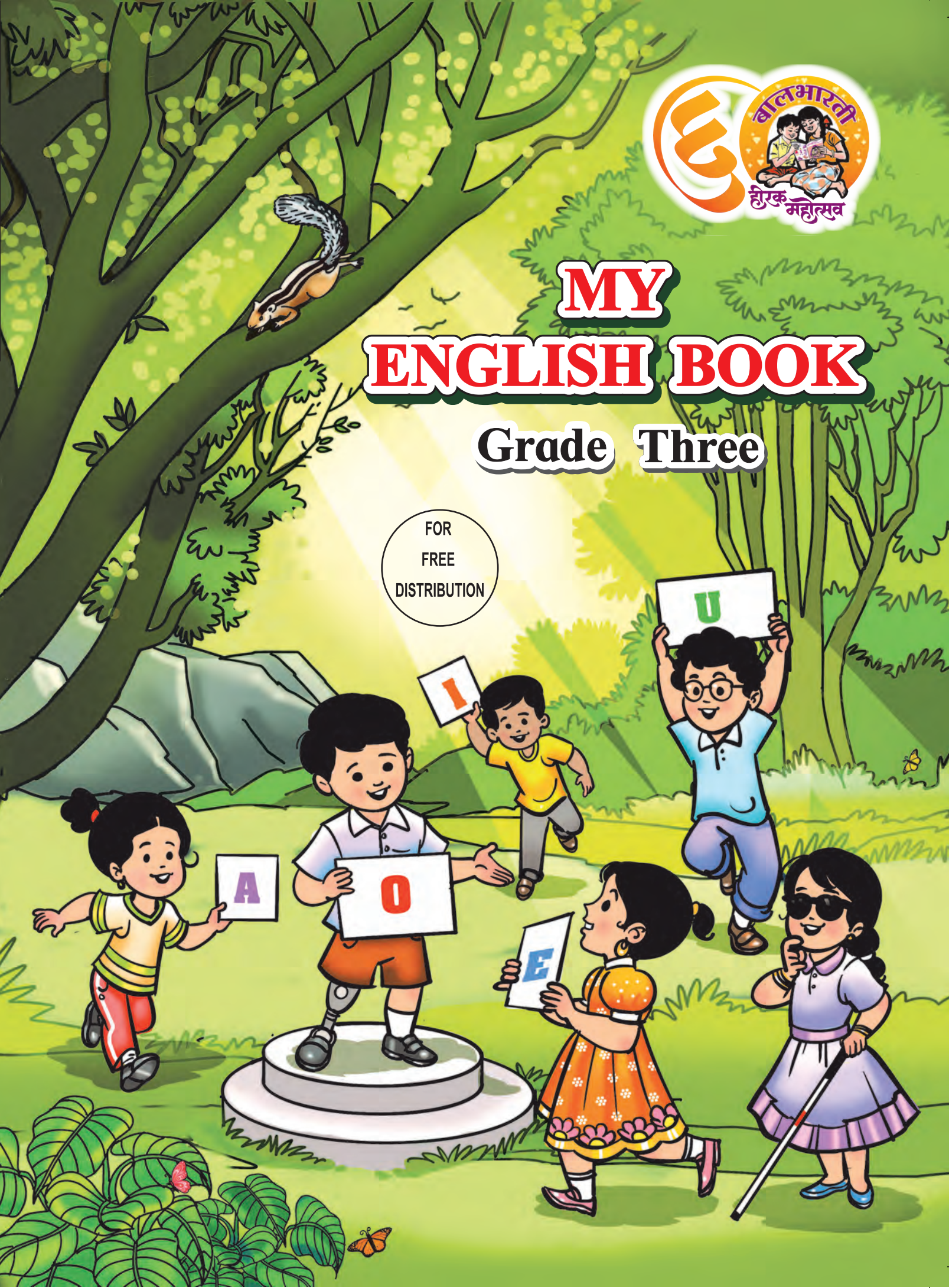




MY ENGLISH BOOK

Grade Three

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Tele MANAS Helpline

**Tele MANAS (Tele Mental Health Assistance and Networking Across States)
(14416 / 1800-89-14416)**

Under the National Mental Health Program, the centrally sponsored scheme Tele MANAS is being implemented in the state of Maharashtra from October 2022. Under the Tele MANAS Program, free 24 × 7 integrated and comprehensive mental health services are provided through the helpline number 14416. This includes treatment and counselling by experts for various mental problems. The information provided by you after calling the Tele MANAS helpline remains completely confidential, so students, parents and teachers should feel free to call the helpline number and tell them about their problems and doubts and get guidance on it. Tell others to take help from this facility as well.

Manodarpan

The Manodarpan Helpline (8448440632) is a free telephone service that has been made available since July 2020. It is provided by the Ministry of Education through the Manodarpan Cell at the National Council of Educational Research and Training (NCERT) to offer psychological guidance and support to students, parents and teachers. This service is available every day of the week from 8:00 AM to 8:00 PM. Students, parents, and teachers can call this helpline to receive the necessary guidance and counseling.

This textbook aligns with the curriculum and syllabus developed by the State Council of Educational Research and Training (SCERT), Maharashtra, Pune-30. This book has been verified and approved by SCERT, Maharashtra, Pune. The Coordination Committee, established under Government Resolution by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4 dated April 25, 2016, approved this textbook in its meeting held on April 1, 2026, for use from academic year 2026-27 onwards.

MY ENGLISH BOOK

GRADE THREE

(Non-English Medium)

My Name



**Maharashtra State Bureau of Textbook Production
and Curriculum Research, Pune.**

समग्र शिक्षा



Scan the adjacent QR code with your smartphone to access digital resources, including audio, visual and audio-visual materials, that complement this textbook.

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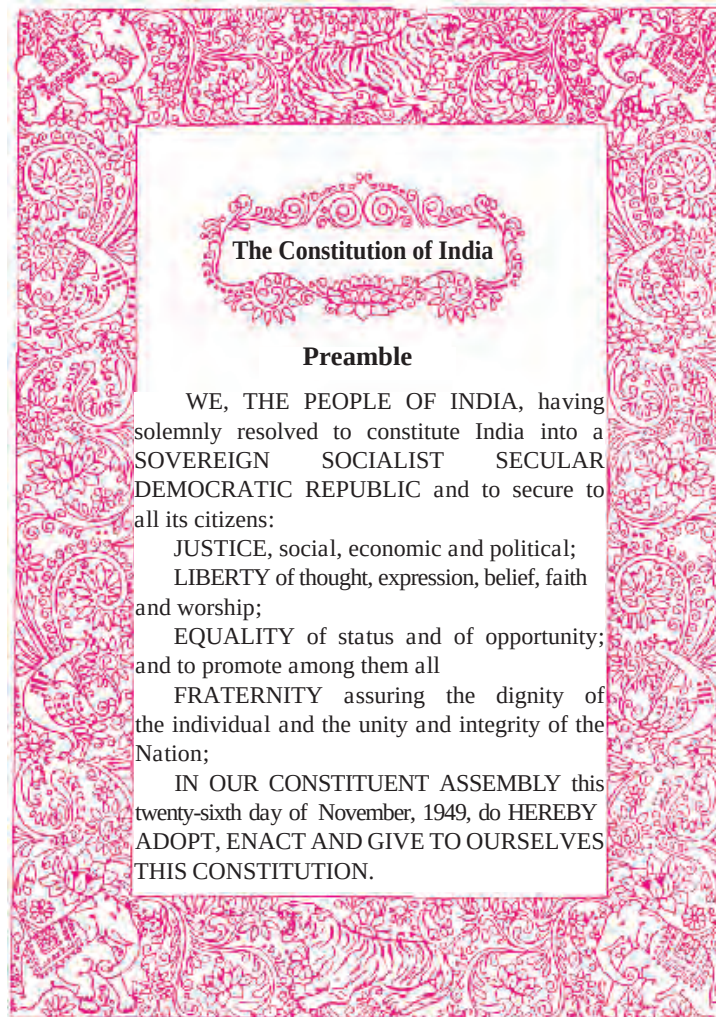
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The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India -

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvīda-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

राज्यगीत

जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥१॥

भित्ती न आम्हा तुझी मुळी ही गडगडणाऱ्या नभा
अस्मानाच्या सुलतानीला जबाब देती जिभा
सह्याद्रीचा सिंह गर्जतो शिव शंभू राजा
दरी दरीतून नाद गुंजला महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥१॥

काळ्या छातीवरी कोरली, अभिमानाची लेणी
पोलादी मनगटे खेळती, खेळ जीवघेणी
दारिद्र्याच्या उन्हात शिजला
निढळाच्या घामाने भिजला
देश गौरवासाठी झिजला

दिल्लीचे ही तख्त राखितो, महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा ॥२॥

Preface

Dear Learners,

Welcome to Grade Three! I am delighted to place this new **My English Book Grade Three** in your hands. As you step into this new class, you are ready to learn many exciting things that will make your English learning joyful and meaningful.

This textbook has been prepared according to the National Education Policy (NEP) 2020, NCF and SCF (S.E.). It continues the journey you began in the earlier classes. By now, you are already familiar with many English words, simple sentences, songs and stories. In Grade Three, you will explore even more activities that will help you to listen, speak and write English with confidence. Learners are also encouraged to use the Encyclopedia and Digital library providing new dimensions to enrich their educational experience.

In this book, you will enjoy interesting stories, lively poems, picture-based activities, language games, phonics exercises and word families. These activities will help you to understand how sounds form the words and words form the sentences. You will also find the opportunities to act, sing, read aloud, think creatively and work with your friends.

This year, your English learning will become even more exciting with activities that help you learn by doing. You will enjoy art-integrated tasks, where you draw, colour, sing and act while learning new words and ideas. Many lessons connect to real-life situations, helping you use English in your classroom, home and everyday experiences. The book also supports a multilingual approach, encouraging you to connect English with the languages you already know.

The activities in this textbook are designed to help you learn step by step. You will read various texts, discover new words and practise using them in your own sentences. Through picture descriptions, dialogues and small projects, you will learn to express your ideas clearly.

Dear learners, as you move through Grade Three, your English skills will grow stronger and more confident. By the end of this year, you will be able to understand new texts, write simple meaningful sentences, speak more fluently and enjoy English as a part of your daily life.

I hope this book becomes your friend on your learning journey. Learn with curiosity, practise with joy and keep exploring with a happy heart.

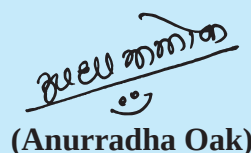
Wishing you all the very best for the year ahead!

Pune

Date : 19 April 2026

Indian Solar Year :

Vaishakh 2, 1948, Akshay Tritiya



(Anuradha Oak)

Director

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

My English Book: Grade Three

Mapping and Scope of Learning Outcomes

C.G. Nos.	Comp. Nos.	LO Nos.	Statements	Subunits where the LO is covered
1	1.1	03.01	Listens to poems and identifies important ideas.	1.1, 1.4, 1.6, 1.9, 2.1, 2.4, 2.10, 3.1, 3.4, 4.1
		03.02	Identifies important ideas from the stories by listening.	1.3, 2.2, 3.3, 3.5, 4.6
		03.03	Finds important ideas by listening to conversations.	1.5, 1.8, 1.10, 2.6, 3.7
	1.2	03.04	Discusses about narrated read out stories.	1.3, 2.2, 2.5, 2.8, 3.1, 3.5, 3.10, 4.2, 4.6
		03.05	Identifies main characters from narrated/read out stories.	1.3, 2.2, 2.8, 3.3, 3.8, 4.8
		03.06	Expresses the storyline in words of narrated/readout stories.	1.3, 2.2, 2.8, 3.5, 4.6, 4.8, 4.9
		03.07	Recognises key aspects from narrated/readout stories.	1.3, 2.2, 2.3, 3.5, 4.8, 4.9
	1.3	03.08	Uses appropriate vocabulary for conversation.	1.8, 1.10, 2.6, 2.8, 3.7, 3.8, 4.2, 4.4
		03.09	Listens to the short conversations attentively and responds appropriately.	1.5, 1.8, 2.6, 2.10, 3.7, 4.4
	1.4	03.10	Makes short oral presentations in the class on different realia and pictures.	1.5, 2.4, 2.8, 4.2
		03.11	Discusses in a group about the short oral presentation.	1.5, 1.7, 2.1, 2.4, 2.5, 3.5, 4.2, 4.6, 4.9
2	2.1	03.12	Identifies phonemes and syllables in words or phrases.	1.2, 2.3, 2.9, 3.2, 3.6, 4.3, 4.10
		03.13	Reads aloud group of words/phrases with proper stress.	1.3, 1.8, 2.3, 2.4, 2.9, 3.2, 3.4, 3.6, 3.9, 4.3
	2.2	03.14	Observes the basic structure of word (prefix and suffix)	1.3, 2.4, 3.5
		03.15	Identifies basic punctuation marks like capital letters, comma, full stop etc.	1.6, 2.7, 2.8, 2.9, 3.7, 3.9
		03.16	Recognises different sentences (simple, question etc.) with the help of punctuation marks.	1.3, 1.6, 1.9, 2.8, 4.2, 4.8
	2.3	03.17	Reads age-appropriate stories with proper pauses.	1.3, 2.2, 2.8, 3.5, 4.6, 4.8
	2.4	03.18	Identifies main characters and events from the stories.	1.3, 2.2, 2.6, 2.8, 3.3, 3.10, 4.8
	2.5	03.19	Selects and begins individual reading of age-appropriate library books.	2.6, 3.10, 4.8
3	3.1	03.20	Writes a short paragraph by using appropriate vocabulary.	1.10, 2.1, 2.5, 2.10, 3.1, 4.4, 4.7
		03.21	Writes on the given topic.	2.1, 2.5, 2.10, 3.1, 4.4, 4.7
	3.2	03.22	Creates simple posters by using pictures and key words.	1.7, 2.4, 2.5, 3.1, 3.8, 4.6
		03.23	Creates simple invitation cards for family functions.	2.10, 3.2
		03.24	Creates instructions for personal health hygiene.	1.3, 1.5, 1.8, 3.8
	3.3	03.25	Writes short stories based on experiences using key words.	2.8, 4.6
		03.26	Writes short and simple poems on any topic.	1.7, 1.6, 2.1, 3.1, 3.4, 4.5
		03.27	Writes conversations by using simple words.	1.10, 2.6, 3.3
4	4.1	03.28	Identifies rhyming/opposite words by listening.	1.1, 1.4, 1.6, 1.10, 2.4, 3.1, 3.4, 4.1, 4.5, 4.10
		03.29	Classifies the words with given context/reference.	1.5, 1.10, 2.8, 3.7, 4.6
		03.30	Creates own picture dictionary for unfamiliar words.	1.7, 1.9, 2.1, 2.10, 3.7, 4.1, 4.9
		03.31	Uses various sources like dictionary, encyclopedia, etc. to enlist words related to a particular register like My school bag, My toys bag, etc.	1.2, 1.3, 1.9, 2.6, 3.7, 4.1

Instructions for Teachers and Parents

Listening and Speaking

- ◆ Provide ample exposure to speak English through stories, poems, conversations, classroom instructions and everyday expressions.
- ◆ Motivate learners to participate in simple conversations, picture-based discussions and role-play activities.
- ◆ Accept responses in words, phrases or short sentences and gradually guide learners towards longer expressions.
- ◆ Encourage oral retelling and simple summaries of familiar stories and events.
- ◆ Begin each lesson by giving the learners opportunity to the text read aloud or narrated.
- ◆ Support learners to listen for key words, ideas and repeated expressions.
- ◆ Use pictures, actions and real objects from the textbook to support understanding.
- ◆ Encourage learners to respond orally using words, phrases, or simple sentences and gradually extend their responses.



Reading

- ◆ Focus on developing phonological awareness, word recognition and sentence-level reading.
- ◆ Boost learners to read familiar texts to become more fluent and confidence.
- ◆ Use pictures, context and prior knowledge of the learners to support comprehension.
- ◆ Gradually introduce short passages and simple informational texts.



Vocabulary Development

- ◆ Introduce new words through listening, reading and classroom interaction.
- ◆ Reinforce vocabulary through games, activities and contextual

usage rather than retention.

- ◆ Encourage learners to recognise and use common classroom and daily-life expressions.



Use of Exercises and Activities

- ◆ Do not insist on exact answers; focus on understanding and participation.
- ◆ Use oral responses before written responses whenever possible.
- ◆ Allow peer interaction and collaborative work while using the textbook.

Role of Parents

- ◆ Support learners to listen to English stories, poems and conversations without pressure.
- ◆ Appreciate attempts to speak English and avoid frequent correction.
- ◆ Support learning by discussing textbook pictures and themes informally.



Pedagogical Approach

- ◆ Encourage learners to use encyclopedia and digital library.
- ◆ Avoid direct translation of entire texts; convey meaning through pictures, actions, examples and situations.
- ◆ Use songs, rhymes, language games and audio-visual resources regularly.
- ◆ Provide positive feedback to build confidence and motivation.
- ◆ Parents should support listening to English stories and conversations at home and appreciate the child's efforts without pressure.
- ◆ **Ensure that each L.O. is focussed and ample practice is given to the learners.**

Logos used in the Textbook

Note : Use sign language and other pedagogical strategies for children with special needs CWSN to communicate the content and acknowledge their response.



Listen/see



Speak/ Discuss



Sing a song



Listen/see and act



Read



Sign Language



Do



See and do



Enact



Write



Activity



Dictionary



For the Teacher

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1.1

We are Happy Everyday



Do
you
know?

a. Onion ring activity.

Tips to conduct Onion Ring activity.

- Make inner and outer circle.
- Let learners stand in the circles facing each other.
- Learners in the outer circle introduce themselves.
- Then the outer circle moves one step forward. Repeat the activity.



b. Listen and sing.

We are happy everyday,
Learning, laughing while we play.
Clap your hands and tap your feet,
Every friend we meet is sweet.



Books and pencils, songs to sing,
Happy thoughts are what we bring.
We can jump and we can run,
School has started, share the fun.

Together strong, we always stand,
Helping others hand in hand.
Shining bright just like the Sun,
Happy hearts are joined as one!



c. Match the rhyming words.



d. Complete the sentences.

- (1) Clap your
- (2) Tap your
- (3) up.
- (4) Sit
- (5) Jump

e. Find and write opposite words from the given clouds.



crying
unhappy
end

sit
never
bitter

f. Captain says...



1. Stand up.
2. Raise your hands.
3. Shake it fast.
4. Shake it slow.
5. Hands on waist.
6. Shake your waist.
7. Fold your hands.
8. Hands up.
9. Touch your feet.



For the Teacher :

- Encourage learners to identify important ideas in the poem.
- Use above commands, instructions and play the game.

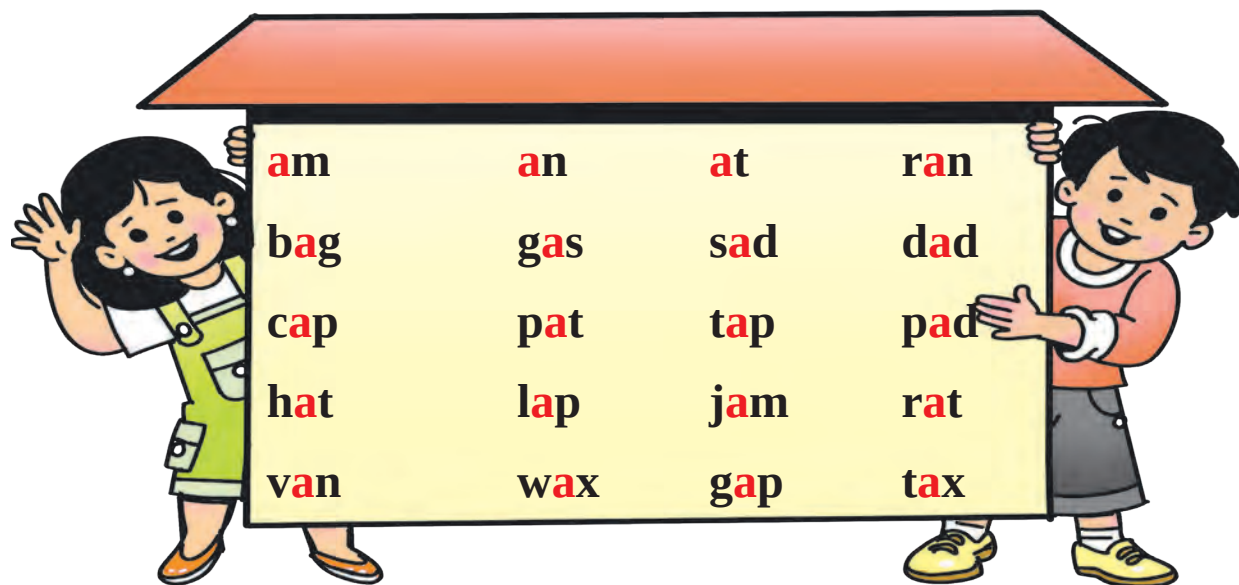


1.2

Word Family - I



a. Let's revise.



b. Read and repeat.

a cat

a fat cat

a fat cat on a mat

a fat cat sat on a mat

a fat cat and a bat on a mat



a pan

a pan and a fan

a pan, a fan and a can

a pan, a fan, a can and a man

a pan, a fan, a can, a man, and a van



c. Read and copy in your notebook.

am	an	at	ran
bag	gas	sad	dad
cap	pat	tap	pad
hat	lap	jam	rat
van	wax	gap	tax

d. Read and circle 'at', 'an' and 'ad' sounds in the given words.

at

pat ban rat tap tax

cat bat ban pan hat fat

sat

an

can tap man sad ran

pan hat gas fan nap ban

ad

bat bad can dad lad

had sad gas pad mad and



For the Teacher :

- Encourage learners to identify the phonemes and syllables in words.
- Motivate them to use dictionary.
- Encourage them to read and identify sounds like 'at', 'an', 'ad' etc.



1.3

The Picnic



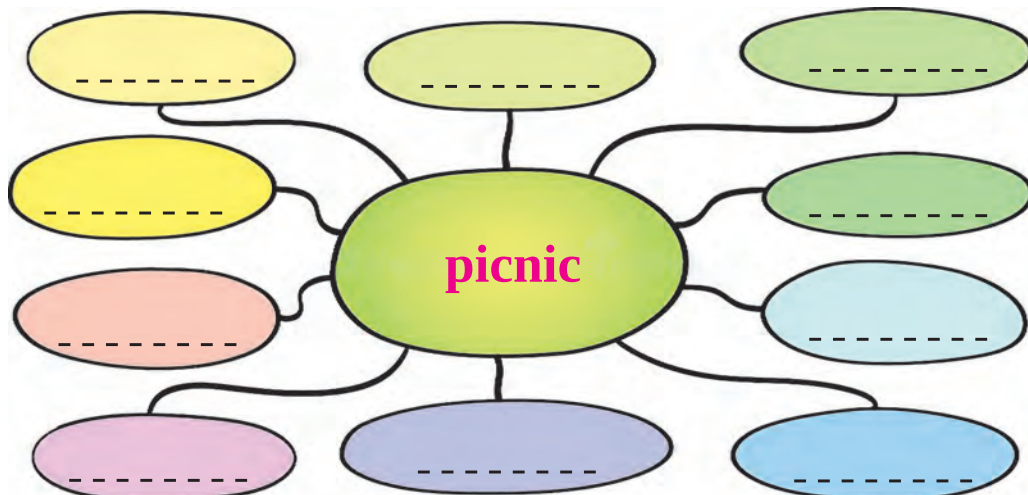
Did you go for a picnic?

a. Let's talk about the following picture.

1. What do you see in the picture?
2. Have you ever gone for a picnic? Where?



b. What comes to your mind when you listen to the word 'picnic'.

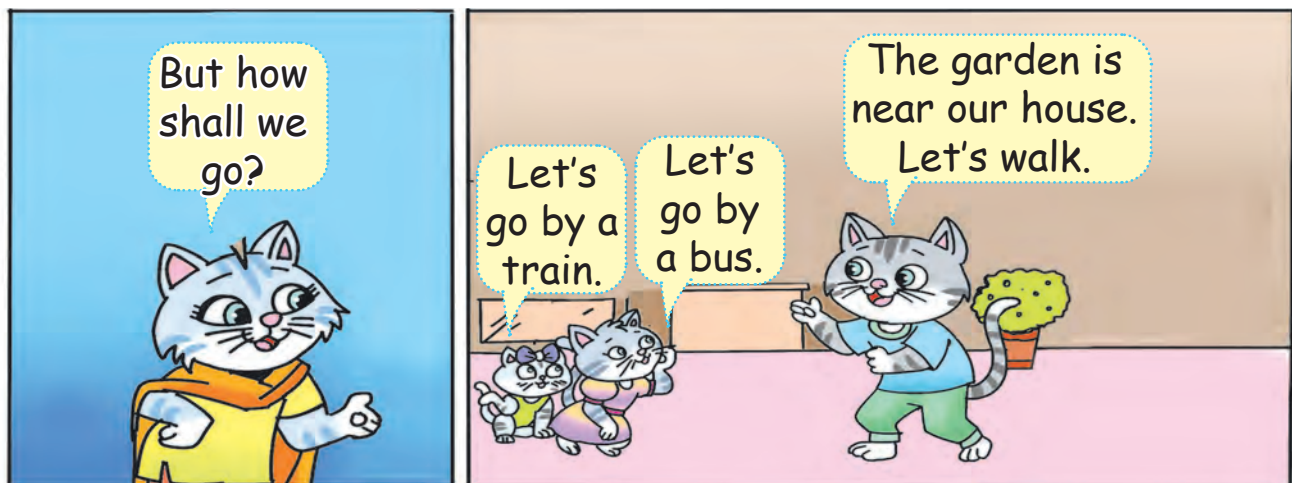


c. Listen, repeat and read.

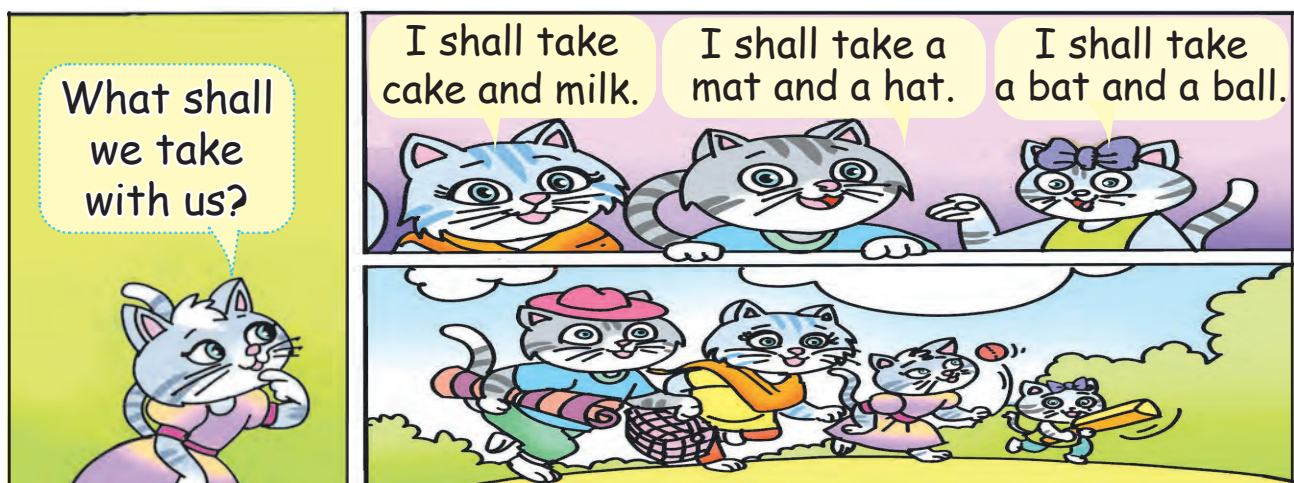
One fine Sunday, the Cat Family decided to go for a picnic. Daddy Cat, Mummy Cat, Didi Cat and Baby Cat were excited.



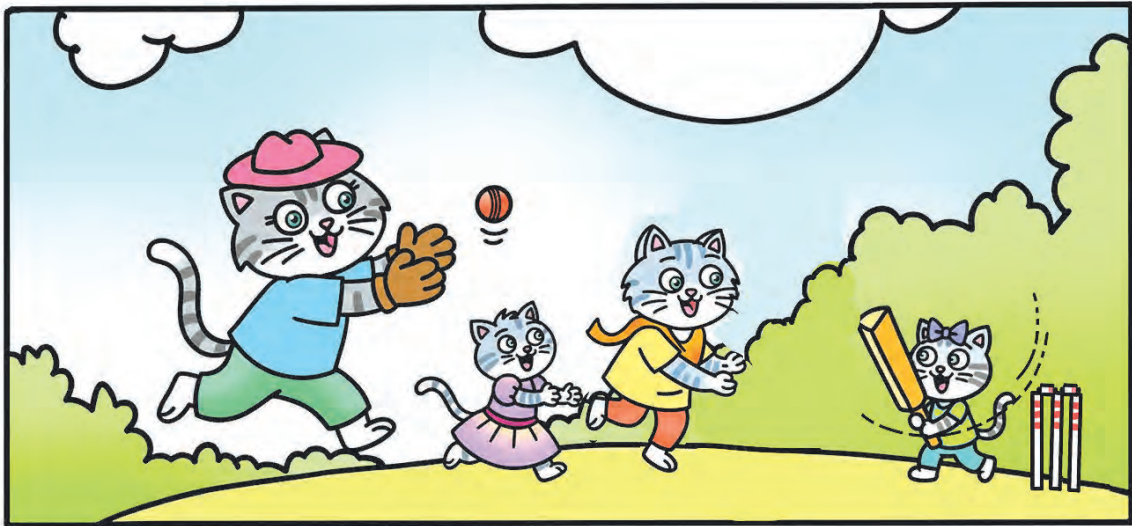
So, they all decided to go to the garden.



So, they all decided to walk to the garden.



So, they all went to the garden for a picnic. They played together. They all had a lot of fun.



They got hungry. Mummy cat gave everyone some cake. Oh no! Baby Cat's cake fell down. Baby cat started crying.



So, Baby Cat got more cake. Baby cat was happy. Everyone was happy. It was a happy picnic indeed.

d. Listen and repeat.

decided

excited

riverside

together

everyone

e. Think and write.

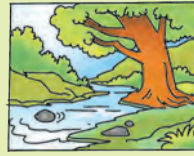
1. The Cat Family decided to go for a picnic to the



seashore



garden



riverside



hill

2. Mummy Cat wants to take..... for the picnic.



cake



apples



chips

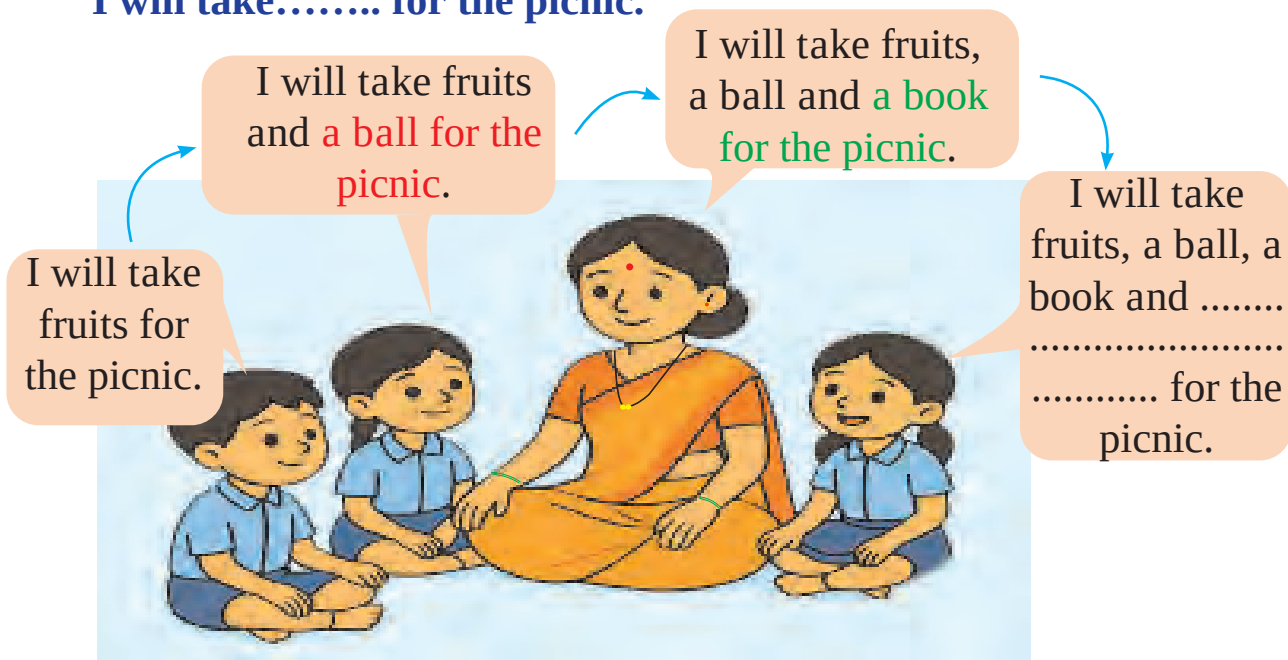


chocolates

f. Let's talk about the story and identify the main characters.

1. How did the Baby Cat feel when his cake fell down?
2. How did the Baby Cat feel when others shared cake with him?
3. How did everyone feel at the end of the story?

g. Let's play a game. Listen carefully to what your friend will carry for the picnic, add one more thing to it and repeat the sentence - "I will take..... for the picnic."



h. Read the words and make sentences beginning with 'I will.'

sing play draw dance run swim

For example : I will sing tomorrow.

i. Identify questions from the above story and copy them in your notebook.

j. Rewrite the words by adding **dis-**, **over-**, **re-**, **un-**, **pre-** at the beginning.

dis	over	re	un	pre
like	cook	do	safe	school
dislike	overcook	redo	unsafe	preschool

agree	flow	play	happy	test
.....				

obey	eat	write	seen	pay
.....				

k. Rewrite the words by adding **-ing**, **-ful**, **-ly**, **-less** at the end.

ing	ful	ly	less
play	joy	slow	care
playing	joyful	slowly	careless

talk	colour	loud	end
.....			

sing	thank	soft	help
.....			



For the Teacher :

- Encourage learners to create their own picture dictionary by using sight words.
- Encourage them to identify the characters and the central idea of the story and discuss about it.
- Motivate them to express storyline in their own words.
- Motivate them to read animal stories from the library.



1.4

Twinkle, Twinkle



a. Listen and sing.

When the blazing sun is gone,
When nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.

Then the traveller in the dark,
Thanks you for your tiny spark!
He could not see which way to go,
If you did not twinkle so.

In the dark blue sky you keep,
And often through my curtains peep,
For you never shut your eye,
Till the sun is in the sky.



- Jane Taylor

b. Listen and repeat.

blazing

shines

traveller

tiny

curtains

c. Write the rhyming words.

light

↓

.....

↓

.....

dark

↓

.....

↓

.....

keep

↓

.....

↓

.....

d. Imagine and complete the lines.

- Open the
- Twinkle, twinkle
- Shut the
- Kick the

e. Listen and act.

- Open the window.
- Shut the door.
- Close your eyes.
- Turn off the fan.
- Wipe the board.
- Sing a poem.
- Drink water.
- Sharpen your pencil.

f. Match the pictures with words.

full moon

dark cloud

hot sun

shining star

g. Listen and repeat.

- Road roller.
- She sells seashells by the seashore.
- Red lorry, yellow lorry.
- Five funny frogs found fresh flies.
- Blue birds bring bright berries back.

Tongue
Twisters**h. Read, find and write opposite words.**

- dark ×
- full ×
- day ×
- up ×

**For the Teacher :**

- Encourage learners to sing the poem with proper rhythm.
- Motivate them to identify the important idea in the poem.



1.5

The First Aid Box



a. Let's speak.



What would you do if someone gets injured?



b. Read and know the use.

One day, Rina Madam walked into Grade Three class with a small white box in her hands. “Good morning, everyone!” she said with a smile.

“Good morning, Madam!” the learners greeted. Rina Madam held up the box and said, “Can anyone guess what it is?” Aarav raised his hand and replied. “Is it a lunchbox?”

Everyone laughed loudly. “No, Aarav,” said Rina Madam. “This is a first aid box. It’s a special box used when someone gets injured”. She picked up the box in her hands and told the learners how the first aid box helps to cure small injuries. “Hence, we must keep this first aid box in our school and at home too.”

c. Look, listen and repeat.



bandage



cotton



scissors



ointment



medicines



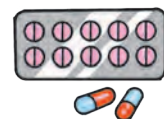
antiseptic



thermometer



soap



tablets

d. Little Tools, Big Help.

- **Cotton and antiseptic liquid** : to clean wounds.
- **Ointment** : to cure/heal wounds.
- **Bandage** : to cover cuts or small wounds.
- **Thermometer** : to check our body temperature.



e. Listen and repeat.

raised

picked

special

injured

wounds

f. Look at the pictures and complete the following.

(water, hands, fruits, brush, vegetables, night)

(1) Washing our keeps us clean and safe from germs.



(2) Eating fresh and makes our body strong.

(3) Drinking enough helps us to stay healthy.



(4) We shouldour teeth twice a day.

(5) Sleeping well at gives our body proper rest.



g. Make a list of things we need to keep ourselves clean.

h. Write the steps to use the first aid box, if your friend gets injured.

For the Teacher :

- Introduce First Aid Box in the class.
- Ask some questions regarding personal hygiene.
- Encourage learners to prepare their own first aid box.
- Encourage them to write important ideas from the paragraph.
- Motivate them to make short oral presentation about things in first aid box and discuss it in a group.





1.6

Flying Man



a. Read and circle words related to flying.

sea

birds

pen

bus

kite

book

aeroplane

man

b. Listen and sing.

Flying-man, Flying-man,
Up in the sky.
Where are you going to,
Flying so high?



Flying-man, Flying-man,
With wings so light.
Show me the stars,
That shine in the night.

Over the mountains,
And over the sea!
Flying-man, Flying-man,
Can't you take me?



c. Write rhyming words for the following.

sky



.....



.....

so



.....



.....

sea

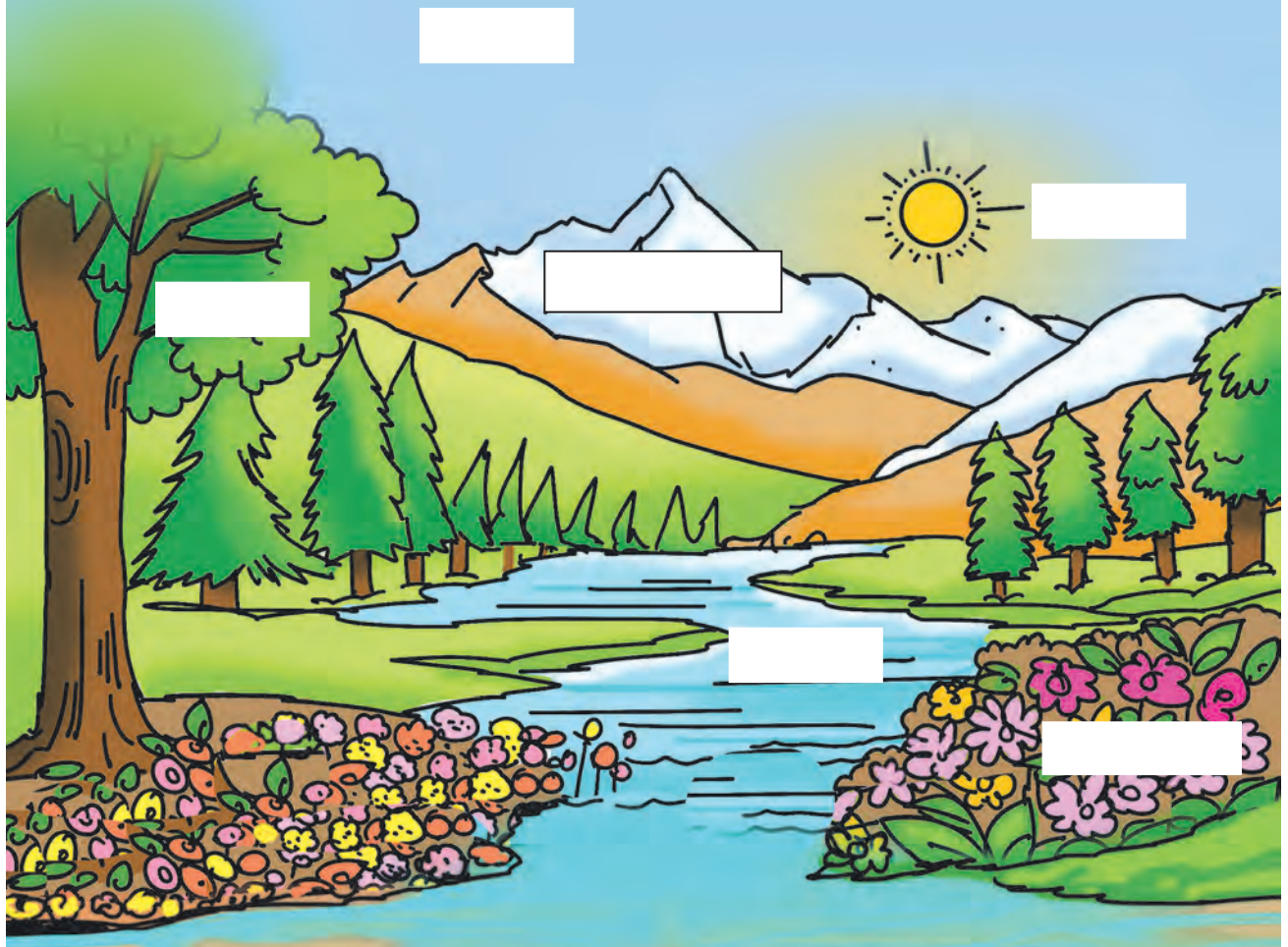


.....



.....

d. Observe the picture and label it.
(sun, mountain, flowers, river, sky, tree)



e. Read and find the opposite words from the poem.

down ×

coming ×

low ×

under ×

give ×

day ×

f. Who am I?.

- “I fly in the sky.
I have wings.
I am not a bird.”

- “I am small.
Kids fly me.
I come with a string.”



- “I am an animal.
I have stripes on my body,
I live in forest.”
- “I float in the sky,
I can bring a gentle shower,
I can hide the Sun.”



For the Teacher :

- Encourage learners to write poems on different topics like a bird, a flower, sky, etc.
- Encourage them to use dictionary to find the meaning of words.
- Motivate them to identify punctuation marks, like question mark and capital letters.



1.7

A Happy Day in the Park



Do
you
know?

- What do we do in the park?
- What things do we see in the park?
- Why do we visit a park?

a. Observe the picture and discuss it with your friend.



b. Let's read.

It is a bright sunny day. The children are playing happily in the .

Rekha is sitting on a  and reading a . Amar is riding his  on the path.

Vikas is playing with a white . Seema is feeding the  near the .

Meera is  the  and smiling. Asif is sitting on the  and picking . John is flying a colorful  in the . Everyone is enjoying the lovely day together.

c. Complete a short poem with the help of given lines.

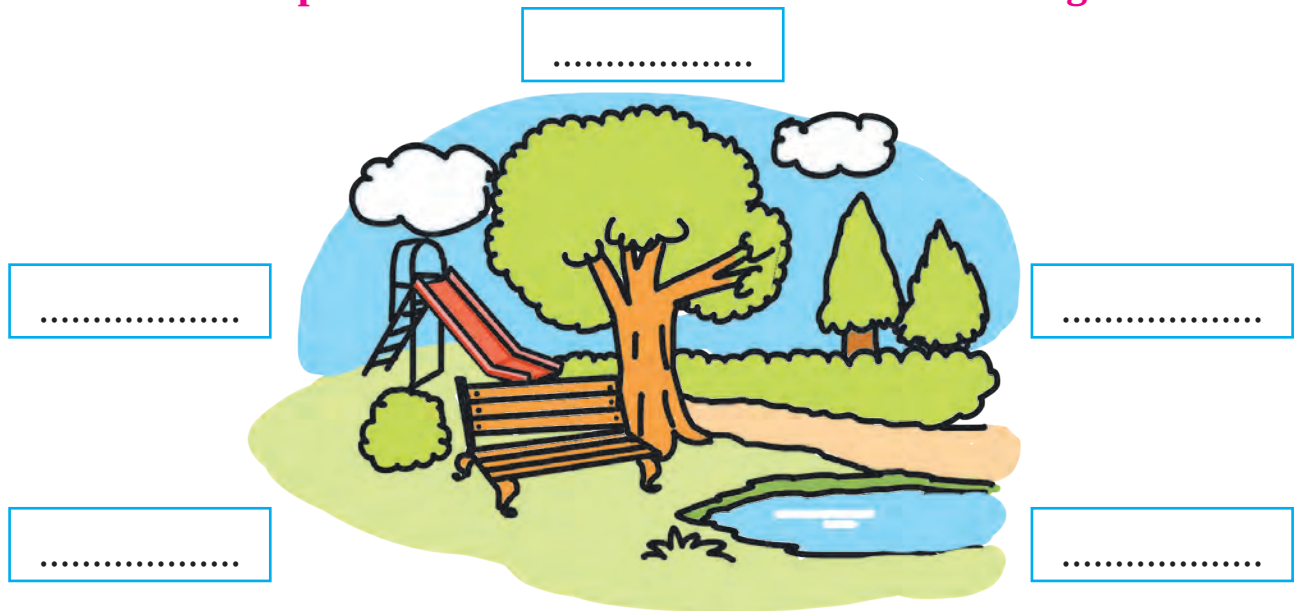
Happy trees,
Happy birds.

The trees are dancing,
The sun is shining.

d. Think and put tick (✓) for correct action.

- | | |
|---|---|
| • Use the dustbin. ☐ | • Take care of plants. ☐ |
| • Cut the trees. ☐ | • Break the branches. ☐ |
| • Pluck the flowers. ☐ | • Keep the park clean. ☐ |

e. Observe the picture and write the related words in the given boxes.



f. Develop a garden in your backyard or school.



For the Teacher :

- Encourage learners to create own picture dictionary related to kitchen garden.
- Motivate them to create simple posters on given topics.
For example : park, garden, bus stand, railway station, etc.



1.8

Getting Ready



a. Let's talk.

Mother : Shantanu! It's time to get ready for school.

Shantanu : Yes, Mummy!

Mother : First, comb your hair.

Shantanu : Yes. I am getting ready.

Mother : Now, button up your shirt properly.

Shantanu : Okay, Mummy.

Mother : Good! Tie your shoe laces neatly.

Shantanu : Yes, I am tying my shoe laces.

Mother : Very good, Shantanu!

Shantanu : Thank you, Mummy. Bye!



b. Look at the picture, add 'ing' and make a new word.



+

ing

=

brushing



+

ing

=

.....



+

ing

=

.....



+

ing

=

.....



+

ing

=

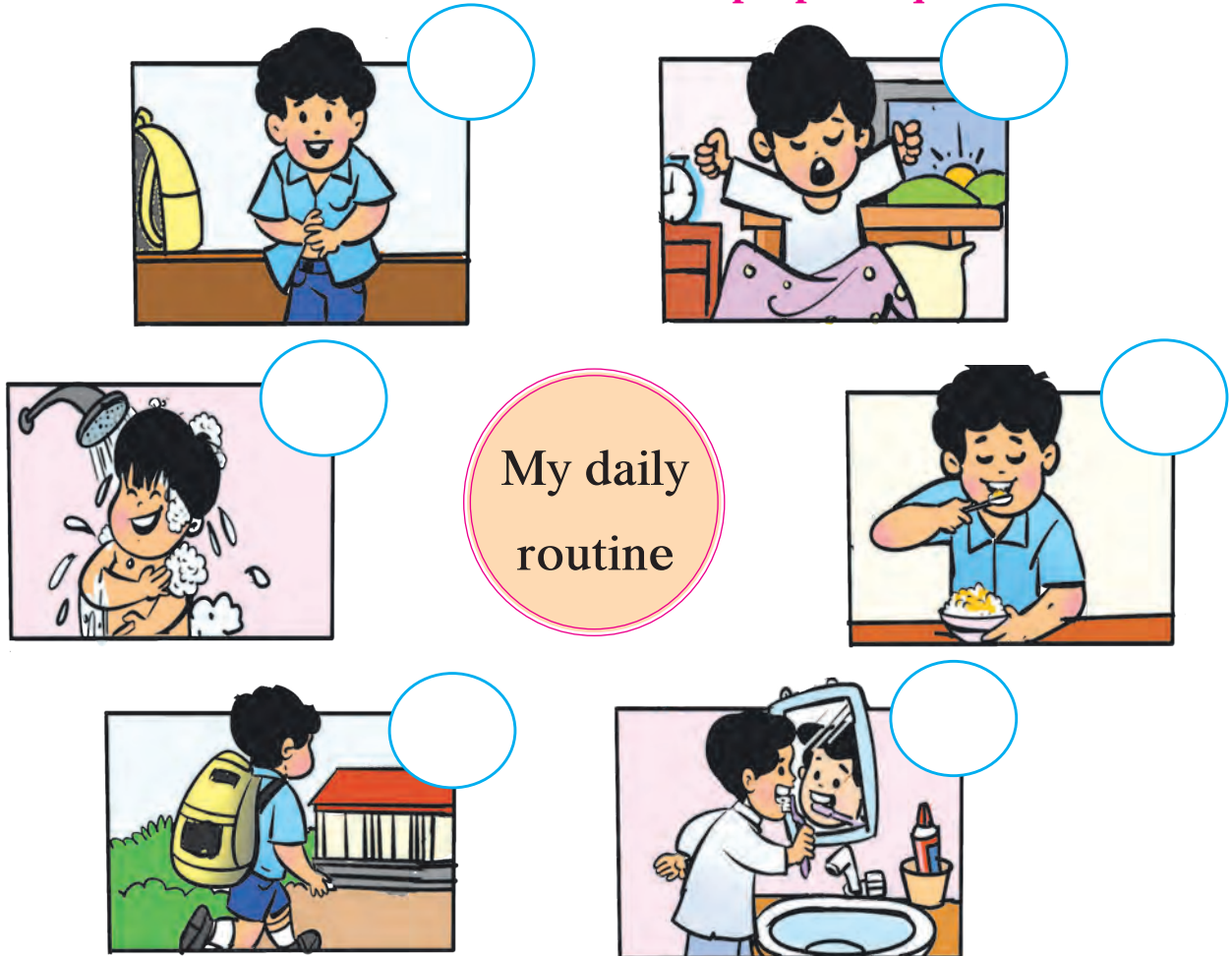
.....



c. Listen and repeat.

cutting	playing	sleeping	studying
drawing	talking	colouring	learning
helping	cleaning	cooking	sweeping

d. Name the actions and number them in proper sequence.



e. Observe and share the daily chores of your mother with your friends.

f. Write a simple conversation between you and your mother.

For the Teacher :

- Encourage learners to create instructions to maintain health hygiene.
- Encourage them to find important ideas from the given conversation.
- Motivate them to enact the conversation.
- Take more practice of reading 'ing' words with proper stress.
- Help learners to find the meaning of the unfamiliar words by using the dictionary.



**a. Read aloud.**

- | | | |
|---------------------------------|---------------------------|--------------------------|
| • I've - I have | • That's - That is | • Don't - Do not |
| • I'll - I shall/ I will | • Let's - Let us | • It's - It is |
| • I'd - I would/ I had | • Who's - Who is | • Can't - Can not |
| • What's - What is | • I'm - I am | • We're - We are |

b. Listen and sing.

How did you get there, how did you go?

Did you take a Bus?

No, no, no!

The Bus is too slow, **don't** you know?

I'd rather take a Train, **that's** how **I'd** go.



How did you get there, how did you go?

Did you take a Train?

No, no, no!

The Train is too fast, **don't** you know?

I'd rather take a Jet, **that's** how **I'd** go.



How did you get there, how did you go?

Did you take a Jet?

No, no, no!

The Jet is too high, **don't** you know?

I'd rather take a Car, **that's** how **I'd** go.



How did you get there, how did you go?

Did you take a Car?

No, no, no!

Petrol is too expensive, **don't** you know?

I'll just walk, **that's** how **I'd** go.

**For the Teacher :**

- Encourage learners to understand short forms of the words.
- Ask them to use 'I would' for I'd in this poem.

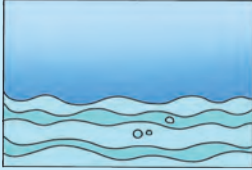


c. Look at the picture and speak about it.



d. Read the names of the vehicles and put them at the proper place.

(boat, helicopter, auto rickshaw, train, ship, jet, metro-train, bullock cart, mono-rail, car, aeroplane.)

Road ways	Railways	Air ways	Water ways
			
.....			
.....			
.....			
.....			
.....			

e. Make a list of vehicles you know and collect their pictures.

f. Find new words related to space journey from dictionary and collect their pictures. Create your own picture dictionary.

g. Identify and write simple sentences and questions from the poem.



1.10

In the Bus and Word Family - II



a. Listen and act.



Conductor : Move inside please. Take your tickets.

Mrs. Vandana : One ticket to the Super Market, please.

Conductor : Here, it is.

Mrs. Vandana : Oh! It's crowded. There's no seat.

Ketan : Aunt, you can take my seat.

Mrs. Vandana : That's very kind of you, thank you!

Conductor : Good boy!

b. Enact the conversation.

c. Write conversation by using given words.

(1) sorry (2) thank you (3) please (4) excuse me



For the Teacher :

- Encourage learners to write simple conversations likewise.
- Encourage them to find important ideas from the conversation.
- Motivate them to write a short paragraph about their journey.

Brain Feed

c. Find the way for every vehicle in the picture to reach the trophy.



d. Transport Speed-Line.

• Number the following pictures according to their running speed.

e-bike



cycle



aeroplane



bus



bullet train



bullock cart



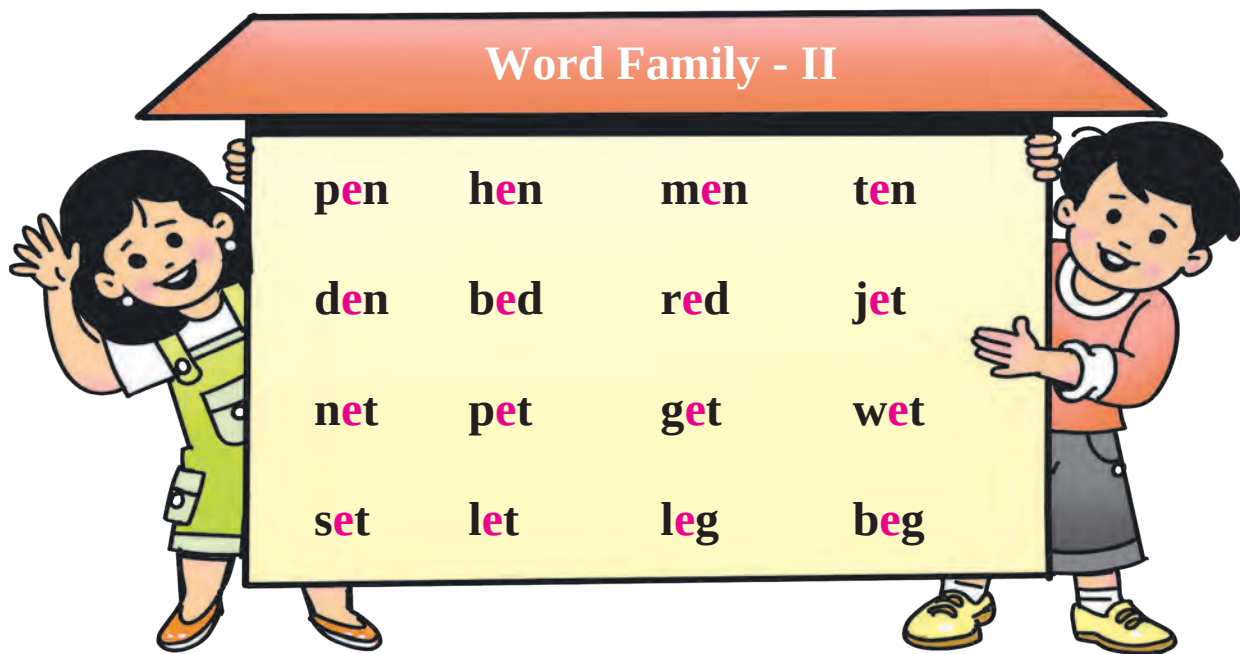
train



motor cycle



e. Let's revise.



f. Read aloud.

a hen

ten men

ten men and a hen

ten men and a hen in a den

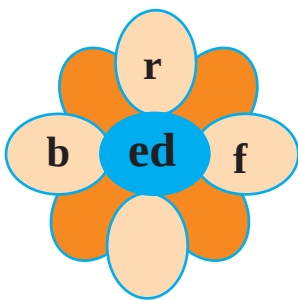
a bed

a red bed

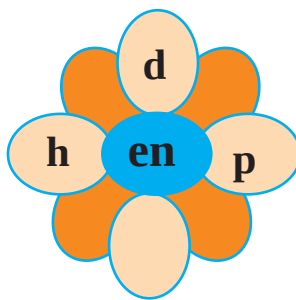
a hen on a red bed

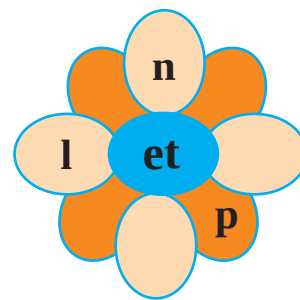
ten hens on a red bed

g. Make new words from the given letters.



For example - bed





h. Complete the following.

....e....

let

....e....

....e....

....e....

House of Words - 1

collect	pencils	feet	scissors	heart
heavy	rice	studying	aeroplane	grasshopper
wet	happy	brush	summer	ran
would	twinkle	enough	tiny	play
bright	season	could	wounds	picked
curtains	flying	children	everyday	bring
hiding	winter	train	mountains	sweeping
clap	van	raised	cold	gap
books	shared	enjoy	hands	fast
injured	rainy	tired	foggy	sky

- Visit the 'House of Words'. Read each word carefully and find out the following.

- The words that have more than six letters.
- The words that have double letters.
- The words that end with 'y.'
- The words begin with 'br.'
- The words that have 'ing', 'ed', 'er.'
- The words that have 'ai', 'ou.'
- The opposite of - hot, big, dry, sad, slow.
- Action words.
- Words that rhyme with - tap, can.
- Body parts
- Vehicles

For the Teacher :



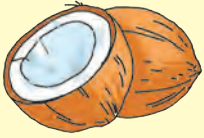
- These are the words covered in Unit 1.
- Encourage learners to prepare flashcards/charts for these words. These words may be revised through games.
- The stress and pronunciations should be thoroughly practised.

2.1

Coconut Tree



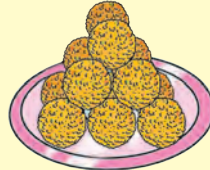
a. Observe the food items and discuss about it.



Coconut



Modaks



Laddoos



Barfies



Solkadhi

b. Listen and sing.

Coconut tree, tall and high,
Touching clouds in the blue sky.
Near my home, near my school,
Gives us water, sweet and cool.

Leaves are long, dancing free,
Waving hands besides the sea.
Green coconuts hanging there,
Nature's gift beyond compare!

Shell for bowls, husk for mat,
Nothing wasted - imagine that!
Oil for hair and milk so white,
Coconut tree is pure delight!



Tree of Life, we sing to tree,
Thank you, dear Coconut Tree!

c. Listen and repeat.

coconut

leaves

nature

gift

imagine

oil

delight

hanging

For the Teacher :



- Encourage learners to speak about food items and write in short sentences.
- Promote them to collect pictures of medicinal trees and plants.
- Encourage them to identify important ideas in the poem.
- Motivate them to write poems on different food items.



2.2

Narali Pournima



a. Listen, read and discuss.



Mukta and Raghav are siblings. They live in a small village near Alibaug. Alibaug is famous for its long seashore and coconut trees. Their father is a fisherman. Their mother makes tasty coconut sweets. Also, she makes *solkadhi* by using coconut flesh.

They use coconut **shells** to decorate their house. They make doormats from brown **husk**.

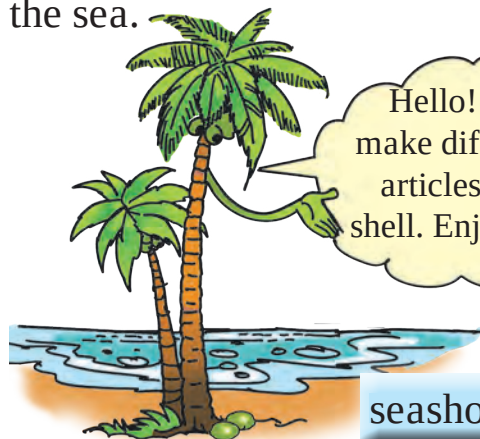


Today, Mukta woke up early. She said, "Today is a very special day." Raghav asked "What's special Mukta?"

She smiled and said, "Today is **Narali Pournima** and **Rakshabandhan**." Their mother called them to have some '**Narali Bhat**' for breakfast.



In the evening, whole family reached the seashore. Her mother prepared a *pooja thali* to worship the sea. At the end they offered a coconut to the sea.



Hello! You can make different craft articles from my shell. Enjoy doing it.

They spent the whole day with their relatives. They enjoyed sweets like *Narali Bhat*, coconut *laddoos*, *barfi*, etc.



b . Listen and repeat.

seashore

decorate

siblings

relatives

worship

For the Teacher :

- Encourage learners to express their views about *Narali Pournima*.
- Encourage them to identify the central idea and the key aspects of the story.
- Motivate them to recognise different sentences.
- Encourage them to identify main characters from the context.
- Motivate them to read stories about Indian festivals.



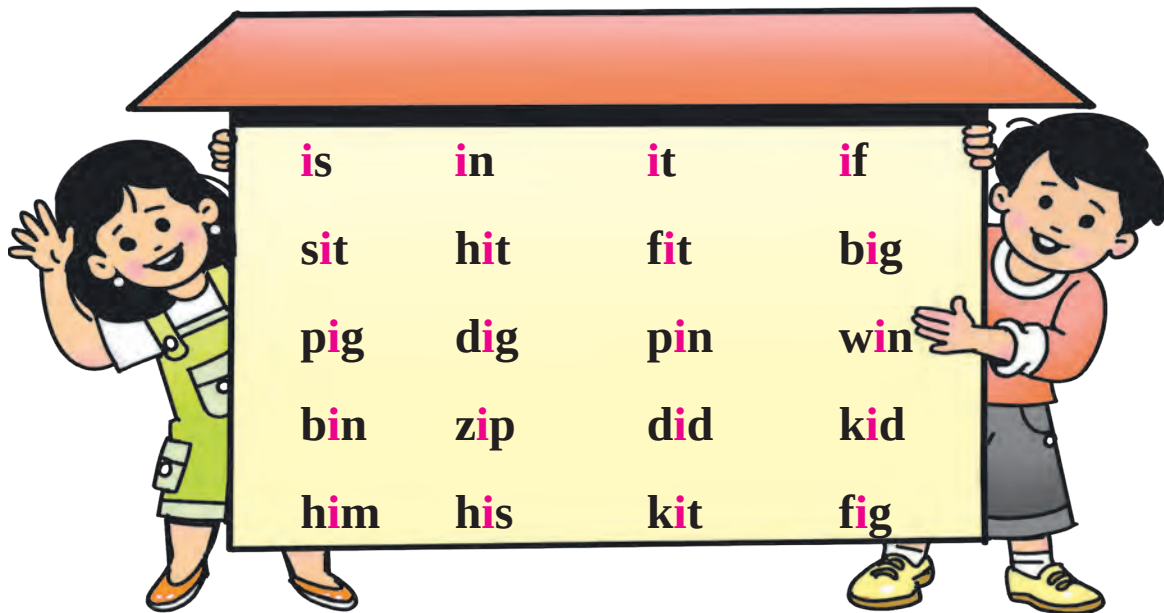


2.3

Word Family - III



a. Let's revise.



b. Read aloud.

a pig, a big pig

a fig, a red fig

a bin, a bin with a lid

a kid, a kid with a cap

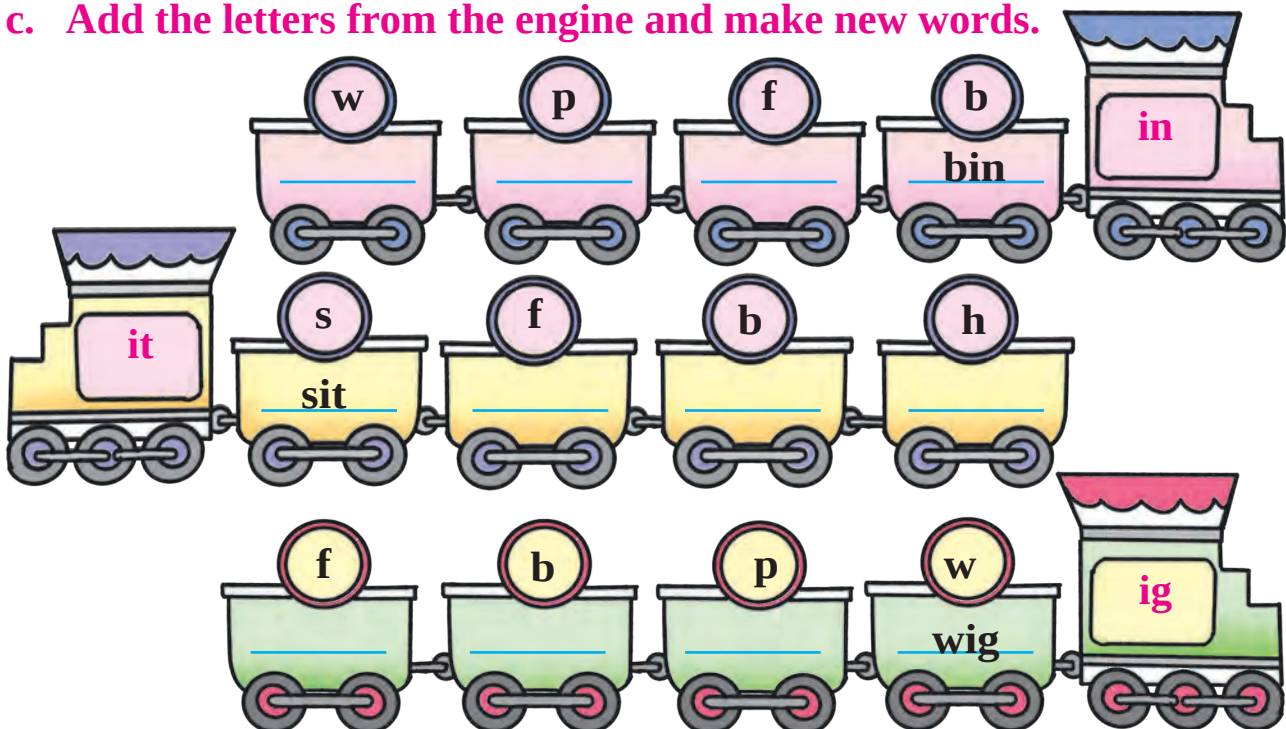
The kid ran.

The kid hit the big pig

The big pig hit the bin.

The bin hit the fig.

c. Add the letters from the engine and make new words.



**a. Listen and sing.**

I'm growing up every day.
I learn new things and I play.
I can do more by myself.
But I still need some help.



Sometimes, I feel big and strong.
Sometimes, I feel small and wrong.
Sometimes, I feel happy and proud.
Sometimes, I am sad and loud.



Growing up is not easy.
At times, it makes me dizzy!
I'm growing up every day,
And I love it anyway!



- Saira Hamirwasia

b. Write the rhyming words for the following.

strong



.....



.....

dizzy



.....



.....

play



.....



.....

c. Read and copy the words.

learn - learning, grow - growing, make - making, help - helping

d. Listen and answer.

1. How do you feel when your friend claps for you?
2. How do you feel when you win the match?

e. Read aloud.

- big and strong
- small and wrong
- happy and proud
- sad and loud

f. Use a dictionary to find the meaning.

grow, wrong, strong, proud, dizzy.

g. How do you feel today? Why?



I am happy.



I am sad.



I am tired.



I feel sleepy.



I am scared.



I am angry.



I feel proud.



I feel shy.



I feel surprised.



For the Teacher :

- Encourage learners to express their emotions.
- Promote them to create posters using pictures of emotions.
- Motivate them to talk about different emojis they see.



2.5

My Friend, the Clock



a. Observe the clocks and tell where do you see them?



b. Listen and read.



When I was very small, I often looked at the clock on the wall. It made a sound again and again, “tick-tick, tick-tick.”

At that time, I thought the clock was only making noise. I did not know that it was trying to tell me something.

As I grew a little older, I began to notice its numbers and hands. The big hand and the small hand moved round and round. Slowly, I understood that the clock had a special language. Always it showed me the time. The clock became my good friend.

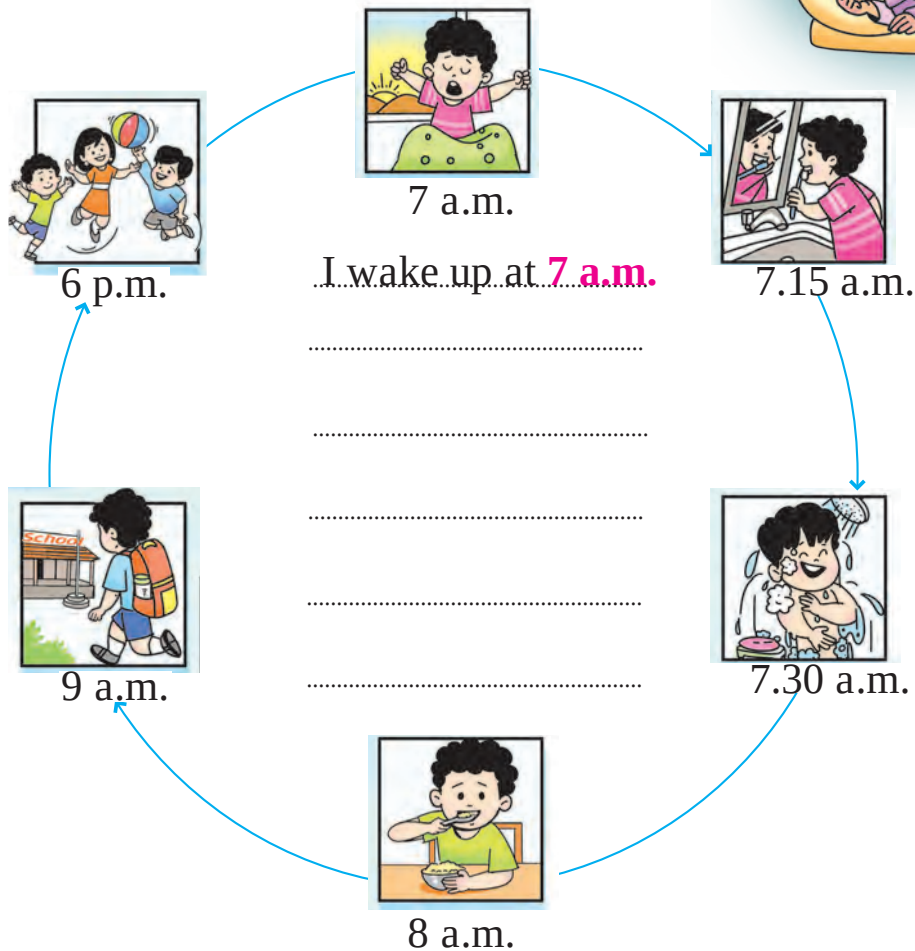


Even now, it tells me when to get up in the morning. It reminds me when to go to school. It shows me the time to study and do my homework. It shows me time to play with my friends.

When the Sun sets, the clock reminds me to eat my dinner. It tells me that it is time to go to bed. In this way, the clock helps me every day. It keeps me healthy and active.



c. Look at the pictures, think and write.



d. Listen and repeat.

often	noise	notice	language
reminds	healthy	active	understood
dinner	showed	clock	moved

e. Write few lines about your friend.



For the Teacher :

- Encourage learners to discuss different types of clocks.
- Motivate them to write about their mother's daily chores.
- Encourage them to create poster on their daily routine.
- Encourage them to read stories based on clock and discuss.

**a. Listen and read.**

A library is a quiet and happy place. On the other hand, it's a house of books, where we can read. It has many books. There are story books, poetry books, newspapers and magazines in the library. We can sit and read any book which we like. We can also borrow books. We take them home for some days. A librarian helps us to find the books. The library motivates us to read more. It is a special place for all children who love reading. The library helps us to be a good reader.

**b. Listen and repeat.**

library

quiet

newspaper

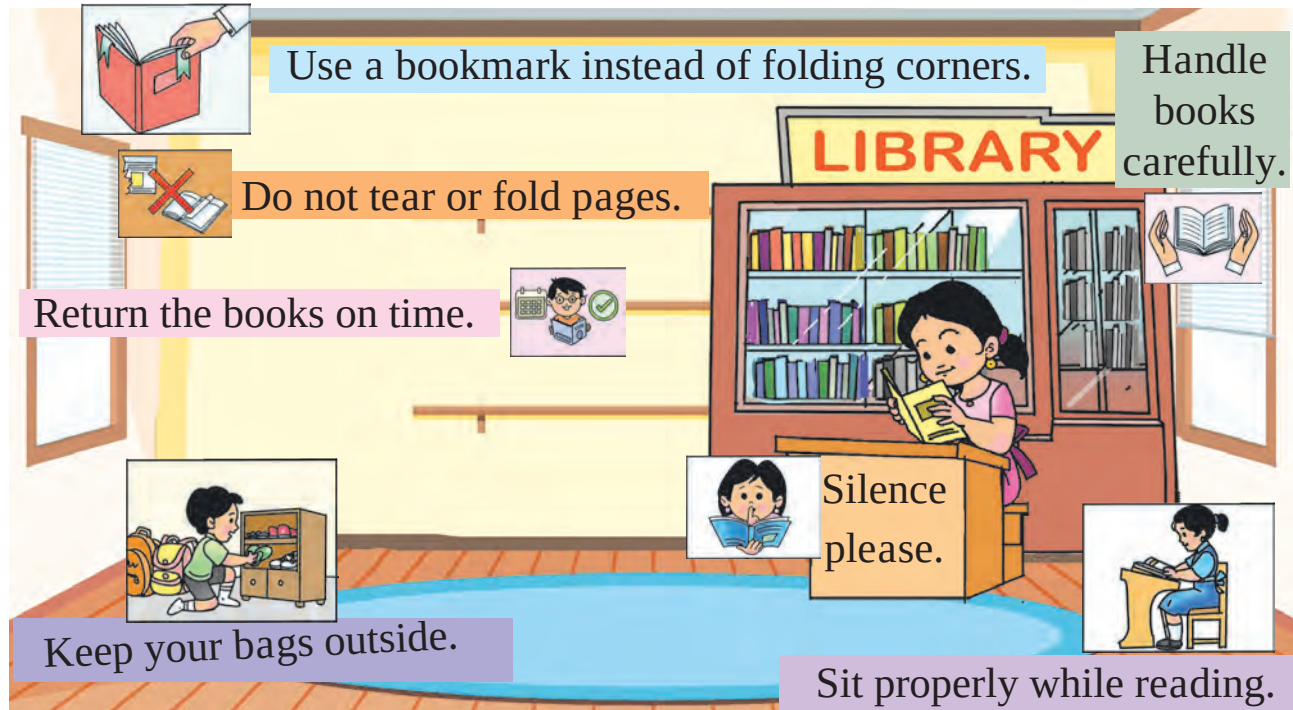
magazine

borrow

reader

librarian

c. Read and follow.



d. Read, rearrange and make meaningful words from the given.

- rylibar -
- oksbo -
- radere -
- oertyp -

e. What do you see in a library?



f. Listen and enact.

Hi Arnav!

Hello Purvi!



Do you know when is the Book Festival event?

Yes! It is on Friday.



Oh, What time does it start?

It starts at 10 O' clock in the morning.



What time do we have to reach school?

We should reach by 9.30 a.m.



How long will the event go on?

I think it will last till 12 noon.



When will the prize distribution start?

It will start at 11.30 a.m.



Thank you, Arnav!
See you at school.

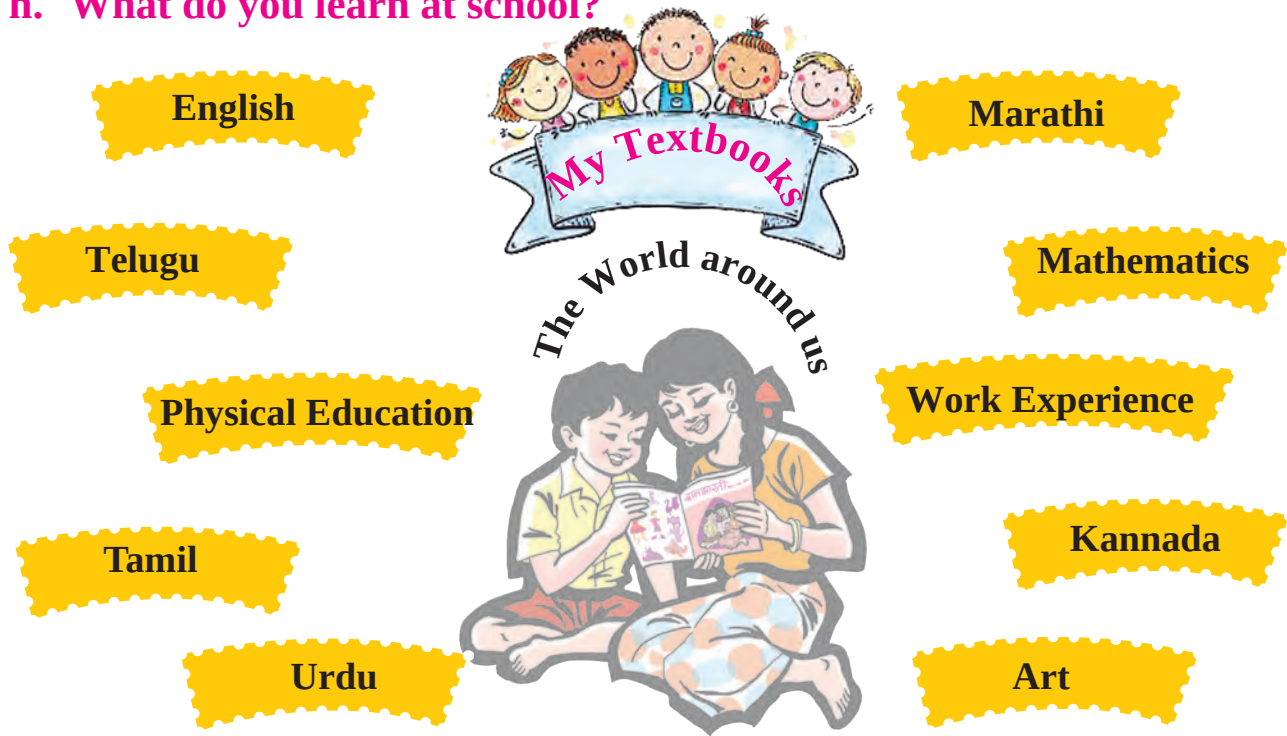


Welcome Purvi!
See you.



g. Write a conversation about your school time table. Discuss it with your friend.

h. What do you learn at school?



i. What other subjects are taught at your school?

j. Let's make a Class Timetable.

My Class Timetable

Period Nos.	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



For the Teacher :

- Encourage learners to share their ideas about library.
- Arrange different conversations about library.
- Introduce the concept of e-library.
- Encourage learners to visit library and read short story books.

**a. Read and identify the punctuation marks.**

- The sun is shining 
- Where is my ball? 
- I like apples  oranges and bananas 

b. Listen and sing.

A **Capital Letter** stands up tall,
It starts the sentence, big and small.

A **Comma** takes a tiny pause,
It rests our breath and helps the clause.



A **Full Stop** says, "Now we end,
This is the finish, my little friend."



A **Question Mark** bends its head,
It asks, "Who? What? Why?" instead.



Together they make reading bright,
Helping words to sound just right.

c. Use the correct punctuation marks and capital letters at the proper places and rewrite it.

where is my bag

the birds are singing

where did amit go

the sky is blue

we are happy everyday

how are you

**For the Teacher :**

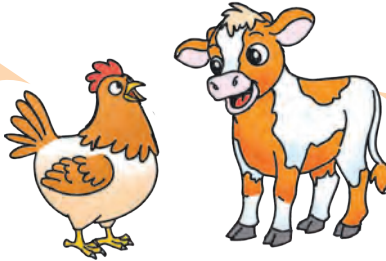
- Divide the class into four groups. Guide each group to sing first couplet.
- Ask all the groups to sing the last couplet together.



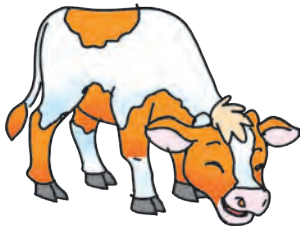
a. Think and tell the names of the games you play.

b. Read and enjoy.

“Let’s play hide and seek,” says Hen.



“Yes,” says Calf. “I’ll count to ten.”



“Now it’s time for me to seek.
Oh! A black beak?”

“Come on, Crow, follow me.
Let’s find Hen. Where is she?”



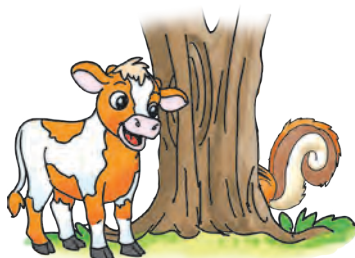
“Look! A tent! Is Hen in the tent?
Can you see long brown ears?”



“Oh! no! It’s not a Hen.
It’s a Rabbit.”



“Come on, Rabbit follow me. Let’s find Hen. Where is she?”



Calf has found a stripy sheet.

“Can you see a pair of feet?”

“Oh! no! It’s not a Hen. It’s a Squirrel.”



“Come on, Squirrel, follow me. Let’s find the Hen. Where is she?”

“May be Hen is behind this basket. Can you see a furry tail?”



“Oh! no! It’s not Hen. It’s Cat.”



“Come on, Cat, follow me. Let’s find the Hen. Where is she?”



“Who’s behind this rose garden? Can you see a stripy nose?”



“Come on, Fox follow me. I’ll lead you to our picnic spot.”

“Still no Hen! Where did she go?”

“Calf can’t guess. Can you guess?”



c. Read and copy the following.



cow - calf



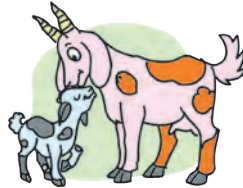
hen - chick



fox - cub



dog - puppy



goat - kid



horse - foal



rabbit - bunny



squirrel - kit



crow - chick

d. Read and classify the given sentences.

(Where is she?, May be Hen is behind this basket. , Can you guess? , Let's find the Hen., Come on, Crow, follow me., Who's behind this rose garden?)

Simple Sentences	Questions
.....	
.....	
.....	

e. Enact the story.

f. Retell the story by using names of your friends.

For the Teacher :

- Encourage learners to write simple and short stories.
- Encourage them to identify characters from the story.
- Motivate them to recognise different types of punctuation marks.
- Encourage them to read animal stories and discuss in groups.
- Encourage them to make short oral presentation on the above pictures.
- Motivate them to express the storyline in their own words.



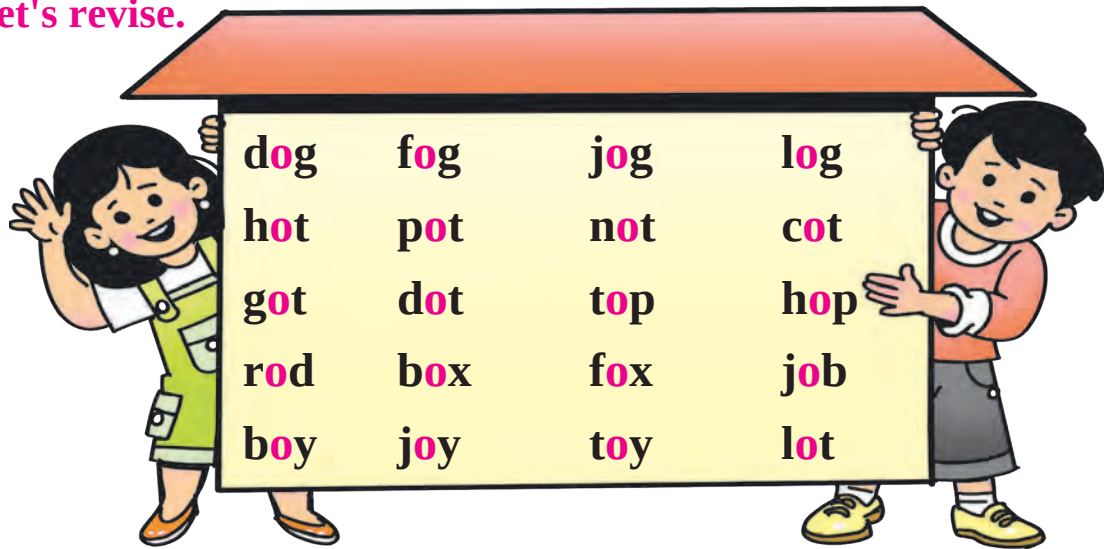


2.9

Word Family - IV



a. Let's revise.



b. Read aloud.

a box

a big box

a big red box

a big red box on the cot

a boy got the big red box.

What is in the big red box?

A dog?

Oh no! not a dog.

A fox?

Oh no! not a fox.

A pot?

Oh no! not a pot.

A toy?

Oh yes! It is a toy.

There is a toy in the big red box.

c. Look at the picture. Tick (✓) the correct word.



log dog



boy joy



top toy



fox box



pot top



top hop



fog fox



cop cot



rod rob



For the Teacher :

- Encourage learners to read aloud words and phrases with proper stress patterns.



Diwali, the Festival of Lights



Do
you
know?



la__oo

ka_an_i

s_ankar__ali

chi_a_a

- A. C. Sharma

c. Listen and read.

happiness

SORROW

festival

streets

delight

sparklers

fireworks

victory

d. Read the poem and find the opposite words for the following.

dark ×

in $\times$

evil ×

bitter $\times$

sorrow ×

younger $\times$

e. Complete the sentences with the help of given words.

(sparklers, candles, light, gifts, sweets)

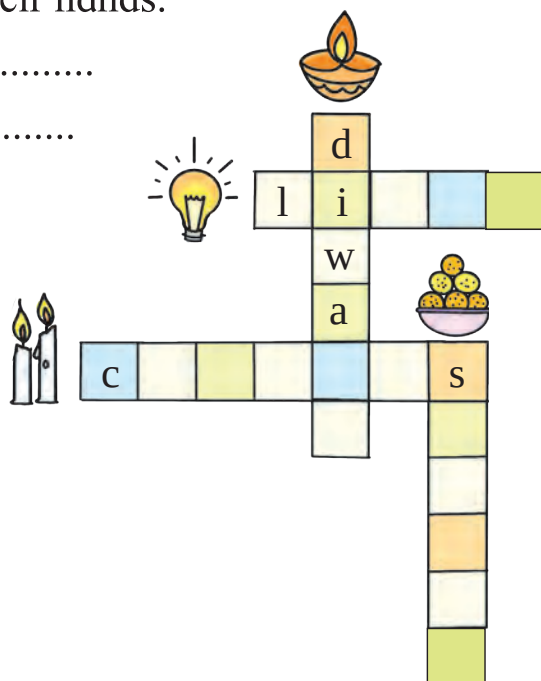
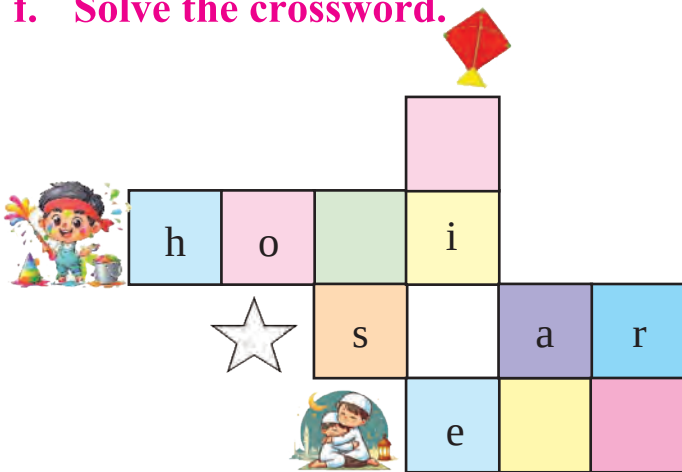
The streets shine with

Children are out with in their hands.

Elders exchange and

Diwali is called the festival of

f. Solve the crossword.



g. Look at the following *Rangolis* and create more designs by using English letters.



h. Let's listen and talk.

Zara : Diwali is coming. What are we making special for the festival?

Harsh : We are going to make a fort using clay.

Zara : Why are we going to make a fort?

Harsh : Forts are very special. They are a part of our history.

Zara : Yes! That's great!

Harsh : What materials do we need?

Zara : We need clay, water, cardboard and simple tools.

Harsh : We also need colours to paint the fort.

Zara : How can we decorate the fort?

Harsh : We may use small flags and diyas to decorate it. We may also sow some mustard seeds. The tiny plants will enrich its beauty.

Zara : Wow! Our clay fort will look attractive.



i. This Diwali, Neha and Aseem are making the following things. Make a list of the materials they will need.



A Fort



A Paper lantern



Chivada

j. Create a simple Diwali greeting card/invitation card for your friend.

k. During Diwali festival, what care will you take of your health? Write in your own words.

For the Teacher :



- Encourage learners to identify the important idea in the poem.
- Encourage them to make a list of related words to Diwali.
- Motivate them to write few sentences on any festival.
- Encourage them to create their own picture dictionary for unfamiliar words.

House of Words - 2

feel	clock	newspaper	bunny	wise
oil	Mathematics	art	scared	English
squirrel	leaves	angry	active	nature
storybook	money	wrong	chick	healthy
siblings	coconut	knowledge	relatives	clay
candles	festival	decorate	powerful	proud
easy	seashore	sparklers	delight	calf
fort	hanging	magazine	language	gifts
sweets	fireworks	happiness	questions	husk
dinner	moved	round	library	growing

a. Your teacher will read some words from the house of words. Listen carefully and circle them.

b. Read each word carefully and find out the following.

- Things related to nature.
- Things related to family.
- Things related to library.
- Things related to Diwali.
- The words that express feelings.
- Subjects that we learn in school.
- Young ones of - cow, hen
- Words that are formed by joining two words.
- Find all the words that have more than 6 letters. Copy them in your notebook.
- Find the words that have 'g'. Read them aloud.

For the Teacher :



- These are the words covered in Unit 2.
- Encourage the learners to prepare flash cards/charts for these words. These words may be revised through games.
- Stress and pronunciation should be thoroughly practised.



3.1

Tiranga



Do
you
know?

- Our National Festivals.
- Our National Anthem.

a. Listen, sing and act.



Our *Tiranga* is flying high and high,
With colours bright, in a lovely sky!
Saffron, white and green it shows,
With *Ashoka Chakra* as it flows.

Saffron for courage, bold and bright,
White for peace and truth so right.
Green for growth and nature's way,
We salute our flag every day!

We sing our anthem every day,
With love and pride in every way.
This flag I love, I'll always say,
Jai Hind! Jai hey! Jai Jai Jai hey!



b. Listen and repeat.

Tiranga

saffron

courage

bold

truth

salute

anthem

peace

c. Read and enjoy.

high-sky

shows-flows

bright-right

way-day-say

d. Create a poster of *Tiranga* by using different materials.

(For example- flowers, petals, cereals, etc.)

e. Collect flags of different countries and paste them in your notebook.

f. Make your slogans for Independence day.

For example;

• 'Our flag, our glory.'

• 'Strong India, safe India.'

g. Create your own poem by using following words.

• lovely

• bright

• big

• beautiful

• tall

• delight

• flower

• dark

h. Think about the following questions and write about it.

- What do we call our flag?
- What colours are there in our flag?
- What is in the middle of the flag?
- Why do we salute our flag?

i. Match the pictures with the names of the festivals.



Holi

Christmas

Diwali

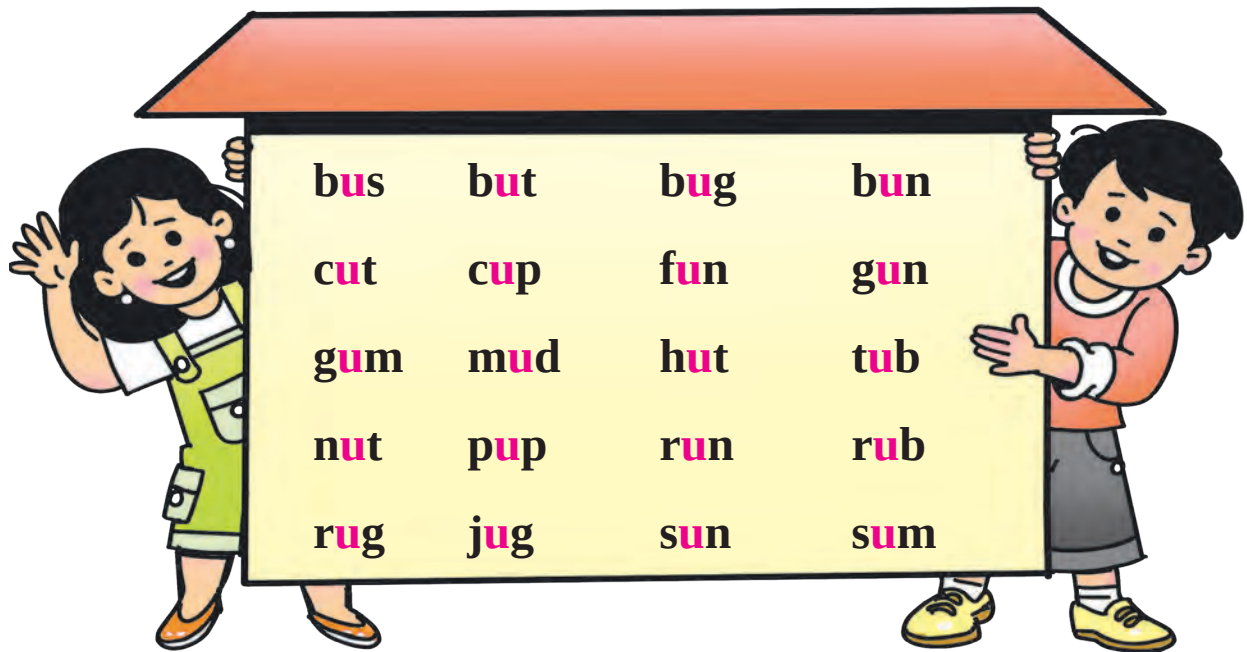
Eid-A-Milad

Note : If the colours of the National Flag as shown in this picture do not match the standard colour shades, it is due to technical limitations.



For the Teacher :

- Encourage learners to write short stories using hints like Indian villages, states, country, etc.
- Encourage learners to compose their own poem on India.
- Motivate them to listen to the stories and discuss about them.

**a. Let's revise.****b. Read aloud.**

That is a cup. That is a bun.

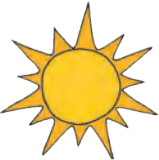
Run Raju run. Run Mini run.

Raju ran. Mini did not run.

Raju got the bun. Mini did not get the bun.

Raju cut the bun. Raju got a bun. Mini got a bun. It was a lot of fun.

c. Look at the pictures and complete the words.

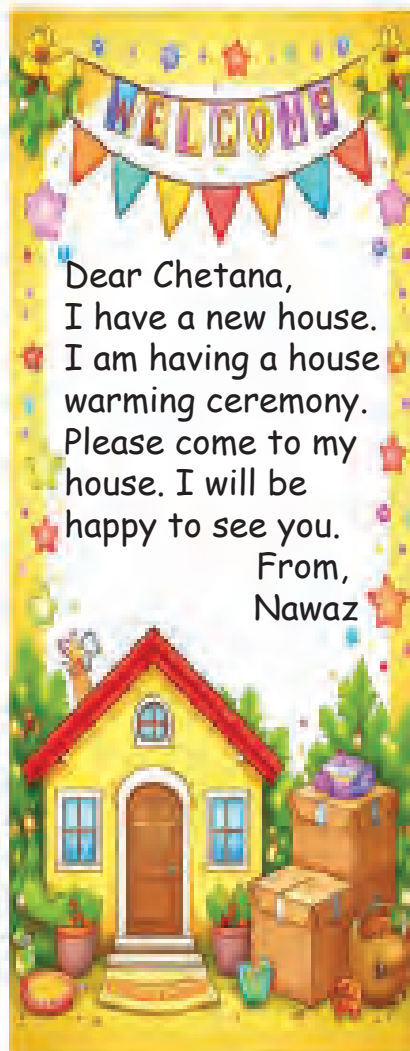
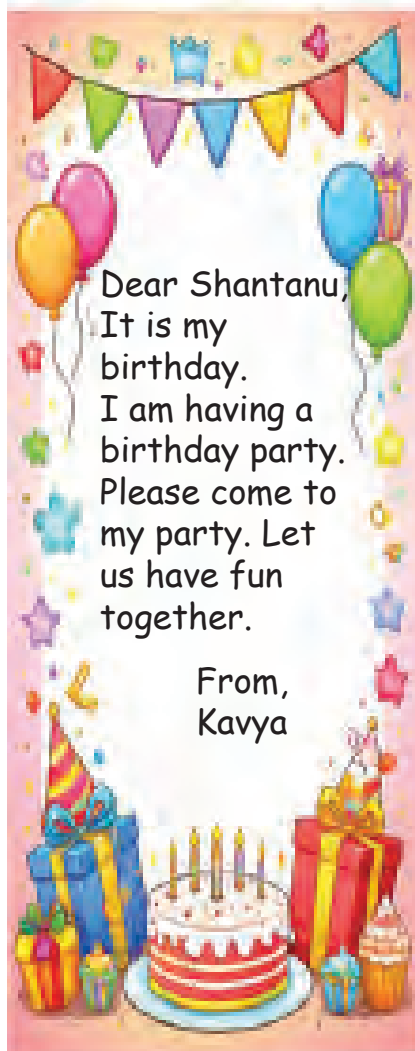
<u>S</u> u n 	_ u s 	_ u p 	_ u n 	_ u b 	_ u t 
_ u n 	_ u t 	_ u d 	_ u t 	_ u g 	_ u n 

d. Invitation Cards

It is Kavya's birthday. Kavya is excited to celebrate her birthday. She wants her friends to come to her birthday party.

Nawaz has a new house. He is very happy. He wants to invite his friends to his housewarming ceremony.

Christmas is coming soon. Sophia wants to celebrate with her friends. She decides to invite her friends for the Christmas party.



e. Make a colourful 'Birthday Party Invitation Card', on your birthday. Decorate it nicely and write a short message to invite your friends.

**a. Listen and read.**

One morning, on her way to the school Radha came across a man who lost his eye sight. He was trying to cross the road. Radha realised that this was very difficult for a man who could not see. She observed that the blind man was struggling to cross the road. He kept tapping his stick on the road. but he was unable.



Radha rushed towards him, held his hand and helped him to cross the road. The man thanked her and felt very happy. Radha's headmistress was watching this. She was very proud of Radha for being helpful to a *Divyang* person. When Radha entered in her school, the headmistress gave her a story book as a reward for her kind gesture. All her teachers and friends praised her too. It was a great day for Radha.

b. Listen and repeat.

eye sight

realised

difficult

task

afraid

headmistress

gesture

person

reward

rushed

c. Think about the story and fill in the blanks by using words given in the box.

1. Radha a man who lost his eyesight.
2. The *Divyang* person was to cross the road.
3. He kept his stick on the road.
4. Radha him cross the road.
5. She got a from her Headmistress.

struggling
reward
saw
helped
tapping

d. Listen and repeat.



Diya : I am thirsty.

Jason : Do you want some water?

Diya : Yes, please. The tap is high above.

Jason : Don't worry. I will help you.

Here it is.

Diya : Thank you so much.

Jason : You are welcome!

**e. Complete the following conversation by using the given key words.
(Hello, Hi, please, Can, help, Thank you, heavy.)**

Anushka : _____, Manav. Why are you carrying so many books?

Manav : _____, Anushka. My bag is very _____.

Anushka : _____ I _____ you?

Manav : Yes, _____.

Anushka : I will carry some books for you.

Manav : You are very kind. _____

Anushka : It is good to help others.

Manav : Yes, Helping others makes us happy.



For the Teacher :

- Encourage learners to identify the characters and the central idea of the story and discuss about it.
- Encourage them to listen to the conversation attentively, find important ideas and respond appropriately.
- Motivate them to write short stories about helping people.





3.4

Butterfly



a. Listen and sing.

Butterfly, butterfly,
Where have you been?
I have been to the garden,
It's such a lovely scene.

Butterfly, butterfly,
What did you see?
I saw bright blossom,
Smiling at me.

Butterfly, butterfly,
What did you do there?
I played with flowers
Swinging with air.

Butterfly, butterfly,
Will you come again?
Yes, my dear,
See you after rain.

b. Listen and repeat.

butterfly

lovely

scene

blossom

swinging

c. Look at the butterfly and find its position.

in

above

near

under

between

behind



d. Write a short, simple poem on butterfly. You may use the given words.



Red, red butterfly
Fly, fly, fly!
Blue, blue butterfly
Fly, fly, fly!

e. Let's make a paper butterfly.



1. Fold a square paper in half.



2. Cut a curve and open it to make wings.



3. Roll a small strip for the body.



4. Stick the body on the wings.



5. Decorate your butterfly.



6. Stick it on the wall.



3.5

The Ant and the Grasshopper

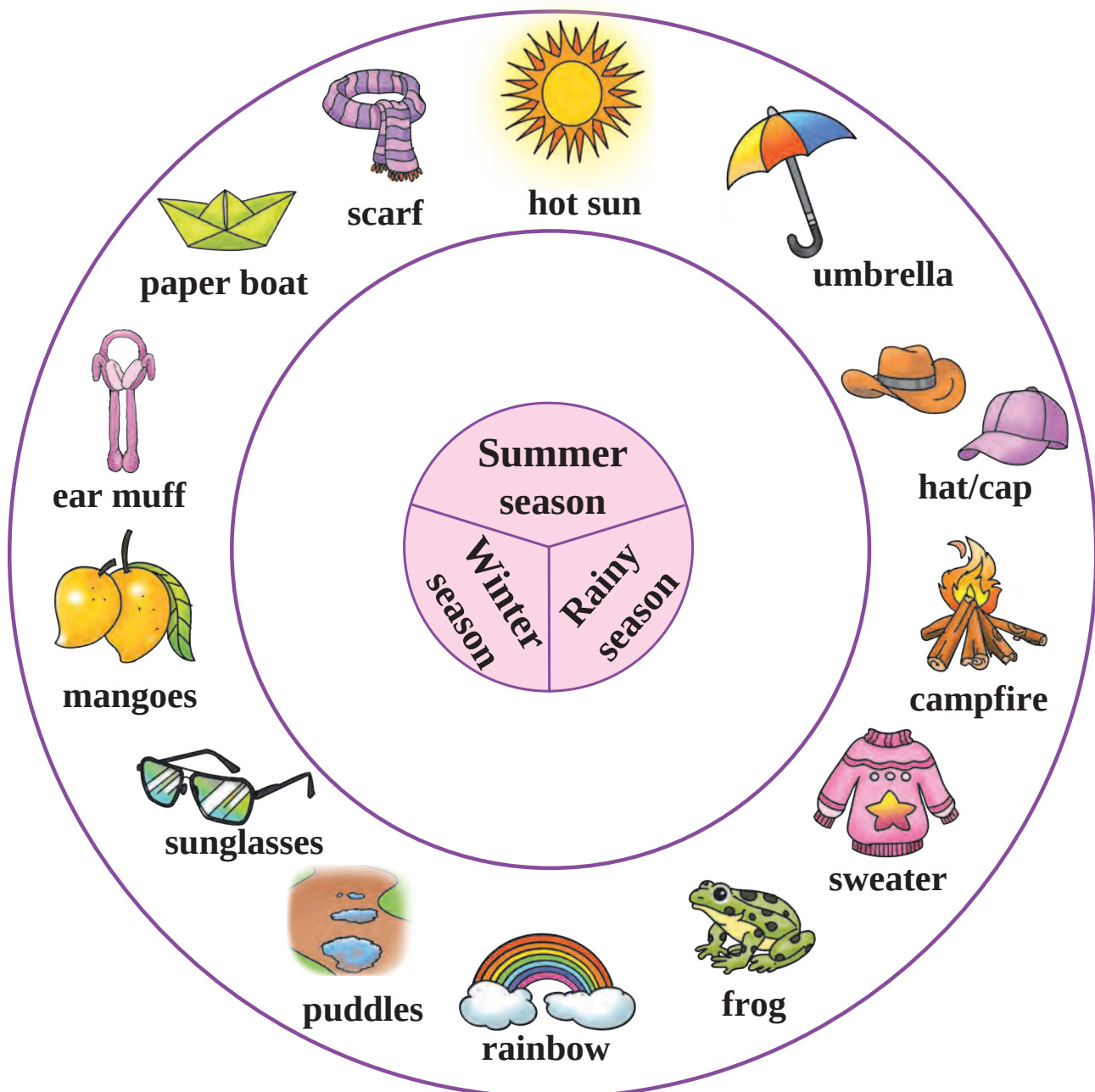


Do
you
know?

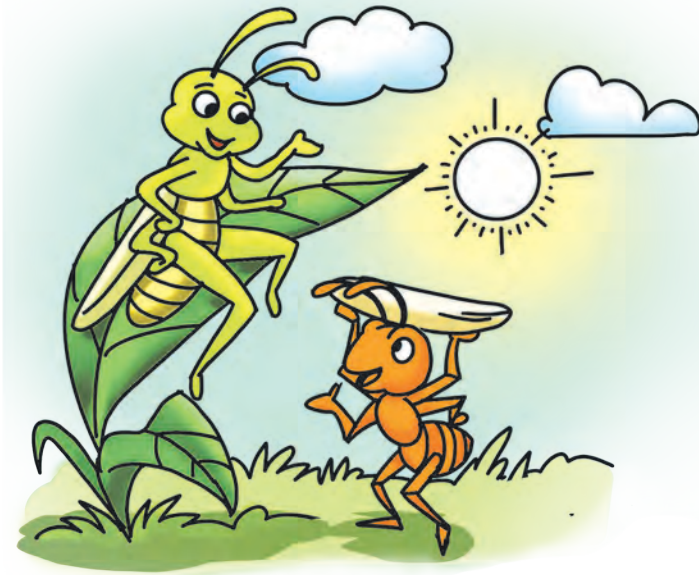
I am tiny, black and red.
I love sugar.
Who am I?

Hot sun, ice-cream
and long bright days.
Which season is this?

a. Look at the picture and join with its family.



b. Listen, read and enact.



It was a summer day. The sun was hot. The air was fresh and clear. A grasshopper sat on a leaf. He was happy. He sang loudly. He jumped from leaf to leaf. Not far away, an ant was walking. The ant was carrying a grain of rice. The grain was heavy. The ant was tired, but she did not stop.

The grasshopper laughed.

“Hello, Ant! Why are you working so hard on such a sunny day? Come and sing with me. Come and play with me!”

The ant said, “No, Grasshopper. I cannot play now. I must collect food. Soon the rainy season will come. I need food for the rainy days.”

The grasshopper smiled and replied.

“The rainy season is far away. You are worrying too much. Look at the sunshine! Let’s enjoy today.”

The ant shook her head and kept on working. Soon, the rainy season came. The sky was full of dark clouds and it rained heavily.



Pitter-patter, pitter-patter.

The ground was wet. The fields were full of water. The grasshopper felt cold and hungry. He had no food. He had no dry place to stay. His wings were wet. He could not jump and fly. He could not sing.

He thought of the ant. He went to the ant's house and knocked at the door. "Dear Ant," said the grasshopper, "I am wet and hungry. Please give me some food. Please help me." The ant opened the door. "Grasshopper, what did you do in summer?"



The grasshopper felt sorry and answered. "I sang, I danced, I played. I did not work."

The ant said, "I worked hard. I carried food every day. Now I have enough food for the rainy season. Come inside, Grasshopper. You may share my food. But remember this, in summer, you must work. Then you will not suffer in the rain."

The grasshopper nodded. "Yes, you are right. I will work when it is time to work and play when it is time to play."

The two friends shared the food together. The grasshopper was thankful, and the ant was happy to help.

c. Listen and repeat.

grasshopper

bright

remember

heavy

hungry

sang

d. Discuss and answer the following questions.

1. What was the grasshopper doing in the summer?
2. What was the ant doing in the summer?

3. Why was the ant gathering food?
4. What happened to the grasshopper when it rained?
5. What did the ant give him?
6. Who do you think is right, the ant or the grasshopper?

e. Read the sentences and put (✓) if it is correct, put (×) if it is wrong.

In summer, the sun was hot.	
In summer, the grasshopper worked hard.	
In summer, the ant was collecting food.	
When it rained, the ground became wet.	
When it rained, the grasshopper felt cold and hungry.	
The ant did not share food with the grasshopper.	
Work when it is time to work and play when it is time to play.	

f. Look at the pictures, read and copy the words in your notebook.



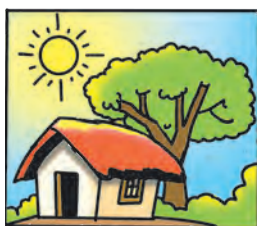
rain-rainy



cloud-cloudy



fog-foggy



sun-sunny



snow-snowy



wind-windy

For the Teacher :

- Encourage learners to identify main characters of the story and importance of working on time.
- Encourage them to express the storyline heard by Granny, Grandpa, friends etc.
- Ask learners to clap once when they listen to the word 'grasshopper' and clap twice for the word 'ant'.
- Encourage them to read age appropriate stories with proper pauses.



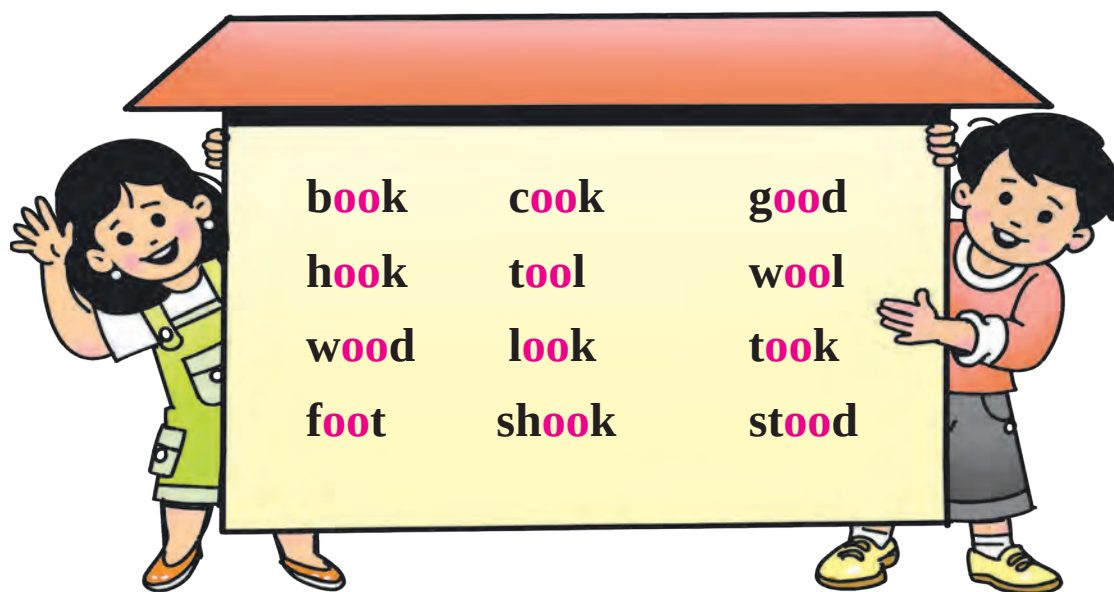


3.6

Word Family- VI



a. Let's read.



b. Read aloud.

Look at Pooja.

Pooja has a book.

She likes her book.

Pooja is a good cook.

She cooks well.

There is wood near the hut.

Pooja stood near the wood.

She took some wool and put it on the wood.

c. Look at the pictures and complete the words.



oo



oo



oo



oo



oo

d. Listen and repeat.

1. elephant el e phant

2. computer com pu ter

3. holiday ho li day

e. Read and complete.

1. banana

2. camera

3. library



3.7

Technology Around Us



a. Listen and enact.

Mina : Shyam, what are you doing with that tablet?

Shyam : I'm watching a video about 'space' on an app. Technology helps us see planets and stars!

Mina : That's amazing! I use my mother's phone to listen to the stories.

Shyam : Technology helps us to learn and enjoy at the same time.

Mina : What about robots? Are they related to technology too?

Shyam : Yes! Robots can help us to do household works, also they can help doctors to do surgeries.

Mina : Wow! I want to design a robot one day!

Shyam : Me too! Let's study hard and make the future bright with technology.

Both : Hurray for science and technology!

b. Listen and repeat.

technology

amazing

app

robot

tablet

c. Read and guess, Who I am?

I have keys but no doors.

I can type but cannot walk.

Who am I?



I'm full of buttons and numbers too,
I help you count what $1 + 1$ will do.

Who am I?

I take pictures with just one click,
I help you capture memories in a blink.

Who am I?

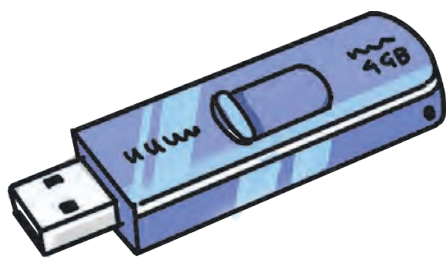


I open like a book, I have keys to type,
I show pictures and words,
I help you to learn and write.

Who am I?

I fly up high without a crew,
I take photos from the sky for you.

Who am I?



I keep your files, big and small,
I store your pictures, games and all.

Who am I?

d. Make your own picture dictionary on different devices.

e. Identify and tell punctuation marks used in the conversation.



For the Teacher :

- Encourage learners to find important ideas from the conversation.
- Encourage them to find various sources like dictionary, encyclopaedia, etc. to enlist words related to technology.



3.8

Sant Gora Kumbhar



a. Listen and read.



Sant Gora Kumbhar was a kind saint from Maharashtra. He lived long ago at the same time as *Sant Namdev* and *Sant Dnyaneshwar*. He lived in the village 'Ter' in Dharashiv district. He worked as a Potter. He made pots with his hands. Gora Kumbhar believed in hard work. He taught people to be honest. He said, "Work sincerely and be kind." All

people respected him, so they lovingly called him '*Kaka*'. He sang *Abhangas* and performed *Kirtanas* to tell people to be good to others.

b. Read and learn.

I am a potter.

I mould the clay,
to make pots everyday.



I am a carpenter.

I work with wood,
to make the tables and
chairs so good.



I am a goldsmith.

I shape the gold,
to make rings and bangles too.
I make jewellery for you.



I am a blacksmith.

I work with a hammer.
I make the tools,
for farmer and others.



c. Collect the photos and information of different Saints from Maharashtra.

d. Listen and repeat.

saint

village

potter

honest

respected



For the Teacher :

- Encourage learners to create posters about occupation, health and hygiene.



3.9

Sh... Sh... Sh...



a. Listen, sing and enjoy.



When you're brushing your teeth,
sh... sh... sh...
If you're loud in the car,
sh... sh... sh...
You'll hear the sound wherever you are,
sh... sh... sh...
In words like she shut shell shop
or words like fish brush dish wish.

b. Complete the sentences with words given below.

grapes, dress, frog, tractor, brush, crown, basket

1. After waking up, I my teeth.
2. My sister is wearing a beautiful
3. The king has a big
4. I kept some fruits in the
5. There is a in the pond.
6. The farmer drives a in his farm.
7. Swara bought a bunch of from the fruit stall.

c. Write the words starting with 'br.'

br.....



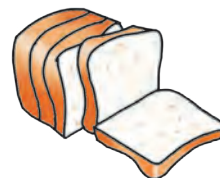
br.....



br.....



br.....



d. Rearrange the words to make sentences with proper punctuation marks.

1. scrub she will hands her
2. big the brother the has bag
3. playground a school my has
4. table the on is spoon the
5. crayons colour i with
6. grass on green ground grows the
7. station train the stops at the
8. warn is blue blanket the
9. smoke fire makes
10. jumps big the into frog the pond

e. Arrange the words in proper alphabetical order.

1. ship, shoe, shop, sheep

.....

2. chair, chalk, chase, chess

.....

3. play, plan, plate, plough

.....

4. green, great, grass, grapes

.....

5. brush, bread, brother, brown

.....

f. Make your word bank with the words beginning with 'br', 'sc', 'sh', 'tr', etc.



For the Teacher :

- Give more practice to arrange words in alphabetical order.
- Encourage learners to make their word registers.



3.10

Tarabai Modak



a. Look at the pictures and tell their names.

Do
you
know?



b. Read aloud.



Tarabai Modak was a great social worker and teacher. She was born on 19th April 1892 in Maharashtra. She loved children very much. She wanted every child to go to school.

In those days, many children from villages did not go to school. Tarabai Modak worked hard for them. She started schools in villages.

Tarabai Modak started the first *balwadi* in Bordi village in Thane. She made learning easy and fun. She used toys, songs and games to teach children. She believed children learn best by playing. She also trained teachers to teach in fun ways. She worked for tribal children in Maharashtra. She received the Padmabhushan award.

Tarabai Modak passed away on 31st August 1973. She is known as the Mother of Pre-school Education in India. We should learn to help others from her.



c. Listen and repeat.

Maharashtra

received

award

tribal

trained

games

worked

education

believed

started

d. Read each sentence carefully.

If it is **right**, draw a happy face 😊. If it is **wrong**, draw a sad face ☹️.

1. Tarabai Modak was from Maharashtra.
2. In those days many children in villages goes to school.
3. Tarabai Modak started the first *balwadi* (preschool).
4. Tarabai Modak trained children to teach in fun ways.
5. Tarabai Modak is known as the Mother of Pre-school Education in India.

e. Write down the words related to school.

School			
books			

For the Teacher :

- Discuss the following topics with the learners :
 - The first lady doctor of India.
 - The first lady I.P.S. officer in India.
- Encourage learners to make use of library books to get more information about different Indian women freedom fighters.
- Motivate them to discuss and note down important events in the life of social workers of Maharashtra.



House of Words - 3

amazing	potter	app	goldsmith	headmistress
helpful	technology	salute	saffron	winter
scene	blossom	foggy	shut	wish
between	collect	swinging	cold	first
bold	butterfly	peace	invitation	grasshopper
wet	rushed	saint	courage	truth
reward	robot	season	tablet	carpenter
shop	blind	difficult	lovely	task
under	blacksmith	dish	shirt	afraid
parents	video	behind	summer	Maharashtra

• **Read each word carefully and find out the following.**

- The words that have the sounds 'sh', 'bl', etc.
- A word that means 'scared'
- The words related to season, technology
- The opposites of easy, dry, hot.
- The small words in - headmistress, butterfly, technology, goldsmith.
- Words showing positions.
- Community helpers
- Name of our state

For the Teacher :

- These are the words covered in Unit 3.
- Encourage learners to prepare flashcards/charts for these words.
- Encourage them to use a dictionary. These words may be revised through games.
- The stress and pronunciations should be thoroughly practised.





4.1

Colour Song



Do
you
know?

I have seven colours,
I look like a bow,
I appear after rain,

Who am I?



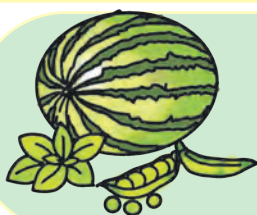
a. Listen and sing.

Red is the colour for an apple to eat,
Red is the colour for cherries, too.
Red is the colour for strawberries.
I like red, don't you?



Blue is the colour for the big blue sky,
Blue is the colour for baby things, too.
Blue is the colour for my sister's eyes.
I like blue, don't you?

Yellow is the colour for the great big sun,
Yellow is the colour for lemonade, too.
Yellow is the colour of a baby chick.
I like yellow, don't you?



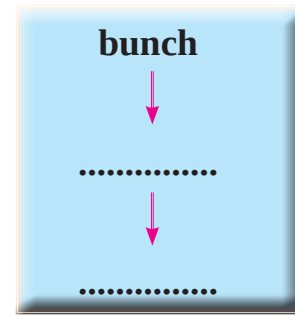
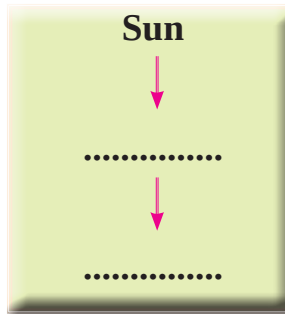
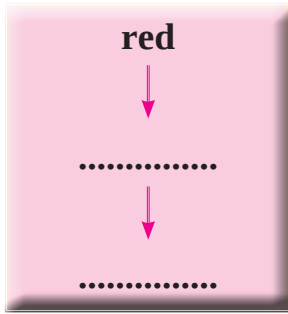
Green is the colour for the leaves on the trees.
Green is the colour for green peas, too.
Green is the colour of a watermelon.
I like green, don't you?

Orange is the colour for oranges.
Orange is the colour for carrots, too.
Orange is the colour of a pumpkin.
I like orange, don't you?



Purple is the colour for a bunch of grapes.
Purple is the colour for grape juice, too.
Purple is the colour for a brinjal.
I like purple, don't you?

b. Write rhyming words for the given.



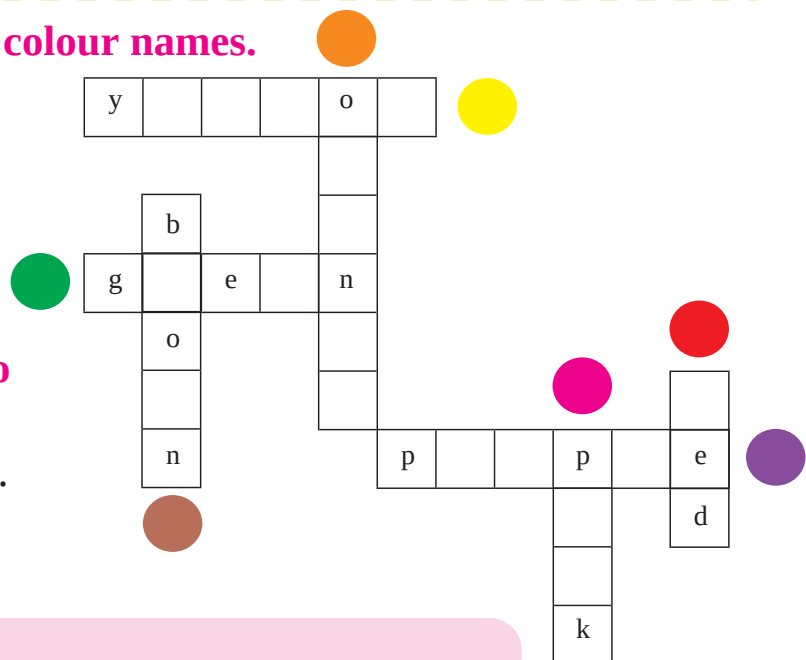
c. Read the poem and complete the following.

1. Red is the colour for
2. is the colour for big blue sky.
3. Yellow is the colour for the great big
4. is the colour for an orange.

d. Find out the objects related to given colours by using dictionary.

1. green : grass,,,
2. red : apple,,,
3. blue : sea,,,
4. yellow : leaf,,,
5. black : hair,,,
6. purple : brinjal,,,

e. Complete the puzzle of colour names.



f. Rearrange the letters to find the colour names.

- LYLEOW =
- RUPPLE =
- NROBW =



For the Teacher :

- Find unfamiliar words from each unit and ask the learners to create their own picture dictionary.
- Encourage them to identify important ideas from the poem.

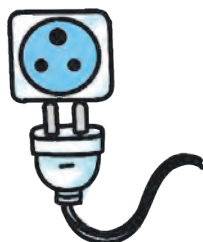
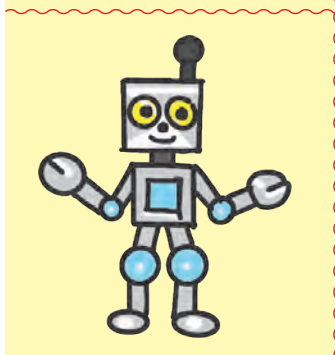
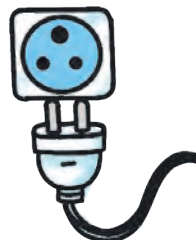
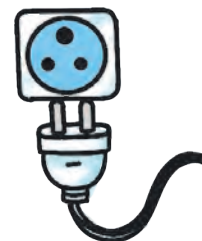
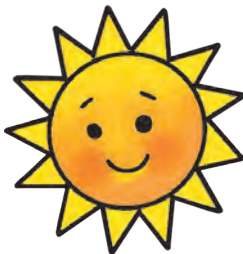
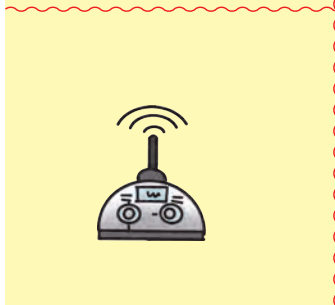
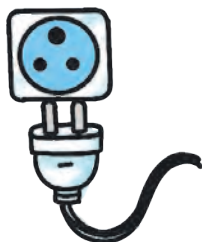
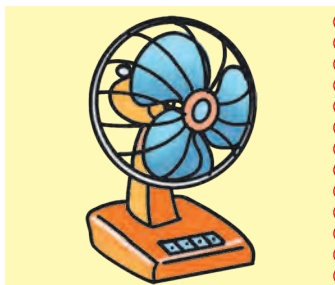


4.2

Source of Energy

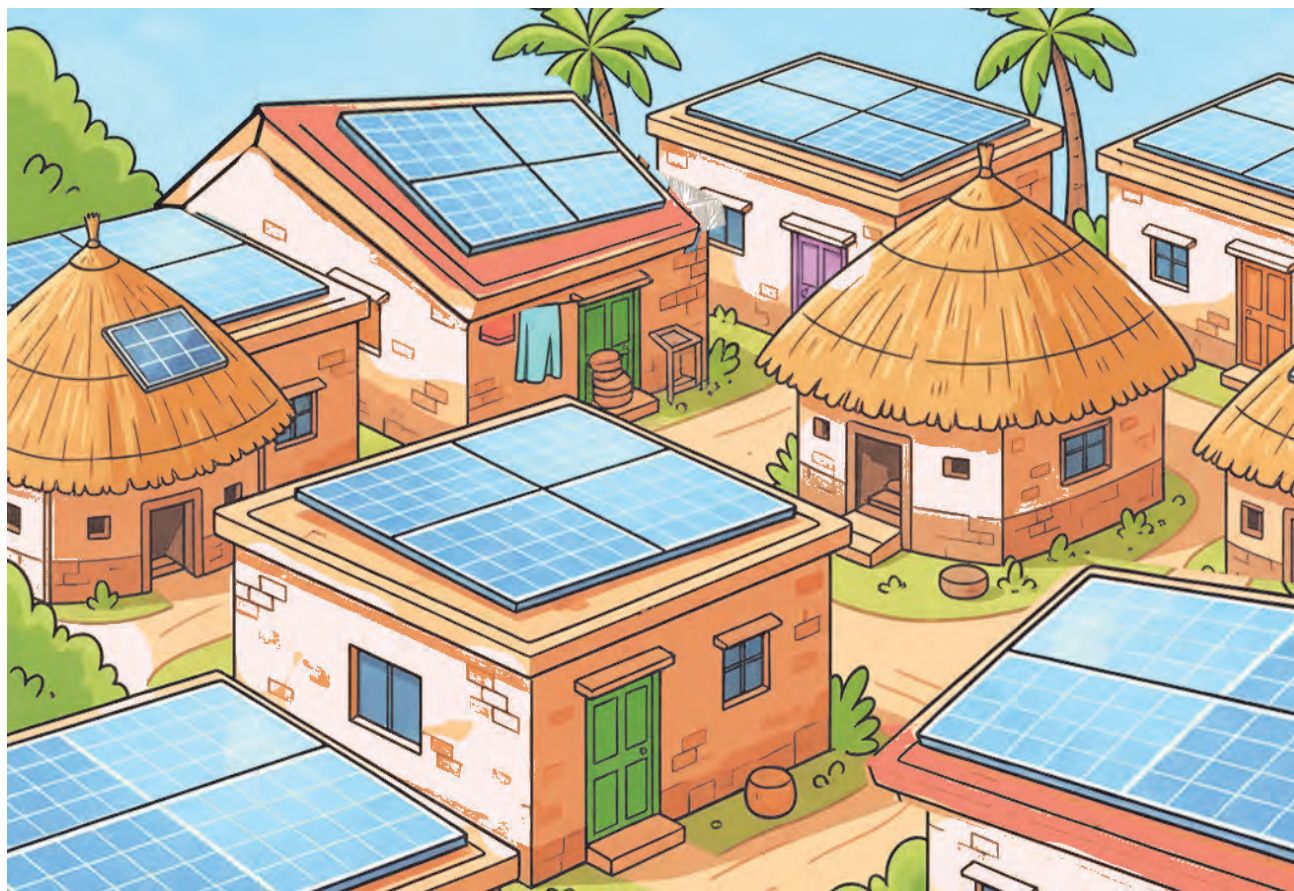


a. Identify the pictures in the yellow column. Can you tell where they get their energy from?



The Magic of Solar Panels

b. Read and enact.



(Scene : Manu knocks on Anil's door.)

Manu : Hi Anil! May I come in?

Anil : Manu, come in, please.

Manu : (*surprised*) Hey! Your lights are on! But the electricity has gone in our area. How do you still have electricity?

Anil : (*smiling*) That's because we use solar panels!

Manu : Solar panels? What are those?

Anil : Come, let me show you,

See this, these are special panels on our roof that convert sunlight into electricity.

Manu : Wow! So, even when the electricity goes off, you still have light.

Anil : Yes!

Manu : Okay! Does it really work for everything, I mean lights, fans, even the TV?

Anil : Yes! it does.

Manu : Wow that's amazing!

Anil : It's good for the Earth too because it doesn't make pollution.

Manu : That's so cool! I'll tell my parents to get solar panels too.

Anil : Great idea, Manu! Solar energy saves money and helps to conserve the nature.

Manu : The Sun is our source of power.

Anil : (smiling) Yes, the Sun gives us light, warmth and now electricity too!

Both : Let's use solar power and keep our Earth bright and green!



c. Listen and repeat.

electricity

surprised

solar panels

smoke

warmth

energy

pollution

bright

d. Read and write true or false.

1. Solar panels convert sunlight into electricity.
2. Wind can not produce electricity.
3. We get energy from food.
4. Solar energy pollutes the Earth.

e. Find and write exclamatory sentences from the given conversation.



For the Teacher :

- Encourage learners to observe the Sun's position in the morning, noon and in the evening and discuss it in the class.
- Encourage them to identify the main characters from the above conversation.
- Motivate them to make short oral presentations on energy sources.

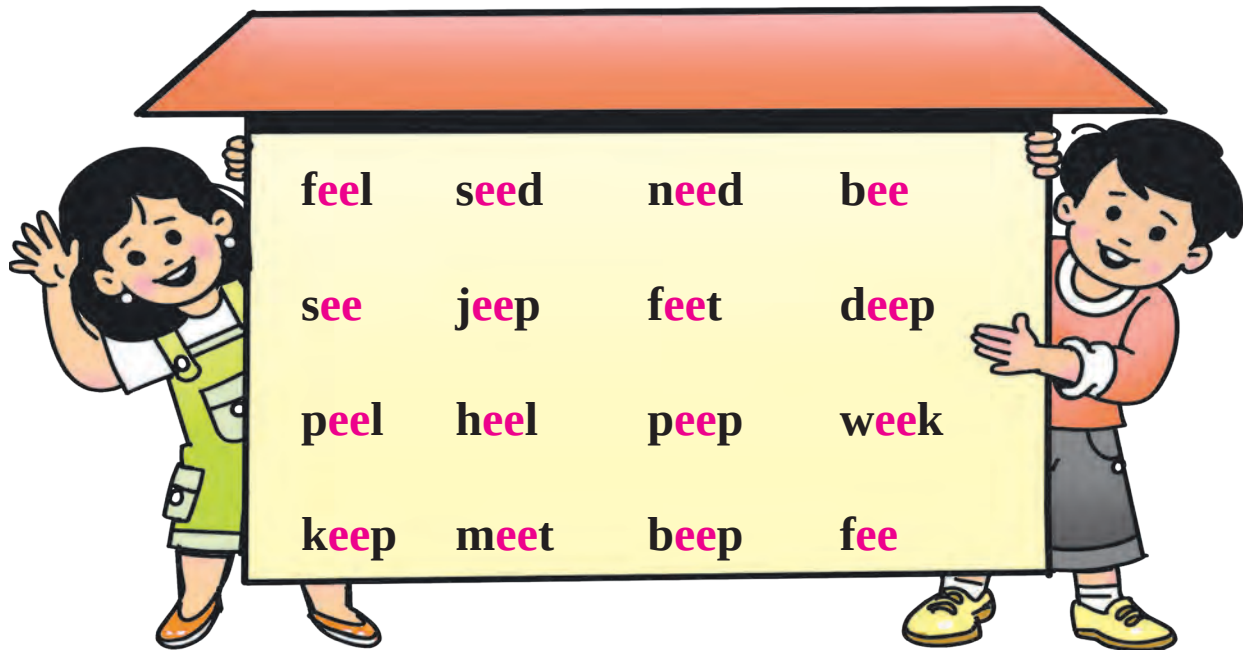


4.3

Word Family - VII



a. Read aloud.



b. Read and enjoy.

Beep! Beep! Beep!
What is it?
It is a jeep.
A big jeep.



Let us sit in the jeep.
Let us keep this bag in
the jeep.
Let us go to meet Bheem.

c. Read and write the words having 'ee' in your notebook.

jam	need	knee	cat
tree	fee	bus	see
mat	meet	flower	jeep
keep	fit	bee	red
			feed



For the Teacher :

- Encourage learners to speak on different objects available in their school surrounding.



4.4

A Trip to the Moon



a. Read and enact.

Sujal : Komal, look! The moon is so big tonight!

Komal : Yes, Sujal, It's a full moon, isn't it beautiful?

Sujal : I wish I could go there and play!

Komal : (*laughs*) That would be fun! But on the Moon, if you would jump you would rise really high because there's less gravity.

Sujal : Wow! I'd bounce like a ball.

Komal : Astronauts have already gone to the moon. They wear special suits to stay safe.

Sujal : I want to be the next one to go!

Komal : Then keep dreaming and learning, Sujal. The moon is waiting for you!

Sujal : One small step for us, one big dream for the future!



New words :

gravity - force that attracts things on the surface, the center of the earth.

astronaut - a person who travels in space.

b. Use the given words and write two sentences.

• moon • bounce • dream • safe • less

c. Make a paper rocket using paper and other materials and give presentation in the class.

**a. Listen and sing.**

What's fluffy white and floats up high,
Like a pile of cotton in the sky?

And when the wind blows hard and strong,

What very gently floats along?

What brings the rain?

What brings the snow?

That showers down on us below?

When you look up in the high blue sky,

What is that thing you see float by?



Jackie Silberg/Pam Schiller

b. Complete the rhyming words for the following from the poem.

high



.....



.....

strong



.....



.....

sky



.....



.....

c. Answer the questions?

1. What is the colour of the sky?

2. What do the clouds bring?

d. Listen and do.

• Wiggle your fingers upward.

• Open your hands palm down.

e. Write a short and simple poem on given topics.

• Rain • Cloud • Rainbow



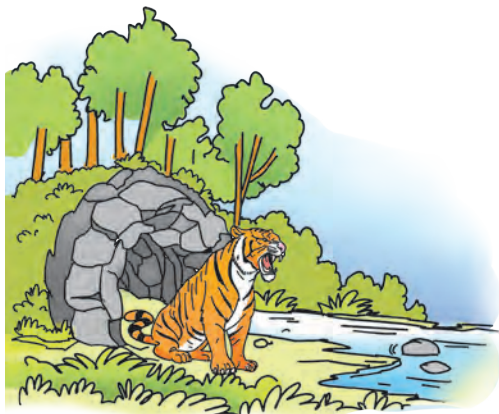
Do
you
know?

- International Tiger Day is celebrated on 29th July. Discuss with peers.

a. Read carefully.

Hello! I am Tej. I am a tiger, a wild animal.
My body is orange with black stripes.

My eyes are bright, my teeth are sharp and
my legs are strong. I look beautiful and brave,
don't I?



I live in the forest. I like places with tall
green trees, cool rivers and soft grass. My
home is called a den. I rest there during the
day. I hunt when I feel hungry. I can make a
loud roar. My roar can be heard in the forest
from far. It helps me talk to other tigers and
show that this is my home. I am a meat-eater.

I hunt deer and other animals. I move
quietly and slowly when I hunt.

This quiet walk is called a stalk. When
I see my prey, I can run very fast to catch it.
I can also swim well when I need to cross
a river.



Do you know what a baby tiger is
called? It's called a cub! When I was a cub, my mother took care of me.



She taught me how to walk, run and hunt. Now I live alone.

I am India's national animal. I love my jungle. Please protect tigers like me, so that we can live happily.

b. Read the following words and frame a story by using them.

animal

wild

bright

sharp

strong

beautiful

forest

den

hunting

roar

cub

protect

c. Think and complete the following.

How do I move?

What do I eat?

How do I look?

Where do I live?

What is my baby called?

How do I roar?



d. Design a poster on 'Save Tiger.'

e. Discuss with your friend and write about a tiger, using following keywords.



f. Read the table and complete the following.

orange	cub	stalk	roar
deer	night	river	green
den	teeth	black	eyes
walk	grass	tiger	run

- Names of Colours - _____
- Body Parts - _____
- Names of Animals - _____
- A baby of Tiger - _____
- A Tiger's home - _____
- A Tiger's sound - _____



For the Teacher :

- Encourage learners to identify main characters and important ideas from the story.
- Encourage them to read and discuss about national birds and animals.

**a. Complete your profile.**

Hello, I am Bela.

I am a girl. I am nine years old. My mother's name is Vinita. My father's name is Prakash. I study in grade three. I live in Shahapur. I like to draw. My favourite colour is yellow. My favourite food is *Puranpoli* and *Chakli*. My favourite animal is cat. My favourite fruit is mango. My favourite subject is English. I wish to be an artist when I grow up.

Your Photo

Hello, I am _____.

I am a _____. I am ____ years old.

My mother's name is _____. My

father's name is _____. I study

in grade three. I live in _____.

I like to _____.

My favorite colour is _____.

I wish to be _____ when I grow up.

**For the Teacher :**

- Encourage learners to write on the following topics.

* My family

* My favourite food

* My friend

**a. Read aloud and discuss.**

Aman was eight years old. He was the only child of his parents. Aman's father was very busy. He came home after Aman had slept. He remained asleep by the time Aman left for school. Aman wanted his father to be with him.

On Saturday evening, Aman kept awake till his father came. He went to him and asked, "Father how much do you earn in a day?"

Aman's father was confused and asked, "My dear son, why are you asking this question?"

Aman said, "Please tell me, Father. At least tell me the amount you earn in an hour."

Aman's father replied, "Around Rs.500." Listening to this, Aman immediately ran to his room and came back with his piggy bank. He handed it to his father and said, "I have saved around Rs. 1,500 in my piggy bank. Can you spend just three hours with me? I want you to be with me, play with me and have dinner with me."

Aman's father was lost for words and embraced his son.



b. Listen and repeat.

earn

parents

spend

remain

confused

question

amount

embraced

c. Read and guess the price of following things.

- compass box -



- a pen -



- a note book -



- a cricket bat -



d. Let's think and get to know more about Aman.

1. How old is Aman?
2. How much money did Aman's father earn in an hour ?
3. How much amount does Aman have in his piggy bank?
4. What does Aman want to do with his father? Express in your own words.

e. What is the moral of the story?

f. Enlist key elements from the story.

g. Read the story. Find simple sentences and questions.

For the Teacher :

- Encourage learners to visit the store and note down the price of different objects and ask questions about it.
- Encourage them to read stories from the library and motivate them to express about the stories read.
- Encourage them to identify different characters from the story.
- Motivate them to read and find simple sentences, questions etc. with the help of punctuation marks.
- Motivate them to express storyline in their own words.





4.9

Stay Calm and Smile



a. Read and discuss.

I feel very angry when my family, my friends and other people do not listen to me.



My grandmother says, "Everyone feels angry because things do not always happen the way we want."



"It's okay to feel angry but it is important to manage it. We should learn to control anger. You may use following techniques to control it."



"You can take deep breath, count numbers 100 to 1 in your mind, stay quiet for a while, sometimes you can go for walk/ run in the park."



"You can talk with your parents or friends and share your feelings. You can also share your opinions about things that make you angry. Play, draw or listen to music to feel better."



Yeah! So true.
Now I can manage my anger. Be calm and smile.



b. Read aloud.

feel

techniques

control

manage

calm

c. Look and tell how do you feel? Write a few lines about it.



d. Read each sentence carefully and draw a 😊 when you are happy and draw 😡 when you are angry.

1. Nobody is paying attention to you.
2. Your friend is teasing you.
3. Your uncle brought gifts for you.
4. Your mother made favourite dish for you.
5. When your classmates complain about you to the teacher.
6. When your teacher praises you in the classroom.

e. Discuss the following with your friends.

The situation in which you get angry.



For the Teacher :

- Encourage learners to read moral story books available in the library.
- Encourage them to make their own picture collection of different emotions.

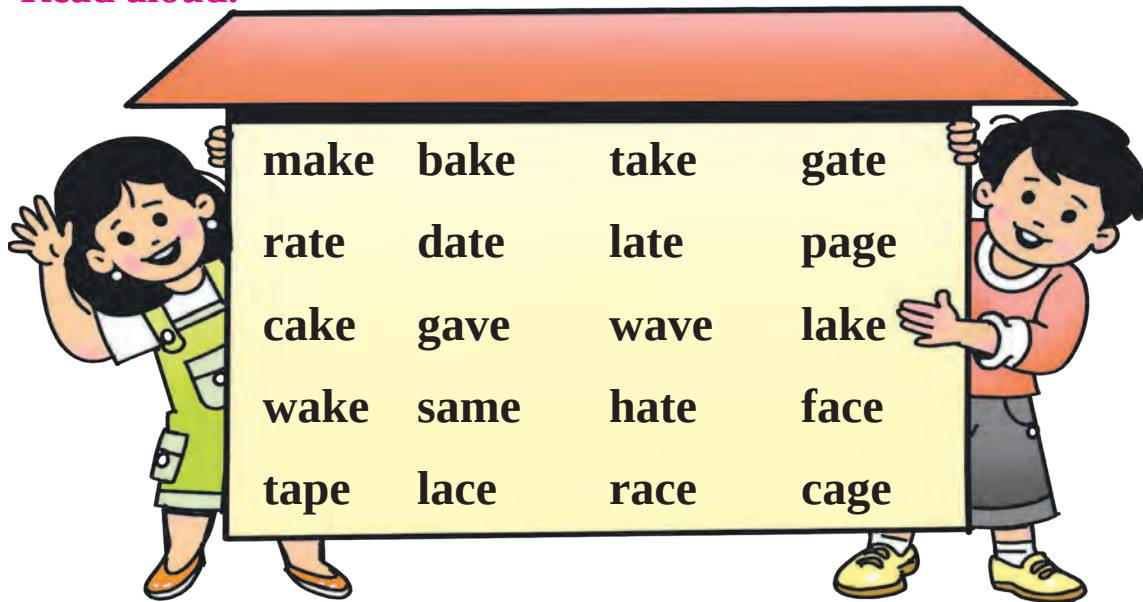


4.10

Word Family - VIII



a. Read aloud.



b. Read and copy.

Let us bake a cake.
 Anushka take this cake.
 We shall go to the lake.
 Let us race.
 Open the gate.
 We shall not be late.



b. Read and encircle meaningful words in the given grid.

h	t	a	k	e	b	c	g	w	h
c	m	s	l	f	g	a	v	e	d
a	d	h	t	w	k	m	a	z	e
s	g	a	m	e	g	e	t	w	k
e	h	p	f	m	n	t	r	a	l
g	k	e	h	l	a	d	a	k	m
d	m	a	d	e	m	l	c	e	a
m	l	w	t	f	e	t	e	t	k
s	a	m	e	g	h	b	h	d	e
c	d	n	b	k	s	k	a	t	e

House of Words - 4

strawberries	astronaut	roar	embraced	immediately
watermelon	gravity	beautiful	question	favourite
puzzle	bounce	forest	remain	colour
electricity	future	den	confused	national
sunlight	rocket	cub	control	wild
pollution	space	sharp	manage	floats
earth	travel	earn	calm	upward
energy	wiggle	parents	helpful	trip
dreaming	hunting	amount	different	dream
learning	protect	spend	letting	suit

• **Read each word carefully and find out the following.**

- The longest word.
- The words related to the space.
- The opposites of - spend, pet, downward, ugly.
- The words that end with 'y.'
- The words related to the forest.
- The words having nine letters.
- The words that have 'tr' in them.
- Action words.
- The words that have 'ing.'

For the Teacher :

- These are the words covered in Unit 4.
- Encourage the learners to prepare flash cards/charts for these words.
- Encourage them to use a dictionary.
- Arrange word games to revise the words in House of Words to enrich vocabulary of the learners.



Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must :

1. Not blame yourself.
2. Tell someone whom you trust.
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

When you get an unsafe touch, you may feel bad,
confused and helpless.
You need not feel “bad” because it’s not your fault.



Press This Button

POCSO e-box available at ncpcr@gov.in

If you are below 18 years of age, and are troubled or confused
or abused or in distress or know some other child who is...

*Call 1098...because some numbers are good!
They change lives!!!*



CHILDLINE 1098 - a national 24 hours toll free
emergency phone service for children in distress is an
initiative of CHILDLINE India Foundation supported
by Ministry of Women & Child Development.



नए समाज की ओर
Towards a new dawn



Provide students with age-appropriate guidance on recognizing and understanding
good touch and bad touch, ensuring their physical and emotional well-being.



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