



# Worksheets for Primary Stage

**Level - 2**

3rd Class - Environmental Studies  
(English Medium)



# **ENVIRONMENTAL STUDIES WORKSHEETS**

## **CLASS III**

### **LEVEL-2**

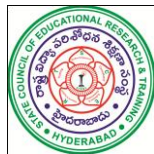
## **2) Academic Year 2020-21**

**CHAPTER – I : FAMILY**

**CHAPTER – II : WHO DOES – WHAT WORK?**

**CHAPTER – III : LET US PLAY**

**CHAPTER – IV : SHELTERS OF ANIMALS**



**STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING,  
TELANGANA, HYDERABAD.**



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August, 2020  
Hyderabad.

B. Seshu Kumari  
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# ENVIRONMENTAL STUDIES - CLASS III

Academic Year 2020-21 (Level 2)

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**LEVEL-2**

## **Academic Year 2020-21**

**CHAPTER – I : FAMILY**

**CHAPTER – II : WHO DOES – WHAT WORK?**

**CHAPTER – III : LET US PLAY**

**CHAPTER – IV : SHELTERS OF ANIMALS**







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**TELANGANA, HYDERABAD**

**ACADEMIC YEAR 20-21 (LEVEL 2)**

Class: 3

Medium: English

Subject: Environmental Studies

Name of the chapter: Family

Worksheet No: 1

Topic / Concept: Family

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**Key Concepts:**

- 1) Family
- 2) Family members

**Learning Outcomes:**

The learner...

- Know that, normally a family has mother, father, grandfather, grandmother and children.
- Explain that some of the family members reside in different places due to studies, employment and other reasons.

**Conceptual Understanding:**

Normally, a family has mother, father, grandfather, grandmother and children. Some of the family members reside in different places due to studies, employment and other reasons. All families are not the same.

1. What is a family?

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2. Fill in the table with the names of your family members:

Member of the family	Name
Mother	Sunitha

3. Some of the family members stay at different places. Why?

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**SELF – ASSESSMENT–1**

1. Observe the picture given below and mention who are there in the family:

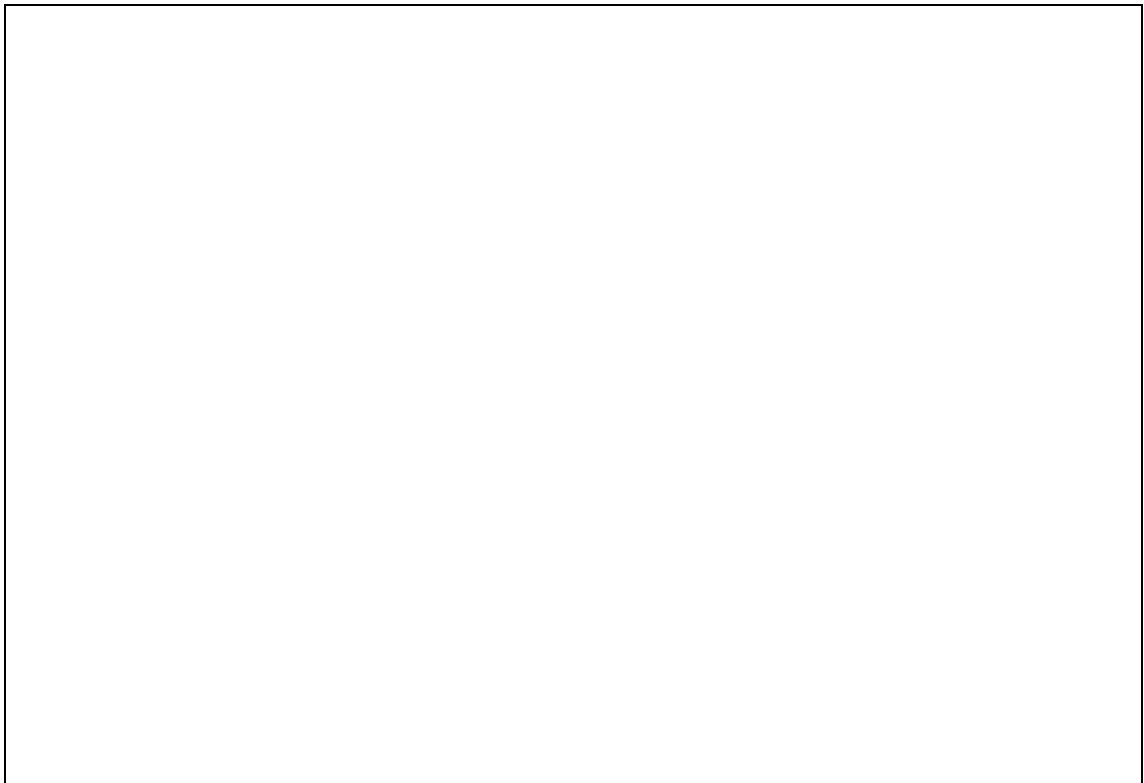


- 1) .....
- 2).....
- 3).....
- 4).....
- 5).....

**2. Read the following and encircle the members present in your family.**

Mother                      Elder sister                      Younger brother  
Father                      Younger sister                      Grandmother ( Nayanamma/paternal)  
Grandmother (Ammamma/ maternal)                      Elder brother  
Grandfather (paternal)                      Grandfather (maternal)

**3. Draw the pictures of your parents. Write their names.**





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**ACADEMIC YEAR 20-21 (LEVEL 2)**

Class: 3

Medium: English

Subject: Environmental Studies

Name of the chapter: Family

Worksheet No: 2

Topic / Concept: Family tree

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### Key Concepts:

- 1) Family tree
- 2) Resemblances, Relatives

### Learning Outcomes:

The learner...

- Explain that, the family tree is the details of the members of the family and their ancestors written in a tabular form.
- Identifies that, the relatives visit their home and meet the family members on special occasions.
- Understand that, the Children resemble their parents, grandparents, uncles and aunts. Some children may not resemble any of their family members.

### Conceptual Understanding:

Family tree is details of the members of the family and their ancestors written in a tabular form. The relatives visit their home and meet the family members on special Occasions. Usually, the Children resemble their parents, grandparents, uncles and aunts. Some children may not resemble any of their family members.

#### 1. What is a family tree?

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2. Whom do the children resemble generally?

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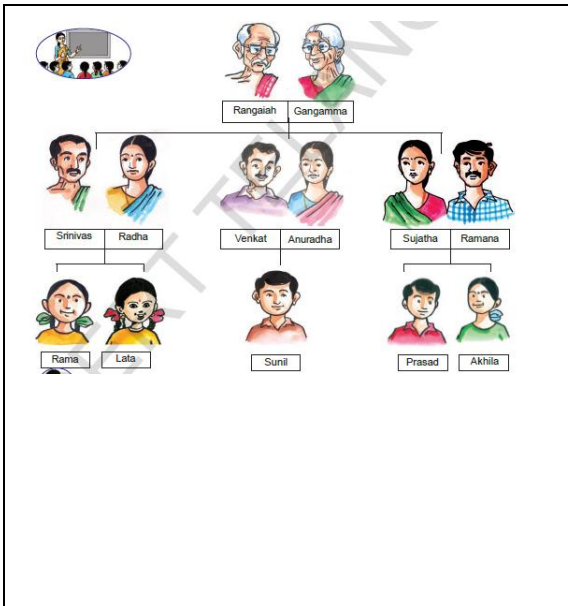
3. Chandu lives in Annavaram. He is in 3<sup>rd</sup> standard now. His mother Kamala runs a small scale industry of making paper bags at home and also helps other women in need. Aditya is Chandu's younger brother. Both visited their uncle Raghava's house during the holidays. Their aunt Usha, grandfather Gopal and grandmother Lakshmidevi live there. Chandu played many games with his cousins Hema and Ravi.

Fill in the table with the particulars:

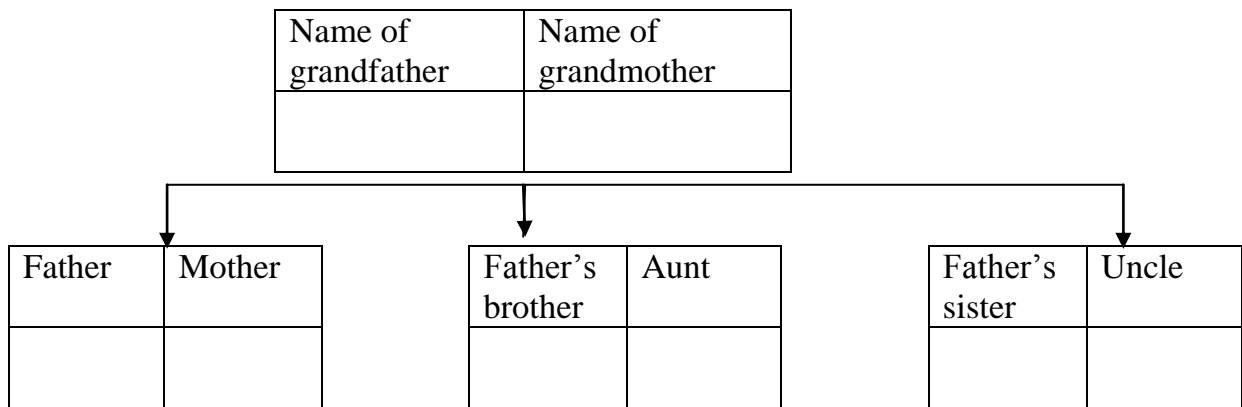
Name of the family member	Relation with Chandu
Aditya	Younger brother
Kamala	
Lakshmidevi	
Raghava	
Usha	
Ravi	

SELF - ASSESSMENT-2

1. Observe the picture and write the Relations between the family members:

	<ol style="list-style-type: none"><li>1. Srinivas to Gangamma _____</li><li>2. Sujatha to Latha _____</li><li>3. Prasad to Akhila _____</li><li>4. Ramana to Sujatha _____</li><li>5. Anuradha to Rangaiah _____</li></ol>
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2. Complete the following table with the particulars of your family members:



3. Rama went to her grandfather. She wanted to know about their family tree. For this, What Questions Rama would have asked?

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**ACADEMIC YEAR 20-21 (LEVEL 2)**

Class: 3

Medium: English

Subject: Environmental Studies

Name of the chapter: Family

Worksheet No: 3

Topic / Concept: Family history

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**Key Concepts:**

- 1) Family history                      2) Surname

**Learning Outcomes:**

The learner ...

- Tell the different qualities and skills of family members.
- Understand that if all live together one can maintain good relations.
- Try to know the family history from their elders.

**Conceptual Understanding:**

Rama's surname is 'Chilukuru'. Rama's father told her their ancestors belonged to Chilukuru. That's how they got their surname. Rama asked their grandfather and knew about the history of their family.

1. What is your surname? How did it come?

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2. Which family member was with you at the time of admission?

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3. Fill in the table given below with the names and surnames of your friends:

Name of the friend	Surname
Rama	Chilukuru

### SELF – ASSESSMENT–3

1. Find out the correct statement. Put a tick (√) mark against it.

- a) You would take the sweets offered by the strangers. (     )
- b) You would go with strangers. (     )
- c) You would inform your elders if anyone teases you. (     )

2. What questions would you ask your elders to know about your ancestors, family history and surname?

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3. Fill in the table with one of the good qualities of your family members you liked:

Relation	Good quality
Mother	
Father	
Grandfather	
Paternal uncle (father's younger brother)	



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**ACADEMIC YEAR 20-21 (LEVEL 2)**

Class: 3

Medium: English

Subject: Environmental Studies

Name of the chapter: Family

Worksheet No: 4

Topic / Concept: Types of families

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**Key Concepts:**

- 1) Family – Types
- 2) Small family (Nuclear family)
- 3) Big family, Joint family

**Learning Outcomes:**

The learner ...

- Know about different types of families.
- Understands that a family of 4 or 5 members with parents, brother and a sister is called a Nuclear family or a Small family.
- Understands that a family with parents, grandparents, sisters, brothers, paternal uncles, aunts and their children is called a Joint family.

**Conceptual Understanding:**

In David's family he and his parents only live. Their family is a small family. Whereas, in Siva's family, his parents, grandparents, paternal uncles, aunts, brothers and sisters live. Their family is a big family. In this way, the families are different types based on the number of family mem

1. Write the differences between a small family and a big family.

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2. Write the advantages of a Joint family.

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3. Fill in the table with the particulars of the family members of your friends:

Name of the friend	Members of the family	No. of family members
Murali	Mother, father, grandfather, elder sister, younger sister, Murali	6

#### SELF – ASSESSMENT – 4

1. Study the table and answer the questions given below:

Name	No.of family members
Rama	5
Sitha	8
Ramu	12
Gopi	4
Swathi	10

a) Whose family has the maximum members?

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b) Whose family has the minimum members?

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c) Name the people who have big families.

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2. Write the differences between a Nuclear family and a Joint family. Mention the importance of a Joint family.

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**ACADEMIC YEAR 20-21 (LEVEL 2)**

Class: 3

Medium: English

Subject: Environmental Studies

Name of the chapter: Family

Worksheet No: 5

Topic / Concept: Old people and Children with special needs

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### Key Concepts:

- 1) Children with special needs
- 2) Old people
- 3) Braille script

### Learning Outcomes:

The learner...

- Understand the reasons for some people who cannot hear or speak properly and some people who cannot see.
- Know that they must care the old people and the children with special needs and help them in whatever they needed.
- Know that the visually challenged use Braille script to read.
- Identify the importance of celebrating 3<sup>rd</sup> December of every year as 'World Differently abled person's day' and 1st October of every year as the 'Senior Citizens day'.

### Conceptual Understanding:

Some people cannot hear or speak properly. Some people can't walk and some can't see. What difficulties do these people face? We should help these people in whatever they needed. Similarly, some people cannot work due to ill health or accidents. In the same way, old people cannot do everything by themselves. We should be aware of their needs and help them.

1. Who are called 'Children with Special needs'? How do you identify them?

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2. How do you help the children with special needs and the Old people?

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3. Imagine living a day blind folding yourself. How would you go to school? Learn and play with friends. Write briefly.

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**SELF – ASSESSMENT – 5**

**I. How can we help the children with special needs?**

a) People who cannot see:

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b) People who cannot hear:

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c) People who cannot speak:

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d) People who cannot walk:

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e) Help to the old people:

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**II. Match the following:**

<b>A</b>		<b>B</b>
World Differently abled persons day	( )	1) March 8
World Women's day	( )	2) October 1
World Senior citizen's day	( )	3) December 3



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**ACADEMIC YEAR 20-21 (LEVEL 2)**

Class: 3

Medium: English

Subject: Environmental Studies

Name of the chapter: Who Does What Work?

Worksheet No: 6

Topic / Concept: Work done by the family members

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**Key Concepts:**

- 1) Different kinds of work done by the family members
- 2) Kinds of work done to earn income

**Learning Outcomes:**

The learner...

- Understand that the members of a family work to meet the needs of the family.
- Recognize that the elders of the family work in the fields, companies, offices etc., to earn income for the family.
- Understand that the members of a family do different kinds of work in and outside the house to meet the domestic needs.

**Conceptual Understanding:**

All the family members do different kinds of work. Children help the elders in the house hold work.

- 1) **Why do the elders of the family do the work?**

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2) Encircle the works of the following that give income.

Cooking                      Weaving the baskets                      sweeping the house

Making the pots      Having the meals                      Selling the fruits

3) Fill in the table with the kinds of work done by your family members:

Name of the family member	Work done at home

### SELF - ASSESSMENT-6

I. Observe the pictures and write down the work being done:



\_\_\_\_\_

II. Answer the following questions:

a) What kinds of work you do at home?

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b) What are the different kinds of daily work we have at home?





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**III. Match the following:**

   	mother  grandfather  father  sister
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**IV. Draw the picture of container you use to fetch the water at your home.**



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**ACADEMIC YEAR 20-21 (LEVEL 2)**

Class: 3

Medium: English

Subject: Environmental Studies

Name of the chapter: Who Does What Work?

Worksheet No: 7

Topic / Concept: Helping each other

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**Key Concepts:**

- 1) Helping each other
- 2) Kinds of work done for the needs of the family

**Learning Outcomes:**

The learner...

- Knows that all the family members do different kinds of work to fulfill the requirements of the family.
- Identifies that some kinds of work are done independently. In other works the family members help each other.
- Understands that helping each other increases respect, love and affection among the family members.

**Conceptual Understanding:**

The family members do different kinds of work. Some kinds of work are done independently. In other works the family members help each other. Helping each other increases respect, love and affection among the family members.

1. Write down some of the works done by the family members working together.

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2. Fill in the table and discuss by asking your friends about the works done by their parents.

Name of your friend	Work done by mother	Work done by father

3. Observe the table and write down what kind of work is done by most of the mothers.

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### SELF – ASSESSMENT–7



1. What work is done by the father in the picture? Who is helping him?

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2. Write down some of the works done by you for yourself.

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3. Some of the house hold work should be done by all the family members working together. Why?

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4. Which of the following work is done by your family members? Tick (√) mark at proper places?

Name of the work	Mother	Father	Myself	Grandfather	Brother	Sister
Cleaning the house						
Cooking						
Agricultural work						
Buying vegetables						
Fetching water						

5. Write True or False:

1. Mother helps father in his work. ( )
2. Nobody helps mother in her work. ( )
3. All work together during festivals. ( )
4. I help my parents in their work. ( )

6. Ask your friends and fill in the table with the kinds of work done by their parents.

Name of the friend	Work done by mother	Work done by father



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**ACADEMIC YEAR 20-21 (LEVEL 2)**

Class: 3

Medium: English

Subject: Environmental Studies

Name of the chapter: Who Does What Work?

Worksheet No: 8

Topic / Concept: Occupations – Child labour

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**Key Concepts:**

- 1) Occupations – Child labour
- 2) Kinds of work done for the needs of the society

**Learning Outcomes:**

The learner...

- Identity that our requirements would be fulfilled when all the family members work together.
- Understands that villages have people doing different kinds of work. The work they do like wood work, making pots, stitching clothes etc., are highly skillful.
- Knows that the villagers make different things with the skill they have and fulfill the requirements of the villagers. Therefore, all professions should be respected.
- Make the parents to recognize that the children should be at school and not at work.

**Conceptual Understanding:**

- 1) What are the different types of work done by the people of your village? Write their greatness.

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3. What is the loss of children not going to school and attending the work?

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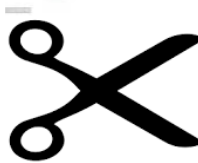
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4. Ask your friends and fill in the table with the particulars of the professions practiced by their parents.

Sl.No.	Name of the friend	Name of the father	Type of Profession

5. Draw and colour the picture given below:



### SELF – ASSESSMEN – 8

#### I. Choose the correct answer:

- The person who stitches the clothes is called ( )  
A) Teacher    B) Driver    C) Tailor    D) Mechanic
- The person who makes Plough, Chair etc, using wood is called ( )  
A) Carpenter    B) Farmer    C) Blacksmith    D) Mason
- The person who treats diseases is called ( )  
A) Conductor    B) Collector    C) Lawyer    D) Doctor

**II. Answer the following in 1 or 2 sentences:**

1. What types of professionals are there in your village? What work is done by them?

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2. What should we do when we come across the children not going to school?

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**III. Match the following:**



**IV. Draw the picture of a tool used in carpentry.**





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**ACADEMIC YEAR 20-21 (LEVEL 2)**

Class: 3

Medium: English

Subject: Environmental Studies

Name of the chapter: Let us play games

Worksheet No: 9

Topic / Concept: Different types of games

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**Key Concepts:**

- 1) Types of games
- 2) Games played by children and Games played by elders

**Learning Outcomes:**

The students:

- Know that the Children and the elders play different games.
- Know that there are different types of games – Games played individually, in pairs, in groups, indoor games and outdoor games.
- Identifies that there are many differences between the past and present games.
- Recognize that certain games require games material to play.

**Conceptual Understanding:**

Games are different. Playing games is a good exercise to the body. There are many differences between the past and present games. Certain games require games material to play. And some games do not require any material. Some games are played individually and others played in pairs and groups.

1. Write the names of the games played with a ball.

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2. Read the following and Encircle the games you play:

- |         |         |         |          |
|---------|---------|---------|----------|
| Kabaddi | Kho-Kho | Tennis  | Chess    |
| Carroms | Ludo    | Marbles | Skipping |

3. Why should we play games?

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4. Fill in the table with the names of the games you play with your friends and the games played by your grandparents. (Information Skills – Projects)

Games played with friends	Games played by the grand parents

### SELF - ASSESSMENT – 9

I. Write the names of the games being played by the children in the picture given below.



- 1) .....
- 2).....
- 3).....
- 4).....
- 5).....
- 6).....

II. Fill up the blanks:

- 1) One game played at home \_\_\_\_\_
- 2) One game played with a ball \_\_\_\_\_
- 3) One game played by two people \_\_\_\_\_

**III. Match the following:**

Game played by the grandparents	Cricket
Game played at home	Ludo
Game played in the ground	Skipping
Game played by individual	Carroms

**IV. Answer the following questions:**

1. Which games do you play at home? When do you play them?

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2. Draw the picture of a game material you like.



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**ACADEMIC YEAR 20-21 (LEVEL 2)**

Class: 3

Medium: English

Subject: Environmental Studies

Name of the chapter: Let us play games

Worksheet No: 10

Topic / Concept: Games material

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**Key Concepts:**

- 1) Games played without material
- 2) Games played with games material

**Learning Outcomes:**

The learner...

- Give examples to the games that require games material.
- Know that certain games require games material and other do not.
- Identifies that the games material like bat and ball are used to play Cricket. A rope is used to play Skipping.
- Question to know about the games that are played using animals.

**Conceptual Understanding:**

Certain games require games material and other do not. The games like Kabaddi and kho-kho are played without games material. But the games like cricket and badminton are played with games material.

1. Which games are played with a ball?

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2. Which games material do you have?

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3. Fill in the table with the names of games which require and do not require games material.

<b>Games which require games material</b>	<b>Games which do not require games material</b>

**SELF - ASSESSMENT – 10**

**I. Match the following:**

Cricket	Ball, Net
Chess	Bat, Ball
Volley ball	Rope
Skipping	Chessboard

**II. Fill in the table with the particulars:**

<b>Games</b>	<b>Where the game is played</b>

**III. Write down the names of games material present in your school.**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_



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**ACADEMIC YEAR 20-21 (LEVEL 2)**

Class: 3

Medium: English

Subject: Environmental Studies

Name of the chapter: Let us play games

Worksheet No: 11

Topic / Concept: Games - Rules

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**Key Concepts:**

1) Games – Rules

2) Method of practicing the rules

**Learning Outcomes:**

The learner...

- Know that all games have rules and the games should be played according to rules.
- Understand that the Victory and Defeat should be accepted equally in the games.
- Understand that as the games have rules, our personal safety also has rules.

**Conceptual Understanding:**

All games have rules. We should play games according to the rules. Games should be played without keeping in mind victory or defeat. Playing games everyday improves health and friendship.

1. Write the differences between the games Kho-Kho and Cricket.

<b>Kho - Kho</b>	<b>Cricket</b>

1. What are called Personal Safety Rules?

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2. Draw and Colour the pictures:

**Volley ball**

**Chess**

### **SELF - ASSESSMENT – 11**

#### **I. Answer the following questions:**

1. Who plays games well in your school? How do you appreciate them when they play well?

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2. What should we learn from the winners of the game? What can be learnt from the losers of the game?

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**II. Children were playing Kabaddi in the play ground. Disputes arose during the play. Teacher came just then. What might teacher have asked them? What might the children have replied? If you were there, what questions would have asked?**

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**III. Ask your friends about the games they like. Fill in the table with the details.**

<b>Name of the friend</b>	<b>Games liked</b>



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**ACADEMIC YEAR 20-21 (LEVEL 2)**

Class: 3

Medium: English

Subject: Environmental Studies

Name of the chapter: Shelter of animals

Worksheet No: 12

Topic / Concept: Shelters

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**Key Concepts:**

- 1) Shelters
- 2) Shelters of animals and birds

**Learning Outcomes:**

The learner...

- Know that animals live on land, trees and in water.
- Some creatures like frogs, tortoises, crocodiles, crabs etc., live both on land and in water.
- Some make holes and burrows in the ground and live in them.

**Conceptual Understanding:**

Animals live in different places. Some live on land and some live in water. The others live both on land and in water.

1. Name some animals you know. Write, where do they live?

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2. Write the names of two animals that live in water.

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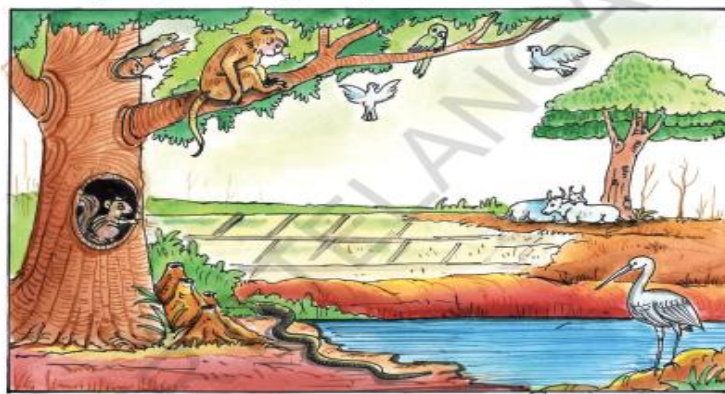
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3. Collect the pictures of some animals and prepare an album. Write three lines on each of them.

Name of the animal	Shelter they live in	Food they eat

### SELF – ASSESSMENT – 12

I. Observe the picture and answer the questions:



A) Write the names of animals and birds present in the picture.

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B) Which of these animals and birds you have seen in your surroundings?

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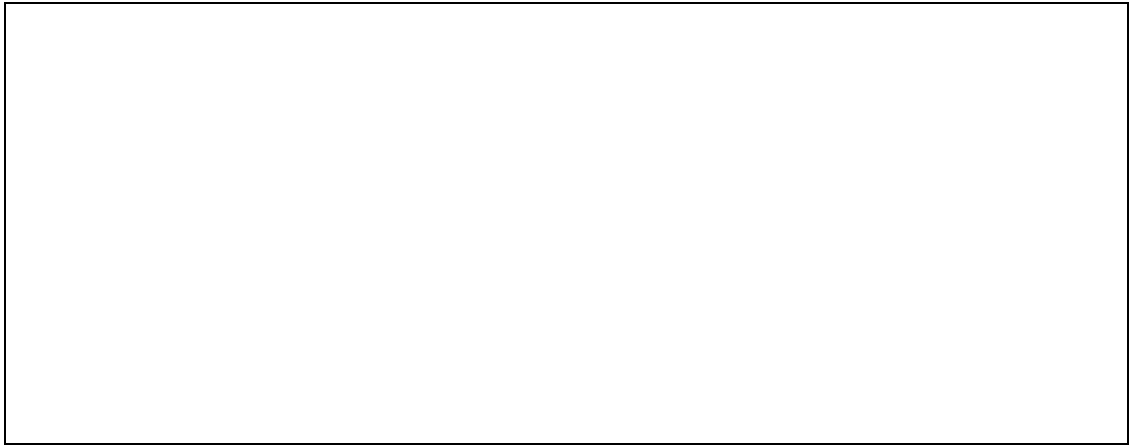


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**II. Match the following with their shelters:**

- A. Dog                    (    )    1) in water  
B. Rat                    (    )    2) on the trees  
C. Tortoise              (    )    3) in the houses  
D. Monkey              (    )    4) on the land and in the holes

**III. Draw and colour the animals you like:**





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TELANGANA, HYDERABAD**

**ACADEMIC YEAR 20-21 (LEVEL 2)**

Class: 3

Medium: English

Subject: Environmental Studies

Name of the chapter: Shelter of animals

Worksheet No: 13

Topic / Concept: Pet animals

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**Key Concepts:**

- 1) Pet animals
- 2) Nests of birds

**Learning Outcomes:**

The learner...

- Know that the animals domesticated are called 'Pet animals'.
- Identifies that the birds build their nests on the trees.
- Know that the nests of all the birds are not similar.

**Conceptual Understanding:**

The animals domesticated are called 'Pet animals'. We must be kind towards animals and birds.

1. What are called pet animals? Give a few examples.

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2. Name any five birds.

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3. Collect and fill the table with the information of pet animals of your friends.

Name of the friend	Name of the Pet animal
Ramu	dog

a) Which animals are mostly

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### SELF – ASSESSMENT – 13

1. Where do the birds build their nests?

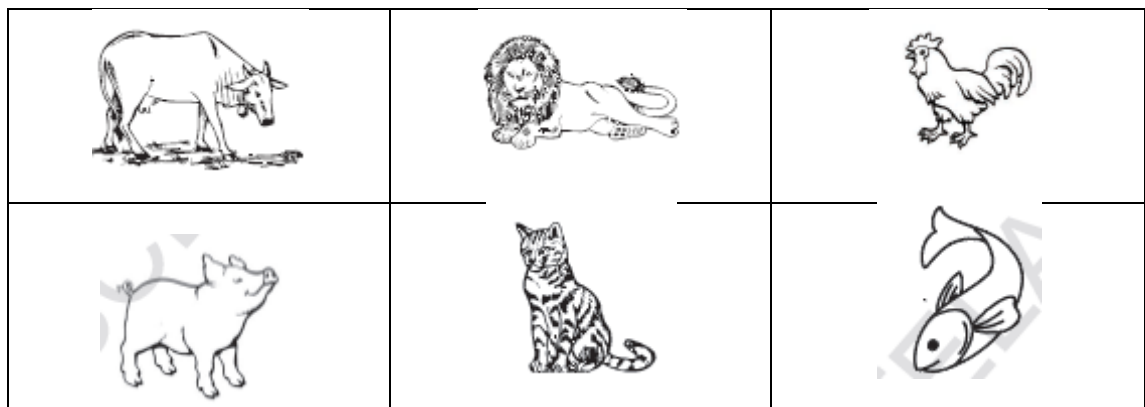
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2. Observe the pictures given below and colour the animals that are domesticated.



3. What questions would you ask you elders to know about the nests of the birds?



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Subject: Environmental Studies

Name of the chapter: Shelter of animals

Worksheet No: 14

Topic / Concept: Migratory birds

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**Key Concepts:**

- 1) Migratory birds
- 2) Birds migration according to seasons

**Learning Outcomes:**

The learner...

- Know that birds migrate from distant places in search of food and to find convenient places to live and these types of birds are called 'Migrant Birds'.
- Identify that some animals walk, some crawl, some jump and some swim. The others fly to move from one place to another.

**Conceptual Understanding:**

Birds migrate from distant places in search of food and to find convenient places to live and these types of birds are called 'Migrant Birds'. Some birds migrate to other convenient places to protect themselves from severe co

1. Why do the birds migrate?

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2. Give a few examples for the animals that crawl.

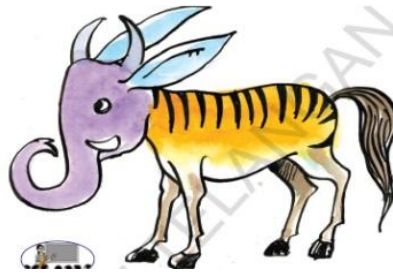
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3. Observe the picture and identify the parts that belong to different animals.



Head	Elephant

**SELF – ASSESSMENT – 14**

1. Observe the picture and fill in the table with the particulars.



Animals that can fly	Animals that can crawl	Animals that can jump

2. **Who Am I?** Draw the picture:

<p>A) I live in water. I never sleep. I breathe with gills. <b>Who am I? Who am I?</b></p>	<p>B) I have four legs. I say may.. may... I eat leaves. <b>Who am I? Who am I?</b></p>



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**ACADEMIC YEAR 20-21 (LEVEL 2)**

Class: 3

Medium: English

Subject: Environmental Studies

Name of the chapter: Shelter of animals

Worksheet No: 15

Topic / Concept: Kindness towards animals - Insects

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**Key Concepts:**

- 1) Kindness towards animals
- 2) Insects

**Learning Outcomes:**

The learner...

- Know that we must be kind towards animals and birds. We should give them food and water.
- Understand that mosquitoes grow on stagnant water.
- Know that the house flies and the mosquitoes grow in unhygienic surroundings and hence, our surroundings must be kept neat and clean.

**Conceptual Understanding:**

1. What happens if our surroundings are not clean?

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2. What can we do to keep the house flies away from the food?

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3. Observe the picture given below:



a) Have you seen these?

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b) Why do we use them?

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4. A chick fell from its nest. What would you do when you see it?

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5. Animals are also living things like us. Write three things that we should not do to hurt them.

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### SELF – ASSESSMENT – 15

**I. What should we do to control the growth of mosquitoes in our surroundings?**

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**II. Choose the correct answer:**

- 1) We get Malaria due to the \_\_\_\_\_ bite. ( )  
a) Housefly                      b) Mosquito                      c) Ant
- 2) We should throw garbage \_\_\_\_\_ ( )  
a) On the road                      b) into the well                      c) into the dust bin
- 3) Which of the following is used to protect from the mosquitoes? ( )  
a) Fan                      b) mosquito coil                      c) incense stick

**III. What questions would you ask a farmer to know about the nests of the birds?**

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