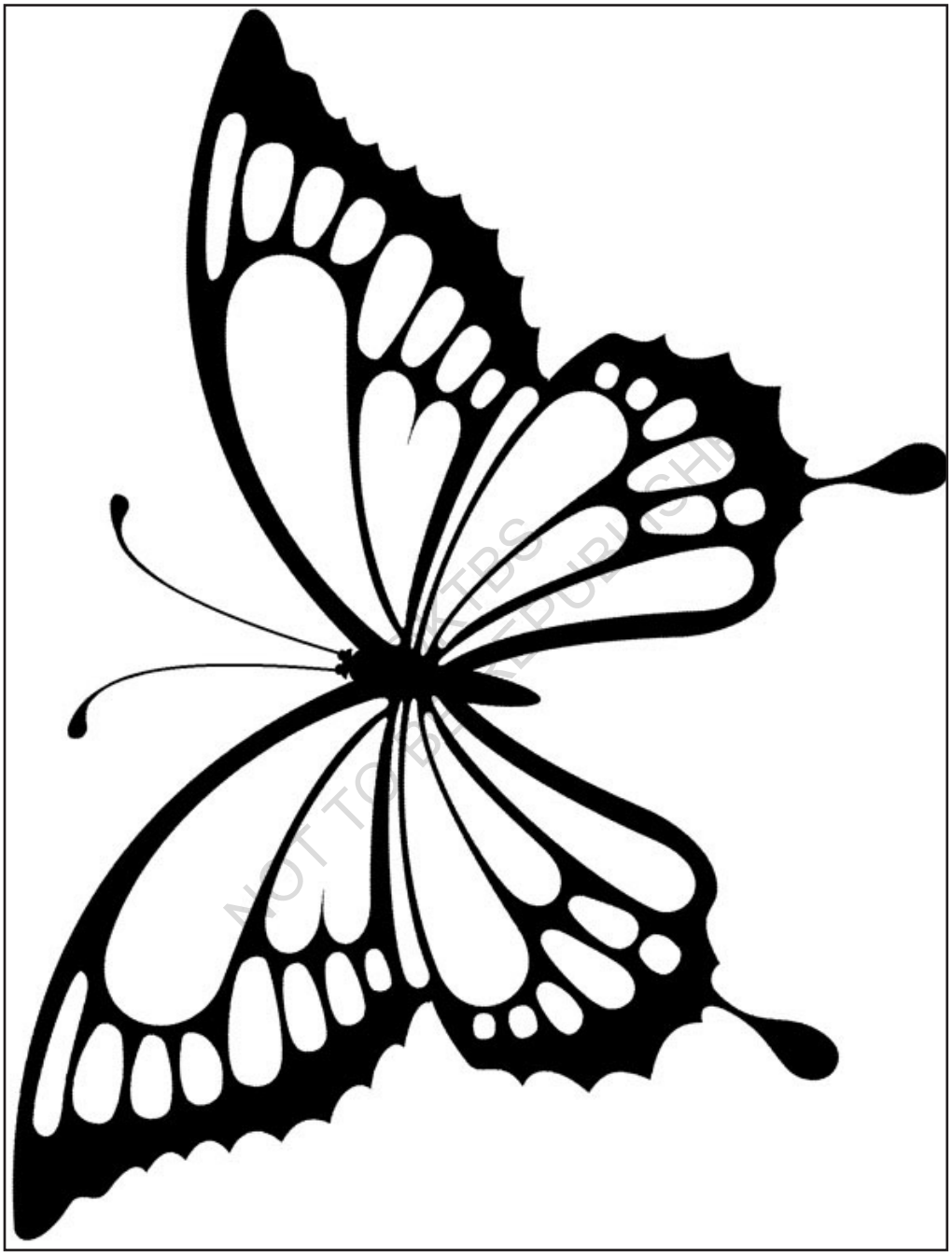
The sparrow says chirp chirp

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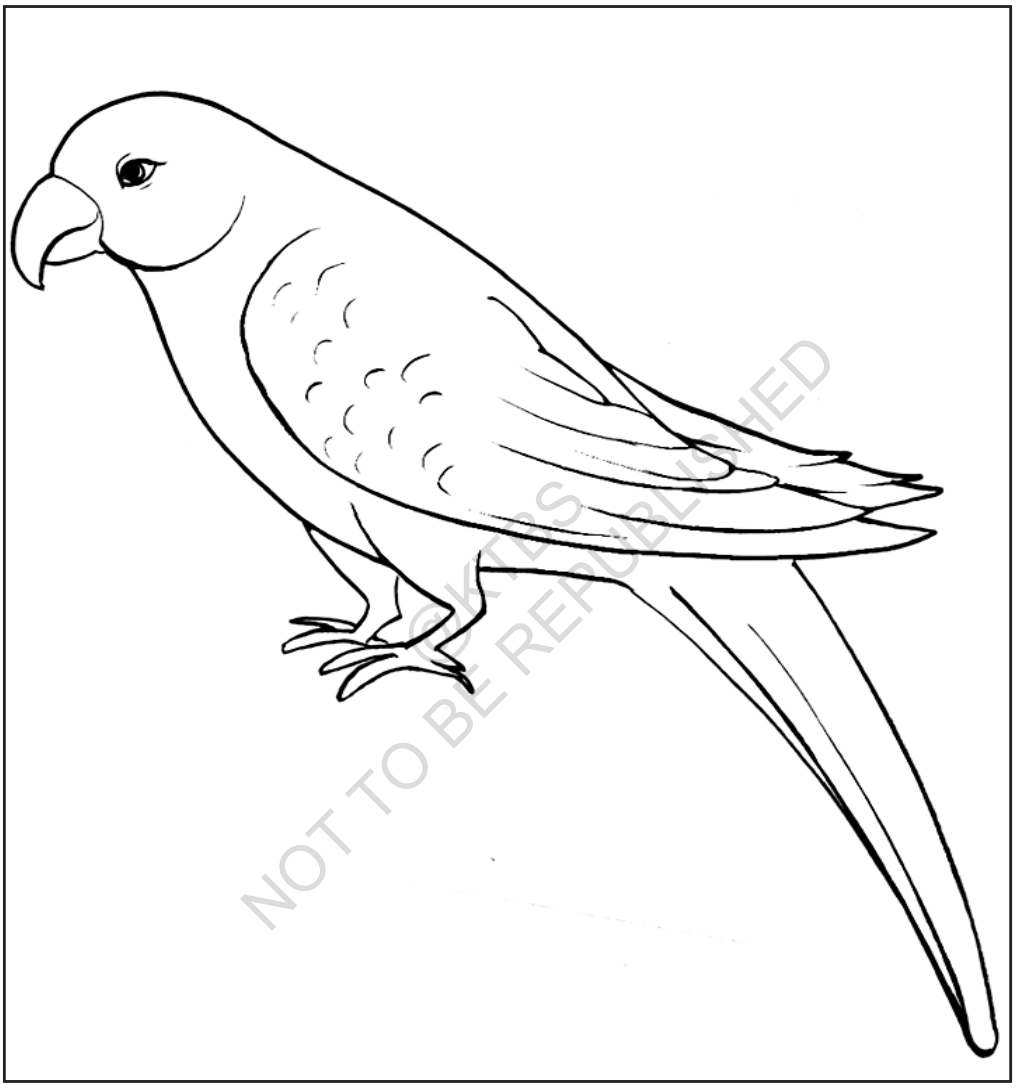
Colour the given pictures.



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Sing and enjoy

Naughty little monkey
Jumping up and down

Meow Meow says the pussy
He wants to boss around

Bow Bow doggie
Fit to guard the house

Caw Caw screaming crow
Fly Fly Fly away!

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Imitate the movement of the animals given below :

cow, crow, frog, snake, rabbit.

Play the game.

Play this game with your friends.

Make two groups. Let one group make the sound of an animal and the other group name the animal. Let the game continue in the same manner.

LESSON – 2

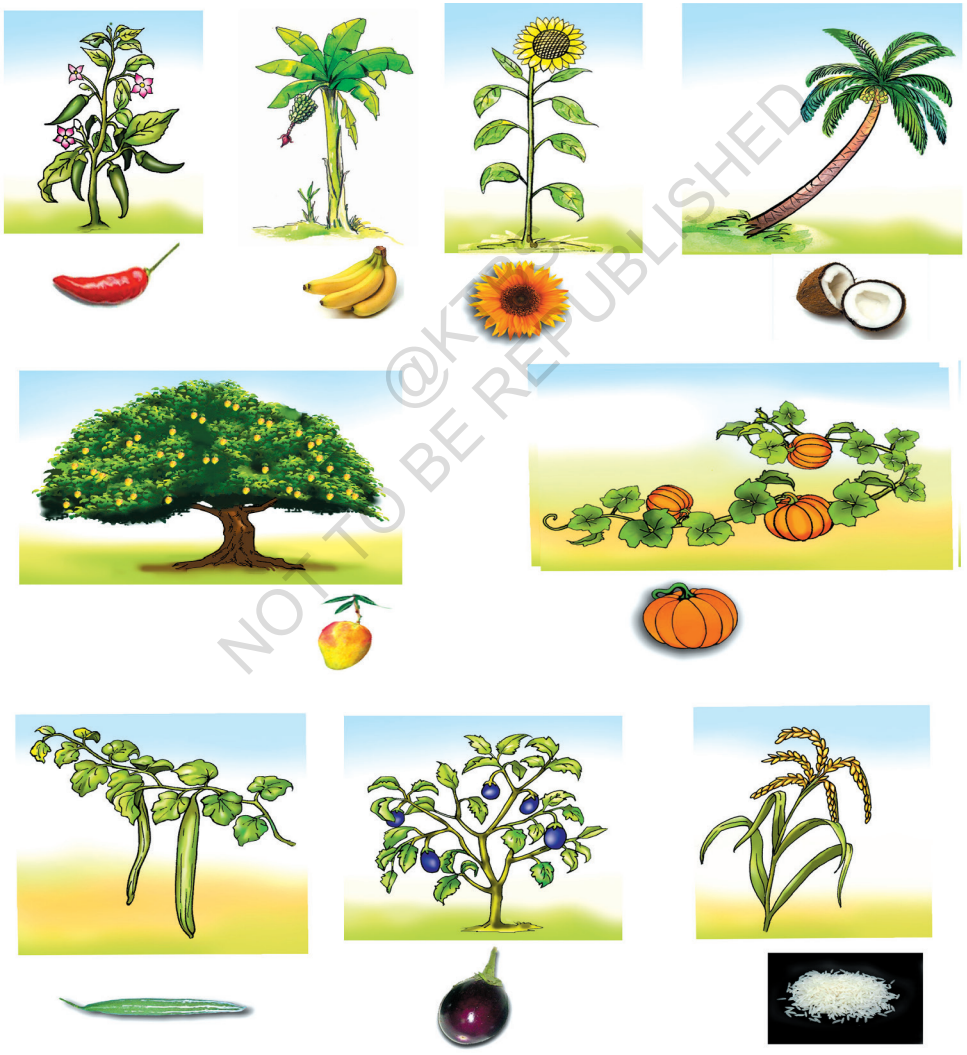
PLANTS AROUND US

A5D5K9

After studying this lesson you,

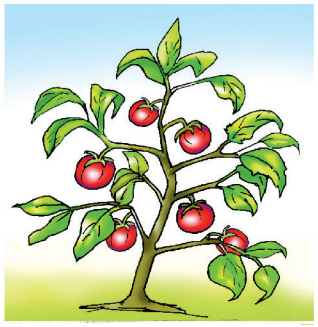
- identify the common plants around you.

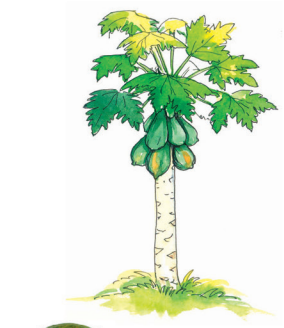
Name these plants.



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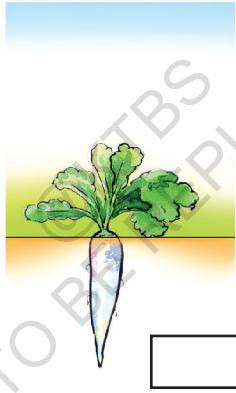
Do you have these plants in your locatity? If yes, put (✓) mark in the box.

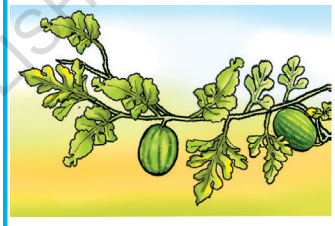




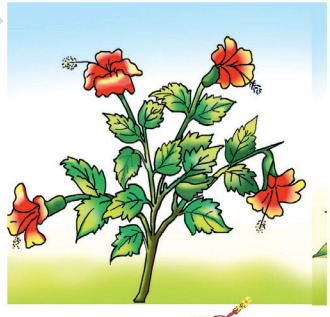








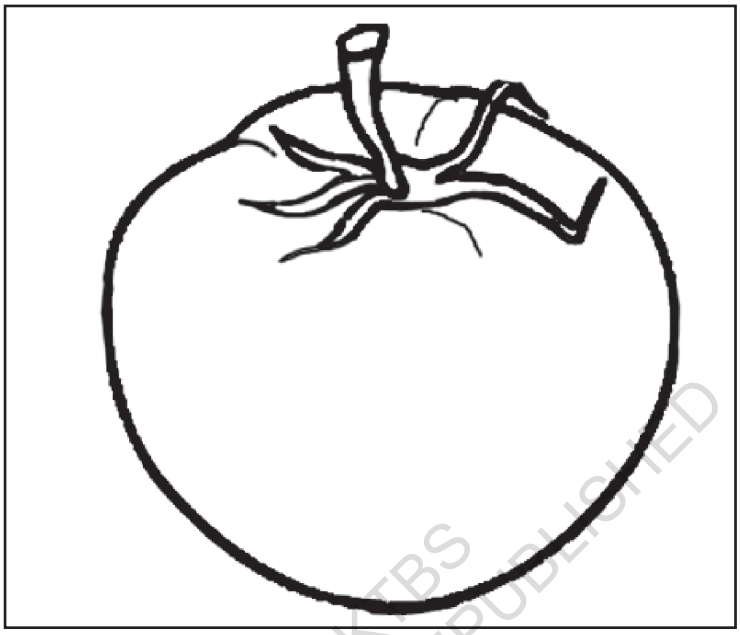


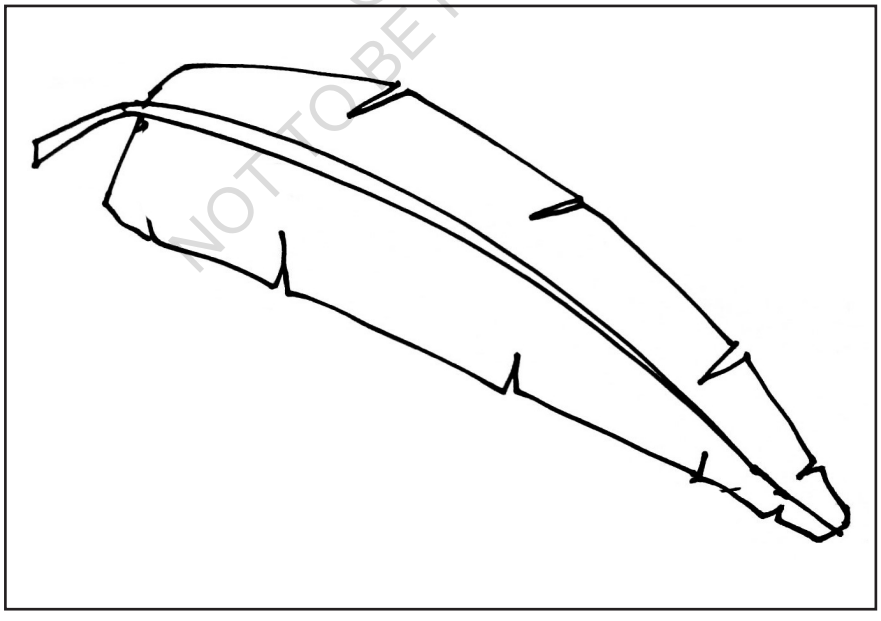



Tell your friends about the plants and trees you have seen.

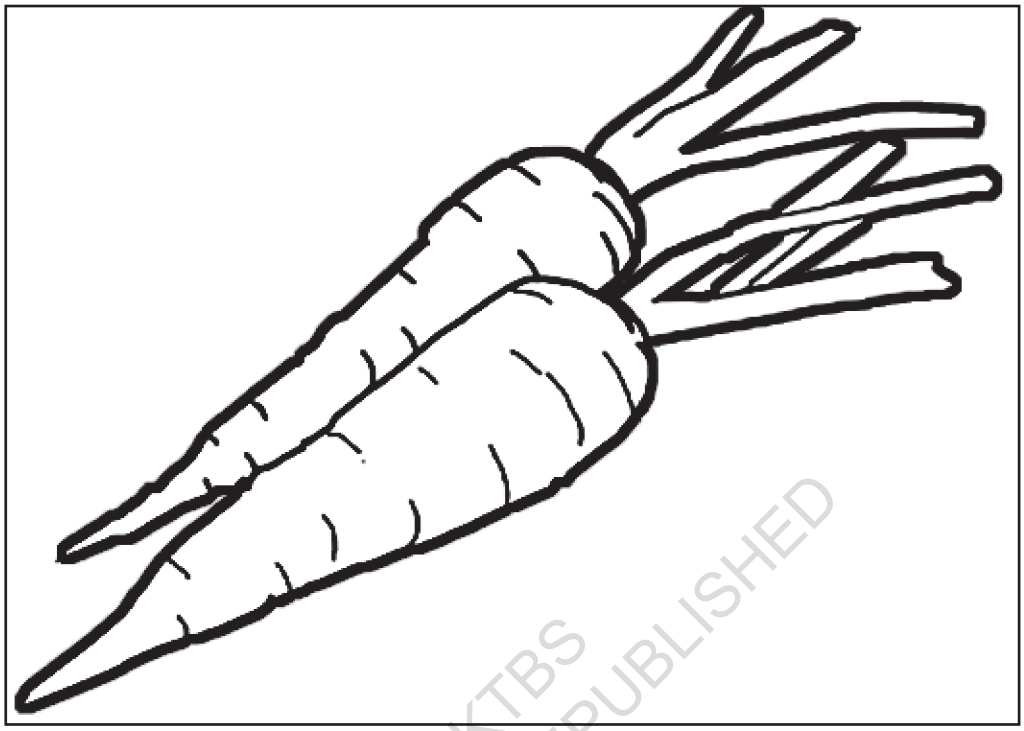
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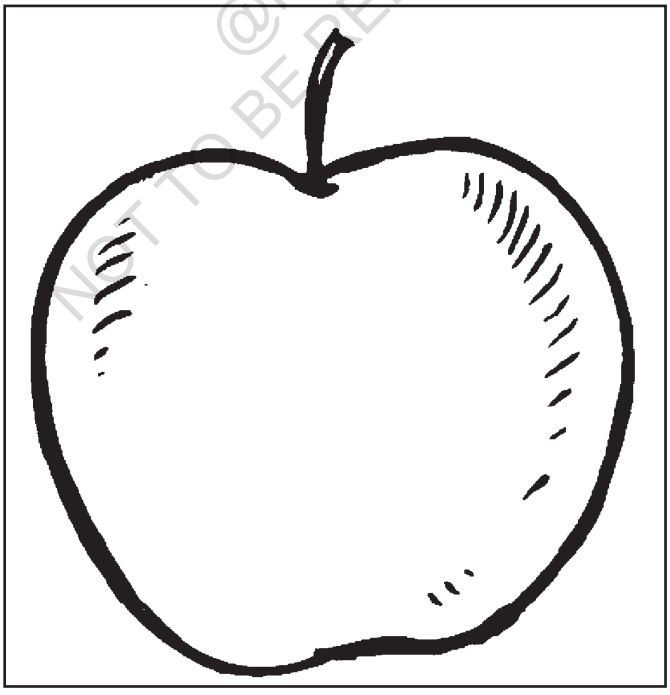
Colour these pictures and name them.



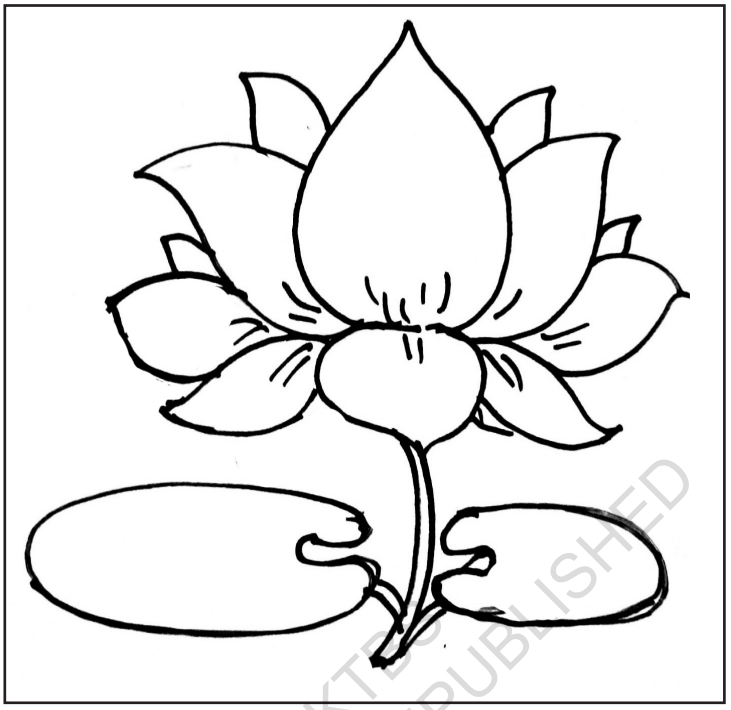


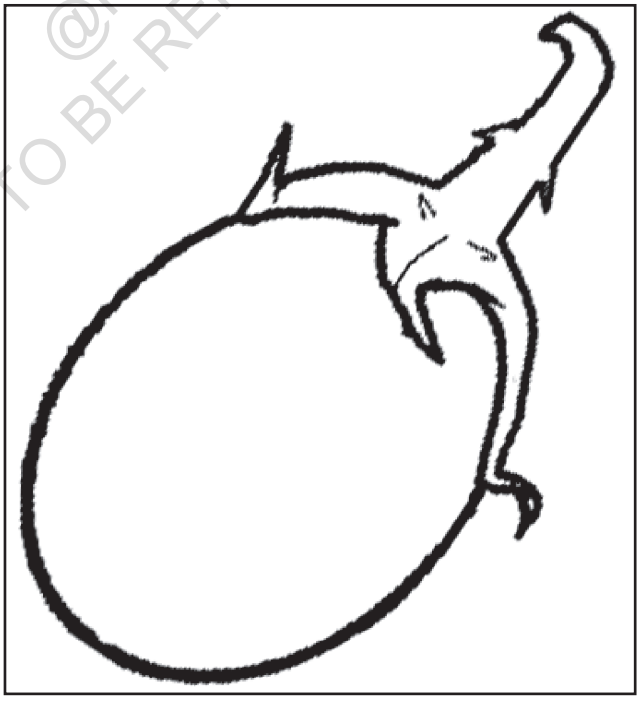
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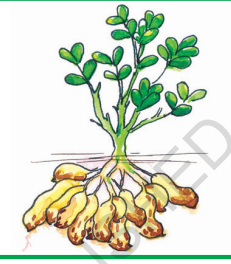
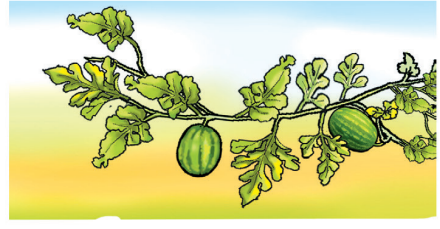
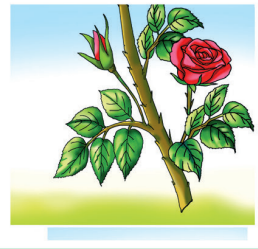
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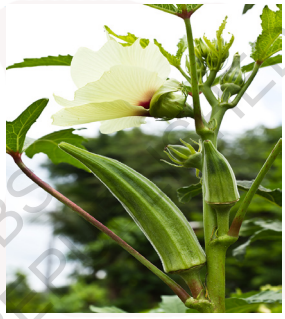
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Match these pictures by drawing lines.

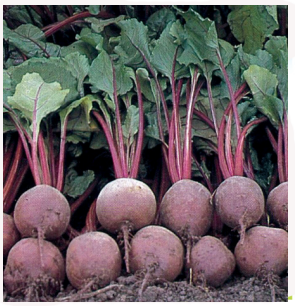
	
	
	
	
	

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Have you seen these plants ? If yes, mark it with (✓)mark.

 ☐	 ☐
 ☐	 ☐
 ☐	 ☐
 ☐	 ☐

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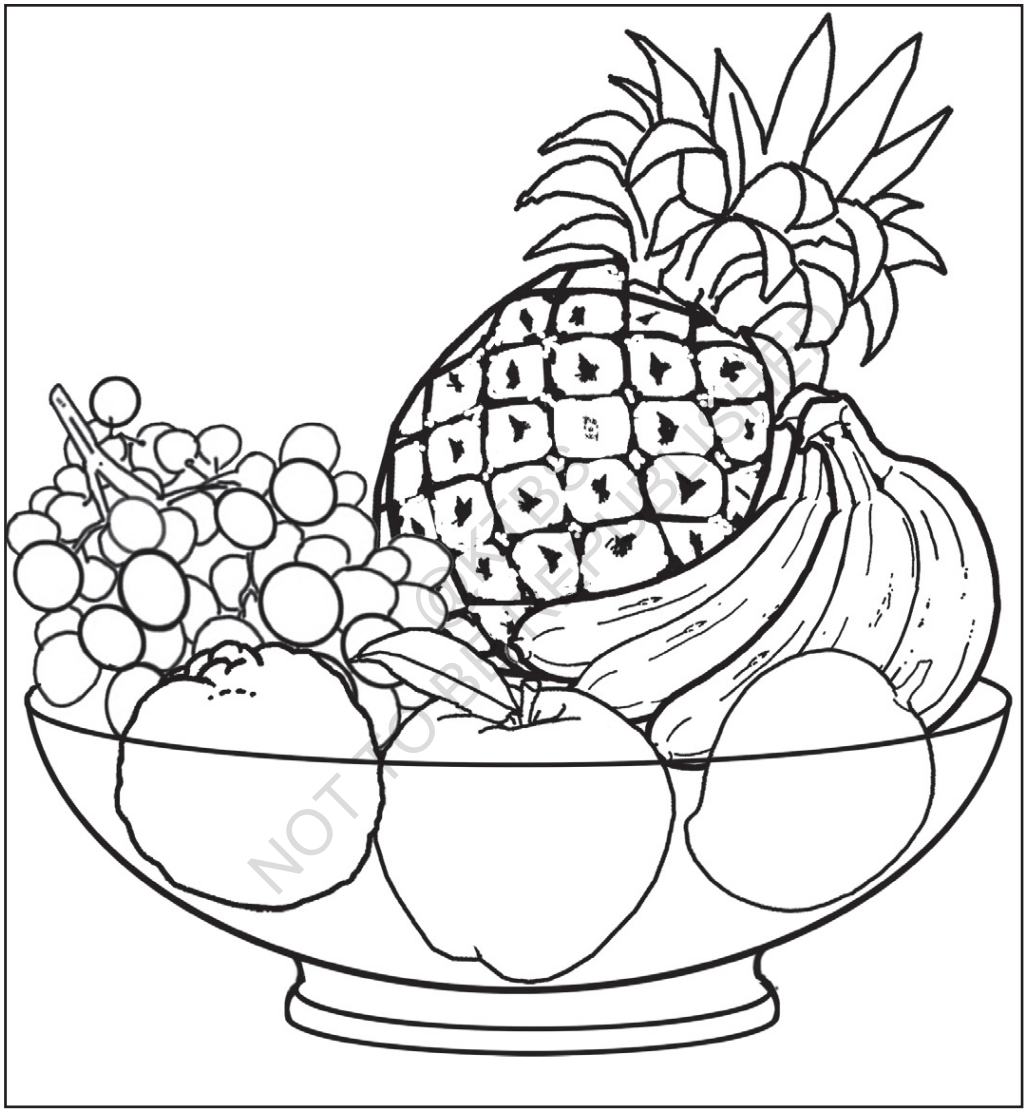




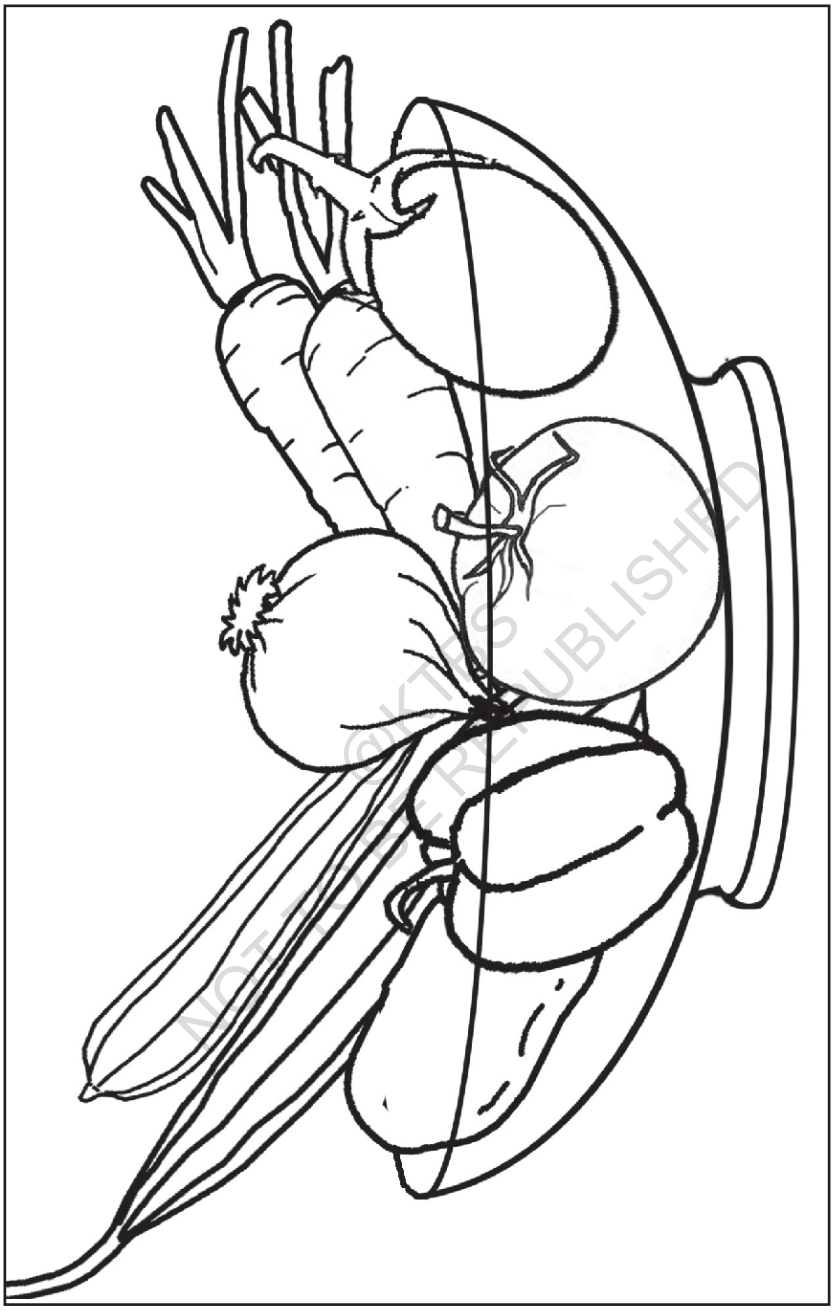
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Name the plants that you have seen around your house and school.

Colour the pictures given below. Ask and know their names.



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LESSON – 3

WATER

V8B6G4

After studying this lesson you,

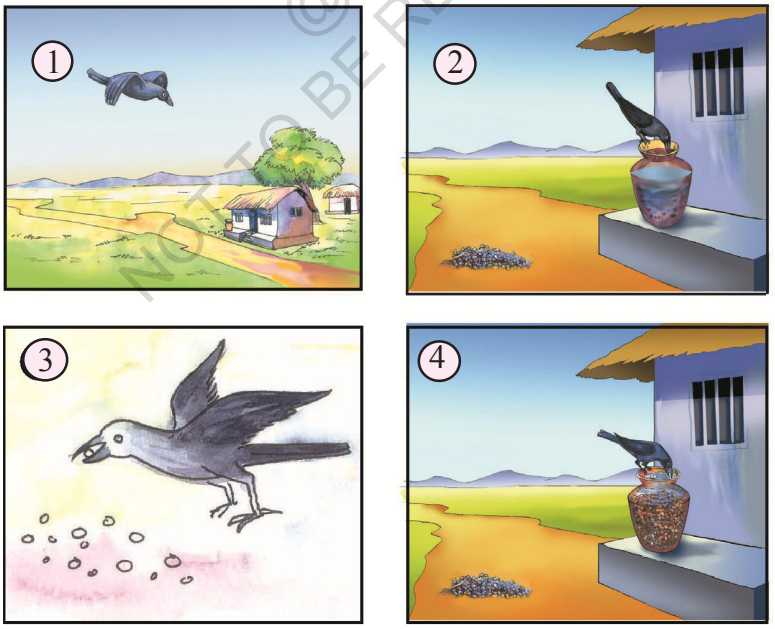
- identify the use of water in daily life.

Salim is thirsty. He is drinking water.

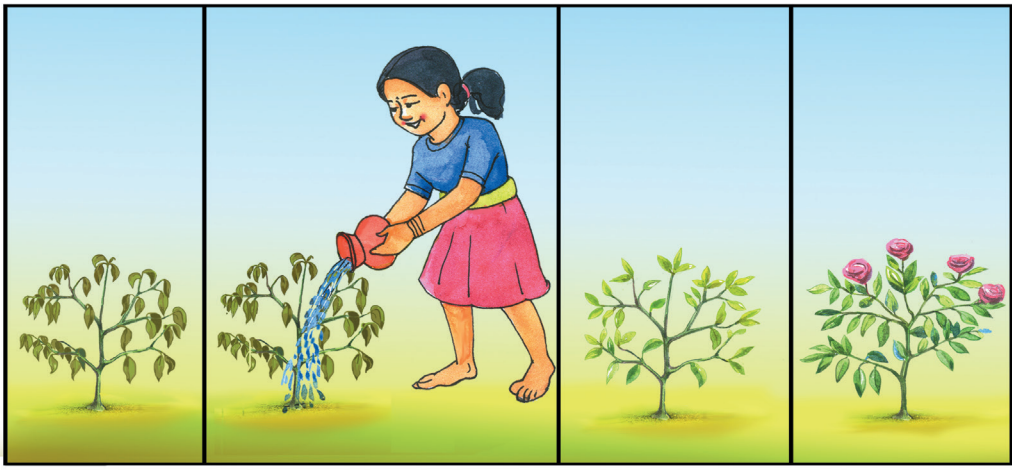


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Look at the pictures and say the story.



Why is the crow doing this?



You can see a plant drying up. But now, the plant looks so fresh. How?

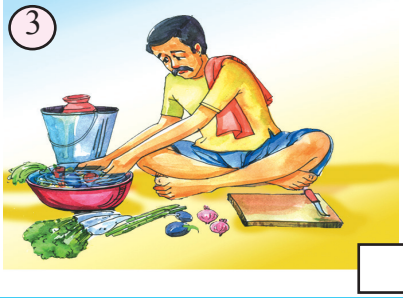
Even plants, trees and animals need water like us.

What are the things you do at home using water? Put (✓)mark in the box for the picture to show them.

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① 

② 

③ 

④ 

5



6



7



8

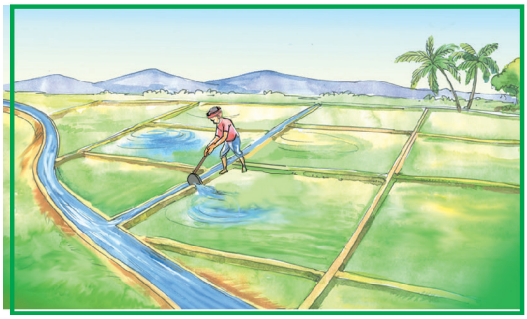


Name the things you do using water in your school.

Look at the pictures given below. Say whereelse we use water.

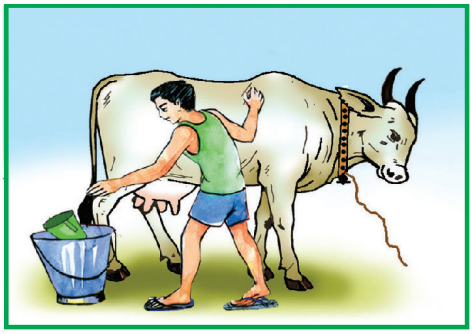






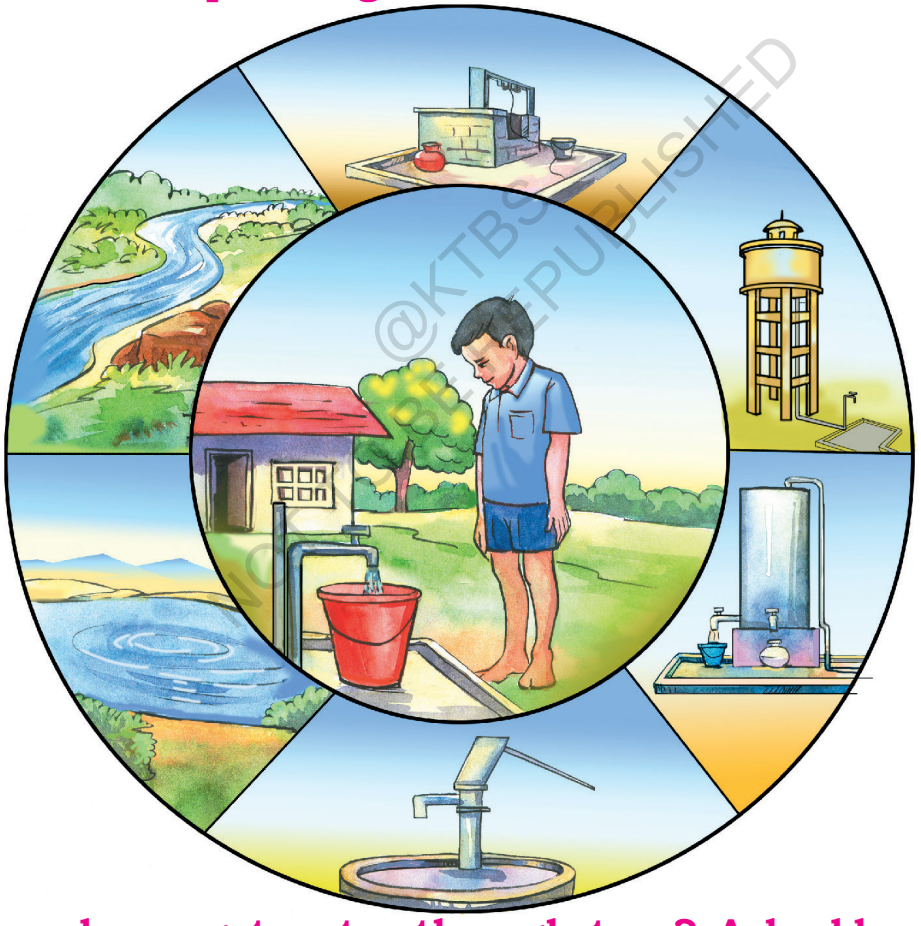


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From where do you get water for your house. Put (✓) mark in the picture given below.



How do we get water through taps? Ask elders to know.

Sing and enjoy

I need water, I need water

For drinking, cooking and bathing too.

I need water, I need water

For building, farming and sailing too.

I need water, I need water

For plants and animals, me and you.

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Mime these actions

1) drinking
2) bathing
3) washing face
4) washing clothes
5) rowing the boat
6) dog drinking water
7) flowing river
8) watering the plants

Play the game

Play the game 'In the pond and on the bank' with your friends.

All should stand in a circle. One participant should name a work we do everyday. If water is used to do that work, the children should jump inside the circle. If water is not used to do that work then, the children should jump out of the circle.

LESSON – 4

DELICIOUS FOOD

U7I1B8

After studying this lesson you,

- know the food that is available in your locality.
- identify the food grains available in your locality.
- identify the food which you eat.

Are there food items that you have eaten in the pictures given below ? If yes, put (✓) mark in the box.

 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐

Which is your favourite dish?

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Look at the pictures. Put (✓) mark in the space provided if you know the food.

 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐

Name the food grains that are grown and other food items available in your locality.

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The outer circle consists of food we eat. The inner circle consists of the items used to prepare the food. Match them by drawing lines.



Name the dishes prepared in your house on the days of festivals.

Look at the pictures given below. Put ☐ mark for the food that could be eaten raw and ◯ mark for the food that has to be cooked and eaten in the boxes provided.

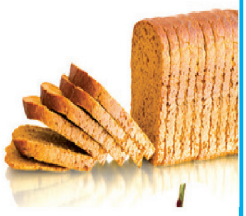
 ☐	 ☐	 ☐
 ☐	 ☐	 ☐
 ☐	 ☐	 ☐

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Play the game.

Stand in a circle with your friends. Now one of you tell the name of your favourite dish and another will tell the ingredients required to prepare it. Let the game continue in this manner. If you do not know the ingredients ask your friends or elders at home and know.

Put (✓) mark for your favourite dish. Tell why that dish is your favourite.

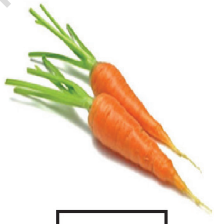
			
☐	☐	☐	☐

Put (✓) mark for your favourite fruit. Tell why you like it.

			
☐	☐	☐	☐

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Put (✓) mark for the vegetable you like. Tell why you like it.

			
☐	☐	☐	☐

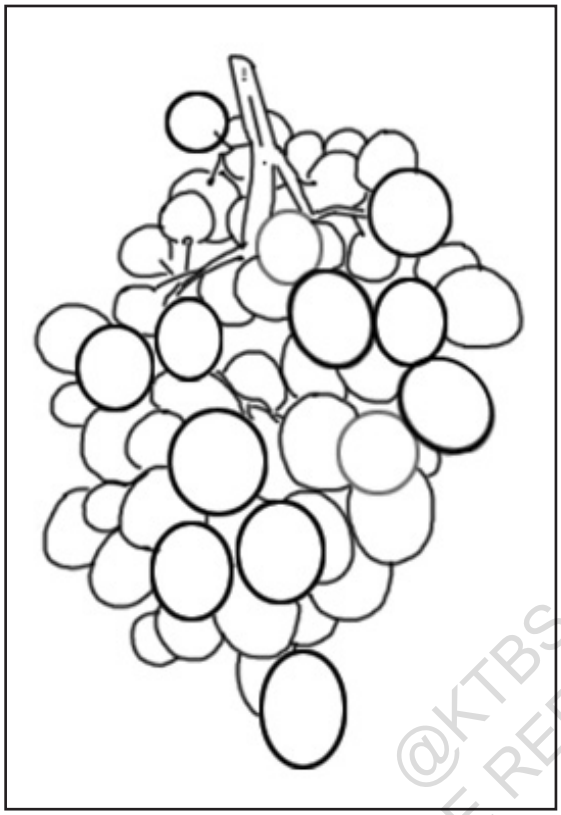
Do you have plants of vegetables and fruits in your house? If yes, name them.

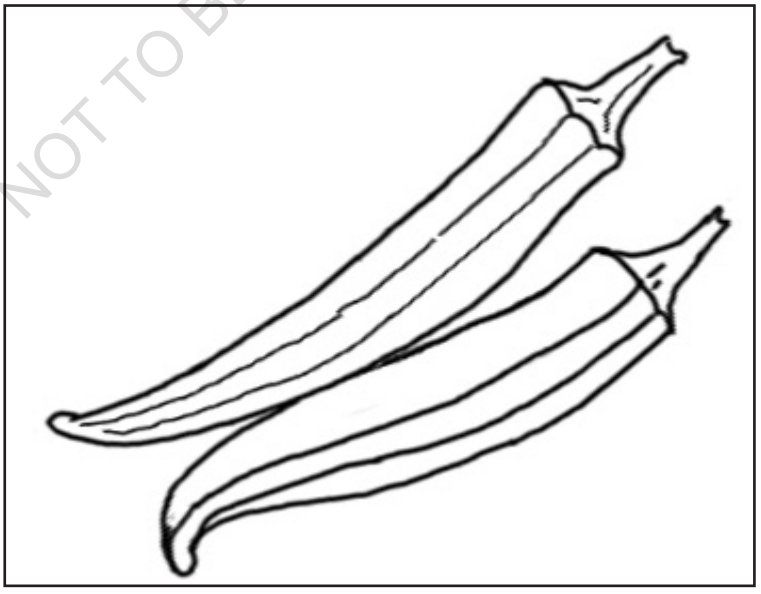
Colour the pictures given below.





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Name the different dishes prepared in your house. Ask elders at home and know the ingredients/things used to prepare them.

Identify the food grains your teacher shows. (Teacher should show rice, dal, groundnut etc.,)

Sing and enjoy

Veggies, Veggies, Veggies

Types and Types of Veggies;

Like a finger is ladysfinger

Like a stick is drumstick.

Like a snake is snakegourd,

Tasting bitter is bittergourd.

Types and Types of Veggies,

Tomatoes make your cheek go red,

Carrots make your jump ahead.

Greens make you very strong

Peas make you sing along

Veggies, Veggies, Veggies

Types and types of veggies.

(Sing and enact this song and continue the song adding the vegetables that you know)

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LESSON – 5

DO WE NEED FOOD?

X6N8H7

After studying this lesson you,

- know the need for food.

Sing and enjoy

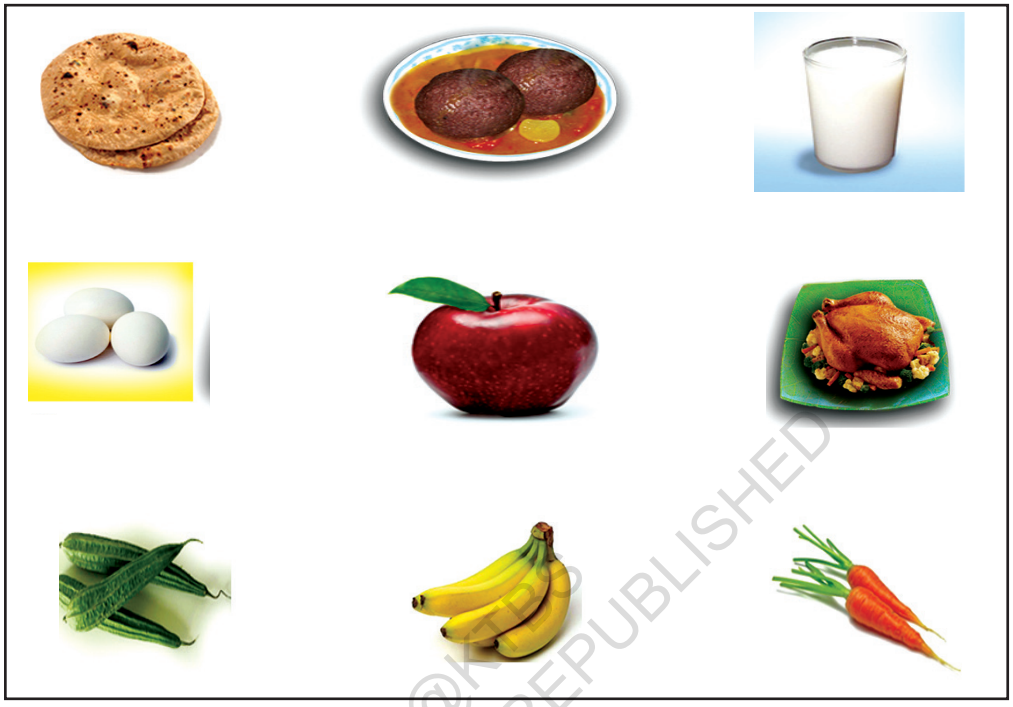
I found him sitting on the couch,
before I went to bed.
He seemed so tired without food
And this is what I said,
"Go friend eat your dinner right
And see you'll sure feel bright".
He then ate rice and dal and grains.
Which made him bright and strong.

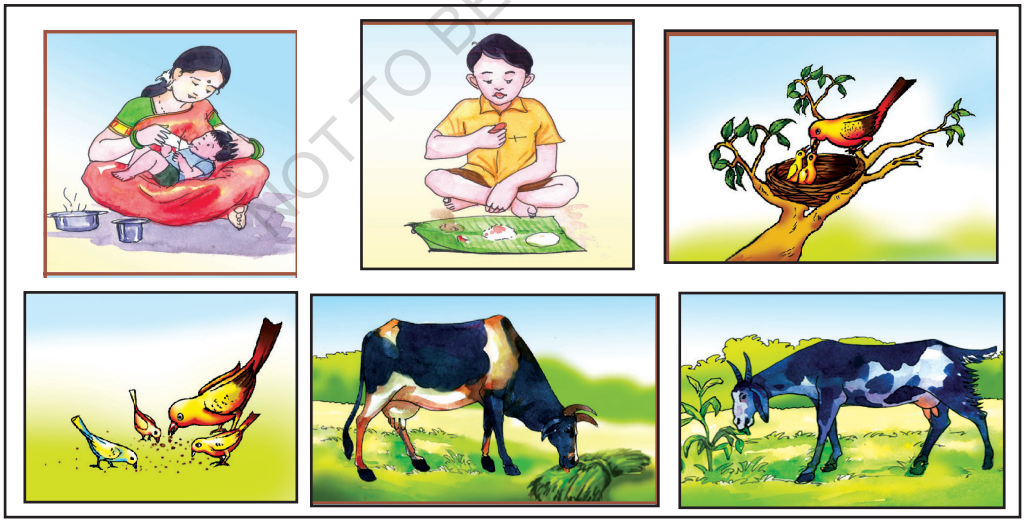
@KTBS NOT TO BE REPUBLISHED

Sing and enjoy

Fruits, veggies, milk and cheese
Eat them everyday!
It's good for health
And makes you fit.

Observe these pictures.





We need food to be healthy and strong.

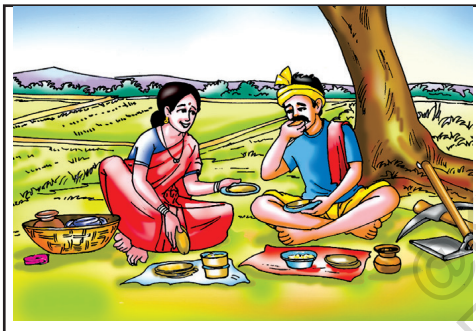
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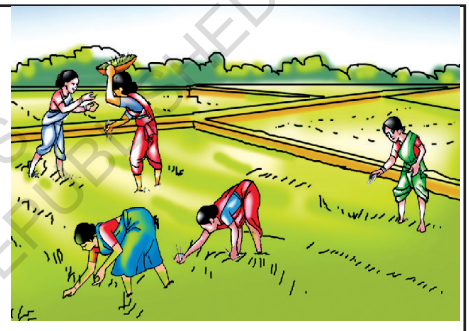


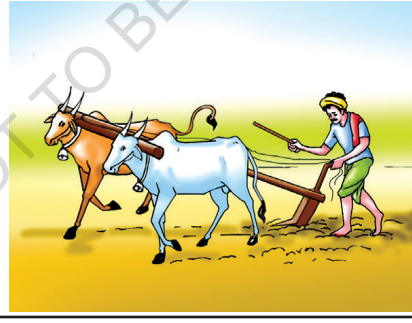




We need food for the growth of our body.







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We get energy to work from food

Do you know why we need food?

LESSON – 6

MY HOUSE

J4E3E2

After studying this lesson you,

- know about your house.
- estimate the distance of some places in your locality as very near, far and very far by keeping your house as the base.

This is Radha's house. Look at the picture carefully.

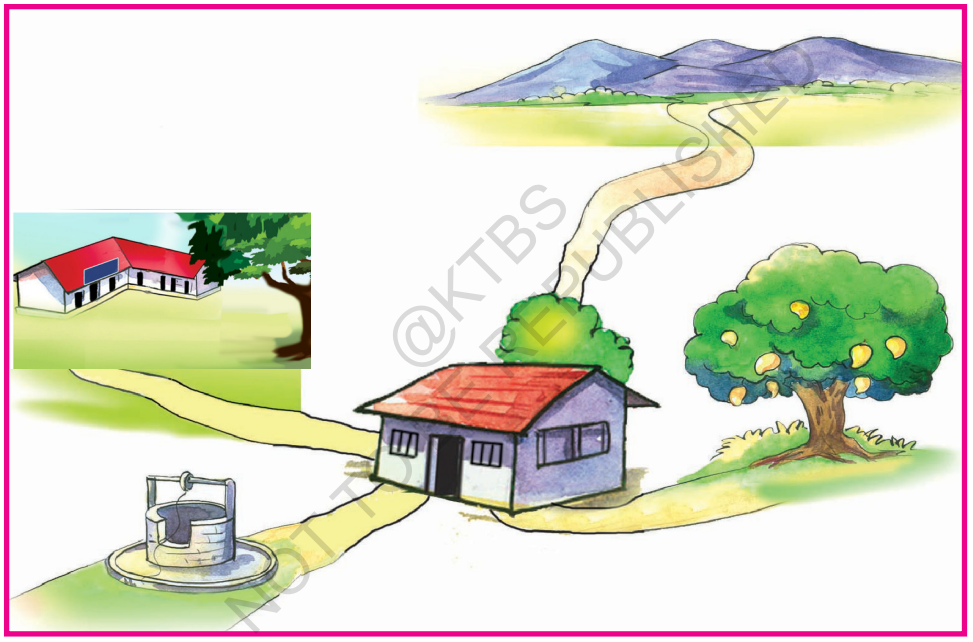


Now answer the following questions.

- Name the members of Radha's house.
- What are they doing?

- How many windows and doors are there in Radha's house?
- Who are the members in your family?
- Do you have domestic animals in your house.
- How many windows and doors are there in your house?

This is Raja's house. Observe the picture and answer the questions given.



- What is very near to Raja's house?
- What is near to Raja's house?
- Where is the school?
- What is very far from Raja's house?

Where are the following places? Put (✓) mark in the correct box.

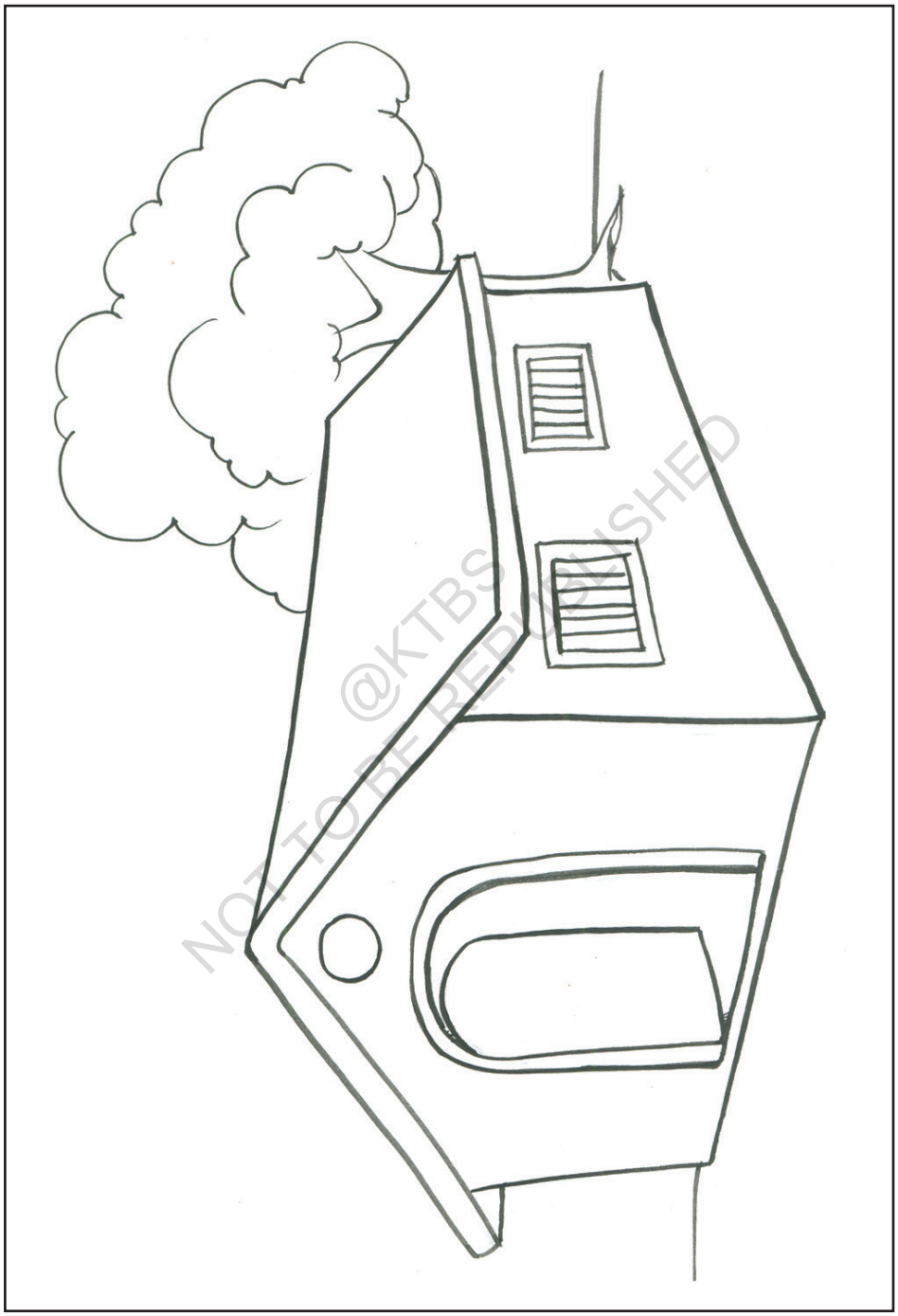
Sl. No.	Place	very near	near	far	very far
1.	friend's house				
2.	hand pump/street tap				
3.	school				
4.	shop				
5.	anganawadi				
6.	well				
7.	bus station				
8.	office / hospital				

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Answer

- What is very near to your house ?
- What is near to your house ?
- What is far from your house ?
- What is very far from your house ?
- What is near to your school ?
- What is far from your school ?

Colour this picture.



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Sing and enjoy

My house is white - a lovely house,
with doors and windows green;
Lots of trees - big and small
To shade me from the sun.
I laugh and play the whole day long,
A happy child I am.



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LESSON – 7

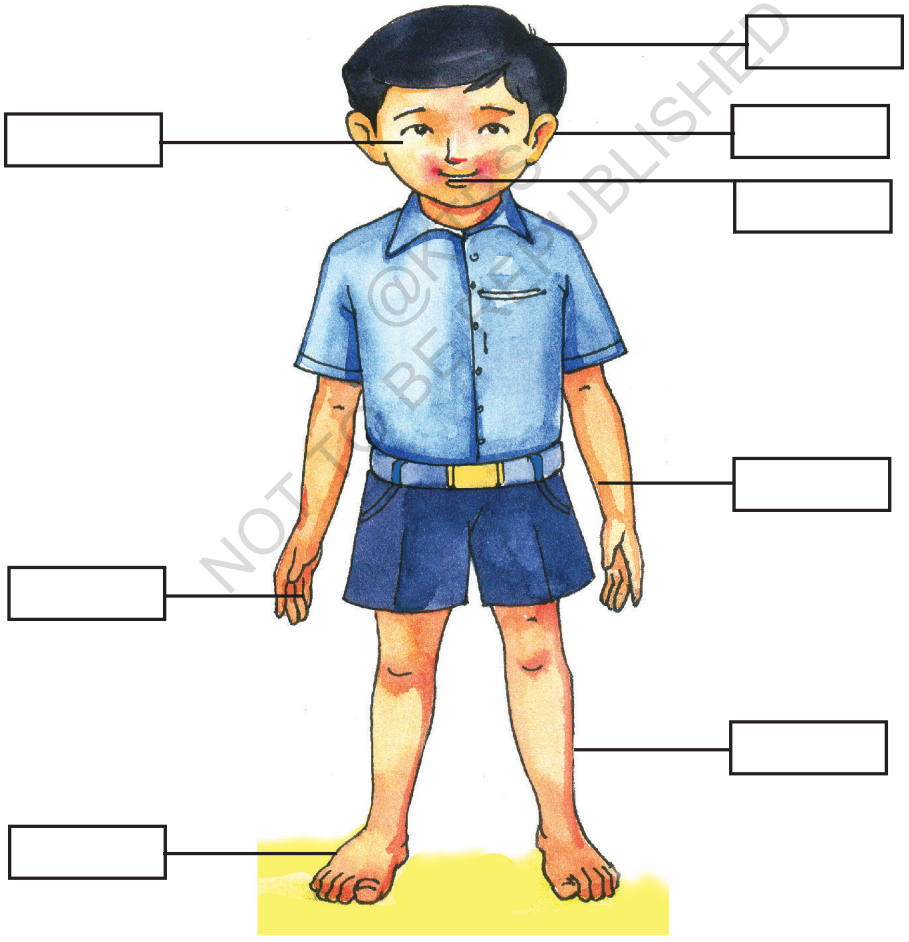
CLEAN HABITS

J6H5S8

After studying this lesson you,

- **identify the parts of the body**
- **understand the importance of cleanliness and habits of cleanliness**

Write the correct part of the body in the box.



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Identify these parts in your body.

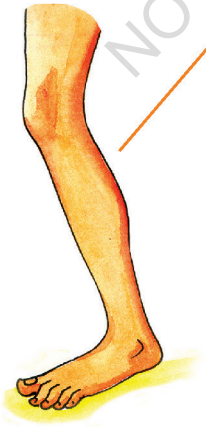












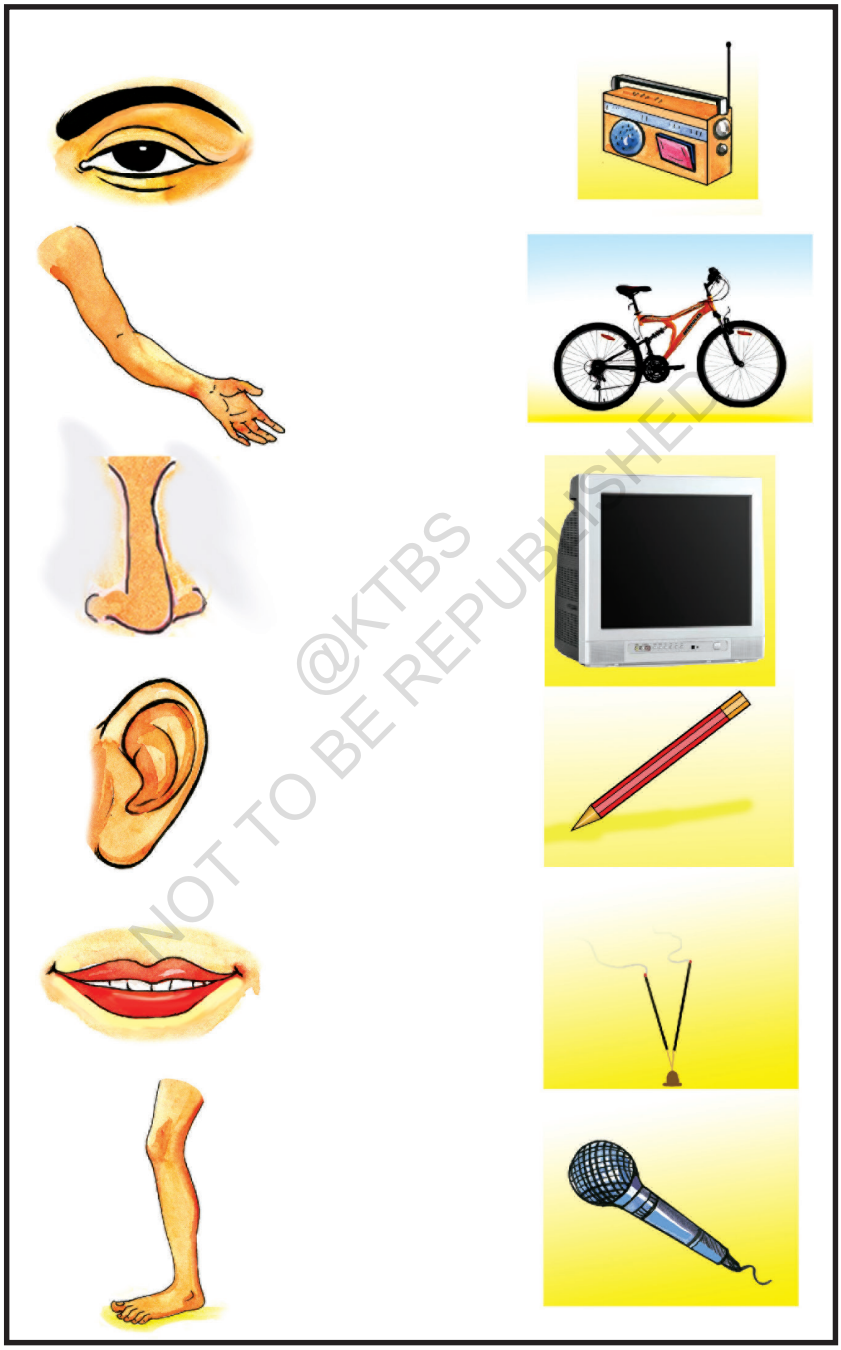
Who am I ?

How am I

helpful to you ?

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Match the parts of the body with their work by drawing lines.



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Tell the work that is in progress in the pictures given below. Which part of your body is used to do these works?









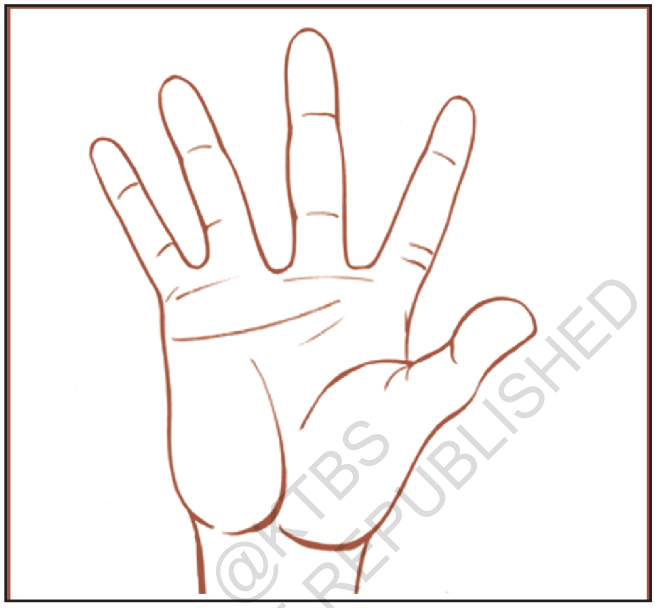


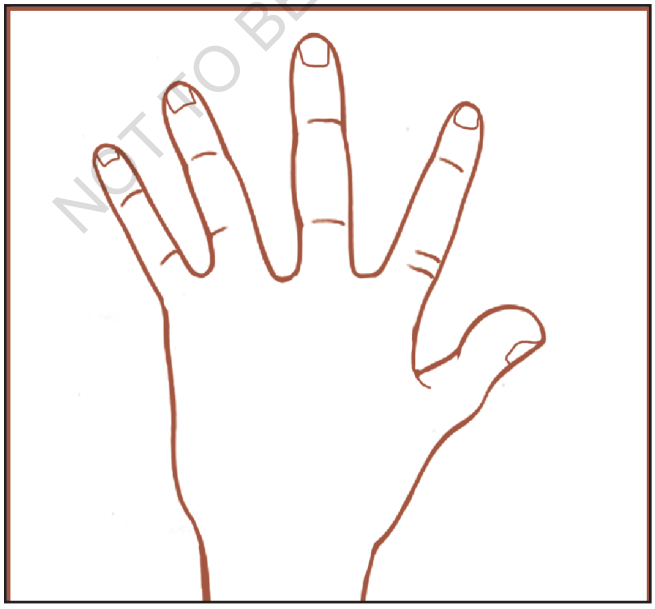


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Look at your hand. Count the number of fingers in your hand.

Observe whether all the fingers are of the same size.





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Keep your left hand on the space provided below. Keep your fingers apart. Draw a line along your fingers with a pencil.

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Observe these pictures.



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Answer these questions.

- What do you use to brush your teeth?
- What do you use to cut your nails?
- What do you do before having your breakfast?
- What will you do as soon as you come home from school?

There are some objects in the picture given below.
Draw a circle around the objects you use.



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Mime these actions.

1. brushing your teeth
2. combing hair
3. bathing
4. wiping the body
5. washing face
6. cutting nails/trimming nails
7. washing legs
8. washing hands
9. praying

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Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must

1. Not blame yourself
2. Tell someone whom you trust
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

When you get an unsafe touch, you may feel bad, confused and helpless
You need not feel "bad" because it's not your fault



POCSO e-box available at NCPCR@gov.in

नए समाज की ओर
Towards a new dawn

If you are below 18 years of age, and are troubled or confused or abused or in distress or know some other child who is...

*Call **1098**...because some numbers are good!*
They change lives!!!



CHILD LINE
1098
NIGHT & DAY

CHILDLINE 1098 - a national 24 hours toll free emergency phone service for children in distress is an initiative of CHILDLINE India Foundation supported by Ministry of Women & Child Development

नए समाज की ओर
Towards a new dawn

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Swachh Bharat
Ek Kadam Swachchhta ki or

Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

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NOTE

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