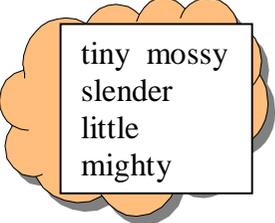


**SPLIT UP OF SYLLABUS FOR 2015-16**  
**ENGLISH (CLASS III)**

MONTH	LESSON	SUGGESTED ACTIVITIES/ PROJECT	SUGGESTED RESOURCES/TLM
April & May	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> <li>* Draw Morning Scene</li> <li>*To read aloud with proper voice modulation</li> <li>*To do silent reading by children and to ask questions to test understanding</li> <li>*To identify and find names of the trees growing in your school</li> <li>*Drilling of Simple Present Tense in sentences</li> <li>*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.</li> <li>*Read &amp; arrange the sequence cards in proper sequence</li> <li>*Slogan writing on ‘Environment’</li> <li>*Making a flower scrapbook &amp; labelling the flowers</li> <li>*To ask them to talk about their favourite flower based on the given clues and then write about it</li> <li>*To take a list of words, visit the school garden, encircle the things that one finds and to write two examples of each: Insects- Trees- Flowers- Birds- Garden tools- 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 .....</li> <li>*Use the letter in ‘PLAYGROUND’ to make new words</li> <li>Note- These lessons may be integrated &amp; correlated with “ The Plant Fairy”- Looking Around class3</li> <li>*Exchange ideas</li> <li>*Read and reread the poem aloud laying stress on certain words and phrases</li> <li>*Use of don’t &amp; aren’t in sentences</li> <li>*To go for nature walk, look at the birds and express thoughts and feelings freely</li> <li>*Write a paragraph on ‘Birds’ based on Project – Bird Watching</li> <li>*Write sentences on what birds can/cannot do</li> <li>*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</li> <li>*Role play of two elephants talking about people</li> <li>*Quiz among small groups</li> <li>*To narrate the story with the aid of picture sequence cards/ puppets, children to listen and answer the Multiple Choice Questions</li> <li>*Children to frame questions based on the given answers using ‘Can’</li> <li>*To complete the words using the right pair of letters (eg spa_ _ ow)</li> <li>*To make a word with four letter words</li> <li>*To look at the visuals and write describing words for them (adjectives)</li> <li>*Listen &amp; then recite the poem</li> <li>*Recite similar poems like ‘ In the heart of a seed’</li> <li>*Germinate a seed, list the things &amp; conditions needed for germination/ growth of a plant</li> <li>*Drilling of nouns in singular &amp; Plural forms, adverb &amp; adjective in proper context</li> </ul>	<ul style="list-style-type: none"> <li>*Visuals of morning scene</li> <li>*PPT on sunrise &amp; sunset</li> <li>*Drawings</li> <li>*Flashcards of nouns, antonyms &amp; synonyms</li> <li>*Drawings</li> </ul>

<p>The Magic Garden</p> <p>(Language items to be drilled – i)Noun,</p> <p>ii) simple present tense,</p>	<p>*Write words ending with 'ly'</p> <p>Fill in the blanks with the correct describing words:  A ____ acorn      The ____ branches      A ____ shoot  The ____ oak      The ____ bed</p>  <p>*Class discussion on 'Importance of plants' &amp; to ask children to write a paragraph on it</p> <p>* Children to read the story aloud with correct pronunciation and rise and fall of the voice* 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      *Find the opposite words from the story      *Games on singular/plural *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>Note-The lesson be integrated &amp; correlated with "The story of Food"- Looking Around class 3</p> <p>*Teachers to recite the poem followed by children</p> <p>*Children to observe the visuals of beaches &amp; speak about them</p> <p>*Drilling of language item – noun – opposite words</p> <p>*Children to underline the <b>nouns</b> (naming words) in the given sentences</p> <p>*Children to play games with rhyming words and <b>opposites</b></p> <p>*To make a list of 'The sources of water'</p> <p>*To mix a number of words (things) found in the sea/on the sea shore and not found, &amp; to write these words separately</p> <p>*Odd Man out – to call out 3 words and children to identify the odd words</p> <p>*Children to add one letter to make new words, for example O → on → Son → Song</p> <p>*Picture composition      *Model of aquarium</p> <p>*Children to read out the story aloud with expressions &amp; gestures</p> <p>*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>* Children to match the words with their meanings</p> <p>*Drilling of language items –collective nouns, past forms of verbs, adjectives</p> <p>*Team game based on collective nouns</p> <p>* To find the past forms of the given words from the story</p> <p>*To fill in the blanks with the correct degree of comparison followed by the production of degree of comparison in a meaningful 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>*Trees in the school compound</p> <p>*Flashcards</p>
---	--	---

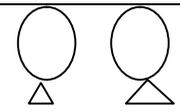
	<p>iii)would</p>	<p>*Discussion on different kinds of fish in the sea &amp; other water animals, and their life underwater          *Guided writing - Water pollution &amp; its harmful effects on sea life</p> <p>*Children to recite the poem with rhythm and rhyme          * To recite rhymes about colours          * 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 sentences on what you did          *To find out the colours in the maze by reading the letters vertically &amp; horizontally          *To make a list of things which fly          *To draw a rainbow &amp; name the colours          *To identify the words from the jumbled letters          *To change each word into a colour name (add or change a letter) eg Add a letter – ink – pink;          *To change two letters – turtle - purple          *Guessing game- to speak out one word for these sentences, One who sells milk, brings letter, washes clothes etc          *Role play of people of different occupations *Drilling of new words from the poem in meaningful sentences *Drilling of language item – opposites, finding out the opposites from the poem          *Visuals presentation of different weather sunny, windy, cold etc and write two sentences on each</p> <p>*Children to read the story aloud with correct pronunciation and pause          *Children to do silent reading followed by questions to test their understanding          *To match answers with questions          *Drilling of language item – Preposition used in the story and write a paragraph using those prepositions          *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?”          *To make two words from one word for e.g. butterfly – butter+ fly          *To observe the picture of a butterfly and talk about its different body parts          To arrange the jumbled sentences in proper sequence          *To write a few sentences on “If I were a butterfly...”          *Children to recite the poem with proper intonation *Children to recite other poems related to various means of transport          *Drilling of Language item – Simple present tense in proper context          *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          *Word train –Children to draw bogies of train and write a word and to let them write words starting with the end letter of the previous word          *To complete the statements from the jumbled words. E.g. –trains are a means of – PTORRANST (TRANSPORT) etc. and encircle the correct spelling          *Drilling of new words in proper context          *Children to write a few sentences about an interesting journey by using the clue words          *Children to read aloud with proper pronunciation &amp; pause          *Children to do silent reading followed by question-answer activity to test their comprehension</p>	<p>*Sequence cards</p> <p>*Flowers, visuals of flowers</p> <p>*Clues written on flashcards</p> <p>*Pictures related to each word</p> <p>*Pictures of flowers</p>
--	------------------	---	--

<p>June/July</p>	<p>Bird Talk (Poem)  (Language item: Use of contractions –don't, aren't)</p>	<p>*Dramatization of the story*To rewrite the jumble sentences to learn about road safety eg. play/on/never/road/the *Picture composition *Drilling of the use of can/cannot followed by the production of the same in a paragraph *Drilling of language item – Punctuation followed by punctuating a passage *Match the sounds with the names *Singing &amp; dancing to rhythmic music/musical instrument *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>*To recite the poem with proper rhyme and rhythm *To enact the poem as a conversation amongst different characters named in the poem *To match the name of the animals with its young ones &amp; sound *To talk about their experiences with their pets *To identify the different breed of dogs from the pictures *Drilling of Simple Present tense *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. *To write a few lines on ‘My Pet’/A pet you wish to have *Children to read the story aloud with proper pronunciation and pause *Children to do silent reading followed by question-answer activity to test their understanding *To use cut outs/ pictures cards/ visuals to show pictures of young ones &amp; homes of animals *Speak a few lines on “ Save the Tiger” *Children to narrate a story about animals *Drilling of the use of Simple Past tense in proper context followed by the production of the language item in a paragraph *Drilling of Question words – why, who, what verbally *To add –ed to make past tense of the given action words *To make questions from the story *To use spell cards, blend cards to learn spellings *To fill up one missing letter to make a correct word *To read the clue &amp; solve the puzzle on animals Write a paragraph on ‘Our national animal’ *To recite the poem individually or in groups with proper intonation and action *To identify the rhyming words with the help of rhyming cards *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 *To read &amp; put the cards (telephone, telegram, aero plane etc.) in proper box labelled TRANSPORT/COMMUNICATION *Drilling of the use of always/never/though in a meaningful context *Role play of people of different professions *Guided letter writing Note- May be correlated with “ Here comes a letter”, Looking Around, class 3</p>	<p>*Alphabet cards</p> <p>Related poems on birds</p> <p>Visuals/picture books on birds from class library,</p> <p>Finger puppets</p>
------------------	--	--	--

	<p>Nina And Baby Sparrow</p> <p>(Language Item – i)Framing of questions starting with ‘Can’</p> <p>ii) Adjectives</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>*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 siblings</p> <p>*Drilling of Language item –i)Noun –numbers ii) Suffix iii)Punctuation</p> <p>*To use clues to change the number from one to many egg 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 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> <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 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>*Children to read the poem aloud laying stress on action words</p> <p>*Drilling of doing words</p> <p>*To talk about, “What do you do when you are bored?” *Enacting the movements of animals /birds</p> <p>*Match the animals with their movements *To arrange movement words from slow to fast</p> <p>*To make pairs of rhyming words from the poem *To encircle the silent letter of the words e.g. Walk, know, Knife, calm etc</p> <p>*Children to write a few sentences on “ I feel happy when ….”</p> <p>*Children o read aloud with proper pronunciation and pause</p> <p>*Children to do silent reading followed by question-answer activity to test their comprehension</p> <p>*To read a story on animals &amp; answer the MCQ *Dramatization of the lesson in pairs</p> <p>*Arrange the dialogues sequence wise</p> <p>*Writes the features of camel which help it to survive in desert *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>Masks of elephant and other animals</p> <p>Pictures of birds, Visuals Internet</p> <p>*Picture sequence cards, puppets</p> <p>*Books from class library</p> <p>*Answers on flashcards</p> <p>*Visuals</p> <p>*Reading cards</p> <p>*Poems on plants</p> <p>*Library</p> <p>*Germinating seeds</p> <p>*Related visuals</p> <p>*Pictures</p> <p>*Pictures</p> <p>*ppt Plants,their uses</p> <p>*Objects obtained from plants</p> <p>*Picture panorama</p> <p>*Class library books &amp; visuals</p> <p>*Flashcards</p> <p>*Clay modelling</p> <p>*Vegetables brought by the students</p> <p>*Chart of vegetables</p> <p>*Visuals of beaches from calendars/ newspaper/periodicals collected by the children</p> <p>*Visuals on ‘Sources of Water’ &amp; ‘Things found in the sea/on the sea shore</p> <p>Flashcards</p>
--	--	---	--

	<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>Sea Song (A Poem)</p> <p>(Language item: Noun)</p> <p>A little Fish Story (Story)</p> <p>(Language Item – i) collective nouns</p> <p>ii) Past form</p> <p>iii) Degree of comparison - adjective)</p> <p>The Balloon Man (Poem)</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>*Flashcards</p> <p>*Visuals of sea beach</p> <p>*Passage for CLOZE test from any story book</p> <p>*Matching cards</p> <p>*Flashcards</p> <p>*Flashcards</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>
--	---	--	--

August



RED BLUE

\*Word puzzle/maze

\*Drawings

\*Worksheet



Trains  
(Poem)

\*Visuals on butterflies

(Language item –  
Simple present tense)

\*Pictures of means of  
transport

\*Visual of a railway  
station

\*Word train





Little Tiger, Big Tiger

(Language item :

i) Simple past tense

ii) Question word)

\*Any movie on animals

\*Picture cards of  
animals & their young  
ones

\*Pictures/visuals of

	<p>'What's in the Mail Box?'</p>		<p>different breeds of dogs</p> <p>*Visual cards</p> <p>*Cut outs/ visuals</p>
--	----------------------------------	--	--

(Poem )

\*Posters from Project  
Tiger

\*Library

Flashcards

\*Flashcards of question  
words

\*Spell cards

\*Crossword puzzles

October

My Silly Sister (to be  
cont.in Jan)

(Language item –  
i)Noun -numbers

ii) Suffix

iii)Punctuation)

\*Rhyming cards

\*Model of a postbox,  
letter box, pictures,  
postage materials

\*Flashcards

\*Pictures/visuals

\*Postcard

Don't Tell

(Poem)

Language item –  
Contractions – don't,  
I'm, I'll, can't, it's etc

iii)expressing future

\*Books from class  
library

\*Photographs of family  
members

He's my brother

[Language item – i)

Noun (opposites

ii)verbs (action words)]

How creatures move  
(Poem)

(Language Item: Doing  
words)

\*Worksheet

\*Flashcards

\*Word list

November	The Ship of the Desert  (Language item: i)Has/ Have  ii)Questions)		Sequence cards
----------	---	--	----------------

Flashcards

\*Clue chart

\*Worksheet

\*Movement words

Worksheet

\*Books from class  
library

\*Mask of camel & lion

\*Sequence cards

\*Visuals of camels

December

\*Worksheet

\*Visuals of different  
regions

--	--	--	--

--	--	--	--

January			
---------	--	--	--

--	--	--	--

February			
March			

- At the end of each lesson, the learners understand and learn the use of suggested language items and new words in proper context.