

## SPLIT UP OF SYLLABUS FOR 2011-12

### ENGLISH

### CLASS III

MONTH	THEME/SYLLABUS	LESSON	SUGGESTED ACTIVITIES/PROJECT	SUGGESTED RESOURCES/TLM	EXPECTED LEARNING OUTCOME	VALUE	NO. OF PERIODS
April & May	<ul style="list-style-type: none"><li>*The child and nature</li><li>*The world around</li><li>*Appreciation of beauty in nature</li></ul>	Good Morning (Poem)  (Language items: Nouns, antonyms, synonyms)	<ul style="list-style-type: none"><li>*To recite the poem with appropriate actions</li><li>*To appreciate, understand &amp; enjoy</li><li>*To emphasize on spoken part – proper way of wishing</li><li>*To drill of language items: Nouns, antonyms, synonyms</li><li>*Underlining the nouns from the passage</li><li>*World building game</li><li>*To draw pictures of ‘day’ &amp; night’ and to ask the children to write two words each from each picture</li><li>*Write a paragraph on ‘Your favourite thing in nature’</li></ul>	<ul style="list-style-type: none"><li>*Visuals of morning scene</li>          <li>*Flashcards of nouns, antonyms &amp; synonyms</li>          <li>*Drawings</li></ul>	<ul style="list-style-type: none"><li>*Recites, appreciates, understands &amp; enjoys the poem</li><li>*Able to write a short description</li><li>*Able to use language items</li></ul>	<ul style="list-style-type: none"><li>*Love for nature</li>          <li>*Good Manners</li></ul>	13

		<p>The Magic Garden</p> <p>(Language items to be drilled –</p> <p>i)Noun,</p> <p>ii) simple present tense,</p>	<p>*To read aloud with proper voice modulation</p> <p>*To do silent reading by children and to ask questions to test understanding</p> <p>*To identify and find names of the trees growing in your school</p> <p>*Drilling of Simple Present Tense in sentences</p> <p>*To show flash cards of different colours to children, ask them to co-relate these colours with different things and speak sentences in simple present tense eg. The crow is black.</p> <p>*Read &amp; arrange the sequence cards in proper sequence</p> <p>*Slogan writing on ‘Environment’</p> <p>*Making a flower scrapbook &amp; labelling the flowers</p> <p>*To ask them to talk about their favourite flower based on the given clues and then write about it</p> <p>*To take a list of</p>	<p>*Trees in the school compound</p> <p>*Flashcards</p> <p>*Sequence cards</p> <p>*Flowers, visuals of flowers</p> <p>*Clues written on flashcards</p>	<p>*Able to enjoy reading the story &amp; comprehend</p> <p>*Able to convey a message in writing</p> <p>*Able to exchange ideas with the peers</p>	<p>*Respect for the environment</p> <p>*Care for plants</p>	22
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			<p>words, visit the school garden, encircle the things that one finds and to write two examples of each:</p> <p>Insects- Trees-</p> <p>Flowers- Birds- Garden tools-</p> <p>Speak three sentences giving the names of flowers that you might like to grow in your garden eg. In my garden I <b>would</b> like to grow .....</p> <p>*Use the letter in 'PLAYGROUND' to make new words Note- These lessons may be integrated &amp; correlated with "The Plant Fairy"- Looking Around class3</p>	<p>*Pictures related to each word</p> <p>*Pictures of flowers</p> <p>*Alphabet cards</p>			
June/July	Birds  Differences & disabilities in nature	Bird Talk (Poem)  (Language item: Use of contractions – don't, aren't)	<p>*Read and reread the poem aloud laying stress on certain words and phrases</p> <p>*Use of don't &amp; aren't in sentences</p> <p>*To go for nature walk, look at the birds and express thoughts and feelings freely</p>	<p>Related poems on birds</p> <p>Visuals/picture books on birds from class library,</p>	<p>*Recites, understands, appreciates &amp; enjoys the poem</p> <p>*Able to express thoughts freely</p> <p>*Able to carry out a brief</p>	Love for other living things such as birds and animals	6

			<p>*Write a paragraph on 'Birds' based on Project – Bird Watching</p> <p>*Write sentences on what birds can/cannot do</p> <p>*Discuss how birds are different from us. Talk how people can also be different from each other with special reference to children with special needs</p> <p>*Role play of two elephants talking about people</p> <p>*Quiz among small groups</p>	<p>Masks of elephant and other animals</p> <p>Pictures of birds, Visuals Internet</p>	<p>conversation seeking/ giving information</p>		
		<p>Nina And Baby Sparrow</p> <p>(Language Item –</p> <p>i) Framing of questions starting with 'Can'</p> <p>ii) Adjectives</p>	<p>*To narrate the story with the aid of picture sequence cards/ puppets, children to listen and answer the Multiple Choice Questions</p> <p>*Children to frame questions based on the given answers using 'Can'</p> <p>*To complete the words using the right pair of letters (eg spa__ow)</p> <p>*To make a word with four letter words</p>	<p>*Picture sequence cards, puppets</p> <p>*Books from class library</p> <p>*Answers on flashcards</p> <p>*Visuals</p>	<p>*Reads the story , understands &amp; enjoys</p> <p>*Reads aloud with proper voice modulation</p> <p>* Uses 'Can' and 'adjectives' in meaningful sentences</p>	<p>Learns to feel empathy for the suffering</p>	<p>18</p>


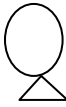
	<p>Plants, trees, vegetables</p> <p>Growth</p> <p>The importance of trees and plants in our lives</p>	<p>Little by Little (Poem)</p> <p>(Language item – i) Nouns- Singular &amp; Plural Forms)</p> <p>ii) Adverbs</p> <p>iii) Adjective)</p>	<p>*To look at the visuals and write describing words for them (adjectives)</p> <p>*Listen &amp; then recite the poem *Recite similar poems like 'In the heart of a seed'</p> <p>*Germinate a seed, list the things &amp; conditions needed for germination/ growth of a plant</p> <p>*Drilling of nouns in singular &amp; Plural forms, adverb &amp; adjective in proper context</p> <p>*Write words ending with 'ly' Fill in the blanks with the correct describing words: A ____ acorn The ____ branches A ____ shoot The ____ oak The ____ bed</p> <div data-bbox="634 1444 906 1671" style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>tiny mossy slender little mighty</p> </div> <p>*Class discussion on 'Importance of plants' &amp; to ask children to write a paragraph on it</p>	<p>*Poems on plants</p> <p>*Library</p> <p>*Germinating seeds</p> <p>*Related visuals</p> <p>*Pictures</p> <p>*Pictures</p> <p>*Objects obtained from plants</p>	<p>*Enjoys reciting the poems with rhyme and rhythm</p> <p>*Can use nouns, adjectives and adverbs in proper context</p> <p>*Can take part in group discussion and able to express ideas in writing</p>	<p>Care of plants</p>	<p>8</p>
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August		<p>The Enormous Turnip (Story)</p> <p>(Language item – i) Noun – opposite, singular - plural</p> <p>ii) Tense (Simple Present &amp; Simple Past)</p>	<p>* Children to read the story aloud with correct pronunciation and rise and fall of the voice</p> <p>* Children to do silent reading and teachers to ask questions to test their understanding</p> <p>*Dramatization of the story * *Drilling of new words in proper context</p> <p>*Drilling of the language items like nouns &amp; Simple present/ Simple past</p> <p>*Find the opposite words from the story</p> <p>*Games on singular/plural</p> <p>*Colour the <b>present</b> tense red &amp; <b>past</b> tense green</p> <p>*Show a visual of children playing in a garden, and ask questions and encourage them to answer in <b>present continuous</b> form</p> <p>*Paragraph on ‘The vegetable I like the most’/ I should eat vegetables because .....</p> <p>*Write the name of the vegetables we get in summer and in winter</p>	<p>*Picture panorama</p> <p>*Class library books &amp; visuals</p> <p>*Flashcards</p> <p>*Visuals</p> <p>*Vegetables brought by the students</p> <p>*Chart of vegetables</p>	<p>*Takes part in dramatization</p> <p>*Enjoys reading the lesson and able to comprehend</p> <p>*Able to make opposites</p> <p>*Able to write paragraphs on a given topic using Simple Present &amp; Simple Past</p> <p>*Can exchange ideas with peers</p>	<p>*Healthy Food</p> <p>*Sharing &amp; working together</p>	10
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			<p>on→Son→Song  *Picture composition  *Model of aquarium</p>				
		A little Fish Story (Story)	<p>*Children to read out the story aloud with expressions &amp; gestures  *Children to do silent reading followed by questions to test their understanding</p> <p>*CLOZE test (a story with every 7<sup>th</sup> word missing and children to fill up the missing words to complete the story)</p>	<p>*Visuals of sea beach</p> <p>*Passage for CLOZE test from any story book</p>	<p>*Can read aloud with proper pronunciation, understand &amp; enjoy</p> <p>* Able to use the given language items in proper context in a paragraph</p>	<p>*Self awareness (Strength, Weakness),</p> <p>*Safety</p>	11
		(Language Item – i) collective nouns ii) Past form iii) Degree of comparison - adjective)	<p>* Children to match the words with their meanings  *Drilling of language items – collective nouns, past forms of verbs, adjectives  *Team game based on collective nouns  * To find the past forms of the given words from the story  *To fill in the blanks with the correct degree of comparison followed by the production of degree of comparison in a meaningful</p>	<p>*Matching cards</p> <p>*Flashcards</p> <p>*Flashcards</p>	<p>*Able to convey message through writing</p>		



<p>September</p>	<p>Sky, colours, insects</p> <p>*Appreciation of natural beauty</p>	<p>The Balloon Man (Poem)</p>	<p>paragraph</p> <p>*A passage with some mis-spelt words – to encircle the wrong words &amp; re-write the passage using correct spelling</p> <p>*Dramatization - Disaster management in case of accident/fire/earthquake/floods &amp; talks about it</p> <p>*Discussion on different kinds of fish in the sea &amp; other water animals, and their life underwater</p> <p>*Guided writing - Water pollution &amp; its harmful effects on sea life</p> <p>*Children to recite the poem with rhythm and rhyme</p> <p>* To recite rhymes about colours</p> <p>* To fill the balloons with different colours, paste them on a sheet of paper, cut and make a bunch, attach strings of different colours, and speak a few</p>	<p>*Library</p> <p>*Internet</p> <p>*Visuals on life under water</p> <p>*Clue words related to the topic</p> <p>*Balloons of different colours</p> <p>*Worksheet</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>RED</p> </div> <div style="text-align: center;">  <p>BLUE</p> </div> </div>	<p>Able to read, recite &amp; enjoy the poem</p> <p>*Able to write simple sentences in present tense</p>	<p>*Respect for people in different occupations</p>	<p>8</p>
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		<p>opposites from the poem</p> <p>*Visuals presentation of different weather sunny, windy, cold etc and write two sentences on each</p>	<p>resources</p> <p>*Picture cards/word cards</p>	<p>read the story with proper pronunciation and pause, and to comprehend it</p>		
	<p>The yellow Butterfly (Story)</p> <p>(Language Item – Preposition)</p>	<p>*Children to read the story aloud with correct pronunciation and pause</p> <p>*Children to do silent reading followed by questions to test their understanding</p> <p>*To match answers with questions</p> <p>*Drilling of language item – Preposition used in the story and write a paragraph using those prepositions</p> <p>*Paper folding activity – Children to make a butterfly from paper, and teachers to Put the paper butterfly in different positions (on a flower, in a box etc.) asking questions, “Where is the butterfly?”</p> <p>*To make two words from one word for e.g. butterfly – butter+</p>	<p>*Picture of a butterfly</p> <p>*Visuals on butterflies</p>	<p>*Able to use given prepositions in verbal as well as written communication</p> <p>*Able to do picture composition</p>	<p>*Appreciate the right to freedom of every living thing</p>	12

<p>October</p>	<p>Land &amp; land forms</p> <p>Travel</p>	<p>Trains (Poem)</p> <p>(Language item – Simple present tense)</p>	<p>fly</p> <p>*To observe the picture of a butterfly and talk about its different body parts</p> <p>To arrange the jumbled sentences in proper sequence</p> <p>*To write a few sentences on “If I were a butterfly....”</p> <p>*Children to recite the poem with proper intonation</p> <p>*Children to recite other poems related to various means of transport</p> <p>*Drilling of Language item – Simple present tense in proper context</p> <p>*To enact a scene from a railway station (have characters like → porters, Vendors, passengers, etc. ) and write a small paragraph on it using simple present tense</p> <p>*Word train – Children to draw bogies of train and write a word and to let them write words starting with</p>	<p>*Pictures of means of transport</p> <p>*Visual of a railway station</p> <p>*Word train</p>	<p>*Can recite the poem with proper intonation</p> <p>*Able to narrate and write his/her experiences of any scene</p>	<p>*Respecting people who help us in different fields of life</p>	<p>6</p>
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			<p>the end letter of the previous word</p> <p>*To complete the statements from the jumbled words. E.g. –trains are a means of – PTORRANST (TRANSPORT) etc. and encircle the correct spelling</p> <p>*Drilling of new words in proper context</p> <p>*Children to write a few sentences about an interesting journey by using the clue words</p>	<p>*Worksheet</p> <p>*Word list</p> <p>*Clue words related to the topic</p> <p>A Visit to a Railway Station</p>			
		The Story of the Road	<p>*Children to read aloud with proper pronunciation &amp; pause</p> <p>*Children to do silent reading followed by question-answer activity to test their comprehension</p> <p>*Dramatization of the story</p>	*MCQ	<p>*Able to read and understand the story</p> <p>*Able to write a short composition based on picture</p>	* Safety habits	10
		Language item – Can/cannot, Punctuation	<p>*To rewrite the jumble sentences to learn about road safety eg. play/on/never/road/the</p> <p>*Picture composition</p> <p>*Drilling of the use of can/cannot</p>	*Picture of a road scene	<p>*Can use proper punctuation marks</p> <p>*Able to write a paragraph expressing ability using</p>		

			<p>followed by the production of the same in a paragraph</p> <p>*Drilling of language item – Punctuation followed by punctuating a passage</p> <p>*Match the sounds with the names</p> <p>*Singing &amp; dancing to rhythmic music/musical instrument</p> <p>*Work sheets of road signs (Name these signs) e.g. U-Turn, No Parking, Zebra-Crossing, Traffic light, Speed breaks, Name the road signs</p> <p>Note- This lesson may be integrated with “From here to there”, Looking Around- class 3</p>		<p>can/cannot</p> <p>*Musical CD/cassettes</p> <p>*Road symbols</p>		
November	<p>Pets, animal homes and animal friends</p> <p>The importance of animals in our lives</p>	<p>Puppy and I (Poem)</p> <p>(Language item – noun, Simple Present tense)</p>	<p>*To recite the poem with proper rhyme and rhythm</p> <p>*To enact the poem as a conversation amongst different characters named in the poem</p> <p>*To match the name</p>	<p>*Any movie on animals</p> <p>*Picture cards of animals &amp; their young</p>	<p>*Able to recite, understand and appreciate the poem</p> <p>*Able to pen ideas of importance</p>	<p>*Care for pets and other animals</p>	12

		<p>of the animals with its young ones &amp; sound</p> <p>*To talk about their experiences with their pets</p> <p>*To identify the different breed of dogs from the pictures</p> <p>*Drilling of Simple Present tense</p> <p>*Work in pairs— Use the words given in the box and speak out and write e.g. Cow— domestic → A cow is a domestic animal.</p> <p>*To write a few lines on 'My Pet'/A pet you wish to have</p> <p>Little Tiger, Big Tiger</p> <p>(Language item :</p> <p>i) Simple past tense</p> <p>ii) Question word)</p>	<p>ones</p> <p>*Pictures/visuals of different breeds of dogs</p> <p>*Visual cards</p> <p>*Cut outs/visuals</p> <p>*Posters from Project Tiger</p>	<p>of animals in our lives using different forms of Simple Present</p> <p>*Able to read and understand the story</p> <p>*Can write a short description of the animal</p> <p>*Can carry out a brief conversation seeking/giving information on dwindling</p>	<p>*Value of secure love and care of parents</p>	15
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December	<p>Communication &amp; letter writing</p> <p>Games &amp; play</p>	<p>‘What’s in the Mail Box?’ (Poem )</p>	<p>animals</p> <p>*Drilling of the use of Simple Past tense in proper context followed by the production of the language item in a paragraph</p> <p>*Drilling of Question words – why, who, what verbally</p> <p>*To add –ed to make past tense of the given action words</p> <p>*To make questions from the story</p> <p>*To use spell cards, blend cards to learn spellings</p> <p>*To fill up one missing letter to make a correct word</p> <p>*To read the clue &amp; solve the puzzle on animals</p> <p>Write a paragraph on ‘Our national animal’</p> <p>*To recite the poem individually or in groups with proper intonation and action</p> <p>*To identify the rhyming words with the help of rhyming cards</p>	<p>*Library Flashcards</p> <p>*Flashcards of question words</p> <p>*Spell cards</p> <p>*Crossword puzzles</p> <p>*Rhyming cards</p> <p>*Model of a postbox, letter box, pictures,</p>	<p>number of tigers</p> <p>*Able to recite with proper intonation and understanding</p>	<p>*Respect for all professions</p> <p>*Dignity of labour</p>	6
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			<p>*To enact the journey of a letter (Letter --- postbox – mail-man – post office – postman – letterbox of a house) and frame sentences to tell about the journey of the letter</p> <p>*To read &amp; put the cards (telephone, telegram, aero plane etc.) in proper box labelled TRANSPORT/COMMUNICATION</p> <p>*Drilling of the use of always/never/though in a meaningful context</p> <p>*Role play of people of different professions</p> <p>*Guided letter writing</p> <p>Note- May be correlated with “ Here comes a letter”, Looking Around, class 3</p>	<p>postage materials</p> <p>*Flashcards</p> <p>*Pictures/visuals</p> <p>*Postcard</p>	<p>*Able to write an informal letter</p> <p>*To take part in role play</p>		
	My Silly Sister (to be cont.in Jan)	(Language item –i)Noun -numbers	<p>*Children to read the story aloud with proper pronunciation and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their understanding</p> <p>*Children to listen to a story by Rabindranath Tagore &amp; answer the MCQ</p> <p>*To speak about their experiences with their</p>	<p>*Books from class library</p> <p>*Photographs of family members</p>	<p>*Able to read and understand the story</p> <p>*Able to narrate his/her experiences/incidents</p> <p>*Able to express his/her ideas/thoughts in writing</p>	<p>*Importance of the role of family members</p> <p>*Self reliance</p>	5+9

January	Growing up, expressing emotions & feelings	<p>ii) Suffix</p> <p>iii)Punctuation)</p> <p>Don't Tell (Poem)</p> <p>Language item – Contractions – don't, I'm, I'll, can't, it's etc</p> <p>iii)expressing future</p>	<p>siblings</p> <p>*Drilling of Language item –</p> <p>i)Noun -numbers</p> <p>ii) Suffix</p> <p>iii)Punctuation</p> <p>*To use clues to change the number from one to many e.gg One goose – change oo to ee – many geese</p> <p>*Children to drill the Use of suffix like 'ful', 'ly', 'ish' in the given words e.g. beauty +ful =beautiful, soft + ly =softly, green + ish = greenish etc.</p> <p>*Children to Punctuate the given passage</p> <p>*Children to write a paragraph on their father/mother mentioning how they help at home</p> <p>*Children to recite the poem with proper intonation</p> <p>*Drilling of language item – contraction in proper context and match the contractions with its full forms</p> <p>*Drilling of sentences expressing future time, and then tell &amp; write about their</p>	<p>*Worksheet</p> <p>*Flashcards</p> <p>*Word list</p>	<p>*Able to recite the poem with rhythm and rhyme, comprehend it</p>	<p>*Love, cooperation and respect for differently-abled people</p>	6
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			<p>ambition- what they want to become/do when they will grow up</p> <p>*To write down the rhyming words from the poems</p> <p>*Using the letters of the given words make new (minimum three-lettered) words</p> <p>*Talk about a few things you would love to do but your elders won't let you do</p> <p>*Write a few sentences on "When I grow up, I want to ....."</p>		*Can share experiences with friends	
		<p>He's my brother</p> <p>[Language item – i)</p> <p>Noun (opposites</p> <p>ii)verbs (action words)]</p>	<p>*Children to read aloud with proper pronunciation and pause</p> <p>*Children to do silent reading followed by question - answer activity to test their understanding</p> <p>*Drilling of Language items in proper context – i) Noun (opposites</p> <p>ii)verbs (action words)</p> <p>Find the opposite words from the story</p> <p>*To change the words into its opposite words</p> <p>*To speak in sign language and others to identify the action e.g. -Sing, read, win etc.</p>	<p>Sequence cards</p> <p>Flashcards</p>	<p>*Able to read and comprehend the story</p> <p>*Able to exchange ideas/feelings through sign language</p> <p>*Can express own thoughts about the given topic in writing</p>	<p>*Interpersonal relationship</p>
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<p>March</p>			<p>*Arrange the dialogues sequence wise</p> <p>*Writes the features of camel which help it to survive in desert</p> <p>*Quiz on animals</p> <p>*Drilling of Language item: Has/ Have and production of the same in a paragraph</p> <p>*To make questions based on animals</p> <p>*To see the pictures and write a story from the given clues</p> <p>*To talk about different regions like desert, mountains, jungle and about the respective flora and fauna</p> <p>Revision</p>	<p>camels</p> <p>*Worksheet</p> <p>*Visuals of different regions</p>	<p>giving information</p> <p>*Can write compositions based on pictures using has/have</p>	
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- At the end of each lesson, the learners understand and learn the use of suggested language items and new words in proper context.