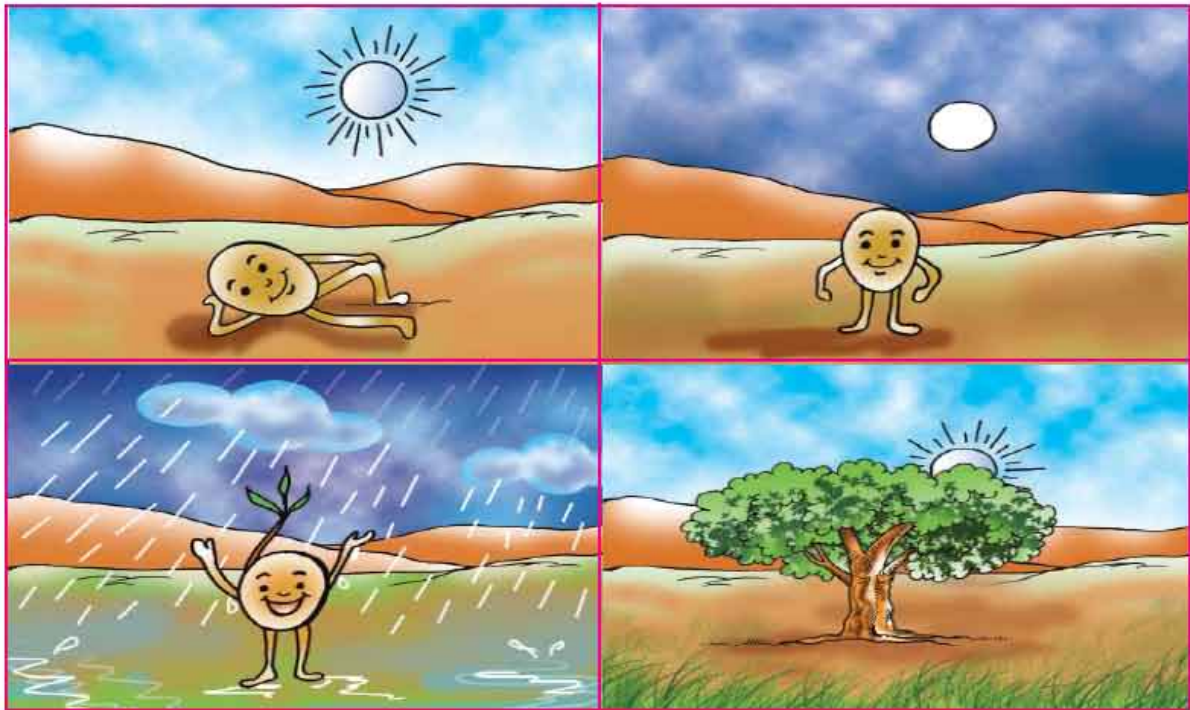


3

## Developmental Journey of Seed



**Observation :**



- What do you see in the first picture?  
● \_\_\_\_\_
- What is seen in the second picture?  
● \_\_\_\_\_
- Which season is shown in the third picture?  
● \_\_\_\_\_
- What do you see in the fourth picture?  
● \_\_\_\_\_

**Read :**

- Collect seeds of different kinds.
- Collect seeds like bean, green gram, pigeon peas, gram, wheat, maize.
- Put all the kinds of seeds together in a bag and then divide children in three groups. Then, distribute a handful of seeds among each group.
- Perform the following experiments on seeds and then write conclusions.

**Activity :**

- Break each different kind of seeds with a stone.
- Put aside the seed which has been broken in two equal halves.
- Separate the seeds which have got into powder form while breaking.
- Finally rub all the seeds that have broken in equal halves or got into powder on a piece of paper.

**Think and Write :**

Seeds with two equal halves.	Seeds which have been broken into pieces or turned into powder form.	Pieces or powder of Seeds leaving oily spots on paper during rubbing.
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
Seeds having broken into two equal halves but leaving no oily marks on a paper during rubbing are called pulses.	The seeds which turned into broken pieces or powder are called or known as cereals.	The seeds releasing oil while breaking into pieces or making paste or powder are known as oilseeds.

**Write :**

● Make a list of seeds. Write the name of seeds which you have seen or you know, other than the seeds mentioned on Page No.-22.

SEEDS THAT YOU HAVE SEEN	
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SEEDS THAT YOU HAVE NOT SEEN	
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**Write :**

● Classify the seeds in the table given below :

Cereals	Pulses	Oilseeds
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>



**Write :**

**Seeds split in to two equal halves after breaking.**

**Seeds converted into many small pieces or powder form after breaking.**


- Seeds which can be split into two equal halves are known as dicot seeds.
- Seed which can not be split into two equal halves are known as monocot seeds.

**Write :**

(Wheat, Pigeon peas, Mustard, Ribbed gourd, Bajra, Maize, Rice, ..., ...)

Monocot seed	Dicot seed

**Activity :**

- Take two-three monocot and dicot seeds.
- Sow these seeds in a tea cup, plastic bag or open space around your house or school.
- See that they are exposed to sun light.
- Water the plants timely.
- Observe them daily.

**Write :**

- Write the names of the seeds which have sprouted first?

● \_\_\_\_\_  
\_\_\_\_\_

- Which seeds have grown by the fifth day?

● \_\_\_\_\_  
\_\_\_\_\_

- Which seeds has grown the tallest?

● \_\_\_\_\_  
\_\_\_\_\_

- Which seeds were the first to sprout bearing two leaves?

● \_\_\_\_\_  
\_\_\_\_\_





**Draw the pictures and filling in color them :**

- Draw the picture of gerninating seeds.

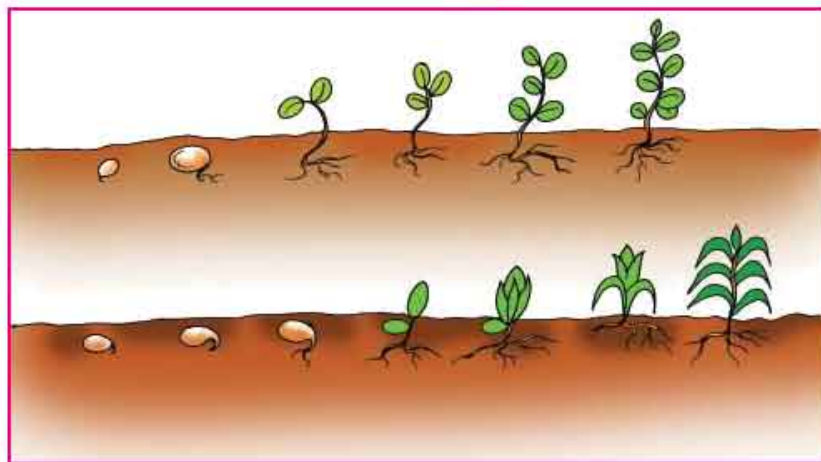
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**Observation :**



**Discuss :**



**Think and Say :**

- What if a mango fruit develops on climber of gourd...
- If there were no seeds in the world...



**Activity :**

Keep the seeds of wheat and cotton together in a piece of paper. Sow them in a pot or a flower bed. Observe them for ten days.





## How much have you learnt ?-1



**Write :**

- What will you do to maintain the garden of your school?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**Activity :**

- Fetch a bucket filled with water.
- Observe water.
- Then all the students wash their hands in the bucket.
- Observe the water again.

**Discuss the following questions :**

- How was the water in the bucket earlier?
  - \_\_\_\_\_
- What change was seen in the water after washing hands?
  - \_\_\_\_\_
- Why did the water get polluted?
  - \_\_\_\_\_







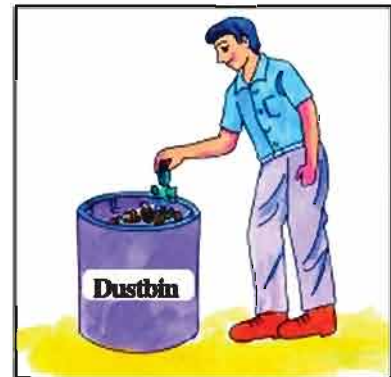
- Why should we wash our hands before taking meal?



### Activity :

- Making dustbin using waste material.

### 'Use Me To Throw Waste'



### Think and Say :

- Neel leaves the tap on after drinking water.
- Richa harms flowering plants.
- Rubbish is lying in the classroom.
- There are ditches containing squalor around the house.
- Smit does not go to school.



### Perform Activity :

- Perform this activity in the groups of three each.
- Bring five seeds each, of monocot and dicot from home.
- Put seeds in transparent pouches and staple them and make a chart.
- Write the names of seeds on chart.



### Think and Say :

- What observations have you made in chapters 1 to 3?
- What classifications have you made in chapters 1 to 3?

