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# Foreword

It is a pleasure to place *Chant III*, the new English textbook for Class III, in the hands of our dear children. This course - cum-workbook is supplemented by *A Handbook of Teachers' Resources*, Chant III. The learning material is based on the constructivist approach which focuses on the social contexts of learning and the construction of knowledge through peer and group interactions.

It, therefore, draws its contents from the experience of teachers and the scenario of English language learning at the grassroots in J&K. Given the broad canvas of the textbook, we hope children will be gradually trained in the four skills of language i.e. listening, speaking, reading and writing. The guidelines laid down in the National Curriculum Framework 2005 have been kept in mind while preparing this textbook. The learning outcomes at the beginning of the chapter will help teachers to plan their lessons accordingly. Inter-disciplinary linkages, activity based approach, phonics, contextualised grammar and worksheets, continuous and comprehensive assessment and positive competition through cooperation are the hallmarks of this textbook. *Chant-III* provides enough space for shared experiences as they create a rich environment of togetherness and involvement. Group and peer work is a good way to learn the language as it gives children autonomy to learn things naturally. All the concepts have been explained in '*A Handbook of Teachers' Resources*'. The same is available on the official website of JKBOSE. I hope the teachers will read it thoroughly and make optimum use of it.

Suggestions from all quarters, especially the stakeholders, are always welcome to improve the textbook.

Chairman



# Introduction

*Chant-III* course-cum-workbook has been prepared keeping in mind the activity based approach. It presents a variety of themes. The aim is to relate carrying out of tasks to actually use language while performing it. It is expected that children will be able to read and comprehend the text. In the contemporary world, English as a global language, is a key to all knowledge. The non native context poses some challenges to the learning of this language. *A Handbook of Teachers' Resources* for Class III explains the whole rationale behind the development of such kinds of textbooks. I hope the language learning material provided in this course book will meet the demands of the learners. *Chant-III* creates space for interactive processes and engagements between the students. It relates ideas to the real world and allows the pupils to identify with them. This allows them to participate in constructing knowledge which makes learning holistic from social, emotional and aesthetic perspective. This not only allows for broader personal development of the pupils but also ensures establishing meaningful interactions and understanding needed for knowledge construction. Listening, speaking, reading, writing, participation, exploration, and experience create new understandings in the language classrooms.

Since a team of experts teaching at the grassroots with experience in curriculum development have been instrumental in the production of this textbook, it is hoped that the instructional material will prove to be interactive, relevant and useful for the learners, and, therefore, help them achieve their goals of English language learning.

Secretary



# Acknowledgement

This acknowledgement is in continuation with the one in *Chant I* and *II*. *Chant III* is based on the NCF 2005. Learning Outcomes defined by the NCERT have also been invoked while preparing the textbook. *Chant III* promotes the learner-centred approach by being an active participant in the construction of knowledge. It gives the teacher enough freedom to tackle the classroom. This course-cum-workbook encourages activity based learning, and therefore draws learners' attention to language use by increasing their motivation and confidence levels. It aims to impart learning of all the four skills i.e LSRW to children. This will equip the learners with the competencies required to promote learner autonomy. The textbook aims to focus on an integrated language learning in which language skills develop naturally and by the conscious efforts of the educator. The extension of this process to the school helps children make sense and construct meaning from their own experiences.

Many new features have been included in the textbook to make it more interactive, student-friendly and result oriented. Apart from the learning outcomes and warm-up in the beginning of the lesson, the text has been divided into parts. This compartmentalisation will ensure stress-free learning and focus on different skills of English language. Warm-up activities are short and are meant to create an interactive atmosphere in the classroom.

The design of assessment and the time duration to complete a chapter is not in any way definitive and the rationale behind to incorporate these in the textbooks is to seriously facilitate changes in the assessment and evaluation pattern to make the teaching of English effective and result oriented at the grassroots. The teachers can develop their own scheme and plan keeping in mind to develop and test the LSRW skills of English language.

It is hoped that the teachers will thoroughly read *A Handbook of Teachers' Resources, Chant III* to make their teaching more interactive and result oriented.

Apart from using the creative commons, the materials for *Chant III* were developed in a series of discussions and workshops held by the



Academic Division. I acknowledge the hardwork put in by the team of subject experts. I am also grateful to all those teachers who gave us their feedback to develop a more relevant and need based coursebook, and, therefore, bridge the gaps.

Thanks is also due to Mohammad Ulfat Anjaan and Darshan Sharma for the rhymes / poem and story respectively written by them. If any of the acknowledgements have been inadvertently missed, the same will be incorporated in the next edition.

The subject experts who participated in the series of workshops are as follows:

Sanjay Gupta	Master	Kot Garhi, Akhnoor
Urfana Amin	Master	DIET, Ganderbal
Mohammad Qasim Baba	Lecturer	GBHS, Wadwan, Budgam
Darshan Sharma	Teacher	GGHSS, Jammu
Geeta Bharti	Teacher	GMS, Thanda pani, Rajouri
Dr. Tanveer Habib	Asst. Professor	GDC, Pulwama
Syed Ashiq Hussain	Teacher	Zone Soibugh
Syed Hamid Bukhari	Teacher	GBHS, Narbal
Mohammad Younus Malik	Teacher	Zone Qazigund
Gulzar Ahmad Rather	Teacher	Zone Tahab, Pulwama
Kamini Pathania	Teacher	GHSS, Salehar, Jammu

I sincerely thank the following subject experts for their feedback which enriched the textbook.

Prof. Mohammad Aslam	Ex- H.O.D, Dept of English, CUK
Prof Mohammad Amin	Ex Reader, Dept of English, University of Kashmir
Suman K Sharma	Writer / Translator
Dr. Javed Iqbal	Sr. Assistant professor, Dept. of English, South Campus, University of Kashmir
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Iftikhar Imran	Lecturer, GBHSS, Mujgund
Dr Jan Mudasir Gul	Lecturer, DIET, Sgr
Mohammad Aslam Pandit	Lecturer, GBHSS, Magam, Budgam

Director Academics



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**The Swing**

**01**

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## Content Overview

Chapter	Listening	Speaking	Reading	Writing	Vocabulary	Values	Activity	Grammar	Suggested Time Schedule
<b>The Swing</b>	Listening to the poem	Pronouncing words with the letter sounds 'ch' and 'sh'	Reading the poem with proper rhyme and rhythm	Writing rhyming words and simple words	<b>New words</b> Developing vocabulary related to games	Team work	Drawing Colouring Speaking about activities and games		7-10 classes
<b>The Mighty Ant</b>	Listening to the story	Speaking about behaviour and communication as life skills	Reading the story with proper pronunciation	Writing simple answers to questions	<b>New words</b> Developing vocabulary related to describing words	Humility	Developing a new story Retelling 'The Mighty Ant'	Adjectives	12-15 classes
<b>Letters</b>	Listening to the poem	Pronouncing words with two different letter sounds of 'th'	Reading the poem with proper rhyme and rhythm	Writing a message	<b>New words</b> Developing Vocabulary related to means of communication.	Strengthening relationships	Writing a letter to a friend		10-12 classes
<b>The Wonder Machine</b>	Listening to the text	Speaking about the importance of computers	Reading the text with proper pronunciation	Writing simple sentences Fill ups, T/F	<b>New words</b> Developing vocabulary related to computers		Drawing Colouring Pasting Collage making	Joining words	15-20 classes
<b>My Home</b>	Listening to the poem	Speaking about one's home Pronouncing words with 'ph' and 'wh' sounds	Reading the poem with proper rhyme and rhythm	Fill-ups	<b>New words</b> Developing vocabulary related to the kitchen	Caring and sharing	Drawing Colouring		7- 10 classes
<b>The Fisherman and the Genie</b>	Listening to the story	Speaking about life skills	Reading the text	Writing simple sentences	<b>New words</b> Developing Vocabulary related to different professions		Discussing a witty and humorous situation Role-play	Simple present	12- 15 classes

## Content Overview

Unit	Listening	Speaking	Reading	Writing	Vocabulary	Values	Activity	Grammar	Suggested Time Schedule
<b>Happy Trees</b>	Listening to the poem	Pronouncing words with the letter sounds 'ck' and 'ng'	Reading the poem with proper rhyme and rhythm	Writing names of trees	<b>New Words</b> Developing vocabulary related to the environment	Care for plants	Singing the poem with actions Planting a sapling		10-14 classes
<b>Smile Please</b>	Listening to the text	Speaking about different activities time management as life skill	Reading the text	Writing simple words and sentences	<b>New words</b> Developing vocabulary related to games	Caring for each other	Making a time schedule Making a collage	Punctuation	15-18 classes
<b>The Star</b>	Listening to the poem	Pronouncing words with letter sounds bl, br, cl and cr	Reading the poem with proper rhyme and rhythm	Fill-ups	<b>New words</b>	Appreciating nature	Singing the poem with action		10-12 classes
<b>The Wrong Move</b>	Listening to the text	Speaking about traffic rules. Self awareness as life skill	Reading the text	Rewriting jumbled words into meaningful sentences	<b>New Words</b> Developing vocabulary related to the traffic	Caring and helping each other	Narrating a road incident Drawing Collage making	Action words	15-20 Classes
<b>At the Zoo</b>	Listening to the poem	Pronouncing words with the letter sounds fl, fr, gl, gr	Reading the poem with proper rhyme and rhythm	Writing about uses of animals	<b>New Words</b> Vocabulary sounds of animals	Caring for animals	Production of animal sounds singing a rhyme		7-10 classes
<b>Animals, Our Friends</b>	Listening to the text	Speaking about conserving nature	Reading the text	Writing simple sentences spelling magic	<b>New Words</b> Developing vocabulary related to the environment	Caring for nature	Role play Making paper masks of animals Dialogue	Simple past	15-20 classes



1



# The Swing

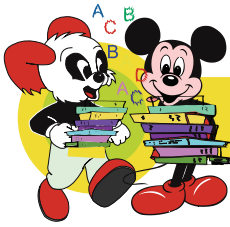


**In this chapter the learners are expected to**

- Read and sing the poem with rhyme and rhythm
- Identify and write rhyming words
- Pronounce and identify words with the letter sounds ch and sh

## Warm-up

- Take children outside the classroom and let them have fun.
- Divide them into groups and ask them to play their favourite games.
- They may also speak about the kind of activities/games that give them pleasure.



## Let's Read

How do you like to go up in a swing,  
Up in the air so blue?  
Oh, I do think it the pleasantest thing  
Ever a child can do!

Up in the air and over the wall,  
Till I can see so wide,  
River and trees and cattle and all  
Over the countryside—

Till I look down on the garden green,  
Down on the roof so brown—  
Up in the air I go flying again,  
Up in the air and down!

**R. L. Stevenson**





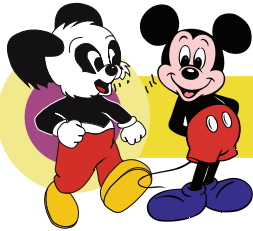
## New Words

swing

pleasantest

cattle

countryside



## Let's Talk

Divide children into groups and let them speak about their surroundings. They may answer the following questions after discussing among themselves.

- How does the child in the poem feel about the swing?
- What are the things that the child sees on the swing?
- Do you like to swing? What are some of the things you see when you are on the swing?



## Let's Write

1. Write down the things that the child sees in the poem.

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2. Write down the things that you see while going to school.

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3. Write down the words that end with /n/ sound in the poem.

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4. Write down the pairs of words from the poem that rhyme with each other.

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### Let's Do

- Divide the class into groups of three or four. Ask each group to make a list of activities they do.  
Let each group present its ideas before the class. The other groups who are listening may ask questions to make the activity interactive.
- Divide the class into groups.  
Ask them to write a few sentences on the games and activities they do in their recess and free time.
- Ask children to bring/draw pictures of the things that they see around them. Let them paste these pictures on a piece of chart paper and name them.





## Off to the language lab

### Sing the rhyme

Teachers love to teach,  
Preachers love to preach.  
Their words magical hearts touch  
As they possess charm such.



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### Teacher's Note

The 'ch' digraph in English does not always correspond to only one sound. It can correspond to other sounds too as in 'Chemistry', 'Machine', etc. For further details refer to *A Handbook of Teachers' Resources, Chant III*.

**Read aloud the words with  
the letter sound **ch****

Initial	Middle	End
cherry	teacher	beach
chutney	kitchen	teach
chair	pitcher	reach
chick	itching	peach
child	crutches	speech
chilli	benches	screech
cheap	ketchup	batch
chalk	matchbox	patch
chapter	branches	catch
chin	peaches	watch
chat	inches	match
cheer	grandchildren	latch
cheek	purchase	ostrich
check	marching	sandwich



## Sing the rhyme

She cooked a fish  
And served me the dish.  
Shafi, my friend was there  
He too got a share.

**Read aloud the words with  
the letter sound **sh****

Initial			Middle	End		
shop	shade	shed	sunshine	wash	lush	fish
shot	share	sheep	fishcurry	flash	rush	dish
short	shape	sheet	mushroom	smash	flush	finish
shock	shave	shell	dashboard	trash	crush	polish
shower	shake	shelf	seashore	splash	blush	ticklish
shovel	shark	shelter	flashlight	crash	brush	punish
shoe	shawl	shepherd	hashtag	mash	push	wish
she	shaft	shift	fishbowl	rash	plush	english
shy	shadow	shirt	Kashmir	cash	hush	spanish
shut	shallow	shrink	dishpan	lash	bush	mesh
shun	shabby	shrimp	dishwasher	clash	dash	posh

Colour the box yellow containing **ch** sound pictures and pink containing **sh** sound pictures.





# 2



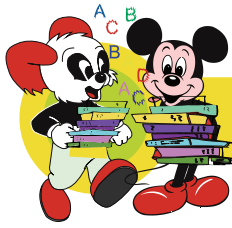
## The Mighty Ant

**In this chapter the learners are expected to**

- read and understand simple sentences
- identify and summarise the main idea of the story
- retell the story in simple words in English
- use adjectives in meaningful contexts

### **Warm-up**

- Encourage children to develop and narrate a story of their own.
- Help them to sequence the events and create characters. The teacher will start a story and the next sequence of events will be woven by a student. All the students will get a chance to shape the events of the story. The teacher may narrate the events wherever needed. The teacher will brief the students in the beginning.



### Let's Read

Once upon a time there was a big anthill in a dense jungle. Many hard working ants lived in the anthill. One of these ants was Rocky. Rocky was very strong and hard working. He could do any task with ease. All the ants in the nest praised him. It made him arrogant. He thought of himself as the most powerful creature in the jungle. One day Rocky decided to go on a journey across the jungle. On his way he saw a brown fox. He said to the fox, "I'm Mighty Rocky! Move out of my way or I'll eat you up!" The fox was surprised. She smiled at the ant's foolishness and walked away.





## Stop, Think and Write

1. Who was Rocky?

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2. Who did Rocky meet on his way? What did Rocky say to him?

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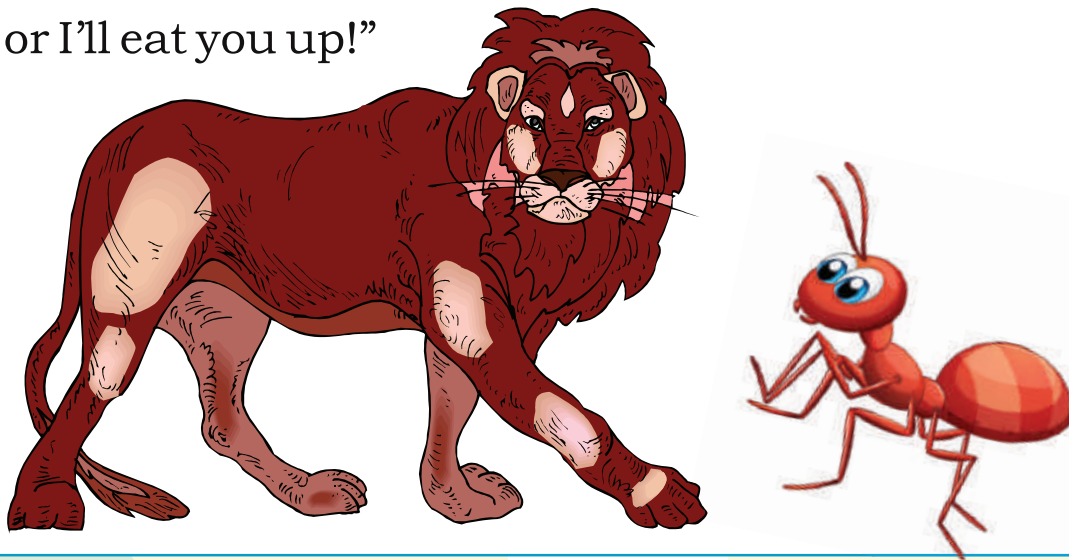
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Rocky resumed his journey with more pride. A little later he met a big grizzly bear. He said to the bear, “I’m Mighty Rocky! Move out of my way or I’ll eat you up!” The bear was astonished. “What a fool!” he thought and went his way.

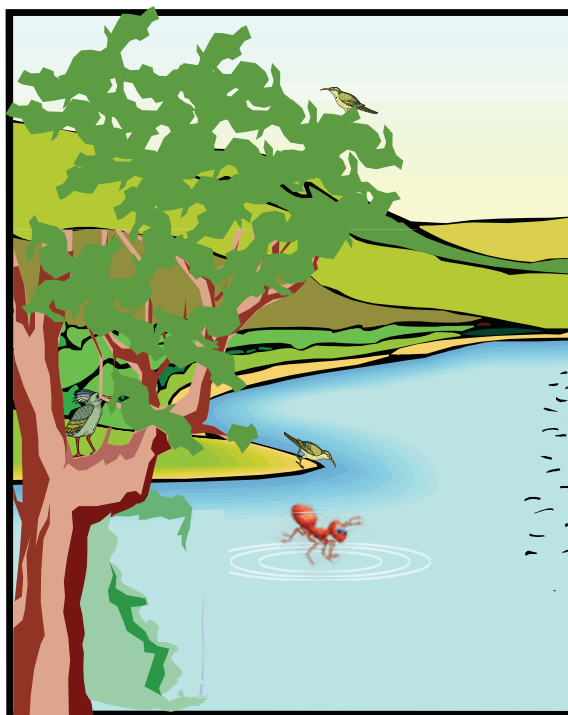
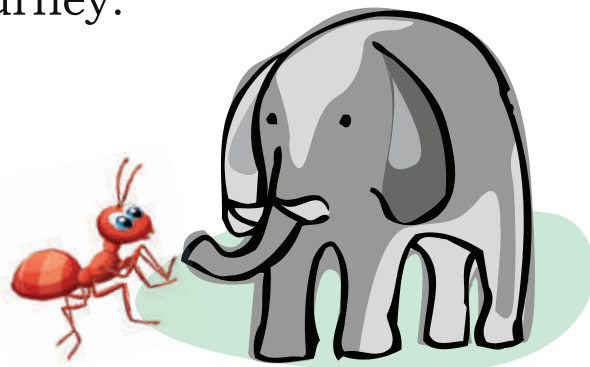


Rocky kept walking. After some time he saw a lion. He said to the lion, “I’m Mighty Rocky! Move out of my way or I’ll eat you up!”



The lion was amused to see a tiny ant threatening him. But he also walked away smiling. Rocky continued his journey. Now he was feeling like the king of the jungle. A little later he saw an elephant on the way. He said to the elephant, "I'm Mighty Rocky! Move out of my way or I'll eat you up!" The elephant also moved out of the ant's way. Rocky continued his journey.

Finally he crossed the jungle and reached near the sea. He said to the sea, "I'm Mighty Rocky! Move out of my way or I'll eat you up!" But the sea did not



listen to him. Rocky became angry. "I'll teach him a lesson by drinking all his water," he thought and bent down to drink the seawater. Just then a big wave came and threw Rocky away into the sands. Rocky fell on his back and was hurt. It was too late for him to realize that pride has a fall.

Darshan Sharma



## Stop, Think and Write

1. Name the animals that Rocky met on his way. What did they think of him?

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2. How did Rocky want to teach the sea a lesson?

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3. What happened to Rocky in the end?

[illegible]

3. What according to you is the moral of the story?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



### New Words

praise

arrogant

powerful

journey

resume

pride

grizzly

astonish

amuse



### Let's Talk about Life Skills

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of life.

- Communication, a life skill, is an important aspect of our behaviour. Discuss.
- How should we behave with others?
- What does our behaviour speak about us?





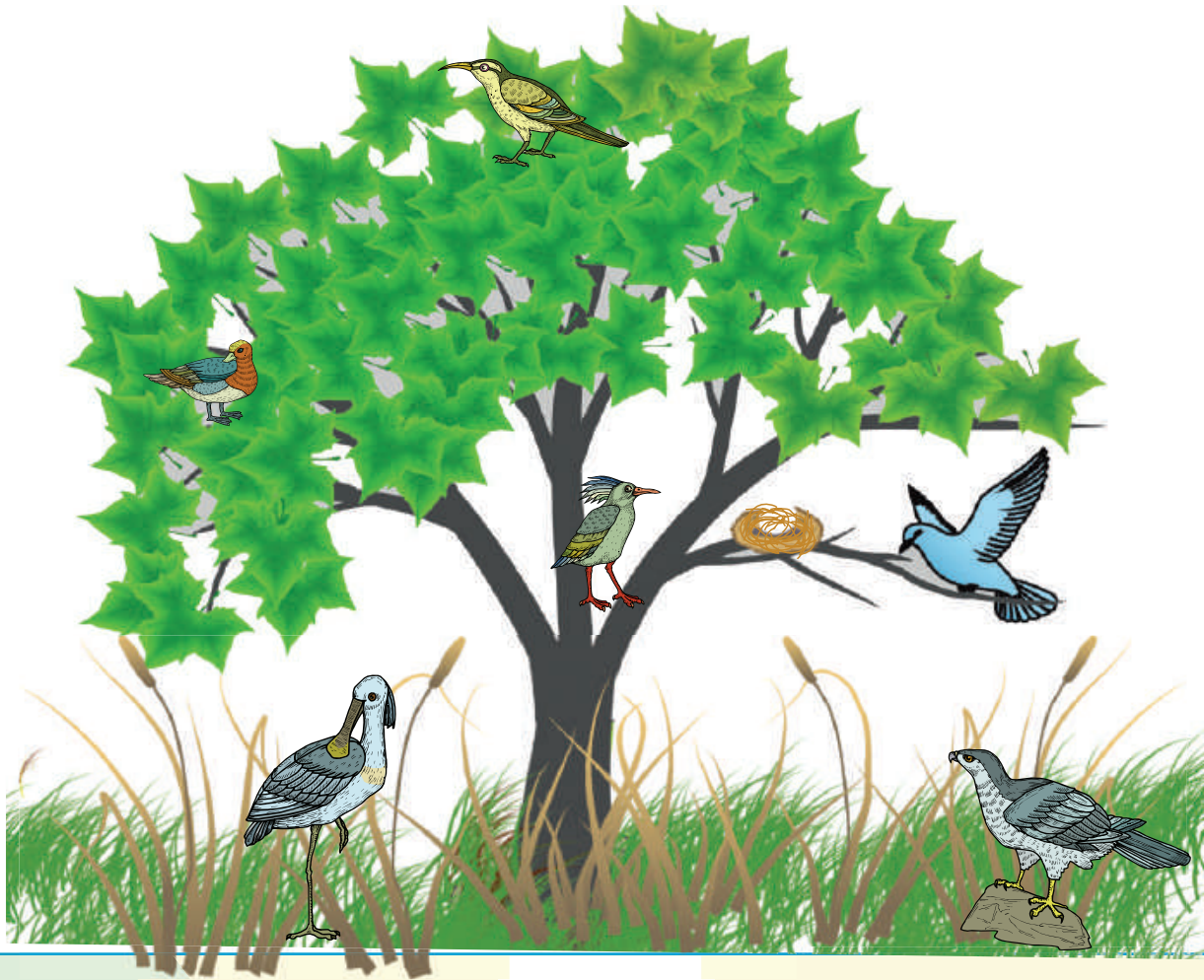
## Let's Do

- Divide children into groups and let them speak about good behaviour. They may present their ideas in a few sentences  
saves our time, makes us good human beings, helps manage our schedule, a good act, makes us haughty, has a fall, obey rules, remain focussed, teaches us to be respectful to others, hurts others
- Now list the above group of words / hints as per the topics given below and speak a few sentences on any one of the following topics.
  - i. kindness
  - ii. pride
  - iii. discipline
- Ask the students to retell 'The Mighty Ant' in their own words in English.
- Underline and speak the nouns and pronouns in 'The Mighty Ant'.

## Grammar in Context

My name is Chinar. I am a **large** tree found in Kashmir. I have a **dark** bark and **strong** roots. I have a **thick** trunk and **broad** leaves. My leaves are **green** in summer and they turn **brown** in autumn. I give **fresh** air to people. Birds make **beautiful** nests on my branches. I am about 30 meters **tall**.

Notice the words in pink. They tell us something about



the nouns such as the tree, its bark, roots, leaves and height. They are adjectives.

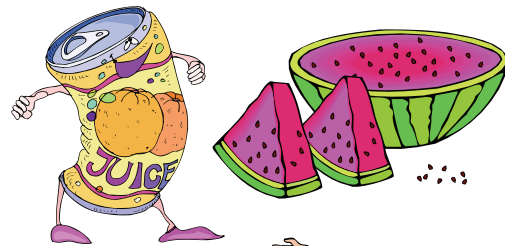
**Circle the adjectives in the following sentences.**

1. Ashiq bought yellow mangoes.



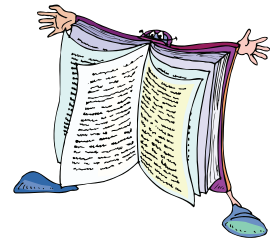
2. Prerna and Afia are good girls.

3. The tall man was walking along with his small dog.



4. Dolma loves juicy fruits.

5. Nina reads comic books.



6. Rita loves green grapes.

7. Afan loves to eat yummy cakes.



8. Simran bought pink frock from the market.

9. This is a big table.



**Match the adjectives with the nouns that they qualify.**

Adjective	Noun
sweet	milk
sour	sky
soft	cotton
blue	lemon
white	candy

**Fill in the blanks with the below given adjectives.**

hot	tall	green	cartoon	white
red	blue	big	comic	yellow

I) a \_\_\_\_\_ giraffe

ii) a \_\_\_\_\_ cat

iii) a \_\_\_\_\_ day

iv) a \_\_\_\_\_ sky

v) a \_\_\_\_\_ film

vi) a \_\_\_\_\_ tree

vii) a \_\_\_\_\_ rose

viii) a \_\_\_\_\_ leaf

ix) a \_\_\_\_\_ book

x) a \_\_\_\_\_ mango



## Sight Words

fall

far

ate

try

full

got

cut

own

grow

hold

Name of the Student



# STAR TRACK

Roll No.

Punctuality



Listening



Speaking



Reading



Writing



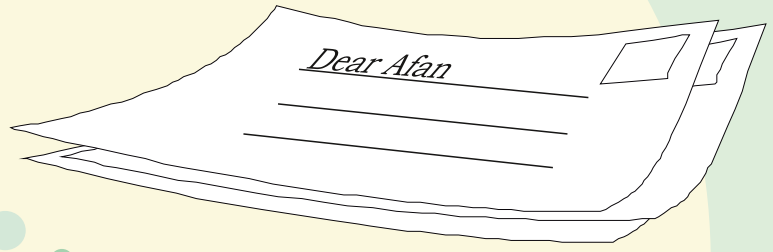
Participation



**Teacher's remarks**

For star rating please refer to *A Handbook of Teachers' Resources, Chant-III*.

# 3



## Letters

**In this chapter the learners are expected to**

- read and sing the poem with rhyme and rhythm
- write a simple letter
- pronounce and classify 'th' as two different letter sounds in English

### Warm-up

- Ask the students to write a message to their best friends on a piece of paper.
- Allow them to give this message to their best friends.
- Let the students read out the messages.



## Let's Read



Often I sit and letters write  
To my friends, kith and kin.  
I send my heart in paper white  
Thus their love and care I win.  
They smile and write letters too  
And tell stories of what they do.  
Pinkoo wakes and makes a shake  
And Phunsokh bakes a yummy cake.  
Meena reads books all day



And badminton makes Shyma gay.  
Elina's sister chats on phone,  
Mom and dad say she has grown.  
I too write of the comics I read  
And discuss Spider-Man's speed.

Mohammad Ulfat Anjan



### New Words

letter

wake

yummy

chat

comic

discuss



### Let's Talk

- How do you communicate with your friends or relatives who are away from you?
- Name some modern-day means of communication.



### Let's Do

A. Tell children how to write letters to their friends, parents or grandparents.

Show the same on the whiteboard.

Bemina,  
Srinagar.

31st August, 2020

Dear Riyan,

Thank you for the books. *Harry Potter and the Philosopher's Stone* is a wonderful read. *Aesop's Fables* is also interesting.

I read one paragraph a day and underline new words. I also look them up in the dictionary.

With love,  
Phunsok

### Ask each child to write a letter

- Give 10-20 minutes for writing.
- Now ask them to read aloud their respective letters.
- If any child hesitates to read, do not force him.
- Check the content of their letters in the end.



## Let's Write

Fill in the blanks with the words given below

friends

child

badminton

bakes

books

1. The \_\_\_\_\_ is the speaker of the poem.

2. The child writes letters to his \_\_\_\_\_

3. Meena reads \_\_\_\_\_ daily.

4. Phunsokh \_\_\_\_\_ a yummy cake.

5. Shyma plays \_\_\_\_\_ .





## Off to the language lab

### Sing the rhyme

What are they doing there?

The brothers and their mare

Tell them to take this hay

And feed her all the day.

The thieves in number three

Thoughtfully stole some money

They counted it thoroughly

It was thousand and thirty three.

The thin thief with a bad throat

Sat in a big brown boat

Thought of stealing the golden feather

Thunder failed him in the rainy weather.





Read aloud the words with the letter sounds 'th'

Initial	Middle	End
the	toothbrush	moth
three	healthy	cloth
throw	truthful	month
throat	pathway	fifth
thunder	bathtub	path
they	bathrobe	math
thing	panther	north
think	birthday	south
this	toothpick	youth
that	father	earth
than	mother	birth
there	wealthy	breathe
those	brother	bathe
these	feather	scathe
them	weather	teeth
thief	leather	mouth
thank	together	froth

The 'th' digraph corresponds to two sounds in English (ɵ) and (ð) as in 'thick' and 'them' respectively. The teacher should make the distinction clear to students so that they are able to pronounce the two different sounds properly.

**Classify the words given in the table (page 31) as per the sound of 'th' digraph in thick and that.**

thick(ə)	that ( ð )

**Tick the odd one out depending upon the sound of the 'th' digraph.**

1. a) brother      b) moth      c) mother      d) father
2. a) think      b) thing      c) breathe      d) cloth
3. a) bath      b) thick      c) they      d) thin
4. a) earth      b) math      c) birth      d) these
5. a) them      b) those      c) that      d) thief

# 4



## The Wonder Machine

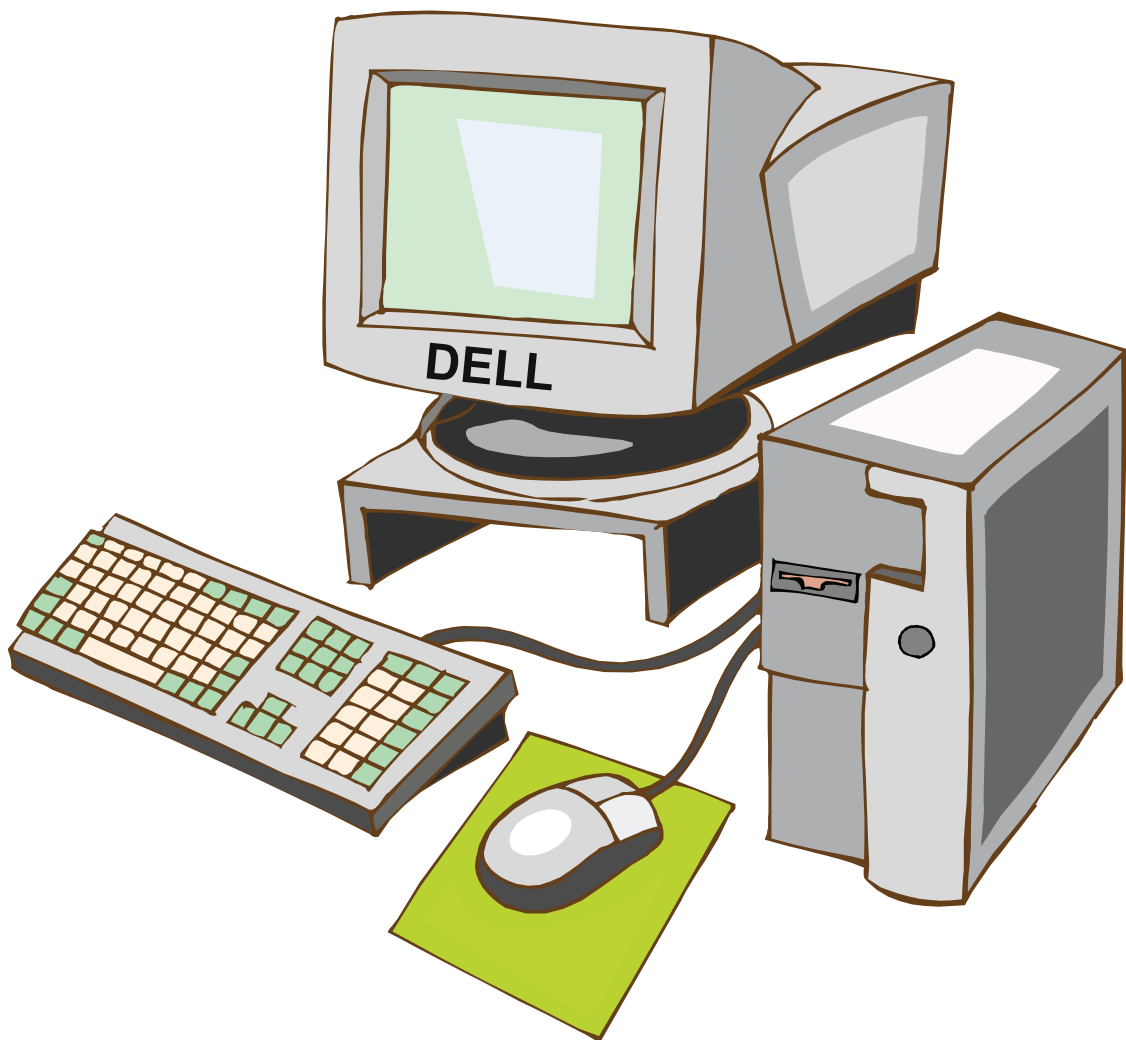
**In this chapter the learners are expected to**

- read and understand the text
- list uses of computers
- use joining words in meaningful contexts

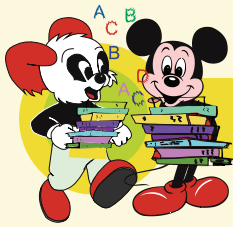
### **Warm-up**

- The teacher will draw a computer on a whiteboard and ask children to identify it.
- If the students identify it, the teacher can ask them if they know how computers help us.
- The teacher may allow them to discuss among themselves and encourage their responses.

- If the students are not able to identify it, the teacher will display the already prepared flash cards about the basic parts of a computer i.e. monitor, keyboard, CPU, and mouse.
- The teacher may also take students to the computer laboratory, if there is one in the school, for better understanding.







## Let's Read

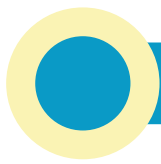
Dolma: “What are you doing Tundup?”

Tundup: Hello Dolma! Meet Tijo, my friend. People call it computer. I am working on it.

Dolma: Computer, what's that?

Tundup: It is a fast machine that makes our work easy. I will tell you about the different types of computers.





### Types of Computer

#### 1. Desktop

This is a desktop.

Desktop computer is big in size.

It is kept on the desk.

Students access internet on it to complete their school projects and assignments.



#### 2. Laptop

This is a laptop.

It is small in size.

It can be kept in our lap.

It can be carried around easily.

My mom has one. She writes stories on it.



#### 3. Tablet

This is a tablet computer.

It is larger than a mobile phone.

It has a touch screen on which we can write.

My father has one. He sends and receives e-mails on it.



#### 4. Smartphone

A smartphone is a mobile phone that lets you make calls. It also sends messages and stores phone numbers. I have been using it to access my online classes during the Covid-19 pandemic.

Both Mom and Dad have their own smartphones. They use them to check e-mails, search information on the internet and share images, videos, chats, etc.



## Stop, Think and Write

1. What is a computer?

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2. Name the different types of computers.

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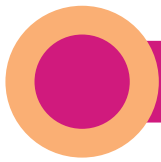
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Dolma: Are computers different from humans?

Tundup: Oh! Yes.

Dolma: How?



### Computers and Humans

A computer stores a large amount of information and never forgets it though it has an artificial brain called the CPU.

#### Storage

Humans may forget the information stored in their brains.

A computer works very fast and can do many jobs at the same time.

#### Time

Humans need more time to do any work as compared to computers.

A computer does not make mistakes.

#### Accuracy

A human being can make mistakes.

A computer cannot take its own decision.

#### Decision

A human being can take a decision.

A computer works  
on orders of  
humans.

## Orders

A human being  
does not need any  
order to work.

A computer does not get tired while working.

## Work Process

Human beings  
need rest after  
working for some  
time.



## Stop, Think and Write

1. Write two differences between computers and humans.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



### Uses of Computer

Dolma: How do computers help us?

Tundup: They help us in many ways.

#### **A. Home**

- Doing homework.
- Watching movies and listening to songs.
- Playing different games.
- Registering and accessing online classes on Google Meet and Zoom.

#### **B. School**

- Maintaining record of books and help teachers plan their lessons.
- Making timetable, report cards, and library records.
- Drawing and colouring.

#### **C. Shops and Offices**

- Maintaining record of items.
- Typing and printing bills.
- Sending and receiving messages.

**D. Hospitals**

- Maintaining record of patients.
- Preparing medical reports and X-rays, etc.
- Knowing more about diseases and their causes.

**E. Banks**

- Maintaining record of bank accounts.
- Taking out money from ATMs.

**F. Railway Stations and Airports**

- Booking tickets.
- Maintaining record of passengers.
- Giving information about the arrival and departure of trains and aeroplanes.





### New Words

lap

storage

accuracy

forget

arrival

departure



### Let's Talk about Life Skills

- Do you think it's important to learn computers? Why?
- Divide the students into groups. Let them talk about the difference between computers and humans.
- Do you think that computers helped students in their studies during the Covid-19 pandemic? Share your experiences with the class.





## Let's Write

### A. Fill in the blanks using the words given below.

hospitals

games

decisions

records

1. A computer is used for keeping \_\_\_\_\_  
 of all the times. \_\_\_\_\_

2. A computer is used for playing \_\_\_\_\_  
 \_\_\_\_\_

3. A computer can be used to prepare reports at  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. Humans can take their own \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### A. Write T for (True) and F for (False).

1. We cannot draw pictures on computers. ☐
2. Computers always give correct results. ☐
3. Computers have artificial brain. ☐
4. Computers are used in shops for printing tickets. ☐
5. Computers can make calculations. ☐
6. Computers are not used in banks, railway stations and airports. ☐
7. Teachers can make use of computers in the classroom. ☐

**Tick the right answer against the space provided**

1. A computer stores a large amount of

a. money

☐

b. information

☐

c. water

☐

2. A \_\_\_\_\_ cannot take its own decision.

a. computer

☐

b. man

☐

c. both

☐

3. A \_\_\_\_\_ can take its own decision.

a. laptop

☐

b. human

☐

c. desktop

☐

4. \_\_\_\_\_ is used to withdraw money.

a. ATM

b. smartphone

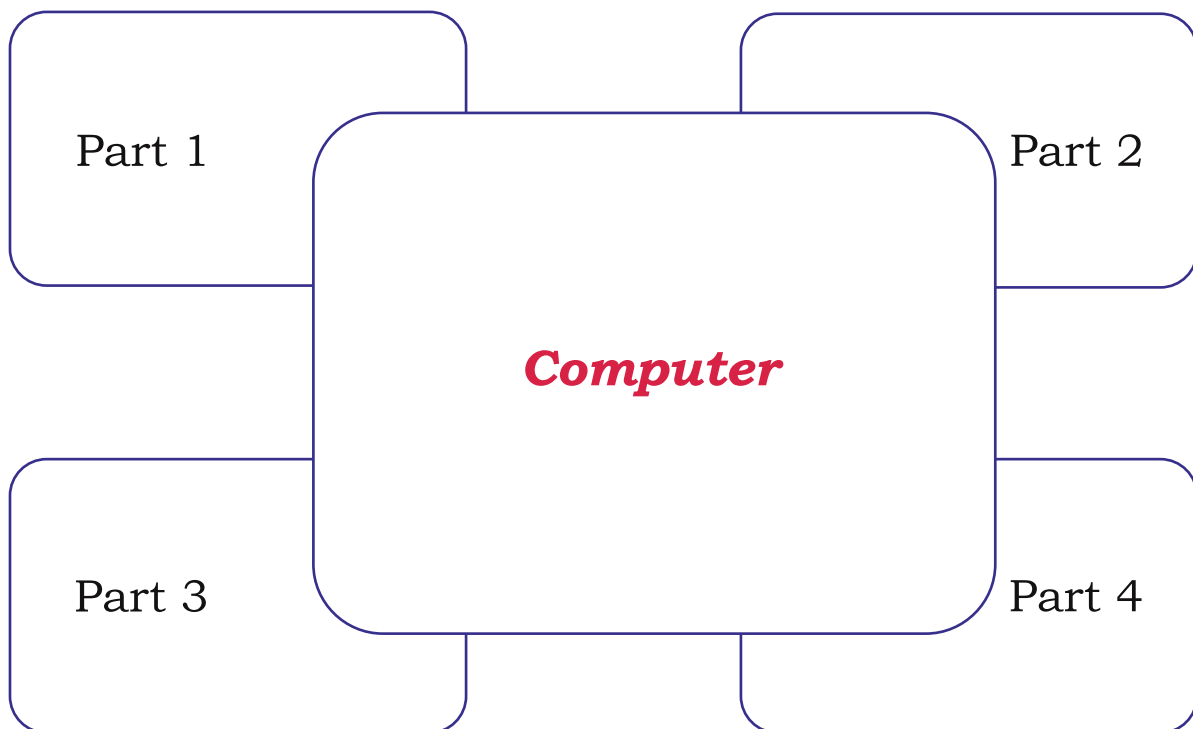
c. laptop





## Let's Do

The children will paste pictures of different parts of a computer.



- Draw, colour and paste pictures of four basic parts of computers in the above given space/charts. Ready-made pictures can also be used.
- Let children write their introduction in a brief paragraph. Let them learn to save it as a file.
- Divide children into groups. Let them do a small project on the difference between computers and humans on a piece of chart paper.

### Grammar in Context

The computer is a wonderful **and** useful machine. It is an accurate **and** fast machine. It not only stores the information **but** also recalls it. It is composed of hardware **and** software. Hardware refers to the physical



components of the computer **such as** the monitor, CPU, mouse, keyboard, etc. Software means the set of instructions that makes the computer work. A computer can do many tasks at the same time **but** it first needs a command. I can learn computers **if** I practice daily.

The words in pink on page 48 connect the two sentences. They are called joining words or linkers.

**Circle the joining words in the following sentences.**

- 1 Rohit likes to play games on a computer and Radha likes to play badminton.
2. Arti paints on the computer but Afifa paints on paper.
3. Rehana did her project on the computer and Riya did on paper sheets.
4. Mummy listens to songs on the computer but Daddy watches news on TV.
5. Radhika uses a computer for many things such as drawing, typing and listening to music.
6. Imran plays tennis and hockey.
7. We should eat fresh fruits because it builds our immunity.

**Fill in the blanks with the below given joining words.**

and

but

such as

if

1. Kashmir is cold \_\_\_\_\_ Jammu is hot.

2. John likes tea \_\_\_\_\_ coffee both.

3. Radha is sad \_\_\_\_\_ Sonam is happy.

4. Bindu will pass \_\_\_\_\_ she works hard.

5. Seema plays many games \_\_\_\_\_ Kho-  
Kho, Cricket and Badminton.

6. Imran plays hockey \_\_\_\_\_ tennis.



**Rewrite the sentences by using suitable joining words given in the boxes.**

and

but

if

such as

because

1. Adnan plays the violin. Adnan plays the flute.

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2. Huda eats fruits. She wants to remain fit.

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3. Geeta cooks dal. Geeta cooks rice.

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4. Rainu loves to sing. Sana loves to dance.

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5. Mahi went to the garden. She watered the plants.

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6. You work hard. You will pass the exam.

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## Sight Words

if

hot

hurt

keep

find

much

light

long

laugh

Name of the Student



# STAR TRACK

Roll No.

Punctuality



Listening



Speaking



Reading



Writing



Participation



**Teacher's remarks**

For star rating please refer to *A Handbook of Teachers' Resources, Chant-III*.

5



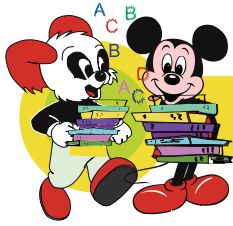
# My Home

**In this chapter the learners are expected to**

- read and sing the poem with rhyme and rhythm
- pair rhyming words
- develop vocabulary related to kitchen
- pronounce words with the letter sounds wh and ph

## Warm-up

- Divide the class into groups.
- Select a group leader.
- Ask each group to discuss the things found in the kitchen of every home. The teacher may help them wherever required.
- Let them make a list of these items.
- Now the group leader will present the same and the teacher will write the relevant ones on the whiteboard.

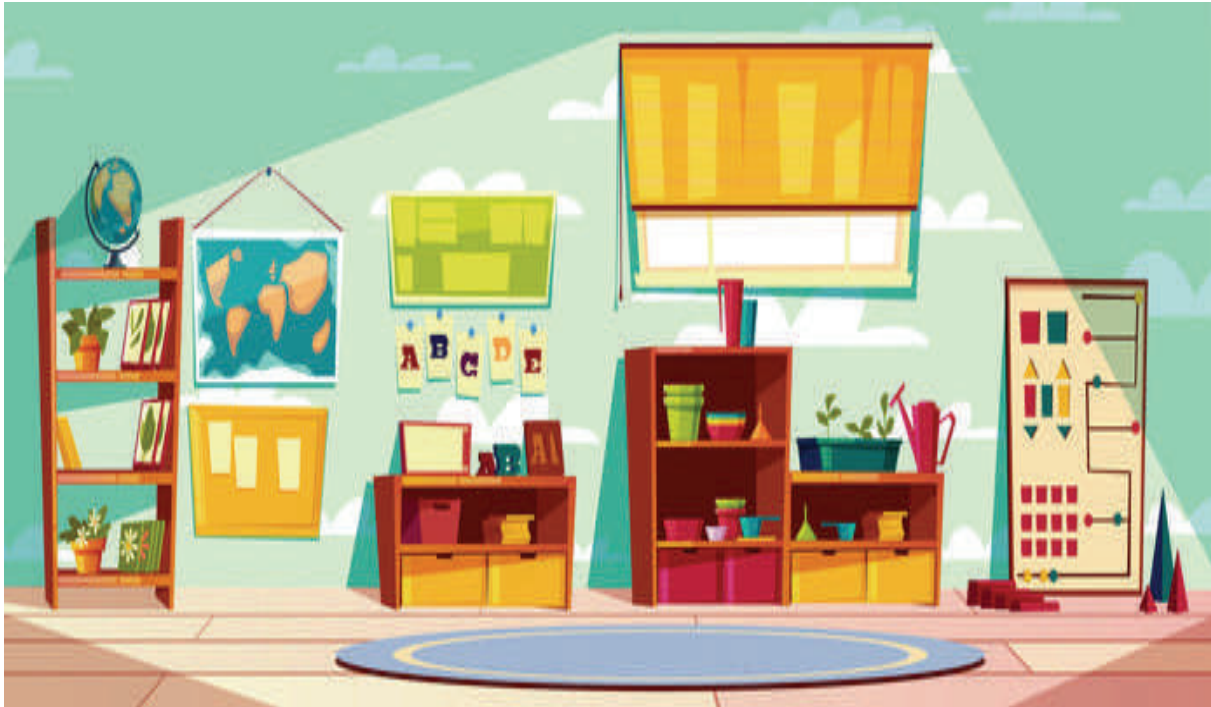


## Let's Read

Of all the houses in the world  
The one that I love the best  
Is that in which I wake and play  
And lay me down to rest

My father built it by his toil,  
My mother makes it home.  
You cannot find a happier place  
No matter where you roam.





The rooms are clear, bright and fair  
With pictures, books, and toys  
And food, and clothes, and beds, and chairs  
Of all us boys and girls.

So full of love and joy it is,  
So safe and bright and warm,  
I would not go too far from it  
Lest I should come to harm.

Henry Hallam Tweedy



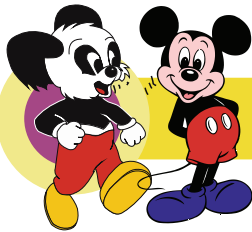
### New Words

toil

roam

safe

lest



### Let's Talk

- Which is your favourite place in your home?
- Tell your class about this place in a few sentences.
- Discuss the different types of work carried out by your family members.





## Let's Write

**Choose the right answer and write it in the space provided.**

1. Who lives in the house?

- a) boys
- b) girls
- c) both
- d) children and parents

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2. What is in the house?

- a) cellphones
- b) books
- c) video games
- d) dolls

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3. The rooms in the house are

- a) bright
- b) dull
- c) dirty
- d) small

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4. The poet says that the home is not

a) happy

b) safe

c) sad

d) bright

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**Match the words in column A with their meanings in column B**

A

toil

roam

safe

harm

bright

B

move about

shining

hurt

work hard

secure

**Fill in the blanks with the words given below.**

clean

toiled

safe

bright

built

1. Those lazy people did nothing, while my father

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2. I hate dirty places, so I keep my room

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3. The dark clouds passed away, and it was sunshine

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4. Our parents keep us away from danger and we feel

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5. Houses take long to be

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**Let's Do**

**A). Draw and colour your home.**

B). Name your family members.

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C). Let the children describe their homes in one or two sentences with the help of suitable words and expressions.

**e.g. a sweet home**  
**a beautiful home**

The teacher will write these expressions on the board.





## Off to the language lab

### Sing the rhymes

Where is the kite?  
Blue and white.  
Which we bought for fun  
When hot was the sun.

I was talking to my friend on phone  
When I saw an elephant alone.  
Nearby I saw a dolphin in the sea  
And an amphibian under the tree.





Read aloud the words with the letter sounds **wh** and **ph**

why	whisk
whale	where
wheat	whirl
whip	whey
with	whisker
dolphin	graph
elephant	paragraph
sphere	photograph
trophy	photocopy
telephone	phase

Draw any four pictures on a piece of chart paper from the above given table. Name them.

**Now colour the pictures containing wh sound blue and the picture/s containing ph sound yellow.**



# The Fisherman and the Genie

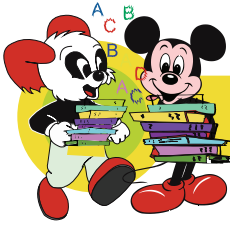
**In this chapter the learners are expected to**

- understand the sequence of the story
- identify characters and main events in the story
- describe witty and humorous situations
- use simple present in meaningful contexts

## Warm-up

- The teacher may divide students into groups and ask them to discuss any witty situation from their favourite film, TV programme or a storybook.
- Each group will briefly describe it in simple words. The teacher may correct them wherever needed.





## Let's Read

There once lived a poor man with his wife and children. He made his living from fishing. Every day he went to the seashore to cast his net into the sea. He waited there for long hours to catch the fish. One day he cast his net into the sea and pulled it out. “Oh God! It is very heavy. I think it must be a big fish,” the fisherman said to himself.



But to his sadness it turned out to be a body of some animal.

He cast his net into the sea again and pulled it out. It turned out to be a heap of mud. The fisherman thought, "Today, my family and I will starve." Hopelessly, he cast the net into the sea one last time. He pulled it out and found a big old jar in the net. It was closed by a beautifully decorated lid. He opened the jar and a gigantic genie appeared before the fisherman.





## Stop, Think and Write

1. How did the poor man make his living?

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2. Why was the net heavy?

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3. Who came out of the jar?

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He loudly said “I have been hungry inside the jar. I want food immediately. I shall eat you up.”

On hearing this the fisherman was terribly afraid. He said to the genie, “I didn't do any harm to you. Then why

do you want to kill me?”

The fisherman was scared and thought of tricking the genie. He asked the genie how such a huge creature could fit inside a small jar!

“Are you challenging my powers,” the genie said angrily. “Look,” the genie shouted.

The genie made itself as little as possible and jumped into the jar. The fisherman was quick enough to close the jar and throw it into the sea. He had defeated the genie with his wit and presence of mind. He was relieved.

He again threw the net into the sea and finally caught a big fish. He went home happily and thanked God for saving his life.

Adapted from the *Arabian Nights*



## Stop, Think and Write

1. Why was the fisherman afraid?

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2. How did the fisherman save himself from the genie?

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## New Words

living

fishing

sadness

immediately

challenging

possible

defeat



## Let's Talk about Life Skills

- The fish can swim in the sea. Do you think we should learn swimming? Why?
- Ask the students to speak about some other important life skills.



## Let's Write

fisherman

milkman

craftsman

fireman

### A. Write down five such words ending with -man

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The genie talked to the fisherman angrily.

The fisherman went home happily.

happy - happily

angry - angrily

### B. Write down at least five words that end with -ly

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C. Write down the names of some important life skills.

Swimming driving





### Let's Do

- A. Divide students into pairs and let them role play the story that they read. The teacher should attend each pair individually.
- B. We can enhance our wit and presence of mind by being
- i. good listeners
  - ii. good observers

Divide the class into groups and encourage them to write few sentences on the above given topics. Use the words given in the boxes to complete the sentences.

attentive

thoughtful

curious

mindful

receptive

creative

imaginative

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## Grammar in Context

I **am** Sophia. I **study** in class 3. I **go** to school every day. I **live** at Samba. I like to read books. I **play** badminton. My brother, Sameer, **plays** cricket. He also **likes** to read storybooks. But he does not like to draw. He **does** his homework every day. Both of us **help** our mother in the kitchen. Sometimes grandmother **tells** us a story in the evening. We **sleep** at 9 pm and **wake up** at 6 am.



In the above passage the words in pink are examples of how the simple present forms can be used.

e.g I **go** to school by bus.

You **go** to school by bus.

She **goes** to school by bus.

They **go** to school by bus.

**Fill in the blanks with the simple present forms of the verbs given in the brackets.**

1. Sophia \_\_\_\_\_ at Samba. (live)

2. Sophia \_\_\_\_\_ in Class 3. (study)

3. Sophia \_\_\_\_\_ to school every day. (go)

4. I \_\_\_\_\_ to read books. (like)

5. Sameer \_\_\_\_\_ not like to draw. (do)

6. Sameer \_\_\_\_\_ at 9 O' clock. (sleep)

7. I \_\_\_\_\_ badminton. (play)

8. Sophia and Sameer \_\_\_\_\_ their mother  
in the kitchen. (help)

9. Sameer also \_\_\_\_\_ Sophia in doing  
maths. (help)

10. Grandmother \_\_\_\_\_ Sophia and Sameer  
stories. (tell)



### Sight Words

find

goes

why

when

tell

give

work

wish

would

which

will

go

Name of the Student



# STAR TRACK

Roll No.

Punctuality



Listening



Speaking



Reading



Writing



Participation



**Teacher's remarks**

For star rating please refer to *A Handbook of Teachers' Resources, Chant-III*.

7



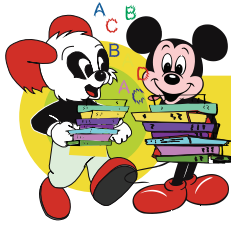
# Happy Trees

**In this chapter the learners are expected to**

- read and sing the poem with actions
- write the recipe of mint omelette and mint chutney
- list uses of trees
- pronounce words with the letter sounds ck and ng

## Warm-up

- Take children out in the garden.
  - Ask them to speak about the uses of trees.
- or**
- Let children draw and colour their favourite tree on a piece of chart paper. Ask them to label its parts.
  - Let them hang the charts on the walls of their classroom.



## Let's Read

As the men picked up  
Their mighty saws,  
All the animals pleaded  
With folded paws:

“Oh! Please don't cut  
Our trees down  
To make chairs for yourselves  
In the town.





If you cut and take  
Our trees away  
Birds and squirrels  
Will have nowhere to stay.  
There would be no shade  
In which to stand  
And the burning sun  
Will turn the earth to sand.”

So the men  
Took their saws away  
And with happiness  
All trees began to sway.

Shafali Ray





### New Words

saws

plead

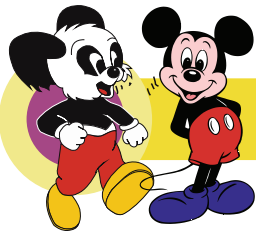
fold

paw

squirrel

shade

sway



### Let's Talk

1. Which is your favourite tree?
2. What is it called in your mother tongue?
3. Talk about the trees found in your area.



## Let's Write

A. Write down the names of the things that trees give us.

This image shows a full page of blank handwriting practice paper. It features multiple sets of horizontal lines. Each set consists of three lines: two solid black outer lines and one dashed pink middle line, providing a guide for letter height and placement. The sets are repeated down the entire page, creating a series of rows for writing practice.

B. Write down the names of trees found in your region.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



## Let's Do

### A. Planting a sapling

Material needed: Mint roots, empty bottles/boxes, water bottles and some soil

1. Ask children to get the above material. In case some do not carry the material, their friends will share it with them.
  - Make them sit in a circle asking them to take care of their material.
  - Demonstrate how to plant the mint sapling and ask them to follow.
  - Make holes in the pots/boxes/ bottles with the help of some pointed object. (This task is to be carried out by the teacher.)
  - Put the soil in the containers.
  - Dig the soil two or three inches deep.



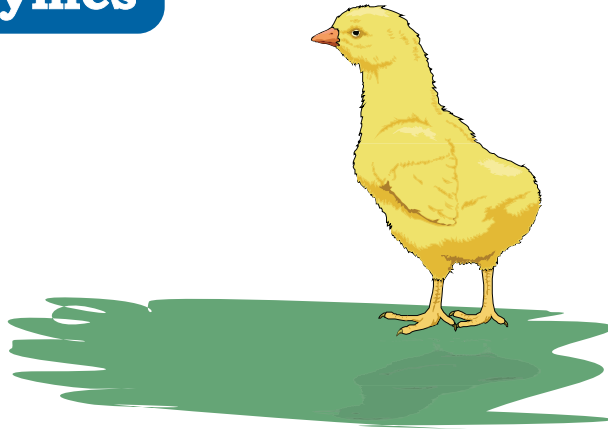
- Plant the mint sapling.
- Level the soil and water it.
- Keep these containers in the garden.
- Children may label their containers.
- Ask them to water them every day.
- Pluck some leaves after the saplings grow.
- Children can take them home and help their mothers make mint omelette or mint chutney.
- Let them write the recipe of the same.



## Off to the language lab

### Sing the rhymes

My uncle who is thick  
Found a lovely chick.  
He put it on the stick  
As the chick was sick.



It was a pleasant spring.  
I met a handsome king.  
He told me to dance and sing  
And gave me a beautiful ring.



Read aloud the words with the letter sounds

### ck and ng

sick	sack	duck	rock
tick	rack	luck	lock
click	pack	tuck	cock
stick	stack	pluck	clock
prick	black	stuck	shock

ring	sang	song	lung
king	rang	wrong	sung
bing	fang	strong	stung
sting	bang	along	sprung
swing	hang	long	wrung
thing	pang	belong	hung

**Fill in the blanks with a ck or ng letter sound.**

Once upon a time there was a ki who wore

a diamond ri. He was walki

in the garden.

The birds Sa a SO and the bee buzzed

here and there. There was a SWi in the garden

and the bla cat sat on it. The

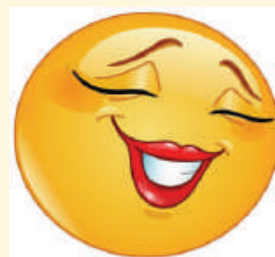
chi sat on the ro. The white

du quacked and the yellow chi

clucked.



8



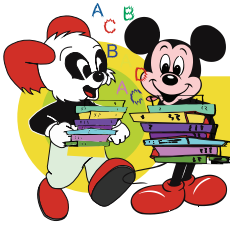
# Smile Please

**In this chapter the learners are expected to**

- identify and summarise the main idea of the story
- speak and write long sentences
- develop vocabulary related to games
- prepare time schedule and compute time for different activities
- punctuate simple sentences

## **Warm-up**

- The teacher will ask students to make a time schedule/ timetable of their activities for tomorrow.
- They will manage their time for studies, play, reading stories or any other activity that they like to do. They will also calculate the time allotted to each activity.



### Let's Read

It was a hot summer day. The children were playing games in the school compound but Ayaan sat alone under a tree. “Let's play, Ayaan. The lunch break will soon be over,” said Arman.



“I don't want to play,” Ayaan replied sadly. He heard a sound. He turned his head around and saw his

classmate Shayaan sitting on the other side of the tree. His crutches were lying beside him. “What are you doing here Shayaan?” Ayaan asked in a faint voice.

“I am having lunch. Take a bit of it. I have got an omelette. I prepared it myself. Would you like to taste some?” said Shayaan.



Ayaan took a piece of omelette and ate it. It was delicious.

“Thank you, It's really yummy,” said Ayaan

“What do you like to do ?” Ayaan asked.

“ I like to play games such as carrom, chess, ludo and cricket. I also love reading books,” said Shayaan.



## Stop, Think and Write

1. What were the children doing?

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2. What does Shayaan like to do?

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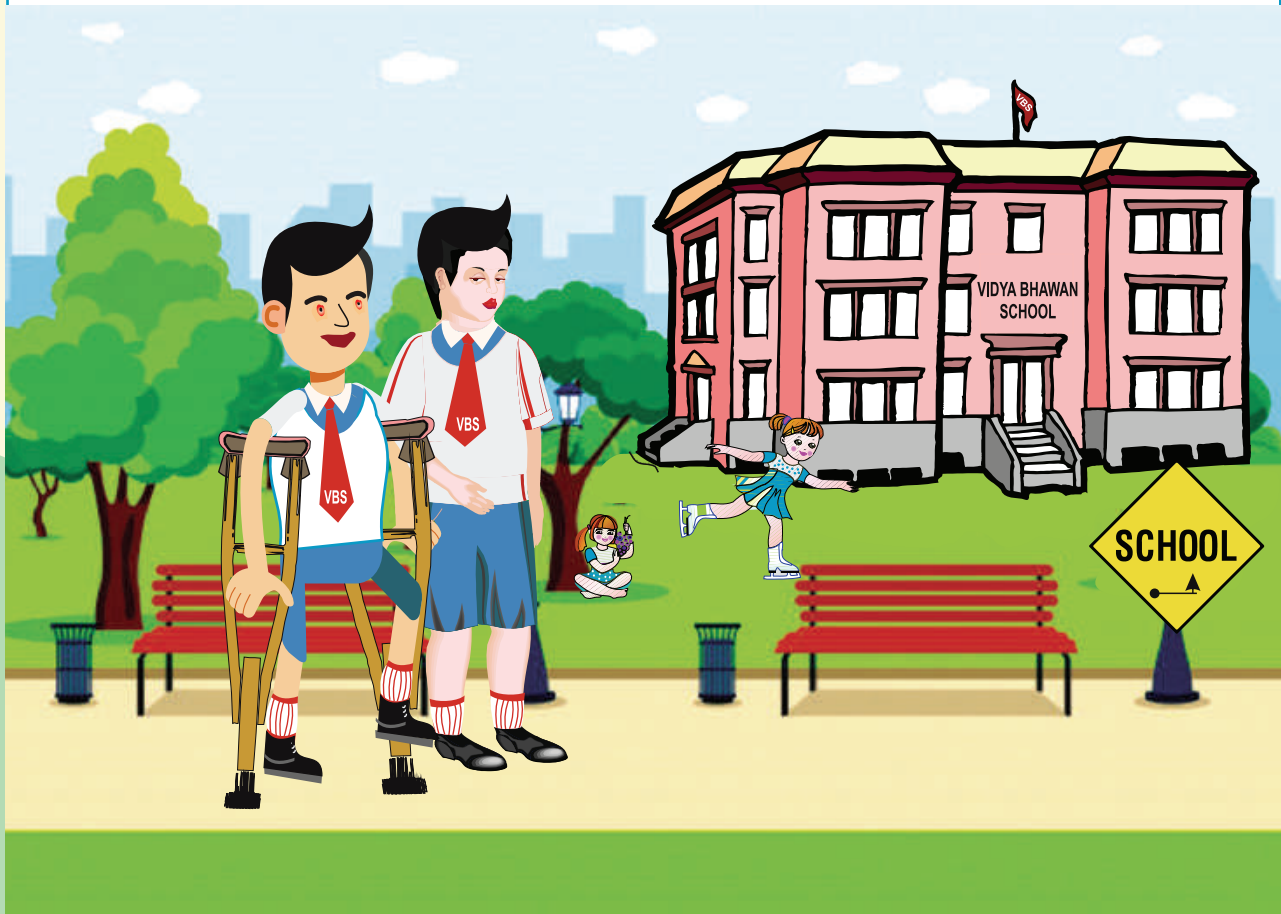
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“Why didn't you play with your friend?” asked Shayaan.

“I am very sad today because I didn't do well in my class test. I also lost the game,” Ayaan replied.

“Don't lose heart. You' ll do better next time. We should



learn to divide our time properly between work and play. My Mummy says every new day belongs to children. They should enjoy themselves. Look at me. I can't walk or run like you but my Mummy says I am special,” said Shaayan.

Ayaan was listening with attention.

“There are many children in the world who have no one to care for them. We should be thankful to God for all bright and beautiful things. There is no reason for us to be sad. My Daddy says life is about being happy and



creating happiness. So, cheer up,” said Shayaan.

Ayaan smiled. The lunch break was over. They got up and walked to their classroom happily. They enjoyed their geography class.

Farooq Ahmad Peer



## Stop, Think and Write

1. Why was Ayaan sad?

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2. Who should we thank for all bright and beautiful things?

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3. What advice does Shayaan give to Ayaan about time management?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

4. Do you think that Shayaan is a strong boy? Why?

[illegible]





## New Words

compound

crutches

faint

yummy

merry

special

beautiful



## Let's Talk about Life Skills

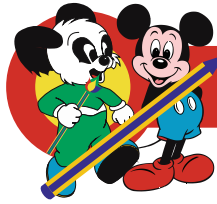
- Shayan made an omelette himself. Let students talk about the things they can do themselves. The teacher should encourage the students to interview each other.
- Cooking and time management are important life skills. Discuss.

A. In Let's Talk, you spoke about the activities that you can do yourself. Now, write about them in the below given lines.

This image shows a full page of blank primary-ruled paper. It features multiple sets of horizontal lines. Each set consists of three lines: two outer blue lines defining a margin and one central red line for writing. These sets are repeated down the entire page, creating a series of uniform writing areas. The paper is otherwise completely blank, with no text or other markings.

**B. Write Yes or No for the statements given below.**

1. We should share lunch with our friends. \_\_\_\_\_  
\_\_\_\_\_
2. We should only work and not play. \_\_\_\_\_  
\_\_\_\_\_
3. We should not work hard. \_\_\_\_\_  
\_\_\_\_\_
4. We should thank God for all bright and  
beautiful things. \_\_\_\_\_  
\_\_\_\_\_
5. We should manage our time properly between  
work and play. \_\_\_\_\_  
\_\_\_\_\_
6. We should be attentive in the classroom. \_\_\_\_\_  
\_\_\_\_\_
7. We should respect our teachers. \_\_\_\_\_  
\_\_\_\_\_



### Let's Do

- A. **Make a time schedule/timetable of your activities from Monday to Saturday.**

#### **Hint:**

You have to manage your time for studies, playing games, reading stories or any other activity you like to do.

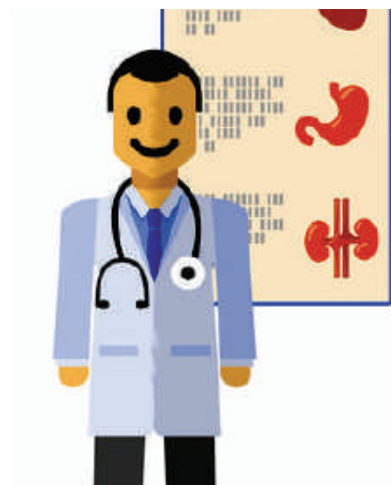
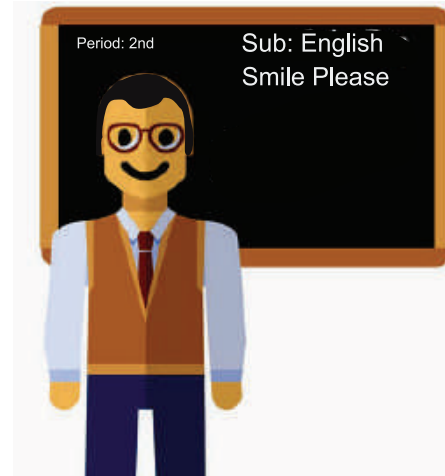
Calculate the total time allotted to each activity.

After making this time schedule, do you think that you have been making proper use of your precious time?

- B. The teacher will ask students to come prepared with a short speech about their favourite game. The student will explain three words related to the game. e.g. Rainu says cricket and she will explain what is spin, LBW and a sixer.
- C. Let children get pictures/photos of the people who have inspired them. Let them make a collage of them.

## Grammar in Context

Ayaan and Shayaan are friends. They study in Srinagar. Ayaan's father is a teacher. He works in Ladakh. Shayaan's father is a doctor. He works in Jammu. Arti is Ayaan's sister. She is a



computer engineer in Bangalore. Look at the above passage. **Ayaan, Shayaan** and **Arti** are names of persons. Each begins with a capital letter. **Srinagar, Ladakh, Jammu** and **Bangalore**

are names of places and they too begin with capital letters. All simple sentences (assertive) start with a capital letter and end with a full stop.



**Use capital letter and full stops in the below given sentences.**

1. shayaan and ayaan are friends
2. they are talking to each other in the garden
3. they also share things between themselves
5. shayaan loves reading books but ayaan loves playing tennis
6. arti works in bangalore and ayaan studies in jammu



### Sight Words

pick

pink

seven

never

only

keep

grow

clean

shall

myself

Name of the Student

# STAR TRACK

Roll No.

Punctuality



Listening



Speaking



Reading



Writing



Participation



**Teacher's remarks**

Large empty box for Teacher's remarks.

For star rating please refer to *A Handbook of Teachers' Resources, Chant-III*.



# The Star

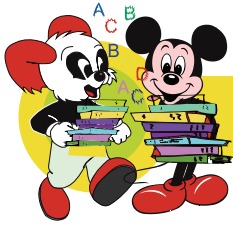
**In this chapter the learners are expected to**

- sing the poem with proper rhyme and rhythm
- respond to simple questions
- identify rhyming words
- pronounce words with the letter sounds bl , cl, br and cr

## Warm-up

- Let children draw a star on a piece of chart paper.
- Ask them to write a few sentences on the star.
- Let them colour it.
- The teacher may play this poem on YouTube and sing along with children.





## Let's Read

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.

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



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

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

As your bright and tiny spark  
Lights the traveller in the dark,  
Though I know not what you are,  
Twinkle, twinkle, little star.

Jane Taylor





## New Words

twinkle

wonder

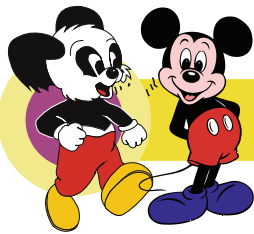
world

diamond

blazing

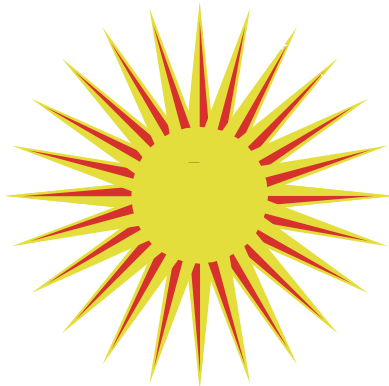
night

spark



## Let's Talk

1. What do you see during the daytime?
2. What do you see during the night?





## Let's Write

Fill in the blanks with the words given below.

*high*

*diamond*

*sun*

*night*

1. The star is like a \_\_\_\_\_ in the sky.
2. The star is up above the world so \_\_\_\_\_
3. The star shows its light all \_\_\_\_\_
4. The star shines when the \_\_\_\_\_ is gone.

**B. Match the words in column A with those in column B**

**A**

blue

dark

bright

blazing

tiny

**B**

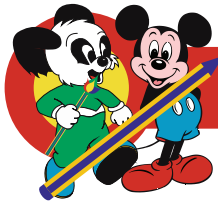
night

star

sky

spark

sun



## Let's Do

A Divide the class into groups

- Ask children to read the poem silently and then aloud in the class.
- Ask them to identify and speak rhyming words in the poem.

B. The teacher will divide the students into two groups and organise a quiz. Group A will say a word, e.g. 'car'.

- Group B will say 'far'. They will also identify the last sound of the rhyming word.
- Now group A will say a word with 'r' sound, e.g. rat and group B will say mat and identify the last sound of the rhyming word.
- Group A will say a word with 't' sound, e.g. 'talk' and the game will continue.



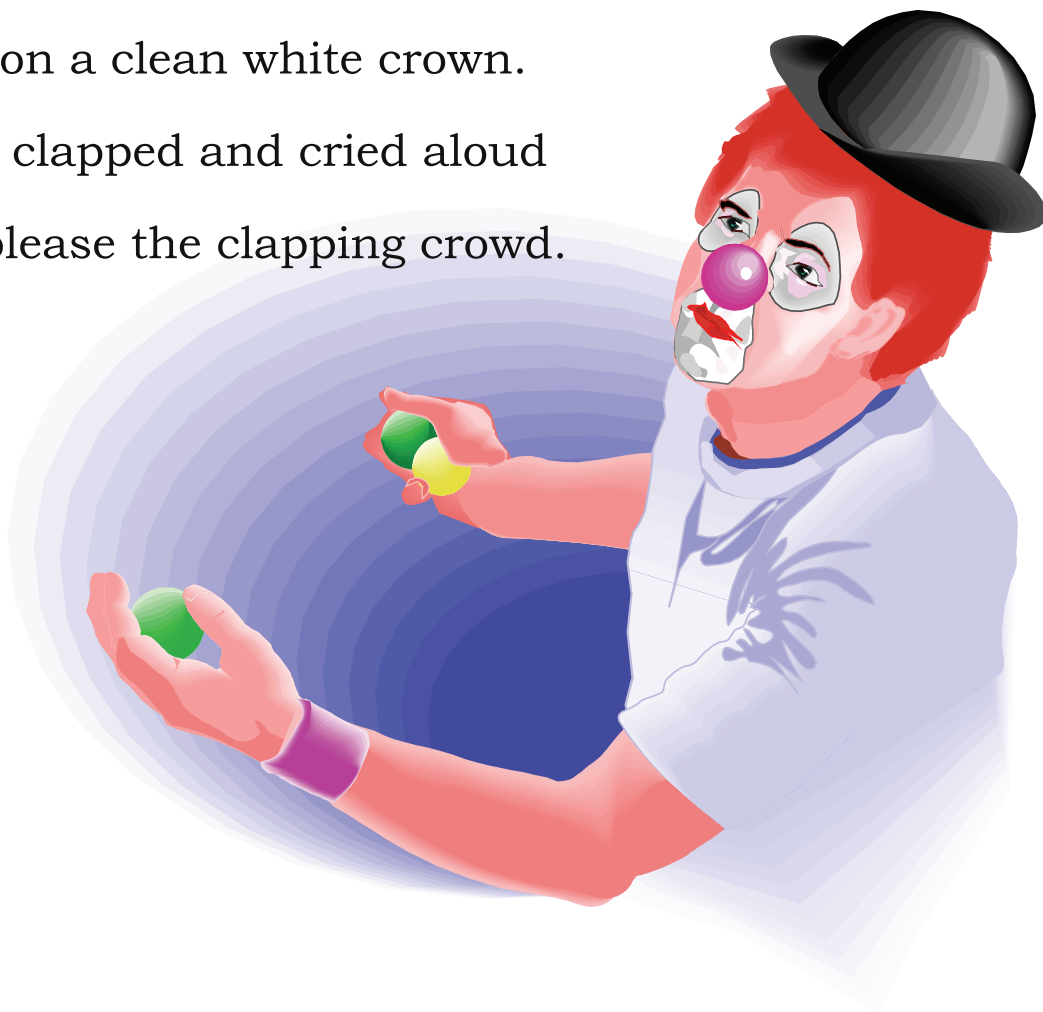
## Off to the language lab

### Sing the rhymes

A brown and black cat  
Brought a bleeding rat.  
And ate it in the flat  
On a bright blue mat.



Once a clever clown  
Put on a clean white crown.  
And clapped and cried aloud  
To please the clapping crowd.





Read aloud the words with the letter sounds

**bl, br, cl, and cr**

blame	blanket	brush	broom
bleat	blend	broom	breeze
blush	bless	bread	brass
blind	bloom	brain	braid
block	blossom	branch	brown
black	blink	brail	bridge
blue	blood	bridge	bride
blank	blueberry	break	brick
blade	blow	brother	brain
bluff	blaze	broccoli	breakfast

### Chant III

clasp

close

crow

cream

climb

clock

crops

crown

clash

clear

crack

crutch

clinic

cloth

crash

croak

clad

clip

creak

cross

cluck

clad

class

crust

clean

cliff

cry

crumble

claim

clay

crab

crush

clue

club

crunch

crawl

claw

clever

crazy

cross

cloud

clap

cry

crack

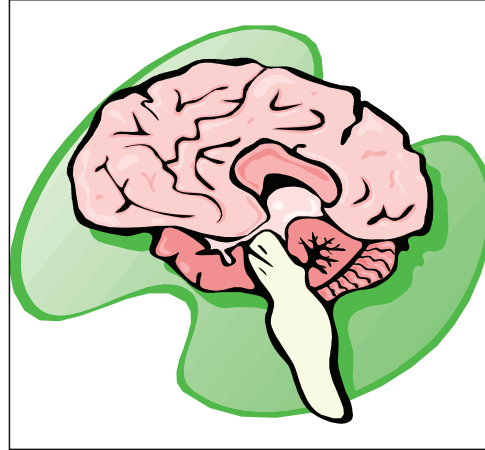


Fill in the blanks with one of the following.

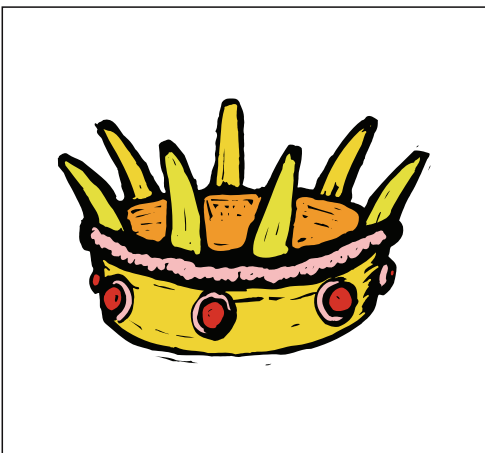
**bl / cl and br / cr**



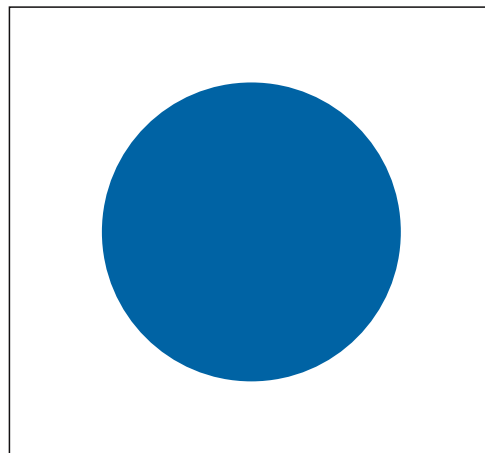
**ock**



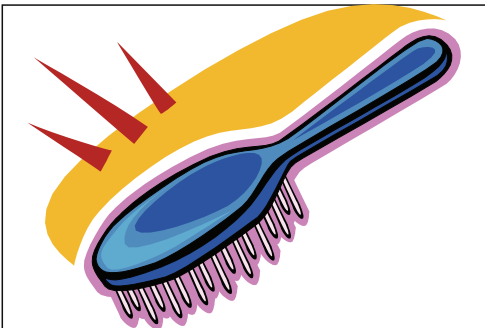
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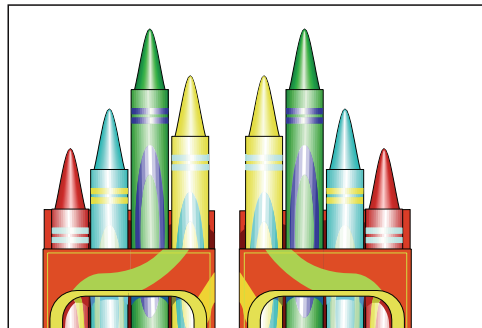
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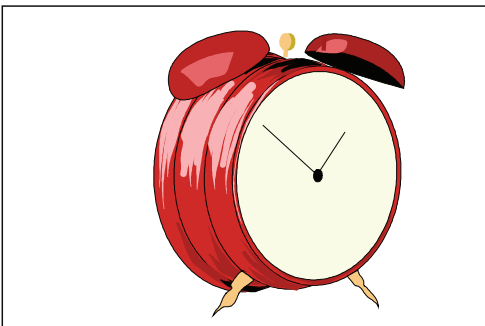
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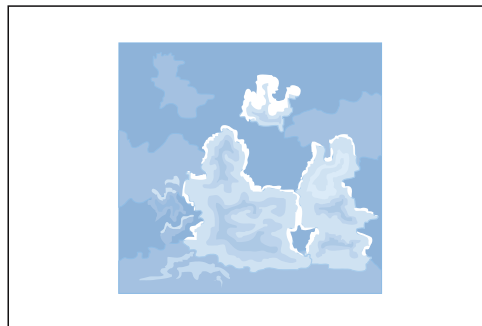
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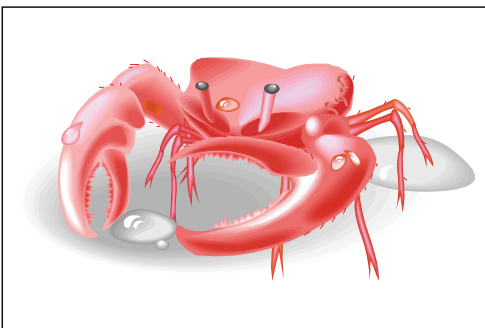
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10



# The Wrong Move



**In this chapter the learners are expected to**

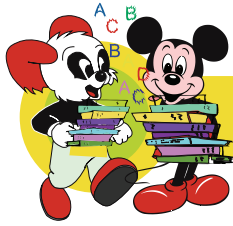
- identify and summarise the main idea of the story
- match traffic signs with their meanings
- rewrite jumbled words into sentences
- use action words in meaningful contexts

## Warm-up

- This is a guided practice.
- Let children draw and colour traffic light on a piece of chart paper.

**OR**

- Play a short video about traffic rules.



## Let's Read

“Aunty, Rahul has hurt his leg. He is in the garden.  
Please come fast,” said Riyan.



“Oh God!” shouted Reema.  
She hurriedly ran out. Rahul was crying in pain.  
“Oh! The wound is bleeding. I will take you to the

doctor. Don't worry. You will be fine,” she said to Rahul.

She went out of the gate and stopped a taxi. All three of them went to the doctor's clinic.

The doctor immediately examined Rahul and bandaged his wound. He also gave him an injection.



“Don't worry. Take this medicine for five days. You will be fine. But how did you get hurt?” the doctor asked Rahul.

“Riyan and I had gone to the market to buy a pencil



box. I tried to cross the road hastily. I stumbled and fell down,” Rahul explained.

“ I had asked him to wait for me but he didn't listen,” said Reema.

“ Good children listen to their parents,” the doctor said seriously.

“Sorry, Mummy,” Rahul apologised.

“On your way back, you should tell Rahul how to cross the road safely,” the doctor advised Reema.

“Sure, Doctor,” she replied quietly.

Rahul, Riyan and Reema came out of the clinic and began walking homeward.





## Stop, Think and Write

1. How did Rahul get hurt?

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2. What did the doctor tell Reema?

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On their way home they meet Kalia, the traffic light.

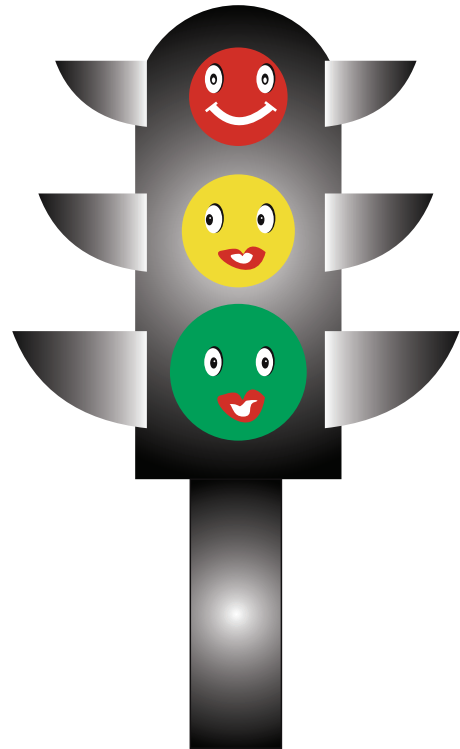
“Hello! I give permission to people in the vehicles to stop, slow down and move,” said Kalia.

“What does that mean Mummy?” Rahul asked Reema.

“Rahul, can you see the colour of Kalia's three lights?” asked Reema.

“Yes, Mummy,” said Rahul.

“When Kalia's red light is on, it means that people in the vehicles must stop. When its green light is on, it means that the vehicles can go ahead. And when the yellow light is on, it means that the vehicles should slow down. And for pedestrians, the green-man-signal means that they can cross the road while the red-man-signal means that they can't cross the road,” Reema explained.





“Be careful. Let's cross the road at the zebra crossing,” Reema said to Rahul and Riyan.

“What's that Aunty, asked Riyan.

“It is a pedestrian crossing with black and white



stripes on the road like the coat of a zebra. We should look right, left and then again right before crossing the road. It should be completely safe before we cross the road,” Reema explained to the children.



### Stop, Think and Write

1. What do red, yellow and green lights of a traffic light mean ?

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2. What is a zebra crossing?

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While Rahul, Riyan and Reema were waiting for the bus, Reema's friend, Ruksana came in a car. She stopped and three of them got into the car.

“Please wear seatbelts,” said Ruksana.

“Why do we need to wear seatbelts?” asked Riyan.

“They provide us safety against sudden stops and falls,” said Ruksana.

“Hey Riyan! Don't take out your head or arms. You can be hit by a coming vehicle and get badly hurt,” said Ruksana.

“Sorry Auntie, I will never do it again,” said Riyan.

Tring, Tring, Tring, Tring.....

“Auntie, your phone is ringing,” said Rahul.

“Yeah, I will call back this number. We should never use cell phones while driving. It can cause an accident,” Ruksana explained.

“I will tell my school bus driver about it. He often uses his cell phone while driving,” said Riyan.



“Rahul and Riyan, I hope you will follow traffic rules that you learnt today,” said Reema.

“You are a responsible driver, Ruksana Aunty. You made us feel safe. Thank you so much for teaching us about the traffic rules,” said the children .



## Stop, Think and Write

1. Why should we wear a seatbelt?

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2. Is it good to use cell phones while driving?  
Who tells us about it in the story?

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### New Words

hurriedly

wound

pedestrians

stumble

seriously

courtesy

medicine



### Let's Talk about Life Skills

- Divide children into groups. Let them discuss the importance of traffic rules.
- Life skills equip students to respond to their daily life situations. Awareness about traffic rules is an important life skill . Discuss.



## Let's Write

**Match the traffic signs with their meanings**

**A**

**B**

1.



school ahead Stop

2.



stop

3.



safe to cross

4.



hospital

5.



speed limit

6.



no parking

7.



cannot walk

8.



dangerous dip

9.



pedestrian crossing



**Rewrite the following jumbled words into sentences.**

1. Rahul/ leg/ hurt/has/his

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2. Reema /Rahul/ the/ to /took/ clinic/doctor's

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3. It/safe/ cross/ is/ the /to / at / crossing/ zebra  
/ road

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4. The/green/says/light/go

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5. The/red/stop/light/says

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6. The/light/says/ yellow/ slow down

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7. should/wear/seatbelt/we /the/in/ vehicles

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8. not/use/we/should/driving/cell phones/while

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9. should /we/always/ follow/ traffic/rules

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10. thank you/we/say/should/when /helps/  
someone/us

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11. we / follow / should / rules / traffic

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12. we / should / make / never / a / wrong move

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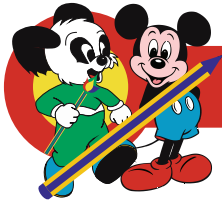
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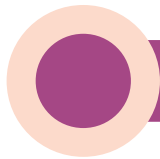
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## Let's Do

- A. Divide the class into groups. Ask each group to speak about how to behave on the road.
- B. Divide children into pairs and ask them to narrate an incident related to the theme of the lesson.
- C. Divide them into groups and ask them to do project work on traffic rules. They can make a poster, drawing or a collage using the following messages.
  - a. Safety first, speed next.
  - b. Speed thrills but kills.
  - c. Don't play on roads.
  - d. Cross the road on zebra crossing.
  - e. Wear a helmet while cycling or riding a motor bike.

The students may use chart papers, pictures, drawings and colours.



## Grammar in Context

It is a busy market. Many cars are **moving** on the road. Some of them are **honking**. Rahul and Riyan are **walking** on the sidewalks. People are **buying** different things from the shops. There are two men in the market who are **selling** ice-cream and popcorn. Children are **eating** fruit, ice-cream and popcorn. Some women are **driving** cars. There are children **waiting** at the zebra crossing. They are **looking** at the traffic light to cross the road safely.



A) Notice the words in pink. They show some kind of action. **Walking** has been derived from **walk** and **eating** has been derived from **eat**. Now write the present form of the action words given below. One has been done for you.

moving

move

honking

walking

buying

selling

eating

driving

waiting

looking

B) Write down at least five action words with - ing form mentioned in the story.

[illegible]

C) Write down at least ten action words that define your daily activities.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



## Sight Words

show

six

small

start

ten

today

together

try

warm

## Tongue Twister

She sells sea-shells on the seashore.

The shells she sells are sea-shells, I'm sure.

For if she sells sea-shells on the sea-shore

Then I'm sure she sells sea-shore shells.



Name of the Student



# STAR TRACK

Roll No.

Punctuality



Listening



Speaking



Reading



Writing



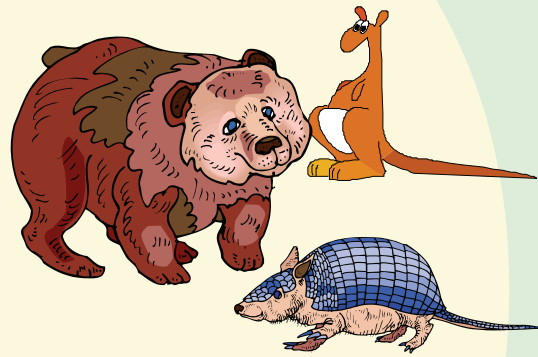
Participation



## Teacher's remarks

For star rating please refer to *A Handbook of Teachers' Resources, Chant-III*.

11



# At the Zoo

**In this chapter the learners are expected to**

- name different animals
- develop vocabulary related to animals
- match animals with their sounds
- pronounce the words with the letter sounds fl , fr , gl , gr

## Warm-up

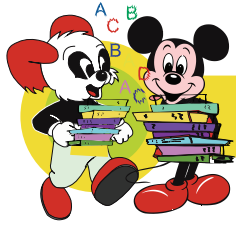
- Divide the class into groups.
- The teacher will name any animal such as the dog.
- Group A will say the name of the animal starting with g, such as goose.
- Group B will say the name of the animal with e, such as elephant.

- If a group is not able to name the animal, the other group will get a chance to speak.
- The group with maximum number of points will be the winner

**OR**

- The teacher will get pictures of different animals and show them in the class.
- The groups will identify the animals and say aloud their names.
- The group that identifies the maximum number of pictures will be the winner.





## Let's Read

First I saw the white bear, then I saw the black;  
Then I saw the camel with a hump upon his back;  
Then I saw the grey wolf, with mutton in his maw;  
Then I saw the wombat waddle in the straw;  
Then I saw the elephant a-waving of his trunk;  
Then I saw the monkeys—mercy, how  
unpleasantly they smelt!

William Thackeray





## New Words

hump

mutton

maw

wombat

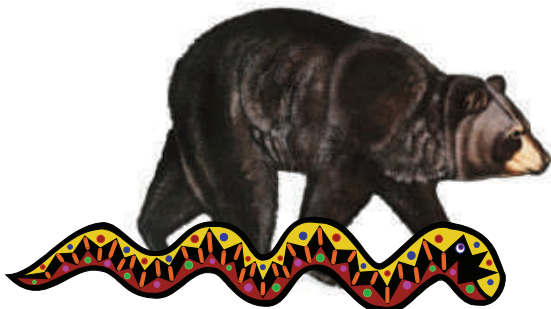
waddle

straw



## Let's Talk

1. Divide the class into groups. Each group will tell the names of different animals that they know.
2. Name some animals that you see in your surroundings.
3. Name some animals that you see in the zoo.





## Let's Write

1. Write down the names of ten animals that are found in the zoo.

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2. Write down the names of ten domestic animals.

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3. Write down the name of at least ten things that animals give us.

[illegible]





**Let's Do**  
**Let's Sing**

(A) Dogs bark, horses neigh,  
Monkeys chatter and asses bray.  
Lambs bleat, wolves howl,  
Snakes hiss and hoots the owl.  
Elephants trumpet, sheep baa,  
Birds chirp and crows caw.  
Puppies yelp, chickens cluck,  
Quack, quack, quack does the sweet little duck.





**B. Match the animals in column A with their sounds in column B****A**

goats

camels

elephants

birds

mice

**B**

squeak

trumpet

chirp

grunt

bleat

- (C) The teacher will divide the class into the groups.
- She will show pictures of different animals to each group in the class and ask them to identify the same.
- The students will identify the animal and produce the sound that the animal makes.
- The group that identifies the maximum number of animals and produces their sounds will be the winner.

C) Do you have a pet? How do you take care of it?

**OR**

Write down about your favourite animal.

[illegible]



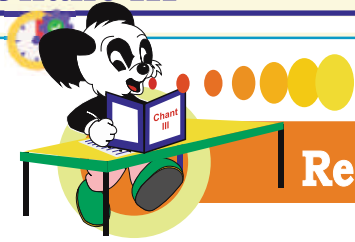
## Off to the language lab

### Sing the rhymes

A frog caught a flea  
Flying with her friends three,  
Soon she set it free  
Near a flower tree.

He sat on the soft green grass  
And drank the grape juice glass,  
Charmed by the greenery around  
He gladly slept on the ground.





Read aloud the words with the letter sounds  
**fl, fr, gl and gr**

flip	flour	flag	flock
fly	floor	flap	float
flow	flash	flame	fleet
flower	flat	flu	flee
flask	flush	flood	fleece
from	fresh	frock	freak
fry	friend	freeze	fridge
frown	frog	front	frost
fruit	frame	freckle	Friday

glow

glass

glucose

glare

gloves

globe

glory

gloat

glad

glide

glade

gloss

glue

glaze

glub

glossy

gloom

gloomy

glib

gluten

grow

grim

group

green

grass

ground

grey

growl

great

grain

grab

grammar

grief

grip

grin

grand

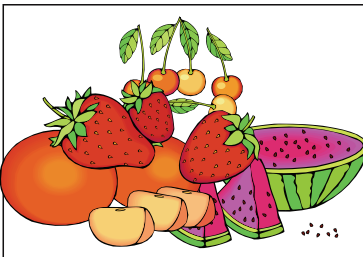
Fill in the blanks with fr, fl, gl or gr



eezer



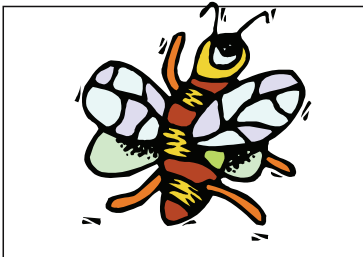
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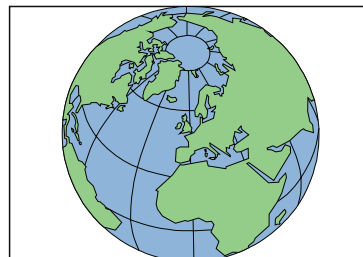
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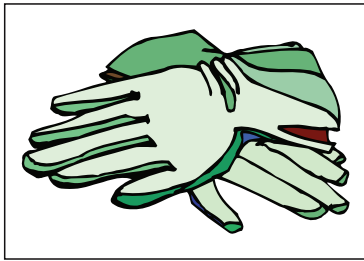
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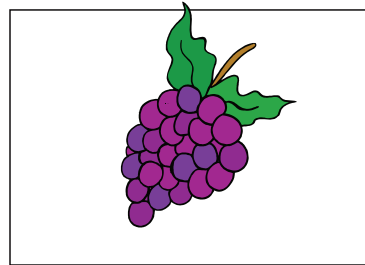
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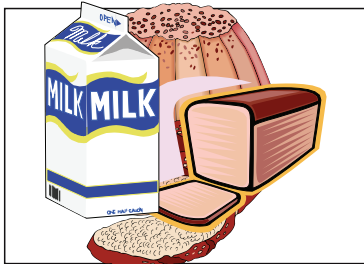
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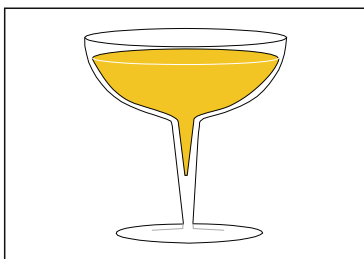
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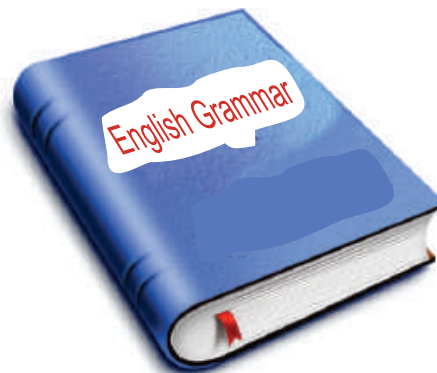
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ammar

12



# Animals, our Friends



**In this chapter the learners are expected to**

- develop vocabulary related to environment
- create a story about animals and role play the same
- use simple past in meaningful contexts

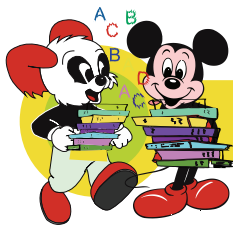
## **Warm-up**

- The teacher will bring a packet of cards or pictures of wild animals.
- Let the children talk about various animals such as cat, dog, cow, rat horse, etc.
- Ask them to categorise the animals into two groups: domestic and wild

**OR**



- The teacher can also play a video about the animals found in Jammu and Kashmir.



## Let's Read

Rohit, Priya, Dev, Phunsok and Dolma are on an



educational trip to Dachigam. They are accompanied by their teachers and other fellow students. Their friends, Ruheed, Shamim and Seema, are also part of this trip. They have been to many places in the last few days. Today they are talking to animals in the Dachigam National Park which is near a famous Mughal garden, Harwan, a place situated on the outskirts of the city of Srinagar.

The students walk towards the fish farm. There are lots of fish in the farm. A fish jumps out.





Dolly: Hello! My name is Dolly. I am a trout fish. I live in the fish farm with my friends.

Rohit: Are you happy living here?

Dolly: I am happy as long as I am not caught in the net. I enjoy swimming in the water with Pinky and Daisy.

Priya: Who are they?

Dolly: They are my dear friends. I will have to go now.

Pinky and Daisy are not feeling well.

Priya: Can we meet later?

Dolly: I will try my best to see you again.





## Stop, Think and Write

1. Who is Dolly?

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2. What does Dolly enjoy?

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3. Who are Dolly's friends?

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4. Do you think we should care for our friends?

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Shamim: Hey Dev! Wait. We are also coming.

Dev: I am eager to meet the Hangul. Hurry up !

All of them run fast. Rohit falls down.

Rohit: Oh God! My foot is paining.

Teacher: Dev, Ruheed and Shamim. Rohit has hurt his foot. Take him along.

Dolma: Ok, mam. We will take care of him.

Dev, Ruheed and Shamim come back and help Rohit stand up.



Shamim : Thank God. It's only Rohit who hurt his foot.

He is so light. Otherwise we would not be able to carry him.

They walk slowly until they sight the Hangul.

Hangul: Hello! I am Hangul, the Kashmiri stag. I don't have many friends like Dolly has. We numbered around 5000 sixty years ago. We are now reduced to a few hundreds. I have been kept here so that I am protected. I eat grass and my weight is 200-300 kgs. I am a male.

Seema : You are so handsome.

Hangul: Thank you.





### Stop, Think and Write

1. What is the Hangul called in English?

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2. How much does a Hangul weigh?

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After this the children go to meet the Black Bear.

Black Bear: Hello! My name is Black Bear. I am not as handsome as the Hangul is.

Rohit: That is Ok. God has made everybody different.

Black Bear: I have been living here for the past forty years.

Seema : Tell us more about yourself.

Black Bear: I eat nuts, honey and roots. I also eat sheep, goats and cattle. I am here because I am endangered.

Dev: What does that mean?

Dolma: It means when someone's life is exposed to danger.

Phunsok: Don't worry. We wish you luck.

Black Bear: Thank you for wishing me well!





## Stop, Think and Write

1. What does the black bear eat?

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2. Name some endangered animals.

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The children saw the musk deer at a distance.

Phunsok and Dolma ran to greet him

Phunsok: Hello! Hey, look here. I am Phunsok.

Dolma: Please introduce yourself.

Dev: He is so shy.

Ruheed: Please say something.

Musk Deer: Hello! I am Musk Deer. The people of Kashmir call me *Roosye Kaet*. I am famous for the perfume that people use on their clothes. Why did you make friends with that fat and ugly Black Bear? He is so mean. He always acts like a boss.

Dev: Cool, my dear friend. We all have different behaviours. We should learn to forget and forgive.





## Stop, Think and Write

1. Who is the Musk Deer angry with?

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2. What should we do if our friends hurt us?

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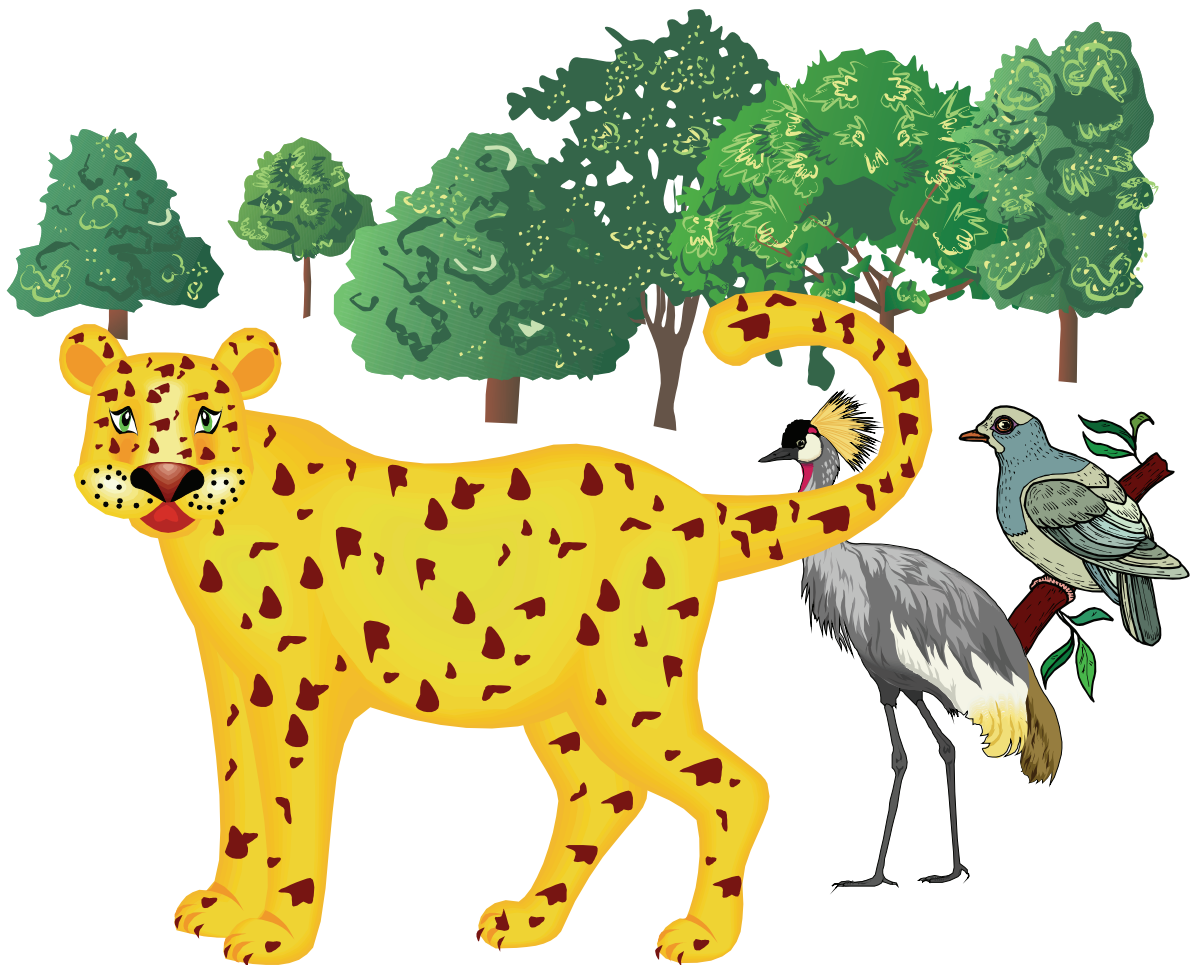
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Dolma: I think we should meet the leopard now. He may go to sleep. Let's move.

Dev: Oh! The leopard is sleeping.

Priya : Don't disturb him. He will get angry.

It was a pleasant day. The children had seen the wonderful world of animals. On their way back they met the jungle cat, otter, hill fox, pheasant, black bulbul, blue magpie and many other animals and birds.





## Stop, Think and Write

1. Who was sleeping?

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2. Name the animals that children met at the Dachigam National Park.

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## New Words

trip

reduce

protect

endangered

angry

expose



## Let's Talk about Life Skills

- Do you think helping one another is good? Why?
- Suggest three ways in which you can help protect nature.
- Why is learning of life skills important? Discuss.

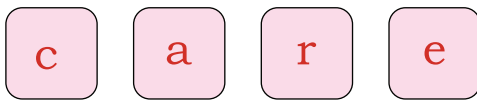




## Let's Write

### A. Spelling Magic

Look at the letters of the word care.



We can make the following words from it.



Form as many words as you can.

sprain

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yourself

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pleasant

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different

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B. Write the opposite of the following words

shy

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handsome

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happy

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friend

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danger

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forget

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## Let's Do

- A. Divide the class into groups.
- Ask students to make paper masks of their favourite animal with the help of chart paper, pencil, colours and thread.
  - Let the children draw the face of their favourite animals on a piece of chart paper.
  - Let them colour it and tie thread on its ends.
  - Ask them to make face masks and wear them. Let them say something about the animals.  
e.g. I am a lion.  
I roar.  
I can run fast.  
The forest is my home.
  - B. Let the students create a story related to animals and role-play the same. Encourage them to create their own dialogues.
- D. Ask the students to select words from the boxes and complete the following conversation.

visited

area

eatables

like

brother

should

large

Ruby: What's the \_\_\_\_\_ of Dachigam National Park?

Abhilash: 141 sq km.

Ruby: That's pretty \_\_\_\_\_

Abhilash: Well, a wildlife park should be big enough.

Ruby: Have you ever \_\_\_\_\_ this park?

Abhilash: No. I haven't.

Ruby: Would you \_\_\_\_\_ to come with us next week?

Abhilash: I'd love to.

Ruby: Do you think we \_\_\_\_\_ take Mahreen, Anita and Raju with us?

Abhilash: Why not. It'll be fun.

Ruby: Ok, but don't bring any \_\_\_\_\_ along.

Abhilash: Why so?

Ruby: Food items are not allowed inside wildlife parks.

Abhilash: Ok, I'll have my breakfast before I leave.

Ruby: Ask your \_\_\_\_\_ if he wishes to come along.

Abhilash: Ok, thank you very much.



## Grammar in Context

Yesterday, Mom **invited** all the children of the neighbourhood. She **baked** a cake for them. Simran and Sejal **played** football while Arshid and Anil **danced**. Rainu and Mona **skipped** a rope. Rafia and Ritu **talked** to each other while Dorje and Maharukh **walked** down the lane. The children **enjoyed** a lot and **thanked** mom for the party.

In the above passage the words in pink are examples of past.

Some verbs do not end with - ed in their past forms such as sell-sold, write-wrote, break-broke, begin-began, etc.



**Fill in the blanks with the simple past forms of the verbs given in the brackets.**

1. Insha \_\_\_\_\_ the answer. (guess)

2. Mom \_\_\_\_\_ a cake. (bake)

3. Sophia \_\_\_\_\_ money for the books.  
(save)

4. Sameer \_\_\_\_\_ football. (play)

5. Rani and Riya \_\_\_\_\_ the rope. (skip)

6. The bee \_\_\_\_\_ in the garden. (buzz)

7. We \_\_\_\_\_ the chain in the train. (pull)

8. I \_\_\_\_\_ Mom for the cake. (thank)

9. Rosy \_\_\_\_\_ hard to pass the exams.  
(work)

10. Mom \_\_\_\_\_ me a doll. (bring)

11. Rafia \_\_\_\_\_ a letter . (write)

12. Anil \_\_\_\_\_ rice. (sell)



### Sight Words

about

better

bring

carry

done

clean



Name of the Student



# STAR TRACK

Roll No.

Punctuality



Listening



Speaking



Reading



Writing



Participation



**Teacher's remarks**

For star rating please refer to *A Handbook of Teachers' Resources, Chant-III*.

## Certificate of Achievement



The learner namely \_\_\_\_\_  
of Class \_\_\_\_\_ Roll No. \_\_\_\_\_ of  
\_\_\_\_\_ School has  
successfully completed the textbook.

\_\_\_\_\_  
**Teacher**

\_\_\_\_\_  
**Date**