

Handbook for Topper

Std-4

RAINBOW
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Kuruppalil Building, Kannachanthode Jn.,
Chittoor Road, Ayyappankavu, Ernakulam-682 018.
Phone: 0484-4026724 / 9072391869
Our App: Rainbow books
Website: rainbowpublishersindia.com

TERM 1

ENGLISH

General Guidelines

Focus on strengthening vocabulary and sentence formation through contextual learning, role-play, story-based discussions, guided reading, and simple writing tasks. Emphasize comprehension, usage, and fluency in speaking, reading, and writing, while encouraging confidence, expression, and critical thinking. Use real-life scenarios, purposeful tasks, and peer interactions to make learning more meaningful and engaging.

Introduce new vocabulary through themes like community helpers, food, festivals, seasons, and emotions. Use thematic charts, concept maps, and short audio-visual clips to explain and reinforce usage in context. Encourage students to use new words in sentences and short conversations with peers.

Sentence Construction and Language Use:

Move beyond one-line patterns to slightly more complex structures like:

“This is the place where we play.” “I went to the park because it was sunny.”

Practice framing and answering WH questions like “Where do you live?” “Why are you happy?” and “How do we get to school?” Encourage students to speak in full sentences.

Interactive and Group-Based Learning:

Use board games, sentence-building card games, and story puzzles to promote language skills. Introduce

light dramatization and dialogue-based tasks to practice real-world communication. Promote group poems, storytelling circles, and classroom role-play scenes for collaborative learning.

Reading and Listening Comprehension:

Use graded readers, short illustrated stories, and age-appropriate newspaper cuttings for guided reading. Ask comprehension questions that go beyond “who” and “what” to include “why” and “how.” Encourage predicting story endings, sequencing events, and identifying the main idea.

Writing and Grammar Practice:

Introduce short paragraph writing, picture composition, and guided sentence completion. Reinforce grammar through context—verbs, nouns, articles, punctuation, subject-verb agreement, and basic tense usage. Use grammar games like fill-in-the-blanks, sentence scrambles, and error-spotting challenges.

Speaking and Pronunciation:

Conduct small group discussions and short speeches on known topics like “My Family” or “A Rainy Day.” Continue pronunciation practice through rhymes, tongue twisters, and echo reading.

Classroom Routines and Language in Use:

Encourage use of English in classroom tasks like giving instructions, peer correction, asking for permission, or explaining answers. Create labels and signs in English around the room to reinforce exposure.

Motivation and Confidence Building:

Give roles of language helpers and reading buddies. Celebrate efforts with stickers, stars, or simple certificates. Provide a safe space for trying and making mistakes without pressure.

Key Considerations for Standard 4:

- Foster independence in speaking and writing through structured support.
- Use culturally familiar content while introducing new ideas and expressions.
- Emphasize listening and responding to build real communication skills.
- Encourage reflection through questions like “What did you learn today?” or “How can we say this better?”

Lesson 1 : Angry Toys

The lesson can start with a fun puppet act or role-play where a few students pretend to be toys who are upset about being left around the room. This grabs attention and sets the mood for the story. The teacher can ask the class, “How do you treat your toys?” and “What would happen if they could talk?” to spark imagination and discussion.

This story begins with a messy room and a careless boy who refuses to put his toys away. One night, his toys magically come to life, but instead of playing, they’re upset with him and refuse to be his friends.

Through this fun and imaginative story, students learn the importance of responsibility, tidiness, and respecting the things they love.

After the reading, students can do a simple clean-up race in class to reinforce the value of tidying up. They can also draw a poster on “Take care of your things” or write a short note to their favorite toy or item at home, promising to take care of it.

For grammar, students can engage in fun activities like sorting a mix of singular and plural nouns, completing sentences using correct articles (a, an, the), putting a list of jumbled words in alphabetical order, and playing a homophone matching game. These exercises reinforce grammar usage in a clear and active way, helping students apply rules confidently.

Test of Understanding

A. Tick the correct answer:

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

B. Fill in the blanks:

1. house 2. house 3. scattered, floor
4. jumped, hands 5. good, happy

Writing Skill

A. Who said it?

1. Vishu 2. Teddy bear 3. Teddy bear

B. Answer the following questions:

1. Vishu was very happy to see his new house.

2. Vishu's bedroom was full of toys, storybooks, and pencils, all perfectly tidy.
3. Vishu spent the first day in his new house playing with all his toys.
4. When Vishu got up the next morning, he saw that all his toys were kept in their place.
5. On the fourth day, Vishu tried to get his first toy and the toy jumped out of his hands.
6. Vishu realised his mistake and started keeping his toys neatly in their proper place.

Word Development Skill

A. Describe whether the underlined word is Plural noun (PL) or Singular noun (SL) and circle the correct answer.

1. PL 2. SL 3. SL 4. PL 5. SL 6. PL

B. Rearrange the letters to get meaningful words.

1. House 2. Toys 3. Bedroom 4. Morning
5. Happy 6. Comfortable

Grammar Skill

Alphabetical Order

Arrange each of these groups of words in alphabetical order:

1. Ant, axe, ball, dog, eagle
2. Apple, banana, mat, orange, potato
3. Brinjal, grapes, onion, papaya, tomato

4. Bat, crayon, duster, eraser, pencil
5. Crew, crowd, duck, pigeon, sparrow
6. Fox, giraffe, horse, tigress, toy

Articles

Fill in the blanks with a or an:

1. an 2. a 3. a 4. an 5. an 6. a 7. an 8. an

Fill in the blanks with a, an, or the:

1. a 2. the 3. a 4. an 5. an

Homophones

Select and write the correct word.

1. whether 2. caught 3. waste 4. right
5. mail 6. bored

Communication Skill

To be done by the students

Creative Skill

To be done by the students

Lesson 2 : The Foolish Giant

The lesson can begin with a group game called "Whisper Chain" where students sit in a circle and one student whispers a sentence to the next, continuing until the last student says it out loud. The class then compares the final sentence to the original. This highlights how misunderstandings can happen and sets the tone for the lesson's theme on listening carefully. Another class activity can include a "What

did you hear?" quiz, where the teacher reads out short sentences and students write down exactly what they heard - helping build focus and active listening skills.

For grammar, students can work on exercises where they identify and label the subject and predicate in jumbled sentences. Another engaging task is converting direct speech to indirect and vice versa. The teacher can also give out simple dialogue cards for pairs of students to act out and rewrite in reported speech form. These activities help reinforce grammatical concepts in a hands-on and enjoyable way.

A. Tick the correct answer:

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

B. Fill in the blanks:

1. beauty 2. evil giant 3. princess, amulet
4. thief, horse 5. banyan, monkey, friend

C. Write 'T' for True and 'F' for False against the following statements:

1. T 2. T 3. F 4. F

Writing Skill

Answer the following questions:

1. The giant could not use his magic on the princess as she wore an amulet that kept evil forces away.
2. The giant thought that there was another very powerful giant, as he overheard the princess telling her friends about a giant who keeps troubling her.

3. Once the giant changed himself into a horse and went to live in the royal stable, a thief entered the stable and decided to steal a horse. And the horse that the thief chose was the giant.

4. The giant believed that the thief was more powerful than he was when the thief mounted him and started to gallop away.

Word Development Skill

Complete the table by adding 'full' and 'fully' to the given words:

1. Careful, Carefully 2. Successful, Successfully
3. Powerful, Powerfully 4. Delightful, Delightfully
5. Joyful, Joyfully 6. Truthful, Truthfully

Grammar Skill

A. Circle the subjects and underline the predicates in the following sentences:

1. Subject - Lata Mangeshkar, Predicate - is a versatile singer
2. Subject - Sachin and Kamble, Predicate - are friends
3. Subject - Amit, Predicate - is reading in the library
4. Subject - Neha, Predicate - reached home early
5. Subject - Gauri, Predicate - is riding a bicycle

B. Add a suitable subject part in each of the following sentences:

1. Our grandmother 2. A year 3. Dolphins
4. A donkey 5. The Sun

Write 'D' for Direct and 'I' for Indirect Speech

- a. I b. D c. D d. I e. D f. I

Lesson 3 : The Moon

The lesson can begin with a calm, expressive reading of the poem "The Moon." Students close their eyes while listening and imagine what the moon sees at night. After the reading, they draw a picture of the moon at work, shining over rooftops, thieves, sleeping birds, and the sea, based on the poem's imagery. This encourages visualization and builds listening comprehension.

To deepen the understanding of poetic details, the class can do a "Moon's Night Walk" activity. The teacher can display printed lines from the poem around the classroom. In small groups, children walk from one station to another, read the line aloud, and match it with illustrated cards or act it out. This helps them engage physically and reflect on the poem's gentle, observational tone.

For grammar, students identify common and proper nouns in the poem such as moon, hall, and clock, and collective or abstract nouns through discussion such as sleep, silence, and night. To practice "as soon

as," students complete imaginative sentences like "As soon as the moon rose, the cats began to sneak," or "As soon as the moon peeked out, the town fell asleep." These activities combine creativity with structured grammar practice.

Test of Understanding

A. Tick the correct answer:

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

B. Write the rhyming word for each of the following:

1. wall 2. trees 3. house 4. noon 5. way 6. arise

Writing Skill

A. Complete the poem:

But all of the things that belong to the day,
Cuddle to sleep to be out of her way;
And flowers and children close their eyes,
Till up in the morning the sun shall arise.

B. Answer the following questions:

1. All love to be out by the light of the moon.
2. All the things that belong to the day cuddle to sleep at night.
3. The moon shines on thieves on the garden wall.
4. The bats sleep at noon.
5. The dog makes a howling sound.

Word Development Skill

Circle the odd word in each set:

1. Tiger 2. Car 3. Cook 4. Student 5. Burger

Grammar Skill

Circle the common nouns and underline the proper nouns:

1. Proper - Rachna, Common - sister
2. Proper - India, Common - country
3. Proper - Agra, Yamuna, Common - river
4. Proper - Taj Mahal, Common - monument
5. Proper - Sunday, Common - holiday
6. Proper - Christmas/December, Common - month
7. Proper - Titanic, Common - ship
8. Proper - , Common - colour
9. Proper - Nisha/Nitya, Common - sisters
10. Proper - LG, Common - brand
11. Proper - Devi/Rubel, Common - dog
12. Proper - June, Common - month

Collective and Abstract Nouns

Match the collective nouns to the nouns they go with:

1. (c) 2. (e) 3. (f) 4. (g) 5. (h) 6. (i)
7. (j) 8. (a) 9. (d) 10. (b)

Abstract Nouns

Use 'as soon as' and join the sentences.

1. She registered to vote as soon as she turned eighteen.
2. Join us outside as soon as you finish dinner.
3. I got out as soon as the bus stopped.
4. The children ran outside as soon as the bell rang.

Lesson 4 : Kind Boy

The lesson can begin with a gentle classroom conversation around the question, "What would you do if you saw an animal in trouble?" The teacher can show a simple image of a bird caught in wires or play a short animated clip showing acts of kindness. This leads into the story of a boy who notices a bird trapped in an electrical wire and goes out of his way to find the right people who can help, rather than ignoring it or walking away. This sets the stage for a discussion on kindness, empathy, and taking responsible action.

For activities, students can create a "Help Board" with drawings or sentences about small acts of kindness they can do at home or school. They can also participate in a role-play exercise where they act out different scenarios of helping others, like guiding a lost child, watering a wilting plant, or helping an injured puppy. These activities build emotional intelligence and community spirit.

In grammar, students sort a mixed list of words into countable and uncountable nouns. For example: bird, feather, wire, and people (countable) versus soil, milk, and air (uncountable). They can then write short sentences using both types, like "He drank water" or "There were three feathers on the ground." An additional game can involve passing a ball while naming countable nouns, and clapping for uncountable ones, making grammar more engaging and memorable.

Test of Understanding

A. Tick the correct answer:

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

B. Fill in the blanks:

1. only child 2. anxious, sparrow
3. sparrow, power line 4. transmission, village

C. Who said it?

1. Dev's father 2. Dev's mother 3. The officer
4. The officer 5. Dev's mother

Writing Skill

1. Dev was bored as he was the only child of his parents and had no one to play with.
2. After coming back from school, Dev saw that the sparrow was still entrapped on the power lines.
3. Dev dragged his mother outside to show her how the birds were trying to help the entangled bird.
4. Dev was late getting home as he went to the nearest transmission station in his village after school.
5. Joe Antony and two men came to save the sparrow at last.

Word Development Skill

Words whose letters can be interchanged to form other words are given below. Make new words by rearranging the letters of these words.

1. cat 2. ape 3. owl 4. leg 5. dog 6. meal
7. deer 8. elbow 9. snail 10. lips

Use 'un', 'in' or 'dis' to form opposites.

- Unhappy Disappear Unlike/Dislike
Incomplete Invalid Unclear
Disagree Unkind

Grammar Skill

Countable and Uncountable Nouns

A. Write 'C' for countable nouns, and 'UC' for uncountable nouns:

1. C 2. UC 3. C 4. C 5. UC 6. UC 7. C
8. UC 9. UC 10. C 11. C 12. UC 13. UC
14. C 15. C 16. UC 17. UC 18. C

B. Circle the countable and underline the uncountable nouns:

1. C - student, box UC - food
2. C - bananas, UC - milk, rice
3. C - girl, cup, UC - coffee
4. C - eggs, UC - protein
5. C - trees, UC - air

Creative Skill

(To be done by the students)

Lesson 5 : Chetak: Maharana Pratap's Brave Horse

The lesson can begin with a dramatic storytelling session about the Battle of Haldighati. The teacher can use a toy horse or simple cut-out to represent Chetak and narrate how the brave horse carried Maharana Pratap to safety despite being injured. Students can close their eyes and imagine the scene: dust rising, soldiers charging, and a loyal horse refusing to give up. This helps build emotion and connect with the themes of loyalty and courage.

An art activity can follow where students draw or colour a scene showing Chetak in battle. Another activity could involve writing a thank-you note or medal citation for Chetak, appreciating his bravery. The class can also discuss other animals known for loyalty and share personal stories of pets or helpful animals they've heard about.

For grammar, students will identify singular and plural nouns from the story like warrior-warriors, battle-battles. They'll also classify masculine and feminine genders such as king-queen, horse-mare. To introduce direct and indirect speech, students can imagine a line Chetak might have said if he could speak: "I will not leave my master," and then convert it to indirect: Chetak said that he would not leave his master. They can do a group activity converting simple dialogues from direct to indirect speech using story prompts.

Test of Understanding

A. Tick the correct answer:

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

B. Fill in the blanks:

1. Maharana Pratap Singh, Mughal army 2. Battle, spectacular 3. Chetak, horse 4. Chetak, elephant's 5. injured

C. Write 'T' for True and 'F' for False against the following statements:

1. T 2. F 3. T 4. T

Writing Skill

Answer the following questions:

1. The Battle of Haldighati was fought on the 21st of June, 1576, between Maharana Pratap Singh and the Mughal army.
2. Chetak was a brave horse and is described as a very handsome creature in history books. His physical features, like his ears and neck, were very attractive.
3. Chetak was made to wear a baby elephant's mask to confuse the elephants of the enemy.
4. The memorial in Haldighati reminds us of the spectacular feat achieved by the brave and loyal horse.

Word Development Skill

A. Write down the antonyms of the following:

1. unknown 2. cowardly 3. inferior 4. fail
5. safety 6. laugh

B. Make meaningful sentences using the words given below:

1. Green is my favourite colour
2. My dog is very faithful
3. The memorial honours heroes
4. A lion is a spectacular being
5. They were loyal friends

Grammar Skill

Nouns: Number

Rewrite the following sentences by changing the nouns in coloured letters into their plural form and making necessary changes:

1. The dentists checked my teeth.
2. The women have cats.
3. The geese were swimming in the pond.
4. The deer were eating the grass.
5. The cats caught the mice.
6. Children are playing with their toys.
7. No, there are no taxis and buses running on the roads.
8. The leaves of the trees are green.

Nouns: Gender

Rewrite the following sentences by changing the nouns in coloured letters from masculine to feminine gender. Make necessary changes wherever needed.

1. The queen taught the princess the skill of warfare.
2. The woman sang a sweet song.
3. The tigress and the lioness are wild animals.
4. My aunt and my niece visited us yesterday.
5. My sister is feeding a cow.

Direct and Indirect Speech

Change the following sentences from direct speech to indirect speech

1. She said that she was a little scared.
2. The teacher said that our time was over.
3. He says that he is happy.
4. Dad said not to cry.
5. Lia asked me when I will come.

MATHS

Strategies for effectively teaching math to elementary schoolers

Use hands-on learning methods like building blocks or dice rolls.

Incorporate visuals by using props and objects to demonstrate various concepts.

Integrate math games into math lessons.

Connect math concepts to everyday life using relatable examples.

Allow students to explain their reasoning.

Give frequent feedback and direction.

Reward progress.

Personalize lessons.

(Answer keys are provided in the textbook)

SCIENCE

Core Focus Areas

- Inquiry and Reasoning: Move beyond observation to asking “why” and “how” questions. Encourage students to hypothesize and explain what they see.

Teaching Methods

Structured Experiments and Guided Discovery

- Design simple experiments where students predict, observe, record, and conclude. Example: Investigate what dissolves in water, how shadows change during the day, or how seeds sprout in different conditions.

Use of Scientific Language and Tools

- Introduce basic tools like magnifying glasses, thermometers, or measuring jars.
- Encourage the use of scientific terms (e.g., roots, evaporation, dissolve, muscle).

Visual Aids and Demonstrations

- Use labelled diagrams, animated videos, charts, and live models to explain processes like digestion, water cycle, or types of teeth.

- Demonstrate processes (e.g., making a simple water filter, creating a mini pulley).

Storytelling with Explanation

- Use short narratives to introduce real-world science (e.g., a story about food traveling through the digestive system).

- Follow stories with reasoning-based questions like “Why did this happen?” or “What will happen next?”

Interactive Learning

- Pair and group work for experiments, projects, or games like “Guess the Material” or “Sort and Classify”.

- Science-themed challenges and role-play activities (e.g., acting as weather reporters, plant parts, or simple machines).

Reinforcement Techniques

- Science Journals: Let students maintain journals to record observations, draw diagrams, and reflect on what they learn.

- Concept Maps and Flowcharts: Use these for complex ideas like the water cycle or digestion.

- Worksheets and Question Prompts: Encourage logical thinking and written expression.

- Art and Craft Integration: Make 3D models (e.g., lungs, soil layers) and posters to represent learning creatively.

Important Considerations

- **Link to Daily Life:** Use examples from the kitchen, garden, school, and neighborhood to make science relatable.
- **Use Local Resources:** Incorporate nearby plants, animals, weather patterns, and folk knowledge where possible.
- **Safety and Responsibility:** Reinforce safety during activities and encourage care for the environment, hygiene, and health.
- **Support All Learners:** Provide differentiated instructions through visuals, oral explanations, hands-on support, or advanced challenges as needed.

Lesson 1 : Food and its Importance

The lesson can begin with a fun activity where students recall and list everything they ate the previous day. The teacher then leads a discussion on how food gives us energy, helps us grow, and keeps us healthy. Students are introduced to the idea that food contains different nutrients such as carbohydrates, proteins, fats, vitamins, and minerals. A simple sorting game using food flashcards can help them understand which foods provide which nutrients.

To discuss balanced and unhealthy diets, the teacher can use a chart or a plate model to show what a healthy meal looks like. A short video or story about a child who only eats junk food can lead to a

conversation about why too much junk food is harmful. Students can then sort food pictures into healthy and junk categories and reflect on their own food habits. They can work in groups to make a classroom poster showing a balanced meal.

Food preservation is introduced by talking about how we keep food from spoiling. The teacher can bring examples like pickles, packed snacks, or milk stored in the fridge. A simple demonstration, such as comparing a fresh fruit with a dried one, can show how food is preserved. Students can share how food is stored in their homes and list methods like drying, cooling, and salting.

The lesson ends with a quick quiz or recap where each student chooses their favourite healthy food and explains what benefit it gives. They can also draw their version of a “super meal” that keeps them strong and active. This encourages personal connection and reinforces the value of eating well.

Check N Mate

A. Write ‘T’ for True and ‘F’ for False statements.

1. T 2. T 3. F 4. T

B. Answer the following questions.

1. Wheat and potato
2. Meat and nuts
3. Papaya and broccoli

Exercise

A. Objective Type Questions.

1. Fill in the blanks with the correct word.

1. energy 2. energy 3. body building 4. balanced 5. Vitamins

2. Name any three.

1. Breads, cereals, milk products
2. Oil, butter, nuts
3. Meat, fish, cheese
4. A, B, C
5. Broccoli, papaya, almonds
6. Calcium, iron, sodium
7. Salt, Oil, Vinegar

B. Very Short Answer Questions

Give one word answer.

1. Fat 2. Haemoglobin 3. Roughage 4. Protein
5. Carbohydrates 6. Bacteria 7. Drying

C. Short Answer Questions.

1. We need food for energy and protection against diseases.
2. Food substances that nourish our body and make us strong and healthy are called nutrients. The kinds of nutrients are carbohydrates, fats, proteins, vitamins, and minerals.

3. The different minerals that the body needs are calcium, iron, sodium, and potassium.

4. A balanced diet is a diet that has proper proportions of all nutrients.

5. Vitamins and minerals help fight against infections and diseases.

6. Roughage helps to clean the digestive system by removing waste from the body.

7. Junk food lacks essential nutrients, and eating it may also cause digestive problems.

8. We need to drink 6-8 glasses of water every day, as water helps to regulate the body temperature and helps to clean the digestive system.

9. Refrigeration slows down the bacterial growth as they become inactive due to low temperature.

D. Long Answer Questions.

1. Carbohydrates provide energy for the body, mainly for the brain and the nervous system. Like carbohydrates, fats also provide energy to the body and help the body to absorb certain vitamins.

2. Young children must include protein-rich food in their diet for their growth.

3. Vitamins help to form and maintain healthy teeth, bones, and skin. They help fight against infections and diseases. Minerals are required to remain healthy. We need calcium for healthy bones and teeth, and iron for the formation of blood.

4. The ways to keep our body healthy are:

- We should eat a healthy and balanced diet
- We should exercise regularly
- We should drink at least 6-8 glasses daily

5. Three steps to avoid food wastage are:

- Plan your meal so that there is no excess
- Refrigerate the leftovers and reuse them
- Finish all the food on your plate

6. Three benefits of food preservation are:

- The food will last longer
- The food is easy to store and distribute
- Food wastage is reduced

7. The different methods used for the preservation of food are:

Drying - Removes water and prevents bacterial growth, which spoils the food. Example - Chilies are preserved by drying.

Refrigeration and freezing - Slows down bacterial growth.

Canning - Process of applying heat to food and sealing it in a jar in order to destroy any microorganisms.

Pickling - Preserving food in brine, vinegar, or oil.

Time to Recall (To be done by students)

Time to Apply

Nimisha should avoid junk food. And eat a more balanced diet consisting of fruits and vegetables.

Time to Discuss

Brown bread is made out of wheat, whereas white bread is made from maida. Wheat is healthier than maida.

Cross out the odd one in each of the following.

1. 3 2. 2 3. 1

Lesson 2 : Human Body - Digestive and Excretory Systems

The lesson can begin with a question like “What happens to the food after we eat it?” to spark curiosity. The teacher then introduces the digestive system through a simple storytelling approach, explaining how food travels from the mouth to the stomach and then through the intestines. A visual aid or a classroom model showing the digestive organs helps children follow the journey. Students can act out each stage using hand gestures or movements to represent chewing, swallowing, and digestion.

To explain the excretory system, the teacher can compare the body to a machine that must remove waste. With the help of diagrams or videos, students learn about the role of the kidneys, bladder, and urine. A simple activity like coloring the organs or arranging cutouts in the correct order helps reinforce learning.

The importance of drinking water to help the kidneys work well can be emphasized with a discussion.

Group activities can include matching functions to organs, sequencing cards for digestion, or a role-play where students pretend to be parts of the digestive or excretory system. The class can also be encouraged to keep a “water tracker” for a day to observe their own habits.

The lesson concludes with a recap and a drawing activity where students illustrate the digestive system or create a mini-booklet about how food gives energy and how waste is removed. This reinforces both understanding and expression in a creative way.

Warm Up

Name the following:

1. Stomach 2. Organ 3. Saliva 4. Oxygen
5. Carbondioxide

Check N Mate

Write ‘T’ for True and ‘F’ for False Statements

1. T 2. T 3. F 4. T

Check N Mate

Fill in the blanks with correct words

1. waste 2. kidneys 3. Urine 4. Do not

Exercise

A. Objective type questions.

I. Multiple Choice Questions

1. Gall bladder 2. Food pipe 3. Anus 4. Kidney

II. Fill in the blanks with the correct word.

1. digestive system 2. small 3. mouth
4. excretory system 5. urinary bladder

III. Match the following

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

B. Very Short Answer Questions.

Name the following

1. Stomach 2. Small intestine 3. Liver and pancreas
4. Ureter 5. Lungs and Skin

C. Short Answer Questions.

1. The purpose of the digestive system is to break down food and absorb the nutrients.
2. The different parts of the digestive system are:
 - Mouth · Food pipe · Stomach
 - Small intestine · Large intestine · Anus
3. The mouth makes saliva, the stomach makes acids and enzymes to kill bacteria and break down proteins. The liver makes bile, and the pancreas makes pancreatic juice.
4. Saliva breaks down starchy food into simple soluble substances.
5. Undigested portions of the food become waste and are thrown out of the body through the anus.
6. Excretion is the process of removal of waste products from the body.

7. The different parts of the excretory system are:

- Urinary system
- Skin
- Lungs

D. Long Answer Questions.

1. (To be done by the students)
2. The food remains in the stomach for around four hours. Here, the acids and enzymes kill the bacteria and break down proteins into simple substances.
3. Nutrients get absorbed into the blood through the walls of the small intestine.
4. Kidneys separate waste and excess water from the blood. The leftover waste products pass to the urinary bladder through the ureter. When there is enough urine in the bladder, it exits the body through the urethra.
5. The other organs of the excretory system are the skin and lungs. The skin removes waste in the form of sweat and the lungs remove carbondioxide.
6. Three ways to keep the digestive and excretory system healthy are:
 - Eat a balanced diet with a lot of fiber
 - Drink enough water
 - Avoid overeating
 - Do not skip your meals

Time to Recall

To be done by the students

Time to Apply

1. Rohan must chew and eat his food slowly to ensure proper digestion.
2. Resting a while after eating is essential, as the stomach needs oxygen to digest the food. And running also requires oxygen.

Time to Discuss

If wastes are not thrown out of the body, they will build up inside and make us very sick. Our body needs to remove waste to stay clean and healthy.

Time to Do

Complete the crossword using the given clues

Down

1. Digestion
4. Saliva

Across

2. Kidneys
3. Stomach
5. Anus

Lesson 3 : Adaptation in Animals

Warm Up

Lion, rabbit - land, has lungs to breathe

Fish - water, has gills to breathe

Duck - land and water, webbed feet to walk in water

Check N Mate

Write T for True and F for False statements

1. T
2. F
3. T
4. F

Check N Mate

Fill in the blanks with the correct words

1. skin 2. Herbivores 3. fruit 4. poaching

Time to understand

A. Objective Type Questions.

I. Multiple Choice Questions.

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

B. Name each of the following groups according to their habits.

1. Terrestrial 2. Aquatic 3. Amphibian
4. Arboreal 5. Aerial

C. Short Answer Questions

1. Animals help with seed dispersal and maintain the balance in nature.

2. Physical Adaptations - The limbs of birds have been modified into wings, and the gills that fish have enables them to breathe in water.

Behavioural Adaptations - Migrating to other places for food, mimicking to look like something else.

3. The ability of some animals to merge with their surroundings, making it difficult to see them, is called camouflage.

4. Some animals become inactive during the hot summer to prevent the loss of water from their bodies. This is called aestivation.

5. To survive the winter months, some animals go into a long and deep sleep. This is called hibernation.

D. Long Answer Questions

1. Adaptation is the modification or change in the body or behaviour of animals that helps them to survive in their natural surroundings. Physical adaptations and behavioural adaptations are the types of adaptations in animals.

2. The adaptations found in desert animals are:

- Keen senses of sight, smell, and hearing
- Thick skin to avoid loss of water
- Dull colour to blend with the surrounding environment

3. Penguins have a thick skin and lots of fat under their skin to keep them warm in cold weather. Polar bears have thick white fur on their bodies to keep them warm and blend with their surroundings.

4. Aerial animals have the ability to fly in the air, whereas arboreal animals spend the majority of their lives in trees.

5. Three adaptations found in amphibians are:

- They are cold-blooded, which means the temperature of their body changes when the temperature around them changes
- They are vertebrates and have a backbone

• When they're young and live in water, they breathe with their gills. And as they grow, they stay on land and breathe with their lungs

6. Three adaptations found in aquatic animals are:

- Body is streamlined, which helps to minimise water resistance.
- They have fins to swim in water easily.
- Their body is covered by scales, which make them soft and slippery to escape from their enemies.

7. Terrestrial animals live on land, whereas aquatic animals live in water. Terrestrial animals breathe through their lungs, whereas most of the aquatic animals breathe through their gills.

8. The many ways to take care of animals are:

- Animals should not be removed from their natural habitat.
- Pets at home should be examined by a vet and vaccinated.
- We should not abuse or harm animals, whether they are our pet or a stray.

Time to recall

To be done by students

Time to Apply

1. Siberian cranes migrate to India every winter to escape the harsh Siberian winter.

2. The grasshopper is green and camouflages well with leaves.

3. If a camel and a polar bear exchange their habitats, they will not survive. A camel is suited for the desert regions, whereas polar bears need snow.

Time to Discuss

1. Whales and dolphins are mammals with lungs. They do not have gills like other sea animals. So, they have to occasionally come up to the surface of the water to breathe.

2. Frogs breathe through their lungs while on land, and through their skin while in water.

Time to Observe

1. Monkey 2. To fly 3. Gills 4. Eagle
5. White fur

Time to Do

1. Arunachal Pradesh 2. Tamil Nadu 3. Kerala
4. Rajasthan 5. Uttarakhand 6. Karnataka 7. Maharashtra 8. Odisha 9. Uttar Pradesh 10. Uttar Pradesh

SOCIAL STUDIES

Storytelling and Historical Thinking

Use engaging narratives to introduce historical events, freedom fighters, ancient civilizations, and important movements. Ask students to imagine life in different

time periods. Encourage them to compare past and present, building a sense of historical timelines and the importance of remembering history.

Civic Awareness Through Role Play and Discussion

Introduce concepts of citizenship, rights and duties, civic sense, elections, and public responsibilities through interactive activities. Students can simulate voting, act out good citizen scenarios, or discuss how to improve their neighbourhood or school. Reinforce ideas like fairness, community, and responsibility.

Visual Tools and Concept Maps

Use wall maps, timelines, and flowcharts to show periods of history, directions, and movements of the Earth. Show images of monuments, leaders, and public institutions to support civic and historical understanding. Concept maps can help connect ideas like duties, rights, and responsibilities.

Project-Based and Collaborative Learning

Have students create group posters on topics like “My Dream Neighbourhood” or “Important Days in India.” Encourage basic research, use of library or internet (supervised), and presentations. This builds collaboration, confidence, and deeper subject connection.

Reinforcement Through Creative Activities

Let students design flags, make mini-books on freedom fighters, or draw the three branches of

government. Use quizzes, memory games, and map hunts to revise topics. Reward curiosity, reasoning, and participation to build a positive learning environment.

Lesson 1 : Story of the Past History

Begin the lesson by explaining that history is the story of how people lived long ago and how the world has changed over time. Use a simple timeline on the board to introduce the three main periods of Indian history: Ancient, Medieval, and Modern. Talk about why history is important—how it helps us understand our roots, learn from past mistakes, and honour the people who built our nation. You can show pictures of early tools, forts, or famous leaders to spark curiosity.

Next, connect the idea of history to national events we celebrate today like Independence Day, Republic Day, and Gandhi Jayanti. Ask students why these days are important and what they know about Mahatma Gandhi. As a class activity, students can create a mini booklet or draw a scene from any historical event they’ve heard about. Close the lesson with a simple discussion about how their lives today are shaped by the events of the past.

Exercise

A. Tick the right answer.

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

B. Fill in the blanks with words given in the box.

1. History 2. systematic 3. past 4. present

C. Write 'T' for true and 'F' for false statements

1. F 2. T 3. F 4. F 5. F

D. Answer the following questions:

- History is the study of the events from our past in a systematic way.
- Studying history is important because:
 - It gives us the opportunity to learn about the events that took place.
 - It tells us how the viewpoints and decisions of powerful people affected our society.
- Three important dates in Indian history are August 15th (Independence Day), January 26th (Republic Day), and October 2nd (Gandhi Jayanti).

Hots

Yes, understanding history teaches us about mistakes from the past that can be avoided in the future.

Lesson 2 : Knowing About Civics

Begin by explaining that civics is the study of how a country works and how citizens play a part in it. Introduce the idea that everyone living in a country is called a citizen, and every citizen has rights like going to school, and duties like obeying laws and keeping places clean. Use real-life examples like standing in line, throwing waste in the bin, and helping others to explain civic sense.

Next, talk about what makes a good neighbour and a good citizen - someone who is kind, respectful, and responsible. You can ask the class to role-play a situation where one student is being a helpful neighbour and another is being careless. Use props like a water bottle or schoolbag to act out the scene. End the lesson by asking students how they can show civic sense in school or at home, and make a simple class poster on "My Duties as a Good Citizen."

Exercise

A. Tick the right answer.

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

B. Fill in the blanks with the words given in the box.

1. Rights 2. Duties 3. Civics 4. civilized

C. Write 'T' for true and 'F' for false statements.

1. T 2. T 3. F 4. T 5. F

D. Answer the following questions:

- The study of the rights and duties of the people living in a society is called civics. These rules ensure that all people live a safe, secure, and comfortable life. These rules also make us understand the way in which our country functions. Hence, studying civics is important.
- A person born in a country in which his or her parents have been living for many years is a citizen of that country.
- Two rights of a citizen are:
 - Freedom of speech
 - Freedom to work

- Two duties of a citizen are:
- Following the rules of the country
- Keeping the surroundings clean

4. Civic sense helps us to have concern for other citizens and the nation. Two examples of civic sense are:

- Help people if required
- Live peacefully and be friendly

5. A good citizen does the following:

- Respects the nation and other citizens
- Never break the rules

Lesson 3 : Our Responsibilities

Start the lesson by explaining that as citizens, we all have responsibilities that help keep our country clean, safe, and fair for everyone. One of the biggest responsibilities for adults is voting in elections to choose good leaders. Use a simple class voting activity (like choosing a class monitor) to show how voting works and why every vote matters.

Next, talk about taking care of public properties like schools, hospitals, parks, and monuments. Ask students what would happen if someone scribbled on walls or damaged benches in a park. Use classroom objects like chalk, duster, or bags to role-play what it means to protect shared spaces. End with a short discussion on how students can be responsible at school and in their community, followed by drawing a “Do and Don’t” chart.

Exercise

A. Tick the right answer.

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

B. Fill in the blanks with words given in the box.

1. private 2. public 3. voting 4. Election

C. Write ‘T’ for true and ‘F’ for false statements.

1. T 2. F 3. T 4. F 5. T

D. Answer the following questions:

1. Election is choosing a candidate for an official position. People take part in it to form the government and take care of public properties.

2. Two main responsibilities of a citizen are to take care of public properties and participate in an election.

3. Elections are held in India every five years. All citizens who are over 18 years of age can take part in the election and vote.

4. In India, the country is divided into many constituencies, and different parties have candidates in these constituencies. The candidates who win the maximum number of votes win the election in that constituency.

5. Properties like roads, bridges, parks, railways, hospitals, etc., that are used by all people are called public properties. It is our duty to take care of them and protect them.

Hots

If we see a person damaging public property, we should inform the authorities concerned.

Lesson 4 : Movements of the Earth

Begin the lesson by introducing the idea that the Earth is always moving, even though we cannot feel it. Use a globe and a torch to demonstrate how the Earth rotates on its axis, causing day and night. Let students observe how light only falls on one side of the globe at a time, helping them understand why we have daytime and nighttime.

Next, explain the revolution of the Earth around the Sun and how this movement causes seasons. Use classroom objects like a round table and a small ball to show the Earth's path around the Sun. Reinforce learning through a group activity where students label seasons and draw what people wear or eat during each season. End with a quick quiz or drawing activity to recap the key points.

Exercise

A. Tick the right answer.

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

B. Fill in the blanks with words given in the box.

1. revolution 2. rotation 3. leap 4. February

C. Write 'T' for true and 'F' for false statements.

1. F 2. F 3. T 4. T 5. T

D. Answer the following questions:

1. The axis of the Earth is an imaginary line running through the planet's center from the north pole to the south pole.
2. The Earth's spinning on its imaginary axis leads to a movement called rotation. It takes the Earth 24 hours to complete one rotation on its axis.
3. The rotation of the Earth causes day and night.
4. The revolution of the Earth causes seasons.
5. The seasons change based on which part of the Earth is tilted towards the sun. When the northern hemisphere is tilted away from the sun, the southern hemisphere has summer, and vice versa.

Hots

The poles have only two seasons.

GENERAL KNOWLEDGE

Lesson 1 : Amazing Animals

This lesson introduces students to fascinating animals like the anaconda, porcupine, Komodo dragon, sloth, squid, and more. Begin with visual aids such as images or short videos to capture interest and highlight what makes each animal special. Focus on unique traits like the porcupine's quills, the sloth's slow movement, or the Komodo dragon's powerful bite. Help students observe how these features help the animals survive in their natural habitats.

Engage students with a mix of storytelling, games, and matching activities. Ask them to guess the animal from a set of clues or sort animals based on traits like speed, habitat, or food habits. Reinforce learning through drawing and labeling exercises or a simple quiz. Emphasize curiosity and wonder while encouraging children to share facts or experiences with animals they know about.

Lesson 2 : Beneficial Fruits

Begin the lesson by introducing the idea that different fruits offer different health benefits because of the nutrients they contain. Use flashcards or a fruit chart to explain how certain fruits are rich in vitamins, minerals, fiber, or natural sugars. For example, oranges are rich in Vitamin C which helps boost immunity, bananas have potassium which supports muscle function, and papayas help in digestion due to their enzyme content. Encourage students to make real-life connections by asking what fruits they eat regularly and what they know about them.

Guide students through the crossword activity by first reading each hint aloud and encouraging class discussion about what nutrient is being described and which fruit it matches. Use this as an opportunity to reinforce spelling and vocabulary. As a follow-up, divide the class into groups and assign each group a fruit. They will prepare a short chart or poster with its picture, key nutrients, and one benefit. Wrap up the class with a short quiz or game like “Guess the Fruit by the Nutrient” to reinforce recall and engagement.

Lesson 3 : Famous Indian Musicians

Begin the class by playing short clips of traditional Indian music featuring instruments like the sitar, tabla, flute, and shehnai. Ask students how the music made them feel and which sound they liked best. This creates curiosity and sets the stage for learning about famous Indian musicians who play these instruments. You can show pictures of each instrument as they listen to help them connect the sound to the visual.

Introduce musicians like Ravi Shankar (sitar), Zakir Hussain (tabla), Bismillah Khan (shehnai), and Hariprasad Chaurasia (flute) with simple facts and visuals. Guide students through the textbook activity where they match each musician to their instrument. To wrap up, you can play a fun quiz or rhythm clap game to help reinforce what they learned in an engaging way.

Lesson 4 : Odd One Out

Begin the lesson by showing students some everyday classroom objects like a chalk, duster, water bottle, and even pointing to groups of students such as boys and girls. Ask them which item or group does not belong together and why. For example, chalk, duster, and water bottle are school things but boys and girls are people. This way, they connect the odd one out idea to things around them and understand how to look for patterns and categories in daily life.

After this, guide them through word or picture sets from the textbook and let them work in pairs to spot the odd one out. Encourage them to explain their thinking so they build reasoning skills and confidence. Wrap up the class with a simple quiz or a game where they make up their own odd one out sets using other classroom items or things from home. This makes the lesson practical, fun, and memorable.

Lesson 5 : Inventions and Inventors

Begin the class by holding up familiar objects like a water bottle, a notebook, or a schoolbag. Ask students to imagine who might have invented such things and why. Then introduce the idea that many of the things we use today, like phones or vehicles, were created by brilliant minds. Talk briefly about the aeroplane and the Wright brothers, the telephone and Alexander Graham Bell, the radio and Marconi, radium and Marie Curie, and the motorcycle, which came from several early inventors. Use pictures, short videos, or classroom discussions to help students connect inventions to their everyday lives.

As a fun activity, divide the class into pairs and give each pair the name of an invention. Ask them to act out or explain how life would be without that invention. For example, how would we travel without aeroplanes or communicate without telephones? You could also do a matching game on the board, where students match inventors to their inventions. This helps build awareness, curiosity, and appreciation for creativity and problem-solving.

Lesson 6 : Freedom Fighters

Begin the class by showing a picture of the Indian flag and asking students what they know about Independence Day. Use this as a starting point to talk about freedom fighters who helped India become free. Introduce a few key names like Mahatma Gandhi, Subhas Chandra Bose, Rani Lakshmi Bai, Bhagat Singh, and Jawaharlal Nehru. Share short stories about each one, focusing on their bravery, leadership, and love for the country. Keep the language simple and connect their actions to values like courage, honesty, and sacrifice.

To make it interactive, assign each student or group a freedom fighter and let them present a line or two about them with a small prop like a stick for Gandhi's walking stick or a cap for Nehru. You could also play a patriotic song and ask students to draw the freedom fighter they liked most. Wrap up by discussing how we can show love for our country today through small actions like helping others and keeping our surroundings clean.

Lesson 7 : Antonyms

Begin the lesson by asking students simple questions using familiar words like "Is the water hot or cold?" or "Is the bag heavy or light?" Guide them to notice how some words have opposite meanings. Introduce the term "antonym" and explain that it means the opposite of a word. Use clear examples on the board like big-

small, happy-sad, fast-slow, and day-night. Say each pair aloud and have the class repeat after you to reinforce pronunciation and understanding.

To make it interactive, turn it into a game using objects and actions found in the classroom. For example, ask one student to stand and another to sit to show stand-sit. Use a chalk and duster to represent clean-dirty. Have a student hold a full water bottle and then an empty one to show full-empty. You can also play a matching game on the board where students draw lines connecting opposite words. Wrap up with a quick quiz or ask students to share antonyms they know from daily life.

Lesson 8 : Olympics

Begin the lesson by showing the Olympic rings and asking students if they have seen them before. Introduce the Olympics as a global sports event that brings athletes from around the world together every four years. Explain that the games are held in different countries and include sports like running, swimming, gymnastics, and more. Talk briefly about the ancient Olympics in Greece and how the modern games continue the tradition of peace and sportsmanship.

Make the class lively by turning it into a mini classroom Olympics. Use simple props like pencils for relay races, chalk for a quick hopscotch, or desks for a long jump line. Divide the class into teams named after countries and let them take part in fun challenges to promote teamwork and a healthy competitive spirit. You can also show pictures of famous Indian Olympic

athletes like Neeraj Chopra or P. V. Sindhu and ask students which sports they play. End the lesson by encouraging children to dream big and stay active.

Lesson 9 : Animal Groups

Begin the lesson by showing pictures or models of different animals and asking students to identify and describe them. Introduce the idea that animals can be grouped based on their features like body covering, how they breathe, how they move, or where they live. Explain the main animal groups one by one with examples: mammals like lions and cows have hair and feed their young milk; reptiles like snakes and lizards have dry scales; amphibians like frogs live on land and water; aves or birds have feathers and lay eggs; insects have six legs and three body parts; and fishes live in water and have gills and fins.

Use simple class objects or flashcards to make a sorting activity. For example, a bird cutout can go into the aves basket, or a toy fish into the fish group. You can turn this into a group game where students come forward and place animal names or pictures in the correct category. Reinforce learning by asking students to make a chart in their notebooks with columns for each group and drawing one example. End the class with a fun quiz or song about animal groups to help them remember the differences.

Lesson 10 : Amazing Plants

Begin the lesson by capturing students' curiosity with images or videos of unusual plants like the Venus

flytrap, pitcher plant, sundew, and touch-me-not. Explain how these plants are different from regular ones. For example, some trap insects for food because they grow in places where the soil lacks nutrients. Use storytelling to describe how a fly gets trapped inside a pitcher plant, helping students visualize how it works. Highlight how nature creates fascinating ways for plants to survive in difficult conditions.

Bring in a few props or draw simple diagrams on the board to compare regular and insect-eating plants. Use classroom objects to role-play how the Venus flytrap snaps shut or how the sticky sundew traps bugs. As an activity, students can draw one amazing plant and write a few lines about its special features. Wrap up the lesson with a fun guessing game where students listen to clues and guess the plant. This lesson will help them see plants as more than green leaves and appreciate the wonders of nature.

Lesson 11 : Smart Gadgets

Begin by asking students what tools they use to write, find places, or get money. Introduce the idea of smart gadgets that help us in daily life. Show objects or pictures of a fountain pen and explain how it made writing easier and smoother. Then talk about Braille, a system used by people who cannot see, and let students touch paper with raised dots to feel how Braille letters work.

Next, explain GPS as a gadget that shows directions using satellites. Give a classroom example like finding the way to the library. Introduce ATM machines as a way to take out money quickly. Use a pretend ATM setup to show how it works. Wrap up with a matching activity where students connect each gadget to what it does. Let them draw a gadget or imagine one they would invent.

Lesson 12 : Countries and Currencies

Begin the class by showing a world map and pointing out the countries: India, China, Japan, Bangladesh, USA, Russia, Italy, and Iran. Ask students if they have heard of these countries and what they know about them. Then, introduce the concept of currency as the money used in each country. Use flashcards or pictures of each country's currency, like the Rupee, Yuan, Yen, Taka, Dollar, Ruble, Euro, and Rial. Link each one to its country with repetition and clear pronunciation.

For an activity, play a matching game where students pair the country with its correct currency. You can also bring real or play money samples for hands-on interaction. To reinforce learning, ask students to draw the flag of each country and write the name of its currency next to it. End with a quick quiz or group recap where students take turns identifying countries and their currencies aloud.

TERM 2

ENGLISH

Lesson 1 : Making A Nest

The story Making a Nest is about a magpie who is the only bird that knows how to build a nest. One by one, other birds come to learn from her, but each interrupts her, thinking they already know enough, and leaves without thanking her. In the end, the birds know only parts of the nest-making process, and their nests are never as good as the Magpie's. The story teaches patience, the value of listening carefully, and the importance of showing gratitude. New vocabulary in the lesson includes cliff (a steep rock face), barn (a large farm building), meadow (a grassy open area), and dome (a rounded roof-like shape).

Students can take part in a role play where they act as the magpie and the different birds to practise dialogue and expressions while understanding the moral. They can also do a sequencing activity where they arrange the steps of making a nest in the correct order, and write a "Thank You" card from the birds to the magpie. Vocabulary work could include matching each new word with a picture, using them in sentences, or making a drawing of a scene that includes a cliff, barn, meadow, and dome.

The grammar focus will be on personal pronouns (I, you, he, she, we, they), demonstrative pronouns (this, that, these, those), and possessive pronouns (my,

your, his, her, our, their). Students will underline pronouns in the story, then complete a worksheet where they replace nouns with the correct pronouns. They can also play a "Pronoun Swap" game: the teacher reads a sentence from the story with nouns, and students must quickly say the correct pronouns to replace them. For example, "The magpie is clever" becomes She is clever; "These are my twigs" becomes These are mine. This makes grammar practice interactive and connected to the story.

Test of Understanding

A. Tick the correct answer:

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

B. Fill in the blanks:

1. bird, nest 2. learn 3. Bald Eagle 4. Oriole, twigs 5. Swallows, buildings 6. flew away, left, thank you

C. Who said it?

1. Magpie 2. Bald Eagle 3. Oriole 4. Magpie 5. Magpie

D. Write 'T' for True and 'F' for False against the following statements:

1. T 2. F 3. T 4. F

Writing Skill

Answer the following questions:

1. Robin and Crow said that they have no use for domes. And that they would cover their little ones with their wings.

2. Magpie built her nest using mud and sticks at the top of a high tree. She covered it with a dome to make it cozy.

3. Magpie was the only wise bird as she was the only one who knew how to build a nest.

4. One day, all the birds went to Magpie to learn how to build nests.

5. The birds that gathered to listen to Magpie's instructions were Bald Eagle, Lark, Bobolink, Oriole, WhipPoorWill, Robin, Crow, and Swallows.

Vocabulary Development Skill

1. Duck 2. Pelican 3. Penguin 4. Vulture
5. Hen 6. Crane

Grammar Skill

Pronouns

A. Circle the correct personal pronouns in the following sentences:

1. I 2. He 3. She 4. You 5. We 6. They

B. Circle the correct demonstrative pronouns:

1. This 2. These 3. That 4. Those 5. These

C. Write the correct possessive pronouns:

1. hers 2. mine 3. his 4. ours 5. theirs

Creative Skill

(To be done by the students)

Lesson 2 : Little Squirrel

The story poem is about a happy, quick little squirrel who collects nuts, hides them safely, and enjoys scampering around. Students can first listen to the poem read aloud with emphasis on rhythm and expression, then discuss how the squirrel's actions help it prepare for different seasons. This is also a chance to talk about how animals show habits and instincts, making the poem more meaningful.

For activities, students can do a role-play where some are "squirrels" collecting paper nuts and hiding them in different spots in the classroom, while others guess where they're hidden. A drawing and colouring activity could have them illustrate the squirrel in a meadow, barn, cliff, or under a dome-shaped tree, connecting with vocabulary from previous lessons. Another fun option is a memory game—place pictures of nuts under cups, shuffle them, and see if students can remember where they are. They can also write a short diary entry as if they were the squirrel, describing their day.

For grammar, focus on verbs by making a list from the poem such as run, jump, hide, collect, play. Have students act out each verb as you say it. Then, give them sentences with missing verbs: The squirrel - a nut. or It - under the tree. You can also play a quick game where students change the tense of a verb: you say run, they say ran, and so on. This way, they learn verbs in a lively, physical way that matches the playful tone of the poem.

Test of Understanding

A. Tick the correct answer:

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

B. Write the rhyming words:

1. call 2. role 3. blows 4. see

Writing Skill

A. Complete the poem:

He darts through the green trees,
where the cool wind blows.
A tiny creature, full of flee,
The happy squirrel for all to see.

B. Answer the following questions:

1. The squirrel gathers nuts.
2. The squirrel hides his nuts away in a cozy, deep hole.
3. The squirrel is fluffy, brown, and tiny. He has bright eyes and a twitching nose.
4. The wind is cool.

Vocabulary Development Skill

A. Make sentences using the following words:

1. The sun is a bright object in the sky.
2. The cleaner gathers the waste.
3. A dog is a loyal creature.
4. I was tiny when I was a baby.

B. Write two words from the poem that mean the same:

Small - Tiny, Little

Grammar Skill

Verbs

Underline the verbs in the following sentences:

1. was happy 2. is sad 3. has 4. are eating
5. talked 6. writes 7. am writing 8. will be leaving
9. went 10. is flying

Lesson 3 : Cinderella

The story of Cinderella tells of a kind young girl treated badly by her stepmother and stepsisters, who still stays gentle and helpful. With the help of her fairy godmother, she goes to the royal ball, meets the prince, and eventually lives happily ever after. The moral is that kindness and patience can lead to good fortune, and being mean to others only brings unhappiness. Students can discuss how Cinderella's attitude made a difference to her future.

For activities, students can do a role-play of the ball scene, the glass slipper fitting, or the moment the fairy godmother arrives. They could create a story sequence strip, drawing and arranging key events in order. A "What if?" discussion game can be played where students imagine how the story would change if Cinderella had not gone to the ball or if she had been unkind. You could also have a costume or crown-making craft to bring the story to life.

For grammar, work on tenses by making sentences from the story in past, present, and future forms. Example: She cleaned the house (past), She cleans the house (present), She will clean the house (future). For degrees of comparison, take adjectives from the story and practice: kind - kinder - kindest, beautiful - more beautiful - most beautiful. A quick game could be "Cinderella Challenge," where students act out sentences you say, changing the tense or the degree of comparison as instructed.

Test of Understanding

A. Tick the correct answer:

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

B. Fill in the blanks:

1. stepmother, stepsisters 2. work
3. kind, pleasant 4. Fairy Godmother

C. Who said it?

1. Stepsisters 2. Cinderella 3. Prince 4. Prince
5. Prince

Writing Skill

Answer the following questions:

1. Cinderella was a kind and pleasant girl who lived with her stepmother and stepsisters.
2. The stepmother was not a good person and did not treat Cinderella well.
3. Cinderella got a pretty dress when a Fairy Godmother cast a spell on her.

4. The prince danced with Cinderella because she looked pretty.

5. At the end, the slipper fits Cinderella's foot, and she marries the prince and becomes a princess.

Vocabulary Development Skill

A. Find the words with the opposite meaning.

1. good 2. pleasant 3. pretty 4. cry
5. forget 6. search

B. Circle the verbs that mean the same in each row.

1. catch, grab, seize 2. cry, sob, weep
3. drop, fall, crash
4. fight, quarrel, struggle 5. cook, fry, roast

Grammar Skill

Present, Past, and Future Tense

Tick the correct option.

1. (a) 2. (b) 3. (a) 4. (c) 5. (a) 6. (c)
7. (b) 8. (c)

Degrees of Comparison

Fill in the table with the right degree of comparison.

1. smarter, smartest 2. deep, deeper 3. clean, cleanest
4. longer, longest 5. thin, thinnest

Lesson 4 : Granny's World

In this lesson, students can be introduced to the poem *Granny's World*, where Granny learns how to use a laptop and starts sharing her recipes by creating blogs. The teacher can begin by asking students about their grandmothers and what they do for fun or to help others. After reading the poem aloud, the teacher can guide students to discuss Granny's new skill of writing blogs and how it shows that learning is a lifelong journey. Students can share how their grandmothers use technology, or if they don't, what they think their grandmothers would enjoy doing online. A follow-up activity can involve drawing Granny using her laptop.

The grammar focus can be on singular and plural nouns and gender. The teacher can explain how singular nouns refer to one item (e.g., recipe) and plural nouns refer to more than one (e.g., recipes). The teacher can also introduce gender by explaining how some nouns are masculine (e.g., grandfather) and others are feminine (e.g., grandmother). Students can do a matching activity where they match singular nouns with their plural forms, and identify masculine and feminine nouns in the poem. The lesson can end with a quick review and a fun sentence-building activity. For homework, students can write five sentences using singular and plural nouns, and include one masculine and one feminine noun in each.

Test of Understanding

A. Tick the correct answer:

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

B. Match the words with their rhyming word:

1. (iii) 2. (iv) 3. (v) 4. (i) 5. (ii)

C. Write 'T' for True or 'F' for False against the following statements:

1. T 2. F 3. T 4. F

Writing Skill

A. Complete the poem:

She'll keep the word begging,
For her poetry and prose
For her masterpiece in Egyptology
For the stories that she knows!

B. Answer the following questions:

1. Granny gazes at the laptop. It's sleek and shiny new.
2. Granny is very scared of mice.
3. Granny's fans will beg for recipes of her fish curries and flans.

Word Development Skill

A. Match the latest gadgets with their names:

1. (iii) 2. (i) 3. (iv) 4. (ii)

B. Use the following words in sentences:

1. I love to gaze at the stars
2. This movie is a must-watch
3. She stared out of the window
4. I look up to my parents

Grammar Skill

Simple Present Tense

Fill in the blanks with simple present tense form of verbs given in the brackets:

1. like 2. does not obey 3. smoke 4. takes
5. do not go 6. work 7. want 8. do not fly

Simple Past Tense

Fill in the past tense verb in the blanks:

1. lived 2. did not buy 3. go 4. stopped
5. did not 6. give 7. liked 8. did not play
9. Did, become 10. Did, win

Simple Future Tense

Fill in the blanks using the simple future tense form of verbs given in the bracket:

1. shall do 2. will not take 3. will come
4. will not bake 5. will not help 6. shall stay
7. will catch 8. will not prepare 9. Will, ask
10. Will, play

Complete using as - as with the given words.

1. as tall as 2. as sunny as 3. as easy as
4. as fast as 5. as big as 6. as cold as

Lesson 5 : Yaksha Questions

Students will first read the summary of “The Yaksha Questions” and then identify the subjects and verbs in key sentences from the text. For example, they can

underline the subject once and the verb twice in sentences such as “Yudhisthira answers wisely” or “The Pandavas search for water.” This will help them see how the subject and verb work together to form the core of a sentence.

Next, they will practise the “too... to...” structure by creating their own sentences based on the story. They might write sentences like “The brothers were too thirsty to wait for permission” or “The lake was too beautiful to resist.” The teacher will guide them to understand that “too” shows an excessive degree and is followed by “to” plus a verb, showing what cannot be done because of that excess.

Finally, students will discuss the moral of the story, which teaches the importance of wisdom, patience, and respect for rules. They will work in pairs to rewrite parts of the story using correct subject–verb agreement and at least two “too... to...” sentences. Each pair will also write two original lines showing how Yudhishtira’s calm and thoughtful approach saved his brothers. This will allow them to connect the story’s values with the grammar skills they are practising.

Test of Understanding

A. Tick the correct answer:

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

B. Fill in the blanks:

1. banyan 2. voice 3. Bheema, brothers
4. thirsty

C. Who said it?

1. Yaksha 2. Yaksha 3. Yudhishtira
4. Yudhishtira

D. Write 'T' for True and 'F' for False against the following statements:

1. F 2. T 3. T 4. T

Writing Skill

Answer the following questions:

1. Nakula went in search of water. And he fell down unconscious as he ignored the warning the Yaksha gave him about drinking the water.
2. Bheema became very angry as he reached the bank of the pool and saw his unconscious brothers.
3. Yudhishtira was the wisest among the Pandavas.
4. Yama, the Lord of Death, came in the disguise of a Yaksha, as he wanted to test the Pandavas.
5. In the end, one by one, the Pandavas got up on their feet.

Vocabulary Development Skill

A. Write down the antonyms of the following words:

1. Injustice 2. Foolish 3. Unconscious
4. Sad 5. Unfair 6. Death

B. Match the words with their synonyms:

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

Grammar Skill

Subject-Verb

Fill in the blanks with is, are or am:

1. is 2. are 3. am 4. are 5. is

Fill in the blanks with was or were:

1. was 2. were 3. were 4. was 5. was

Fill in the blanks with has or have:

1. has 2. have 3. has 4. have 5. have
6. have

Usage of too - to

1. too hot / to 2. too cold / to
3. too short / to reach the shelf
4. too difficult / to pass 5. too long / to wait
6. too busy / to talk to me 7. too heavy / to carry

MATHEMATICS

SCIENCE

Lesson 1 : Adaptation in Plants

The teacher can begin by asking students if they have noticed how different plants grow in different places. For example, cactus grows in deserts, coconut trees grow near the sea, and lotuses grow in ponds. This will help them understand that plants adapt to their surroundings to survive. Terrestrial plants grow on land and show adaptations based on the climate like

thick stems and spines in deserts, tall trees with large leaves in heavy rainfall areas, and cone-shaped trees in hills. Aquatic plants, on the other hand, are found in water and can be floating like water hyacinth, fixed like lotus, or underwater like hydrilla. There are also special plants like insectivorous plants (Venus flytrap), parasitic plants (mistletoe), and saprophytic plants (mushrooms).

One activity can be a sorting game: students are given plant names or pictures, and they must place them under the correct category (desert, coastal, aquatic, etc.). Another engaging task is a guessing game where the teacher describes a plant's features ("I have spines instead of leaves to save water. Who am I?") and students answer. For creative reinforcement, children can be asked to draw or color a scene showing different plants in their natural habitat—like a desert with cactus, a pond with lotus, or a hill with pine trees.

A group activity could be "Plant Detectives" where each group researches one special type (aquatic, insectivorous, parasitic, etc.) and presents a short explanation to the class. This not only makes the lesson interactive but also helps students remember adaptations by teaching each other.

Check N Mate

Write 'T' for True and 'F' for False statements.

1. T 2. T 3. F 4. T

Fill in the blanks with correct words.

1. Floating 2. Stomata 3. Under water

Exercise

Time to Understand

A. Objective Type Questions:

I. Multiple choice questions:

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

II. Fill in the blanks:

1. Terrestrial plants 2. Aquatic plants
3. parasitic plants
4. plains 5. deserts 6. evergreen trees
7. marshes 8. insectivorous plants

B. Very Short Answer Questions.

I. Give examples for the following:

1. Banyan tree, neem tree 2. Water lily, duckweed
3. Venus flytrap, sundew 4. Peepal, gulmohar

II. How do the following help these plants to survive?

1. grow above the soil
2. have small leaves and many spines
3. helps slide snow off the branches
4. have hollow and flexible stems
5. have waxy surfaces

C. Short Answer Questions.

1. Adaptation is important for plants to help them live and grow in a particular environment.

2. Trees that shed their leaves during autumn are called deciduous trees.

3. Mangroves have breathing roots to help them absorb water and minerals that are required to carry out photosynthesis.

4. Some plants eat insects as the soil they grow in is poor in minerals.

5. Cactus survives in a desert as it has small leaves and spines that help them conserve water.

D. Long Answer Questions.

1. Terrestrial plants are those that live and grow on land. Examples are: mango tree, coconut tree, and pine tree.

Aquatic plants are those that live and grow in water. Examples are: duckweed, water lily, and lotus.

2. Plants in hills grow tall and straight and are usually cone-shaped, they also have needle-like leaves. This helps to slide snow off their branches.

3. Coastal plants have deep roots and strong, flexible stems to tolerate strong winds.

4. Fixed aquatic plants are fixed to the bottom of the water bed, and the leaves have stomata on the upper side, so that they can breathe. Underwater plants are totally submerged in water, and their leaves don't have stomata.

5. Some plants cannot make their own food as they do not have chlorophyll in them and they absorb their nutrition from dead plants and animals, these are

called saprophytic plants. Some plants derive their nutrition from another living host plant. They are called parasitic plants.

Terrestrial plants

Mountains - Fir

Desert - Cactus

Marshes - Rhizophora

Coastal - Coconut

Aquatic Plants

Floating - Duckweed

Fixed - Water lily

Underwater - Tape grass

Time to Apply

i. cactus ii. spines

Time to Discuss

1. Water lilies and lotuses have stomata on the upper side of the leaves to help them breathe easily.

2. The leaves of the lotus plant do not rot in water, as they have long hollow stems that help the leaves and flowers float on water.

Time to Observe

Mimosa

Time to do

Identify and name these plants. Choose from the help box.

Sundew, Banyan tree, Cactus, Pitcher plant

Lesson 2 : Plants in the Environment

Plants are an important part of the environment, and this lesson helps students understand their different parts and functions. Begin by showing actual plants or pictures and ask students to identify roots, stems, leaves, flowers, and fruits. Discuss the types of roots with examples like carrot for taproot and grass for fibrous root. As an activity, students can bring a small plant from home or draw one in their notebooks and label the root type. You can also do a simple demonstration where children dip celery or coriander stems in colored water to see how stems carry water.

Next, talk about the shoot system. Explain the functions of the stem, how leaves make food through photosynthesis, and the process of transpiration. For an activity, cover a leaf with a transparent plastic bag and leave it under the sun for some time. Students will observe droplets of water forming inside, showing transpiration. Another small activity can be to compare a thick banana stem and a thin bean plant stem to show strength and support.

Finally, discuss the uses of plants in daily life, such as food, medicine, clothing, and furniture. Ask students to form groups and prepare a short chart showing how one plant, like coconut or neem, gives us many useful things. As a wrap-up activity, play a quick “plant fact or fiction” game where you read statements like “Cactus leaves are modified into spines” or “Roots help in breathing” and students answer true or false.

This will reinforce their understanding while keeping the class interactive.

Warm up

Look at the pictures and name these plants

Cactus, Lotus, Rose, Coconut Tree

Check N Mate

Write ‘T’ for true and ‘F’ for false statements.

1. T 2. T 3. F 4. T

Fill in the blanks with the correct words.

1. starch 2. Roots 3. paper

Exercise

Time to Understand

A. Objective Type Questions.

Multiple choice questions:

1. a 2. b 3. b 4. b 5. a

B. Very Short Answer Questions.

Name the following:

1. Fibrous roots 2. Roots 3. Herbs 4. Stomata
5. Stem 6. Water, carbon dioxide, and sunlight
7. Glucose and oxygen 8. Transpiration
9. Sunflower and coconut 10. Bamboo

C. Short Answer Questions.

1. Plants are called autotrophs because they can make their own food.
2. Leaves appear green in colour because of the presence of a green substance called chlorophyll in them.

3. The leaves are called the 'kitchen of the plant' as they manufacture food for the plant.

4. The raw materials needed for photosynthesis are water, which plants get through the roots, carbon dioxide, which plants get through the air, and light, which plants get from the Sun.

5. During photosynthesis, the leaves prepare food called glucose, which may further change into starch.

D. Long Answer Questions.

1. Tap roots consist of one main long, thick root growing downwards from which many thinner roots develop. Example - carrot, bean, and tea.

Fibrous roots have no main root. It consists of dense, equal sized roots that arise from the stem, which grow downward and outward from the stem. Example - lilies, wheat, and rice.

2. Functions of roots:

- Roots attach the plant body to the ground and provide support to the plant.
- Root hairs absorb water and minerals from the soil and pass them to the stem.
- Some roots, like carrot and radish, store food prepared by the plant. We eat these roots

3. Functions of stems:

- Stems provide support to the plant above the ground. It bears branches, leaves, buds, flowers, and fruits.

• Stems transport water, food, and minerals from the root to other parts of the plant.

• Some underground stems store food such as sugarcane, potato, and ginger.

4. Functions of leaves:

- Leaves make food for the plant by the process of photosynthesis.
- Leaves give out oxygen, which all human beings need to live.
- Some leaves store food in them, such as cabbage, mint, etc.

5. The process by which green plants prepare their own food using carbon dioxide, water, and minerals in the presence of sunlight and chlorophyll is called photosynthesis. The carbon dioxide is obtained through air, the water through roots, and the light from the sun.

6. Transpiration is the process of water movement through a plant and its evaporation from aerial parts such as leaves, stems, and flowers in the form of water vapour. Transpiration is useful because of the following:

- It provides a cooling effect to the plants.
- As water is released, the roots pull more water from the soil, which also brings with it nutrients that are required by the plant.

7. Four ways in which plants are useful to us are:

- Food: Plants are a main source of our food. Many items, such as cereals, pulses, fruits, and vegetables, are obtained from plants.
- Medicines: Many medicines are made from plants that are called medicinal plants. Examples are tulsi, neem, and brahmi.
- Wood: We get timber and firewood from trees. Our chairs, tables, doors, and windows are made of wood such as teak, shisham, and sal.
- Cotton: We get cotton from cotton plants. And it is used to make all types of cotton clothes, such as bed-sheets, towels, etc.

Time to Recall

Recall and complete the concept map given below.

Plant parts and their functions

Root System - Tap root, Fibrous Root

Supports the plant, Absorbs water and minerals,
Stores food prepared by the plant

Shoot System - Stems - Supports plants above the ground, Transports water and minerals, Stores food

Leaf - Makes food via photosynthesis, Supplies oxygen to living beings, Stores food

Time to Apply

1. Oil or vaseline creates a film that blocks the stomata, which in turn blocks photosynthesis. Ultimately, the plant dies.

2. Yes, plants can carry out photosynthesis using the right artificial lights.

Time to Discuss

1. If there were no plants on Earth, it would result in no oxygen being present. And due to this, living beings cannot survive.
2. If all plants stopped the process of photosynthesis, there would be no oxygen produced, and living beings would cease to exist.

Time to Observe

1. Carbon dioxide 2. Oxygen 3. Water 4. Glucose
- a. In photosynthesis, carbon dioxide and sunlight come in from the outside.
- b. Oxygen and Glucose are produced

Lesson 3 : Air

Air is all around us, though we cannot see it. Children can begin with a simple activity where they blow air into a balloon and notice how it expands. This shows that air occupies space. They can also wave their hands quickly near their faces to feel air move. In pairs, they can share what they already know about the air they breathe.

To explore components of air, students can perform a candle-in-a-glass experiment. Place a burning candle and cover it with a glass jar to show that oxygen is necessary for burning. Teachers can extend this with a

breathing activity where children jump lightly and notice how they breathe faster, linking it to oxygen being essential for life. Students can also be given cards with words like nitrogen, oxygen, carbon dioxide, and asked to place them under the right category of “most abundant” “important for breathing” “used by plants.”

For air pollution, the class can create posters showing good and bad practices. They can sort pictures into two groups—actions that pollute the air and actions that keep it clean. Another engaging task is a role play where one group acts as vehicles releasing smoke, and another acts as trees cleaning the air. To end the lesson, children can write one small pledge each about how they will help reduce air pollution, like avoiding burning leaves or planting more trees.

Warm Up

Circle - Cat, Tree, Fish, Mouse

Check N' Mate

Write 'T' for true and 'F' for false statements.

1. T 2. F 3. T 4. T 5. F

Fill in the blanks with the correct words.

1. unsafe 2. dust 3. heating 4. trees 5. solar energy

Exercise

Time to Understand

A. Objective Type Questions.

I. Multiple choice questions:

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

II. Choose the correct answer:

1. less 2. carbon dioxide 3. 21% 4. oxygen
5. lungs

III. Fill in the blanks:

1. exhaled air 2. atmosphere 3. oxygen 4. carbon dioxide
5. Air 6. CNG 7. humidity

B. Short Answer Questions.

1. The composition of air includes 78% nitrogen, 21% oxygen, and small amounts of carbon dioxide, argon, helium, neon, and hydrogen.
2. The candle goes out as the oxygen supply is cut, and oxygen is essential for burning or combustion.
3. Air pollution occurs when gases, dust, smoke, or odours get into the air and make it unclean.
4. Some air pollutants are dust, soot, ash, carbon monoxide, excess carbon dioxide, and hydrocarbons.
5. The greenhouse effect is when heat is trapped near the Earth's surface by greenhouse gases.

C. Long Answer Questions.

1. Matter is anything that has mass and takes up space. When we blow into a balloon and it fills up, it proves that air takes up space. Similarly, the blown-up balloon will weigh more than a deflated balloon, which proves that air has mass.
2. Water vapour is present in the air, and this is proven when you place ice cubes in a glass, and in a few minutes, water droplets form on the outside of

the glass. This happens due to condensation, as water vapour is present in the air, and when it comes in contact with cold objects, it changes into liquid form.

3. The different properties of air are:

- Air occupies space
- Air has weight
- Air is colourless
- Air does not have a definite shape or volume
- Air exerts pressure

4. The causes of air pollution are as follows:

- Smoke and harmful gases containing particles of dust and heavy metals are released by industries.
- Harmful gases and chemicals are also released by vehicles into the air.
- Bursting of crackers gives out harmful smoke and makes the air unhealthy for breathing.

5. The effects of air pollution are as follows:

- Cause for depletion of the ozone layer. This can cause skin cancer and damage to our eyes.
- It affects the respiratory system and causes breathing difficulties.
- It causes the greenhouse effect and global warming.

6. Air pollution can be controlled by:

- Using public transport and electric vehicles, as well as car pooling.

- Installing treatment plants and filters in factories to control pollution, and ensuring that industries are located far away from residential areas, and are equipped with better equipment and smokeless fuels.

- Choosing renewable and non-polluting sources of energy, such as solar, wind, etc.

- Planting more trees in homes and along roadsides.

7. The greenhouse effect is the problem caused by increased quantities of gases such as carbon dioxide in the air. These gases trap the heat from the Sun, and cause a gradual rise in the temperature of the Earth's atmosphere. This rise in temperature is known as global warming.

Time to Recall

Properties of Air - Air takes up space, Air exerts pressure, Air has mass, Air is colourless, Air does not have a definite shape or volume

Uses of Air - Air is needed for breathing. Air is needed for Burning. Air is needed by plants.

Time to Apply

Mr. Singh's car was wet due to the condensation that happened as there was water vapour present in the air.

Time to Discuss

1. Trees give out oxygen, and oxygen is needed in the air to prevent pollution.

2. There is air trapped in the cotton wool, and when we dip it in water, water takes the place of the air, and hence it shrinks.

Time to Observe

The crushed bottle weighs less as air has mass.

SOCIAL STUDIES

Lesson 1 : Major Landforms

Landforms make our Earth interesting and different from place to place. Some areas are high, some are flat, some are dry, and some are covered with water. By learning about them, we can understand how people, animals, and plants live in different parts of the world.

Students can take part in a “Landform Guessing Game” where the teacher describes one and children raise their hands to answer. For example, “I am a flat land with water on three sides. What am I?” They can also do a “Landform Mime” activity where one child acts out a landform (like climbing a mountain or sailing on the sea) and the class guesses.

In groups, students can make landform models using clay, sand, or paper and present them to the class. Another activity could be “Landform Map Hunt,” where students locate and mark mountains, rivers, or seas on a world map or atlas. To make it more fun, the class can also do a roleplay where each student becomes a landform and explains why they are important.

Start Up!

Fill in the blanks with the words given in the bracket.

1. hills 2. Plains 3. Deserts 4. mountains

Exercise

A. Tick the right answer.

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

B. Fill in the blanks with the words given in the box.

1. continent 2. ocean 3. islands 4. peninsula
5. deserts

C. Write ‘T’ for true and ‘F’ for false statements.

1. F 2. F 3. F 4. T 5. T 6. T

D. Answer the following questions:

1. Big landmasses on Earth are called continents. There are seven continents, namely Asia, Africa, North America, South America, Antarctica, Europe, and Australia.

2. Oceans are large water bodies that surround continents. There are five oceans in the world, namely, the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Arctic Ocean, and the Southern Ocean.

3. Mountains are very high land with different heights and shapes, with sloping sides. Mountains have a cold climate and very little soil, so it is not possible to grow crops there, and the population is thin.

4. Plains are flat, low-lying areas of land that are formed from the mud and soil deposited by the rivers coming from mountains. Plains have fertile soil, which makes the land suitable for agriculture. It is also ideal for the construction of roads, bridges, and railways. Due to its network of transportation, the plains are well-populated.

5. Deserts are dry areas with little or no rainfall, and hence aren't suitable for the growth of plants. An example of a hot desert is the Sahara Desert, and a cold desert is the Gobi Desert.

Hots

1. Trees do not grow in deserts as deserts receive very little rainfall and aren't suitable for the growth of plants.

2. Plains are most suitable for living as it has fertile soil, which makes it suitable for agriculture. It is also ideal for the construction of roads and railways, which increases its network of transportation.

Discuss

(To be done by the students)

Life Skills

Ural Mountains

Lesson 2 : Understanding Maps

Maps are like a mini picture of the world that help us understand places better. Instead of describing

everything in words, maps show mountains, rivers, cities, and countries in a simple way. Students can begin by looking at a globe and then comparing it with a flat map to see how the same information can be shown differently. The teacher can then explain that there are different kinds of maps like physical maps for land and water, political maps for countries and states, and thematic maps for things like rainfall or crops.

To make the lesson interactive, children can take part in a "Treasure Hunt Map" activity. The teacher can draw a simple classroom map on the board, place a hidden object somewhere in class, and mark it with an X. Students will then use directions like north, south, east, and west to find it. Another fun exercise is "Map Symbol Match" where students are given cards with symbols like a tree, a hospital cross, or a railway line and have to stick them on a blank map chart with the correct meaning.

Students can also create their own "My Neighbourhood Map" showing their school, homes, park, and shops using symbols, colours, and a small key or legend. They can add a scale like 1 cm = 10 m to practice measuring distance. For group work, each team can be given a type of map (physical, political, or thematic) and asked to present what it shows and why it is useful. By the end of the class, students will not only know how to read maps but also how to make simple ones.

Exercise

A. Tick the right answer.

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

B. Fill in the blanks with the words given in the box.

1. scale 2. direction 3. compass 4. key

C. Match the following:

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

D. Answer the following questions:

1) A map is a drawing of the Earth or its part on a flat surface or paper. Maps help us identify different continents, oceans, countries, states, as well as rivers, mountains, rainfall, agriculture, climate, and so on. It is useful for sailors, pilots, and people visiting a new place.

2) There are three types of maps:

Physical maps - Maps drawn to show natural features like mountains, plateaus, plains, deserts, rivers, seas, oceans, and lakes.

Political maps - Maps that show villages, towns, cities, states, countries, etc. with their boundaries.

Thematic maps - Maps drawn to show special things like rainfall, agriculture, forests, soil type, minerals, industries, etc.

3) Elements of a map are some basic elements which help readers in reading the maps, which include - the scale, directions, symbols, colours, and key or legend.

Due to the huge distance between two places, a cartographer has to give a reduced distance while drawing a map. This is the ratio of the actual distance on land and the distance on a map, which is called scale.

4) Two symbols shown on a map include railroad, and road. And two colours are blue for showing water, and brown for showing mountains or plateaus.

5) The 'key' or 'legend' is a key to understanding different signs, symbols, and colours. These help readers in reading and understanding a map.

Hots

A map is an accurate and detailed representation of a part of the Earth, keeping in mind the scale. Whereas a sketch is a quick, free-hand drawing without a specific scale. Maps are more accurate and detail-oriented than a sketch.

Activity

(To be done by the students)

Life Skills

(To be done by the students)

Lesson 3 : States of the Himalayan Region

The Himalayan region is rich in rivers, forests, wildlife, and unique cultures. To introduce the lesson, the teacher can bring a large political map of India and ask children to point out the Himalayan states.

Each child can be given a flashcard with the name of a state like Sikkim or Nagaland, and they must place it on the correct part of the map. This way, students get a clear idea of where each state lies and start connecting names with locations. To make it fun, the teacher can ask simple questions like “Which state is famous for tea gardens?” or “Which state has the capital city Shillong?” and reward correct answers.

For deeper engagement, students can work in small groups, with each group focusing on one state. They can create mini charts that show its rivers, vegetation, animals, and main crops. For example, the Sikkim group can draw mountains and yaks, while the Himachal Pradesh group can include apple orchards and pine forests. Later, the groups can present their charts to the class like little exhibitions. A wildlife matching game can also be played where pictures of animals like the red panda, snow leopard, or hornbill are shown and students have to match them to the right Himalayan state.

To connect the topic to daily life, students can do an activity called “State Basket.” Each child brings a drawing or picture of a food item, dress, or festival from one of the Himalayan states and puts it into a basket. Together the class will see how diverse and colorful the Himalayan region is. To end the lesson, the class can make a large wall map decorated with rivers, mountains, animals, and crops from the states, so they can remember the uniqueness of each part of the Himalayan region.

Start Up!

Answer the following questions:

1. The Himalayas are in the north of our country.
2. Ganga is one of the rivers that comes out of the Himalayas.

Exercise

A. Tick the correct answer:

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

B. Fill in the blanks with the words given in the box.

1. Himalayas 2. Ganga 3. Meghalaya 4. Ladakh

C. Match the following:

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

D. Solve the crossword

Across

- 1 - Himalaya, 2 - Saffron

Down

- 4 - Leh, 3 - Indus, 5 - Jammu, 6 - Orchid

E. Answer the following questions:

1. The Sanskrit meaning of the Himalayas is the abode of snow. Hima means snow, and alaya is abode.
2. The climate in the Himalayan region has moderate summers and very cold winters. In high altitudes,

snowfall is common in winter. Some areas of this region receive high rainfall, but some areas are dry.

3. The capital of Himachal Pradesh is Shimla. And wheat and apples are two crops grown in this state.

4. The capital of Uttarakhand is Dehradun. Maize, wheat, rice, pulses, and sugarcane are the main crops grown here.

5. The Brahmaputra River flows through Arunachal Pradesh. Cane and bamboo comprise the vegetation grown in Arunachal Pradesh. It is also called the 'Orchid state of India'.

6. Nagaland is primarily a forest area, consisting of trees of bamboo, plum, palm, and mahogany. Corn, millets, sugarcane, and potato are examples of four crops grown in this region.

Hots

1. Saffron is an expensive spice grown in Jammu and Kashmir.

2. The grey fur of the snow leopards help them blend into the snowy mountains of Himachal Pradesh, making it difficult to spot them.

Activity

(To be done by the students)

Life Skills

(To be done by the students)

Lesson 4 : States of the Northern Plains

The Northern Plains are known for their fertile soil, mighty rivers like the Ganga and Brahmaputra, and busy cities. To start the lesson, the teacher can use a political map of India and invite children to come up and point out states like Punjab, Bihar, or Assam. Students can be asked simple warm-up questions such as "Which state grows the most rice?" or "Which city is our capital?" This will help connect the lesson to what they already know. The class can then play a quick "river tracing game" where children follow the path of rivers like the Ganga or Brahmaputra on the map with their fingers.

In groups, students can make small charts about each state. For example, Punjab can be shown with wheat and Bhangra, Assam with tea gardens and the Brahmaputra, West Bengal with fish and Durga Puja, and Delhi with monuments like the Red Fort. The teacher can bring flashcards with pictures of crops, monuments, or festivals, and students must match them to the right state. A food and festival quiz can also be conducted where the teacher says "litti-chokha" and students answer "Bihar" or "roshogolla" and answer "West Bengal."

To make the learning interactive, students can participate in a role-play activity called "State Market." Each group represents a state and sets up a pretend stall in the classroom displaying drawings of food, dress, and festivals from that state. Other groups can

“visit” the stalls and ask questions. The class can then create a large chart together titled “Life in the Northern Plains” showing rivers, crops, monuments, and cities across these states. This way, they not only learn facts but also appreciate how diverse and important the Northern Plains are.

Start Up!

Write the name of the state.

1. Delhi 2. Agra, Uttar Pradesh 3. Amritsar,
Punjab 4. Kolkata, West Bengal

Exercise

A. Tick the right answer.

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

B. Fill in the blanks with words given in the box.

1. hot 2. rivers 3. cold 4. rainy 5. crops
6. populated

C. Match the following:

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

D. Answer the following questions:

1. Land in the Northern Plains is flat, with some small hills in some places. Soil in this region is fertile and suitable for agricultural production. Because many types of crops are grown here, the Northern Plains is called the ‘Food Bowl of India’. This area experiences hot summers and cold winters, with a good amount of monsoon.

2. The states and capitals of the northern plains are:

Punjab - capital is Chandigarh, Haryana - capital is Chandigarh, Uttar Pradesh - capital is Lucknow, Bihar - capital is Patna, West Bengal - capital is Kolkata, Assam - capital is Dispur. The union territories are - Chandigarh, and Delhi.

3. Two important cities for five states of the Northern Plains are:

Punjab - Ludhiana, Amritsar

Haryana - Faridabad, Ambala

Uttar Pradesh - Kanpur, Agra

Bihar - Muzaffarpur, Bhagalpur

West Bengal - Siliguri, Darjeeling

Assam - Guwahati, Tezpur

4. Four crops grown in Uttar Pradesh include rice, millets, mango, and banana.

5. Three famous buildings in Delhi include Rashtrapati Bhavan, the Supreme Court of India, and the Red Fort.

E. Look at the picture of the following and write the name of the State of Union Territory in the bracket.

1. Punjab 2. Haryana 3. New Delhi
4. Bihar 5. West Bengal 6. New Delhi
7. Uttar Pradesh 8. New Delhi 9. Uttar Pradesh
10. New Delhi

Hots

Two reasons people like to live in plains are:

- The soil is fertile for agricultural growth
- Plenty of water is available due to its rivers

Activity

Red Fort, Taj Mahal

Lesson 5 : States of Western and Central India

Western and Central India has deserts, forests, rivers, and famous monuments, giving plenty of scope for creative classroom activities. To begin, the teacher can show a map and ask children to locate Rajasthan, Gujarat, Madhya Pradesh, and the smaller Union Territories like Daman and Diu. A “desert versus forest” discussion can be introduced by showing pictures of the Thar Desert in Rajasthan and the forests of Chhattisgarh or Jharkhand. Students can then be asked to compare how people might live differently in these regions.

Students can create a “State Symbols Chart” where they list popular features of each state, like Gir National Park for Gujarat, forts and palaces for Rajasthan, tribal dances for Chhattisgarh, and mines for Jharkhand. Flashcards with pictures of camels, stepwells, tribal jewelry, or famous temples can be matched to the correct state. The teacher can organize a “Guess the State” quiz where clues are given, such as “This state has the Thar Desert” or “This state is famous for diamond mines,” and students call out the answers.

To make the lesson more fun, students can role-play as tour guides. Each group picks a state and prepares a short introduction for the class. For example, the Rajasthan group can pretend to show forts and

palaces, the Gujarat group can talk about the Gir lions and kite festival, and the Madhya Pradesh group can present about Khajuraho temples. To close the activity, the class can work together on a big wall chart titled “Treasures of Western and Central India” showing food, dress, wildlife, monuments, and festivals.

Start Up!

Write the name of the state in the blanks.

1. Madhya Pradesh 2. Rajasthan 3. Gujarat

Exercise

A. Tick the right answer.

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

B. Fill in the blanks with the words given in the table.

1. Thar 2. sandy 3. hilly 4. forest

C. Match the following:

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

D. Answer the following questions:

1. Three important cities in Rajasthan are Jaipur, Jodhpur, and Kota.
2. The western part of India has different landforms. Some parts are deserts, some are hilly, some are plains, and some are coastal regions.

3. Daman and Diu is located in the Western part of India. Daman is surrounded by the Arabian Sea and some areas of Gujarat. Diu is an island in the Arabian Sea, near the southern coast of Gujarat.

4. Gujarat has very little area under forest; the state comprises mainly grasslands and shrubs. Four crops grown here include cotton, tobacco, maize, and rice.

5. The landforms in central India include mountains, hills, plains, and plateaus. This area experiences hot summers, cold winters, and rainy monsoons.

Hots

Jaipur is called 'Pink City' as the buildings of this city are pink in colour.

Activity

(To be done by the students)

Life Skills

(To be done by the students)

GENERAL KNOWLEDGE

Lesson 1 : Types of People

The lesson can begin with a simple discussion where children name people they know, like doctor, teacher, farmer, and describe what they do. Then the teacher introduces new describing words such as atheist, mechanic, vegetarian, and illiterate, explaining them with clear examples from daily life. For instance, a

mechanic repairs vehicles, a vegetarian eats only plant-based food, and an illiterate person cannot read or write. Connecting the words to real situations makes them easy to understand.

For activities, students can play a flashcard matching game where they find their "word partner" by pairing terms with meanings or pictures. Role-play can make it more fun, such as acting like a mechanic or a vegetarian ordering food. A "Who am I?" guessing game can also be used, where one student gives hints about the word while others guess. To end, each child can write a describing word about themselves and share it with the class before doing the textbook matching activity.

Lesson 2 : Special Birds

The class can begin with pictures or short videos of special birds like the albatross, toucan, ostrich, penguin, and bald eagle. The teacher can highlight what makes each bird unique — the albatross for its long wings and ability to fly great distances, the toucan for its bright colorful beak, the ostrich as the largest bird that cannot fly but runs fast, the penguin as a bird that swims instead of flying, and the bald eagle as a symbol of strength. Children can compare these birds to common birds they see every day to better understand the differences.

For activities, students can play a "Guess the Bird" game where the teacher gives clues and children

guess which bird it is. They can also do a sorting activity by placing bird cutouts under categories such as “flying” or “non-flying,” “colorful” or “plain.” A fun craft could be making paper beaks of toucans or penguins. Students may also try simple role-play, moving like an ostrich or waddling like a penguin. To finish, they can draw their favorite special bird and share one interesting fact about it.

Lesson 3 : Some Special Flowers

The lesson can begin with colorful pictures of flowers such as bluebells, lotus, gazania, tulip, and cherry blossom. The teacher can describe what makes each flower special — the bluebell for its bell-like shape, the lotus as India’s national flower that grows in water, the gazania for its bright and sun-loving petals, the tulip for its beauty in gardens, and the cherry blossom as a flower that makes spring very special in countries like Japan. Students can be encouraged to notice colors, shapes, and where these flowers grow.

For activities, children can do a matching exercise where flower names are matched with their pictures or descriptions. They can also make a “flower garden chart” by pasting cutouts or drawings of these flowers in their notebooks. A fun role-play can be done where each child pretends to be a flower, introducing themselves with a fact like “I am the lotus, I grow in ponds.” Another activity could be a memory game where the teacher shows five flowers for a few seconds and students recall as many names as possible. To wrap up, students can vote for their favorite flower and explain why they like it.

Lesson 4 : Library Etiquette

The lesson can begin with a story about two children visiting a library—one following rules like keeping quiet, handling books carefully, and returning them on time, while the other breaks rules by talking loudly and leaving books lying around. The class can then discuss which child showed good behavior and why it is important to respect a library, as it is a place for learning and sharing knowledge.

For activities, students can do a role-play where some act as “good library visitors” and others as “careless visitors,” and the class points out which behavior is correct. Another activity is a “Library Do’s and Don’ts” chart where groups of students write down and decorate posters showing proper etiquette such as whispering, queuing, using bookmarks, and keeping books clean.

To make it interactive, the teacher can organize a “Library Treasure Hunt” where students are given clues to find a specific book or section, teaching them how to use shelves and catalogs. A short quiz game on library symbols (silence sign, return counter, issue desk) can also be played. To close, each child can share one promise they will follow the next time they visit the library.

Lesson 5 : Brain Test

The lesson can begin with the teacher writing a series on the board like **ABCD, DABC, CDAB, ?** and asking

the students what comes next. The teacher explains that each time, the letters are shifting positions in a certain order. To make it clearer, students can physically come to the front holding letter cards and move around to show how the pattern rotates.

For activities, groups can be given different puzzles: some with letters (PQRS, RSPQ, QPRS, ?), some with numbers (1234, 3412, 2341, ?), and some with shapes drawn on the board. The students solve them together and explain the logic. Another activity could be a “Pattern Relay” where one team continues a letter sequence while another team works on a number sequence, and they compare answers at the end.

To practice logical thinking, the teacher can include fill-in-the-blank series, odd-one-out puzzles, and even crossword-style grids where students find the correct continuation. To close, the class can reflect on how looking carefully and following rules helps them solve tricky problems in both letters and numbers.

Lesson 6 : Insects

The lesson can begin with a quick discussion about insects, asking children if they’ve seen crickets at night, bees buzzing near flowers, or houseflies around food. The teacher can highlight how insects can be both useful (like bees making honey) and harmful (like flies spreading germs). Showing real pictures or even pointing out small insects in the school garden (if possible) makes the introduction lively and connected to daily life.

After that, students move on to the crossword puzzle already given in the textbook. They can solve it individually or in groups, using the clues to fill in names like cricket, honeybee, housefly, and grasshopper. To add more fun, the teacher can make it a timed challenge or give small rewards for the first group to complete it correctly.

To wrap up, the class can do a quick oral quiz where the teacher gives a clue like “I jump high in the fields” and students answer “grasshopper,” or students can try a “Guess the Insect Sound” activity where the teacher imitates buzzing, chirping, or humming. This way, the crossword is reinforced through active recall and play.

Lesson 7 : Plant Facts

The teacher can begin by asking students simple questions like “Can plants eat insects?” or “Do plants sleep at night?” to spark curiosity. A few surprising facts can be shared, such as how the sunflower turns towards the sun, or how the banyan tree has roots that grow down from its branches. This builds excitement before students read the textbook facts.

For an extra activity, students can make a “Did You Know?” Plant Fact Chart. Each child can pick one plant fact from the lesson, write it on a flashcard or chart paper, and draw a quick picture. These can then be put up on the classroom wall as a “Plant Fact Corner.” Another option is a quick quiz game where

the teacher says a fact with one wrong detail (like “The lotus grows in the desert”) and students must correct it.

Lesson 8 : Sports Terminology

The class can begin with a quick warm-up game where the teacher calls out a sport and students have to shout one word they know from that game. For example, “Basketball!” and students might say “dribble” or “basket.” This helps them realize that every sport has its own special words. A short discussion can follow where the teacher explains that just like in school subjects, sports too have their own “language.”

For activities, students can do a matching game where sports words are on one side (like checkmate, homerun, dribble, bullseye) and the sport name is on the other side. Another activity is a Sports Charades - one student acts out a term (like “shooting a basketball” or “swinging a bat”) and others guess both the action and the sport. To reinforce, the class can also be divided into teams for a quick quiz, where the teacher describes a term and students have to identify the sport.

Lesson 9 : Monuments of India

Monuments of India, you can begin with a short introduction where the teacher asks students to name any monument they have seen or heard of, like the Taj Mahal or Red Fort, and share why they think these places are important. This helps students understand that monuments are not just buildings but symbols of our history and culture.

As the textbook already has pictures for identification, the main activity can be a “Monument Quiz” where the teacher shows the image and students have to not just name the place but also the city/state it belongs to. To make it more fun, the class can be divided into teams, and each correct answer can earn points. For extra reinforcement, students can be asked to do a mini drawing activity - sketch any one monument they like and write one line about it, for example, “Qutub Minar - in Delhi.” Another option is a matching game where monument names and their cities are mixed up, and students must pair them correctly.

Lesson 10 : Books and Authors

Books and Authors, you can start with a short introduction where the teacher asks students if they remember the last story or book they read, and whether they know who wrote it. Explain that every book has an author, and just like actors perform in movies, authors bring stories to life through writing.

Since the textbook already lists famous books like *Malgudi Days*, *War and Peace*, *Wings of Fire*, and *The God of Small Things*, one activity can be a matching game: students get slips of paper with either book titles or author names, and they must find their “pair” in the class. Another activity is a rapid quiz where the teacher says the title and students answer with the author, or vice versa. To extend learning, students can be asked to choose one book and draw a simple

cover design for it, adding the author's name clearly on it.

As a creative exercise, students can role-play as authors—pretend they wrote a book and give a one-line “speech” about what their book is about. This helps them connect books with the people who create them and builds curiosity about reading.

TERM 3 ENGLISH

Lesson 1 : Gulliver in Lilliput

The lesson can begin with the teacher narrating the short excerpt of Gulliver reaching Lilliput, focusing on the moment he wakes up tied to the ground and sees the tiny people around him. Students can be asked to imagine themselves suddenly waking up in a strange land filled with people no taller than their fingers. To bring this scene alive, a simple roleplay can be done where one student pretends to be Gulliver lying down, and the others act as the Lilliputians tying him with thread or asking him questions. This builds imagination and helps them connect with the story.

The grammar can be taught using sentences from the text. For adjectives, examples like “little men,” “hard stretch,” and “dry land” can be underlined, and students can be asked to add more adjectives to describe Gulliver or the Lilliputians. For binomials, the teacher can introduce pairs like “safe and sound,” “by and large,” or “short and sweet,” encouraging students to use them in their own sentences related to the story. For degrees of comparison, students can compare Gulliver and the Lilliputians by making sentences such as “Gulliver is taller than all the Lilliputians” or “The Lilliputians are the smallest people Gulliver has ever seen.”

Activities can include a drawing task where students illustrate Gulliver among the tiny people, labeling their pictures with adjectives. A group exercise can involve making a list of binomials and acting them out in pairs. For degrees of comparison, students can create short descriptive sentences in groups, comparing objects in the classroom with Gulliver and the Lilliputians. This ensures the grammar blends naturally into the story while keeping the lesson interactive and enjoyable.

Test of Understanding

A. Tick the correct answer.

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

B. Fill in the blanks:

1. Jonathan Swift 2. youngest, five 3. daylight, able
4. arrows, pins 5. cloak, leader
6. carried, milk

C. Write 'T' for True and 'F' for False against the following statements:

1. T 2. T 3. F 4. T 5. T

Writing Skill

Answer the following questions:

1. Gulliver decided to take up the life of a seaman when he had to leave school.
2. A dozen men on the ship died either because of the work overload or the poor rations that were delivered to the ship.

3. Six crewmen managed to escape in a lifeboat. But, the lifeboat capsized due to the force of the gale, and only Gulliver managed to survive.

4. When Gulliver woke up, he realised that he was not able to move as his arms and legs were tied down to the ground with strings.

5. Gulliver was shot with arrows by the Lilliputians when he tore open the strings and tried to free himself.

Word Development Skill

A. Make binomials with the words given in the box and then use them to complete the sentences.

1. wear and tear 2. short and sweet 3. skin and bones
4. hustle and bustle 5. back and forth

B. Complete each sentence with the right suffix for the word in the brackets.

1. tenderness 2. punishment 3. watchful
4. boredom

Grammar Skill

Circle the adjectives in the following sentences:

1. naughty 2. blue 3. black 4. white
5. ripe 6. new 7. big 8. hot

Circle the adjectives of quantity in this passage:

any, all, most, enough, whole, lot, half,

Use this, that, these, or those to fill in the blanks:

1. that 2. Those 3. These 4. this
5. those, these

Make sentences using the words given in the four columns:

They have their exams.

This is my friend.

When will you go?

She will eat now.

Amit has my books.

Please show me now.

Fill in the blanks with suitable degrees of comparison

1. Hot, hotter, hottest
2. Difficult, more difficult, most difficult
3. Hard, harder, hardest
4. Big, bigger, biggest
5. Fat, fatter, fattest
6. Lovely, lovelier, loveliest
7. Great, greater, greatest
8. Short, shorter, shortest
9. Important, more important, most important
10. Young, younger, youngest
11. Happy, happier, happiest
12. Easy, easier, easiest

Combine the sentences using so....that.

1. The soup is so salty that we cannot drink it.
2. The chair is so heavy that I cannot lift it.
3. Mother worked so hard that she became tired.
4. He is so honest that he always speaks the truth.
5. The floor was so wet that I had to walk carefully.

Creative Skill

A. Add bl, cl or fl to complete the words and answer these riddles:

1. Block 2. Blob 3. Flag 4. Cloak 5. Flea 6. Clue

B. (To be done by the students)

Lesson 2 : Paper Boats

The lesson can begin with the teacher reading aloud "Paper Boats" in a calm, rhythmic tone, encouraging students to imagine the boy setting his boats afloat. Afterward, the class can share what they imagined the boats carrying or where the boats might travel. To make it interactive, students can fold and float their own paper boats in a tub of water and write or draw little "messages" to put inside, just like in the poem.

The poem's lines can be discussed to highlight imagination, innocence, and hope. The teacher can ask guiding questions such as "Why do you think the boy sends flowers in his boats?" or "What would you put

in your boat if you could send it away?" Students can also act out the boy's actions, pretending to launch their boats, look at the sky, and imagine fairies reading their messages.

For grammar, adverbs can be introduced using examples from the poem and classroom actions. Words like "gently," "quietly," and "happily" can be identified and practiced in sentences. A fun activity can be "Adverb Actions," where one student gives a command like "walk," and others perform it differently by adding adverbs such as "walk slowly" or "walk quickly." Students can also describe how the boy in the poem sets his boats afloat using adverbs, tying grammar practice directly to the poem while keeping it lively.

Test of Understanding

A. Tick the correct answer:

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

B. Write 'T' for True and 'F' for False against the following statements:

1. T 2. F 3. T 4. T

Writing Skill

Answer the following questions:

1. The poet fills his boat with Shiuli flowers from his garden.
2. The poet writes his name and the name of the village he's from on his boat. He does that so that someone in some strange land will find them and know who he is.

3. The person who finds the boat might find the blooms of the dawn.

4. According to the poet, the fairies of sleep are sailing in his paper boats.

Words' Development Skill

A. Rearrange the letters to make meaningful words:

1. Stream 2. Village 3. Boat 4. Fairies 5. Strange 6. garden

B. Write meaningful sentences using the following words:

1. My garden is in full bloom.
2. The fish had bulging eyes.
3. I want to learn to sail.
4. He is my playmate and my friend.
5. They hope that it won't rain tomorrow.

Now select and write the matching word.

Sunshine, midnight, postman, overload, someone, bathroom

Grammar Skill

Underline the adverbs of manner or how-adverbs in the following sentences:

1. loudly 2. quietly 3. slowly 4. carefully
5. softly

Underline the adverbs of place or where-adverbs in the following sentences:

1. there 2. inside 3. downstairs
4. forward 5. upstairs

Underline the adverbs of time or when-adverbs in the following sentences:

1. early 2. now 3. yesterday
4. tomorrow 5. morning

Underline the adverbs of frequency or how often adverbs in the following sentences:

1. rarely 2. often 3. sometimes
4. always 5. never

Form adverbs from the following adjectives:

1. greatly 2. lately 3. beautifully
4. delicately 5. heavily 6. happily
7. sadly 8. carefully

Lesson 3 : The Turning Point

The lesson can begin with the teacher narrating the story of how young APJ Abdul Kalam's science teacher took the students to the beach to explain the concept of flight. The waves, the seagulls, and the open sky became a natural classroom where the teacher explained how birds fly. This outdoor lesson left a lasting impression on Kalam and became a turning point in his life, guiding him toward the study of physics and later aeronautics. Students can be

encouraged to imagine themselves learning outside the classroom and share how it might feel to study science with real-life examples.

The class can then be guided into a discussion about passion and inspiration. The teacher may ask, "Why do you think seeing flight in nature made such an impact on Kalam?" or "Can you think of something you saw outside school that taught you a big lesson?" Students can write short reflections or draw about something in nature that fascinates them. A role-play activity where one student is the teacher explaining flight at the beach, and others are curious learners can make the lesson engaging.

For grammar, polysemous words like "flight," "wave," or "light" can be introduced, showing how the same word can have different meanings depending on context. Prepositions can be highlighted through sentences related to the passage, for example, "The birds flew over the waves," or "Kalam stood near his teacher on the beach." Students can be asked to create their own sentences with prepositions and identify different meanings of polysemous words, integrating grammar smoothly into the lesson while keeping it connected to the story of Kalam's inspiration

Test of Understanding

A. Tick the correct answer:

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

B. Fill in the blanks:

1. People's President
2. 2002 to 2007
3. Shri Siva Subramaniam Iyer, Abdul Kalam's
4. Madras Institute of Technology

C. Write 'T' for True and 'F' for False against the following statements:

1. T
2. F
3. T
4. T

Writing Skill

Answer the following questions:

1. Dr. Kalam's teacher was Shri Siva Subramaniam Iyer, who taught him in class 8.
2. A bird's wings flap to generate lift, while the twisting of its tail helps it to fly in any direction it wants to.
3. The teacher was concerned about the fact that many students did not understand birds' flight after his lecture.
4. While standing on the seashore, Kalam decided that he wanted to study all he could about the concept of flight.

Word Development Skill

Match each word to two correct meanings.

1. c, e
2. b, f
3. a, h
4. d, g

Grammar Skill

A. Underline the prepositions in the following sentences:

1. over
2. in
3. on
4. on
5. in
6. between
7. near
8. into

B. Fill in the blanks with prepositions at, on, or in:

1. at
2. in
3. at
4. on
5. in
6. on

Lesson 4 : Birds of Paradise

The lesson can begin with the teacher reading aloud Christina Rossetti's Birds of Paradise, letting the class enjoy the rhythm and imagery. The teacher can then explain how the poet describes these beautiful birds in a dream-like, imaginative way, connecting their beauty to ideas of heaven and wonder. Students can be encouraged to share what they think the poem is really about — is it only about birds, or does it also carry a deeper meaning about hope and beauty?

To keep the lesson engaging, students can be asked to close their eyes and imagine what a bird of paradise might look like, then draw it or describe it in their own words. The teacher can also play a simple word association game where students think of other words connected to "paradise" or "birds." Another activity could involve comparing Rossetti's imaginative birds to real ones they know, encouraging creative connections and appreciation of poetic language.

For grammar, conjunctions can be introduced using lines from the poem. The teacher can highlight how words like and, but, because, although are used to connect ideas. Students can be asked to pick out conjunctions in the text and then create their own sentences, for example, "Birds fly high and sing sweetly," or "They are small but beautiful." This helps

them see how conjunctions join thoughts smoothly, while keeping grammar tied to the poem.

Test of Understanding

A. Tick the correct answer:

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

B. Write the rhyming word for each of the following:

1. name 2. reach 3. rang 4. skies

Writing Skill

A. Complete the following lines of the poem:

On wings of flame they went and came.
With a cadenced clang:
Their silver wings tinkled,
Their golden wings rang;
The wind it whistled through their wings
Where in heaven they sang.

B. Answer the following questions:

1. The poet describes the birds as golden-winged and silver-winged.
2. Singing songs in their own tongue refers to the sounds that birds make to communicate with each other
3. The silver wings tinkled, and the golden wings rang.
4. The poet describes the birds as birds without a nest on earth as they fly very high in the sky.

Words' Development Skill

A. Complete the blanks:

1. golden, winged 2. Singing songs
3. answering 4. wind 5. Paradise

B. Use the following words in your own sentences to bring out the meaning:

1. The golden-winged bird sat on my windowsill.
2. I saw a flight of birds last evening.
3. The aeroplane scaled the skies.

Grammar Skill

A. Underline the conjunctions in the following sentences:

1. and 2. but 3. or 4. if 5. because

B. Join the following using and, but, and or:

1. I took my bag and left for school.
2. Hansel and Gretel found a house made of candy.
3. Mr. Sharma is rich, but Mr. Gupta is poor.
4. Grandma is old, but she is very active.
5. Would you like tea or coffee?
6. Do you want to sing or dance?

Creative Skill

(To be done by the students)

Lesson 5 : Gentle Giants

The lesson can begin with a lively reading of the passage on Asian elephants, pausing to emphasize new words like magnificent, benevolence, sagacity, and formidable. Students can close their eyes and imagine

a herd of elephants moving through a forest, splashing in rivers, or caring for their calves. This introduction builds curiosity and helps them visualize the animal while listening carefully. After the reading, students can share what part of the passage they liked most, and the teacher can guide a discussion on why elephants are considered friendly and intelligent.

To teach grammar within the context of the passage, the teacher can highlight examples directly from the text. For declarative sentences, the line “Elephants live in groups called herds” can be shown. For interrogative sentences, the text offers “Isn’t it fascinating that a baby elephant can weigh more than 100 kilograms when it is born?” For imperative sentences, the teacher can point out “Protect the elephants and safeguard their forests.” For exclamatory sentences, students can create their own based on the passage, such as “What magnificent animals elephants are!” Grammar is taught as a natural part of the reading.

Activities can include roleplay where students act as elephants in a herd caring for each other or drawing scenes of elephants in forests, rivers, and grasslands. A vocabulary activity can involve matching the new words to simple meanings and using them in short sentences. To strengthen grammar understanding, the teacher can ask students to pick any sentence from the passage and identify whether it is declarative, interrogative, imperative, or exclamatory. Group

discussions on why elephants need protection encourage speaking practice while linking conservation with language learning.

Test of Understanding

A. Tick the correct answer.

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

B. Write ‘T’ for true and ‘F’ for false against the following statements:

1. T 2. F 3. T 4. F 5. T

Writing Skill

A. Answer the following questions:

1. The elephant herd looks after each member, especially the young calves, and they never abandon a weak or sick elephant.
2. Elephants are herbivorous animals, and they love to eat. They spend many hours every day eating grass, fruits, leaves, and bark from trees. They can consume over 100 kg of food in a single day.
3. Elephants roll in the mud, spray water on themselves, and enjoy swimming in rivers. They are playful animals.
4. Elephants’ behaviour shows both intelligence and discipline, which makes them truly unique creatures.
5. Elephants face threats in a number of ways. Forests are being destroyed, and elephants are losing their homes; some people also hunt them.

Vocabulary Development Skill

A. Now form more such words.

1. Cute child 2. Beautiful beach 3. Shining sun
4. Proud parent

B. Write the same answer for both in each set.

1. Trunk 2. Watch 3. Trumpet 4. Face

C. Write the name of the animal for each movement given.

1. duck 2. snake 3. horse 4. turtle
5. monkey 6. rat

Grammar Skill

Put a tick against the groups of words which are sentences and cross against those which are not:

1. X 2. ✓ 3. ✓ 4. X 5. ✓ 6. X
7. ✓ 8. ✓ 9. X 10. X

Write 'S' for statements, 'Q' for interrogative sentences, 'I' for imperative sentences, and 'E' for exclamatory sentences:

1. E 2. I 3. Q 4. S

Fill in with everything, nothing, everywhere, nowhere.

1. nowhere 2. everywhere 3. nothing
4. everything, nothing 5. everywhere, nowhere

MATHEMATICS

SCIENCE

Lesson 1 : Light

The lesson on light can begin with a simple discussion where students are asked to name objects that shine on their own, like the Sun or a lamp, and objects that only shine when light falls on them, like the Moon or a mirror. This activity helps them understand luminous and non-luminous objects. The teacher can then demonstrate using a torch in a darkened classroom to show how light travels in a straight line and creates shadows.

Next, the property of reflection can be introduced with a mirror. Students can experiment by shining a torch at the mirror and observing how the light bounces back. Refraction can be shown by placing a pencil in a glass of water and noticing how it looks bent. To reinforce learning, students can be asked to sort classroom items into transparent, translucent, and opaque categories.

Finally, the uses of light can be discussed, from helping us see to enabling plants to make food. To connect with real life, students can draw a scene showing sources of light at night. As a preventive measure, the harmful effects of too much artificial light, such as light pollution, can also be briefly discussed, encouraging students to switch off unnecessary lights at home.

Warm Up

Write 'L' for luminous objects and 'NL' for non-luminous objects.

1. L 2. NL 3. NL 4. L 5. L 6. NL
7. NL 8. L

Check N' Mate

Fill in the blanks.

1. Reflection 2. Refraction 3. All directions
4. One direction

Check N' Mate

Write 'T' for true and 'F' for false statements.

1. T 2. T 3. T 4. F 5. T

Exercise

A. Objective Type Questions:

I. Multiple Choice Questions:

1. (a) 2. (c) 3. (b) 4. (a) 5. (c)
6. (a) 7. (b)

II. Name the following:

1. energy 2. light 3. light 4. candles
5. straight 6. rough

III. True or False

1. T 2. F 3. F 4. T

B. Short Answer Questions:

1. Light is a form of energy. The different sources of light are natural light and artificial light.

2. Luminous bodies emit light of their own, whereas non-luminous bodies do not have their own light.

3. When light rays hit a surface and bounce back, we are able to see the object. This is called reflection of light.

4. The size of the shadow is shorter when the source of light and the object are closer to each other.

5. The size of the shadow is longer when the source of light and the object are away from each other.

C. Long Answer Questions:

1. When light rays hit any surface, they reflect back. We are able to see the object because light rays enter our eyes after bouncing off the surface. This is called reflection of light.

2. When we place 4 cards in alignment, with holes punched at the same spot. Then, when we place a light at one end, we can see the light at the other end. This shows that light travels in a straight line.

3. Light rays usually travel in straight lines, but when they pass from one material to another, they can be forced to bend. This bending is called refraction. Example - place a straw in a glass of water, with part of the straw in water. At a certain angle, the straw appears to bend at the water's surface. This is because of the bending of light rays as they move between air and the water.

4. Materials that allow light to pass through them in straight lines are called transparent objects. Materials

that allow some light to pass through them are called translucent objects. Materials that do not allow any light to pass through them are called opaque objects.

5. A dark area on a surface caused by an object blocking the light is called a shadow. When an opaque object comes in the path of the light, the light falling on that object cannot reach the other side, and therefore a shadow is formed.

6. The three conditions necessary for the formation of a shadow are:

- There should be a source of light.
- The object must be opaque or translucent.
- There should be a screen.

Time to Recall

Source of Light

- Natural
- Artificial – Luminous and Non-luminous

Time to Apply

1. Transparent
2. Translucent
3. Translucent
4. Translucent

Time to Discuss

1. The Moon is considered as a non-luminous body because it does not emit its own light.
2. Kitchen containers are made of glass so that we can see its contents.

3. You can convert a transparent glass sheet into a translucent glass sheet, by painting on it.

4. No, you will not, as you need light to see a reflection.

Lesson 2 : Push And Pull

Force is the push or pull that can change the position or motion of an object. Students can be introduced to this concept through everyday examples like pushing a chair, pulling a bag, or kicking a ball. Teachers can make it interactive by asking students to act out different actions and discuss whether it is a push or pull. This way children connect the idea of force to real life.

Different types of forces can be explained with demonstrations. Muscular force can be shown by lifting a book, gravitational force by dropping a ball, magnetic force by bringing a magnet near paper clips, and frictional force by rubbing hands together or sliding an eraser across the desk. These simple activities help them see how forces are constantly at work in their surroundings.

To reinforce learning, students can be divided into groups and given objects like magnets, toy cars, or blocks to explore how forces act. They can conduct small experiments like rolling a car on a smooth surface versus a rough surface to observe friction. The class can end with a discussion on why we need forces in daily life and a quick quiz game where students identify the type of force in different situations.

Warm Up

- a. Push b. Pull c. Kick/push

Check N Mate

Write 'T' for true and 'F' for false statements

1. T 2. T 3. F 4. F

Check N Mate

Fill in the blanks.

1. Gravity 2. rough 3. attract 4. Muscular

Exercise

A. Objective Type Question.

I Multiple Choice Questions:

1. (b) 2. (c) 3. (a) 4. (a) 5. (c) 6. (b)

II Fill in the blanks:

1. push, pull 2. gravity 3. friction 4. north, south
5. Sir Issac Newton 6. muscular force

B. Very Short Answer Questions.

Write 'T' for true and 'F' for false statements.

1. F 2. T 3. T 4. F 5. T

C. Short Answer Questions.

1. Push is the force that moves an object away from something. Pull is the force of bringing an object closer.
2. Example for push - kicking the football, pushing the striker while playing carrom. Example for pull - pulling your socks up, pulling the rope while playing tug of war.

3. A force is a push or a pull of an object that causes the object to speed up, slow down, change shape, or change direction on which it is applied.

4. Force plays an important role in our daily life, as no work is possible without the application of force.

5. The different types of force are gravitational force, frictional force, magnetic force and muscular force.

D. Long Answer Questions.

1. Force can move a body at rest, for example, when a ball is hit, it travels.

Force can slow down a moving object, for example, when a ball is caught.

Force can change the direction of motion of a moving object, example, when a cricket ball is hit with a bat.

Force can change the shape and size of an object, for example, making objects with clay.

2. Gravitational force - The force that pulls everything towards the center of the Earth is called the gravitational force.

Frictional force - The force that acts when any two objects come in contact with each other.

3. A force that can attract (pull closer) or repel (push away) magnetic objects like iron and nickel is called magnetic force.

4. The force that is applied using parts of the body, like arms or legs, is called muscular force. We are

able to walk, lift, run, stand, push, and do other work with the help of our muscles.

Time to Recall

Types of Forces - Gravitational force, magnetic force, muscular force, frictional force

Time to Apply

1. (a) Gravitational force (b) Magnetic force (c) Frictional force (d) Frictional force (e) Muscular force

2. She lost her balance because she stepped on a smooth object.

Time to Discuss

Answer: (c)

Time to Observe

1. Push 2. Push 3. Pull 4. Push 5. Pull
6. Push 7. Pull 8. Pull 9. Pull 10. Push
11. Push 12. Push 13. Pull

Lesson 3 : Friction as a Force

The lesson on friction can begin with an engaging activity where students rub their palms together and feel the heat generated. The teacher can then ask them to slide a book across the desk and notice how it stops after a while. This sparks curiosity about how friction works and why things do not move forever.

To show advantages of friction, students can try writing with pencils or chalk, walking with socks

versus shoes, and even holding objects with their hands. Each group can record where friction is helping them. For disadvantages, they can compare rolling a toy car on a smooth surface and then on sandpaper to see how friction slows it down, or feel how it is harder to drag their chairs across the floor.

For ways to reduce friction, the class can do small experiments like rolling a bottle with and without marbles inside to show the effect of ball bearings, or sliding the same book on a rough desk and then on a smooth plastic sheet to notice the difference. To wrap up, students can play a quick “Friction Detective” game where the teacher shows everyday items like oil, tires, or erasers and students decide if friction is being used, reduced, or causing trouble.

Warm Up!

1. (B) 2. (A) 3. (C)

Check N’ Mate

Write ‘T’ for true and ‘F’ for false statements.

1. T 2. T 3. F 4. T

B. Fill in the blanks.

1. Polishing 2. friction 3. surfaces

Exercise

A. Objective Type Questions

I Multiple choice questions:

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

II Fill in the blanks:

1. motion 2. increases 3. contact force
4. reduces 5. ridges on the soles

B. Short Answer Questions:

1. (a) The force that acts at the point of contact between the objects is called a contact force.

(b) The force that acts between the object and the surface, which either slows down or stops the moving object, is called frictional force.

2. Examples of friction are - writing on paper because of the friction between the pencil tip and the paper, and walking on the ground because of the friction between our feet and the ground.

3. Friction increases as the roughness of the surface increases. Lubricants such as oil and grease can be applied to reduce friction.

4. Aeroplanes have streamlined bodies to reduce friction as they move through the air.

5. Friction causes parts of machines that are rubbing against each other to get heated up. Parts of machines get worn out and damaged due to friction.

C. Long Answer Questions.

1. Three ways friction is useful in our daily lives are:

- We are able to hold things because of the friction between our hand and the object.

- We are able to walk because of the friction between our feet and ground.

- We are able to drive a car on the road because of the friction between the road and the tyres.

2. Three disadvantages of friction are:

- Friction makes it difficult to move heavy objects across the floor.

- We are unable to hold wet soap because there is less friction.

- Friction causes wear and tear because of constant movement against each other. Example - eraser, tyre of a vehicle.

3. Three ways by which friction can be reduced are:

- By polishing surfaces.
- By using fine powder.
- By making the objects streamlined.

Time to Recall

Ways to reduce friction - lubricants, fine powder, ball bearings, polishing, streamlining

Time to Apply

1. Due to friction, there's wear and tear.
2. To reduce friction.
3. To increase friction so that they don't fall.

4. Aeroplanes are streamlined to reduce friction.
Birds and fish have streamlined bodies.

5. It would make it more difficult as we will slip as there's no friction.

Time to Discuss

This is done to reduce friction so that the accelerator and brakes can be applied properly.

Time to Observe

- The direction of friction is in the opposite direction to the skier's movement.
- The friction would be more on a grassy surface.
- A smoother surface has less friction.

SOCIAL STUDIES

Lesson 1 : States of Southern India

The lesson can begin with a map activity where students locate the southern states and notice the coastline, Ghats, and rivers like the Godavari, Krishna, Kaveri, and Periyar. The teacher can explain how agriculture is important here, with rice, spices, coffee, sugarcane, and cotton as main crops, and connect these to foods the students know.

For activities, groups can each explore one state. Kerala can share about backwaters and spices, Tamil Nadu about temples and paddy fields, Karnataka about Bengaluru and coffee, and Maharashtra about Mumbai

and Pune. Goa can highlight beaches and cashews, Odisha its temples, Andhra and Telangana about Hyderabad and rice deltas. Students can make posters, draw rivers or crops, or set up a "Southern States Fair" in class to present food, cities, or landmarks.

Students can also practice grammar by writing descriptive sentences like "Hyderabad is a busy, historic city" or comparisons like "Mumbai is larger than Panaji." They can ask and answer questions such as "Which crop grows in Karnataka?" to combine learning about geography, agriculture, rivers, and cities in a fun and interactive way.

Exercise

A. Tick the right answer:

1. (d) 2. (d) 3. (a) 4. (a) 5. (a)

B. Fill in the blanks with the words given in the table.

1. hot 2. pleasant 3. heavy 4. moderate

C. Match the following:

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

D. Answer the following questions:

- Some Southern States are coastal plains, some areas are hilly, and some areas fall under the plateau region.
- States in Southern India have hot summers, pleasant winters, and a monsoon with heavy rains. Coastal regions have moderate temperatures throughout the year.

3. Karnataka has a major area under forest, in which trees of sandalwood, teak, rosewood, jungle jack, bamboo, coconut, and white cedar are found.

4. Kerala is a spice-producing state. Other crops grown here are rice, coconut, tea, coffee, and rubber.

5. Tamil Nadu is located on the eastern side of South India at the bottom part of the peninsula. It is bound by the Bay of Bengal in the east and the Indian Ocean in the south. It shares a border with Kerala, Karnataka, and Andhra Pradesh.

Hots

Nagpur is called the 'Orange City of India' as it is famous for producing the best quality oranges.

Activity

(To be done by the students)

Lesson 2 : The Physical Divisions of India

The physical divisions of India can be introduced by showing a large map and pointing out the Himalayas, the Northern Plains, the Peninsular Plateau, the Great Indian Desert, the Coastal Plains, and the Islands. Students can be asked to trace the Ganga, Sutlej, and Brahmaputra rivers and discuss why these basins are important for farming and settlement. A storytelling approach can also be used to describe how the Himalayas protect India like a natural wall and how rivers like the Ganga give life to millions of people.

For activities, the class can be divided into groups where each group represents one physical division of India. They can use simple props like chalk for mountains, blue paper for rivers, and sand for deserts to create a mini classroom model. Students can prepare short skits or drawings showing how people live in these areas, such as farmers in the Northern Plains or fishermen on the Coastal Plains. This will help them connect the physical features with real life.

To reinforce learning, students can take part in a quiz or puzzle identifying regions and rivers on the map. They can also be asked to write one sentence on why each physical division is important, for example, how the Himalayas give us water or how the Coastal Plains help in trade. This mix of visuals, role play, and writing ensures the lesson remains interactive and meaningful.

Start Up!

Fill in the blanks.

1. mountain 2. plains 3. valleys 4. desert

Exercise

A. Tick the right answer.

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

B. Fill in the blanks with words given in the box.

1. Gangotri 2. Kullu 3. Shimla 4. Dehradun

C. Match the following:

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

D. Answer the following questions:

1. The main physical divisions of India are the Himalayas, the Northern Plains, the peninsular plateau, the Indian Desert, the coastal plains, and the Islands.

2. The importance of the Himalayas are:

- The Himalayas form a natural boundary between India and China, and have prevented foreign invasions in the past.
- It protects us from the cold wind blowing from the north.
- We get many forest products like wood, resins, medicines, etc.

3. The Sutlej basin is in the western part of the Northern Plains. This basin is very fertile, and the main crop grown here is wheat, along with rice, cotton, sugarcane, pulses, and oilseeds. Punjab and Haryana are in the Sutlej Basin.

4. The Deccan Plateau is located to the south of the Vindhya Hills and Satpura Hills. On the east and west of the Deccan Plateau are the Eastern and Western Ghats. Rivers Krishna, Kaveri, Godavari, Mahanadi, Narmada, and Tapi flow through the Deccan Plateau.

5. The Great Indian Desert, also known as the Thar Desert, lies in the Western part of India. It is dry and receives little rainfall. It primarily lies in Rajasthan and extends to some parts of Gujarat. Days are hot and nights are cool in the Thar Desert.

Hots

Most north Indian rivers are perennial as they come out of the glaciers on the mountains, which don't dry up during summer.

Activity

(To be done by the students)

Lesson 3 : People in India

A good way to begin this lesson is by showing the variety of India's people through pictures of festivals, food, languages, and traditional clothing. Students can share what festivals they celebrate and what foods are special to their families. This helps them understand how India's population is made up of many different groups yet they all live together in harmony.

Activities can include making a "Unity in Diversity" wall chart where groups of students draw or paste images of Indian foods, festivals, and languages. A role play activity can also be done where children act as people from different states and introduce themselves in a short line about their language or food. Another idea is a "Festival Calendar" where each student adds a festival of their choice to a class chart along with one fact about it.

To reinforce learning, students can be asked to list a few sentences on how diversity makes India special, using examples of language, festivals, or food. They can also design posters with slogans about unity.

These activities ensure children understand that even though people in India speak many languages and follow different traditions, they are united as one nation.

Start Up!

Write the name of the state where it is celebrated.

1. Assam 2. Punjab 3. Tamil Nadu 4. Kerala

Exercise

A. Tick the right answer.

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

B. Fill in the blanks with the words given in the box.

1. Rajasthan 2. Punjab 3. South India 4. eastern

C. Match the following:

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

D. Answer the following questions:

1. The current population of India is said to be nearly 1.46 billion or 146 crores, and it is increasing every day. But the population isn't the same in each area. For example, mountains and deserts have much less population than plains and coastal regions.

2. The Indian Constitution mentions 22 languages, and Hindi is recognised as the official language of the country. Sanskrit and Tamil are the oldest languages of India. Some of the other languages are Malayalam, Tamil, Telugu, Bengali, Gujarati, Kannada, Marathi, and so on.

3. In India, there are three kinds of festivals, they are:

- Religious festivals, examples are Holi, Diwali, Eid, and Christmas.
- Harvest festivals, examples are Bihu, Onam, Baisakhi, and Pongal.
- National festivals, examples are Independence Day, Republic Day, and Gandhi Jayanti.

4. Food habits of people change from region to region. Soft bamboo shoots are cooked in north eastern states, groundnut oil is used in northern India, mustard oil is used in eastern India, and coconut oil is used in south India.

5. In India, we celebrate our national festivals together. We also celebrate each other's festivals. We are united by the same national symbol, anthem, and national song. And the same laws and rules apply to everyone. Hence, there is unity in diversity.

E. Look at the pictures and write the name of the festival.

1. Gandhi Jayanti 2. Vishu 3. Holi 4. Eid
5. Pongal 6. Diwali 7. Independence day
8. Christmas 9. Onam 10. Baisakhi

Hots

South India has a lot of coconut trees growing in it due to its position near the coasts.

Activity

(To be done by the students)

Lesson 4 : Pollution

The lesson can begin with a short discussion where children share what they see or hear around them that bothers them, like smoke from vehicles, dirty water, loud honking, or garbage heaps. This naturally leads into the idea of air, water, noise, and land pollution. The teacher can use pictures or a short video clip to show each type of pollution, encouraging students to describe what they observe.

To build deeper understanding, the class can be divided into four groups, each focusing on one type of pollution. Each group will act out a short skit or make a quick drawing on chart paper to show the causes and effects. For example, the air group may show cars releasing smoke, while the water group may show people throwing waste into rivers. After presenting, the groups can suggest simple prevention methods like planting trees, using dustbins, reducing plastic, or saving water.

As reinforcement, students can write one effect and one prevention method for each type of pollution in their notebooks. A fun activity could be a “Pollution Pledge,” where the class together promises to practice at least one action, such as switching off lights when not in use or keeping their surroundings clean. This makes the lesson interactive and ensures children link learning to real-life responsibility.

Start Up!

Answer the following questions:

1. Air
2. Water
3. Land
4. Noise

Exercise

A. Tick the right answer.

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

B. Fill in the blanks with the words given in the box.

1. air
2. water
3. noise
4. land

C. Match the following:

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

D. Write ‘T’ for true and ‘F’ for false statements.

1. F
2. T
3. T
4. F
5. F

E. Answer the following questions:

1. The damage caused to air, water, and soil by pollutants is called pollution. The different types of pollution is air pollution, water pollution, soil pollution, and noise pollution.

2. Air pollution is caused by the following:

- Burning of wood and coal in houses and factories.
- Poisonous gases coming out of factories.
- Smoke from fires in forests, huts, or buildings.
- Coughing or sneezing without covering the mouth.
- Cutting down trees that take in carbon dioxide and give oxygen.

3. The effects of water pollution are as follows:

- Drinking polluted water causes diarrhoea, typhoid, jaundice, etc.
- Using polluted water for taking a bath can cause skin diseases or cancer.

• Pollutants in water can lead to the death of plants and animals.

4. The effects of noise pollution are as follows:

- High level of noise causes irritation, headache, anxiety, and hearing loss.
- Noise causes sleeping issues.

5. Soil pollution can be prevented by the following steps:

- Reducing the use of chemical fertilizers, pesticides and insecticides.
- Not disposing garbage or wastes in the open.
- Planting more trees.

F. Look at the pictures. Which type of pollution is caused by them?

1. Air pollution 2. Water pollution 3. Noise pollution 4. Air pollution 5. Water pollution
6. Land pollution

Hots

The Delhi government started the 'odd-even' scheme for running private vehicles to reduce air pollution.

Lesson 5 : Waste Disposal

The lesson can begin with a simple activity where students sort a mix of real or picture-based items such as banana peels, plastic bottles, newspaper, and glass jars into two boxes labeled biodegradable and non-biodegradable. This hands-on introduction makes the concept clear from the start. The teacher can then

explain how biodegradable waste decomposes naturally and non-biodegradable waste does not, creating pollution if not managed properly.

Students can then explore the importance of proper waste disposal through a role-play activity. For example, one group can act out what happens when waste is thrown carelessly on streets, while another shows what happens when waste is segregated and recycled. This comparison makes the idea of eco-friendly practices meaningful and fun.

To conclude, the class can create a colorful poster on the 4 Rs Reduce, Reuse, Recycle, and Recover. Each group can take one R and illustrate it with simple drawings or examples from their daily lives. This collaborative work reinforces the concept while encouraging creativity and responsibility toward the environment.

Start Up!

Tick the things in good condition and cross the waste.

1. ✓ 2. X 3. ✓ 4. X 5. X 6. ✓
7. X 8. X

Exercise

A. Tick the right answer.

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

B. Fill in the blanks with words given in the box.

1. Biodegradable 2. Non-biodegradable
3. Recycling 4. Reusing

C. Which of the 4 Rs does this come under?

1. Refuse 2. Refuse 3. Reduce 4. Reuse
5. Recycle 6. Refuse 7. Reduce

D. Write 'T' for true and 'F' for false statements:

1. T 2. F 3. T 4. T 5. F

E. Answer the following questions:

1. When a thing is not in a condition to be used, it is called 'waste'. If waste is not disposed properly, it will collect at a place, which makes the place and atmosphere polluted.

2. Wastes are of two types: biodegradable wastes and non-biodegradable wastes.

3. Biodegradable wastes rot easily and mix with soil. Examples are leftover food and leaves.

4. Non-biodegradable wastes do not mix with soil and do not rot. Examples are glass and plastic.

5. The four Rs are as follows:

Refuse: Saying no to things you don't need.

Reduce: Reducing the amount of things we buy.

Reuse: Using things multiple times, instead of buying new things.

Recycle: Converting waste materials into new materials and objects.

Hots

We can reduce waste in our house by following the 4 R's. Two methods include choosing digital bills,

newspapers, and documents over paper, and converting vegetable waste into manure through composting.

GENERAL KNOWLEDGE

Lesson 1 : Sports Persons of India

This lesson begins by narrating the inspiring journeys of Mary Kom, Neeraj Chopra, and M. S. Dhoni and the others, highlighting their struggles, determination, and achievements. The teacher can use short stories or video clips of their iconic moments—Mary Kom's world titles, Neeraj Chopra's Olympic gold throw, and Dhoni's calm leadership in the World Cup and so on, to capture student interest. Students will be asked to share what qualities make these figures role models.

The class will then move into group work where students create posters or a short role-play about their favorite sports personality from India, which may also include figures like P. V. Sindhu, Sania Mirza, or Sachin Tendulkar. The teacher guides them to identify the values these sportspersons represent, such as perseverance, discipline, teamwork, and courage. Grammar learning can be integrated by framing sentences that describe these players, focusing on correct tenses and action verbs.

To conclude, the teacher organizes a quick quiz or discussion where students link the values of these athletes to their own lives. As an activity, students can

write a short paragraph on “The sportsperson I admire most and why,” reinforcing both writing skills and moral learning.

Lesson 2 : Endangered Animals

The lesson can begin by introducing what the term endangered means and why certain animals are in danger of disappearing. Students can be shown pictures of the blue whale, wild yak, ibex, addax, and so on along with short descriptions of their habitats, size, diet, and special features. The teacher can explain how human activities like hunting, deforestation, and pollution, as well as natural causes, affect their survival.

For activities, children can make a “Save the Animal” poster, choosing one endangered animal and writing two lines about why it should be protected. Another activity can be a matching game where students match animals with their habitats. To encourage observation, the teacher can ask questions like “Which animal is the biggest?” or “Which one lives in the desert?” Finally, the class can end with a discussion on small ways we can help, like reducing plastic, protecting forests, and respecting wildlife.

Lesson 3 : Indian Nobel Prize Winners

Students can be introduced to Rabindranath Tagore, C.V. Raman, Mother Teresa, Amartya Sen, Kailash Satyarthi, Venkatraman Ramakrishnan, Abhijit Banerjee,

and others. The teacher can read aloud short stories of their lives, explaining their fields of work. For example, Tagore’s “Gitanjali” in literature, Raman’s discovery of light scattering, and Mother Teresa’s selfless service. Students can be asked to create a timeline of Nobel Prize winners from India to visualize their contribution across years.

To make the class engaging, an activity can involve dividing students into groups where each group presents about one laureate. They can include a drawing, a short paragraph, or even act out their contribution. Another activity can be a “Who am I?” quiz where the teacher gives clues and students guess the Nobel Prize winner. This builds curiosity and memory recall.

Finally, students can write a few lines about which Nobel Prize winner inspires them most and why. This reflection allows them to connect the lesson to their own values. Grammar practice can be integrated by asking them to frame sentences about Nobel Prize winners in simple present and past tense.

Lesson 4 : Facts on Vegetables

The lesson can begin with a fun display of real vegetables or pictures, asking students to guess their names and share what dishes they know them from. The teacher can narrate interesting facts like brinjal being called the king of vegetables, carrots being rich in Vitamin A, or onions making us cry when cut. This

keeps the class lively and relatable. Once this is done, the teacher can cover the facts in the textbook.

For activities, students can be divided into groups where each group prepares a chart on one vegetable with its uses, nutritional value, and fun fact. Another activity could be “vegetable riddles” where children guess the vegetable from clues given by the teacher or peers. To make it interactive, students can create a short skit on a vegetable market, using vegetables as characters.

The class can be wrapped up by reinforcing healthy eating habits and the importance of including a variety of vegetables in the diet. Students can also be asked to write a few sentences about their favorite vegetable, describing its color, taste, and why they like it. This ties language skills with general knowledge.

Lesson 5 : First Women of India

The lesson can begin with a short introduction about how women in India have achieved many firsts in politics, science, space, and public life. The teacher can narrate stories about personalities like Pratibha Patil, Indira Gandhi, Kalpana Chawla, Sucheta Kriplani, Fathima Beevi, and Sushmita Sen, making students curious and proud about their achievements. Pictures of these personalities can be shown to make the learning more engaging.

Students can then take part in activities like a matching exercise where they connect the names of the

women with their achievements. A quiz game in class can also make the session lively. To reinforce the learning, students can be asked to create a small booklet with drawings or short notes about each personality. Another activity can be role play, where a few students act as these women and share a line about their achievement. This way, the class not only learns facts but also appreciates the importance of determination and breaking barriers.

Lesson 6 : Playing with Words

The lesson can begin with a quick warm up where students clap in rhythm while saying pairs of rhyming words like cat–hat or ball–tall. This helps them hear the sound patterns and get into the mood for word play. The teacher can then move to the activity in the book where children solve the rhyming word clues, encouraging them to share answers aloud and even act them out for fun reinforcement.

To deepen the learning, students can be given a basket of classroom objects like chalk, book, pen or bag and asked to find or invent rhyming words for them. For example chalk–walk or pen–hen. This not only makes the activity interactive but also sparks creativity as students may invent funny or unusual rhymes. To close the lesson, children can work in pairs to make short two line rhyming couplets with the words they have learned, building both confidence and enjoyment in using language.

Lesson 7 : Superlatives of India

Students can be divided into groups and asked to prepare a “Superlatives of India Chart” where they paste or draw pictures of the longest river, the tallest statue, the highest battlefield, the largest desert, and the biggest stadium. This makes learning visual and engaging.

The teacher can also conduct a quick quiz game where you give a clue like “I am the highest battlefield in the world, found in the Himalayas” and students guess “Siachen Glacier.” Similarly, clues can be given for the longest dam, the largest desert, and so on. Another activity can be a “Superlatives Treasure Hunt” where facts are written on slips and hidden around the classroom, and students find and match them with their correct category.

Lesson 8 : Homophones and Spell Master

This lesson helps children explore the fun of words through homophones and spelling practice. Teachers can begin by introducing the concept of homophones with examples like sun–son, pair–pear, and see–sea. Students can be asked to come up with their own homophone pairs and use them in short sentences, which encourages both recognition and application. To make it engaging, a listening game can be played where the teacher says a word and students write its homophone.

For the “Spell Master” part, the class can be divided into teams, and tricky words can be given for a spelling bee round. Words like “receive,” “believe,” “beautiful,” and “knowledge” can be used to sharpen their spelling skills. Teachers can also put jumbled spellings on the board for students to rearrange into the correct word.

As an activity to combine both parts, students can be given a worksheet with blanks to fill using the correct homophones and correctly spelled words. For example, “I will (write/right) a note before I leave” or “She is a very (beautiful/beautiful) girl.” This makes the lesson interactive, competitive, and fun while strengthening their language foundation.

Lesson 9 : Story Comprehension

This lesson focuses on story comprehension using the tale of the hungry fox and the crow. Teachers can start by reading the story aloud and pausing at key moments to ask questions like “Why do you think the fox wanted the chapati?” or “What could the crow have done differently?” Students can then discuss in pairs or small groups to reinforce understanding.

To practice critical thinking, the class can complete a true or false activity based on the story. Statements such as “The fox gave the chapati to the crow” or “The crow dropped the chapati because it sang” can help students differentiate between facts and assumptions.

An interactive follow-up activity can involve role-playing the characters, where one student is the fox, another the crow, and others narrate. This engages students physically while reinforcing the story's moral about flattery and caution.

Lesson 10 : Vehicles of Work

This lesson on Vehicles of Work can begin by showing pictures or short videos of different work vehicles like fire engines, bulldozers, excavators, concrete mixers, and water tanker trucks. Teachers can ask students questions such as “What does this vehicle do?” or “Where would you see this in your city?” to spark curiosity.

Students can then play a trivia-style game where they match vehicles to their functions. For example, the class can be divided into teams and asked questions like which vehicle puts out fires or which mixes cement. This encourages teamwork and reinforces learning through active participation.

As an extension, students can be asked to describe a day in the life of one of these vehicles using short sentences. This integrates writing and speaking skills while helping them remember the role of each vehicle in real-life work scenarios.

