MY ENGLISH BOOK

CLASS - III

Directorate of Teacher Education &
State Council of Educational Research & Training
Odisha, Bhubaneswar

Odisha Primary Education Programme Authority
Odisha, Bhubaneswar
MY ENGLISH BOOK

Class - III

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Publisher:
School & Mass Education Department
Govt. of Odisha

Edition:
2011
2016

Printing:
Text Book Production & Marketing, Bhubaneswar

Preparation:
Directorate of Teacher Education &
State Council of Educational Research & Training
Odisha, Bhubaneswar
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Ee  Ff  Gg  Hh
Ii  Jj  Kk  Ll
Mm  Nn  Oo  Pp
Qq  Rr  Ss  Tt
Uu  Vv  Ww  Xx
Yy  Zz
Lesson - I

SAY, “GOOD MORNING”:

**Activity - 1**

Say “Good Morning” to your pupils and ask them to say “Good Morning” to you. Repeat it five times.

Good Morning, Children. Good Morning, Madam.

**Activity - 2**

Choose two children from the class and ask them to come to the front. Let them say “Good Morning” to each other. Invite other pairs for more practice.

Good Morning, Sheela. Good Morning, Sarat.
Activity - 3

Follow the steps to help your pupils to practise the rhyme.

**Step I :**
Say the entire rhyme aloud line by line with action. Ask your pupils to listen to each line.

**Step II :**
Say the rhyme aloud line by line with action. Ask the pupils to listen to each line and repeat it in chorus with action. Let the entire rhyme be practised in this way three times.

**Step III :**
Say one line and tell your learners to say the next line in chorus. Let the entire rhyme be practised in this way two times. Then ask the pupils to say your lines and you say their lines.

**Step IV :**
Divide the class into two groups: Group A and Group B. Ask Group A to say one line and Group B, the next line. Let them say the entire rhyme in this way two times. Then ask Group B to begin the first line and Group A to say the next line. Let them practise the entire rhyme in this way two times.

**Step V :**
Ask the pupils to say the entire rhyme in chorus without your help.

Good Morning, Good Morning,
Good Morning to you!
Good Morning, Good Morning,
I am glad to see you.
Lesson - II

CAPITAL LETTERS

- Show the pictures to your pupils and draw their attention to the words written below the pictures. Read the words aloud and ask the pupils to repeat each word after you in chorus.

- Write the words on the blackboard. Let the pupils look at each word and pronounce it. Help them to read without the help of the pictures.
Activity - 1

- Read out a word from each column.
- Ask the pupils to listen, read and tick the word.

---

PEN
HEN
VAN
FAN
BAT
MAT

QUEEN
TIGER
ZEBRA
GOAT
OX
X-RAY

EGG
LEG
KEY
YACHT
WELL
DOG

SUN
JUG
RAT
CAT

ICE CREAM
UMBRELLA
NOSE
ANT
Ask your pupils to match the letter in Column ‘A’ with the word beginning with that letter in Column ‘B’. Ask them to circle the letter. Two examples are done for them.
Activity - 3

Ask your pupils to match the letter in Column ‘A’ with that letter in the word in Column ‘B’. Two examples are done for them.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>PEN</td>
</tr>
<tr>
<td>C</td>
<td>AT</td>
</tr>
<tr>
<td>E</td>
<td>HEN</td>
</tr>
<tr>
<td>D</td>
<td>O</td>
</tr>
<tr>
<td>H</td>
<td>SUN</td>
</tr>
<tr>
<td>Y</td>
<td>ACHT</td>
</tr>
<tr>
<td>M</td>
<td>ICECREAM</td>
</tr>
<tr>
<td>Q</td>
<td>UEN</td>
</tr>
<tr>
<td>O</td>
<td>GOAT</td>
</tr>
<tr>
<td>R</td>
<td>AT</td>
</tr>
<tr>
<td>U</td>
<td>JUG</td>
</tr>
<tr>
<td>F</td>
<td>AN</td>
</tr>
<tr>
<td>I</td>
<td>TIGER</td>
</tr>
<tr>
<td>G</td>
<td>OAT</td>
</tr>
<tr>
<td>N</td>
<td>HEN</td>
</tr>
<tr>
<td>M</td>
<td>AT</td>
</tr>
<tr>
<td>S</td>
<td>NOSE</td>
</tr>
<tr>
<td>K</td>
<td>EY</td>
</tr>
<tr>
<td>T</td>
<td>ANT</td>
</tr>
<tr>
<td>L</td>
<td>EG</td>
</tr>
<tr>
<td>X</td>
<td>OX</td>
</tr>
<tr>
<td>E</td>
<td>G</td>
</tr>
</tbody>
</table>
Activity - 4

Read out the first word in each row as an example and then ask your pupils to read out the other words in the row one by one. The aim of this activity is only to draw the pupils' attention to the sounds of the words, not to their meanings.

<table>
<thead>
<tr>
<th>BAT</th>
<th>CAT</th>
<th>MAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAT</td>
<td>FAT</td>
<td>PAT</td>
</tr>
<tr>
<td>SUN</td>
<td>GUN</td>
<td>RUN</td>
</tr>
<tr>
<td>BUN</td>
<td>FUN</td>
<td>NUN</td>
</tr>
<tr>
<td>PEN</td>
<td>HEN</td>
<td>TEN</td>
</tr>
<tr>
<td>MEN</td>
<td>DEN</td>
<td>ZEN</td>
</tr>
<tr>
<td>DOG</td>
<td>FOG</td>
<td>LOG</td>
</tr>
<tr>
<td>BOG</td>
<td>JOG</td>
<td>HOG</td>
</tr>
<tr>
<td>KEY</td>
<td>SEE</td>
<td>BEE</td>
</tr>
<tr>
<td>KNEE</td>
<td>FEE</td>
<td>PEA</td>
</tr>
</tbody>
</table>
Activity - 5

- Ask your pupils to look at the pictures carefully.
- Encourage them to say the name of each picture in English. Help them with the name if necessary.
- Ask them to join the outlines to complete each picture. Then ask them to colour it.
Lesson - III

RHYME TIME

Follow the steps to help your pupils to practise the rhyme.

**Step I :** Say the entire rhyme aloud line by line with action. Ask your pupils to listen to you.

**Step II :** Say the rhyme aloud line by line with action. Ask the pupils to listen to each line and repeat it in chorus with action. Let the entire rhyme be practised in this way three times.

**Step III :** Say one line and tell your pupils to say the next line in chorus. Let the entire rhyme be practised in this way two times. Then ask the pupils to say your lines and you say their lines.

**Step IV :** Divide the class into two groups: Group A and Group B. Ask Group A to say one line and Group B, the next line. Let them say the entire rhyme in this way two times. Then ask Group B to begin the first line and Group A to say the next line. Let them practise the entire rhyme in this way two times.

**Step V :** Ask the pupils to say the entire rhyme in chorus without your help.

Come little children, come to me,
I’ll teach you A B C.

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

XYZ and sugar on my bread.
If you don’t like it, better go to bed.
Next Monday morning come to me,
I’ll teach you A B C.
Prepare a number of flash cards. Write one capital letter on each flash card. Make five sets of flash cards, containing all the capital letters in each set. Now use these sets of flash cards to do the following activities with your pupils. Follow the instructions carefully for the activities.

**Activity - 1**

- Divide the class into five groups.
- Write a word in capital letters from Lesson II on the blackboard.
- Ask each group to look at the word carefully and arrange the flash cards to get the word.
- Go around and check if they have got the word right.
- Repeat the activity with as many words as possible.

Choose the words in which no letter is used more than once. Some of the words are given below as examples.

<table>
<thead>
<tr>
<th>ANT</th>
<th>DOG</th>
<th>KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>VAN</td>
<td>LEG</td>
<td>OX</td>
</tr>
<tr>
<td>SUN</td>
<td>YACHT</td>
<td>TIGER</td>
</tr>
</tbody>
</table>
Activity - 2

Read out a word from Lesson II and ask the pupils to listen to you. Repeat the word three times. Then ask your pupils to show you the word using flash cards. Repeat the activity with other words.

Activity - 3

- The following sets of letters are not in order.
- Write each set of letters on the blackboard.

- Ask your pupils to say the letters serially and then write the letters in order on the blackboard below that set.

You can do this activity with the pupils in groups. Let the groups help themselves to say the letters serially.

<table>
<thead>
<tr>
<th>I.</th>
<th>D B A C</th>
<th>II.</th>
<th>G F B C A E D</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.</td>
<td>J I K H</td>
<td>IV.</td>
<td>N L O M P</td>
</tr>
<tr>
<td>V.</td>
<td>R T S Q</td>
<td>VI.</td>
<td>W Y U X V Z</td>
</tr>
</tbody>
</table>

Activity - 4

Ask your pupils to say all the letters serially.

You may write the letters on the blackboard as your pupils say them.
Lesson - IV

SMALL LETTERS

- Show the pictures to your pupils and draw their attention to the words written below the pictures. Read the words aloud and ask the pupils repeat each word after you in chorus.

- Write the words on the blackboard. Let the pupils look at each word and pronounce it. Help them to read without the help of the pictures.

a
apple

b
ball

c
cup
d
duck
eagle  fish  
gun     hand  
iron    jeep
kite

lion

mouse

nest

orange

pencil
queue

rose

swan

tree

uniform

violin
Ask your pupils to complete the outlines of each picture and then colour it.
Activity -1

- Read out a word from each column.
- Ask the pupils to listen, read and tick the word.

- cup
- duck
- ball
- eagle
- kite
- queue
- x-mas tree
- lion
- iron
- pencil
- violin
- apple
- orange
- gun
- swan
- window
- uniform
- fish
- nest
- zoo
- jeep
- hand
- yak
- mouse
- rose
Activity - 2

Ask your pupils to match the letter in Column ‘A’ with the word beginning with that letter in Column ‘B’. Ask them to circle the letter. Two examples are done for them.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>v</td>
<td>violin</td>
</tr>
<tr>
<td></td>
<td>yak</td>
</tr>
<tr>
<td>u</td>
<td>violin</td>
</tr>
<tr>
<td></td>
<td>uniform</td>
</tr>
<tr>
<td>b</td>
<td>ball</td>
</tr>
<tr>
<td></td>
<td>eagle</td>
</tr>
<tr>
<td>k</td>
<td>kite</td>
</tr>
<tr>
<td></td>
<td>rose</td>
</tr>
<tr>
<td>h</td>
<td>swan</td>
</tr>
<tr>
<td></td>
<td>hand</td>
</tr>
<tr>
<td>c</td>
<td>cup</td>
</tr>
<tr>
<td></td>
<td>nest</td>
</tr>
<tr>
<td>j</td>
<td>jeep</td>
</tr>
<tr>
<td></td>
<td>zoo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>z</td>
<td>mouse</td>
</tr>
<tr>
<td></td>
<td>zoo</td>
</tr>
<tr>
<td>q</td>
<td>eagle</td>
</tr>
<tr>
<td></td>
<td>queue</td>
</tr>
<tr>
<td>d</td>
<td>duck</td>
</tr>
<tr>
<td></td>
<td>fish</td>
</tr>
<tr>
<td>w</td>
<td>window</td>
</tr>
<tr>
<td></td>
<td>mouse</td>
</tr>
<tr>
<td>f</td>
<td>hand</td>
</tr>
<tr>
<td></td>
<td>fish</td>
</tr>
<tr>
<td>y</td>
<td>yak</td>
</tr>
<tr>
<td></td>
<td>apple</td>
</tr>
<tr>
<td>x</td>
<td>uniform</td>
</tr>
<tr>
<td></td>
<td>x-mas tree</td>
</tr>
</tbody>
</table>
Activity - 3

Ask your pupils to match the letter in Column ‘A’ with that letter in the word in Column ‘B’. Ask them to circle the letter. Two examples are done for them.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>yak</td>
</tr>
<tr>
<td></td>
<td>nest</td>
</tr>
<tr>
<td>a</td>
<td>ball</td>
</tr>
<tr>
<td></td>
<td>fish</td>
</tr>
<tr>
<td>i</td>
<td>lion</td>
</tr>
<tr>
<td></td>
<td>jeep</td>
</tr>
<tr>
<td>p</td>
<td>cup</td>
</tr>
<tr>
<td></td>
<td>kite</td>
</tr>
<tr>
<td>t</td>
<td>swan</td>
</tr>
<tr>
<td></td>
<td>nest</td>
</tr>
<tr>
<td>r</td>
<td>tree</td>
</tr>
<tr>
<td></td>
<td>hand</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>l</td>
<td>eagle</td>
</tr>
<tr>
<td></td>
<td>kite</td>
</tr>
<tr>
<td>g</td>
<td>window</td>
</tr>
<tr>
<td></td>
<td>orange</td>
</tr>
<tr>
<td>n</td>
<td>rose</td>
</tr>
<tr>
<td></td>
<td>gun</td>
</tr>
<tr>
<td>o</td>
<td>queue</td>
</tr>
<tr>
<td></td>
<td>violin</td>
</tr>
<tr>
<td>m</td>
<td>uniform</td>
</tr>
<tr>
<td></td>
<td>pencil</td>
</tr>
<tr>
<td>s</td>
<td>rose</td>
</tr>
<tr>
<td></td>
<td>apple</td>
</tr>
</tbody>
</table>
Activity-4

Some pictures are given below. Show a picture to your pupils and ask them to say the word for it.
Activity 5

Read out the first word as an example in each row and then ask your pupils to read out the other words in the row one by one.

The aim of this activity is only to draw the pupils’ attention to the sounds of the words, not to their meanings.

fish dish miss kiss
jeep beep deep keep
ball call hall tall
zoo coo moo too
kite bite fight light
Activity - 6

- Given below are some pictures and words for them.
- Ask your pupils to match each picture with its word. Then ask them to say the word.

<table>
<thead>
<tr>
<th>Blade</th>
<th>Radio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camera</td>
<td>Aeroplane</td>
</tr>
<tr>
<td>Television</td>
<td>Belt</td>
</tr>
</tbody>
</table>
Lesson - v

RHYME TIME

Follow the steps to help your pupils to practise the rhyme.

Step I: Say the entire rhyme aloud line by line with action. Ask your pupils to listen to you.

Step II: Say the rhyme aloud line by line with action. Ask the pupils to listen to each line and repeat it in chorus with action. Let the entire rhyme be practised in this way three times.

Step III: Say one line and tell your pupils to say the next line in chorus. Let the entire rhyme be practised in this way two times. Then ask the pupils to say your lines and you say their lines.

Step IV: Divide the class into two groups: Group A and Group B. Ask Group A to say one line and Group B, the next line. Let them say the entire rhyme in this way two times. Then ask Group B to begin the first line and Group A to say the next line. Let them practise the entire rhyme in this way two times.

Step V: Ask the pupils to say the entire rhyme with action in chorus without your help.

1, 2 One, two,
Polish your shoes.

3, 4 Three, four,
Open the door.
5, 6  Five, six,  
Pick up the sticks.

7, 8  Seven, eight,  
Lay them straight.

9, 10  Nine, ten,  
Run after the hen.
Activity - 1
• Write the numbers from 1 to 10 on the blackboard. Then read out the numbers one by one.
• Ask the pupils to listen to you and repeat the numbers after you.

Activity - 2
Point to the numbers on the blackboard. Let the pupils say the numbers serially.

Activity - 3
Point to any of the numbers on the blackboard and ask individual pupils to identify them.

Activity - 4
Ask the pupils to read out the numbers below.

Let them call out the numbers without help.
Activity - 5

Ask your pupils to trace the numbers below, following the arrow marks. Ask them to copy the numbers in the practice space below.
Activity - 6

Step I : Ask a group of 10 pupils to come to the front of the class and stand in a row facing the others.

Step II : Give each pupil a piece of paper or cardboard with a number written on it.

Step III : Ask each one of them to read out the number on the card and show it to the class.

Step IV : Ask the group of 10 pupils to stand in sequence according to their numbers. Let them read out their numbers.

Step V : Ask the pupils to stand in a jumbled way (not according to their serial numbers on the cards). Ask one of the other pupils to come up and rearrange the group in serial order.

Step VI : Ask the pupils to write their numbers on the blackboard serially.

Activity - 7

Help your pupils to practise the rhyme.

One two three four five
Once I caught a fish alive.
Six seven eight nine ten
But I let it go again.
Lesson - VI

SMALL AND CAPITAL LETTERS

- Ask your pupils to look at the capital and small letters given below.
- Ask them to say the name of each letter and let the pupils recognise the shape and size of capital and small letters.

A B C D E F G H I
a b c d e f g h i

J K L M N O P Q R
j k l m n o p q r

S T U V W X Y Z
s t u v w x y z
Activity - 1

• The following words are written both in capital and small letters. Ask your pupils to read out the words. Help them, if necessary.
• Ask them to look at the different shapes of capital and small letters.

ANT  BALL  CAT  DOG  EGG  
ant  ball  cat  dog  egg

Activity - 2

• Some capital and small letters are given below the numbers.
• Read out a number and ask your pupils to read out the letter below the number and say whether it is small or capital.

1 2 3 4 5 6 7 8 9 10
 t  p  o  r  B  T  f  h  N  Q

1 2 3 4 5 6 7 8 9 10
Z  m  l  C  E  i  K  s  V  x

1 2 3 4 5 6 7 8 9 10
a  G  j  b  p  w  g  r  d  t
Activity - 3

Given below are a group of capital letters in Column ‘A’ and a group of small letters in Column ‘B’. Ask the pupils to draw a line to join each capital letter with its small one. The first one is done for them.
Activity - 4
Write a small or capital letter on the blackboard. Ask your pupils to identify it. Try to cover as many letters as possible. You can also do this activity using flash cards.

Activity - 5
Divide the pupils into two groups: Group ‘A’ and Group ‘B’. Ask one member from Group ‘A’ to call out a number and a member of Group ‘B’ to read out the letter above the number and say whether it is small or capital. Then ask one member from Group ‘B’ to call out a number and a member from Group ‘A’ to read out the letter and say whether it is small or capital.

Use the name of the box that is Box ‘A’, Box ‘B’ or Box ‘C’ before calling out the number.
Help your pupils to practise the rhyme.

I have
Two little eyes
To look around.
Two little ears
To hear each sound.
One little nose
To smell what’s sweet.
One little mouth
That likes to eat.
Activity - 7

Given below are some words both in capital and small letters. Ask your pupils to match them. The first one has been done for them.

PLATE  engine
STOVE  scooter
BICYCLE  driver
DRIVER  plate
ENGINE  computer
SCOOTER  stove
HELICOPTER  bottle
RICKSHAW  helicopter
COMPUTER  bicycle
BOTTLE  rickshaw
Lesson - VII

WRITING CAPITAL LETTERS

- Draw your pupils’ attention to each picture and the word below it.
- Read the first letter of the word and the word aloud.
  (Example: A for ARM)
- Ask the pupils to repeat in chorus.

ARM

BAG

CAP

DRUM
Ask your pupils to complete the outlines of each picture and then colour it.
Activity - 1

Ask your pupils to look at the model letters and trace the letters in the practice lines with their pencils. Ask them to follow the arrows in each letter serially at the time of writing.

I L T H E F

V W X N A Z

K Y P B R U S

M J O Q C G D
Activity-2

Ask your pupils to trace the letters in the practice lines following the arrow marks.

A B C D E F G

A B C D E F G

H I J K L M N

H I J K L M N

O P Q R S T

O P Q R S T

U V W X Y Z

U V W X Y Z
Activity - 3
Ask your pupils to write these letters in the practice lines with their pencils.

A D F G O S P T N R K Y W Q

Activity - 4
- Ask the pupils to say the word for each picture.
- Then ask them to fill in the missing letter below each picture.
- Now ask your pupils to read out the first letter of each word serially.

APPLE   AT   AT   OG

GG    AN    UN    EN
Activity - 5

- Ask the pupils to say the word below each picture.
- Then ask them to fill in the missing letter in each word.

NE___  FLA___  DRU___  EA___
HORS___  VAS___  WATC___  OW___
PI___  TABL___  INSEC___  RABBI___
SHI___  QUIL___  MONKE___  GLAS___
Activity - 6

- Ask the pupils to write the correct word below each picture.
- Then ask them to say each word aloud.

*The first one has been done for them.*
Activity - 7

Draw your pupils’ attention to the list of words given below. Ask them to write three words in each box selecting the words beginning with the letter given above each box.

*The first one is done for them.*

ANT  CAT  HEN  APPLE  COT  MOTHER
MUG  ARM  HAT  MAT  COLOUR  HUT

ANT
ARM
APPLE
Lesson - VIII

RHYME TIME

Follow the steps to teach the rhyme to your pupils.

**Step I** : Say the entire rhyme aloud line by line with action. Ask your pupils to listen to you.

**Step II** : Say the rhyme aloud line by line with action. Ask the pupils to listen to each line and repeat it in chorus with action. Let the entire rhyme be practised in this way three times.

**Step III** : Say one line and tell your pupils to say the next line in chorus. Let the entire rhyme be practised in this way two times. Then ask the pupils to say your lines and you say their lines.

**Step IV** : Divide the class into two groups : Group A and Group B. Ask Group A to say one line and Group B, the next line. Let them say the entire rhyme in this way two times. Then ask Group B to begin the first line and Group A to say the next line. Let them practise the entire rhyme in this way two times.

**Step V** : Ask the pupils to say the entire rhyme in chorus without your help.

---

**Hop a little,**

**Jump a little,**
One, two, three.

Run a little,

Skip a little,

Touch one knee.
Bend a little,

Stretch a little,

Close your eyes.

Clap a little,
Laugh a little,

Tap your thighs.

Follow the steps for the activities given below:
- Say the expressions with action.
- Ask your pupils to act out while you say these expressions serially.
- Say these expressions (not serially) and ask the pupils to act them out.

Activity - 1
- Hop a little.
- Jump a little.
- Skip a little.
- Stop.

Activity - 2
- Stretch your hands.
- Close your eyes.
- Bend your head.
- Put your hands down.
- Stand up straight.
Activity - 3

Wash your hands.
Wash your face.
Brush your teeth.
Comb your hair.
See your face in the mirror.

Activity - 4

Stand up.
Tap your chin.
Touch your nose.
Nod your head.
Clap your hands.  Sit down.
Lesson - IX

WRITING SMALL LETTERS

- Draw your pupils’ attention to each picture and the word below it.
- Read the first letter of the word and the word aloud.
  
  \textit{(Example: a for arrow)}
  
- Ask the pupils to repeat in chorus.

\begin{tabular}{ll}
arrow & box \\
comb & deer \\
\end{tabular}
eye
frog
gate
helmet
island
jar
knife  
ladder  
mango  
nail  
onion  
parrot
quilt

rope

soap

torch

udder

vulture
wheel

xerox

yacht

zebra

Ask your pupils to complete the outlines of each picture and then colour it.
Activity - 1:

- Ask your pupils to look at the model letters and trace the letters in the practice lines with their pencils.
- Ask them to follow the arrows serially at the time of writing.
Activity - 2

- Ask the pupils to say the words for each picture.
- Then ask them to fill in the missing letter below each picture.
- Now ask your pupils to read out the first letter of each word serially.

---

__rrow __ox __omb __eer
__ye __rog __ate __elmet
__sland __ar __nife __adder
__ango __ail __nion __arrot
Ask your pupils to complete the outlines of each picture and then colour it.
Activity - 3

- Ask the pupils to say the word for each picture.
- Then ask them to fill in the missing letter below each picture.

knife
qilt
wheel
torch

island
book
comb
arrow

ladder
helmet
soap
mango

eye
parrot
onion
deer
Activity - 4

- Ask the pupils to write the correct word below each picture.
- Then ask them to say each word aloud.

*The first one is done for them.*

frog
Activity - 5

Read out the first word in each row as an example and then ask the pupils to read out the other words in each row one by one.

The aim of this activity is only to draw the pupils’ attention to the sounds of the words, not to their meanings.
THE JACKAL AND THE CRAB

- Read out each expression drawing your pupils' attention to the picture above it. Let them repeat after you. Help them say the expressions at least three times.
- Point out one picture at a time and ask your pupils to say the expression.

a jackal

a tree

The jackal is sitting under the tree.

a crab

a hole

The crab is in the hole.
The jackal’s tail is in the hole.

The jackal is without its tail.

The jackal is sleeping on the mat.

**Activity - 1**

Ask your pupils to answer the questions by looking at the pictures.

What is this?  

Where is the jackal?

What is this?

What is this?

Where is the crab?
Activity - 2
- Something is missing in each picture.
- Ask your pupils to read the following expressions and draw the missing part of each picture.

A book is on the table.  
A glass is under the chair.  
A ball is in the box.

Activity - 3
Ask your pupils to look at each picture and fill in the blank in the sentence below it.

The mouse is --------the hole.  
The dog is sleeping -------- the bench.  
The pen is -------- the book.  
The telephone is --------the stool.

Activity - 4
- Call out the instructions with action.
- Ask your pupils to call out the instructions serially. Then call out the instructions without order and ask your pupils to act them out.

a)  Come here.  
    Take the bag.  
    Put it on the table.  

b)  Come here.  
    Take the book.  
    Put it in the bag.  

c)  Come here.  
    Take the bag.  
    Put it under the table.
Lesson - XI

THE LION AND THE MOUSE

Follow instruction as in Lesson x.

The lion is sleeping.

The lion caught the mouse.

The lion is in the net.

The mouse is on the lion.

The mouse is running away from the lion.

The mouse cut the net.

The mouse and the lion are now friends.
Activity - 1

What is this?

What is this?

What is this?

Where is the mouse?

Where is the lion?

Activity - 2

Ask your pupils to look at each picture and fill in the blank in the sentence below it.

The _________ is sleeping.

The _________ is on the lion.

The lion is in the _________.

Activity - 3

Ask your pupils to complete the outlines of each picture and then colour it.

The _________ and the _________ are friends.
Lesson - XII

SUNIL AND THE BABY BIRD

Step I:

- Read the story aloud slowly to your pupils.
- Do this with actions and gestures. (This needs practice before you teach.)
- Ask them to see the pictures where necessary.
- Act out the words/phrases underlined in the story.
- In this way, tell the story two times.

Step II:

- Read the story aloud for the third time, but this time, do not act out the underlined words/phrases. Let the pupils act out.
- Repeat this activity to help your pupils act better.

Sunil is a small boy.
He is in class III. He takes the village road to his school everyday.
One day he was coming home from school. He saw a baby bird under a tree. He stopped there and looked around. Then he heard some sound coming from the tree.

He looked up and saw two little birds in a nest on the tree. The little birds were looking down from their nest. Sunil wanted to help the baby bird under the tree.
He put his bag on the ground.
He picked up the baby bird.

Then he climbed up the tree.

He put the baby bird in the nest. The two little birds looked happy. Sunil was also happy.
He climbed down the tree.

He picked up his bag and went home happily.
Activity - 1

Say the following words one by one. Ask your pupils to show the picture for each word to you.

- Tree
- Baby Bird
- School
- Bag
- Nest
- Road
Activity -2

Say the sentences in column ‘A’ and ask your pupils to show you the pictures in Column ‘B’ for the sentences.

1. Sunil climbed down the tree.

2. Sunil picked up the baby bird.

3. Sunil put the baby bird in the nest.

4. Sunil climbed up the tree.

5. Sunil picked up his bag.
Activity - 3
Ask your pupils to go back to Activity - 2. Let them number the pictures as they come in the story.

Activity - 4
Say the following words/phrases one by one and ask your pupils to act each one out.

- Look around
- Look up
- Look down
- Climb up
- Climb down
- Pick up

Activity - 5
Help your pupils to practise the rhyme.

My tree is the best
For it has a nest.
Flowers in the spring.
Birds sit and sing.
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The image contains a list of words used in the text, with each word starting with a letter from A to H.
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<tr>
<td>If</td>
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<td>Morning</td>
<td>Owl</td>
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<tr>
<td>In</td>
<td>Lay</td>
<td>Mouse</td>
<td>Ox</td>
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</tr>
<tr>
<td>Insect</td>
<td>Leaf</td>
<td>Mouth</td>
<td></td>
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