

UNIT 1

Living and Non-living Things

Learning Objectives

The learner should be able to -

I am Harini.
I have a puppy.
I call him Jimmy.
I give him food to eat.
He eats it quickly.
I play with him.
He jumps on me.
I love him very much.



I have a doll.
I call my doll Ammu.
I try to feed it.
It does not eat or drink.
It moves only when I wind the key.
I like my doll.



Harini wondered why her puppy ate food but her doll did not.
Do you know why? Let us find out.



Living things



Living things eat, grow, move and have young ones. They also breathe and feel.



I eat



I grow



I play

I am a living being

Living things eat.

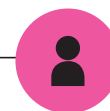


Living things grow.

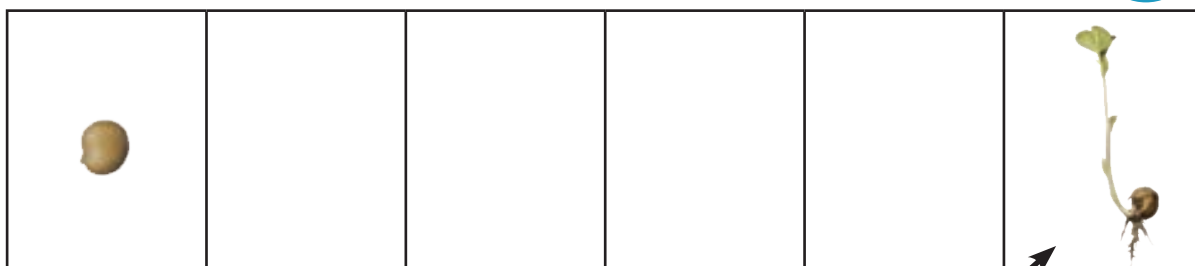




∞ Plant a seed and watch it grow.



∞ Sequence the pictures.



∞ Tick (✓) those that need food to live.

☐☐☐☐☐☐



Living things **move** from one place to another.



Horse



Lizard



Bird



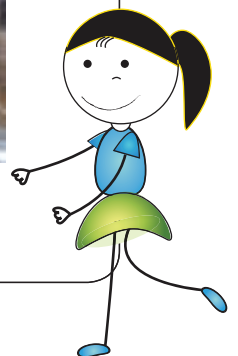
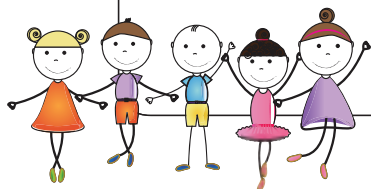
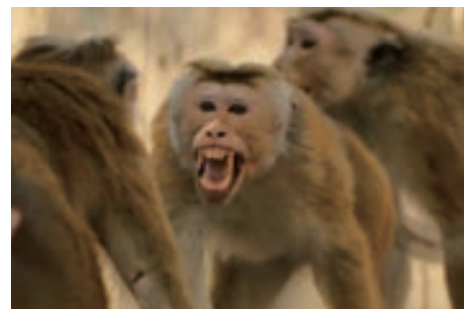
Earth worm

Living things have **young ones**.

THINK ZONE
A boat moves.
Is it living?

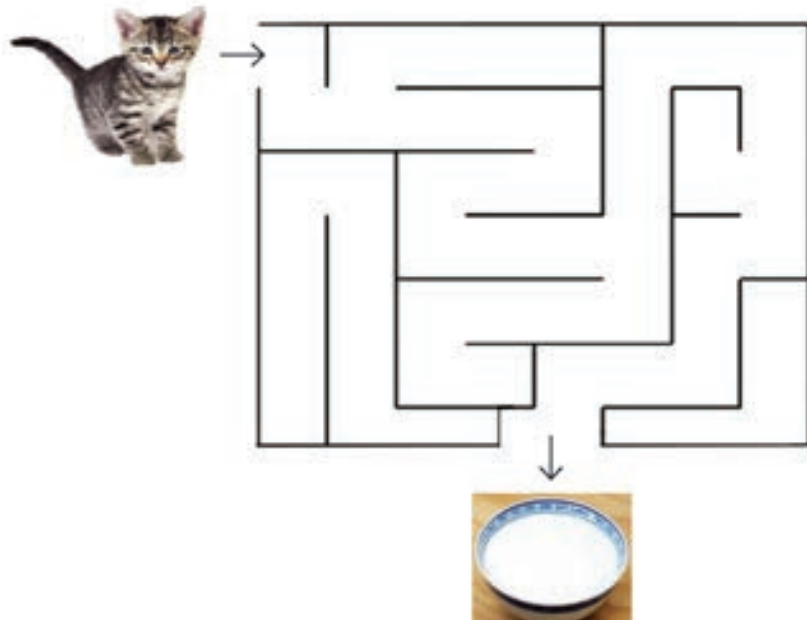
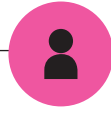


Living things **feel**. Living things **breathe**.

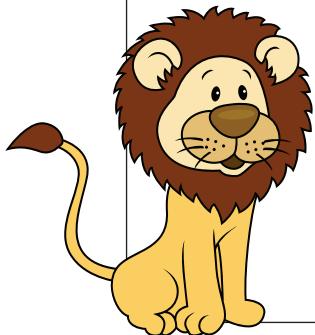




∞ This cat is hungry. Help the cat reach the milk.



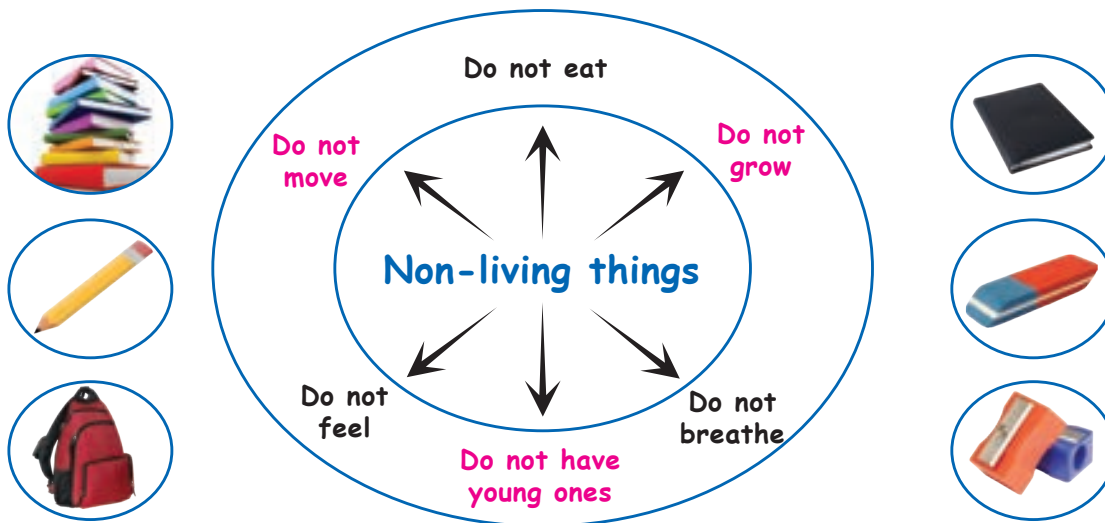
∞ Connect the baby with its mother by drawing a line.





Non-living things

Let Us Talk



Look at the pictures. Use the first letters to get the words CAT and DOG.



CAR



AEROPLANE



TABLE



DOLL



OIL



GATE



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Look at the picture.

Can you see **a mountain, a river, a pond and a lake?**

Mountains are made up of rocks and soil. The river, pond and lake are full of water. Soil and water help plants to grow. We get our food from plants. We breathe air. **Air, water and soil** are non-living things. Can we live without them?



Vocabulary

air, water, soil, river, mountain, pond, lake, sea



Observe the picture of life in water.

This is the **sea**. There are so many living things in it!





Rhyme Time



Fly like an eagle in
the sky.

Jump like a dolphin in
the sea.

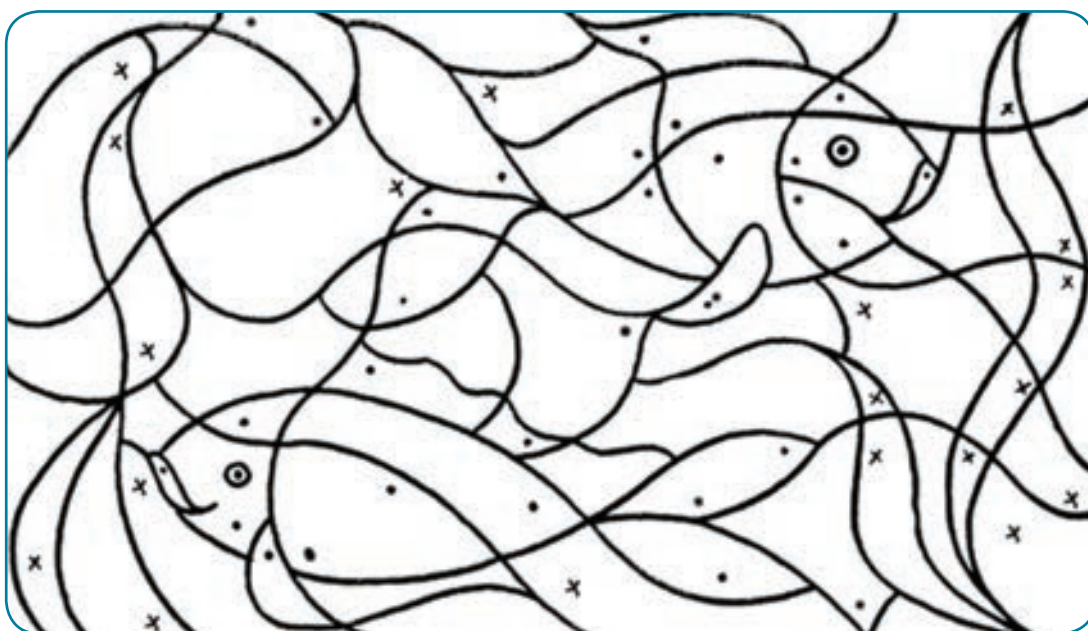
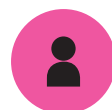


Crawl like a crab in the
river sand.

Sky, sea and sand are
non-living, where eagle,
dolphin and crab are found.



☞ Colour the parts marked with a dot (.) yellow,
the parts with a cross (x) green and the rest blue.
What do you see?



Observe the picture. Differentiate the living things from non-living things. Give reasons.



Evaluation

Tick (✓) the living things.


☐

☐

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☐

Is it living or non-living?

	<p>What is this?</p> <p>Does it grow?</p> <p>Does it breathe?</p> <p>Does it move?</p> <p>Does it have young ones?</p> <p>What food does it eat?</p>
	<p>What is this?</p> <p>Does it grow?</p> <p>Does it breathe?</p> <p>Does it move from one place to another?</p> <p>Does it have young ones?</p> <p>What food does it need?</p>
	<p>What is this?</p> <p>Does it grow?</p> <p>Does it breathe?</p> <p>Does it move?</p> <p>Does it have young ones?</p> <p>Does it need food?</p>

Self-Evaluation

★ I can identify and differentiate living and non-living things.

I can draw within a grid, connect the dots and colour. ★

★ I can connect related pairs of things.