

# Handbook for Topper

Std-3

**RAINBOW**  
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## TERM 1 ENGLISH

### General Guidelines

Focus on building basic vocabulary through visual aids, interactive games, storytelling, songs, and repetitive practice, emphasizing pronunciation and simple sentence structures, while incorporating real-life situations and activities that align with their interests and daily experiences; prioritize a playful and engaging learning environment to foster a positive attitude towards the language.

Use colorful pictures, flashcards, and real objects to introduce new vocabulary related to everyday items like colors, shapes, animals, body parts, and family members. Demonstrate actions while saying words to connect meaning with visual cues. (e.g., “jump,” “clap,” “wave”).

### Simple Sentence Structures:

Focus on basic sentence patterns like “This is a...”  
“I see a...” “The cat is...”

Repeat simple questions and answers like “What is this?” “It’s a ball.”

### Play-Based Learning:

Incorporate interactive games like “Simon Says,” “I Spy,” and “Matching games” to practice vocabulary and sentence structures.

Use fingerplays and action songs to reinforce vocabulary and rhythm.

### Storytelling and Reading:

Read aloud simple picture books with repetitive language and engaging illustrations.

Ask basic comprehension questions like “Who is this?”  
“What is happening?”

### Pronunciation Practice:

Emphasize proper pronunciation of key sounds and words through repetition and clear articulation.

Use tongue twisters and sound-based activities.

### Daily Routine Activities:

Integrate English into daily classroom routines like greeting, asking questions about the weather, and taking attendance.

### Positive Reinforcement:

Offer praise and encouragement for participation and correct responses.

Create a supportive and non-judgmental learning environment.

### Important Considerations:

**Adapt to Individual Needs:** Differentiate instruction based on students’ learning pace and abilities.

**Cultural Relevance:** Connect English learning to students’ familiar cultural context and experiences.

**Active Engagement:** Encourage student participation through hands-on activities and pair work.

## Lesson 1: Flowing River

In this lesson, students will explore the poem *Flowing River* to appreciate the beauty and movement of nature through simple, rhythmic language. The teacher can begin with a brief discussion about rivers, using pictures or a short video to spark interest. After reading the poem aloud with expression, students must identify descriptive words and share their thoughts on how the river is portrayed. A short drawing activity follows, where students illustrate the river and write two words from the poem they liked. This encourages both visual expression and vocabulary recall.

The grammar focus shifts to understanding alphabetical order. Using the alphabet chart, the teacher can explain how to arrange words based on their first letters, followed by a group activity where students organize flashcards in ABC order. A brief dictionary demonstration can be included if time permits. The lesson ends with a fun oral quiz and recap. As homework, students can be asked to describe a river in three words and alphabetize a small list of simple words to reinforce the skill.

### Test of Understanding

#### A. Tick the correct answer:

1. (c)    2. (a)    3. (b)    4. (b)

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

1. gathers    2. gains    3. calls    4. clown  
5. ground    6. lightly

## Writing Skill

### A. Complete the lines of the poem:

In the day, the boats ferry on it up and down,  
At night, the moon is mirrored as a clown.  
In it the fish find roads to move around,  
Till the clever fisherman lines them on the ground.

### B. Answer the following questions:

1. The river collects stones, sand, mud, and fish as it moves along.
2. The river moves flat from side to side in the plains.
3. The water of the river gains speed as it moves through narrow valleys.
4. During the day, boats ferry up and down the river. At night, the moon is mirrored like a clown.

## Word Development Skill

**Match the words with their meanings. All these words are related to a river. Use a dictionary:**

1. (viii)    2. (vii)    3. (vi)    4. (v)  
5. (iv)    6. (ii)    7. (iii)    8. (i)

## Grammar Skill

### A. Write these letters in alphabetical order:

1. a b c d e f    2. g h i j k l    3. l m n o p  
4. q r s t u v    5. u v w x y z

**B. Write these words in alphabetical order:**

- |            |          |           |           |
|------------|----------|-----------|-----------|
| 1. ankle   | 2. apple | 3. fish   | 4. grapes |
| 5. house   | 6. lamp  | 7. parrot |           |
| 8. peacock | 9. watch | 10. whale |           |

**Communication Skill**

**A. Listen to your teacher pronouncing each of the words given below. Write one rhyming word for each of these:**

- |                  |                  |
|------------------|------------------|
| rocks - socks    | mighty - flighty |
| spray - tray     | line - fine      |
| valley - alley   | call - ball      |
| stream - cream   | moon - spoon     |
| move - prove     | fish - dish      |
| narrow - sparrow | water - otter    |

**B. (To be done by the students)**

**Lesson 2: Birthday Gift**

In this lesson, students can be introduced to a story or passage about Yug's birthday party to help them engage with everyday events through language. The teacher can begin by asking students about their own birthday experiences to activate prior knowledge. The story can then be read aloud, highlighting key details like who came, what happened, and how the boy felt. After the reading, students can discuss the main events and characters, followed by a simple drawing or sequencing activity where they illustrate or order scenes from the party.

The grammar focus can be on identifying the subject and predicate in a sentence. The teacher can explain that the subject tells who or what the sentence is about, and the predicate tells what the subject does. Using examples from the story (e.g., "The boy blew the candles"), the teacher can model how to split a sentence into subject and predicate. Students can then do a matching activity, where they pair subjects with suitable predicates, or create their own birthday-themed sentences. The lesson can end with a short review and a fun oral game. For homework, students can write three simple sentences about a birthday and underline the subject and predicate in each.

**Test of Understanding**

**A. Tick the correct answer:**

1. (c)    2. (b)    3. (b)    4. (c)

**B. Fill in the blanks:**

1. eight    2. parents    3. cake    4. bicycle    5. sister

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

1. F    2. T    3. T    4. F

**Writing Skill**

**A. Who said it?**

1. Yug's father    2. Yug's uncle    3. Yug  
4. Yug    5. Yug's sister    6. Yug's sister

**B. Answer the following questions:**

1. Yug was celebrating his eight birthday.

2. Yug's uncle gave him the bicycle. Yug was happy to get it.

3. Yug couldn't keep his balance on the bicycle and he fell down because of it.

4. Yug's sister held the bicycle for him to help him ride it.

5. Yes, Yug was able to learn to ride the bicycle.

### **Word Development Skill**

**Write the opposite of the following words:**

1. tomorrow    2. enemy    3. big    4. learn
5. give    6. sad    7. short    8. fast
9. late    10. up

### **Grammar Skill**

**A. Circle the subject part and draw a line under the predicate parts:**

1. Subject - Aditya, Predicate - is reading a book
2. Subject - Anita, Predicate - is cooking food
3. Subject - Anu, Predicate - plays the guitar
4. Subject - The train, Predicate - is running fast
5. Subject - Peacocks, Predicate - dance when it rains
6. Subject - Sachin, Predicate - is a great cricketer
7. Subject - The cows, Predicate - are in the shed
8. Subject - Mohit, Predicate - is going to the theatre

**B. Write the subject in the following sentences:**

1. The doctor    2. The student    3. My father
4. I    5. My sister    6. The sun

**Communication Skill** (To be done by the students)

### **Lesson 3: Manoj and Ajay**

In this lesson, students can be introduced to a story about two boys, Manoj and Ajay, where Manoj studies sincerely while Ajay avoids studying and faces the consequences. The teacher can begin by asking students about their own study habits and whether they think hard work is important. As the story is read aloud, students can observe how the characters' choices affect their outcomes, leading to the moral: hard work pays off. After the reading, the class can have a short discussion about what Ajay learned and why Manoj succeeded, followed by a simple activity like drawing or writing a sentence about each boy.

The grammar focus can be on understanding and identifying different types of nouns—proper, common, collective, countable, and uncountable. The teacher can explain each type with examples from the story, such as “Manoj” (proper noun), “book” (countable noun), or “water” (uncountable noun). Students can be given a sorting activity where they categorize nouns into the correct groups. A follow-up task can involve identifying and underlining different noun types in short sentences from the story. The lesson can end with a quick quiz or game. For homework, students

can list two examples for each type of noun, using words related to school and home.

### Test of Understanding

#### 1. Tick the correct answer:

1. (b)    2. (a)    3. (c)

#### B. Fill in the blanks:

1. brother    2. drawing    3. stronger  
4. Neha's

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

1. T    2. F    3. F    4. T

### Writing Skill

#### Answer the following questions:

1. Manoj wanted to make his base strong when it comes to education.
2. According to Manoj, effort is required to see good results.
3. Manoj refused to attend the big party at Neha's house as he wanted to study.
4. Manoj asked Ajay to work hard to get better results the next time.
5. Hard work is the secret of success.

### Word Development Skill

#### Add 'ing' to the following words:

1. reading    2. laughing    3. working

4. feeling    5. building    6. drawing  
7. studying    8. playing    9. swimming  
10. crying

### Grammar Skill

#### A. Underline the nouns in the following sentences:

1. ducks, pond    2. he, Chennai  
3. Mary, lamb    4. Hemant, pen  
5. Taj Mahal, Agra

#### B. Circle the nouns in the following sentences.

Write P for persons, PL for places,  
T for things, and A for animals:

1. P - girl, T- bicycle    2. P - Anu, T- pizza  
3. A - lion, PL - zoo    4. P - Reema, PL - school  
5. P - Amit, T- kite

### Common and Proper Nouns

#### Circle the common nouns and underline the proper nouns in the following sentences:

1. Proper noun - Rahul, common noun - friend  
2. Common noun - mountain ranges, snow  
3. Proper noun - Modern Public School  
4. Proper noun - BMW car  
5. Proper noun - Rubal, common noun - dog

### Collective Nouns

#### Fill in the blanks with suitable collective nouns given in the box:

1. flight    2. band    3. pride    4. flock  
5. litter    6. crowd

## Countable and Uncountable Nouns

Write 'C' for countable nouns and 'UC' for uncountable nouns.

1. UC   2. UC   3. C   4. C   5. C   6. C

### Usage - So

Use 'So' and complete the words given.

1. so I went to the doctor
2. so I carried an umbrella
3. so I was tired
4. so I am walking slowly
5. so I played inside

### Creative Skill

Find out any 6 differences in these two pictures and circle them:

1. Wall tiles      2. Mother's bindi
3. Wash basin tap
4. Girl's t-shirt      5. Mother's dress print
6. Glass on the table between the mother and the girl
7. Bowl on the table      8. Girl's hairband

## Lesson 4: My Granny

The lesson begins with the teacher reading the poem aloud with expressions, bringing out the warmth and fun in how the poet describes her granny. Students

can share short stories about their granny or another elder in their family, making the poem relatable and helping them understand the affectionate mood. This builds a personal connection and encourages speaking confidence.

Activities can be drawing their granny, writing two lines about what they love about her, or a role-play where one child acts as granny telling a story while others listen. The class can also create a "Granny Word Wall" with words from the poem and their own words describing grandparents. To make learning interactive, students can drop written notes into a "Granny's Treasure Box" about how elders care for them.

For grammar, the teacher introduces **plural nouns** (e.g., toys—toys, biscuits—biscuits), **gender nouns** (e.g., grandfather—grandmother, brother—sister), **contracted forms** (I'm, she's, don't, can't), and **positive/negative sentences** (e.g., *Granny loves me / Granny does not scold me*). A "Grammar Basket" game can be played where students pick a slip with a word or sentence and identify if it belongs to plurals, gender, contractions, or positive/negative. This way, grammar is reinforced through fun and active participation.

### Test of Understanding

A. Tick the correct answer:

1. (c)   2. (a)   3. (b)

B. Write the meaning of the following words:

1. to look after      2. a small pillow

- |             |                      |
|-------------|----------------------|
| 3. apply    | 4. tender            |
| 5. hurry    | 6. to pull something |
| 7. complete | 8. fitness           |

### Writing Skill

#### A. Complete the poem:

- You put on a cushion  
Between your knees,  
You rub a little coconut oil,  
Parting gentle as a breeze
- But Granny,  
You have all the time in the world,  
And when you're finished,  
You always turn my head and say,  
"Now, who's a nice girl!"

#### B. Answer the following questions:

- Granny always takes care of the girl.
- Mummy is always in a hurry.
- Granny has all the time for the girl.
- Mummy pulls and tugs the girl's hair.
- Granny says "Now, who's a nice girl!" after she has finished combing the girl's hair.

### Vocabulary Development Skill

#### A. Circle the word with the correct spelling in each group:

- quilt   2. cushion   3. approach   4. stuffed
- jewellery

#### B. Use the following words in sentences:

- The dog was very obedient.
- I enjoy reading a book.
- The floor is wet, so walk carefully.
- A gentle breeze is blowing.

### Grammar Skill

#### Write negative sentences for the following.

- I don't like to play football.
- I am not working today.
- She is not going to the park.
- He cannot ride the bicycle.
- I have not finished my homework.
- The train never comes on time.

#### Write the plural form of the given nouns

- |             |             |            |             |
|-------------|-------------|------------|-------------|
| 1. rocks    | 2. books    | 3. friends | 4. hats     |
| 5. cows     | 6. tables   | 7. lamps   | 8. toys     |
| 9. buses    | 10. watches | 11. boxes  | 12. brushes |
| 13. donkeys | 14. lilies  | 15. lives  | 16. zeroes  |

### Gender

#### Some nouns are given below. Write them in their proper columns.

Masculine - king, brother, grandfather, father, son

Feminine - girl, sister, aunt, niece, daughter

Common - friend, parent, doctor, child, teacher



## Contracted Forms

### Write the contracted form:

- |           |           |           |           |
|-----------|-----------|-----------|-----------|
| 1. She'll | 2. We're  | 3. That's | 4. I've   |
| 5. Can't  | 6. What's | 7. It'll  | 8. Didn't |

### Lesson 5: The Tug of War

In this lesson, students can be introduced to the story *Tug of War*, where animals compete to prove who is the strongest. The teacher can begin by asking students what they know about animals and strength, and whether they think one animal can be stronger than another. As the story is read aloud, students can enjoy the playful competition between the animals and guess which animal will win. After reading, the class can discuss the different animals in the story, their characteristics, and what makes them strong. Students can then participate in a fun activity where they act out different animals and describe their strengths.

The grammar focus can be on pronouns, which are words used in place of nouns (e.g., he, she, it, they). The teacher can explain how pronouns help avoid repetition and make sentences easier to understand. Using examples from the story, such as "The lion roared. It was very loud," the teacher can demonstrate how pronouns work. Students can then practice by identifying and replacing nouns with appropriate pronouns in short sentences. A follow-up activity could involve a sentence-matching game, where students

match sentences with and without pronouns. The lesson can end with a recap and a brief quiz. For homework, students can write five sentences using pronouns in place of nouns.

### Test of Understanding

#### A. Tick the correct answer:

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

#### B. Fill in the blanks:

1. animals    2. elephant, seriously  
3. rabbit, stronger    4. scampered  
5. trunk    6. rabbit, sport

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

1. T    2. F    3. T    4. T    5. T

### Writing Skill

#### A. Who said it?

1. Rabbit    2. Rabbit    3. Hippopotamus  
4. Hippopotamus    5. Rabbit    6. Elephant

#### B. Answer the following questions:

1. The animals quarrelled among themselves regarding who was the strongest among them in the forest.
2. The hippopotamus thought that he was the mightiest.
3. The rabbit announced that he is the strongest one.

4. The two beasts were trying hard to pull each other.
5. The rabbit's trick was to nibble through the rope till it broke into two. And both the beasts crashed and fell.

### Word Development Skill

#### A. Match the opposites:

1. g   2. a   3. b   4. f   5. h   6. c   7. d   8. e

### Grammar Skill

#### A. Underline the pronouns in the following sentences. Circle the nouns for which they stand:

1. Pronoun - She, noun - girl
2. Pronoun - He, noun - Anuj
3. Pronoun - They, noun - sons
4. Pronoun - He, noun - Himanshu
5. Pronoun - She, noun - Neha
6. Pronoun - It, noun - dog
7. Pronoun - They, noun - Rahul and Priya
8. Pronoun - It, noun - cake

#### B. Fill in the blanks with I, we, you, they, it, he, she, etc.

1. He   2. She   3. We   4. They   5. I  
6. they   7. It   8. he

Usage - While

#### Now complete using 'while' and the words given.

1. while I bathed   2. while she drove the car  
3. while you slept   4. while you had gone out

#### Creative Skill (To be done by the student)

## 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

- \* Observation and Curiosity: Foster natural curiosity through questions, hands-on exploration, and real-life connections.
- \* Foundational Concepts: Introduce basic ideas in:
  - ☐ Living and Non-Living Things
  - ☐ Plants and Animals
  - ☐ Human Body

- ☐ Weather and Seasons
- ☐ Water, Air, and Light

### Teaching Methods

#### \* Experiential Learning

- ☐ Use simple experiments, field visits, and nature walks.
- ☐ Encourage observation, noting changes, and drawing conclusions.

Example: Observe plant growth over days, track the weather, or test sinking vs. floating.

#### \* Visual Aids and Models

- ☐ Use charts, videos, diagrams, models, and flashcards.
- ☐ Label parts (like parts of a plant or body) with real or 3D models.
- ☐ Show cause-and-effect with visual sequences (e.g., water cycle).

#### \* Storytelling and Real-Life Connections

- ☐ Relate science to everyday life.
- ☐ How soap cleans, how food is digested, how shadows are formed.
- ☐ Use short stories or characters to explain concepts (e.g., “Sunny the Sunbeam explains shadows”).

#### \* Interactive Activities

- ☐ Group work: Make mini-projects like leaf collection, weather charts, or seed germination.

- ☐ Games: Matching, true/false, sorting, and labeling games.

#### \* Reinforcement Techniques

- ☐ Repetition and Revision: Use mind maps, quizzes, and recaps.
- ☐ Hands-on Practice: Let students touch, feel, test, and build.
- ☐ Art Integration: Draw diagrams, color models, or build mini science posters.

#### \* Important Considerations

- ☐ Adapt to Learning Levels: Provide extra support or enrichment activities as needed.
- ☐ Link to Local Environment: Use local examples (like common plants, weather patterns, or traditional tools).
- ☐ Safety First: Teach safe practices during experiments and handling of materials.
- ☐ Encourage Responsibility: Promote care for nature, cleanliness, and healthy habits.

### Lesson 1 : Living and Non-Living Things

In this lesson, students can learn to identify *living and non-living things* in their surroundings and understand the key differences between them. The teacher can begin by showing pictures or real objects (like a plant, toy, rock, and cat) and asking which ones move, grow, or need food. This can lead to a discussion on how living things breathe, grow, move, and reproduce, while non-living things do not.

For the activity, students can go on a short classroom or outdoor “living/non-living hunt” and list or draw what they find. They can also sort picture cards into two groups. The lesson can end with a quick recap of the differences, and for homework, students can list three living and three non-living things they see at home.

### **Check and Mate**

**Write ‘T’ for True, and ‘F’ for false statements.**

1. T    2. T    3. F    4. T

**Circle the odd word in every group.**

1. Table    2. Bird    3. Animals    4. Sun

### **Exercise**

#### **A. Objective Type Questions**

##### **I. Fill in the blanks**

1. living things    2. food    3. photosynthesis  
4. gills    5. their skin    6. stomata    7. Seeds  
8. Living Things    9. soil    10. living things

##### **II. Tick (T) against the true statements and (F) against the false ones:**

1. T    2. T    3. F    4. F    5. F    6. T    7. F  
8. T    9. F    10. T

#### **B. Very Short Answer Questions.**

**Name them:**

1. Tree    2. Car    3. Spiracles    4. Sunflower  
5. Antennae

#### **C. Short Answer Questions:**

1. Animals move from place to place in search of food, water, and shelter.
2. Plants show movement by moving their roots into the soil for water and minerals, and the shoots upward for sunlight.
3. Living beings need food to obtain energy, to grow, and to stay healthy.
4. Some animals use their lungs, fish breathe through their gills, insects use spiracles, and worms use their skin.
5. Living beings use their sensory organs, such as eyes, ears, nose, skin, and tongue, to respond to light, sound, smell, taste, touch, etc.

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

1. Excretion is the removal of waste from the body. Letting this waste remain in the body is harmful.
2. Living things - (a) Need air, food, or water. (b) They can grow. (c) They can move on their own.  
Non-living things - (a) Do not need air, food, or water. (b) They do not grow. (c) They cannot move on their own.
3. Non-living things can be divided into two groups (a) Those which were once a part of

a living thing. Example – coal, log of wood (b)  
Those which were never part of a living thing  
Example – rock and sand.

4. Some animals produce babies, and some lay eggs. Plants mainly reproduce through seeds, and sometimes through roots, stems, or leaves.
5. The length of time for which a living thing lives is called its lifespan. Example - dogs have a lifespan of 10 to 13 years.

#### **Time to recall**

Living things - can move, can grow, can reproduce, can respire, can excrete

Non-living things - cannot move, cannot grow, cannot reproduce, cannot respire, cannot excrete

#### **Time to Apply**

1. Living things respond to change around them.
2. Living things reproduce.

#### **Time to Discuss**

1. A bus moves, and requires fuel for energy.
2. They get their energy from fuel, electricity, batteries, gas, etc.

### **Lesson 2 : Human Body**

In this lesson, students can learn about internal organs and important body systems like the respiratory and skeletal systems. The teacher can begin by showing a

simple diagram of the human body and explaining how organs like the lungs, heart, and bones help us breathe, move, and stay alive. Breathing and the role of lungs can be demonstrated with a deep breathing activity, linking it to the importance of clean air.

For the activity, students can label internal organs on a worksheet or sort body parts into “internal” and “external” categories. They can also do a simple skeleton puzzle or breathing exercise outdoors. The lesson can end with a discussion on air pollution—what causes it and how it affects breathing. As homework, students can draw the lungs and write 3 sentences on how to keep the air clean.

#### **Check N’ Mate**

**Write T for True and F for False statements:**

1. T    2. F    3. T    4. T    5. T

**Fill in the blanks with the correct words:**

1. smaller    2. oxygen    3. pollutants  
4. increase    5. diaphragm

#### **Exercise**

##### **A. Objective Type Questions**

**I. Choose the correct option:**

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

**II. Fill in the blanks**

1. inhale    2. Hair    3. nose    4. bones  
5. pollutants

## **B. Very Short Answer Questions.**

### **Name the Following:**

1. Brain
2. Heart
3. Liver
4. Kidneys
5. Skeletal System

## **C. Short Answer Questions:**

1. A group of organs working together is known as an organ system.
2. The major organ systems in our body are the skeletal system, the digestive system, the respiratory system, the circulatory system, the reproductive system, and the excretory system.
3. The different functions of the brain include controlling the entire functioning of our body, storing information, and helping us to think and learn new things.
4. (a) Supplying blood throughout the body.  
(b) Filtering water and salts from our body.  
(c) Breaking down fats and filtering toxins.  
(d) Secreting gastric juices to help digestion.
5. Deep breathing is a simple breathing technique wherein we inhale and exhale deeply and slowly.

## **D. Answer the Following Questions:**

1. The respiratory system starts with the nose which we use to inhale the air. It then travels

through the windpipe and reaches our lungs. The lungs absorb the oxygen and throws out the carbondioxide while exhaling.

2. Kidneys filter water and salts from our blood. The waste gets collected in the urinary bladder and is thrown out of the body as urine.
3. Digestion takes place in the stomach. The food we eat enters the food pipe and travels to the small intestine. The stomach secretes gastric juices, which help in the digestion of food.
4. Air pollution is the addition of gases, dust, and smoke into the atmosphere, which makes it harmful. Air pollution is caused by the following:
  - Volcanoes, dust storms, and forest fires.
  - Burning of fossil fuels such as coal, oil, etc
5. Three effects of air pollution are:
  - They cause respiratory diseases.
  - Burning of fossil fuels can lead to acid rain.
  - It can cause holes in the ozone layer.
6. Three ways to reduce air pollution are as follows:
  - Plant more trees.
  - Opt for public transport/car pooling.
  - Recycle plastic, paper, etc.

### Time to Apply

David's neighbour is doing the correct thing, as burning of paper causes air pollution.

### Time to Discuss

When we exercise, our body requires more energy, so we need more oxygen.

### Time to Observe

- a. The policeman is covering his nose and mouth to protect himself from the pollution caused by the vehicles.
- b. The air quality of the place is poor.

### Lesson 3: Animals: Birds

In this lesson, students can learn about *Birds*—their body parts, types, and habits. The teacher can begin by showing pictures or a short video of different birds and asking questions like “Have you seen a bird today?” or “What do birds eat?” Key features like beaks, feathers, wings, and claws can be introduced, along with how birds fly, build nests, and care for their young.

For the activity, students can draw a bird and label its parts, or match birds with their beaks and food types (e.g., sparrow – grains, eagle – meat). The class can also listen to bird calls or mimic bird movements for fun. The lesson can end with a recap of key points, and for homework, students can observe a bird near their home and write or draw what they saw.

### Warm up:

### Name these birds:

Vulture, Eagle, Sparrow, Peacock, Pigeon, Woodpecker

### Check N Mate

1. True    2. True    3. False    4. True    5. False

### Activity

### Match each bird's beak to its use:

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

### Check N Mate

### Fill in the blanks with correct words.

1. Perching birds    2. Wading birds  
3. Flight    4. Upstroke

### Exercise

### A. Objective Type Questions.

#### I. Choose the correct option:

1. (a)    2. (b)    3. (d)    4. (b)

#### II. Fill in the blanks

1. webbed    2. flight muscles    3. Down  
4. Koel    5. laying eggs and raising

#### III. Circle the odd one out.

1. Duck    2. Crow    3. Parrot    4. Penguin  
5. Sparrow    6. Hummingbird

#### IV. Match these birds with their food.

Vulture - Dead Animals



Eagle - Mice

Woodpecker - Insects

Parrot - Guava and Green Chilli

Pigeon - Grains

**B. Short Answer Questions:**

1. Flight feathers, body feathers, and down feathers are the different types of feathers in birds.
2. Ducks have a flat and broad beak.
3. The two strokes used by birds while flying are upstroke and downstroke.
4. Swimming birds such as ducks and geese have webbed feet.
5. Birds build nests to lay eggs in and raise their young ones.
6. The process by which the shell of the egg breaks and a baby bird comes out is known as hatching.
7. Talons are long claws found in flesh-eating birds like hawks and eagles. They are used to capture, grasp, and kill their prey.
8. A bird bath is a small, shallow pond filled with water for birds to cool down in summer. Bird feeders contain seeds to feed hungry birds.

**C. Answer the Following Questions:**

1. Birds have hollow and light bones, which make their bodies light; this helps them to fly.
2. Here are two examples of birds with different beaks according to what they eat:  
(a) Curved Beak: Birds such as parrots and parakeets have curved beaks that help them to crack open nuts.  
(b) Tubular Shaped Beak: Birds such as hummingbirds and sunbirds have thin, long, and pointed beaks used for sipping nectar from flowers.
3. Besides helping birds to fly or swim, feathers also do the following:  
(a) Protect its sensitive skin  
(b) Help attract mates  
(c) Help trap body heat  
(d) Serve as camouflage
4. A tailorbird gets its name from the way it builds its nest. It stitches two large leaves together with bits of thread, straw, and dry twigs.
5. Water birds have long legs, and the four toes are spread. This helps them to walk near the banks of the rivers and lakes.

**Time to Recall**

- a. (Given)   b. Long tapered beaks   c. Owl and eagle



- d. Flat-shaped beaks with tiny holes on both sides
- e. Thin, long, and pointed beaks (Given)
- f.
- g. Scratch and dig the ground
- h. Grasp tree bark and climb up
- i. Long toes to walk in water

### **Time to Discuss**

1. Eagles will not be able to grasp and hold the prey without their long claws.
2. Woodpeckers won't be able to climb and hold on to the trees if all their toes pointed in one direction.
3. Aeroplanes have a streamlined body which helps them to move fast in the air.

### **Time to Observe**

**Name the birds shown here by filling in the missing letters:**

Hen, Parrot, Hummingbird, Penguin, Duck, Pigeon

### **SOCIAL STUDIES**

Core Focus Areas:

- \* Myself and My Community
- \* Family and Neighbourhood
- \* Our Country – Symbols, Festivals, Leaders

- \* Basic Geography – Landforms, Directions, Maps
- \* Civic Sense – Rules, Helpers, Responsibilities

### **Teaching Methods:**

Storytelling & Real-Life Examples:

- \* Use simple stories about famous leaders, festivals, and community helpers.
- \* Relate lessons to children's daily life and surroundings.

### **Visuals and Maps**

- \* Use charts, pictures, flashcards, and basic maps.
- \* Teach directions using a classroom map or a compass game.

### **Role Play and Activities**

- \* Dress up as helpers or leaders.
- \* Simulate community scenes like markets, traffic, or elections.

### **Interactive Games**

- \* Matching games, puzzles, map hunts, or quiz games, to make learning fun.

### **Reinforcement & Positive Learning**

- \* Use drawing, coloring, and craft (e.g., make a flag or festival card).
- \* Encourage group work and sharing ideas.
- \* Praise curiosity, teamwork, and effort.

## Lesson 1: Our Family

In this lesson, students can learn about different types of families—nuclear, joint, and extended—and the roles of family members. The teacher can start by asking students to talk about who is in their family, then use pictures to explain family types and values like love and sharing.

Students can draw their family and label each member, followed by a short class discussion on what they love about their families. The lesson can end with a recap, and for homework, students can write three sentences about their family.

### Exercise

#### A. Tick the correct answer:

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

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

1. family    2. nuclear    3. cousins    4. single

#### C. Write 'T' for True and 'F' for False statements:

1. T    2. F    3. F    4. T    5. T

#### D. Answer the following questions:

1. A father, a mother, and their children make a family.
2. A nuclear family is made up of the father, mother, and their child or children.
3. A joint family is one where the parents, children, grandparents, uncles, aunts, and cousins live together.

4. A single-parent family is when the child or children live with either the father or the mother.

### Hots

Children like to live in a joint family as they have cousins to play with and grandparents to tell them stories.

## Lesson 2: Changes in Transport

In this lesson, students can learn about changes in transport over time—how people used to travel in the past and how they travel now. The teacher can begin by showing pictures or a timeline of transport methods like bullock carts, bicycles, trains, cars, and airplanes. Students can discuss how transport has become faster and more comfortable, and how it helps us in daily life.

For the activity, students can draw two vehicles—one from the past and one from today—and label them. They can also match pictures of old and modern transport or do a simple sorting activity (old vs. new). The lesson can end with a recap discussion on how transport has changed and why it is important. As homework, students can ask their grandparents how they used to travel and write 2–3 sentences about it.

### Exercise

#### A. Tick the right answer:

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

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

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

**C. Match the following:**

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

**D. Answer the following questions:**

1. In olden times, people walked to get to places.
2. Carts, which were drawn by animals like oxen or horses, were made after the invention of the wheel.
3. In the beginning, trains were pulled by steam engines.
4. Water transport includes boats, steamers, and ships that carry people and goods over water. It is the cheapest means of transport.
5. Helicopters and aeroplanes are the two main means of air transport. It is the fastest and most expensive means of transport.

**Hots**

A bicycle is a better means of transport than a motorcycle as it is cheaper and does not pollute the environment. Additionally, bicycling is a good way to exercise the body.

**Activity** (To be done by the students)

**Lesson 3: Community Helpers**

In this lesson, students can learn about community helpers and how they play important roles in our daily lives. The teacher can begin by showing pictures of helpers like doctors, teachers, police officers, farmers, and postmen, and asking students what each one does. A short discussion can follow on how these people help keep the community safe, healthy, and clean.

For the activity, students can match community helpers with their tools or places of work, or draw their favorite helper and write one sentence about them. A simple role-play can also be done where students act out different helpers, and the others guess who it is. The lesson can end with a recap, and for homework, students can write two sentences about any one helper they see often at schools, banks, offices and so on.

Start up!

**Answer the following questions:**

1. Postman      2. Tailor  
3. Dhobi/Laundry workers      4. Domestic worker

**Exercise**

**A. Tick the right answer.**

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

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

1. community      2. dependent      3. direct  
4. indirect

**C. Match the following:**

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

**D. Answer the following questions:**

1. A community is a group of people living together in a place, in a region, or in a country. We live in a community, as it gives us the strength to fight a difficult situation and live happily.
2. Community helpers are professionals who lend their services to make our lives comfortable.
3. There are various community helpers, such as doctors, tailors, postmen, security guards, teachers, lawyers, and so on, who help in making our community a better place.
4. The following are examples of two community helpers:
  - a. Farmers: Farmers are indirect helpers who work in fields to grow food for us. We get food because of farmers who work in harsh conditions, like heavy rains and under the sun.
  - b. Policemen: Policemen protect us and our goods and keep our neighbourhood safe.

**Hots**

Community helpers whom we can meet and explain our needs to are called direct helpers. Example: tailor, teacher, security guard, policeman, etc.

**Activity**

1. BROOM    2. SEWING MACHINE    3. CHALK  
4. GUN    5. PLOUGH    6. STETHOSCOPE

**GENERAL KNOWLEDGE**

**Lesson 1: Plant Life**

In this GK lesson, students can be introduced to the topic Parts of a Plant by observing real plants or pictures of them. The teacher can begin by asking simple questions like, “Have you seen a plant? What do you think helps it grow?” Then, the main parts—root, stem, leaf, flower, fruit, and seed—can be explained using visual aids. Students will learn what each part does, like how roots hold the plant and take in water, and how leaves make food for the plant.

This topic helps students connect with nature and understand how plants grow and support life around us. A drawing or labeling activity can follow to reinforce learning, and students can be encouraged to observe a plant at home or in the school garden.

**Lesson 2: Our Body Parts**

In this GK lesson, students learn about Our Body Parts, including external organs like eyes, ears, nose, hands, and legs, and internal organs like the heart, lungs, and brain, along with bones. The teacher can start with a short activity where students point to and

name external parts, then use visuals to introduce internal organs and their functions.

An activity like labeling a body diagram or sorting organs as internal/external can follow. For homework, students can draw and label two external and two internal organs.

### **Lesson 3: The Solar System**

In this GK lesson, students learn about the Solar System—the Sun and the eight planets that revolve around it. The teacher can begin with a simple question like, “Have you seen the moon or stars at night?” and introduce the planets in order using a chart or model.

For the activity, students can make a solar system craft or do a matching exercise with planet names and pictures. The lesson ends with a fun recap song or rhyme, and for homework, students can draw the solar system and name at least three planets.

### **Lesson 4: Flags of Nations**

In this GK lesson, students learn about the Flags of Nations and understand that each country has its own flag as a symbol of identity, unity, and pride. The teacher can begin by showing flags of different countries—like India, Japan, the USA, and Brazil—and discussing the colors, symbols, and meanings behind them.

For the activity, students can do a flag-matching worksheet or color a few selected national flags. The lesson ends with a short discussion on why respecting all flags is important. For homework, students can choose any one country’s flag to draw and write one sentence about what it represents.

### **Lesson 5: Countries and Currencies**

In this GK lesson, students learn about Countries and Their Currencies, understanding that each country uses its own type of money. The teacher can begin by showing examples like the Indian Rupee, US Dollar, and Japanese Yen, and asking students if they’ve seen any of these.

For the activity, students can match countries with their currencies using flashcards or do a simple quiz. The lesson ends with a recap on why currency is important for buying and trading. For homework, students can draw any one currency note or coin and write which country it belongs to.

### **Lesson 6: Around the World**

In this GK lesson, students learn about Famous Sites and Monuments Around the World, including landmarks like the Eiffel Tower, Taj Mahal, Sydney Opera House, and Statue of Unity. The teacher can begin by showing pictures and asking if students have seen or heard of these places.

For the activity, students can match each monument to its country or complete a simple picture quiz. The lesson ends with a short discussion on how monuments represent culture and history. For homework, students can draw one monument and write its name and the country it is in.

### **Lesson 7: Aquatic Animals**

In this GK lesson, students learn about Aquatic Animals, focusing on creatures like fish, sharks, dolphins, starfish, and seahorses. The teacher can begin by showing pictures or videos of these animals and asking students to identify any they recognize.

For the activity, students can match the aquatic animals to their habitats (ocean, coral reef, etc.) or draw their favorite aquatic animal. The lesson ends with a discussion on how these animals are adapted to life in water. For homework, students can write 2–3 sentences about one aquatic animal they find interesting.

### **Lesson 8: Plants and Trees**

In this GK lesson, students learn about Plants and Trees, exploring the differences between them and understanding their importance. The teacher can begin by asking students to name plants and trees they see around them, then introduce the key parts of a plant (root, stem, leaves, flowers) and a tree (branches, trunk, roots, leaves).

For the activity, students can draw a plant and tree, labeling their parts, or plant a seed in a cup to observe its growth over time. The lesson ends with a discussion on why plants and trees are important for oxygen and the environment. For homework, students can draw a tree and write one fact about how trees help us.

### **Lesson 9: Birds**

In this GK lesson, students learn about Birds, focusing on their body parts and types. The teacher can begin by showing pictures or videos of different birds and discussing their body parts, like beaks, wings, feathers, and claws, explaining how each part helps them survive.

For the activity, students can label the body parts of a bird on a diagram or match types of birds (like sparrows, eagles, parrots) to their characteristics. The lesson ends with a discussion about the different types of birds and their habitats. For homework, students can draw a bird and write about where it lives and what it eats.

### **Lesson 10: Plant Products**

In this GK lesson, students learn about Plant Products—the various things plants provide, such as fruits, nuts, flowers, oils, stems, and spices. The teacher can begin by showing examples of plant products, like apples, coconuts, sunflower oil, and cinnamon, and discussing how these items are used in daily life.

For the activity, students can match plant products with their sources or create a collage using pictures of different plant products. The lesson ends with a discussion about the importance of plants in providing food and other useful products. For homework, students can write about one plant product they use at home and how it's used.

## TERM 2

### ENGLISH

#### Lesson 1: The Great Wishes

In this English lesson, students explore the story The Great Wishes, which teaches the value of contentment, happiness, and gratitude. The teacher can begin by discussing what it means to be thankful and how having too many wishes may not always lead to joy. The story helps students understand that appreciating what they have brings real happiness.

The grammar focus is on adjectives and the usage of “even though” in sentences. Students can identify describing words in the text and practice forming their own sentences using “even though” (e.g., “Even though it rained, we played happily.”). For the activity, they can write about one thing they are grateful for and describe it using adjectives.

#### Test of Understanding

##### A. Tick the correct answer:

1. (b)      2. (c)      3. (a)

##### B. Write ‘T’ for True or ‘F’ for False against the following statements:

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

##### C. Fill in the blanks:

1. sad      2. magical powers      3. woman, happy  
4. cottage, mansion      5. mistake, home



### Writing Skill

#### A. Who said it?

1. Peter      2. Sam      3. Old woman
4. Peter      5. Old woman      6. Old woman

#### B. Answer the following questions:

1. Peter wished for a splendid mansion with many workers, Sam wished for a big farm with lots of harvest, and George wished for a beautiful wife.
2. According to the old woman, only if one is content they can truly enjoy the bliss of happiness.
3. This chapter teaches us that there will be no happiness unless one is content. And to never take our blessings for granted.
4. The three brothers are Peter, Sam, and George. They lived in a cottage by the woods.
5. The three brothers earned their living by venturing into the forest to get wood and selling it in the market.

### Word Development Skill

Fill in the blanks by choosing suitable similes given in the brackets.

1. giraffe      2. peacock      3. bird      4. lion
5. gold      6. daisy      7. ice      8. fox

### Grammar Skill

#### A. Circle the adjectives in the following sentences:

1. tall      2. pretty      3. naughty      4. fat      5. polite
6. big      7. pink      8. beautiful      9. hot      10. black

Usage - Even though

Now use even though and combine the sentences.

1. Even though it was a hot day, she wore a coat.
2. Even though he is old, he is strong.
3. Even though the elephant is huge, it is gentle.

### Communication Skill

Complete the following conversation: (To be done by the student)

**Creative Skill** (To be done by the student)

### Lesson 2 : The Balloon Man

In this English lesson, students read The Balloon Man, a funny story about a balloon seller whose sneezes cause animal bodies to get all mixed up. The playful storyline sparks imagination while introducing students to different animal sounds and how they are described in English.

The grammar focus is on verbs. Students can identify action words and animal sounds in the story and use them in simple sentences. For the activity, they can draw a mixed-up animal and write a few lines using verbs and sounds to describe what it does.



### Test of Understanding

#### A. Tick the correct answer:

1. (a)    2. (b)    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. T    5. F

### Writing Skill

#### A. Who said it?

1. Dog    2. Cat    3. Cat    4. Cat    5. Dog    6. Cat

#### B. Answer the following questions:

1. The balloon man was trying to sell balloons near the playground.
2. The rabbit, cat, and dog ran up to the balloon man to see the beautiful balloons.
3. The white rabbit had the black cat's short black ears, the black cat had the rabbit's long white ears, and the dog mewed, while the cat barked.
4. Things were set right for the group when they went to the balloon man's house and he sneezed seven times.

### Word Development Skill

#### A. Add suitable adjectives

1. White    2. Beautiful    3. Black  
4. Mischievous    5. Long    6. Strong

### B. Write the name of the animal against the sound.

1. Cat    2. Dog    3. Lion    4. Goat  
5. Elephant    6. Frog

### Grammar Skill

#### Circle the verbs in the following sentences:

1. bark    2. hisses    3. grows    4. teaches  
5. dance    6. draws    7. stitches    8. do  
9. brings    10. dance

### Communication Skill

#### Write the following telephone conversation:

Hello Susan. This is Rohit.

Hello Rohit. Are you enjoying your holidays?

Yes, I am enjoying, but unfortunately I have to leave this afternoon. Vikas met with an accident and is now admitted in the hospital. My mother and father are in Goa on a holiday, and I will have to go to see Vikas.

I am sorry to hear about the sad news. I hope he will be better soon.

Thank you, Susan. Perhaps he will be better next week. I will call you later.

### Lesson 3 : Mary Had a Little Lamb

In this English lesson, students enjoy the poem Mary Had a Little Lamb, a rhythmic and engaging piece that helps them connect with the theme of friendship and care. The poem's repetition and structure make it ideal for building listening and speaking skills.

The grammar focus is on the simple present and present continuous tense. Students learn to identify and use both forms in context—talking about daily actions and what is happening now. For the activity, they can act out simple present and continuous actions (like “Mary feeds the lamb” or “The lamb is following her”) and create short sentences of their own.

### Test of Understanding

#### A. Tick the correct answer:

1. (c)    2. (b)    3. (c)    4. (c)

#### B. Write ‘T’ for True and ‘F’ for False against the following statements:

1. T    2. T    3. F    4. T

### Writing Skill

#### A. Complete the following lines of the poem:

It followed her to school one day,  
Which was against the rules  
It made the children laugh and play  
To see a lamb at school

#### B. Answer the following questions:

1. Mary’s little lamb followed her everywhere.
2. The lamb followed Mary to school.
3. The teacher turned the lamb out.

### Word Development Skill

#### A. Fill in the missing letters and complete the word:

1. lamb    2. snow    3. teacher  
4. children    5. girl    6. cry

#### B. Change the gender of the following

- a. Tigress    b. Bull    c. Mare    d. Doe    e. Lioness

### Grammar Skill

#### Simple Present Tense

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

1. reads    2. comes    3. sings    4. am    5. fly  
6. greet    7. brush    8. goes    9. gets up    10. play

#### Present Continuous Tense

#### A. Write the -ing form of the verbs:

1. writing    2. playing    3. smiling    4. waiting  
5. eating    6. walking    7. going    8. getting

#### B. Fill in the blanks using present continuous tense with suitable verbs given in the box:

1. are playing    2. is crying    3. are watching  
4. is drinking    5. is sleeping    6. is eating

### Lesson 4: Daily Routine

In this English lesson, students read a story about the daily routine of two children, highlighting their time at school and activities at home like playing, doing homework, and eating healthy. The story encourages building good habits and a balanced lifestyle.

The grammar focus is on the simple past and simple future tense. Students learn to talk about what they did and what they will do using clear examples from the

story. For the activity, they can draw or list their own daily routine and write a few sentences using both past and future tenses.

### **Test of Understanding**

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

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

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

1. Monday, Friday      2. naughty      3. salads  
4. cricket, badminton      5. milk, snacks

### **Writing Skill**

#### **A. Look at each picture and write the action in 'ing' form.**

1. reading      2. sleeping      3. running  
4. playing      5. drawing      6. singing

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

1. Vasu and Divya go to school in their school bus.
2. The children read, write, draw, sing, dance, play and learn so many other things at school.
3. Vasu and Divya share their lunch with their friends.
4. Vasu and Divya have their dinner at night after doing their homework.

### **Word Development Skill**

#### **A. See the pictures. Fill in the missing letters:**

1. School      2. Book      3. Park      4. Pencil  
5. Pen      6. Bus

#### **B. Match the opposites:**

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

#### **C. Use 'er' or 'or' and complete the words:**

computer, doctor, dinner, dancer, author, bowler,  
tutor, teacher

### **Grammar Skill**

#### **Simple Past Tense**

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

1. sat      2. ate      3. drank      4. told  
5. gave      6. wrote      7. saw

#### **Simple Future Tense**

**Rearrange the words to make sentences in simple future tense:**

1. He will go to Dubai tomorrow
2. The party will start at 7 o'clock
3. It will snow tomorrow
4. Rohan will travel to Italy
5. She will be a famous singer

#### **Creative Skill (To be done by the students)**

## Lesson 5: Friendship

In this English lesson, students explore a poem about friendship, comparing it to a flower that needs care, attention, and kindness to grow. The poem uses gentle imagery to help children understand that friendship needs to be nurtured through thoughtful actions and words.

The grammar focus is on adverbs. Students learn how adverbs describe how actions are done and identify them in the poem. For the activity, they can write or say a few sentences about how they treat their friends, using adverbs like kindly, gently, or happily.

### Test of Understanding

#### A. Tick the correct answer:

1. (c)    2. (a)    3. (a)

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

1. T    2. F    3. T    4. T

### Writing Skill

#### A. Complete the lines of the poem:

Friendship needs affection...  
Friendship can die fast,  
Easy come, easy go,  
But if it's strong, it'll last  
It will never die or flow!

## B. Answer the following questions:

1. Friendship is like a flower, we must help it grow.
2. Friendship needs attention, protection, and affection.
3. A strong friendship will never die.

### Word Development Skill

#### A. Write the rhyming word for each of the following:

1. snow    2. go    3. affection    4. last    5. flow

#### B. Fill in the correct letters to complete the words:

1. Flower    2. Grow    3. Protect    4. Snow  
5. Attention    6. Fast

### Grammar Skill

#### Adverbs

#### Underline the adverbs of manner in these sentences:

1. sincerely    2. comfortably    3. bravely  
4. patiently    5. angrily

#### Adverbs of Time

#### Circle the adverbs of time in these sentences:

1. tomorrow    2. everyday    3. later    4. night  
5. early    6. next month

#### Adverbs of Place

1. home    2. downstairs    3. beach    4. indoors

#### Creative Skill (To be done by the students)

## 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

### Lesson 1 : Animals: Common Insects

In this science lesson, students learn about Common Insects such as ants, butterflies, bees, mosquitoes, and cockroaches. The teacher can begin by showing pictures or real-life visuals and asking if students have seen these insects around their home or garden. Key features like six legs, wings, and antennae can be introduced, along with how insects help or harm us.

For the activity, students can match insects to their names or roles (e.g., bees make honey, mosquitoes bite). They can also draw their favorite insect and label its parts. The lesson ends with a short recap, and for homework, students can observe one insect at home or outdoors and write two sentences about what it was doing.

### Exercise

#### A. Objective Type Questions.

##### I. Choose the correct option:

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

##### II. Choose the best word from the box to complete the sentence:

1. three 2. head 3. abdomen 4. six  
5. thorax 6. invertebrates 7. exoskeleton  
8. egg 9. wings 10. metamorphosis

#### B. Very Short Answer Questions.

##### Name the following:

1. Thorax 2. Abdomen 3. Life cycle 4. Butterfly

#### C. Short Answer Questions.

- As insects grow, they get a new hard outer covering by getting rid of the old covering and growing a new one. This process is called moulting.
- A life cycle is the series of changes through which a living thing passes during its lifetime.

3. Metamorphosis is the process that includes many stages of growth from an egg to adulthood.

4. The four stages in the life cycle of a butterfly include egg, larva (caterpillar), pupa, and then butterfly.

5. Insects that live together in groups and colonies are called social insects.

**D. Answer the Following Questions:**

1. Three characteristics of insects are as follows:

- Insects are invertebrates and do not have backbones.
- Insects have a pair of antennae on their head.
- Insects have six legs connected to the thorax.

2. Compound eyes, found in insects, have many different lenses. Compound eyes cannot see things that are very far away. But they can see extremely quick movements and things that are close to them. Whereas human eyes can see things far away, and cannot detect extremely quick movements like insects with compound eyes.

3. A caterpillar develops within an egg and then eats its way out of the shell. This stage is called larva. Once the caterpillar reaches its final size, it stops feeding and sheds its old skin. This reveals a new protective skin called a cocoon, and it changes into a wormlike creature called 'pupa' inside the cocoon.

4. Three ways insects are helpful to us are as follows:

- They give us honey and beeswax, which is used to make many products such as candles, soaps, crayons, etc.
- Silkworms give us silk.
- Some insects, such as dragonflies, keep the number of mosquitoes under control.

5. Three ways insects are harmful to us are as follows:

- Mosquitoes cause diseases such as malaria, dengue, and chikungunya.
- Larvae of many moth species damage fruits and other agricultural products.
- Wasps and bees give us painful stings.

**Time to Recall**

Body parts of an insect - head, thorax, abdomen

Harmful insects - mosquito, cockroach, lice

Useful insects - bee, silkworm, dragonfly

**Time to Apply**

(To be done by the students)

Time to Discuss

1. Spiders are not considered insects because of the following:

- Insects have three body segments (head, thorax, and abdomen) and three pairs of legs,

while spiders have two body segments (cephalothorax and abdomen) and four pairs of legs (eight legs total).

- Additionally, spiders lack antennae, a key feature of insects.
2. Cockroaches and flies spread a lot of diseases by carrying bacteria and viruses in their bodies.
  3. Stagnant water attracts mosquitoes, as they breed in it. These mosquitoes cause a lot of diseases.
  4. We should not throw stones at beehives, as they disturb the bees, and they start flying frantically. This could result in us getting stung by a bee.

#### **Time to Observe**

Fly, Ant, Cockroach, Butterfly, Mosquito, Ladybug

**Time to Create** (To be done by the students)

#### **Lesson 2 : Plants In Our Surroundings**

In this science lesson, students learn about Plants in Our Surroundings, observing the different types of plants they see every day - like trees, shrubs, herbs, climbers, and creepers. The teacher can begin by taking students on a short nature walk or showing pictures of local plants, asking them to describe what they see.

For the activity, students can sort plant pictures into groups or draw and label two types of plants they've seen nearby. The lesson ends with a recap on how

plants differ in size, shape, and use. For homework, students can list three plants they see near their home and write one use of each.

#### **Check N Mate**

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

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

**Answer the following questions:**

1. The baby plant inside the seed is called an embryo.
2. Dicotyledons are seeds with two seed leaves.
3. Monocotyledons are seeds with one seed leaf.
4. Two ways to care for plants are as follows:
  - Water the plants
  - Make sure they get enough sunlight

#### **Exercise**

##### **A. Objective Type Questions.**

**I. Tick against the true statements and X against the false ones.**

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

**II. Fill in the blanks.**

1. Taproot 2. Lamina 3. Oxygen  
4. Potato 5. Stem

##### **B. Very Short Answer Questions.**

**I. Which part of a plant am I?**

1. Root 2. Stem 3. Flower 4. Fruit

## II. Name them:

1. Hibiscus    2. Grass    3. Shoot
4. Stomata    5. Lamina    6. Oxygen

## C. Short Answer Questions.

1. Root and shoot are the two main parts of the plant.
2. The process of making food in plants is called photosynthesis.
3. Flowers are an important part of the plant because they help in reproduction.
4. Seeds are the part of the plant that gives rise to the new plant. The different parts are the cotyledon, the seed coat, and the embryo.
5. An embryo is the baby plant inside a seed.
6. The growth of a seed into a young plant is called germination.

## D. Answer the following questions.

1. Taproot is the thick main root that goes deep into the soil, and several thinner side roots grow from the main root.

Fibrous roots have a number of tiny roots attached to the end of the stem. They look like a bunch of roots.

2. The different functions of a root are as follows:
  - They hold the plant firmly to the ground and support the stem.

- They absorb water and nutrients from the soil.
- Some roots, like carrots even store food for the plant

3. The different functions of a stem are as follows:

- It makes a plant stand upright
- It carries water and nutrients from the roots to the rest of the plant
- It carries food made by leaves to all parts of the plant.
- Some stems like potato also store food

4. (To be done by the students)

5. Seeds with two seed leaves are dicot seeds. And seeds with one seed leaf are called monocot seeds.

6. Three ways in which we can take care of plants are as follows:

- Water the plants regularly
- Make sure the plants receive enough sunlight
- Remove pests and weeds regularly

## Time to Recall

Root System - Taproot, Fibrous Root

Shoot System - Stem, Leaves, Flowers, Fruits, Seeds

## Time to Apply

No, eating an orange seed will not result in a tree growing in our stomach, as seeds need sunlight and soil for them to grow.



### Time to Discuss

1. At night, plants take in oxygen. And because of that, there may not be enough oxygen under a tree.
2. No, it cannot make food, as a leaf needs sunlight to make food.

**Time to Observe** (To be done by the students)

**Time to Create** (To be done by the students)

### Lesson 3 : Food We Get From Plants

In this science lesson, students learn about the food we get from plants, such as fruits, vegetables, grains, nuts, seeds, and oils. The teacher can begin by showing real samples or pictures of these foods and asking students which ones they eat regularly.

For the activity, students can do a sorting exercise where they group foods into categories like fruits, vegetables, and grains. They can also draw or paste pictures of plant-based foods. The lesson ends with a recap on how plants help us stay healthy. For homework, students can make a list of five foods they eat that come from plants.

### Warm Up

#### Who am I?

1. Mint
2. Lotus
3. Spice
4. Pumpkin
5. Apple

### Check N Mate

**Fill in the blanks with correct words.**

1. fruits
2. Spices
3. cereals
4. sugarcane
5. Tea
6. coffee

### Exercise

Time to Understand

#### A. Objective Type Questions.

**I. Put a tick or a cross against each sentence:**

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

#### II. Fill in the blanks with the correct word:

1. herbs
2. shrubs
3. trees
4. Herbs
5. Climbers
6. trees

#### III. Draw lines to match the words in column I with those in column II

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

#### B. Very Short Answer Questions.

**I. Name the trees or plants which give us:**

1. Neem, Tulasi
2. Sandalwood, Rose
3. Mango, Banana
4. Carrot, Beans
5. Coconut, Mustard

**II. Name the following.**

1. Banyan, Mango
2. Rose, Sunflower
3. Cabbage, Spinach
4. Carrot, Beetroot
5. Banana, Mint

#### C. Short Answer Questions.

1. Shrubs have thin, brown, and woody stems, whereas herbs have thin, green and soft stems.
2. Spices are added to food for flavouring, colouring, or preserving food.

3. Oil seeds are seeds that are mainly grown for oil. Examples are coconut and groundnut.

4. Neem, Tulsi, Clove, and Turmeric are four plants used to make medicines.

#### **D. Answer the Following Questions.**

1. We get food from various parts of a plant:

- Leaves - spinach, coriander
- Stem - potato, sugarcane
- Roots - radish, beetroot
- Fruits - apple, mango
- Seeds - Rice, corn

2. Beverages are liquids that we can drink. The leaves of tea and the beans of coffee are used to make beverages.

3. (a) Trees are big, tall, and strong plants. They have a thick, brown, and woody stem called a trunk. They have many branches and their roots go deep into the soil.

(b) Shrubs are small to medium-sized woody plants smaller than trees. They have many thin, brown, and woody stems.

#### **Time to Recall**

Types of Plants: Trees, Herbs, Shrubs, Climbers, Creepers

Food from Plants: Fruits, Vegetables, Spices, Beverages

Seeds: Cereals, Pulses, Nuts, Oil Seeds

#### **Time to Apply**

1. Carrots have a taproot system, and the swollen roots store food. Whereas the roots of grass are fibrous roots.
2. Turmeric and black pepper help in reducing pain and inflammation.
3. Since beans are climbers, they need support.

#### **Time to Observe**

1. All five can be eaten
2. (c) and (d) - leaves and bulbs/roots can be eaten
3. cooked

### **SOCIAL STUDIES**

#### **Lesson 1 : Compassion for Others**

In this social studies lesson, students learn about compassion for others by understanding the challenges faced by people such as the physically disabled, the visually challenged, the elderly, the deaf, and children forced to work. The teacher can begin with a gentle discussion or story highlighting how different people may need help and kindness in their daily lives.

For the activity, students can draw or talk about ways to support someone who has a difficulty, like helping an elderly person cross the road or including a differently-abled friend in a game. The lesson ends by reinforcing the value of empathy and respect. For

homework, students can write 3 ways they will show compassion to someone in need.

### **Exercise**

#### **A. Tick the right answer.**

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

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

1. hearing 2. sign 3. challenged 4. wheel

#### **C. Match the following:**

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

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

1. Compassion is the feeling of understanding and concern for others.
2. We can help old people by:
  - Talking politely to them
  - Giving them things they need
  - Not talking when they take rest
3. Sick people are those who fall ill due to old age. They take medicines daily and need rest. We can help them by giving them their food and medicines on time.
4. People who have different types of disabilities are differently abled people. Some cannot see, some cannot hear, some cannot speak, and some cannot move freely or work well with their hands.

5. Some children have to work at tea stalls and other places to earn money for their families. They are called working children. We can help them by giving them food, clothes, and education.

### **Hots**

Visually impaired people use Braille's script to help them read and write.

Activity: To be done by the students

Life Skills: To be done by the students

### **Lesson 2 : Safety Rules**

In this social studies lesson, students learn about safety rules to stay protected at home, in school, on the playground, and while using the computer. The teacher can introduce each situation with simple examples, like not touching sharp objects at home or waiting for their turn while playing.

The lesson also gently covers the concept of good and bad touch, teaching students to trust their feelings and talk to a safe adult if something feels wrong. Basic first aid steps for small injuries can be introduced. For the activity, students can create safety rule posters. For homework, they can write or draw one safety rule they follow every day.

### **Start up!**

#### **Write 'True' or 'False'**

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

## Exercise

### A. Tick the right answer.

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

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

1. bus 2. kite 3. knife 4. plug

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

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

### D. Answer the following questions:

1. Those steps that keep us safe and protect us from injury are called safety rules. We should follow them to prevent accidents and ensure safety at home, in school, in playgrounds, and on roads.
2. Two safety rules that we must follow at home are:
  - We should not open the door for strangers
  - We should not put our fingers in open electrical plugs.
3. Two safety rules that we must follow at school are:
  - We should sit peacefully in our classroom
  - We should not run up the stairs or push others
4. Two things we must follow in the playground are:
  - We should follow the rules of the game and never push others
  - We should not play with unknown persons
5. A touch by our parents or siblings that makes us feel safe and encouraged is called a good touch.

And some other types of touch by strangers that make us uncomfortable are called bad touch. If a touch feels uncomfortable, we should stay away from that person and inform our parents, teachers, or even the police.

## Hots

Bike riders wear helmets to prevent their head from injuries in case they meet with an accident.

Activity: To be done by the students

Life Skills: To be done by the students

## Lesson 3 : Our Heritage

In this social studies lesson, students learn about our heritage by exploring India's cultural and natural richness. The teacher can introduce famous monuments and temples like the Taj Mahal or Meenakshi Temple, natural heritage sites like rivers, forests, and national parks, as well as cultural elements such as folk dances, well-known musicians, languages, and literature. These examples help students understand how India's history, nature, and art are closely connected.

For the activity, students can draw or paste pictures of a monument, dance, or natural site, or share a folk song or story from their region. The lesson ends with a discussion on why we should protect and take pride in our heritage. For homework, students can talk to a family member about a cultural or natural place and write a few lines about it.

### Exercise

#### A. Tick the right answer.

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

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

1. Kathak 2. Gidda 3. classical 4. tabla

#### C. Match the following:

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

#### D. Answer the following questions:

1. The things we have received from the people who lived before us that give us special recognition are known as heritage. Natural heritage and cultural heritage are two types of heritage.
2. The Sanchi Stupa of Kanchi is in Madhya Pradesh. It was built by King Ashoka to honour Lord Buddha. Many scenes from the life of Lord Buddha are carved on the gateways to the stupa.
3. The beautiful paintings on the walls of the Ajanta caves depicts different scenes from the life of Lord Buddha.
4. Two examples of classical dance are Bharatanatyam and Kathak. And two examples of folk dance are Bhangra, and Ghoomar.
5. Two examples of classical musicians are Ravi Shankar and MS Subbulakshmi. Two examples of Hindustani singers are Bhimsen Joshi and Pandit Jasraj.

#### E. Write the names of the monuments given below. Some of these are not given in the book.

1. Sanchi Stupa 2. Konark Sun Temple  
3. Meenakshi Temple 4. Ajanta Caves  
5. Taj Mahal 6. Red Fort 7. India Gate  
8. Qutub Minar

#### Hots

Classical music gives us an insight into a better cultural and historical understanding. And can introduce us to diverse artistic traditions.

Activity: To be done by the students

#### Lesson 4 : Our National Symbols

In this social studies lesson, students learn about our national symbols, including the national flag, emblem, anthem, and other symbols like the national animal (tiger), bird (peacock), flower (lotus), and fruit (mango). The teacher can show pictures and explain what each symbol stands for and why it is special to India.

For the activity, students can color the national flag or match symbols to their names. The lesson ends with a short recap and a respectful singing or listening of the national anthem. For homework, students can choose one national symbol and write two sentences about what it represents.

### Exercise

#### A. Tick the right answer.

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

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

1. anthem 2. song 3. peacock 4. lotus

#### C. Match the following:

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

#### D. Answer the following questions:

1. Our national flag is rectangular in shape and consists of three bands of saffron, white, and green colours. It has a navy blue wheel in the middle called the 'Ashoka Chakra'.
2. The Lion Capital of Ashoka's pillar in Sarnath is the national emblem. It has four lions sitting on a platform facing all four sides. And under each lion, 'Satyameva Jayate' is written.
3. Our national anthem is 'Jana Gana Mana' and it is composed by Rabindranath Tagore. It is usually 52 seconds long.
4. National symbols represent our country. And they can be seen in government offices on stamps, currency, etc.
5. Our national bird is the peacock, and our national animal is the tiger.

### Hots

The national emblem can be seen on all our coins.

Activity: To be done by the students

### GENERAL KNOWLEDGE

#### Lesson 1 - Adventure Sports

In this GK lesson, students are introduced to Adventure Sports, learning about exciting and active sports like skating, surfing, rafting, skiing, and ziplining. The teacher can explain where these sports are done and how they require balance, energy, and safety precautions.

For the activity, students can match pictures of these sports with their names or share which one they would like to try. The lesson ends with a discussion on how adventure sports build confidence and strength. For homework, students can draw or write about their favourite adventure sport from the lesson.

#### Lesson 2 : First in India

In this GK lesson, students learn about the First in India - important people who achieved something for the first time in the country. The teacher introduces figures like the first President, Prime Minister, and the first Indian to win a Nobel Prize, helping students understand their contributions to India's history.

For the activity, students can do a simple matching or quiz game to connect names with their achievements. The lesson ends with a short recap on why these firsts are important to remember. For homework, students can choose one person from the lesson and write two lines about them.

### **Lesson 3 : One Word For Many**

In this GK lesson, students learn about groups of related items and how one word can represent many things. For example, pens and pencils belong to the group called stationery, while mangoes and apples belong to fruits. The teacher explains how grouping helps us organize and understand things better.

For the activity, students can sort pictures or words into groups like animals, fruits, clothes, or stationery. The lesson ends with a review of the groups learned. For homework, students can list five items under any one group they like.

### **Lesson 4 : Traditional Dress of Countries**

In this GK lesson, students learn about traditional dresses from different countries, such as Japan, Scotland, Russia, China, and others. The teacher can show pictures and explain how each dress reflects the culture and climate of its country.

For the activity, students can match pictures of traditional dresses to the correct countries or draw their favourite traditional outfit. The lesson ends with a

discussion on how clothing shows the diversity of the world. For homework, students can ask their family about any traditional dress they know and share it in class.

### **Lesson 5 : Diet and Health**

In this GK lesson, students learn about diet and health by exploring different groups of foods such as proteins, carbohydrates, fats, vitamins, and minerals. The teacher explains how each group helps the body stay strong and healthy.

For the activity, students can sort pictures of foods into these groups or talk about what they eat in a day and which food groups they include. The lesson ends with a discussion on the importance of a balanced diet. For homework, students can list foods they eat from at least three different groups.

### **Lesson 6 : Reptiles**

In this GK lesson, students learn about reptiles, animals that have scales and usually lay eggs. The teacher can introduce common reptiles like snakes, lizards, and crocodiles, explaining their features and where they live.

For the activity, students can match pictures of reptiles with their names or draw their favourite reptile and write one or two facts about it. The lesson ends with a review of how reptiles are different from other animals. For homework, students can observe and write about any reptile they have seen.



### **Lesson 7 : Yoga for All**

In this GK lesson, students learn about yoga and its benefits for everyone. The teacher introduces simple breathing exercises and stretches that help improve health, focus, and relaxation.

For the activity, students can practice basic yoga poses and breathing techniques together in class. The lesson ends with a discussion on how yoga can make the body and mind strong. For homework, students can try one breathing exercise at home and share how it made them feel.

### **Lesson 8 : Riddles**

In this GK lesson, students are introduced to riddles - fun and tricky questions that make you think carefully to find the answer. The teacher can share simple riddles related to everyday objects, animals, or nature to engage students and encourage creative thinking.

For the activity, students can try solving riddles in small groups or create their own short riddles to share with the class. The lesson ends with a fun quiz to see who can guess the most answers. For homework, students can write one riddle and bring it to class to challenge their friends.

### **Lesson 9 : Dances of India**

In this GK lesson, students learn about the rich variety of traditional dances from different parts of India. The

teacher can introduce dances like Bharatanatyam, Bhangra, Garba, and Bihu, explaining how each dance reflects the culture and celebrations of its region.

For the activity, students can watch short video clips or see pictures of these dances and try simple dance steps or hand movements. The lesson ends with a discussion on how dance brings people together and expresses joy. For homework, students can ask family members about any dance they know and share it in class.

### **Lesson 10 : Scientific Instruments**

In this GK lesson, students learn about common scientific instruments like the microscope, telescope, computer, and calculator. The teacher explains how each tool helps us explore, observe, and solve problems in science and everyday life.

For the activity, students can match pictures of these instruments with their names and uses. The lesson ends with a discussion on how technology makes learning easier and more fun. For homework, students can write two sentences about an instrument they find interesting.

### **Lesson 11 : Musical Instruments**

In this GK lesson, students learn about different musical instruments from various families, such as percussion, string, and wind instruments. The teacher



can introduce examples like drums, guitar, flute, and keyboard, explaining the sounds they make and how they are played.

For the activity, students can listen to the sounds of different instruments and try to identify them, or group pictures of instruments by their type. The lesson ends with a discussion on how music brings people together. For homework, students can draw their favorite musical instrument and write a sentence about it.

### **Lesson 12 : Types of Books**

In this GK lesson, students learn about different types of books such as an atlas, a dictionary, a storybook, and a cheque book. The teacher explains the purpose of each book and how they are used in daily life.

For the activity, students can match pictures of books with their names or talk about which type of book they like to read. The lesson ends with a discussion on how books help us learn and find information. For homework, students can bring or describe a book they have at home.

## **TERM 3 ENGLISH**

### **Lesson 1 : Keep Trying**

This English lesson begins by helping students connect to the idea of facing fears and not giving up. The teacher can start by asking if they've ever felt nervous doing something new or hard, and what helped them try anyway. The story introduces a child who stammers, but through perseverance and encouragement, he works hard and finally delivers a successful speech. It teaches that effort, belief in oneself, and not giving up can lead to success.

The grammar focus is on prepositions and the structure "not only... but also." Students can identify prepositions from the text and create their own sentences. They can also make sentences using "not only... but also" to describe actions from the story or their own lives. Activities can include reading parts aloud with expression, role-playing scenes of support and encouragement, making motivational posters, and writing about a time they tried hard to achieve something. A short speech activity helps build confidence, and for homework, students can write a few lines about someone they know who kept trying and succeeded.

#### **A. Tick the correct answer.**

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

**B. Fill in the blanks.**

1. bright    2. speech    3. speech therapist
4. announcement    5. Stammered, confident
6. prize

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

1. T    2. T    3. F    4. T    5. T

**Writing Skill**

**A. Who said it?**

1. Ms. Susan    2. Harry    3. Reema
4. The Principal    5. Harry's father

**B. Answer the following questions:**

1. Harry was a student of class 3.
2. Harry was good at studies, drawing, sports, and games.
3. Harry stammered and had speech trouble.
4. Harry's parents and his sister helped him in his efforts.
5. The principal gave Harry his special prize.
6. Harry got a pat on his back from his father.

**Word Development Skill**

**A. A doctor can be seen in a clinic. Where can you spot these people? Identify the people and write the name of the place where you can meet them.**

Policeman - Police station

Chef - Restaurant

Teacher - School

Traffic Police - Road

Banker - Bank

Postman - Post Office

Shopkeeper - Shop

Chemist - Pharmacy

**B. Match each word with its meaning:**

1. (iv)    2. (iii)    3. (i)    4. (v)    5. (ii)    6. (v)

**Grammar Skill**

**Fill in the blanks with suitable prepositions:**

1. in    2. on    3. near    4. behind    5. over
6. under    7. with    8. under

**Fill in with 'not only...but also'**

1. not only, but also
2. not only, but also
3. not only, but also

**Lesson 2 : Rani Lakshmi Bai**

This English lesson introduces students to the story of Rani Lakshmi Bai, the brave Queen of Jhansi. It highlights her courage, the struggles she faced, and how she became a symbol of pride in India's freedom

struggle. The teacher can begin by asking students to name freedom fighters they've heard of and what bravery means to them. As a warm-up activity, students can match key events from her life with pictures or short descriptions.

The grammar focus is on conjunctions, where students learn to join ideas using words like and, but, or, because, and although. They can identify conjunctions in the story and create sentences of their own. Activities can include group storytelling where each student adds a line using a conjunction, drawing a key scene from their life with a short caption, and writing a paragraph about someone brave using conjunctions. For homework, students can write three sentences about a challenge they faced and how they overcame it using correct conjunctions.

### Test of Understanding

#### A. Tick the correct answer:

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

#### B. Fill in the blanks:

1. Gangadhar Rao 2. Gangadhar Rao  
3. son 4. fighting 5. the British Government

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

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

### Writing Skill

#### Answer the following questions:

1. The childhood name of Lakshmi Bai was Manu.

2. Rani Lakshmi Bai was born in Kashi on the 19th of November 1835.
3. The King of Jhansi was Gangadhar Rao.
4. Gangadhar adopted a son, as his son died after three months of being born.
5. Jhansi Rani is regarded as a freedom fighter in India.

### Word Development Skill

#### A. Write the opposite of the following words:

1. queen 2. friend 3. daughter 4. short  
5. death 6. bad 7. man 8. peace  
9. coward 10. villain

#### B. Match the words with their meanings:

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

### Grammar Skill

#### A. Underline the conjunctions in the following sentences:

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

#### B. Match the following:

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

### Creative Skill

A. (To be done by the students)

B. Durga, Kashi, Gwalior, Jhansi, Manu

### Lesson 3 : My Selfie

This English lesson is based on the poem My Selfie, where a child explores different gadgets like iPads, phones, and laptops, in search of the perfect selfie. The poem uses humour and rhythm to reflect how children interact with technology today. The teacher can begin with a discussion on gadgets students use or see at home, and what they think makes a “perfect selfie.” An interactive activity can involve students drawing themselves with their favourite gadget and describing how they use it.

The grammar focus is on types of sentences - statements, questions, commands, and exclamations - as well as the use of frequency words like never, often, and always. Students can identify sentence types in the poem and create their own examples using frequency words. Additional activities can include a class chart of gadgets and how often they are used, rewriting parts of the poem using different sentence types, and a short writing task about a time they used a gadget for something fun or helpful.

#### Test of Understanding

##### A. Tick the correct answer:

1. (b)    2. (a)    3. (c)

### Writing Skill

#### A. Complete the lines of the poem:

I guess I'm not so pretty;  
I wished that I was cuter;  
I snapped one with my laptop.  
And posted to the computer.

#### B. Answer the following questions:

1. The child tried to click a selfie.
2. The child tried to take a selfie with a mobile phone, a laptop, a camera, and an iPad.
3. Yes, the child was able to take the selfie.

#### Word Development Skill

Camera, Laptop, Computer, iPad

#### Grammar Skill

#### Rearrange the words to make meaningful sentences:

1. Mona is a good girl.
2. They are my brothers.
3. Mr. Goyal is our English teacher.
4. Rose is a beautiful flower.
5. Basketball is a game.
6. You are my neighbour.

#### Write 'S' for statements and 'Q' for interrogative sentences:

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. S | 2. Q | 3. S | 4. Q | 5. S |
| 6. S | 7. Q | 8. S | 9. Q |      |

**A. Write 'I' for imperative sentences and 'E' for exclamatory sentences:**

1. I 2. E 3. I 4. E 5. I 6. E 7. I 8. E

**B. Tick the correct option to say the kinds of sentences:**

1. (c) 2. (b) 3. (c) 4. (b) 5. (a) 6. (c)  
7. (b) 8. (a) 9. (b)

**Fill in the correct word.**

1. Never 2. Always 3. often 4. Always  
5. never 6. always

**Creative Skill** (To be done by the students)

**Lesson 4 : Sudha Chandran**

This English lesson tells the real-life story of Sudha Chandran, a talented dancer who lost her leg in an accident but continued to dance with an artificial leg. The teacher can begin by discussing what passion means and asking students if they know of anyone who overcame a big challenge. The story shows how Sudha's determination and love for dance helped her rise again and become an inspiration to many, proving that true passion can defeat all odds.

The grammar focus is on punctuation - capital letters, full stops, commas, question marks, and exclamation marks. Students can identify punctuation marks in the text and understand how they change the meaning or

tone of sentences. Activities can include rewriting unpunctuated sentences correctly, adding punctuation to a short passage, and writing a short paragraph about something they are passionate about using proper punctuation. They can also create a "Passion Poster" highlighting what they love to do and how they might pursue it no matter what.

**Test of Understanding**

**A. Tick the correct answer:**

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

**B. Fill in the blanks:**

1. Bharatanatyam, Kathak  
2. September 27 1965, Kannur  
3. eight 4. seventeen, 75 5. right  
6. Jaipur Foot, 360

**Writing Skill**

**A. Who said it?**

1. Dr. Sethi 2. Dr. Sethi

**B. Answer the following questions:**

1. Sudha Chandran is a famous Bharatanatyam and Kathak dancer.  
2. Sudha Chandran was born on September 27, 1965, in Kannur, Kerala.  
3. Sudhara Chandran was a winner of Nritya Mayuri and Nav Jyoti awards.

4. On May 2, 1981, Sudha Chandran met with a bus accident that left her injured.
5. Sudha proved that 'where there is a will, there is a way', to the world.

### Word Development Skill

#### A. Match the words with their correct meaning:

1. (f)    2. (e)    3. (g)    4. (b)    5. (c)
6. (d)    7. (a)

#### B. Form opposites by placing 'un' or 'in' before the word.

Unlucky, unfortunate, unable, inability, inactive, untidy

#### C. Put these words under the correct group.

Famous - well-known, popular

Persevere - persist, continue

Difficult - hard, tough

### Grammar Skill

#### A. Add a full stop, a question mark, or an exclamation mark at the end of each sentence. Change small letters to capital letters where needed.

1. "Wow! Its your birthday today."
2. How old are you?
3. Will you cut a cake?
4. My birthday is on 29th July.
5. My father always cooks tasty food.
6. Where did Mom put my keys?

7. What a beauty!
8. What did Mona whisper in your ear?
9. Khushi and Mary enjoyed the camel ride.

#### B. Rewrite these sentences using capital letters and full stops:

1. My father gave me a new watch.
2. Biren has finished his homework.
3. Ravi is going to Hyderabad next week.
4. It is very hot today.
5. This book belongs to my friend, Ajay.
6. Tomatoes are red and carrots are orange.
7. Renu visited her grandparents on Saturday.

#### Use 'because' and complete in your own words. (To be done by the students)

### Creative Skill

#### Find out the names of these dances:

Bihu, Manipuri, Bhangra, Kathakali, Garba

## SCIENCE

### Lesson 1 : Forms of Matter: Solids, Liquids, and Gases

This science lesson can begin with a fun hands-on activity where students explore a set of items - like a rock, juice, and a blown-up balloon - to observe and identify which are solids, liquids, or gases. This

sensory-based introduction encourages students to think about how matter behaves in different forms. The concept of matter is then explained along with the unique features of solids, liquids, and gases - solids have a fixed shape, liquids flow and take the shape of containers, and gases spread out to fill the space available.

Activities include classifying common objects into the three forms of matter, observing what happens when an ice cube melts (solid to liquid), and blowing air into a plastic bag to understand how gases occupy space. Students can also draw and label examples of each form from their daily life, followed by a group discussion on how these forms of matter are used in cooking, cleaning, and play.

### **Check N Mate**

**Write T for True and F for False statements.**

1. T   2. F   3. T   4. T

### **Check N Mate**

**Fill in the blanks with the correct words.**

1. Wood   2. Glass   3. gas

### **Exercise**

#### **A. Objective Type Questions**

**I. Choose the correct option:**

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

#### **II. Complete each sentence with the word solid, liquid, or gas.**

1. solid      2. liquid      3. gas

#### **B. Short Answer Questions.**

1. Matter is everything around us that has mass and takes up space.
2. Mass is the quantity that tells us how heavy or light an object is.
3. Solid, liquid, and gas are the three states of matter.
4. Matter changes its state with a change in temperature.
5. Liquids flow as they are fluid, and solids don't change their shapes as they are rigid.

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

1. Solids - Solids have a definite shape.  
Solids have fixed volume.  
Solids cannot be compressed.  
  
Liquids - Liquids don't have a definite shape.  
Liquids can be compressed.  
Liquids can flow.
2. Liquids - Liquids don't have a definite shape.  
Liquids can be compressed.  
  
Gas - Gases don't have a definite shape.  
Gases can be compressed.



3. Water exists as ice in the solid state, as water in the liquid state, and as water vapour in the gaseous state.

### **Time to recall**

Solid - Book, Tree

Liquid - Juice, Water

Gas - Oxygen, Carbon dioxide

### **Time to Apply**

1. The coke was in a solid state. And she needs to keep it outside for a while for it to return to its normal state.
2. Yes, she is right, as milk is a liquid and takes the shape of a container, whereas cookies are solid and do not change shape.

### **Time to Discuss**

Droplets of water can be seen on the lid of boiling water when cooled, due to the process of condensation.

### **Time to Observe.**

Solid - hat, tree, chair, ice cubes, key

Liquid - water, juice, soup, milk, tea

Gas - inside a balloon, air, wind, air from the fan, breeze

## **Lesson 2 : Some Properties of Water**

This science lesson can begin with an exciting hands-on activity where students are given various objects like coins, corks, paper clips, and erasers to predict and test which ones float or sink in water. This sparks curiosity and sets the stage for exploring water's properties - how it flows, has volume, and occupies space.

The lesson also covers the idea of water as a solvent, introducing solute, solvent, and the difference between soluble and insoluble substances through simple mixing experiments using salt, sugar, oil, and sand. Group activities include solubility sorting, recording observations, and sharing findings, helping students build early scientific thinking through real-world exploration.

### **Check N Mate**

**Write T for True and F for False statements.**

1. T    2. T    3. T    4. F

### **Exercise**

#### **A. Objective Type Questions**

##### **I. Choose the correct option**

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

##### **II. Write T for True and F for False statements**

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

### III.Fill in the blanks.

1. universal solvent    2. solution    3. floats
4. solvent    5. density

### B. Very Short Answer Questions.

1. Water is known as a universal solvent.
2. Soluble substances get easily dissolved in a solvent.
3. Insoluble substances cannot be dissolved in a solvent.
4. Molecules are tiny particles that can only be seen with a microscope.

### C. Short Answer Questions

1. Ice, water, and water vapour are the three forms of water.
2. Water has a fixed volume, it occupies space, it flows easily, and can change from one form to another easily.
3. Solute: Solute is the substance that dissolves in a solvent.

Solvent: Solvent is the substance in which a solute dissolves.

Solution: A solution is formed when a solute and solvent mix together.

4. Water is called a universal solvent because it can dissolve almost every solute.

### D. Answer the Following Questions.

1. The conditions necessary for making a solution are:
  - Heating the solvent.
  - Stirring the solution.
  - Increasing the amount of the solvent.
  - Decreasing the amount of the solute.
  - Grinding the solute materials.
2. Soluble Substances: They get easily dissolved in a solvent. Example - salt and sugar.  
Insoluble Substances: They do not get dissolved in a solvent. Example - sand and sawdust.
3. A saturated solution is a solution wherein the solute stops dissolving and starts collecting at the bottom.
4. An object with a density less than that of water floats on water, and an object with a higher density than that of water sinks in water. For example, wood floats on water, but an iron rod sinks.

### Time to Recall

Properties of water: Has a fixed volume, occupies space, flows easily, and can change from one form to another easily.

Conditions necessary for making a solution - heating the solvent, stirring the solution, increasing the amount

of the solvent, decreasing the amount of the solute, grinding the solute materials.

### **Time to Apply**

The solution in the third beaker is more saturated.

### **Time to Discuss**

1. Because the solvent or water is more.
2. It becomes ice.

### **Time to Observe**

Float - log of wood, ball, apple

Sink - magnet, keys, coin

## **Lesson 3 : Water as a Resource**

This science lesson can begin with a group demonstration of placing a bowl of water under sunlight or a fan and observing what happens - introducing the concept of evaporation. This leads to exploring changes in the state of water: evaporation, condensation, and how these processes form the water cycle. Students can then observe steam from warm water and how it cools to form droplets, connecting daily experiences to scientific concepts.

The second half of the lesson focuses on water as a resource, its impurities (soluble, insoluble, and germs), and simple purification methods like filtration and boiling. Activities include a class experiment filtering muddy water using a cloth or paper, creating a mini

water cycle in a jar, and poster-making on rainwater harvesting to stress the importance of saving water. These activities make students aware of water's value and encourage responsible use.

### **Exercise**

#### **A. Objective Type Questions.**

##### **I. Multiple choice questions:**

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

##### **II. Match the following:**

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

#### **B. Very Short Answer Questions.**

**Name the following:**

1. water cycle 2. drinking water 3. boiling  
4. chlorination 5. rainwater harvesting 6. drought

#### **C. Short Answer Questions.**

1. The different properties of water are as follows:
  - Water is odourless, colourless, and tasteless
  - Water exists in three forms: solid, liquid, and gas
  - Water is a universal solvent
2. Water on Earth is constantly moving from the land to the sky and back again. This recycling process is called water cycle.
3. Impurities in water are of three types: soluble impurities, insoluble impurities, and germs.

4. The process of removal of harmful substances and germs from water to make it fit for drinking is called water purification.

5. Rainwater harvesting is the method of collecting and storing rainwater that runs off from rooftops, parks, roads, open grounds, etc., and using it for various purposes and for future use.

**D. Answer the Following Question.**

1. (a) Evaporation is the changing of water into water vapour. And condensation is the changing of water vapour into water.

(b) Boiling is the simplest and best way of purifying water to make it safe for drinking. Chlorination is the process of adding chlorine to kill germs and purify water.

2. The water cycle is the continuous movement of water from the land to the sky and then back again.

- Evaporation: The sun heats up the water on land and in water bodies, and it turns it into water vapour.
- Condensation: Water vapour cools and changes into tiny drops of liquid water.
- Precipitation: The clouds get heavy and water falls back in the form of rain. This water runs over the land and collects in water bodies.

3. Rainwater can be harvested through the following ways:

- Rooftop harvesting: Rainwater is collected in water tanks.
- In large containers: Rainwater is collected in tubs, drums, etc.
- Well and borewells: Rainwater is collected by digging wells to increase the groundwater level.
- Tanks: Tanks and check dams are built to collect rainwater.

**Time to Recall**

Water cycle - Evaporation, condensation, precipitation, and water flowing to the seas

Methods to purify water - Boiling, chlorination, and using water filters

**Time to Apply**

- (i) This water can be used to water plants, clean vegetables, etc.
- (ii) Water-efficient RO filters are available in the market.

**Time to Discuss**

- (i) This is because of condensation
- (ii) Scarcity arises as 97% of Earth's water is saltwater.

## Lesson 4 : Cleanliness, Health, and Hygiene

This science lesson can begin with a quick classroom role-play, where students act out daily hygiene routines like brushing teeth, washing hands, or combing hair, to introduce personal cleanliness. Another starter activity could be a “Hygiene Hunt,” where students look around the classroom and list things that are clean and things that need tidying. These engaging tasks help them connect hygiene to their daily habits.

As the lesson continues, students learn about caring for the body through healthy food, exercise, rest, and recreational activities. They also explore cleanliness in their surroundings through group discussions, poster-making, and a mini classroom clean-up. Activities like designing a hygiene chart or making a Swachh Bharat slogan banner encourage participation while reinforcing the importance of health, hygiene, and a clean environment.

### Check N Mate

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

1. T   2. F   3. T   4. T

### Exercise

#### A. Objective Type Questions

##### I. Choose the correct answer

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

## II. Put a tick against the correct sentences and cross the wrong ones.

1. Tick   2. Tick   3. Cross   4. Tick   5. Cross

### B. Very Short Answer Questions. Answer in one word.

1. Personal hygiene   2. Oral hygiene  
3. Reusable bags  
4. Prime Minister Mr. Narendra Modi

### C. Short Answer Questions.

1. We should maintain cleanliness and proper hygiene to help us and the people around us to remain healthy.
2. We need to wash our hands before and after food, when we handle food, when we handle garbage, when we sneeze, and anytime we touch an animal.
3. We should trim our nails regularly to prevent germs and diseases.
4. Oral hygiene means keeping your mouth and teeth clean.

### D. Answer the Following Questions:

1. The proper way to take care of our hair is as follows:
  - Apply oil at least twice a week.
  - Wash your hair regularly with a shampoo
  - Comb the hair regularly

- Never share personal objects like combs, pillows, and hats with anyone
2. Four ways to keep the body fit and free from diseases are as follows:
    - Eat nutrient-rich food like fruits and vegetables
    - Drink 8-10 glasses of water every day
    - Wash your hands before and after meals
    - Sleep at least 8 hours a day
    - Exercise daily for at least an hour
  3. We make our surroundings unhealthy by throwing garbage in our surroundings, cutting down trees, using plastic bags, and spitting on roads.
  4. Some ways to keep our surroundings clean are as follows:
    - Reduce, reuse, and recycle
    - Use cloth or paper bags instead of plastic bags
    - Always throw waste in the dust bins
    - Do not let water collect in your surroundings
    - Plant more trees
  5. Prime Minister Mr. Narendra Modi launched the Swachh Bharat Abhiyan. The campaign's objectives are as follows:
    - To make India open defecation-free
    - To provide toilets separately for boys and girls across schools
    - To keep villages clean with solid and liquid waste management

### Time to Recall

Personal Cleanliness - Hand washing, bathing, oral hygiene, hair care, nail care, clothing

Ways to improve the surroundings - Use cloth or paper bags, reduce, reuse and recycle, throw waste in dust bins, do not spit on roads or walls, plant more trees

### Time to Apply

1. Complain to the government bodies to get rid of the stagnant water. If not, mosquitoes could breed, and they could contract an illness.
2. No, he does not have a healthy routine. He should go out and play with his friends.

## SOCIAL STUDIES

### Lesson 1 : The Solar System

In this Social Studies lesson, students learn about the solar system, focusing on the planets and their unique features. The teacher introduces the sun, planets, moon, asteroids, comets, and stars, with an emphasis on understanding the position and order of the planets in orbit.

For the activity, students can create a simple solar system model using drawings or craft materials, and practice naming the planets in order from the sun. The lesson ends with a discussion about Earth as a planet

and why it's special. For homework, students can write a few lines about their favorite planet and why they like it.

### Exercise

#### A. Tick the right answer.

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

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

1. Sun 2. Earth 3. Planets 4. Satellites

#### C. Match the following:

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

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

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

#### E. Answer the following questions:

1. Earth is a planet of the Sun and is part of the Solar System.
2. Stars are those twinkling objects we see in the sky at night, they are big in size and are very far.
3. The Sun, its 8 planets, satellites, asteroids and comets make up the Solar System. Earth is a part of the solar system.
4. The Moon is the only satellite of the Earth, and it revolves around the Earth.
5. Asteroids: Asteroids are broken rocks and metals that are found in the Solar System.

Asteroids are found in the belt between Mars and Jupiter.

**Comets:** Comets are made from ice, dust, and rocky particles. They also have a long tail.

### Hots

The Moon looks brighter than stars as it is closer to the Earth, whereas stars are farther away.

### Activity

1. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
2. Down - Jupiter. Across - Venus, Mercury, Earth, Mars, Uranus, Saturn, Neptune

### Life Skills

1. Sunlight is useful for growing plants.
2. Sunlight dries our clothes.
3. Sunlight is used to heat water
4. Sunlight is used to make electricity
5. Sunlight gives us vitamin D.

### Lesson 2 : Life on Earth

In this Social Studies lesson, students explore why Earth is the only known planet that supports life. The teacher explains the role of the atmosphere, presence of water, and Earth's ideal distance from the sun in making life possible.



For the activity, students can draw or label parts of Earth that support life—like air, water, and land—and discuss why these are important. The lesson ends with a reflection on how we can take care of our planet. For homework, students can write two things they do to help keep Earth clean and safe.

### **Exercise**

#### **A. Tick the right answer.**

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

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

1. Air 2. Earth 3. Water 4. Ice

#### **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. There is life only on the Earth, hence it is called the 'Planet of Life'.
2. Atmosphere is the layer of air around the Earth. Air is the mixture of gases like oxygen, nitrogen and carbon dioxide.
3. Air is important as we breathe in oxygen from it, and breathe out carbon dioxide. And plants need carbon dioxide to make food.
4. We need water to live, so do plants, so it is important for sustaining life. The three forms of water are ice, water and vapour.

5. As the Earth is at the right distance from the Sun, the temperature is moderate, and not too hot or too cold. This moderate temperature is right for living things.

### **Hots**

1. We feel hot during summer months (March - May) as the Earth is tilted towards the Sun.
2. Life is not possible in Mercury as it is too close to the Sun.

### **Activity**

1. To be done by the students
2. (a) Brushing (b) Bathing (c) Washing vessels (d) Washing clothes (e) Cleaning (f) Drinking (g) Watering plants (h) Bathing animals (i) Swimming (j) Putting out fire

### **Lesson 3 : Globes and Maps**

In this Social Studies lesson, students learn about the shape of the Earth and how explorers like Magellan helped prove it. The teacher introduces globes and maps, highlighting their features, uses, symbols, and directions. Students also learn about different types of maps - political, physical, and thematic - and how legends and keys help in reading them.

For the activity, students can compare a globe and a map in class, identify directions using a compass rose, and match symbols to features on a simple map. For

homework, they can draw a basic map of their classroom or neighborhood using symbols and a key.

### **Exercise**

#### **A. Tick the right answer.**

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

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

1. globe 2. map 3. landforms 4. compass

#### **C. Match the following:**

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

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

1. The shape of the Earth is round, but the top and bottom of our Earth is flat, like an orange.
2. A globe is a very small model of the Earth, wherein we can see countries, continents and oceans.
3. A map is a drawing of the Earth or its parts on a flat surface or paper. There are mainly three types of maps - physical, political, and thematic.
4. Physical maps show land forms like mountains, plateaus, plains, valleys, deserts, etc. It also has waterbodies like rivers, ponds, lakes, seas and oceans.
5. Thematic maps show special features like rainfall, vegetation, minerals, industries, etc.'

### **Hots**

People may not like to use a globe due to its size and the difficulty in carrying it around.

### **Lesson 4 : Our Environment**

In this Social Studies lesson, students learn about the environment and the different types of pollution - air, water, soil, and noise. The importance of keeping our surroundings clean and ways to protect the environment are discussed, along with Indian efforts like the Chipko Movement and Van Mahotsav.

For activities, students can create posters on "Saving the Environment," participate in a classroom clean-up, and plant a small sapling if possible. They can also role-play situations where they stop pollution or explain what they do at home to stay eco-friendly. For homework, they can list three things they will do to protect nature around them.

### **Exercise**

#### **A. Tick the right answer.**

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

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

1. environment 2. living 3. non-living 4. pollutes

#### **C. Match the following:**

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

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

1. All things in our surroundings make up the environment. This includes both living and non living things.

2. Air pollution is caused by making the air dirty. Two causes of air pollution include smoke and dust coming from factories, and the burning of garbage.

3. Water pollution is caused by making water dirty. Two causes of water pollution include flowing of factory wastes into water, and oil spills from oil tanks.

4. Noise pollution is caused by unpleasant, loud sounds. Two effects of noise pollution include hearing loss and heart disease.

5. Land pollution or soil pollution is caused when the land in which we live gets polluted. Two causes of land pollution include dumping of garbage on roads, and excess use of pesticides and fertilizers.

### **Hots**

Cooking food on gas is better as it does not pollute the air around us.

### **Activity**

**Look at these pictures. Which type of pollution do each of these cause?**

1. Soil Pollution
2. Air Pollution
3. Air Pollution
4. Air Pollution and Noise Pollution?

5. Water Pollution
6. Water Pollution
7. Air Pollution
8. Air Pollution
9. Noise Pollution
10. Soil Pollution

## **GENERAL KNOWLEDGE**

### **Lesson 1 : Games We Play**

This GK lesson introduces students to various indoor and outdoor games, helping them understand the difference and the importance of both for fun and health. The teacher can begin with a simple discussion asking students to name games they play at home and on the playground. Activities include a sorting game (indoor vs outdoor), drawing their favourite game, and sharing why they enjoy it. Students can also form groups to mime a game while others guess, encouraging teamwork and observation.

### **Lesson 2 : Science and Invention**

This GK lesson introduces students to important inventions that have changed the way we live, such as the telephone, light bulb, motorcycle, radium, television, and computer. The teacher can begin by showing pictures of these inventions and asking students which ones they use or see around them. Activities include

matching inventions with their use, drawing one invention they like, and a simple class quiz on who invented what. Students can also imagine and share what they would invent if they could.

### **Lesson 3 : Unique Animals**

This GK lesson introduces students to unique animals like the Etruscan shrew, pangolin, polar bear, and others known for their special features or rare habitats. The teacher can begin with a guessing game using animal clues and images. Activities include a “Guess Who?” game with facts, drawing one unique animal and writing two interesting facts about it, and a class discussion on why it’s important to protect rare animals. Students can also group animals by habitat or features for a fun sorting activity.

### **Lesson 4 : Countries and Capitals**

This GK lesson helps students learn about India’s neighbouring countries and their capitals, building basic map awareness and global understanding. The teacher can begin with a globe or map activity, pointing out India and its borders. Activities include matching countries with their capitals, a simple map labelling exercise, and a quiz game in pairs. Students can also create mini flashcards for each country with its capital and one interesting fact.

### **Lesson 5 : Sports Symbols**



This GK lesson introduces students to sports symbols through visual recognition of activities like boxing, cycling, yachting, and more. The teacher can start by showing a mix of familiar and new symbols and asking students to guess the sport. Activities include a worksheet where students match symbols to the correct sport name, a quick “symbol charades” game where they act out the sport shown, and a drawing task where they create their own symbol for a sport they like.

### **Lesson 6 : Patterns**

This GK lesson introduces students to patterns, focusing on completing number sequences and drawing patterns using logic. The teacher can begin with simple visual patterns on the board and ask students what comes next. Activities include number pattern puzzles, drawing colour or shape patterns, and creating their own repeating designs using crayons or blocks. Students can also solve simple logic-based pattern riddles in pairs for fun practice.

### **Lesson 7 : Cleanliness**

This GK lesson teaches students the importance of cleanliness at home, school, and in their surroundings. The teacher can start with a class discussion on why keeping places clean matters and how each child can help. Activities include making a cleanliness pledge,



group poster-making on clean habits, and a “spot the messy scene” game where students correct untidy situations in pictures. They can also list five ways to keep their classroom clean.

### **Lesson 8 : Similes**

This GK lesson introduces students to common similes using animals and birds, such as “as brave as a lion” or “as free as a bird.” The teacher can begin with a fun riddle or sentence-matching game using these expressions. Activities include matching similes to pictures, completing sentences with the correct animal simile, and a group game where students act out the meaning of a simile while others guess. They can also make a mini-book of their favourite animal similes with drawings.

### **Lesson 9 : Amazing Facts about Animals**

This GK lesson shares amazing and fun facts about animals, like how elephants can’t jump or how octopuses have three hearts. The teacher can begin with a quiz-style introduction to grab attention. Activities include a “Fact or Fiction” game, drawing an animal and writing one amazing fact about it, and a memory match game with animal facts and pictures. Students can also present one interesting fact to the class in a “Did you know?” round.

