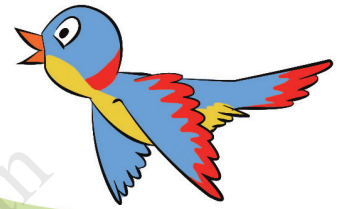




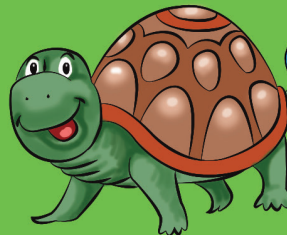
Orient BlackSwan

Inspired ENVIRONMENTAL STUDIES

For the CISCE curriculum



1



Inspired Environmental Studies

has been developed in accordance with the CISCE Environmental Studies curriculum. Its aims are:

- to help students develop an awareness of their natural, social and cultural environment
- to encourage the appreciation of diversity and the development of sensitivity towards others
- to promote curiosity and creativity

Students' book

- complete syllabus coverage
- carefully graded text
- appropriate, well-labelled illustrations and photographs
- appropriate activities and exercises

Let's learn



Learning outcomes

encourage students to take responsibility for their learning



Stop and check

provides checkpoints for teachers and students to evaluate progress



Get going

helps focus and direct students' attention to the lesson



Activities

help students learn through practical exercises



Go further

provides additional, interesting, relevant information

Eco corner

presents issues that are an environmental concern

Let's revise



In a nutshell

is a comprehensive revision corner

Keywords

lists important words and their definitions

Summary

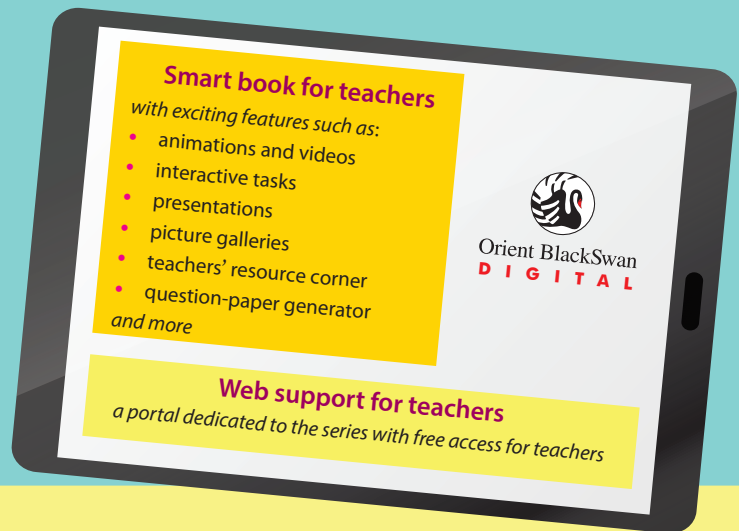
lists the main points of the lesson briefly

Glossary

presents important words for quick revision at the end of the book

Teachers' resource pack

- lesson plans
- question bank with answers
- worksheets with answer key
- question papers with answer key
- answer key to the exercises in the students' book



Let's apply



Checkpoint

covers a variety of exercises (objective type, short answer and long answer)



Think and answer

encourages students to develop higher-order thinking skills necessary for the 21st century



Picture study

offers picture-based questions that encourage students to observe, identify and relate concepts to real life



Hands-on

offers a variety of projects that reinforce 21st century skills through experiments, model-making, discussion, role-play, research work, report writing and so on



Subject integration

presents additional activities explicitly linking multiple subjects



Life skills and values

help children develop skills needed for everyday life and values needed to be well-adjusted members of society

Let's know more



People in focus

describes the life and work of famous people to inspire students

Heritage corner

presents exciting and accurate information on India's heritage



Internet links

provides sources for further study and research

Let's work

- **Worksheets** a workbook corner with worksheets covering all lessons
- **Test papers** short papers to help students develop test-taking skills

CISCE CURRICULUM

KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED TRANSACTIONAL PROCESSES	SUGGESTED LEARNING RESOURCES
<ul style="list-style-type: none"> Personal details of self: name, parents' name, address, phone number, birthday date, etc. Parts of the body (External: head, chest, legs, hands, shoulders, elbows, wrists, fingers, face, cheeks, etc.). Sense organs and functions. Likes & dislikes of oneself. Hobbies 	<p>Children will be able to:</p> <ul style="list-style-type: none"> share and verbally communicate their personal details, i.e. own name, name of parents/siblings, address, birthday date, phone number, etc.; identify and name the parts of the body; distinguish between functions of different parts of the body (both sense organs and large parts); draw various parts of the body (large parts); share their hobbies, likes and dislikes and learn to appreciate those of others; identify the differences in the peer group – hair, eye colour, height, weight; solve (6-8 pieces) body puzzle problems independently; make choices about their belongings; identify their own and others' feelings (sad, angry, happy, surprised, excited); learn to develop control over emotions; demonstrate use of extended vocabulary related to the theme; engage in and learn to cooperate in small and large group activities. 	<p>Theme 1: About Me (Lessons 1, 2, 3 and 4)</p> <ul style="list-style-type: none"> Providing opportunities for sharing personal experiences. Using various action songs, drawings for self-awareness. Initiating discussion on body parts/personal things. Providing jigsaw puzzles on making parts of the body. Developing models of the different body parts from clay Providing opportunities to observe picture cards (flash cards) and matching them with their function related cards. Video watching on parts of the body. Discussing differences among peer group and learning to appreciate the differences. Designing activities for children to learn how to look after themselves. Involving children in origami activity to develop creative expression. Making of clay model on body parts, personal objects. Involving children in hobbies/ to develop various skills such as drawing, picture reading, creative expression, verbal communication skills. Providing opportunities to attempt to write poems, songs, to develop verbal and creative expression. Engaging children in the upkeep of the classroom after playing with activity material (to learn cooperation and working together) Giving simple projects (with the support of elders) such as flip book, photo album, etc. 	<ul style="list-style-type: none"> Children's own learning experiences related with their personal things, body parts. Picture cards on body parts and their functions Jigsaw puzzles. Poems/riddles, songs, jingles on this theme. Flip book on body parts and their functions. Photo album of self with family. Video on body parts/puzzles. Name games. Colour and shape dominoes.
<p>Subject integration: Health & Physical Education, Arts Education and Languages</p> <p>Life skills: Self-awareness, Co-operation, Working in teams</p>	<p>Theme 2: Others in My World (Lessons 5 and 6)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> name the family members verbally; identify and differentiate between a Joint and Nuclear Family; appreciate variation in family structure and discuss reasons for differences; identify and share information on festivals celebrated in the family; identify relationship with different family members, describe (name) the relationship; draw the family tree of close relatives (grandparents, parents, children); describe the family's role and responsibilities in his/her own words; discuss and share personal experiences related to one's family; appreciate need for neighbours (society) and friends; appreciate how neighbours help one another in day-to-day life. 	<p>Theme 2: Others in My World (Lessons 5 and 6)</p> <ul style="list-style-type: none"> Providing opportunities to share the names and number of members in the family (through bar graph or family tree). Listing and describing people children meet/see in their neighbourhood. Opportunities for describing festivals and fun time with family and friends. Providing opportunities to discuss and share role of family members and their habits/hobbies. Organising activities to draw pictures/paste photographs of family members, friends. Guiding/ assigning project to children to develop and draw family tree of family members Developing creative expression – through drawings, origami, puppet making, making photo albums, songs and poems related to this theme. Identifying and organizing indoor and outdoor games (in groups) and discussing the rules of the games. Appreciating differences in family members and respecting their differences. Creating a book on 'About me'. 	<ul style="list-style-type: none"> Thumb impression (creative expression). Puppet show (story narration). Flash card/PPT for quiz celebration. Family album. Flip booklet. Experiences related to festival celebrations. Games and recreational activities. Activities/games related to the five senses. Circle time activities.
<p>Subject integration: Mathematics, Arts Education, Languages</p> <p>Life Skills: Self-awareness, communication skills</p>	<p>Theme 3: My Needs – Food We Eat (Lesson 7)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> name and discuss about food items eaten at home; identify food items eaten in raw/cooked form and give examples of each; cite examples of food items got from plants; cite examples of food items got from animals; enlist food items cooked during festivals; give reasons why food of the young ones is different from that of adults; develop sensitivity towards food so that it is not wasted; 	<ul style="list-style-type: none"> Discussing children's personal experiences related to food eaten at home. Discussing and enlisting food items eaten by them and not eaten by them. Showing and using various kind of actual food items & discussing about them in the class. Showing raw/cooked food. Showing and discussing about plant/animal product as food. Sharing narratives to inculcate values regarding respect for food. Developing observing, classifying skills by using various food items as group activity. Providing opportunities to collect/ make poems/songs /riddles on food to develop creative expression skill. 	<ul style="list-style-type: none"> Actual food items (for identification). Pictures of various food items received from plants and animals (Picture cards), picture dominoes. Crossword puzzles and quizzes on food. Lists of food items cooked during different festivals in the family with pictures. Project Work (Plants and animals as a sources of food) Papers.

KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED TRANSACTIONAL PROCESSES	SUGGESTED LEARNING RESOURCES
<ul style="list-style-type: none"> distinguish between food items obtained from plants and animals; demonstrate healthy eating habits appreciate the diversity in food items in different families; 	<ul style="list-style-type: none"> distinguish between food items obtained from plants and animals; demonstrate healthy eating habits appreciate the diversity in food items in different families; 	<ul style="list-style-type: none"> Providing opportunities to do project work on the theme food (Plants as a source of food, animals as source of food). Organising a discussion on food variation among family members (the old, the young and the infants). Drawing pictures of food items, colouring, naming them, and doing activities related to origami. 	
Subject Integration: Languages, Health and Physical Education			
Theme 4: My Needs – Water (Lessons 17 and 18)			
<ul style="list-style-type: none"> Uses of water in the family. Sources of water at home and in the surroundings. Storage of water in the family. Simple properties of water (colour, taste, smell, shape). Activities done with and without water in the family. Need for judicious use of water, reuse of water in the family. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> name and identify various sources of water available at home/in the surroundings; describe the various uses of water in the family; describe simple properties of water (observable only); distinguish activities done with water and without water; identify and name the vessels used to store water at home/school; give reasons for storage of water at home; appreciate the re-use of water related activities; discuss ways to avoid wastage of water. 	<ul style="list-style-type: none"> Initiating discussion on this theme related to children's personal experiences. Providing opportunities to collect pictures of various sources of water, observed or used in the surroundings. Discussing the activities done with/without water in day-to-day life (individually and in groups). Providing opportunities to draw, show pictures of water sources and name them. Conducting simple activities/experiments to observe properties of water (observable only with elders). Group assignment to do project work on judicious use of water (Writing slogans, ways to save water, creative expression). Conducting activities to enlist ways to save water. 	<ul style="list-style-type: none"> Children's daily life experiences Children's local language related to water theme. Pictures of various sources of water. Worksheets on different key concepts prepared by the teacher. Narratives/stories/life experiences on judicious use/reuse of water. Audio/Videos on water usage and storage. Project work by children – messages and slogans on judicious use of water.
Subject Integration: Arts Education, Languages, Health and Physical Education. Life Skills: Self-awareness, Communication skill, Team work, Decision making.			
Theme 5: My Needs – Shelter (Lessons 9 and 10)			
<ul style="list-style-type: none"> My House, Types of houses in the neighbourhood. Description of a child's own house. Areas/Places, rooms in the house and work done in these areas/ places. Need for a house. Cleanliness of a house. Use of dustbins. Ways of decorating houses. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> describe (own words) their own house and name the different areas in the house; distinguish between various kind of houses seen in the surroundings; discuss and give reasons (own words) for the need for a house; cleanliness of a house; develop creative expression i.e., decorating the house, writing songs, poem; involve in hands-on activities, i.e. making a house, dustbin, Rangoli and decorating material for houses. 	<ul style="list-style-type: none"> Creating situations for discussing/sharing personal experiences. Providing opportunities to observe pictures of various kind of houses to discuss and appreciate the variations. Assigning activities to draw pictures of children's own houses and writing a few lines about their houses. Making a collage of pictures of houses made by children as a group activity. Writing/Collecting poems/rhymes on houses and sharing them with peers. Demonstrating some hands on activity i.e. models of houses made from clay, hardboard, making a dustbin. Asking children to make decorative articles for the house. Organizing group discussions on keeping the house clean. Making a model by using clay/other material available in the environment. 	<ul style="list-style-type: none"> Videos. Pictures/drawings of different types of houses. Clay. Worksheets developed by the teachers. Models of houses Decorative articles
Subject Integration: Languages, Arts Education			
Theme 6: My Needs – Clothing (Lesson 8)			
<ul style="list-style-type: none"> Need for clothes for human beings. Dresses worn by self and family members, school uniform, name of clothes worn by males and females at home. Variety of clothes/dresses worn in different seasons, occasions (festivals), by self/family members. Care of clothes/ dresses (cleanliness). 	<p>Children will be able to:</p> <ul style="list-style-type: none"> explain the need and importance of clothing for human beings. share and name various kinds of clothes/dresses worn by them and their family members; identify the kinds of clothes/ dresses worn by them and their family members; differentiate the different kind of dresses worn in different seasons/ festivals / on other occasions; appreciate the importance of clothes in daily life. 	<ul style="list-style-type: none"> Discussing with children about their personal experiences. Talking about clothes being worn on various occasions. Providing opportunities to draw pictures of dresses worn by them, colouring and naming them. Giving opportunities to make various kind of dresses by using used papers/newspapers. Assigning project work on origami (paper folding). Organising activities to discuss ways to take care of clothes/festival clothes. Discussion with teacher and peer group on cleanliness of dresses. 	<ul style="list-style-type: none"> Children's learning experiences Pictures/visuals of various kind of dresses. Pictures/Samples of dresses worn on various occasions. Newspapers to make dresses by paper folding (origami).
Subject Integration: Languages			
Theme 7: My Needs – Air (Lesson 19)			
<ul style="list-style-type: none"> Some observable features of air (Air has no colour. We feel air when the wind blows). Uses of air in daily life. Need for clean air Harmful effects of unclean air by giving examples. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> demonstrate awareness (by citing examples) about the presence of air in the surroundings; appreciate the use of air by living beings; give reasons how air gets unclean/polluted; identify and list out the harmful effects of unclean air for living beings; 	<ul style="list-style-type: none"> Undertaking/Demonstrating to show children the properties of air (air has no colour, one can feel it). Discussing reasons why air gets polluted (effect of smoke, fuel burning of garbage may be discussed). Exploring sharing and discussing children's experiences about air in the morning, afternoon, evening time in an open place. 	<ul style="list-style-type: none"> Children's experiences related to their immediate surroundings in the morning and evening time. Films on the harmful effect of polluted air. Balloons, kites to demonstrate presence of air.

KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED TRANSACTIONAL PROCESSES	SUGGESTED LEARNING RESOURCES
<ul style="list-style-type: none"> Planting of trees to keep air clean and fresh. <p>Integration: Languages, Health & Physical Education Life Skills: Self-awareness, Awareness for healthy living</p>	<ul style="list-style-type: none"> conduct simple experiment/activities related to properties of air (with the support of elders); appreciate the need for planting trees to get the clean air. 	<ul style="list-style-type: none"> Demonstrating that under trees air is fresher, cleaner and also conducting deep breathing exercises. Assigning projects to groups on ways to keep air clean. 	<ul style="list-style-type: none"> Water, matchbox for activity. Rhymes/storybook on air.
Theme 8: Keeping Oneself Clean, Safe and Healthy (Lessons 11 and 12)			
<ul style="list-style-type: none"> Personal hygiene (hand wash, body, nail, teeth, hair, clothes). Cleanliness in the house and surroundings. Use of dustbin in House/school. How to keep body healthy and fit: rest, exercise, yoga, deep breathing, play games (awareness level). Indoor and outdoor games for recreation. Safety at home and outside. Good/bad touch. Safety at public places <p>Subject Integration: Languages, Health and Physical Education Life Skills: Self-awareness and self-protection.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> demonstrate personal hygiene of body and clothes; demonstrate healthy habits and safety in school/home/playground; list out reasons for maintaining a healthy body; show awareness of self-protection; differentiate between good and bad touch by persons at home, relatives in the neighbourhood /public places, school; demonstrate awareness and need for clean surroundings; participate in recreational activities (games, play); discuss personal problems with family members; demonstrate simple exercises/<i>asanas</i> for keeping the body healthy. 	<ul style="list-style-type: none"> Discussing about the need of cleanliness at home, school and surroundings. Sharing / demonstrating yoga exercises and explaining their benefits. Organising activities and listing some indoor and outdoor games enjoyed by children. Making children aware of good and bad touch by elders at home/school/ neighbourhood and at public places through sharing of experiences and narratives. Organising group work to involve children in creative expression activities. 	<ul style="list-style-type: none"> Charts/poster/collage/booklet by pasting pictures related to this theme. Asking a yoga instructor to teach few basic <i>asanas</i>. Show and tell activity. Create a play corner with some indoor games displayed for children to use. Narratives for self-protection. Awareness related activities.
Theme 9: Places in the Neighbourhood (Lessons 13 and 14)			
<ul style="list-style-type: none"> Various places- Market, Hospitals, Parks, Banks, Fire station, Post office, Bus Stop, Railway Station. People involved with various professions (Policeman, Doctor, Nurse, Teacher, Gardener, Milkman, Driver, Bus/Train conductor). Role of community members in the up-keep of public places. <p>Subject Integration: Languages Life Skills: Respect, dignity of labour.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> identify various places, i.e., school, hospital, park, water bodies in the neighbourhood; discuss the roles played by various people in these places; appreciate the role played by the people in keeping these places clean; discuss the role of each place in day-to-day life; demonstrate how to behave in public places. 	<ul style="list-style-type: none"> Discussing with children about their personal experiences, about different places /professions. Providing opportunities to visit some important places. Interacting with people who are involved in different professions related with the identified places. Conducting survey/interview with children to get hands-on experiences. Assigning simple group/individual projects to children to collect pictures of neighbourhood places and the role played by different people. 	<ul style="list-style-type: none"> Picture cards of various places and people involved in various professions. People from different professions. Narratives/stories/children's own experiences. Poem/songs on the above theme. Project Work. Discussion among peer group, teachers and elders. Mock /drill exercise. Role play.
Theme 10: Plants (Lesson 15)			
<ul style="list-style-type: none"> Plants/Trees in the surroundings/ in the school (their names only) Plants on land, water, climbers (names with pictures) Medicinal herbs/plants that are used in daily life. Kinds of fruits, vegetables we eat. Edible parts of plants (fruits, seeds, leaves of some plants and their names). <p>Subject Integration: Health and Physical Education, Languages. Life Skills: Sensitivity towards care and protection of the environment.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> know about plants and the main parts of a plant; identify and name various plants seen in the surroundings; distinguish between plants that grow in water and on land; cite examples of some medicinal plants used at home; draw and label the main parts of plants; appreciate the uses of plant products; develop sensitivity towards care and protection of plants. 	<ul style="list-style-type: none"> Providing opportunities to share/discuss children's experiences in the class. Providing opportunities by organizing visits to observe and explore various kinds of plants available in the nearby surroundings. Discussing plant variations seen based on observation, i.e. colour, shape, size, aroma of leaves, size of plants. Group work to discuss uses of plants in our day-to-day life, particularly medicinal plants. Providing opportunities to draw pictures, collect photos, songs. Involving children in project work (collection of pictures, drawings of plants.). Discussing / questioning on care and protection of plants. 	<ul style="list-style-type: none"> Plants seen in the school and at home. Pictures of some plants that grow in water and on land. Picture cards of plants. Nearby places, gardens, picnic spots. Development of picture books, cards.
Theme 11: Animals (Lesson 16)			
<ul style="list-style-type: none"> Animals seen in the children's surroundings. Pet, wild and domestic animals. Care and compassion for pet animals. <p>Subject Integration: Languages Life Skills: Sensitivity towards care and protection of the environment.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> recognize and name the animals/birds seen in the surroundings; identify and name the main body parts of animals; identify and differentiate between pet, domestic and wild animals by citing examples; 	<ul style="list-style-type: none"> Providing opportunities to children to share and narrate their experiences related to animals seen by them in their surroundings. Providing opportunities for observations through different ways i.e. nature walk, visit to nearby garden/zoo, with elders, parents and teachers. Showing animal cards/pictures/films. Facilitating play with puzzles and quizzes on animals. 	<ul style="list-style-type: none"> Nearby garden/zoo. Picture cards of animals/birds. Charts of animals of domestic, wild, pet, birds and display in the classroom.

KEY CONCEPTS	LEARNING OUTCOMES	SUGGESTED TRANSACTIONAL PROCESSES	SUGGESTED LEARNING RESOURCES
<ul style="list-style-type: none"> Name some common birds seen in the surroundings. Some common animals/birds living in water, land, air (name only). Sounds of some familiar animals and birds. Draw pictures/ make masks of common animals and birds. 	<ul style="list-style-type: none"> list common animals and birds that live in water, land and in air; recognize the sounds made by some common animals and birds and mimic them; draw pictures of pet and wild animals and label their main body parts; sing/recite songs/poems on animals and birds; show concern and compassion for animals and birds; appreciate the variation and beauty in animals and birds. 	<ul style="list-style-type: none"> Organizing group activities with children to recognize sounds of animals, birds, their movements and imitating them. Asking children to draw pictures/paste pictures of some animals and write their names, some features such as, body parts, sounds, etc. below the pictures. Grouping and sorting activities with animal cards. Providing opportunities to develop masks, origami work for creative expression. Assigning Project Work, i.e. picture book, cards, drawings. Creating situations to sensitize children towards animals through discussion, sharing experiences, stories, narratives. 	<ul style="list-style-type: none"> Collection of some songs, poems on animals. Documentary film on animals. Develop bird bath. Drawings of animals made by children. Origami work, masks of animals.
Theme 12: Transport (Lesson 20)			
<ul style="list-style-type: none"> Different kinds of transport in the surroundings. Different Modes of transport (land, air, water). Parts of vehicles. Occupations related to transport. Noise in the surrounding by vehicles. Traffic police and Traffic signals Emergency vehicles (Fire, Ambulance, Police, etc.) Misuse of Transport. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> identify the different modes of transport available in the surroundings; identify different professions related to transport; differentiate between the various kinds of transport used on land, in water and air; cite examples of each kind of transport (air, water, land); discuss and reason out the causes of noise in the surroundings; draw and collect pictures of various kind of transport; develop stories/ poems/ songs to express one's own ideas (creative expression); appreciate the role of traffic police, traffic lights; suggest ways to reduce smoke and noise. 	<ul style="list-style-type: none"> Providing opportunities to share children's experiences about transport. Exploring children's ideas about modes of transport through brainstorming and discussion. Providing opportunities to children to collect pictures of vehicles, draw pictures of different modes of transport. Organising discussion on causes of noise and air (smoke) pollution, uses and misuse of transport Conducting group activities to identify, classify and differentiate different types of vehicles. Organising mock drill exercises/ role play of persons involved in this work Discussing eco-friendly technology being adopted. 	<ul style="list-style-type: none"> Children's experiences. Narratives created and compiled by children. Poems/ songs compiled on transport. Pictures/drawings of various kinds of vehicles. Mock drill of traffic rules Children's drawings on different kinds of vehicles. Project Work (traffic light)
Theme 13: Communication (Lesson 21)			
<ul style="list-style-type: none"> Means of communication at home, in the neighbourhood, (Radio, TV, Newspaper). Different ways of communication. Uses, misuse of communication. Use of ICT in communication (email, SMS, internet at the awareness level only). 	<p>Children will be able to:</p> <ul style="list-style-type: none"> enlist different ways of communication used in the family; discuss (with elders) the more common ways of communication used by the family; identify and discuss other ways of communication available in the surroundings; discuss uses of various ways of communication; identify uses and misuses of ICT communication. 	<ul style="list-style-type: none"> Providing opportunities to share the various ways of communication in the family, surroundings and describe them. Creating situations to develop poems/songs for developing divergent thinking/creative expression on communication in children. Giving children opportunities to draw pictures. Organising group activities to discuss uses and misuses of communication. Doing puzzles (jig-saw). Providing opportunities to children to develop awareness on use of e-mails, internet, telephone, letters, organising activities to use non-verbal ways of communication. 	<ul style="list-style-type: none"> Children's experiences. Narratives created by children. Poems/ songs compiled on communication. Pictures/drawings of various means of communication.
Theme 14: The World Around Me (Sun, Moon, Sky and Stars) (Lesson 22)			
<ul style="list-style-type: none"> Sky in the morning, afternoon and evening. Cloudy and sunny days. Sky in the night—stars, moon. Sun in the summer, winter, and rainy days. Weather in summer, winter and monsoons. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> identify the heavenly bodies seen in the morning and at night in the sky; discuss about the heavenly bodies (sun, moon and stars) in their own words; draw pictures of the sun, moon and stars and colour them; discuss and differentiate between sunny and cloudy days' experiences in their own words; describe and differentiate between summer, winter and rainy days' experiences. 	<ul style="list-style-type: none"> Asking children to share their experiences of day/night time about the sky. Collecting poems/songs on heavenly bodies. Organising some activities such as dramatization (using masks) on sun, star, moon. Assigning projects to groups of children on the sky and heavenly bodies (collecting information and pictures with the support of elders). Organising group activities—collage, puppet, mask making. 	<ul style="list-style-type: none"> Stories and songs related to sun, moon, stars (collected or created). Structured conversation on each heavenly body Puppet play, masks (sun, moon and stars). Children's personal experiences.
Subject integration: Languages, Mathematics (patterns)			

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4

My Senses



Learning outcomes

By the end of this lesson, you will be able to:

- say what sense organs are
- understand how sense organs help us

Your pulao is so colourful and smells so good!

It's tasty! Here, have some more.



Get going

Which parts of their body do Seema and Sajid use to see, smell and taste the food? Tell your teacher.

WHAT ARE SENSE ORGANS?

Sense organs are parts of the body that help us to learn about things around us.

We have five sense organs. They are the eyes, ears, nose, tongue and skin.

HOW DO SENSE ORGANS HELP US?

Our sense organs help us to learn about the world around us.



Our eyes help us to **see** things.



Our ears help us to **hear** sounds.



Our nose helps us to **smell** things.



Our tongue helps us to **taste** food.



Our skin helps us to **feel** if a thing is hot or cold, and soft or hard.



Go further...

The skin covers the whole body. That is why we can feel with every part of our body!

Seeing, hearing, smelling, tasting and feeling are what our **senses** help us to do.



In a nutshell

SUMMARY

- We have five sense organs—eyes, ears, nose, tongue and skin.
- Our sense organs help us to learn about the world around us.

KEYWORDS

organ a part of the body



CHECKPOINT



A. Fill in the blanks.

1. I cannot see anything outside a window without my _____.
2. I can taste with my _____ how sweet ice cream is.
3. I use my _____ to know if my cup of milk is cold.

B. Answer these questions. Tell your teacher which sense organ helps you to answer each question.

1. What colour is the shirt in the picture?
2. Does your school bell make a loud noise?
3. Which flower do you like to smell?



C. Answer the following questions.

1. What are the sense organs?
2. Give two ways in which we use sense organs when we eat.



Think and Answer

You are in a dark room where you cannot see anything clearly. How will you find your way to the door to come out of the room?



Picture Study

Tell your teacher which sense organs are being used in each picture.



1.



2.



3.



Life Skills and Values

1. Our skin is an important sense organ. It also keeps our body free from dirt and germs. Keep your skin clean. Do not scratch it with your nails or other sharp objects. If you get hurt, germs can enter your body. Always go to an older person in your family for help if you get hurt.
2. Danish was talking very loudly over the phone. His sister Rita asked him to speak softly as he was disturbing her while she was studying. Danish started to speak softly. What values did Danish show?



Hands-on

On a sheet of chart paper, draw pictures of the things you like to do most using the different sense organs. For example, you may like to feel the softness of a blanket and read your favourite comic book. Show your classmates your pictures.



Subject Integration

(Health and Physical Education)

If we read in a room where there is not enough light, our eyes will get tired. Switch on the light in your room if there is not enough light. Sit up and read so that light falls on your book.



People in Focus

Aristotle

Aristotle was a wise man in ancient Greece. He was the first person who said that we have five senses. He also named the five sense organs and explained their uses.



Internet Links

http://www.kviekids.org/games/discover_science/my_five_senses.htm



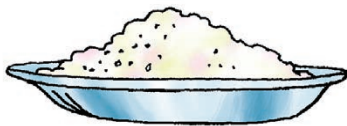
Food We Eat



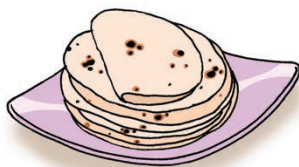
Learning outcomes

By the end of this lesson, you will be able to:

- list foods that we get from plants and animals
- describe how foods are eaten either cooked or raw
- explain the difference between foods eaten every day and those eaten during festivals



Cooked rice



Chapattis



Pulses



Get going

Draw and colour your favourite fruit.

We need food to live and grow. Food gives us energy to work, play and think.

We get food from plants and from animals.

FOOD FROM PLANTS

We get **rice**, **wheat**, **pulses** (*dal* or *paruppu*), **fruits** and **vegetables** from plants. Bread and *chapattis* are made from wheat.



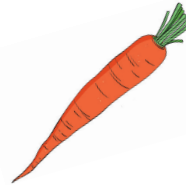
mango



banana



papaya



carrot



beans



cabbage



apple



cherries



spinach



potato

Fruits

Vegetables

We eat rice, wheat, pulses and most vegetables cooked. Cooking makes them taste nicer. But we eat all fruits and sometimes vegetables such as cucumbers, carrots and onions raw.¹



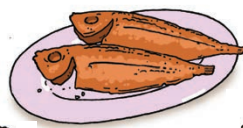
Raw and cooked vegetables

FOOD FROM ANIMALS

We get **eggs**, **meat**, **fish** and **milk** from animals. Milk is used to make **butter**, **cheese**, **curd** and **ghee**.



eggs



fish



meat



milk



butter



cheese

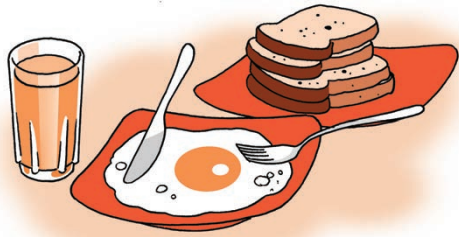


curd

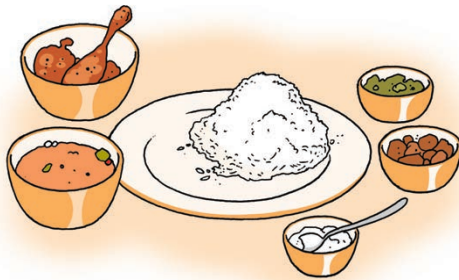
Food from animals

Food made from milk

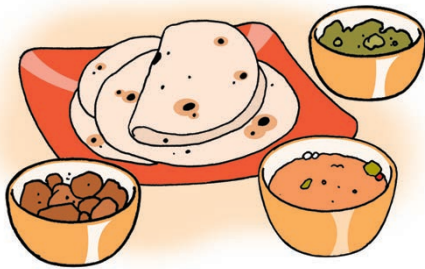
¹raw without cooking



breakfast



lunch



dinner

Meals in a day

MEALS THAT WE EAT

We eat three **meals** in a day. We have **breakfast** in the morning, **lunch** in the afternoon, and **dinner** in the evening.

We should try to eat different kinds of food at mealtimes. Eating the right amounts of different kinds of food keeps us healthy.

Babies drink milk or eat soft food. Elderly people eat soft foods too. They find it difficult to chew.

Patients or people who are sick need to eat food which has very little oil and spice.²

FESTIVALS AND FOOD

We make special foods such as *laddoos*, *jalebis* and *halwa* on special days. Here are some foods that are made for festivals.



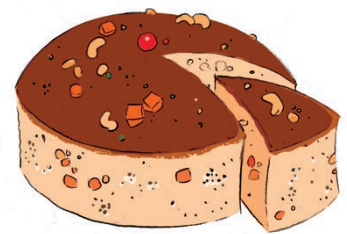
Gujia for Holi



Chakkara pongal for Pongal



Sevaiyan for Eid



Christmas cake for Christmas

²spice something that is added to food to make it tastier



In a nutshell

SUMMARY

- We get rice, wheat, pulses, fruits and vegetables from plants.
- We get eggs, meat, fish and milk from animals. Milk is used to make butter, cheese and so on.
- We eat three meals in a day—breakfast in the morning, lunch in the afternoon and dinner in the evening.
- Babies, elderly people, patients and people who are sick eat different foods.
- We make special foods on special days, such as Eid, Holi and Pongal festivals.

KEYWORDS

ghee a type of butter

patient a person who is being given medicines for an illness

pulse a kind of seed that we eat



CHECKPOINT



A. Fill in the blanks.

1. The papaya is a _____ that we eat.
2. Cheese is made from _____.
3. The meal we eat in the morning is _____.
4. _____ is a special food that is made for Eid.

B. Say if the statements are true or false.

1. All vegetables are eaten raw.
2. Meat is a food that we get from animals.
3. We should eat different kinds of foods at mealtimes to keep ourselves healthy.

C. Answer the following questions.

1. How many meals do we have in a day? Name them.
2. What kinds of food do babies and patients have?



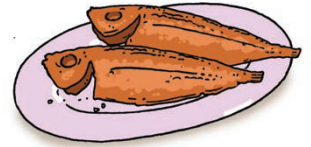
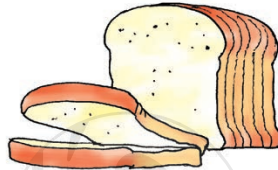
Think and Answer

Mita's baby brother does not have the same kind of food that she does. Why is that so?




Picture Study

Circle the foods that we get from plants.



Life Skills and Values

1. Sayeed forgot to bring his lunch to school. Harish gave Sayeed half his lunch so that he would not stay hungry. What values did Harish show? 
2. Many people do not get enough food to eat. Many people work very hard to bring us our food too! We should feel grateful for our food. We should not waste food or throw it away.



Hands-on

1. Hold a food quiz in your class. Collect pictures of different foods from plants and animals. Hold the pictures up in your class one by one. Ask your classmates to say whether the food in the picture is from plants or animals.
2. Bring your favourite fruit to class and have a show-and-tell. Now, make a

fruit salad with all the fruits that you and your classmates have brought! With the help of your teacher, wash the fruits and slice them into pieces. Mix them together in a large bowl. Share the fruit salad at lunch time.

3. What kinds of food did you and your family eat at home yesterday? Fill in the table. Does anyone in your family need to eat soft or simple food? Compare your table to your partner's.

Family member	Breakfast	Lunch	Dinner
Me			



Subject Integration

(Health and Physical Education)

Over-eating (eating more food than you need) is bad for our health. Eat only when you feel hungry and stop eating when you feel full. It is important not to waste food too. So, take a little food at a time on your plate. If you are still hungry, you can always serve yourself more food.



Internet Links

<http://www.foodafactoflife.org.uk/Activity.aspx?siteId=13§ionId=54&contentId=173>

Inspired ENVIRONMENTAL STUDIES

For the CISCE curriculum
CLASS 1



Orient BlackSwan

The Inspired Environmental Studies series is mapped perfectly to the National Education Policy 2020.

The National Education Policy (NEP) 2020 emphasises certain crucial parameters based on content and pedagogy.

The Inspired Environmental Studies series provides a rich range of exercises and activities for each of the parameters.

Here is a quick reference guide to some of the examples in this book.

21st Century Skills

A broad set of skills, knowledge, work habits and character traits that are important for success in the 21st century

Experiential/Constructivist Approach

Learners construct their knowledge, based on what they already know, through experience or by doing and reflection

Integrated Approach

An approach to teaching and learning that works by connecting knowledge and skills across the curriculum, by bringing real life examples to the classroom

The NEP parameters	Features	Page nos.
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Creativity	Hands-on, point 2	93
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	Activity	82
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Life Skills	Life Skills and Values	7
	Life Skills and Values	11

Sustainable Development Goals

A framework of 17 global goals designed to be a blueprint to achieve a better and more sustainable future for all

The NEP parameters	Features	Page nos.
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India Knowledge

A strong focus on ancient knowledge from India, traditional values, modern developments and future aspirations

Digital Integration

The use of digital tools to enhance and support the teaching-learning process

ICT/Digital resources

Teachers' Smart Book - Flipbook, Animations, Videos, Presentations, Picture Galleries, Interactive Tasks, Embedded Questions, Lesson Plans, Students' Book Answer Key, Worksheets with Answer Key, Question Paper Generator

Teacher Empowerment

Teachers' Resource Pack - Lesson Plans, Students' Book Answer Key, Question Bank with Answer Key, Worksheets with Answer Key, Test Papers

Teachers' Website - Chapter e-Book, Presentations, Picture Galleries, Animations, Videos, Students' Book Answer Key, Worksheets with Answer Key, Interactive Tasks, Lesson Plans, Question Bank with Answer Key



Follow us at

OrientBlackSwanSchools

3-6-752 Himayatnagar, Hyderabad 500 029, Telangana, INDIA
 customercare@orientblackswan.com | www.orientblackswan.com