

Explore the World

Environmental Studies

Book
2



Scribbling page

Introduction

Millat Foundation for Educational Research and Development (MFERD) is an organization conceived with the vision of providing a common platform for the networking, coordination, collaboration and co-operation among Muslim educational institutions, thereby complementing the efforts of individuals and organizations in achieving excellence in education within the boundaries of Islamic Shariah. MFERD aims to address the various challenges faced by these institutions and find solutions through research and development.

One of its major program is to design a value based curriculum for school to nurture and culture our future generations with excellence.

Curriculum is the sum total of all learning experience a child undergoes including academics, activities, learning environment, assessment and interaction with teachers, students, parents all together from the moment a child walks in the school until he/she steps out.

After years of research in child psychology, education from Islamic perspective, and review of various curricula, a value based curriculum has been designed in accordance with National Curriculum Framework and International standards to focus on all round development of the children so that they identify their identity, realize the need and become leaders of tomorrow.

This curriculum is comprised of:

- **Objectives** - as per Islam psychology, education and stakeholders
- **Syllabus** - as per age group and government standards
- **Methodology** - child centric and appropriate to the subject and objectives
- **Resources** - including teacher training, teaching aids manuals and more
- **Assessment** - formative, summative, self, co-scholastic, behavioral and long term
- **Activities** - curricular, co-curricular and extra curricular with guidelines for events
- **Scheduling** - calendar, day-year plans, workload, period split and competitions
- **Observation** - feedback and research

Central Academic Development department has been setup to plan, train and monitor the implementation of this curriculum in various schools at all the levels.

Preface

Explore the world Environmental studies is an integrated book of science and social studies. It is based on the methodology of 'Learning by Doing'. Children at this age need to explore the world around them. They need to comprehend What's being taught, What's happening around, What's expected of them; take clues from it and understand on their own.

Greater the understanding of the details, greater the child will appreciate Islam. Science coexisted, infact flourished in the Islamic era. Islam teaches mankind to observe and learn from the nature. This book prepares young minds to appreciate the importance of environment in a holistic manner, to get them familiarized with the surrounding and to view it with a sense of care and responsibility. It imbibes in children the values of love and respect for nature and its laws.

The Alif Laam Meem Series aims at promoting this idea among the mankind. It also aims at training the learners to locate and comprehend the relationship between the natural, social and cultural environment to develop an understanding based on observations drawn from life experience.

The language is simple, clear and within the comprehension of the students. There is an attempt towards building up a scientific aptitude and temperament in the learners. Besides making them realize the existence of Allah and His creations, this book teaches them to be thankful to Allah for all His bounties, refrain from inhumane acts and to develop reasoning that leads to the correct path destined for us.

The salient feature of the book:

- ❖ Introduction of the lesson through motivational activities.
- ❖ Group discussion to break the monotony of the class and to develop interpersonal skills
- ❖ Arouse curiosity among the children through various interactive and interesting activities.
- ❖ Promote independent work.
- ❖ Quranic verses and Hadees: To prove the laws of nature laid by Allah.
- ❖ You will learn about: Gives an idea of what the child will learn from each lesson.
- ❖ Quick Look : Recapitulation made easy with keywords and quick look.
- ❖ Science corner: Learning by doing to develop observation data collection and inferential skills.
- ❖ Arts in science: Develop aesthetic values and to make learning a joyful experience.
- ❖ Math in science: To develop reasoning and logical thinking.
- ❖ Writing in science: To develop and encourage students for scientific writing.
- ❖ Take home activity: Activities given to make the child apply his knowledge in day to day life and promote independent work.

We strive to keep our standards high and continually improve the Alif Laam Meem Series based on your feedback and our research. Therefore, we request you to kindly send in your valuable suggestions to us and help this mission be successful.

We wish and pray for the wide spread use of this syllabus and inspire other experienced hands to come forward and do such work or better.

Excerpts from National Curriculum Framework 2005

An overall summary of the National Curriculum Framework 2005

The fact that learning has become a source of burden and stress on children and their parents is an evidence of a deep distortion in educational aims and quality. To correct this distortion, the present NCF proposes five guiding principles for curriculum development

- (i) connecting knowledge to life outside the school;
- (ii) ensuring that learning shifts away from rote methods;
- (iii) enriching the curriculum so that it goes beyond textbooks;
- (iv) making examinations more flexible and integrating them with classroom life; and
- (v) nurturing an over-riding identity informed by caring concerns within the democratic polity of the country

National Curriculum Framework 2005 on the perspective of education

Education must be able to promote values that foster peace, humaneness and tolerance in a multicultural society.

The National Curriculum Frame document seeks to provide a framework within which teachers and schools can choose and plan experiences that they think children should have. In order to realize educational objectives, the curriculum should be conceptualized as a structure that articulates required experiences. For this, it should address some basic questions:

- (i) What educational purposes should the schools seek to achieve?
- (ii) What educational experiences can be provided that are likely to achieve these purposes?
- (iii) How can these educational experiences be meaningfully organized?
- (iv) How do we ensure that these educational purposes are indeed being accomplished?

National Curriculum Framework 2005 on the Guiding Principles of education

Children acquire varied skills naturally while growing up in their environment. They also observe life and the world around them. When imported into classrooms, their questions and queries can enrich the curriculum and make it more creative. Such reforms will also facilitate the practice of the widely acknowledged curricular principles of moving from 'known to unknown', from 'concrete to abstract', and from 'local to global'.

The MFERD books are designed to adhere to the guiding principles laid down in the National Curriculum Framework 2005. We want the followers/students to abide and fulfill the educational objectives framed by the NCF so that they not only become honest and faithful citizens but also to be a part of the ever growing global world and economy. We sincerely believe that by following this curriculum the students will develop their personality which will be a beacon of light for others to reflect and ponder and be like one.

For MFERD's approach to address these perspectives please refer to the back cover page.

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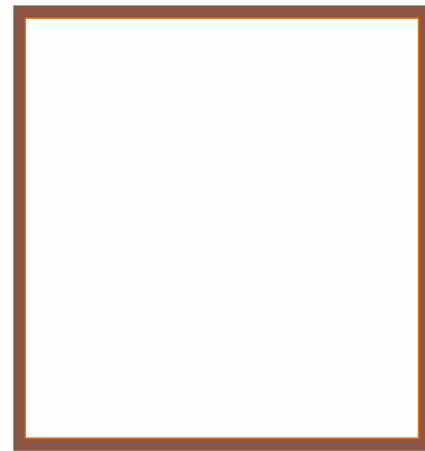
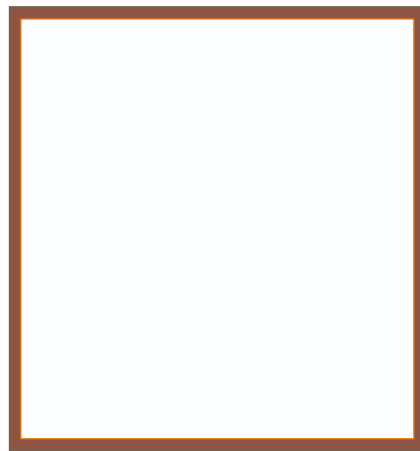
You will learn about

- ⊙ Myself
- ⊙ My body
- ⊙ External and internal body parts
- ⊙ Functions of different body parts

New words

- | | |
|----------|---------|
| trunk | heart |
| limb | brain |
| organ | lungs |
| external | stomach |
| internal | pumps |
| digest | kidneys |

Paste your pictures



Four Years

Present

Do you look the same?

What changes have you noticed? Discuss!

At the age of four

Present Age

Height:

Weight:

In the Earth are signs for those who have faith and within your own selves are signs as well. Do you not see?

(Surah Zariyath: Chapter 51 verse:20,21)

Introduce yourself

My name is .

I am a boy girl.

I am in class .

I am years old.

I am thin fat .

I am tall short .

My eyes are black brown.

I have long short curly straight hair .

I have a long oval round face.

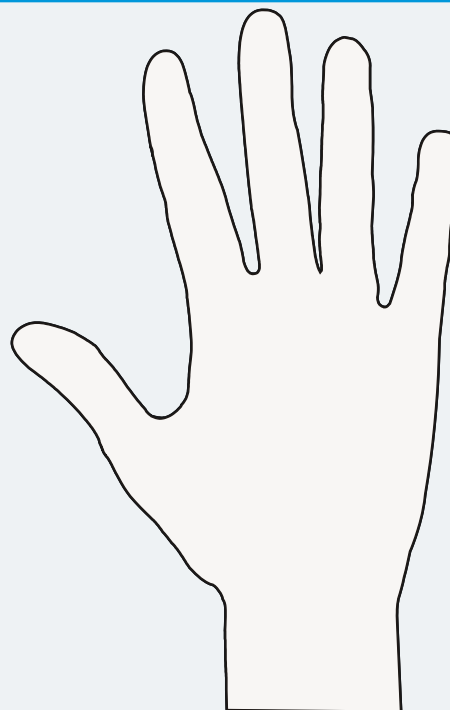
I write with right left hand.

I like reading story books comics .



Read the instructions and do accordingly.

1. Colour the little finger
2. Draw a ring around the ring finger
3. Draw a puppet on the middle finger
4. Write your name on the index finger
5. Stamp an impression on the thumb.

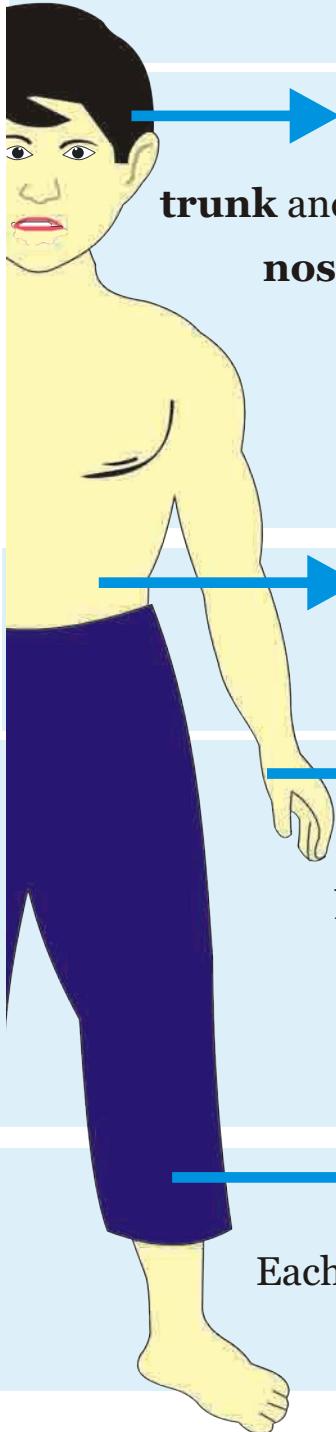


Know your body

We all have same body parts yet we look different from one another. This is one of the signs of Allah's creation. Allah is the Creator.

He created everything in this world.

He made our body. Our body, can do all types of work.



Our body is divided into **head**, **trunk** and **limbs**. Head has **eyes**, **ears**, **nose**, **mouth**, **tongue** and **teeth**.

The teeth are fixed to the jaws.

Adults have thirty two teeth.

Children have twenty teeth.

Trunk has **shoulders**, **chest** and **waist**.

Limbs include **hands** and **legs**. We have two upper limbs. Each **upper limb** has an **arm**, **elbow**, **hand** and **fingers**.

Legs are our lower limbs. Each **lower limb** has **thigh**, **knee**, **foot** and **toes**.



Head



Eyes



Teeth



Hands



Legs

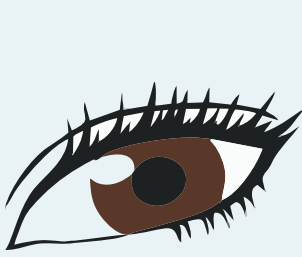
Parts of the body

Allah Created man from earth. He then blew spirit in him. He made ears then eyes and then heart. (Surah Sajda: Chapter 32 verse:9)

Different body parts perform different functions. By the command of Allah these parts function properly.

External body parts

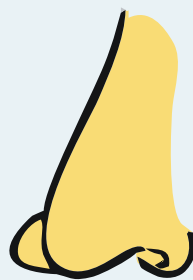
The parts which we can see and touch are external body parts. Eyes, ears, nose, mouth, tongue, hands and legs are external parts of the body. Ears are the external body parts which are made first and then the eyes.



Eye



Ear



Nose



Mouth



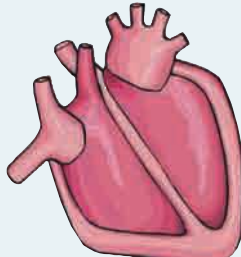
Hand and Leg

Internal body parts

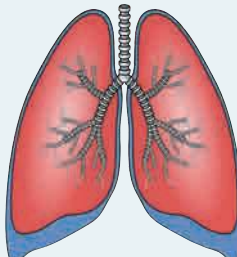
There are some parts which are inside our body. We cannot see or touch them. They are called internal body parts. Brain, heart, lungs, stomach and kidneys are some of the important internal body parts. Among all the internal body parts, heart is made first.



Brain



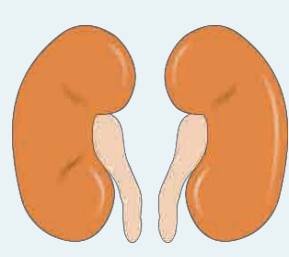
Heart



Lungs



Stomach



Kidneys