

3

The World Around Us

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



Look and say

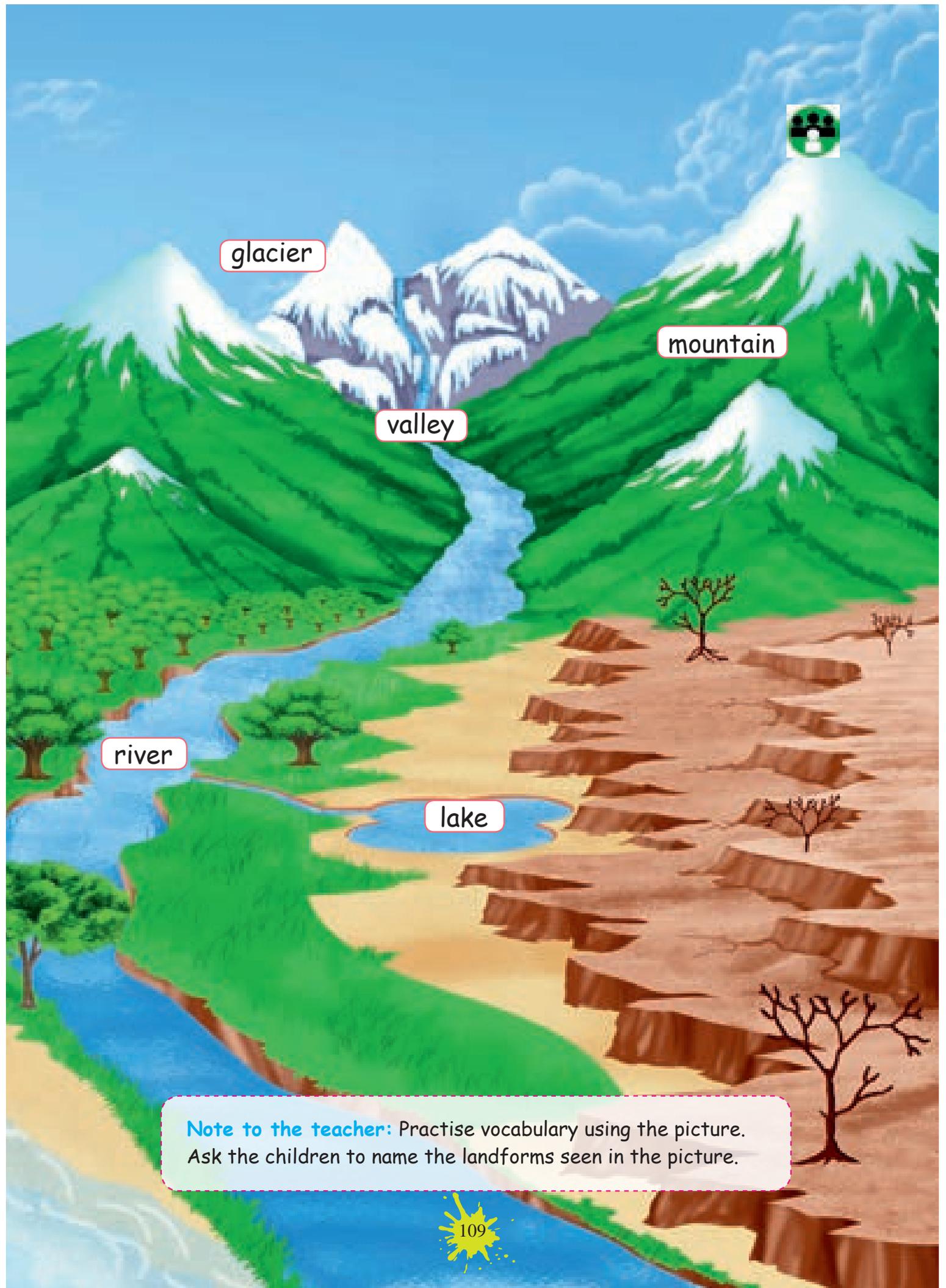
volcano

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

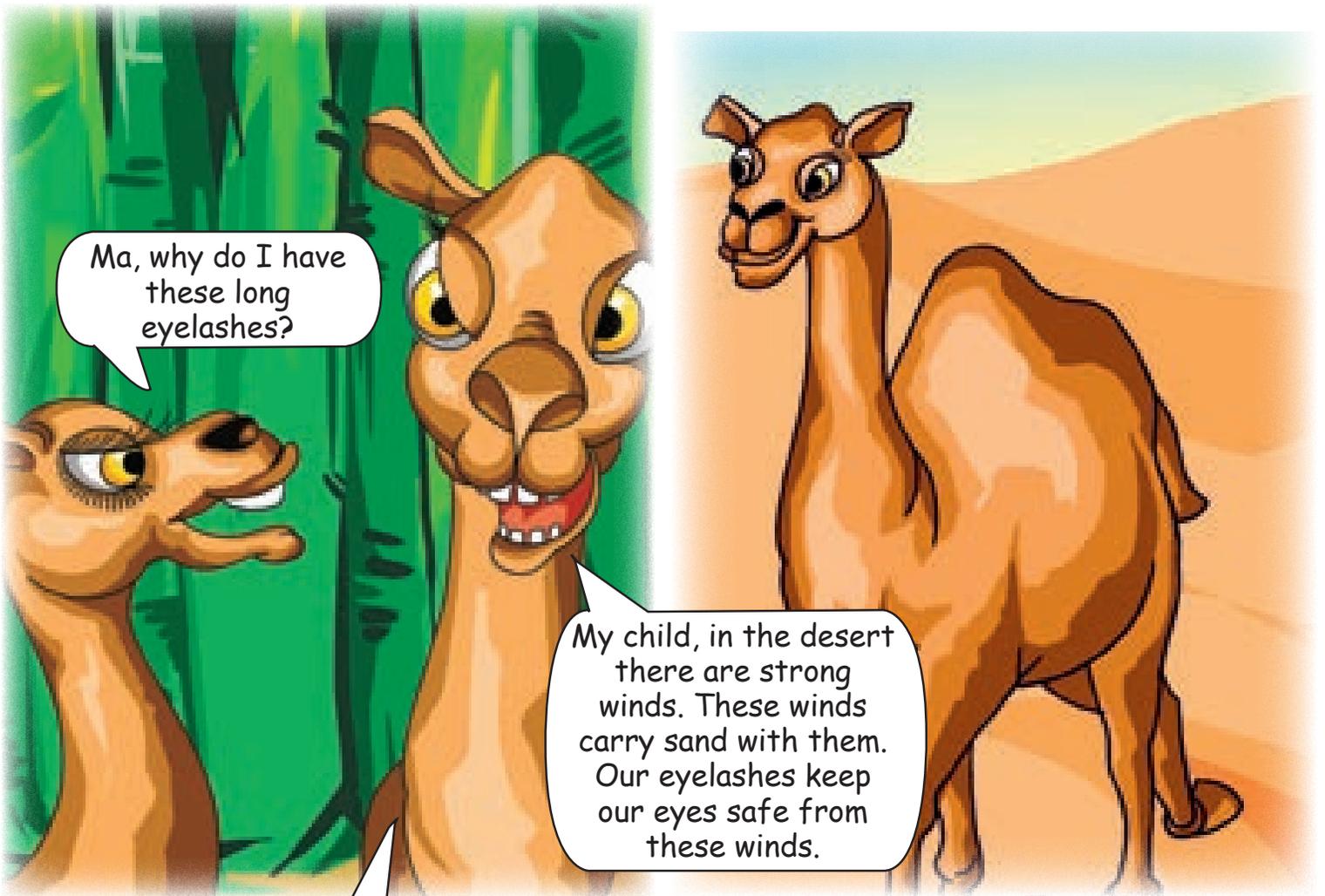
Ma, the elephants have short legs with five toes but, why do I have long legs with two toes?

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.

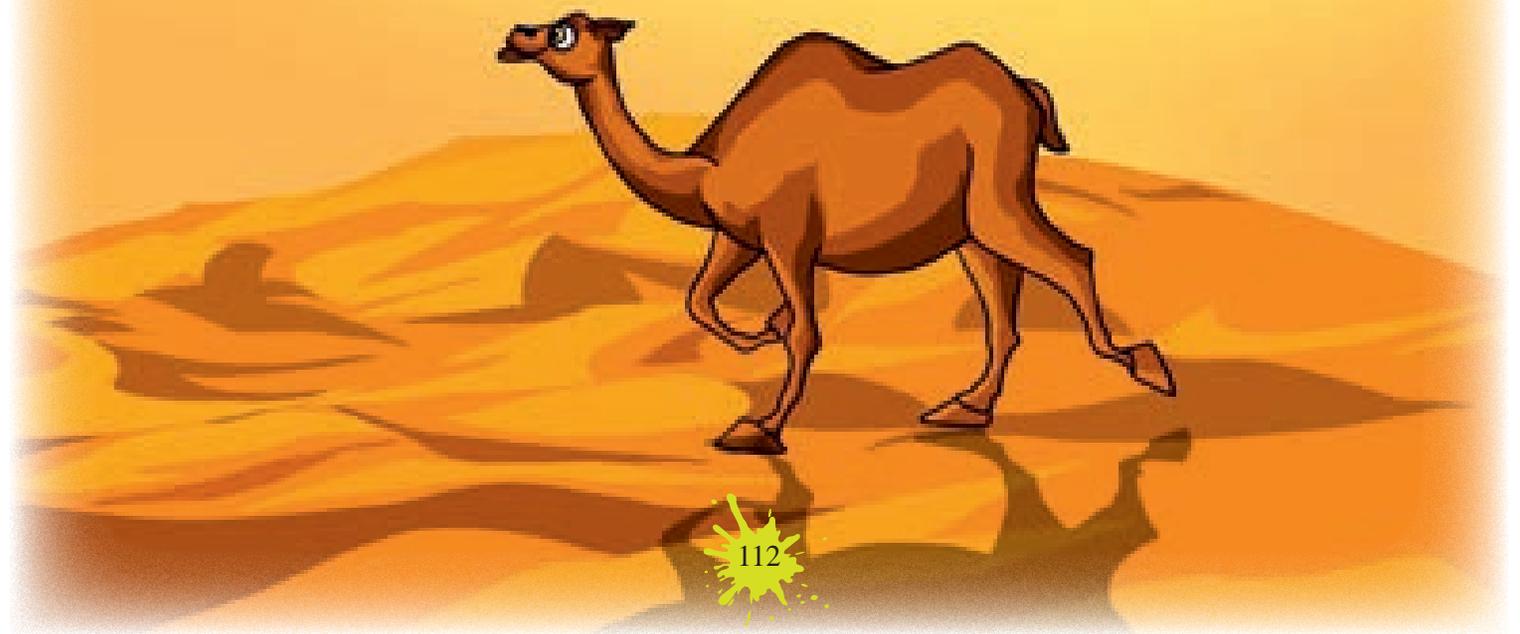


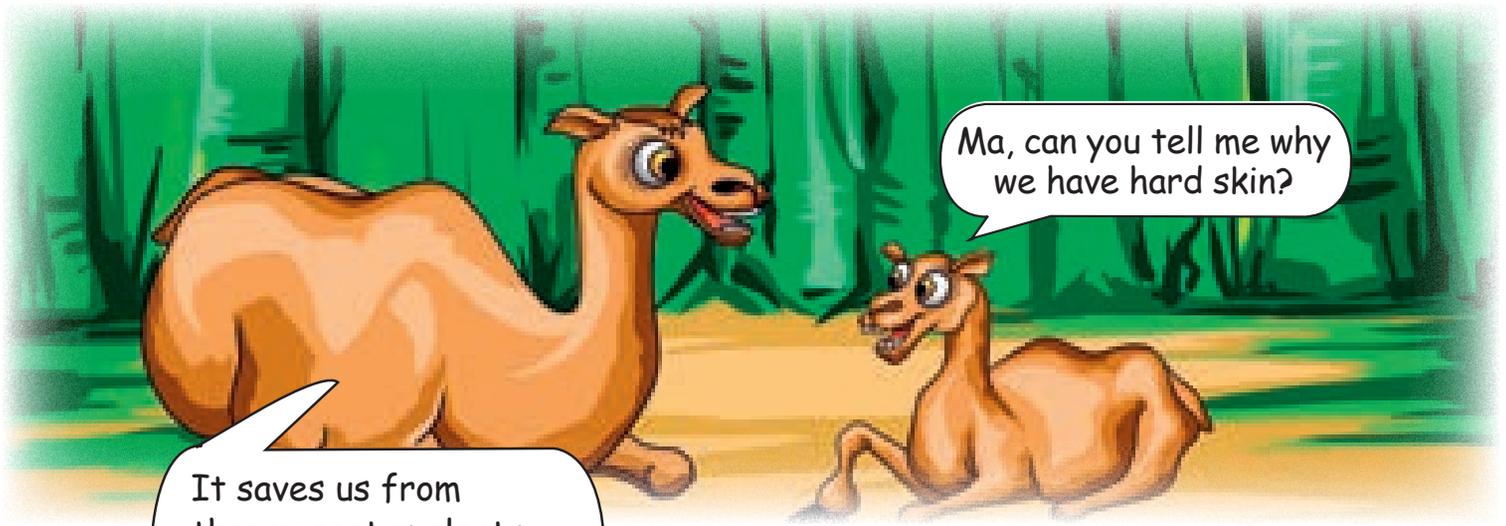


Ma, why do I have these long eyelashes?

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

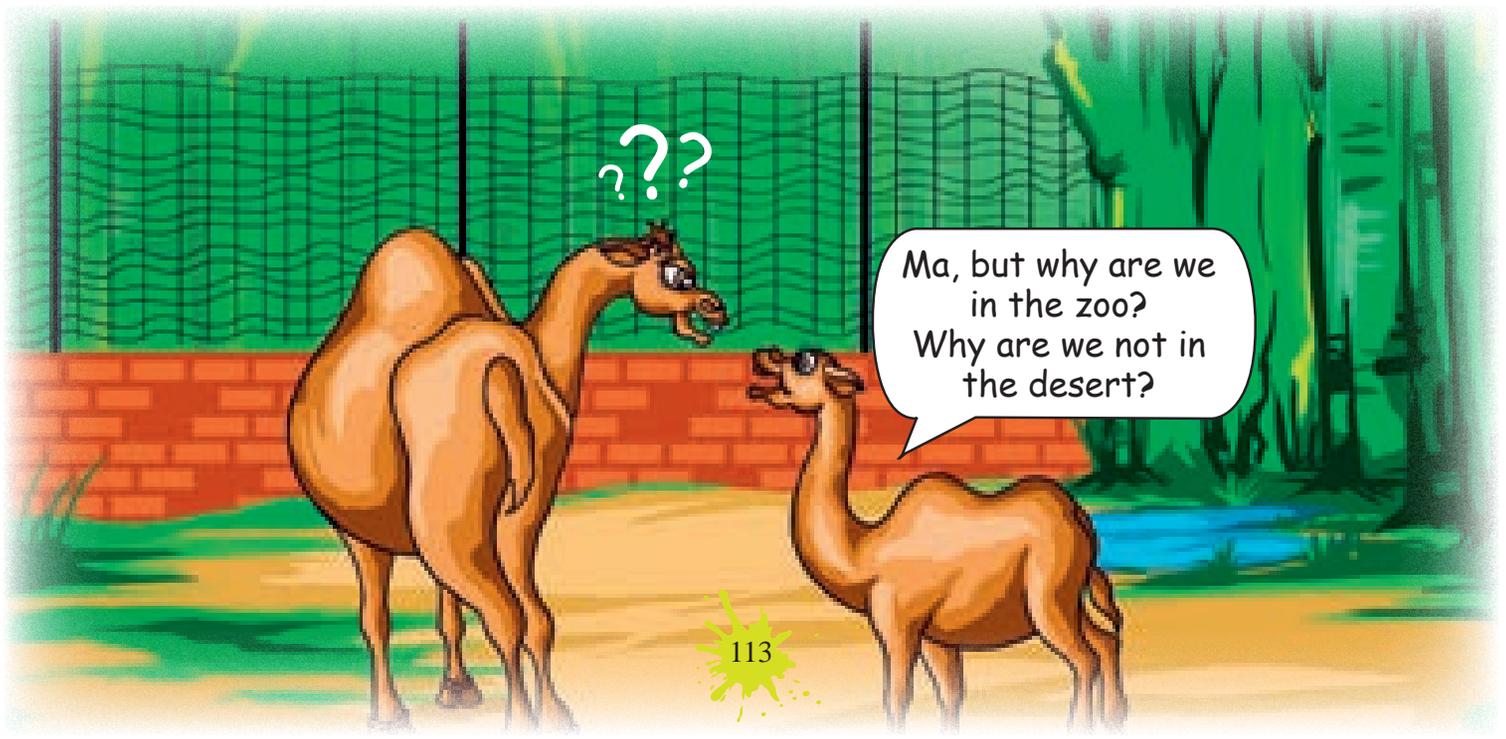
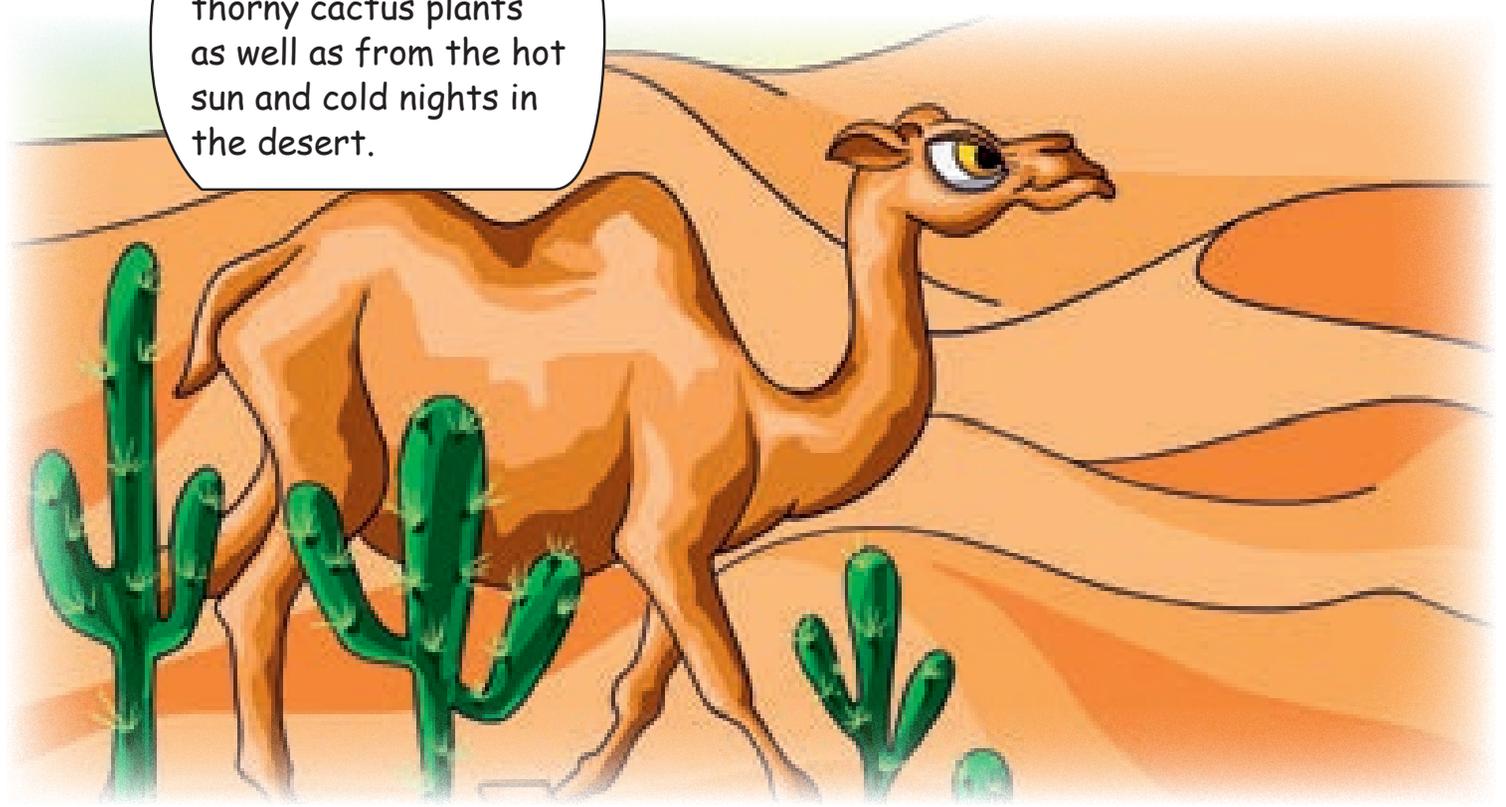
Do you know, why we have humps on our back? In the desert, it's hard to find food and water. Our humps store food, so that we can use the food in the hump if we cannot find it in the desert.





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 _____.



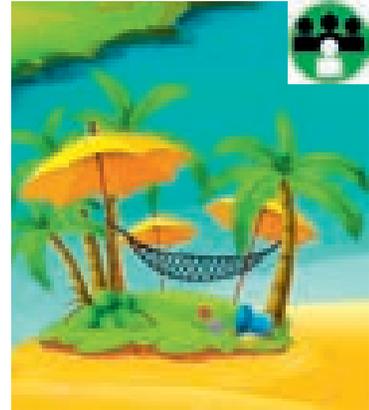
Circle the odd one.



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

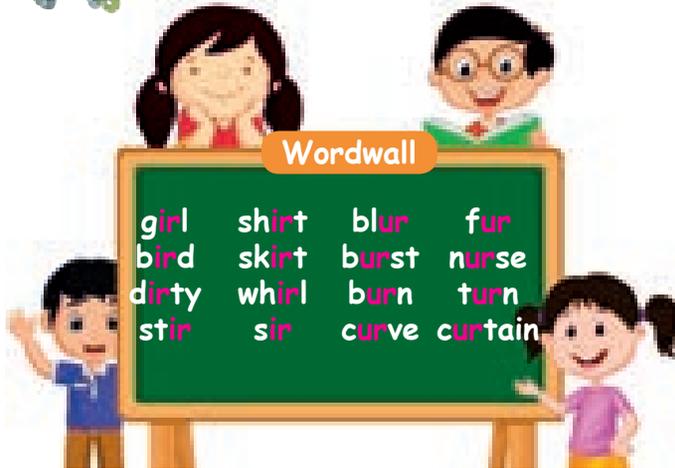
stir

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

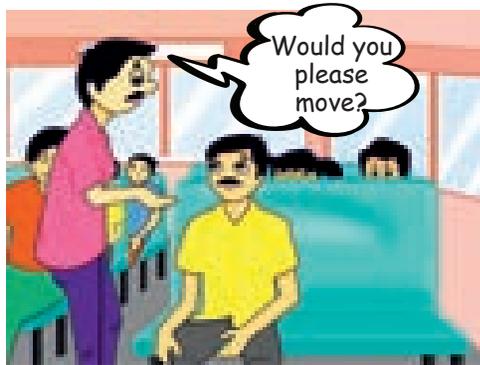


- Display the words on the wordwall.
- Make the children stand in a circle.
- Read out one word with **ir** or **ur**.
- Motivate the children to say another word with the same sound.
- Practise with all the children.



Let us use

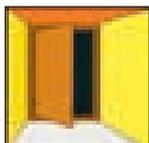
Let us learn how to request politely.



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

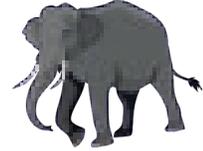


Fill in the blanks using a or an.



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 taking of a particular boy, but ant is common so we use 'an'.

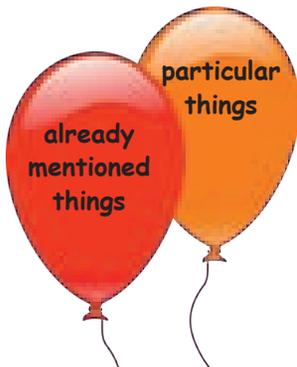


This is a box.
The box is blue.

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?



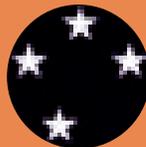
the sun



the moon



the Earth



the stars



the sky

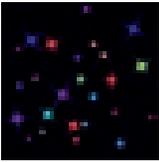
We use the for unique things.

Try these.

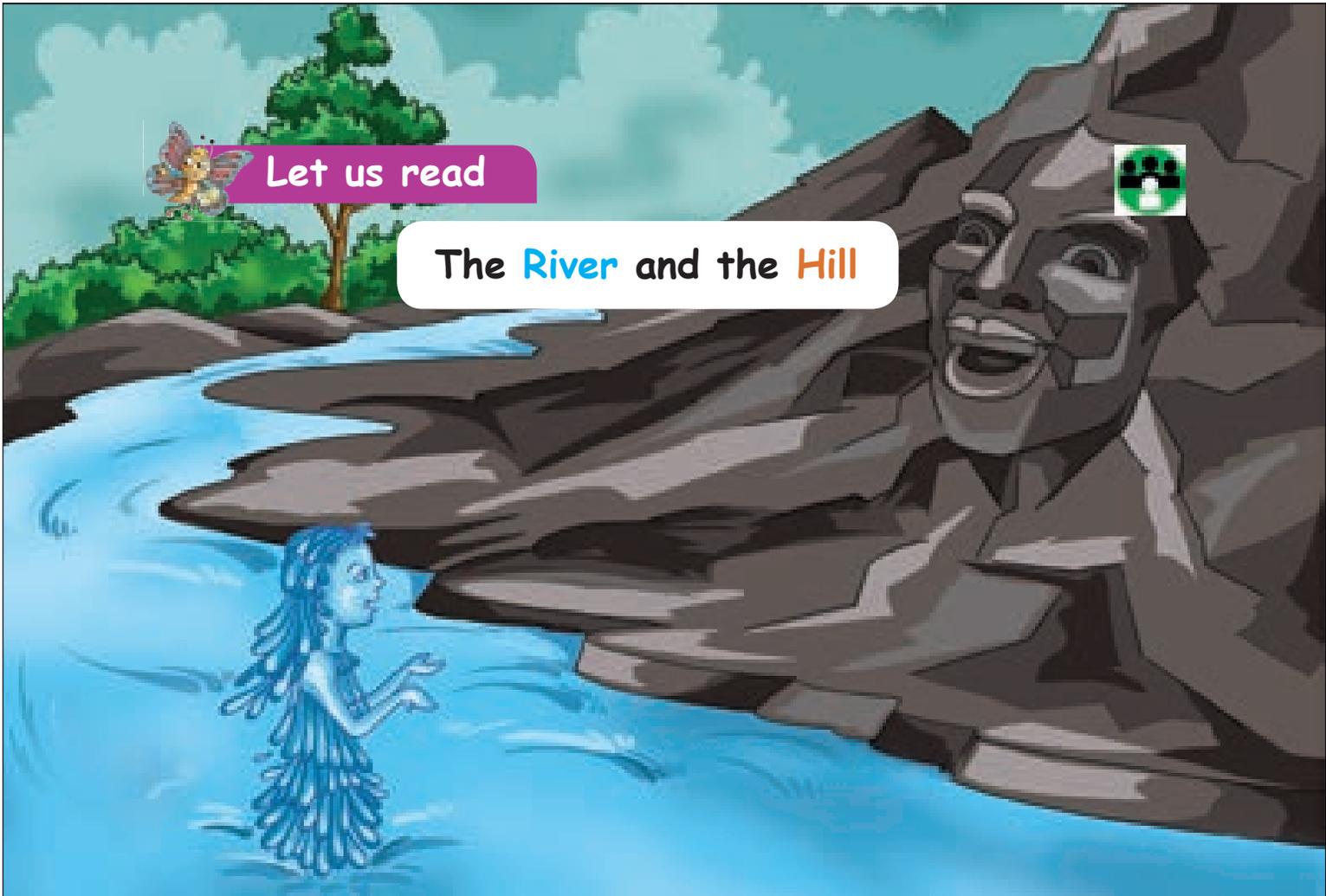


1. This is _____ car. _____ car is green.
2. This is _____ egg. _____ egg is big.
3. This is _____ bulb. _____ bulb is not working.
4. This is _____ ice-cream. _____ ice-cream is sweet.
5. This is _____ apple. _____ apple is red.
6. This is _____ cycle. _____ cycle is blue.

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!"

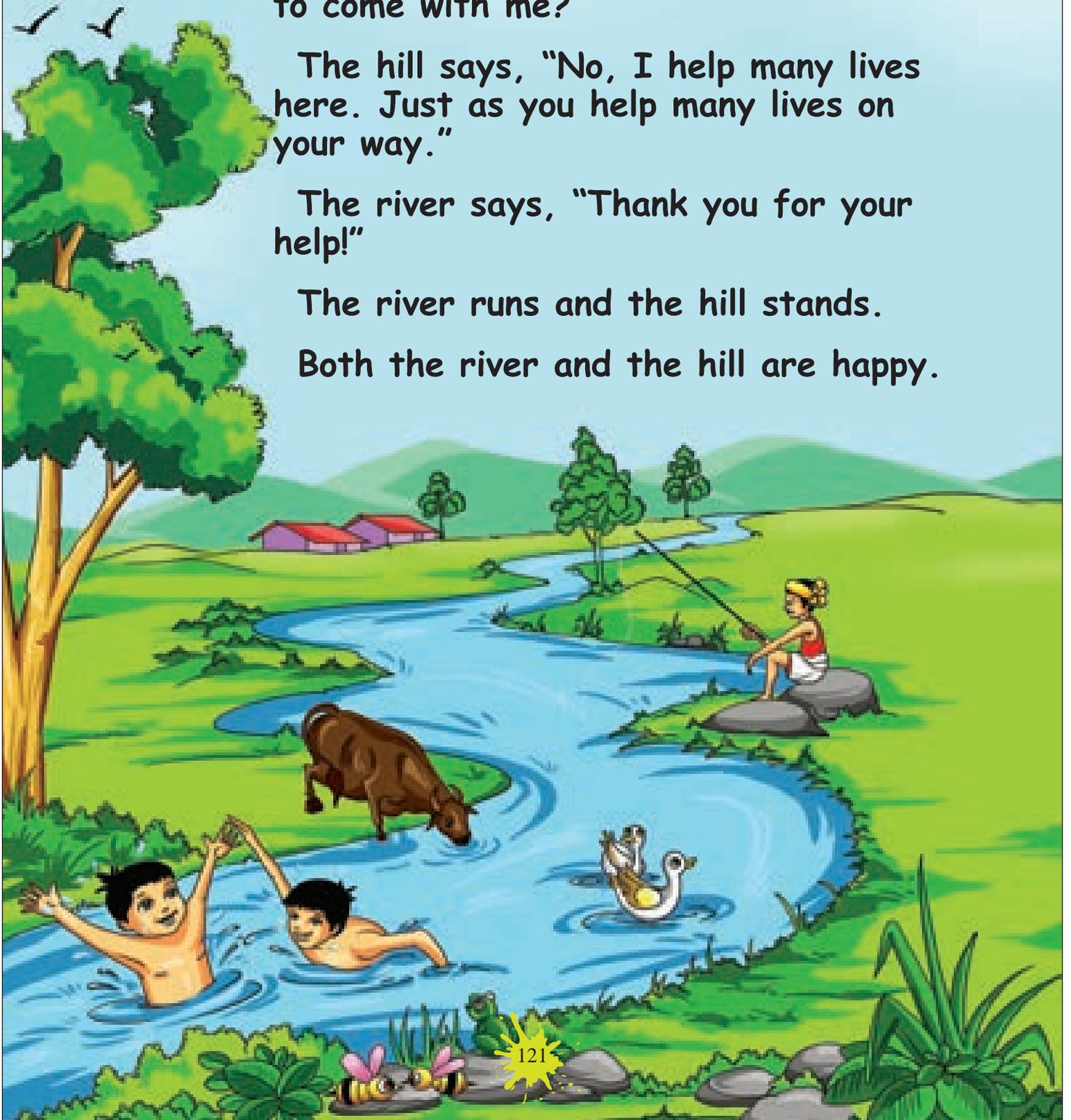
The river says, "I get to see new hills and trees every day. Do you want to come with me?"

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.



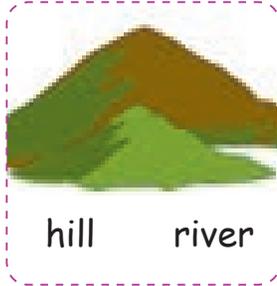
Let us think and do



Circle the correct word.



tree river



hill river



tree hill

Arrange the words to make sentences.

do I run the time all why?

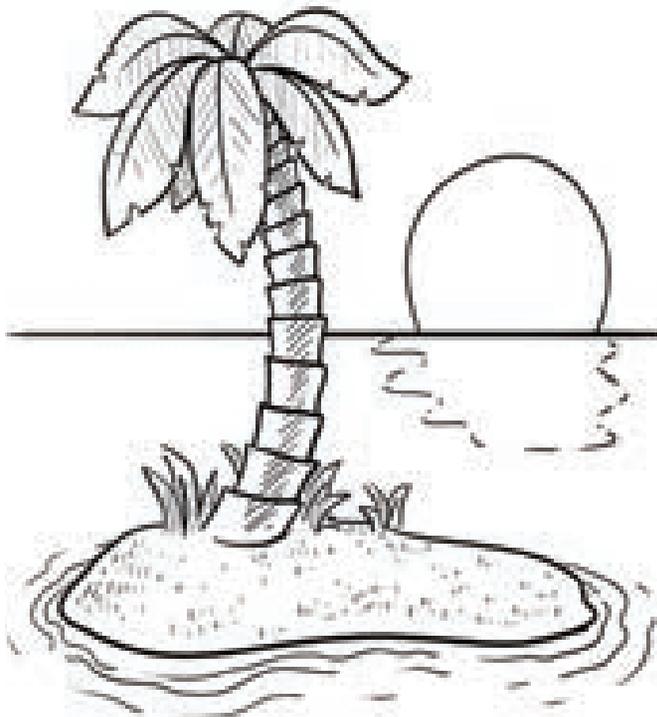
Three horizontal lines for writing: a top purple line, a middle blue line, and a bottom purple line.

come with me you will?

Three horizontal lines for writing: a top purple line, a middle blue line, and a bottom purple line.

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

Three horizontal lines for writing: a top purple line, a middle blue line, and a bottom purple line.

It is surrounded by

Three horizontal lines for writing: a top purple line, a middle blue line, and a bottom purple line.

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**.

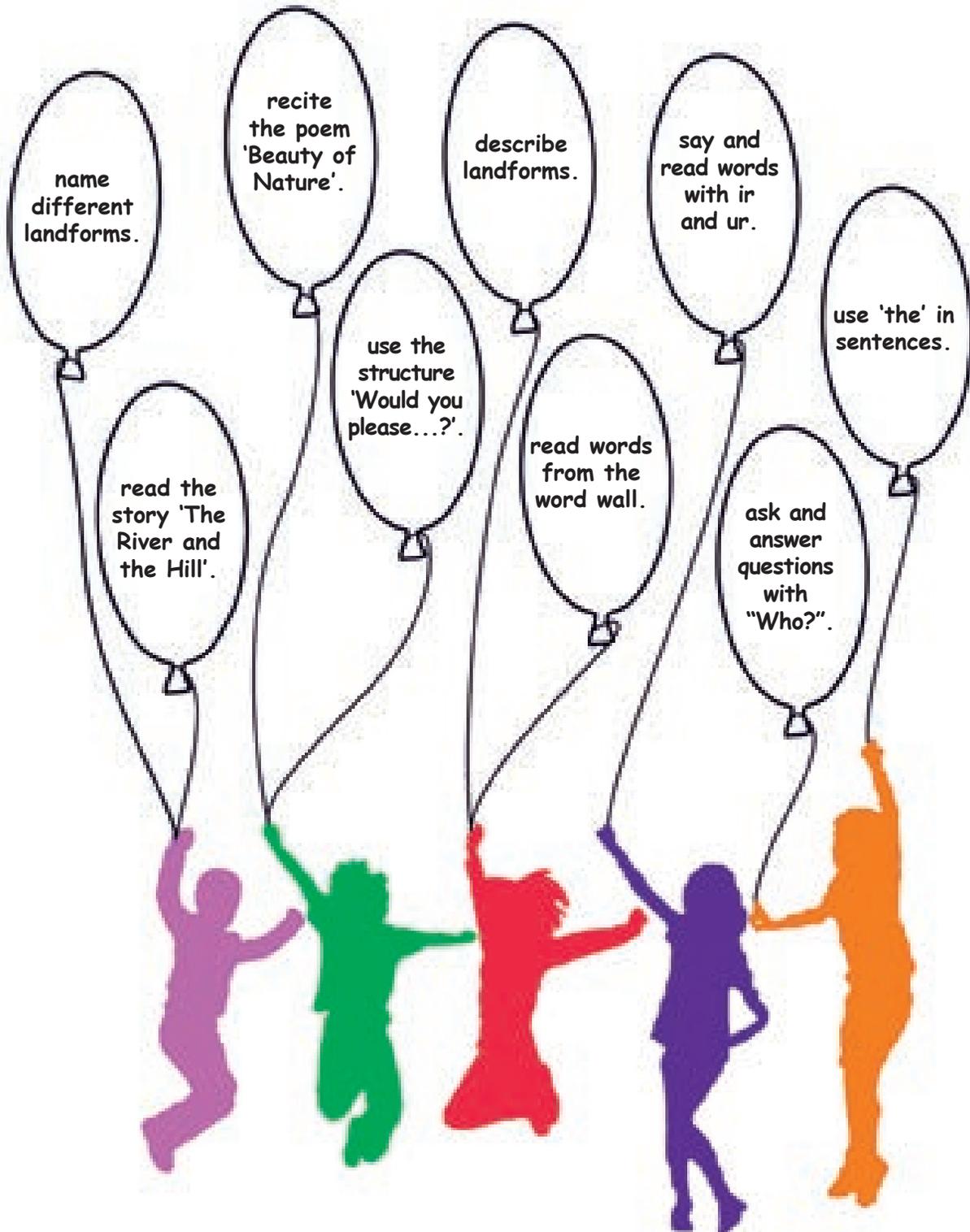
I met _____ oldman. _____ oldman came from _____

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.