

# WOW!

## science

Hands-on Learning in EVS



Archana Shukla

— This is my book —

I am .....

I am in class .....

Wow! Science, the series, attempts to present Environmental Science through a comprehensive, wide ranging content, along with related activities, to provide joyful learning experience, for the young learners. Our endeavour is to help satisfy the curiosity of the learners, about 'hows' and 'whys' of various happenings around them. For this, we incite their curiosity and then encourage them by involving them in finding the answers.

Real-life pictures and vibrant illustrations draw and keep their attention to enhance learning, there by making Environmental Science real and relevant to young learners. The series is designed keeping the latest pedagogical concepts in mind, such that it follows the recommendations of the NCF (2005).

## Salient Features

- Each chapter progresses logically, connecting the previous knowledge with the new content through a useful and interactive 'Warm-up' activity to begin with.
- A list of the aims of learning of each chapter, under 'We will learn' begins the chapter and a flow chart of the learning accomplished, under 'I have learnt', summarises the chapter.
- The conversation among the three characters—Jigyasa, Chinmaya and Vaigyanik Chacha—is used time and again to make the atmosphere conducive to learning.
- A wide variety of exercises and a plethora of activities and project works given at the end of chapter help to evaluate the learning.
- Each chapter is accompanied by a worksheet for further practice and to cement the learning of the topic.

We hope we succeeded in presenting a course that will interest the learners and result in augmenting their learning. We look forward to a feedback and assure you that any errors are inadvertent. Any errors pointed to us will be attended to.



### Warm Up

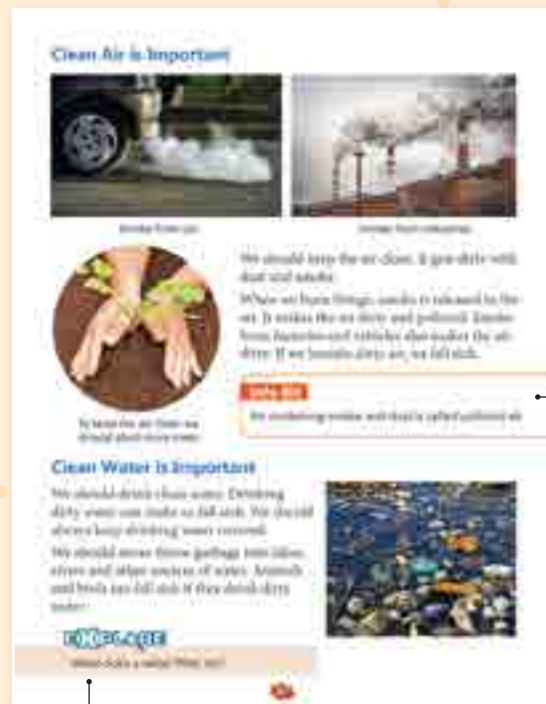
Encourages active student participation and creates opportunity for interaction and discussion

### In This Lesson

List of major topics covered in the chapter

### Info Bit

Interesting facts that excite students and broaden their scientific knowledge



### Explore

Inquiry-based activities to gain a deeper understanding of the concepts learnt



**Find Out**  
Includes questions to encourage critical thinking and problem-solving among the young learners

**Evaluate**

Includes testing modes graded under appropriate headers such as: *Let's answer, Let's do it, Let's think, Skill builder and I wonder*



**I have learnt**  
Concept maps that summarise and link all the concepts learnt in a chapter

**Worksheet**  
A useful worksheet at the end of each chapter for additional formative evaluation

**Skill Builder**  
A creative exercise that helps to build the right attitudes and values in young learners



**I wonder**  
Hands-on activities involving experiments, making observations, collecting data, model making and project work

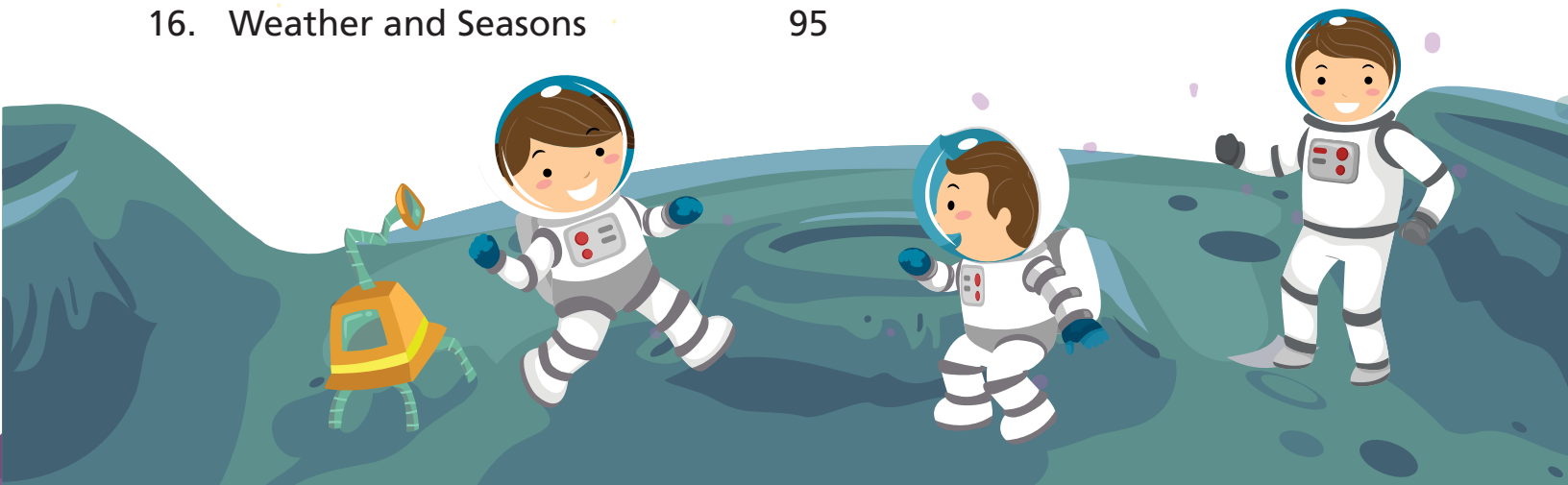
# Understanding the book

Chapters	Content	Building block	Find Out	Explore	Info-bit	I Wonder: (Investigate, Activity, Project work)	Worksheet
Chapter 1 This is Me	<ul style="list-style-type: none"> <li>About myself</li> <li>I like to do</li> <li>Personal details</li> </ul>	✓	✓	✓		✓	✓
Chapter 2 My Body	<ul style="list-style-type: none"> <li>Parts of our body</li> <li>Their functions</li> </ul>		✓	✓	✓	✓	✓
Chapter 3 Sense Organs	<ul style="list-style-type: none"> <li>Five sense organs</li> <li>Their uses and functions</li> </ul>	✓			✓	✓	✓
Chapter 4 My Family	<ul style="list-style-type: none"> <li>Family</li> <li>Small family</li> <li>Big family</li> <li>Fun and care with family</li> </ul>	✓	✓		✓	✓	✓
Chapter 5 Clothes We Wear	<ul style="list-style-type: none"> <li>Seasonal clothes</li> <li>Folk costumes</li> <li>Uniform</li> <li>Casual and formal clothes</li> <li>Cloth materials</li> </ul>		✓		✓	✓	✓
Chapter 6 My Neighbourhood	<ul style="list-style-type: none"> <li>Neighbours</li> <li>Places in neighbourhood</li> <li>Ways to keep our surroundings clean</li> </ul>		✓	✓	✓	✓	✓
Chapter 7 Our Helping Hands	<ul style="list-style-type: none"> <li>People who help us</li> <li>Their jobs</li> <li>Our behaviour with them</li> </ul>		✓	✓	✓		✓
Chapter 8 Our Festivals	<ul style="list-style-type: none"> <li>How do we celebrate festivals</li> <li>Religious festivals</li> <li>National festivals</li> </ul>	✓		✓	✓		✓
Chapter 9 Building Habits	<ul style="list-style-type: none"> <li>Habits</li> <li>Healthy habits</li> <li>Good habits</li> </ul>	✓			✓	✓	✓

Chapters	Content	Building block	Find Out	Explore	Info-bit	I Wonder: (Investigate, Activity, Project work)	Worksheet
Chapter 10 Safety Rules	<ul style="list-style-type: none"> <li>Safety rules</li> <li>Safety rules at home</li> <li>Safety rules outside home</li> </ul>	✓		✓	✓		✓
Chapter 11 Air and Water	<ul style="list-style-type: none"> <li>Need for air</li> <li>Need for water</li> <li>Clean air is important</li> <li>Clean water is important</li> </ul>		✓	✓	✓	✓	✓
Chapter 12 Transport	<ul style="list-style-type: none"> <li>Ways we travel</li> <li>Travel by land</li> <li>Travel by water</li> <li>Travel by air</li> </ul>		✓		✓	✓	✓
Chapter 13 Plants Around Us	<ul style="list-style-type: none"> <li>Parts of a plant</li> <li>Types of plants</li> </ul>		✓	✓	✓		✓
Chapter 14 Animals Around Us	<ul style="list-style-type: none"> <li>Types of animals on the basis of their living areas</li> <li>Homes of animals</li> <li>Animals help us in many ways</li> </ul>		✓		✓		✓
Chapter 15 The Earth	<ul style="list-style-type: none"> <li>The Earth</li> <li>Land</li> <li>Water</li> <li>Sky</li> </ul>				✓	✓	✓
Chapter 16 Weather and Seasons	<ul style="list-style-type: none"> <li>Weather</li> <li>Seasons</li> <li>Spring season</li> <li>Summer season</li> <li>Rainy season</li> <li>Autumn season</li> <li>Winter season</li> </ul>		✓		✓		✓

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# 1

# This is Me

## In This Lesson

- About myself
- I like to do
- Personal details

### Warm Up

Paste your picture here

Parents' names

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Parents' phone numbers

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## About Myself



Hello, I am Jigyasa. I am five years old. I study in grade one. I have many friends in my school. They are Tanmay, Kashish, Archana and Chinmaya.

## EXPLORE

I looked like this when I was a baby.

Paste your picture when you were a baby

## I Like To Do

Look at Jigyasa and Chinmaya playing.



Hey! You are very good at playing badminton.

Thank you! This is my favourite game.

Anything that we like and enjoy the most is our **favourite**.



Jigyasa likes to dance. It is her hobby. A **hobby** is an activity that we like to do in our free time.

### Find Out

Talk to your friends and find out what are their favourite colours. Also find out their hobbies.

### Building Block

Now, write about yourself and paste your photograph to complete the identity card.

School identity card	
<div style="border: 1px solid black; padding: 5px; text-align: center;">           Paste your picture here         </div>	School: .....
	Class: .....
	Name: .....
	Date of Birth: .....
	Contact Number: .....



Children wear cards in school. They are called **identity cards**. An identity card tells the details about us, such as name, class, date of birth and contact number. They are called **personal details**.

### I Have Learnt

- We have different likings.
- Activities that we like doing during free time are called hobbies.
- We wear an identity card to school.
- Identity card tell details about about a person.

### Science Words

- Favourites
- Hobbies
- Identity card
- Personal details



## Evaluate

### Let's answer

#### A. Tick (✓) the correct options.

1. Which of the following activities can you do on your own?



2. I am ..... years old.

a) 4

b) 5

c) 6

d) 7

#### B. Encircle your favourite colour.



#### C. Make a 😊 if you like the activity and a ☹️ if you do not like the activity.

1. Singing

2. Eating fruits

3. Watching television

4. Playing with friends

### Let's think

Ask your parents about their work. What would you like to become when you grow up?  
Discuss in the class.

### Let's do it

Make an album of your favourites by drawing or pasting pictures.

Game

Dress

Animal

Hobby

### Skill builder

Jigyasa brings some candies to the class. She shares these candies with her friends. Do you like to share your lunch with your friends? Why should we share things with others?

## I WONDER

Make a family tree on a chart paper. Paste pictures of your grandfather, grandmother, your parents, your uncles and aunts, yourself, your siblings and your cousins.

# Worksheet

Complete the poster by writing names, pasting or drawing pictures. Take the help of your teacher.

## All About

(Name)

I am

\_\_\_\_\_

year old

My friends are

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When I grow up  
I want to be ....

I like to watch

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I AM GOOD AT

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My favourite

COLOUR: \_\_\_\_\_

ANIMAL: \_\_\_\_\_

# 2

# My Body

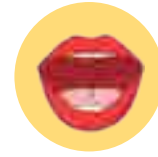
## In This Lesson

- Parts of our body
- Their functions

### Warm Up

Fill in the blanks using the words given next to the pictures.

- We brush our \_\_\_\_\_ daily.
- We wash our \_\_\_\_\_ before eating.
- We speak with our \_\_\_\_\_.



mouth



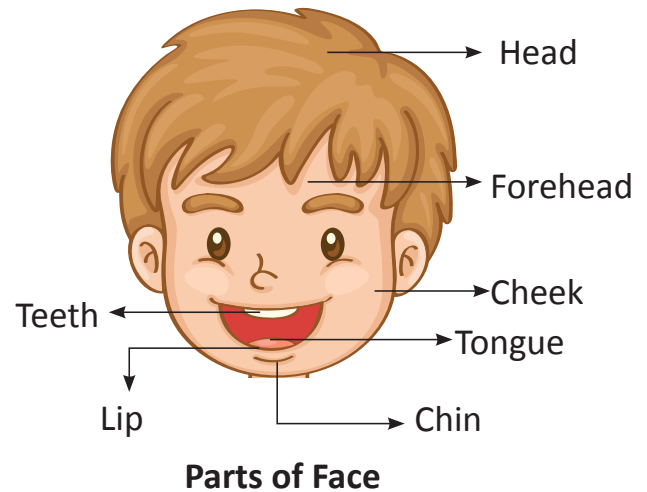
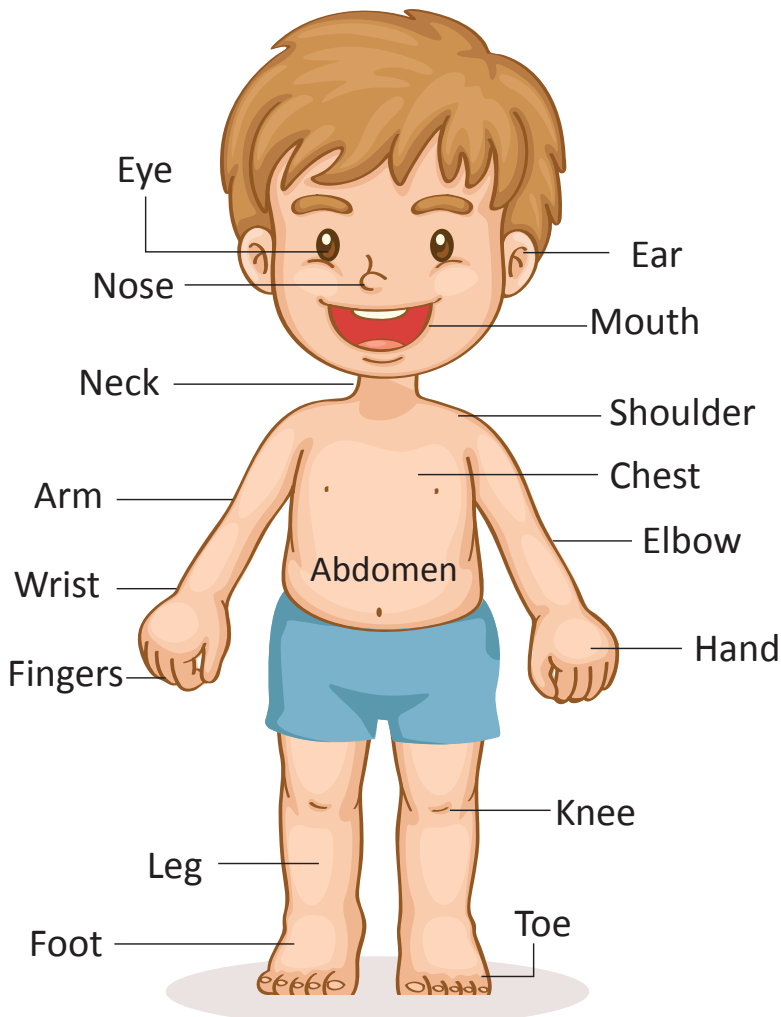
teeth



hands

## Parts of Our Body

Our body has many parts. These parts help us in many ways. Let us learn them.






### Find Out

The names of some parts of our body are hidden in the grid. Find any four of them.

S	T	N	N
H	E	A	O
A	A	Y	S
N	R	O	E
D	L	E	G

# Functions of Our Body Parts

Let us learn how the parts of our body help us to perform various activities.

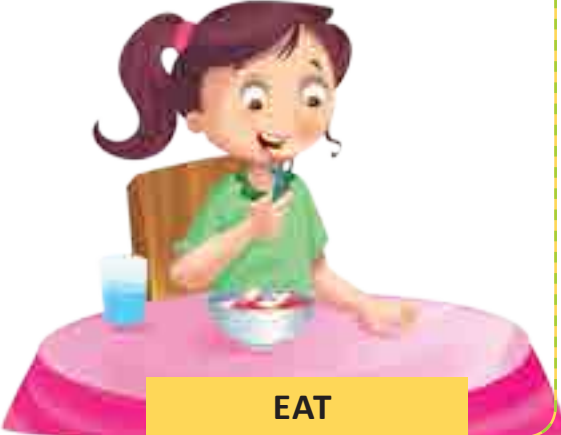




**BITE**

Teeth

We bite and chew with our teeth.

**CHEW**

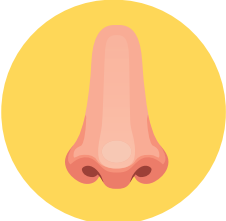





**SPEAK**

Mouth

We speak and eat with our mouth.

**EAT**



**SEE**

Eyes

**BREATHE**

Nose

## Info Bit

Blinking of eyes keeps them clean and moist. It maintains the flow of tears on the surface of eyeballs.

I also use my hands while eating.



Yes! We also use more than one part of our body to do an activity.



**HOLD**



Hands

We write and hold things with our hands.



**WRITE**



**RUN**



Legs

We walk and run with our legs.



**WALK**



**HEAR**



Ear

## EXPLORE

Some people are not able to use some parts of their bodies properly. These people need extra help to perform basic activities. Discuss at least five ways to help such people, with special needs.

## I Have Learnt

- Our body has many parts called body parts.
- The body parts help us to perform various activities.
  - » eyes - see
  - » nose - breathe
  - » mouth - talk
  - » hands - eat
  - » legs - walk

### Science Words





- Blinking
- Functions
- Eyeballs
- Bite
- Chew
- Surface
- Eyeballs

## Evaluate





Let's answer 

### A. Tick (✓) the correct options.





1. Which of the following parts of the body is present in pairs?

- a)      b)      c)      d) 





2. Which part of the body is used for walking and running?

- a)      b)      c)      d) 

3. We chew and bite with our \_\_\_\_\_.

- a)      b)      c)      d) 

4. Which part of the body helps us to write?

- a)      b)      c)      d) 

### B. Tick (✓) the correct sentences and cross (X) the wrong sentences.

1. We have one hand.                       2. We have two eyes.
3. We have two heads.                       4. We have two ears.

### Let's think

Write the names of the parts of the body involved in the following activities. Use the help box.

Teeth   Legs   Hands   Eyes   Fingers   Mouth

			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### Let's do it

Here is a picture of a bunch of grapes. Dip your thumb in a painting colour and press it on a paper. Do this for 6 to 7 times to make a bunch of grapes.



### Skill builder

Look at the following pictures. Draw a 😊 next to the picture if it makes you happy. Draw a ☹️ next to the picture if it makes you unhappy.



When dad scolds you.



When we share things with others.



When you help someone.

### I WONDER

Works in groups. Draw and cut out different parts of the body (take help from an adult). One child would lie down on a chart paper, rest will trace his body outline. Paste the cut-outs to complete the body collage.

# Worksheet

Colour the picture of a boy. Match the parts of his body with their correct names.

Nose

Ear

Eye

Neck

Chest

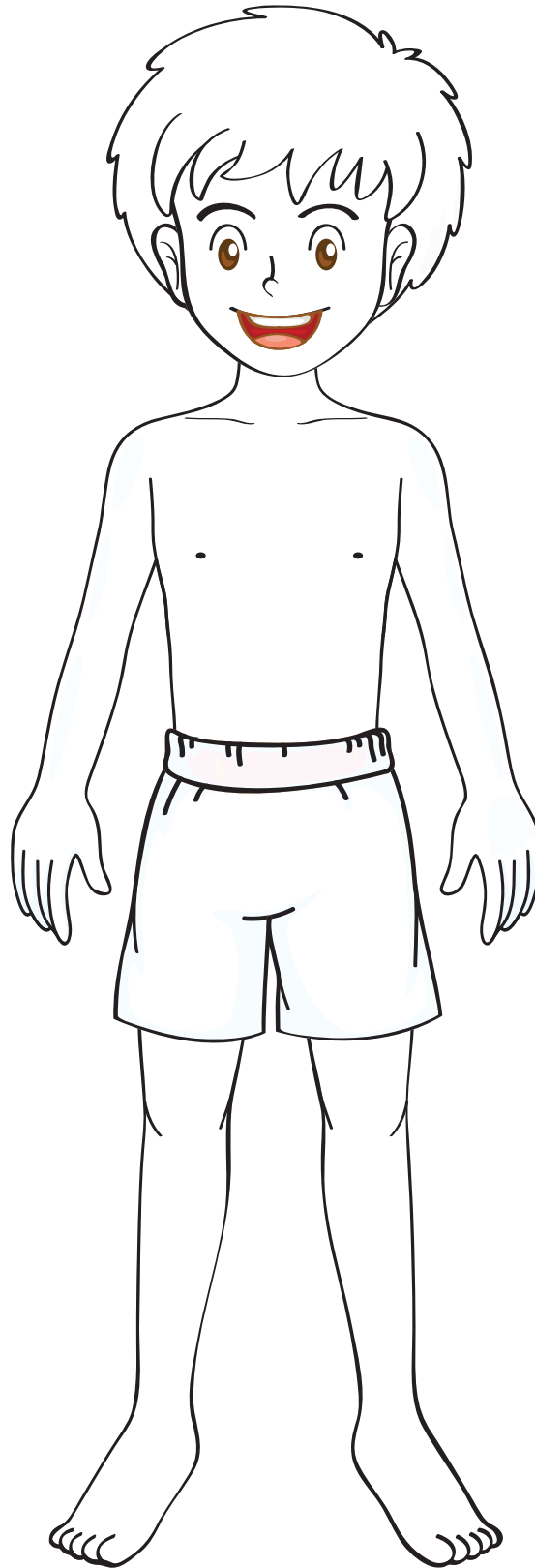
Elbow

Hand

Knee

Foot

Fingers



Head

Hair

Mouth

Chin

Shoulder

Wrist

Arm

Abdomen

Leg

Toes



# 3

# Sense Organs

## In This Lesson

- Five sense organs
- Their uses and functions

### Warm Up

When you wake up in the morning, what are the first things you do?

 see	 hear	 smell	 touch	 taste

Look at the picture of a garden. The children are doing many activities using different parts of their body. A girl has come with her grandpa. The grandpa cannot see. He can hear the sweet call of a bird.

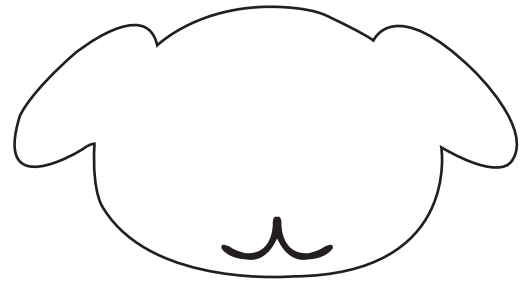


We see, touch, smell, hear and taste things. This is done with the help of our senses. Our eyes, ears, nose, skin and tongue are our **sense organs**. They help us to sense things near us.

The sense organs help us to know what is going on around us. They also help us to protect ourselves and know more about.

### Building Block

Draw the missing sense organs on the dog's face. Colour it.



We taste with our tongue.



Our skin helps us to feel things.



We smell with our nose.



We hear with our ears.



We see with our eyes.

### Info Bit

We can taste sweet, sour, salted and bitter things.

## I Have Learnt

- Sense organs help us to know what is happening around us.
- Sense organs:
  - » eyes to see
  - » nose to smell
  - » ear to hear
  - » skin to feel
  - » tongue to taste

### Science Words

- Sense organs
- Feel
- Taste
- Smell
- Touch
- Senses

## Evaluate

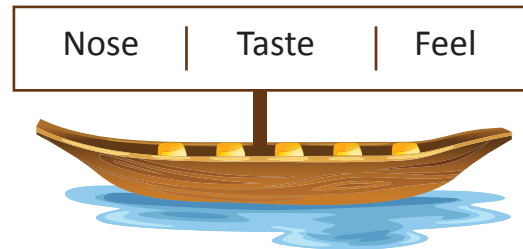
### Let's answer

#### A. Tick (✓) the correct options.

- Which of our senses would help us recognise a sudden noise behind us?  
a) tasting     b) smelling     c) seeing     d) hearing
- Which of our senses helps us to know that the fur of a dog is soft?  
a) smelling     b) tasting     c) seeing     d) touching
- Which of our sense organs do we use to look at a picture?  
a) nose     b) eyes     c) ears     d) tongue

#### B. Fill in the blanks. Choose the correct words from the box.

- Skin helps us to \_\_\_\_\_ .
- \_\_\_\_\_ helps us to smell.
- Tongue helps us to \_\_\_\_\_ .



### Let's think

Tick (✓) the correct sense organs used during the given activities.

- Rahul heard his mother telling him to drink the milkshake. (eyes/ears)
- He touched the glass of the milkshake and found it to be cold. (skin/eyes)
- He could smell the strawberry flavour. (tongue/nose)
- He finally drank the milkshake and enjoyed its sweet taste. (skin/tongue)

### Let's do it

Sit with your friends during the lunch break. Do not open your lunch boxes. Try to figure out the contents of each lunch box with your sense of smell.

### Skill builder





Animals can also hear, taste, see, smell and feel like us. But they cannot speak and express themselves like we do. It is our duty to be kind to animals and help them. How can you help animals. Discuss in the class.

## I WONDER

Mr. High Five has 5 senses. Make 'Mr. High Five' using feathers, whistles, clay, buttons, cloves and plasticine.

# Worksheet

A. Complete the chart by filling the boxes with the related sense organs.

	Sense of	Sense Organ
	touch	
	taste	
	hear	
	smell	
	sight	

B. Read the given poem. Colour the name of the sense organs in green and activities related to them in pink. One has been done for you.

My **eyes** can **see** the big bright star.

My tongue can taste the chocolate bar.

My nose can smell the flowers in spring.

My ears can hear the phone ring

My skin can feel the soft grass.

the cold ice and the smooth glass.

# 4

# My Family

## In This Lesson

- Family
- Small family
- Big family
- Fun and care with family

### Warm Up

When you fall sick who takes care of you?

What do you do to help your parents or elders at home?



*I am so excited to visit my grandparents' home in the holidays. Don't you visit your grandparents?*

*No! My grandparents live with us at our home. We are ten people living together.*





We all live in a family.  
A family can be big or small.

Jigyasa lives with her parents and brother. She also has a pet dog. Its name is Rio. Her family is a small family. Rio is also a part of her family.

### Info Bit

Your brothers and sisters are your **siblings**. The children of our uncle and aunt are our **cousins**.

Chinmaya lives in a big family of ten members. He lives with his parents, elder sister, grandparents, uncle, aunt and cousins.

### Find Out

Jigyasa calls her grandparents *daadu-daadi* and *naanu-naani*. Find out what do your friends call their grandparents?



## Fun and Care With Family

Family members love, support and care for each other. All the members of a family live happily together.

They look after each other. When someone in the family falls sick, the other members nurse him/her back to health.



They also share household chores and responsibilities. They enjoy playing, celebrating and going out together.

### Building Block

Make a 'Thank you' card for your family. Write few lines to thank your family members for all the love and care they give to you.



### I Have Learnt

- Family is of two types: small family and big family.
- Family members care for each other and have fun together.

### Science Words

- Small family
- Big family
- Siblings
- Cousins

### Evaluate

#### Let's answer

#### A. Choose the correct options and fill in the blanks.

1. A small family has siblings and \_\_\_\_\_. (parents/cousins)
2. A big family has \_\_\_\_\_ members. (few/many)
3. My brothers and sisters are my \_\_\_\_\_. (cousins/siblings)
4. The children of my uncle and aunt are my \_\_\_\_\_. (cousins/siblings)

**B. Identify the relationship of the family members in the given pictures. Fill in the blanks with the correct letters.**



F \_ \_ H \_ R



GR \_ N \_ F \_ T \_ E \_



\_ RA \_ \_ MO \_ H \_ \_



\_ A \_ E \_ \_ S

**C. Which type of family do you live in?**

**D. What household chores do you do to help your family members?**

**Let's think**



Riya and Ryan are the children of Mr and Mrs Khanna. Read the following sentences and tick (✓) the correct options.

1. Ryan is the daughter/son of Mr and Mrs Khanna.
2. Riya is the daughter/son of Mr and Mrs Khanna.
3. Mr and Mrs Khanna are parents/siblings of Ryan and Riya.


**Skill builder**



Families that eat, pray and play together, stay together. How do you spend your time with your family members? What do you enjoy the most with them? Discuss in the class. What are the things that you share with your siblings?

**Let's do it**



With the help of your parents, find out the names and birthdays of your grandparents, uncles, aunts and cousins. Then write them in your scrapbook under the heading 'My Family'.

**I WONDER**

Make a puppet family. Use disposable spoons as body structure, make face on the bowl of the spoon (upper part). Make cut-outs of dresses such as pants, saree, frock etc. and paste them on the handles of the spoons. Also, name the members of the puppet family.





# Worksheet

Tick (✓) the activities that you do with your family.

