



Play Do Learn

Standard Three



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

The Coordination Committee formed by G.R. No. Abhyas - 2116/
(Pra.Kra.43/16) SD - 4 Dated 25.4.2016 has given approval to prescribe this textbook in its
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Play Do Learn

(Health and Physical Education, Work Experience, Art Education)

Standard Three



**Maharashtra State Bureau of Textbook Production and
Curriculum Research, Pune.**



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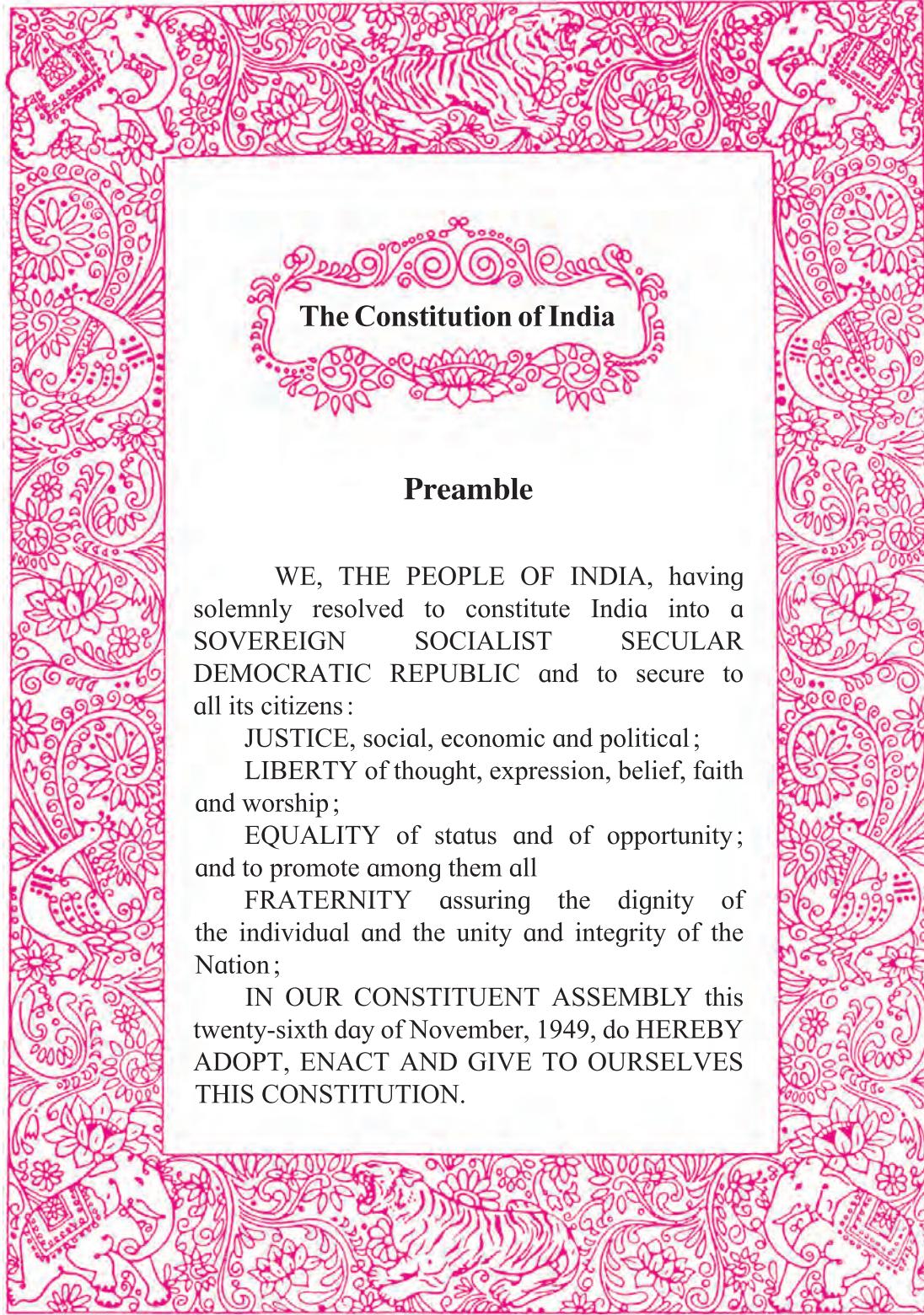
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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā^ā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

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.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

PREFACE

Dear Little Friends,

A hearty welcome to you all in Standard III. You have become familiar with ‘Play, Do, Learn’ since last year. We are very happy to place this book ‘Play, Do, Learn’ for Standard III in your hands.

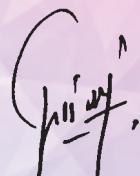
You all love to create beautiful objects, sing lovely songs, listen to stories, and play new games. At the same time you enjoy playing musical instruments, enact plays, draw, colour, paste, invent new games. Isn’t it?

All these dreams of yours will be fulfilled through this book. ‘Play, Do, Learn’ This book has been written with the same purpose. Learning some exciting body movements, new games, inventing new competitions, butterfly, piggy bank, making beautiful articles out of coconut shell, stories, conversations, poems, riddles, colouring activities. sculpture, introducing to musical instruments and many more activities will be performed by you. You are going to enjoy through these activities. You can also have a wonderful exhibition to show case all your creations. You can also gift these objects to others, for which you will be appreciated. You will befriend the Life Skills Education.

Using the principle of ‘Equality through Commonality’, as a platform, we all will study together with the help of modern technology. This book will prove to be an excellent medium of expression for talented and actively efficient students like you. So let’s enjoy the learning process through all these funfilled activities!

Useful audio-video teaching-learning material given in the text will be available through the Q. R. Code. It will be definitely useful for your studies. We are looking forward to your valuable feedback and suggestions that will help us make value addition to our initiative.

Our Best Wishes to all of you to complete all the activities given in ‘Play, Do, Learn’ in a successful and enthusiastic manner!



(Vivek Gosavi)

Director

Pune

Date : 21 February 2020

Indian Solar Year :

Phalgun 2, 1941

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

For Teachers

The book '**Play, Do, Learn**' has been arranged to correspond to the three subjects viz. **Health and Physical Education, Work Experience, and Art Education**. Teachers are expected to play the role of facilitators and get the activities done by the children through combining their innovative ideas with those given in the book. You will be able to achieve an excellent combination of all the three subjects with each other as well as with Language, Mathematics and Environmental Studies. You can relate these subjects to our day-to-day lives and make the learning process an enjoyable experience. These experiences will be useful to the children throughout their lives. This book is filled with excellent activities which can be executed with the help of expert parents, teachers, sports persons, skilled workers from various industries and artists. You may also use the assistance of modern devices of information technology.

The book '**Play, Do, Learn**' does not consist only of activities related to **Health and Physical Education, Work Experience and Art Education** but also has a large number of colourful pictures along with clear instructions for teachers, in order to give children various educational experiences. Considering the fact that the reading and writing skills of the children in Standard III are not fully developed, the book gently takes the children towards these skills and will make the learning process more interesting.

'Play, Do, Learn' aims to include topics that would complement each other. It includes activities of drawing lines, shapes, pictures, alphabetical curves, collage, clay work, creating attractive articles from available items, water literacy/awareness, introduction to nature and its phenomena through disaster management, occupational production based projects, road safety, introduction to Information Technology, different kinds of physical movements and simple exercises, cleanliness and personal hygiene, games, competitions or races and many other activities that will help the children to maintain their association with education throughout their lives. As this book is made for young children, it does not include syllabus, learning objectives, areas, and all the projects. The teachers should refer to the syllabus and the Teacher's Handbooks prepared by the Textbook Bureau to better understanding and all these matters.

All the activities given in the book have been consistently framed so as to draw all children into and continue in the main stream through Inclusive education. The special highlights or features of this book are the attractive titles, pictorial presentation, guidelines for parents and teachers, the space given to students for their personal expressions through 'My Activity'. Every child will get sufficient opportunity according to their preference to master the given skills through independent practice and to participate.

Although three subjects are included in a single textbook, 'Play, Do, Learn**' the actual teaching projects and evaluation are expected to be organised according to the allotted periods.** It is expected that a correlation of the three subjects establish with the academic subjects like Language, Mathematics and Environmental Studies is also established. There should be flexibility to make changes in the classroom arrangement, organisation of field visits, and to make innovative use of Information Technology etc while conducting these classes. In order to make the teaching-learning process effective, objectives and criteria should be spelt out and the **Continuous Comprehensive Evaluation** method should be used for evaluation. Take proper care while evaluating the children with special needs. Perfection is not expected from the child while performing the activities. It is expected only that every child will be given opportunities for free expression and active participation.

If teachers have developed some creative activities or teaching aids, for inculcating educational values the same can be shared with the Textbook Bureau through photographs and videos. Such innovation is always welcomed by us. We wish you all the best for conducting all the activities mentioned in the text, in a successful manner.

Play, Do, Learn Subject Committee and Study Group
Textbook Bureau, Pune

Play

Learning by Playing

Do

Learning by Doing

Learn

Learning by Art

Play, Do , Learn - Standard Three - Learning Outcomes

Subject		Units	Learning Outcomes
1	Play	1. Health	<ul style="list-style-type: none"> • Children learn and understand some health related good habits and follow them. • Get information related to playgrounds.
		2. Different kinds of movements and perfect postures	<ul style="list-style-type: none"> • Are able to maintain proper postures and practise different kinds of movements.
		3. Games and Races	<ul style="list-style-type: none"> • Take interest in different types of games. Participate in races.
		4. Skill-based Projects	<ul style="list-style-type: none"> • Practise all the skill-based projects.
		5. Physical Exercises	<ul style="list-style-type: none"> • Activate the joints and muscles by proper physical exercises.
2	Do	1. Need-based Projects <ul style="list-style-type: none"> • Water Awareness • Disaster Management 	<ul style="list-style-type: none"> • Decorate the class. Speak about some important days. Speak about the different occupations and small industries in the surroundings. • Are able to speak about the uses of water, sing different songs on water, tell stories related to water. Tell about the different methods of water storage and colour pictures. • Identify pictures of natural calamities like earthquakes, floods, tsunami, forest fires, lightning strikes, etc.
		2. Interest-based Projects	<ul style="list-style-type: none"> • Make use of material available in the surroundings to make articles by creatively using some modern ideas.
		3. Skill-based Projects	<ul style="list-style-type: none"> • Create some things that are related with the needs and the requirements of the society by using their personal skills.
		4. Voluntary Projects <ul style="list-style-type: none"> • Production-based Projects • Food, Clothing and Shelter 	<ul style="list-style-type: none"> • Learn basic production-related skills and take part in projects that help in earning some money. • Participate in the activities based on food, shelter and clothing.
		5. Field of Technology, Road Safety	<ul style="list-style-type: none"> • Identify different parts of the computer and handle the external parts of the computer with confidence. • Understand the rules of road safety.
		6. Other Fields	<ul style="list-style-type: none"> • Identify different domestic birds and animals and explain their uses.
3	Learn	1. Pictures	<ul style="list-style-type: none"> • Draw shapes like squares, triangles and circles and colour them in colours of their liking. • Make simple designs/patterns with the help of various kinds of lines. • Make patterns using the method of stamping. Recognizing colours and can colour pictures. Practises different lines for copy writing.
		2. Sculpture	<ul style="list-style-type: none"> • Make different articles with the help of clay work.
		3. Singing	<ul style="list-style-type: none"> • Sing the rhymes and group songs, in the right tune and rhythm.
		4. Play Instruments	<ul style="list-style-type: none"> • Are introduced to different musical instruments and learn the art of rhythmic clapping.
		5. Dance	<ul style="list-style-type: none"> • Make rhythmic arm and leg movements. • Perform actions according to the rhymes and group songs.
		6. Drama	<ul style="list-style-type: none"> • Learn about acting and drama with the help of various activities. • Perform certain physical actions and voice modulations in the form of a presentation.

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1. Health



1.1 My Daily Routine

Approximate time	Daily chore
7 am	Brush my teeth



1.2 Cleanliness of the Body

Complete the following table by writing yes/no.

I always keep these clean.

Hair	Comb, oil	
Nose	Handkerchief	
Eyes	Water, handkerchief	
Teeth	Toothpaste, tooth brush	
Nails	Nail-cutter	
Skin	Soap, handkerchief	



My Activity

Get to know your friend's daily routine.

- Get the students to prepare a list of their daily chores, with the help of their parents. Explain the importance of bodily cleanliness. Encourage them to develop the habit of maintaining cleanliness regularly.

1.3 Cleanliness of the Surroundings



Cleanliness of the classroom and the school campus



Cleanliness of the home and the area around home

Activity no.	Activity Do you ...	Sometimes	Always
1	Keep your room neat and tidy?		
2	Keep your things in place properly?		
3	Take care to keep your home clean?		
4	Throw the garbage only in garbage bins?		
5	Keep the surroundings clean?		

- Ask students to keep the surroundings of the home and school clean. Explain the importance of cleanliness. Make sure that the surroundings will be regularly cleaned. In the table above, ask them to put (✓) or (✗) marks.



1.4 Diet

Eat fresh and warm food. Include leafy vegetables and fruits in your diet. Wash the vegetables and fruits. That stops germs from going into your stomach. Drink a lot of water during the day.



Make a list of what diet you take throughout the day.

Morning (Breakfast)	Noon (Lunch)	Evening (Snacks)	Night (Supper)



1.5 Rest and Sleep

Go to bed early at night.

Get up early in the morning.

Sleep at least for 7 to 8 hours.

- ◆ Get the students to prepare a list of the whole day's diet. Explain the importance of diet. They should happily eat the food prepared at home every day. Give them instructions about developing the habit of eating all types of leafy vegetables.

1.6 Use of the Toilet

Do not suppress the impulse to pass urine or faeces. Go to the toilet promptly.

Wash hands and feet well after the excretion of urine or faeces.



1.7 Exercise

Exercise regularly.

Exercise keeps the body healthy.

Exercise makes the body flexible.

One should play outdoor games involving a lot of physical activities.



1.8 Avoiding Bad Habits

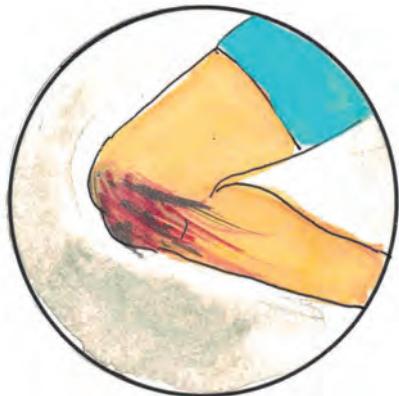
1. Excessive eating of ready eatables from the market has a bad effect on health. One should not buy and eat readymade eatables or cold drinks too often.
2. Excessive use of TV, computer, mobile phone can damage the eyes. One should not watch TV from a close distance.
3. One should not spit, throw garbage or excrete urine or faeces in public places.



- ◆ Give information about good and bad habits and explain the importance of good habits.

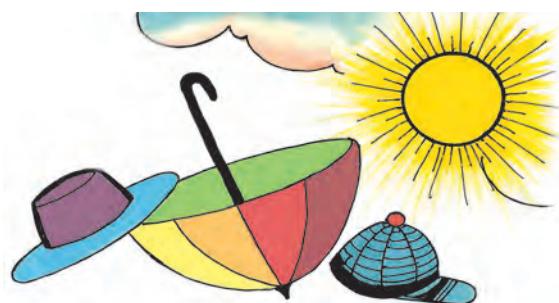
Remember :

- One should keep the playground clean.
- One should wear loose cotton clothes.
- One should wear canvas shoes at the time of playing.
- One should maintain sports equipment properly.
- Do not play in the street.
- Do not play in dark, lonely places.



1.9 First Aid and Bleeding

- Always keep the first aid box handy when playing on the playground.
- If anyone falls down or gets injured on the playground, tell your teacher immediately.
- Ensure that the required materials are available in the first aid box.



1.10 Clothes

For the protection of our body we need to wear clothes according to the season. If we use an umbrella or a raincoat in the rainy season, we do not get wet. We are protected from the cold in winter, if we wear a warm woollen shawl, sweater or cap. It is necessary to wear, a large handkerchief cap or scarf on the head in summer to protect ourselves from the sun. It is also beneficial to wear dark glasses to protect the eyes.

2. Various Movements

2.1 Various Movements



Walking along different paths



Leaping



Running, catching, chasing



Keeping your balance while leaning against a wall.

- ◆ Get the students to perform the various movements. Pay attention to their safety when you make them twirl or jump. Ask them to participate in games and races which involve these movements.

2.2 Imitative Movements (Jumps)



Arch jump



Tuck jump



Star jump

My Activity

Perform the jumps and animal movements learnt in the previous class.

- ◆ Give a proper demonstration of jumps and gaits. Individual or group competitions of these jumps and gaits can be held.
- ◆ Give instructions about proper posture.

2.3 Movements to be Performed using Equipment with Companions



Skipping Rope (Individual)

Skipping Rope (Team)



Lagori (Seven Stones)



Tipcat

My Activity

Make a list of the games you play with your friends and the equipment needed for it.

- Try to develop in the students the habit of helping their companions. Encourage them to develop better skills with practice. Organise short games and races with the help of these movements. Congratulate the winners by clapping.

2.4 Proper Posture



Standing



Walking



Reading



Writing



Lifting a weight



Having a meal

My Activity

To check if the students' physical postures while performing the actions shown in the pictures is proper or improper, and to correct it if it is improper.

- ◆ Give instructions about proper posture. Make sure that their posture is correct while writing, reading, sitting on the bench.

3. Games and Races

3.1 Recreational Games



Tug of war



Fire on the mountain, run-run-run



Musical chairs



Passing the ball over the head-relay



Ring-and-ball-race



Ball-between-the-knees race

- Conduct various recreational games. Make sure that all students take an active part.
- Pay attention to the playground, equipment and other matters from the point of view of safety. There should also be games appropriate for the students with special needs and the students who are not well.

3.2 Sedentary Games



Chess

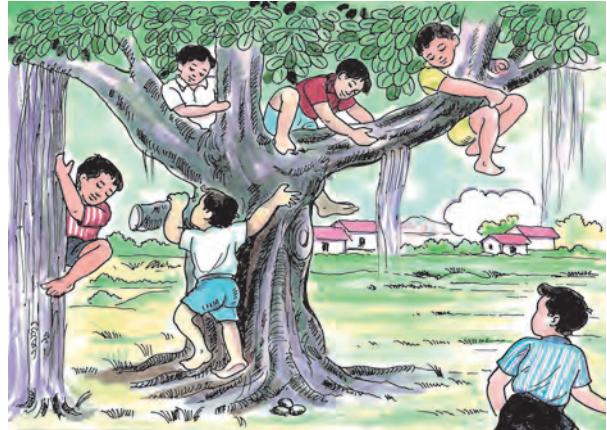


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3.3 Local and Traditional Games



Touching (Catching)



Soorparambya

- ◆ Make arrangements for table top games when it is not possible to have games on the playground. Find out alternative games and encourage the students to play various games.
- ◆ Make a note of the local and traditional games that students play.

3.4 Small Area Games



Passing the ball between the legs



Hitting a target



Tossing the ball



Dog and the bone

My Activity

Get information about games like touching the shadow, tiger-n-goat, *rapparappi*, catching the ring / tenniquoits and play them with your friends.

- ◆ Through games, speed, balance, muscle power and strength and flexibility of the body are developed. Explain that all of these qualities will be of help to gain proficiency in some game, in the future.
- ◆ Through these games, teach them to follow rules.

3.5 Various Races



Hopping on one leg race



Potato race



Lemon and spoon race



Balancing the stick race

My Activity

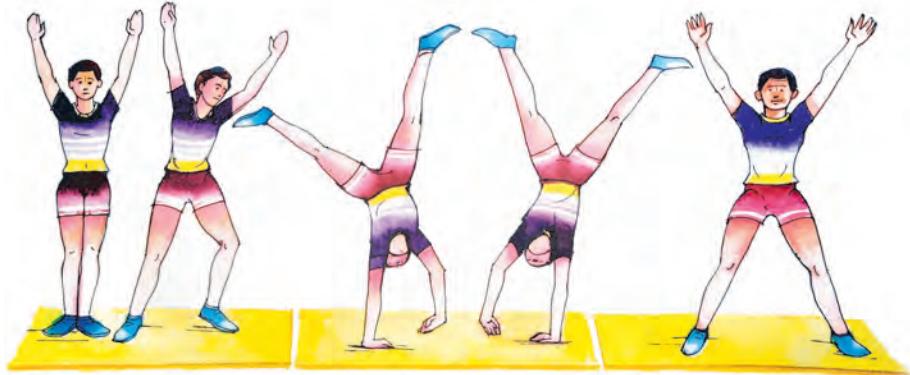
Get information about races like running backwards and stealing the treasure from your friends, and play them with your friends.

- ◆ Arrange various group-versus-group and individual-versus-individual races. Decide upon the start line and the finish line beforehand.
- ◆ Make absolutely sure that during the race, students do not break rules. Congratulate the winning students and groups by word and by clapping.
- ◆ Congratulate the students who have lost, too, for their participation.
- ◆ Make students with special needs also participate in games and races as per their capacity.

4. Skill-oriented Activities

4.1 Gymnastics

Cartwheels



4.2 Athletics

High jump



Remember :

Practise the above skills, under guidance, keeping in mind your own ability. Get scientific information about every skill. Avoid being over enthusiastic and do not hurry. You are expected only to get information about high jump. (Practise jumping at a low height.)

- Before the above activities, conduct warm-up exercises. Make students practise somersault forward and backward before they do somersaults. Pay attention to the proper position of hands and feet. Ensure safety while conducting long and high jump.

4.3 Basic Sports Skills



Kabaddi (Hututu)



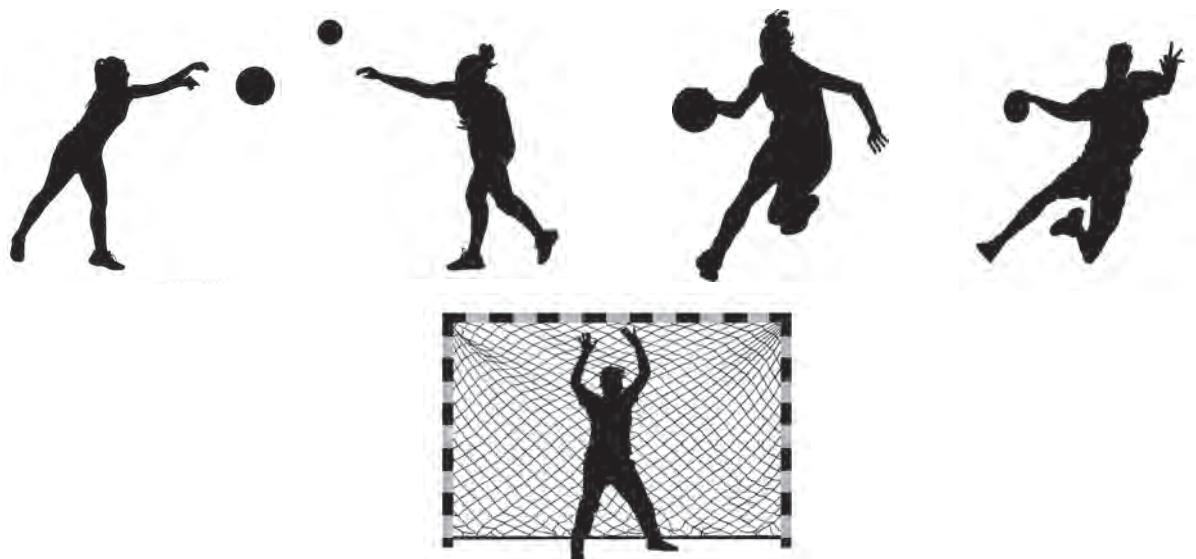
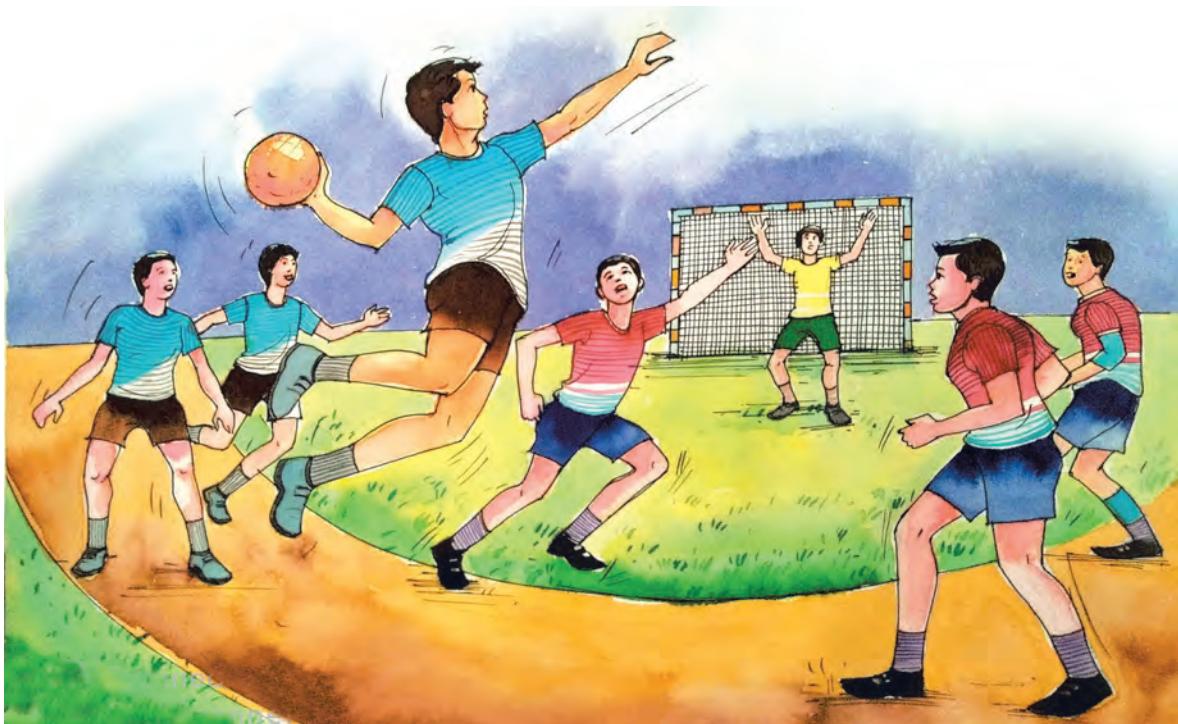
Karate

My Activity

Make a collection of pictures of kabaddi and karate from newspapers and magazines.

- ◆ Introduce the skills of kabaddi and karate. For example, **Kabaddi**- holding the breath, tagging and tackling, **Karate**- bow, punch, stance, kick, block etc.

Handball



My Activity

Practising with a handball or any other ball of the same size that you can hold in your hand.

- ◆ Get the students to perform the actions of the basic skills of the above games. Tell them the rules of the game. Assess their skills and get them to practice accordingly. For example, bouncing the ball, dribbling, running while dribbling, catching the ball, throwing the ball, defending or saving a goal, etc.

Softball



My Activity

Try to perform precisely the actions of the basic skills of softball.

- ◆ Teach with the help of a rubber ball. Pay attention to the development of the basic skills and abilities. Pay attention also to proper posture and safety while batting, fielding, throwing, pitching, catching, base running, etc.

4.4 Human Pyramids

A pyramid is an attractive structure, made by placing things one on top of the other. This structure is made either of objects or humans. When humans are made to stand one on top of the other, it is called a ‘human pyramid’.



My Activity

Try to form the pyramids with the guidance of grown ups.

- ◆ Make the structure of the pyramid keeping in mind the students’ age, ability, their wishes, etc. Firstly, show a picture or a photo and give the information about the layers of pyramids. Explain the proper posture. Take the necessary safety precautions.
- ◆ Make a presentation of pyramids at the time of a special event. Conduct the required practice for it. If possible, set the presentation to the beat of music to make it attractive.

4.5 Well-known Indian Sportspersons



Sachin Tendulkar
Cricket



P.T. Usha
Running



P.V. Sindhu
Badminton



Khashaba Jadhav
Wrestling

My Activity

Collect information about the sportspersons in your area and tell it to the class. Make a collection of photographs of sports and sportspersons published in magazines or newspapers.

- ◆ Teach with the help of videos. Ask the class information about known sportspersons. Give them information about sportspersons unknown to them.

4.7 Grounds of Various Sports



Cricket



Kho-kho



Tennis



Volleyball

My Activity

Observe the fields and courts of various sports.

- ◆ Explain the difference between the grounds of various sports. Take the students to observe them when students of higher classes are playing.

My favourite sports/ games

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Picture/Photo

- ◆ Ask students to write the names of the sports they liked and draw pictures of the equipment of those sports. Ask them why they like that sport.

5. Exercises

5.1 Warm-up exercises

Before playing any game, one has to prepare the body. One needs to build up enthusiasm for playing. The exercises required for that are called ‘warm-up exercises’.

The following are some easy warm-up exercises -

1. After coming to the playground, running for some distance slowly and then running fast for some distance.
2. Going up and down the steps or a staircase at a brisk pace.
3. Doing *suryanamaskar* at a brisk pace.
4. Hopping fast on one leg.
5. Imitating the gait of various animals.

Some warm-up exercises



1



2

My Activity

To practise warm-up exercises, for example stretching, bending, turning, twisting, turning the joints, etc.

- ◆ Choose the exercises keeping in mind the physical ability of the students. Do not exhaust them doing these exercises. The exercises should be enjoyable. Practice of the warm-up exercises learnt in the previous class should also be included.

5.2 Suryanamaskar

9



1



2



8



10



3



7



4



Basic
position

6



5



5.3 Rhythmic Exercises



Basic position

Type 1: Sitting drill

1. Sit cross-legged on the floor. Both hands should be on the sides, not resting on the floor, lifted a little.
2. Lift both the arms so that they touch the ears and the palms touch each other.
3. Bend the elbows and bring the hands, palms still touching each other, down on the head.
4. Raise the hands over the head again. Then, as in (2). Come back to position (1).



1



2



3



4

- ◆ Tell the students that the initial position in every type is as in figure 1. Appoint different students turn by turn as group leaders and get all the different types of exercises done.

Type 2: Standing Drill



Basic
position



1



2



3



4

If children hold colourful bunches of flowers or feathers, colourful scarves or balls in their hands, the drill will look attractive.



Basic position



1



2



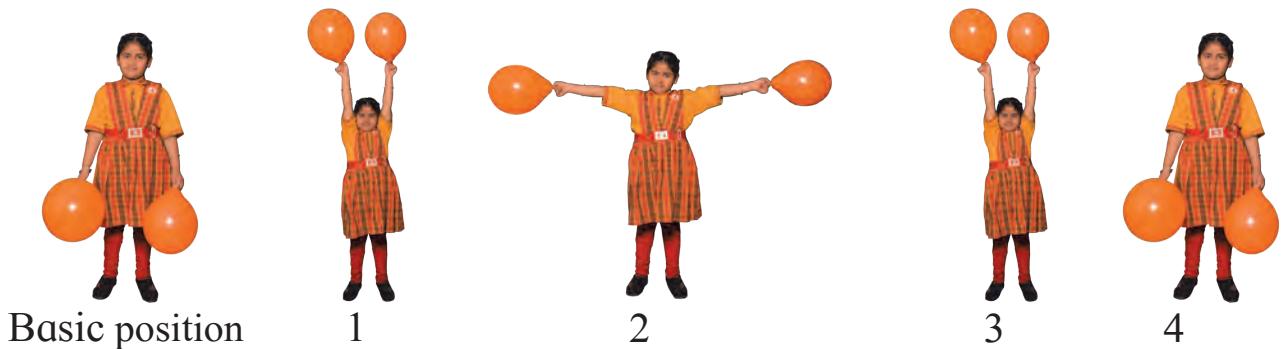
3



4

- ◆ Some samples of rhythmic exercise/drill are given in the above pictures. Get various types done as per your convenience.
- ◆ You can also use your creativity and teach new types, and use them for presentation.

Balloon Drill



Stick Drill



Handkerchief Drill



My Activity

Practise the drills learnt in the previous class.

- ◆ Some samples of types of rhythmic exercise/drill are given in the above pictures. Get various types done as per your convenience.
- ◆ You can use your creativity and teach new types, and use them for presentation also.

5.4 Yoga

1 Preparation for Pranayama

1.1 Filling the chest, breathing in and out

1. Sit comfortably.
2. Filling your chest, breathe in through your nose.
3. Breathe out slowly.
4. Putting one hand on your chest, see that the chest goes back to its original state.



1.2 Filling the stomach, breathing in and out

1. Sit comfortably.
2. Filling the stomach slowly, breathe in through the nose.
3. Breathe out slowly.
4. Putting one hand on your stomach, see that the stomach goes back to its original state.



1.3 Letting out a forceful puff of air

1. Sit comfortably.
2. Breathe in.
3. Forcefully let out the biggest possible puff of air in the shortest possible time.



1.4 Sitting quietly

1. Sit comfortably.
2. Close your eyes.
3. Breathing normally, sit quietly for two to three minutes.



2. Preparation for *Asanas*

Asanas are certain types of body postures. *Asanas* make it possible to live a healthy life. In *Yogabhyasa*, various *asanas* are given.

In order to do *asanas* well, make movements like animals, birds and trees in nature.



2.1 Movement like a butterfly

1. Sit on the floor as shown in the picture.
2. Hold the soles of both feet together with both hands.
3. Move both knees up and down.



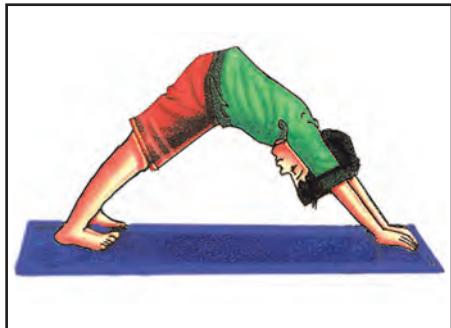
2.2 Body position like a snake

1. Lie face down.
2. Place the palms of both hands on the floor near the chest.
3. Lift the body from the waist up. Keep the head straight up.



2.3 Moving like a blade of grass

1. Stand up and lift your arms.
2. Move the body from the waist up and the arms to the left and to the right.



2.4 Body position like a mountain

1. Bend forward and place both hands on the floor, palms down. The palms of the hands should rest on the floor. (See picture.)
2. Try to lift the waist as much as possible.
3. Bring the head in through the gap between the arms.

Various Body Postures

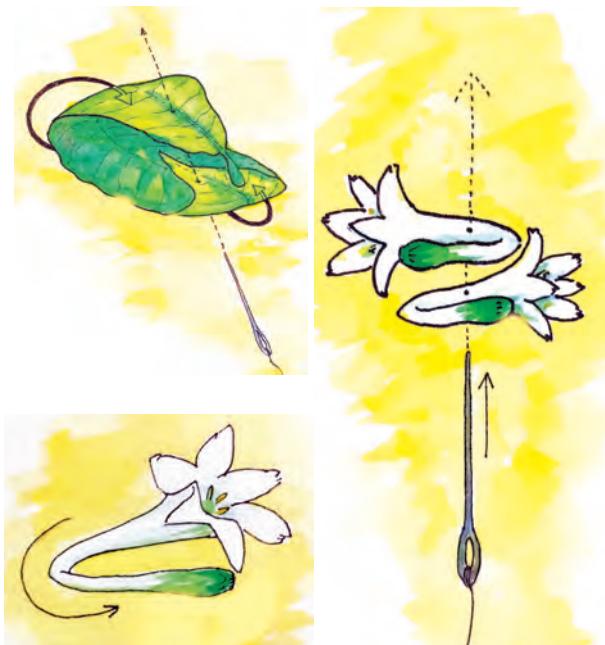


- ◆ Various samples of body postures are shown in the above pictures. Get students to practice various types of postures such as those done standing, sitting, lying on the back, lying on the stomach, as per your convenience. Ask students to do them as per their physical ability.

1. Need-based Activities

(1) Introduction to Culture and the World of Work

1.1 Decorating the Classroom.



Simple materials for decoration
(garlands, bunches /posies of flowers.)

Let's collect flowers and leaves and make garlands. Tie them at the door and windows of the classroom. Place some bunches of flowers on the table. Thus, we shall decorate the classroom.

Which flowers do we need for the garlands?
Chrysanthemums, marigolds, *mogara*, roses
tuberoses, *kunda*, *tagar*, etc. will make pretty
garlands.

And which leaves shall we use?

Tagar, *ashoka*, mango.

But, we forgot something important!

What's that?

Needle and thread !

Of course! There's a special thread and
needle used for making garlands. Let's get
those.

We shall also need a basket, sticks for making
bunches, sheets of newspaper and scissors.

Let's do this :

1. Thread the needle with a nice long thread.
2. On the newspaper spread and arrange the
flowers and leaves in the order in which
we would like them in the garland.

3. One of us will stick the flower on the needle, another will gently take the flower to the end of the thread and still another will hold that end slightly above the floor.
4. Thus, we shall make the garland according to the arrangement of the flowers and leaves. We shall place the larger flowers in the middle.

Remember :

1. Be careful not to poke yourselves with the needle.
2. Stick/Poke the needle firmly into a paper or the reel of thread.
3. Take care that the garland is not soiled by resting on the ground.



My Activity

1. How would you use dried twigs, flowers, grass, paper, etc. for the purpose of decoration?
2. Visit a flower market and obtain more information.



- ◆ Give necessary guidance. Allow scope for children's creativity in carrying out the activity.
- ◆ Provide more information about the flower market.

(2) Water Literacy /Awareness

2.1 Being Thrifty in the Use of Domestic Water.

Domestic use of water

Domestically, water is used in the following ways.



For washing clothes, utensils, etc.

For drinking



For washing hands clean

For cooking

For watering the flower and kitchen garden

- ◆ Give necessary guidance regarding the use of water.
- ◆ Discuss the uses of water and how it can be saved.

Look at the pictures below. Say whether each action is right or wrong. Put a tick (✓) on the right actions and a cross (✗) on the wrong ones.

Pictures	Right / Wrong	Pictures	Right / Wrong
			
			
			

- ◆ Explain the proper and improper ways of using water.
- ◆ Have a discussion about how water can be saved. Teach how to keep an account of domestic water.

2.2 Thrifty Use of Water for Agriculture and Industry.

(1) Water for agriculture

We get food grains from agricultural fields. We need a lot of water for agriculture. Without water crops would dry up. We get abundant grains if the rains are good. But sometimes, there is not enough rain. In some places, it rains too much and in other places it does not rain at all.

At such times, water from wells, rivers and lakes is used for agriculture. Hence, we need to take care that this stored water is not wasted.

- Water the crops according to their need.
- Plant crops that require less water.
- As far as possible water the plants near their roots.
- Use methods like drip irrigation and sprinkle irrigation.



Drip irrigation



Sprinkle irrigation

My Activity

Water the school garden, the kitchen garden at home or the potted plants as needed.

- ◆ Select farms for field visits where water is being used thrifitly and where it is used freely. Explain the difference.
- ◆ Give information about water supply on a visit to a nearby factory or small industry.

(3) Disaster Management

Natural disasters. (Explaining ‘disasters’ using pictures, videos)

A disaster is a crisis.

Picture reading : 1



What did you see in this picture?

.....
.....
.....
.....

Picture reading : 2



What did you see in this picture?

.....
.....
.....
.....

Picture reading : 3



**In this picture, where is the fire ?
What has happened because of the fire?**

.....
.....
.....
.....

When the forest catches fire it is called
‘forest fire’.

- ◆ Explain that earthquakes, storms, floods, forest fires are caused by changes in the atmosphere and that they cause much damage. Hence, they are called natural disasters.

2. Interest-based Activities (Hobbies)

1. Making a Piggy Bank from a Paper Carton



- The piggy bank shown in the photographs above has been made by a student. Allow the children to work according to their interest while giving necessary guidance. Make the slit on the box for them.

2. Making a Mask by Paper Folding



My Activity

Ask your elders to show how to make a cloth mask and to explain why it is necessary to use one.

- ◆ A simple mask is given in the activity above. Explain what is meant by 'mask', its different types and the advantages of using one.
- ◆ If possible, show actual masks or pictures of masks, of different types.



3. Making a Butterfly by Paper Folding

Try this.

We all love the colourful butterflies that flit about in gardens. We would love to touch them but they are too delicate. Their wings would break if we caught them. Instead, let us make butterflies from coloured paper.

1. Collect the coloured pages from magazines and newspapers.
2. Get thread, glue, felt-tip pens.
3. Cut out one square and one rectangular piece of coloured paper of about the same size.
4. As shown in the figure fold both papers like a fan and press the folds.
5. Now press the two folded papers and tie them together at their centre.
6. On a piece of thick coloured paper draw the shape of a butterfly's body and cut it out.
7. Stick this shape to the folded paper in the middle where they are tied.
8. Now spread out the two folded papers and your butterfly is ready!

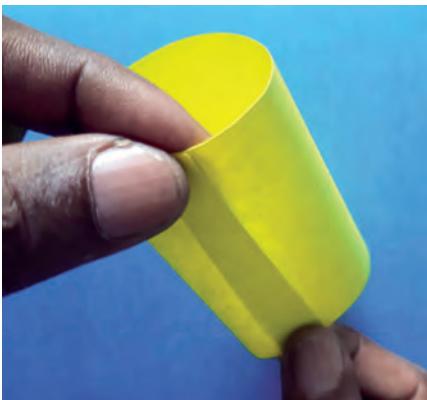
My Activity

Collect some coloured papers and make butterflies of different sizes to use for class decoration.

- ◆ Give help for cutting out squares and rectangles.

3. Skill-based Activities

1. Making a Paper Lantern

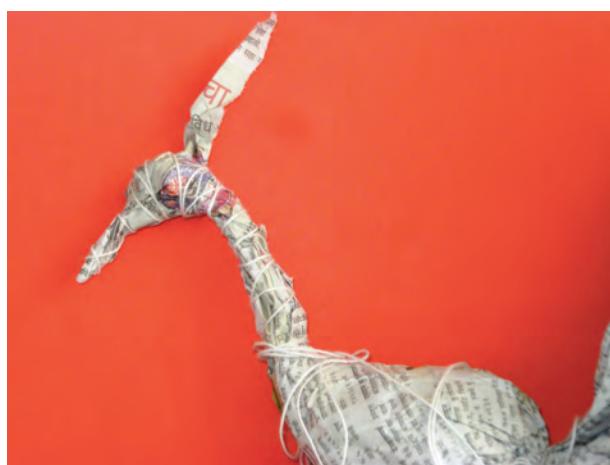
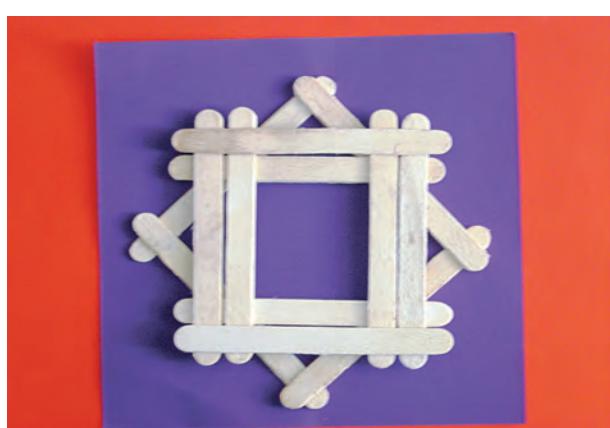


My Activity

- (1) Make many small paper lanterns like these and decorate your classroom with them.



- (2) Choose any one of the articles shown below and make one like it.



◆ Ask the students which is his/her article of choice and why.

2. Make an Article Using Coconut Shell

Mother scraped the coconuts
And threw away the shells.
“Oh, do not be so cruel”
Chintoo heard them yell.

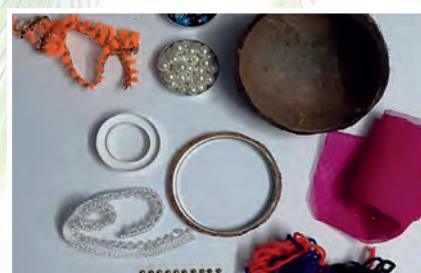
So he picked them up and brought them in
And with Dada’s help
Made some very pretty bowls
With sequins and coloured threads.

“Mother, you can use these bowls
To keep whatever you like”
“Oh how clever is my Chintoo!”
Said mother with delight.

And all who saw these smiling bowls
Asked Chintoo how its done.
Chintoo gladly told his tricks
For the benefit of everyone.

Here are Chintoo’s instructions for
making the coconut shell bowls.

- Step 1 Use sand paper to rub the inside and outside surfaces of the coconut shells to make them clean and smooth.
- Step 2 Take one spent reel of sellotape for each coconut shell. A broad bangle can also be used.
- Step 3 Use glue to stick the base of the coconut shell on a reel. It will form a stand for the bowl.
- Step 4 Now decorate the bowl and its stand with beads, sequins, coloured threads, etc.
Your bowls are ready to use!



4. Optional Activities



1. Area : Food

1.1 Kitchen Gardening

To see how a kitchen garden is planned.

Kitchen Garden :

When vegetables are grown in the space around one's house, it is called a kitchen garden. Plants like coriander, radishes, chillies, fenugreek, brinjal, bitter gourds and various other gourds, okra/lady fingers, cluster beans, ginger are grown in a kitchen garden. It is planned according to the space available. Different types of soil beds are prepared. Flat bed, raised bed and ridged or furrowed bed are the types of beds that can be used.

My Activity

- (1) Grow seedlings in empty boxes, coconut shells, paper cups, etc.
- (2) Make a list of the vegetables you like.

- ◆ Give information in the class about the different types of beds that have to be prepared for growing vegetables.

My Activity

Let's play a game.

Find the names of the vegetables hidden in the box below:

r	x	g	i	n	g	e	r
c	a	z	m	l	q	c	h
a	s	d	f	j	t	s	e
b	b	r	i	n	j	a	l
b	e	a	n	s	c	g	o
a	h	j	u	v	h	a	o
g	p	e	a	s	i	r	n
e	w	k	v	u	l	l	i
x	d	x	f	g	l	i	o
g	o	u	r	d	i	c	n

.....

.....

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Picture reading

- ◆ Arrange a visit to a kitchen garden in the neighbourhood and explain how it is laid out.

1.2 Growing Plants in Pots

(Pot Culture)

Obtaining preliminary information about growing plants in pots.

Plants must be chosen according to the size of the pots. Lilies, dahlias, marigolds, asters, roses, hibiscus, *mogara*, etc. can be grown in pots.

First, the pots must be filled with soil mixed with fertilizers.

A fertilizer is a mixture which provides the micronutrients required for the growth of plants. Fertilizers are of two kinds:

1. Organic fertilizers
2. Chemical fertilizers

Watering potted plants

A plant must be watered immediately after it is potted. Then the pot must be placed in the shade. Once the plant has taken root and looks fresh, it can be placed in the sun.

Water the plants in the pots using a watering can with a rose. The amount of water to be given depends on the size of the pot. Too much water will cause the roots to swell. Water the plant when the soil in the pot becomes dry.

Either clay or cement pots can be used for planting. Clay pots are the most suitable for the growth of plants. There should be a hole in the bottom of the pot. This helps to drain the extra water from the soil and to aerate the roots. Pots must be cleaned from the outside at least once a year.



- ◆ Give information about pots on a visit to a nearby kitchen garden.

1.3 Fruit Processing

Fruit Trees

Fruit trees can be of different sizes. Mango, jackfruit, *jamun* trees are very big whereas banana, *papaya*, *chickoo* trees are of medium size. Grapes grow on a climber.

A **banana** tree has a brittle, soft and thick main stem. It is green in colour. The leaf is broad and very long. First, an inflorescence appears on the banana tree. This develops gradually into fruits i.e. a bunch of bananas.

The **mango** is everyone's favourite fruit. The trunk of the mango tree is thick hard and blackish brown. The leaves are deep green in colour. Mango blossoms appear in a particular season. A blossom develops into a green raw mango which in turn becomes a ripe mango. Mangoes are used to make several different foods.

The trunk of the **chickoo** tree is strong and brown in colour. The leaves are lighter green and of medium size. Flowers are white and the fruit is dark brown and oblong or round. There are black seeds at the centre of the fruit. *Chickoo* is used for eating or for making several food preparations.



Banana



Mango



Chickoo

My Activity

Draw pictures of the mango, *chickoo* and banana and colour them.

- Visit an orchard in the neighbourhood to get the students to observe the fruit trees and obtain information about them. All kinds of fruits should be eaten when ripe and should be washed well before eating.

1.4 The Fish Industry

Obtaining preliminary information about fishing

What is fishing?

Fish are used by humans as a nutritious food.

Big fish live in seas, rivers, big lakes. Small fish live in streams, ponds, canals, etc. Catching fish is called fishing.

How are fish caught?

There are several methods of catching fish. Very large fish live in seas and big rivers. Mechanical devices and various kinds of nets are used to catch them. We will learn about them next year.

Let us learn about the basic simple methods of fishing.

(1) Standing in the water to catch fish.

Small fish can be caught in this way by standing in shallow water. If the water is deeper, some people may even dive under it to catch the fish. People use their hands to catch small fish.

(2) Using spears to catch fish.

A fish is speared using a hand held spear.

(3) Using a hook to catch fish.

The hook is a very simple and useful fishing device.

It has the shape of the letter J. Its one end is very sharp. A ‘bait’ or a piece of fish food is tied to it. A string or

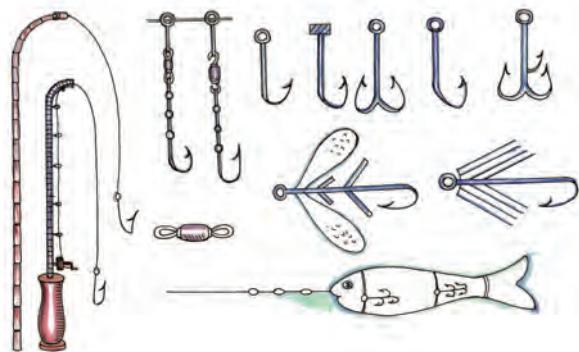


'line' is tied to its other end. A 'float' is tied to the upper end of the string. When the hook is let into the water the fish tries to eat the bait attached to it and the float shakes. The fisherman then pulls the rod out with a jerk. The sharp end of the hook is fixed in the fish's mouth. It is detached and the fish is put in a basket. Another bait is fixed on the hook and lowered into the water. This is how a hook is used for fishing.

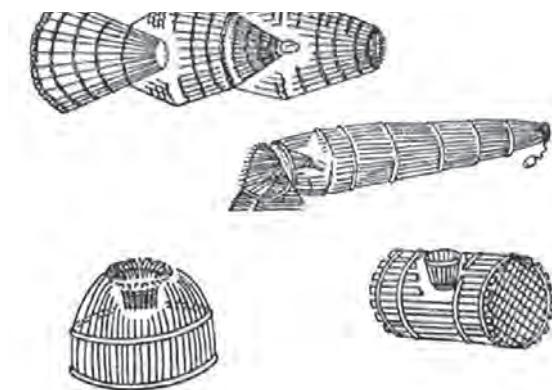
(4) Using traps for fishing.

Thin strips of bamboo are used to make a trap. A trap is shaped like a '*mrudang*'. The bait is placed inside the trap. Sharp strips of bamboo are fixed on the inner side of the trap. As a result, once the fish enters the trap, it cannot go out again. They get trapped inside.

These are four simple and basic methods of fishing. People who live on river banks know about these methods.



Fish Hooks



Traps made from thin strips of bamboo

My Activity

- (1) Make a model of a fish hook.
- (2) Draw a picture of a fish trap.
- (3) If possible, go with some elder person to watch people fishing.

◆ Ask the students to visit fish market in their area and get information of various fish by observing them.

2. Area: Clothing

2.1 Cloth Production

Unit-1 : Actually handling a boll/sliver of cotton and a spindle

This is Spindle speaking...

Hey, kids, do you see me? I'm Spindle.
How do you do?

But, we don't know what a Spindle looks like.

Well, that's just why I am introducing myself. So, here I am Spindle.

You know that cloth is made from cotton. But first the cotton has to be drawn into a yarn or thread. This is called spinning. The simplest device for spinning yarn is me Spindle.

Now, what did you say? That machines are used for spinning. You are right, there. But before the machine was invented, I had to help produce the yarn. Then the spinning wheel was invented. The spindle and the wheel were used to draw yarn in every household. And cloth was woven on a manual loom or handloom. This work is carried on in some households even today.

Children, I am not a machine. My structure is very simple. I have only two parts, a shaft and a whorl.

My shaft is made of steel. It is about as thick as a thick incense stick (*agarbatti*) and is 18 cm long. The top end of the shaft is flattened and has a notch. About 2.5 cm from its lower end a brass disc or 'whorl'



is fitted to the shaft. My lower end is sharp and is called the tip or point.

So, this is me a Spindle

What did you say? Where's the cotton required to make the thread? Well, that's mighty clever of you! Last year you learnt to clean the cotton didn't you? That clean cotton is carded and shaped into a thick, full wick-like shape about 15 to 18 cm long. This is the 'sliver' from which the yarn is drawn.

The 'sliver' and I, spindle, together spin the yarn. What's that? You'd like to touch me? Sure, you're welcome!

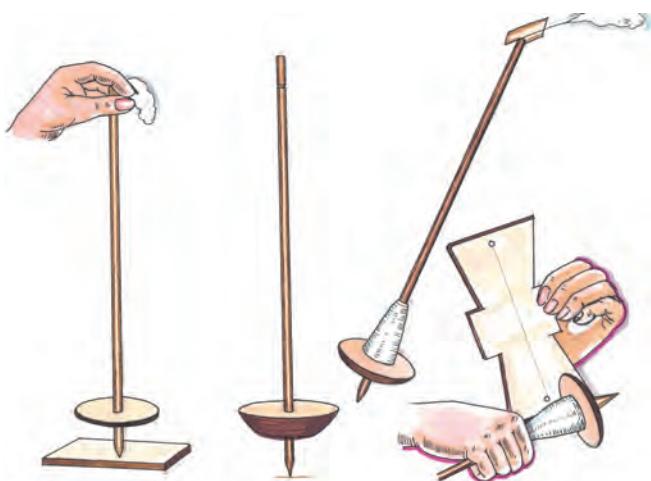
As you do so, do measure my length and the size of the whorl. See how full is the sliver of cotton. And, yes, do take care that my sharp tip or point does not poke anyone.

You can try turning me around.

But we shall learn to draw the yarn only next year, that is, in Std IV.



Sliver



My Activity

Learn by heart :

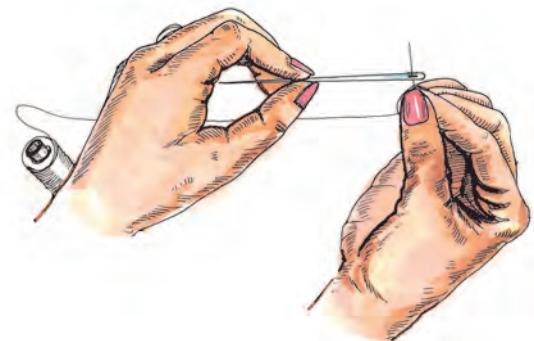
- (1) See how the spindle goes
Spin, spin, spin.
Drawing yarn from the cotton
Long and thin.
- (2) Make a model of a spindle using a long, round, thick stick and a piece of cardboard.

- ◆ Show an actual spindle or a picture, for the children to observe.
- ◆ Give them information about spinning.

2.2 Basic Tailoring

Threading a Needle

Let's play a game.



How does the game help?

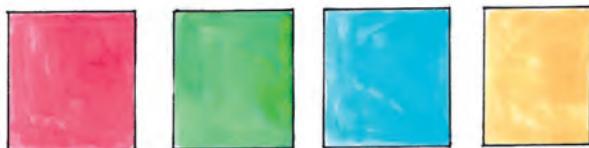
1. Eyes become sharper.
2. We develop hand-eye coordination.
3. We can do basic stitching.
4. We learn to work with each other's help.

Take care while playing :

1. Do not poke each other with the needles.
2. When the game is over place the threaded needles in a small box or pin it to a paper and put it away carefully.

My Activity

1. Thread a needle once every day.
2. Collect samples of cloth from some one who does tailoring and stick them in a scrap book.



- ◆ Give information about tailoring.

2.3 Doll Making

You like to wear a mask, don't you?

We have a lot of fun wearing a mask on occasions like a birthday, *Holi* or *Rangapanchami*. We can buy masks but let us learn to make one.

Materials : A big paper plate (about the size of your head), a thick needle and thread, scissors, red and black felt pens, glue, plain yellow and plain white paper, pictures of animals, birds, flowers, fruits, etc.

Do this:

1. Use the black and red sketch pens appropriately to draw eyes, nose, ears, lips, etc. on the outer surface of the paper plate.
2. Draw a picture of an animal, bird, flower, fruit that you like. Cut out the shape of the eyes from the picture.
3. Make holes on the two sides of the plate near the ears and pass a thread through each.
4. The threads should be long enough to go around the head and be tied into a knot.
5. Place the mask on your face and tie the knot behind your head.



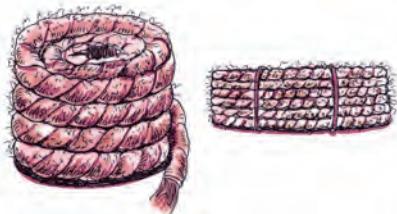
My Activity

Make masks of different shapes.

- ◆ Demonstrate how to make the mask, in the classroom, or show a picture of one and tell children to make masks.
- ◆ Pictures on this page are of masks that children have themselves made.

2.4 Coir Work

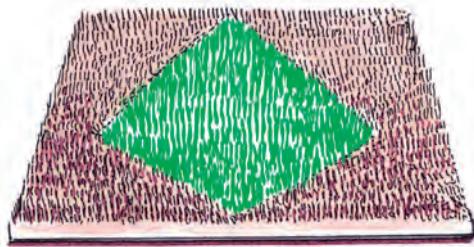
Write the names and uses of articles made from coir or coconut.



What do you see in the picture?

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Uses
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What do you see in the picture?

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Uses
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What do you see in the picture?

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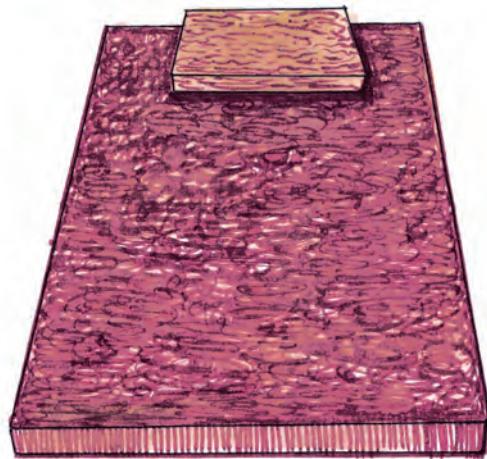
Uses
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What do you see in the picture?

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Uses
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What do you see in the picture?

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What do you see in the picture?

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My Activity

- (1) Write the uses of things as shown in the picture.
- (2) Draw a picture of one thing in your house that is made from coir.

- ◆ Show the class the things that are available. If possible arrange a visit to a coir centre.

3. Area : Shelter

3.1 Clay Modelling

Making the shapes of fruits, vegetables, etc. in clay.

Materials : Clay, water, a wooden board, a pointed object, a large pan, a broom, duster, etc. for cleaning.



Method

1. Guava :

- Observe a guava. Take a lump of clay.
- Give it a slightly tapering shape at one place.
- Make a small depression one side for the stalk. Make a stalk and stick it there and shape it neatly. With a wet hand, smoothen the shape.

2. Apple :

- Observe an apple. Make a round ball of clay.
- To give the dipped shape, press with your thumb on opposite sides. Make the stalk and stick it there.



3. Bottle Gourd :

- Observe a bottle gourd. Make a longish shape from clay. Shape it like a bottle gourd and fix a stalk on it.

My Activity

Observe fruits and vegetables and make clay fruits and vegetables like them.

- ◆ Show those things in the class that are actually available. Explain to the students the details of clay work. If possible, arrange a field visit.

3.2 Bamboo and Cane Work

Making different shapes using bamboo strips and sticks.

Materials and tools : Four bamboo strips of equal lengths (for example, all 15 cm long or all 10 cm long). Strong thread.

Procedure

1. Take four bamboo strips of equal length.
2. Place their ends on each other as shown in the figure.
3. Tie them together firmly with a thread.

Can you tell what shape this is ?

1. Take two bamboo strips of equal length.
2. Take another two strips of equal length but different in length from the first two.
3. Place the sticks as shown in the figure and tie the ends together firmly with a thread.

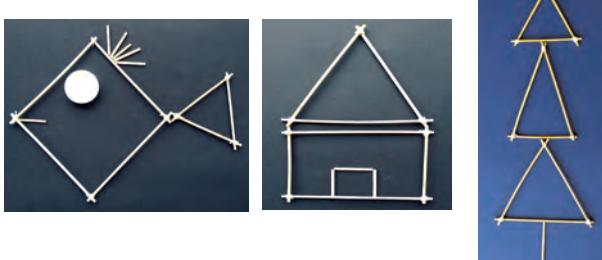
Can you tell what shape this is ?

1. Take three bamboo strips of equal length.
2. Place their ends on each other as shown in the figure.
3. Tie them tightly with a thread.

Which shape have you made now?

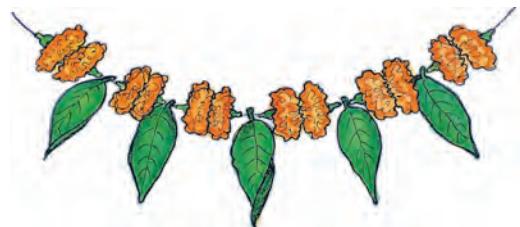
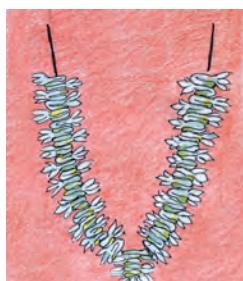
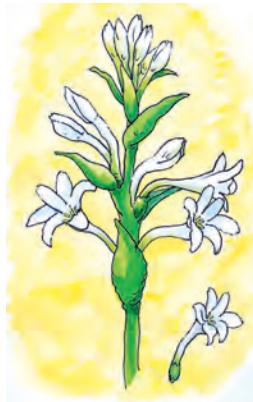
My Activity

Take bamboo strips of different lengths and make a variety of shapes.



♦ In view of the age of the children avoid using tools with sharp points or edges. Give guidance where necessary.

3.3 Cultivation of Flowering and Ornamental Plants.



Finding out which flowers and buds are used to make garlands, *gajaras*, etc.

Gajara - A small garland, 15 to 30 cms made from small flowers and their buds, is called a *gajara*. The flowers may be threaded together or their stalks may be woven together to make a *gajara*. *Gajaras* are worn in their hair by women and girls.

Mogara, jaai, jui, aboli, chameli, bakul, tuberose are the flowers used to make *gajaras*. Buds of flowers like the *mogara, jaai, jui, chameli* are plucked and kept in the water along with their stalks when they are ready to open. These flowers remain fresh for a longer time.

Large compact flowers / Garlands - (i.e. flowers whose many petals grow close to each other) and mango, *ashoka* or *tagar* leaves are threaded artistically on a string to make long garlands. Such garlands are used on occasions like religious functions, welcome or farewell functions, for statues, wedding ceremonies, etc.

Marigolds, chrysanthemums, tuberose, *mogara*, asters, *tagar*, *aboli* are used for these garlands. These garlands are thick and long.

A bouquet of flowers -

Some of the flowers used for garlands can also be used to make a bunch or bouquet of flowers for decorations or as a gift. These flowers can also be arranged artistically for use during a function.

My Activity

1. Go to a flower shop and observe the *gajaras*, garlands, *torans* displayed there.
2. Make a small garland.

Other Areas

Conservation of Animals and Birds.

Unit : To study how cows, buffaloes, goats, fowl are useful to humans.

Characters : Children wearing masks of a cow, buffalo, goat and hen.

Stage : Make place in the centre of the classroom.



Dialogue

A hen picking grain (A girl in the role of a hen acts the part.)

Cow (Enter) : Hey, Mrs Hen! Haven't you finished digging up the yard?

Hen : Oh dear, you've come so early. Where did the cowherd go?

Cow : Do you know what happened today! The Master and Mistress both went to the neighbouring village early this morning. And they won't be coming back till late in the evening. So, we told the cowherd, "Why don't you also take a day off today?" He promptly ran away. So, we too came back soon!

Hen : But, do you know why Master and Mistress have gone? They're going to sell all those eggs we gave and bring home a bagful of money!

Cow : Oh well, you need not boast, you know. We are also very useful. Our milk too fetches a lot of money. Besides, yoghurt, butter, *ghee*, *khoya*, *paneer* also sell well and are a good source of income.

Buffalo (Enter): Oh Tambutai! Don't show off so much! We give much more milk than you do. And it doesn't spoil easily. So many products are



made from our milk and there's a great demand for it, too.

(*Goat comes hopping in.*)

Hen : Here's our wild friend Goat ! So where have you been gallivanting today?



Goat : You know Sister Hen, we don't stay at home pecking at the ground like you. We go and find our own food. No one has to spend money for us. And yet we have our uses. We give milk and meat and all our parts as well as our droppings are useful, you know.

Cow : That's true of course, but after all we are the ones who provide bullocks for tilling the fields and cows for milk.



Buffalo : Oh, you two can keep talking but neither of you can compare with us.

(*Looking this side and that*) Now, Oh dear!

Where's Hen disappeared. She must be foraging in the garbage.

Hen : (*Coming up*) I'm right here. I noticed a kite hovering in the sky. It makes off with my chicks. So I shooed them into the pen. But I was listening to all that you said. The long and short of it is that we are all useful to humans. Why should we quarrel over that?

Buffalo : She's right. She looks small but she makes great sense. Anyway, the sun is setting and they'll soon be back. Let's all go back to our places. (*All leave.*)

My Activity

1. Enact this dialogue in a class or in a school function.

2. Collect pictures of cows, buffaloes, goats and hens.

- ◆ Which are the domestic animals ? Explain the uses of domestic animals. Arrange a field visit.
- ◆ The dialogue given above is only suggestive. Suitable changes can be made in it as needed.

5. Information Technology

(a) Starting and shutting down the computer safely.

The computer is a machine that works on electricity. It should be understood that the method of starting and shutting down a computer is different for different types of computers. The steps given below are an example of one type.

1. Before starting the computer, check all its connections (data and power supply wires).
2. Turn on the main switch of the power supply. Press the power button (ON/OFF) of the CPU.
3. Check to see if the indicator light of the monitor is on.
4. Observe the changes that take place on the screen while the computer is booting. Wait till the desktop appears.



Road Safety:



My Activity

Use colours to draw the above signs and explain to your friends what they mean.

- ◆ Divide the class into groups and to each group, explain the steps of starting and shutting down the computer. Then, let each one practice it for themselves while others observe.
- ◆ Some sample road signs have been given above. Make a chart of road signs and display them in the class. Explain the signs.

1. Picture

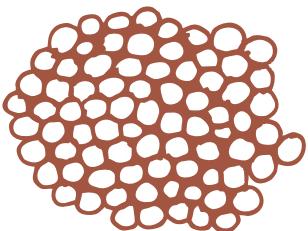
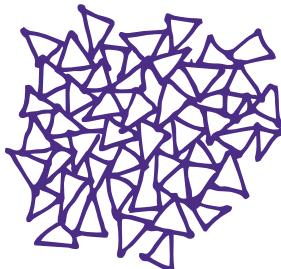
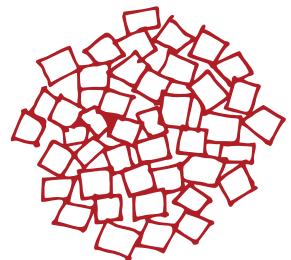
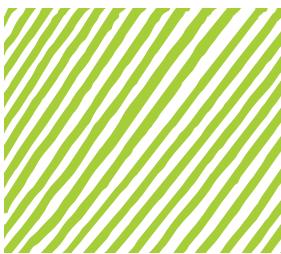
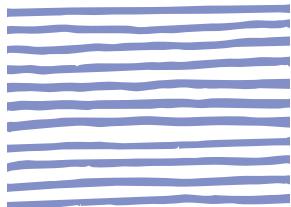
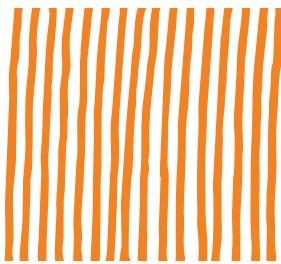


1. Picture - Craft
2. Music (Vocal, Instrumental, Dance)
3. Drama

1. Picture

- There are colourful flowers, leaves, trees and birds around us. Let's get to know them. To remember the various shapes, colours let's draw the shapes on paper. We can use coloured chalks, coloured pencils, colours to draw for this.
- Let's draw various lines, various shapes. Let's remember and draw designs. Let's draw the pictures you like and draw with the help of lines and shapes. Let's practice lines and shapes to make your handwriting beautiful.

Drawing



Drawing means to make a picture using a pencil or pen

Lines

Vertical lines, horizontal lines

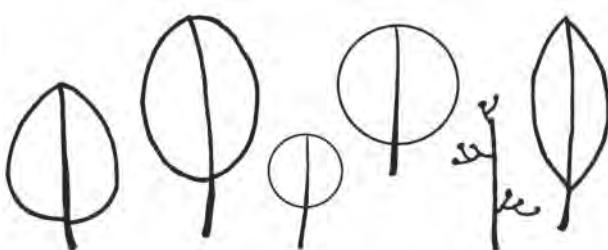
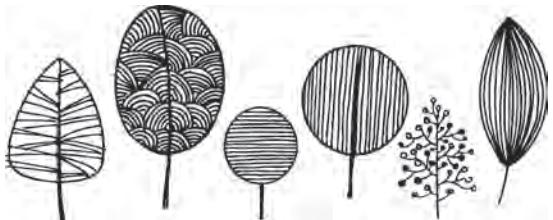
Let's draw lines.

Let's draw various shapes using those lines.

We feel like drawing nice pictures, isn't it? Then first we must learn to draw a line. In Std II we learnt to draw lines. Now we need to practice that more. Once we learn to draw a line nicely, we will be able to draw beautiful pictures.

My Activity

Draw lines as shown above and create shapes.

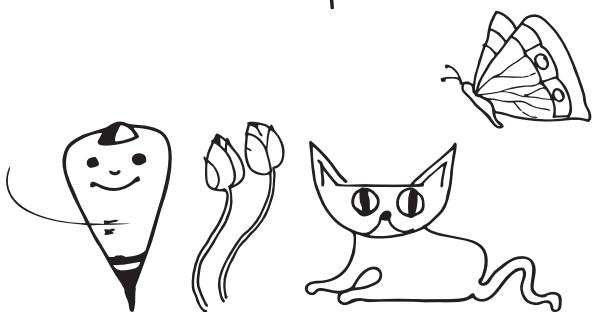


- Ask the students to draw any lines and shapes they like. They can use pencils, sketch pens, marker pens, crayons, coloured pencils to practice lines.

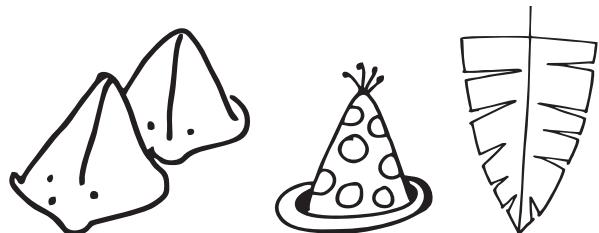
Shapes



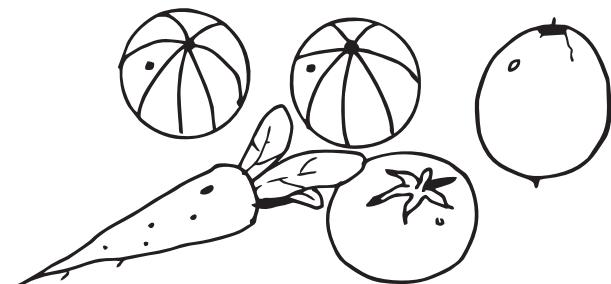
Shapes are made of lines. So let's draw triangles, squares and circles.



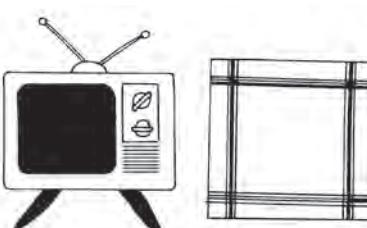
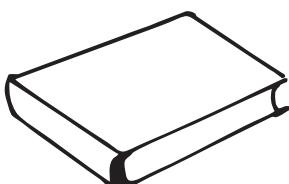
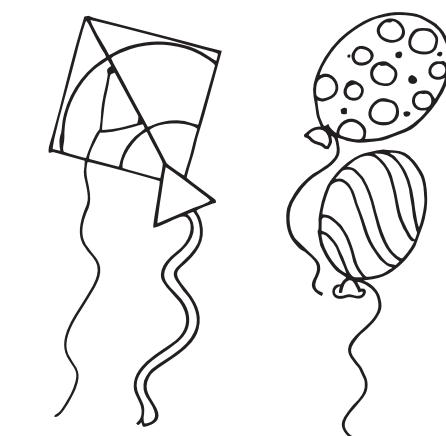
One line straight
Two lines slanting
What does it make?
Yes, it's me, a **triangle**.
The shape of leaves is triangular
Can you tell me, in which other
things is hidden the shape of a triangle?



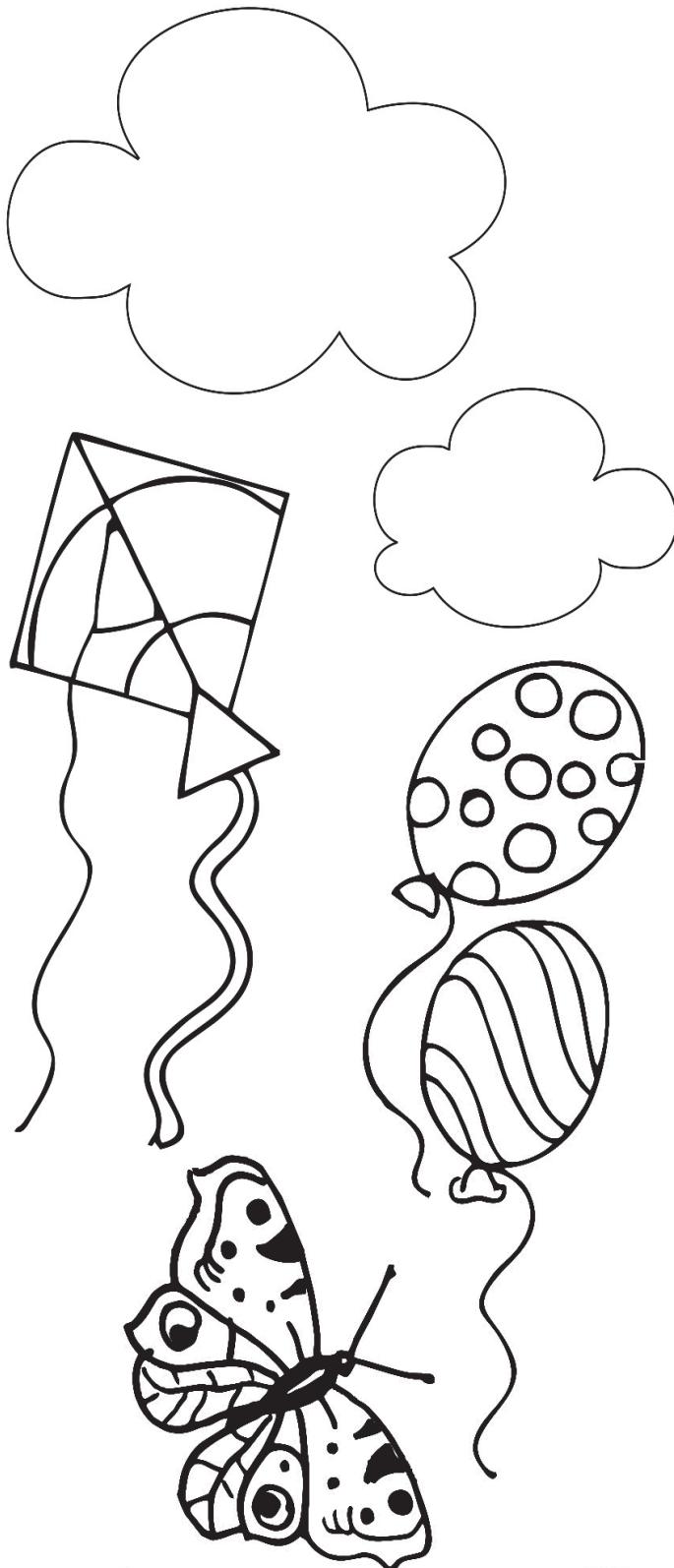
Two half cups joined together
What do they make together?
Yes, it's me, a **circle**
The ball's shape is a circle
The lemon's shape is a circle
Can you tell me, in which other
things is hidden the shape of a circle?



Two lines vertical
Two lines horizontal
What will they make?
Yes, it's me, a **square**
A handkerchief is a square
The TV in the house is a square
Can you tell me, in which other
things is hidden the shape of a square?



Memory Drawing

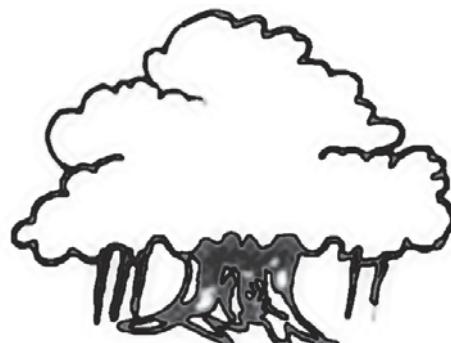


Let's draw from memory

A tree, the sun, a house, train, butterfly, kite, a cloud or a bird, an animal, etc.

Let's remember.

1. We will be able to draw a good picture.
2. Don't think that your picture is wrong.
3. Our picture is our own.
4. Drawing a picture will give us joy.



- ◆ Tell the students to draw other pictures from memory. Make sure that they do not copy a picture. Do not point out mistakes or faults in the picture as it is the student's own picture. Acknowledge what is expressed in the picture.



Imaginative Drawing

Let's draw any picture from our own imagination.

My doll, fairy queen, chocolate house, a rainbow, my birthday cake, etc.

- * Anybody can copy a picture. Drawing a picture from imagination is always the best!
- * Let's draw a picture on a paper, from our own imagination, very different from those of others.
- * Don't think that your picture might be wrong.
- * Creating something of one's own gives us a very special joy.

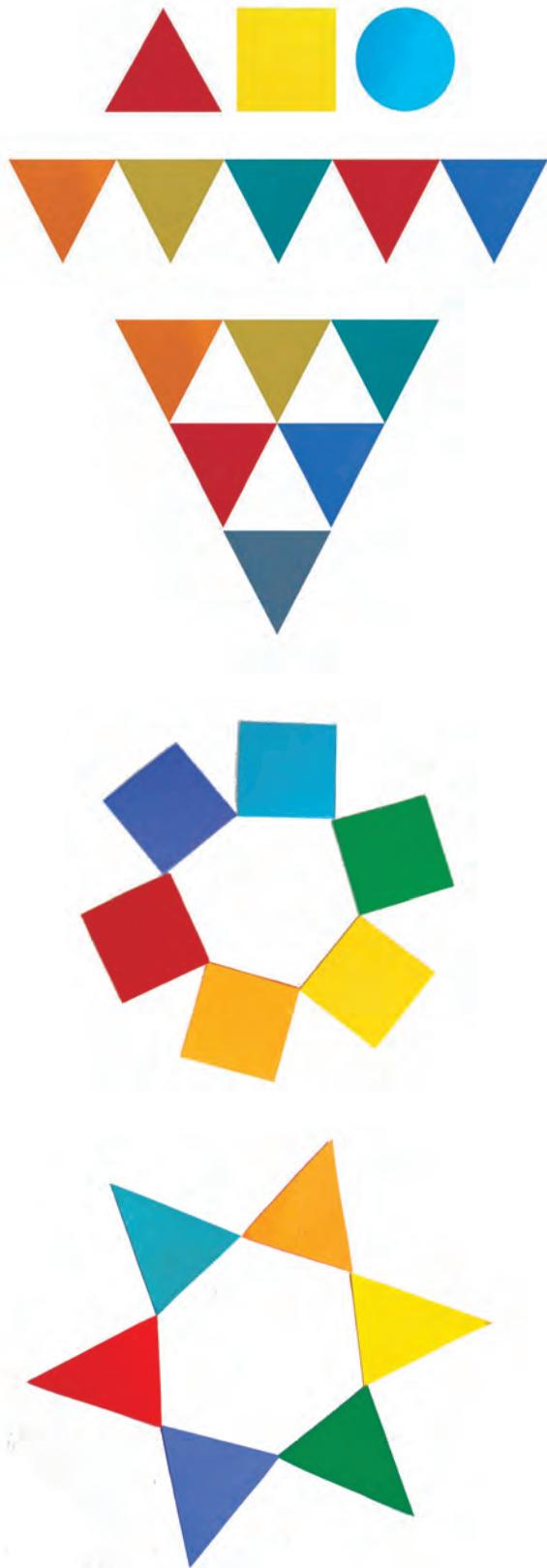
My Activity

Draw something from your own imagination.



- ◆ Ask the students to draw a picture which is not similar to this one. Explain what imagination is. Imagination means a different picture of your own.
- ◆ Don't point out mistakes because it's their own picture. Understand the emotions in that picture. Praise/Appreciate the students.

Patterns



Sai : Rucha, the pattern on your frock is so beautiful!

Rucha : Yes, it's my Tai's selection.

Sai : Very nice! There are so many different and simple shapes in it.

Tai : Hello Sai! What's the discussion about?

Rucha : We were looking at the pattern on my frock.

Tai : I will tell you how patterns are made. It's fun.

Rucha : Really, Tai?

Tai : We always see patterns on our handkerchiefs, clothes, sarees. We see the leaves, flowers, various shapes and colours on them.

Let's learn to draw such simple patterns.

Sai : Agreed! What materials will we need?

Tai : Coloured papers, pencil, ruler, scissors, etc.

Rucha : I have all this material. Let's do it!

Tai : Let's draw a triangle on a coloured paper and cut it out with the scissors. Now cut triangles of the same size in five or six different colours. Let's try to place these triangles in a number of different ways.

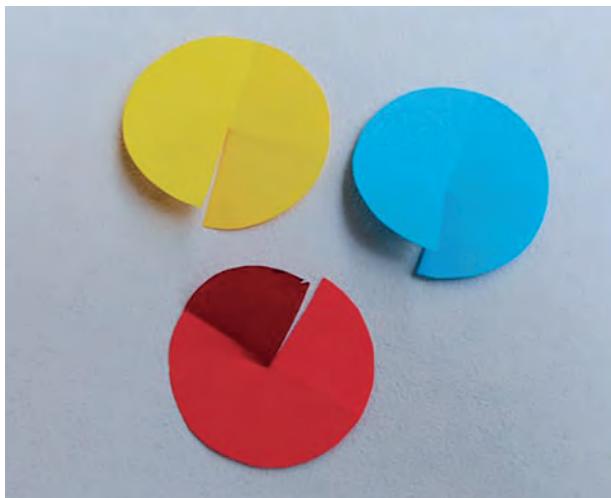


My Activity

Prepare your own patterns using different shapes.

- ◆ Get various patterns made using the shapes shown in the picture or using different shapes.
- ◆ Help only when necessary. Use any object like a bangle, cap, bowl to draw a circle.

Introduction to Colours



Nature is filled with various colours for us to see. We can see so many colours of leaves, flowers, trees, birds, mountains, sky, clouds, butterflies, etc. But we can see these colours only if we carefully observe them.

Let's draw three identical circles on different coloured papers and cut them out. Holding the three circles one on top of the other, let's cut the circles from the side to the centre. Let's fix these circles one into the other, turn them, and find out what interesting things happen. Just give it a try!



As there are different colours in nature so also clothes, things, toys, are of different colours. Even balloons are of different colours. There are some balloons in the picture. Look at their colours and identify them. Make a list of the colours you know.



- ◆ As there are different colours in nature so also clothes, things, toys, have different colours. There are balloons shown in the picture. Ask the students to look at the colours and identify them.

Block Printing / Print Making

Let's do block printing.



- Ira** : Ravi! Look, the colour on my hand got on the wall.
- Ravi** : Yes! This is called impression.
- Ira** : Oh yes! We can get imprints of anything.
- Ravi** : Correct! But we need water colours.
- Madhav** : My brother has gifted me a set of water colours and brush on my birthday.
- Ravi** : Let's do as I say. We will paint one paper. Who will do it?
- Ira** : I will do it. I can paint nicely with a brush.
- Madhav** : What shall we do after we finish colouring?
- Ravi** : Crumple the paper before the colour dries. The colour should be wet and it should remain inside while you crumple.
- Ira** : Let's open now!
- Ravi** : Wait, it should not be opened immediately. Let's open after ten minutes.
- Madhav** : Wow!...Such a beautiful picture is made.
- Ira** : We can make more and different pictures.
- Dada** : Oh, wow! You have really done well.....
This is called 'Block Printing.'
- Children**: Oh really! This is Block Printing then.
- Dada** : You can make use of this in creating designs.

(All the children got deeply involved thinking how they could use this in various designs.)



A Little Fun

Oh, wow! How pretty are the caps of these pens! Will these be of any use to Rama? Oh yes, Rama has been given a block printing project in school! These caps can be used for it. Oh, really, I will ask Rama to do it. She will be very happy. What material will she need? Water colours, brush, water, paper, and these pen caps, white paper or coloured paper will do. She can colour the edges of these caps with a brush and take their prints on a paper. She could do the same by painting other things too, like leaves, an onion, lady fingers threads... What lovely patterns they will make! Rama will jump for joy. Rama will be lost in thought, thinking of all the patterns where she could use these block prints. She will get an excellent block print. She will be able to make several pictures like this. Rama will get to see the different pictures of her classmates today. It will be fun preparing these block prints, isn't it?

- ◆ Ask the students to take prints of several different things in various colours.

Paper Collage



Sakshi : Listen! Sir was saying that today we have to make a paper collage.

Rajeshwari : What is paper collage?

Sakshi : I too did not understand!

Pooja : I know. I will tell you. We draw pictures and colour them. Then tell me what do we use to colour them?

Rajeshwari : Crayons, sketchpens, coloured pencils.

Sakshi : We also use water colours!

Pooja : What if we don't have colours! How to colour then?

Ajay : Oh, really! That would be a problem!

Pooja : We can still colour them, friends. If we can find paper of the right colour and cut it and paste it wherever we want, with gum, the picture will look coloured, isn't it?

Rajeshwari : Yes, that's true! We really didn't know this. Then let's make a picture like this.

Pooja : Yes! And this sticking papers to make pictures is called 'collage'.

Sakshi : I have coloured papers, but which pictures can we make out of them?



Pooja

: You can choose to make any picture you like which you can make easily. Like clouds, trees, sun, houses, vegetables, fruits, etc.

Rajeshwari : We can colour any picture.

Sakshi

: Do we have to use new coloured papers only?

Pooja

: Not necessary! We can use waste paper, trashed magazines, coloured advertisements from newspapers. Information brochures also can be used.

Rajeshwari : That's cool and cheap too!

Ajay

: Ok.... Let's each one of us, make our own paper collage.

Sakshi

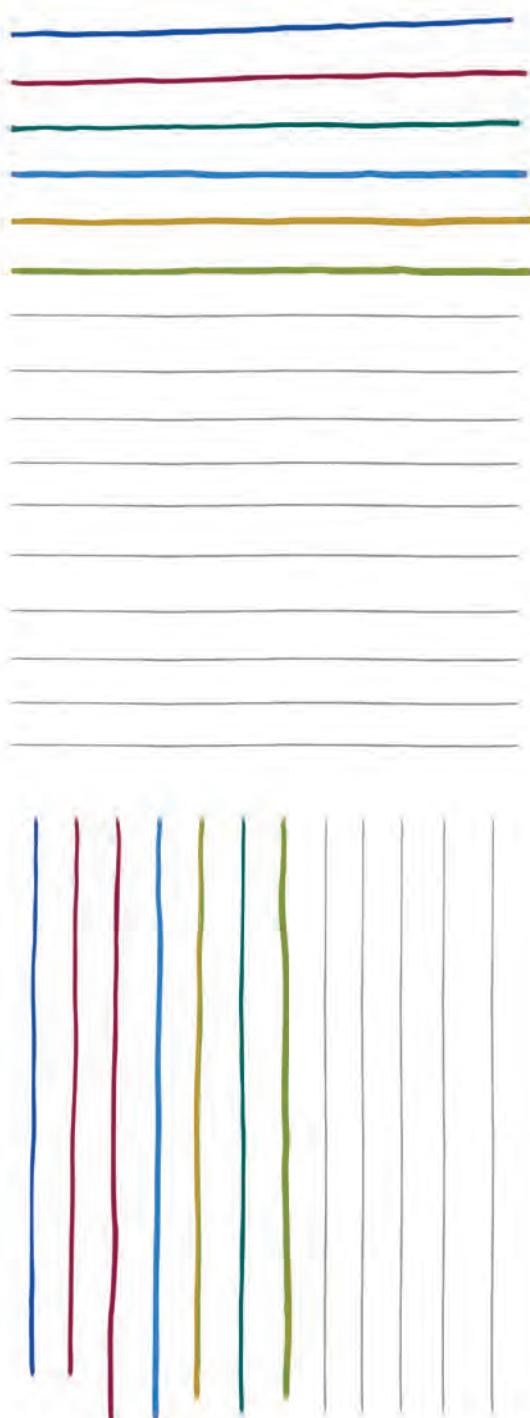
: I will make a very different picture from all of yours!

My Activity

Make collages of different shapes and paste them.

- ◆ Explain the above conversation and ask them to prepare a collage of their choice. Ask them to draw simple shapes, cut or tear coloured papers and make a collage out of it.

Beautiful Handwriting



We all feel that we should look good.

Isn't it?

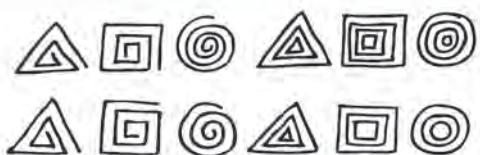
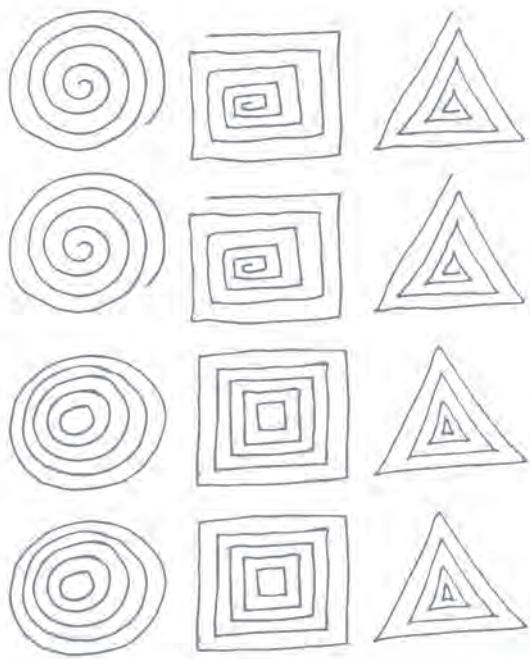
Like nice clothes, shoes, bag, our handwriting should also be good.

Let's learn this.

- Neat writing means beautiful handwriting.
- To write beautifully you should be able to draw good lines and good shapes.
- Neatness is necessary while drawing lines or shapes.

First take a pencil and draw a horizontal line with the help of a ruler. Then with a sketchpen without the help of a ruler, trace over the line drawn with a pencil. In the same way let's draw a vertical line and a slanting line. Let's practice drawing lines as much as we can so that the line will be perfect and your handwriting will be beautiful.

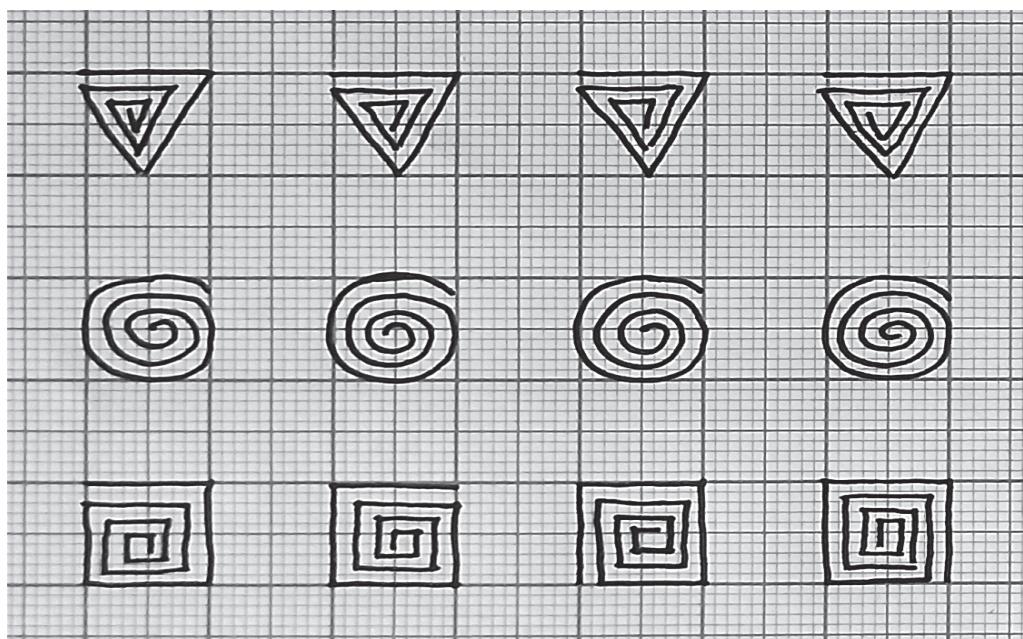
- ◆ For handwriting to be beautiful, you need to practice from childhood. One must practice drawing lines as explained.



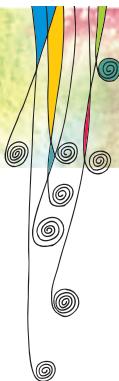
- Some shapes are given alongside. Trace these shapes with a sketchpen.
- Also try to draw such shapes on your own.
- For drawing these shapes, make use of graph paper.

For good handwriting let's remember this.

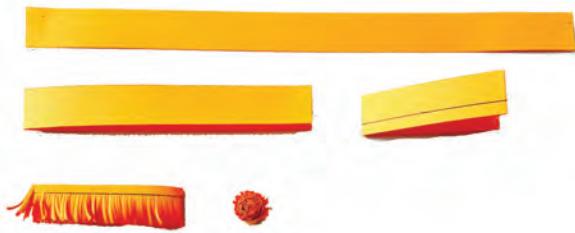
1. We can improve our handwriting by practising a lot.
2. For beautiful handwriting we must practice drawing lines and shapes well.
3. We must use a pencil with a good point.
4. We must practice writing in a double line notebook.



◆ Give the students practice of some more shapes as given above.



2. Sculpture



Paper Work

We enjoy cutting, tearing, crumpling, folding, rolling and pasting paper!

So then, let's make beautiful things from paper. We will need material like coloured paper, scissors, gum, etc.

Let's make paper flowers

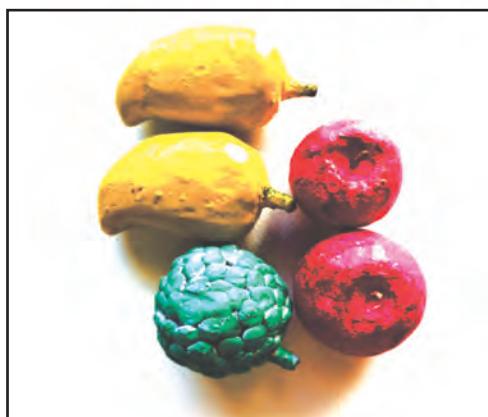
- Take a strip of paper (20×2 cm).
- Fold the paper twice and draw a line over the folds.
- With the help of scissors make many cuts from the bottom edge of the paper strip to the line. (See the picture.)
- Now roll the paper strip and fold it from top to bottom outwards.
- Attach a stick and leaves to the flower you have made.

The flower which you have made can also be stuck on a greeting card. Make flowers of various colours like this.



Clay Modelling

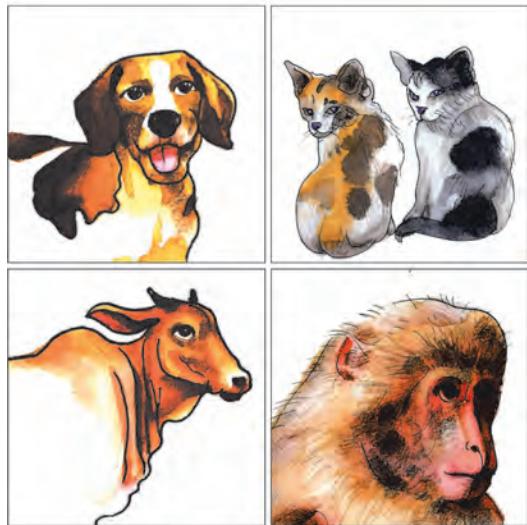
We enjoy playing in the mud, collecting mud, sifting it, soaking it, and kneading it! So, let's make some nice things with clay. For that we will need material like mud, sieve, water, etc.



- ◆ Some samples of clay articles and some of plasticine articles are given above. Ask the students to make things of their choice.

3. Singing

Nursery Rhyme



The sparrow came chirping *chiv chiv*
The Koel/cuckoo started singing *kuhu kuhu*
The parrot entered saying *mithu mithu*
The crow started calling *caw caw*
Everyone started singing and swaying
and dancing merrily.
The wind came blowing strongly.
The clouds poured streams of rain.
Everyone was happy and gay.
The peacock began to dance and sway.

Choral Singing

Who's doing *meow meow*
Who else, but the kittens new
Who's doing *bhu bhu*
Who else but the dog, Khandu
Who's doing *hoop hoop*
Who else but the monkeys' group
Who's doing *croak, croak*
Who else but the frog, you know
Who's doing *moo moo*
Who else but Kapila cow.

- ◆ Make the students sing the above nursery rhymes in tune and to a good beat. Make them sing more such songs.
- ◆ Make a collection of such songs.

Folk Song

I was awakened by the *ghar-ghar* sound of the grindstone. I came out and saw my granny sitting in the verandah singing along while grinding grain on the grindstone. Such a melodious voice, my granny has! I looked out of the window. The sun had not yet risen but the chirping of the birds could be heard already. I went to granny and asked her what song she was singing. Granny said, These are grindmill songs or *jatyavarchya ovya* which women usually sang while grinding. And Granny continued to sing.



दळनाच्या मिसे, मी जात्यावर बसे
रामरायाला गं माझ्या, ओवी गाईन उल्हासे
पहाटेच्या प्रहरामध्ये, वासुदेवाच्या आल्या झुंडी
बापाजीच्या माझ्या, वाडा बळियाचा धुंडी
एकलीचं नातं, दोर्घींचा येतो गळा
जनीला दळू लागे, देव विठ्ठल सावळा

शीवेला केलं शेत, गावंदरीला केला मळा
बयाच्या बाळाचा, मोटकऱ्याचा एका गळा
माळ्याच्या मळ्यामंधी, कोण हैशा गाणी गातो
सख्या पंढरीराया माझ्या, फुलझाडांना पाणी देतो
सरलं दळण, सुरत्या सुपात पाच गळू
आम्हां देवाने दिले भाऊ,
आम्ही बहिणी ओव्या गाऊ.

“Where did you learn these verses, these songs, Granny?” “O” my child, these are the **traditional folk songs** of our culture. My mother used to sing them when she did her pounding and grinding. I have learnt from her.” I loved these folk songs very much.

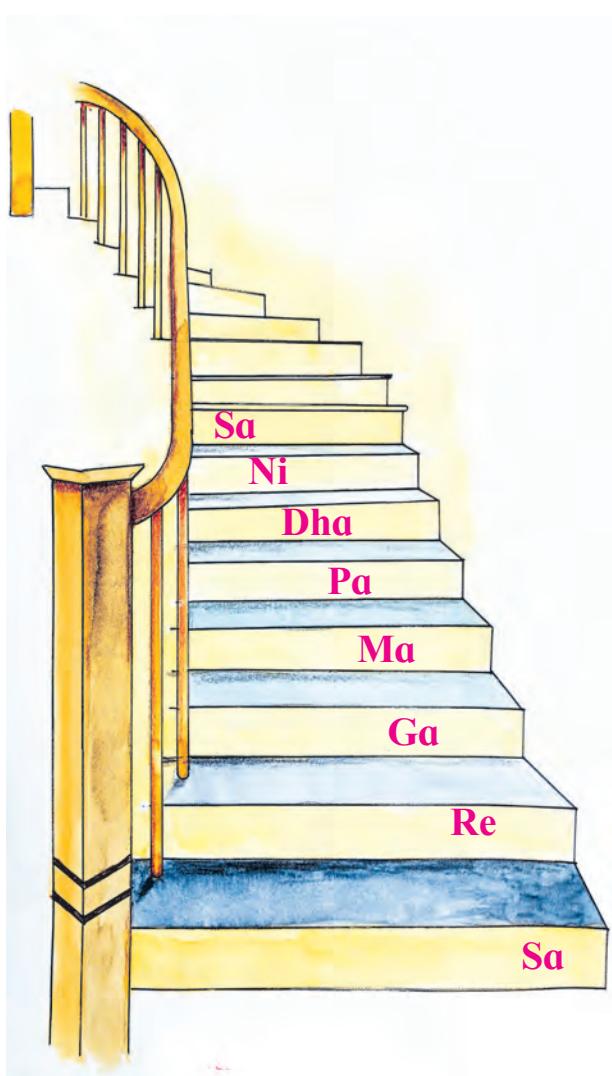
◆ अहिराणी लोकगीत

जात्या ईश्वरा, तुले वढून पाहिलं
माऊलीनं दूध, कारने लावीलं
पहिली ववी गावू, ईठ्ठल चांगलाले
खोंग खोंग मोती, जनाबाईना पदरले

डॉ. उषा सावंत

- ◆ The verses given above are some examples of ‘ovis’. The teacher may read them out/sing them to the children. They too can repeat the lines after the teacher in tune.
- ◆ Make a collection of local folk songs and give students the opportunity to perform them.
- ◆ Give more information about ‘ovis’. Get students to sing ‘ovis’ in other dialects also.

Swaralankar



Sa re ga ma pa dha ni these are the seven notes of music you are already familiar with.

Sa re ga ma pa dha ni when sung in the ascending order of the notes is called '*aaroha*'.

And when sung in the descending order **sa ni dha pa ma ga re**, of the notes is called '*avroha*'.

(1)

sarega regama gamapa mapadha
padhani dhanisa
sanidha nidhapa dhapama, pamaga
magare garesa

(2)

Saregama regamapa gamapadha
mapadhani padhanisa
sanidhapa nidhapama dhapamaga
pamagare magaresa

(3)

saresarega regaregama gamagamapa
mapamapadha padhapadhani
dhanidhanisa
sanisanidha nidhanidhapa
dhopadhopama pamapamaga
magamagare garegaresa

Rhythm

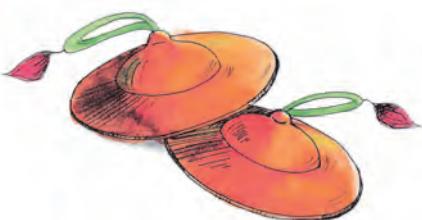
Giving the beat with the hand

1 - 2 - 3 - 4, 1 - 2 - 3 - 4

We will clap with our hands according to this. And we will take any percussion instrument or available object to give the beat and keep the rhythm.

- Ask the students to sing these *swaralankars* (seven notes) in proper pitch and rhythm. They should give the beat on any available instrument, or with their hands on any object, and actually do this activity themselves. They should practice the clapping rhythm taught last year. They should be made to actually do this.

4. Instrumental Music

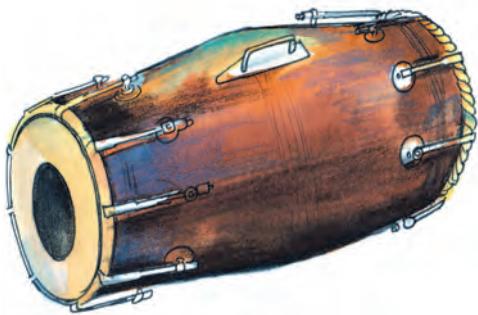
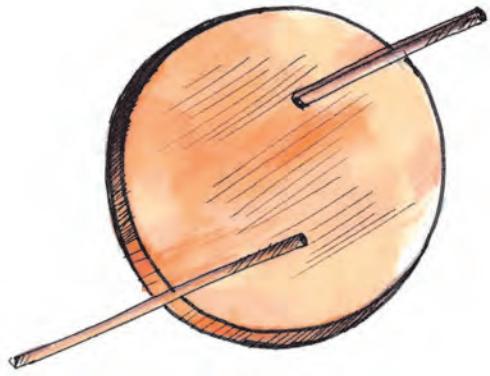


Introduction to Instrumental Music

Geeta, a sweet and good girl, was always quiet. She did not talk much to anyone. Did not play. Always sat pondering over something. She liked to listen to the rustling of the leaves. Whether it was the drip drop of falling water drops or the sound of the weaver bird knocking on the bark of a tree, she would be engrossed listening to these with her heart and soul. She would think about how the tinkling sound of small bells in our temple at home and the loud ding-dong sound of the school or temple bell were produced. She could not understand how when different things clashed or when two things were banged on each other, different sounds were generated.

With these questions in mind she went to her music teacher in school. The music teacher explained to her very nicely. "Look Geeta,

- The instruments which are played with the help of wind are **wind instruments**.
- The leather clad instruments are **percussion instruments**.
- The instruments which have strings are called **string instruments**.
- When some solid instruments are played by clashing on each other they are called solid or non-membranous **percussion instruments**.



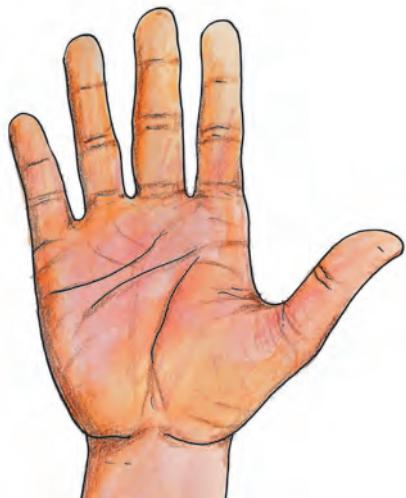
These include cymbals (*zaanj*), *taal*, castanets (*chiplyा*), *leziум*, *tiprya*, bell, triangle, tambourine (*khanjiri*), etc.

When you drop a pebble in still water, small waves are created. In the same way, sound waves are produced by these instruments. Therefore, we are able to hear the sounds of the instruments. The speciality of these instruments is that sound is created when they are struck. These instruments are used to play accompaniments.

While telling her about the instruments the teacher took her to the music classroom. The whole room was filled with instruments and she could see various types of instruments there. *Tabla*, harmonium, *dholki*, *sitar*, flute, *taal*, cymbals (*zaanj*), *tiprya*, tambourine (*khanjiri*) *leziум*, violin, bugle, conch, clarion (*sanai*), sarangi,...Oh my God! Will I remember the names of so many instruments? Friends, let's see if you can tell the names of the instruments you see in the pictures.

- ◆ Tell the names of the instruments after the students have carefully observed them. If possible, let them handle the instruments. They should be introduced to the instruments available in school.

5. Dance



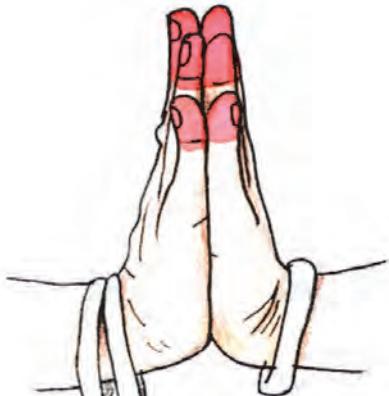
Introduction of the Fingers of the Hand

1. Thumb
2. Index finger
3. Middle finger
4. Ring finger
5. Little Finger

Hand Gestures (*Hasta Mudras*)

1. Flag
2. Trident
3. Peak
4. Offering
5. Fish





4



5

Action Song



What does Granny do?

Granny roasts groundnuts.

What does Tai do?

Tai shells the groundnuts.

What does mother do?

Mother pounds the groundnuts.

Pound, dear, pound,

The groundnuts pound.

Along with groundnuts

The jaggery pound.

Groundnuts and jaggery

We'll knead together

Come, let's all make *laddoos*.

And eat together!

- ◆ Ask the students to name the fingers. Give practice of the hand gestures or *hasta mudras*.
- ◆ In the action song ask them to visualize each activity. Then they should enact those activities.

Action Song based on Nature



Come girls come, Come girls come,
Under the *Prajakta* tree
Let's pick flowers.

Come girls come, Come girls come,
Along with the Cuckoo (*Koel*),
Let's sing songs.

Come girls come, Come girls come,
Along with the blue peacock
Let's do a dance.

Come girls come, Come girls come,
Along with the frog and rabbit
Let's leap and hop.

Come girls come, Come girls come,
Under this mango tree
Let's go to sleep.



6. Drama



Basic Movements

Let's do the activities given below without using any props.

1. Let's get the box from the shelf.
2. Let's fly a kite.
3. Let's make a garland.



Elocution

We were going home from school. It was winter and it was getting dark. My friends went their own ways. My house is far. I had to walk alone. I heard a *koon koon* sound. I started looking here and there. A small puppy had fallen in a ditch on the side of the road. It was covered with mud. I felt sorry for it. I bent down and took out the puppy from the ditch. It was shivering with cold and fear.

I dusted away the soil from its body. I brought the puppy home. Mother was waiting for me. I thought she would scold me now. But she said, "Oh! This puppy is so small! Come, let's give it milk." We gave the puppy some milk in a saucer. It drank it hastily and started wagging its tail. I got an empty carton. I spread an old bedsheet inside. The moment I put the puppy in the box, it fell asleep! I got a friend to play with.

- ◆ Get the actions done according to the description given in song. Ask the students to act out and present various activities. Introduce the activity to them.
- ◆ Ask them to modulate their voices according to the context. Encourage them to tell a story with expressive intonation.

Use of the Available Material



We can get many things from our surroundings, our house and from friends and use them for drama, dance and song, such as small branches of trees, leaves and flowers, newspapers, cardboards, sticks, etc. The elders in our house—our grandmother, sister, brother and others would help us with the costume according to the scene and content. We can make several things with newspaper like hats, cardboard crown, sword or spear made from a stick, etc. These are called properties or props.

Let's enact a skit.

We'll Remove Plastic! We'll Save the Environment!

(Vasant, Raghav and Suman are sitting in the playground of the school and chatting.)

Raghav : What are you thinking Vasant?

Vasant : We will not be able to survive for a long time without a clean environment.

Raghav : You're right! If we look around, what do we see?

Suman : Plastic bottles, bags, papers..... and most of it is paper wrappers of chocolates, and other eatables.



- ◆ Give the students information about how the natural things available in the environment can be used in the play. Show them some examples.
- ◆ Ask them to use the appropriate things available in the surrounding to perform the scenes of the play.



Suman : Yes , we can see this plastic waste on both the sides of the road, on the sides of the ground, in the garden, everywhere.

Vasant : We should find a solution for it.

Suman : What shall we do?.....

Raghav : I believe that the pollution in the environment is mostly due to plastic waste.

Suman : If plastic is recycled many articles can be made from it.

Vasant : But they will still be plastic after all?

Suman : I say that we should drive this demon of plastic away.

Raghav : And, we should start with ourselves.

Suman : First we should separate the wet and dry waste.

Vasant : We will keep our surroundings clean. We will put the waste in the dustbins only.

Raghav : We will use cloth bags instead of plastic bags.

Vasant : We will use stainless steel waterbottles and tiffins.

Raghav : And yes! We will not bring anything covered or coated with plastic to school. Only then will this mission be successful.

Suman : For this mission to be successful our mother, father, teachers, and all friends must also be with us.

Everyone : Let's make our school and home plastic free. We'll remove plastic! We'll save the environment!

- ◆ In this play the children are thinking about the present state of their surroundings. This is given as an example. Children should be given freedom to choose the topic.
- ◆ Ask the students to present the scenes of the play according to the context and use pictures wherever necessary.

किशोर

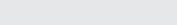
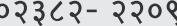
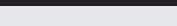


**कथा, कविता, कादंबदीका, एकांकिका,
दीर्घकथा, गंमतगाणी, ललित, छंद, चटित्र,
विज्ञान, देश-देशांतर, लोककथा**

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