

# **MODERN SCIENCE AND TECHNOLOGY**

## **Teachers' Manual**

**1**



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# CHAPTER 1

# Our Surroundings

## AIM

- To help the child to identify places in their neighbourhood
- To help the child to list some ways to keep the surroundings clean
- To help the child to sensitise towards keeping our surroundings clean

## TEACHING MATERIAL

- Posters
- Notebook work

## METHOD

Students at this age start to explore their surroundings. They visit their neighbourhood, school, market, etc. and notice a lot of things. Hence, in this chapter we will give opportunities to recall and use their previous knowledge and build on it.

We may start the class by different ways such as:

- Asking them to note down five things that they see near their house or while coming to school.
- Showing them a poster of neighbourhood and asking the students to identify any three places that they see around them.

Using their responses, talk about different places that may be present in our neighbourhood. Note the names of the places on the board so that they can read and note their names.

With this, talk about how they like their surroundings to be. We may ask questions such as:

- How would you feel if there is litter everywhere?
- What happens where people throw garbage on the roads or in the parks?
- Why must we keep our surroundings clean?

Discuss about importance of keeping our surroundings clean and how we can do that.

## RECAPITULATION

Write five places that are present in your neighbourhood.

## REVISION

Draw a poster on a drawing sheet, to show how your neighbourhood looks. Label the places present in your neighbourhood.

## WORKSHEET

**A. Name two things that you see:**

1. On the road: \_\_\_\_\_
2. In the market: \_\_\_\_\_
3. In the school: \_\_\_\_\_
4. In the park: \_\_\_\_\_

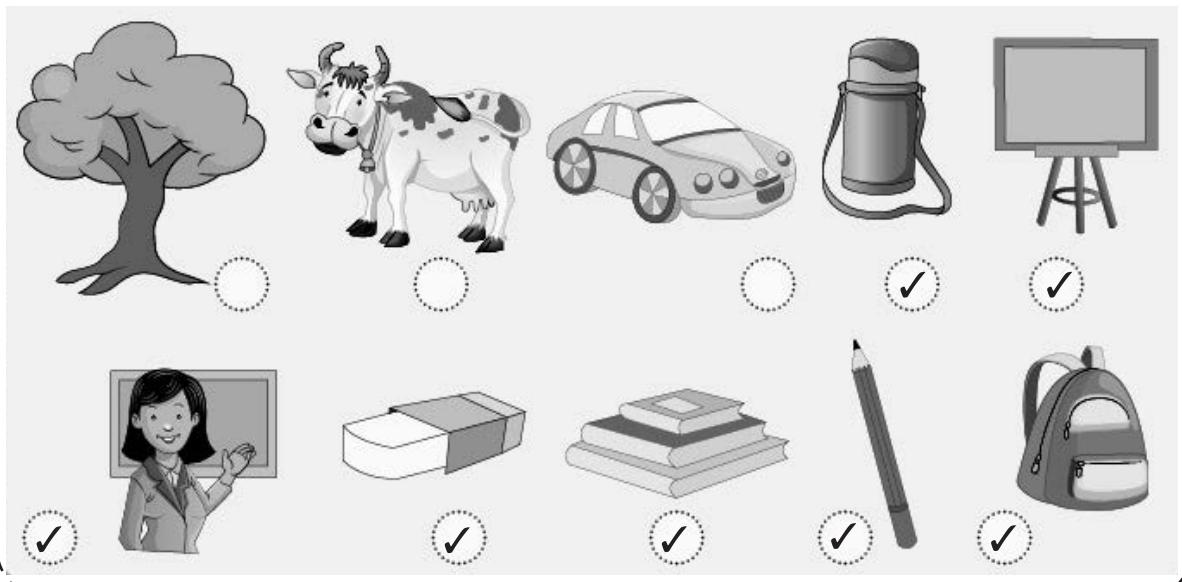
**B. Click on the correct option to keep your surroundings clean and beautiful:**

1. Throw the litter here and there/in the dustbin.
2. Plant more trees/cut the trees.
3. Plants make the air clean/dirty.
4. Water the plants/pluck the flowers from plants.

# ANSWER KEY TO THE COURSE BOOK

## Time to Recall (page 6)

Look at the picture and tick (✓) the things that you can see in your class.



## Time to Practise (page 7)

### A. Tick the correct option:

1. (b)                  2. (c)                  3. (a)                  4. (b)

### B. Fill in the blanks:

1. Clean      2. ill      3. Dustbin      4. Surrounding      5. Healthy

### C. Draw ✓ in the smiley face for correct statement and colour it Green and draw ✗ and colour it Red for incorrect statement:

1. Incorrect      2. Correct      3. Correct      4. Incorrect      5. Incorrect

### D. Answer the following questions:

1. The area around us is called our surrounding.
2. We should plant more trees because the plants provide us a fresh air.

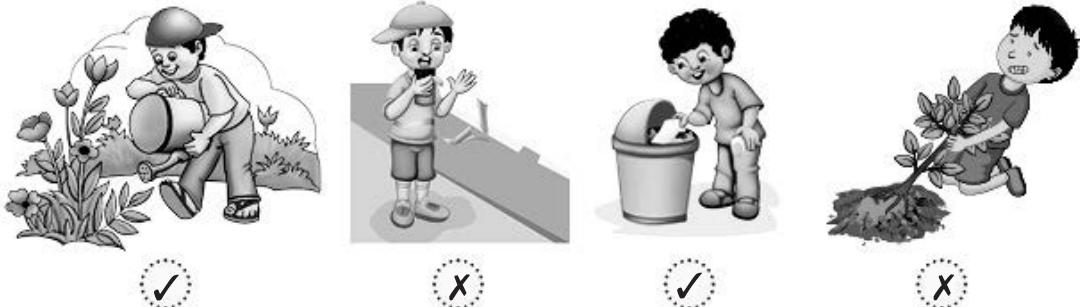
3. It is depending on situation, students can find blackboard, books and desks in their class surrounding.
4. Our surroundings should be clean and green.
5. To maintain the clean and green surrounding, following steps should be followed:
  - We should throw waste in the dustbin only.
  - We should not cut the trees.
  - We should plant more trees.

#### **E. Value-based question:**

Ravi must be throw waste in the covered dustbin only.

#### **F. Diagram-based question:**

Look at the pictures and mark (✓) for the ones which you should do for clean surrounding and mark (✗) which you should not do.



#### **G. HOTS (High Order Thinking Skills) Question:**

Things that make our surrounding dirty are:

- Rotten vegetable peels
- Waste paper
- Stale food.

# CHAPTER 2

# Living and Non-living Things

## AIM

- To help the child to classify objects into living and non-living
- To help the child to state the characteristics of living and non-living things
- To help the child to give examples of living and non-living things

## TEACHING MATERIAL

- Notebook work
- **Group Activity:** Pictures/samples of some living and non-living materials

## METHOD

Students' previous experiences and observations here will play an important role for us to discuss about living and non-living things.

We may start the class by asking the students to look around and name any five things that they see. As they respond, we may write their responses in two separate columns on the board without writing any heading.

Now, ask them to state some common things and some differences between some objects. For example, we may then discuss about digestive system.

To initiate the discussion, we may ask questions such as:

- How is a plant and a cat similar?
- How is a door and table similar?
- How is a human and an animal similar?

With this, elicit responses focusing on living and non-living things. Consolidate the discussion on the board and note important features of living and non-living things on the board. Give time to the students to note them down in their notebooks.

## RECAPITULATION

- Why is a stone non-living?
- Which of these is living—a frog or a stick?

## REVISION

Ask the students to draw three living and three non-living things in their notebooks and name them.

# WORKSHEET

## A. Fill in the blanks using the words given in the box:

natural      non-living      living      table      move

1. Things around us are either \_\_\_\_\_ or \_\_\_\_\_ things.
2. Non-living things are either man-made or \_\_\_\_\_.
3. Rain is the natural and a \_\_\_\_\_ thing.
4. A \_\_\_\_\_ is an example of a non-living thing.
5. Non-living things cannot \_\_\_\_\_ on their own.

## B. Circle the correct pictures:

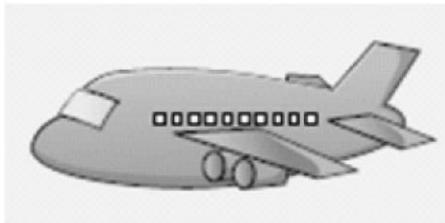
1. A thing that can grow:



2. A man-made thing:



3. A thing that can move on their own:



# ANSWER KEY TO THE COURSE BOOK

## Time to Recall (page 12)

Look at the pictures and write 'L' for living and 'N' for non-living things:



N



N



L



L



N

## Time to Practise (page 13)

### A. Tick the correct option:

1. (a)
2. (c)
3. (c)

### B. Fill in the blanks:

1. food
2. eggs
3. move
4. non-living

### C. Draw in the smiley face for correct statement and colour it Green and draw and colour it Red for incorrect statement:

1. Incorrect
2. Incorrect
3. Incorrect
4. Correct
5. Correct

### D. Answer the following questions:

1. Anything that can breathe, eat, grow, move, reproduce and feel is called living thing.
2. Tree, kitten and baby are the three examples of living things.
3. Car, book and pen are the three examples of non-living things.
4. Consider the answer of Q1.
5. The things that are found in nature called natural things, e.g. mountains and water.
6. The things that are made by man for their use called man-made things, e.g. pencil and house.

### **E. Value-based Question:**

Zubin is correct. A car can move only by using the petrol. Like a living thing, it is not moved on their own.

### **F. Diagram-based Question:**

Write 'N' for natural and 'M' for man-made things in the circles given below each picture.



### **G. HOTS (High Order Thinking Skills) Question:**

**Example 1:** Water is an example of a non-living thing. It is needed for sustaining life of all living things.

**Example 2:** Air is also an example of a non-living thing. It is needed for the breathing of all living things.

# CHAPTER 3

# Meet the Plants

## AIM

- To help the child to classify plants into big plants, small plants and weak plants
- To help the child to list some uses of plants

## TEACHING MATERIAL

- Notebook work
- Nature walk
- Pictures of some plants (herbs, shrubs and trees)

## METHOD

We may start the class by taking the students for a nature walk. Before that, instruct them to observe the different kinds of plants growing there. As they observe we may ask questions such as:

- Are all the plants same?
- Do they have same shape?
- Do they have same size?

Using their responses, categorise the plants into big plants, small plants and weak plants. Now, take them to some plants belonging to each category and let them observe the differences.

You may also ask them to select one plant belonging to each category and draw the plant in their notebook. Also, ask them to find the name of the plant from the gardener.

## RECAPITULATION

Ask them to define big, small and weak plants with some examples.

## REVISION

Write the names of some plants on the board. Ask them to classify these into big, small and weak plants.

# WORKSHEET

## A. Write the following plants in their correct columns:

Banyan, Moneyplant, Watermelon, Hibiscus, Coconut, Pumpkin, Coriander

Big plants	Small plants	Weak plants
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____

## B. Guess who am I:

1. I am a flower, loved by the Chacha Nehru. \_\_\_\_\_
2. I am a bitter leaf, used as medicine. \_\_\_\_\_
3. I am the National flower of India. \_\_\_\_\_
4. I am known as the king of vegetables. \_\_\_\_\_
5. I am a flower, I love to face the sun. \_\_\_\_\_

# ANSWER KEY TO THE COURSE BOOK

## Time to Recall (page 17)

### Pick the odd one out:

1. Ashoka    2. Banyan    3. Pumpkin    4. Pumpkin

## Time to Practise (page 18)

### A. Tick the correct option:

1. (b)              2. (c)              3. (a)              4. (b)

### B. Complete the names of plants using given hints:

- |              |               |
|--------------|---------------|
| 1. HIBISCUS  | 2. TULSI      |
| 3. BANYAN    | 4. MONEYPLANT |
| 5. CORIANDER | 6. GRAPEVINE  |

**C. Draw  in the smiley face for correct statement and colour it Green and draw  and colour it Red for incorrect statement:**

1. Incorrect
2. Correct
3. Incorrect
4. Correct

**D. Give two examples for each of the following:**

1. **Trees:** Neem and Ashoka
2. **Plants:** Rose and Banyan
3. **Creepers:** Pumpkin and Watermelon
4. **Climbers:** Grapevine and Moneyplant

**E. Answer the following questions:**

1. Trees are the big plants.
2. Plants that grow along the ground are called creepers.
3. Plants which need support to climb up straight are called climbers.
4. We get fruits like mango, flowers like rose and pulses like lentil from the plants.
5. Refer to the text given under the heading—Uses of Plants page-17.

**F. Value-based Question:**

No, John is not doing the right thing. Shahin should explain the importance of plants for all living beings, including us.

**G. HOTS (High Order Thinking Skills) Question:**

The moneyplant have a weak stem and cannot climb straight. The stick provides a support for climbing the plant.

# CHAPTER 4

# Meet the Animals

## AIM

- To help the child to classify plants into birds, insects and reptiles
- To help the child to name the places where different animals live

## TEACHING MATERIAL

- Notebook work
- Collage making

## METHOD

We may start the class by asking the favourite animal of each student. This will set a context for the class. Now, ask them to observe the pictures given in the book and name the animals. Ask them questions such as:

- Where does tiger live?
- Where does a fish live?
- What kind of animals do we see around?

Through more such questions bring their focus on the fact that there are a number of animals that we see around. Write names of some animals on different columns and categorise them into birds, insects and reptiles. You may also ask them to give more examples of the animals belonging to each category.

Thereafter, discuss about different places where animals live and note them down on the board. We may also show picture charts to the students. Discuss that different animals live at different places such as fish and dolphins live in water, dog lives in a kennel, horse lives in a stable and hen lives in coop.

## RECAPITULATION

Ask questions such as:

- Where do we keep dogs?
- Where does an ant live?

## REVISION

Ask the students to make collage of different animals showing where they live.

# WORKSHEET

- A. Write F for the animal that has feathers, I for the animal that has six legs and S for the animal that has hard scales on its body:

1.



2.



3.



- B. Unscramble the letters to get the names of the homes of following animals:



NDE



ENTS



TASLEB



NNEKEL

# ANSWER KEY TO THE COURSE BOOK

## Time to Recall (page 23)

Circle the odd one out:

1. tulsi      2. penguin      3. ostrich      4. lizard      5. cow

## Time to Practise (page 23)

- A. Tick the correct option:

1. (b)      2. (c)      3. (a)      4. (c)

- B. Match the following:

1. → (c)      2. → (e)      3. → (d)      4. → (a)      5. → (b)

**C. Draw  in the smiley face for correct statement and colour it Green and draw  and colour it Red for incorrect statement:**

1. Incorrect    2. Incorrect    3. Correct    4. Incorrect    5. Correct

**D. Answer the following questions:**

1. Animals that have feathers on their body are called birds. Most of the birds can fly high in the sky. Examples: Eagle and parrot
2. Small animals which have six legs on their body are called insects. Some insects can fly whereas some are crawl on the land. Examples: Cockroach and housefly
3. Animals which have hard scales on their body are called reptiles. Lizard is a reptile that can be easily seen at our homes or schools.

**E. Value-based Question:**

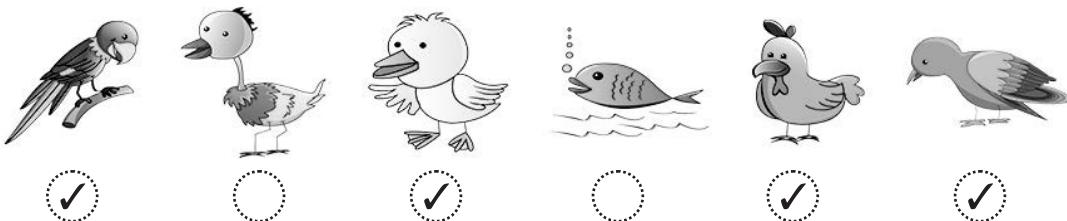
She should protect the baby birds by keeping them in their nest.

**F. HOTS (High Order Thinking Skills) Question:**

1. a lion    2. a cow

**G. Let's Do**

Look at the pictures of animals given below. Put a tick () for those animals that you think can fly.



# CHAPTER 5

# My Body

## AIM

- To help the child to state the uses of hands and legs
- To help the child to list the sense organs in human body
- To help the child to explain the importance of each sense organ

## TEACHING MATERIAL

- Human body chart
- A song on human body, Game: Simon says
- Chart making

## METHOD

We may start the class by conducting a simple activity to engage students and introduce the topic. We may either play a song on human body in the class and ask the students to move their body parts or play 'Simon says' game. We may also simply give some instructions to the students such as, raise your right hand or left hand, move your neck, touch your cheeks, etc. Now ask the students to tell which body parts did they move in the activity. Note the names of the body parts on the board.

Ask them to complete the task then, given in the textbook. Thereafter, discuss about the importance of our hands and legs, and the activities we can perform using our hands and legs both.

Now, we may ask the students some questions to introduce sense organs. For example:

- How do we breathe?
- How do we feel hot and cold?
- How do we hear sounds around us?

Discuss about each sense organ and their importance for us.

## RECAPITULATION

Ask questions such as:

- Which sense organ helps us to smell the flowers?
- Which sense organ helps us to see the colour of the flowers?

## REVISION

Ask the students to make a chart or drawing of human body and mark the sense organs on it.

### WORKSHEET

#### A. Complete the answers of the following questions:

Q1. Which sense organ helps us to smell and breathe?

Ans. \_\_\_\_\_ helps us to smell and breathe.

Q2. Which sense organ helps us to read a book?

Ans. \_\_\_\_\_ helps us to read a book.

Q3. Which sense organ helps to taste the food?

Ans. \_\_\_\_\_ helps to taste the food.

Q4. Which sense organ helps us to hear a bell?

Ans. \_\_\_\_\_ helps us to hear a bell.

#### B. Tick (✓) the correct option:

1. Our hands help us to

(a) jump          (b) hold things          (c) eat food     

2. Our head is protected by the

(a) hair          (b) hands          (c) legs     

3. People can walk with their

(a) legs          (b) head          (c) hands     

4. We feel different things with our

(a) skin          (b) eyes          (c) ears

# **A**NSWER KEY TO THE COURSE BOOK

## **Time to Recall (page 27)**

**Write one use of each body parts given below:**

1. Hands : Help us to hold the things.
2. Legs : Help us to walk.
3. Ears : Help us to hear the sound.
4. Eyes : Help us to see the things around us.
5. Nose : Help us to smell and to breathe.
6. Tongue : Help us to taste food.
7. Skin : Help us to feel and touch.

## **Time to Practise (page 28)**

### **A. Tick the correct option:**

1. (c)            2. (b)            3. (c)            4. (a)

### **B. Fill in the blanks:**

1. two            2. tongue            3. legs            4. hands            5. smell

### **C. Answer the following questions:**

1. Neck, head and chest
2. We have five sense organs in our body. These are, eyes, ears, tongue, nose and skin.
3. The tongue helps to taste the food.
4. Our hands help us to write, eat and hold things.
5. Our legs help us to walk, run and climb.

### **D. Value-based Question:**

Once she falls down, she should call her friends for the help.

### **E. HOTS (High Order Thinking Skills) Question:**

The body parts which are not in pairs are as follows:

- Head            ● Nose            ● Mouth            ● Neck

## F. Let's Do:

Complete the following sentences:

I can **push** the ball with my leg.



I can **hold** a pencil with my hand.



I can **lick** an ice cream with my tongue.



I can **hear** the music with my ears.



I can **smell** a flower with my nose.

# CHAPTER 6

# The Food We Eat

## AIM

- To help the child to list food that we get from plants
- To help the child to list the food that we get from animals
- To help the child to state uses of different food items obtained from plants

## TEACHING MATERIAL

- Observations and recording data
- Notebook/drawing

## METHOD

We may start the class by asking the students about what they ate in the breakfast that day. Make a list of food items in separate columns, based on the food items that we get from the animal or plant sources without giving any heading.

Now draw their attention to the food items and ask them, pointing at the food items from plants, where do we get these from? Then, pointing at the food items from animals, where do we get these from?

Discuss about the fact that the food we eat broadly is derived from plants and animals. Encourage students to think and give more examples of the food items that we get from animals and plants.

Referring to the text from the book, discuss about spices, fruits, vegetables, pulses, cereals sugar, etc. food items that we get from plants; and milk and milk products, eggs, honey and meat that we get from animals.

## RECAPITULATION

Ask the students to think of any two food items that they like and draw in their notebook, and state whether it is derived from plants or animals.

## REVISION

Make a table on the board and ask the students to write more examples under each head.

Food from animals	Food from plants

# WORKSHEET

## A. Write T for true and F for false for the following:

1. We get same types of food from different plants.
2. Wheat and rice are the examples of pulses.
3. We get oil from plants like mustard and coconut.
4. Tea is obtained from the cocoa plant.
5. Sugar is used as a sweetener.

## B. Fill in the blanks:

Sweet    Milk    non-vegetarians    eggs

1. \_\_\_\_\_ makes our bones and teeth strong.
2. We get \_\_\_\_\_ from hen and ducks.
3. Honey is \_\_\_\_\_ in taste.
4. Meat-eating people are known as \_\_\_\_\_.

# ANSWER KEY TO THE COURSE BOOK

## Time to Recall (page 34)

Draw ✓ in the smiley face for correct statement and colour it Green and draw ✗ and colour it Red for incorrect statement:

1. Correct
2. Incorrect
3. Correct
4. Incorrect

## Time to Practise (page 34)

### A. Tick the correct option:

1. (a)
2. (c)
3. (a)
4. (b)

### B. Fill in the blanks:

1. Sugarcane
2. Coffee
3. Spices
4. the hens, meat

**C. Answer the following questions:**

1. Cereals: Wheat and rice      Pulses: Pea and gram
2. Cumin and cardamom
3. The hen gives us eggs.
4. We need food because it provides us energy to do our daily activities.
5. We should drink milk because it makes our bones and teeth healthy and strong.
6. People who eat meat are called non-vegetarians.

**D. Value-based Question:**

Nisha is more likely to fall ill because she is used to eat junk food like burger, chocolate and cold drinks.

**E. HOTS (High Order Thinking Skills) Question:**

1. Milk
2. Sugar

# Half Yearly Examination Paper

**Max Marks: 50**

**Time: 2 hours**

**A. Tick the correct option:**

1. (b)
2. (c)
3. (a)
4. (b)
5. (a)

**B. Fill in the blanks with the correct words from the given box:**

1. hands
2. non-living
3. six
4. spices
5. air

**C. Draw  in the smiley face for correct statement and colour it Green and draw  and colour it Red for incorrect statement:**

1. Incorrect
2. Incorrect
3. Correct
4. Incorrect
5. Correct

**D. Match the columns:**

1. → (d)
2. → (c)
3. → (a)
4. → (e)
5. → (b)

**E. Tick the odd one out:**

1. pumpkin✓, marigold, rose, hibiscus
2. cockroach, beetle, mosquito, cow✓
3. eyes, ears, hands✓, nose, tongue
4. sugar, oil, coffee, milk✓
5. kite✓, cat, cow, horse

**F. Short answer questions:**

1. We should plant more trees to make the air fresh and clean.
2. We get meat from the goats and eggs from the hens.
3. Living things can breathe and show movement.
4. (a) Climbers  
(b) Trees
5. Plants that grow along the ground are called creepers.

**G. Long answer questions:**

1. The animals which are very small in sizes and have six legs called insects, e.g. cockroach and mosquito.
2. Things that are found naturally are called natural things, e.g. air and water.
3. To make our surroundings clean and green, we should:
  - Plant more trees
  - Throw the wastes always in a dustbin
  - We should not cut the trees.
4. Refer to the text given under the heading uses of Plants page-17
5. One function of each of the following are:
  - (a) Our hands help us to hold things.
  - (b) Our legs help us to walk.
  - (c) Our ears help us to hear the sound.

# CHAPTER 7

# Staying Healthy

## AIM

- To help the child to explain benefits of good eating habits
- To help the child to list good eating habits
- To help the child to state the importance of staying fit

## TEACHING MATERIAL

- Poster making
- Maintaining journal/record

## METHOD

We may start the class by asking the students about their activities since they wake up. Note activities such as brushing teeth, bathing, wearing fresh clothes, having milk/breakfast, etc. If you find some responses indicating bad habits, write the responses in separate column on the board.

From their responses discuss that some habits are good for us while some activities are bad for us. Let them read the text from the book aloud in the class. As they read, keep asking questions or discussing to ensure they are able to understand the text. Discuss about good eating habits and importance of heating foods such as fruits, green vegetables, milk, etc.

Now discuss about importance of exercises and playing outdoor games to stay fit. We may here call the school's physical education teacher to talk to students and tell them some basic exercises that they can do in the morning or evening to stay fit.

In today's when students tend to spend more time on mobile games, we must talk about importance of playing outdoor games to stay fit.

## RECAPITULATION

Ask the students to share some activities that will help to stay healthy and fit.

## REVISION

Ask the students to make a poster or graphic organizer to describe activities that keep us healthy and help in staying fit.

# WORKSHEET

**A. Tick the habits (✓) that keep you healthy and fit:**

1. Brush your teeth.
2. Eat with dirty hands.
3. Trim your nails.
4. Play in mud.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

**B. Fill the blanks with correct words to complete the story:**

morning	good	soap	brush	water	milk
clean	singing	fun	dancing	fresh	good

Sheena is a \_\_\_\_\_ girl. She wakes up early in the \_\_\_\_\_. She \_\_\_\_\_ her teeth. She takes \_\_\_\_\_ in the bathroom with \_\_\_\_\_ and \_\_\_\_\_. Then she wears a \_\_\_\_\_ uniform. She has bread, butter and a glass of \_\_\_\_\_ in her breakfast. In the school, she takes part in some activities like \_\_\_\_\_ and \_\_\_\_\_. It makes her mind \_\_\_\_\_.

# ANSWER KEY TO THE COURSE BOOK

**Time to Recall (page 40)**

**Fill in the blanks:**

1. good habits
2. outdoor, fresh
3. utensils
4. Fun, mind

**Time to Practise (page 41)**

**A. Tick the correct option:**

1. (b)
2. (a)
3. (c)
4. (b)

**B. Match the following:**

1. → (b)
2. → (d)
3. → (e)
4. → (a)
5. → (c)

**C. Answer the following questions:**

1. We should say 'thank you', when we get something from others.
2. We should get up early in the morning.
3. Dancing, painting and swimming are the activities that make our mind fresh after doing lots of work.

4. We should follow the following good habits at home:
  - We should always throw the waste in a dustbin.
  - We should keep things on their proper place.
  - We should always flush the toilet before and after use it.
5. Following good habits should be followed while eating:
  - We should eat slowly and chew the food well.
  - We should always eat in clean utensils.
  - We should not waste our food.
6. We should do exercise daily because it makes our body fit and strong.

#### **D. Value-based Question:**

Rosy will be fit and healthy because she is following all the good habits needed to keep her fit and strong.

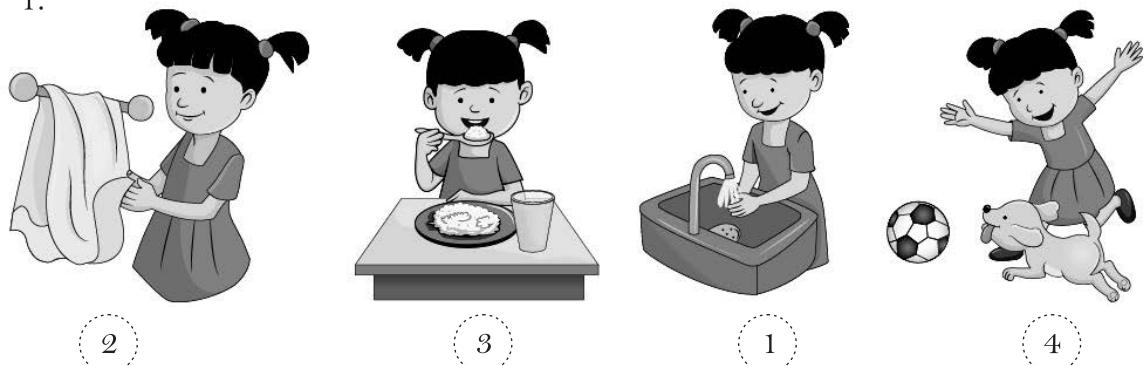
#### **E. HOTS (High Order Thinking Skills) Question:**

No, he does not do the right thing. Before having the food, he should always wash his hands because the hands contain lots of germs.

#### **F. Diagram-based Questions:**

Sequence the pictures in order of 1 to 4.

1.



2.



# CHAPTER 8

# Our Clothes

## AIM

- To help the child to state the need for clothes
- To help the child to list different types of clothes and when are they worn
- To help the child to state some ways to take care of their clothes

## TEACHING MATERIAL

- Observing, collecting data
- Notebook work

## METHOD

We may start the class by asking the students to complete the task given in Warm-up activity of the textbook.

Later we may continue by asking the students to share about their favourite clothes, what they like the most to wear, etc. Ask some questions such as:

- What kind of clothes do we wear in summer?
- When do we wear woolen clothes?
- What do we wear or carry during rainy season?

We may then ask the students to share the need for clothes. Thereafter, using their responses, talk about the fact that we wear different kinds of clothes based on the season, weather or climate of a place.

We may then ask them to read the text from the book and share their understanding. We may keep asking them questions to ensure that they are understanding the facts. We then ask:

- How do we keep our clothes?
- Why do we need to take care of our clothes?

With more such questions discuss about different ways to take care of clothes.

## RECAPITULATION

We may ask the students to observe how their mother keep different clothes at home, and ask her ways to take care of different clothes such as wool, cotton and silk. Record the information and share in the class.

## REVISION

We may ask the students to complete the exercises at the end of the chapter and facilitate if they need support.

## WORKSHEET

### A. Choose the correct word:

1. We wear (cotton/woollen) clothes in summers.
2. (Cotton/Woollen) clothes keep us warm.
3. We get wool from the (sheep/hen).
4. (Raincoat/coat) protects us from getting wet.
5. We wear (loose/tight) clothes when we go to bed at night.

### B. Complete the following sentences by giving one word only:

1. Cotton clothes keep our body cool during \_\_\_\_\_.
2. Raincoat and gumboot protect us from getting \_\_\_\_\_.
3. We get wool from the \_\_\_\_\_.
4. We wear special clothes for the \_\_\_\_\_.

## ANSWER KEY TO THE COURSE BOOK

### Time to Recall (page 46)

Answer the following in one word:

1. clothes
2. woollens
3. cotton plant
4. sheep

### Time to Practise (page 47)

#### A. Tick the correct option:

1. (a)
2. (b)
3. (b)
4. (b)

#### B. Fill in the blanks:

1. different
2. bites
3. woollen
4. raincoat
5. wash

#### C. Draw in the smiley face for correct statement and colour it Green and draw and colour it Red for incorrect statement:

1. Incorrect
2. Correct
3. Correct
4. Correct

**D. Answer the following questions:**

1. We wear cotton clothes in summer because they help us to keep our body cool.
2. We wear raincoats when it rains.
3. We wear loose clothes at home.
4. We wear clothes because they help us to cover our body. Clothes make us look smart. They protect us from rain.
5. We should wash our clothes with a good detergent and water and dry them properly. Ironing of clothes makes them look tidy and look us smart.

**E. Value-based Question:**

She is used to wear a raincoat and a pair of gumboots to avoid getting wet in the rain.

**F. HOTS (High Order Thinking Skills) Question:**

It is the uniform which decides the person is a doctor or an engineer.

# CHAPTER 9

# House We Live In

## AIM

- To help the child to state the need of house
- To help the child to list different rooms present in a house

## TEACHING MATERIAL

- Drawing
- Notebook work

## METHOD

We may start the class by asking the students to complete the exercises given in the warm-up section of the textbook. Then discuss about why do we need a house, what all we do in a house, what might happen if we did not have a house.

Make note of important points on the boards as the students respond. For example:

- A house gives us shelter
- It protects us from cold and hot climates
- It protects us from rain
- It protects us from rain and storm
- It protects us from thieves

Thereafter, ask students to name the rooms that a house may have. Be very mindful of the fact that students might belong to different financial background. Hence, talk about kinds of room generally found in any house.

As an activity, ask them to draw how their house looks in their notebook.

## RECAPITULATION

Ask them questions such as:

- Where do we sleep?
- Where do we cook food?

## REVISION

Ask the students to write three ways in which houses are important for us.

# WORKSHEET

## A. Draw lines to match the rooms with the purposes they have:



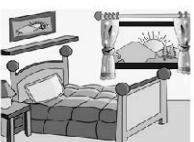
We spend time with our family in the living room.



We cook food in the kitchen.



We take rest and sleep in the bedroom.



We take bath in the bathroom.

## B. Change the underlined word to make correct sentences:

1. A park gives us shelter and comfort.
2. House protects us from the heat of the moon.
3. A house protects us from pet animals.

# ANSWER KEY TO THE COURSE BOOK

## Time to Recall (page 51)

Answer the following in one word:

1. Home
2. Kitchen
3. Bedroom
4. Bathroom

## Time to Practise (page 52)

### A. Tick the correct option:

1. (a)
2. (c)
3. (c)

### B. Fill in the blanks:

1. Heat
2. Kitchen
3. Bedroom
4. Bathroom
5. Living room

**C. Answer the following questions:**

1. A house is a place where we live and sleep.
2. A house has mainly a kitchen, drawing room, living room, bathroom and a bedroom.
3. We could find a bed, side tables, lamp, and a fan or A.C. in the bedroom.
4. We can rest and sleep in the bedroom.
5. We need a house because it protects us from heat, cold, rain and thieves.
6. In the living room, we can meet our guest.  
In the bedroom, we can sleep and take rest.  
In the kitchen, we can make our food.

**D. Value-based Question:**

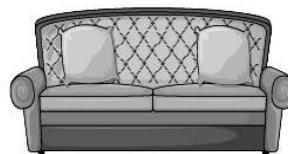
He should rest in his bedroom.

**E. HOTS (High Order Thinking Skills) Questions:**

1. Home
2. Bedroom

**F. Let's Do**

Where do you find them?



Kitchen

Bedroom

Living room

Bathroom

# CHAPTER 10

# Keeping Safe

## AIM

- To help the child to state the need of house
- To help the child to list different rooms present in a house

## TEACHING MATERIAL

- Model of traffic light
- A resource person from the traffic department
- Role play

## METHOD

Students mostly get advices from their adults to follow certain rules to stay safe. We may start the class by asking them what safety measures do their parents suggest them when they go out. Note the responses on the board.

Now discuss different safety measured that must be followed at:

- Home
- Playground
- School
- Road

Using the text from the book discuss about different safety measures at different places. We may also ask the students to share which safety measures they take when they are at home, playground or on road. Appreciate them for their awareness and encourage them to guide their friends if they do not follow safety measures.

Now, discuss about the what traffic signals are, why are they put up on the roads and why must me follow them. Discuss about the fact that traffic signals have different lights which indicates the drivers when to stop, wait and drive. They also indicate the people who walk on the road, about when it is safe to cross the roads.

## RECAPITULATION

Ask them to draw a diagram of traffic signal in their notebook.

## REVISION

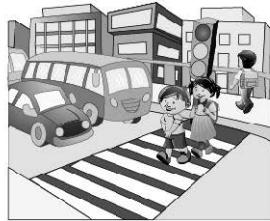
Divide the class into groups and ask them to create a role play. Guide them to show the importance of following safety rules.

### WORKSHEET

#### A. Look at the pictures and fill in the blanks:



1. Always walk on the \_\_\_\_\_.



2. Cross the road at \_\_\_\_\_.

3. Do not play on the \_\_\_\_\_.

#### B. Write the meanings of the following traffic lights:

1. Red light means to \_\_\_\_\_
2. Yellow light means to \_\_\_\_\_
3. Green light means to \_\_\_\_\_

# **A**NSWER KEY TO THE COURSE BOOK

## **Time to Recall (page 57)**

### **Match the columns:**

1. →(c)      2. (f)      3. → (d)      4. → (b)      5. → (a)      6. → (e)

## **Time to Practise (page 57)**

### **A. Tick the correct option:**

1. (c)      2. (b)      3. (c)      4. (b)

### **B. Fill in the blanks:**

1. harmful things and injuries      2. seat belt  
3. play      4. Zebra crossing

### **C. Draw ↗ in the smiley face for correct statement and colour it Green and draw ↘ and colour it Red for incorrect statement:**

1. Incorrect    2. Incorrect    3. Correct

### **D. Answer the following questions:**

1. We should cross the road at Zebra crossing.
2. There are three colours in a traffic light. These are red, green and yellow.
3. Refer to the text given under the heading—Safety at Home page-55
4. Refer to the text given under the heading—Safety on the Road page-56
5. Refer to the text given under the heading—Safety at School page-55
6. Traffic Light: refer to the figure given on the page-56

### **E. Value-based Question:**

Simaran should cross the road at Zebra crossing to avoid an accident.

### **F. HOTS (High Order Thinking Skills) Question:**

We should keep our things at their proper places to avoid accidents at home. It makes the home neat and tidy.

# CHAPTER 11

# Air Around Us

## AIM

- To help the child to state the properties of air
- To help the child to list different uses of air

## TEACHING MATERIAL

- Ceiling Fan, well-ventilated room with windows
- Balloons, a weighing balance
- Observations of students

## METHOD

The term Air is not new for the students. They know that we breathe air and it helps us in our survival. Here, we will use their previous knowledge and experiences and talk about a few questions:

- What happens when a ceiling fan is switched off/ON (switch off/ON the ceiling fan)?
- What happens when we open the windows of a room?
- Can we see air?
- How do we know that air is around us?

With many more such brain storming questions, draw students' attention to the fact that air is all around us. We may not see it but we can always feel the air blowing around us.

## Activity

1. Observe a balloon. Look what its shape and size is.
2. Now inflate the balloon (blow air in the balloon through your mouth).

What happens to the size of the balloon now? Why?

With this activity discuss that air takes up the space inside the balloon. Hence, we conclude that occupies space.

## Activity

1. Take two inflated balloons and place them at equal distances on a weighing balance. Observe.
2. Now, deflate one balloon using a pin. See what happens to the balance now.

With this activity, discuss that air has weight. Explain, that as the balloon was deflated, the air escaped out and the balance tilted to the balloon which was inflated. This shows that the balloon with air was heavier.

We may either perform the activity in groups in the class or demonstrate.

After this, discuss about some uses of air and how air benefits animals, plants and even animals. Share that we use air while breathing, it is used to light fire, fill the types, balloons etc. and sail the boats.

## RECAPITULATION

Ask them to draw pictures to show some uses of air.

## REVISION

Ask them to think and write where, in their real-life, see that air occupies space and has mass.

## WORKSHEET

### A. Match the columns:

- |                |                                   |
|----------------|-----------------------------------|
| 1. Balloon     | (a) storm                         |
| 2. Strong wind | (b) air fills space               |
| 3. Moving air  | (c) air can be felt when it moves |
| 4. Moves       | (d) wind                          |

### B. Fill in the blanks:

1. Plants and animals need \_\_\_\_\_ to live.
2. We need air to \_\_\_\_\_.
3. Birds need air to \_\_\_\_\_.
4. Air is used to \_\_\_\_\_ a kite.

# **A**NSWER KEY TO THE COURSE BOOK

## **Time to Recall (page 61)**

**Answer the following in one word:**

1. Air
2. Wind
3. Breathe
4. Air
5. Shape

## **Time to Practise (page 62)**

**A. Tick the correct option:**

1. (b)
2. (a)
3. (c)

**B. Fill in the blanks:**

1. around
2. breathe
3. wind
4. fly

**C. Draw ✓ in the smiley face for correct statement and colour it Green and draw ✗ and colour it Red for incorrect statement:**

1. Incorrect
2. Incorrect
3. Correct
4. Correct

**D. Answer the following questions:**

1. No, we cannot see the air.
2. We can feel air when it moves.
3. We need air to breathe.
4. Refer to the text given under the heading—Uses of Air page-60
5. Wind is the moving air.
6. When we blow air in a squeezed balloon, it becomes big in shape. It shows that air fills space.

**E. HOTS (High Order Thinking Skills) Question:**

Windows in a house help in entering the fresh air.

# CHAPTER 12

# Water

## AIM

- To help the child to state the uses of water
- To help the child to list the sources of water
- To help the child to suggest different ways by which we can save water

## TEACHING MATERIAL

- Poster
- Scrapbook
- Pictures/flashcards of some sources of water
- Observation

## METHOD

We may start the class by asking the students to complete the activity given in the 'Warm-up' section of the textbook.

After that, we may talk about uses and importance of water for all the living beings such as animals, plants and human beings. We may also ask them to draw any three activities in which we use water.

From there, ask some brainstorming questions focusing on the sources of water such as:

- Where do we get water in our house?
- Where do you think people get water from, in rural areas?

Show them pictures/flashcards of some sources of water and ask them to identify what they are. With this, discuss about sources of water such as rain, river, lakes and ponds as sources of water.

We may then now discuss about the uses of water.

- How do we use water?
- Do plants need water?
- Do animals need water.

Discuss about the uses of such as drinking, bathing, washing etc. Plants and animals also need water to drink and grow. As we discuss about importance of water, we must also start discussing about the need to save water. Discuss about some ways to save water.

## RECAPITULATION

Ask them to write some uses of water.

## REVISION

Ask them to make a poster to show different uses of water.

Ask them to paste pictures of some sources of water in a scrapbook and display in the class.

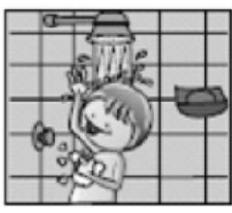
## WORKSHEET

### A. Look at the pictures and complete the following sentences:

1.



2.



3.



We need water to \_\_\_\_\_. We need water to take \_\_\_\_\_. We need water to grow \_\_\_\_\_.

4.



5.



6.



We need water to wash \_\_\_\_\_. We need water to cook \_\_\_\_\_. We need water to wash \_\_\_\_\_.

### B. Write T for true and F for false for the following:

1. We should not save the water.
2. Seas are the main source of water.
3. We should close the tap tightly after use.
4. Rain is a natural source of water.

# ANSWER KEY TO THE COURSE BOOK

## Time to Recall (page 67)

Draw in the smiley face for correct statement and colour it Green and draw and colour it Red for incorrect statement:

1. Incorrect    2. Incorrect    3. Correct    4. Incorrect    5. Correct

## Time to Practise (page 68)

### A. Tick the correct option:

1. (b)    2. (c)    3. (a)

### B. Fill in the blanks:

1. Rain    2. tap    3. cook    4. waste

### C. Answer the following questions:

- Rain, tap and river are the three sources of water.
- Rain is the main source of water.
- Refer to the text given under the heading—Uses of Water page-66
- Refer to the answer of Q3.
- Refer to the text given under the heading—How to save Water page-67

### D. Value-based Question:

As there is no water at Manu's house, he will not be able to take bath, cook food and wash the car. Due to lack of water, he will also become very thirsty.

### E. Diagram-based Question:

Look at the pictures and tick () the ones which save water and cross () the ones which waste water.



### F. HOTS (High Order Thinking Skills) Question:

The three methods to save water other than the ones discussed in this chapter are as follows:

- We can use the rainwater for watering the plants.
- We can pour as much water in a glass as we want to drink.
- We can pour the leftover water in the water bottle on the potted plants.

# CHAPTER 13

# Weather

## AIM

- To help the child to state what hot and sunny days are
- To help the child to describe a rainy, cold and windy day

## TEACHING MATERIAL

- School survey
- Scrapbook
- Pictures/flashcards of some sources of water

## METHOD

We may start the class by asking the students to complete the activity given in the 'Warm-up' section of the textbook.

After that, we may talk about the weather outside that day. We then ask them about different seasons one by one:

- How do we feel in summers?
- What do we like to eat, drink or wear when it's sunny outside?
- How do we feel during a cold day?
- What do you like to do on a rainy day?
- What happens when it's a windy day?

Using their responses, discuss about different kinds of weather and their characteristics.

## RECAPITULATION

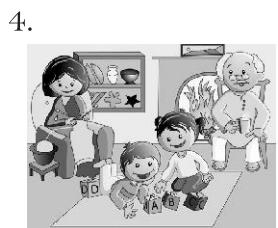
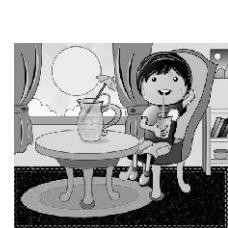
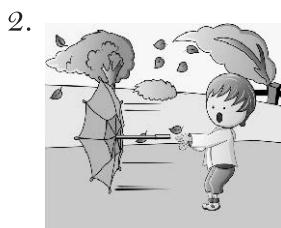
Ask them to draw a picture of their favourite weather..

## REVISION

Ask them to name the different seasons and one feature to describe them.

# WORKSHEET

A. The day to day condition of air is called weather. Look at the pictures and name the correct weather.



B. Choose the correct option.

1. We feel cold on a (cold/hot) day.
2. It rains heavily on (sunny/rainy) day.
3. Strong winds blow on a (windy/sunny) day.
4. We feel hot on a (hot/cold) day.

# ANSWER KEY TO THE COURSE BOOK

Time to Recall (page 72)

Match the following:

1. → (b)      2. → (c)      3. → (d)      4. → (a)

Time to Practise (page 72)

A. Tick the correct option:

1. (a)      2. (c)      3. (c)

B. Fill in the blanks:

1. cold      2. hot      3. windy      4. a hot day

C. Draw in the smiley face for correct statement and colour it Green and draw and colour it Red for incorrect statement:

1. Incorrect      2. Correct      3. Incorrect      4. Correct

**D. Answer the following questions:**

1. We wear cotton clothes on a hot day.
2. We wear woollen clothes on a cold day.
3. We use a pair of gumboots, a raincoat and an umbrella on a rainy day.
4. On a windy day:
  - (a) Strong wind blows in which light things like leaves, papers and clothes also blown away.
  - (b) There is lots of dust present in the air.
5. On a rainy day:
  - (a) There is the water present everywhere.
  - (b) People wear raincoat and gumboots and carry umbrella to protect themselves from the rain.
  - (c) Children make paper boats and enjoy the rain.

**D. Value-based Question:**

Her mother is doing the right thing because in a cold weather, hot soup gave some relief to Shikha.

**E. HOTS (High Order Thinking Skills) Question**

In the hot afternoons, the sun shines brightly and produces more heat. So, we do not step out from our houses.

# CHAPTER 14

# The Sun, Moon and Stars

## AIM

- To help the child to state the features of the Sun, the Moon and the stars
- To help the child to draw the different phases of the moon

## TEACHING MATERIAL

- Notebook work
- Observation of changing shape of moon over a period of days

## METHOD

We may start the class with the students to complete the exercise given in the 'Warm-up Activity' section of the textbook. We may then start discussing about the Sun, the Moon, and the stars.

- When do we see the sun?
- What all do we see in the sky at night?
- Do the Moon always look of the same shape every night?

Discuss about the sun, moon and the stars with the students by asking some more questions. Discuss about the different shapes of the Moon and that they change over a period of every 15 days. Draw their attention to the fact that the Moon does not have a light of its own.

Stars appear in the night when the sky is clear. We do not see the stars when the sky has heavy clouds or on a rainy night. Share that because the stars are extremely far from the earth, they appear so small.

Ask the students to draw the shape of the moon in their notebook after every three days and display in the class.

## RECAPITULATION

Ask them

- Where does sun appears to set?
- Where do sun appears to rise?

## REVISION

Ask them to observe the shape of the moon every night and draw in their notebook.

# WORKSHEET

## A. Choose the correct option.

1. The sun appears to rise in the west/east.
2. At night, we see the moon and stars/sun and moon.
3. The sun shines during the day/night.
4. The sun gives us light/water.
5. Moon/Stars twinkle at night.

## B. Complete the answers of the following questions.

Q1. When do we see stars?

Ans. we see stars \_\_\_\_\_.

Q2. From where does the sun appear to set?

Ans. The sun appears to set \_\_\_\_\_.

Q3. Which is the nearest shining star of the earth?

Ans. \_\_\_\_\_ is the nearest shining star of the earth.

Q4. From where does the sun appear to rise?

Ans. The sun appears to rise \_\_\_\_\_.

# ANSWER KEY TO THE COURSE BOOK

## Time to Recall (page 76)

**Tick (✓) the correct word:**

1. heat
2. big
3. at night
4. moon

## Time to Practise (page 77)

### A. Tick the correct option:

1. (b)
2. (a)
3. (c)
4. (a)

### B. Fill in the blanks:

1. West
2. Moon
3. Sun
4. Stars
5. Stars

**C. Draw  $\smile$  in the smiley face for correct statement and colour it Green and draw  $\frown$  and colour it Red for incorrect statement:**

1. Incorrect    2. Correct    3. Correct    4. Incorrect

**D. Answer the following questions:**

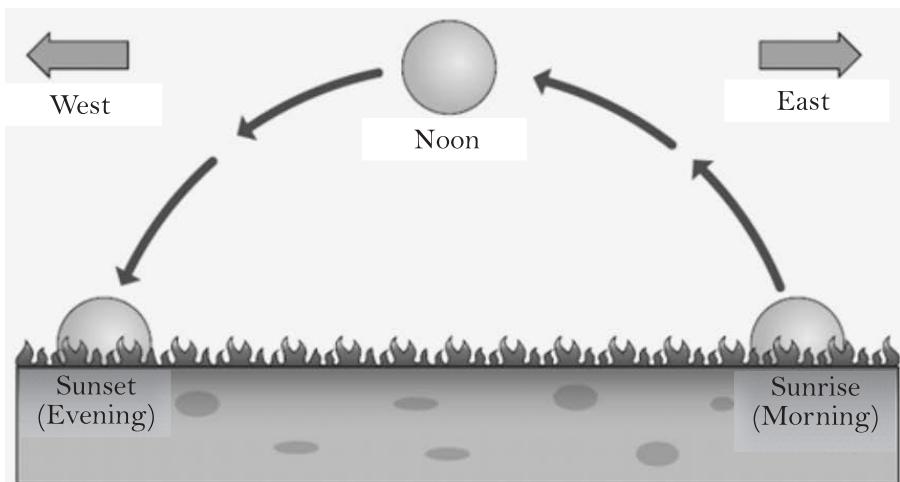
1. We get heat and light from the Sun.
2. During sunshine, the Sun is in the East direction.
3. During sunset, the Sun is in the West direction.
4. Stars are the shining objects that twinkle at night sky.
5. Stars are appearing so small because they are very far from us.

**E. Value-based Question:**

In the afternoon, the sun is in the overhead position hence the distance between the sun and earth becomes less.

**F. Diagram-based Question:**

Look at the given picture. Label it.



**G. HOTS (High Order Thinking Skills) Question:**

We cannot see the moon in the morning because in the morning, the Sun shines very brightly.

# Yearly Examination Paper

**Max Marks: 50**

**Time: 2 hours**

**A. Tick the correct option:**

1. (b)
2. (c)
3. (c)
4. (b)
5. (b)

**B. Fill in the blanks with the correct words from the given box:**

1. Windy
2. Uniform
3. Rain
4. Sun
5. Air

**C. Draw ✓ in the smiley face for correct statement and colour it Green and draw ✗ and colour it Red for incorrect statement:**

1. Correct
2. Incorrect
3. Correct
4. Incorrect
5. Correct

**D. Match the columns:**

1. → (c)
2. → (d)
3. → (e)
4. → (b)
5. → (a)

**E. Tick (✓) the odd one out:**

1. Terrace
2. Bulb
3. Fire
4. Wasting food
5. Uniform

**F. Short answer questions:**

1. During the sunrise, the direction of Sun is in the East and during the sunset, the direction of Sun is in the West.
2. Hot and sunny day, cold day, rainy day and windy day are the different types of weather.
3. Rainwater and river are the two different sources of water.
4. In the bedroom, we can find a bed, fan and a lamp.
5. We wear special clothes during festivals.

**G. Long answer questions:**

1. When we blow the air in a squeezed balloon, it fills with air and changes its shape.
2. Refer to text given under the heading—Care of Clothes page-46
3. Refer to text given under the heading—Safety at School page-55
4. Refer to text given under the heading—How to Save Water page-67
5. Refer to text given under the heading—Traffic Light page-56