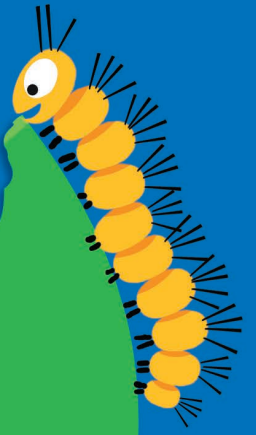




# NEW GREEN TREE



ENVIRONMENTAL STUDIES



# New Green Tree

## The Package



Student's Edition



Teacher's Manual



Smart Book



## Main Features

### New Features

Warm Up Get Active  
MCQs HOTS  
Life Skills and Values  
Our Heritage

### WARM UP

Introduces the lesson in an engaging manner and encourages students to think and discuss

### The Text

Provides students simply-worded content supported by colourful and child-friendly images and illustrations

### Get Active

Promotes a better understanding of the topic through activities and questions embedded in the text

Some houses have many **rooms**. We do different things in different rooms.

We sit and talk to our friends or watch TV in the **drawing room** or **living room**.



We cook in the **kitchen**.

Birds make the nest strong on the outside, but soft and warm on the inside with moss, cotton, grass and leaves to keep the eggs warm.

Some birds build their nests on the ground. Some make round nests from grass and other plants; some birds dig holes in the ground and lay their eggs in the holes.



A snow goose's nest on the ground



The western grebes on its floating nest

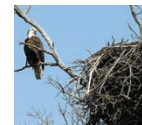
**Water birds**, like the grebe and the loon, sometimes build nests on or close to the water. These nests are floating rafts made of water plants, and are fastened to the plants growing in lakes and ponds.

**Weaverbirds** make their nests by weaving, knotting and twining grasses. You may have seen their nests hanging from the trees. They look like beautiful hanging baskets.



The weaverbird sitting on its nest

Owls do not usually build nests. They use the abandoned nests of other birds.



Eagles build their nests on trees with sticks and twigs



Woodpeckers make holes in tree trunks to use as nests



Sparrows use sticks and grass to build nests on trees

### DID YOU KNOW?

Presents extra information that makes the topic under study more interesting

### Higher Order Thinking Skills

Requires the use of Higher Order Thinking Skills to answer challenging questions

### ACTIVITY TIME

Offers a range of hands-on and enjoyable activities and tasks that enable students to learn as they do

### LIFE SKILLS AND VALUES

Helps to develop essential skills and inculcates good values

### OUR HERITAGE

Exposes students to India's past and inspires respect for our rich heritage

## Rhyme Time

### Hop a Little



Hop a little, jump a little,  
One, two, three.  
Skip a little, run a little,  
Tap one knee.  
Bend a little, stretch a little,  
Nod your head.  
Yawn a little, sleep a little,  
In your bed.



### EXERCISES

- Fill in the blanks
- True or false
- MCQs
- Word grid
- Match the columns
- Complete the sentences
- Crossword puzzle

### web links

Provides links to additional information on the internet

### Yoga



# IV

## CLASS IV

### ENVIRONMENTAL STUDIES



Questions	Key Concepts/ Issues	Suggested Resources	Suggested Activities
<p><b>1. Family and Friends</b></p> <p><b>1.1 RELATIONSHIPS</b></p> <p><i>Your mother as a child</i></p> <p>When your mother was your age who were the relatives she lived with?</p> <p><i>Where do babies come from?</i></p> <p>Have you seen a newborn baby - where did she come from? Where does the puppy/ kitten/ calf/ chick come from?</p> <p>Do you know of people who are looking after/ have adopted a child?</p> <p><i>My extended family</i></p> <p>Are there things you learn from your family members? What? Do you do anything different from other members of your family? Do all your family members live with you all the time? When do you meet members of your family who do not live with you? What festivals do you celebrate together?</p>	<p>Change with time in people residing together. Family tree today.</p> <p>From the mother's body; mother-child relationship; Foster parents and adoption</p> <p>Family as a microcosm; (Family values – gender, earning capacity, decision making, caste, religion perceptions etc.); changes in family value system – lead to changes in society; Festivals and family gatherings</p>	<p>Discussion with mother, grandparents and other relatives.</p> <p><i>Kya tum meri amma ho?</i> (NBT story)</p> <p>Family members, family photographs,</p>	<p>Asking questions from mother about her childhood.</p> <p>Story telling and discussion.</p> <p>Discussion on family values, habits within family; discussion on family occasions.</p>





Questions	Key Concepts/ Issues	Suggested Resources	Suggested Activities
<p><b><i>Feeling around with eyes shut</i></b></p> <p>With your eyes and ears closed can you identify the people/animals living with you merely by touching/smelling? By touching can you tell if anything is cold/hot, wet/dry, smooth/rough, sticky/slippery, soft/hard? Are there some things which you are not allowed to touch? Do you feel uncomfortable when some people touch you?</p> <p><b>1. 2 Work and play</b> <b><i>Fun and fights at play!</i></b></p> <p>Do you play the same games at school that you play at home? What things do you use to play with? Does the school provide these? Do you fight while you play? How do you decide the rules for the games? Does anyone stop you from playing? Who and why? Do you play with every child (boys and girls) in your neighbourhood? Are you stopped from playing with certain children?</p>	<p>Sensitivity to people who are differently abled; Senses of smell and touch; emotional response to a caress/slap; 'good' and 'bad' touch.</p> <p>Different games at home and school.</p> <p>Play as a way of social negotiation; rules of each game; fights and the need to negotiate – ideas of fair play.</p> <p>Restrictions on play; playmates from children of different gender or class/caste backgrounds.</p>	<p>Child's daily life experience, observation; narratives related to smell and touch; materials for games and activities.</p> <p>Tom Sawyer – story 'whitewashing the fence' or any other story on 'work' and 'play'.</p>	<p>Guessing game: Group activity where children touch different things with their eyes shut.</p> <p>Discussing and planning rules for local games and playing together in groups; writing them down.</p>





Questions	Key Concepts/ Issues	Suggested Resources	Suggested Activities
<p><i>How they learnt their skills</i></p> <p>In your area do you know the people who do the following: make pots/stitch clothes/ make shoes/cure people/ build bridges/ embroider/fly planes/ repair cycles/ drive buses, etc? How well do you know them – their names, family etc? What tools do they use for their work? Where did they learn how to do these things?</p>	<p>Different occupations in the local region/ country; who does what work.</p> <p>Gender and work.</p>	<p>Local crafts persons and other professionals</p>	<p>Drawing people with their professional tools; talking to some people and describe how they learnt their skills</p>
<p><i>Fun at the fair/Circus</i></p> <p>Have you been to a fair or a circus? Which is the item you liked best – was it a ride, a game, something you saw/ate/bought? When do you fly kites? How do you make them fly?</p>	<p>Ways of recreation.</p>	<p>Circus/fair, a poem on <i>Mela</i>.</p>	<p>Kite-making and kite-flying activity in groups, making tops, writing a paragraph about an experience in a fair/circus.</p>
<p><b>1.3 Animals</b></p> <p><i>Animals and their friends</i></p> <p>Which animals like to move around in groups? Which animals are shy and do not come near you? Have you seen animals playing with or riding on different animals?</p>	<p>Herds; group behaviour; animal-human interaction.</p>	<p>Observation, child’s daily life experience, story on animals moving in groups, visuals</p>	



Questions	Key Concepts/ Issues	Suggested Resources	Suggested Activities
<p><i>Who is attracted to flowers?</i></p> <p>Why do bees/butterflies come to flowers? How do people collect the honey from bee hives?</p>	<p>Honey from flowers; bee hive and basic idea of honey collection.</p>	<p>Film; description Illustrated narratives/discussion with beekeepers on the process of honey collection.</p>	<p>Observation of flowers and the insects that visit them, drawing the flowers, insects,; discussion on colour, fragrance.</p>
<p><i>Long ears or short?</i></p> <p>Which animals have ears? Which animals have hair on their body?</p>	<p>Some animals have external ears. They also have hair.</p>	<p>Child's observation, information/description and illustrations about animals.</p>	<p>Listing and classification of animals with and without ears; with and without hair; drawing them; feeling them.</p>
<p><b>1.4 PLANTS</b></p> <p><b><i>Roots of plants</i></b></p> <p>Do all plants need water to grow? Which part of the plant absorbs water from the soil? When you tug at grass, why does it not come out easily? Why do plants/trees not get uprooted when there is a strong wind? Which roots are eaten by people during famine when nothing else grows?</p>	<p>Plants need water; roots absorb water and hold it to the ground.</p> <p>Roots eaten normally by people like carrots, radish, sweet potato, and during famine.</p> <p>Aerial roots of some plants</p>	<p>Child's observation, information about the roots eaten by people; pictures/specimes of roots.</p>	<p>Observation, collection, drawing of roots of different types, Observing trees/plants whose roots are affected by activities like construction/paving/plastering. Observation and discussion about swinging on <i>pipal/bargad</i> aerial roots.</p>
<p><b><i>Flowers</i></b></p> <p>Which plants around us have flowers? Do they come only at some times of the year? How is the bud different from the</p>	<p>Flowering plants; seasons; observation of buds blossoming into flowers; different shapes, colours, petals, aroma, etc.</p>	<p>Child's, observation, stories/ poems about flowers, a visit to a garden.</p>	<p>Drawing flower motifs for clothes, animals, pots, etc. Making floral decorations; Observing the flowers and</p>



Questions	Key Concepts/ Issues	Suggested Resources	Suggested Activities
<p>flower? What are the different kinds of flowers we have seen – shapes, colours, petals, aroma, etc? What do we use flowers for? Do you eat any flower? Have you seen flowers motif painted on clothes, walls, floors, pots, animals?</p> <p>Who sells flowers in our area? Where do these come from? How are flowers sold - for how much?</p> <p><b>Whom do trees belong to?</b></p> <p>Which plants/trees around you are looked after by people – by whom? Which are not? Whom do they belong to? Who eats the fruit of trees that grow wild?</p> <p><b>2. Food</b></p> <p><b>How we get our food</b></p> <p>How does food reach us? Who grows it? How you seen vegetables and fruits growing? How you seen plants of rice/ wheat/ dal etc? What are the spices do you know? Which spices can we recognize by smelling or tasting.</p>	<p>Flowers used in everyday life, festivals, etc. Floral motifs and designs on clothes, animals, pots, walls, etc.</p> <p>Knowing the local flower seller; some idea of the local unit of measurement (by cubit, fixed garland, each stem, etc.) and cost.</p> <p>Neighbourhood and its plants; wild and domestic plants;</p> <p>Fruits eaten by people living in forests.</p> <p>Cutting trees.</p> <p>From field to <i>mandi</i> - from market to house; grown by farmers; fruit trees, vegetables, cereals, pulses, oil seeds;</p> <p>Spices</p>	<p>Talking to flower sellers, gardeners, etc.</p> <p>Local knowledge, information about domestic and wild plants (NBT books).</p> <p>Discussion with a vegetable seller/retailer in the mandi, / truck driver who transports food items.</p>	<p>buds, noting similarities and differences; observing /smelling and feeling different flowers.</p> <p>Listing of some common trees in the neighbourhood; discussion about ownership of trees; fruits that are not eaten by us.</p> <p>Listing plants children know that provide them food; bringing samples; common spices, observing and drawing samples, recognizing them by smell and taste.</p>







Questions	Key Concepts/ Issues	Suggested Resources	Suggested Activities
<p><b>Special occasions</b></p> <p>When do many people eat together? What food is eaten? Who cooks it? How is it served?</p> <p>Does you get a mid day meal in school? - What items? Who provides the mid day meal?</p>	<p>Community eating; Mid day meal (where applicable).</p> <p>Cultural diversity in foods associated with special occasions like festivals, family celebrations/ ceremonies etc.</p> <p>Boarding school.</p>	<p>Visit to a langar/such occasions, talking to people who cook on such occasions.</p> <p>Narratives about hostel food/pantry car of train.</p>	<p>Discussion on occasions at which there is community eating; Listing of the different foods eaten at different occasions; drawing and descriptions of the large utensil used on such occasions</p>
<p><b>Tongue and Teeth</b></p> <p>How do we taste different foods? How do teeth help us to eat – are all teeth similar? Which teeth have I dropped and how are the new ones different?</p>	<p>Taste, tongue; teeth – types, milk teeth, permanent teeth.</p> <p>Tongue and speech.</p>	<p>Samples of different food items; peer observations; pictures or models of teeth.</p>	<p>Observation of each other's teeth, tongue and mouth; counting teeth; drawing; experiments with different tasting items.</p>
<p><b>Teeth, beaks and claws</b></p> <p>Are the teeth of other animals similar to ours? Can we tell what birds eat by looking at their beaks? Are the claws of birds also different? Is their shape related to the food they eat?</p>	<p>Teeth in some common animals; beaks and claws of birds – relationship with food they eat.</p>	<p>Visit to observe some animals; personal experiences; Visuals; (NBT books on birds.)</p>	<p>Observation and drawings of beaks, claws and teeth of different animals, birds, etc.</p>
<p><b>3. SHELTER</b></p> <p><b>Houses then and now</b></p> <p>Do you live in houses similar to ones your grandparents lived in? Are houses now made of similar materials as was</p>	<p>House change over time; rural and urban differences, multi-storeyed houses along with slums in cities.</p>	<p>Discussion with elders in the family. Visit to any old building in the area; changes in the construction of houses</p>	<p>Making models of houses; collection of materials used to make houses.</p> <p>Drawing pictures of old and new buildings.</p>



Questions	Key Concepts/ Issues	Suggested Resources	Suggested Activities
<p>used then? What are the differences?</p> <p><b>Garbage?</b> What do you do with waste in your house? Where do you throw it? Do you reuse any waste materials? Who takes away the garbage?</p> <p><b>Where animals live</b> Do animals live in shelters? Which animals live in water? On land? Underground? Are there any animals that we see only at night? Where do they go during the day? Do we know of animals that make their own shelter?</p> <p><b>When birds make nests</b> When and why do birds make their shelter? Do all birds make nests? Where do different birds nest - when do they fly away? With what different materials do birds make their nests?</p> <p><b>Mapping our neighbourhood</b> Who are my neighbors? Do I have any of the</p>	<p>Materials used have changed.</p> <p>Waste materials, waste in our houses, urban/rural waste. Reduce garbage.</p> <p>Diversity in animal habitat and shelters. Some structures like webs have other purposes.</p> <p>Birds make nests for laying eggs. Nesting habits of different birds vary. Different materials are used for nests.</p> <p>Introduction to the concept of giving</p>	<p>with time; houses in villages and cities.</p> <p>Newspaper articles and advertisements on waste/garbage.</p> <p>Stories/pictures of habitats and shelters animals use or make.</p> <p>Child's observation; visuals; nest of any bird.</p> <p>Child's experiences, enquiry, observation and</p>	<p>Listing things thrown away as garbage, waste. Discussion on reduction of waste.</p> <p>Discussion, listing of animals with respect to their habitat and shelter; making birds nests with scrap materials, making caves, rat holes etc in mud/sand pits.</p> <p>Observation of a bird's nest and drawing pictures. Songs and poems; dance and movement to simulate bird flight.</p> <p>Discussion, enquiry from friends and neighbours;</p>



Questions	Key Concepts/ Issues	Suggested Resources	Suggested Activities
<p>following near my house – a school, grocery shop, market, well, river or pond? Where are they with respect to your house?</p>	<p>directions with respect to any landmark; also a preliminary mapping process, further use of use of symbols, use of a scale.</p>	<p>previous knowledge of routes. Local map /chart of the school and its neighbourhood.</p>	<p>counting number of steps and estimation of distance for making a preliminary map.</p>
<p><b>4. WATER</b> <b>Water fit for drinking</b> What are the major natural sources of water in your area? Is the water fit for drinking – do you clean it at home? Do you know how dirty water can make you ill? Why do we not drink seawater? How is salt separated from seawater?</p>	<p>Natural sources; inland water and sea water; potable water; diarrhoea and other common water borne diseases, safe handling of water, purification of water.</p>	<p>Health personnel of the local area, library resource.</p>	<p>Discussion with the elders/health personnel about pollution of natural sources of water and its effects; demonstration/group activity of simple methods of water purification; separation of salt from saline water.</p>
<p><b>Water sources</b> Where do you see large amounts of water in your neighborhood? Is it a tank/pond/canal/river/dam? What do men/women/children/animals do with the water there? Is it used for bathing/washing? Who bathes/washes there and who does not? How can we ensure that this water is not made dirty? Do you find factories/people dumping garbage or harmful materials in</p>	<p>Reservoirs, canals, dams etc.; Different public activities at water bodies; protection of water bodies. Water as a scarce resource and the struggle for acquiring it (those who can exploit resources by digging deeper and deeper wells).</p>	<p>Film, photographs of dams/canals/tanks/ponds etc., local knowledge. Narrative on the recent struggle of the panchayat's against Coke in Plachimada, Kerala.</p>	<p>Visit to the natural sources of water in the local area and observing what uses the water is put to. Discussion, and writing letters/making posters highlighting the misuse of the water body.</p>



Questions	Key Concepts/ Issues	Suggested Resources	Suggested Activities
<p>rivers or seas? Are some animals also facing problems due to what we do to the rivers or seas?</p> <p><b><i>Our river/sea</i></b> Which is the river closest to our locality? Do we find any change in the water flow in different seasons? Which are the big rivers we know of? Have you seen the sea? Which are the animals found in the sea/river?</p> <p><b><i>Water vanishes when heated?</i></b> Why do puddles dry? In which season do wet clothes dry easily? When do they dry with difficulty? Have you seen and wondered where water droplets on the outside of a cold glass of water came from?</p> <p><b>5. TRAVEL</b> <b><i>Animals for transport</i></b> Have you traveled on a tonga / horse carriage? How is it different from travelling on a bus? Are the horses well looked after?</p>	<p>Rivers and seas; seasonal change in water flow; animals in the sea/river. Water pollution and harmful effects on animals.</p> <p>Basic processes of evaporation and condensation</p>	<p>Local knowledge, Story on the lines of the SCERT, Delhi Class VI Civics – lesson called Yamuna.</p> <p>Child's daily observations and clss room discussions.</p>	<p>Drawing/Painting/Make a model of a water body in the neighbourhood (using scrap materials) as well as the animals found in the river/sea.</p> <p>Activity on water drying up from a wet cloth or dish of water in different conditions such as sunlight and shade.</p>
<p><b>5. TRAVEL</b> <b><i>Animals for transport</i></b> Have you traveled on a tonga / horse carriage? How is it different from travelling on a bus? Are the horses well looked after?</p>	<p>Use of animals for transport; sensitivity towards animals.</p>	<p>Personal experience of travel; songs about travel by tonga, etc.</p>	<p>Enacting instances of animals used for transport and people riding them.</p>



Questions	Key Concepts/ Issues	Suggested Resources	Suggested Activities
<p>Have you seen a horseshoe? Why is it used? What materials have you seen being transported using animals? Are there any special occasions when you ride on animals?</p> <p><b>Paying for travel</b></p> <p>How do you pay for our travel by train/bus/boat etc? Who issues/checks the bus /rail ticket? Which currency notes and coins have you seen? Pictures of which animals can we see on a ten rupee note? Which symbol is found on every coin? How many scripts can you recognise on a note? Who is the person whose face is shown on every currency note? What coins/notes did our grandparents use when they were young?</p>	<p>Familiarity with currency notes and coins, national symbols, recognizing some language scripts; Introduction to Mahatma Gandhi Old coins, change.</p>	<p>Coins and currency notes; railway and bus tickets. Old coins/Pictures of old coins; visit to a museum.</p>	<p>Enactment of a bus journey. Comparison of coins and currency notes; /Tracing of coins. Designing a school emblem/logo.</p>
<p><b>Travel to another place</b></p> <p>Do you know anyone who has traveled very far from your village/city? Why did they go so far? What are they doing there? How do they travel when they visit your family?</p>	<p>Different land forms, languages, clothing, food habits, some idea of another country (only through a story/imaginary narrative).</p>	<p>Travelogue describing the place they have come from; description of a train/ship/plane journey.</p>	<p>Reading and listening, discussion, writing about a traveling experience of oneself or visiting relatives.</p>





Questions	Key Concepts/ Issues	Suggested Resources	Suggested Activities
<p><b>6. Things We Make And Do</b> <i>Building materials and tools</i></p> <p>How are bricks made? What tools have you seen being used for making a wall or a house? Is there a bridge to cross while coming to school? What kinds of bridges have we seen and where? How many kinds of bridges can we make?</p>	<p>Process of making involves raw materials, tools, labour, energy—changes over time in these and in environment too.</p> <p>Materials and tools used for construction;</p> <p>Different skills of people at engaged in a construction activity.</p>	<p>Narratives and pictures of different bridges children cross, on the lines of the book – Going to school in India (by Lisa Heydlauff Penguin); of the process of construction, use of tools and materials.</p> <p>Observation of different bridges; making bridges.</p>	<p>Making bricks; drawing and talking about different tools.</p> <p>Observing, drawing and describing different bridges and how people make their own local bridges from ropes, bamboo and logs of wood.</p> <p>Making toy bridges in school.</p>





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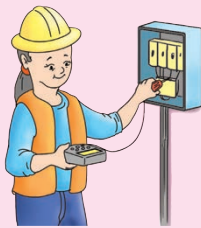
# 6



# PEOPLE AT WORK

## WARM UP

Look at the people in the pictures below. Tell your teacher what they do.



electrician



painter



dancer



policewoman



chef



conductor



carpenter



doctor

## Different kinds of work

Why do people work? People work to earn money. People need money to buy food, clothes and provide shelter for their family. The work people do to earn money is called their **occupation**. People usually choose an occupation that they enjoy.

The work they do often depends on a special skill or training they have received. Let us discuss some of them here.

**Agricultural workers:** These are people who work in farms, helping the farmers in various ways. They help to plough the land, sow the seeds, and harvest the crop.

Agricultural workers are often very poorly paid. Usually they do not have any special skills which could help them get a better job.



**Factory workers:** Many people work in factories. They mostly work with machines that they are trained to use. They work in different kinds of factories like textile mills, steel plants, plastic good factories, and paper mills. Most of the things we use every day in our lives like buckets, clothes, books, pens, shoes, cars and cycles are made in factories with the help of the factory workers.

**Professionals:** People who work as journalists, doctors, engineers, pilots, soldiers, musicians are called professionals. These jobs require a high level of education or a special skill or training.

**Craftspeople:** Craftspeople have special skills. They make beautiful things with their hands. Carpenters, weavers, potters, sculptors are all craftspeople.

Let us read about some interesting professionals.

## ✿ Pilot

Aircraft in the sky are a common sight. Who flies these aircraft? A person who flies an aircraft is called a **pilot**.

Read below the conversation between the author and pilot Pamela Pereira. (This interview took place in 2007. Presently, Captain Pamela Pereira is a pilot with Jet Airways.)

**Sushmita:** Thank you, Pamela, for taking time out to talk to me. Let me begin by asking you when you joined the Indian Air Force. How old were you then? Where did you get your training?

**Pamela:** I joined the Indian Air Force in 1994 when I was twenty-three years old. I was trained at the Air Force Academy in Hyderabad and Bangalore. I underwent training for one and a half years.

**Sushmita:** What made you join the Indian Air Force as a pilot?

**Pamela:** I have always been fascinated by aircraft. I also love to travel to different places. I knew this job would give me that opportunity.



Musician



Artist



Pamela Pereira



**Sushmita:** What is your job like? How is it different from the job pilots of commercial airlines do?

**Pamela:** We carry military people and goods in our aircraft. We evacuate injured soldiers from combat sites. During natural disasters like floods, earthquakes, landslides and tsunamis, we play an important role.

**Sushmita:** How many hours do you work each day?

**Pamela:** I fly eight hours a day. We are not allowed to fly longer than that because it is very tiring.

**Sushmita:** What is the most difficult part of your job?

**Pamela:** The landing and take off are the most difficult parts because most accidents occur at such times.

**Sushmita:** Do you enjoy your work?

**Pamela:** I love my work because it is something I have always wanted to do. I like the challenge.

**Sushmita:** What are the skills you need as a pilot?

**Pamela:** You have to be able to work as a team with your cockpit crew. You have to be very alert and brave too. You have to be quick in taking decisions keeping the safety of the passengers and the crew in mind. You also have to be very fit and healthy.

**Sushmita:** What is the message you would like to give to our young readers?

**Pamela:** Always have a dream. Follow your dream.

**Sushmita:** Thank you, Pamela. Happy flying!

## 🌸 Social worker

Kailash Satyarthi is a well-known Indian social worker. He won the Nobel Peace Prize in 2014. His organisation, the Bachpan Bachao Andolan (Save the Childhood Movement), has saved over 80,000 children from forced labour.

He studied engineering in Bhopal and later began teaching. But he was saddened by the plight of poor children around him who were forced to work and who could not go to school.

He left his job as a professor and founded the Bachpan Bachao Andolan in the year 1980. He began raiding\* factories,

*\*raid: a sudden, surprise attack*



Kailash Satyarthi

brick kilns\* and carpet-making workshops where children and their parents worked for years in return for a small sum of money.

He set up three centres for the children he rescued. Here they were provided shelter, a basic education and training to help them lead a normal life.

He has helped in establishing laws and legislations on child labour and education.

### Get Active

- Imagine you are a social worker. Who would you like to help? What will you do for them? Tell the class.
- Find out about other Indians who have received the Nobel Prize. What did they win the prize for?

## ✿ Women and work

Lara's father is a carpenter. When she told him that she wanted to be a carpenter too, he was shocked.

'Girls do not become carpenters. This is a job for men. You better learn how to cook. I will be getting you married soon.'

But Lara did not give up. She would come back from school each day, and go to her father's workshop. She watched him work, and slowly started helping him. When Lara was 13 years old, she made a table all by herself. When her father saw Lara's work, he was very happy. He agreed to teach her carpentry. Today, Lara is a successful carpenter and a great help to her father.

For a long time, many jobs were seen as being too hard for women. But things have changed now. Women take up all kinds of jobs these days.



Lara with her father

### Get Active

- Describe in your own words the work you would like to do when you grow up.

## ✿ Being a homemaker

Ajith's mother is a homemaker. She gets up at 5 o'clock in the morning and goes to sleep at 11 o'clock in the night, after everyone has gone to bed.

\*kiln: a large oven used for making bricks

She cooks, washes the vessels and clothes, and cleans the house. She helps Ajith and his sister with their homework. She also drives them to their badminton and music classes. No one has ever thanked her for all that she does. But she has a smile for everyone.

Housework and the work we do for our family and friends are not done to earn money. We do it because we love these people and it gives us happiness. Do you thank your mother or father for the many things they do for you? Do it to see if it makes them happy.



Mother and child

### All jobs are equally important

Have you thought about who cleans the streets? Who removes the garbage from your house? How do water, electricity, milk, newspapers, letters reach your home? There are people who do these very important jobs.

Just think what would happen if the street cleaners do not come to work, or the milk was not delivered. Thus, all kinds of work is equally important. An electrician's job is as important as that of a doctor. The job done by a street cleaner is vital to us, as is the work of a police officer. No job is in any way better or worse than another.

#### Get Active

- Find out about occupations which were earlier meant only for men but which are now being pursued by women.

## EXERCISES

### A. MCQs Choose the correct option. Tick it.

1. The work people do to earn money is called \_\_\_\_\_ .  
a. a skill                      b. an occupation                      c. a talent
2. Factory workers \_\_\_\_\_ .  
a. plough the land                      b. work with machines to make things  
c. make things with their hands
3. Kailash Satyarthi fights against \_\_\_\_\_ .  
a. low wages                      b. child labour                      c. poor education

4. Lara's father was a \_\_\_\_\_ .  
a. pilot                      b. carpenter                      c. sculptor

**B. Answer the following questions.**

1. Why do people work?
2. What kind of work do agricultural workers do?
3. Who are craftspeople? How is their work different from the work of others?
4. Who is a professional? Name a few professions.
5. What are the skills you need as an Air Force pilot?
6. What did Mr Kailash Satyarthi study?
7. What is the name of the organisation founded by Mr Kailash Satyarthi? What does this organisation do?
8. Why did Lara's father change his mind about teaching Lara carpentry?
9. Do you think all work is equally important? Give reasons for your answer.



## Higher Order Thinking Skills

1. **People in some professions wear uniforms to work. Name some of them. Why do you think they wear uniforms?**



**web links**

<http://www.enchantedlearning.com/themes/communityhelpers.html>  
<http://thecoloringspot.com/people/>



## ACTIVITY TIME



- Play 'Dumb Charades'. Try to act like people in different occupations, for example, teacher, doctor, tailor, cobbler, policeperson, etc. You must enact the role without speaking. Let the others guess who you are.
- Find out the names of any five of your neighbours and the work they do. Make a list and compare your list with that of your classmates. Remember, no work is superior or inferior.
- Collect pictures from newspapers or magazines of people doing different jobs. Paste these in your scrapbook.
- Read about 'Fred the Postman' on the Internet. What is special about him?





# LIFE SKILLS AND VALUES


## Appreciating all work as equal; developing interpersonal skills

- 
1. Interview a craftperson, or a person who works in an office, school, factory or workshop. It could be a weaver, a sculptor, a potter, a cobbler, a tailor or a carpenter. Some questions are suggested. You can frame your own questions.
    - a. What work do you do?
    - b. Do you work indoors or outdoors?
    - c. Does your job require a skill?
    - d. Where and how did you learn the skill? What materials and tools do you use?
    - e. What do you enjoy most about your work? Are there any difficulties you face?
    - f. How many hours do you work each day?
    - g. How is your work useful to others?
    - h. Would you like your children to do the same job?
  2. There are some people who help to make your daily life comfortable, like your local electrician, plumber, postman, police person, doctor, gardener, caretaker, cleaner and *dhobi*. Don't forget to thank them from time to time for their service.
- 

### A message from Mr Kailash Satyarthi

My dear young friends,

Let me begin by telling you my story. Many years ago, on my way to school, I saw a boy polishing shoes. The boy was about my age. I wondered why he was working and not at school. When I asked the boy's father, he replied, 'It never crossed my mind; we are just born to work.'



This incident affected me deeply. I started questioning the inequality that existed in the world. Gradually, I developed a sense of responsibility towards such children and was determined to do something for them. At first, I was alone in my efforts but slowly I was able to make people understand that every child should be given the opportunity to be a child. Every child deserves an education. Every child deserves love, care and protection. This was the guiding force that enabled me to free tens of thousands of children from exploitation and bring them back to school.

Education is the strongest tool we have, to fight inequality. It empowers us and helps us grow into responsible and caring adults. It makes us aware of our responsibilities towards the less privileged.

So share your knowledge and let your achievements be of use to others. We can bring about enormous change in the world with every small effort of ours.

My dear children, you are the future of this world. Be good and do good to others. With some effort, we can make this world a much safer, better and more beautiful place for everybody.

Yours truly,  
Kailash Satyarthi





### WARM UP

What food items do you eat every day? Do your parents tell you not to eat too much of some kinds of foods? Why do you think they say that?

We eat different kinds of foods. We eat grains, pulses, fruits, vegetables, meat, fish, eggs and several dairy products. Some foods help us to grow, some provide us with energy, while others help our bodies to fight diseases. Food is made up of starch (carbohydrates), fats, proteins, vitamins and minerals. These are called **nutrients**. We need nutrients to stay healthy and to grow.

Food can be divided into different groups. Let us read about these food groups and see what we get from each of them.

### Energy-giving foods: Carbohydrates and fats

Rice, wheat, corn, jowar and potatoes are rich in starch. Starch and sugar are also known as **carbohydrates**. Carbohydrates give us energy to work and play.



Potato



Corn



Wheat



Rice

Nuts, ghee, butter, and cooking oils are made up of different kinds of fats. **Fats** are a good source of energy. They keep our body warm. Fats can be easily stored in the body.



Nuts



Butter



Oil



Carbohydrates and fats are known as **energy-giving foods**. People who do heavy physical work, need a lot of energy-giving foods. Can you think of some people who need more of this kind of food?

### 🌸 **Body-building foods: Proteins**

**Protein** is the main nutrient in all body-building foods.

Proteins help us to grow big and strong.

Therefore, growing children need more protein.

Protein also helps in repair so wounds heal faster. There is protein in milk, meats, eggs, fish, chicken, soyabeans, nuts and *dals* (pulses). Brown rice contains more protein than white rice.



### **DID YOU KNOW?**

Pulses like *arhar dal*, *urad dal*, chickpea (*chana*), and kidney beans (*rajma*) are also called lentils.



Pulses



Meat



Milk

### 🌸 **Protective foods: Vitamins and minerals**

Foods with **vitamins** and **minerals** are called protective foods. Vitamins help our bodies to fight diseases and stay healthy. They keep the skin healthy, improve our eye-sight and prevent infections. Minerals help in the growth of bones, teeth and blood. There are several vitamins and minerals that our body needs.

Green leafy vegetables, fruits, nuts, cereals, eggs, meat and chicken are a good source of vitamins. Meat, fish, green vegetables, fruits, eggs and milk are foods that contain minerals.



Fruits and vegetables



Fish



Green leafy vegetables

### 🌸 **Water and roughage**

The part of the food that we cannot digest is called fibre or **roughage**. It has no food value. It absorbs water, adds to the bulk (so that the food is easy to digest)



and helps in removing the waste from our bodies. Carrot, radish, apples, oranges, vegetables and whole grains, indeed all plant foods, contain a lot of fibre.

It is very important to drink plenty of water. Water nourishes our body, which is made up of 60 to 70 per cent water. Though water has no food value, it still forms an important part of our food. It helps the body use and transport nutrients and also helps in digestion. We must drink at least 8 to 10 glasses of water every day. Fruits like watermelon and cucumber (available during dry summer months) contain a lot of water.

### 🌸 A balanced diet



We should eat meals that have the correct mix of energy-giving, body-building and protective foods. Our meals should also have enough roughage and water. A meal which includes all the food-groups, roughage and water in the right amounts is called a **balanced diet**.

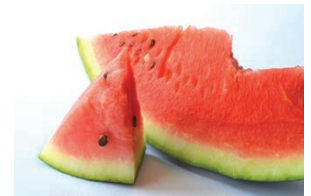


### DID YOU KNOW?

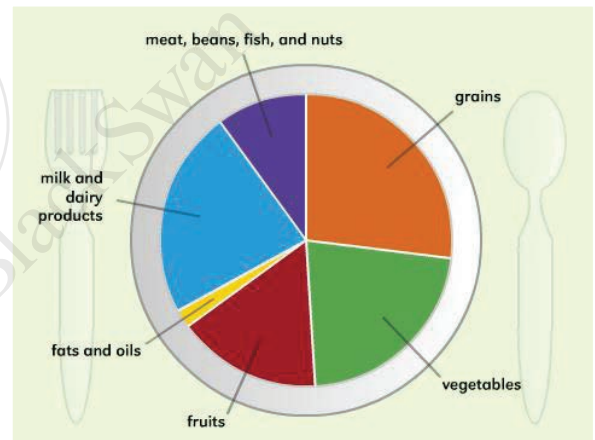
- Grains like rice, wheat and maize, and millets like *jowar*, *bajra* and *ragi* are called cereals.
- Seeds of some plants are crushed to make oil that is used for cooking. They are called oilseeds. Sunflower seeds, groundnut, coconut, sesame and mustard seeds are examples of oilseeds.



Cucumber



Watermelon



A balanced meal

### Get Active

- Read the names of the foods below. Can you say which food group they belong to?



- |            |            |             |                |                 |
|------------|------------|-------------|----------------|-----------------|
| 1. Bread   | 2. Cheese  | 3. Omelette | 4. <i>Roti</i> | 5. <i>Dosa</i>  |
| 6. Chicken | 7. Spinach | 8. Pasta    | 9. Curd        | 10. Fruit juice |

### 🌸 Food for special occasions

Food forms an important part of every special occasion. No celebration is complete without food. Be it a wedding, a festival, a birthday or a house-warming celebration, food adds to the festivity and fun.





Let's hear from these children what they eat on these special days.

### Rafiq

Last month was **Eid**. All my family members got together at my grandparent's home. We had a huge feast of **chicken biryani**, **shami kebabs** made of mutton and a sweet dish made of milk and vermicelli known as **sewain**. We wished each other *Eid Mubarak* and enjoyed the delicious feast. We had also invited our neighbours and some friends to join in the celebrations.

### Nilima

Last month my aunt got married in Kolkata. All our relatives attended the wedding. The food was served on banana leaves and water was served in clay tumblers. The menu had a special dish made of fish cooked in curd called **doi mach**, fried brinjal which is also known as **baigun bhaja**, **dal**, mutton curry and many other special items. The meal ended with **rosogulla**, a sweet dish and **mishti doi** (sweetened curd). The cooks prepared the food in huge utensils. My relatives served all the guests.

### Suman

**Navratri** is celebrated over a period of nine days during which we eat only vegetarian food. Many people fast during these days. We eat mostly fruits, nuts, milk, sago-based foods and potatoes without salt. Sometimes, mother invites the women from the neighbourhood. They pray and eat together.

### Hardev

We celebrated **Gurpurab** (Guru Nanak's birthday) recently. We went to the *gurdwara*, where people had gathered in huge numbers for the celebration. We helped in cooking and serving the *langar* or community lunch. Later, we all sat down to eat the food together. We had



## DID YOU KNOW?



Spices like cloves, cardamom, nutmeg and pepper are used to add flavour and taste to food. Many of them also have medicinal properties.



Mishti doi



Rosogulla



Sabudana kheer



Puri and sabzi



*puri*, *sabzi* (cooked vegetables) and *halwa* (a sweet dish). Everything was delicious.



## EXERCISES

### A. Name the following.

1. A nutrient that helps in body building: \_\_\_\_\_
2. A food which is rich in carbohydrates: \_\_\_\_\_
3. The part of the food that cannot be digested: \_\_\_\_\_
4. A Bengali sweet: \_\_\_\_\_
5. A community lunch served in *gurudwaras*: \_\_\_\_\_

### B. MCQs Choose the correct option. Tick it.

1. Which of these foods is rich in carbohydrates?  
a. *jowar*                      b. fruits                      c. fish
2. Which of these nutrients gives us energy?  
a. proteins                      b. fats                      c. vitamins
3. Which of these foods contain a lot of water?  
a. nuts                      b. eggs                      c. cucumber
4. Which of these dishes is made from brinjal?  
a. *halwa*                      b. *baigun bhaja*                      c. *mishti doi*
5. Which of these is eaten during *navratri*?  
a. *shami kebab*                      b. *sago*                      c. *doi maach*
6. Which of these is a sweet dish?  
a. *sabzi*                      b. *biryani*                      c. *sewain*

### C. Answer the following questions.

1. What are nutrients?
2. List the different food groups.
3. What are carbohydrates? Name two sources of carbohydrates.
4. What are body-building foods? Explain with examples.
5. What are protective foods? Give examples.
6. What is roughage?
7. Why does our body need water?
8. What was served during Nilima's aunt's wedding?



## Higher Order Thinking Skills

-  For whom is it more important to have a meal rich in carbohydrates—a sports person or a singer? Explain your answer.

### web links




[www.hubpages.com/hub/Food-We-Are-What-We-Eat](http://www.hubpages.com/hub/Food-We-Are-What-We-Eat)

<http://www.foodafactoflife.org.uk/section.aspx?t=0&siteId=15&sectionId=64>

[www.indian-cooking.info/Expert/Food-We-Eat.htm](http://www.indian-cooking.info/Expert/Food-We-Eat.htm)




## ACTIVITY TIME

-  • Collect different types of grains, pulses and spices. Put them in small plastic pouches and staple these in your scrapbook. Try to identify them. Write their names below each.
-  • Draw a picture of any three cooking vessels in your home. What are these called?
-  • Make a list of some special dishes prepared by the elders in your family on festivals. Write down the recipe of any one of them.



## LIFE SKILLS AND VALUES

### Developing empathy and learning not to waste

-  1. The girl/boy sitting beside you in class forgets to bring her/his lunch. What will you do?
  - a. Share your lunch with the girl/boy.
  - b. Tell the teacher.
  - c. Ignore her/him and eat your lunch as usual.
  - d. Ask all the children to share a part of their food with the girl/boy.
2. Do you carry a lunch box to school? Do you help your parents prepare and pack it? Do you share your food with your friends?
3. We should avoid eating too much of foods like fries and chocolates and colas. These foods do not have a healthy mix of all the food groups. Eating too much of these foods can harm you.
4. There are many people in this world who do not get food and sometimes die of hunger. Therefore, we should never waste food.



# NEW GREEN TREE

CLASS 4



Orient BlackSwan

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

The New Green Tree 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.

The New Green Tree series is mapped perfectly to the National Education Policy 2020.

## 21<sup>st</sup> Century Skills

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

The NEP parameters	Features	Page nos.
The 4Cs		
Collaboration, Communication and Creativity	Activity Time	44
Critical Thinking	Higher Order Thinking Skills	26, 80
Social and Emotional Learning	Life Skills and Values	10, 40
Multiple Intelligences	Activity Time	26 –27, 44, 131

## Experiential/Constructivist Approach

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

The NEP parameters	Features	Page nos.
Experiential/Constructivist Approach	Get Active	88, 111

## 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.
Subject Integration	Activity Time (Botany)	62
Art Integration	Activity Time	49, 57–58, 131
Health and Wellness	Life Skills and Values	10–11, 72
Values	Life Skills and Values	27, 45, 68
Life Skills	Life Skills and Values	62, 126

## 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.
Sustainable Development Goals	Women and Work	31

The NEP parameters	Features	Page nos.
Know more about India	Our Heritage	14, 131

## 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

## Teacher Empowerment

Teachers' Portal	- E-book, Lesson Plans, Evaluation Sheets with Answer Key, Worksheets with Answer Key, Student Book Answer Key
Teachers' Resource Book	- Lesson Plans, Student Book Answer Key, Evaluation Sheets
Teachers' Smartbook	- E-book, Lesson Plans, Embedded Questions, Animations, Presentations, Picture Galleries, Interactive Activities, Worksheets, Concept Maps, Lesson Audio



Follow us at

OrientBlackSwanSchools

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