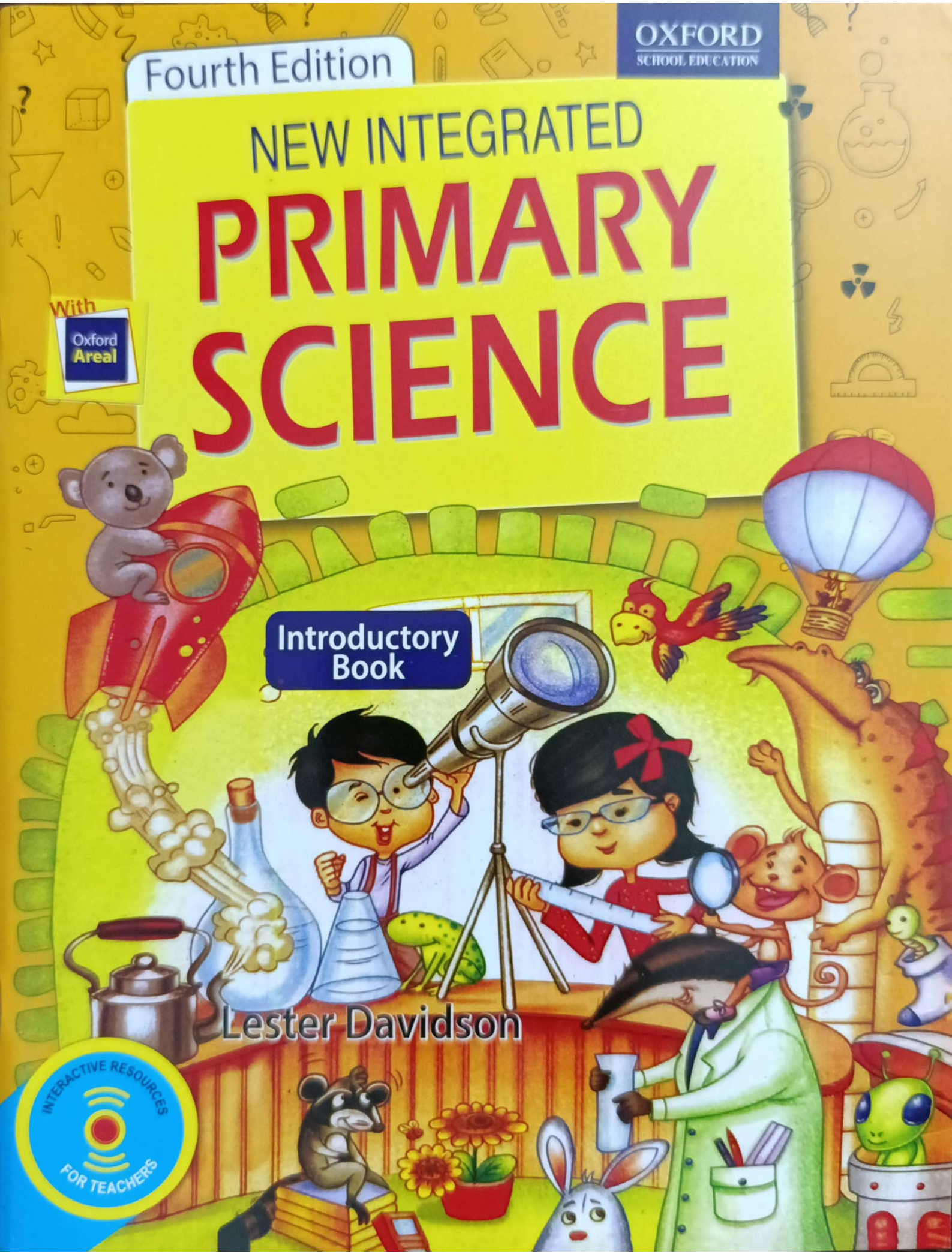
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Lester Davidson
INTERACTIVE RESOURCES
FOR TEACHERS

Contents

1 How Many?

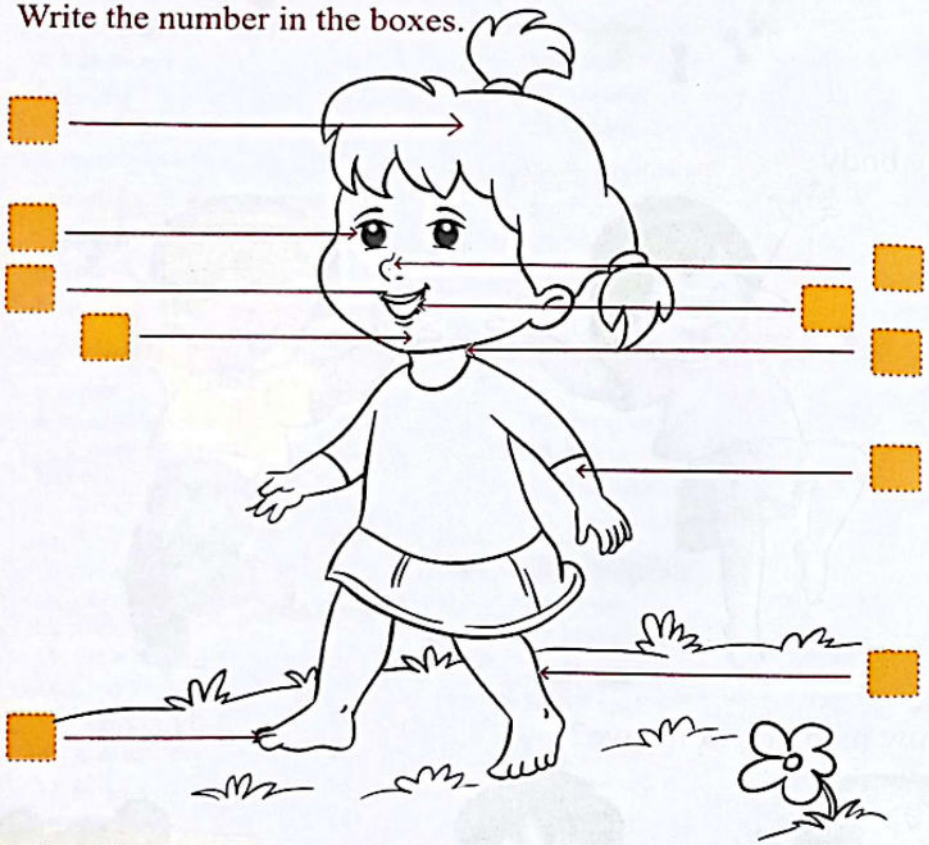
My body

How many do you have?

What are these?

How many do you have?

Write the number in the boxes.



Colour the picture.

For the Teacher

- ✓ Discuss in the class the colour, shape, and uses of the various parts of the body.
- ✓ Ask questions: How many (fingers, ears, etc.) do you have? Can you count them?

Pupil Activity

- ✓ Draw pictures of the hand, eyes, or any other body part.
- ✓ Feel your heartbeat and pulse.
- ✓ Feel and describe bones, muscles, skin, and hair.

2 Senses

What are they for?

Match the following.

For the Teacher

- ✓ Discuss the use of organs and the things we can sense. You can involve the children by asking them about their ideas on how organs work, then explain them.
- ✓ Discuss the matching exercise in an interesting way.

Pupil Activity

- ✓ Draw or list things sensed by each organ.
- ✓ Smell substances, feel objects, and try to listen to sounds with eyes shut.

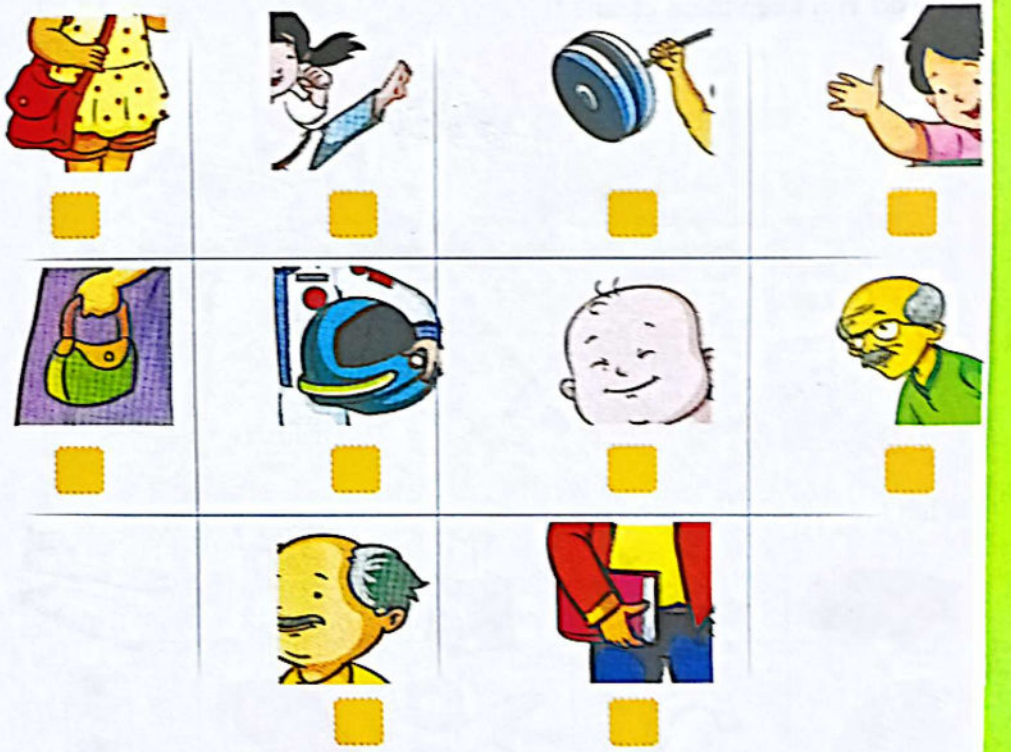
3 We Are Different

Look at the people.

What are these?

To whom do they belong?

Write the numbers in the boxes.



For the Teacher

- ✓ Discuss people and features: old and young.
- ✓ Point out similarities (part and numbers) and differences (height, weight, size, hair/eye colour, and type) and other features (ageing, wrinkles, facial hair, etc.)

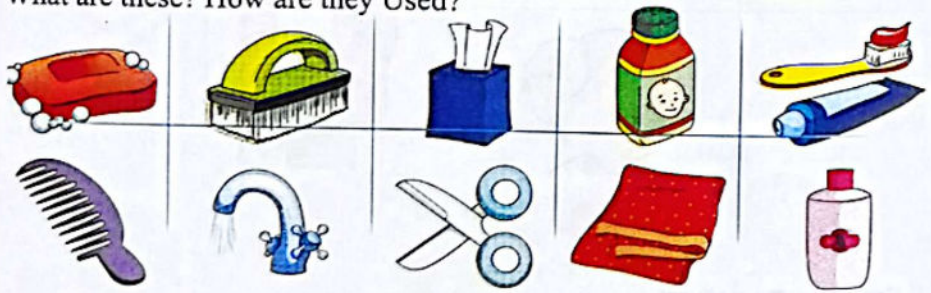
Pupil Activity

- ✓ Trace the pictures on page 8. Cut them out. Paste them onto a chart paper to make cards. Cut them up and mix them to make new figures.
- ✓ Trace around the hands and compare sizes with your friends.

4 Keeping Clean

How do You keep them clean?

What are these? How are they Used?



For the Teacher

- ✓ Get pupils to describe the objects and their uses. How do they help to keep the body clean?
- ✓ Emphasize the need to keep clean for reasons of health and hygiene.
- ✓ Also discuss environmental cleanliness.

Pupil Activity

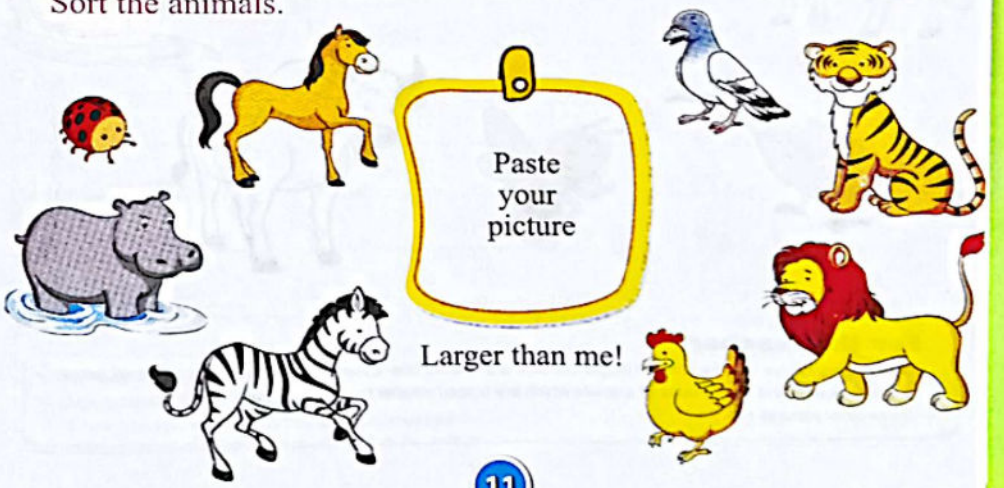
- ✓ Draw some of the things you use to keep yourself clean

5 Animal Groups

Some animals are big

Some are small.

Sort the animals.



9 Flowers and Leaves


pansy


jasmine


Poppy


rose

Count the petals.


hibiscus


lotus


sunflower

Colour the leaves.

Collect some leaves and flowers.

Bring them to class.

For the Teacher

- ✓ Make a large chart to show parts of a flower and a leaf.
- ✓ Discuss colour, size, fragrance, and functions.

Pupil Activity

- ✓ Bring flowers and leaves to class, count petals, trace shapes, make rubbings .
- ✓ Press flowers and paste them in an album.

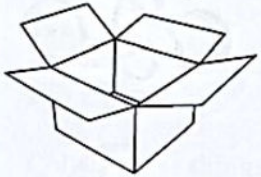
10 Living and Non-Living

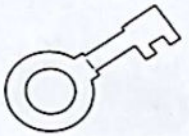
Some things are alive.

Some are not.

Living things feed and grow.

Which of these things are living?





Colour the pictures. Use these colours.

LIVING NON-LIVING I DON'T KNOW

For the Teacher

- ✓ Allow pupils to work on their own and then discuss answers.
- ✓ All living things breathe, grow, feed, and move.
- ✓ Explain that living things age and then die.

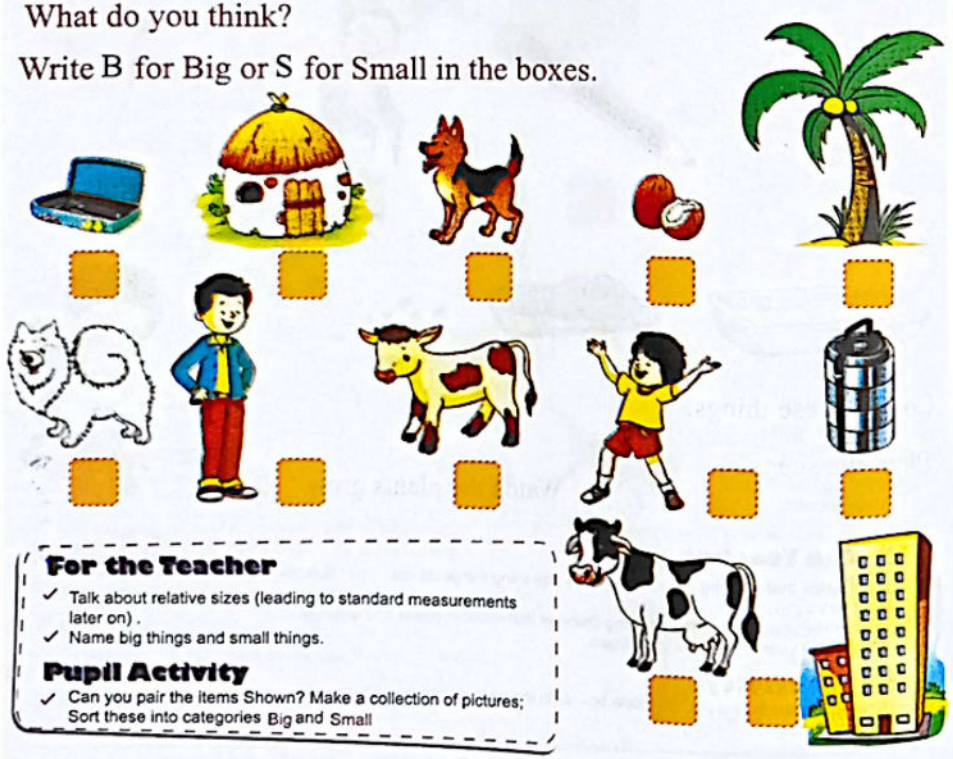
Pupil Activity

- ✓ Sort pictures into groups of living and non-living.

13 Big and Small

What do you think?

Write B for Big or S for Small in the boxes.



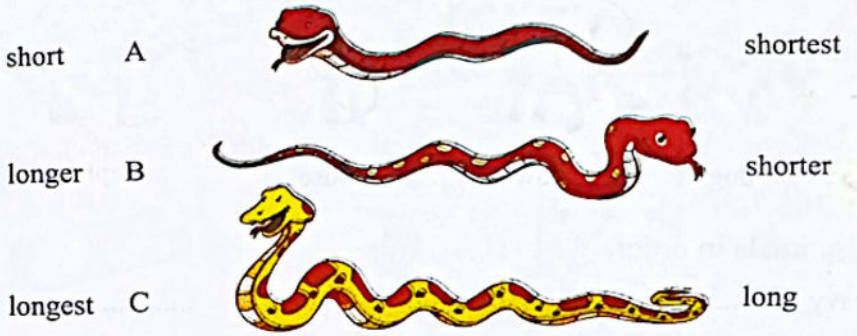
For the Teacher

- ✓ Talk about relative sizes (leading to standard measurements later on).
- ✓ Name big things and small things.

Pupil Activity

- ✓ Can you pair the items Shown? Make a collection of pictures; Sort these into categories Big and Small

14 Long and Short

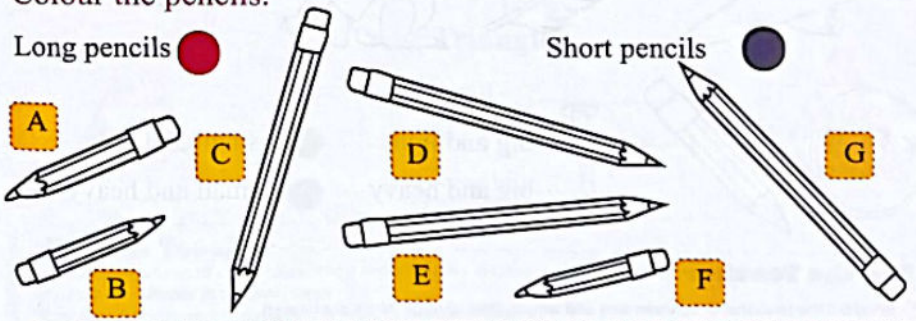


Which snake in the longest? .....

Which snake is the shortest? .....

Which is shorter, A or B? .....

Colour the pencils.



For the Teacher

- ✓ Relative sizes, length, and non-standard measurements (units of hand span, book length, paces or length of a stick) may be used to find the length of something.

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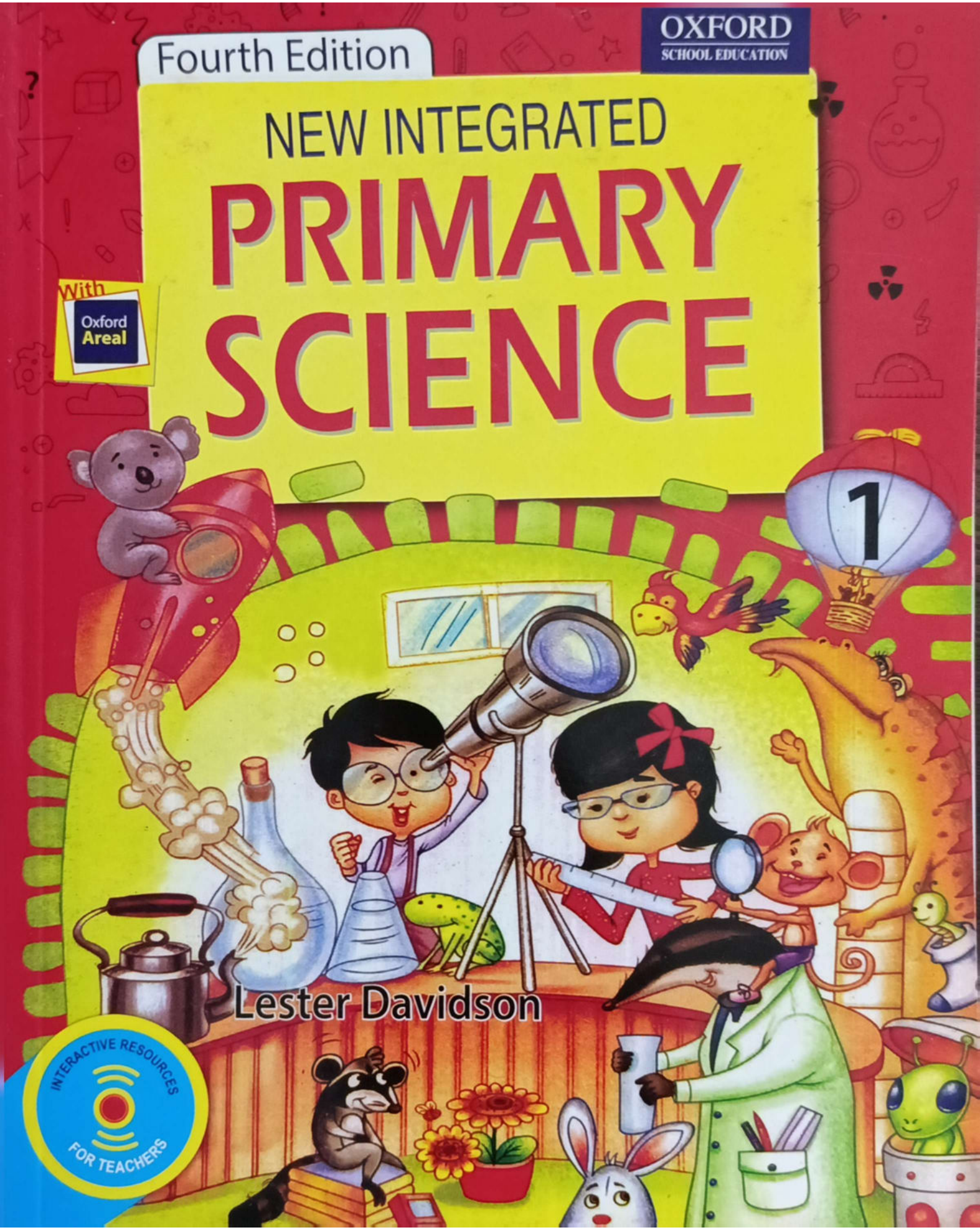


Lester Davidson

INTERACTIVE RESOURCES FOR TEACHERS

Contents

1 Types and Parts of Plants

Recall!

- Plants are different sizes, shapes and colours.
- Each part of a plant has a name.

You will learn that:

- Plants are living things.
- Plants are of many different shapes and sizes.
- Some plants live long, others do not.
- Plants grow in soil and in water.
- Each part of a plant has a name.

Plants are all around us. Plants are living things. They grow. They die.

Observe and Write

Look at the pictures and find the following:

a. a big plant
b. a small plant
c. a climbing plant
d. a flowering plant
e. a living plant
f. a dead plant

Different Types of Plants

There are many kinds of plants.

Some plants grow in the **soil**.

Some plants grow up straight and tall.

Other plants grow along the ground or climb a wall.

Some plants grow in water.

Some plants grow on other plants.

Concept Check

Use the letters at the end of each sentence to fill in the blanks.

1. Plants are l _ _ _ _ _ t _ _ _ _ _ _ . *gghiiinnsv*
2. Plants are of many different s _ _ _ _ s and s _ _ _ s. *aeehipz*

Apply and Answer

Where do these plants grow?

creeper

cactus

reeds

Here is a mango tree. Can you write these words in the correct boxes?

branch leaf fruit trunk bark root

Write the numbers next to the correct names of these plant parts.

flowers —
bud —
thorns —
stem —
petals —
twigs —
berries —
seeds —
nut —

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 

Key Words

bark the covering of the trunk of a tree
stem the main part of the plant above the ground
trunk the main stem of a tree

Recap ***Plants are living things. They grow and they die. There are many kinds of plants. There are plants of many different shapes and sizes. Plants grow in different ways in different places.***

Some plants grow up straight and tall.

Some plants grow along the ground or climb a wall.

Some plants grow in water.

Some plants grow on other plants.

EXERCISES

A. Choose the correct option.

1. Which of the following can a plant do?
   a. talk ☐ b. grow ☐ c. walk ☐ d. jump ☐
2. Pick the sentence that is true.
   a. All plants are big. ☐
   b. All plants are small. ☐
   c. Plants are of the same shape and size. ☐
   d. Plants are of different shapes and sizes. ☐
3. What is the name used for plants that grow along the ground?
   a. creepers ☐ b. peepers ☐ c. climbers ☐ d. cactus ☐
4. What is the name used for plants that can grow up a wall?
   a. creepers ☐ b. peepers ☐ c. climbers ☐ d. cactus ☐
5. Which of these is part of a tree?
   a. meow ☐ b. woof ☐ c. moo ☐ d. bark ☐

B. Write the correct name for each plant





palm banana rose banyan grass

C. Draw pictures of the following in your scrapbook.

branch cactus creeper bush grass

D. Mark these sentences with ✓ or ×.

1. All plants are big.
2. Only some plants die.
3. Plants are living things.
4. All plants grow.
5. The banyan is a big plant.

E. What does each sentence describe?

1. This plant grows tall and straight. _____.
2. This plant grows along the ground. _____.
3. Cows like to eat this plant. _____.

F. Tell your teacher. Which plant will grow big and strong? Why?

G. Tell your teacher. Look at the pictures. Talk about the differences.

H. Draw branches, leaves, and fruits or flowers on this tree.

I. Find out the names of the following:

1. a plant that grows in water _____
2. a plant that grows on a sandy beach _____
3. a shrub that has flowers _____
4. a tall tree _____
5. a fruit tree _____

J. Circle the odd one in each list.

1. banana, apple, rose, coconut, pear
2. grass, jasmine, wall, cactus, bush
3. live, die, grow, sing

K. Find out the names of three plants that grow in your school or in your garden at home.

a. _____ b. _____ c. _____

Activities and Projects

1. Make a large table like this, for your display board. Find out the names of plants. Add the names when you can. Find some pictures too.

Big plants	Small plants
banyan	rose

2. Draw pictures of plants. Colour them. Cut them out. Display them.
3. Make a collection of different kinds of grasses. Display them.

Teacher's Notes

- ✓ Find out if pupils know the names of plants near the school. How are these recognised—by the fruit, leaves, flowers, or by the shape of the plant?
- ✓ Bring various plants to class and study the various parts. Discuss functions, shapes, colours, sizes, etc.
- ✓ Explain that plants grow in many different conditions, and they adapt to those conditions. If there are no water plants nearby, or other plants shown in the textbook, show pictures.
- ✓ State that pupils should not pick too many flowers or leaves, or destroy plants. Plants are useful and should be cared for.

2 Leaves and Flowers

Recall!

A leaf is a part of most plants.

A flower is a part of some plants.

Flowers and leaves have parts.

Flowers and leaves are of many different shapes, sizes and colours.

You will learn that:

Leaves are of all shapes and sizes, and are usually green.

Leaves have different kinds of edges.

Plants store their food in roots, stems, and leaves.

Plants grow in soil and in water.

Plants have flowers of different colours, shapes, and sizes.

Flowers grow from buds.

Leaves grow on plants.

Plants store their food in **leaves**, **stems**, and **roots**.

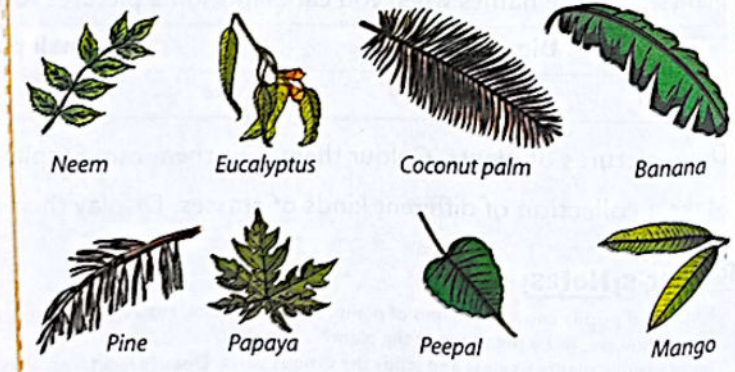
Leaves are usually green.

Leaves have many different shapes.

There are big leaves and small leaves, long leaves and short leaves.

Some leaves have straight edges and others have spiky or curved edges.

Observe and Write



Neem *Eucalyptus* *Coconut palm* *Banana*

Pine *Papaya* *Peepal* *Mango*

Talk about these leaves. Which ones are long? Which ones are short? Which ones have straight, spikey or curved edges? Describe them to each other.

Flowers

Flowers grow on trees, bushes, and other kinds of plants.

Flowers grow from **buds**.

Flowers make a garden look beautiful.

There are flowers of many different colours, shapes, and sizes.

Hibiscus

Marigold

Bougainvillea

Some flowers have many **petals**, others only have a few.

Some petals are small, and others are large.

Some plants have many flowers. others have a few.

Concept Check

Fill in the blanks with the following words.

colours buds shapes

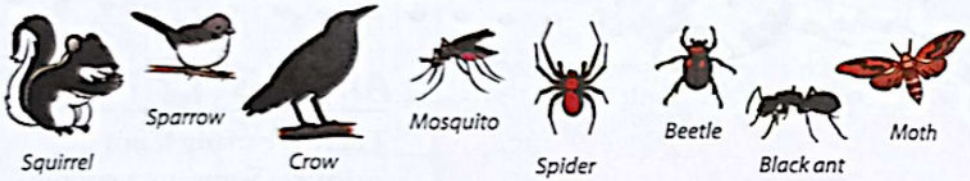
1. Flowers grow from _____.
2. There are flowers of many different _____, _____ and sizes.

Draw and Describe

If you can get a few different flowers, try to draw two petals and then describe them to a classmate.

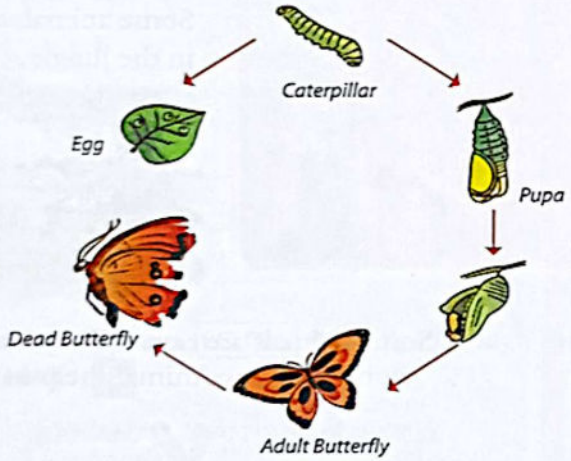
In a garden there are many small animals. They live on the ground or in trees and other plants.

Here are some of the small animals you may find in your garden.



Animals are living things. They move, they breathe, they eat and drink.

They die.



Life cycle of a butterfly.

Insects

Insects are very small living things. All insects have six legs.

Here are some insects.

Insects with wings can fly.

Insects without wings do not fly.

Louse

Here is a cockroach.

Can you see the two long bits on the head?
They are called feelers.

Cockroaches can hold their breath for over half an hour. Cockroaches can run at three miles an hour. Cockroaches can live for a week without their head! Cockroaches spread germs and disease.

Know More

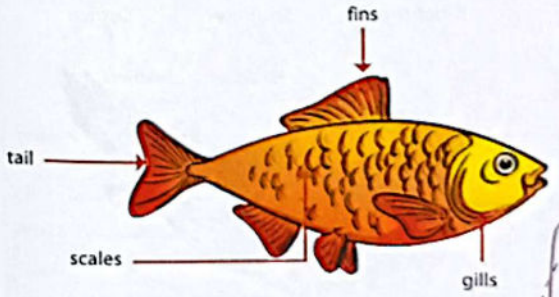
Feelers are also known as antennae. Insects use them to feel things around them. What do you use to feel the shape, texture[1] and size of things? Some insects can hear and smell with their feelers!

Fish

Some fish live in freshwater lakes and rivers. Some fish live in salty sea water.
Fish have fins, **scales**, **gills**, and a **tail**.

Fish breathe through their gills.
Fish have a skeleton.

Fish skeleton



Word Study

Texture[1]: the look or feel of something

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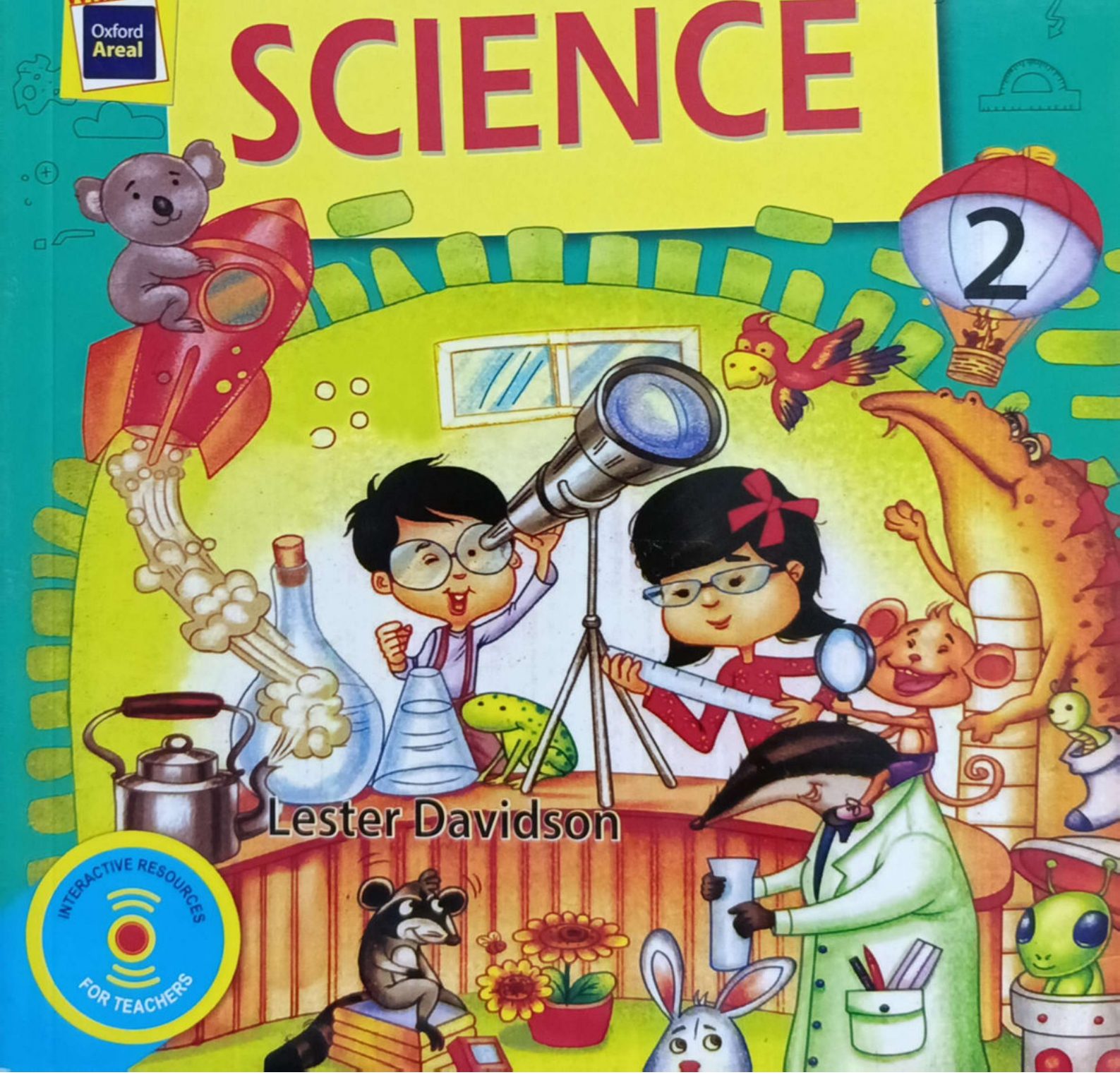


Lester Davidson

INTERACTIVE RESOURCES FOR TEACHERS

Contents

1 Types of Plants

Recall!

Plants are living things.

Plants are of many different shapes and sizes.

Some plants live long, others do not.

Plants grow in soil and in water.

Each part of a plant has a name.

You will learn that:

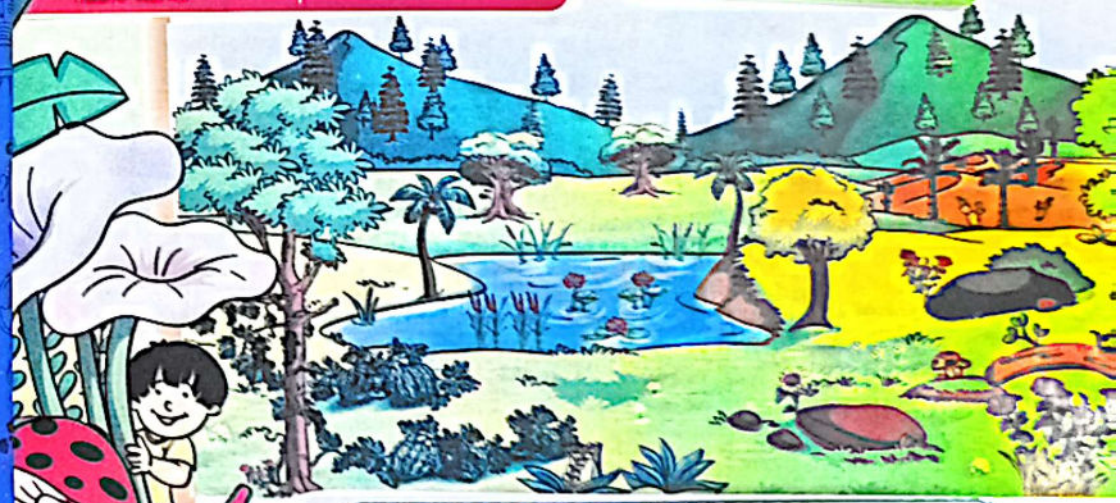
Trees are large plants with a strong, woody stem.

Climbers, creepers, cactuses, shrubs, and herbs are other plants.

Plants grow in all shapes and sizes. Some grow on ground, others grow in water. Plants are living things.

Environment Watch

Plants are useful and important to us and the environment. Look after them well!



Think and Write

How many plants can you name?

_____

Trees

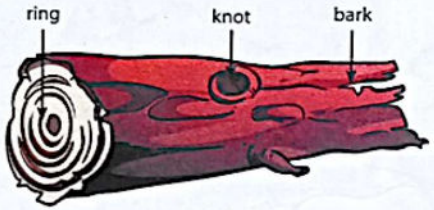
Trees are the largest plants. They are tall and strong. They usually have a single woody **stem**. Some trees are thousands of years old.

Dome shape *Fan shape* *Cone shape*

Rainforest

In thick forests or **jungles**, trees grow close to each other. Look at the picture alongside. The trees are all trying to reach up to the sunlight.

This piece of wood is from the **trunk** of a tree. Each year the tree grows a new coat or skin. The **bark** stretches and cracks.



Grapevine (climber)

Climbers and Creepers

These have a weak stem. Climbers climb up sticks, walls, or trees. Creepers grow along the ground.

Watermelon (creeper)

Cactuses

There are many kinds of cactuses. They usually grow in dry grasslands or semi-desert regions. They have spines (**thorns**) which are modified leaves.

Cactus

Shrub

Myth vs Fact

Can cactuses survive without any water or nutrients?

Cactuses need some nutrients in the soil and they also need water. Their spines channel moisture to the roots and also provide some shade!

Shrubs

Shrubs are small plants. They have many separate stems which grow from near the ground. The stems are hard and do not bend easily.

Herbs

Herbs grow in gardens and in the wild. Herbs are small and have soft, weak stems. Herbs are used for food. We make **medicines** and **perfumes** from herbs.

Weeds are also herbs. These are plants which grow where we don't want them to grow!

Mint and coriander herbs

Water plants

Grasses and Water Plants

There are many kinds of **grasses** and **reeds**. They may be short or tall, brown, yellow, or green. Water plants grow in water or in wet soil under water.

Concept Check

Label the figure with these words: flower, stem, leaves, water, air, floating plant, water surface

Think and Answer

Where does a floating plant get its nutrients from?

We use plants too. We use the flowers and leaves from plants as decorations and at special times.

Plants give us food. We eat the **fruit**, **nuts**, and **berries** which grow on some plants. We also eat the **roots**, **stems**, **leaves**, and **seeds** of some plants.

Beetroot

Turnip

Roots

Carrot

Spinach

Lettuce

Leaves

Cabbage

Sugar cane

Celery

Stems

Cauliflower

Flower

Beans

Peas

Seeds

Mango

Banana

Walnut

Fruits and nuts

Rice

Wheat

Grains

Concept Check

Complete each sentence using a word beginning with F.

1. Plants provide _____ for animals and humans.
2. Some plants produce _____, which we use for decorations.
3. We eat different parts of plants such as _____, nuts, roots, stems, leaves and seeds.

Discuss and Answer

Do this activity after reading page 15: With a partner, make a list of twenty things that you have eaten, drunk, or used in the last 24 hours that come from a plant. Could we live without plants?

Plants also give us **fibres**. With **cotton** fibres we make thread and cloth. With **jute** fibre we make sacks, mats, bags, and rope.

Log cabin

From trees we get **wood**. We use wood to make a number of things. We build things with wood.

Here are some other things we get from plants.

Tea leaves

Coffee berries and beans

[1]*Beverages*

Groundnut oil

Sunflower oil

Oils

Acacia tree and gum

Neem soap Medicines

Chocolate and cocoa

Lemon and soft drink

Coconut oil and soap

Rubber slippers

Tyre

Rubber tree

Know More

This book is made of paper. Paper is made from wood. Wood is made into pulp. The pulp in turned into paper.

Perfumes

Word Study

[1]**beverage**: A drink other than water

Compost and manure

Key Words

plant fibres fibers that we get from plants such as cotton and jute

jute coarse fibre used for making sacks and ropes

EXERCISES

A. Choose the correct option.

1. Which of the following is usually made out of wood?
   a. mobile phone ☐ b. car tyres ☐
   c. shoes ☐ d. newspaper ☐

2. Which of the following is NOT a root vegetable?
   a. carrot ☐ b. sweet potato ☐
   c. cucumber ☐ d. radish ☐

3. Pick the most accurate definition. Compost is used as a fertilizer for growing plants. It is made of this.
   a. decayed plant materials ☐
   b. a mixture of mud and manure ☐
   c. wood ☐
   d. rubbish that we throw away ☐

4. Wood is a good material to build with because
   a. it lasts forever and does not break ☐
   b. it is waterproof, strong, and easy to clean ☐
   c. it is strong and long lasting ☐
   d. it is strong and will not burn ☐

5. We should eat fresh fruits and vegetables because they are
   a. bright and colourful ☐
   b. full of vitamins and minerals ☐
   c. inexpensive ☐
   d. sweet ☐

7 What Things are Made of

Recall!

Man makes all kinds of things; some big, some small.

Some things are beautiful and others are useful.

We use machines and tools to do work and move things.

Living things move; non-living things move when pushed or pulled.

You will learn that:

Living things breathe, move, eat, and grow; they reproduce.

Some non-living things are made of natural materials.

Natural materials come from plants, animals, and minerals.

Some non-living things are made by humans.

Matter has three states: solid, liquid, and gas.

Rocks are found on the surface and underground.

Rocks are used to make many things.

We can put everything in the world into three groups: alive, once alive, and never alive.

Alive

These things are living. They breathe, move, eat, and grow.

Once Alive

These things were once living. They are now **dead**. Some such things were made by humans.


Book


Bouquet


Stool

Never Alive

These things were never alive. They do not move, eat, grow, or breathe. They do not have babies.


Cup


Ring


Rock

Think and Write

How is a pet dog different from a toy dog? Write your answer in two sentences. _____

_____

Man-made Things

Man-made things are made out of different materials. Some materials come from **plants** and **animals**. Some materials are dug out of the **ground**. Some materials are **made by man**, e.g., plastic and nylon.

From plants

Plants give us fibres such as jute, and cotton. From plants we also get wood.

From animals

From animals we get wool, leather, bone, and fur.

From minerals

Materials from the ground are metals, precious stones, and clay.

Things can be **solid**, **liquid**, or **gas**.

Solids

We can see, touch, feel, weigh, and describe solids. Most solids are hard. Rock, ice, and sand are solids.


Rock


Ice

Liquids

We can see and touch liquids. We can pour liquids. Some solids can be made into liquids. When a solid candle or ice-cube is heated, it becomes a liquid. Milk, water, and petrol are liquids.


Melting wax


Melting ice cubes

Gases

The air* around us is made up of gas. We cannot see gases. One important gas is called oxygen. We need oxygen to live. A candle flame needs oxygen to burn. Water vapour is a gas.

*You will learn more about air in Chapter 8.


Water vapour

Concept Check

Use the words solids, liquids, gases/gas to complete the statements.

1. _____ can be poured.
2. You can touch _____ and _____.
3. _____ cannot be seen.
4. The _____ we need to live is called oxygen.

Discuss and Answer

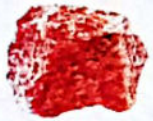
Read this list of drinks: cola, milk, tea, juice, water, coffee, lemonade. Which of the items listed above are man-made? Do they come from plants, animals, or minerals?

More About Solids: Rocks

Rocks are found on the **surface** of the Earth. Rocks are also found **underground**. Pebbles, sand, and soil were once part of much larger rocks.

Types of Rocks

Some rocks are hard.



Marble

Granite

Some rocks are soft.

Coal

Chalk

Rocks are used in many ways. Rocks are blown up with sticks of dynamite. They are then cut with machines or with a hammer and chisel. Rocks are used to make many things.

Statue

Grinding stone

Ruby Earings

Slate roof

Stone bench

Stone vase

Key Words

solids things that hold their shape and can be seen, touched, and weighed
liquids things that can be poured and take the shape of the container they are in; can also be seen and touched
gases things that cannot be seen and are all around us; living things need the gas called oxygen

Recap Some things are living; others are non-living. We can put everything in the world into three groups: alive, dead (once alive) and never-alive. Dead things were once living. Things that were never alive can be made by man or dug out of the ground.

EXERCISES

A. Choose the correct option.

1. Which two of the following things were NEVER ALIVE?
   a. spoon ☐ b. chalk ☐ c. salad ☐ d. tree ☐
2. Which of the following can all living things do?
   a. breathe ☐ b. eat ☐ c. grow ☐ d. move ☐ e. all of these ☐
3. Which of the following does a flame need to burn?
   a. cloud ☐ b. oxygen ☐ c. liquid ☐ d. candle ☐
4. Which of the following is NOT man-made?
   a. plastic bag ☐ b. leather belt ☐ c. gold ring ☐ d. rock ☐
5. Which of the following solids is a precious and expensive stone?
   a. coal ☐ b. ruby ☐ c. wool ☐ d. chalk ☐

B. Mark the sentences with a ✓ or ×.

1. Graphite is a hard rock.
2. Plastic is found underground.
3. Wool comes from animals.
4. Jute is a type of fibre.
5. Rocks can be blown up with dynamite.

C. Answer these questions.

1. What kind of material is clay?

   _____

2. What things are made from animal skins?

   _____

3. Name three things made out of plastic.

   _____

4. Name three things made from natural materials.

   _____

D. From which materials might these things be made? (Remember that some of the things can be made from more than one material.)

belt, shirt, clock, pencil, tyre, vase

E. Make a-table in your notebook with these headings: alive, never alive, and dead (made into things by man). List five things under each.

F. Think about it!

1. When a flower is plucked is it still alive? Tell your teacher what you think.
2. How do you think pebbles and small grains of sand were formed?

Activities and Projects

1. Choose three things. One must be alive; one must be something that was never alive; and the third must be an object that has been made from something that was once alive. Draw a picture of each thing and write a few sentences about it.
2. The air we breathe contains water vapour. Set up an experiment to show this is true. You will need a mirror or something made of glass. If you don't have a mirror, what might you use?

   First open your mouth and breathe hard out of your mouth onto the palm of your hand. Is your breath warm or cold? Now breathe out onto the mirror. What happens? What happens to the surface of the mirror? What does this tell you?
3. Collect rocks of different colours. Display these in the classroom. Which ones can be broken easily? Which ones are too hard to break? Also, collect sand and soil of different colours and pour them carefully, one at a time, into a glass jar.

Teacher's Notes

- ✓ It is important to learn how to sort and classify. Practise sorting other groups too. Give other examples of how materials change by heating or cooling.
- ✓ In the experiment, what collects on the mirror is vapour. Vapour forms drops of water when it comes into contact with a cooler surface. (It condenses. Use this word now, so that the children become familiar with it.)
- ✓ Get the children to bring samples of rock to class. Say a little about how rocks are broken down into smaller pieces over a length of time by weathering and abrasion.