Teacher’s Companion

Lesson Plans • Activities • Map Work • Worksheets
Test Papers • Answers

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Ratna Sagar
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LESSON PLAN

You could run the CD to access these resources and incorporate them in your lesson plans.

2D Animation
Animated activities
Answer key
Apttive Learn
Augmented reality experience
Concept map
Dictionary
eBook
Game
Lesson plan
Quiz
Slideshow
Test generator
Toys from Trash
Video
Worksheets

LESSON OBJECTIVES

The students
- understand their immediate surroundings.
- recall the definitions of heavenly bodies, solar system, solar energy, craters and constellations.
- recall the names of the eight planets in the solar system.
- understand the importance of the Sun as well as the other heavenly bodies.
- define as well as understand the different uses of solar energy.
- recall that the Moon is the Earth’s natural satellite and develop a correlation between planets and satellites with respect to their movements.
- conclude that air, water and light are essential for life.
- learn to spot constellations in the night sky.

TEACHING AIDS

a telescope, a photograph of the Hubble Space Telescope

IN THE CLASS

- The teacher will introduce the topic Up in the Sky with the nursery rhyme, Twinkle twinkle little star, how I wonder what you are. Up above the world so high, like a diamond in the sky and complete it with the rest of the class. With that, the teacher will get the class to do the GET SET! and use the board to categorise things that we see on land and in the sky.
  - land – house, trees, bridge, hill, river, snow
  - sky – Sun, stars, Moon
During the day we see the Sun, the clouds in the sky and at night we see the stars and the Moon. The teacher will define the term ‘heavenly bodies’, give examples and tell that not just the Sun, the Moon and the stars but the planets are also a part of it.

The teacher will then use the board to write the names of the eight planets.
- Distance from the Sun – Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
- Increasing order of size – Mercury, Mars, Venus, Earth, Neptune, Uranus, Saturn, Jupiter

The teacher will discuss trivia about some planets. For example,
- Mercury – closest to the Sun, seen only during sunrise and sunset
- Venus – brightest in the night sky
- Jupiter – windiest planet
- Mars – Red Planet

THE SUN
- Why is the Sun important to us?
  - It is at the centre of the solar system and all planets move around it.
  - It is a huge ball of very hot gases and is many times bigger than the Earth.
  - It is the nearest star to Earth.
  - It gives us heat and light which is used by all living beings. Plants make food using sunlight.
  - Energy obtained from the Sun is called solar energy and it is used to cook food, heat water, light up streets at night and even run cars.

ACTIVITY
A. When will your mother be able to cook food easily using solar energy?
   a. on a bright sunny day
   b. on a cloudy day

THE MOON, COMPANION OF THE EARTH
- A round heavenly body with no light of its own.
- Smaller in size than the Sun but when seen from Earth, both the Sun and the Moon appear to be of the same size.
- The surface of the Moon has big holes called ‘craters’.
- It is a satellite of the Earth and moves around it.
- Astronauts Neil Armstrong and Edwin Aldrin were the first people to land on the Moon. Here the students will be asked to name the first Indian to go into space. Show the photograph of Rakesh Sharma in class.

ACTIVITIES
B. If you were on the surface of the Moon, how do you think the Earth would appear from there? (Accept any relevant response like blue in colour, half of the Earth will be visible and so on.)
C. CHECKPOINT will be done in class with the students.
D. 2 of C under READ AND ANSWER will be discussed and done as classwork.

THE STARS
- Stars twinkle in the night sky and one can see many stars on a moonless, cloudless night.
- Like the Sun, stars are huge balls of gases and have their own heat and light.
- Sometimes stars form patterns in the sky. These patterns are called constellations. You can show pictures of some constellations to the students.
**ACTIVITIES**

E. Where are you likely to see more stars in the night sky? Why?
   a. in a city  
   b. in a village or open space

F. Either with naked eyes or with a telescope, watch the night sky for seven days at these hours – 6.30 p.m., 7.30 p.m., 8.30 p.m., 9.30 p.m. and 10.30 p.m. What do you see? Were you able to see more stars as the night progressed? When did you see the maximum number of stars?

G. Talk to your parents, grandparents and neighbours and find out the different festivals associated with the Sun and the Moon. Remember to share the information with the class.

H. Have a class discussion on these.
   ✦ How will you feel if life is found on other planets?
   ✦ If the position of Earth and Mercury were interchanged.
   ✦ If you came to know that for the next 24 hours, you would not be able to see the Sun in the sky.

I. Unscramble the letters to get the names of some constellations and stars.

1. NOIRO
2. R I U S I S
3. E O L
4. E A T R G R A E B
5. N U S
6. S U I P R O C S

**Answer**

1. ORION  
2. SIRIUS  
3. LEO  
4. GREAT BEAR  
5. SUN  
6. SCORPIUS
A Find and circle the names of six planets in this wordsearch.

S N E E E J R
A E V E N U S
T S C A N P C
U M A R S I T
R E C T J T V
N I R H R E A
M E R C U R Y

B The underlined words are incorrect. Write the correct words. Rewrite the correct sentences.

1. We cannot see the Moon on cloudy days.
   ____________________________
   ____________________________

2. The Earth is many times bigger than the Sun.
   ____________________________
   ____________________________

3. Plants prepare their food in the presence of moonlight.
   ____________________________
   ____________________________

4. Planets twinkle in the night sky.
   ____________________________
   ____________________________

5. Scorpius is a rocket.
   ____________________________
   ____________________________

C Fill in the blanks. Choose words from the box.

star satellite solar energy Sun Moon

1. The planets move around the ________________

2. ________________ can be used to light up streets at night.

3. The Sun and the ________________ appear to be the same size from the Earth.

4. A ________________ moves around the planets.

5. A ________________ has its own light and heat.
WORKSHEET 2

A Write True or False.

1. You can see the stars during the day. _________
2. The Moon is at the centre of the solar system. _________
3. Plants use sunlight to make food. _________
4. The big holes on the Moon's surface are called craters. _________
5. Edwin Aldrin was the first person to walk on the Moon. _________
6. Sirius is the brightest star in the night sky. _________

B Read the clues. Write the missing letters to solve this word puzzle.

ACROSS

2 These are heavenly bodies.
4 This is the closest neighbour of the Earth.
6 The Sun and the eight planets form this.

DOWN

1 This is the third-largest constellation.
3 This is many times bigger than the Earth.
5 The Moon revolves around this.

C Match the columns:

1. planets a. first person to walk on the Moon
2. Sun b. move around the Sun
3. solar energy c. stars that form patterns
4. Neil Armstrong d. centre of the solar system
5. constellation e. a constellation
6. Orion f. used to cook food
ANSWERS

MAIN COURSEBOOK

GET SET!
7. S  8. L  9. L

CHECKPOINT

READ AND ANSWER
A. 1. b  2. a  3. a  4. c  5. b  6. b
C. 1. The Sun is important to us because
    • it gives us heat and light.
    • plants make food using sunlight.
    The Sun is also a source of solar energy. This energy is used to cook food, run cars and
    even light up streets at night.
2. The Sun and the Moon appear to be of the same size because the Moon is much closer
   to the Earth.
3. Neil Armstrong and Edwin Aldrin were the first people to land on the Moon.
4. A star is a heavenly body. It is a big ball of gas. It has its own heat and light.
5. A constellation is a group of stars that forms patterns in the sky resembling figures
   of animals, people or things.
   The Great Bear, Leo, Orion and Scorpius are some constellations. (Accept any two
   of these.)
D. No, plants cannot survive without sunlight. Plants need sunlight to make food.

DO AND LEARN
E. If the Sun took holiday, it would become dark and very cold. People, animals and plants
   would not be able to survive. Water would freeze everywhere.
I. * west  * north  * south

WORKSHEET 1
A. VENUS, MERCURY, SATURN, MARS, EARTH, JUPITER
B. 1. Sun  2. smaller  3. sunlight.  4. stars  5. constellation.

WORKSHEET 2
B. ACROSS  2 STARS  4 MOON  6 SOLAR SYSTEM
   DOWN  1 URSA MAJOR  3 SUN  5 EARTH
C. 1. b  2. d  3. f  4. a  5. c  6. e
LESSON PLAN

You could run the CD to access these resources and incorporate them in your lesson plans.

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LESSON OBJECTIVES

The students

- understand that life is possible on the Earth due to air, water and the right temperature.
- learn about the contribution of Ferdinand Magellan in proving Earth to be round and not flat.
- compare and differentiate between a globe and a map, and learn the uses of both.
- recall the definitions of atmosphere, atlas, wall maps, compass, horizon and coast.
- understand the four directions namely north, south, east and west, which are important for navigation and exploration.
- study the use of compass as a navigation tool.
- recall the names of the five oceans namely the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Arctic Ocean and the Antarctic Ocean, and the seven continents namely Asia, Europe, Africa, North America, South America, Australia and Antarctica.
- mark and label the different oceans and continents on a map.

TEACHING AIDS

a globe, a wall map, a compass and an atlas

IN THE CLASS

- The teacher will ask the students to look at the picture given in the GET SET! and answer the
questions. She/He can add some more questions.
1. a. Which planet is closest to the Earth?
   b. What do you think about the possibility of life on this planet?
2. a. Which planet lies between Earth and Jupiter?
   b. There are small vehicles called rovers on this planet. What are these rovers used for?
3. Which planet is farthest from the Sun?
   ✦ The teacher will tell the class that earlier there were nine planets. However in 2006, Pluto was declared a dwarf planet. A dwarf planet orbits the Sun just like other planets. Now there are eight planets. The teacher can ask the students to visit rsgr.in/bstc301 and read about Pluto.

ABOUT THE EARTH
✦ The teacher will begin the class by acquainting the students with the term ‘Earth lover’. She/He will ask the students to request their respective parents to switch off their electrical gadget/s at a particular time in a day. The teacher will explain that doing so will help conserve energy.
✦ The teacher will explain the term ‘atmosphere’.
✦ She/He will tell the class that three-fourths of the Earth is covered with water and one-fourth with land.
✦ The Earth is also called the ‘blue planet’ as it appears blue from space.
✦ The Earth is round as proven by the Spanish explorer Ferdinand Magellan, some 500 years ago.

---------- ACTIVITY ----------
A. **Think and answer** Why is the shape of the Earth comparable to an orange and not an apple?

GLOBES AND MAPS
✦ The teacher will show a globe and a wall map of the world and tell the students that because the Earth is so big, we cannot see the whole Earth at a time. So globes and maps are used to see and study different places on Earth.
✦ Advantages of using a globe
  - It is a model of the Earth.
  - It helps us to study different places on Earth.
✦ Advantages of using a map
  - It is a drawing of the Earth or a part of it with many features in detail.
  - It is easier to carry. A map can also be hung on a wall.
✦ The teacher will define what atlas and wall maps are and show examples of the same.

---------- ACTIVITIES ----------
B. **CHECKPOINT** to be done as classwork.
C. 2 of C under **READ AND ANSWER** will be done as classwork.

DIRECTIONS ON A MAP
✦ The teacher will display a compass and draw the four main directions on the board.
The teacher will use the compass to show which is North. She/He will prompt the students to name the other directions. The students could find out the directions in which the windows, doors and the teacher’s table are in the class.

Use of compass by sailors, navigators and explorers will be discussed and in this context mention will be made of Ferdinand Magellan who had travelled around the Earth and concluded that it was round and not flat.

The map on page 15 in the Main Coursebook will be used and the names of the five oceans and the seven continents will be written on the board.

The teacher will tell the students about Australia being a continent as well as name of a country. She/He will inform the students that Indian Ocean is the only ocean to be named after a country.

Definitions of horizon and coast will be given by the teacher.

**ACTIVITIES**

D. Which are the biggest and the smallest continents?

E. D of THINK AND ANSWER will be discussed in class. Each student will be given two minutes to speak.

F. Imagine you are a sailor and you have the following information.

- Pacific Ocean – peaceful but vast
- Atlantic Ocean – turbulent and choppy waters
- Indian Ocean – peaceful with undercurrents
- Arctic Ocean – breezy, mostly frozen
- Antarctic Ocean – mostly frozen throughout the year

What provisions would you carry for a journey across the Arctic and the Pacific oceans?
A Mark and label the continents and oceans beginning with the letter A.

B Fill in the blanks. Choose words from the brackets.

1. About _______________ of the Earth is covered with land. (three-fourths / one-fourth)
2. The Earth is shaped like an _______________ (orange / apple).
3. The model of the Earth is called a _______________ (map / globe).
4. A / An _______________ is a book of maps. (atlas / compass)
5. There are _______________ directions. (three / four)
6. There are _______________ continents. (five / seven)

C Write one-word answers.

1. We have to rotate this to see the other half of the Earth. _______________
2. It is a drawing of the Earth or a part of it. _______________
3. Sailors use this instrument while sailing. _______________
4. There are these many oceans in the world. _______________
5. This is where the land and the sky appear to meet. _______________
A Unscramble the letters to get the names of the oceans.

1. CITCRA NAECO

2. CICIFAP CONEA

3. TARANTICC ANOCE

4. NADINI EACon

5. LATTAICN CEnAO

B Look at the picture. Complete the sentences.

1. The Earth is surrounded by a layer of __________________________
   __________________________

2. The Earth has the right temperature needed by __________________________
   __________________________

3. Ferdinand Magellan proved that __________________________
   __________________________

C Look up an atlas. Write the names of any ten countries lying in Asia.

1. __________________________

2. __________________________

3. __________________________

4. __________________________

5. __________________________

6. __________________________

7. __________________________

8. __________________________

9. __________________________

10. __________________________
ANSWERS
MAIN COURSEBOOK

GET SET!
1. Mercury  
2. Mars  
3. Neptune

CHECKPOINT
1. three-fourths  
2. round  
3. atlas

READ AND ANSWER
A. 1. c  
2. a  
3. c  
4. b  
5. b
B. 1. True  
2. True  
3. True  
4. False
C. 1. Life exists on Earth because it has air and the right temperature needed by all living beings to live.  
2. A map is a drawing of the Earth or a part of it. A map can be big or small. 
   A map is more useful than a globe because  
   • big globes are difficult to carry.  
   • it is not possible to see all the places on a small globe.  
3. Continents are large areas of land.  
   The seven continents are Asia, Africa, North America, South America, Europe, Australia and Antarctica.  
4. The place where the sky and the land or the sea appear to meet is called the horizon.  
   The place where the land and the sea meet is called the coast.  
D. Yes, I will be able to sail in the right direction. I have a compass and the compass needle always points the North. Once I know where North is, I can know the rest of the directions and sail in the right direction.

DO AND LEARN
E. ACROSS 2 EIGHT 3 SATURN 6 COMPASS  
DOWN 1 INDIAN OCEAN 4 ORANGE 5 ASIA

WORKSHEET 1
A. Continents – Asia, Africa, Australia and Antarctica  
   Oceans – Arctic Ocean, Antarctic Ocean and Atlantic Ocean
B. 1. one-fourth  
2. orange  
3. globe  
4. atlas  
5. four  
6. seven
C. 1. globe  
2. map  
3. compass  
4. five  
5. horizon

WORKSHEET 2
A. 1. ARCTIC OCEAN  
2. PACIFIC OCEAN  
3. ANTARCTIC OCEAN  
4. INDIAN OCEAN  
5. ATLANTIC OCEAN
B. 1. The Earth is surrounded by a layer of air called the atmosphere.  
2. The Earth has the right temperature needed by all living things to live.  
3. Ferdinand Magellan proved that the Earth is round like a ball.
C. Accept any relevant response.
LESSON PLAN

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- Concept map
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- Test generator
- Toys from Trash
- Video
- Worksheets

LESSON OBJECTIVES

The students
- understand the different components of our environment.
- identify and distinguish between living and non-living things.
- realise the need to keep the environment clean.
- define terms such as pollution, recycle, reduce and reuse.
- recognise what causes air, water, land and noise pollutions and understand ways to check them.
- evaluate their role in keeping the environment clean and healthy.

TEACHING AID

Heal the World, an audio piece by Michael Jackson

IN THE CLASS

- The teacher will begin the class with the GET SET! and ask the students to look at the posters to decipher the message.
- The teacher may play Heal the World by Michael Jackson in the class. She/He will ask the students to sing along.
- The teacher will make a graphic representation of the important components of the environment on the board.
Both living and non-living things are part of it.

Living beings such as people, plants, flowers, animals

Environment

Air, water and land are also its components.

Non-living things such as black board, chairs, books, pencils

Why is it important to keep the environment clean?
The teacher will seek response to the above question from the class. She/He will write the various responses on the board. She/He will summarise that to lead a healthy life, we must keep our environment clean.

How does the environment get polluted?
The teacher will seek response to the above question from the class. The teacher will help students conclude that the environment gets polluted if we carelessly throw waste. Waste which does not decay causes pollution.

ACTIVITY

A. When we go for a school/family picnic we take a lot of food packed in packets, aluminium foils, bottled beverages and so on. We eat on our way to the spot as well as when we reach the spot. Now assess yourself:

- Do you throw the biscuit wrappers out of the window from the moving bus?
- Do you move around while eating on the moving bus?
- Do you litter the picnic spot?
- On your way back, do you make a lot of noise on the bus?

If your answer is YES to the above questions, then you have caused environmental pollution. The teacher will ask the class to draw a ‘promise chart’ listing the dos and don’ts of an outing.

AIR POLLUTION
The teacher will write the following questions on the board:

- Why do we need air?
- What makes the air fresh and clean?
- How does air get polluted?
- What can we do to make the air clean?

The students will take turns to answer these questions.

ACTIVITY

B. Van Mahotsav is celebrated every year in India. It is a tree-planting festival. Trees help to control air pollution. List reasons for why it is difficult to check air pollution.

(HINT growing number of cars on the roads leading to emission of harmful gases)

WATER POLLUTION

- Why do we need water?
- How can we get clean and fresh water?
- How does water get polluted?
- What can be done to check water pollution?
All these questions will be written in bubbles on the board. The students will take turns to answer each question.

**ACTIVITIES**

C. Do the CHECKPOINT in class.
D. Plastics choke aquatic life. Being light, plastic floats on water thereby stopping oxygen supply that is so essential for aquatic plants and animals. Design a poster on ‘Say No to Plastic Bags.’

**LAND POLLUTION**

✦ What is land pollution? What causes it?
✦ How can we stop land pollution?

These questions will be written on the board and the students will take turns to answer them.

**ACTIVITIES**

E. **Think and answer** In many places different-coloured dustbins are placed. In green dustbins, organic waste/food items are thrown, and in blue dustbins, plastic and other metallic/non-metallic wastes are thrown. Why do we need two separate dustbins?
F. To play an environmental game, visit rsgr.in/bstc302.

**NOISE POLLUTION**

✦ What is noise?
✦ What causes noise pollution?

These questions will be written on the board and the answers will either be read out from the book or sought from students.

**ACTIVITIES**

G. In many countries such as the Netherlands, Belgium, Norway, Sweden and China, people cover short distances on foot or on bicycles. People even go to work on bicycles. Cycling not only keep us healthy and fit, it also controls pollution. Discuss five ways to promote cycling in your locality/ neighbourhood.
H. Some experiments show that music when played for plants affect their growth. Play music for your plants at home. Observe the plants for three weeks. What do you see? Discuss your observations in class.
I. E of DO AND LEARN will be done as classwork.
A Look at the picture. Answer the questions.

1. What type of pollution is being caused?

2. Write two ways to reduce this type of pollution.

B Write A for air pollution, W for water pollution, L for land pollution and N for noise pollution.

1. burning garbage in the open
2. washing utensils in a pond
3. coughing without covering one's mouth
4. watching television on a high volume
5. throwing wrappers in a park
6. bathing animals in lakes
7. bursting firecrackers
8. using chemical fertilizers in the fields

C Complete the slogan with the help of the clues.

GO ____________ AND KEEP CLEAN!

1. It is the first letter in GOOD.
2. It is the second letter in ARROW.
3. It is the third letter in CREAM.
4. It is the fourth letter in ABSENT.
5. It is the fifth letter in BRAIN.
A Read the clues. Write the missing letters to solve this word puzzle.

ACROSS
4 Waste things which do not decay ______________ the Earth.
5 ______________ and clean air keeps us healthy.

DOWN
1 Natural ______________ is used to improve the fertility of the soil.
2 We should use paper or ______________ bags while shopping.
3 Noise pollution can damage our ______________
6 The main source of water is ______________

B Fill in the blanks.
1. ______________ and ______________ things make up our environment.
2. ______________ and ______________ keep the air fresh and cool.
3. Smoke from ______________ and ______________ makes the air dirty and impure.
4. We should not burn ______________ or dry ______________
5. There can be no life without ______________ and ______________

C Write how you can save water at home.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
ANSWERS
MAIN COURSEBOOK

GET SET!
Left – Save our Earth/Save the planet/Take care of Earth
(Accept any one of these or other relevant response.)
Right – Save Water/Water is precious/Do not waste Water
(Accept any one of these or other relevant response.)

CHECKPOINT

READ AND ANSWER
A. 1. four  2. air  3. rain.  4. water  5. noise
B. Good for the environment – bicycle, cloth bags, trees, public transport
   Bad for the environment – smoke, firecrackers, noise, garbage
C. 1. Air gets polluted in the following ways.
   • burning of plastic, garbage and wood
   • smoke from vehicles and factories
   • bursting of firecrackers
   • coughing or sneezing without covering one’s mouth
   (Accept any two of these.)
2. Dumping of waste from houses and factories into water bodies, bathing of people and animals in ponds, lakes and rivers, and washing clothes and utensils in water bodies
   (Accept any two of these.)
3. The three ways to control land pollution are as follows.
   • throw waste in dustbins
   • use natural manure to improve the soil
   • plant more trees
4. We can control noise pollution in the following ways.
   • plant trees as they absorb sounds
   • avoid unnecessary honking
   • watch television or listen to music on a low volume
D. I will get fresh air in a park. This is because a park has more trees and more green area.
   There is also a lot of open space in a park. (Accept this or any other relevant response.)

DO AND LEARN
E. POLLUTED, WASTE, NOISE, POLYTHENE

WORKSHEET 1

A. 1. Air pollution
2. The two ways to reduce air pollution are as follows.
   • to grow more trees
   • avoid bursting firecrackers
   • avoid burning dry leaves or garbage
walk or cycle short distances
use a handkerchief when sneezing or coughing so that the germs are not spread
(Accept any two of these.)


GO GREEN AND KEEP CLEAN!

WORKSHEET 2

A. ACROSS 4 POLLUTE 5 FRESH
DOWN 1 MANURE 2 CLOTH 3 HEARING 6 RAIN

B. 1. Living, non-living 2. Trees, plants 3. factories, vehicles
4. garbage, leaves 5. air, water

C. I save water at home when I
• turn off the tap while brushing teeth and soaping hands.
• use a bucket of water to bathe instead of a shower.
• check for leaky taps and report it to elders.
• use a small bucket of water to wash the bicycle.
(Accept these or any other relevant response.)

MORE TO LEARN

What can be recycled?
- Paper old newspapers, magazines, notebooks, toilet paper
- Glass cans, jars, bottles, crockery, vases and mirrors
- Aluminium cans and old motor parts
LESSON PLAN

You could run the CD to access these resources and incorporate them in your lesson plans.

- 2D Animation
- Animated activities
- Answer key
- Apptive Learn
- Concept map
- Dictionary
- eBook
- Game
- Infographic
- Interactive map
- Lesson plan
- Quiz
- Slideshow
- Test generator
- Worksheets

LESSON OBJECTIVES

The students
- visualise the vastness of India in terms of its size and population.
- look at the map of India and learn that it is surrounded by many countries to its north and by water in the south.
- recall the names of India’s neighbouring countries.
- recall the names of water bodies surrounding India, and the names of states and Union Territories.
- identify and locate the new state Telangana.
- understand and distinguish between the central and the state governments.
- learn that the work of the government is to ensure safety and welfare of its people.
- understand the process of election.
- understand the need for state governments.
- locate and label the Union Territories and their capitals.

TEACHING AIDS

an old map of India (preferably of 1947), a recent map of India

IN THE CLASS

- The teacher will begin the class with the GET SET. She/He will give relevant hints for each question.

1. Long ago, Rama, the king of Ayodhya had returned home after 14 years in exile after defeating a king called Ravana.
2. On this day we invite a foreign dignitary to grace the occasion as the Chief Guest. Many cultural programmes are held. A parade is also held at Rajpath, Delhi.
3. An emperor built this monument in memory of his wife. Today, it is one of the New 7 Wonders of the World.

✦ The following facts will be shared with the students after completing the GET SET!
   - Ranking of India in the world as per its size and population
   - Names of its neighbouring countries
   - Water bodies surrounding India – the Bay of Bengal, the Arabian Sea and the Indian Ocean
   - Number of states and their capitals
   - The two types of governments – the central and the state

----------------------- ACTIVITIES -----------------------

A. The teacher will ask the students to locate and label the neighbouring countries of India on a political map of India.
B. G of DO AND LEARN will be given as homework.

CENTRAL GOVERNMENT

✦ The teacher will tell that we elect our government through the process of election. This right can be exercised by all Indians who are 18 years and above. This has been in practise since 15 August 1947. The teacher will tell the students that before 1947, we were not free and were ruled by another country called the Great Britain. Many Indians sacrificed their lives to help India gain independence.
✦ Duty of the central government is to make laws for the entire country.
✦ The central government main offices are in New Delhi, which is also the country’s capital and residence of important people like the President, Vice President, the Prime Minister and the other ministers.
✦ A brief background of the present President will be given. The teacher will tell the students that the President lives in the Rashtrapati Bhavan.

----------------------- ACTIVITIES -----------------------

C. Value The teacher will play the patriotic song, Aye mere watan ke logon, zara ankh mein bhar lo pani and inform the class that every time the song was played, Pandit Jawaharlal Nehru, our first Prime Minister, would have tears in his eyes. What emotion does the song invoke in you?
D. Just as the Rashtrapati Bhavan is the residence of the President of India, the White House is the residence of the US President. It is important to know that these are not just residences but they also have many offices inside. If you were given the opportunity to visit the Rashtrapati Bhavan or the White House for a day, what would you like to see?

STATE GOVERNMENT

✦ The teacher will discuss the important office-bearers of the state government, such as the Governor, Chief Minister and other ministers.
✦ Similarities and dissimilarities between the central and the state governments will be pointed out to the class.
**ACTIVITY**

E. Despite a government at the centre, our country also has a state government. Why is there a need for government at two levels?

**UNION TERRITORIES**

- The teacher will tell the class that Union Territories are governed by the central government. The names and capitals of the Union Territories will be read out from page 29 in the Main Coursebook.

**ACTIVITIES**

F. D of READ AND ANSWER will be done as classwork.

G. CHECKPOINT will be done in class.

H. Observe the old map of India in 1947 and the new map of India in 2015. Do you see any differences? Write these differences under these subheadings.

* names of states
* number of states

(For this question the teacher will show the class the two mentioned maps of India)

I. F of DO AND LEARN will be assigned to the class and a week will be given for the same.

J. Many state capitals have been renamed. Find out names of at least three to four such state capitals which have been renamed. Remember to share this information with the class.

K. **Word puzzle** Read the clues and solve this word puzzle.

**ACROSS**

2. The capital of Andaman and Nicobar Islands

5. A neighbouring country lying to the east of India

7. The smallest state of India

8. The capital of Daman and Diu

**DOWN**

1. A cluster of islands in the Arabian Sea

3. The state famous for Kathakali

4. The capital of Uttarakhand

6. The capital of Uttar Pradesh

**Answer**

ACROSS 2 PORT BLAIR 5 BANGLADESH 7 GOA 8 DAMAN

DOWN 1 LAKSHADweep 3 KERALA 4 DEHRA DUN 6 LUCKNOW
A Label the 29 states of India on the map.

B Circle the correct answers.

1. India is the second- / seventh-most populated country in the world.
2. The Governor / Vice President lives in New Delhi.
3. There are seven / eleven Union Territories in India.
4. Silvassa / Daman is the capital of Dadra and Nagar Haveli.
5. Port Blair / Kavaratti is the capital of Lakshadweep.
A Look at the picture. Answer the questions.

1. Name this building. ________________________________

2. Who lives in this building? ________________________________

B Match the columns.
1. Himachal Pradesh
2. Rajasthan
3. Jharkhand
4. Sikkim
5. Goa

   a. Pangjii
   b. Shimla
   c. Jaipur
   d. Gangtok
   e. Ranchi

C Find and circle the names of three states and three Union Territories in this wordsearch.

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L A K S H M I D W E E E P
N A M S N I S G U
L P S H A D W E U D
I N C D P N D V N J U
H G E R U A N A N A C
P C H A N D I G A R H
Y N P V J E D A P A E
C H A N A I G A R T R
P R J Q B H Y M Z W R
T A M I L N A D U O Y
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ANSWERS
MAIN COURSEBOOK

GET SET!
1. b
2. a
3. a

CHECKPOINT
1. China
2. Telangana
3. Arunachal Pradesh.
4. India
5. New Delhi.

READ AND ANSWER
A. 1. b
  2. c
  3. a
  4. b
  5. a
B. 1. F
  2. T
  3. F
  4. T
C. 1. Pakistan, Afghanistan, Nepal, Bhutan, China, Bangladesh, Myanmar, Sri Lanka and Maldives (Accept any five of these.)
2. The two types of government in India are the central government and the state government.
3. India is so big that it is not possible for a single government to understand and solve the problems of all the people. Therefore, after independence our country was divided into small parts called states.
4. Union Territories are governed by the central government, whereas states are governed by the state governments.
D. The central government looks after the welfare of the people of Chandigarh. This is because Chandigarh is a Union Territory. The Union Territories are governed by the central government.

DO AND LEARN
E. NORTH INDIA – Punjab, Jammu & Kashmir
   EAST INDIA – West Bengal, Mizoram
   WEST INDIA – Gujarat, Maharashtra
   SOUTH INDIA – Kerala, Tamil Nadu

WORKSHEET 1
A. The 29 states of India are as follows.
   1. Andhra Pradesh
   2. Arunachal Pradesh
   3. Assam
   4. Bihar
   5. Chhattisgarh
   6. Goa
   7. Gujarat
   8. Haryana
   9. Himachal Pradesh
   10. Jammu & Kashmir
   11. Jharkhand
   12. Karnataka
   13. Kerala
   14. Madhya Pradesh
   15. Maharashtra
   16. Manipur
   17. Meghalaya
   18. Mizoram
   19. Nagaland
   20. Odisha
   21. Punjab
   22. Rajasthan
   23. Sikkim
   24. Tamil Nadu
   25. Telangana
   26. Tripura
   27. Uttar Pradesh
   28. Uttarakhand
   29. West Bengal
   (Refer Map 4.1 on page 27 in the Main Coursebook)
B. 1. second
   2. Vice President
   3. seven
   4. Silvassa
   5. Kavaratti

WORKSHEET 2
A. 1. Rashtrapati Bhavan
2. The President of India lives in the Rashtrapati Bhavan.
B. 1. b
   2. c
   3. e
   4. d
   5. a
C. States – GUJARAT, PUNJAB, TAMIL NADU
   Union Territories – LAKSHADweep, PUDUCHERRY, CHANDIGARH