



Mud went back to the river bank. But, Brass went on.

Soon, the river was deep, and Brass was not able to swim.

"Help! Help!" said Brass.

Mud used a stick from the river bank to help.

After that, Mud and Brass do not play in the river.

They only play by the river.



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

Let us think and do



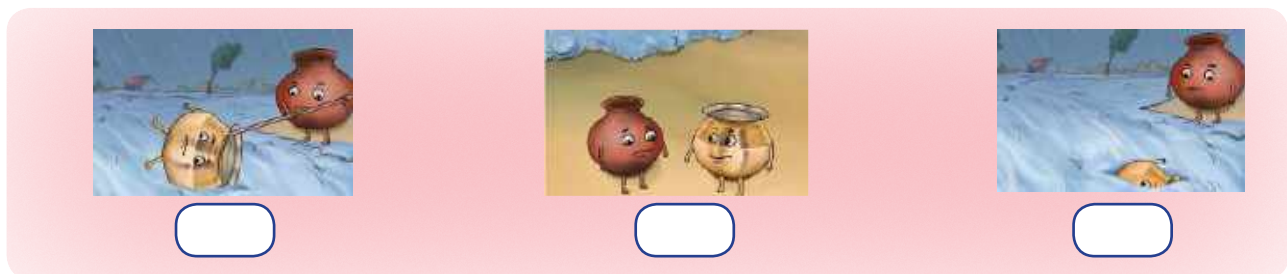
Circle the correct word.



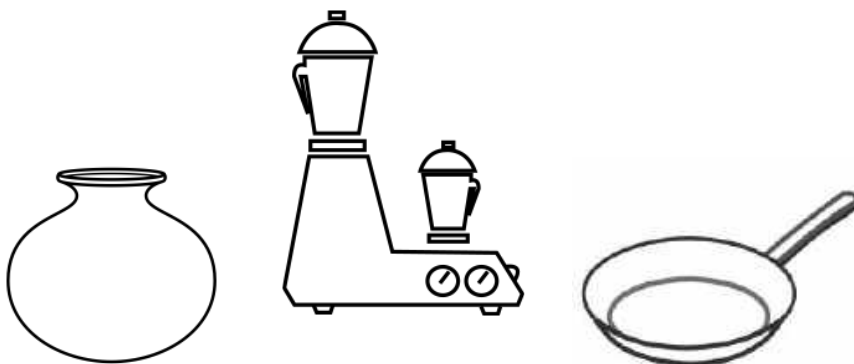
Tick (✓) Yes or No.

- | | | |
|-------------------------------------|------------------------------|-----------------------------|
| 1. There are two pots. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. They play in a park. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. The mud pot saves the brass pot. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Arrange the story in the correct order using numbers from 1 to 3.



Let us make



- Colour the pot **brown**.
- Colour the mixer **red**.
- Colour the pan **black**.

Note to the teacher: Read the instructions one by one. Encourage children to colour after listening to the instructions.

Big Picture



1. What is in the girl's hand? *A key is in the girl's hand.*
2. What is in the boy's hand?
3. What is on the wall?
4. What is under the table?
5. What is in the tank?
6. What is on the sofa?
7. What is on the cupboard?
8. What is on the hanger?
9. What is the colour of the wall?
10. What is the time by the wall clock?

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

I Can Do



1. Write the names of the utensils.

knife bowl mixer







2. Read the sentence and write True (T) or False (F).

We cut with knife. ()

We mix with recipe book. ()

We make milkshake with mixie. ()

We fry with pan. ()

3. Match the word with picture.

Stir



Chop



Boil



4. Arrange the letters and write the correct word.

- Beat with a (khisw)
- Cut tiny pieces with (egratr)

5. Recite the poem 'Bender the Blender'.

6. Listen to the teacher and ask a question.

- Ask a pen from your friend.
- Ask a notebook from your brother/sister.

7. Circle the odd one.

1.



2.

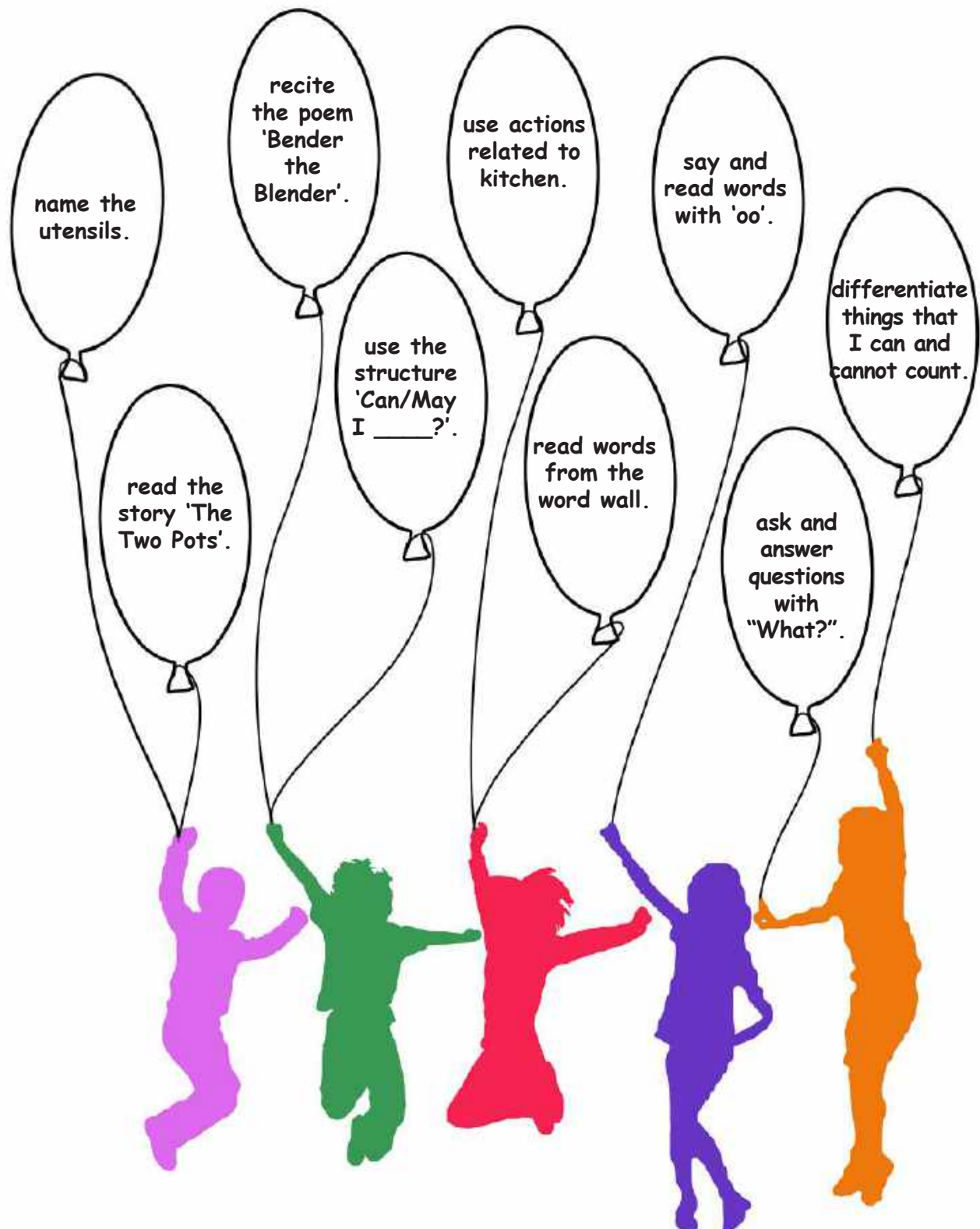


8. Write **C** for things you can count and **U** for things you cannot count.



Learning Outcome

Now I can...



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

2

The Insects

I keep
away from
the insects.
Do you?





Look and say



snail



bumblebee



ladybug



butterfly



mosquito

grasshopper

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

housefly

dragonfly



spider

firefly

caterpillar

beetle

rain bug



Let us sing



Incy Wincy Spider

Incy wincy spider
Climbed up the water spout,
Down came the rain
And washed poor Incy out.

Out came the sunshine
And dried up all the rain,
And Incy wincy spider
Climbed up the spout again.

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



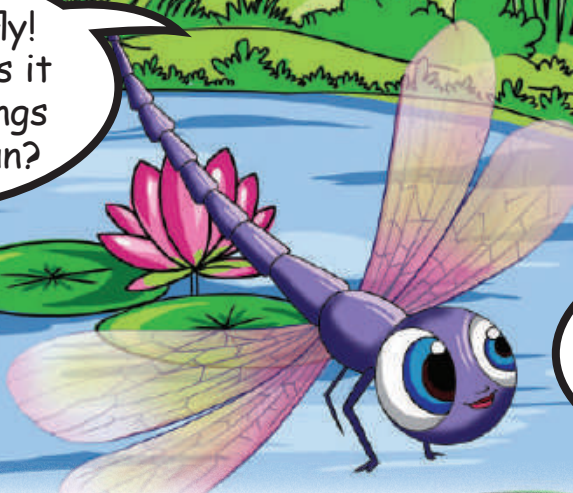


Let us learn


The Proud Dragonfly



A blue dragonfly lives near a pond with his friends. He is a proud insect. One morning as he was enjoying the sun sitting on a lotus leaf, a butterfly comes by.




Hello, Butterfly!
You look sad. Is it
because my wings
shine in the sun?

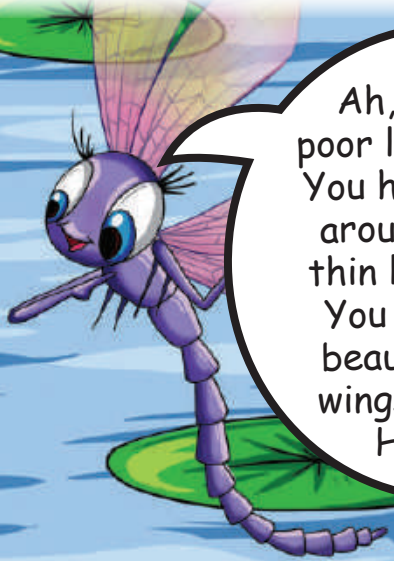


What? Why should
I feel sad? I know
that I am a very
beautiful and colourful
insect.

An ant speaks as he is on his way to his anthill, carrying food for the winter.



Surely you can find
some work to do,
can't you? All that
you do all day is to
sit there and feel so
proud of yourself.



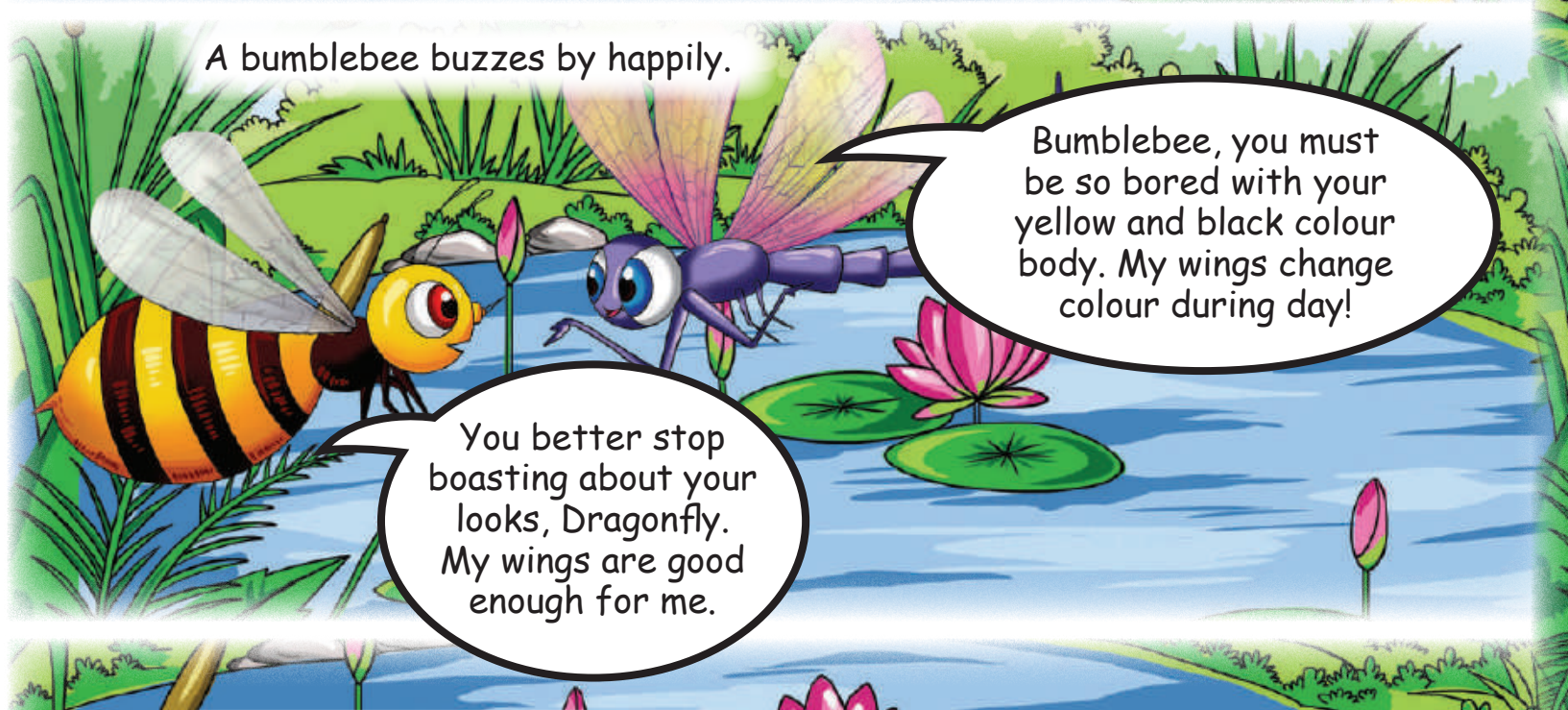
Ah, Ant! You
poor little fellow!
You have to walk
around on your
thin legs all day.
You don't have
beautiful shiny
wings like mine.
How sad!



A ladybug flies low, near the pond.

Hey, ladybug.
Don't you wish
you were as slim
as me?

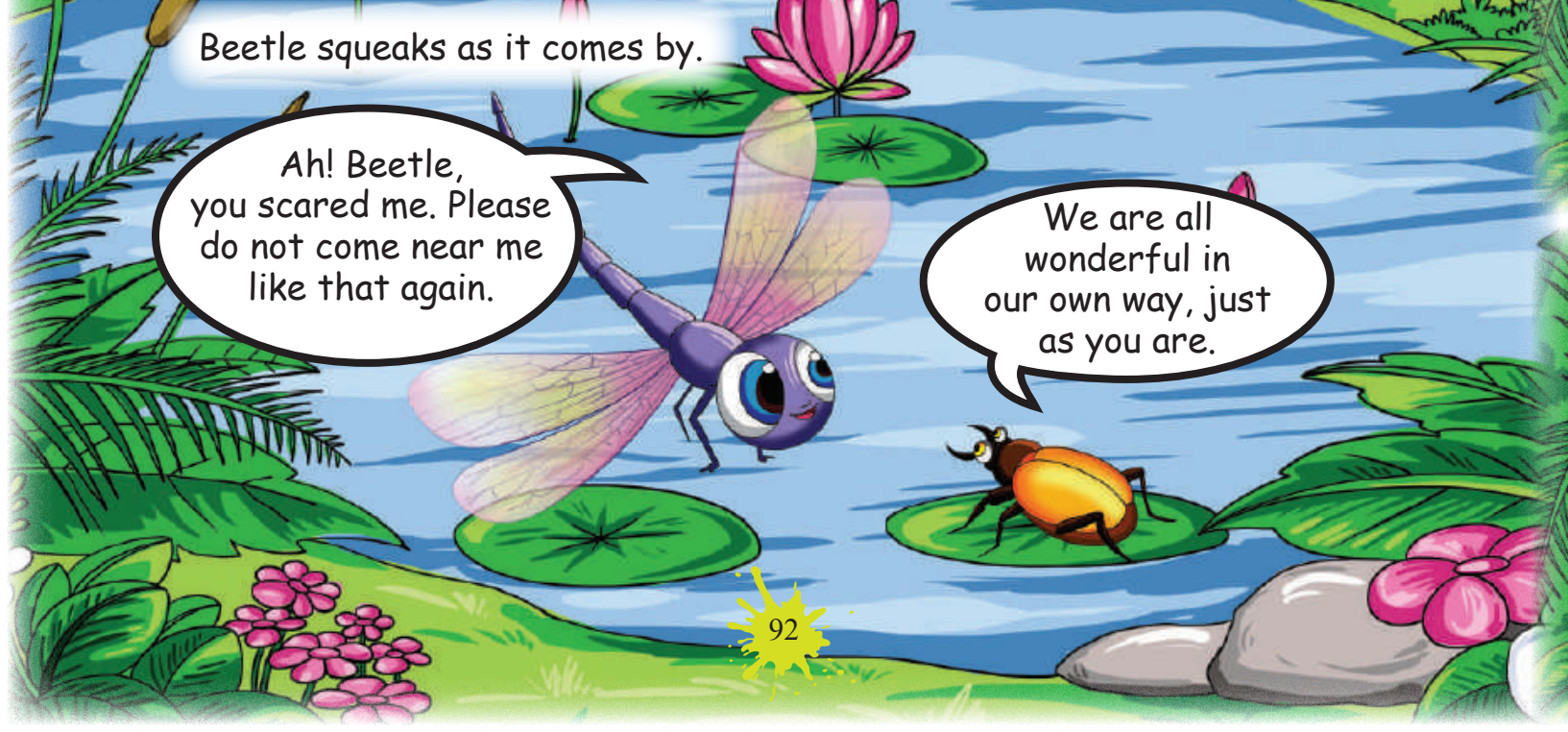
Ha! Ha! I am
happy as I am.



A bumblebee buzzes by happily.

Bumblebee, you must
be so bored with your
yellow and black colour
body. My wings change
colour during day!

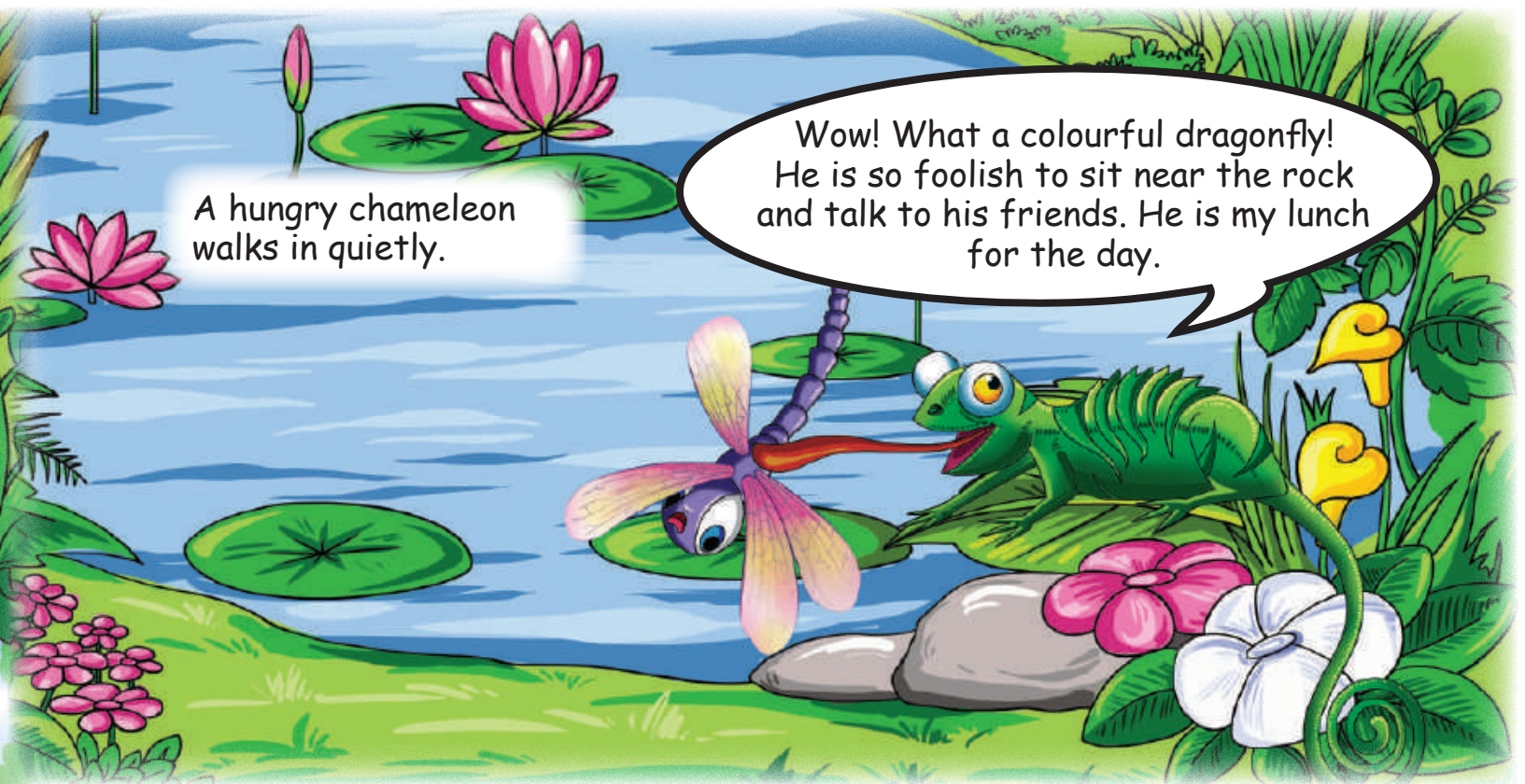
You better stop
boasting about your
looks, Dragonfly.
My wings are good
enough for me.



Beetle squeaks as it comes by.


Ah! Beetle,
you scared me. Please
do not come near me
like that again.

We are all
wonderful in
our own way, just
as you are.



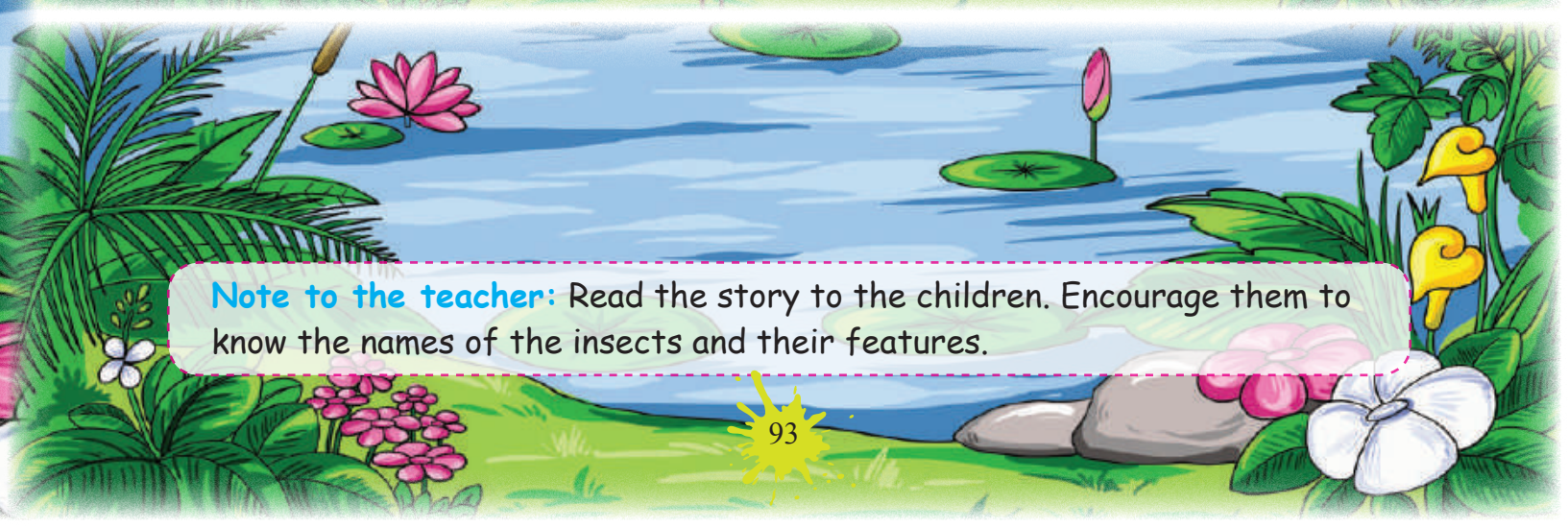
A hungry chameleon walks in quietly.

Wow! What a colourful dragonfly! He is so foolish to sit near the rock and talk to his friends. He is my lunch for the day.



The Chameleon catches the proud dragonfly with his sticky tongue. It munches and eats the dragonfly.

Chomp!
Chomp!
Chomp!



Note to the teacher: Read the story to the children. Encourage them to know the names of the insects and their features.

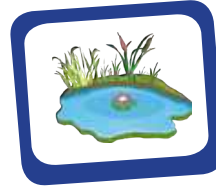


Let us understand



1. Tick (✓) the correct picture.

All the insects in the story lived near _____.



_____ is too proud of itself.



2. Match the words to the pictures.

buzzes

squeaks

colourful

shiny



3. Listen, think and write.

food blue black yellow hungry

- What colour is the dragonfly? The dragonfly is _____.
- What is the ant carrying? The ant is carrying _____.
- What colour is the bumblebee? The bumblebee has stripes of _____ and _____.
- Why did the chameleon eat the dragonfly? The chameleon eats the dragonfly as it was _____.

What comes next? Tick (✓) the correct picture.



Let us talk



- Make flashcards with pictures of insects.
- Divide the class into two groups.
- Call a child from one group and ask him/her to pick a card.
- The child with the card will enact the action of the insect. (e.g. Flying for butterfly.)
- The group should be able to name the insect and the action. (e.g. Butterfly flies.)
- Repeat the activity with the other group.
- The group with the most correct answers wins.



Let us practise



crawl



march



fly



slide



jump

Circle the insects.

lion
horse
caterpillar

butterfly
elephant
dragonfly

snail
ant
tiger

camel
grasshopper
firefly

Fill in the blanks with the actions of the insects.









Let us do



- Display the words on the word wall.
- Make 4 sets of word chits and put them in a box.
- Each child gets a turn to pick a chit and read the word.
- If they read correctly, they get to keep the chit.
- If they are not able to read, they give the chit back.
- When there are no more chits with the teacher, the student with the most chits wins.
- Practise till all the students are able to read the words.



Let us say



Listen to the sound and repeat.

ar
as in




car




jar

ast
as in



blast



fast

Listen and repeat.

car jar far tar star	mark park bark dark shark	art arm farm march spark	blast fast past last vast
----------------------------------	---------------------------------------	--------------------------------------	---------------------------------------



Let us practise



Read aloud.

The car is fast.



We have fun in the park.



The ants march.



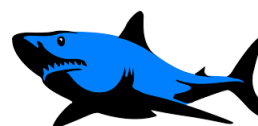
The star is far.



The dogs bark at me.



The shark eats the fish.



Note to the teacher: First teach the sound /a:/ to the children. Then, introduce the two letter clusters for the sound to the children. Help the children relate the sound to the letter cluster.



Let us do



- Make a set of flashcards.
- Invite a child to pick a flashcard.
- Ask the child to show the word to the class and read the word.
- If the child reads correctly, they get to keep the card.
- Ask all children to repeat the word.
- The child with most card wins.
- Practise with all the children.



Let us practise



Circle the correct letter cluster.



ar ast



ar ast



ar ast



ar ast

Fill in the blanks.



s t _ _



p _ _ k



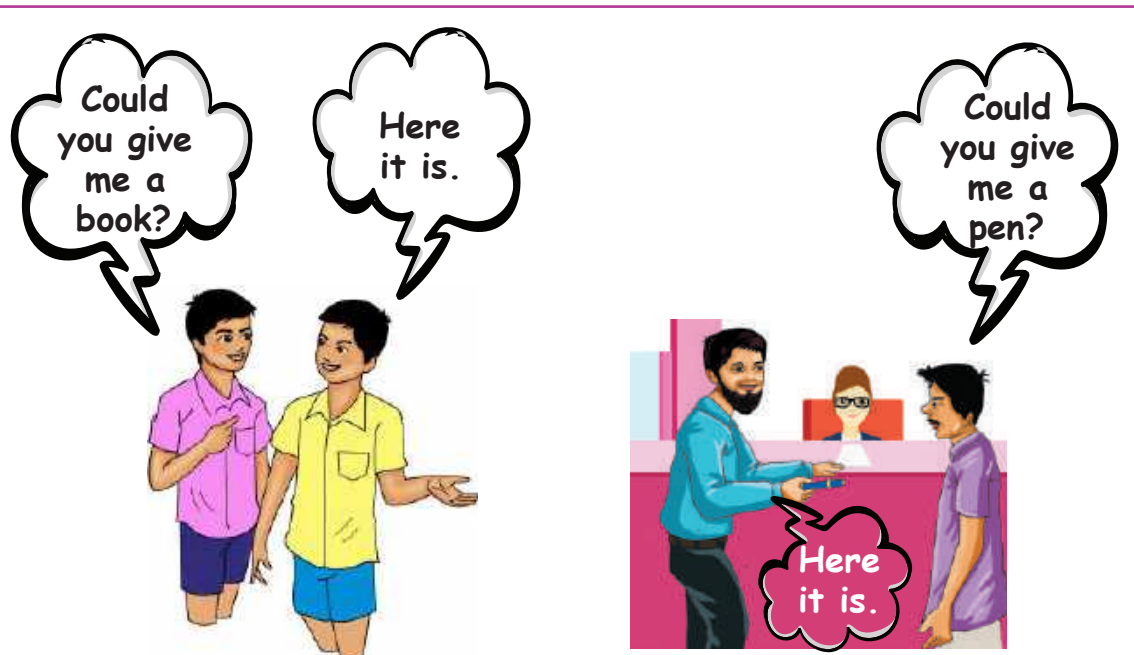
b l _ _ _



f _ _ _



Let us use



Circle Time Activity

- Divide the class into two groups A and B.
- Each child is given an object like a pen, pencil, ID card, book etc.
- Make a child from group A ask, "Could you give me a book?"
- The child from group B with the book should say "Here it is."
- Practise with other objects like pen, pencil, ID card.
- Reverse the roles of the groups.
- Practise with all the children.



Let us practise



Arrange the words and write it. Then, say it to your friend.



me could the toys give you?

bag could you me a give?





Let us know



Look at the caterpillar in the following pictures.



The caterpillar is **in** the shoe.



The caterpillar is **on** the shoe.



The caterpillar is **under** the shoe.



The caterpillar is **near** the shoe.

The words **in**, **on**, **under** and **near** help us know where the caterpillar is.

Tick (✓) the correct word.



- ☐ in
- ☐ near
- ☐ under

1. The cockroach is ___ the shoes.



- ☐ in
- ☐ near
- ☐ under

2. The lady bug is _____ the box.



- ☐ in
- ☐ on
- ☐ under

3. The ant is _____ the chair.



- ☐ in
- ☐ on
- ☐ under

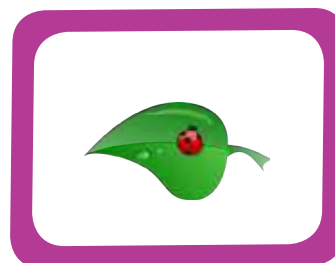
4. The butterfly is _____ the ball.

Fill in the blanks.

in under near on

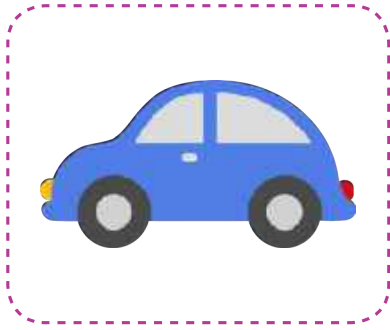


The fish is _____ the bowl.



The ladybug is _____ the leaf.

Read the following sentences and draw the insects.



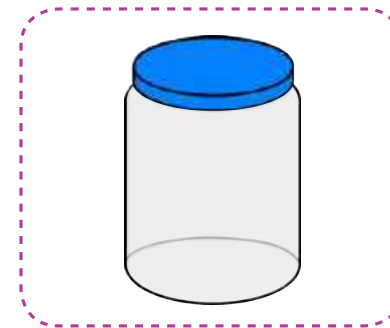
A dragonfly is on the car.



A bug is on the sofa.









A spider is under the chair.



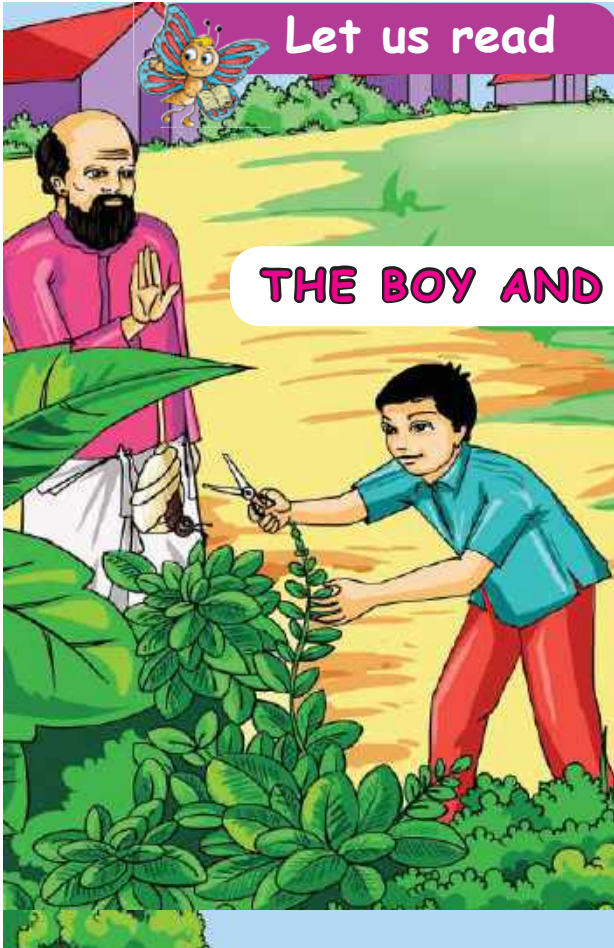
A bee is in the bottle.

Circle the correct picture for the given word.

on		
in		
near		



THE BOY AND THE BUTTERFLY



Sam is a good boy.
He likes to help.
One day, Sam sees a butterfly in
a cover.
Sam said, "I will cut the cover to
help the butterfly!"
Sam's grandpa said "No, let the
butterfly come out on its own."

But, Sam cuts the cover to help the fly.
The fly comes out. But, it is not able to fly away.
The next day Sam sees it on the same rock.
Sam asked, "Why is the butterfly on the rock?"
Grandpa said, "Only if it cuts the cover on its own, it will fly."
Sam said, "Sorry, grandpa. I will never do this again."



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

Let us think and do



Circle the correct word.



cuts eats



butterfly snail

Choose and complete the sentences.

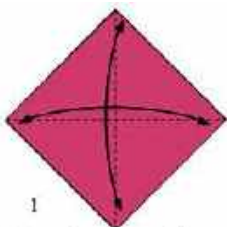
cut help rock

Sam likes to _____.

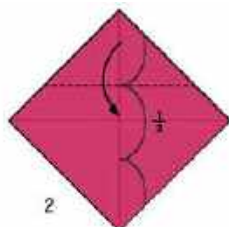
Sam saw it on the _____.

Grandpa said not to _____.

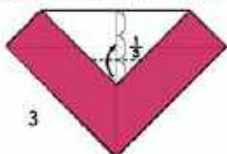
Let us make



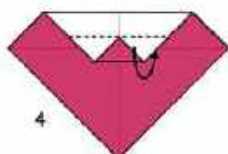
1
Fold in the dotted lines to make cross and fold back



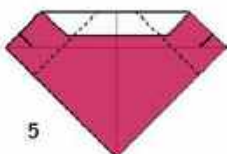
2
Fold in the dotted line



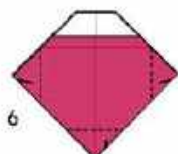
3
Fold in the dotted line



4
Fold inside in the dotted line



5
Fold backward in dotted line



6
Fold backward in the dotted line



7 Draw eyes and spots and finish

Stick your ladybug below.



My ladybug is

Big Picture



1. Where is the ant? **The ant is in the hill.**
2. Where is the snail?
3. Where is the bee?
4. Where is the beetle?
5. Where is the caterpillar?
6. Where is the butterfly?
7. Where is the dragonfly?
8. Where is the mosquito?
9. Where is the grasshopper?
10. Where is the spider?

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

I Can Do



1. Write the names of the insects.

housefly bumblebee spider







2. Tick (✓) the correct one.

- a. Dragonfly is ☐ red ☐ blue .
- b. Ant walks with its ☐ wings ☐ legs
- c. The insects live near the ☐ sea ☐ pond
- d. The tongue of the chameleon is ☐ sticky ☐ smooth
- e. The boy cuts the cover to help the ☐ butterfly ☐ beetle

3. Listen and circle the words that your teacher says.

Lalitha is a star. She makes very nice art. Last time, she drew a farm to win the first prize. Today, she is drawing a park. Her friend Dina has asked her to draw a shark as gift.

Note to the teacher: Read the words - shark star art park farm

4. Match the following.

Ant	crawl
Caterpillar	slide
Snail	march

5. Recite the poem 'Incy Wincy Spider' with intonation.

6. Listen to the teacher and answer.



7. Tick (✓) the correct picture for the given word.

in



under

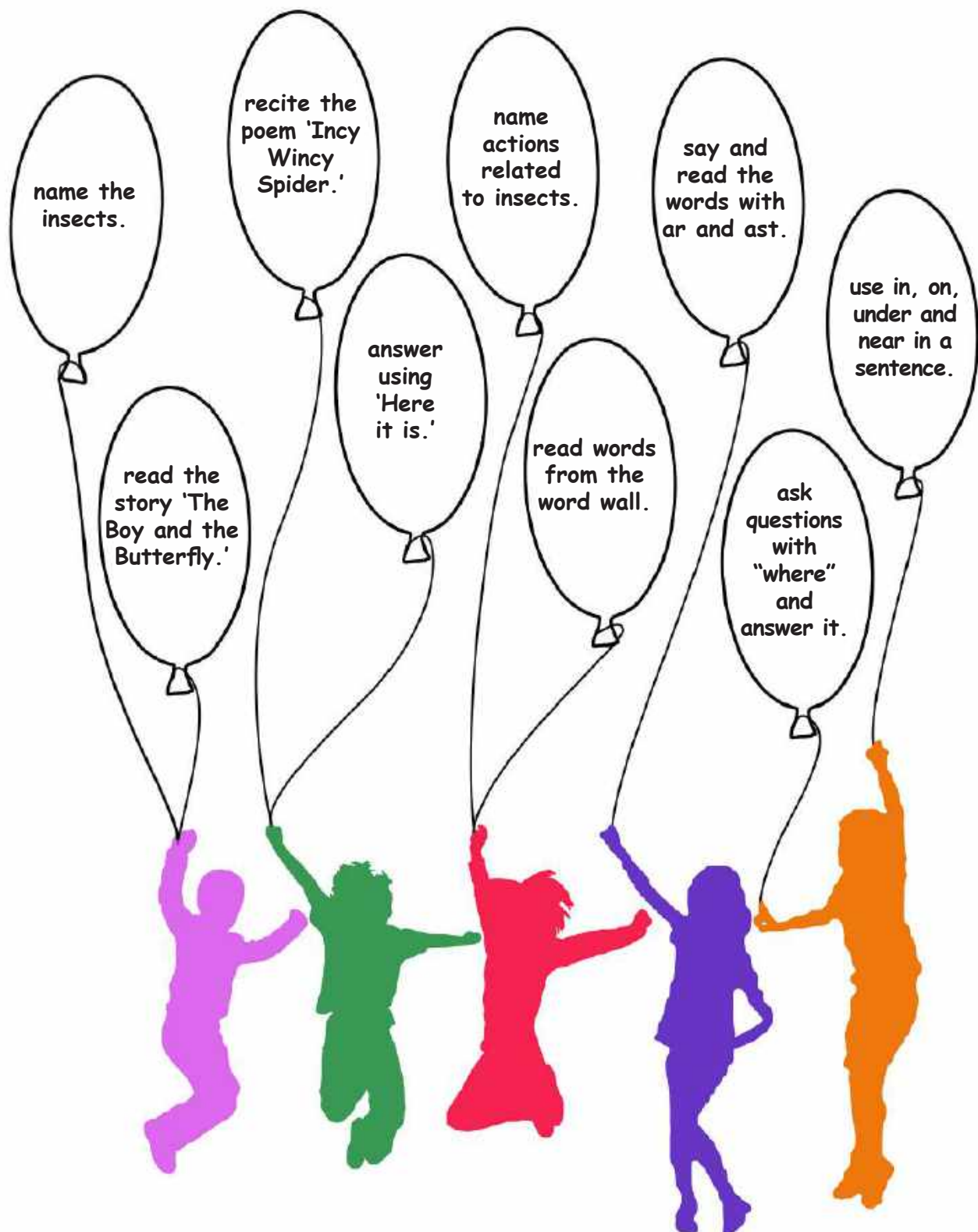


near



Learning Outcome

Now I can...



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

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.

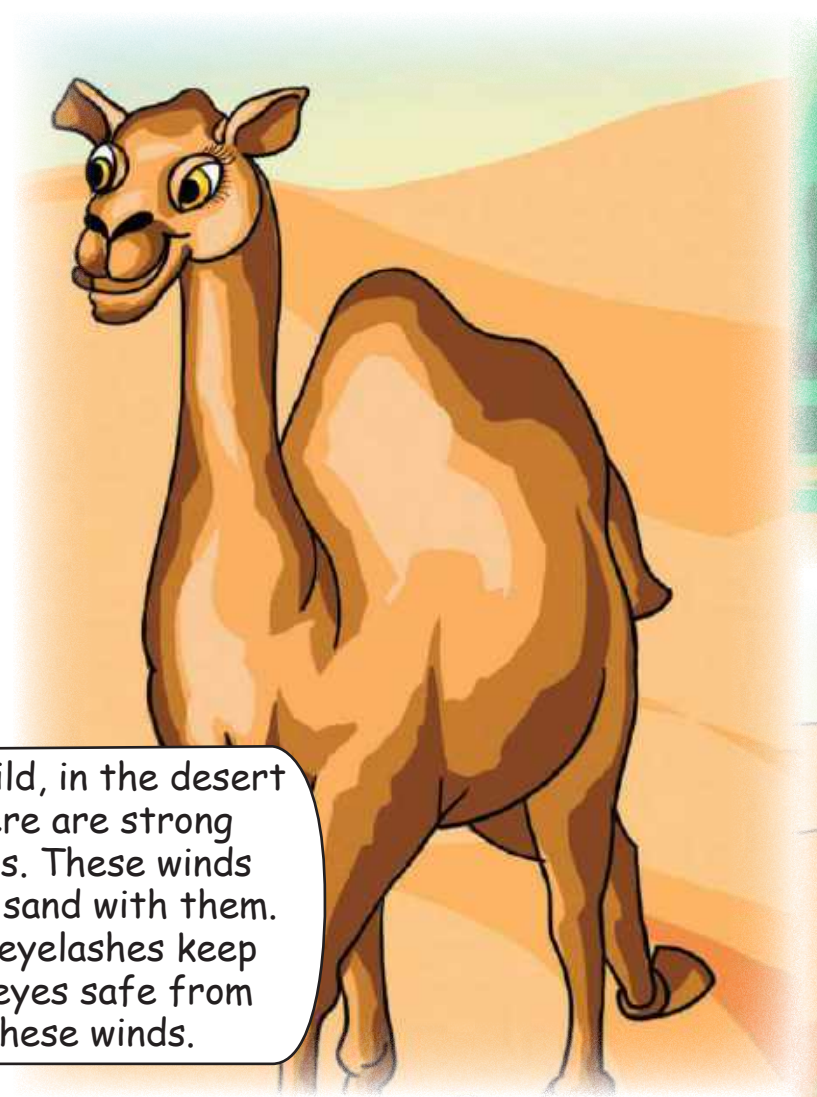


Note to the teacher: Read the story to the children. Encourage them to know the features of the camel's body and the desert.

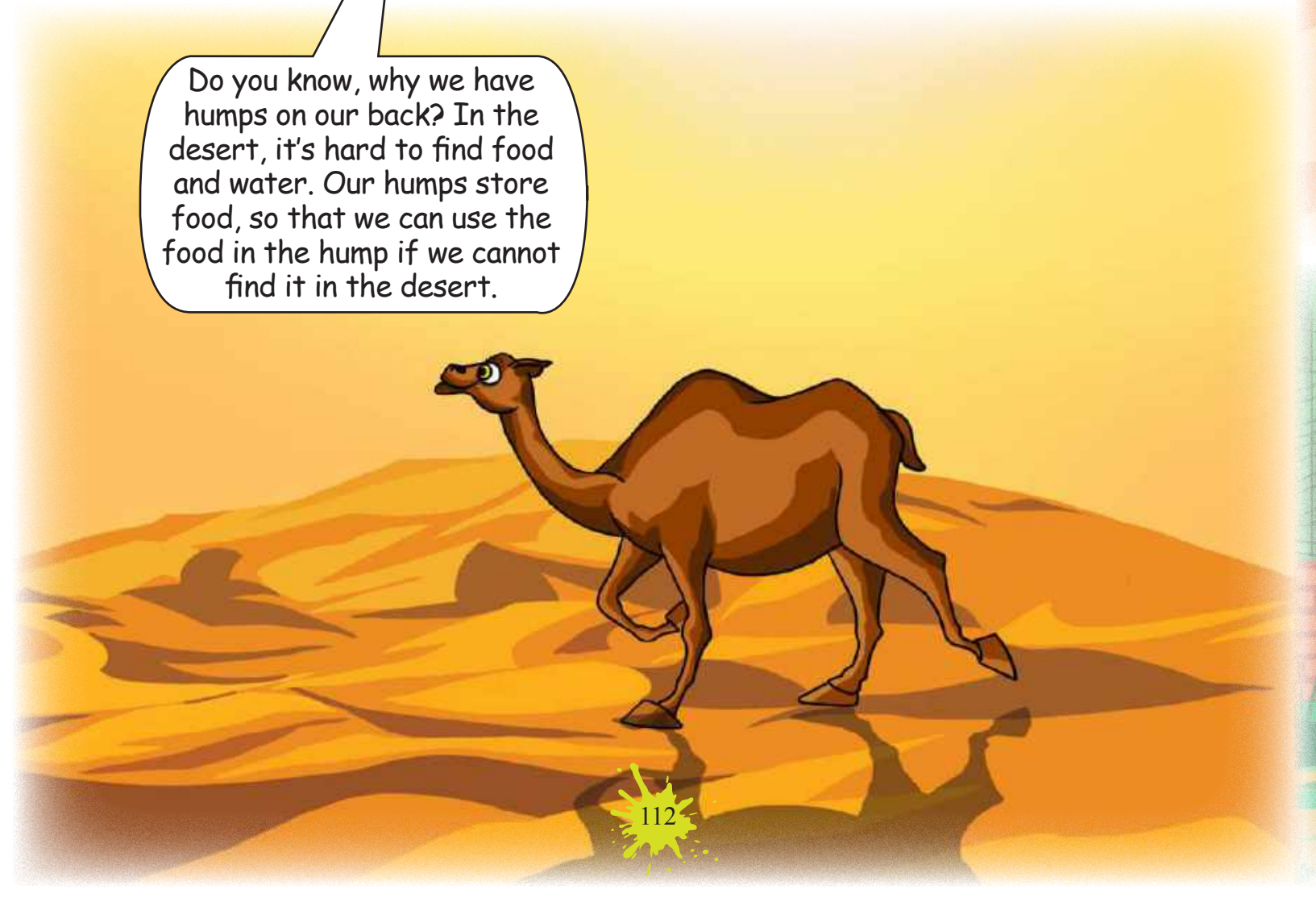





Ma, why do I have these long eyelashes?



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

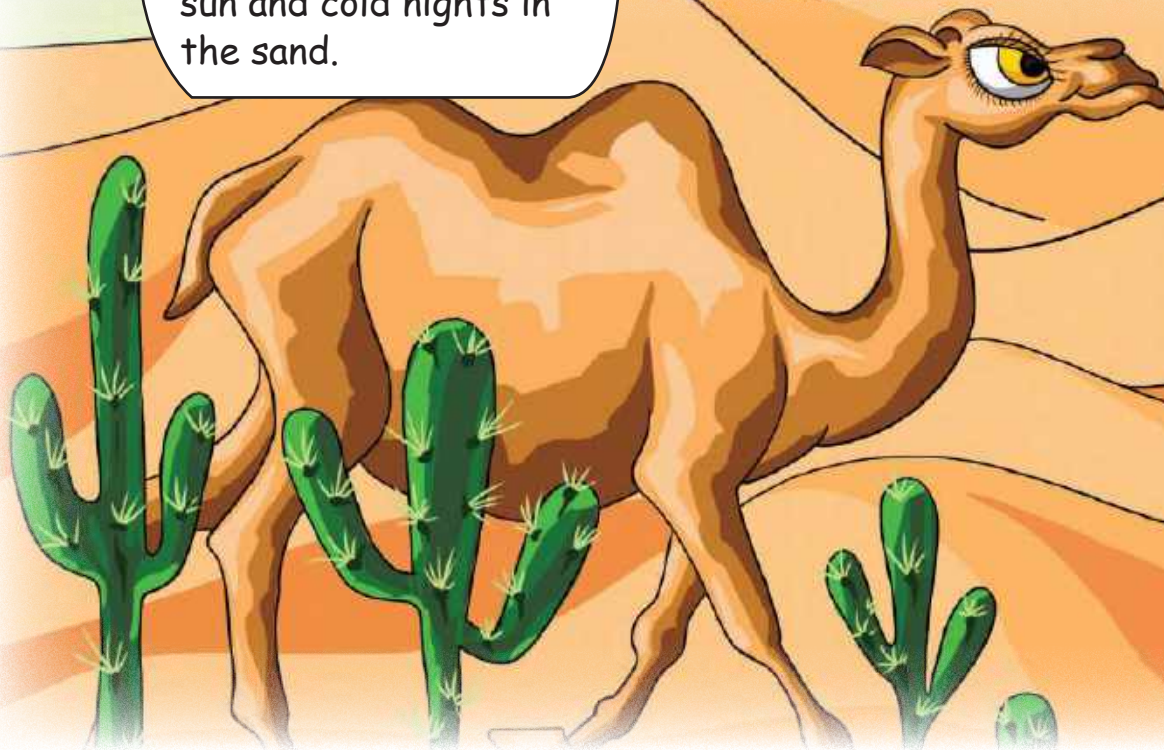


Do you know, why we have humps on our back? In the desert, it's hard to find food and water. Our humps store food, so that we can use the food in the hump if we cannot find it in the desert.

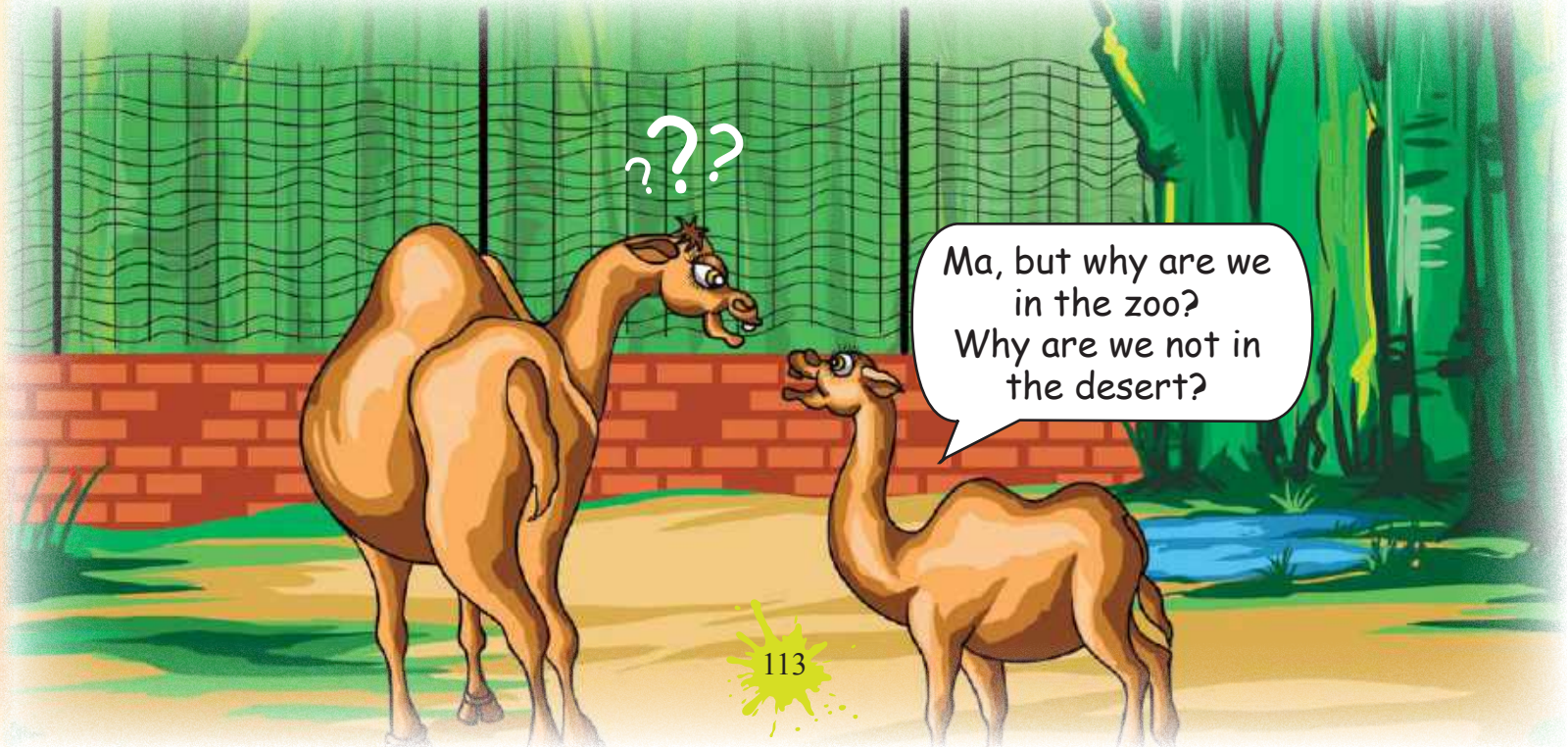


It saves us from
thorny cactus plants
as well as from the hot
sun and cold nights in
the sand.

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



???



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

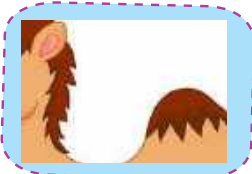
neck



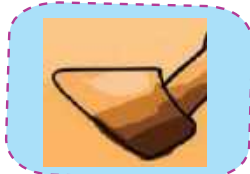
desert

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 are in the _____.



Circle the odd one.





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 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.



- 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 land form.



tall and high -

deep and low -

water all around -




Let us say




Listen to the sound and repeat.

ir
as in




girl




bird

ur
as in



nurse



purse

Listen and repeat.

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

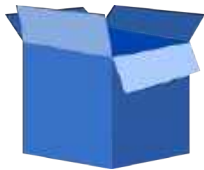
 <p>This is _____ ball.</p>	<p>This is _____ elephant.</p> 
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Let us see how to use 'The'.



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



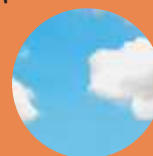
the moon



the earth



the stars



the sky

We use **the** for unique things.

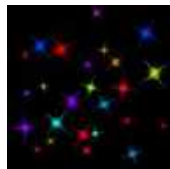
Try these.



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 using suitable article.

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!"

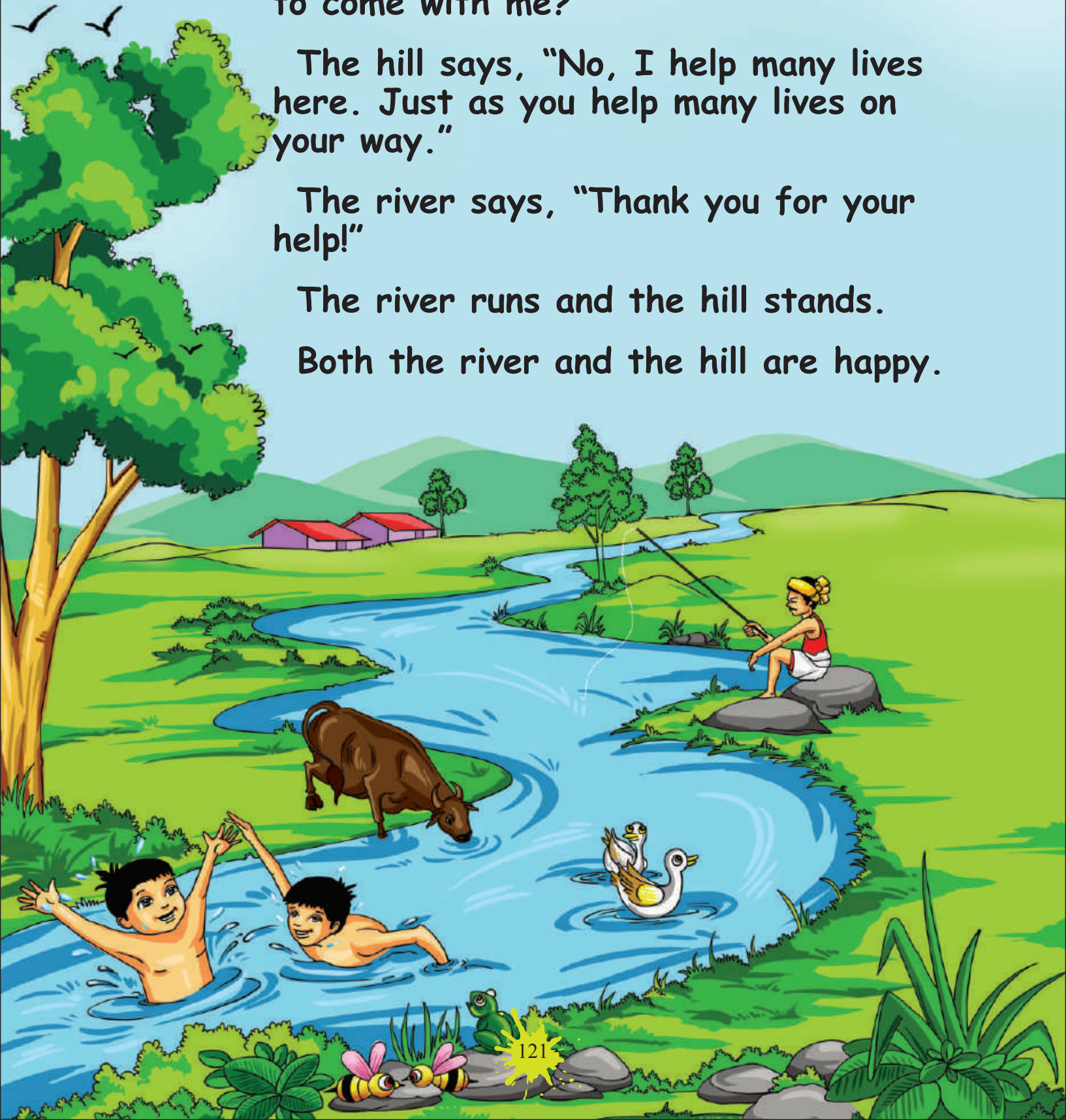
The river says, "I get to see new hills and trees every day. Do you want to come with me?"

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.

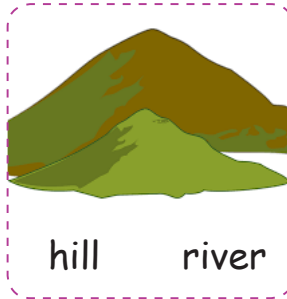
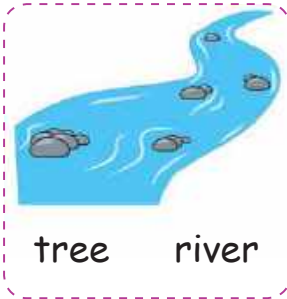
Both the river and the hill are happy.



Let us think and do



Circle the correct word.



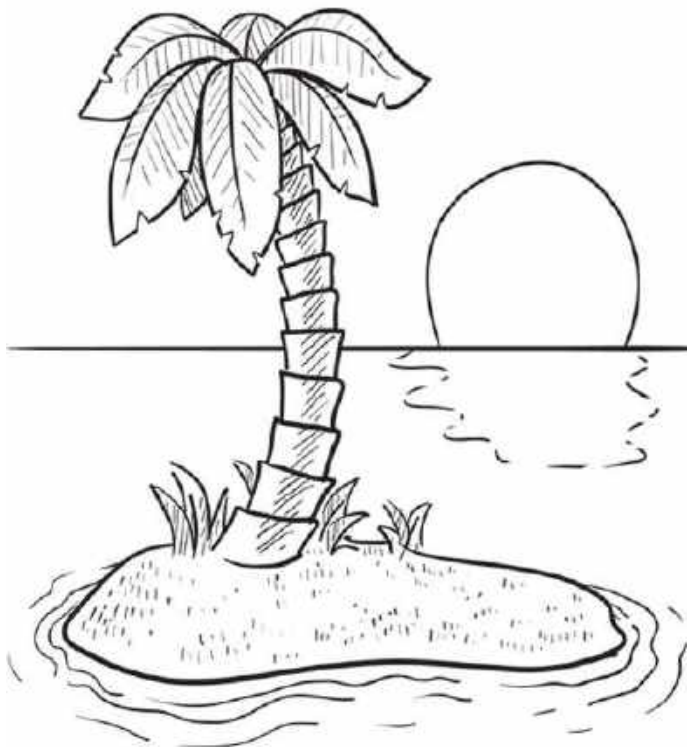
Arrange the words to make sentences.

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 trunk **brown**.

It is an

It is surrounded

by

Big Picture



1. Who rides bicycle? **John rides the 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?
9. 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** or **ur**.

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

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

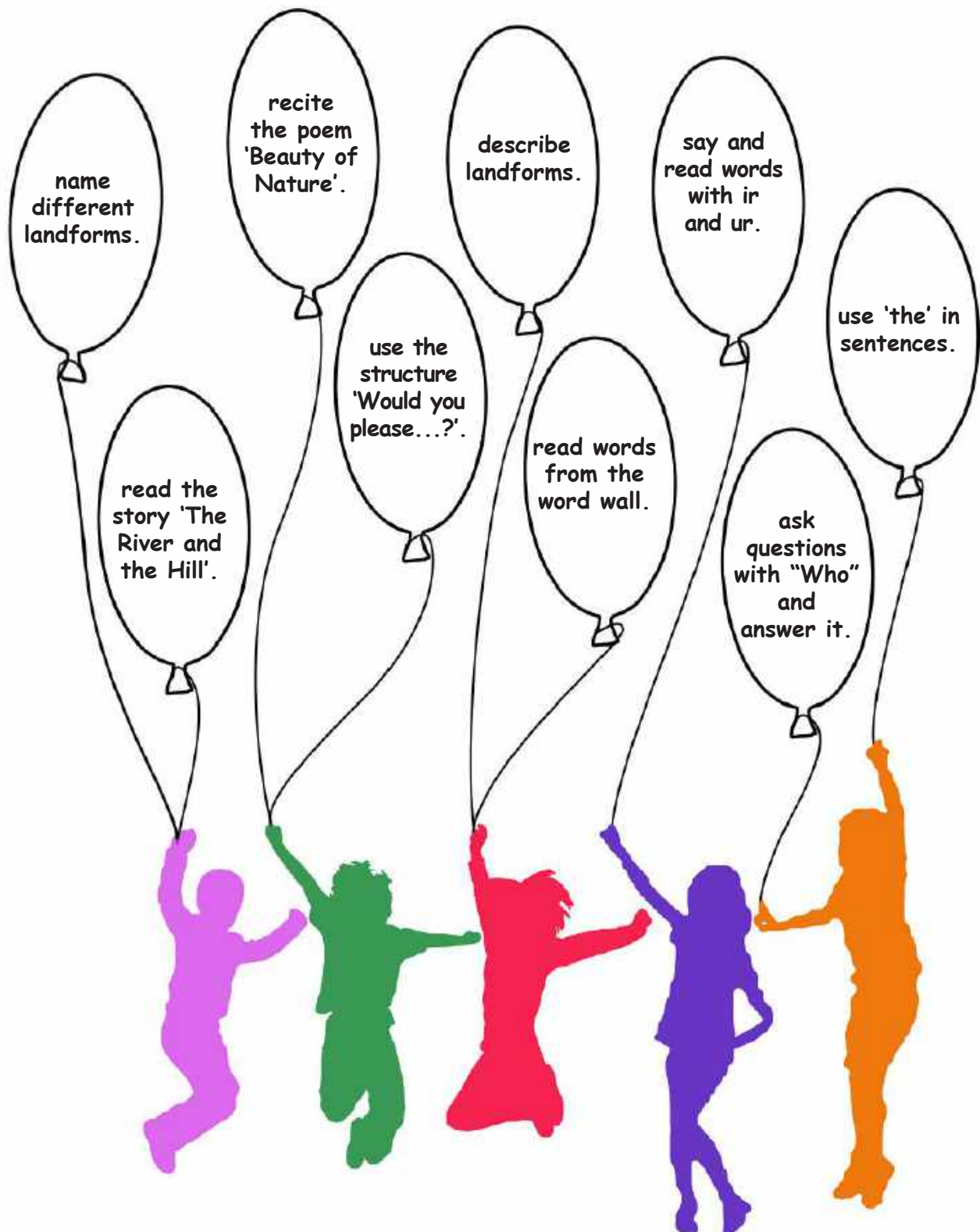
I met _____ Oldman. _____ Oldman came from _____

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.

English – Standard Three, Term - I

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