GOVERNMENT OF KARNATAKA

ENVIRONMENTAL STUDIES

TEXT CUM WORK BOOK

(REVISED)

PART-1

ENGLISH MEDIUM



SECOND 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 classroom 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 the 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 classroom, 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. 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.

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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.

Prof. G.S. Mudambadithaya
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About the Book

National Curriculum Frame work (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 mankind 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 Science', 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 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.

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While the thought provoking para of Rabindranath Tagore from the '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, Text Book Committee

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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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.

Sri. M.P. Madegowda
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Prof. Baraguru Ramachandrappa
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LESSON – 1

INTRODUCTIONS OF ANIMALS

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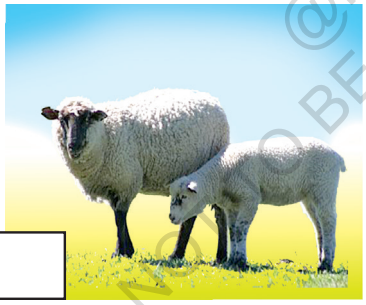
After studying this lesson you,

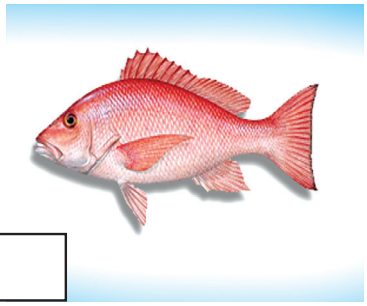
- recognize the animals (including birds) in your locality.

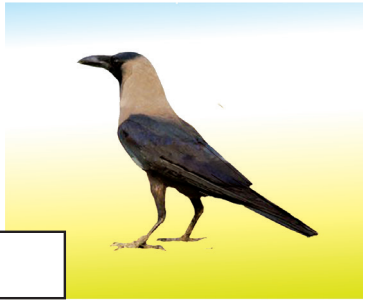
Recognize these animals. Write their name in the given box.

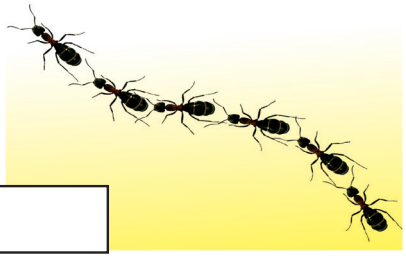












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Name the other animals and birds you find in your locality.

Write the names of some birds you have seen.

_____

_____

_____

_____

_____

Which is your favourite bird ? Why ?

_____

_____

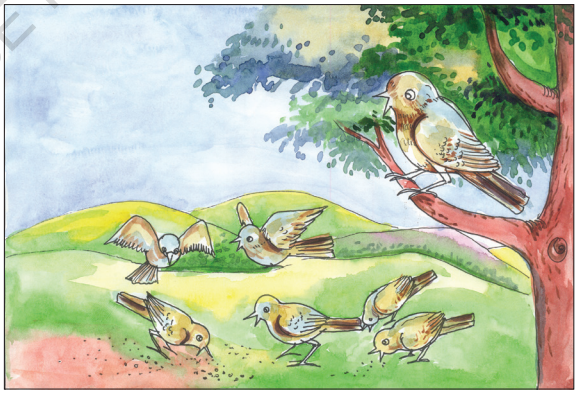
Observe the birds around you. Identify their colour. Watch the characteristics of their body.

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Birds are animals with beak and wings

Put grains to the birds. Keep water in a small plate.

Observe and note the time when you find more birds.



Have you seen an ant?

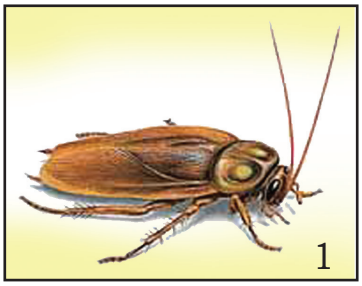
Write the names of three creatures similar to an ant.

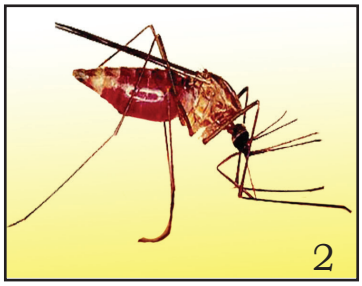
1._____

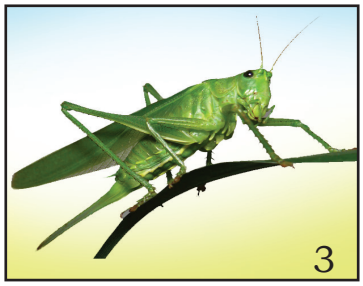
2._____

3._____

Write the names of the insects you find in these pictures.


1


2


3

1. _____

2. _____

3. _____

The body of these animals is small. These have six legs and a pair of feelers too. Have you not seen the legs and feelers of mosquitoes and cockroaches?
These are insects.

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Write the names of a few insects you have seen.

_____ _____

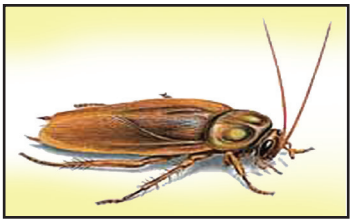
_____ _____

_____ _____

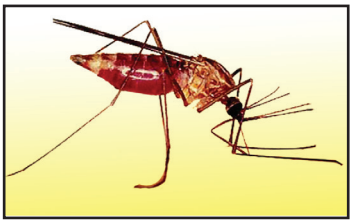
_____ _____

_____ _____

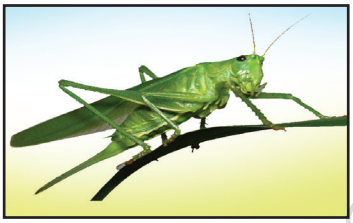
Recognize the insects given in the following pictures. Match their names by drawing lines.



honey bee



grasshopper



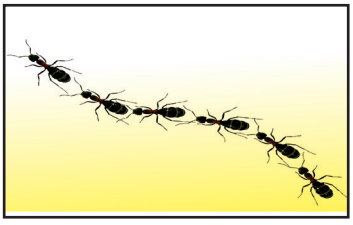
mosquito



ant



cockroach



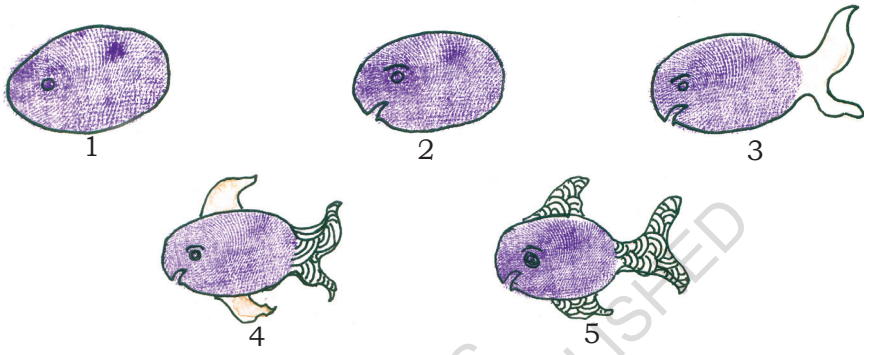
bedbug

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Draw the Pictures

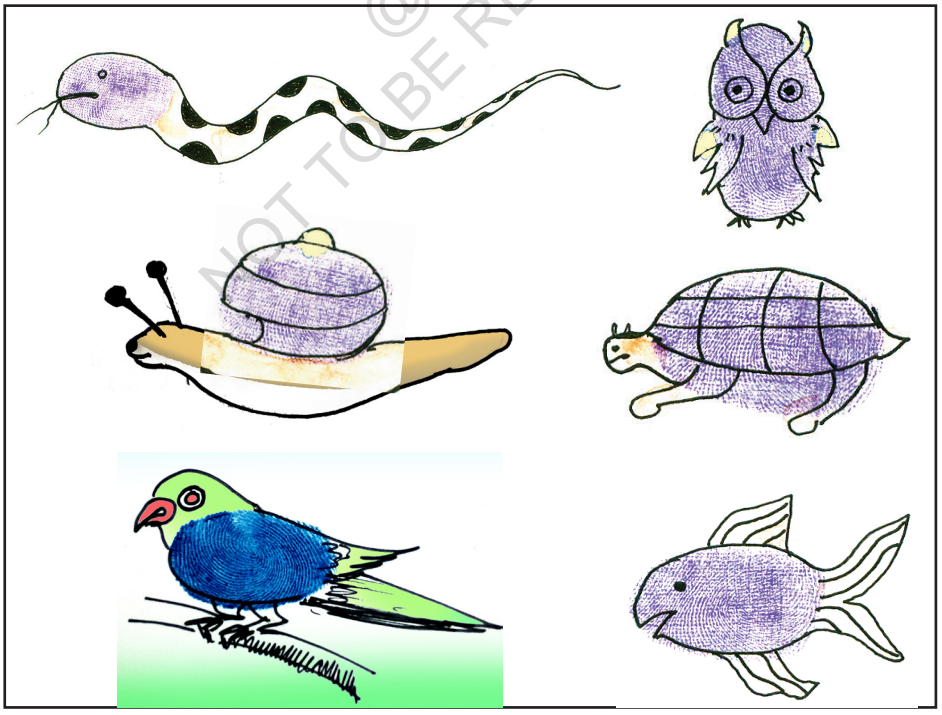
Take a sheet of paper or a note book. Dip your thumb in red, yellow or blue paint. Create an impression of your thumb. Then draw the picture of any animal you like. Wash your hand neatly.

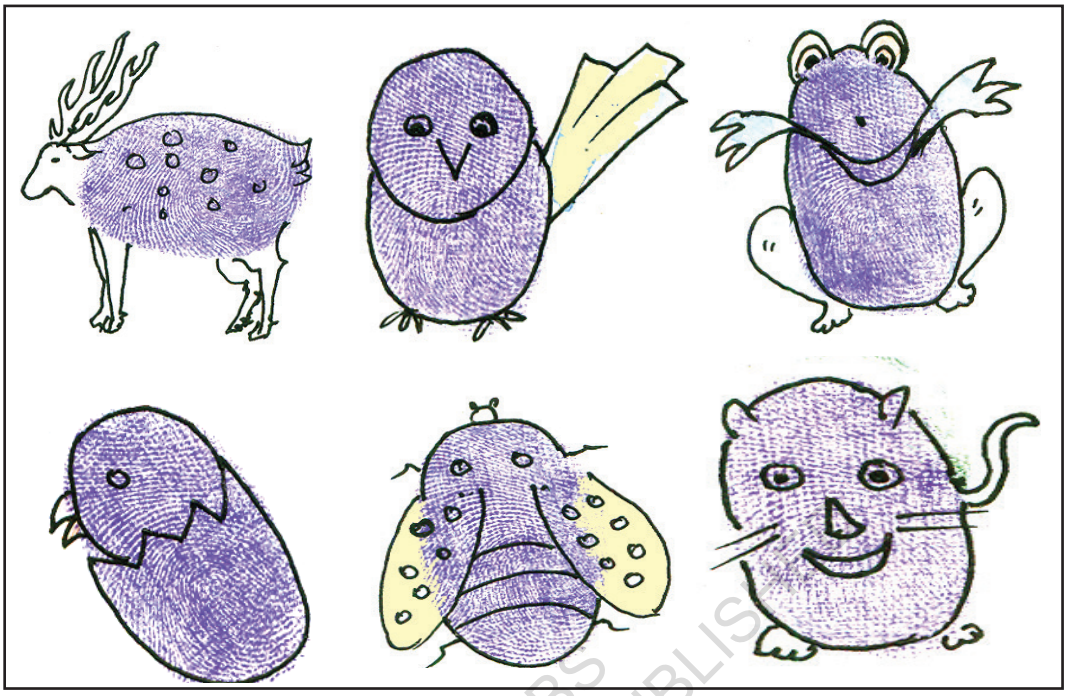
Model Activity



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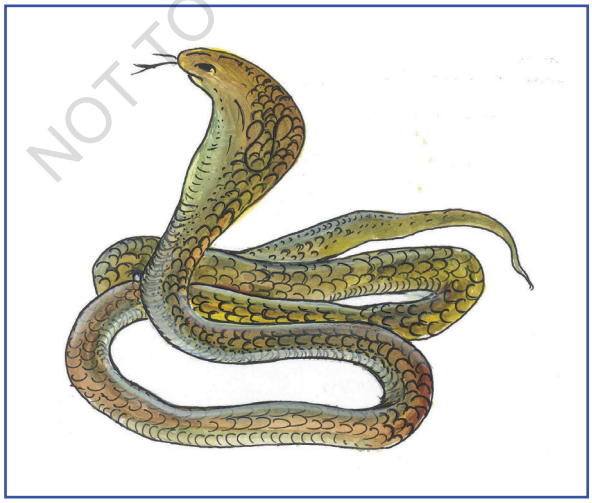
Some pictures have been drawn here using the impression of a thumb. Say how do they move?





Take different colours. Dip your thumb in the colours. Create finger prints on a sheet of paper. Draw the picture from the finger print of the thumb. Wash your hand neatly after drawing the diagram.

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This is a snake. It is a crawling animal.

Have you seen crawling animals? Tell the name of two such animals. These are crawling animals. Write their names in the given box.





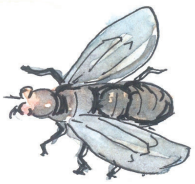
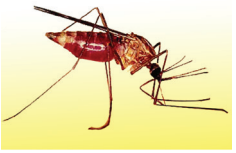
How do these animals move? Look at the pictures and draw lines to match.

	crawls
	walks
	swims
	flies
	hops

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Look at the following pictures. Circle the odd ones.

1)


2)



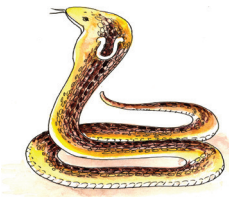



3)






4)



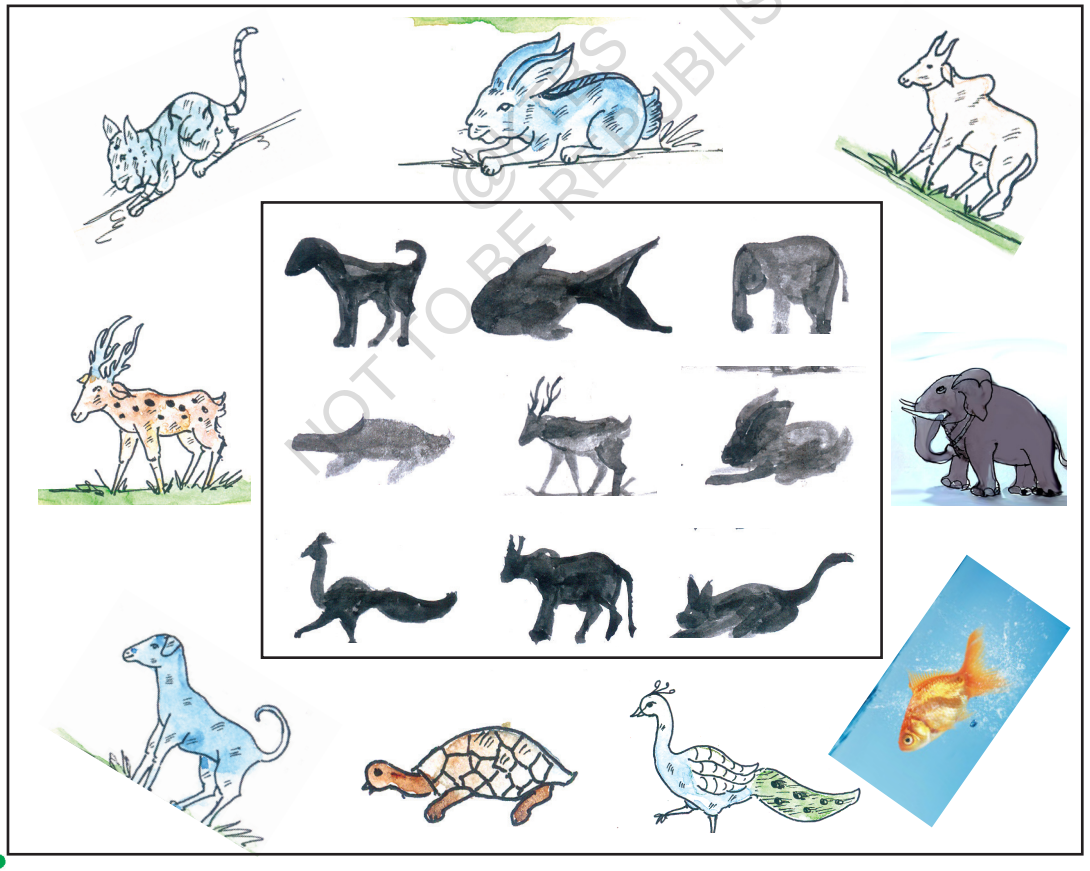
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Write the names of the animals you have seen.

flying animals	1. _____	2. _____
crawling animals	1. _____	2. _____
walking animals	1. _____	2. _____
insects	1. _____	2. _____

Birds and insects are also animals. Likewise human beings also belong to the group of animals.

Look at the pictures given below. The outer box has pictures of animals and their shadows are in the inner box. Match the animals with their shadows.



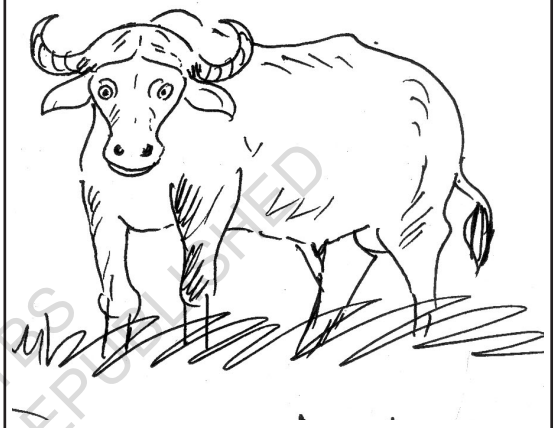
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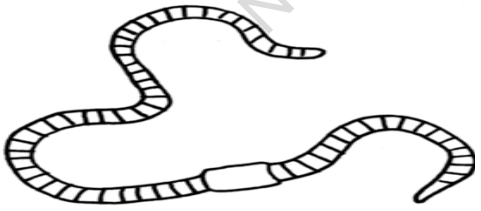
Write the names of the animals in the box given below.

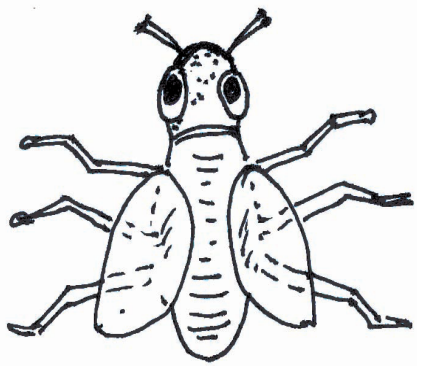
Colour the pictures.

Colour the animals that walk with brown, birds with yellow, crawling animals with blue, insects with red.



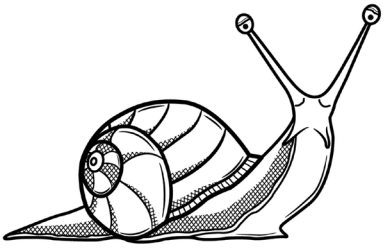


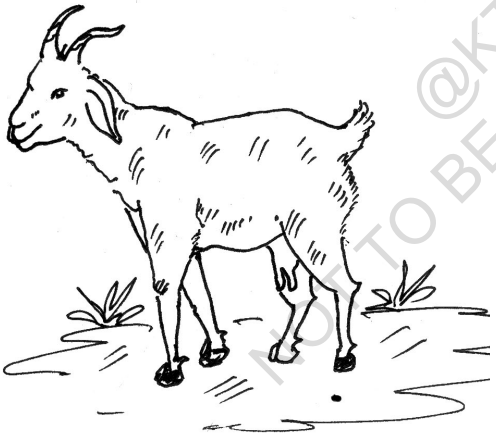


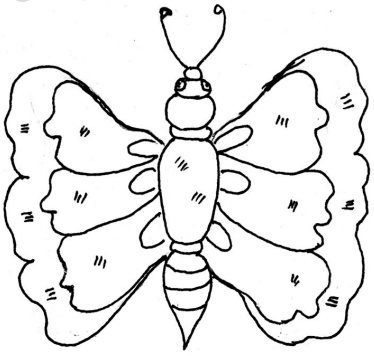


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LESSON – 2

ANIMAL REARING

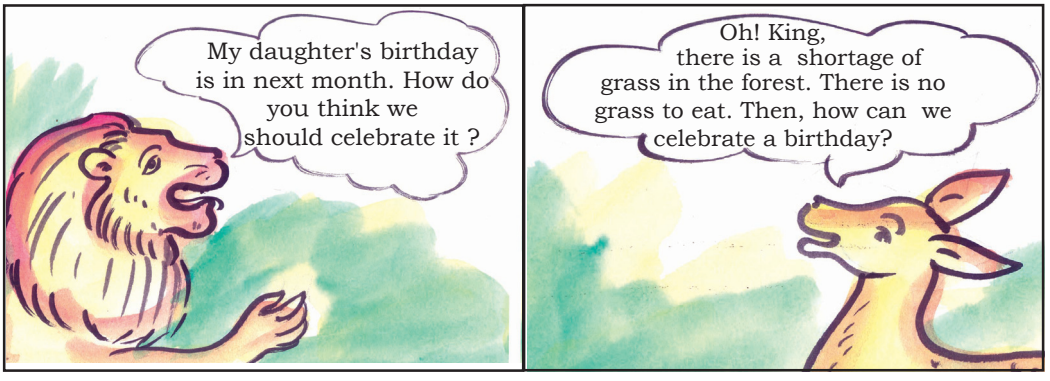
P4B2I8

After studying this lesson you,

- differentiate domestic animals and non-domestic animals.
- develop the habit of rearing the plants.



All the animals have assembled for a meeting.





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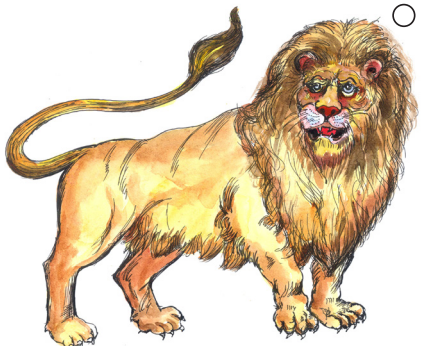
Oh ! You are feeling very happy. It is good for you, if they grow fat. Isn't it ?

Meou !...Lion is the king for all of us. The birthday of the king's daughter should be celebrated on a grand scale. I can bring milk from my boss's house.

Yes ! I will decorate the forest.

I will bring fruits for the celebration.

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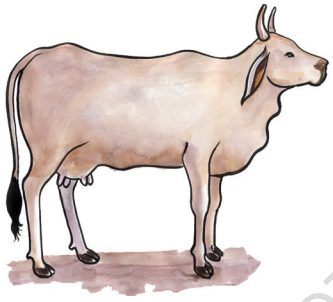


All of you, please listen. Let us not celebrate the birthday of my daughter this year. Let it rain, let the grass grow. Let everybody eat well. Next year let us celebrate it in a grand scale. Let's end the meeting.

Name the domestic and wild animals in the story. Write their name here.

domestic animals	wild animals

Observe the animals given below. Write their name in the box given.

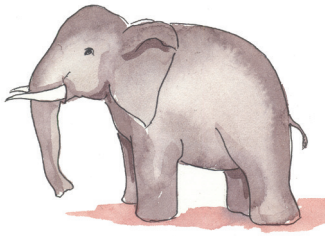




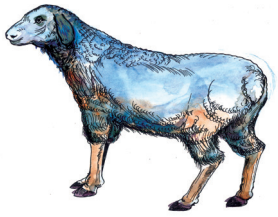
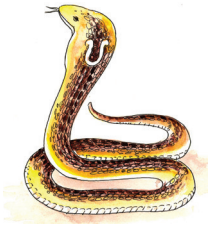
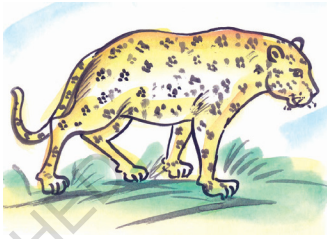








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Which of the animals from these pictures have you reared in your house ? Write them in the blank.

_____

_____

_____

The animals that are reared in our house are called domestic animals.

Write the names of the animals which you have not reared but live in your house.

_____

_____

_____

_____

We do not rear some animals but they live in our house.

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Sing and Enjoy

Tell me who am I?

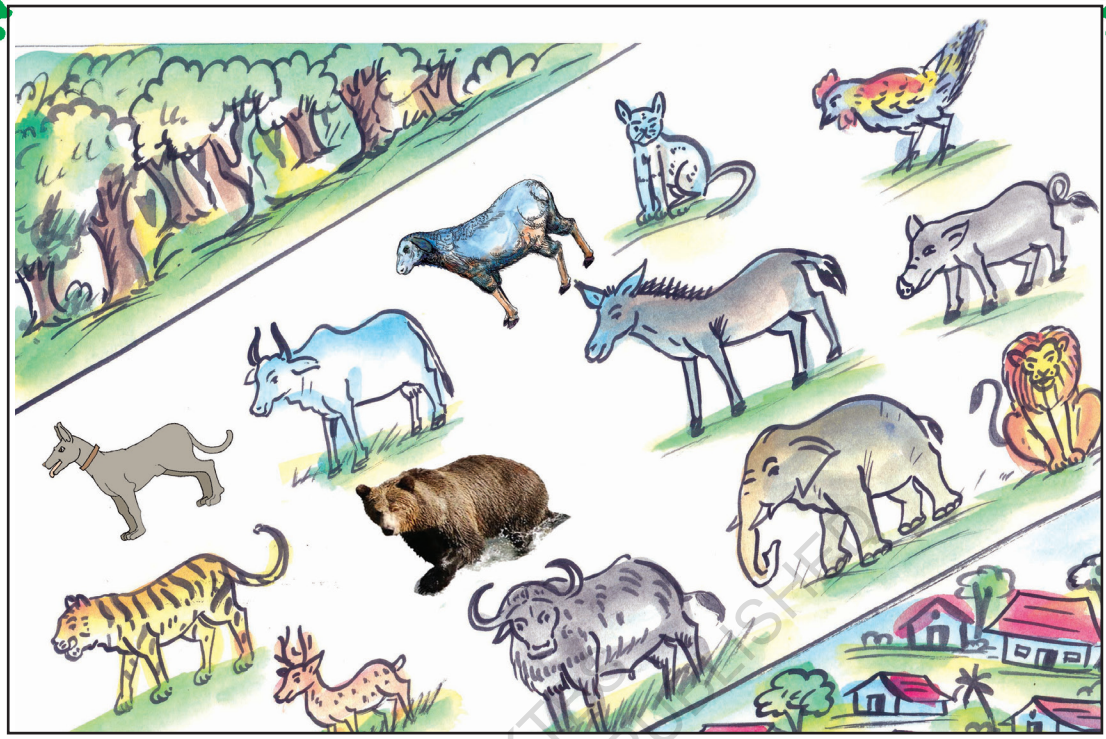
Black body and a long tail,
I make a hole to creep away.
I fool the cat with my,
lightning speed.
Who am I?_____

A long body and a long tail,
I crawl and crawl up a wall.
I eat all insects very small,
And keep your house spick and span.
Who am I? _____

Swishing my long whiskers,
I run around your house.
I get into corners,
Hiding from you.
Who am I?_____

I catch insects,
by weaving webs.
You can see my kingdom,
In the corners of your house.
Who am I? _____

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Look at the picture above. Match the domestic animals with village and wild animals with forest by drawing lines.

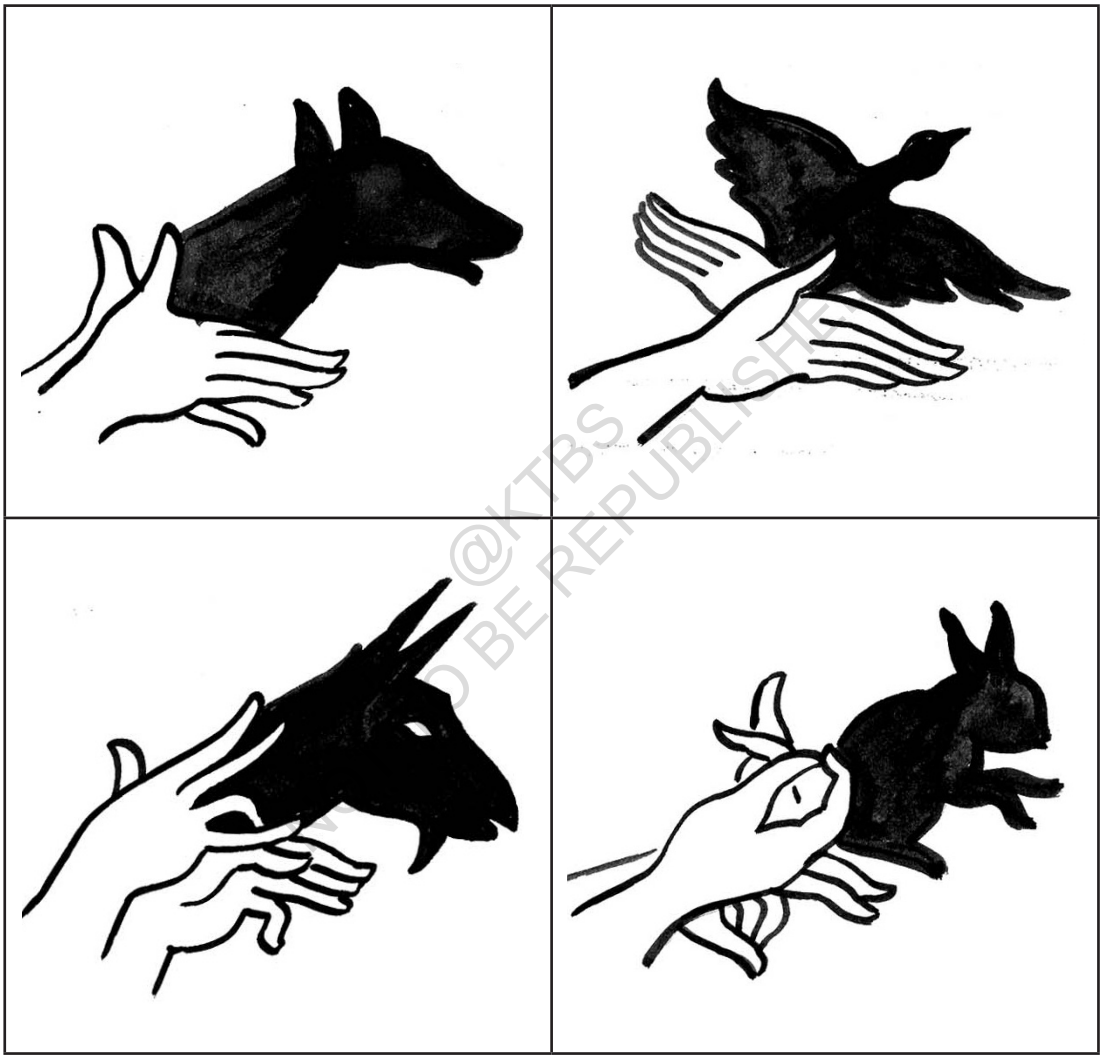
Which of the animals given in the picture above live in a forest ?

The animals that live in a forest are wild animals.

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Create pictures with the help of your teacher.

Observe the pictures. Use your fingers to make shadows on the wall. Say the name of the animals which you observe in the shadows.



Like wise create some shadows with your fingers on the wall. Tell your friend to identify the animals.

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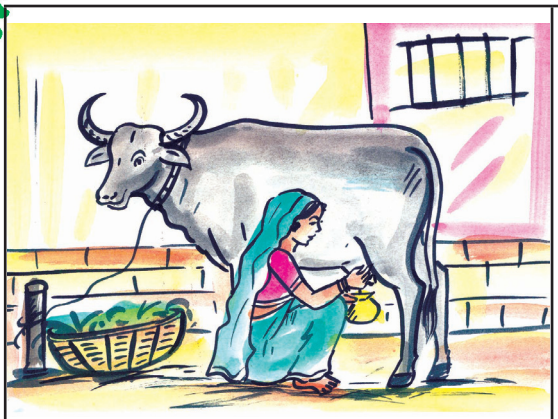
Collect pictures.

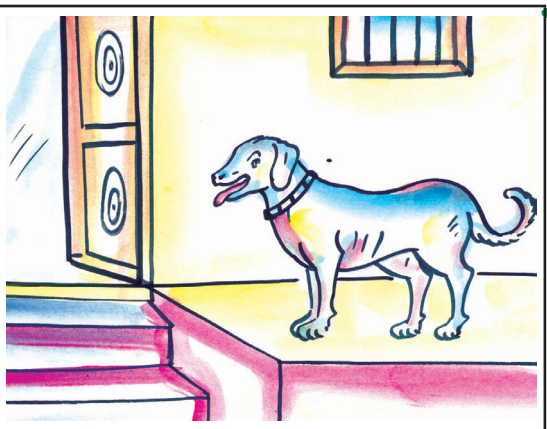
Collect pictures of any four animals and paste them in the space given. Write the name of the animal.

_____	_____
_____	_____

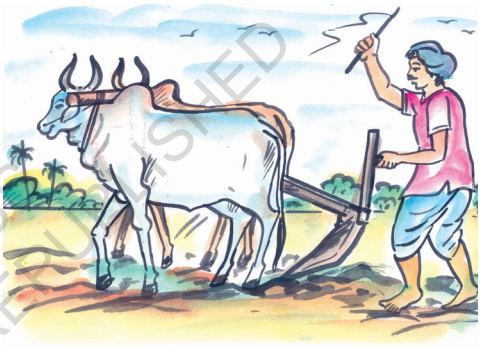
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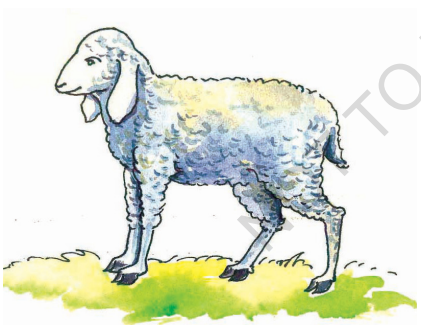
If the animals are reared in your or your friends' house ask and know why they have reared them.









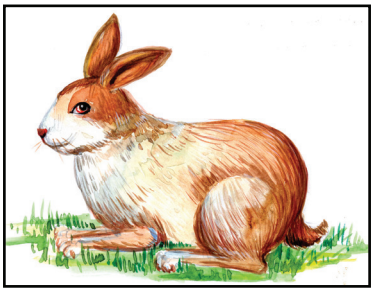




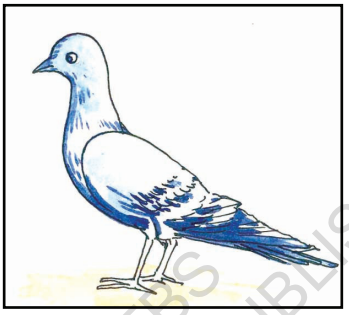
Look at the pictures above. Answer the following questions.

- Why do people rear buffaloes and oxen ?
- Why do we rear dogs?
- What are the uses of rearing sheep?
- What do we get from hens?

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Kamala is fond of rabbits. Her mother has given a rabbit to her to rear. Kamala feeds the rabbit everyday with grass and pats it.



Salim has found a pigeon. He looks after it very carefully. He gives grains, water and takes care of it.

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Pintu is Lara's pet cat. She gives him milk everyday. Pintu rubs against Lara's leg as soon as she comes from school.

- Why have Kamala, Salim and Lara reared the animals?
- What is the use of rearing them ?

Animals are reared not only for use but also to love and pet them.

Look at these pictures. If you feel it is correct put (✓) mark in the box given, if you feel it is incorrect put (X) mark.







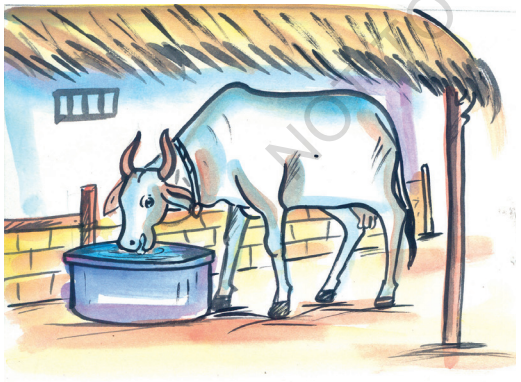






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Observe the pictures and answer the questions.

	How do you keep your domestic animals clean ?
	What do you do if domestic animals that are in your house fall ill ?
	What type of food do you give to domestic animals that are in your house ?

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We should look after the animals affectionately. Why?

LESSON – 3

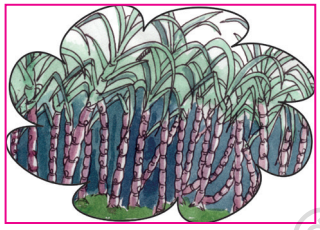
PLANTS OF BACKYARD

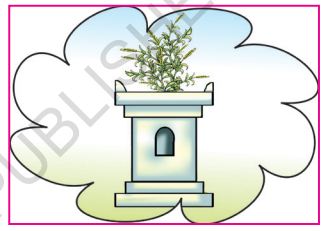
X8J6B1

After studying this lesson you,

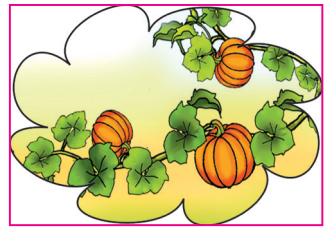
- recognize the local plants and trees.
- name the important parts of plants.
- compare the height of plants, shape of leaves, flowers, colours, etc.

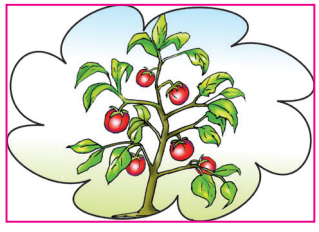
Have you seen these? Identify and write their names.

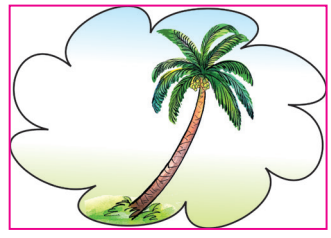








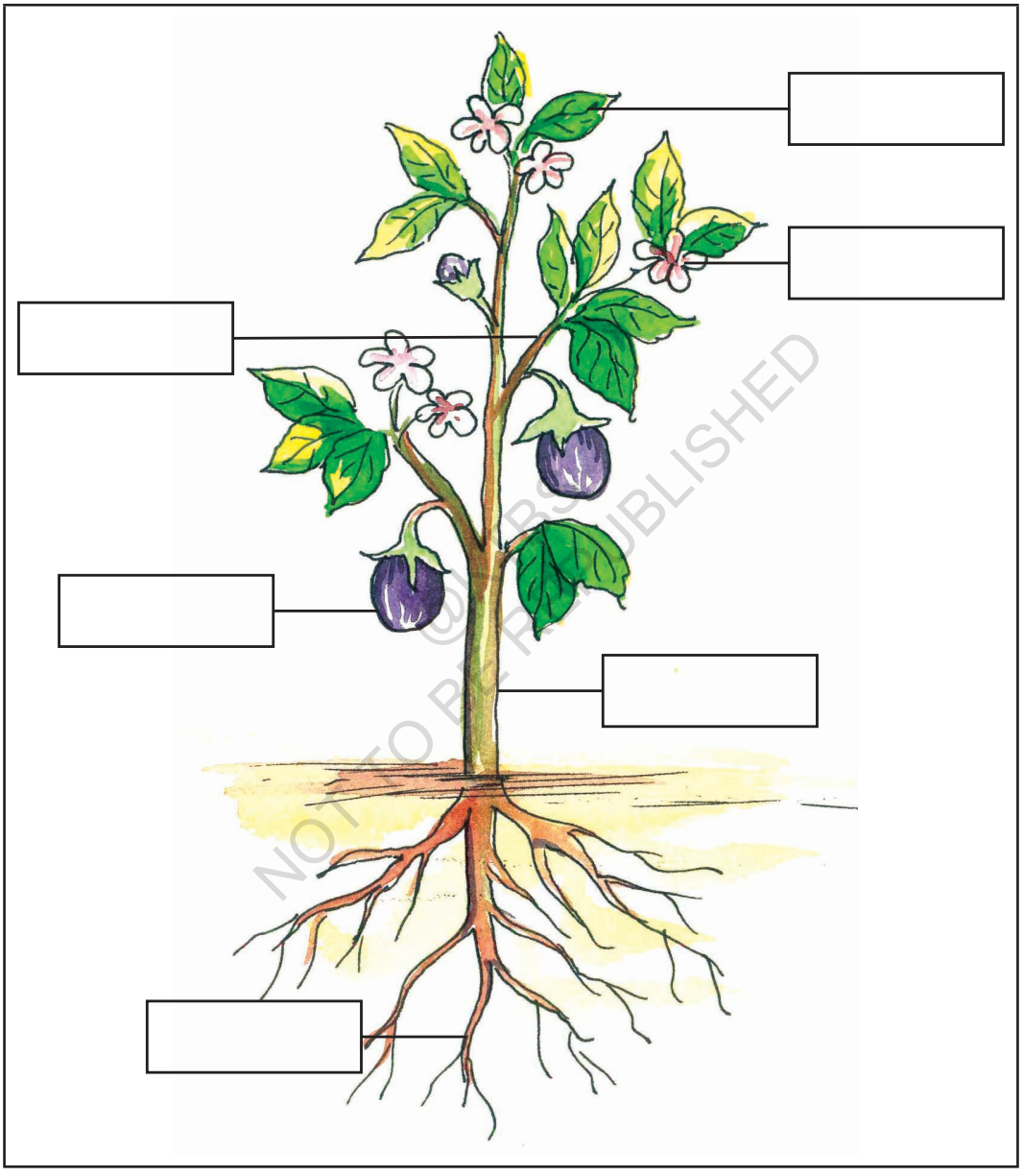




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Name the different trees and plants which you know.

Recognize the parts of the plant that are marked. (Take the help of the teacher / parents) Write their names in the boxes provided.



root, branch, trunk, leaf, flower and fruits are the important parts of a plant.

Write the other parts of the plant which you have identified.

_____ _____

_____ _____

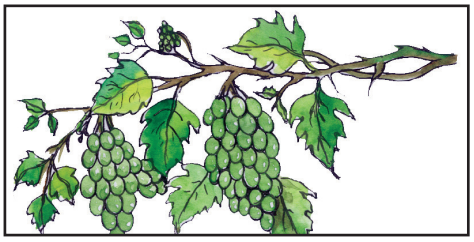
Look at the picture of the plants. Observe and tell whether the size of these plants are the same.



There are varieties of plants around us. The sizes of these plants are also different ?

- **Small plants are called herbs.**
- **Big and tall plants are called trees.**

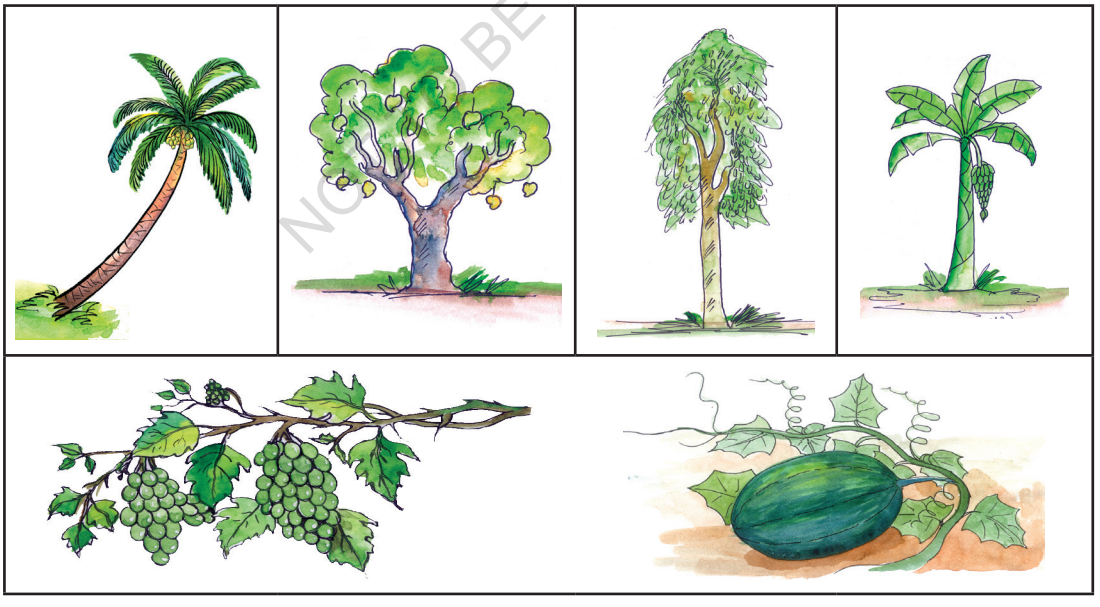
Observe carefully the plants of bitter gourd, grapes and snake gourd. Do they look like trees or herbs ? If no, then what do you call them ?



You might have listened to elders at home talking about bitter gourd creeper, grape vine and pumpkin creeper. Don't these have thin and long stem? Creepers need support to grow. Creepers grow on land. Climbers climb up with some support onto trees, houses, roofs, etc.



Observe the shape of the trunks of the plants and trees in the given pictures. Are they the same?

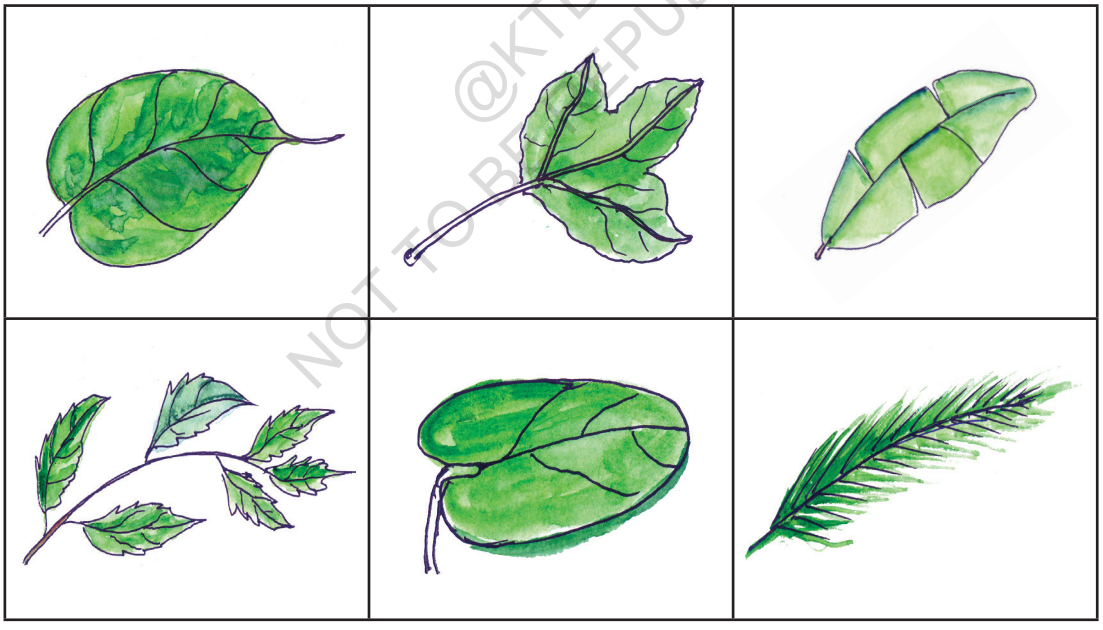


The shape and size of the trunks of these plants are different.

Write the names of plants you have seen under the following groups.

plants	trees	climber/creeper

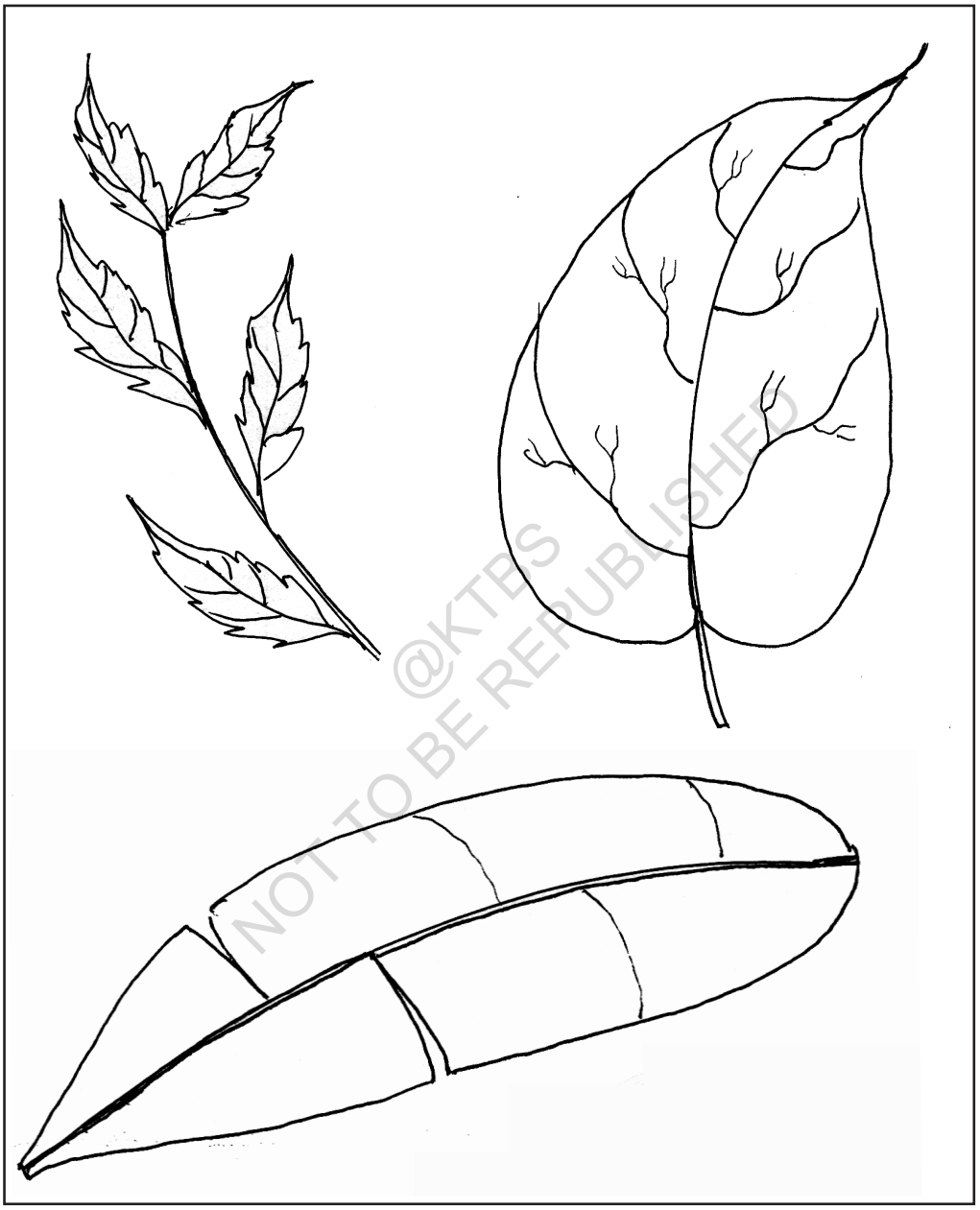
Observe the pictures of leaves. Do the shape of the leaves look the same?



Some leaves are small. Some leaves are big.
Shape of the leaves are also different.
Usually all the leaves are green in colour.

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Colour the pictures of the leaves given below.



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Collect dry leaves and paste them in the box given. Write their names.

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This is a flower garden. Observe the flowers.

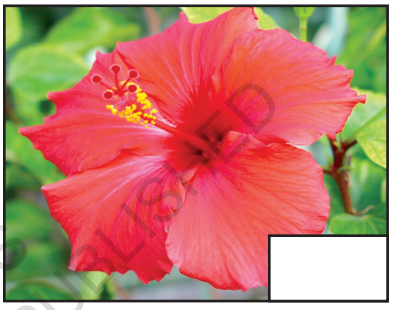


If you find these flowers in your locality put (✓) mark.













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Answer the following.

- Name the flowers you have seen.
- Name the flowering plants in your garden. Do all the flowers look the same ?
- Name the colours of the flowers in your garden.

There are different colours of flowers.
They are red, blue, white, yellow etc.,

Look at the colour of the flowers in the pictures. Write the name of another flower of the same colour.











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Sing and Enjoy

Plants, trees and creepers,
Are the different type of plants.
Stem, leaf and flower
Are different parts of the plants.

Mango, Neem and Coconut trees,
Have creepers spread around their trunks.
The rain and wind bow down the trees
But cannot dent their majesty;

Tall and short, thick and thin
Many trunks are there around.
With big and small greeny leaves,
Spread around all of them.

Jasmine, Champa, Sampige
Spread their frangrance here and there,
Red and orange, pink and white
Fill us all with joy so bright.



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LESSON – 4

WE ARE FOR YOU

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After studying this lesson you,

- identify our dependency on plants for our daily needs.

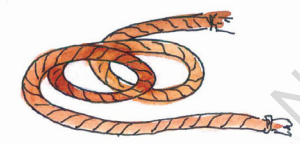
Observe the picture.

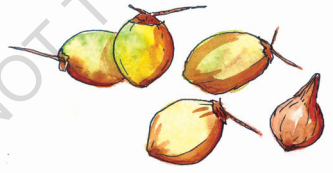


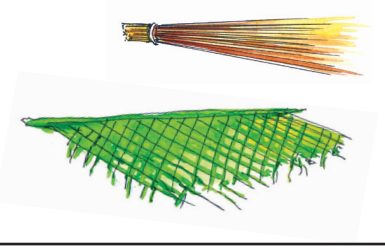
My fruit is very tasty;
My tenderwater so sweet.

Dry leaves can light a fire,
The sticks of leaves make a broom;

My husk can make a mat,
And the rest can make a rope.
Who am I? _____







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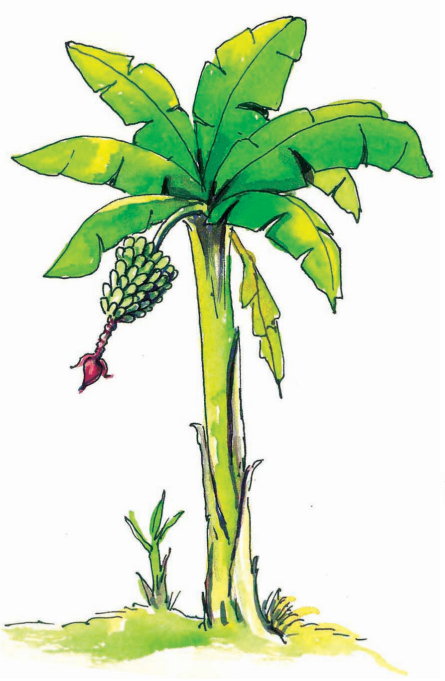
What does the coconut tree give? Think and write.

_____ _____

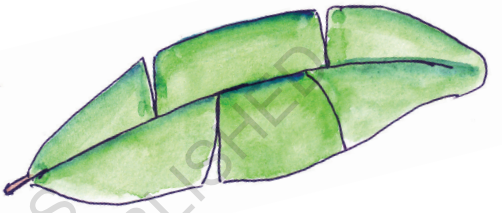
_____ _____

_____ _____

_____ _____



Tasty tasty fruit
The raw is cooked
Leaves used for meals
And fibre for clothes
Who am I ? _____



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Answer the following .

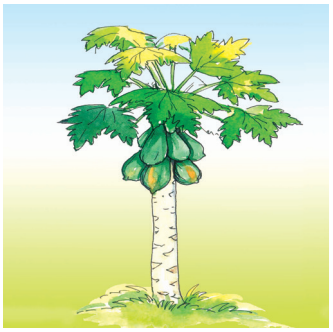
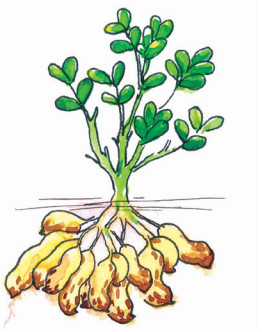
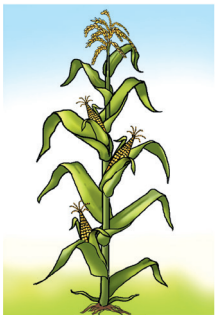
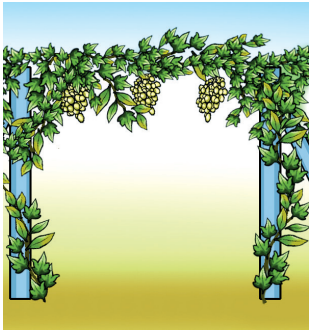
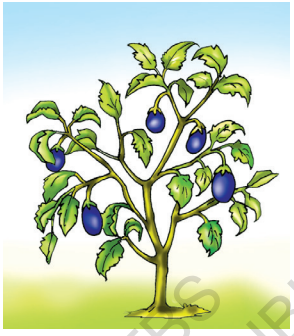
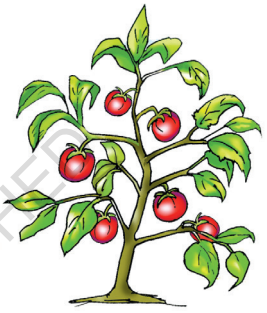
- Name the plant in the above picture.
- What are the advantages of this plant ?

_____

_____

- Say the names of different fruit trees.
- Ask and know the names of the plants whose leaves are used to serve food.

We get leaves, fruits, firewood, coir etc., from plants.







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Name the vegetables and fruits you see in the above pictures.

Write the names of 5 grains, 5 vegetables and 5 fruits that you have eaten.

grains	vegetables	fruits
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

We get grains like rice, dal, wheat, ragi and vegetables like greens, beans, carrot and fruits like grapes, orange from plants.

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Sing and Enjoy

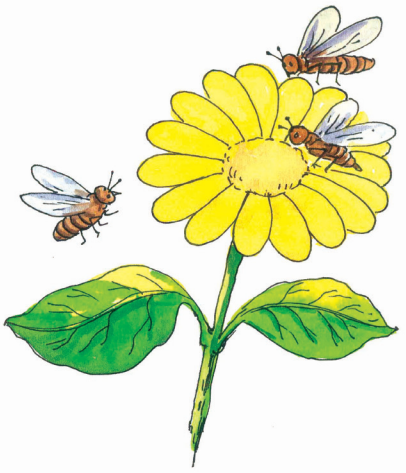
Here comes the vegetable seller,
I always look at her with wonder
The many colours of fruits
And many types of vegetables;
Bring a glint to my eyes.
And make my mouth water.
I buy all of them,
To eat and grow stronger.





Here we have a lovely garden
Full of jasmine, rose and lily
Spreading fragrance all over
While the bees and flowers play.







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Answer the following.

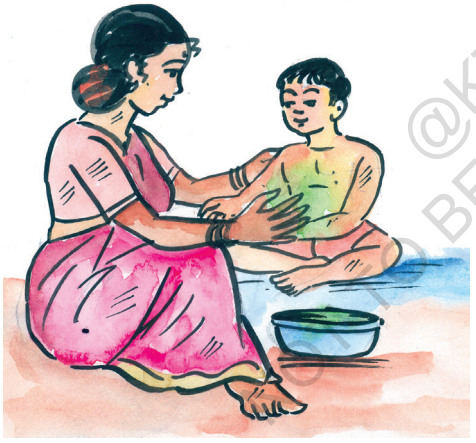
- Name the flowers used in your house. Why are they used?
- Name the flowers grown in your garden.

We get different types of flowers from plants.
Flowers are used for decoration.

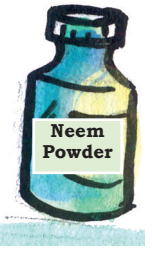
Look at the pictures. Have you ever eaten the leaves of this plant when you have got cough or fever?











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Sing and enjoy

cough, cough, cough,
I am suffering from cough
With a pain in the chest.
Ah! What a relief
As soon as I had some Tulasi.

Which plants in your house are used for medicine ?
Know from your elders. Write the names of 5 such plants.

_____ _____

_____ _____

_____

Many Plants are used as medicines.
For example : tulsi, lemon, neem etc.

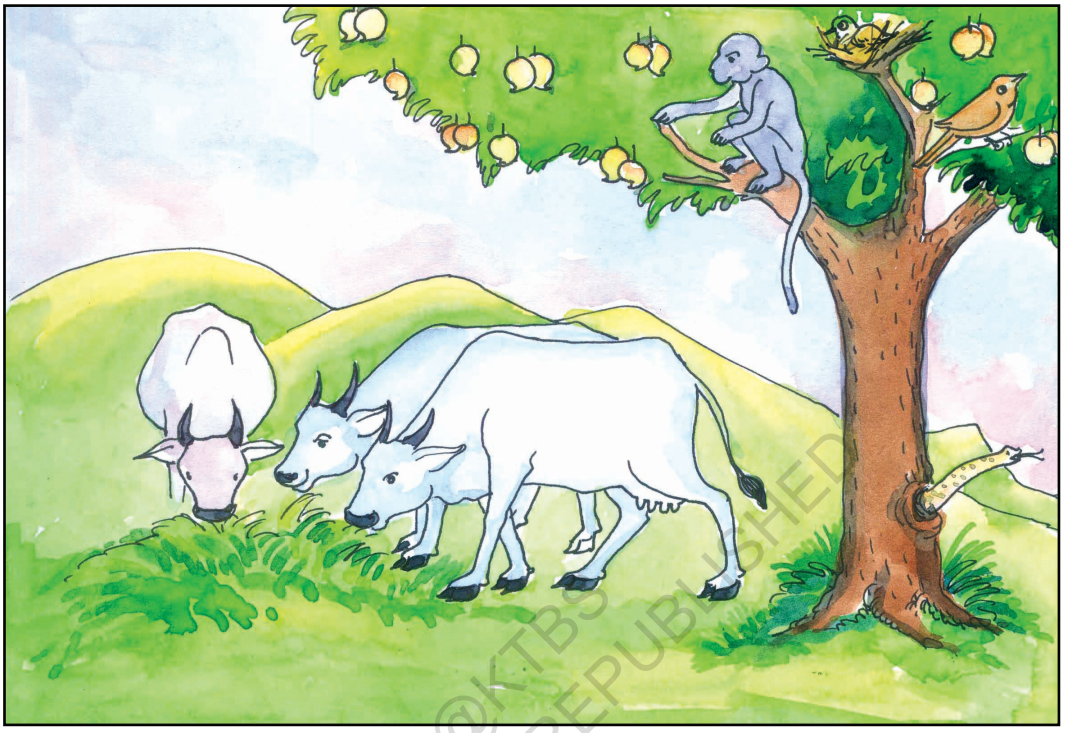
Consult your elders to know about plants used for different diseases and discuss the same with your friends.

Match these by drawing lines.



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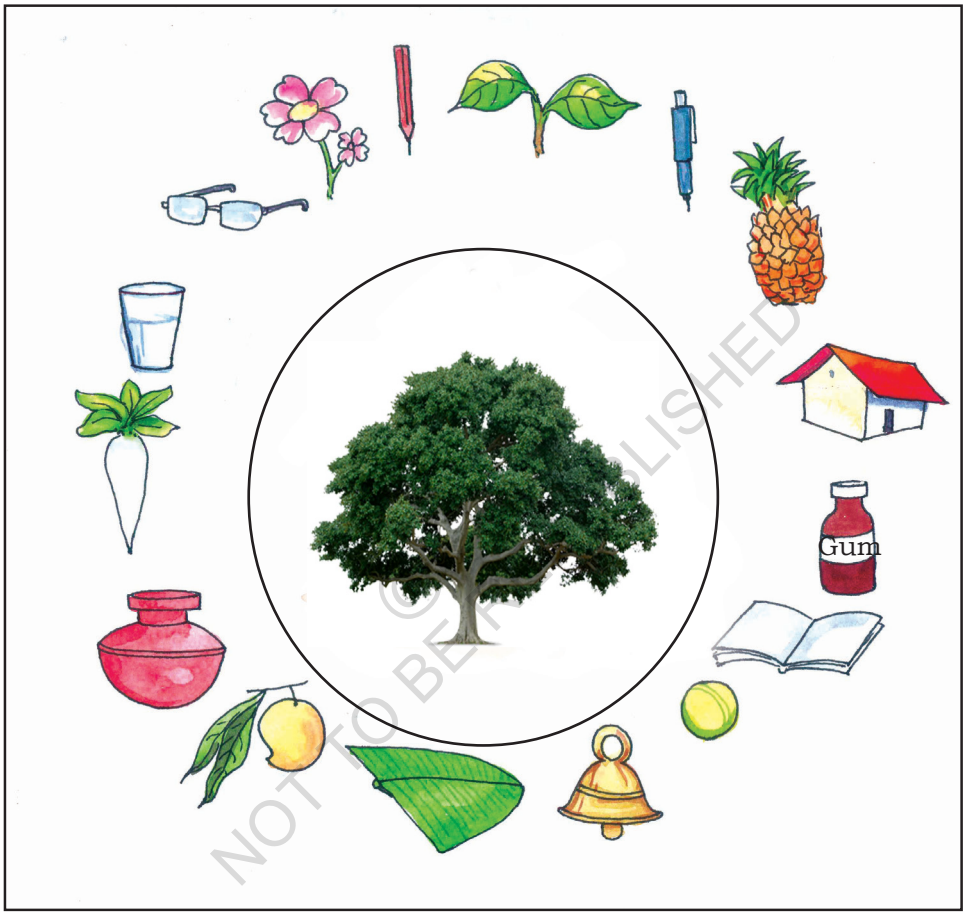
Observe the picture. Why do animals need plants?



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Animals too need plants.

There is a plant in the middle of the circle. A few things that are obtained from plants are given around the circle. Draw lines and match the things that we get only from plants and trees.



We get grains, vegetables, fruits, flowers, coir, medicine, wood to construct houses, manure etc. from plants. Plants provide food, place for shelter etc. to the animals also.

LESSON – 5

PRECIOUS WATER

C5L5F6

After studying this lesson you,

- recognize the local sources of water.
- understand that pure water is necessary for drinking.
- know about the storage and use of water.
- identify that water is necessary for plants and animals.

You already know the uses of water.

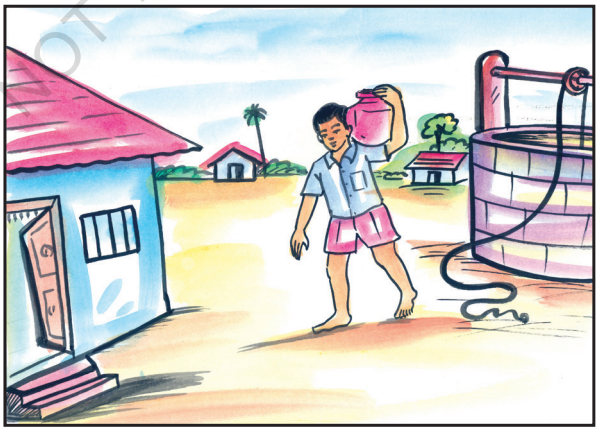
Make a list of different works you do using water in your house.

_____ _____

_____ _____

_____ _____

Look at this picture. Raju is bringing water from the well for drinking purpose.



What is the source from which you get water for use in your house? Observe.

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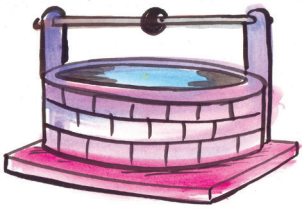
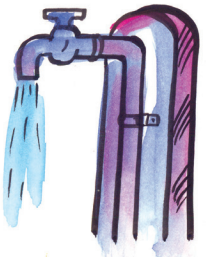
From where do you bring water for different works that you do at home ?

	_____
	_____
	_____
	_____
	_____

Generally we get water from wells, taps and rivers.

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Water sources are given in the following boxes. If you have seen the source, put (✓) mark in the box **seen.** If you are using water from the source for your household work, put (✓) mark in the box **use**. Then mention for what purposes you use water in the box **work**.

Sources of water	seen	use	work
			
			
			
			

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Sources of water	seen	use	work
			
			
			

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Write four sources of water in your place / locality / town.

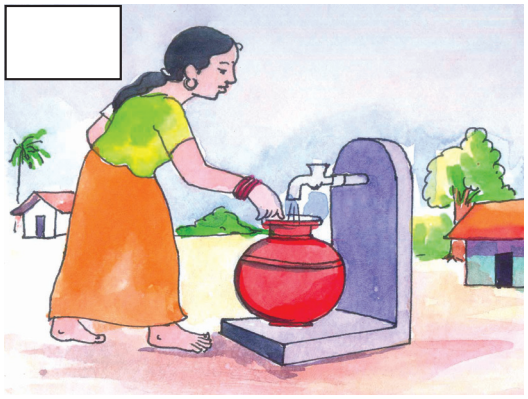
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_____

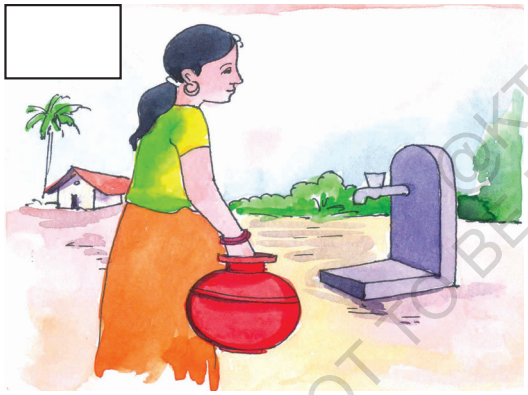
_____

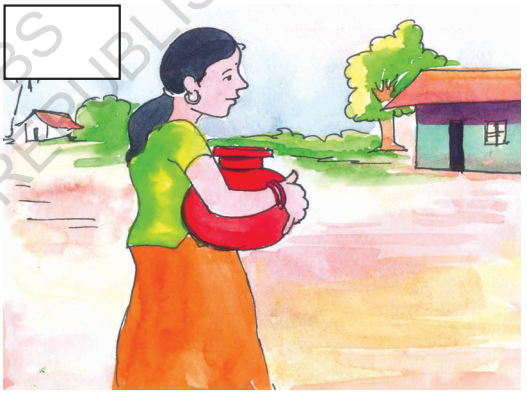
_____

Look at the following pictures. Vanaja is using water for different purposes. There is an order in Vanaja's work. Rearrange the work in the correct order by writing the numbers in the boxes given.













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Observe the following pictures. Which source of water do you use to drink. Why?





You have already identified the sources of drinking water in your house and your friend's house. Likewise you have also seen the source of water which is used in your school. Why is only this source of water used in your house or school? Try to know.

Look at these pictures and tell a story.









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What did you learn from this story ?

Observe these pictures. Tell what is happening here.



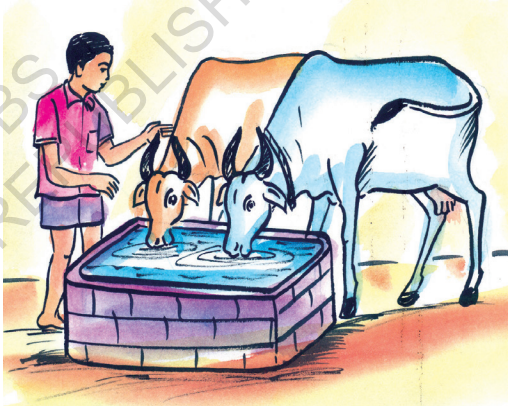
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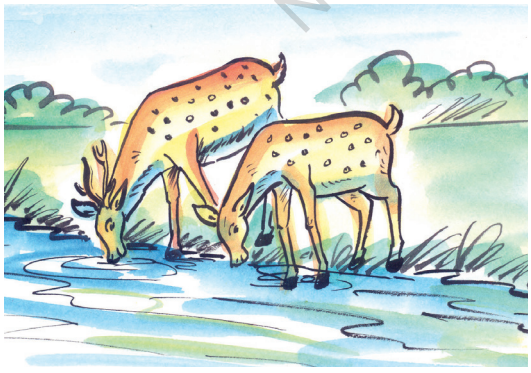
- Drinking water should be clean.
- The utensils used to store drinking water and the tumblers used to drink water should be kept clean.
- Do not dip hands into the container which contains drinking water. Use a cup with a long handle.
- The utensil that contains drinking water should be covered with a lid.
- Drinking boiled and cooled water is better.

Develop these habits and protect your health.

Observe these pictures.









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- If you have reared animals in your house, which water do you give them to drink?
- Do you water the plants in your house? What happens if you do not water them?
- Plants and animals too need water, don't they? Some plants and animals live in water.

Human beings, animals and plants need water. They cannot live without water. We should save water without wasting. We should keep the water clean.

LESSON – 6

VARIETIES OF FOOD

Z6W8C4

After studying this lesson you,

- identify the food items available through plants and animals.
- identify the different food habits at home.
- name the food that we eat raw and cooked.
- name the utensils used for cooking.
- recognize the food of the animals.

You know that food is very essential for us. You eat food everyday. Tell what happens if you do not eat food.

Look at the food grains and vegetables given below. Say where they are got from.

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 RICE	 WHEAT	 MAIZE
 JOWAR	 DAL	 GREEN GRAM

 RAGI	 MILLET	 BEETROOT
 BANANA	 BENGAL GRAM	 CABBAGE
 CUCUMBER	 BRINJAL	 POTATO
 SNAKE GOURD	 LADY'S FINGER	 PUMPKIN
 BITTER GOURD	 RADISH	 GREENS

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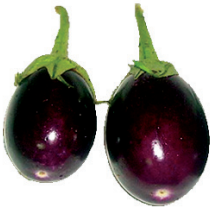
		
TOMATO	MANGO	APPLE

Look at the pictures. Say from where we get these items.

	
EGGS	MEAT
	
FISH	MILK

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Some pictures of food items are given below. Put a dot in green colour for the food we get from plants. Put a dot in red for the food we get from animals.

 RICE	 FISH	 BRINJAL
 PEA	 MILK	 BLACK PEPPER
 LADY'S FINGER	 MEAT	 CHILLY
 CURDS	 CUCUMBER	 GREENS
 TEA	 MAIZE	 RAGI

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Write the food items you use at home in the following groups.

food materials obtained from plants	food materials obtained from animals
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

You know that food items are usually cooked before eaten but there are some food items which could be eaten raw.

Observe the pictures.

	To be healthy, it is eaten raw.
	It is very tasty, if it is eaten raw!

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	It is a little hot. But people like to eat it raw. Do you also eat it raw?
	If you eat it daily, you will be healthy! Do you know this?
	You will be happy if it is in your meal, won't you?
	Everybody likes it, it is very tasty.

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Name the food item you eat raw.

Name 5 food items which you eat raw and 5 cooked food items you eat.

	Food items which you eat raw	Food items which you cook and eat
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

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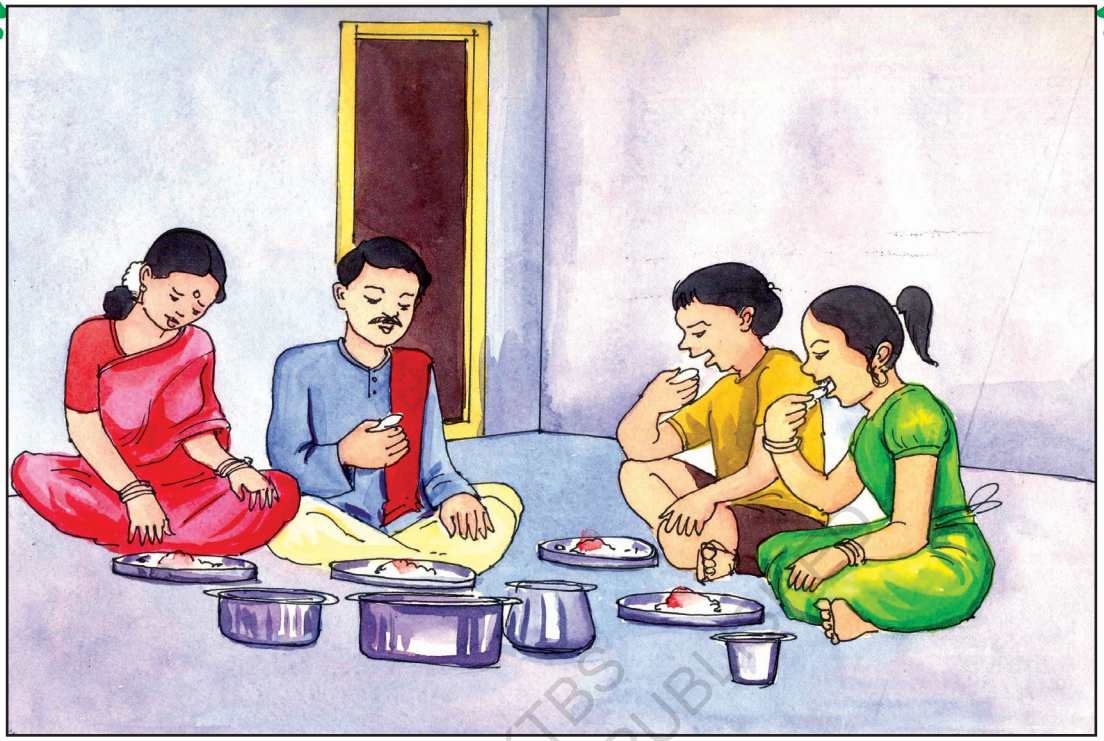
Which is your favourite food among the ones you have mentioned above? Why?

It is good for health to eat vegetables like carrot, radish and cucumber raw. But they should be washed neatly before eating.

Collect small pictures of different food items. Classify them and paste them in the space provided.

Food items obtained from plants	Food items obtained from animals

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Kamala and Raju have their breakfast before coming to school. They have lunch in the afternoon along with their friends. They eat fruits after going home from school. Then they engage themselves in studies. All the members of their family sit together and have dinner.

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Answer

➢ Write the food habits of your family in two sentences.

1. _____

2. _____

- Name three dishes that are prepared in your house.

  1. _____

  2. _____

  3. _____

- Where do you have your lunch? With whom do you eat? What do you eat?

_____

_____

_____

- With whom do you have dinner? What do you like to have for dinner?

_____

_____

_____

- Do the members of your family and you have the same food habits? Are they different? If they are, how and Why?

_____

_____

_____

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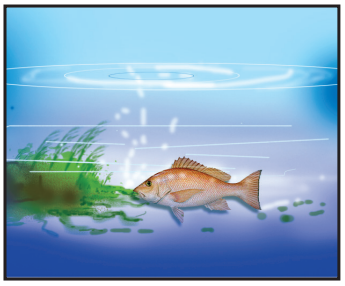
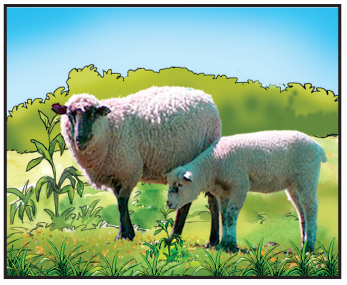
Which utensil is used to cook food in your house ?

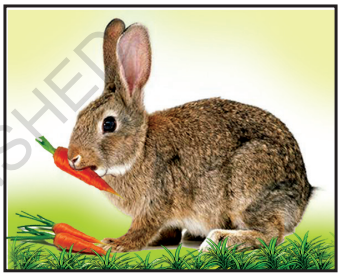
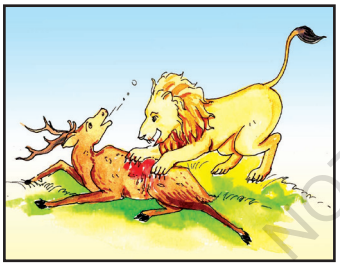
In this picture different kinds of utensils used for cooking are shown. Put (✓) mark for the utensils you use in your house.

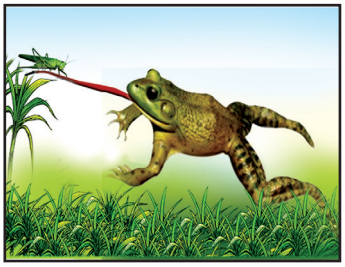


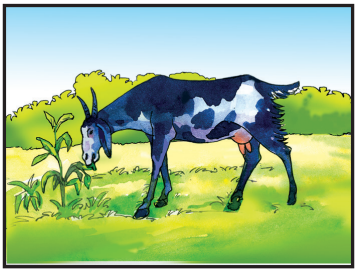
@KTBS NOT TO BE REPUBLISHED

Observe the following animals and their food. Discuss with your friends.



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Some animals eat only food that they get from plants.
Example: deer, rabbit, sheep, parrot etc.
Some other animals eat other animals as their food.
Example : tiger, lion, vulture etc.

Salim has reared a cat at home. The cat comes near him mewing when Salim has his dinner. Salim gives milk to the cat. He knows that the cat is hungry.

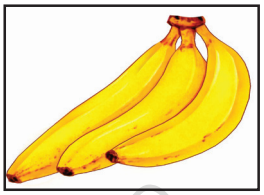
Aren't there many animals around you? Make a list of the food they eat.

Name of animals	Food

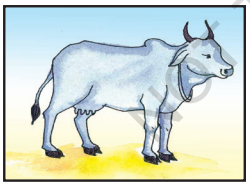
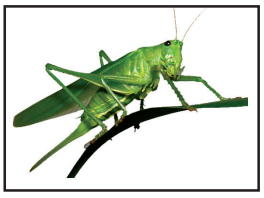
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Here are pictures of animals and the food they eat. Match them by drawing lines.







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Develop the habit of feeding birds with grains.

LESSON – 7

WE NEED A HOUSE

L6Q5M5

After studying this lesson you,

- recognize the need for a house and understand the need for living together .
- understand the different portions of a house.
- recognize the different types of wastes/garbage produced at home and know the correct way of disposing them.
- identify the situation around the house using words/ phrases like behind, infront of, left and right.

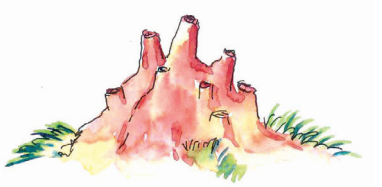
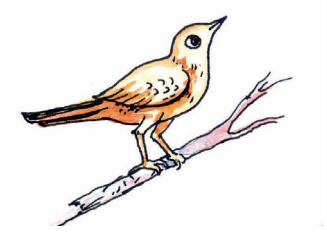
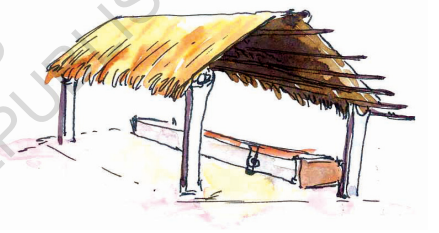
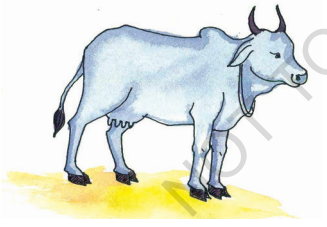
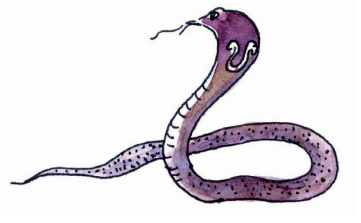
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Answer.

- Where do you live?
- Name the members of your family.
- Do you have any domestic animals in your house?
- Where do they live ?

We need a house to live.
Animals also need a house to live.

Match the animals with their dwelling places by drawing lines.

Animals	House
	
	
	
	
	

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We all need a house to protect ourselves from cold, wind, rain and the sun.



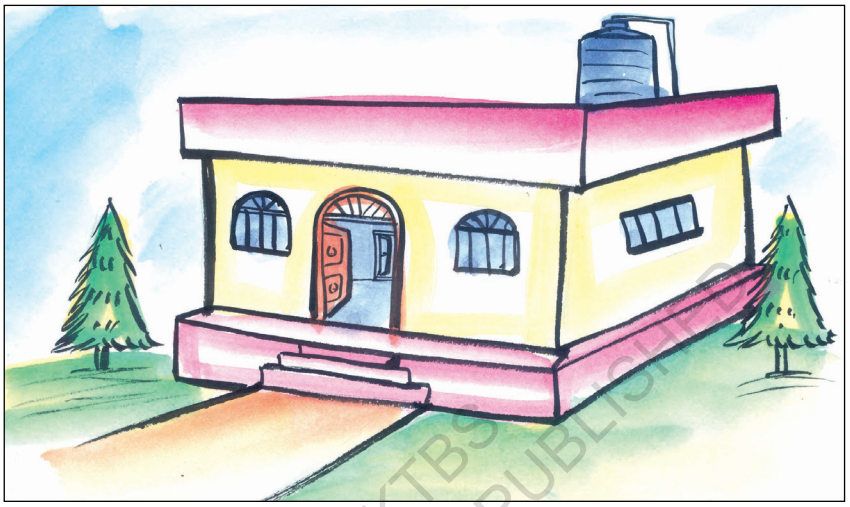
Answer.

- Who are the persons living in the house given in the above picture?
- What are they doing ?
- What work do you do at home ?
- Mention the different types of work done by different members of your house.

Usually the members of a family live together in a house.
Every member of the family shares the work at home.
Members of the family help each other.
There is happiness in living together.

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Here is a picture of a house. Write the names of the portions of the house that you know in the space provided.



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Answer.

- How many doors does your house have?
- How many windows does your house have?
- Name the different parts of your house.

Picture Story

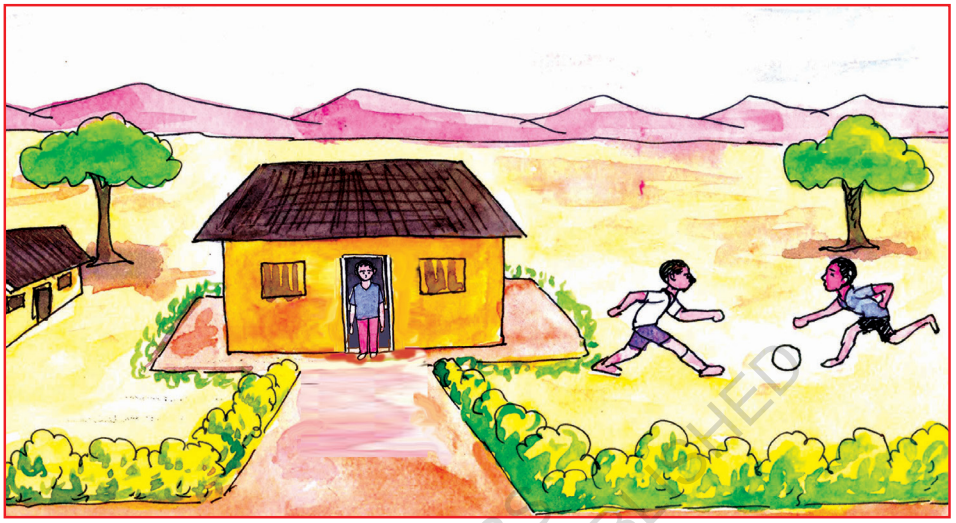
Arun got up in the morning and went to the  to wash his hand, legs and face. Later mother called him to the  and gave him milk to drink. In the  father was assisting mother in cooking. In the  Arun's brother was watching the television. His sister was reading in the  Grand mother was sleeping in the  .

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Write the answer in the box given.

- Where do you sit for studies in your house?
- In which room of the house do you sleep?
- In which room do you have food in your house?
- What do you call the room where you sit and chat with your family members in your house?
- Where do you wash your hands, legs and face?

There will be separate rooms in some houses.
Some houses will have a big hall.
The different rooms are used for different works.



This is Peter's house. Peter is standing at the door. What is there in front of, behind, left and right of Peter's house? Identify and write them in the space provided.

- There is a _____in front of the house .
- There is a _____on the left side of the house.
- There is a _____behind the house.
- There is a _____on the right side of the house.

Observe around your house. Write the answers in the space provided below.

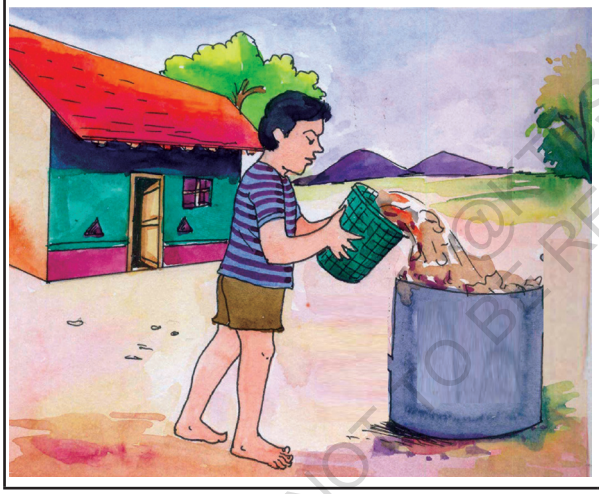
- There is a _____ in front of the house.
- There is a _____on the left side of thehouse.
- There is a _____behind your house.
- There is a _____on the right side of the house.

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This is Rama and Ravi's house. Identify the waste.



Put the peels of vegetables, fruits, flowers, leaves and greens into a dustbin.



Put all the dry wastes like paper pieces, plastics, chocolate covers, etc into an another dustbin.

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Answer.

- Where is Rama putting the vegetable waste?
- Where is Ravi putting plastic and paper waste?
- Name the waste you find in your house.
- What do you do with the waste in your house?

Do this.



Put all the peels of fresh vegetables and fruits into a dustbin. Prepare manure and put it to the plants.

Keep your house neat and clean. Don't throw the waste on the street.

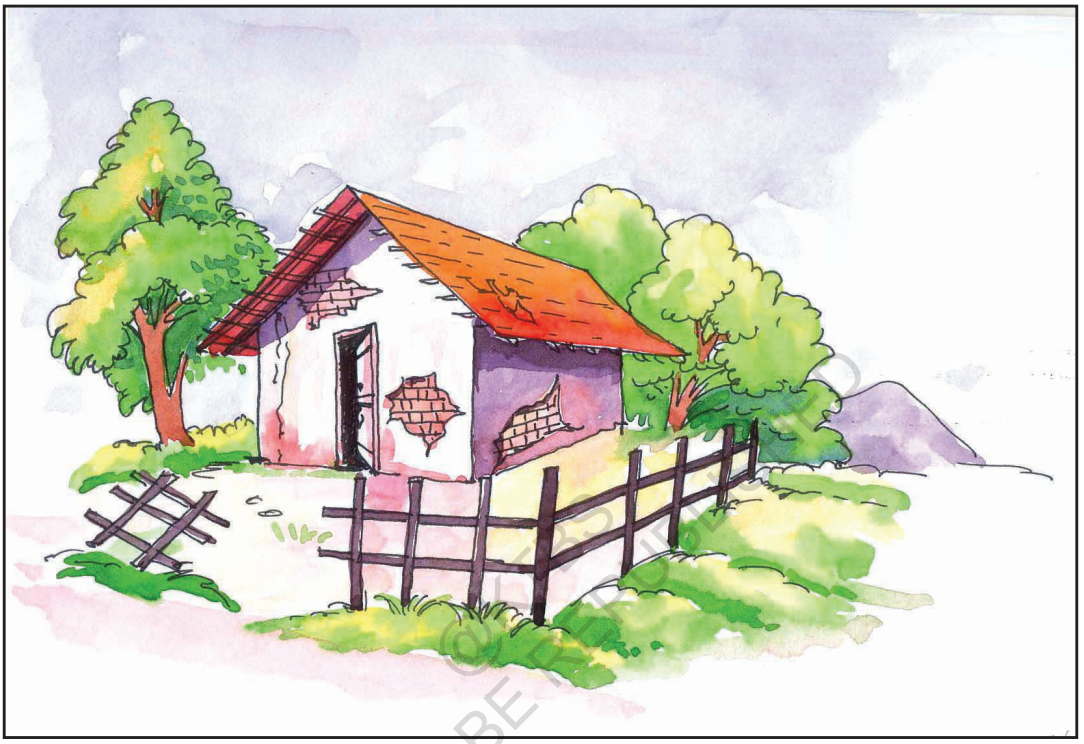




Give waste every day to the person who collects it.

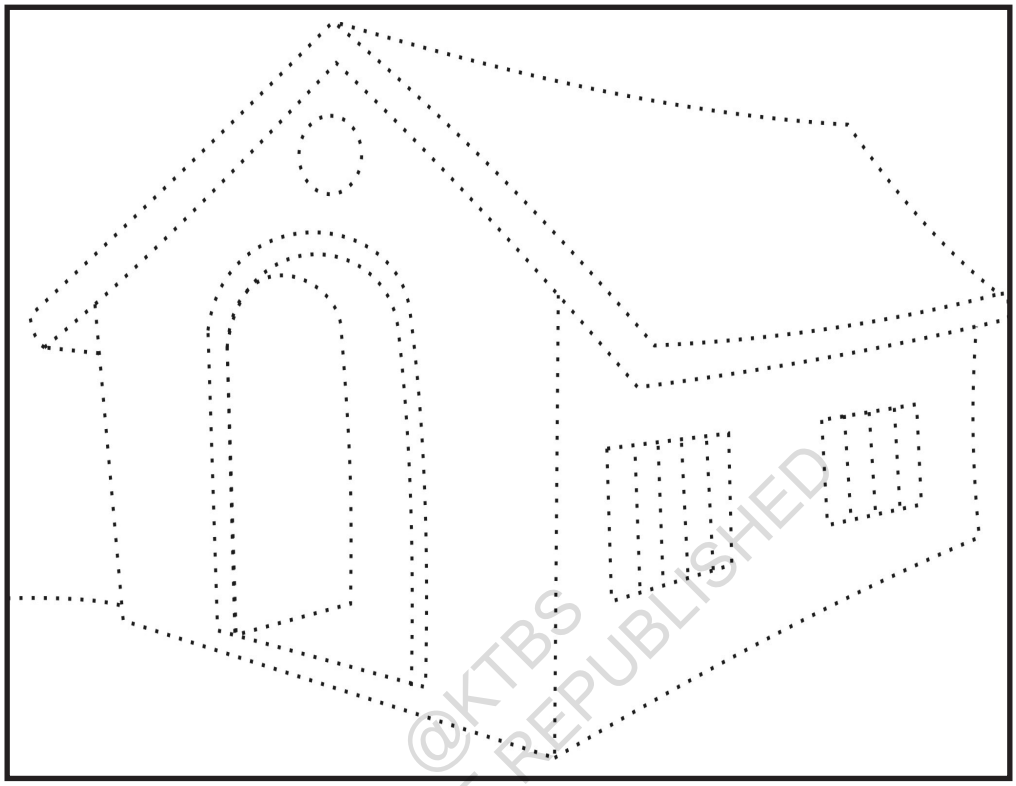
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Here is the picture of a house. If you want to live in this house, what changes will you make? Write the changes in the space given below.



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Join the dots and Colour it with the colours of your choice



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Prepare a house using mud, thermacol, card board etc., Show different rooms of the house.

Sing and Enjoy

Home, sweet home,
Where colourful flowers bloom,
Home, sweet home,
Beautiful and cool is my home,
Wonderful and clean too
Home, sweet home!

LESSON – 8

ORGAN - HEALTH

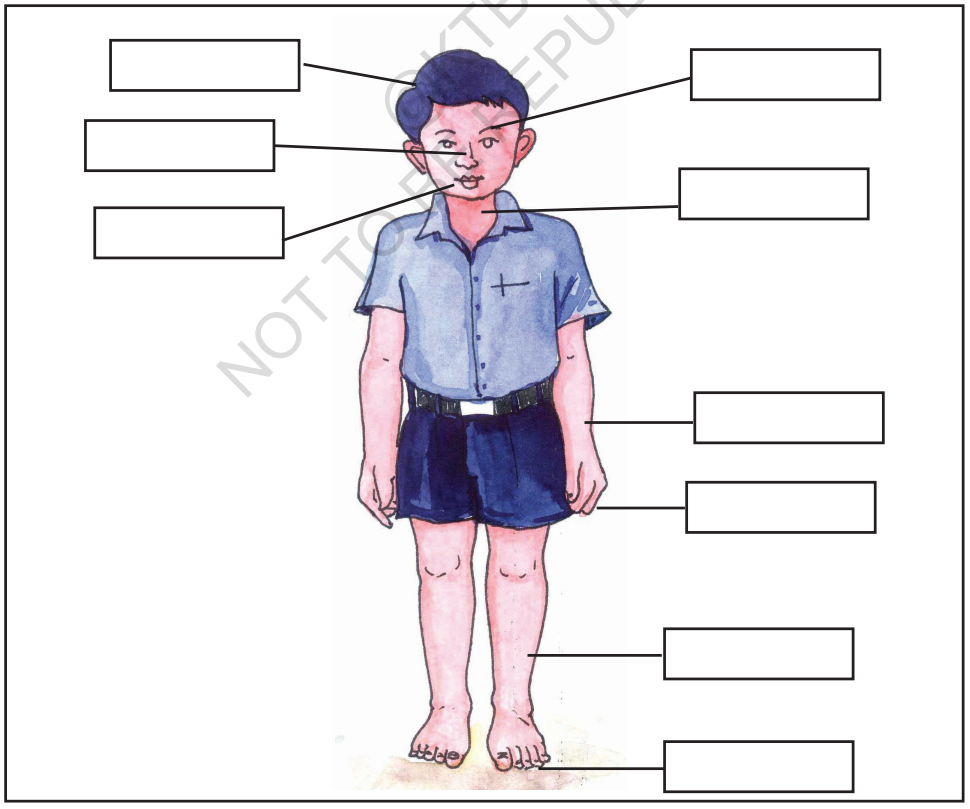
E8E8A9

After studying this lesson you,

- identify the parts of the body and learn about their work.
- know the need of personal cleanliness for good health.

See yourself in a mirror. Which parts of your body can you identify ? Name them.

Look at the picture given below. Write the names of the parts of body in the given boxes.



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Play a game.

Divide yourselves into two groups. Let the members of one group show a part of the body. Let the other group say the name of that part of the body. Let the game continue in the same way.

Here are some pictures. Parts of a body are also mentioned. Which part of your body do you use to perform the activity that is in the picture. Put (✓) mark.

Work	mouth	eye	ear	nose	hand	leg
						
						
						
						

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work	mouth	eye	ear	nose	hand	leg
						
						

Who am I ?

Solve this riddle with the help of teachers or elders. Write the answer in the given box.

I am black, but not a crow

I am white, but not butter

I have water, but not a well

I have lids, but not a vessel

Who am I? ____

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Eyes help us to see.
Avoid dust from getting into your eyes.
Don't rub eyes when dust falls into it.
Show it to your elders.

I have two holes,
I help you smell,
Without me you cannot breathe.
Who am I?



Dust enters our nose when we walk outside. Hence clean your nose every day. Don't put sticks or pencils into the nose.

You need me to talk,
You need me to eat,
Without me, you cannot even laugh.
Who am I?



Clean the mouth with water as soon as you get up in the morning, before and after every meal.

In a little crooked well,
Without any water though
I am always there to help you
Listen to a lesson or a song.
Inserting sticks or chalkpieces
Will only hurt you definitely
Who am I?



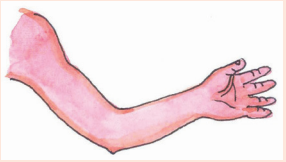
Don't put sticks, crayons, pencils, sharp things, etc into the ear.

Why do you close your ears when there is a loud sound while bursting crackers ?

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To write, hold, show and give
You need my help and ever will;
You cannot take a morsel though
to your mouth without my will.

Who am I? ____



There are fingers in a hand.
Observe their shape.
Know the names of five fingers.
Cut your nails once a week.
Wash your hands before and after eating.

Jumping, skipping, running and hopping
I take you to the school for sure;
I help you work and also play,
You dance and learn because I'm here.

Who am I? ____



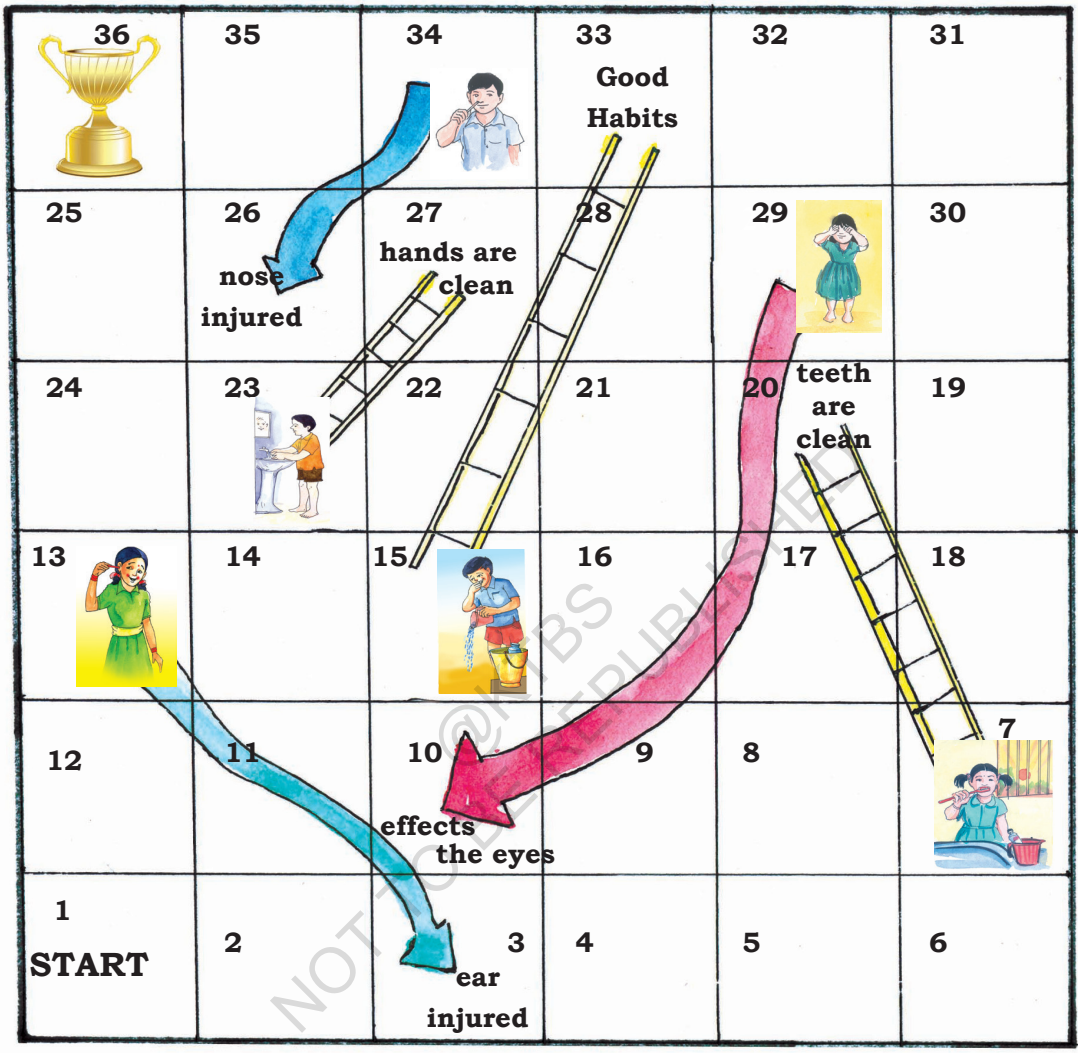
There are toes in our legs.

Observe that the shape of fingers and toes are different.

Is it possible to walk with one leg? Try.

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PLAY - GAME.



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Play like this.

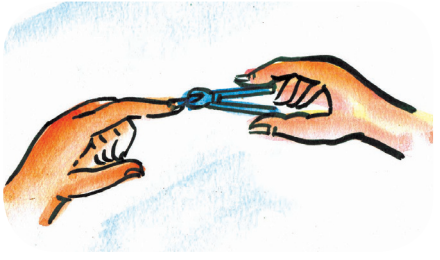
- Use dice to play.
- Minimum two players are required.
- When you come to the house of ladder you go up. Why?

- When you come to the house of an arrow you come down. Say why?
- The person who reaches the house 36 wins the game.

Shalini and Pawan are children studying in second standard. The work they do is given in the following pictures. Observe them.

	**Gets up early and brushes teeth.**
Goes to the toilet.	
	**Washes hands with soap after using toilet.**

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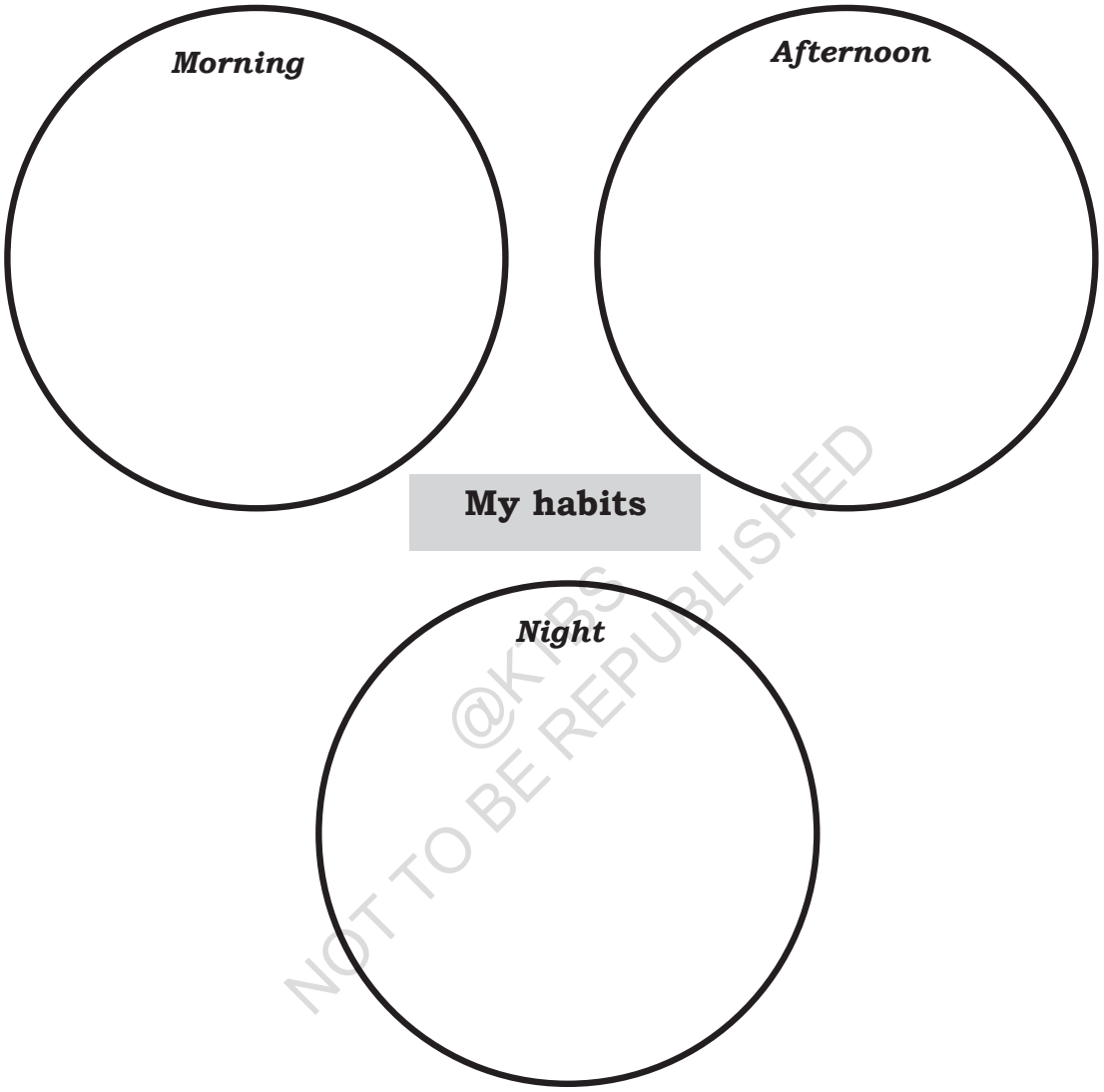
	**Takes bath everyday.**
Wears clean, washed clothes and combs hair.	
	**Washes hand with soap before and after taking meals.**
Drinks clean water.	
	**Trims nails once in a week.**

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	**Washes hands, legs and face as soon as he comes from school.**
Reads lessons daily .	
	**Sleeps in a well ventilated room without covering the face.**

These are the habits of healthy children. You may already have such habits. Know that it is necessary to develop good habits to be healthy.

Write your daily habits in the following circle.



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Is there any difference between your habits and habits of Shalini and Pawan. If you do not have these habits, develop them.

Cleanliness of the body is health. Health is wealth.

LESSON – 9

MY SAFETY

J1K4C8

After studying this lesson you,

- develop personal safety habits in local environment and simple methods of safety.







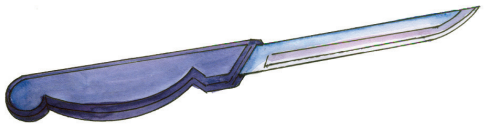


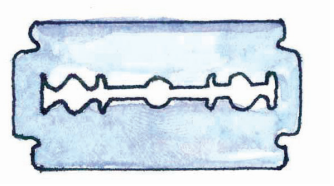
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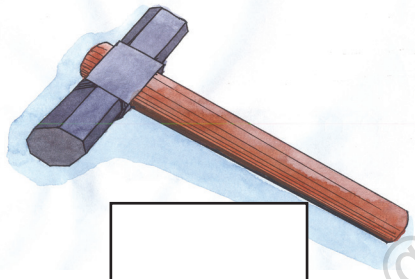
Look at the pictures above.

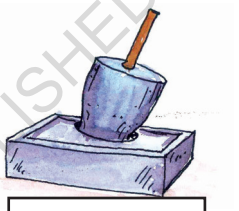
Say why the girl's finger is wounded.

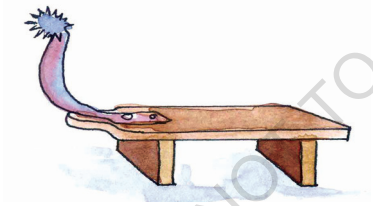
These are the pictures of some of the things which are used commonly in our houses. Write their names in the boxes provided. Have you ever tried to use these things? Why?



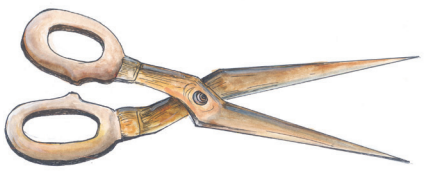


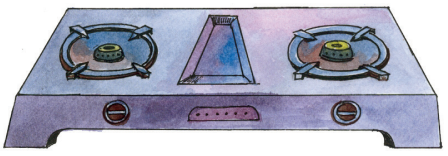












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Explain these pictures.

Can you see children getting hurt in these pictures below? Why are they getting hurt? Have you ever done anything so careless before? How will you protect yourself from such dangers?










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We should not use a knife, a pair of scissors and a saw without the help of elders. If we follow the advice of elders, we will never be in danger. Learn to use these things carefully with the help of elders.

- Don't throw pieces of bangle, blade, glass pieces in the playground or in your classroom.
- Take the guidance of the teachers in the school when you are using a knife or a switch.
- Make sure that there are no sharp things like pieces of glass and waste things on the playground while you play.
- There will be students who are younger to you. Be cautious and see that they are not in danger.

You may come across some danger even when you are out of your house. Learn to be careful.

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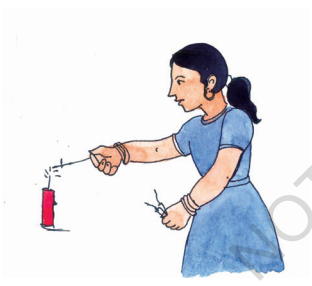
Look at the given pictures. Put a (✓) mark for correct actions and (X) mark for the incorrect actions. Discuss the reasons with your friends.

















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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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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

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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!!!



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

Swachh Bharat
Ek Kadam Swachchhta ki or

NOTE

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