GOVERNMENT OF KARNATAKA

ENVIRONMENTAL STUDIES

TEXT CUM WORK BOOK

(REVISED)

ENGLISH MEDIUM

(Bilingual - English and Kannada)

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2

SECOND STANDARD

Part - 1

KARNATAKA TEXTBOOK SOCIETY (R.)
6th Cross, Malleshwaram, Bengaluru-560 003.

Foreword

In the pursuit of fostering a healthier and more balanced educational journey, we present this initiative aimed at reducing the weight of school bags. Education is the cornerstone of progress and it is our responsibility to ensure that the pursuit of knowledge is accompanied by the wellbeing of students.

As a first step, to reduce the burden of heavy bags, the School Education Department, Government of Karnataka has decided to print semester-wise textbooks in 2 parts i.e., Summative Assessment 1 and 2. This intervention will help significantly in reducing the weight of school bags.

This Endeavour signifies a paradigm shift, acknowledging the strain posed by bulky bags on students.

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Manjushree. N. IAS
Managing Director
Karnataka Textbook Society (R.)

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

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1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

CONSTITUTION OF INDIA

Part III (Articles 12 – 35)
(Subject to certain conditions, some exceptions
and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

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PREFACE

The textbook Environmental Studies, EVS in short has been designed on the guidelines of NCF-2005. Basically it was prepared under the guidance of Prof. G.S. Mudambadithaya, who was the Chief coordinator of Curriculum Revision and Textbook Preparation. To design the textbook a committee was formed under the chairmanship of Dr. R. Shailaja, Director, Regional Environmental Studies Centre, South Zone, Bengaluru. An attempt was made by this committee to integrate the science and social science concepts by softening the subject boundaries. It has been designed with the objectives of familiarizing children with their surroundings/local knowledge and introducing some basic concepts of their natural and social environment so that they start appreciating the environment they are living in and every component that comes with it. The textbook provides ample opportunities to the children to involve in simple activities that lead to participatory learning. This book was introduced in the academic year 2013-14.

Later, this textbook was revised under the guidance of Prof. Baraguru Ramachandrappa, who was Chairman-in-Chief of Textbook Revision Committees. To revise the textbook a revision committee was formed under the chairmanship of Dr. S. Shishupala, Professor and chairman, Department of microbiology, Davangere University, Davangere. The revision was made in the background of gender equality, regional representation, national integrity and social harmony. The revision was made without affecting the structure of the existing textbook. The revised textbook was introduced in the year 2017-18.

With the move to introduce English medium sections in Govt. schools, once again this textbook has been revised with certain modifications based on the nature of the learning outcomes for Environmental Studies of class 2. Some of the themes, illustrations,

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activities and rhymes given in the older version are retained, some are altered and some are newly added. The number of lessons have been reduced from 19 to 10 and the overall number of pages have also reduced to reduce the content load for young children of class 2. The most important feature of this textbook is that it has bilingual instructions. All the instructions are provided both in English and Kannada. All these efforts are meant to help the students to gradually start using English in their day-to-day life. Note to Teachers speaks about the structure of the revised version, the themes selected, skills of EVS and guidance/ suggestions to conduct activities etc. It is helpful to the teachers to make use of this textbook effectively.

The Karnataka Textbook Society (KTBS) is highly thankful to the teachers involved in this revision of the textbook. We are especially grateful to the Azim Premji Foundation for its valuable contribution. We always welcome comments and suggestions for the refinement of this textbook.

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Sri. M.P. Madegowda
Managing Director
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Bengaluru.

Note to Teachers

Environmental Studies (EVS) provides an opportunity for the children to explore, investigate and construct from the environment, about the environment and through the environment. The class 2 textbook lets the child explore the skills of observation, classification, discussion, explanation, questioning and self-expression in a very integrated manner. In addition to the various skills a child has been exposed to in class 1, a few skills like cooperation, sensitivity appreciation of diversity and concern for equality and justice is a core part of this textbook. Class 1 and 2 EVS follows a theme-based approach with the same themes continued from class 1 to class 2. Taking from the basic concepts dealt in class 1, the class 2 textbook builds on it and adds new concepts on the same themes to provide a broader understanding of the concepts. Each theme has one activity based on the pre-requisite knowledge which would provide linkages in mastering the concept.

The textbook proposes to follow a theme based and integrated approach for holistic understanding of the child. The chapters focus on the life experiences of the child rather than on facts and allows for a connected understanding between the various components of the environment. To aid the process, the textbook has been carefully designed to keep the child at its centre by taking concepts from simple to complex and concrete to abstract. For example, in the theme of water - the concepts move from various sources of water to the need for water conservation. This year, worksheets are also included after every lesson to help teachers in re-inforcing the concepts.

The textbook provides flexibility to teachers to adapt and contextualize as per their own requirements and the needs of the children. Keeping the key concept of each theme in mind, it is expected that the teachers would adapt and use appropriate classroom processes, based on the resources available, the interests and aptitude levels of children, as well as their geographical locations and the socio-economic and cultural contexts. A lot of

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scope for contextualisation is provided where the teacher and the child can find familiar situations- local rhymes, local festivals to discuss about. Activities which the children can relate to with their lives, families and community are presented with several colourful images to trigger the child's mind and develop interest.

The illustrations are an integral part of a child's textbook. It is through images that a child learns about his/her world and understands it. The textbook enhances the child's aesthetic sense through various illustration and activities on self-expression like- drawing, paper-folding activities and colouring. Opportunities to participate in a story sparks a child's imagination. Children are concrete thinkers first and then later develop abstract thinking. The textbook allows the concrete thinking child to learn from concrete objects through numerous activities in the textbook like classroom discussions based on a live plant, peer learning by playing games, group work on size and shape of concrete balls, field visits and hand-on experiences.

All the domains of development are considered in each theme. The pedagogy should also address all the domains throughout the transaction. Along with cognitive domains, affective domain is given much importance in the textbooks. For example- Sensitivity is weaved across all the themes like appreciation of diversity, helping the elderly and people with disabilities etc. The class 2 textbook has also introduced a few newer concepts on certain pressing global issues like the need for water conservation, waste segregation and recycling. Pedagogy should integrate the issues and link to children's experiences and build a relationship between the global issues and their immediate environment. Through role-plays, group activities, self-expression activities these values or life skills are integrated into the textbook. Consistent discussion on these issues will lead children to imbibe these values or life skills into their lives.

Revision Committee

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Class 2- Learning Outcomes for Environmental Studies

1. Analyzes the roles and importance of each family member.
2. Describes the different festivals and functions celebrated in a family.
3. Demonstrates sensitivity towards aged and differently abled people.
4. Identifies the different birds and animals on the basis of movements - flying, crawling and sounds.
5. States the parts of a plant and explains its uses in our daily life.
6. Lists the different sources of food and the vessels used for cooking in different types of kitchen.
7. Differentiates between indoor and outdoor games.
8. Observes and lists the different sources of water.
9. Explains the importance of water and analyzes how water gets polluted.
10. Explains the need to segregate waste.
11. Identifies the different modes of transport.
12. Identifies the importance of public properties and their services.
13. Explains the need for various institutions like school, hospital, bank etc.
14. Identifies the physical features of their local area.
15. Describes the physical features of sun, moon and stars.

Teachers are requested to align their classroom teaching to achieve these Learning Outcomes in the class.

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LESSON - 1

MY HAPPY FAMILY

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Activity - 1

Look at the picture below. Do you remember Radha's family?

ಕೆಳಗಿನ ಚಿತ್ರವನ್ನು ನೋಡಿ. ನಿಮಗೆ ರಾಧಾಳ ಕುಟುಂಬದ ನೆನಪಿದೆಯೇ?



Now tell me children :

1. What are Radha's parents doing?
   ರಾಧಾಳ ತಂದೆ–ತಾಯಿ ಏನು ಮಾಡುತ್ತಿದ್ದಾರೆ?
2. What are Radha's grandparents doing?
   ರಾಧಾಳ ಅಜ್ಜ–ಅಜ್ಜಿ ಏನು ಮಾಡುತ್ತಿದ್ದಾರೆ?
3. Share any one sentence about this picture?
   ಈ ಚಿತ್ರದ ಬಗ್ಗೆ ಯಾವುದಾದರೂ ಒಂದು ವಾಕ್ಯ ಹೇಳಿ.
4. Who all are there in your family?
   ನಿಮ್ಮ ಮನೆಯಲ್ಲಿ ಯಾರು, ಯಾರು ಇದ್ದಾರೆ?
5. Do you help your mother and father at home?
   ಮನೆಯಲ್ಲಿ ನಿಮ್ಮ ತಾಯಿ–ತಂದೆಗೆ ನೀವು ಸಹಾಯ ಮಾಡುವಿರಾ?
6. How do you help them?
   ಅವರಿಗೆ ನೀವು ಹೇಗೆ ಸಹಾಯ ಮಾಡುವಿರಿ?
7. Share some more things about your family.
   ನಿಮ್ಮ ಕುಟುಂಬದ ಬಗ್ಗೆ ಇನ್ನೂ ಹೆಚ್ಚಿನ ವಿಷಯಗಳನ್ನು ಹಂಚಿಕೊಳ್ಳಿ.

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Note to teacher : Help children answer the questions in English. Encourage the children to share their personal experiences from home.

Activity - 2

Look at the picture below.

ಕೆಳಗಿನ ಚಿತ್ರವನ್ನು ನೋಡಿ.



1. What is happening in the picture?
   ಈ ಚಿತ್ರದಲ್ಲಿ ಏನು ನಡೆಯುತ್ತಿದೆ?
   Try answering like :
   Grandfather is packing the school bags.
   Grandmother is _____
   Mother is _____
   Father is _____
2. Who helps you in doing these activities at home?
   ಮನೆಯಲ್ಲಿ ಈ ಕೆಲಸಗಳನ್ನು ಮಾಡಲು ನಿಮಗೆ ಯಾರು ಸಹಾಯ ಮಾಡುತ್ತಾರೆ?
3. Do you think each family member is important? Why do you think so?
   ಕುಟುಂಬದ ಪ್ರತಿ ಸದಸ್ಯನೂ ಮುಖ್ಯ ಎಂದು ನಿಮಗೆ ಅನಿಸುತ್ತದೆಯೇ? ಏಕೆ?

Note to teacher : Encourage the children to answer the questions in sentences. Explain the need and importance of a family.

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Activity - 3

Look at these pictures and try to tell a story.

ಕೆಳಗಿನ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ, ಒಂದು ಕಥೆ ಹೇಳಲು ಪ್ರಯತ್ನಿಸಿ.



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1. Why is grandmother sleeping?
   ಅಜ್ಜಿ ಏಕೆ ಮಲಗಿದ್ದಾರೆ?
2. What did Raju do to help his grandmother?
   ತನ್ನ ಅಜ್ಜಿಗೆ ನೆರವಾಗಲು ರಾಜು ಏನು ಮಾಡಿದನು?
3. How do you help your family members?
   ನಿಮ್ಮ ಕುಟುಂಬದ ಸದಸ್ಯರಿಗೆ ನೀವು ಹೇಗೆ ಸಹಾಯ ಮಾಡುವಿರಿ?

Note to teacher : Accept answers in Kannada and then repeat them in English.

Activity - 4

Look at these pictures below.

ಈ ಕೆಳಗಿನ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ.



1. What will you do in such situations?

   ಇಂತಹ ಸನ್ನಿವೇಶಗಳಲ್ಲಿ ನೀವು ಏನು ಮಾಡುವಿರಿ?

Note to teacher : Let children look at the pictures carefully and encourage them to share their experiences about helping others. Discuss the importance of kindness and sensitivity towards elderly people, people on street, animals etc.

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Activity - 5

Sing and enjoy

Elders need our help,
Sick need our care.
Learn to share and help,
With lots of love and care.

Note to teacher : Sing the rhyme using your own tune and actions.

Activity - 6

1. Did you enjoy singing the rhyme?
   ಹಾಡನ್ನು ಹಾಡಿ ನಿಮಗೆ ಆನಂದವಾಯಿತೇ?
2. When do you enjoy with your family?
   ನಿಮ್ಮ ಕುಟುಂಬದವರೊಂದಿಗೆ ನೀವು ಯಾವಾಗ ಆನಂದಿಸುವಿರಿ?
3. Do you like spending time with your family during festivals?
   ಹಬ್ಬಗಳಲ್ಲಿ ನಿಮ್ಮ ಕುಟುಂಬದವರೊಂದಿಗೆ ಕಾಲ ಕಳೆಯುವುದು ನಿಮಗೆ ಇಷ್ಟವೇ?
4. Can you tell me the festivals you celebrate at home?
   ನೀವು ಮನೆಯಲ್ಲಿ ಆಚರಿಸುವ ಹಬ್ಬಗಳನ್ನು ಹೆಸರಿಸುವಿರಾ?
5. Share something about a festival celebrated in your home.
   ನಿಮ್ಮ ಮನೆಯಲ್ಲಿ ಆಚರಿಸುವ ಯಾವುದಾದರೂ ಒಂದು ಹಬ್ಬದ ಬಗ್ಗೆ ಹೇಳಿ.

Note to teacher : Encourage the children to discuss the various festivals celebrated in their homes. Make sure each child shares her/his experiences so that the festivals of all communities are discussed. Accept answers in Kannada and then repeat in English. Include discussion on folk or local festivals and discuss the diversity of culture and celebrations.

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Activity - 7

Listen to what some of our friends have to say about their festivals.

ನಮ್ಮ ಕೆಲವು ಸ್ನೇಹಿತರು ಅವರ ಹಬ್ಬಗಳ ಬಗ್ಗೆ ಏನು ಹೇಳುತ್ತಾರೆ ಎಂಬುದನ್ನು ಕೇಳಿ.



I am Poorvi.
We celebrate Diwali.
We light lamps.
We put akashdeepa at the entrance of our house.

I am Rahim.
We celebrate Id-ul-Fitr.
We offer prayers and distribute sweets.





I am Maria. We celebrate Christmas.
We cut and eat cakes.
We wish **'Merry Christmas'** to all.

I am Kuljeet.
We celebrate Gurunanak Jayanti.
We wear new clothes and we offer prayers at the gurudwara.



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Note to teacher : Explain more about the different festivals celebrated by different communities across the country. Show videos or pictures of festivals that you can source.

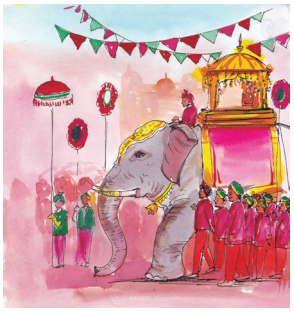
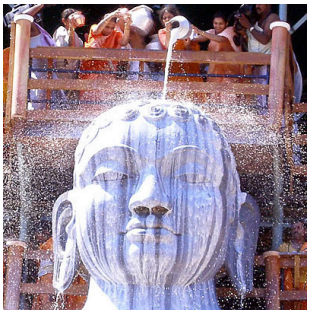
Activity - 8

Look at the pictures given and name the festivals.

ಕೊಟ್ಟಿರುವ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ, ಹಬ್ಬಗಳನ್ನು ಹೆಸರಿಸಿ.

	_____
	_____
	_____
	_____

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	_____
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Activity - 9

1. Which festivals do we celebrate at school?

   ನಾವು ಶಾಲೆಯಲ್ಲಿ ಆಚರಿಸುವ ಹಬ್ಬಗಳು ಯಾವುವು?

2. Share with your friends which school festival you like the most and why?

   ಶಾಲೆಯಲ್ಲಿ ಆಚರಿಸುವ ಯಾವ ಹಬ್ಬ ನಿಮಗೆ ಬಹಳ ಇಷ್ಟ? ಏಕೆ? ಎಂಬುದನ್ನು ನಿಮ್ಮ ಗೆಳೆಯ/ಗೆಳತಿಯರೊಂದಿಗೆ ಹಂಚಿಕೊಳ್ಳಿ.

The days which have national importance are celebrated as festivals across the country. They are called **National Festivals**. National festivals celebrated in our schools are – Republic Day, Independence Day and Gandhi Jayanti.



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Group activity - Divide the class into 3 groups. Each group will pick one national festival and discuss in their groups how it is celebrated. Ask them to draw a picture of the festival on a chart paper.

ಗುಂಪು ಚಟುವಟಿಕೆ – ತರಗತಿಯನ್ನು 3 ಗುಂಪುಗಳಾಗಿ ವಿಂಗಡಿಸಿ. ಪ್ರತಿ ಗುಂಪಿನವರೂ ಒಂದೊಂದು ರಾಷ್ಟ್ರೀಯ ಹಬ್ಬದ ಆಚರಣೆಯ ಬಗ್ಗೆ ತಮ್ಮ ಗುಂಪಿನಲ್ಲಿ ಚರ್ಚಿಸುವರು. ಆ ಹಬ್ಬದ ಆಚರಣೆಯ ಚಿತ್ರವನ್ನು ಚಾರ್ಟ್‌ಪೇಪರ್ ಮೇಲೆ ಬಿಡಿಸಲು ಅವರಿಗೆ ತಿಳಿಸಿ.

Note to teacher : Explain to the children that schools also celebrate Kannada Rajyotsava in the state of Karnataka but not in other states. Encourage them to say the names in English.

Activity - 10

Draw the picture of any festival you like and colour it.

ನಿಮಗೆ ಇಷ್ಟವಾದ ಯಾವುದಾದರೂ ಹಬ್ಬದ ಚಿತ್ರವನ್ನು ಬಿಡಿಸಿ, ಬಣ್ಣ ತುಂಬಿ.

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Certain celebrations or functions are also celebrated in the family and community. Some of these functions are birthdays, marriages, naming ceremonies, griha pravesh (house warming ceremonies) etc.

1. What functions have you celebrated at your home or community?

   ನಿಮ್ಮ ಮನೆಯಲ್ಲಿ ಅಥವಾ ಸಮುದಾಯದಲ್ಲಿ ಯಾವ ಸಮಾರಂಭಗಳನ್ನು ಆಚರಿಸಿದ್ದೀರಿ?

2. How did you celebrate it?

   ಆ ಸಮಾರಂಭವನ್ನು ಹೇಗೆ ಆಚರಿಸಿದಿರಿ?

Note to teacher : Encourage children to discuss about the functions they have attended and celebrated. Let the children talk about any functions such as local festivals. Discuss how different families have different ways of celebrating special occasions. Explain the beauty of diversity.

Activity - 11

Sing and enjoy

ಬೆಳಗಿನ ಜಾವಕ್ಕೆ ಮೂಡಲು ಕೆಂಪಾದಾಗ
ಸ್ವಾಮಿ ಮೂಡಿ ಬರುವಾಗ
ಆಡಿ ಆಡಿ ಅಳುತಾನ ಜೋ ಜೋ ॥
ಕಂಚಿನ ಬಟ್ಟಲಾಗ ಮಿಂಚೆಣ್ಣೆ ಬಿಟ್ಟುಕೊಂಡು
ತೀಡಿ ತೀಡಿ ಹಚ್ಚುವಾಗ
ಕಾಡಿ ಕಾಡಿ ಅಳುತಾನ ಜೋ ಜೋ ॥

Note to teacher : Sing the rhyme using your own tune and actions. Ask children to collect more folk songs from elders and sing them in classroom. Encourage the children to complete the song.

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Activity - 12

Paste a photograph of any celebration at your home/ neighbourhood in the space below.

ನಿಮ್ಮ ಮನೆಯಲ್ಲಿ ಅಥವಾ ಅಕ್ಕ–ಪಕ್ಕದ ಮನೆಗಳಲ್ಲಿ ನಡೆದ ಸಮಾರಂಭದ ಛಾಯಾಚಿತ್ರವನ್ನು ಕೆಳಗಿನ ಜಾಗದಲ್ಲಿ ಅಂಟಿಸಿ.

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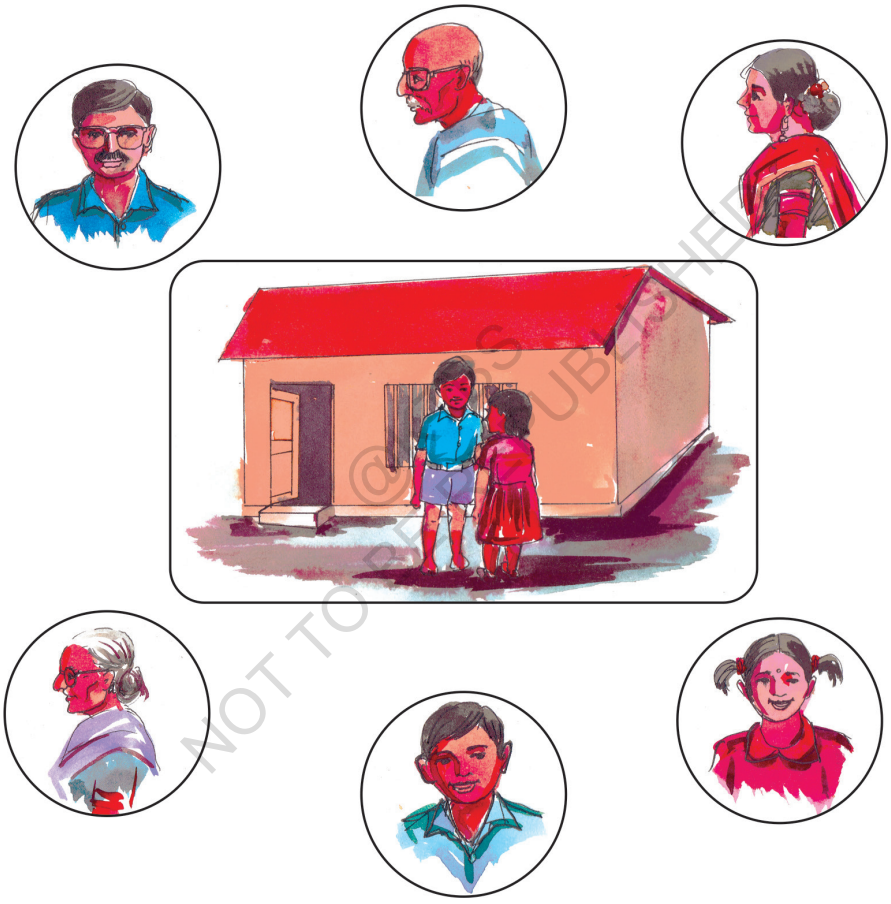
Worksheet - 1

This is your family tree. Write the names of your family members in the fruits hanging in the tree.



Worksheet - 2

Draw lines from the picture of the house to the people who live at your home. For example, if your grandfather lives with you, draw a line between the picture of house and the picture of the grandfather.



Fill in the blanks. One is done for you.

1. This is my family.
2. He is my _____.
3. She is my _____.

Worksheet - 3

Complete the crossword puzzle with the help of pictures given.







		C							
		H							
		R							
D		W			I				
	S					A	S		R	
					U				
	M				L				
					F				
	S								
					T				
		M		R	R		A		E





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Worksheet - 4

Syed is unable to walk properly. He has just come to your school. Draw a picture to show how will you help Syed in the class or school.

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LESSON - 2

ANIMALS AROUND US

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Activity - 1

Let us read the story.

ಈ ಕಥೆಯನ್ನು ಓದೋಣ.



All the animals have assembled for a meeting.



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Oh ! You are feeling very happy. It is good for you, if they grow fat. Isn't it ?

Meou !...Lion is the king for all of us. The birthday of the king's daughter should be celebrated on a grand scale. I can bring milk from my boss's house.

Yes ! I will decorate the forest.

I will bring fruits for the celebration.



All of you, please listen. Let us not celebrate the birthday of my daughter this year. Let it rain, let the grass grow. Let everybody eat well. Next year let us celebrate it in a grand scale. Let's end the meeting.

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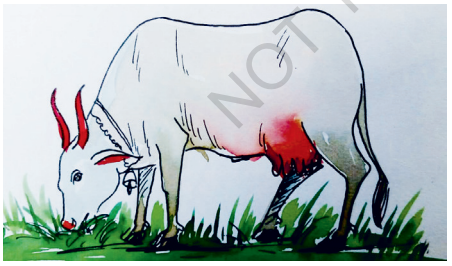
1. What is this story about?
   ಈ ಕಥೆ ಯಾವುದರ ಬಗ್ಗೆ ಇದೆ?
2. Which animals are there in the story?
   ಕಥೆಯಲ್ಲಿ ಯಾವ, ಯಾವ ಪ್ರಾಣಿಗಳಿವೆ?
3. What were they discussing in the meeting?
   ಸಭೆಯಲ್ಲಿ ಅವು ಯಾವುದರ ಬಗ್ಗೆ ಚರ್ಚಿಸುತ್ತಿದ್ದವು?
4. Have you seen any of these animals in your real life?
   ಇವುಗಳಲ್ಲಿ ಯಾವ ಪ್ರಾಣಿಯನ್ನಾದರೂ ನೀವು ನಿಜವಾಗಲೂ ನೋಡಿದ್ದೀರಾ?
5. Why did the animals cancel the birthday party?
   ಪ್ರಾಣಿಗಳು ಹುಟ್ಟುಹಬ್ಬದ ಔತಣಕೂಟವನ್ನು ಏಕೆ ರದ್ದುಮಾಡಿದವು?

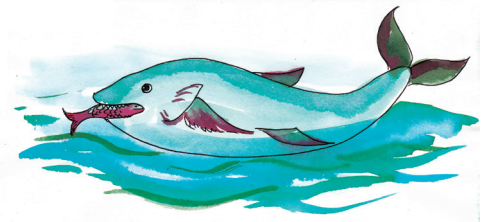
Note to teacher : Read the story with actions. Explain the story to the children in English and Kannada. Accept answers in Kannada and repeat them in English.

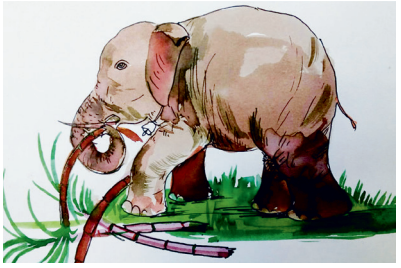
Activity - 2

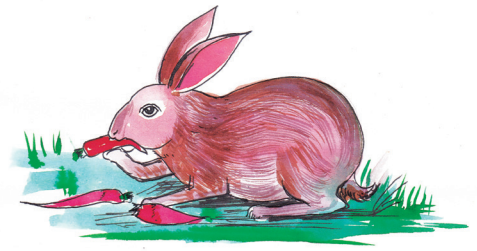
Look at the pictures given. Observe the animals and their food.

ಕೊಟ್ಟಿರುವ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ, ಪ್ರಾಣಿಗಳು ಮತ್ತು ಅವುಗಳ ಆಹಾರವನ್ನು ಗಮನಿಸಿ.









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Discuss with your friends and answer.

ನಿಮ್ಮ ಸ್ನೇಹಿತರೊಂದಿಗೆ ಚರ್ಚಿಸಿ, ಉತ್ತರಿಸಿ.

1. What do you see in the pictures?
   ಈ ಚಿತ್ರಗಳಲ್ಲಿ ನೀವು ಏನನ್ನು ಕಾಣುವಿರಿ?

2. What else do these animals eat?
   ಈ ಪ್ರಾಣಿಗಳು ಇನ್ನೂ ಏನೇನನ್ನು ತಿನ್ನುತ್ತವೆ?

3. Do you know the food of some other animals? Can you name them?
   ಇನ್ನೂ ಕೆಲವು ಬೇರೆ, ಬೇರೆ ಪ್ರಾಣಿಗಳ ಆಹಾರದ ಬಗ್ಗೆ ನಿಮಗೆ ತಿಳಿದಿದೆಯೇ? ಆ ಪ್ರಾಣಿಗಳು ಮತ್ತು ಅವುಗಳ ಆಹಾರವನ್ನು ಹೆಸರಿಸುವಿರಾ?

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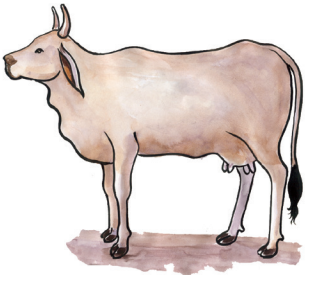
Help Box					
Cow	-	Grass	Squirrel	-	Nuts and grains
Elephant	-	Bananas	Snake	-	Eggs
Lion	-	Meat	Frog	-	Worms
Birds	-	Grains	Cat	-	Fish

Note to teacher : Discuss about the food of other animals apart from the ones given. Explain about plant - eating animals and meat - eating animals.

Activity - 3

Look at the animals in the pictures. Write their names in the given boxes.

ಚಿತ್ರಗಳಲ್ಲಿರುವ ಪ್ರಾಣಿಗಳನ್ನು ನೋಡಿ. ಅವುಗಳ ಹೆಸರುಗಳನ್ನು ಕೊಟ್ಟಿರುವ ಚೌಕಗಳಲ್ಲಿ ಬರೆಯಿರಿ.

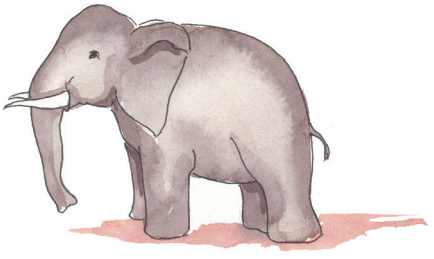




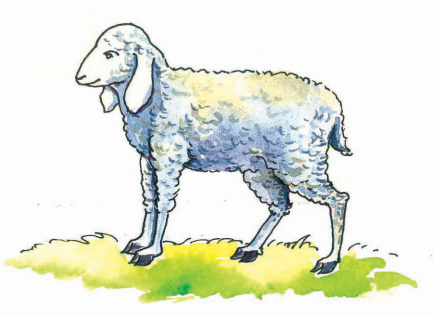








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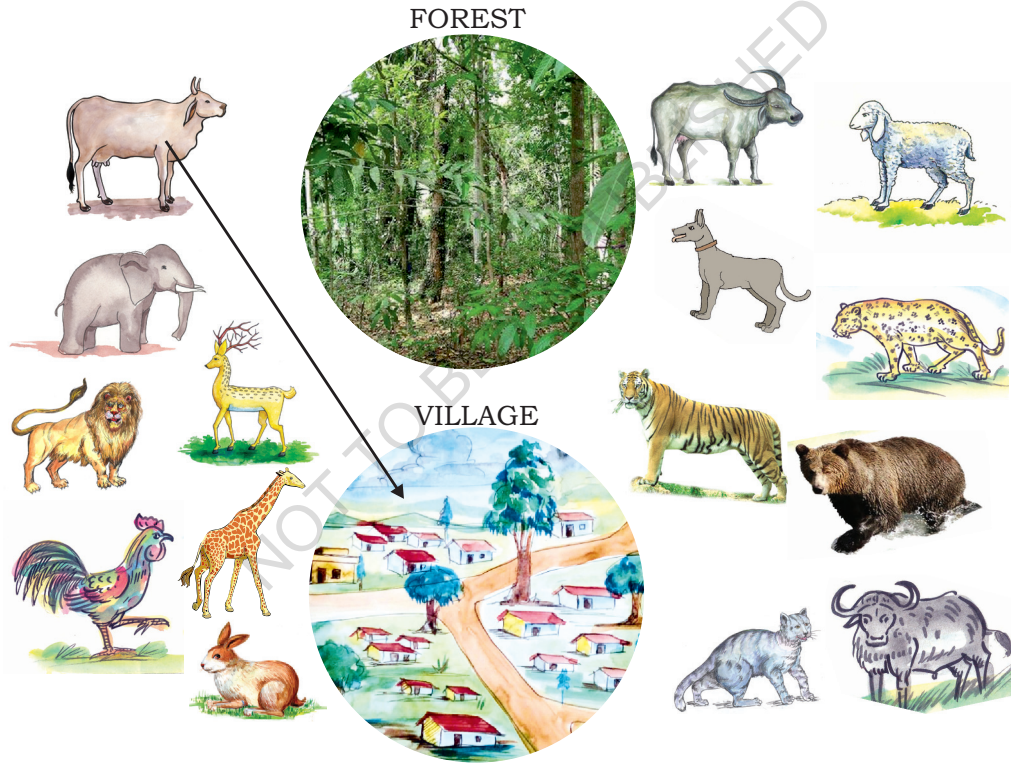
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Note to teacher : Help the children to write the names of the animals and spell it aloud.

Activity - 4

Look at the picture below. Identify the animals. Some of them live in villages around us and some of them live in the forests. Draw lines and match accordingly. One is done for you.

ಕೆಳಗಿನ ಚಿತ್ರವನ್ನು ನೋಡಿ, ಪ್ರಾಣಿಗಳನ್ನು ಗುರುತಿಸಿ. ಅವುಗಳಲ್ಲಿ ಕೆಲವು ಪ್ರಾಣಿಗಳು ಹಳ್ಳಿಗಳಲ್ಲಿ, ನಮ್ಮ ಸುತ್ತಲೂ ವಾಸಿಸುತ್ತವೆ. ಕೆಲವು ಪ್ರಾಣಿಗಳು ಕಾಡುಗಳಲ್ಲಿ ವಾಸಿಸುತ್ತವೆ. ಅದರಂತೆಯೇ ಗೆರೆ ಎಳೆದು ಹೊಂದಿಸಿ. ನಿಮಗಾಗಿ ಒಂದು ಮಾದರಿಯನ್ನು ನೀಡಲಾಗಿದೆ.



Note to teacher : Elicit the names of the animals. Help children to match the animals with their living places. Encourage them to share stories of animals in their village or locality.

Activity - 5

Listen to the commands below. Do as I do.

ಕೆಳಗೆ ಕೊಟ್ಟಿರುವ ಸೂಚನೆಗಳನ್ನು ಆಲಿಸಿ, ನಾನು ಮಾಡಿದಂತೆ ಮಾಡಿ.

- Run like a deer
- Hop like a rabbit
- Swing like a monkey
- Walk like an elephant
- Fly like a crow
- Slither like a snake
- Swim like a fish
- Crawl like a crocodile

Note to teacher : Read aloud the commands and do the action. Let all the children follow you. Repeat as many times as possible. Allow the children to give the commands. Discuss about the movements of other animals too.

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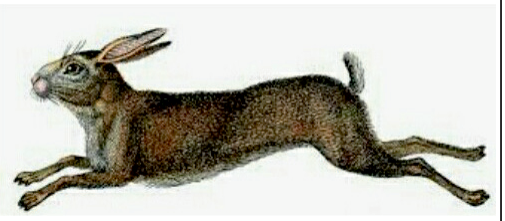
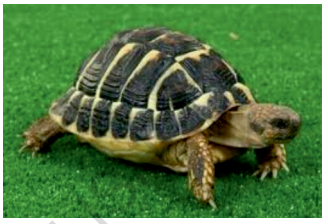
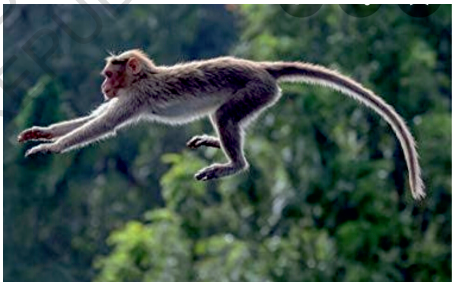
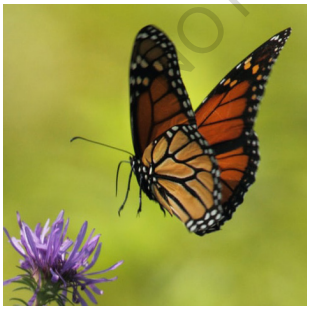
Activity - 6

Look at the pictures and tell the movement of the animals.

ಚಿತ್ರಗಳನ್ನು ನೋಡಿ, ಈ ಪ್ರಾಣಿಗಳ ಚಲನೆಯ ಬಗ್ಗೆ ತಿಳಿಸಿ.





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Note to teacher : Accept the answers in Kannada. Provide the English words for the movements and let children repeat them.

Activity - 7

Sing and enjoy

Bow - Bow says the dog

Meow - Meow says the cat

Croak - Croak says the frog

Baa - Baa says the goat

Quack - Quack says the duck

Hiss - Hiss says the snake

Moo - Moo says the cow

Caw - Caw says the crow

1. What does the dog say?
   ನಾಯಿ ಹೇಗೆ ಕೂಗುತ್ತದೆ?
2. What does the crow say?
   ಕಾಗೆ ಹೇಗೆ ಕೂಗುತ್ತದೆ?
3. What does the duck say?
   ಬಾತುಕೋಳಿ ಹೇಗೆ ಕೂಗುತ್ತದೆ?
4. What does the cat say?
   ಬೆಕ್ಕು ಹೇಗೆ ಕೂಗುತ್ತದೆ?
5. What does the frog say?
   ಕಪ್ಪೆ ಹೇಗೆ ಕೂಗುತ್ತದೆ?

Note to teacher : Sing the rhyme using your own tune and actions. Ask the sounds of all the animals mentioned in the poem. Add other animal sounds to the poem.

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Activity - 8

Listen to the commands below and make the sounds.

ಕೆಳಗಿನ ಸೂಚನೆಗಳನ್ನು ಆಲಿಸಿ, ಅದರಂತೆ ಶಬ್ದ ಮಾಡಿ.

- Bark like a dog
- Trumpet like an elephant
- Hiss like a snake
- Neigh like a horse
- Roar like a lion
- Bleat like a sheep
- Meow like a cat
- Grunt like a pig

Note to teacher : Tell the children that bark, bleat, trumpet etc., are cries of animals. Share more sounds of animals.

Activity - 9

Look at the pictures below.

ಈ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ.

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1. What do you see in the pictures?
   ಈ ಚಿತ್ರಗಳಲ್ಲಿ ನೀವು ಏನನ್ನು ಕಾಣುವಿರಿ?
2. What will you do if you see such a situation?
   ಇಂತಹ ಸನ್ನಿವೇಶವನ್ನು ಕಂಡರೆ ನೀವು ಏನು ಮಾಡುವಿರಿ?



1. What do you see in the picture?
   ಈ ಚಿತ್ರದಲ್ಲಿ ನೀವು ಏನನ್ನು ಕಾಣುವಿರಿ?

2. Why is water and grains kept in front of the house?
   ಮನೆಯ ಮುಂದೆ ನೀರು ಮತ್ತು ಧಾನ್ಯಗಳನ್ನು ಏಕೆ ಇಡಲಾಗಿದೆ?

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Note to teacher : Encourage the children to express their views about the situations in Kannada. Explain the various ways humans abuse animals by throwing stones at dogs on street, trapping birds for sale, killing animals for food, for fur or for tusks etc. Discuss about sharing care and sensitivity towards animals.

Worksheet - 1

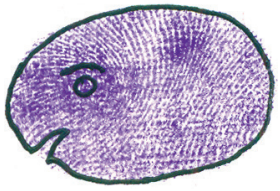
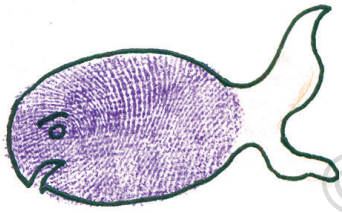
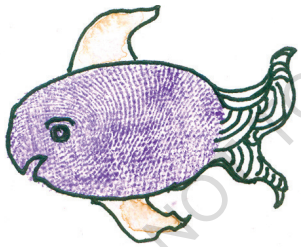
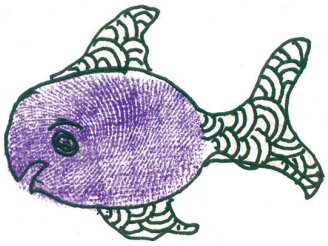
You may have seen many animals around you. Make a list of the animals and their food.

Name of animals	Food they eat

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Worksheet - 2

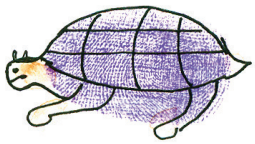
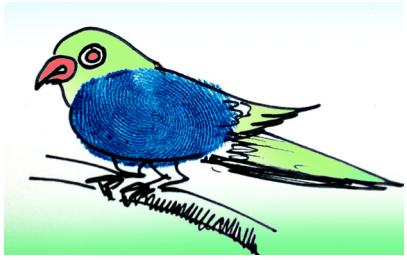
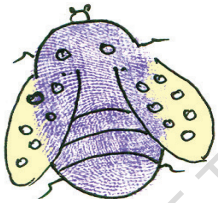
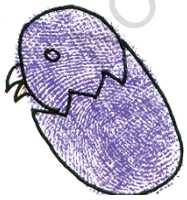
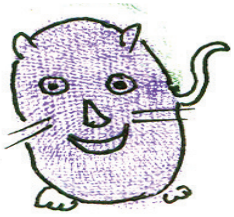
A. Look at the pictures below. Draw the pictures using your thumb in the given boxes.

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Note to teacher : Provide ink to the children and help them in drawing pictures.

B. Draw the animals using your thumb as given in the pictures below.

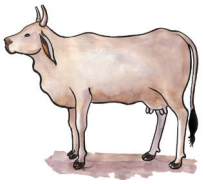
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Worksheet - 3

Re-arrange the letters to get the name of the animals given in the pictures.



g d o _____



o w c _____



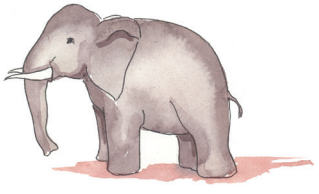
n i l o _____



w o r c _____



r g e i t _____

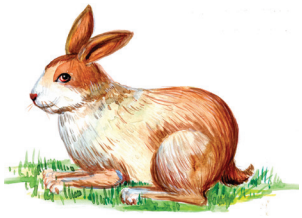
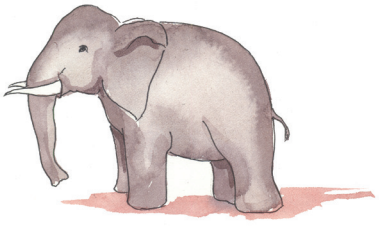


e h e t l a n p _____

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Worksheet - 4

Match the animals with their movements. One is done for you.

	Run
	Slither
	Hop
	Walk
	Fly

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Worksheet - 5

Fill in the missing letter using the words given in the box. One is done for you.

Trumpet
Bleat
Roar
Hiss
Meow
Bark

Dogs _____ B a r k .

Cats _____ M__ __ __.

Lions _____ R__a__.

Snakes _____ H__s__.

Sheep _____ B__ea__.

Elephants _____ T__u__p__t.

❖❖❖❖❖

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LESSON - 3

PLANTS - OUR LIFE

H2Y1J6

Activity - 1

Sing and enjoy

Green tree, green tree
What do you see?
I see the green grass,
Waving at me.

Black crow, black crow
What do you see?
I see the red fruits,
Looking at me.

Brown monkey, brown monkey
What do you see?
I see the yellow flowers,
Smiling at me.



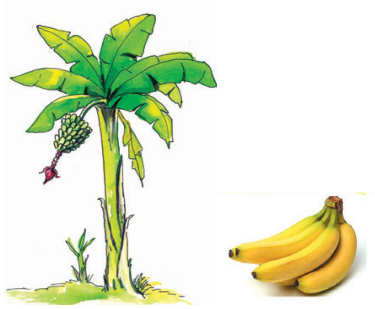
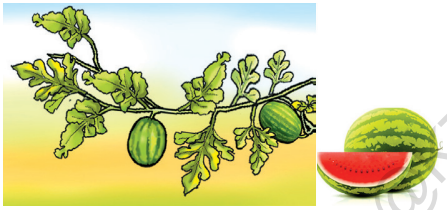
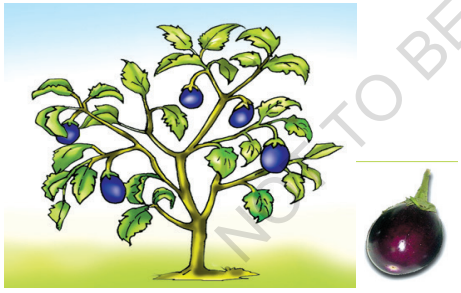
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Note to teacher : Sing the rhyme using your own tune and actions.

Activity - 2

Look at these pictures below. Identify and write the names of the plants.

ಈ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ. ಸಸ್ಯಗಳನ್ನು ಗುರುತಿಸಿ, ಅವುಗಳ ಹೆಸರುಗಳನ್ನು ಬರೆಯಿರಿ.

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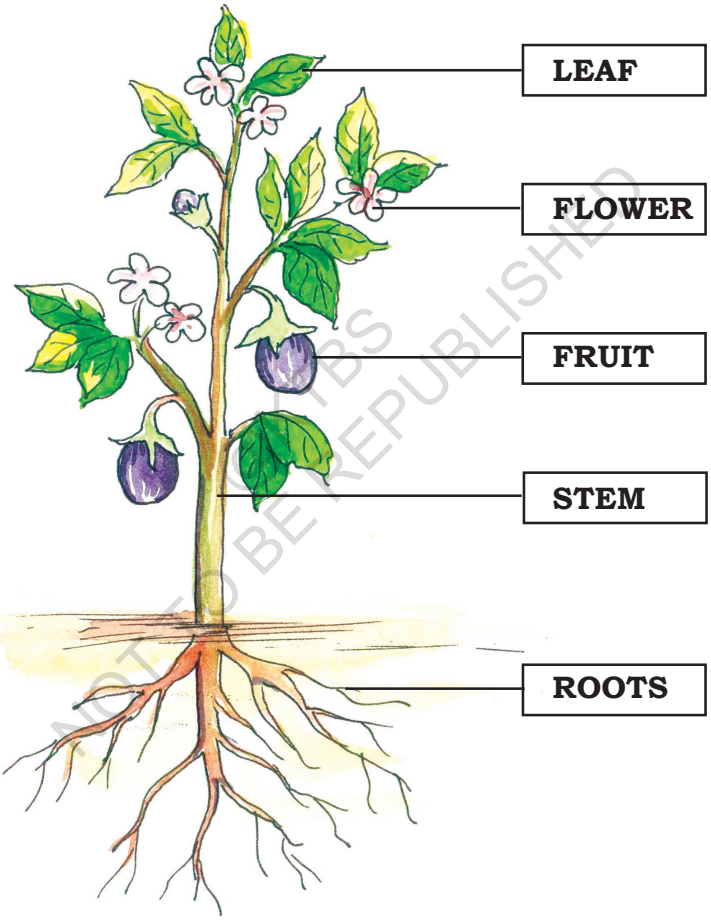
Help Box		
Banana Plant	Water Melon Plant	Brinjal Plant

Note to teacher : Encourage the children to say the English names of the plants. Ask children for more names of plants and give their English names. Ask them to repeat in English.

Activity - 3

Look at the picture below. Recognize the parts of the plant. The parts of the plant are written in the boxes given. Read them with help of the teacher.

ಕೆಳಗಿನ ಚಿತ್ರವನ್ನು ನೋಡಿ, ಸಸ್ಯದ ಭಾಗಗಳನ್ನು ಗುರುತಿಸಿ. ಸಸ್ಯದ ಭಾಗಗಳ ಹೆಸರುಗಳನ್ನು ಚೌಕಗಳಲ್ಲಿ ಕೊಡಲಾಗಿದೆ. ಶಿಕ್ಷಕರ ಸಹಾಯದಿಂದ ಅವುಗಳನ್ನು ಓದಿ.



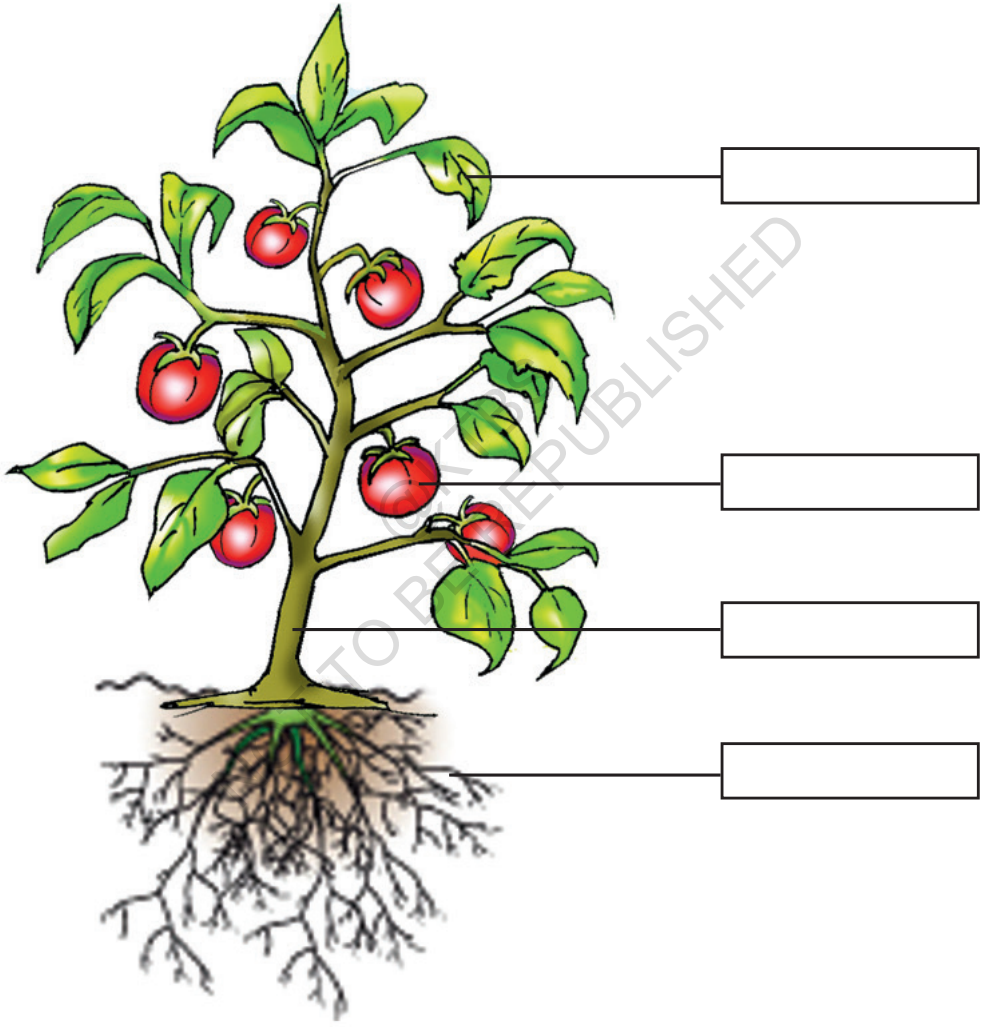
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Note to teacher : Bring a tomato plant to class to show it to children. Encourage the children to use English names of the plant parts. Make them hold and feel the different parts of the plant. Discuss about the shape of the leaves, fruits, roots etc.

Activity - 4

Look at the picture below. Name and write the different parts of the plant.

ಕೆಳಗಿನ ಚಿತ್ರವನ್ನು ನೋಡಿ. ಸಸ್ಯದ ವಿವಿಧ ಭಾಗಗಳನ್ನು ಹೆಸರಿಸಿ, ಬರೆಯಿರಿ.



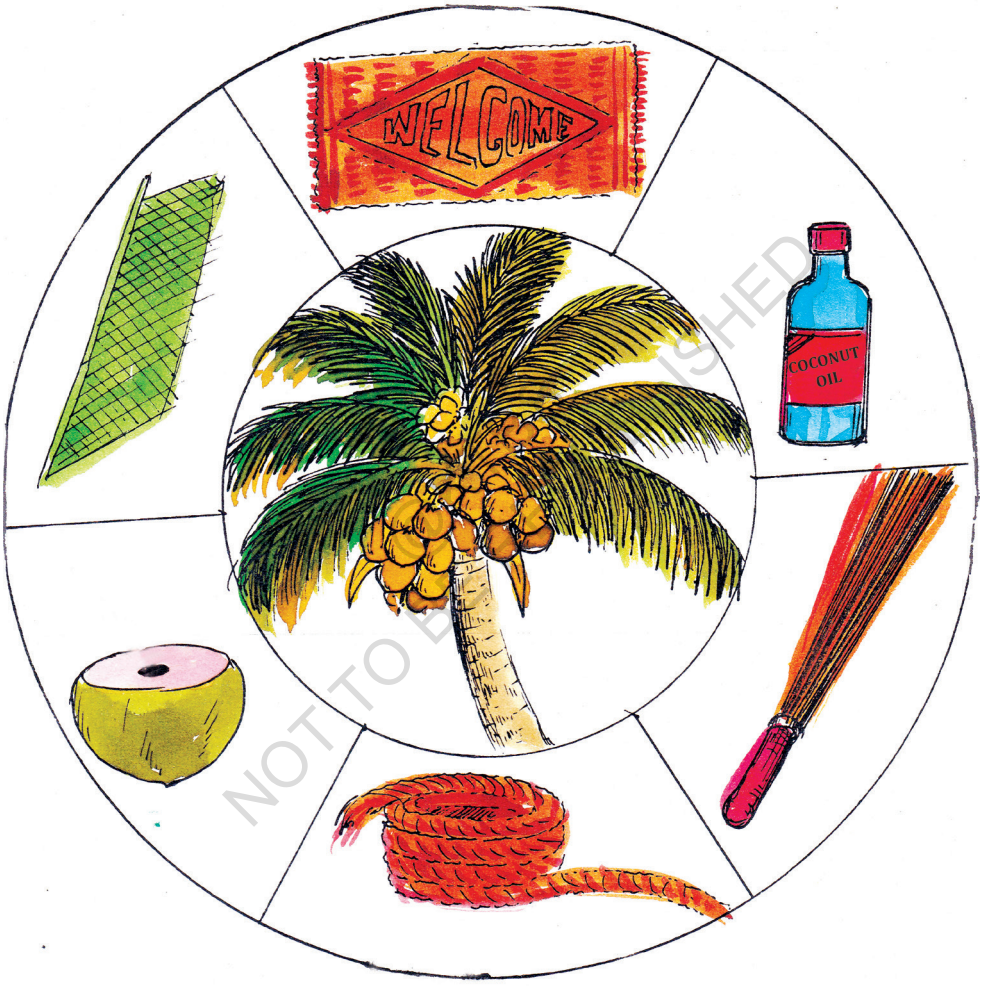
TO BE REPUBLISHED

Note to teacher : Help children to write down the parts of the plant in English.

Activity - 5

Look at the picture below. Observe the different uses of the coconut tree.

ಕೆಳಗಿನ ಚಿತ್ರವನ್ನು ನೋಡಿ. ತೆಂಗಿನ ಮರದ ವಿವಿಧ ಉಪಯೋಗಗಳನ್ನು ಗಮನಿಸಿ.

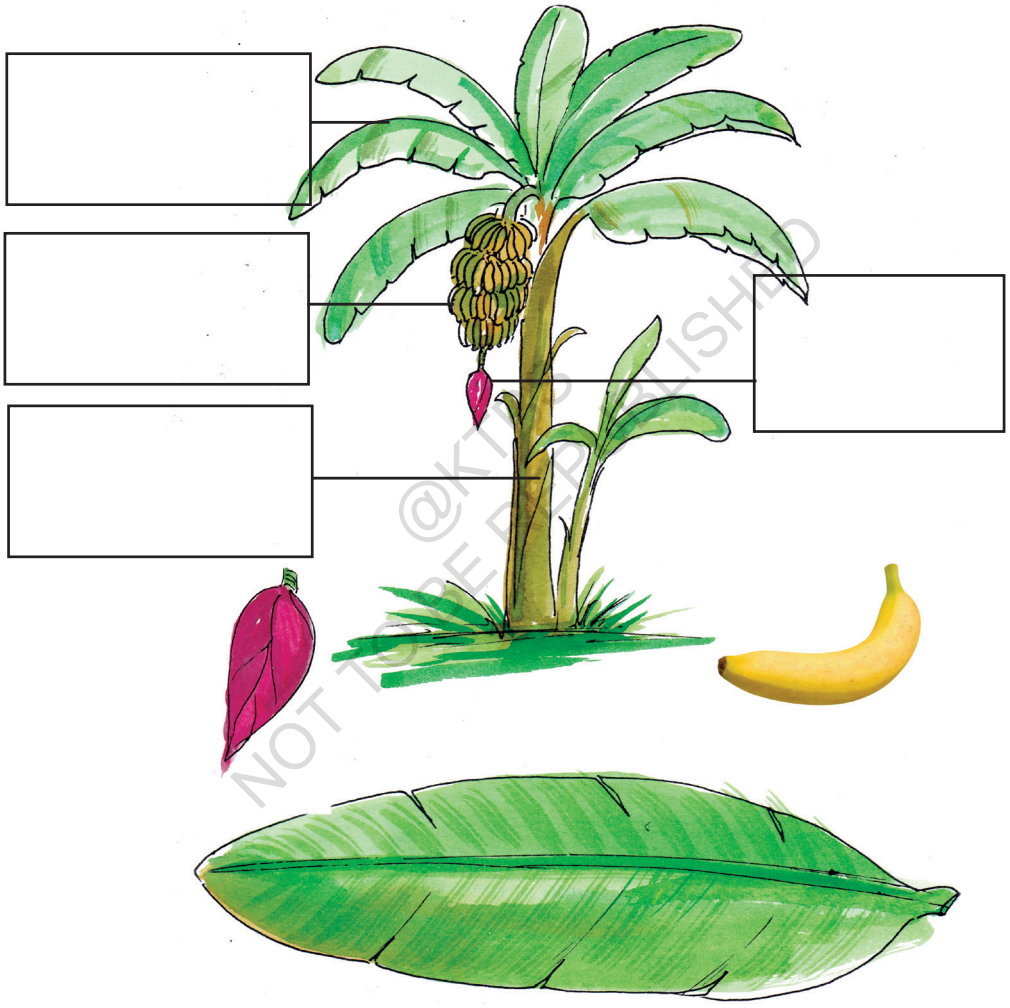


Note to teacher : Ask questions on how each part of a coconut tree can be used. Discuss how different parts of trees are used at homes.

Activity - 6

Look at the picture below. Write the uses of the plant in the boxes given.

ಕೆಳಗಿನ ಚಿತ್ರವನ್ನು ನೋಡಿ. ಈ ಸಸ್ಯದ ಉಪಯೋಗಗಳನ್ನು ಕೊಟ್ಟಿರುವ ಚೌಕಗಳಲ್ಲಿ ಬರೆಯಿರಿ.



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Note to teacher : Encourage children to first name the uses of banana plant before writing. Make them discuss how each part of the plant is used differently for different events and purposes.

Activity - 7

Look at the pictures.

ಈ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ.









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1. Do you recognize the plants in the pictures?
   ಚಿತ್ರದಲ್ಲಿರುವ ಸಸ್ಯಗಳನ್ನು ಗುರುತಿಸುವಿರಾ?
2. What is the use of these plants in our life?
   ನಮ್ಮ ಜೀವನದಲ್ಲಿ ಈ ಸಸ್ಯಗಳ ಉಪಯೋಗವೇನು?
3. What other plants or leaves do we use when we fall sick or get wounded?
   ನಮಗೆ ಅನಾರೋಗ್ಯವಾದಾಗ ಅಥವಾ ಗಾಯವಾದಾಗ ಇತರ ಯಾವ ಸಸ್ಯಗಳನ್ನು ಅಥವಾ ಎಲೆಗಳನ್ನು ಬಳಸುತ್ತೇವೆ?

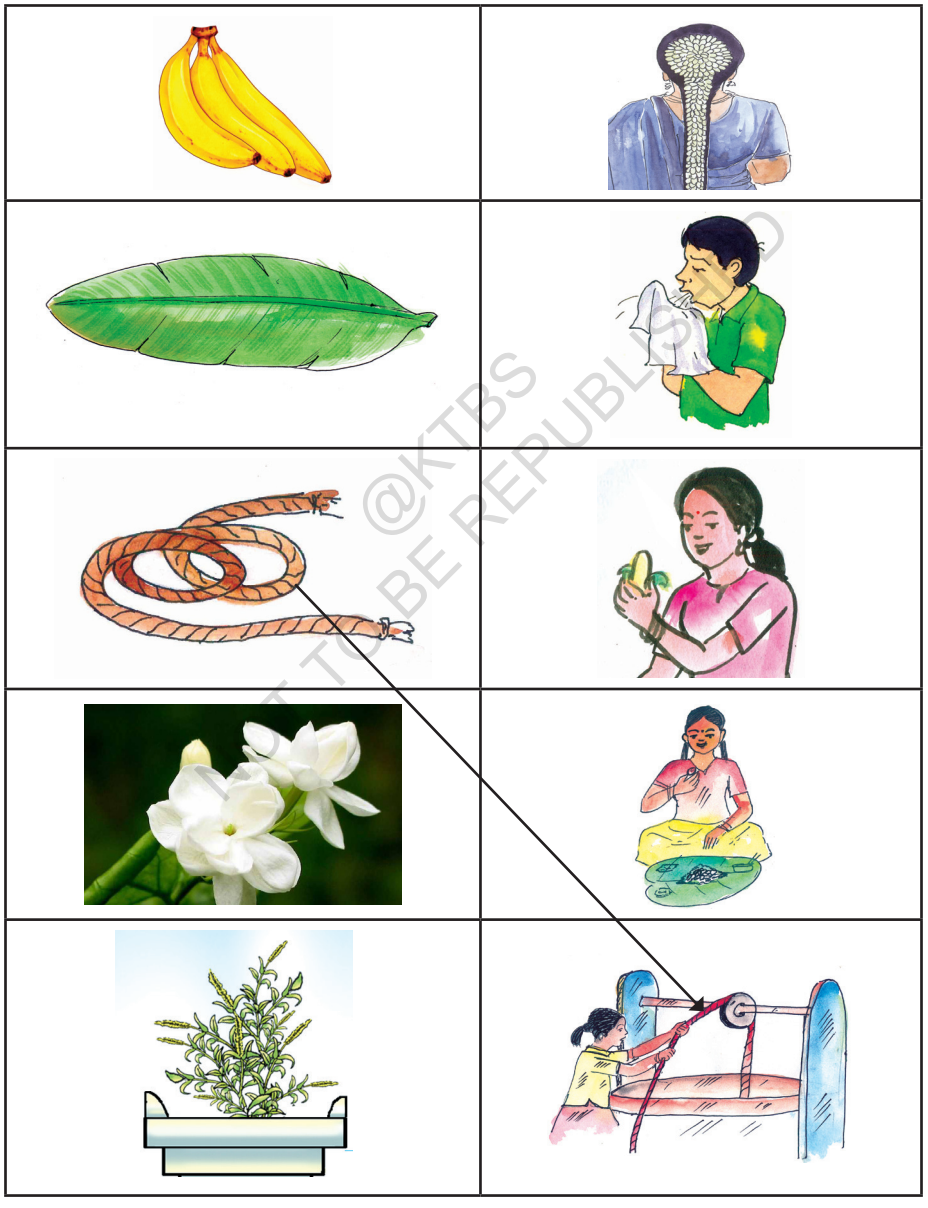
Note to teacher : Explain about the medicinal uses of plants and its different parts. Give more examples of different plants around us which are used for medicinal purposes like marigold flower that children use in their village / locality.

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Activity - 8

Match the following by drawing lines. One is done for you.

ಇವುಗಳನ್ನು ಗೆರೆ ಎಳೆದು ಹೊಂದಿಸಿ. ಒಂದನ್ನು ನಿಮಗಾಗಿ ಮಾಡಲಾಗಿದೆ.



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Activity - 9

Name some of the flowers you have seen.

ನೀವು ನೋಡಿರುವ ಕೆಲವು ಹೂಗಳನ್ನು ಹೆಸರಿಸಿ.

Look at the pictures below.

ಕೆಳಗಿನ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ.









1. In what ways do you use flowers at home?
   ನಿಮ್ಮ ಮನೆಯಲ್ಲಿ ಹೂಗಳನ್ನು ಯಾವ, ಯಾವ ರೀತಿ ಬಳಸುವಿರಿ?
2. What are some of the other ways flowers can be used?
   ಹೂಗಳನ್ನು ಇನ್ನೂ ಯಾವ, ಯಾವ ರೀತಿಯಲ್ಲಿ ಬಳಸಬಹುದು?

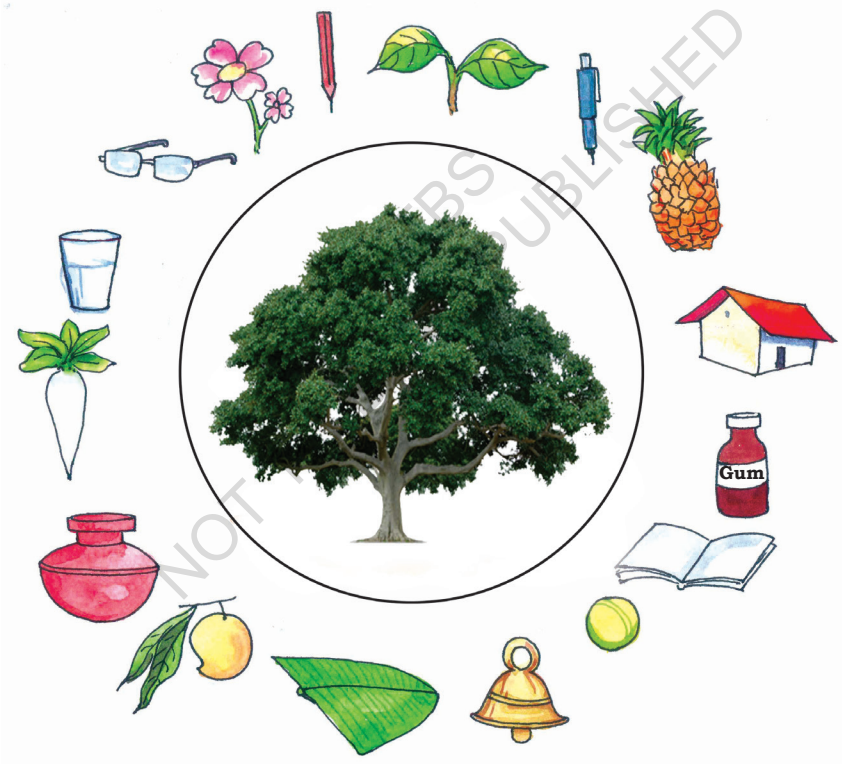
Help Box	
Agarbatti	Decoration
Medicinal use	Garlands
Cosmetics	Perfume
Worship/puja	Funerals

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Activity - 10

There is a tree in the middle of the circle. There are a few items around the circle which are obtained from plants and trees and some items which are not. Draw lines and match the things that we get from plants and trees.

ವೃತ್ತದ ಮಧ್ಯದಲ್ಲಿ ಒಂದು ಮರವಿದೆ. ವೃತ್ತದ ಸುತ್ತ ಸಸ್ಯ ಮತ್ತು ಮರಗಳಿಂದ ದೊರೆಯುವ ಹಾಗೂ ಸಸ್ಯ ಮತ್ತು ಮರಗಳಿಂದ ದೊರೆಯದ ವಸ್ತುಗಳಿವೆ. ಸಸ್ಯ ಮತ್ತು ಮರಗಳಿಂದ ದೊರೆಯುವ ವಸ್ತುಗಳಿಗೆ ಗೆರೆ ಎಳೆದು ಹೊಂದಿಸಿ.



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Note to teacher : Discuss things that can be obtained from plants and trees like grains, manure, vegetables, medicine, wood etc. Also explain what other purposes plants and trees fulfill like providing shade, shelter to birds and animals, etc.

Activity - 11

Listen to the story.

ಈ ಕಥೆಯನ್ನು ಕೇಳಿ.

Akbar, Amar and Ani decide to visit a nearby park. In the park they see that some trees are cut down, leaves in the plants have turned brown, the grass have dried up and there are no flowers around. They feel very sad and discuss among themselves how to make the park green.

ಅಕ್ಬರ್, ಅಮರ್ ಮತ್ತು ಅನಿ ಹತ್ತಿರದ ಉದ್ಯಾನವನಕ್ಕೆ ಭೇಟಿ ನೀಡಲು ನಿರ್ಧರಿಸಿದರು. ಉದ್ಯಾನವನದಲ್ಲಿ ಕೆಲವು ಮರಗಳನ್ನು ಕಡಿದು ಹಾಕಿರುವುದನ್ನು, ಸಸ್ಯಗಳ ಎಲೆಗಳು ಕಂದು ಬಣ್ಣಕ್ಕೆ ತಿರುಗಿರುವುದನ್ನು, ಹುಲ್ಲು ಒಣಗಿ ಹೋಗಿರುವುದನ್ನು ಮತ್ತು ಸುತ್ತಲೂ ಹೂಗಳು ಇಲ್ಲದಿರುವುದನ್ನು ಅವರು ನೋಡಿದರು. ಅವರಿಗೆ ಬಹಳ ದುಃಖವಾಯಿತು. ಉದ್ಯಾನವನವನ್ನು ಪುನಃ ಹಸಿರಾಗಿಸುವುದರ ಬಗ್ಗೆ ತಮ್ಮಲ್ಲೇ ಚರ್ಚಿಸಿದರು.



All three of them together say, **"LET US SAVE THE PLANTS AND TREES".**

ಎಲ್ಲರೂ ಒಟ್ಟಿಗೆ ಹೇಳಿದರು, **"ನಾವು ಗಿಡ–ಮರಗಳನ್ನು ರಕ್ಷಿಸೋಣ".**

1. What made the boys sad?
   ಹುಡುಗರಿಗೆ ಏಕೆ ದುಃಖವಾಯಿತು?
2. Why did they decide to plant trees in the park?
   ಉದ್ಯಾನವನದಲ್ಲಿ ಸಸ್ಯಗಳನ್ನು ನೆಡಬೇಕೆಂದು ಅವರು ಏಕೆ ತೀರ್ಮಾನಿಸಿದರು?
3. Is it necessary to save plants and trees? Why?
   ಗಿಡ–ಮರಗಳನ್ನು ರಕ್ಷಿಸುವ ಅಗತ್ಯವಿದೆಯೇ? ಏಕೆ?

Note to teacher : Ask more questions to discuss about saving nature - plants and animals. Use the story to initiate discussion on the importance of planting trees.

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Worksheet - 1

Draw a coconut tree and the different parts of the tree that we use. You can colour it also.

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Worksheet - 2

Collect different types of leaves. Paste the leaves together to make different shapes. One sample is given below.

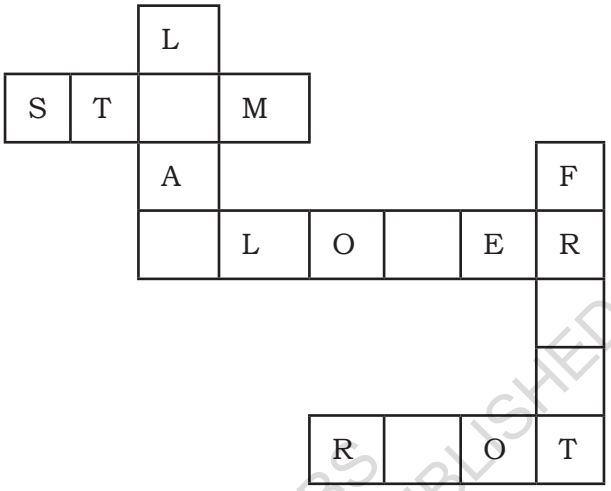


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Worksheet - 3

Complete the crossword puzzle.

Clue : These are different parts of the plant.



Worksheet - 4

Read the sentences and put a (✓) mark if it is right and (×) mark if it is wrong.

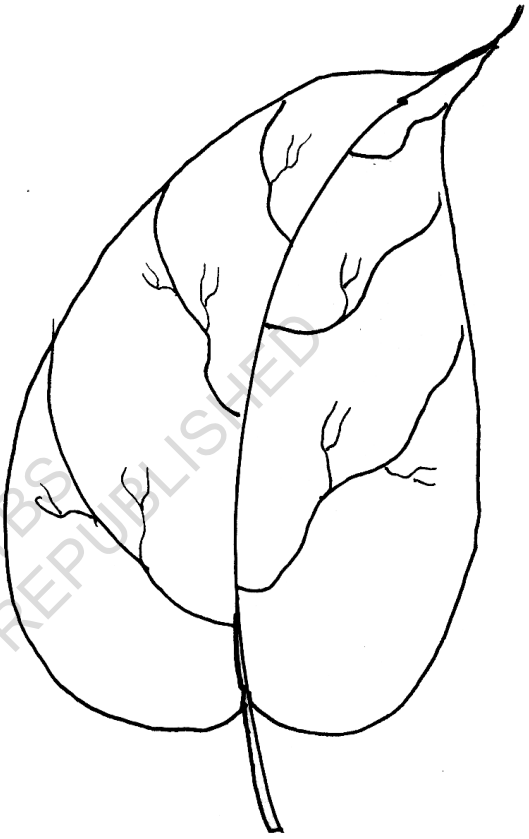
1. Cucumber is eaten raw. ☐
2. Tulsi is not good for cough. ☐
3. We can pluck flowers from the park. ☐
4. Water the plants everyday. ☐
5. Grow more trees. ☐
6. Cut down trees to build houses. ☐
7. Fish and meat is eaten raw. ☐
8. Trees give us shade. ☐

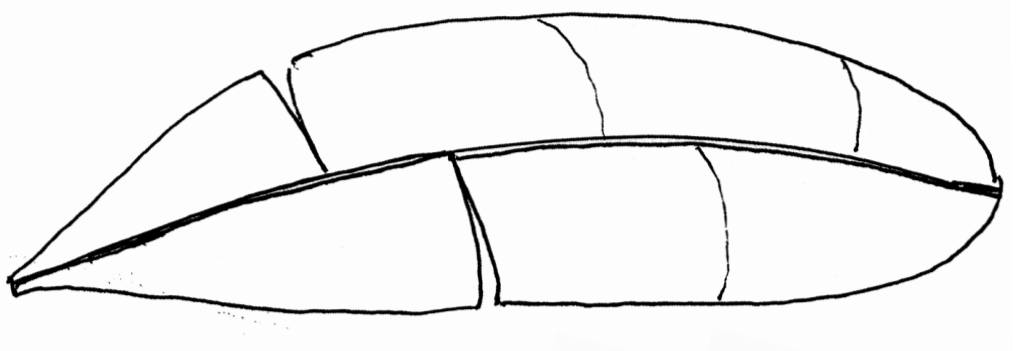
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Worksheet - 5

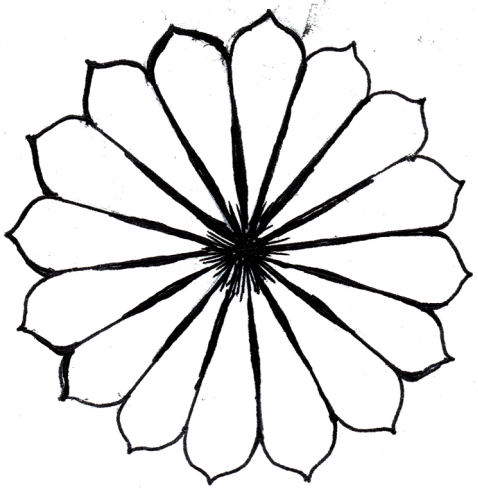
Colour the leaves and flowers given.

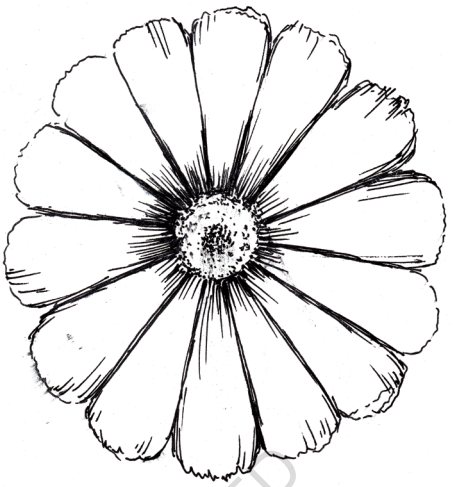


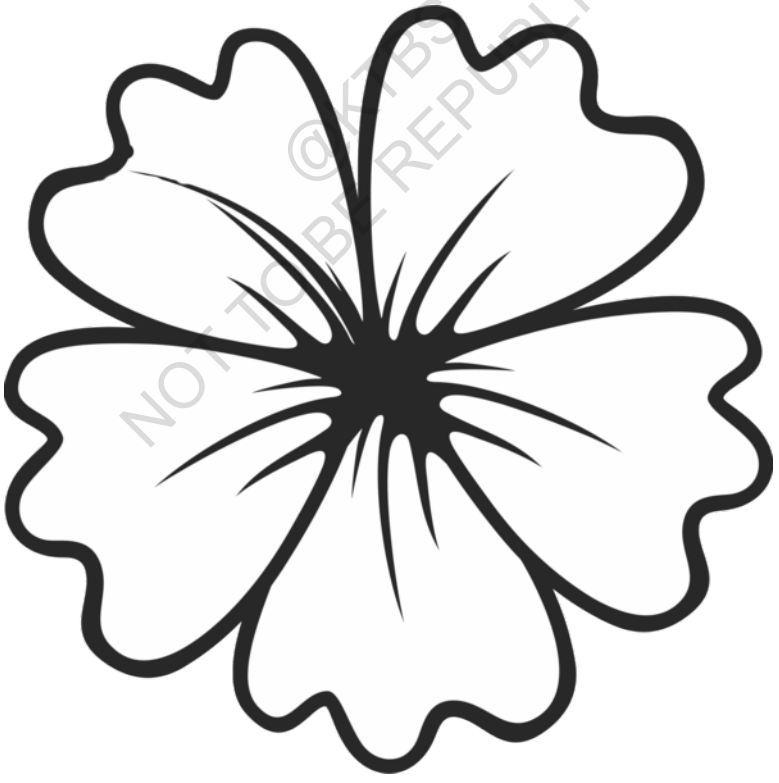




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LESSON - 4

PLAY TIME

P8H2K9

Activity - 1

Poonam was waiting for the games period, but it started raining. She was very disappointed. She and her friends could not go outside to play. Is there a way that Poonam and her friends can still play inside?

ಪೂನಮ್ ಆಟದ ಅವಧಿಗಾಗಿ ಕಾಯುತ್ತಿದ್ದಳು. ಆದರೆ ಮಳೆ ಶುರುವಾಯಿತು. ಅವಳಿಗೆ ತುಂಬಾ ನಿರಾಸೆಯಾಯಿತು. ಅವಳು ಮತ್ತು ಅವಳ ಗೆಳೆಯ/ಗೆಳತಿಯರು ಆಟವಾಡಲು ಹೊರಗೆ ಹೋಗಲು ಸಾಧ್ಯವಾಗಲಿಲ್ಲ. ಪೂನಮ್ ಮತ್ತು ಅವಳ ಗೆಳೆಯ/ಗೆಳತಿಯರು ಒಳಗಡೆಯೇ ಆಟವಾಡಲು ಸಾಧ್ಯವಿದೆಯೇ?

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1. What all games can be played inside the classroom?

   ತರಗತಿ ಕೋಣೆಯ ಒಳಗೆ ಯಾವ, ಯಾವ ಆಟಗಳನ್ನು ಆಡಬಹುದು?

2. Do you know any of the games that we can now play inside the classroom?

   ಈಗ ತರಗತಿ ಕೋಣೆಯಲ್ಲಿ ನಾವು ಆಡಬಹುದಾದ ಯಾವುದಾದರೂ ಆಟ ನಿಮಗೆ ತಿಳಿದಿದೆಯೇ?

Games which can be played inside the school or house are called **indoor games**. Some of the indoor games are - Ludo, Carrom, Chauka bara, Chukki ata, Knots and crosses, Channe mane and Anekallu.

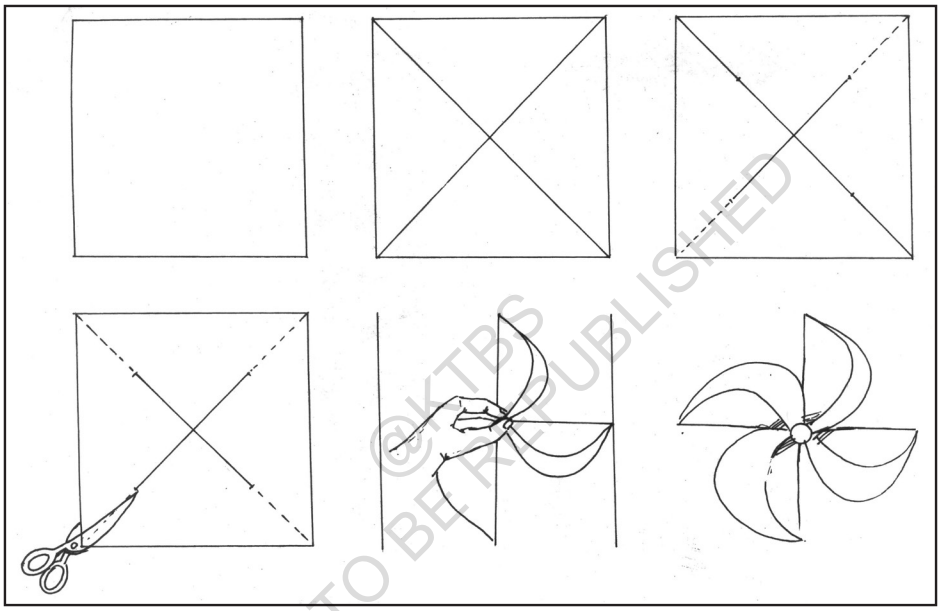
Activity - 2

Make a paper wind wheel and colour it.

Materials needed – square piece of paper, pair of scissors, pins and sticks

ಹಾಳೆಯಿಂದ ಒಂದು ಗಿರಗಿಟ್ಲೆಯನ್ನು ಮಾಡಿ, ಬಣ್ಣ ತುಂಬಿ.

ಬೇಕಾದ ಸಾಮಗ್ರಿಗಳು : ಚೌಕಾಕಾರದ ಹಾಳೆ, ಕತ್ತರಿ, ಪಿನ್ ಮತ್ತು ಕಡ್ಡಿಗಳು.



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1. Can you spin the wind wheel?
   ನೀವು ಗಿರಗಿಟ್ಲೆಯನ್ನು ತಿರುಗಿಸಬಲ್ಲಿರಾ?
2. When does the wind wheel spin faster?
   ಗಿರಗಿಟ್ಲೆ ಯಾವಾಗ ಜೋರಾಗಿ ತಿರುಗುತ್ತದೆ?
3. Why do you think it spins?
   ಅದು ಏಕೆ ತಿರುಗುತ್ತದೆ? ಆಲೋಚಿಸಿ.

Note to teacher : Help the children in making the wind wheel. Make the children play any of the indoor games. Ask the children what games they would like to play. Participate with the children in their games.

Activity - 3

A. Today Poonam and her friends looked very happy. When the teacher asked, "You all are looking very happy. What is the reason?" Poonam and her friends replied, "Teacher, today it is not raining. Can we go out to play?"

ಇಂದು ಪೂನಮ್ ಮತ್ತು ಅವಳ ಗೆಳೆಯ/ಗೆಳತಿಯರು ತುಂಬಾ ಸಂತೋಷವಾಗಿದ್ದರು. "ಎಲ್ಲರೂ ತುಂಬಾ ಸಂತೋಷವಾಗಿದ್ದೀರಿ. ಏನು ಕಾರಣ? ಎಂದು ಶಿಕ್ಷಕರು ಕೇಳಿದಾಗ ಪೂನಮ್ ಮತ್ತು ಅವಳ ಗೆಳೆಯ/ಗೆಳತಿಯರು "ಟೀಚರ್, ಇಂದು ಮಳೆ ಬರುತ್ತಿಲ್ಲ. ನಾವು ಹೊರಗೆ ಹೋಗಿ ಆಡಬಹುದಲ್ಲಾ?" ಎಂದು ಉತ್ತರಿಸಿದರು.

The teacher asked, "what game can we play outside?"

ಶಿಕ್ಷಕರು ಕೇಳಿದರು, "ನಾವು ಹೊರಗೆ ಯಾವ ಆಟ ಆಡಬಹುದು?"

Poonam and her friends said, "We can play cricket, kabaddi, kho-kho, lagori, hop-scotch, chinni-dandi, laddu laddu timmaya, marbles, hide and seek, spinning the top, football, hockey.

ಪೂನಮ್ ಮತ್ತು ಅವಳ ಗೆಳೆಯ/ಗೆಳತಿಯರು ಹೇಳಿದರು, "ನಾವು ಕ್ರಿಕೆಟ್, ಕಬಡ್ಡಿ, ಖೋ–ಖೋ, ಲಗೋರಿ, ಕುಂಟೆ–ಬಿಲ್ಲೆ, ಚಿನ್ನಿ–ದಾಂಡು, ಲಡ್ಡು ಲಡ್ಡು ತಿಮ್ಮಯ್ಯ, ಗೋಲಿ, ಕಣ್ಣಾಮುಚ್ಚಾಲೆ, ಬುಗುರಿ, ಕಾಲ್ಚೆಂಡು, ಹಾಕಿ ಆಟಗಳನ್ನು ಆಡಬಹುದು."

The teacher said, "Ok, let us play some games then". Poonam and her friends began playing outside with their teacher.

ಶಿಕ್ಷಕರು ಹೇಳಿದರು, "ಸರಿ, ಹಾಗಾದರೆ ನಾವು ಕೆಲವು ಆಟಗಳನ್ನು ಆಡೋಣ." ಪೂನಮ್ ಮತ್ತು ಅವಳ ಗೆಳೆಯ/ಗೆಳತಿಯರು ಶಿಕ್ಷಕರೊಂದಿಗೆ ಹೊರಗೆ ಆಟ ಆಡಲು ಪ್ರಾರಂಭಿಸಿದರು.

Games which can be played outside the school or house are called **outdoor games**. Outdoor games require large spaces.

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1. Can you name some more outdoor games that you play?

   ನೀವು ಆಡುವ ಇನ್ನೂ ಕೆಲವು ಹೊರಾಂಗಣ ಆಟಗಳನ್ನು ಹೆಸರಿಸಬಲ್ಲಿರಾ?

2. Are there any games that girls cannot play? Can girls play cricket?

   ಹುಡುಗಿಯರು ಆಡಲು ಸಾಧ್ಯವಾಗದ ಆಟಗಳಿವೆಯೇ? ಹುಡುಗಿಯರು ಕ್ರಿಕೆಟ್ ಆಡಬಹುದೇ?

B. Play different games in groups. Answer the given questions after playing.

ಬೇರೆ ಬೇರೆ ಆಟಗಳನ್ನು ಗುಂಪುಗಳಲ್ಲಿ ಆಡಿರಿ. ಆಡಿದ ನಂತರ, ಕೆಳಗೆ ಕೊಟ್ಟಿರುವ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ.

1. Did you enjoy playing the game? Why?

   ಆಟವಾಡಿದ್ದು ನಿಮಗೆ ಆನಂದವಾಯಿತೇ? ಏಕೆ?

2. How did you feel after playing the game?

   ಆಟವಾಡಿದ ನಂತರ ನಿಮಗೆ ಏನನ್ನಿಸಿತು?

3. Have you ever lost in a game? If yes, how did you feel?

   ನೀವು ಆಟದಲ್ಲಿ ಯಾವಾಗಲಾದರೂ ಸೋತಿದ್ದೀರಾ? ಹೌದಾದಲ್ಲಿ, ಆಟದಲ್ಲಿ ಸೋತಾಗ ನಿಮಗೆ ಏನನ್ನಿಸಿತು?

4. Do you feel happy if you win a game? Why?

   ಆಟದಲ್ಲಿ ನೀವು ಗೆದ್ದರೆ ನಿಮಗೆ ಸಂತೋಷವಾಗುವುದೇ? ಏಕೆ?

Note to teacher : Make children play any 4 games in groups. Supervise and observe children while they play in groups. Help the group if needed. See that the groups have both boys and girls. Accept answers in Kannada and then repeat them in English.

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Activity - 4

Below is a list of some games. Put a (✓) mark in the correct column where the game is played. One is done for you.

ಕೆಲವು ಆಟಗಳ ಪಟ್ಟಿಯನ್ನು ಕೆಳಗೆ ನೀಡಲಾಗಿದೆ. ಅವುಗಳನ್ನು ಎಲ್ಲಿ ಆಡಲಾಗುತ್ತದೆ ಎಂಬುದನ್ನು ಸೂಚಿಸುವ ಚೌಕದಲ್ಲಿ (✓) ಗುರುತು ಹಾಕಿ. ನಿಮಗಾಗಿ ಒಂದನ್ನು ಮಾಡಿ ತೋರಿಸಿದೆ.

GAMES	INDOOR	OUTDOOR	INDOOR AND OUTDOOR
Chess	✓		
Carrom			
Volleyball			
Hop - scotch			
Chauka bara			
Lagori			
Cricket			
Hide and Seek			
Skipping rope			
Marbles			
Kabaddi			
Basketball			
Snake and Ladder			

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Activity - 5

Look at the pictures below.

ಕೆಳಗಿನ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ.



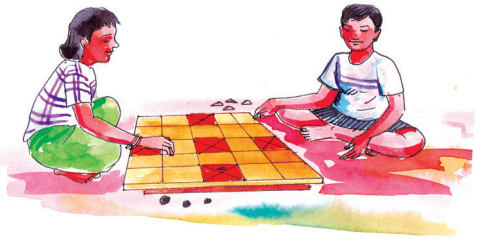
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1. What are these?
   ಇವು ಏನು?
2. Do they look the same?
   ಅವು ಒಂದೇ ತರಹ ಕಾಣುತ್ತವೆಯೇ?
3. How do they differ?
   ಅವು ಹೇಗೆ ಭಿನ್ನವಾಗಿವೆ?
4. Which ball do you think is heavier? Why?
   ಯಾವ ಚೆಂಡು ಭಾರ ಎಂದು ನಿಮಗನಿಸುತ್ತದೆ? ಏಕೆ?

Note to teacher : Bring a football and a cricket ball to class and show them to children. Let them feel it and say the difference.

Worksheet - 1

Look at these pictures. Name the game.

 Channe mane	 Chauka bara
 Anekallu	 Paper wind wheel
 Chess	 Table tennis

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Note to teacher : Encourage the children to read the names of the game in English and say it aloud.

Worksheet - 2

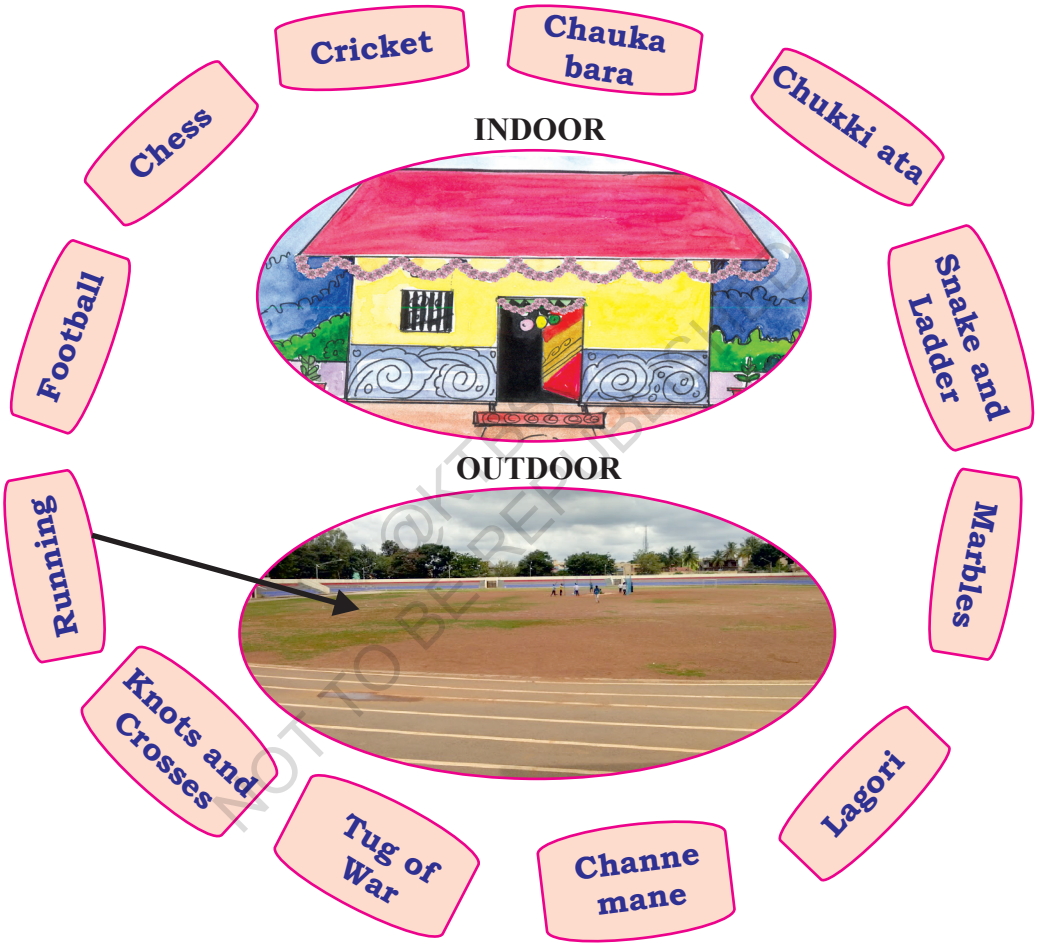
Name the materials required to play these games and write in the space given. One is done for you.

1. Chauka bara _____Shells_____
2. Cricket _____
3. Lagori _____
4. Football _____
5. Anekallu _____
6. Skipping _____
7. Marbles _____
8. Swinging _____
9. Hockey _____
10. Chess _____

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Worksheet - 3

Draw lines to match the games as indoor or outdoor games. One is done for you.



Note to teacher : Read out the names of the games aloud.

Worksheet - 4

Read the clues and identify the name from the box given below.

Skipping	Hopping	Hide and Seek	Basketball	Cricket
Lagori	Hockey	Volleyball	Chaukabara	Badminton
Football	Kabaddi	Table tennis	Chess	Tug of war

1. A game played in the field / outside with bat and ball is_____.
2. A game played with shells is _____
3. A game in which you jump a rope is _____.
4. A game in which you close your eyes is _____.
5. A game where you kick a ball is _____.
6. A game with the net is _____.
7. A game where we pile stones is _____.
8. A game with 7 players in one team is _____.
9. A game using a table is _____.
10. A game played with a rope is _____.

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Note to teacher : Read out the sentences and clues to the children. Help them identify the correct answers and write them in the space given.

Worksheet - 5

Rearrange the letters to find the name of the game. One is done for you.

1. F b o t o l a l  Football

2. S i k p i p g n  _____

3. C e h s s  _____

4. C a r m o r  _____

5. C i r k c t e  _____

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LESSON - 5

I AM SAFE !

S7M9R8

Let's Play !

Make cards and write down the names of different parts of the body. For example – Nose, Eyes, Ears etc. Spread the cards on the table. Ask one child to pick up a card and draw the part of the body on the board. Ask the name of the part of the body to the rest of the class. Continue the game till all the parts of the body are covered.

ಕಾರ್ಡ್‌ಗಳನ್ನು ಮಾಡಿಕೊಂಡು, ದೇಹದ ವಿವಿಧ ಭಾಗಗಳ ಹೆಸರುಗಳನ್ನು ಬರೆಯಿರಿ. ಉದಾಹರಣೆಗೆ – ಮೂಗು, ಕಣ್ಣುಗಳು, ಕಿವಿಗಳು ಇತ್ಯಾದಿ. ಮೇಜಿನ ಮೇಲೆ ಕಾರ್ಡ್‌ಗಳನ್ನು ಹರಡಿ. ಒಂದು ಮಗುವನ್ನು ಕರೆದು ಒಂದು ಕಾರ್ಡ್‌ನ್ನು ತೆಗೆದುಕೊಂಡು ದೇಹದ ಆ ಭಾಗದ ಚಿತ್ರವನ್ನು ಕಪ್ಪು ಹಲಗೆಯ ಮೇಲೆ ಬರೆಯಲು ತಿಳಿಸಿ. ತರಗತಿಯ ಇತರ ಮಕ್ಕಳಿಗೆ ದೇಹದ ಆ ಭಾಗವನ್ನು ಹೆಸರಿಸಲು ತಿಳಿಸಿ. ದೇಹದ ಎಲ್ಲಾ ಭಾಗಗಳು ಮುಗಿಯುವವರೆಗೆ ಆಟವನ್ನು ಮುಂದುವರಿಸಿ.

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Activity - 1

Look at the pictures given. Which parts of our body do we use to perform the activity in the picture. Put a (✓) mark.

ಕೊಟ್ಟಿರುವ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ. ಚಿತ್ರದಲ್ಲಿ ನೀಡಿರುವ ಚಟುವಟಿಕೆಯನ್ನು ಮಾಡಲು ನಾವು ದೇಹದ ಯಾವ ಭಾಗಗಳನ್ನು ಬಳಸುತ್ತೇವೆ ಎಂಬುದನ್ನು (✓) ಗುರುತು ಹಾಕಿ ಸೂಚಿಸಿ.

Activity	Mouth	Eyes	Ears	Nose	Hands	Legs
						

Activity	Mouth	Eyes	Ears	Nose	Hands	Legs
						
						
						
						
						

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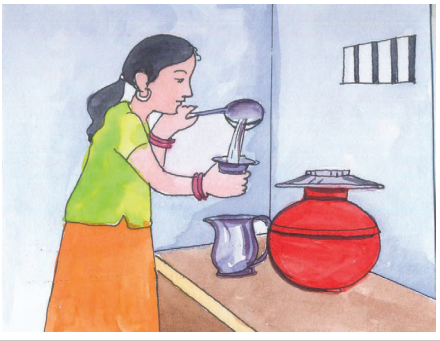
Activity - 2

Shalini and Pawan are studying in second standard. The activities they do is given in the pictures. Describe what you see in the pictures.

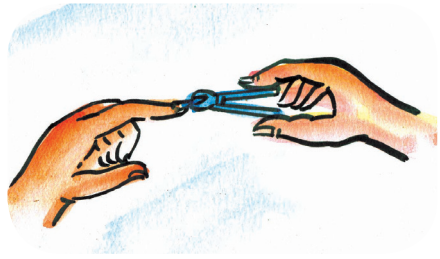
ಶಾಲಿನಿ ಮತ್ತು ಪವನ್ ಎರಡನೇ ತರಗತಿಯಲ್ಲಿ ಓದುತ್ತಿದ್ದಾರೆ. ಅವರು ಮಾಡುವ ಚಟುವಟಿಕೆಗಳನ್ನು ಚಿತ್ರಗಳಲ್ಲಿ ನೀಡಿದೆ. ಚಿತ್ರಗಳಲ್ಲಿ ನೀವು ಏನು ಕಾಣುವಿರಿ ಎಂಬುದನ್ನು ವಿವರಿಸಿ.

	Gets up early and brushes teeth.
Goes to toilet.	
	Wash hands with soap after using toilet.

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Takes bath everyday.	
	Wears clean and washed clothes and combs hair.
Wash hands with soap before and after meals.	
	Drinks clean water.

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Cut nails once a week.	
	Wash hands, legs and face after school.
Sleeps in well-ventilated room without covering the face.	

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Note to teacher : Elicit answers from the children with questions like - what do you see in the picture? What is happening? What are they doing and why? Encourage them to use English terms for the activities. For example - brushing, washing, bathing etc. Discuss the importance of hygiene and cleanliness.

Activity - 3

Listen to the story.

ಕಥೆಯನ್ನು ಕೇಳಿ.



Radha visited her aunt in Bengaluru during her summer holidays. One morning she heard someone shouting 'ona kasa, hasi kasa'! She asked her aunt what it meant. Her aunt explained that vegetables peels, fruit peels, flowers, leaves etc., are hasi kasa which is wet waste, whereas paper, plastic bottles, plastic bags etc., are ona kasa which is dry waste.

ಬೇಸಿಗೆ ರಜೆಯಲ್ಲಿ ರಾಧಾ ಬೆಂಗಳೂರಿನಲ್ಲಿರುವ ತನ್ನ ಚಿಕ್ಕಮ್ಮನ ಮನೆಗೆ ಹೋಗಿದ್ದಳು. ಒಂದು ದಿನ ಬೆಳಿಗ್ಗೆ ಯಾರೋ 'ಒಣ ಕಸ ಹಸಿ ಕಸ'! ಎಂದು ಕೂಗುವುದನ್ನು ಕೇಳಿಸಿಕೊಂಡಳು. ಅದೇನೆಂದು ಅವಳು ತನ್ನ ಚಿಕ್ಕಮ್ಮನನ್ನು ಕೇಳಿದಳು. ತರಕಾರಿ ಸಿಪ್ಪೆ, ಹಣ್ಣಿನ ಸಿಪ್ಪೆ, ಹೂ, ಎಲೆ ಇತ್ಯಾದಿಗಳು ಹಸಿ ಕಸವಾದರೆ ಪೇಪರ್, ಪ್ಲಾಸ್ಟಿಕ್ ಬಾಟಲಿ, ಪ್ಲಾಸ್ಟಿಕ್ ಚೀಲ ಇತ್ಯಾದಿಗಳು ಒಣ ಕಸ ಎಂದು ಅವಳ ಚಿಕ್ಕಮ್ಮ ವಿವರಿಸಿದರು.

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1. What is the waste you find in your house?

   ನಿಮ್ಮ ಮನೆಯಲ್ಲಿ ನೀವು ಕಾಣುವ ಕಸ ಯಾವುದು?

2. What do you do with the waste in your house?

   ನಿಮ್ಮ ಮನೆಯ ಕಸವನ್ನು ನೀವು ಏನು ಮಾಡುವಿರಿ?

3. Why do you think we need to separate waste?

   ಕಸವನ್ನು ಹಸಿ ಕಸ ಮತ್ತು ಒಣ ಕಸ ಎಂದು ಏಕೆ ಬೇರೆ ಮಾಡಬೇಕು? ಆಲೋಚಿಸಿ.

Note to teacher : Explain the difference between wet and dry waste to children. Encourage them to share their own experiences. Describe the need for waste segregation and how waste can be recycled.

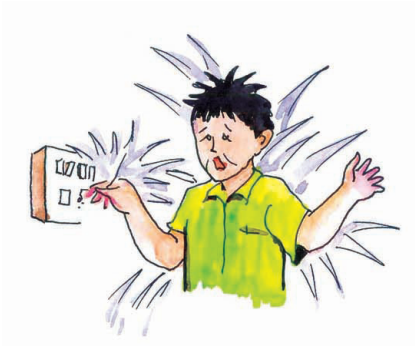
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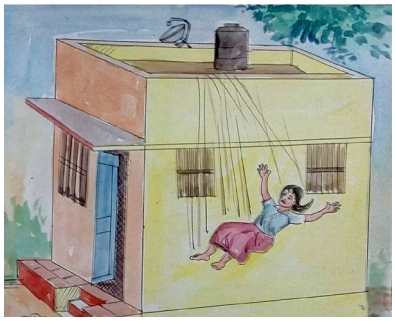
Activity - 4

Look at the pictures given.

ಕೊಟ್ಟಿರುವ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ.











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1. What do you see in these pictures?
   ಈ ಚಿತ್ರಗಳಲ್ಲಿ ನೀವು ಏನನ್ನು ಕಾಣುವಿರಿ?

2. Why are they getting hurt?
   ಅವರು ಏಕೆ ಗಾಯಗೊಳ್ಳುತ್ತಿದ್ದಾರೆ?

3. Have you ever been hurt like this before?
   ಈ ಹಿಂದೆ ನೀವು ಯಾವಾಗಲಾದರೂ ಈ ರೀತಿ ಗಾಯಗೊಂಡಿರುವಿರಾ?

4. How will you protect yourself from such dangers?
   ಈ ರೀತಿಯ ಅಪಾಯಗಳಿಂದ ನಿಮ್ಮನ್ನು ನೀವು ಹೇಗೆ ರಕ್ಷಿಸಿಕೊಳ್ಳುವಿರಿ?

Activity - 5

Look at the pictures given below. What is happening here?

ಕೆಳಗಿನ ಚಿತ್ರಗಳನ್ನು ನೋಡಿ. ಇಲ್ಲಿ ಏನಾಗುತ್ತಿದೆ?



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Note to teacher : Explain that private parts of body are never to be shown or touched by anyone except mother or father. Discuss the importance of sharing if any action by elders make children uncomfortable. This is relevant for both boys and girls.

Worksheet - 1

Guess me!

I am a body part

I have two holes

I help you smell

Without me you cannot breathe

Who am I ?

_____

I am a body part

But I am not a knee

I am found on your face

Without me you cannot see

Who am I ?

_____

I am a body part

You need me to talk

You need me to eat

Without me you cannot even laugh

Who am I ?

_____

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Worksheet - 2

Match the given items to their dustbins. One is done for you.

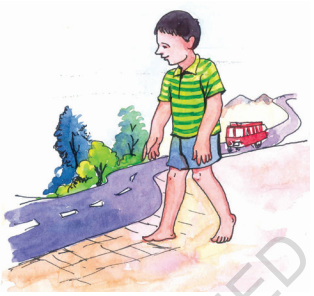


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Worksheet - 3

Look at the pictures below. Put a (✓) mark for correct actions and (×) mark for the incorrect actions. Discuss the reasons with your friends in groups.













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Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

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