

ENVIRONMENTAL STUDIES

Class-4



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Foreword

It is necessary that both teacher & student be active for the acquisition of knowledge. It was a great challenge to bring out the different social, cultural & geographical diversity which is the strength of our state, in this book. It was greatly planned that each student would find the book to be his personal one.

Children of this age group have an overall view of their surroundings. So care has been taken to include the natural, cultural and social things in their surroundings. To make the book child centred, care has been taken to provide opportunities to children for search, observe, express their views and find solutions by them selves.

In the textbook many opportunities has been given for the students to work individually, in groups and with the society. It has also be devised in this book that the children take the help of other sources along with that of the textbook and their teachers-as-family, society, newspaper, library etc. By this Family and society will be connected to the school.

During the making of this textbook many environmental points have been kept in mind as forests, animals, plants-trees, rivers, transport, petrol, water, pollution, natural disaster, family relations and disability so that the children may be aware of these and develop a positive thinking about them. The activities given in the book are suggestive. You are free to add more at your level.

Evaluation would be at your level but must be continuous, comprehensive and child centred.

Right to Education Act-2009 stresses on providing quality education. NCERT New Delhi has established class wise, subject wise, learning outcomes for students of class 1 to 8 and has suggested pedagogical activities for achieving the all-round development of the children. So for the year 2018-19 textbook has been made even share & relevant so that children get maximum opportunity to acquire knowledge. Hope this book will help teachers, parents and children to reach their goals.

In the production of this book we have received great help and guidance from teachers of government and private schools DIETs colleges and Ravishankar University Raipur, private institutions and enlightened citizens. We are greatly obliged and offer sincere thanks to all.

We would welcome suggestions for the improvement of this book from all of you.

Director

State Council of Educational Research
and Training Chhattisgarh, Raipur

For the Teacher and Guardians.

State Council of Educational Research and Training Raipur has prepared these text books on Environmental studies with the objective of increasing the skills & abilities of the children. To make sure that children may analyse their experiences and learn and understand the subject. Some points of Environmental Studies are relevant which is given below.

⇒ Provide opportunities to obtain knowledge instead of giving information.

⇒ To enforce learning and comprehension instead of rote memorization.

⇒ To induce children to do experiments and activities.

⇒ To make children learn in groups, discuss with each other, arranging the activities together and then coming to the conclusion.

⇒ To motivate children to find solutions to the questions given in the textbook.

⇒ Try to organize the different informations present, to draw a conceptual formula. Also to try to develop scientific view by believing the evidences and learn.

It is quite natural that children of class IV are expected to know more, so in comparison to class III these children are given more challenges through the medium of activities and experiments. It is expected that children read and understand some of the lessons. It will be better if they understand some of the lessons. It will be better if the children work in groups or it may be displayed before the class by the one who could comprehend it properly. Another one of the important issues of environmental studies is that children learn to tabulate their observations and experiences and find solution to them and analyse them. This point has been taken care of in this book.

A list of the skills which are to be developed in the children on the basis of the materials given in the textbook is also given in this book. Please read this list. We have to provide opportunities to help them develop these skills. You should provide open space for the children to learn motivation to do as many activities as they

can give them a chance to know and ask questions about the world around them. You know that children are aware of their surrounding and having a chance to tell something about it will help in building up their moral/ self-confidence.

The Main objective of elementary education is understanding or comprehending the written matter some steps has taken to develop linguistic skills also. It is expected that you care about developing the linguistic skills.

During teaching these lessons, children are to be taken to gardens, historic places and other places. For some lessons as Respiration Games of Air Heart Beats, materials from nearby surrounding are to be collected for the activities & experiments in the lesson. It is expected that the guardians will co Operate in this. In every lessons there are questions along with the activities & experiments, to which the children are to find answers. Please don't be anxious to provide answer to these question but motivate the children to find the answers themselves. Many opportunity stages are provided in the book where the student could discuss about their experiences and also write about them. The part of the teacher guardians and elders become more important as they have to see that their experiences are correlated to environmental studies and the different social issue be taken to include children with special needs with the common stream. At the end of each lesson a portion with a subtitle of "Find from Your Surrounding" has been given where there are some extra interesting activities. Please guide the children to these activities. It is expected that you all will help them to complete these activities.

The activities and experiments given in the book is just suggestive. May be on working with the children, you may need to change the sequence of the lessons. You are quit free to do this.

Your suggestions are warmly expected.

Director
S.C.E.R.T.C.G, Raipur

Environmental Studies

Skills And Contents

1. Inspect, Identify, collect data & register them

- ⇒ To investigate about the qualities of various things by touching & feeling them.
- ⇒ To observe & understand certain things carefully when going on excursion.
- ⇒ To know & understand new things by asking questions from related persons.
- ⇒ Understand by reading brief description.
- ⇒ To study the charts, visual maps, models or pictures and understand the important things.
- ⇒ Collect information.
- ⇒ To organize & express the knowledge according to written orders.
- ⇒ To present the acquired knowledge in small sentences through verbals & written method.

2. Comparison, classification synthesis and simplification.

- ⇒ To fill the table of two-three columns.
- ⇒ To organize registered picture systematically.
- ⇒ To make maps & organize them in order.
- ⇒ Recognize the qualities- what are the facts or aspects which tell us about the qualities of things and distinguish them from other things.
- ⇒ To find 2-3 similarities & dissimilarities in the articles.

3. Development of Pattern, interrelationship & hypothesis.

- ⇒ To develop understanding on the basis of given knowledge & experiences.
- ⇒ Develop inter-relations between the circumstances & the work done under such circumstances, like wearing of cotton clothes during summer.
- ⇒ Start understanding the beliefs of celebrating the festivals of any particular region by reading or listening.
- ⇒ Develop the creativity.
- ⇒ To be able to identify the things and different parts and develop relationship between them.

4. Recognize problems, suggest & decide options

- ⇒ To search solutions of some visual puzzles and visual problems.
- ⇒ To understand the importance of looking after our self in the present conditions and to cure one self in case of facing any minor accident.
- ⇒ Identify certain hidden problems. To differentiate & find similarity between two or more things.

5. To find reasons and effects and suggest the treatments.

- ⇒ To understand the importance of water, air, soil, plants and living organisms.
- ⇒ To find the causes and think the ways of stopping their bad effects.
- ⇒ To use the natural resources and understand their importance & suggest the remedies for protecting them.
- ⇒ To understand the importance of rules of protection, safety and adopt them in one's own life.

6. Development of presentation, Interests, Habits & Patience:

- ⇒ Curiosity (Why, How - About the environment) to be able to ask questions, evaluate & experience on the basis of challenges.
- ⇒ Be able to speak in groups after hearing & understanding them.
- ⇒ Form teams and adjust according to the emotions & feelings of group (without illtreating the other team) & begin the activities.
- ⇒ To express any social & historical event through a play.

7. Experiment, construct hypothesis & check, reconstruct & understand the reactions.

- ⇒ To experiment on activities based on arithmetic evaluation & find conclusions.
- ⇒ Evaluation, Identification & conclusions.

8. Learn to Study & Construct Pictures & Maps.

- ⇒ To learn from Pictures. To form relations and organise them in series.
- ⇒ Construct Pictures for reference.
- ⇒ To look at Maps and understanding of Symbols & to identify signs & symbols.

With Best wishes,

Director

SCERT

Chhattisgarh, Raipur

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