

OUR BODY

Learning Outcomes

At the end of the lesson, students will be able to:

- Distinguish between the external and internal parts of the body
- Identify the limbs and the sense organs and explain their functions
- Highlight the importance of the brain in helping the sense organs carry out their functions
- Discuss why some people need spectacles and hearing aids
- Identify the different internal organs of the body and explain their main functions
- Explain what a disability is and list some causes of disabilities

Suggested number of sessions: 7

Session 1: Let's begin, Introduction to the chapter

Session 2: External parts of the body—*Our limbs, Our sense organs*

Session 3: In connection: Spectacles and hearing aids, Internal parts of our body

Session 4: Internal parts of our body (*continued*), People with disabilities

Session 5: Summary, Exercises

Session 6: Think and answer, Learn as you do, Life skills and values, Our heritage

Session 7: Worksheets and completion of other pending work, if any

Teaching guidelines

- Explain the instructions for completing the **Let's begin** activity. Conduct the activity to elicit the written responses from students. Sum up the responses on the board.
- Use the **Concept Map** given to tell students what they will be learning about in the lesson.
- Read out and explain the introductory paragraph of the lesson.

External parts of the body

- Ask students to name the parts of the body that they can see. Explain the meaning of the word 'external parts' with the help of the glossary.
- Using the text and the labelled picture, explain the three main divisions of the human body.

Encourage students to complete the **Activity** given. You may ask students to bring the materials (a quarter sheet of chart paper, pencil, colour pencils/ sketch pens) and guide them to complete the activity in the class. Alternatively, you may ask them to do it at home with the help of their parents.

Completing the activity reinforces the prior knowledge of students. It is an extension of what they do in the **Let's begin** section. Labelling the parts, whose names are given, on an outline of the body, helps them associate the parts to the three main divisions of the human body—the head, the trunk and the limbs.

Our limbs

- Explain how limbs are important for our body.
- List the different things that we do with our hands and legs.
- Show students how to feel their bones and muscles. (By pressing a part of their face, hands and legs hard they can feel the bones; by bending their arm at the elbow they can feel the muscles in their upper arm tighten; when they stretch their arm they can feel those muscles relax.)
- Tell them that the bones and muscles help our arms and legs to do many things.

Explain the instructions for the **Activity** given. Ensure that students have the green, blue and red coloured pencils ready. Students draw from their knowledge of the uses of limbs to complete the activity. It reinforces their understanding of the concept learnt.

Our sense organs

- Explain what sense organs are and how they help us, as given in the textbook.
- Explain how the brain helps the sense organs in their work.
- Use the chart given in the textbook to explain that the brain controls the five sense organs and helps us understand what we are seeing, hearing, tasting, smelling and touching.
- Read out and explain the interesting information about how babies see colours, given in the **Know More** box.

Explain the use of spectacles and hearing aids for people who cannot see or hear properly, as given in the **In connection** box. Encourage students who use spectacles or hearing aids to speak about how they find them useful. If there are no such students in the class, students can speak to family members, relatives or friends who wear spectacles or hearing aids. They can find out how using these things has helped the people see or hear better.

Instructions for the **Activity** following the **In connection** box need to be given one or two days in advance so that students can bring an item each from their homes. The tasks to be performed help students experience how the brain and the sense organs help them in knowing the world around them.

Internal parts of our body

- Tell students that the opposite of 'external' is 'internal'.
- Let them recall the meaning of the word 'external' and guess what the word 'internal' means.

- Read out the introductory sentence given under this topic in the textbook.
- Use the graphic illustration given in the textbook to explain the location and functions of the different internal organs.

Explain how the **Activity** following the topic is to be done. Doing it helps reinforce the classification of organs depending on where they are located in the body.

People with disabilities

- Explain the term 'disability'. Explain that people with disabilities are not able to use their eyes, ears, tongue or legs to know the world around them.
- Tell students about the different causes of disabilities with the help of the textbook.
- Point to the picture in the textbook, which is of a blind person using a white and red painted stick to find their way. Tell students that people who cannot see tap the stick on the road ahead to know if their path is free of things that could make them trip and fall.
- Tell students that like the man is doing in the picture, they too should help people with disabilities in whatever ways they can.

Point to the person in the picture given for the **Activity**. Tell students that the person is using a wheelchair as she cannot walk. Explain what a wheelchair is. Ask students the questions given and elicit their responses. Ask them to use the hint given to answer the second question. (*Suggested answers:* • Susan is upset because she cannot go up a flight of stairs on her wheelchair. • A ramp can be built to help people on wheelchairs to go the next level. A wheelchair cannot be pushed up a flight of stairs but it can easily be moved up a ramp.)

Summary

- Summarise the chapter with the help of the points given in the textbook. Alternatively, you can ask students to sum up what they have learnt in the chapter.

Exercises

- Help students to complete the questions at the end of the chapter.

Think and answer

- Instruct students to use the hint and attempt the question given in the section.

Learn as you do

- Explain the instructions and conduct the game that has been suggested in **Let's play**. Explain how playing the game will be useful to them.
- Encourage students to complete the activity given in **Use your senses** at home. Instruct them to share their observations in the class.
- Ask students to do the actions given in **Try something different**. After all the students have completed the tasks, have a discussion in class where students talk about the actions they found the most difficult to do.

Life skills and values

- Ask students to read the passage in this section. Students learn about the values of being responsible and having empathy. They are motivated to help people with disabilities.

Our heritage

- Read out/ Ask students to read the passage on Ugadi Pachadi. Help students appreciate the fact that several traditions and customs in India have the aim of making us healthy and happy.

STUDENTS' BOOK ANSWER KEY

Our body

Exercises

- I. 1. d. bones 2. c. eyes 3. b. spectacles 4. d. brain 5. b. lungs
- II. 1. Tongue 2. Hearing aid 3. The stomach 4. Disability
- III. 1. The internal parts of our body are those that are inside our body. We cannot see or touch them. The external parts lie on the outer side of our body. They are the parts that we can see and touch.
2. Our arms help us lift heavy things, eat, hold things, write and draw. Our legs support and bear the weight of our body. They help us to stand, walk, run, skip, jump, dance and play.
3. The five sense organs are: the eyes, the ears, the nose, the skin and the tongue. They help us by giving the senses of sight, hearing, smell, taste and touch. They provide us with information on everything that is happening around us.
4. The lungs are in the chest. There are two lungs—one on either side of the heart. They help us breathe.
- IV. 1. The external parts of our body are divided into three main parts—the head, the trunk and the limbs.

The head	The trunk	The limbs
The head is the top part of our body.	The trunk or the torso is the middle part of our body.	Our arms and legs together are known as limbs.

Note: Students can refer to the diagram they have drawn in the Activity to complete the drawing for this question.

2. Our limbs are able to lift things and support our body because of the bones and muscles inside our body. Bones are hard and strong, while muscles are stretchy and strong. Together, they help our limbs move and do different things.
3. The brain controls our sense organs and helps them work.
- When our eyes see something, they send a message to the brain. The brain then tells us what the thing is, what colour it is, and how far away or close it is.
 - When our ears hear a sound, they send a message to the brain. The brain tells us what that sound is and where the sound is coming from. It also helps us understand what people are saying.

- When our nose smells something, it sends a message to the brain. The brain tells us what the smell is, if the smell is good or bad, and where the smell is coming from.
 - The brain tells us if the thing touching our skin is hot or cold, rough or smooth, hard or soft.
 - When we eat something, our tongue sends a message to the brain. The brain tells us if the food we are eating is sweet, salty, sour or spicy. (*any two*)
4. A disability happens when a part of the body does not work properly. People with disabilities may not be able to see, hear, speak or walk. Some people are born with disabilities. In others, illness, accidents or old age may cause disabilities.
- V. 1. We should wash our eyes with clean water if something gets into our eyes.
2. Our ears may get hurt if we use sharp objects to clean them. So we must not use sharp objects to clean our ears.
3. We should use a clean tissue or handkerchief to clean our nose when we have a cold. We should scrub our tongue while brushing our teeth. We should wash our skin regularly and dry it gently.

Think and answer

- Raindrops: Eyes, nose, ears, tongue, skin • Lemons: Eyes, nose, tongue, skin
- A cartoon video: Eyes, ears • A pair of socks: Eyes, nose, skin • Firecrackers: Eyes, ears, nose
- A kitten: Eyes, ears, skin

QUESTION BANK WITH ANSWERS

OUR BODY

A. Mark the sentences as true or false.

1. The brain is an external part of our body.
2. The small intestine is an important internal part of our body.
3. Bones and muscles give our body shape and support.
4. Our brain collects information from our internal parts and helps us understand the world around us .

Ans: 1. False 2. True 3. True 4. False

B. Answer the following questions.

1. Why do some people use spectacles?

Ans: Some people are unable to see clearly. Some can only see things that are close by, but not things are far away. Some others can only see things that are far away but not the things that are nearby. Wearing spectacles helps solve these problems and allows people to see clearly once more.

2. Why do some people use hearing aids?

Ans: Some people are unable to hear properly. They may be able to hear very loud sounds but not small sounds. Wearing a hearing aid helps them hear what is happening around them very clearly.

3. Where is the brain located in our body? Why is it the most important part of our body?

Ans: The brain lies inside our head. It is the most important part of our body because:

- It helps us to think.
- It controls all the other parts of the body and helps them do their work.

4. Where is the heart located? What does it do?

Ans: The heart is located on the left side of the chest. It pumps blood to all parts of the body.

5. Where is the stomach located? What does it do?

Ans: The stomach is located in the abdomen. The food that we eat goes to the stomach. The stomach digests or breaks down the food into simpler substances that the body can use in different ways.

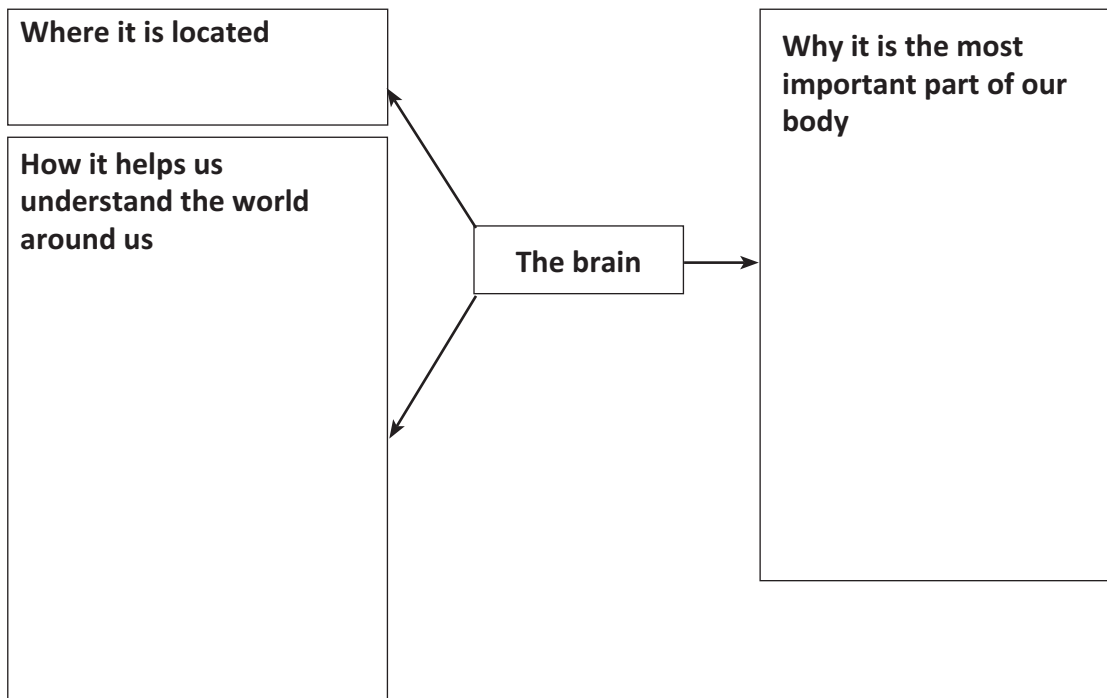
6. Name some internal parts of the body.

Ans: The brain, the heart, the lungs, the stomach, the small intestine, the large intestine, the liver, the kidneys, the bones and the muscles

A. Complete the analogy.

1. Eyes: _____::ears: hearing
2. Spectacles: eyes:: _____: ears
3. Bones: hard and strong::muscles:_____
4. Hard or soft: skin::salty or sour:_____
5. Lifting heavy things: hands::bearing the weight of our body: _____

B. Complete this web chart about the brain.



C. Briefly describe the work that these parts of the body do.

1. Heart: _____

2. Lungs: _____

3. Tongue: _____

4. Stomach: _____

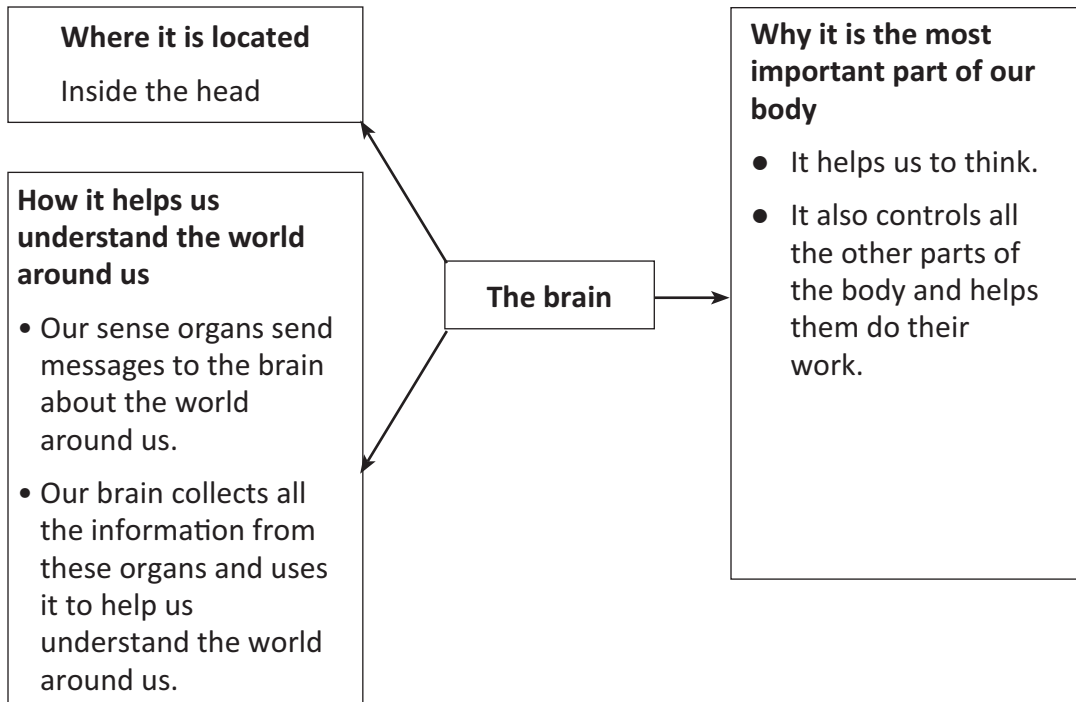
5. Bones: _____

ANSWER KEY TO THE WORKSHEET

OUR BODY

- A. 1. sight 2. hearing aid 3. stretchy and strong 4. tongue 5. legs

B.



- C. 1. Heart: It pumps blood to all parts of the body.
2. Lungs: They help us breathe.
3. Tongue: When we eat something, our tongue sends a message about the food to the brain.
4. Stomach: It digests or breaks down the food into simpler substances that our body can use in different ways.
5: Bones: They give our body shape and support.

SAMPLE QUESTION PAPER I

CLASS 3

Max. Marks: 50

Duration: 2 hours

A. Choose the correct answers.

(5 marks)

- Which of these is a protective food?
a. sugar b. a bowl of rice c. an apple d. a chapati
- How many generations of people usually live in a joint family?
a. one b. two c. three d. five
- Which of the following keep houses cool in hot, dry places?
a. sloping roofs b. thick mud walls c. stilts d. walls made of wood
- In which part of a plant do we find seeds?
a. the root b. the flower c. the stem d. the fruit
- Which of these turns ice cubes into water?
a. melting b. freezing c. evaporation d. condensation

B. Fill in the blanks.

(5 marks)

- The _____ digests or breaks down the food into simpler substances.
- Foods with carbohydrates or fats are called _____ foods.
- Potato is a _____ that we eat.
- Snakes use their _____ to crawl.
- Some monkeys use their _____ for moving on trees.

C. Match the words in the two columns.

(5 marks)

Column A		Column B	
1.	Bihu	a.	diyās
2.	Republic Day	b.	Ramzan
3.	Diwali	c.	National Youth Day
4.	Swami Vivekananda	d.	laru and pitha
5.	Eid	e.	parade

D. Passage-based question.

(3 marks)

A building becomes taller when floors are built one top of another. A train becomes longer when compartments are added to it. But the building and the train do not grow by themselves like animals and plants do. They cannot make new parts or change old ones like trees or animals do.

Similarly, a building or a train cannot make young ones like themselves, like animals and plants do.

1. Do a building and a train show the qualities of living things or non-living things?
2. According to the passage, which are the two things that are seen in animals and plants but not in a building or a train?
3. Write the other things that animals and plants can do but buildings and trains cannot do.

E. Picture-based question.

(3 marks)

1. What kinds of houses are these?
2. What materials are they built of?
3. Why are they built of those materials?



F. Answer in brief.

(10 marks)

1. Where would you find the lungs? How do they help us?
2. What is a balanced diet?
3. Who are the members of our extended family?
4. What are pulses? Give examples.
5. What is photosynthesis?

G. Answer in detail.

(15 marks)

1. The brain helps the sense organs work. Explain this statement with the help of any two examples.
2. What are some things that we learn from our family?
3. Distinguish between taproots and fibrous roots by giving examples.
4. Distinguish between herbivores, carnivores and omnivores by giving examples.
5. What is the water cycle? Draw a labelled diagram of the water cycle.

H. Think and answer.

1. Answer the questions using the clues given.

(2 marks)

Aman's father has made breakfast today.

- He has made sandwiches using a baked food item and a dairy product.

- He has boiled a food that we get from hens.
- He has roasted the seeds of some plants.
- He has boiled a food that we get from cows and poured it into a glass.

Can you guess the food items he is serving?

2. What is wrong with these food chains? Rewrite them correctly.

(2 marks)

a. grass ←——— deer ←——— lion

b. leaves —————→ zebra —————→ horse

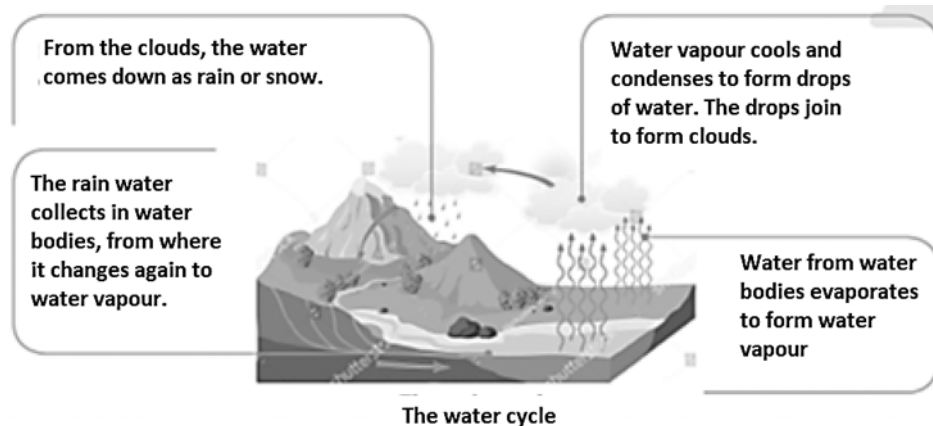
ANSWER KEY TO SAMPLE QUESTION PAPER 1

- A.** 1. c. an apple 2. c. three 3. b. thick mud walls 4. d. the fruit 5. a. melting
- B.** 1. stomach 2. energy-giving 3. stem 4. bodies 5. tail
- C.** 1. Bihu d. Iaru and pitha 2. Republic Day e. parade 3. Diwali a. diyas
4. Swami Vivekananda c. National Youth Day 5. Eid b. Ramzan
- D.** 1. A building and a train show the qualities of non-living things.
2. Growth and reproduction / Growing and making young ones like themselves
3. Animals and plants • breathe, • move, • need food, • feel the changes around them, • grow old and die. Buildings and trains cannot do these things.
- E.** 1. These are flats. 2. They are made of bricks, cement and steel.
3. Bricks, cement and steel are strong and can take the weight of several floors built one on top of another.
- F.** 1. The lungs are in the chest. There are two lungs—one on either side of the heart. They help us breathe.
2. Carbohydrates, proteins, vitamins, minerals and fats are called nutrients. A diet that has all the nutrients in the required amounts is called a balanced diet.
3. Grandparents, aunts, uncles and cousins who do not live in the same house as we do are members of our extended family.
4. Pulses are the seeds of some plants that we eat. Grams, peas and pigeon peas are examples of pulses.
5. The leaves of plants use water from the soil, carbon dioxide present in the air, and sunlight to make their food. The process by which plants make food is called photosynthesis.
- G.** 1. The brain controls our sense organs and helps them work.
- When our eyes see something, they send a message to the brain. The brain then tells us what the thing is, what colour it is, and how far away or close it is.
 - When our ears hear a sound, they send a message to the brain. The brain tells us what that sound is and where the sound is coming from. It also helps us understand what people are saying.
 - When our nose smells something, it sends a message to the brain. The brain tells us what the smell is, if the smell is good or bad, and where the smell is coming from.
 - The brain tells us if the thing touching our skin is hot or cold, rough or smooth, hard or soft.
 - When we eat something, our tongue sends a message to the brain. The brain tells us if the food we are eating is sweet, salty, sour or spicy. (*any two*)
2. We learn many things from our family members.
- We learn to speak, walk and eat with the help of our family members.
 - We learn good habits and good manners from them.
 - The elders in our family tell us stories, from which we learn to be good, kind, honest and brave.
 - Some of us learn the family craft or business from our families.
 - For many people, their family is their first school.

3.	Taproots	Fibrous roots
	Some plants have a thick main root with thinner side roots growing from it. Such a root is called a taproot. Taproots go deep into the soil. Examples: the roots of hibiscus, bean and mustard plants	Some plants do not have a main root. Instead, they have several thin roots growing from the end of the stem. These are called fibrous roots. Examples: the roots of rice, wheat and onion plants

4.	Herbivores	Carnivores	Omnivores
	Animals that eat only plants or food from plants are called herbivores. Examples: horses, cows, zebras, elephants	Animals that eat only the flesh of other animals are called carnivores. Examples: lions, tigers, wolves, foxes	Animals that eat the flesh of other animals as well as food from plants are called omnivores. Examples: bears, dogs, most types of monkeys, many humans

5. In nature, water is constantly changing its state. It changes from water to vapour, and then back to water. This is called the water cycle.



- H. 1. • Bread and butter sandwich / Bread and cheese sandwich • Boiled eggs
 • Roasted nuts • Milk

2. a. grass → deer → lion

b. leaves → zebra → lion / tiger / fox / wolf

(**Note:** Please accept the names of other relevant carnivores for question 2b.)