The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi prepared which in turn are designed based on NCF - 2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, mathematics and 5<sup>th</sup> to 10<sup>th</sup> there are three core subjects namely mathematics, science and social science.

NCF - 2005 has a number of special features and they are:
- connecting knowledge to life activities
- learning to shift from rote methods
- enriching the curriculum beyond textbooks
- learning experiences for the construction of knowledge
- making examinations flexible and integrating them with classroom experiences
- caring concerns within the democratic policy of the country
- making education relevant to the present and future needs
- softening the subject boundaries, integrated knowledge and the joy of learning.
- the child is the constructor of knowledge.

The new books are produced based on three fundamental approaches namely, Constructive Approach, Spiral Approach and Integrated Approach.

The learner is encouraged to think, engage in activities, master the skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the all round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.
Young learners in their initial stages of learning i.e., between the ages of 5 and 10, acquire most of the concepts which they need in consolidating learning in later stages. If this learning is properly planned and well executed in the classroom, children may find learning easy and enjoyable.

Based on these principles, in the early stages from class 1 to 5, the following subject areas have been introduced- Mother tongue, state language, English as a practice language, mathematics and environmental studies. Environmental studies include science and social science related to their daily life experiences, information about their environment, society, country, their duties and rights. These topics are presented through interesting situations and activities. Opportunities have been provided for self learning and creativity. In this stage importance is given to children sitting in pairs and groups and exchange their experiences. Efforts have been made to make illustrations colourful, attractive and meaningful. Teachers are expected to make use of these and help children learn meaningfully and with pleasure. The Textbooks aim at making learning interesting, enjoyable and satisfying.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, Artists, Staff of DIETs and CTEs and the Members of the Editorial Board and Printers in helping the Text Book Society in producing these textbooks.

**Prof. G.S. Mudambadithaya**  
Coordinator  
Curriculum Revision and Textbook Preparation,  
Karnataka Textbook Society (R),  
Bengaluru, Karnataka

**Nagendrakumar**  
Managing Director  
Karnataka Textbook Society (R),  
Bengaluru, Karnataka
National Curriculum Framework (NCF 2005) developed by the National Council of Educational Research and Training (NCERT), has set the guidelines for developing syllabi, textbooks and teaching practices in the formal school education programmes in the country, considering the new challenges that mankind is likely to face in the years to come.

We have attempted to follow the five guiding principles on which NCF 2005 is based, while adopting the framework in the textbooks of classes 1 and 2 for the State of Karnataka. We have tried integrating the Science and Social Science concepts by softening the subject boundaries in these textbooks. The idea is that the children should view the natural and the social environments in a holistic manner from the beginning of school education. We have included a wide range of topics from family to plants and animals to festivals on the lines of the NCF 2005 guidelines.

While designing these textbooks titled 'Environmental Science', EVS in short, we have taken into account the Socio-economic, Environmental and Cultural aspects of the State for easy connect and better understanding. Since the children are beginners in the school system, we have used illustrations heavily in these books for easy communication. We also have introduced simple activities such as observation, keeping the level of children in mind, to engage them in learning process and make learning more participative. The idea is also to stimulate children to enquiry-based learning. Books are designed with the objectives of familiarizing children with their surroundings/local knowledge and introducing some basic concepts of their natural and social environment, so that they start appreciating the environment they are living in and every component that comes with it. We have tried our best to make these books gender neutral in terms of language and presentation of concepts. At the beginning of every lesson, we have given the competencies that the children should develop after each lesson, to help teachers facilitate the learning process.

While the thought provoking para of Rabindranath Tagore from the 'Civilization and Progress', which NCF-2005 opens with, is indeed inspiring for every teacher to search and adopt new and innovative teaching-learning approaches. We welcome comments and suggestions from the teachers, parents and public for further refinement.

Environment Education is Education of the Environment, through the Environment and for the Environment.

Dr. R. Shailaja,
Chairperson, Text Book Committee
**Textbook Committee**

**Chairperson:**
**Dr. R. Shailaja,** Director, Regional Environmental Studies Centre, South Zone, 143, Infantry Road, Bengaluru.

**Members:**
**Sri Sujay Sandeep,** Asst. teacher, G.H.P.S. Navarathna Agrahara, Bengaluru North Zone, Bengaluru North District.

**Sri Ananda Ajila,** Head Master, G.H.P.S. Nelyadi, Puttur Taluk, Dakshina Kannada District.

**Sri D.H. Lakshmanaiah,** Asst. teacher, G.H.P.S. Nitturu, Gubbi Taluk, Tumakuru District.

**Sri K.L. Shanabhaga,** Asst. teacher, G.H.P.S. Kodsula, Bhatkal Taluk, Uttara Kannada District.

**Sri Sunagara Raghavendra,** Asst. teacher, G.H.P.S. Naganura, Jamakhandi Taluk, Bagalkote District.

**Artists:**
**Sri Tharakesh,** Drawing teacher, G.H.S, Bannithalapura, Gundlupete, Chamarajanagar District.

**Sri Jayaram,** Drawing teacher, VVS High School, Rajajinagar, Bengaluru.

**Scrutinizer:**
**Sri D.R. Prasanna Kumar,** Policy Planning Unit, Commissioner Office, Department of Public Instruction, Nrupathunga Road, Bengaluru.

**Translator:**
**Smt. Maryfleviya Disoza,** Assitant teacher, G.H.P.S. Jayadevanagar, Metagahalli Post, Mysuru Tq, Mysuru District.

**Chief Co-ordinator:**
**Prof. G.S. Mudambaditaya,** Co-ordinator, Curriculum revision and textbook preparation, KTBS, Bengaluru.

**Chief Advisors:**
**Sri Nagendra Kumar,** Managing Dircector, K.T.B.S., Bengaluru,

**Smt. C. Nagamani,** Deputy Director, KTBS, Bengaluru.

**Programme Co-ordinator:**
**Smt. S.N. Leelavathi,** SADPI, K.T.B.S, Bengaluru.
Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints, and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had send them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers’ Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisation were also invited for discussions. Thus, on the basis of all inputs received from various sources, the textbooks have been revised where ever necessary.
Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central school. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also due to the subject experts and to the associations who gave valuable suggestions.

H.N. Gopalakrishna  
Managing Director  
Karnataka Textbook Society (R)  
Bengaluru.

Prof. Baraguru Ramachandrappa  
Chairman-in-Chief  
Textbook Revision Committees  
Karnataka Textbook Society (R)  
Bengaluru.
Chairman-in-Chief:
Prof. Baraguru Ramachandrappa, State Textbook Revision Committees, Karnataka Textbook Society, Bengaluru.

Chairperson:
Dr. S. Shishupala, Professor and Chairman, Department of microbiology, Davanagere University, Davanagere

Members:
Smt. K. Mamatha, Asst. teacher, GHS, Kengeri Upanagara, Bengaluru.
Sri K.S. Gireesh, Asst. teacher, GHS, Jalige, Devanahalli Tq., Bengaluru Rural Dist.
Smt. G. Renuka, Asst. teacher, GHS, Honnashettihally, Gubbi Tq., Tumakuru Dist.
Smt. R.N. Vasantha Sujay, Asst. teacher, GHS, Hebbala, Bengaluru.
Smt. A. Lakshmidevi, Asst. teacher, GHPS, Kaveripura, Bengaluru.
Smt. B. Hemalatha, Asst. teacher, GLPS, K. Narayanapura, Bengaluru.

Artist:
Sri U. Hazarat Ali., Lecturer, Department of Fine Arts, Tumkur University, Tumakuru.

High Power Review Committee Members:
Dr. T.R. Anantharamu, Senior Scientist (Retd.), Geological Survey of India, Bengaluru.
Prof. V.S. Vatsala, Principal (Retd.), M.E.S College, Malleswaram, Bengaluru.
Dr. G.M. Nijaguna, Principal (Retd.), Vijaya College, Basavanagudi, Bengaluru.
Prof. K.S. Nataraj, Professor of Physics (Retd.), National College, Jayanagara, Bengaluru.

Translators:
Smt. Prameetha Adoni, Subject Inspector, Office of the DDPI, Bengaluru Rural Dist.
Sri K.B. Raghavendra, Asst. teacher, Amratha Bharathi High School, Hebri, Karkala Tq., Udupi Dist.

Chief Advisors:
Sri H.N. Gopalakrishna, Managing Director, Karnataka Textbook Society, Bengaluru.
Sri K.G. Rangaiah, Deputy Director, Karnataka Textbook Society, Bengaluru.

Programme Co-ordinator:
Smt. N.R. Shylaja Kumari, Senior Assistant Director, KTBS, Bengaluru.
<table>
<thead>
<tr>
<th>SL. NO.</th>
<th>LESSON</th>
<th>PAGE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction of Animals</td>
<td>1 - 11</td>
</tr>
<tr>
<td>2.</td>
<td>Animal Rearing</td>
<td>12 - 24</td>
</tr>
<tr>
<td>3.</td>
<td>Plant of Backyard</td>
<td>25 - 34</td>
</tr>
<tr>
<td>4.</td>
<td>We are for you</td>
<td>35 - 43</td>
</tr>
<tr>
<td>5.</td>
<td>Precious Water</td>
<td>44 - 52</td>
</tr>
<tr>
<td>6.</td>
<td>Varieties of Food</td>
<td>53 - 66</td>
</tr>
<tr>
<td>7.</td>
<td>We Need a House</td>
<td>67 - 76</td>
</tr>
<tr>
<td>8.</td>
<td>Organ - Health</td>
<td>77 - 86</td>
</tr>
<tr>
<td>9.</td>
<td>My Safety</td>
<td>87 - 91</td>
</tr>
<tr>
<td>10.</td>
<td>Our Property</td>
<td>92 - 98</td>
</tr>
<tr>
<td>11.</td>
<td>Travel</td>
<td>99 - 107</td>
</tr>
<tr>
<td>12.</td>
<td>My Family</td>
<td>108 - 114</td>
</tr>
<tr>
<td>13.</td>
<td>Festival</td>
<td>115 - 122</td>
</tr>
<tr>
<td>14.</td>
<td>Caring Seniors</td>
<td>123 - 125</td>
</tr>
<tr>
<td>15.</td>
<td>Help and Co-operation</td>
<td>126 - 130</td>
</tr>
<tr>
<td>16.</td>
<td>Play and Enjoy</td>
<td>131 - 138</td>
</tr>
<tr>
<td>17.</td>
<td>We Need these also</td>
<td>139 - 143</td>
</tr>
<tr>
<td>18.</td>
<td>In the Sky</td>
<td>144 - 152</td>
</tr>
<tr>
<td>19.</td>
<td>My Beautiful Native Land</td>
<td>153 - 159</td>
</tr>
</tbody>
</table>
LESSON – 1

INTRODUCTION OF ANIMALS

After studying this lesson you,
• recognize the animals (including birds) in your locality.

Recognize these animals. Write their name in the given box.

Name the other animals and birds you find in your locality.
Write the names of some birds you have seen.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Which is your favourite bird? Why?
____________________________________________________________________________

Observe the birds around you. Identify their colour. Watch the characteristics of their body.

**Birds are animals with beak and wings**

Put grains to the birds. Keep water in a small plate.

Observe and note the time when you find more birds.

Have you seen an ant?

Write the names of three creatures similar to an ant.

1. ______________________________________

2. ______________________________________

3. ______________________________________
Write the names of the insects you find in these pictures.

1. ___________________________
2. ___________________________
3. ___________________________

The body of these animals is small. These have six legs and a pair of feelers too. Have you not seen the legs and feelers of mosquitoes and cockroaches?

These are insects.

Write the names of a few insects you have seen.

__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
__________________________  __________________________
Recognize the insects given in the following pictures. Match their names by drawing lines.

- honey bee
- grasshopper
- mosquito
- ant
- cockroach
- bedbug
**Draw the Pictures**

Take a sheet of paper or a note book. Dip your thumb in red, yellow or blue paint. Create an impression of your thumb. Then draw the picture of any animal you like. Wash your hand neatly.

**Model Activity**

Some pictures have been drawn here using the impression of a thumb. Say how do they move?
Take different colours. Dip your thumb in the colours. Create finger prints on a sheet of paper. Draw the picture from the finger print of the thumb. Wash your hand neatly after drawing the diagram.

This is a snake. It is a crawling animal.
Have you seen crawling animals? Tell the name of two such animals. These are crawling animals. Write their names in the given box.

How do these animals move? Look at the pictures and draw lines to match.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Move</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snail</td>
<td>crawls</td>
</tr>
<tr>
<td>Earthworm</td>
<td>walks</td>
</tr>
<tr>
<td>Snail</td>
<td>swims</td>
</tr>
<tr>
<td>Deer</td>
<td>flies</td>
</tr>
<tr>
<td>Goldfish</td>
<td>hops</td>
</tr>
</tbody>
</table>
Look at the following pictures. Circle the odd ones.

1) Grasshopper, Fly, Mosquito, Cow

2) Parrot, Rabbit, Crane, Peacock

3) Horse, Sheep, Crow, Cow

4) Dog, Snake, Earthworm, Snail
Write the names of the animals you have seen.

flying animals 1. ___________  2. ___________

crawling animals 1. ___________  2. ___________

walking animals 1. ___________  2. ___________

insects 1. ___________  2. ___________

Birds and insects are also animals. Likewise human beings also belong to the group of animals.

Look at the pictures given below. The outer box has pictures of animals and their shadows are in the inner box. Match the animals with their shadows.
Write the names of the animals in the box given below.

**Colour the pictures.**

Colour the animals that walk with brown, birds with yellow, crawling animals with blue, insects with red.
LESSON – 2

ANIMAL REARING

After studying this lesson you,

• differentiate domestic animals and non-domestic animals.
• develop the habit of rearing the plants.

All the animals have assembled for a meeting.

My daughter’s birthday is next month. How do you think we should celebrate it?

Oh! King, there is a shortage of grass in the forest. There is no grass to eat. Then, how can we celebrate a birthday?
We have no problem. Our owner gives us enough grass.

We too don't have a problem. Though we are not looked after, we get grains in our place.

There will be no problem for the animals that live in the village. But there is no food for animals in the forest. What shall we do?

True, we stay both in forest and town. So we have no problem for food.

It is time for the rains. Oh! King of the forest the grass will grow very well.

Yes! If it rains, deer and bisons will get good food.
Oh! You are feeling very happy. It is good for you, if they grow fat. Isn't it?

Meou!...Lion is the king for all of us. The birthday of the king's daughter should be celebrated on a grand scale. I can bring milk from my boss's house.

Yes! I will decorate the forest.

I will bring fruits for the celebration.

All of you, please listen. Let us not celebrate the birthday of my daughter this year. Let it rain, let the grass grow. Let everybody eat well. Next year let us celebrate it in a grand scale. Let's end the meeting.
Name the domestic and wild animals in the story. Write their name here.

<table>
<thead>
<tr>
<th>domestic animals</th>
<th>wild animals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observe the animals given below. Write their name in the box given.

- Domestic animals: cow, goat, elephant, camel, crow
- Wild animals: tiger, dog, elephant, cow, goat, camel, crow
Which of the animals from these pictures have you reared in your house? Write them in the blank.

__________________________________________________
__________________________________________________
__________________________________________________

The animals that are reared in our house are called domestic animals.

Write the names of the animals which you have not reared but live in your house.

__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

We do not rear some animals but they live in our house.
Tell me who am I?

Black body and a long tail,
I make a hole to creep away.
I fool the cat with my,
lightening speed.

Who am I? __________

A long body and a long tail,
I crawl and crawl up a wall.
I eat all insects very small,
And keep your house spick and span.

Who am I? __________

Swishing my long whiskers,
I run around your house.
I get into corners,
Hiding from you.

Who am I? __________

I catch insects,
by weaving webs.
You can see my kingdom,
In the corners of your house.

Who am I? __________
Look at the picture above. Match the domestic animals with village and wild animals with forest by drawing lines.

Which of the animals given in the picture above live in a forest?

The animals that live in a forest are wild animals.
Create pictures with the help of your teacher.

Observe the pictures. Use your fingers to make shadows on the wall. Say the name of the animals which you observe in the shadows.

Like wise create some shadows with your fingers on the wall. Tell your friend to identify the animals.
Collect pictures.

Collect pictures of any four animals and paste them in the space given. Write the name of the animal.

If the animals are reared in your or your friends' house ask and know why they have reared them.
Look at the pictures above. Answer the following questions.

- Why do people rear buffaloes and oxen?
- Why do we rear dogs?
- What are the uses of rearing sheep?
- What do we get from hens?
Kamala is fond of rabbits. Her mother has given a rabbit to her to rear. Kamala feeds the rabbit everyday with grass and pats it.

Salim has found a pigeon. He looks after it very carefully. He gives grains, water and takes care of it.

Pintu is Lara's pet cat. She gives him milk everyday. Pintu rubs against Lara's leg as soon as she comes from school.

- Why have Kamala, Salim and Lara reared the animals?
- What is the use of rearing them?

Animals are reared not only for use but also to love and pet them.
Look at these pictures. If you feel it is correct put (√) mark in the box given, if you feel it is incorrect put (X) mark.
Observe the pictures and answer the questions.

How do you keep your domestic animals clean?

What do you do if domestic animals that are in your house fall ill?

What type of food do you give to domestic animals that are in your house?

We should look after the animals affectionately. Why?
LESSON – 3
PLANTS OF BACKYARD

After studying this lesson you,
• recognize the local plants and trees.
• name the important parts of plants.
• compare the height of plants, shape of leaves, flowers, colours, etc.

Have you seen these? Identify and write their names.

Name the different trees and plants which you know.
Recognize the parts of the plant that are marked. (Take the help of the teacher / parents) Write their names in the boxes provided.

root, branch, trunk, leaf, flower and fruits are the important parts of a plant.
Write the other parts of the plant which you have identified.

__________________________________________
__________________________________________

Look at the picture of the plants. Observe and tell whether the size of these plants are the same.

There are varieties of plants around us. The sizes of these plants are also different?

- Small plants are called herbs.
- Big and tall plants are called trees.
Observe carefully the plants of bitter gourd, grapes and snake gourd. Do they look like trees or herbs? If no, then what do you call them?

You might have listened to elders at home talking about bitter gourd creeper, grape vine and pumpkin creeper. Don't these have thin and long stem? Creepers need support to grow. Creepers grow on land. Climbers climb up with some support onto trees, houses, roofs, etc.

Observe the shape of the trunks of the plants and trees in the given pictures. Are they the same?

The shape and size of the trunks of these plants are different.
Write the names of plants you have seen under the following groups.

<table>
<thead>
<tr>
<th>plants</th>
<th>trees</th>
<th>climber/creeper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observe the pictures of leaves. Do the shape of the leaves look the same?

Some leaves are small. Some leaves are big. Shape of the leaves are also different. Usually all the leaves are green in colour.
Colour the pictures of the leaves given below.
Collect dry leaves and paste them in the box given. Write their names.

This is a flower garden. Observe the flowers.
If you find these flowers in your locality put (√) mark.

Answer the following.

- Name the flowers you have seen.
- Name the flowering plants in your garden. Do all the flowers look the same?
- Name the colours of the flowers in your garden.

There are different colours of flowers. They are red, blue, white, yellow etc.,
Look at the colour of the flowers in the pictures. Write the name of another flower of the same colour.

- Red
- White
- Yellow
- Purple
- Orange
Plants, trees and creepers,
Are the different type of plants.
Stem, leaf and flower
Are different parts of the plants.

Mango, Neem and Coconut trees,
Have creepers spread around their trunks.
The rain and wind bow down the trees
But cannot dent their majesty;

Tall and short, thick and thin
Many trunks are there around.
With big and small greeny leaves,
Spread around all of them.

Jasmine, Champa, Sampige
Spread their fragrance here and there,
Red and orange, pink and white
Fill us all with joy so bright.
Lesson – 4

We Are For You

After studying this lesson you,

• identify our dependency on plants for our daily needs.

Observe the picture.

My fruit is very tasty;
My tenderwater so sweet.

Dry leaves can light a fire,
The sticks of leaves make a broom;

My husk can make a mat,
And the rest can make a rope.

Who am I? __________

What does the coconut tree give? Think and write.

___________________________  _________________________
___________________________  _________________________
___________________________  _________________________
___________________________  _________________________
___________________________  _________________________
___________________________  _________________________
We get leaves, fruits, firewood, coir etc., from plants.
Name the vegetables and fruits you see in the above pictures.
Write the names of 5 grains, 5 vegetables and 5 fruits that you have eaten.

<table>
<thead>
<tr>
<th>grains</th>
<th>vegetables</th>
<th>fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We get grains like rice, dal, wheat, ragi and vegetables like greens, beans, carrot and fruits like grapes, orange from plants.

**Sing and Enjoy**

Here comes the vegetable seller,  
I always look at her with wonder  
The many colours of fruits  
And many types of vegetables;  
Bring a glint to my eyes.  
And make my mouth water.  
I buy all of them,  
To eat and grow stronger.

Here we have a lovely garden  
Full of jasmine, rose and lily  
Spreading fragrance all over  
While the bees and flowers play.
Answer the following.

- Name the flowers used in your house. Why are they used?
- Name the flowers grown in your garden.

*We get different types of flowers from plants. Flowers are used for decoration.*
Look at the pictures. Have you ever eaten the leaves of this plant when you have got cough or fever?

Sing and enjoy

cough, cough, cough,
I am suffering from cough
With a pain in the chest.
Ah! What a relief
As soon as I had some Tulasi.
Which plants in your house are used for medicine?
Know from your elders. Write the names of 5 such plants.

_________________________  ______________________
_________________________  ______________________
_________________________  ______________________

Many Plants are used as medicines.
For example: tulsi, lemon, neem etc.

Consult your elders to know about plants used for different diseases and discuss the same with your friends.

Match these by drawing lines.
Observe the picture. Why do animals need plants?

Animals too need plants.
There is a plant in the middle of the circle. A few things that are obtained from plants are given around the circle. Draw lines and match the things that we get only from plants and trees.

We get grains, vegetables, fruits, flowers, coir, medicine, wood to construct houses, manure etc. from plants. Plants provide food, place for shelter etc. to the animals also.
After studying this lesson you,

• recognize the local sources of water.
• understand that pure water is necessary for drinking.
• know about the storage and use of water.
• identify that water is necessary for plants and animals.

You already know the uses of water.

Make a list of different works you do using water in your house.

___________________  __________________
___________________  __________________
___________________  __________________

Look at this picture. Raju is bringing water from the well for drinking purpose.

What is the source from which you get water for use in your house? Observe.
**From where do you bring water for different works that you do at home?**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://via.placeholder.com/40x40" alt="Image" /></td>
<td><img src="https://via.placeholder.com/40x40" alt="Image" /></td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/40x40" alt="Image" /></td>
<td><img src="https://via.placeholder.com/40x40" alt="Image" /></td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/40x40" alt="Image" /></td>
<td><img src="https://via.placeholder.com/40x40" alt="Image" /></td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/40x40" alt="Image" /></td>
<td><img src="https://via.placeholder.com/40x40" alt="Image" /></td>
</tr>
</tbody>
</table>

**Generally we get water from wells, taps and rivers.**
Water sources are given in the following boxes. If you have seen the source, put (✓) mark in the box **seen**. If you are using water from the source for your household work, put (✓) mark in the box **use**. Then mention for what purposes you use water in the box **work**.

<table>
<thead>
<tr>
<th>Sources of water</th>
<th>seen</th>
<th>use</th>
<th>work</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Well" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image2" alt="Water Tank" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="Faucet" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image4" alt="River" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image5" alt="Lake" /></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

©KTBS
Not to be republished
<table>
<thead>
<tr>
<th>Sources of water</th>
<th>seen</th>
<th>use</th>
<th>work</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image of a river" /></td>
<td><img src="image2.png" alt="Image of a well" /></td>
<td><img src="image3.png" alt="Image of a lake" /></td>
<td><img src="image4.png" alt="Image of a river" /></td>
</tr>
</tbody>
</table>

Write four sources of water in your place / locality / town.

________________________
________________________
________________________
________________________
Look at the following pictures. Vanaja is using water for different purposes. There is an order in Vanaja’s work. Rearrange the work in the correct order by writing the numbers in the boxes given.
Observe the following pictures. Which source of water do you use to drink. Why?

You have already identified the sources of drinking water in your house and your friend’s house. Likewise you have also seen the source of water which is used in your school. Why is only this source of water used in your house or school? Try to know.

Look at these pictures and tell a story.
What did you learn from this story?

Observe these pictures. Tell what is happening here.
Drinking water should be clean.
The utensils used to store drinking water and the tumblers used to drink water should be kept clean.
Do not dip hands into the container which contains drinking water. Use a cup with a long handle.
The utensil that contains drinking water should be covered with a lid.
Drinking boiled and cooled water is better.

**Develop these habits and protect your health.**

Observe these pictures.
If you have reared animals in your house, which water do you give them to drink?

Do you water the plants in your house? What happens if you do not water them?

Plants and animals too need water, don't they? Some plants and animals live in water.

**Human beings, animals and plants need water. They cannot live without water. We should save water without wasting. We should keep the water clean.**
Lesson – 6

VARIETIES OF FOOD

After studying this lesson you,

• identify the food items available through plants and animals.
• identify the different food habits at home.
• name the food that we eat raw and cooked.
• name the utensils used for cooking.
• recognize the food of the animals.

You know that food is very essential for us. You eat food everyday. Tell what happens if you do not eat food.

Look at the food grains and vegetables given below. Say where they are got from.

<table>
<thead>
<tr>
<th>RICE</th>
<th>WHEAT</th>
<th>MAIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOWAR</td>
<td>DAL</td>
<td>GREEN GRAM</td>
</tr>
</tbody>
</table>

© KTBS
Not to be republished
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RAGI</td>
<td>MILLET</td>
<td>BEETROOT</td>
</tr>
<tr>
<td>BANANA</td>
<td>BENGAL GRAM</td>
<td>CABBAGE</td>
</tr>
<tr>
<td>CUCUMBER</td>
<td>BRINJAL</td>
<td>POTATO</td>
</tr>
<tr>
<td>SNAKE GOURD</td>
<td>LADY’S FINGER</td>
<td>PUMPKIN</td>
</tr>
<tr>
<td>BITTER GOURD</td>
<td>RADISH</td>
<td>GREENS</td>
</tr>
</tbody>
</table>
Look at the pictures. Say from where we get these items.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOMATO</strong></td>
<td><strong>MANGO</strong></td>
<td><strong>APPLE</strong></td>
</tr>
<tr>
<td><strong>EGGS</strong></td>
<td><strong>MEAT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>FISH</strong></td>
<td></td>
<td><strong>MILK</strong></td>
</tr>
</tbody>
</table>
Some pictures of food items are given below. Put a dot in green colour for the food we get from plants. Put a dot in red for the food we get from animals.

<table>
<thead>
<tr>
<th>Rice</th>
<th>Fish</th>
<th>Brinjal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pea</td>
<td>Milk</td>
<td>Black Pepper</td>
</tr>
<tr>
<td>Lady's Finger</td>
<td>Meat</td>
<td>Chilly</td>
</tr>
<tr>
<td>Curds</td>
<td>Cucumber</td>
<td>Greens</td>
</tr>
<tr>
<td>Tea</td>
<td>Maize</td>
<td>Ragi</td>
</tr>
</tbody>
</table>
Write the food items you use at home in the following groups.

<table>
<thead>
<tr>
<th>food materials obtained from plants</th>
<th>food materials obtained from animals</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>

You know that food items are usually cooked before eaten but there are some food items which could be eaten raw.

Observe the pictures.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Carrot" /></td>
<td>To be healthy, it is eaten raw.</td>
</tr>
<tr>
<td><img src="image" alt="Tomato" /></td>
<td>It is very tasty, if it is eaten raw!</td>
</tr>
</tbody>
</table>
It is a little hot. But people like to eat it raw. Do you also eat it raw?

If you eat it daily, you will be healthy! Do you know this?

You will be happy if it is in your meal, won't you?

Everybody likes it, it is very tasty.

Name the food item you eat raw.
Name 5 food items which you eat raw and 5 cooked food items you eat.

<table>
<thead>
<tr>
<th>Food items which you eat raw</th>
<th>Food items which you cook and eat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

Which is your favourite food among the ones you have mentioned above? Why?

It is good for health to eat vegetables like carrot, radish and cucumber raw. But they should be washed neatly before eating.
Collect small pictures of different food materials. Classify them and paste them in the space provided.

<table>
<thead>
<tr>
<th>Food materials obtained from plants</th>
<th>Food materials obtained from animals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Kamala and Raju have their breakfast before coming to school. They have lunch in the afternoon along with their friends. They eat fruits after going home from school. Then they engage themselves in studies. All the members of their family sit together and have dinner.

**Answer**

- Write the food habits of your family in two sentences.

1. __________________________________________

2. __________________________________________
Name three dishes that are prepared in your house.

1. __________________________
2. __________________________
3. __________________________

Where do you have your lunch? With whom do you eat? What do you eat?

____________________________________________________
____________________________________________________
____________________________________________________

With whom do you have dinner? What do you like to have for dinner?

____________________________________________________
____________________________________________________
____________________________________________________

Do the members of your family and you have the same food habits? Are they different? If they are, how and Why?

____________________________________________________
____________________________________________________
____________________________________________________
Which utensil is used to cook food in your house?

In this picture different kinds of utensils used for cooking are shown. Put (√) mark for the utensils you use in your house.
Observe the following animals and their food. Discuss with your friends.
Some animals eat only food that they get from plants.  
Example: deer, rabbit, sheep, parrot etc.  
Some other animals eat other animals as their food.  
Example: tiger, lion, vulture etc.

Salim has reared a cat at home. The cat comes near him mewing when Salim has his dinner. Salim gives milk to the cat. He knows that the cat is hungry.

Aren't there many animals around you? Make a list of the food they eat.

<table>
<thead>
<tr>
<th>Name of animals</th>
<th>Food</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>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Here are pictures of animals and the food they eat. Match them by drawing lines.

Develop the habit of feeding birds with grains.
After studying this lesson you,

- recognize the need for a house and understand the need for living together.
- understand the different portions of a house.
- recognize the different types of wastes/garbage produced at home and know the correct way of disposing them.
- identify the situation around the house using words/phrases like behind, infront of, left and right.

Answer.

- Where do you live?
- Name the members of your family.
- Do you have any domestic animals in your house?
- Where do they live?

We need a house to live. Animals also need a house to live.
Match the animals with their dwelling places by drawing lines.

<table>
<thead>
<tr>
<th>Animals</th>
<th>House</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Animal" /></td>
<td><img src="image2" alt="House" /></td>
</tr>
<tr>
<td><img src="image3" alt="Animal" /></td>
<td><img src="image4" alt="House" /></td>
</tr>
<tr>
<td><img src="image5" alt="Animal" /></td>
<td><img src="image6" alt="House" /></td>
</tr>
<tr>
<td><img src="image7" alt="Animal" /></td>
<td><img src="image8" alt="House" /></td>
</tr>
</tbody>
</table>

We all need a house to protect ourselves from cold, wind, rain and the sun.
Answer.

- Who are the persons living in the house given in the above picture?
- What are they doing?
- What work do you do at home?
- Mention the different types of work done by different members of your house.

Usually the members of a family live together in a house. Every member of the family shares the work at home. Members of the family help each other. There is happiness in living together.
Here is a picture of a house. Write the names of the portions of the house that you know in the space provided.

Answer.

- How many doors does your house have? 
- How many windows does your house have? 
- Name the different parts of your house.
Picture Story

Arun got up in the morning and went to the to wash his hand, legs and face. Later mother called him to the and gave him milk to drink. In the father was assisting mother in cooking. In the Arun’s brother was watching the television. His sister was reading in the Grand mother was sleeping in the.

Write the answer in the box given.

- Where do you sit for studies in your house?
- In which room of the house do you sleep?
- In which room do you have food in your house?
- What do you call the room where you sit and chat with your family members in your house?
- Where do you wash your hands, legs and face?
There will be separate rooms in some houses. Some houses will have a big hall. The different rooms are used for different works.

This is Peter’s house. Peter is standing at the door. What is there in front of, behind, left and right of Peter's house? Identify and write them in the space provided.

- There is a _________ in front of the house.
- There is a _________ on the left side of the house.
- There is a _________ behind the house.
- There is a _________ on the right side of the house.

Observe around your house. Write the answers in the space provided below.

- There is a _________ in front of the house.
- There is a _________ on the left side of the house.
- There is a _________ behind your house.
- There is a _________ on the right side of the house.
This is Rama and Ravi's house. Identify the waste.

Put the peels of vegetables, fruits, flowers, leaves and greens into a dustbin.

Put all the dry wastes like paper pieces, plastics, chocolate covers, etc into another dustbin.

**Answer.**

- Where is Rama putting the vegetable waste?
- Where is Ravi putting plastic and paper waste?
- Name the waste you find in your house.
- What do you do with the waste in your house?
Do this.

Put all the peels of fresh vegetables and fruits into a dustbin. Prepare manure and put it to the plants.

Keep your house neat and clean. Don't throw the waste on the street.

Give waste every day to the person who collects it.
Here is the picture of a house. If you want to live in this house, what changes will you make? Write the changes in the space given below.
Join the dots and Colour it with the colours of your choice.

Prepare a house using mud, thermacol, card board etc.,
Show different rooms of the house.

Sing and Enjoy

Home, sweet home,
Where colourful flowers bloom,
Home, sweet home,
Beautiful and cool is my home,
Wonderful and clean too
Home, sweet home!
LESSON – 8
ORGAN - HEALTH

After studying this lesson you,
• identify the parts of the body and learn about their work.
• know the need of personal cleanliness for good health.

See yourself in a mirror. Which parts of your body can you identify? Name them.

Look at the picture given below. Write the names of the parts of body in the given boxes.
**Play a game.**

Divide yourselves into two groups. Let the members of one group show a part of the body. Let the other group say the name of that part of the body. Let the game continue in the same way.

**Here are some pictures. Parts of a body are also mentioned. Which part of your body do you use to perform the activity that is in the picture. Put (✓) mark.**

<table>
<thead>
<tr>
<th>Work</th>
<th>mouth</th>
<th>eye</th>
<th>ear</th>
<th>nose</th>
<th>hand</th>
<th>leg</th>
</tr>
</thead>
</table>
Who am I?

Solve this riddle with the help of teachers or elders. Write the answer in the given box.

I am black, but not a crow
I am white, but not butter
I have water, but not a well
I have lids, but not a vessel

Who am I?

Eyes help us to see.
Avoid dust from getting into your eyes.
Don't rub eyes when dust falls into it.
Show it to your elders.
I have two holes, 
I help you smell, 
Without me you cannot breathe. 
Who am I?

Dust enters our nose when we walk outside. 
Hence clean your nose every day. Don’t put sticks or pencils into the nose.

You need me to talk, 
You need me to eat, 
Without me, you cannot even laugh. 
Who am I?

Clean the mouth with water as soon as you get up in the morning, before and after every meal.

In a little crooked well, 
Without any water though 
I am always there to help you 
Listen to a lesson or a song. 
Inserting sticks or chalkpieces 
Will only hurt you definitely 
Who am I?

Don’t put sticks, crayons, pencils, sharp things, etc into the ear.

Why do you close your ears when there is a loud sound while bursting crackers?
To write, hold, show and give
You need my help and ever will;
You cannot take a morsel though
to your mouth without my will.

Who am I?

There are fingers in a hand.
Observe their shape.
Know the names of five fingers.
Cut your nails once a week.
Wash your hands before and after eating.

Jumping, skipping, running and hopping
I take you to the school for sure;
I help you work and also play,
You dance and learn because I'm here.

Who am I?

There are toes in our legs.
Observe that the shape of fingers and toes are different.
Is it possible to walk with one leg?
Try.
Play like this.

- Use dice to play.
- Minimum two players are required.
- When you come to the house of ladder you go up. Why?
83

- When you come to the house of an arrow you come down. Say why?
- The person who reaches the house 36 wins the game.

**Shalini and Pawan are children studying in second standard. The work they do is given in the following pictures. Observe them.**

<table>
<thead>
<tr>
<th><strong>Gets up early and brushes teeth.</strong></th>
<th><strong>Goes to the toilet.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of girl getting up early]</td>
<td>[Image of boy going to the toilet]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Washes hands with soap after using toilet.</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of child washing hands]</td>
<td></td>
</tr>
<tr>
<td>Takes bath everyday.</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>Wears clean, washed clothes and combs hair.</td>
<td></td>
</tr>
<tr>
<td>Washes hand with soap before and after taking meals.</td>
<td></td>
</tr>
<tr>
<td>Drinks clean water.</td>
<td></td>
</tr>
<tr>
<td>Trims nails once in a week.</td>
<td></td>
</tr>
</tbody>
</table>
Washes hands, legs and face as soon as he comes from school.

Reads lessons daily.

Sleeps in a well ventilated room without covering the face.

These are the habits of healthy children. You may already have such habits. Know that it is necessary to develop good habits to be healthy.
Write your daily habits in the following circle.

Is there any difference between your habits and habits of Shalini and Pawan. If you do not have these habits, develop them.

Cleanliness of the body is health. Health is wealth.
LESSON – 9

MY SAFETY

After studying this lesson you,

• develop personal safety habits in local environment and simple methods of safety.

Look at the pictures above.

Say why the girl’s finger is wounded.
These are the pictures of some of the things which are used commonly in our houses. Write their names in the boxes provided. Have you ever tried to use these things? Why?

<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="knife.png" alt="Knife" /></td>
<td><img src="razor.png" alt="Razor Blade" /></td>
</tr>
<tr>
<td><img src="hammer.png" alt="Hammer" /></td>
<td><img src="hammer.png" alt="Hammer" /></td>
</tr>
<tr>
<td><img src="table_lamp.png" alt="Table Lamp" /></td>
<td><img src="iron.png" alt="Iron" /></td>
</tr>
<tr>
<td><img src="scissors.png" alt="Scissors" /></td>
<td><img src="gas_stove.png" alt="Gas Stove" /></td>
</tr>
</tbody>
</table>
Explain these pictures.

Can you see children getting hurt in these pictures below? Why are they getting hurt? Have you ever done anything so careless before? How will you protect yourself from such dangers?
We should not use a knife, a pair of scissors and a saw without the help of elders. If we follow the advice of elders, we will never be in danger. Learn to use these things carefully with the help of elders.

- Don’t throw pieces of bangle, blade, glass pieces in the playground or in your classroom.

- Take the guidance of the teachers in the school when you are using a knife or a switch.

- Make sure that there are no sharp things like pieces of glass and waste things on the playground while you play.

- There will be students who are younger to you. Be cautious and see that they are not in danger.

You may come across some danger even when you are out of your house. Learn to be careful.
Look at the given pictures. Put a (✓) mark for correct actions and (✗) mark for the incorrect actions. Discuss the reasons with your friends.
Lesson – 10

Our Property

After studying this lesson you,
• identify public property and know about the need and requirements from elders.

Look at the picture. Observe where Sujatha is standing. This is Sujatha's house. The school is far away for her house. Everyday Sujatha goes to school with her friends.

What places does Sujatha come across while going to school? Go with Sujatha and find out. Sujatha will tell you about them.

Start from the arrow mark.
When I leave my house to school, first I see a post office. We send letters to friends and relatives who are in different places.

Visit the post office in your town / village to know the work of a post office.

Here is a street light. Don't people need light to walk during night? That's why they have erected street lights at short distances.

This is a public tap. Anybody can collect water from here. Don't damage the taps. Don't spill water unnecessarily.
A bus station is the place where buses move from one place to the other, come and halt. Visit the bus station of your village/town/locality and know about cleanliness.

This is a toilet. It is for the use of the public. Toilets are built in public places in towns / cities. Try to understand why we need these. Do not urinate in public places. Develop the habit of using toilets.

This is the fair price shop of a town. Rice, wheat, sugar and oil are available at a low price in this shop.
This is a hospital. Hospitals are required to take care of sick people. Tell, when you have been to a hospital.

We have to pass through the park to reach my school. There are variety of plants, trees and creepers in the park. We can see birds and butterflies flying. There are stone benches to sit. It is a beautiful park.

This is my school. It is big. There are eight rooms. There is a play ground to the right side of my school. My friends and I clean this. I like my school very much.

**Say two sentences about your school.**
What did you see while going from Sujatha’s house to her school? Write in the following table.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Places seen</th>
<th>If these are in your locality put (✓) mark</th>
<th>If these are not in your locality put (✗) mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To help people, we have schools, post offices, hospitals, fair price shops, toilets, bus stations, street lights, street taps, etc. These will fulfil our needs. These are our property. So they are public property.
Name the public property that are in your locality in this circle. Try to know the use of each of them from your teachers and elders.

The property used by all the people in a town/village is called public property. We all have the need of these facilities. We should not destroy public property but safeguard them. We should not damage taps and street lights. We should keep the public toilets clean. We should not litter in the public parks.
Answer in a sentence:

1) From where do you get postal letters?

____________________________________________________

2) What is the use of the hospital in your village / town?

____________________________________________________

3) What is the name of the place where buses halt?

____________________________________________________

4) What do you do to make your school look beautiful?

____________________________________________________

5) What is the need of public taps?

____________________________________________________

Public property is our property.
After studying this lesson you,
• classify the means of transport as fast moving and slow moving vehicles.
• identify land ways, water ways and air ways.

➢ How do you come to school?
➢ How do you go when you go to other places?

Things that carry people and goods from one place to other are called vehicles.

Write the names of the vehicles you have seen.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
Write the names of the vehicles in the boxes which are in the pictures below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Bicycle" /></td>
<td><img src="image" alt="Ox Cart" /></td>
</tr>
<tr>
<td><img src="image" alt="Bus" /></td>
<td><img src="image" alt="Train" /></td>
</tr>
<tr>
<td><img src="image" alt="Airplane" /></td>
<td><img src="image" alt="Rickshaw" /></td>
</tr>
<tr>
<td><img src="image" alt="Truck" /></td>
<td><img src="image" alt="Horse Cart" /></td>
</tr>
<tr>
<td><img src="image" alt="Motorcycle" /></td>
<td><img src="image" alt="Boat" /></td>
</tr>
</tbody>
</table>
List of vehicles are given below. Some move slow and some move fast. Put (✓) mark in the right column.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the vehicles</th>
<th>Moves slow</th>
<th>Moves fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>cycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>bullock cart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>train</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>aeroplane</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>lorry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>horse cart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>motor bike</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>auto rickshaw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>boat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rahim’s home town is Karwar. His grandfather's house is in Udupi. He will be now leaving to his grandfather’s house. In which of the following vehicles should Rahim travel to reach his grand father’s home early? Put (√) mark against that vehicle.

Which vehicle is better for Harini to travel in, to go to her grand mother’s house from Shivamogga to Tumakuru? Put (√) mark against the correct vehicle.
Ramesh and John are neighbours in Kalaburagi. They work in the same office. Every day Ramesh goes by a cycle and John goes by a motor bike. Both of them leave their houses at the same time. Which of them reaches the office earlier? Put (✓) mark in the space provided.

Answer.

- Write any four vehicles that move on land.

- Have you seen the vehicles that move on water? Write their names? Have you travelled in them?

- Do you know about the vehicles that move in air? Write the name of a vehicle.
Names of some vehicles are given below. Write where they move in the following table.

lorry, bus, cycle, boat, aeroplane, car, bullock cart, ship, helicopter, horse cart, motor bike, yatch.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>vehicles that move on land</th>
<th>vehicles that move on water</th>
<th>vehicles that move in air</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The system of vehicles that move on land is Land Transport.
- The system of vehicles that move on water is Water Transport.
- The system of vehicles that move in air is Air Transport.
Colour these.
Join the dots and colour. Recognise the vehicles.
Vehicles and their uses are given in the following pictures. Draw lines to match these.
Some pictures of vehicles are given above.

Mark with \(\bigcirc\), if the vehicles carry people. Mark with \(\square\), if the vehicles carry luggage. Mark with \(\triangle\), if the vehicles carry both.

Join match boxes to make a train.
Prepare an aeroplane with paper and fly it at home.

Who am I? Solve the puzzle.

I can fly, though not a bird.
I do shine, but I'm not a star,
Though I have wheels, I'm not a car,
I'm very fast, but not a cheetah.

Who am I?

I cannot run on the road,
I cannot fly in the air.
I run at lightning speed,
And make a 'Chuku Buku' sound.

Who am I?

Look one and all, how I play
And sail on water everyday
No wings to trouble
And no problems I have.

Who am I?
LESSON – 12

MY FAMILY

After studying this lesson you,
• recognise diversity in families.
• understand family as one of the supportive systems.
• understand that we are like others but are different from others.

Observe the following pictures. Count the members in each family and write.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Picture of the family</th>
<th>Number of members in the family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Which family has the least number of members? 
Which family has many members?
Mention the number of members in your family.

Observe the following pictures. Indicate the family that has the least members with (✓) mark.

Fill in the blank.

Mine is a _____ family.

A family with least members is called a small family.
A family with many members is called a large family.
There are six members in Vimala's family. Grand mother, grand father, mother, father, brother and Vimala.

Observe the picture of Vimala's family. Tell what is happening here. Who helps you to do your work in your house?

Members of the family help you in playing, studying and doing work. All need family members.
Observe the pictures.

Vimala is going to her neighbour Radha's house.

Answer

➢ What is Vimala doing in this picture?
➢ Who is helping her?
➢ Do your neighbours help you in your work?
➢ Do you help your neighbours?

Develop the habits of helping neighbours.
Observe the above pictures. Colour the circle with the colours mentioned.

- fat person - red colour.
- curly haired person - black colour.
- lean person - blue colour.
- short person - green colour.
- person with long hair - orange colour.
Write the names of your friends and mention their physical appearance in the given columns.

<table>
<thead>
<tr>
<th>friend's name</th>
<th>colour</th>
<th>height</th>
<th>fat-lean</th>
<th>hair straight/curly</th>
<th>hair long/short</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compare your physical appearance with your friend and find the differences. Discuss with your friend.

In the picture Janaki, Faridha, Saleem, John and Ramesh
are playing.

They all look different. They all come to school together. They wear school uniform. All study together and enjoy. They are friends. They love and help one another.

Don't you and your friends look different? Don't you play and study with your friends? Don't you help others and live together with love and affection?

Sing and Enjoy

Though I am tall and you are short
And of different colours we are,
We sure are friends
And study together in school.

Black and brown are our eyes,
Long and short is our hair
Nose and ears are different too,
But still we are friends.

We may be different
For others to see,
But we'll still love to play
Together for ever and ever to be.
LESSON – 13

FESTIVAL

After studying this lesson you,

• report about the participation in a function of your family and relatives.

Observe the following pictures. Write the names of the celebrations in the boxes.
See the pictures of Rita's birthday and tell a story.
Answer

- What celebrations are observed in your house?
- Which festivals are celebrated in your house?
- Tell two sentences about a festival or celebration that took place in your house.
- Have you attended any celebration held in your friend's or relative's house?
- Name such celebrations.

Observe the following pictures. Do you know which festivals these are? Write their names in the space provided.

Not to be reprinted.
The festival of lights is **Diwali**. Hindus celebrate this festival with pomp and show. All the members of the family wear new clothes. They prepare variety of sweets and eat. Lamps are lit at home and crackers are burst.

**Id-ul-Fither**, celebrated at the end of Ramzan month is an important festival of the Muslims. This festival is celebrated after one month of fasting. All the members of the family distribute sweets and greet each other.

**Christmas** is the birthday of Jesus Christ. Christmas is celebrated on 25th December. It is celebrated with joy and happiness. They wear new dresses, distribute cakes and wish everyone **Merry Christmas**.
Look at the following pictures. Put(✓) mark if you have participated in these celebrations.

Look at the following pictures and write the name of the festivals these pictures represent.
Say the names of the festivals you celebrate in your school. How do you and your friends participate in school functions?
Give the details of a school function you liked the most.
Colour the pictures.
Learn to draw varieties of rangolis.

Observe elders colouring rangolis.

Observe how the members of your family decorate the house for functions and festivals. You try to learn.
LESSON – 14
CARING SENIORS

After studying this lesson you.
• develop the attitude of helping patients and elders.

Answer.
- Why was grandmother sleeping?
- How did Raju help grandma?
- How do you help your father, mother, grandmother, and grandfather?
Look at the following pictures. Say what the children are doing?

Observe the following pictures. Put (✓) mark for the correct action and (X) for the incorrect action.
Observe the following pictures. What will you do in these situations?

I am feeling thirsty

My leg is paining

Ohh.... Maa.......

It is difficult to cross the road

Sing and Enjoy

While elders need our help and love
The sick need our care
You must learn to help and care
Always be compassionate and fair.

We should respect elders.
We should look after aged people and patients with love and care.
LESSON – 15
HELP AND CO-OPERATION

After studying this lesson you,
• Identify different kinds of work done by different members in a house.

This is Ramu's house. Observe the work done by the members of Ramu's house.

Observe the pictures given above. Statements relating to work in progress are given. Write who are doing them in the space provided.

- watering the plants
- picking flowers
- combing hair
- arranging the books
Remember the activities that take place in your house from morning till night. Tell who does a particular work in your family.

This is Mamatha’s house. Her father mother and brother live here with her. This picture shows the chores that are done in Mamatha's house.

Answer.

- Say, what chores are in progress in Mamatha’s house?
- Who is doing these chores?
- Think, what happens if all the work is done by one person?
- Name the chores that all the members of the family join together to do.
- What are the advantages of doing work together?
Put (✓) mark for the work you do at home.

Name the works in which you help your family members.
Match the following pictures.
Enact the following.

1) drawing water from the well
2) watering plants
3) cutting wood
4) washing utensils
5) washing clothes
6) sweeping
7) cutting vegetables
8) plaiting hair

My home is my temple too,
And what a lovely house it is!
Let us all work together,
To have a garden full of flowers.
Save some time to be real happy
For we love each other dear.
Lesson – 16

Play and Enjoy

After studying this lesson you,

- List out the games that are played inside and outside the school.

Observe the following picture. Put a (✓) mark for games you play at home and in school.
Name the games you play in groups with your friends. Write the names of 5 such games here.

______________________________
______________________________
______________________________
______________________________
______________________________
Observe the following pictures. Where are they playing these games? Put (√) mark in the space provided.

Here is a list of some outdoor games and indoor games. Put (√) mark in the correct column.

<table>
<thead>
<tr>
<th>Games</th>
<th>Indoor</th>
<th>Outdoor</th>
</tr>
</thead>
<tbody>
<tr>
<td>chess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>carrom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games which are played inside school or house are called indoor games.</td>
<td>Games which are played outside the school or house are called outdoor games.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>throw Ball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>game of squares</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lagori</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cricket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>snake and ladder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chase and catch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skipping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spinning top</td>
<td></td>
<td></td>
</tr>
<tr>
<td>volley Ball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kabaddi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Observe these games. Mark it with ☐, if it is an indoor game and mark with △, if it is an outdoor game in the boxes provided.
Write the materials used in playing these games in the space provided.

- cricket
- lagori
- football
- volleyball
- game with stones
- snake and ladder
- game of squares
- game of marbles
- kabaddi
- hide and seek

Collect pictures of games that are played inside and outside the school. Paste them in the space provided.

<table>
<thead>
<tr>
<th>Inside the school</th>
<th>Outside the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Join the dots. Colour the pictures.
Sing and Enjoy

A hundred types of games to play
Indoor and outdoor variety of games.

Lagori and cricket are outdoor games,
which need a playground to be played.

Carroms and chess are indoor games,
And snake and ladder too for sure.

For cricket and football rush to the grounds;
And for games of squares sit on the floor.

Colourful marbles and spinning tops,
Round and round goes big small balls.

I will play with friends together
Enjoying and loving every minute.
After studying this lesson you,

• understand the need for your necessities.

What do you learn from these pictures?

1. I go to school to learn.

2. I go to the market to bring vegetables.

3. I want rice and wheat. I will go to a fair price shop.

4. I have got a cold. I will go to the hospital and bring medicine.
To go to my hometown, I need to go to the bus stand.

School, market, hospital, fair price shop, bus station, post office - These fulfil our needs.

Look at these pictures. If you find them in your town/locality put (√) mark in the boxes.

Why do you need these?
Sing and Enjoy

Come and join our school today
If you want to learn and play.
Get on to the pom, pom bus
If you want to go a far.

A treat to our eyes,
Fruits and nuts,
Colourful vegetables and tasty fruits
We always buy buns in a shop
And go to a hospital, to treat our wounds.

All is ours, All this is ours,
Nothing will be left if harm is done,
To safe gaurd property is our duty
Then all this will be for our safety.
Match by drawing lines.
We need all these.
LESSON – 18

IN THE SKY

After studying this lesson you,

• observe the sun, moon and stars and identify their characteristics.
• identify the East, West, North and South directions.

Look at the following picture. Say what time it is.

What do you see in the sky during day? Write here.

Little child, I am the sun.
I will be seen in the day.
I give you light.
I am rising...
Now it is dawn.

I am in the centre of the sky...
It is noon.
I am setting.....
It is evening.

Do you know the directions in which I rise and set?
Look at this picture. I rise in the East direction. Rehena stands facing me and watches me rise.
Now Rehena's back is towards the west.
I set in the west.

Rehena is stretching her left hand and showing a tree. The tree is in the north direction.
Now Rehena is stretching her right hand towards the house. This is south. Rehena's house is in the south.

Child, stand facing the direction I rise and identify east, west, north and south directions.

Pavan is standing facing east in this picture. Observe the picture. Complete the following sentences.
The coconut tree is to the ____________ of Pavan.

The dog is in the ________________ .

Towards the South there is ________________.

**Play and enjoy.**

Come to the play ground with your friends. Stand facing the Sun. Play the game of identifying remaining three directions. The one who identifies the correct direction wins the game.

Look at the picture. These are some works done during day time. With the help of teachers or elders identify the work and write them in the box given.

Discuss with your friends the works you do during day time.
Don't look at the sun with your naked eyes. There are special spectacles prepared to see the sun. Take the help of teachers or elders to see the sun through these spectacles.

It is time for me to set. Now it will get dark. Dear children see the sky now.

What do you see at night?
Write them here __________________, ______________

I am the moon. I am visible in the sky during night. See my shape every night. My shape undergoes changes, doesn't it? When I am fully visible it is the full moon day. When I am not visible, it is the new moon day.
Do this

Fifteen squares are given below. Watch the sky from the full moon day till the new moon day. Draw my shape here everyday.

Children, you have seen us also in the sky during night, haven't you?

We are stars. We twinkle in the sky at night. Can you count us?
Sing and Enjoy

Rising up in the east is the sun,
Giving out his heat to all;
The birds started flying from their nest,
All are working at their best.

Pretty moon, Pretty moon,
Shining so bright;
Join with the stars
And play the whole night.

Twinkling little stars,
Come to me dear ones;
Let us shine in your light
And play with you all night.
LESSON – 19

MY BEAUTIFUL NATIVE LAND

After studying this lesson you,

- recognize the local geographical features.
- recognize their Hobli and Taluks.

Observe these pictures. Recall the things you have learnt in your previous class. Write their names in the boxes given below.
Who am I?

I am broad and deep. My water is used for washing clothes, cleaning vehicles, washing cattle, agricultural and other works.

Who am I?

If there is a river in your locality visit it with your elders. Observe the work that is done there.

Observe whether the water in the pond/tank of your locality is clean. Tell what you will do to keep the water clean.
I am green in colour. I have variety of trees, plants, animals and birds. I give cool air. 
**Who am I?**

If there is a forest near your locality / town, try to know about the birds and animals which live there from your elders. Discuss with your friends the consequence of cutting plants and trees in the forest.

You can see water everywhere, but my water is salty. My shore is covered with sand. Ships move on me. Fishermen catch fish. 
**Who am I?**

If there is a seashore near your locality, visit with your elders and observe the work there.

I am tall. Sometimes I have rocks on me. Trees and plants grow on me. 
**Who am I?**
If there are hills near your locality / town go for an outing with your friends and elders. Observe its shape. List out the things you see there.

I flow. My water is needed for drinking and other purposes. A few plants grow in me. A few animals also live in me.

Who am I?

Join the dots and Colour it.
Play this.

There are a few natural things which you find around you in the following grid. Identify and circle. Then write in the space provided below. One has been done for you.

<table>
<thead>
<tr>
<th>Z</th>
<th>P</th>
<th>L</th>
<th>A</th>
<th>N</th>
<th>T</th>
<th>O</th>
<th>P</th>
<th>M</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Y</td>
<td>Q</td>
<td>P</td>
<td>R</td>
<td>C</td>
<td>N</td>
<td>L</td>
<td>T</td>
<td>M</td>
</tr>
<tr>
<td>H</td>
<td>I</td>
<td>L</td>
<td>B</td>
<td>L</td>
<td>C</td>
<td>N</td>
<td>M</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>N</td>
<td>C</td>
<td>K</td>
<td>D</td>
<td>O</td>
<td>E</td>
<td>R</td>
<td>U</td>
<td>L</td>
</tr>
<tr>
<td>B</td>
<td>E</td>
<td>G</td>
<td>N</td>
<td>E</td>
<td>U</td>
<td>R</td>
<td>G</td>
<td>A</td>
<td>T</td>
</tr>
<tr>
<td>P</td>
<td>F</td>
<td>I</td>
<td>E</td>
<td>L</td>
<td>D</td>
<td>C</td>
<td>Q</td>
<td>U</td>
<td>V</td>
</tr>
<tr>
<td>M</td>
<td>W</td>
<td>Y</td>
<td>Z</td>
<td>K</td>
<td>Q</td>
<td>T</td>
<td>R</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>R</td>
<td>T</td>
<td>V</td>
<td>K</td>
<td>W</td>
<td>M</td>
<td>S</td>
<td>I</td>
<td>Q</td>
<td>E</td>
</tr>
<tr>
<td>F</td>
<td>I</td>
<td>I</td>
<td>B</td>
<td>M</td>
<td>C</td>
<td>Q</td>
<td>V</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>T</td>
<td>H</td>
<td>Z</td>
<td>Y</td>
<td>F</td>
<td>O</td>
<td>R</td>
<td>E</td>
<td>S</td>
<td>T</td>
</tr>
</tbody>
</table>

Example: SEA

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
Sing and Enjoy

Come brothers and sisters, come to me,
My town is lovely, come and see:
let's wander here, let's wander there,
Ask around and know the town.

Hills and mountains, Forests all,
Surrounds my little town, one and all:
Trees and plants, birds and animals;
Have made their home there, my dear friends.

Lakes and ponds, rivers too,
You can come and see them too:
Though the Sea is their big brother,
We all will see and know them though.

Are there hills, mountains, tanks and rivers around your locality? If yes, discuss with your friends and know about it.
Observe the following picture. Sinchana is introducing her hometown.

Answer.

- Write the name of your home town. 
- Which Hobli does your village belong to? Take the help of your teacher and write in this box.
- Which Taluk does your village belong to? Know from your elders and write here.

Sing and Enjoy

Home land, Home land, My Home land
Which is your Home land?
My home land is___________

Taluk, Taluk, My Taluk
Which is your Taluk?
My taluk is ___________

Create songs for taluks and districts like above and sing along with your friends.