

~~~~~ **Activities** ~~~~~

- A** Visit your school library. See how the books are arranged. Why do you think they are arranged like that? Discuss with your friend.

◀ **Critical Thinking**



- B** Have a discussion in class about the importance of trees in our lives.

◀ **Communication; Multidisciplinary Approach**

- C** The night sky looks beautiful with the moon and the stars. Observe the night sky. Describe in your own words all that you have seen and thought of, while looking at the night sky. Write a few sentences.



◀ **Creativity**

!\*: All writing tasks to be done in the notebook.

- D** Work in pairs. Unscramble the verbs and circle them in the wordsearch. ◀ **Critical Thinking; Problem-solving**

1. SHINIF
2. TAE
3. HCAET
4. YRC
5. KEAB
6. GHIEN
7. TCA
8. HETAB
9. PLEH
10. LLUP



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

- E** Read and carry out these instructions. Draw a short, brown table. In the centre of the table, draw a thin, yellow vase. Draw three pink flowers with green stems in the vase. ◀ **Art Integration; Application of Knowledge**

- F** Your teacher will show you short video clips or pictures with simple actions. First identify the action in each. Then, call out adverbs that would best describe the action being shown. Your teacher may give you options to choose from or ask you leading questions to guide you to suitable answers.

◀ **Multidisciplinary Approach; Experiential Learning**

**Example**

action: eating

sample answers: happily/slowly/silently



## Projects

- A** Look at the fact sheet of a giant panda. Make a similar fact sheet for your favourite animal.

◀ **Multidisciplinary Approach**

|               |                                                                      |
|---------------|----------------------------------------------------------------------|
| appearance    | large, heavy, big head, rounded ears, short tail, soft fur           |
| colour        | black and white                                                      |
| size          | large, about six feet tall                                           |
| movement      | good climbers, not good at running                                   |
| lifespan      | thirty-five years                                                    |
| communication | bleat in a friendly way, bark to scare an enemy, squeal when in pain |
| enemies       | snow leopard, eagle, humans                                          |



- B** Your teacher will divide the class into groups of five. Each group will put together a scrapbook. You may collect and paste pictures of various objects from old magazines and newspapers. Then, label each picture with the correct noun and article. Your teacher will collect the scrapbooks and display one book per day in class. Go through the books.



◀ **Collaboration**

# SAFAL

## Sample Questions

- A** Look at this picture. Your teacher will pick a few students. Each student will call out one or two sentences about the picture. Use nouns, verbs, adjectives and prepositions correctly.



- B** Read this conversation and answer the questions. Underline with different colours what each child says.

"Look, I found this beautiful shell on the beach," Rina said to her friends.

"It has lots of colours in it," said Karan.

"It is so pretty!" said Ela.

"Where did you find it?" asked Karan.

"I found it under a big rock," answered Rina.



1. How many children are speaking?
2. Who asks a question?
3. What was the answer?

# Maths

## Activities

### A Build multiplication tables.

◀ Conceptual Understanding;  
Experiential Learning; Collaboration

**YOU WILL NEED:** an A4 sheet of paper, a packet of straws, a packet of bindis of the same colour and a glue stick

**Steps:**

1. Work in groups of three.
2. Start by building the multiplication table of 6. Student A takes 6 straws and pastes them on an A4 sheet of paper.

3. Student B takes one straw and pastes it across the six straws.
4. Student C pastes a bindi on the points where the straws cross each other.

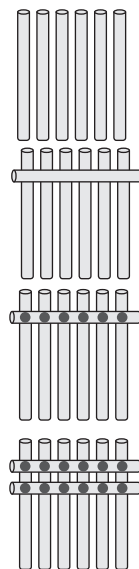
They count the bindis to get  $1 \times 6 = 6$ .

5. The students take turns to paste another straw across the standing straws.
6. They paste a bindi on the points where the straws cross each other.

They count the total bindis to get  $2 \times 6 = 12$ .

7. The students take turns to paste straws across on the standing straws and build the 6 times table.

They use the same method to build the multiplication tables of at least two other numbers.



**B** Role-play to tell the time.

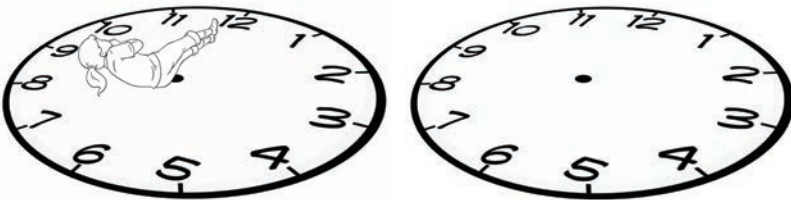
◀ **Experiential Learning; Collaboration;  
Application of Knowledge**

**YOU WILL NEED:** a piece of chalk, a notebook, a pencil and an eraser

**Steps:**

1. Work in pairs.
2. Use a piece of chalk to draw a clock on the ground.
3. Student A lies straight on the ground. She/He uses her/his legs to show the minute hand and torso to show the hour hand of the clock.
4. Student B observes Student A and tells the time.
5. They record the time in their notebooks. They write the time in two different ways.
6. The two students take turns to role-play and tell the time.

**Example**



9 o'clock

9:00



# Projects

## A Find out.

◀ Conceptual Understanding;  
Experiential Learning

Look for 3-digit numbers (100 to 200) in a newspaper or magazine. Cut out the numbers with the help of an adult. Arrange these numbers in ascending order. Paste them on a sheet of chart paper. Write their number names.

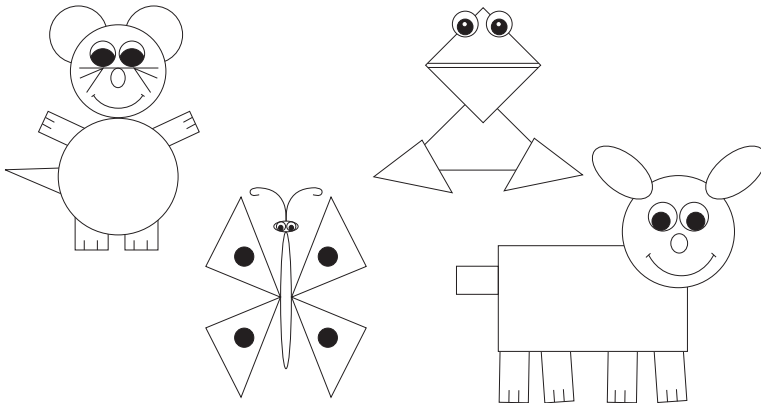
## B Use shapes to make animals.

◀ Multidisciplinary Approach; Creativity;  
Collaboration; Critical Thinking

Form groups of 4–5 students each. Each group will do the following.

1. Cut out shapes of squares, triangles, circles, rectangles and ovals from sheets of coloured paper.
2. Use these shapes to make any two animals.
3. Draw their face and paste googly eyes.
4. Paste the animals on a sheet of a chart paper. Display the charts on the class bulletin board.

Make at least two animals that are symmetrical.



# SAFAL

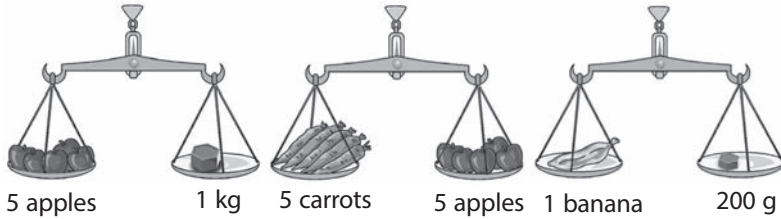
## Sample Questions

- A** Look at the given figure to answer the questions.



- What is the total number of angles?  
a. 6     b. 7     c. 8     d. 9
- What is the number of right angles?  
a. 3     b. 4     c. 5     d. 6
- What is the number of acute angles?  
a. 1     b. 2     c. 3     d. 4

- B** Karuna has a vegetable and fruit shop. She is weighing fruits and vegetables to sell.



Answer these questions.

- What is the weight of 5 apples?  
a. 100 g     b. 500 g     c. 1000 g     d. 1500 g
- What is the weight of 5 carrots?  
a. 100 g     b. 500 g     c. 1000 g     d. 1500 g
- What is the weight of 1 banana?  
a. 2 g     b. 20 g     c. 200 g     d. 200 kg



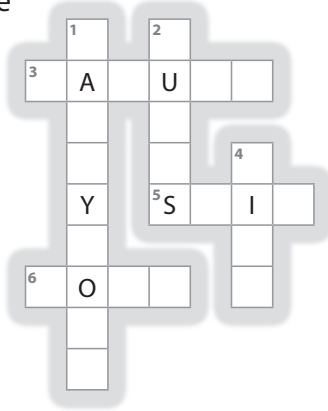
# Science

## Activities

- A** Read the clues. Complete the word puzzle. **Conceptual Understanding; Problem-solving**

### ACROSS

- 3 This when added to soil makes the soil fertile. (6)
- 5 The topmost layer of the earth's surface (4)
- 6 A mixture of sand and clay (4)
- 1 This type of soil is mostly found in the desert. (5, 4)
- 2 The name given to the parts of dead plants and animals found in soil. (5)
- 4 \_\_\_\_\_ along with the sun and rain break up the rocks to make soil. (4)



### DOWN

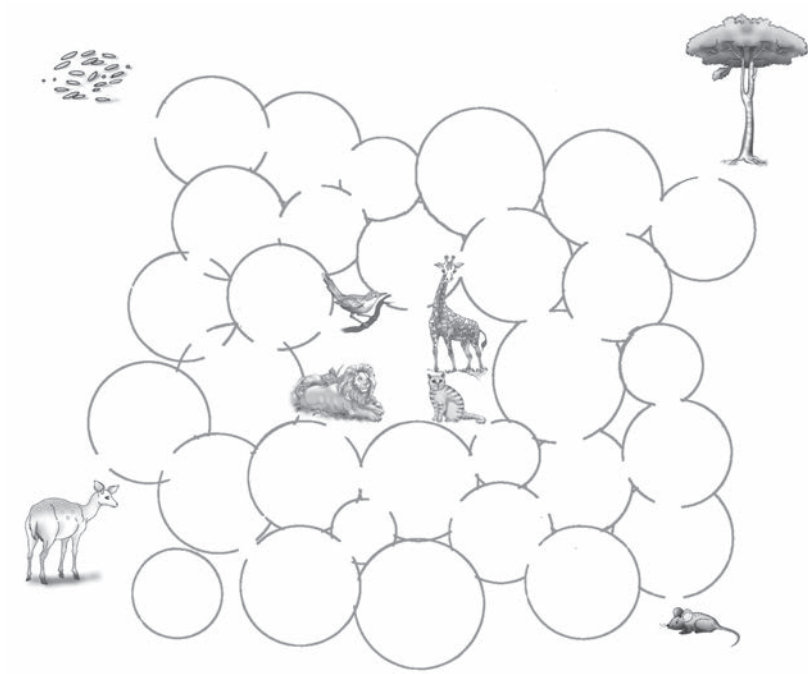
- B** Be a gardener!

Take a pot of water.  
Choose a healthy stem cutting of a money plant and put it in the pot.  
Keep it in a place where it can get air and sunlight.  
Watch your plant grow.

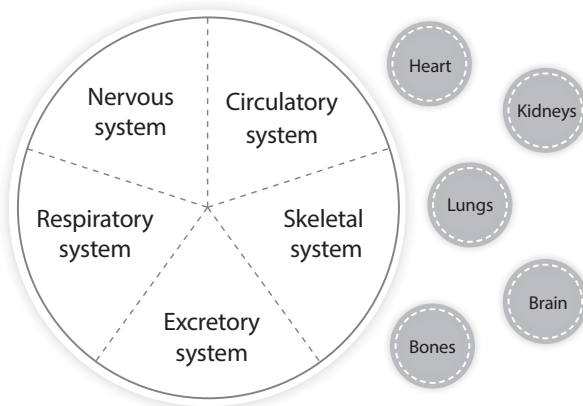
### Experiential Learning



- C** A bird, a giraffe, a cat and a lion are hungry. Draw lines to help them reach their food. ◀ **Problem Solving**



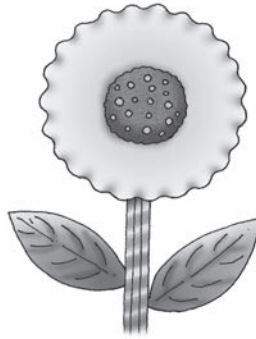
- D** Draw a line to match the organ with the organ system it is part of. ◀ **Application of Knowledge**



## Projects

- A** Make a sunflower from waste paper. **Multidisciplinary Approach; Art Integration**

Use left-over paper plates from a picnic or party. If it has a film of foil, peel it away gently.



1. Paint the plate bright yellow.
2. Use black crepe paper to fill in the centre of the circular plate. Crumple some paper to make tiny balls. Stick these balls on the black centre.
3. Cut out leaves from another plate and paint them green.
4. Tie or tape three straws together to make the stem.

- B** Manure is needed for the growth of the plant. **Experiential Learning; Scientific Temper**

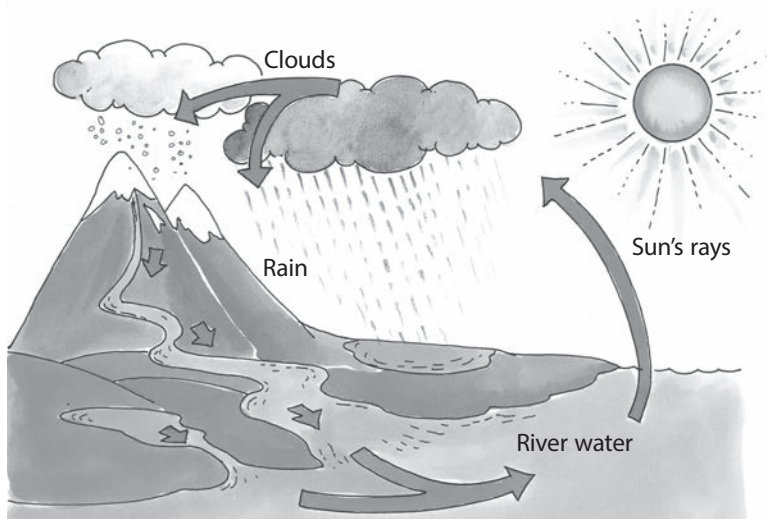
Fill two pots with soil. Mix manure in one pot. Plant small plants in both the pots. Water them regularly. Observe their growth after a few days. Record your observation.

- C** Write a poem on rain, a river or a waterfall. You can even write a funny poem. Draw a picture related to it in your scrapbook. **Communication; Creativity**

# SAFAL

## Sample Questions

Look at the given picture and answer the questions.



1. Name the process of recycling water in nature.
2. How can we change water from one form to another?
3. Number the steps of the water cycle correctly.

— High up in the sky, water vapour comes in contact with cool air and forms tiny drops of water.

— These tiny drops join together to form clouds.

— The rain water flows back to the rivers, ponds, lakes and oceans.

— As more and more drops join together, the drops become heavy and come down as rain.

— Due to the heat of the sun, water from rivers, ponds, lakes and oceans goes up in the form of water vapour.

# Social Studies

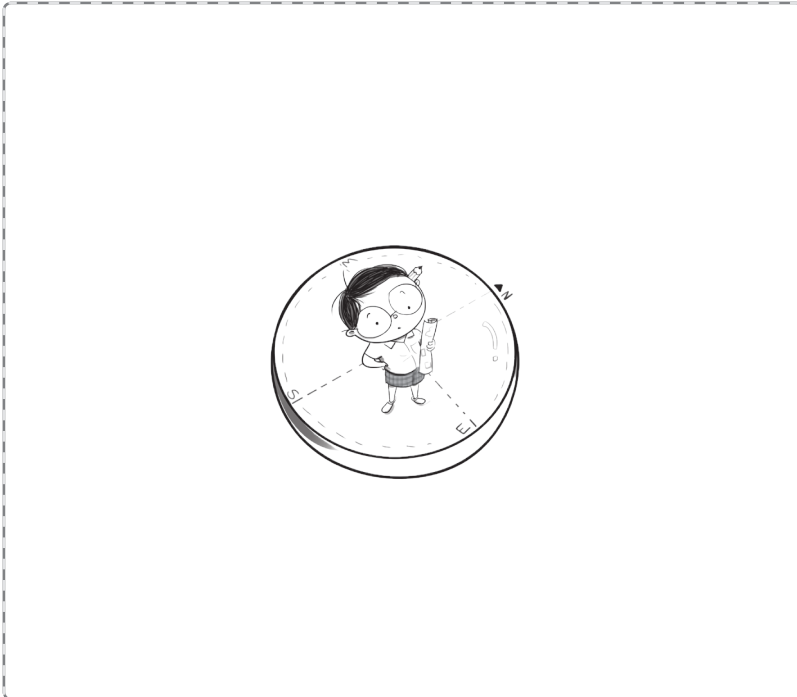
## Activities

**A** Work in pairs. Use a compass to find the direction of these in your school:

◀ **Experiential Learning**

- the main door of the classroom,
- the teacher's desk,
- the Principal's room,
- the playground.

Then, indicate their position in this box. Remember to mark the four main directions too.



**B** Look at this map.

◀ **Conceptual Understanding**

1. Colour the state/Union Territory you live in GREEN.
2. Write the name of the state/Union Territory and its capital.



ACKNOWLEDGEMENTS

The following pertains to all maps in this book.

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1. The responsibility for the correctness of internal details rests with the publisher.
2. The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.
3. The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh.
4. The interstate boundaries amongst Arunachal Pradesh, Assam and Meghalaya shown on the maps are as interpreted from the “North-Eastern Areas (Reorganisation) Act, 1971,” but have yet to be verified.
5. The external boundaries and coastlines of India are based on the Record/Master Copy of Survey of India.
6. The state boundaries between Uttar Pradesh & Uttarakhand, Bihar & Jharkhand, Madhya Pradesh & Chhattisgarh and Andhra Pradesh & Telangana have not been verified by the Governments concerned.
7. The spellings of names in the maps, have been taken from various sources.
8. The scale given on the maps are approximate.
9. The state of Jammu & Kashmir has been divided into two Union Territories, i.e. (i) Jammu & Kashmir and (ii) Ladakh.

## Projects

- A** Work in groups of six and find out more about your state/Union Territory. Write, draw or paste the details in your notebook. ◀ Application of Knowledge
1. Paste a picture of the current Chief Minister and Governor/Lieutenant Governor.
  2. Draw or paste a picture of the state bird, state animal and state flower.
  3. Write the name of the state language. Write your name and the name of the state/Union Territory in that language.
- B** Work in groups and make a calendar. Mark holidays, festivals and birthdays on it. Draw and decorate the calendar as you like. ◀ Collaboration; Creativity



- C** Work in pairs and come dressed in traditional clothes. ◀ Multidisciplinary Approach; Conceptual Understanding

Tell the class:

- what clothes you are wearing,
- which people wear them,
- when people wear them,
- what they are made of.

# SAFAL

## Sample Questions

Read these paragraphs. Tick (✓) the correct options.  
There may be more than one correct option.

- The Himalayas remain very cold and covered in snow throughout the year. The Ganga and Brahmaputra originate in these mountains from the melting snow. Therefore,
  - the water in these rivers is very hot. \_\_\_\_\_
  - they are called original rivers. \_\_\_\_\_
  - these rivers always have water. \_\_\_\_\_
- Fishing is the main occupation of the people who live near the sea. Fish is an important source of food. It is a popular food in all coastal regions. So, most people in Goa, Kerala, Kolkata and Visakhapatnam
  - are fishermen. \_\_\_\_\_
  - eat fish. \_\_\_\_\_
  - do not like fish. \_\_\_\_\_
- The Tricolour and *Jana-gana-mana* are two of our national symbols. They tell us about our country's identity, values and culture. Therefore, we must
  - help them. \_\_\_\_\_
  - respect them. \_\_\_\_\_
  - make fun of them. \_\_\_\_\_
- The Sun and the Moon are heavenly bodies. Both of them are round. The Sun is much bigger than the Moon but the Moon is closer to the Earth.  
Therefore, the Moon
  - looks very beautiful. \_\_\_\_\_
  - is seen even at night. \_\_\_\_\_
  - seems as big as the Sun. \_\_\_\_\_