



WE ARE THE WORLD

WonderWorld

ENVIRONMENTAL STUDIES



Encyclopædia Britannica, with its indisputable reputation as a world reference authority for more than two centuries, presents *WonderWorld*, a series of five books for classes 1 to 5.

In tandem with the NCERT objectives and NCF 2005, *WonderWorld*

- Integrates scientific understanding with environmental concerns by revealing the factual basis of ecological issues
- Deals with EVS themes to incline them towards Science while

showcasing their Social Studies aspect through experiments and data interpretation

Stresses on interactive approach through activities, projects, surveys and games

Warm-up activities that allow learners to deduce through queries and discussions

Book 3

1 My wonderful family

Mother baked a cake for me and my friends!
 Papa walks me to the bus stop everyday.
 Not on the road, Aditya!
 I rode on my uncle's new motorbike today!

Look at the picture. Each child has come to the bus stop with a family member. When they go back from school everyday, isn't it wonderful for them to know that someone at home, is waiting to welcome them back! All the people, and even pets, that live with us make our family. Families can have a few people or many people. Members of a family love each other and care for one another.

Let's talk!

- Do you stay in a nuclear family or a joint family? How are the two kinds of families different?
- Who are your siblings? Who are your cousins?

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Book 3

- How is a butterfly born?
- How is a lizard's tail special?

B. Guess who:

- I am a beetle and the farmer's friend.
- I fly and catch insects mid-air.
- I carry my home on my back.
- I live in a desert and carry loads.
- I am decorated for ceremonies.
- I shine bright at night.
- I give sparkling pearls.
- I carry a sting in my tail.

Let's do it!

Fill a glass jar with vegetable peels, water, and rotten food. Make holes in the lid. Put some earthworms in the jar and tightly close the lid. Watch for some days. What do you see?

All the rubbish disappears as the earthworms eat rubbish and bring out rich fertile soil. So earthworms in your garden will make your plants grow well!

Find out

Animals live everywhere—on land, in underground burrows, in trees, under water, in hot, dry deserts or cold, snowy deserts. Choose some animals that have interesting homes. Collect pictures and facts to make a collage.

Visit www.britannica.com to learn more about animal shelters. Also go to <http://www.kidport.com/RefLib/Science/AnimalHomes/AnimalHomes.htm>

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Exploration and data interpretation through hands-on activities that relate to the child's immediate environment

Book 1

We use our foot to walk and play.
 Label the parts using words given in the box.

big toe, little toe, ankle, heel

We can do many things with our legs and feet.
 Write what the children are doing in the pictures below. Choose the right word from the box for each picture.

kick, dance, cycle, run, skip

Let's talk!

Can you eat an apple without bending your arm? Can you pick up a toy from the floor without bending?

To know more about body parts visit www.britannica.com

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Cues such as in-text queries, did you know, games, experiments and projects to connect knowledge to application

Higher Order Thinking Skills (HOTS) that encourage class discussions through situational analysis, research cues, and website references

Book 4

Did you know?
 It is against the law to marry off girls who are less than 18 years of age.

"Well, you see," said grandmother sadly, "my father believed that girls should not be sent to school. They should stay back at home and learn household chores. After all, this is what girls were supposed to do when they grew up and got married."

"But grandmother, as much as I like pickles and papad, I don't want to be doing only this when I grow up. I want to be a photographer like Somesh Uncle," said Mala.

"You have a choice," said grandmother, "but during my time, girls did not have a choice. They did what the elders decided for them."

That night Mala kept thinking about her conversation with grandmother. Though she was too young to understand everything that her grandmother had said, something gave her a feeling that she was living in much better times.

Exercises

A. Answer the following.

- What is an extended family? When do extended family members meet?
- What do you understand by immediate family? Name your immediate family members.
- Why did Mala follow Uncle Somesh?
- Why did Sanjay consult his parents before buying the car?
- Why was grandmother never sent to school?

B. Write about some good habits you have learnt from your family members.

Let's do it!

Draw your family tree on a chart paper. Paste and label photographs. Use different colours to mark out your 'immediate' and 'extended' families.

HOTS

A ten-year-old girl works as a house help in your neighbour's house. She does not go to school. What would you do?

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Includes poems and real-life stories in Books 1 and 2 and a judicious mix of narratives and factual accounts in Books 3 to 5



Implements CBSE guidelines through Higher Order Thinking Skills (HOTS) sections

Book 4

Sample test 1

Total marks: 35 (5x2)

A. Answer the following briefly.

- Who are our paternal relatives?
- What are the five senses?
- Where are stomata present?
- What is camouflage?
- How is food grilled?

B. How are the following different?

- Creepers and climbers
- Wild animals and domestic animals
- Down feathers and flight feathers
- Steaming and frying
- Insects and worms

C. Fill in the blanks.

- _____ is a blanket of air that covers the Earth. (5x1)
- Landmarks are special places, buildings, or objects marked on a _____.
- Pupil, lens, and retina are _____ of the eye.
- _____ is a natural and the cheapest means of transport.

D. Write true or false.

- Rice is a staple food in India. (5x1)
- We breathe in oxygen and breathe out carbon dioxide.
- Olfactory nerve cells are present on the tongue.
- Scavengers are herbivorous.
- Shallow frying needs less oil.

E. Give one word answers.

- Patterns of red dots that help to read using the sense of touch: _____ (5x1)
- Hot, wet areas where plants are thick and green _____
- Process through which birds brush oil over their feathers: _____
- Expressing ones thoughts to other people: _____
- Jalis* and *dhoklas* are cooked by this method: _____

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Assessment sheets that recapitulate and reinforce.

Book 3

The states of water

In nature water is found in three states. Ice, water, and water vapour are the three states of water.

Let's do it!

Take water in a bowl and keep it in the freezer for some hours. When you take it out you will find that it has changed into hard ice. Keep it on a table, and after some time the warm air will melt the ice into water. Then take the same bowl of water and heat it on fire. The water will form bubbles and start boiling. Steam will rise from the water. This is water vapour.

If you hold a cold metal plate on the steam, you will find drops of water forming on the plate. The water vapour turns back into water as it cools on the metal plate.

So, when water is frozen, it is **solid**. We call it ice. The water we drink is **liquid**. Liquid water flows out of our taps. When water is heated it turns into **gas**. It can be seen as steam that rises from boiling water.

Many things melt in water and become a part of it. This is called **dissolving**.

Let's do it!

Things we need: A lemon, two spoonfuls of sugar, a pinch of salt, some pepper, a glass of water, a spoon and ice cubes.

Method: 1. Squeeze lemon into the glass of water.
2. Add sugar. Stir well to dissolve it.
3. Add some salt and pepper. Stir again.
4. Add ice cubes.

Your refreshing drink is ready!
You will notice that the ice cubes you added melt to occupy the same amount of space in the glass. Water dissolved lemon juice, sugar, and salt, but did the pepper dissolve? What did you observe? Talk about it.

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Learn through observation, classification, and inference to build up analytical skills

Book 1

B. Write Yes or No for the following:

- I have one nose. _____
- Hands and feet help me to swim. _____
- Tongue helps me to hear. _____
- I can use my hands to make a card for Granny. _____
- I can use my nose to watch television. _____

Let's have fun

Meet Mr Monster. Complete the table below to show that you too have body parts that the monster has but the monster has some body parts that you do not have. How are you different from him?

I have	I don't have

To the teacher: Help children to compare themselves with the monster. Ask them to draw imaginary monsters on paper. Display and label them. Sensitize children towards the fact that some of us are specially-abled. You may visit <http://www.eal-kids.com/dashcard/bodyparts.html> for some lesson ideas.

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Teacher notes to aid interactive learning



Books 4 and 5 specially focus on cause and reason to ensure a smooth transition to the Science and Social Studies courses in the Upper Primary classes



Books 1 and 2 are in a workbook format to lighten the load on learners



Layout and illustrations are attractive and colourful that appeal to children



Series has a gradual gradation to match cognitive ability



WE ARE THE WORLD

Book 1



12 Travel and safety

Ways to travel

Suppose you plan to take a trip
To some place that is near or far.
Maybe you'd go there by bus
Or maybe you'd go by car.

Or in the rickshaw,
Or on the bike,
Or in the tonga—
Which do you like?

Or how about by boat or train?
Of course the quickest is by plane.

But once you learn to read, you can roam
The whole world without leaving home!

To the teacher: Children do not need to learn the poem. Please read it aloud in the class. Discuss the different means of transport and their importance. Ask the children how they come to school. Their answers would cover quite a few of the vehicles. Don't allow children to boast. Talk about pollution and inform children how vehicles pollute our environment and tell them why we should adopt environment-friendly means of transport such as a bicycle. Tell them that we should walk as much as possible.

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Different views of
the content through
comic strips
and poems hold
learner interest.

Book 3

Darpan's window to the world

1

At home...

Darpan, go and play with the other children.

They laugh at me most. I don't want to play. I don't want to go to school.

2

Next day, mother took Darpan to a new school.

Darpan is 8 years old. Could you admit him in Class 5?

Darpan is a smart boy. We would be glad to have him.

3

The teachers have a meeting.

How can we keep the boy?

I have an idea.

4

Darpan is given a computer with a special keyboard, at school.

Oh, this is wonderful! I can feel each letter of the alphabet.

5

Did you enjoy school?

Yes! There was this special computer that helped me do all my work on my own.

6

It is exam time. Darpan types answers to the questions that are read out to him.

I stood first in the class!

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Darpan now loves going to school. He has many friends. He wants to be a Computer Engineer or a Grand Slam Chess player when he grows up.

WonderWorld will bring the world,
closer to the child and impart
sufficient sensitivity to live with all its
nuances, in peace and harmony.

Available for the teacher:

Poems and plays in an
audio CD

Encyclopædia Britannica (India) Private Limited

140, Zamrudpur Shopping Complex

N-Block Road, Greater Kailash-I

New Delhi 110048, India

Telephone: +91 11 47154100

Facsimile: +91 11 29245116

Website: www.britannicaindia.com

Queries: school@ebindia.com

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