

Keywords

Trees: Big plants with strong and woody stems

Shrubs: Small and bushy plants with woody stems

Herbs: Small plants with soft and slender stems

Climbers: Plants with weak stems that need support such as walls and sticks to stand erect

Creepers: Plants with weak stems that grow along the ground

Root: Part of the plant that grows under the ground

Stem: Part of the plant that grows above the ground

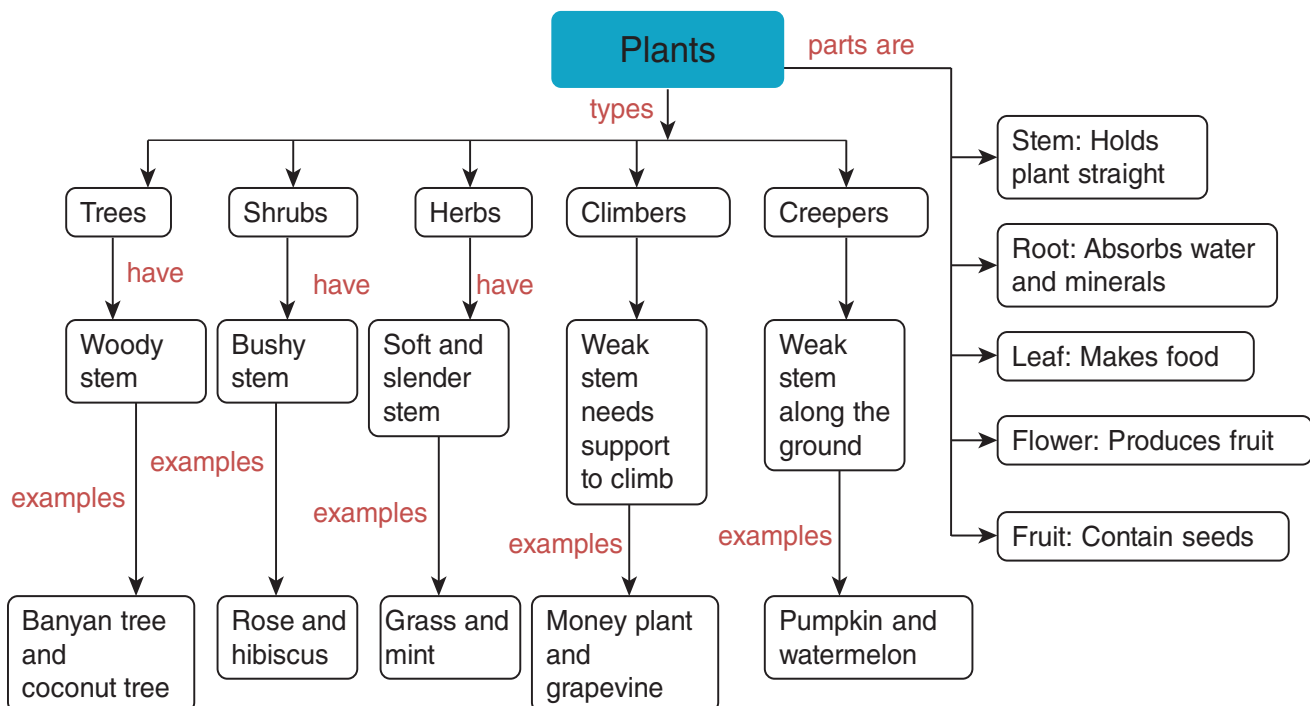
Leaf: The flat green part that makes food for the plant

Flower: The colourful part of a plant that produces fruit

Fruit: Part of the plant that has seeds

Seed: Part of the plant from which the new plant grows

Summary



Features Highlighted

Summary Snapshot of the chapter in the form of a graphic organizer for quick revision

Exercise

A. Choose the correct option for each of the following.

- Insects breathe in air through
 - nose
 - gills
 - air holes
 - none of these
- Birds fly with their
 - fins
 - wings
 - legs
 - gills
- Which of the following is a natural thing?
 - Buildings
 - Bag
 - Water
 - Aeroplane

B. Fill in the blanks using the correct words.

- Living things need _____ to breathe. (air/water)
- Plants breathe through _____. (gills/stomata)
- We can hear sounds with our _____. (nose/ears)
- A coconut tree is a _____ thing. (living/non-living)
- A cup is a _____ thing. (natural/man-made)

C. State whether the following statements are true (T) or false (F).

- Birds do not need food to live.
- Green plants make their own food.
- Living things can feel pain.
- Animals do not feel changes around them.
- Man-made things are living things.

D. Give two examples for each of the following.

- Animals that use nose to breathe _____ and _____
- Sense organs _____ and _____

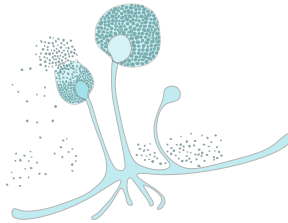
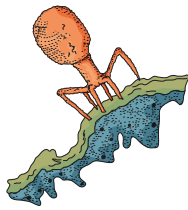
Cognitive Corner

Critical Thinking

1. We eat *Lactobacillus* along with curd! Is it not harmful for us?
2. What do we do to the leather materials infected by fungus or mould?

Picture Study

Identify these microbes and write their names.



Project

1. Collect information on the nutritive value of edible mushrooms and the procedure to grow them. If possible, visit the Agriculture Department office to get a demonstration of mushroom cultivation. Follow the procedure to cultivate mushrooms at schools.
2. Read about Louis Pasteur and his contribution to science, the food industry and medicine. Prepare a report about the same and present it in the class.

In the Library

Read more about viruses, their unique characteristics and the diseases caused by them. Find out why there are no effective drugs against some viral diseases.

Life Skills

Packaged and preserved food items such as biscuits, fruits, vegetables, jam, noodles and chocolates are available readily in the market. Before you buy your favourite brand of food, do you check the label on the side of the jar or package for the 'Manufactured date' or 'Packaged date', 'Best before' or 'Best if used by' and 'Use by' or 'Expiry date'? Apart from these information, what do the labels contain? What is the advantages or purpose of having these labels?

A Kind Tree

Hi friends, I'm Chicky and I will tell you a story. Once there was a farmer who wanted to build a house. He asked a tree for help, like this ...



Good morning, tree. I need your help to build my house.

May I have your branches to make windows and doors for my house?

Very good morning, farmer. Please feel free to ask what you want.

Sure! You can chop my branches.

Thank you.

May I please have some of your leaves as well for my roof.

Yes, You can cut my leaves.

Features Highlighted

Picture Study Questions to help develop observation and inference skills.

Project

Visit a greenhouse or a nursery in your village, city or town. Talk to the gardener, and find out the names of any five plants grown there and their uses. Prepare a report on your findings. If possible, include pictures of those plants.

Life Skills

Read the story of a tree and a woodcutter.



Plants are an important part of our lives. We get food to eat, fibres to make *clothes* and materials to build our houses from plants. We also get *medicines* from plants. Trees contribute to our environment by providing *oxygen*, *preserving soil* and *supporting wildlife*.

Now based on the story, write any five uses of trees.

1. _____
2. _____
3. _____
4. _____
5. _____

Why should we have more plants in our homes? What is the benefit of planting more trees?

Features Highlighted

Project Ideas for experiential learning and subject enrichment with cross-curricular links

To increase the crop production, farmers often use various chemicals such as pesticides and insecticides. These chemicals are very harmful to our health. With rain, these chemicals often get washed off and run-off to various water bodies resulting in pollution. Excessive use of chemicals also degrades the soil quality. Thus, the use of too much chemicals in agricultural practices leads to numerous problems.

To curb this, farmers are shifting to a new agricultural practice that involves lesser use of chemicals. This practice is called **organic farming**. In organic farming, biological fertilizers and pesticides obtained from plant and animal sources are used.



An organic farm

Food and crops grown in this way are free of chemicals and do not harm our health. The biological fertilizers used in organic farming are environmentally safe and do not pollute soil and water.

Traditional agricultural practices not only lead to soil and water pollution through excessive use of chemicals, this sector is also responsible for the increased release of greenhouse gases.

A. What are greenhouse gases? Name any two greenhouse gases.

B. How does agriculture sector contribute to the increase in greenhouse gases?

C. Organic farming can reduce the release of greenhouse gases in agricultural practices. How?

Skills You Need

FINANCIAL LITERACY

Finance is the money resources or the income of a nation, organization or a person. Even our pocket money or allowances is finance. To be financially literate is to know how to manage our money. Managing your money is a personal skill that benefits you throughout your life. Thus, **financial literacy** is the ability to use knowledge and skills to manage financial resources effectively.

FINANCIAL LITERACY LEADS TO LONG-TERM FINANCIAL SUCCESS

Studies show that financial account experience at an early age can shape a young person's habit in a way that can last for a lifetime.

WHY IS FINANCIAL LITERACY IMPORTANT?

Every stage of life can help us prepare for a more financial fit future. It provides us an in-depth knowledge on financial education and strategies which would help in achieving financial growth and success. This means learning the importance of paying our bills on time, how to borrow and save money responsibly. It is never too early to start. It is proved that people with appropriate financial education and knowledge make better financial planning. They make the most of the available financial resources to achieve maximum benefit.



Saving up



Budgeting



Setting goals



Spending wisely

Financial Literacy in Real Life

We can use the concepts of financial literacy in your day-to-day life and find opportunities for saving money in almost all walks of life.

- Compare the average prices of the items you purchase on a regular basis at different stores.
- Save on electricity, gas, air conditioning and water bills by being more mindful about how energy is used in our homes or apartments.
- Save on transportation expenses by riding bicycle to near-by places.

Career Exploration

- Investment Banker
- Public Accounting
- Financial Planner
- Insurance Investigators
- Risk manager

Features Highlighted

Skills You Need A variety of interesting information and activities to introduce skill courses with some form of experiential learning

Happiness Activity Sheets

MY GOAL: A HEALTHY LIFE

Most of us think that health is the absence of diseases. Being healthy means not only the absence of disease, but also a state of complete physical, mental and social well-being. Some main factors that contribute to the good health of a person are healthy habits, healthy mental status, healthy relationships and a healthy habitat.

Healthy Habits

To live a healthy life, one should have a healthy body. To keep our body healthy,

- Eat healthy food.
- Get enough sleep.
- Exercise daily.
- Practice healthy habits such as brushing teeth, bathing, combing hair, clipping nails, etc.
- Maintain personal hygiene.
- Follow a daily routine.

Healthy Relationships

Healthy relations with our family and friends keep us healthy emotionally too. To have healthy relationships,

- Help and take care of those around you.
- Appreciate your friends.
- Have healthy competition with your classmates.



Healthy Mental Status

A person full of positivity is said to have a healthy mental status. To achieve sound mental health, think happy and good thoughts.

We cannot live a happy life if we are not healthy. A healthy person is more confident and has more courage to achieve success in life. A healthy person enjoys and experiences more pleasure in life. So, it is very important to maintain good health.

Healthy Habitat

Only a healthy habitat can provide us with fresh air, nourishing food and clean drinking water. Human activities have badly affected our environment by polluting air, water and land. So, we should always try to take care of our habitat.

Are you aware of your feelings?

How do you feel knowing that some of our activities are harming the health of our habitat that eventually affects our health? Write 3–4 words that best describe your feelings in this thought bubble.



Vernacular Names

Butterfly • Assamese: Pokhila

- Bengali: *Projapoti* • Hindi: *Titalee* • Kannada: *Pataragitti*
- Meiteilon: *Kuraak*
- Marathi: *Phulapākharū*
- Malayalam: *Citraśalabham*
- Mizo: *Phengphehlep*
- Tamil: *Pattampuchi* • Telugu: *Sitākōkaciluka*
- Urdu: *Titli*



Cactus • Assamese: *kektas*

- Hindi: *Kaiktas* • Kannada: *Papus kalli*
- Meiteilon: *Tingkhang Lei* • Marathi: *Kēktasa*
- Malayalam: *Kaļicceṭi* • Mizo: *Thlalerā*
- Tamil: *Karrālai* • Telugu: *Kāktas*
- Urdu: *Kekts*

- ## Duckweed • Assamese: *Barpuni, jalakumbhi*
- Bengali: *Pana* • Hindi: *Jalakumbhi*
 - Kannada: *Antaragange, kumbik* • Meiteilon: *Kang*
 - Marathi: *Akashamuli, jalamandavi, paankumbhi*
 - Malayalam: *Akasathamara, kodappayal, mutta payal, neercheera* • Tamil: *Akasha-t-tamarai, antara-t-tamarai, kuli-t-tamarai*
 - Telugu: *Antara-tamara, budaga tamara, akashatamara, neeraaku, nirubudiki, tudikura*
 - Urdu: *Khazah*

Hawk • Assamese: *Sanacholey*

- Bengali: *Bajpakhi*
- Hindi: *Baaz*
- Kannada: *Giduga*
- Malayalam: *Parunt*
- Meiteilon: *Uchithembi*
- Marathi: *Bahiri sasana* • Mizo: *Mu* • Tamil: *Parunt*
- Telugu: *Hak* • Urdu: *Hok*



- ## Hydrilla • Assamese: *Pani-birina* • Bengali: *Jhanjhi, kureli* • Hindi: *Jhangi, kureli*
- Kannada: *Haiḍrillā* • Meiteilon: *Charang*
 - Marathi: *Seval, Shakharisheval*
 - Malayalam: *Ene-pael* • Tamil: *Amiranappaci, cikavalakam, cimpaka* • Telugu: *Poonaachu, valakada* • Urdu: *hi'drila*

- ## Moss • Assamese: *Mas* • Bengali: *Shaaola*
- Hindi: *Kaee* • Kannada: *Paachi* • Meiteilon: *Isang*
 - Marathi: *Mōsa* • Malayalam: *Mēās*
 - Mizo: *Lung sam* • Tamil: *Pāci* • Telugu: *Nācu*
 - Urdu: *Kai*

Pitcher plant

- Assamese: *Kolochi-goch*
- Bengali: *kalash udbhid, ghotopotri*
- Hindi: *Mataka sanyantr*
- Kannada: *Picar sasya, Katu senai, Amu-mani-gidda*
- Marathi: *Picara vanaspati*
- Malayalam: *Piccar plāṅṅ*
- Tamil: *Kuṭam ālai*
- Telugu: *Maṭṭi mokka*
- Urdu: *khadaka phuta*



- ## Polar bear • Assamese: *Tusara beluka*
- Hindi: *Dhruveey bhaaloo* • Kannada: *Hima karadi*
 - Meiteilon: *Sa-om* • Marathi: *Dhruvīya asvala*
 - Malayalam: *Dhruvakkarāṭi* • Tamil: *Turuva karāṭi*
 - Telugu: *Dhruva elugubaṅṭi* • Urdu: *Qatbi Reech*

- ## Squirrel • Assamese: *Kerketuwa* • Bengali: *Kathberali* • Hindi: *Gilaharee* • Kannada: *Alilu*
- Malayalam: *Annan* • Meiteilon: *Kheiroi*
 - Marathi: *Gilaharee* • Mizo: *Thehlei* • Tamil: *Anil*
 - Telugu: *Udata* • Urdu: *Gilaharee*

- ## Whale • Assamese: *Timi* • Bengali: *Timi*
- Hindi: *Vhel* • Kannada: *Timingala*
 - Meiteilon: *Vhel* • Marathi: *Dēvamāsā*
 - Malayalam: *Timingalam* • Mizo: *Nghapui*
 - Tamil: *Timinkilam* • Telugu: *Timingalam*
 - Urdu: *Minke*

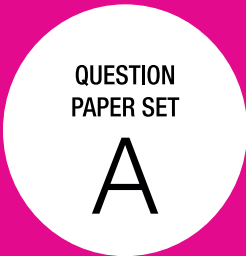
- ## Yak • Assamese: *Yak* • Bengali: *Chamri gai*
- Hindi: *Yaak* • Kannada: *Chamarimruga*
 - Meiteilon: *Yak* • Marathi: *Yāka*
 - Malayalam: *Malankaala* • Tamil: *Kavariman*
 - Telugu: *Yāk* • Urdu: *Yak*



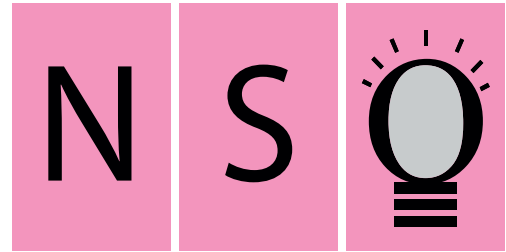
What do you call these plants and animals in your language? Share the names with us at schoolsupport@harpercollins.co.in

Features Highlighted

Vernacular Names List of plants and animals used in the book and their names in a few Indian regional languages



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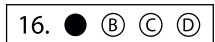
**SOF NATIONAL SCIENCE
OLYMPIAD 2018-19**

DO NOT OPEN THIS BOOKLET UNTIL ASKED TO DO SO

Guidelines for the Candidate:

Total Questions: 50 | Time: 1 hr.

- You will get additional ten minutes to fill up information about yourself on the OMR Sheet, before the start of the exam.
- Write your **Name, School Code, Class, Section, Roll No.** and **Mobile Number** clearly on the **OMR Sheet** and do not forget to sign it. We will share your marks / result on your mobile number.
- The Question Paper comprises three sections:
Logical Reasoning (10 Questions), **Science** (35 Questions) and **Achievers Section** (5 Questions)
Each question in Achievers Section carries 3 marks, whereas all other questions carry one mark each.
- All questions are compulsory. There is no negative marking. Use of calculator is not permitted.
- There is only ONE correct answer. Choose only ONE option for an answer.
- To mark your choice of answers by darkening the circles on the OMR Sheet, use **HB Pencil** or **Blue / Black ball point pen** only. E.g.
Q.16: In the water cycle, condensation is the process of
A. Water vapour cooling down and turning into a liquid B. Ice warming up and turning into a liquid
C. Liquid cooling down and turning into ice D. Liquid warming up and turning into water vapour
As the correct answer is option A, you must darken the circle corresponding to option A on the OMR Sheet.
- Rough work should be done in the blank space provided in the booklet.
- Return the OMR Sheet to the invigilator at the end of the exam.
- Please fill in your personal details in the space provided on this page before attempting the paper.
- For classes 8, 9 & 10, "Innovation Challenge" is being conducted by Techfest IIT Bombay in association with SOF. For details and to participate, please turn to last page.**



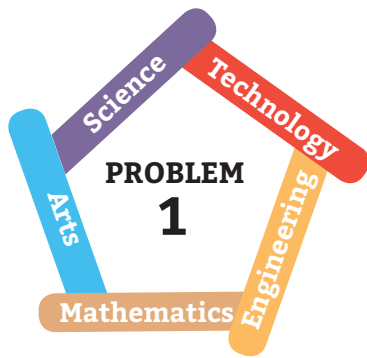
Name:.....

SOF Olympiad Roll No.:

Contact No.:

Features Highlighted

National Science Olympiad Paper Latest NSO paper to help students to prepare for competitive examinations



Farida loves watching birds that frequently visit her backyard. She wants to learn more about these birds. She also wants to know about the different types of birds that live near her area.



She decides to design a bird feeder to attract more birds to her backyard. Help Farida make her bird feeder.

Statement of the problem:

Research tips:

1. Bird feeders
2. Bird food
3. Cleaning bird feeder

Gather information relevant for this problem.

1. _____

2. _____

3. _____

4. _____

Assessments

Assessment 1

Chapters 1-5

(Maximum Marks = 25)

A. Choose the correct option for each of the following.

(8 × 1 = 8)

- In India, Rabi season is during
(a) March to September. (b) June to September. (c) November to April. (d) October to March.
- The process of removal of outer covering of fruits/seeds/husk from grains is called
(a) milling. (b) hulling. (c) winnowing. (d) harvesting.
- Rhizobium bacteria are found in which part of leguminous plants?
(a) The stem (b) The root nodules (c) The leaves (d) The root hair
- The synthetic fibre that closely resembles wool in its properties is
(a) spandex. (b) nylon. (c) acrylic. (d) polyester.
- Pick the odd one out from the following.
(a) Zinc (b) Copper (c) Silicon (d) Silver
- Which of the following elements does not belong to activity series?
(a) Lead (b) Phosphorus (c) Magnesium (d) Iron
- Gas flame is hotter than candle flame because of
(a) complete combustion of fuel (b) incomplete combustion of fuel
(c) high ignition temperature (d) low ignition temperature
- Which of the following equations corresponds to incomplete combustion?
(a) Fuel + Oxygen \longrightarrow Carbon dioxide + Water + Heat
(b) Fuel + Carbon dioxide \longrightarrow Oxygen + Water + Heat
(c) Fuel + Oxygen \longrightarrow Carbon monoxide + Water + Heat + Soot
(d) Fuel + Carbon monoxide \longrightarrow Oxygen + Water + Heat

B. State whether the following statements are true (T) or false (F).

(6 × 1 = 6)

- Crops are plants that are cultivated on a small scale.
- All microorganisms are unicellular.
- All microorganisms are not pathogens.
- Melamine is an example of thermoplastics.
- Copper is more reactive than zinc.
- The unit for representing calorific value is kilojoule per gram (kJ/g).

C. Fill in the blanks using the correct words.

(6 × 1 = 6)

- The cutting of crops after they mature is called _____. (harvesting/winnowing)
- The carrier of the virus that causes dengue fever is _____. (Anopheles mosquito/Aedes mosquito)
- Plastics that can be melted repeatedly by heating are called _____.
(thermoplastics/thermosetting plastics)
- Artificial silk is the other name of _____. (rayon/acrylic)
- Substances that can be broken into pieces when hammered are _____. (brittle/ductile)
- Kerosene and LPG are examples of _____ substances. (inflammable/non-flammable)

Features Highlighted

Four assessment papers and two comprehensive assessment papers have been given at the end of each book, in addition to the exercises at the end of each chapter.

A. Choose the correct option for each of the following. (1 × 5 = 5)

- Which of the following has a weak stem?
(a) Hibiscus (b) *Mehendi* (c) Grass (d) Coconut tree
- Which of the following is not obtained from the plants?
(a) Paper (b) Rubber (c) Milk (d) Tea
- Identify the wild animal that lives in a den.
(a) Gorilla (b) Fox (c) Bear (d) Lion
- Which of the following activities is a healthy eating habit?
(a) Washing hands before eating (b) Talking while eating food
(c) Eating stale food (d) Overeating
- You should not play with
(a) a ball (b) dolls
(c) knife and scissors (d) soft toys

B. State whether the following statements are true (T) or false (F). (1 × 5 = 5)

- Creepers have a hard and woody stem.
- New plants grow from seeds.
- We get coffee from tea leaves.
- Cats and parrots are pet animals.
- Hyenas eat the flesh of dead animals.

C. Fill in the blanks using correct words. (1 × 5 = 5)

- A plant that needs support to stand erect is called a _____. (creeper/ climber)
- Spices add _____ to our food. (flavour/salt)
- Birds lay eggs in their _____. (dens/nests)
- _____ are protective food. (Fruits and vegetables/ Rice and *chapati*)
- It is important to wear a _____ while driving a car. (helmet/seat belt)

2

Family and Surroundings

Textbook Reference: Pages 15 to 22

Time Required: 6 + 1 periods

[Extra period for work completion/revision/assessment]

Lesson Plan No. 1

Name of absentee(s):

Concept for today: Introduction to the concept of family

Prior Knowledge: Students know that we do not live alone in our house

Learning Outcome: The students will be able to:

1. Understood what family means

Lesson Objectives: Outcomes of LP 1 will be achieved by:

1. Discussing the people with whom we live together

Skills in Focus: Observation and analysis

Activities: Analyse picture

Lesson Extension:

Teaching Material/Aids used:

1. **Let's Get Started** on Page 15.

Details of Teaching Learning Experience:

<p>Lesson Connect: The Purpose is to introduce the topic/concept for today Time: 10 min</p>	<ul style="list-style-type: none"> • Ask the students to complete the exercise given under Let's Get Started on Page 15 of the textbook. <p>Let's Get Started (Page 15) (Answer key) Books Clock Dog Chair</p>
<p>Lesson Conduct Time: 10 min Purpose: Develop conceptual understanding</p>	<ul style="list-style-type: none"> • Ask students about their parents, siblings and other people who live in their home. • Inform that each family has different number of people.
<p>Lesson End Time: 20 min Purpose: Assess learning</p>	<ul style="list-style-type: none"> • In a worksheet ask students to draw pictures of their family members and write the number of people living in their family. • Select a few worksheets and point out that the composition and number of members in each family may vary.

Lesson Plan No. 2

Name of absentee(s):

Concept for today: My family

Prior Knowledge: Students know that we live with our family in our house

Learning Outcome: The students will be able to:

1. Identify different members of a family
2. Understand that number of family members varies

Lesson Objectives: Outcomes of LP 2 will be achieved by:

1. Discussing the composition and number of family members for different families

Skills in Focus: Observation, understanding and analysis

Activities: Group discussion

Lesson Extension:

Teaching Material/Aids used:

1. https://www.youtube.com/watch?v=O_NPW2zybfU

Please click on this link to learn about family.

Details of Teaching Learning Experience:

Lesson Connect: The Purpose is to introduce the topic/concept for today Time: 10 min	<ul style="list-style-type: none">• Ask students to take out the picture of their family they drew in the previous class and count the number of people in their family.
Lesson Conduct Time: 25 min Purpose: Develop conceptual understanding	<ul style="list-style-type: none">• Point out that all families will not be the same in composition and number of members.• Some families may have grandparents staying with them.• In other families, uncles or aunts, that is, siblings of the parents may be staying with the family as well.• This activity will give an idea about the family composition to students.
Lesson End Time: 05 min Purpose: Assess learning	<ul style="list-style-type: none">• To conclude give a brief summary.

Lesson Plan No. 3

Name of absentee(s):

Concept for today: My surroundings

Prior Knowledge: Students know that there are many things around us

Learning Outcome: The students will be able to:

1. Observe and describe their surroundings

Lesson Objectives: Outcomes of LP 3 will be achieved by:

1. Discussing and explaining the things around us

Skills in Focus: Observation and analysis

Activities: Group discussion

Lesson Extension:

Teaching Material/Aids used:

1. Objects inside the classroom

Details of Teaching Learning Experience:

<p>Lesson Connect: The Purpose is to introduce the topic/concept for today Time: 10 min</p>	<ul style="list-style-type: none"> Ask students to name few things they see in their surroundings.
<p>Lesson Conduct Time: 20 min Purpose: Develop conceptual understanding</p>	<ul style="list-style-type: none"> Students may have a misconception that surroundings means outside the classroom or a park or a residential area. It is important to make it clear that surroundings means whatever we see around us. The things in the surroundings may be living, non-living, natural or man-made.
<p>Lesson End Time: 10 min Purpose: Assess learning</p>	<ul style="list-style-type: none"> List ten living things and ten non-living things from your surroundings

Lesson Plan No. 4**Name of absentee(s):****Concept for today:** Clean surroundings**Prior Knowledge:** Students know that**Learning Outcome:** The students will be able to:

- Understand the importance of clean surroundings

Lesson Objectives: Outcomes of LP 4 will be achieved by:

- Discussing the advantages of having a tidy room

Skills in Focus: Observation, understanding and analysis**Activities:** Sharing information/ Group discussion**Lesson Extension:****Teaching Material/Aids used:**

- Picture of clean room and dirty room

Details of Teaching Learning Experience:

<p>Lesson Connect: The Purpose is to introduce the topic/concept for today Time: 10 min</p>	<ul style="list-style-type: none"> Ask the students to complete the exercise given under Revise and Recall on Page 16. Revise and Recall (Page 16) (Answer key) 1. Chair and books 2. Bikes and cars
<p>Lesson Conduct Time: 20 min Purpose: Develop conceptual understanding</p>	<ul style="list-style-type: none"> Start a discussion by asking the things that are present around them in their bedrooms. Ask them about the problems they face if the things in their bedrooms are not arranged properly or not kept at their respective places. Explain the advantages of having a tidy room and the use of dustbins. Explain the meaning of littering and the places where littering is prohibited.
<p>Lesson End Time: 10 min Purpose: Assess learning</p>	<ul style="list-style-type: none"> Ask students how can they keep their classroom and room at home clean.

Lesson Plan No. 5

Name of absentee(s):

Concept for today: Green surroundings

Prior Knowledge: Students know that it is important to keep the surroundings clean

Learning Outcome: The students will be able to:

1. Understand the importance of green surroundings

Lesson Objectives: Outcomes of LP 5 will be achieved by:

1. Discussing the importance of green surroundings

Skills in Focus: Observation and analysis

Activities: Visit to a garden

Lesson Extension:

Teaching Material/Aids used:

1. Visiting garden

Details of Teaching Learning Experience:

Lesson Connect: The Purpose is to introduce the topic/concept for today Time: 10 min	<ul style="list-style-type: none">• Use this period to make students understand the importance of plants and trees present in our surroundings.• The dependence and the conservation of plants can be introduced here.
Lesson Conduct Time: 25 min Purpose: Develop conceptual understanding	<ul style="list-style-type: none">• The way the plants and trees should be cared for can be highlighted by taking students to the school garden.or• Take the children to a nearby well-maintained garden. Show the children different kinds of trees, plants, flowers, fruits, butterflies and birds. Make the children aware of the uses of the sign boards given in the garden like 'do not litter', 'plant more trees' and 'do not pluck the flowers'. This will make the children understand the importance of the green surroundings.
Lesson End Time: 05 min Purpose: Assess learning	<ul style="list-style-type: none">• Ask the students to give a brief summary of their visit to the garden.

Lesson Plan No. 6

Name of absentee(s):

Concept for today: Revision of the chapter

Prior Knowledge: Students know about my family, my surroundings, clean surroundings and green surroundings

Learning Outcomes: The students will be able to:

1. Analyse and evaluate their understanding of the concepts taught

Lesson Objectives: Outcomes of LP 6 will be achieved by:

1. Remembering and recalling the chapter

Skills in Focus: Remembering, recalling, analysis and evaluating

Activities: Learning new terms

Lesson Extension:

Teaching Material/Aids used:

1. Keywords and Summary section of the textbook

Details of Teaching Learning Experience:

Lesson Connect: The Purpose is to introduce the topic/concept for today Time: 05 min	<ul style="list-style-type: none"> Ask the students whether they understood and remember the concepts taught in the chapter. Let the students know they can ask question if there is any doubt.
Lesson Conduct Time: 25 min Purpose: Develop conceptual understanding	<ul style="list-style-type: none"> Help students to learn the words given under Keywords on Page 18. Recall the entire chapter using the Summary section on Page 18.
Lesson End Time: 10 min Purpose: Assess learning	<ul style="list-style-type: none"> Evaluate the understanding of the students by asking a few questions verbally related to the chapter. Explain the concepts again if required. Inform the students to come prepared for the next class which would be completing the chapter-end exercises and worksheets.

Lesson Plan No. 7**Name of absentee(s):****Concept for today:** Revision of the chapter**Prior Knowledge:** Students know about my family, my surroundings, clean surroundings and green surroundings**Learning Outcomes:** The students will be able to:

1. Assess and evaluate themselves

Lesson Objectives: Outcomes of LP 7 will be achieved by:

1. Discussing and analysing the chapter
2. Completing the chapter-end exercise

Skills in Focus: Understanding, recalling, remembering, analysing, applying**Activities:** Answering questions by writing the answers**Lesson Extension:****Teaching Material/Aids used:**

1. Blank sheets of paper, Chapter-end exercises, cognitive corner and worksheets

Details of Teaching Learning Experience:

Lesson Connect: The Purpose is to introduce the topic/concept for today Time: 10 min	<ul style="list-style-type: none"> Let the students know that as part of the revision, they have to complete the exercise at the end of the chapter. Distribute blank pages to the students to write answers.
Lesson Conduct Time: 20 min Purpose: Develop conceptual understanding	<ul style="list-style-type: none"> Ask the students to complete the worksheets and the exercise given at the end of the chapter. Help students complete the chapter-end exercises, cognitive corner and worksheets.
Lesson End Time: 10 min Purpose: Assess learning	<ul style="list-style-type: none"> Cross-check the answers together with the students.