Living and Non-living Things

A. Checking on concepts:

1. Tick (✔️) the right column.

<table>
<thead>
<tr>
<th>Living thing</th>
<th>Non-living thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>🐱</td>
<td>✔️</td>
</tr>
<tr>
<td>🆘</td>
<td></td>
</tr>
<tr>
<td>🌳</td>
<td>❌</td>
</tr>
<tr>
<td>🐶</td>
<td>✔️</td>
</tr>
<tr>
<td>🛋️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

2. Circle the living things that are plants.
B. Recalling facts:

1. Answer the following questions:

Q.a: What can living things do?
Ans: Living things can move, eat and drink, breathe, have babies and grow.

Q.b: Why are plants alive?
Ans: Plants are alive because they grow, bloom and breathe.

C. Applying your learning:

Collect all or some of the following:

rocks, a chick, a doll, a plant, a pencil, a chair, a spring and a cat.

Observe each of the things one by one.

Complete the following chart.

<table>
<thead>
<tr>
<th>Name of the things</th>
<th>Can it move?</th>
<th>Can it eat?</th>
<th>Can it grow?</th>
</tr>
</thead>
<tbody>
<tr>
<td>rocks</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>a chick</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>a doll</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>a plant</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>a pencil</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>a chair</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>a spring</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>a cat</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>
DIFFERENCE BETWEEN PLANTS AND ANIMALS

A. Checking on concepts:

Circle the correct answer.

a. Which of the following finds its food?
   i) a sunflower plant  ii) a toy spring  iii) a sparrow

b. Which of the following makes its own food?
   i) cat  ii) a rose plant  iii) a girl

c. Dogs, cows and boys move with their
   i) legs  ii) wings  iii) fins

d. Which of the following moves but does not change its place?
   i) goat  ii) fish  iii) sunflower plant

B. Recalling facts:

Answer the following questions:

Q.a: How do plants and animals move?
Ans: Plants move as they grow and when their flowers bloom while, animals move with their legs, wings and fins.

Q.b: Which part of the plant makes food?
Ans: The roots absorb water and minerals from soil and the leaves make them into food.

Q.c: In what way plants are different from animals?
Ans: Plants make their own food and are stationery whereas, animals move around and find their food.

C. Applying your learning:

1. Outdoor Activity:
1. Match the following pictures with the right word.

- fly
- walk
- run
- crawl
- hop
Plants

A. Checking on concepts:
1. Observe the following picture carefully.
2. Write the words stem, leaves, fruits, flowers and roots to name the different parts of this plant.

B. Recalling facts:
1. Answer the following questions:
   Q.a: Which parts of a plant grow above the ground?
   Ans: The parts that grow above the ground are stem, leaves, flowers and fruit.
   Q.b: What part of the plant grows below the ground?
   Ans: Roots are that part of a plant that grows below the ground.

2. Fill in the blanks.
   a. Plants are green in color.
   b. Trees are the biggest plants.
   c. Plants give us fruits and vegetables.

C. Applying your learning:
Sunflower   Tulip   Rose
Different Kinds of Animals

A. Checking on concepts:
1. Observe the following pictures carefully, then answer the questions:
   a. giraffe       e. lion
   b. elephant      f. dog
   c. sea horse      g. fly
   d. parrot        h. horse

B. Recalling facts:
1. Answer the following questions:
   Q.a: Name the three groups of animals.
   Ans: The three groups of animals are mammals, birds and insects.

   Q.b: Where do the tame animals live?
   Ans: Tame animals live on farms and in homes.

   Q.b: What are wild animals?
   Ans: Wild animals are those animals that live on their own and are dangerous.

B. Applying your learning:
1. Grouping the animals:

<table>
<thead>
<tr>
<th>Mammals</th>
<th>Birds</th>
<th>Insects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lion</td>
<td>Crow</td>
<td>Ant</td>
</tr>
<tr>
<td>Tiger</td>
<td>Owl</td>
<td>Mosquito</td>
</tr>
<tr>
<td>Cow</td>
<td>Parrot</td>
<td>Grasshopper</td>
</tr>
<tr>
<td>Cat</td>
<td>Pigeon</td>
<td></td>
</tr>
</tbody>
</table>
ANIMALS THAT LIVED LONG AGO

A. Checking on concepts:
Use the following words to fill in the blanks.

people, bones, dinosaurs, different, footprints, big, strange

1. Long ago our earth was very **different**.
2. We learn about dinosaurs from their **bones** and **foot prints**.
3. Today there are no living **dinosaurs**.
4. Dinosaurs were very **big** and **strange** looking animals.

B. Recalling facts:
1. Answer the following questions:

Q.a: Who found out about dinosaurs?
   Ans: Scientists found out about dinosaurs.

Q.b: What were dinosaurs?
   Ans: They were big and strange looking animals that are now extinct.

Q.c: Where did the dinosaurs live?
   Ans: They lived on earth a long time ago.

C. True or False:

a. Owls are not found anymore.   **F**
b. We see dinosaurs everywhere.   **F**
c. Fish live in water.            **T**
d. There were many kinds of dinosaurs.  **T**

D. Applying your learning:

a. Observe the skeletons. Which dinosaur was the biggest?

b. Which picture shows the earth long ago.
2. **Draw a box around each picture.**

a. Which animal lived during the time of dinosaurs?

b. Which animal could swim?

c. Which animal could fly?

d. Which animal walked on land?
Learning About Ourselves

A. Checking on concepts:
1. Draw a line from the words to the correct body parts.

2. Complete the following:
   a. Hair can be black, brown and golden in color.
   b. Eyes can be of blue, green or brown in color.
   c. Skin can be white, brown or black in color.

B. Applying your learning:
1. Here is a picture of a happy boy.
   a. Put a circle around his feet
   b. Put a square around his mouth
   c. Put a line over his toes.
   d. Put a triangle around his fingers.
   e. Put a circle on his cheeks.
2. Fill in the blanks:
   a. Our body has many **parts**.
   b. We have body parts that we cannot **see**.
   c. Bones are **inside** our body.
   d. All the **parts** of our body are important.
   e. **Heart** and **brain** are the parts that we cannot see.
   f. Although the body parts of all humans are same but the **colour** and **shape** are different in different people.
Our Senses

A. Checking on concepts:

2. Write the names of the sense organs that help you know each thing described in the sentences below; choose from these.

   | Ears | Eyes | Nose | Tongue | Skin |

a. The lemon is very sour. __________ Tongue
b. The teacher is wearing a pink sari. __________ Eyes
c. The baby next-door is crying. __________ Ears
d. The air has a smell of fried fish. __________ Nose
e. Suddenly your hands felt a sharp prick. __________ Skin
f. There are 20 students in your class. __________ Eyes
g. The water is very cold. __________ Skin
h. The chicken is spicy. __________ Tongue
i. She is singing an old song. __________ Ears

B. Recalling facts:

Answer the following questions:

Q.a: What are senses?
Ans: The senses are ways by which you know the world around you.

Q.b: Name the five senses.
Ans: The five senses are, the sense of sight, sense of touch, sense of hearing, sense of taste and the sense of smell.

Q.c: What are the sense organs?
Ans: Body parts through which our senses work are called the sense organs.

Q.d: Name the sense organs.
Ans: The sense organs are eyes, skin, ears, nose and tongue.
Staying Healthy

A. Checking on concepts:

1. Which of these are healthy habits, which are unhealthy?

- waking up late in the morning, getting angry, eating fresh fruits and vegetables, chewing gums, watching television most of the time, brushing teeth twice a day.

<table>
<thead>
<tr>
<th>Healthy Habits</th>
<th>Unhealthy Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating fresh fruits and vegetables</td>
<td>Waking up late in the morning</td>
</tr>
<tr>
<td>Brushing teeth twice a day</td>
<td>Getting angry</td>
</tr>
<tr>
<td></td>
<td>Chewing gums</td>
</tr>
<tr>
<td></td>
<td>Watching television most of the time</td>
</tr>
</tbody>
</table>

2. Circle the unhealthy foods.

- [Image of unhealthy foods]
B. Recalling facts:

1. Use the words given below to complete each sentence:

   exercise    sleep    clean

a. Your body rests when you **sleep**.
b. Bathing keeps your body **clean**.
c. You feel fresh and active when you **exercise**.

2. Match the following columns:

   a. We should take bath
      early at night
   b. Brush your teeth
      every day
   c. Always wash your hands
      twice a day
   d. Go to bed
      before eating

C. Applying your learning:

**Activity**

➤ Look at the directions of brushing the teeth.
➤ Practice
➤ Explain to your class how you do it.
A. Checking on ideas:
Match the words with the picture.

B. Recalling facts:
Answer the following questions:

Q.a: What are the three states of materials?
Ans: The three states of materials are solids, liquids and gasses.

Q.b: What are solids?
Ans: Anything hard or soft that has a fixed shape and occupies space is called solid.

Q.c: What are liquids?
Ans: Liquids are those that do not have a fixed shape but take up space.
Q.d: What are gases?
Ans: Gases are the state of matter that is usually colorless and doesn't have a fixed shape.

C. Applying your learning:

1. Put 'S' on things which are soft. Put 'H' on things that are hard.

2. Identify the Solids, Liquids and Gases from the list given below and write them in the appropriate boxes.

<table>
<thead>
<tr>
<th>Solids</th>
<th>Liquids</th>
<th>Gases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td>Milk</td>
<td>Cloud</td>
</tr>
<tr>
<td>Book</td>
<td>Water</td>
<td>Smoke</td>
</tr>
<tr>
<td>Iron</td>
<td>Juice</td>
<td>Fan</td>
</tr>
<tr>
<td>Pencil</td>
<td>Steam</td>
<td>Tea</td>
</tr>
<tr>
<td>Coke</td>
<td>Tea</td>
<td>Brick</td>
</tr>
</tbody>
</table>

- **Liquids**: Milk, Water, Juice, Tea, Coke
- **Solids**: Chair, Book, Iron, Balloon, Pencil, Fan, Brick
- **Gases**: Cloud, Smoke, Steam
Air all Around

A. Checking on concepts:
Fill in the blanks using the given words.

around, see, effects, breathe

a. We cannot see air.
b. We need air to breathe.
c. Air is present all around us.
d. We can only see the effects of air.

B. Recalling facts:
1. Answer the following questions:

Q.a: What makes up the air?
Ans: Air is made up of different kinds of gases.

Q.b: Why is air important to all living things?
Ans: Air is important because animals, plants and humans need air to breathe and live.

C. Applying your learning:
Activity-1:
Shaping up Air
WATER

A. Checking on ideas:
Fill in the blanks.

a. All **living** things need water to live.
b. **Light** things float.
c. Heavy things **sink**.

B. Recalling facts:
Answer the following questions:

Q.a: Write any three ways of using water.
Ans: Some uses of water are:
   1. washing, 2. cleaning, 3. playing, 4. drinking, 5. cooking

Q.a: Why do plants need water?
Ans: Plants need water to grow and make their own food.

C. Applying your learning:
Draw lines from words to:

a. where water is  b. where air is

2. **Activity:** Will it float?

<table>
<thead>
<tr>
<th>Things to try</th>
<th>Your Guess Tick Sink or Float</th>
<th>Test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ping pong ball</td>
<td>Sink/Float</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>pencil</td>
<td>Sink/Float</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>paper clip</td>
<td>Sink/Float</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>sharpener</td>
<td>Sink/Float</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>keys</td>
<td>Sink/Float</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>rubber-band</td>
<td>Sink/Float</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
HEAT

A. Checking on ideas:
1. Circle the best answer to complete the sentences.
   a. In some factories (coal, electricity) gives off the heat that is required to make steel.
   b. Toasters get heat from (wires, electricity).
   c. Something that burns easily is called (wood, fuel).
2. Circle the way heat is used in the following picture. Mark X on all the sources of heat.

   ![Image of children with heat sources]

   - [ ] sun
   - [ ] fuel
   - [ ] electricity

B. Recalling facts:
Answer the following questions:

Q.a: What are the important sources of heat?
Ans: Some important sources of heat are:
1: sun
2: fuel
3: electricity

Q.b: What are some examples of fuel?
Ans: Some examples of fuel are:
1: coal
2: oil
3: gas
4: wood
5: wax
C. Applying your learning:

1. Sun is the most important source of heat for all the living things on the earth. Why? Think and discuss.

2. Heat At Work
   Make a list of all the work in your home that needs heat. Then complete the following chart.

<table>
<thead>
<tr>
<th>Use of Heat</th>
<th>Heat from Fuel</th>
<th>Heat from Sun</th>
<th>Heat from Electricity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drying clothes</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Cooking</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ironing</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Heating up the room</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Boiling</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Light**

**A. Checking on ideas:**
1. Circle the sources of light in the following picture:
   1: tube light on the wall
   2: table lamp on the table
   3: candles on the cake
   4: window through which sunlight may enter.
2. Which of the following gives both light and heat?
   Ans: The following gives light and heat both:
   1: sun
   2: lantern
   3: electric heater (explain to the students that the light emitted by an electric heater is red in colour and not the same as that of a bulb).
   4: fire

**B. Recalling facts:**
Answer the following questions:

Q.a: What is the biggest source of light?
Ans: Sun is the biggest source of light.

Q.b: What helps you see the things around you?
Ans: Light is what helps us see the things around us.

**C. Applying your learning:**

**Research Work:**

- What sources of light were used by the ‘early men’?
- Look into different reference books and encyclopedia to collect the information. Your teacher or an adult would help you find the right books.
- Present your findings to the class.

Early men were the people who lived on our earth millions of years ago.
A. Checking on ideas:

1. Fill in the blanks using the words given below.
   
   pleasant, loud, ears, unpleasant

   a. **Ear** is the part of our body that helps us hear.
   b. The sound of a radio playing very loud is **unpleasant**.
   c. The sound of a car engine is **loud**.
   d. The sound of a flute is **pleasant**.

1. Dictionary search!
   Make a list of words that describe sounds.
   Some are here to help you begin.
   Splash, bang, crash

B. Recalling facts:

Q.a: Write the names of two animals that make pleasant sounds and two animals that make unpleasant sounds.
Ans: Sparrow, nightingale, cat are the animals that make pleasant sound while, donkey and dogs have unpleasant sounds.

Q.c: Write the names of three things whose sounds can be made high or low.
Ans: Television, tape recorder, radio are the three things whose sounds can be made high or low.

Q.b: Write the names of any three musical instruments.
Ans: Guitar, xylophone, drums are three of the many musical instruments.

(Note: the answers to the above three questions may vary from child to child)
Looking At The Sky

A. Checking on ideas:
Fill in the blanks with correct words.

a. During the night we see **moon** and **stars** in the sky.
b. We get **light** and **heat** from the sun.
c. Sun is seen on earth during the **day** time.
d. Things look **small** from far away.

B. Recalling facts:
Answer the following questions:

Q.a: Why does the sun look small?
Ans: The sun looks small because it is very far away from the earth.

Q.b: When is the sky dark and when is it bright?
Ans: The sky is dark at night and bright during the day.

Q.c: Look at the pictures below. Which one shows day and which one the night.

![Day](image1)
![Night](image2)

C. Applying your learning:

1. **Project Work**
   - **Think!** What do you do? When the sky changes from dark to bright.
   - **Write** down and draw pictures on a poster sheet.
   - **Display** your poster in the class.

2. Make a list of everything that you do:
   - during the daytime.
   - during the nighttime.
What Causes Day and Night

A. Checking on Ideas:

1. Use the words below to finish each sentence.
   
   earth, sunset, east, west

   a. After the **sunset**, it is night.
   b. The **earth** spins slowly around the sun.
   c. The sun rises in the **east**.
   d. The sun sets in the **west**.

2. Use the picture to answer the questions.

   a. Put 'D' on the earth where it is day.
   b. Put 'N' on the earth where it is night.
   c. Put 'S' on the object which is acting like a sun in the picture.

B. Recalling Facts:

Answer the following questions:

Q.a: What causes the day and night?
Ans: The movement of the earth around the sun causes day and night.

Q.b: How much time does the earth take to complete one round?
Ans: It takes twenty four hours or one day for the earth to complete one round.
Q.c: How many hours are there in a day?
Ans: There are twenty four hours in a day.

C. Applying your learning!

1. **Think!** How is the moon different from the earth?
2. **Activity:** Why does the moon look small?

**Things You Need:** a big ball, a meter stick.

**Cooperative Learning:** Students work in groups of five

**What To Do:**

**Planner:**
1. Hold the ball in front of you

**Leader:**
2. Stand one meter away. Hold a meter stick near your face to measure the ball.

**Writer:**
3. Copy the following chart

<table>
<thead>
<tr>
<th>Distance From Ball</th>
<th>Size of Ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 meter</td>
<td></td>
</tr>
<tr>
<td>2 meters</td>
<td></td>
</tr>
<tr>
<td>3 meters</td>
<td></td>
</tr>
<tr>
<td>4 meters</td>
<td></td>
</tr>
</tbody>
</table>

**Leader:**
4. Repeat step 2 from further away.

**Writer:**
5. Mark the chart at each distance.

**Your Findings:**

**Reporter:**
1. What seemed to happen to the ball?

**All:**
2. Why does the moon look small from the earth?
A. Checking on ideas:

1. Write one word for each weather condition in the pictures below:

   a. windy
   b. rainy
   c. calm
   d. cloudy

B. Recalling facts:

Answer the following questions:

Q.a: What is weather?
Ans: Weather is what the air around us is like. It can be warm, cool, wet or dry.

Q.b: What causes the change in weather?
Ans: Air, water and sun cause the changes in weather.
C. Applying your learning:

Think!
Why is the air often cooler at night?

Searching for poems.
Collect some weather poems and display in your class.

How I enjoy weather?
Different people have different ideas about good weather. Which type of weather do you like? Why?
Draw pictures of what you might do to enjoy your favourite weather. Make a poster and share it with your class.

D. Activity

List the things you do in these weathers.

<table>
<thead>
<tr>
<th>Hot Weather</th>
<th>Rainy Weather</th>
<th>Cold Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wear light cloths</td>
<td>Use umbrellas</td>
<td>Wear warm cloths</td>
</tr>
<tr>
<td>Stay in shade</td>
<td>Go out to have fun in the rain</td>
<td>Stay inside</td>
</tr>
<tr>
<td>Have fun at seaside</td>
<td>Wear rain coats</td>
<td>Use heater</td>
</tr>
<tr>
<td>Drink lots of water</td>
<td></td>
<td>Drink Warm Liquids</td>
</tr>
</tbody>
</table>