

Santoor

Textbook of English for Class 3

Part - I

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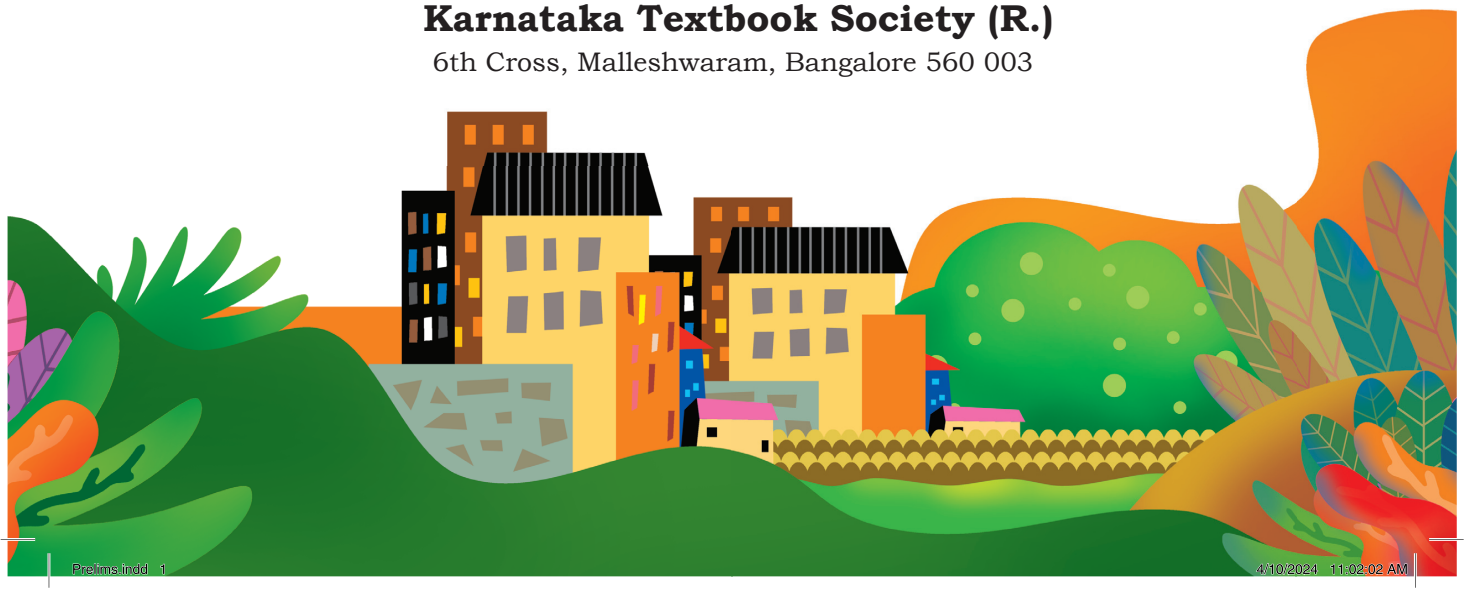
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NCERT

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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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Textbook of English for Class 3

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Foreword

The Foundational Stage in school education, as envisaged by the National Education Policy 2020, serves as the cornerstone for the holistic development of children. It enables them not only to imbibe the invaluable *samskaras* rooted in our country's ethos and constitutional framework, but also to acquire basic literacy and numeracy. This foundation equips them to transition seamlessly into the more challenging Preparatory Stage.

The Preparatory Stage acts as a bridge between the Foundational and the Middle Stages, spanning three years from Grade 3 to Grade 5. The education provided during this stage builds upon the pedagogical approaches of the Foundational Stage. While the play-way, discovery, and activity-based learning methods continue, children are also introduced to textbooks and more formal classroom settings. This introduction aims not to overwhelm but to establish a foundation across curricular areas, promoting holistic learning and self-exploration through reading, writing, speaking, drawing, singing, and playing. This comprehensive approach encompasses physical education, art education, environmental education, languages, mathematics, basic science, and social science. This comprehensive approach ensures children are well-prepared both at the cognitive-sensitive and physical-*pranic* (emotional) levels to effortlessly transition to the Middle Stage.

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The textbook, *Santoor* for Grade 3 is meticulously designed to align with these objectives. It adheres to the recommendations of the National Education Policy 2020 and the National Curriculum Framework for School Education 2023. The textbook emphasises conceptual understanding, critical thinking, creativity, values and dispositions essential for this developmental stage. It incorporates cross-cutting themes such as inclusion, multilingualism, gender equality, and cultural rootedness integrating appropriate ICT and school-based assessments. The engaging content and activities are designed to captivate students and encourage peer group learning, thus enriching the educational experience for students as well as teachers.

It is crucial to remember the pedagogical focus of the textbook emphasising understanding, critical thinking,

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reasoning, and decision making. Children's innate curiosity at this stage should be nurtured by addressing their questions and designing activities based on core learning principles. While the play-way method continues, the nature of toys and games used for teaching evolves to enhance engagement rather than mere attraction.

While this textbook is valuable, children should also explore additional resources on the subject. School libraries should facilitate this extended learning, and parents and teachers should support their endeavours.

An effective learning environment motivates students, keeping them engaged and fostering curiosity and wonder vital for learning.

With confidence, I recommend this textbook to all students and teachers at the Preparatory Stage. I extend my gratitude to everyone involved in its development, hopeful that it will meet expectations. As NCERT remains committed to systemic reforms and improving publication quality, we welcome feedback to refine the textbook content.

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DINESH PRASAD SAKLANI
Director
National Council of Educational
Research and Training

New Delhi
31 March 2024

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About the Book

Language lies at the centre of human cognitive, social, and cultural experiences. It enables effective communication, which is integral to the formation and functioning of societies and cultures National Curriculum Framework for School Education (NCF SE, p. 234). The present textbook is designed in alignment with the visionary framework of the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) for School Education 2023. In the preparatory stage, students develop proficiency in speaking and competencies in reading and writing in both languages — Reading in Language 1 (R1) and Reading in Language 2 (R2). While students achieve these faster in R1, they are expected to gain familiarity with R2, gradually progressing from basic communication skills to greater fluency and proficiency in speaking and writing.

To take children well beyond foundational literacy and develop a genuine interest in independent reading, the textbook draws from children's real-life experiences and reflects their cultural and social milieu. It is purposefully crafted to meet specific stage competencies and grade-based learning outcomes, ensuring alignment with core principles of the subject. It uses language appropriate for the grade level and provides support for unfamiliar vocabulary and complex sentence structures. It incorporates digital elements and external references suitably within the material. Local context heavily influences content selection. The textbook aims to be engaging, striking a balance between visuals and text, leaning towards visually appealing material making it suitable for easy comprehension by young learners.

To foster oral skills, this textbook offers engaging learning materials that encourage students to converse with each other. The content features a range of activities such as reciting rhymes, singing songs, role-playing, etc., facilitating in-class practice. To enhance reading abilities, the textbook presents a diverse array of content, encompassing stories, poems, narratives and a comic strip. It maintains a balance between familiar and unfamiliar texts and contexts. With large font sizes, colourful illustrations, and captivating chapter titles, it captivates student interest. The text stimulates critical thinking

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and sparks imagination, fostering curiosity. The content is structured to aid students in transitioning from guided to independent reading. For honing writing skills, the selected content systematically imparts writing proficiency. Students engage in activities that encourage independent practice, such as constructing simple sentences, encouraging creative expression and skill development in writing.

All these are done through various sections, like 'Let us recite', 'Let us think', 'Let us speak', 'Let us learn', 'Let us listen', and 'Let us write', 'Let us do', and 'Let us explore'. This not only helps the learner in the process of language acquisition but also builds up their confidence level.

Curricular Goals (CG) lay the foundation of every learning-teaching material. In line with the textbooks for Classes 1 and 2, *Santoor* (Class 3) has been developed after careful consideration of the curricular goals. The curricular goals for language address the diverse needs of learners in a language classroom. Communication and comprehension are at the heart of every language and the same has been reiterated through CG1: Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas. The book provides ample opportunities for learners to engage with the text and share their input. Sections titled 'Let us speak' and 'Think and say' subsection of 'Let us think' present opportunities for students to be creative with replies and share with classmates allowing learners to engage with language in a meaningful way.

Similarly, CG 4: Develops a wide range of vocabulary in various contexts and through different sources has been addressed by incorporation of texts and activities that are not limited only to literature but also encompass content areas like mathematics and 'The World Around Us' activities and vocabulary pertaining to the same find a place in different units. For example, Unit 1 has activities related to shapes whereas, Unit 4 provides scope for learners and teachers to discuss ordinal numbers.

In Class 3, although guided writing is the main component, there is a gradual progress towards making learners independent writers. This is in alignment with the CG 3 that develops the ability to express their understanding, experiences, feelings, and ideas in writing.

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Reading as a process is not limited to decoding, says CG 2 which aims to develop fluency in reading and the ability to read with comprehension. The activities in *Santoor* are designed to evoke responses by the learners' reflecting their understanding of the text through the 'Answer the following' subsection.

One of the major recommendations of NCF-SE 2023 is the inclusion of knowledge of India. Indian values and traditions have been presented to the learner in an easily comprehensible way, for instance the passage on *Makar Sankranti* and it's various manifestations.

The theme of Unit 1 is 'Fun with Friends'. This unit encourages language acquisition through friendly animals, and imaginative characters as a lens, allowing them to seamlessly integrate cross-curricular elements of Mathematics. Through engaging exercises, they learn that friendship may be between children as well as with the environment. It also kindles their imagination with whimsical characters of shapes to aid language learning through a joyful, play-driven process. This unit emphasises the value of friendship.

Unit 2 titled 'Toys and Games', takes the children into the world of indigenous toys and games. The chapters, 'Out in the Garden' and 'Talking Toys' give a glimpse of the world of toys taking the child into the imaginary world with emphasis on the joy of playing. Chapter 3, 'Paper Boats', emphasises on the joy of making and sharing simple toys.

Unit 3 titled 'Good Food' in Chapter 1, 'The Big Laddoo' steers us into the wondrous world of laddoos and sweets, while playfully introduces the concept of size. Chapter 2 'Madhu's Wish' identifies the significance of water in our lives with an equal importance to good and healthy food. Chapter 3 'Thank God' makes students delve into the vibrant world of an orchard. It not only imparts knowledge of fruits but also instills a sense of gratitude.

Unit 4, titled 'The Sky', begins with the Poem 'Night'. In the poem a young child wonders about his day and how it is shaped by the sunset and sunrise. The first prose piece of the Unit 'Chanda Mama Counts the Stars' is a story that introduces the concept of infinity through the characters of the Sun and the Moon. In the third text, 'Chandrayaan', siblings

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Rani and Prateek try to get a glimpse into India's Lunar Mission 'Chandrayaan' with the help of their neighbour 'Nandini Aunty' who is a scientist.

Language and literacy, physical, socio-emotional, aesthetic and cognitive domains have been integrated along with the development of positive habits to create a learning impression in totality for children. Development of *Annamaya*, *Pranamaya*, *Manomaya*, and *Vignyanmaya kosha* is an ongoing process which leads to the manifestation of *Anandmaya kosha*. The present textbook is a step in this direction.

In addition to the material provided in the textbook, teachers may also use the matter embedded in the QR code. Further, as suggested in 'Note to the teacher' section given throughout the book, teachers are encouraged to use local stories, proverbs and objects in the classroom, as well as audio and video support from DIKSHA platform. The textbook is only one tool, learning needs many resources. Children absorb a wealth of knowledge by observing their surroundings, interacting with peers, elders like grandparents, engaging in hands-on activities, watching TV, using mobile devices, playing with toys and games, listening to stories and poems, working on projects, visiting culturally significant places, and travelling. It is crucial to appreciate and align this diverse learning with the competencies and curricular goals set for this phase. Educating our children is a shared responsibility that extends beyond formal textbooks.

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

---

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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Our National Anthem

Jana-gana-mana adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga.
Tava shubha name jage,
Tava shubha asisa 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!

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Our National Anthem, composed originally in Bangla by Rabindranath Tagore, was adopted in its Hindi version by the Constituent Assembly as the national anthem of India on 24 January 1950.



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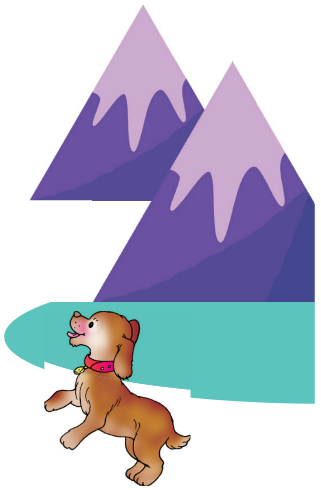
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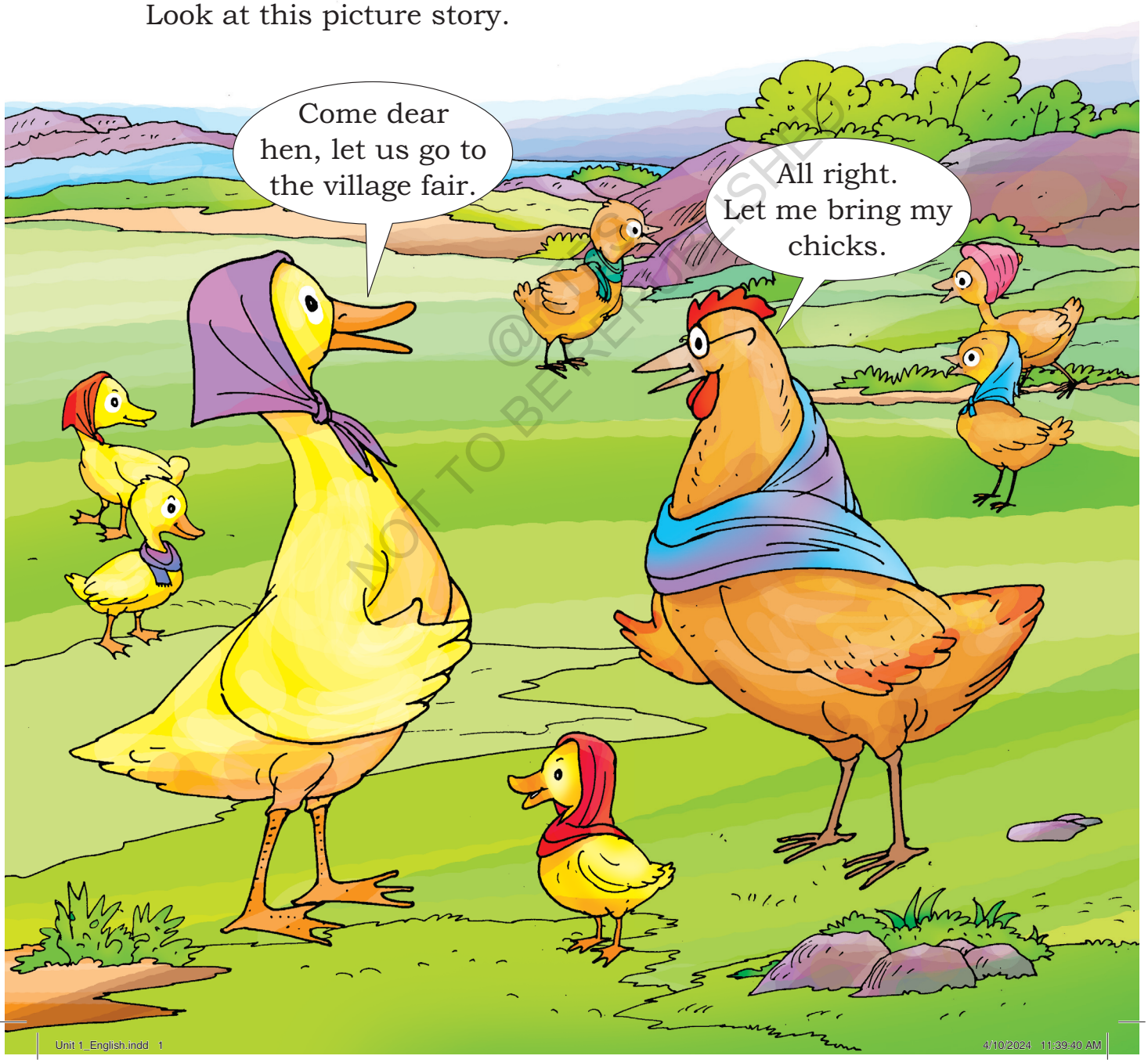
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Unit 1

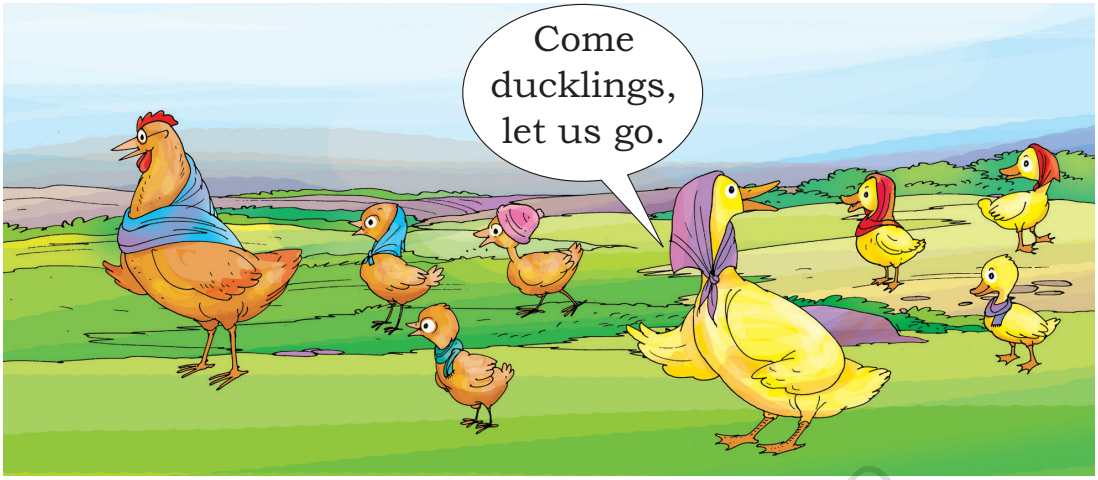
Fun with Friends

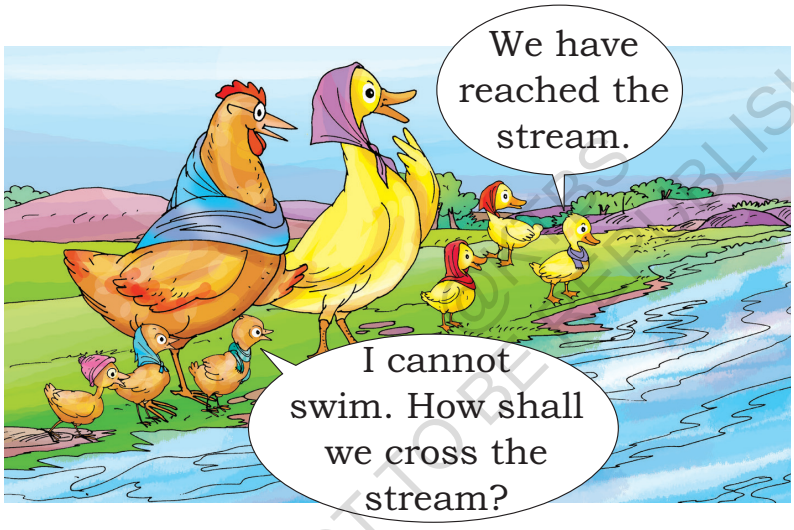
Picture reading

Look at this picture story.

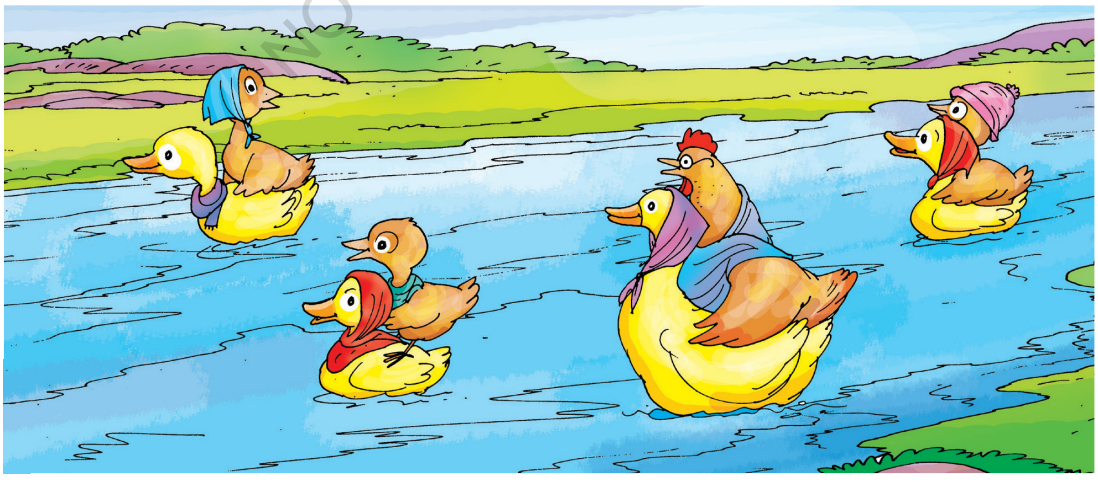


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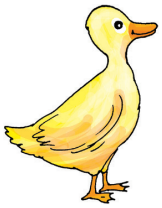
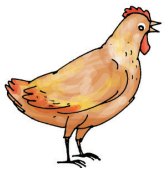
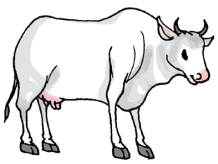
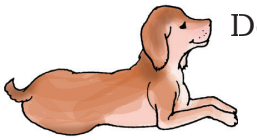


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Now discuss with your friends.

1. How many ducklings and chicks can you see in the picture?
2. The duck and the hen — are they friends? How do you know?
3. How did the hen and the chicks cross the stream?
4. Have you ever helped your friend? How did you help?
5. Did you feel happy to help your friend?
6. Match the following animals with their young ones.

Animals		Young ones	
	Duck ▶	◀ Kitten	
	Hen ▶	◀ Calf	
	Cow ▶	◀ Puppy	
	Cat ▶	◀ Duckling	
	Dog ▶	◀ Chick	

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Chapter 1. Colours

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Let us recite

You have a few crayons,
Red, yellow and blue.
Green, purple and black,
I have some too.



I need the red
and you need the black.
If we share our crayons,
we have a full pack!

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A. Answer the questions. Write your answer in the given space.

1. How many children are there in the poem?

2. Why did the children want to share the crayons?

3. How can the children in the poem have a full pack?

B. Think and say.

1. The children in the poem shared their crayons. Do you share anything with your friends? What do you share?
2. You have only green, blue and red crayons. Talk in pairs what you would want to draw.
3. Now you have blue, green, red, yellow, brown and orange crayons. What can you draw? Draw here:

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4. Rearrange the letters to find the hidden colour.

a) LEBU _____

b) LYLEWO _____

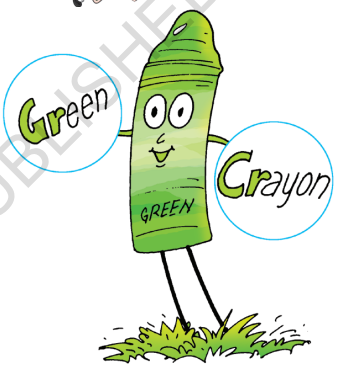
c) RENEG _____

d) RUPPEL _____

e) NROBW _____







A. Say aloud.

This is a **gr**een **cr**ayon.

The word **gr**een begins with '**gr**'.

The word **cr**ayon begins with '**cr**'.

Now say these words aloud:

gr	green	grey	grass	grapes	grandmother
cr	crayon	crab	crane	crow	cradle
dr	draw	drum	dress	drop	dragon
pr	prince	princess	prize	pray	present

Form a sentence using each of these words and say it aloud.

Note to the teacher
You may read aloud each word slowly. Let the children listen to your pronunciation and repeat the word.

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B. Have fun!



Here is a fun task for you! Look at the words.

Read out the COLOUR but not the words.

For example:

The word '**yellow**' is written in green colour, so you should read **YELLOW** as GREEN instead of YELLOW for the first word.

YELLOW	BLUE	ORANGE
BLACK	RED	GREEN
PURPLE	YELLOW	RED
BLUE	ORANGE	BLACK

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A. Words used to show actions are called action words.

Read the words given below. Circle the action words.

carrot	laugh	dance	leg	eat
cry	swim	potato	sleep	play
sun	dig	jump	run	book
face	write	cat	smile	push

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B. Find the action words in the grid below.
One is done for you.

p	u	p	p	y	n	b	h
t	y	o	k	a	r	q	p
x	v	u	j	w	a	l	k
c	a	r	w	n	o	s	e
o	t	g	s	r	p	o	q
u	y	i	e	y	e	g	g
g	i	v	e	t	n	d	a
h	v	e	q	h	e	l	p

walk
yawn
pour
cough
give
see
open
help

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C. There are 26 letters in the English alphabet. They are:

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	



A

Anu eats an apple.



B

Basu has a bat and a ball.

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C

Chandu likes cabbage and carrots.



D

Dinesh dances day and night.



E

Esha enjoys an elephant ride.



F

Faiz feeds a fish.



G

Govind goes to get guavas.



H

Hari helps Hemant.

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Note to the teacher

Draw learners' attention to the letter repetition in each example.

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I

I like ice-cream.



J

Jack just jumps down.



K

Kavita keeps the kittens on her knees.



L

Lata loves lemonade.



M

Madhav mixes milk and mango pulp.



N

Navneet writes his name on new notebooks.

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Unit 1_English.indd 10 4/10/2024 11:39:53 AM



O

Om opens a box of oranges.



P

Prema puts a pencil in her pocket.



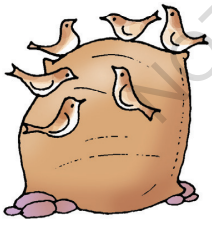
Q

Queue up quietly.



R

Radha rolls the red ribbon.



S

Six sparrows sit on a sack.



T

The teacher tells a tale.

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U

Usha uses an umbrella.



V

Vishnu visits a village in a van.



W

We see a watchman near the white wall.



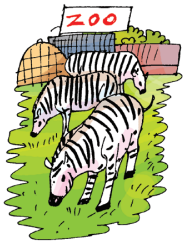
X

X is the last letter in ox, fox and box.



Y

Yasmeen and Yana are friends.



Z

Zebras graze in the zoo.

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Let us arrange some words in alphabetical order.

Let us take names of five fruits to begin with:

CHERRY	APPLE	GRAPES	BANANA	ORANGE

Now arrange these words in alphabetical order.

Look at the first letter of each word.

Put them in the order of the alphabet.

Write down the word that begins with A first, B next and so on …

So, the names of these fruits in alphabetical order would be:

APPLE	BANANA	CHERRY	GRAPES	ORANGE

Now, write these colours in alphabetical order:

YELLOW	BLUE	PURPLE	GREEN	RED

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Clue

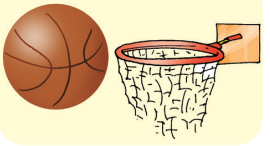


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Let us do

You all have friends, don't you? Like you, words also have friends.

Look at these words. Match each word with its friend-word. Write the new word in the space given. The picture clue will help you. One has been done for you:

Word	Friend	New word	Clue
rain	paper	_____	
blue	ball	_____	
news	bow	rainbow	
basket	worm	_____	
earth	berry	_____	

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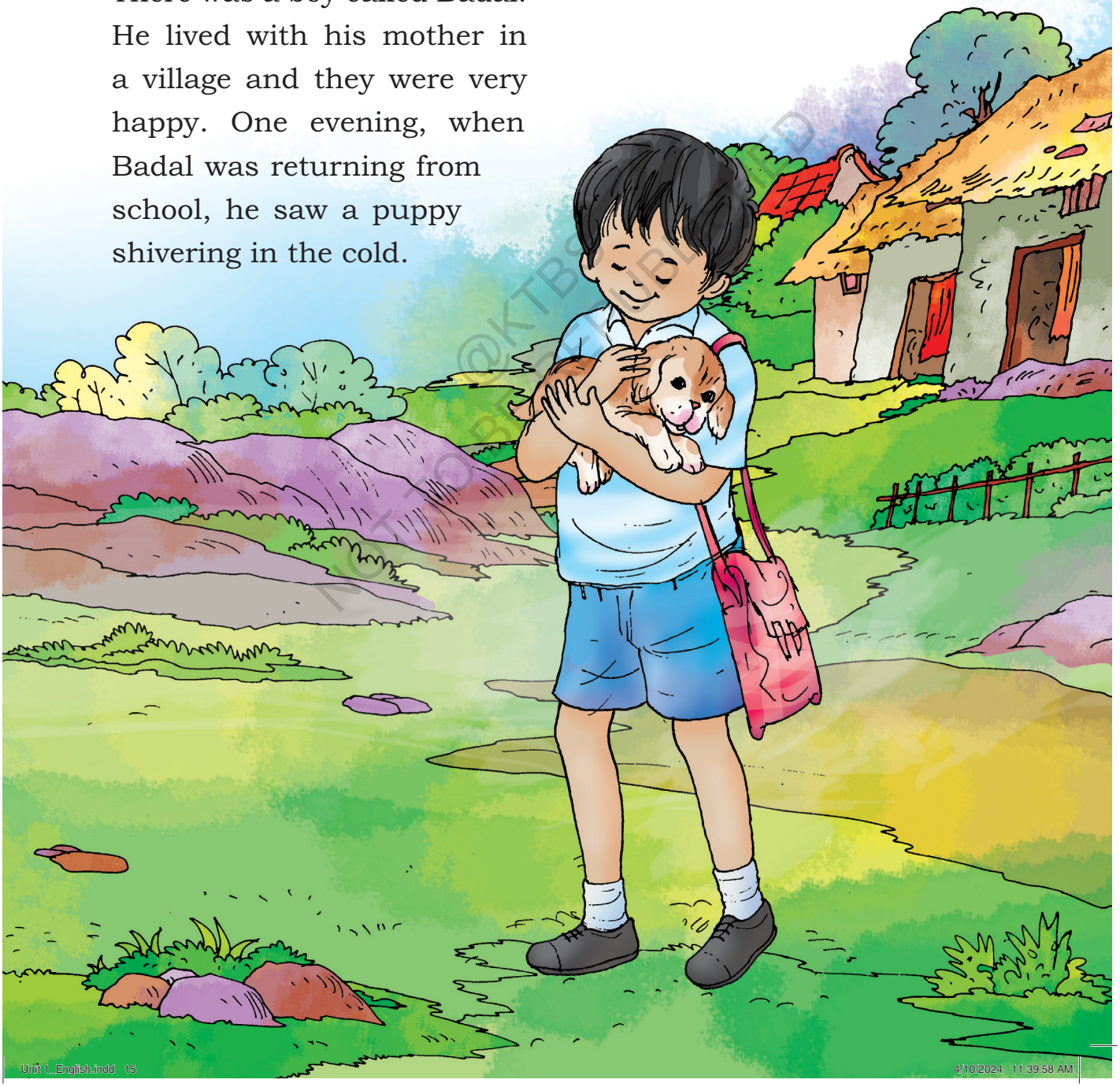
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Chapter 2. Badal and Moti

0332CH02

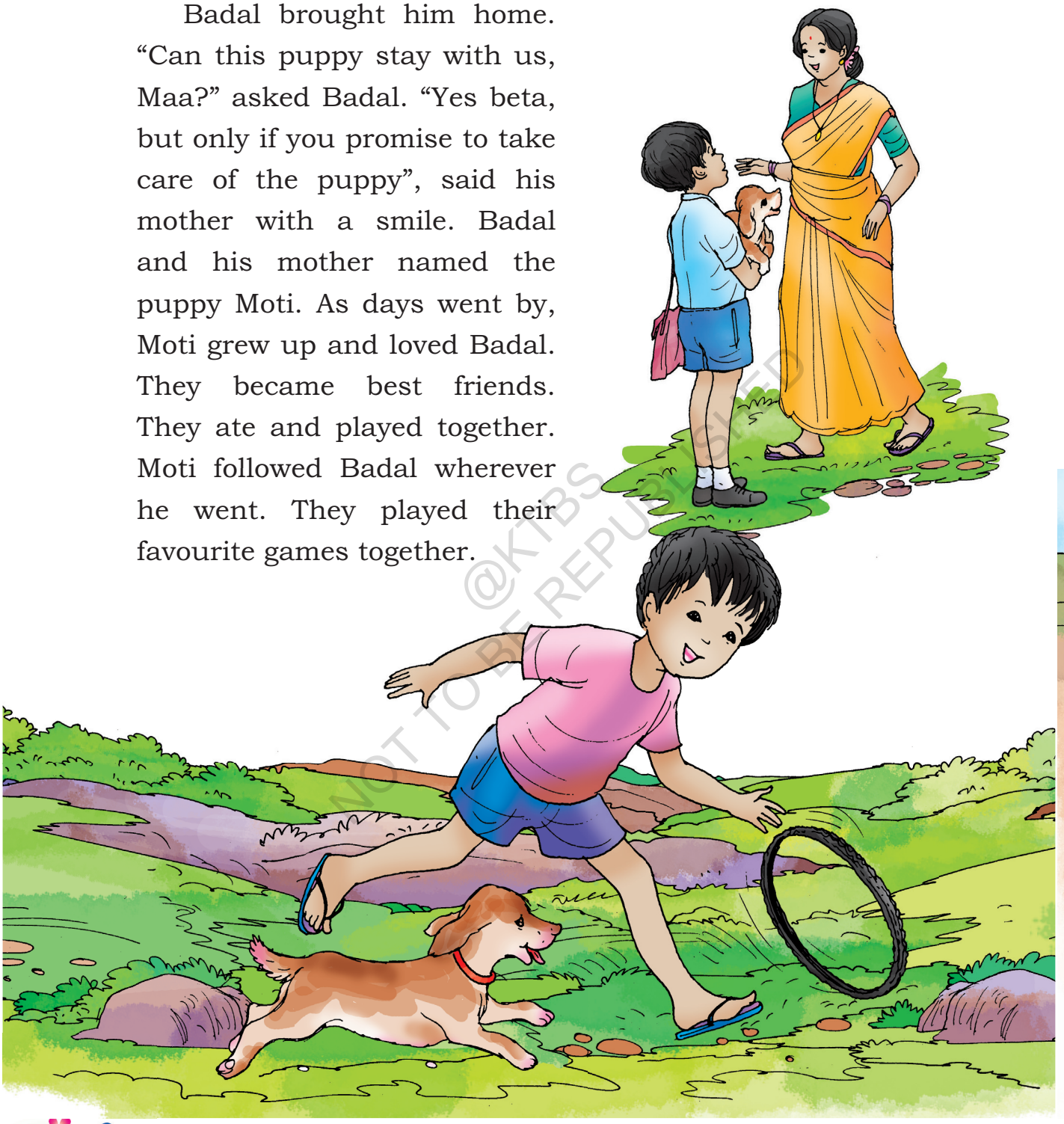
Let us read

There was a boy called Badal. He lived with his mother in a village and they were very happy. One evening, when Badal was returning from school, he saw a puppy shivering in the cold.



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Badal brought him home. "Can this puppy stay with us, Maa?" asked Badal. "Yes beta, but only if you promise to take care of the puppy", said his mother with a smile. Badal and his mother named the puppy Moti. As days went by, Moti grew up and loved Badal. They became best friends. They ate and played together. Moti followed Badal wherever he went. They played their favourite games together.

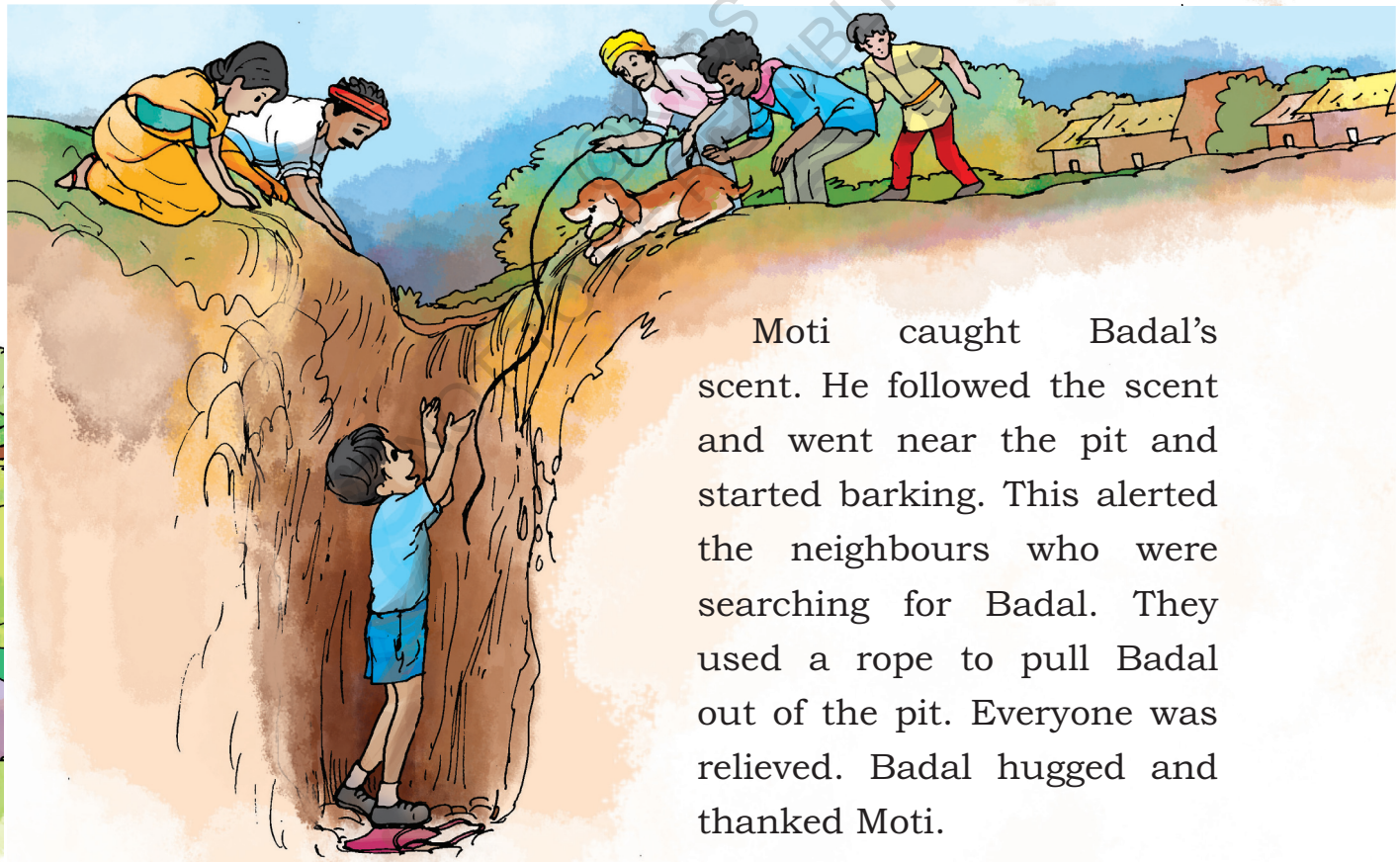


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One rainy day, while Badal was on his way home from school, he slipped on the muddy lane and fell into a deep pit. He tried hard, but could not come out of the pit. Badal's mother was worried when he did not come home in time. Moti too was waiting at the gate. Badal's mother gathered the neighbours to help search for him. Moti too accompanied them.





Moti caught Badal's scent. He followed the scent and went near the pit and started barking. This alerted the neighbours who were searching for Badal. They used a rope to pull Badal out of the pit. Everyone was relieved. Badal hugged and thanked Moti.

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Let us think

A. Answer the following.

1. What did Badal come across by the side of the road?

2. What did Badal and his mother name the puppy?

3. What did Badal fall into?

4. How did Moti find Badal?

5. Write 'T' for true and 'F' for false.

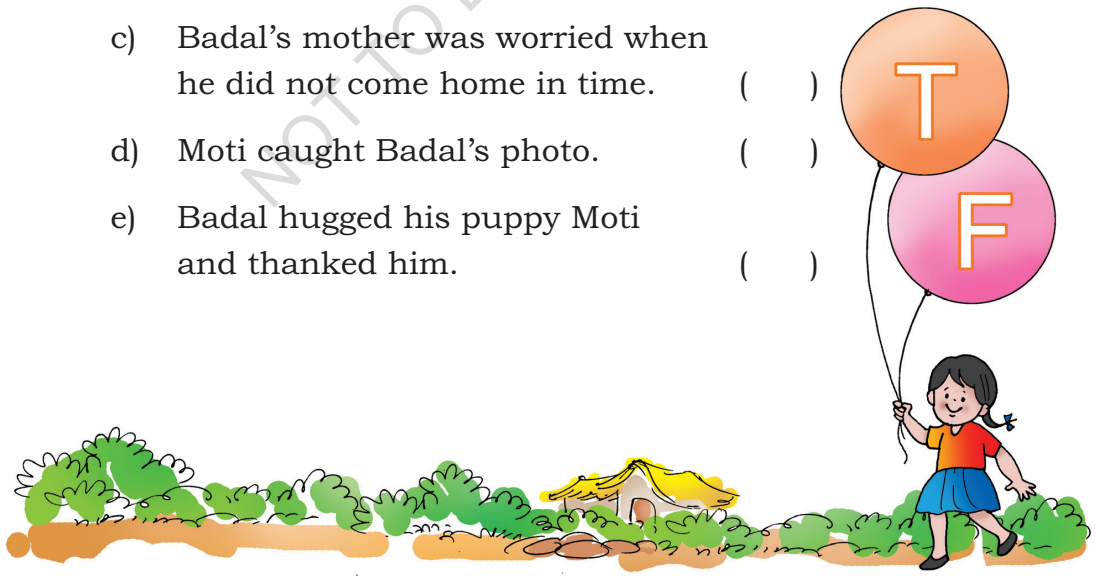
   a) Badal lived with his grandmother. ( )

   b) Moti grew up and loved Badal. ( )

   c) Badal's mother was worried when he did not come home in time. ( )

   d) Moti caught Badal's photo. ( )

   e) Badal hugged his puppy Moti and thanked him. ( )



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B. Think and discuss in pairs.

1. Do you remember when you fell down last time? How did you fall? Who picked you up? Share your experiences.
2. Do you have a pet? Do you know someone who has a pet?
3. If you were allowed to keep any animal as a pet, which animal would you choose? Why?



A. Look at the following words from the lesson.

lived	loved	played	gathered	thanked

Notice that all these words end with 'ed'. All these actions have already happened.

Add 'ed' and write:

walk + ed = _____

play _____

talk _____

ask _____

touch _____



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Note to the teacher
Informally introduce the concept of past tense.
Encourage learners to recall their actions from the previous day.

Unit 1_English.indd 19 4/10/2024 11:40:03 AM

B. Match the words to make pairs. Colour each pair with the same colour. Two have been done for you.

paper		ball
chair		thread
bat	and	key
needle		pencil
lock		sambar
idli		table



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Let us listen

A. Your teacher will read out the story of Badal and Moti once again to you. Now read the following sentences and number them in the sequence of the story.

The first sentence has already been marked for you.

One rainy day, he slipped and fell into a deep pit. ( )

Badal and his mother named the puppy Moti. ( )

Badal hugged Moti. ( )

Badal came across a puppy by the side of the road. (1)

Moti accompanied Badal's mother to search for him. ( )

Moti followed Badal's scent and went near the pit and started barking. ( )

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Let us speak



A. Talk in pairs about what you do every day:

1. before you come to the school;
2. during the school hours;
3. after going back home.

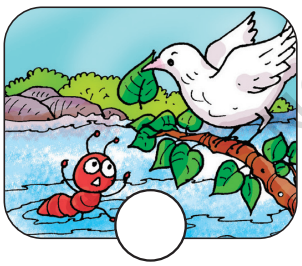
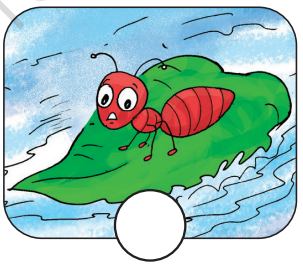
B. You may use the following clues.

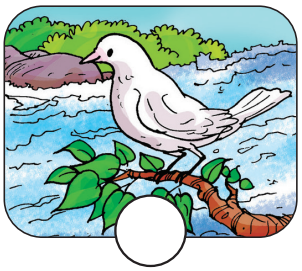
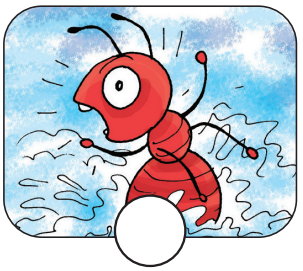
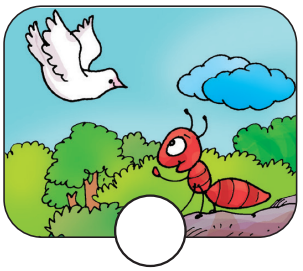
1. Every day I _____ up at _____ in the morning.
   Then I _____ my teeth and go to the _____.
   After that, I take a _____ and dress up for school.
   I _____ breakfast and I _____ to school.
2. _____
3. _____

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Let us write

A. Look at the pictures. They show a story of two friends: a pigeon and an ant. But the pictures are jumbled up. Number them to get the correct order to make a story.

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B. Now fill in the blanks using the words in the box to complete the story.

leaf	flew	branch	climbed	fell	stream	hunter

A dove was resting on a _____ of a tree near a _____. An ant _____ into the stream and cried for help. The dove dropped a _____ into the stream. The ant _____ on the leaf and landed safely. Another day the ant saw a _____ aiming at the dove. She quickly climbed up and bit the hunter's hand. The dove _____ away unhurt.

C. Look at these sentences from the lesson.

"Can this puppy stay with us, Maa?"

"Yes beta, but only if you promise to take care of the puppy."

Add a **?** or a **.** to the following:



1. The sun rises in the east _____
2. What is your name _____
3. I like to eat mangoes _____
4. May I borrow your English textbook _____
5. Brinda and Namrata are good friends _____
6. Whose shoes are these _____

Note to the teacher
Introduce the terms 'question' and ' statement' while explaining the punctuation marks.

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C. Complete the following conversation between two children.



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Let us do

A. Look at the picture below. It shows three children playing. Would you like to add anything to this picture? Use your crayons or colour pencils to add to the picture.



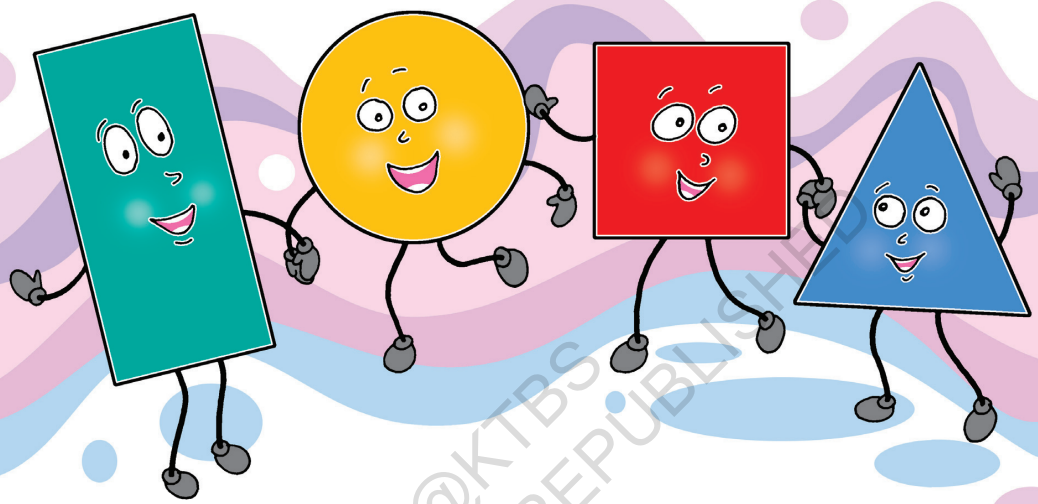
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Chapter 3. Best Friends

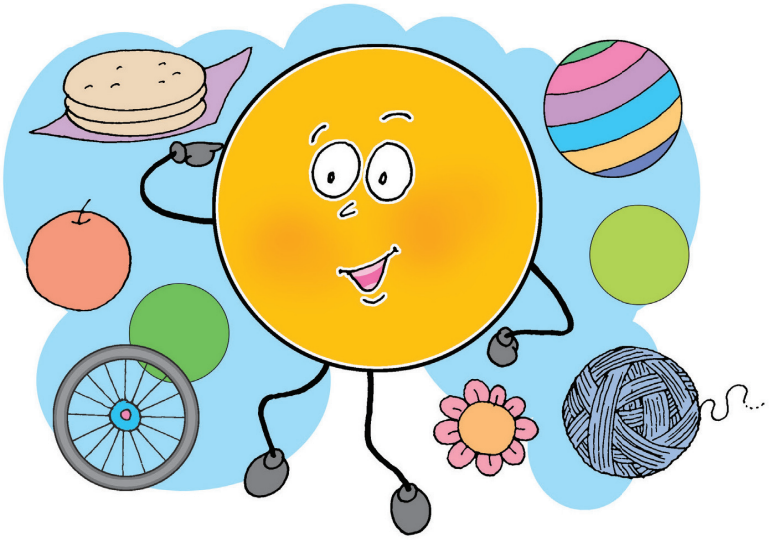
0332CH03

Let us read



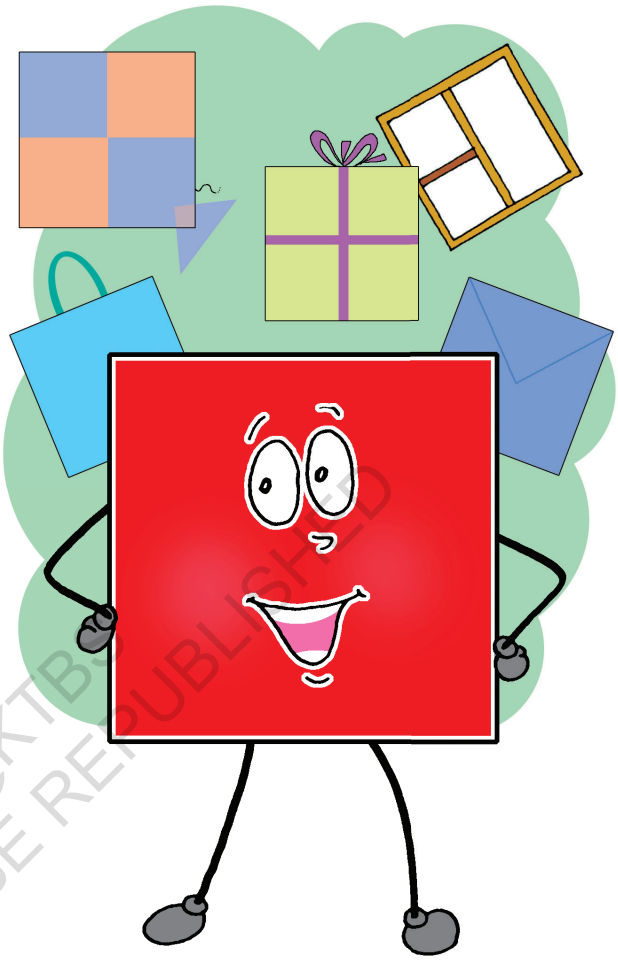
There were four friends — Circle, Square, Triangle and Rectangle. One day there began a fight between the friends. Each of them said they were the best.

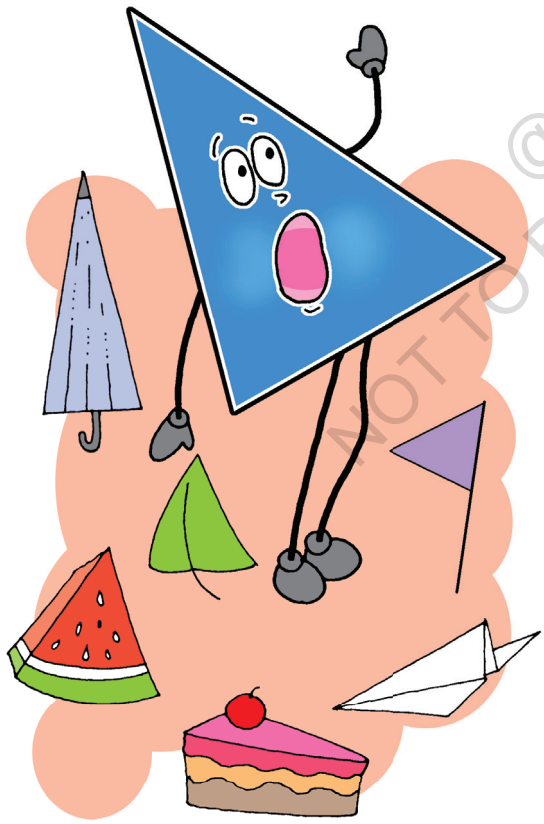
Circle said, "I am the best! I am round and beautiful. I have no sharp edges. Children use me to draw a smiling face. There are so many beautiful things in my shape. I am the best!"



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The other shapes refused to agree with the circle. Square then said, “I am the best! I have four sides and all of them are equal in size. Children eat many sweets which are square in shape. I look very beautiful and so I am the best.”





After listening to this, Triangle said in a loud voice, “I am the best! Just look at me! I am so beautiful. I have three sides. Children use me to draw mountains. They enjoy many yummy snacks in my shape. So, I am the best!”

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Listening to the other three friends, Rectangle laughed aloud. “Of course not. No one can be better than me. I have four sides. Two are equally long and two are equally short. I look so beautiful. Children enjoy biscuits and chocolates in rectangle shape. They also use so many things in my shape. I am the best!” said the rectangle.



What do you think will happen now?



The friends could not decide who was the best among them. They decided to ask the first person they meet.

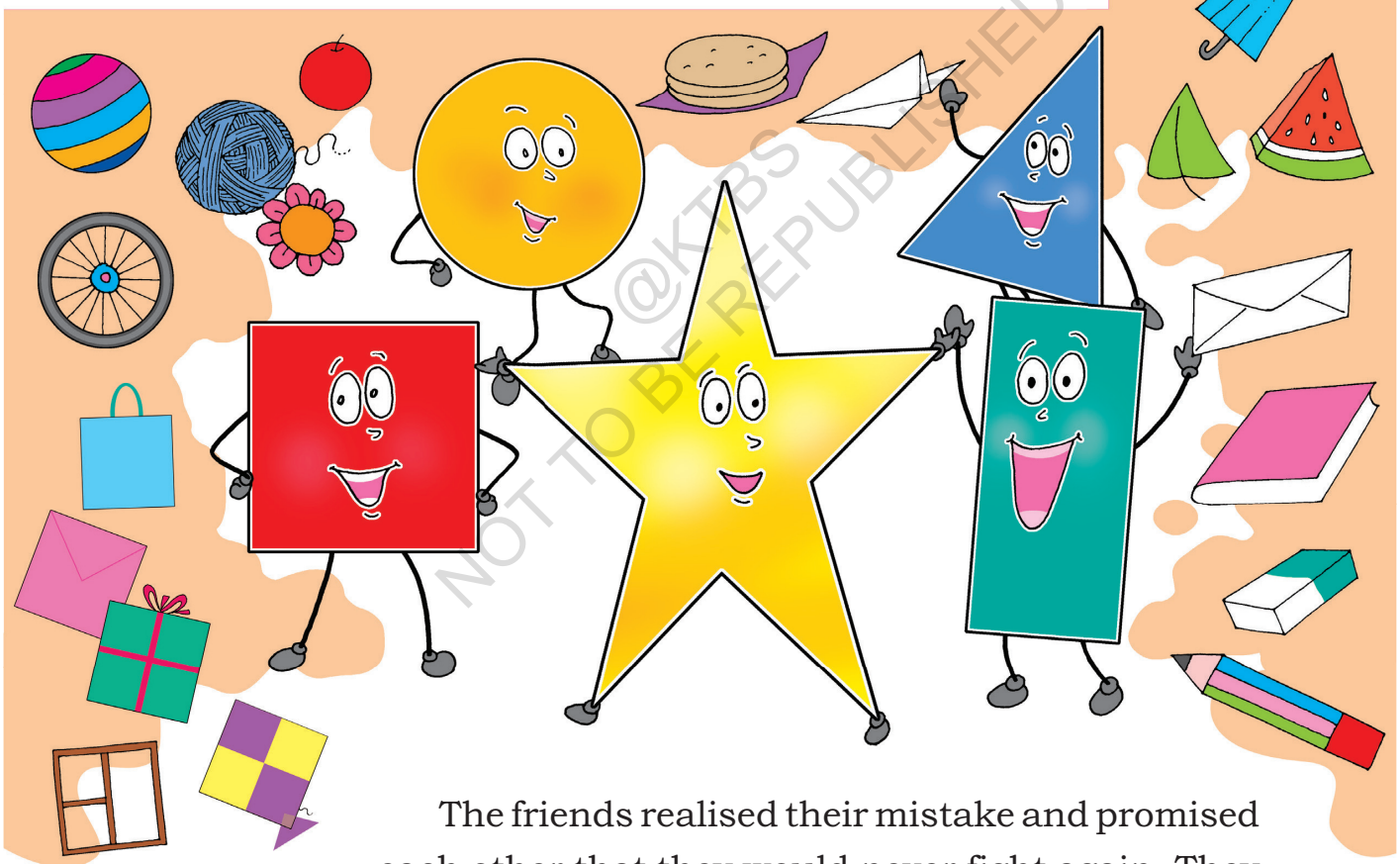
After some time, they met a star. They stopped her and told her of their fight. They asked her to decide who was the best among them.



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The star was wise. She looked at all of them. She thought for a while. Then she said, “All of you are friends. Then why should you fight? Let me tell you something very important. Do you know what you could do if you were together? You could create the most beautiful pictures and patterns! Just look around. We find amazing designs and things in all the shapes. So, stop fighting. Together we all can create wonders.”



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The friends realised their mistake and promised each other that they would never fight again. They remained best friends forever.

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Answer the following.

1. Who were the four friends?

2. Why were they fighting?

3. Who helped them to end their fight?

4. What lesson did the friends learn in the end?

5. Write 'T' for true and 'F' for false.

   a) The circle does not have sharp edges. _____

   b) A square has four sides but not all of them are equal in size. _____

   c) The triangle has two sides _____

   d) The friends could decide who was the best among them. _____

6. Who is your friend? What are the things you can do when your friend helps you?

7. Look around you. Talk about the shapes of what you see.

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Let us speak

Divide into groups of 5.

Each of you will be one character in the story — circle, square, triangle, rectangle and the star.

Take turns and read out the story.

Enjoy by adding actions to what you say.

Let us learn

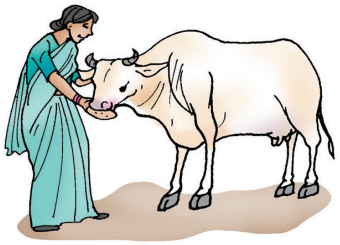
Read the following lines.



A pigeon and an ant became friends.

Notice that we used '**a**' before pigeon and '**an**' before 'ant'.

We use 'a' before singular nouns that begin with consonants. 'An' is used before singular nouns that begin with vowel sounds (a, e, i, o, u). Using this information, fill up the following blanks.



A. Fill in the blanks using 'a'.

1. _____ dog is barking at the postman.
2. My mother gives chapattis to _____ cow everyday.
3. In summers, _____ sparrow builds its nest on the mango tree near our house.

Note to the teacher
Help learners recall the consonants and vowels of the English alphabet.

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B. Fill in the blanks using 'an'.



1. I saw _____ eagle yesterday.
2. Maya bought _____ umbrella for the monsoon.
3. _____ ice-cream man brings his cart in the evenings.

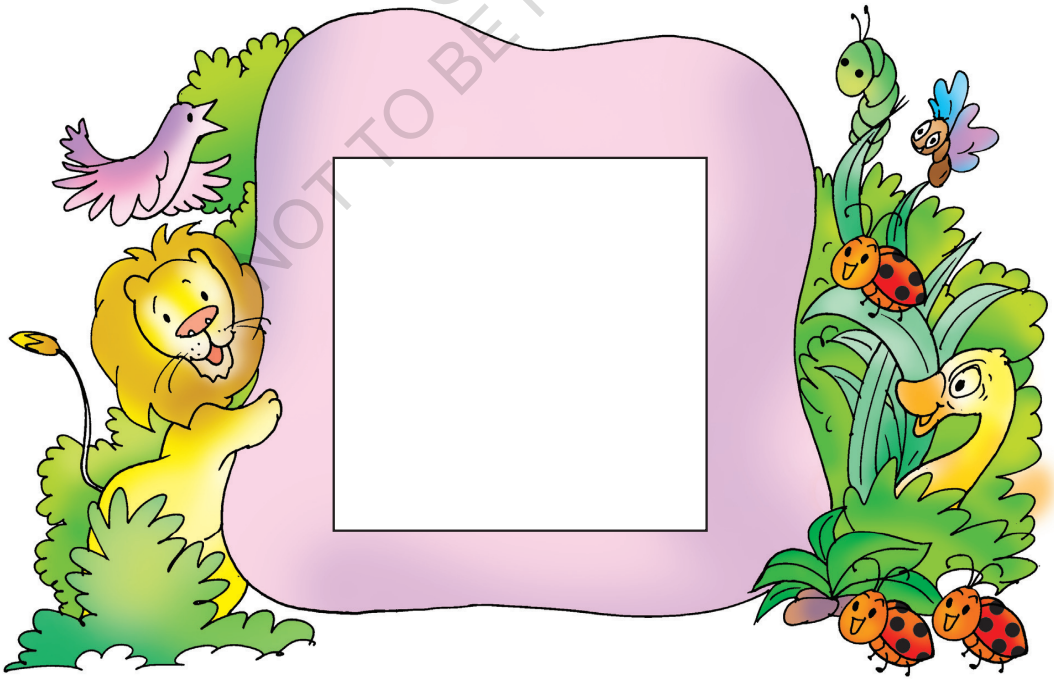
C. Fill in the blanks using 'a' or 'an'.

1. _____ brown hen laid _____ egg.
2. _____ eagle sat on _____ building.
3. Mary ate _____ apricot, _____ *chikoo* and _____ orange.

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Let us write

A. Paste a picture of your friend.



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B. Write a few lines about your friend by filling in the blanks.



My Friend

1. My friend's name is _____.
2. He/She is a boy/girl.
3. He/She is _____ years old.
4. His/Her favourite colour is _____.
5. He/She likes to play _____.
6. He/She wants to become _____.

I love my friend.

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A. Use the space given below to draw the four friends you met in Chapter 3.

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A. Draw pictures using the four friends mentioned in Chapter 3. You can use the pictures given below for ideas.



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Fun with Words

What do You do?

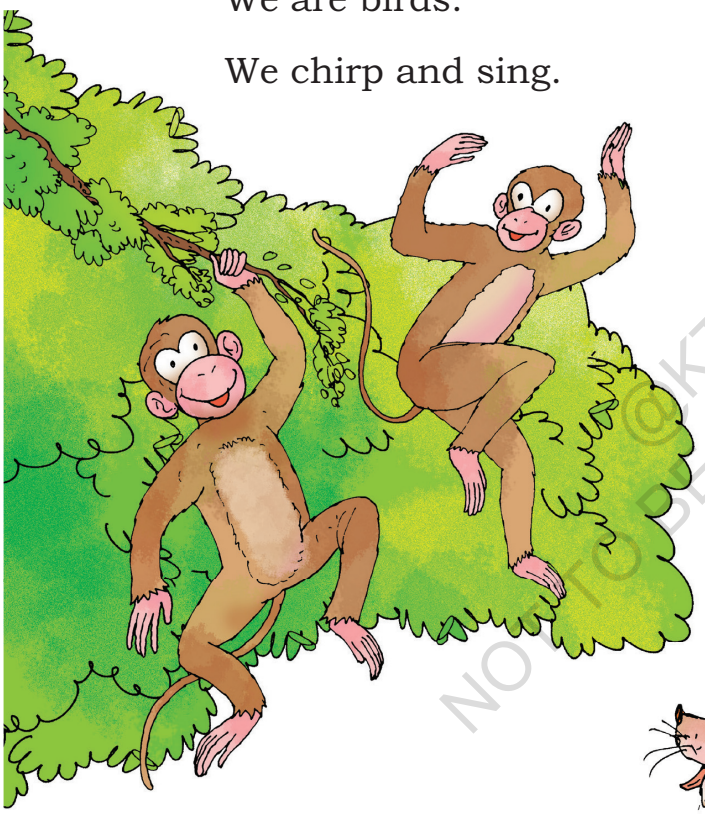


Who are you?

And what do you do?

We are birds.

We chirp and sing.



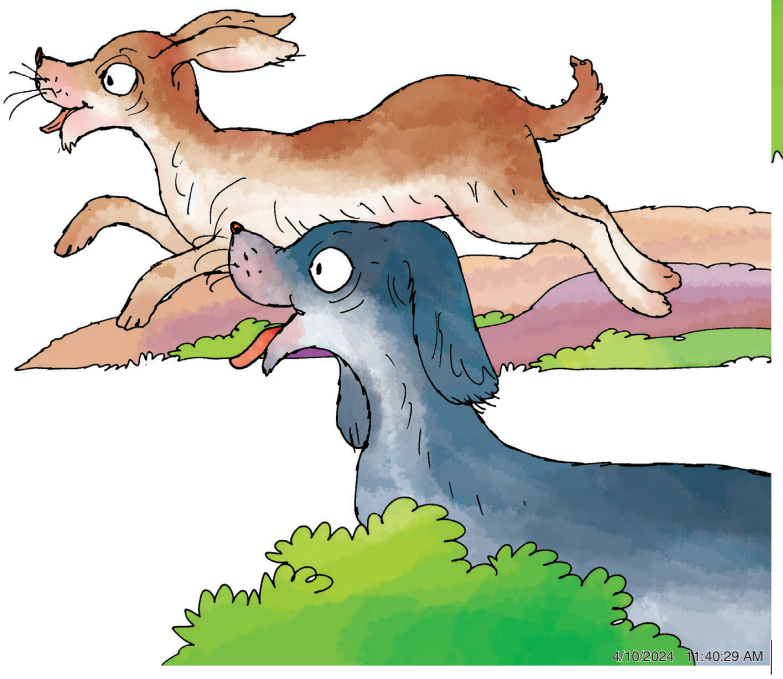
Who are you?

And what do you do?

We are monkeys.

We jump and swing.





Who are you?

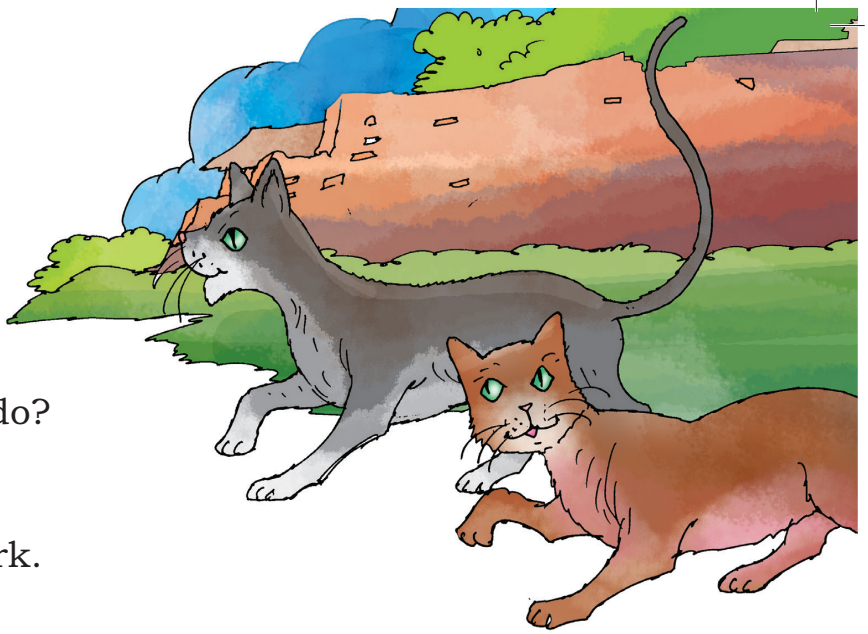
And what do you do?

We are dogs.

We run and bark.

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Unit 1_English.indd 34 4/10/2024 11:40:29 AM



Who are you?

And what do you do?

We are cats.

We mew in the dark.

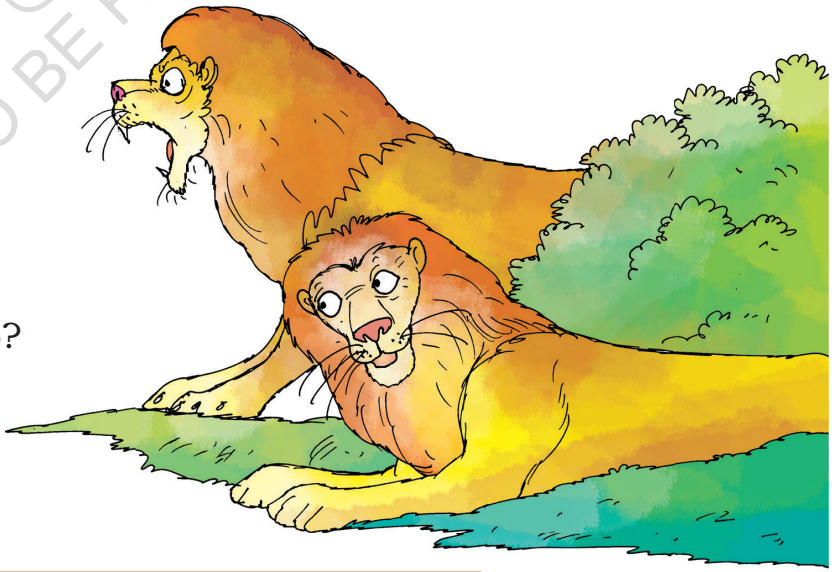


Who are you?

And what do you do?

We are elephants.

We raise our trunks.



Who are you?

And what do you do?

We are lions.

We roar and hunt.

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Note to the teacher
Draw attention to the action words mentioned in the rhyme.

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Unit 2

Toys and Games

Picture reading



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Look at the picture and answer.

1. Count how many there are and write in the blanks:

   children _____, girls _____, boys _____, women _____ and animals _____

2. What games are the children playing?

3. Children are playing in the open space in front of their houses. Where do you usually play?

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4. Some children are not playing games. What are they doing?

5. There are some women in the picture. What are they doing?

6. Who is reading the newspaper?

7. What are the children playing with?

8. What is the old man doing?

9. What is your favourite game?

10. If you were in the picture, which game would you play?

A. Point out the following in the picture.

1. The boys are playing with marbles.

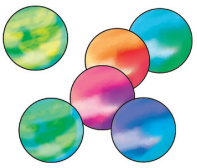
2. A girl is playing hopscotch.

3. A boy and a girl are spinning tops.

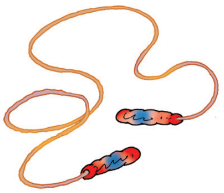
4. A boy is blindfolded.

5. A boy is holding a kite.

B. Identify the playthings used to play. Write their names below.







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Note to the teacher

Encourage learners to write the names in their mother tongue along with English.

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Chapter 4. Out in the Garden

0332CH04

Let us recite

Out in the garden,
Each fine day.
With my ball,
I like to play.

I bounce my ball,
I throw my ball.
I catch my ball,
On each fine day.

Out in the garden,
Each fine day.
With my kite,
I like to play.



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I tug my kite,
I pull my kite.
I fly my kite,
On each fine day.

Out in the garden,
Each fine day.
With my friends,
I like to play.

We run and skip,
We jump and sway.
We slide and swing,
On each fine day.



New words

bounce throw
slide sway

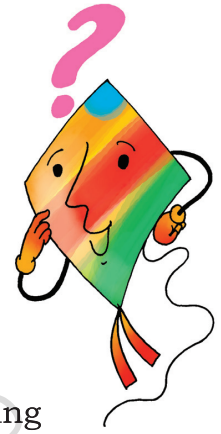
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Let us think

A. Answer the following.

1. What are the children doing with the ball?
2. How are children playing with the kite?
3. Where are the children playing?



B. Think and answer.

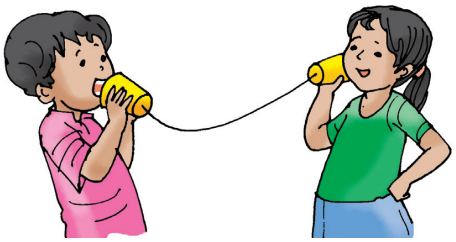
1. Where do you play?
2. What games do you play outside?
3. What happens if we are not careful while playing outside?

Let us speak

Look at some more games. Do you know them? Have you played them? What do you call them in your mother tongue?

Talk about what you know.







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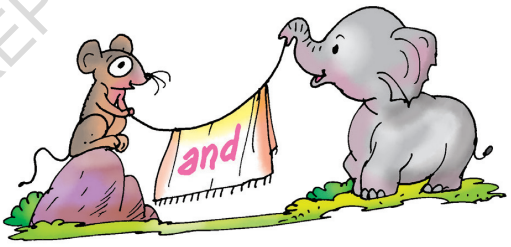
Let us learn

In the poem, we find —

run **and** skip

jump **and** sway

slide **and** swing



Here we use '**and**' to link two words.

Combine these words using '**and**' and write them in the blanks. One has been done for you.

1. give, take — give and take
2. sing, dance _____
3. eat, drink _____
4. catch, throw _____
5. run, catch _____

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Can you think of two more word pairs? Write them here.

_____

_____

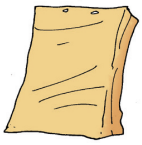
Let us do

Paper Bag Puppet

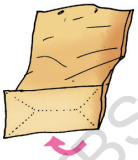
Materials required

Paper bags, a pencil, colour pencils or sketch pens, woollen threads and gum.

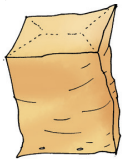
Process



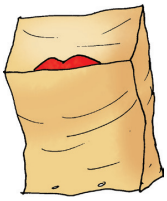
1. Take a used paper bag with a base.



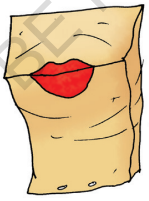
2. Fold the base upward.



3. Hold it upside down with the handle downwards.



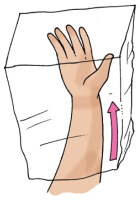
4. Draw the upper lip on the line of the flap of the base.



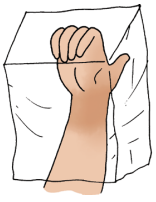
5. Draw the lower lip right below the upper lip.



6. Then draw the face and colour it. Decorate it.



7. Slide your hand into the bag.



8. Bend your fingers inside the bag.



9. Now, you can make your puppet talk.

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Chapter 5. Talking Toys

0332CH05

Let us read

It was a holiday. The local market was full of people. The toy shop opened at 9 a.m. There were many toys like wooden toys, soft toys, board games, bats and



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balls and many others. All the toys in the toy shop were waiting to see who would buy them.



"Look there," shouted the toy kitten. They saw two girls coming towards the shop.

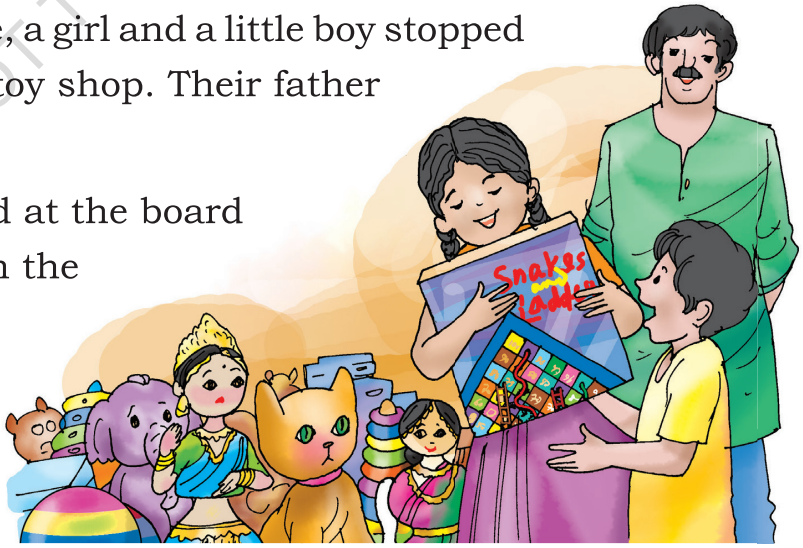


But they passed by just looking at the toys through the windows.

"Oh, no!" exclaimed all the toys at once.

After some time, a girl and a little boy stopped at the door of the toy shop. Their father stopped too.

The girl pointed at the board games displayed in the shop. Finally, she chose the game 'Snakes and Ladders'.



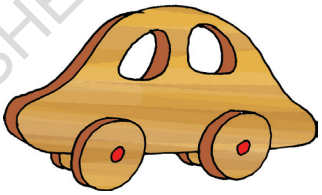
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"Ohhhh", sighed the toys together.

Next, they saw a woman and her son coming in. There was excitement in the shop among the toys.





A talking doll said, "It would be so nice if they pick me up."

"I would be happy if they chose me," thought the toy elephant.

"Namaste! How may I help you?" asked the toy shopkeeper.

"Namaste! I want to buy a toy for my son," said the woman looking at the toys in the racks.

"Aayi! I want that Vande Bharat train," said the little boy pointing to the toy train.

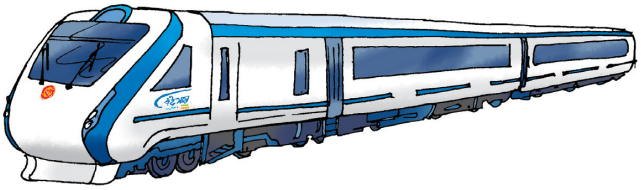
What do you call your mother?



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Aayi bought the Vande Bharat toy train. The little boy was happy.



Then two girls came in.

The toys looked at them eagerly.



"Zooooooooooooooom! Friends! I think they would like to fly me," said the aeroplane confidently.



"Trin ... Trin ...! I think they may like to play with me," thought the toy phone.

One girl bought marbles and the other bought the toy aeroplane.

After a while, a group of children came into the toy shop.



"Wow! I like this toy elephant," said the girl with long hair.

"I will take this spinning top," said the boy with the red cap.

"I like these cute dancing dolls," said the boy in the blue shirt.



The children bought the toys. They left the shop cheerfully.

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New words

displayed excitement eagerly

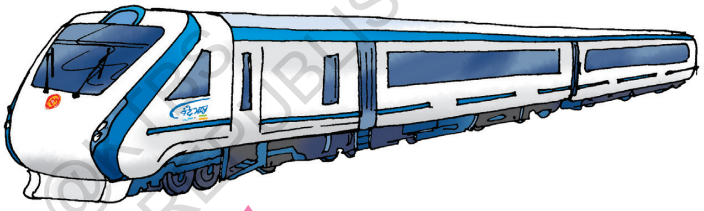
Picture Glossary



Doll



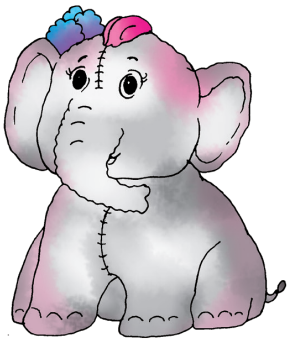
Chennapatna Toys



Vande Bharat Train



Kondapalli dancing dolls



Soft toy elephant

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Note to the teacher

Show children the *e-Jaadui Pitara* developed by the NCERT.

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Let us think

A. Answer the following.



1. Name the toys in the toy shop.

_____ _____

_____ _____

_____ _____

_____ _____

2. What toy did the little boy request his mother to buy him?

_____

_____

B. Think and answer.

1. Talk in pairs. How do you feel when someone buys or gives a toy to you?
2. Have you seen the 'Jaadui Pitara'?



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Let us learn

A. Read these words.

happy boy pretty doll blue frock red cap

The words boy, doll, frock and cap are **naming words**.

The word happy tells us **more about the naming word** 'boy'.

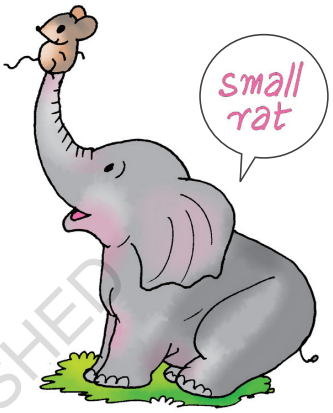
The words red, talking and blue tell us more about the naming words beside them.

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Add a word from the help box to the given naming words. You may use the same word more than once. One has been done for you.

Help Box

brown, clean, cold, white, cotton, large



yellow mango

_____ food

_____ *kurta*

_____ water

_____ paper

_____ tree

Now try writing more such words.

_____ _____ _____

B. Look at these words.

toy	toys
boy	boys

You have learnt that we add 's' for more than one thing. These are called plural words.

Write the plural of the given word by adding '**s**'.

cat _____

cup _____

doll _____

shop _____

train _____



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For some words we add –es to make a plural word.

Write the plural of the given word by adding '**es**'.

box boxes

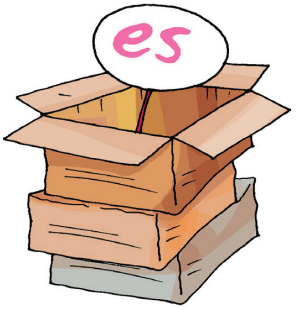
class _____

bus _____

pouch _____

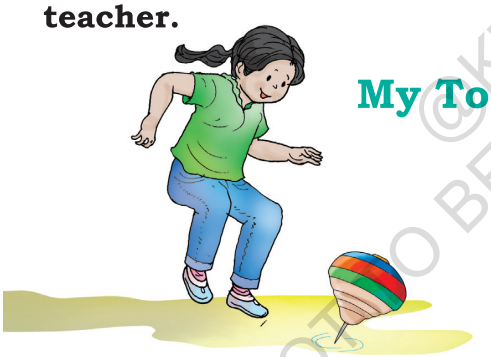
brush _____

mango _____





A. Listen to your teacher. Your teacher will recite a poem about a top. Then, you repeat along with your teacher.



My Top



Red and green,

Yellow and brown,

My top goes round and round.

I play with it every day

Seeing it go round and round,

Along with it, I jump around.

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B. Look at the box given. Circle the names of colours used in the poem.

red	pink	green	blue
yellow	white	brown	purple



A. Look at the pictures.

These pictures tell us how a mother bird made a kite for her baby bird.



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Use the following clues to complete the given sentences.

little chick – kite – onion peel – thread from spider web – gum from a tree – leaf blade from the palm tree

Making a Kite

A baby bird wanted to fly a kite.

The mother bird brought _____ from onions.

Then, she _____.

Next, the mother bird _____.

Finally, _____.



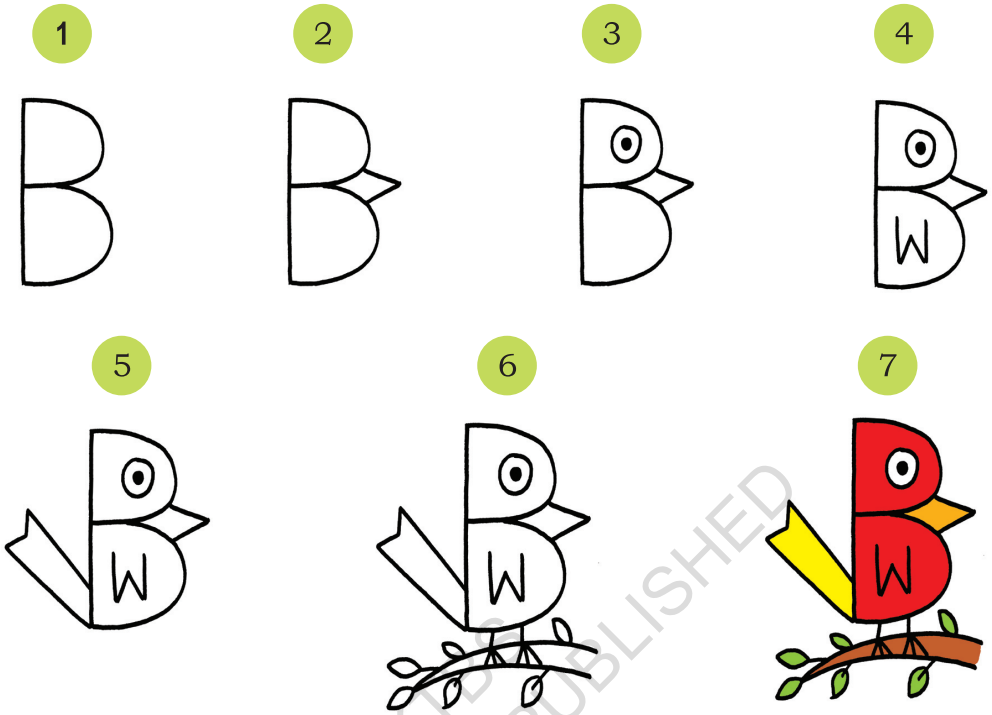
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B. Draw a bird using the letter 'B' as shown in the picture.

You may follow the instructions:

1. Write the capital letter 'B'.
2. Draw a sleeping **v** (>) as shown in the picture.
3. Now draw a circle in the upper loop of B and put a ' . ' in it.
4. Now draw a **w** in the lower loop of B.
5. Next draw a tail as shown in the picture.
6. Lastly, draw feet and a small branch for the bird to sit on.
7. Now, colour the bird!

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C. Now, draw a picture like this one using any other letter of the alphabet.

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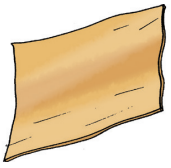
Let us do

Let's make jute or cardboard puppets.

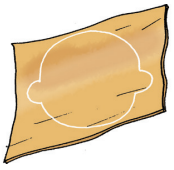
Material required

Jute sheets or cardboard sheets, acrylic or watercolours, pencil, woollen thread and glue.

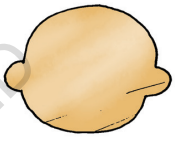
Steps



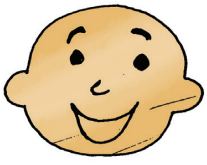
1. Take a jute sheet or a cardboard sheet.



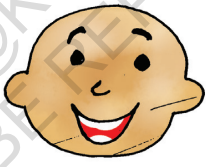
2. Draw or trace a human face.



3. Cut the outline of the face.



4. Draw outlines of eyes, nose, mouth, etc.



5. Colour the parts of the face.



6. Use woolen thread for attaching hair.



7. Attach a handle with a piece of jute or cardboard on the back.



8. Your puppet is ready.



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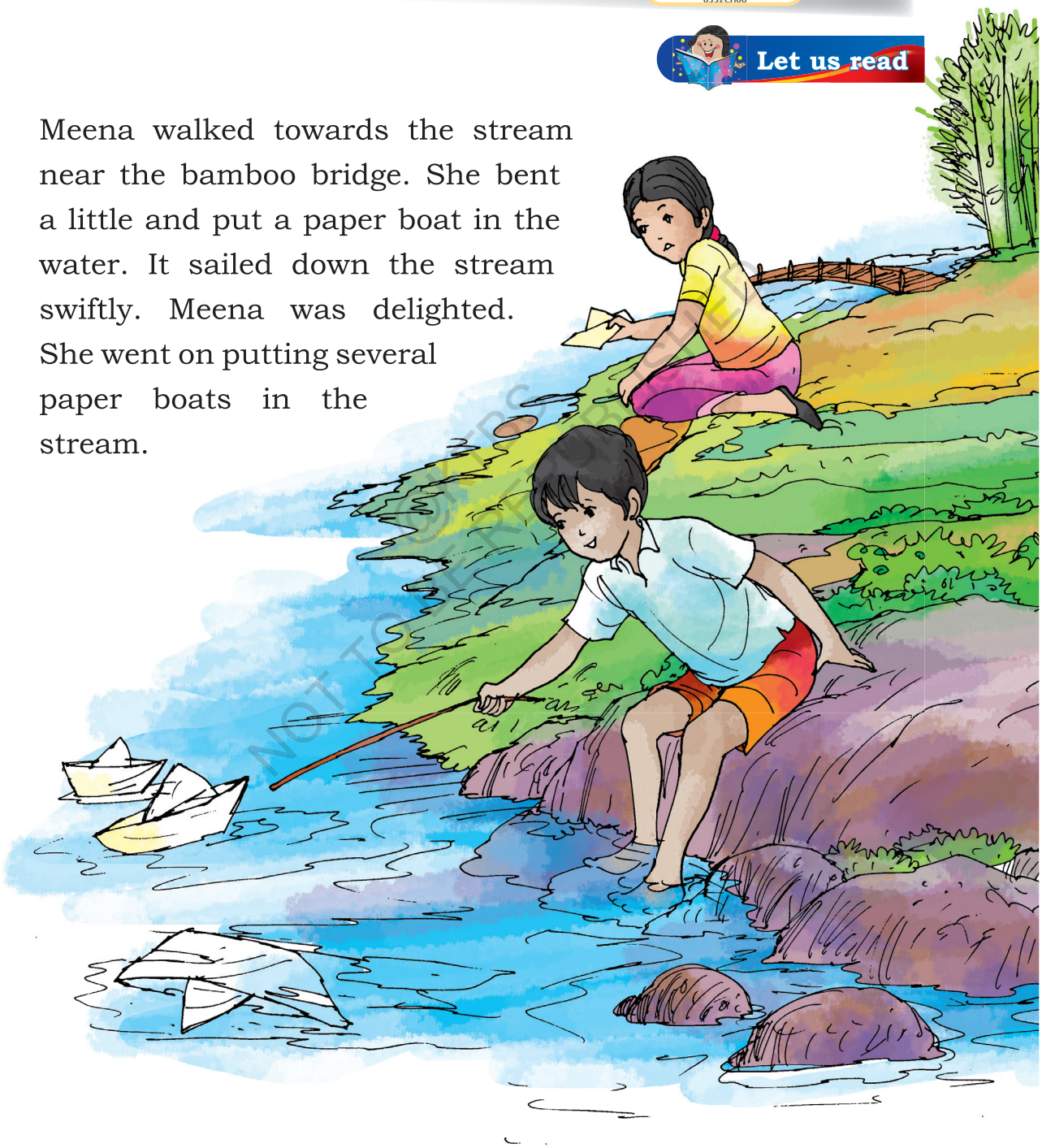
Unit 2_English.indd 55 4/24/2024 4:11:52 PM

Chapter 6. Paper Boats

0332CH06

Let us read

Meena walked towards the stream near the bamboo bridge. She bent a little and put a paper boat in the water. It sailed down the stream swiftly. Meena was delighted. She went on putting several paper boats in the stream.



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As the boats floated down the stream, she saw a naughty boy pushing the boats into the water. Meena stared at the boy angrily. He did not care for Meena's angry face. She shouted "Stop!" But the boy did not stop.



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"Why are you overturning the paper boats?" Meena asked angrily.

"Because it is fun," replied the boy.

"It may be fun for you, but those are my paper boats" said Meena. "So, you just stop overturning my boats."

The boy thought for a minute and said, "I will not do it again, but I also want to play. Can you help me?"

Meena said, "I have enough paper. You can make boats for yourself."

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The boy answered, “I don’t know how to fold the paper to make boats.”

Meena said, “That’s easy, I will help you.” She showed him how to make the boats.

Meena took out coloured paper of different sizes. She showed the boy how to fold and re-fold the paper to make a boat. The boy watched carefully. Then he took a piece of paper and started to make a paper boat. Soon a few boats were ready.

Meena gently put her boats in the stream. The boy put his boats in the stream too. The boats sailed down the stream. Both enjoyed watching the boats.

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New words

delighted several overturning stream watched

A. Answer the following.

1. What was Meena playing with?

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2. Meena was angry. Why?

3. How did Meena help the boy?

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B. Think and answer.

1. Meena made paper boats. What else can you make with paper? Discuss in small groups.
2. What games do you play with your friends? Which one do you like the most? Why?

C. Say whether True or False.

1. The boy thought it was fun to overturn paper boats.
2. Meena ran home to complain about the boy.
3. The boy did not know how to make paper boats.
4. Meena had only white paper.

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Let us speak

Look at the pictures.

Tell the story of 'Manish saves the ant' to the class.



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Note to the teacher

- Give a help box according to the level of learners.
- Provide support to the learners as and when needed.

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Let us learn

Read the following sentences. Observe the underlined words.

Example 1

- Meena walked towards the stream near the bamboo bridge.
- She bent a little and launched a paper boat.

In the second sentence, '**she**' is used instead of Meena.

Example 2

- The boy jumped into the stream and pulled the boat out.
- He gave it to Meena

In the second sentence, '**he**' is used instead of the word 'boy'.

A. Fill in the blanks using 'he' or 'she'.

1. Rani likes playing outside.

   _____ likes flying kites.

2. Sahil has a top.

   _____ plays with it every day.

3. Durga is five years old.

   _____ is going to school.

4. Ranjit goes to school, regularly.

   _____ likes reading stories.



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Note to the teacher

- Draw learners' attention to the use of 'he' and 'she' in the texts covered in Units 1 and 2.
- Encourage students to create and share sentences using 'he' and 'she'.

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B. Look at the picture.



Write where each thing is. Choose the correct word from the brackets.

1. The bat is _____ (on/under) the bed.
2. The bag is _____ (in/on) the chair.
3. The ball is _____ (in/under) the box.
4. The car is _____ (in/under) the table.
5. The books are _____ (in/on) the shelves.

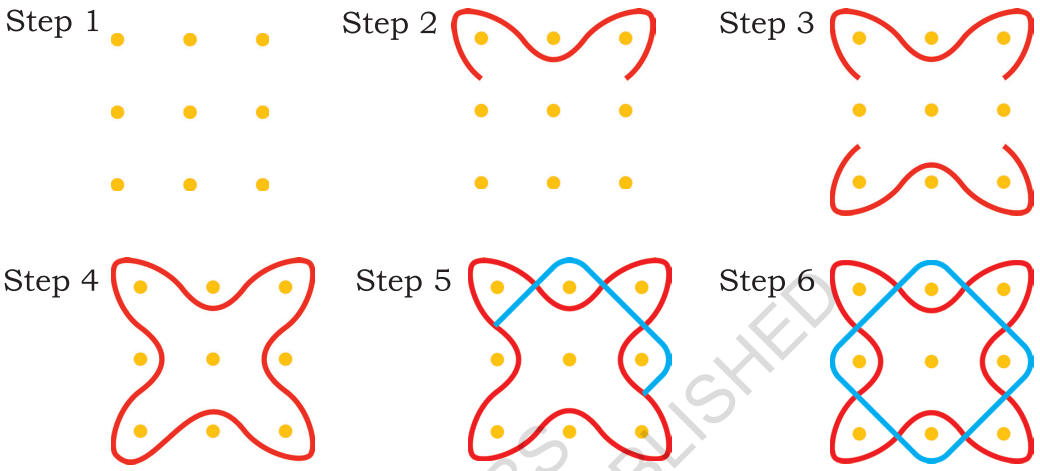
Note to the teacher
Reinforce the concept of preposition by adding examples from the learners' milieu.

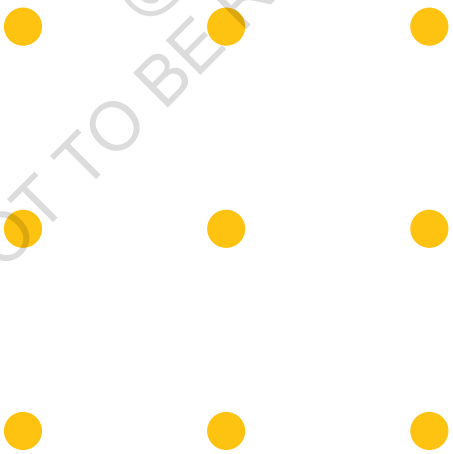
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Let us do

A. Follow the steps to draw a rangoli.





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Note to the teacher
Help students recall the rangoli activity given on the page 26 of *Mridang*, Class 2.

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Let us write

A. Write a few lines about the picture using the following clues.

park	children	playing	see-saw
swings	slide	enjoying	happy

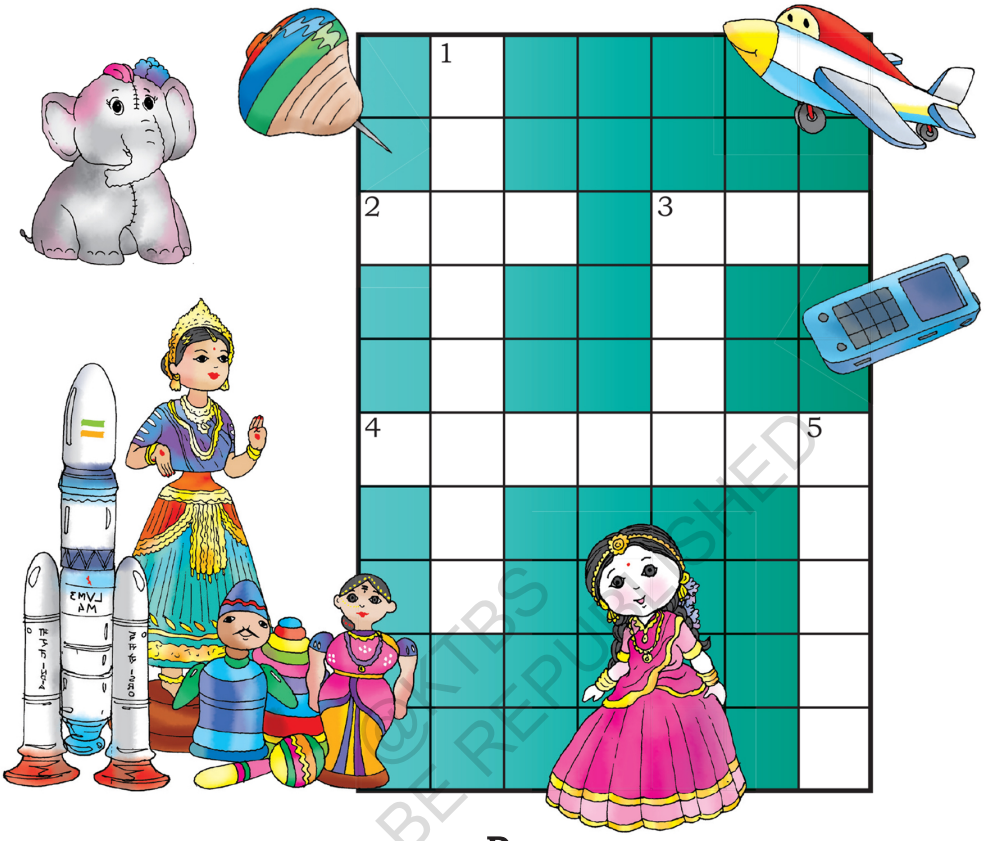


Note to the teacher
Encourage learners to share their sentences in the class.

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B. Solve the crossword puzzle.

Hint: All the answers are related to toys and games.



Across

2. A round object that spins on a needle
3. An object used to hit a ball
4. A round glass ball used for playing

Down

1. A game played using a ball and your foot
3. A round object used to play
5. A seat tied by ropes and which moves front and back

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Let us explore

A. Talk to your elders at home. Find out what games they played when they were young. Learn a game from them and share with your friends preferably in small groups.

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SELF ASSESSMENT

1. I can recite the poems

- in a group. ☐
- in pairs. ☐
- by repeating after my teacher. ☐
- by myself. ☐

2. I can read the stories

- by myself. ☐
- with my classmates. ☐
- with the help of my teacher. ☐



3. I can write

- by copying from the book or the board. ☐
- as my teacher speaks. ☐
- with the help of my classmates. ☐
- by myself. ☐

4. I can tell the stories that I have read or listened

- by myself (without any help). ☐
- with the help of the teacher. ☐
- by using the book. ☐

5. I was able to do

- all the exercise questions. ☐
- most of the exercise questions. ☐
- a few exercise questions. ☐

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Note to the teacher
The assessment sheet can be filled by the student under the guidance of parents and teachers.

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