

*New Edition*

**Book 1**

# **My Science, Health and Physical Education**



**Class One**

# MY SCIENCE, HEALTH & PHYSICAL EDUCATION

BOOK **1**

Government of Nepal  
Ministry of Education  
**Curriculum Development Centre**  
Sanothimi, Bhaktapur

## **Publisher**

Government of Nepal  
Ministry of Education  
**Curriculum Development Centre (CDC)**  
Sano Thimi, Bhaktapur, Nepal

ISBN : 978-999-33-712-9-7

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First edition : 2050

Revised edition : 2063

Second edition (English version) : 2066

Third edition (English version) : 2067

Fourth edition (English version) : 2068

*Marketed and Distributed by :*

**Nepal Sahitya Prakashan Kendra**

Kathmandu, Nepal Tel : 4435856, 4411652, 4417709

Fax : 977-1-4420990, Email : nspl@mail.com.np

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If you find any technical errors, you can exchange the books from the nearest local book distributor.

## Preface

With the intention of making school level education more purposeful, behavioral and contextual, a process of continuous revision and reform is adopted by the Curriculum Development Centre (CDC). It is obvious that the curriculum is the core part of teaching-learning process, and the textbooks are major means of implementing school curricula at grassroots level. In accordance with the school curricula, the textbooks keep on changing with a view to addressing societal needs, demands of learners and modern technology in the field of teaching and learning, especially to foster knowledge, skills and positive attitudes in the students so that we can produce skilful, moral, obedient and globally competent citizens. To accomplish this purpose, an attempt is made to bring this book in the present form.

The contents of "My Science, Health and Physical Education" of grade 1 are presented in the two page display system with the clear teaching instructions, pictures and activities. This book (Nepali version) was originally written by Mr. Mohan Gopal Nyauchhyo and Mr. Jeet Bahadur Thapa in 2049 BS. Likewise, in accordance with the revised curriculum of primary level, the portion of Science and Environment was written and revised by Mr. Rakesh Shrestha, Mr. Shankar Man Shrestha, Mr. Rabindra Chhetri, Mr. Tanka Lal Gaire, Ms. Nanu Dawadi and Mr. Balkrishna Chapagai. However, in case of the revision of Health and Physical Education, Dr. Ram Krishna Maharjan, Mr. Dev Raj Maharjan, Mr. Rabindra Chhetri and Mr. Prakash Maharjan were involved. In the same way, the language of Nepali version was edited by Mr. Shambhu Prasad Dahal, Mr. Ganesh Prasad Bhattachari, Mr. Bishnu Prasad Adhikari and Mr. Lok Prasad Pandit. Hence, the CDC would like to express its thanks to all of them.

Finally, a textbook is a vital tool of effective teaching learning process in the schools. However, both experienced teachers and inquisitive students can use a number of reference materials and various other resources available in the market to teach and learn a variety of subject matters respectively. Due to lack of different types of reference materials in all schools throughout the country, most of the teaching-learning activities highly depend on the textbooks. In this context, it is expected that the experienced teachers are capable enough to design additional activities as per the demands that usually emerge in the classroom. Moreover, an attempt is made to make this book child friendly by including several motivating teaching-learning activities. Despite our sincere efforts, there may be some mistakes and errors in terms of subject matter, language, presentation style and graphics. In this regard, we definitely expect the constructive suggestions from the teachers, students, parents, readers and other concerned stakeholders to improve the book in its future editions.

Ministry of Education  
Curriculum Development Centre

## *About the English Version*

The Curriculum Development Centre (CDC), from the very beginning of its inception, has been involved in developing school curricula and textbooks of school education. Moreover, it revises school curricula and textbooks at different time intervals as mandated by the government of Nepal with a view of making school education more purposeful, practical and employment oriented. In the present era, creating a sense of national integrity and democratic culture on students is increasingly becoming a need of Nepalese society. Equally important is to developing linguistic and mathematical skills, and providing fundamental knowledge relating to the fields of Technology, Environment and Health.

In Nepal, English language, as a medium of instruction, is gaining popularity. The public schools are gradually making efforts in using English as a medium of instruction. Keeping this fact in view, the CDC made an attempt to translate all the textbooks of primary level from Nepali into English, mainly to meet the needs of learners, parents and teachers. The CDC is hopeful that these textbooks in English versions will definitely help in meeting the needs of both public and private schools of the country. Besides, we look forward to reducing our dependency on textbooks written by foreign writers.

The subject experts involved in translating the textbook "**My Science, Health and Physical Education**" were Mr. Haribole Khanal and Mr. Yamuna Mahat. The CDC would like to express its gratitude to them for bringing the book in the present form. At the end, Mr. Madan Nath also deserves a lot of thanks for their painstaking efforts in editing the language of the textbook.

A textbook is not all in all. It is only a means of executing the curriculum. An experienced and well trained teacher can use a variety of instructional resources for effective teaching-learning transaction in the classroom. Last but not the least; the CDC would be glad to express its hearty thanks to all experts who directly or indirectly made meaningful contributions to the translation of this book. The book could have some mistakes and errors despite the CDC's endeavors in making it child friendly and interesting. So, the CDC welcomes all the constructive suggestions for its further improvement in the forthcoming editions.

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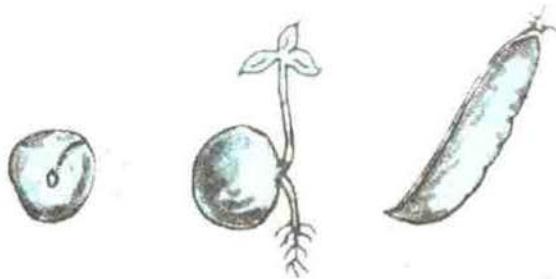
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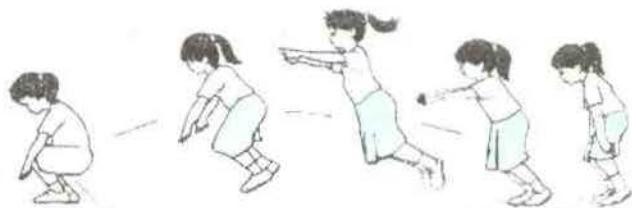
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## MY SCIENCE



## HEALTH AND PHYSICAL EDUCATION

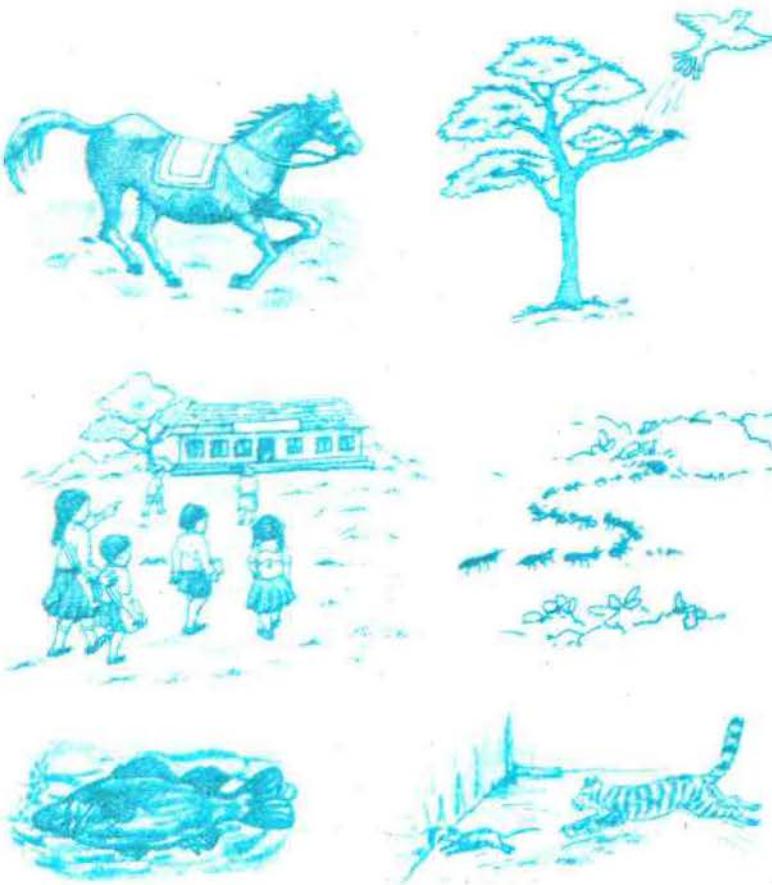


# Science and Environment Education

Lesson 1

## ANIMALS MOVEMENT

Look at the pictures, recognize and say.

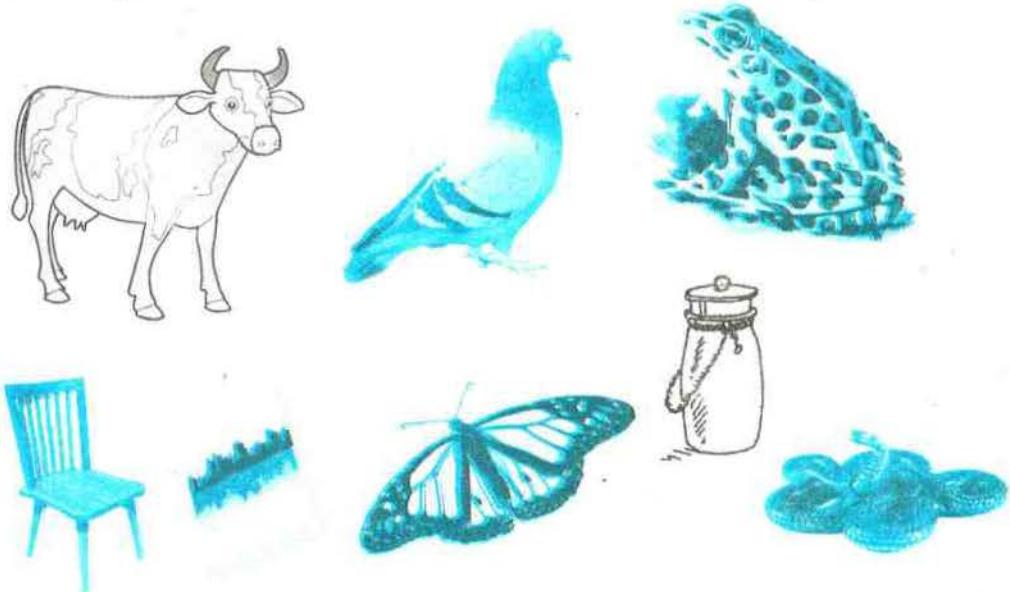


### Teaching Hints

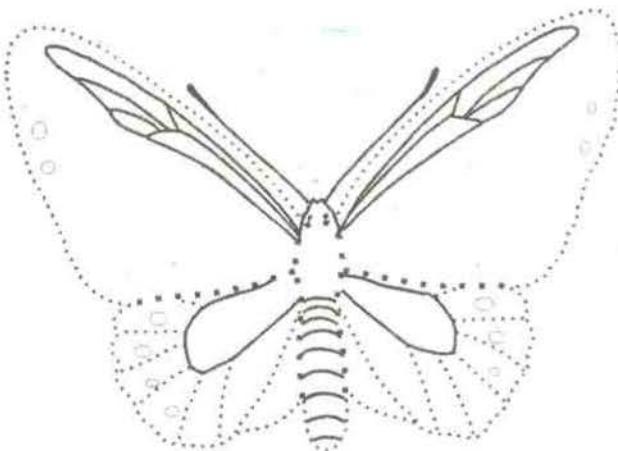
- Let the students observe each picture given above. Ask them, what is each one doing in the picture?
- Begin discussion with questions answers. Make a conclusion that animals show movement.
- Take the children in the surrounding to observe the movement of different animals. Do questions-answers about movement.

## Exercise

1. Which one of them can move from one place to another place in the following pictures?



2. Complete the following dotted figure. What figure is this now? Say the name of insect. Colour the figure as you like.



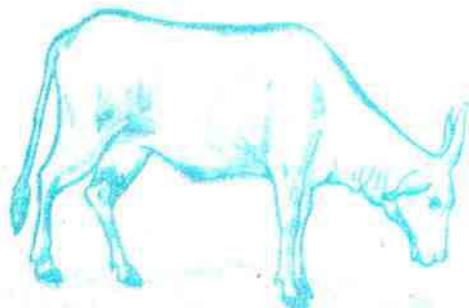
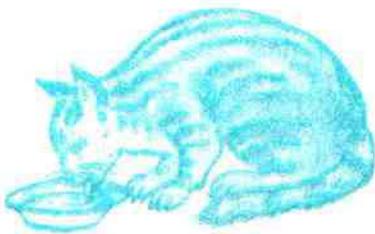
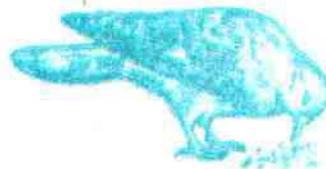
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### Teaching Hints

- Practise other simple figures like the dotted one.

# ANIMALS TAKE FOOD

Look at the pictures, recognize and say what each one is doing ?



---

### Teaching Hints

- Show the students other pictures of feeding habits of different animals and begin the topic with questions-answers.
- If possible, take them somewhere in the surroundings to observe the feeding habit of animals. What do these animals eat ? Ask question.

## Exercise

1. Tell the name of any five animals which eat grass.
2. Match the following:

### Animal



Goat

### Food



Frog



Bird



Grass



Snake

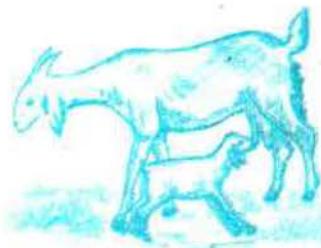
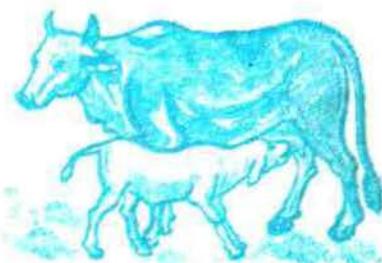


Grains

3. Which of the following eat food? Identify.



Look, recognize and say.

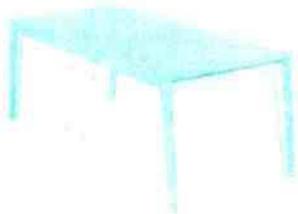


### Teaching Hints

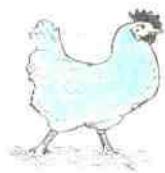
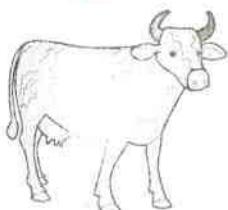
- Show the pictures of other animals with their babies than those given in the above pictures and begin the topic with questions-answers.
- Animals reproduce babies of their own kind.
- Give information that some animals lay eggs and hatch young ones while some animals reproduce by giving direct birth to their young ones.
- Take the children in the surroundings to observe the following and begin the topic with questions-answers.
  - Which animals in the surroundings lay eggs?
  - Which animals in the surroundings give birth to young ones( babies) ?

## Exercise

1. Have you seen the babies of animals? Whose babies have you seen ? Say. Do the mother and the babies look the same ?
2. Which of the following in the given pictures reproduce their young ones ? Say.

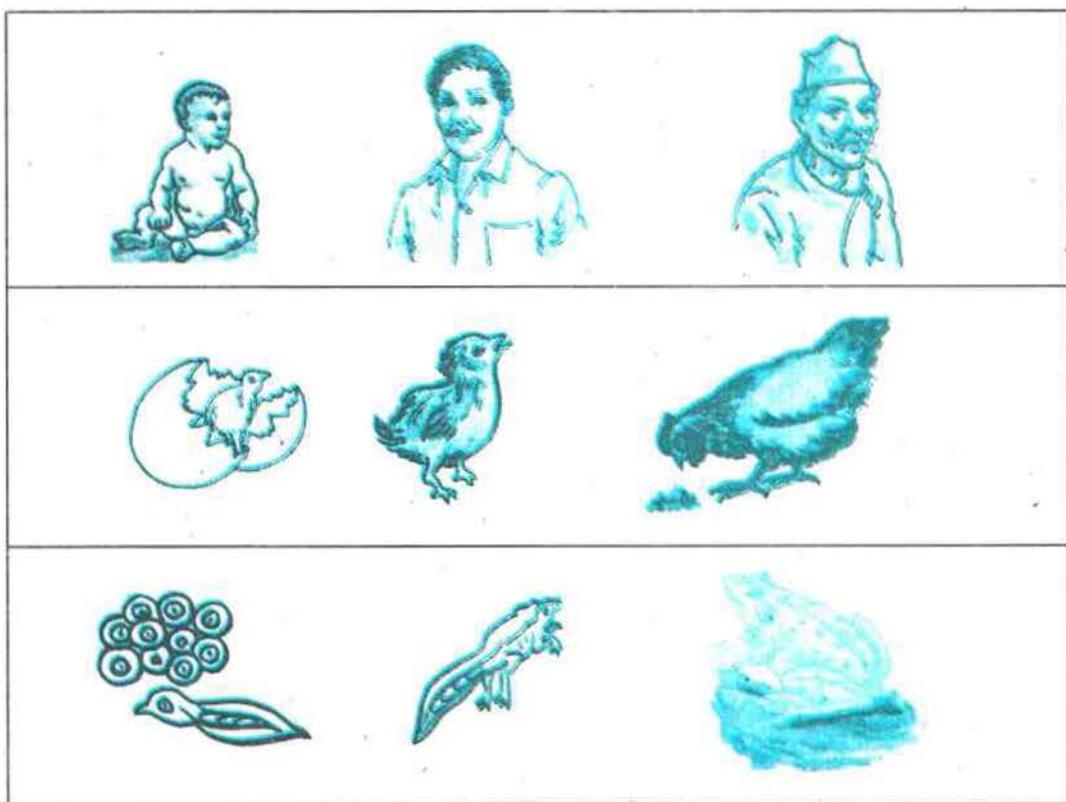


3. Match the following:



# ANIMALS GROW

Look, recognize and describe.



In the beginning animals babies are small. They slowly grow up. When they grow up, they reproduce the babies of their own kind. They have movement. They take food. Animals are living things.

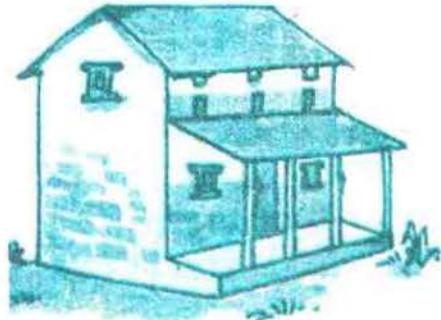
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#### Teaching Hints

- Let the students observe the other animals also except those given in the above pictures.
- Begin the topic with questions-answers.

## Exercise

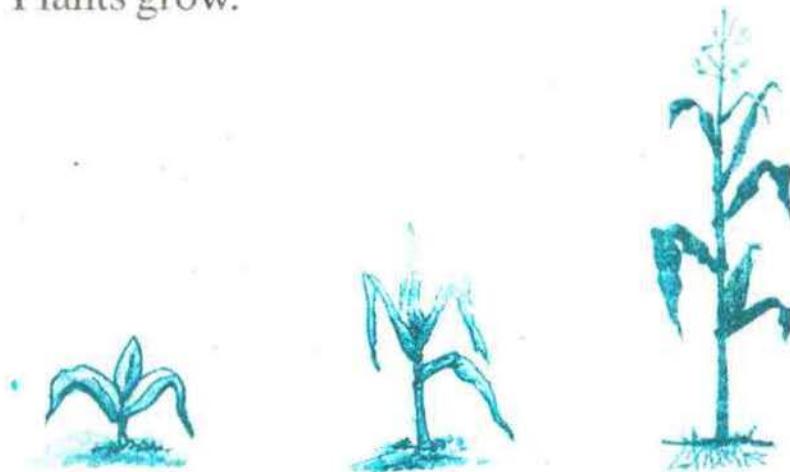
1. Which animals have you seen growing ? Give the name of any four such animals.
2. Point out (whether the following statement are) right or wrong.
  - a. Hen's chicks grow and become bigger.
  - b. Cow's calf grows.
  - c. Buffalo's calf does not grow.
  - d. Duck's duckling does not grow.
  - e. Chair and table do not grow.
3. Which of the following things grow and which ones do not grow ? Identify.



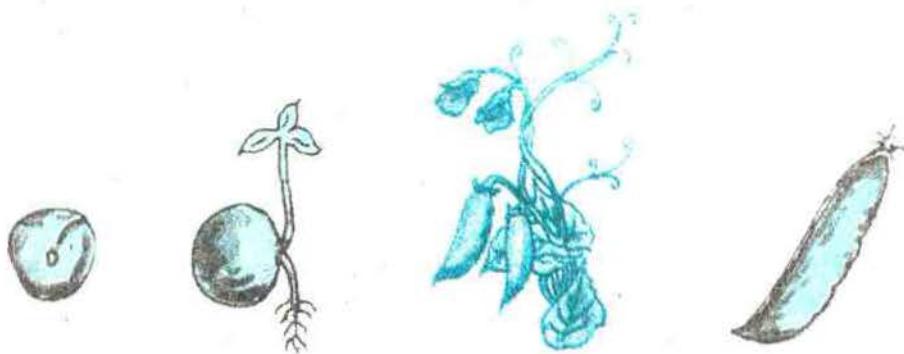
# PLANTS

Look at the pictures and describe.

a. Plants grow.



b. Plants reproduce their own kind.



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## Teaching Hints

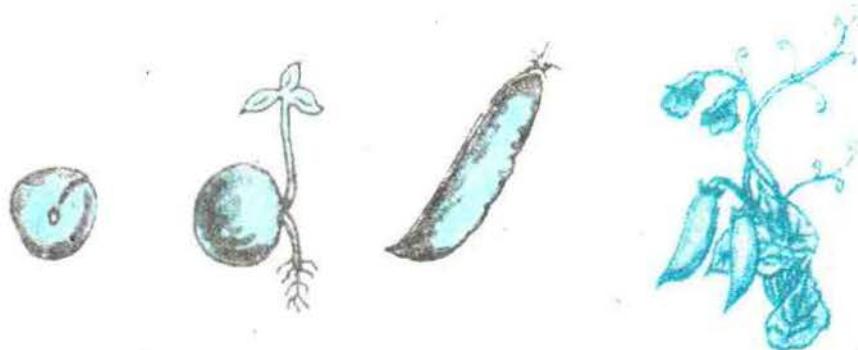
- Give the examples of growing stages of different plants such as corn, paddy, gram (chick pea) etc. and make the concept clear.

c. Plants need food.



### Exercise

1. In the following stages, tell them in order.



2. Write down the names of any three plants which you have seen and known.

---

### Teaching Hints

- Give the following concept to your pupils.
- Plants not only need water but they also need other materials.

# NON-LIVING THINGS

Look at the pictures, recognize and answer the following questions:



- What are there in the above pictures ?
- Do they all eat food ? Can they go from one place to another place themselves ?
- Do they grow ?
- Can they reproduce ?

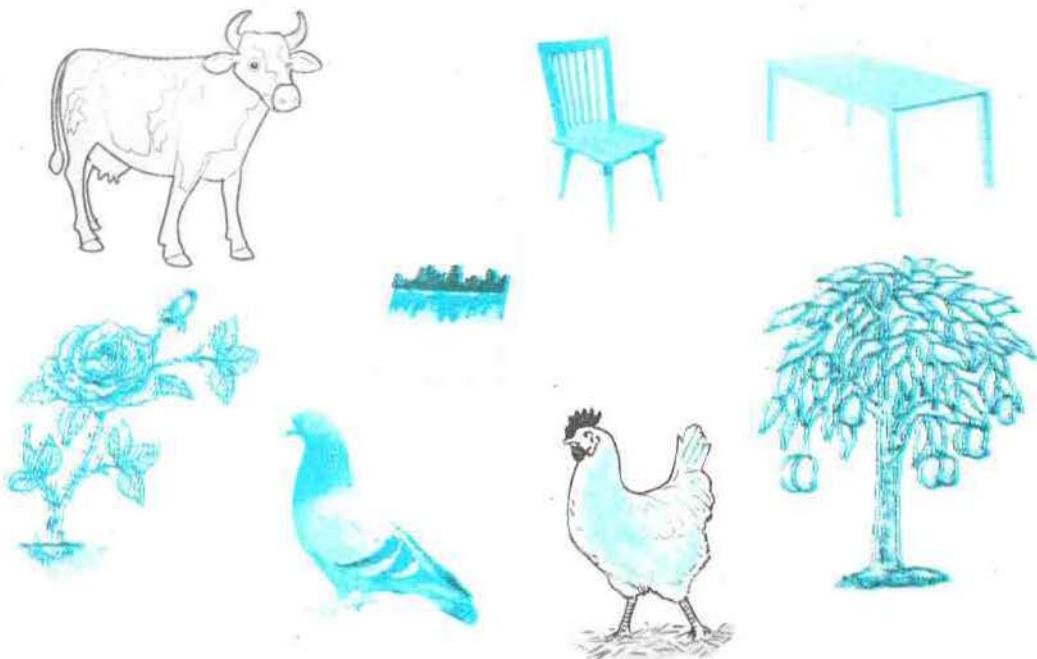
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#### Teaching Hints

- Give different examples of living and non-living things to the students.
- Let your students to differentiate them on the basis of external characteristics like movement, growth, feeding habit etc.
- Use easily available things or the things which can be easily taken into the classroom. Let your pupils differentiate living things and non-living things.

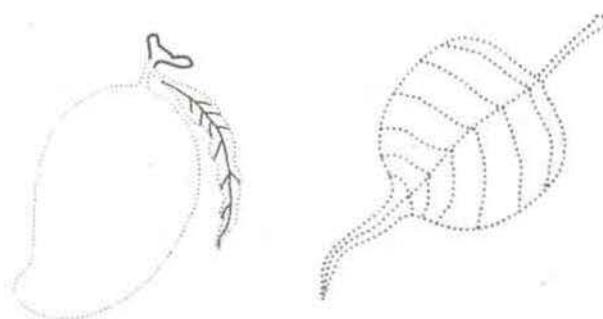
## Exercise

1. Which of the following are non-living things ?



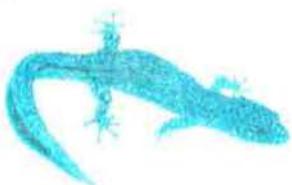
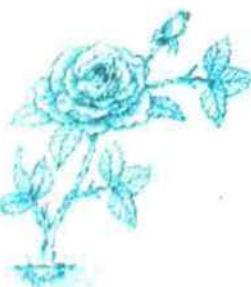
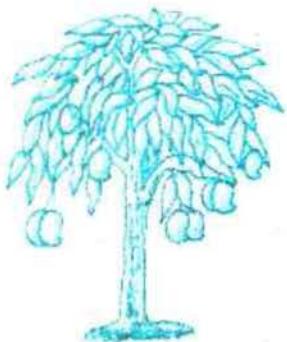
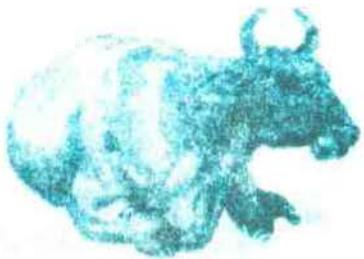
2. Give the answer of the following questions:

- Tell the name of any two non-living things.
  - Give any three characteristics of living things.
  - Are you living or non-living things ?
3. Complete the dotted lines of the following figures. Say, name of the figure?



# ANIMALS AND PLANTS

Look at the pictures , recognize and say.



## Teaching Hints

- Let the children observe the given pictures and introduce their names to them.
- Tell them to identify the animals and plants among these pictures.
- Tell them to say the names of other animals and plants ( on the basis of their experience in their surroundings) except those given in the pictures.

## Exercise

(A) What is doing in the picture?



(B) What colour do they have ?



Rabbit



Banana



Crow



Parrot



Ant



Cauliflower

### Teaching Hints

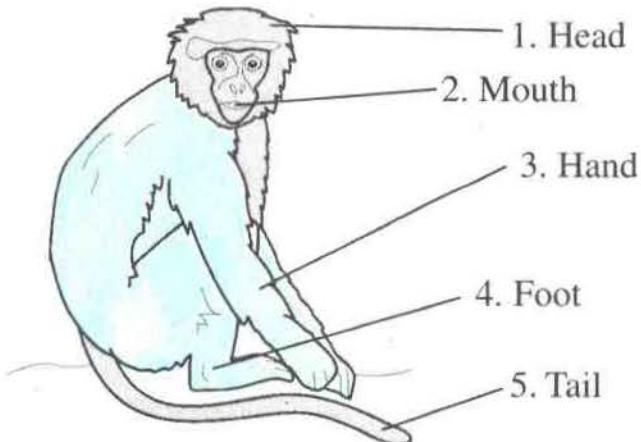
Help your students to make conclusion that,

- Animals move from one place to another. Plants are always fixed at one place.
- Mostly plants are green in colour. Animals are of different colours.

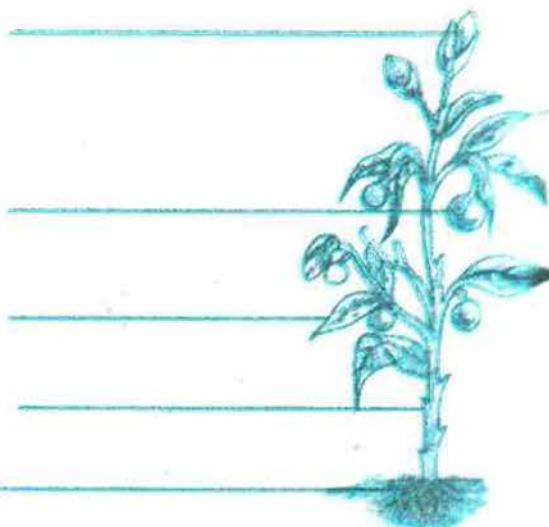
# MAIN ORGANS AND PARTS OF ANIMALS AND PLANTS

What do they have ? Look, recognize and describe.

Monkey



1. Flower



## Teaching Hints

- Show the different parts of animals like head, hand, foot, tail to pupils and compare with the parts of the plants.
- Let pupils observe the parts of plants and animals and compare their different parts.

## Exercise

1. Look at the pictures and tell what do they have ?

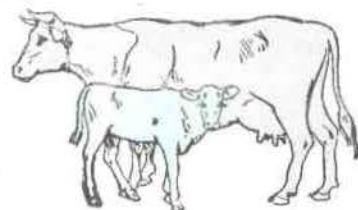


Buffalo



Mustard plant

2. Look at the following pictures and identify animals and plants.



3. Draw a figure of an animal and a plant and colour them.

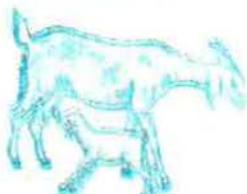
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### Teaching Hints

- Let the children to identify animals and plants in the given figures.
- Encourage your students to draw a simple sketch .

# GRASS AND FLESH EATING ANIMALS

Look at these pictures. Tell, what they eat ?



Goat



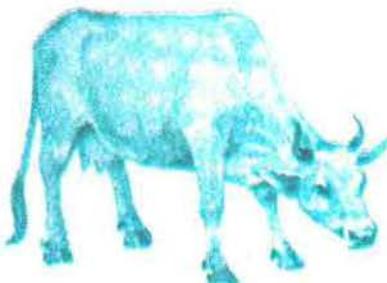
Rabbit



Wolf



Vulture



Cow



Tiger

Animals eat food. Some animals eat grass, grains and fruits. Some animals eat flesh. Flesh eating animals eat other animals.

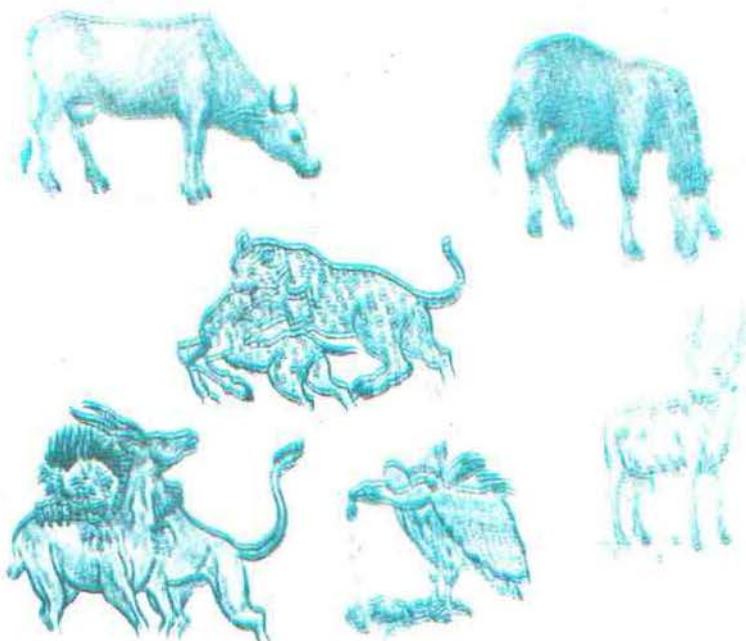
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#### Teaching Hints

- Do question-answer practice on the basis of the given pictures.
- Make your pupils clear about above mentioned matter.

## Exercise

1. Which of them are flesh eating animals ? Identify.



2. Tick ( ✓ ) for true and cross ( x ) for false statements in the box.

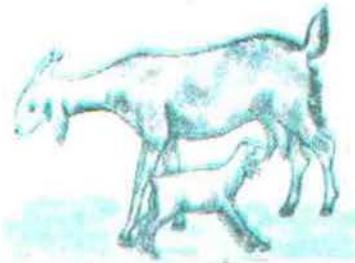
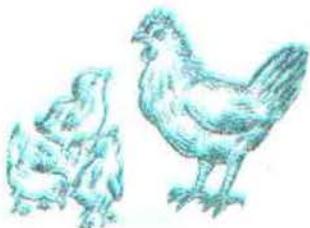
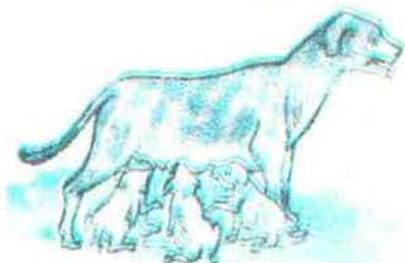
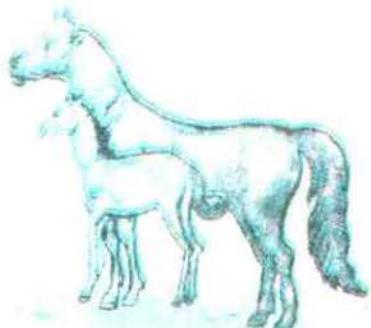
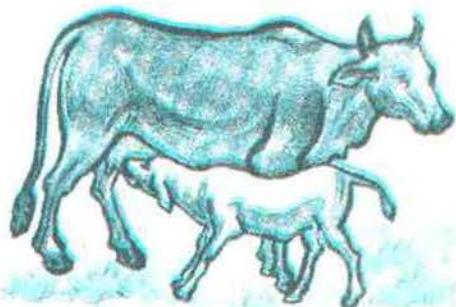
- (a) A cow eats grass.
- (b) A monkey eats flesh.
- (c) A flesh eating animal eats the flesh of other animals.
- (d) A vulture eats grains.

3. Write the names of any four grass and grain eating animals.

- (a) ..... (b) .....
- (c) ..... (d) .....

# BABIES OF ANIMALS

Look, recognize and tell the names of babies of animals.



In the above figures, a cow is with a calf. A horse is with a colt. A goat is with a kid. A dog is with puppies. A hen is with chicks. A frog is with a tadpole. All animals have babies.

## Teaching Hints

- Tell the student to observe the given figures in the textbook.
- Introduce the names of babies of different animals.
- Ask questions for the names of babies of other animals.
- Encourage them to learn and to say the names of babies of some other animals also

## Exercise

1. What are the babies of animals called ? Read and match the following:

A

Animals' name

Rhinoceros

Ass

Hen

Duck

Goat

Tiger

B

Babies' name

Kid

Cub

Calf

Chick

Tadpole

Colt

Duckling

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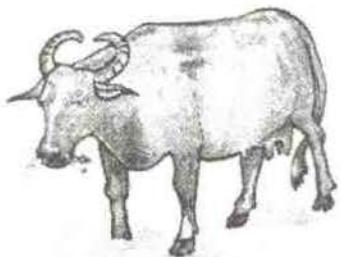
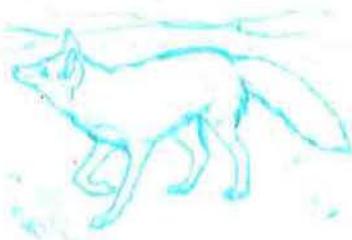
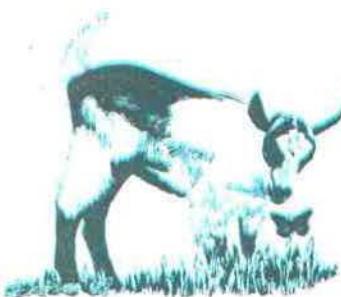
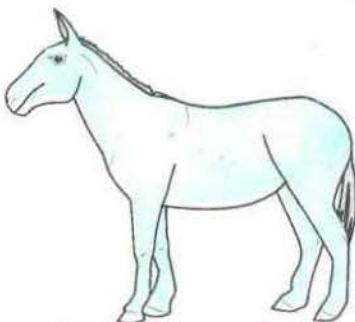
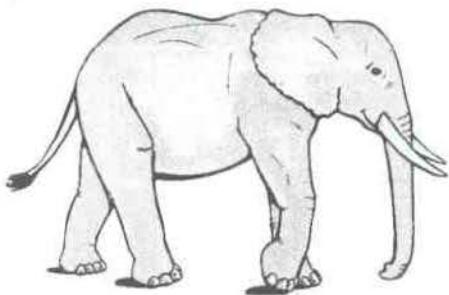
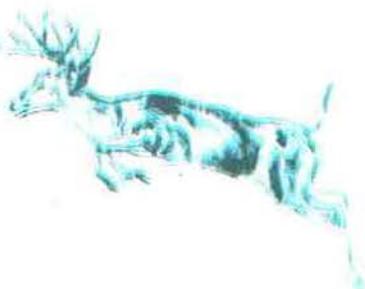
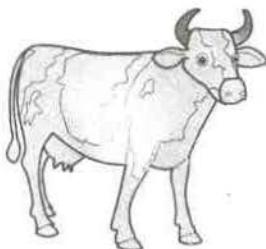
### Teaching Hints

- Do oral practice for what we call the babies of different animals.
- Tell the students the names of babies of some animals such as

Tiger	Cub
Elephant	Calf
Rhinoceros	Keto
Ass	Colt
Duck	Ducklings

# SOME ANIMALS WITH HORNS AND TAILS

Look at the following animals. Say, what do they have ?



Some animals have horns. Horns are in head. Some animals have tail. Some animals have both horns and tail .

## Activity

1. Have you seen animals with horns but without tail ? Discuss with your friends and write the name of any five such animals.

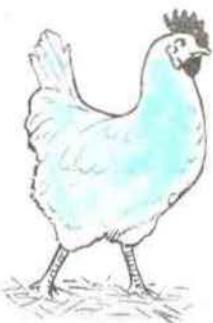
2. Write the name of the following animals in the given table as shown.

Cow, buffalo, dog, rabbit, elephant, pig, sheep, goat, horse, mouse, frog, monkey, crow, butterfly, insect.

Have horns and tail	Have no horns but have tail only	Have no horn and tail
cow	dog	Frog

# ANIMALS WITH WINGS

Look at the pictures and identify.



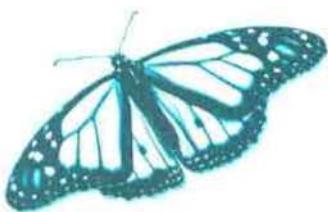
Hen



Duck



Crow



Butterfly



Housefly



Sparrow

Some animals have wings. Most of them fly in the air. Birds have wings. Which other animals have wings except birds ?

## Activity

1. Write the name of any five animals which have wings.
2. Draw the figure of an animal having wings using which you like.

## Exercise

1. Write down the name of animals which have wings in the given figure.

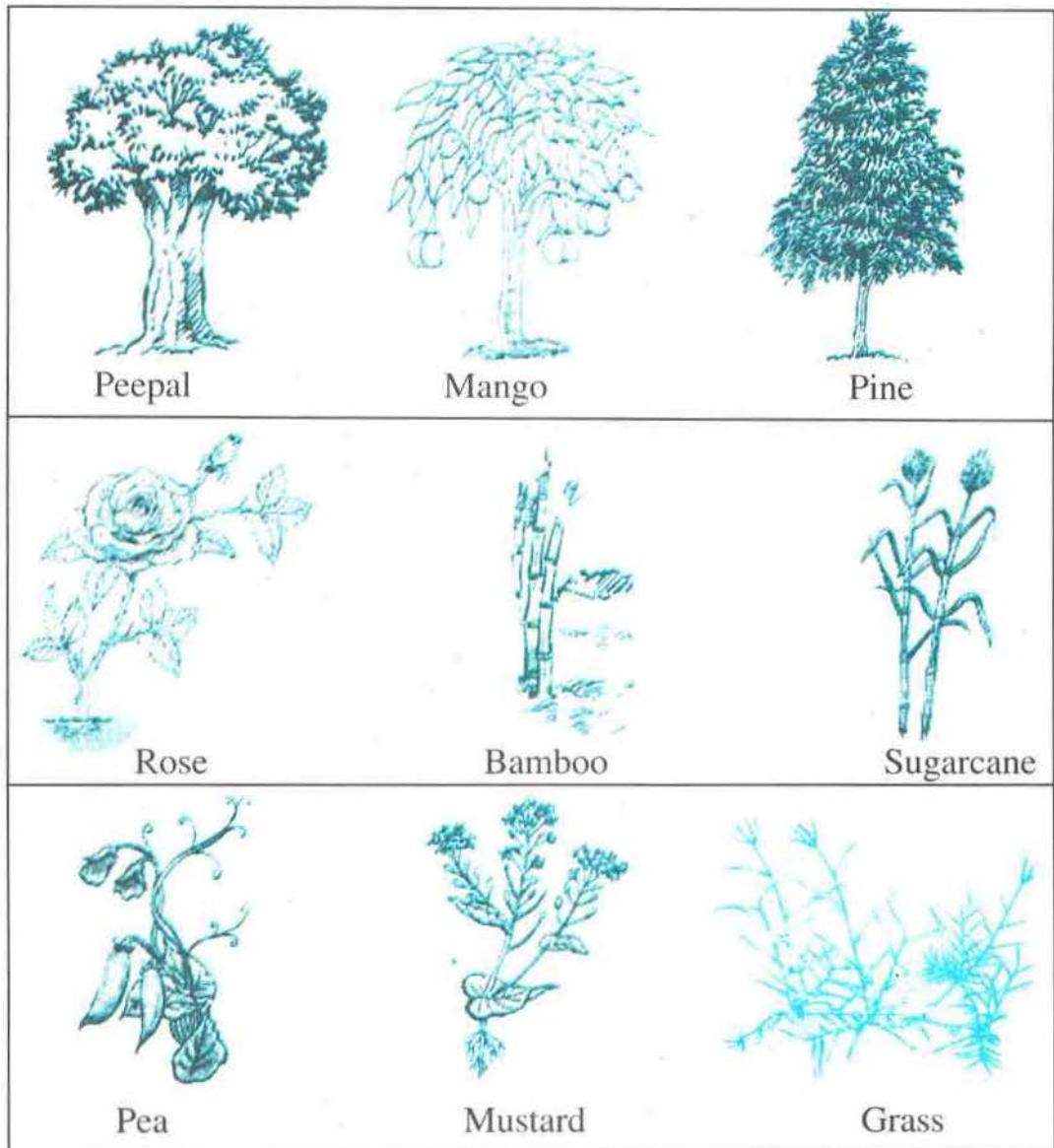


### Teaching Hints

- Ask questions about other animals except those given in the figure.
- Also discuss about animals with mouth and scales giving examples.

# DIFFERENT TYPES OF PLANTS

Look at these plants and identify them:



Some plants are big. Big plants are called trees. Some plants are moderate. These plants are called shrubs. Some plants are very small and soft. These plants are called herbs.

## Activity

Look around your school garden or your house. What kinds of plants do you see there? Write down the names of any five plants and identify trees, shrubs and herbs among them.

## Exercise

1. Answer the following questions:
  - a. Write down the name of two trees.
  - b. Write down the name of two shrubs.
  - c. Write down the name of two herbs.
2. Identify herbs in the following plants.

Peepal

Apple

Banyan

Coriander

Mustard

Rose

Peach

Babari

Garlic

Walnut

Grass

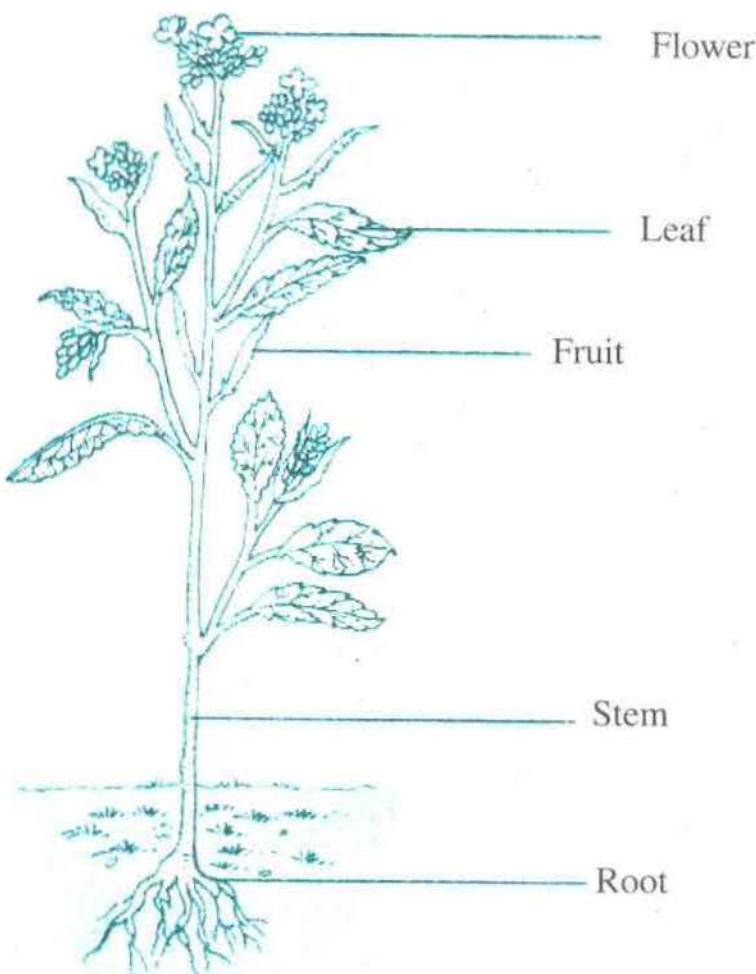
Potato

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### Teaching Hints

- Give the local name of the plants to the pupils.
- Tell them to identify tree, shrub and herb.

# DIFFERENT PARTS OF PLANTS



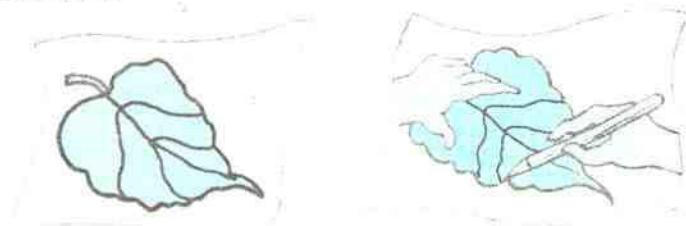
Plants have leaves. Plants have roots. Leaves are of different shapes. Most of the leaves are green in colour. Plants have stem, flower and fruit.

#### Teaching Hints

- Display a chart showing different parts of a plant.
- Display a plant available in your locality.
- Help your children to recognize and identify the different parts of plants such as leaf, root, stem, flower, fruit, etc.

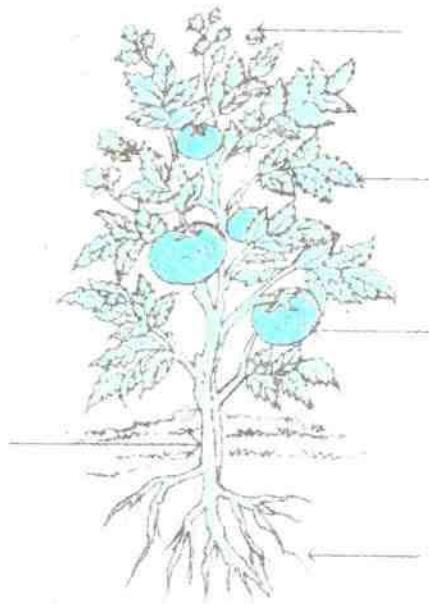
## Activity

1. Take a thick leaf.
2. Place the leaf on a page of your exercise book.
3. Draw an outline of the leaf with a pencil as shown in the figure. How is your sketch ?



## Exercise

Tell the names of the parts of the plants shown by the arrow in the given figure.



---

### Teaching Hints

- Practice question answer.
- Plants have different parts like leaf, flower, fruit, stem, and root as animals have different organs like hand, legs, head, etc.

# CARE OF ANIMALS

Look at the picture and discuss.



Cow, buffalo and birds are animals. We should love animals. We should feed animals. We should take care of animals. We keep some animals in our homes.

## Teaching Hints

After observation and discussion, give your children concept like

- We should not beat animals.
- We should not tease animals.
- We should take good care of animals.

## Activity

Discuss, which action is right or which is wrong?

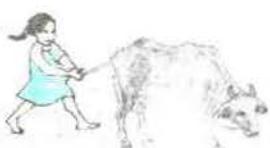
(a)



(b)



(c)



(d)



(e)



(f)



## Exercise

1. Tick ( ✓ ) mark against right statement and ( ✗ ) against wrong statement in the box.

(a) We should beat cow.

(b) We should give grass to the buffalo.

(c) We should poke the bee hive with a stick.

(d) We should give food to the pigeon.

(e) We should beat dog.

## Teaching Hints

- What actions are taking place in the given pictures? Discuss.
- What happens if we do such actions? Ask such questions to your student and involve each of them in the activities.

# CARE OF PLANTS

Look at the picture and discuss.

(a)



(b)



(c)



(d)



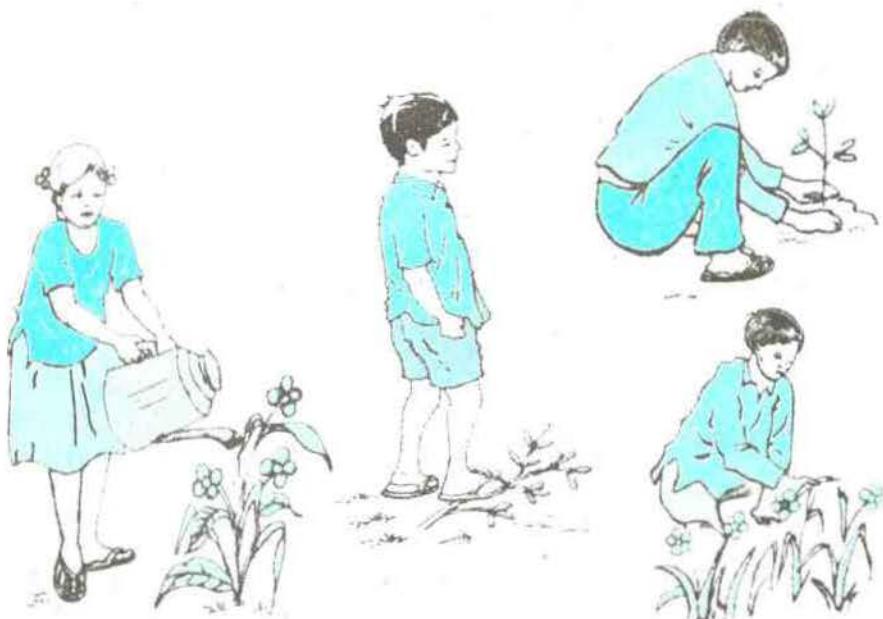
We plant trees. We put water in the plants. We keep fence around the plants to protect them. We take proper care of the plants.

## Teaching Hints

- Let the children observe the pictures and do the activities.
- On the basis of their observation and activities, give concept of
  - We should take care of the plants.
- Involve them in question answer.

## Activity

Which of the following activities should we do ? Which of the following shouldn't we do ? Discuss with your friends and give the answer.

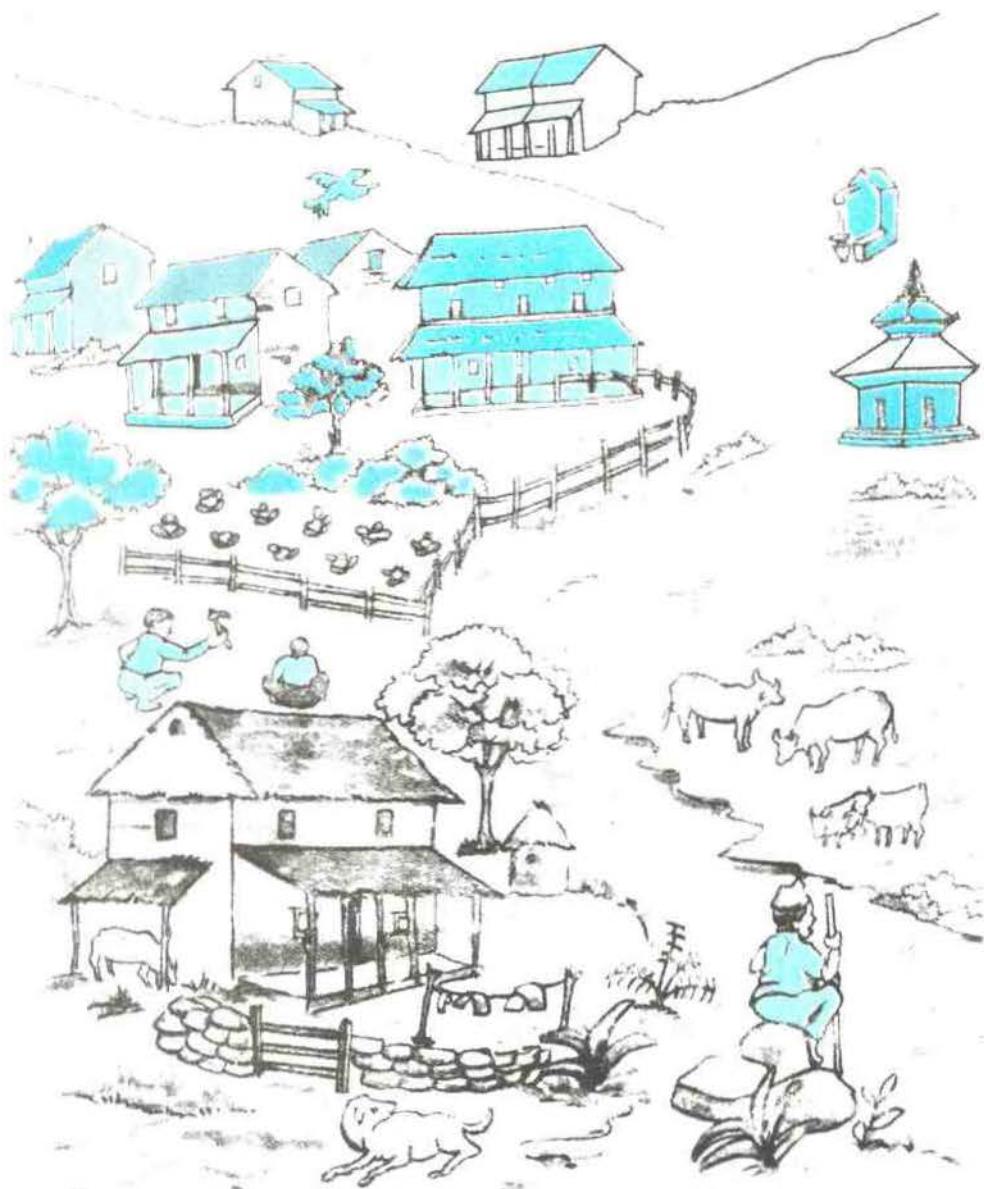


## Exercise

1. Tick (✓) mark for right statement and (✗) mark for wrong statement in the box.
- (a) We should not pluck the leaves of the plants.
  - (b) We should water the plants time to time.
  - (c) We should break the plants.
  - (d) We should kick the plants.
  - (e) We should put manure to the plants.
  - (f) We should damage the fencing bar of the plants.
  - (g) We should scrap the bark of the plants.

# SURROUNDING ENVIRONMENT

Look at the picture. What things are given in the picture?



---

## Teaching Hints

Make your students to observe the living and non-living things in the surroundings.

## **Exercise**

1. Answer the following questions :
  - (a) What are the things around you ? Give the name of any four things.
  - (b) Say the names of any four animals found in your surroundings.
  - (c) Say the names of any four plants found in your surroundings.
  - (d) What are the living things around you ? Say and write the names of any four living things.
  - (e) What are the non-living things around you ? Say the names of any four non-living things.
2. Tick (✓) mark for the right statement and cross (✗) mark for wrong statement in the box.
  - (a) There are only human in the village.
  - (b) Both living and non-living things are found in the village.
  - (c) House and temple are living things.
  - (d) Cow and goat are non-living things.
  - (e) Fields, soil and stones are made from non-living things.

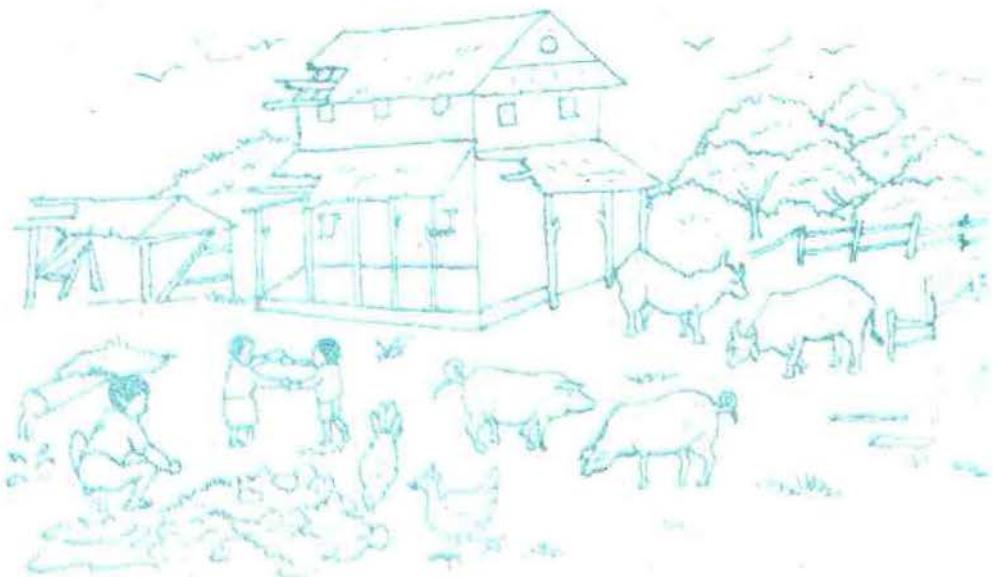
# CLEAN AND DIRTY ENVIRONMENT

Look at both the pictures given below. Compare them and discuss.

(a)



(b)



## Exercise

1. Answer the following questions.

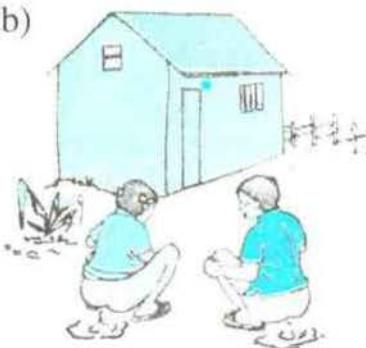
- (a) Which one house do you like in the given figure ?  
Why ?
- (b) What are the living things that make house dirty ?
- (C) What are the non-living things that make house dirty ?
- (d) Draw a house which you like most and colour it.

2. Which action is good to keep the house clean ? Mark (✓) in the picture.

(a)



(b)



3. Fill in the blanks with the given appropriate words.

Basket      clean      spite      draw

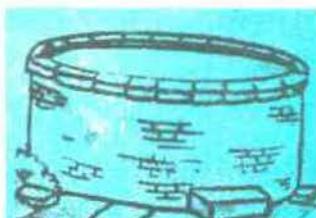
- (a) We should throw the waste of the classroom in .....  
.....
- (b) We should not ..... in the classroom.
- (C) We all should keep our school .....
- (d) We should not ..... with pencil on the wall of the school.

Look, read and discuss.

(a)



(b)



(c)



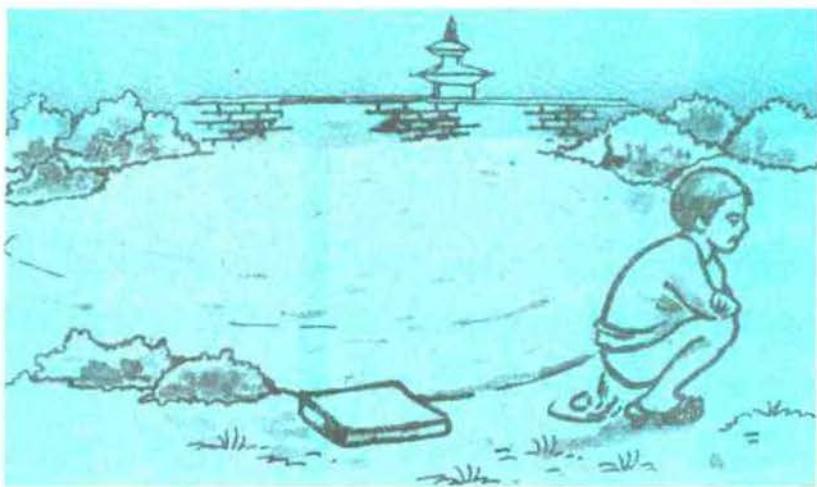
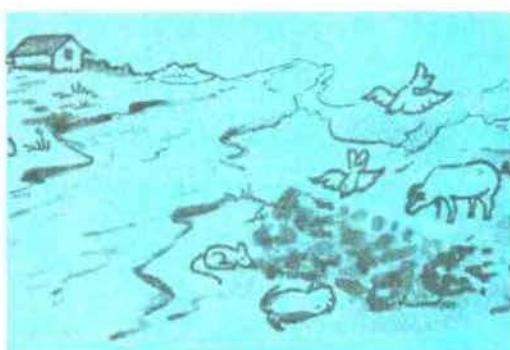
(d)



We get water from tap, well, etc. There is water in stream, river and pond. Tap water is clean. The water of stream, river and pond is dirty. Dirty water makes us sick. We should keep clean around the water resources.

## Exercise

1. Which water do you drink at home ?
2. What do we need water for ?
3. How does the water of stream, river and pond become dirty ?
4. Which of the following activities should not be done ?

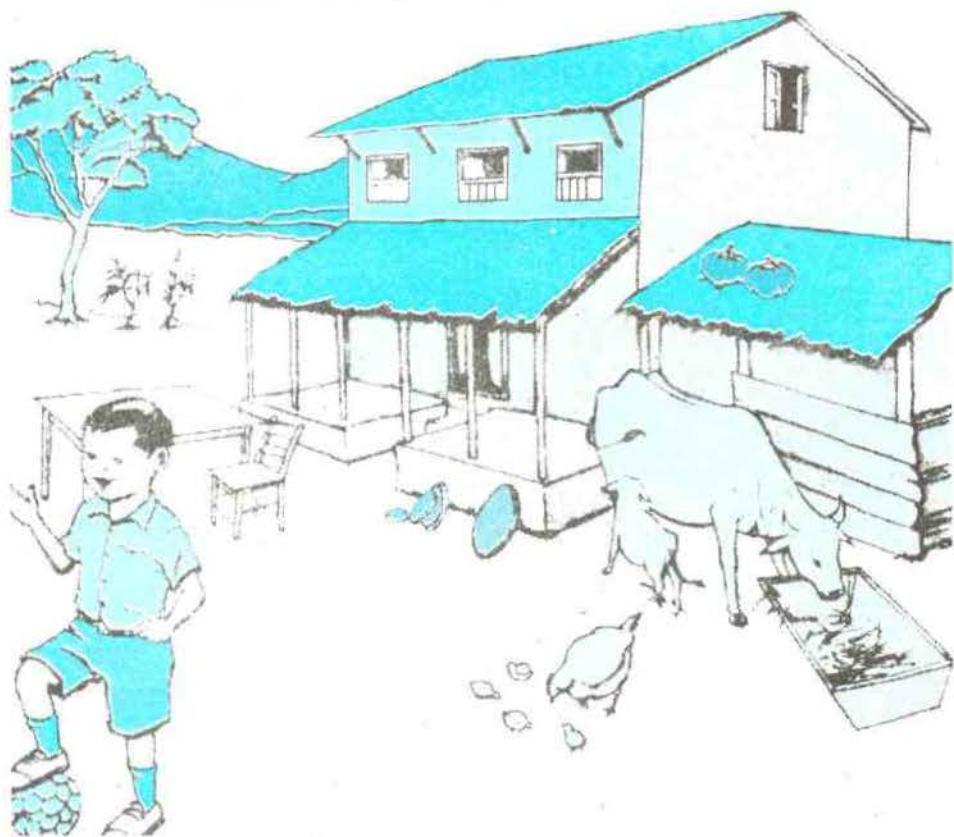


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### Teaching Hints

- Take students to the nearby stream or river and pond and let them observe the cause of water pollution.
- How does the man pollute water ? Discuss at local level.

Look at the picture and recognize.



The table has four corners. The kitchen tray is big and circular. My ball is round. There are pumpkins on the roof of the cowshed. The cowshed is small. The cow is big. The calf is small. There is a hen with her chicks in the courtyard. The chicks are small.

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#### Teaching Hints

- Let the children identify big and small objects.
- Let the children compare the size.

## Activity

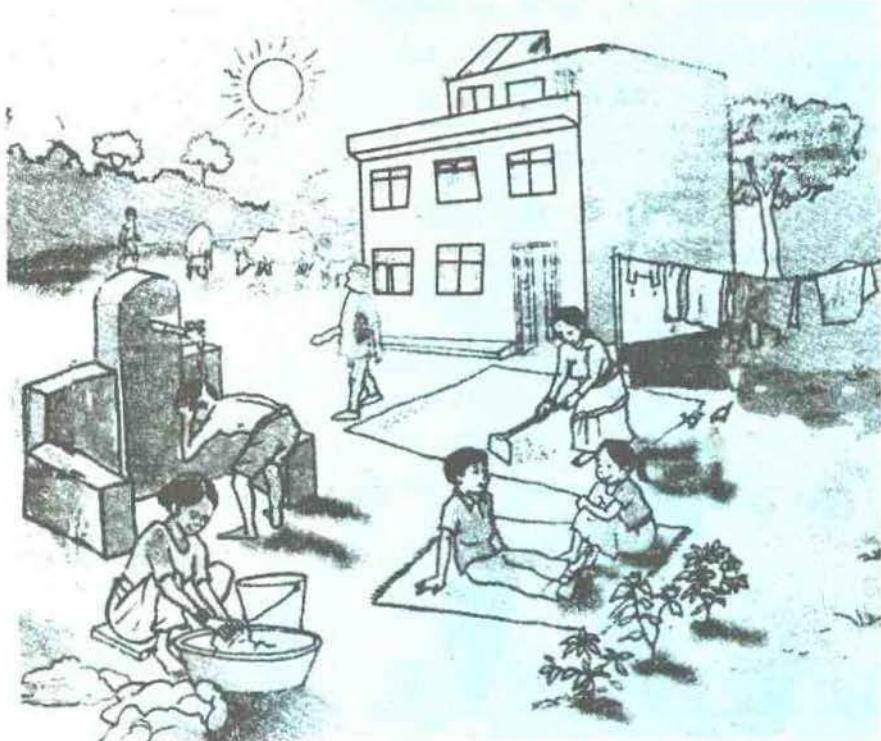
Which of the objects in your house are bigger and which are smaller ? Say and write.

S.No.	Small objects	Big objects
1.		
2.		
3.		
4.		
5.		

## Exercise

1. Say and write the names of any two circular objects found in your surroundings.
2. Say and write the name of any two corners objects found in your home.
3. Say and write any two round objects found in your surroundings.
4. What big and small objects have you seen ? Say and write.

Look , recognize and describe.



There is sun shine today. People are sitting in the sun. Cattles are grazing in the field. A man is bathing at the tap. Someone is washing clothes . Clothes are kept for drying. There are plants. Electricity is produced from the sun. Crops are dried in the sun. Shadow can be seen in the sunny day.

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#### Teaching Hints

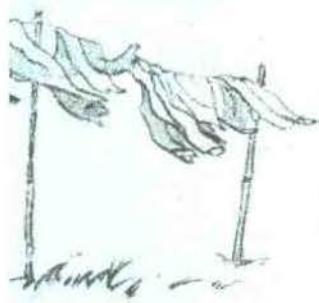
- Involve the students in discussion for the following :  
‘ We get heat and light from sun.’
- Ask questions and tell them about the uses of heat and light of the sun.

## Exercise

1. What do we get from sun ? What would happen if there were no sun ? Write.
2. Can we do the following activities even if there is no light ?



Digging a field



Drying clothes



Reading



Walking

3. Write down any four work which you can do in day time.

### Teaching Hints

- We need heat and light to work . Clear this concept by giving different examples.

# FIRE

Look at the picture, recognize and describe.



We get heat from fire. On a cold day, we warm ourselves from fire. We cook food on fire. We heat water on fire. We need firewood, kerosene, cow dung cake , gas etc. to lit fire.

## Exercise

1. How do you cook food at your home ?



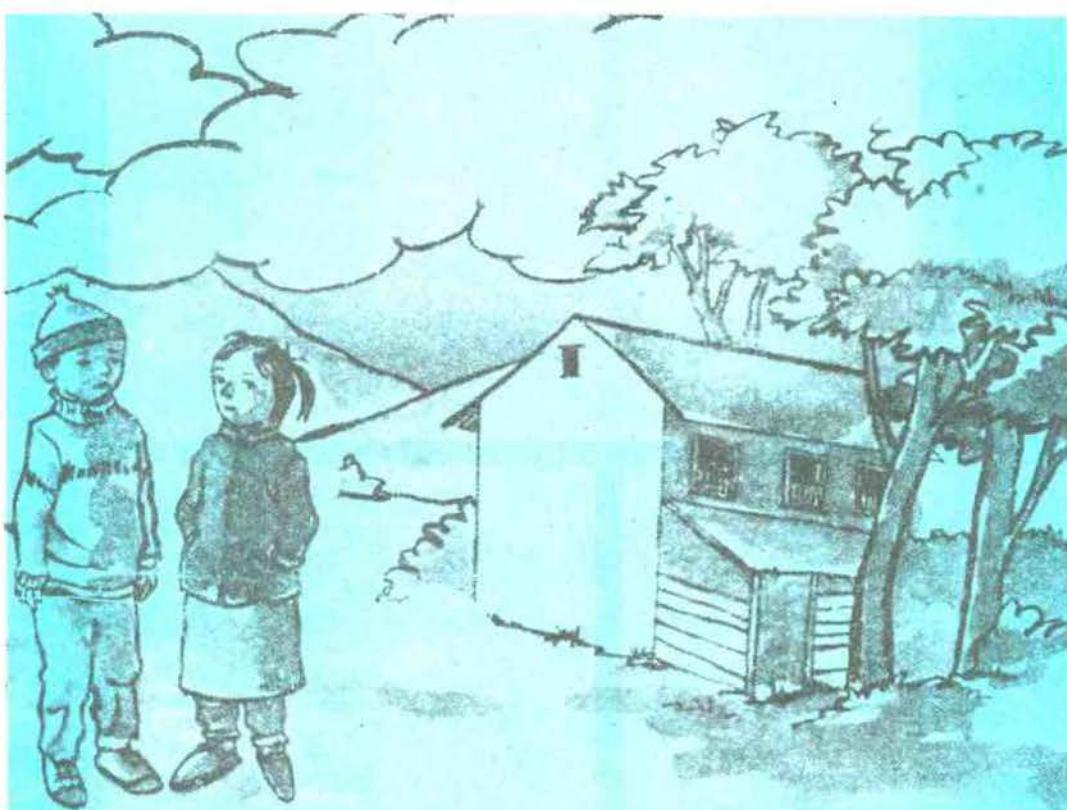
2. For what other purposes we need fire ?

### Teaching Hints

- Tell your student that we can cook food by using electricity.
- Introduce different sources of heat.
- Explain the importance of fire.
- Make aware that misuse of fire may damage or cause the loss of property and lives.

# CLOUDY DAY

Look and say what day is it.



Is the sun seen on a cloudy day ? What are seen in the sky on a cloudy day ? Is shadow seen on such a cloudy day as it is seen on a sunny day? Is the day less warm on a cloudy day than on a sunny day ? Is the day bright on a cloudy day as it is on a sunny day ?

#### Teaching Hints

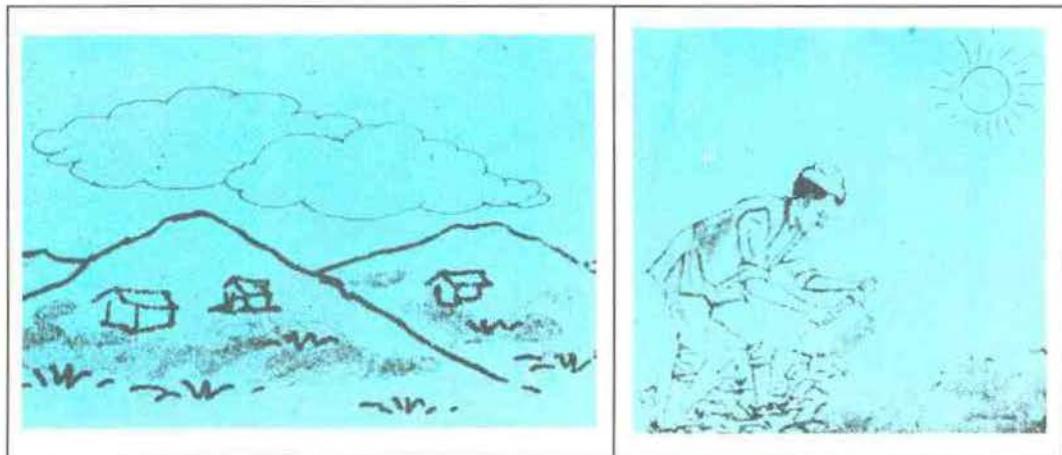
- Discuss with students.
- Students should be able to distinguish between a cloudy day and a sunny day on the basis of above questions.
- Students should develop a habit to describe or to tell the things which they have seen on a cloudy day.

## Activity

Draw a picture of the sun and cloud in your exercise book . Compare with your friend and show it to your teacher.

## Exercise

1. Look carefully at the pictures given below. What are shown in the pictures ? Say.



2. Choose right answer from the bracket and write in your copy.
  - a) On which day the sun is seen ? (sunny day, cloudy day)
  - b) On which day, the shadow is seen ? (on windy day, on sunny day)
  - c) On which day there is more cloud in the sky ? (on Sunny day, on cloudy day)
  - d) Which day is warmer ? (on cloudy day, on sunny day)

# RAINY DAY



The above picture shows the rainy day. On a rainy day there is cloud in the sky. Usually, the sun is not seen on that day. The day is not bright like the sunny day. Water is flowing on the ground. People use umbrella on a rainy day. The leaves of tree are wet.

---

#### Teaching Hints

- Discuss the experience of rainy day.
- Make the students to observe a rainy day. Help them to sketch the picture of a rainy day.

## **Activity**

Draw a figure of an umbrella in your exercise book.

## **Exercise**

Give the answer of the following :

- a) What are seen on a rainy day ?
- b) What differences do you see in a rainy day and a sunny day ?
- c) On which day do we see dark black clouds ?
- d) Is there sun shine on a rainy day ?
- e) Can we know the rainfall if we close all the windows of our house or classroom ? How ?

# WINDY DAY

Look at the picture and say what day is it?



On a windy day, the wet clothes hanging outside oscillate. The branches and leaves of tree also oscillate. Sometimes the wind blows fast. This fast blowing wind is called storm. The storm blow away the roof of the house. The trees gets broken. The dust particles rise up. Sometimes, the environment becomes very dark. At this time it is very difficult for us to go out.

#### Teaching Hints

- Discuss the experience of different incidents that occur on a strong windy day.
- Tell them to observe the windy day.
- It is not good to go out during storm. Give such information to the student.

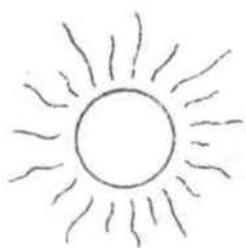
## Exercise

1. Match the symbol with the condition of the day.

Picture



symbol



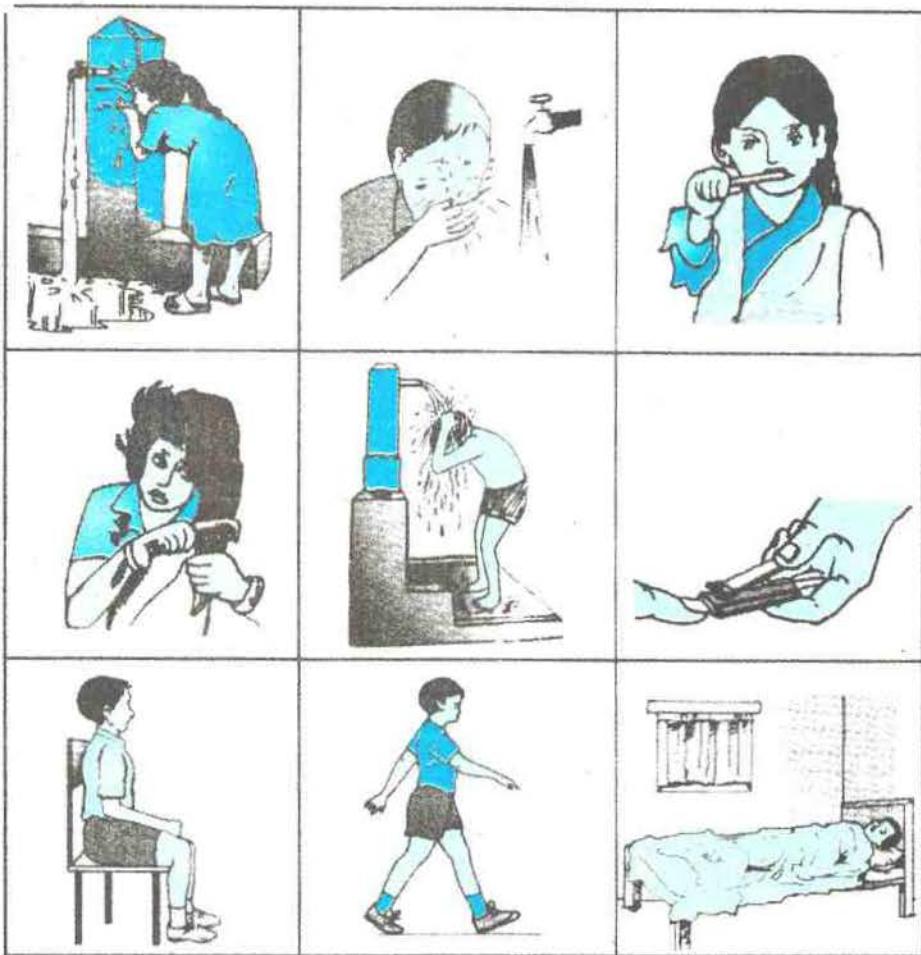
2. What damages does the storm cause ? Write.

# Health Education

## Lesson 26

## CLEANLINESS OF OUR BODY

Look, recognize , say and do.



### Teaching Hints

- Introduce the external organs of our body such as nose, ear, mouth, hands, feet, eyes, head, etc.
- Tell student that these organs should be kept clean.
- Demonstrate the right postures of walking, sitting, and sleeping.
- Tap should not always keep open. Do this activity practically also.

**Health message :** Always keep our teeth clean. Protect us from tooth-pain.

## Exercise

1. What things do we need for cleaning ? Recognize and say.



2. Find which is right or which is wrong.

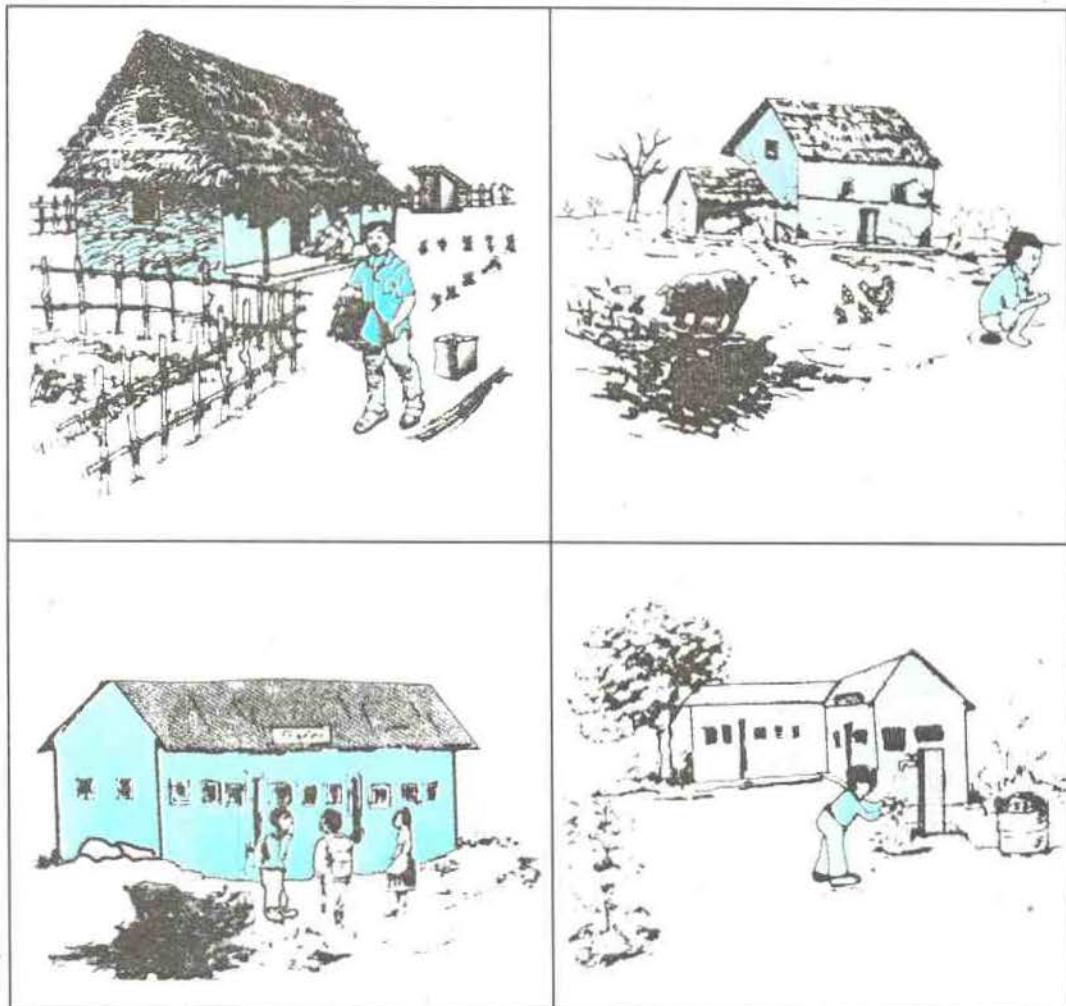


### Teaching Hints

- Discuss about the situation in above pictures.
- While evaluating your students, keep in mind the personal hygiene of the student.
- Demonstrate the additional materials required for cleanliness.

# CLEAN HOUSE AND SCHOOL

Look, recognize and discuss.



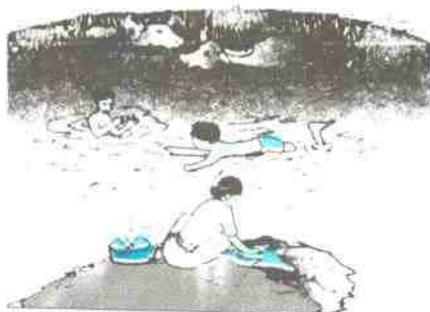
### Teaching Hints

- Let the student to observe the pictures of clean and dirty house and school and ask them.
- Children should clean the room and the ground of the school.
- What has made house and school dirty in the above pictures ? Encourage them to say.

**Health message:** Throw dirty in right place and keep house and school clean.

## Activity

What should we do ? What shouldn't we do ? Discuss and say.

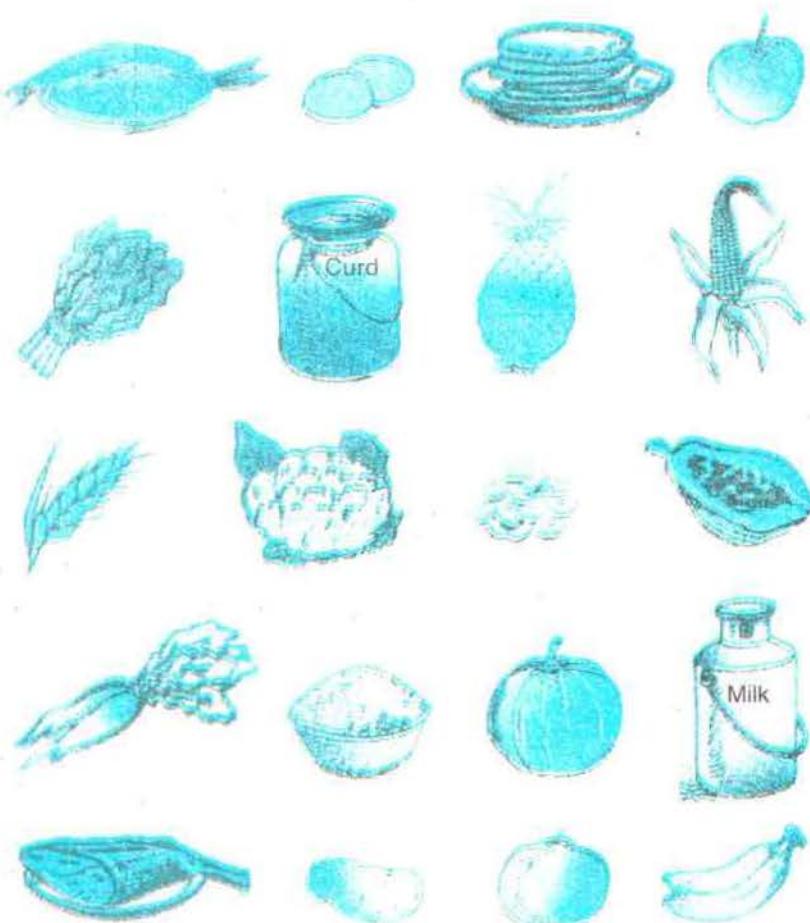


### Teaching Hints

- From the activity and the practical, give information to student that they should not throw wastes wherever they want.
- In the pictures, tell them to identify what is right ? or what is wrong ?
- Tell them the factors that cause water dirty and motivate them to use clean and safe water.

# OUR FOODS

**Look, recognize and say.**

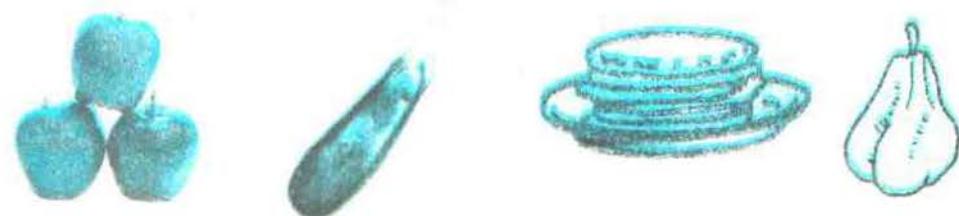
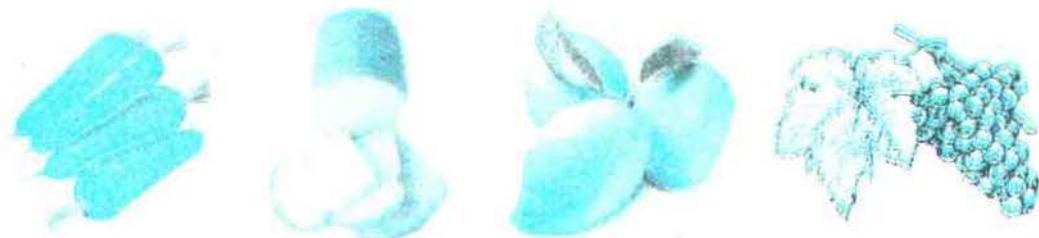


### Teaching Hints

- Let the students observe and recognize the food and ask them to say the names of food.
- Show them the pictures of different kinds of food and tell them to recognize and say.
- In the above picture, foods like fish, egg, bread, apple, spinach, curd, pineapple, maize, wheat, cauliflower, beans, papaya, radish, rice, pumpkin, milk, meat, potatoes, orange, and banana are given respectively.

## Exercise

1. What foods do you eat at home ? Say.



2. What foods are eaten during festivals ? Say their names.

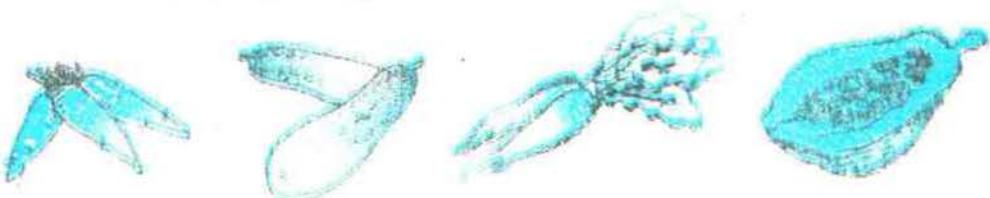
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### Teaching Hints

- What foods do students eat at home in the given pictures ? Ask them.
- What foods do they eat at different festivals ? Tell them to say one by one.

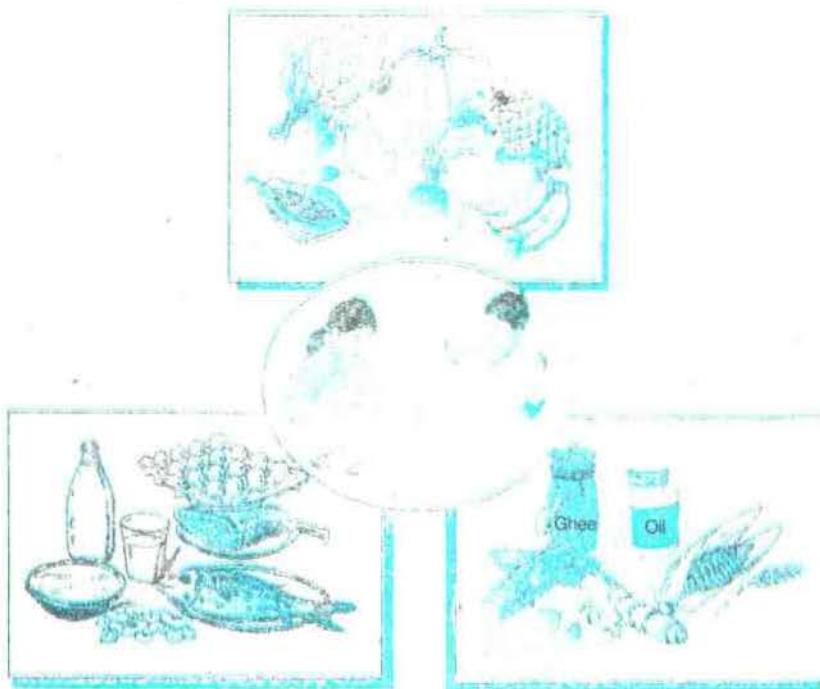
# RAW EDIBLE FOODS

Look, recognize and say.



Carrot, cucumber, radish and papaya can be eaten raw.

**Nutritious food**



## Teaching Hints

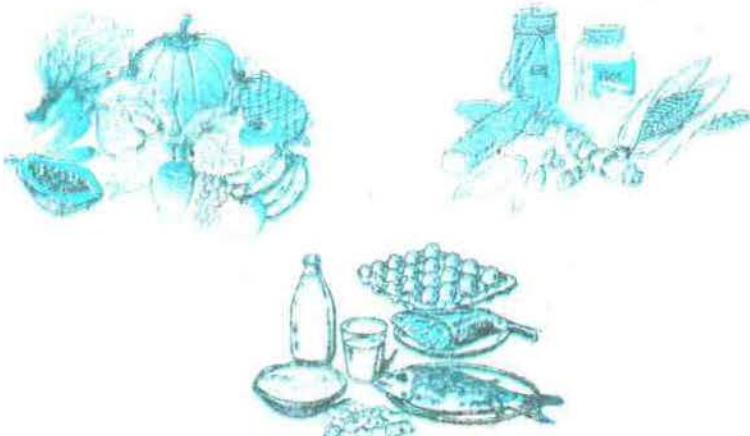
- Introduce the name of raw edible foods.
- Tell them :
  - These raw foods should be eaten only after washing with clean water.
  - For nutritious food, we should eat food from all three groups of food given in the pictures.
  - Discuss about energy giving food, body building food and protective food.

## Exercise

1. Which is right ? Which is wrong ? Discuss.



2. Choose one food item from each group.

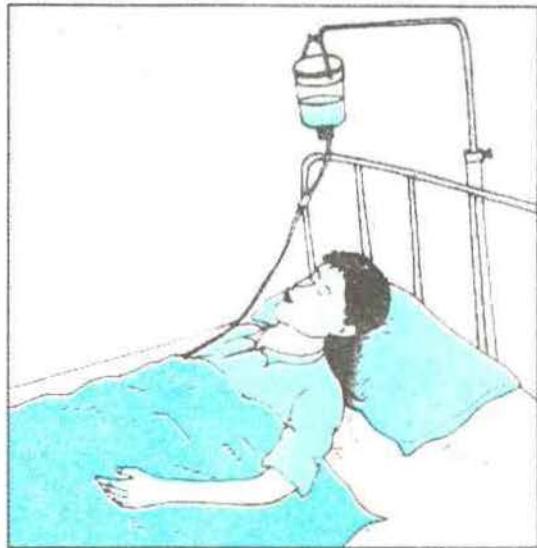
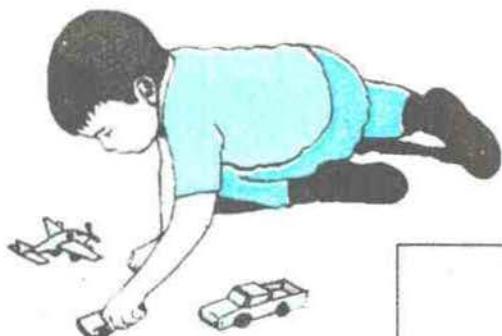


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### Teaching Hints

- Tell your students to differentiate right or wrong in the above pictures.
- Also tell them:
  - To choose one food item from each group.
  - We should eat these food items in our daily diet for nutritious food or balanced diet.

# I AM HEALTHY



I am healthy. I can read and play. I don't like to eat, play and read when I am not well. I take rest when I am not well. I tell others when I am not feeling well.

### Teaching Hints

- Make the students to recognize the picture of feeling well( healthy) and not feeling well ( sick). Discuss with students and tell them
  - They should take rest when they are not feeling well.
  - They must tell their parent or teachers when they are not feeling well.
- Discuss with children about different types of simple diseases which may cause in their locality.

**Health message :** While coughing , sneezing we should cover our nose with handkerchief. Let us protect ourselves from cold or coughing.

## Exercise

1. What are happenings in the following pictures ? Say.



2. Point out right or wrong.

- a. I want to jump when I am not feeling well.
- b. I take rest when I am not feeling well.
- c. We should spit, sputum and nasal mucus anywhere.
- d. We should cover nose and mouth while sneezing.

---

### Teaching Hints

- 1. While doing activities, discuss in group to provide a chance to each child to speak.

# I AM CAREFUL

Look at the following pictures. What happened in each action ? Say.



## Teaching Hints

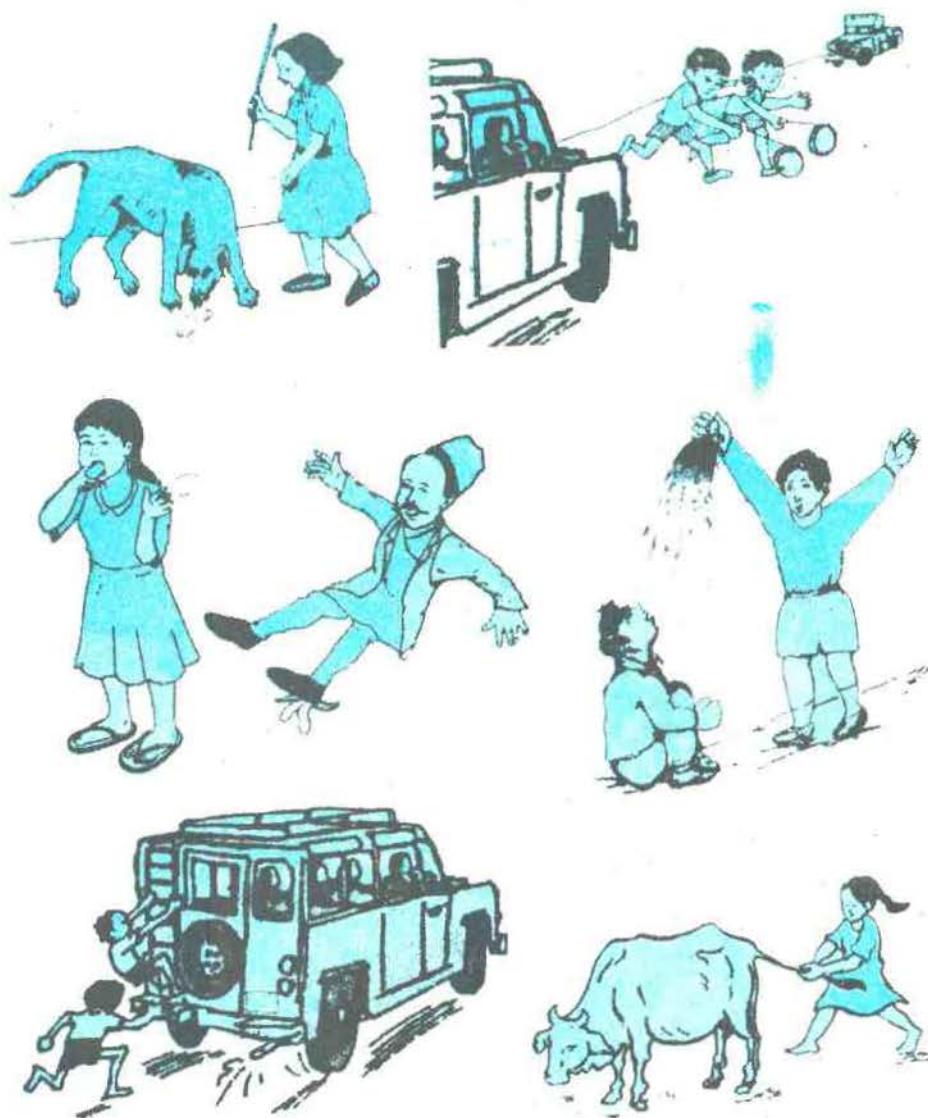
- Allow students to observe the pictures and tell them that they should be aware and protect themselves from such incidents. Make a discussion about such incidents.

In the above pictures the following incidents are given:

- Pressing of hands ( fingers) while closing door
- falling from the branch of a tree.
- Falling from a desk.
- Burning hand from hot water.
- Cutting leg from a piece of broken glass bottle.
- Getting shock from electric current.

## Exercise

Say, what happens when you do as shown in the pictures ?

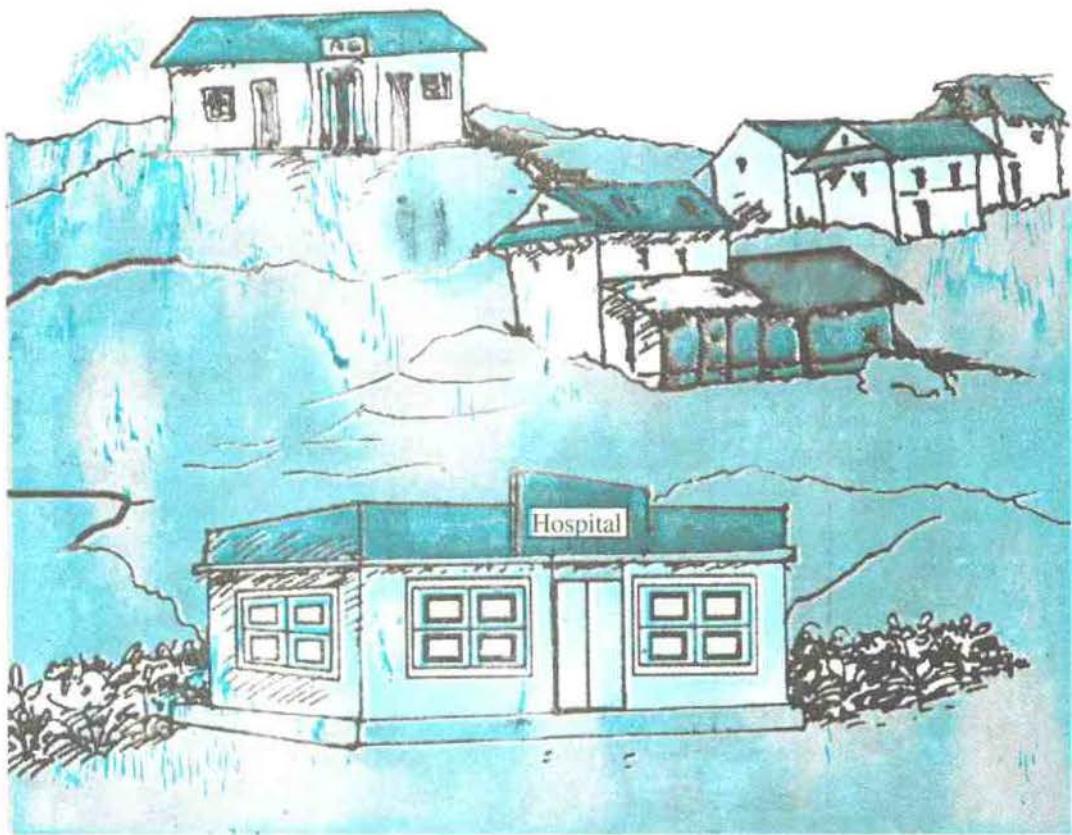


### Teaching Hints

- Tell the results of incidents ( happenings) given in the pictures.
- Make your students alert not to do such works.

**Health message :** Let us not play with fire, electricity and sharp knife. Let us protect ourselves from injury.

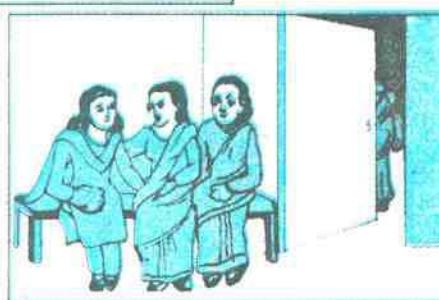
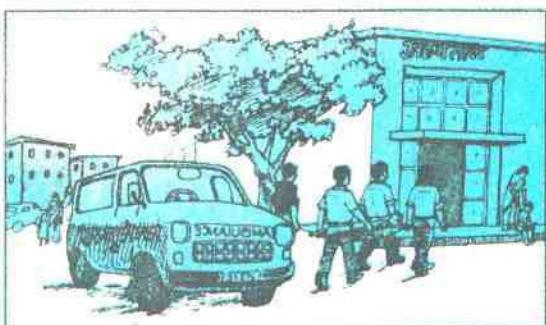
# TREATMENT CENTERS



My village is small. There is a sub-health post in my village. In this sub health post, treatment of simple diseases can be done. Small children get vaccination in sub health post. The other village is bigger than my village. There is a health post. People of that village go to the health post when they are sick. My uncle's home is in town. When people of that town become sick they go to the hospital. We should love sick people.

## Activity

Look at the pictures and say.



## Exercise

Match column A with column B.

### Column A

- Small village
- Big village
- Town
- In between many villages

### Column B

- hospital
- subhealth post
- primary health centre
- healthpost

### Teaching Hints

- What are the organizations that provide health services in town ? Make them to observe the pictures and say.
- In exercise, tell them to match the health service organization to the places.

**Health message:** Let us to get vaccination in time. Let us protect ourselves from sickness.

# PHYSICAL EDUCATION

Lesson 33

## WALKING, RUNNING AND JUMPING

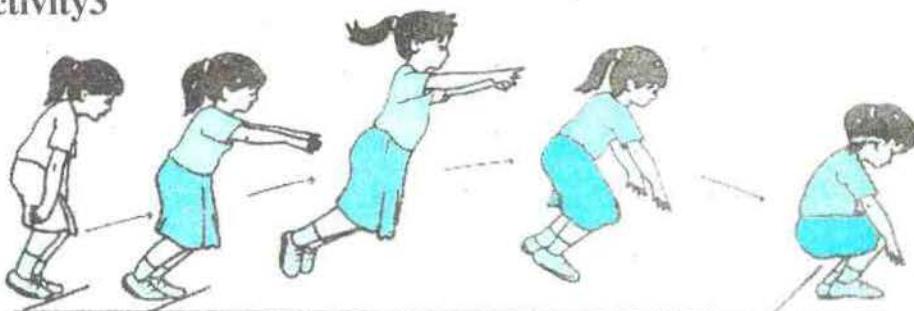
### Activity 1



### Activity 2



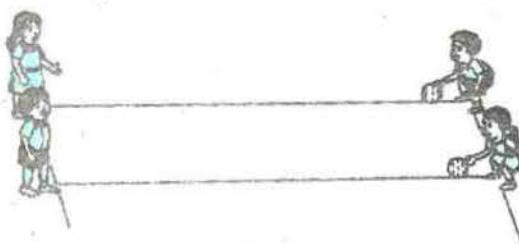
### Activity 3



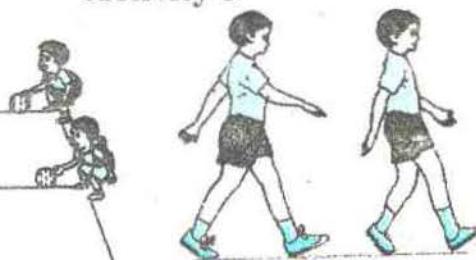
#### Teaching Hints

- Demonstrate the skills of motion like walking, running and jumping.
- Ask students whether they can do these activities or not .
- Always do the activity in the presence of teacher.
- Collect necessary things like string, measuring tape, white lime, whistle before doing any activity.
- Do warm up exercise in the beginning of the game and cool down exercise at the end of the game.

**Activity 4**



**Activity 5**



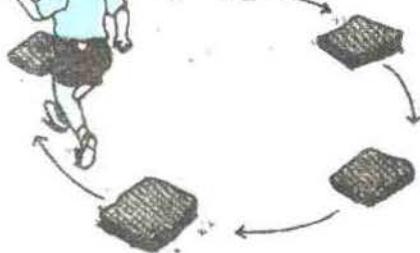
**Activity 6**



**Activity 7**



**Activity 8**



#### Teaching Hints

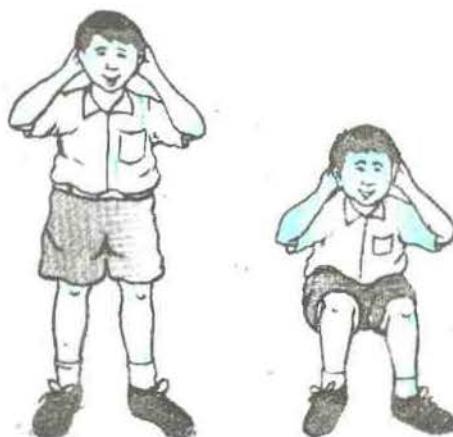
- Simple running should be done to warm up the body before doing any activity.
- Do the above activities like
  - Relay race in straight line.
  - Walking on a zigzag line.
  - Walking in different directions.
  - Walking parallel with friends
  - Obstacle running on a circle
- Your students should do the activities in your direct observation.

**Look, recognize, say and do :**

**Activity 1**



**Activity 2**



**Activity 3**



#### Teaching Hints

- Discuss the pictures given in the textbook.
- Tell them to do exercise accordingly.
- Let them do joint exercises before doing any activity.
- Follow up the following activities as given in the figures.
  - Lifting a friend
  - Sit and stand up activity
  - Pulling a friend
- Make them alert in pair and group activities.

**Look at the pictures and do exercise together.**

**Activity 4**



**Activity 5**



**Activity 6**



**Activity 7**



#### **Teaching Hints**

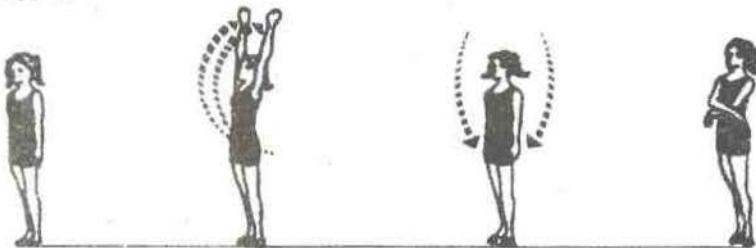
- In the above figures, activities like
  - Arms tussling
  - Hanging on the bar
  - Climbing on a thick rope or a pole
  - Lifting body by holding legs( Forward and backward lifting) are given.  
Do such activities.
- Select suitable places for these activities and collect essential materials.
- Make a systematic file to work individual or in groups.

# PHYSICAL TRAINING

## Physical Training

We move different parts of our body in physical training (P.T.). We will do different exercises. We will do actions for 16 counts as shown in the figure for each exercise.

### Exercise No. 1

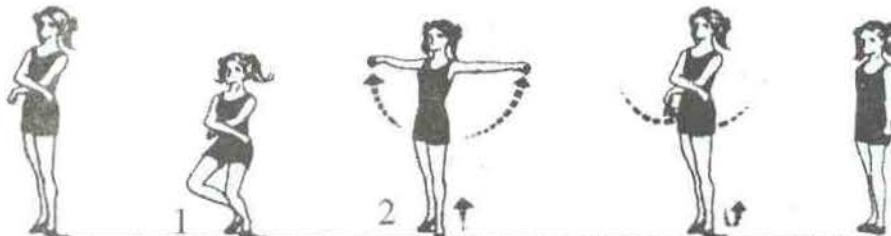


#### Teaching Hints

Give instructions to your students as follows:

1. In count 1,2, take your hands forward and upward.
2. In 3, 4 count, bring your hands downwards from left and right position and come to an attention position.
3. In count 16, your wrist should cross in front of your waist and try to stand in attention position.

### Exercise No. 2

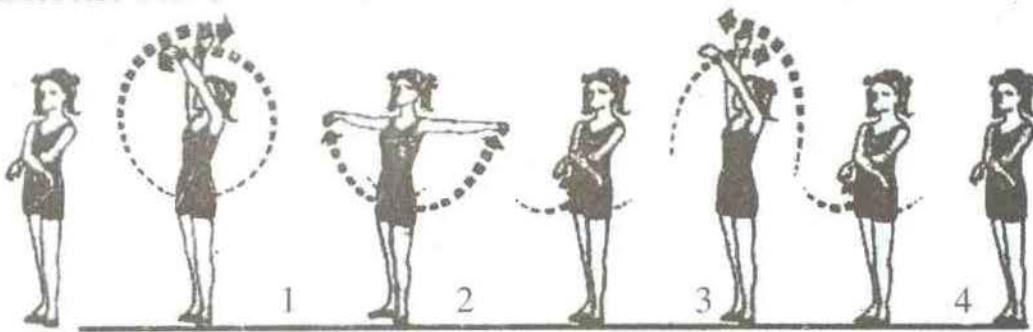


#### Teaching Hints

Give instructions to your students as follows:

1. Stand in ready position.
2. In count 1, swing your both arms sideways with little bending of knees from the ready position and stand straight.
3. In count 2, come to previous ready position. While bringing down, stand on heels.
4. Again, slightly raise your heels and try to stand on foot paws.
5. Repeat this action for 16 counts.

### Exercise No. 3

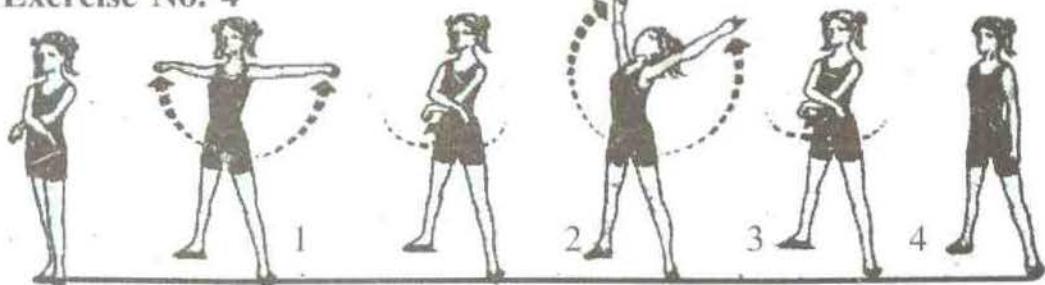


#### Teaching Hints

Give instructions to your students as follows:

- In count 1,2, bring your hands upward without bending your arms and cross hands above the forehead. Bring your hands down and then sideways.
- In count 3,4, Bring your sideways hands near your stomach and cross your hands again to come in ready position.
- Repeat this action for 16 counts.

### Exercise No. 4



#### Teaching Hints

Give instructions to your students as follows:

- Be in ready position in attention with wrists cross in front of the waist.
- In count 1, swing both the hands sideways and keep feet apart. Move left leg towards left to keep feet apart.
- In count 2, swing both hands downwards and keep wrists cross in front of the waist.
- In count 3, swing both hands upwards keeping hands a little backward and extend chest outward.
- In count 4, swing hands downwards and cross hands. Come to ready position with feet apart.
- At the end stretch hands keeping sideways.
- Repeat this action for 16 counts.

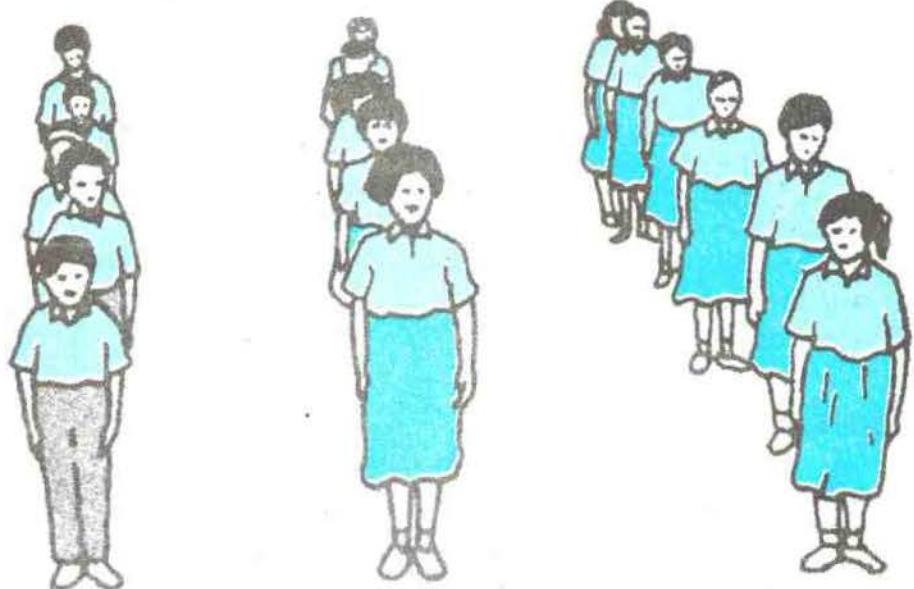
#### Note:

- Before doing any physical exercise, do warm up exercise.
- Demonstrate the activity which is not understood by the students.

# DRILL

We do various physical exercises in Drill.

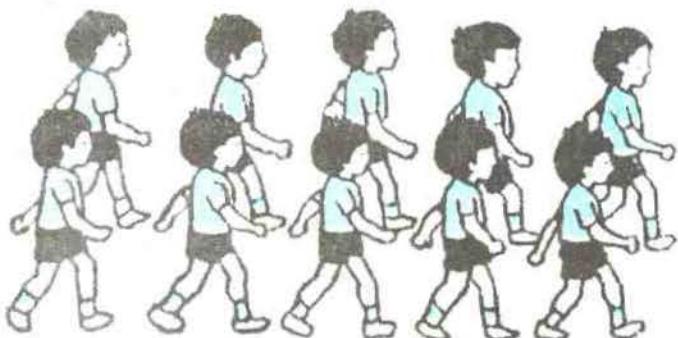
Drill is a physical exercise. Drill help to develop our body.



## Activity 1

Standing and walking in line. ( Marching)

It looks good  
standing in a line.  
We should stand  
straight in line.  
When we learn  
standing in line  
we can walk straight in line.



## Activity 2

### Attention

We stand in straight in attention position.



## Activity 3

### Stand at ease

In stand at ease, we lift our left foot and shift towards left.

We take our both the hands back and place right palm on the left hand palm as shown in the figure.



## Activity 4

### Rest

At rest position we can bring our hands front and hands are kept sideways as shown in the figure. But we do not move on feet.

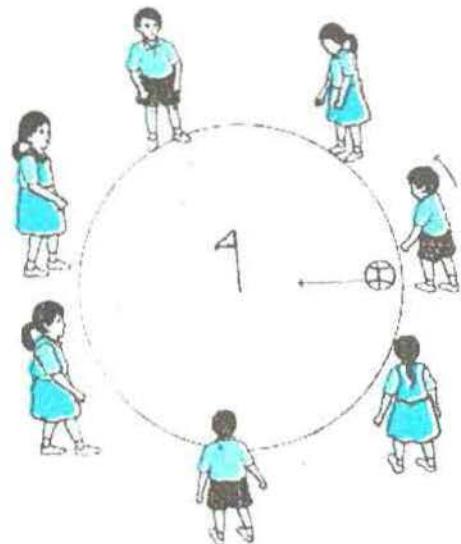


# SIMPLE GAMES

## Activity 1

### Inside and Outside game (Bhitri – Bahira Khel)

Let us play inside and outside game.



## Activity 2

### Cat and Rat Game (Biralo ra Musa Khel)

In this game, the cat mews that is the cat says ‘meao’ to chase the rat and the rat makes the sound ‘chi-chi’ to tease the cat. We should also play this game by saying ‘mew-mew’ and ‘chi-chi’.



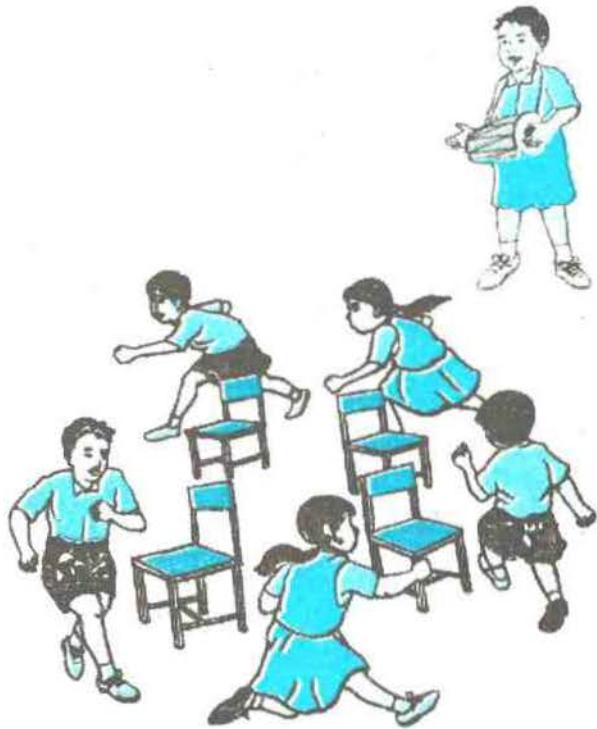
#### Teaching Hints

- Teacher should keep in mind the number of students going to play the game and the size of the court. Choose a suitable size play ground according to the number of students.
- Try your best to make the game more interesting for students.

### Activity 3

#### Musical chair

I sit on chair. I can run.  
I like playing drum and  
madal. Let us play and  
practice this game as  
shown in the figure.



### Activity 4

#### Elephant chase Game (Hatti – Lakhetai Khel)

Elephant has a trunk. I  
can be an elephant. We  
will play elephant chase  
game as shown in the  
figure.



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#### Teaching Hints

- Practise other simple common chase game.

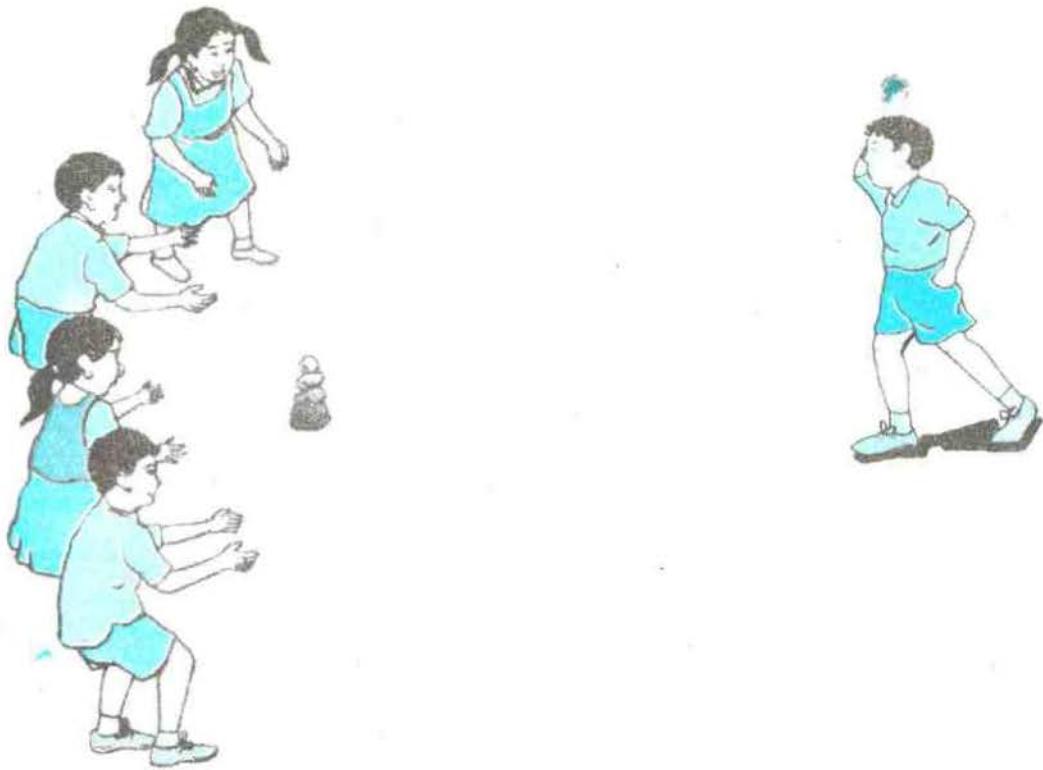
## LOCAL GAMES

Games played by making rules according to the local places are called local games.

### Activity 1

#### Lakku Dhalne Khel

It is an interesting game. This game is played between two groups. It is played by hitting lakku with a ball. Look at the picture and ask questions to your teacher about the game. Play this game with your friends.



## Activity 2

### Gatta Khel

Children like this game very much. I also like to play this game.



## Activity 3

### Dandi-biyo Game

This is one of the popular local games of Nepal. This game is



#### Teaching Hints

- These local games are given here as sample game.
- Students can play local games according to the locality.

# BALL GAMES

Ball games can be played different ways. By rolling, throwing, catching and dropping. I can play ball rolling and catching with my friends.

## Activity 1

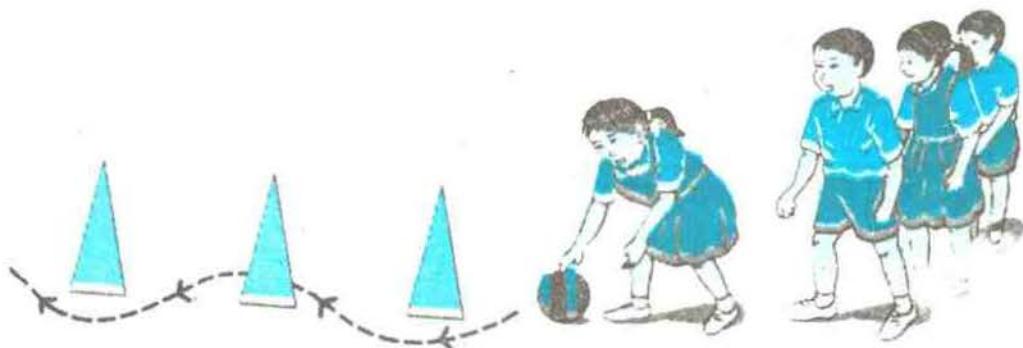
### Ball rolling

Push the ball with one hand and roll.



## Activity 2

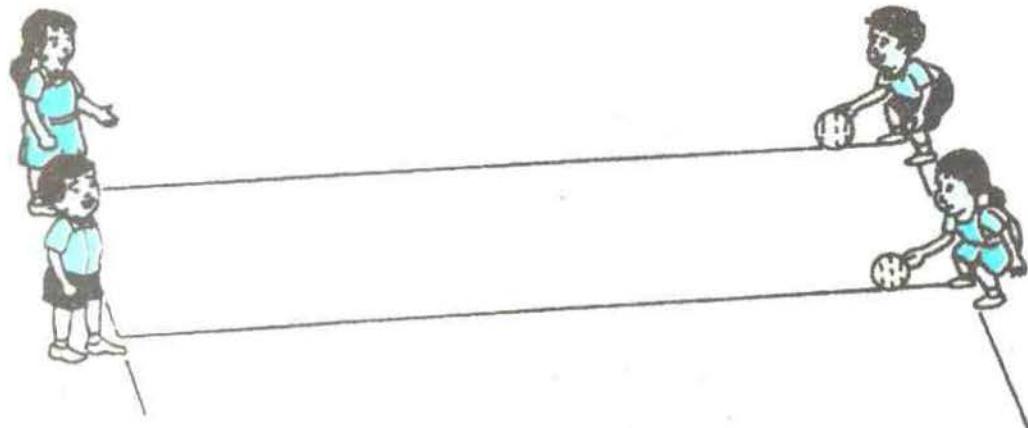
Push the ball with one hand and go ahead.



### Activity 3

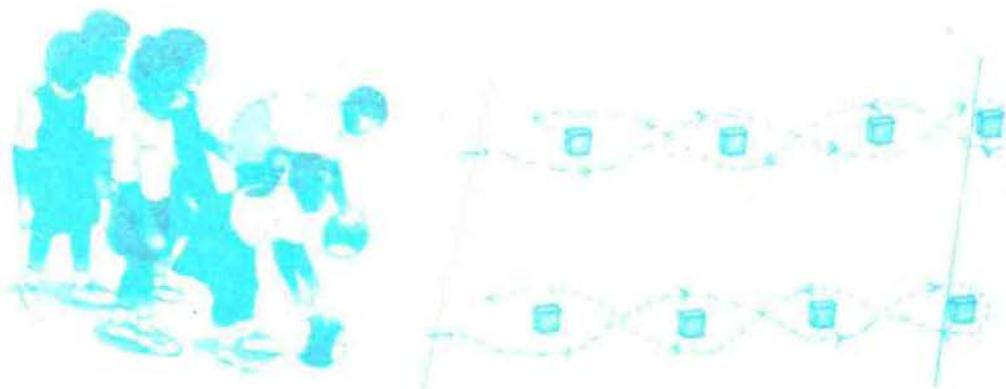
Catching and rolling a ball

Look at the picture and practice together.



### Activity 4

Roll the ball in zigzag way as shown in figure.

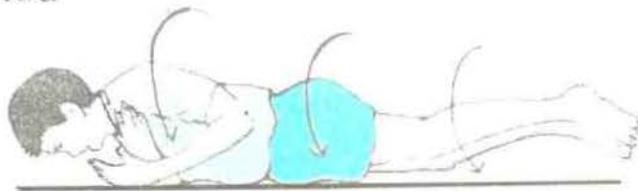


#### Teaching Hints

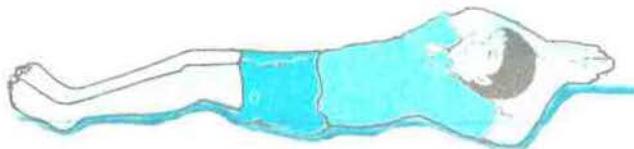
- Make the Students to play one by one according to the number of students and balls.
- In the above game, ball can be play with foot.
- To make interesting, use various strategy.
- Use No. 1 ball.

**a) Rolling exercise**

We can do rolling in different ways. Here , we will practice rolling like a wood-log.

**Activity 1****First Method**

Keep your body in prone position and slowly roll towards right. It can be done rolling body towards left.

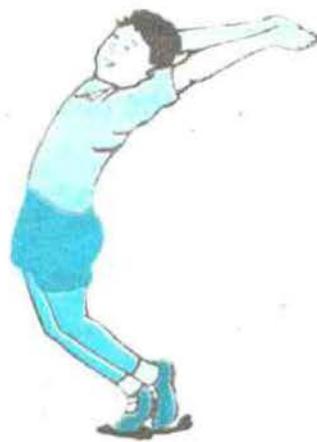
**Activity 2****Second Method**

Keep your body in supine position and touch your palms with each other and keep toward your head and slowly roll towards right. Body can be rolled towards left.

## b) Balancing exercise

### Activity 3

We can balance our body in different ways. We can balance our body as shown in the picture.

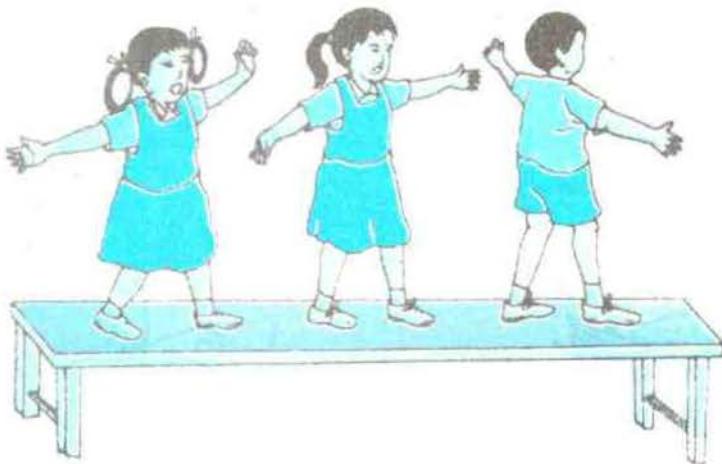


## c) Balance walking

### Activity 4

We can walk balancing our body.

We should practice balancing as shown in the picture.



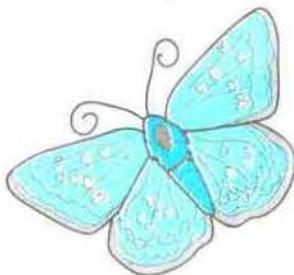
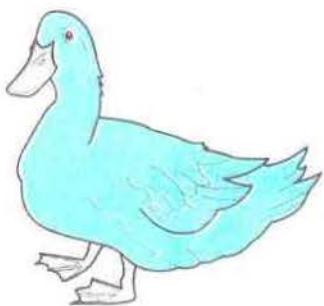
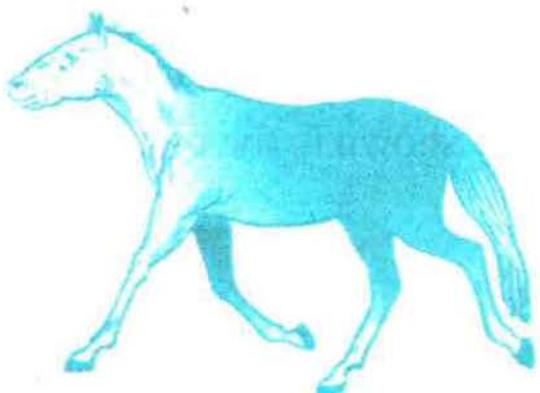
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### Teaching Hints

- Let play game is clean place (surface)
- Let students walk in balance in straight line keeping book on head and on bench.
- Ask students to make different position like 'L' and 'C'.
- Let students for gymnastic regarding their physical condition.

# STORY AND ROLE PLAY

Look at the picture and imitate.



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### Teaching Hints

- Encourage the students to the role of porter, child laughing, crow, horse, walking, duck walking etc.
- Tell all students to imitate and ask to repeat who could not do.
- Encourage the students to imitate other animals activities.
- Make a story and ask for role play.