

ENVIRONMENTAL STUDIES

STANDARD THREE



BRIHANMUMBAI

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BRIHANMUMBAI



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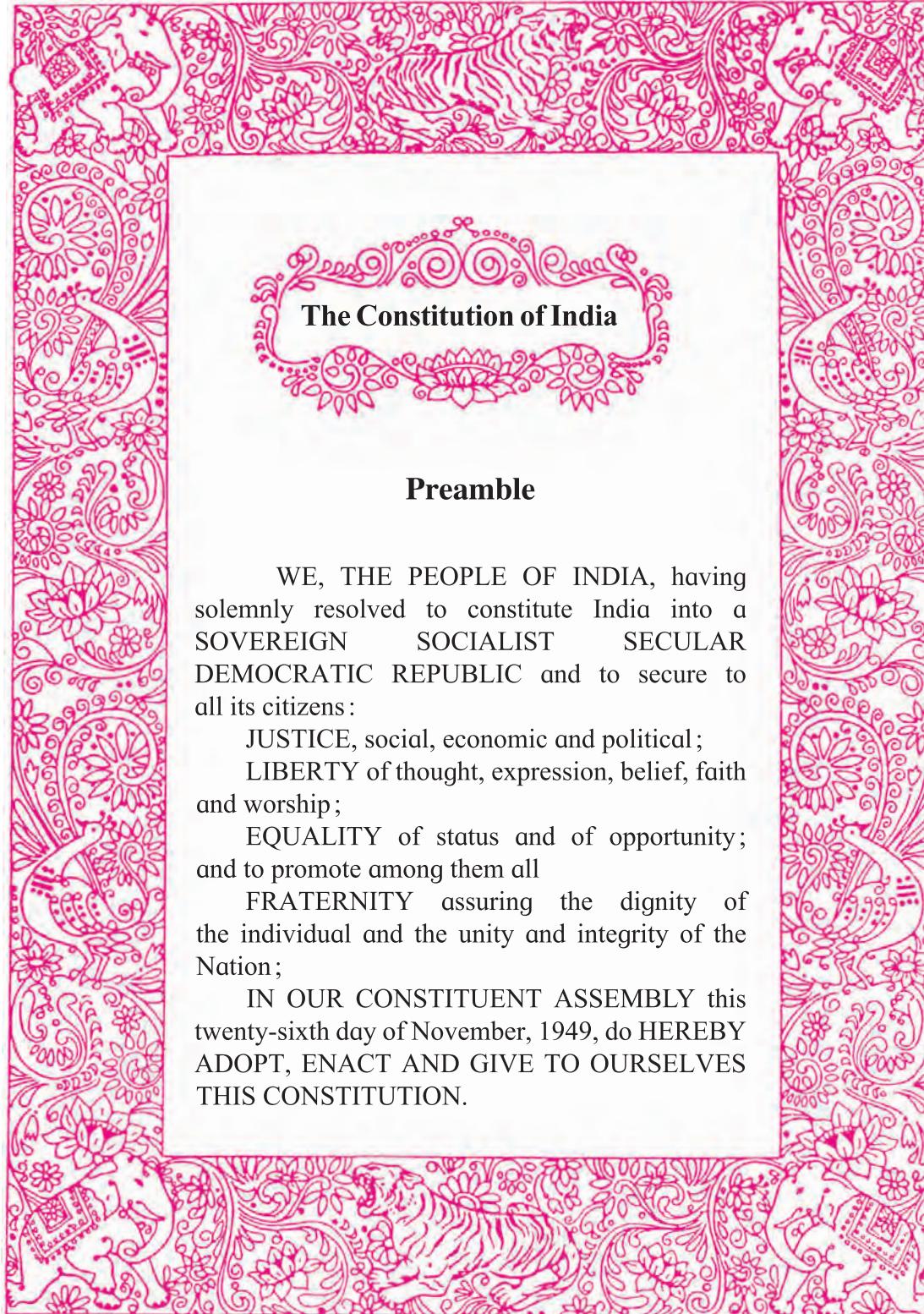
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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political ;
LIBERTY of thought, expression, belief, faith and worship ;

EQUALITY of status and of opportunity ; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation ;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

The 'Primary Education Curriculum - 2012' was prepared in the State of Maharashtra following the 'Right of Children to Free and Compulsory Education Act, 2009' and the 'National Curriculum Framework 2005'. The Textbook Bureau has launched a new series of textbooks based on this syllabus approved by the State Government from the academic year 2013-2014 in stages. We are happy to place this textbook 'Environmental Studies' of Standard Three in this series in your hands.

Our approach while designing this textbook was that the entire teaching-learning process should be child-centred, emphasis should be given on active learning and constructivism and at the end of Primary Education the students should have attained the desired competencies and that the process of education should become enjoyable and interesting. Also, the present textbook has been written following 'Ten Core Elements' which have been indicated in the syllabus.

There are many colourful illustrations in this textbook. It is an attempt to make comprehension and construction of knowledge more effective through the language of pictures. Some activities have been included in this textbook under the titles 'Can you tell?', 'Try this', 'Use your brain power!' They will help the students to understand the concepts introduced in the lessons and will also reinforce them. The textbook will motivate the children to observe their environment. Conscious efforts have been made to impart values which are relevant today in the context of the textbook.

Variety in the exercises will help the children to revise and retain the concepts in the lessons and will motivate them to study on their own. Children will find the exercises interesting. They will also help the teacher with continuous comprehensive evaluation.

This textbook introduces the children to their natural, social and cultural environment. It attempts to develop the students' skills of problem solving and application and a healthy attitude towards the environment.

The language of presentation used in this book is simple. The topics have been presented in an inter-disciplinary manner without forming compartments of science, geography, history and civics. It may lead to an approach that looks at several dimensions of an issue or topic simultaneously. We have tried to keep in mind the diverse experiences of all the children in Maharashtra while writing the book.

This book was scrutinized by teachers from all parts of the State, by educationists, experts and members of syllabus committee to make it as flawless and useful as possible. Their comments and suggestions have been duly considered by the Subject Committees while finalising the book.

The members of Science, History, Geography and Civics subject Committees, Panel members, quality reviewers and the artists have taken great pains to prepare this book. The Bureau is thankful to all of them. We hope that this book will receive a warm welcome from students, teachers and parents.



(C. R. Borkar)

Director

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1. © Government of India, Copyright 2014.
2. The responsibility for the correctness of internal details rests with the publisher.
3. The territorial waters of India extend into sea to a distance of twelve nautical miles measured from the appropriate base line.
4. The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh.
5. The interstate boundaries amongst Arunachal Pradesh, Assam and Meghalaya shown on this map are as interpreted from the "North-Eastern Areas (Reorganisation) Act, 1971," but have yet to be verified.
6. The external boundaries and coastlines of India agree with the Record/Master Copy certified by Survey of India.
7. The state boundaries between Uttarakhand and Uttar Pradesh, Bihar and Jharkhand and between Chhattisgarh and Madhya Pradesh have not been verified by the Governments concerned.
8. The spellings of names in this map, have been taken from various sources.

Environmental Studies-Part 1-Standard III-Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/individually and encouraged to :</p> <ul style="list-style-type: none"> • observe and explore the immediate surroundings, i.e., home, school and neighbourhood for different objects/plants/animals/birds for their concrete/ simple observable physical features (diversity, appearance, movement, places of living/found, habits, needs, behaviour etc.) • observe, explore their home/family for the people whom they live with, what works they do, the relations and their physical features and habits and share the experiences in different ways. • explore the neighbourhood for the means of transport, communication and what works people do. • observe their home/school kitchen for food items, vessels, stoves, fuels and cooking processes. • discuss with elders and find out from where we/birds/ animals get water, food (plants/animals, which part of the plant we eat etc.), who works in the kitchen, who eats what, who eats last. 	<p>The learner-</p> <p>03.95.01 identifies general observable features of leaves, trunk, bark of plant etc., in ambient surroundings (like shape, colour, texture, aroma) and also identifies general observable features of animals/birds, for example movement, places where they found/kept, eating habits, sounds.</p> <p>03.95.02 identifies relationships with and among family members.</p> <p>03.95.03 identifies objects, signs (vessels, stoves, transport, means of communication, transport signboards etc.) places (types of houses/shelters, bus stand, petrol pump etc.) activities (works people do, cooking processes etc.) at home/school/around us.</p> <p>03.95.04 explains roles of family members, family influences (traits/features/habits/methods), need for living together by different ways.</p>

<ul style="list-style-type: none"> visit different places in the neighbourhood, for example, market to observe the process of buying/selling, journey of a letter from post office to home, local water bodies etc. ask and frame questions and respond to the peers and elders without any fear or hesitation. share their experiences/observations through drawing/ symbols /tracing / gestures/ verbally in a few words / simple sentences in their own language. compare objects/entities based on differences/ similarities for observable features and sort them into different categories. discuss with the parents/guardians/grandparents/ elders in the neighbourhood and compare their clothes, vessels, works done by people and their games. collect the objects such as, pebbles, beads, fallen leaves, feathers, pictures, etc., of their finds from their surroundings and arrange in an innovative manner, for example, heaps, pouches and packets. critically think to guess/estimate and predict about the happenings, situations, events and the possible ways to check, verify, test them. For example, which directions (left/right/front/back) to be followed to reach a nearby object or place. which vessel (of same volume) contains more water; how many spoons of water to fill a mug or a bucket etc. perform simple activities and experiments to observe, smell, taste, feel, touch, hear using different senses as per their abilities to identify, classify, differentiate between objects, features, entities etc. collect observations and experiences on the experiments and activities and shares that orally /gestures /sketches / tables /writing in simple sentences. manipulate waste material, fallen dry leaves/flowers, clay, pieces of fabrics, pebbles, colours to create or improvise make drawings, models, designs, collage. For example, using clay to make pots/vessels, animals, birds, vehicles, furniture from empty matchboxes, cardboard, etc. transport and communications for various means of transfer and studying and finding out what people do. understanding the differences between cities and villages on the basis of houses, costumes, vehicles, industries, amenities etc. showing various transport routes on maps. Locating famous places of their districts according to transport routes. reading maps of local surroundings, district, State and country according to legends. understanding the routine of the living organisms from morning to night. considers respecting nature because nature provides for the needs of all the living organisms including us. observe and narrate the difference between our house and houses in the surroundings (man, animals or birds). 	<p>03.95.05 describes need of food for people of different age groups, animals and birds, availability of food and water and use of water at home and surroundings.</p> <p>03.95.06 forms the groups of objects, birds, animals, features, activities according to their similarities and differences using different senses.</p> <p>03.95.07 explains the difference between objects and activities of present and past (at time of the elders) (for example, clothes/vessels/ games played/work done by people).</p> <p>03.95.08 identifies the direction and position of places (house/classroom/school) with the help of signs/using symbols/verbally or orally by using simple maps.</p> <p>03.95.09 guesses the properties, estimates quantities of materials/activities in day-to-day-life by using standard and non-standard units (measuring by hand, spoon, mugs etc.)</p> <p>03.95.10 records observation, experiences, information of different objects, activities, places visited in different way and predicts patterns (for example, phases of moon, seasons).</p> <p>03.95.11 creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home, school, etc.) and be able to write down slogans, poems etc.</p> <p>03.95.12 observes the rules in various games (local/ outdoor/indoor etc.) and other group activities.</p> <p>03.95.13 gives their opinion on good and bad touch.</p> <p>03.95.14 shows sensitivity for plants, animals, elders, disables and various family set ups in surroundings.</p> <p>03.95.15 differentiates between town and village.</p> <p>03.95.16 shows famous places and the means of transport available in the taluka and district on map.</p> <p>03.95.17 gives information related to district, State and the country with reference to directions.</p> <p>03.95.18 relates the processes of living being with the phenomenon of day and night.</p> <p>03.95.19 relates that occupations and industries are a result of man's needs.</p> <p>03.95.20 classifies the habitats of various animals/ birds in the surroundings on the basis of their characteristics, similarities and differences.</p>
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Note : If the shades of the colours of the national flag in this book do not correspond to the shades officially recognized, it is because of technical limitations.

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