

FREE

MY ENGLISH WORLD

CLASS III



The State Council of Educational Research and Training (SCERT)
Telangana.



Published by
THE GOVERNMENT OF TELANGANA
Department of School Education

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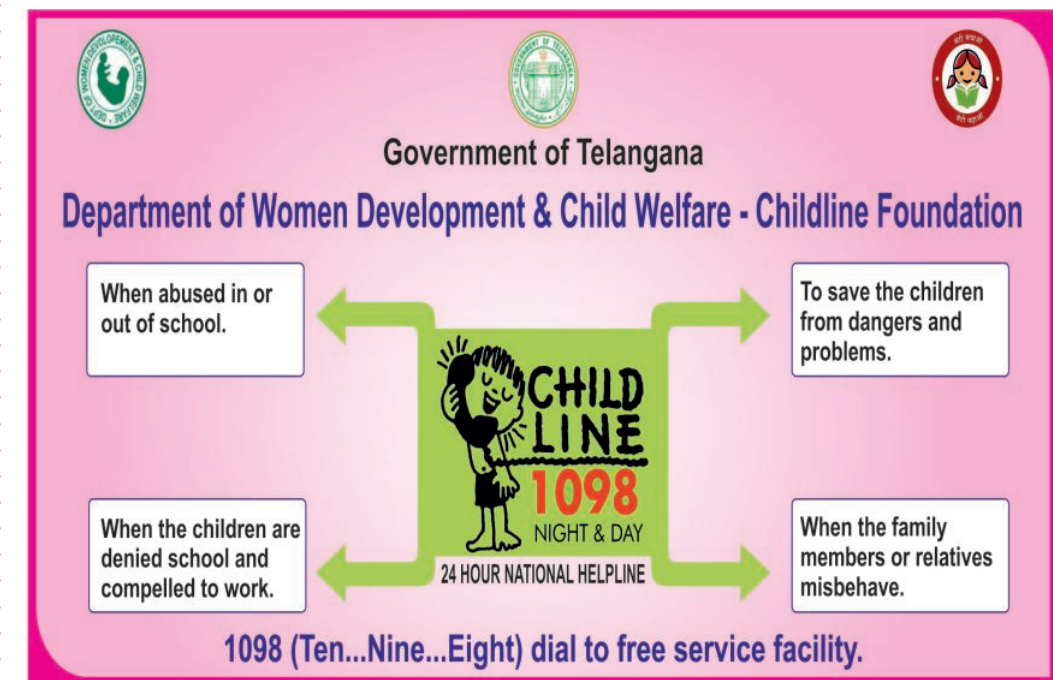
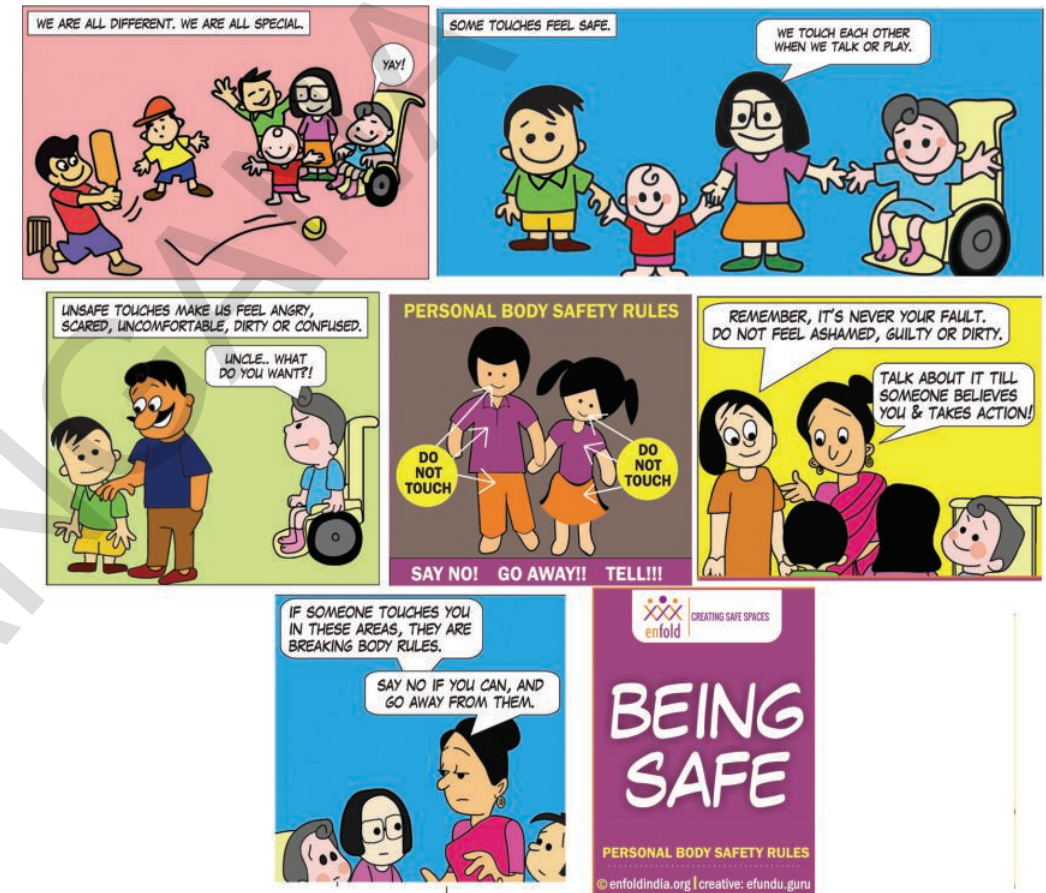
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About me...



1. My name :
2. My father's name :
3. My mother's name :
4. My date of birth :
5. My village/ town :
6. My school :
7. My class :
8. My section :
9. My favourite fruit :
10. My favourite flower :
11. My favourite colour :
12. My pet animal :



MY ENGLISH WORLD

Class III

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Preface

The State Council of Educational Research and Training has developed the State Curriculum Framework - 2011 and Position Papers in tune with the National Curriculum Framework - 2005 and the Right to Education Act - 2009. Accordingly a new set of textbooks has been designed to be introduced in a phased manner. In the year 2012-13, the first of this series of textbooks has been developed for classes I, II, III, VI, and VII. Practising teachers have been involved in the production of the books along with the state level and national level experts.

Hitherto, English was introduced in Non-English Medium Schools in class III. The State Government introduced English for the first time in class I in 2011-12 in all Non-English Medium Schools. This year, i.e., 2012-13, English is being introduced in class II in all Non-English Medium Schools. With this, all the classes from I to X will have English as one of the subjects, irrespective of the medium of instruction. Therefore, in order to have parity among students of English and non-English medium a common English Textbook is introduced in all media from June - 2012. Moreover, since IT enabled learning, multilingualism, and language across the curriculum would greatly enhance the child's learning, it would not be a problem for the non-English medium child to learn English as effectively as the one in English medium does. This single textbook norm is already in practice in many states including Tamilnadu, Bihar, and Kerala.

The primary Textbooks titled 'MY ENGLISH WORLD' are prepared based on holistic approach of language learning. The language skills namely listening, speaking, reading, and writing are integrated in the larger context of the themes suggested in NCF - 2005. The activities are designed as per children's knowledge and experiences which ensure their active participation in Teaching Learning Process.

The main aim of teaching English is to help learners evolve themselves as independent users of English. I hope this textbook will help teachers and students achieve this by making the teaching-learning process effective.

Inclusion of Gender Sensitivity and Child Sexual Abuse in School Text Books published by School Education Department with support of UNICEF are taken up to ensure protection of children through various interventions like personal safety rules, gender sensitivity, child sexual abuse, self esteem and life skills. In these areas safety mechanisms and laws related to child protection are taken care of. Hence, the teachers must know about these things and bring awareness among all the stakeholders.

I thank all the institutions and experts at the state and national level, the members of the textbook production committee, the staff members of SCERT and all others who have contributed directly or indirectly for the successful production of this textbook.

Any suggestions for the improvement of this book are welcome.

29-02-2012
Hyderabad.

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OUR NATIONAL ANTHEM

- *Rabindranath Tagore*

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha aasisha mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

- *Pydimarri Venkata Subba Rao*

“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 give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals.
To my country and my people, I pledge my devotion.
In their well-being and prosperity alone lies my happiness.”



Bridging Gap Activity

Picture - 1



1. Who do you see in the picture?
2. What are they doing?
3. Where are they playing?
4. What are they playing with?

Note to the teacher:-

The pictures given for bridging activities are meant for classroom interaction in order to equip the children to acquire basic language competencies and familiarise with the primary discourses i.e., description, conversation and story writing. The transaction process suggested is - whole class, group and individual activity. These pictures can be used for writing descriptions, conversations and stories.

The teacher can also make use of some more pictures which have scope for interaction. The teacher may refer the teacher's handbook for detailed process.

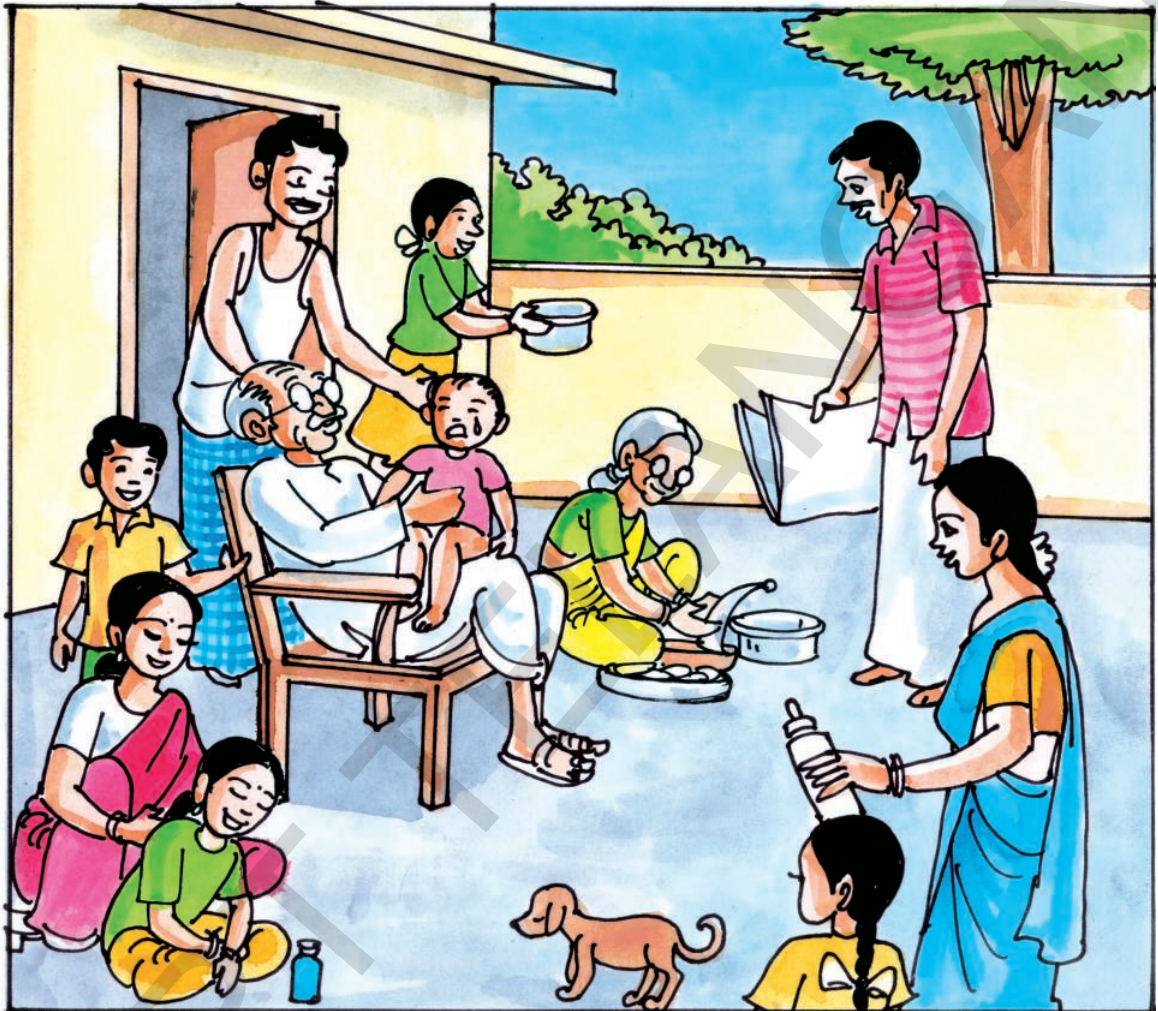
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Bridging Gap Activity

Picture - 2



Interactive questions for description:

1. Who do you see in the picture?
2. Where are they?
3. What are they doing?
4. What things do you see in the picture?

Interactive questions for conversation:

1. Who are the characters speaking? (select any two characters from the picture)
2. Who would speak first?
3. What would the first character say?
4. What would be the second character's response?

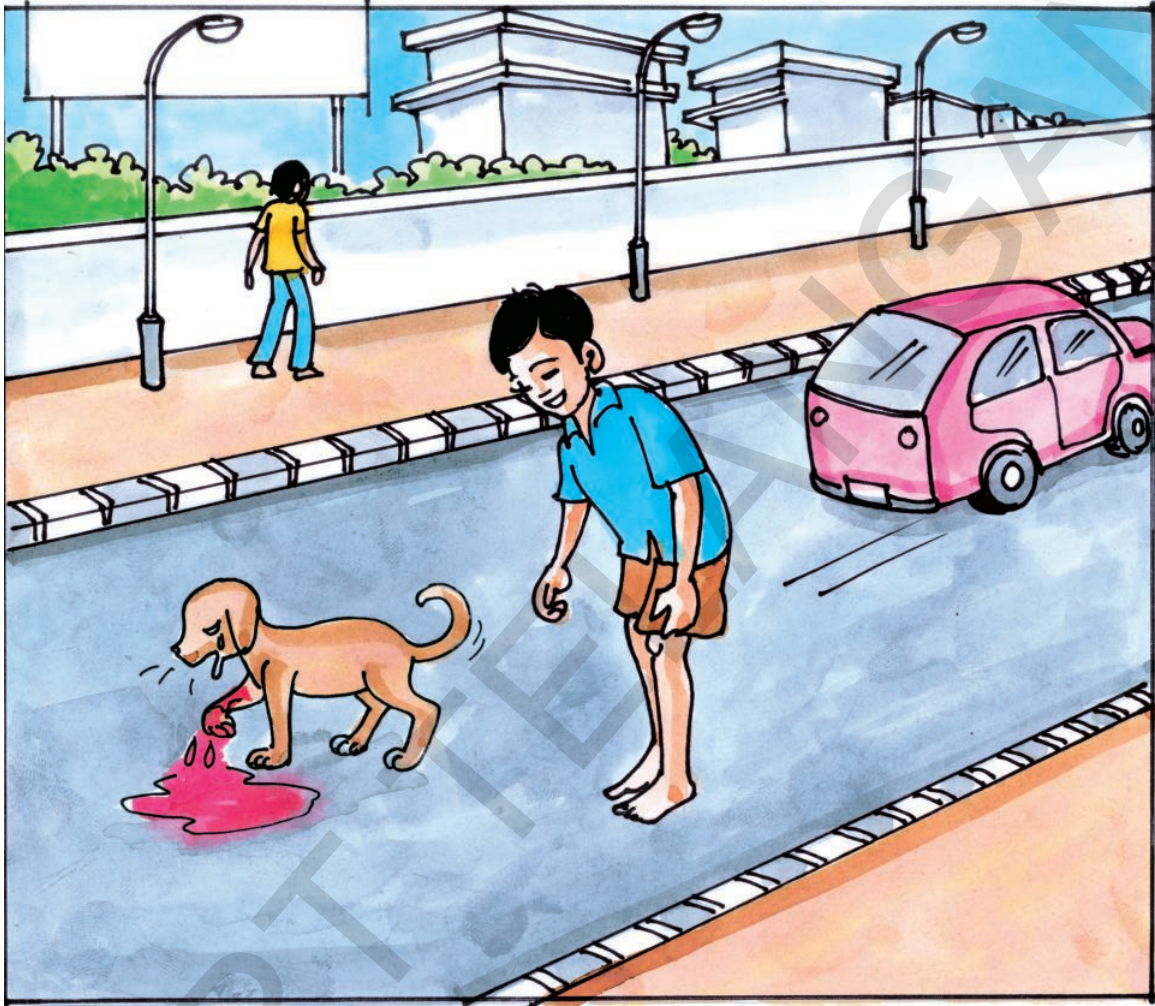
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Bridging Gap Activity

Picture - 3



Interactive questions for description:

1. Who do you see in the picture?
2. What happened to the dog in the picture?
3. What would the boy do now?

Interactive questions for story:

1. What is happening in the picture?
2. What would have happened before?
3. What would happen next?
4. What title do you suggest to this story?

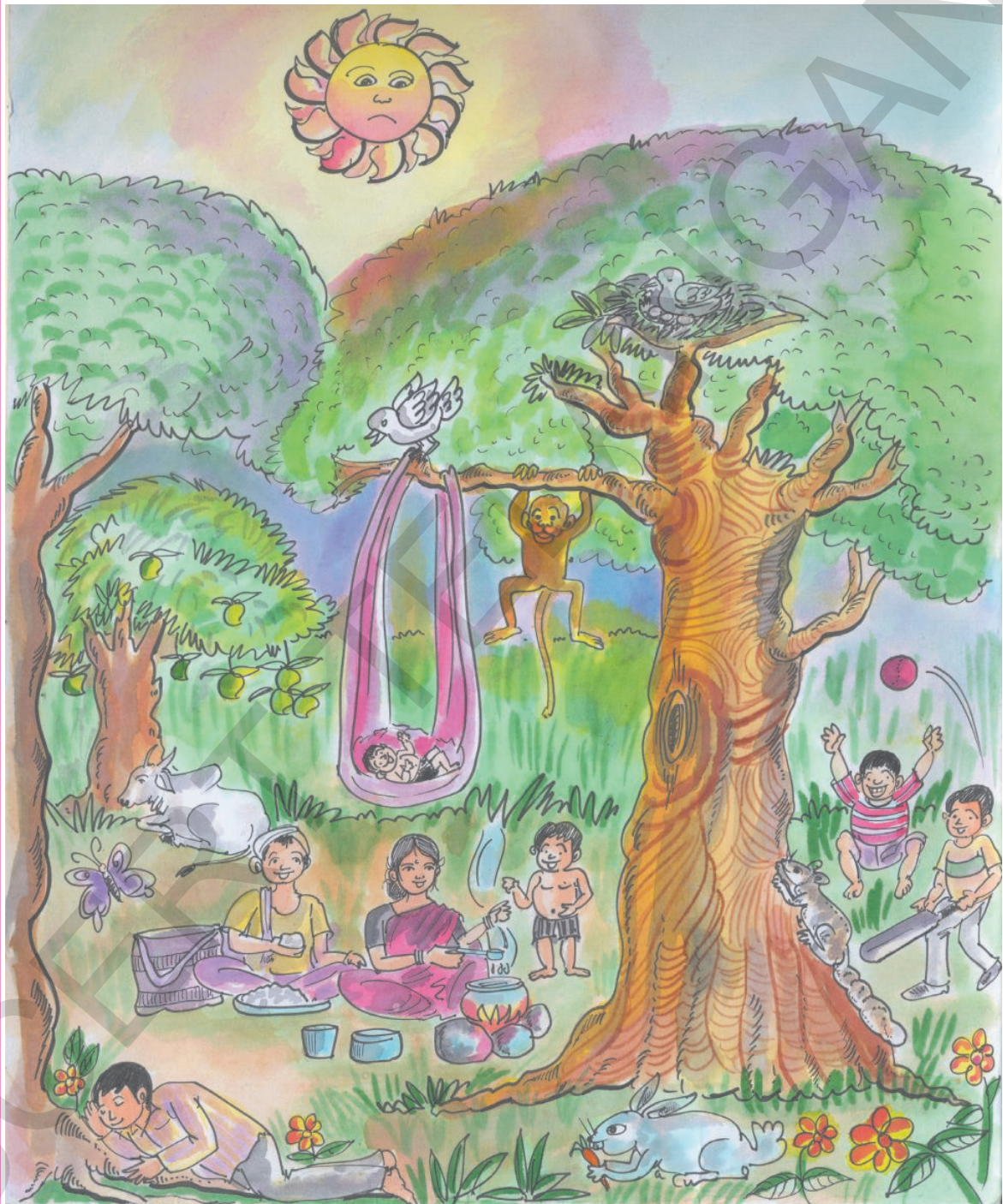
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Bridging Gap Activity

Picture - 4



Note: Use this picture for producing description, conversation and story.

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UNIT - 1

TALKING TRAIN

I. *Look at the picture.*

Is there anything special about the train?



1. Name the things you see in the picture.
2. How many people are there?
3. What are the people doing?





II. A. Look at the picture and answer the questions.



1. What are the different things that people in this picture are doing?
2. What are the various rules that we follow while we are at a railway station?

B. Now listen to your teacher and say whether the following statements are true or false. (Note : Listening text is in Appendix-1)

Tick (✓) the statements that are true.

1. The Godavari Express was on time.
2. The correct arrival time of the train was 9 p.m.
3. The train was coming from Vijayawada.





A Reading

Talking train

Hello! Do you know who I am? I am a train. My name is Rail Raja. I am your friend.



I have no legs. But, I can move like you. I have many wheels. I run on rails. I have an engine as my face. I have boggies as my tail. I am very long. I make the sound Coo...Coo... Chuk...Chuk... I go to different places.

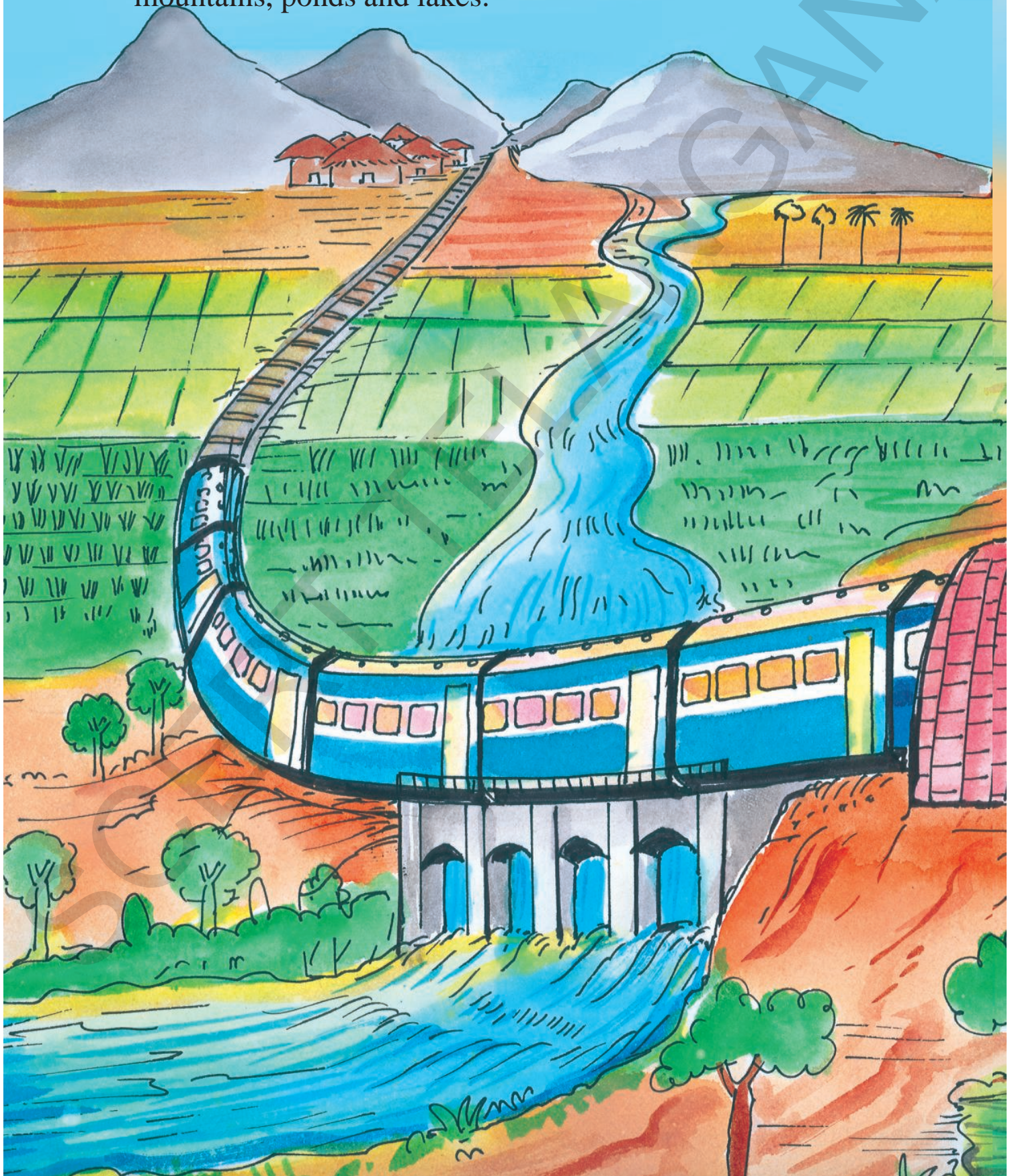
What are the different places through which a train travels?

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I go through forests and tunnels. I go over rivers. Pass over bridges. I move through deserts, fields and valleys. I go along mountains, ponds and lakes.

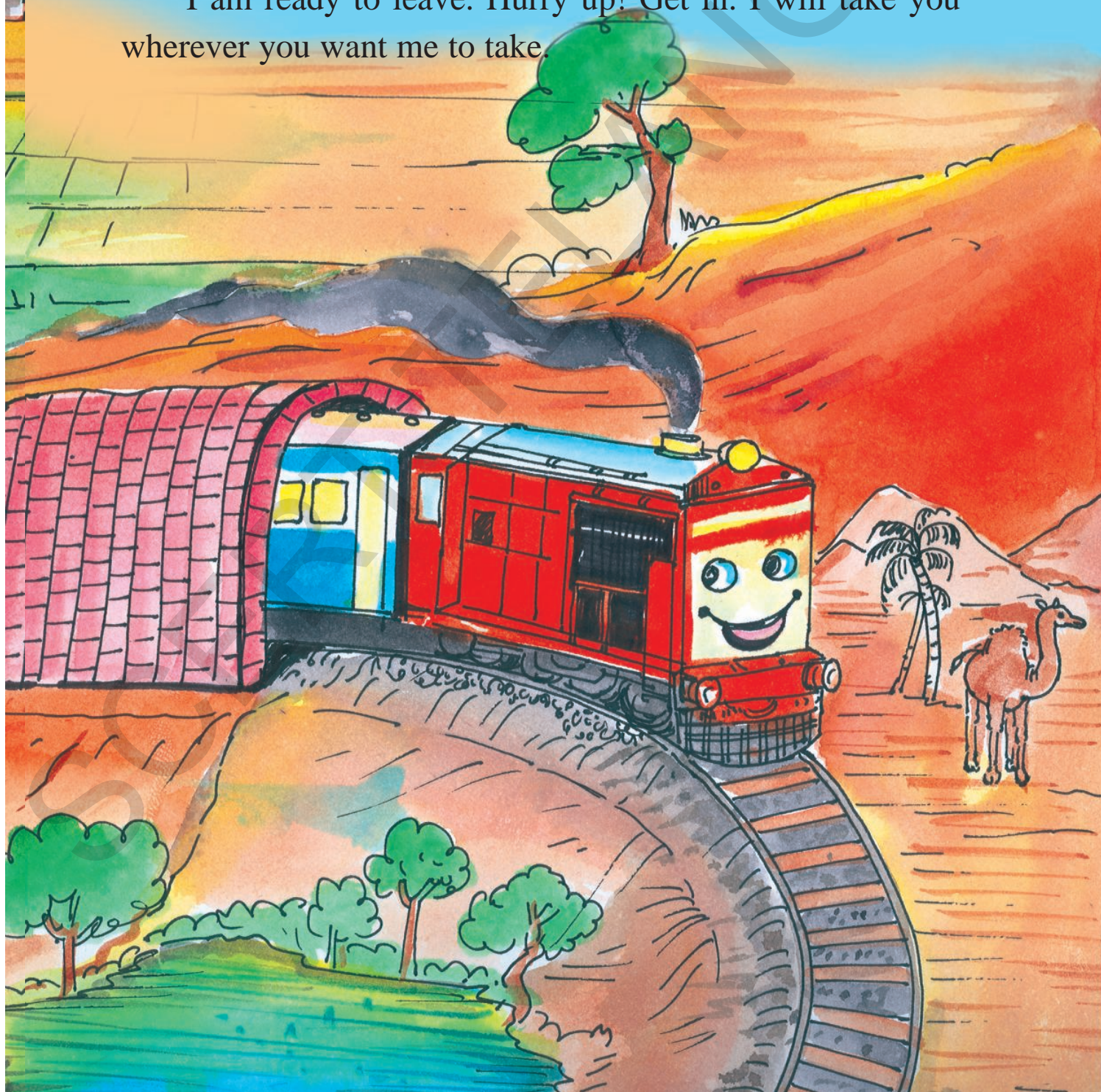


Everyone can see me – the rich and the poor, the young and the old, wherever they live, whatever languages they speak, people living in cities and villages. They are all my friends. I take them to their places.

Look! The guard is waving the green flag now.

Why does the guard wave a green or a red flag?

I am ready to leave. Hurry up! Get in. I will take you wherever you want me to take.





Comprehension

A. Answer the following questions.

1. Who is the speaker?
2. What places does Rail Raja pass through?
3. What is the most interesting thing about Rail Raja?
4. Have you ever travelled by a train? If yes, which places have you visited?

B. Read the names of the vehicles given below. Tick the names of vehicles you have travelled by. Underline the names of vehicles that you have seen in reality.

| | | | |
|------------------|--------------|---------|--------|
| an auto-rickshaw | an aeroplane | a car | a boat |
| a motor cycle | a bicycle | a truck | a bus |
| a helicopter | a lorry | a ship | a van |
| a bullock cart | a train | a jeep | |

Write the names of vehicles you know.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Write 2-3 lines about any vehicle you like.



Vocabulary

- A. Laxmi is going to Delhi on a tour with parents. Tell her what things she should carry with her. Write them on the balloons given below. You can add more balloons if you want.



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B. In the story we came across some opposite words

Ex: 1) rich x poor 2) old x young

Write the opposites of the following words.

- | | |
|------------------|---------------------|
| 1. yes x _____ | 2. small x _____ |
| 3. take x _____ | 4. inside x _____ |
| 5. right x _____ | 6. question x _____ |

Grammar

Read the following phrases taken from the story.

- the rich **and** the poor
- the young **and** the old
- the healthy **and** the unhealthy

In the 1st phrase, **and** is used to link 'the rich' and 'the poor'.

In the 2nd phrase, **and** is used to link 'the young' and 'the old'.

In the 3rd phrase, **and** is used to link 'the healthy' and 'the unhealthy'.

A. Make phrases using the linker 'and'.

- | | | |
|----------------------|---|-------|
| 1. a cup, a saucer | : | _____ |
| 2. a bat, a ball | : | _____ |
| 3. black, white | : | _____ |
| 4. good, bad | : | _____ |
| 5. a mouse, a pencil | : | _____ |



Writing

A. Look at the picture given. Read the description.

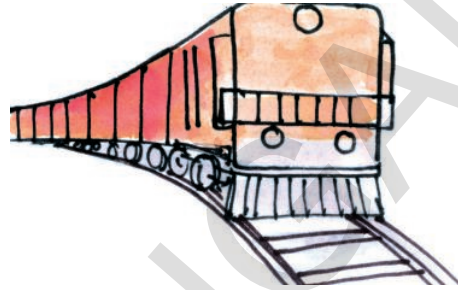
This is a train.

It has many wheels.

It runs on rails.

It is very long.

It carries people to their places.



B. Look at the picture given. Write a few lines describing the picture.

.....

.....

.....

.....



Conventions of Writing

Read the following sentences. Make necessary changes using capital letters, full stop (.) and correct spelling.

1. my name is rail raja

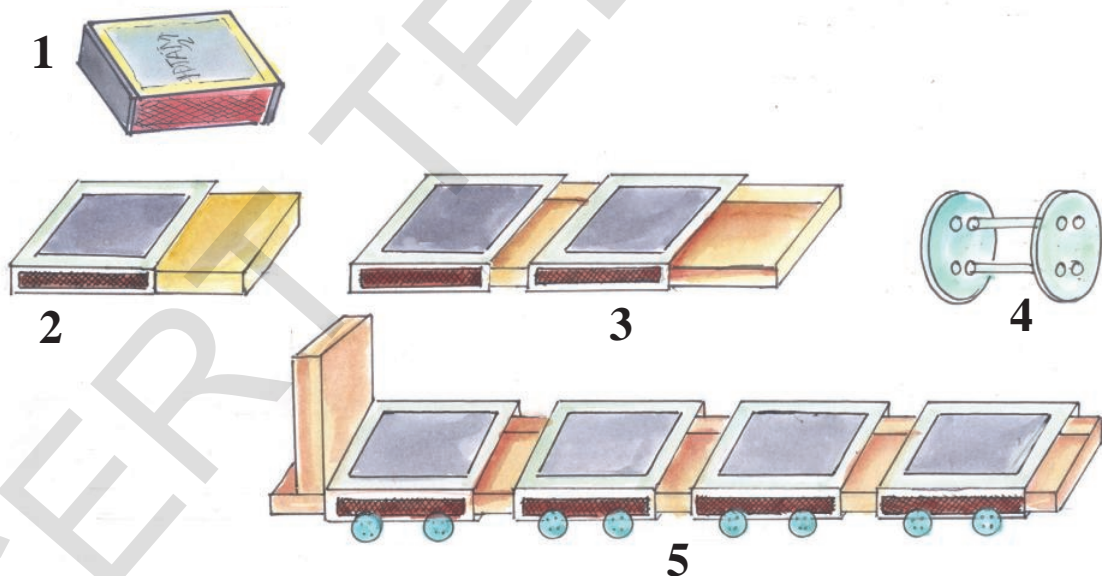
2. i am your frend.



Project Work

A. The following steps will help you in making a match box train.

1. Take some empty match boxes.
2. Pull the drawers out a little from the boxes.
3. Insert the drawer of one box into the other.
4. You can use buttons/lids of cool drink bottles as wheels.
5. The match box train is ready.



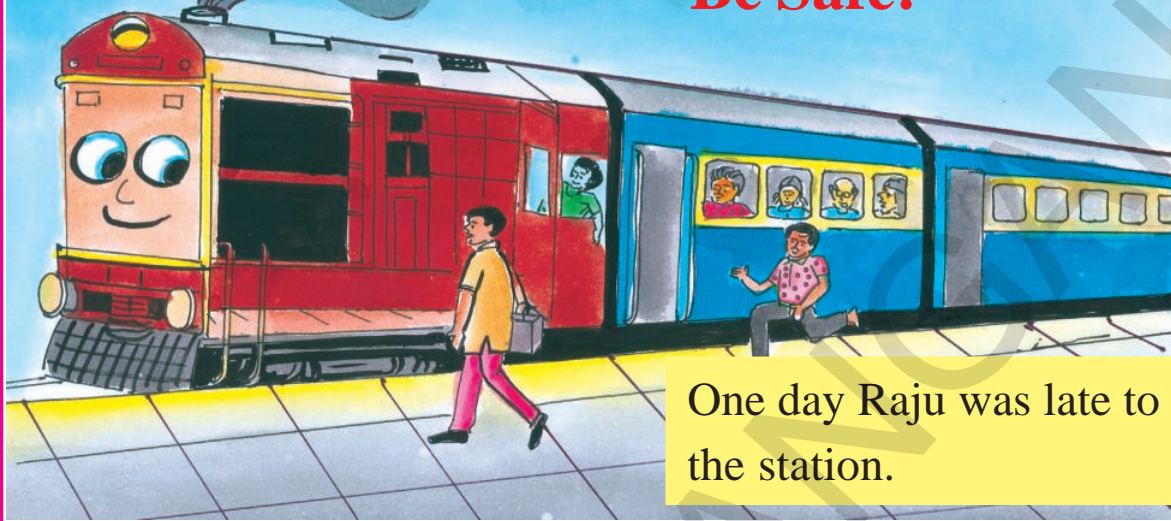
B. Work in groups.

Tell others in the group how you made the match box train and how you will make it more beautiful.

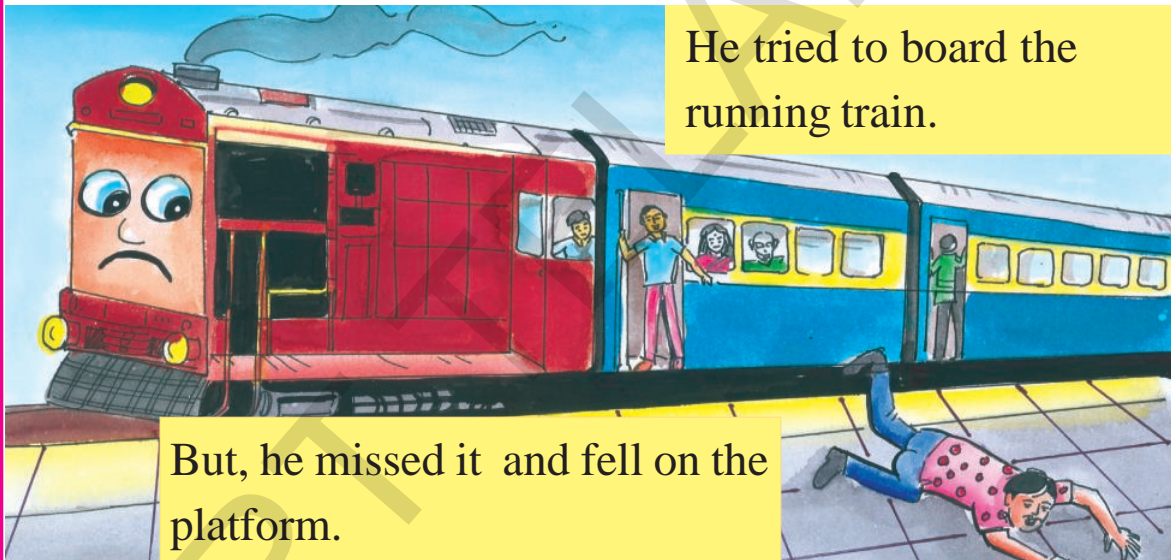


B Reading

Be Safe!



One day Raju was late to the station.

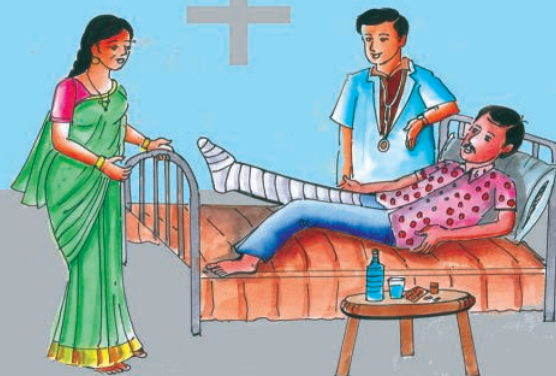


He tried to board the running train.

But, he missed it and fell on the platform.

He broke his leg and was taken to a hospital.

Rules are for our safety.
I follow the rules to be safe.



UNIT - 2

SWAMY AND THE MAGIC BEANS

I. *Look at the picture.*

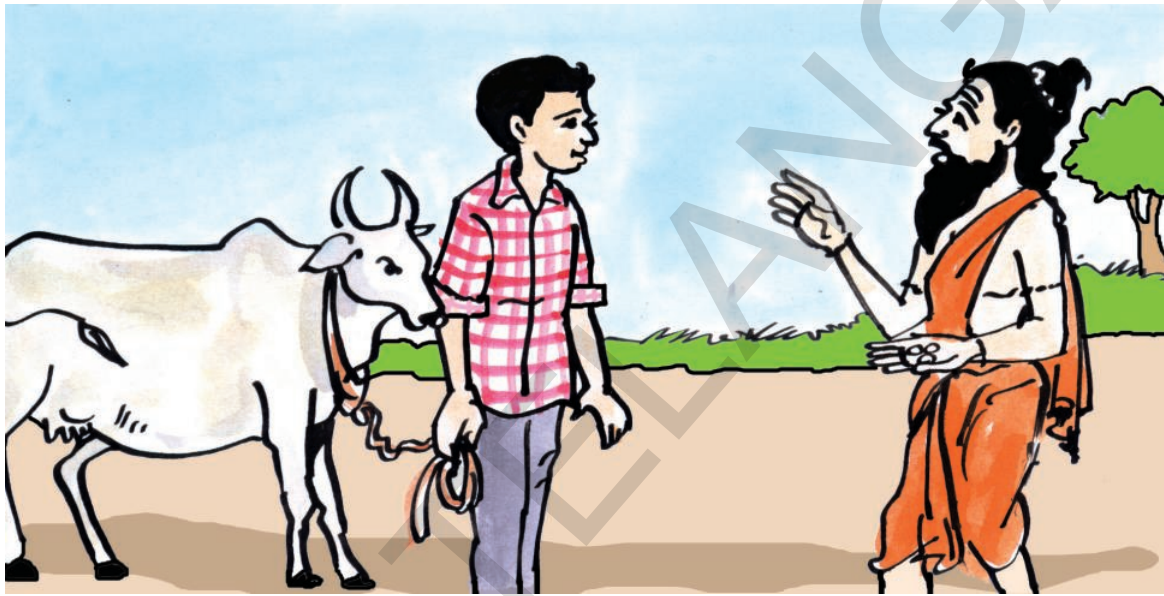


1. What is the magician doing in the picture?
2. Have you ever seen a magician performing tricks?
If yes, say what those are and where you have seen them.



Look at the picture and answer the questions.

1. Who do you think is the strange looking man in the picture?
2. Why do you think he looks strange?
3. What is the boy doing?



B. Listen to your teacher and answer the questions.

(Note : Listening text is in Appendix-1)

1. Why do you think Swamy's mother told him to sell the cow?
2. What made the man look strange?
3. Why was Swamy's mother angry?
4. Why do you think Swamy was shocked?
5. If you were Swamy, would you exchange your cow for magic beans? Why?



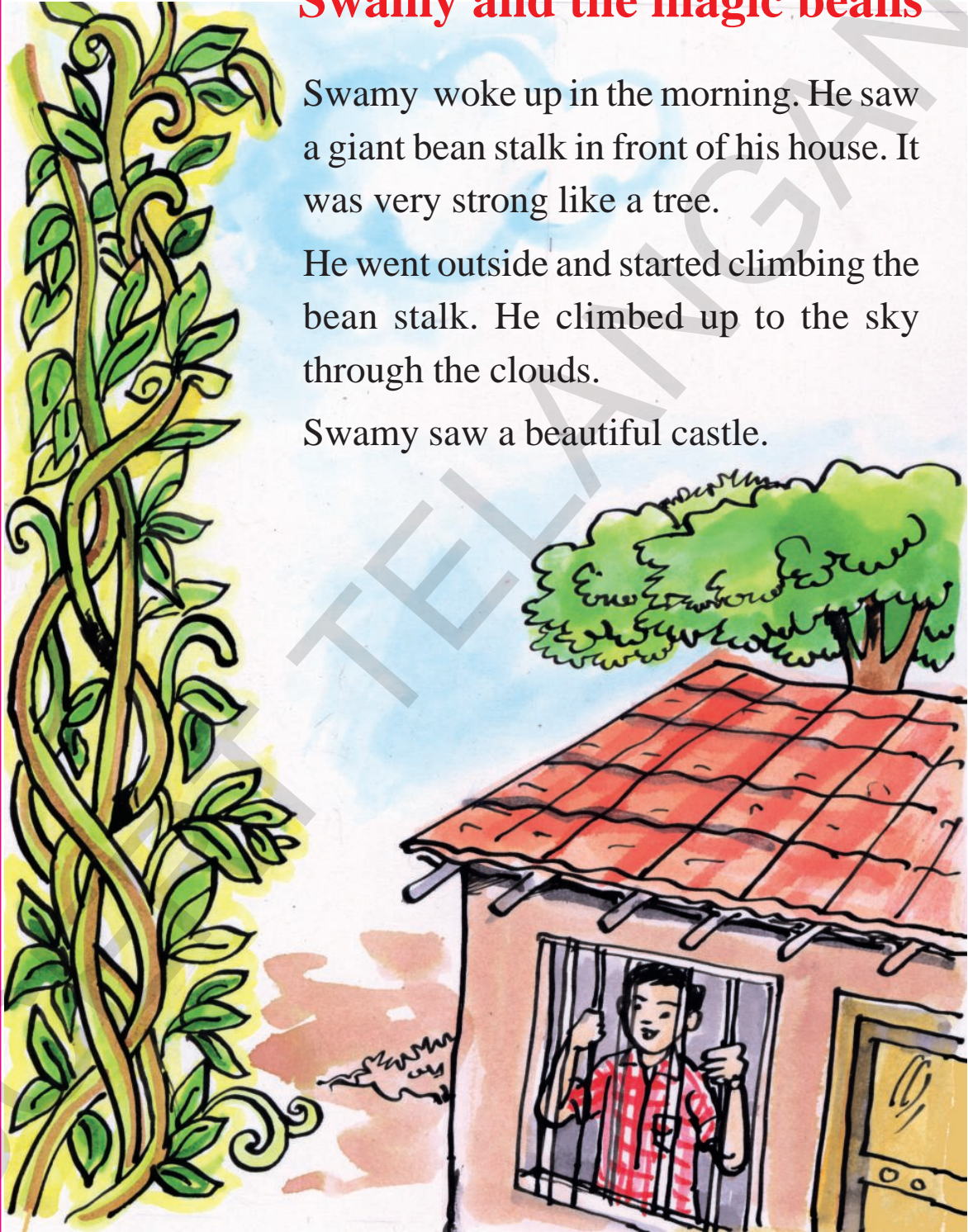
A Reading

Swamy and the magic beans

Swamy woke up in the morning. He saw a giant bean stalk in front of his house. It was very strong like a tree.

He went outside and started climbing the bean stalk. He climbed up to the sky through the clouds.

Swamy saw a beautiful castle.



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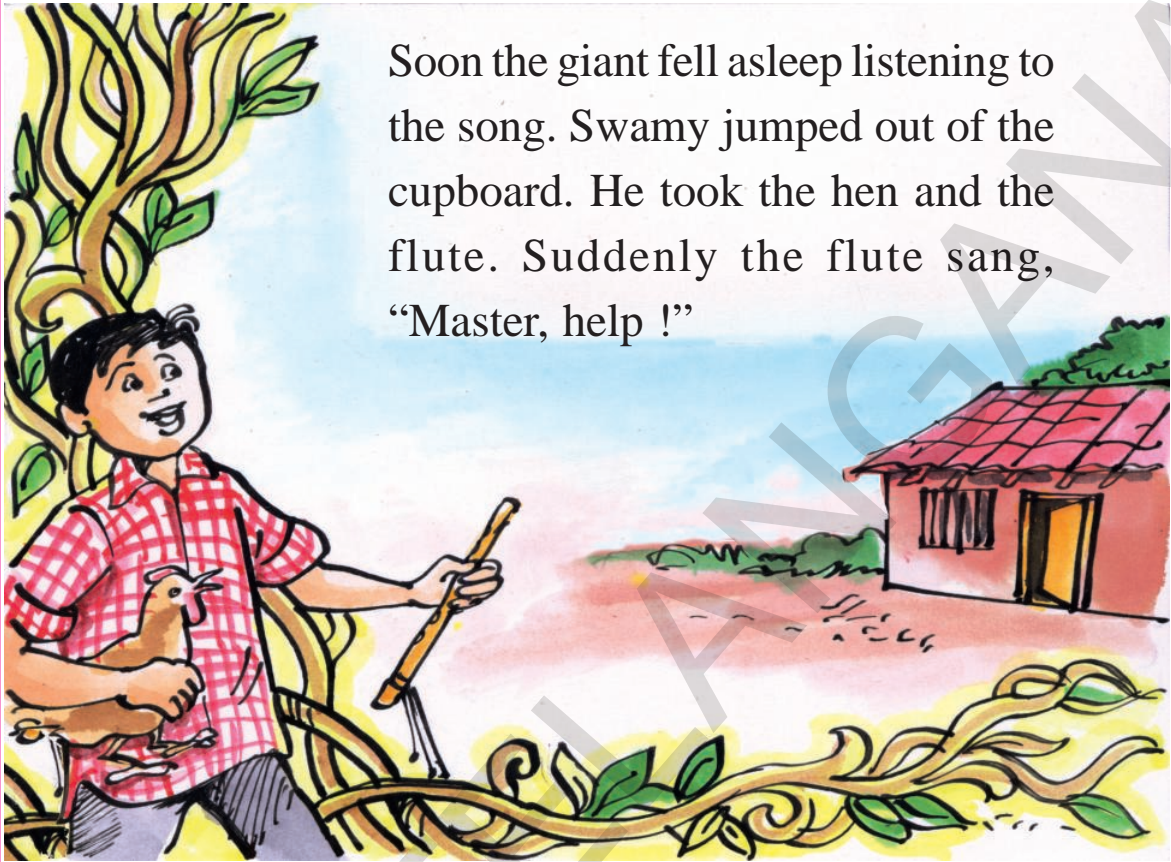
He went inside. Swamy heard a voice, “Fee, fi, fo, fun.” Swamy was frightened and ran into the cupboard. A big giant came into the room and sat near a table. On the table, there was a hen and a golden flute.



“Lay!” said the giant. The hen laid an egg. It was a golden egg. “Sing!” said the giant. The flute began to sing.

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Soon the giant fell asleep listening to the song. Swamy jumped out of the cupboard. He took the hen and the flute. Suddenly the flute sang, “Master, help !”

What do you think Swamy did then?

The giant woke up and shouted, “Fee, fi, fo, fun.” Swamy ran and started climbing down the bean stalk. The giant came after Swamy.

Swamy came down and shouted, “Mother, help!” Swamy’s mother was shocked. She took an axe and chopped down the bean stalk. The giant crashed down on the ground. Nobody ever saw him again.

With the golden hen and the magic flute, Swamy and his mother lived happily ever after.



Comprehension

A. Answer the following questions.

1. What did Swamy see when he climbed up to the sky?
2. The flute sang, "Master, help !" Who do you think was the master?
3. If Swamy's mother had not helped him, what do you think could have happened?
4. When you are in trouble whom do you ask for help?

B. Match the following.

| A | B |
|--------------------|---------------------|
| Swamy saw | "Master, help !" |
| The hen laid | a beautiful castle. |
| The flute sang | "fee,fi,fo,fun". |
| The giant shouted, | the bean stalk. |
| The mother chopped | a golden egg. |

Vocabulary

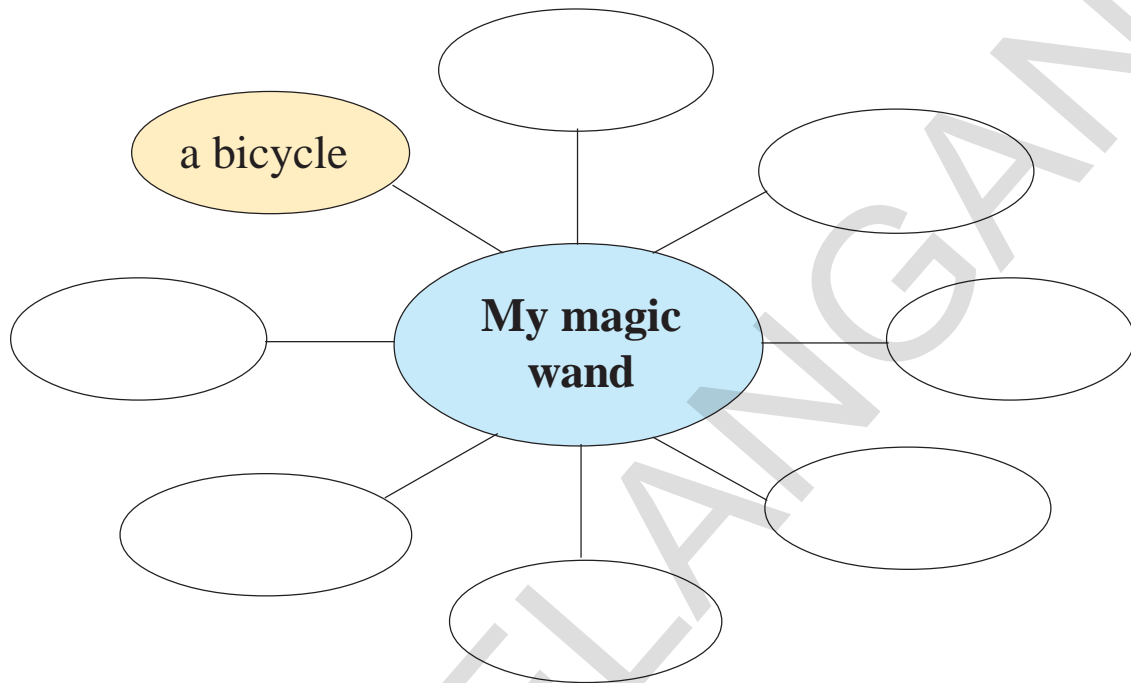
A. Find the words from the list that rhyme with the following words. (hen, fun, down, bean, ground, sing)

| | | | | | | | |
|----|-------|---|------|----|-------|---|-----|
| 1. | three | - | tree | 5. | man | - | ran |
| 2. | pen | - | | 6. | mean | - | |
| 3. | ring | - | | 7. | gown | - | |
| 4. | run | - | | 6. | round | - | |





B. If you have a magic wand, what things would you like to order.



Grammar

A. Read the following words from the story.

Swamy room cupboard giant flute castle

They are the names of living and non-living things. These are called naming words.

List out some more naming words from the story.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



B. Read the following naming words we know.

| | | | |
|------------|-----------|-----------|--------------|
| a crow | grapes | a tomato | a playground |
| a cow | a duck | a banana | a book |
| an apple | an orange | a dog | a bed |
| a carrot | a potato | a parrot | a pencil |
| a school | a sparrow | a zoo | a table |
| a hospital | a tiger | a brinjal | an elephant |

Now, write the above words against the given heads.

1. Birds _____
2. Things _____
3. Fruits _____
4. Places _____
5. Animals _____
6. Vegetables _____

Writing

A. Swamy brought a magic hen and a magic flute. What would his mother ask him? What would be Swamy's reply?

Mother :

Swamy :

Mother:

Swamy :





B. Look at the picture given on page 19. Describe the picture in 4-5 sentences.

Where is Swamy in the picture? (place)

What are the different things you see in the picture?

What is Swami doing? What is the giant doing?

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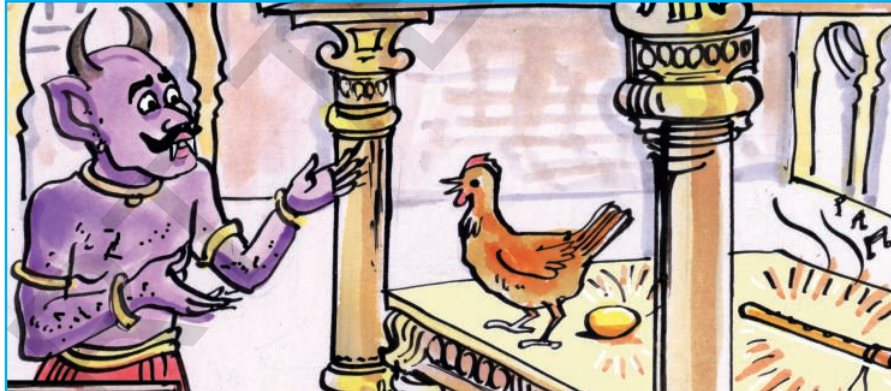
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Oral Skills

Read the following.



The giant said to the hen, “**Lay an egg.**” The hen laid a golden egg.

The giant said to the flute, “**Sing a song.**” The flute began to sing.

Here the sentences, “Lay an egg” and “Sing a song” are the instructions given by the giant.

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Instructions your teacher gives at school:

Ex: • Open your book. • Sit down please. **Add some more.**

Instructions your mother gives at home:

Ex: • Bring the plate. • Comb your hair. **Add some more.**

Instructions between you and your friend:

Ex: • Give your book. • Take this pencil. **Add some more.**

Conventions of Writing

Make corrections using capital letters and fullstop(.), wherever necessary. Rewrite the following sentences.

1. swamy saw a beautiful castle

2. the giant came after swamy.

Fun with Words

Read the following.

| He words | She words | He words | She words |
|-----------|------------|-----------|------------|
| a man | a woman | a boy | a girl |
| a father | a mother | a brother | a sister |
| a grandpa | a grandma | a son | a daughter |
| an ox | a cow | a king | a queen |
| a lion | a lioness | a tiger | a tigress |
| a prince | a princess | a rooster | a hen |



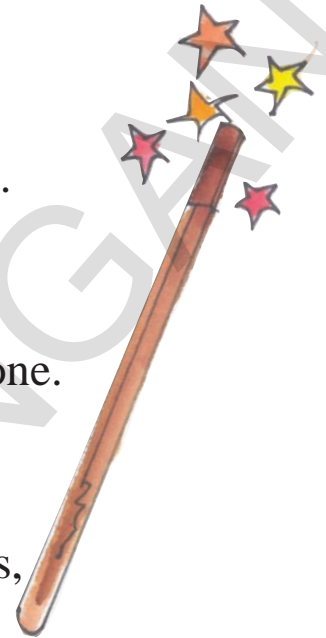


B Reading

The Magic Wand



I have a magic wand.
The nicest one,
It beats the band,
And makes things done.
It brings me cookies,
And cakes to eat.
It gets me ice-creams,
And gives me treat.



I have a magic flute,
The prettiest one.
It blows so sweet
And makes the world stun.
It loves me deep,
And takes me high.
It sings me lullabies,
And makes me sleep.

B. Add lines to the rhyme

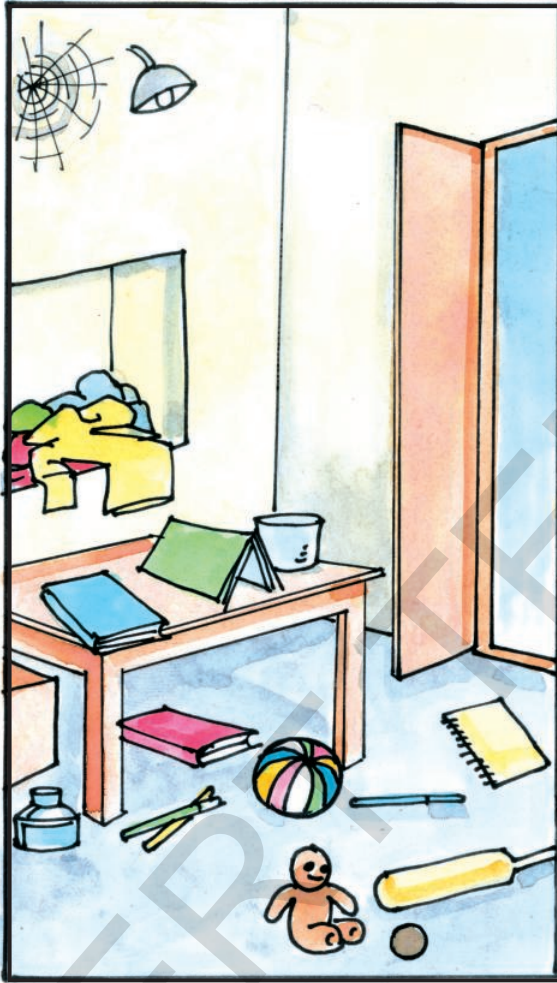
I have a magic pot,



UNIT - 3

I Like It This Way

I. Look at the picture.



Picture - 1



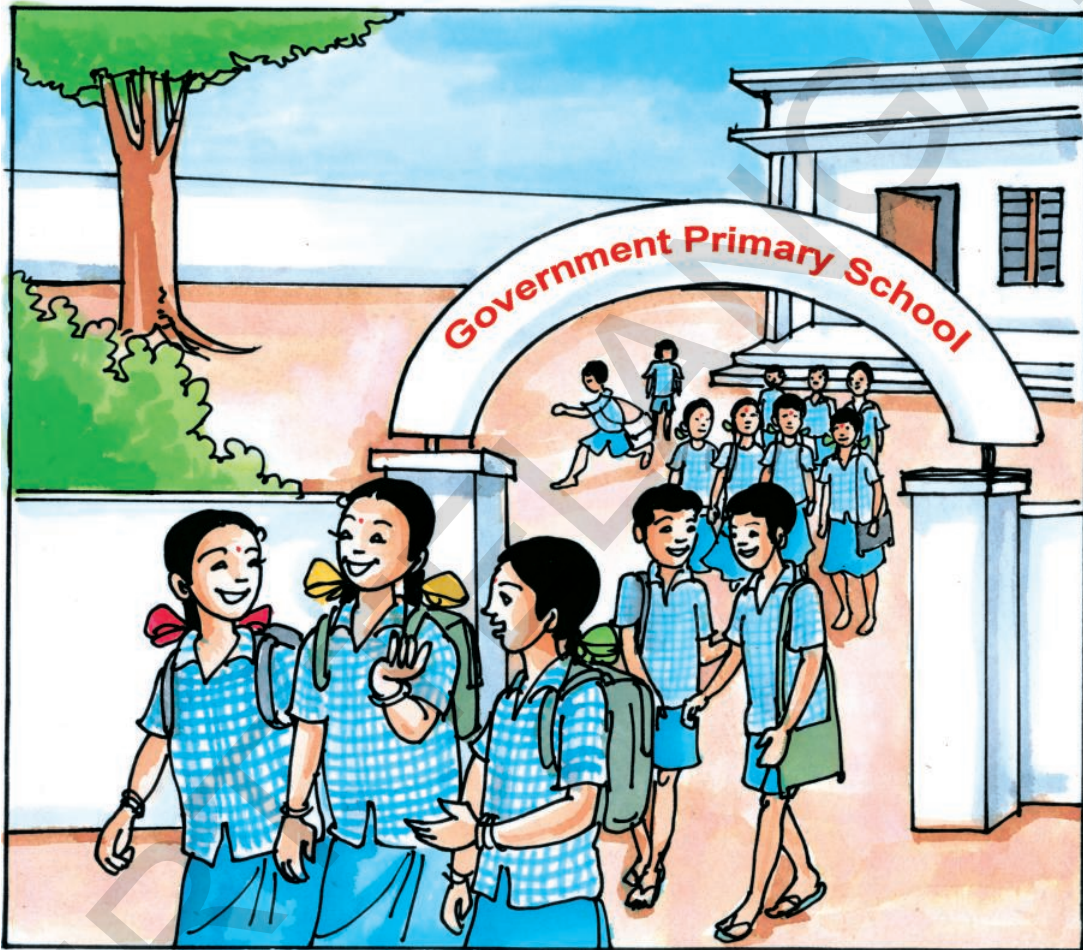
Picture - 2

1. What things do you see in the above pictures?
2. What is the difference between the two pictures?
3. Which one do you like? Why?



II A. *Look at the picture and answer the questions.*

1. What is this picture about?
2. What are the people doing?



B. *Listen to your teacher and answer the questions.*

(Note : Listening text is in Appendix-1)

1. What did Sita ask her friends?
2. What did Sita do after going home?
3. Why did her friends go away after playing for some time?
4. What do you do in the evening, after school?



A Reading

I Like It This Way

It was growing dark. Sita's mother came home from farm. There were books everywhere. There were toys everywhere. There were clothes everywhere. What a mess!



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Mother: Sita! Let's clean up the room dear.

Sita: Yes Amma.

Sita folded her clothes and looked at mother.

Mother: Keep them in the shelf.

Sita: As you say Amma.

Then Sita picked up her books and put them on the table.

Mother: Keep your books in your school bag.

Sita: Amma, I need a new notebook for English.



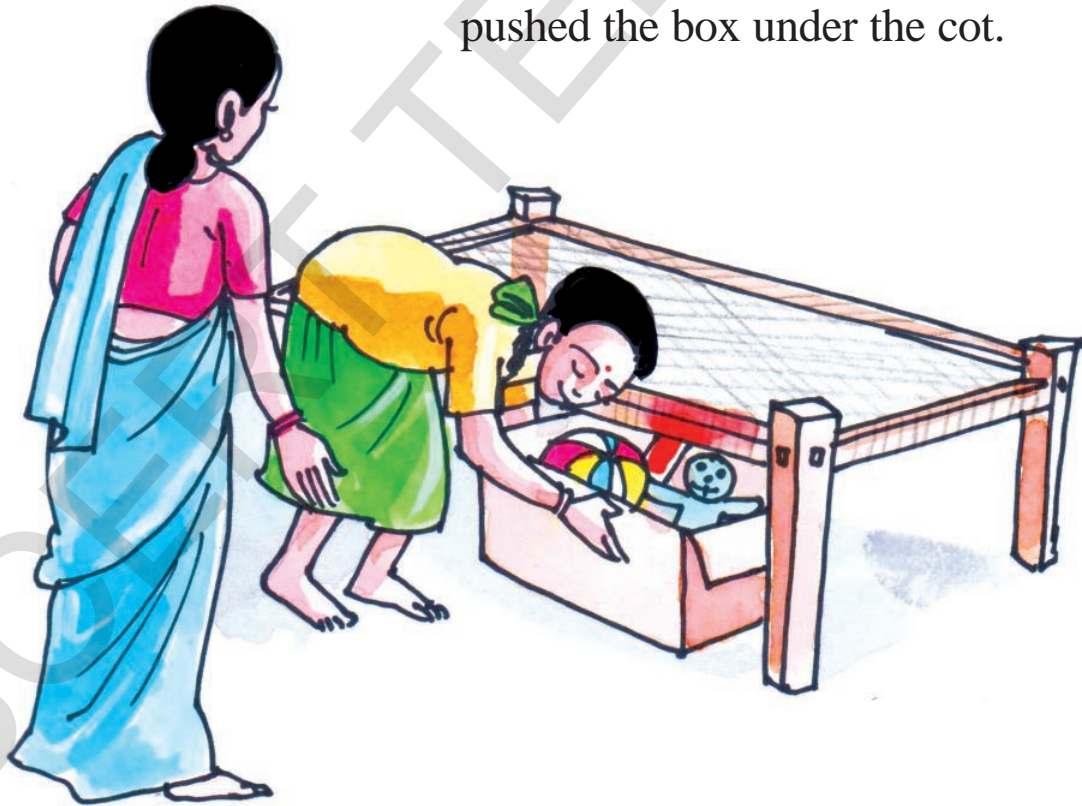


Mother called Sita's brother Raja and sent him to buy the notebook. Sita put her books in the school bag carefully.

Mother: Now pick up your toys.

Sita: Where shall I keep these toys Amma?

Mother helped Sita to make a toy box with a waste cardboard box. Sita put her toys in the box. Then, she pushed the box under the cot.



Mother: Very good dear! This is what you must do before going to bed everyday.

Sita: Yes Amma. I like it this way.

After having her food, Sita laid down on the cot to sleep.

Mother: Good Night dear!

Sita: Good Night Amma!



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Comprehension

A. Answer the following questions.

1. Write **Yes** or **No**.
 - a. The room was clean in the beginning. ()
 - b. Sita put her toys in the cupboard. ()
 - c. Sita put her books in the school bag. ()
 - d. Mother sent Raja to buy toys. ()
 - e. Sita and her mother made a toy box together.()
2. What things did Sita do to keep her room clean?
3. What things do you do at home to keep your room clean?

B. Write the things you have at home. Where do you keep them?

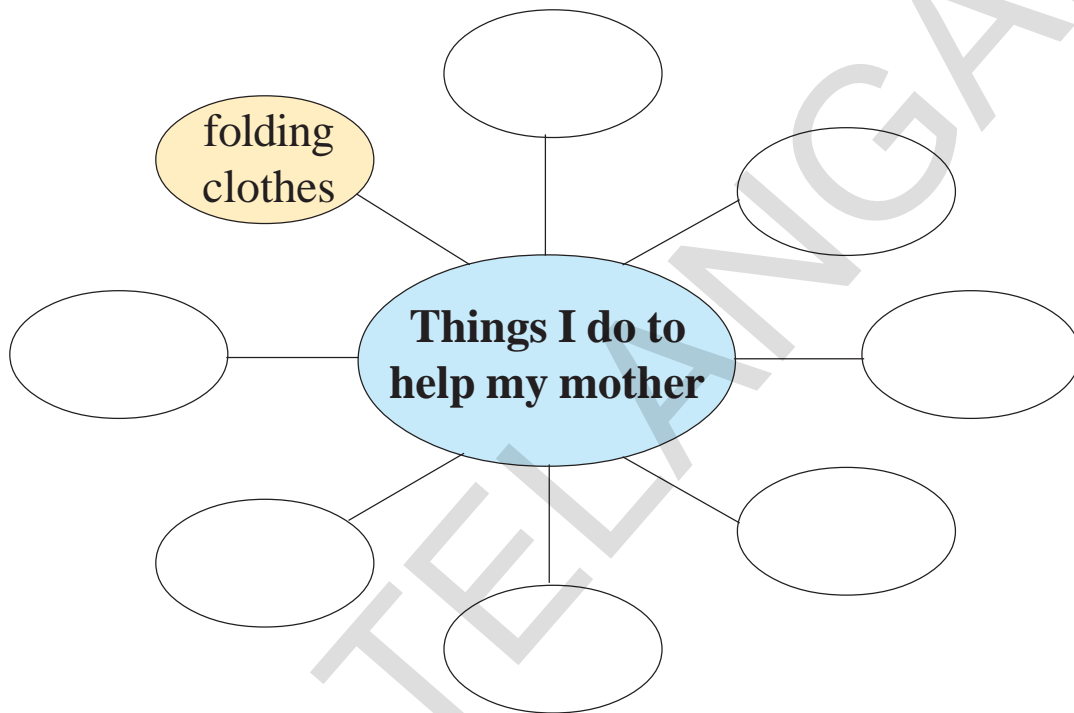
| S.No. | Things at Home | Where do you keep them? |
|-------|----------------|-------------------------|
| 1 | Clothes | Shelf |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |





Vocabulary

A. Sita did so many things to help her mother. What things do you do to help your mother?



B. Sita is thinking. Read her thoughts. Replace the underlined words with the same meaning from the story.



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Grammar

Read the following sentences taken from the story.

- Sita picked up her books and put them **on** the table.
- Sita put her books **in** the school bag carefully.
- Sita pushed the box **under** the cot.

Here the words **on**, **in** and **under** are used to tell where things are kept.

A. Look at the pictures given below and answer the following in full sentences.

1. Where is the cat?



2. Where is the dog?



3. Where are the shoes?



B. Make your own sentences using:

on : _____

in : _____

under : _____





Writing

A. Look at the picture given below. Write a few sentences about the picture.



B. Prepare a timetable for the things you do in the evening.

| S.No. | Time | What I do? |
|-------|-----------|---------------------|
| 1 | 4.30 p.m. | I change my clothes |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

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Oral Skills

During mid-day meals, how do you like to keep your school clean? Sit in pairs, discuss and present the conversation in your class.

Conventions of Writing

Read the following passage. Make necessary corrections using proper punctuation {capital letter, full stop(.), question mark (?) and spelling}. Rewrite the sentences.

1. amma, i need a knew notebook for english?

2. where shall i keep these toys amma.

Fun with Words

Make words using the endings given.

| letter | an | at | in | it | un |
|--------|-----|----|----|----|----|
| b | ban | | | | |
| f | | | | | |
| r | | | | | |
| p | | | | | |
| s | | | | | |



B Reading

Brother Has No Teeth

A. Listen and recite the poem.

Sita's brother loves sweets,
More than carrots and beets.
Sweets for breakfast,
Munch Munch Munch.
Sweets for lunch,
Munch Munch Munch.
Sweets for supper too,
Not one, but two by two.
Sita's brother is very tall.
But has no teeth at all.
Ha ha ha ha! Ha ha ha ha!
Laughs everyone at Raja!



B. Answer the following.

1. How did Sita's brother lose his teeth?
2. Name some food items that are good for our health.
3. What must we do to keep our teeth healthy and clean?
4. Name some healthy food items you like to eat.

Project Work

Discuss with your parents/friends and list out five good habits we need to follow.

1. What things we should do in the morning?
2. What things we should do to help our mother/father?
3. What things we should do at school?
4. What things we should do before eating meals?



| S.No. | at school | at home |
|-------|-----------|---------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

Prepare a chart and present it in your classroom.



UNIT - 4

THE MOUSE AND THE PENCIL

I. Look at the picture.



1. Have you ever seen or heard of a bat and a book as shown in the picture?
2. If they were to talk to each other, what do you think, they would talk?



Look at the picture and answer the questions.

1. What do you see in the picture?
2. What do you think the rat will do with the pencil?
3. What do you think the pencil can do to the rat?



B. Listen to your teacher and answer the questions.

(Note : Listening text is in Appendix-1)

1. What do you think the pencil saw?
2. What, according to you, will the pencil do now?

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A Reading

The mouse and the pencil

The pencil saw a little mouse. The mouse was looking for something to eat. He found the pencil.

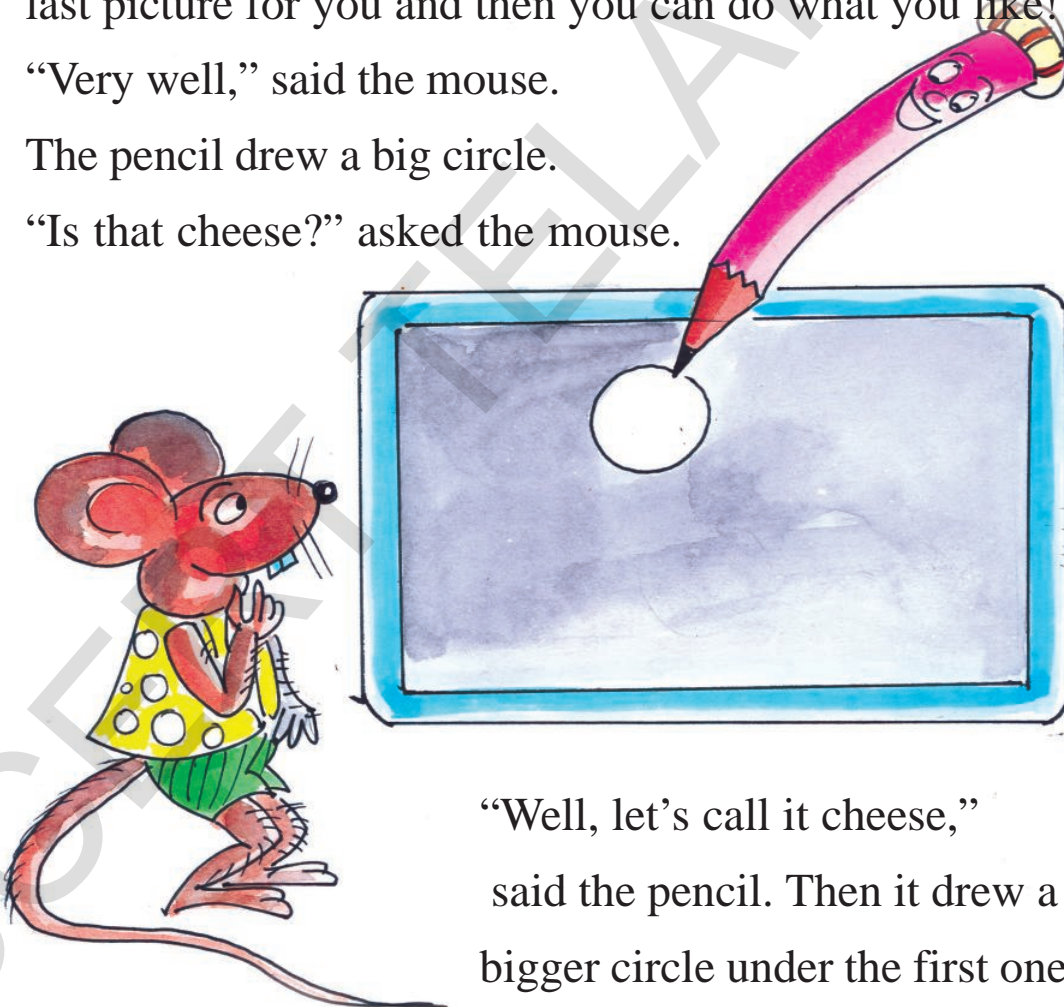
“I am going to bite you,” said the mouse and he bit the pencil hard.

“You are hurting me,” said the pencil. “Let me draw one last picture for you and then you can do what you like!”

“Very well,” said the mouse.

The pencil drew a big circle.

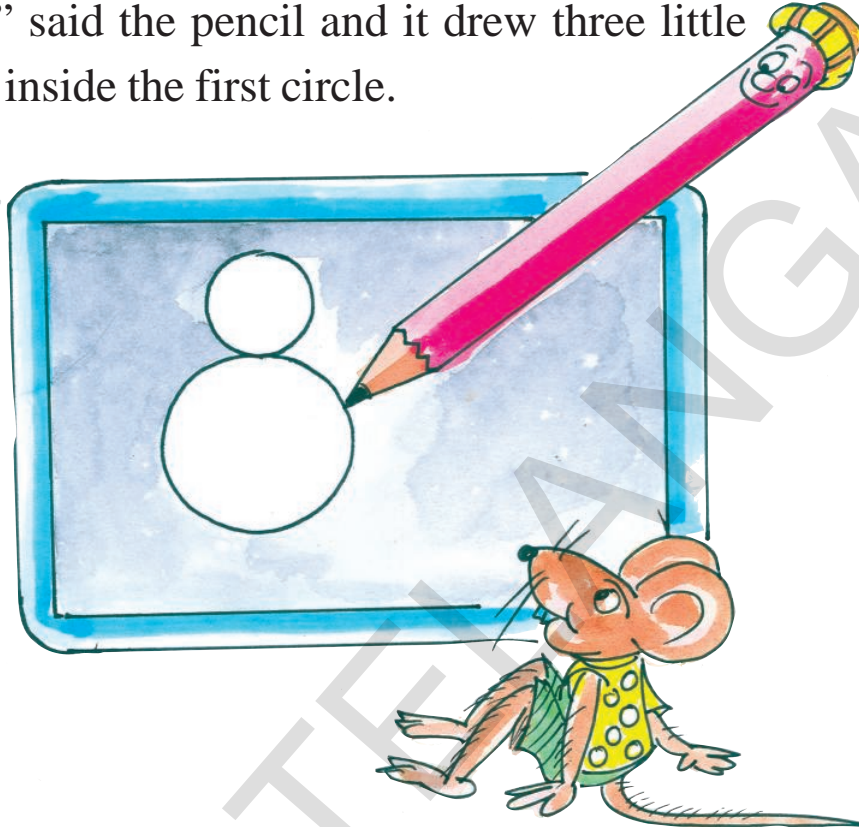
“Is that cheese?” asked the mouse.



“Well, let’s call it cheese,”
said the pencil. Then it drew a
bigger circle under the first one.



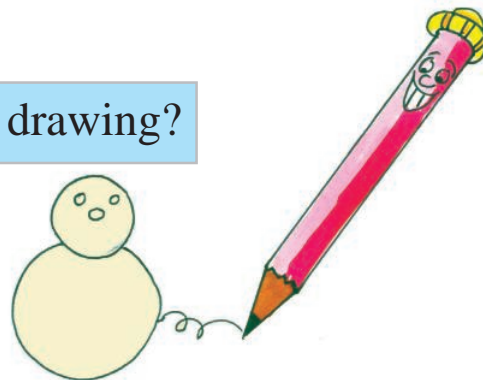
“Is that an apple?” squeaked the mouse. “Let’s call it an apple,” said the pencil and it drew three little things inside the first circle.



“Are those cucumbers?” asked the mouse, licking his lips. “I wish you’d hurry. I simply can’t wait to get my teeth into them!”

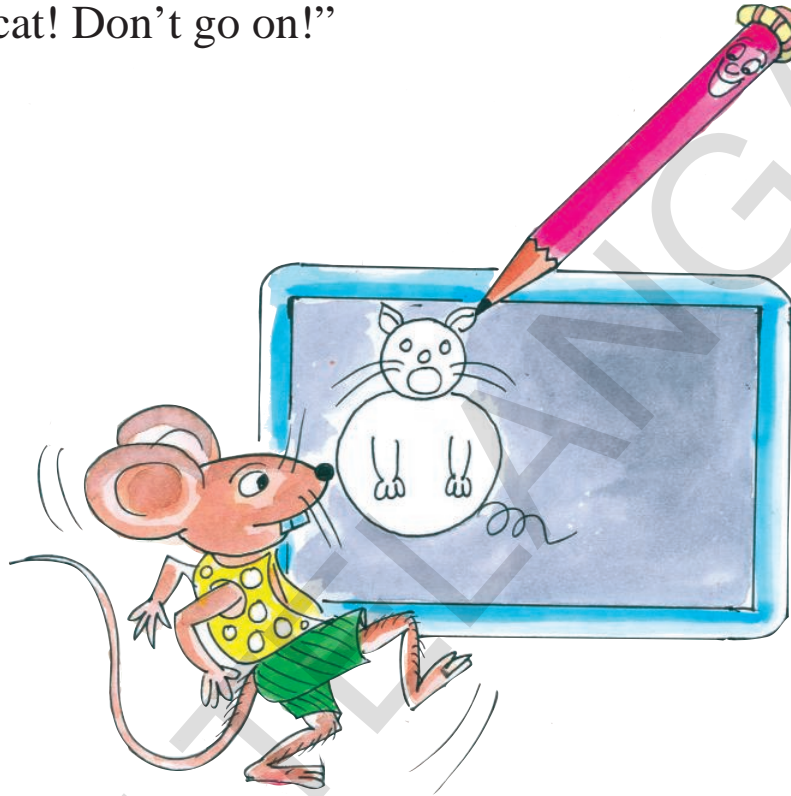
Then it began drawing some funny curved things near the second circle.

What do you think the pencil is drawing?

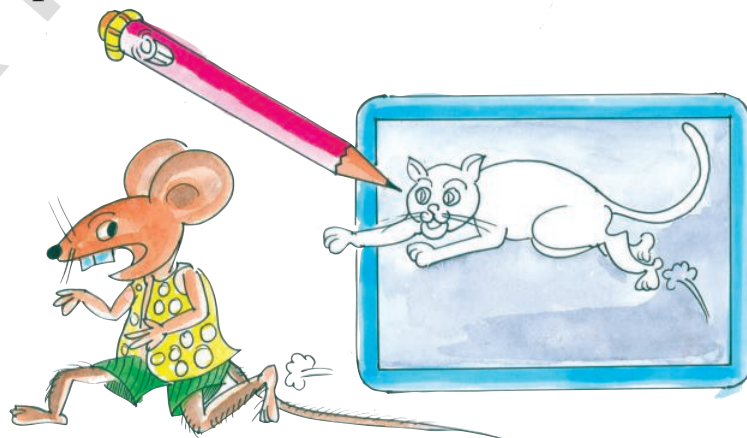


The pencil drew two little triangles on the top circle.

“Oh, oh!” squeaked the mouse. “Now you have made it like a cat! Don’t go on!”



But the pencil went on, till it had drawn long whiskers and mouth on the top circle.



And the mouse cried out in terror, “It’s a real cat! Help!”



Comprehension

A. Answer the following questions:

1. Why did the mouse run away looking at the picture?
2. If you were the mouse, what would you do?
3. The pencil drew a _____ circle.
4. The pencil drew three little things inside the _____.
5. Finally, the pencil drew a _____.



B. Complete the following table as directed.

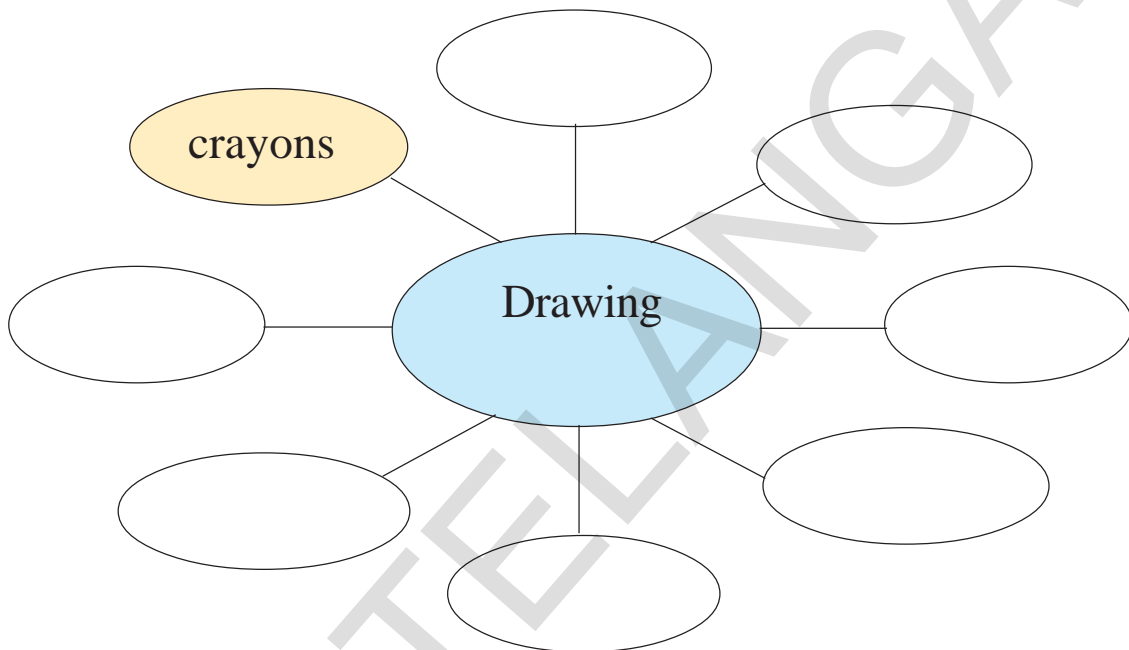
| S.No | When the pencil drew | The mouse asked |
|------|--|-----------------|
| 1. | A big circle | “.....?” |
| 2. | A bigger circle under the first one. | “.....?” |
| 3. | Three little things inside small circle. | “.....?” |





Vocabulary

A. The pencil drew a picture of a cat. If you want to draw a beautiful, colourful picture, what materials do you need? Write them. One is done for you.



B. In the story, the mouse was hungry. It was thinking of different food items. What food items do you remember when you are hungry?





Grammar

Read the following sentences from the story.

1. The pencil saw a **little** mouse.
 2. Let me draw one **last** picture.
 3. The pencil drew a **big** circle.
- In the 1st sentence, the word **little** tells something about the mouse.
 - In the 2nd sentence, the word **last** tells something about the picture.
 - In the 3rd sentence, the word **big** tells something about the circle.

A. Complete the sentences using the words given.

red fresh big one yellow

1. I have a bag.
2. Priya likes roses.
3. We are buying apples.
4. Gita has two mangoes, she gave me mango.

B. Rewrite the given sentences using the words given.

1. Sham is a boy. (fat) Sham is a fat boy.
2. Kamala is a girl. (tall)
3. My sister has a doll. (lovely)
4. Manasa ate bananas. (three)

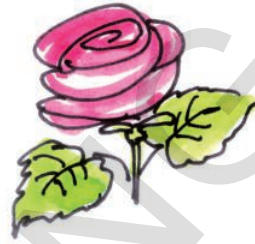


C. Look at the picture and fill in the blanks choosing from the words given.

fat old pink big short



a boy



a rose..



an man.



a tree.

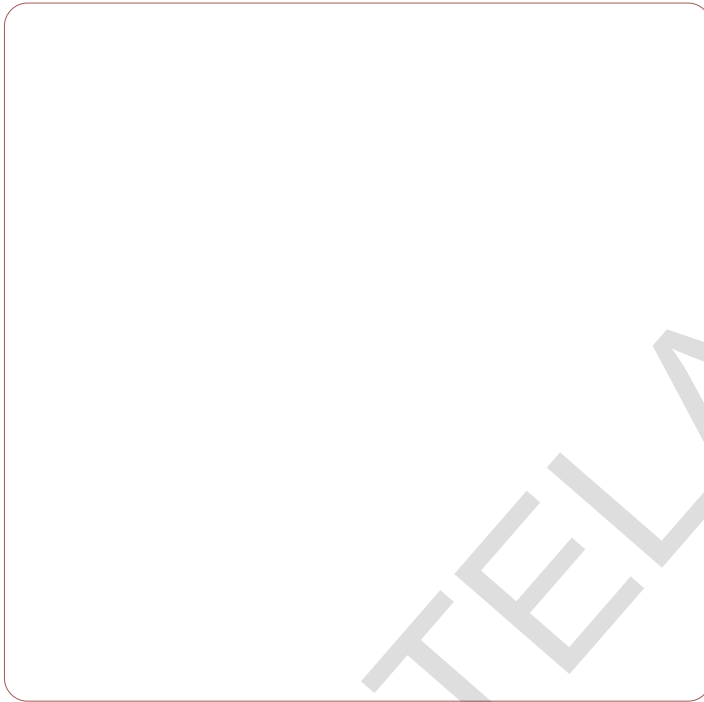
D. Read the words given. Write their opposites.

| words | opposites | words | opposites |
|-------|-----------|-------|-----------|
| big | small | rich | poor |
| fat | | new | |
| hot | | first | |
| tall | | good | |



Writing

A. The pencil drew a lively picture of a cat. The mouse ran away looking at it. Draw your own cat.



1. What is the name of your cat ?
2. What is the colour of your cat?
3. What does your cat like ?
4. How would you take care of your cat?
5. How would you enjoy with your cat?

Now, write the description of your cat using the above questions.

My cat's name is _____





B. The pencil drew a circle.

The mouse asked, “Is that a cheese?”

If the pencil draws a square, what will the mouse ask?

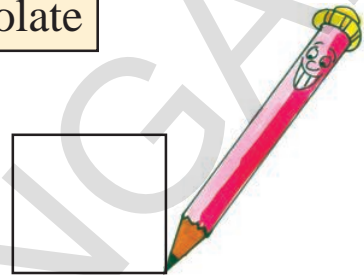
bread biscuit cake chocolate

Is that

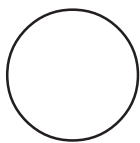
Is

Is

.....



C. Colour the shapes. Read the words given.



circle



rectangle



square



cone

Oral Skills

Guess what the hidden thing is.

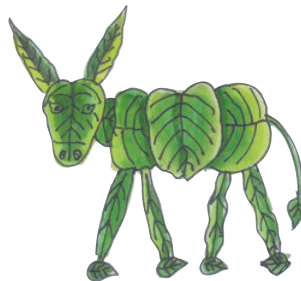
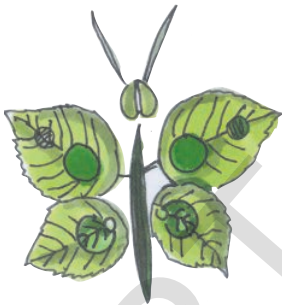
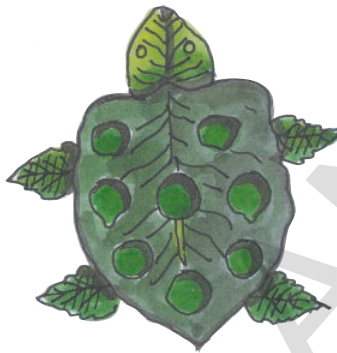
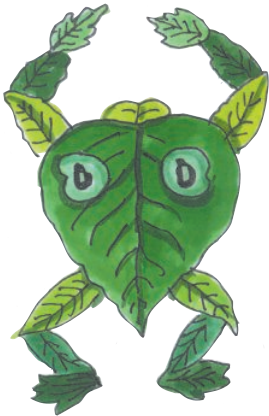
1. You and your friend are a pair.
2. You hide something in your hand and ask your friend to guess what it is.
3. Your friend asks, ‘Is that a food item?’
You must say ‘Yes’ or ‘No’.
4. Your friend is allowed to ask only five questions to guess about what you have hidden to win the game.



Project Work

My Leafy Animals.

A. Look at the pictures of different animals made using leaves. Choose the one you like and make your own animal.



Write the names of these leafy animals.





B. Now describe your 'leafy animal' mentioning the different leaves you have used for the different parts of its body.

Conventions of Writing

Make necessary corrections using proper punctuation {capital letter, and spelling}. Rewrite the sentences.

1. He found the pencl.

2. the pencil drew two little triangles.

Fun with Words

Fill in the blanks using the same letter two times.

Ex : lo _ _ y lorrry ri _ _ on ribbon

| | | |
|----|-----------|-----------|
| 1. | a _ _ le | ra _ _ it |
| 2. | di _ _ er | be _ _ |
| 3. | e _ _ | le _ _ er |
| 4. | sp _ _ n | su _ _ er |
| 5. | pre _ _ y | sma _ _ |

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B Reading

The lion and the mouse

Once upon a time, in a thick forest, a lion was sleeping under a tree. A cheerful mouse came there and saw the lion.

The mouse climbed onto the body of the lion and started playing. He pulled the lion's whiskers.



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