

Items for Assessment of Learning Outcomes

Environmental Science Class 3



राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SECTOR-32 UT CHANDIGARH



CHAPTER I POONAM'S DAY OUT

Learning Objectives

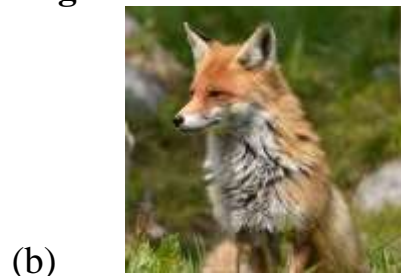
- Observe the diversity of animals around them.
- Classify animals based on their size
- Differentiate animals on the basis of their habitat (land, water, air; wild, domestic).
- Distinguish between domestic and wild animals.
- Identify body parts used for movement in different animals.

Learning Outcome

- Identifies simple features of animals and birds in the immediate surroundings

Multiple Choice Question

1. Identify a wild animal out of the following-



2. Identify the features that help the animals living in water to survive:

- (a) presence of gills
- (b) presence of feathers
- (c) presence of tail
- (d) Presence of legs

3. The animal shown in the picture uses.....for movement:



- (a) limbs
- (b) flippers
- (c) body surface
- (d) both a and b

Learning Outcome

- Groups objects, birds, animals, features, activities according to differences / similarities using different senses.

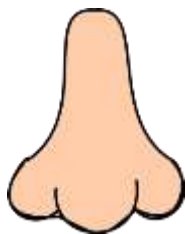
4. from the given pictures, identify the sense organ that we use to smell-



(a)



(b)



(c)



(d)

5. Which of the following groups of animals provide us milk?

- (a) Horse, Cat, Dog
- (b) Cow, Goat, Camel
- (c) Horse, Fish, Frog
- (d) Penguin, Goat, Cat

6. Find the odd one out of the following organisms-

- (a) Elephant
- (b) Frog
- (c) Buffalo
- (d) Dog

Answers

1 (b)

2 (a)

3 (d)

4 (c)

5 (b)

6 (b)

CHAPTER II THE PLANT FAIRY

Learning Objectives

- Identify and name common plants growing in their surroundings.
- Distinguish between trees on the basis of thickness of trunks and its texture
- Recognize differences in size, shape, colour smell, texture and margin of leaves of different plants.
- Draw and color different leaves and take rubbing of tree trunk leaves

Learning Outcomes

- Identifies simple observable features of leaves, trunk and bark of plants in immediate surroundings

1. Identify the trees given in the picture-



- (a) Banyan tree
 - (b) Mango tree
 - (c) Coconut tree
 - (d) Palm Tree
2. We can differentiate between types of trees on the basis of the following-
- (a) Thickness of stem
 - (b) Texture of stem
 - (c) Types of roots
 - (d) All of the above
3. Which part of the plant is used to make food?
- (a) Stem
 - (b) Leaf
 - (c) Root
 - (d) Shoot

Answers: 1 (c)

2 (d)

3 (b)

CHAPTER III WATER O' WATER

Learning Objectives

- Identify the importance and uses of water in our daily life.
- Recognize different sources of water
- Identify the sources of water supply in their homes
- Compare size and shape of containers to determine the quality of water
- Explore ways to conserve water in daily living

Learning Outcomes

- Explores and reads pictures, posters, signboards, books, audio-videos, tactile /raised material / newspaper clippings, stories /poems, web resources, documentaries, library and use other resources besides textbook, and demonstrates curiosity for the written word.



1. **In the above picture, in which form is the water present at the tip of the mountains?**
 - (a) Gas (Vapor)
 - (b) Liquid (water)
 - (c) Solid (ice)
 - (d) Both gas and liquid (plasma)

2. **What would be the condition of plants growing at the bank of the river, if there was no water in the river?**
 - (a) Plants would become green
 - (b) Plants would dry
 - (c) Plants would give flowers
 - (d) Plants would increase in number

3. When the water condenses it forms _____: (fill in the blanks with appropriate word given below)
- (a) clouds
 - (b) lakes
 - (c) rivers
 - (d) oceans

Learning Outcomes

- Guesses properties, estimates quantities; of materials/activities in daily life and verifies using symbols/non-standard units in order to demonstrate critical thinking.

4. The given two containers have the same volume but different shapes. Identify which of the two containers can store more water?



CONTAINER A



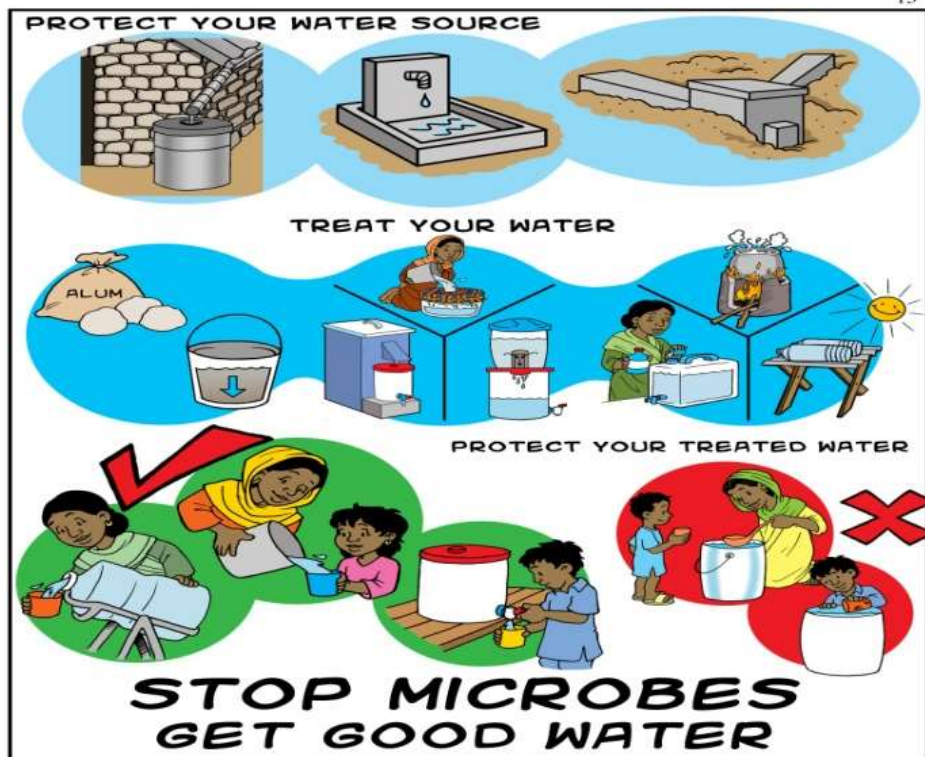
CONTAINER B

- (a) Container A
 - (b) Container B
 - (c) Both A and B
 - (d) Cannot say
5. Unit of measurement of time is:
- (a) meters
 - (b) liters
 - (c) grams
 - (d) seconds
6. Statement A -The length of cloth is measured in meters.
Statement B - Unit of measurement of liquids is liters
- (a) Statement A is true and Statement B is false
 - (b) Statement A is false and Statement B is true
 - (c) Both statement A and B are true
 - (d) Both statement A and B are false

Learning Outcomes

- Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home / school, etc.) and slogans, poems, etc.

Multiple Choice Questions



Observe the above poster and answer the given questions:

7. To make water fit for drinking we must:

- let it stand for some time
- boil it
- drink it from a well
- all water is fit for drinking

8. We must drink water regularly because:

- water is a source of energy
- water helps in digestion
- water occurs naturally
- water can freeze into ice

9. We should cover water while storing it so that:

- (a) no one can drink it
- (b) it does not overflow
- (c) flies and dust do not enter it
- (d) it changes color if not covered

Answers-

1 (c)

2 (b)

3 (a)

4 (c)

5 (d)

6 (c)

7 (b)

8 (b)

9 (c)

CHAPTER IV OUR FIRST SCHOOL

Learning Objectives

- Identify different relationships in a family and nature of these relationship
- Describe unique practices and rituals including cleaning during celebration and their importance
- Name different works that the families are engaged with.
- Relate the importance of sharing work in a family.

Learning Outcomes

- Describes roles of family members, family influences (traits / features / habits / practices), need for living together, through oral / written / other ways.

Multiple Choice Questions

1. Identify the incorrect relationship among the following:

- (a) Your Father's Father- Grandfather
- (b) Your Mother's Mother- Great grandmother
- (c) Your Father's brother- Uncle
- (d) Your Mother's Sister- Aunt

2. We get our habits from our:

- (a) Family
- (b) Friends
- (c) School
- (d) All of the above

3. All of us live in families because:

- (a) families work together
- (b) families help each other in times of need
- (c) families share good times with each other
- (d) all of the above

Answers-

1 (b)

2 (d)

3 (d)

CHAPTER V CHHOTU'S HOUSE

Learning Objectives

- Recognize the need and importance of a house
- Identify different parts of a houses and associated uses

Learning Outcomes

- Uses signs /symbols /verbal skills in order to identify directions,locationofobjects/placesinsimplemaps, shortest routes (of home / classroom /school)

QUESTIONS



1. Why do we need a house?

- (a) To get education
- (b) To take medication
- (c) To protect us from cold, heat, rain and thieves
- (d) To buy and sell things

2. Geeta has invited guests in her house today. Where should she welcome them?



- a) Bathroom
- b) Kitchen
- c) Bedroom
- d) Drawing room

2. A good house should be _____.



- (a) Dusty
- (b) Airy
- (c) Suffocated
- (d) Compact

ANSWERS Q1 –c

Q2- d

Q3-d

Learning Objectives

- Name invited and uninvited animals living in a house (relate poems and draw pictures)

Learning Outcomes

- Identifies various pests living in our surroundings and explore ways to prevent them from entering our home.

QUESTIONS

1. Anita noticed a web in the corner of her room. Which of the following statements are correct about it?

- (a) It is made by an invited guest in her house
- (b) It is made by her brother
- (c) It is made by an uninvited guest
- (d) None of these

2. Observe the given pictures. Which out of these is commonly found in our kitchen?



1. Squirrel



2. Parrot



3. Cockroach



4. Owl

- a) 1 and 2
- b) 3 and 4
- c) Only 3
- d) All of these

3. Why are pests avoided in our house?

- (a) They cause diseases
- (b) They damage food items and other things
- (c) They become friends with children
- (d) Both a) and b)

ANSWERS Q1 -c Q2- c Q3-b

Learning Objective

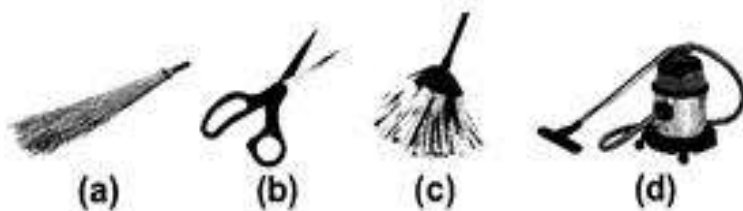
- Demonstrate proper use of toilet by observing desired practices
- Recognize the importance of cleanliness and familiarity with ways to keep house clean
- Suggest various ways to decorate/beautify their houses.

Learning Outcomes

- Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home / school, etc.) and slogans, poems, etc.

QUESTIONS

1. Which of the following items are used for cleaning purposes in the house?



- 1) a and b
- 2) a, c and d
- 3) c and d
- 4) All of the above

2. Which of the following statements is INCORRECT?

- (a) We should allow sunlight in our house because it helps to kill germs and decrease humidity
- (b) We should put wire mesh on the windows to stop the entry of dust and light.
- (c) We should welcome our guests in the living room of our house.
- (d) We should use bricks, cement, etc. to make our permanent houses as they make a house strong.

3. _____ should be present sufficiently in a healthy house.

- (a) Clean and fresh air
- (b) Sunlight
- (c) Mosquitoes
- (d) Both (a) and (b)

CHAPTER VI FOOD WHEAT

Learning Objectives

- Identify different food items eaten by people

Learning Outcomes

- Describes need of food for people of different age groups; animals and birds, availability of food and water, and use of water at home and surroundings

QUESTIONS

1. Which of the following is not a milk product?

- (a) Ice-cream
- (b) Curd
- (c) Cheese
- (d) Pizza

2. Which of the following is a south Indian dish?

- (a) Uttapam
- (b) Dosa
- (c) Idli
- (d) All of these

3. Which of the following vegetables do we eat?

- (a) Beetroot
- (b) Carrot
- (c) Asparagus
- (d) All of these

ANSWERS Q1 –d

Q2- d

Q3-d

Learning Objectives

- Infer the reasons for different foods consumed by children, young and old people.

Learning Outcomes

- Describes need of food for people of different age groups; animals and birds, availability of food and water, and use of water at home and surroundings

QUESTIONS

1. When infants grow up, they cannot be fed with:

- (a) pureed fruits
- (b) junk food
- (c) pureed vegetables
- (d) all of these

2. We can have vitamins and minerals if we eat _____.

- (a) Vegetables
- (b) Fruits
- (c) Protective foods
- (d) All of these

3. ___ is a body building food.



ANSWERS Q1 - d

Q2 - d

Q3 - c

Learning Objectives

- State reasons for people's choice of food they eat
- Describe different expressions and mudras and their meanings

Learning Outcomes





- Shows sensitivity for the elderly, and diverse family set ups in surroundings. abilities, choices – likes / dislikes, and access to basic needs such as food

QUESTIONS

1. Ravi suffers with constipation. Rahul has low immunity and falls ill frequently Seema is shorter than other girls of her age. The given options have scrambled letter groups which contain the name of the nutrient the person needs. Select the correct match.

- (a) Ravi - OUGARHGE
- (b) Rahul - AARHCBOYDRTE
- (c) Seema - ATF
- (d) All of these

2. Which of the following food does not contain fats?

- (a)  (b) 
- (c)  (d) 

3. An office person needs less _____ than a labourer.

- (a) proteins
- (b) roughage
- (c) carbohydrates and fats
- (d) minerals

ANSWERS Q1 –a Q2- d Q3-c

CHAPTER VII SAYING WITHOUT SPEAKING

Learning Objectives

- Become familiar with different expressions and mudras and their meanings.
- Express emotions and thoughts using different sense organs and body parts

Learning Outcomes

- Shows sensitivity for the elderly, differently abled and diverse family set ups in surroundings.

QUESTIONS

1. Sarita's sister broke Sarita's favorite doll. Sarita's expression will most likely be?

- (a) happy
- (b) sad and angry
- (c) calm
- (d) greedy

2. Which facial expression do we commonly observe on people's faces when they are stuck in a traffic jam?

- (a) Happy
- (b) Frustrated
- (c) Calm
- (d) Excited

3. Our _____ expresses our feelings.

- (a) eyes
- (b) ears
- (c) nose
- (d) skin

ANSWERS Q1 –b Q2- b Q3- a

Learning Objectives

- Know that different people have different talents
- Become sensitized to the needs of people with different needs

Learning Outcomes

- Shows sensitivity for the elderly, differently abled and diverse family set ups in surroundings

MULTIPLE CHOICE QUESTIONS

1. People who cannot listen understand others by observing their _____ -

- (a) Hand movement
- (b) Leg movement
- (c) Eye movement
- (d) Lip movement

2. Mudras and bhavs convey feeling in –

- (a) Music
- (b) Dance
- (c) Both of these
- (d) none of these

3. Some people communicate through actions because:

- (a) they are so tired to speak
- (b) they cannot communicate through speech
- (c) they do not speak much
- (d) they do not understand the common language

ANSWERS Q1 – d Q2 – b Q3 - b

CHAPTER VIII FLYING HIGH

Learning Objectives

- Observe birds and identify them on the basis of their special features

Learning Outcomes

- Identifies simple features of birds in the immediate surroundings

QUESTIONS

1. Which of the following parts of a bird is most important to help the bird fly in the air?

- (a) Feathers
- (b) Claws
- (c) Beak and legs
- (d) Colour of the bird

2. Which of the following statements are incorrect?

- (a) birds do not have teeth
- (b) birds have light and hollow bones
- (c) Birds give birth to young ones
- (d) None of these

3. Which bird feeds on hidden insects?

- (a) Woodpecker
- (b) Owl
- (c) Parrot
- (d) Crow

ANSWERS Q1 –a Q2-c Q3-a

Learning Objectives

- Classify birds based on their habitat as following: birds living on ground, in water, on trees, in house

Learning Outcomes

- Groups birds, features, activities according to differences / similarities using different senses.

QUESTIONS

1. Which of the following birds flies at low heights?



(a) *Sparrow*



(b) *Hen*



(c) *Eagle*



(d) *Penguin*

2. Which of the following birds swim?

- (a) Duck
- (b) Kite
- (c) Vulture
- (d) Swallow

3. Which of the following were used to carry letters from one place to another in the olden days?



(a) *Sparrow*



(b) *Penguin*



(c) *Peacock*



(d) *Pigeon*

ANSWERS Q1 –b

Q2- a

Q3-d

Learning Objectives

- Know about different types of bird beaks
- Correlate the shape and structure of bird's beak with their food habits

Learning Outcomes

- Groups birds, features, activities according to differences / similarities using different senses.

QUESTIONS

1. Which of the following bird has a red beak?

- (a) Pigeon
- (b) Eagle
- (c) Owl
- (d) Parrot

2. Which type of beak is suitable for duck to catch prey and drain excess of water?

- (a) flat spoon shaped bills having strainers all along the edge
- (b) small sticky beak
- (c) hard and pointed beak
- (d) hooked beak

3. This bird has a short beak and very sticky mouth. It keeps its beak wide opened while flying to catch the insects.



- (a) tailor bird
- (b) stork
- (c) swallow
- (d) weaver

ANSWERS Q1 – d

Q2- a

Q3 - c

Learning Objectives

- Identify sound produced by different birds

Learning Outcomes

- Groups birds, features, activities according to differences / similarities using different senses.

QUESTIONS

1. I am the smallest bird with a long beak. I love sucking nectar from flowers. Identify me?

- (a) Humming bird
- (b) Sparrow
- (c) Falcon
- (d) Ostrich

2. Birds migrate because of _____?

- (a) food scarcity
- (b) weather conditions
- (c) breeding
- (d) all of these

3. Why don't the birds fall when they sleep on the branch of a tree?

- (a) Because of the shape of their claws that hold on to the branch very firmly.
- (b) Birds do not sleep on the branches; they sleep in their nests.
- (c) Because their feathers balance their weight.
- (d) None of these

ANSWERS Q1 –a Q2- d Q3-a

Learning Objectives

- Explore the shape, size, colour and use of bird feathers
- Learn about the animals other than birds that can fly
- Draw birds and their beaks

Learning Outcomes

- Groups birds, features, activities according to differences / similarities using different senses.

QUESTIONS

1. What's the easiest way to tell the difference between wading birds and perching birds?

- (a) Difference in wingspan
- (b) Difference in body size
- (c) Difference in foot structure
- (d) Difference in eyes.

2. Down feathers helps birds to:

- (a) protect them from water
- (b) keep their body warm
- (c) come down on land on
- (d) both 1 and 2

3. Which kind of toes parrots have?

- (a) three toes in the front and one pointing back
- (b) two toes in the front and two pointing back
- (c) four toes in the front and one pointing back
- (d) three toes in the front and two pointing back

ANSWERS Q1 –c Q2- b Q3-b

CHAPTER IX

IT'S RAINING

Learning Objectives

- Relate the importance of rain water for plants and animals
- Observe the changes in the sky and surroundings on a rainy day
- Relate and report activities done on a rainy day

Learning Outcomes

- Observes, records observations, experiences, information on objects /activities /places visited in different ways in order to predict patterns

Q1. The natural source of pure water is

- a. rain
- b. river
- c. sea
- d. pond

Q2. Clouds are made up of small _____ of water. When these become big, they fall down as _____.

- a. air, rain
- b. rain, drop
- c. drop, rain
- d. drop, air

Q3. The total weather conditions and variations over a large area for a long period of time is called _____.

- a. weather
- b. climate
- c. cold weather
- d. hot weather

Answers Q1 (a)

Q2 (c)

Q3 (b)

Learning Objectives

- Explore the things seen in sky during the rainy season like rainbow, black clouds etc. explained in the poem
- Recognize the good and bad effects of rain

Learning Outcomes

- Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps and slogans, poems, etc.

Q1. Rainbows are created by sunlight and _____

- a. water particles
- b. wind
- c. dust particles
- d. all of above

Q2. Which type of rain fall would be most helpful to farmers?

- a. rainfall that evaporates quickly
- b. rainfall that runs off the land quickly
- c. rainfall that soaks into the soil slowly
- d. very little rainfall

Q3. The amount of water vapour in the air is called _____. It is highest in the _____ season.

- a. fog, winter
- b. mist, winter
- c. fog, rainy
- d. humidity, rainy

Answers Q1 (a)

Q2(c)

Q3 (d)

CHAPTER X WHAT IS COOKING?

Learning Objectives

- List different utensils used in cooking
- Know from elders about the utensils used in past
- Identify food items prepared using different methods of cooking
- Identify the fuels used for cooking
- Relate the effect of a particular fuel on environment
- Make and state steps in preparing foods they can make

Learning Outcomes

- Collects information, records it, and differentiates between objects and activities of present and past, that is, in the early years of the elders in the family

Q1. I add air to ingredients to make them light and fluffy, or stir thin sauces and batters, what am I?

- a. pastry blender
- b. spatula
- c. mixer
- d. wire whisk



Q2. Identify the benefit of cooking food in clay utensils

- a. reduces the acidity of food
- b. reduces the weight
- c. cooks faster
- d. all of the above

Q3. In villages, people use wood as fuel because

- a. it is considered to be an ideal fuel
- b. it is environment friendly
- c. of its easy availability and low cost
- d. it catches fire easily

Answers Q1 (d)

Q2 (a)

Q3 (c)

CHAPTER XI

FROM HERE TO THERE

Learning Objectives

- Enlist the different modes of transport and reasons for choosing them for travel.
- Become familiar with safety precautions and rules to be observed during travel. Rules to be observed during travelling.
- Classify vehicles on the basis of number of wheels

Learning Outcomes

- Identifies objects, signs /signboards, means of communication and transport, places, activities at home /school / neighbourhood.

Q1. The place where ships load or unload goods is called

- a. Harbor
- b. Runway
- c. Platform
- d. Both A & B

Q2. What is zebra crossing?

- a. It is a crossing where zebras cross
- b. It is the place where vehicles can be parked
- c. It is the path where pedestrians can walk
- d. It is the set of lines painted on road for safe crossing

Q3. Why are wheels of cars, buses etc are made circular

- a. To minimize friction
- b. To add more electrostatic force
- c. No particular reason
- d. Circle looks better

Answers Q1(a)

Q2 (d)

Q3 (a)

Learning Objectives

- Relate different uses of various vehicles
- Identify vehicles used for emergency service
- Explore change in modes of transport through dialogue with elders
- Use different material like match boxes to make toy train and other means of transport

Learning Outcome

- Collects information, records it, and differentiates between objects and modes of transport of present and past, that is, in the early years of the elders in the family

Q1. What number do we dial to call an ambulance?

- a. 100
- b. 101
- c. 102
- d. 103

Q2. If you want to travel from Delhi to London in the shortest possible time, which of the following modes of transport would you choose?

- a. Train
- b. Ship
- c. Plane
- d. Car

Q3 Match the followings:

i)



a) extinguisher the fire

ii)



b) mixes the cement

iii)



c) Lifted the heavy stones

(a) (i) – c, (ii) – a, (iii) – b

(b) (i) – a, (ii) – b, (iii) – c

(c) (i) – b, (ii) – a, (iii) – c

(d) (i) – c, (ii) – b, (iii) – a

Answers

Q1 (c)

Q2 (c)

Q3 (a)

CHAPTER XII

WORK WE DO

Learning Objectives

- Comprehend the given picture to know about the different works done by people
- Enlist various occupations your parents and neighbours are engaged in

Learning Outcomes

- Identifies among our neighbourhood what work different people do, the special skills / qualification required for various work and shares their experiences in different ways.

Q1. The person who makes iron tools and equipments is called

- a. Iron man
- b. Steel man
- c. Strong man
- d. Blacksmith

Q2. The duty of a doctor to

- a. Care the patient
- b. Earn lot of money
- c. Treat the patient
- d. Care the sanitation

Q3 .Main occupation in the coastal area is

- a. Fishing
- b. Mining
- c. Teaching
- d. farming

Answers Q1(a)

Q2(c)

Q3 (a)

Learning Objectives

- Students identify various occupations children are involved in
- Students articulate advantages of attending school over working

Learning Outcomes

- Voices opinion on good /bad touch; stereotypes for tasks /play /food /caste /age /economic condition /gender in family and also w.r.t misuse /wastage of food and water in family and school

Q1. Factory : worker :: cab :

- a. Driver
- b. Worker
- c. Waiter
- d. Banker

Q2. Who among the following comes to your house every day?

- a. Policemen
- b. Plumber
- c. Milkman
- d. Tailor

Q3. If you want to have a haircut. Which of the following person will help you?

- a. Tailor
- b. Cobbler
- c. Baker
- d. Barber

Answers Q1 (a)

Q2 (c)

Q3 (d)

Learning Objectives

- Students list down different activities/chores done in the school and at home
- List the activities done by different family members
- Relate the importance of different types of work
- Locate discriminatory practices, if any, in roles performed by different members in their families

Learning Outcomes

- Describes roles of family members, family influences /habits / practices, need for living together, through oral / written /other ways.

Q1. Which of the following statements is true?

- a. Work is important, playing is not
- b. Work and play are equally important
- c. Playing is only important, work is not
- d. Neither work nor play is important

Q2. There are small children who are forced to work. This is considered as

-
- a. Child labour
 - b. Small worker
 - c. Small child
 - d. Labour worker

Q3. Different people do:

- a. Same work
- b. Different work
- c. All work
- d. No work

Answers Q1 (b)

Q2 (a)

Q3 (b)

CHAPTER XIII

SHARING OUR FEELING'S

LEARNING OBJECTIVES

- Identify the problems and needs of old people
- Describe various ways to assist and help elderly people
- Observe and identify people who are physically challenged
- Recognize Braille as a special way of reading and writing for people who cannot see
- Develop sensitivity towards old and physically challenged people

LEARNING OUTCOME

- Shows sensitivity for the elderly, differently abled and diverse family set ups in surroundings.

Q1. People who are visually impaired use their sense of _____ to read and write.

- a. smell
- b. hear
- c. touch
- d. taste

Q2. From which of the following place a baby can be adopted?

- a. Hotel
- b. police station
- c. orphanage
- d. none of these

Q3. We must be _____ to the needs and feelings of the differently abled people.

- a. sensible
- b. careless
- c. negligent
- d. none of these

ANSWERS: 1 (c), 2 (c), 3 (a)

CHAPTER XIV
THE STORY OF FOOD

LEARNING OBJECTIVES

- Identify the tasks done by various members in different families.
- Relate the roles of various member in different families and identify stereotypes

LEARNING OUTCOMES

- Voice's opinion on good /bad touch; stereotypes for tasks /play /food /caste /age /economic condition /gender in family and also w.r.t misuse /wastage of food and water in family and school

Q1.A good touch is a way to show-

- a. love
- b. care
- c. help
- d. all of these

Q2.Which of the following is not responsible for water shortage?

- a. rapid growth of industries
- b. increasing population
- c. heavy rainfall factor
- d. mismanagement of water resources

Q3.Tick the right pair of food and its sources

- a. egg-plant
- b. rice-cow
- c. banana-buffalo
- d. milk-goat

LEARNING OUTCOMES

- Identifies relationships with and among family members, what works they do, habits and shares the experiences in different ways.

Q4. Kiran's father's mother is her grandmother and she calls her_____.

- a. Dadi
- b. Dadu
- c. Nana
- d. Nani

Q5. What do we NOT learn from our family?

- a. Good habits
- b. Customs
- c. Fighting with cousins
- d. Sharing with all

Q6. We find nuclear families in the:

- a. Urban areas
- b. Rural areas
- c. Both A and B
- d. None of these

LEARNING OBJECTIVES

- Identify and enlist various sources of food as obtained from plant and animal
- Identify and state the medicinal value of common plants
- Recollect various home remedies used by their mother for cure of common ailments
- Enlist various parts of plants that are edible

LEARNING OUTCOME

- Observes, records observations, experiences, information on objects /activities /places visited in different ways in order to predict patterns

Q7. Read each set of terms and identify the odd set

- Goat, milk, meat
- Cow, milk, butter
- Plant, vegetable, butter milk
- Hen, meat, egg

Q8. Which plant's gel is often used in lotions and as sunblock?

- Aloe Vera
- Tulsi
- Mint
- Ginger

Q9. What are some of the items that can be made from coconut trees?

- brooms, soaps, oils, cookies
- Nothing can be made from coconut trees.
- Only milk can be made from coconuts.
- Only sweets, like cookies and candy



ANSWERS

Q1 (d), Q2 (c), Q3 (d) Q4 (a), Q5 (c), Q6 (c) Q7 (c), Q8 (a), Q9 (a)

CHAPTER XV

MAKING POTS

LEARNING OBJECTIVES

- Appreciate the ancient art of making pots and realize its importance.
- Become familiar with different steps of making pots and materials required for it.
- Relate the use of baking pots and bricks in a kiln.

LEARNING OUTCOME

- Describes skilled workers, namely potters, their skills, tools used by them, their inheritance (from elders)

Q1. Clay pots are made stronger by

- a. drying them in sun
- b. using favicol
- c. Baking them in fire
- d. By using iron

Q2. What do you do to remove bubbles from the clay?

- a. Wedge
- b. Knead
- c. pound it on the table
- d. bounce

Q3. Which type of items can be made using pottery?

- a. Decorative
- b. Practical
- c. Both
- d. Neither decorative nor practical

LEARNING OBJECTIVES

- Describe the different methods of making clay pots.
- Make small pots using suggested procedures
- State different uses of pots in daily life

LEARNING OUTCOME

Collects information, records it, and differentiates between objects and activities of present and past, that is, at time of the elders in the family (e.g., vessels used)

Q4. This is the term for an ancient art form used to make storage container

- clayery
- ceramics
- fine craft
- pottery

Q5. Identify the modern pot

a



b



c



d



Q6. Clay utensils are made by

- potter
- blacksmith
- mason
- all

ANSWERS

Q 1 (c), Q2 (a), Q3 (c), Q4 (d), Q5 (d), Q6 (a)

CHAPTER XVI

GAMES WE PLAY

LEARNING OBJECTIVES

- List traditional games played by family members and their local names
- Know the reason for less availability of time for children to play nowadays.
- Identify the activities done during leisure time
- Differentiate between outdoor and indoor games
- List few outdoor and indoor games

LEARNING OUTCOME

Collects information, records it, and differentiates between activities of present and past, that is, in the early years of the elders in the family (e.g., games played, activities done in leisure time by people)

Q1. _____ is the past time activity that uses a bow and an arrow.

- a. Jewellery
- b. Painting
- c. Fencing
- d. archery

Q2. A team member playing a game is called

- a. audience
- b. player
- c. referee
- d. conductor

Q3. Where is cricket played?

- a. Ring
- b. Pitch
- c. Court
- d. Rink

LEARNING OBJECTIVES

- Know about number of player and things used in different games
- Relate the importance of rules to be followed in a particular game
- Identify famous sports personalities associated with various games

LEARNING OUTCOME

- Observes rules in games and other collective /group tasks and undertake initiatives of care, share empathy, leadership

Q4. Which of the following games were played by your grandfather but children usually do not play them today?

- volleyball
- kabaddi
- basket ball
- cricket

Q5. Which option will replace “X” in the table?

Indoor games	carom	X
Outdoor games	football	Cricket

- chess
- hockey
- baseball
- badminton

Q6. Which of the following is not a traditional game?

- kabaddi
- polo
- gillidanda
- marbles

ANSWERS Q1 (d), Q2 (b), Q3 (b) Q4 (b), Q5 (a), Q6 (c)

CHAPTER XVII

HERE COMES A LETTER

Learning Objectives:

- Enlist various steps involved in the journey of letter from sender to receiver
- Realize the importance of a post office
- Describe a post office and its working
- Name various other means of communication like, mobile phones, e-mail, fax etc. which are faster and effective than the conventional methods

Learning Outcome:

- Identifies objects, signs /signboards, means of communication and transport, places, activities at home /school / neighbourhood.

1



2



3



4

Q-1. Identify the picture of post office.

- a) 4 b) 2 c) 3 d) 1

Q-2. Who brings letter?

- a. Post man
b. Police man
c. watch man
d. Teacher

Q.3. By which means would you prefer to communicate with your grandparents, if they are far away from you?

- a. Write a letter
- b. Make a call using phone
- c. Visit them
- d. none of these

Learning Objectives:

- Know the sequence and importance of details written on the letter as address
- Name various other means of communication like, mobile phones, e-mail, fax etc. which are faster and effective than the conventional methods

Learning Outcome:

- Observes, records observations, experiences, information on objects /activities/places visited in different ways in order to predict patterns /central messages

Q-4. Write the example of verbal communication.

- a. Letter
- b. Mobile Phone
- c. Fax
- d. None of these.

Q- 5. Write the example of non verbal communication.

- a. Post card
- b. Mobile
- c. Telephone
- d. Radio

Q – 6. Write the example of mass communication.

- a. Radio
- b. Newspaper
- c. Internet
- d. All of these

ANSWERS

1. C 2. A 3. B 4. B 5. A 6. D

CHAPTER XVIII A HOUSE LIKE THIS!

Learning Objectives:

- Become familiar with the diversity in houses.
- Relate the structure of houses to the climatic conditions of the place.

Learning Outcome:

Identifies objects, places (types of houses /shelters, in our neighbourhood, different parts of the country)



1
3



2

4



Q - 1. Identify the picture of hut.

- 1
- 2
- 3
- 4

Q - 2. House boats are found in?

- Desert
- Dal lake
- Mountain
- None of these

Q - 3. Why houses are made with slopping roof in hilly area?

- a. Make them beautiful
- b. To prevent snow
- c. Cost effective
- d. All of these

Learning Objectives:

- Describe the special types of houses found in Assam, Rajasthan, Dal Lake and Rajasthan
- Know about the features of a multi-story building.
- Become aware regarding the problems faced by homeless people in cities and places they live (slums)
- Enlist the materials used to build their house (Pucca house)

Learning Outcome:

- Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps and slogans, poems, etc.

Q- 4. Which house is made by clothes?

- a. Tent house
- b. Hut
- c. House boat
- d. All of these.

Q - 5. Eskimos people are living in North Pole make -----?

- a. Kachha house
- b. Pucca house
- c. Igloo
- d. Hut

Q - 6. What problems are faced by people live in slums area?

- a. Water
- b. Electricity
- c. Road
- d. All of these

ANSWERS

1. A 2. B 3. B 4. A 5. C 6. D

CHAPTER XIX OUR FRIENDS ANIMAL

Learning Objectives:

- Develop a concern for animals.
- State the joys of keeping pets.
- Comprehend our responsibilities to our pets and other domestic animals.

Learning Outcome:

- Identifies simple features of animals in the immediate surroundings.

Q-1. Which animal guard our house?

- a. Lion
- b. Fox
- c. Ox
- d. Dog

Q-2. Who is domestic animal?

- a. Buffalo
- b. Cow
- c. Goat
- d. All of these

Q-3. Fastest land animal-----?

- a. Cheetah
- b. Lion
- c. Zebra
- d. Camel

Learning Objectives:

- Enlist various types of food that partial animals eat
- Describe the types of food and ways of feeding domestic / pet animals.

Learning Outcome:

- Groups animals according to differences /similarities using different senses.

Q-4. Which animal eats raw meat?

- a. Cow
- b. Lion
- c. Elephant
- d. Horse

Q-5. Which animals are herbivorous?

- a. Donkey
- b. Elephant
- c. Giraffe
- d. All of these

Q-6. Domestic animals depend on -----for their food and shelter.

- a. Wild animals
- b. Birds
- c. Human
- d. All of these

Learning Objectives:

- Analyze the relationships between humans and animals
- State various ways of interdependence between animals and human beings
- Compare and contrast the usefulness of having animals in the ecosystem in order to describe the importance of balance in the nature

Learning Outcome:

- Describes need of food for animals' availability of food and their dependence on humans.

Q-7. For what domestic animals are dependent on human?

- a. Food
- b. Shelter
- c. Security
- d. All of these

Q-8. Which animals are used in farming?

- a. Yak
- b. Ox
- c. Camel
- d. All of these

Q-9. Which animal is used for loading and carrying?

- a. Elephant
- b. Jackal
- c. Leopard
- d. Wolf

ANSWERS

1. D 2. D 3. A 4. B 5. D 6. C 7. D 8. D 9. A

CHAPTER XX DROP BY DROP

Learning Objectives:

- Know about the difficulties faced by people living in some areas for getting or fetching water

Learning Outcome:

- Describes the need of water for people of different age groups; availability of water, and use of water at home and the problems faced by people living in some parts of the country

Q.1. Source of water is.....

- a. Rain
- b. land
- c. mountain
- d. Tree

Q.2. We should save water because.....

- a. Water is precious
- b. There is enough water for everyone
- c. everyone talks about saving water
- d. None of these

Q.3. Which of them needs water?

- a. only plants
- b. only animals
- c. only human
- d. All

Learning Objectives:

- Become familiar with ways of collecting /getting water and subtle gender bias in this activity

Learning Outcome:

- Voices opinion on good/bad touch, stereotypes for tasks/play/food/caste /age/economic conditions/gender in family and also w.r.t misuse/wastage of food and water in family and school

Q.4. Leaking pipe should be repaired to save

- a. Mud
- b. Sand
- c. Water
- d. Milk

Q.5. Which of the following should be done to save water?

- a. reuse the water
- b. keep the tap running while brushing
- c. use shower for bathing
- d. none of these

Q.6. How much water on the earth is available for drinking?

- a. 1%
- b. 26%
- c. 78%
- d. 5%

Learning Objectives:

- Measure the volume of water in nonstandard units such as bucket, pots, spoon, mug etc.
- Estimate the quantity of water used for different domestic activities

Learning Outcome:

- Estimates quantities; of materials / activities in daily life and verifies using non-standard units in order to demonstrate critical thinking

Q.7. How we measure the volume of water in non standard units?

- a. Mug
- b. Jug
- c. Bucket
- d. All

Q.8. How can we make unsaturated solution in saturated form?

- a. By adding more solute
- b. By adding less solute
- c. By equal amount of solute
- d. All

Q.9. Which state of matter has fixed volume?

- a. Solid
- b. Liquid
- c. Both a and b
- d. None of these

Learning Objectives:

- Understand the concept of rain water collection in olden days in tanka (tanks)– Rain water harvesting
- Create a story describing a day without water in order to realize the importance of saving water
- Know various methods of saving water at home /school / any other place
- Find out the means to reduce wastage of water at home / school
- Gather information about the ways to re-use water at home and adopt these practices.

Learning Outcome:

- Explores and reads pictures, posters, signboards, books, audio-videos, tactile /raised material / newspaper clippings, stories /poems, web resources, documentaries, library and use other resources besides textbook, and demonstrates curiosity for the written word.

Q.10 When we celebrated world water day

- a. 22 March
- b. 22 April
- c. 5 Sep.
- d. 10 July

Q.11 Which is not a source of fresh water?

- a. Glaciers
- b. Oceans
- c. Ground water
- d. Surface run off

Q12. Water collected in rain water harvesting is use for this purpose?

a.



b.



c.



d. All of the above

ANSWERS

- | | | | | | |
|-------------|-------------|-------------|--------------|--------------|--------------|
| 1. A | 2. A | 3. D | 4. C | 5. A | 6. C |
| 7. D | 8. A | 9. C | 10. A | 11. B | 12. D |

CHAPTER XXI

FAMILIES CAN BE DIFFERENT

Learning Objectives:

- Relate the importance of family and role of different family members
- Recognise that families can be of different types
- Recall about small joint and nuclear families and identify the type of family they belong to
- Appreciate difficulties faced in particular families and know about the ways to accommodate them/adjust.
- Gather information about their family and compile it in the form of a family tree
- Identify and appreciate the similarities and differences among the family members and relatives
- Highlight the important features of a family

Learning Outcomes:

- Describes roles of family members, family influences (traits /features /habits / practices),
- Need for living together, through Oral/written/other ways.
- Identifies relationships with and among family members,
- What works they do, their physical features and habits and shares the experiences in different ways.
- Shows sensitivity for the elderly, and recognition of diverse family setups in our surroundings.

QUESTIONS:

Q1. What does small family usually consist of?

- (A) Grown-up couples and kids
- (B) Relatives
- (C) Neighbours
- (D) All of these

Q2. Family is not an important part of society.

- (A) True
- (B) False
- (C) Maybe
- (D) None of these

Q3. Which is considered as a first school of children?

- (A) School
- (B) Family
- (C) Friends
- (D) Relatives

Q4. Why is it important to have a family?

- (A) Family member stand by your by your side in all situations
- (B) Family members help each other in every ups and down in life
- (C) We receive all culture, traditions and basic values of life
- (D) All of above

Q 5. What is joint family?

- (A) Grown-up couples and kids
- (B) Many sets of parents with their children
- (C) None of these
- (D) Can't say



Q 6. Which one should not be practiced in a family?

- (A) Playing music on high volume
- (B) Talking rudely with elders
- (C) Teasing animals
- (D) All of the above

Q 7. We eat together with our friends and relatives -

- (A) On different festivals
- (B) Daily
- (C) On Sunday
- (D) Never

ANSWERS: 1. (A) 2. (B) 3. (B) 4. (D) 5. (B) 6. (D) 7. (A)

CHAPTER XXII

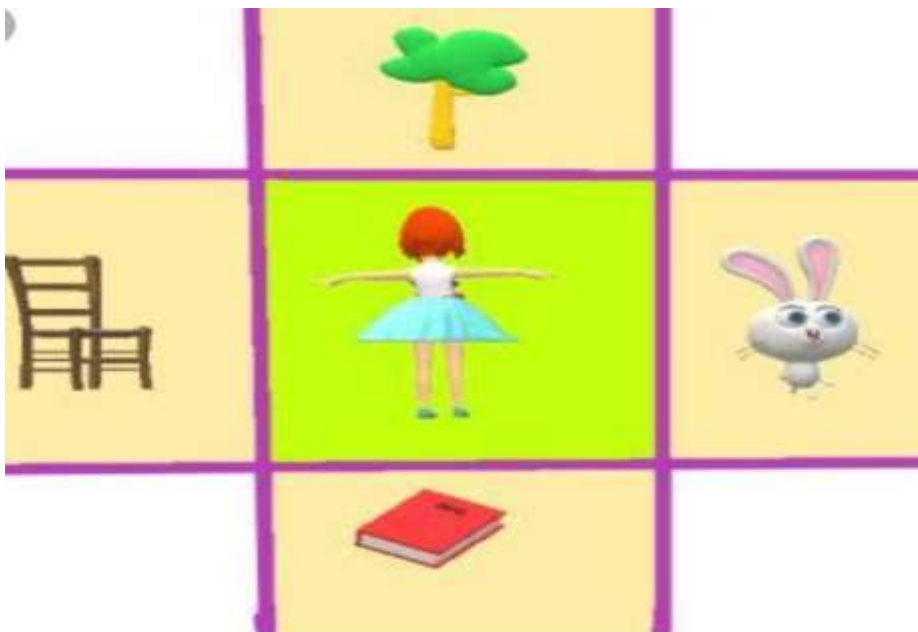
LEFT – RIGHT

Learning Objectives:

- Name the things present on left, right, front and behind of an object/place etc.
- Read map/sketch of an area in order to locate various objects.
- Recognize the need for symbols and signs.
- List different signs/symbols and their Locations in order to describe the purpose of putting the sign/symbols.
- Read symbols and signs in a sketch/map and Locate place and objects.
- Draw/make their own signs and symbols and use a key to describe the sketch/map.
- Draw a simple sketch/map of a place using designed symbols and signs.
- Locate a place in the route map using given directions and symbols.

Learning Outcomes:

- Uses signs /symbols/verbal skills in order to identify directions, location of objects/places in simple maps, shortest routes.
- Creates drawings, designs, sketch, top, front, side views of objects, simple maps.



QUESTIONS:

Q 1. Where is the rabbit placed from girl?

- (A) left
- (B) Right
- (C) Backwards
- (D) None of the above

Q 2. Where is the chair placed from the girl?

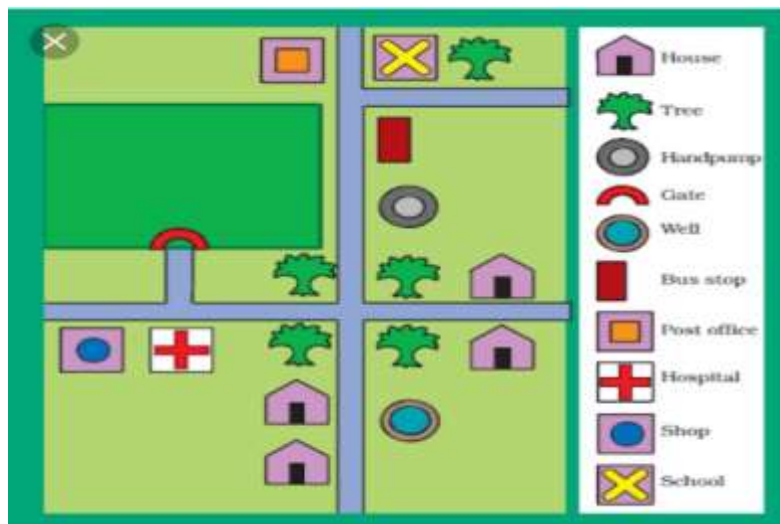
- (A) Right
- (B) left
- (C) Forward
- (D) None of the above

Q 3. Signs are used to indicate:

- (A) Buildings, roads and rules
- (B) Chair and tables
- (C) Notebooks and pen
- (D) Bottles And glasses

Q 4. What are the colours of three traffic lights?

- (A) Orange blue green
- (B) Orange green yellow
- (C) Red blue green
- (D) Red yellow green



Q 5. + sign is used to recognise which place?

- (A) School
- (B) Hospital
- (C) Road
- (D) Shop

Q 6. If you are standing in the centre of this name the thing/object on your right?

- (A) Well
- (B) Tree
- (C) Hand pump
- (D) All of these

Q7. If you are standing in the centre of the picture identify the things on your left?

- (A) Gate
- (B) Hospital
- (C) Shop
- (D) All of these

ANSWER:

1.(B) 2.(B) 3.(A) 4.(D) 5.(B) 6.(D) Q7 (d)

CHAPTER XXIII

A BEAUTIFUL CLOTH

Learning Objectives:

- Recognize the differences in clothes with reference to their texture, colour and design
- Visualize various uses of a particular cloth or material
- Explain technique of weaving and demonstrate it using paper strips
- Gain knowledge of different techniques used to make different patterns on clothes
- Develop skills of vegetable printing and other traditional arts to create different patterns

Learning Outcomes:

Creates drawings, designs, motifs, models, top, front, Side views of objects, simple maps and slogans etc.



QUESTIONS:

Q 1 Raju is feeling very hot on summer day. He is sweating too much due to blazing sun. what clothes will keep him comfortable?

- (A) Woollen clothes
- (B) Cotton clothes
- (C) Nylon clothes
- (D) Silk clothes

Q 2. Clothes are made from?

- (A) Fibres
- (B) Plants
- (C) Microbes
- (D) Webs

Q 3. The woollen clothes keep our body warm by

- (A) Heating our body
- (B) Absorbing heat from sunlight
- (C) Not allowing body heat to escape
- (D) All of the above

Q4. Which of the following animal provide us with wool ?

- (A) Camel
- (B) Goat
- (C) Sheep
- (D) Kangaroo

Q 5. What are the various methods for pattern making on the clothes?

- (A) Embroidery
- (B) Carving
- (C) Steaming
- (D) All of these

ANSWERS:

- 1. (B) 2. (A) 3. (D) 4. (C) 5. (D)**

CHAPTER XXIV WEB OF LIFE

Learning Objectives:

- Appreciate the interdependence of organisms on each other and things.
- Identify various things they need in life to live
- Recognise food chain and food web existing in nature.
- Realize the need to protect nature from existence of mankind.

Learning Outcomes:

- Describes the interdependence among plants, animals and humans in the environment for food, shelter and appreciate their co-existence.
- Identifies simple features of animals and birds in the Immediate surroundings.
- Shows sensitivity for plants, animals and humans in the surroundings.

QUESTIONS:

Q1. What we get from plants?

- (A) Medicine
- (B) Flowers and fruits
- (C) Wood
- (D) All of these

Q 2. What are the things without which we cannot live?

- (A) House
- (B) Food/Air
- (C) Water
- (D) All of these

Q 3. What are the features of birds?

- (A) Feathers
- (B) Toothless beaked jaws
- (C) Laying hard shelled eggs
- (D) All of these

Q 4. We get oil from?

- (A) Coconut
- (B) Mango
- (C) Apple
- (D) Tulsi

ANSWERS:

- 1.(D) 2. (D) 3.(D) 4. (A)

Contributor

- i. Dr. Openderjeet Kaur (ARP, Biology)**
Education Department, UT, Chandigarh
- ii. Ms. Sushma Prajapati (ARP, Chemistry)**
Education Department, UT, Chandigarh
- iii. Mr. Vishal Rana (ARP, Physics)**
Education Department, UT, Chandigarh
- iv. Ms. Gurmeet Kaur (ARP, Sociology)**
Education Department, UT, Chandigarh
- v. Mr. Ishwar Singh (APR, History)**
Education Department, UT, Chandigarh
- vi. Dr. Gurpreet Kaur (ARP, Political Science)**
Education Department, UT, Chandigarh

Reviewer

- i. Ms. Ritu Chitkara (PGT)**
SCERT UT Chandigarh

Co-ordinator

- i. Dr. Deepika Gupta**
Assistant Professor
SCERT UT Chandigarh

*“Live as if you were to die
tomorrow. Learn as if you were
to live forever”*

- Mahatma Gandhi

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राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

SECTOR-32 UT CHANDIGARH

