

# 3

## The World Around Us

My house  
is located near  
the mountain.  
Where is yours?



Look and say

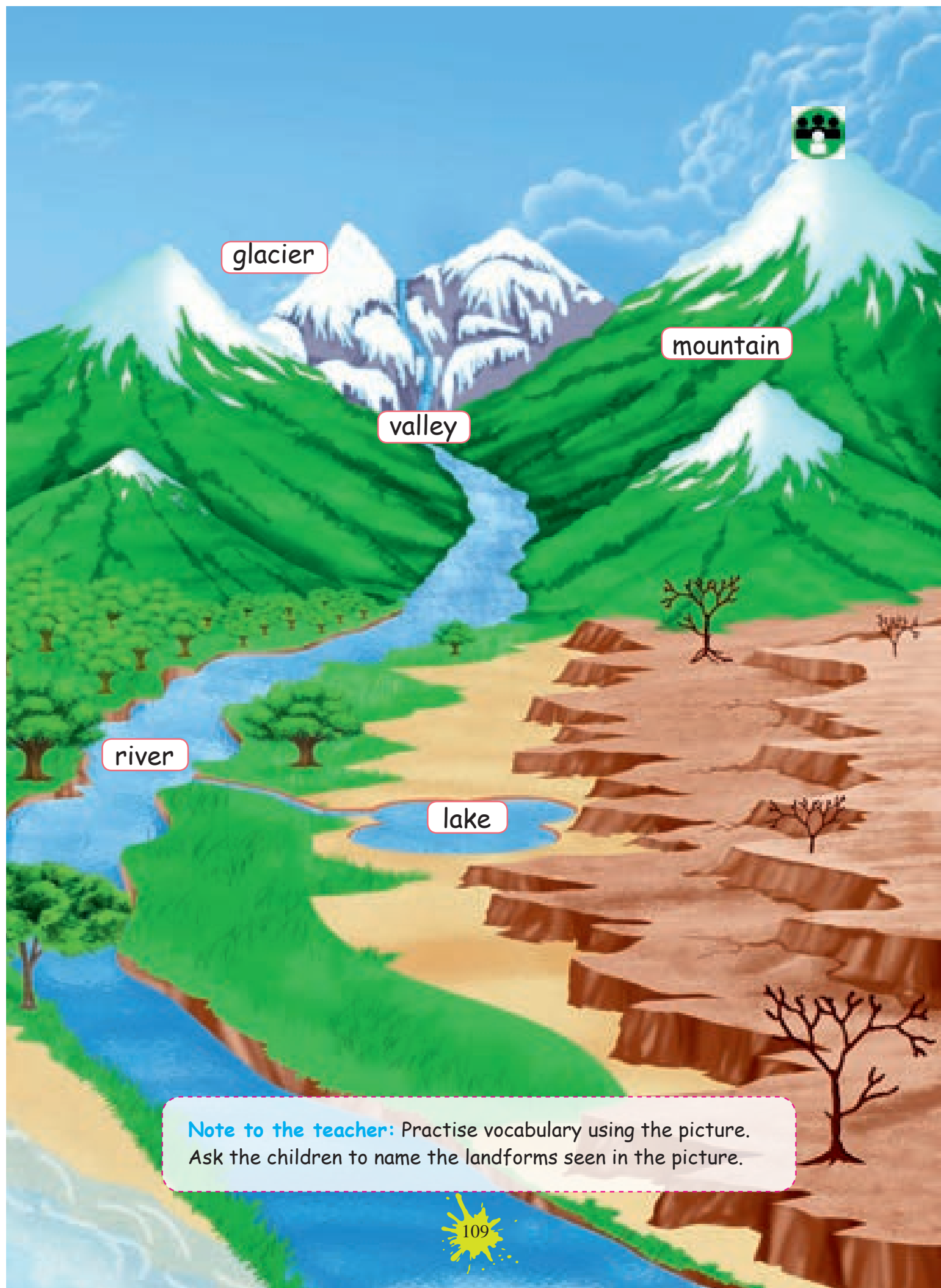
volcano

desert

oasis

plain

island



glacier

mountain

valley

river

lake

**Note to the teacher:** Practise vocabulary using the picture.  
Ask the children to name the landforms seen in the picture.



Let us sing



## Beauty of Nature

Mountains are the highest,  
Valleys are the lowest.  
Plains are flat like a mat,  
Don't we all know that?

Islands have water all around,  
Thousands of these can be found.  
Deserts have sand and palm trees,  
Oceans have waters from many seas.

Beautiful is the planet that I live in,  
There is no other place that is akin!

**Note to the teacher:** Sing the song with actions. Encourage the children to listen and do the actions first, then follow the song.





Let us learn



## The Right Place

Ma, the elephants have short legs with five toes but, why do I have long legs with two toes?

My child, we live in the desert. The desert has a lot of sand and rocks. Our legs help us to walk in the loose desert sand. Our toes protect us from the hot sand.



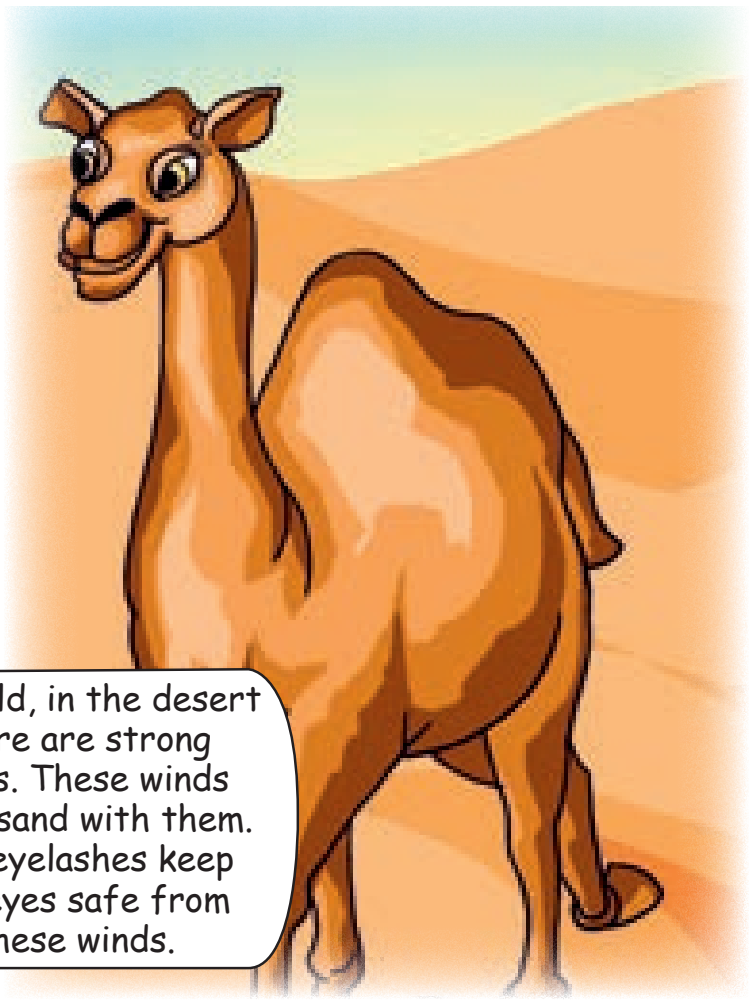
**Note to the teacher:** Read the story to the children. Encourage them to know the features of the camel's body and the desert.





Ma, why do I have these long eyelashes?

My child, in the desert there are strong winds. These winds carry sand with them. Our eyelashes keep our eyes safe from these winds.



Do you know, why we have humps on our back? In the desert, it's hard to find food and water. Our humps store food, so that we can use the food in the hump if we cannot find it in the desert.

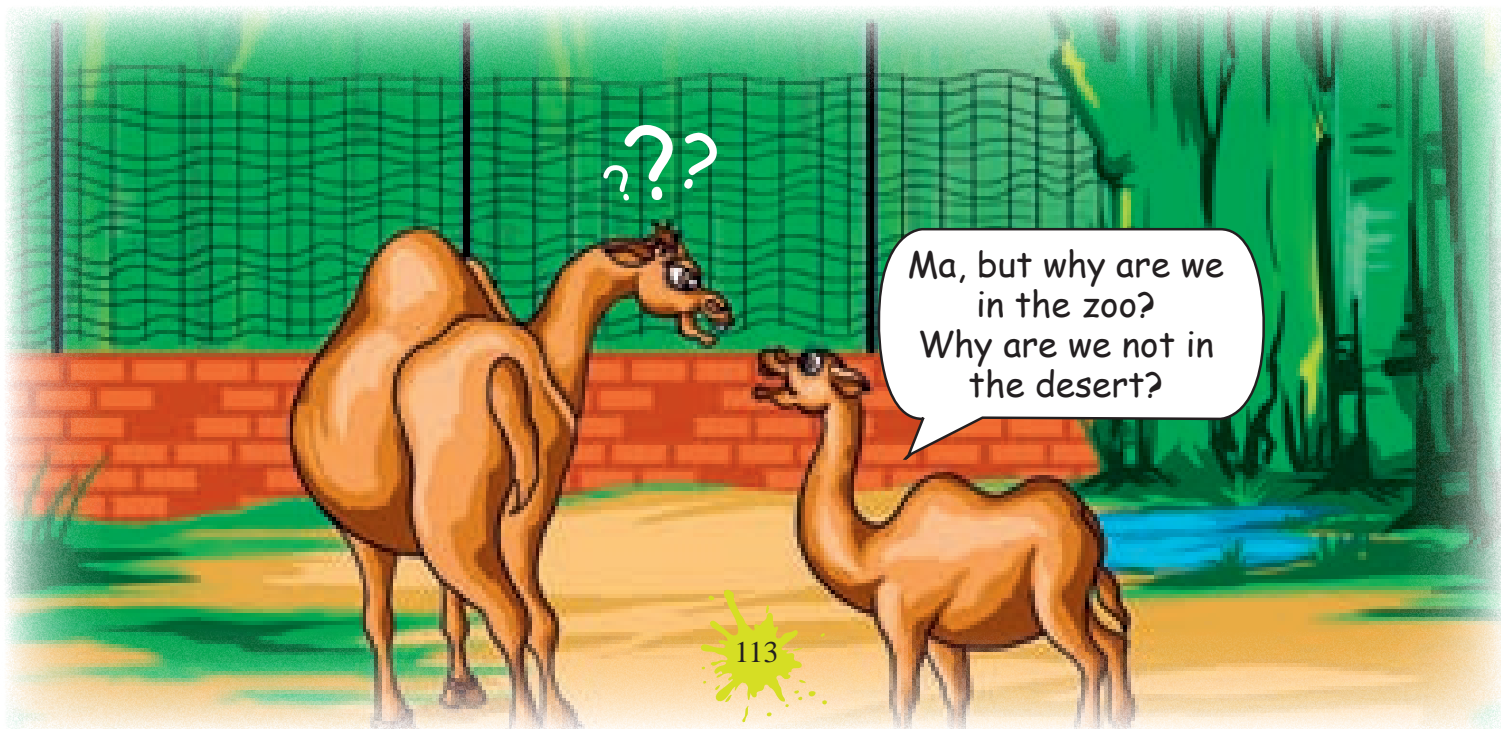






Ma, can you tell me why we have hard skin?

It saves us from thorny cactus plants as well as from the hot sun and cold nights in the desert.



Ma, but why are we in the zoo?  
Why are we not in the desert?



## Let us understand



1. Tick (✓) the correct one.



eyelashes

foot



toe

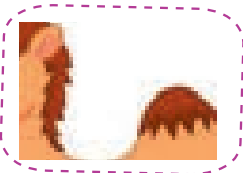
neck



desert

mountain

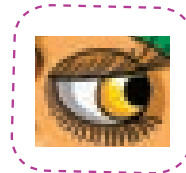
2. Match the picture with its use.



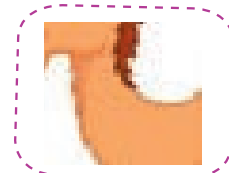
protects  
from hot  
sand



protects  
from  
cactus



stores  
food



protects  
from sandy  
winds

3. Listen, think and write.

walk hump winds camel zoo

- Name the animal in the story. The animal in the story is \_\_\_\_\_.
- Why does camel have long legs? The long legs help to \_\_\_\_\_ in the sand.
- Why does camel have long eyelashes? The eyelashes protect it from sandy \_\_\_\_\_.
- Where does the camel store food? The camel stores food in its \_\_\_\_\_.
- Where are the camels in the story? The camels in the story are in the \_\_\_\_\_.

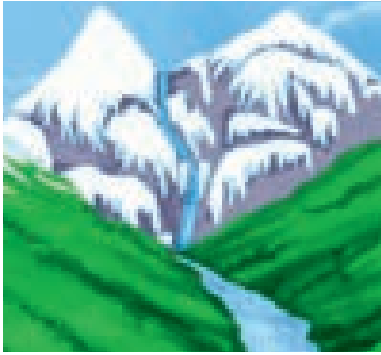


Circle the odd one.





## Let us talk



Mountains are tall and high,  
Hills are low and round,  
Valleys are deep and low.  
Plains are flat,  
Plateaus are also flat on top,  
Deserts are sandy.  
Islands have water around,  
Oceans, are large and brine,  
Rivers gush to the sea.



### Circle Time Activity

- Teach the rhyme to the class.
- Make a set of flashcards with pictures of the landforms.
- Now, divide the class into two groups A and B.
- Call a child from group A to pick a card. Ask them to sing the line related to the landform and ask 'Who am I?'
- Ask the children from group B to guess the landform using the structure 'You are the \_\_\_\_\_.'
- Practise with all the children.

### Read and write the correct landform.

tall and high -

---

---

---

deep and low -

---

---

---

water all around -

---

---

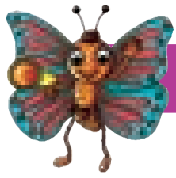
---



## Let us do



- Make one set of flashcards with words from wordwall.
- Write the words on the board.
- Ask the children to pick a flashcard.
- Ask them to read and circle the word on the board.
- Practise with all the children.




Let us say




Listen to the sound and repeat.

ir  
as in




girl

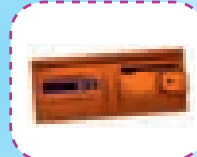


bird

ur  
as in



nurse



purse

Listen and repeat.

girl dirt bird stir	birth shirt skirt mirth	blur burn burst curve	fur curd turn nurse
------------------------------	----------------------------------	--------------------------------	------------------------------



Let us practise

Read aloud.



The girl is a nurse.

Stir the curd.

Dirt on the shirt.



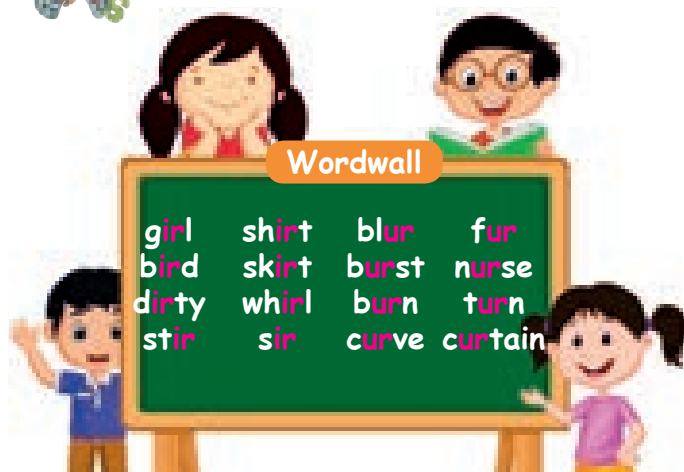
Colour the words with ir in blue and ur in green.

curb	turn	girl	burn	third
dirt	fur	first	stir	churn

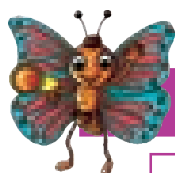
**Note to the teacher:** First teach the sound (/ɜ:/) to the children. Then, introduce the letter clusters for the sound to the children. Help the children relate the sound to the letter cluster.



## Let us do



- Display the words on the wordwall.
- Make the children stand in a circle.
- Read out one word with **ir** or **ur**.
- Motivate the children to say another word with the same sound.
- Practise with all the children.



## Let us use

## Let us learn how to request politely.



### Circle Time Activity

- Divide the class into two groups A and B.
- Give a situation to group A. (e.g. borrowing water, at the market etc.)
- Make a child from group A ask, "Would you please give/move/open \_\_\_\_?"
- A child from group B should say "Yes, I can." or "No, I cannot."
- Reverse the roles of the groups.
- Practise with all the children.

## Fill in the blanks and say it to your friend.




---



---



---

please close the door?




---



---



---

please pass the pencil?





## Let us know

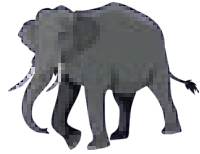


Fill in the blanks using a or an.



This is \_\_\_\_\_ ball.

This is \_\_\_\_\_ elephant.

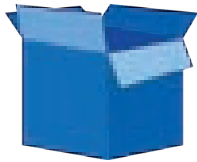


Let us see how to use 'the'.



**The** boy in red shirt is a cricketer. This is **an** ant.

We use '**the**' for boy as we are talking of a particular boy, but ant is common so we use '**an**'.



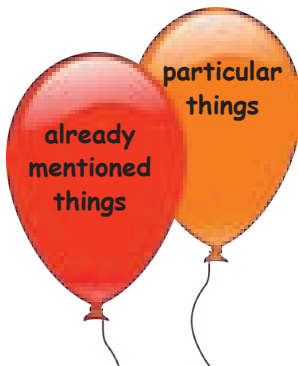
This is **a** box.  
**The** box is blue.



This is **an** umbrella.  
**The** umbrella is pink.

We use '**the**' when we talk of the same thing again.

So, we use '**the**' for



Do you know?



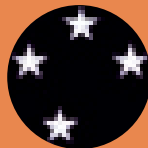
the sun



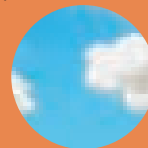
the moon



the Earth



the stars



the sky

We use **the** for unique things.

### Try these.



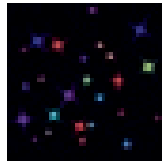
1. This is \_\_\_\_\_ car. \_\_\_\_\_ car is green.
2. This is \_\_\_\_\_ egg. \_\_\_\_\_ egg is big.
3. This is \_\_\_\_\_ bulb. \_\_\_\_\_ bulb is not working.
4. This is \_\_\_\_\_ ice-cream. \_\_\_\_\_ ice-cream is sweet.
5. This is \_\_\_\_\_ apple. \_\_\_\_\_ apple is red.
6. This is \_\_\_\_\_ cycle. \_\_\_\_\_ cycle is blue.

### Fill in the blanks.

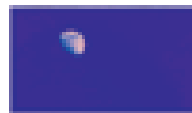
1. \_\_\_\_\_ sky is blue.



2. \_\_\_\_\_ stars shine at night.



3. \_\_\_\_\_ moon is bright.



4. \_\_\_\_\_ tree is tall.



5. \_\_\_\_\_ dog has a long tail.



**Note to the teacher:** Revise when to use a/an with children. Teach the children when to use 'The'. Encourage the children to use articles a, an and the in sentences.



Let us read



## The River and the Hill

The river feels, "I have to run all the time. I want to be like the hill."

Then, one day the river asks the hill, "Why do I run all the time?"

The hill says, "Ha! Ha! Ha! Can you tell me why I stand all the time?"

The river says, "I think you like to stand all the time."

**Note to the teacher:** This is a supplementary story. Encourage the children read the story on their own.



The hill says, "No, I have to see the same trees every day. I wish to see new hills and trees!"

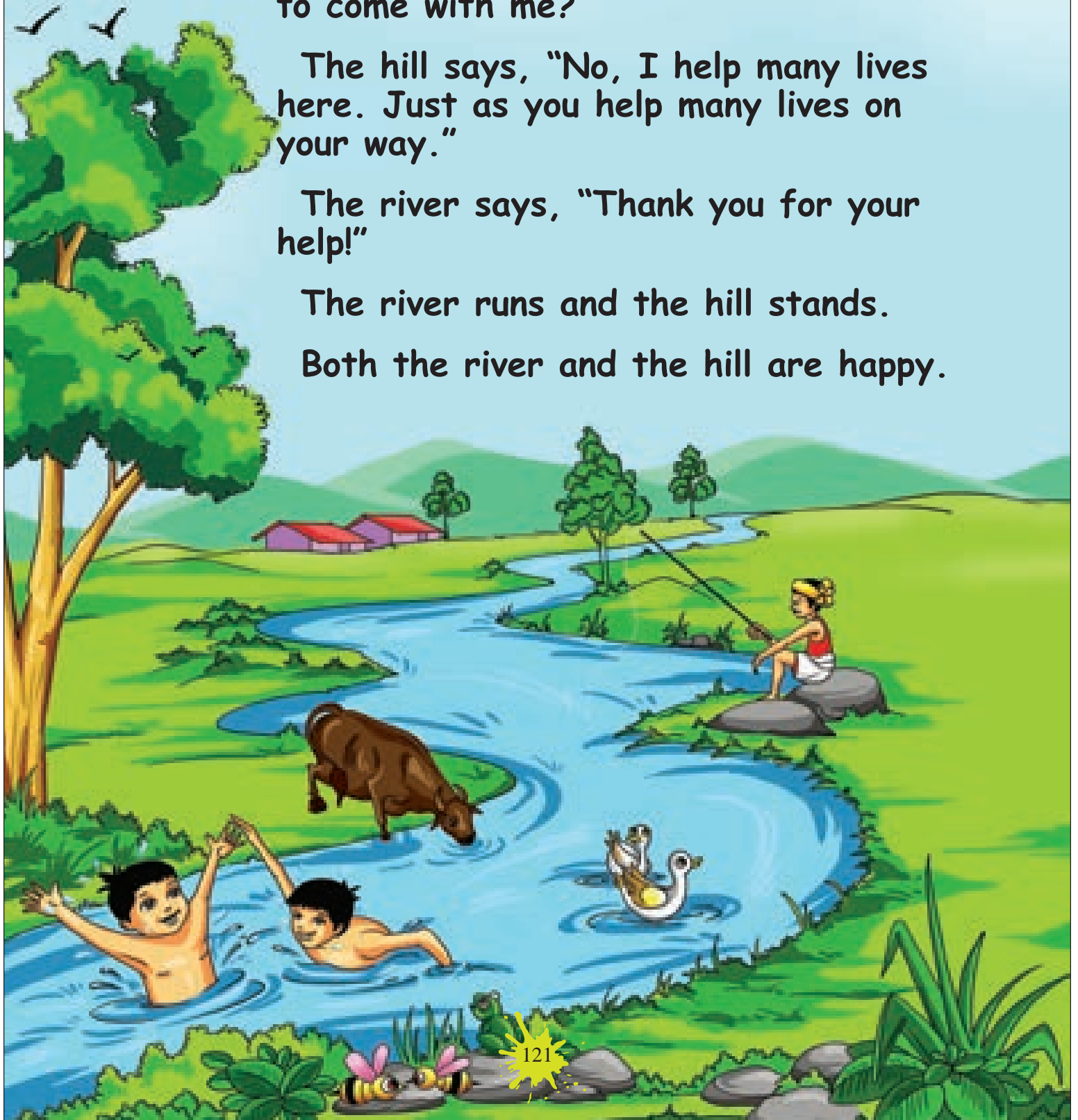
The river says, "I get to see new hills and trees every day. Do you want to come with me?"

The hill says, "No, I help many lives here. Just as you help many lives on your way."

The river says, "Thank you for your help!"

The river runs and the hill stands.

Both the river and the hill are happy.



## Let us think and do



Circle the correct word.



Arrange the words to make sentences.

do I run the time all why?

---

---

---

come with me you will?

---

---

---

## Let us make

Colour the landform.



Colour the leaves green.

Colour the sun yellow.

Colour the water blue.

Colour the tree brown.

It is an

---

---

---

It is surrounded by

---

---

---

# Big Picture



1. Who rides bicycle? **John rides bicycle.**
2. Who swims in the river?
3. Who plays with the dog?
4. Who flies kite?
5. Who is on the tree?
6. Who has the balloons?
7. Who rides on the camel?
8. Who climbs up the mountain?

**Note to the teacher:** Encourage the children to answer orally. Teach them to ask and answer questions with "Who...?" Practise the structure contextually in the class.



# I Can Do

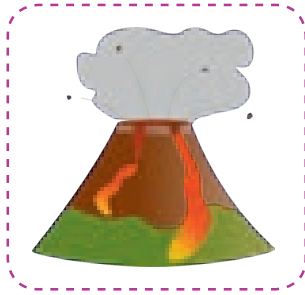


1. Look at the pictures and write its name.

island      hill      volcano



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Match the following.

Tall and High      -      Plain  
Sandy              -      Mountain  
Flat                -      Desert



3. Recite the poem 'Beauty of Nature'.

4. Circle the words with **ir** and **ur**.

a) art, part, girl      b) jug, burn, mug      c) turn, short, shirt

5. Fill in the blank with **a**, **an**, and **the**.

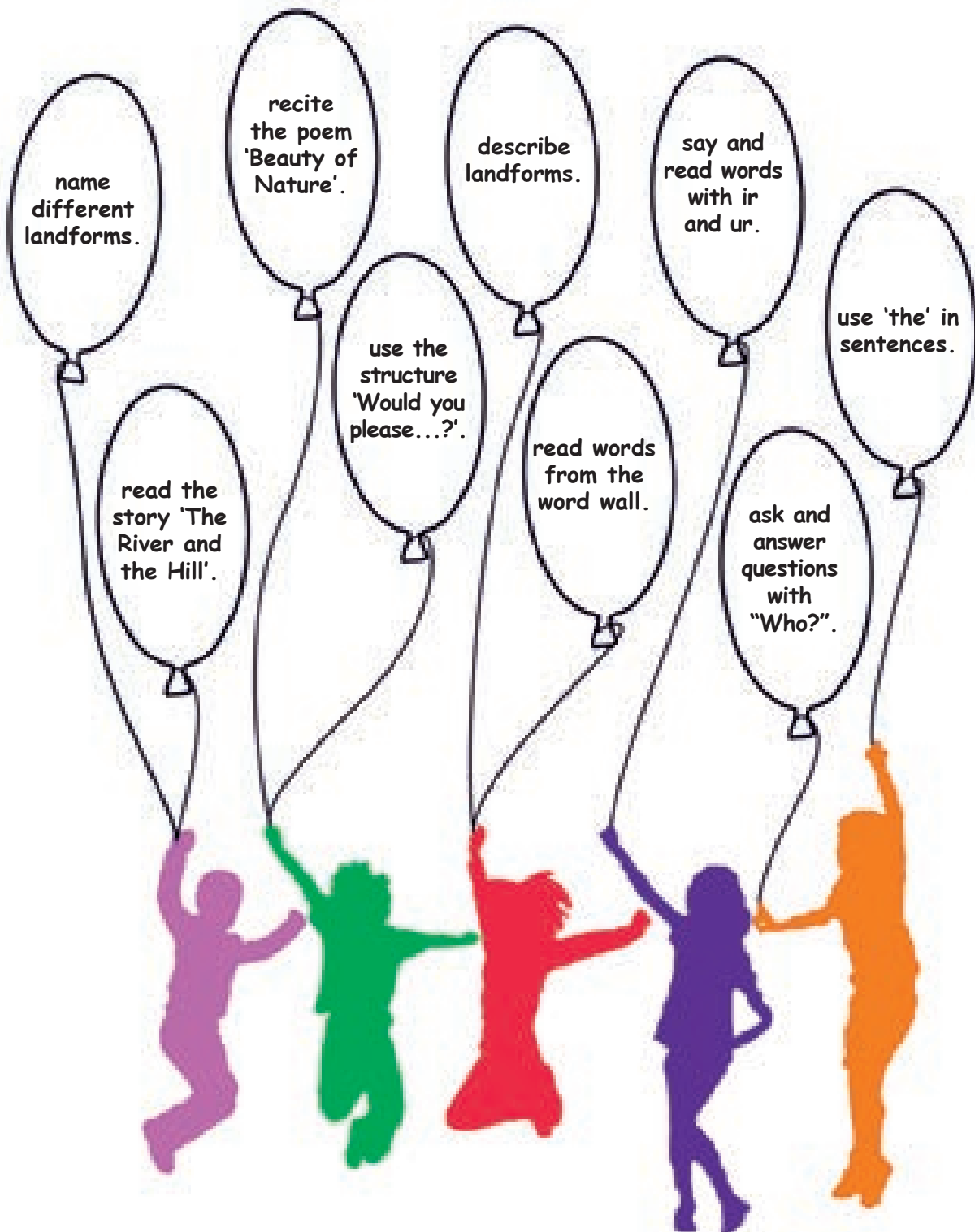
I met \_\_\_\_\_ oldman. \_\_\_\_\_ oldman came from \_\_\_\_\_

village. He told me about \_\_\_\_\_ Sun and \_\_\_\_\_ Moon.

6. Use the structure 'Would you...?' to ask your friend to move his/her bag.

## Learning Outcome

Now I can...



**Note to the teacher:** Ask the children to colour the balloon when they achieve the learning outcome.