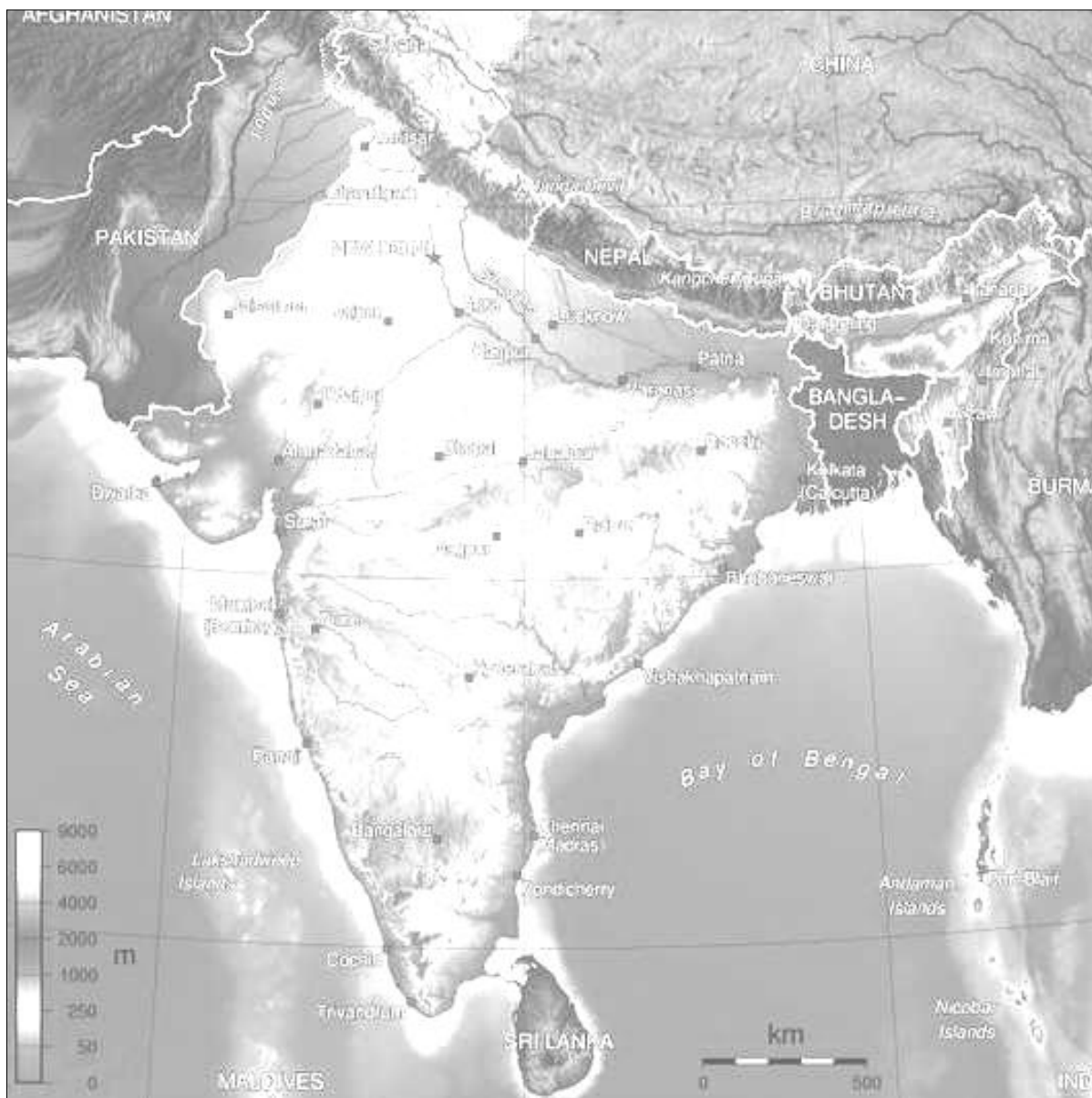


SUBJECT :- EVS	LEVEL: A2 (CLASS 4TH)	LESSON 1 : GOING TO SCHOOL
Worksheet 1		

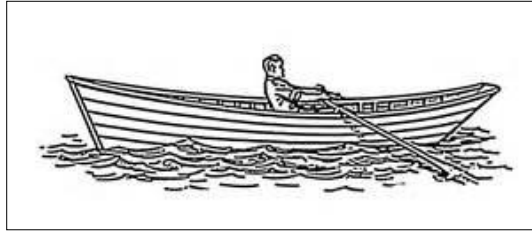
Skill focused	Target Learning Outcome	Suggested strategies
EXPLORING, COLLECTING AND RECORDING INFORMATION ANALYSING THE DATA	OBSERVES AND EXPLORES ANIMALS AND BIRDS IN SURROUNDINGS. ORGANISES THE OBSERVATIONS AND ANALYSES THE DATA	IN GROUPS

<p>TLO: To know the different land forms in INDIA and modes of transports used, based on land forms.</p>
<p>SAMPLE ACTIVITY: To observe India physical map and explore means of transport associated to that land form.</p> <p><i>Hint :</i> Children should be encouraged to read the pages 1,2,4,5,7,8 and 9 of NCERT text book “ Looking around” Class IV and work independently.</p> <p>Teacher can go around the groups and help when required.</p>

Activity: Observe the different land forms in map given below



Explore Where are the following means of transport used:



Draw any means of transport you have seen. Where have you seen it?

Note for teacher: The children will not be competent to read the map at this stage. The aim is to make them competent to locate at least a few states and know the land form "DESERT" at the end of the year.

Worksheet 2

Skill focused	Target Learning Outcome	Suggested strategies
EXPLORING, COLLECTING AND RECORDING INFORMATION ANALYSING THE DATA	OBSERVES AND EXPLORES ANIMALS AND BIRDS IN SURROUNDINGS. ORGANISES THE OBSERVATIONS AND ANALYSES THE DATA	In GROUPS

TLO: OBSERVES AND EXPLORES ANIMALS AND BIRDS IN SURROUNDINGS.
ORGANISES THE OBSERVATIONS AND ANALYSES THE DATA

SAMPLE ACTIVITY: To observe the animals in the given picture and classify them.
To draw conclusion that animals which do not have visible ears, have feathers or scales on their skin, lay eggs. And the animals which have external ears, have hair on their skin , Give birth to babies.

Observe the given picture and complete the table below FOR ANY FIVE animals



SNO	EARS ARE VISIBLE	HAIR/FEATHERS/SCALES ON SKIN	LAYS EGGS OR GIVES BIRTH TO BABIES
1			
2			
3			
4			
5			

Observe the above table and the table of your group members
Discuss with the group members
Do you find anything special or common in any of your observations? If yes what?

Skill focused	Target Learning Outcome	Suggested strategies
EXPLORING , COLLECTING AND RECORDING INFORMATION ANALYSING THE DATA	OBSERVES AND EXPLORES herd behavior of animals Groups animals which live in a herd or groups and animals which do not live in a group. Knows various names of animal groups	Individual or In pairs

TLO: Observes and explores herd behaviour of animals
Knows about animals which live in groups and animals which do not live in a group.

SAMPLE ACTIVITY: Watch the video given in the link and a) observe life of an elephant b) Find out which animals live in groups and which do not live in groups.

Watch the video on elephant from you tube [Gajraj, A story of the Asian Elephant.mp4](#)

(<https://youtu.be/tt7ab5vxCOM>)

Q1) Describe what you have seen in the video.

Q2) Which animals in the video are seen in groups?

Q3) Have you seen any other animals living in groups in the surroundings or in TV?

Refer to the dictionary and find what the groups of following animals called?

i) Deer ii) Fish iii) Polar bear iv) Lion v) Sheep vi) Horse

Search the dictionary or the internet to find names for groups of other animals.

NOTE for the teacher: Gifted children in the class may help other children. This would encourage peer group learning

SUB :- EVS	LEVEL: A2 (CLASS IV)	LESSON:THE STORY OF AMRITA
WORKSHEET 4		

Skill focused	Target Learning Outcome	Suggested strategies
Providing opportunities and getting children involved in situations and understanding interdependence.	Seeing relationships of self with environment (Trees) Knowing the Trees in the land form "DESERT" Locating RAJASTHAN on Map of INDIA	In Group

TLO: Seeing relationships of self with environment(Trees) Locating RAJASTHAN on Map of INDIA
ACTIVITY: Role play

Teacher first shows RAJASTHAN on map of INDIA and visual of Khejadli tree is shown.



(<https://youtu.be/gnAH2j-nFhs> is the link for Video of the "Story of AMRITA" on you tube which can be shown to the children.)

[Amrita Devi Bishnoi](#)

Role play of "THE STORY OF AMRITA" to sensitise children to SAVE TREES which are part of our environment.

At the end of the role play the children should tell **Why trees should not be cut.**

Teacher can mention CHIPKO MOVEMENT and show visuals from the net.

Q1) Sometimes you are not able to reach school in time. Why? Choose any of the following

- 1) It was raining heavily
- 2) Bus or van was late as its tyre was punctured.
- 3) I had to walk on muddy and slippery road as it had rained heavily previous night.
- 4) Any other reason. Mention it. _____

Q2) What difficulties would you face if you had to travel to school daily by

VALLAM: _____

TROLLEY: _____

CAMEL OR BULLOCK CART: _____

Q3) Observe the pictures below



- A) Name the animal _____
- B) What type of skin does it have? _____
- C) Can you see its ears? _____



- A) Name the animal _____
- B) What type of skin does it have? _____
- C) Can you see its ears? _____

Which animal lays eggs? _____

Which animal gives birth to babies? _____

Q4) Draw an animal or a bird which lives in a group. What is its group called?



What does it eat? _____

Where does it live? _____

Q5) What would you do if you see a snake?

a) Kill it or b) Call a Sarpmitra who will carry it to a safe place.

Q6. Name a tree found commonly in your area. _____

Does anyone plant it or it grows on its own?. _____

How is it useful to you?

1. _____

2. _____

Skill focused	Target Learning Outcome	Suggested strategies
Respect and acceptance Gender sensitivity and problem solving	Reflects critically on various issues related to social/cultural aspects. (Educating Women) Awareness of the difficulties of the economically backward classes face in going to school Knowledge of bee keeping as an occupation	In Group

TLO : Honey from flowers: bee hive and basic idea of honey collection by Bee Keepers

ACTIVITY:1 Observe the pictures and describe how honey is collected, Arrange the pictures in correct order
2. Watch the video on Nature the silence of bees to understand the types of bees and what they do in the hive.





A video on bees

[NATURE - Silence of the Bees - Inside the Hive - PBS.mp4](#)

Note for the teacher:

- 1) Recollect group of animals from lesson "A day with Nandu" and introduce **group of bees is called SWARM.**
- 2) Emphasis should be given to the social issue of equal opportunities for girls.

SUBJECT :- EVS	LEVEL: A2 (CLASS 4TH)	LESSON: Omana's Journey
		Worksheet 7

Skill focused	Target Learning Outcome	Suggested strategies
DISCOVERY OF FACTS	1) NEED FOR TRAVEL 2) Knowledge of helpers at the Railway Station 3.) Diversity of landforms (recollection from lesson 1.) 4) Reporting 5) LISTENS TO OTHERS AND SHARES EXPERIENCES	Whole class Individual

TLO: Observe and express
SAMPLE ACTIVITY: 1) To Discuss and draw a scene which the children have seen at a railway station. 2) A visit to a railway station

A general discussion on experiences of the child while travelling on the following points (to find the previous knowledge of the children)

1. Mode of travel.
2. Reason for travel.
3. How tickets were purchased?
4. Was reservation required?
5. Which people related to their travel did they see. (Driver, Conductor or TC, Coolie, Safaiwala etc).

Now a visit to the railway station should be planned so the child gets first hand experience of the following

1. How a ticket is purchased at the ticket window.
2. What does a ticket checker does and his/her uniform
3. Reservation chart
4. How a coolie or porter help us
5. The Guard and his flags
6. Signal for the train
7. Cleaning people (Emphasise on keeping the railway clean as it is our public property)
8. Policemen who keep us safe during our journey.

After the visit the children can draw the scene of " Railway station".
 Teacher can show how reservation is done online.

SUBJECT: - EVS		LEVEL: A2 (CLASS 4 TH)	LESSON 7: FROM THE WINDOW
Worksheet 8			
SKILLS FOCUSED	LEARNING INDICATORS	SUGGESTED STRATEGIES	
Observation Discovery of facts	1.Engages and participates in discussions on the themes related to : <ul style="list-style-type: none"> • i)Causes of noise Pollution • ii) Need for Bridges • iii)Languages spoken • iv)Clothes • v) Food items 2. Sensitivity to cultural diversity 3. Relationships	In GROUP	

TLO: Engages and participates on the themes related to Need for bridges, Languages spoken, Clothes
Sample Activity: Worksheet and Map Work

Recollection of

- 1) 3rd standard lessons “Our First school” and “Families can be different” on relationships within family and extended family, family tree.
- 2) Bridges From lesson 1 of std 4th evs“ Going to school”

Relationships in different languages:

Children share what words they use to address their sister, mother, father, brother, Father’s sister, mother’s sister etc in their mother tongue.

The following Worksheet is given in groups. (Blanks to be filled up by information on students own states).

Later the sheets can be compared with other groups by the students.

SNO	STATE	FOOD	CLOTHES	LANGUAGE SPOKEN
1	Gujarat			
2	Maharashtra			
3	Goa			
4	Karnataka			
5	Kerala			
6	Bihar			
7				

Locate the following states on the Map of "INDIA"

a) Gujarat

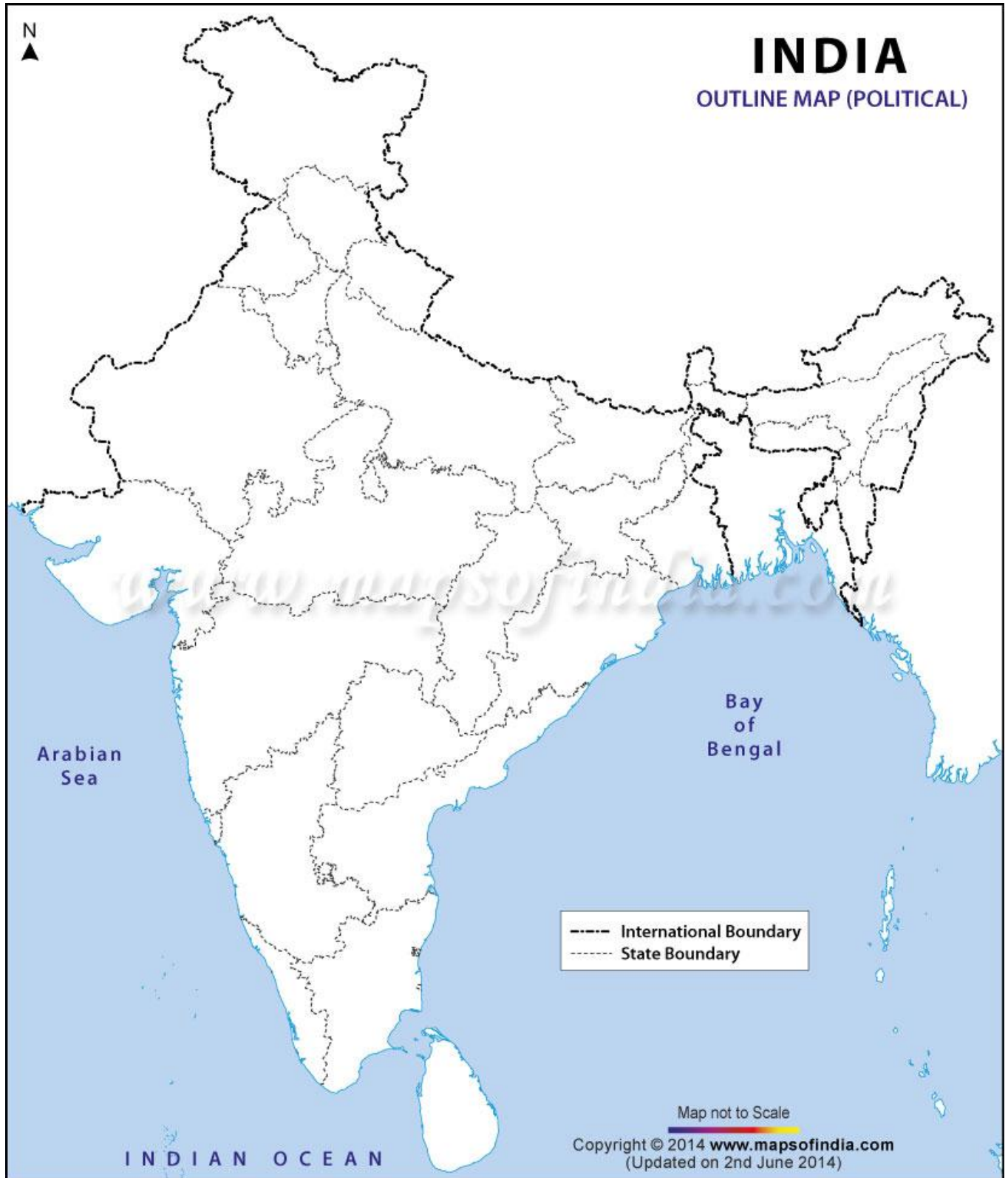
b) Maharashtra

c) Goa

d) Karnataka

e) Kerala

f) Bihar



Answer Key for Map work



SUBJECT: - EVS	LEVEL: A2 (CLASS 4TH)	LESSON 8: Reaching Grandmother's house
Worksheet 9		
SKILLS FOCUSED	LEARNING INDICATORS	SUGGESTED STRATEGIES
Observation and Identification	Compares Modes of transportation	

TLO:

To compare modes of transportation

a)having 4 wheels, 3 wheels, 2 wheels

b) Based on fuels used

c) Land, Water and air transport

d) Size of transport

Sample activity: Memory game

Recollection of Different land forms and transports used from lesson 1 "Going to school"

Teacher collects various models of transport from resource room and keeps them together.

Students are shown the models for 2 minutes in groups.

They have to write the names of transport on papers together in a group. (1 page per group)

The group leader comes and reads out the names of transports they have been able to remember and write.

Another group member writes these names on BB

When all groups finish reading their notes they are given the task to differentiate the transports as

- Having 4 wheels, 3 wheels, 2 wheels
- Based on fuels used
- Land, Water and air transport
- Size of transport

Students then draw one example for each of the above categories.

Teacher can assess the concepts by asking the mode of transport the students use to come to school and which category(s) it might fall into.



Q1) State whether the following statements are true or false?

- a) Girls do not need to go to school to study, they should only take care of the family. _____
- b) Cleanliness of railway station is the responsibility of the safai karmachari. _____
- c) We should not switch off our engines of our vehicles at the signals. _____
- d) Washing and bathing at the river banks are good practice. _____

Q2) Name

- a) Insects which suck nectar from flowers. _____, _____
- b) People who help us at railway station. _____, _____
- c) Two landforms _____, _____
- d) Fuel used in transports _____, _____

Q3) List the work done by the women and men in your house.

Can the work done by the women be done by men and work done by men be done by women? Specify which work.

Ans.

Q4) Illustrate through a poster, how we can reduce noise or air pollution through a drawing.



SUBJECT: - EVS		LEVEL: A2 (CLASS 4TH)	LESSON 9: Changing Families
Worksheet 11			
SKILLS FOCUSED	LEARNING INDICATORS		SUGGESTED STRATEGIES
Discovery of facts	Sensitivity to social problems. (Child Marriage)		In group

TLO: Sensitivity to social problems. (Child Marriage)

Sample activity: ROLE PLAY

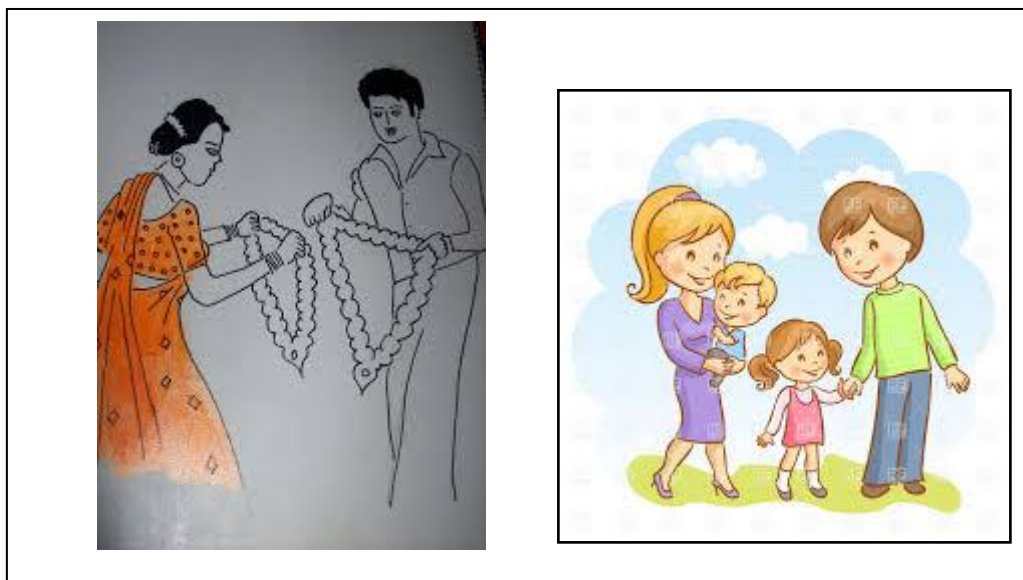
1. Children are divided into groups
2. Each group is given roles as follows

- a) Nimmi's Family
- b) Tsering's family
- c) Nazli's family

3. The children stage the changes that have taken place in these families through dramatization
4. Other groups are encouraged to ask questions to the members of performing group.

(The aspect of changes that have taken place in these families due to arrival of a new baby, shifting to another city and addition or deduction of a member due to marriage should be highlighted during role play)

NOTE: Videos of various changes may be shown.



SKILLS FOCUSED	LEARNING INDICATORS	SUGGESTED STRATEGIES
Cooperation	1)Creating a conducive environment for group work 2)How to resolve disputes in games	In GROUP

TLO: 1)Creating a conducive environment for group work
2)The Captain accepts responsibility to lead the game
3) Children follow rules
4) Group members work with others and appreciate contributions of other members.

Sample activity: To conduct matches between groups with the help of Primary sports coach

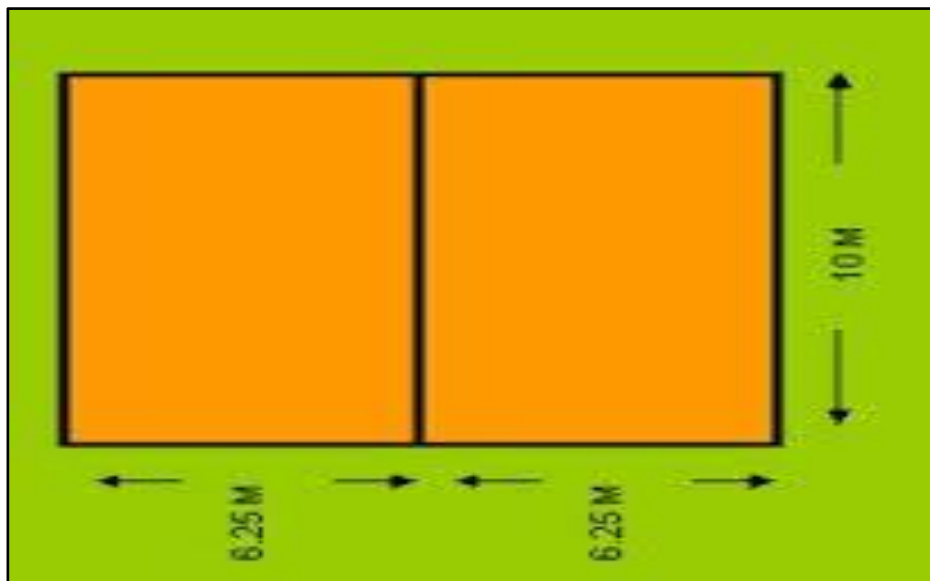
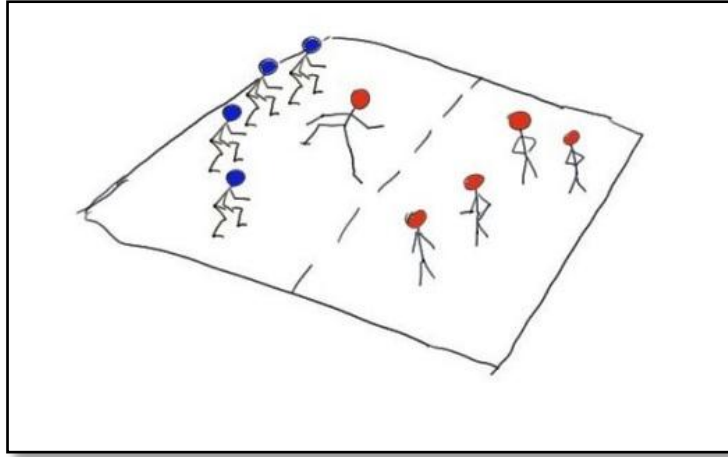
ACTIVITY: Children do the Ground Marking with the help of Sports coach. (They will know the Dimensions Of the Court 13m by 10m)

STEPS OF THE ACTIVITY:

- a) Draw of lots and schedule of the matches.
- b) Conduction of matches with the help of sports coaches follows
 - League Matches
 - Knock out matches (Quarter final, semi-final, Final)
- c) Result declaration
- d) Distribution of prizes.

NOTE:1)Before the matches the children should know

- The game is Indoor or Outdoor.
- Things required for playing the game.
- The basic rules of the game.
- Famous Sports Persons related to the sport.
- Local names of the sport.



SKILLS FOCUSED	LEARNING INDICATORS	SUGGESTED STRATEGIES
<p><i>Map work</i> <i>Identification</i> <i>Observation</i></p>	<p><i>Observes and explores environmental objects(Flowers)</i> <i>Identifies various parts of a flower</i> <i>Observes variations in colors</i> <i>Lists uses of flowers</i></p>	<p><i>In pairs</i></p>

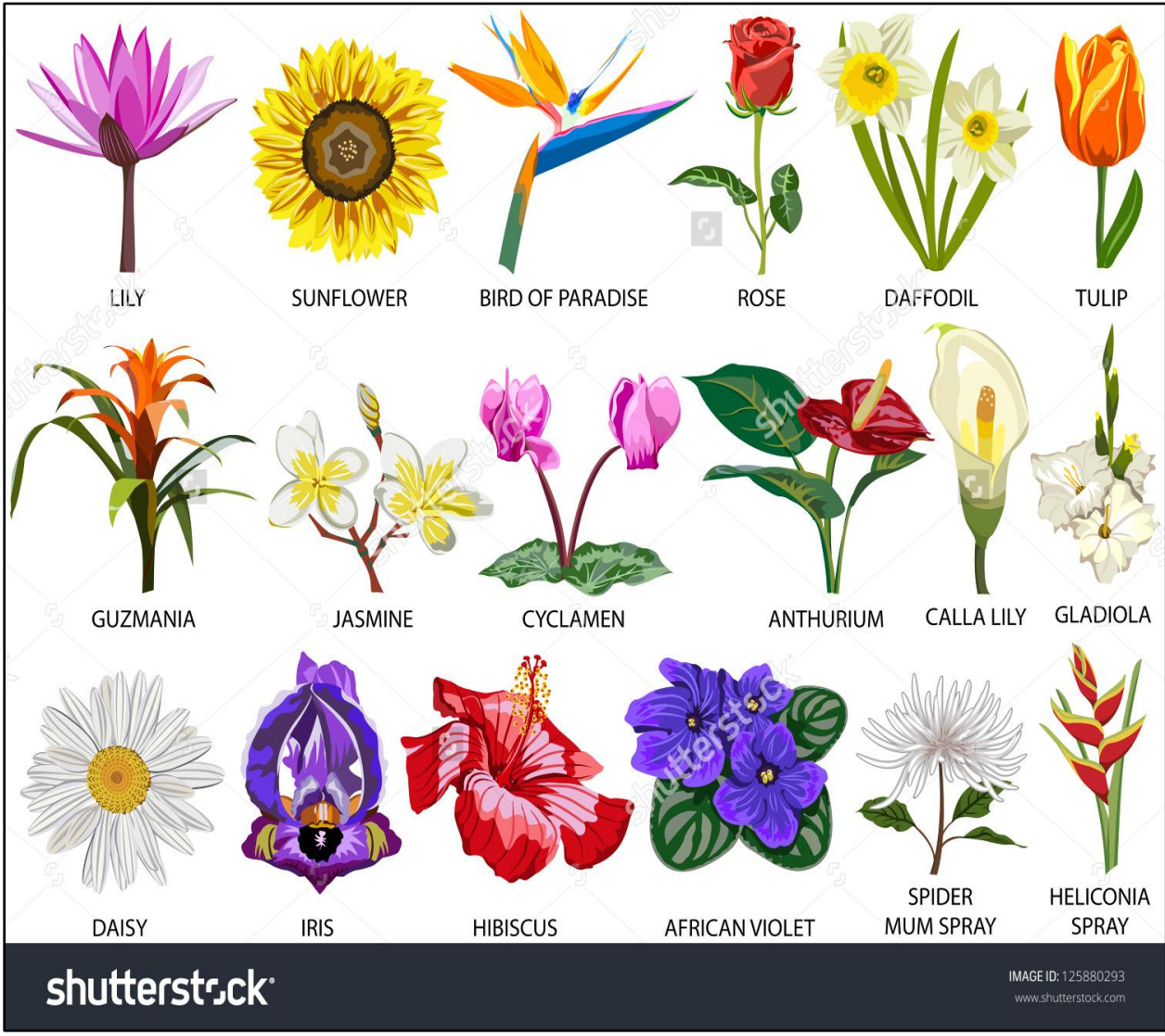
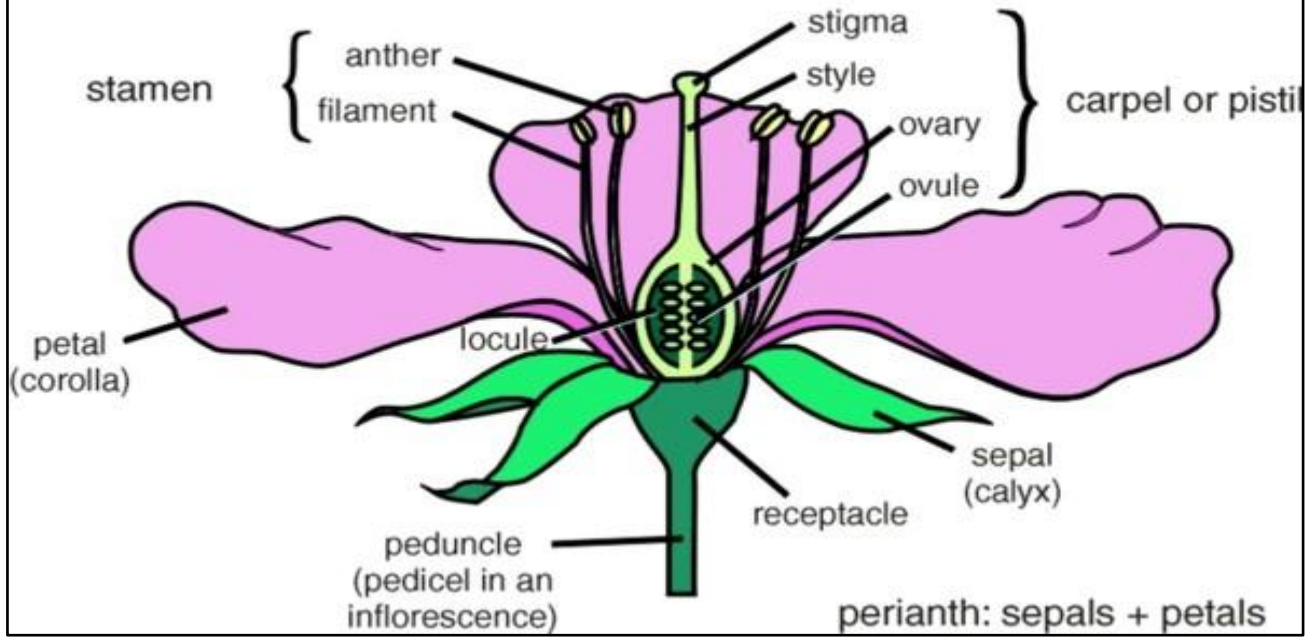
TLO: Observes and explores environmental objects(Flowers)
Identifies various parts of a flower
Observes variations in colors

Sample activity: a) Field visit to a flower garden to observe flowers.
b) Making a flower herbarium
c) Observe a flower and identify its parts.

The following pictures are a guide for the teachers



Basic Flower Structure



shutterstock

IMAGE ID: 125880293
www.shutterstock.com

[Link to Video of Steps on how to make a herbarium](#)

[Pressing Plants - A Simple Way to Dry Flowers.mp4](#)

Sample sheets of a herbarium



NOTE TO TEACHERS: For standard 4th only 4 basic parts need to be told i.e. sepal, petal, pistil, and stamen

Skill focused	Target Learning Outcome	Suggested strategies
<ul style="list-style-type: none"> • Observation • Identification • Knowledge • Differentiation 	<ul style="list-style-type: none"> • Appreciates and reflects on work done by others. • Value of patriotism through story of partition 	In Group

TLO: Appreciates and reflects on work done by others .

SAMPLE Activity: To make different types of houses and compare houses at the time of independence and modern houses

- Children are asked to work in groups.
- They should be encouraged to read the lesson from the text (FA2 activity Reading with purpose)
- Teacher guides each group to read that page which describes the slow transformation of types of houses from 1947 till now.(Each group reads about a different type)
- Children than describe the type of house they have read about in a chronological order.
- Each group than makes model of any one type.
- They make a list of material they require to make model of any one type of house
- Teacher provides them with the materials and picture of the type of house.
- Children make the model.



15 years later, Chetandas gets married. He improves his house like this

Brick walls

Cement roof

Miss Sahaya Mary, KVASC, Blore-47 15

About 20 years later, the children of Chetan Das get married.

The son changes the house by building like this

Miss Sahaya Mary, KVASC, Blore-47

His youngest son Montu goes to live in a City.

There Chetan Das sees many houses like this.

CHETAN DAS'S SAW HOUSES CHANGING OVER TIMES

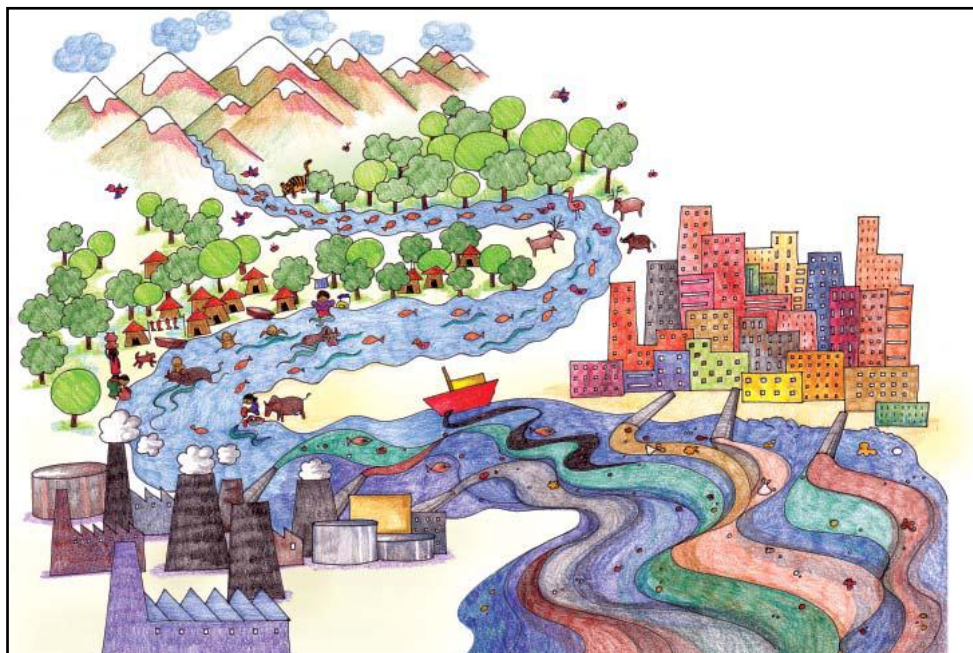
Miss Sahaya Mary, KVASC, Blore-47

Skill focused	Target Learning Outcome	Suggested strategies
Observation	<p>1.Engages and participates in discussions on the themes related Causes of water Pollution</p> <p>2. Predicting probable reasons of “why a river gets polluted”</p>	In Group

TLO: 1.Engages and participates in discussions on the themes related Causes of water Pollution
 2. Predicting probable reasons of “Why a river gets polluted”

SAMPLE Activity: Picture Reading

a) Teacher provides each group with the picture of a river from 4thEvs NCERT Textbook page 106.



- Children observe the picture and note their observations after discussing with their group.
- Each child reads one point of observation from their list.
- Teacher writes points related to pollution of rivers on the BB.
- After all the students have read the points teacher asks them to read the points on the BB silently.
- Children then draw inference on why teacher has written only a few points on BB.

Q1) Choose the correct answers

1. India got its freedom on
i) 15th august 1947 ii) 26th January 1950
2. Kabaddi is _____ game
i) An outdoor game ii) an indoor game
3. The colorful part of a flower is called
i) Sepal ii) Petal
4. _____ crop was grown by Basava's father in their field.
i) Potato ii) Onion
5. Longest river of India is
i) Ganga ii) Brahmaputra

Q2) Look at the picture and write what you observe in one sentence



a)



b)

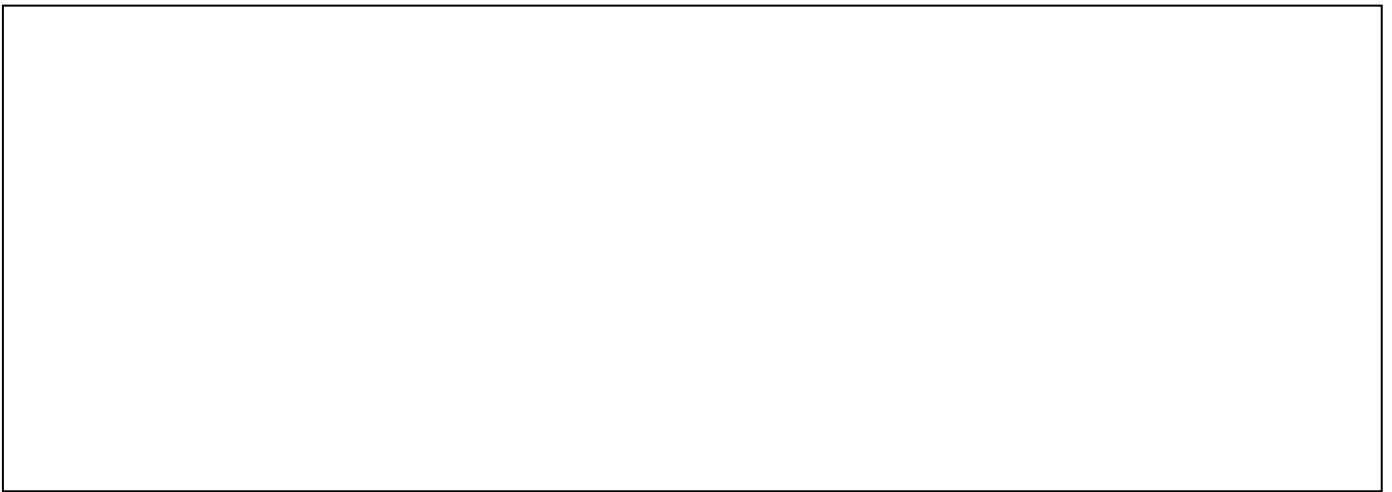


c)

Q3) what happens to the excess food left over after a wedding? Is it all right to waste food? How can we Prevent wastage of food?

Ans) _____

Q4) Have you seen a baby eat food? Draw and show what do you think a baby of one year eats? Name the Food you drew.



Q5) Imagine how Tsering must have felt when he heard that his father has been transferred and he has to Shift to a new city. Draw his facial expressions.



Q6) Show the following states on India political map.

a) Andhrapadesh

b) Uttranchal

c) Bihar

d) Delhi

e)Uttar Pradesh

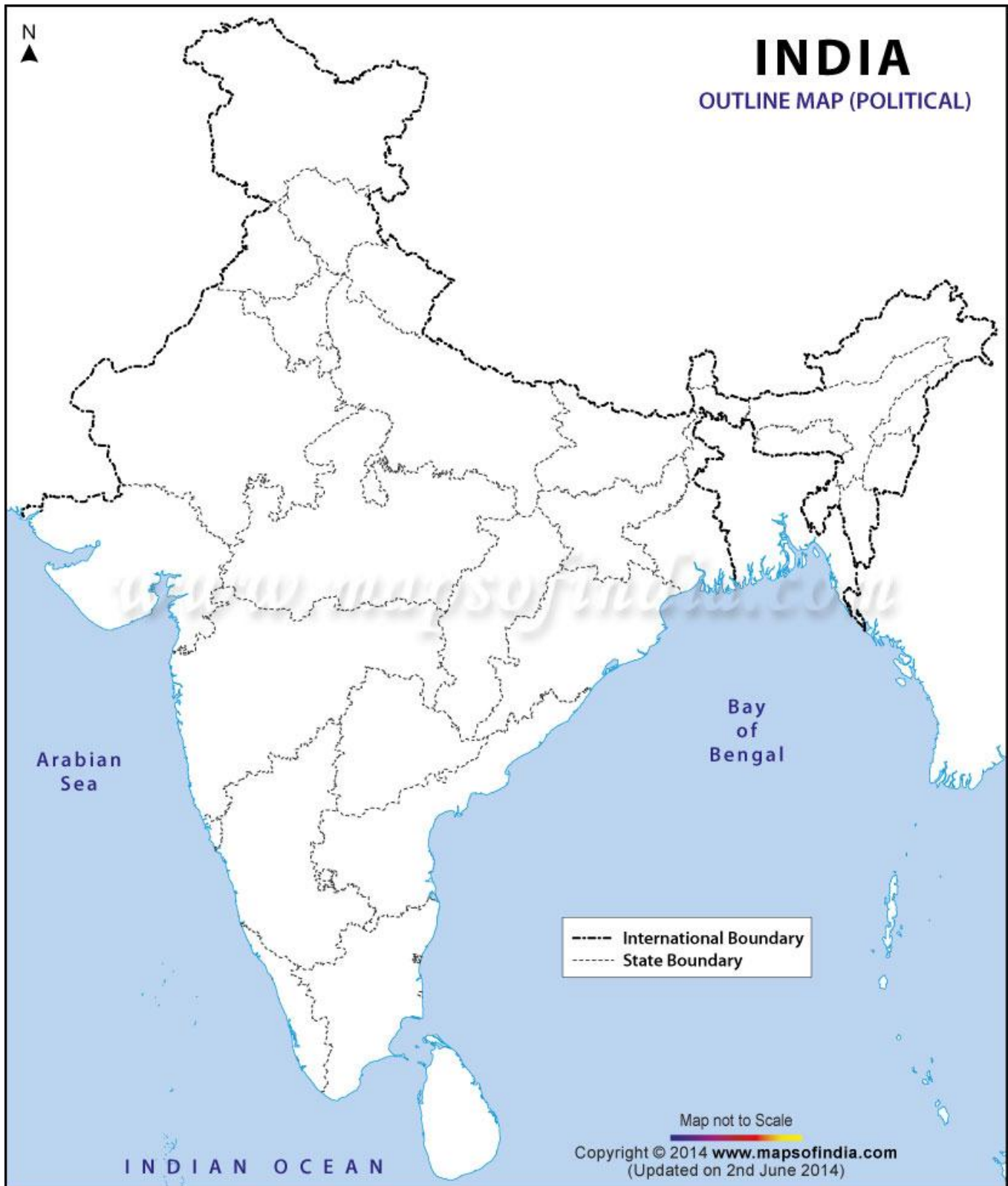
f) Kerala

g) Maharashtra

h) Karnataka

i) Gujarat

j) Goa



Answer key for map is at the end of LAT 1

SUBJECT :- EVS	LEVEL: A2 (CLASS 4 TH)	LESSON 14:Basava's Farm
		Worksheet 17

Skill focused	Target Learning Outcome	Suggested strategies
Observation	Describes phenomenon of growth of a plant in own language.	In Group

TLO: Describes phenomenon of growth of a plant in own language
SAMPLE Activity: Sowing seeds and observing growth of a plant

Teacher first shows visuals of steps of farming.

STEPS FOR AGRICULTURE PRACTICES

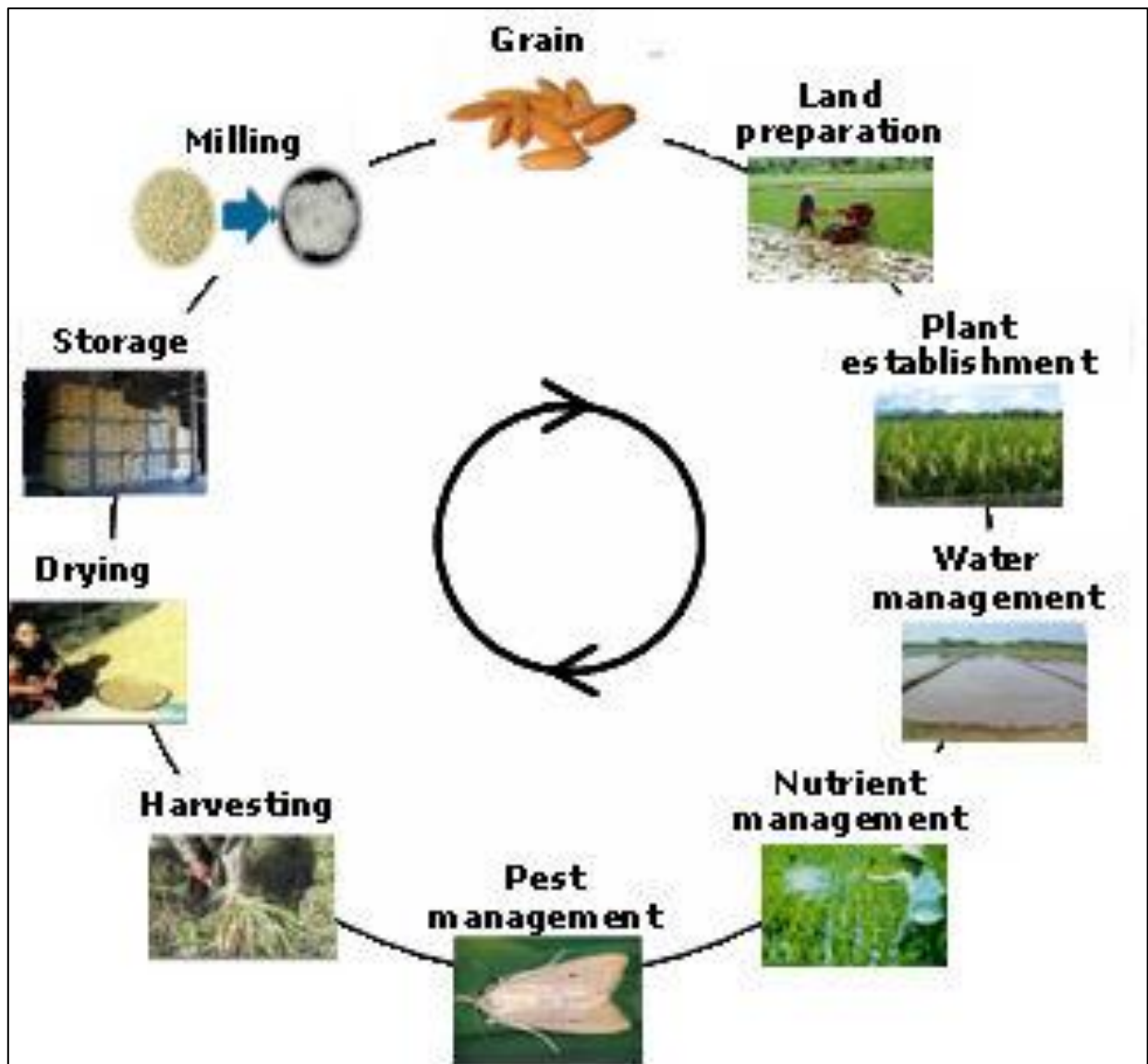
- PREPERATION OF SOIL.
- SOWING.
- ADDING MANURE AND FERTILIZERS.
- IRRIGATION.
- PROTECTION FROM WEEDS.
- HARVESTING.
- STORAGE.

Children than are provided with plastic trays filled with soil and few seeds.

Children than follow the steps of farming and sow the seeds. They observe and record data daily.

SNo	Day	Observation
1	1	
2	2	
3	3	
4	4	
5	5	
6	6	
7	7	
8	8	
9	9	
0	0	
10	10	
11	11	
12	12	
13	13	
14	14	
15	15	
16	16	
17	17	
18	18	
19	19	
20	20	
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25	25	
26	26	
27	27	
28	28	
29	29	
30	30	

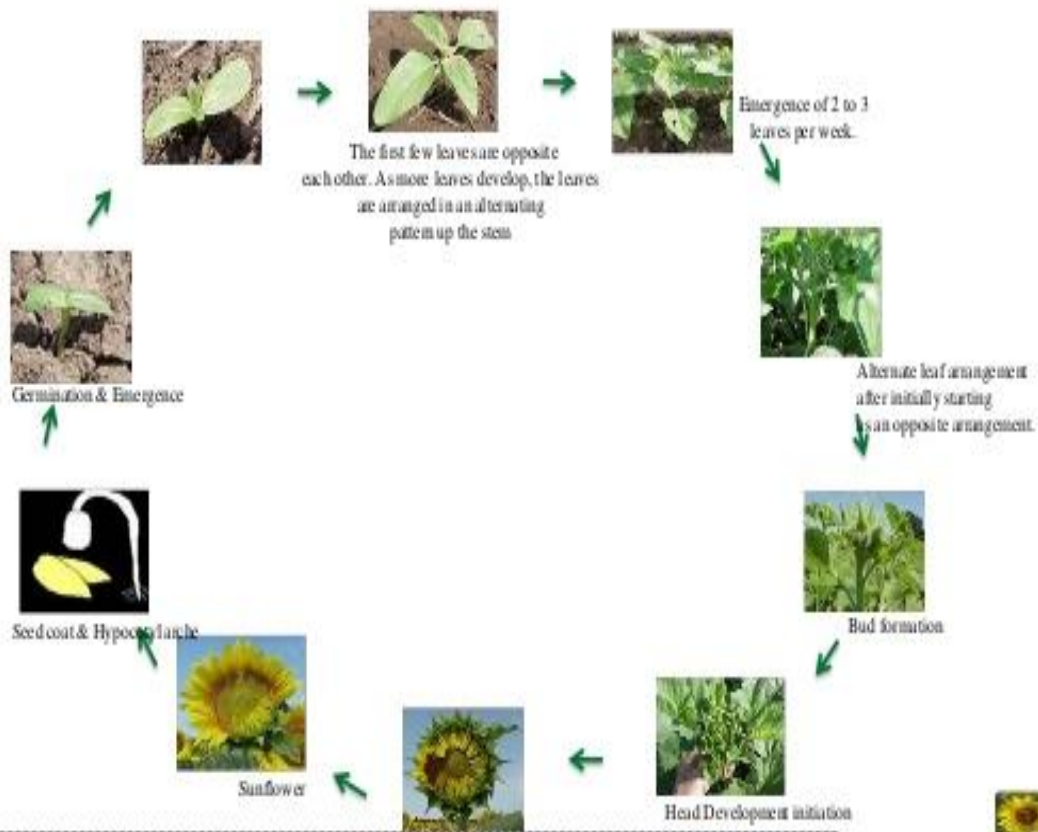
Children stick the various stages of germination of seeds in their herbarium by following the procedure of making the herbarium.



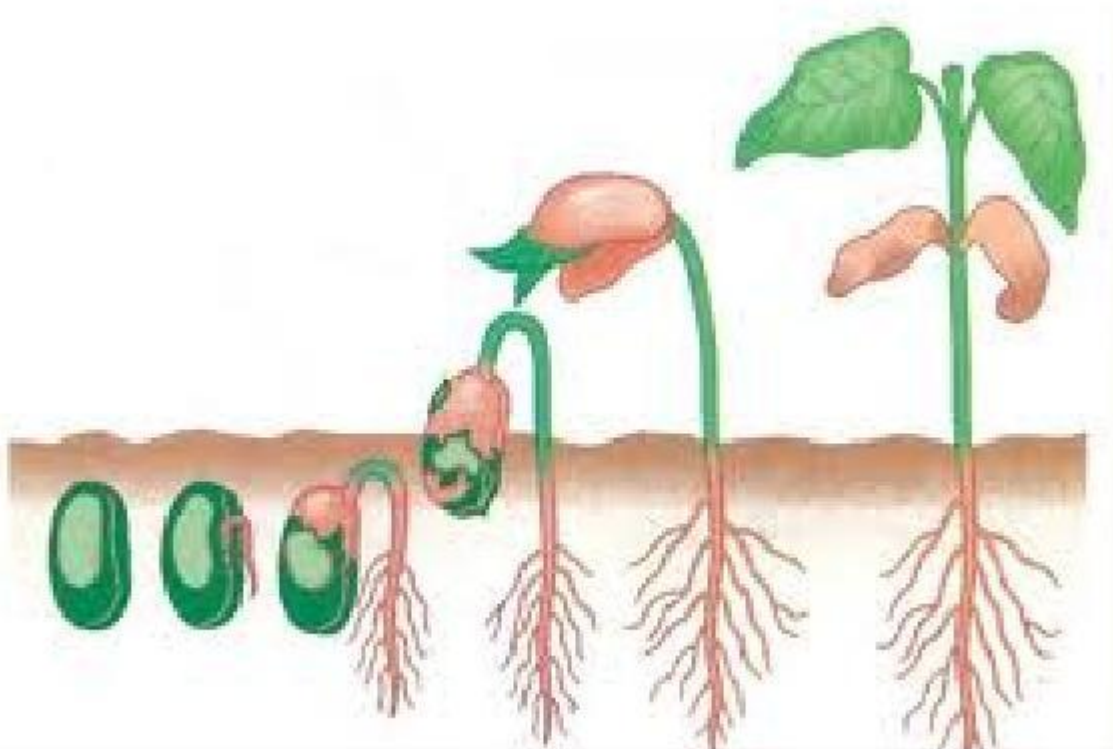
OBSERVE THE FOLLOWING AND ARRANGE IN ORDER



Sunflower Growth cycle



12/19/2013



SUBJECT :- EVS	LEVEL: A2 (CLASS 4TH)	LESSON 15:From market to home
Worksheet 18		

Skill focused	Target Learning Outcome	Suggested strategies
Questioning Classification	<ul style="list-style-type: none"> Frames questions with why and how. Concern for issues like spoilage of vegetables and how to preserve them 	Group

TLO: Concern for issues like spoilage of vegetables and how to preserve them
Frames questions with Why and How

SAMPLE ACTIVITY: To visit nearby vegetable vendor and find out his/her daily routine and information on vegetables sold by the vendor.

Children are divided into groups and encouraged to read the lesson “From market to home.”

They then Frame questions in their group which they would ask the vegetable vendor. Teacher may guide them to frame questions regarding spoilage of vegetables and how it is minimised by the vendor.

A vegetable vendor may be called to the Vidyalaya and mock Press conference may be held.

Children than classify vegetables on their own in different ways.(They should be left free to classify independently)

Gulkand Benefits in Hindi


- * Garmiyo Mai Thandak Paye
- * Anyi-Oxidants se Bharpur
- * Twacha ko Tarotaaza Rakhe
- * Vitamin se Bharpur
- * Pachan ke Liye Faydemand
- * Garmivo Mai Thandak Pave

Now they may draw or stick pictures as per the classification done by them.

A simple pickle may be prepared in the class as one of the methods of preserving vegetables at home.




VACUUM PACKING



Vacuum-Packing stores food in a vacuum environment, usually in an air-tight bag or bottle. The vacuum environment strips bacteria of oxygen needed for survival, hence preventing the food from spoiling. Vacuum-packing is commonly used for storing nuts.

CANNING



- is the process of heating the product at a specified temperature for a specific length of time (pasteurizing)
- vacuum sealing the pasteurized food in special glass jars
- fruits, vegetables, meats, seafood, and some prepared foods.
- Home Methods VS Industrial Methods



Common Food Preservation Methods Include:

- Refrigeration and freezing
- Canning
- Dehydration (Drying Food)
- Freeze-Drying
- Salting
- Pickling
- Pasteurization
- Fermentation
- Chemical Preservation
- Irradiation

Skill focused	Target Learning Outcome	Suggested strategies
Discovery of facts	<ul style="list-style-type: none"> • Observes and explores environmental objects – birds, their beaks and claws, teeth of animals and their functions. • Frames higher order questions with why and how. 	In Group

TLO: Observes and explores environmental objects – birds, their beaks and claws, teeth of animals and their functions.

Frames higher order questions with why and how.

SAMPLE ACTIVITY: Watch the PPT of [a busymonth.pptx](#) and frame questions for a quiz.

Teacher shows the PPT or images of birds, their nests, claws and beaks..

Students elect one Moderator who will conduct the Quiz, and two scorers.

The moderator divides the class into groups, and lays the rules for the quiz in consultation with the groups.

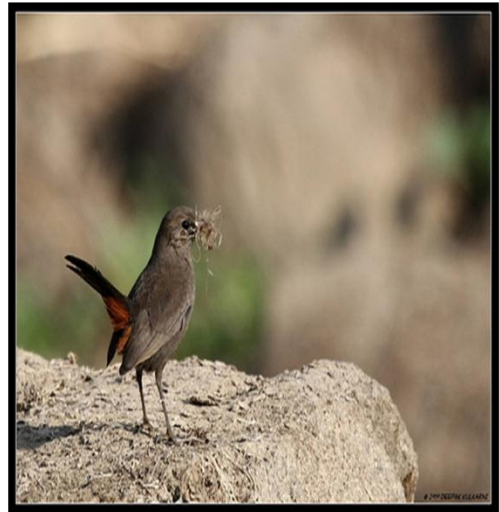
The members of the groups prepare the quiz questions on cards with correct answers at the back .

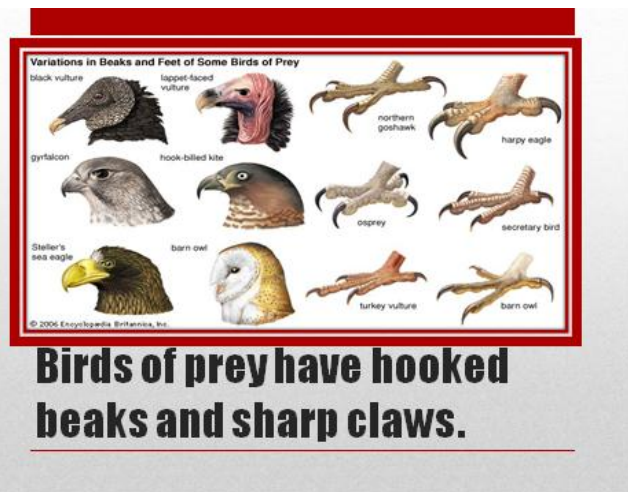
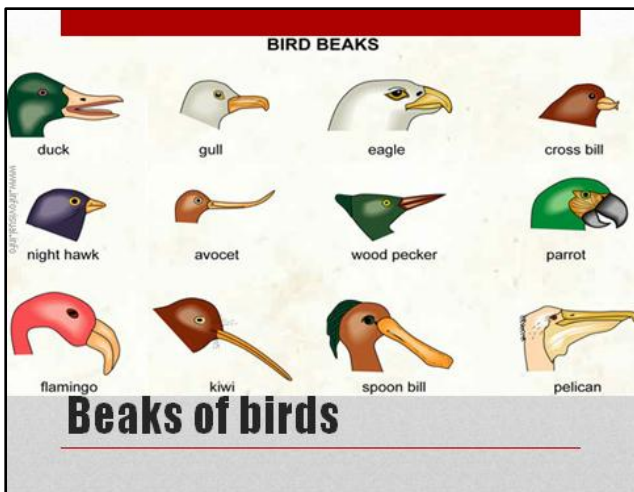
The teacher may guide to frame why and how questions.







The moderator now starts the Quiz competition.

Members of each group ask questions prepared by them to other groups.

Scorers display the scores on the BB as per the rules.





Shape of Bird Foot	Type of Bird Foot	Adaptation and Lifestyle
	Climbing	Feet like these help birds, like woodpeckers, climb trees. Notice the sharp nails for digging into the wood, and the back toes so that the bird doesn't topple backward.
	Swimming	Webbed feet help birds, like ducks, paddle through the water more efficiently.
	Running	For running quickly, birds like emus, often have three toes, all of which face forward.
	Perching	Feet with four toes, one of which is in the back, are useful for perching on tree branches. Birds, like blue jays, wrap their toes around the branch to help balance.
	Grasping	Predatory birds, like hawks, have clawlike feet called <i>talons</i> for grabbing their prey.
	Scratching	Chickens, and other birds that scratch in the dirt for insects, usually have feet with four toes, all of which have strong nails for digging into the ground.

Skill focused	Target Learning Outcome	Suggested strategies
Discovery of facts	<ul style="list-style-type: none"> • Listens to others on themes related to day to day life.(Sources of water in the locality) • Expresses concern for disadvantaged group of society. 	In Groups

TLO: Listens to others on themes related to day to day life.

(Sources of water in the locality)

Expresses concern for disadvantaged group of society.

Sample Activity: Role Play

Class is divided into groups and each group is given one of the following situations

- a) Imagine you are Nandita and you live in a village; through actions describe where you get water from, your house and its surroundings.
- b) Imagine you are Nandita , Describe through role play your experiences when you come to a big city for the first time.
- c) You are Babbloo, How will you treat Nandita and her Mami.
- d) You are Nandita’sMama Show how you will cope when you are shifted to another corner of the city.

NOTE TO TEACHER: The aim of this role play is that the Students should be in the boots of disadvantaged Group of the society and experience some problems faced by them.

Story of **the town mouse and the country mouse** may be told.

Video link of the story

The Town Mouse and the Country Mouse

A town mouse met a country mouse in a forest. The country mouse was getting nuts. "Are you getting nuts for food?" asked the town mouse.



"Yes," said the country mouse, "I am getting nuts for winter. The woods are full of nuts. It is a fine place to live." "I have a fine place to live too," said the town mouse. "I do not get nuts for winter, but I have all I want to eat. You must come to see me." "Yes, I will," said the country mouse. "But you come to see me first. You can come on Christmas."

So the town mouse went to see the country mouse on Christmas. It was a long way. And there was snow on the ground. So when the town mouse got there he was very hungry. The country mouse had nuts to eat, and he had good water to drink. The country mouse ate a big dinner.



But the town mouse said, "I can not eat this food. It is not good. Now you come to see me, and eat some of my food." So the town mouse went home. And the country mouse went with him. It was a long way. They were very hungry. The town mouse had bread and cheese and crumbs from the Christmas dinner. The food was very good. The country mouse ate and ate. Then he said to the town mouse, "How rich you must be."

Soon a door opened, and a woman came in. The town mouse ran to his

hole. The woman went out and left the door open. A big, hungry cat came running in.



The town mouse ran far into his hole. The country mouse ran after him. But the old cat caught the country mouse by the tail. Then the door shut with a bang. This frightened the cat, and she let go of the mouse. The country mouse jumped far into the hole. "Do you call this a happy home? Do you call this riches?" said he. "I do not want such riches. I only got away with my life. I am happy in my country home. There I have nuts and good water. And I do not have to run for my life. Good day, I am going home." And the country mouse ran home as fast as he could.

THE END

Q1) Answer in one word.

- Name the village where Basava lives. _____
- Which crop are they going to sow? _____
- Name the implement used for digging the soil. _____
- What are the bullocks going to pull? _____
- In how many days did the onion plants sprout? _____
- What are the unwanted plants in a field called? _____
- What is the step of farming when the ready plants are cut is called? _____
- Into what colour do the onion leaves turn when the plants are ready to be harvested? _____
- Name the implement used to cut dried leaves? _____
- Which vehicle does Basava's appa use to take the onions to the market? _____

Q2) Name the following steps of farming














Q1) Match the bird with its nest

SNO	BIRDS	NEST
1		a) Does not make its own nest
2		b) In the courtyard
3		c) Hole in trees
4		d) In the stones
5		e) Its nest hangs from a branch

Q2) Draw the claws of birds which perform the following functions for the birds.

1) To hold branches

2) To catch the prey

Q3) Draw the beaks of birds which perform the following functions for the birds.

1) Eat grains

2) Eats Flesh

Q4) Name Different types of houses a described in the lesson “Nandita in Mumbai”. Give four reasons for such differences?

Q5) Draw any one type of house and colour it.

Q6) Answer the following questions

1 Why does Vaishali’s father sprinkle water on previous day’s vegetables?

A. _____

2 Why does Chhotu go to the bazaar?

A. _____

3 Collect pictures of fruits and vegetables. Make a collage of it in the space given below.

4 Given below are names of some fruits and vegetables. Write their names in your local language:

Fruits	Vegetables
1. Apple _____	Onion _____
2. Mango _____	Potato _____
3. Grapes _____	Tomato _____
4. Watermelon _____	Gourd _____
5. Banana _____	Peas _____

SUBJECT :- EVS	LEVEL: A2 (CLASS 4TH)	LESSON 18:Too much water, Too little water
Worksheet 22		

Skill focused	Target Learning Outcome	Suggested strategies
Discovery of facts	<ul style="list-style-type: none"> Higher order questioning.(Why do only some areas of the locality get regular water supply) Purification of water 	In Groups

TLO: How much water is wasted drop by drop, Purification of water.
Sample Activity: Demonstration, Experimentation

Demonstration and Experimentation

Material Required: Beakers, flat bottom flask, Filter paper, Funnel, Pipette, Measuring cylinder, Spirit lamp, tripod stand

Chemicals required: Alum, muddy water, Chlorine.

Procedure

EXPERIMENT 1

DAY 1 STEP 1: Teacher shows muddy water in a beaker.

Alum crystal is passed around in the class for hands on experience.

Now teacher shows how alum is dissolved in water.

Muddy water mixed with alum is kept aside in a transparent plastic bottle for half a day.

Children are instructed not to disturb the bottle.

STEP 2: After half a day teacher shows how the mud has settled at the bottom.

DAY 2 STEP 3: Next day rest of the demonstration is completed by the children themselves.

Children are given funnel, Flat bottom Flasks, Filter papers, and water in which alum was dissolved on previous day. (In groups)

STEP 4 : Children are shown how a filter paper is folded, and kept in the funnel.

This funnel is kept on a flat bottom flask.

Teacher shows how to slowly pour water on the funnel with the filter paper.

The water is than filtered.

Children than observe the water in the flask and report their observations.

STEP 5: Now teacher collects the water and demonstrates how it should be boiled for at least 20 Minutes after reaching boiling point.

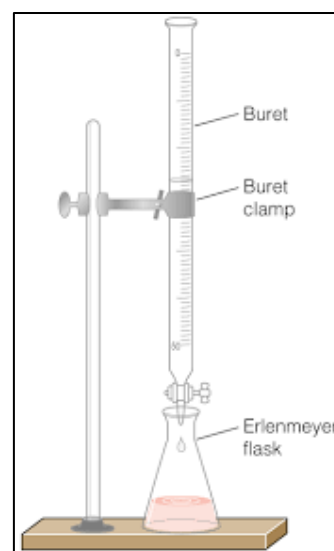
Demonstration 2:

STEP 1: Teacher assembles a pipette on a stand and keeps a measuring cylinder under it.

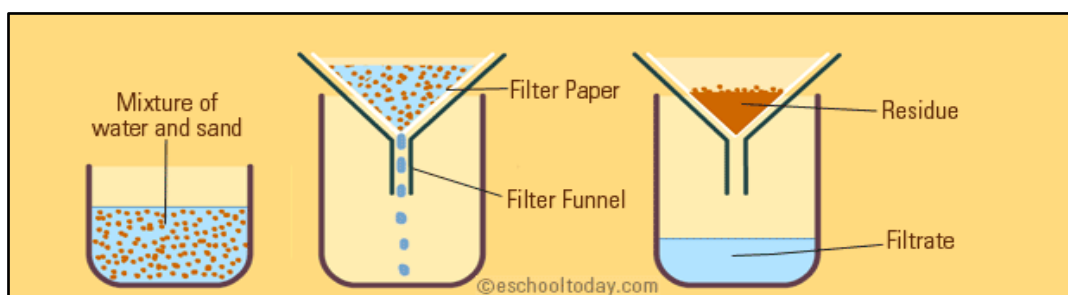
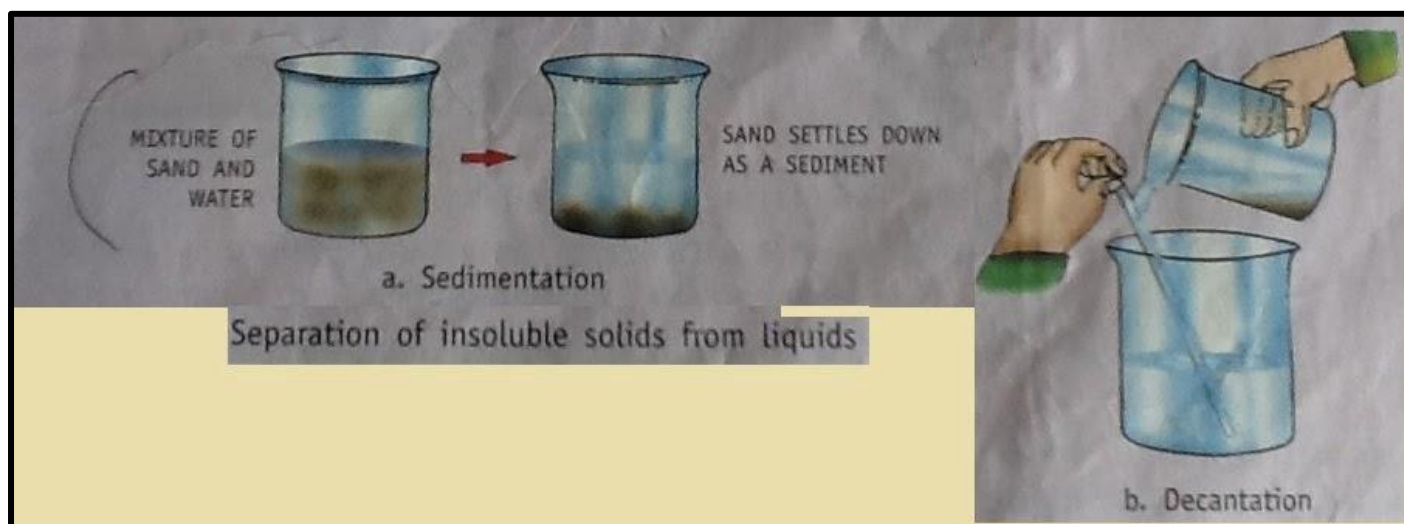
STEP 2: Pipette is filled with water and the nozzle is opened so that small drops of water start filling the Measuring cylinder.

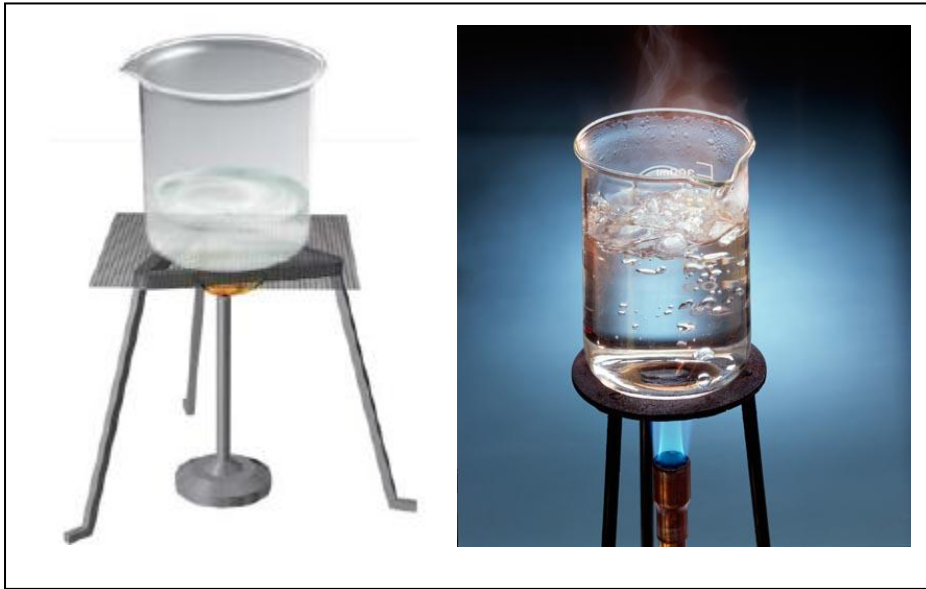
STEP 3: After 1 hour the level of water is observed and measured.

STEP 4: CONCLUSION : Students calculate the amount of water wasted in a day due to leaking taps.



Setup to find how much water is wasted?





Skill focused	Target Learning Outcome	Suggested strategies
Discovery of facts	Observes And explores Plants and trees	In Groups

TLO :Observes and identifies various parts of a plant or a tree and discovers the functions of various parts.

Sample Activity: Experimentation

EXPERIMENT

Children have grown plants when learning the lesson “Basava’s farm”.

Now these plants must have grown properly.

Children are divided into groups and given the following tasks.

TASK 1 FOR ALL GROUPS

- a) Observe the various parts of the plant
- b) Draw the diagram of the plant and label its parts.
- c) Guess the functions of these parts.

NOTE: Photographs of the experiment may be taken by the teacher for presentation

TASK 2 GROUP TASK.

- a) Group 1 will keep its plant in a card board box completely packed
- b) They will not water the plant.
- c) After one week they will open the pack and record their observation.

TASK 3 GROUP TASK.

- a) Group 2 will also keep their plant in a box, but make a hole on one side of the box.
- b) They will water the plant regularly.
- c) After a week they will record their observations.

TASK 4 GROUP TASK

- a) Group 4 will also keep their plant as group 2 but make a hole on another side of the box.
- b) They will water the plant regularly.
- c) Record the observations after one week.

TASK 5 GROUP TASK:

- a) Group 4 will keep their plant naturally and water it 4 to 5 times a day.
- b) Observe the plant growth and record the observation

TASK 6 GROUP TASK:

- a) Group 5 too will keep their plant naturally but water it once or twice a day as instructed by the teacher.
- b) After one week they will observe the plant and record the observations.

TASK 7 GROUP TASK:

- a) Group 6 Will Keep their plant naturally and tie a small polythene bag on its leaf.
- b) Take care of the plant properly
- c) Record the observation

TASK 8 GROUP TASK :

- a) Group 7 will keep their plant naturally and apply Vaseline on the leaves.
- b) Take care of the plant properly.
- c) Record the observations.

TASK 9 GROUP TASK :

- a) Group 8 will keep their plant naturally but cut off the roots.
- b) They will take proper care of the plant.
- c) Record the observations.

CONCLUSIONS:

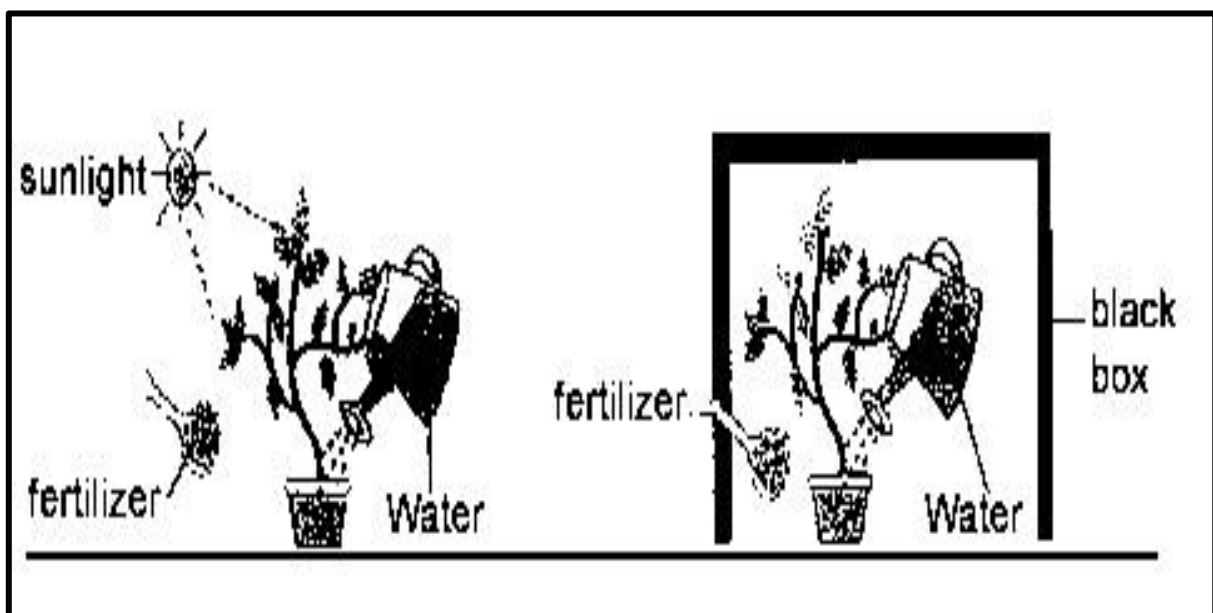
All the groups will give their presentation.

Every child is given opportunity to ask questions or speak out his/her views.

Conclusion will be drawn regarding

- a) Sunlight is necessary for growth of plant
- b) Water is necessary for growth of plant
- c) Roots absorb water for the plants
- d) Leaves help in transpiration and photosynthesis.(Teacher Tells scientific terms and explain the processes)
- e) Stem helps in transportation.

NOTE: Children may come up with many more observations. Teacher should give them complete freedom to present their views. High order thinking and higher level of conclusions may be reached.



FOR TEACHER'S REFERENCE

System Transportation and Transpiration Of Plants

Objectives: To find how water is transported in a plant..

Devices and materials:-Celery-Water-Red food colouring-Former bottle

Work Procedures:

Steps 1:Place celery stem, with its leaves intact in a beaker of coloured water as in figure.

Steps 2: Place a second stem of about the same weight but with all its leaves removed in another beaker of coloured water

Steps 3: After 20 minutes, remove both stalks and cut the stems at regular intervals too see how far the coloured water had risen

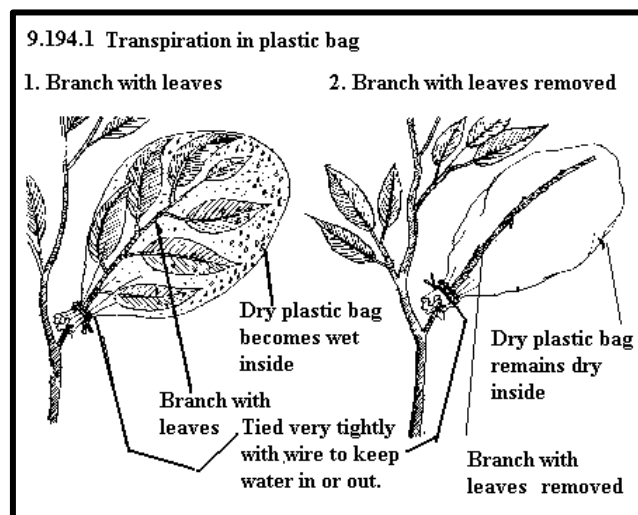
Experiment:

Place celery stem, with its leaves intact in a beaker of coloured water as in figure.

Place a second stem of about the same weight but with all its leaves remove in another beaker of coloured water.



After 20 minutes, remove both stalks and cut the stems at regular intervals too see how far the coloured water had raised



Skill focused	Target Learning Outcome	Suggested strategies
<i>Expression and cooperation.</i>	<ul style="list-style-type: none"> • <i>Listens to others on themes like ways of cooking food in a family, festival or langar.</i> • <i>Shares experiences related to boarding school, festival, or a party.(Verbally or in written form.</i> 	<i>In Groups</i>

TLO : Shares experiences related to boarding school, festival , or a party.(Verbally or in written form

Sample Activity: Plan a Christmas party in the classroom.

Teacher asks the children to elect a leader to plan a Christmas party.

The leader plans the date of the party after discussions with other children of the class.

Work is distributed by the leader to various groups.

The group leader chosen by the group members redistributes the chores for the work assigned to his/her group.

(Collection of money, planning the menu, planning cultural items, planning games, decoration etc)

Teacher is an observer, a guide and a felicitator.

After the party the children describe the party in a written paragraph.



Skill focused	Target Learning Outcome	Suggested strategies
Concern for justice and equality	<ul style="list-style-type: none"> • Reflects critically on various issues related to social/cultural aspects like Gender discrimination, Discrimination based on caste and religion. • Values of honesty. • How to distinguish between good and bad touch, Speaking to an adult about it. 	In Group

TLO: Reflects critically on various issues related to social/cultural aspects like Gender discrimination, Discrimination based on caste and religion.

Sample Activity: Group discussion

Children are encouraged to read the lesson from the text book.

Teacher shows a video the link is [THE WORLD IS IN MY HOME - CBSE CLASS IV.mp4](#)

The children points out the issues rose in the lesson and write them on the black board

Teacher Than initiates a group discussion on these issues

- a) Gender discrimination
- b) Honesty
- c) Who dominates the house?
- d) Discrimination on the basis of caste and religion?
- c) Good touch and Bad Touch.

Children are encouraged to pose Questions and Find answers during the discussion.

They are asked to represent any one issue in a sketch.



ANTI IDEAL GIRL

POURTA HEVON



He has the most beautiful smile



She has a great school record



It does not matter to a parent



Not a bit of thought



Oh my child



Not even a little bit of money



For millions of them



She has the same way of looking at things



The Ideal Girl is well educated and talented one

ALL PEOPLE ARE SAME IRRESPECTIVE OF COLOUR CREED CASTE
 TREAT EVERY ONE IN THE SAME WAY
 IN OLDEN TIMES PEOPLE USED TO BE DIFFERENTIATED BASED ON CASTE
 IT IS BAD
 IN SOME COUNTRIES PEOPLE ARE CALLED BLACK BASED ON SKIN COLOUR
 WHICH SHOULD NOT BE DONE



Is there different rules for boys & girls ?

Boys can play late in the evening but girls are not allowed to out side the house late in the evening and prathiba says this is wrong

Do u agree ?



Boys and Girls are the same they should have the same set of rules



Marietta's family always quarrel over watching television. Her Brother likes to watch cricket, Susan watches songs, Auntie watches serials, marietta likes to watch cartoons & Dad likes football matches



Piloo Aunty in the Beach

Piloo aunty took Nazu and friends to the beach they played in the beach went for a ride on the Gaint Wheel Ate Bhelpuri Bought Baloons enjoyed cold kulfis The kufi seller made a mistake in charging money instead of taking money for seven kulfishe took money only for five kulfis. Piloo aunty was honest and she called the kufi seller and paid the remaining money



Be Honest

I DON'T LIKE IT

DON'T ALLOW ANYONE TO TOUCH AND TALK TO YOU WITH OUT YOUR PERMISSION.
 IF THEY DO SO ASK THEM NOT TO DO IT ,IF THEY DON'T HEAR YOU INFORM YOUR PARENTS ABOUT IT
 YOUR BODY IS YOU PROPERTY IT IS NOT FOR OTHERS TO TOUCH AND PLAY
 IF YOU EVER FEEL THA SOME PERSON KEEPS TOUCHING YOU ALWAYS EVEN AFTER SAYING DON'T DO , AVOID GOING TO HIM/HER AND INFORM TO YOUR FRIENDS /TEACHERS /PARENTS



Q1) Choose the correct answer

- a) Bihu festival is celebrated in a) Assam b) Orissa c) Bihar
- b) The first day of Bihu is called a) sankranti b) pongal c) uruku
- c) People will dance around a) pitha b) bhela ghar c) cheva rice
- d) Gurnoor's parents were in a) Temple b) Gurudwara c) Masjid
- e) Kadhah Prasad was made by a) Manjit uncle b) Manpreet's mother c) Divya

Q2) Fill in the blanks.

- a) _____ is a common variety of sticky rice used in Assam.
- b) The festival of Bihu is celebrated in the month of _____.
- c) The women were dressed in _____ colour clothes.
- d) Kadhah Prasad was distributed after the _____.
- e) Divya and Swastik stayed at a _____ school.

Q3) Match the following

- | | |
|--|--------------------------|
| a) Flour, ghee, sugar | i) Mid day meal |
| b) A big vessel for cooking cheva rice | ii) food cooked for Bihu |
| c) Children are provided food in school | iii) Kadhah prasada |
| d) Bamboo and grass | iv) Tao |
| e) Meat, fish, vegetables, cheva rice, pitha | v) Bhela ghar |

Q4) Look at the pictures and answer the questions



Name the dance : _____



What is this called? _____



What is being cooked? _____



Name the boy in the picture : _____



Cooking and eating together in a gurudwara is called _____.

Q5.How do the different parts of the plant get water?

Q6.Write any four differences between living and non-living things?

Q6.Fill in the blanks:

- a. Abdul was helping his _____ in the _____.
- b. The pea plant has a _____ stem.
- c. Banyan tree has roots that look like _____ branches. They provide _____ to the tree.
- d. Desert oak tree is found in _____.
- e. _____ and _____ are living things.
- f. _____ and _____ are non-living things.

Q7.Draw a plant and label all its parts.

Q8What did Akshay's grandmother warm him?

Q9.Ritu doesn't want to go to Meena's house. Why?

Q10. Write an incident when there was a quarrel at your house over T.V. or something else.

Q11. Do you think it is right to have different rules for girls and boys? Why?

Q12. Were you stopped from playing with certain children? Who were they?

Skill focused	Target Learning Outcome	Suggested strategies
Cooperation	<ul style="list-style-type: none"> Learning traditional arts and handicrafts, and traditional occupations. Creates designs using color paper strips. 	In Group

TLO: Learning about traditional arts and crafts.

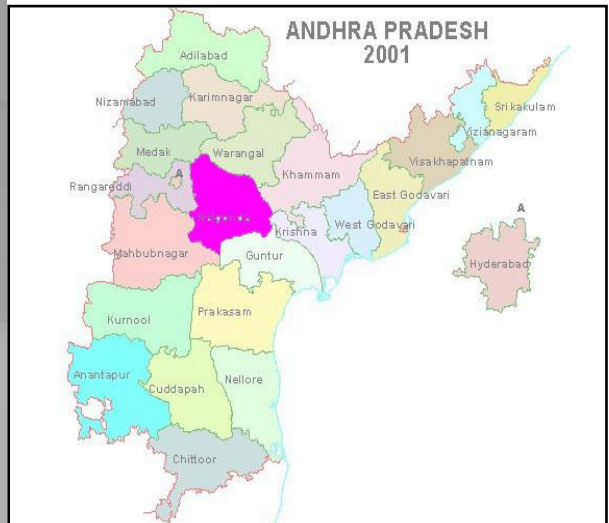
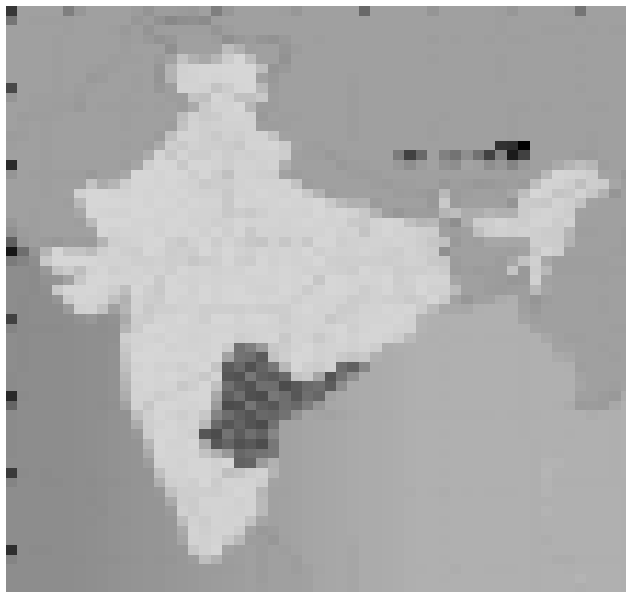
Creates designs using color paper strips.

Sample Activity: Use of ICT under the guidance of the teacher to find various traditional arts and crafts of India.

Teacher first shows a ppt on Pochampalli cloth weaving .Link for the ppt [e-content-evsivpochampalli.pptx](#)

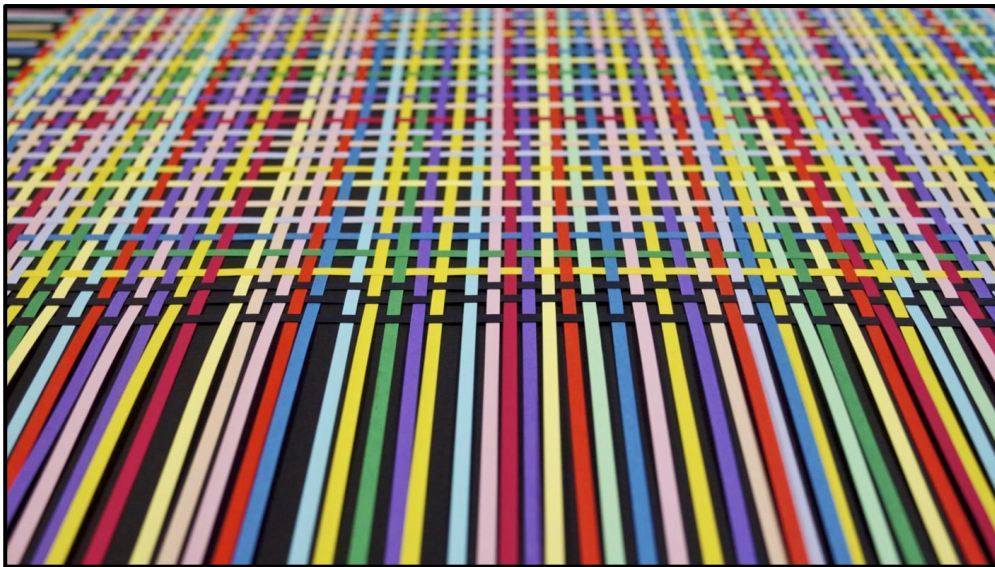
Now teacher shows on LCD how to use a search engine to find traditional arts of India.

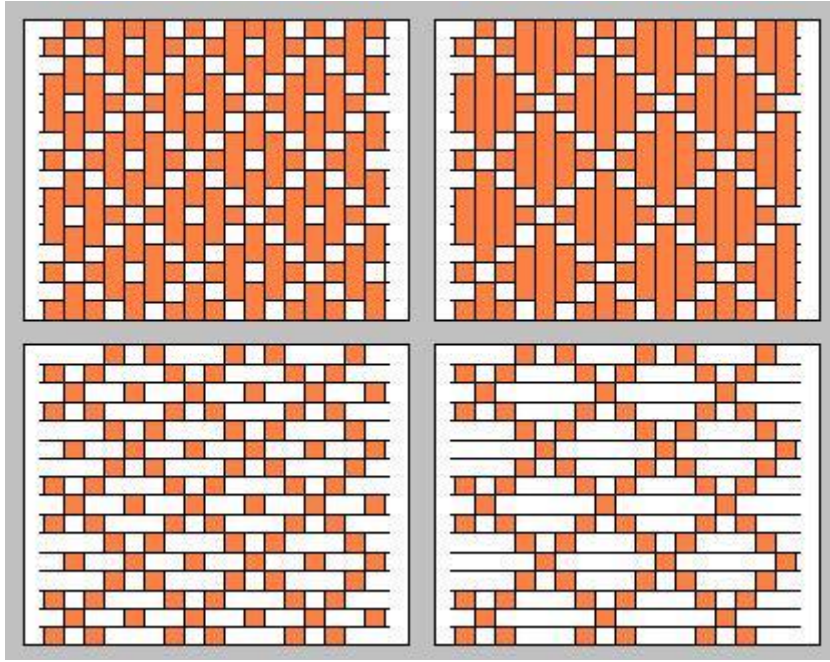






Children can be provided with colour paper strips and they can make weaving patterns as follows.





Skill focused	Target Learning Outcome	Suggested strategies
Observation Discovery of facts	<ul style="list-style-type: none"> Collects and presents collected material/information through PPT. Observes and explores Variation in Climate , Food ,clothes, plantations etc of two Different countries. 	Group

TLO : Observes and explores Variation in Climate , Food ,clothes, plantations etc of two Different countries

Sample Activity: Use Of ICT to collect Information about United Arab Emirates And Kerala

In The Previous Chapters Teacher Has Shown children how to use Search Engines.

Now Teacher shows students How to make PPT Slides.

Children collect data of the Country UNITED ARAB EMIRATES and city KERALA .

They compile the data on the following points and make slides for presentation in groups.

- a) Location On Map
- b) Food
- c) Clothes
- d) Vegetation
- e) Historical places
- f) Special Festival
- g) Language spoken
- h) Culture

SAMPLE OF SLIDES PREPARED BY STUDENTS



Kerala cuisine is distinctly different from food elsewhere in India.



People of this region both men and women generally dress in off-white and white attires




"Onam" is the biggest festival in Kerala




"Vallamkali" is the traditional boat race in Kerala



"KATHAKALI" and "MOHINIYATTAM" are the traditional dance forms of Kerala




"Malayalam" is the language spoken by the people of Kerala



Many cash crops like coconut, tea, rubber, coffee, pepper, ginger give agriculture of Kerala a diverse nature.



SLIDES SHOWING COMPARATIVE STUDY

ABU DHABI

- Abu Dhabi is the capital and the second largest city of the United Arab Emirates in terms of population.
- Abu Dhabi lies on a T-shaped island jutting into the Persian Gulf from the central western coast
- Abu Dhabi is a middle east country and is a desert.
- Its fast development and urbanisation coupled from income of its population has made it a very rich country.
- Today the city is a commercial centre due to its position as the capital.
- Abu Dhabi is one of the world's largest producers of oil and invests money in tourism too.
- Abu Dhabi is the 67th most expensive city in the world.
- Its climate is very hot and there are sand dunes.



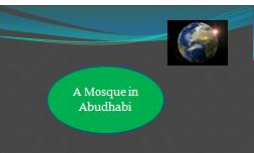
Sand dunes of Abudhabi



Rivers of Kerala



A Mosque in Abudhabi



Date palms of Abudhabi



A CHURCH AND TEMPLE IN KERALA



Nature in all its beauty in our own state







ABUDHABI INTERNATIONAL AIRPORT- A DISPLAY OF WEALTH



OIL WELLS IN ABUDHABI



KOCHI INTERNATIONAL AIRPORT




OUR BEAUTIFUL BEACHES




DIRHAM OF ABUDHABI



RUPEE OF KERALA



MALAYALAM



ARABIC



Pride of our state - Kathakali



ABUDHABI'S SPECIALITY



TRADITIONAL DANCE OF ABUDHABI



SPICES OF KERALA



OUR SADHYA




ABUDHABI IN ALL ITS SPLENDOUR

LOUVRE MUSEUM



A KERALITE COUPLE IN ALL THEIR ELEGANCE



NAPIER MUSEUM -TVM



KOCHI



THEY BELONG TO ABUDHABI



Skill focused	Target Learning Outcome	Suggested strategies
Observation Identification Discovery of facts.	<ul style="list-style-type: none"> 1 Shows no biases in behavior. (Preparing simple foods using spices in a heterogeneous group and eating together by sharing) 2. Appreciates and reflects on the work done by self and others. 3. Differentiates food items based on their physical features like Smell and Taste. 	In GROUP

- **TLO:** 1. shows no biases in behavior. (Preparing simple foods using spices in a heterogeneous group and eating together by sharing)
 - 2. Appreciates and reflects on the work done by self and others.
 - 3. Differentiates food items based on their physical features like Smell and Taste.
-
- **Sample Activity:** To collect spices, pack them in small polythene zip pouches, Display on Charts, and name them.
 - Use Spices to prepare simple food dishes.
 - To understand the nutritional values of the ingredients used in the dishes.

Teacher provides various whole spices to children to observe, touch and smell.

Then the students pack the spices in small polythene zip pouches and staple these on a chart.

Students write the names of these spices below the pouches on chart and mount the chart on a cardboard.

Teacher provides some simple food items like Boiled potatoes, Cut fruits, Steamed sprouts, Curd, Sliced vegetables and ground spices.



Children prepare chats and masala chach.

Children in groups write the ingredients used to prepare their dishes with the nutritional value of each Ingredient.

They list the method of preparing their dish.

They sit together and share their dishes with other children and eat together.



Skill focused	Target Learning Outcome	Suggested strategies
Discovery of facts	<ul style="list-style-type: none"> Expresses one’s feelings or ideas in various ways. Gender Sensitivity. Concerns for equality. 	In Groups

TLO: 1.Expresses one’s feelings or ideas in various ways.
2. Gender Sensitivity.
3. Concerns for equality

Sample Activity: Quiz

Teacher has already shown children how to use ICT. Now teacher takes the children to the library and asks them to find information on

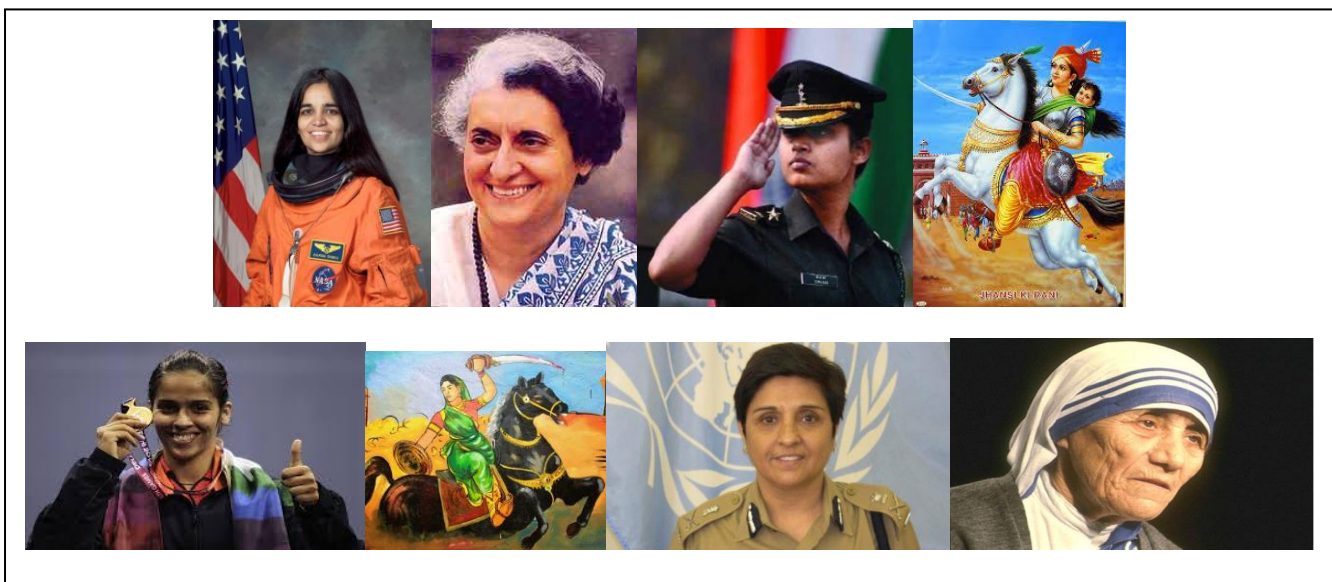
- a) Defence Forces
- B) Internal security forces
- c) Great women of India
- d) Jammu Kashmir

Students collect the information and frame questions for QUIZ .

A moderator and Two scorers are choosen.

Quiz competition is conducted between the groups.

Children collect pictures of great Indian women and Defence Forces and stick in scrap book.



When I Grow Up

"When I Grow Up"

Someday soon when I grow up
I'll have a job to do
I'll write a book or be a cook
Or work inside a zoo.

I might want to drive a bus
Or teach children to read
I'll lead a train or fly a plane
Or plant a little seed.

I might want to fight a fire
Or be a doctor too
I'll build a house or sew a blouse
Or sail the ocean blue.

So many jobs that I might choose
I wonder what I will be
I'll work and learn
Until it's my turn
To find the right job for me!



Skill focused	Target Learning Outcome	Suggested strategies
Observation Discovery of facts	1. Reflects sensitivity towards the needs of differently abled children and learns to express feelings in different ways towards others.	

TLO: 1. Reflects sensitivity towards the needs of differently abled children and learns to express feelings in different ways towards others

Sample Activity: Story reading

The purpose of this lesson is to begin to familiarize students with the term disability, and to raise awareness about the experiences of people with physical disabilities. Through children’s literature and personal connections with people who have a physical disability, students come to understand the capacity of people with disabilities to engage in activities that all people enjoy. Students will also come to know and recognize the International Symbol of Access to People with Disabilities.

Objectives:

- Students will learn the terms disability and physical disability.
- Students will understand and recognize the International Symbol of Access to People with Disabilities.
- Students will discover the various abilities of people who use wheelchairs.
- Students will meet a person with a physical disability to learn more about the daily experiences of people living with a disability.
- Students will develop a class book depicting what they learned about people with disabilities.
 - [International Symbol of Access to People with Disabilities](#)



Students read the story and analyse main ideas from the story, communicate ideas in words and drawings, formulate questions for group discussion

Key Words : ability, difference, disability, sign, symbol, wheelchair

Procedures :

1. Hold up the [International Symbol of Access to People with Disabilities](#) for all students to see. Ask students:
 - a. Have you seen this sign before? Where have you seen this sign?
 - b. What does this symbol look like to you?
(Explain that this symbol is a picture of a person who uses a wheelchair, and is for people who are disabled. This sign can be found in parking spaces close to the entrance of a store, or a park, or a school so that people who use wheelchairs or who have trouble walking do not have to travel far to get inside. Sometimes it can be found on seats in buses or trains, and means that those seats are reserved for people with disabilities.)
 - c. What is a disability?
(Explain that a disability is a condition that limits a person in being able to see, hear, walk, or speak. Some people with disabilities may be blind, or deaf, or may use a wheelchair if they are unable to walk.)
 - d. Have you ever met a person with a disability?

Explain that the class is going to read a story about a student who has a physical disability and uses a wheelchair. Students read the story of **“Chuskit goes to school”**

2. Encourage students to Ask some or all of the following discussion questions as students read part of the story aloud:
 - a. Why do you think Chuskit was unhappy?
 - b. Why do you think felt when she saw other children going to school?
 - c. How would you feel if you were the one who was different the way Chuskit was?
 - d. How did Abdul and the other students make Chuskitfeel?
 - e. What could Chuskit do using her wheelchair?
 - f How did the other students help Chuskit?
 - g. If a person who uses a wheelchair joined your class, how could we make him or her feel welcome? How could we make sure he or she could join us in all of our classroom activities?
1. Invite a local community member who uses a wheelchair or who wears a prosthetic device to visit the class (or take the class to visit them) so that students have a chance to meet a person with a physical disability. In preparation of the visit, develop a list of questions that the students would like to ask about what it is like to live with a physical disability.

(Note: If this is not possible, gather non-fiction books about people with disabilities so that students can learn more about what it means to have a physical disability and use a wheelchair (see suggested titles listed below). Refer to the ADL resource [Evaluating Children's Books That Address Disability](#) for guidelines on choosing children’s literature on disability.)

Suggested non-fiction books:

- a. [Let's Talk about Being in a Wheelchair](#) by Melanie Ann Apel
- b. [Rolling Along: The Story of Taylor and His Wheelchair](#) by JameeRiggioHeelan
- c. [Sam Uses a Wheelchair](#) by Jillian Powell

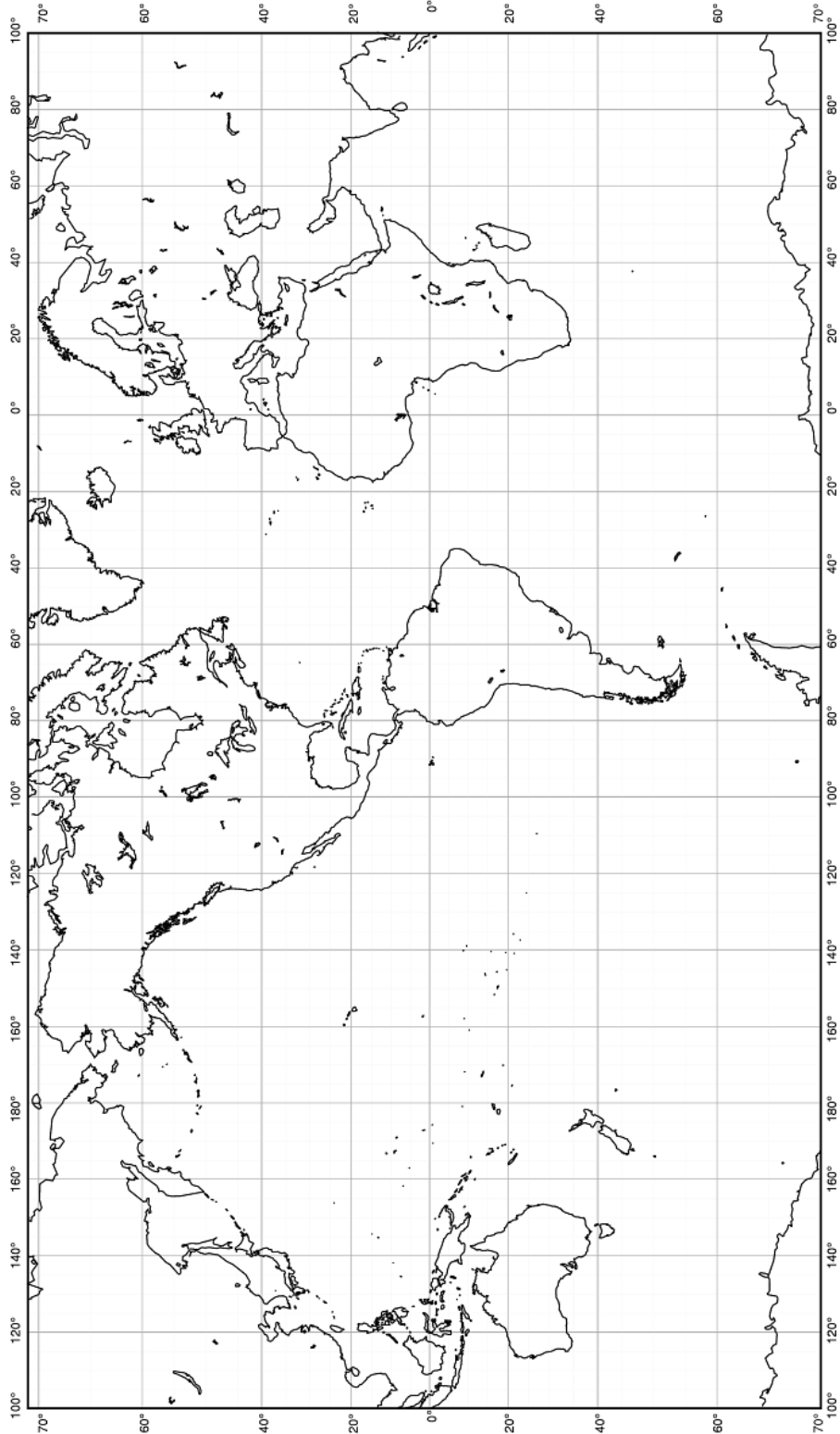
2. At the conclusion of the visit, invite students to draw pictures and/or write about what they learned about people with physical disabilities. Once the students have completed their pictures and writing, assemble into a class book, and review with students. (Extension activity: Invite family
3. Members and/or schoolmates to a reading of the class book so that students can share what they have learned about people with disabilities. Assist students in answering any questions that guests may have about people with disabilities.)

Extension Activity:

Organize a field trip to visit a local school or community centre that hosts athletic programs for people with physical disabilities. Have students talk to some of the sports players about their disability and how they became involved in the sports program. Visit the [International Paralympics Committee](#) website to find local athletic programs for people with physical disabilities.

Q1) Show India And United Arab Emirates In The World Map

World Map



Q2. How did "Pochampalli" cloth get its name?

Q3. Write all the steps from thread to Saree in brief.

Q4. Which spice brings water in your eyes and nose? _____

Q5. Name the spice used for healing wounds. _____

Q6. Garam masala is made by grinding many spices together. Name at least four of them.

Q7. Fill in the blanks:

- a. _____ is used to make the food look yellow.
- b. _____ is small and round like a pearl.
- c. _____ keeps the stomach healthy.
- d. _____ looks like a nail.

Q8. Identify the pictures of the spices given below. Write their names.









Q9. Find out the difference between a normal ship and a submarine:



Q10. Fill in the blanks:

- a. Chuskit is _____ years old _____ who cannot _____.
- b. She lives in _____ village in _____.
- c. Abdul talked about his plan to the _____ and _____.
- d. They made a small _____ across the river.

Q11. Match the following:

- a) A person who cannot speak blind
- b) A person who cannot walk dumb
- c) A person who cannot see lame

Q12. What was Chuskit's dream?
