

# Big Picture



1. When does he get up? **He gets up at 5 o' clock.**
2. When does he go to bed?
3. When does he celebrate his birthday?
4. When does his summer holiday begin?
5. When does his school reopen?
6. When do we celebrate the Independence day?
7. When does he visit library?

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

# I Can Do



1. Look at the pictures and name it.

coconut fiber

turtle

coconut leaves




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2. Circle the words with **ce**.

cement cider ice nice policy

3. Circle the words with **ci**.

city civil spice pencil spicy

4. Circle the words with **cy**.

cycle mercy twice circus fancy

5. Recite the poem **Wonderful tree** with intonation.

6. Listen and circle the words that your teacher says twice.

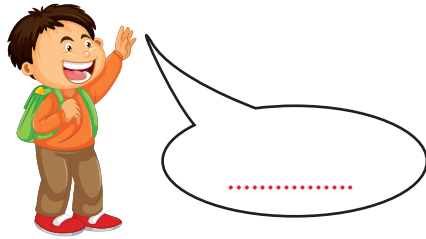
Kavi and I visit the palace. It is very big. It has big wooden doors. The pillars are big and round. We could not hug the pillar fully. Soon, it will dark outside so we go home.



**Note to the teacher:** Read the words - **wooden, pillar, palace, round** and **dark** one more time to the children.

## 7. Listen to the teacher and answer.

How will you ask me for a pen?



## 8. Look at the picture and fill with **me, him, her or us.**

a. She danced with \_\_\_\_\_.



b. My dad went to market without \_\_\_\_\_.



c. Our teacher helps \_\_\_\_\_.



d. Gowri always makes \_\_\_\_\_ laugh.



## 9. Write the correct word.

a. Can you **help** \_\_\_\_\_ with homework? (**her/it**)

b. Lilly **likes** to play carrom, with \_\_\_\_\_. (**he/him**).

c. Abi **saw** \_\_\_\_\_ at the bus stop. (**she/her**)

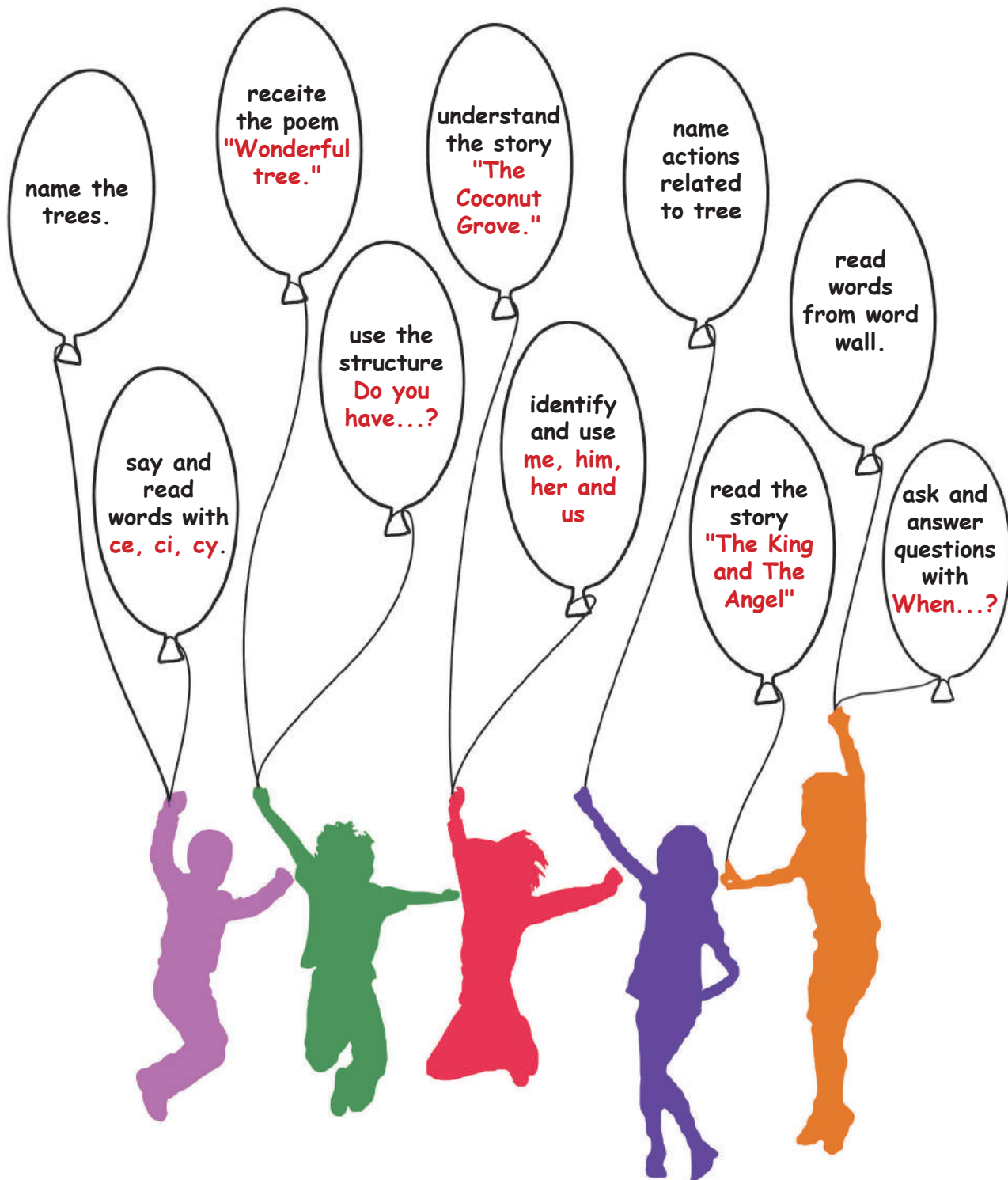
d. Milk **gives** \_\_\_\_\_ energy. (**we/us**)

e. Selvi **brought** \_\_\_\_\_ delicious food. (**I/me**)



## Learning Outcome

Now I can...



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



# 2

## Tools We Use

The plumber helps me fix broken pipes. Do you know anyone else who helps you?

### Let us recall

1. Name the picture to your friend.



2. Read it and do it.

- Open the bag.
- Take a pencil.
- Write the word **stethoscope**.

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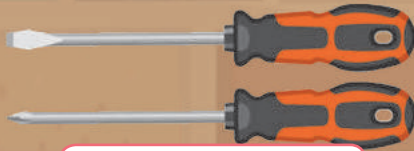
Look and say



Drill



Hammer



Screwdriver

Plier



Saw



Nail

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





Wrench



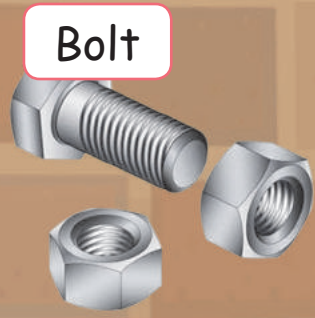
Scissors



Axe



Spanner



Bolt

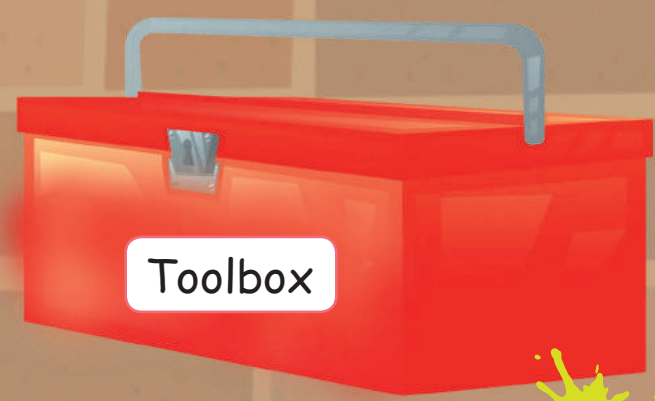
Nut



Tape



Spade



Toolbox





Let us sing



## The Little Doctor

I am a doctor  
Holding a stethoscope  
"Thud! Thud!", says your chest  
Your heart is never at rest!

I am a doctor  
Holding a stethoscope  
"Thud! Thud!", let me hear  
All is well, no need to fear!



**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



## A stitch in time

"Oh no," wails Shyam.

The seams of his favourite shirt have come apart.

"I can't wear this shirt anymore, Thatha!"

"Of course you can, silly," his grandfather says.

"We can fix it!"

Thatha takes a needle and some blue thread.

He shows Shyam how to stitch.



Shyam's friend Veni has come home.

"Let's go cycling," Veni says.

"In a minute," says Shyam. "Let me iron my shirt first."

He switches on the iron box. But the light doesn't glow, and the iron remains cold.

"Ufff! I'll just wear the crumpled shirt," grumbles Shyam.

"I was at the Repair Shop last week," says Veni.

"George Uncle was repairing an iron box. I watched what he was doing closely. Let's try to make it work! Do you have a screwdriver?"





Shyam hunts in the cupboard and gets a screwdriver. Veni unscrews the back of the iron. She scans the inside of the iron.

"What's wrong?" asks Shyam.

"I don't think I can repair it," says Veni.

"Oh no! Appa and Amma will scold us when they see what we have done to the iron box!"

"We'll take it to the Repair Shop! They'll help us." says Shyam. Shyam and Veni take it and sneak out on their cycles to the Repair Shop.

"Aunty, can you help us repair this iron box?" Veni asks Daisy Aunty.

"What's wrong with it?"

"It won't switch on!" says Veni.

Daisy Aunty takes out a little box with wires and knobs.

"This is a multimeter," she says. "It checks if all parts of the iron are allowing electric current to flow."

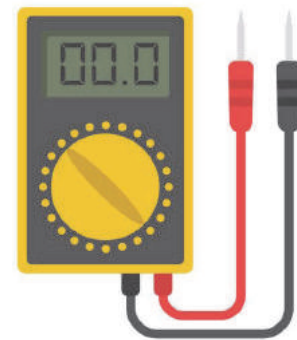
She tests all the parts, until she comes to a small wire.

"See this wire next to the plug? It's broken — there's your problem!"

She cuts out the old wire and plug, and fixes a new wire and plug to the iron box.

"Let's test it." She switches it on, and the light glows.

The iron is fixed. Veni and Shyam ride back home. It is a day well spent!



**Note to the teacher:** Read the story to the children. Encourage them to know the name of the tools and its uses.



## Let us understand



A. Look at the picture and tick (✓) the correct word.



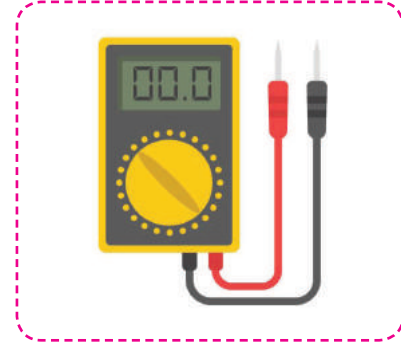
needle

iron box



screwdriver

thread



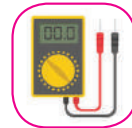
knob

multimeter

B. Match the tool with its use.

Open and close things

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Test electrical things

-



Stitch clothes

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C. Listen, think and write.

1. Who is the main person in the story?
2. What happened to Shyam's shirt?
3. Why did Veni visit Shyam?
4. What was wrong with the iron box?
5. What was the last broken thing that you or someone else fixed?  
How did you do it?

What will come next?



## Let us talk



- Prepare a set of flashcards for following the words: wind, fix, open, close, join, dig, strike etc.
- Divide the children into two groups and teach them the words with action.
- Call a child from group A to pick a card and do the action.
- Then, call a child from group B to guess the word.
- Ask the class to repeat the word.
- Practise with all children.



## Let us practise



Look at the picture and name it to your friend.



wind



drill



fix

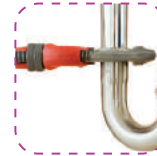


dig



strike

Look at the picture and write the correct action.



## Let us do



- Display the words on the word wall.
- Make 5 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 a clap.
- If they are not able to read, they have to give the chit back.
- When the teacher has no chits left, the child with the most chits wins.
- Practice till all the children can read the words.





Let us say

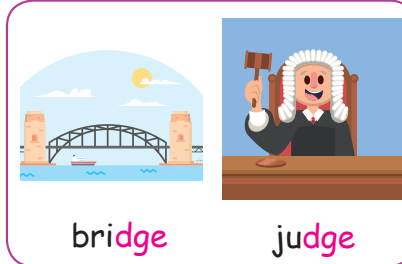


Listen to the sound and repeat.

ge  
as in



dge  
as in



gi  
as in



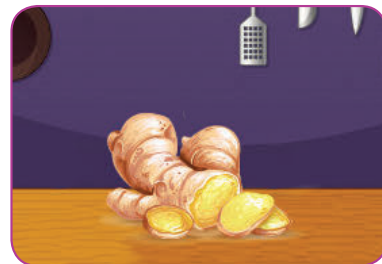
Listen and repeat.

gem	edge	gist
germs	judge	magic
gender	badge	ginger
gentle	fridge	giraffe
danger	bridge	imagine

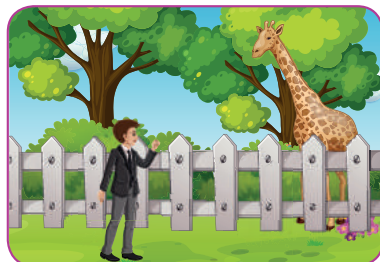
Read aloud.



The judge is a gem of a person.



The ginger is on the table.



The giraffe eats the leaves.



The magician is a genius.

**Note to the teacher:** First teach the sound / dʒ / to children. Then introduce the letter clusters for the sound to the children. Help the children relate the sound to the cluster.



## Let us do



- Make one set of flashcards for each letter cluster.
- Ask a child to pick a card.
- If a child picks a card with **ge**, ask the child to read all the words with **ge**.
- Ask other children to repeat with the child.
- Continue for all letter clusters
- Practise with all the children.



## Let us practise



Circle and fill the correct letter cluster.



ge dge

ba \_ \_ \_



gi ge

\_ \_ nger



dge ge

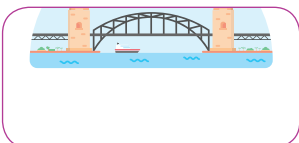
\_ \_ m



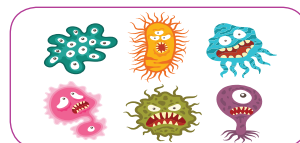
gi dge

fri \_ \_ \_

Look at the picture and fill with **ge**, **dge** and **gi**.



bri \_ \_ \_



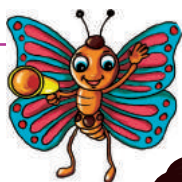
\_ \_ rms



lo \_ \_ \_



\_ \_ raffe



## Let us use



When we want to ask time, we can use **"What is the time?"**  
If someone asks us the time, we can reply by saying **"The time is\_\_."**

## Circle Time Activity

- Make flashcards with clock showing different time.
- Group children in the class as pairs.
- Make one child in the pair ask "What is the time?"
- Now, show any one flashcard to the class.
- Make the other child say, "The time is\_\_\_\_\_."
- Practise with all the flashcards.
- Reverse their roles and practise again.



## Let us practise



### What is the time?

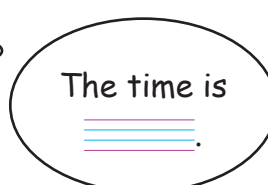
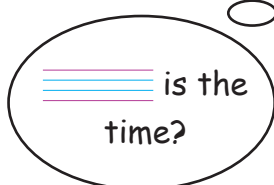


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### Fill in the blanks.





## Let us know



Look at the pictures and words given below.



I like orange.



I like apple.



I like orange **and** apple.



She saw a lion.



She saw a tiger.



She saw a lion **and** a tiger.

Let us see how to do this.

When we want to join two sentences that are the same we use **and**.

**Step 1:** Write the two sentences.

I like apple. I like orange.

**Step 2:** Strike the words that repeat.

I like apple. ~~I like~~ orange.

**Step 3:** Put **and** where you cut the words. I like apple **and** orange.

Here the word **and** has joined the two sentences. Such words are called **joining words**.

Here are some examples:

1. I like jelly **and** ice cream.
2. We went on the slide **and** on the swings.
3. My daddy is my hero **and** my friend.



A. Join the pair of words using **and**.



  <p>cup      saucer</p> <p><u>cup and saucer</u></p>	  <p>Bat      ball</p> <p>_____</p> <p>_____</p> <p>_____</p>
  <p>cow      calf</p> <p>_____</p> <p>_____</p> <p>_____</p>	  <p>cat      rat</p> <p>_____</p> <p>_____</p> <p>_____</p>

B. Strike the common words and join the sentences with **and**.

- Kalai rides a bicycle. Kalai rides a bike. \_\_\_\_\_  
\_\_\_\_\_
- We go to shop. We go to park. \_\_\_\_\_  
\_\_\_\_\_
- He bought a book. He bought a pen. \_\_\_\_\_  
\_\_\_\_\_
- Malar is writing. Malar is reading. \_\_\_\_\_  
\_\_\_\_\_

C. Look at the picture to create a title using **and**



The crow and the fox.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Let us read



## Amazing Ammachi



"Ammachi! Could we make coconut barfi?", Sabari asked.

"Please?", he asked.

"Ha ha ha! Only if you help me make it!" replied Ammachi.

"YAY!", said Sabari excitedly.

"Ready?" shouted Sabari.

"Ready!" said Ammachi after sitting on the seat tied to the pulley.



"We will only pick ripe coconuts, okay? The ones that are brown all over."

"Pull me up! Up! Up! And Up!"

"Now, watch out! Here they come!"

WHOOSH! THUD!

"Now, let us take the husk off!"

CRANK! The lever of the machine rang!

"GRRRRRR!"

This was Sabari's tummy not the lever. Ammachi giggled.







"Then we crack the shell with the cleaver. Like THIS!"

KHATAK!

"And grate the fruit!"

"KRRRRRR!"



"Toss it into the pan with sugar and all the other things!" said Ammachi.

"It smells SO good, Ammachi!" said Sabari.

"Then we pour it all out on to a tray. Let us wait for it to cool."

"Now cut it into neat little pieces! YAY!  
Our coconut barfi is ready to eat."

"YUM! Thank you Ammachi."



**Note to the teacher:** This is a supplementary reading material. Read out the story to children. Make them read the story on their own.

## Let us think and do



A) Match the pictures with the words.

coconut

knife

tray



B) Choose the correct word to complete the sentence.

- Sabari asked his Ammachi to prepare                     . [cake , barfi]
- They picked                      coconut. [tender, ripe]
- They poured the barfi all out on to a                     . [plate, tray]

## Let us make



- Take an old cardboard box.
- Cut the lids and make it a tube.  
Now, cut two long strips of cardboard.
- Stick each of the strips on one end of the box and on each side.
- Now, cut two short strips of cardboard.
- Stick each of the strips on the other end of the box and on each side.
- Cut a small cardboard square.
- Stick it in the middle of small strip.

I used                      to make this.

**Note to the teacher:** Read the instructions one by one. Encourage the children to listen and follow the instructions to make the airplane.





# Big Picture



1. Whose house is near the pond? **Joe's house is near the pond.**
2. Whose house is far from the pond?
3. Whose bag is this?
4. Whose bat is this?
5. Whose shirt is red in colour?
6. Whose cycle is bigger?
7. Whose cycle is smaller?

**Note to the teacher:** Encourage the children to answer the questions with "Whose...?" orally. Practise the structure contextually in the class.



# I Can Do



## 1. Match the words with the pictures.

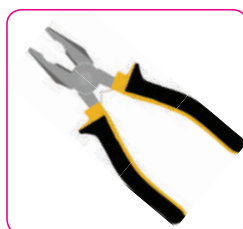
spade

toolbox

drill

plier

spanner



## 2. Circle the word with **ge**.

gender

gem

magic

badge

gentle

## 3. Circle the word with **gi**.

ginger

giraffe

judge

magic

genius



## 4. Circle the word with **dge**.

badge

edge

gist

gem

fridge

## 5. Listen and circle the words that your teacher says twice.

Kanth is feeling warm inside his home. He did not understand why it was so hot today. He steps out to buy some juice. It was hotter outside. Finally, he buys the juice and returns home. He opens the fridge to keep the juice. He sees that he already has juice at home.

**Note to the teacher:** Read the words - **warm, already, finally, understand** and **outside** one more time to the children.

## 6. Answer your teacher and write it.

What is the time ?

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7. Recite the poem "The Little Doctor" with intonation.

8. Join the sentences using **and**.

a. She likes to run. She likes to play.

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b. He eats mango. He eats pear.

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c. I draw a car. I draw a bus.

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d. Chitra met her uncle. Chitra met her aunty.

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e. Amali can sing. Amali can dance.

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9. Look at the picture and create a title for the story using **and**.

lion mouse

crane crab

hare tortoise



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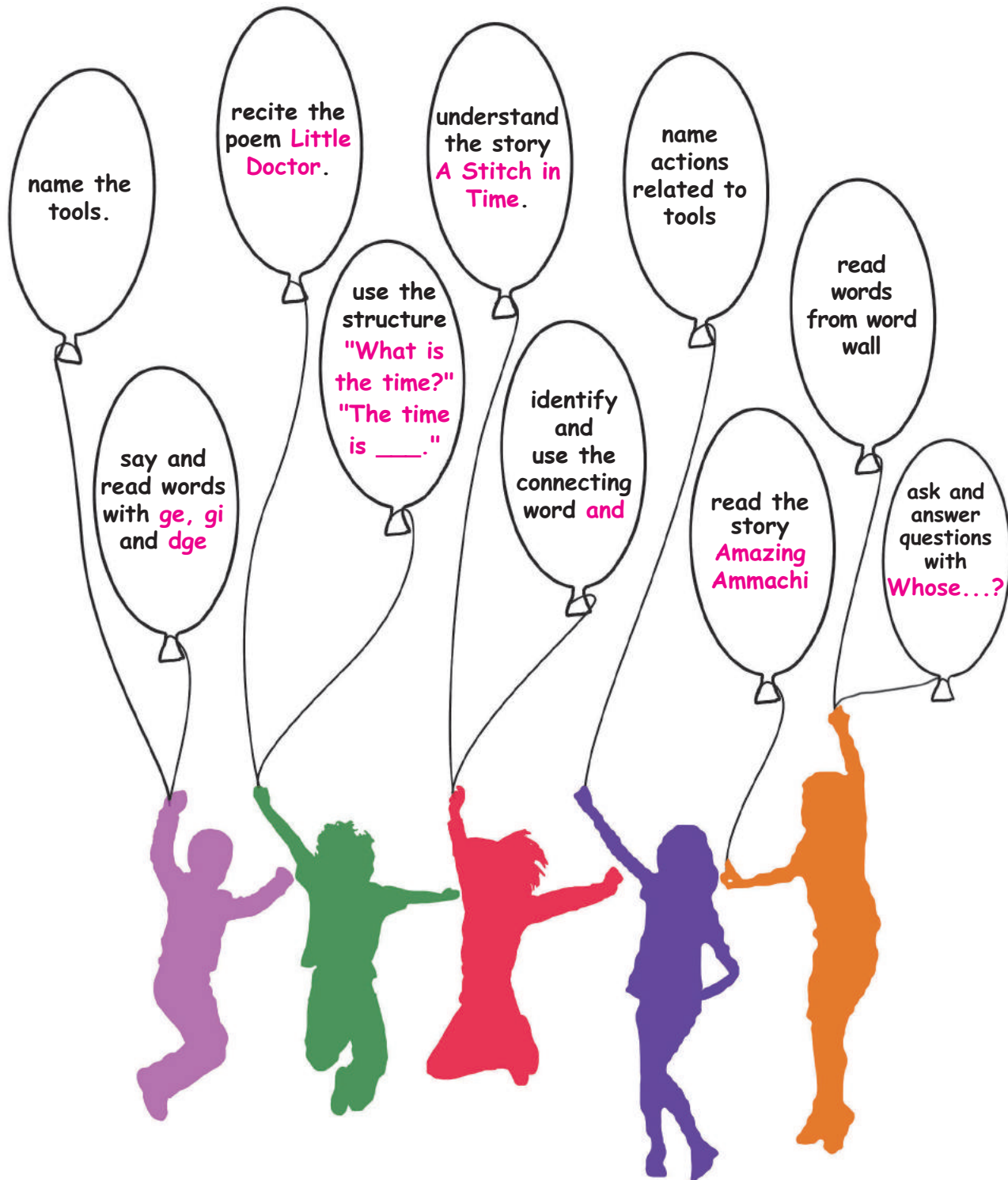
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## Learning Outcome

Now I can...



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

# 3

## Places in my Town



### Let us recall



1. Name the picture to your friend.



2. Circle the things you find in your school.



3. What is this? Write and show.




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Look and say



Post office



School



Library

Hospital



Police station





Market



Bus stop



Park



Zoo



Railway station



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





Let us sing



## Breezy Beach



Breezy wind in the morning,  
Dark clouds keep growing,  
For it could start raining,  
Daya and his father go horse riding!

The sea is so vast and blue,  
The waves come running to you,  
He built a castle on the sand,  
And decorated it with the shells in his hand!



**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



## A Cloud of Trash

Charu was a smart and bright girl. She always was kind to all but, she was the unhappiest girl among her friends. She was certainly the unhappiest girl in her entire class. She was perhaps the unhappiest girl in the world, or at least that's what she felt.

What about her friends?

Charu had no friends any more. No one wanted to play with Charu, because she had a cloud hanging over her head.

The cloud had orange peels and biscuit packets, broken toys and pencil shavings, twisted plastic bottles and colourful plastic bags. All surrounded by a swarm of buzzing flies.



Nobody wanted to play with a girl who had a cloud of trash hanging over her. What if a rotten banana peel fell on your head? YUCK!

Charu couldn't even play hide-and-seek any more. The cloud would always give her away. "Let's walk to school together," she said to Sona. Sona ran off in the opposite direction.

She asked, "May I borrow your pencil?"

Jancy made a face and changed her seat to go sit with Asha.

Charu even had to eat her lunch alone.







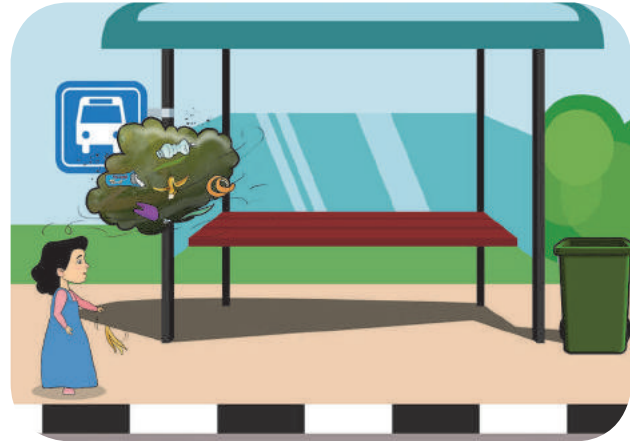
Charu knew that she should have listened to her Amma. Amma always told her not to litter.

"Don't throw the banana peel on the road!"

"Throw the empty biscuit packet in the dustbin."

But, Charu never listened. She only laughed and kept littering. She did not care about her surroundings.

Then one day, Amma became very angry and said, "Soon, all this trash will start following you!"



Charu just laughed.

The next morning, Charu woke up to a foul smell and the sound of buzzing flies. A cloud of trash was hanging over her head. Amma's words had come true!

Charu tried to run away, but the trash cloud followed her everywhere.



She tried to sweep the cloud down with a broom, only to find the cloud over her head.

Charu tried EVERYTHING.

She screamed and asked the cloud to leave her alone. She even tried to throw it into the dustbin, but it just wouldn't go. So, Charu became very unhappy. Then something happened! Charu saw Bala throwing a banana peel on the road near the park.

Charu was annoyed.

Could he not see the cloud over her head?

She yelled, "Don't throw the peel on the road. Someone will slip!"

Bala, scared of the trash cloud, threw the peel in the dustbin.





The next day, the trash cloud had become smaller!

"How did that happen?" Charu wondered.

Then, Charu saw Amutha Aunty throwing away plastic bags near the hospital.

"Aunty!" Charu said. "Please pick up these bags. I am sure you can reuse them."

Amutha aunty picked up the bags and left.

The next day when Charu woke up, the cloud was much smaller. Charu smiled. She knew what she had to do.

When someone threw away a biscuit packet or pencil shavings in the school, Charu stopped them.

She picked up every twisted plastic bottle near the hotel and put it in the dustbin.



The village became cleaner and cleaner, and Charu's cloud became smaller and smaller.

Until one day, it had gone.

**COMPLETELY GONE!**

Charu was now perhaps the happiest girl in the world.

Charu never littered again. Secretly, she liked having the village clean. But, she was also scared that the trash cloud would come back, some day.



Who knew!

Do you litter things in your village?

**Note to the teacher:** Read the story to the children. Encourage them to know the names of the public places.



## Let us understand



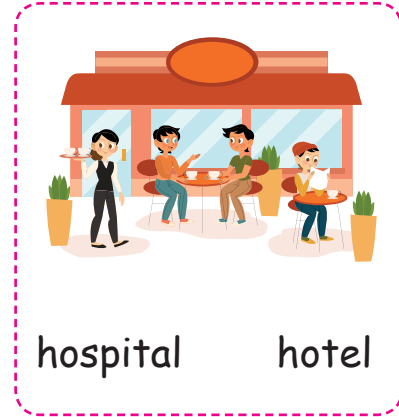
### A. Circle the right word.



litter      letter



rain      trash cloud



hospital      hotel

### B. Write the correct letter to match.

- |           |   |                  |                          |
|-----------|---|------------------|--------------------------|
| a. Amutha | - | cloud of trash   | <input type="checkbox"/> |
| b. Charu  | - | plastic covers   | <input type="checkbox"/> |
| c. Jancy  | - | ran off          | <input type="checkbox"/> |
| d. Amma   | - | changed her seat | <input type="checkbox"/> |
| e. Sona   | - | Angry at Charu   | <input type="checkbox"/> |



### C. Listen, think and write.

1. Why did no one play with Charu?
2. Name the things in the trash cloud.
3. What did Charu's Amma tell her?
4. How did Charu's cloud become smaller?
5. What will you do to keep places around you clean?

### Circle the odd one.





## Let us talk



- Make picture cards describing the words post, paste, inject, deposit etc.
- Divide the students into two groups.
- Call a child from group **A** to pick a card.
- Now, call a child from **B** group to name the action in the picture and the public place it is used in.
- Ensure all the children participate in the activity.



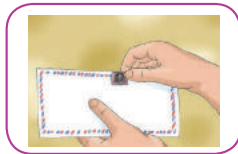
## Let us practise



Show the actions and say it to your friend.



post



paste



inject



deposit

Fill in the blanks with the picture related to public places.



i \_ \_ \_ t



p \_ \_ \_ t



d \_ \_ \_ t



## Let us do



- Make two sets of flashcards with the words from the word wall.
- Divide the class into two groups.
- Give one set of flashcards to each group.
- Pick a word from the word wall and ask a child who has the card, to raise his/her hand.
- The child who raises hand first gets the chance to read.
- If the child reads correctly the group gets one point. If the child is not able to read, another child can help the child read the word.
- The group with the most points wins.
- Practise till all children can read the words.



Let us say



Listen to the sound and repeat.

ear  
as in



pear



bear

are  
as in



care



snare

air  
as in



chair



dairy

Listen and repeat.

pear  
wear  
bear  
tear  
sneer

rare  
dare  
care  
aware  
share

air  
hair  
fair  
pair  
stair

Read aloud.



This is a big brown **bear**.



Blue gems are **rare**.



The **pear** is green.



The **chair** is made of wood.

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



## Let us do



- Prepare one set of flashcards for each of the letter clusters.
- Make every child pick a card.
- Children with letter cluster **ear** must read the word and jump.
- Children with letter cluster **are** must read the word and clap.
- Children with letter cluster **air** must read the word and snap.
- Practice till the children can read the words clearly.
- Shuffle and continue with all the children.



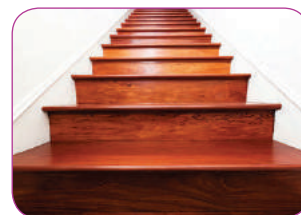
## Let us practise

Circle and fill the correct letter cluster.



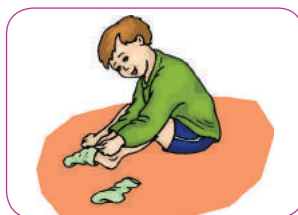
ear      are

prep \_ \_ \_



ear      air

st \_ \_ \_



air      ear

w \_ \_ \_



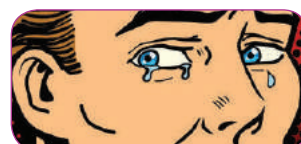
air      are

p \_ \_ \_

Fill in the blanks.



h \_ \_ \_



t \_ \_ \_



h \_ \_ \_



f \_ \_ \_ y



## Let us use



Goodbye,  
Kavi.

Goodbye,  
Ravi. It was  
nice talking  
to you.



When you want to end a conversation you can say, 'Goodbye, \_\_\_\_\_'.  
If someone says goodbye to you, you can reply by saying, 'Goodbye, \_\_\_\_\_.  
It was nice talking to you.'

## Circle Time Activity

- Ask children to form pairs.
- Ask one of the children to say, "Goodbye, \_\_\_\_\_."
- The other child should say, "Goodbye, \_\_\_\_\_. It was nice talking to you."
- Practise with all the children.
- Reverse the roles. Change the pair and practise the structure.

**Note to the teacher:** You can also ask children to use the structure everyday in class.



## Let us practise



Fill in the blanks.



Vinu.



Goodbye Sam.

Goodbye. It was nice  
talking to you, Mano.



Goodbye Aparna. It was  
\_\_\_\_\_ you.



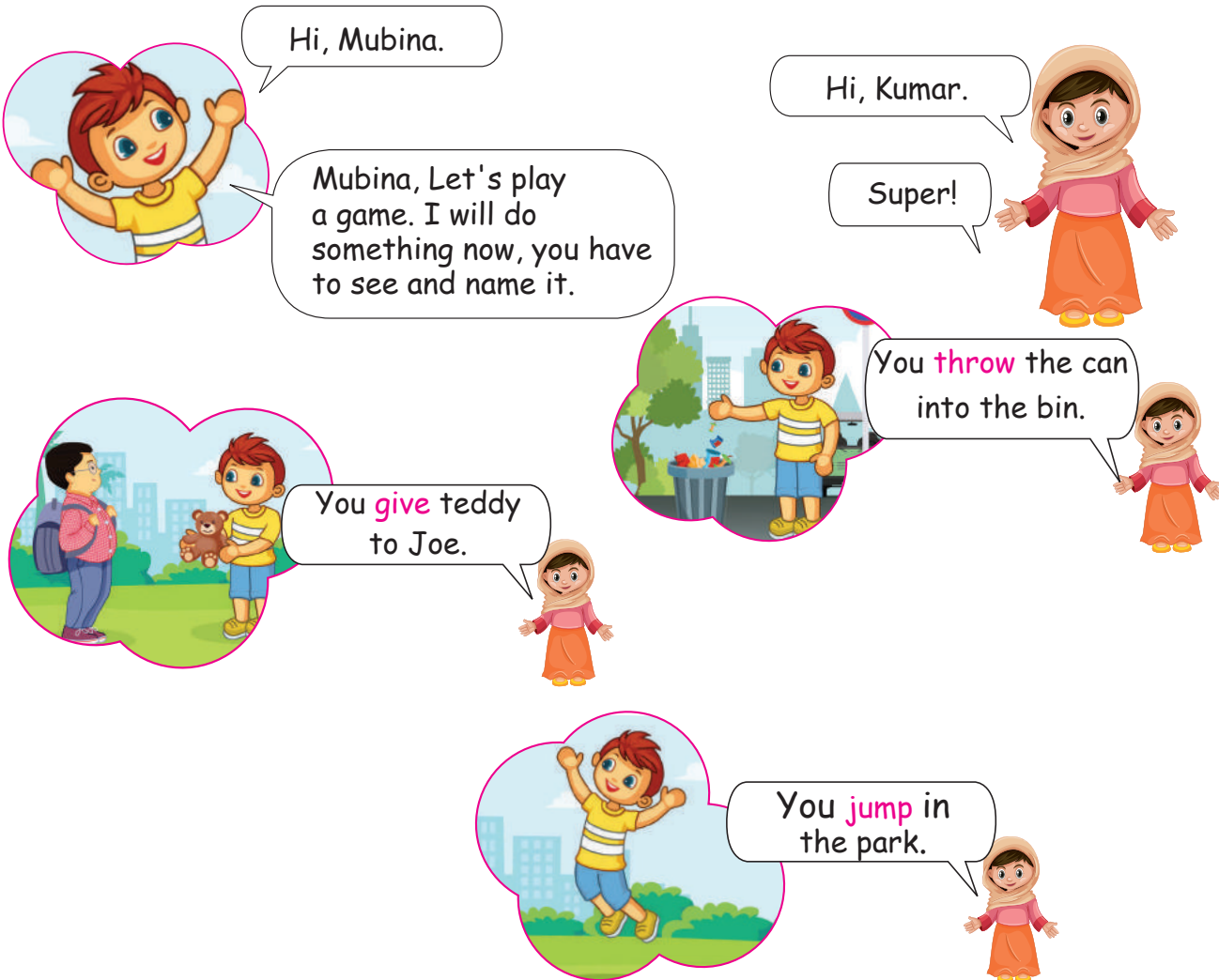




## Let us know



Look at the pictures and words given below.



Can you write the words in pink?

\_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

What do these words tell us? These words tell us the action that the person/thing does. Such words are called **action words**.

We can find action words by asking the question:

**What does she/he/it do?**



Look at the picture and circle the correct action word.



play work



write give



walk draw



hear draw



play sit



think dance

Look at the words and tick (✓) the box, if it is an action word or put a cross (x) if it is not.

1. I **read** a story every day. ☐
2. We **open** the door. ☐
3. The birds sit on the **tree**. ☐
4. They play **football** in the ground. ☐
5. You **eat** the mango. ☐

These action words will have different forms when it is used in different sentences. Let's see how it changes.

Kumar : I **see** a parrot on the tree now.

Reeta : I **saw** a sparrow there in the morning.

Here the same action has a different words. This change occurs when the time of the action changes. Let's see the forms:

Here are some examples:-

Present		past	past participle	present participle
walk	walks	walked	walked	walking
jump	jumps	jumped	jumped	jumping
run	runs	ran	run	running
sing	sings	sang	sung	singing
give	gives	gave	given	giving



Let us read



## A Day in the Park







**Note to the teacher:** This is a supplementary reading material. Read out the story to children. Make them read the story on their own.



## Let us think and do



Circle the correct word.



slide / monkey bars



swing / sliding



swing / seesaw

Choose the correct word to complete the sentence.

1. He loves to play in the

(park, beach)

2. They first play on the

(slide, swing)

3. They eat snacks like

(sweets, fruits)

## Let us make



- Take a piece of paper and fold it to make a square.
- Stick the paper on the book.
- Colour the paper red.
- Take a thin strip of paper.
- Colour the paper blue.
- On the blue paper, write the word "POLICE" using white paint.
- Blow the paper dry.
- Stick the blue paper on top of the red paper.
- Draw a door with white paint.

This is a

**Note to the teacher:** Read the instructions one by one. Encourage the children to listen and follow the instructions to make the police station.

# Big Picture



1. Why does he wear helmet?  
**He wears the helmet to be safe.**
2. Why does he need the stool?
3. Why does he run fast?
4. Why does he put waste in the dustbin?
5. Why does he wear the sweater?
6. Why does the pot leak?
7. Why does he have the umbrella?

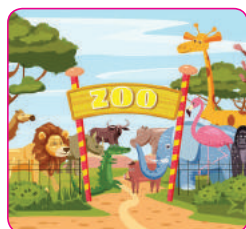
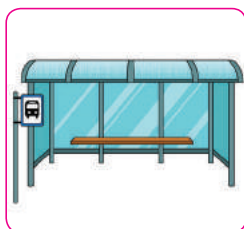
**Note to the teacher:** Encourage the children to answer the questions with "Why...?" orally. Practise the structure contextually in the class.



# I Can Do



1. Tick (✓) the correct word.



Bus stop

market

park

zoo

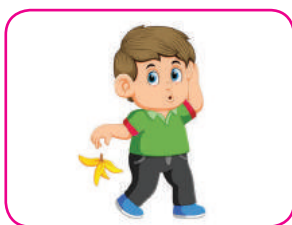
bank

post office

school

library

2. Put tick (✓) for the do's and cross (x) for the dont's.


☐

☐

☐

☐

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

Janu and I are friends. We laugh together. We cry together.  
We even clean together. We help each other carry our bags.  
I wish all my friends are like Janu. She is the best.

**Note to the teacher:** Read the words - **friends, together, carry, clean** and **laugh** - one more time to the children.

4. Write your reply to the teacher.



Goodbye.

Goodbye teacher.

It was \_\_\_\_\_



5. Recite the poem **Breezy Beach** with intonation.

6. Circle the odd word.

- |         |       |       |       |
|---------|-------|-------|-------|
| a. tear | wear  | rat   | pear  |
| b. rare | share | cheer | dare  |
| c. fair | hair  | chair | shore |

7. Circle the correct action word.



- a) sing      b) drink      c) cut



- a) stand      b) hear      c) sit

8. Look at the picture and write identifying the action word.

run   jump   sleep   sing   dance   write



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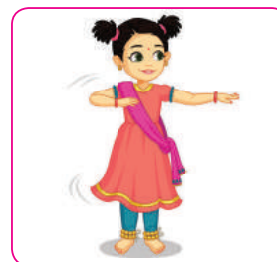
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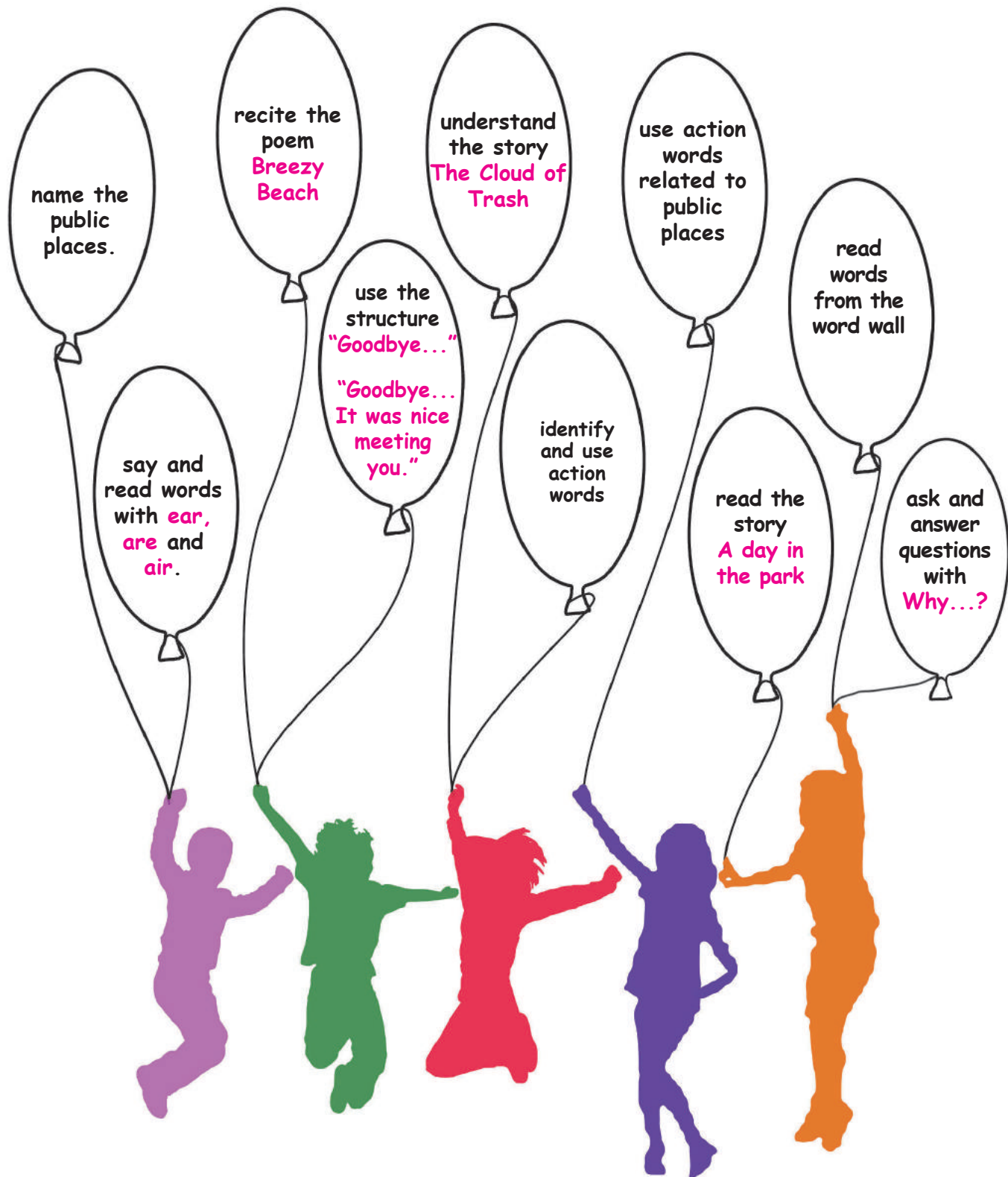
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## Learning Outcome

Now I can...



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



## Acknowledgement

We express our gratitude to the writers and publisher whose contributions have been included in the book. These stories are openly licensed under Creative Commons. The content that has been used is licensed under CCBY4.0. This license allows us to distribute, remix, tweak, and build upon their work.

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