

ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદના પત્ર-ક્રમાંક  
જીસીઈઆરટી/સીએન્ડઈ/2018/5808, તા. 07/03/2018થી મંજૂર



# ENVIRONMENT

# Looking Around

STANDARD III



## PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall respect my parents, teachers and all my elders and treat everyone with courtesy.

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

Price : ₹ 55.00

एन सी ई आर टी



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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING



**Gujarat State Board of School Textbooks**  
**'Vidyayan', Sector 10-A, Gandhinagar-382010**

# What did Poonam see ?

1

Poonam was at home. She was sick. “Ma ! please let me go to school today, I have been at home for the past two days. I am getting bored” – said Poonam. “You still have fever. Go outside and lie down on the cot.” – replied Ma.

Poonam went out. She fell asleep on the cot. Suddenly, something fell on her face. Poonam woke up at once and touched her cheek. Oh no ! whose mischief is this ? Is it of crow’s or of pigeon’s? It seems it’s of crow's.



Children learn a lot from people and things in their environment. Through this lesson children should be given an opportunity to observe nature — not just sit in the class and read their lesson.

1



Poonam looked up. She saw many animals on the tree. Write down their names.



**Think and Write :**

Write down the names of birds which you have seen :


Poonam picked up a leaf from the ground and wiped her cheek with it. But her cheek was still sticky. She thought – Let me go and wash my face in the nearby pond.



Which animals did Poonam see at the pond ?



**Think and Write :**




In the book the word 'animal' is used for insects, birds, reptiles and mammals. At this age, children can not classify animals into different categories. Try to find out what children understand by the word 'animal'.

Encourage children to collect more details of various animals.



- Can you act like the animals seen at the pond ?
- What kind of sounds and movements these animals make ?

Try to make similar sounds and movements of birds and animals.

Different animals move in different ways to go from one place to another. Some animals walk, some crawl, some fly, some animals swim, and some animals hop.



### Think and Write :

#### Habitates of animals

lives in burrow	lives in nest	lives in house	lives in water
●	●	●	●
●	●	●	●
●	●	●	●
●	●	●	●



### Recollect and Write :

Can fly

Can walk

Can crawl

Can hop



Children love to look at the colours, shapes and movement of animals and listen to their sounds. They enjoy imitating them too. Looking at the diversity in the animal world and putting them under different groups is the beginning of classification.

have a tail

have horns

walk on a wall

Animals live in different places. Some animals live on the trees, some in water. Some live on land, some live under the ground and some fly in the sky. Some animals even live in our houses.





















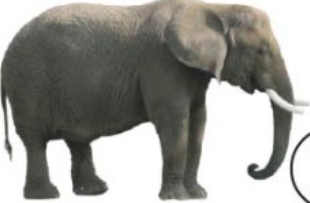





**Fill the colours :**



at those who drink water by the help of tongue.



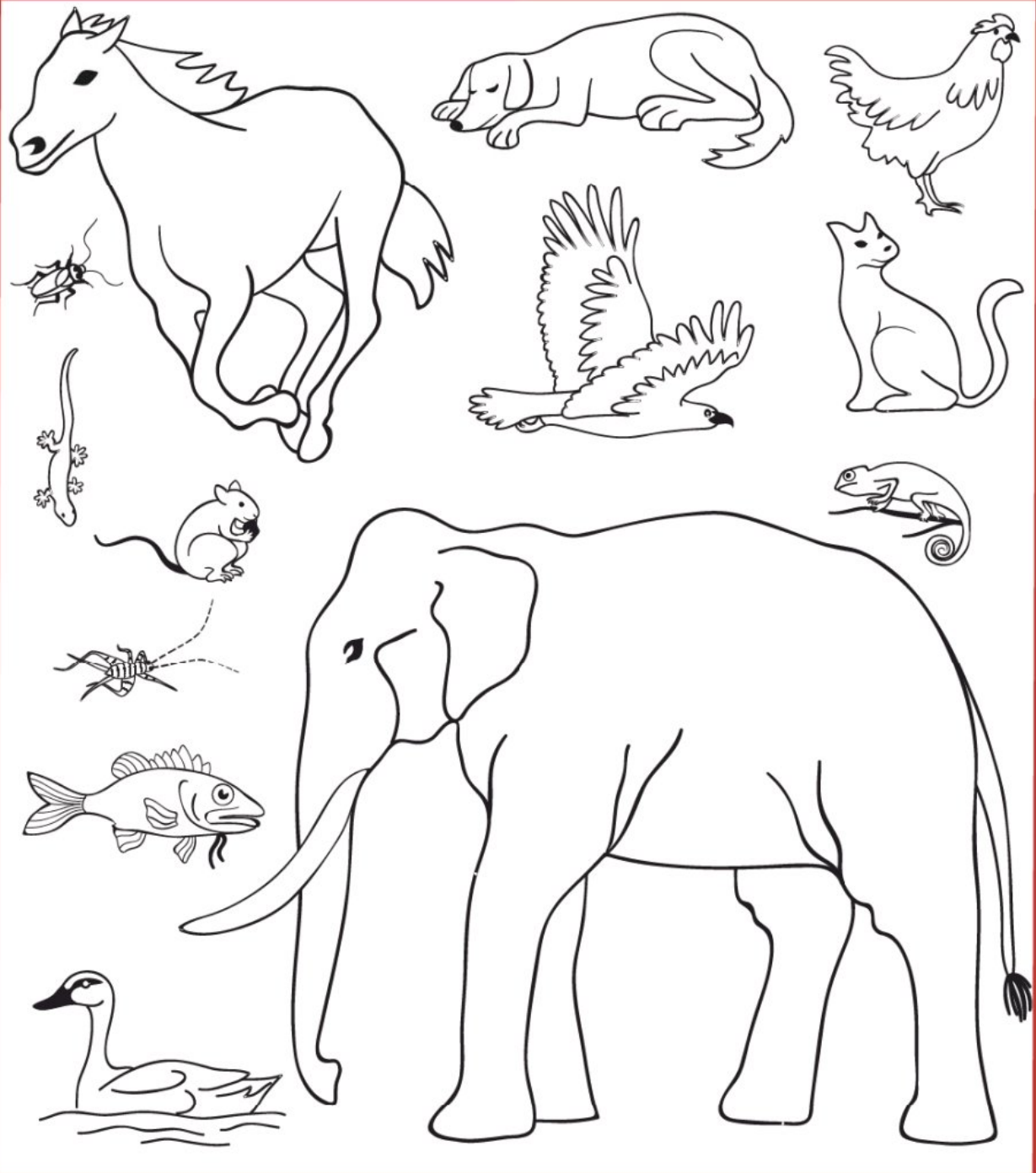
at those who drink water by the help of lips.





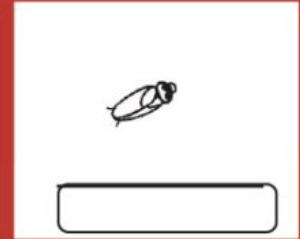
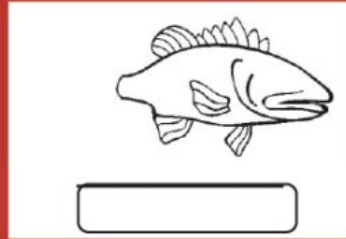
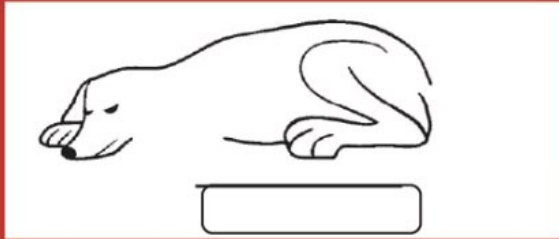
\* Look at the pictures given below. Colour the animals that do not live in your house.





### Draw the picture :

\* Here are some incomplete pictures of animals. Complete them and write their names below.



### Find out and Write :

Find my name in the crossword and put a circle around it. One example has been given.

- Banana is what I love eating,  
I spend my time jumping and leaping.
- On the walls, webs I weave,  
Where insects stick and can not leave.
- I remain awake the whole night,  
And go to sleep in broad daylight.
- Croak, croak, croak is my sound,  
In water or on land I am found.
- I appear after rainfall,  
Have no feet so I crawl.
- Slow and steady is my pace,  
I live on land and in water.

x	t	y	a	b	l	s
m	o	n	k	e	y	p
m	r	q	n	x	a	i
d	t	f	r	o	g	d
j	o	w	l	e	k	e
l	i	b	c	h	i	r
m	s	n	a	i	l	n
g	e	f	q	s	w	y



Riddle No. 6 is based on the story of *Panchatantra* 'The Hare and the Tortoise'. Tell children other stories from the *Panchatantra* and encourage them to read more of these.



## Look and Tell :



### Magic with fingers :

Take a look at the picture. Can you distinguish the thumb prints from the other finger prints ?

In the same way, using ink or water colours, make pictures of animals. Make pictures using your own imagination. Do not copy the ones shown above. You can use the pictures you have made to decorate your school and home.



### Do it by yourself



Children like to do creative activities such as making pictures with fingers and thumb prints. Encourage them to make their own designs.







## Let us have some fun :

- ◆ In your notebook draw a picture of an animal that you have seen.
- ◆ Make each groups of three children each. Every group will take a white paper. Fold this paper in three parts.
  1. In each group, one child will draw the face and neck of an animal at the top of the paper and hide it by folding this part.
  2. The second child will draw the body of another animal in the centre of the paper and hide it by folding the paper.
  3. The third child will draw the feet of yet another animal.

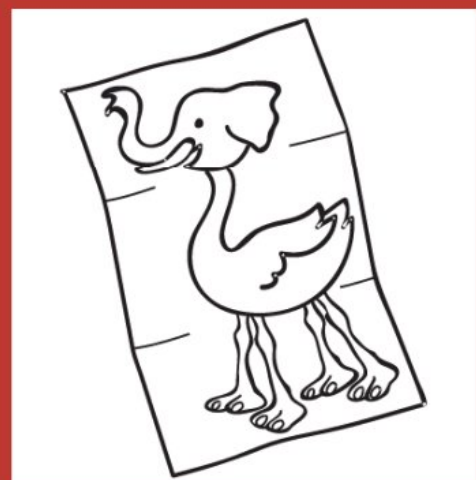
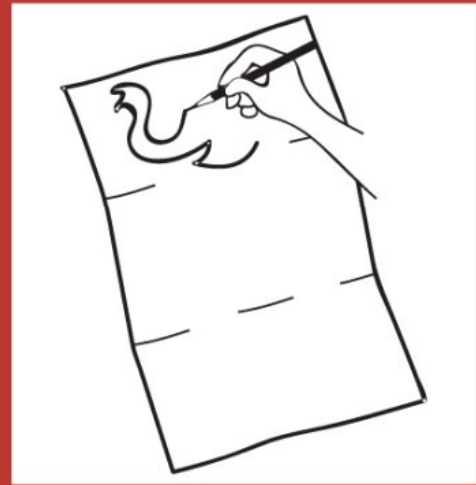
Now, unfold the paper and look at the picture.

**Does it not look like a funny animal !**

Also, look at the pictures made by your friends.



Encourage children to look carefully at animals and make pictures on their own. Children may need help when they are making pictures in a group.





Spent some time under a tree. Observe the animals carefully. Name the animals which can be seen

on the trunk	<input type="text"/>	<input type="text"/>	<input type="text"/>
on the ground	<input type="text"/>	<input type="text"/>	<input type="text"/>
on the branches	<input type="text"/>	<input type="text"/>	<input type="text"/>
on the leaves	<input type="text"/>	<input type="text"/>	<input type="text"/>
around the tree	<input type="text"/>	<input type="text"/>	<input type="text"/>
at other places	<input type="text"/>	<input type="text"/>	<input type="text"/>



Now arrange these animals in the order of their size — smallest being the first.

(1) <input type="text"/>	(2) <input type="text"/>	(3) <input type="text"/>
(4) <input type="text"/>	(5) <input type="text"/>	(6) <input type="text"/>
(7) <input type="text"/>	(8) <input type="text"/>	(9) <input type="text"/>



This activity is a beginning to sequence. The sequence will depend on the experience of the child – a squirrel can be smaller or bigger than a sparrow. Discuss issues related to sensitivity towards animals in an interactive manner.



## Jigsaw puzzle :

In a jigsaw puzzle, cut the picture given (page 169) on fun page-1. Collect different part and make a complete picture.

Cut the picture of fun page-1 and paste it on the cardboard. Cut this cardboard unevenly. Give them to your friends. Give them activity to arrange all the parts together and identify the animal.

**Stick the picture from funpage :**



The Jigsaw should be cut in such a manner that it is a challenge for the child. It should not be simple that it can be put together too easily. Encourage more such activities and appreciate their work.