

# MY ENGLISH BOOK

CLASS - III



ଶିକ୍ଷା ଅଧିକାର



ସର୍ବଶିକ୍ଷା ଅଭିଯାନ

ସଭିଏଁ ପଢ଼ନ୍ତୁ, ସଭିଏଁ ବଢ଼ନ୍ତୁ

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

Odisha Primary Education Programme Authority  
Odisha, Bhubaneswar

# **MY ENGLISH BOOK**

**Class - III**

## **Board of Writers :**

Dr. Rath Nayak  
Sri Pramathesh Das  
Dr. Shatarupa Palit  
Sri Baidyanath Rout

## **Reviewers :**

Dr. Kalyani Samantray  
Sri Kartikeswar Behera  
Sri Lalindra Amat

## **Art & Design :**

Sri Rabi Narayan Rath

## **Coordinator :**

Dr. Tilottama Senapati

## **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

# CONTENTS

<b>Lesson No</b>	<b>Topic</b>	<b>Page No.</b>
<b>Lesson I</b>	<b>'Say, 'Good Morning'</b>	<b>1</b>
<b>Lesson II</b>	<b>Capital Letters</b>	<b>3</b>
<b>Lesson III</b>	<b>Rhyme Time</b>	<b>13</b>
<b>Lesson IV</b>	<b>Small Letters</b>	<b>16</b>
<b>Lesson V</b>	<b>Rhyme Time</b>	<b>28</b>
<b>Lesson VI</b>	<b>Small and Capital Letters</b>	<b>33</b>
<b>Lesson VII</b>	<b>Writing Capital Letters</b>	<b>39</b>
<b>Lesson VIII</b>	<b>Rhyme Time</b>	<b>53</b>
<b>Lesson IX</b>	<b>Writting Small Letters</b>	<b>58</b>
<b>Lesson X</b>	<b>The Jackal And The Crab (Story)</b>	<b>71</b>
<b>Lesson XI</b>	<b>The Lion And The Mouse (Story)</b>	<b>74</b>
<b>Lesson XII</b>	<b>Sunil And The Baby Bird (Story)</b>	<b>76</b>

**A a**

**B b**

**C c**

**D d**

**E e**

**F f**

**G g**

**H h**

**I i**

**J j**

**K k**

**L l**

**M m**

**N n**

**O o**

**P p**

**Q q**

**R r**

**S s**

**T t**

**U u**

**V v**

**W w**

**X x**

**Y y**

**Z z**



## 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.

**Rhyme** Good Morning, Good Morning,  
Good Morning to you !  
Good Morning, Good Morning,  
I am glad to see you.

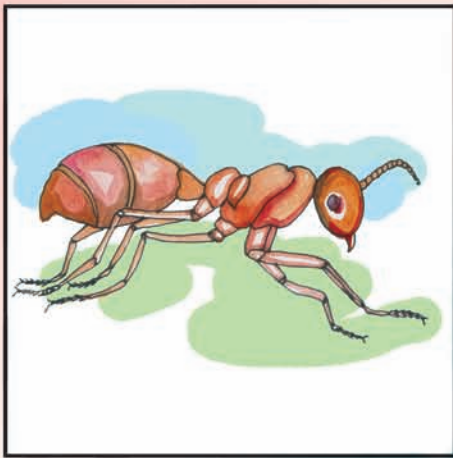


## Lesson - II

# CAPITAL LETTERS

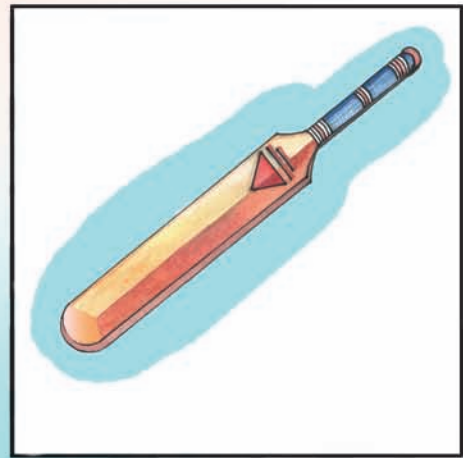
- Show the pictures to your pupils and draw their attention to the words written below the pictures. Read the words aloud and ask the pupils to repeat each word after you in chorus.
- Write the words on the blackboard. Let the pupils look at each word and pronounce it. Help them to read without the help of the pictures.

**A**



**ANT**

**B**



**BAT**

**C**



**CAT**

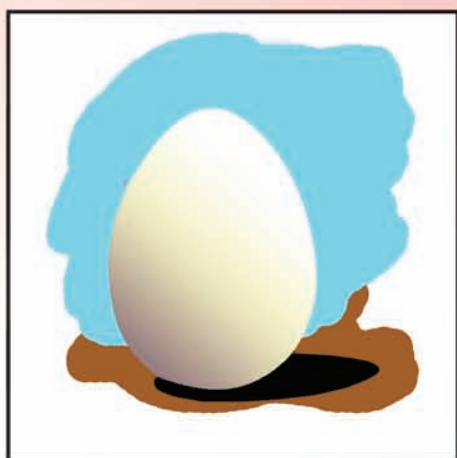
**D**



**DOG**

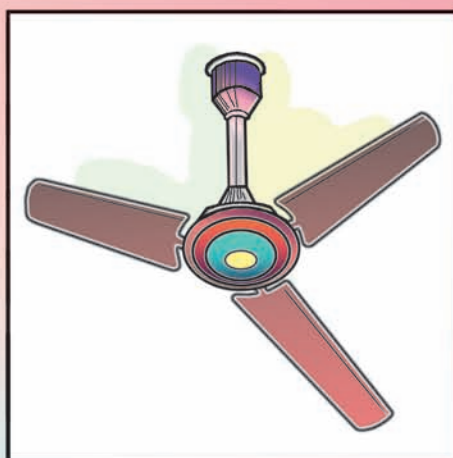


**E**



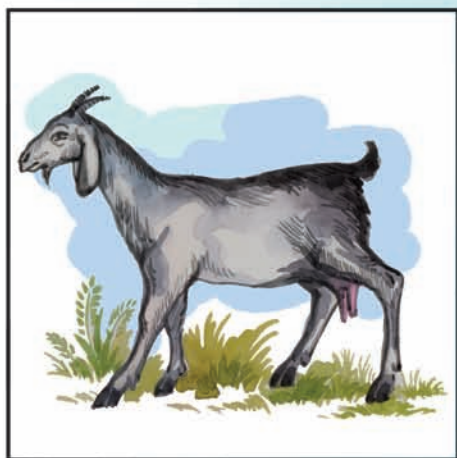
**EGG**

**F**



**FAN**

**G**



**GOAT**

**H**



**HEN**

**I**



**ICE CREAM**

**J**



**JUG**

**K**



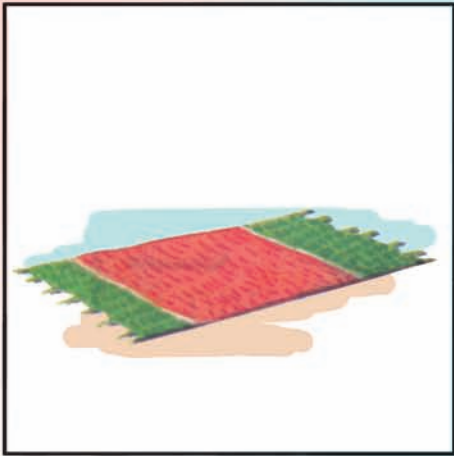
**KEY**

**L**



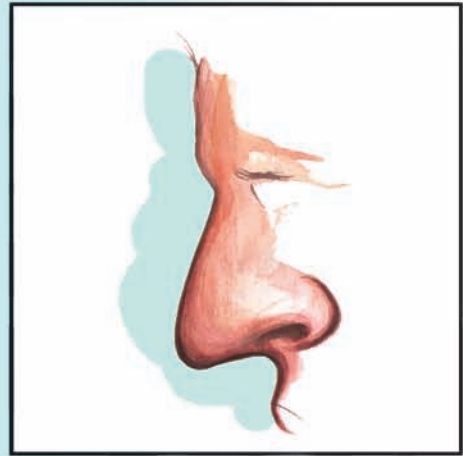
**LEG**

**M**



**MAT**

**N**



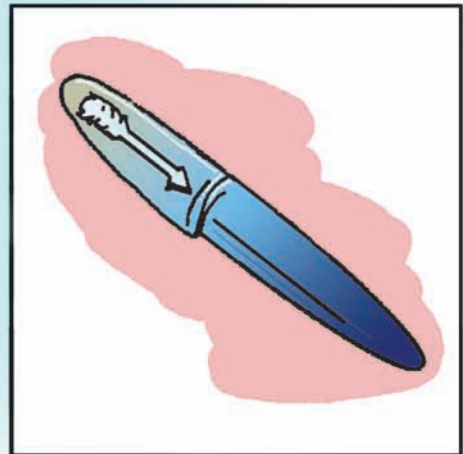
**NOSE**

**O**



**OX**

**P**



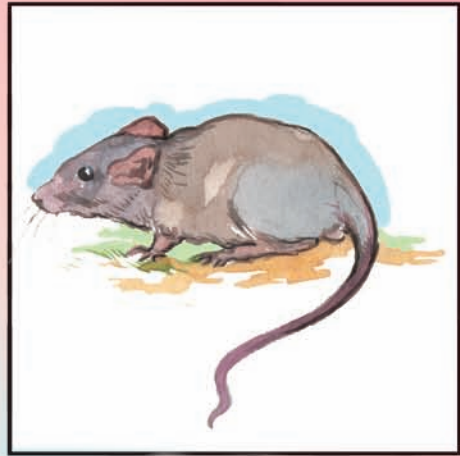
**PEN**

**Q**



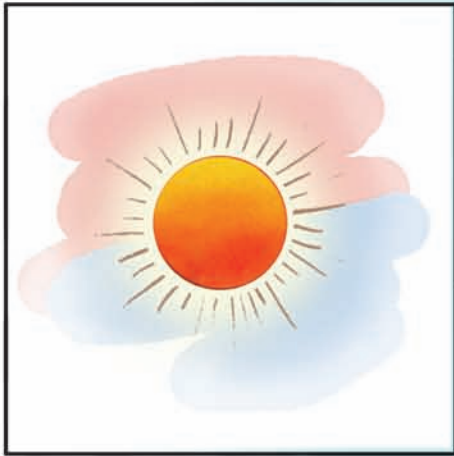
**QUEEN**

**R**



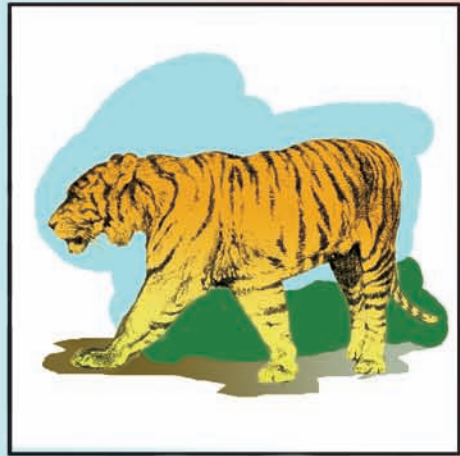
**RAT**

**S**



**SUN**

**T**



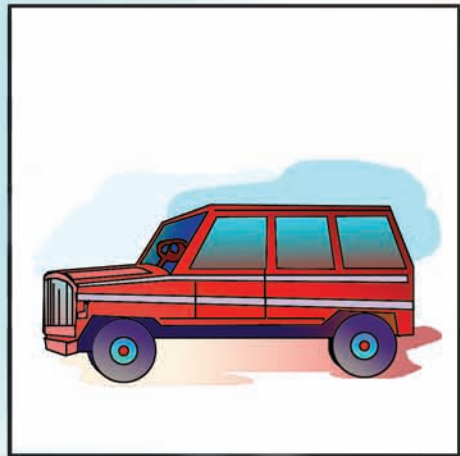
**TIGER**

**U**



**UMBRELLA**

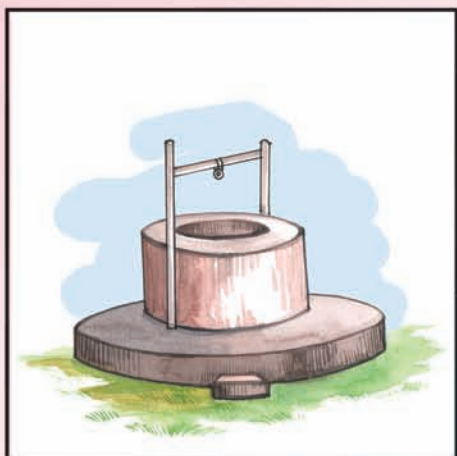
**V**



**VAN**



**W**



**WELL**

**X**



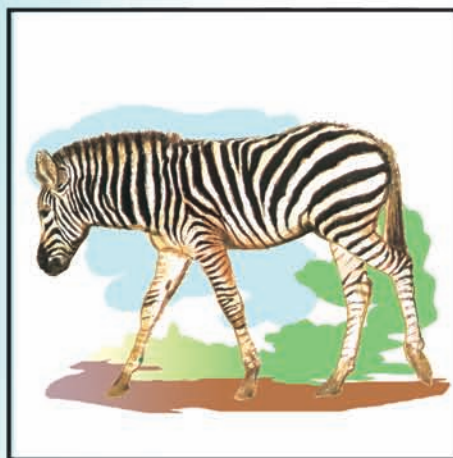
**X-RAY**

**Y**



**YACHT**

**Z**



**ZEBRA**



### 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

### 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.

A	B
C	<u>C</u> A T M A T
K	E G G K E Y
P	A N T P E N
F	F A N H E N
L	J U G L E G
Q	O X Q U E E N

A	B
W	N O S E <u>W</u> E L L
R	R A T Y A C H T
Z	Z E B R A X - R A Y
D	S U N D O G
U	U M B R E L L A I C E C R E A M
B	T I G E R B A T
G	G O A T V A N

### 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.

**A****B**

A P E N

C A T

E H E N

D O G

H S U N

Y A C H T

M I C E C R E A M

Q U E E N

O G O A T

R A T

**A****B**

U J U G

F A N

I T I G E R

G O A T

N H E N

M A T

S N O S E

K E Y

T A N T

L E G

X O X

E G G

#### 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.

**BAT**

**CAT**

**MAT**

**HAT**

**FAT**

**PAT**

**SUN**

**GUN**

**RUN**

**BUN**

**FUN**

**NUN**

**PEN**

**HEN**

**TEN**

**MEN**

**DEN**

**ZEN**

**DOG**

**FOG**

**LOG**

**BOG**

**JOG**

**HOG**

**KEY**

**SEE**

**BEE**

**KNEE**

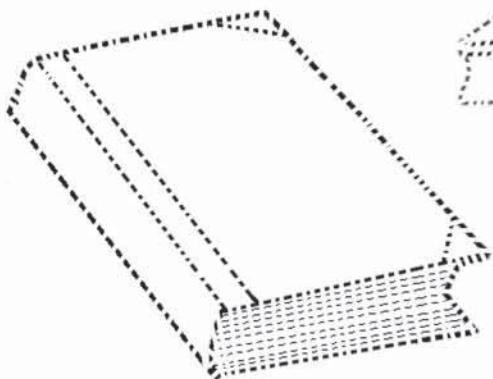
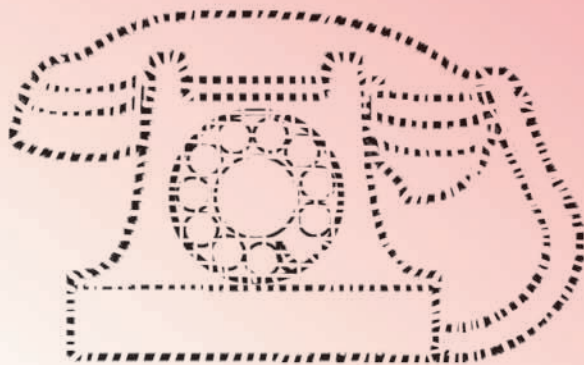
**FEE**

**PEA**



### 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.*

ANT

DOG

KEY

VAN

LEG

OX

SUN

YACHT

TIGER

### 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.*

**I. D B A C**

**II. G F B C A E D**

**III. J I K H**

**IV. N L O M P**

**V. R T S Q**

**VI. W Y U X V Z**

### 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**

e



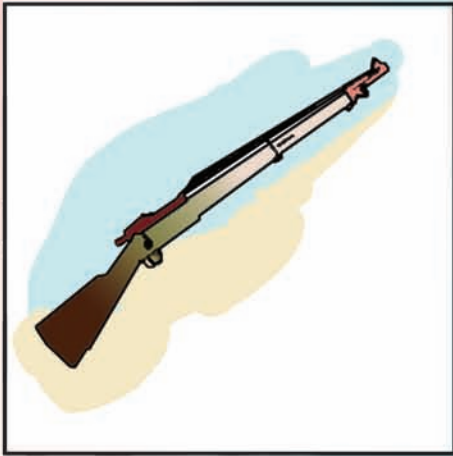
**eagle**

f



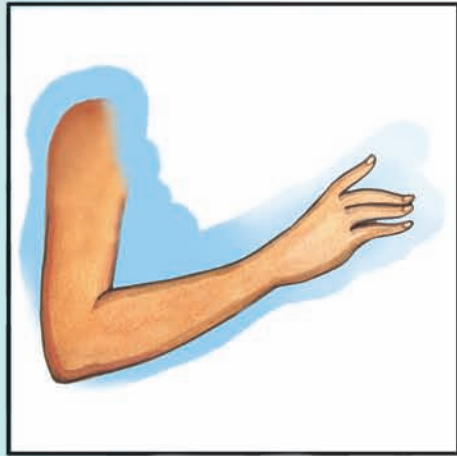
**fish**

g



**gun**

h



**hand**

i



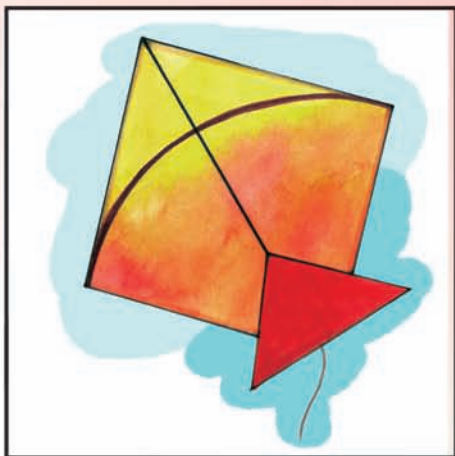
**iron**

j



**jeep**

**k**



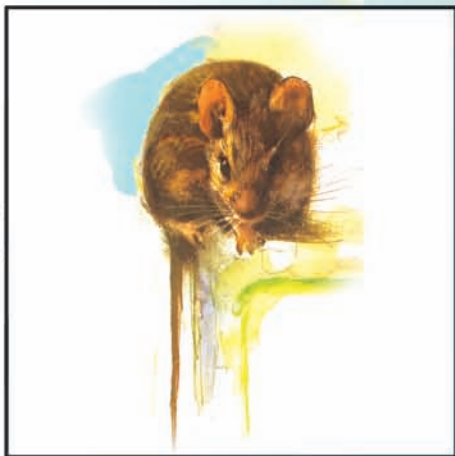
**kite**

**l**



**lion**

**m**



**mouse**

**n**



**nest**

**o**



**orange**

**p**



**pencil**



**q**



**queue**

**r**



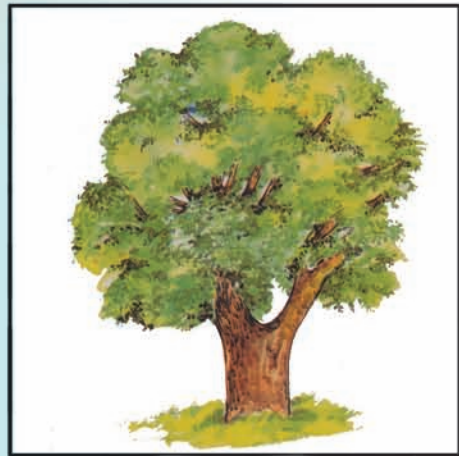
**rose**

**s**



**swan**

**t**



**tree**

**u**



**uniform**

**v**



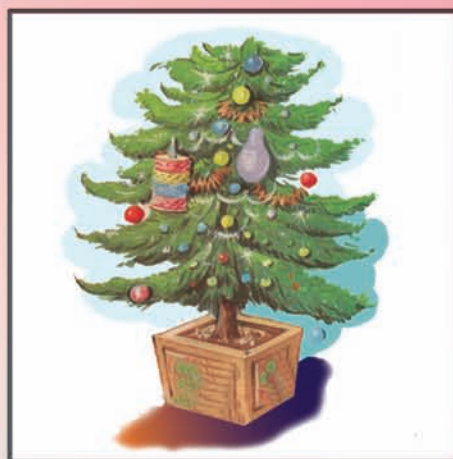
**violin**

**w**



**window**

**x**



**x-mas tree**

**y**



**yak**

**z**



**zoo**

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.

**A****B**

v	<b>violin</b>
	yak
u	violin
	uniform
b	ball
	eagle
k	kite
	rose
h	swan
	hand
c	cup
	nest
j	jeep
	zoo

**A****B**

z	mouse
	<b>zoo</b>
q	eagle
	queue
d	duck
	fish
w	window
	mouse
f	hand
	fish
y	yak
	apple
x	uniform
	x-mas tree



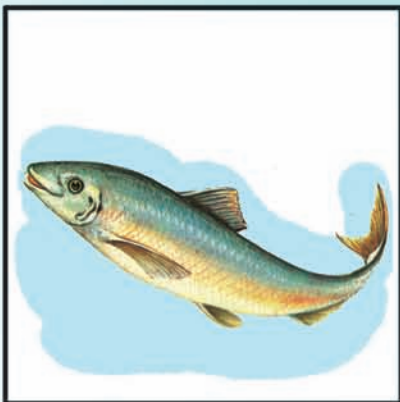
### Activity - 3

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.

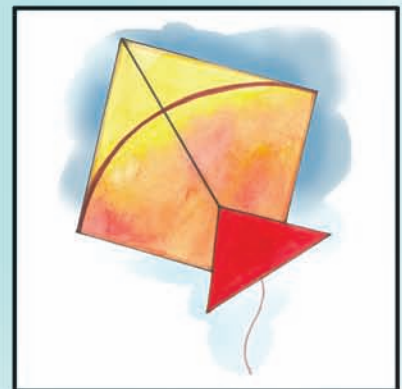
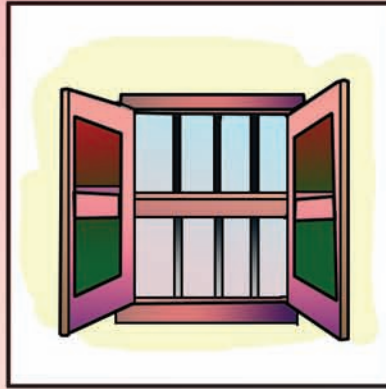
A	B	A	B
e	y a k	l	e a g l e
	n e s t		k i t e
a	b a l l	g	w i n d o w
	f i s h		o r a n g e
i	l i o n	n	r o s e
	j e e p		g u n
p	c u p	o	q u e u e
	k i t e		v i o l i n
t	s w a n	m	u n i f o r m
	n e s t		p e n c i l
r	t r e e	s	r o s e
	h a n d		a p p l e

#### 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

jeep

ball

zoo

kite

dish

beep

call

coo

bite

miss

deep

hall

moo

fight

kiss

keep

tall

too

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.

**Blade**

**Radio**

**Camera**

**Aeroplane**

**Television**

**Belt**





## 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

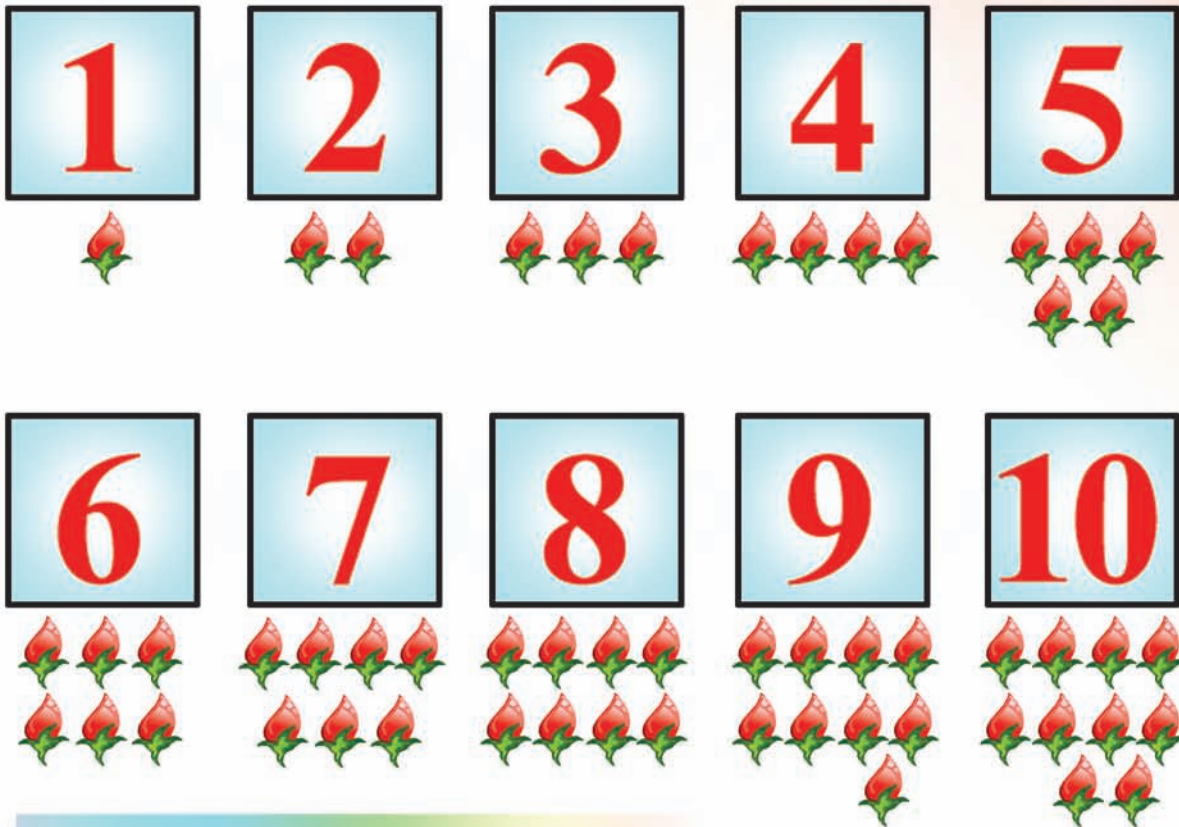
Point to the numbers on the blackboard. Let the pupils say the numbers serially.

### 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.

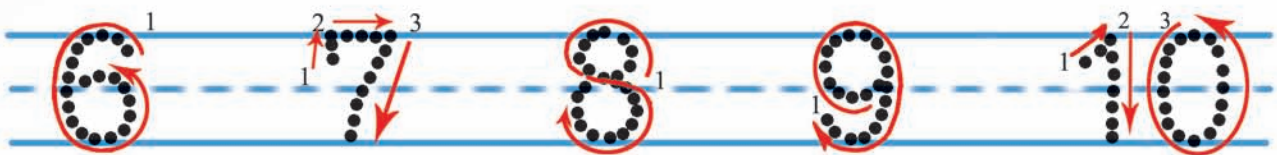
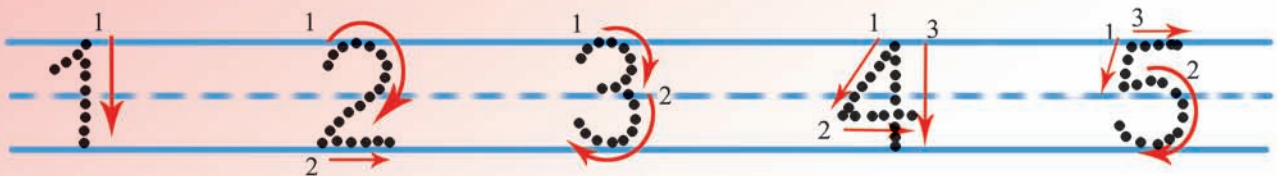


Let them call out the numbers without help.



### 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.

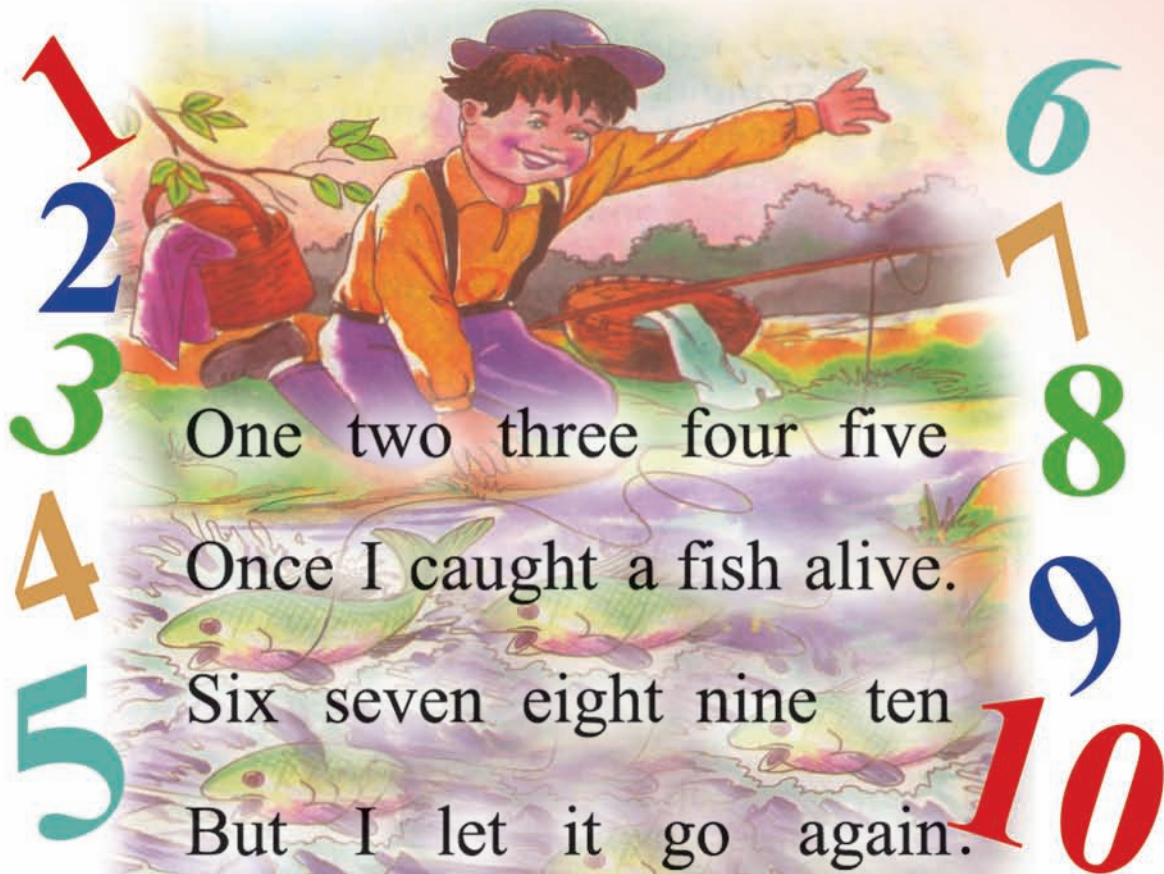
**Step IV** : Ask the group of 10 pupils to stand in sequence according to their numbers. Let them read out their numbers.

**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.





## 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	I	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.

A	B	A	B	A	B	A	B
A	d	F	j	M	q	T	u
B	a	G	k	N	m	U	t
C	e	H	f	O	s	V	y
D	b	I	g	P	r	W	x
E	c	J	l	Q	n	X	z
		K	h	R	o	Y	v
		L	i	S	p	Z	w

#### 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.*

**A**

<b>T</b>	<b>m</b>	<b>b</b>	<b>L</b>	<b>F</b>	<b>x</b>	<b>S</b>	<b>h</b>	<b>i</b>	<b>V</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

**B**

<b>n</b>	<b>o</b>	<b>a</b>	<b>C</b>	<b>R</b>	<b>y</b>	<b>d</b>	<b>E</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>

**C**

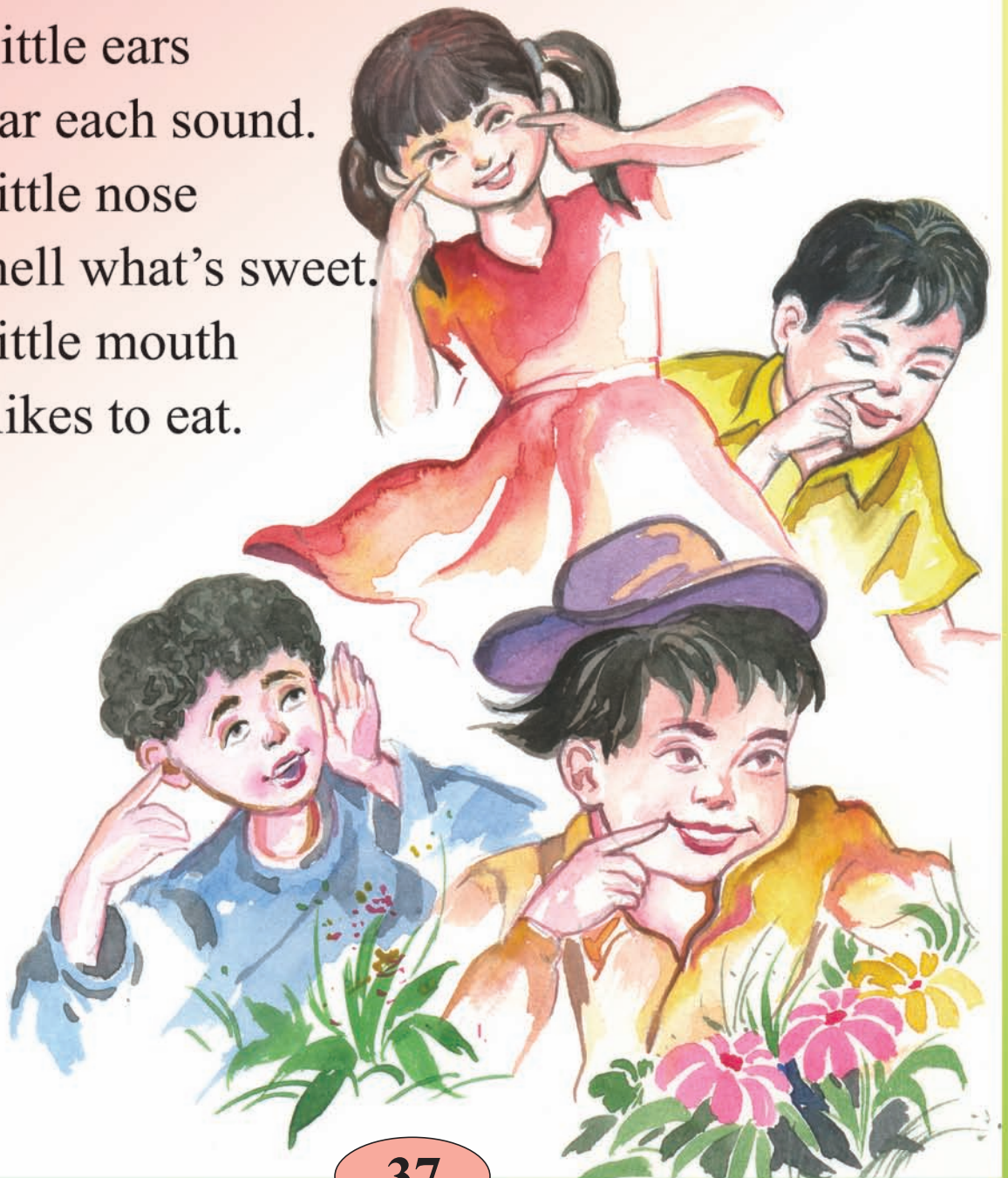
<b>g</b>	<b>j</b>	<b>u</b>	<b>K</b>	<b>W</b>	<b>q</b>	<b>p</b>	<b>Z</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>



### Activity - 6

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



## 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 )

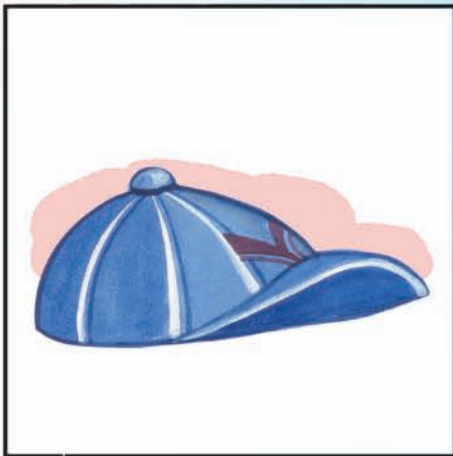
- Ask the pupils to repeat in chorus.



**ARM**



**BAG**



**CAP**

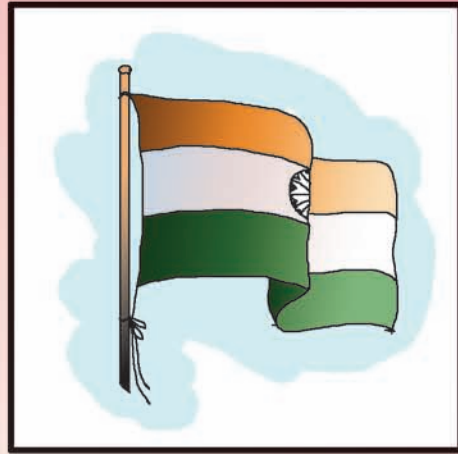


**DRUM**





**EAR**



**FLAG**



**GLASS**



**HORSE**

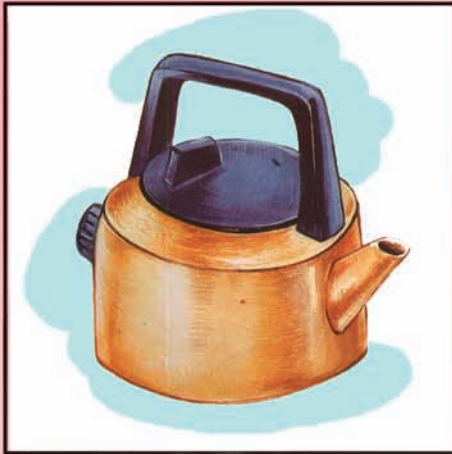


**INSECT**



**JACKAL**

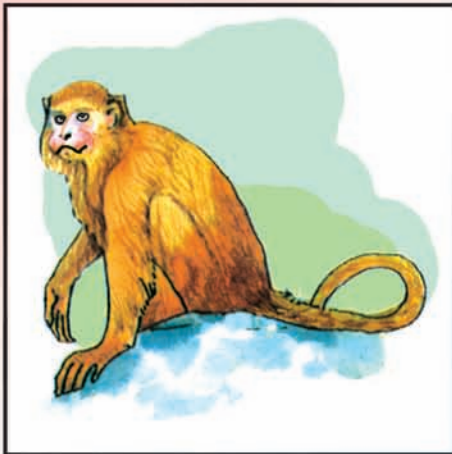




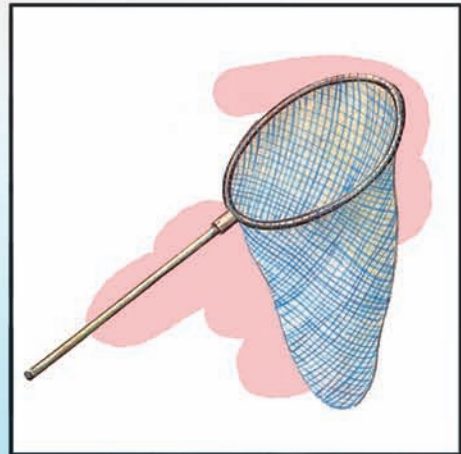
**KETTLE**



**LEAF**



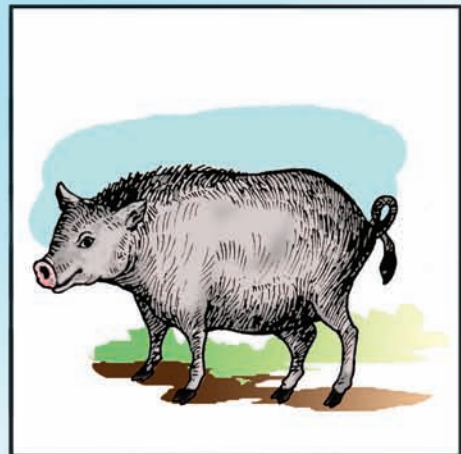
**MONKEY**



**NET**



**OWL**



**PIG**



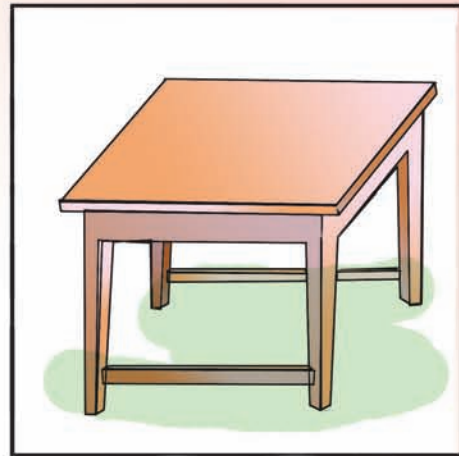
**QUILL**



**RABBIT**



**SHIP**



**TABLE**



**UTENSIL**



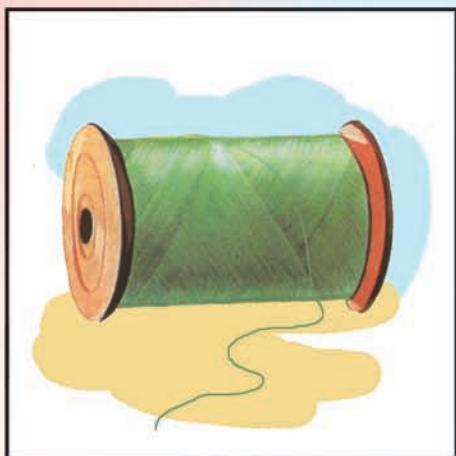
**VASE**



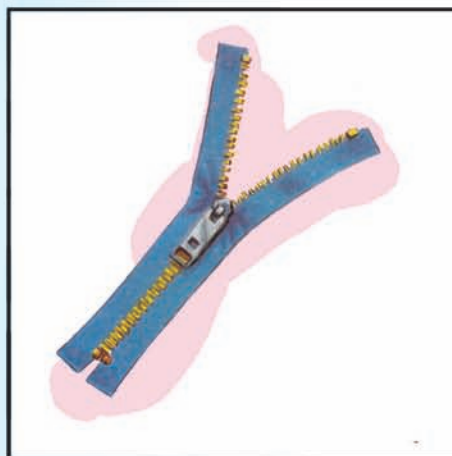
**WATCH**



**X-RAY**

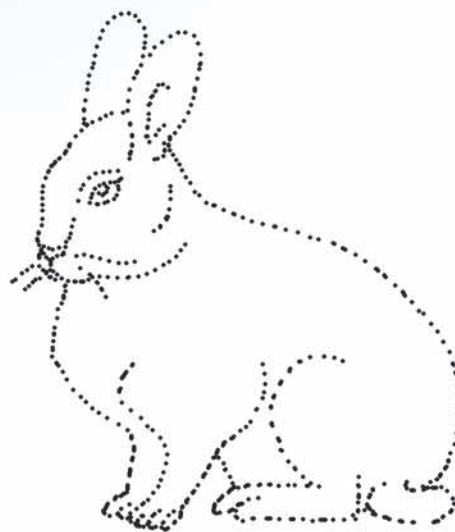
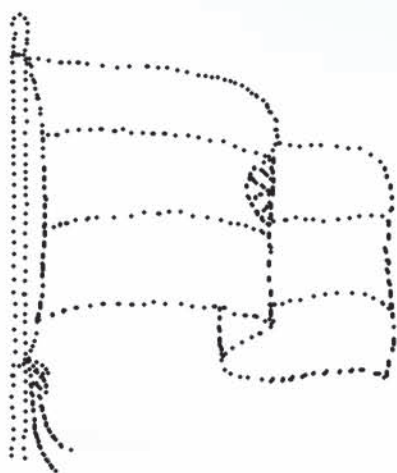


**YARN**



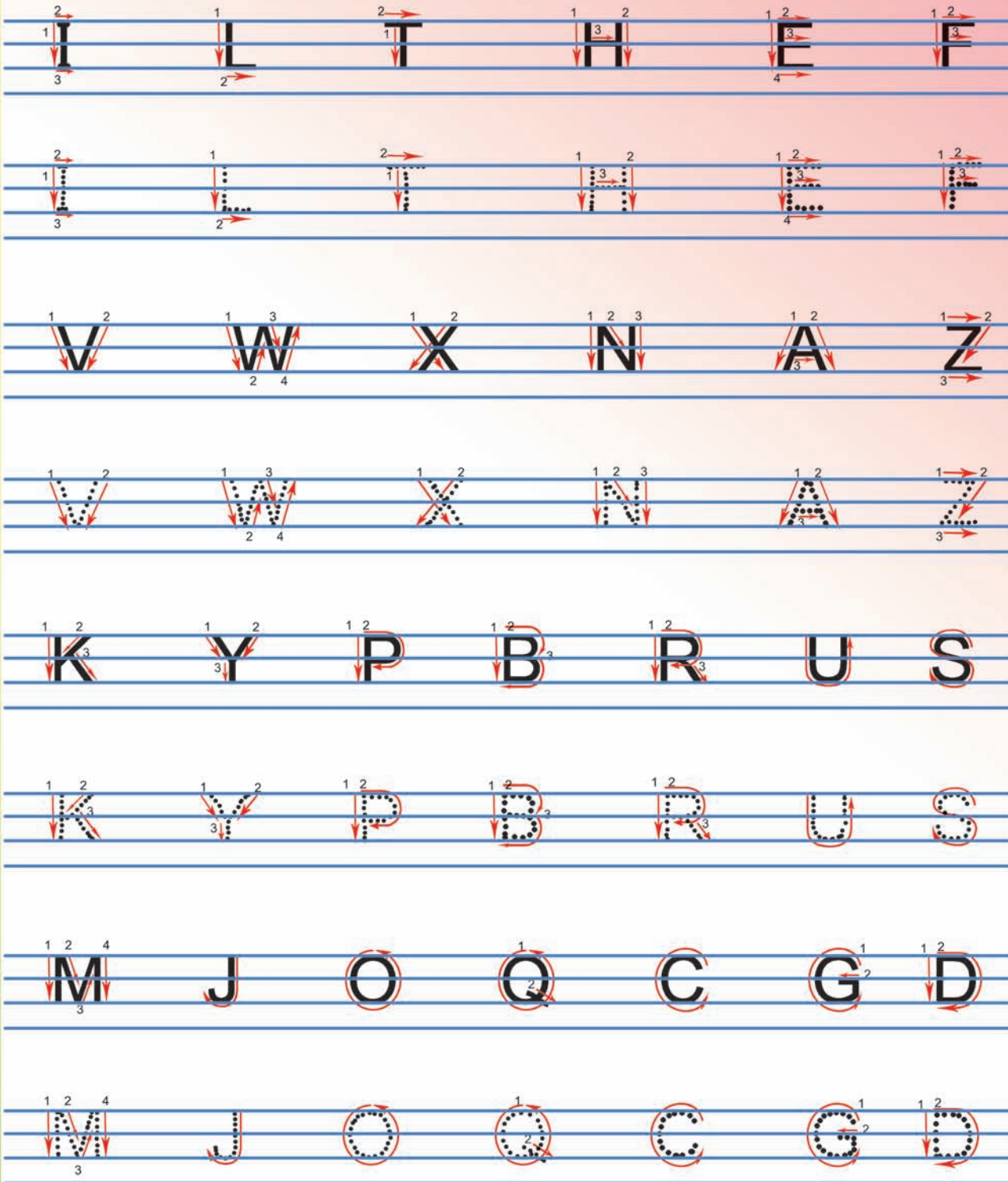
**ZIP**

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



## Activity - 1

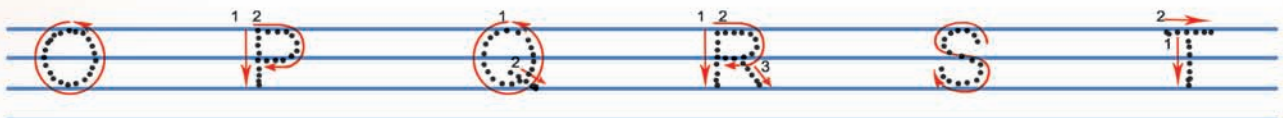
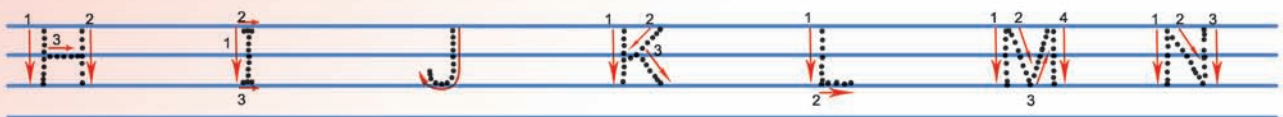
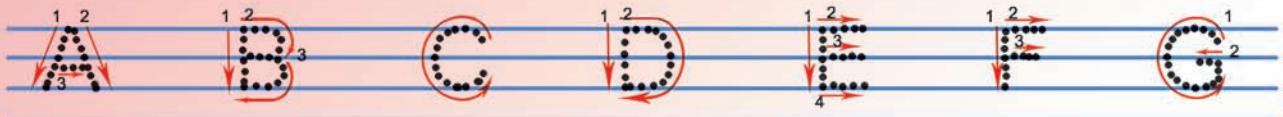
Ask your pupils to look at the model letters and trace the letters in the practice lines with their pencils. Ask them to follow the arrows in each letter serially at the time of writing.





## Activity-2

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



### Activity - 3

Ask your pupils to write these letters in the practice lines with their pencils.

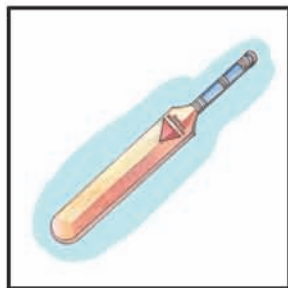
A D F G O S P T N R K Y W Q

### 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.



\_\_\_PPLE



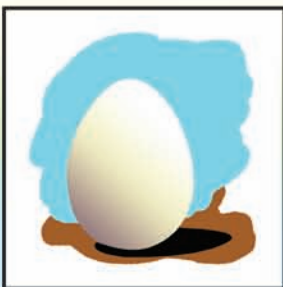
\_\_\_AT



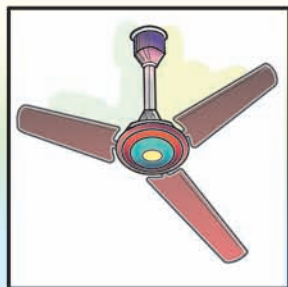
\_\_\_AT



\_\_\_OG



\_\_\_GG



\_\_\_AN



\_\_\_UN



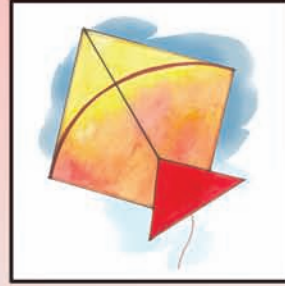
\_\_\_EN



\_\_RON



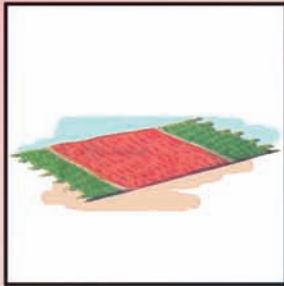
\_\_UG



\_\_ITE



\_\_EG



\_\_AT



\_\_OSE



\_\_X



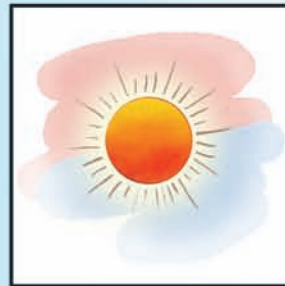
\_\_EN



\_\_UEEN



\_\_OSE



\_\_UN



\_\_IGER



\_\_MBRELLA



\_\_AN



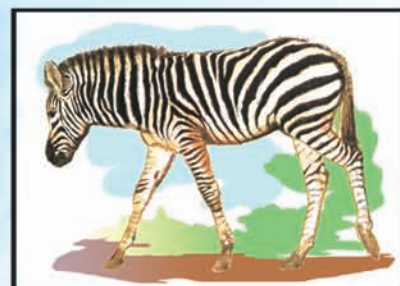
\_\_ELL



\_\_-RAY



\_\_ACHT



\_\_EBRA



### 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 \_\_\_\_



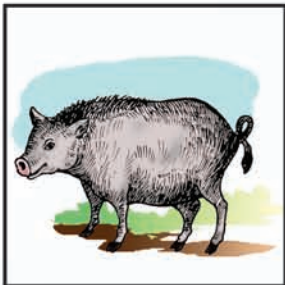
VAS \_\_\_\_



WATC \_\_\_\_



OW \_\_\_\_



PI \_\_\_\_



TABL \_\_\_\_



INSEC \_\_\_\_



RABBI \_\_\_\_



SHI \_\_\_\_



QUIL \_\_\_\_



MONKE \_\_\_\_



GLAS \_\_\_\_



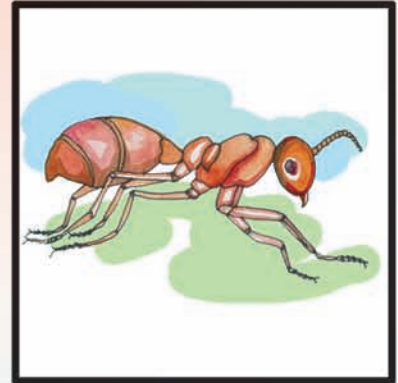
### Activity - 6

- 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.*



HOUSE





---

---

---



---

---

---



---

---

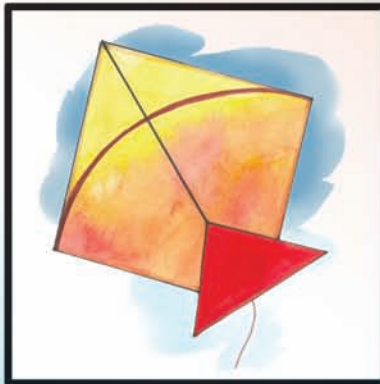
---



---

---

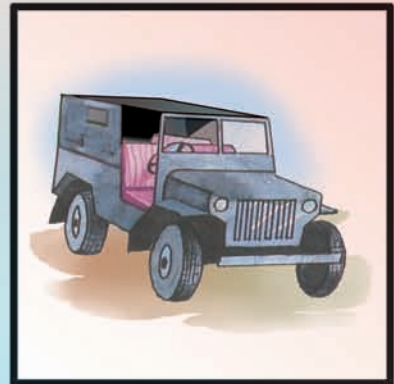
---



---

---

---



---

---

---



---

---

---



---

---

---



---

---

---



---

---

---



---

---

---



---

---

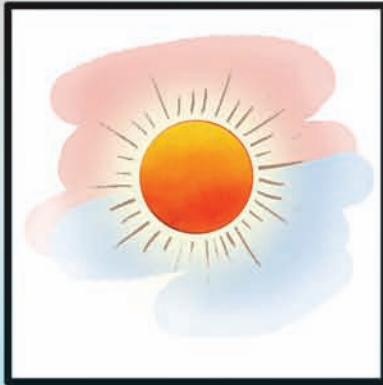
---



---

---

---



---

---

---



---

---

---



---

---

---



---

---

---





### 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

A

C

H

M

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.



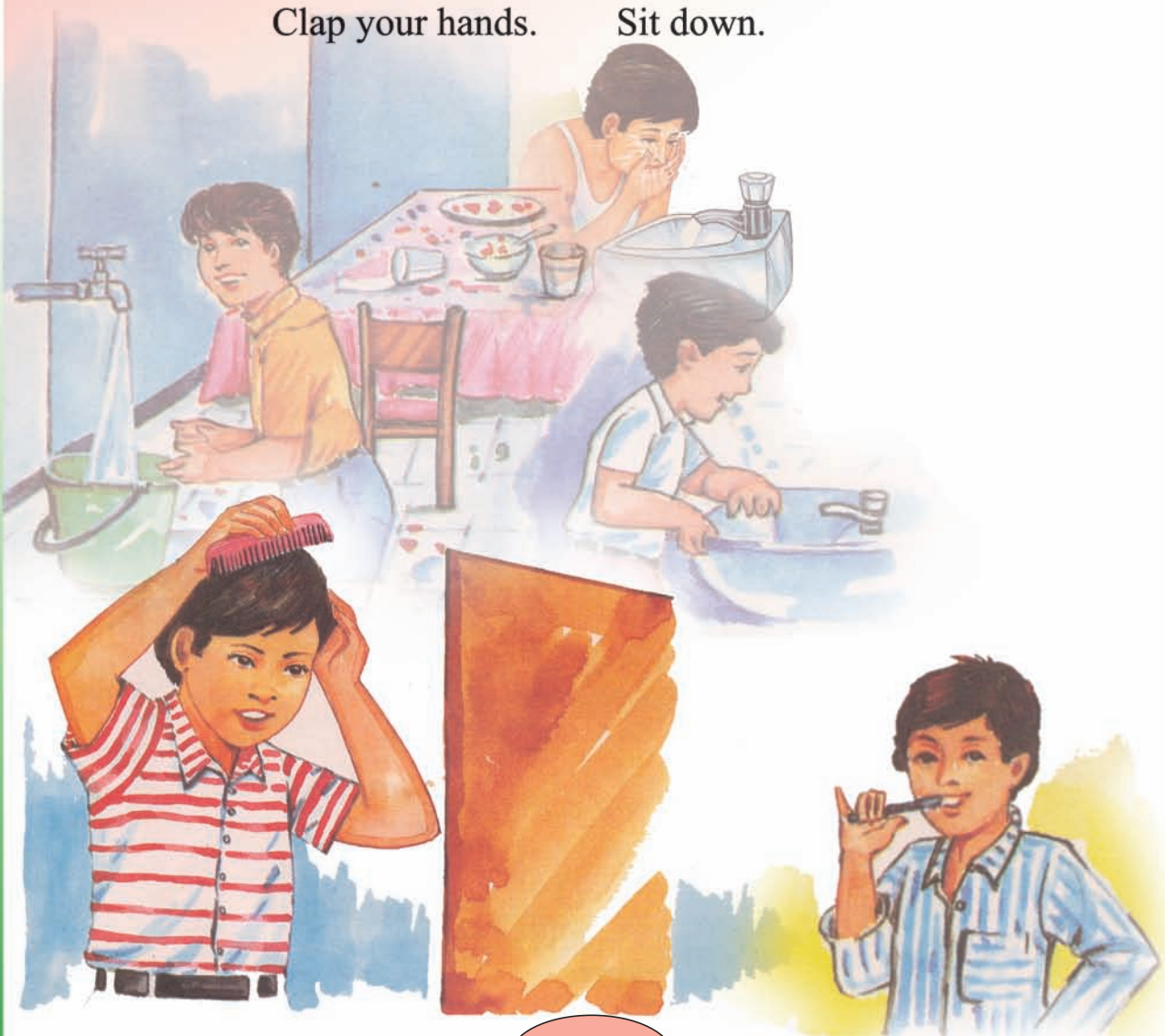


### Activity - 3

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.



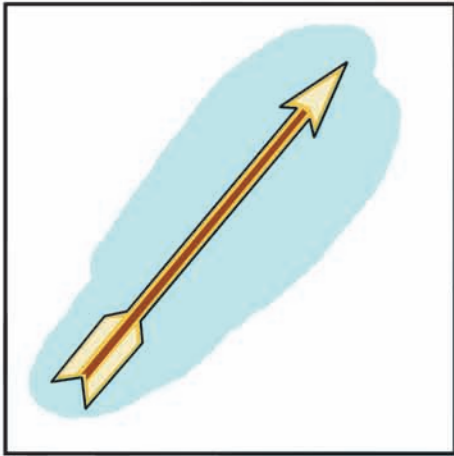
## Lesson - IX

### 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.

( Example : *a for arrow* )

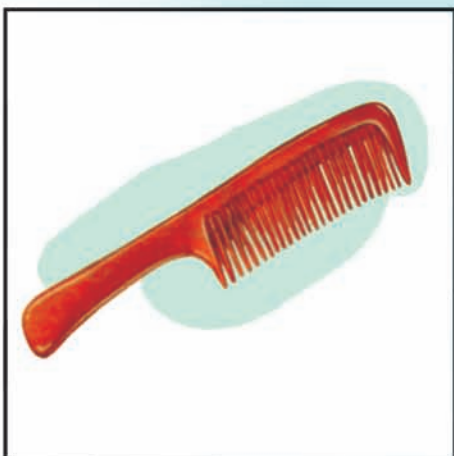
- Ask the pupils to repeat in chorus.



**arrow**



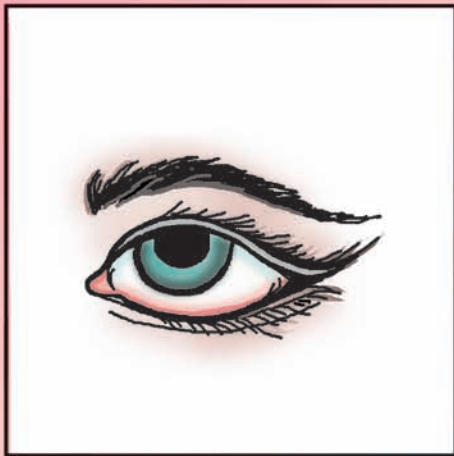
**box**



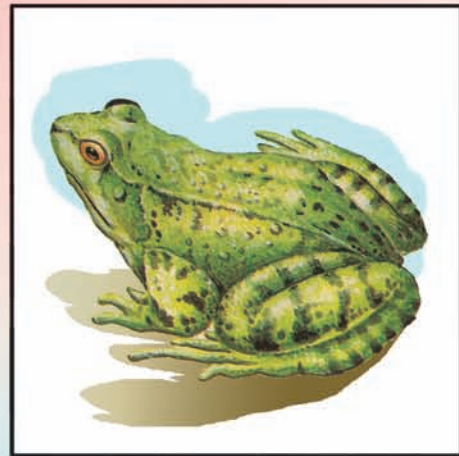
**comb**



**deer**



**eye**



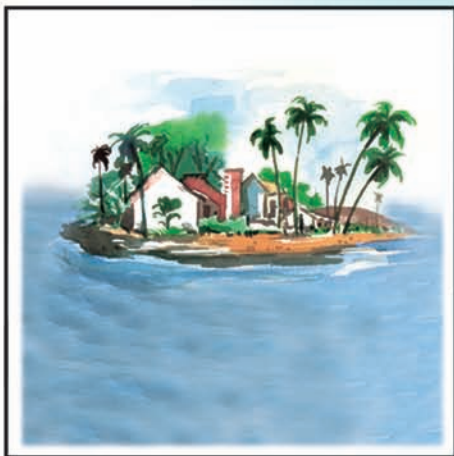
**frog**



**gate**



**helmet**

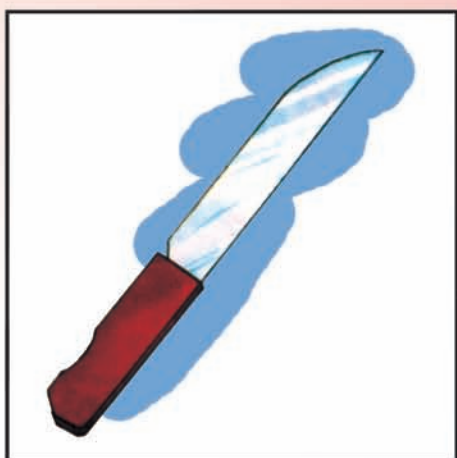


**island**



**jar**





**knife**



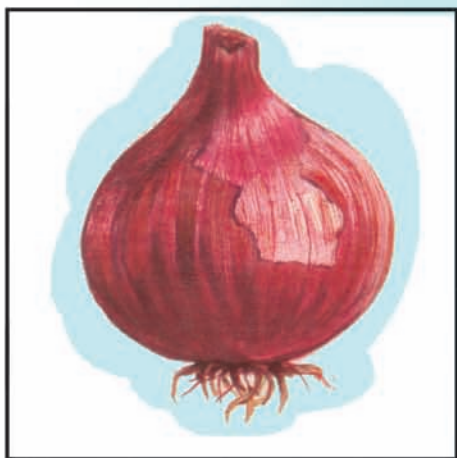
**ladder**



**mango**



**nail**

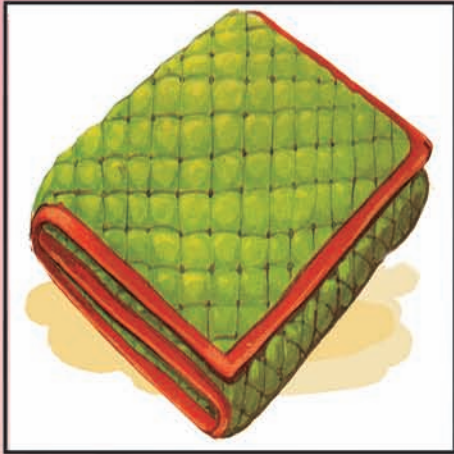


**onion**



**parrot**





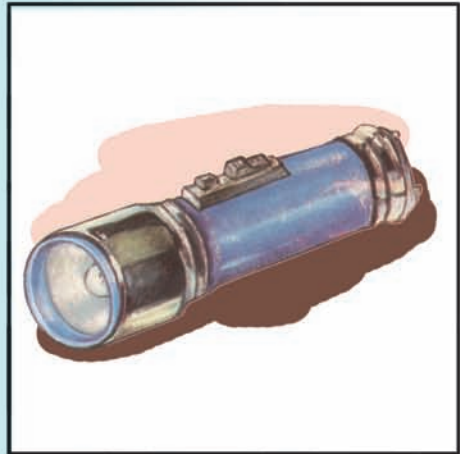
**quilt**



**rope**



**soap**



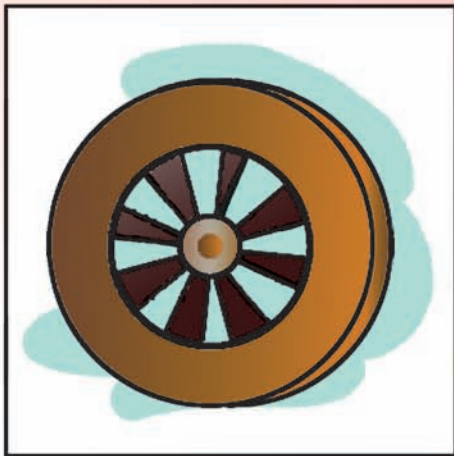
**torch**



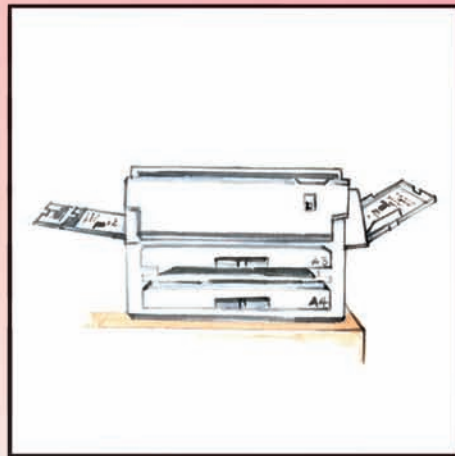
**udder**



**vulture**



**wheel**



**xerox**



**yacht**



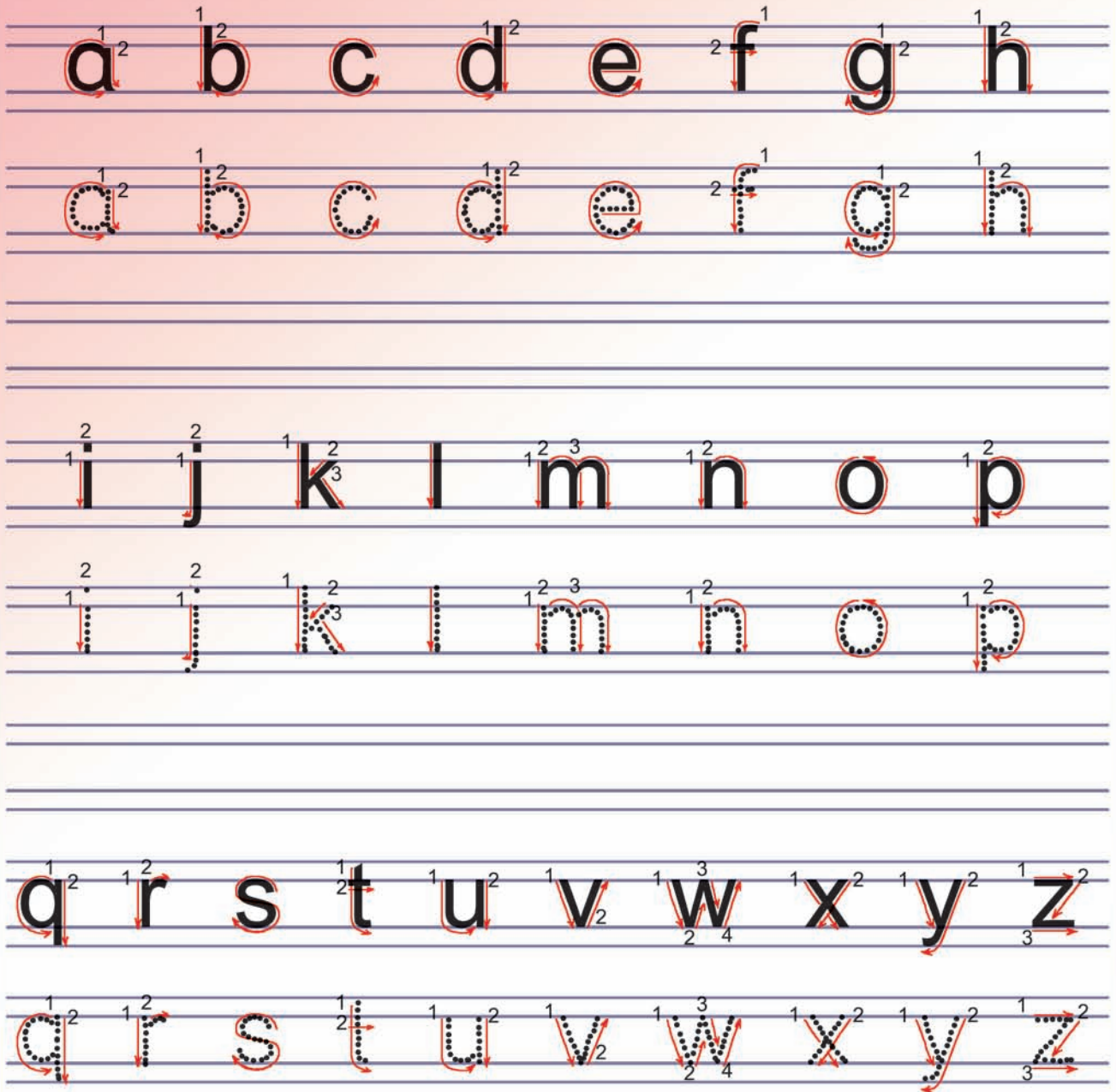
**zebra**

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



### Activity - 1 :

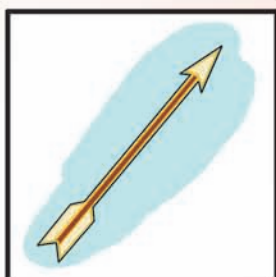
- Ask your pupils to look at the model letters and trace the letters in the practice lines with their pencils.
- Ask them to follow the arrows serially at the time of writing.





## Activity - 2

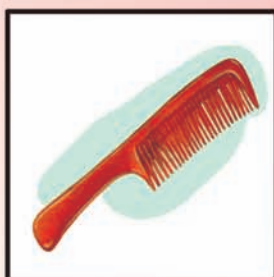
- Ask the pupils to say the words for each picture.
- Then ask them to fill in the missing letter below each picture.
- Now ask your pupils to read out the first letter of each word serially.



\_\_rrow



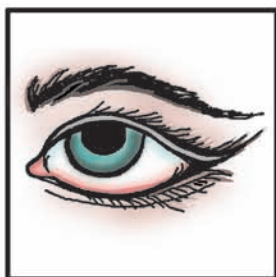
\_\_ox



\_\_omb



\_\_eer



\_\_ye



\_\_rog



\_\_ate



\_\_elmet



\_\_sland



\_\_ar



\_\_nife



\_\_adder



\_\_ango



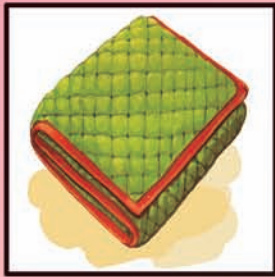
\_\_ail



\_\_nion



\_\_arrot



\_\_uilt



\_\_ope



\_\_oap



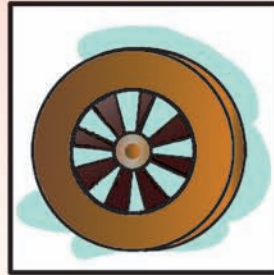
\_\_orch



\_\_dder



\_\_ulture



\_\_heel



\_\_erox

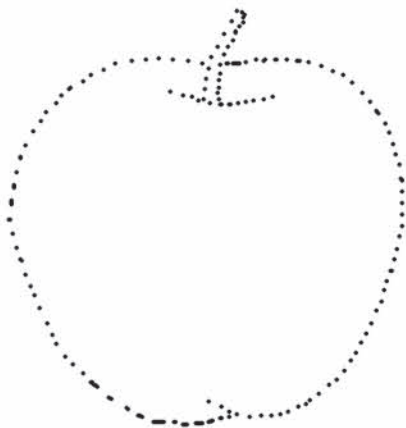


\_\_acht



\_\_ebra

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

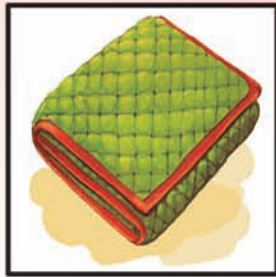


### Activity - 3

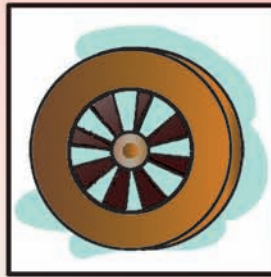
- Ask the pupils to say the word for each picture.
- Then ask them to fill in the missing letter below each picture.



k\_\_ife



q\_\_ilt



w\_\_eel



t\_\_rch



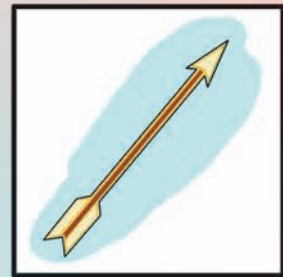
i\_\_land



bo\_\_



com\_\_



arro\_\_



ladde\_\_



helme\_\_



so\_\_p



man\_\_o



e\_\_e



parr\_\_t



oni\_\_n



de\_\_r



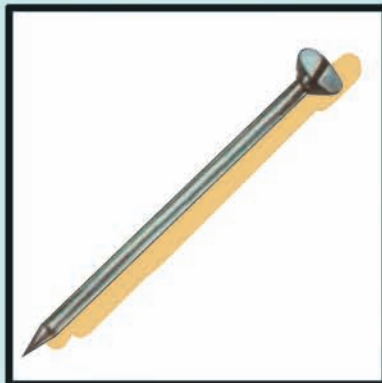
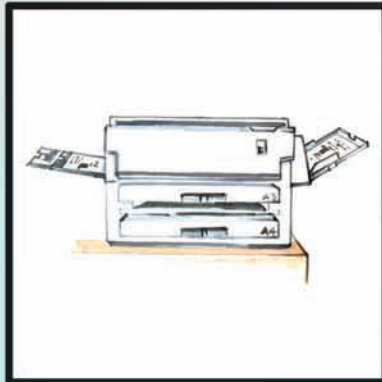
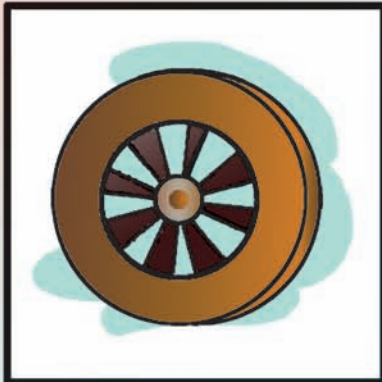
#### Activity - 4

- 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





---

---

---



---

---

---



---

---

---



---

---

---



---

---

---



---

---

---



---

---

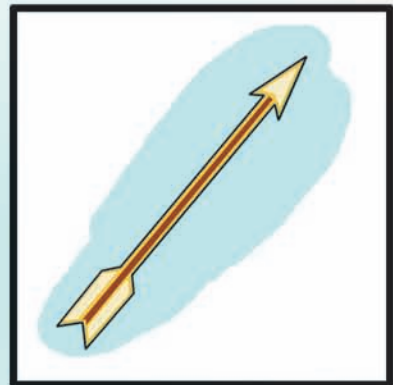
---



---

---

---



---

---

---



---

---

---



---

---

---



---

---

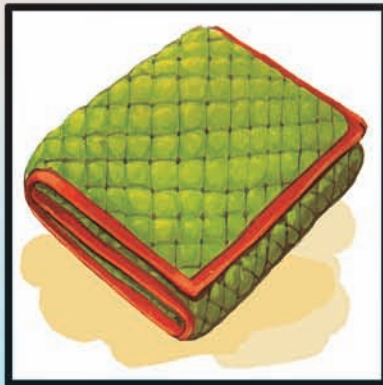
---



---

---

---



---

---

---



---

---

---



---

---

---



---

---

---



### 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.*

jar

car

bar

far

mar

deer

fear

hear

near

peer

gate

bait

date

fate

late

rope

cope

dope

hope

soap

## 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



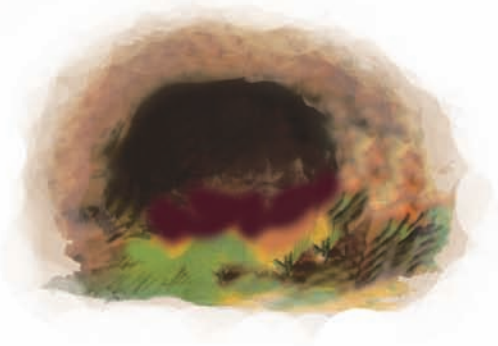
a tree



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.



a lion



a mouse



The lion is sleeping.



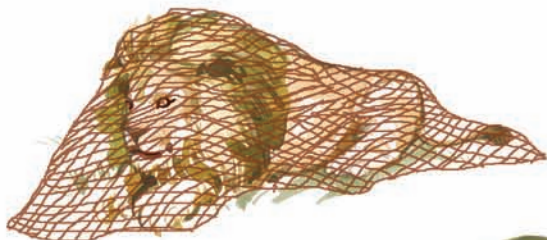
The mouse is on the lion.



The lion caught the mouse.



The mouse is running away from the lion.



The lion is in the net.



The mouse cut the net.



The mouse and the lion are now friends.

### Activity - 1

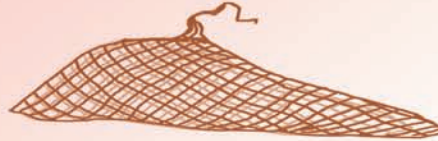
What is this ?



What is this ?



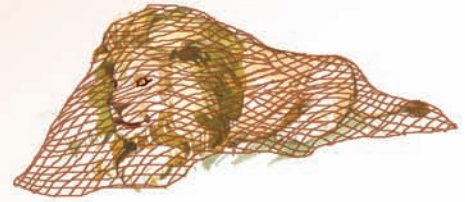
What is this ?



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.



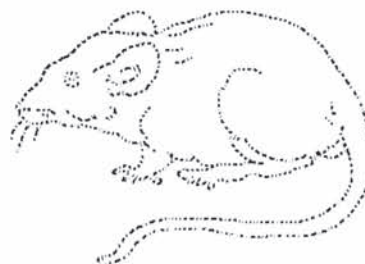
The lion is in the -----.



The ----- and the ----- are friends.

### Activity - 3

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





## Lesson - XII

### SUNIL AND THE BABY BIRD

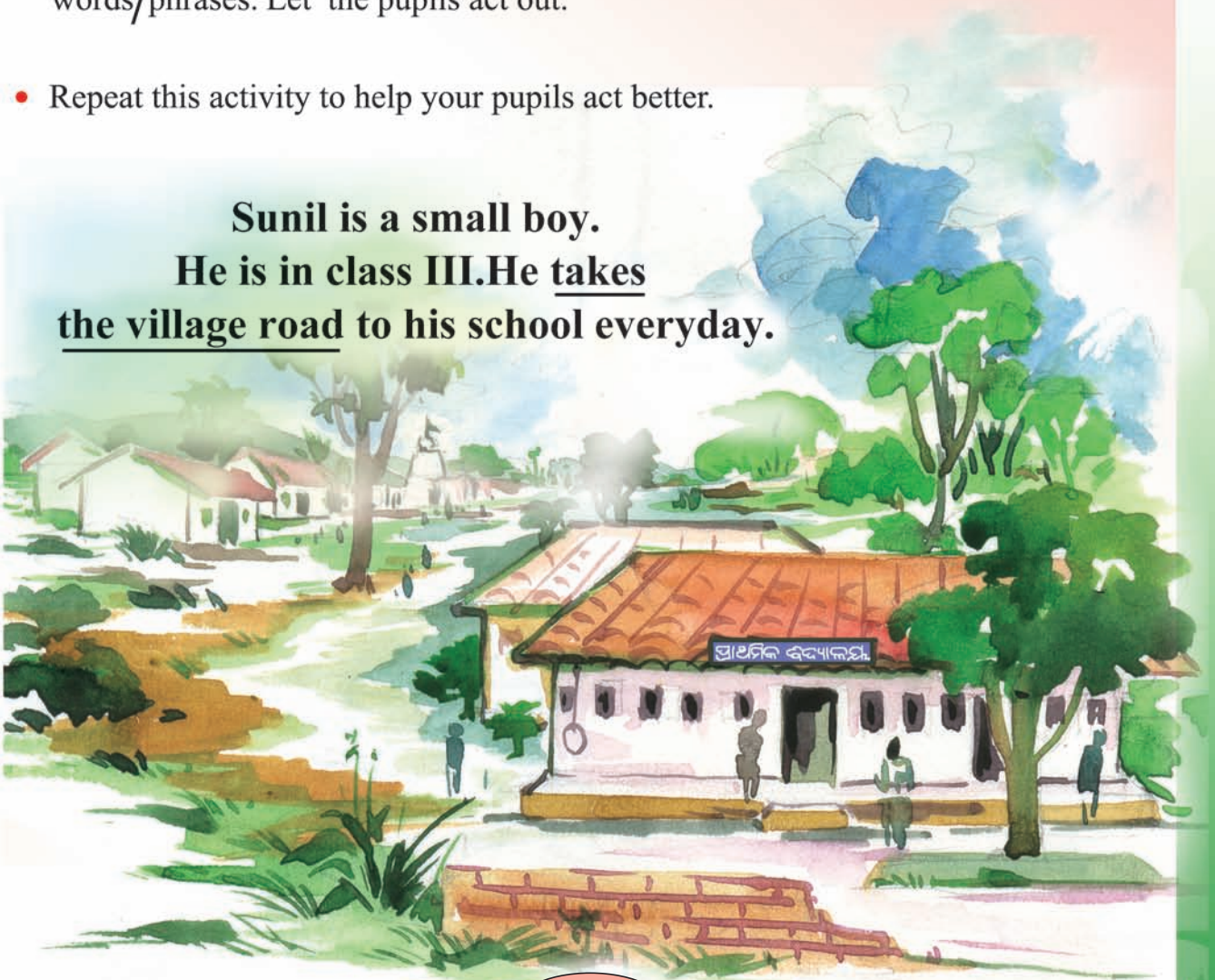
#### Step I :

- 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.

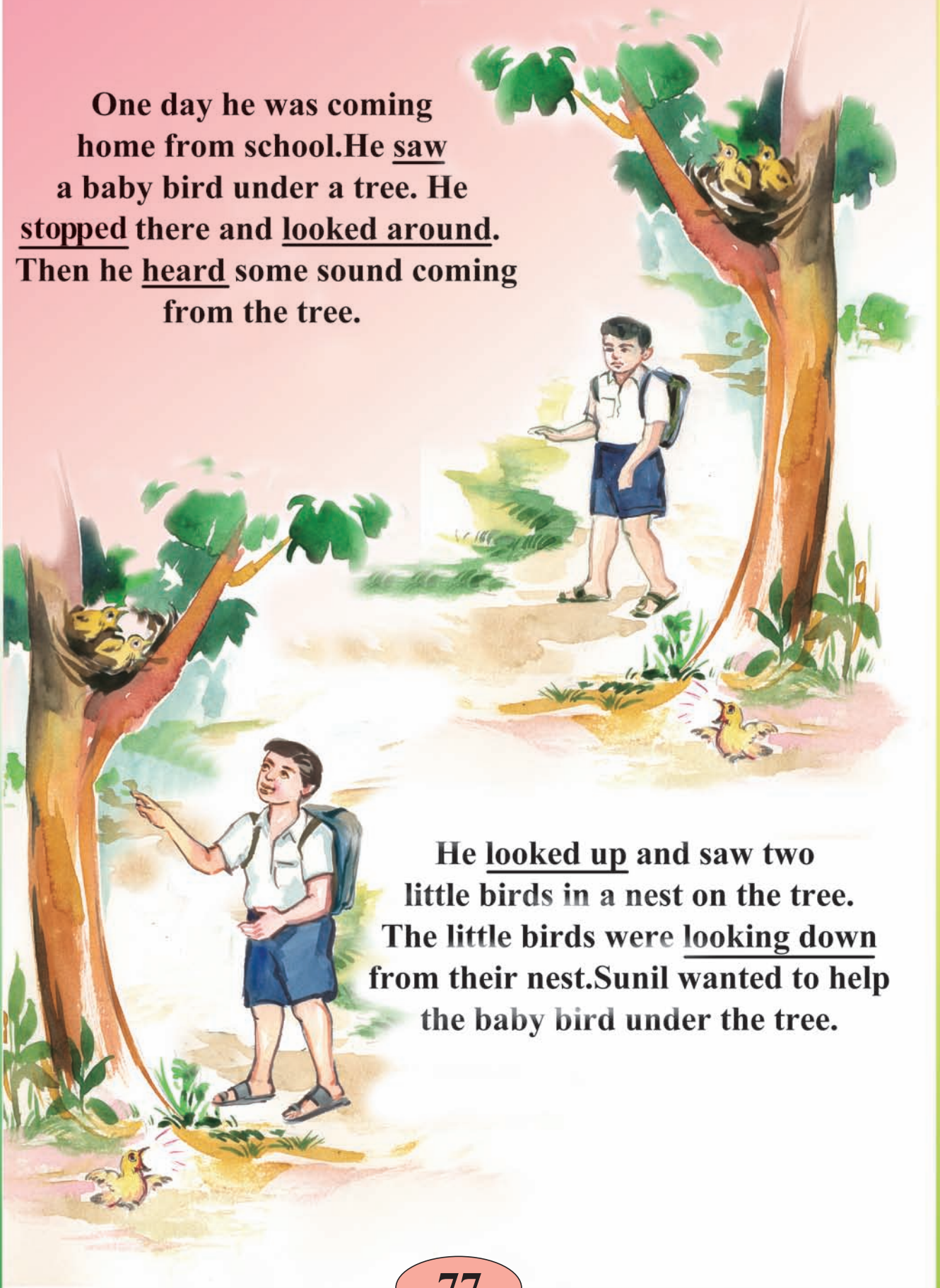
#### Step II :

- 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.



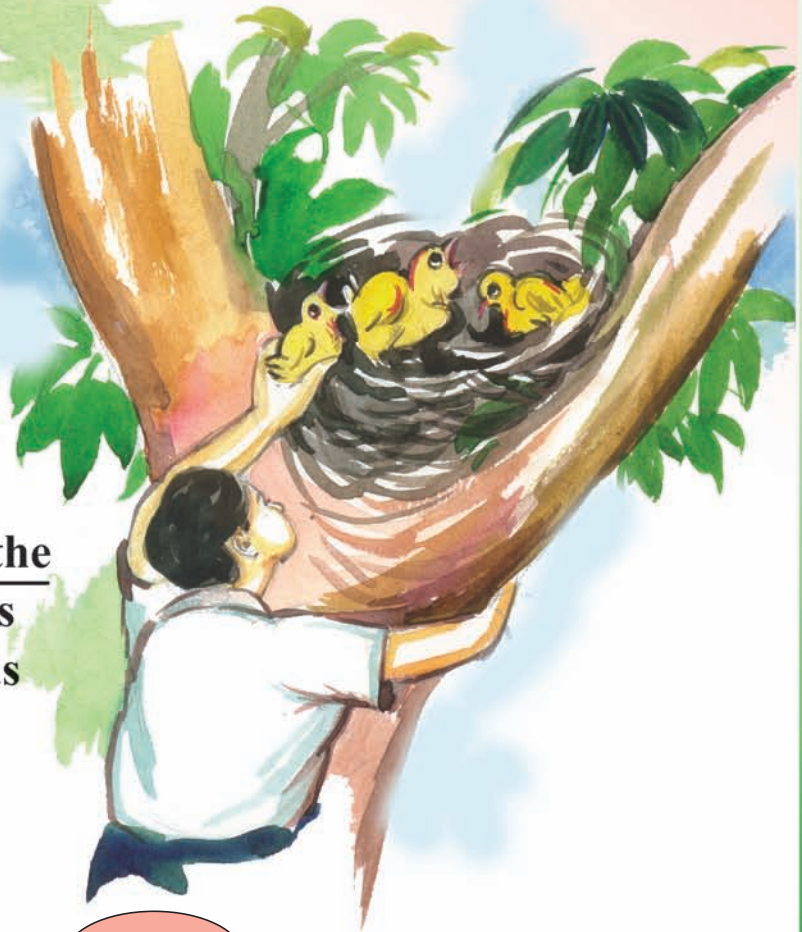
He looked up and saw two little birds in a nest on the tree. The little birds were looking down from their nest. Sunil wanted to help the baby bird under the tree.



He put his bag on the ground.  
He picked up the baby bird.



Then he climbed up the tree.



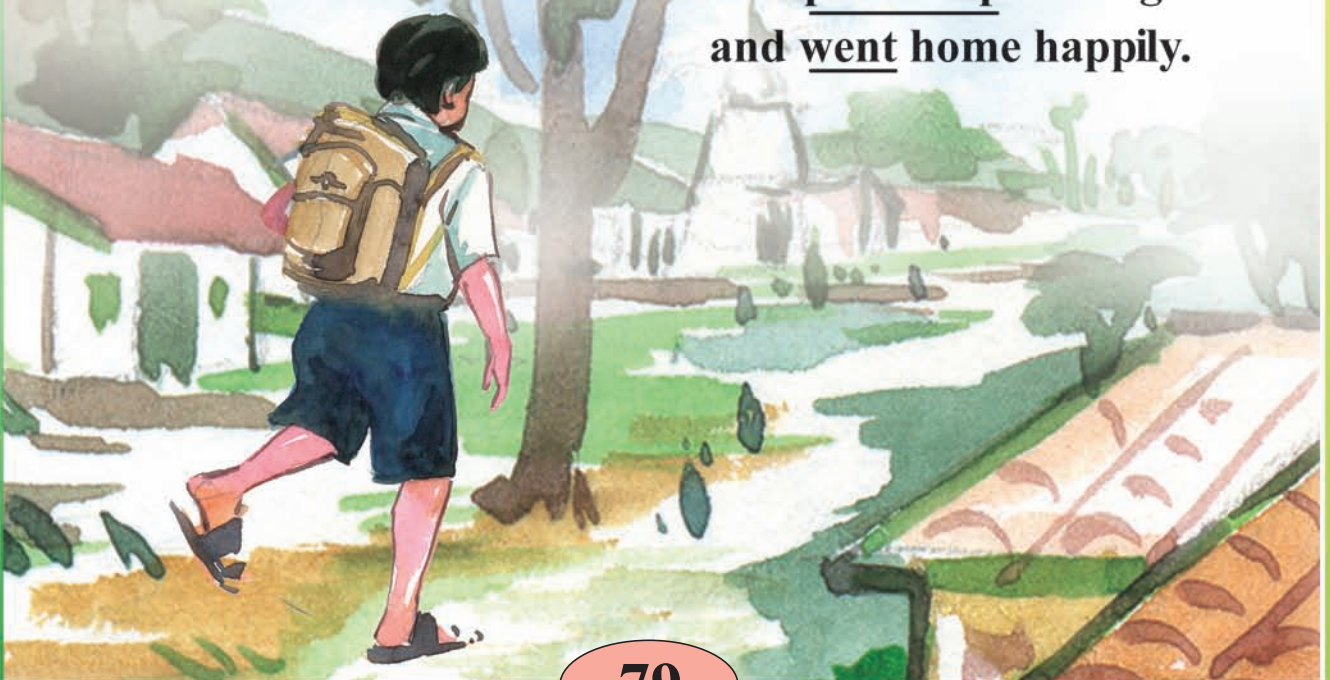
He put the baby bird in the nest. The two little birds looked happy. Sunil was also happy.



He climbed down the tree.



He picked up his bag  
and went home happily.



### Activity - 1

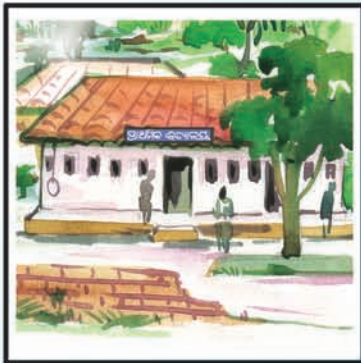
Say the following words one by one. Ask your pupils to show the picture for each word to you.



**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.

**A**

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.

**B**





### 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.**



## WORDS USED IN THE TEXT

<b>A</b>	Beep	Close	Down	Flag
After	Bend	Cloud	Drum	Flower
Again	Best	Colour	Dry	Fly
Alive	Better	Comb	Duck	Four
Am	Big	Come	<b>E</b>	Frog
And	Bird	Coo	Each	From
Ant	Bite	Cope	Eagle	Full
Any	Both	Correct	Ear	<b>G</b>
Apple	Box	Cot	Eat	Gate
Are	Bread	Could	Egg	Glad
Arm	Brush	Crab	Eight	Glass
Around	But	Cry	Everyday	Go
Arrow	<b>C</b>	Cup	Eye	Goat
<b>B</b>	Call	<b>D</b>	<b>F</b>	Good
Baby	Cap	Date	Face	Ground
Back	Car	Day	Fall	Gun
Bad	Carefully	Deep	Fan	<b>H</b>
Bag	Caught	Deer	Far	Had
Bait	Chair	Did	Fate	Hair
Ball	Cheer	Dish	Fear	Hall
Bar	Children	Do	Fight	Hand
Bat	Clap	Dog	Finger	Happy
Bath	Class	Door	Five	Happily
Bed	Climb	Dope	Fish	
Been				

Hat	Iron	Leg	Mug	<b>P</b>
Have	Is	Let	My	Pain
He	Island	Light	Myself	Parrot
Head	It	Lion	<b>N</b>	Pat
Hear	<b>J</b>	Little	Nail	Peer
Heard	Jackal	Live	Near	Pen
Held	Jar	Look	Nearby	Pencil
Helmet	Jeep	Love	Nest	Pick
Help	Jug	<b>M</b>	Next	Pig
Hen	Jump	Madam	Nine	Pity
Her	<b>K</b>	Mango	Nose	Polish
His	Keep	Mar	Not	Put
Hiss	Kettle	Mat	<b>O</b>	<b>Q</b>
Home	Key	Me		Queen
Hop	Kite	Mine	Of	Queue
Hope	Knee	Mirror	On	Quill
Horse	Knife	Miss	Once	Quilt
Hut	Know	Monkey	One	<b>R</b>
<b>I</b>	<b>L</b>	Moo	Onion	Rabbit
I	Ladder	Moon	Open	Rain
Ice-cream	Late	More	Orange	Rat
If	Laugh	Morning	Other	Rest
In	Lay	Mouse	Owl	Road
Insect	Leaf	Mouth	Ox	Rope