

CLASS 4

EVS

NCERT SOLUTIONS

## NCERT Solutions for Class 4 EVS Chapter 3: Nature Trail – Free PDF Download

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Chapter 3 of the Class 4 EVS textbook Our Wondrous World is Nature Trail. It takes children on an observational journey through nature, noticing plants, animals, birds, insects, and natural features along a walking trail.

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Chapter 3 of the Class 4 EVS textbook *Our Wondrous World* is Nature Trail. It takes children on an observational journey through nature, noticing plants, animals, birds, insects, and natural features along a walking trail.

## NCERT Textbook Questions and Answers – Chapter 3: Nature Trail

### Write (Page 37)

**Q: Can you think of rules that should be followed while you are in a zoo or a forest?**

A: Don't feed the animals, don't litter, don't make loud noises, stay on the marked path, don't pluck flowers or damage plants, and don't try to touch or disturb wild animals.

### Discuss (Page 37)

**Q: Why are these rules important to follow?**

A: These rules protect animals and plants from harm and stress, keep the natural habitat clean and undisturbed, and also keep visitors safe from wild or unfamiliar animals.

### Activity 1 (Page 39)

**Q: Identify the animals in the forest picture and divide them into land animals and birds in the sky.**

A: Sample answer: Land animals — deer, tiger, rabbit, fox; Birds in the sky — eagle, parrot, sparrow, peacock.

### Write (Page 40)

**Q1: Name some animals, including the birds, that you have seen. Write any one feature of each of them.**

A: Sample answer: Dog — loyal and barks; Cat — has whiskers and is agile; Sparrow — small and chirps; Crow — black feathers and cawing sound.

**Q2 (Indian Giant Squirrel): Compare its features with the squirrels you see in your area.**

A: The Indian Giant Squirrel is much larger, with reddish-brown, black and cream fur and a very long bushy tail, while the common squirrels seen in our area are smaller, greyish-brown, with pale stripes along their back.

### Activity 2 (Page 43)

**Q1: Look at the footprints and guess the name of the animals that you think must have come to the pond to drink water.**

A: Sample answer: based on footprint shape and size, the animals could be a deer, a dog, a bird, and an elephant.

**Q2: Observe and draw the footprint of any animal in the space given here.**

A: Students draw and label a real animal footprint they observed, noting its shape and size.

### Write (Page 44)

**Q: Name the birds shown below.**

A: Sample answer: sparrow, peacock, parrot, and crow (identification depends on the pictures given in the

textbook).

### Activity 3 (Page 45)

**Q: Take different food items like grains, berries, fruits, nuts, etc. in a plate, and fill the table below with appropriate tool(s) for picking up each of these food items.**

A: Sample answer: Grains — beak (thin, pointed) suits pecking; Nuts — a strong, curved beak suits cracking shells; Berries/fruit — a short, wide beak suits plucking soft fruit; this mirrors how different birds have differently shaped beaks suited to their food.

### Activity 4 (Pages 47–48)

**Q1: Create a Bird Diary by observing bird movements, diet, and habitat.**

A: Students note, over several days, which birds they saw, what they were eating, and where they were nesting or resting, recording it as a simple diary with dates.

**Q2: List the animals which live in and around water bodies.**

A: Fish, frogs, ducks, turtles, crabs, and water snakes are examples of animals that live in and around water bodies.

### Write (Page 49)

**Q1: What are the insects that you find at your home and in your surroundings?**

A: Sample answer: ants, houseflies, mosquitoes, butterflies, and cockroaches.

**Q2: Name the insects shown below.**

A: Sample answer: ant, honeybee, butterfly, and ladybird (based on the pictures given in the book).

### Activity 5 (Pages 50–51)

**Q1: Identify plants based on the leaf pictures.**

A: Students match each leaf shape/pattern shown to the correct plant name given in the textbook.

**Q2: Observe the leaves of different plants in your neighbourhood and fill the table.**

A: Sample answer: Mango leaf — long, smooth-edged; Neem leaf — small, jagged-edged; Hibiscus leaf — broad with a pointed tip.

### Activity 6 (Page 52)

**Q: Create leaf rubbings (“Leaf Autograph”) with crayons and identify the plant names.**

A: Place a leaf under a sheet of paper, gently rub a crayon over it to reveal the leaf’s vein pattern, then label the rubbing with the correct plant name.

### Let Us Reflect (Pages 55–56)

*(Exact page wording should be cross-checked against your physical copy for this hands-on, mostly open-ended section.)*

**Q1: Which animal would you love to be? What special abilities would it give you?**

A: Sample answer: I would love to be an eagle because it can fly high and see things clearly from far away, which would let me explore new places easily.

**Q2: How do you think different plants and animals are dependent on each other?**

A: Plants give animals food, oxygen, and shelter; in turn, animals help plants by spreading seeds and pollinating flowers — so plants and animals depend on each other to survive.

**Q3: What is the role of a nature scientist?**

A: A nature scientist (naturalist) studies plants, animals, and their habitats, observes their behaviour, and works to understand and protect the environment.

**Q4: Solve the puzzle. Find the treasures of the forest.**

A: A hands-on puzzle activity where students search for hidden words or pictures representing forest “treasures” like trees, animals, water, and flowers.

**Q5: Plan a nature walk with your family or friends in a nearby park.**

A: Students plan a short walk, listing what they hope to observe (birds, insects, plants) and any rules of safe and respectful behaviour to follow.

**Q6: Create a scene of a forest where students can perform the roles of plants and animals.**

A: A class role-play activity where students act as different plants and animals, showing how they interact and depend on one another.

**Q7: Let us make a paper turtle!**

A: A simple craft activity using coloured paper folded and cut into the shape of a turtle.

**Q8: Write the name of your state animal, bird, and plant.**

A: Sample answer (varies by state) — e.g., for Madhya Pradesh: State animal — Barasingha; State bird — Paradise Flycatcher (Duidhraj); State tree — Banyan. Students should fill in the correct answer for their own state.

## Class 4 EVS Chapter 3 – Notes and Extra Questions

Along with these NCERT Solutions, students can also use the [Class 4 EVS Chapter 3 Extra Questions](#) and [Class 4 EVS Chapter 3 Revision Notes](#) for quick revision and extra practice.

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