

Answers

Theme 1: Ourselves Lesson 1: Our Body

Main Coursebook

I am ready:

e	y	e	s
t	k	e	a
e	a	r	s
h	e	a	d
n	o	s	e

I am a learner

- A. 1. b. brain 2. c. lungs
3. c. posture
- B. 1. T 2. F 3. T
- C. 1. The human body works like a machine.
2. The heart pumps blood to all parts of the body.
3. Rahul's muscles and bones help him in playing tennis every day.

I am an artist: Accept all relevant responses.

My Secret Diary: Accept all relevant responses.

I am a thinker: The food we eat goes from our mouth into the stomach. When we eat too much, our stomach gets full and we feel uneasy.

I am an all-rounder

- A. English
1. Q 2. S
- B. Maths: 200 + 6

I love my Little Book: Accept all relevant responses.

Students' Worksheets

Worksheet 1

- A. 1. Machine 2. Brain 3. Head
4. Heart 5. Lungs

- B. 1. Brain 2. Heart 3. Lungs
4. Stomach 5. Muscles and bones
- C. 1. F 2. T 3. T 4. F 5. F

Worksheet 2

- A. 1. BRAIN 2. HEART 3. LUNGS
4. BONES 5. STOMACH
- B. 1. ii 2. i 3. v 4. iii 5. iv
- C. 1. T 2. F 3. F 4. F 5. T

Worksheet 3

- A. 1. body 2. organs 3. brain
4. think 5. head
- B. 1. The body parts that lie inside our body are called organs.
2. The brain helps us do our work.
3. The head protects our brain.
4. The lungs fill up with air when we take a breath.
5. Our stomach helps us digest food.
- C. 1. T 2. T 3. F
4. F 5. F

Worksheet 4

- A. 1. 1 2. 1 3. 2
4. More than 600 5. 1
- B. 4. stomach
- C. 2. below the chest

Teacher's Worksheets

Worksheet 1

- A. 1. Yes 2. No 3. Yes
4. No 5. No
- B. 1. a. brain 2. c. lungs
3. c. muscles 4. c. posture
- C. 1. organs 2. chest
3. skin 4. healthy
5. straight

Answers

Theme 2: Our Needs Lesson 2: Food for Us

Main Coursebook

I am ready: Accept all relevant responses

I am a learner

- A. 1. a. eggs 2. b. healthy
3. a. lunch
B. 1, 2

- C. 1. Accept all relevant responses.
Possible answers: Milk, eggs, fish, meat and pulses (dal)
2. The food we eat is called a diet.
3. A balanced diet has all kinds of food items in the right amount. Hence, it keeps us fit and healthy.

I am an artist: Accept all relevant responses.

My Secret Diary: Accept all relevant responses.

I am a doer

1. vegetables, pulses, rice
2. butter, cheese, milk

I am an all-rounder

A. English

1. box
2. Peach

B. Maths: Nine Hundred and Ninety-Nine

I love my Little Book: Accept all relevant responses.

Students' Worksheets

Worksheet 1

- A. 1. grow 2. energy 3. Fruits
4. raw 5. diet
- B. 1. T 2. T 3. F 4. T 5. F
- C. 1. v 2. iii 3. i 4. ii 5. iv

Worksheet 2

- A. 1. body-building 2. energy-giving
3. protective 4. junk
5. unhealthy
- B. 1. iv 2. iii 3. i
4. v 5. ii
- C. 1. RICE 2. SUGAR
3. PULSES 4. BUTTER
5. CARROTS

Worksheet 3

- A. 1. energy 2. healthy
3. Uncooked
4. cook 5. fit
- B. 1. iv 2. iii 3. i
4. v 5. ii
- C. Accept all relevant responses.

Worksheet 4

- A. 1. breakfast 2. lunch 3. dinner
4. three 5. carrots
- B. 1. cucumber 2. amount 3. Boil
4. Brushing 5. fruits
- C. 2, 4, 5

Teacher's Worksheets

Worksheet 1

- A. 1. Fish 2. uncooked 3. diet
4. healthy 5. brush
- B. 1. eggs, pulses 2. butter, rice
3. fruits, vegetables 4. carrots, cucumber
5. pizza, soda
- C. 1. milk 2. peas 3. morning
4. afternoon 5. night

Answers

Theme 2: Our Needs Lesson 3: Clothes for Us

Main Coursebook

I am ready: SWEATER

I am a learner

- A. 1. seasons 2. pods 3. sweaters
- B. 1. cotton clothes
2. spinning 3. wool
- C. 1. A loom is used to make cloth.
2. The making of cloth from thread is called weaving.
3. As Sandhya is wearing a sweater, an overcoat and gloves, it is winter.

I am an artist: Accept all relevant responses.

My Secret Diary: Accept all relevant responses.

I am a thinker: Cotton clothes keep us cool in the hot weather by absorbing sweat.

I am an all-rounder

A. English

1. Making cloth from thread is called weaving.
2. Wool is used to knit sweaters, caps and socks.

B. Maths: 6

I love my Little Book: Accept all relevant responses.

Students' Worksheets

Worksheet 1

- A. 1. Clothes 2. Leaves 3. Summer
4. Woollen 5. Cotton
- B. 1. F 2. T 3. T 4. T 5. T

- C. 1. GOWN 2. LOOM 3. WOOL
4. COTTON 5. SILK

Worksheet 2

- A. 1. did not 2. summer
3. cotton 4. thread
5. cloth
- B. 1. S 2. W 3. W
4. C 5. C
- C. 4. sheep

Worksheet 3

- A. 1. seasons 2. thread
3. loom 4. weaving
5. sheep
- B. 1. COTTON 2. SUMMER
3. WOOLLEN 4. PODS
5. SHEEP
- C. 2. silkworm

Worksheet 4

- A. 1. Clothes 2. Winter
3. Loom 4. Cloth
5. Woollen clothes
- B. 1. F 2. F 3. F
4. F 5. T
- C. 1, 4

Teacher's Worksheets

Worksheet 1

- A. 1. leaves 2. cotton 3. pods
4. loom 5. silk
- B. Accept all relevant responses.
- C. 1. F 2. T 3. F 4. F 5. T

Answers

Theme 2: Our Needs Lesson 4: We Need Shelter

Main Coursebook

I am ready: Accept all relevant responses.

I am a learner

- A. 1. a. safe
2. a. straw
3. b. stilt houses
- B. 2. mud
3. floors
- C. 1. Pucca houses are the houses made of bricks and cement.
2. Accept all relevant responses.
3. Sneha lives in a stilt house.

I am an artist: Accept all relevant responses.

My Secret Diary: Accept all relevant responses.

I am a doer: Accept all relevant responses.

I am an all-rounder

A. **English**

1. boats 2. float
3. road

B. **Maths:** 5

I love my Little Book: Accept all relevant responses.

Students' Worksheets

Worksheet 1

- A. 1. cold 2. animals 3. shelter
4. caves 5. bricks
- B. 1. F 2. F 3. T 4. T 5. T
- C. 1. CITY 2. HOUSE 3. HUT
4. SHELTER 5. VILLAGE

Worksheet 2

- A. 1. safe 2. floors
3. multi-storeyed building
4. Stilt 5. wheels
- B. 1. v 2. i 3. ii
4. iv 5. iii
- C. 1. caravan 2. big
3. villages 4. Igloos
5. wood/bamboo

Worksheet 3

- A. 1. Huts 2. kachcha
3. stronger 4. towns
5. houses
- B. 1. WOOD 2. BRICK
3. STRAW 4. BAMBOO
5. CEMENT
- C. 1. T 2. T 3. F
4. F 5. T

Worksheet 4

- A. 1. iii 2. i 3. iv
4. v 5. ii
- B. Accept all relevant responses.
- C. 1. bungalow 2. stilt house
3. houseboat 4. caravan
5. tent

Teacher's Worksheets

Worksheet 1

- A. 1. house 2. safe 3. shelter
4. kachcha 5. Bungalows
- B. 1. Yes 2. No 3. No 4. Yes 5. No
- C. 1. Huts 2. Stilt houses 3. Caravans
4. Igloos 5. Houseboats

Answers

Theme 3: Our Places Lesson 5: I Love My School

Main Coursebook

I am ready: Accept all relevant responses

I am a learner

- A. 1. art room 2. read
3. sick
- B. 1. HABITS 2. LIBRARY
3. MUSIC
- C. 1. Children read, write and learn new things with their teacher in the classroom.
2. The computer room is used to learn how to use a computer.
3. Neeraj and his classmates should practise the Independence Day skit in the school auditorium because the school functions take place there.

I am an artist: Accept all relevant responses.

My Secret Diary: Accept all relevant responses.

I am a thinker: Accept all relevant responses.

I am an all-rounder

A. English

1. is 2. are

B. Maths: 380 books

I love my Little Book: Accept all relevant responses.

Students' Worksheets

Worksheet 1

- A. 1. good 2. read 3. draw

4. rest 5. play
B. 1. iv 2. i 3. v
4. ii 5. iii
C. 1. GAMES 2. DRAW
3. PLAY 4. LEARN
5. PAINT

Worksheet 2

- A. 1. school 2. assembly hall
3. library 4. art
5. sick
- B. 1. T 2. F 3. T
4. F 5. F
- C. 1, 2, 5

Worksheet 3

- A. 1. head 2. good
3. musical 4. unwell
5. games
- B. 1, 3, 4
- C. 1. F 2. T 3. F 4. F 5. T

Worksheet 4

- A. 1. PRINCIPAL 2. FUNCTIONS 3. PAINT
4. PLAYGROUND 5. SEE-SAWS
- B. 1. BOOKS 2. SWINGS 3. ART
4. FOOTBALL 5. COMPUTER
- C. 1. iii 2. iv 3. v 4. ii 5. i

Teacher's Worksheets

Worksheet 1

- A. 1. Y 2. N 3. N 4. Y 5. Y
B. 1. auditorium 2. art 3. library
4. playground 5. music
C. Accept all relevant responses.

Answers

Theme 3: Our Places Lesson 6: My Neighbourhood

Main Coursebook

I am ready: SHOP

I am a learner

A. 1. b. market 2. c. post office
3. a. money

B. 1. d. 2. a. 3. b. 4. c.

- C. 1. A neighbour is a person who lives near or next to your house.
2. A hospital is an important place in a neighbourhood because it helps people when they are sick or hurt.
3. Ratan will report the loss of his grandmother's valuables to the neighbourhood police station.

I am an artist: Accept all relevant responses.

My Secret Diary: Accept all relevant responses.

I am a doer: Accept all relevant responses.

I am an all-rounder

A. English

1. buying 2. sending 3. putting

B. Maths: 150 envelopes

I love my Little Book: Accept all relevant responses.

Our Busy Neighbourhood (Page 26)

- A. 1. park 2. children 3. market
4. hospital 5. traffic
6. neighbourhood

Students' Worksheets

Worksheet 1

- A. 1. Neighbourhood 2. Shop
3. Post office 4. Medicines
5. Police station
- B. 1. shops 2. letters 3. doctors
4. police 5. valuables
- C. 1. T 2. F 3. T 4. T 5. T

Worksheet 2

- A. 1. neighbourhood
2. shops
3. clinic
4. fire station
5. money
- B. 1. ii 2. iii 3. i 4. v 5. iv
- C. 3, 5

Worksheet 3

- A. 1. M 2. P 3. PS 4. P 5. P
- B. 1. MARKET 2. STAMPS 3. CLINIC
4. MEDICINES 5. MONEY
- C. 1. F 2. T 3. T 4. F 5. F

Worksheet 4

- A. 2 B. 5 C. 4, 5

Teacher's Worksheets

Worksheet 1

- A. 1. b 2. c 3. c 4. c 5. a
- B. 1. F 2. T 3. F 4. T 5. T
- C. 1. c 2. d 3. e 4. b 5. a

Lesson-7: Places of Worship

Theme 3:
Our Places

10 Periods (40 minutes each)



Main Coursebook, blackboard, flashcards, worksheets, a small circle, an ice-cream stick with names and a sketch pen, placards with places of worship, old newspapers/jute strings/old bottle caps/used ice-cream sticks, used poly bags



Animation Animated Activities Dictionary eBook Infographic
Quiz Slideshow Worksheets Test Generator

I affirm
I am efficient.

Learning Objectives

To help the learners learn

- about different religions practised by people.
- the names of places of worship such as Gurudwara, Temple, Mosque and Church.
- more about the religious books followed by people of different religions.
- values of love and respect for everyone.
- to apply the concepts studied in English (**Rearrange the capital letters**) and Maths (addition) in understanding the topics in EVS.
- a secret prayer for their favourite person and share with their Secret Diary.
- write about the value of love in their Little Book of Values.

Note: Arrange a small circle, an ice-cream stick with names and a sketch pen for each learner. Organise a visit to the religious places nearby.

Methodology

Main Coursebook

Period 1 (40 min.)

I affirm

Greet the class and say, "I love to pray."

I am ready

Then, ask learners to look at the letters R A P Y E R and unscramble them to form a meaningful word. Encourage everyone to write their answer in the space provided and share their word aloud with the class. Greet the learners and say together, "I affirm: I love to pray." Next, invite everyone to look at the letters R A P Y E R and challenge them to unscramble these letters to make a meaningful word, writing it in the blank space.

SHOULD DO

10 MIN.

ENGAGE

Give each learner a small circle, an ice-cream stick with their name and a sketch pen. Tell them to think of a prayer they would like to make. Write it on the circle given and paste it on the ice-cream stick with their name. They can exchange with their partner to read and then pass it on. Let them put the sticks with prayers on the board for a week.

SHOULD DO


15 MIN.

EXPLORE

Ask learners which festivals their families celebrate - Diwali, Holi, Christmas, Eid or others. Share your favorite family traditions special activities and how you celebrate.

MUST DO
15 MIN.

EXPLAIN

 **Animation** could be shown to the learners. Whole class feedback.

Suggested Homework: Draw the picture of the place of worship you go to and talk about it in the next class.

Note: Arrange ice-cream sticks and glue for the activity in the next period.

Period 2 (40 min.)

God is one

Open books to page 27. Ask learners Jai and Kabir celebrate all festivals together and go to different places to pray. God loves all of us equally. We should love one another be kind to others and help each other. Discuss which festivals your families celebrate Diwali, Holi, Christmas, Eid or others. Share favorite family traditions special activities and how you celebrate.

MUST DO
20 MIN.

EXPLORE


Divide the learners into groups of four. Give each group flashcards with pictures of places of worship. Ask them to tell each other about the place. Each group will present one place of worship and talk about it.

COULD DO
20 MIN.

EXPLAIN

 **eBook** could be used to read the lesson. Allow the learners to read and ask questions.

 **Animated Activities** could be shown to the learners. Whole class discussion.

 **Dictionary** could be used for the learners to understand the words related to places of worship and discuss. Let them spell the words aloud.

Suggested Homework: Write two sentences on your place of worship. Draw a picture of the same.

Note: Arrange pictures of different places of worship for the class.

Period 3 (40 min.)

Different names

Explanation: Open books to page 27. Ask learners Different people follow teachings of Buddha holy book Tripitaka pray in temples. Some pray to Jesus Christ Bible in churches. Some pray many gods goddesses Bhagwad Gita holy book pray in temples. Some pray Allah Quran in mosques. Some follow Mahavir teachings in Jain temples. Some holy book Guru Granth Sahib pray Gurdwaras. Other prayers fire temples Avesta. Discuss places of worship in your area.

MUST DO
25 MIN.

EXPLAIN

Give each learner a sheet with pictures of places of worship. Ask them to write its name and God whom we pray and the holy book kept there. After they have done it, discuss in the class. Let them write and then cross check. e.g. Gurudwara – Guru Nanak – Guru Granth Sahib.

SHOULD DO
15 MIN.

ELABORATE

 **Video** could be used to read and explain the lesson to the learners.

Note: Arrange placards with places of worship and their names for the next period.

Period 4 (40 min.)

Quick Recap

Divide the learners into two teams. After reading and explanation in the previous period, ask questions based on the lesson. The team to get maximum correct answers wins.

- Name the holy book of people who follow the Buddha.
- Name the holy book of people who worship in a church.
- Is Zend A'vesta a place of worship or a holy book?
- People pray to Ahura Mazda in a fire temple called _____
- People pray only one idol in temples. True or False?
- Quran is the holy book of those who pray in a mosque. Is this statement true or false?
- Is God one or many? Does He love us equally or not?

MUST DO

25 MIN.

EVALUATE

Write/Show the names of places of worship on a placard. Ask the learners to identify the place of worship, God worshiped there and the holy book kept there.

SHOULD DO

15 MIN.

EXPLORE



Slideshow: Let the learners sit in a semi-circle and watch the slideshow for a quick recap of the lesson. Ask simple questions to ensure that learners have understood the lesson well.



Infographic could be used to engage learners.



DT Write the names of at least five Gods and holy books that people follow.

Period 5 (40 min.)

I am a learner

Ask the learners to work in pairs.

A. Tick (✓) the correct answers. Ask the learners to recall the concepts learnt and complete the statement. Then, ask them to do peer correction by exchanging their books. Tell them to tick (✓) the correct answer as you confirm them.

MUST DO

20 MIN.

ENGAGE

B. Look at the pictures. Match the columns. Ask the learners to look at the given pictures. Read the given words. Then, match the picture to the word it represents. Whole class feedback.

MUST DO

20 MIN.

EVALUATE

Period 6 (40 min.)

C. Give short answers in your notebook. Ask the given questions for learners to answer in a word or a few small sentences. Then, let them write in their notebooks. Peer correction.

MUST DO

30 MIN.

EVALUATE

I am an artist

This is a home task. Demonstrate and explain to the learners the way to make the Prayer Wind Chime. They have to make clouds and circles with a chart paper and cut them out. This must be done under parental guidance. Using colourful ribbons, they can connect the shapes to the clouds. Then, write their favourite prayer with their favourite persons' names on the shapes. Then, they can bring it to the class for a presentation.

SHOULD DO

10 MIN.

EXPLAIN

Period 7 (40 min.)

Homework Discussion (I am an artist): The learners can be asked to present their wind chimes and tell the persons for whom they would pray. Then, they may read the prayer they have written. Whole class feedback.

SHOULD DO
20 MIN.

ELABORATE

My Secret Diary

This activity is to be done at home. So, read and explain to the learners that they have to think of their favourite person and compose a secret prayer for the person they love the most.

MUST DO
10 MIN.

ELABORATE

I am a thinker

Think and answer in notebook, Your friend prays in a different place from you. How can you make him or her feel happy and welcome during your festivals? Write and draw ideas. Share with a partner.

MUST DO
10 MIN.

EVALUATE

Period 8 (40 min.)

I am an all-rounder

Give jumbled letters to the learners to form meaningful words. Confirm the correct ones and explain that words are formed by arranging the alphabet in order.

A. Rearrange the capital letters to make meaningful words. Write the correct answers on the blanks.

1. Kabir and Ruhi NGSI at a gurudwara. _____

MUST DO
20 MIN.

2. There is a NGLO queue outside the temple. _____
.....

EVALUATE

B. During the annual celebrations at the gurudwara, 50 people participate in cleaning the premises. 55 people help with the cooking of food. How many people in total participate in the celebrations? Write the answer in your notebook.
.....

MUST DO
20 MIN.

EVALUATE

Period 9 (40 min.)

I love my Little Book

Discuss value of love learnt in the lesson with the learners. Help them in identifying the fact that all religions spread the message of love.

SHOULD DO
10 MIN.

ENGAGE

In small groups draw pictures showing 3 ways to show love to people around you - helping sharing smiling. Display and explain to class.

SHOULD DO
30 MIN.

ELABORATE

Period 10 (40 min.)

EVALUATE

MUST DO

Worksheets: The worksheets can be taken up in the class or used for assessment.

Learning Outcomes

Learners will be able to

- work well in mixed groups for classroom activities.
- tell the names of places where people belonging to different religions pray.
- solve puzzle in collaboration with peers/individually.
- combine sounds (vowel/consonant) to form most familiar words/the vocabulary based on the lesson.
- show kindness to others when they are in need.
- identify the places of worship and write their names, independently.
- take on a task and complete it.
- compare the given objects/pictures and identify similarities/differences.
- display control and coordination of fingers and hands in making a prayer wind chime.
- compose a simple short prayer on their favourite person (may be with a little help from an adult).
- acknowledge the importance of love and affection for others and write a sentence or two in their Little Book of Values.

Skills Learnt: reading, writing, speaking, drawing, colouring, craft work

Starry Knights


How would you rate teaching this lesson to the young learners? Describe your experience.

Kudos to you!! Give yourself a STAR.



Lesson-8: The Plant World

Theme 4: Our Plants and Animals

 12 Periods (40 minutes each)



Main Coursebook, blackboard, worksheets, flashcards, chart (Types of Plants), old newspaper/magazines/ropes, samples of different fibres, samples/models of Trees, Shrubs, Herbs, Climbers and Creepers, charts and pictures of parts of plants,



Animation Animated Activities Dictionary eBook I Explain
Infographic Quiz Slideshow Worksheets Test Generator

I affirm

I am a nature lover.

Learning Objectives

To help the learners learn

- about different types of plants and their importance in our life.
- about things we get from different types of plants.
- to identify the parts of a plant.
- how different parts of different plants are used for eating.
- to link past experience with present knowledge about plants.
- share their favourite flower with their Secret Diary.
- write about the value of nature in their Little Book of Values.
- a point from the art activity.

Note: Please arrange a set of flashcards for the learners to match trees with their leaves. Also, arrange raw material like old newspapers/magazines/ropes for the activity.

Methodology

Main Coursebook

Period 1 (40 min.)

I affirm

Greet the learners and ask them to say, "I take care of plants."

ENGAGE

MUST DO

15 MIN.

I am ready

Then read out the riddle, "Who am I? I am not an elephant, but I have a trunk." Ask learners to guess and write the answer in the blank, guiding them to think about what else has a trunk besides an elephant.

Divide the class into groups of four. Give a set of flashcards to the groups to match the trees with their leaves. The group to finish first correctly will be given a GOLD STAR. Whole class feedback.

EXPLORE

SHOULD DO

25 MIN.



eBook could be used to read and explain the lesson to the learners.

Period 2 (40 min.)

Organise a trip to the school garden for the learners to see and observe the variation amongst the plants and trees growing there. Class discussion.


EXPLORE

COULD DO

20 MIN.

Trees, Shrubs, Climbers and Creepers

Ask the learners to look at the pictures and describe them in their own words. Read and explain the text to the learners. Tell them different types of plants and trees and their uses. MUST DO
EXPLAIN 20 MIN.

 **Animation** or a chart with types of vegetation in hills/plains/desert/coastal areas could be shown to the learners. Talk how the growth of plants and trees depends upon climate and soil of a place. Whole class feedback.

DT Write at least 5 examples of trees that give us medicines.

Suggested Homework: this should be done at the classroom

Note: Please arrange samples of different fibres we get from plants for the next period.

Period 3 (40 min.)

Homes of plants

Ask the learners to read rest of the text so that they understand and enjoy. You may tell them to read each paragraph one by one and guide them to read the words correctly if they are not able to. Explain to the learners that different plants grow in different places. Though most of the plants grow on land, there are some that also grow in water. Plants like Cactus grow in desert/hot places. Whole class feedback. MUST DO
EXPLAIN 20 MIN.

Divide the class into five groups – **Trees, Shrubs, Herbs, Climbers and Creepers**. Show the samples to the learners and explain their specific features. Let them write three examples of each category they have been allotted, along with its uses and benefits e.g., Trees – Jamun – Eat – medicine, shade, etc. Once done, each group representative can tell the other groups about the plants and their uses. Group members may also take turns to speak. SHOULD DO
ELABORATE 20 MIN.

 **Slideshow:** Let the learners sit in a semi-circle and watch the slideshow for a quick recap.

Suggested Homework: Make a collage of things we get from plants by pasting pictures. Put up the work for display in class for a week.

Note: Arrange charts and pictures of parts of plants that are edible for the learners' activity in the next period.

Period 4 (40 min.)

The gift givers

Form groups of four learners each. Give an anchor chart with five parts – seeds, roots, stems, leaves and fruits to each group. Then, ask the learners to draw/paste pictures of different parts of different plants that are eaten, in the five columns on the charts. Once they have done it, conduct a class discussion. MUST DO
EXPLORE 20 MIN.

Explanation: After the activity, read and explain the things provided in the chapter. Ask the learners to read the lesson and answer the questions. MUST DO
EXPLAIN 20 MIN.

P.S. Tell the learners that walnuts and peanuts are called as nuts in common language but Walnut is the fruit part and Peanut is the seed part of the plant.

- They can make these on recycled paper and pin up on the display board.

Note: Arrange live samples/models of Trees, Shrubs, Herbs, Climbers and Creepers for the next period.

Period 5 (40 min.)

Greenery around us

The learners will be divided into five teams. Each team will paste samples of fibres we get from plants. After pasting, they can put it on display board in class with group names.

ENGAGE

MUST DO

10 MIN.

Divide the class into groups of five. Show pictures/samples of wood to the learners in each group. Ask them to list the uses of wood. Then, each group will read out and compare by exchanging their sheets and reading them.

EXPLORE

SHOULD DO

10 MIN.

Explanation: Read and explain to the learners that plants keep the air clean and fresh. It is the plants that make our world green and beautiful.

EXPLAIN

MUST DO

20 MIN.

 **Infographic** can be shown to the learners to add to their knowledge.

Suggested Homework: Name the plants/flowers used for making perfumes and paste their pictures in the notebook.

Period 6 (40 min.)

Quick Recap

Divide the class in two teams. Tell them that each team is going to get questions based on the lesson they have studied. Each team will score 1 point for each correct response.

The questions can be:

- What are trees?
- Small plants are called as _____.
- Climbers are plants with a _____, _____.
- Where do the plants grow?
- List the things provided by the plants.
- How do plants make our world beautiful?

EVALUATE

MUST DO

15 MIN.

Green is Good

Greet the learners and explain the importance of saving trees. Tell them to use both sides of the paper when drawing or writing to help save trees. Encourage them to practice this habit every day.

ELABORATE

MUST DO


15 MIN.

Draw the different types of plants in the notebook. Ask the learners to draw trees, shrubs, herbs, climbers and creepers in the notebook. Whole class feedback.

ELABORATE

COULD DO

10 MIN.

 **Test Generator** could be used to give the learners a practise test on plants and reinforce the concepts taught.

Period 7 (40 min.)

A. Tick (✓) the correct answer. Form three groups of learners. Each group will answer one part of Exercise A. Confirm the correct answers.

ENGAGE

MUST DO

20 MIN.

B. Who am I? Write the correct answers in the blanks. Ask the learners to guess the correct answers and write them in the space provided. Peer correction.

EVALUATE

MUST DO

20 MIN.

Period 8 (40 min.)

C. Write short answers in your notebook. In this, first discuss all the questions based on plants orally. Learners will give answers in one word or short sentences. Accept all relevant responses. Then, ask them to write the correct answers in the notebook.

MUST DO

EVALUATE

20 MIN.

I am an artist

Collect fallen leaves, twigs and flower petals. Paste them on a sheet of paper to make a garden or tree picture.

MUST DO

EXPLAIN

10 MIN.

My Secret Diary

Give your friends flower names. Which flowers would you choose for each of them? Why? Tell your Secret Diary.

MUST DO

ELABORATE

10 MIN.

Period 9 (40 min.)

Homework Discussion (I am an artist): Learners can be asked to share and present their garden or tree picture in front of the class. Whole class feedback.

P.S. Ensure that each learner gets a chance to give the presentation.

SHOULD DO

ELABORATE

20 MIN.

I am a doer

Imagine you visit a city with no trees. It feels hot and dull. What is the right thing to do?

a. Talk to elders about planting trees. b. Say it is not your problem.

MUST DO

EVALUATE

20 MIN.

Period 10 (40 min.)

I am an all-rounder

Ask the learners to say a few **th-** words that they have learnt in English. Write them on the board. Then, ask them to read the sentences and fill in the blanks.

A. Ask the learners to think and write suitable words to complete the given statements. They can be given clues from the text they have read.

Fill in the blanks with **th-** words.

1. Trees have a hard and _____ stem.

MUST DO

2. Shrubs have a _____ and hard stem.

ENGAGE

20 MIN.

B. Ask the learners to read the statement and solve the story sum to find out the number of plants Sarita buys in total. Then, they can write in the space provided.

MUST DO

Whole class feedback.

EVALUATE

20 MIN.

Period 11 (40 min)

I love my Little Book

Ask the learners to discuss the value of Nature that they have learnt in the lesson. Talk to them about the ways to respect nature. Let them add more points to the discussion.

MUST DO

ENGAGE

10 MIN.

Then, the learners may write the value of nature in their Little Book of Values.

MUST DO

ELABORATE

30 MIN.



Worksheets: The worksheets will also be taken up to reinforce the concept or as an assessment.

Learning Outcomes

Learners will be able to match

- match leaves to the trees they belong to.
- develop adequate working memory (in using past knowledge to process the current information on plants).
- take care of seedlings of local trees and plants.
- enjoy going out for nature walks and observing plants and trees in the school garden.
- identify the different categories of plants as trees, shrubs, herbs, climbers and creepers.
- work collaboratively in arts.
- identify the uses of various parts of a plant.
- conduct a comparison between plants and trees.
- tell the different uses of plants.
- speak about the role of trees in keeping the air clean.

Skills Learnt: cutting, pasting, colouring, speaking, writing

Starry Knights

Could you get your learners interested in the lesson? If yes, mention one strategy that helped you the most.

Reward yourself with a STAR.



Answers

Theme 4: Our Plants and Animals Lesson 9: The Animal World

Main Coursebook

I am ready: Monkey

I am a learner

- A. 1. a. hen 2. c. camel
3. c. monkey
- B. 1. W 2. F 3. F 4. F 5. W
6. W 7. W 8. F
- C. 1. Wild animals are animals that live in forests such as lion, tiger, deer etc.
2. Cows and buffaloes.
3. Dog.

I am an artist: Accept all relevant responses.

My Secret Diary: Accept all relevant responses.

I am a thinker: Accept all relevant responses.

I am an all-rounder

A. English

1. made 2. slept 3. ate

B. Maths: $2 \times 3 = 6$

I love my Little Book: Accept all relevant responses.

Students' Worksheets

Worksheet 1

- A. 1. jungle 2. donkeys 3. stables
4. plant 5. scavengers
- B. 1. P 2. P 3. F 4. P 5. F

C.

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

Worksheet 2

- A. 1, 3, 5
- B. 1. CHEESE 2. FARMERS
3. MONKEYS 4. STABLES
5. SCAVENGERS
- C. Accept all relevant responses. Possible answers are:
oxen, camels, bullocks, horses and elephants

Worksheet 3

- A. 1. pet 2. honey 3. Kennels
4. food 5. flesh
- B. 1. Caves 2. Dens 3. Holes
4. Stables 5. Trees
- C. 1. ii 2. i 3. v
4. iii 5. iv

Worksheet 4

- A. 1. pet; farm 2. hens
3. buffaloes 4. plants; animals
5. scavengers
- B. 1. F 2. T 3. F 4. F 5. T
- C. 1. BEAR 2. SNAKE 3. MONKEY
4. ELEPHANT 5. CROCODILE

Teacher's Worksheets

Worksheet 1

- A. 1. Yes 2. No 3. Yes
4. No 5. No
- B. 1. cows, deer 2. lions, crocodiles
3. bears, raccoons 4. vultures, hyenas
5. cows, buffaloes
- C. 1. Friends 2. Farmers 3. caves
4. deer 5. flesh

Worksheet 2

- A. 1. DOG 2. CAT 3. COWS
4. OXEN 5. SHEEP 6. HENS
- B. 1. Dogs, cats 2. hens
3. Blue whale 4. holes 5. Kennels
- C. 1. d 2. e 3. a
4. c 5. b

Answers

Theme 5: Our Health and Safety Lesson 10: Be Safe!

Main Coursebook

I am ready: Accept all relevant responses.

I am a learner

- A. 1. Shelves 2. cross 3. front
B. 1. stairs 2. disturb 3. tube
C. 1. Do not stand on desks and chairs as you may fall and hurt yourself.
2. Do not get on or off a moving bus.
3. No, Priyanka is not doing the right thing. It is because the food in the stomach needs time to digest.

I am an artist: Accept all relevant responses.

My Secret Diary: Accept all relevant responses.

I am a doer: Accept all relevant responses.

I am an all-rounder

A. English

2. He said that Radha got hurt in the park.

B. Maths: Rectangle

I love my Little Book: Accept all relevant responses.

Students' Worksheets

Worksheet 1

- A. 1. balcony 2. toys 3. shelves
4. stairs 5. stop
B. 1. iv 2. v 3. i 4. ii 5. iii
C. 1. BUS 2. TOYS 3. RULES
4. SAFETY 5. SUBWAY

Worksheet 2

- A. 1. safety rules 2. disturb 3. front
4. doctor 5. deep
B. 1. F 2. F 3. T 4. T 5. T
C. 1. Be careful while climbing stairs.
2. Do not push others.
3. Do not stand on desks and chairs, you may hurt yourself.
4. Do not slide down the railing of the stairs.
5. Always walk in line and do not run in the corridors. Do not stand on desks and chairs, we might fall and hurt ourselves.

Worksheet 3

- A. 1. playing 2. careful

3. one 4. broken
5. tube

- B. 1. HURT 2. COTTON
3. BANDAGE 4. HOSPITAL
5. FIRST AID

- C. 1. We should follow safety rules to stay safe.
2. We can avoid accidents by following safety rules.
3. Do not climb onto shelves and windowsills.
4. Do not get on or off a moving bus.
5. Use the zebra crossing, a subway or an overbridge to cross the road.

Worksheet 4

- A. 1. windowsills 2. terraces 3. broken
4. meal 5. hospital

- B. 1. iii 2. v 3. iv 4. ii 5. i

- C. We give first aid when a person gets hurt, or when he or she needs help. A first aid kit may have bandages, a pair of scissors, cotton and medicine.

Teacher's Worksheets

Worksheet 1

- A. 1. Y 2. N 3. Y 4. Y 5. Y
B. 1. should 2. should not
3. should not 4. should 5. should
C. 1. bandages 2. gauze pads
3. cotton 4. a pair of gloves
5. first aid tape

Dig Deep Page 46

Theme 1

1. Rohan's father
2. The cycle was fixed and Rohan had good posture.

Theme 2

1. To wash out the dirt and germs
2. Cooking food needs fire and fire can be dangerous to handle without an adult's help.

Theme 3

1. Library
2. He must have had a period there.

Theme 4

1. Riya saw squirrels on trees, pigeons near the playground, and a cat by the staircase.
2. The plant will not grow.

Theme 5

1. Jay
2. Adults know how to help when someone is hurt.

Enrichment Activities

- A. 1. BRAIN 2. HEART 3. LUNGS
4. STOMACH 5. BONES
- B. Accept all relevant responses.

C.

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

- D. 1. CLASSROOM 2. PLAYGROUND

3. SICK ROOM 4. LIBRARY
5. COMPUTER ROOM

- E. Accept all relevant responses.
F. Accept all relevant responses.

Revision Worksheet

- A. 1. a. 206 2. a. milk
3. b. spinning 4. c. stilt houses
5. b. sick room
- B. 1. b 2. a 3. e
4. c 5. d
- C. 1. T 2. F 3. F
4. T 5. T
- D. 1. The brain helps us think and to do our work.
2. Fruits and vegetables are protective foods. They keep us healthy.
3. The process of making thread from cotton is called spinning.
4. Stilt houses are built in places where it rains a lot.
5. We buy medicines from chemist shops.
- E. 1. Heart 2. diet 3. silk
4. igloos 5. god
- F. 1. T 2. F 3. T 4. T 5. T

Worksheet 1

A. Find the names of five means of land transport in the word puzzle. Circle them.

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

- METRO
- BUS
- CAR
- CYCLE
- TRUCK

B. Draw lines to match the columns.

- | | |
|----------------|-------------------------|
| 1. bicycle ● | ● a. air transport |
| 2. ship ● | ● b. land transport |
| 3. aeroplane ● | ● c. ship of the desert |
| 4. metro ● | ● d. Water transport |
| 5. camels ● | ● e. Special tracks |

C. Write T for true or F for false.

1. People use buses to travel from one city to another. _____
2. People use metro to move around in villages. _____
3. Boats are used for long distances. _____
4. An aeroplane is the slowest means of transport. _____
5. Camels are used as means of transport in deserts. _____

Teacher's Signature: _____

Remarks: _____

Worksheet 2

A. Write these words in the correct boxes.

metro bus truck cargo boats aeroplane helicopter cruise

Air Transport

Land Transport

Water Transport

Empty dashed box for Air Transport.

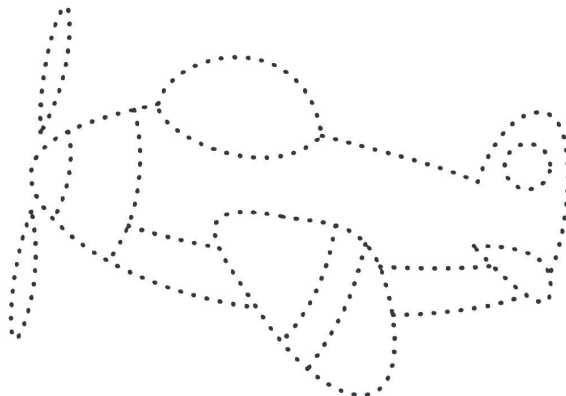
Empty dashed box for Land Transport.

Empty dashed box for Water Transport.

B. Unscramble the letters to get meaningful words.

1. Early humans invented the EELHW.
2. VHEICELS made travelling easy.
3. People use RCAOG ships to transport goods from one country to another.
4. A helicopter can carry a EFW people.
5. LEMUS are used in hilly regions.

C. Join the dots to complete the picture of an aeroplane. Colour the picture.



Teacher's Signature: _____

Remarks: _____

Answers

Theme 7: Our Culture Lesson 12: Festivals Are Fun

Main Coursebook

I am ready: FESTIVAL

I am a learner

- A. 1. b. Diwali 2. c. Gurupurab
3. b. Onam 4. b. Pongal
5. c. Independence Day

- B. 1. c 2. a 3. b 4. e 5. d

C. 1. People celebrate Gurupurab by remembering the great deeds of the ten Sikh gurus.

2. Mahavir Jayanti marks the birthday of Lord Mahavira.
3. Boat races takes place during Onam.

I am an artist: Accept all relevant responses.

My Secret Diary: Accept all relevant responses.

I am a doer: Accept all relevant responses.

I am an all-rounder

A. English

- On Eid, people wish each other 'Eid Mubarak!'
- People celebrate Diwali with diyas.
- Independence Day is celebrated at the Red Fort in New Delhi.

B. Maths: ₹5

I love my Little Book: Accept all relevant responses.

Students' Worksheets

Worksheet 1

- A. 1. Holi 2. Diwali 3. Eid-ul-Fitr
4. Christmas 5. Independence Day
B. 2 and 4
C. 1. F 2. T 3. F 4. F 5. F

Worksheet 2

- A. 5
B. 1. ii 2. i 3. iv 4. v 5. iii
C. 1. Holi 2. Diwali 3. Eid-ul-Fitr
4. Pongal 5. Onam

Worksheet 3

- A. 1. Holi 2. Diwali 3. month
4. Eid 5. Christmas
B. 1. Eid-ul-Fitr 2. Gurupurab 3. Christmas
4. Pongal 5. Diwali
C. 1. SWEET 2. END
3. TEN 4. DECEMBER
5. THREE

Worksheet 4

- A. 1. N 2. N 3. N 4. O 5. P
B. 3 and 4
C. 1. F 2. F 3. T 4. T 5. T

Teacher's Worksheets

Worksheet 1

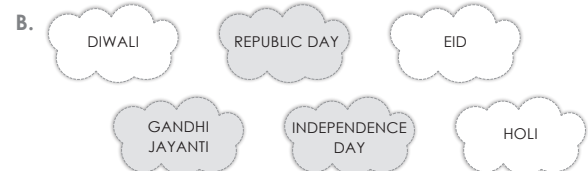
- A. 1. colours 2. lights 3. sewain
4. 25 December 5. four
B. 1. Y 2. N 3. N
4. Y 5. N

C.

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

Worksheet 2

- A. 1. Holi 2. Diwali 3. Gurupurab
4. Pongal 5. Republic day



C. Accept all relevant responses.

Answers

Theme 8: Our Planet Lesson 13: Our Earth

Main Coursebook

I am ready: I am the Sun.

I am a learner

- A. 1. b. land 2. c. Water
 3. b. valley 4. b. plateau
 5. c. An island
- B. 1. Earth 2. Globe 3. Plain
 4. Mountain 5. Valley
- C. 1. Plain is a flat piece of land.
 2. A valley is a low area between two hills.
 3. They are planning to visit the mountains.

I am an artist: Accept all relevant responses.

My Secret Diary: Accept all relevant responses.

I am a thinker: Earth is called the 'blue planet' because most of it is covered with water, which makes it look blue from space.

I am an all-rounder

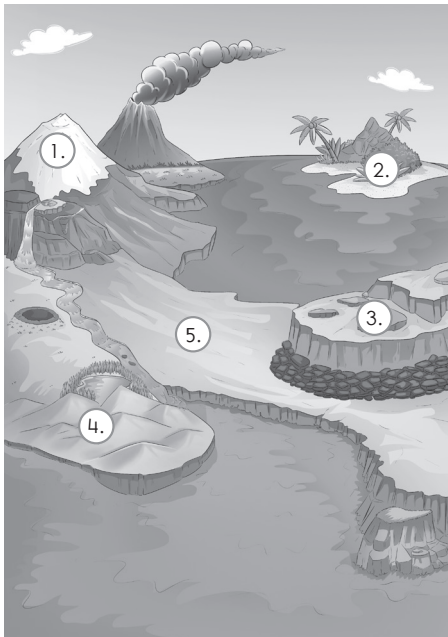
A. **English**

1. and 2. but 3. or

B. **Maths:** 1.5 meters

I love my Little Book: Accept all relevant responses.

Different Landforms Page 68



Students' Worksheets

Worksheet 1

- A. 1. globe 2. blue 3. air
 4. flat 5. table
- B. 1. F 2. F 3. F
 4. T 5. T
- C. 1. land 2. water 3. air
 4. plants 5. animals

Worksheet 2

- A. 1. green 2. air 3. blue
 4. cooler 5. hills
- B. 1. LAND 2. WATER 3. GLOBE
 4. EARTH 5. PLATEAU
- C. 1. T 2. F 3. F
 4. T 5. F

Worksheet 3

- A. 1. plain 2. valley 3. plateau
 4. island 5. hill
- B. 1. ii 2. iv 3. i
 4. v 5. iii
- C. 1. globe 2. air 3. plains
 4. mountains 5. plateau

Worksheet 4

- A. 1. live 2. drink 3. land
 4. land 5. rivers
- B. 1. iv 2. iii 3. v
 4. ii 5. i
- C. 1. T 2. T 3. F
 4. T 5. T

Teacher's Worksheets

Worksheet 1

- A. 1. globe 2. land, water 3. air
 4. water 5. land
- B. 1. plain 2. hill 3. valley
 4. plateau 5. island
- C. Accept all relevant responses.

Answers

Theme 8: Our Planet Lesson 14: Seasons

Main Coursebook

I am ready: Accept all relevant responses.

I am a learner

- A. 1. summer 2. monsoon 3. Winter
4. coldest 5. shed

- B. 1. c 2. b 3. a 4. e 5. d

C. 1. Accept all relevant responses.

Possible answers: Winter, summer, spring, autumn and monsoon.

- Wearing cotton clothes and having cool drinks such as lassi, juices.
- It is monsoon.

I am an artist: Accept all relevant responses.

My Secret Diary: Accept all relevant responses.

I am a doer: I will close the tap so we don't waste water.

I am an all-rounder

A. **English**

1. here 2. whole 3. pair

B. **Maths**

Points: ABC

Line Segment: AB, BC and CA

I love my Little Book: Accept all relevant responses.

Students' Worksheets

Worksheet 1

- A. 1. winds 2. autumn 3. winter
4. rainbow 5. spring

B.

SUMMER	WINTER	MONSOON
ice cream	soups	raincoat
cooler	tea	umbrella
cotton	woollen	puddles

C.

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

Worksheet 2

- A. Accept all relevant responses.
B. 1. WEATHER 2. COTTON
3. BLANKETS 4. MONSOON
5. SPRING
C. 2

Worksheet 3

- A. 1. monsoon 2. weather
3. clouds 4. pleasant
5. November
B. 1. F 2. T 3. T 4. T 5. F
C. 1. ice cream 2. January 3. cold winds
4. raincoat 5. autumn

Worksheet 4

- A. 1. iii 2. i 3. ii 4. v 5. iv
B. 1. Summer – April, May and June
2. Monsoon – June, July, August and September
3. Autumn – October and November
4. Winter – December and January
5. Spring – March and April
C. 1. W 2. S 3. W 4. S 5. S

Teacher's Worksheets

Worksheet 1

- A. 1. Weather 2. three 3. hot
4. woollen 5. Flowers
B. 1. Summer 2. Winter 3. Monsoon
4. Spring 5. Autumn
C. 1. Accept all relevant responses
Suggestive answer: The weather is very hot
2. Accept all relevant responses
Suggestive answer: We wear woollen clothes
3. Accept all relevant responses
Suggestive answer: Dark clouds cover the sky
4. Accept all relevant responses
Suggestive answer: Trees shed their leaves
5. Accept all relevant responses
Suggestive answer: Flowers bloom in spring

Answers

Theme 8: Our Planet Lesson 15: Pollution

Main Coursebook

I am ready: LITTER

I am a learner

A. 1. sick 2. unclean

3. air 4. noise
5. firecrackers

B. 1. bad 2. dirty

3. unpleasant 4. clean
5. not pollute

C. 1. Water, air.

2. The dirty and unhealthy water due to dumping of garbage in waterbodies is called water pollution.

3. This is noise pollution.

I am an artist: Accept all relevant responses.

My Secret Diary: Accept all relevant responses.

I am a thinker: Mona is causing the noise pollution.

I am an all-rounder

A. **English**

1. UL 2. OU

B. **Maths** Accept all relevant responses.

I love my Little Book: Accept all relevant responses.

Keep it Clean! Page 79

1. I see smoke coming out of the factories. It is not good for the air because it causes air pollution.
2. No, the water is not clean. It has garbage and waste in it, which pollutes the water.
3. Cars make noise pollution by honking loudly and running their engines.

Students' Worksheets

Worksheet 1

A. 1. environment 2. unclean

3. polluted 4. ears

5. firecrackers

B.

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

C. Accept all relevant responses.

Worksheet 2

A. Accept all relevant responses.

B. 1. UNHEALTHY

2. BREATHE

3. FACTORIES

4. NOISE

5. HEARING

C. 2, 3, 4 and 5

Worksheet 3

A. 1. Germs 2. Smoke 3. Hearing

4. Dustbins 5. Plants

B. 1. harmful 2. causes 3. Sounds

4. waste 5. transport

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

Teacher's Worksheets

Worksheet 1

A. Accept all relevant responses.

Suggestive answer:

1. the place where we live 2. water

3. air 4. people 5. animals

B. 1. W 2. A 3. N 4. L 5. W

C. Accept all relevant responses

Worksheet 2

A. 1. Land pollution 2. Air pollution

3. Water pollution 4. Noise pollution

B. 1. Dirty 2. Germs 3. Diseases

4. Smoke 5. No

C. Accept all relevant responses.

Answers

Theme 9: Our Pastimes Lesson 16: Having Fun!

Main Coursebook

I am ready: Accept all relevant responses.

I am a learner

- A. 1. enjoy 2. Carrom 3. park
4. good 5. Cricket
- B. 1. good 2. indoor 3. Football
4. fit, healthy 5. recovery
- C. 1. We should rest and relax in our free time.
2. Ludo, chess, carrom.
3. Ludo

D.

Indoor activities	Outdoor activities
play board games	play on a swing
read a book	ride a bicycle
watch a film	go on a picnic

I am an artist: Accept all relevant responses.

My Secret Diary: Accept all relevant responses.

I am a doer: Accept all relevant responses.

I am an all-rounder

A. **English**

1. on 2. in 3. under

B. **Maths:** Chess

I love my Little Book: Accept all relevant responses.

Students' Worksheets

Worksheet 1

- A. 1. rest 2. enjoy 3. free
4. indoors 5. park
- B. 1. I 2. I 3. I 4. O 5. O
- C. 1. T 2. T 3. F 4. F 5. F

Worksheet 2

- A. 1
- B. 1. indoor game 2. found in park
3. animal recovery centre
4. outdoor game 5. rest and relaxation
- C. 1. F 2. T 3. T 4. F 5. T

Worksheet 3

- A. 1. Recreation 2. outdoors 3. Ludo

4. Football 5. fair

- B. 1. REST 2. FUN 3. GOOD

4. OUTDOOR 5. PARK

- C. 1, 3

Teacher's Worksheets

Worksheet 1

A.

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

- B. 1. Yes 2. No 3. Yes 4. No 5. Yes

C. Accept all relevant responses

Dig deep Page 86

Theme 6

- Helicopter
- Helicopters are helpful because they can fly and reach places where roads are not there.

Theme 7

- Aditi brought a Diwali diya to class.
- They enjoyed it because they could see different traditions from each family.

Theme 8

- The children felt sad because the lake was dirty with plastic and wrappers.
- I can throw waste in the dustbin and never litter.

Theme 9

- She taught him traditional games.
- He invited them because he enjoyed the games and wanted to share the fun.

Enrichment Activities

A. L L W L A

- B. 1. Holi 2. Eid 3. Diwali

4. Christmas 5. Gurupurab

C. Accept all relevant responses.

D. Accept all relevant responses.

- E. Accept all relevant responses.
 F. Accept all relevant responses.

Revision Worksheet

- A. 1. b. ship 2. b. Diwali
 3. a. round 4. a. May
 5. a. plastic bags
- B. 1. An aeroplane is the fastest means of transport.
 2. Onam is mainly celebrated in Kerala for ten days. A special feast called Onam sadya is prepared.
 3. A valley is a low area between two hills or mountains. Some people live in valleys.
 4. Spring season comes after winter. In India, spring falls during March and April months.
 5. Games that we play inside our house are indoor games. Carrom and Ludo are some indoor games.

- C. 1. T 2. F 3. F
 4. F 5. T
- D. 1. AEROPLANE 2. GULAL
 3. SPRING 4. GARBAGE
 5. READING

b	g	r	e	n	m	t	f	g
r	u	q	a	x	u	l	s	a
i	l	w	e	o	d	m	t	r
c	a	u	i	f	o	r	o	b
k	l	q	j	l	o	r	o	a
w	h	c	s	p	r	i	n	g
r	e	a	d	i	n	g	s	e
n	c	e	r	e	n	t	v	z
a	e	r	o	p	l	a	n	e

- E. 1. ships 2. Pongal 3. autumn
 4. plateau 5. Carrom
- F. 1. T 2. T 3. F 4. F 5. F