

Environmental Studies 2



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Republic of Maldives**

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This book is written to meet the requirements of Environmental Studies in the National Curriculum.

This is the prescribed textbook for teaching Environmental Studies to students of Grade 2.

The right to modify this book lies exclusively with the Educational Development Centre of the Ministry of Education.

Ministry of Education

Introduction

Environmental Studies 2 is a completely revised edition of the Environmental Studies Grade Two Pupil's Book. This book is written to meet the requirements of the Environmental Studies Syllabus in the national curriculum.

This textbook consists of 5 units which are divided into different topics.

Each topic includes information and activities for the students.

Lessons and activities are organised so that the teachers will be able to continuously assess student performance while they carry out the activities and projects included in the textbook.

Teachers can give alternative activities if the objective of the lesson can be achieved. Since the textbook provides all information needed to enable students to achieve the curriculum objectives.

It is recommended that teachers do not give out separate notes.

Most lessons in this book are activity based. The students need to do a lot of hands on activities. The text and the activities need to be explained clearly before the students are asked to do the tasks.

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Unit 1

The People

Myself

Population

**Health and
Nutrition**

1 Senses

How does your senses help you?

Senses help us to know what is going on around us. Without them we wouldn't be able to **see** this book or **hear** our teacher talk.

We have 5 senses. They are touch, taste, sight, smell and hearing.

touch



sight



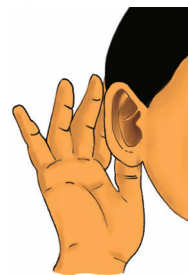
smell



taste



hearing



Using our ears

2

We use our ears to **listen** to **sounds**. When the **sound** waves reach our **ears**, messages are sent to our **brain**.

How do you hear sounds?

Your ears change sounds into **signals** that are sent to your brain. Your **brain** turns these **signals** into the sounds you **hear**.

Activity 2a

Do this with your teacher.

- 1- Blow across the mouth of an empty soft drink bottle.

Listen to the sound.



Blow across the mouth of a ball point pen cap. Listen to the sound.
Are the sounds same or different?

2

Using our ears

- 2- Think of other ways to make sounds.

Drop different things one at a time on to a table or the floor. Do they make the same sound?



- 3- Can your ears tell you where sounds come from?

Play this game.

Blindfold your partner.

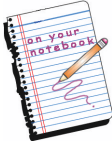
She has to find where you are from the noises you make.

Can she find you? How did she find you.



Using our ears

2

- 4- Can your ears tell you where sound comes
- 5- Sit quietly and listen to the sounds around you for 1 or 2 minutes. List or **draw** the sounds you hear.
- 6- Touch the front of your throat when you say "aah". Can you feel it shaking?
- 7- **Draw** sounds that you like and sounds that you don't like. 
- 8- Put your hands over your ears. Shut your ears completely. Now try to do what your partner tells you to do.

If you had no ears how would you play with friends, study or do what your mother and father asks you to do?

Discuss.



3

Feeling right

Your sense of touch tells you more about things.

Activity 3a

What you do-

1- Put objects of different sizes and shapes, in a bag which is not see through (transparent).



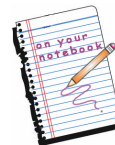
2- Tie a piece of cloth around your partner's eyes. Ask your partner to take an object from the bag.



3- Feel it. Try to name it.

Can you name the objects correctly?

Draw them.



Reading in the dark

4



Can you read with your **eyes** closed?

By using the fine sense of touch in your **fingertips**, you can read by **feeling** instead of using your **eyes** (sight).

Activity 4a

Do this with your teacher.

You will need-

- A piece of styrofoam board.
- Scissors.
- Mapping pins or drawing pins.
- Pen.
- Cloth.

What you do-

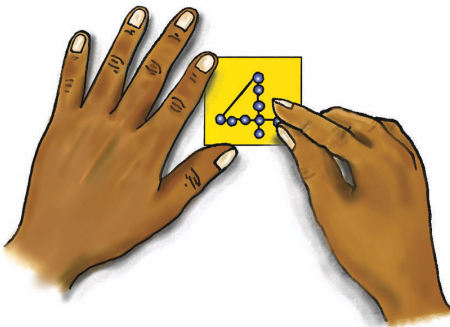
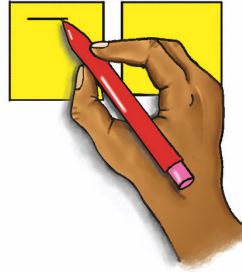
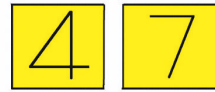
- 1- Cut the piece of styrofoam board into 4 squares with the scissors.



4

Reading in the dark

- 2- Write a number in each styrofoam square. (You could use part of your telephone number.)



- 3- Stick mapping pins along the outline of each number.

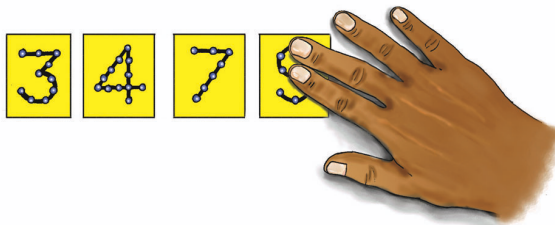
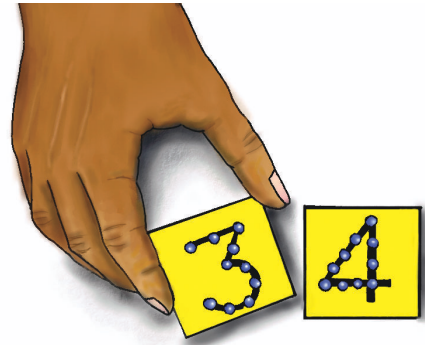
- 4- Fold the cloth lengthways to make a blindfold. Use it to blindfold a friend.



Reading in the dark



- 5- Put the numbers side by side on a table top.



- 6- Get your friend to read the numbers by feeling the shape of the numbers with her fingertips.

Your fingertips are very sensitive to touch because there are many nerve ends in your fingertips.



5

Using our skin

Activity 5a

Do this with your teacher.

You will need-

- Ice cube.
- Hot water (luke warm).
- Something sticky (glue).
- Something smooth, wet cloth, dry leaves and something rough.



What you do-

- 1- Blindfold your friend.
- 2- Touch the different objects, one by one. How does it feel?



Here are some words you might need to use.

Hot, **cold**, **sticky**, **smooth**, **wet**, **rough**.



Draw something **hot**, **cold**, **smooth**, **rough**, **wet**, **dry**.

Taste and smell

6

You can tell the difference between many kinds of food. You can only sense 4 different tastes.

Sweet, sour, salt and **bitter**.

When you eat, your sense of smell is also working. The taste and smell helps you to sense the flavour of a food.

Activity 6a

Do this with your teacher.

You will need-

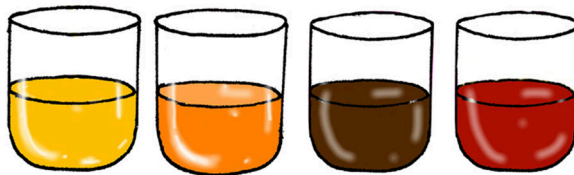
A piece of cloth.

A large glass of water.

4 types of drinks (coffee, orange juice, passion fruit juice and black tea).

4 straws for each child.

4 empty glasses.



6

Taste and smell

What you do-

- 1- Pour a little of each drink into a small glass.



- 2- Fold the cloth lengthways to make a blindfold.

- 3- Ask your partner to drink from each glass.



Taste and smell

6

- 4- Ask your partner to wash her mouth. Drink some water, after tasting each drink.



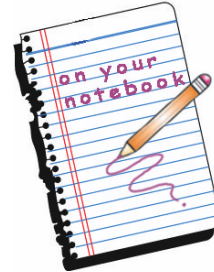
- 5- Now drink from each glass. What does it taste like? Try again but this time ask your friend to hold her nose.

- 6- Can your friend find out what she drank? When was it easier to find out which drink it was? Was it without holding her nose or when holding her nose?

6

Taste and smell

Draw and write 3-4 sentences about something that tastes **salty**, **sour**, **bitter** and **sweet**.



1- Which taste do you like best?

Draw



- Something that has a smell that you like.



- Something that has a smell that you dislike.



Our nose



When we breathe in smell detectors in our noses pick up different smells.

Activity 7a

You will need-

- 4 paper cups
- guava leaf
- lime leaf
- onion and garlic
- 4 rubber bands
- 5 pieces of paper



What you do-

1- Crumble a guava leaf.



2- Put the small pieces of the leaf into cup one.



Our nose

- 3- Crumble the lime leaf and put it in cup-2. Put a piece of onion in cup-3 and a piece of garlic in cup-4.



- 4- Cover the cups with a piece of paper. Tie the rubber band over the piece of paper and the cup. Now make small holes in it.



- 6- Ask your friends to smell the top of the cup.



Our nose



7- Can they tell what is inside the cup?

Though you cannot see what is inside the cup the smell detectors help you to identify what is in it.



8

Our eyes

Our **eyes** are important to us. You will not be able to **see** without your **eyes**.

Sometimes you can guess what it is by **touching** and **feeling** things, but you will not be able to say what colour it is.

Activity 8a

Do this with your teacher.

Go outside and look around carefully.

When your teacher claps, stop and close your eyes.

Now teacher will ask you to identify something that you passed. A clue will be given about that thing.

She might say what colour it is and it's shape, but she will not say what it is.



Our eyes

8

Activity 8b

Look at the picture and **draw** 5 things you found in it.
Colour them using the same colours as in the picture.



9

Target practice

Activity 1a

Why do we have 2 eyes instead of 1 eye?
Try to hit a target with 1 eye covered and you'll understand why.



You will need-

Buttons.

Cup.

What you do-

- 1- Sit at a table with a friend.
- 2- Place the cup in the middle of the table.
- 3- Cover 1 eye.

Target practice

9

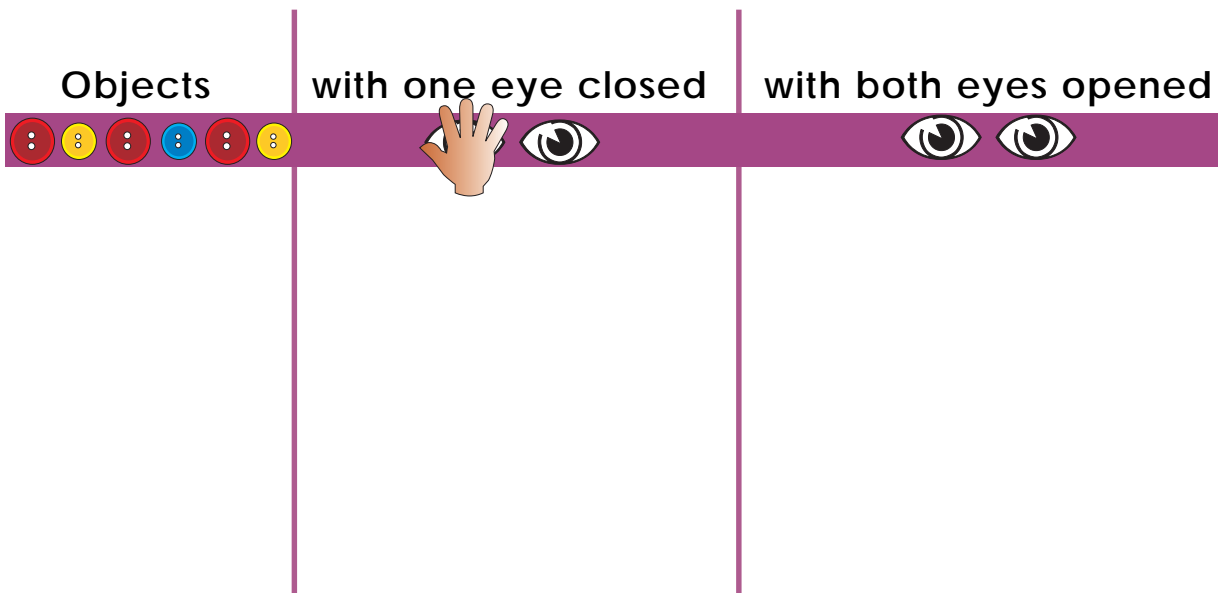
- 4- Ask your friend to take a button and move it over the table.
- 5- Say "drop" when you think the button is over the cup.
You will hardly get it right.
- 6- Try again with both eyes open.
- 7- How did you score?





Target practice

With only 1 eye you cannot tell the true position of your friend's hand.



Can drop

Cannot drop

How our senses help us



There are many things around us. We find out about them by using some **part** of our **body**.

We feel with our skin.



We taste with our tongue.



10

How our senses help us

We smell with our nose.



We listen with our ears.



How our senses help us



We look with our eyes.



Can we do this with other parts of our body?

Our eyes, nose, ears, tongue and skin helps us to learn about things.

They help us to tell one thing from another.

11

I am special

Activity 11a

Do this with your teacher.

There is no one exactly like me. My parents, my name, birthday and looks make me **special**.

Why am I **special**?

You will need-

A piece of paper.

Pen.

Crayons or colour pencils.

What you do-

- 1- Take a piece of paper.
- 2- **Write** your name in big letters in the centre of the paper.
- 3- Colour and decorate the letters of your name.
- 4- List 5 things you like about yourself.



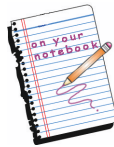
I am special



Activity 11b

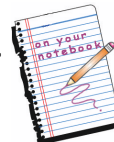
Think about the things you can do well and cannot do well.

Draw them.



Write 2-3 sentences about them.

Talk about the pictures.



12

I respect other people

We cannot always say or do what we want. If what you say might hurt someone's **feelings**, you shouldn't say it.

Activity 12a

Talk about how you would feel.

I would feel...

If my friend shared her food during break
I'd feel.....

If my friend hit me
I'd feel.....



I respect other people



If my friend asked to share
my book
I'd feel.....

If my friend asked to share
my toys
I'd feel.....



If my friend said I did something bad when I had not
done it
I'd feel.....

12

I respect other people

Activity 12b

We behave differently in different places.

Where should we be quiet? Where can we be noisy?

Why do we need to change our behaviour in different places?

Discuss.

In a hospital



At a party



In a library



I respect other people



Draw



- You in a place where you have to be quiet.
- You in a place where you can be noisy.

Write 2-3 sentences about how you feel when you are in these places.



13

Growing up

As we get older our bodies change. Our **legs** and **arms** get longer and we get **taller** and **heavier**.

Activity 13a

Measure your height.

The teacher would have marked a spot in your class to check your height.

- 1- Stand near this mark.
Stand upright with your feet flat on the floor.



Growing up

13

- 2- Ask your partner to check where the top of your head comes up to.
Mark the place.
Write your name where you had marked.

- 3- Check who is the tallest and who is the shortest in the class.
Stand upright near the mark you made and check to see how tall you have grown at the end of each term.



13 Growing up

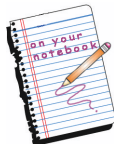
Activity 13b

Do this with your teacher.

Get a **caterpillar**, **tadpole**, **baby fish** or a **chick**.
Look after it carefully. Check how it grows.
Do they grow in the same way as you do?
How are you different from them?



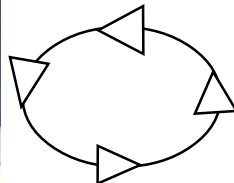
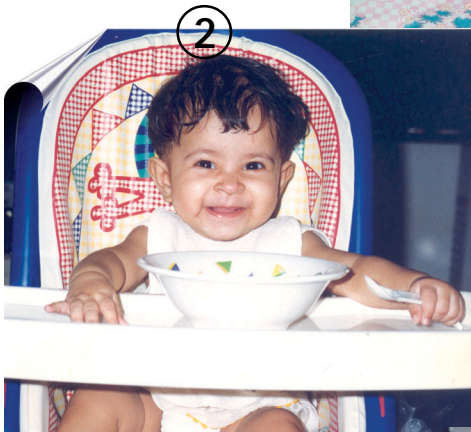
Draw the changes that took place in the living thing you observed.



Growing up



Get pictures of you from your first year till now.
Paste them in your notebook.
Can you see any differences?



14

Daily schedules

Every member in your family will do a lot of things each day. This is called a daily schedule.

This is Aishaths' schedule.

5:30 am.

Wakes up, washes face, brushes teeth. Prays.



5:00 pm.

School is over.



7:00 am.

Eats breakfast.



5:30 pm.

Goes home changes, has tea and prays.



7:30 am.

Recites quran, does homework.



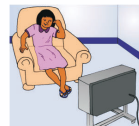
6:30 pm.

Watches T.V, plays and prays.



9:00 am.

Watches T.V, plays.



7:30 pm.

Eats dinner, brushes teeth and changes to night clothes.



12:00 pm.

Eats lunch, takes a bath, prays , gets ready for school.



8:00 pm.

Prays and sleeps.



12:50 pm.

Goes to school.

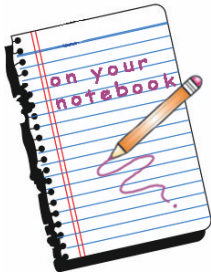


Daily schedules



Activity 14a

Draw your own daily schedules.



Activity 14b

If you could do everything you wanted, what would you do?

Draw a daily schedule.



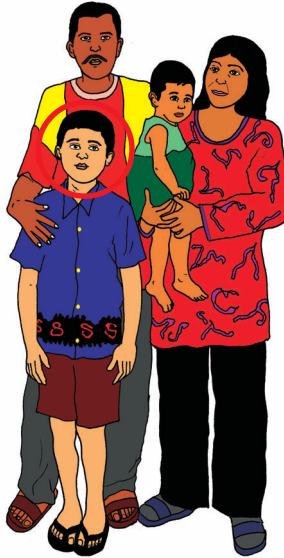
Compare the schedules.

Discuss.

15

Family size

This is **Ali's** family.



This is Ali's father, **Mohamed's** family.



Family size



This is Ali's mother, **Mariyam's** family.



In large families there are many family members.

In a small family there are a few family members.

15

Family size

Activity 15a

Look at Ali's family, Ali's mother's family and Ali's father's family.

Which family has the most number of people?

Which family has the least number of people?

Now draw or paste a photo of your father's family, mother's family and your family.

Which family has the most number of members?

Which family has the least number of members?

Why? **Discuss.**



Could you live all by **yourself**?



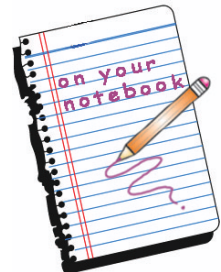
Who do you live with?

Why do you live with them?

People live with each other because they can help each other and because they care for each other. Every one in the **family** has jobs that help out other members of the **family**.

Activity 16a

Draw how each member of your **family** helps you, and how you help the members of your **family**.



17

Our teeth

Our teeth are very important to us. We use them to **bite** and **chew** our food.

Our teeth are covered with hard **enamel** which protects them. Inside the tooth there are nerves which send messages to your brain.



Our teeth

17

Activity 17a

You will need-

A hand mirror.

What you do-

- 1- Take a mirror. Open your mouth. Try to count how many teeth you have.



- 2- Do not touch them.
Is it less than 20?
Is it less than 10?
Count the number of teeth you see in the picture on page 42.

17

Our teeth

When you were about 3-4 years you had 20 **baby** teeth.

Why are they called **baby teeth**?

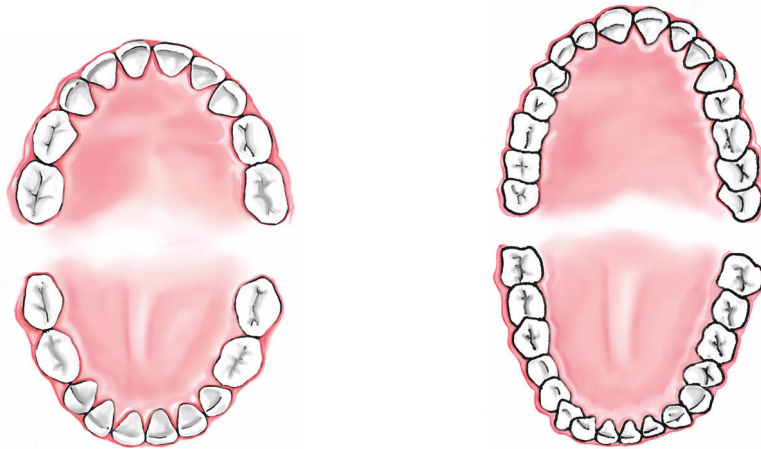
As you grow older, you lose your **baby teeth**.

This will be replaced by a new set of permanent teeth.

An adult has 32 permanent teeth.

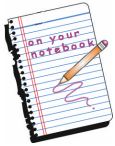
Activity 17b

Look at the 2 sets of teeth.



Do they look the same?
Compare them.

Our teeth



Why are the first set of teeth called the baby teeth?

Why is the second set of teeth called the permanent teeth?

Look at your teeth? Are they your baby teeth or permanent teeth?

Draw your teeth after looking at them through a mirror.



18

Use of our teeth

We use our teeth in many ways.

- 1- To **bite**, **tear** and **chew** our food.

bite



tear



chew



- 2- To help us **talk** and **whistle**.
- 3- To help us show the way we feel by **smiling** or **showing** our teeth in anger.

Use of our teeth



Activity 18a

Look at the pictures on page 46.

It shows the main ways we use our teeth.

Do you **use** your teeth for anything else?

Perhaps to do things which they are not really meant for?

What happens when you use your teeth to do other things?

Discuss.



19

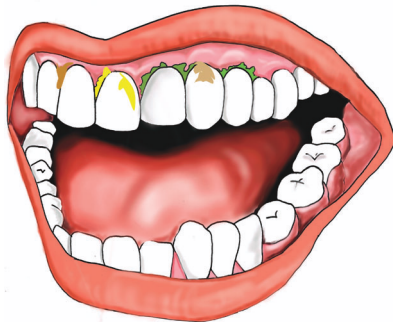
Care for our teeth

When we **eat**, bits of food stick on and between our teeth. Tiny living things called germs will feed on this food and grow on the teeth. These **germs** make our teeth **decay**.

**Activity 19a**

How often do you brush your teeth?

Look at these two sets of teeth.
Which one looks better?



Care for our teeth

19

Look at your teeth in a mirror.

Can you see the spaces between your teeth?

Write 2-3 sentences about how you take care of your teeth.



We have to brush our teeth at least 2 times every day. Once in the morning and once before going to bed.



19

Care for our teeth

Activity 19b

Do this with your teacher.

You will need-

2 teeth.

A fizzy drink.

A glass of water.

What you do-

Ask the children whose first set of teeth are falling out to bring it when it falls.

- 1- Pour a fizzy drink into an empty glass.



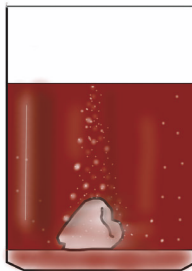
Care for our teeth

19

- 2- Get a glass of water. One child can taste the drinks and find out what drink it is.



- 3- Now show them the drinks and ask the class what it is.



- 5- Drop one tooth into the glass of water and another tooth into the fizzy drink.

- 6- Keep them for two weeks.

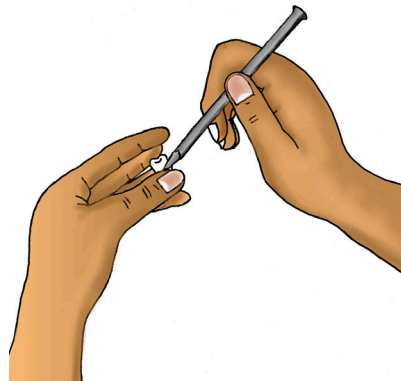
19

Care for our teeth



- 8- See if it can be scratched.
(This should be done by an adult).

- 7- Remove the tooth.



- 9- What happens? Why?

Draw a fizzy drink . **Write** 1-2 sentences about what happens to your teeth, if you drink too many fizzy drinks.

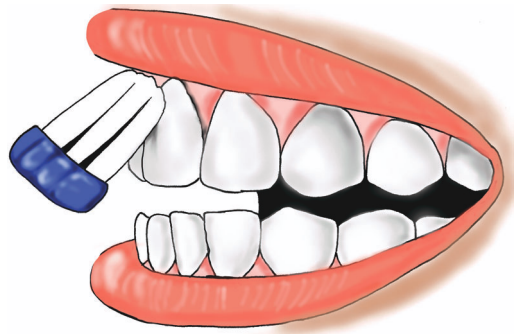


Care for our teeth

19

We brush our teeth in the morning and before we sleep.

How do you brush your teeth?



Remember you have to brush inside, outside and the biting surface of every tooth.

Do you clean your teeth like this?

20

Different types of food

Our **body** needs different types of food to be **healthy** and strong. We can only do this if we eat different types of food everyday.

Some children do not like certain food. They eat only those that they like. This is not good for our health.

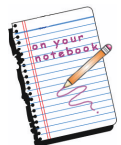


Activity 20a

What food do you like best? Why? **Discuss**

What food do you dislike? Why? **Discuss**

Draw the food you like best and food you dislike.



Food group

21

Cereal group helps you to go.



Milk and meat group helps you to grow.



21

Food groups

Vegetable and **fruit** group helps you to **glow**.



The main food gives most of our body's needs.

But with it we also need **go** foods, **glow** foods and **grow** foods .



Date _____
Day _____

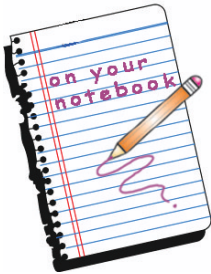
Food groups

21

Activity 21a

Let us look at what we eat.

Draw what you eat for breakfast, lunch and dinner.



Put them into **cereal** group, **milk** and **meat** group and **vegetable** and **fruit** group

22

What food groups do

Go food helps the body to **run**, **work** and **play**.

Grow food helps the body **muscles** and **nerves** to **develop**.

Glow food helps to keep the **hair**, **eyes**, **skin** healthy and **glowing**. They also make you look **beautiful**.



What food groups do

22

Activity 22a

If you had a choice what would you eat?

- 1- for **breakfast**?
- 2- for **lunch**?
- 3- for **dinner**?

Draw them.



Now divide them into **go**, **glow** and **grow** foods.
Do you get what you need to **grow**, **glow** and **go**?
Think of the food you like best.

If you eat only the food you like best, what will happen to you?

Discuss.



Unit 2

The Earth

Soil

Air

Water

Climate

1

Soil

What is soil?

Soil is a mixture of **rocks**, dead parts of **plants** and **animals**, **water** and **air**.

Activity 1a

Do this with your teacher.

You will need-

- Soil from different places.
- Paper for each soil sample.
- Hand lens.



Soil 1

What you do-

- 1- Collect soil from different areas. From the beach, from inland.
- 2- Pour each soil sample on to a white sheet of paper.



- 3- Can you see the grains of sand?

- 4- Are the grains of sand big or small?
- 5- Do they stick together, spread out, or form lumps?

1 Soil

- 6- What colour is the sand?
- 7- Are there different colours among the grains of sands?
- 8- Does the sand have a special smell?
- 9- What other things can be seen in the sand?
- 10- Rub the sand between your finger and thumb.
- 11- Pour it through your fingers.
- 12- How does it feel?
- 13- Pour it through a sieve.
- 14- What happens?



Soil 1

Glue a small amount of the soil samples collected in your notebook.

Draw and show from where the samples were taken.



Draw your soil samples.

Write-

What you observed about your samples.

Now do you know how our soil is formed?

Why do we have to look after our soil?

Some trees planted in soil



1 Soil

Activity 1b

Do this with your teacher.

You will need -

Two plants.

Soil samples from the beach and inland.

Two pots.

What you do -

- 1- Put soil samples from inland into pot-1.



- 2- Take one of the plants and plant it.

Soil 1

- 3- Now put soil samples from the beach into pot-2.
- 4- Plant the other plant in it.
- 5- Put them out in the sun. Water both plants regularly. Look after them carefully.



Draw the two plants.
Plant in soil from the beach, Pot 1.
Plant in soil from inland, Pot-2



Draw the two plants after about one week.
Plant in pot-1
Plant in pot-2



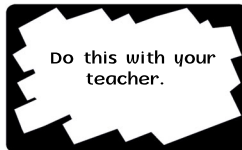
Write-

What does the plant in pot-1 look like?
What does the plant in pot-2 look like?
Why did the plant in pot-1 die?
Why did the plant in pot-2 live?

2 Air

Air is a mixture of gases. It also contains dust. We cannot see, smell or taste air, but we can feel air. Sometimes air can make things move.

Activity 2a



You will need-

A balloon for each child.

What you do-

- 1- Take a balloon.
- 2- Can you make it bigger? How?
- 3- Blow up the balloon. What happens to the balloon?
- 4- What is in it?



Air 2

- 5- Push on the balloon.
What do you feel?



- 6- Squeeze the balloon.
Does the balloon take
on different shapes?

- 7- Keep the balloon near
your face and let go of
the mouth of the balloon.



- 8- What do you feel?

2

Air

Draw a picture of a balloon which is not blown up. Then **draw** what it looks like when you blew it up.



Write 2 to 3 sentences about:

-What is in the balloon?

-When you let go of its **mouth**, near your **face**, what did you **feel**?

Did you see any thing? What does this tell you?



Air can move things

3

Activity 3a

You will need-

Small sheets of ordinary paper
(used paper).



What you do-

- 1- Put small pieces of paper on your table.
- 2- Try to move it without touching it.
- 3- What did you do?



- 4- Blow on to the pieces of paper.

3

Air can move things

5- What happens to the pieces of paper?



6- Take one of your thin books.

7- Try fanning on to the pieces of papers.

8- Do the pieces move?

9- Your teacher will help you make paper fans.

10- Fan it on your face. What do you feel?

11- Your teacher will help you make small sailing boats.

Air can move things

3

- 12- Take your paper boats home.
- 13- If possible, float them on a basin of water.
- 14- Which boat goes faster?
- 15- How can you make your boat go faster?



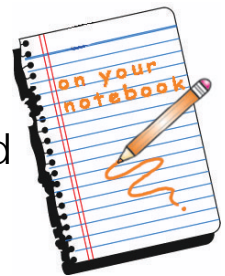
3

Air can move things

What are the things that you moved without touching?

Draw the things you used and how you moved them.

Write 2 to 3 sentences about what happened



What did you move?

How?

About 20 years ago Maldivians used sailing dhonis to travel from island to island. What helped them to move?

When they were hot there were no fans to switch on. What did they use to cool themselves?

What do we use now?

Discuss.



Water 4

Water is everywhere. Water can be found in seas, under the ground, frozen and in the air.

Water can be a **liquid**. It can change from a **solid** to a **liquid** and to a **gas**.

Steam from Water



Liquid to Solid



Activity 4a

Do you know what happens to the wet clothes when they are hung up to dry?

Let us find out how the water in your clothes disappear.

4

Water

Activity 4a

Do this with your teacher.

You will need-

3 plates.

Jug of coloured water (can use food colouring).

Marker and a small glass.

What you do-

- 1- Mark a line on the glass with a marker. Pour the coloured water into the glass up to the mark.



- 2- Pour the water in the glass into the plate 1

Water

4



4- Fill the empty glass with the jug of water.
Fill up to the mark.

5- Now pour it into plate-
2. Take care not to spill any
water.

6- Cover plate-2
with another
plate.

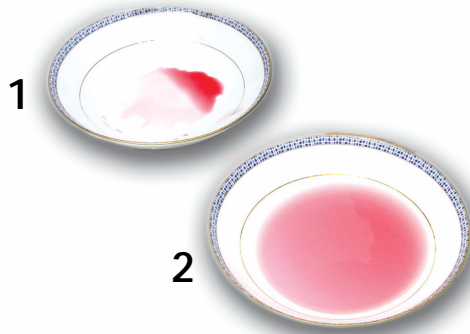


7- Leave plate-1
uncovered.
Leave both plates in a
warm place.

4

Water

- 8- Check after 3-4 hours.
- 9- What has happened to the water in plate-1 and the water in plate-2?



Draw plate-1 and plate-2 with the water in it.

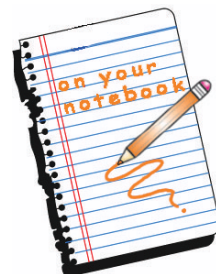
Now **draw** plate-1 and plate-2 after you had left it for some hours in a warm place.

Write about -

what has happened to the water in plates 1 and 2.

Which plate has less water?

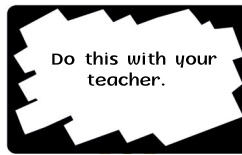
Why?



Ice 5

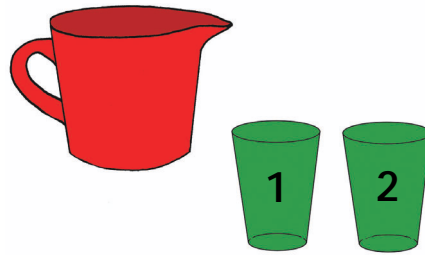
Water **freezes** when it gets very **cold**. Some heat in the water is lost and it changes to **ice**.

Activity 5a



You will need-

A jug of water.
2 cups.



What you do-



- 1- Pour the same amount of water into cup-1 and cup-2.

5 Ice

- 2- Put them in the refrigerator.
Keep it for about 2-3 hours. Check the cups.
- 3- What has happened to the water in the cups?
- 4- Keep cup-1 outside in a warm place for sometime.
- 5- Keep cup-2 in the refrigerator.
- 6- Can you see any changes?



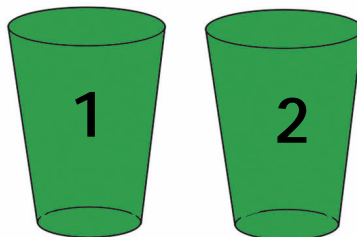
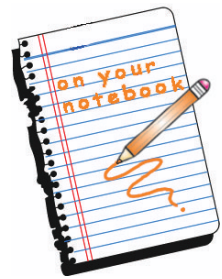
Ice 5

Draw Cup-1 and Cup-2 after you took them out of the fridge.

Draw cup-1 after you kept it outside for sometime.

Write

- What happened to the water in the cups when they were put in the refrigerator?
- What happened to the water in cup-1 when it was kept outside for sometime. Why?



5

Ice

Look at the globe or the map of the world.

Can you see the Antarctic and the Arctic Circle?

Your teacher will show it to you.

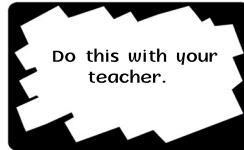
It is very cold in these regions. Why is it so cold in these regions? Here in the sea we find ice which is huge like mountains.



Water vapour

6

Activity 5a



You will need-

- A kettle with water.
- A cooker.
- A plate.

What you do-

- 1- Boil the water.

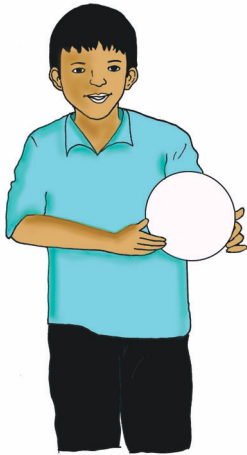


- 2- When it starts to boil what do you see coming out of the kettle?

6

Water vapour

3- Wipe a plate.



4- Touch it to see if it is dry.



5- Now put the plate over the spout of the kettle.

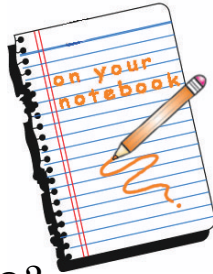
6- After a while check the plate.
What do you see on the plate?

Date _____
Day _____

Water vapour

6

Draw what you did.



Write about -

What was on the plate?

Where did the water come from?

Now we know that when we put water in a very cold place it freezes and changes into ice.

When we boil water or when water gets heated some of it goes into the air as a gas.

Do you know what this gas is called?

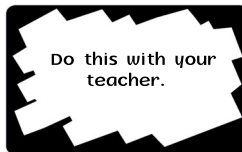


Change

Change happens everywhere. It happens all the time. All living things change. **People**, **plants** and **animals** change.

What did you look like when you were 1 year old.

Activity 7a



Some things change quickly, some things take a long time to change. Things that are not living also change.

You will need-

A glass of water.

Some food colour.



Change



What you do-



- 1- Take a glass of water.
Add a little food colour.



- 2- What happens to the water?
- 3- Discuss.

7

Change

Activity 7b**You will need-**

Some fresh flowers.

Paper.

Crayons.

**What you do-**

- 1- Look at the fresh flowers
- 2- **Draw** them and colour them.
- 3- Keep them for a week.
- 4- Observe the flowers everyday.



Change

7

5- What did the flowers look like after 5 days?

6- **Draw** them.

7- **Discuss**.



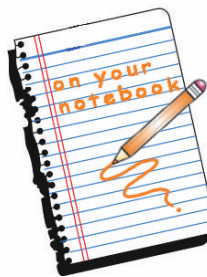
Take a walk with your teacher.

Observe any changes that you see around, **-your school**

Draw the thing that has changed.

What did it look like before?

What did it look like now?



Write why they have changed.

Observe, draw and write:

- A change that you saw and liked.
- Why did you like that change?

8 Day

The sun brings about day. When it is sunny, you can see the sun shining. It gives us light. It keeps us warm. The sun helps us to see things without any other lights. Sunlight helps the plants to grow too.

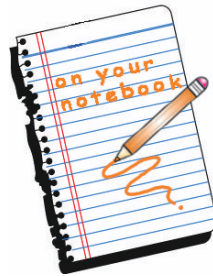


Activity 8a

How do we know that it is day?
Is what you do during the day different from what you do at night?

Draw

What you see during the day.
What you do during the day.



Write 2 to 3 sentences about your drawing.





Night

When it is night, the sun sets and it gets dark. We see the moon very clearly at night. Night is the time we rest. It is more quiet at night than during the day.



Night

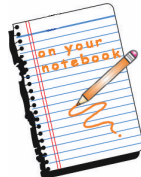


Activity 9a

- 1- How do we know when it is night?
- 2- What do you do at night?
- 3- What do you see at night?
- 4- What happens when there is no electricity at night?



Draw and **write** 3 to 4 sentences about night.





Night

Activity 9b

Go out with an adult for 5 nights to look at the moon.
Draw the changes that you saw in the moon.



Activity 9c

Write under the heading My favourite time.

What do you like best? Day or night?

Why is it your favourite time?

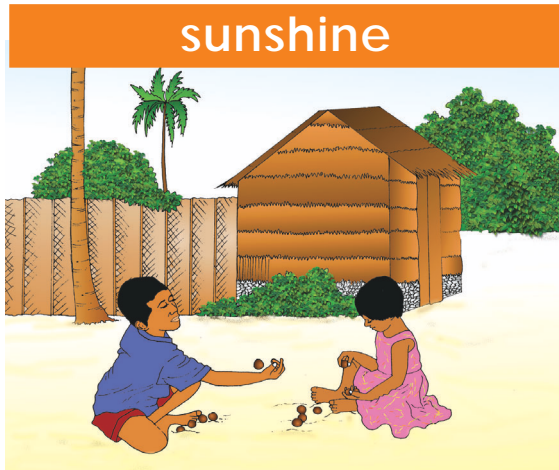
What you love about day or night.

Weather

10

Weather is day to day changes in the air at any place. It is everywhere. It is not the same all over the world. Weather is sunshine, rain, wind, snow and even fog. It is made up of water, wind, clouds and heat from the sun.

sunshine



rain



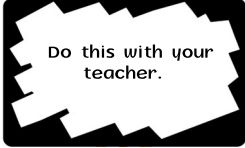
wind



10

Weather

Activity 10a



Do this with your teacher.

- 1- Look at the weather today.
- 2- What is it like?
- 3- Do you feel cold?
- 4- Do you feel warm?
- 5- What do you see in the sky?
- 6- What type of clouds are in the sky?
- 7- What are the people doing?

Draw what the weather is like today.

Write about the weather today.

Do you like the weather today? Why? Why not?

feeling hot



feeling cold



Activity 10b

1- Look at the pictures.



2- What type of weather do they show?

3- Discuss.

11

Hot or cold

Temperature is a measure of how hot or cold something is.

How do we find out how hot or cold something is?

We often find out by touching it.

But sometimes our sense of temperature is not quite right.

Activity 11a

Do this with your teacher.

You will need-

3 bowls.

Hot and cold water.



What you do-

- 1- Arrange the three bowls as shown in the picture.
- 2- Pour cold water into bowl-1 and hot water into bowl-3.

This should be done by the teacher. The hot water should be just hot enough for you to be able to hold your hand in it.

Hot or cold



3- Pour some hot water and some cold water into bowl-2.

4- Now put one hand in the hot water in bowl-3 and the other hand into the cold water in bowl 1. See picture



5- Leave them there while you slowly count up to 60.



6- Now put both hands in the lukewarm water in bowl-2 (the mixed hot and cold water). See picture.

7- How do your hands feel?
Discuss.

12

How hot?

Activity 12a**You will need-**

4 pieces of cloth of the same material and size.
The pieces of cloth should be of different colours
(yellow, blue, white black).

What you do-

- 1- Wet the pieces of cloth.



How hot?

12

2- Hang them out in the sun to dry.



3- Check the time.

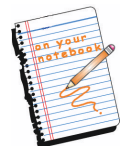
4- Check the pieces of cloth after 10 minutes.

5- Keep on checking till all the pieces of cloth dries.

6- Which piece of cloth dried up first?
Which one dried up last?

Draw the piece of cloth which dried up first and the one which dried up last?

Write which one dried up first?



13

Clouds

A cloud has lots and lots of tiny drops of water. When there are many drops of water in the cloud it gets too heavy and fall down as **rain**.

**Activity 13a**

Do this with your teacher.

You will need-

- A clear glass or plastic bottle.
- An ice cube.
- A sheet of black paper.
- Hot water.

What you do-

- 1- Warm the bottle by pouring a little hot water (not boiling water) into the bottle. Your teacher will do this.

Clouds

13

- 2- Tip some of the water out but leave a layer of water about 2centimetres deep in the bottle.
- 3- Rest the ice cube on the open top of the bottle.
- 4- Hold the piece of black paper behind the bottle.
- 5- What do you see?

Draw what you see.



Write-

What is in the bottle?
What has happened?
Why?



Unit 3

Living things

Plants

Animals

**Birds and
Insects**

1

Growth

All living things grow. What were we like when we were young? What do you look like now?



Activity 1a

You will need-

Seeds which will grow easily
(eg. bean seed, binbi, kudhibaiy
or tomato).

A glass bottle.

Some cotton wool or some tissue
paper.



Growth

1

What you do-

1- Wet the cotton wool.

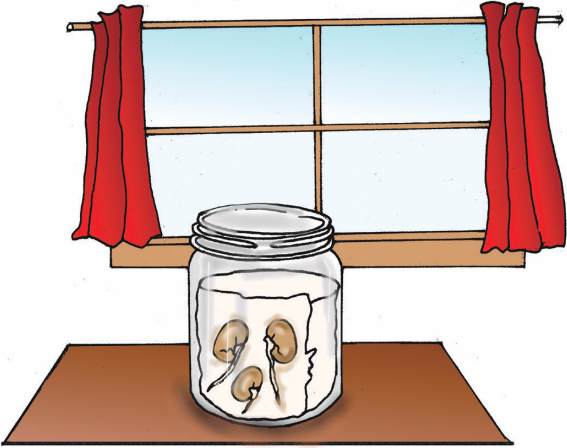


2- Put the cotton wool into the glass bottle.



3- Put the seed between the glass of the bottle and the damp cotton wool. The seed will be seen from the outside of the glass bottle.

1 Growth



- 4- Keep the bottle where it can get sunlight.

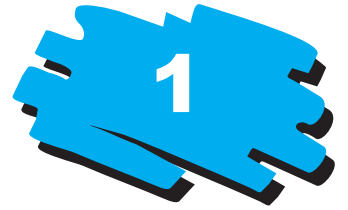
- 5- Do not put it in direct sunlight.

- 6- Remember to wet the cotton wool.



Date _____
Day _____

Growth



Now observe the seed for about 2 weeks.



Draw the changes.

Write what happened to the seed.



| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 |
|-------|-------|-------|-------|-------|-------|
| | | | | | |

1

Growth

Activity 1b

You will need-

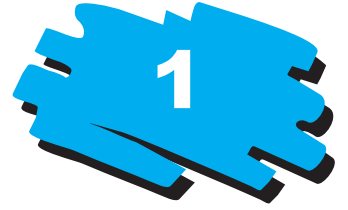
- A stem cutting of a plant
- A glass of water

What you do-

- 1- Soon after cutting the stem put it into the water.



Growth

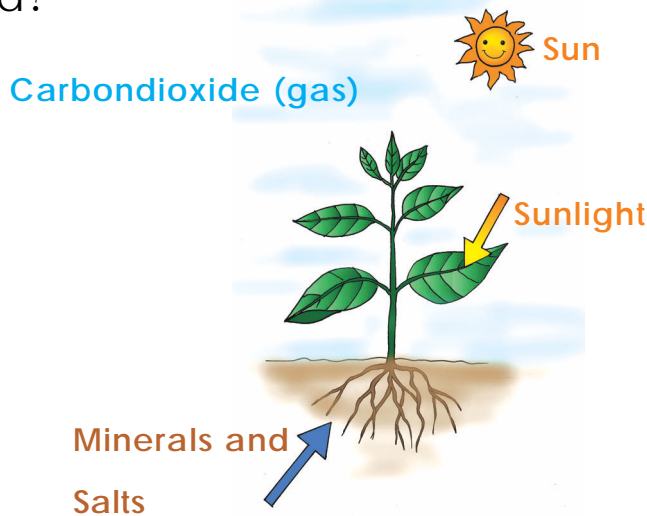


- 2- Check the stem cutting every day to see if roots are beginning to come out.
- 3- Plant it in rich soil when the roots come out.
- 4- Water the stem cutting regularly.



roots ←

Plants make their own food using **minerals** and **salt** from the **soil**, **sunlight**, **water** and a **gas** called **carbon dioxide** from the **air**. Can we make our own food?



2 Plants

Can we live if there were no plants?

Look at the food we eat. Which of them comes from a plant?



Activity 2a

Think of the food that you ate yesterday.

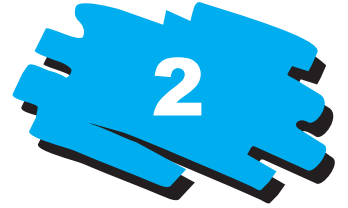
Draw them.

Next to each food draw what it came from.


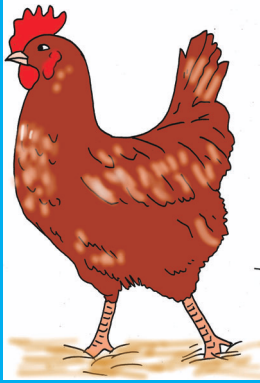

Look at the example.



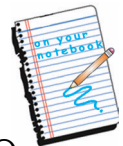
Plants



We eat the meat of some birds and animals.
What do they eat?

| What I ate | Where I got it from | What it ate |
|--|--|--|
|  |  |  |
| chicken | hen | plants |

Now **write** 3-4 sentences about why plants are important to us.



What would happen if there were no plants in the world?

3 Trees

Trees are found all over the world. There are many trees in our islands.



Activity 3a

Go outside.

Choose the most common tree or any tree.

Draw and **write** the name of the tree.

Draw and **write** about its different parts.

Collect a fallen leaf, flower or even a piece of its bark.

Paste them.

Write about its smell, colour and shape.

How do people and other living things use this tree?

Do you like the tree? Why, why not?



Trees

3

Here is an example.

It has oval leaves.



It has white flowers.

It has a pleasant smell.



Temple flower tree.



A lot of ants are on its leaves.



I can put the flower in my hair.

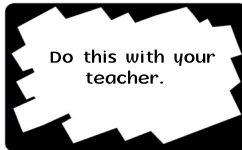




Bark

The bark of the tree is the skin of the tree.
Look at our skin. How does our skin help us?
How does the bark help the tree?
Can the bark of a tree help other living things?

Activity 4a



You will need-

- Magnifying glasses.
- Sheets of white paper.
- Some tape to stick the paper to the bark.
- Wax crayons.



Bark

4

What you do-

- 1- Go near a tree.
Choose the spot where you want to do your bark rubbing.



- 2- Stick your paper over the spot.

4 Bark



- 3- Now rub the paper with a wax crayon, till the pattern of the bark can be seen. Rub gently building the colour slowly or the paper might get torn.

In your note books

Paste your bark rubbing.

Write 3-4 sentences about the bark.

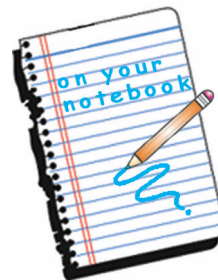
How did it feel?

How did it smell?

What colour is it?

Do any other living things use the bark of the tree?

For what purpose do they use it?



Activity 5a

You will need-

Flowers of different colours.

What you do-

- 1- Go out to where there are different types of **flowers**.
- 2- Look at a **flower**. What do you see?



5

Flowers

- 3- Now look at the **flowers**.
What colours are they?
- 4- Smell them. Do they have a **scent**?



- 5- Smell all the bright coloured **flowers**. Do they have a **scent**?

Discuss.

Why are some **flowers** **brightly coloured**?

Why are some **flowers** not **brightly coloured**?

Why are some **flowers** **scented**? Why are some not **scented**?

Flowers

5



Paste your **flower** in your notebook.

Write the name of the flower. Try to find its Dhivehi name.

Now **write** about the flower.

- How many **petals** does it have?
- What **colour** is it?
- Does it have a **scent**?
- Where did you find this **flower**?
- Why is it **brightly** coloured?
- Or why is the **flower** not **bright**?
- Why does it have a **scent** or why doesn't it have a **scent**?



5

Flowers

Activity 5b

- 1- Observe **flowers**. What type of **flower** is most common?
- 2- Where do these plants grow?
- 3- Is the **flower** used for any purpose?
- 4- Do any insects live in it?



Draw your favourite flower.

Write why you like it.



How can we take care of the **flower**?

Insects

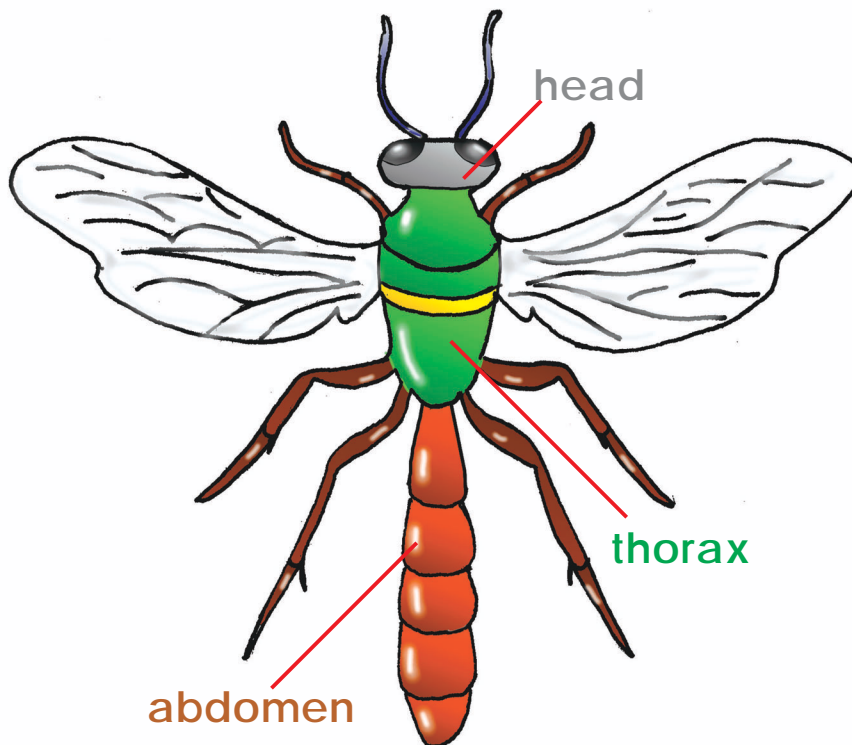
6

An insects body is made up of 3 parts. They are **head**, **thorax** and the **abdomen**.

Some insects feed on dead things, and break them down.

Insects are the largest group of living things.

They are found all over the world.



6 Insects

Activity 6a

Do this with your teacher.

Handle insects with care.

You will need-

Magnifying glass.

White paper.

An empty bottle.



What you do-

- 1- Take a walk around a place where there are plenty of trees, bushes and other types of plants.
- 2- Look for insects on leaves, under logs and in the soil.



Insects

6

- 3- Collect some and put it into bottle.



- 4- Now put one on the white paper and look at it through your magnifying glass.

- 5- Put the insects back to where you took them after your activity.

6

Insects

Draw your insect.

Write its name. You could write its Dhivehi name too.

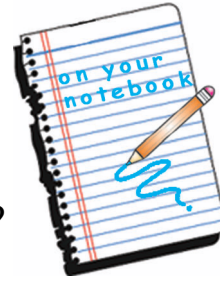
What colour is it?

Where did you find it?

How many parts does it have?

Where are its **eyes**, **legs** and **feelers**?

What does it eat?



Activity 6b

Some insects are harmful. Can you name some of them?

What do they do?

Choose one harmful insect. Do not touch it.

What is it like?

What do they eat?

Where do they live?

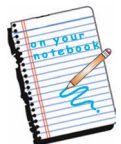
How do they harm us?

How can we protect ourselves from this insect?



Draw the insect.

Write its name and **write** 3-4 sentences about it.

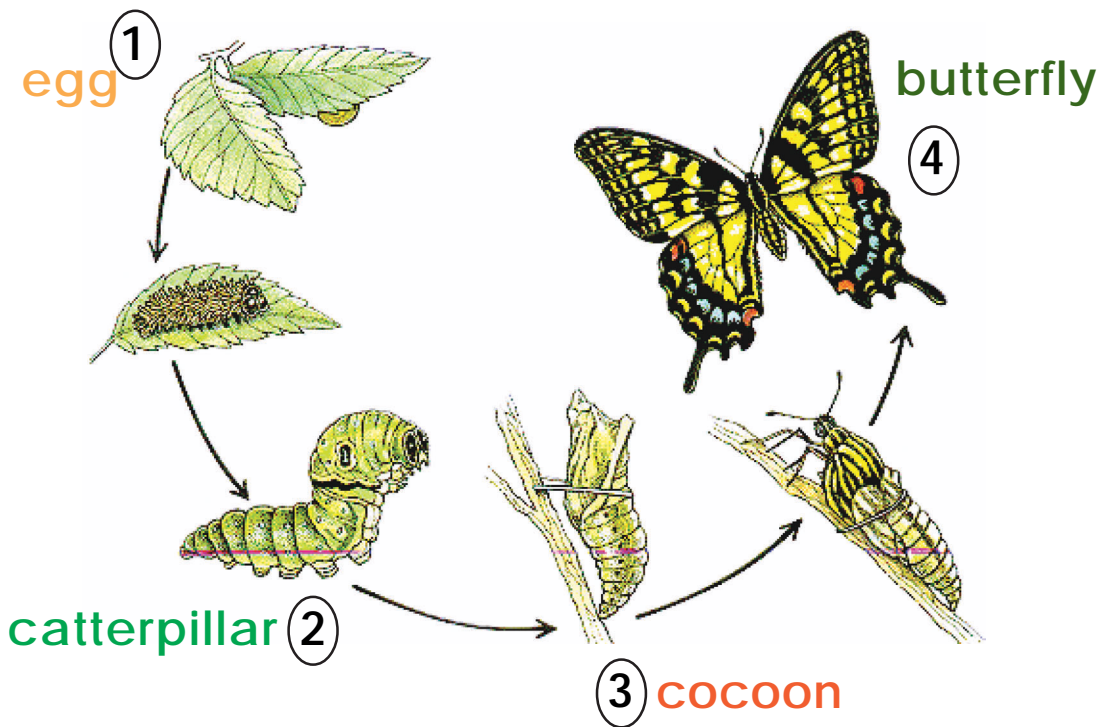


7

Butterflies

Many butterflies live only for a short time. They live just long enough to lay eggs. That is for a few weeks. Butterflies feed mainly on nectar. Nectar is the sweet tasting liquid found in the middle of the flower.

Here is how the young ones become butterflies.



Why do you find butterflies near plants and flowers?

Butterflies

7

Activity 7a

You will need-

- Some caterpillars, a clear plastic or glass jar.
- Some leaves that the caterpillar eats.
- A piece of thin cloth to cover the jar.
- Rubber band.



7

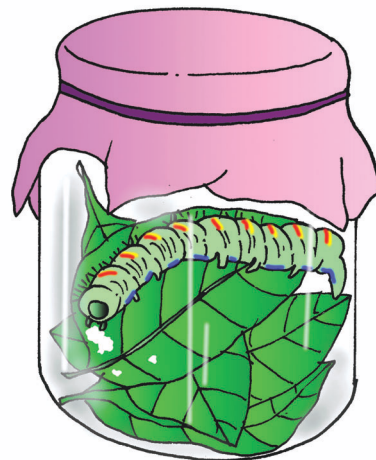
Butterflies

What you do-

- 1- Remove the lid of the jar. Put the leaves into the jar. There should be enough leaves for the caterpillar to eat.



- 2- Put in the caterpillar on one of the leaves.



- 3- Cover the jar with a thin piece of cloth and fix it

Butterflies



4- Now observe the caterpillar everyday. What do you see?

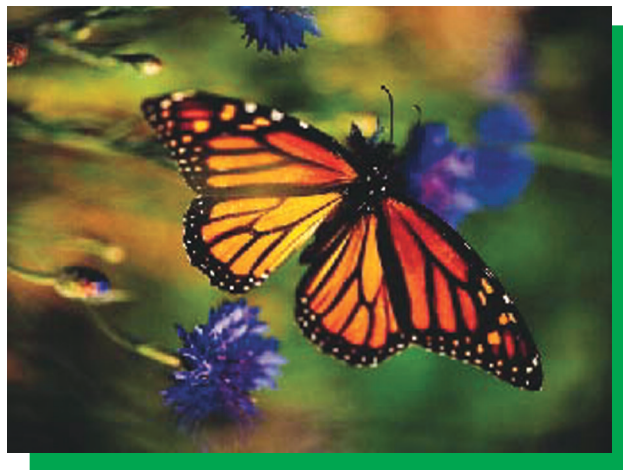
What happens to the **leaves**?

What do you see at the bottom of the jar?

Did the caterpillar stay in one place?

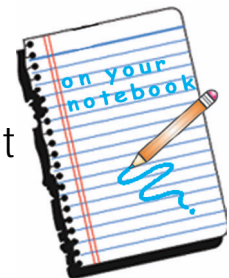
How many days did it take to change from a caterpillar to a cocoon?

How long did it take for the cocoon to become a butterfly?



Observe a catterpillar.

Draw and **write** about the changes it went through.





Butterflies

Do butterflies live in your island?

Go outside and look around.

What type of **butterfly** is most common in your island?

Where are they found?

What type of **trees** is found where the **butterfly** is?

If there are any fallen **leaves** collect one.



Draw the butterfly.

Write about where you found the **butterfly**.



What time of the year do you usually find it?

If you have collected a leaf of the **plant**, please paste it.

Visiting the beach

8

Most of our islands have a **beach** around it. The waves and the sea bring with it a lot of **materials**. A lot of these **materials** are left on the **beach**.



Activity 8a

You will need-

A bag or a box to put what you collect from the beach.

What you do-

- 1- Walk along the **beach** just after high tide.

8

Visiting the beach

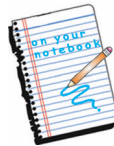
- 2- Look for interesting **objects**.
- 3- Each group can collect 2 things from the **beach**.



List down and **draw** 3 things that the **sea** has left on the **beach**.

Discuss

- How did it come ashore?
- Where did it come from?
- Are they living things?
- Are they heavy or light?

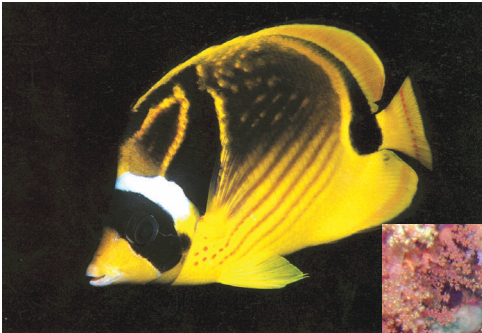


Write 2-3 sentences about the things you drew.

Fish

9

There are many types of **fish** in the **sea**.
They are of different **shapes**, **sizes** and **colours**.



Activity 9a

Do this with your teacher.

You will need-

Fish.

What you do-

Your teacher will show you some **fish**.

Observe the **fish**.

9 Fish

Draw the **fish**.

Where did you find it?

Where do **fish** live? Why?

Look at the **fish** and describe it.

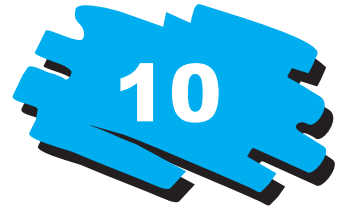
What do they eat?

Write 3-4 sentences about it.

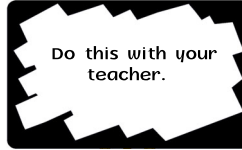
Do you like it? Why?



Skipjack Tuna (Kalhubilamas)



Activity 10a



Go out to where the fishermen bring in their fish.
Look for Skipjack Tuna.
Or your teacher might make arrangements and bring
a Skipjack Tuna to school.
Is there a lot of it?



Draw a Skipjack Tuna.

Ask the fishermen.



Where do you catch this fish?

What do you use to catch this fish?

Can you catch the fish easily?

Write 3-4 sentences about the fish.



10

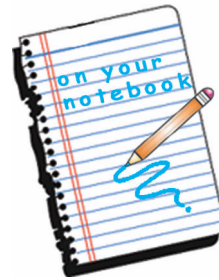
Skipjack Tuna (Kalhubilamas)

Activity 10b

Draw a special fish.

It is your fish. You can **draw** it in any shape and use any colour you want.

Write about why your fish is special.



What lives here?

11

All living things have a place where they live which is their home. A place where a plant or an animal lives naturally is its **habitat** (home).



Activity 11a

Discuss.

- 1- Where do we live?
- 2- What does your house look like?
- 3- How do you get food?
- 4- How do you get water?



What lives here?

- 5- Have you ever lived in another house? Why?
- 6- What would you do if your house was too hot or if it rained inside your house?

Draw



| You | Your house |
|-----------|------------|
| tree | its house |
| ant | its house |
| butterfly | its house |
| fish | its house |
| sea shell | its House |

What lives here?

11

Write



Is your house the same as the houses of the other living things? Why?

Would you like to live in their houses? Why?

Would they like to live in your house? Why?



Unit 3

Living things

Plants

Animals

**Birds and
Insects**

1

Growth

All living things grow. What were we like when we were young? What do you look like now?



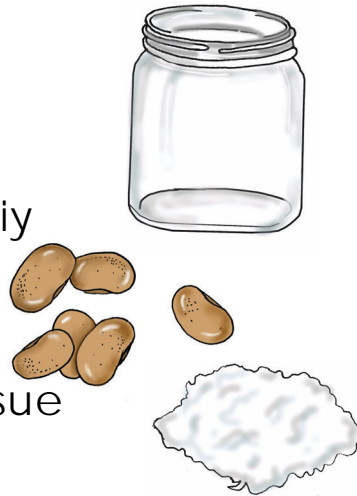
Activity 1a

You will need-

Seeds which will grow easily (eg. bean seed, binbi, kudhibaiy or tomato).

A glass bottle.

Some cotton wool or some tissue paper.



Growth

1

What you do-

1- Wet the cotton wool.

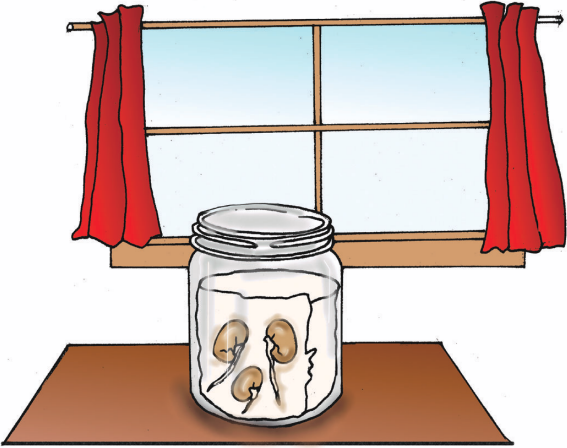


2- Put the cotton wool into the glass bottle.



3- Put the seed between the glass of the bottle and the damp cotton wool. The seed will be seen from the outside of the glass bottle.

1 Growth



- 4- Keep the bottle where it can get sunlight.

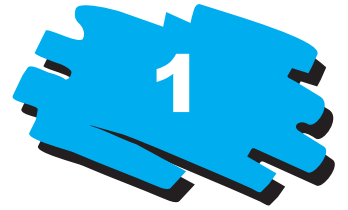
- 5- Do not put it in direct sunlight.

- 6- Remember to wet the cotton wool.



Date _____
Day _____

Growth



Now observe the seed for about 2 weeks.



Draw the changes.

Write what happened to the seed.



| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 |
|-------|-------|-------|-------|-------|-------|
| | | | | | |

1

Growth

Activity 1b

You will need-

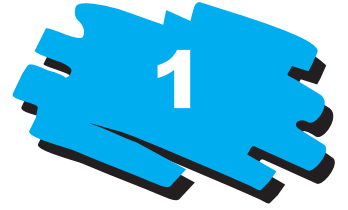
- A stem cutting of a plant
- A glass of water

What you do-

- 1- Soon after cutting the stem put it into the water.



Growth

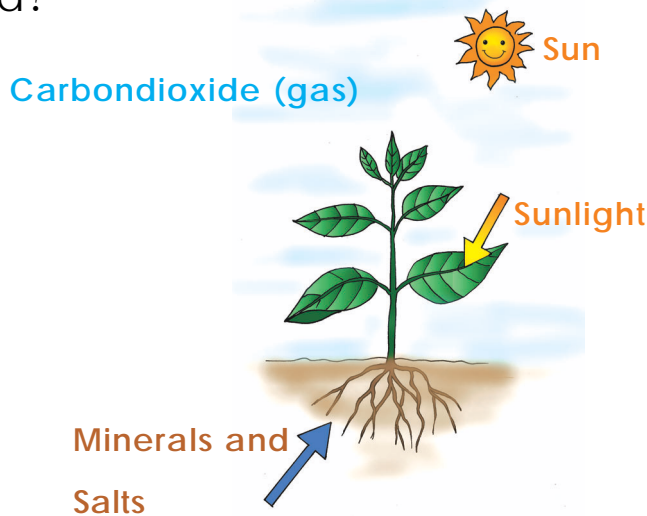


- 2- Check the stem cutting every day to see if roots are beginning to come out.
- 3- Plant it in rich soil when the roots come out.
- 4- Water the stem cutting regularly.



roots ←

Plants make their own food using **minerals** and **salt** from the **soil**, **sunlight**, **water** and a **gas** called **carbon dioxide** from the **air**. Can we make our own food?



2 Plants

Can we live if there were no plants?

Look at the food we eat. Which of them comes from a plant?



Activity 2a

Think of the food that you ate yesterday.

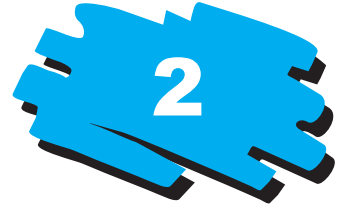
Draw them.

Next to each food draw what it came from.


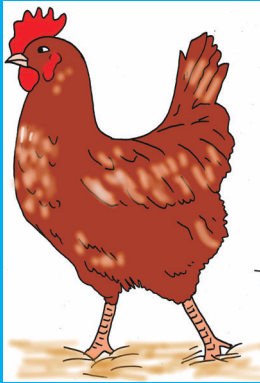

Look at the example.



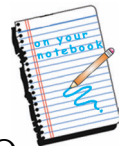
Plants



We eat the meat of some birds and animals.
What do they eat?

| What I ate | Where I got it from | What it ate |
|--|--|--|
|  |  |  |
| chicken | hen | plants |

Now **write** 3-4 sentences about why plants are important to us.



What would happen if there were no plants in the world?

3 Trees

Trees are found all over the world. There are many trees in our islands.



Activity 3a

Go outside.

Choose the most common tree or any tree.

Draw and **write** the name of the tree.

Draw and **write** about its different parts.

Collect a fallen leaf, flower or even a piece of its bark.

Paste them.

Write about its smell, colour and shape.

How do people and other living things use this tree?

Do you like the tree? Why, why not?



Trees

3

Here is an example.

It has oval leaves.



Temple flower tree.

It has white flowers.

It has a pleasant smell.



A lot of ants are on
its leaves.



I can put the flower in my hair.

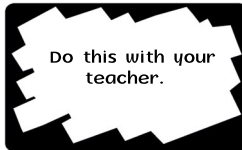




Bark

The bark of the tree is the skin of the tree.
Look at our skin. How does our skin help us?
How does the bark help the tree?
Can the bark of a tree help other living things?

Activity 4a



You will need-

- Magnifying glasses.
- Sheets of white paper.
- Some tape to stick the paper to the bark.
- Wax crayons.



Bark

4

What you do-

- 1- Go near a tree.
Choose the spot where you want to do your bark rubbing.



- 2- Stick your paper over the spot.

4 Bark



- 3- Now rub the paper with a wax crayon, till the pattern of the bark can be seen.
Rub gently building the colour slowly or the paper might get torn.

In your note books

Paste your bark rubbing.

Write 3-4 sentences about the bark.

How did it feel?

How did it smell?

What colour is it?

Do any other living things use the bark of the tree?

For what purpose do they use it?



Activity 5a

You will need-

Flowers of different colours.

What you do-

- 1- Go out to where there are different types of **flowers**.
- 2- Look at a **flower**. What do you see?



5

Flowers

- 3- Now look at the **flowers**.
What colours are they?
- 4- Smell them. Do they have a **scent**?



- 5- Smell all the bright coloured **flowers**. Do they have a **scent**?

Discuss.

Why are some **flowers** **brightly coloured**?

Why are some **flowers** not **brightly coloured**?

Why are some **flowers** **scented**? Why are some not **scented**?



Paste your **flower** in your notebook.

Write the name of the flower. Try to find its Dhivehi name.

Now **write** about the flower.

- How many **petals** does it have?
- What **colour** is it?
- Does it have a **scent**?
- Where did you find this **flower**?
- Why is it **brightly** coloured?
- Or why is the **flower** not **bright**?
- Why does it have a **scent** or why doesn't it have a **scent**?



5

Flowers

Activity 5b

- 1- Observe **flowers**. What type of **flower** is most common?
- 2- Where do these plants grow?
- 3- Is the **flower** used for any purpose?
- 4- Do any insects live in it?



Draw your favourite flower.

Write why you like it.



How can we take care of the **flower**?

Insects

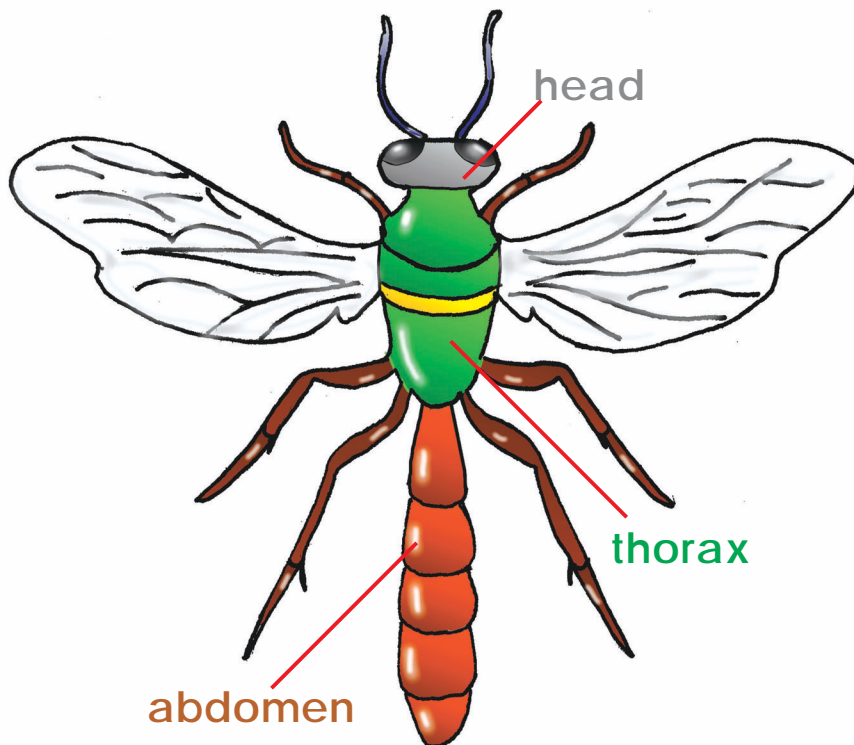
6

An insects body is made up of 3 parts. They are **head**, **thorax** and the **abdomen**.

Some insects feed on dead things, and break them down.

Insects are the largest group of living things.

They are found all over the world.



6 Insects

Activity 6a

Do this with your teacher.

Handle insects with care.

You will need-

Magnifying glass.

White paper.

An empty bottle.



What you do-

- 1- Take a walk around a place where there are plenty of trees, bushes and other types of plants.
- 2- Look for insects on leaves, under logs and in the soil.



Insects

6

- 3- Collect some and put it into bottle.



- 4- Now put one on the white paper and look at it through your magnifying glass.

- 5- Put the insects back to where you took them after your activity.

6

Insects

Draw your insect.

Write its name. You could write its Dhivehi name too.

What colour is it?

Where did you find it?

How many parts does it have?

Where are its **eyes**, **legs** and **feelers**?

What does it eat?



Activity 6b

Some insects are harmful. Can you name some of them?

What do they do?

Choose one harmful insect. Do not touch it.

What is it like?

What do they eat?

Where do they live?

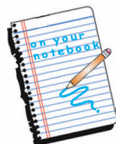
How do they harm us?

How can we protect ourselves from this insect?



Draw the insect.

Write its name and **write** 3-4 sentences about it.

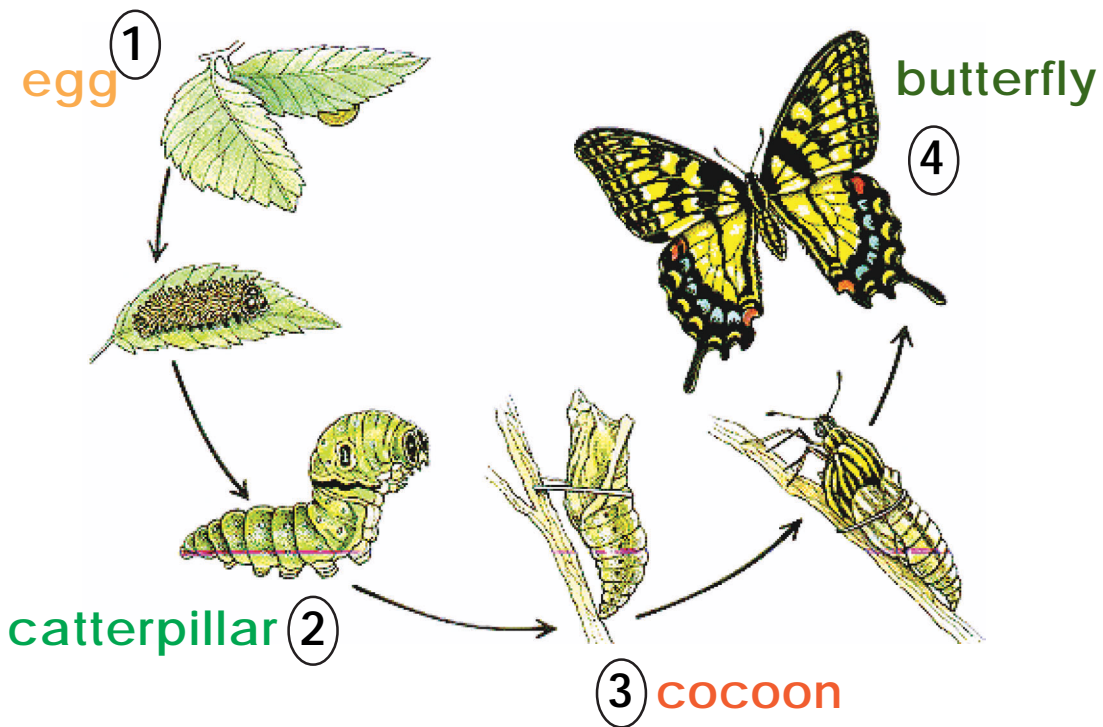


7

Butterflies

Many butterflies live only for a short time. They live just long enough to lay eggs. That is for a few weeks. Butterflies feed mainly on nectar. Nectar is the sweet tasting liquid found in the middle of the flower.

Here is how the young ones become butterflies.



Why do you find butterflies near plants and flowers?

Butterflies

7

Activity 7a

You will need-

- Some caterpillars, a clear plastic or glass jar.
- Some leaves that the caterpillar eats.
- A piece of thin cloth to cover the jar.
- Rubber band.



7

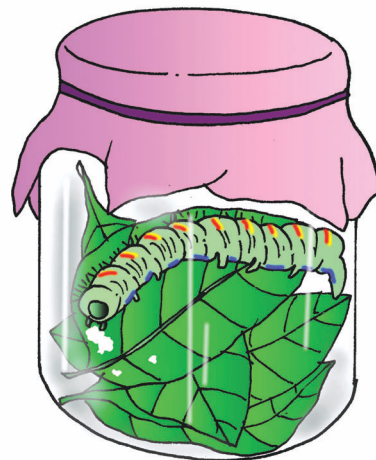
Butterflies

What you do-

- 1- Remove the lid of the jar. Put the leaves into the jar. There should be enough leaves for the caterpillar to eat.



- 2- Put in the caterpillar on one of the leaves.



- 3- Cover the jar with a thin piece of cloth and fix it

Butterflies



4- Now observe the caterpillar everyday. What do you see?

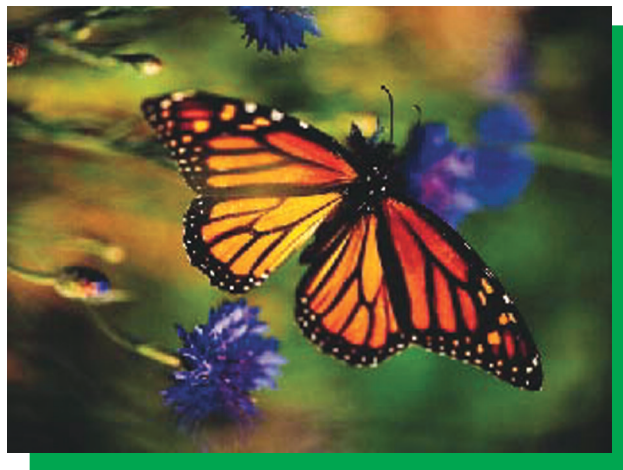
What happens to the **leaves**?

What do you see at the bottom of the jar?

Did the caterpillar stay in one place?

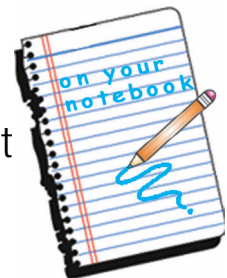
How many days did it take to change from a caterpillar to a cocoon?

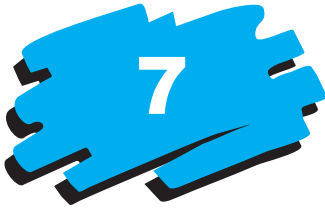
How long did it take for the cocoon to become a butterfly?



Observe a catterpillar.

Draw and **write** about the changes it went through.





Butterflies

Do butterflies live in your island?

Go outside and look around.

What type of **butterfly** is most common in your island?

Where are they found?

What type of **trees** is found where the **butterfly** is?

If there are any fallen **leaves** collect one.



Draw the butterfly.

Write about where you found the **butterfly**.



What time of the year do you usually find it?

If you have collected a leaf of the **plant**, please paste it.

Visiting the beach

8

Most of our islands have a **beach** around it. The waves and the sea bring with it a lot of **materials**. A lot of these **materials** are left on the **beach**.



Activity 8a

You will need-

A bag or a box to put what you collect from the beach.

What you do-

- 1- Walk along the **beach** just after high tide.

8

Visiting the beach

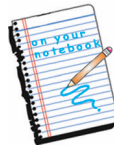
- 2- Look for interesting **objects**.
- 3- Each group can collect 2 things from the **beach**.



List down and **draw** 3 things that the **sea** has left on the **beach**.

Discuss

- How did it come ashore?
- Where did it come from?
- Are they living things?
- Are they heavy or light?

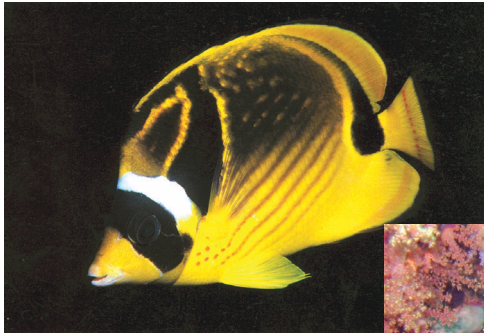


Write 2-3 sentences about the things you drew.

Fish

9

There are many types of **fish** in the **sea**.
They are of different **shapes**, **sizes** and **colours**.



Activity 9a

Do this with your teacher.

You will need-

Fish.

What you do-

Your teacher will show you some **fish**.

Observe the **fish**.

9 Fish

Draw the **fish**.

Where did you find it?

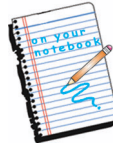
Where do **fish** live? Why?

Look at the **fish** and describe it.

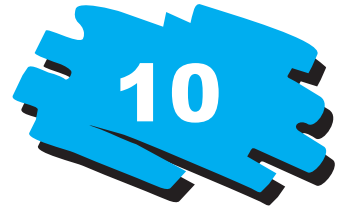
What do they eat?

Write 3-4 sentences about it.

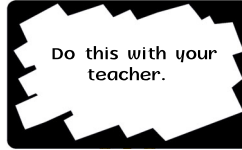
Do you like it? Why?



Skipjack Tuna (Kalhubilamas)



Activity 10a



Go out to where the fishermen bring in their fish.
Look for Skipjack Tuna.
Or your teacher might make arrangements and bring
a Skipjack Tuna to school.
Is there a lot of it?



Draw a Skipjack Tuna.

Ask the fishermen.



Where do you catch this fish?

What do you use to catch this fish?

Can you catch the fish easily?

Write 3-4 sentences about the fish.



10

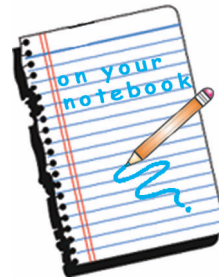
Skipjack Tuna (Kalhubilamas)

Activity 10b

Draw a special fish.

It is your fish. You can **draw** it in any shape and use any colour you want.

Write about why your fish is special.



What lives here?

11

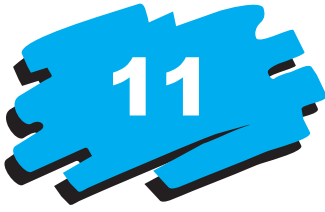
All living things have a place where they live which is their home. A place where a plant or an animal lives naturally is its **habitat** (home).



Activity 11a

Discuss.

- 1- Where do we live?
- 2- What does your house look like?
- 3- How do you get food?
- 4- How do you get water?



What lives here?

- 5- Have you ever lived in another house? Why?
- 6- What would you do if your house was too hot or if it rained inside your house?

Draw



| You | Your house |
|-----------|------------|
| tree | its house |
| ant | its house |
| butterfly | its house |
| fish | its house |
| sea shell | its House |

What lives here?

11

Write



Is your house the same as the houses of the other living things? Why?

Would you like to live in their houses? Why?

Would they like to live in your house? Why?



Unit 5

Interdependence

Fishing and Agriculture

Tourism

Trade

Communication

1

Fishing

The sea is all around our **islands**.

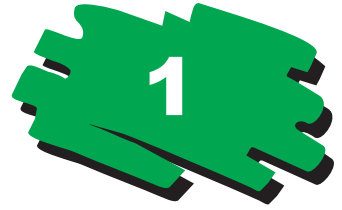
We catch a lot of **fish** from the **sea**.

Fishermen are people who catch **fish** and sell them to other people.

Many Maldivians are **fishermen**. We eat a lot of **fish**.



Fishing



Activity 1a

Do this with your teacher.

Talk to a **fishermen**.

Ask him.

When do you go **fishing**?

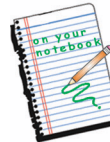
What do you use to go **fishing**?

What do you use to catch **fish**?

Do you work indoors or outdoors?

How long have you been **fishing**?

Draw the **fisherman** and his **boat**.



Would you like to go **fishing**?

Write 2-3 sentences about his work.



1 Fishing

Activity 1b

Fishermen are very hardworking people. They start work early in the morning and come home in the evening.

They work in the **sun**, in **rough seas** and in the **rain**.



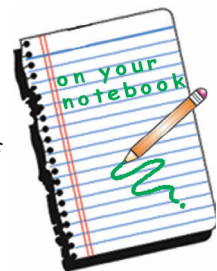
Draw

How people fish.

What they use to **fish**.

Where they stand on the boat while **fishing**.

Write 2-3 sentences about what you think of of the life of a **fisherman**.



Fish to eat

2

We eat fish every day. To eat the head (the **eyes**, the **brain**) of the **fish is good for your health**. It helps our bodies to grow **stronger** and our **brains** to work well.



2

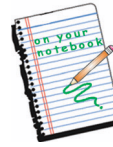
Fish to eat

Activity 2a

Go to a place where fishermen bring the fish they have caught.

Draw the **fish** that you saw.

Write 2-3 sentences about **fishing**.



Use the questions given to write your sentences.

Where do we get the **fish** we eat?

Do you go and catch the fish?

Who catches the **fish**? Where do you buy **fish**?

Who sells them?

Where are they sold?

If there were no **fishermen** will we get enough **fish** to eat?

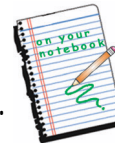


If we do not eat we will die of **hunger**. We need food to eat. What food do you eat everyday?

Activity 3a

Draw the food you eat everyday?

Write 2-4 sentences. Use the questions given.



Does it come from a **plant** or **animal**?

Do we get the **plant** or **animal** in our island?

Is this plant grown in Maldives?

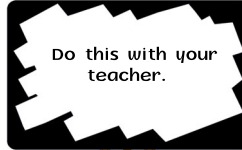
From where do we get this **food**?



3

Food

Activity 3b



You will need-

- To visit a shop.
- Packed food.
- A large world map.

What you do-

- Do you eat food packed in tins and bottles?
- Visit a shop.
- Look at the food packed in bottles, tins, packets, boxes.



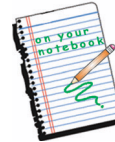
Food

3

Draw food that you have eaten which was packed in a **bottle**, **tin**, **packet** or **box**.

Try to find out where the food is from.

You will need your teachers help to find it.



Some **package** food is brought to Maldives from other countries.

Look at the **package** and find where it was made.

The name of the country would be written on it.

Your teacher will put up the map.

Try to find the countries that you have identified.



packed in can



packed in bottle

4

Tourists

A lot of tourists come to **Maldives** to spend their holidays. **Tourists** like to visit **countries** which are different from their **countries**.

Why do they come to **Maldives**?

They come to **Maldives** because the **islands** and the sea around them are beautiful, **clean** and quiet.



Tourists

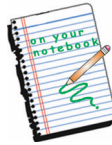
4



Activity 4a

Look around your island.

Draw the cleanest area.



Write down why you think that area is **clean**.

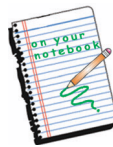
Are there any areas which are not **clean**?

Why is it not **clean**?

Draw this area.

What is found in this area?

Write why it is not **clean**.



4 Tourists

Activity 4b

What can we do to keep our island **clean**?

Write "I can make a Difference"

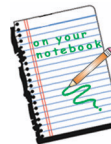
in the sea



on land



Draw and **write** what you can do.



In other countries

5

Why do you visit other countries for your **holidays**?

When you visit another country for your **holiday**, you are a tourist.

Most **tourists** visit other countries to see something different.

Tourists who visit **Maldives** come from many **countries**.

Activity 5a

What would you like to see if you were a **tourist**?

Here are some pictures of **Germany**.



5

In other countries

Here are some pictures of **Maldives**.

What do you see in the pictures from **Germany**?

What do you see in the pictures of Maldives?

Imagine that you are in each of the photographs of **Germany**.

What do you think the place will be like?

Discuss.



In other countries

5

Look at the photographs.

How are the two countries different?

Now do you know why so many **Germans** spend their holidays in **Maldives**?

Discuss.

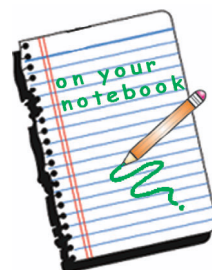
Germany



Maldives



Draw a tourist. **Write** 2-3 sentences about why they come to Maldives, to spend their holiday.



5

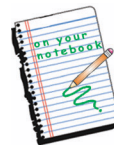
In other countries

Activity 5b

If you get a chance to visit another country for your holiday, where would you go?

Why?

Draw you as a tourist in the place you would best like to visit.



Write 2-3 sentences about what you would do in this place.



In other countries

5

Activity 5c

Look at the big world map that your teacher is showing.

Or the map in page 217.

Many tourists come to **Maldives** from **Italy** and **Germany**.

With the help of your teacher find where **Germany** and **Italy** is.

Now find **Maldives**.

Did you find them in your map?

Are they close to **Maldives**?





My island is special

Each **island** is **special**. In each **island** you will find **special places** and things.

A thing might become special because it is **old**.

It might become special because it was given to you by someone special, because many people use it or because it is different.

Activity 6a

Take a walk around your island with your teacher.



My island is special

6

In your island what is -

the oldest place?



the most used place?





My island is special

the most beautiful place?

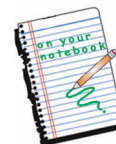


your special place?



Draw and name them.

Write 2-3 sentences about each of them.



Bring the oldest thing you own to class and talk about it.

My island is special

6

Activity 6a

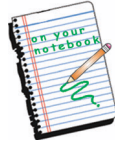
Find out about the **oldest** person you know.

Find out how old the **person** is.

What did she wear when she was your age? Why?

What did she **eat**? What did she **enjoy** doing most?

What did she **play**? What did she **study**?





My island

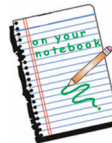
Every island has a special name. A group of **islands** close by form an **atoll**. Your **island** will be in an **atoll**. Find where your **atoll** is from the map of **Maldives**. Can you find your **island** from the **atoll**?

Activity 7a

Draw your island.

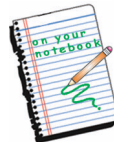
Draw yourself in your **island**.

Write the name of your **island**.



What do you like about your **island**?

What is your atoll? **Write** the name of your **atoll**.



Date _____
Day _____

My island



Find your Atoll



Adapted from:
Tim Godfrey
Malways (Maldives
islandDirectory)

8

Different things

We use different things for different purposes.

We use **books** and **pencils** for studying.

We use **food** to eat.

We use a **bed** to sleep.

We use **water** to clean ourselves.

What are some other things that you use?



Different things

8

Activity 8a

What are some of the things we use when we go to school?

Draw some of them.



Find out where you get these things from.

Ask your parents.

From where did your parents get them?

Ask the shop keepers

From where did they get them?

Under each thing that you drew, write where it was made from.



9

Products we use

Products are things made to be sold.

They could be something made by people or by machine.

Most products we use are brought from other countries.

This is because all the products we need are not found in Maldives.

Activity 9a

Do this with your teacher.

You will need-

A big world map, or globe.

What you do-

Go to a shop. Observe products found in the shop.



Products we use



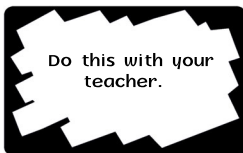
Draw 5 products you liked best from the shop.
Look at it carefully.



Most products will have a label saying where it was made.



Near each drawing write the name of the product and the country and where it was made.



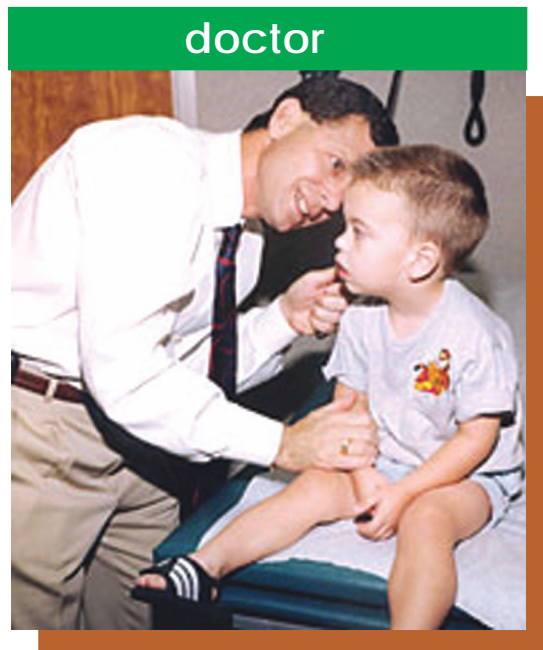
From the map in page 217 look up the countries that you have identified.

Are these countries far from Maldives?

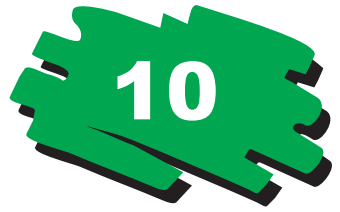
10

Communication

How do you tell your **father** what you want?
When you are sick how do you let the **doctor** know
how you feel?
Think about it.
Your father has understood what you wanted.
The doctor understood how you feel.
You have communicated.



Communication



Activity 10a

A Mariyam's friend Asim is in **India**.
Mariyam has received an **international prize**.
On the same day Mariyam let Asim know about it.
What did Mariyam use to let Asim know about the prize?



Mariyam in Maldives



Asim in India

Draw and name what Mariyam used to communicate with Asim.

Write why did Mariyam use it?



11

How we communicate

Forty years ago, it took many months for people in one island to receive messages from another island.

Now it does not take long to get a message from one island to another.



How we communicate



Activity 11a

How were messages sent 40 years ago?

How are messages sent now?

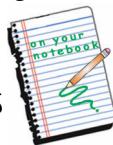
Draw What was used to send messages 40 years ago.

What can be used to send messages now?

Ask old people in your island about how they sent messages when they were young.

Use a form of communication.

Do you know how to use it now? What form of communication do you like best? **Draw** it.



Write 3-4 sentences about it.

Why you like it.

If you get one, what will you do with it?

How will you use it?





How we communicate

