

# OUR WONDERFUL PLANET

A COURSE ON ENVIRONMENTAL STUDIES

*Our Wonderful Planet* is a new course on environmental studies for classes 1 to 5. The series aims to bring alive the teaching-learning of environmental studies by relating it with the everyday lives of the young learners. Each book in the series teaches students about the world around them using effective features and methodologies.



## COURSE COMPONENTS

- Books for Classes 1 to 5
- Teacher's Manual
- Oxford Educate with Test Generator
- Teacher's Support Material

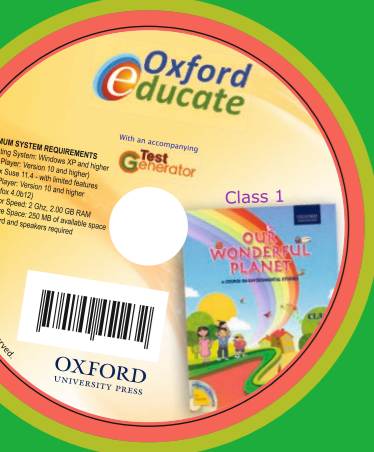
## TEACHER'S RESOURCES

- ▶ **Teacher's Manual** that include lesson plans, answer key to the coursebooks and worksheets in Oxford Educate, a glossary, website references and model test papers.
- ▶ **Oxford Educate** is an exciting digital teaching aid that integrates in a single resource an e-book with interactive teaching tools and learning materials. **Oxford Educate** also won the **IDA Awards 2014** in the category **Digital Content in Education** for the second year running.
- ▶ **The Test Generator** accompanying Oxford Educate is an innovative, easy-to-use assessment tool. It is designed to aid teachers in creating a variety of test papers and worksheets from an extensive pool of questions for effective evaluation.



| ISBNs         | TITLES  | INR* |
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\*Prices are subject to change without prior notice



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# KEY FEATURES

**DIFFERENT TYPES OF SHELTERS**

The kind of houses that we live in varies from place to place. There are various factors such as the climate of a place, availability of building materials, cost involved, and preferences of people which determine the kind of houses that are built.

On the basis of **size and the area** a house occupies, we can call a house small, medium or big. On the basis of **how long we live in a place**, we can call a shelter a permanent shelter or temporary shelter. Based on the **material used**, we can classify a shelter as a kutchcha or pucca house. Kutchcha houses are built of mud, straw, palm leaves etc. Pucca houses are built of bricks, stones and cement. Usually, a permanent shelter is a pucca house.

The kinds of houses that are built also depend on the **geographical location and climate** of the place. In the arctic regions where there is snow throughout the year, Houses are made of snow, houses of snow, which are called igloos.

In areas that are prone to floods, houses are built on **stilts**. The raised floor helps in keeping the moisture away.

The material used also depends on the local weather conditions. In areas where there are frequent earthquakes, houses are made of wood and light construction material. In areas where there is heavy rainfall or heavy snowfall, houses have sloping roofs.

A house that can be moved from one place to the other is called a **mobile home**. Some examples of such houses are houseboats or caravans.

People also build houses according to their affordability. People who are poor cannot afford expensive houses. They live in slums or *jhuggi* where cheap materials






**Structured**, well-graded content in simple and lucid language

**Activities**

- Make a diary of what you eat in a day. Now break it up into different food groups.  
Breakfast/Tiffin: \_\_\_\_\_  
Lunch: \_\_\_\_\_  
Snacks: \_\_\_\_\_  
Dinner: \_\_\_\_\_
- You have learnt about malnutrition in this chapter. Below is a list of different deficiency diseases. Find out the deficiency caused by the lack of a nutrient in each of these, and locate them in the word grid.


|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Anemia: deficiency of _____          | A | N | D | Y | P | U | H | C | S | W |
| 2. Scurvy: deficiency of _____          | F | V | H | V | R | X | O | M | P | Q |
| 3. Night Blindness: deficiency of _____ | G | I | R | O | T | I | V | I | V | I |
| 4. Rickets: deficiency of _____         | V | T | V | I | T | A | M | I | N | A |
| 5. Kwashiorkor: deficiency of _____     | E | A | C | D | E | N | T | G | N |   |
|   | S | M | T | H | I | S | Z | A | L | M |
|   | T | I | R | O | N | M | O | M | A | L |
|   | D | N | Y | R | A | N | P | I | R | X |
|   | J | D | E | Y | B | U | T | N | E | D |
|   | Y | T | N | O | R | I | Y | C | H | S |

Interesting **Activities** to ensure children's involvement and encourage them to go beyond the textbook



**Did you know?**

Jammu and Kashmir faced one of its worst floods in decades in September 2014. incessant rainfall led to the overflowing of the Jhelum River. Thousands of people were affected, many died and there was tremendous loss of property.



An ariel view of submerged Srinagar

**Did You Know?** to impart interesting bits of information



**HOW DO YOU HELP YOUR FAMILY MEMBERS?**

I try to help my family in my own little ways.

**Did you know?**  
Small things you do at home to help your family are called chores.

I help father clean the car. I water the plants. I tidy my room. I get ready for school on my own.

**THINGS WE DO TOGETHER IN SCHOOL**

In school, we do many things together.

**Discuss!**  
Why is it important for us to help out at home?

We tidy the classroom. We play together. We learn together.

**Attractive layout**, colourful illustrations and photographs

**EXERCISES**

A. Choose the right answer:

- What grows in our skin, bone and muscles that help us in our growth?  
a. Cells b. Nerves c. Hair d. None of these
- Which of these help us to taste?  
a. Tongue b. Nose c. Eye d. None of these
- Which of these is not a sense organ?  
a. Brain b. Skin c. Eye d. Nose
- Which of these is least likely to influence our likes and dislikes?  
a. Family b. Friends c. Neighbours d. None of these
- When interacting with a physically challenged person we should not  
a. help them b. disrespect them  
c. treat them as equals d. None of these

Ample **Exercises** to reinforce learning

**Model Test Paper II**

CHAPTERS 12-21

Marks: 25

Part I

A. Match the following:

|                  |                                    |
|------------------|------------------------------------|
| 1. A cobbler     | (a) takes care of the whole school |
| 2. Tigers        | (b) is a festival of lights        |
| 3. Dwall         | (c) cannot be seen                 |
| 4. The principal | (d) mends our shoes                |
| 5. Air           | (e) live on land                   |

B. Fill in the blanks:

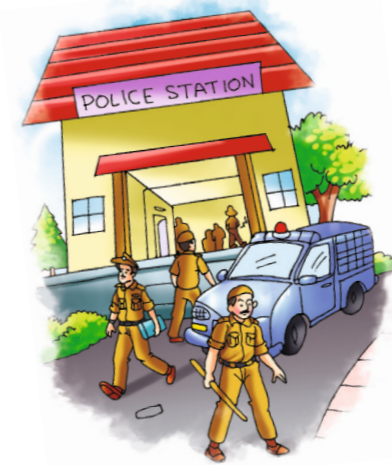
- The ..... is the open space above the earth.
- Some flowers smell .....
- A ..... protects the country.
- Big and tall plants are called .....
- On Eid, people wish each other .....

**Model Test Papers** for quick revision

**Discuss!**

Sita is the daughter of a rag picker. In her school, other children do not want to be with her because of her father's job. Sita finds this behaviour extremely hurtful. She often wonders, 'It is other people who make the streets dirty. My father only helps to clean the city. Then why are we dirty?' What should you tell her?

**Discuss!** to develop thinking and communicative skills



**Teacher's Notes**

**1 The Changing Family**

Explain to the students that the family structure changes because members of the family move to different places for different reasons such as a better life, transfer in jobs, displacement due to an unforeseen happening, etc. While some people move within the country, others move outside the country. Clarify the difference between the words migrant and immigrant. Movements bring changes in the lives of people who migrate. Make them understand that change is an essential part of life and must be accepted. Explain to them that shifting at times causes happiness because people learn new things and their lifestyle improves but sometimes it leads to unhappiness as people have to leave behind their family and friends. Explain the importance of family in imparting values, traditions and skills. Even though we do not get to meet our extended family often we hear about them from our parents. Most of the lesson should be conducted through discussion. Encourage them to exchange their ideas, thoughts and experiences about their family.

**2 Organs of our Body**

Introduce the chapter by explaining that different organs of the body form different groups called the organ system to perform the different functions of the body. The students should be taken to the science laboratories of the school to see the charts and models of different human organ systems. After naming the various organ systems as listed in the textbook, an analogy could be given for the skeletal system using a kite. Just as sticks are needed to make a frame for the paper kite, the skeletal system also makes a similar framework for the human body. Clarify the meaning of all the terms used in the text. The teacher should demonstrate exhalation and inhalation. All the organ systems should be explained with the help of illustrations. Talk to them about taking good care of their body parts.

**Teacher's Notes** to help teachers build each lesson plan

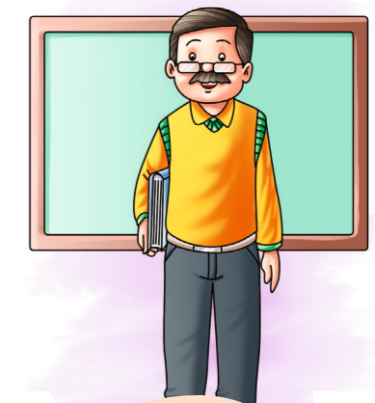


Thus you see every living creature has its own importance in the food chain to maintain the balance of nature

**REMEMBER**

- The tongue can taste flavours such as sweet, salty, bitter and sour.
- We need a balanced diet for proper growth and development.
- Moisture and warmth can spoil food.
- Preservation methods, like refrigeration, drying and pickling prevent food from getting spoilt.
- Plants make their food with carbon dioxide and water in the presence of sunlight.
- A food chain shows how living things are connected to one another.

**Remember** to aid recapitulation



**NEW WORDS**

**Digestion** The process by which our body takes in food, absorbs what it needs and changes into substances that the body can use

**Balanced diet** A diet that includes all essential nutrients in the right quantity

**Malnutrition** A poor condition of health caused by a lack of the right kind of food

**Preservation** The act of keeping something in good condition

**Food chain** A series of living creatures in which each type of creature feeds on the one below it in the series

**Photosynthesis** The process by which plants use sunlight, air and water to make food

**New Words** to build up vocabulary

