Homi Bhabha Curriculum for Primary Science
Pilot Version

SMALL SCIENCE

WorkBook
Class Three

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Small Science
WorkBook
Class Three
Pilot Edition 1998

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GENERAL PREFACE

Not a day passes in our country when somebody somewhere has not criticized our system of education, particularly our school education. A great many ills and inadequacies of the system probably flow from extraneous causes and need socio-political initiatives that go beyond mere reforms in school curriculum. But some problems do arise directly from the curriculum - text books, teaching and evaluation practices. There is then a need to keep these problems in view and continually try to devise new curricula to overcome them.

Efforts in curricular reforms and innovations are not new to our country. Nearly every decade or so, there have been initiatives at the Central and State levels to effect changes in curricula. Several independent school networks and voluntary groups have brought out their own textbooks and related materials. There is no doubt that significant progress has been made by the country in increasingly better conceptualization of the school curriculum at primary, middle and secondary levels. The paradigms of school curriculum in India have steadily evolved and become more relevant and modern. Unfortunately, the over-all deterioration of the system due to extraneous factors has tended to obscure these gains. Also, and most important for our purpose here, there is a large gap between the generally agreed objectives of the curriculum and their actual translation into textbooks and teaching practices.

Homi Bhabha Curriculum is basically an attempt to close this gap as much as possible. It is not conceived to be a revolutionary curriculum. The broad aims of the curriculum are much the same as those articulated in countless reports and articles of different education departments and agencies. The idea is not to produce a fanciful, 'museum-piece' curriculum that nobody would adopt, but to attempt to discover a sound and wholesome curriculum that is practical to implement in our school system. 'Practical' is, however, not to be regarded as a euphemism for the status quo. As the users will find out, the alternative textbooks of the Homi Bhabha Curriculum are full of radical unconventional ideas that we believe are both urgent, necessary and, given enough efforts, feasible. But rather than describe here what we believe to be these innovative aspects, we leave the users, students and teachers, to find and experience them. In the simplest and most favourable situations, devising a curriculum and translating it into books, laboratories and teacher manuals is a daunting task. In the complex parameters and constraints that govern our country's educational system, the task is formidable. Only time will tell if and to what extent the Homi Bhabha Curriculum is an effort in the right direction.

Arvind Kumar

PREFACE TO SMALL SCIENCE: CLASS III

The series of students' and teachers' books for the Homi Bhabha Curriculum are the outcome of more than two decades of research and field experience at the Homi Bhabha Centre for Science Education (HBCSE). During these years, several projects have been undertaken to study problems related to pedagogy, students' conceptions, communication in the classroom, text and picture comprehension and cross-cultural issues in science learning. All the members of HBCSE, past and present, have in some way contributed to this curriculum.

The curriculum for primary science is largely inspired by observations made during a three-year research project at HBCSE, "Diagnosing Learning in Primary Science." The problem addressed by the curriculum is briefly as follows.

Primary school students, particularly in rural areas, have rich, interactive experiences of the natural world. But lacking systematisation and clear expression, their observations and skills do not contribute to school learning. Urban students from literate homes, on the other hand, are often encouraged to ignore their natural surroundings, and to concentrate on meaningless bookish learning. As a result, most students miss out on the concrete experiences of systematic observation and self-expression, which are so vital to science learning through the rest of their lives.

The books for Class III have few facts to remember. Unit 2 is the only one where the information content is important. The other three Units aim simply to provide experiences. To use these books, students must get out of the mind-set of copying the correct answers from the blackboard or from other students. Small Science should not be just read, it should be done.

The Hindi and Marathi versions of these books are under preparation. Any good curriculum should be dynamic, ready to face criticisms, and to change according to the needs of students and teachers. Please send us your ideas and suggestions in the feedback form provided at the end of the WorkBook.

Jayashree Ramadas

ACKNOWLEDGEMENTS

I would like to thank:

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Amruta Patil and Aparna Padmanabhan who helped in the teaching

The principals and staff of the Children's Aid Society and the Atomic Energy Central Schools who willingly accommodated us and gave useful feedback, and the children who enthusiastically participated in the trials

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My husband, Ramadas and children, Rohini and Harishchandra, who were both supportive and devastating in their criticisms

Jayashree Ramadas

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Quantitative thinking

Completion of home assignments

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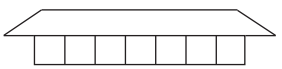
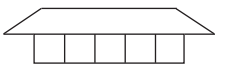


House 1



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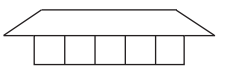

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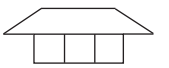
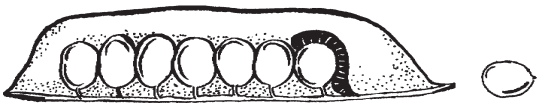


House 4

Part 3 Crush coloured flowers or leaves and rub them in the boxes below to make patterns.



Search for living things!

You have to find plants and animals around you. Use simple, common names. If you can not find the English names of plants or animals, use the names from your own language.

1. In the classroom

Living things I found in the classroom:

No.	Name of living thing	Where I found it (eg. on the floor, in a corner, on the ceiling etc.)
1.	Students and teacher	
.....	.....	
.....	.....	
.....	.....	
.....	.....	
.....	.....	

2. Outside the classroom

Living things I found outside the classroom (in the school grounds, near my house, or elsewhere):

No.	Name of living thing	Where I found it (eg. on the path, under a stone, in water etc.)
Plants:		
1.	Grass	
.....	.....	
.....	.....	
.....	.....	
.....	.....	

No.	Name of living thing	Where I found it (eg. on the path, under a stone, in water etc.)
.....	.....	
.....	.....	
.....	.....	
.....	.....	
.....	.....	
.....	.....	

Animals:

.....	.....	
.....	.....	
.....	.....	
.....	.....	
.....	.....	
.....	.....	
.....	.....	
.....	.....	
.....	.....	

Take Care !

Do not go too deep into grass or bushes. Do not put your hand into cracks, or turn over large stones. You may get a nasty surprise!

3. Summer and rains

In the table you make on the next page,

Circle the plants and animals which appeared after the rains.

Underline the plants and animals which disappeared after the rains.

Plants Before rains	No.	Animals	No.	Total

During rains Plants	No.	Animals	No.	Total
How many more during rains		**How many more during rains**		

Think! Think!

Where did all these new plants and animals come from? Where were they hiding in the summer? Write your guesses here.

.....

.....

.....

Exercises

Name and Draw

1. A plant that:

a. Climbs on other trees

.....

b. Grows in water

.....

2. An animal that:

a. Moves on the ground

.....

b. Flies in the air

.....

c. Lives under the ground

.....

d. Hides under stones

.....

e. Climbs on trees and bushes

.....

f. Lives in water

.....

Short questions

1. Give examples of these living things:

a. These living things always stay fixed on the ground.

....

b. These animals have no legs.

....

c. We have two legs. Which other animals have two legs?

....

d. These animals have four legs.

....

e. These animals have six legs.

....

f. These animals have eight legs.

....

g. These animals have so many legs, they are difficult to count.

....

h. These animals have hair on their body.

....

i. These animals stay on the undersides of leaves.

....

j. You see these animals in the rainy season.

....

2. Why do walls and rocks look green in the rainy season?

.....

.....

What's same? What's different?

1. Give two similarities and two differences between:

a. A mango tree and a peepal tree (an example)

A mango tree and a peepal tree are similar because

(i) They are both large trees.

(ii) Birds like to sit on them.

A mango tree and a peepal tree are different because

(i) Their leaves are of different shapes.

(ii) The mango fruits grow bigger than peepal fruits.

b. A caterpillar and an earthworm

A caterpillar and an earthworm are similar because

(i) .....

(ii) .....

A caterpillar and an earthworm are different because

(i) .....

(ii) .....

2. Find the odd one out:

a. coconut, frog, chikoo, mango ..... is the odd one out because

..... b. mosquito, butterfly, crow, bee

..... is the odd one out because

..... c. frog, cat, fish, crocodile .....

..... is the odd one out because

.....

Talk and write

1. Remember and say any poems that you have learnt about any living thing (plant or animal). Tell the poem to your teacher.

2. Write five sentences about the plants in your school ground.
(Write the names of the plants. Which of them are trees? Which give shade? Which have flowers? Which ones do you like best? Why?)

.....

.....

.....

.....

.....

3. Write five sentences about the animals in your school ground.
(Write the names of the animals. Which are the smallest and largest of them? Where do you see them? What sounds do they make? Have you seen them eating? Which ones bite?)

.....

.....

.....

.....

.....

Play with words

1. Make sentences with:

grass .....

tree .....

fruit .....

caterpillar .....

bulbul .....

flies .....

burrows .....

grows .....

2. Now make some more sentences.
Each sentence should use two or more of these words.

.....

Ask a question

1. Ask questions about the plants and animals you saw while doing the activities. Think of how you will try to find the answers.

My questions:

CHAPTER 2

LOOKING AT PLANTS

Our green friends

1. The plants you know

Names of plants I know:

a. Small plants

....

....

....

b. Tall trees

....

....

....

2. Looking at leaves

Pictures of leaves that I collected (from shortest to longest)

....

Y N

3. Guess the leaf!

Close your eyes. Guess the leaf, which your friend gives you, by touching and smelling it.

4. Flowers

a. Names of the flowers my friends and I found:

....

....

Y N

b. Play a game: A friend shows you any flower. Guess which plant it comes from.

c. Find plants which never get any flowers.

....

Y N

5. How many children to hold one tree?

a. Put your arms around the trunk of a tree. How many of you does it take to hold one tree?

b. Name of a tree with a very large trunk:.....

6. Rough and smooth barks

a.

b. Paste your bark rubbings here. Write the names of the tree below them.

Think! Think!

What would happen if there were no plants? Write your guesses here.

.....

.....

.....

Exercises

Short questions

1. Write the names below from smallest to largest plant.

papaya, moss, banyan, rose, mango

.....

2. Name three plants which:

a. Give us tasty fruit ....

b. Give us a lot of shade ....

c. Have thorns ....

d. Bear red flowers ....

e. Bear yellow flowers ....

f. Bear white flowers ....

Look, tell and write

1. Tell your friend about a tree you have seen. Your friend will ask you some easy questions about that tree. Answer the questions. Write down the questions and the answers about that tree.

Name of the tree: .....

Question 1 .....

Answer 1 .....

Question 2 .....

Answer 2 .....

Question 3 .....

Answer 3 .....

2. Describe one plant near your home or school. Draw its picture. Label its parts. Write five sentences about the plant.

Five sentences about the plant:

.....

.....

.....

.....

.....

3. Look at the things around you, and guess which ones are made from plants. Ask your teacher if you are right.

Things around me which are made from plants:

....

....

4. Leaves often change colour as they grow older. Watch the leaves of plants around you. Which plants have new leaves of a different colour from older leaves?

....

Play with words

1. Match the part of the plant with the word or words that describe it.

petal of a rose	large
stem of spinach	small
bark of a mango tree	thick
flowers of grass	thin
trunk of a banyan tree	smooth
	rough

A plant is born

1. Seeds in your kitchen

The seeds I found in my kitchen:

....

....

....

2. Plant a seed

My friends and I planted these seeds:

....

These grains did not sprout:

....

I think they did not sprout because:

.....

.....

3. Watch closely!

Which of the seeds sprouted first? .....

Which plants grew the tallest? .....

Describe the colour and shape of the leaves of different plants. Tell this to your teacher.

Exercises

Name and Draw

1. Draw pictures of any five of the plants grown by your class in Activity 2. Below each picture write the name of the seed from which the plant grew.

Pictures of five plants grown by my class:

....

....

Short questions

1. Name ten different kinds of seeds that are sown by farmers (think of all the grains you find in your kitchen).

....

....

2. Name some plants that you can grow without a seed.

....

3. Name some plants that grow into trees.

....

4. Name some plants that do not grow into trees.

....

What's same, what's different

1. Give two similarities and two differences between:

a. A grain of jowar and a grain of moong (or any two other grains)
A grain of jowar and a grain of moong are similar because

(i) .....

(ii) .....

A grain of jowar and a grain of moong are different because

(i) .....

(ii) .....

b. A wheat plant and a groundnut plant (or any two other plants, like, rice and toor dal)

A ..... plant and a ..... plant are similar because

(i) .....

(ii) .....

A ..... plant and a ..... plant are different because

(i) .....

(ii) .....

2. Find the odd one out:

a. pea, mustard, sago, wheat ..... is the odd one out because

.....

b. onion, cabbage, potato, carrot ..... is the odd one out because

.....

Look, tell and write

1. Plants of rice, wheat, corn, ragi, jowar, and bajra look different from plants of moong, masoor, udad and toovar. Give at least one difference between them.

.....

.....

2. Watch your little plant as it grows. Every day, draw a picture of the plant, and write one or two sentences about how it looks.

Name of the plant:.....

Day 1: Day 2:

....

....

Day 3:

Day 4:

Day 5:

Day 6:

Day 7:

Day 8:

Ask a question

1. Ask questions about the growing plant. Think of how you will try to find the answers.

My questions:

.....

.....

.....

.....

.....

CHAPTER 4

LOOKING AT ANIMALS

Watch and find out!

1. Who got the food (tick the boxes and fill in the blanks)

a. Watching ants

Which insect got to the sweet first? .....

How long did you have to wait before an ant found the sweet?
☐ A few minutes
☐ A long time

Where were the ants coming from?

.....

What were the ants doing with the food?
☐ They were eating the food
☐ They were carrying the food away

They were holding the food in their .....

How were the ants carrying the food?
☐ Each ant was carrying a piece of food on its own.
☐ Groups of ants were carrying pieces of food together.

Where were they taking the food? .....

What do the ants do with a peanut or a lump of jaggery, that is too big for them to carry?

.....

b. Watching larger animals

Which birds or four-legged animals came first to pick up the food?

.....

Which animals are the quickest and the boldest in picking up the food that you throw?

.....

Y N

2. Flower visitors

Describe what butterflies do when they sit on a flower.

.....

.....

3. Birds

The most common birds that I see around my house are:

....

The times of the day when I hear the sounds of birds:

....

I can make sounds like these birds:

....

Stick your bird feathers here:

Think! Think!

Do birds like to go to some trees more than to others? Why do you think that is so? Write your guesses here.

.....

.....

.....

Exercises

Name and Draw

1. Different kinds of animals which live in or around your home or school:

a. Two-legged animals

b. Four-legged animals

c. Six-legged animals

d. Eight-legged animals

e. Many-legged animals

Short questions

1. Name one domestic animal that is found in desert lands.

2. Why do crows, sparrows, rats and dogs live near our homes?

.....

.....

3. Name three animals which:

a. Give us milk ....

b. Give us eggs ....

c. Give us wool ....

d. Carry or pull our loads ....

e. Suck our blood ....

4. Write the names below from smallest to largest animal.
rat, donkey, dog, elephant, mosquito, camel

.....

What's same? What's different?

1. Give two similarities and two differences between:

a. Dog and cow

A dog and a cow are similar because

(i) .....

(ii) .....

A dog and a cow are different because

(i) .....

(ii) .....

b. Butterfly and cockroach

A butterfly and a cockroach are similar because

(i) .....

(ii) .....

A butterfly and a cockroach are different because

(i) .....

(ii) .....

c. Crow and sparrow

A crow and a sparrow are similar because

(i) .....

(ii) .....

A crow and a sparrow are different because

(i) .....

(ii) .....

2. Find the odd one out:

a. dog, cat, tiger, cow ..... is the odd one out because

.....

b. flea, mosquito, bedbug, housefly ..... is the odd one out because

.....

Look, tell and write

1. Talk about about how different animals behave. Some are quick and bold, others are shy and do not come close even if you offer them food. Some are active in the day, others in the night. Some move in groups, others are alone.

These animals are quick and bold:

....

These animals are shy:

....

These animals are active in the day:

....

These animals are active in the night:

....

2. Write about any one animal that lives around you.

Name of animal: .....

.....

.....

.....

.....

.....

Play with words

1. Match the animal with one or more actions.

frog	eats insects
mouse	pulls the cart
bullock	sucks blood
earthworm	jumps
flea	burrows
sparrow	
grasshopper	

Ask and find out

Find out the answers to these questions. Tell them to your teacher.

1. Do you have a pet at home? How do you take care of it? If you do not know, find out from older people.

2. Some of you eat fish at home. What are the different names of fish that you know? Do these fish live in fresh water (lakes and rivers), or in salt (sea) water

Figure it out

1. A sparrow flew back and forth from its nest to bring insects for its baby sparrows. Every one minute, it brought two insects. How many insects did the sparrow bring in 30 minutes?

.....

UNIT 2

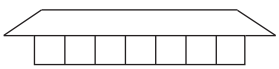
OUR BODY OUR FOOD

Assessment Sheet: Unit 2

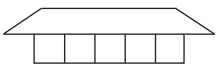
Part1

Observation of environment		**Enthusiasm in doing activities**	
Design and engineering skills		**Patience and concentration**	
Oral language		**Independent thinking**	
Written language		**Co-operation with other students**	
Quantitative thinking		**Completion of home assignments**	

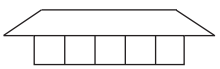
Part 2



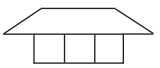
House 1



House 2

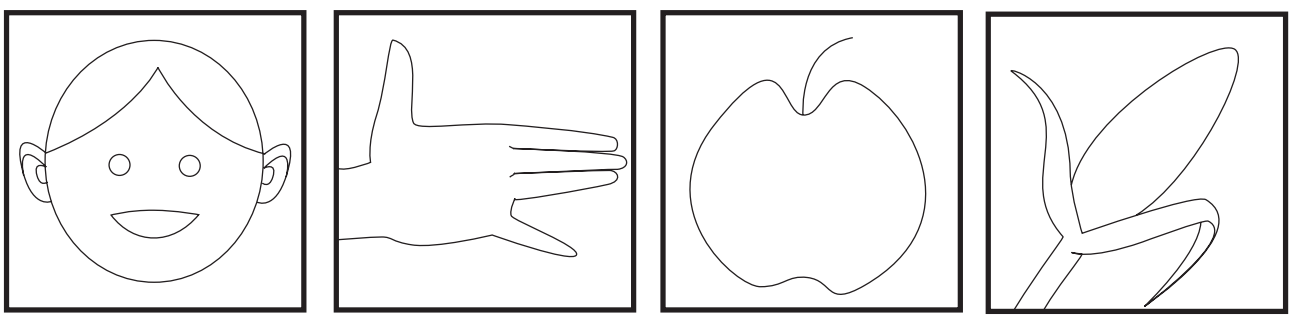


House 3



House 4

Part 3 Stick differernt grains in the shapes below.



Know your body

Y N

1. Action words

Y N

2. Touch and feel

On these parts of my body I could not feel any touch:

.....

3. Smell and tell

I can recognise these things by their smell:

....

....

Y N

4. Finger puppet

Show your finger puppet to your teacher.

5. You are growing

Draw the outline of your palm in the space on the next page. Write the date next to your drawing.

At the end of the year, put your palm on the drawing again to check if it fits.

Think! Think!

As you grow, your bones grow bigger, your muscles grow bigger. More material is added to your body. Where does this material come from?

Write your guesses here.

.....

.....

.....

Exercises

Count!

1. You have one nose. What other things do you have only one of in your body? What things do you have two of?

a. I have one .....

b. I have two .....

c. I have ten .....

d. I have more than 20 but less than 30 .....

e. I have so many of these, I cannot count them .....

Y N

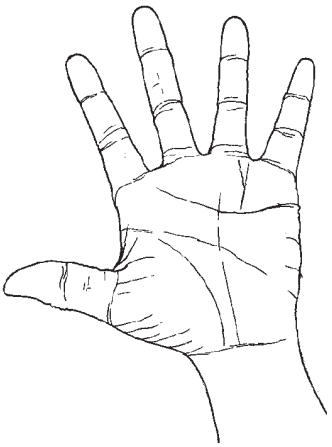
2. Count with your fingers

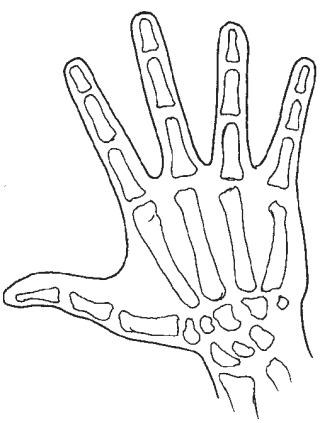
Tell your teacher the answer to this question.

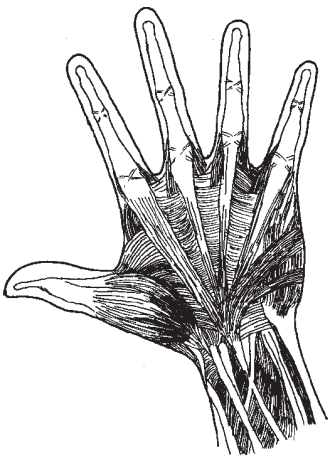
You know how to use your fingers to count numbers up to 10. How can you count numbers bigger than 10 with your fingers? Think!

Short questions

1. These three pictures show the same hand. Is it a left hand or a right hand?







.....

2. Which parts of your body do you use in the different games you play:

3. What are all the different things you can do with your:

eyes	.....	.....	.....	.....
nose	see	blink	.....	.....
mouth	.....	.....	.....	.....
ears	.....	.....	.....	.....
hands	.....	.....	.....	.....

4. Which parts of your body do these things:

see .....

hear .....

taste .....

smell .....

feel .....

5. Fill in the blanks with: 'eyes', 'nose', 'ears', 'tongue' or 'skin'.

a. I use my ..... to find out that there are stars in the sky.

b. I use my eyes to find out that the mango is sweet.

c. I use my ..... to find out that a fly is sitting on my forehead.

d. I use my ..... to find out that a baby is crying in the next room.

e. I use my ..... to find out that there is fish in the covered basket.

f. I use my ..... to find out that the paper is smooth.

g. I use my ..... to find out that a truck is passing behind me.

h. I use my ..... to find out that a man is coming along the road.

i. I use my ..... to find out that the pot is warm.

j. I use my ..... to find out that there is too much salt in the food.

k. I use my ..... to find out that someone has lighted an agarbatti.

l. I use my ..... to find out that a cool breeze is blowing.

6. Feel these parts of your body and say if they have bones:

leg, palm, lips, ears, head, belly

..... have bones.

..... do not have bones.

What's same? What's different?

1. Give two similarities and two differences between:

a. Arms and legs

Arms and legs are similar because

(i) .....

(ii) .....

Arms and legs are different because

(i) .....

(ii) .....

b. Fingers and toes

Fingers and toes are similar because

(i) .....

(ii) .....

Fingers and toes are different because

(i) .....

(ii) .....

c. Mouth and nose

Mouth and nose are similar because

(i) .....

(ii) .....

Mouth and nose are different because

(i) .....

(ii) .....

d. Bones and muscles

Bones and muscles are similar because

(i) .....

(ii) .....

Bones and muscles are different because

(i) .....

(ii) .....

Talk and write

1. Tell your teacher:

a. What I do with my arms

b. What I do with my legs

c. What I do with my mouth

2. What my puppet can do
(What are the different actions that your finger puppet can do?)

.....

.....

.....

3. How I hurt myself or When I fell down
(Where did it happen? How did it happen? Which parts of your body did you hurt?)

.....

.....

.....

.....

.....

Play with words

1. Fill these blanks to make five different sentences from each of the following:

a. I use my ..... to ..... .

I use my ..... to ..... .

I use my ..... to ..... .

I use my ..... to ..... .

I use my ..... to ..... .

b. My ..... joins my ..... to my ..... .

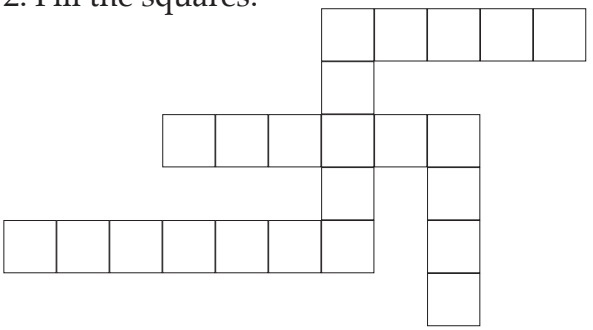
My ..... joins my ..... to my ..... .

My ..... joins my ..... to my ..... .

My ..... joins my ..... to my ..... .

My ..... joins my ..... to my ..... .

2. Fill the squares!



Across:
1. It flows through our body in tubes.
2. Places where two bones meet.
4. Fleshy parts of the body. They help us to move.

Down:
1. Hard and white and inside our body.
3. We touch and feel things with this.

Ask and find out

Y N

Find out the answers to these questions. Tell them to your teacher.

1. How do blind people find their way around? Can blind people read books?

2. Talk to someone you know, who can not use some part of their body. Find out if he or she has learnt to do some things in a different way, and how.

3. Do you eat the flesh of animals? If you do not, ask a friend who does. Do different animals have different kinds of muscles and bones? Are there different kinds of muscles and bones in different parts of the body?

Ask a question

1. Ask questions about your body. Think of how you will try to find the answers.

My questions:

.....

.....

.....

CHAPTER 6

OUR FOOD

Find out about food

1. Know your grains

Names of the cereals we brought:

....

....

Names of the pulses we brought:

....

....

2. Visit the market

Names of the vegetables we saw in the market:

....

....

....

Names of the fruits we saw in the market:

....

....

3. What you eat

The things I ate raw:

....

....

The things I ate cooked:

....

....

4. How much water you drink

Write today's date. Colour one of these glasses for every glass of water you drink today. Date: .....

Exercises

Name and Draw

1. Some vegetables of these colours:

a. Green (leafy)

b. Green (not leafy)

c. Red or orange

d. Purple

e. Yellow

f. White

2. Your five favourite fruits

....

....

Short questions

1. Name three of your favourite:

a. Energy-giving foods

....

b. Body-building foods

....

c. Disease-fighting foods

....

2. Five foods which I like to eat raw:

....

Five foods which I like to eat cooked:

....

3. Write the names of two cereals. Say what foods can be made from each of them.

(i) Name of the cereal .....

Foods we can make from it:

....

....

(ii) Name of the cereal .....

Foods we can make from it:

....

....

4. Which of these things are good for you and which are bad?

a. not eating green vegetables bad .....

b. washing vegetables before cutting them ..... c.

eating plenty of pulses ..... d.

keeping food for a few days before eating it .....

e. eating a lot of oily food .....

What's same? What's different?

1. Give two similarities and two differences between:

a. Sugar and Jaggery

Sugar and Jaggery are similar because

(i) .....

(ii) .....

Sugar and Jaggery are different because

(i) .....

(ii) .....

b. Bread and Chapati (Roti)

Bread and Chapati are similar because

(i) .....

(ii) .....

Bread and Chapati are different because

(i) .....

(ii) .....

c. Eggs and Dal

Eggs and Dal are different because

(i) .....

(ii) .....

Eggs and Dal are different because

(i) .....

(ii) .....

Talk and Write

1. What I ate yesterday. (What energy givers, body builders and disease fighters did you eat yesterday?)

2. Plan a meal. (What would you want to eat for lunch, to give your body what it needs?)

Play with words

1. Match these three words with their opposites:

energetic	diseased
strong	tired
healthy	weak

Ask a question

1. Ask a question about the foods you eat. Think of how you will try to find the answers.

My questions:

.....

.....

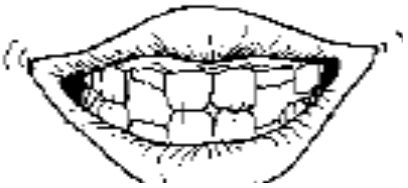
.....

.....

.....

CHAPTER 7

OUR TEETH



Tooth talk

1. What's in your mouth?

Ask your friend to open his or her mouth. Describe what you see inside.

Y N

2. Looking at teeth

a. After you eat something, your teeth look and feel different. Tell your teacher how.

b. Bring a fallen tooth to the school.

A picture of the tooth:

This tooth belongs to: .....

.

How I got the tooth:

.....

.....

3. Talking with teeth

Say these letters. Which part of your mouth did your tongue touch?

त थ द ध न

Check this out!

Do your teeth hurt when you eat or drink something very cold, very hot, or very sour? .....

If they do, you may have holes in your teeth! Tell your parents and see a dentist (tooth doctor).

Exercises

Short questions

1. Which of these things are good for your teeth and which are bad for them?

a. Eating carrots, drumstick leaves and ragi good

b. Washing your mouth after drinking milk .....

c. Eating sticky sweets .....

d. Rubbing your gums while washing your mouth .....

e. Not brushing your teeth .....

2. What hard foods do you like to chew with your teeth?

....

3. What foods can you eat without using your teeth?

....

Talk and write

1. How my tooth fell out.
(Did you know that the tooth was going to fall out? How did you know? When did the tooth fall out, what did you do then? How many of your teeth have fallen out so far?)

.....

.....

.....

.....

.....

2. My new teeth.
(Look at your new teeth in a mirror. How many new teeth do you have? Are they smaller than your milk teeth or bigger? What do you do to take care of your teeth?)

.....

.....

.....

.....

.....

Play with words

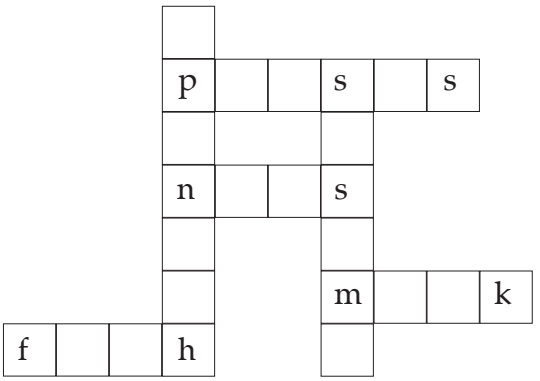
1. Complete these pairs of words to say how you should brush your teeth:

a. Up and .....

b. Inside and .....

c. On the Right and on the .....

2. Fill the squares with names of foods that give you strong teeth:



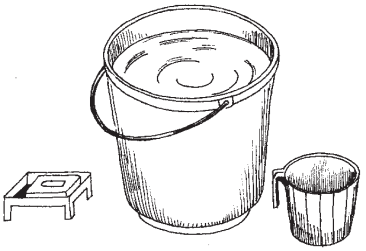
Ask and find out

Find out the answers to these questions. Tell them to your teacher.

Y N

1. Ask your grandfather or grandmother if they have lost their teeth. Do they use false teeth? Can they eat hard food? Can they talk without their teeth?

2. If there is a baby in your house or nearby, find out how old it was when it got its first tooth. How many teeth does it have now? Can the baby eat hard food like sugercane and groundnuts? Find out what it eats and drinks.



CHAPTER 8

TAKING CARE OF OUR BODY

A healthy, happy body

1. Clean and bright

Ask these questions to yourself and to two of your friends. Write the answers (Yes or No) in the Table.

	Myself	My friend (.....)	My friend (.....)
a. Did you brush your teeth today?	.....	.....	.....
b. Did you have a bath?	.....	.....	.....
c. Did you comb your hair?	.....	.....	.....
d. Are your hands clean?	.....	.....	.....
e. Are your nails cut and clean?	.....	.....	.....

2. Daily routine

Write down the activities that you do every day, from the time you wake up, till you go to sleep. Your list should include the activities written below. Remember that you do some of these things more than once in the whole day:

Have a bath
Brush your teeth
Pass stools
Wash your mouth
Wash your hands and feet
Eat food
Comb your hair

....
....
....
....
....

Check this out!

Check your list of activities for these things:

a. Do you brush your teeth at least two times in the day - once after waking up, and once before going to bed? Yes / No

b. Do you wash your mouth every time after eating food? Yes / No

c. Do you wash your hands and feet after passing stools, and after coming home from outdoors? Yes / No

If your answer to any of these questions is "No", write down the activities again, in the order that you should do them.

....

....

....

....

....

3. How strong are you? Y N

I played arm-wrestling with .....

4. Exercise your body

The exercises I like best:

.....

.....

.....

.....

Exercises

Name and Draw

1. The things that you need:

a. to take a bath

b. to keep your teeth clean

c. to keep your hair clean

d. to cut your nails

Short questions

1. Which of these things are good for you and which are bad?

a. Growing your nails long bad

b. Eating fruits every day .....

c. Getting up late every morning .....

d. Sitting or lying down all day .....

e. Running and playing .....

f. Sleeping for only four hours in the night .....

g. Washing your hands before eating food .....

h. Putting sharp things in your teeth, ears and nose .....

i. Brushing your teeth twice every day .....

2. Name the parts of your body where the skin is folded. (You need to wash these parts very well.)

....

....

What's same? What's different?

1. Give two similarities and two differences between:

a. Teeth and Nails

Teeth and nails are similar because

(i) .....

(ii) .....

Teeth and nails are different because

(i) .....

(ii) .....

b. Comb and Toothbrush

Comb and toothbrush are similar because

(i) .....

(ii) .....

Comb and toothbrush are different because

(i) .....

(ii) .....

2. Find the odd one out:

a. coconut, frog, chikoo, mango ..... is the odd one out because .....

b. langdi, playing cards, kho-kho, kabaddi ..... is the odd one out because .....

Talk and write

1. The games I play. (Write down the names of the games you play. Guess which of these games give you a lot of exercise.)

.....

.....

.....

.....

.....

2. What illnesses I have had. (Have you had a fever? Cough? Cold? Stomach upset? Chicken pox? Anything else?)

.....

.....

.....

.....

3. When I fell ill.
(How did you know you were ill? What felt wrong? Did you have to take medicine? Did you have to take rest? Did you eat as usual or did you take special food? Did you see a doctor? What did the doctor do?)

.....

.....

.....

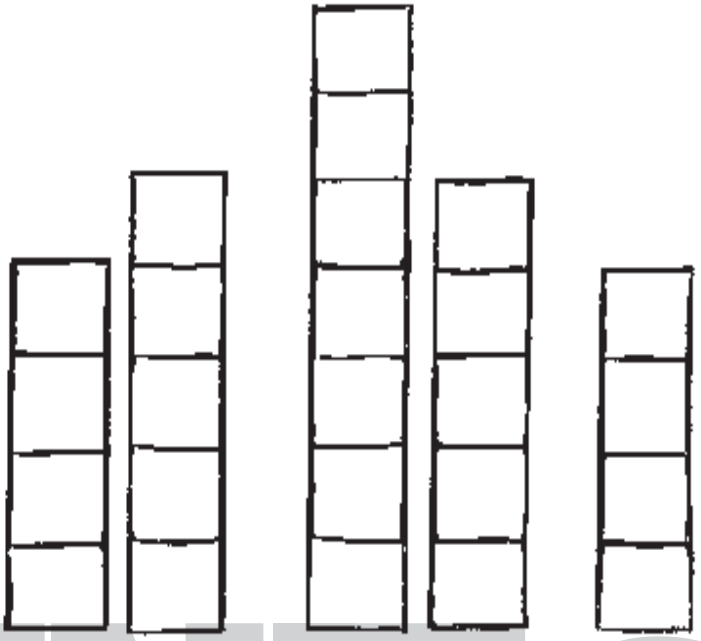
.....

.....

Ask and find out

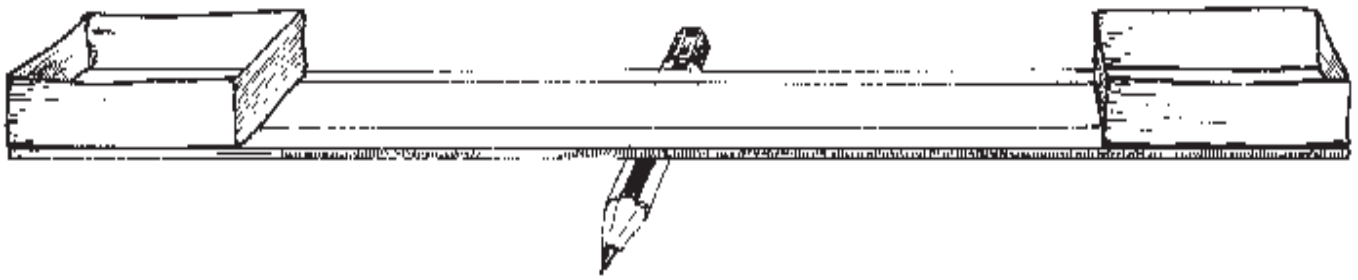
Find out the answers to this question. Tell it to your teacher.

1. When you were a baby, the doctor must have given you some injections and some medicines, to help you fight against diseases. Find out if you have had these injections.



UNIT 3

MEASUREMENT

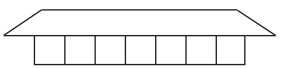


Assessment Sheet: Unit 3

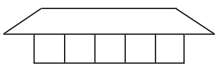
Part1

Observation of environment		**Enthusiasm in doing activities**	
Design and engineering skills		**Patience and concentration**	
Oral language		**Independent thinking**	
Written language		**Co-operation with other students**	
Quantitative thinking		**Completion of home assignments**	

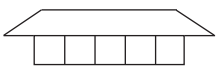
Part 2



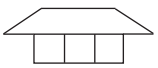
House 1



House 2

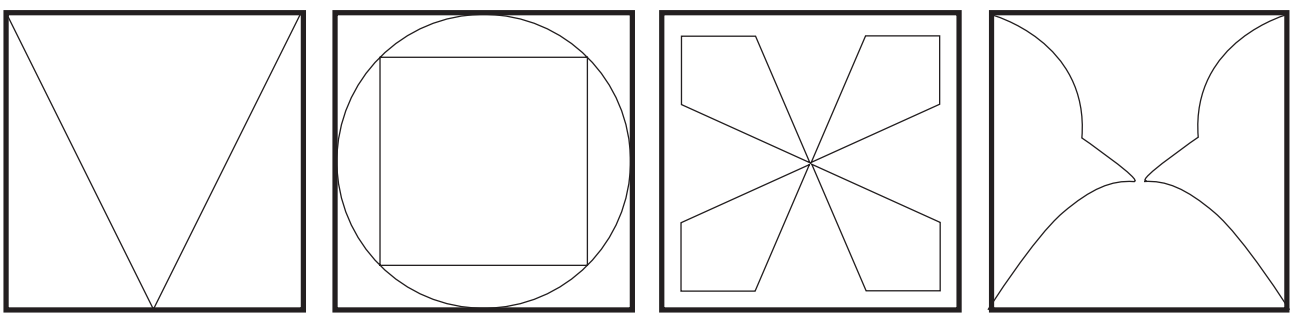


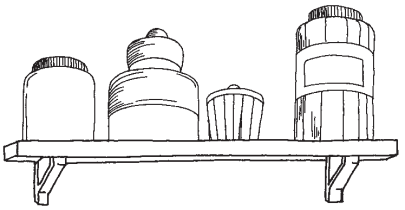
House 3



House 4

Part 3 Cut coloured paper in the shapes given within the boxes and paste them.





Measures for everything !

1. Write a Recipe

Recipe for .....

1		4	
2		5	
3		6	

What to do:

.....

.....

.....

.....

2. Look for Numbers

3. How heavy is it?

Y N

a. Your schoolbag

b. Your balance

What I used to make the balance:

.....

.....

A picture of my balance:

What I used for weights:

....

20 grains of raw rice balanced with ..... grains of puffed rice.

4. How much water does the bucket hold?

a. Number of small mugs of water which filled the bucket = ...

b. Number of large mugs of water which filled the bucket = ...

5. Which jar is bigger?

a. Jar parade

Pictures of our jars and bottles from tallest to shortest.

.....	.....	.....	.....	.....
Jar 1	Jar 2	Jar 3	Jar4	Jar5

b. Guess the level

In each of your jars and bottles you have poured the same amount of water. Draw the water in your picture of the jars. Show the level of water clearly

c. Think and do!

Jar number ..... holds the most water.

Jar number ..... holds the least water.

I arranged the jars and bottles in this order:
Pictures of our jars from the one which hold the most water, to the one which holds the least water.

....

6. Musical beat

We clapped and said this song (or poem):

.....

7. Tick-tick counting

The duster reached the last student in ..... 'tick-tick numbers'.

With another set of ten students, will it take the same 'tick-tick numbers' to pass the duster?

.....

Exercises

Name and Draw

1. What a grocer uses to weigh things

2. Something that lets you know the time

Short questions

1. Arrange the names of these things from heaviest to lightest:

a notebook ..... (Heaviest)

a jasmine flower .....

the teacher's table .....

a pencil .....

your schoolbag ..... (Lightest)

2. Which is heavier, a bag full of raw (uncooked) rice or a bag full of puffed rice? Give a reason for your answer.

.....

.....

3. Write the names of some things that are so heavy that you do not know how to weigh them.

.....

.....

4. Write the names of some things that are so light that you do not know how to weigh them.

.....

.....

5. A cup holds 33 small spoonfuls of milk. If you use a bigger spoon, will the cup hold more, or less, or the same number of spoonfuls of milk?

.....

6. One full bucket holds 12 mugs of water. Now you want to fill this bucket with sand instead of water.

a. How many mugs of sand will the bucket hold, if the sand is level in the mug? ..

..... mugs

b. If the sand is heaped up in the mug, will the bucket hold
☐ more, or
☐ fewer, or
☐ the same number of mugs of sand?

7. Write down the day, the month and the year when you were born.

I was born on ..... (day) ..... (month) ..... (year).

8. How old are you? Say your age in years and months.

I am ..... years and ..... months old.

9. What time does your school start, and what time does it get over?

Our school starts at ..... am/pm.

Our school gets over at ..... am/pm.

10. How many minutes long is one period in your school?

One period in our school is ..... minutes long.

11. Arrange these times from shortest to longest:

an hour ..... (Shortest)

a year .....

a second .....

a day .....

the school recess .....

a week .....

a minute .....

a month .....

the time between flowering and fruiting of the mango tree. .....

(Longest)

12. You have planted a groundnut seed. Write the events below in the order in which they happened:

The first two leaves came out. ..... (First)

The seed became bigger. .....

I put the seed in the mud. .....

The root came out. .....

I watered it for the first time. .....

(Last)

13. Write the names of some hot things and some cold things.

Some hot things: ....

Some cold things: ....

14. Arrange the names of these things from hottest to coldest.

A cold drink ..... (Hottest)

Hot food in your plate .....

Ice .....

Tap water .....

Fire ..... (Coldest)




Ask and find out

Find out the answers to these questions. Tell them to your teacher.

1. Have you ever stood on a weighing machine? Find out your own weight.

2. Have you watched a milkman distributing milk? Describe what you saw. How does the milkman know how much milk he is giving you?

3. Ask others in your family when they were born. Find out how old they are.

4. If you are not well, your mother or father touches you to see how warm you are. Have you ever been checked with a thermometer? What is a thermometer used for?

Figure it out

1. Apu had some water in a bucket and two empty pots, but his mug was missing. He knew that one of the pots could hold exactly three mugs of water and the other pot could hold two mugs of water. Suddenly, he had an idea! He said, "Mini, Tell me how to use these pots to get exactly one mugful of water!"

.....

.....

.....

2. Mini had some orange juice in one glass and some mosambi juice in another glass. She took a spoonful of the orange juice, put it in the mosambi juice, and mixed it. Then she took a spoonful of this mixture, and put it in the orange juice.

Now she asked a tricky question! "Apu, is there more orange juice in the mosambi juice, or more mosambi juice in the orange juice, or are the two amounts the same?

.....

Tell your teacher why.

CHAPTER 10

HOW LONG, HOW HIGH, HOW FAR?

Along a line

Y N

1. Growing taller

On a wall at home, mark how tall you are. After every few months, check if you have become taller.

2. Tall and short

a. Students in my class

..... is taller than me.

..... is shorter than me.

Will the tallest and the shortest students be able to write these names? Say why.

.....

.....

b. Think and do!

Number of students in the class taller than me		
Number of students in the class of the same height as me	+	
Number of students in the class shorter than me	+	
Adding these three numbers I get: This is the number of students in my whole class.	=	

3. Measure with your body

a. Which is longer, your finger or your nose? .....

b. How long is the table? Use your hand span to measure it.

The table is ..... spans and ..... fingers long.

I measured all these things with my hand span.

.....

Do the next four activities at home:

c. ..... of my hand spans fit into my arm span.

d. Tick one of these:

☐ I am ..... fingers taller than my arm span.

☐ I am ..... fingers shorter than my arm span.

☐ I am as tall as my arm span.

e. Which wall did you measure?

.....

The length of the wall is ..... arm spans + ... hand spans + ... fingers.

f. Counting steps

Walk across the room with one foot touching the next.	..... steps
Walk across the room normally.	..... steps
Run across.	..... steps
Hop across.	..... steps
Skip across.	..... steps


4. Measure with other things

..... matchboxes can fit in the length of a table.

Now guess how many matchsticks would fit into the length of the table:

☐ Same as the number of matchboxes

☐ More than the number of matchboxes

☐ Less than the number of matchboxes

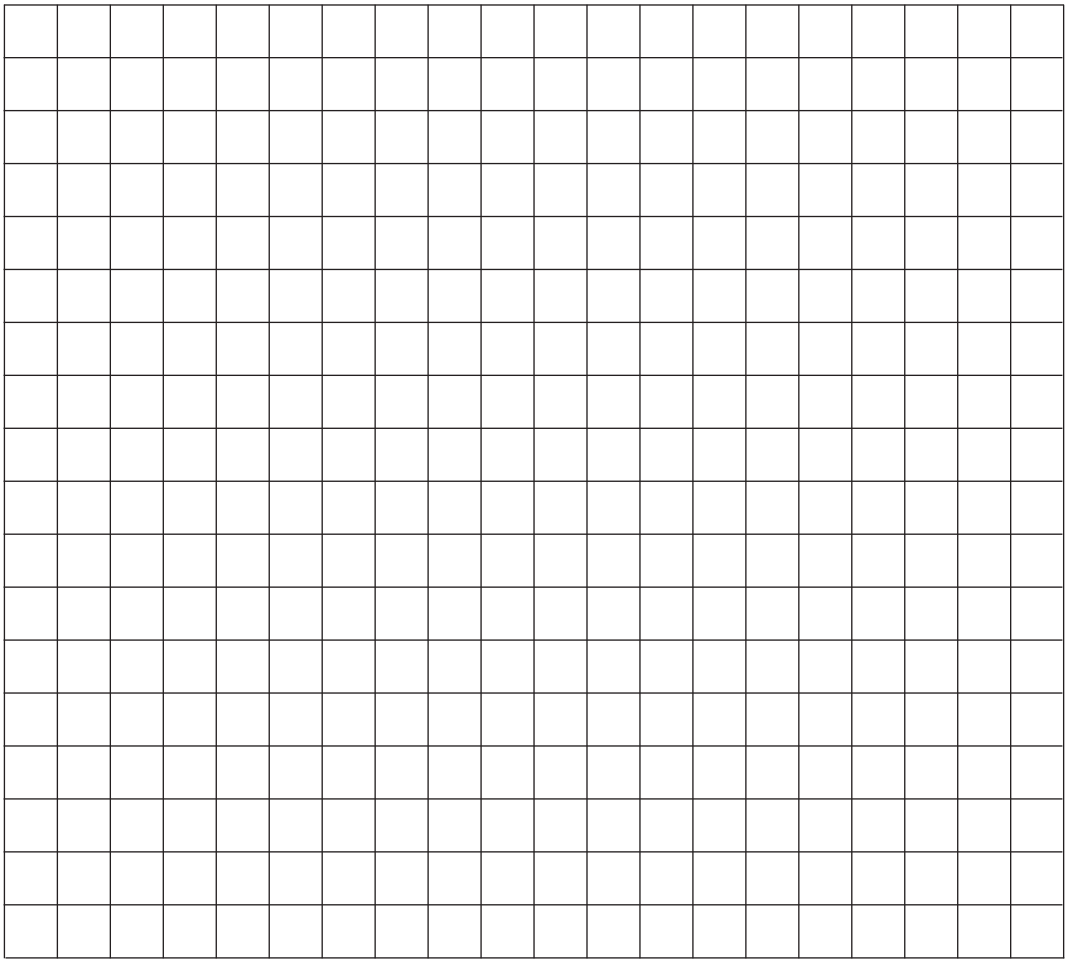
Name some other things that you could use to measure the length of the table.

....

5. How many letters in your name?

My name is .....

There are ..... letters in my name.
Write the names of all the students in your class one below the other on this square-lined paper. Start on the first square:



a. The shortest name has ..... letters.

Name the students in the class who have names that are the shortest.

.....

b. The longest name has ..... letters.

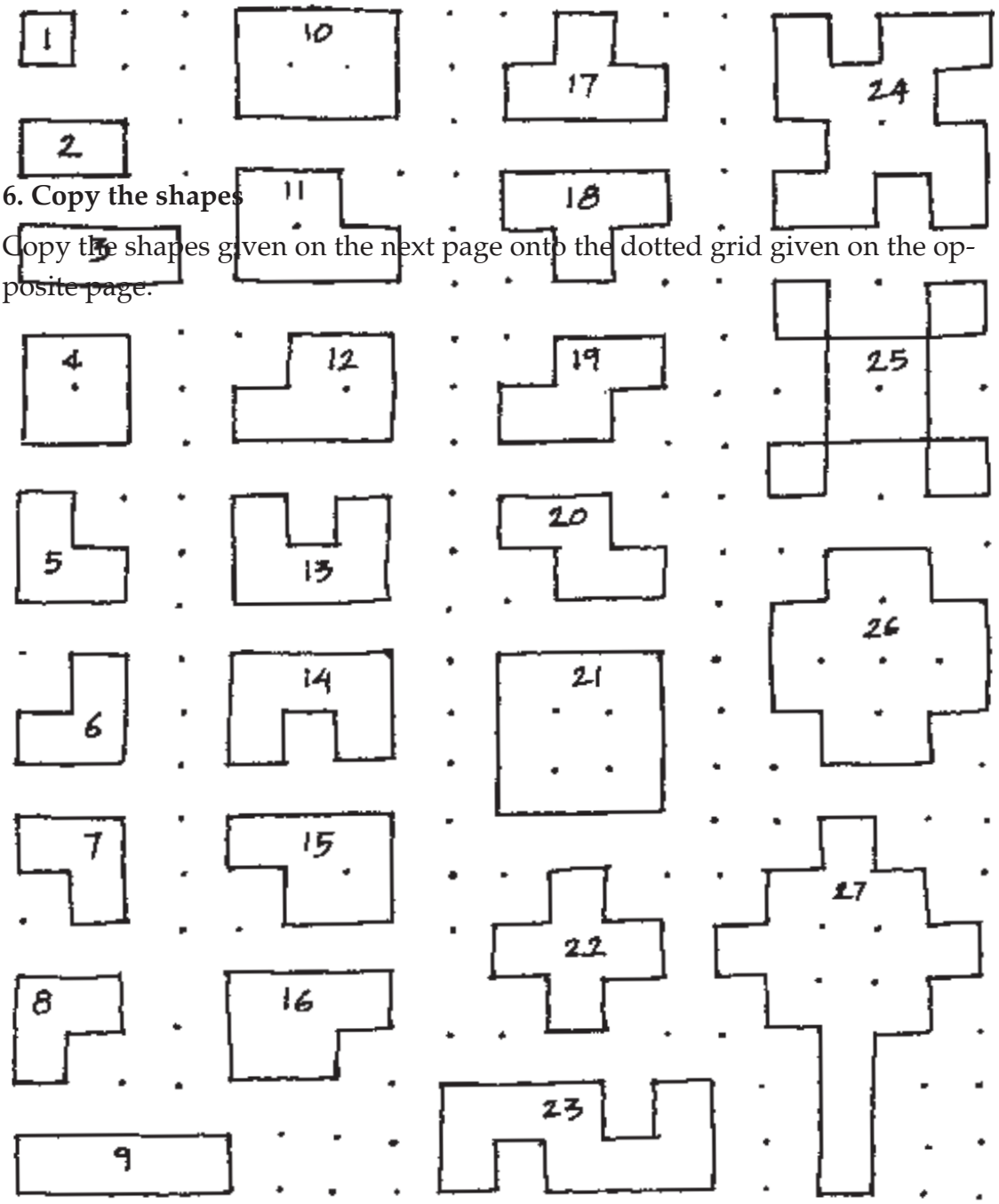
Name the students in the class who have names that are the longest.

.....

c. ..... students in the class have names that are five letters long.

d. What is the most common length of name in your class? ..... letters.

e. What is a length of name which no student in the class has? ..... letters.



6. Copy the shapes

Copy the shapes given on the next page onto the dotted grid given on the opposite page.

7. Paper boats

a. ☐ The big boat is twice as long as each small boat.

☐ The big boat is three times as long as each small boat.

☐ The big boat is four times as long as each small boat.

b. ☐ The big boat is twice as high as each small boat.

☐ The big boat is three times as high as each small boat.

☐ The big boat is four times as high as each small boat.

8. The way to school

On the blank page opposite, draw a picture to show how you go from home to school .

9**. Cut and stick**

The village scene we made has all these things:

....

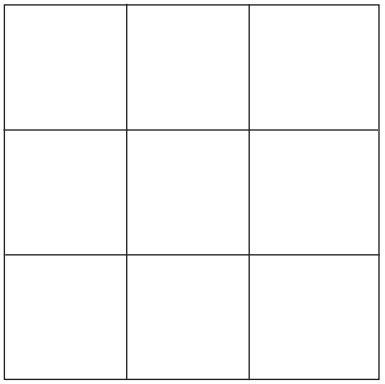
....

....

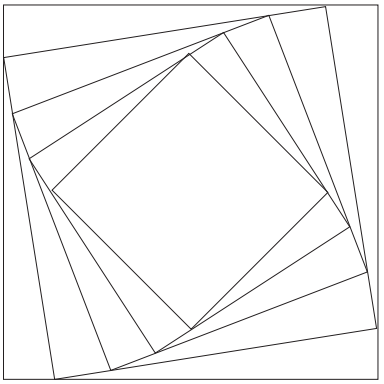
Exercises

Count!

Count how many squares you see in these pictures.



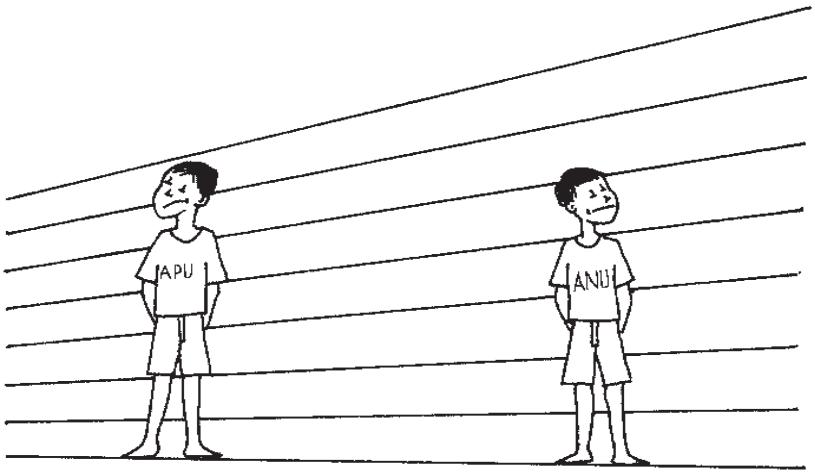
..... squares



..... squares

Short questions

1. Anu and Apu had a fight about who was the taller one. You help them to decide.



.....

.....

2. Write the names of three things that are taller than you and three things that are shorter than you. Arrange the names of these things from tallest to shortest.

Things taller than me .....

.....

.....

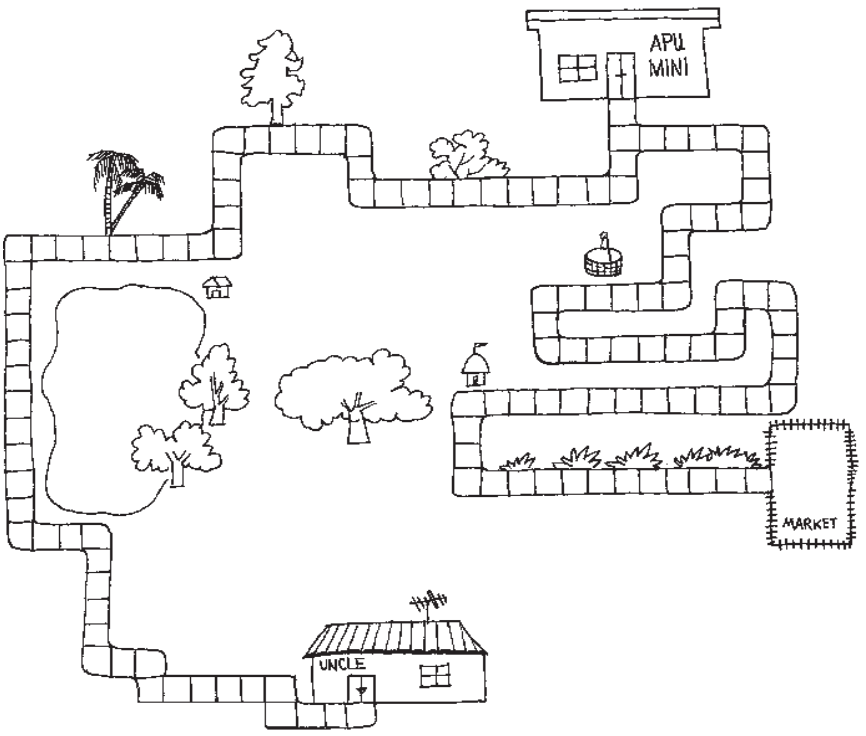
Me

Things shorter than me .....

.....

.....

3. Apu and Mini started from home one day. Mini had to take a letter to Dada's friend's house. Apu had to go to the market. Who walked more?



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4. Write the name of something that is very near to you. Next, write the name of something that is farther away from you. Then, write the name of something that is still farther away. Keep doing this until you have a list of at least five things. The last thing in your list could be something that is very far away from you.

....

(very near) (very far)

Play with words

1. Match these words with their opposites:

long	low
wide	less
high	short
heavy	least
more	narrow
most	light

Ask and find out

Find out the answers to these questions. Tell them to your teacher.

1. Ask your teacher: How far is it from your town or village to the next town or village?

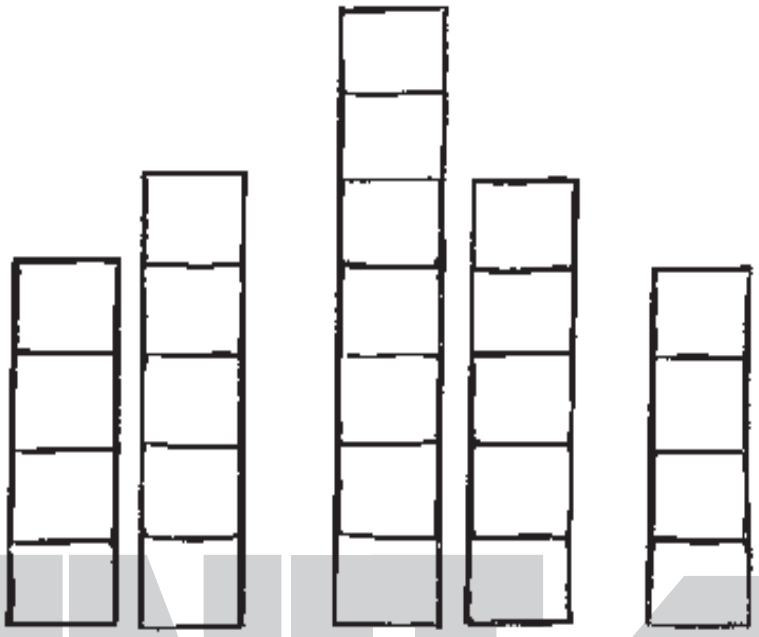
2. We measure large distances in kilometers or miles. Have you ever walked one kilometer or more than that? Do you remember how much time you took to walk that distance?

Figure it out

1. Apu and Mini went to the terrace of their one storey house. They had with them a stone and a ball of string. They also had an idea for how they could find the height of their house. How do you think they did it? (Amma had warned them not to lean out from the terrace!)

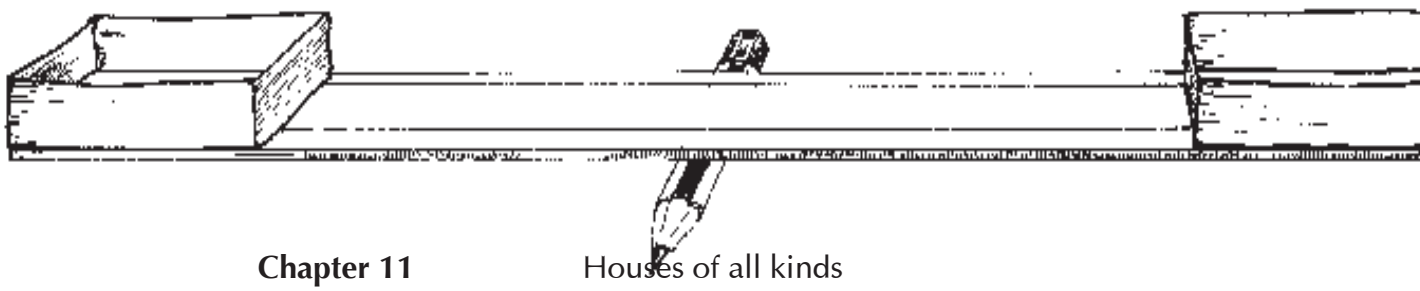
.....

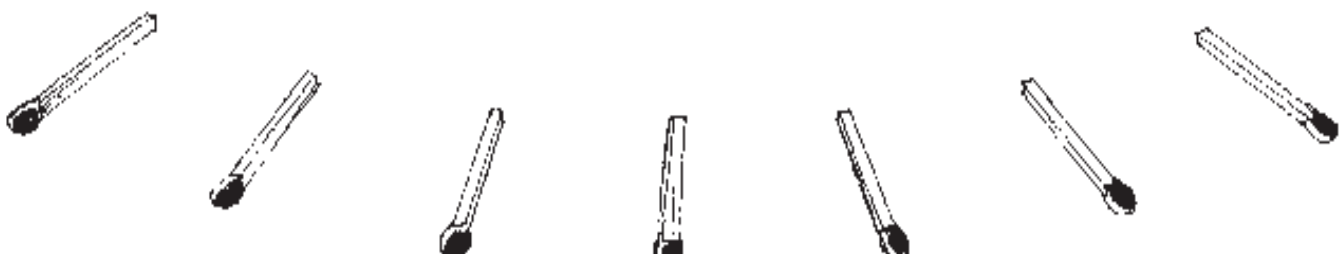
.....



UNIT 4

MAKING HOUSES



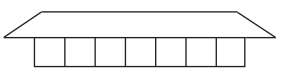


Assessment Sheet: Unit 4

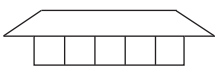
Part1

Observation of environment		**Enthusiasm in doing activities**	
Design and engineering skills		**Patience and concentration**	
Oral language		**Independent thinking**	
Written language		**Co-operation with other students**	
Quantitative thinking		**Completion of home assignments**	

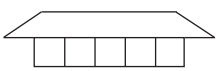
Part 2



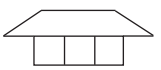
House 1



House 2

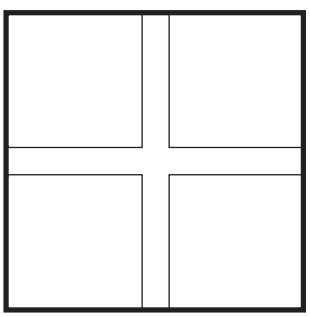


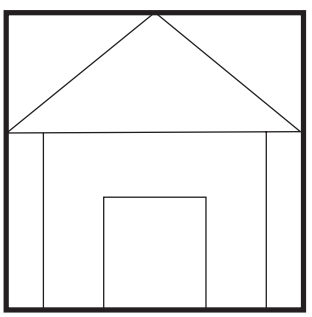
House 3

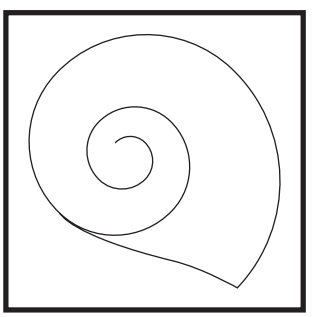


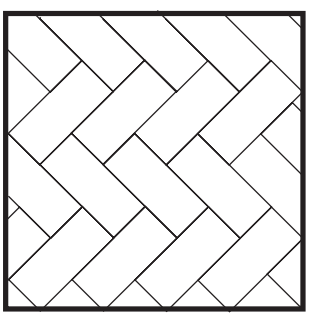
House 4

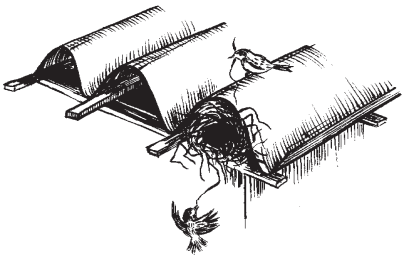
Part 3 Colour the pictures below.











What are houses made from?

1. Make a nest

a. A picture of the nest we found:

The nest is made of _____

b. A picture of the nest I made:

2. Homes inside your home

Inside my home, I found the homes of these animals:

....

....

3. What your classroom is made of

My classroom is made of:

Parts of the classroom	What it is made of
Walls	.....
Floor	.....
Roof	.....
Door	.....
Window	.....
.....	.....
.....	.....

4. What your home is made of

Parts of my house	What it is made of
Walls	.....
Floor	.....
Roof	.....
Door	.....
Window	.....
.....	.....
.....	.....

5. Where people live

The different kinds of houses I found:

A name for the house	What it is made of

6. Things that people build

The different kinds of roads I found:

A name for the road	What it is made of

I noticed some more things which are built by people:

....

....

....

My friends and I brought all these building materials to school:

....

....

....

Think! Think!

Could you make a house out of sand? .....

Grass stems are thin and bend easily. They can not stand by themselves. Then how can a house be made from grass? Write your guesses here.

.....

.....

.....

Exercises

Name and Draw

1. A nest you have seen (name the bird that made it)

2. A house of a spider

3. Your own house

Short questions

1. Which of these large animals make their own houses? (tick the right answers)

eagle, rabbit, buffalo, cat, rat, rat-snake

2. Which of these insects make their own houses? (tick the right answers)

bees, mosquitoes, ants, flies, beetles, wasps, termites, cockroaches

3. Name the different domestic animals in your neighbourhood. Where do they live?

Name of the animal	Where it lives

4. Name some materials that people as well as other animals use to make houses.

.....

.....

5. Write which parts of your house are useful for these things:

a. Shade from the sun .....

b. Keep the rain out .....

c. Let in sunlight and some breeze .....

d. Let people come in and go out .....

e. Don't let thieves come in the night .....

f. Make the house look beautiful .....

6. What different materials are walls made from?

.....

.....

.....

7. What different materials are floors made from?

.....

.....

8. What different materials are roofs of houses made from?

.....

.....

.....

9. You want rain water flow down from your roof. In what shape would you make this roof?

.....

10. What different materials are doors and gates made from?

.....

.....

.....

11. Your windows should let some light come into the house, but should keep out wind and rain. What material will you use to make such windows?

.....

12. Which of these materials become soft when you put them in water?
glass, wax, mud, steel, stone, grass (tick the right answers)

13. Which of these materials feel very hot after you keep them out in the sun?

iron, wood, grass, stone, bricks, leaves (tick the right answers)

14. You have named many building materials. Say which of them are found around us, and which are made by people.

Building materials that are not made by people:

....

....

Building materials that are made by people:

....

....

What's same? What's different?

1. Give two similarities and two differences between:

a. steel and wood

Steel and wood are similar because

(i) .....

(ii) .....

Steel and wood are different because

(i) .....

(ii) .....

b. bricks and stones

Bricks and stones are similar because

(i) .....

(ii) .....

Bricks and stones are different because

(i) .....

(ii) .....

c. The nests of crows and sparrows

Crows' nests and sparrows' nests are similar because

(i) .....

(ii) .....

Crows' nests and sparrows' nests are different because

(i) .....

(ii) .....

2. Find the odd one out:

a. bulbuls, snakes, ants, people (make their own house)

..... is the odd one out.

b. bricks, cement, wood, plastic (materials made by people)

..... is the odd one out.

Talk and write

1. Why we need a house

(What would happen if we lived out in the open during the day? At night? In the rainy season? In winter?)

.....

.....

.....

.....

.....

2. House of an animal

(Where did you see it? Which animal did it belong to? What was it made of? What else did you see there?)

.....

.....

.....

.....

.....

Play with words

1. Fill the squares!

We need a house to protect ourselves against □□□□ □□□□ □□□□ , □□□□ and □□□□ .

2. Search here for these building materials: bamboo, steel, glass, brick, grass, cement, wood, stone.

S G C T D S
T R E H W T
B A M B O O
R S E M O N
I S N O D E
C S T E E L
K G L A S S

Ask and find out

Find out the answers to these questions. Tell them to your teacher.

1. You might have seen a circus tent. Why is a circus housed in a tent and not in a large building?

2. Talk about building materials with your parents or other older people. Do they know about buildings made from other materials?

3. What were buildings made out of when your parents were children?

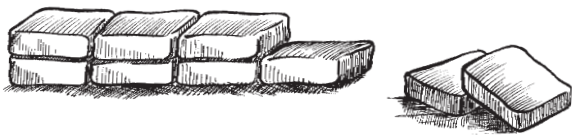
Ask a question

1. Ask questions about what different things are made of. Think of how you will try to find the answers.

My questions:

.....

.....



Build with mud

1. Different kinds of mud

Example:

Where I found the mud near the principal's office

How the mud looks, feels and smells:

Colour reddish brown

Rubbing test (dry) rough

Smell (dry) nice smell

After wetting the mud:

Rubbing test (wet) less sticky than pond mud

Smell (wet) smell like after the rain

Is the mud easy or difficult to wash off? easy

Mud 1:

Where I found the mud .....

How the mud looks, feels and smells:

Colour .....

Rubbing test (dry) .....

Smell (dry) .....

(Rub the mud here)

After wetting the mud:

Rubbing test (wet) .....

Smell (wet) .....

Is the mud easy or difficult to wash off? .....

Mud 2:

Where I found the mud .....

How the mud looks, feels and smells:

Colour .....

Rubbing test (dry) .....

Smell (dry) .....

(Rub the mud here)

After wetting the mud:

Rubbing test (wet) .....

Smell (wet) .....

Is the mud easy or difficult to wash off? .....

2. Let's make bricks!

I made bricks out of these muds (write where you found the muds):

....

3. **Do and think!**

You can also shape bricks with your hands. Then why do you need a mould?

.....

Which is heavier, a wet brick or a dry brick? Why?

.....

Dry 5 bricks in the shade, and 5 bricks in the hot sun. Which set of bricks dry faster?
The bricks in the (shade / hot sun) dry faster. (tick the correct answer)

Which set of bricks do you think are stronger?
I think that the bricks dried in the (shade / hot sun) were stronger. (tick the correct answer)

4. How strong are your bricks?

I used these bricks for testing the strengths:

....

Example:

Bricks made from Mud near the principal's office

Write what happened when you did this:

Dropping: Broke when I dropped it from waist height

Hammering: Broke with gentle hammering

Soaking in water: Broke up into pieces, but slower than the sand brick

(i) Bricks made from .....

Write what happened when you did this:

Dropping: .....

Hammering: .....

Soaking in water: .....

(ii) Bricks made from .....

Write what happened when you did this:

Dropping: .....

Hammering: .....

Soaking in water: .....

Now write about the different kinds of bricks:

Which bricks broke most easily when you dropped them? .....

Which bricks broke most easily when you hammered them? .....

Which of the bricks softened most easily with water? .....

I think that these were the strongest bricks: .....

Think! Think!

Are your bricks strong enough to make a real house? What would happen to the house after a heavy rain? Write your guesses here.

.....

.....

.....

You have to choose bricks to make a house. Should the bricks be strong or crumble easily? Should they be light or heavy? Write your guesses here.

.....

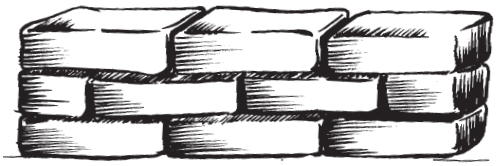
.....

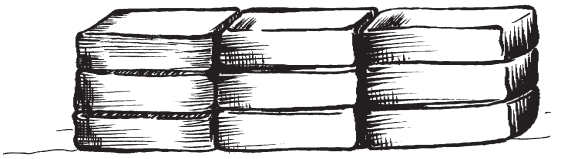
.....

.....

5. Build a wall

A picture of my brick wall:





Which of these two walls is stronger? .....

I have these ideas to make my wall even stronger:

.....

.....

.....

6. Build a house

A picture of the house I made:

Part of the house I made	What it is made of
Walls	.....
Floor	.....
Roof	.....
Door	.....
Window	.....
.....	.....
.....	.....
.....	.....

6. Back to the mud

Y N

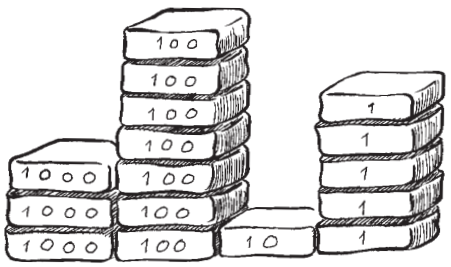
Exercises

Count!

1. Mini has stacked her bricks. She has 8 bricks in each row and 7 rows one above the other. How many bricks does she have?

Mini has ..... bricks.

2. Make different numbers using your bricks:



3000 +700 +10 +5 = 3715

Some numbers I made:

....

Name and draw

1. One brick

2. A brick wall

3. Different kinds of houses I have seen

4. Tools used by a mason

What's same? What's different?

1. Give two similarities and two differences between:

a. garden soil and sand

Garden soil and sand are similar because

(i) .....

(ii) .....

Garden soil and sand are different because

(i) .....

(ii) .....

b. mud and cement

Mud and cement are similar because

(i) .....

(ii) .....

Mud and cement are different because

(i) .....

(ii) .....

c. A wet brick and a dried brick

A wet brick and a dried brick are similar because

(i) .....

(ii) .....

A wet brick and a dried brick are different because

(i) .....

(ii) .....

Talk and write

1. How I made the bricks
(Describe in a letter to a friend how you did these activities.)

.....

.....

.....

.....

.....

.....

Y N 2. I saw a house being built
(Tell your teacher: What did you see there? How many people were helping to build the house? Describe what they were doing, what materials and what tools or machines they were using.)

Ask and find out

Y N 1. How are building bricks made?

Y N 2. What materials are used in building a brick wall?

Figure it out

1. One cup of wet mud can make 7 bricks. How many bricks can be made from three cups of wet mud? .....

2. First guess the answer to this question. Then do it and see.
One cup of dry mud is mixed with one cup of water. How many cups will the mixture fill?

What I guessed: ..... cups.

What I found: ..... cups.

Ask a question

1. Ask questions about how houses are made. Think of how you will try to find the answers.

My questions:

.....

.....

.....

.....

.....

OUTLINE OF THE HOMI BHABHA CURRICULUM
(Primary Science)

CLASS I and II

Unit 1: Me and My Family
Unit 2: Plants and Animals
Unit 3: Our Food
Unit 4: People and Places
Unit 5: Time
Unit 6: Things around us

CLASS III

Unit 1: The Living World
- Chapter 1. So many living things!
- Chapter 2. Looking at plants
- Chapter 3. Grow your own plant
- Chapter 4. Looking at animals

Unit 2: Our Body, Our Food
- Chapter 5. Our Body
- Chapter 6. Our Food
- Chapter 7. Our Teeth
- Chapter 8. Taking care of our body

Unit 3: Measurement
- Chapter 9. How many, how much?
- Chapter 10. How long, how high, how far?

Unit 4: Making Houses
- Chapter 11. Houses of all kinds
- Chapter 12. Make your own house

CLASS IV

Unit 1: Sky and Weather
- Chapter 1. Sun, wind, clouds and rain
- Chapter 2. Day sky, night sky

Unit 2: Air
- Chapter 3. Fun with air!
- Chapter 4. What's in the air?

Unit 3: Water

Chapter 5. Fun with water!

Chapter 6. Water and life

Chapter 7. Water and us

Unit 4: Food

Chapter 8. Where our food comes from

Chapter 9. Food in our bodies

Chapter 10. What is thrown out

CLASS V

Unit 1: The Web of Life

Chapter 1. Living together

Chapter 2. Soil

Unit 2: Moving Things

Chapter 3. How things move

Chapter 4. Making a cart

Unit 3: Earth and its Neighbours

Chapter 5. Our earth

Chapter 6. Day and night

Chapter 7. Earth's neighbours

Unit 4: Our Bodies

Chapter 8. What is in our bodies

Chapter 9. Staying healthy

Unit 5: Materials

Chapter 10. The things we use

Note: The topics in Class I and II cover environmental studies. Classes III - V are primarily concerned with science, though keeping in view social and cultural perspectives. The topics begin with everyday experiences and immediate surroundings in Classes I - III, moving gradually outwards. Classes IV and V make increasing use of measurement concepts.

FEEDBACK FORM
(Primary Science, Class III)

Date: .....

Name: .....

Profession: .....

School/ Institution: .....

☐ I have read the books partially.

☐ I have read the books completely.

☐ I have tried the books with students.

Opinion about the Curriculum

1.Easy or difficult parts: .....

.....

.....

.....

2. Interesting or uninteresting parts: .....

.....

.....

.....

3. Any other comments on:

(a) TextBook: .....

.....

.....

(b) WorkBook: .....

.....

.....

(c) Teachers Book: .....

.....

.....

4. Which other Textbooks for class III have you seen?

.....

.....

.....

5. How do these books compare with them?

.....

.....

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.....

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6. Your suggestions for improvement:

.....

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(Signature)

Please mail to: Homi Bhabha Centre for Science Education, V. N. Purav Marg, Mankhurd, Mumbai 400 088.