

What this book contains ...

Welcome to the first volume of EVS Courseware for grade 3. This interactive curriculum book contains tasks for students to do and concepts and skills to learn. A lot more happens in the classroom, like playing and learning with multiple materials, using pictures and games on the interactive board, discussions, peer conversations and eWxcursions.

Themes included in this book are as follows:

ANIMALS

Students come up with stories and notions associated with animals, gathered from their previous experiences. They are naturally curious about animals. While students will be learning various things about animals and their behaviour, adequate focus is given to human relationships with animals so that students develop sensitivity towards them. Rather than teaching rigid definitions about different animal habitats, types of nests, kinds of beaks and claws of birds, the curriculum provides them with opportunities to observe, explore and derive these definitions and meanings. Stories, narratives, pictures, puzzles and riddles are used as tools to evoke prior knowledge. Students are encouraged to gather relevant information from family members, the Internet and newspapers. This also helps them develop exploration skills, eventually making them confident and skilful for their own learning.

FOOD

Food is a basic necessity of life. The theme caters to the various aspects of food such as its need, sources and importance. By discussing different regional food items, the theme tries to capture the diversity in the Indian food. The theme also looks at the variations in people's food preferences. This helps children understand and accept food habits. Children interview a person who cooks food and thus develop interviewing skills. They get to know the challenges involved in cooking.

This knowledge helps children value the work of that person. They also learn about the various methods of cooking.

SHELTER

Shelter is one of the basic necessities of humans. This theme introduces different types of shelters found in different geographical areas. The focus of the content is not only on the characteristics of different houses but also on the reasons why these houses have such characteristics. This theme explores houses belonging to the various segments of society, rather than focusing on any one class. Tasks are planned so that children understand and respect the existence of houses made in unusual locations like a pipe or under a bridge by those who cannot afford anything better. They are introduced to the construction process when they visit a construction site and interview labourers. This gives children an experience of construction of a house and develops their skill of observation and interviewing. The theme uses pedagogic tools like stories, poems, observations, demonstrations, pictures and models to build knowledge about the content and enhances various process skills.

TRAVEL

Children are already familiar with travel being an important aspect of their life. The theme focuses on the history of travel. They learn about the invention of wheel and how it has evolved to the present form since the beginning. They also learn about the use of animals in transportation. This helps them develop sensitivity towards the animals being used for travel and transportation. Road safety, various road signs and their meanings are introduced to begin instilling road sense in children. Throughout the theme, multiple games, stories and observation tasks are embedded to build their understanding about travel and transportation.

Content



ANIMALS

05

Introduction

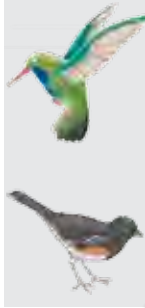


Exploring animals
Sharing experiences associated with animals
Identifying sounds of animals

ANIMALS

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Birds



Listing various characteristics of birds
Identifying different parts of a bird's body
Identifying the food eaten by birds
Relating structure of beaks with food birds eat
Identifying feet and claws and their functions
Identifying different nests of birds
Practising the concepts learnt so far

ANIMALS

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Purpose of Keeping Animals



Identifying different purposes of keeping animals

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Sources of Food

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Classifying food into cereals, pulses, spices, beverages, dry fruits, fruits and vegetables
Identifying food obtained from animals



ANIMALS

07

Classification of Animals Based on their Habitat

Identifying animals that live on land (terrestrial animals), in water (aquatic animals) and on both
Identifying animals that live on ground, on trees (arboreal animals) and under the ground
Identifying animals that live in plains, deserts and mountains
Practising learnt concepts

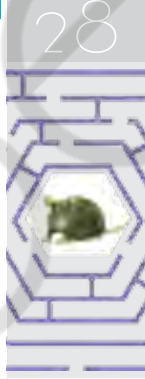


ANIMALS

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Food Eaten by Animals

Identifying the food eaten by animals
Identifying different ways in which animals eat food

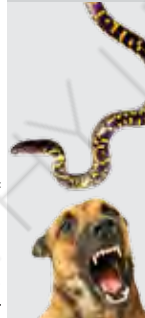


ANIMALS

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Animal Bites

Knowing about the impact of animal bites on humans and the diseases thus caused
Practising the concepts learnt so far



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Differentiating between raw and cooked food
Sharing the experiences of cooking
Conducting an interview
Observing a kitchen
Classifying materials in kitchen
Knowing about the various cooking appliances and fuels used in them
Knowing about the different methods of cooking: Frying, boiling, steaming, roasting and baking

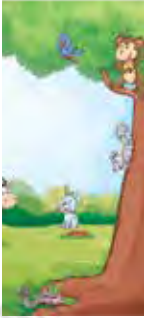


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Classification of Terrestrial Animals

Identifying animals that walk, hop, crawl and fly
Knowing about different types of tails and their purposes
Practising the concepts learnt so far



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Sensitivity towards Animals

Taking care of animals
Developing sensitivity towards animals

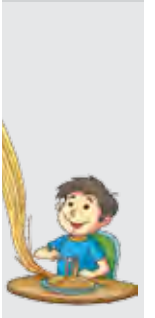


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Noodles

Sharing about favourite food
Observing variations in likes and dislikes

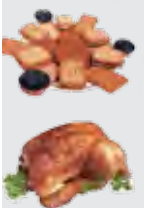


FOOD

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Diversity in Food

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Content



FOOD

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SHELTER

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TRAVEL

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TRAVEL

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Knowing about different animals used for transport
Building sensitivity towards animals used for transport



TRAVEL

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Road Safety

Understanding the importance of road signs
Knowing the meaning of road signs
Knowing ways to ensure safety on road



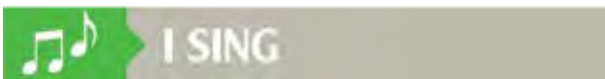
Icons



Play brings richness to children's experiences. These games engage children physically and help them learn various new concepts.



By doing the given task, children engage in multiple activities, which develop various skills and concepts.



Children love to sing songs and poems. While doing so, they also learn vocabulary, expressions and values.



Children talk about a given situation. Such a conversation enables them to reflect on, articulate, share and listen to their thoughts, feelings and learning. In this way, they develop the skill to connect with other people through a meaningful conversation and exhibit their thinking process.



Children draw to communicate their thoughts and feelings. They use drawing as a medium to share their visualisation. Some of these tasks also strengthen their fine motor skills and eye hand coordination.



Children watch educational videos on the interactive board. These audio-visual experiences help them acquire knowledge about the world in an easy, joyful way.



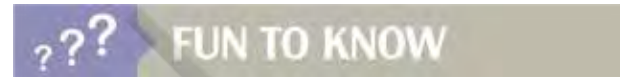
Children listen to various stories and poems. It develops sensitivity and enhances attention.



In these tasks, children look at the details of various things, people, animals, etc. This develops in them the skill of observation, which is one of the most powerful skills of learning.



In these tasks, children reflect upon what they have studied. Reflecting on their experience and the activity brings a new understanding and fresh perspectives. This is the key to learn from any experience or activity they have done.



We give some facts that are relevant to the concept being studied. Children read them to acquire more knowledge on the topic they are learning.



Children write down their thoughts about a given situation. Writing helps them express their thoughts coherently. It also makes their thoughts visible to others.



These tasks are designed to improve individual thinking and problem-solving skills. These are often given with some instruction and/or a problem that needs to be solved. This helps children learn to conceptualise on their own.



Children engage with varieties of fiction and non-fiction texts, which allow the readers to see rich vocabulary and ease of use in the language. Through language, students also attain clarity of concepts.



Revision tasks help children recapitulate their learning. These also strengthen their learning for later access and use.



These tasks include homework, which is mostly an extension, practice or application of what has been taught in the class. Sometimes, opportunities are given to explore a new concept.



These notes help parents recognise the objectives of the tasks children are doing. They also enable the parents to know how the tasks help the child in his/her learning. In this way, they can contribute actively to their child's learning.



ANIMALS



I ACT

Fifteen animals are hidden in this picture. Identify any fourteen of them and write their names in the given space.



Animals I found ...

Animals Around Us



I WRITE

You have seen many animals in your surroundings.

1. Name the animals you have touched.

2. Name the animals that scare you.

3. Name the animals you have not seen, but heard about.



I LISTEN

Listen to the sounds of different animals on the interactive board and identify them.



FUN TO KNOW

Animals like the dodo are not found on earth any more. Such animals are said to be extinct.



I EXPLORE

Find out the names of some extinct animals.



The given task allows children to share their experiences related to animals. This is essential to build the understanding of the theme.



I TALK

1. Have you ever seen a frog?
2. Where does it live?

We will read a story about a young frog and a fish.

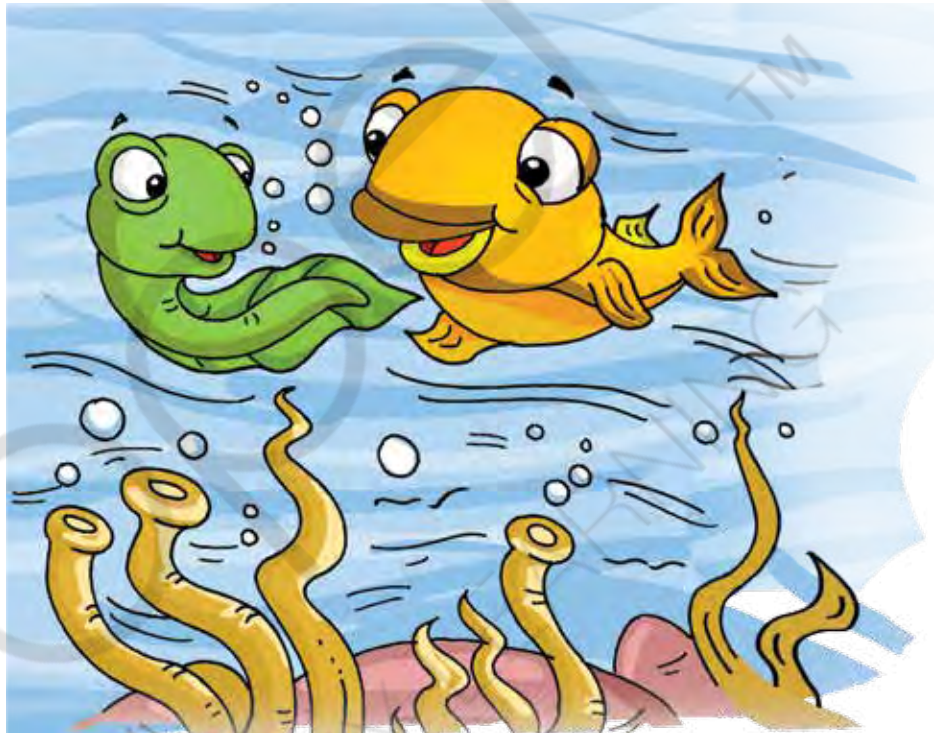
Do you know that the young one of a frog is called a **tadpole**?

A Fish and A Frog



I READ

A fish and a tadpole lived in a pond. They were good friends. One morning, the tadpole discovered that he had two little legs. 'Look,' he said with excitement, 'look, I am a frog!' 'Nonsense,' said the fish, 'how could you be a frog? You are a little fish, just like me!'



They argued for long but the fish did not agree. In the weeks that followed, the tadpole further developed his legs; the hind legs grew bigger and stronger. Also, his tail became shorter.

One fine day, he grew into a frog and jumped out of the pond, onto the bank. The small fish also grew into a big fish. She often wondered where her four-footed friend had gone. Days and weeks passed but the frog did not return to the pond. Then one day, the frog jumped into the pond with a splash.



‘Where have you been?’ asked the fish excitedly when she saw him.

‘I have been around the world, hopping here and there,’ said the happy frog.

‘And I have seen extraordinary things,’ he added.

‘Like what?’ the fish asked.



‘Birds,’ said the frog mysteriously.

He told the fish that the birds had wings, two legs and were of different colours.

As the frog talked, the fish imagined the birds, like a fish flying with large wings.

‘What else?’ asked the fish impatiently.

‘Cows,’ said the frog. ‘They have four legs and they eat grass.’ ‘And people!’ said the frog. ‘Men, women, children!’ And he kept on talking until it was dark. But the mind of the fish was full of marvellous images. She couldn’t sleep that night. She thought, ‘Ah, what if I could jump out of the water, roam on the land like the frog and see the wonderful world?’

Days went by. The frog had gone and the fish mostly spent her time dreaming about birds in flight, grazing cows and those strange animals and people. One day, the fish finally decided to see all the things that her friend, the frog, had talked about.





So, she jumped out of the water onto the bank. She landed on sand, where she lay gasping for air, unable to breathe or move. 'Help!' she cried. Luckily, the frog saw her and, with all his strength, pushed her back into the water.

After some time, the fish started moving slowly. She expressed her gratitude towards the frog for saving her life. She also said, 'Water also has a wonderful world inside it, about which birds, cows or people don't know.'

-Modified from Fish is Fish, Author: Leo Lionni



What Have We Learnt?



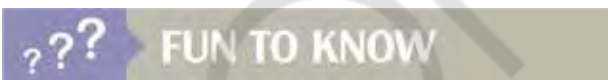
In the classroom, we have classified animals based on their habitat.

Now, we know that:



Some animals like frog, turtle and crocodile live on land as well as in water. They are called **amphibians**.

Some animals like giraffe, lion and elephant live on land. Therefore, these are called **terrestrial animals**.



The biggest animal in the world is the **blue whale**, which is an **aquatic animal**. Its heart is as big as a car. The **African elephant** is the biggest **terrestrial animal**.

Crossword



I ACT

Find out and put a circle around the names of 13 animals in the following crossword.

G	M	F	I	S	H	A	O
O	G	R	H	Z	S	N	C
A	D	O	G	T	N	T	T
T	I	G	E	R	A	T	O
C	R	O	W	L	K	O	P
S	N	A	I	L	E	A	U
D	W	H	A	L	E	D	S

Write these names under the appropriate categories given below.

Terrestrial animals	Aquatic animals	Animals that can live both on land and in water



Children classify animals on the basis of their habitat. These kinds of tasks develop the skill of classification or grouping in children.

Prachi's Day Out



I READ

Let us read the story.

Prachi went to a park along with her grandmother. They sat on a bench, near a tree. Prachi observed a squirrel climbing up and down a tree, a sparrow sitting on a branch and an army of red ants climbing up the tree trunk. Suddenly, she saw an unusual animal near the tree. It was much bigger than a rat and had a long tail.

Prachi: Grandmother, is it a special rat?

Grandmother: No, Prachi. It is a mongoose.

Prachi: Mongoose?

Grandmother: Yes. It is not a rat.

After a few seconds, it went inside a hole near the tree.

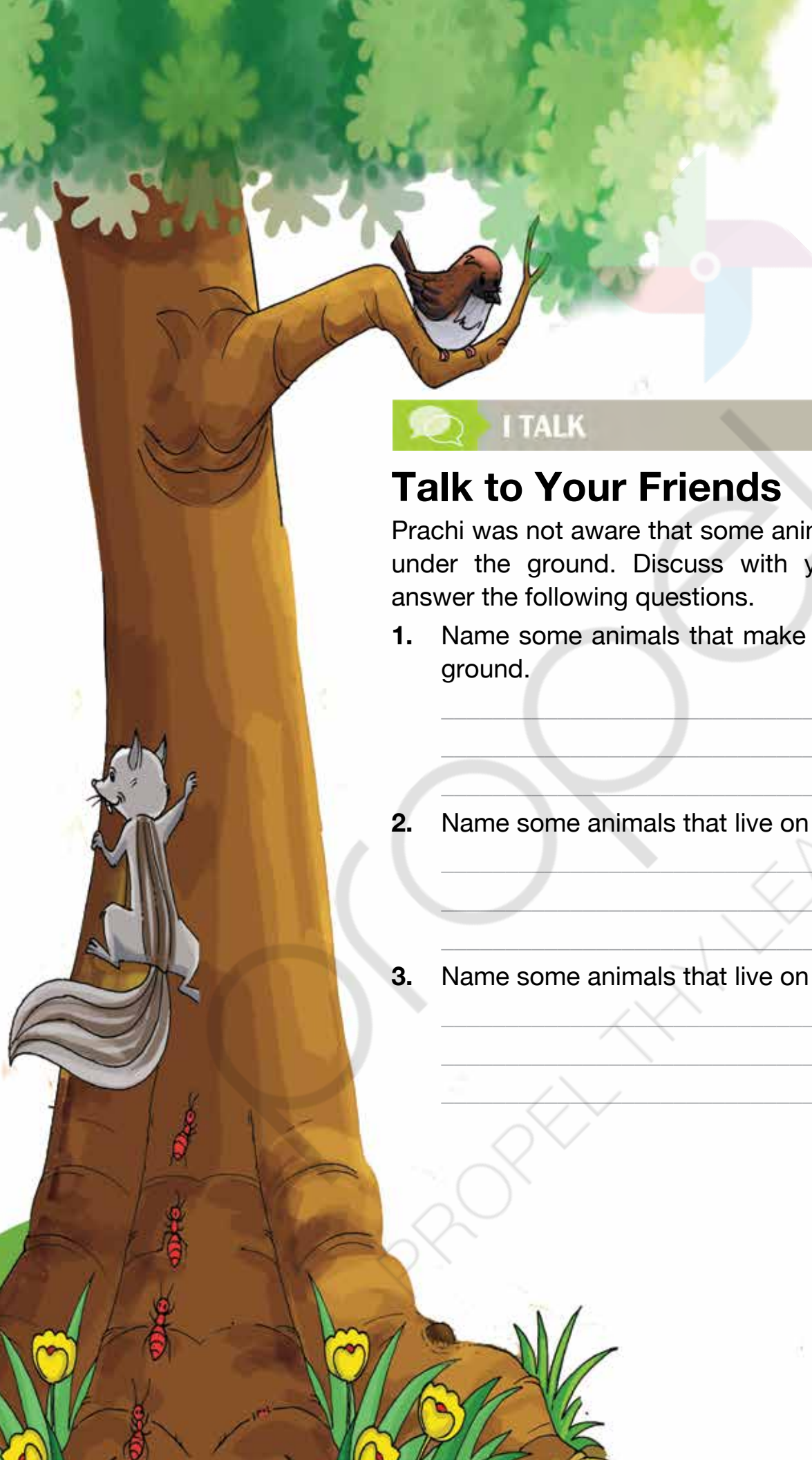
Prachi: Where has it gone?

Grandmother: It has gone inside its burrow, which is its home.

Prachi: Do animals live under the ground too?

Grandmother: Yes, there are many animals that live under the ground. They come out of their burrows to eat.





 I TALK

Talk to Your Friends

Prachi was not aware that some animals make their home under the ground. Discuss with your classmates and answer the following questions.

1. Name some animals that make their home under the ground.

2. Name some animals that live on the ground.

3. Name some animals that live on trees.





What Have We Learnt?



I REVISE

In the classroom, we have classified terrestrial animals. Now, we know that:

1. Some animals like cows, camels, lions and elephants live **on the ground**.
2. Some animals like rabbits, snakes and rats live **under the ground**.
3. Some insects, lizards, monkeys, squirrels, birds and other such animals live **on trees**. These are called **arboreal animals**.



Animals in India



I READ

Some of the animals found in the mountains and deserts of India are as follows.



Snow Leopard

Snow leopards are found in the high mountains of the Himalayas. They are mainly found in Jammu & Kashmir, Himachal Pradesh, Uttarakhand, Sikkim and Arunachal Pradesh.

Himalayan Blue Sheep

Himalayan blue sheep, or bharals, are the sheep whose coats have a bluish colour. They have traits of sheep as well as goats. They are mainly found in the Himalayan regions of India.



Red Panda

Red pandas, also known as cat bears, are slightly larger than a domestic cat and weigh around 4 kg. They are found in the mountains of Sikkim, West Bengal, Arunachal Pradesh and Meghalaya.

Indian Gazelle

Indian gazelles, also known as chinkaras, inhabit the Thar Desert. They can live without water for a long time. Usually, they avoid areas with human population.



Himalayan Tahr

Himalayan tahrs are wild goats. They have a dense, reddish to dark brown woolly coat on their body. They are mainly found in Jammu & Kashmir and Sikkim.

Blackbuck

Blackbucks are found in parts of the Thar Desert. They are brown in colour, with white circles around their eyes.





I PRACTISE

Amna, Kabir, Gurpreet and Stuti are playing a game called Animal World. In this game, each player has to name an animal. Amna starts the game and says, 'Frog.' Now, Kabir has to name an animal whose name begins with the last letter of 'frog', i.e., 'g'. He says, 'Goat.' The game continues in this manner. Write the names of other animals to continue the game.

The image shows a word chain game board. In the center, the word 'RAT' is written vertically on a yellow background, and the word 'T' is written horizontally on a blue background. The board is surrounded by empty boxes for writing animal names. The boxes are arranged in a grid-like pattern with arrows indicating the direction of the game flow.

You have written the names of various animals. Now, answer the following questions.

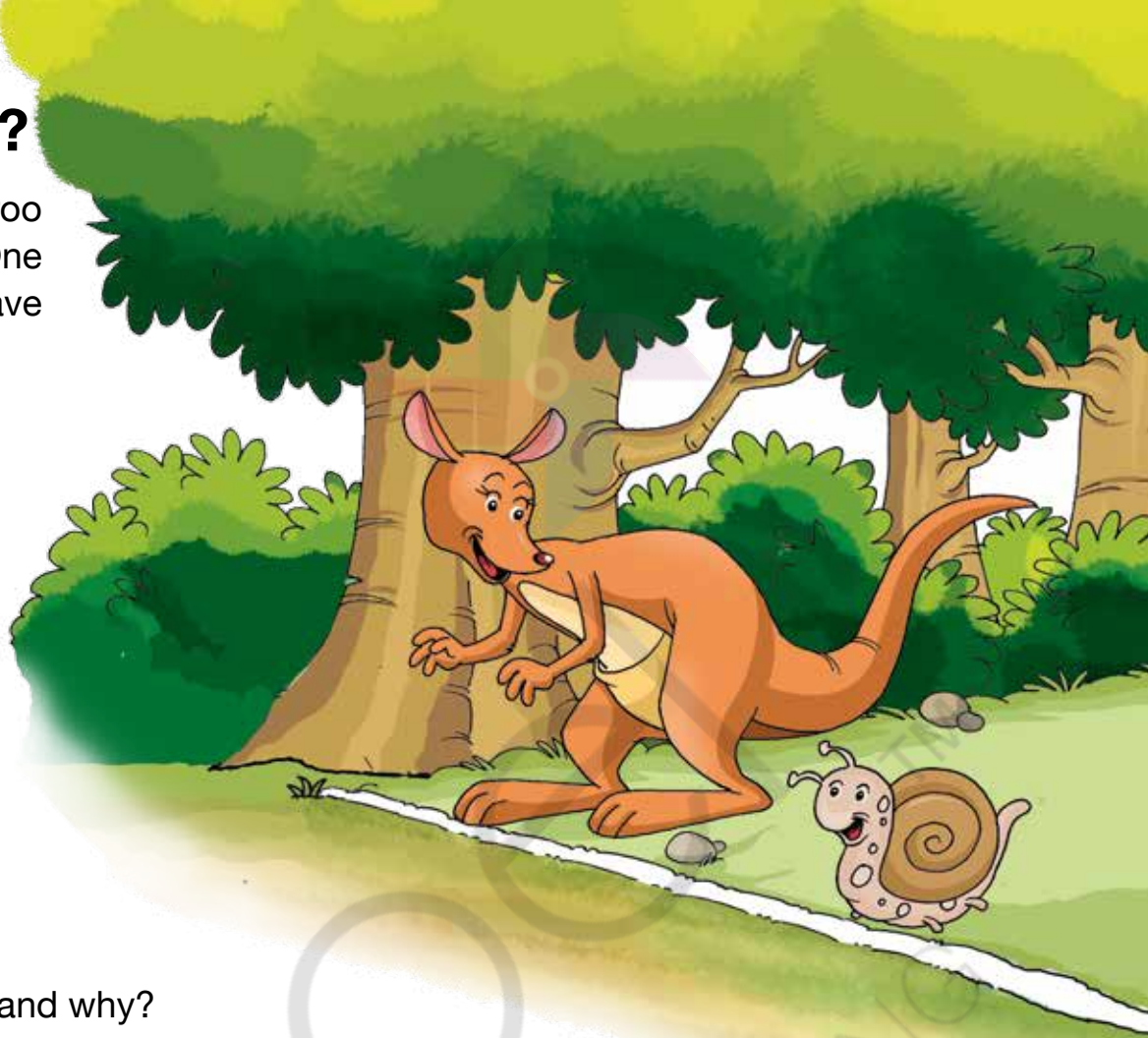
1. Have you written the name of an animal that lives on both land as well as in water? If yes, write it here. If not, think and write.

2. Have you written the name of any animal that lives in water? If yes, write it here. If not, think and write.

3. Have you written the names of some animals that live only on land? If yes, count and write their number.

Who Will Win?

A snail and a kangaroo are good friends. One day, they decide to have a race.



Who will win the race and why?

I TALK

1. Do all animals move like a snail?
2. Name the animals that move like a snail.
3. Name the animals that move like a kangaroo.
4. What are the other ways in which animals move from one place to another?

I WATCH

Let us watch a video to observe the ways in which different animals move.

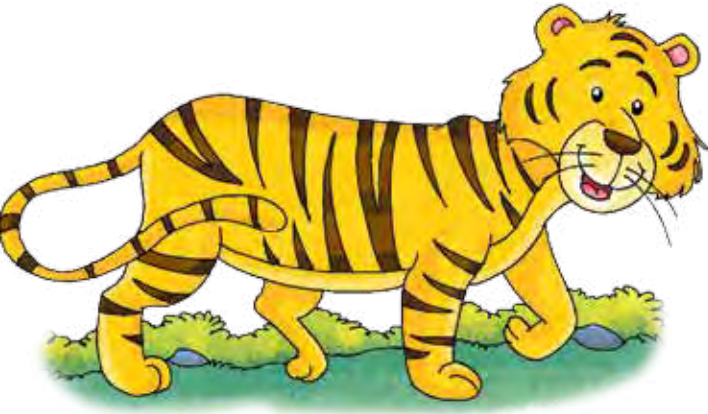


The above task familiarises children with the different ways in which animals move. However, before they come to know about it, they are given a task that requires them to think on their own about the movement of animals.

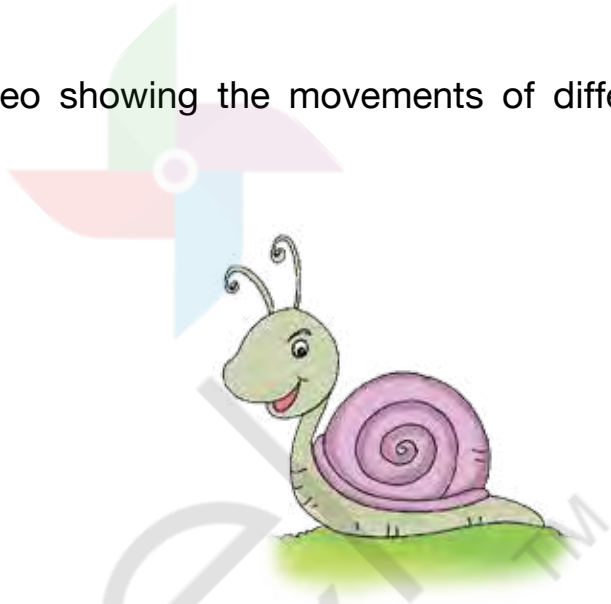
What Have We Learnt?

◀ I REVISE

In the classroom, you have watched a video showing the movements of different animals. Now, you know the following facts.



Some animals like cows, tigers and zebras **walk** or run from one place to another.



Some animals like earthworms and snails **crawl** from one place to another.



Some animals like sparrows, crows and pigeons **fly** from one place to another.



Some animals like kangaroos and rabbits **hop** from one place to another.

?? FUN TO KNOW

The movement of snakes and legless lizards is called **slithering**.



Tales of Tails



I READ

Different animals have different tails. Let's talk to them to know how their tails help them.



My tail helps me change my direction while swimming in water.

I use my thick tail to balance my body while hopping.



My long, bushy tail helps me balance my body while leaping and climbing.



My thin tail helps me keep the insects away.



My tail is so strong that it helps me swing from one branch of a tree to another.





I PRACTISE

In this table, the names of animals are jumbled up. Write their correct names. Also, put a tick (✓) where each of these animals makes its home and how it moves. One example has been done for you.

Name of animal (Jumbled up)	Name of animal (Correct)	Place where it makes its home			Way it moves from one place to another			
		On ground	On trees	Under the ground	Hop	Crawl	Walk	Fly
atr	rat			✓			✓	
ofx								
rowc								
earmthwor								
keymon								
tna								
rookanga								
peckwooder								
wco								
bitbar								

I OBSERVE

Observe these pictures of birds and write their common features in your notebook.

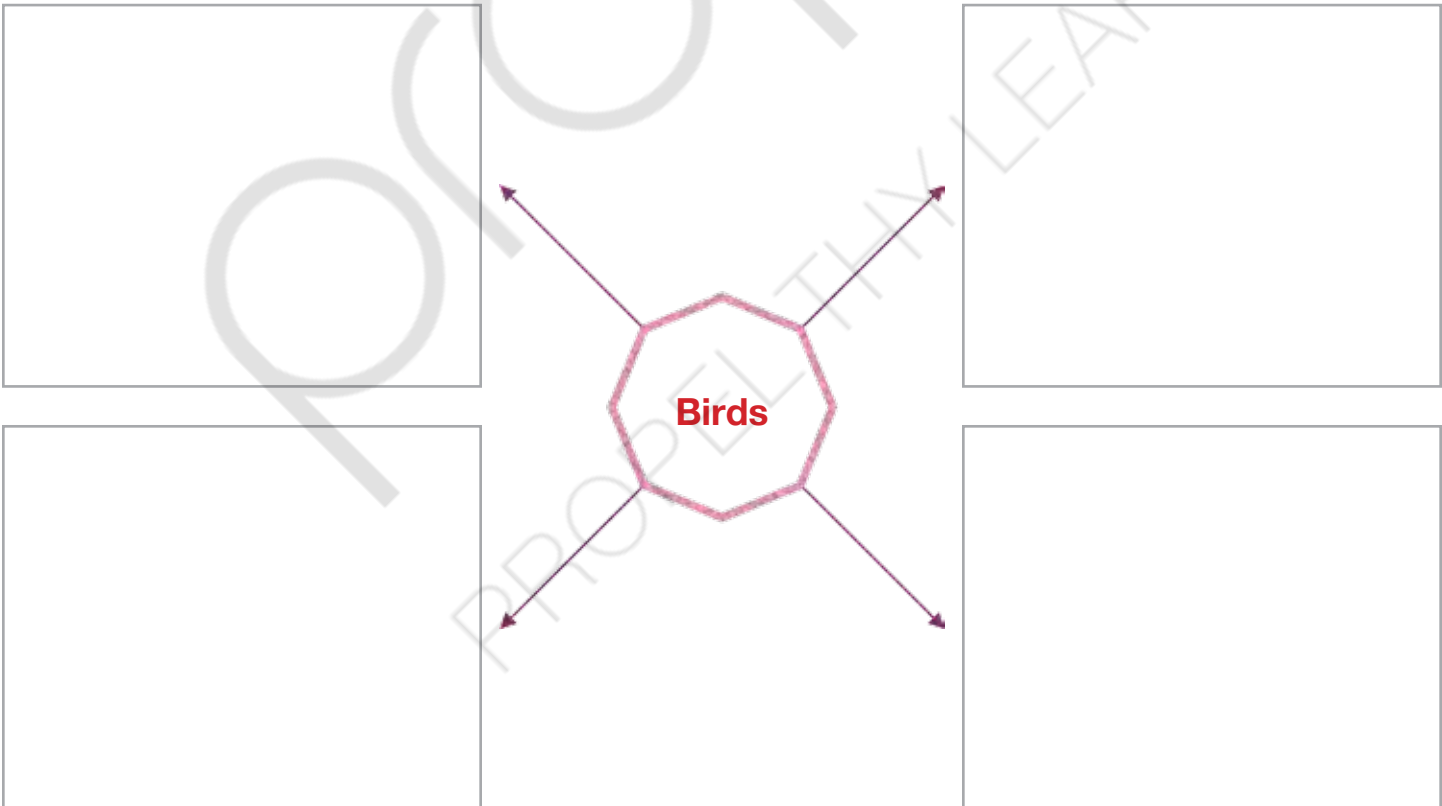


I TALK

- 1. What are the common features of these birds?
- 2. Which features of these birds are different?

I WRITE

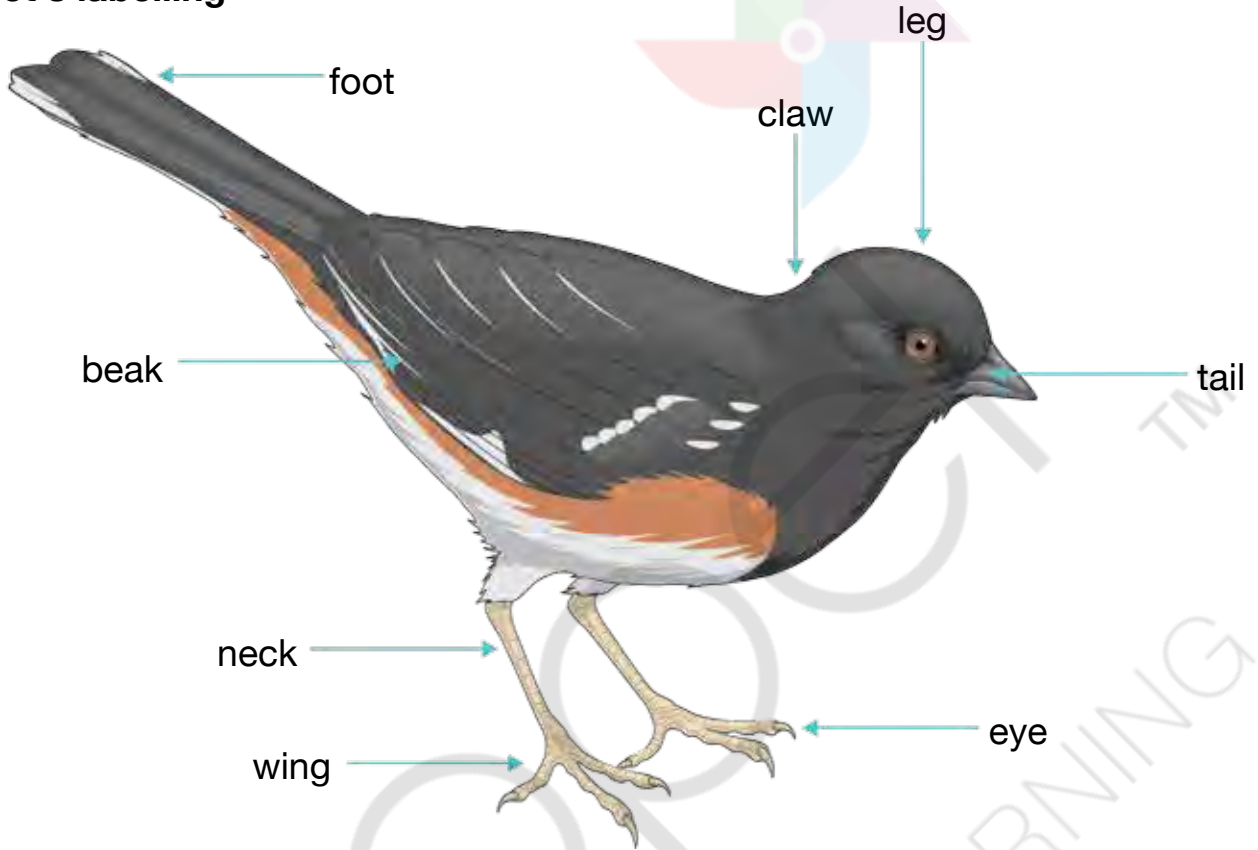
We have talked about features of birds. Let's write them in the given boxes.



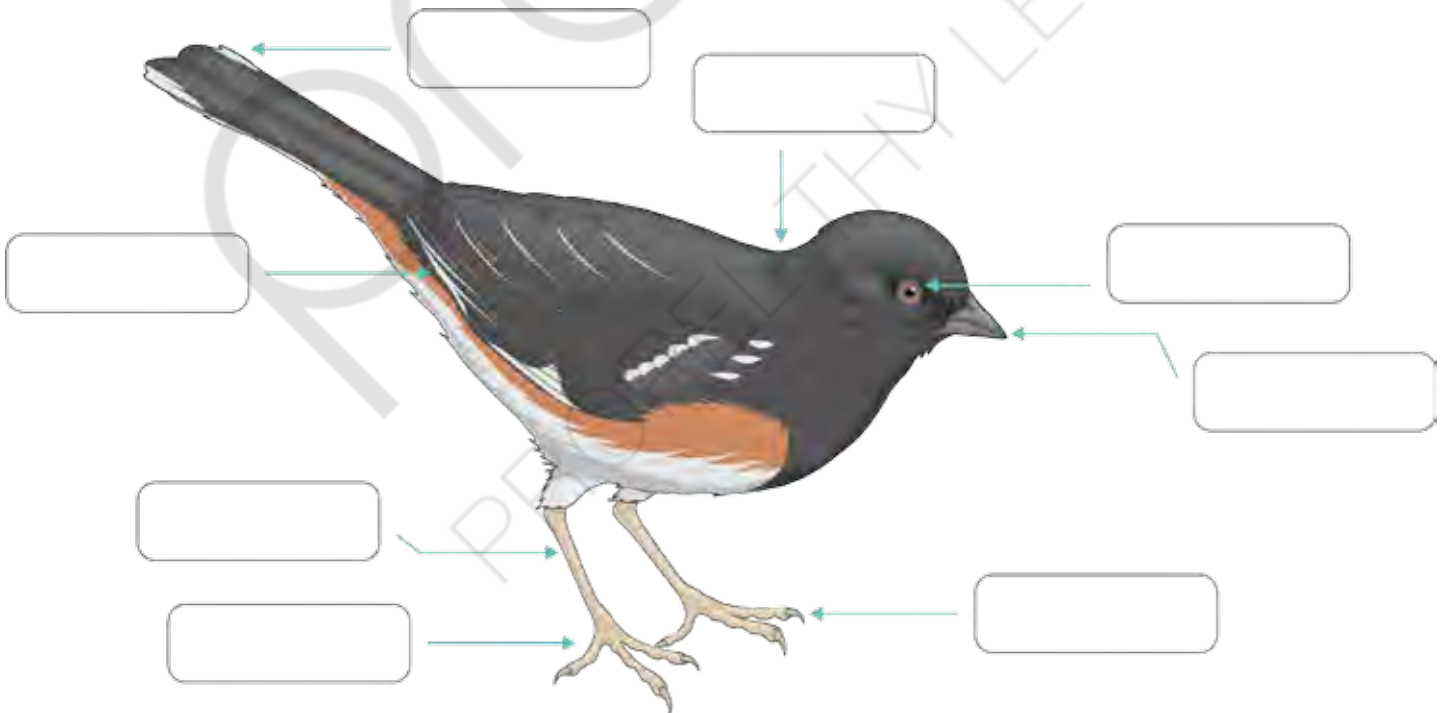
Bird's Body

While labelling different parts of a bird's body, Gurpreet got confused and labelled them incorrectly. Help him by relabelling the body parts correctly.

Gurpreet's labelling



Your labelling





I WRITE

Hi! I am a humming bird. I am the smallest bird but my body is just like any other bird's. Various parts of my body help me do different tasks.



Read the following sentences and fill in the blanks.

tail		legs		eyes		wings
feathers		neck		feet		beak

1. My _____ helps me move my head and see things around me.
2. My _____ and _____ help me fly in the air.
3. My _____ helps me speed up my flight and change the direction.
4. My _____ help me look around and find food.
5. My _____ and _____ help me sit on a tree.
6. My _____ helps me eat food.



FUN TO KNOW

Birds don't have a nose like humans. They have two nostrils that are mostly present on their beaks.



Nostril

Now, label the different body parts of a penguin.

tail		leg		eye		wing		neck		foot		beak
-------------	--	------------	--	------------	--	-------------	--	-------------	--	-------------	--	-------------



Different Types of Feathers

I OBSERVE

We have talked about the functions of some body parts of a bird like tail, wings, eyes, legs, feet and neck. But, do you know the function of their feathers? Do all birds have only one type of feather?

Observe the following pictures. These are the feathers of birds.



Do you think both these feathers are of the same bird? Give reasons in support of your answer.

I READ

Birds mainly have two types of feathers.



Small and fluffy feathers cover the bird's body and keep it warm. These are called **down feathers**.

Long and sturdy feathers, in the wings and the tail of a bird, help it fly. These are called **flight feathers**.



What Have We Learnt?

I REVERSE

We have learnt that birds have different types of beaks. These beaks help them eat different types of food.



Beaks of aquatic birds are flat and long. They help them strain plants, seeds and small animals from mud and water.



Some birds like sparrows have small and hard beaks to hold, crack and eat seeds that have a hardcover.



Beaks of birds like eagles and vultures are very sharp and look like a hook. These beaks are called hooked beaks. They help them tear flesh.



I EXPLORE

Birds have a variety of beaks. Find out about the different types of beaks and how they help birds.

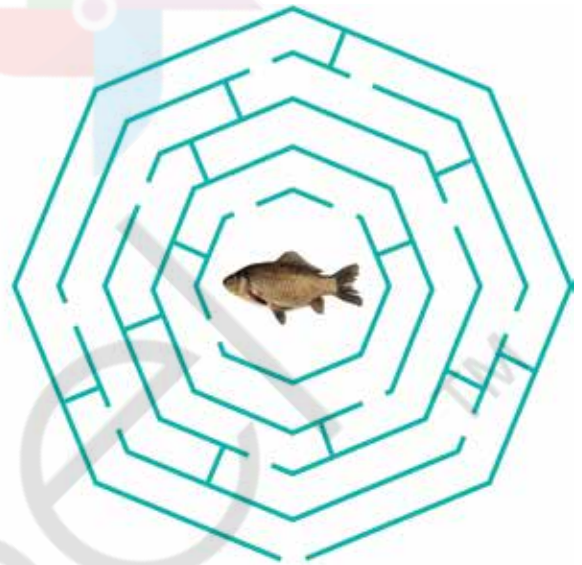
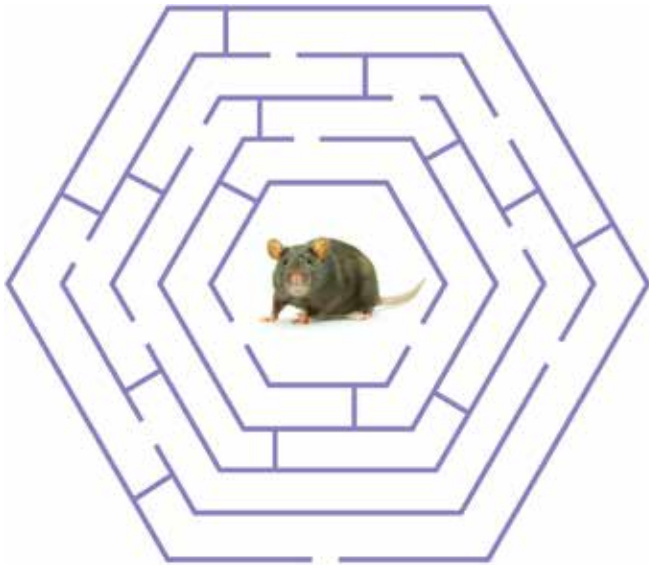
I PLAY

Let us play a game on the interactive board, where you have to match the bird with its beak.

Hungry Birds



Help these hungry birds reach their food.



Parrot



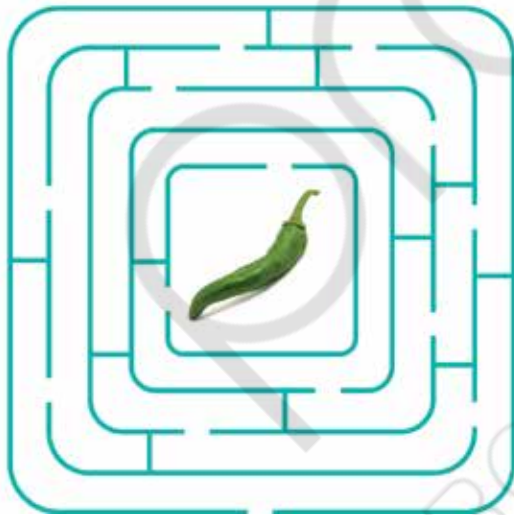
Duck



Eagle



Pigeon



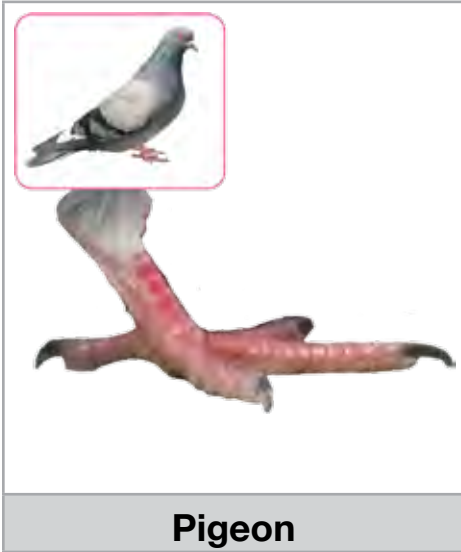
This task strengthens children's understanding of food habits of different birds and the relationship between the shapes of their beaks and the food they eat.

Bird's Feet

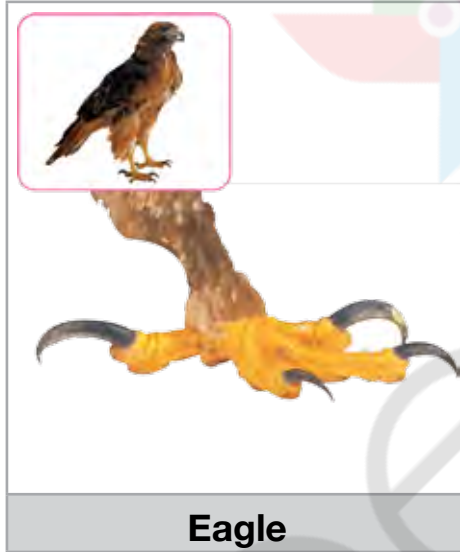


I EXPLORE

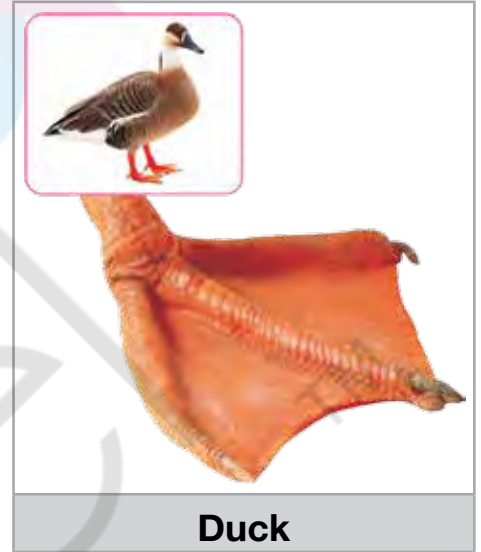
Observe the pictures of the feet of the following birds.



Pigeon



Eagle



Duck

What are the differences in the feet of these birds?



I TALK

1. Why do some birds have sharp claws?
2. What kind of feet helps birds swim?



The objective of the above task is to familiarise children with the feet and claws of different birds, and their functions.

Match the Foot



I ACT

You know that birds have different types of feet. You have compared them in the class and watched videos. Now, look at the following birds and match them with their foot.



Vulture



Pigeon



Eagle



Duck



Crow



Foot 1



Foot 2



Foot 3



Foot 4



Foot 5



I WRITE

Observe the shapes of the feet shown on the previous page and write how they help the bird they belong to.

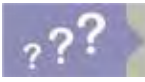
Foot 1 _____

Foot 2 _____

Foot 3 _____

Foot 4 _____

Foot 5 _____



FUN TO KNOW

Birds like eagles and vultures have very sharp claws called **talons**.



Talons →



1. Where do birds lay their eggs?
2. Why do they make a nest?

Let us read a story to know more about nests.

A Nest in the Balcony



Prachi saw a sparrow sitting in her balcony. She often saw it there. She called her grandmother to the balcony and showed it to her.

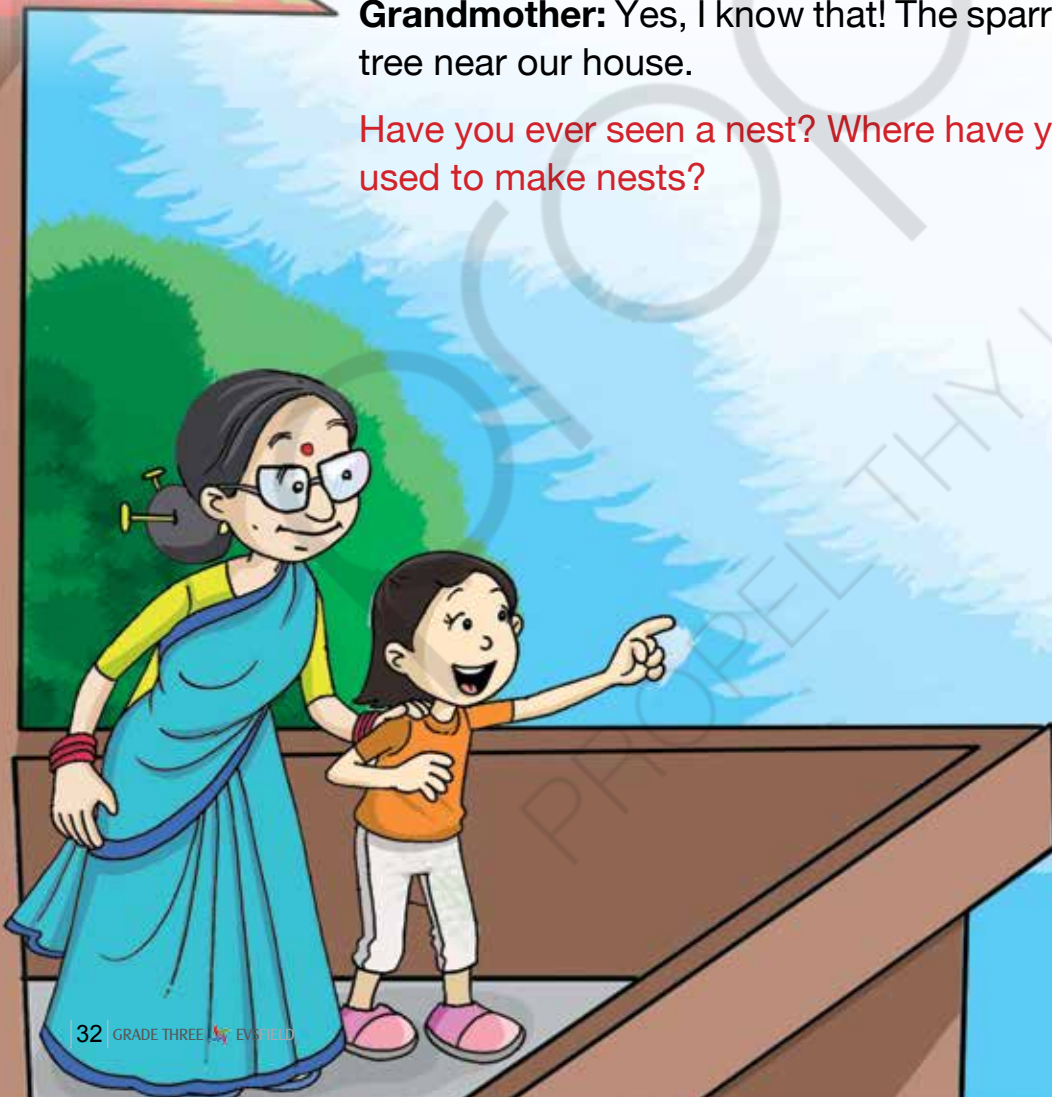
Prachi: Look at that bird, Grandma.

Grandmother: Oh yes! It is a sparrow.

Prachi: Do you know that it always flies around our house?

Grandmother: Yes, I know that! The sparrow has made its nest on the tree near our house.

Have you ever seen a nest? Where have you seen it? What material is used to make nests?



Prachi: I have never seen it. Where is it?

Grandmother: Look at the branch of the tree carefully.

Do you observe the small nest on it?

Prachi: Oh yes! It is made of straws. Grandma, why do birds make nests?

What according to you can be the reason for birds to make nests?



Grandmother: They make nests to keep their eggs in them.

Prachi: Why has it made its nest here?

Grandmother: Birds make nests at a place where they feel safe from other birds.

Prachi: Okay! What other materials do birds use to make nests?

Grandmother: Different birds use different materials to make their nests.

Most often, they use straws, twigs, grass, broomsticks, dry leaves, etc.

They saw the sparrow entering its nest. Prachi was very happy to see the sparrow in the nest. After talking to her grandmother, she went out looking for nests of other birds.



1. What did Prachi see in her balcony?

2. Why do birds make nests?

3. What materials do birds use to make nests?

4. Have you ever seen a nest? If yes, where have you seen it?

5. Draw a bird's nest in the given space.

Different Nests

Prachi came back home and showed her grandmother the pictures she had clicked.

Prachi: I thought that all birds make similar nests, but I came across three different kinds of nests.

Grandmother: No, not just three! There are various kinds of nests.

Prachi: Do you mean more than three?

Grandmother: Yes!

Prachi: What are the other kinds?

Grandmother brought a book, which had pictures of different nests. She showed it to Prachi.



I TALK

1. How are these nests different from the ones Prachi observed earlier?
2. Which material is used to make the first nest?
3. What do you observe in the second nest?
4. Where is the third nest made?

Let us know more about these nests by reading the conversation between Prachi and her grandmother.

Grandmother: Prachi, look at this nest. It is called a scrape. Birds make this nest by digging some soil and keeping some stones or shells near it. It is the easiest to make. Birds like ostriches make this nest.



Prachi: I can also make this nest. It is so easy.



Grandmother: Look at this nest!

Prachi: It is a small heap.

Grandmother: Yes! This nest is called a mound nest. It is made by birds like flamingoes using leaves, soil and grass. They collect these materials and put them together as a heap. Some birds keep their eggs on the mound by making a small hole on the top while others keep their eggs inside the mound.

Grandmother turned the page.

Prachi: I know this is the nest of a woodpecker.

Grandmother: Yes. Birds like woodpeckers make a cavity in the trunk of trees to make their nests. Such a nest is called a cavity nest. Some birds like parrots cannot make their own cavities but live in the cavities made by other birds.

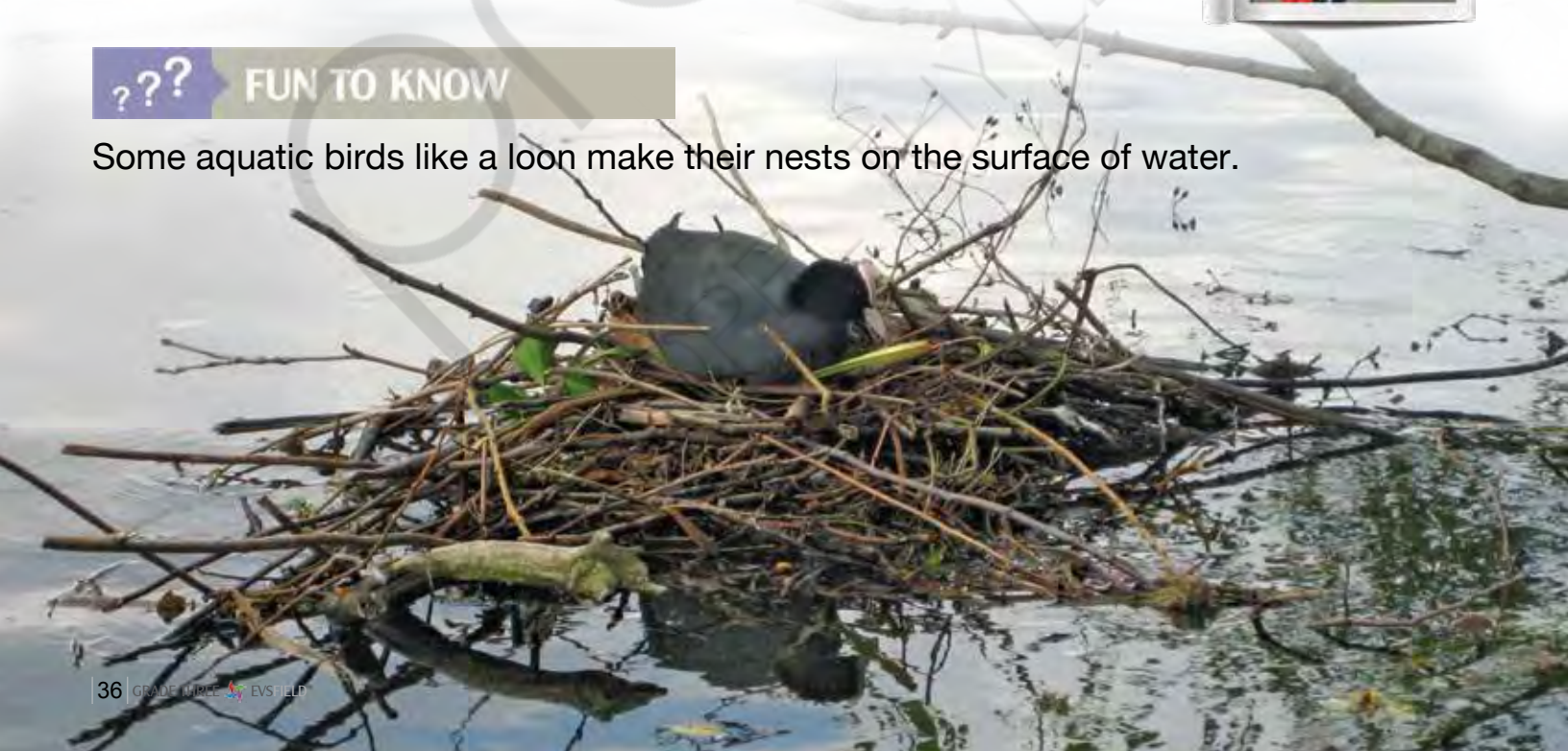


Prachi: I will look for these nests around our house.



FUN TO KNOW

Some aquatic birds like a loon make their nests on the surface of water.



What Have We Learnt?



I REVISE



Scrape Nest: It is a shallow depression in soil, surrounded by a small rim to protect the eggs from rolling over.



Mound Nest: It is a heap of soil, leaves and grass. It can vary in size. Some mound nests are very big.



Cavity Nest: It is a small hollow space made into the trees or other places. Some birds make their own cavities, while others use a natural cavity or those made by other birds.



FUN TO KNOW



Platform Nest: This nest is flat in shape. Birds like eagles make it.



Cup Nest: This nest is in the shape of a cup.



Pendant Nest: This nest is suspended from the tip of a tree branch and resembles hanging bags. It has an entrance hole from where birds enter the nest. Weaver birds make such nests.

 I OBSERVE

Let us observe the following nests made by different birds and write their names.





I PRACTISE

Circle the odd animal from each of the following sets. Also, give reasons to support your answer.



Penguin

Crow

Peacock

Cow

Ostrich

Why is it odd? _____



Vulture

Owl

Pigeon

Eagle

Hawk

Why is it odd? _____



Tiger

Zebra

Rat

Giraffe

Kangaroo

Why is it odd? _____



Vulture

Sparrow

Crow

Ostrich

Duck

Why is it odd?



Rabbit

Caterpillar

Earthworm

Leech

Snail

Why is it odd?



Duck

Crow

Stork

Swan

Why is it odd?

Mukta's Visitors

This is Mukta's house. Mukta's grandmother has brought vegetable peels for the cow that passes by her house every day in the morning.



During the day, a little cat comes and sits near Mukta's grandmother. Mukta has named her Stiffy. Stiffy comes to their house to drink milk. Mukta's grandmother feels that Stiffy is hungry. She brings milk for Stiffy.

In their garden, they have kept an earthen pot for birds to drink water from. The grandmother observes that the pot is empty. She asks Mukta's mother to bring some water and millet (bajra) for the birds.



In the afternoon, Mukta returns from school and sits under the tree. She starts eating peanuts. Some peanuts fall from her hand and in a few minutes, a squirrel comes swiftly to eat them.



After some time, Brownny, a street dog, comes to Mukta. She gives Brownny some milk and bread.





I WRITE

You have seen Mukta and her grandmother giving food to various animals that come to their house. Like them, do you also feed animals? If yes, fill the following table. If not, observe other people feeding animals and collate your observations in the following table.

Name of the animal you feed	Food

Talk to your friends about the animals they feed and fill the following table on the basis of what they share.

Animal	Food



FUN TO KNOW

Termites eat wood, cardboard and paper.



Animal's Teeth

Look at the following pictures. Do these animals use their teeth to eat the food?

Tick (✓) Yes/No accordingly.




Tiger
Yes/No



Frog
Yes/No




Sparrow
Yes/No



Monkey
Yes/No



Lizard
Yes/No




Mosquito
Yes/No



Parrot
Yes/No



Rat
Yes/No

 I WRITE

Some of these animals don't have teeth to chew food. Then, how do these animals eat their food?

Ways of Eating Food

In your classroom, you have learnt about the different ways in which animals eat their food. Fill the given table based on your understanding.

Goat	Butterfly	Cow	Frog	Tiger	Buffalo
Mosquito	Lizard	Wolf	Dog	Honeybee	

Way of Eating Food	Animals
We don't have teeth. We have a long sticky tongue to swallow the food without chewing it.	
We tear the flesh with our long, sharp teeth and grind it later.	
We don't have teeth. We suck the liquid food.	
We are plant-eating animals. We swallow the food without chewing it properly. Later, we bring back the half-chewed food to our mouth to chew it again. This is also called 'chewing the cud'.	

???

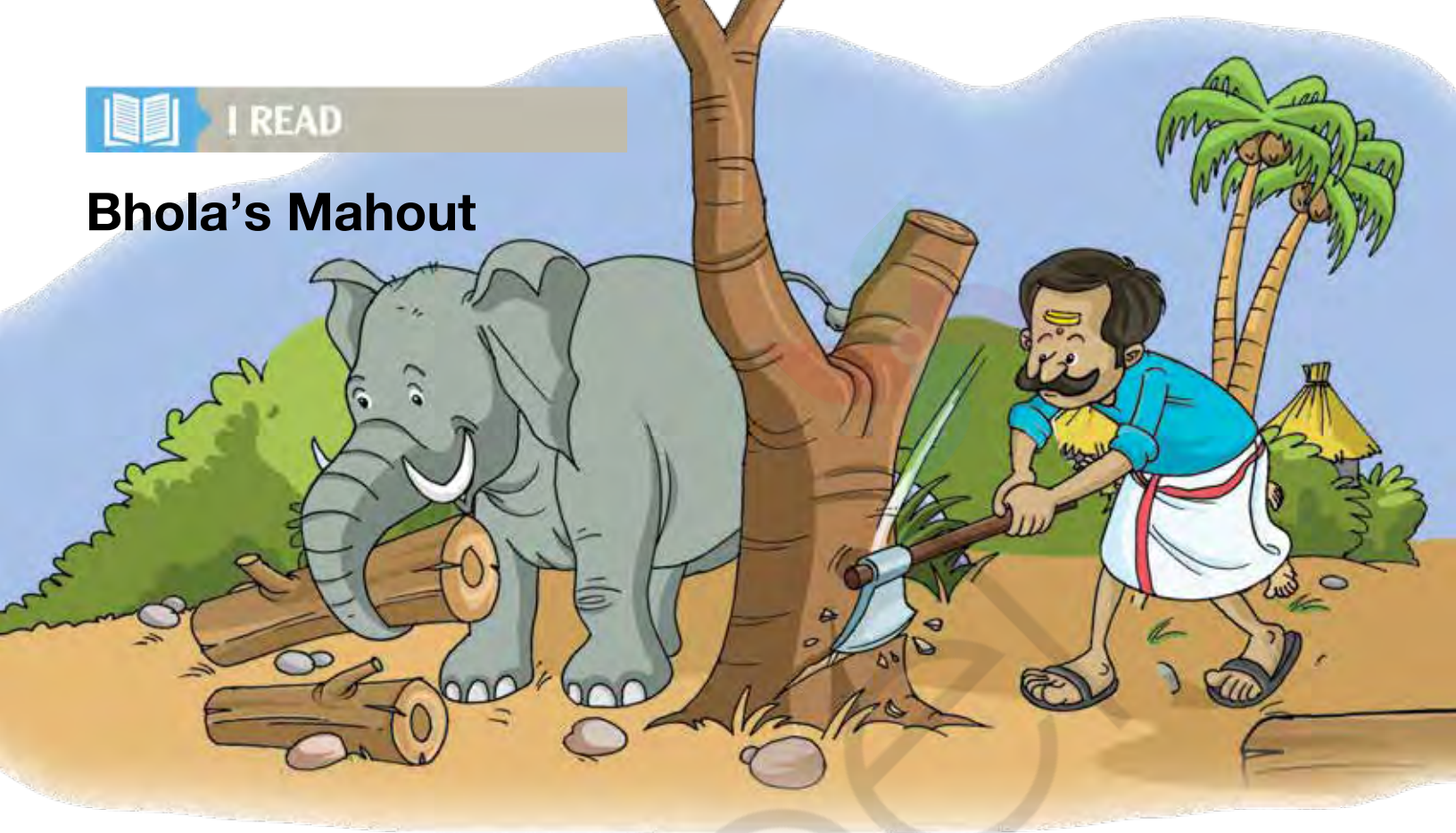
FUN TO KNOW

A butterfly sucks the sweet juice of flowers. This juice is called nectar.





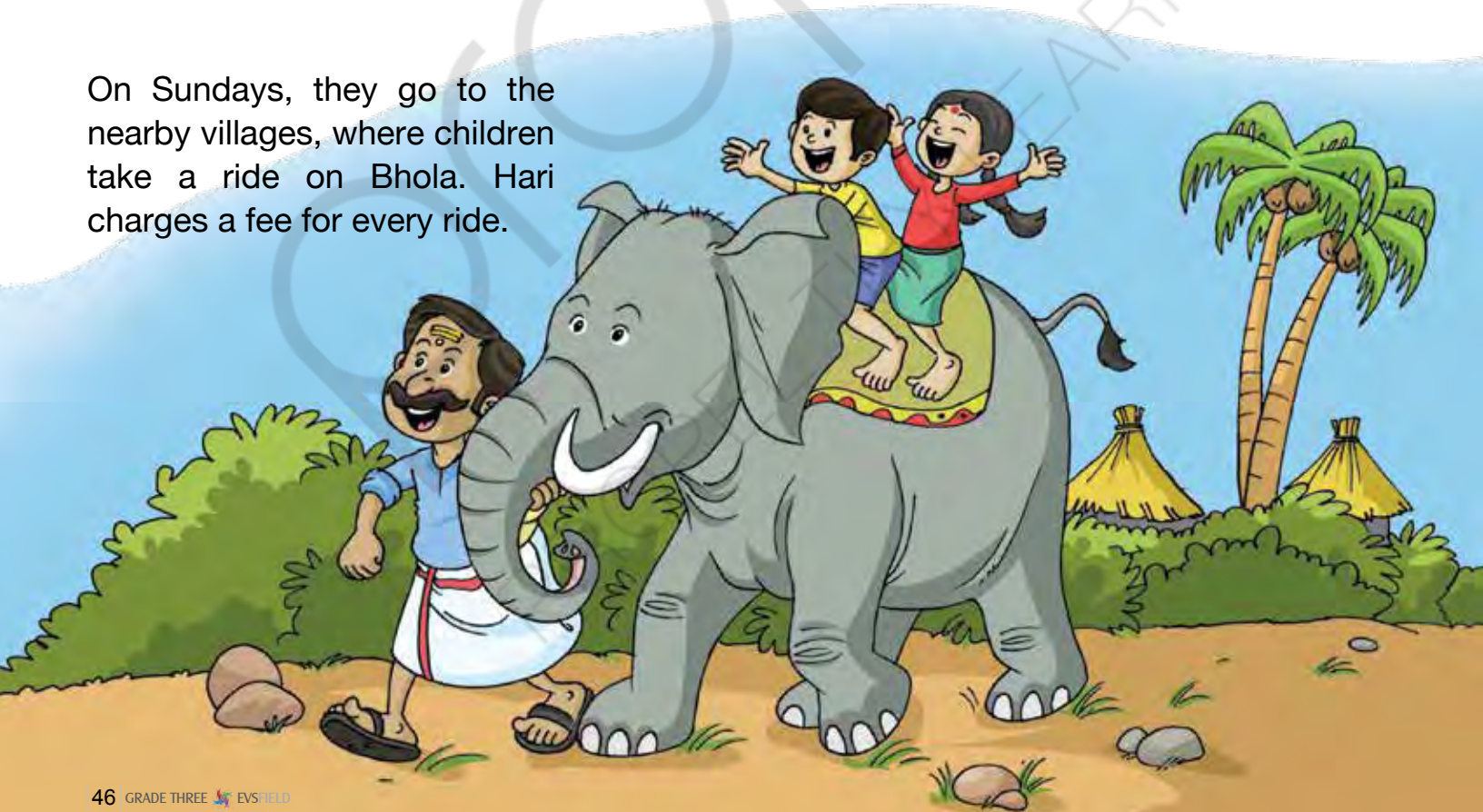
Bhola's Mahout



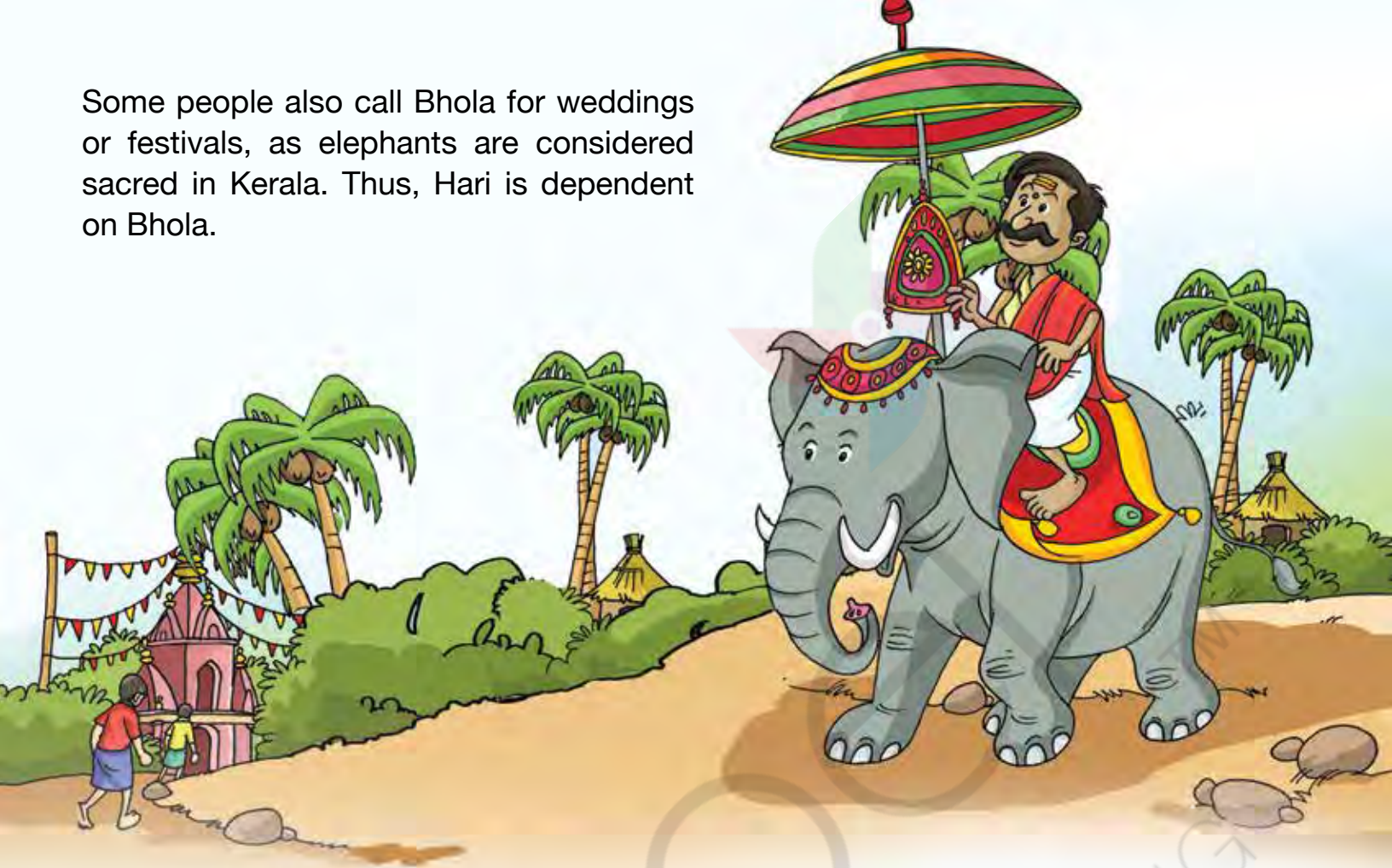
Hari lives in Kerala. He works as a woodcutter. He has an elephant named Bhola. The entire day, Bhola works with him.


Bhola not only helps him in lifting heavy logs of wood but also in earning money in various ways.

On Sundays, they go to the nearby villages, where children take a ride on Bhola. Hari charges a fee for every ride.



Some people also call Bhola for weddings or festivals, as elephants are considered sacred in Kerala. Thus, Hari is dependent on Bhola.



 I WRITE

There are many people like Hari who are dependent on their animals. Think and write the names of a few animals people are dependent on.

Animal on which people are dependent	How does the animal help people?



The objective of the task is to build an understanding that humans are dependent on animals for their various needs.

Animal Bites

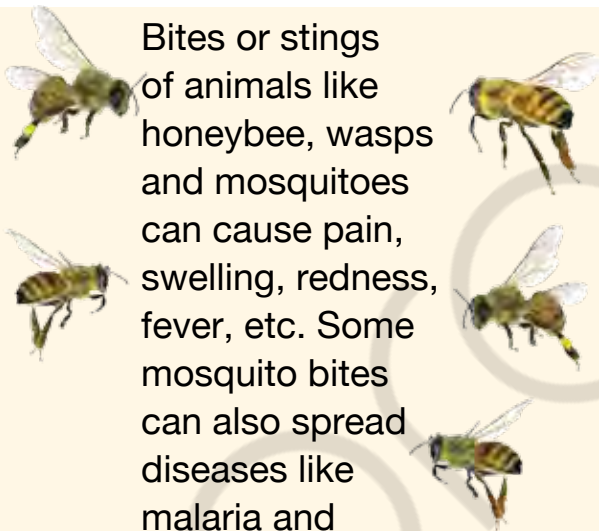
You have played a game in the class to know that animal bites affect us in different ways.

Bites of animals like tigers, lions and some snakes can kill us.



Bites of animals like rats, dogs, cats, cows, bats and foxes can cause a disease called rabies.

Bites or stings of animals like honeybee, wasps and mosquitoes can cause pain, swelling, redness, fever, etc. Some mosquito bites can also spread diseases like malaria and dengue.



Bites of some animals like black ants and cockroaches don't harm us.



ALERT

Don't irritate or throw stones at street dogs. They can bite you in defence.

If a dog bites you, wash the wound and consult a doctor.





PRACTICE AT HOME

Paste two pictures each of animals as mentioned in the given boxes.

These do not harm us much.



These can cause diseases or itching/pain.

These can cause rabies.

These can kill us.



The objective of the above task is to identify the impact of animal bites on humans.



I REFLECT

Write five new learnings from this theme in the given boxes. One example has been done for you.

In this theme, I have learnt...

1
about some
diseases
caused by
animal bites

1

2

3

4

5

6



FOOD



I SING

Noodles

Noodles are my favourite food,
I like to eat them in every mood.

Big threads made up of wheat,
eating noodles is a treat.

Some day lying on the bed,
'How to make noodles?' I read.

These are easy and quick to cook,
Now, I can cook them without a book.



I WRITE

My favourite food is _____

Food I like to eat

- a. _____
- b. _____
- c. _____

Food I don't like to eat

- a. _____
- b. _____
- c. _____



I TALK

1. Is your favourite food the same as your friends'?
2. Are your likes and dislikes the same as your friends'?



Let us read a story of two friends to know what they like and don't like to eat.

Ritika and Mitali are friends. While having lunch, Mitali looks a little upset. Ritika goes to her to know the reason of her sadness.

Ritika: What happened to you? You are looking upset.

Mitali: I am missing my home and the food that my mother and my baa (grandmother) cook.

Ritika: Oh! But I like the food prepared in the hostel, especially the dal. It is similar to the dal made at my home in Punjab. It is spicy and tasty.

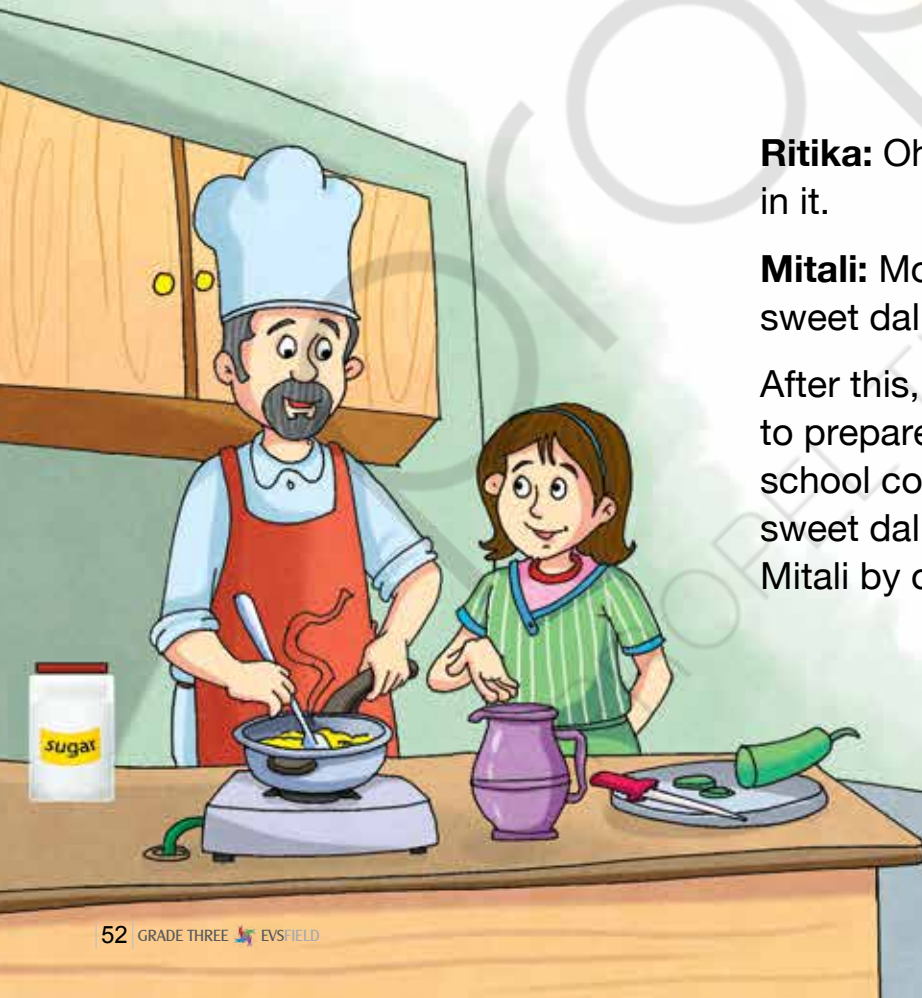
Mitali: That's strange! I don't like the dal prepared here. It is too spicy and salty. I like the dal that my mother makes in Gujarat. She puts some sugar or jaggery in it. I want to eat that sweet dal.



Ritika: Oh! I have never eaten dal with sugar in it.

Mitali: Most people in Gujarat love to eat the sweet dal only.

After this, Ritika requested the school cook to prepare some sweet dal for her friend. The school cook agreed and cooked a bowl of sweet dal especially for Mitali. Ritika surprised Mitali by offering her the sweet dal.



Mitali: Thank you so much, Ritika!

Ritika: You are welcome.

Mitali: You can also taste this. It is very yummy!


Ritika tastes the sweet dal.

Ritika: It is good, but I like the salty and spicy dal more than the sweet dal.



 I TALK

1. How are the food preferences of Mitali and Ritika different from each other?
2. Is there anything that you like but your friends or family members don't?
3. Why do you think there is a variation in people's choice of food?

 I EXPLORE

Find any one person who likes the food which you dislike. It can be your family member or a friend.



This story is used to talk about the differences in food choices. Children are usually judgmental about the food others eat. It is important to sensitise them that taste preferences could be a matter of cultural upbringing.

Green and Brown Almonds



I READ

On Sunday morning, Kabir went to the market with his mother. He saw a green-coloured fruit there. He had never seen it before.



Kabir: Mummy, what are these?

Mother: These are green almonds.

Kabir: Almonds!

Mother: Yes, almonds.

Kabir: Almonds are brown in colour, but these are green.

Mother: Almonds are green when they are on trees. Later, when they dry up, this green cover or the hull splits and we get the brown almonds.

Kabir: What! Almonds grow on trees?

Mother: Yes, Kabir. We get almonds from trees.

Kabir: Oh! This is interesting!



I WRITE

1. Kabir was not aware that we get almonds from trees, i.e., plants. Do you know what all we get from plants? Write the names of food items that we get from plants.

a. _____ b. _____ c. _____

d. _____ e. _____ f. _____

g. _____ h. _____ i. _____

2. Discuss your responses with your friends and write the names of three food items that you have not written, but your friends have.

a. _____ b. _____ c. _____

 I ACT

Group the food items written above in the following categories:

- Fruits
- Vegetables
- Spices
- Pulses
- Dry fruits
- Cereals
- Beverages

 I WRITE

Look at the food items given below and categorise them.



Juice



Rice



Masoor Dal



Pistachio



Red Chilli



Coffee



Millet



Moong Dal



Almond



Turmeric



Tea



Wheat



Chana Dal



Cashew Nut



Clove

?? FUN TO KNOW

India is the world's largest producer of turmeric (haldi), cumin (jeera) and millet (jowar).



PRACTICE AT HOME

Collect five samples of each of the following:

Pulses

Dry fruits

Spices

Cereals

Put them in transparent polythene pouches. Write their names on the pouches. Tie A4 sheets together with a ribbon. Staple these polythene pouches on sheets. Present this project to your friends.



I ACT

Help Kabir

Help Kabir locate seven food items hidden in the following grid. Circle their names.

F	I	S	H	B	C
M	I	L	K	U	H
E	A	C	N	T	E
A	G	U	E	T	E
T	W	R	G	E	S
L	H	D	G	R	E
H	O	N	E	Y	Y

1. Write the sources of the food items that you have circled in the grid.

2. Give one more example of a food that you get from that source.



The task 'Help Kabir' is used to help children recognise different food items we get from animals.

What Have We Learnt?

We have learnt that plants and animals are the sources of food we eat.

1. Plants give us the following food items.

a. **Fruits:** Apple, banana, orange, grapes and mango



Grapes

b. **Vegetables:** Spinach, potato, onion, capsicum and ladyfinger



Onions

c. **Dry Fruits:** Raisin, cashew nut, pistachio, walnut and almond



Almonds

d. **Spices:** Turmeric, cumin seed, clove, cinnamon and cardamom



Cloves

- e. **Oils:** Mustard oil, coconut oil, groundnut oil, sunflower oil and olive oil



Olive oil

- g. **Beverages:** Tea, coffee and juice



Tea

- f. **Pulses:** Kidney beans (rajma), chickpea (chana) and split bengal gram (chana dal)



Chickpeas

- h. **Cereals:** Wheat, rice, maize, oats and barley



Wheat

2. Animals give us the following food items.

- a. Milk, ghee, butter, cheese, cream, curd and egg



Milk

- b. Meat of chicken, goat (mutton), cow (beef), sheep, pig (pork) and fish





































Chicken

Sources of Food

Unscramble the names of food items given below and circle their correct source. One has been done for you.

 Animal  Plant

yenho		shewca		geg	
honey					
chaspin		eesech		urdc	
					
tterbu		mincu eesds		ilkm	
					
merictur		mattoo		sihf	
					
eamt		pootta		molen	
					
nabana		stardmu loi			
					

???

FUN TO KNOW

People who do not eat meat or egg are called **vegetarians**.

People who eat meat and egg are called **non-vegetarians**.















Raw and Cooked Food

You know that plants provide us with different food items. Let us explore different forms in which we eat them.



I WRITE

Write **C** in the box for the food items which are eaten cooked; write **R** for the food items which are eaten raw; and write **CR** for those which are eaten cooked as well as raw.

		
Green chillies <input type="checkbox"/>	Kidney beans <input type="checkbox"/>	Cucumbers <input type="checkbox"/>
		
Apples <input type="checkbox"/>	Potatoes <input type="checkbox"/>	Cabbages <input type="checkbox"/>
		
Ladyfinger <input type="checkbox"/>	Grapes <input type="checkbox"/>	Tomatoes <input type="checkbox"/>
		
Pulses <input type="checkbox"/>	Rice <input type="checkbox"/>	Capsicums <input type="checkbox"/>

Cooking

I TALK

1. Who cooks food at your home?
2. Have you ever prepared any food? If yes, share your experience.
3. Is cooking easy? Give reasons to support your answer.
4. What are the difficulties a cook faces while cooking?
5. What support does a cook need while cooking?

I ACT

Work in groups and prepare an interview schedule to interview the person who cooks at your home. Include questions to know the following:

- Things they like to cook
- Things they don't like to cook
- Struggles they face
- Support they expect from others

Write the questions that your group has prepared in your notebook.

I WRITE

In your notebook, write the name of the person whom you interviewed. Also, describe your feelings during and after the interview.



Children prepare a questionnaire to know the perspective of the person who cooks food. Talking to that person builds sensitivity in them towards him/her as well as for cooking. Support your child in conducting the interview. Share your views freely.



Meera didi is a cook. Let us see what she expects from you.

I love my work of cooking food. However, I have some expectations from you. Sometimes, after I have finished the day's cooking and am about to eat, you come to me with the demand to make a new dish. Often, I have to stop eating and cook that dish for you.

I would like you to tell me in advance what you want to eat.

Also, I have noticed that you leave the food in your plate when you don't like it. I don't think you should waste food.

Take a lesser quantity if you don't like it. I have also observed that when you like the food, you enjoy eating it but don't appreciate my efforts. It would make me happy if you say a word of appreciation.



PRACTICE AT HOME

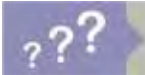
Observe your kitchen and draw the things you see there. Write their names too.



You have observed various things in your kitchen. Classify the objects you have drawn in the following categories.

1. Cooking appliances
2. Utensils
 - a. Used for cooking
 - b. Used for storing
3. Food items
4. Other objects

Write the examples belonging to each category in your notebook.



FUN TO KNOW

Let us read the names of different utensils used in the kitchen.

		
Frying pan	Wok	Griddle
		
Pressure cooker	Pot	Sieve
		
Spatula	Ladle	Skimmer
		
Serving spoon	Teaspoon	Tablespoon

Making Dal



I READ

You all eat dal at home. Let us go to different houses to see how they prepare dal.

It is Gunvanti's house. She is preparing dal in a pot on a chulha. She made this chulha using mud and cow dung. She uses wood as a fuel to prepare food. All the food in her home is prepared on the chulha.



She is Rekha. She is preparing dal in a pressure cooker on a gas stove. The gas stove is connected to an LPG cylinder. Suddenly, the flame goes off. The gas cylinder is empty! Rekha is upset because the dal is not fully cooked.



She takes out her old kerosene stove to complete the cooking. She fills the stove tank with kerosene oil, lights the burner and cooks the dal and chapatti on it.

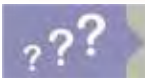
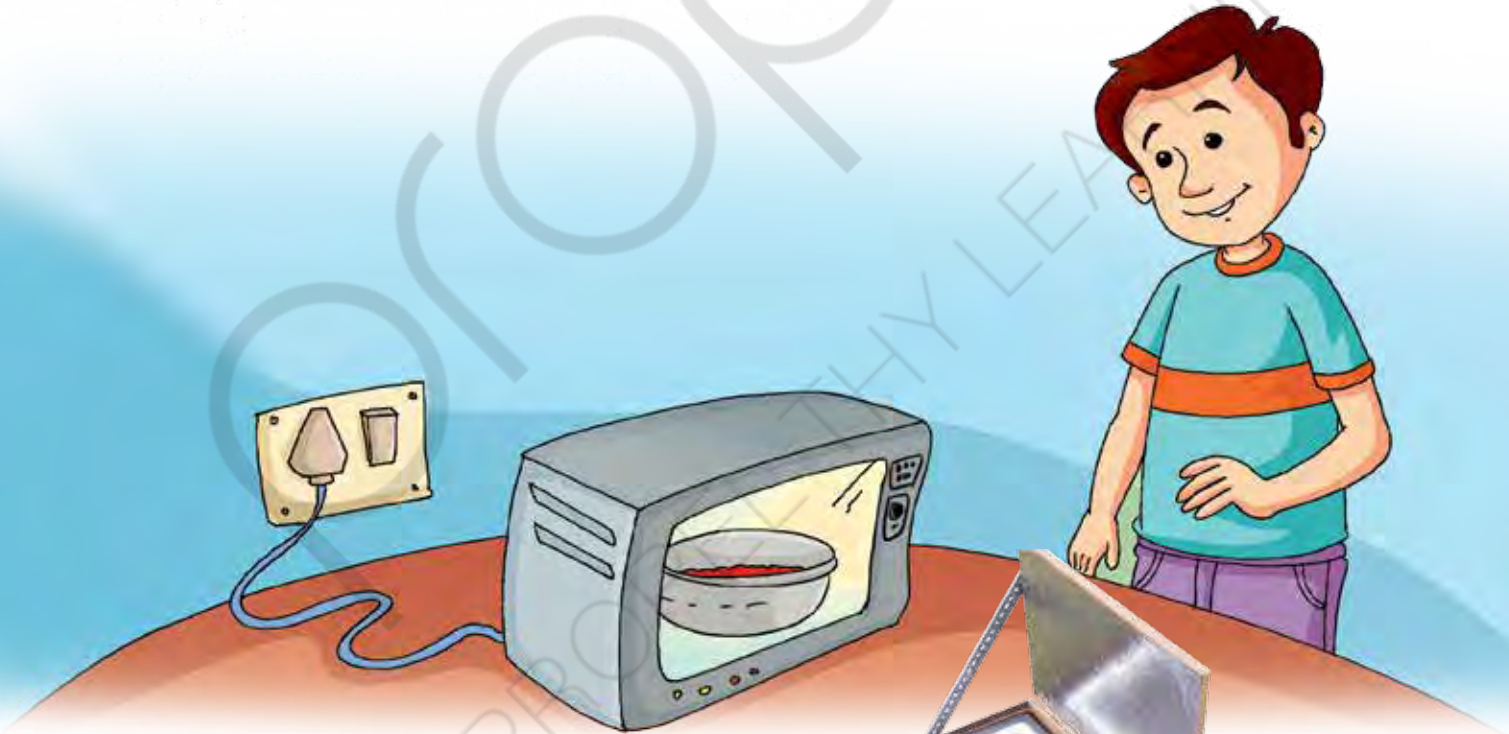




1. How is a kerosene stove different from a gas stove? Describe.

2. How is a chulha different from a gas stove? Describe.

Keshav is preparing dal in a microwave. He keeps the dal and water in a bowl inside the microwave oven. Sometimes, when there is no electricity, he cooks the dal on a gas stove.



FUN TO KNOW

Solar cooker is also used for cooking. It requires only sunlight to cook food.



Cooking Appliances and Fuels

Match each cooking appliance with the fuel used by it.



LPG/PNG

Wood

Electricity

Sunlight

Kerosene oil



PRACTICE AT HOME

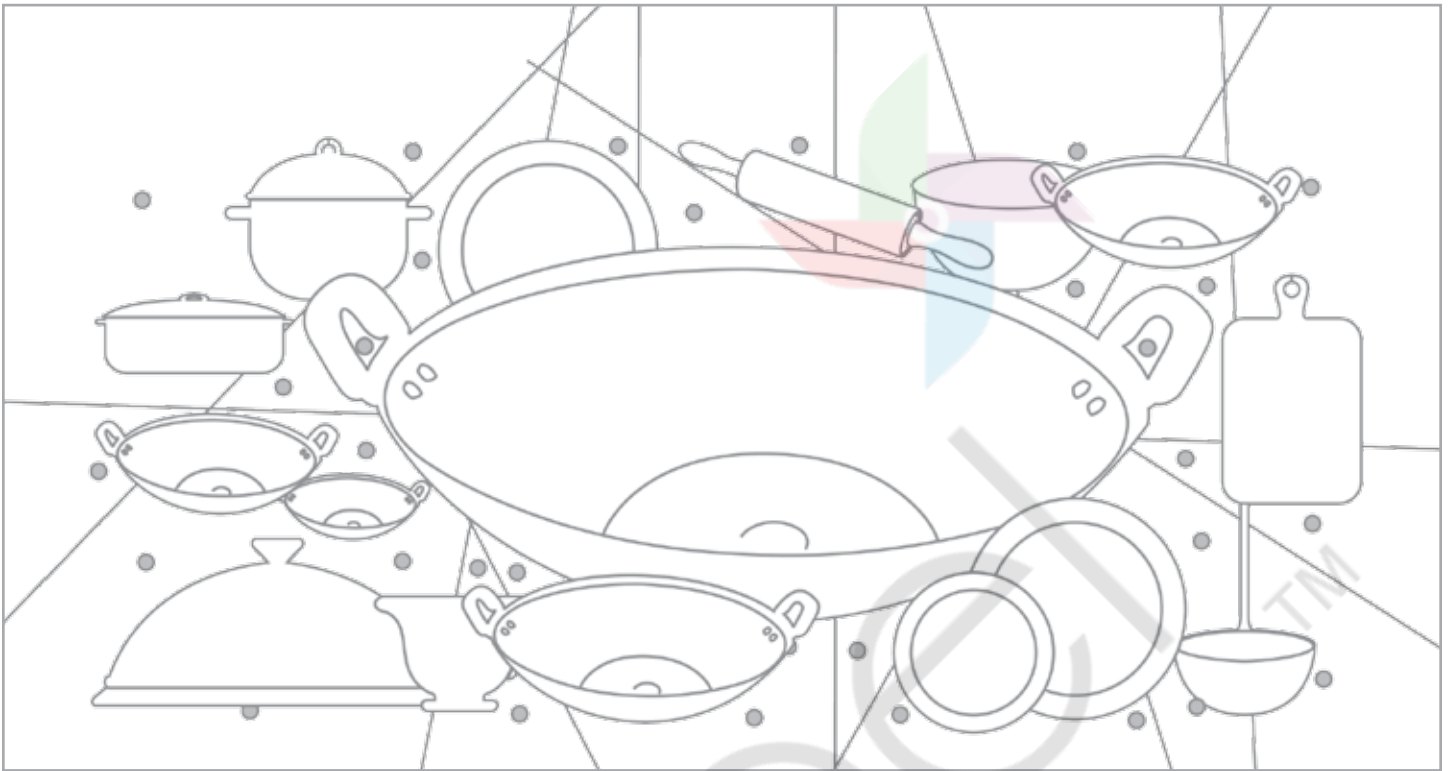
Ask your parents and grandparents the following questions and fill their responses in the table.

Question	Parents	Grandparents
Which cooking appliances were used when you were a child?		
Which fuels were used in those appliances?		



Children read about different cooking appliances and the fuels used in them. This helps them see how appliances and fuels change with time. Share your experiences with your child to build his/her understanding about them.

Colour the spaces that have dots in them.



Identify the utensil that is shown the maximum times in the above picture. Name a few food items prepared in it.



Let us watch a video on the interactive board to observe how food items like puri, finger chips, boiled potato and dal are prepared.



1. What is the similarity in the process of making finger chips and puri?
2. What is the similarity in the process of making dal and boiling potatoes?
3. Which food items are prepared by frying and boiling?
4. Can food be fried in a wok only? Do you know any other utensil that can be used for frying?
5. Is a paratha prepared by frying? Why do you think so?



Children compare the process of making various food items to know different methods of cooking. This also develops their observation and comparison skills.

What Have We Learnt?



I REVISE

Frying is the process of cooking food in hot oil or ghee. Samosas, pakodas and finger chips are prepared by frying. There are two ways of frying.

1. **Deep frying:** In this, food is prepared in a lot of oil or butter in a wok. Finger chips and samosas are prepared by deep frying.



Finger chips and samosas



Parathas

2. **Shallow frying:** In this, food is prepared in less oil or butter. Usually, a griddle is used for shallow frying. Parathas are prepared by shallow frying.

Boiling involves cooking the food in very hot water or milk. It can be done in a deep pan or pressure cooker. Rice, pulses and some vegetables are cooked by boiling.



Potatoes



Pulses



Rice



PRACTICE AT HOME

Talk to your family members and ask them to share the recipe of idli. In your next class, share it with your classmates and teacher.



I ACT

Play a game on the interactive board to know how idli is prepared.



I TALK

1. How is idli prepared?
2. Do we put idli batter or rawa directly in water?
3. How is boiling potatoes different from the way we make idli? Give reasons.

Steaming is the process of cooking food with the steam produced by boiling water. Here, the food is not directly dipped in water. Food items like idli, dhokla and momos are prepared by steaming. Usually, steaming is done in a steamer or a pressure cooker.



Idli



Dhokla



Momos



I ACT

Play a game on the interactive board and watch a video to know how cake and paneer tikka are made.



I TALK

1. How is the process of preparing paneer tikka different from that of preparing a cake?
2. What change happens in paneer and cake batter while cooking?
3. Name some dishes that are prepared by roasting.
4. Name some dishes that are prepared by baking.

Baking involves cooking food using dry heat. Water or liquid is added to the flour for making batter/dough. The heat makes this batter/dough rise.



Breads



Biscuits



Cakes

During **roasting**, the water present in the ingredients gets heated and dries up. The surface crust gets caramelised in the process.

Roasting also involves cooking food using dry heat.



Dry fruits



Roasted Chicken



Paneer tikka

Methods of Cooking

Read the names of the following food items. Group them on the basis of how they are cooked. Write them in appropriate boxes.

Puri	Dhokla	Bread	Samosa	Idli	Papad
Cake	Pakoda	Halwa	Biscuit	Dal	Paneer tikka

Frying

Roasting

Boiling

Baking

Steaming

Food Plate

Aarav and Riya are siblings. Riya is seven months old and Aarav is nine years old. Their parents are not at home. Riya starts crying. Aarav finds two plates with food in them. Help Aarav in deciding the food suitable for Riya. Tick (✓) the correct option.



Porridge

Chapattis, ladyfinger, pickle and curd



I TALK

1. Which plate did you select for Riya? Why?
2. Can Riya eat chapattis and ladyfinger? Why?
3. What are the food items that an infant can eat?
4. Why are babies given a liquid or semi-liquid diet?

Circle the food items which you can give to a seven-month-old child.

Mashed banana	Khichdi	Dosa
Boiled potatoes	Biscuits	Chapatti
Sprouted moong	Noodles	Burger
Fruit juice	Soup	Porridge (Dalia)

Write the reasons for the choices you made.

 FUN TO KNOW

A child cannot eat or drink anything else except mother’s milk till he/she is 6 months old. The child can eat chapatti only when he/she is 12 months old.

 PRACTICE AT HOME

Ask your parents about the food items you loved to eat after you were 6 months old. Write them in the space given below.

Kerala's food is very different from that of Punjab. People in Kerala eat rice, appam, idli, vada, sambar, rasam, dosa, fish, etc. There are a few people like us who eat dal and chapatti here. But now, I like the regional food as well. Twice a week, we prepare some south Indian dishes at our home.

A dish which I miss the most is makke ki roti and sarson ka saag. It is not so easily available here. Everything else is available here, but we don't have butter or lassi the way we used to have them in Punjab.

One thing that I enjoy the most in Kerala is drinking coconut water twice a day.

I never had it in Punjab. There are many coconut trees near my house here.

Name a few food items that Jasmine used to eat when she was in Punjab.

Name a few food items that are eaten in Kerala more than in any other place in India.





One day, I went to a food fair with my parents. In that fair, we saw stalls having different regional food items. The first stall was of Gujarat. At the stall, we saw different food items like khandvi and dhokla. My mother wanted to eat shrikhand, which is a creamy, thick saffron-flavoured curd. In Gujarati food, sugar or jaggery is added to many food items. They also use gram flour (besan) in many dishes.

The second stall was of Rajasthan. At that stall, I had dal baati. Food items like churma, papad, kalakand and ghevar were also displayed there. Most Rajasthani food items are dry and can be eaten even after many days. The shopkeeper told us that Rajasthan is a harsh, arid region where traders used to travel for many days. They used to carry food that was dry and didn't stale for long. Most of the Rajasthani food items once cooked, can be eaten without reheating. I was surprised to hear that.



The third stall was of Assam.

At that stall, we saw many dishes made of rice and fish. My mother and I tasted raw papaya khar. My father tasted tenga. These are popular dishes in Assam. Khar is made with the dried skin of banana, water and raw papaya. Tenga is a light and sour fish preparation. We also tasted pitha, which is a tasty sweet dish.



As we went further, a pleasant smell greeted us. It was coming from the Kashmir stall. When we went there we found out that it was the fragrance of kahwa—a special Kashmiri tea prepared with cardamom, cinnamon and cloves that was being offered there. I remember having this tea during our Kashmir trip. It gave us warmth. However, my mother and father didn't drink it as they felt it was unsuitable for a hot place like Kerala. The Kashmir stall also had many non-vegetarian food items and different types of breads. My mother and father purchased some saffron and a box of apples from the stall. Our visit to the food fair was a delightful experience.





I WRITE

In your notebook, write the names of a few food items which Jasmine saw at the following stalls.

Rajasthan

Gujarat

Kashmir

Assam



I ACT

Let us organise a food fair in the school. For this, you have to bring different regional food items and display them at your stall. For each of these stalls, make a reading card in groups of six. These reading cards help the visitors know about your food. Write the following things on each card.

- Name of the food
- Region where it is eaten
- Some details about that food

Need of Food



I TALK

Imagine that you have not eaten anything for a whole day. Share what will happen to you in such a situation.

Some of you take a lot of food in your plate but do not eat it completely. Do you think it is right? There are many people who do not have enough food to eat. Take only as much food in your plate as you can eat.



The narrative 'Different Food' provides children with an experience of different regional food items. It also familiarises them with the cultural diversity in the country. You can take your child to places like Dilli Haat where he/she can eat these food items.



I TALK

1. Was there ever a situation when you were hungry for a long time?
2. Have you seen beggars on the street begging for food?
3. Why do we need food?



I READ

I get energy to play and dance from these food items.



Food items like bread, sugar, oil, potato and rice give us energy. They are called **energy-giving food**.

These food items protect me from diseases.



Food items like vegetables, fruits and juices help in protecting our body against diseases. They are called **protective food**.

These food items make me big and strong.



Food items like egg, milk, chicken, pulses and fish help in building our body. They are called **body-building food**.



Eat healthy food. Avoid junk food like burgers and bread rolls.



I WRITE

Write the food items you had yesterday.

Meal	Food
Breakfast	
Lunch	
Dinner	



I REFLECT

Look at the food items you had yesterday. Do they include energy-giving, protective and body-building food? Put a tick (✓) if your meal had them and a cross (X) if it did not have them.

Meal	Energy-giving Food	Protective Food	Body-building Food
Breakfast			
Lunch			
Dinner			



I READ

Our meal should include energy-giving food, protective food and body-building food. They all are very essential for our body. The diet that provides all these food items in right quantity is called a **balanced diet**. Let me show you the food I eat in breakfast, lunch and dinner to have a balanced diet. Food items are written in different colours to show the category to which they belong.



Breakfast

Cucumber sandwich with butter, juice and egg



Energy-giving food

Lunch

Salad, rice, pulses and ladyfinger



Protective food

Dinner

Soup, salad, chicken and chapatti



Body-building food



Write the food items at their appropriate places. Check if it is a balanced diet. Put a tick (✓) if it is a balanced diet and a cross (X) if it is not a balanced diet.

1. Milk, bread and butter

Energy-giving food

Protective food

Balanced diet

Body-building food

2. Fish, chapatti and salad

Energy-giving food

Protective food

Balanced diet

Body-building food

3. Soup, chapatti and brinjal

Energy-giving food

Protective food

Balanced diet

Body-building food



SHELTER

Homes Around Us



I SING

When I go out to roam,
I see many animals' home.

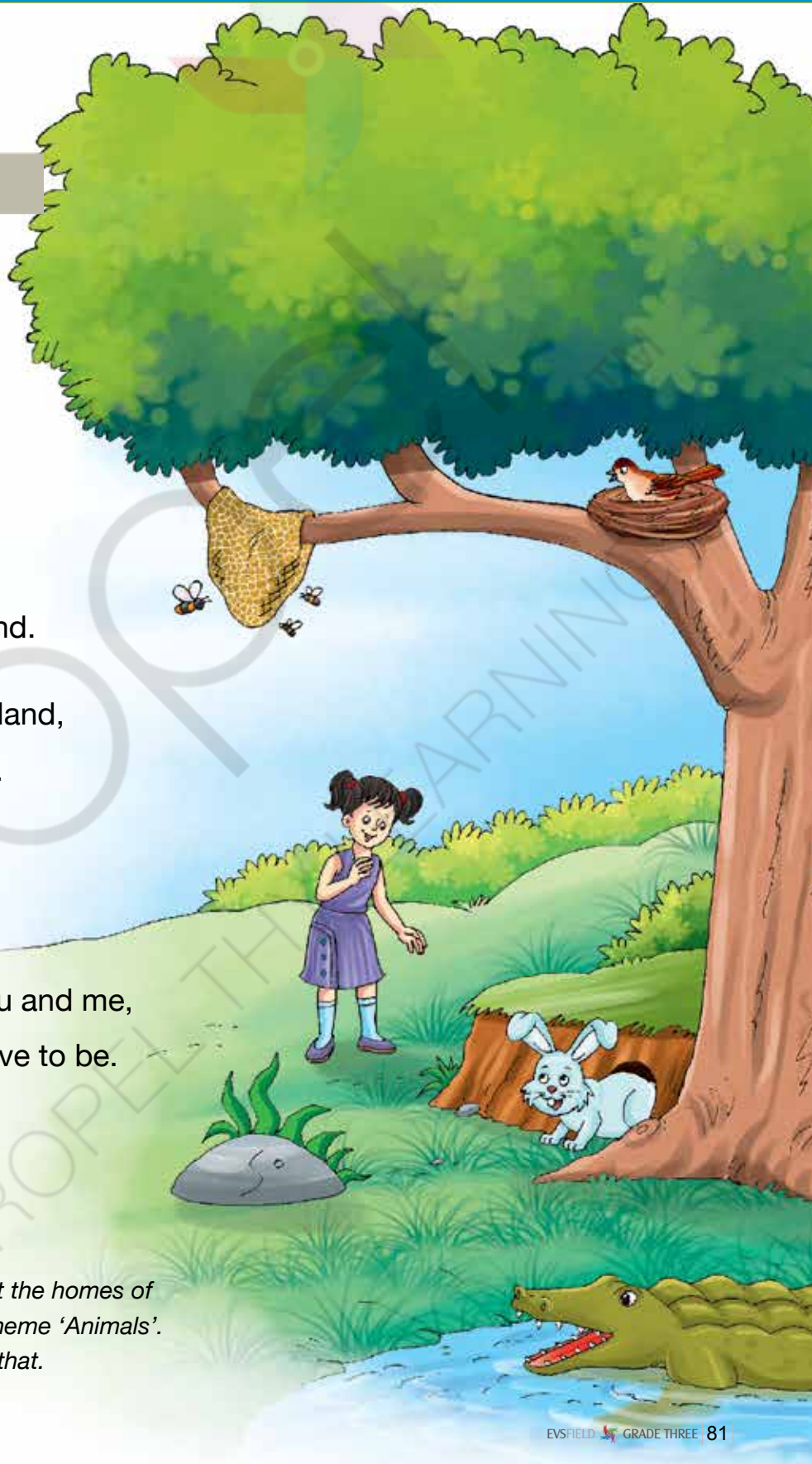
On a tree a big nest,
Made by birds to take rest.

Some holes in the ground,
Where moles and rabbits are found.

Crocodiles enjoy the muddy land,
Some lizards live in the sand.

Bees make hives on the tree,
Fishes and crabs live in the sea.

They love their homes, as you and me,
Home is a place where we love to be.



Help Your
Child

Children have read about the homes of different animals in the theme 'Animals'. This poem recapitulates that.



I TALK

1. What does this poem describe?
2. Where do different animals live?



I DRAW

You have a house, just like animals. Draw a sketch of your house in the given space.

1. In which room of your house do you spend the maximum/minimum time?

2. Which room of your house do you like the most and why?

Show your drawing to your friends and tell them about your house.



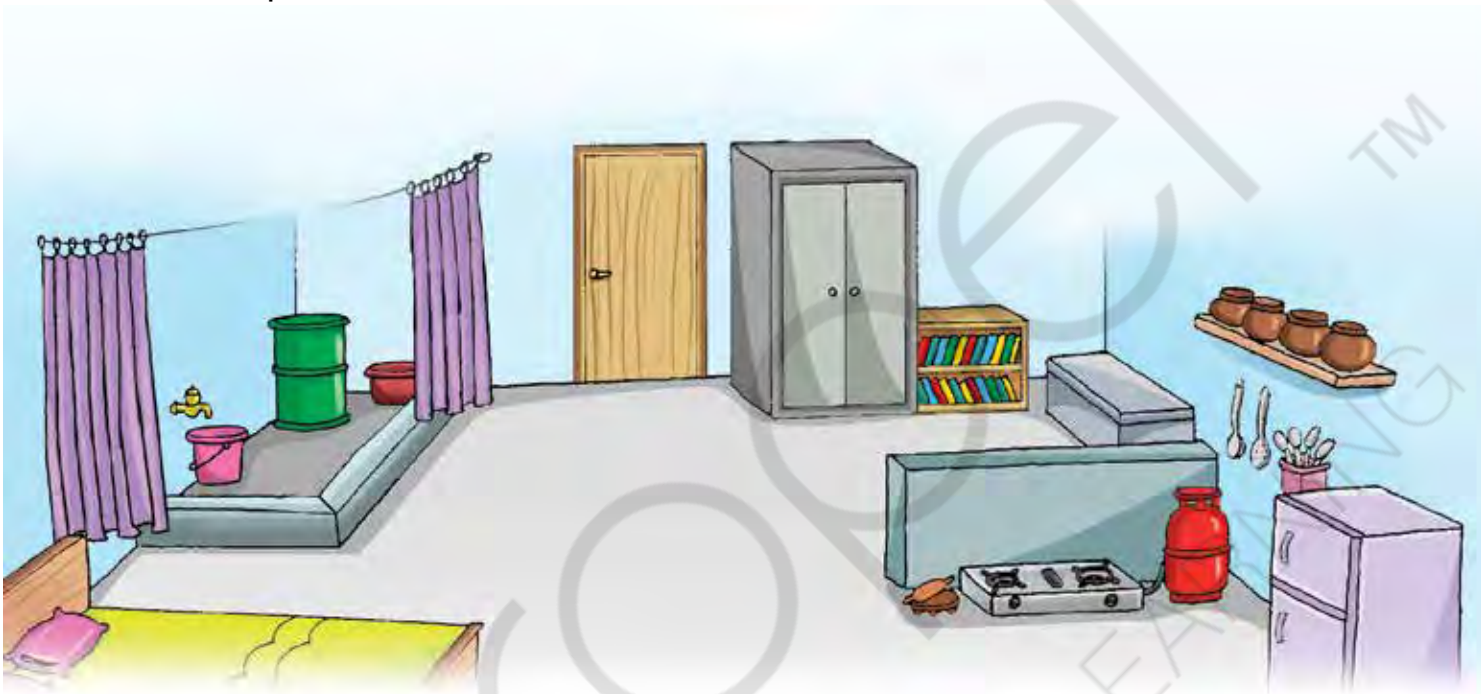
I TALK

1. What similarities do you find in your house and your friends' houses?
2. Why do you think there is a need to have various rooms in a house?

I OBSERVE

The following is a picture of Kabir's house. Mark the different places in it according to their utility. Write down the appropriate letter in front of them by referring to the given key.

- A** - A place where he sleeps
- B** - A place where his parents cook food
- C** - A place where he keeps his books and bag
- D** - A place where he takes a bath



I TALK

1. Do you find it hard to identify different places in Kabir's house?
2. Is the house organised or unorganised?
3. Do you think separate rooms are essential for organising various things at your home? Explain why you think so.
4. Have you ever been to a house which does not have different rooms?



The task familiarises children with the various kinds of houses. It helps them understand that a space used for various purposes, without having different rooms, is also a house.



PRACTICE AT HOME

Collect some information about studio apartments and write it in your notebook.



I TALK

1. Which animals do you see in your house?
2. Do you like or dislike their presence in your house? Give reasons for your choice.
3. Which animals are kept as pets?
4. Do you think spiders and cockroaches can live the way pets live in houses? Give reasons to support your answer.



PRACTICE AT HOME

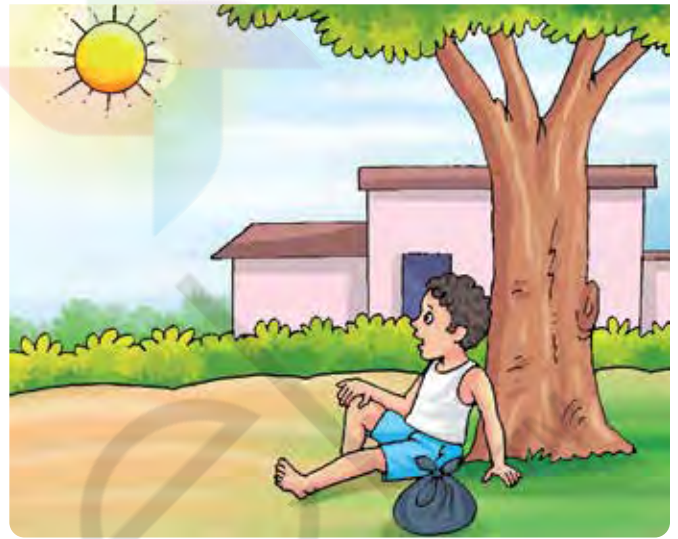
Complete the table given below.

Animals	Tick (✓) the animal you see at your home	Name the place where it is generally seen
Ant		
Spider		
Rat		
Mosquito		
Bird		
Butterfly		
Lizard		
Cockroach		

Nandu's House

I OBSERVE

Let's observe where Nandu stays.





FUN TO KNOW

We all have a house to live in. But, there are many people who do not have any house. They stay in open areas or roadside, railway platforms, under flyovers, etc. Delhi and Rajasthan are among the top five states where the number of homeless people is huge. However, Uttar Pradesh has the maximum number of homeless people in the country.



I OBSERVE

Go out for an early morning walk with your parents to see how people sleep on streets in your locality.

Help Your Child

Take your child out to see the living conditions of underprivileged people. This experience makes children familiar with the social reality of the area where they live in and sensitises them about the hardships faced by many people. This also helps them value the house they live in.

I OBSERVE

Let us observe different kinds of houses.



Hi! I am Uttam and this is my house.
I live in Assam. Assam receives
heavy rainfall.

I TALK

1. How is this house different from the houses you have seen around you?
2. What kind of roof does this house have? Why do you think it is made like that?

Help Your
Child

Children learn about the characteristics of different kinds of houses. They are taught about different weather conditions and availability of raw materials, as these influence the features of houses in different regions. Encourage your child to observe different types of houses when he/she goes out to different states during vacations.

Materials Required

A plastic board and a glass of water.

Situation-1



Put the board in slanting position and pour water over it.

Situation-2



Put the board horizontally and pour water over it.

I TALK

1. What do you observe in both the situations?
2. What conclusion did you draw about the relationship between the slope and water flow?
3. Why do houses in Assam have slanting roofs?
4. Which areas should have houses with slanting roofs?
5. Why are these houses built on such a height?
6. How do people enter these houses?
7. Ladders in these houses are removed at night. Can you think of the reason behind it?

Stilt Houses

Uttam lives in a stilt house. These houses are built on pillars that are 8-10 feet high. This doesn't allow water logging around the house during heavy rains and floods. A ladder is used to climb up and enter the house. These ladders are usually removed at night to protect the houses from thieves and animals. In the areas that receive heavy rainfall, stilt houses are usually built from bamboo.



I OBSERVE

Let us observe different kinds of houses.



Hi! I am Benjim and this is my house.

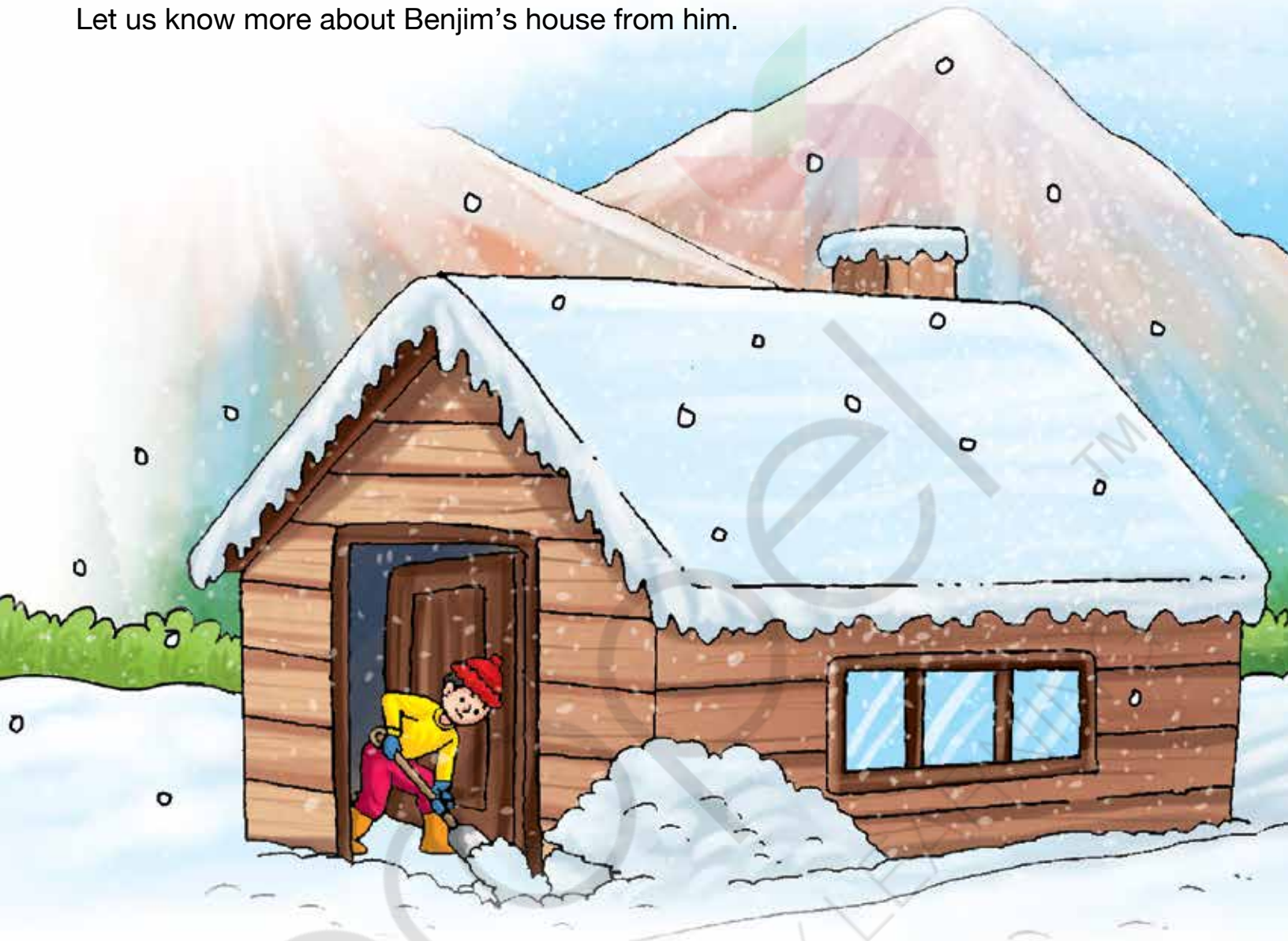
I WRITE

1. What are the similarities between Uttam's house and Benjim's house?

2. What are the differences between Uttam's house and Benjim's house?



Let us know more about Benjim's house from him.



I live in Manali with my family. It is a hill station. In winters, Manali receives heavy snowfall. Therefore, all the houses here have slanting roofs.

Sometimes, we are stranded inside our houses due to heavy snowfall. On such days, my entire family gets involved in clearing up the snow from the path. Due to this, the doors of our houses open inside.

Usually, we use stone or wood to build our houses in order to keep them warm.



1. Why do houses in hilly areas have slanting roofs?
2. What are these houses made of? Why is this material used?
3. Benjim mentioned that the doors of his house open inside. Why do you think so?

Let us observe some more pictures of houses made in hilly regions.





I READ

Nitya went to Rajasthan with her parents. There she observed that some houses were built very differently from the houses she had seen in Delhi. They were made of mud having thatched roofs and thick walls.



I TALK

1. Why are houses in Rajasthan made of mud?
2. Why do they have thick walls?



I ACT

Let us do the following activity to know the answers to the above questions.

Materials Required

1. Cardboard
2. Glue
3. Sheet of paper

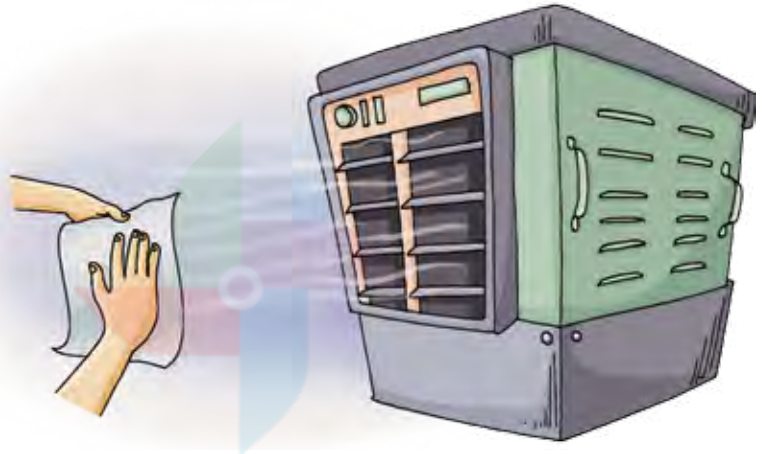
Situation-1

Take a sheet of paper and keep it near a heater or an AC or a cooler and feel the hot or cold air coming through it.



Situation-2

Cut the cardboard into three parts and glue these parts together one over the other to make a thick layer. Put it near a heater or an AC or a cooler and feel the hot or cold air through it.



I TALK

In which situation do you feel hot or cold air more? Why?



Now I know why these houses have thick walls. These walls insulate the interiors from hot and cold winds. But why are these houses made of mud?

Mud helps in keeping houses warm when it is cold outside and cool when it is hot outside.



FUN TO KNOW

Cow dung, mixed with soil, hay and water, is used in villages to make the floor stronger and long lasting. It also keeps the floor cool and protects the house from various insects.

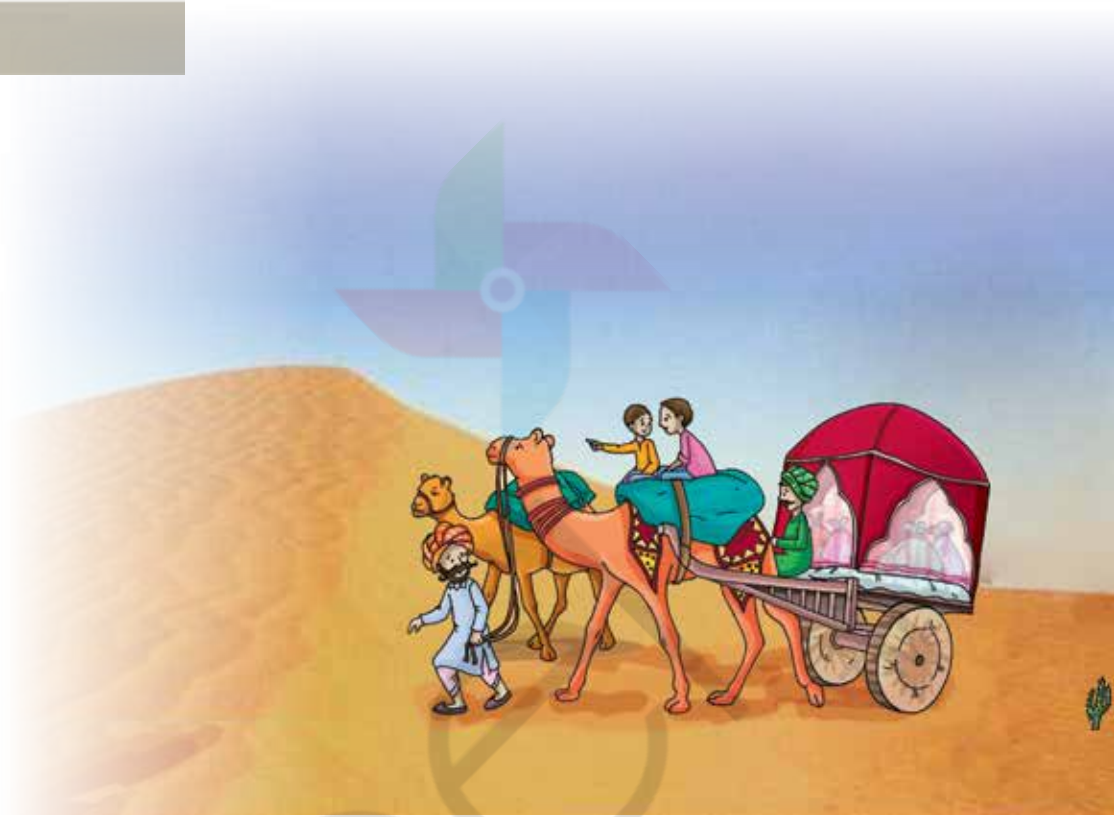


I READ

As Nitya continued to travel, she saw a camel pulling a cart which was covered.

Nitya: What is this?

Father: It is a caravan, a moving house. It is also called travel trailer. People who often move from one place to another use it for travelling and living.



I TALK

How is a caravan different from any other house?



FUN TO KNOW

Nowadays, some people use caravans having bed, television, sofa, toilets and various luxury items. These caravans are motorised.



Nitya's Vacation

During vacations, I went on a school trip to Kashmir. One of the most amazing things that I saw in Kashmir was a houseboat.



Houseboats



A Houseboat

We stayed in a houseboat on Dal Lake. Its name was Jal Mahal, which means a palace on water. It was a wooden boat with beautiful carvings and Kashmiri furnishings. It was just like a house! It had a big living room, eating hall, bedroom, toilet and a kitchen.

Look at the given picture of a houseboat and name the rooms they are showing.



All houseboats are made of wood so that they can float on water. I could see numerous houseboats on Dal Lake.



We took a shikara to reach our houseboat. Shikaras are small boats which are used to ferry people from one place to another.

I TALK

1. Share how a houseboat is different from other boats.
2. Discuss the advantages and disadvantages of a houseboat.

During our trip to Kashmir, we also went to Gulmarg. It is 52 km from Srinagar. It is a beautiful place. All the peaks were covered with snow. We went to one of the peaks in a cable car called Gondola. It is the world's largest cable car.



We stayed in a camp in Gulmarg. We pitched tents on the ground. I shared my tent with three of my friends. These tents were entirely different from the ones used in weddings. They were made of strong waterproof material. These tents were removed, folded and kept safely after we left.

I TALK

1. Have you ever stayed in a tent?
2. What are the advantages and disadvantages of a tent?



During camping, a friend told me that houses built in extremely cold areas are dome-shaped and made of snow. These houses are called **igloos**.



???

FUN TO KNOW

A **tree house** is a house built among the branches of a tree or around its trunk. In Kerala, there are a lot of tree houses.



Nitya's House

Nitya has returned home from her vacation. She lives on the fourth floor in a multi-storey building. This building has many flats. Her house is entirely different from the ones she saw during her vacation. Her house is made of bricks, cement and other construction materials.



1. How is Nitya's house different from the houses she observed on her vacation?
2. What was her house built of?
3. Why are multi-storey buildings constructed?
4. Do you live in a house similar to Nitya's?
5. What is your house built of?

Houses in cities are made up of bricks. They are called **brick houses**. There are various types of brick houses. Some houses are independent bungalows, while others are in the form of buildings—single, double or multi-storey with flats/ apartments.



Buildings which are extremely tall are called **skyscrapers**.



Cleaning the House



I TALK

1. Who cleans your house?
2. How is it cleaned?
3. What happens if you do not clean your house for 4-5 days?

Decorations at Home



I READ

Let us look at different ways in which people decorate their homes.

Kanchan lives in Maharashtra. She is decorating the walls of her house by making Warli painting on them.



Srinjay is making Kolam on the floor. His mother makes it every week. Today, he has decided to help his mother. In Tamil Nadu, people decorate their floors with Kolam, which is made from chalk or rice powder.





Diwali is approaching and Neetu is decorating her house by making Mandana painting on the walls. She lives in Rajasthan and people who reside there usually make such paintings on the walls of their houses.

For Navratri celebration, Stuti and her friends are designing a big rangoli to decorate their houses.



I WRITE

1. Do you decorate your house? If yes, how?

2. When do you decorate your house?

3. Who helps you in decorating your house?

Nitya's Neighbour

Anuj is Nitya's new neighbour. Look at the sketch of their neighbourhood. Help Nitya explain the location of various places to Anuj from the point where they are standing.



left | next to | behind | right | between

1. The park is _____ the police station.
2. The milk booth is towards the _____ of the hospital.
3. The school is _____ the post office.
4. The hospital is _____ the milk booth and the temple.
5. The temple is to the _____ of the hospital.



Children have studied the concept of directions in the project 'My School'. This task involves revision of this concept. It gives them an intuitive idea of maps, which are taught in detail in higher grades.



TRAVEL



Things I know about transport—





I OBSERVE

Observe these pictures and state the similarities and differences in the vehicles shown here.



I TALK

1. You have talked about different things that are common in all vehicles. One of these things is a wheel. Why are wheels used in all vehicles?
2. Are there any means of land transport that do not have wheels in them?



I READ

You know that wheels are used in all means of land transport. Let us read how the wheel came into use for transportation.



Emergence of Wheels

A long time ago, there were no wheels. People used to walk to different places, drag materials or carry heavy things on their backs. At that time, it was not possible for them to travel long distances.



One day, a man observed a wooden log rolling down the slope. This amused him a lot. With this, he got an idea that the circular stone or log can roll.

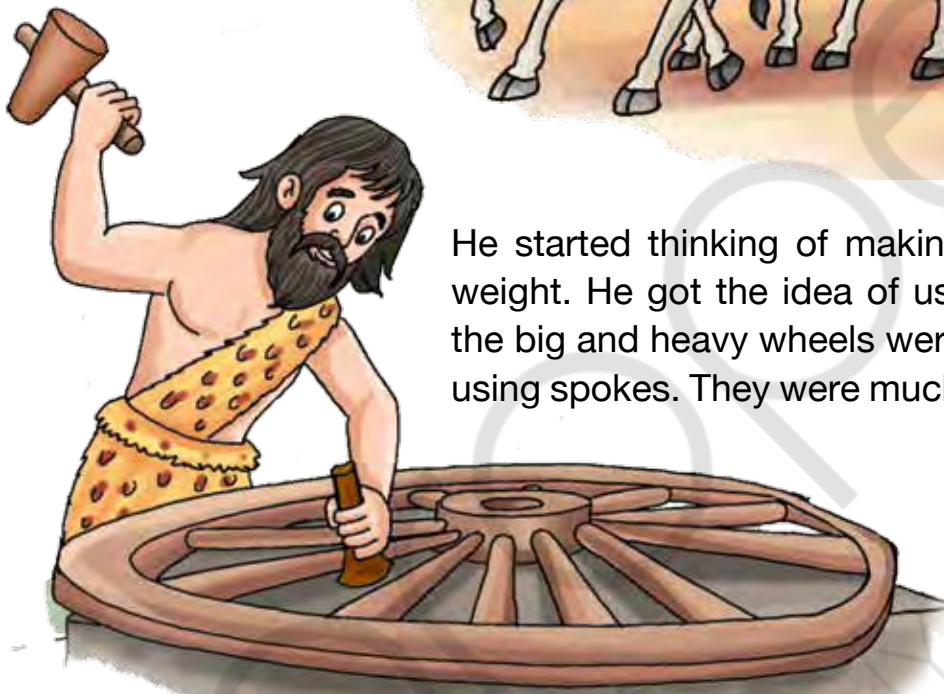


He cut a circular piece of log and made wheels.



Why are wheels made circular, not rectangular?

The man fixed the wheels with a wooden plank to carry heavy materials. Thus, he made the first cart. These wheels were solid and heavy. He found it difficult to pull the cart with these heavy wheels.



He started thinking of making wheels that were lighter in weight. He got the idea of using spokes in a wheel. Thus, the big and heavy wheels were replaced with lighter wheels using spokes. They were much lighter and thus rolled faster.

As the time passed, man observed that the wood used in wheels wore out quickly because of continuous rubbing with ground. So, he attached leather straps on the edges of these wheels to prevent them from wearing out.



Many decades later, these leather straps were replaced with iron bands. This made the wheels stronger and they lasted much longer.

Gradually, the sizes of wheels and the material used for making them changed to make more efficient and durable wheels. These developments also made the journey faster.



Today, we have wheels with tyres and tubes that not only can carry huge loads and move fast but also save us from jumps on uneven roads.

 I WRITE

1. What experience led to the invention of wheel?

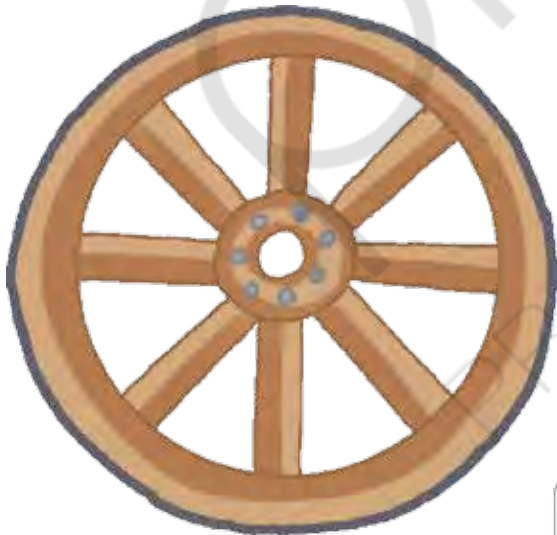
2. How did wheels help man in transportation?

3. Why did the man make a wheel with spokes?

4. Why were leather straps attached to wheels?

 I ACT

Number these pictures in the sequence in which wheels evolved.





You know that wheels have made transportation easy for us. Before the invention of wheel, do you think walking was the only way to travel?



Let us read further to know about the activities undertaken by early men for making their travel quick and convenient.

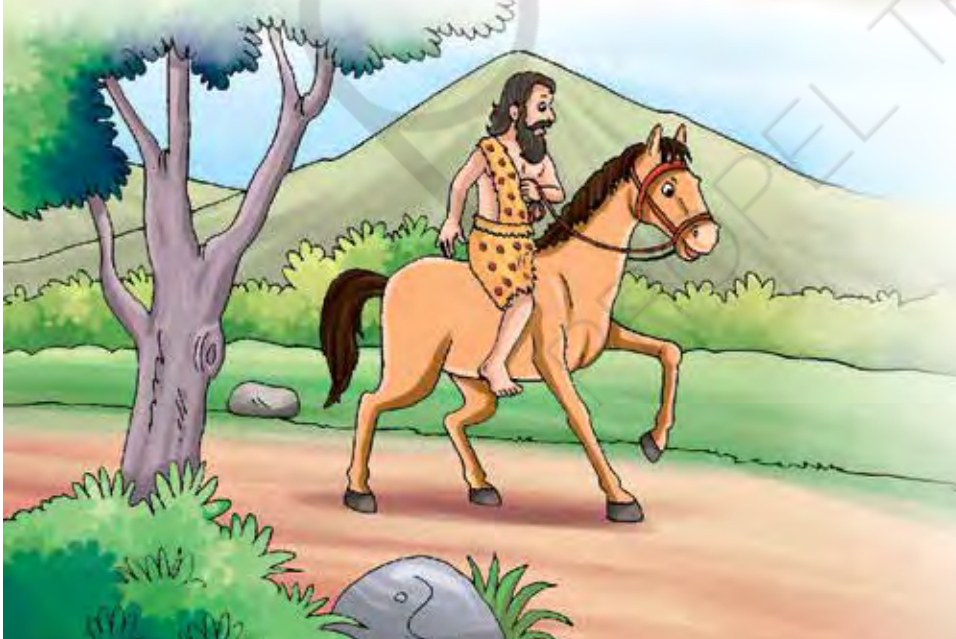
Early men did not live alone. They kept animals with them from the time they started living in groups.

Why did early men keep animals with them?

They used to keep animals for food and clothes. Animals also protected and alerted them in times of danger.



They also found one very important use of animals, i.e., transportation. Thus, animals were used to transport goods as well as humans. With this, men were not required to carry heavy loads on their back. It was carried on animals' back. The pain of walking long distances was reduced as they travelled sitting on animals' back.



However, soon early men came to know that carrying so much weight was challenging even for animals. The discovery of wheels provided a solution to this problem. Soon, carts were attached to the back of animals. These carts could lift heavy loads as well as a number of people. Also, pulling a cart became easier for animals as compared to carrying the same load on their back.

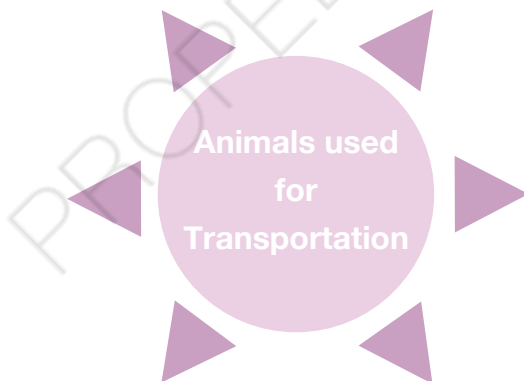


Even today, different animals are used for transportation; especially, in areas where roads are not properly constructed or motored vehicles are not available.

 I WRITE

1. Why were animals used for transportation?

2. Name the animals that are used for transportation till date.



Animals Used for Transport



Many animals are used for transportation.

Donkeys or Mules: They are used to carry material from one place to another. They are extensively used in hilly areas or areas not easily accessible.



Bullocks or Oxen: They are used for long-distance transportation. They are slow but strong. They are used to pull two-or four-wheeled carts, called bullock-cart or ox-cart.



Horses: Some horses are used to pull lighter wheeled carts and carriages. But some horses are well known for their speed. They are used for human transportation, especially in hilly areas. Traditionally, horses were also used in battlefields.



Elephants: They can carry heavy logs of wood. They are mostly used in jungles where roads are not built and large tree trunks are required to be transported.



Camels: Camels are used in desert areas. People travel in deserts on camels' back. They are also used to pull carts. Hence, these are called camel-carts.



Reindeers: In extremely cold areas, reindeers are used as an important means of transport to pull sledges or light carts.

Dogs: Some varieties of dogs are used for pulling light carts, particularly sledges in areas covered with snow.



Yaks: Yaks are found in high mountains where it is extremely cold. They are also used as a means of transport in these cold hilly areas.





You have read about animal transport. Let us read the story of a horse that is used for transportation.

I am a horse. You must have seen me at different places. I am a good friend of human beings. They use me for many activities. I carry them on my back along with their luggage. Sometimes, I also pull carts filled with different materials. Many people ride me on hills and beaches for fun.



In places where cars cannot reach, I am useful. On steep slopes and stony terrains of mountains, I risk my life to carry essential commodities to the people living there. I also take people to different places of pilgrimage in mountains. I am a source of livelihood for those who keep me and use me for their work.



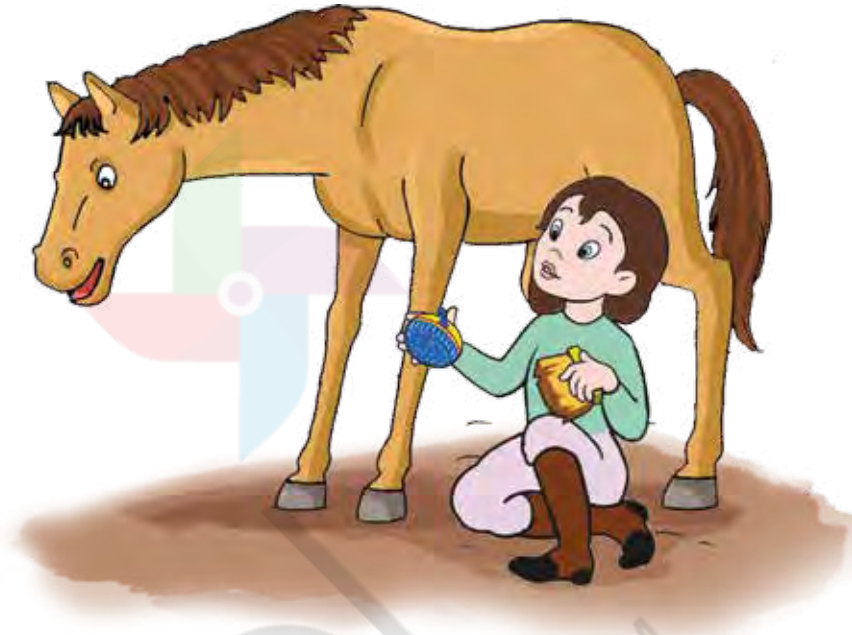
I work so much for them, but sometimes they forget to take care of me. They force me to work day and night. Sometimes, when my owner gets tired, he takes rest and sends somebody else to monitor my work.


But I work regularly and do not get any holiday. I help people in earning money, but they keep it all. They spend very less money on me. They give me insufficient food, do not clean my stable and do not take me to a veterinary physician on a regular basis.

At times, they use low-quality saddle (the seat to sit on my back) and buy me cheap horseshoes that injure me. When I am injured, they don't even wait for my wounds to heal before making me work again. And when I don't obey them, they whip me really hard.



However, all owners are not selfish. Some people do care for me and my friends. They provide us with good food and clean drinking water. They take care of our health by keeping our shelter clean and hygienic. We feel happy when people give us love and affection by patting on our back. We love to work for them. I hope everyone treats us with love.



 I WRITE

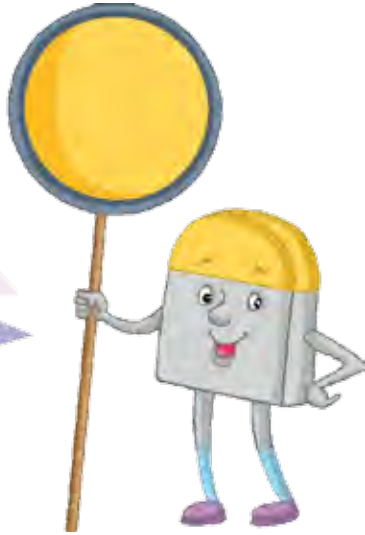
1. How are horses helpful to human beings?

2. What are the things about which the horse in the story is not happy?

3. Do all people treat animals badly? What can people do to take care of their pet?

Road Safety

I OBSERVE



While travelling on the road, you must have seen different road signs. Observe the signs given below and write what they stand for according to you.























Before children are told about different road signs, they are asked to predict what these signs stand for. This helps them know that these signs are not mere drawings; they communicate important information to travellers. The activity also develops their prediction skill.



I PLAY

You have learnt what different road signs mean. Let us play a game on the interactive board to know more about road signs.



FUN TO KNOW

There are around 96 road signs used in India. Find out what they are.



PRACTICE AT HOME

Draw two signs that you can display in your school to guide new students about the different places in your school such as washroom and library. Write their meaning as well.



I OBSERVE

Observe two road scenes on the interactive board.



I TALK

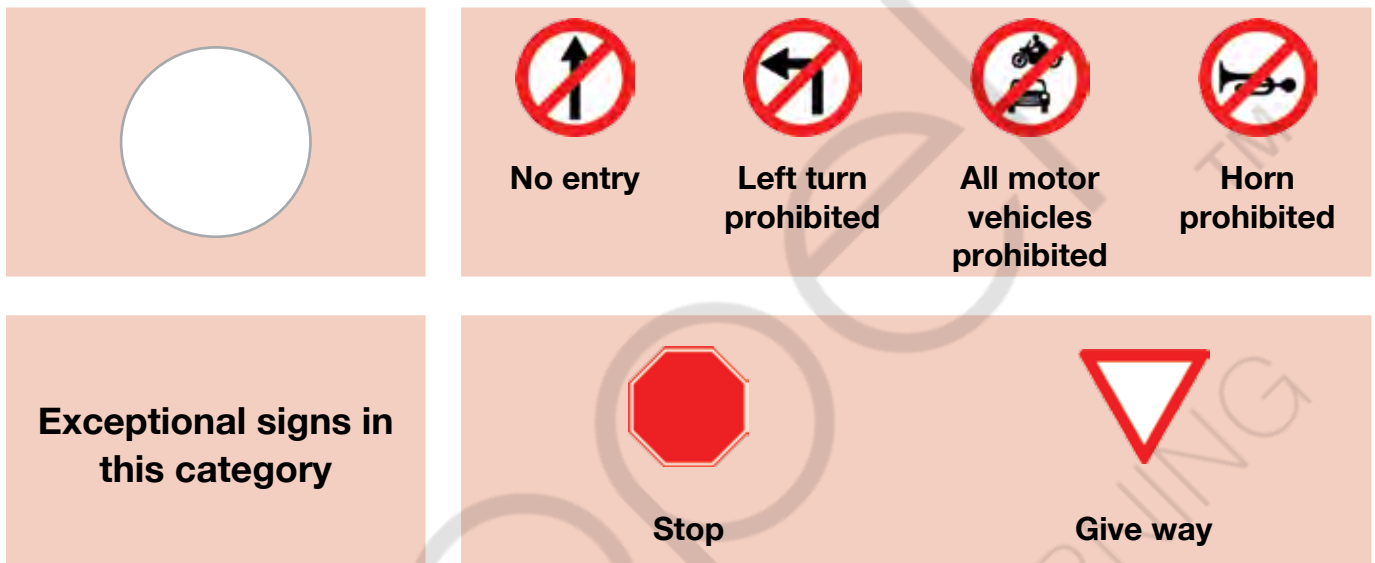
1. What problems are visible on the first road?
2. What are the reasons for the problems?
3. Why are road signs required?
4. Why are only symbols used in road signs? Why don't the traffic police write instructions?

What Have We Learnt?



We have learnt that traffic signs are very important. They act as a guide for people on the road, warn them about dangers and provide them with useful information while driving. These traffic signs are broadly classified into the following three types.

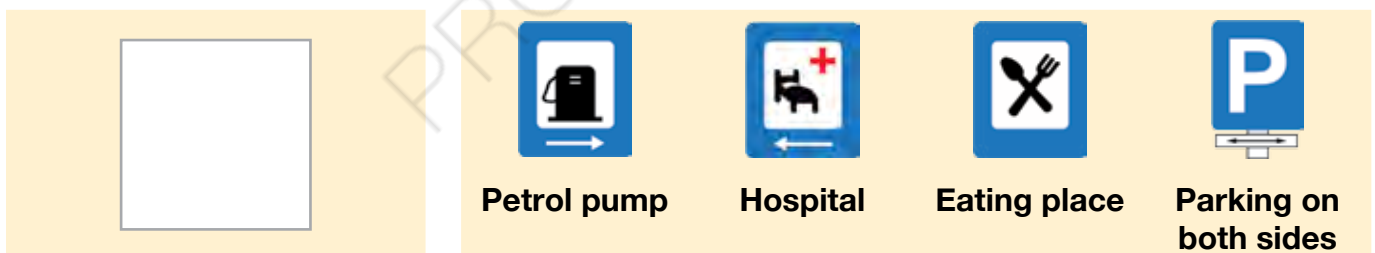
1. Mandatory Road Signs: These signs represent what to do or what not to do on road. They are mostly circular in shape.



2. Cautionary Road Signs: They are the ones that warn people about the road condition ahead. They are generally triangular in shape.



3. Informatory Road Signs: These signs give information regarding directions, destinations, etc. They are generally rectangular in shape.





You know that traffic signs play an important role in ensuring road safety. What are the other things you should do to ensure safety on roads while walking, cycling or driving?

Safety on Road

We have discussed about different safety measures to be kept in mind on roads. Let us read them.

While walking

- Walk on footpaths.
- Do not jump over railings to cross the road.
- Cross the road using zebra crossing, foot-over bridge or subway.
- Do not run on the road.



While cycling

- Use the bell while taking a turn or to alert pedestrians.
- Wear a helmet.
- Do not cycle on busy roads.
- Do not ride in a hurry.



While commuting in a bus or school transport

- Move in and out of the vehicle in a queue. Do not push others.
- Move in and out of the vehicle only when it has stopped completely.
- Do not put any part of your body outside the window of the vehicle.
- Do not run to board the vehicle.



While sitting as a co-passenger

- Do not talk much with the driver and distract him/her.
- Caution the driver if he/she is talking on phone.
- Wear a helmet on a two-wheeler or a seatbelt in a car.



Let us make a poster showing the important things that you need to keep in mind for road safety.