



Worksheets for Primary Stage

Level - 1 & 2

4th Class - Environmental Studies
(English Medium)



ENVIRONMENTAL STUDIES WORKSHEETS

CLASS - IV

LEVEL-1

1) Readiness Programme

AND

LEVEL-2

2) Academic Year 2020-21

CHAPTER - I : CHANGING FAMILY

CHAPTER - II : DIFFERENT GAMES AND RULES

CHAPTER - III : VARIOUS TYPES OF ANIMALS

**CHAPTER - IV : THE LIFE STYLE OF ANIMALS –
BIO DIVERSITY**



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

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4th Class Environmental Studies (EM)

Level - 1

(Class III Basics)

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4th Class Environmental Studies (EM)

Academic Year 2020-21 (Level – 2)

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LEVEL-1

Readiness Programme



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
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READINESS PROGRAMME LEVEL - I

Class : 4

Medium : English

Subject : Environmental Studies

Name of the chapter : FAMILY

Worksheet No : 1

Name of the topic / concept : FAMILY HISTORY

KEY CONCEPTS:

1. Family history
2. Types of families

LEARNING OUTCOMES:

The students:

- Explain what a family is.
- Know the different types of families.
- Respect and help the old people and the people with special needs.

BRIEF SUMMARY:

A family consists of mother, father and children. All families are not of the same size. In some families we see grandparents along with mother and father. Normally children resemble their family members. However they might be different in their nature and attitude. Sometimes family members have to live far away due to job or higher studies. Each family has its own dynasty and surname. Based on the number of people in the family, the family type can be determined like big (joint) family, small (nuclear) family. Help and support will be extended to children with special needs and to the elderly people.

1) Observe the picture write the names of your family members and compare them with the members of the family given in the picture.



II. Mention the details of all your family members

Name of the Grand father		Name of the Grand mother	

Name of the Father	Name of the Mother	Name of the Younger brother	Name of the Elder brother	Name of the Aunt	Name of the Uncle

III. Match the following

- | | | |
|---------------------------------|---------|-------------------|
| 1) Father's brother | () | a) Maternal Uncle |
| 2) Mother's brother | () | b) Cousin |
| 3) Father's father | () | c) Paternal Uncle |
| 4) Father's younger brother son | () | d) Uncle |
| 5) Aunt's husband | () | e) Grand father |

IV. Tell and write what you see in the picture.



- 1) Why is the boy walking with the crutches?

- 2) Do you know why grandma holds a stick?

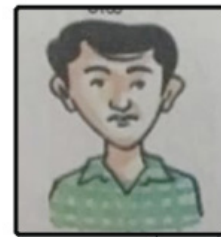
V. To whom are the objects in the picture useful?







VI. Tick (✓) your type of face





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READINESS PROGRAMME LEVEL - I

Class : 4 Medium : English Subject : Environmental Studies

Name of the chapter : WHO DOES - WHAT WORK? Worksheet No : 2

Name of the topic / concept : DIFFERENT KINDS OF WORK

KEY CONCEPTS:

1. Different kinds of work
2. Occupations

LEARNING OUTCOMES:

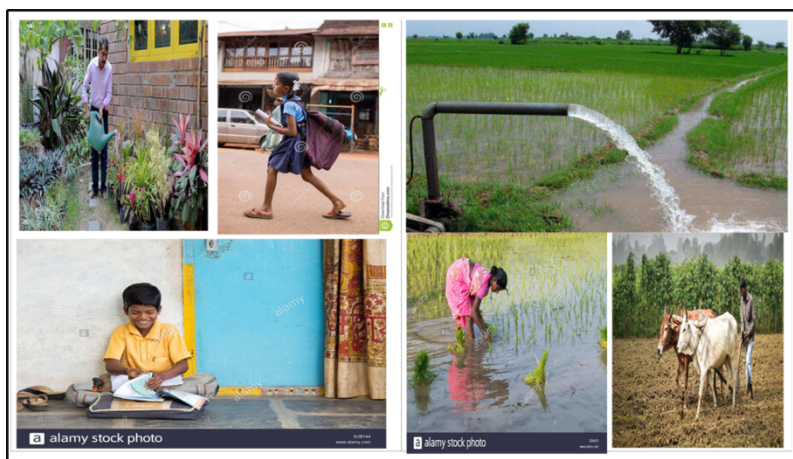
The students:

- Explain about different kinds of work.
- Know about different kinds of work. Appreciate different artisans.
- Know that the family gets income through various work done by the elders.

BRIEF SUMMARY:

In our day to day life, we do many House hold chores. In a family all these works are done by our parents and by us. Most of the times we do these chores together. However, sometimes we can't do all the works. We need people who are skilled to carry out certain tasks which is their occupation. The persons with special skills who help in our everyday life are Hairdressers, Potters, Blacksmith, Carpenter etc.,

EXERCISE - I: Observe the picture and write what they are doing.



1) What is the Father doing? _____

2) Who is pouring water to the plants? _____

3) What is the girl / sister doing? _____

EXERCISE - II : Circle the objects that are used in your house.



EXERCISE - III

Tick (✓) the works that are done by your family members.

	Cooking	Agricultural Works	Ploughing the Land	Driving the Tractor	Cutting the Vegetables	Bringing Grocery
Works done by Mother						
Works done by Father						
Works done by All						

EXERCISE - IV

Draw pictures of some tools used by a Doctor and a Farmer.

Tools used by a Doctor	Tools used by a Farmer

EXERCISE - V

Look at the pictures "A & B" given below and circle the objects related to the profession.

 <small>alamy stock photo</small>	
 <small>alamy stock photo</small>	
 <small>alamy stock photo</small>	
 <small>alamy stock photo</small>	

A

B



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READINESS PROGRAMME LEVEL - I

Class : 4

Medium : English

Subject : Environmental Studies

Name of the chapter : LET US PLAY

Worksheet No : 3

Name of the topic / concept : TYPES OF GAMES

KEY CONCEPTS:

1. Types of games
2. Games material
3. Rules of the games

LEARNING OUTCOMES:

The students:

- Explain about different types of games.
- Know and put the questions on the rules of the games.
- Compare the present games with the past games.

BRIEF SUMMARY:

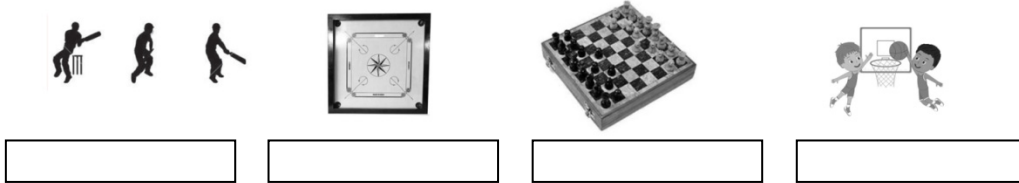
When we play games or sports, we feel very happy. It's an exercise for our body and improves our health. There are different types of games and sports. Games can be played individually either by two people or by four people are in groups but sports are played always in groups. Some games are played indoors and some are outdoors. All games have rules. We need games materials to play certain games, but we do not need any games material for playing kabaddi and running. We should be very sportive while playing games. No matter whether we win or lose. We should accept both in the same way. Participation is important rather than winning.

I. Look at the picture carefully. Which games are played by children? Write what do you play from that?

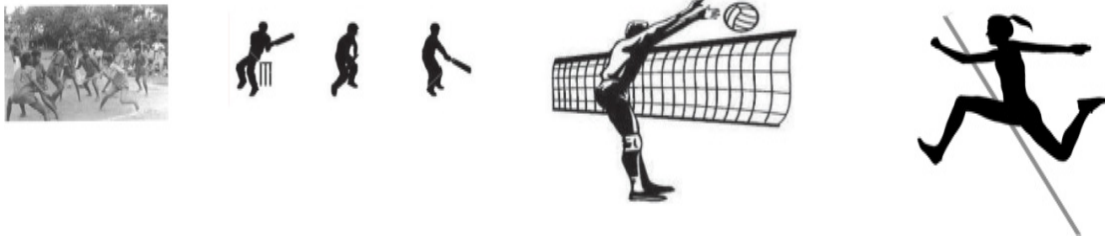


1. _____
2. _____
3. _____

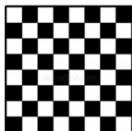
II. Look at the picture and write whether these games are outdoor or indoor.



III. Observe the picture carefully and underline the games which do not need games material.



IV. Match the following



Cricket

Ring Ball

Foot Ball

Chess

V. Draw the picture of any sports material.

VI. Tell and write why should we play games.



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READINESS PROGRAMME LEVEL - I

Class : 4 **Medium : English** **Subject : Environmental Studies**
Name of the chapter : SHELTERS OF ANIMALS **Worksheet No : 4**
**Name of the topic / concept : CLASSIFICATION OF ANIMALS THAT LIVE ON
LAND AND IN WATER**

KEY CONCEPTS:

1. Classification of animals that live on land and in water
2. Shelters of animals
3. Migrating birds

LEARNING OUTCOMES:

The students:

- Explain about the shelters of different animals.
- Tabulate the particulars of pet animals.
- Question to know about the nests of the birds and migration of birds.

BRIEF SUMMARY:

Animals live on land, trees, in water and in holes and burrows in the ground. Some animals are domesticated in our houses. The animals which are domesticated are called "Pet animals". Birds build nests on the trees. Animals and bird move from one place to another. Some animals walk, some crawl, some jump and some swim and the others fly. Some birds come in search of food and some to lay eggs. Such birds are called "Migratory birds". We must be kind towards animals. We should give them food and water and protect them. Mosquitoes grow on stagnant water.

We should see that no water is stagnant in our surroundings. Houseflies and mosquitoes grow in unhygienic surroundings. So, we should keep our surroundings neat and clean.

I. Observe the picture and Answer the following questions

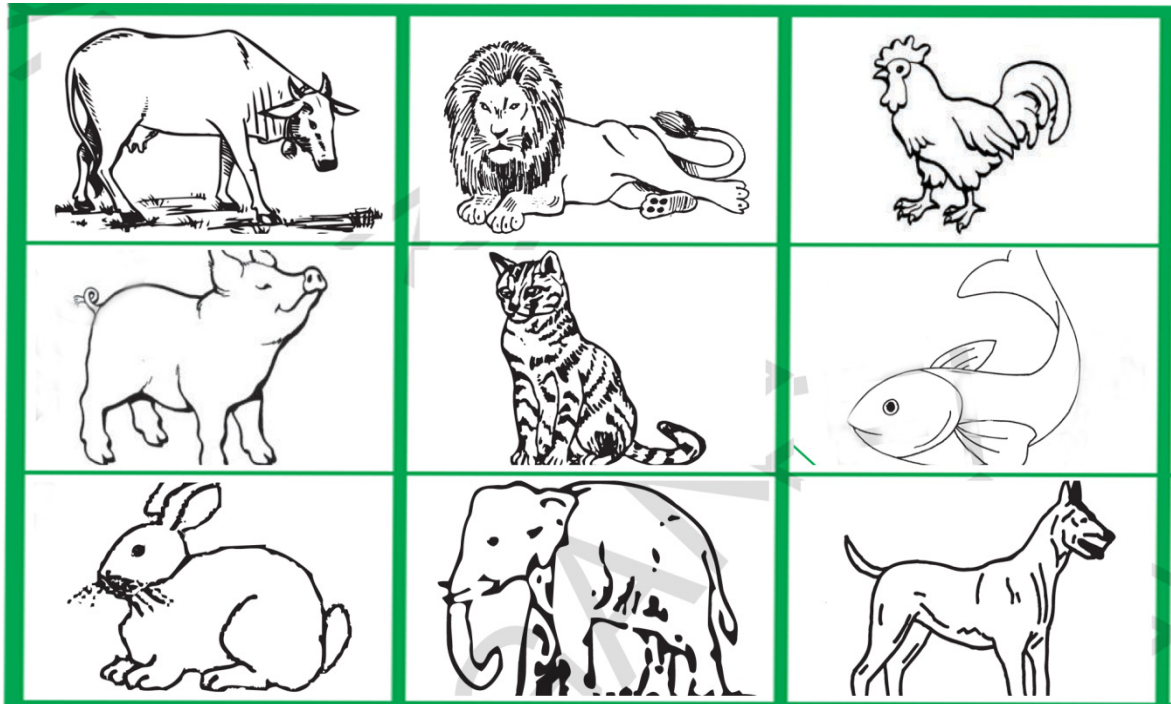


- 1) Name the birds and animals in the picture?
- 2) Which animals and birds have you seen in your surroundings?
- 3) Do you have any pet animals?

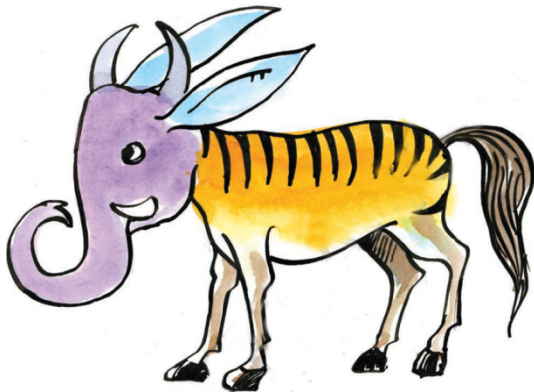
II. Write the habitats of the given animals?

Animal name	Habitat
Monkey	
Goat	
Fox	
Rabbit	
Tortoise	

III. Colour the pet animals of the following.



IV. Identify the animal parts which belongs



- 1) Head Elephant
- 2) Tail
- 3) Legs
- 4) Horns
- 5) Ears

V. Observe the given picture and write in the table



flying animals	crawling animals	jumping animals

VI. Match the following habitat with the animal :



Monkey



Tortoise



Dog



Rat

VII. Who am I? Who am I? Identify and draw my picture?

I live in water.

I have four legs.

I give milk.

I never sleep.

I eat leaves.

I breathe with gills

Who am I? Who am I?

Who am I? Who am I?

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READINESS PROGRAMME LEVEL - I

Class : 4

Medium : English

Subject : Environmental Studies

Name of the chapter : PLANTS AROUND US

Worksheet No : 5

Name of the topic / concept : TYPES OF PLANTS

KEY CONCEPTS:

1. Types of plants
2. Why should we grow plants?

LEARNING OUTCOMES:

The students:

- Explain about different plants.
- Give examples of the plants that give flowers and fruits.
- Give examples of the plants that grow in water, in deserts etc.
- Classify different types of plants.

BRIEF SUMMARY:

Generally, different plants are grown in our surroundings. We also grow plants in our schools, houses etc. Different types of plants and trees are grown around us. Some are large, some are small in size. Leaves and branches also differ from each other. Some trees like Banyan trees and Neem trees are grown along the sides of the roads. All plants do not grow in all areas, some plants grow in deserts, and some especially in polar regions. There are many uses of trees. We get flowers, fruits and wood from trees. Plants give us food and joy. Some trees give us shadow as well as fruits. Some plants grow only in aquatic areas.

I. Observe the picture and answer the given question.



- 1) What type of flowering plants are there in the picture?

- 2) Where can we grow these flowering plants?

II. Answer the questions observing the picture given below.



1) Which fruits and vegetables do you like from the given picture?

2) Name the fruits and vegetables available in your village?

III. Identify the plants and trees which are short and tall and mark “ ✓ ” in the table:

Name of the plant/tree	Tall	Short
1) Neem tree		
2) Jasmine plant		
3) Palm tree		
4) Rose plant		
5) Brinjal plant		

IV. Name the plants that grow in water, desert and land:

Terrestrial plants	Aquatic plants	Desert plants

V. Name the plants that grow in our houses, schools and road side:

Plants grown in houses	Plants grown in schools	Plants grown road side



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READINESS PROGRAMME LEVEL - I

Class : 4

Medium : English

Subject : Environmental Studies

Name of the chapter : FRIENDLY LEAVES

Worksheet No : 6

Name of the topic / concept : COLOURS AND SHAPES OF LEAVES

KEY CONCEPTS:

1. Colours of leaves
2. Shedding of leaves
3. Shapes with leaves
4. Compost pit

LEARNING OUTCOMES:

The students:

- Differentiate between different types of leaves.
- Explain the uses of leaves.
- Give examples of the leaves that are used as food.
- Throw the dried leaves into the compost pit.

BRIEF SUMMARY:

There are many trees and plants around us. All leaves don't look alike. Some are big and the others are small. The edges and tips are also different. Some leaves have smooth edges and others have (rough) edges if we touch and see. Some leaves have sharp tips and others have rounded tip. The new leaves were light red in colour, old leaves were dark green in colour and the leaves about to fall were yellow in colour. Leafy vegetables are good for health as they provide vitamins. Some leaves are used for decoration. Henna (Gorintaku) is used on hand and fingers. We should not burn dry leaves. They should be thrown into the compost pit and covered with soil. Some leaves also have good smell.

I. Observe the picture and write answers to the given questions.



1) Write the names of the leaves given in the picture.

2) Whether all the leaves are same in the picture?

II. Observe the picture and answer the questions.



1) What do you do the dry leaves in your school?

2) We should not burn the leaves. Why?

III. Write the names of the leaves in the given picture.



1)-----

2)-----

3)-----

4)-----

5)-----

IV. Tick “ ✓ ” the leaves those used as vegetables and used for decoration

Leaf names	to eat	to decorate
1) mint (Pudina) leaf		
2) Banana leaf		
3) Spinach		
4) Mesta (gongura)		
5) Mango leaf		

V. Identify the names of the leaves in the given puzzle?

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

VI. Draw a leaf and colour it?



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READINESS PROGRAMME LEVEL - I

Class : 4

Medium : English

Subject : Environmental Studies

Name of the chapter : THE FOOD WE EAT

Worksheet No : 7

Name of the topic / concept : WHY SHOULD WE EAT FOOD?

KEY CONCEPTS:

1. Why should eat food?
2. Food from plants
3. Food from animals

LEARNING OUTCOMES:

The students:

- Explain the need of the food.
- Give examples of the food eaten after being cooked and eaten raw.
- Question to know about the preparation of different food items.
- Draw the pictures of different cooking utensils.

BRIEF SUMMARY:

We eat food to get energy. The food that we take in the form of vegetables, fruits and roots comes from plants. Milk, eggs and meat come from animals. We cook and eat some food items and some other items are eaten raw. Cooked food is easily digested. All food items are not cooked in the same way. Some food items are boiled and fried, and some other items are barbecued and steamed. Different food items are prepared in different methods. We should wash the vegetables and leafy vegetables before cooking.

I. Look at the pictures carefully and answer the following questions.



1. What varieties of food does Ravi eat during lunch time?

2. Do we eat the same food every day that we eat in the marriages? Don't we? Why?

II . Separate and write the items that come from plants and vegetables.

(Lady's finger, tomatoes, chicken, fish, brinjal, eggs, spinach)

We get from plants	We get from animals

III. Match the following.



to heat food



to make dos



to cook rice



to make curries



to make idli

IV. Separate the food items given below and write them in the table.

(Brinjal orange tomato guava carrot Potato Apple Cucumber Beet root Black plum)

Eaten after cooking	Eaten without cooking

V. Draw the picture of a cooking vessel.



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READINESS PROGRAMME LEVEL - I

Class : 4

Medium : English

Subject : Environmental Studies

Name of the chapter : FOOD HABITS

Worksheet No : 8

Name of the topic / concept : FOOD HABITS OF DIFFERENT REGIONS

KEY CONCEPTS:

1. Food habits of different regions
2. Food of different animals
3. Eating together

LEARNING OUTCOMES:

The students:

- Explain about the food required for the people of different ages.
- Explain why the food habits differ for different regions.
- Practice good food habits.
- Explain the advantages of eating together.

BRIEF SUMMARY:

The food habits of people depend on the crops grown, food items available in that region. People who live in hilly regions and forest eat different roots and fruits like Guava, Amla, Jamun, Fig, Plum and other fruits in their region. Special dishes are prepared during marriages. Birds and animals have different food habits. It is good for all the family members to sit together and have food. Food habits change according to age. We should wash our hands and legs with soap before eating. We should not spill food while eating and also not waste food.

I. Look at the picture and answer the following questions



1) What each person is eating in the given picture?

2) What kind of food items do people eat in your region?

II. Observe the picture and answer the questions.



- 1) In whose family all the family members are eating together?
- 2) Which is better way of eating food? Why?
- 3) On what occasions does the family eat together? Why should we eat together?

III. On what occasions do we prepare special dishes? Why?

Festivals/Marriages	Dishes / Food items
Dussehra	
Sri Rama Navami	
Ramzan	
Christmas	
Marriages	

IV. Some food items can't be eaten by infants and old people. Write the food items that can be eaten / that can't be eaten.

	food items they can eat	food items they can't eat
Infants		
Old people		
Others		

V. List the names of some animals and birds and write what food they eat

Bird / Animal	food it can eat



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READINESS PROGRAMME LEVEL - I

Class : 4

Medium : English

Subject : Environmental Studies

Name of the chapter : OUR VILLAGE

Worksheet No : 9

Name of the topic / concept : VILLAGE AND LOCAL BODIES

KEY CONCEPTS:

1. Village
2. Local Bodies
3. Transport facilities

LEARNING OUTCOMES:

The students:

- Explain about the Local bodies of the village.
- Mention the transport facilities of the village.
- Explain the uses of the Local bodies.
- Draw the maps of the school and the water tank.

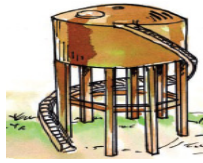
BRIEF SUMMARY:

A group of small houses, huts, tiled houses, agricultural fields and with a less population is called a 'VILLAGE'. Generally, a village has Gram panchayat, Bank, Veterinary hospital, School, Primary health center, Post office, Temple etc., Gram panchayat does different kinds of work like cleaning of drains, clearing garbage, maintaining street roads and street lights, supplying drinking water etc., Villages will have transport facilities. Different kinds of workers/artisans live in village.

I. Choose the correct answer:

1. We find a Gram panchayat in a _____ ()
A) Town B) City C) Village D) Metro city
2. The duty of a Veterinary hospital is _____ ()
A) Cleaning the roads B) protecting the health of cattle
C) Saving money D) maintaining street lights
3. We post letters in a _____ ()
A) Post Box B) Dust bin C) Hospital D) ATM
4. The banks give us _____ ()
A) seeds B) loans C) medicines D) letters
5. Which of the following is mixed to purify the water? ()
A) chlorine B) Acid C) soap D) washing soap

II. **Match the following:**



Post box



Polio drops



Water tank



Temple



Street light

III. **Answer the following questions in 1 or 2 sentences:**

1. Write the similarities and differences between a bank and a post office.

Ans)

2. What would happen if there is no Gram panchayat in your village?

Ans)

3. What questions you ask your parents to know about your village?

Ans)

4. How would you express your feelings about the services of a hospital?

5. What social institutions are there in your village?

Ans)

IV. Draw the given below picture and colour it.





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READINESS PROGRAMME LEVEL - I

Class : 4 Medium : English Subject : Environmental Studies

Name of the chapter : DIFFERENT TYPES OF HOUSES Worksheet No : 10

Name of the topic / concept : NEED OF A HOUSE

KEY CONCEPTS:

1. Need of house
2. Temporary residences
3. Roofs of houses

LEARNING OUTCOMES:






The students:

- Identify the types of houses.
- Explain the need of a house.
- Give examples for permanent and temporary residences.

BRIEF SUMMARY:

We all need houses to live in. We live in houses to protect ourselves from heat, cold, rain and dust. Birds and animals also build their houses like us. Houses are different types like huts, tiled houses, sheeted houses, buildings and apartments. Temporary residences are arranged at the time of floods and cyclones. Migrating people live in tents. When the roofs are slanting the rainwater flows down quickly.

I. Observe the picture and tick out the correct option:

	Building	Sheeted house	Thatched hut
	Hut	Tent	Apartment
	Tiled house	Building	Apartment
	Tiled house	Hut	Building
	Sheeted house	Temporary house	Apartment

II. Write TRUE for the correct statements and FALSE for the wrong statements:

1. All houses look alike. ()
2. The huts fell due to strong winds. ()
3. Migrating people live in temporary residences. ()
4. An apartment contains many flats. ()
5. When the roofs are slanting the rainwater does not flow down quickly. ()

III. Answer the following questions in 2 or 3 sentences:

1. How would you help the people who live in tents?

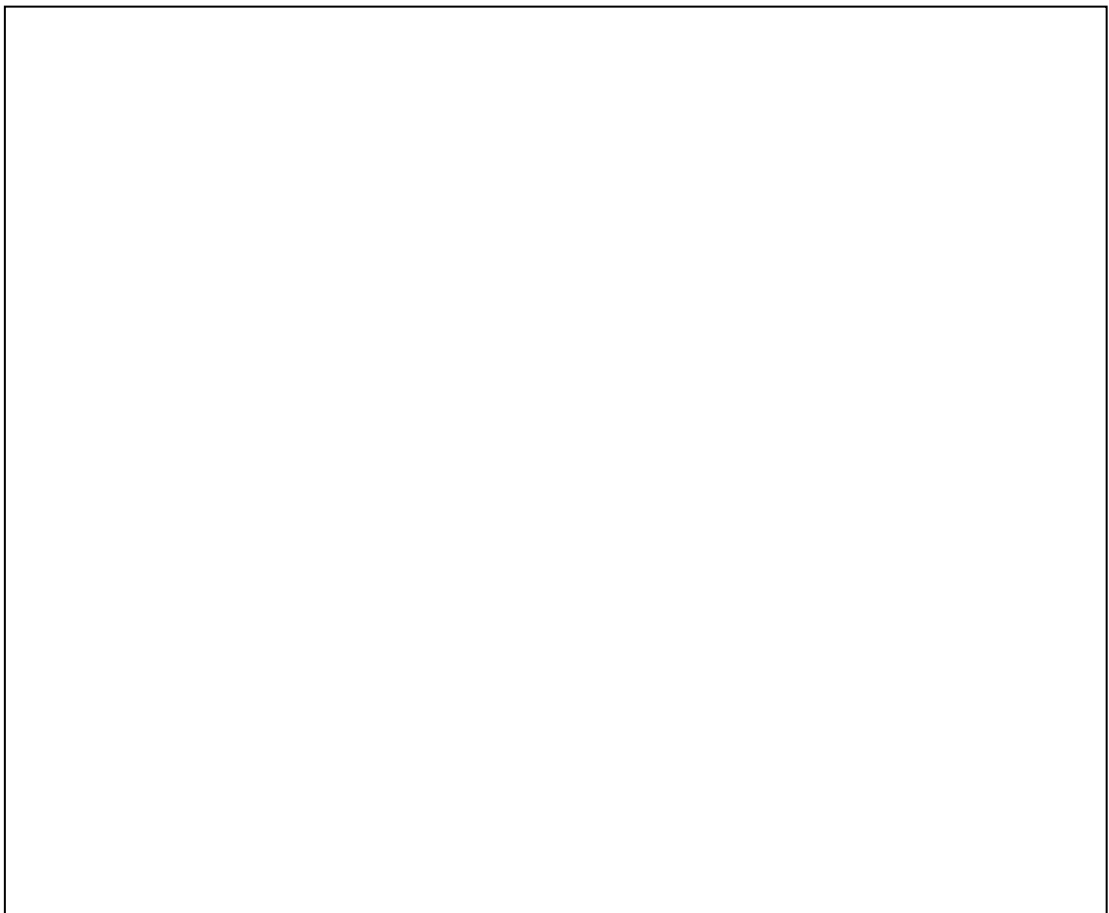
2. What questions would you ask your father to know about the life of people living in pipes?

3. Mention any four types of houses of your surroundings.

IV. You might have observed the roofs of the houses in your surroundings. Fill in the table with the particulars of roofs.

S.No.	Type of house	Slanting roof	Flat roof
1.			
2.			
3.			
4.			
5.			

V. Draw the given below picture and colour it.





II. Write four things you do to keep your house clean.

III. Ramesh went to Gopi's house. Their house looked dirty. What questions Ramesh might have asked Gopi regarding cleanliness of the house? What answers Gopi might have given?

IV. Draw the given below picture and colour it.



V. What happens if we do not dispose dust and garbage every day?

Ans: _____

VI. Clean house is the beautiful house. Why?

Ans: _____



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
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READINESS PROGRAMME LEVEL - I

Class : 4

Medium : English

Subject : Environmental Studies

Name of the chapter : GEMS OF CLAY

Worksheet No : 12

Name of the topic / concept : POTS, CLAY UTENSILS

KEY CONCEPTS:

1. Pots, Clay utensils
2. Clay dolls

LEARNING OUTCOMES:

The students:

- Know about the making of pots.
- Make the different models of fruits and vegetables with clay.
- Explain why the vinayaka idols should be made with clay only.

BRIEF SUMMARY:

Many things are made with clay. Pots, Ranjans, Flowerpots and few dolls are made with clay. Our ancestors used clay to make utensils. Nowadays, the usage of clay utensils is decreasing. The potter uses the potter's wheel to make the pots with clay. Lord Vinayaka idols are made with clay, plaster of paris etc., for Vinayaka chavithi. We must use clay idols only. Because clay dissolves easily in water. Water will not be polluted. Water in clay utensils will be cool during summer. Clay utensils are also used to store grains like paddy, jowar etc.,

I. Think of different things present in your house. Fill in the table with the particulars:

s.n.	Name of the thing	Tick ✓ the material it is made of				
		Steel	plastic	clay	wood	iron
1.	Pot					
2.	Bucket					
3.	Door					
4.	Spoon					
5.	Gate					

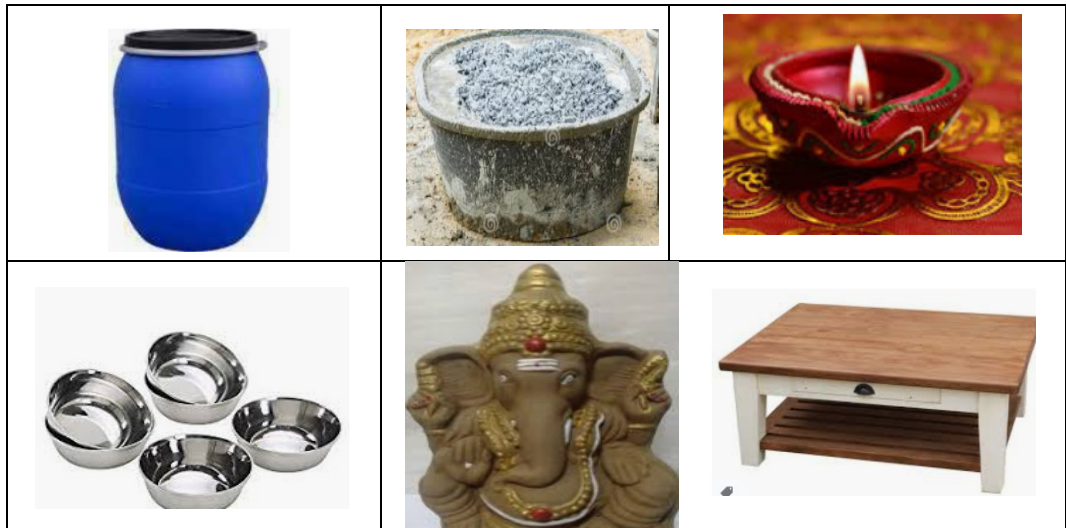
II. Answer the following questions in 2 or 3 sentences:

1. Give three examples of utensils made with clay.

2. Which clay utensils are there in your house? How are they used?

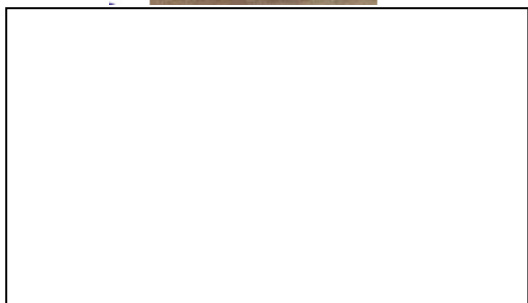
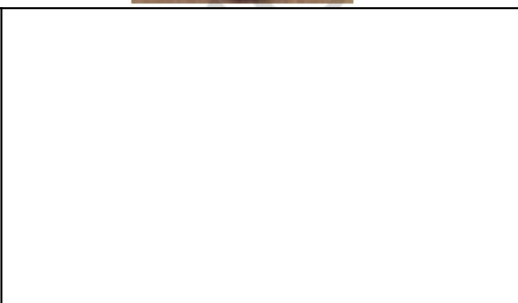
3. Why should we use Vinayaka idols made up of clay only?

III. Observe the pictures given below. Tick out the ones that are made up of clay.



IV. Draw the given below picture and colour it.



	
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**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
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READINESS PROGRAMME LEVEL - I

Class : 4 Medium : English Subject : Environmental Studies

Name of the chapter : COLOURFUL DRESSES Worksheet No : 13

Name of the topic / concept : DIFFERENT TYPES OF DRESSES

KEY CONCEPTS:

1. Different types of clothes
2. Readymade clothes and Stitched clothes

LEARNING OUTCOMES:

The students:

- Explain the need of clothes
- Differentiate between the clothes used in the past and the present.
- Classify the dresses worn by men and women.

BRIEF SUMMARY:

Clothes are our essential and basic needs. We wear clothes to protect ourselves from heat, cold and rain. Children, elders and all wear different clothes. Some people purchase readymade clothes and others purchase cloth and get them stitched. Different types of clothes are worn according to the seasons. Special clothes are worn according to the traditions, festivals, marriages and professions. Different designs are drawn with colours on clothes.

I. Fill in the table with the particulars:

Dresses worn by children	Dresses worn by males	Dresses worn by females

II. Write TRUE or FALSE :

1. We wear clothes to protect us from cold. ()
2. All people purchase readymade clothes. ()
3. We should wear clean clothes. ()
4. The doctors wear special clothes. ()
5. Hand kerchiefs need not be washed. ()

III. Some people do not have proper clothes to wear. People who lose their property due to floods, cyclones and fire accidents also do not have clothes to wear. How can we help such people?

IV. Answer the following questions in 2 or 3 sentences:

1. Write the similarities and differences between the clothes of males and females.

2. _____
3. _____
4. _____

5. Which clothes do you like readymade or stitched? Why?

6. Kavitha's parents purchased clothes from the shop. What questions they might have asked the shopkeeper?

V. Draw and colour the dresses you like:

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**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
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READINESS PROGRAMME LEVEL - I**

Class : 4 **Medium : English** **Subject : Environmental Studies**
Name of the chapter : I AM HERE, WHERE ARE YOU? **Worksheet No : 14**
Name of the topic / concept : UNDERSTANDING THE MAP

KEY CONCEPTS:

1. Understanding the map.
2. Directions and Symbols
3. Map drawing – School, Class room, Street, Village

LEARNING OUTCOMES:

The students:

- Locate their residence and class room using symbols with reference to the direction of their school.
- Identify the directions.
- Put questions on the symbols and their usage.
- Draw the maps of class room, colony, village etc..

BRIEF SUMMARY:

Hello, children! Think of your class for a while. We all sit in rows on benches. We can draw the arrangement of benches. We can locate the places where we sit. We can draw the maps of our school building, classroom, route map from our house to school, village etc., we can read a simple map of our village and understand the symbols representing temple, tree, hospital etc., Symbols help us to go from one place to other.

I. Observe your classroom and answer the following. Put a tick on the right answer.

- a) How many students are there in your class?
- b) Where is the black board? ... Front side / back side
- c) Where is the chair? Left side / front side
- d) Where is the teachers table? Back side / front side
- e) Name the students who sit in the front row:

- f) Name the students who sit in the second row:

II. Choose the correct answer:



A) HUT B) TEMPLE C) BUILDING ()



A) Well B) Hand Pump C) Tap ()



A) Post office B) Park c) Temple ()



A) Well B) Park C) Borewell ()



A) Park B) Postoffice C) Bus stop ()



A) Hut B) Park C) Shop ()



A) Thatched Hut B) School C) Shop ()

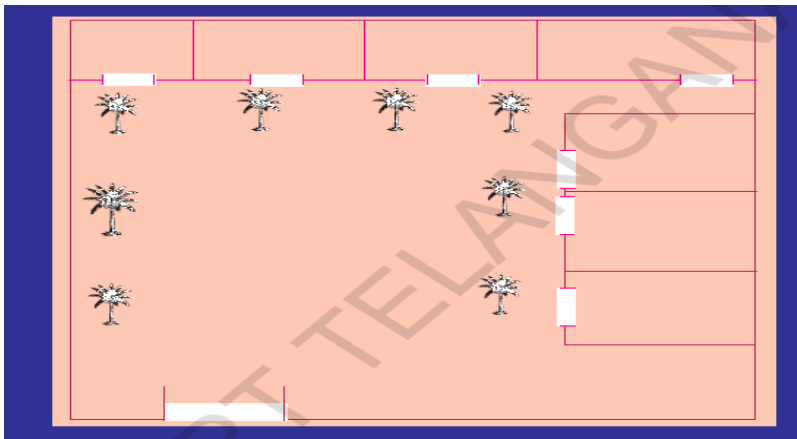


A) Temple B) School C) Hospital ()



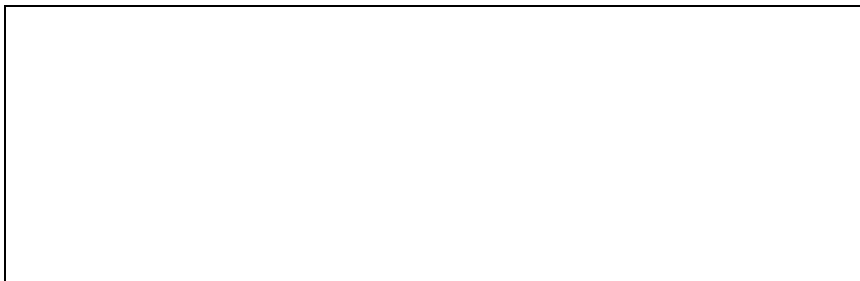
A) School B) Shop c) Park ()

III. Observe map of Nitya's school building given below

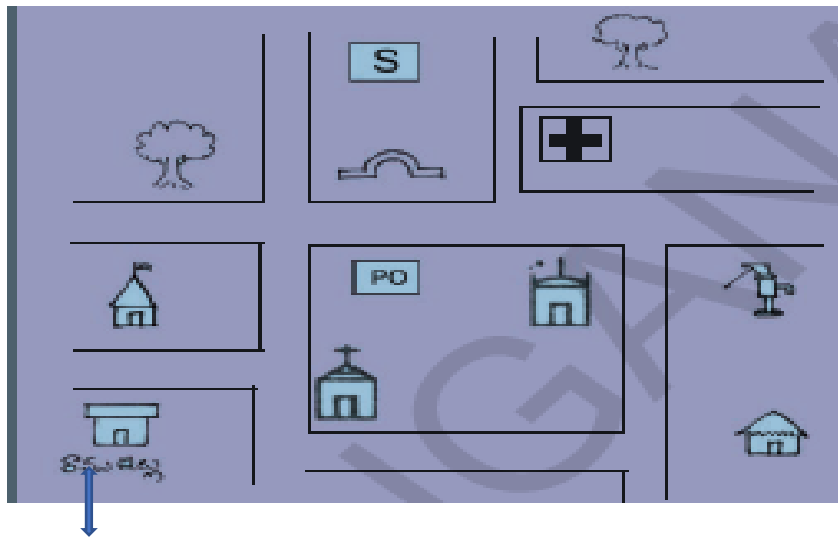


Draw the map of your school building using symbols as shown above.

Locate the rooms, doors, trees, school gate, compound wall, flag post etc.,



IV. Observe the Route map given below:



Ramu's house

With the help of symbols say and write what are there in Ramu's village?

Ans: _____



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
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READINESS PROGRAMME LEVEL - I**

Class : 4

Medium : English

Subject : Environmental Studies

Name of the chapter : WATER - OUR NEEDS

Worksheet No : 15

Name of the topic / concept : LOCAL WATER RESOURCES

KEY CONCEPTS:

1. Local water resources
2. Uses of water
3. Water Pollution

LEARNING OUTCOMES:

The students:

- Explain and give examples for water resources.
- Tell the uses of water.
- Explain the reasons of water pollution.
- Draw the pictures of containers used for storing water.

BRIEF SUMMARY:

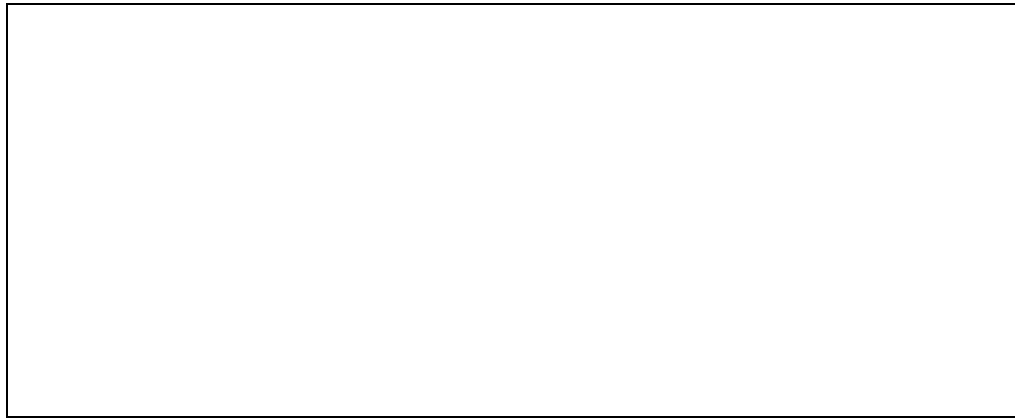
We get water from streams, canals, wells, lakes, ponds, rivers etc. Generally, we get water from wells, taps, hand pumps and streams and store them and use for our needs. We use steel pots, clay pots, buckets, cement tubs etc; to store water in our residences. Water is used for drinking, washing clothes, cleaning utensils, bathing etc. Animals and plants also need water. Plants would dry up when there is no water. We should drink clean water. We should not waste water. We should not pollute water.

I. Name the following water resources:



- I. Put a tick mark against the correct statement.
1. We should drink clean water. ()
 2. We can waste the water. ()
 3. We get diseases by drinking polluted water. ()
 4. We get water from streams, wells, rivers etc. ()
 5. Plants would dry without water. ()
 6. We should save water. ()
 7. We should not pollute the water. ()

- II. Draw and colour the pictures.
What containers are used to store water at your home? Draw pictures.



- III. Answer the following question in 3 or 4 sentences:

1. What happens if there is no water?

- IV. Answer the following questions in 2 or 3 sentences:

1. Give a few examples of water resources.

2. Which water resources are there in your area?

3. Which water is good to drink, pond water or Tap water? why?

4. What questions Ravi might have asked his teacher to know about the saving of water?

V. Match the following:



saving of water



water pollution



wasting of water



water scarcity (no water)



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
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READINESS PROGRAMME LEVEL - I

Class : 4

Medium : English

Subject : Environmental Studies

Name of the chapter : LET'S TRAVEL

Worksheet No : 16

Name of the topic / concept : MODES OF TRANSPORT

KEY CONCEPTS:

1. Travel
2. Modes of transport
3. Vehicles in the past

LEARNING OUTCOMES:

The students:

- Give examples for different modes of transport.
- Classify different transport vehicles.
- Question to know about the transport in the deserts.
- Prepare a poster on safe travel.

BRIEF SUMMARY:

Vehicles are used to travel from one place to another. We have different modes of transport and vehicles. Some of these move on road, some sail on water and some fly in the air. Different vehicles are used according to the distance and time. People go on foot or by cycle, auto, rickshaw etc., to nearby places. They go by bus, car, train etc., to distant places. They travel by aeroplane or ship to reach other countries. When there are no proper roads, villagers travel by bullock carts, tractors etc., Travelling in heavy packed vehicles with excess passengers is dangerous.

I. Name the vehicles given below:



1. _____



2. _____



3. _____



4. _____



5. _____

II. Name the vehicles used in villages.

1)

2)

3)

4)

5)

III. Name the vehicles you have travelled by.

1)

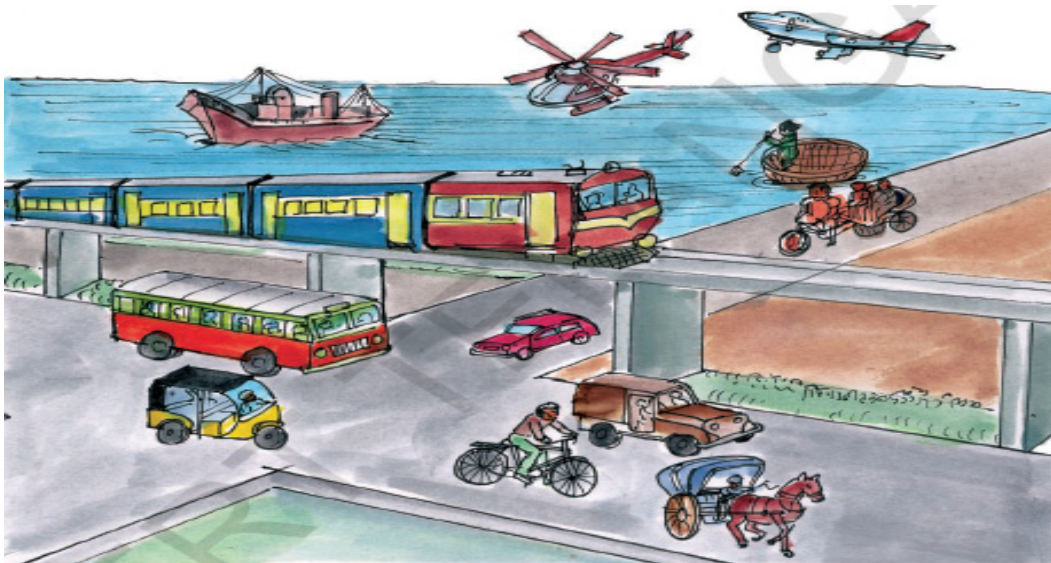
2)

3)

4)

5)

IV. Observe the picture given below. Fill in the table with their names.



Vehicles running on the land	Vehicles flying in the air	Vehicles sailing on the water

V. Draw the pictures of any two vehicles you like. Name them.

VI. Write the similarities and differences between a bus and a train.

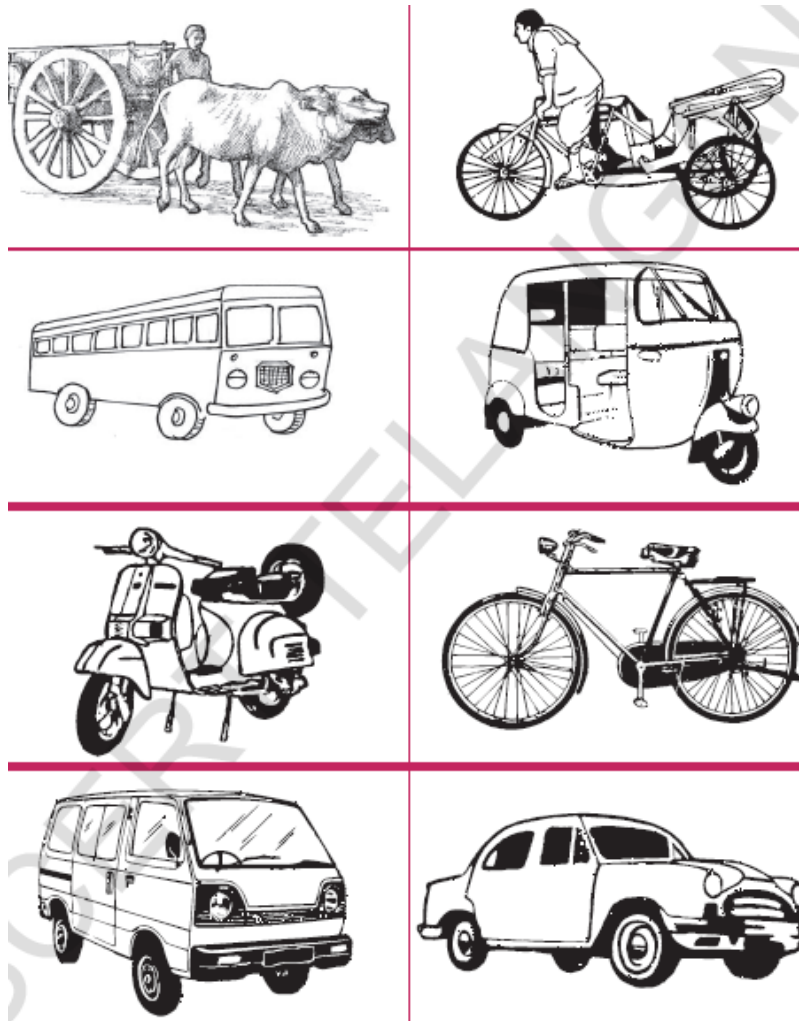
VII. We use animals to travel. What should be our attitude towards animals?

VIII. Nitya went to her grandmother to know about the vehicles that were used in the olden days. What questions she might have asked her grandmother?

IX. Tick the safe mode of travelling:



X. Observe the pictures given below. Colour the ones which are used in your village/city.



LEVEL-2

Academic Year 2020-21

CHAPTER-I : CHANGING FAMILY

CHAPTER-II : DIFFERENT GAMES AND RULES

CHAPTER-III : VARIOUS TYPES OF ANIMALS

**CHAPTER-IV : THE LIFE STYLE OF ANIMALS –
BIO DIVERSITY**

4th Class Environmental Studies (EM)

Academic Year 2020-21 (Level – 2)

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Sl.No.	Name of the chapter	Name of the topic / concept	Page number
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		3. USE OF HOME APPLIANCES	6-7
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		5. WHY TO FOLLOW THE RULES?	11-12
		6. SPORTSMAN SPIRIT	13-15
III	VARIOUS TYPES OF ANIMALS	7. EXTERNAL AND INTERNAL EARS	16-19
		8. TYPES OF SKIN	20-23
		9. USES OF ANIMALS	24-26
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- 4) Draw or paste the pictures of your family members on a chart. Say and write the work they do.

SELF EVALUATION

I. Write true or false

- 1) Family members increase in bride's family due to her marriage. []
- 2) Due to birth of Vandana's sister her mother's duties will change. []
- 3) Decrease in no. of family members due to the death of family members []
- 4) Presently Vandana spend her leisure time with her mother. []

II. Observer the picture. Answer the following



1) Where is Vandana?

2) Why did Vandana's father and grandma went to hospital ?

III. Answer the following.

1) What new works will vandana's mother do now ?

2) How do you help your mother in home?

3) Rani's brother Srinivas got married. What changes might have occurred in Rani's family after the marriage?



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ACADEMIC YEAR 2020-21

LEVEL - 2

Class : 4 Medium : English Subject : Environmental Studies

Name of the chapter : CHANGING FAMILY Worksheet No : 2

Name of the topic / concept : TYPES OF FAMILIES

KEY CONCEPTS

1. Joint families
2. Nuclear families

LEARNING OUTCOMES

learners...

- Know that all families are not similar.
- Give reasons why Changes occur in the families.
- Will explain the advantages of joint families.
- Give reasons why present families are nuclear families.

CONCEPT PRESENTATION

Most of the families in the past were joint families. In joint families, different members like grandparents, aunts, uncles, their children. Every one lived together. At present only parents and their children live in most of the families. In a joint family members live together and do various kinds of works together.

1) Are all the families similar? Why?

2) What are the advantages of joint families?

3) In future, what changes can occur in family?

4) A new family has come to your village. What questions would you ask to know about the changes that occurred in their family after shifting?

SELF EVALUATION

I. Fill in the blanks.

- 1) Most of the families in the past were _____
- 2) If only parents and their children live in the family than it is called _____ family.
- 3) Some people are sending their old parents to _____
- 4) In a joint family _____ are used to give company to the children.

II. Write the differences between joint families and nuclear families.

Joint families	Nuclear families

III. Write down the duties of your family members in the table.

Family members	Their duties
mother	
father	
Grand mother	
Grand father	
you	



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ACADEMIC YEAR 2020-21

LEVEL - 2

Class : 4 Medium : English Subject : Environmental Studies

Name of the chapter : CHANGING FAMILY Worksheet No : 3

Name of the topic / concept : USE OF HOME APPLIANCES

KEY POINTS

1. Home appliances

LEARNING OUTCOMES

Learners...

- Give reasons how important the usage of home appliances in present family system.
- Identify how home appliances have changed the duties of family members.
- Say the advantages obtained by the decreasing usage of electric appliances.

CONCEPT PRESENTATION

With changes in the families, the method of work also changed. Earlier people did all work by themselves. Present the use of electrical appliances in the household work increased. Home appliances have changed the method of working.

- 1) Name the appliances used in your home. What are they used for?

- 2) Visit homes of any five of your friends. Collect information on the different home appliances used in their houses and write in the table below.

S. No.	Friend's name	Home appliances Used in their houses

SELF EVALUATION

I. Tick the odd one. Write the reason.



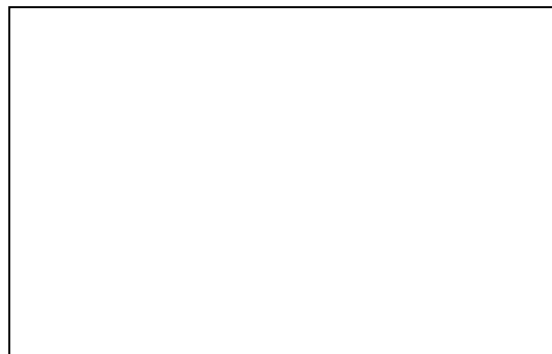
II. Answer the following questions

1) Write two disadvantages of using electric home appliances.

III. Match the following.

- | | | |
|--------------------|---------|---------------------|
| 1) washing machine | [] | A) grinding |
| 2) mixer (grinder) | [] | B) store food items |
| 3) cooler | [] | C) washing clothes |
| 4) Refrigerator | [] | D) cool air |

IV. Draw the below home appliance. Colour it.



- 3) What changes do you think would come in the modern games, when compared to those in the past? Why?

- 4) Playing is children's right. Play every day. After playing for a week, write your feelings.

- 5) Draw the court of any outdoor game that you play. Mark out the measurements. Label the court. Explain.



SELF EVALUATION

I. Observe the picture given below.

WRITE NAMES OF THE GAMES THE CHILDREN PLAYING.



1.	2.	3.	4.
----	----	----	----

II. MATCH THE FOLLOWING

- | | | |
|--|-----|---------------|
| 1)  | () | A) KABADDI |
| 2)  | () | B) FOOT BALL |
| 3)  | () | C) VOLLEYBALL |
| 4)  | () | D) CRICKET |

III. Answer the following questions in one or two sentences.

- 1) What games do you play in your school? Which play do you like most?

- 2) write the process of play kabaddi?

3) Observe any game played in your street or at school which you do not know. Write the procedure of the game in correct order.

SELF EVALUATION

I. Observe the below pictures. Write their uses



II. Write TRUE OR FALSE

- 1) Establishes traffic signals on cross roads in towns. ()
- 2) Certain rules and regulations will help for school development. ()
- 3) While playing the games don't follow rules. ()
- 4) Should play the games with sportsman spirit. ()
- 5) Playing is children's right. ()

III. Write the name of the game you like most and also write their rules.

Name of the game	Playing method	rules of the game

3) Collect information on any five famous sportspersons of our state or the country.

SNO	NAME OF THE PLAYER	GAME PLAYED	EVENT PARTICIPATED	COMPETITION WON
1.				
2.				
3.				
4.				
5.				

4) Which game has more number of players? Does it include women?

5) What should we learn from the winners of a game? How should we behave with those who lose the game?

SELF EVALUATION

I. Choose the right answer.

- 1) Our Indian cricket team won the World cup in the year..... []
 A) 2015 B) 2011 C) 2007 D) 2003
- 2) The first women won the gold medal in the event of weight lift in []
 Olympics.
 A) Sania Mirza B) P V Sindhu
 C) Karanam Malleshwari D) Mithali raj
- 3) The first women who won the medal in the event of badminton in []
 Olympics.
 A) Saina Nehwal B) Mithali Raj
 C) Karanam Malleshwari D) P.V Sindhu.

II. Write the answers in one or two sentences.

1) What is sportsman spirit?

2) What are the benefits of playing games?

III. Matching the following

- | | | |
|---------------------|---------|-------------------|
| 1) Vishwanath Anand | [] | A) badminton |
| 2) Gagan Narang | [] | B) cricket |
| 3) Mithali Raj | [] | C) chess |
| 4) Sania Mirza | [] | D) rifle shooting |

IV. Draw any sports material and colour it.



3) Observe the picture given below. Can we see ears of all animals? Which animal's ears can be visible? Which are not visible? Write in the table?



Animals which have external ears	Animals which have internal ears

SELF EVALUATION

- I. The animals have exchanged their ears with other animals in the picture. Look at carefully and identify the ears of the original animal. Complete the table.



S.No	Animals	Ears
1	elephant	mouse
2	rabbit	
3	mouse	
4	giraffe	
5	dog	
6	buffalo	
7	deer	

II. Give examples for animals without external ears.

III. Observe the following picture and write their habitat in given table.



Animal name	Place of habitat



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
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ACADEMIC YEAR 2020-21

LEVEL - 2

Class : 4 Medium : English Subject : Environmental Studies

Name of the chapter : VARIOUS TYPES OF ANIMALS Worksheet No : 8

Name of the topic / concept : TYPES OF SKIN

KEY POINTS

- Skin
- Viviparous
- Oviparous

LEARNING OUTCOMES

Learners.....

- Able to know the skin of all animals are not similar.
- Give examples of animals which have hair on their skin.
- Prepare the list of animals which have feathers.
- give examples of animals with scales on their skin
- Describe the characteristics of viviparous.
- Give examples of oviparous animals.
- Can say similarities and differences between oviparous and viviparous.

CONCEPT PRESENTATION

The ears and skin of all animals are not same. Some animals have hair on their skin, some have feathers and some others have scales on their body. The animals whose ears are seen and have hair on their skin, give birth to 'babies'. The animals whose ears are not seen and have no hair on the skin, lay 'eggs'.

- 1) Write two similarities and differences between oviparous and viviparous animals.

- 2) Some animals lay eggs, but do not possess feathers. Write their names.

3) Prepare the information table by observing any two animals.

Name of the animals	Does it have hair?	Does it lay eggs? / Give birth to babies?	What does it eat?	Where does it live?

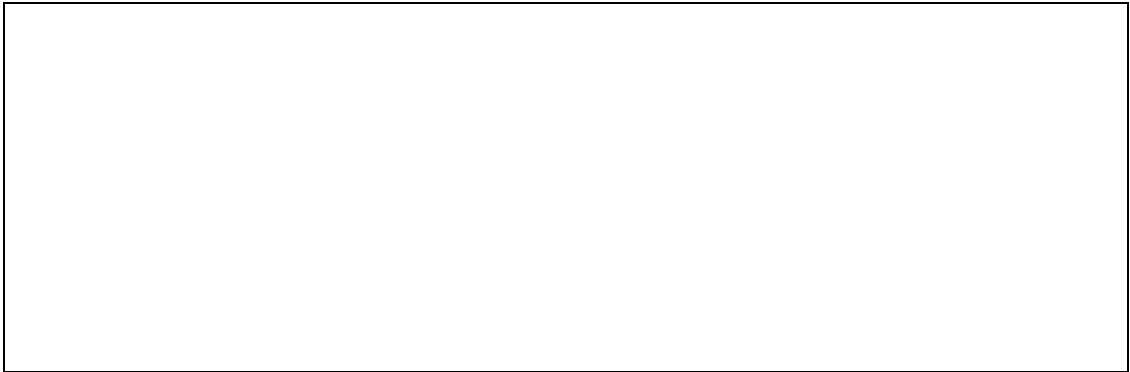
- What did you learn by observing the above table?

- Write two lines about egg laying animal?

4) Observe and write, which animals are found more in your region oviparous or viviparous.

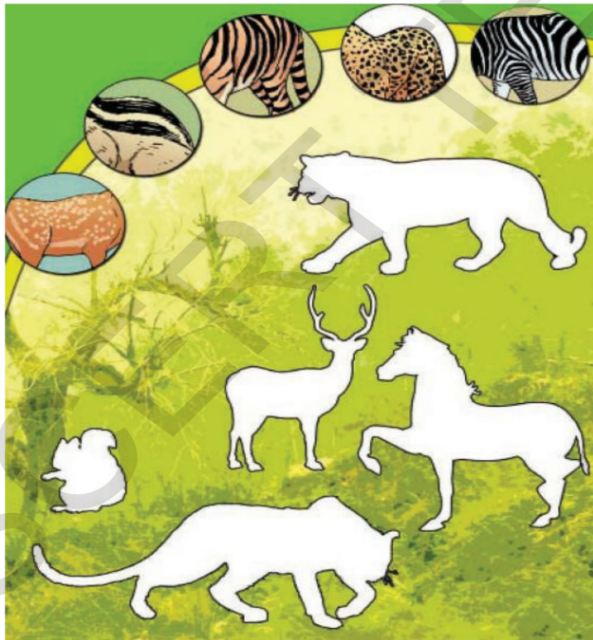
5) How do the animals that lay eggs and those which give birth to young ones, feed their young ones. Observe and write what do they do for this purpose?

6) Draw and color an animal which gives birth to young ones.



SELF EVALUATION

I. Match the animals shown here with the pictures of their skin.



II. Observe the below picture. Differentiate according to the table.



Animals with Feathers	Animal skin with Hair

III. Observe the animals in the picture and identify the herbivorous and carnivorous animals and write in the given table.



herbivorous	carnivorous

3) Write how do you feel when you see birds, animals and their young ones?

4) We need food, water and shelter to live. How do you help birds and animals that live in your surroundings?

SELF EVALUATION

I. Write down the names of animals according to table.

Animals that give food	Used for farming	Used for other purpose

II. Match the following

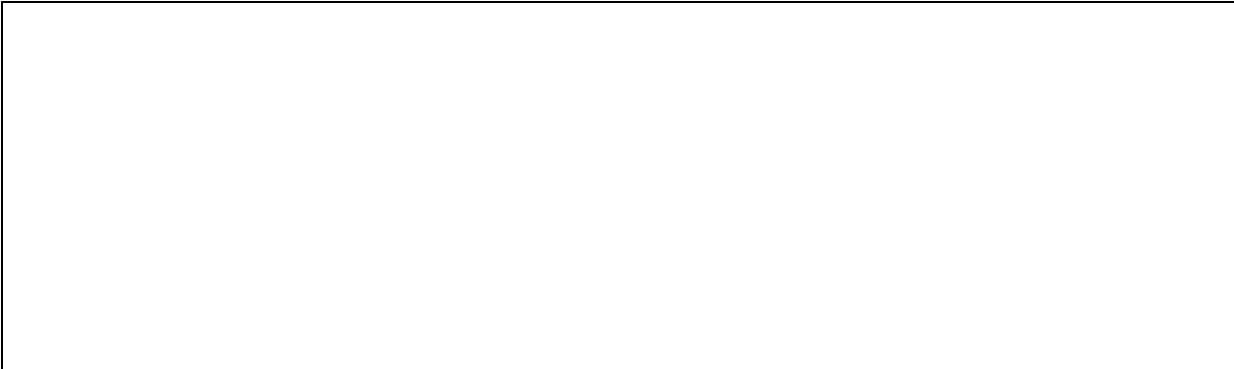
- 1) tiger [] a) agriculture
- 2) dinosaur [] b) extinct
- 3) sheep [] c) national animal
- 4) hen [] d) gives wool
- 5) bull [] e) feathers

III. Categorize the animals in the picture based on the table



Animals that give food	Used for employment	Other animals

IV. Draw your favorite animal picture.





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ACADEMIC YEAR 2020-21

LEVEL - 2

Class : 4 Medium : English Subject : Environmental Studies

Name of the chapter : THE LIFE STYLE OF ANIMALS –BIO DIVERSITY Worksheet No : 10

Name of the topic / concept : HOW DO ANIMALS LIVE?

KEY POINTS

- Life style
- Leader ship
- Herd of elephants

LEARNING OUTCOMES

Learners

- Able to Know, the man is a social animal.
- Give examples of birds and animals which lives in groups.
- Explain the lifestyle of elephants herd.
- Explain the benefits of animals living in groups.

CONCEPT PRESENTATION

Elephants in the forest live in herds. There may be 10-12 elephants in each herd along with their babies. Female elephants are more in number. The male elephant leave the herd at the age of 15. Usually, an old female elephant leads the herd .This way of living in groups ensure the protection of their baby elephants, food search and the defense from the enemies.

1) Write about the life style of any two animals?

2) Give examples for the animals living in group?

- 3) Write in the table about the shelters of animals / birds around you and the materials used to build their shelters.

Sl. No.	Name of the bird or animal	shelter	Material used to build the shelter

SELF EVALUATION

I. Fill in the blanks.

- 1) The animals living in groups ensure the _____ from the enemies.
- 2) _____ elephant leads the herd
- 3) There may be _____ elephants in each herd along with their babies.
- 4) The cubs learn _____ by observing the adult tigers.

II. Write TRUE or FALSE.

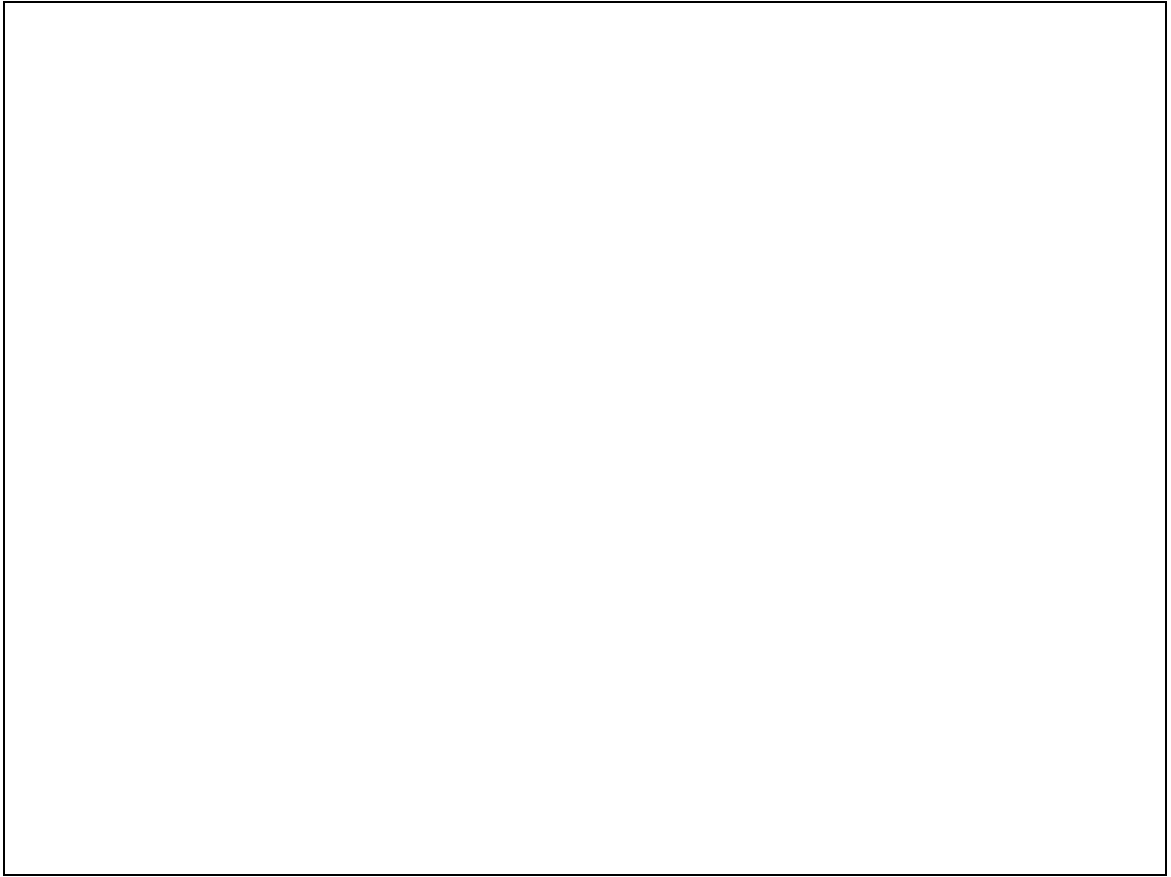
- 1) Man is a social animal []
- 2) Monkeys live in groups []
- 3) The elephants living in groups ensure the protection of their baby elephants, food search and the defense from the enemies, []
- 4) Some animals live alone []

III. Give the answer to the following questions.

- 1) Which questions do you ask your teacher to know the lifestyle of the living alone animals?

- 2) Write about the life style of tigers?

IV. Draw the elephant picture and colour it.





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ACADEMIC YEAR 2020-21

LEVEL - 2

Class : 4 Medium : English Subject : Environmental Studies

Name of the chapter : THE LIFE STYLE OF ANIMALS –BIO DIVERSITY Worksheet No : 11

Name of the topic / concept : BIRDS –THEIR NESTS

KEY POINTS

- Bird nests
- Being Protected

LEARNING OUTCOMES

learners.....

- Explain the advantages of birds which living in groups.
- Prepare list of things to construction of bird nest.
- Give reasons for extinction of spices sparrow.
- Identify, it is our responsibility to protect birds.

CONCEPT PRESENTATION

All creatures require shelter to protect themselves from sun, cold and rain. Birds use straws, twigs, threads, thin wires, paper, jute, cloth, and leaves etc. to build their nests. Birds build nests during egg laying season. They weave nests continuously.

- 1) List the materials used by birds for building nest.

- 2) Why do birds build their nests?

- 3) Write the similarities and the differences in the lifestyles of birds and animals.

4) Observe a bird nest. Write about its construction.

5) Observe birds while eating. Write your observations.

6) Collect pictures of different birds and nests and make a scrap book.

7) Prepare a model of your favorite bird's nest and speak about it.

8) Draw and colour the picture of any bird. Speak about it.



SELF EVALUATION

I. Write answers to the following questions.

1) Write the benefits of birds which living in the groups.

2) List of materials used by birds to build nest?

3) Write the two reasons for extinction of sparrow species

II. Match the following with their nests.

1) Gijigadu [] A)



2) crow [] B)



3) sparrow [] C)



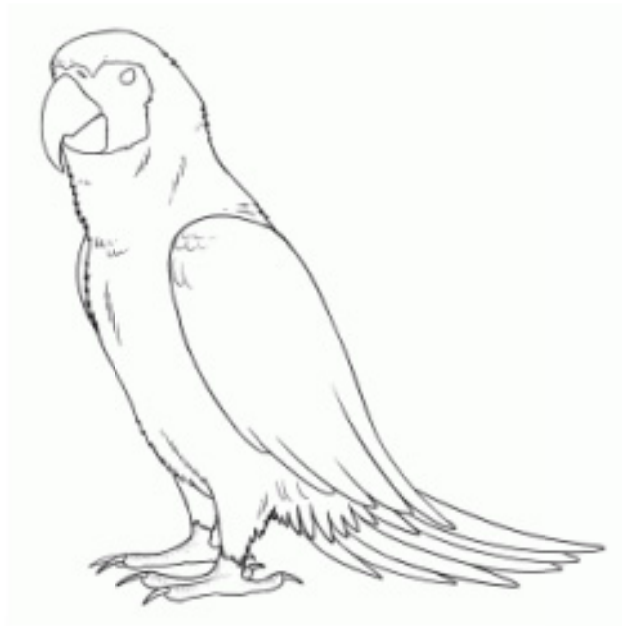
4) tailor bird [] D)



III. Fill in the blanks

- 1) Birds have the capacity to travel thousands of kilometers in Search of _____ and _____.
- 2) Seeing _____ on Dussera day is a part of Telangana culture
- 3) _____ tailor bird weaves the nest.
- 4) Man: house :: crow : _____

IV. Colour the picture and name it.



SELF EVALUATION

I. Choose the correct answer and in given bracket

- 1) Bees collect _____ from flowers []
A) Nectar B) insect C) flower D) leaves
- 2) Egg-laying ants _____ []
A) Worker ants B) male ants C) queen ants D) all above
- 3) How much weight an ant can lift more than its weight []
A) 10 B) 30 C) 50 D) 100
- 4) Following material is used to build a shelter of an ant []
A) clay B) wood C) cloth D) thread

II. Write the answer in one or two sentences.

- 1) Ants are ideal social beings. Why?

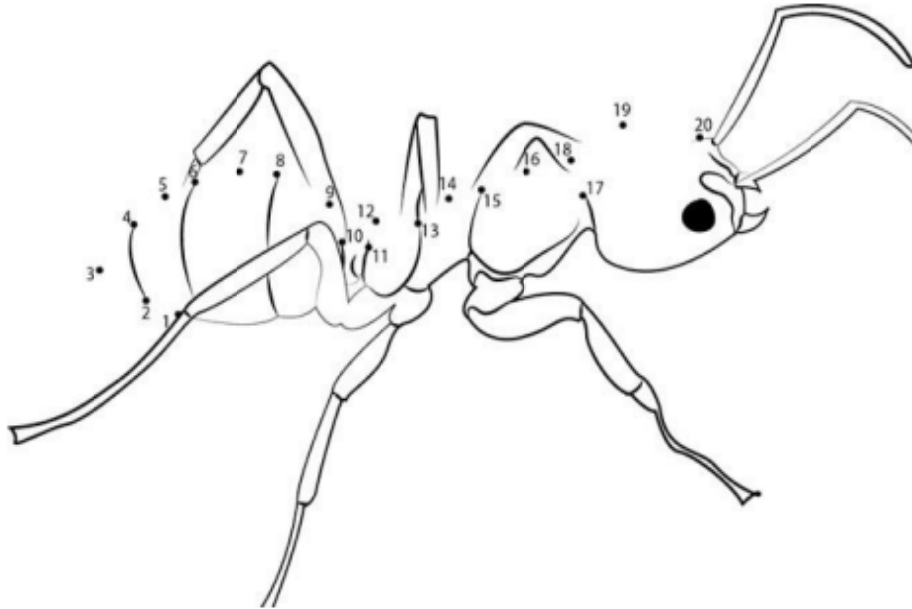
- 2) To know the lifestyle of insects what questions you might have asked.

III. Match the following

- 1) ant [] A) honey
- 2) honey bees [] B) build nest
- 3) worker ants [] C) mud
- 4) ant hill [] D) social beings

IV. Draw the picture by joining the numbers, write the name of the insect and colour it.

Write two things about it.



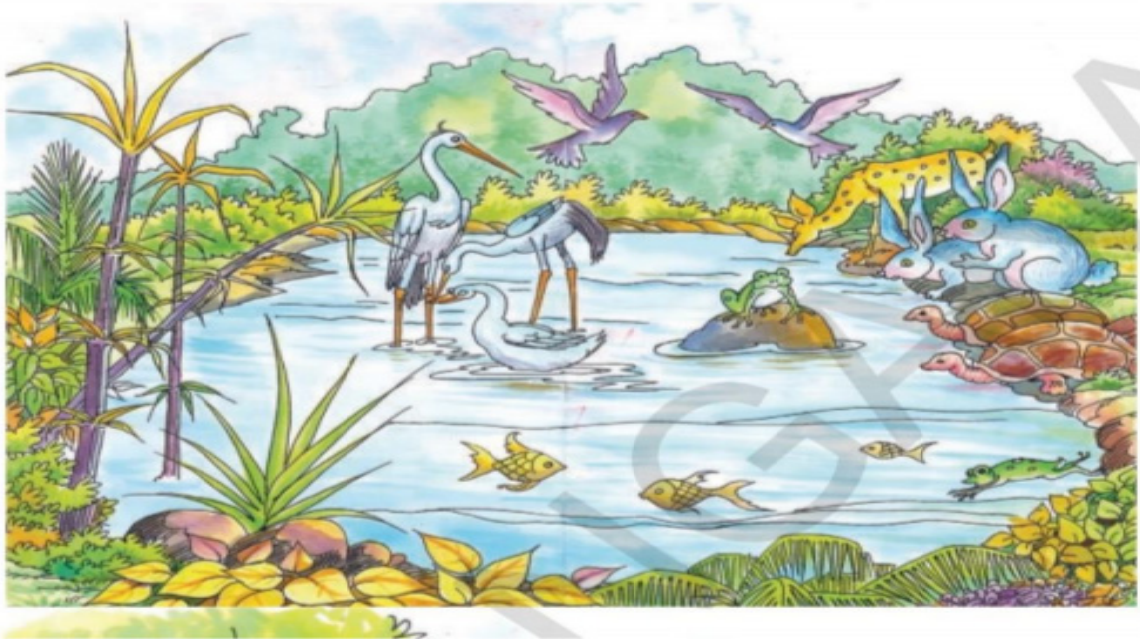
3) Haritha caged a parrot. She feeds it with fruits. Is it proper to cage a bird? Why? What would you do, if you were in her place?

SELF EVALUATION

I. Look at the pictures given below and mark the endangered and extinct animals with the tick mark and write their names.



II. Identify the creatures in the picture and circle the names given below. Write about how they are dependent on the pond.



[fish - tiger - crane - elephant - deer - rat - frog - rabbit - giraffe - tortoise - crocodile plants - pond]

III. Ask your parents and collect information about animals, birds and insects which lived in the past now in extinct in your village.

Sl.No.	birds	insects

IV. Answer the given questions below.

1) Explain bio diversity.

2) Write two reasons for extinction of wild animals.

3) Write down the precautionary measures to be taken to keep the animals becoming extinct



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