

ENVIRONMENTAL STUDIES

Class - III

Text Book Development Committee



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Foreword

The Government of Andhra Pradesh has unleashed a new era in school education by introducing extensive curricular reforms from the academic year 2020-21. The Government has taken up curricular reforms intending to enhance the learning outcomes of the children with focus on building solid foundational learning and to build up an environment conducive for an effective teaching-learning process. To achieve this objective, special care has been taken in designing the textbooks to achieve global standards.

As a part of the curricular reform, in order to ensure quality transaction of textbooks, handbooks are given to teachers with elaborate lesson plans for better pedagogical techniques. For the practice of the students, workbooks are given which will reinforce the learning in the classroom. Parental handbooks are prepared to impart awareness regarding the teaching-learning process to the parent community. QR codes are incorporated in the beginning of each lesson to enable learning outside the classroom.

In this textbook, eleven lessons have been incorporated on various themes like Family, Plants and Animals around us, Our body, Food, Water, Shelter, Travel, Relations, Games and Recreations etc. In order to reinforce the concepts, several projects and activities are given to inculcate scientific temperament. Questions are framed for each lesson to recapitulate the conceptual understanding and to achieve competencies required for project work, drawings and model makings. Each lesson is provided with eye catching illustrations to engage the children. The key concepts of the lessons are included under key words and the salient features of the lessons are given under the title "What we have learnt" for the review of the important concepts. An effort has been made to relate the scientific concepts with the real-life events thereby developing and promoting scientific temperament.

We are grateful to Honourable Chief Minister Sri.Y.S. Jagan Mohan Reddy for being our source of inspiration to carry out this extensive reform in the education department. We extend our gratitude to Dr.Adimulapu Suresh, Honourable Minister of Education for striving towards qualitative education. Our special thanks to Sri. Budithi Rajsekhar, IAS, Principal Secretary, School Education, Sri. Vadrevu Chinaveerabhadrudu, IAS, Commissioner, School Education, Ms. Vetriselvi.K, IAS, Special Officer for their constant motivation and guidance.

We convey our thanks to the textbook writers who studied curriculum from Chicago to Singapore and recommended best practices across the globe to reach global standards. Our heartfelt thanks to NCERT, SCERT of Kerala, Tamilnadu and Karnataka in designing the textbooks. We also thank our textbook writers, editors, artists and layout designers for their contribution in the development of this textbook. We invite constructive feedback from the teachers and parents in further refinement of the textbook.

Dr. B. Pratap Reddy
Director
SCERT – Andhra Pradesh

Instructions to the Teachers

- Children should understand and adjust with their environment. For this , they have to observe and explore their environment. Hence, the text book on Environmental studies at primary level is given the title ‘Our World’
- The syllabus and lessons are written according to the context of our Andhra Pradesh State and the themes based on the learning outcomes of the National Council For Educational Research And Training (NCERT)
- The contents of the lessons are prepared on the themes family, plants and animals, food and water, where do we live, communication and transport, our traditions and cultures and our universe.
- There are eleven lessons under seven themes. Each lesson is enriched with colourful pictures to make children understand the concepts better.
- Every lesson starts with either a real life situation or child experiences. It give opportunity to hands on experience.
- Children are encouraged to talk about the concepts and their experiences in the classroom.
- Activities are designed in such a way that the children observe and explore their surroundings, discuss with their friends, family members, elders and collect the information, tabulate the data, do experiments, participate in activities and projects.
- This textbook focuses mainly on the processing skills. Hence whole classroom, groups or individual activities, logos and Q.R codes are also given to specify the different activities .The cat - logo poses a question for children to observe their surroundings and the practices to be followed. The bird logo comes up with certain suggestions and practices children can do . The bee logo proposes extended learning /Teaching learning process should be carried out with the help of proper teaching learning material. So they should prepare required TLM.
- Exercises are given not only to know what children have learnt, but also to exhibit and express their creativity, experiences and thoughts. So all children should be given a chance to participate in the activities.
- In each lesson there is an activity ‘Let us do’ , to give scope for children to explore . Children should do these activities either individually or in a group.
- There is another activity by the title ‘Think and Discuss.’ A scope is provided for the children to think and discuss them with teachers or elders. Children should identify them independently. If 80% of the children can do this, then only the next lesson should be taken up .
- ‘Key words’ are given at the end of each lesson. These are the important concepts of the lesson. Children’s conceptual understanding should be evaluated with the key words. Salient features of the lesson are given by the title ‘What we have learnt’. Children should be made to read these features. These are given to review the concept.
- In each and every lesson, the activities are incorporated keeping in view the Continuous and Comprehensive Evaluation (C.C.E).
- Teacher should note down the progress of children based on the competencies achieved.

Our National Anthem

- Rabindranath Tagore

Jana-gana-mana-adhinayaka jaya he

Bharata-bhagya-vidhata

Panjaba-Sindhu-Gujarata-Maratha

Dravida-Utkala-Banga

Vindhya-Himachala-Yamuna-Ganga

uchchala-jaladhi-taranga

*Tava Subha name jage, tave subha asisa mage,
gahe tava jaya-gatha.*

Jana-gana-mangala-dayaka jaya he

Bharata-bhagya-vidhata.

*Jaya he, Jaya he, Jaya he,
jaya jaya jaya jaya he.*

Pledge

- Pydimarri Venkata Subba Rao

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

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals.

To my country and my people, I pledge my devotion.

In their well-being and prosperity alone lies my happiness.

ENVIRONMENTAL STUDIES

Class - III

| Lesson No. | Lesson Name | No. of Periods | Month | Pages |
|------------|-------------------------------|----------------|-----------|---------|
| 1. | Rani's Happy Family | 10 | June | 1-12 |
| 2. | Plants Around Us | 11 | July | 13-22 |
| 3. | Animals Around Us | 9 | July | 23-33 |
| 4. | Our Body Parts | 9 | August | 34-42 |
| 5. | Food Keeps us Fit and Healthy | 10 | September | 43-54 |
| 6. | Water - The Gift from Nature | 10 | October | 55-63 |
| 7. | Shelter For All | 9 | November | 64-78 |
| 8. | Let's Travel Together | 9 | December | 79-89 |
| 9. | Together with everyone | 9 | January | 90-95 |
| 10. | Games and Recreation | 9 | February | 96-105 |
| 11. | This is the Way | 9 | February | 106-116 |
| | Revision | | March | |
| | Revision | | April | |



Teacher corner



Student corner

Learning Outcomes - Academic Standards

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

- 1) **Conceptual Understanding :** Children should understand the different concepts of the 11 lessons of this text book. They should compare these with their real life experiences. They should be able to give examples, say similarities and differences, classify, explain and tell the reasons.
- 2) **Questioning:** Children should be able to question about the surroundings, situations and incidents they have seen and observed.
- 3) **Doing and Explaining:** Children should be able to do smaller and simpler experiments and explain the concepts. They should be able to tell the sequence of the steps of the experiment and the things that are used.
- 4) **Information Skills - Projects :** Children should grasp, note, tabulate and analyze the things by observation, reading and discussing with others. They should be able to infer the analysis and do the generalization. They should participate actively in the projects. Projects should be exhibited and explained by them in the class.
- 5) **Drawing and Colouring:** Children should be able to explain the concepts by drawing and colouring the pictures and by making models.
- 6) **Appreciation:** Good attitudes should be developed among the children. They should recognize and appreciate the greatness of animals, birds, plants and people of their society. The values like kindness, co-operation, working together etc; should be inculcated. They should be able to identify and appreciate the diversities of the surroundings and society. They should be able to appreciate different food habits, life styles, cultures and traditions. Personal hygiene, good food habits, doing the personal work by self, helping the elders and special needed people should be practised.
- 7) **Mapping Skills :** Pupils should be able to draw the maps of their class-room, school, street, village etc; they should be able to grasp the information by understanding the symbols given in the map.

Lesson 1



Rani's Happy Family



Learning Outcomes

students

Pupils will be able to:

- speak about their family members and the work they do.
- share information about people in their village and their jobs.
- identify members living together in a family.
- understand the care given by family members.
- identify resemblances within family members.

It was Sunday. Razia came to Rani's house to play. Rani showed her photo album to Razia. Razia asked about the people in the pictures. Rani introduced the members of her family to Razia.



Rani : This is my family photo. This is my grandfather and grandmother in the centre. My father is standing to the left of my grandfather and my mother is standing to the right of my grandmother. That is my brother Chintu. This is my pet Tommy. Ours is a happy family.

Razia : Oh! Nice family.

Rani : What about your family?

Razia : In my family, we are three. My father Rasool, my mother Haseena and I.



We all live with our families. A family consists of grandfather, grandmother, father, mother, brothers and sisters. 'Brothers and sisters' are also called siblings.

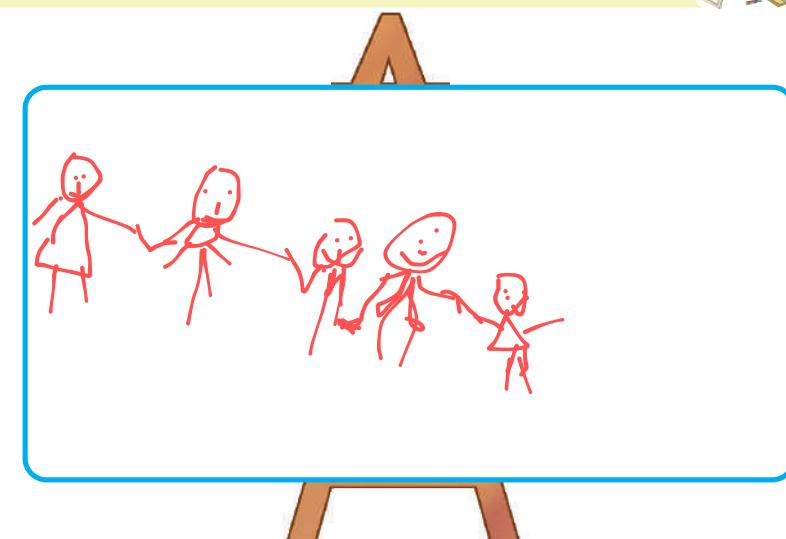


Who lives with you in your family?

Fill in the blanks.

- My father's name is Krishna
- My mother's name is Sanitha
- I have 4 siblings.
- There are 4 members in my family.

Draw your family picture using buttons and match sticks.



Role of family members

This is Geetha's house. Observe the picture given below and mention the work they are doing.



Geetha's mother is cooking. Her father is chopping wood. Her grandfather is watering the plants and her grandmother is drying the clothes. Geetha is getting water and her brother is sweeping.



Everyone in the family shares the work and help each other.

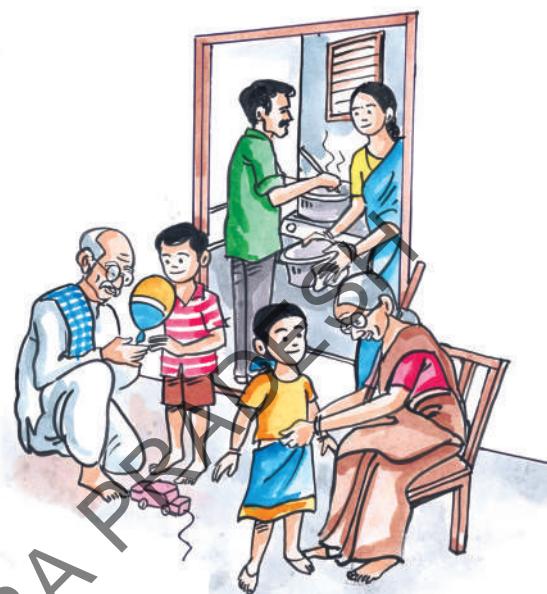


Who does the cooking and cleaning in your family? Mom

- What does your father do? Watch TV, office work.
 - Do you help your family members? Yes.
 - What kind of work do you do at home? Homework, dishes in dishwasher.
 - Name the works that you and your family members do together. Soccer, watch TV, basketball, cricket.

Helping each other

The family members do different kinds of work. Work is shared by all the family members. Observe the pictures given below. Tell what the people in the pictures are doing.



Do your family members help one another in doing household work? Yes,

Love and care of a family

Members of a family love and care for each other. We share our work and help one another in the household chores. Our elders love and take care of us, and we too love and respect them.



Think and Discuss

- 1) What kind of work is done by most of the mothers? *Cleaning, cooking.*
- 2) What kind of work is done by most of the fathers? *Office, Watch TV.*
- 3) What kind of work is done by all family members together? *Shopping, eat.*

Let us Do



Ask any five of your classmates about the kind of work their parents do. What work is done together by all the family members? Fill in the table with the information collected.

| S.No. | Name of the friend | Work done by the mother | Work done by the father | Work done by all family members together |
|-------|--------------------|-------------------------|-------------------------|--|
| 1 | Tej | Cooking | Office | eat |
| 2 | Ishan | Feeding | Office | eat |
| 3 | Aditi | Cooking | Office | eat |



All the family members should share the work and work together. Helping each other, develops love and affection among family members.

Professions

Our needs are fulfilled by the work done by our mother, father and other family members. Like our family, there would be people in the village doing different kinds of work. Do you know about them? *No*

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



This is Ramanna.
He weaves baskets.



This is Rajaiah.
He mends the shoes.



This is Kondanna.
He cuts the hair.



This is Venkaiah.
He does wood work.



What sort of other works are being done in your village? *store manager*



There would be people doing different kinds of work in your village. Subbaiah sweeps the roads and cleans the drains of the village. Who else would be there in the village doing different kinds of work like Subbaiah? building roads

What will happen if they don't do

these kinds of work?

it will be dirty

Child labour (working children)

This is Kamala. She loves going to school. But now she is not going to school because of their poverty. She looks after her younger sister at home. Kamala's father and mother work in the agricultural field. Kamala stays at home all day doing the household work. She feels like going to school whenever she looks at other children going to school.

Education is every child's right. So, all children should go to school every day. Parents should enroll their children in schools. If you see any child in your place who is not going to school, inform your teacher.



Let us Do



Try to do some of these things at your home and notice how the members of your family react.

Draw a happy smiley ☺ if they are happy and draw a sad smiley ☹ if they are unhappy:

| When I | Parents | |
|--|---------|---|
| | ☺ | ☹ |
| Give a cup of tea to grandparents. | | ☹ |
| Spill food while eating. | ☺ | |
| Helping in house hold work. | ☺ | |
| Don't wake up in the morning to study. | | ☹ |

Let us do in this way

The families which follow good practices enjoy good health.



Mary : Hi! I am Mary. My mother, father, sister and I, leave our slippers and place them in an order before we enter the house.



Ramesh : Hi! I am Ramesh. My father and mother bow to my grandparents before leaving the house.



Uma : I am Uma. I plant a tree on my birthday.



Reena : Hi! I am Reena. Our family eat together at night and pray before eating food.



Do you have any particular practice in your family? *Yes.*



Some practices pass on from parents to children in families.

Let us check

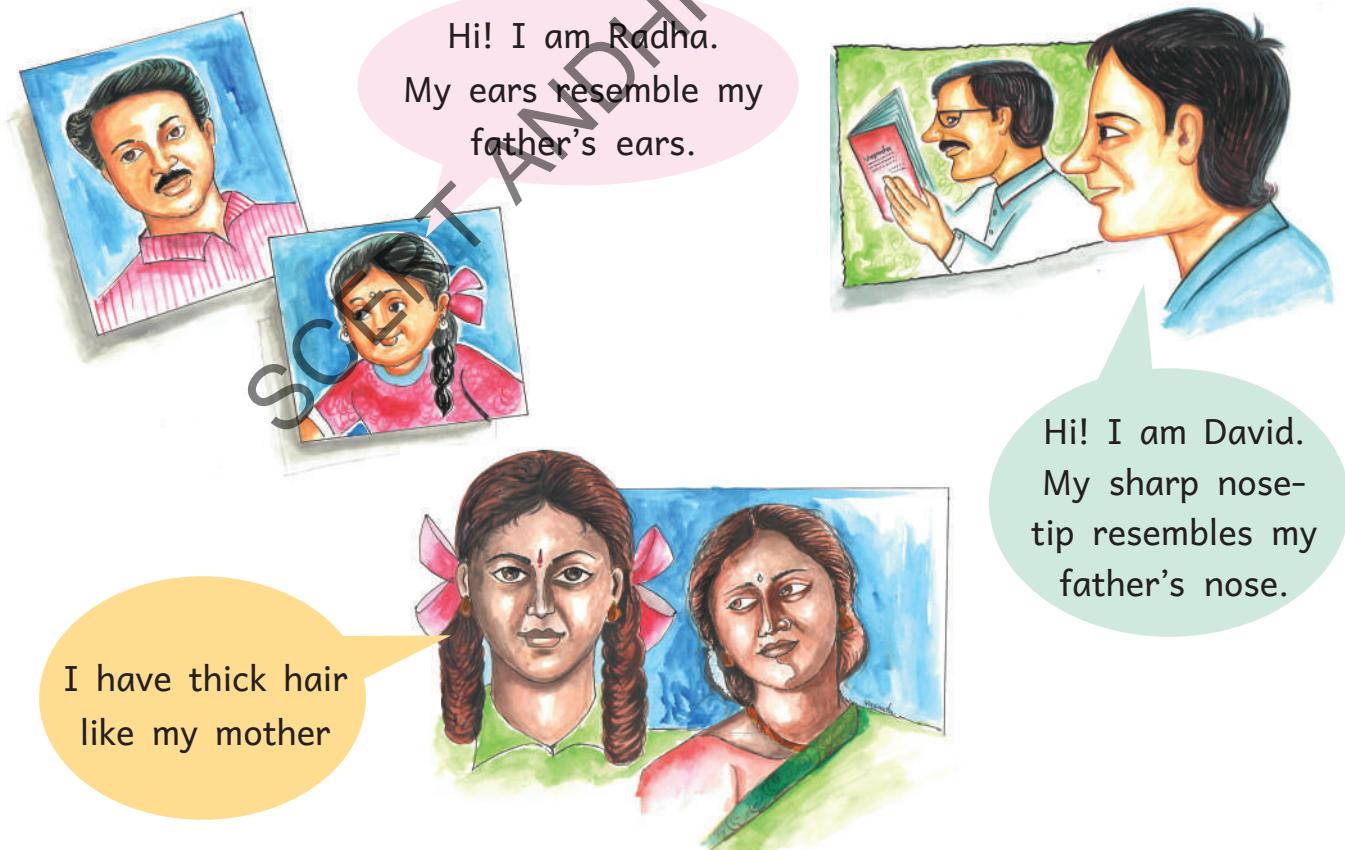


If you agree show a thumbs up sign, if you don't agree show a thumbs down sign.

- Before I enter the class room I leave my slippers outside and place them in an order.
- When I go for mid-day meals I go in a line.
- I keep my class room neat and clean.
- I cut my nails once in a week.
- I comb my hair daily.
- I wash my hands before and after eating.

Whom do you look like?

Usually, people in a family are similar in the way they look and behave.
Read the following narration.





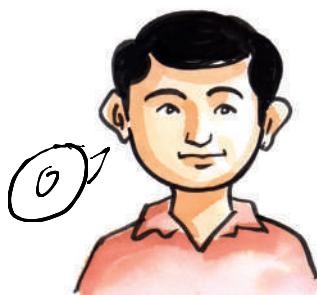
Some features like skin colour (brown, dark, fair), height (tall, medium, short) are parental features that pass on from parents to children.

Sometimes there are similarities in the behaviour of the children and other members of the family. You may walk like your uncle.

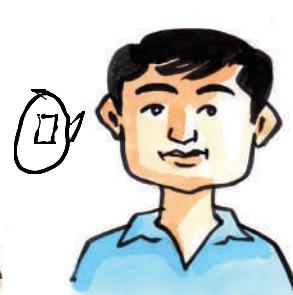


Do the faces of all people look alike? *my dad*

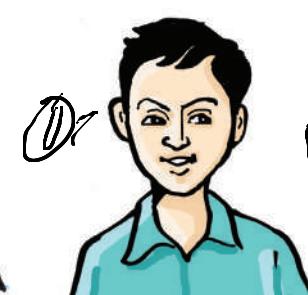
Observe the faces of Kishore, Satish, Rahim, and Dilip. Do you find any differences in their faces? Is there anyone in your class whose face looks like the one given in the pictures below. Observe and tell their names.



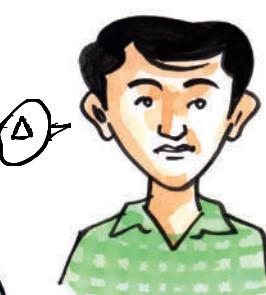
Kishore



Satish



Rahim



Joseph

Note : All of us are not alike. Inspite of our colour, height or weight, each of us is unique. We just resemble our family members in our physical appearance. We should not tease or bully anyone for their appearance. Let us treat everyone with love and affection.

Let us Do

Do these interesting activities in your class. Write how many children can do this:



- Without touching your teeth fold your tongue towards the back of your mouth.



- Make a 'V' by separating two fingers of your hand to each side.



- Move your ears, without holding them.

- Roll your tongue by lifting it from the sides.



- Open all the toes of your feet. Now without moving the others, move the little toe.



Let us Do

Ask your parents and other members of your family whom they look like and note down in the given table.

| S.No. | Family member | Whom do they resemble |
|-------|---------------|-----------------------|
| 1. | Sunita | cleaning |
| 2. | Krishna | office |
| 3. | Virata | homework |
| 4. | Sada Shiva | play |



Key words

family, grandparents, siblings, pet, resemblance, income, professions, needs, child Labour



What we have learnt

- We live in a family.
- A family consists of grandparents, parents, siblings and pets.
- Every member of the family has a different role to play.
- We get love, care and support from our family.
- All professions should be respected.
- A village has people doing different kinds of work.
- The right place of children is the school and not the work place. All children should go to school.
- We resemble someone in our family.



Improve Your Learning

I. Conceptual Understanding (Tell and write).

Answer the following questions.

1. What is a family? How many members are there in your family?
2. Do you have any pet animals? Name them?
3. Whom do you love the most in your family? Why?

II. Questioning and Hypothesis.

5. You went to your friend's house. You want to know the best practices of his/her family. What type of questions would you ask your friend about his/her family? (Oral)

III. Experiments and field observations.

6. Write down the similarities and differences you observe in the faces of your relatives.



IV. Information skills - Project work.

7. Which works are done by your family members? Tick at the proper places.

| Name of the work | Mother | Father | Myself | Brother | Sister | Grand Father | Grand Mother |
|-------------------------------|--------|--------|--------|---------|--------|--------------|--------------|
| Cleaning the house | ✓ | X | X | X | | | |
| Cooking | ✓ | X | X | X | | | |
| Washing clothes | ✓ | X | X | X | | | |
| Agricultural work | ✓ | ✓ | ✓ | X | | | |
| Bringing vegetables from shop | ✓ | X | ✓ | ✓ | | | |

V. Drawing pictures and model making.

8. Draw the picture of a dog, cat or any pet animal.

VI. Appreciation, values and creating awareness towards bio-diversity.

9. Jessy loves her pet and the trees in her garden very much. She takes good care of them. Do you also do similar things? Share with the class.

Lesson 2



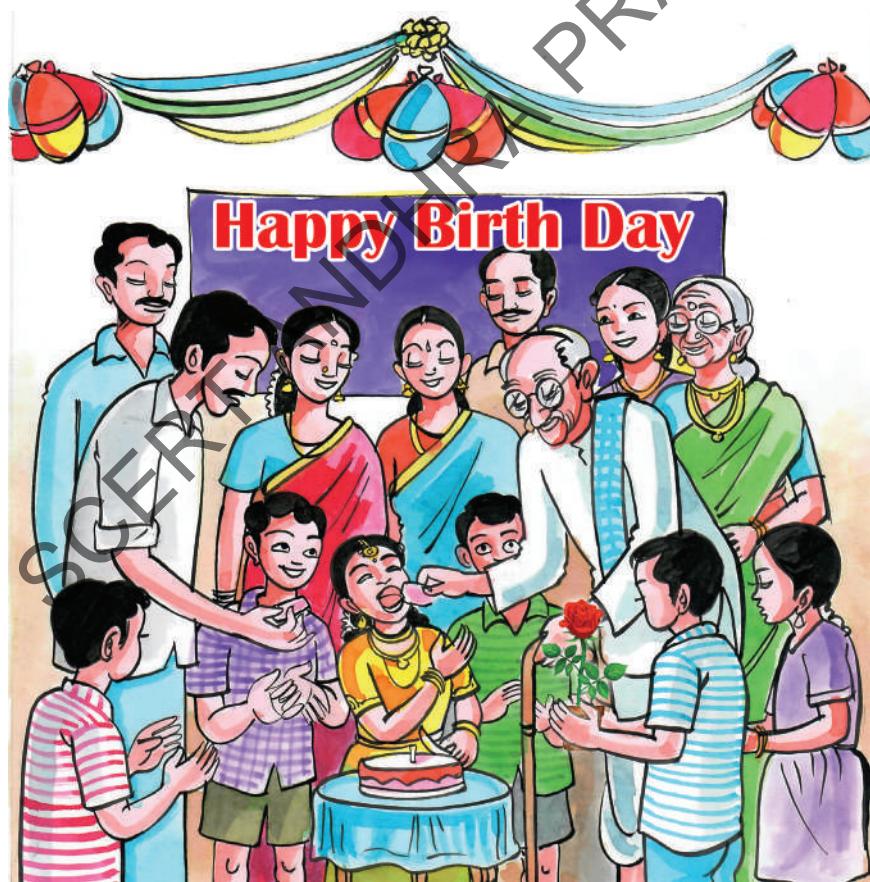
Plants Around Us



Learning Outcomes

Pupils will be able to:

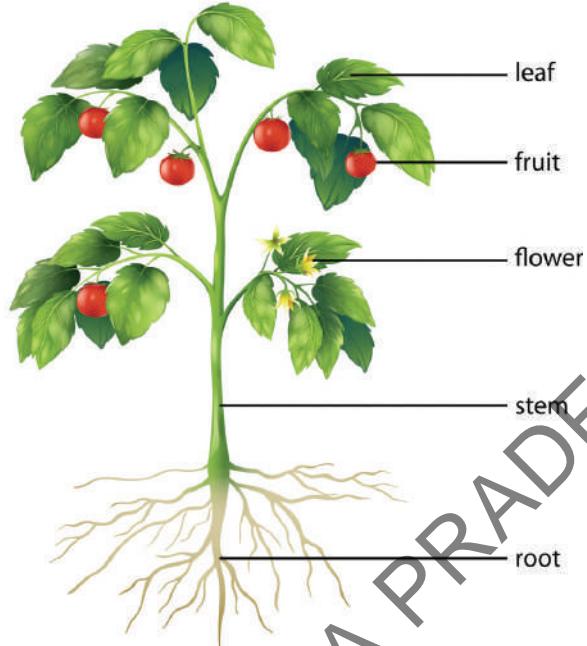
- understand the need for plants and trees and speak about them.
- identify the simple features of plants like shape, colour, texture, aroma of leaves, trunk and bark.
- tell about the various uses of plants.
- develop concern towards nature.



It was Ramya's birthday. Ramya got a lot of gifts from her family and friends. Ramya's father gifted her a rose plant and asked her to water it daily. Next day, while watering the plant, she asked her father:

Ramya : Naana, How does the plant take water from the soil?

Father : Come Ramya, I will show you. Observe this tomato plant. It has roots, stem, leaf, flowers and fruits.



Have you ever observed a plant? *yes*

Can you identify the parts of a plant? *yes*

Do you know how roots help the plant? *No*

Roots of the plant are below the soil and are the most important part of the plant. They fix the plant in the ground. They absorb nutrients and water from the soil and send them to the stems, leaves etc. *Food*

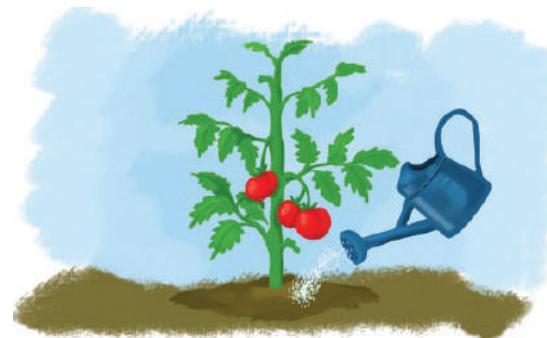


Water the plant daily or it will die.

Let us Do

Collect the roots of some plants. Do all roots look the same? Discuss with your friends.

Ramya : Naana, If the roots are so important, what is the use of a stem?



Father : The stem carries the water and nutrients from the root to all the other parts of a plant and supports it. *help*

Ramya : The stem of this tomato plant is very thin and hairy.



Think and Discuss

- Have you observed the stem of a neem plant? *No.*
- How is it different from a tomato plant? *hard.*



There are different types of stems. Some are soft and green, some are brown and hard. Some plants have thick stems and some plants have thin stems.

As the plant grows bigger, the stem strengthens. These thick stems are called trunks. The trunks are covered by bark.

Big and strong plants are called trees.

Example: Banyan, Tamarind



Shrubs are small plants with hard stems.

Example: Rose, Hibiscus

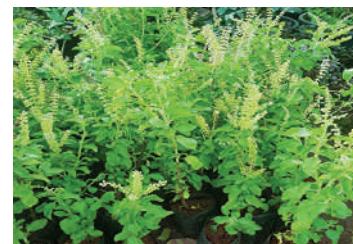


Trees - big plants with strong stems (brown)

Shrubs - Small plants with hard stems (brown)

Herbs are very small plants with soft and green stems.

Example : Tulsi, Wheat.



Climbers are the plants that grow on support.

Example: Grapevine, Bitter gourd.



Creepers are the plants that creep on the ground.

Example : Watermelon, Pumpkin.



Fill in the given blank with some more examples.

| Trees | Shrubs | Herbs | Climbers | Creepers |
|--------------------|--------|-------|----------|----------|
| Coconuts, jasmines | mints | | grapes | Pumpkins |

Let us Do



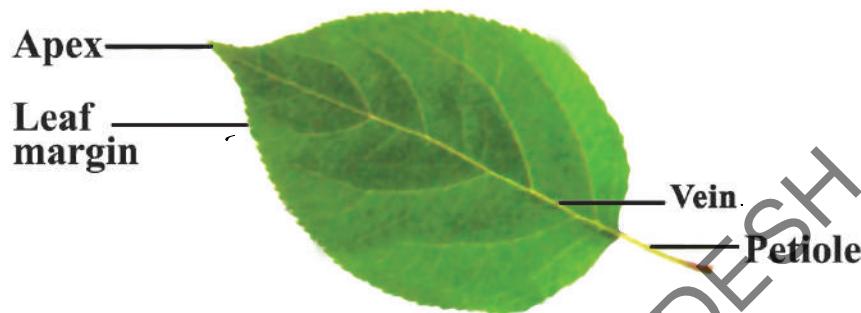
Observe the plants in your surroundings and write them in the space given. One is done for you.

| Plants with thin stems | Plants with thick stems |
|------------------------|-------------------------|
| Tulsi | Mango |
| Rice | Coconut |
| | peach |
| | apple |
| | |

Ramya : Wow! There are so many types of stems. Then why do plants have so many leaves Naana?

Father : Just as you need food to grow, plants also need food to grow. All the leaves prepare food for the plant and help them to grow.

Observe the parts of a Leaf.

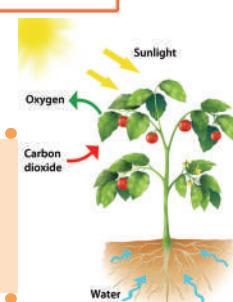


Have you observed the leaves of different plants? *yes*
Are all the leaves same in size, shape, colour and smell? *No*



Do You Know

Leaves are the food factories of a plant. Plants prepare their food in the green leaves with the help of air, water and sun light.



The leaves are of different sizes, shapes, colours, smell.
The leaves of banana plant are very big.
The leaves of hibiscus are broad and the margins are like a saw.
The leaves of papaya plant look like our palm.
The leaves of coconut tree have long veins.
The leaves of tamarind tree are very small.
The leaves of pudina, coriander and tulsi have different aroma.
smell

Let us Do

Collect a few leaves of lemon, mango, neem, tulsi, pudina and coriander. Crush the leaves and smell them. Do they smell the same? Discuss with your friends. Do you know how leaves are useful to us? No

Uses of leaves

We use leaves in many ways.

- We eat the leaves of many plants like coriander, curry leaves, drumstick leaves etc.
- Tea is made from tea leaves.
- Leaves of neem and tulsi are used in medicines.
- Leaves of banana tree, banyan tree, sal tree are used to make disposable plates and bowls to serve food.

Activity

- Collect some leaves and trace them in your note book. Colour the pictures and name them.

Let us Do

Make a leaf album.

- Collect leaves of various shapes, sizes, colours and tips.
- Paint one side of a leaf using poster colours.
- Place the coloured side of the leaf on a paper.
- Press the leaf firmly to get the imprint of the leaf.
- The image of the leaf is ready.



Do You Know

We use fallen leaves to make manure.



Let us Do

Material that gives nutrients to soil

Make your own kitchen garden. You can grow mint (పుద్దన), coriander (కొత్తమీర), green chillies, tomato, brinjal, spinach (పాలకూర) etc...

How to make manure?

- Dig a pit in the ground. Keep the fallen leaves and the left overs (kitchen scraps, egg shells) in it and cover the pit. Leave for a few days. They decompose and turn into manure. Use this manure for healthy growth of your plants in the garden.

Project work

Look at the beautiful pictures given below. They are made of dry leaves.

Make pictures of animals with dry leaves and paste them in your notebook



Ramya : Naana, there are many flowers and fruits in our garden.

Father : Yes Ramya, we get flowers, fruits and vegetables from plants. Flowers are of many colours. Flowers develop into fruits. Many fruits have seeds in them. These seeds when sowed in soil grow into new plants.

Ramya : Wow! There is so much about a plant. I will keep it safe inside my room.

Father : No, if you want to keep it safe you must keep it outside because plants need sunlight to grow, apart from water and nutrients.

Ramya : Naana, my teacher told me that plants help us in many ways.



Do you know how a plant helps us ?

Let us check



Whole class activity

Observe the picture and tell us and write the uses of plants.



Plants give us food.

I.....t.....gives.....us.....paper.....

I.....t.....gives.....us.....medicen.....

I.....t.....gives.....us.....flowers.....

Plants are gifts of nature. Plants give us food. We get fresh air from the plants.

Plants absorb carbon dioxide and release oxygen which we breathe. The roots of big plants hold the soil and prevent soil erosion.



If we destroy the plants, it will be difficult for us to survive. It is our responsibility to take care of plants and save this Earth.



Key words

nutrients, veins, creatures, living beings, carbon dioxide, oxygen, erosion.



What we have learnt

- Roots, stem, leaves, flowers and fruits are the main parts of a plant. Every part of a plant has a special function.
- **Roots:** The roots are the most important parts of a plant. They fix the plant to the ground. They absorb nutrients and water from the soil.
- **Stem:** Carries the water and nutrients to all the parts of a plant and it gives support to the plant. All the stems are not alike. The thick stems of trees are called trunks. Trees like mango, peepal and neem have thick trunks. Their trunks are covered by bark.
- **Leaf:** The leaves are of different sizes, shapes and colours. All the leaves have veins.



Improve Your Learning

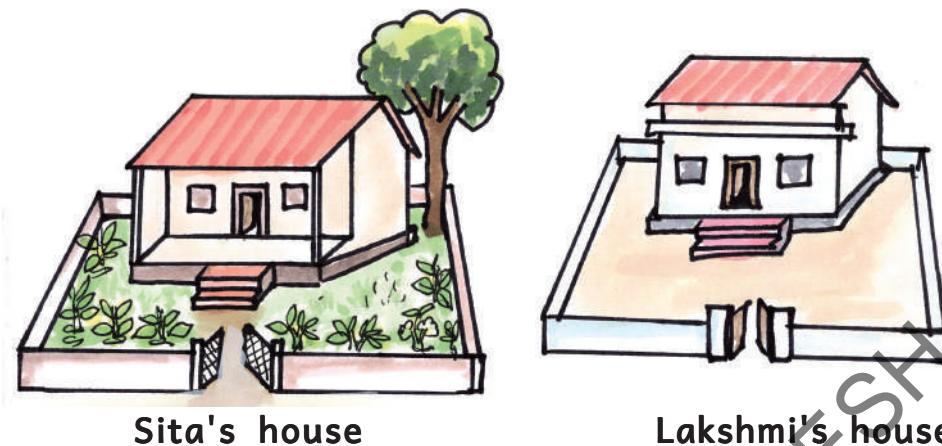
I. Conceptual Understanding (Tell and write).

Answer the following questions.

1. What are the parts of a plant ? root, stem, leaves, flower, fruit.
2. How do roots help the plant ? Holds The plant & sends water, food to the plant.
3. How does stem help the plant? It sends food to the plant from root.

II. Questioning

4. See the houses of Sita and Lakshmi.
What questions would you ask them regarding plants?



Ask a few questions :

Questions to Sita : *how did you grow these many plants?*

Questions to Lakshmi : *Why did you not grow any plants?*

III. Experiments and field observations.

5. Observe trees, shrubs, herbs, climbers and creepers in your surroundings and name them.

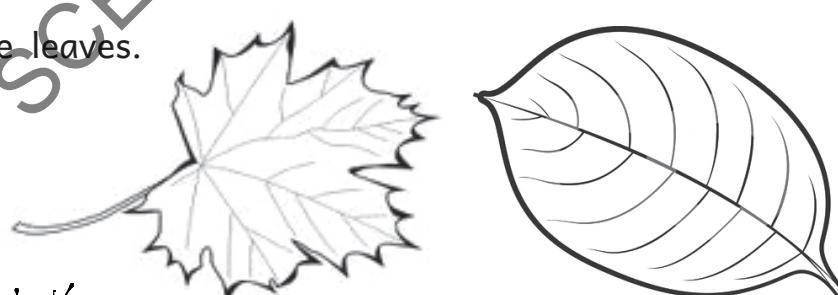
IV. Information skills - Project work.

6. Collect some aromatic leaves in your surroundings and name them.

V. Drawing pictures and model making.

7. Draw a tree which you find in your surroundings. Colour it.

8. Colour the leaves.



VI. Appreciation, values and creating awareness towards biodiversity.

9. How do you feel if you see some one cutting the branches of the trees around you. What will you do then ? *I will tell them not to cut.*
10. What will you do if you see the fallen leaves in your school ground? *I will play.*

Lesson 3



Animals Around Us



Learning Outcomes

Pupils will be able to:

- speak about animals, the food they eat, where they live and how they help us.
- identify different animals in their surroundings
- identify simple features (Movements / sounds) of animals in their surroundings.
- differentiate types of animals based on their dwelling places.
- develop sensitivity towards animals in their surroundings.
- share information on how they help animals.

Srinu and his classmates visited his uncle's agricultural farm. They were excited to watch birds and animals in the farm. Kiran observed ants going into an ant hill. Kusuma observed squirrels and parrots on a tree.

Now let us observe the picture of the agricultural farm.



- etc. Name the animals you see in the picture. 259, it is 7
- What animals do you see in your surroundings? cat, dog, 1 monkey, 2 parrots, 59 million

Animals around us

Animals and birds also live with us on this Earth. There are different kinds of animals around us. They live in different places and help us in many ways. Some live with us and some live in forests.

DOMESTIC ANIMALS



WILD ANIMALS



Cats, dogs and parrots that live with us in our homes are pet animals. Dogs guard our house and help to catch thieves. Cats catch mice.

Cows, goats, sheeps, ducks and horses are kept in farms. Cows give us milk. Oxen and buffaloes help farmers in farming. Hens and ducks lay eggs. Goats give us milk and meat. Horses and donkeys carry loads. All of them are domestic animals.



The domestic and pet animals in our house not only help us but also give us happiness.

Some animals like lion, tiger, bear and elephant live in forests. They are wild animals.

Activity-1

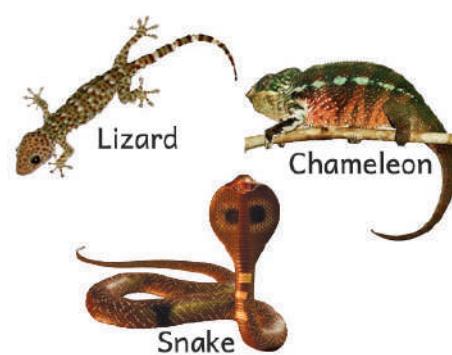
Look at the picture. mark D for domestic animals and W for wild animals.



Jump - fly

When Madhavi ran to catch the parrot, it flew away.

- What helped the parrot to fly away? *Wings*
- Do you know how animals move from one place to another? *yes*



Some animals walk, some crawl, some jump and some swim. Birds fly from one place to another. For this they use their legs, wings and even their **tails**. Fishes swim in water with the help of their **fins** and tails.





Activity-2

Animals move in different ways to go from one place to another. Observe the pictures. Write how do they move about.



Pigeon



Cat



Dog



Kangaroo



Tiger



Rabbit



Lizard



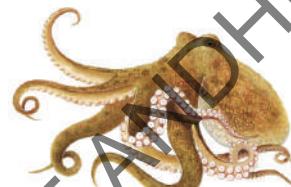
Monkey



Snake



Fish



Octopus



Frog



Crow

pigeon and crow can fly

..... Lizard and Snake can crawl

..... Cat and Tiger can walk

Kangaroo and Rabbit can hop

..... Fish and Octopus can swim

..... Frog and Rabbit can jump

My Home

Seeing the children, the rabbit ran into its **burrow**.



The rabbit ran into its home. Do you know where do the other animals live?

Animals live in different places. Some animals live on trees, some in water, and some on land. Generally birds live in nests. The animals that live on land are called **terrestrial animals**.

- Cow, dog, cat, hen etc., live on land.
- Crow, sparrow, owl, monkey, grasshoppers etc., live on trees.

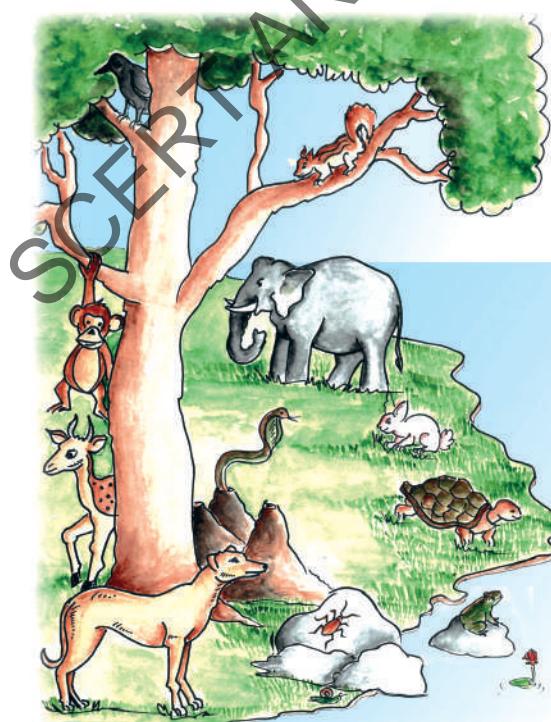
The animals that live in water are called **aquatic animals**. The boat shaped body, fins, tails, and gills help them to live in water.

- Fishes live in water.
- The animals that live both on land and in water are called **amphibians**. Their moist skin, webbed feet, strong hind limbs help them to live on land and in water. e.g. frog, salamander.
- Did you ever see a lizard in your house? *yes*
- What other animals can you see in your house? *we can't see any more*



Activity-3

Observe the picture, tell and write the names of the animals and their living places.



swan water

alligator water
duck water

fish water

Activity-4

Write the names of animals according to the places they live.

| Terrestrial (live on land) | Aquatic (live in water) | Amphibians (live both on land and in water) |
|-------------------------------|-------------------------|--|
| Cow | fish | Turtle |
| Buffalo | Octopus | Alligator |
| Cat | Crab | Frog |
| Dog | | |
| Rat | | |



Do you know where animals live?

A lion lives in a den, birds live in nests, snakes and rats live in holes, a monkey lives on a tree. The farm animals live in their shelters made by man. Some animals are kept in the zoo.

Let us check



- A frog lives in a pond.



- A bird lives in a

nest



- A hen is kept in

ZOO



- A horse is kept in

ZOO



- A pig lives in a

ZOO



- A dog is kept in

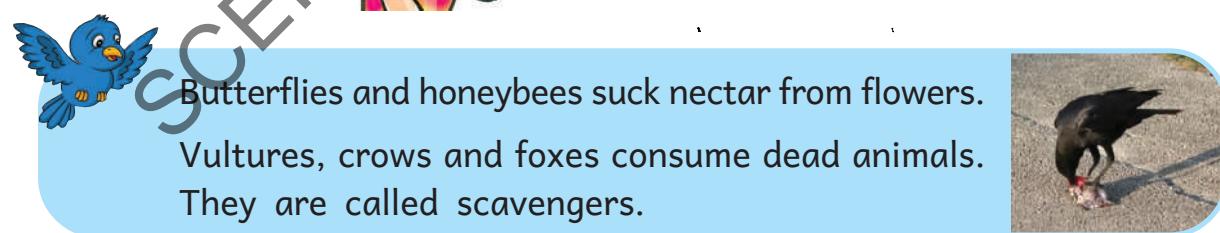
Home

Raghu opened a biscuit packet and gave a biscuit to the puppy. The puppy ate the biscuit happily.



We eat food when we are hungry. Do you know what do animals eat?

Animals eat different types of food. Cows, bullocks, donkeys, horses, elephants, deer etc. eat only grass and plant products. Squirrels feed on nuts and seeds. These animals are called herbivores. Tigers, lions, foxes and crocodiles eat the meat of other animals. These animals are called carnivores. Bears, crows, monkeys and dogs eat both plants and animals. These animals are called omnivores.



Think and Discuss

- What is the food of mosquitoes? *human blood*
- To which category do you belong... herbivore, carnivore or omnivore? *Omnivore*

Let us check

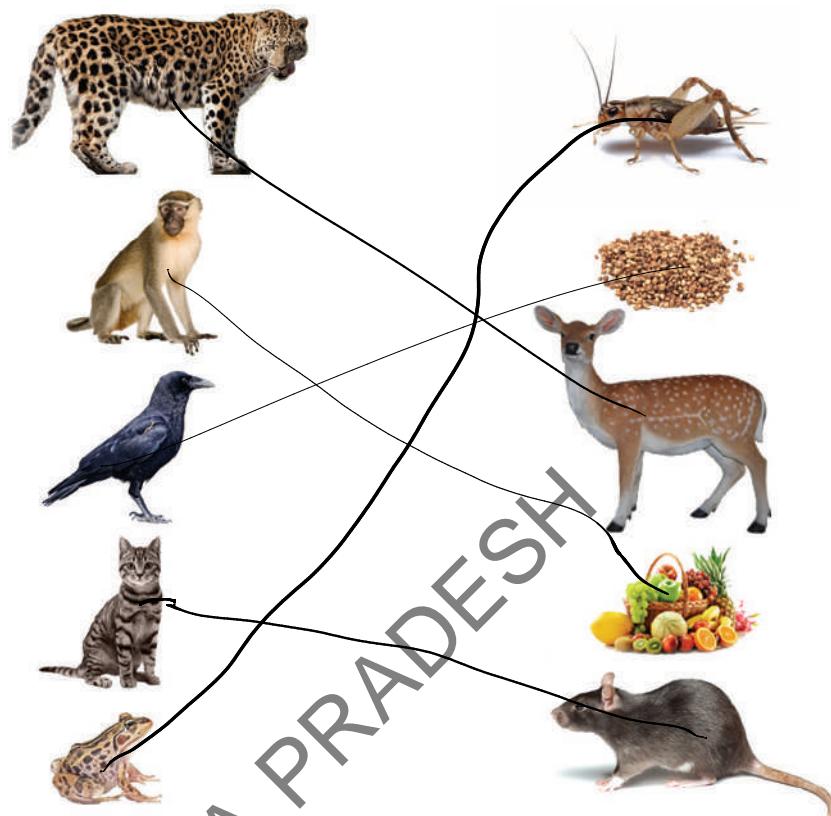


Activity-5

Match the animals with their prey.

Predator and prey

Eg. Tiger and deer
Lion and cow



Suddenly, the puppy started barking at the squirrel. Kusuma too barked like the puppy. All her friends started making sounds of different animals.



We talk to communicate. Do you know how do animals communicate? *No*

Animals use sounds to warn others, to stay out of its territory. Birds use different calls to identify themselves and to communicate with other birds.



Think and Discuss

Have you heard the sounds of:

The calf mooing when it sees the cow? *Yes*

The cuckoo answering to other cuckoos? *No*

The lizard squeaking in your home? *Yes*

The cricket chirping continuously at night? *No*



Let us Do

Let children make the sounds of the given animals.

Do you know how these animals make sounds?

In the box below you will find the sounds of animals. Pick the right one. One has been done for you.

Barks-Chirps-Brays-Caws-Bleats-Meows-Roars-Neighs-Coos-Grunts

Dog - Barks

Horse - Neighs

Cat - Meows

Pig - brays

Crow - Caws

Donkey - Grunts

Tiger - Roars

Goat - Bleats

Cricket - Chirps

Cuckoo - Coos

When Kiran and Srinu were playing, a small baby bird fell down from the nest. Kiran ran and picked up the baby bird. Srinu climbed the tree and placed the baby bird carefully in the nest. His uncle appreciated the work done by them.

He called all the children and said.



Our surroundings become pleasant when we protect all the creatures around us. We should protect the birds and animals. But, some children break the bird's eggs, disturb the nests, pluck the wings of butterflies and dragon flies and throw stones on the street dogs. You should not do such things. We must protect animals. They also feel pain like us. We should allow them to live happily around us. We must give food and water to birds and other animals and protect them.



Key words

agricultural farm, animals, birds, insects, wild animals, domestic animals, herbivore, carnivore, omnivore, terrestrial, aquatic, amphibians, protect, nest, communicate



What we have learnt

- Animals and birds live with us in this world.
- Animals are of two types: domestic and wild.
- Animals walk, crawl, jump, fly and swim to move from one place to another.
- Animals live on land and in water.
- Animals eat different types of food.
- Animals make different sounds to communicate.
- People should have concern towards animals and birds.



Improve Your Learning

I. Conceptual Understanding. (Tell and write).

Answer the following questions.

1. Tell and write the names of five pet animals.

.....dog..... catcowbird.... duck....

2. How do animals move from one place to another ? *With legs*
3. How can we help the animals and birds around us ? *Feeding food*

II. Questioning

4. Say who I am ?

- | | |
|--|--|
| A) I am long and shiny. I have no legs and no ears. I crawl and live in an ant hill. Who am I ? Who am I ? <i>Snake</i> | B) I live in water. I never sleep. I breathe with gills Who am I ? Who am I ? <i>Fish</i> |
| C) I have four legs. I give milk. I eat leaves. Who am I ? Who am I ? <i>Cow</i> | D) I have wings. I fly high in the sky. I can see smaller things on the ground. Who am I ? Who am I ? <i>Bird</i> |

III. Experiments and field observations.

5. Some birds can fly, some birds cannot. Observe birds in your surroundings and categorize them under the proper headings.

| | |
|----------------|-------------------|
| can fly | cannot fly |
| | |
| | |
| | |



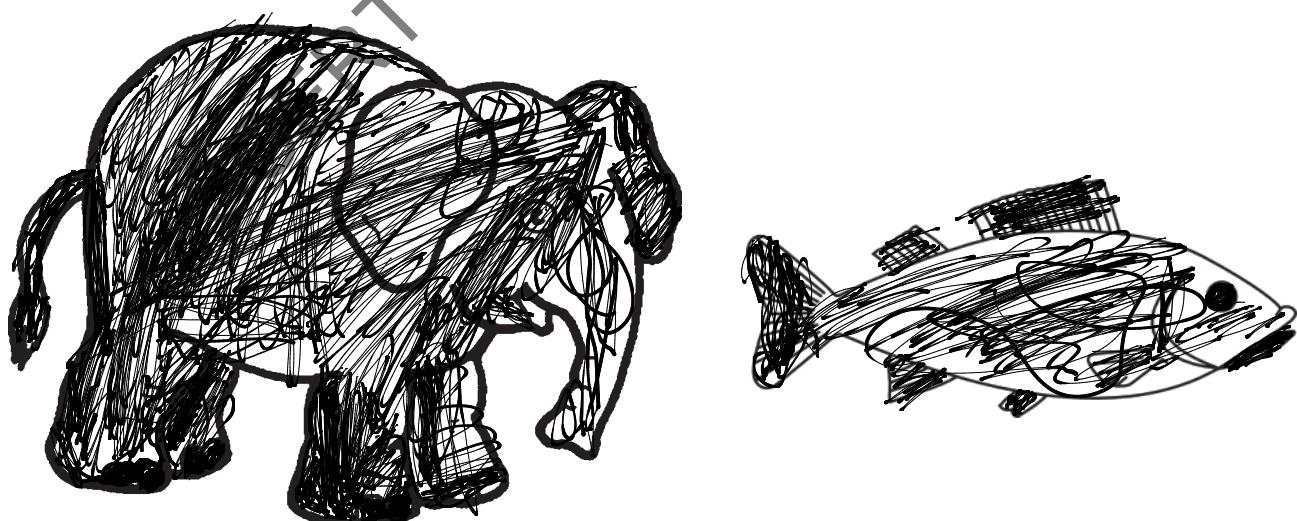
IV. Information skills - Project work.

6. Collect or draw the pictures of two animals of each category and paste them in the given space.

| Pet | Domestic | Wild | Birds |
|-----|----------|------|-------|
| | | | |

V. Drawing pictures and model making.

7. Colour the pictures given below.



VI. Appreciation, values and creating awareness towards biodiversity.

8. You know that mosquitoes harm us. Write three preventive measures to be taken to keep mosquitoes away.

Lesson 4



Our Body



Learning Outcomes

Pupils will be able to:

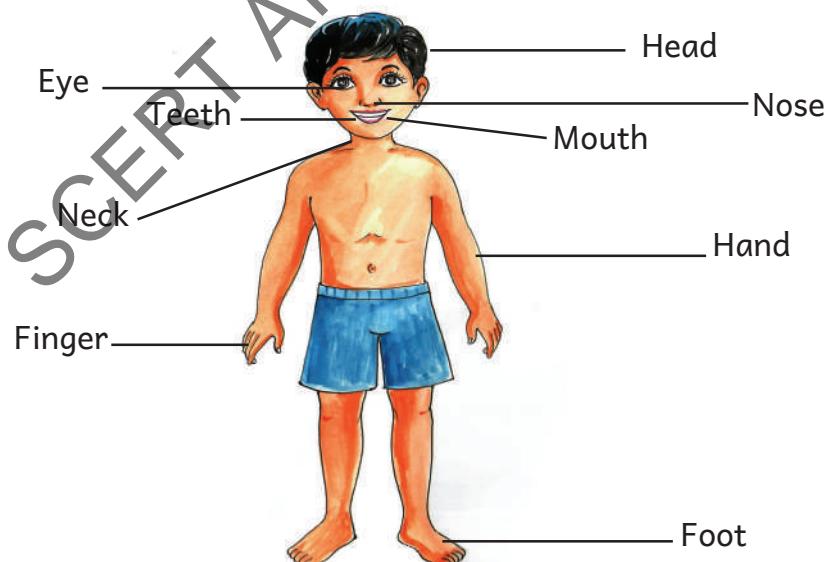
- understand and speak about our body.
- demonstrate healthy habits like brushing, handwash, drinking water etc.
- identify and tell the parts of the body.
- show concern towards differently abled.
- know how to avoid bad touch.
- tell about good and bad touch.

Raghu was getting ready to go to school. After dressing up, he looked at himself in the mirror to see how does he look in his dress and also to comb his hair.



Can you name some parts of your body?

Let us observe the picture.



Our body consists of different parts. These parts help us to do different things. Basically, our body is divided into three parts, they are head, trunk and limbs (hands and legs). The neck connects the head with the trunk. It helps us to move the head in different directions.

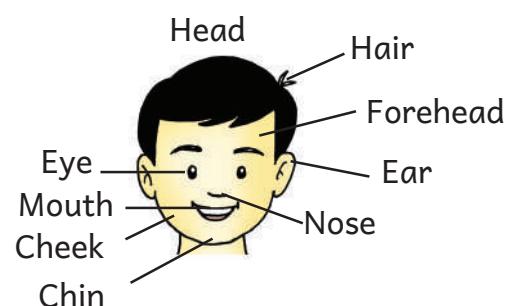
- What parts do you look at when you see your face in the mirror?



Think and Discuss

Observe the picture.

Can you tell the importance of these parts?



Whole class Activity

Let children identify the body parts involved in each action and say it aloud



We have eyes, nose, mouth, and ears on our face. Our eyes help us to see the things around us. Our nose helps us to breathe and smell. We eat food with the mouth. It also helps us to talk. Our ears help us to hear.

- Look at these pictures.
- What are they doing?
- How do you clap?
- What activities can we do with our hands?
- What activities can we do with our legs?

Our hands help us to clean, write, eat, hold things and do work. Our legs help us to walk, run, climb and jump. We have ten fingers and ten toes. The skin covers the internal organs and enable us to sense the touch like cold, hot, soft or hard.

Activity 1

Name the parts that help us to

- Watch T.V _____
- Listen to music _____
- Sing songs _____
- Smell flowers _____
- Taste chocolates _____
- Draw a picture _____
- Kick the ball _____



Activity 2

I can see

Place some flowers, bell, sweet, book, pencil, cotton, wool on a table. Blindfold your friends one by one and ask them to identify the things on the table. Instruct them that they can identify the things with touch, sound, taste or smell.

If you are blind-folded you can not see things. You can use other body parts like nose, ears and hands to know the things.



Can we ride a bicycle only with our legs? What other body parts are involved in cycling? We use body parts in coordination to perform different work.

Have you seen anybody who does not have eyes or legs?



Hi, my name is Raji, I lost my leg in an accident. So I use a wheelchair to move. My friends help me move from one place to another, and to school.



Hi, my name is Somu. I was born blind. Since I cannot see, I use my hands to touch and feel things.

Like Somu and Raji, there are lots of people who are physically challenged. It may be due to an accident or birth defects. When we see them, we should be kind to them and help them.

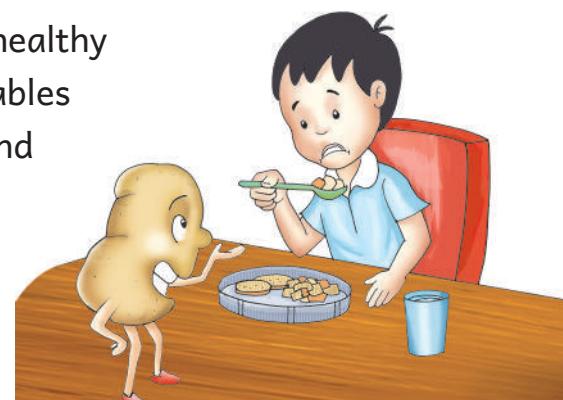


Do not call them with nick names.

Be friendly and play together with them.

Healthy Body

We should keep our body always clean and eat healthy food to stay strong. We should eat a lot of vegetables and fruits. A healthy body is needed to grow and become a strong person. Raju is in third class. One day, Raju was unable to go to school. His friends were waiting for him. Raju's sister came to his teacher and informed that Raju was not well and so he could not come to school.



Can you guess, why Raju was not well?

Good habits to stay healthy



Brush your teeth twice a day.



Take bath daily



Trim nails once in a week



Drink plenty of water



Wash your hands with soap after using toilet.



Wash your hands before and after eating.



Exercise daily



Eat fruits and vegetables

Let us Do

Do you know how to wash your hands?

Take some soap and wash your hands as shown in the picture. Make it regular practice.



If you don't wash your hands before and after food, you may fall sick like Raju.



Palm to Palm



Between fingers



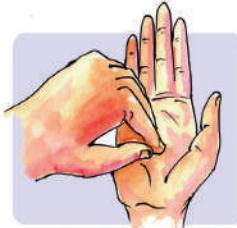
Back of hands



Base of thumbs



Back of fingers



Finger nails



Wrists



Rinse and wipe dry

Let us check



Check how good you are.

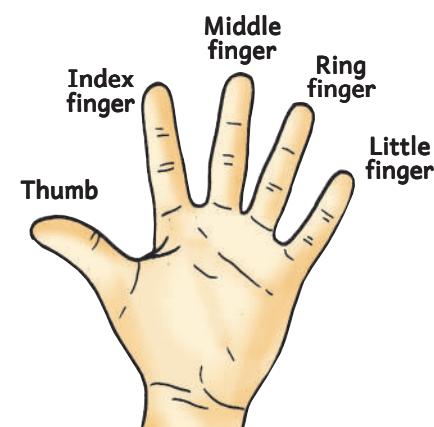
Write tick mark (✓) or wrong (✗) mark against each.

1. Eat good food ()
2. Play video games ()
3. Drink plenty of water daily ()
4. Wash hands after using toilet ()
5. Wash hands before taking food ()
6. Take bath monthly ()
7. Do not brush teeth daily ()
8. Trim nails once in a month ()
9. Stand before mirror to see how neat and fresh I am after bath and dressing. ()



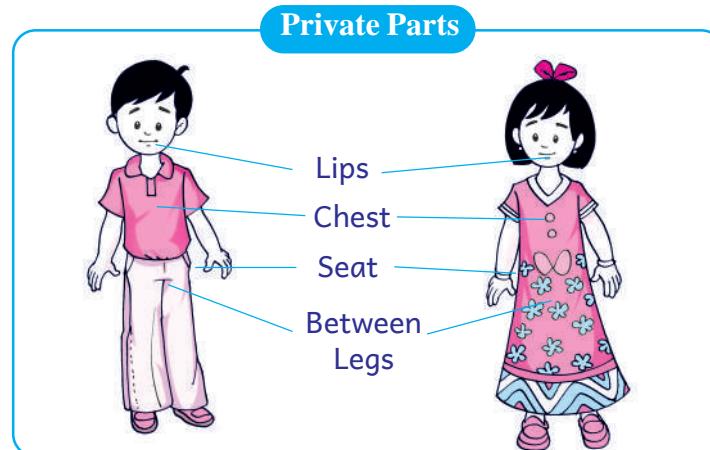
Do You Know

Fingers have names. We have five fingers.
But some people have six fingers.



Good touch and Bad touch

Till now, we have studied the parts of body. Do you know some parts of the body are called private parts? Look at the picture:



Some of our body parts like chest, between legs, bottoms are called private parts, because no one should see or touch. And it is not right to touch, see or talk about those parts by someone older. When we were children, mother and father might have touched us to help us in take bath or clean ourselves. That is not a secret and it is okay for a small baby or kid to get help with bathing. Some touches are good, and some are bad.

What is good touch?

Good touch is a touch that cares for us or makes us feel safe like your mother hugging you or your father holding your hand while walking. Good touch – hug, kissing on head and cheeks, shaking hands, putting hands on shoulder by friends.



What is bad touch?

Bad touch is a touch which makes us feel sad, angry, scared or confused. If anyone touches the private parts it is called bad touch. Because it makes us **uncomfortable**. Don't let anyone touch those private parts.

What to do if someone touches it?

There are three steps:

If someone touches our private parts and makes us uncomfortable,

1. Scream 'STOP'
2. Run away from that place.
3. **Inform** one adult whom you trust.



Tell elders (like parents or teacher) till you get help



Leave the spot quickly



Say "Don't touch" in a loud voice

Anyone can make us uncomfortable or scary by their bad touch. It can be by a known person or an unknown person. So if anyone touches your private parts or asks to touch their private parts, we should do the three steps mentioned above and get help from parents or adults whom we trust.

We don't have to feel bad for informing about bad touch. It is not our fault. So immediately inform your parents.

Say 'NO' to bad touch.

Do You Know

- CHILD LINE is a national, 24x7, free, phone emergency outreach service for children in need of care and protection.



Key words

body parts, head, trunk, hands and legs, neck, breathe, internal parts, sense organs, health, hand wash, exercise, physically challenged, good touch, bad touch



What we have learnt

- The parts of the body help us to do different activities.
- Our body is divided into head, trunk and limbs (hands and legs).
- We have five sense organs.
- We have to take care of our body to be healthy.
- We must be friendly with the physically-challenged people.
- Good touch is a touch that cares for us or makes us feel safe.
- Bad touch is a touch which makes us feel sad, angry, scared or confused.
- We should know which touch is good and which is bad.



Improve Your Learning



I. **Conceptual Understanding (Tell and write).**

Answer the following questions.

1. Tell and write the uses of your body parts.
2. Name the parts of the body that you use to speak over the phone.
3. Write three good habits you have.

II. **Questioning**

4. What will happen if you are silent when someone gives you a bad touch?

III. **Experiment and field investigations.**

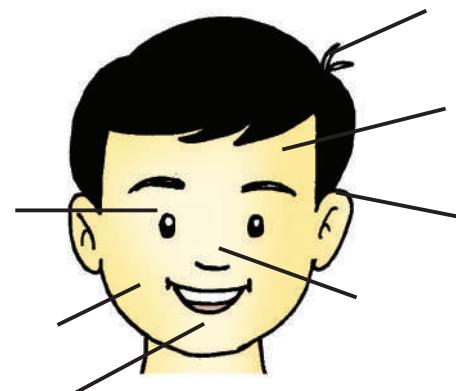
5. Ravi observed his dress in the mirror and wrote his feelings/appreciation.
I look good, my dress is clean and healthy.
Observe your dress in the mirror and write your observations as Ravi.

IV. **Information skills – Project work.**

6. Observe your friends and write some good habits practised by them.

V. **Drawing pictures and model making.**

7. Label the parts.



VI. **Appreciation, values and creating awareness towards biodiversity.**

8. What will you do if a stranger or a neighbour gives you bad touch?

Arrange a mirror in the classroom and let children observe themselves, when they come to school, before prayer. They can share their feelings with their teacher. Children should learn to appreciate cleanliness with good dressing habits.



Lesson 5



Food Keeps us Fit and Healthy



Learning Outcomes

Pupils will be able to:

- identify the need for food for all living things.
- recognize various foods available from plants and animals.
- know the why food is essential for birds and animals.
- know the process of cooking food.

I am John, last Sunday I had gone for a picnic with my family and neighbours to Manginapudi beach in Krishna District. We packed a variety of tasty food. We enjoyed a lot in the beach, we swam in the seashore, and we played games on the sea shore. I collected many types of shells. We had a delicious lunch. We ate lemon rice, curd rice, vada, upma, puffed rice (murilu), roasted corn, bajjis, sweets, papads and pongal.



John's family and their neighbours had variety of food items in the picnic. Ask your class mates what food items did they eat the previous day.

Now write the food items taken by you and your friends at home.

| Name of the Student | Morning | Afternoon | Evening | Night |
|---------------------|---------|-----------|---------|-------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |



What is the common food consumed by everyone in the morning?

We eat different food items depending on the availability. Most of us take rice because rice is the commonly available food in our locality. Along with rice, we take milk, curd, idly, dosa, eggs etc.



Why do we eat food?

One day, John went to a village with his father. The journey was long and they couldn't halt to have lunch. John felt hungry.

Have you ever gone to school without taking breakfast? How did you feel on that day?

If we do not take food, we cannot play, sit in the class, or work. To work, play or run etc. we need energy. Food gives us energy. We have to eat food to work, grow and stay alive.

John's grandfather does not want to eat rice during nights. He eats one or two fruits and drinks a glass of milk.



Do people of all age groups eat the same kind of food?

Food for different age groups

On the way from school John bought fried peanuts. He wanted to give them to his one-year old brother. Mother stopped him and said, "Tom is an infant, he cannot eat them." John went to his grandfather. He too said, "he cannot chew them."



Why did mother stop John from giving peanuts to his brother?
John's grandfather eats flattened rice with milk. Why?

In infants teeth are absent. Hence they are unable to chew the food. So, they are given either milk or soft food. People who are old lose their teeth and cannot chew. They too eat soft food. So, food habits change according to age.

Ask your elders and fill in the table

| Age | What they can eat | What they cannot eat |
|--------------|-------------------|----------------------|
| 2 Years old | | |
| 20 Years old | | |
| 80 Years old | | |

The food we eat

We get food from plants and animals.

Look at the picture. What items can be prepared with vegetables?

Let children tell and share their knowledge.



Identify the vegetables and write their names. Use the help box.

brinjal, ladies finger, bottle gourd, banana, cabbage,
drumstick, beet root, apple, cauliflower



This is a _____



This is a _____



This is a _____



This is a _____



This is a _____



This is a _____



This is a _____



This is a _____



This is a _____



This is a _____

Food from plants

We eat different parts of plants as food. We eat leaves of some plants, stems, flowers, fruits, seeds and also the roots. Rice is the main food item in our diet. It is produced from paddy. Wheat, millets are the other food grains that we eat. We eat food grains other than paddy like pearl millet (sajjalu), little millet (samalu), finger millet (raagulu) and Italian millet (korralu).

Look at the following edible part of the plants.



paddy



wheat



pearl millet



ginger



carrot



beetroot



radish



potato



Do You Know

• We get jaggery and sugar from sugarcane.



Leafy vegetables : Talk about any leafy vegetable you eat.



The most nutrient part of the plant is leaves.

We eat different types of leaves.

Is cabbage a flower or a leaf? Ask your teacher.



amaranthus



drumstick leaves



spinach



curry leaves

We eat the flowers of banana and cauliflower. Cloves (lavanga) are the flavoured buds used as condiments. Saffron flowers are used in making special food items.



We love to eat the fruits like mango, orange, jackfruit, papaya, apple, banana, grapes, muskmelon and watermelon. Do all fruits taste sweet? We must eat all fruits. They give us good health.



Do You Know

Mushroom is a fungi which is nutritious.



Tomato and cucumber are also fruits, but we eat these as vegetables.



Which part of this fruit do we eat?



Do you know where does cooking oil come from?

We can get oil from seeds of groundnut, sesame, mustard, sunflower and olive. Cashew, peas, cow pea (**Junugulu**) and groundnuts are seeds that we eat.



Pulses like redgram, greengram, blackgram and cereals like paddy, wheat are all seeds. These seeds are used in cooking.

Food from animals

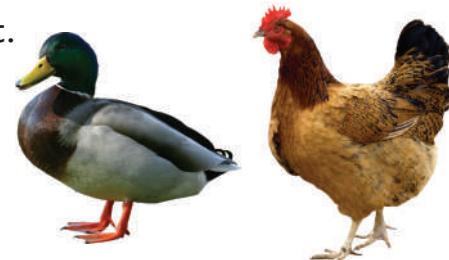
We eat eggs and meat as our food. We drink milk. Cows, goats, buffaloes give us milk. We get different products from milk like curd, ghee, butter, cheese etc.



We rear some birds like ducks and hens for eggs and meat.



Can you name any food item prepared with egg?



People rear sheep, goat, pig and buffalo etc. Some eat the meat of these animals.



We also take sea animals like fish, prawns, crabs and snails in food.



Do You Know

- Bees collect nectar from flowers. They store it as honey in a comb. We get honey from honey comb.



How do you help your mother in household work?

John helps his mother to chop or cut vegetables. While cutting, he eats them directly.

Cooked Food - Raw Food



Which vegetables can we eat directly?

Can we eat brinjal without cooking?

We cannot eat rice, meat etc. without cooking. We can eat some vegetables without cooking. For example: carrot, onion, cucumber (kheera) etc.

Write some food items that can be eaten cooked and that can be eaten raw.

| | | | | | |
|---------------|--|--|--|--|--|
| Cooked | | | | | |
| Raw | | | | | |

Why do we cook certain items? Because, the food gets soft and tasty. The cooked food is easily digested. Some food items do not get easily digested when they are eaten raw.

John's mother prepared different food items by using vegetables. She prepared chutney, sambar, tomato rice and rasam using tomatoes.

Do we cook variety of food in the same way? Why?

Do you know how to cook rice?

John's mother cooked idly by steaming and papads by frying.

Ask your father and fill in the table. Compare your list with your friends.

| Cooking Method | Items |
|----------------|-------|
| Boiling | |
| Frying | |
| Roasting | |
| Steaming | |

Let us Do

Ask your mother recipe of any dish you like . Write it and present it in class.

Utensils

We use utensils to cook food. A pan is used for frying, cooker for steaming and boiling and a grill for roasting.

Activity

Look at the following pictures say and write for what purpose they are used:















Good food habits:

Read and tick (✓) the good food habits you have...

1. I wash my hands before and after having meal. ()
2. I chew the food well and eat slowly. ()
3. I do not leave food in my plate, at home and in school. ()
4. I eat all the vegetables in the sambar. ()
5. I eat curry leaves and coriander in the curries. ()
6. I sit properly while eating and do not spill food from plate. ()
7. I wash the fruits and vegetables before eating or cooking. ()



Think and Discuss

John's family members sit together and eat. They turn off the TV and mobile phone, while eating. Why?

Food for birds and animal



What food do birds and animals eat? Tell and share.

John's mother dried peanuts in a plate. John had seen a squirrel came down from the guava tree in his backyard. The squirrel already ate the peanuts. A crow also flew down and started to eat. Birds and animals eat different type of food.



Key words

raw food, cooked food, digestion, healthy, recipe, habits



What we have learnt

- Food is essential to live and work. Birds and animals too need food.
- Different foods are needed for different age groups.
- We get food from plants and animals.
- We eat leaves, stems, flowers, fruits, seeds and roots of different plants as our food.
- We get milk, meat and eggs from animals.
- We cook different food items in different methods using different utensils.



Improve Your Learning

I. Conceptual Understanding (Tell and write).

Answer the following questions.

1. What will happen if we do not eat food?
2. Name the food items that can be eaten raw.
3. What is the importance of food?

II. Questioning

- What questions would you ask your mother to prepare Pulihora?



III. Experiments and field observations.

- Soak some greengram for three hours in water. Drain the water, shift the soaked seeds into a wet cloth and tie tightly. Leave it over night. Open it the next day. What do you observe?

IV. Information skills, Projects.

- Prepare a list of food you get from plants and animals in your area.

| Food from Plants | Food from Animals |
|-------------------------|--------------------------|
| | |
| | |
| | |
| | |
| | |
| | |

V. Drawing pictures and model making.

- Draw your favourite fruits and vegetables.

A large rectangular box with a light blue border, intended for students to draw their favorite fruits and vegetables.

VI. Appreciation, values and creating awareness towards biodiversity.

- What good food habits would you suggest to your friends?
- Write two slogans on avoiding wastage of food.

Lesson 6



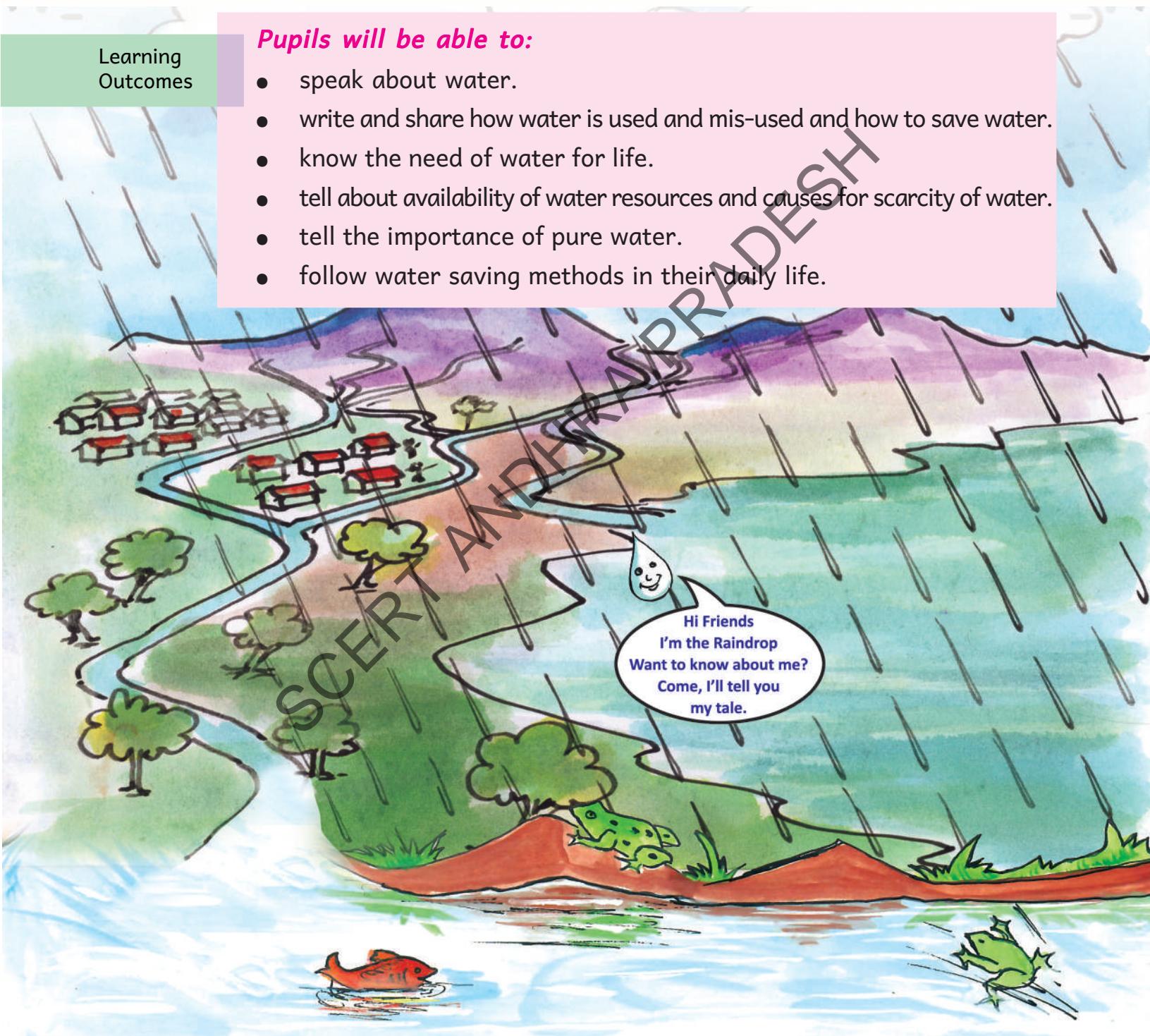
Water - The Gift from Nature



Learning Outcomes

Pupils will be able to:

- speak about water.
- write and share how water is used and mis-used and how to save water.
- know the need of water for life.
- tell about availability of water resources and causes for scarcity of water.
- tell the importance of pure water.
- follow water saving methods in their daily life.



Hey! I am the water drop. I fall from the clouds. I am very important to your life. Water is a gift of nature. You need water to live. Plants and animals also need water to live. You cannot live without water. You use water in many ways in your daily life. Do you know how I am used in your daily life? Walk with me through. I will tell my story and how important I am to you.

Uses of water

Activity :

Let us tell how is water used in their neighbourhood.



Drinking



Bathing



Cooking



Washing Clothes



Watering



Cleaning

Water is used for many activities in our homes. In addition to this, we use water for other purposes.

Let us see the Pictures



Put off Fire



Agriculture



Aquaculture



Construction

You have seen some of the uses of water. Let us know how important it is to the others. Farmers can grow crops only if water is available.



Have you ever seen ponds where prawns and fishes are grown?

Sources of Water

Where does the water in your house come from?

Does everyone in your neighbourhood get water from the same source?

Water comes from different sources. Rain is the main source of water.



Do You Know

World Water Day is on 22nd March



Oceans, rivers, lakes, streams, ponds and springs are natural sources of water.



Ocean



River



Lake

Dams, Wells, Tubewells, Handpumps, Canals are man-made sources of water.



Dam



Canal



Well



Hand Pump



Tubewell



Borewell

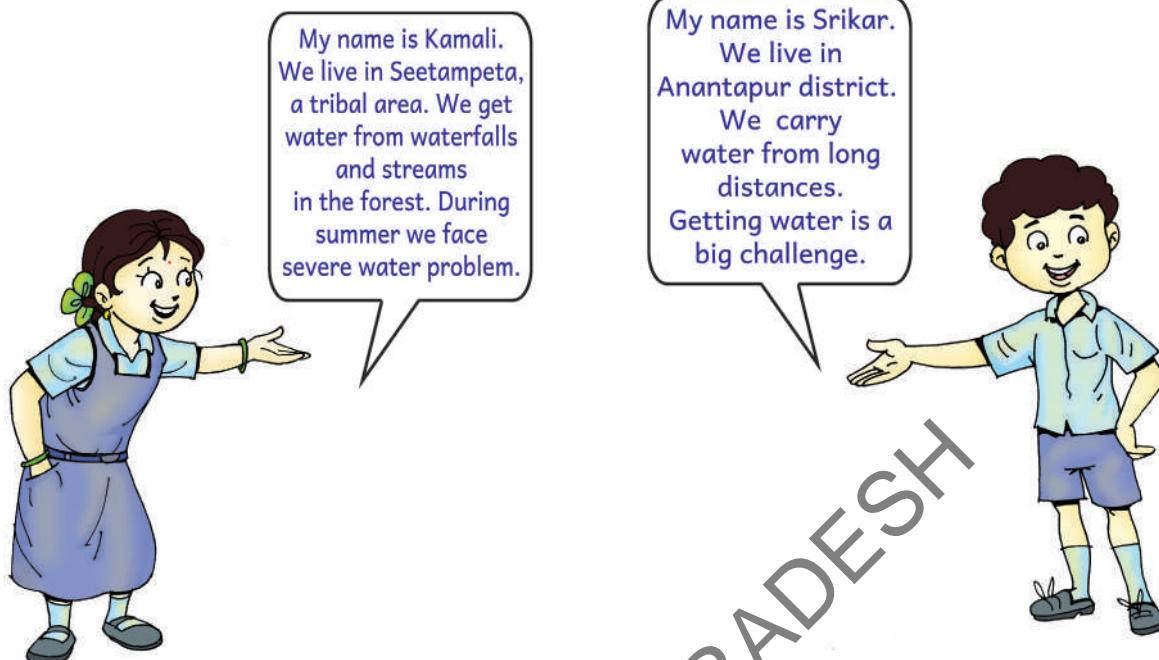
Activity

Tick (✓) the water sources available in your village:

| Source | Tick Mark |
|----------|-----------|
| 1. River | |
| 2. Canal | |
| 3. Well | |

| Source | Tick Mark |
|--------------|-----------|
| 4. Tap water | |
| 5. Bore well | |
| 6. Tank/Pond | |

Scarcity of water



In many villages people get water from the village well. Some people walk very far to get water for their daily use. The wells and ponds dry up during summer and the water in the bore wells also get decreased. In some places people wait for the water-tanker or public taps.





Think and Discuss

Kamali's Father said that three parts of the earth are covered with water. We have so much of water on the earth. But her aunt says that there is a shortage of water. We should save water. If we waste water the way we do right now, we will have no water to drink one day. Think why.



Can you drink water directly from all the available sources?

Protected water

We can see water around us but we do not drink it directly from all the sources. It may be polluted due to different activities.

Let us observe these pictures. What are they doing?



Water gets polluted due to human activities. We have to drink pure water. Government is providing pure water under the safe drinking water scheme to all the people. Do not drink unsafe water.



Do not use unsealed or water stored in bottles and packets for a long time.

The water we drink should be clean and germs free. The most common way to purify water is boiling. We should boil water and cool it before drinking. We can also purify water by using water filters and water purifiers. Water should be stored in clean and closed containers.



Till date, we heard about an assembly bell, class bell and break bell. But now AP Govt has introduced a special bell that rings three times a day, that is '**Waterbell**' which aims at encouraging students to drink sufficient water during the day to stay hydrated and fit.



Most of us use water bottles to drink water.

Why should you clean water bottles frequently? Because, disease causing germs may develop in the bottle. If we use such bottles or vessels we may fall sick. So, water bottle should be cleaned with salt water regularly.

Activity

Observe and do the process of cleaning a bottle

Put a pinch of salt in the water bottle, pour some warm water and clean it with a bottle brush.



Wastage of water



My dear children, I want to say something important. Water is very precious. Please do not waste water. Do you know what happens if you waste water?

Let us observe the following picture.



Think and Discuss

How is water being wasted in your surroundings? How can you help? What should be done to stop wastage of water?

How to save water?

Ramu's family follows some steps at home to save water.

- Uses small glass to drink water.
- Washes fruits and vegetables in a bowl of water and not wastes under running tap water.
- Never allows water to overflow from the bucket.
- Turns off the taps immediately after using water for brushing, washing clothes, taking bath etc.
- Checks the pipes for leaks.
- Turns off the motor when the tank is full.
- Create awareness not to waste water.
- Put up slogans not to waste water.
- We should not allow water to overflow.
- We should turn off the tap before water overflows from the vessel.



Key words

water resources, protected water, irrigation, stored water, scarcity, water tanker, aquaculture, agriculture



What we have learnt

- We use water in many ways in our day today life.
- Rain is the main source of water.
- Oceans, rivers, lakes, streams, ponds and springs are natural sources of water.
- Dams, wells, tubewells, hand pumps and canals are man-made sources of water.
- Water gets polluted due to human activities.
- We have to drink clean water only.
- We should not waste water.



Improve Your Learning

I. Conceptual Understanding (Tell and write).

Answer the following questions.

1. What are the uses of water in our daily life?
2. What happens if there is no water?

3. Give a few examples of water resources.
4. How can you save water?



II. Questioning

5. What questions would you ask your parents to know about the water sources in the olden days?

III. Experiments and field observations.

6. Visit a protected fresh water scheme in your village and observe how water is supplied and the steps taken to supply. Say / write

IV. Information skills - Project work.

7. Collect information from your friends about how they save water?

| Name of the Friend | Source of Water | Water Saving Methods |
|--------------------|-----------------|----------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

8. Draw a picture of a bottle brush and say how to use it.

VI. Appreciation, values and creating awareness towards biodiversity.

9. One day Devi was going to her friend's house to play. On the way she saw some children wasting water at a bore pump.
What might have Devi told them? What would you do if you were there?

Lesson 7



Shelter For All



Learning Outcomes

Pupils will be able to:

- speak about the importance of shelters identify the places of living in their neighbourhood and infer that shelter is primary need to all living things.
- identify different types of houses and find reasons for poor living conditions find out the diversity of shelters depending on climate. understand that birds, animals and insects too need a shelter.

Why do we need houses ?

We all need a house to live in. A house protects us from heat, cold, rain, dust, wild animals etc.

One day, Raju and his grandfather were passing through a street. They found a new house being built in the place of an old one.

Grandfather : Oh! A new house is being built.

Raju : Ah Thatha, it's so big.

Grandfather : But there was a hut, and a dhobhi used to live here.

Raju : Thatha, what about our house, was it rebuilt?

Grandfather : Yes, when your father was young, we lived in a tiled house.

Raju : Oh! Now we live in a pucca house. So there are different types of houses, aren't they thatha?

Grandfather : Yes dear, early man lived in caves. But now, man lives in different types of houses.

Raju : In caves? That's a wonder!

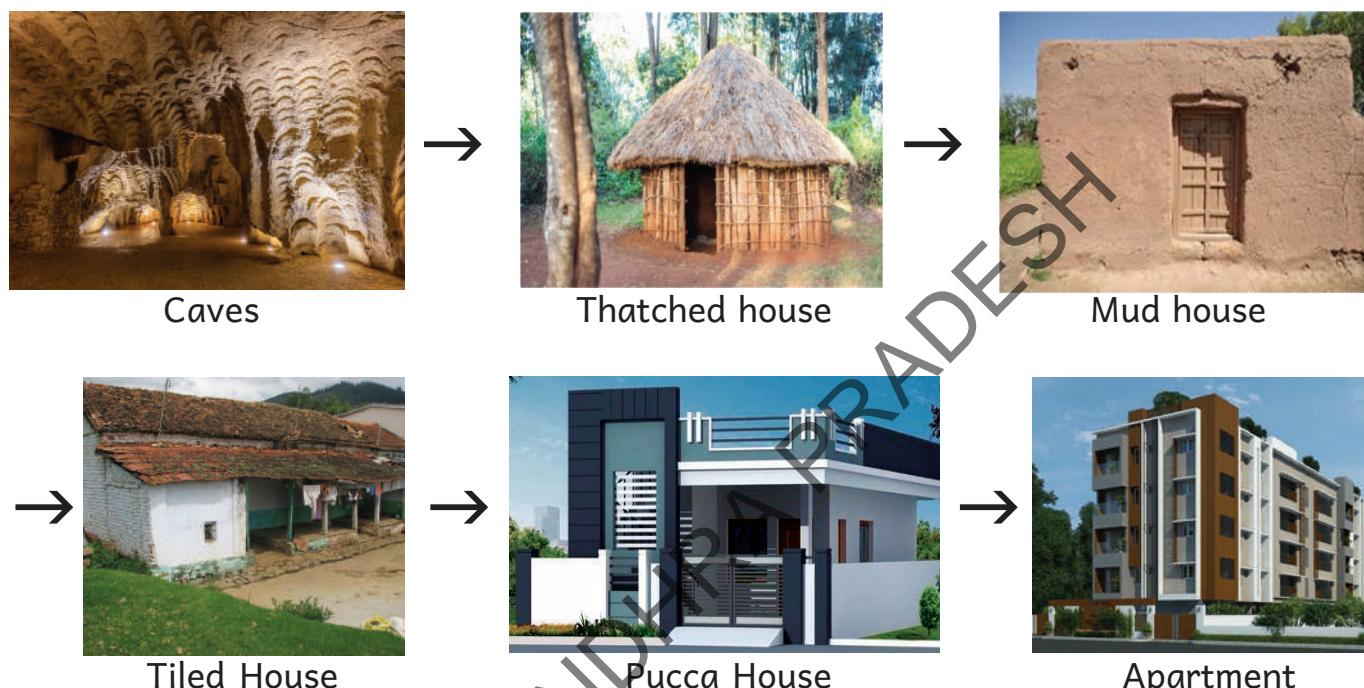


Grandfather : After we reach home, I will give you a book. It is about the different types of houses. You can read and get to know about them.

Evolution of houses

Let us learn about how people lived many years ago.

Observe the flowchart given below which shows the evolution of houses.



Elders talk

Talk to your grandparents and find out the kind of houses they lived in.

Different types of houses

We have learnt about the evolution of houses.

Now, let us know how people make their homes in our surroundings.



People build houses depending on

- climate
- economic condition
- materials available
- land availability

Let's get to know about some people and types of houses they live in.

I am Chenchayya. I live in the deep Nallamala forest. This is my house. There are many animals and birds around us. My parents collect different types of fruits, tubers, honey, tamarind and soapnuts in the forest. They sell them in the market (santha) and buy rice, vegetables, soaps, provisions necessary for us.



Observe Chenchayya's house.



How is the house?

Is it different from your house?
If yes, how is it different?



I'm Raju. We live in a hut. The walls are made of bamboo. The roof is covered with straw or leaves of coconut or palm.

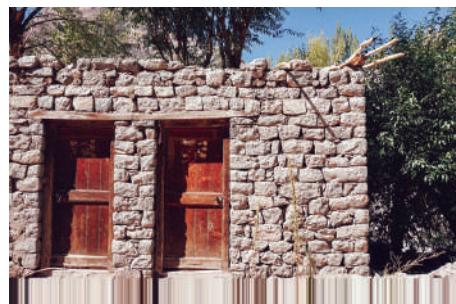


I'm Mary. We live in a tiled house. The walls are made of brick and cement. The roof is covered with tiles. We have a neem tree and a small garden.



I'm Vijay. We live in a house made of mud. Mud is made into blocks and dried in the sun. The walls and roof are built with these blocks. My house is cool during summer.





I'm Joseph. We live in a stone house. The walls and roof are made of stones. This type of house is found in Rayalaseema districts.



I'm Rajiya. We live in the third floor of Star apartments. The walls are made of bricks, cement and wood. The roof is made of concrete. It is built on pillars.



I am Rasool. We live in a pacca house (villa). The walls are made of bricks and cement. There are four rooms in our house. The floors are laid with marble. There is a beautiful garden and car parking area.



I'm Sailu. We live in a tent. Tents are made of canvas cloth. Bamboo poles are used as a support. We move from place to place in search of living.



We also find construction workers putting up tents at building sites. Military soldiers put up tents at their work place. People working in the circus too set up tents because they move from one place to another.



Caravan : It is a house on wheels. It can be driven from place to place.

- What kind of house do you live in?

Houses that keep changing locations and can be moved to other locations are called temporary houses. Houses that cannot be moved or taken to different locations are called permanent houses.

Kutcha and Pucca houses

We have learnt about different types of houses. Houses are divided into two categories. They are Kutcha houses and Pucca houses.



The houses made of mud and straw are called Kutcha houses. All huts are Kutcha houses.

The houses made of bricks, sand and iron are called Pucca houses.
They are very strong.



Think and Discuss

- Why are houses so different from one another?
- Some families cannot settle at a permanent place. They move from place to place. Why is it so? What are the problems they are likely to face?

Activity

Identify and name the houses given below:





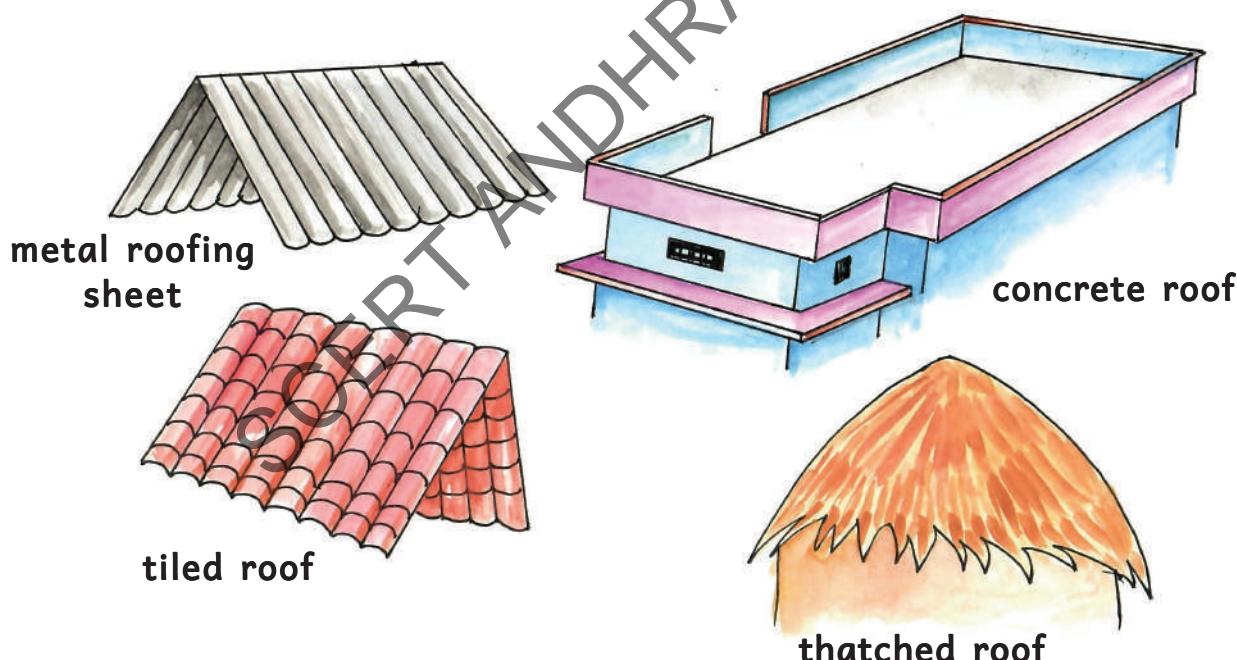




Different types of roofs

The top portion of a house is called the roof.

Observe the picture of various types of roofs given below.



You noticed that the roofs of all the houses are not alike. Some are flat and some have a slope.

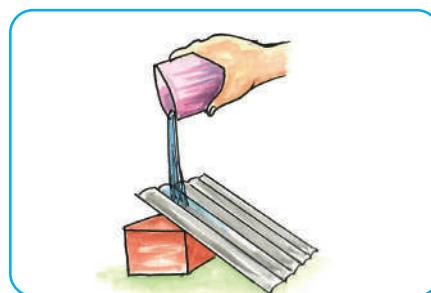


Why do houses have sloped roofs?

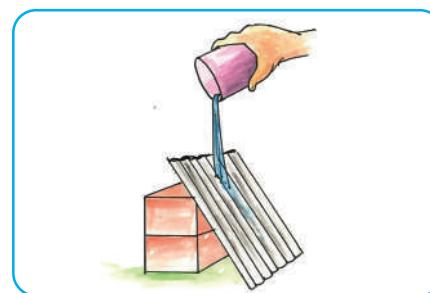
Let us Do



1. Sheet placed on the floor.



2. Sheet placed against a brick.



3. Sheet placed against two bricks.

In which of the above sheets does water flow down quickly? Why?

What will happen if the thatched house roof is flat like a building?

Facilities in a House

Anusha lives with her parents and two brothers in a house which has two rooms. They cook and eat in one room, watch TV or study or sleep in the other room.

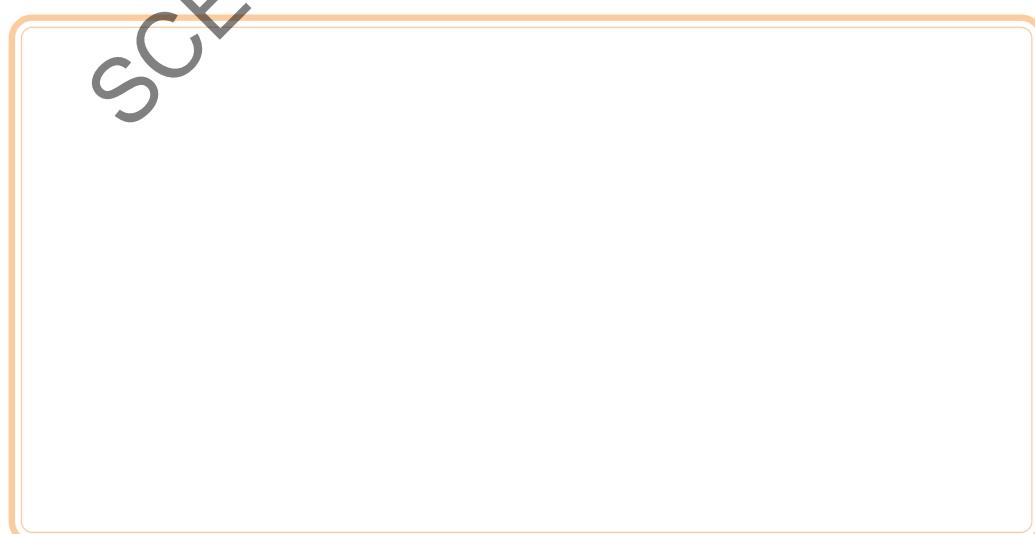


Preethi's family lives in a house with a single room. Imagine how do they live there. How is your house?

What facilities are there in your house?

Activity

Draw a house that you like.



Visit your neighbour's house and observe the facilities they have.

A list of facilities is given in the table below. Put a tick mark (✓)

| S.No. | Facilities available in the house | Yes | No |
|-------|-----------------------------------|-----|----|
| 1. | Living room (Hall) | | |
| 2. | Bedroom | | |
| 3. | Kitchen | | |
| 4. | Toilet | | |
| 5. | Garden | | |
| 6. | Water facility | | |
| 7. | Electricity | | |
| 8. | Doors | | |
| 9. | Windows | | |

Neat and tidy

A house may or may not have all the facilities, but still it is important to keep our house neat and clean.



Do you keep your house clean?

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

What would you do if you don't have a dustbin at home?

Some houses look clean. When we look at such houses, we feel that the things are arranged well. Some houses look ugly. Whatever the type a house might be, a hut, a tiled house or a pucca house, if we keep things in order, it will look neat and tidy. A clean house keeps us healthy.

What happens if you leave garbage around your house?

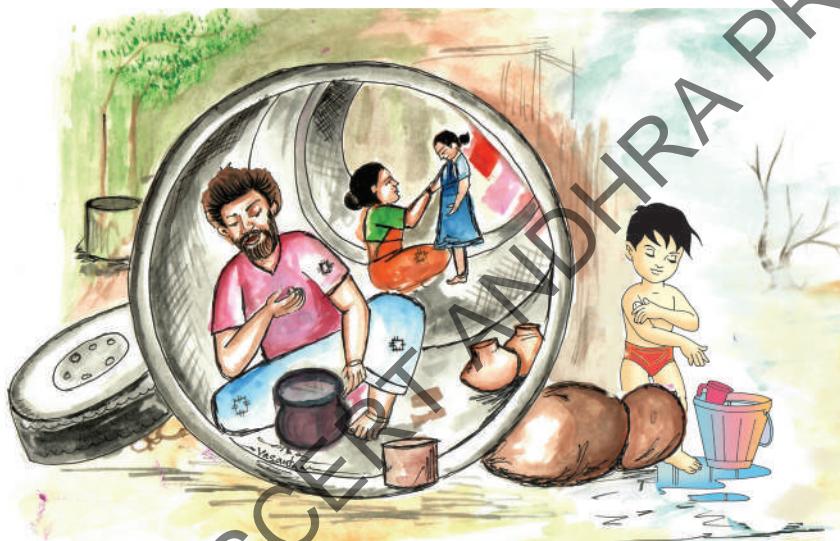
When you leave garbage all around without cleaning, foul smell comes out and mosquitoes and flies breed. We should always throw garbage and dirt away from our house. Hence, a house should be cleaned from time to time.

Homeless People

Lakshman has migrated to Visakhapatnam from his village. He is in search of a job. His family had to stay for a few days at the railway station. They did not find a place to live in. So, they moved under a flyover bridge.



Have you noticed people living under flyover bridges or in pipes?



People living in pipes



People living on platforms

What are the reasons for them to live like that?

- How do they protect themselves from rain, cold, winds etc.?
- Have you seen people living in pipes?
- Why don't some people have homes?
- What problems do they face?
- How do you feel when you see homeless people?

Homes of Animals

We have seen where people live. Have you ever thought of animal homes?

Look at the given picture.

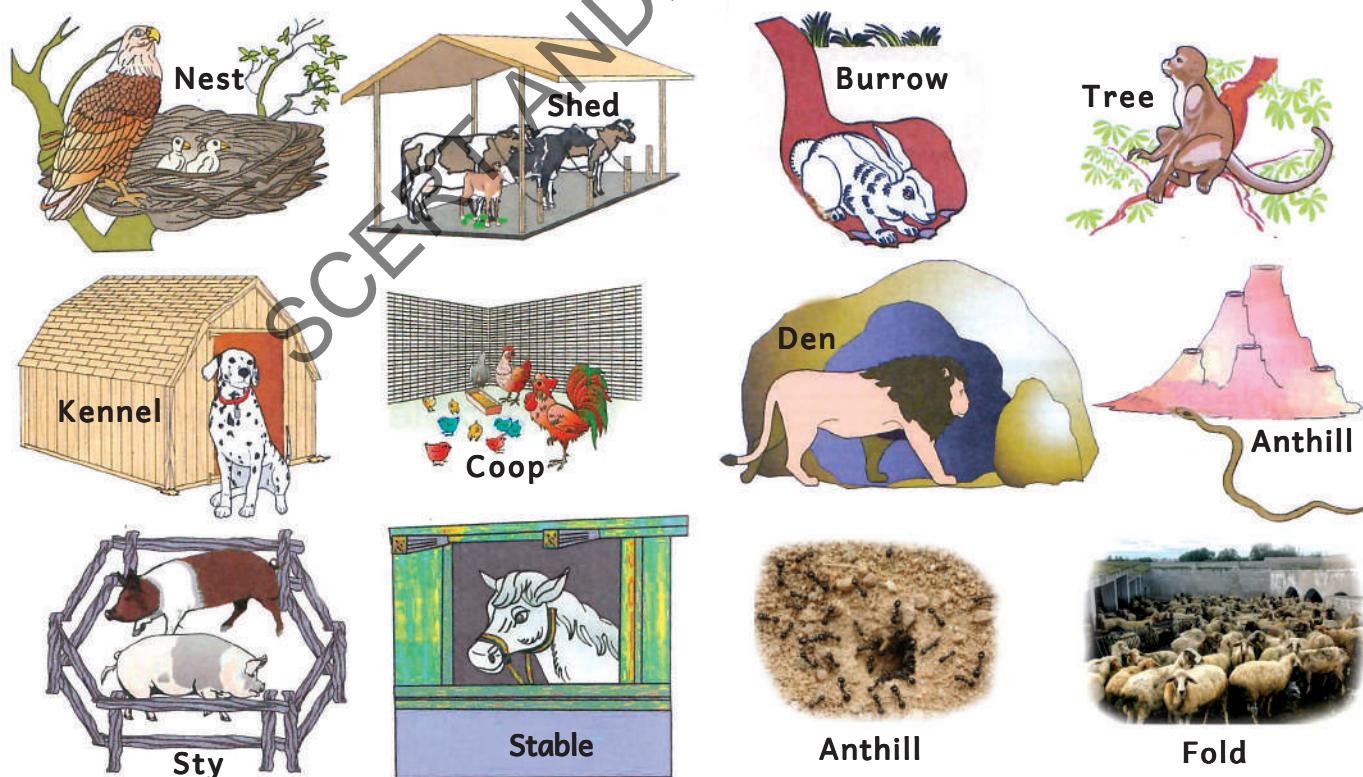


Why do animals need homes?

Animals also need homes to live in. Homes keep animals safe from heat, cold, rain and enemies. They live in different types of shelter. Some animals live in the wild. Some live with us. A few animals build homes on their own.

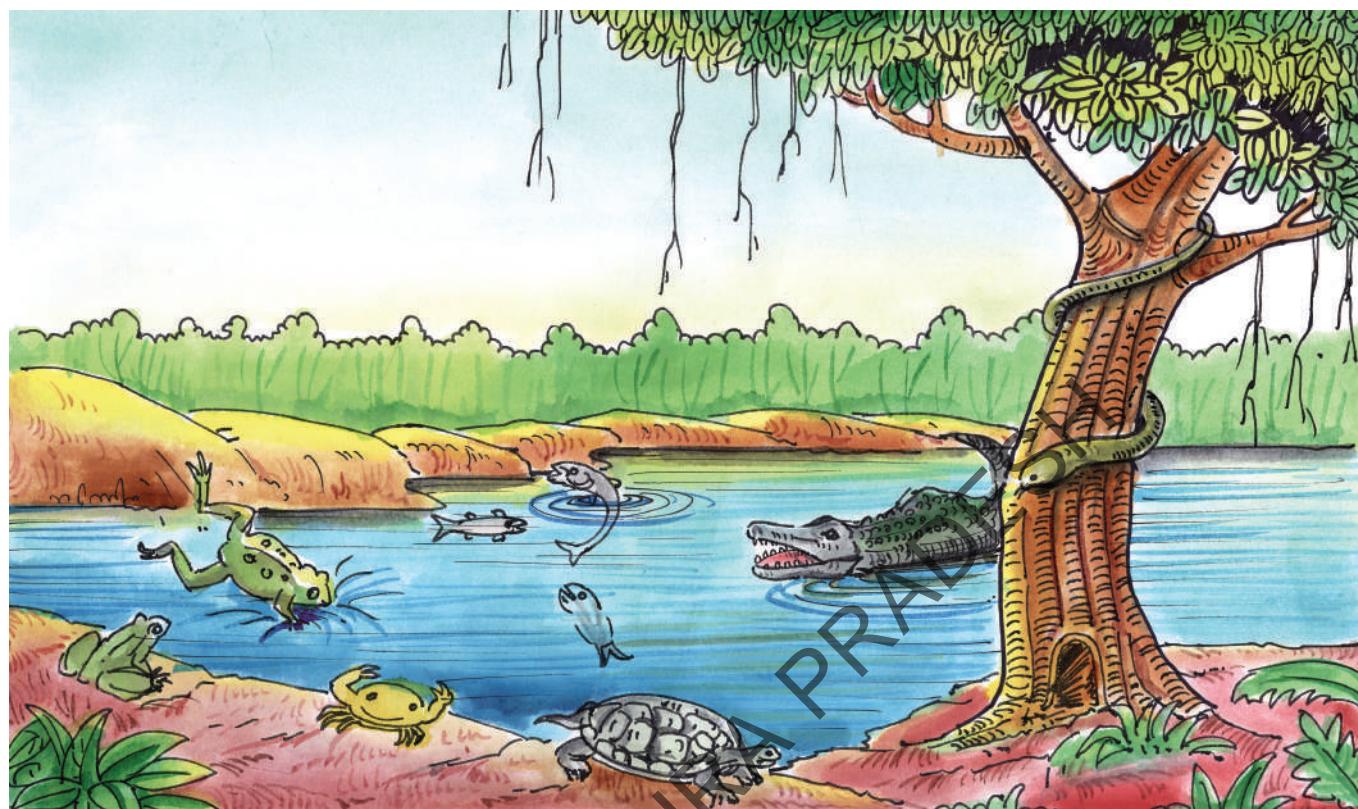
For example, wild animals such as lions and bears live in caves in the forest, rabbits and squirrels live in burrows and birds build nests.

Observe the picture of the homes of some animals.



Animals like fish and whales live in water.

Animals such as frog and crocodile live both on land and in water.



Do you know that some animals are homeless?

Animals like monkeys and elephants always wander in the forest. They have no specific homes.

Let us check



Say whether the given statements are true or false. Mark in the brackets provided.

1. A horse is kept in a shed. ()
2. A tiger lives in a cave. ()
3. A fish lives on a tree. ()
4. A turtle lives both in water and on land. ()
5. An elephant and a giraffe are homeless animals. ()

Nests of Birds

A bird's home is called a nest. Birds build nests to lay eggs and raise their young ones. They use twigs, straws, leaves or cotton to build their nests.



Hey! Look at this bird! Can you tell what it is doing? It is feeding its young ones.

Observe these pictures



It is a sparrow. It makes its nest on trees or on wooden beams of tiled houses. It uses straws, grass, leaves and cotton to make its nest.



Woodpeckers make big holes in the trunk of the trees to make their homes.



Weaver birds use grass and twigs to make their nest. There is an opening at the lower end to enter the nest.

We learnt that birds and animals make homes. There are many insects too in our surroundings.



Do insects also have a shelter?

Insects also have shelters



Bee hive

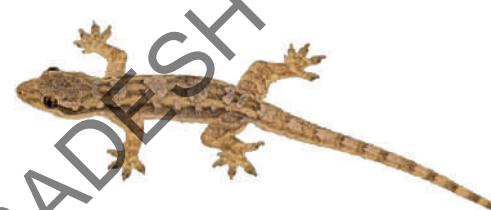


Spider web



Silk moth

Some animals and birds live with us



Hi kids! I'm Kitty the cat

I live with Sumanth and his family. I'm waiting for Jerry, the rat. He lives with us but in a hole. Bunty, the dog is sleeping in his kennel. The cows, sheep and goats also live with us but they live outside our house.

Come with me to the kitchen. Sometimes we find houseflies and cockroaches there. In our backyard, crows, parrots and squirrels make their homes.

Hey I forgot! The lizards and garden lizards too are there.

We all share this place. Sumanth gives me food and water before going to school.



Do you have any pet animal in your house?
Do you give it food and water?

Concern for animals and birds



How do you feel when you observe the above pictures?



Just like you and me birds and animals too want to live freely and enjoy their natural life, don't they?

My Concern

Last Monday, on my way to school, we found a bird's nest fallen from the tree. I picked it up and saw that it was full of eggs. Raju wanted to break the eggs. I objected and told him that it was bad to harm them and how the mother would cry for them. And just then we saw the mother crow cawed for its nest. Raju climbed up the tree and placed it back safely.

Raju and Amala put up slogans "Do not harm animals."



Key words

**Shelter, Caravan, Homeless people, Kutch house, Pucca house,
Apartment, Boat house, Permanent house, Temporary house**



What we have learnt

- A house gives us shelter and protection.
- We find different types of houses in our surroundings.
- Temporary houses are set up at the time of floods and cyclones.
- People who migrate live in tents.
- Birds and animals too have homes to live.



Improve Your Learning



I. Conceptual Understanding (Tell and write).

Answer the following questions.

1. What is the difference between a Kutcha and a Pucca house?
2. Why do we need a house?
3. What help can be given to the people who live in tents and pipes?

II. Questioning

4. Deepthi observed a beehive on a tree. She wants to know about the beehive. What question would she ask her teacher?

III. Experiments and field observations.

5. Observe the different shelters of animals, birds and insects and name them.

IV. Information skills - Project work.

6. Observe the roofs of houses in your surroundings and fill in the given table:

| S.No. | Type of the house | Roof of the house | |
|-------|-------------------|-------------------|-------|
| | | Flat | Slant |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

V. Drawing pictures and model making.

7. Make a model of a hut with ice cream sticks or matchsticks.

VI. Appreciation, values and creating awareness towards biodiversity.

8. If you have a bird or a cat or a dog as a pet, how would you take care of it?

Lesson 8



Let's Travel Together



Learning Outcomes

Pupils will be able to:

- speak about travel and communication.
- identify objects, signs and signboards used for transport and means of communication.
- identify places associated with transport like bus stand, railway station, petrol pump etc.
- differentiate between modes of travel in the present and in the past.
- record observations experiences, information on objects/ activities/ places visited in different ways.

Let us sing this song

The wheels on the bus go round and round
Round and round
Round and round
All through the town.
The wipers on the bus go swish, swish,
swish
Swish, swish, swish
All through the town.
The horn on the bus goes beep, beep, beep
beep, beep, beep
All through the town.
The doors on the bus go open and shut,
open and shut
All through the town
The wheels on the bus go round and round
Round and round
Round and round





Think and Discuss

1. What is the rhyme about? *Wheels on the bus*
2. Have you ever travelled by bus? When? *No*

Manu, David, Saleem, Bhavana are very happy. They are planning to participate in a Science Exhibition in Kurnool. They are the students of MPP School, Panchalingala of Kurnool district. All of them started discussing the trip.



My name is Saleem. My father and mother are working at a construction site in Kurnool. They regularly go to work by boat, crossing the river Thungabhadra. I will come with my parents.



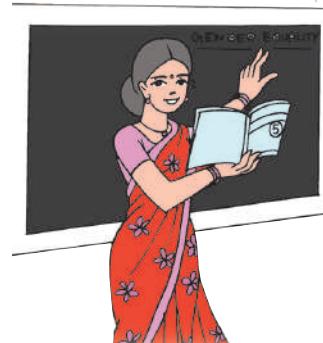
I am Manu. My father is an auto driver. I will come in my father's auto.



I am Bhavana. My father is a doctor. I will come with my father in his car.



I am David. My brother is studying at Kurnool. He regularly goes to the college by bike. I will come with my brother on his bike.



I am Pushpa working as a science teacher. Tomorrow, I am going to visit the Science Exhibition along with my students by bus.

Let us check

- List out the name of the vehicles in the story. Extend your list. *buses*
- Give the names of the vehicles you have travelled by.

Let children speak about the picture of a bus-stand.



Bus Stand

The place where all the buses halt is called a bus-stand.



Buses from different places halt at a bus-stand. There is a platform to board or alight a bus for the passengers.



What other things do you see in a bus stand? *trees, cars.*
Is there a bus service to your village? If not, how do you travel?

Activity

Look at the following pictures. Write the names of the vehicles.



.....horse cart.....



.....car.....



.....bus.....



.....truck.....



.....airplane.....

.....ship.....

.....cycle.....

.....boat.....



.....Bike.....

.....Cow cart.....

.....train.....



.....boat.....

.....water aircraft.....

Let us Do

Activity

Classify the vehicles based on the number of wheels they have:

| Two wheels | Three wheels | Four wheels | More than four wheels | No wheels |
|------------|--------------|-------------|-----------------------|-----------|
| Cycle | Scooter | Car | Bus | Ship |
| Bicycle | | | Train | Boat |
| | | | | |
| | | | | |
| | | | | |
| | | | | |



Do you know the following means of transport? *no*

Are these kinds of transport in use now? *no*



Transport system

Look at the following pictures:



Where do these vehicles move?



Bus



Aeroplane



Boat



Vehicles like car, bike and auto run on the roads. Boats and ships sail on water. Aeroplanes and helicopters fly in the air.

Road ways

Roads are the main mode of transport. Based on the material used, to form the roads, they are divided into six types:



Earthen road



Gravel road



Murrum road



Granite road



Tar road

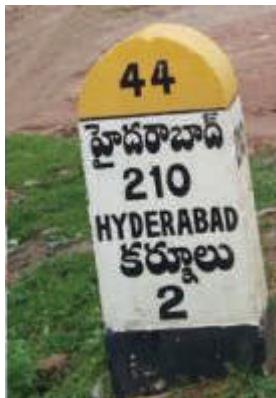


Concrete road



What type of road do you have in your village? ~~Tar road.~~

I am Anil. I live at Muchalapuri of Kurnool district. We have gravel roads in our village. If one wants to go to Hyderabad from our village, one has to travel by different types of roads. First, one has to go to the nearby town, Sanjamala, on an earthen road, and then reach Kurnool, on a concrete road, to catch the bus to Hyderabad on the tar road.



Have you ever seen such milestones? No

What do they indicate?

Roads also have names

You know that some roads have been referred to by names. Some roads are named after certain public offices – for example Hospital road, Panchayath office road. Some roads are named after famous personalities like Patel road, Gandhi road etc.

Activity

Manu and her friends observed the following sign boards in Kurnool city. They asked their teacher about the signs and statements written below them. "They are traffic signs. To avoid traffic disturbance and accidents everyone must follow these traffic rules, note down some traffic signs" said their teacher.



Do you know what the following signs indicate? *Stop, School Zone etc*



School Zone



Zebra Crossing



No overtaking

Let's know something about this!

Manu and her friends were walking along the road. All the vehicles stopped at the red signal. When the green signal was shown, the vehicles started moving. They observed certain other signals and slogans related to the safety measures on the sign boards.

Do you know what the colours of a traffic signal indicate? *Yes*



Activity

Complete the table, writing the name of the person who rides the following vehicles.

| Name of the vehicle | Name used to call the driver |
|---------------------|------------------------------|
| Bus | |
| Boat | |
| Aeroplane | |
| Local train | |



How do you go to school?

Activity

My Bicycle

Manu is very excited. It is his birthday. His father has given him a bicycle as a gift. This is the cycle he has got. Manu wants to know the parts of the cycle. Can you help him? Write the numbers on the parts.

1. Pedal
2. Seat
3. Handle
4. Chain
5. Wheel



Food for vehicles

Manu asked his father, "Daddy! Why are you going to market by cycle?" Father said, "There is no fuel in my bike. Yesterday there was a strike and so, no petrol bunks were open."



What does a vehicle need to move? *water, food*

What is a petrol bunk? *that gives petrol to vehicles*

Is there any petrol bunk near your house? *yes to other car*

Vehicles need fuel to run. There are many types of fuels that are used to run vehicles.



Think and Discuss

The government of India is promoting the use of electric and CNG vehicles. Why?

Read and respond

David observed the sign board at a petrol pump.

Read and answer the question.

Write two 'Don'ts' that you must remember at a petrol pump.

1. no smoking
2. no racing



Vehicles other than transport

So far we have learnt about the different kinds of transport. The purpose of using some vehicles is not for travelling from one place to another. Some vehicles are not useful for transportation. They are used for different purposes. Let us see how these vehicles are useful in our daily lives.

Look at these vehicles. Do you know about them? *yes*



Ambulance



Road roller



Fire Engine



Excavator



Key words

travel, transport, traffic signals, sign board, slogan, driver, sailor, pilot, loco pilot, wheel, petrol pump, fuels, CNG, ambulance, map

Life Skills

- We should select proper vehicles to travel different distances.
- We should use traffic signals and follow different traffic rules while travelling.
- We should use services like 100, 104, 108 in case of emergency.



What we have learnt

- We use transport to move from one place to another.
- Road ways, airways, waterways are the main means of transport.
- Different materials are used to construct roads.
- We have to follow the traffic rules to avoid accidents.
- Vehicles need fuel to move.



Improve Your Learning

I. Conceptual Understanding (Tell and write).

Answer the following questions.

1. Which vehicles have you travelled by? *Car*
2. Name the animals that are used for transportation.
3. Which vehicle moves without wheels? *Ship, boat*
4. Give some examples of three wheelers. *auto*

II. Questioning

5. Guess what will happen if there is no transport facility to your village. *We can't go anywhere*

III. Experiments and field observations.

6. Write the uses of various vehicles you observe in your surroundings.



IV. Information skills – Project work.

7. Observe the vehicles that move in your street on any Sunday.

Fill the table with particulars.

| Name of the vehicle | No. of vehicles |
|---------------------|-----------------|
| Car | 1. |
| Ship | 2. |
| auto | 3. |
| boat | 4. |
| bus | 5. |

Which vehicles are seen the most of times? Which vehicles are seen the least of times? *I don't know*

V. Drawing pictures and model making.

8. Draw a picture of a boat and colour it.



VI. Appreciation, values and creating awareness towards biodiversity.

9. We use animals for travel. How should be our attitude towards animals? *kind*
10. Do you like to travel by aeroplane? If so, what should you do? *yes*



Lesson 9



Together with Everyone



Learning Outcomes

Pupils will be able to:

- understand and speak on togetherness
- identify different means and objects of communication.
- differentiate between modes of communication in the past and present.
- understand different types of communication both in human and animals.
- understand the different feelings and their gestures.

Anuradha resides in Kondapuram with her grandparents. Her mother and father work in Palamaneru. Her mother made a phone call to Anuradha.

Mother : Hello! Anuradha, how are you?

Anuradha : I am fine Amma.

Mother : How is your health, How are you studying?

Anuradha : I am fine, studying well Amma, Now, I am eating all the vegetables as you said. How about Naana and Akka?

Mother : They are doing well. Good news Anu. Today your Pinni has given birth to a baby girl.

- What are they doing ?
- How did they talk with each other ?



Communication

Expressing ideas and exchange of thoughts and feelings to others is called communication. We communicate our feelings by using body language like looking, nodding head, waving hand and legs etc. These are also means of communication like speaking.

- How can you say “I do not know” without speaking? (in action or a gesture)
Are there any other means of communication?

Look at the following pictures



Picture-1



Picture-2



What are the children in picture -1 doing?
How are they communicating with each other?
What are the people in picture- 2 doing ?
How are they communicating with each other?



Do You Know

- Dancers, mime artists use different forms of sign language.
- Dancers use mudras to express feelings and emotions.

How do we communicate?

The purpose of communication is to share our feelings and ideas with others. One can communicate with each other in two different ways. **1. Verbal communication 2. Non-verbal communication.** In verbal communication, people communicate with each other by talking directly or over a phone. In non-verbal communication, one expresses his/her feelings and gestures and others understand those feelings and gestures.



Activity

Observe the given expressions in the pictures. These are called Emojis.

Communication can happen in two ways. 1) Direct Communication. 2) Indirect Communication.

Direct Communication

Talking with your friends, teachers, parents is Direct Communication. Here people can share their feelings with body parts. Shaking hands is Direct Communication.

Indirect Communication

We get information when we watch television. This is called indirect communication.



We use different means to communicate indirectly like postcards, phone call, mail, text message etc.

Elders Talk

Talk to your elders about how they communicate with others who live far away.

History of communication-Primitive to digital

Look at the following picture. These were the methods of communication in ancient times.



In ancient days, people communicated with people who are far away by way of drumming, giving signals through a smoke, sending letters with birds like pigeons, human runners or with horse riders, from one village to another.



Now-a-days we communicate with people far away through e-mails, text messages, through messenger apps etc..



Do you know how the hearing-impaired communicate?

Look at the given signs

Communicating through signs is called sign language. Deaf and dumb people use sign language to communicate with others.



Why communication?



Think and Discuss

- Have you seen a scare-crow (Dishti bomma)?
- Why do farmers put scare-crows in the fields?

Look at the picture.

Farmers put up scare-crows to keep away birds from pecking the grains. Birds assume them to be human beings on guard. This is also a kind of communication.

Have you ever seen ants communicating with each other? How do ants communicate? They touch their legs and head to communicate with each other.

Can animals and birds communicate with each other?

Do you know how animals communicate?



Birds and animals express their anger, affection, fear through different ways.

Different animals communicate in different ways.

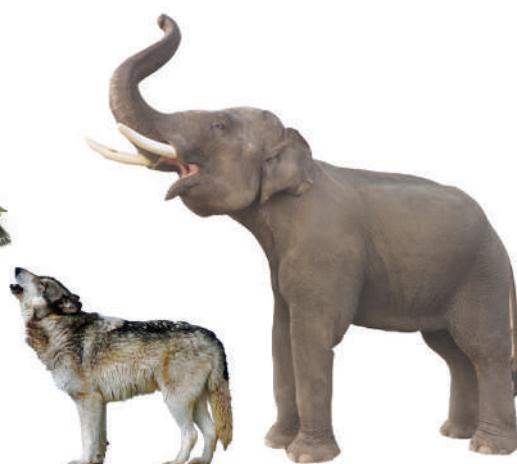
i) Visual communication

- Tortoises and snails retract their head, whenever they feel threatened.
- Dogs wave their tail when they feel happy.



ii) Auditory communication

- Elephants trumpet to talk to other herds over long distances.
- Wolves howl to call other wolves in the pack.



Have you ever experienced your pet dog licking you? What does this mean?

iii) Communication through touch (Tactile)

- Dogs and cats lick their pups and kittens to show affection and clean their bodies and stimulate.
- Monkeys and baboons groom each other to show love.



Do You Know



- A waggle dance is a type of visual communication in bees. The worker bees communicate about food mainly through a dance language.

iv) Chemical communication

- Cats rub against objects to mark their scent.
- Snakes and dogs use their sense of smell to identify enemies.



Key words

communication, sign language, verbal communication, non-verbal communication, telephone, mobilephones, visual communications, auditory communications, waggle dance



What we have learnt

- Communication is the transfer of information from one to another.
- Communication is of two types 1. Direct communication 2. Indirect communication.
- We use post cards, cell phones, internet to communicate indirectly.
- In verbal communication, people communicate with each other by talking directly or over a phone.
- In non -verbal communication, one expresses his/her feelings and gestures and the other understands those feelings and gestures.
- Animals also communicate with each other by visual, auditory, touch and chemical means.
- Use appropriate devices to communicate in different situations.
- Show love and affection towards the animals.



Improve Your Learning



I. Conceptual Understanding (Tell and write).

Answer the following questions.

1. What is communication? How do you communicate with the people who are far away?
2. Give some examples for indirect communication.
3. Write different ways of non verbal communication.
4. Mention the ways of communication used in the past.
5. Fill in the blanks
 - a) Ants use _____ trails to follow each other.
 - b) Fire fly glows to attract _____

II. Questioning

6. What questions will you ask your teacher about sign language?

III. Experiments and field observations.

7. Observe pet animals in your surroundings and write how do they communicate.

IV. Information skills - Project work.

8. Collect information about Indirect communication tools.

V. Drawing pictures and model making.

9. Draw the picture of four smilies, used in non-verbal communication.

VI. Appreciation, values and creating awareness towards biodiversity.

10. What excites you when you observe the hearing impaired children communicating with each other?

Lesson 10



Games and Recreation



Learning Outcomes

Pupils will be able to:

- speak about games and recreation
- understand and develop habit of playing everyday
- classify indoor games and Outdoor games
- follow the game spirit and game rules

It was evening time. Phani, Sundar and Charitha went to the play-ground. There were many children playing. They were singing....

Clap your hands

Clap your hands

Listen to the music

And clap your hands

Tap your feet

Tap your feet

Listen to the music

And tap your feet

Snap your fingers

Snap your fingers

Listen to the music

And snap your fingers

Jump up high

Jump up high

Listen to the music

And jump up high



They were playing games.

Children study hard and always engage in learning activities. Sometimes pupils feel bored with repeated work as it is monotonous. Working all the time makes us dull and boring. It is also important to relax and have fun. So, we need some recreation. It makes us happy.



Play is a way of recreation. So, children love to play.
Playing games keep them fit.

Some activities are mentioned below. Tick (✓) the ones that make you happy.

- | | | | | | |
|-----------------|-------------------------------------|---------------------|-------------------------------------|-------------------|-------------------------------------|
| swimming | <input checked="" type="checkbox"/> | watching television | <input type="checkbox"/> | going to function | <input checked="" type="checkbox"/> |
| playing games | <input checked="" type="checkbox"/> | going to school | <input checked="" type="checkbox"/> | writing exams | <input checked="" type="checkbox"/> |
| domestic work | <input type="checkbox"/> | drawing pictures | <input type="checkbox"/> | dancing | <input checked="" type="checkbox"/> |
| reading stories | <input type="checkbox"/> | cycling | <input checked="" type="checkbox"/> | doing homework | <input type="checkbox"/> |

Some children play different games. Shall we see what games they are?



Skiping



Hide and Seek



Sack Race



Do you also play the above games? Mention any other games you play.

Indoor games



Do you play any of these games?

Games which can be played inside a house are called Indoor games. Ludo, Chinese checker, Table-tennis etc. are indoor games.

Outdoor Games



Kabaddi



Kho-Kho



What do you do for fun?

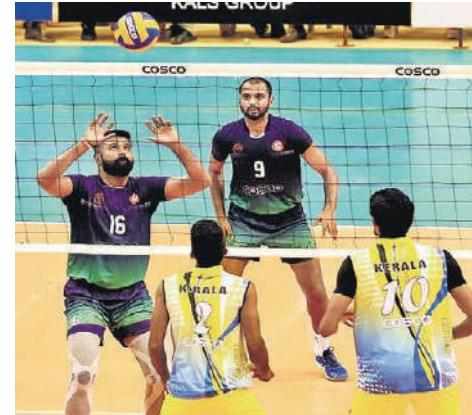
An activity we do for pleasure or to get our body relaxed is called Recreation. People take up activities which interests them. For example reading, playing, listening to music, dancing, watching movies or television, gardening, travelling etc. Parks and beaches are some of the places of recreation.



Find out from your friends what they like to do in their free time.



Cricket



Volley ball



Think and Discuss

Do you play any of the above games? *yes*

What is your favourite game? *hide and seek*

Where do we play these games?

Games that are played in the open fields or play grounds are known as outdoor games. For example Football, Basketball, Tennis, Tennicoit etc.



Is skipping an indoor or outdoor game?

outdoor game

Activity

Write the names of the games and where they are played in your village/town.

| Name of the Game | Indoor | Outdoor |
|------------------|-------------|----------|
| tag | treez tag | volball |
| hide & seek | tag | baseball |
| carrom board | hide & seek | cricket |

Do you play some games with your family members? *no*

Charitha, her brother and father play games during holidays. Sometimes, they play indoor games and sometimes they play out door games. Charitha plays tennicoit and throw ball with her brother in the ground. She plays chess and carroms with her father in the house.

Fill in the table with above information?

| Name of the Game | Family Member |
|-------------------|---------------|
| టాగ్ ఆండ్. | Mom. |
| tag. | Dad. |
| hide & seek, tag. | Sadasiva. |



Do You Know

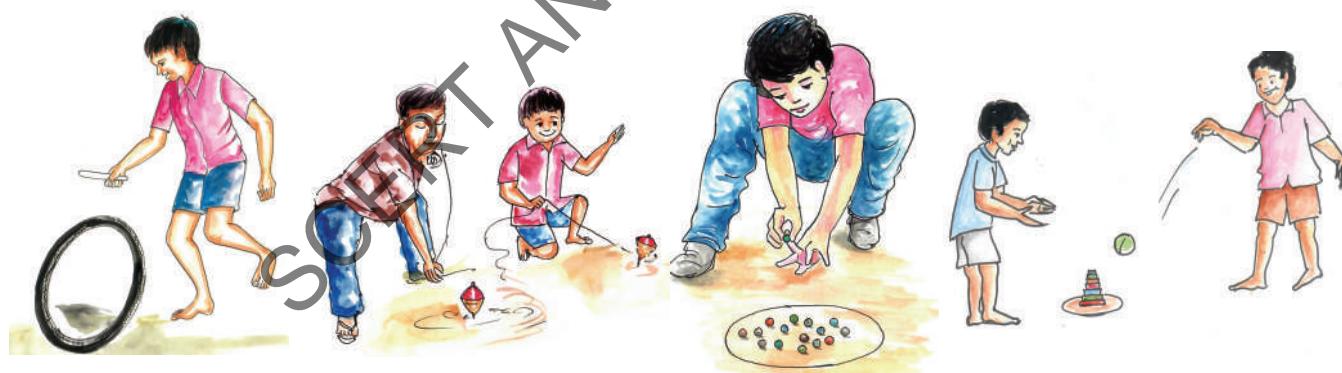
Kabaddi is our State Game.

Hockey is our National Game.



Local Games

In villages, children play different games like Edupenkulata (ఏడు పెంకులాట), Kothi kommachi (కోతికామ్మచ్చి), Bongarala aata (బొంగరాలాట), Puli-Meka (పులి-మేక), Mukku gille aata (ముక్కు గిల్లే అట), Tokkudu billa (తొక్కుడుబిల్లా), Nela banda (నేల-బండ), Karra Billa (కర్రాబిళ్లా) etc. These are our local games.



Do you know the games given in the above picture?

Have you ever played these local games? yes

What games do your friends play in your village/ward/town? tag, freeze-tag, hide & seek

What games are frequently played in your area?

What material is required to play these local games?

What is your favourite local game? నొండు పోయి

Games and Material

Phani, Charitha and Sundar purchased a ball for playing Throw-ball. Chandu and Tarun brought Karra-billa. Chandu's father made tip-cat (**karra billa**) with local available sticks.

We need material to play games in the same manner. We use ring to play tenni-coit, and a skipping rope to play skipping.



Do you play cricket with your friends? How many players are required to play cricket?



Ball, Bat, Stumps are the things required to play cricket.



We play Cricket, Tennis, Volley ball, Basketball etc. with a Ball.



Is the ball same for all these games?

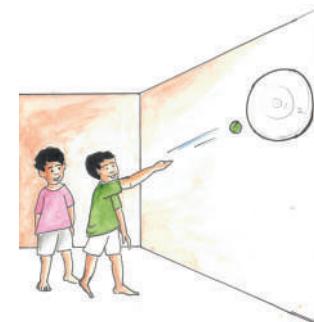
Try to list out the games played with a ball.

Wiffle ball

Cricet

Baseball

Basketball



Activity

Collect information regarding the games given below

| S.No. | Name of the Game | No. of Players | Things Needed |
|-------|------------------|----------------|------------------|
| 1 | Chess | | Board. coins. |
| 2 | Carrom | | lines. |
| 3 | Kabaddi | | |
| 4 | Cricket | | Ball, bat etc. |

Children prefer to watch TV or play video games with electronic gadgets. But, playing with such things affect their eyes, and causes obesity and ill health. Children should play in the ground at least two hours in a day. 4 PM to 6 PM is an ideal play time for children.



Sports for all

Everyone enjoys watching and playing sports.

During holidays, who plays in the ground? Boys or Girls? Why girls do not play?

However girls should be encouraged to play sports and games, as playing games makes everyone fit and healthy. Encourage your mother, sister and friends to play.



Boys and girls are equally capable of doing all things in the world.



Why should we play games? Discuss. *yes*

Uses of Games

Through games and sports children...

- feel happy and gain good health.
- develop noble qualities like cooperation, unity, mutual understanding and leadership qualities.
- will be ready to work with teams.
- develop concentration and patience.
- develop life skills such as accepting failure as well as enjoying success.
- wait for their turn.

In a team, all players play together to win the match. While playing games, sometimes you may win and sometimes you may lose. Do not get disappointed and don't fight when you lose the game. All players have to support and respect one another. This is called team spirit.

What happens if you don't play a game with team spirit?

Match the riddles with the pictures. One has been done for you

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



On the board, are squares black and white. There is the king and the queen.



Small and coloured are these glass balls.

To win the game you have to aim at all of them.



It has no wings but it can fly,
High, high up in the sky.



Game rules

All games have rules that must be followed by the players.



We should play the games according to rules. Rules should not be ignored. Games should be played without keeping in mind victory or defeat as participation is important.

Activity:

Discuss in your group and write rules for playing kabbadi in your note book.



Do you know the rules for playing kabbadi? *no*

Discuss the rules followed by the team. *ok*

Do we always follow rules in a game?



Yes, we have to follow the rules. Wherever we play we must obey the rules.

What do you see in the picture? *sir giving a boy cup*



How would you appreciate when someone wins the game? *yes*



Playing games everyday improves our health and friendship. Recreation refreshes our mind and relaxes our body. Recreation boosts up our mind and gives energy to the body to do further work.



Key words

recreation, indoor games, outdoor games, local games, team spirit, game rules



What we have learnt



- Children have to play everyday after school hours.
- Children love to play. Play is a way of recreation.
- Playing games keep them fit and happy.
- Games that can be played inside a house are called indoor games.
- Games played in the open fields or play grounds are known as outdoor games.
- Children may develop concentration, patience and team spirit.



Improve Your Learning

I. Conceptual Understanding (Tell and write).

Answer the following questions.

1. Write five outdoor games you like to play.
2. Write the rules of any game you know.

II. Questioning

3. Name your friends who play daily at home.

III. Experiments and field observations.

4. Play a local game mentioned in the text book and write your experiences.

IV. Information skills - Project work.

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

| Sl.No. | Name | Games he/she like |
|--------|-----------|-------------------|
| 1. | | |
| 2. | Arfah | Soccer |
| 3. | Sadashiva | Cricket |
| 4. | | |

V. Drawing pictures and model making.

6. Prepare the play items with clay e.g. ball, bat, tenni-coit, tennis racket, shuttle cock etc. and display in your class room.

VI. Appreciation, values and creating awareness towards biodiversity.

7. Your friend won a prize at the school level games on 15th August. He showed it to you. How do you feel?

Lesson 11



This is the Way



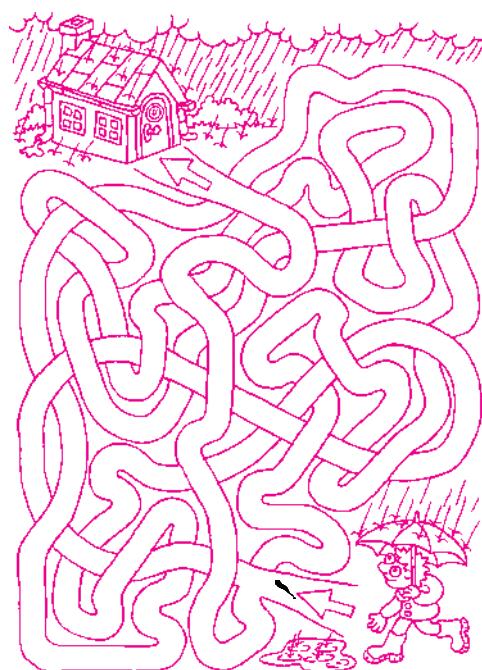
Learning Outcomes

Pupils will be able to:

- speak about neighbours and neighbourhood
- explain about sides, directions and corners
- become aware about landmarks, symbols and map
- become aware about celestial bodies like sun, moon and stars



Harsha was going to his uncle's house with his mother during Pongal holidays. As they got off the bus, he saw many houses and roads. He remembered 'Find the way' puzzle which he saw in the magazine.



- How should I reach my uncle's house?
- Shall I go right or left?
- Shall I go east or west?
- Shall I go north or south?



Observe the picture and find the way.

Harsha asked his mother, "Where is uncle's house? How do we reach there? Do you know the way?"

Mother said, "I know it. Let's go, you can observe the way."



Guess what places would Harsha have seen on his way to his uncle's house?

After reaching his uncle's house, Harsha asked his uncle regarding his confusion in reaching the house. Then his uncle explained that they didn't live alone in a locality. There are many houses and other buildings near their house. People living in these houses are our neighbours. The area around our house is our neighbourhood. Our neighbourhood may have a park, temple, river, field etc.



Every neighbourhood has a few facilities that make our lives more comfortable.

Let us check

Activity-1

Tick the facilities available in your neighbourhood.

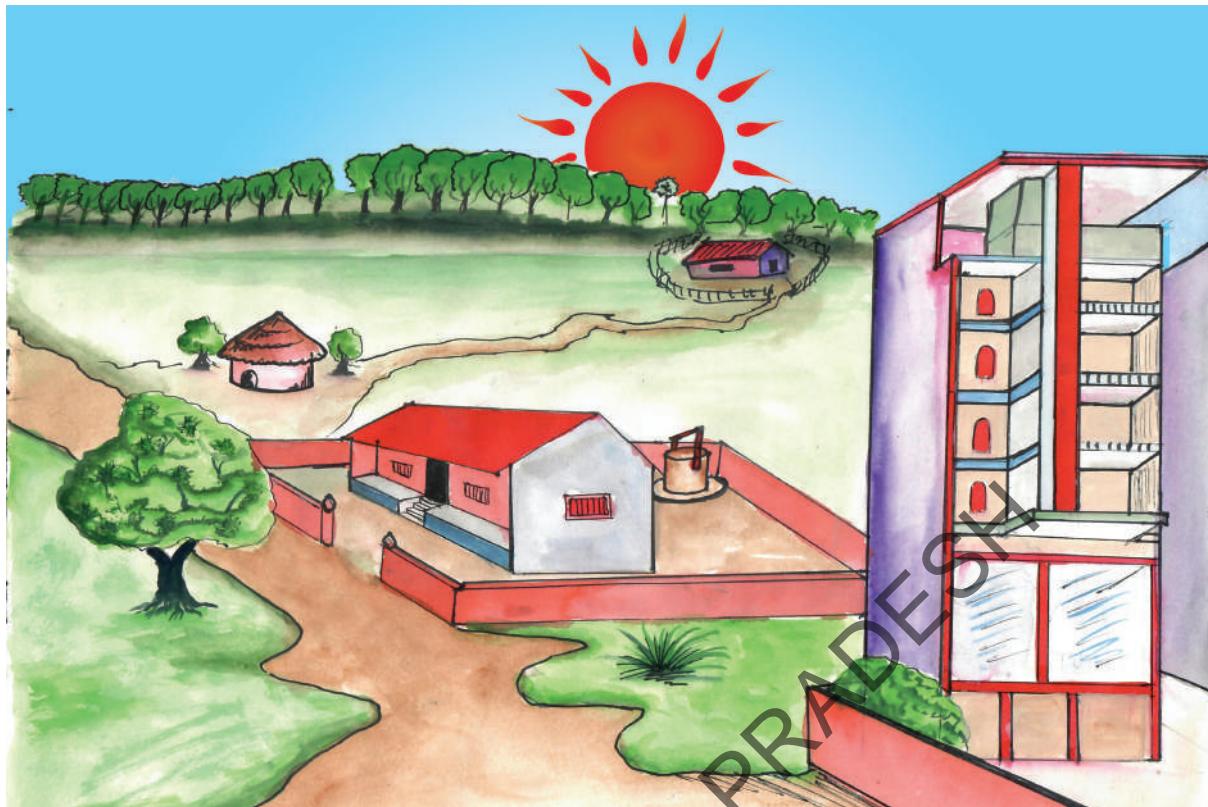


Activity-2

Write down any facilities that you would like to have in your neighborhood.

.....
.....

Harsha observed around his uncle's house. He saw a big mango tree in front of the house. There was a well in the backyard of the house. He washed his face there. He saw a big building to the right side and a small hut to the left side of the house.



- What is there in front of his uncle's house?
- What do you find behind his uncle's house?
- What do you observe to the right side of his uncle's house?
- What do you see to the left side of his uncle's house?

Front, back, left and right are the sides. They tell us the location and directions of a place or thing.

Let us Do

Fill the boxes given below with appropriate information.

Front

Left

Your house

Right

Behind

Next day when he woke up in the morning, Harsha was surprised, because he could not see the rising sun from the entrance door. He asked his mother why he couldn't see the sun rising there ? "In our village, we can see the sun rising in front of our house." Mother replied that his uncle's house was facing to the North direction and showed him the rising sun in the other direction.

Harsha wanted to know about directions. So his uncle explained in detail by taking him to the open field. He said, "If you face the rising sun in the morning, the direction in front of you is the East." The direction exactly behind you is the West. To your left, is the North, and to your right, is the South.



All directions are constant and are usually calculated from the North point.

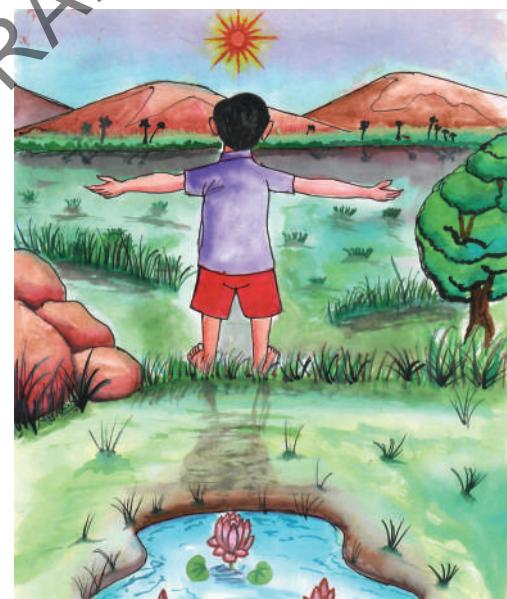
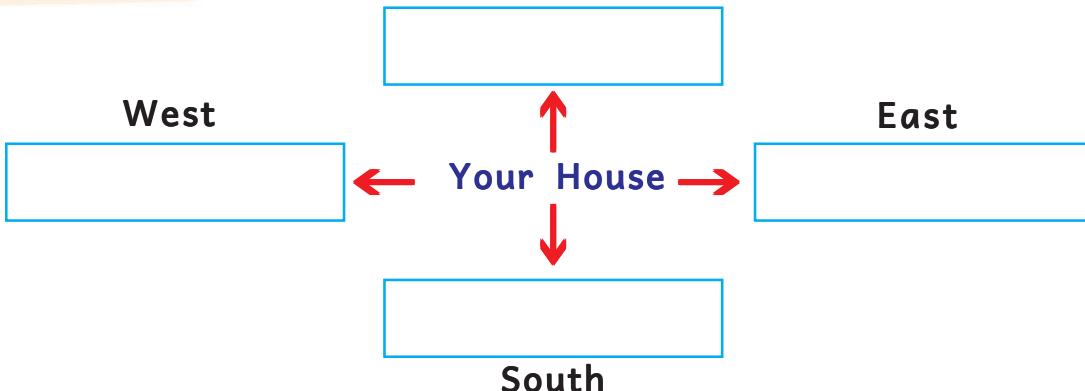
Look at the picture.

- What is there to the North of Harsha?
- What is there to the South of Harsha.....
- What is there to the East of Harsha?
- What is there to the West of Harsha?

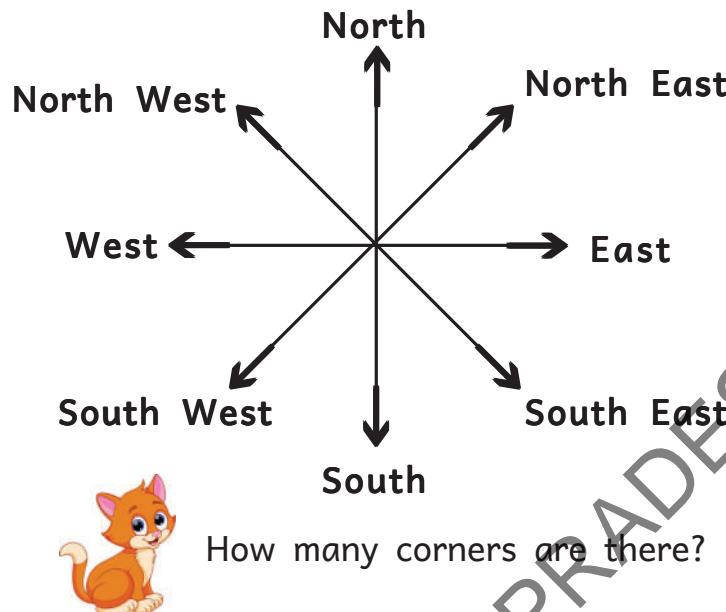


What are there on the four directions of your house?

Let us Do



The limits of any area, building or village are called boundaries. To know the boundaries, we also have to know the corners along with directions. We call the place between any two directions a corner.



- Fill the table.

| In between | Corner |
|------------------------|--------|
| The East and the North | |
| The South and the West | |
| The West and the North | |
| The North and the East | |



Think and Discuss

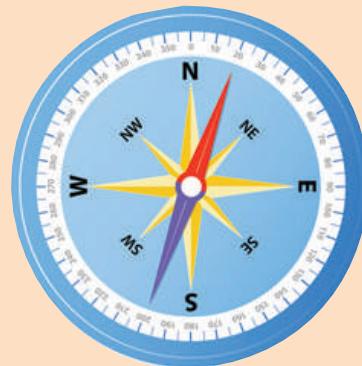
Name the things/places that are present in all directions and corners of your village.

| | | | |
|-------|--|------------|--|
| North | | North East | |
| South | | North West | |
| East | | South East | |
| West | | South West | |



Do You Know

In the olden days, sailors used to find directions with help of the position of the sun and stars and the movement of the wind. Now-a-days, we use a Compass and GPS (Global positioning system) to find directions.



Harsha expressed his doubt to his uncle that if a relative or a new person wanted to come to his house, how would they recognize the way to his house ? His uncle said that their house was nearer to the Panchayat office.



It is easy to locate the address of the home if there is a well-known place near it. These well-known places are called landmarks.
e.g. school, hospital, Panchayat office etc.



Is there any landmark close to your house?

- Name some well-known places of your village.
- Is any of your friend's house nearer to the above mentioned places?

Harsha's uncle gave him two pictures. The first picture showed the landmarks. In the second picture, there were some landmarks and symbols. These symbols are the representation of the landmarks or objects.



His uncle asked Harsha to observe the pictures and mark the symbols in the empty village map given below. The picture with symbols is known as a map. Let's help him.

| | | | | | | |
|------------------|--|--|--|--|--|--|
| Land mark | | | | | | |
| Symbol | | | | | | |

Harsha completed his supper. He went into the courtyard with his uncle. He lay down on his cot. While looking at the sky, he asked his uncle, "This morning I saw the sun in the sky. Now there are so many stars twinkling in the sky along with the bright moon. How beautiful the moon looks. Uncle, the sky is the most wonderful place. Isn't it?



Key words

neighbour, neighbourhood, sides, directions, corners, landmarks, symbols, map, courtyard



What we have learnt

- People living around our houses are our neighbours.
- The area around our house is our neighbourhood.
- Front, back, left and right are the sides.
- East, West, North and South are the directions.
- The place between any two directions is called corner.
- Symbols are the representation of the landmarks or objects.
- A land mark is a well-known place in a locality.



Improve Your Learning

I. Conceptual Understanding (Tell and write).

Answer the following questions.

1. Name the four directions.
2. What do you see in the four directions of your school?

In the East In the West

In the North In the South

3. What helps us to locate an address in our village or a city?

II. Questioning

4. What questions would you ask your teacher to draw the map of your village by using symbols?



III. Experiments and field observations.

5. Name some landmarks of your village and write to which side they are to your school.

IV. Information skills - Project work.

6. Visit a nearby house and fill in the table given below with the observations.

| Observations | Items to be tabulated | | |
|---|-----------------------|---------|---------|
| | House 1 | House 2 | House 3 |
| To which direction is the main door? | | | |
| To which direction is the tap / borewell / well / hand pump / water tank? | | | |
| In which direction do you observe an open field? space | | | |
| In which direction is the road located? | | | |

V. Drawing pictures and model making.

7. Draw your house. Then colour the North in red, South in blue, East in orange and West in green.

8. Draw your school. Draw the school building and the main rooms in it.

VI. Appreciation, values and creating awareness towards biodiversity.

9. Have you ever helped someone by giving them right directions to reach their destination? How did you feel?

10. How do you feel when you watch the sunrise or sunset?

GLOSSARY

| | | | |
|------------------|--|------------------|--|
| Siblings | = brothers and sisters in a family (భోఱ్టువులు) | stored water | = to keep water in large containers (నెల్స నీరు) |
| Pet | = tamed animal (పెంపుడు జంతువు) | Scarcity | = in short supply (కరత) |
| Appreciate | = recognize the worth (అభినందించు) | Water tanker | = container for storing water (నీటిని నెల్స చేసే పాత్ర) |
| Resemblance | = look like (హాలిక) | Aquaculture | = rearing of aquatic animals (జలవ్యవసాయం) |
| Generation | = Lineage (తరం) | Agriculture | = practice of farming (వ్యవసాయం) |
| Profession | = Occupation (వృత్తి) | Kutcha house | = A house made of mud, thatch or straw. (పూరిల్లు) |
| Child labour | = Children made to work for wage (బాల కార్బుకలు) | Pucca house | = House made of bricks, sand, cement, concrete and iron. (డాబా ఇల్లు) |
| Prevent | = Stop (ఎంఫించు) | Permanent house | = House stands for a long time. (శాశ్వతమైన ఇల్లు) |
| Aromatic | = Pleasant smell (సువాసన) | Temporary house | = Houses that can be moved to another place. (తాత్కాలికమైన ఇల్లు) |
| Observe | = look carefully (పరిశీలించు) | Caravan | = A group of carts (విదారు) |
| Survive | = continue to live (జీవించు) | Apartment | = A set of houses forming one residence. (బహుళ అంకుల భవనం) |
| Absorbs | = takes in (శేషించు) | Homeless people | = The people who do not have shelter. (ఇల్ల లేవారు) |
| Sow | = plant a seed (విత్తనం వేయుట) | Boat house | = A house built on a boat. (వడవ ఇల్లు) |
| Crawl | = move on all fours (ప్రాకులు) | Igloo | = A dome shaped shelter built with blocks of ice. (మంచుతో కట్టబడిన ఇల్లు) |
| Moist | = wet (తెవు) | Stilt house | = Houses built on stilt or poles. (కర స్టంఫలై ఇల్లు) |
| Shelter | = home (గూడు) | Sign board | = A sign to direct travelers. (దరి స్ట్రీట్) |
| Composed | = decayed (సంశించు) | Sailor | = A person who drives a ship. (ఒడ సడిపేవాడు) |
| Communicate | = talk to one another (భావ ప్రసారం) | CNG | = Compressed Natural Gas. (కాలుఖ్యంలేని సహజవాయివు) |
| Wild animals | = animals that live in forests (అడవి జంతువులు) | Traffic signals | = Lights used to control the movement of traffic. (రెడ్యూలై భద్రతా సుర్కులు) |
| Domestic animals | = animals that were tamed by humans (పెంపుడు జంతువులు) | Hearing Impaired | = Hearing loss (వినికించి లేపం) |
| Herbivore | = animal that only eats plants (కాకపోరి) | Elephant trumpet | = An elephant to produce aloud call. (ఏపుగు ఫీంకారం) |
| Carnivore | = animal that only eats other animals (మాంసపోరి) | Scare-crow | = a sign to scare birds away from crops. (పంటపాలంలో దిష్టిబమ్పు) |
| Omnivore | = animal that eats both plants and animals (ఉభయపోరి) | Recreation | = enjoyment or fun (వివిధం) |
| Terrrestrial | = organisms that live on land (నేలపై విపసించేవి) | Domestic work | = work done to take care of home (జంచి పని) |
| Aquatic | = organisms that live in water (వీటిలో విపసించేవి) | Purchase | = to buy (కొనటం) |
| Amphibians | = organisms that live both on land and in water (నేలపై, నీటిలో విపసించేవి) | Frequently | = many times (తరచువా) |
| Nest | = shelter of birds (పక్కగూడు) | Favourite | = liked very much (ఇష్టమైన) |
| Occurred | = caused (సంఘరించు) | Directions | = East, West, North, South (దిక్కులు) |
| Plenty | = lot of (ఎక్కువ) | Corner | = The joining of any two directions. (మూల) |
| Disability | = not able (కట్టం) | Neighbour | = People live around our house. (ఇరుగు-పొరుగు) |
| To trim | = To shape (పరిధ్వని) | Neighbourhood | = The area around our house. (మన జంచి మట్టా పున్న ప్రదేశం) |
| Precious | = valuable (విలువైన) | Land marks | = Well-known places to locate a particular area. (కొండ సుర్కులు) |
| Organ | = a part of an organism (అవయవం) | Symbols | = Representation of land marks. (సుర్కులు) |
| Rawfood | = food that is not cooked (ఉడికించని అహారం) | Maps | = The pictorial information of areas. (ప్రాంతాలను తెలియజేసే పరం) |
| Cooked food | = cooked before eating (ఉడికించిన అహారం) | Compass | = A device to know North and South. (డిక్స్యూచి) |
| Digestion | = breaking down food in to small pieces (తీర్చుక్కియ) | | |
| Healthy | = bring free from illness or injury (అరోగ్యం) | | |
| Tubers | = a much thickened underground part of a stem (డుంపలు) | | |
| Process | = a series of actions or steps (విధానం) | | |
| Water resources | = sources of water (నీటి వనరులు) | | |
| Protected water | = safe drinking water (రక్తిత త్రాగునీరు) | | |
| Irrigation | = the supply of water to land or a crop (నీటి పారుదలు) | | |