

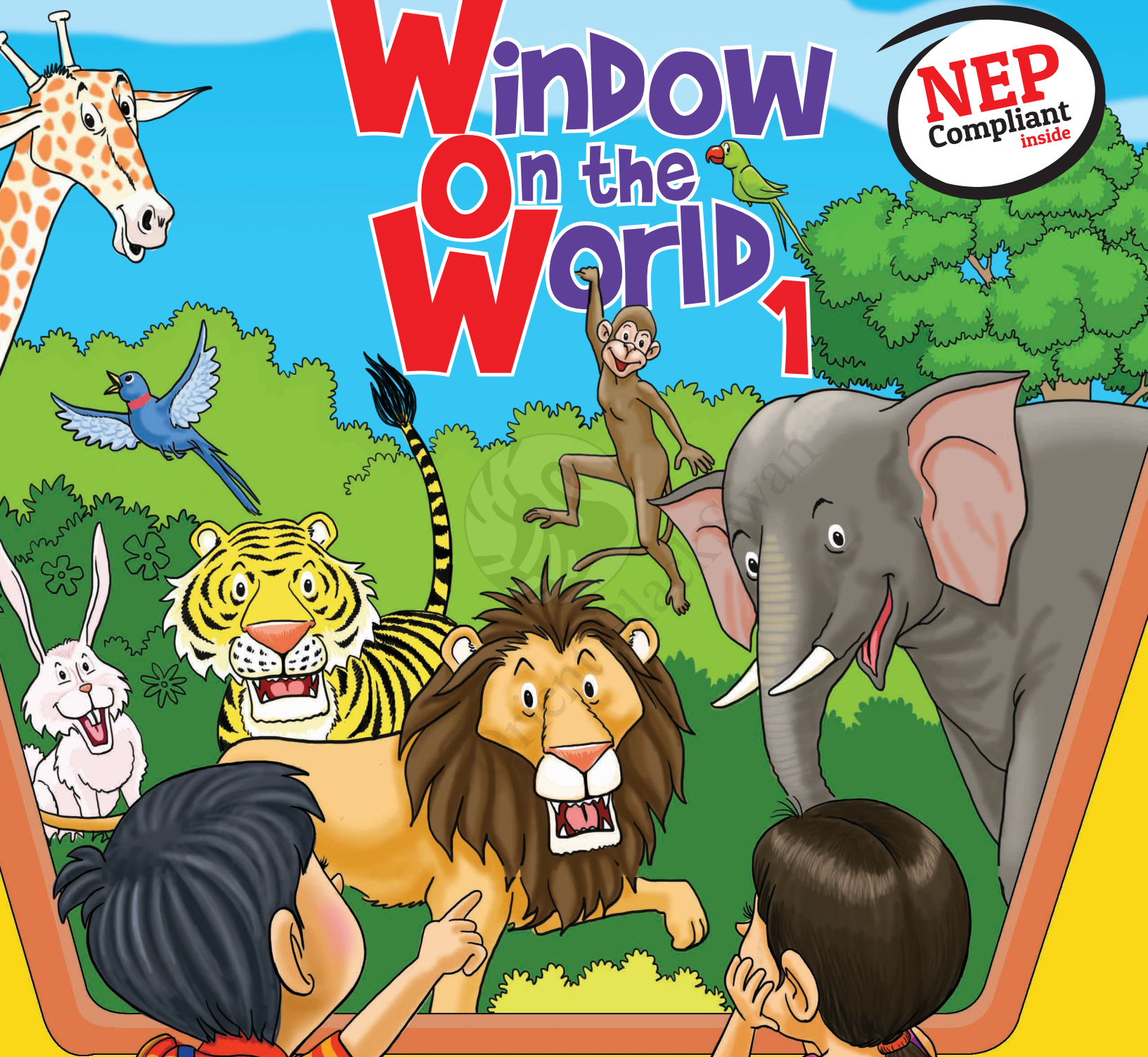


Sangam Books



Orient BlackSwan

Window On the World 1



Environmental
Studies

Window On the World

has been developed in accordance with

- the CBSE's educational initiatives for effective teaching and learning
- the guidelines laid down in the National Curriculum Framework
- tried and tested methodology in the teaching of social studies

Wow!

STUDENTS' BOOK

- Syllabus compliant content
- Comprehensive coverage
- Simple language
- Visually rich content

Features of the book

Learning outcomes

Clear goals for students to achieve by the end of the lesson

Let's do it!

Pre-learning activities that spark student interest

Right values

Thoughts and ideas that guide student actions and reinforce values

Higher Order Thinking Skills

Questions that encourage students to apply what they have learnt

Heritage corner

Facts that bring alive India's rich heritage

Quick check

In-text questions that assess students' assimilation and recall

Know more

Interesting information related to the topic

Life skills

Skills that help students cope with problems in daily life

TEACHERS' RESOURCE PACK

- Lesson plans
- Concept maps*
- Question bank with answers
- Worksheets with answer key
- Question papers with answer key
- Answer key to exercises in the Students' Book

*(only for classes 3-8)

SMART BOOKS FOR TEACHERS

- Enables blended learning that is interactive, informative and fun
- Includes:
 - animations,
 - presentations,
 - picture galleries,
 - audio,
 - interactive tasks,
 - teacher resources (extra questions, worksheets, concept maps and question-paper generator)

WEB SUPPORT FOR TEACHERS

- a portal dedicated to the series with free access for teachers

STUDENTS' APP

- activities and questions that help students review lessons for classes 3-8

Wow!

Additional features

Summing up

Summary of the lesson that enables easy revision

Exploring new words

Definitions of important terms and words

Workout

Exercises that assess student understanding and recall

Enrichment corner

Activities that reinforce learning through a variety of tasks, both group and individual

Weblinks

Links to safe websites

Graphic Stories

- Personal safety (POCSO)
- Clean India Initiative
- Educate the Girl Child
- Road Safety Rules
- Param Vir Chakra Awardees*

*Classes 5-8

CONTENTS

Unit 1: About Me

1. This is Me 1

Unit 2: My Needs

2. The Food We Eat 7
3. The Clothes We Wear 12
4. My Home 18
5. My Classroom 24
6. Healthy Habits 29

Unit 3: Others in My World

7. My Family 36
8. We Share Work 42
9. People Who Help Us 47
10. A Time to Celebrate 53

Unit 4: The World Around Me

11. The World Around Me 59
12. Kinds of Houses 65

Unit 5: Understanding the Past

13. Early Humans 71

Unit 6: Values and Citizenship Skills

14. Being Good 75

**Being a Good Citizen: Keeping Our Surroundings Clean* 80

15. Brave Thoi 83

16. The Seeds of Honesty 85

17. Rules for Road Safety 89

**Personal Safety: safe touch, unsafe touch* 94

*Graphic Stories



THE FOOD WE EAT



Learning outcomes

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

- ♣ say why we need food
- ♣ describe the different kinds of food we eat
- ♣ identify the foods we get from animals and those we get from plants
- ♣ explain why it is important to have fresh and clean food



Let's do it!



Let's make a sandwich

Things you will need:

- ♣ Two slices of bread
- ♣ Slices of cucumber or tomato
- ♣ Butter or chutney
- ♣ Salt and pepper to taste

How to do it:

- ♣ Place a slice of bread on a plate.
- ♣ Spread a little butter or chutney on the slice
- ♣ Then place the slices of cucumber on it.
- ♣ Sprinkle salt and pepper.
- ♣ Place the other slice of bread on it. Press down gently.
- ♣ There—your sandwich is ready! Enjoy it.





Sana does not like to eat vegetables and fruits. Her mother is worried. Sana gets tired easily and is often sick.

Omar eats **healthy** food that his mother cooks for him. Omar is full of energy.



Right values

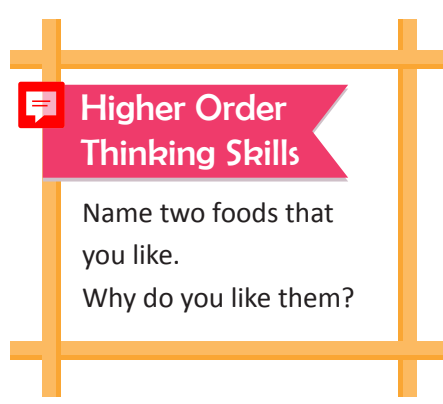
Do not waste food.
Food is precious. Many people in this world have no food to eat.

We eat food when we are hungry.

Why do we need food?

We need food to live. Food gives us the **energy** to work and play.

If we do not eat enough, we will feel weak. Food makes us strong. It also helps us grow.



Higher Order Thinking Skills

Name two foods that you like.
Why do you like them?





Know more

Elephants eat a lot of food in a day. They eat the leaves and bark of trees. Here you can see an elephant tearing the bark of a tree with its tusks!



Elephant

We eat many kinds of food.

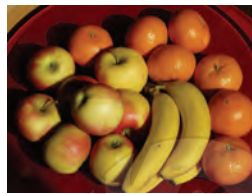
We eat vegetables, fruits, bread, rice and chapatti.

We also have butter, paneer, beans, oil, sugar, fish, meat and eggs.

We drink milk, juice and water.

To be healthy, we need to eat different kinds of food.

Look at these pictures. Can you find some of the foods you eat every day? Name them.



Fruits



Vegetables



Bread

Quick check

Name a food that we get from animals.



Chapati



Sugar



Egg



Milk



Chicken



Rice



Fish



Butter

Life skills

Be aware

Different people like different foods. You may not like the food some people eat. And they may not like the food you like. That is all right.



We get some of these foods from **plants** and others from **animals**. We get fruits, vegetables, rice, wheat and sugar from plants. We get milk, paneer, meat and egg from animals.

We should eat fresh and clean food. Food that is cooked goes bad after some time. We can fall ill if the food we eat is not clean or has gone bad.





Exploring new words

energy: the strength to do something

healthy: to be well and fit; not ill



Workout

I. Mark the following sentences as True or False.

1. We need food to live.
2. Food helps us grow.
3. To be healthy we should only drink juice.
4. Paneer comes from plants.
5. Sugar comes from animals.

II. Put a green circle around the food we get from plants, and a red circle around the food we get from animals.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.

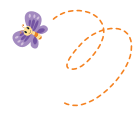


12.



III. Choose the correct answer.

1. We should eat _____.
 - a. only vegetables
 - b. only paneer, beans and chicken
 - c. all kinds of healthy food



2. Food gives us _____.
 - a. the strength to sleep
 - b. no energy
 - c. the strength to work and play
3. We get _____ from animals.
 - a. milk
 - b. rice
 - c. bread

IV. Answer these questions.

1. Why do we need food?
2. Name any three foods that help us to keep healthy.
3. Name two foods that we get from plants.
4. Name two foods that we get from animals.



Enrichment Corner

Bring and tell

Bring your favourite food to class. Tell the class why you like it so much. (You can even bring a picture of the food.)

Keeping healthy

To stay healthy, along with eating good food, we also need to exercise our bodies. One way of doing this is to practise yoga. Yoga helps in many ways. It makes our body stronger and our mind calmer. Practise a few yogasanas every day.



Funtime

Say these words aloud as fast as you can.

- ♣ Crisp, crunchy carrots
- ♣ Tasty tangy tomatoes
- ♣ Pickled pepper
- ♣ Crusty custard cake
- ♣ Fresh fish





KINDS OF HOUSES

Learning outcomes

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

- ♣ explain that people live in different kinds of homes
- ♣ identify the different kinds of homes
- ♣ recognise that animals and birds also have their own homes

Let's do it!



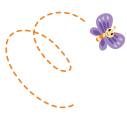
Think and answer.



These houses have sloping roofs. Such houses are built in places that have heavy rainfall or snowfall.

What would happen if they had flat roofs? Think and tell your teacher.

(Hint: Water and snow collect on flat roofs.)

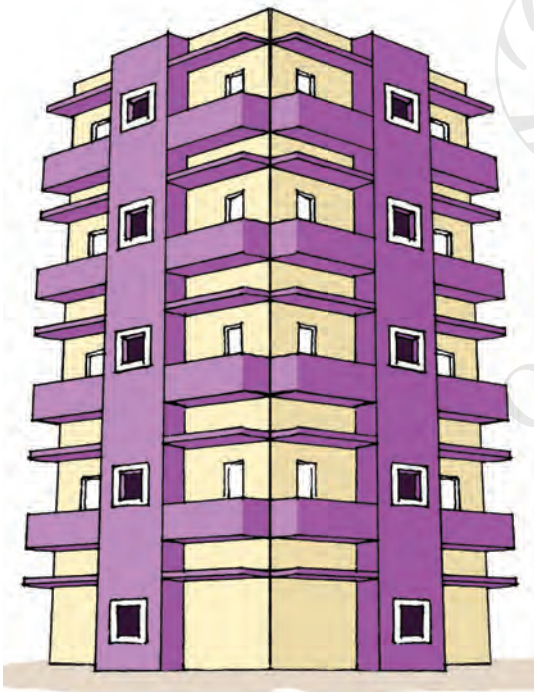


Houses are places where we live in. There are different kinds of houses. Some houses are big, some are small.

Some houses are made of wood, straw or mud. Some houses are made of bricks, steel and glass.



This is a **hut**. It is a small house with mud walls and a straw roof.



A **flat** is a house that is part of a larger building. This building has several flats. Flats are made of bricks, steel and glass.

Some people do not stay for long in one place. They move from place to place. Such people live in special kinds of houses. Let us look at some of them.



This is a house on wheels. It is called a **caravan** or a trailer.

Some caravans are pulled by cars. Some are pulled by horses.



This is a **tent**. People who live in deserts often live in tents. Tents are made of cloth or canvas. They can be folded up after use.



Some people live in boats. Such boats are called **houseboats**.



In some very cold places, people live in houses made of snow and ice. These houses are called **igloos**.



Just like us, animals and birds too have their own homes.

Birds live in **nests**. Nests are mostly made out of pieces of grass and sticks.



Right values

We all need a home to live in. Our home is important to us.

When you see a bird's nest, a beehive or an anthill, do not break them. These are their homes. Help insects and animals to stay safe.



Tigers live in forests. Lions live in **dens**.



Fish live in water. Mice and rabbits live in holes. A rabbit hole is called a **burrow**.



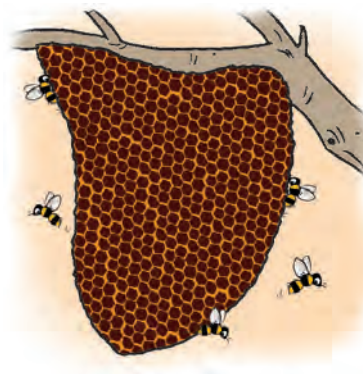
Life skills



Observation

In nature there are many kinds of homes. Try to observe a bird's nest, a beehive or an anthill, or any other home, from a distance. Write three sentences in your notebook about:

- whose home it is
- where it is
- what it is made of



Ants make tunnels under the ground and live there. Their home is called an **anthill**. Bees live in **beehives**.

Heritage corner



This is a house built on stilts. Stilts are leg-like sticks which hold the house above the ground. Such houses can be found in parts of our country where it rains very heavily, or where there are wild animals.



Exploring new words

hut: a small house with mud walls and a straw roof

flat: a house that is part of a larger building

caravan: a house on wheels

tent: a house made of cloth or canvas

igloo: a house made of snow and ice

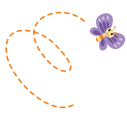
tunnel: a path under the ground



Workout

I. Choose the correct answer.

1. A house that is part of a larger building is called a _____.
a. hut b. flat c. caravan



2. Igloos are made of _____.
a. stone b. ice c. mud
3. Fish live in _____.
a. water b. forests c. deserts
4. Birds make nests out of _____.
a. sticks and straw b. iron c. brick
5. Tigers live in _____.
a. houses b. forests c. rivers

II. Match the following.

A

B

- | | |
|---|--------------|
| 1. a house that runs on wheels | a) tent |
| 2. a house made of ice | b) houseboat |
| 3. a shelter made of cloth or canvas, used in deserts | c) caravan |
| 4. a house in a boat | d) hut |
| 5. a small house made of mud and straw | e) igloo |

III. Answer the following questions.

1. Name three things used to make houses.
2. What is a hut?
3. What is a caravan? What are the two different kinds of caravans?
4. Where do rabbits live?
5. How is the home of ants different from that of bees?



Enrichment Corner



Clay modelling

Make a hut using clay. Use straw or bits of grass to make the roof. After the clay dries, paint the walls of the hut.

Art work



Collect pictures of three animals that live in water and three that live on trees. Stick them in your scrapbook. Write two sentences about each of them.





The National Education Policy (NEP) 2020 emphasises certain crucial parameters based on content and pedagogy. The Window On the World 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 Window On the World series is mapped perfectly to the National Education Policy 2020.

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.
The 4Cs		
Communication	Enrichment Corner	11, 27, 79
Collaboration	Enrichment Corner	34
Critical Thinking	Higher Order Thinking Skills	26, 49
Creativity	Enrichment Corner	52, 74
	Fun Time	28
Social and Emotional Learning	Life Skills	9
	Right Values	25, 42
Multiple Intelligences	Enrichment Corner	40–41, 57–58
	Let's do it!	12

The NEP parameters	Features	Page nos.
Experiential/Constructivist Approach	Enrichment Corner	23
	Life Skills	69

The NEP parameters	Features	Page nos.
Subject Integration	Enrichment Corner (Language and Physical Education)	11
Art Integration	Let's do it!	53, 71
	Enrichment Corner	70
Health and Wellness	Lesson Text	29–35
Values	Right Values	56
	Lesson Text	85–88
Life Skills	Life Skills	3, 16, 45

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	Lesson Text	62–63

India Knowledge

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

The NEP parameters	Features	Page nos.
Know more about India	Heritage Corner	19

Digital Integration

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

ICT/Digital resources

Teachers' Smart Book - E-book, Animations, Presentations, Picture Galleries, Interactive Tasks, Chapter Audio (classes 1-5), Embedded Questions, Concept Maps, Lesson Plans, Student Book Answer Key, Worksheets with Answer Key, Question Bank, Question Paper Generator

Teacher Empowerment

Teachers' Portal - E-book, Lesson Plans, Chapter Audio (classes 1-5), Animations, Presentations, Picture Galleries, Interactive Tasks, Worksheets, Answer Key, Concept Maps, Student Book Answer Key
 Teachers' Resource Book - Lesson Plans (Session Plans), Student Book Answer Key, Worksheets with Answer Key



Follow us at

OrientBlackSwanSchools

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