

Environmental Studies



Class 1

Textbook and Exercise book

Based on Chetna Vikas Mulya Shiksha and NCERT
recommendations

Aegis and Guidance

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Prayer

Invocation to them,
invocation to them with gratitude
Who are guides of the righteous path
Together we bow to them
Together we bow to them

Admiration for them,
admiration for them with deep regards
Who are kind gracious and compassionate
Together we bow to them
Together we bow to them

Salutation to them,
salutation to them with high esteem
Who are engaged in universal goodness
Together we bow to them
Together we bow to them

Veneration for them,
veneration for them with dignity
Who educate and inspire humankind
Together we bow to them
Together we bow to them

Devotion to them,
devotion to them with reverence
Who help in development of consciousness
Together we bow to them
Together we bow to them

-Chani R.Chawda

Table of Content

Lesson no	Name of the Lesson	Page no
1.	Sky (poem)	5
2.	Earth (poem)	10
3.	Water (poem)	14
4.	Forest (poem)	20
5.	Seasons (poem)	28
6.	Parts of the Body	33
7.	Family (story)	43
8.	Food (poem)	47
9.	My Home (story)	50
10.	Our Clothes	54
11.	Our Helpers	58
12.	Important Places	61

Lesson 1.

SKY

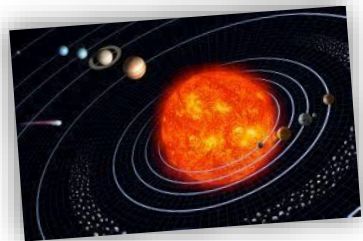
The sun and the moon
The stars and the clouds
Up in the sky, far, far away.



Round and round
Together they go
Always together,
Together they stay.



So many planets
Across the sky
Spread in a beautiful
Beautiful way!



EXERCISES

I. Listen and Speak

A. Speak after the teacher

1. The earth is in the sky.
2. The moon is in the sky.
3. I can see in the moonlight.
4. The sun is in the sky.
5. I can see in the sunlight.
6. I feel warm in the sunshine.
7. The stars are in the sky.
8. I count the stars at night.
9. They are all together in the sky.

II. Writing

A. What can you see at night and in the day around you? (Teacher does the activity on the blackboard and the children write it in their notebooks.)

DAY	NIGHT
	
.....	
.....	
.....	

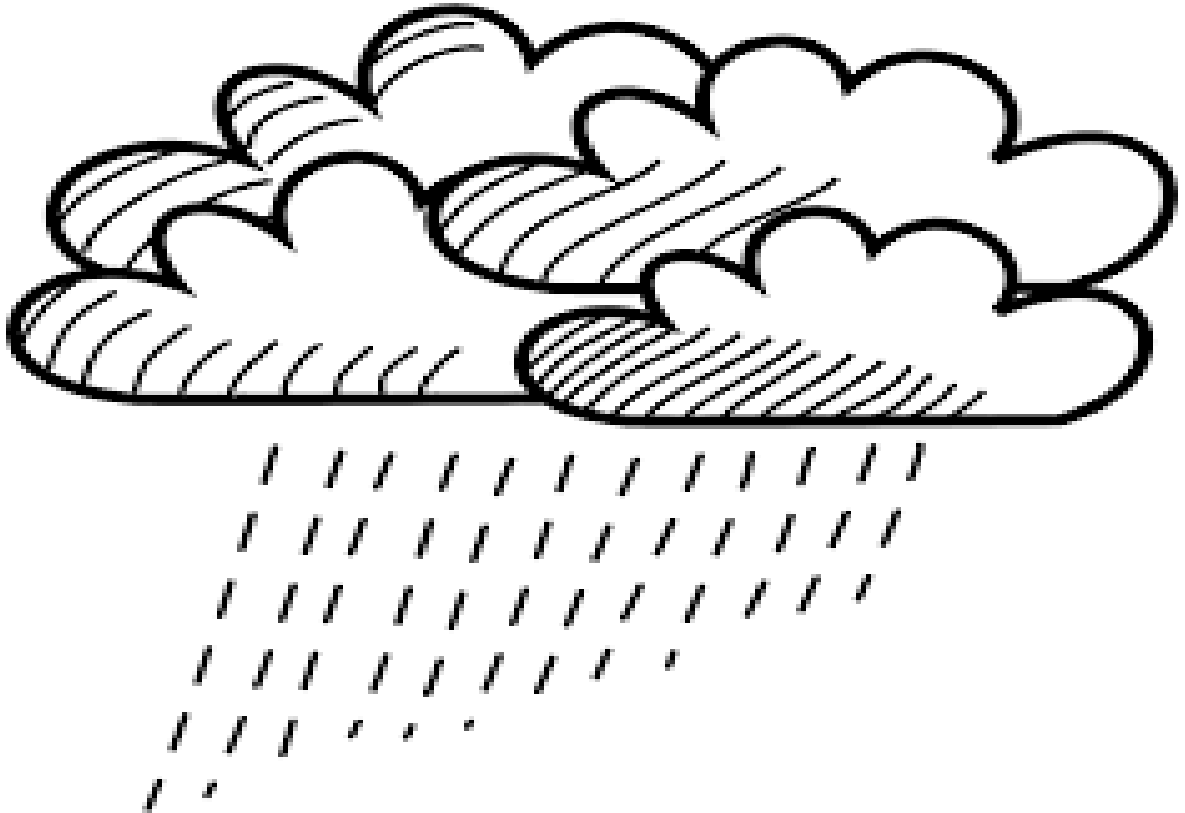
B. Observe the day sky and night sky. Circle Yes or No

1. Can you see the sun at night? Yes / No
2. Can you see the moon at night? Yes / No
3. Can you see the sun in the day? Yes / No
4. Can you see the stars at night? Yes / No
5. Can you see the birds at night? Yes / No
6. Can you see the moon during the day? Yes / No
7. Can you see the clouds at night? Yes / No
8. Can you see bats and owls flying during the day? Yes / No

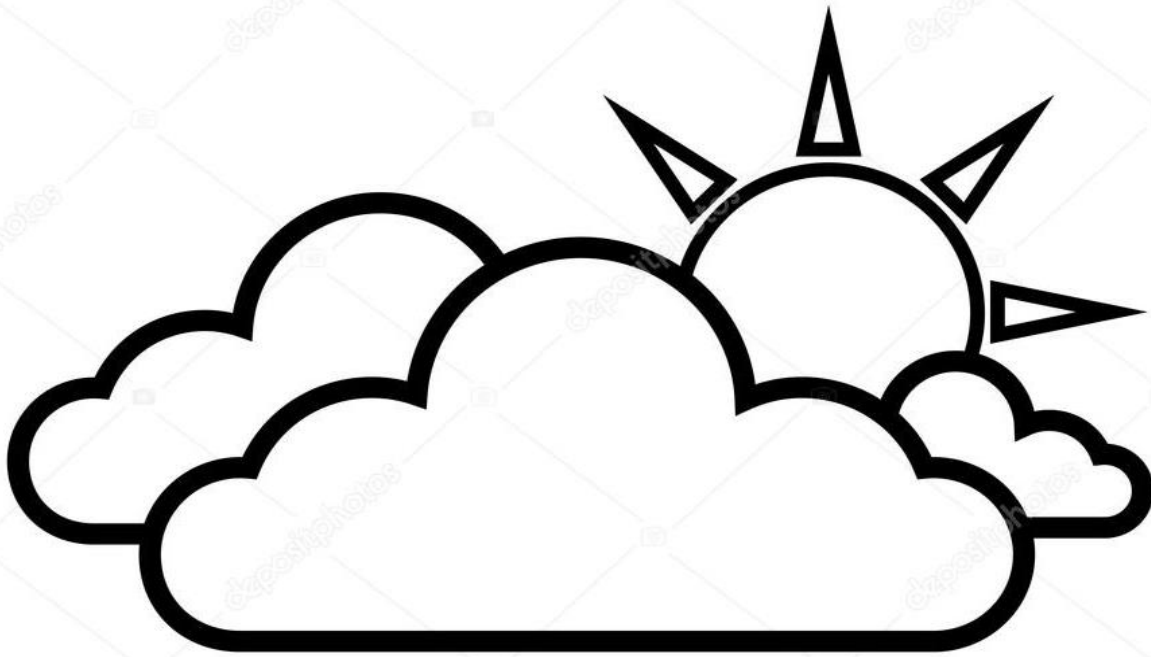
C. Choose the correct word and fill in the blanks *(in your notebook)*

1. The sun appears (blue/yellow)
2. Sometimes the moon appears (white/black)
3. Some clouds are (green/grey)
4. We can see stars at (night/ day)
5. The stars at night (dimple/twinkle)

III. Activities**A. Colour the picture of the night sky. What is missing in it?**

B. Colour the different kinds of clouds:**1. Rain clouds****2. Thunder clouds**

3. Colouring picture of Clear blue sky, white clouds



C. Watch this video with your parents:

The Dazzling Sky: <https://www.youtube.com/watch?v=lwDfkruJv28>

Lesson 2.

EARTH

(song)

We stay and play on earth

We walk and run on earth

We build our homes on earth

We build our homes on earth



Earth is our abode

Our precious abode

It's our role to keep it safe

It's our role to keep it safe



We cook and eat on earth

We work and serve on earth

We grow our food on earth

We grow our food on earth



Earth is our abode

Our precious abode

It's our role to keep it safe

It's our role to keep it safe



EXERCISES

I. Listen and Speak

A. Listen and repeat after your teacher with actions:

1. We crawl on earth.
2. We walk on earth.
3. We run on earth.
4. We skip on earth.
5. We stamp on earth.
6. We hop on earth.
7. We jump on earth.
8. We play on earth.
9. We spin on earth.
10. We dance on earth.

II. Writing

A. Fill in the blanks with the words given below:

build, role, abode, stay, precious, earth, grow, serve

1. Earth is our
2. Our abode.
3. It's our to keep it
4. We and play on
5. We our homes on earth.
6. We work and on earth.
7. We our food on earth.

III. Observe, Discuss and Do:

A. Feel it:

Collect different kinds of soil like sand, *murram*, gravel, clay with the help of an elder in a strong paper bag. In class, you can all feel it. Is it:

- coarse?
- soft?
- sticky?

B. Smell it:

1. Activity:

Smells in a box – (The teacher prepares several boxes (match boxes) with various smells in them) **Ask the children to smell the boxes**

jasmine / *rajnigandha* / *mogra* / *champa*, orange, lemon grass, vanilla, desi-rose, *hing*, garlic, mustard oil, coconut oil, cocoa. etc.

2. Without looking:

- 1) Can you tell that it has started raining?
- 2) Can you tell that someone has smoked the house with neem leaves?
- 3) Can you tell that mummaji is making food?
- 4) Can you tell that someone has used a mosquito repellent?
- 5) Can you tell that something is burning?
- 6) Can you tell that something is rotting?

C. Hear it:

Sit silently for 2 minutes. What sounds can you hear:

- 1) Inside the class
- 2) Outside the class

D. See it:

- a. **Leaves:** Find 4 leaves that are differently shaped (long, round, big, small, thin, fat). Trace them in your notebook and colour.
- b. **Bark:** Take rubbings of the bark of 3 trees on any thin paper (tracing paper or kite paper) with a soft pencil or crayon.



Different Shaped Leaves



Rubbing

E. Taste it:

The teacher and parents help the students identify the 6 tastes of the following foods.

	Tastes	In school	At home
1.	sweet	sugar	fruits
2.	salty	salt	spinach
3.	sour	lemon	tamarind, Indian gooseberry
4.	bitter	neem	bitter gourd, turmeric
5.	pungent	black pepper	ginger, garlic
6.	astringent	alum water	jamun, unripe guava, amla powder

IV. Activity:**A. Apple printing** **Materials Needed:**

- Apples
- Paint (Use washable poster paint for paper prints and fabric paints for clothes)
- Paper plates
- Something to print on
- Newspaper to protect table
- Apron
- Knife to cut the apple

***Children should have adult supervision throughout this activity !**

How To:

Step1: Cover your working area with newspapers, and make sure everyone is wearing an apron.

Step 2: Pour paint on to paper plates (one colour per plate).

Step 3: Cut the apples in half. Have your child dip the flat side of the apple in the paint, thoroughly covering the apple, and then place it on the printing surface.

Step 4: Have fun creating fun designs and pictures with your homemade stamps!

Lesson 3.

WATER

I need water
You need water
We all need water
We all drink water

Soil needs water
Plants need water
We all need water
We all drink water

Animals need water
Birds need water
We all need water
We all drink water

Water; water; water
Sweet; sweet water
Let us save water
And purity of water



EXERCISES

I. Listen and Speak

A. Listen and repeat with actions:

1. We bathe with water.
2. We wash our hands with water.
3. We wash our clothes with water.
4. We wash utensils with water.
5. We mop the floor with water.
6. We water our plants.
7. We can swim in water.
8. Fish live in water.
9. Birds bathe in water.
10. Paper boats float on water.
11. We stomp and splash in rain water!

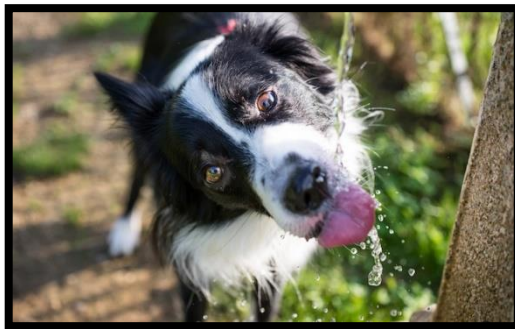
II. Writing:

B. Fill in the blanks with the correct word.

1. Imilk. (drink / eat)
2. The is wet after rain. (soil / sweet)
3.are green. (plants / animals)
4.can move around. (plants / animals)
5. fly in the sky. (plants / birds)
6. Sugar tastes (sweet / bitter)
7. We need to water. (waste / save)
8. Rainwater is clean and (pure / sweet)
9. Ifood everyday. (need / drink)

III. DISCUSSION:

Look at the pictures and discuss the effect of lack of water (dehydration) on humans, soil, plants and animals with your parents



parched soil



healthy soil



dehydrated plant

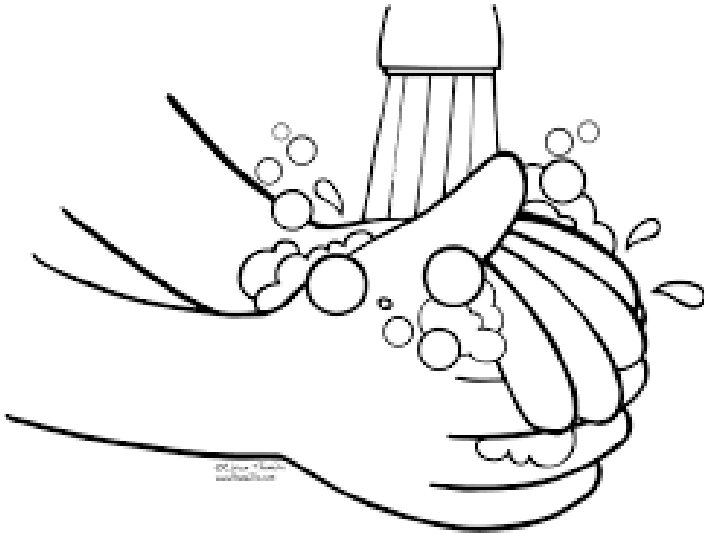
healthy plant

IV. Activity:**A. Doing and Observing**

- a. **Collect the following materials:** a small stone, a piece of paper, a feather, a toothpick
- b. Take a mug of water. Drop each material into the mug one by one. Discuss your observations. Tick right (✓) or cross wrong (x) the following sentences depending on your observations.
 1. Small stone floats on water
 2. Paper floats on water
 3. Feather sinks in water
 4. Toothpick floats on water

B. Colour and name the activity

watering, having, washing, drinking



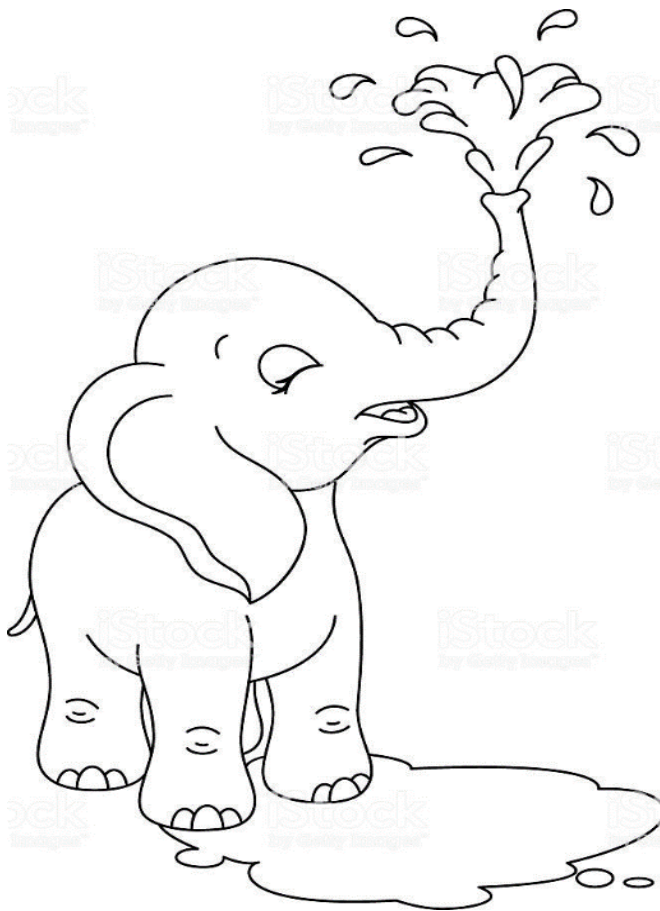
..... hands



.....water



..... plants



.....a bath

V. Daily Practice

1. **If not using the tap, turn it off**

Turn the tap off as soon as you've washed your hands. Put signs near the basins to remind students to do the same.

2. **Report leaks**

Get someone to fix any leaking taps or toilets as soon as they are reported. Make it a classroom activity to check for leaks regularly.

3. **Use a container to wash your brushes**

Wash paint brushes in a bucket or mug, rather than under a running tap.

4. **Bring your water bottle to school every day.**

Bring your water bottle to school every day and refill it before your journey home.

Lesson 4.**FOREST**

Part of earth; part of earth
Forest is a part of earth
Must on earth; must on earth
Forest is a must on earth

Home for many plants
Home for many trees
Home for wild animals
Home for birds and bees.

Part of earth; part of earth
Forest is a part of earth
Must on earth; must on earth
Forest is a must on earth

Cleans up the air
Causes the rain
Provides wild honey
Provides wild herbs

Part of earth; part of earth
Forest is a part of earth
Must on earth; must on earth
Forest is a must on earth

EXERCISES

I. Listen and Speak

A. Listen and repeat the sentences.

S.No.	WORD	SENTENCE	LISTEN and REPEAT
1	part	 I am a part of a family.	1) I am a part of the <i>vidyalaya</i> . 2) Animals are a part of the forest.
2	forest	 A forest has many plants and trees.	1) A forest has many creatures in it. 2) A forest gives us fresh air.
3	must	 I must sleep at 9:30 pm.	1) I must obey my parents. 2) I must listen to my adhyapikaji.
4	many	 There are many flowers in our garden.	1) There are many trees in my <i>vidyalaya</i> . 2) There are many insects in the forest.
5	clean	 Papaji cleans the bicycle.	1) Trees clean the air. 2) I will learn to clean the bicycle too.
6	rain	 I like to play in the rain.	1) Rain comes from clouds. 2) It will rain today.
7	honey	 I eat honey.	1) Bees make honey . 2) Honey is sweet.
8	wild	 Lions are wild animals.	1) Wild animals live in the forest. 2) There are wild animals in Chhattisgarh.

B. Circle the photos

Plants and Trees with **green colour**, Animals and Birds with **red colour**.

 = GREEN		 = RED	
			
Elephant	Pigeon	Rhinoceros	Eagle
			
		Oleander	Cow
			
	Peacocks	Fox	Goat
			
Mahua	babool	Mango tree	Domestic plant
			
Parrot	Owl	Swan	Wheat
			
Saigon	Sal	Domestic plant	Tiger
			
Vulture	Pahari Myna	kingfisher	Baya weaver

C. ANIMAL SOUNDS

How does learning animal sounds help kids?

- **Learning animal sounds is a precursor to learning alphabet sounds:** When kids learn to associate the picture of a cow (symbol) with “moo” (the sound that it makes), it also helps them to associate (symbols) with their sounds. It becomes easier for them to understand the association of letters of the alphabet (also symbols) with sounds.
- **Learning animal sounds enhances the cognitive development of kids:** When a child is asked, “What does a cat say?” Your little one must listen, comprehend that you are asking a question, identify the animal mentally and respond with the correct animal sound. The child is connecting a fair number of dots!

Name	Image	Sound
tiger		https://www.freesoundeffects.com/free-track/tiger2-466251/
squirrel		https://www.freesoundeffects.com/free-track/sqgrey-466209/
monkey		https://www.freesoundeffects.com/free-track/monkeypatas-466216/
elephant		https://www.freesoundeffects.com/free-track/elephant--466267/

Bison / Gaur		https://www.nps.gov/yell/learn/photosmulti-media/sounds-bison.htm
leopard		https://www.freesoundeffects.com/free-track/leopard7-466181/
hyena		https://www.freesoundeffects.com/free-track/hyena-466176/
boar		https://www.soundsnap.com/tags/boar
snake		https://www.freesoundeffects.com/free-track/snakehiss2-466277/
lion		https://www.freesoundeffects.com/free-track/lion4-466190/

II. ACTIVITY:

A. LEAF ART

<http://mommysbabylove.blogspot.com/2011/09/fun-with-leaves.html>

Note for teachers: All art and craft is inspired by nature. Leaves are a part of nature and can be used to add beauty to useful things like greeting cards, notebooks, picture frames, etc. Leaves should be taken with permission and guidance of elders.



B. Find the similar leaf and colour them both- this is also an important exercise.



C. Colour the Forest

D. SPOT THE DIFFERENCE (It is an important visual skill in daily life to search quickly and accurately.)



Lesson 5.**SEASONS**

Summer, monsoon, winter

Seasons round the year

Summer, monsoon, winter

Seasons round the year

Hot hot in summer

Wet wet in monsoons

Cold cold in winter

Seasons round the year

EXERCISES

I. Listen and Speak

A. Repeat after the teacher (conversations)

1. Que: When the sun shines bright what do we say?
Ans: It's sunny.
2. Que: When clouds cover the sun what do we say?
Ans: It's cloudy.
3. Que: When the wind blows what do we say?
Ans: It's windy.
4. Que: When the rain pours what do we say?
Ans: It's rainy.
5. Que: When the snow falls what do we say?
Ans: It's snowy.
6. Que: When there is lightning in the sky what do we say?
Ans: It's lightning.

B. Vocabulary:

hot, cold, wet, summer, monsoon, winter, season, year

1. Fire is **hot**.
2. Drink the **hot** soup.
3. Ice is **cold**.
4. The water in the bucket is so **cold**.
5. The floor is **wet**.
6. My hanky is **wet**.
7. I eat watermelon in **summer**.
8. I wear a cotton shirt in **summer**.
9. It is very green in **monsoon**.
10. We wear raincoats in the **monsoon**.
11. We wear a woollen cap in **winters**.
12. We feel cold in **winters**.
13. **Seasons** keep changing.
14. This is the **season** of mangoes.
15. There are twelve months in a **year**.
16. There are six seasons in a **year**.

II. Writing

A. Write the name of the season below the pictures.

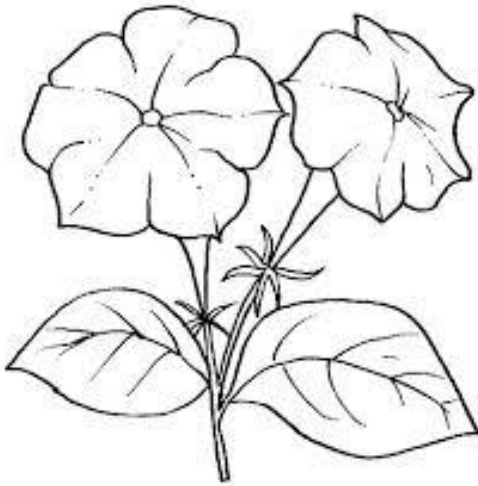


III. Activity

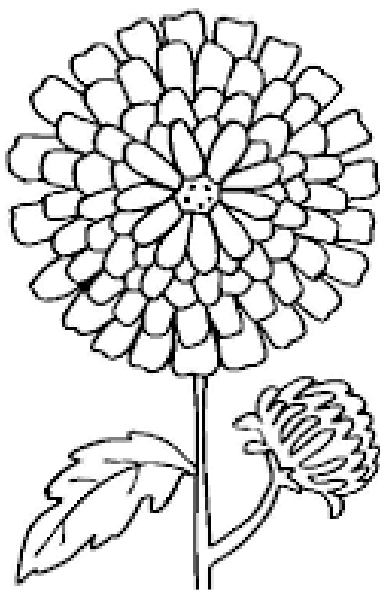
A. Show and Tell: Bring something that is specific to any season and talk about it.



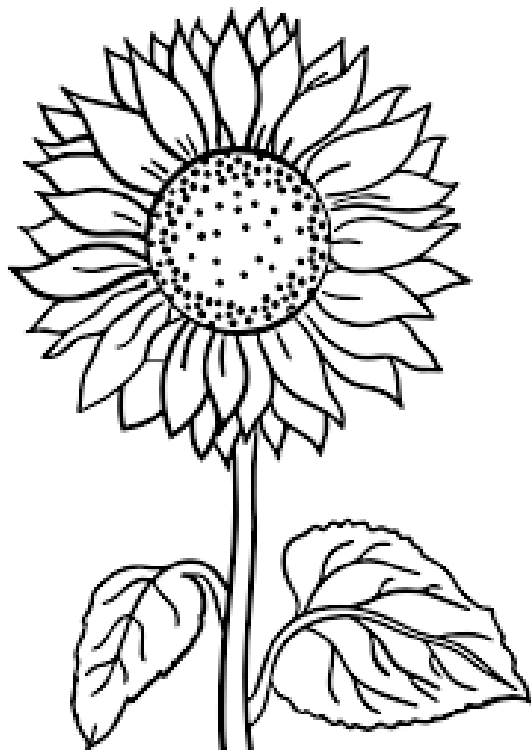
B. Colour the pictures



petunia (winter)



marigold (rainy)



sunflower (summer)

Lesson 6.

PARTS OF THE BODY

Discussion

Our body is divided into three parts - Head, upper body and lower body.

A. Parts of the Head:

hair, face, forehead, eyes, eyelids, eyelashes, eyebrows, nose, nostril, cheek, ears, mouth, lips, teeth, tongue, chin, neck.

PARTS OF THE FACE



EXERCISES

I. Reading and Writing

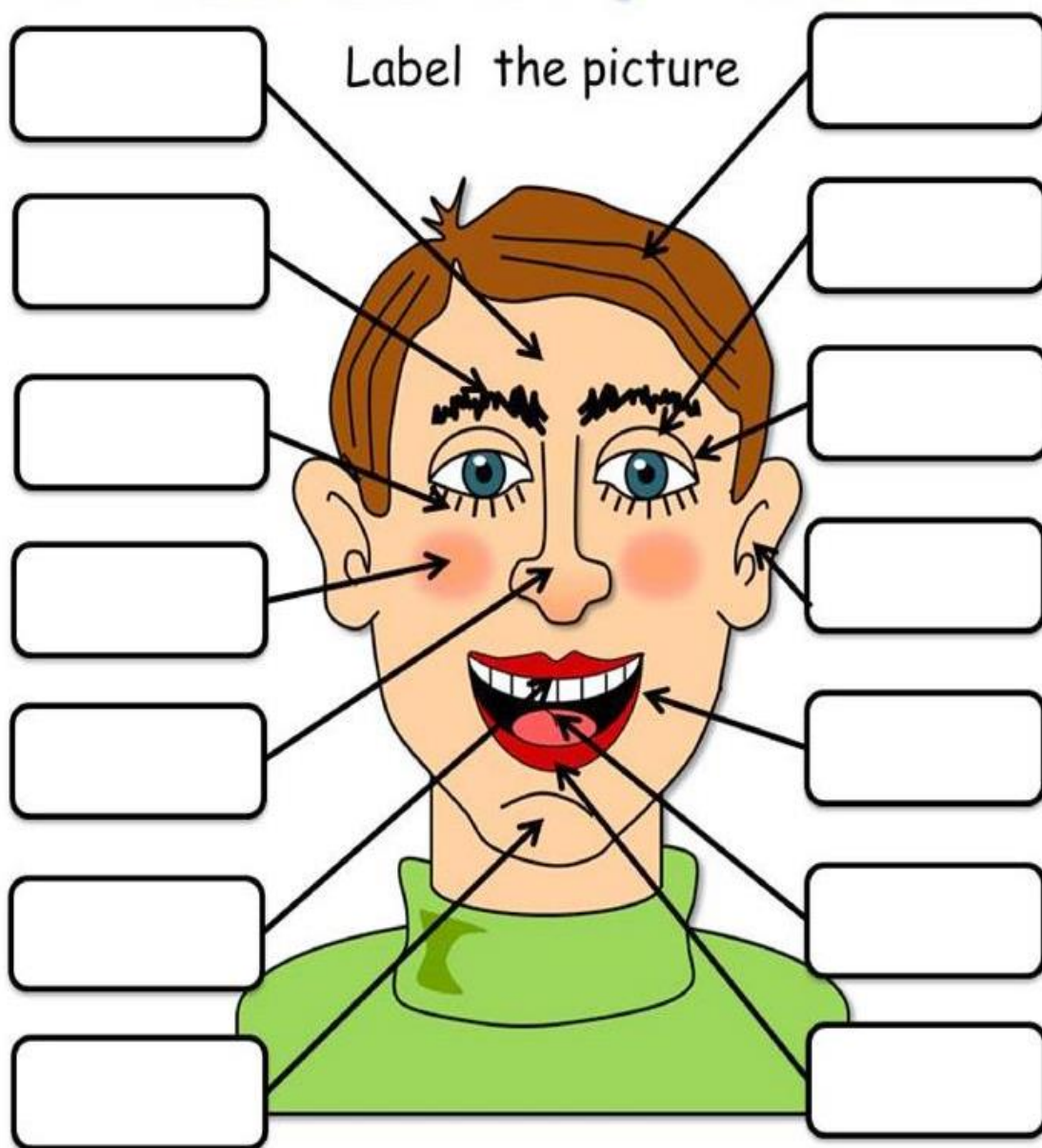
A. Read with your teacher and write the part of the head in the four lines.

S.No.	Read the part of the head	Write the part of the head
1.	hair	
2.	face	
3.	forehead	
4.	eyes	
5.	eyelids	
6.	eyebrows	
7.	eyelashes	
8.	nose	

9.	nostril	
10.	ears	
11.	cheeks	
12.	mouth	
13.	lips	
14.	teeth	
16.	chin	
17.	neck	

B. Write the parts of the head 3 times in your notebook.

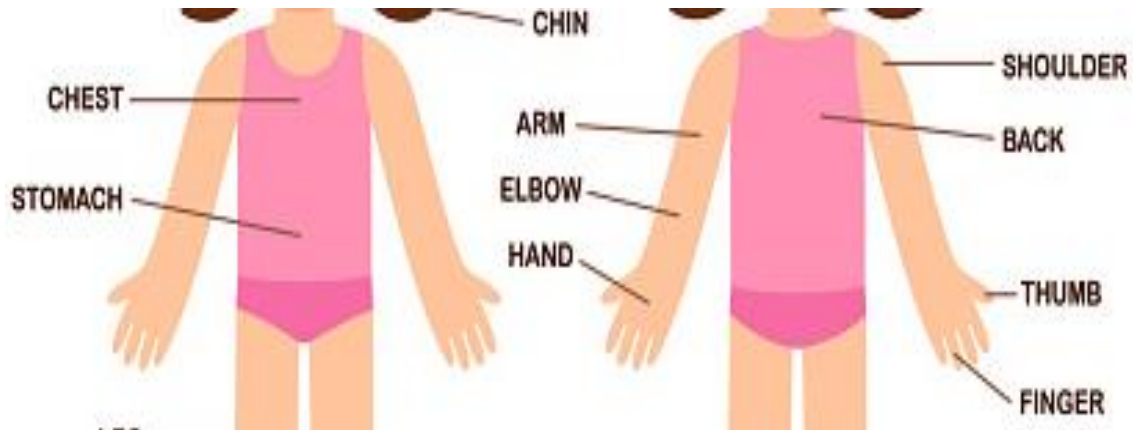
C. Label the parts of the head. (For Revision)



Discussion

B. Parts of the Upper Body

shoulders, chest, waist, belly, back, arms, elbows, hands, fingers, thumbs, nails



II. Reading and Writing

A. Read with your teacher and write the part of the head in the four lines.

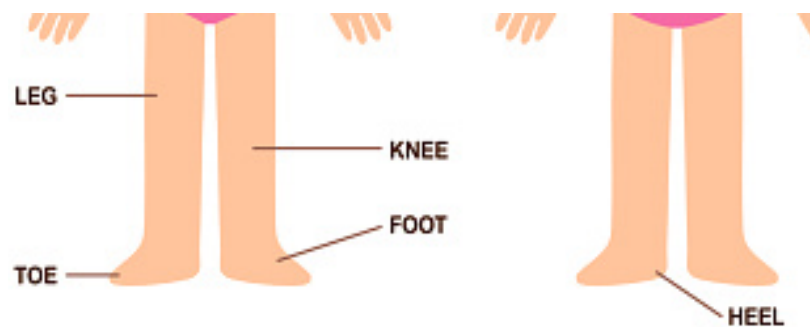
S.No.	Read the parts of the upper body	Write the parts of the upper body
1.	chest	
2.	waist	
3.	belly	
4.	back	
5.	arm - arms	

		
6.	elbow - elbows	
7.	hand - hands	
8.	finger - fingers	
10.	nail - nails	
11.	thumb - thumbs	

B. Write the parts of the upper body 3 times in your notebook.

Discussion

C. Parts of the lower body :
legs, knee, feet, ankle, heels, toes



III. Reading and Writing

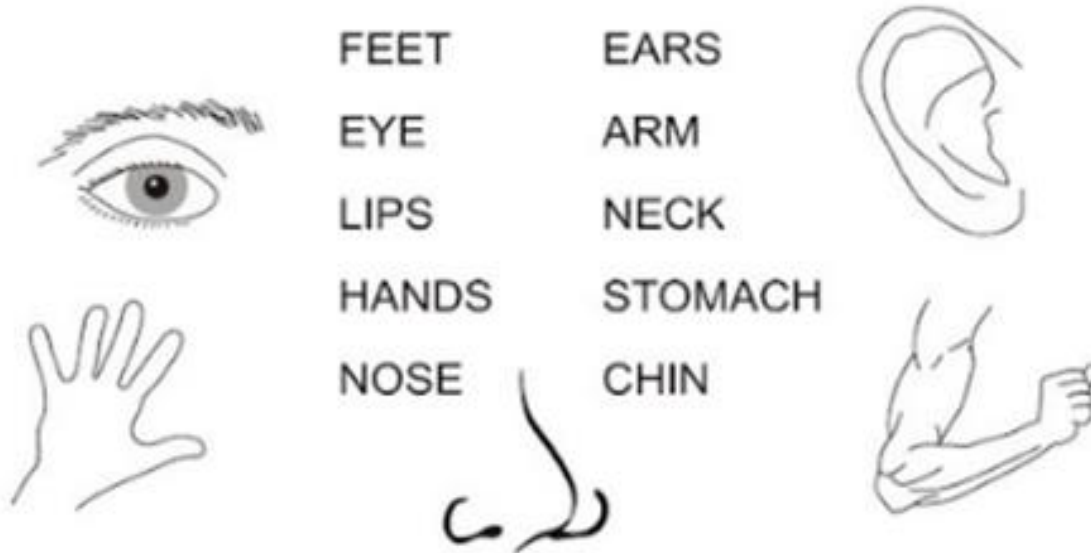
A. Read with your teacher and write the part of the head in the four lines.

S.No.	Read the parts of the lower body	Write the parts of the lower body
1.	leg - legs	
2.	knee - knees	
3.	foot - feet	
4.	ankle - ankles	
5.	heel - heels	
6.	toe - toes	

IV. Activity

A. WORD SEARCH - find the body parts written below in the grid. Colour them.

P	E	Y	E	A	C	F	O	G	R
M	S	T	V	K	B	L	I	P	S
A	C	H	I	N	S	U	M	T	N
F	J	E	S	O	Q	Z	A	K	E
H	A	N	D	S	W	N	I	D	C
E	J	K	A	E	P	T	S	C	K
D	G	O	I	R	E	A	R	S	U
A	R	M	F	X	A	I	M	D	K
B	Y	H	E	J	L	F	E	E	T
S	T	O	M	A	C	H	Z	C	G



FEET

EYE

LIPS

HANDS

NOSE

EARS

ARM

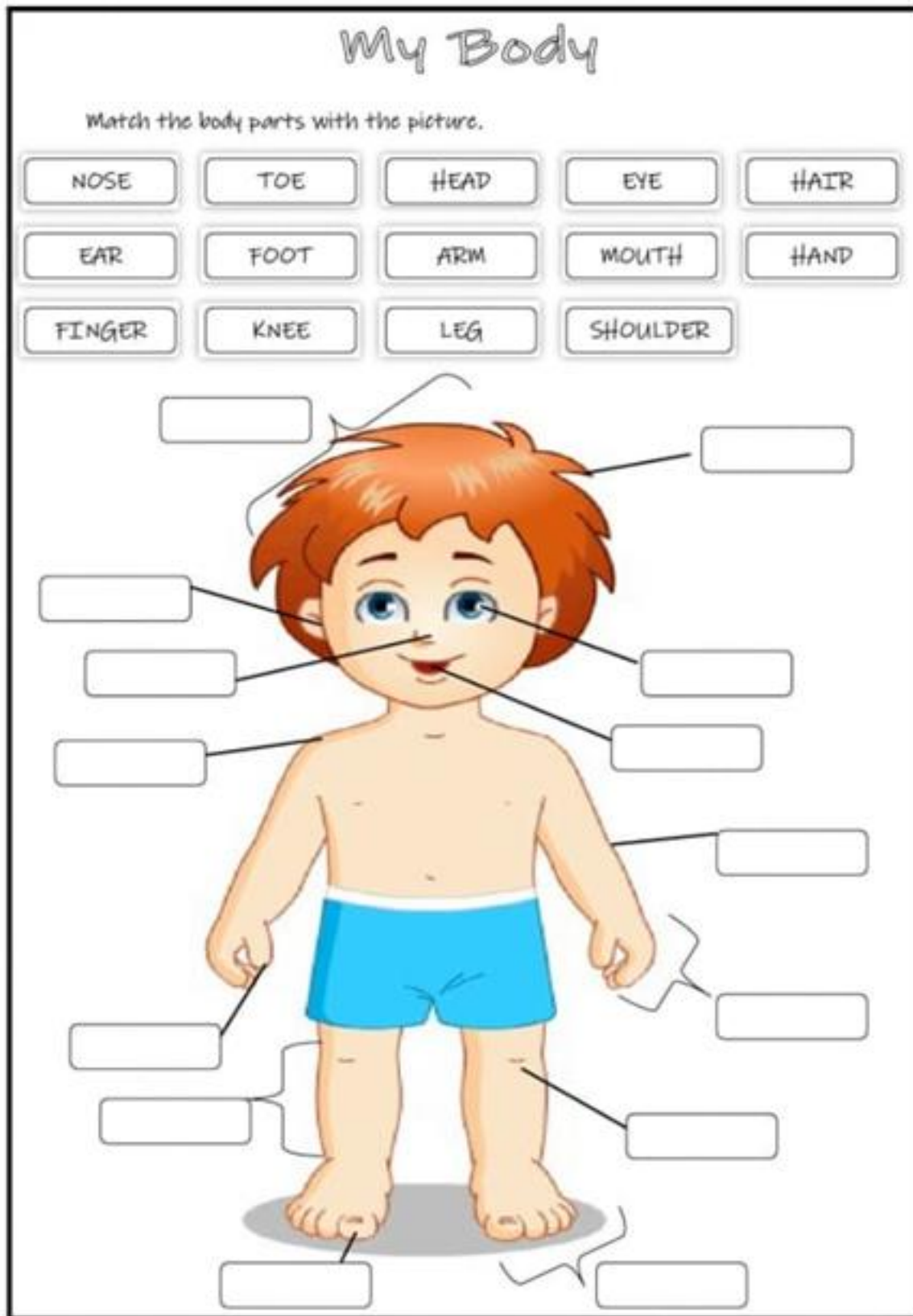
NECK

STOMACH

CHIN

B. Circle the Correct Answer (For revision):

1. 	2. 	3. 	4. 
a. elbow b. nose c. ear	a. eyebrow b. eyelashes c. eye	a. leg b. heel c. foot	a. eyebrow b. eyelashes c. eye
5. 	6. 	7. 	8. 
a. knee b. toe c. ankle	a. tongue b. teeth c. lips	a. ears b. forehead c. neck	a. belly b. foot c. hair
9. 	10. 	11. 	12. 
a. head b. toes c. fingers	a. shoulder b. finger c. arm	a. nails b. hair c. waist	a. neck b. eys c. mouth

C. Label the body parts in the picture (Test)

Lesson 7.

FAMILY NITYA'S STORY

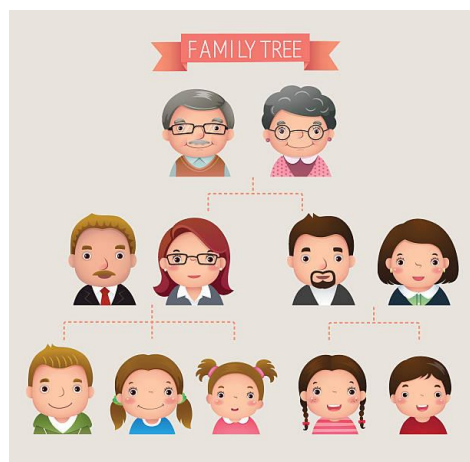


I am Nitya.

This is my house. This is my family.

This is my father. This is my mother.

This is my brother Anant *bhaiji* and my sister Ananya *bahanji*. They are twins.



This is my *chachaji* and this is my *chachiji*.

They have two children. They are my cousin brother and cousin sister.

This is our *dadaji*. This is our *dadiji*.

We all live together. Such a big family we are!

Oh and my *nanaji*, *naniji*, *mausiji*, *mausaji*, *buaji*, *fufaji*, *mamaji*, *mamiji* and lots of cousins also come to visit us.

EXERCISES

I. Discussion

1. Do any of you have twins in your family?
2. Do you like living together in the family?
3. What do you like most about living in the family?

II. Listen and Speak

A. Listen and repeat after your teacher:

1. We call our father and mother together as parents.
2. Parents, brothers, sisters, uncles, aunts, together are called family.
3. We listen to our parents
4. Our parents take care of us.
5. We play with our brothers and sisters.
6. We learn from our brothers and sisters.
7. We take care of our younger brothers and sisters.
8. We call our uncles *chachaji* and *tauji*.
9. We call our aunts *chachiji* and *taiji*.
10. They are like our parents.
11. They take care of us and teach us good things too.
12. We help each other in the family and like living together.

III. Read and Write

A. Read aloud after the teacher.

all, together, visit, lots, big, family, story, cousins, also

1. **all** - All the members of my family visited my school today.
2. **together** - Rajiv and Sanjay walk to school together everyday.
3. **visit** - I like to visit my *nanaji*'s house in the village.
4. **lots** - She brought lots of oranges to school.
5. **big** - We were a big group of children going on a school trip.
6. **family** - I know everyone in your family.
7. **story** - I can tell a story about an elephant.
8. **cousins** - My cousins live close to me and visit me every weekend.
9. **also** - My *chachiji*'s sister is also coming with her.

B. Circle the given words in the table below:**together**

tomorrow	together	tonight	today	together
----------	----------	---------	-------	----------

all

all	are	all	air	ask
-----	-----	-----	-----	-----

visit

voice	visit	vice	visit	villa
-------	-------	------	-------	-------

lots

Log	loud	lots	lots	load
-----	------	------	------	------

big

big	bug	bind	big	bin
-----	-----	------	-----	-----

family

factory	fast	family	farmer	family
---------	------	--------	--------	--------

story

stone	story	stole	story	stop
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cousins

cousins	counter	could	cousins	column
---------	---------	-------	---------	--------

also

alter	also	allot	alarm	also
-------	------	-------	-------	------

C. Read the sentences with your teacher. Then write the sentences in your notebook:

- Who is he? What do you call him?
- He is my brother. I call him_____.
- My brother's name is_____.
- I play with my bhaiyaji.
- We are happy when we play together.
- He teaches me many things.
- He takes care of me.

D. Write these sentences in your notebook and write the names of the members of your family.

1. This is my mother. Her name is
2. This is my father. His name is
3. This is my brother. His name is
4. My *nanaji's* name is
5. My *naniji's* name is
6. My *dadaji's* name is

IV. Activity

A. Draw this family tree in your art book (You can stick pictures of your relatives)



Lesson 8.

FOOD

Food food healthy food

Food food tasty food



Dal, curd, rice and ghee
Vegetables, spices and roti
Milk, nuts, fruits and juice
For my body, all I choose!



Food food healthy food

Food food tasty food

When I'm hungry then I eat
Taking little bits I eat
Chewing well bit by bit
Keeps my body really fit



Food food healthy food

Food food tasty food

A lovely gift for everyone
From the earth and the sun
Work with nature, grow our food
Thank the farmers for our food.



Discussion

Good Eating Habits

We need to follow good eating habits. Some good eating habits to always keep in mind are given below. Discuss it with your teacher.

1. Wash your hands properly before and after every meal.	
2. Eat from your own plate.	
3. Use a clean plate to have your food.	
4. Eat slowly and chew the food properly.	
5. Drink ample water daily.	
6. Eat your meal with everyone.	
7. Take small portions at a time.	
8. Keep your mouth closed while chewing food.	
9. Home cooked food is good for our health.	
10. Be careful not to spill food while eating.	

EXERCISES

I. Read and Write

A. Match the picture with the sentence and write the sentences in your notebook.

1		a) The <i>dal</i> is too hot.
2		b) Please give me some rice.
3		c) Fruits give us fibre.
4		d) Okra is a green vegetable.
5		e) I will have two rotis.
6		f) <i>Mummaji</i> puts dry fruit in the kheer.

Lesson 9.

MY HOME

Anvi's Home



Anvi wakes up. The sun is shining through her **bedroom window**. She jumps up happily. She goes to the **bathroom**. She washes her face and brushes her teeth.



Anvi calls out, "Mummaji!" "Come to the **kitchen**, betaji. I am making

poha" mummaji says. Anvi runs down the stairs and hugs her mother.



Then she runs to the **living room**. *Dadaji* is reading the newspaper. "Good morning *dadiji*, Happy Birthday." "Thank you *betaji*." says dadi.



Dadaji is sitting in the **dining area**. He is grating carrots to make *dadiji's* favourite

gajar halwa.



"Namaste *dadaji*". Her *dadaji* hands her a small piece of carrot.

Anvi peeps into the other **room**. Bhaiya is cleaning his **cupboard**. "Good morning, bhaiya." She helps him for some time. Suddenly she hears her papaji, "Anvi, come outside please!"



She skips outside to the kitchen **garden**. Papaji is plucking the vegetables there.



"Please take these vegetables to your mummyji."

Anvi takes the vegetables to her mother in the **kitchen**. Dadaji is also in the kitchen. He is making the halwa. Anvi can't wait for lunch time to eat the halwa!



EXERCISES

I. Listen, Speak and Write

A. Listen and repeat after your teacher. Then write the sentences in your notebook.

1. This is my home.
2. I live with my family.
3. We sleep in the bedroom.
4. We bathe in the bathroom.
5. We study at a study table.
6. We cook in the kitchen.
7. We eat in the dining area.
8. We grow vegetables in the kitchen garden.
9. We play in a park.
10. We spend time with each other in the living area.
11. We close the main door at night.

B. Fill in the blanks with the correct word:

1. I live in a _____ (home / school).
2. My home has _____ (room / car)
3. There is a kitchen and a _____ (bathroom / classroom).
4. I _____ (sleep / travel) in my bedroom.
5. We _____ (cook / play) food in the kitchen.
6. I have a _____ (bath / box) and use the toilet in the bathroom.
7. Please shut the _____. (door / garden)
8. My family keeps our house _____. (clean / dirty)
9. The fan hangs from the _____. (window / roof)

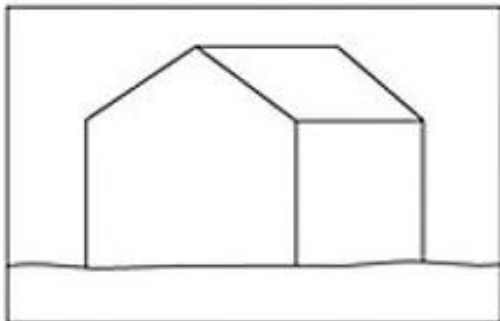
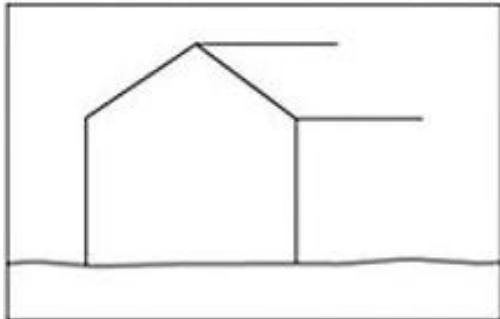
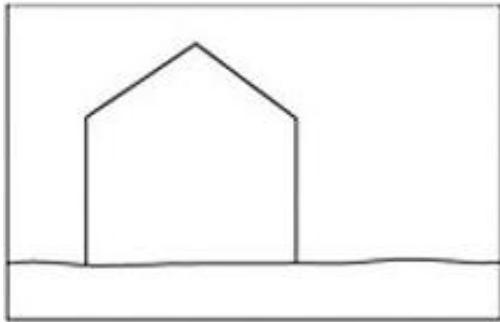
C. Match the object to the correct place in your home:

S.No.	Activity	Place
1		1) kitchen
2		2) study table
3		3) living room
4		4) dining area
5		5) park
6		6) kitchen garden
7		7) bedroom
8		8) park

D. Write the names of the parts of a home 3 times in your notebook.
bathroom, bedroom, living area, dining area, garden, kitchen, study table

II. Activity

A. Learn to draw a house following these steps and color your drawing.



Lesson 10.

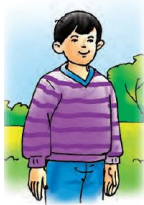
OUR CLOTHES

I. Discussion

1. Why do we wear clothes? (protect our body from the weather and insects)
2. What kind of clothes do we wear in winter?
3. What kind of clothes do we wear in summer?
4. What colour clothes are best in winter?
5. What colour clothes are best in summer?
6. How do we store our clothes?

II. Listen and Speak

B. Listen and repeat after your teacher:

We cover our body with clothes.	 Shirt  Pants  Coat
Clothes protect us from heat, cold, rain and wind.	 Winter wear  Summer wear  Rain wear
Clothes protect us from insect bites.	
We keep our clothes clean and neat .	

In summer, we wear cotton clothes . They keep us cool.	 cotton shorts cotton t-shirt
In winter, we wear woolen clothes . They keep us warm.	 muffler cap sweater
In rainy weather, we use an umbrella or wear a raincoat . They keep us dry.	 umbrella raincoat
We wear light coloured clothes in summer.	 light kurta
We wear dark coloured clothes in winters.	 dark kurta

II. Writing

A. Write about the following clothes. Describe them using **dark, light, cotton, woollen, or colour(s)** (The first two have been done.)

S.No	Clothes	Description
1		<i>a yellow raincoat</i>
2		<i>a dark kurta</i>
3		
4		
5		
6		
7		
8		
9		
10.		

B. Write the names of the clothes 3 times in your notebook.

C. Fill in the blanks:

1. We wear a _____ when we go out in the rain.
2. We wear _____ clothes in summer.
3. We use a _____ and an _____ when it rains.
4. We wear _____ in school.

Footwear

Discussion



slippers



shoes



sandals



floaters

1. Do you wear slippers outside the house?
2. Do you wear slippers inside the house?
3. Do you like to walk barefoot?
4. What do you wear when you go to play?

III. Writing

A. Fill in the blanks:

1. We wear footwear to keep our feet (clean / dirty)
2. We wear slippers and sandals in (winter / summer)
3. We wear shoes when we (play / pray)
4. We wear shoes when it is (cold / hot)

Lesson 11.

OUR HELPERS

Discussion

There are many people around us who help us everyday -

1. Do you have people around you who help you?
2. Who drives your school bus?
3. Who does your mummyji take you to when you have a fever? How does he help you?
4. Who helps you learn new things at school?
5. Do you get your shoe or chappal repaired? Who does this for you?
6. Who helps you keep your house or school clean?



EXERCISES

I. Listen and Speak

A. Listen and repeat after your teacher:

1. **teacher** - A **teacher** teaches and guides me.
2. **bus driver** - A **bus driver** drives me to school.
3. **conductor** - A **conductor** takes care of me on the bus.
4. **doctor** - A **doctor** takes care of my health and helps me get better when i am sick.
5. **barber** - A **barber** cuts my hair.
6. **fruit seller** - A **fruit seller** sells fresh fruits.
7. **vegetable seller** - A **vegetable seller** sells fresh vegetables.
8. **helper** - A **helper** helps us keep our school clean.
9. **cobbler** - A **cobbler** makes and mends my shoes.
10. **shopkeeper** - A **shopkeeper** sells groceries, books, clothes, toys, etc.

II. Writing

A. Fill in the blanks

cobbler, barber, teacher, doctor, helper

1. A person who cures sick people is a
2. A person who cuts hair is a
3. A person who teaches is a
4. A person who helps is a
5. A person who mends shoes is a

B. Match the picture to the word

1) 	a) shopkeeper
2) 	b) bus driver

3) 	c) teacher
4) 	d) bus conductor
5) 	e) doctor
6) 	f) barber
7) 	g) vegetable seller
8) 	h) helper
9) 	i) cobbler
10) 	j) fruit seller

Lesson 12.

IMPORTANT PLACES

Discussion

There are many places near us. They provide us with some service. We go to these places as per our need.

1. Where do you go if you fall sick?
2. Where do you go to play?
3. Where do you go to learn and study?
4. Where do you go if you want to buy something?
5. Where do you go if you want to read many books?



EXERCISES

I. Listen and Speak

A. Listen and Repeat after your teacher.

1. **garden** - A place to enjoy nature and fresh air.
2. **library** - A place to read books.
3. **market** - A place to buy useful things.
4. **park** - A place to play.
5. **hospital** - A place to go for a health checkup
6. **school** - A place to study and learn.

B. Fill in the blanks with the given words:

park, library, school, garden, market, hospital

1. I go to theto study and learn
2. I go to the when I fall sick.
3. I go to theto enjoy nature and fresh air.
4. I go to the to play
5. I go to the to buy things.
6. I go to the to read books.

II. Writing

A. Match the picture to the word

a) 	1) garden
b) 	2) library
c) 	3) market
d) 	4) school
e) 	5) hospital
f) 	6) park

What am I? How am I? What do I want?

I am a human being.

I bring my imagination into action. I live with the expectation of a healthy mind. My healthy mind is evidenced in my living.

I am a unit of the knowledge order.

I am a combined form of the Self (*Jeevan*) and the body

I, the self (*Jeevan*), in natural form, have activities of knowing, assuming, recognizing and fulfilling.

I am self-organized with humane-ness.

I want to be equipped with intellectual resolution and physical prosperity.

I, the self (*Jeevan*), want to be with complete awakening and its continuity and be free of ignorance, fear and problems.

I want to be an authority in participating in undivided society and universal order and want to be self-organized. I also want to see every human being become the same.

A. Nagraj