

**Term – wise Syllabus  
Session (2019-20)**

**Class-III**

**Subject- English**

<b>Term - I (Upto September 2019)</b>			
UNIT	<u>Contents</u>	<u>Learning Outcomes</u> Learner;	<u>Suggestive Activities</u>
<b>1</b>	<b>Good Morning (Poem)</b> <ul style="list-style-type: none"> <li>• Pick out the Nouns from the given words / sentences</li> <li>• Opposite words</li> <li>• Punctuation</li> <li>• Alphabetical order</li> <li>• Rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>• recites poems individually/ in groups with correct pronunciation and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Build a Train of Noun</li> <li>• Recite the Poem aloud in class with actions</li> <li>• Speak five lines on your daily routine &amp; make a Time- Table of those activities.</li> </ul>
	<b>The Magic Garden (Story)</b> <ul style="list-style-type: none"> <li>• Usage of is, am, are</li> <li>• Usage of has, have, had</li> <li>• Making new words using the letters of a given word.</li> </ul>	<ul style="list-style-type: none"> <li>• reads aloud with appropriate pronunciation and pause</li> </ul>	<ul style="list-style-type: none"> <li>• Noun- Antakshari</li> <li>• Collect different flowers and tell their names</li> <li>• Paste pictures of flowers in a Scrap Book.</li> <li>• Describe your garden</li> </ul>
<b>2</b>	<b>Bird Talk (Poem)</b> <ul style="list-style-type: none"> <li>• Making new words using the letters of a given word</li> <li>• Use of don't / aren't etc. (use of contractions)</li> <li>• Rhyming words</li> <li>• Articles -a /an / the</li> <li>• Sounds 't' and 'th'</li> </ul>	<ul style="list-style-type: none"> <li>• recites poems individually/ in groups with correct pronunciation and intonation.</li> <li>• performs in events such as role play/ skit in English with appropriate expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Sounds of Birds</li> <li>• Make finger puppets of birds and conduct an imaginary talk between them.</li> <li>•</li> </ul>
	<b>Nina and the Baby Sparrows (Story)</b> <ul style="list-style-type: none"> <li>• Rhyming words</li> <li>• ' t' , 'd' and 's' sounds</li> <li>• Naming words</li> <li>• Describing words</li> <li>• Sequencing of sentences</li> </ul>	<ul style="list-style-type: none"> <li>• reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English</li> </ul>	<ul style="list-style-type: none"> <li>• Make a model of a nest with birds in it</li> <li>• Let's make a bird with the help of a newspaper.</li> </ul>
<b>3</b>	<b>Little by Little (Poem)</b> <ul style="list-style-type: none"> <li>• Articles</li> <li>• Rearranging letters to form words</li> <li>• Opposite words</li> <li>• Rhyming words</li> <li>• Picture composition</li> </ul>	<ul style="list-style-type: none"> <li>• recites poems individually/ in groups with correct pronunciation and intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Recite the poem aloud in class with actions.</li> <li>• Role play by students enacting different parts of a tree &amp; their importance.</li> </ul>
	<b>The Enormous Turnip (Story)</b> <ul style="list-style-type: none"> <li>• Odd one out</li> <li>• New words from a given word</li> <li>• Seen passage for comprehension</li> <li>• Arranging sentences in</li> </ul>	<ul style="list-style-type: none"> <li>• expresses orally her/his opinion/understanding about the story and characters in the story, in English/ home language.</li> </ul>	<ul style="list-style-type: none"> <li>• Show and tell- Ask the students to bring any fruit or vegetable of their choice and speak a few lines on it.</li> </ul>

	<p>correct sequence</p> <ul style="list-style-type: none"> <li>• One-many</li> <li>• Sound ‘u’ and ‘oo’</li> </ul>		
4	<p><b>Sea Song (Poem)</b></p> <ul style="list-style-type: none"> <li>• Rhyming words</li> <li>• Opposite Words</li> <li>• Position Words (Preposition)</li> <li>• Seen stanza for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• recites poems individually/ in groups with correct pronunciation and intonation</li> <li>• writes/types dictation of words/phrases/sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Recite the Poem aloud by the teacher and the students.</li> <li>• Name the things that are found in the sea.</li> <li>• Speak aloud the following Tongue–Twisters: <ul style="list-style-type: none"> <li>a) Six sick snakes sit in the sea.</li> <li>b) Shyam sells sea shells.</li> </ul> </li> </ul>
	<p><b>A Little Fish (Story)</b></p> <ul style="list-style-type: none"> <li>• Rhyming words</li> <li>• Seen &amp; Unseen passage for comprehension</li> <li>• Making new words from given words</li> <li>• Collective Noun (Grouping words)</li> <li>• Adjectives</li> <li>• Suffix-‘er’</li> <li>• Change the Verbs (Simple Past Tense)</li> </ul>	<ul style="list-style-type: none"> <li>• responds appropriately to oral messages/telephonic communication</li> </ul>	<ul style="list-style-type: none"> <li>• Make a fish by paper cutting and paste it in your notebook.</li> <li>• Describe your fish.</li> </ul>
5	<p><b>The Balloon Man (Poem)</b></p> <ul style="list-style-type: none"> <li>• Jumbled Words</li> <li>• Opposites (Antonyms)</li> <li>• Simple Past Tense (Add ‘ed’)</li> <li>• Picture comprehension</li> <li>• Naming words</li> <li>• Sound ‘st’</li> <li>• Homophones</li> </ul>	<ul style="list-style-type: none"> <li>• recites poems individually/ in groups with correct pronunciation and intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Role play of a child as a Balloon Man.</li> <li>• Recite the poem aloud in the classroom with actions.</li> <li>• Bring balloons and blow them to decorate the class.</li> </ul>
	<p><b>The Yellow Butterfly (Story)</b></p> <ul style="list-style-type: none"> <li>• Break the words (Compound words)</li> <li>• <u>A</u>pplication for Sick <u>L</u>eave</li> <li>• Sequencing the sentences</li> <li>• Synonyms and Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• identifies opposites like ‘day/night’, ‘close open’, and such others</li> </ul>	<ul style="list-style-type: none"> <li>• Act like a Butterfly in the classroom.</li> <li>• Make a Paper Butterfly and paste it in the notebook.</li> <li>• Make new words using the letters of the word ‘Butterfly’.</li> </ul> <p><b>NOTE: The story “The Yellow Butterfly” is for reading purpose only, not for Assessment.</b></p>
<b>Revision and Mid Term Examination</b>			
<b>TERM-II (October 2019 to March 2020)</b>			
	<p><b>Trains (Poem)</b></p> <ul style="list-style-type: none"> <li>• Alphabetical order</li> </ul> <p>Seen passage for comprehension</p>	<ul style="list-style-type: none"> <li>• responds appropriately to oral messages/telephonic communication</li> </ul>	<ul style="list-style-type: none"> <li>• Make a train with empty match boxes</li> <li>• Make an aeroplane by paper folding and paste it in the notebook.</li> </ul>

6			<ul style="list-style-type: none"> <li>• Discussion-Water, Air, Land transport</li> <li><b>NOTE: The poem “Trains” is for reading purpose only, not for Assessment.</b></li> </ul>
7	<p><b>The Story of the Road (Story)</b></p> <ul style="list-style-type: none"> <li>• Naming words (Nouns)</li> <li>• Making sentences</li> </ul> <p>Use of can and cannot</p>	<ul style="list-style-type: none"> <li>• uses meaningful short sentences in English, orally and in writing uses a variety of nouns in context as compared to previous class</li> </ul>	<ul style="list-style-type: none"> <li>• Make a picture of Traffic Lights</li> <li>• Pack your suitcase activity- Write down the names of the things that you will carry while travelling.</li> </ul>
8	<p><b>Puppy and I (Poem)</b></p> <ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Jumbled words</li> <li>• <u>Paragraph on ‘My Pet’</u></li> </ul> <p>Seen stanza for comprehension</p>	<ul style="list-style-type: none"> <li>• writes/types dictation of words/phrases/sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Recite the poem aloud in class with actions.</li> <li>• Draw a picture of your Pet and paste it in a scrap book.</li> <li>• Present an act on animals and the sounds they make.</li> </ul>
	<p><b>Little Tiger, Big Tiger (Story)</b></p> <ul style="list-style-type: none"> <li>• Use of is, am, are (Helping Verbs)</li> <li>• Use of I, He, She, They, You (Pronouns)</li> <li>• Nouns</li> <li>• Unseen passage for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• uses meaningful short sentences in English, orally and in writing</li> <li>• uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class</li> <li>• uses punctuation such as question mark, full stop and capital letters appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Students to make a ‘Mask’ of an animal of their choice.</li> <li>• Draw animals and the homes they live in.</li> <li>• Discussion-Importance of animals in our life.</li> </ul>
8	<p><b>What’s in the Mailbox? (Poem)</b></p> <ul style="list-style-type: none"> <li>• Introduction-How to write a letter?</li> <li>• <u>Informal Letter</u>- Letter to your grandfather thanking him/ her for a birthday gift</li> <li>• Picture reading</li> </ul>	<ul style="list-style-type: none"> <li>• writes 5-6 sentences in English on personal experiences/events using verbal or visual clues</li> <li>• uses vocabulary related to subjects like Maths , EVS, relevant to class III.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a Mailbox and speak and write about it.</li> <li>• Role Play by the students on “Our Helpers”.</li> </ul>
	<p><b>My Silly Sister(Story)</b></p> <ul style="list-style-type: none"> <li>• Singulars Plurals</li> <li>• Fill in the blanks using correct forms of words using -ful, -ly , - ish</li> <li>• Action words</li> <li>• Synonyms</li> </ul>	<ul style="list-style-type: none"> <li>• reads small texts in English with Comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.</li> </ul>	<ul style="list-style-type: none"> <li>• Students to name a few actions which they perform with their siblings or friends. (Like: play, dance, eat etc.)</li> </ul>
	<p><b>Don’t tell (Poem)</b></p> <ul style="list-style-type: none"> <li>• Jumble words</li> <li>• Make sentences</li> <li>• Full forms of Can’t, I’m, I’ll etc. (Contractions)</li> <li>• Using the letters of given words, make more new words</li> </ul>	<ul style="list-style-type: none"> <li>• recites poems individually/ in groups with correct pronunciation and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Recite the poem aloud in the classroom.</li> <li>• Discussion on the things that the students would like to do when they grow up.</li> <li><b>NOTE: The poem “Don’t Tell” is for reading purpose only, not for Assessment.</b></li> </ul>

<p>9</p>	<ul style="list-style-type: none"> <li>• ‘J’ sound</li> </ul> <p>Seen Stanza for Comprehension</p>		
	<p><b>He is My Brother (Story)</b></p> <ul style="list-style-type: none"> <li>• <u>Paragraph on ‘My Family’</u></li> <li>• Correct form of Verbs</li> <li>• Opposites</li> <li>• Add ‘-ly ’ to the verbs (Adverb)</li> <li>• Jumbled sentences</li> <li>• Seen paragraph for comprehension</li> <li>• Word building</li> </ul>	<ul style="list-style-type: none"> <li>• writes 5-6 sentences in English on personal experiences / events using verbal or visual clues</li> </ul>	<ul style="list-style-type: none"> <li>• Blindfolded Game</li> <li>• Sensitizing the students about Special Children, their needs and difficulties.</li> <li>• Make a Family Tree by pasting the pictures of family members in it.</li> <li>• Students to use adjectives to describe the favourite member of their family.</li> </ul>
<p>10</p>	<p><b>How Creatures Move (Poem)</b></p> <ul style="list-style-type: none"> <li>• Multiple choice questions</li> <li>• Silent letters</li> <li>• Action words</li> <li>• Picture reading</li> <li>• ‘Q’ Sound</li> </ul>	<ul style="list-style-type: none"> <li>• uses vocabulary related to subjects like Maths, EVS, relevant to class III.</li> </ul>	<ul style="list-style-type: none"> <li>• Paste the pictures of different animals in a Scrap Book.</li> <li>• An act on animals and the sounds they make to be performed in class.</li> </ul> <p><b><i>NOTE: The poem “How Creatures Move” is for reading purpose only, not for Assessment.</i></b></p>
	<p><b>The Ship of The Desert (story)</b></p> <ul style="list-style-type: none"> <li>• Similes</li> <li>• Jumbled letters</li> <li>• Homophones</li> </ul> <p><u>Paragraphs on “Lion” and “Camel”</u></p>	<ul style="list-style-type: none"> <li>• reads printed scripts on the classroom walls: poems, posters, charts etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Design and put up an information wall of a camel and a lion. (Their young ones, shelter, food etc.)</li> <li>• Listen to the description and identify the animal.</li> </ul>
<p><b><i>*Reading: Practice of Seen and Unseen Passages for comprehension followed by short answer questions</i></b></p>			
<p><b><i>* The teacher may give keywords to the students when and where required for the activities.</i></b></p>			
<p style="text-align: center;"><b>Revision and Annual Examination</b></p>			