

1. Birds build nests.

2.

3.

4.

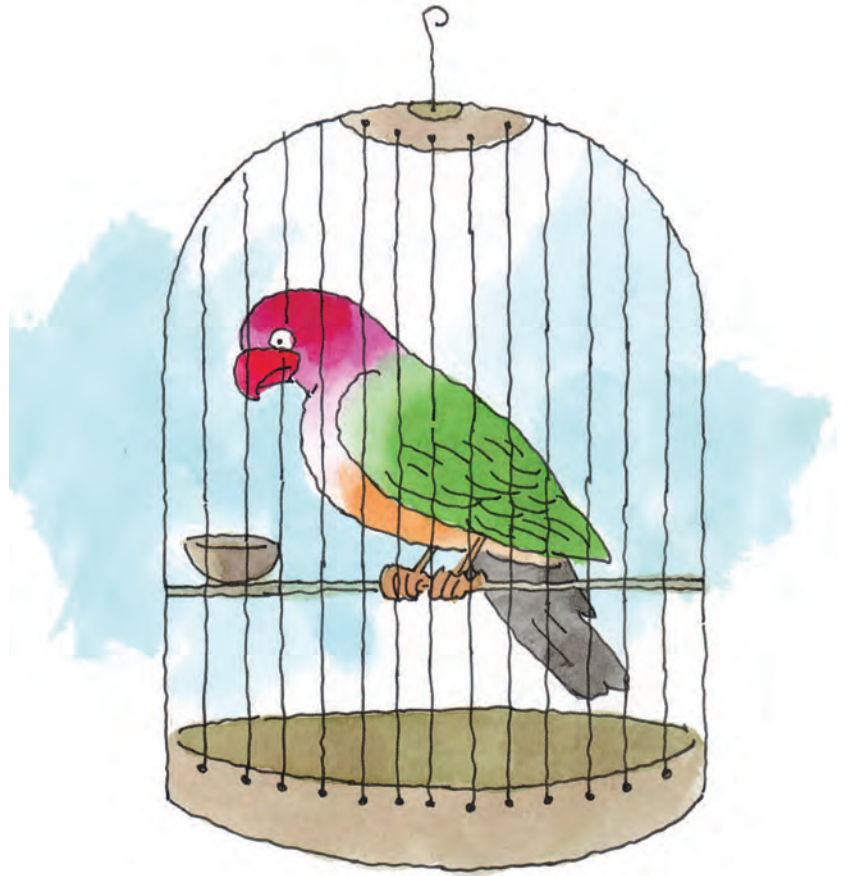
5.



It's rhyme time

The Bird in the Cage

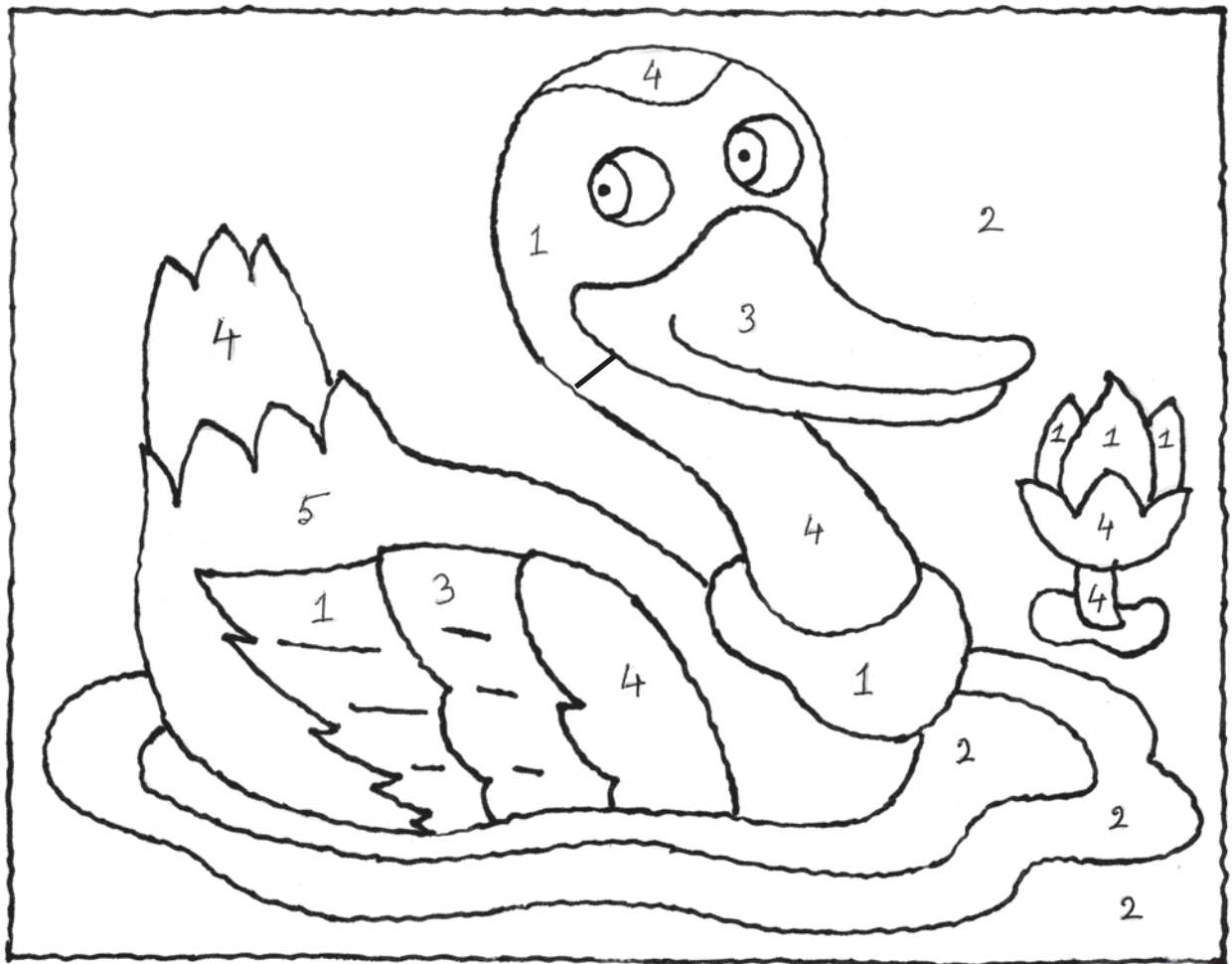
Bird in the cage,
Bird in the cage,
Will you fly away-
On a warm sunny day ?
Bird in the cage,
Bird in the cage,
I will break your bars,
And we'll fly to the stars!





Let's work together...

Colour the picture according to the given numbers. Follow the colour code:



Colour Code

1. Red

2. Blue

3. Yellow

4. Green

5. Brown

Lesson 5

Water



On your mark...

Let's look at the picture :



Let's talk...

Now ask your friend :

- What do you see in the picture ?
- What is the girl doing ?
- Do you drink water after taking food ?
- Where do you get water from ?
- Why do we need water ?



Let's read:

At the Breakfast Table

Mother : Good morning, Ruby.

Ruby : Good morning, mother.

Mother : Today is Sunday, but you're looking very sad. Any trouble, dear ?

Ruby : You're right. I'm very unhappy.

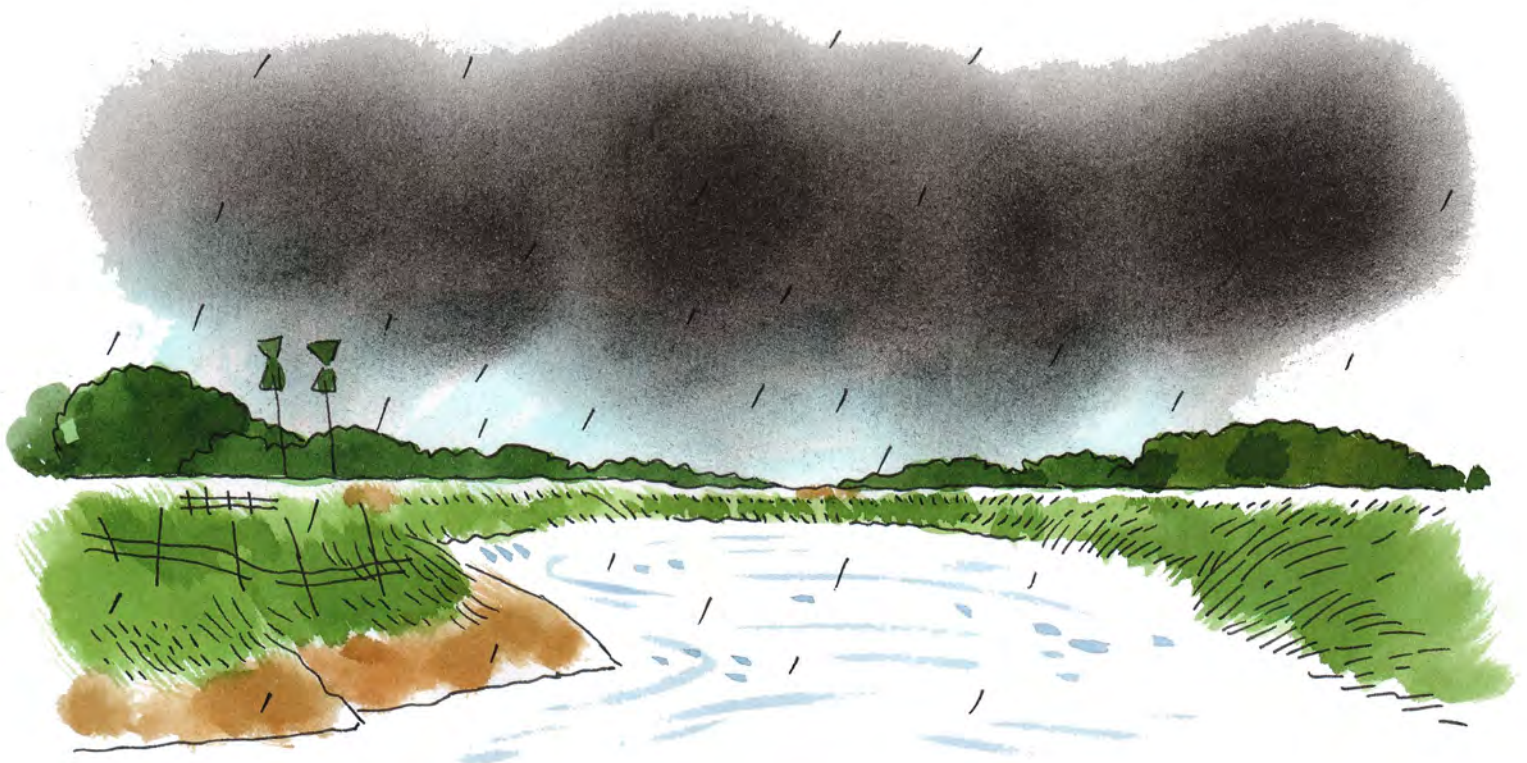
Mother : What's the problem, child ?

Ruby : Last night I had a bad dream. I am still feeling afraid.

Mother : But why? What was the dream?

Ruby : Well... I dreamt I was walking on the road and was feeling very thirsty. But there wasn't a single drop of water anywhere.





Mother : Not a tap, tube well, well or pond nearby ? As you know, we get water from all of these.

Ruby : No mother, even the rivers and seas were without water.

Mother : That is strange ! We get water from so many sources, yet you saw such **scarcity**?

Ruby : What are these sources?

Mother : The main sources of water are rain and snow. Water from rain and snow fills rivers and ponds. Some of the rainwater goes underground.

Ruby : How do we get that water ?

Mother : With the help of wells or tube wells.

Ruby : Suppose, mother, if all the rivers, lakes, ponds and wells go dry what will happen then?

Mother : Then we won't survive. All animals and plants need water to live. We drink water and wash, bathe and clean things with it.

Ruby : You are right—I take my bath, wash my hands, and clean my dolls with water.

Mother : Not only you, but everybody needs water. Farmers need water to grow crops. Many animals and plants live in water.

Ruby : So many uses of water !

Mother : Hold on! Electricity is also generated from water. Water even helps to put out fire. So, you see, water is very important in our lives.

Ruby : If that is so, why did the teacher say that we pollute water in many ways?

Mother : Chemicals from factories, **garbage** and other waste products produced by man **pollute** water.

Ruby : So, water is wasted.

Mother : Right. Pollution and wastage of water must be stopped.

Ruby : But if we cannot stop it ?

Mother : Then, a world without water !

Ruby : That would really be terrible, mother !

Mother : Yes, if we cut down trees thoughtlessly, one day there will be no rain. The world will become a land without water. So, shall we pollute and waste water ? Shall we cut down trees ?

Ruby : No, mother. We shall keep the water clean and plant trees to welcome rain. Mother, look! It's raining outside! Thank God, my dream will never be true.

Mother : That's great! Now have your breakfast and enjoy watching the rain.

Ruby : Thank you, mother.

Word Trove

scarcity : shortage

garbage : dirty waste products that are thrown out

pollute : to make the water, air or soil dirty with harmful things.





Let's do...

Activity 1

We use water for many purposes. Let's make a list of these.

1.
2.
3.
4.
5.



Activity 2

Which among these do not need water to exist ? Circle them.

- (a) doll
- (b) tree
- (c) bottle
- (d) man
- (e) dog
- (f) table
- (g) fish
- (h) bird



Let's talk...

Tell your friends how water is used in ways other than drinking.

Activity 3

Let's rearrange the jumbled letters to make meaningful words :

- 1) haws— w....
- 2) ertaw—
- 3) dpon—
- 4) habet—
- 5) erte—

Activity 4

Let's fill in the blanks with the words formed in Activity 3 :

- 1) _____ is life for us.
- 2) We _____ our clothes with water.
- 3) We can get water from _____.
- 4) _____ welcomes rain.
- 5) Everyday we _____ with water.

Activity 5

Match Table A with Table B. One is done for you :

Table A

- a) tree
- b) farmer
- c) factory
- d) snow
- e) garbage

Table B

- 1) chemicals
- 2) pollution
- 3) rain
- 4) crop
- 5) mountain



Activity 6

Pick the odd one out and circle it with a colour pencil :

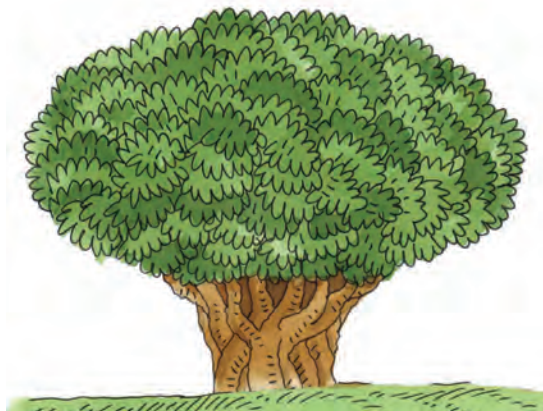
1. lake, river, pump, pond
2. cloud, sky, sun, grass
3. man, girl, child, tree
4. drinking, washing, playing, bathing
5. fire, snow, mountain, ice

Activity 7

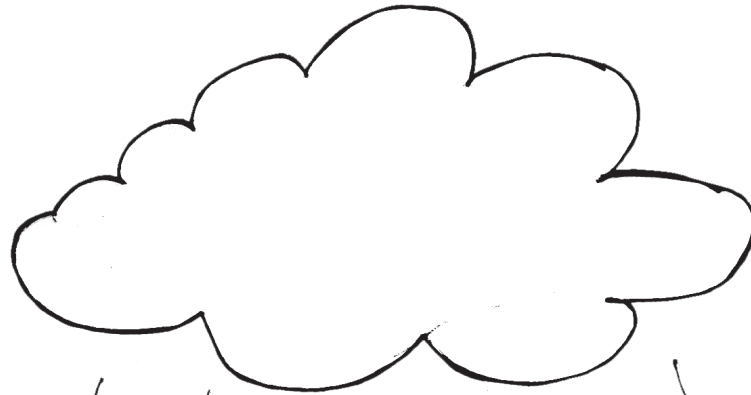
Here is a list of natural objects. Put a tick mark [✓] beside those that you have seen.

- | | |
|---------------|------------------|
| 1) A tree | 5) A paddy field |
| 2) A mountain | 6) A river |
| 3) Cloud | 7) A pond |
| 4) A well | |

In your exercise book, draw a picture of each of the natural objects beside which you have put a tick. Write one sentence for each picture that you have drawn. One is done for you :



A tree is man's best friend



Pure

Free

Natural

Simple

Healthy



Activity 8

Let's select the words from the previous page and fill in the blanks :

1. It is good to drink..... water.
2. Rain in June is aevent.
3. Mr. Roy is a man.
4. We must have somehabits.
5. We live in acountry.



Let's learn...

Let's look at the following sentences :

1. Water flows . (flow)
2. The boy walks on the road. (walk)
3. The bird sings . (sing)

In the above sentences 's' is added to the words in brackets because the naming word is singular (or one) in number.



Let's do...

Activity 9

Let's fill in the blanks with the words in brackets :

1. He _____ the book on the table. (put)
2. She _____ at the picture. (look)
3. Bobby _____ his breakfast at 7 a.m. (take)
4. Bidisha _____ to eat mangoes. (like)
5. The boy _____ very fast. (run)

Activity 10

Here is a list of words. Study them.

garbage, pollution, waste, factories, chemicals, diseases, dirty, drains, river, man.

With the help of the above words write four sentences on how water is polluted. One is done for you.

1. Water is polluted by chemicals from factories.

2. _____

3. _____

4. _____

5. _____



Let's work together...

We get water from different sources. Let's make a list of sources of water. Draw a picture of any two sources of water.

Lesson 6

The World Under Water



On your mark...

Can you name some fishes ?

Where do fishes live ?

What do they eat ? Discuss with your friends.

Come, let us read a story about fishes :



Let's read:

Unit-I

The Three Fishes

Once upon a time, three fishes lived in a lake. They were very close friends. All three of them were very different from one another.

The first one **believed** in fate. He thought what had to happen would happen. The second one was intelligent. He thought he knew how to solve a problem with his intelligence. The third one was the wise one. He thought long before taking any action.

One day, the Wise Fish was playing in water. He **overheard** one fisherman talking to another.

“Look at that one! What a big fish ! This lake is full of big fishes. Let us come tomorrow and catch them.”

The Wise Fish hurriedly swam to his friends to tell the news.

“Let’s leave this lake before those fishermen come back. A canal I know can take us to another lake,” the Wise Fish said.



The Intelligent Fish said, “I know what to do if the fishermen come and catch me.”

The Fish who believed in fate said, “Whatever is to happen will happen. I was born in this lake and I am not going to leave it.”

The Wise Fish did not want to risk his life. So he swam through the canal and went to the other lake.

The fishermen came back the next morning. They cast their net. The two friends who stayed back were caught. There were many other fishes in the net. The Intelligent Fish thought of a way to escape. He acted as if he were

dead. The fisherman threw him back into the lake. But the other fish, who believed in fate, was still jumping in the net. The fisherman struck him dead.

[Adapted from *Tales from Panchatantram*]



Let's talk...

Did you like the story ? Discuss in groups. Tell the class what you would do if you were one of the fishes:



Let's do...

Activity 1

Let's choose the right answer and complete the sentences :

1. The fish that overheard a fisherman talking was
 - (a) the Wise Fish.
 - (b) the Intelligent Fish.
 - (c) the Fish who believed in fate.
2. The fish that wanted to leave the lake was
 - (a) the Fish who believed in fate.
 - (b) the Intelligent Fish.
 - (c) the Wise Fish.
3. The fish that the fisherman threw back into the lake was
 - (a) the Wise Fish.
 - (b) the Intelligent Fish.
 - (c) the Fish who believed in fate.

Activity 2

Let's answer the following questions:

1. What did the first fish believe in?
2. What did the Wise Fish overhear ?
3. How did the Intelligent Fish save himself ?



Let's learn...

Some words in the story are in red colour. They all end in **-d** or **-ed** :

Believed**d**; overheard**d**; acted**ed**.

These words show that the event happened some time ago.

For example...

<u>Now</u>	<u>Then</u>
believe	believed
overhear	overheard
act	acted



Let's do...

Activity 3

*Let's fill in the blank with words ending in **-d** or **-ed**:*

Now

turn

jump

ask

smile

Then





It's rhyme time

Twenty Frogs

Twenty froggies went to school
Down beside the rushing pool
Twenty coats all pressed and green
Twenty vests all white and clean.

We must be in time, said they
First we study then we play;
That is how we learn the rule
As we froggies go to school.

Master bullfrog brave and stern
Taught us each all in our turn,
Taught us how to leap and dive
Also how to nobly strive.
Taught us how to dodge below
From the sticks which bad boys throw.

Twenty froggies grew up fast
Big frogs they became at last.
Polished to a high degree
As each froggie ought to be.

Now they sit on other logs
Teaching other little frogs.





Let's read:

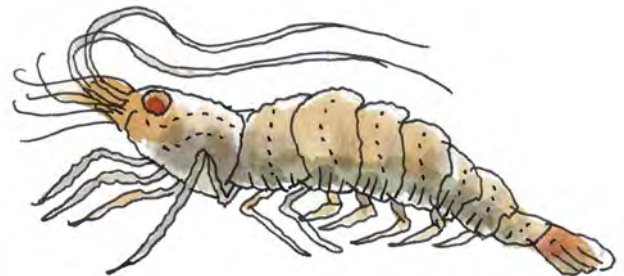
Unit-II

Aquatic Animals

Hamid studies in class III. His father is a fisherman. Sometimes Hamid goes out with his father to catch fish. Hamid loves to eat fish. Fishes live in water. They are **aquatic** animals. They can breathe in water with their **gills**. But when we take them out of water they die. A fish moves very easily in water. The tail of a fish is hard. The fish changes its direction with its tail.

There are various types of fishes. Some live in fresh water while others live in **saline** water. Fishes like hilsa and pomfret live in saline water. They migrate to sweet water to lay eggs. Other fishes like koi, katla live in ponds and lakes. Hamid knows that many of his friends keep fish as pets. Fishes live on worms, but some fishes eat other small fishes. Fishes are very helpful to us. A fish called guppy eats the larva of mosquitoes.

Prawns also live in water. Prawns are not fish. They are insects. They can also swim very fast. The body of a prawn is covered with a soft shell. A prawn has no backbone. Hamid's father told him that the prawn's body has three parts: the head, the thorax and the abdomen. The head has an **antenna** and two eyes. The middle part is called the thorax. Prawns have jointed legs. The lower part of the body is the abdomen.



One day Hamid's father found a crab in the net. Hamid saw that the crab has pincers. It can pinch with pincers. His father told him that there are no bones



in a crab's jointed legs. Hamid saw that the jointed legs have hard outer covers.

When the rains came Hamid heard the **croaking** of frogs. One day a frog came into their house. Hamid caught the frog. The frog was looking at him with its big red eyes. Hamid saw that the skin of the frog was rough and **moist**. Its hind legs are always folded. His father told him that the folded legs help

the frog to jump. The front legs are small. He also saw that the frog has toes like him, but the toes are joined with skin. Hamid's father said that the **webbed** feet help it to swim. It lives in water and also on land. Hamid tried to give some food to the frog. His father laughed, as a frog would only eat insects. Its folded tongue would easily catch a fly or an insect. Hamid let the frog go. He decided not to throw stones at the frogs ever again.



Word Trove

aquatic	: living in water
gill	: breathing organ of fish
saline	: salty
antenna	: a type of sensor or feeler
croaking	: the sound produced by frogs
moist	: wet or damp
webbed	: toes joined by a thin layer of skin



Let's do...

Activity 4

Let's put tick [✓] marks and cross [x] marks in the boxes according to the information given in the text :

	Has scales	Lives in water	Eats worm	Has bones
Fish				
Prawn				
Crab				
Frog				

Activity 5

Let's complete the following sentences :

1. Fishes breathe in water with the help of _____.
2. Three main parts of a prawn's body are head, _____ and _____.
3. The head of a prawn has _____ and _____.
4. The crab pinches with its _____.
5. The skin of a frog is _____ and _____.

Activity 6

Use words from the help box and write four sentences about fish. You may begin like this :

Fishes live in water. They _____

Help Box

fins, gills, scales, tail,
eyes, water, worms



Let's work together...

A. Draw the picture of a fish you like.

Colour the fish.

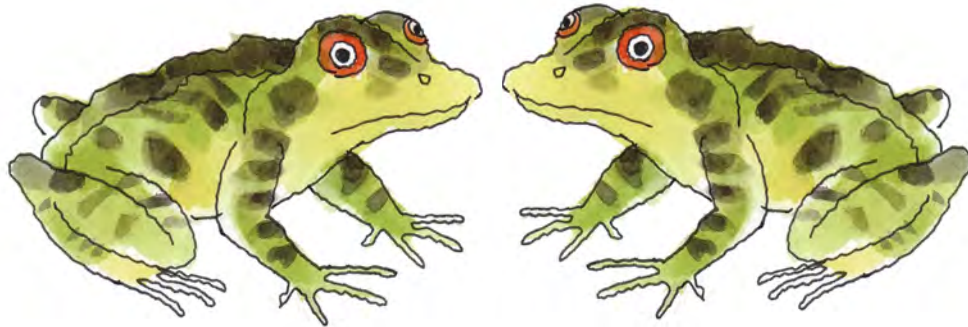
Now paste a piece of cardboard behind the fish.

Take some glitter.

Add glue and paste it on the eye of the fish.

Your fish is now ready.

Show it to your class. Talk about the different kinds of fishes you have seen.



B. Let's make a model:

Things you need :

soft clay; brush; water colour; two little black beads

Method :-

1. Soften the clay.
2. Press it from two sides to form the body of the frog.
3. Make two front legs.
4. Place the two beads in the position of eyes.
5. Colour the frog.
6. Show the model to your friend and talk about the habits of frogs.

Lesson 7

Our Green Friends



On your mark...

- We see green trees around our homes. Can you name some of them ?
- Name a few common flowers.
- Suppose you go to a market to buy some fruits. Which fruits will you buy?





Let's read:

Unit -I

The world around us is green with trees. Trees are our best friends. Trees are of many kinds. Some are big. Some are small. Like us, a tree also has life. It has roots. Roots go deep into the soil. They help a tree to **draw** water and **provide** strong support.

Do you know, trees can make their own food? With the help of

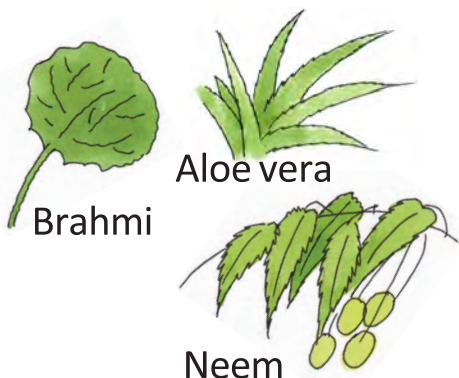


sunrays trees make their food in their leaves. The branches carry food to the different parts of a tree.

Trees help us in many ways. We get oxygen from trees. We cannot live without oxygen. We get fruits and vegetables from the trees. Cows, goats, sheep and many other animals feed on leaves and grass. Trees give us beautiful flowers, too.

The green world gives us many other wonderful gifts. We get different

medicines from plants. Trees give us shade. Wild animals like tiger, lion, deer, elephant etc. live in forests. We get wood from trees. Trees bring rain, too. The green forests **invite** rain. Trees hold the soil together with their roots.



Let's do...

Word Trove

draw : pull up
provide : give
invite : welcome

Activity - 1

Underline the correct answer in the brackets. One is done for you:

- Trees make the world (living/water/green).
- The light of the (Moon/Sun/lamp) helps trees to make food.
- (All/Some/No) trees are big.
- The part of a tree under the ground is (root/branch/leaves).
- Wild animals live in the (forest/villages/water).

Activity - 2

Find five naming words from the above text. Put them in List - A. Find five doing words from the above text. Put them in List - B. One is done for you:

List A	List B
1. trees	1. give
2.	2.
3.	3.
4.	4.
5.	5.

Activity - 3

Let's answer the following questions:

- a. Does a tree have life ?
- b. Where do trees make their food ?
- c. What does a goat eat ?
- d. Which part of the tree carries food to its different parts ?
- e. Which part of a tree draws water ?

Activity - 4

*You can see pictures of some parts of a tree and the names of those parts.
Match the names with the pictures:*

branches



roots



leaf



fruit



flower





Let's talk...

We can see the roots of a tree in Picture 1 of Activity 4. Tell your friends what you see in Pictures 2,3 and 4. Ask your friend to say a few words about Picture-5.



Let's do...

Activity - 5

Let's put [T] for true and [F] for false statements in the boxes:

- a. Roots give strength to a tree.
- b. Wild animals live around us.
- c. Trees can be big or small.
- d. Flowers and fruits are the gifts of the green world.
- e. Green forests do not help to bring rain.

Activity - 6

Flowers and fruits make nature very colourful, don't they ? Here are five colours. Against each colour, write the name of one flower/fruit of that colour :

Colour	Flower/Fruit
red	_____
yellow	_____
white	_____

Colour	Flower/Fruit
pink	_____
blue	_____

Activity - 7

The following list tells you about the parts of a tree. But there are some words that do not refer to parts of a tree. Let's find them and cross them out:

- | | |
|-------------|-------------|
| 1. leaves | 6. fruits |
| 2. roots | 7. bones |
| 3. trunk | 8. branches |
| 4. feathers | 9. fin |
| 5. flowers | 10. claw |

Activity - 8

Write two words each, beginning with the following letter-clusters. One is done for you :

- | | | | |
|--------|-------|-------|-------|
| (a) Fr | fruit | _____ | _____ |
| (b) tr | _____ | _____ | _____ |
| (c) cl | _____ | _____ | _____ |
| (d) sh | _____ | _____ | _____ |
| (e) sp | _____ | _____ | _____ |

Activity - 9

Some letters are missing in the following words. Fill in the blanks by choosing letters from the help box. An example is given for you:

br a n c hes, d____ w, ____ift,
me____ici____e, in____ite, w____nde____ful,
____rien____ly

Help Box

d	l	h	c	t
o	g	f	v	n
r	l	m	a	r

Activity - 10

*With the help of the following words write four sentences about **Trees**.*

We green trees
help flower oxygen
get fruits friends
give vegetables
are big need wood
small

You may begin like this :

Trees are our best friends.



Unit -II



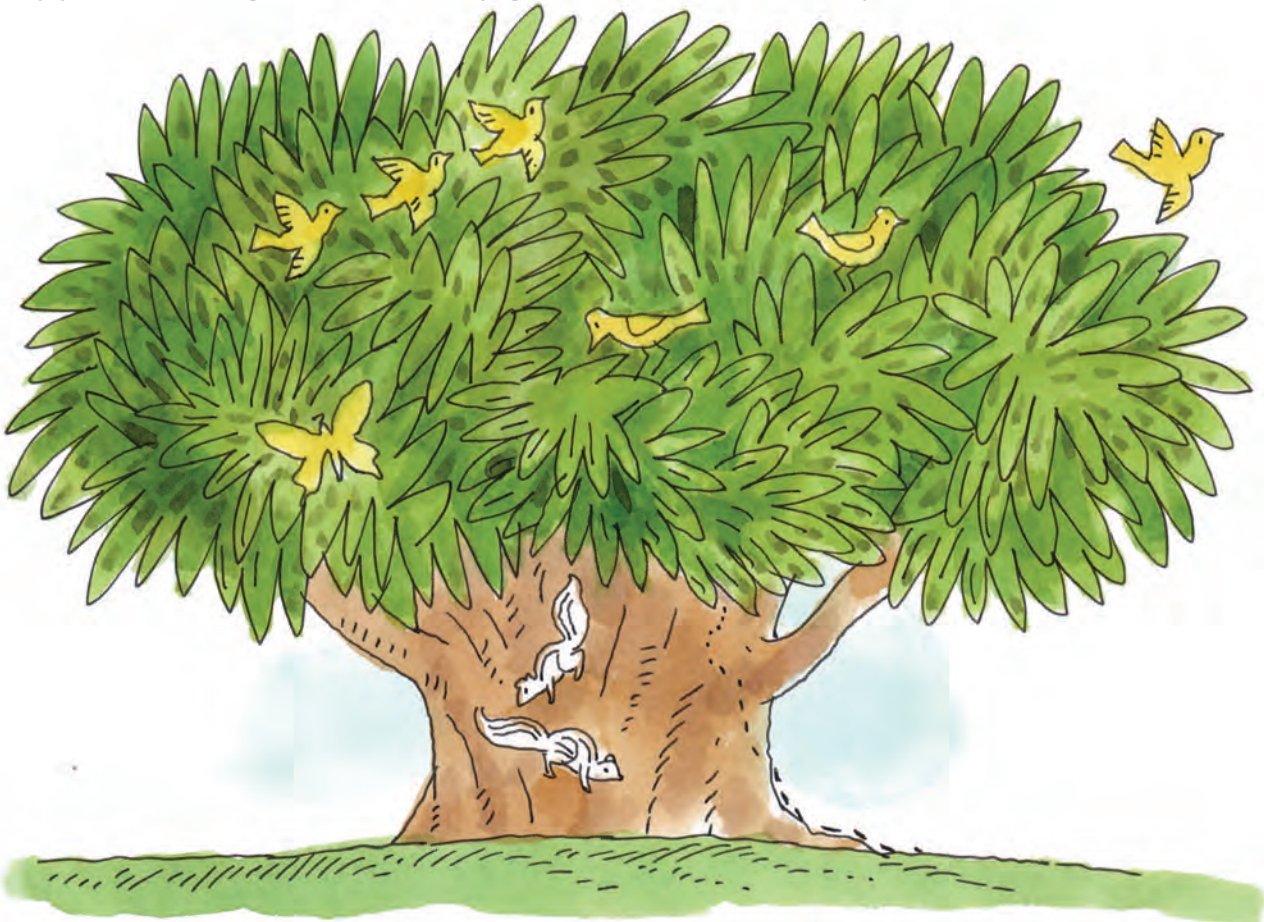
On your mark...

- All of you must have seen a big, old tree.
- Which birds did you find in that tree ?
- Did you see any insect there ?



Let's read:

There was an old mango tree in a farmer's garden. It was very old. So, it stopped bearing fruits. It only gave shelter to the sparrows, butterflies and



squirrels.

The tree was completely useless to the farmer. One day he decided to cut down the tree.

So he took a **sharp** axe and **struck** at the trunk of the tree. At once all the creatures living in the tree requested the farmer, “Please don’t cut down this tree. It is our home.”

But the farmer did not listen to them. So the sparrows, butterflies and squirrels left the tree.

The farmer was in a hurry to finish off his work. Suddenly, he saw something in the **hollow** of the tree. What did he see ?



“A beehive! Full of honey !” he said.

He tasted the honey. “How sweet!” he said. The farmer understood that the tree was not useless.

“How foolish I was! No tree can be useless,” he said to himself.

He stopped striking at the tree and went away. The sparrows, the butterflies and the squirrels were all happy. They all came back to their home.

Word Trove

sharp : having a fine edge

struck : hit hard

hollow : with a hole inside



Let's do...

Activity 11

Let's tick [✓] the right answer :

a. The mango tree in the farmer's garden -

(i) bore many fruits ☐

(ii) bore only a few fruits ☐

(iii) bore no fruit at all ☐

b. The farmer struck -

(i) at a branch ☐

(ii) at the root ☐

(iii) at the trunk ☐

c. The honey was -

(i) bitter ☐

(ii) tasteless ☐

(iii) sweet ☐

d. The sparrows, butterflies and squirrels were happy because -

(i) the farmer did not take away the honey ☐

(ii) the farmer planted another young mango tree ☐

(iii) the farmer went away without cutting down the old tree ☐



Activity 12

Find out who made these statements :

a.

Don't cut down this tree

b.

No tree can be useless

Activity 13

Let's answer the following questions:

- What did the farmer use to cut down the tree ?
- What did the farmer see in the hollow of the tree ?
- What did the farmer finally realise ?

Activity 14

Let's fill in the blanks with words from the help box :

- A _____ grows vegetables for us.
- Squirrels _____ in the trees.
- _____, our teacher came into the class.
- I like _____.
- Always _____ to your teacher.

Help Box

suddenly, sweets,
farmer, listen, live

Activity 15

Here are some doing words. Let's add -ed to these:

Words : start, work, match, jump

start _____

work _____

match _____

jump _____



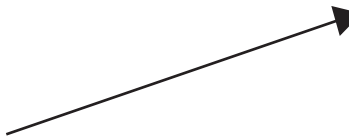
Activity 16

Let's form words from the jumbled letters. The first letter and the last letter of each word are given :

1. fttreblyu : b _____ y
2. leuqrsri : s _____ l
3. trceareus : c _____ s
4. atrefthree : t _____ r
5. dernusotod : u _____ d

Activity 17

Let's match words with their opposites. One is done for you :

A		B
old		bitter
sharp		start
finish		sad
sweet		young
happy		blunt

Activity 18

Write the missing letters in the empty boxes to make meaningful words :

			o	n		y
			u			
			r			
					o	w
		q		y		e
		u				e
		i				t
s		a		p		
	o					
	m		e			
	e		l			



Let's learn...

Look at the following sentences :

- a) It is **our** home.
- b) He stopped **his** work.
- c) They all came back to **their** tree.

The coloured words tell us to whom the following things belong.

Some other words like these are:

my, your, its and **her**.



Let's do...

Activity 19

Fill in the blanks with the words given in the help box :

- 1. We love _____ school.
- 2. He does _____ work himself.
- 3. Rani plays with _____ brother.
- 4. The sparrows, squirrels, and butterflies left _____ tree.
- 5. I do _____ class work daily.
- 6. A tree can make _____ own food.

Help Box

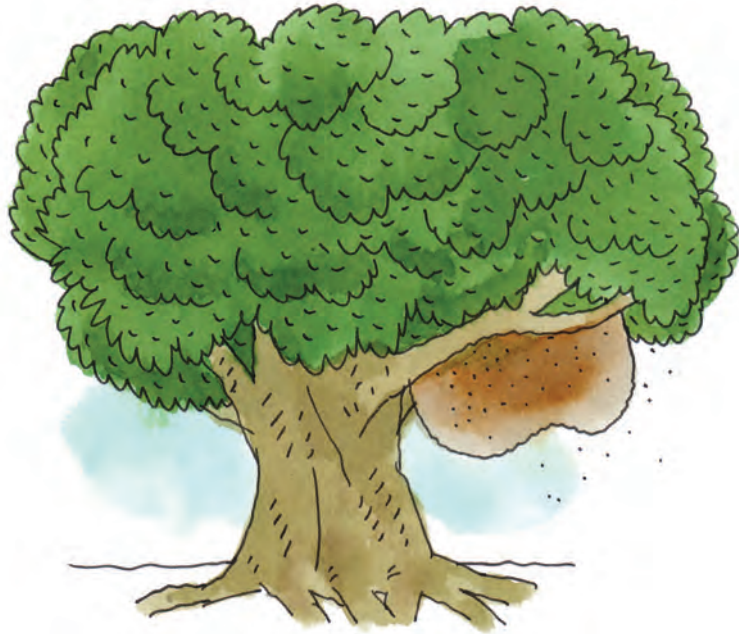
my, your, our, its, his,
her, their



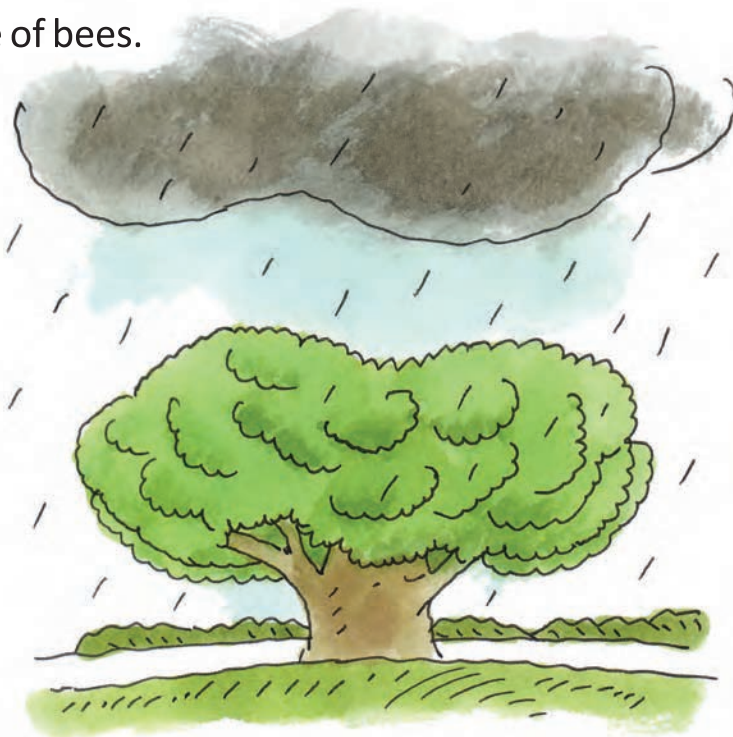
It's rhyme time

Trees, Trees

Trees, Trees
Home of bees,
Home of seeds,
Trees, Trees,
Home of bees.



Trees, Trees,
Home of bees,
Home of buds,
Trees, Trees,
Home of bees.



Trees, Trees,
Home of bees,
Home of leaves,
Trees, Trees,
Home of bees.

Trees, Trees
Home of flowers
Bring showers
Trees, trees,
Home of bees.



Let's work together...

Plants give us medicines. We can find such plants around our house and school. Let's make a chart by pasting the leaves of five such plants on a sheet of paper:

Method

Collect the leaves.

Wash them.

Dry them and paste them on a white chart paper with gum or tape.

Write the names of the plants.

Show your work to your class.

