

**State Council of Educational Research and Training
Andhra Pradesh**



BLOSSOMS 3

ENGLISH READER

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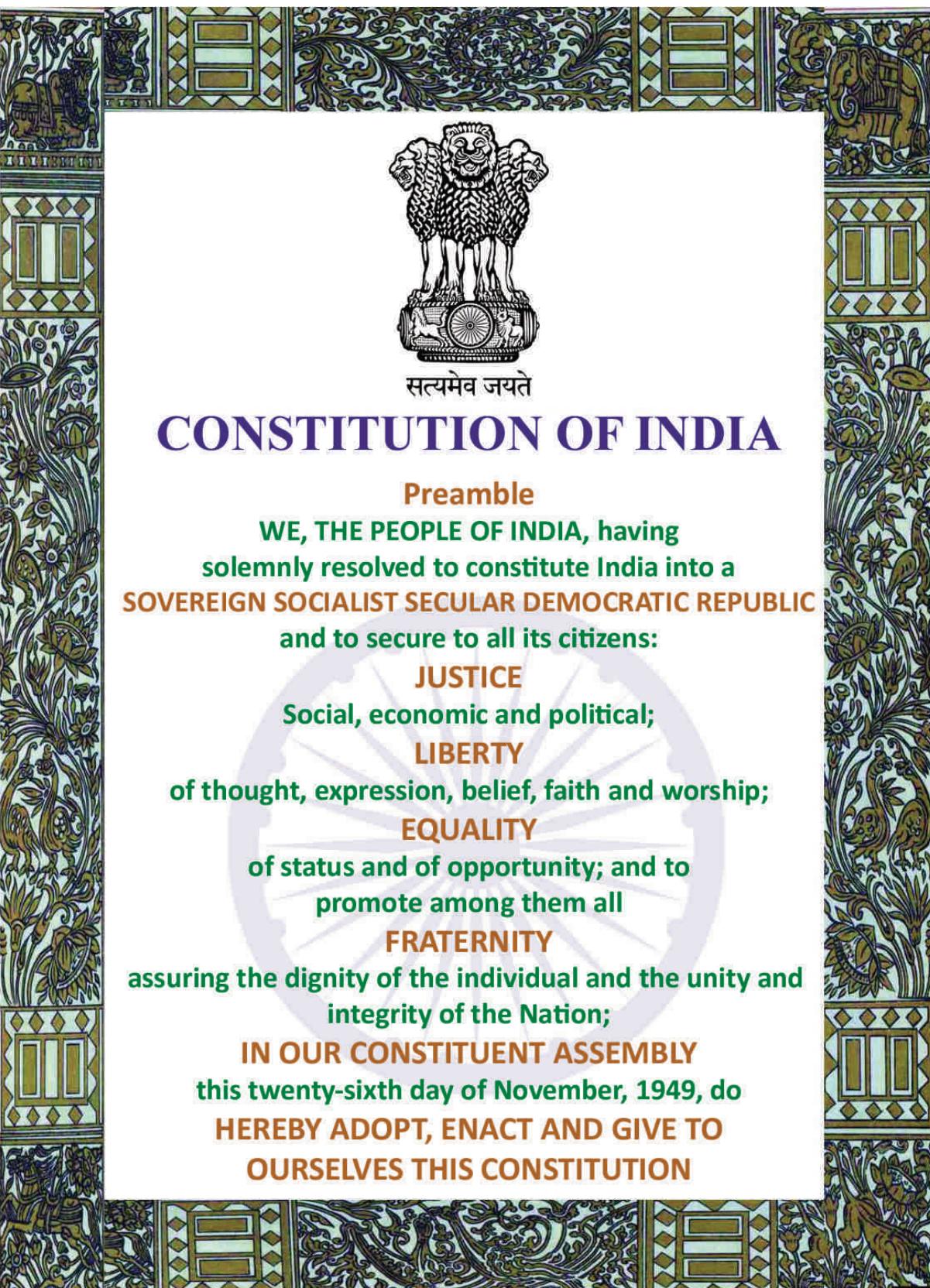


FUNDAMENTAL DUTIES

Fundamental duties: It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence.
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be ward between the age of six and fourteen years;

- Constitution of India,
Part IV A (Article 51 A)



Right of Children to Free and Compulsory Education (RTE) Act, 2009

The RTE Act provides for the right of children to free and Compulsory Education to every child in the age group of 6 – 14 years which came into force from 1st April 2010 in Andhra Pradesh.

Important provisions of RTE Act

- Ensure availability of schools within the reach of the children.
- Improve School infrastructure facilities.
- Enroll children in the class appropriate to his / her age.
- Children have a right to receive special training in order to be at par with other children.
- Providing appropriate facilities for the education of children with special needs on par with other children.
- No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education. No test for admitting the children in schools.
- No removal of name and repetition of the child in the same class.
- No child admitted in a school shall be held back in any class or expel from school till the completion of elementary education.
- No child shall be subjected to physical punishment or mental harassment.
- Admission shall not be denied or delayed on the ground that the transfer and other certificates have not been provided on time.
- Eligible candidates alone shall be appointed as teachers.
- The teaching learning process and evaluation procedures shall promote achievement of appropriate competencies.
- No board examinations shall be conducted to the children till the completion of elementary education.
- Children can continue in the schools even after 14 years until completion of elementary education.
- No discrimination and related practices towards children belonging to backward and marginalized communities.
- The curriculum and evaluation procedures must be in conformity with the values enshrined in the constitution and make the child free of fear and anxiety and help the child to express views freely.

BLOSSOMS - 3

English Reader

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Foreword

The Government of Andhra Pradesh has unleashed a new era in school education by introducing extensive curricular reforms from the academic year 2020-21. The Government has taken up curricular reforms intending to enhance the learning outcomes of the children with focus on building solid foundational learning and to build up an environment conducive for an effective teaching-learning process. To achieve this objective, special care has been taken in designing the textbooks to achieve global standards.

As a part of the curricular reform, in order to support the designing of textbooks, with better pedagogical strategies, handbooks are given to teachers with elaborate lesson plans. For the practice of the students, workbooks are given which will reinforce the learning in the classroom. Parental handbooks are prepared to impart awareness regarding the teaching-learning process to the parent community. The textbooks are also designed in such a way that the initial two months will focus on the school readiness of the children in order to create a learning environment in the school at the start of the Academic Year.

In this textbook, the lessons begin with a Pre-reading to keep the children active and lively, followed by Reading, Vocabulary, Grammar and Poem. The listening, speaking, reading and writing are evenly focussed along with the Fun time for joyful learning and reinforcement. QR codes are incorporated in the beginning of each lesson to enable learning outside the classroom.

We are grateful to Honourable Chief Minister Sri.Y.S. Jagan Mohan Reddy for being our source of inspiration to carry out this extensive reform in the education department. We extend our gratitude to Sri Botcha Satyanarayana, Honourable Minister of Education , Govt. of Andhra Pradesh for striving towards qualitative education. Our special thanks to Sri. Budithi Rajsekhar, IAS, Special Chief Secretary, School Education, Sri. S. Suresh Kumar, IAS, Commissioner of School Education & State Project Director, SS, Smt. Vetriselvi.K, IAS, Special Officer, English Medium Project for their constant motivation and guidance.

We convey our thanks to the textbook writers who studied curriculum from Chicago to Singapore and recommended best practices across the globe to reach global standards. Our heartfelt thanks to Dr. Maya Gunawardena, Assistant Professor of Teacher Education, University of Canberra for her valuable inputs and guidance in preparing the textbooks. Our sincere thanks to SCERT of Kerala, Tamilnadu, Karnataka, Maharashtra, Rajasthan and Haryana in designing the textbooks. We also thank our textbook writers, editors, artists and layout designers for their contribution in the development of this textbook. We invite constructive feedback from the teachers and parents in the further refinement of the textbook.

Dr. B. Pratap Reddy
Director
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In this book

Pre-reading

- Pre-reading activity with attractive pictures to lead learners into the lesson.
- Motivates learners and encourages interactive learning.
- Creates a learner friendly environment.



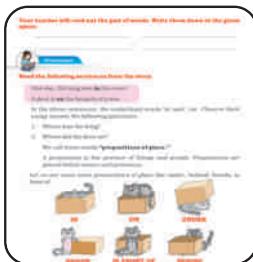
Reading

- Texts selected for reading activity belong to a rich variety of genres by Indian and International stories.
- Each reading text is followed by comprehension ‘Wh-’ as well as objective type questions.



Vocabulary

- Enriches the learners' language.
- Makes them identify words and use in day to day communication.



Grammar

- Builds language proficiency through simple exercises.



Writing

- Helps to develop imaginative and critical thinking abilities and express themselves creatively.



Listening and responding

- Focus on honing oral and aural skills through listening comprehension, group discussions and role plays.

Our National Anthem

- Rabindranath Tagore

Jana-gana-mana-adhinayaka jaya he

Bharata-bhagya-vidhata

Panjaba-Sindhu-Gujarata-Maratha

Dravida-Utkala-Banga

Vindhya-Himachala-Yamuna-Ganga

uchchala-jaladhi-taranga

*Tava Subha name jage, tave subha asisa mage,
gahe tava jaya-gatha.*

Jana-gana-mangala-dayaka jaya he

Bharata-bhagya-vidhata.

*Jaya he, Jaya he, Jaya he,
jaya jaya jaya jaya he.*

Pledge

- Pydimarri Venkata Subba Rao

India is my country. All Indians are my brothers and sisters.
I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals.

To my country and my people, I pledge my devotion.

In their well-being and prosperity alone lies my happiness.

Contents

Unit	Lesson	Month	Page No
1.	Tenali Rama And The Thieves	June-July	1-12
2.	The Recipe Book	August	13-26
3.	The Loyal Mongoose	September	27-40
4.	Help Me... Please!	Sep-Oct	41-52
5.	The Good Samaritan	November	53-62
6.	Do Good And Reap Good	December	63-72
7.	The Lazy Grasshopper	January	73-82
8.	King Sibi And The Dove	February	83-92
	Revision	March	
	Revision	April	



Teacher Corner



Student Corner

Learning Outcomes

1. TENALI RAMA AND THE THIEVES

- A) Comprehension
 - Reads aloud with appropriate pronunciation and pause.
 - Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.
- B) Vocabulary
 - Identifies opposites like 'day/night', 'close/open', and such others.
- C) Grammar
 - Uses meaningful short sentences in English, orally and in writing. Uses a variety of nouns.
- D) Writing
 - Uses punctuation capital letters appropriately, recalling the story and copying the sentences.
- E) Listening & Speaking
 - Expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language.
 - Performs events such as role play/ skit in English with appropriate expressions.
- F) Language Game / Phonic Drill / Project work
 - Reads printed scripts on the classroom walls: poems, posters, charts etc., and reads the words with proper stress and pronunciation.

2. THE RECIPE BOOK

- A) Comprehension
 - Reads aloud with appropriate pronunciation and pause.
 - Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.
- B) Vocabulary
 - Uses vocabulary related to Mathematics and EVS related to Class III Takes dictation of words/ phrases. Uses singular plural forms.
- C) Grammar
 - Uses meaningful short sentences in English, orally and in writing. Uses a variety of nouns and pronouns.(personal pronouns subjective).
- D) Writing
 - Develops simple conversation based on a context using verbal/ visual clues. Uses full stop in the sentences.
- E) Listening & Speaking
 - Expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language.
 - Performs role play.
- F) Language Game / Phonic Drill / Project work
 - Reads printed scripts on the classroom walls: poems, posters, charts etc., and reads the words with proper stress and pronunciation.
- G) Poem
 - Recite the poem 'The Swing' individually/in groups with correct pronunciation and intonation.

3. THE LOYAL MONGOOSE

- A) Comprehension
 - Reads aloud with appropriate pronunciation and pause.
 - Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.
- B) Vocabulary
 - Categorizes words.
- C) Grammar
 - Uses meaningful short sentences in English, orally and in writing. Uses a variety of adjectives.
- D) Writing
 - Takes dictation of sentences 11.Uses punctuation such as question mark, full stop and capital letters appropriately
 - Writes 5 to 6 sentences using visual clues. Uses question mark at the end of the sentences.
- E) Listening & Speaking
 - Performs in events such as role play/ skit in English with appropriate expressions.
 - Expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language.
- F) Language Game / Phonic Drill / Project work
 - Reads printed scripts on the classroom walls: poems, posters, charts etc., and reads the words with proper stress and pronunciation.

4. HELP ME.... PLEASE!

- A) Comprehension
 - Reads aloud with appropriate pronunciation and pause.
 - Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English
- B) Vocabulary
 - Uses vocabulary related to Mathematics and EVS related to Class III.
- C) Grammar
 - Uses meaningful short sentences in English, orally and in writing. Uses some prepositions.
- D) Writing
 - Develops simple conversation based on a context using verbal clues.
- E) Listening & Speaking
 - Expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language.
 - Performs role play.
- F) Language Game / Phonic Drill / Project work
 - Reads printed scripts on the classroom walls: poems, posters, charts etc., and reads the words with proper stress and pronunciation.
- G) Poem
 - Recites the poem 'The Wheels on the Bus....' poems individually/in groups with correct pronunciation and intonation.

5. THE GOOD SAMARITAN

- A) Comprehension
 - Reads aloud with appropriate pronunciation and pause.
 - Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.
- B) Vocabulary
 - Takes dictation of words/phrases.
- C) Grammar
 - Uses meaningful sentences using regular verbs.
- D) Writing
 - Uses punctuation such as question mark, full stop and capital letters appropriately.
 - Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.
- E) Listening & Speaking
 - Expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language.
 - Performs events such as role play/ skit in English with appropriate expressions.
- F) Language Game / Phonic Drill / Project work
 - Reads printed scripts on the classroom walls: poems, posters, charts etc., and reads the words with proper stress and pronunciation.

6. DO GOOD AND REAP GOOD

- A) Comprehension
 - Reads aloud with appropriate pronunciation and pause.
 - Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.
- B) Vocabulary
 - Takes dictation of words/phrases related to synonyms.
- C) Grammar
 - Uses meaningful simple past sentences.
- D) Writing
 - Develops simple conversation based on a context using verbal clues.
- E) Listening & Speaking
 - Expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language.
 - Performs role play.
- F) Language Game / Phonic Drill / Project work
 - Reads printed scripts on the classroom walls: poems, posters, charts etc., and reads the words with proper stress and pronunciation.
- G) Poem
 - Recites the poem 'THE MOON' individually/in groups with correct pronunciation and intonation.

7. THE ANT AND THE GRASSHOPPER

- A) Comprehension
 - Reads aloud with appropriate pronunciation and pause.
 - Small texts in English with comprehension i.e., identify main idea, details and sequence and draws conclusions in English.
- B) Vocabulary
 - Forms word Chains.
- C) Grammar
 - Distinguishing simple past from simple present.
- D) Writing
 - Uses punctuation such as question mark, full stop and capital letters appropriately
 - Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.
- E) Listening & Speaking
 - Expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language.
 - Performs in events such as role play/ skit in English with appropriate expressions.
- F) Language Game / Phonic Drill / Project work
 - Reads printed scripts on the classroom walls: poems, posters, charts etc., and reads the words with proper stress and pronunciation.

8. KING SIBI AND THE DOVE

- A) Comprehension
 - Reads aloud with appropriate pronunciation and pause.
 - Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.
- B) Vocabulary
 - Takes dictation of words/phrases & crossword puzzle.
- C) Grammar
 - Uses meaningful short sentences in English, orally and in writing. Uses a variety of prepositions.
- D) Writing
 - Develops simple conversation based on a context using verbal clues
- E) Listening & Speaking
 - Expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language.
 - Performs role play
- F) Language Game / Phonic Drill / Project work
 - Reads printed scripts on the classroom walls: poems, posters, charts etc., and reads the words with proper stress and pronunciation.
- G) Poem
 - Recites the poem 'THE LITTLE PLANT' individually/in groups with correct pronunciation and intonation.

1

Tenali Rama And The Thieves



Pre - reading



Go through the following Invitation.



Activity - 1



Answer the following questions orally.

1. What is the invitation about?
2. Who are inviting us for the show?
3. Where will be the show conducted?
4. Mention the show timings.
5. What is the name of the show?



Reading

TENALI RAMA AND THE THIEVES



Tenali Rama Krishna was very famous for his wit and sense of humour. He was a court poet in the court of King Sri Krishnadevaraya in the Kingdom of Vijayanagaram.

Tenali Rama had a huge mango garden in his backyard. Tenali Rama had to draw water from a deep well to water the trees. One evening, while watering his garden, Tenali Rama saw two thieves hiding in

the bushes near his house.

Quickly he got an idea.

Tenali Rama went into his house. He shouted loudly to his wife Sarada, "I heard that a gang of thieves have entered the city. So we will keep all our valuable things in this box and drop it into the well. It will be safe there."





said, "Thank you friends for watering my plants all through the night. I want to reward both of you in the king's palace for the services you have rendered to me." The thieves got scared and ran away from there.

The thieves heard the conversation and became very happy. They waited patiently for Tenali Rama and his wife to put the box into the well. Tenali Rama and his wife packed the box with stones. They lifted the heavy box with great difficulty and dropped it into the well.

Then the couple entered the house and slept. After sometime, the thieves rushed to the well. Throughout the night they drew water from the well to get the treasure box out.

Finally, they got the box. They were extremely shocked and angry to see just some stones in it. They understood that it was Tenali Rama's plan to make them fools. Then, Tenali Rama came to the thieves and





Glossary

jester	=	a man who tells jokes and makes people laugh
wit	=	the ability to use words in a clever and humorous way
backyard	=	a place at the back of the house
draw	=	pull or drag
famous	=	known about by many people
careful	=	with great attention
valuable	=	worth a lot of money
rushed	=	done in a hurry
escape	=	to get free from something



Comprehension



Activity - 2

Answer the following questions.

1. Who is Tenali Rama?
2. What did Tenali Rama see behind the bushes?
3. What did Tenali Rama and his wife put in the old box?
4. Where did Tenali Rama and his wife keep the box?
5. How did the thieves get the box?
6. If Tenali Rama had not seen the thieves, what would have happened?



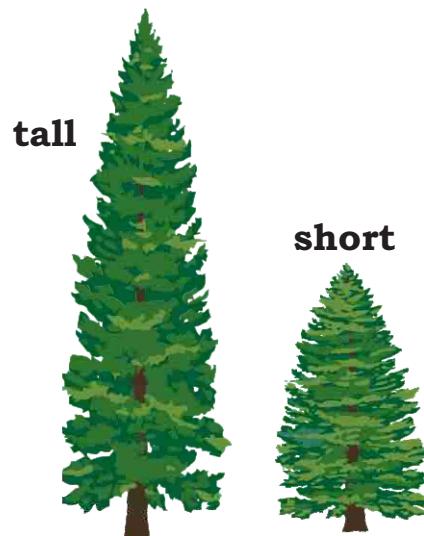
Vocabulary

Here are two trees.

The first tree is **tall** and
the second tree is **short**.

The underlined words '**tall**' and '**short**'
are opposite to each other.

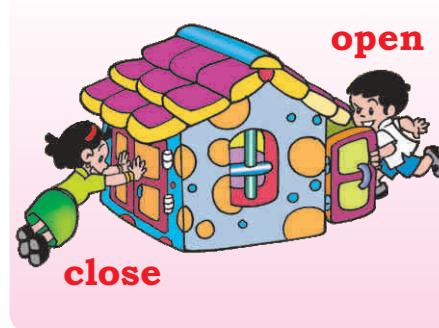
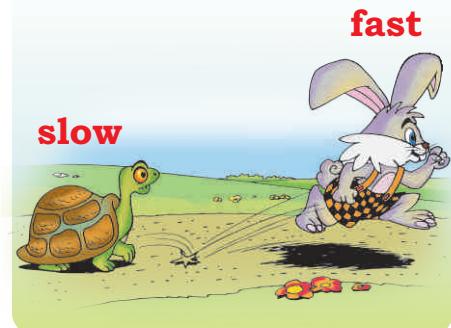
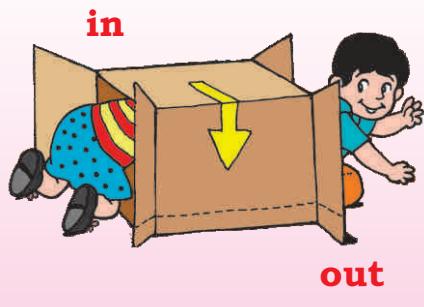
The opposite words are written as
'tall X short'.



Read some more opposite words.

in	x	out
empty	x	full
open	x	close

old	x	new
fast	x	slow
inside	x	outside



Activity - 3

Now match the following opposite words.

big
right
after
up
pull

before
down
push
small
wrong

**Grammar**

1. **Read the following. Look at the underlined words in the following sentences.**

Tenali Rama had a huge garden.

The thieves lifted the box from the well.

The word 'Tenali Rama' denotes the name of a person, the word 'garden' denotes the name of a place and the word 'box' denotes the name of a thing. Such naming words are called nouns.

**Activity - 4**

Read the words given in the box. Write them under the correct heading.

garden	box	Tenali Rama	Vijayanagaram	Sarada
Sri Krishnadevaraya		mango	stone	house

person	place	thing



2. Read and observe the underlined words in the following sentences.

1. Tenali Rama had a huge garden.
2. He was a court jester in the court of King Sri Krishnadevaraya in the kingdom of Vijayanagaram.

In sentences 1 and 2, the words 'Tenali Rama', 'Sri Krishnadevaraya' and 'Vijayanagaram' are nouns and denote the names in particular. Such nouns are called 'Proper Nouns'.

Proper Noun: A proper noun is the name of a particular person, a place or a thing.

e.g. Geetha, Taj Mahal, Mahabharatha

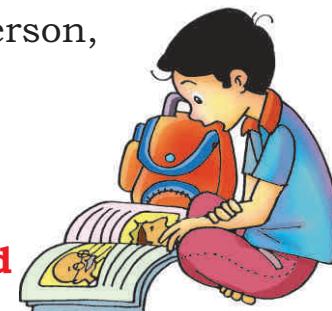
Read and observe the underlined words in the following sentence.

The thieves rushed to the well to draw water.

In the above sentence the words 'thieves', 'water', 'well' denote nouns and are the names in general. Such nouns are called 'Common Nouns'.

Common Noun: A common noun is the name of any person, place or thing that is of a common kind.

e.g. doctor, river, bag.



Read some more examples below for common nouns and proper nouns.



Common nouns	Proper nouns
chocolate	5 star
car	Honda
mobile	Samsung
girl	Razia
man	Sundar

Activity - 5

Colour the clouds in blue for proper nouns and colour in pink for common nouns.

Sri Krishnadevaraya

box

Vijayanagaram

Sarada

house

garden

village

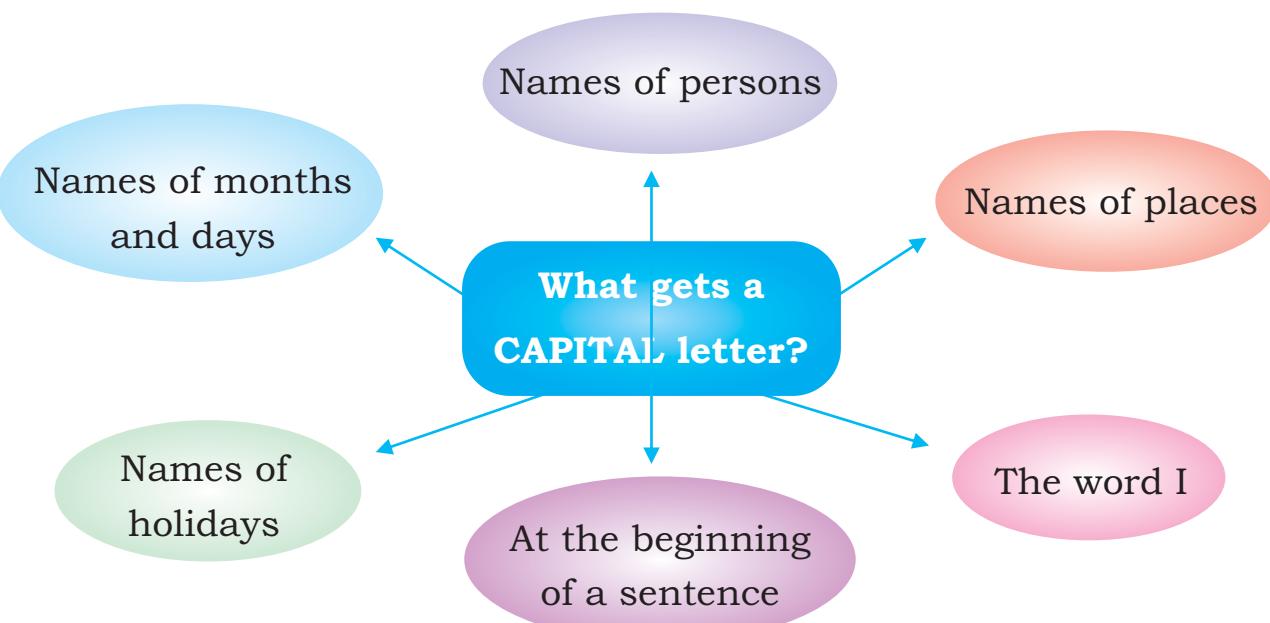
Tenali Rama

**Writing**

Read the following sentences and observe the capital letters.

The thieves heard the conversation and became very happy. They waited patiently for Tenali Rama and his wife to put the box into the well.

We use the capital letters in the following conditions.



e.g.: Radha, India, I am a boy,, September, Friday, Deepavali etc.

Activity - 6



Rewrite the following sentences by using capital letters wherever necessary.

1. he is in the market. _____
2. kohli is a cricket player. _____
3. i like visakhapatnam. _____
4. we celebrate christmas on 25th december every year.

5. i am going to bengaluru on sunday.

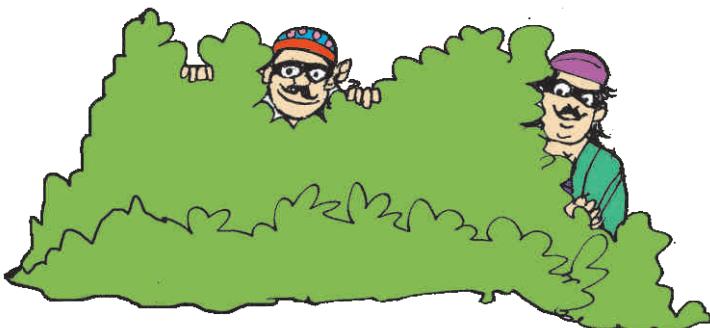
Activity - 7



Study the following sentences. Observe the pictures given below.
Write the relevant sentence for each picture.

- ◆ Tenali Rama and his wife dropped the box into the well.
- ◆ Thieves ran away from Tenali Rama krishna.
- ◆ Tenali Rama saw two thieves hiding in the bush.
- ◆ The thieves were shocked to see the stones in the box.
- ◆ Tenali Rama was watering the plants.
- ◆ Thieves drew all the water from the well.





Activity - 8



Your teacher will say aloud the following words. Listen to them carefully and write them in your note book.

jester thieves jewellery garden difficulty
reward palace couple stones draw



Listening & Responding



Activity - 9

Listen to your teacher, what she/he says.

Hi! children. I am Tenali Rama.
I am a poet in the court of
Sri Krishnadevaraya. I am
popular as a jester.



Now, tell about yourself.

Activity - 10



Tenali Rama had a garden in his house.
Ask any three of your friends about their
garden and share it with your class.

1. Do you have a garden in your house?
2. Which plants are there?
3. What kind of plants would you like to grow?



Activity - 11



Your teacher will read the following words. Repeat after your teacher.

take	make	bake	great	shape	rate
fate	male	grate	weight	sail	



Fun time

Read the following joke from a classroom wall magazine.

1. Which letter is always cool?

The letter 'B'.

Why?

The letter B is always in A.C. (in between 'A' and 'C')

2. Which word starts with the letter 'e', ends with 'e' and only one letter in it?

An envelope.

Activity - 12



Collect some more jokes and share them in the classroom.



2

The Recipe Book



Pre - reading

Look at the picture.



Hi! I am
Swathi. I help
my parents in
the kitchen.
Do you?



Activity - 1



Answer the following questions orally.

1. Where is the girl in the picture?
2. What is she holding in her right hand?
3. Name at least 5 things you see in the picture.
4. What is the girl saying?
5. Do you help your mother in her work?



Reading

THE RECIPE BOOK

Once there lived a man named Raju. He owned a small hotel. Everyone who visited his hotel liked the food as it was very tasty. Raju also supplied food on bulk orders. One day, he got a big order to cook dinner for a party. But unfortunately, he fell ill and was quite worried.

He said to himself, "I am not feeling well and not even able to get

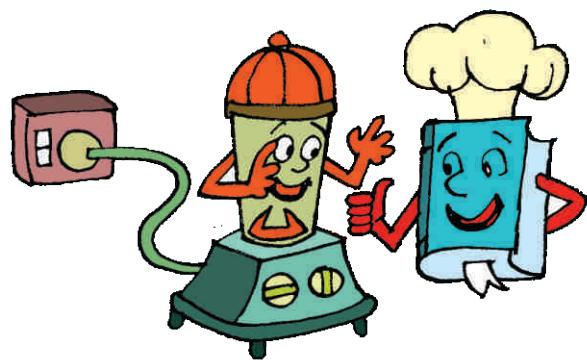
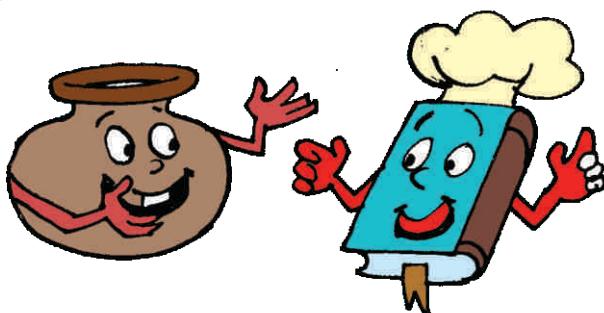
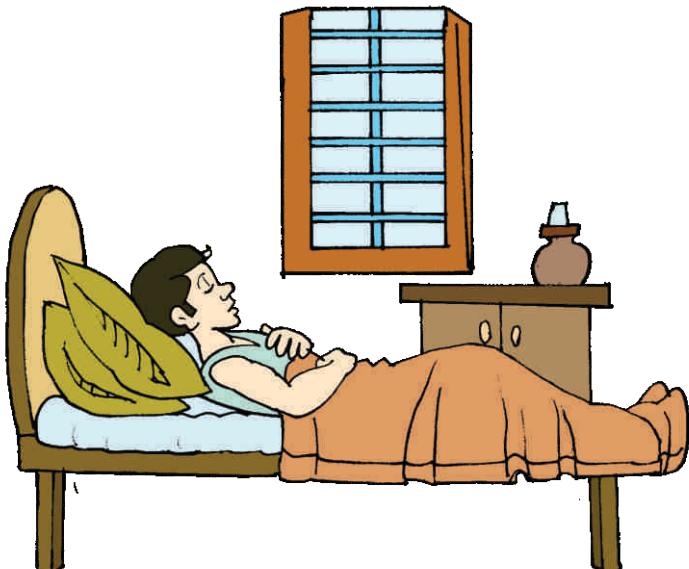
out of the bed. How can I cook for many people?"

Raju did not want to lose the opportunity. He decided to cook. But suddenly, he fainted.

The recipe book saw this. Immediately, he talked to his friends. The recipe book said, "My dear friends! Our Raju fell ill. He is on bed and is not able to cook food for the big party. I want to help Raju. Who will come with me now?"

The pot came and said, "I am big enough to prepare rice for the party".

"May I join you? I can grind the things that you need for cooking in minutes," said the mixer.



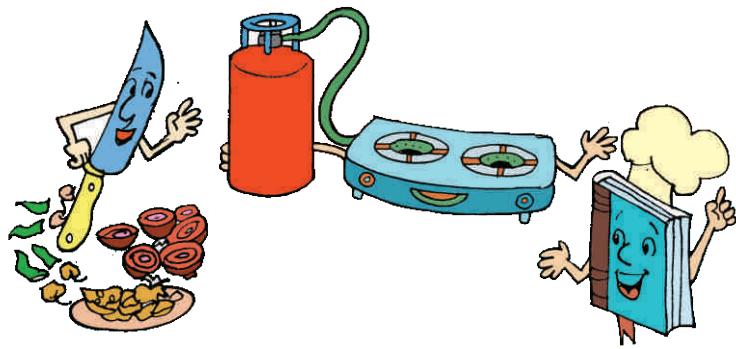
A knife came and said, "I can slice and dice the vegetables".

"Get ready, my dear tomatoes, chillies and onions. Here I come!"

Finally, the stove came and said, "Hello! Can I help you?"

"Yes! You are most welcome," said

the recipe book.



"Come on friends, let's begin cooking," said the recipe book and they prepared all dishes for the dinner.

Raju woke up after a couple of hours and entered the kitchen. He was surprised. He said to himself,

"I can't believe this. All the food for the party is ready." Raju tasted the food and it was delicious. He realised it was done by recipe book. He looked at the recipe book and said, "Who helped you in cooking?"

The recipe book pointed to the pot, the mixer, the knife and the stove. Raju thanked them all for preparing such a delicious dinner.



Glossary

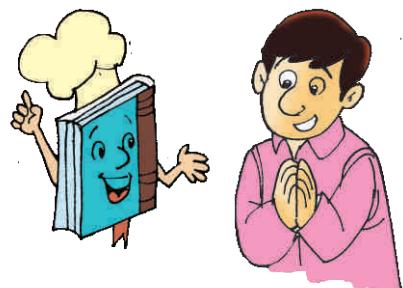
cook : a person who prepares food, an act of preparing food

unfortunately : unluckily

worried : feeling afraid and unhappy

slice and dice : to cut and chop something into pieces

delicious : tasty





Comprehension



Activity - 2

Answer the following Questions.

1. Who was the owner of the small hotel?
2. Why did people like the food in his hotel?
3. What order did Raju get one day?
4. Who helped Raju to cook food for the big party?
5. How do you help your parents in the kitchen?



Vocabulary



Activity - 3

**Look at the grid given below. Identify the things we use in the kitchen.
Circle the words. One is done for you.**

ladle, knife, peeler, pot, funnel, plate, tumbler, bowl



K	N	I	F	E	P	B
S	F	F	G	J	E	K
T	U	M	B	L	E	R
S	N	J	O	A	L	S
T	N	J	W	D	E	P
I	E	I	L	L	R	O
P	L	A	T	E	L	T



Singular and Plural forms

Read the following sentences and notice the underlined words.

1. I will play with my friend in the evening.

2. Immediately, he talked to his friends.

The word friend denotes one friend.

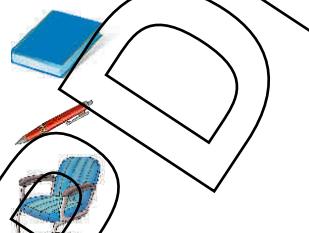
The word friends denotes more than one friend.

The words that denote one person/thing/place are said to be in singular form.

e.g.: a book = one book

a pen = one pen

a chair = one chair



The words that denote more than one person/thing/place are said to be in **plural** form.

e.g.: books = many books (more than one book)



pens = many pens (more than one pen)



chairs = many chairs (more than one chair)



Now look at some more singular and plural words in the table.

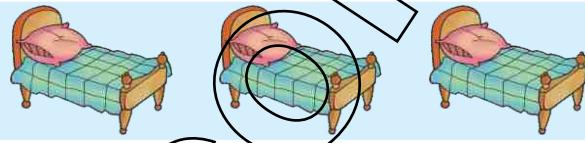
one	-	more than one
pot	-	pots
top	-	tops
book	-	books
pencil	-	pencils

Activity - 4

Write the plural forms of the following words.

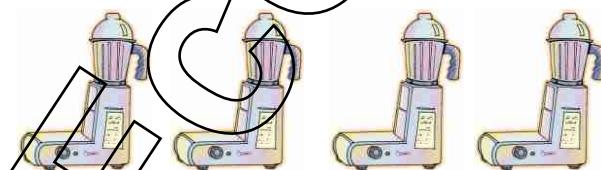
bed

-



mixer

-



stove

-



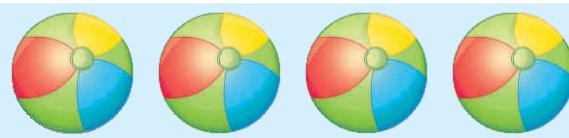
ladle

-



ball

-



bag

-



bowl

-



tablespoon

-



plate

-



peeler

-





Grammar

Read the following. Notice the underlined words:



1. I am Ravi. Raju is my friend. He is a cook.



2. Sarala is Raju's wife. She is a teacher.



3. Raju and Sarala have a small baby. It is very cute.



In the first sentence, the word I refers to 'Ravi'.

In the second sentence, the word He is used in place of 'Raju'.

In the third sentence, 'She' is used in place of 'Sarala'.

In the fourth sentence, 'It' is used in place of 'baby'.

The words 'I', 'he', 'she', 'it' are used in the place of names of persons. So they are said to be '**personal pronouns**'.

Activity - 5



Now, circle the personal pronouns in the given sentences.

1. Rambabu is a farmer. He is very kind.



2. Saritha is a singer. She sings well.



3. Sreenu has a puppy. It is cute.



4. I am Rajarao. I live in a village.



5. Haritha is a teacher. She works in a primary school.



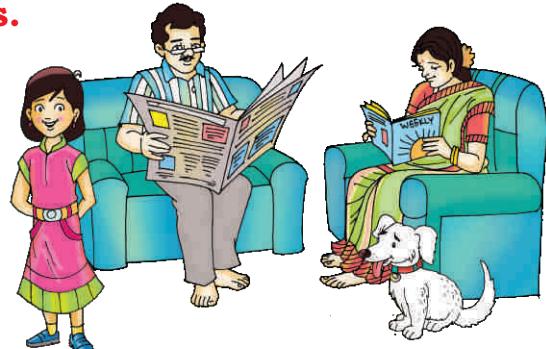
Latha is talking about her family. Read what she is talking about them.

Circle the pronouns in the following sentences.

I am Latha. I am in 3rd class.

He is my father.

She is my mother. It is my pet.



Writing



Punctuation: Full stop (.)

Read the following sentences taken from the lesson. Observe the underlined symbols at the end of the sentences.

Once there lived a man named Raju.

He owned a small hotel.

The underlined symbols are called full stops.(.)

The symbol full stop (.) is used in writing at the end of a sentence. We have to pause for a while after this symbol while reading.

Now read the following by giving a pause at the end of every sentence.

Raju did not want to lose the opportunity. He decided to cook. But suddenly he fainted.

Activity - 6



Now read the following sentences and rewrite them by keeping full stops wherever necessary.

1. The recipe book saw this

2. Immediately he talked to his friends

3. I am in 3rd class

4. I go to school regularly

5. I have many friends



Conversation

Read the conversation between the recipe book and its friends.

Recipe book : I want to help Raju. Who will come with me?

Pot : I will. I will prepare rice for the party.

Mixer : I will also join you. I will grind the things for your cooking.

Knife : I too can help you. I will slice and dice the vegetables.

Stove : Come on friends! Let's begin cooking.

Activity - 7

Imagine that your mother has fever. Your father is going to cook food. Develop a conversation between your mother and father with the help of the given clues.

Clues: happened, worry, fever, to cook, Thank you, Don't worry

Father : What Seetha! You look so dull today. What _____?

Mother: I feel feverish.

Father : Oh! You have a _____!

Mother: Yes, I am not able _____.

Father : _____ dear, I will cook today. We will see a doctor first.

Mother: _____ dear!

Father : You are welcome. Let's move.

**Listening & Responding****Uses of 'Can' and 'May':**

Observe the following sentences from the lesson.

1. “~~May~~ I join you?” said the mixer.

“~~Yes!~~ You may.”

2. “~~Can~~ I help you?” said the stove.

“~~Yes!~~ You can. You are most welcome”, said the recipe book.

In these two sentences ‘Can’ and ‘May’ are used to ask for permission. If we want to ask permission, we should use ‘Can’ or ‘May’.

Activity - 8



Now let's play the game 'Can I' or 'May I'.

Can I/May I



use
sing
play
write
close
open
sit

D

your pencil?
a song?
now?
in your notes?
the window?
the door?
here?



Yes, you can/may
No, you cannot/may not

e.g. 1. May I use your pencil?

Yes, You may.

2. Can I write in your notebook?

No, you can't.

How to play?

Note to the teacher:

Divide the class into two groups.

Display some objects on the table like pen, bag, scale, pencil, eraser, book, pad,etc...

- Ask a child from one group to pick an object(eg. pen) and let him/her ask, "Can I use this pen?"
- Make a child from other group to answer, "Yes, you can". or "No, you cannot".
- Practise with all children from both the groups.

Activity - 9

Raju got an order to cook for a big dinner party over a phone call. Develop a role play between the customer and Raju with the help of the clues given.

Raju: Hello!

Customer: Hello! _____ Raju?

Raju: Yes, Raju _____.

Customer: Can you take _____ for a birthday party?

Raju: Yes, _____ tell me the date?

Customer: For the next _____.

Raju: Yeah, sure. _____
_____ required for the dinner?

Customer: 500 plates.

Raju: Ok, come in the evening. Please, pay the advance.

Customer: Ok, _____.

Raju: You are welcome.

Can you _____ Sunday Is it speaking
How many plates an order thank you

Activity - 10

Your teacher will read the following words. Repeat after your teacher.

sign

while

bright

fight

tiger

side

five

bite

pilot

eye



POEM

The Swing

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

Up in the air and over the wall,
Till I can see so wide,
Rivers 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!

-Robert Louis Stevenson

Answer the following questions.

1. What is the poem about?
2. What is the colour of the garden?
3. Do you like swinging?
4. Name the colours mentioned in the poem?

Say aloud

swing – thing

blue – do

wall – all

wide – side

green – again

brown – down

Activity - 11

Choose the right rhyming word for the given words and fill in the blanks.

thing

do

all

side

again

down

blue

green

wide

brown

sing

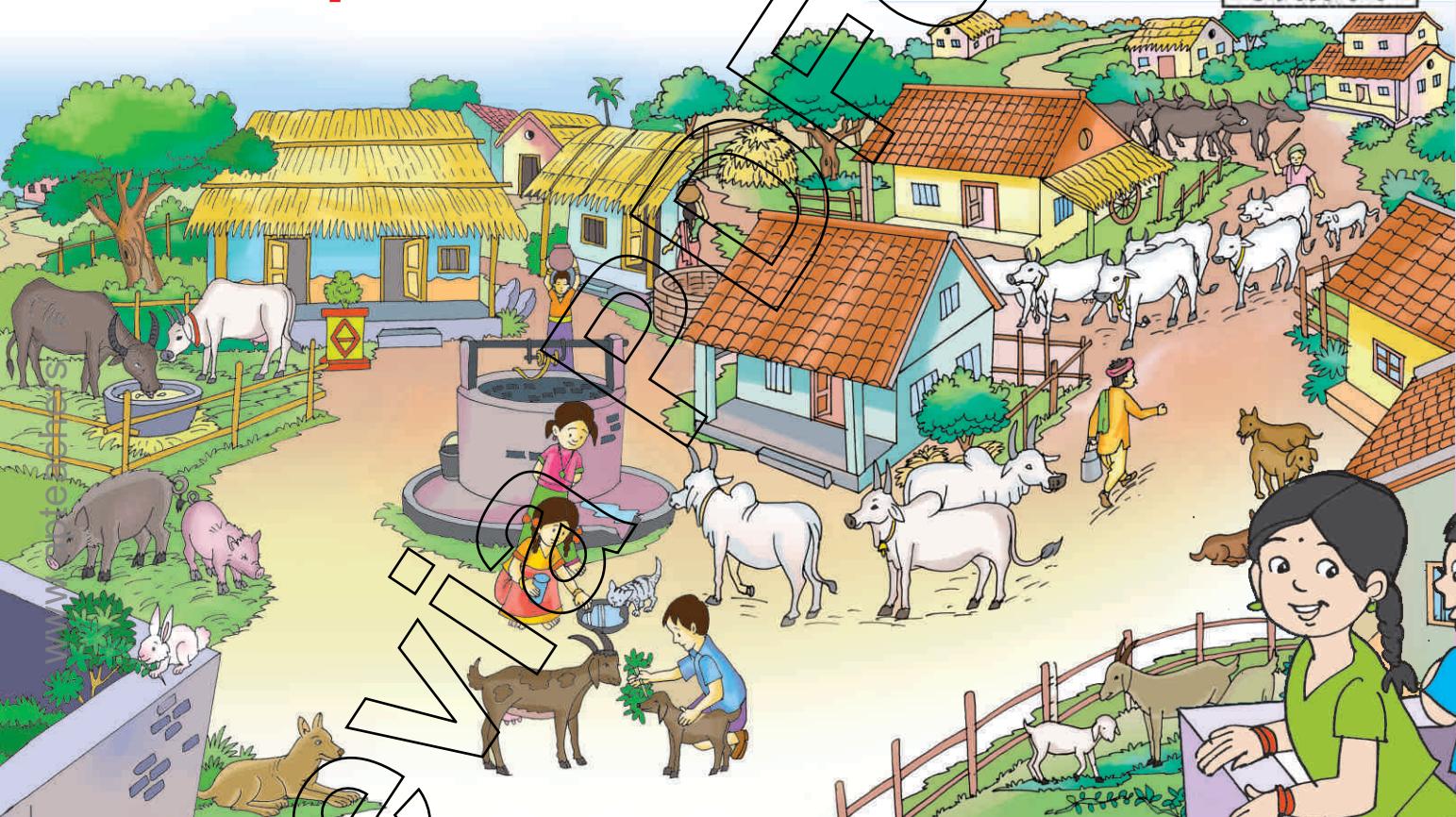
wall





Pre - reading

Look at the picture.

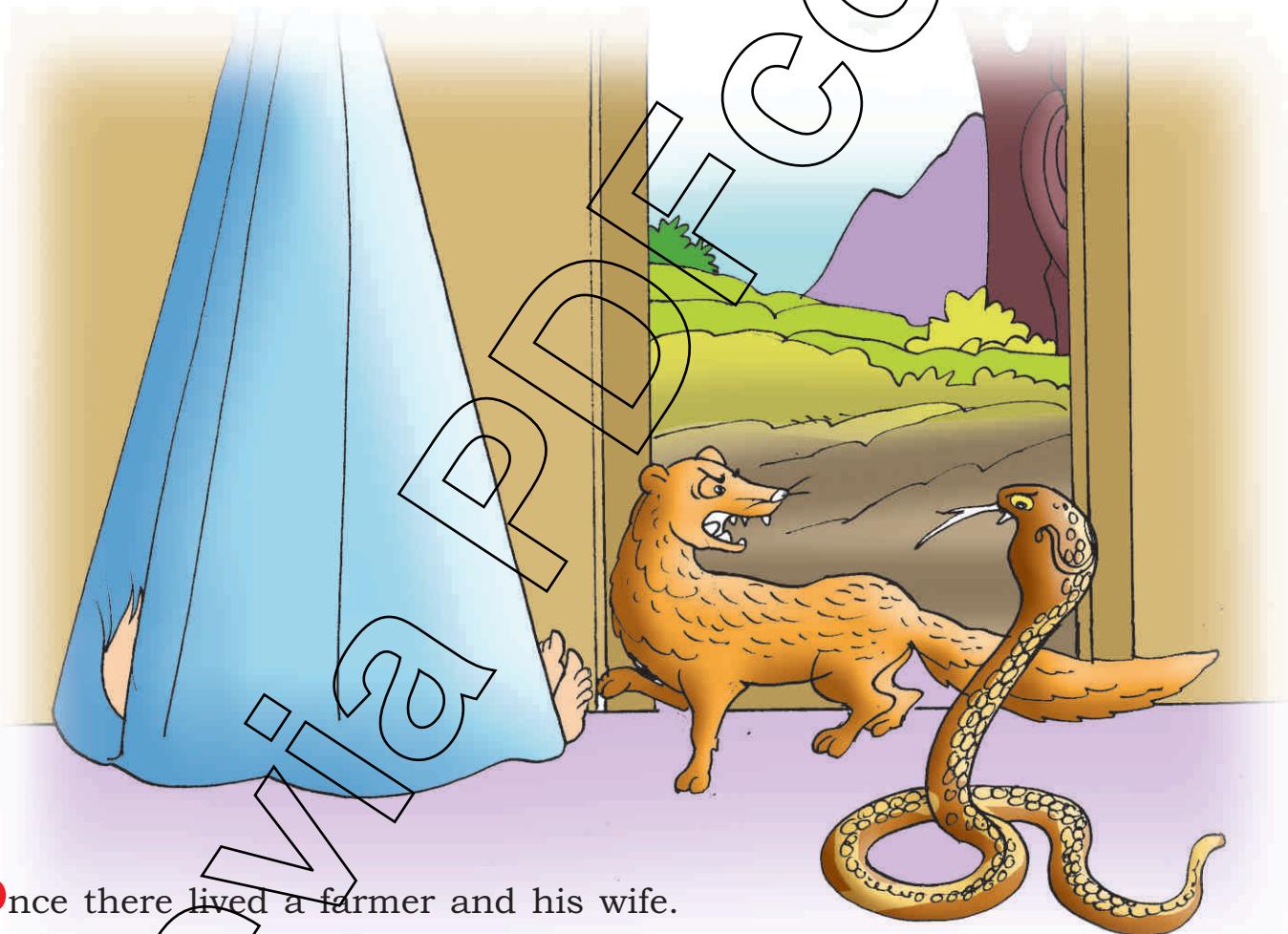
**Activity - 1**

Answer the following questions orally.

1. What animals do you see in the picture?
2. Do you have any pet animal?
3. What is the name of your pet animal?
4. Which animal do you like?
5. Name the animals you see in your area.



THE LOYAL MONGOOSE



Once there lived a farmer and his wife. They had a new born baby. They also had a mongoose as a pet. One day, the farmer went to his field as usual in the morning. His wife had to go out on some work. So she left the mongoose in the house trusting that the mongoose would take care of the baby.

Meanwhile, a long snake entered the house. The snake was crawling towards the cradle. The mongoose saw the snake. It immediately attacked the snake and killed it.

When the farmer's wife returned, she first saw the mongoose with blood stains on its mouth and teeth at the entrance of the house. The farmer's wife lost her temper and shouted, "You killed my baby!" She took a stick and drove the mongoose away.



When she entered the house, she saw the little baby sleeping in the cradle. She then saw the dead snake on the floor. She felt sorry for what she had done.

Children, can you guess and tell what would have happened next?



Glossary:

trust	:	belief
cradle	:	a baby bed
guard	:	save
return	:	come back
stains	:	a coloured mark



Comprehension



Activity - 2

Answer the following Questions.

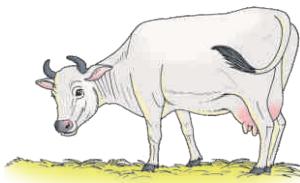
1. What was the farmer's pet?
2. Which animal entered the farmer's house?
3. Why did the mongoose kill the snake?
4. Who sent the mongoose out?
5. How did the farmer's wife feel when she saw the baby alive?



Vocabulary

Your teacher will read out the following. Repeat after your teacher.

This is a cow.



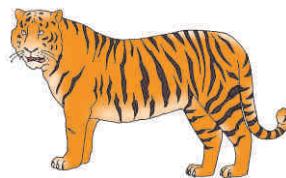
She lives with us.

The cow is called a domestic animal.

This is a tiger.

He lives in a forest.

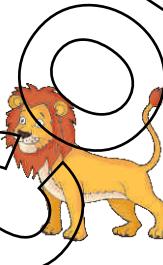
He is called a wild animal.



Your teacher will read aloud the following. Repeat after your teacher.

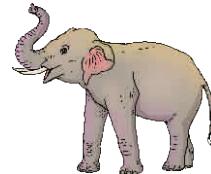
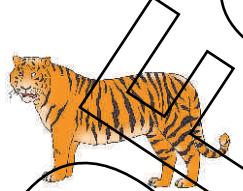
Is it a **domestic** animal?

Yes, It is.



Is it a **domestic** animal?

No, it is not.

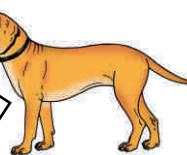


Is it a **wild** animal?

Yes, it is.

Is it a **domestic** animal?

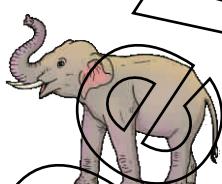
Yes, it is.



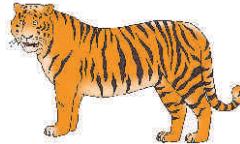
Is it a **wild** animal?

Yes, it is.

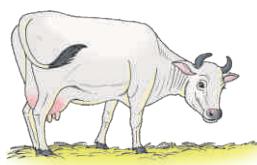
Read the names of some domestic and wild animals



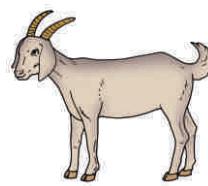
elephant



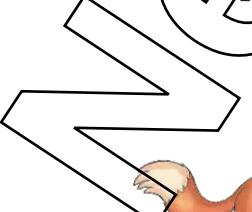
tiger



cow



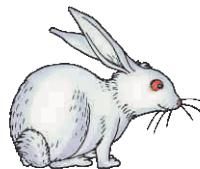
goat



fox



sheep



rabbit



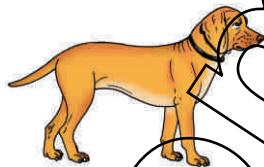
horse



wolf



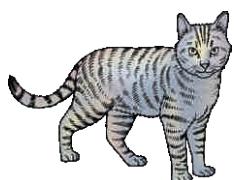
crocodile



dog



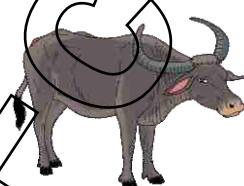
snake



cat



lion



buffalo



deer

Activity - 3**Read the words given in the box.**

elephant giraffe dog

tiger

deer

rabbit

sheep

lion

cat

goat

camel

horse

crocodile

buffalo

Now classify them.**Domestic animals****Wild animals**

cow

lion

Fill in the blanks with the word 'domestic' or 'wild' and say it aloud.

1. The cow is a animal.

2. The snake is a animal.

3. The giraffe is a animal.

4. The dog is a animal.

5. The cat is a animal.

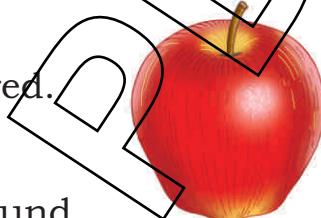


Grammar

Read the following sentences. Observe the words given in colour.

Is this a **red** apple?

Yes, it is red.

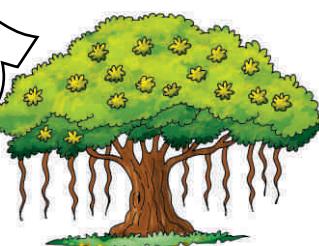


Is it a **round** apple?

Yes, it is round.

Is it a **small** tree?

No, it is not.



Is it a **big** tree?

Yes, it is.

Observe the underlined words in the following.

1. A small baby is in a cradle.

2. The baby is playing with a round ball.

3. The ball is brown in colour.

In the first sentence, the underlined word 'small' describes the size of the baby. In the second sentence, the underlined word 'round' describes the shape of the ball. In the third sentence, the underlined word 'brown' describes the colour of the ball.

These words are called **describing words** or **adjectives**.

Your teacher will read aloud the following adjectives. Repeat after your teacher.

big	small
cool	hot
flat	round

long	short
beautiful	ugly
strong	weak

Activity - 4



Match the following phrases with their pictures.

a big tree



a green grass



a round apple



a small baby



a red balloon



Activity - 5



Fill in the blanks with suitable adjectives.

1. This is a puppy.

- A) blue B) round C) small



2. The leaf is in colour.

- A) green B) white C) blue



3. The box is in shape.
 A) round B) triangular C) square

4. The elephant is in size.
 A) small B) big C) little
5. The bag is in colour.
 A) pink B) green C) blue



Writing

Kala : Siddu, do you have any pet animal?

Siddu : Yes, I have a puppy.

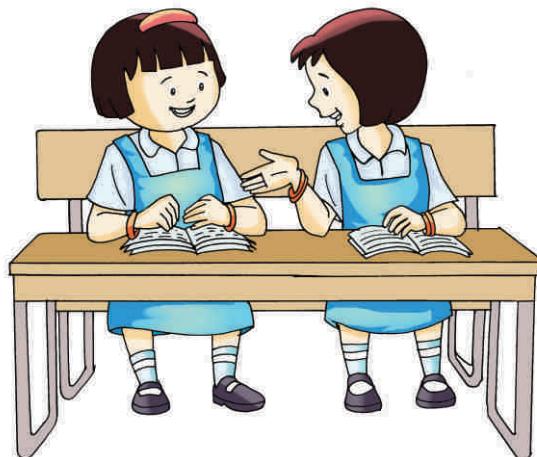
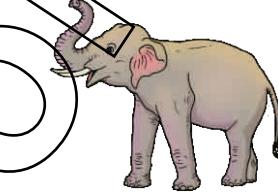
Kala : What is its name?

Siddu : Tommy.

The above sentences, asked by Kala, end with a question mark (?). These are called interrogative sentences. They generally start with 'Wh' like who, which, when, what, where, why and how (how also has a 'w' and a 'h') 'I', 'is', 'are', 'do', 'can', 'will'...etc. also end with a question mark (?).

Read the following examples.

1. What is your name?
2. How old are you?
3. Do you want water?
4. Can you speak English?
5. Will you come tomorrow?



Activity - 6

Read the following sentences and put a full stop (.) or a question mark (?) wherever necessary.

1. Who is your teacher

2. I am a boy

3. This is my book

4. What is your father

5. Why are you crying

6. We are playing

7. Is it true

8. Will you go to the market

9. She is reading

10. Can you speak English

Activity - 7

Observe the following sentences.

A

B

1. He **is** a boy. - **Is** he a boy?

2. They **are** kites. - **Are** they kites?

3. She **can** play. - **Can** she play?

4. You **will** come. - **Will** you come?

5. I **have** a car. - **Do** I have a car?

The above sentences under column 'B' are in question forms.

Change the following sentences into question form and put a question mark at the end of the sentence. One is done for you.

Eg. We will go to picnic.

Will we go to picnic?

She is a doctor.

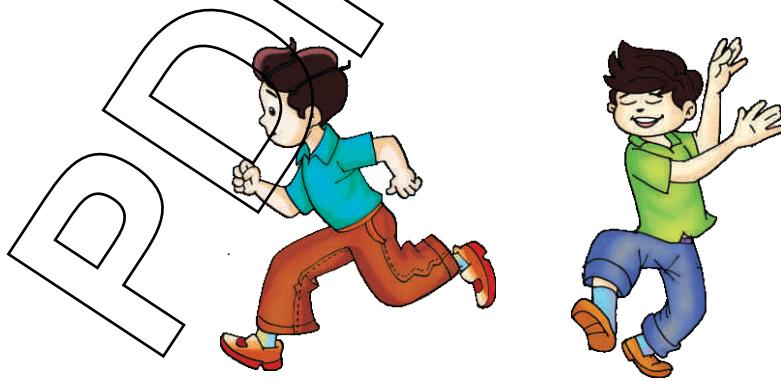
They are playing.



I can dance.

You are coming.

He can run fast.



Activity - 8

Write five lines about the picture. Use the following clues. One is done for you.

black cat

tall tree

big house

small plant

blue clouds

e.g. There is a small bird in the picture.



1. There is a _____ in the picture.

2. There is a _____ in the picture.

3. _____ in the picture.

4. _____

5. _____

Activity - 9

Your teacher will dictate the following words. Write them in your note book.

temper, stick, mongoose, loyal, entrance, crawl, cradle

**Listening & Responding**

Listen to the following conversations. Role play the characters (conversation).

**Conversation-1**

A rabbit wants to prepare payasam. He requests his friends for the ingredients to prepare payasam.

Rabbit : Dear Monkey, I want to prepare payasam.
Can you give me some sugar?

Monkey : Here it is.

Rabbit : Thank you.
Dear fox, can you bring me sago?

Fox : Oh, I am sorry. I have no sago.

Rabbit : It's alright.

Elephant : May I help you friend? Here is some sago.

Rabbit : Thank you very much.

Dear cow, can you give me some milk?

Cow : With pleasure.

Rabbit : Thank you friends.
Let's prepare payasam.

**Conversation-2**

Leela is in Class three. One day, she forgot to bring her pencil to class. She wanted to draw a picture. She requested her friends for a pencil.

Leela : David, can you give me your pencil?

David : Sorry, I have no pencil.

Leela : It's O.K.

Leela : Rani, can you give me your pencil?

Rani : Yes, here it is.

Leela : Thank you, Rani.

Rani : It's alright.

Activity - 10



Now practise the above conversation in pairs or in groups.

Activity - 11



Your teacher will read the following words. Repeat after your teacher.

boy coin spoil join notice employ
joy moisture toy oil boil

Team Time



Activity - 12



Find out your friends' pet animals. List them as given in the table below.
A sample is given for you.

Name of the student	Pets	Uses	Homes
Vani	a dog	guards home	kennel

Now, collect the pictures of pet animals from old magazines or newspapers, and paste them here.

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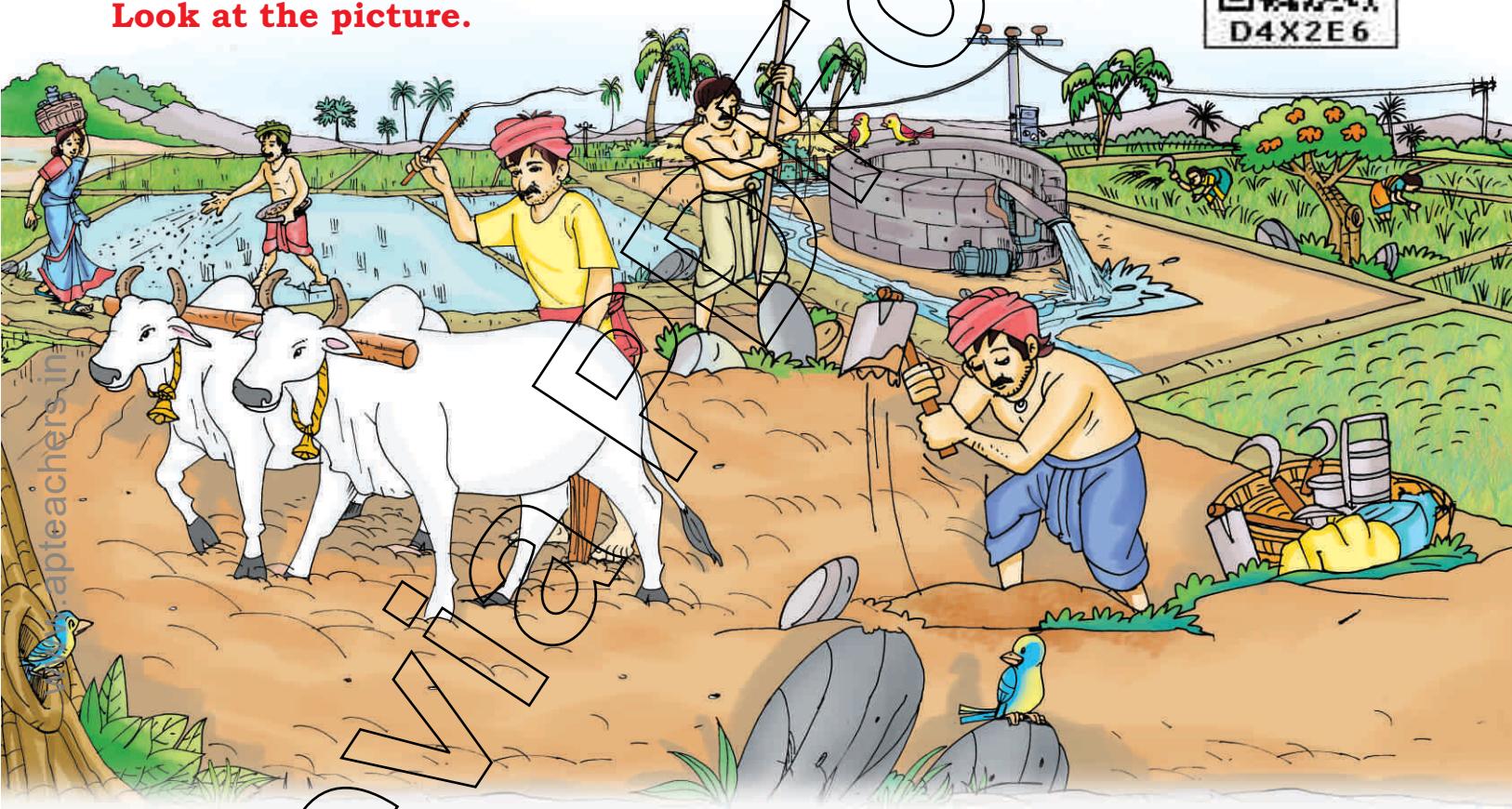




Pre - reading



Look at the picture.



Activity - 1

Answer the following questions orally.

1. Where are the people?
2. What are they doing?
3. What is the man doing with the plough and the oxen?
4. Have you ever visited any fields?
5. What is your father?
6. Where do teachers work?

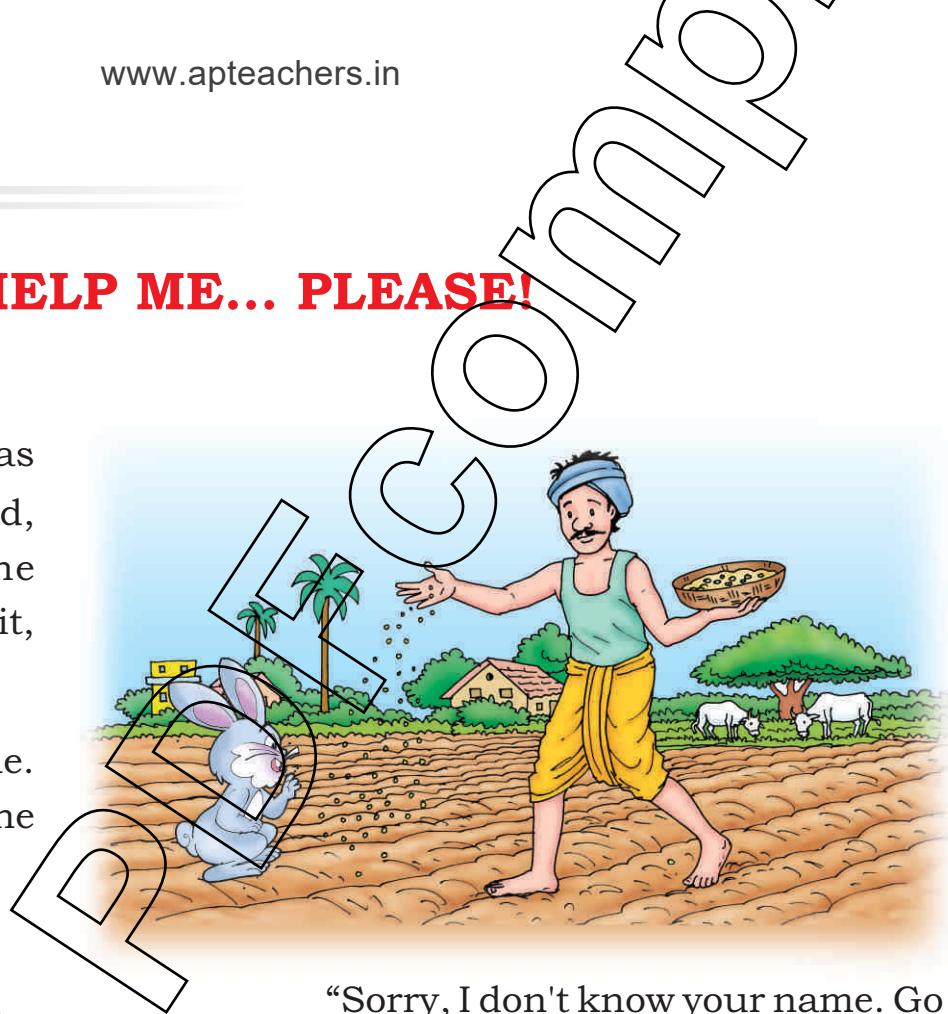


Reading

HELP ME... PLEASE!

One day, a farmer was sowing seeds in his field, and saw a rabbit. The farmer asked the rabbit, "What is your name?"

"Oh! I forgot my name. Please help me," said the rabbit.



"I am busy making pots. Go and ask my friend, the barber," replied the potter.

Then the rabbit met the barber. "Barber, help me, please. I forgot my name. Do you know what my name is?" she asked.

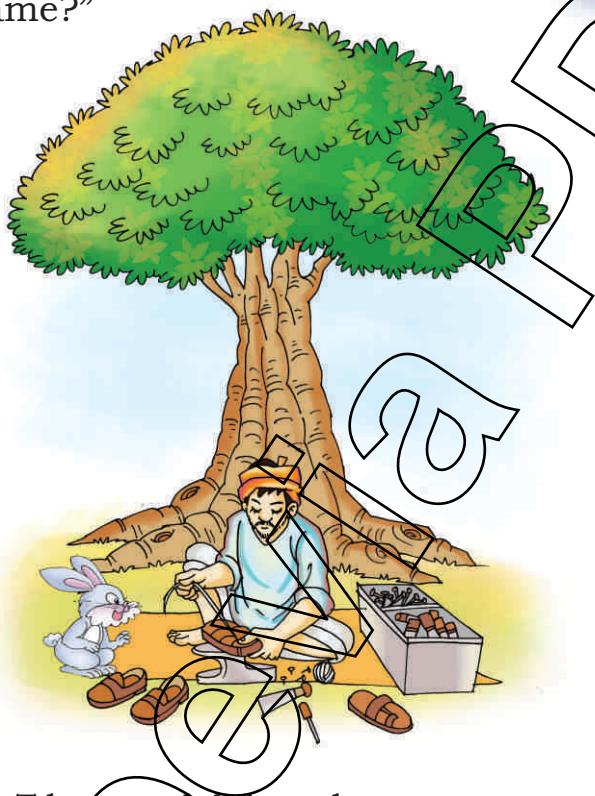
"Sorry, I don't know your name. Go and ask my neighbour. He is a nice potter. He will help you," said the farmer.

The rabbit went to the potter and asked, "Potter, I forgot my name. Can you please help me?"



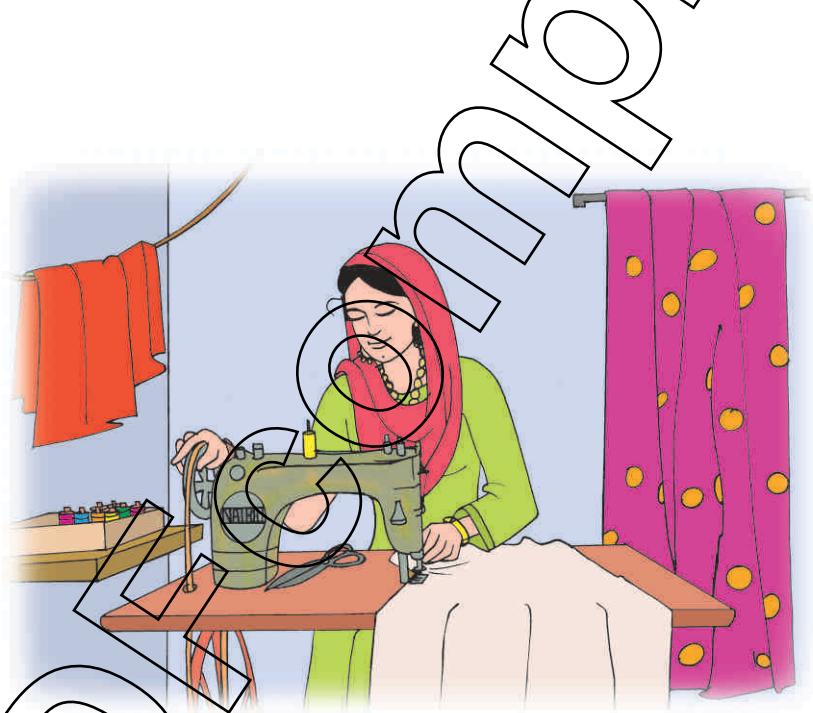
The barber was quick at his work. He said, "I am busy trimming hair. Please meet my sister. She is a tailor. She stitches beautiful clothes. She will help you," he said.

Now the rabbit went to the tailor and asked, "Tailor, will you help me? Do you know my name?"



The rabbit then saw a fisherman. He was catching fish in a pond nearby. The rabbit asked the fisherman for help, but he too said "I don't know."

The rabbit was sad and didn't know what to do. There was a



The tailor was busy stitching clothes. She said, "I am very busy. Go and ask the man sitting under the tree. He is a cobbler. He will help you."

The rabbit went to the cobbler. He was mending shoes.
"Cobbler, please help me. Can you tell me what my name is?" rabbit asked.

"I am tired. I don't know. Go away." he shouted.



school nearby. The teacher was teaching the letters of the alphabet to the children. She said, "R for Rabbit" and the students repeated after her.

"I got it! My name is Rabbit. I found out my name at last," said the happy rabbit and hopped away.



Glossary

sow	=	place seeds in ground
forgot	=	unable to remember
neighbour	=	a person who lives near another
quick	=	skilful, fast
trim	=	cut closely
stitch	=	do needle work
mend	=	restore by replacing
alphabet	=	letters used to write

Comprehension



Activity - 2



Answer the following questions.

1. Who was sowing seeds?
2. What did the rabbit forget?
3. Where did the cobbler sit?
4. Who helped the rabbit to find her name?
5. Whom do you ask for any help?



Vocabulary

Read the following. Observe the words given in red colour.

1. The first person the rabbit met is the farmer.
2. The second person the rabbit met is the potter.
3. The third person the rabbit met is the barber.
4. The fourth person the rabbit met is the tailor.
5. The fifth person the rabbit met is the cobbler.
6. The sixth person the rabbit met is the fisherman.
7. The seventh person the rabbit met is the teacher.

The words given in colour are used to indicate the order of things / persons.

Activity - 3



Observe the pictures. Fill in the blanks.



1



a barber



3

a cobbler



4

a fisherwoman



5

a tailor

1. The fourth woman is _____.

2. The driver is the _____ woman.

3. The second woman is _____.

4. The tailor is the _____ woman.

5. The cobbler is the _____ woman.



Read the following sentences. Observe the words in bold.

1) The rabbit was grazing **in** a field.

2) The rabbit sat **on** a wall.

3) The man was sitting **under** a tree.

The first sentence tells us the place where the rabbit was grazing.

The second sentence tells the place where the rabbit was sitting.

The third sentence says where the man was sitting.

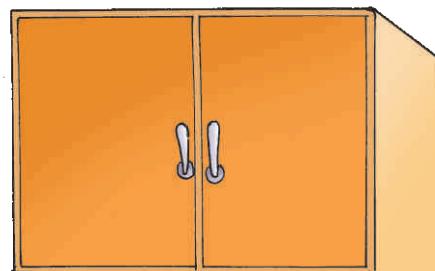
The words given in bold denote the position of the subject. In the absence of these words, the sentences will not be meaningful, they are called prepositions.

Study some more examples.

There is a ball **in** a box.

The box is **on** a table.

The table is **under** a cupboard.

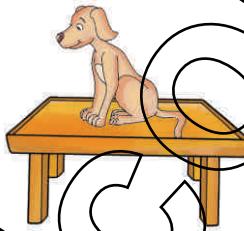


Activity - 4

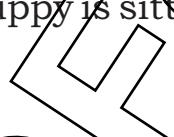


Now, fill in the blanks with the words in/on/under.

1. There is a puppy _____ a table.



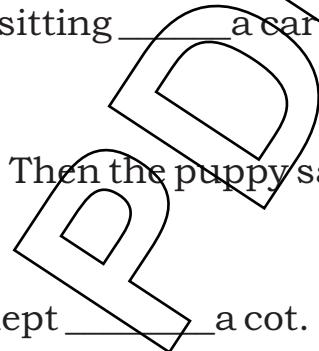
2. Now the puppy is sitting _____ the table



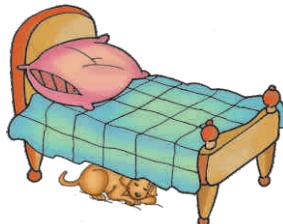
3. Next the puppy is sitting _____ a car.



4. Then the puppy sat _____ a bike.

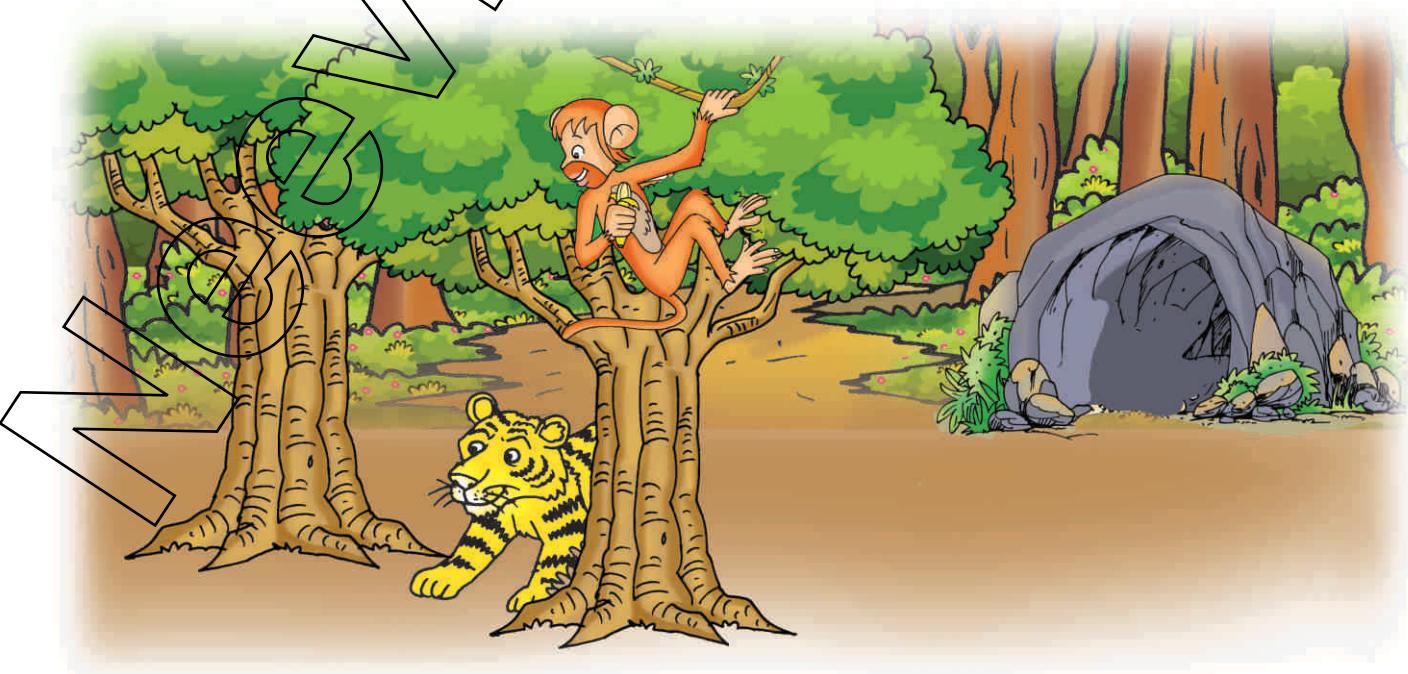


5. Later the puppy slept _____ a cot.



Activity - 5

Observe the following picture.



Fill in the blanks in the given passage with correct prepositions.

There were two big trees _____ a forest. One day, a tiger sat _____ a tree. It saw a monkey _____ the tree. The tiger waited a long time _____ the tree. But the monkey still sat _____ the tree. The tiger found a cave _____ the forest and went there.

Writing

Read the following.

The rabbit found a book in the field. It showed the book to its friends. It said like this.

This is a book.
It is a note book.
There are many pages in the book.
The book is made up of paper.
The book is useful to write.
It is also useful to draw pictures.



Activity - 6

Imagine that you found a mobile phone. Now write 4 to 5 sentences using the clues.

This is a phone.

Phone (mobile)

There are _____ (features) in the phone.

The mobile is useful to make calls.

_____ (take photos)

_____ (play games)



Activity - 7



The rabbit got a mobile phone. It dialed the number of the potter. Read the telephonic conversation between the rabbit and the potter.

Rabbit : Hello! Is it the potter?

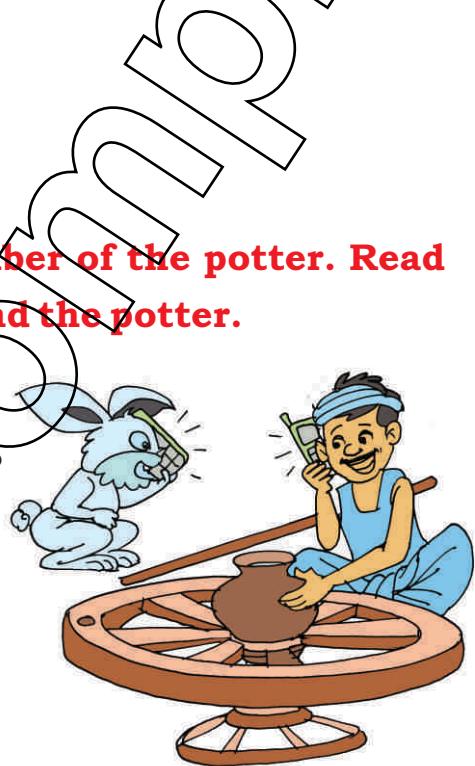
Potter : Yes, who is speaking? What do you want?

Rabbit : Sir! I forgot my name. Please help me.

Potter : I am busy in making pots.

Make a call to the cobbler.

Rabbit : Ok, thank you, I will call the cobbler.



Now develop a conversation between the rabbit and the cobbler.

Rabbit: _____ ?

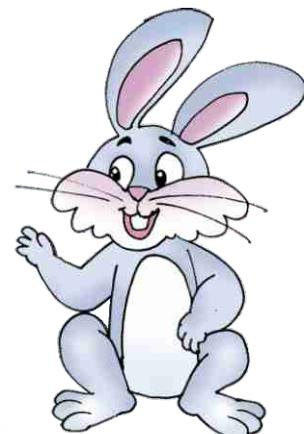
Cobbler: _____ ?

Rabbit: _____ .

Potter: _____ mending _____ .

Make a call to _____

Rabbit: _____ , I will ask _____ .



Listening & Responding

Listen to this description read by your teacher.

Kiran came from school in the evening. He wanted a ball to play with. He asked his sister for it. She gave him the ball. Then, Kiran said,

“**Thank you**, sister.”

His sister replied, “You're welcome.”

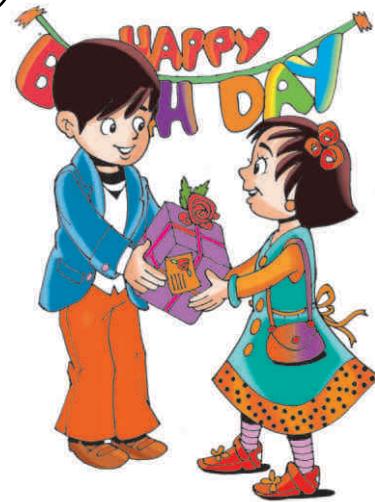
We thank anyone when we get help. We use **Thank You, Thank you sir, Thank you brother, Thank you sister, Thanks a lot** etc...

Activity - 8



Now, say some sentences to express thanks ...

1. Thank you teacher for your help.
2. Thank you brother for your gift
3. _____ for your support.
4. _____ for your care.
5. _____ Sweety
6. _____



Activity - 9



In your lesson, all the persons are busy with their work on their own. They helped the rabbit. We should do our work and help others. Read the following conversation and continue it.

Rahim : Your dress is neat.

Ramya : Thank you, I wash them on my own.

Rahim : Me too.

Ramya : I wash my plate and glass.

Rahim :

Ramya : _____ (clean)

Rahim : Me too.

Ramya : Who helps you in getting ready to school?

Rahim : _____

Ramya : Good, one should do one's work.



Activity - 10



Your teacher will read the following words. Repeat after your teacher.

mould

soak

note

stone

boat

bone

close

float

home

own

ocean



Sing & Enjoy

POEM

The Wheels on the Bus

The wheels on the bus go round and round,
Round and round, round and round.

The wheels on the bus go round and round,
All day long.

The engine on the train goes chuk, chuk, chuk,
Chuk, chuk, chuk, chuk, chuk, chuk.

The engine on the train goes chuk, chuk, chuk,
All day long.

The bell on the bicycle goes tring, tring, tring,
Tring, tring, tring, tring tring tring.

The bell on the bicycle goes tring, tring, tring
All day long.



- Verna Hills

Activity - 11



Match the following:

Here are some vehicles and the sounds they make. Match the vehicles with their corresponding sounds. One is done for you

- A bus
- A train
- A bicycle
- A jeep
- A car

- pom, pom
- tring, tring
- vroom, vroom
- peep, peep
- chuk, chuk

Activity - 12



Colour the picture. Name it and write in the box.

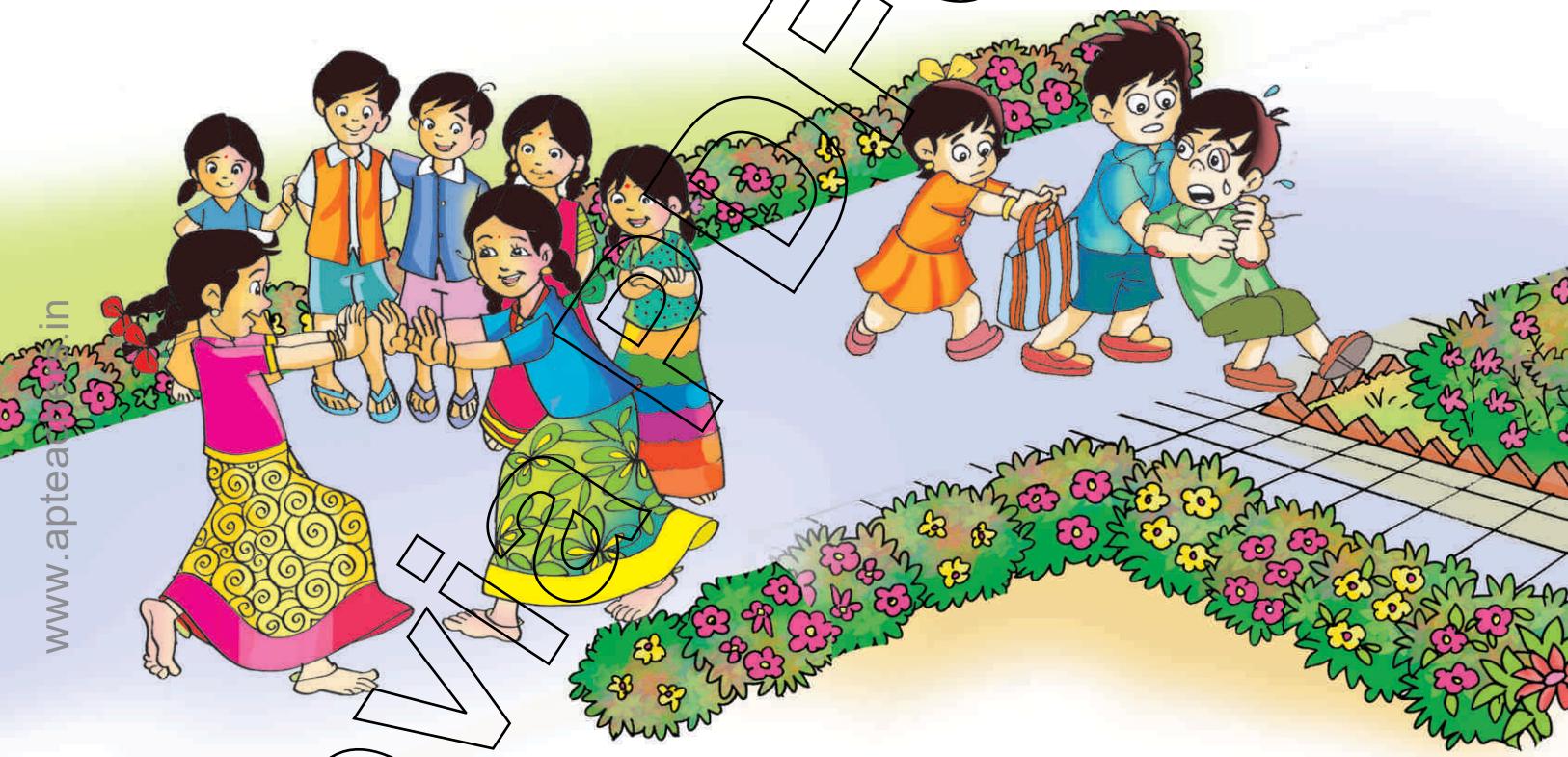




Pre - reading



Look at the picture.



Activity - 1

Answer the following questions orally.

1. How many children are there?
2. What are the girls doing?
3. What happened to the boy?
4. What is the other boy doing?
5. Have you ever helped anyone?



Reading

THE GOOD SAMARITAN

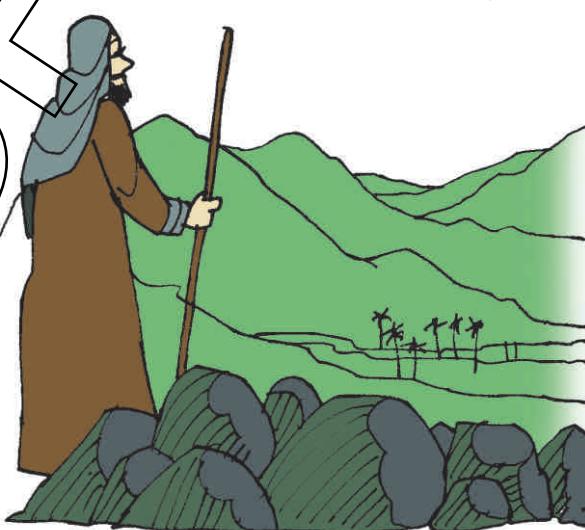
01

Once upon a time, an honest Jewish man lived in Jerusalem.



02

One morning, he put some money in a bag and started his journey to Jericho.



03

Suddenly, a gang of robbers beat him up cruelly and took away all his money. The Jewish man was seriously wounded and was left on the road.



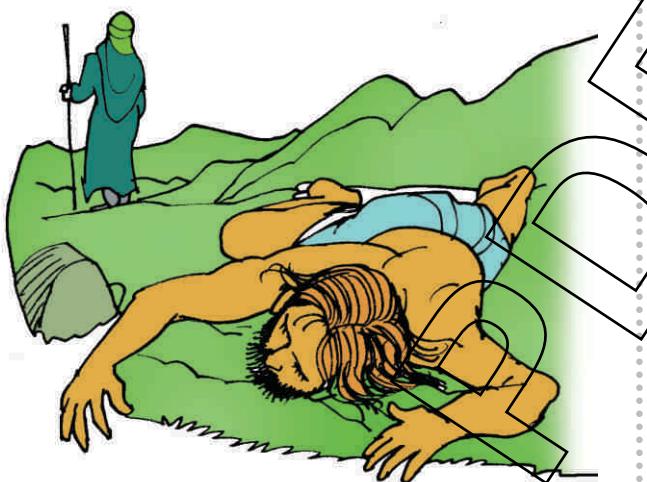
04

After some time, the man heard some footsteps. He opened his eyes with great difficulty and saw a priest nearby. "The priest will certainly help me," thought the wounded man. But the priest did not stop, and went on his way.



05

Later, a Levite came that way. "The priest did not help me, but the Levite will surely help me," thought the wounded man. But the Levite also did not stop and went away.



06

Then, he saw a man coming towards him. He was riding a donkey. He was a Samaritan. Jews didn't like Samaritans and didn't treat them very well. "He may not help me and may even laugh at me", thought Jewish man who was dying on the road.



07

When the Samaritan saw wounded man, he stopped his donkey, got off its back and felt compassion for him. He knelt near him and asked the man what had happened.



08

The Jewish man was almost fainting. With great difficulty, he could utter one word, "Robbers!". "I will help you," said the Samaritan in a tender voice. He went back to the donkey and took a few things out of his bag. He gently lifted the man and made him sit. He gave him some water to drink and washed his wounds and bandaged them.

09

Then, the Samaritan helped him sit on his donkey and took him to a nearby inn.

**10**

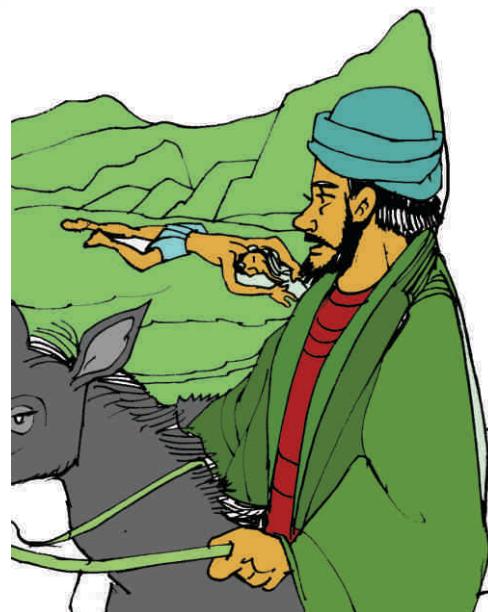
He paid the inn-keeper enough money and left the man under his care. “I'll pay you more money, if necessary, when I return,” he said to the inn keeper. The inn-keeper took good care of the Jewish man.

**11**

Soon, the man recovered and was fit enough to travel. He went back to his hometown. He always remembered the Samaritan's kind gesture.

**12**

Just think it once... “Which of the three men do you think was a real neighbour to the beaten man?”





Glossary

Jewish man	=	a man belonging to Judaism
robber	=	a thief who steals by violence
priest	=	a person who performs religious duties
Levite	=	a member of the tribe of Levi
Samaritan	=	a member of people inhabiting Samaria
inn	=	a hotel providing lodging for travellers



Comprehension



Activity - 2

Answer the following questions.

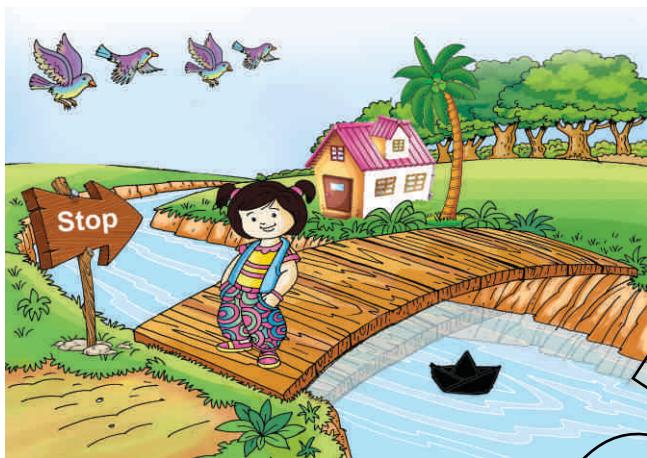
1. Where did the Jewish man live?
2. Who started the journey to Jericho?
3. Where was the Jewish man left by the robbers?
4. Who helped the Jewish man?
5. Why was the Samaritan called 'The Good Samaritan'?



Vocabulary

Read the following opposite words.

open	x	close
after	x	before
near	x	far
stop	x	start
kind	x	cruel

Activity - 3

Observe the above two pictures. Identify the differences in them and fill in the blanks with the words given in the box.

many tall small closed white fat start

1. A _____ house. x A **big** house.
2. A **black** boat. x A _____ boat.
3. A _____ coconut tree. x A **short** coconut tree.
4. A _____ girl. x A **thin** girl.
5. A **stop** board. x A _____ board.
6. Few birds. x _____ birds.
7. _____ door. x **opened** door.

Activity - 4

Your teacher will read out the following words/phrases. Write them.

1. honest
2. money
3. coat
4. journey
5. a gang of robbers
6. wound
7. footsteps
8. innkeeper
9. hometown
10. gesture

Grammar

Read the following statements. Observe the underlined words.

1. Jewish man lived in Jerusalem.
2. He started his journey one morning.
3. He opened his eyes with great difficulty.
4. He stopped his donkey.

The underlined words are **action words**. They are called verbs. They denote completed actions. They are used here in simple past tense.

The root forms of the above verbs are live, start, open and stop. The past tense form of the above verbs are formed by adding **-ed** or **-d**.

Such verbs are called **regular verbs**.

Activity - 5

Frame meaningful sentences from the following table.

I	painted	a question
We	played	coffee
He	asked	the door
She	ordered	cricket
They	closed	a picture

e.g. I painted a picture.

Activity - 6

Read the following passage. Find the regular past form of verbs.

Once there lived an old man named Suranna. One day, he invited his friends to his home. He called his wife and asked her to prepare dinner. She prepared a delicious dinner. All of them enjoyed the dinner. They thanked the couple.

Circle the regular past tense form of the verbs in the passage and write them down in the blanks.

1. _____
3. _____
5. _____

2. _____
4. _____
6. _____

Writing

Activity - 7

**Rewrite the following with correct punctuation.
(Full stop, Capitalization)**

the jewish man saw a man coming towards him he was riding a donkey the
man was a samaritan

Activity - 8

Write 4 or 5 sentences about your visit to a place (a temple/a church/a mosque). Use the following clues.

visited – with parents – last month – enjoyed – bought toys

1. _____
2. _____
3. _____
4. _____
5. _____

**Listening & Responding****Activity - 9**

You are going to school. On the way, you have seen a puppy limping and crying.

- What do you do?
- You have helped the puppy. You are late to school. How do you feel?

Enact the above scene as a skit.

Activity - 10

Your teacher will read the following words. Repeat after your teacher.

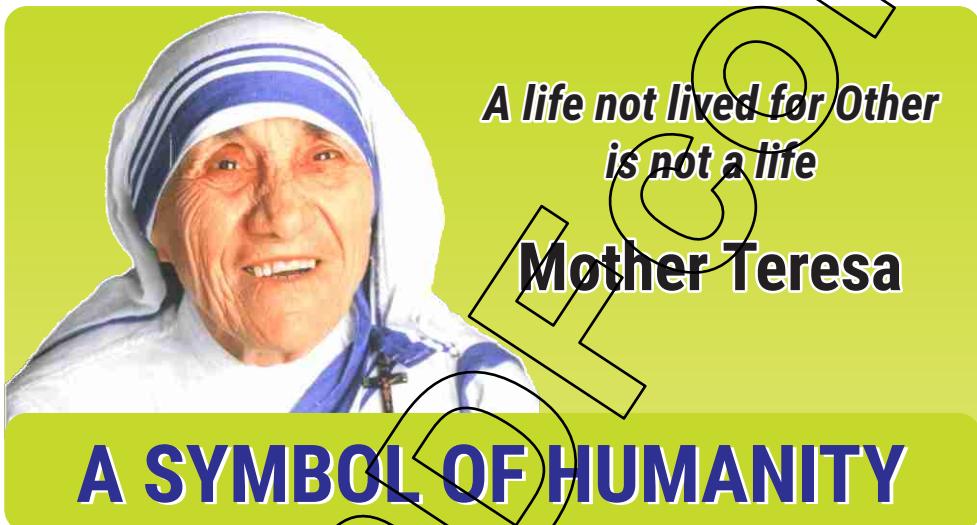
owl cow howl bow loud doubt

down round around vowel devour

Activity - 11



Read the following poster.



Prepare your own poster.



Activity - 12

Look at the picture. A girl is tying a bandage to her brother's finger. Colour the picture.

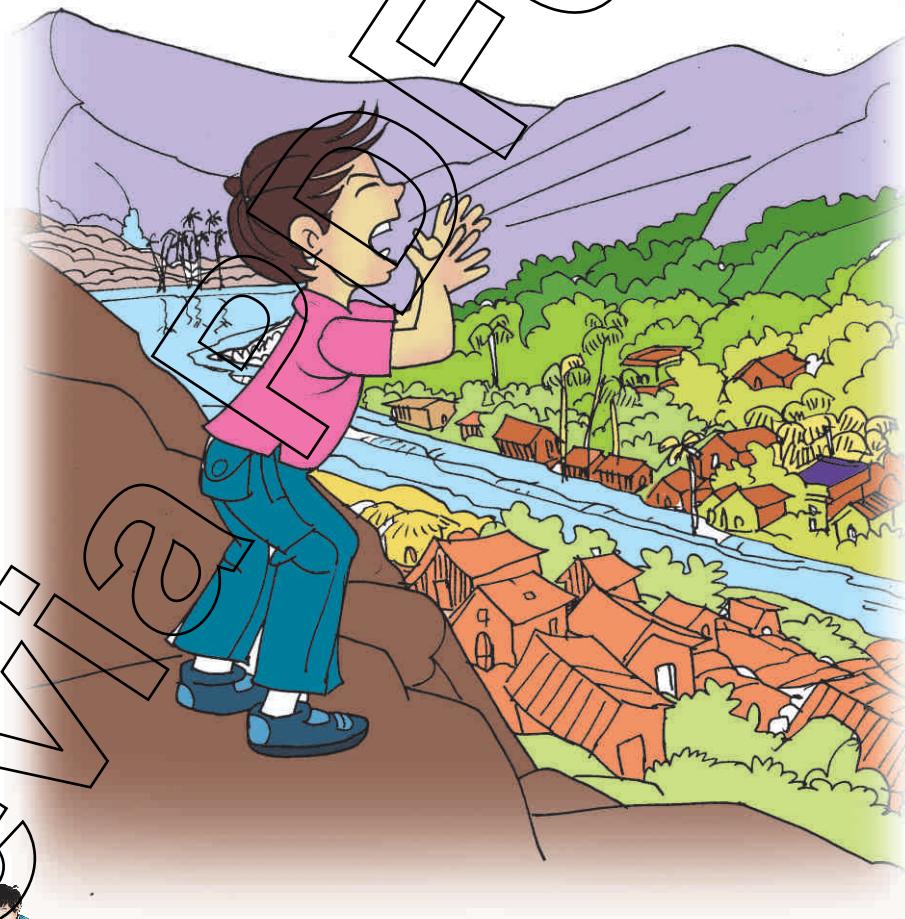


Z6B9Z3



Pre - reading

Look at the picture.



Activity - 1



Answer the following questions orally.

1. What do you see in the picture?
2. Where is the boy in this picture?
3. What is he doing?
4. What do you do when you are angry?
5. What do you do when you are happy?



Reading

DO GOOD AND REAP GOOD

Once, there lived a boy named Malli with his mother, near a valley. The valley was surrounded by beautiful hills and trees. He liked that place very much. He played with his friends under the shade of the trees in the valley on Sundays and holidays. His school was also nearby. On Saturday, the weekly fair took place. On that day, people from nearby villages came there to buy their daily commodities. Malli liked ice cream very much, so he bought it on Saturdays.

One Saturday, he asked his mother to give him ten rupees to buy an ice cream. But his mother did not give him the money. He was unhappy. He said to his mother, "I hate you Maa!" angrily with a red face.

He ran out of the house and went up to the valley and shouted, "I hate you! I hate you!" again and again angrily. Soon Malli heard the same words from the

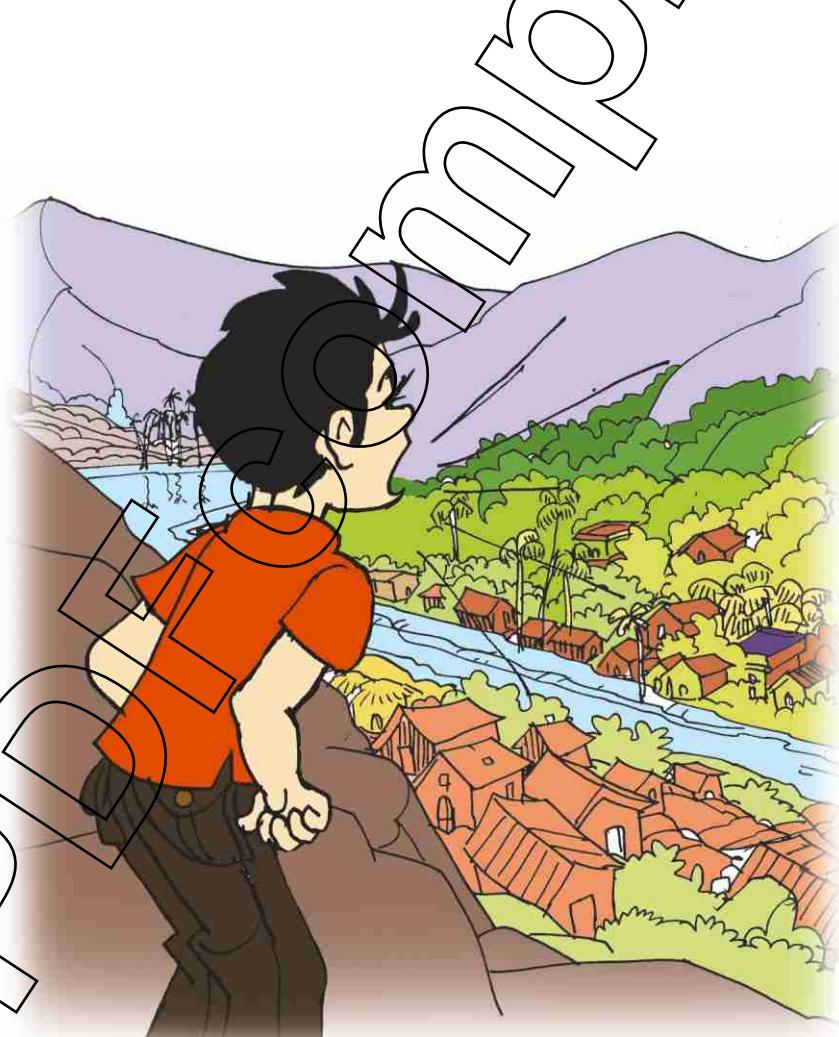


other end of the valley, "I hate you! I hate you!" He got afraid.

He ran back to his mother and said "Amma, there is a bad boy in the valley shouting at me." His mother was surprised and said, "What did he say?" Malli replied, "The boy shouted back, 'I hate you! I hate you!'"

His mother laughed and said, "Go to the place again and shout back, I love you! I love you!" Then Malli went there and shouted, "I love you! I love you!" He now heard the echo after him, "I love you! I love you!" Malli felt very happy and ran back home. He hugged his mother and said, "I love you, Amma." The boy learnt a new lesson.

In life, whatever we do, we get back the same.



Glossary

valley	: a low area of land between hills
hate	: dislike strongly
echo	: resound
hug	: embrace tightly to express affection
surprise	: something unexpected



Comprehension

Activity - 2



Answer the following Questions.

1. Where was Malli's house?
2. How was the valley?
3. On what day was the village fair held?
4. What did Malli ask his mother?
5. Why was Malli angry with his mother?
6. What was he afraid of?
7. Have you ever been afraid of anything? Why?



Vocabulary

Read the following sentences.

- 1) a. Malli is afraid of the sound.
b. Malli feared the sound.
- 2) a. We feel happy to hear any good news.
b. We are glad to hear any good news.

In the above sentences, the underlined words 'afraid of' and 'feared' convey the same meaning. Similarly, the words 'happy' and 'glad' convey the same meaning. The words 'happy' and 'glad' are synonyms.

Take down the following pairs of synonyms in your note book.

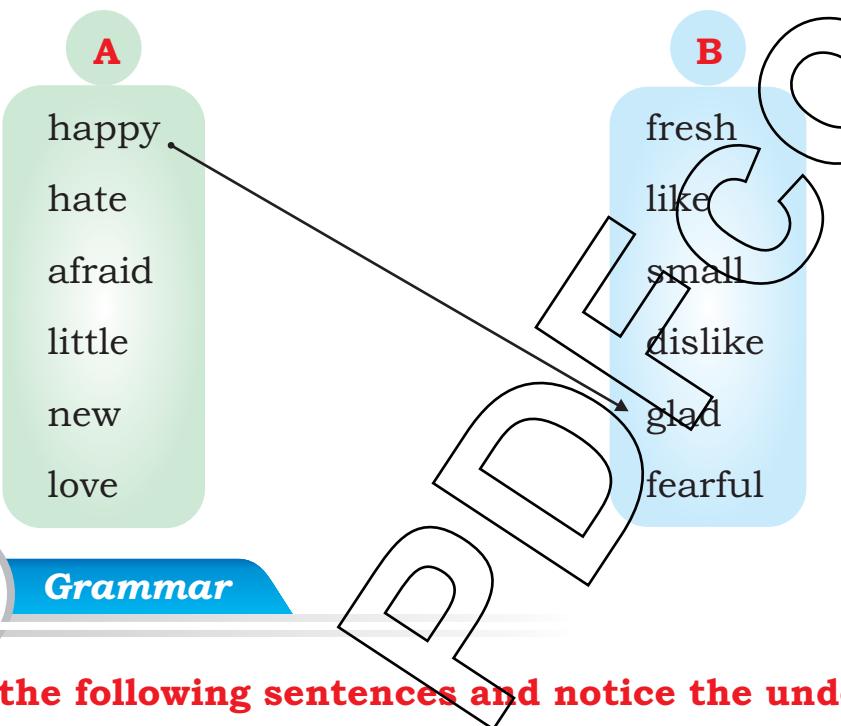
little	-	small
happy	-	joyful
bad	-	evil
hate	-	dislike
afraid	-	scared



Activity - 3



Match the following words with their synonyms.



Grammar

Read the following sentences and notice the underlined words.

- Once there lived a boy.
- Malli shouted, 'I love you.'
- The mother asked the boy to go back to the valley.
- The valley is surrounded by green trees.
- The son heard the echo 'I hate you.'

The underlined words in the above sentences are action words. They refer to completed actions. They are formed by adding '-ed' or '-d' at the end of the base words. The base forms of the words are called Regular verbs.

Ex:

lived live+d

shouted shout + ed

asked ask + ed

surrounded surround + ed

heard hear + d

Let's see some more examples.

Vinay painted a picture last night.

Sirisha cooked food yesterday.

Alekhya visited Tirumala last year.

In the above sentences the verbs 'painted', 'cooked', 'visited' are in past tense and represent completed actions. So they are in the simple past tense.



Activity - 4



Underline the past tense forms of verbs in the following sentences.

1. Vamsi completed the project work last night.
2. Venu dressed shabbily yesterday.
3. The student answered all the questions.
4. The children played cricket last Monday.
5. She watered the plants an hour ago.

Writing



Read the following conversation.

Grocer : What do you want?

Madhu : I want potatoes.

How much does a kilo cost?

Grocer : Fifty rupees a kilo.

Madhu : Give me two kilos.

Grocer : Take these potatoes.

Madhu : Here is your money.

Grocer : Thank you, visit again.



Activity - 5

Raju went to a fruit market to buy bananas.

Develop the possible conversation between Raju and the fruit seller.

Raju: I want bananas.

Fruit seller: Sixty rupees a dozen.

Raju: -----

Fruit seller: -----

Raju: No plastic bags please, pack them in a paper bag.

**Activity - 6**

Rewrite the following using correct punctuation marks (full stop, capitalization)

on saturday the weekly fair takes place on that day people from nearby villages come there

**Listening & Responding****Activity - 7**

Use the context from the story. Enact the following.

The child : Maa, please give me ten rupees.

The mother : No, I won't give you.

- The child : I hate you *Maa!*
 (The child runs outside the classroom and shouts)
- The child : I hate you! I hate you!
- Voice over : I hate you! I hate you!
 (The child went to his mother)
- The child : Maa, Maa, there is a bad boy.
- The mother : Oh! I see! How do you say, dear?
 (looking surprised)
- The child : Maa, the bad boy shouted at me,
 'I hate you! I hate you!'.
- The mother : Is it? now go back and shout
 'I love you!'
- (The child runs to the same place and shouts)
- The child : I love you! I love you!
- Voice over : I love you! I love you!
- The child : Oh! I got it maa.
 (surprised)

Activity - 8

Read how Malli introduced himself.

My name is Malli.

I am eight years old.

I am in 3rd class.

My school is M.P.P. School.

There are 5 members in our family.



Now, you introduce yourself.

..... (Name)

..... (class)

..... (School)

.....



Activity - 9



Your teacher will read the following words. Repeat after him/her.

peer

spear

clear

dear

cheer

tear

hear

severe

here

career



Sing & Enjoy

POEM

The Moon

Oh! Look at the Moon,
She is shining up there;
Oh! Mother, She looks
Like a lamp in the air.

Last week she was smaller,
And shaped like a bow;
But now she's grown bigger,
And round as an O.



- Eliza Lee Cabot Follen



Glossary

shine	=	be bright by reflecting
week	=	the period of seven consecutive days
bow	=	a weapon for shooting arrows.
grown	=	fully developed.

Activity - 10



Answer the following questions.

1. Who looks like a lamp in the air?
2. How does the moon look like?
3. What was the shape of the moon?
4. Do you like the moon? why?
5. Have you ever seen the full moon? How is it?

Say aloud.

moon – soon there – air

lamp – camp week – beak

bow – sow grown – shown

round – found





Pre - reading

Look at the picture.



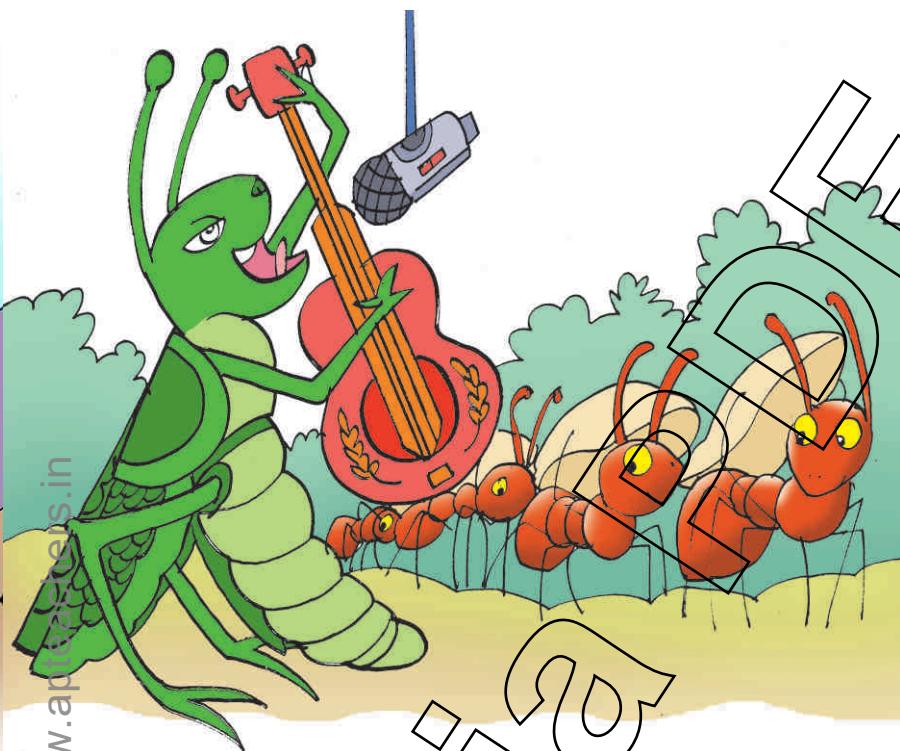
Activity - 1

Answer the following questions orally.

1. What is the place?
2. Who are there in the picture?
3. What is the grasshopper doing?
4. What are the ants doing?
5. Who is enjoying?
6. Who is working?



THE LAZY GRASSHOPPER



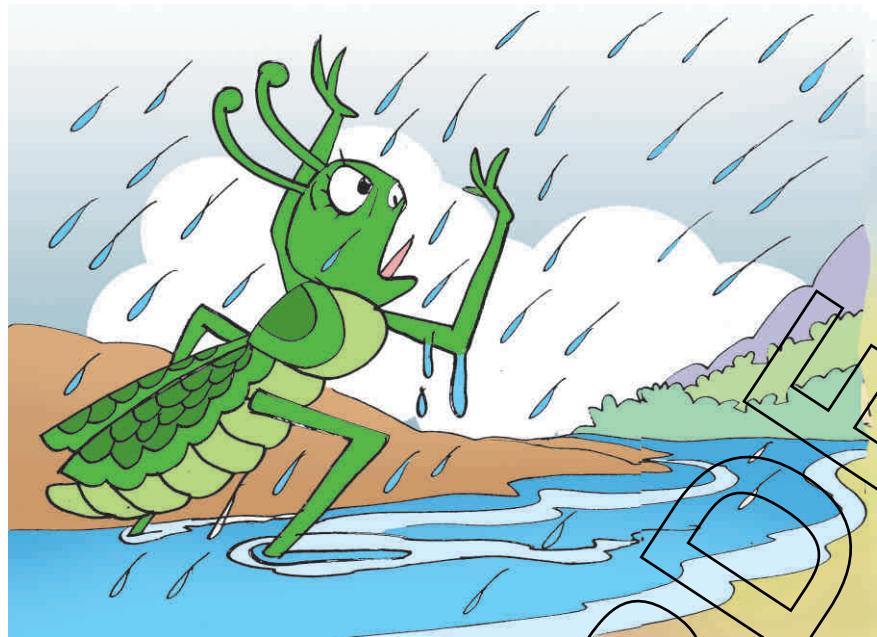
grasshopper also to do the same. The grasshopper did not listen to the words of the ants. The ants continued to work. But the grasshopper laughed at them and said, "What! How silly it is! Food for rainy season! The rainy season is far away! Why should I gather food so early?" He continued to sing and dance.

Then the grasshopper met some squirrels.

Once there was a grasshopper. He was not interested to do any work. He always liked to sing and dance. One day, he met some ants. The ants were going in a line. "Come on ants, let's sing and dance", he said to the ants. "Sorry, grasshopper, we are busy. We are gathering food for the coming rainy season", they said.

The ants advised the





"Come on squirrels, let's sing and dance", he called the squirrels. "Sorry, grasshopper! We are gathering food for the rainy season", they said and asked the grasshopper to do the same.

"Ha! Ha! Ha! How foolish you are!" said the grasshopper and laughed at them. "What are you talking grasshopper?" asked a squirrel.

"The rainy season is far away. Why should I gather food so early?" asked the grasshopper and he continued to sing and dance.

But the squirrels went on their way to gather food for the rainy season.

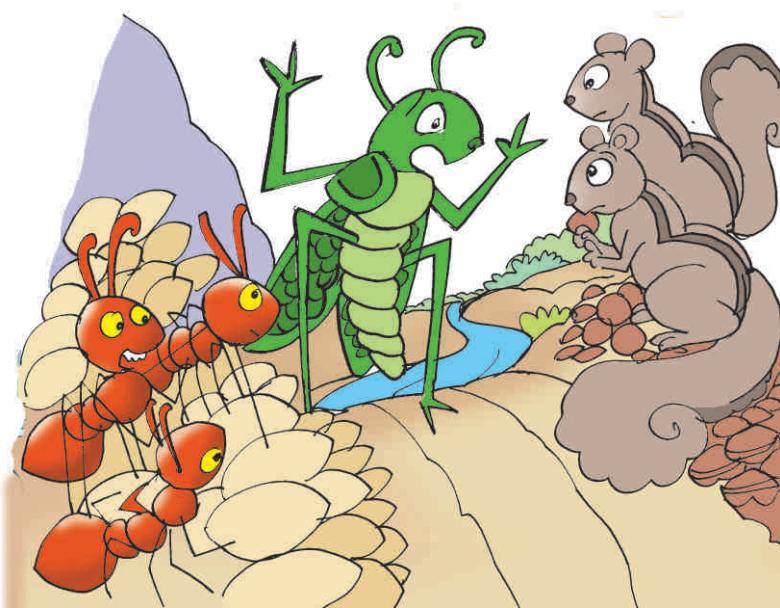
Days passed by and the rainy season started. The grasshopper could not find any food. He went to the ants and said, "Hi! Friends! You are enjoying a meal. Shall I join you?"

"Sorry dear," said the ants.

Then he went to the squirrels. They were also having their meal. "Hello! Friends! Will you give me some nuts to eat?" asked the grasshopper.

"Sorry, my dear friend!" said the squirrels.

The poor grasshopper had nothing to eat. He realized his mistake and started working hard.





Glossary:

- gather : collect
 season : a particular period of a year
 foolish : not intelligent, stupid
 enjoy : taking delight
 realize : understand clearly

Comprehension



Activity - 2



Answer the following questions.

- What did the grasshopper like to do?
- What did the grasshopper ask the ants?
- What did the ants suggest the grasshopper?
- Why did the grasshopper laugh at the squirrels?
- What happened to the grasshopper in the rainy season?
- Do you like the ants or the grasshopper in the story? Why?

Activity - 3



Fill the blanks with appropriate words.

- The grasshopper spent his time in summer _____ (working / collecting food/playing)
- “Why should I gather food so early?” said _____ (the ants / the grasshopper/the squirrels)
- The ants were going in a line. This means that the ants are _____ (disciplined/lazy/careless)
- The ants wanted to store food for the rainy season because they _____ (can not go out/ there will be no food/ are lazy)
- The grasshopper learnt to _____ (be lazy/ work hard/sing and dance)



Vocabulary

Activity - 4



Read the following:

Circle the names of insects.

The ant and the grasshopper are insects. Some other insects we see around us are houseflies, butterflies, glow-worms and mosquitoes. We see them in our houses, gardens, parks, in the trees etc. Some insects are useful to us.

Write the names of insects here.

1.
2.
3.
4.



Now write some more insects that you see around you.

1.
2.
3.
4.

Activity - 5



Word Chain

Prepare a new word with the last letter of the given word.

Example:

ant → tiger → rose → egg → God

Now continue the same process with the word

peacock

table	parrot	top	elephant	gun	kite
ring	eagle	envelope	goat	eraser	



Read the following sentences from the story. Look at the underlined words.

The ants advised the grasshopper to do the same.

The grasshopper continued singing and dancing.

The grasshopper laughed at them.

The ants gathered food for the rainy season.

We get these words by adding **-d** or **-ed** to their base form. These words tell us about the completed action. They are called past tense form of verbs.

Now read the following.

The grasshopper laughs.

The ant collects food.

The squirrel eats fruit.

The fish swims in water.

The underlined action words above talk about an action that takes place in general as daily routine.

Read the following statements given below and find the differences.

She paints pictures at home.

She painted pictures this morning.

We play cricket every Sunday.

We played cricket last Sunday.

I always complete my work before dinner.

I completed my work before dinner yesterday.

It snows in winter.

It snowed last night.

We plant flower plants every year.

We planted some flower plants last year.

You might have noticed that the sentences in the first column refer to the actions that take place in general. The sentences in the second column refer to the completed actions.

The action words that denote completed actions take -ed or -d at the end to their base forms, in general. Now, read the following sentences that denote completed actions.

The grasshopper met some ants.

The grasshopper went to the squirrels.

Also note that some action words are different from their base form (meet-met; go-went) to denote the completed actions.

Activity - 6



Rearrange the words given below to make meaningful sentences.

1. She / to school / walked

2. He / cricket / played

3. painted / Raju / the picture.

4. liked / fruits / Somu

5. met / Jacob / his friend.



Writing

There are many insects around us. The grasshopper is also an insect. Let's read something about a grasshopper.

The grasshopper is an insect.

It lives on plants.

It eats leaves and vegetables.

It is in different colours.

It hops.

Activity - 7



Now write 5-6 sentences about the "butterfly".

Use the clues given in the brackets.

You may begin like this.

It is an _____ (insect)

It is _____ (colours)

It has _____ (wings)

It _____ (nectar/honey)

Activity - 8



Read the following and rewrite it using full stop, question mark, capitalization wherever necessary.

the rainy season is far away why should i gather food so early asked the grasshopper and he continued to sing and dance



Listening & Responding

Here is a dialogue between the grasshopper and the ants. Form into pairs. Role-play the dialogues.

Grasshopper : Hi! Ants, Come on. Let us dance.

Ants : Sorry, dear! We are busy.

Grasshopper : Where are you going?

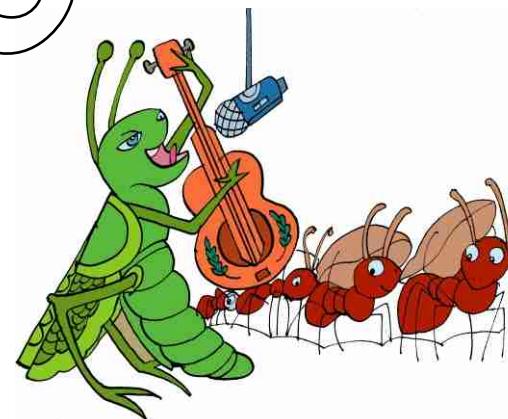
Ants : To collect food for rainy season.

Grasshopper : Hah! Ha! Ha! ... Why? so early?

Ants : It will be difficult later.

Grasshopper : Oh! Poor ants! You don't know how to enjoy.

Ants : We enjoy our work. Bye!



Activity - 9



Your teacher will show you the pictorial chart of insects displayed on your classroom wall. Identify the insects. Say 2 or 3 sentences.

Which insect do you like the most? Why?

Where do we see them?

Activity - 10



Your teacher will read the following words. Observe the pronunciation. Repeat after your teacher.

mare	care	scare	air	there	fair
stair	tear	wear	affair		



Team Time



Activity - 11

Read the following quotations.

- Work is worship.
- Make hay while the sun shines.
- Haste makes waste.
- Practice makes perfect.
- Today's work leads to tomorrow's benefit.

Collect some more quotes and paste on your classroom wall.

Meer Villa PDF Competition





Pre - reading



Go through the following notice:

Help! Help! Help!

The school decided to help the people affected in the recent cyclone.

All the students are requested to donate. Donations are accepted in cash or kind (clothes, utensils, food grains).



Activity - 1

Answer the following questions orally.

1. What is the notice about?
2. Who are asked to help?
3. Have you ever read such a notice?
4. Mention the things that you want to donate?



KING SIBI AND THE DOVE



King Sibi was a very kind and generous ruler. He was known for keeping his word. One day, when he was in court, a dove flew and sat on his lap. It said. "Oh, king! You are my protector; save me from the eagle that chases me". Sibi touched its feathers gently and said, "Don't be afraid, I shall take care of you".

Just then the eagle reached there and said, "Oh king! That dove is my prey. It is rightfully mine. If you save it, I will starve without food!"

The king replied, "I have given a word to the dove but I will not let you starve. Let the dove live. I shall provide whatever you choose to eat."

"Very well, then I choose a portion of your flesh of the same weight as the dove" said the eagle. The king agreed and ordered to bring the scales. He placed the dove in one scale and in the other he placed a portion of flesh from his body. so that it is equal in weight to the dove. Many times the king did this but the scales were heavier on the dove's side only.

Finally, he himself sat in the scale. Suddenly the dove and the eagle turned as God Indra and God Agni. They said, "We heard about your charity, so we wanted to test it. We are now satisfied. Now you will get your body as before, your greatness will be praised for ever".



Glossary

generous = kind

chase = run after to catch

prey = food

provide = offer



Comprehension

Activity - 2



Answer the following questions.

1. What is the name of the king?
2. What is the king Sibi known for?
3. Who chased the dove?
4. What did king Sibi do finally?
5. "That dove is my prey", who said these words?

Activity - 3



Choose the right option and fill in the blanks.

1. King Sibi was a _____ ruler. (kind / cruel)
2. A _____ flew and sat in his lap. (dove / eagle)
3. The eagle chose a portion of the body _____ (dove/eagle/king Sibi)
4. The scales were _____ on the dove's side only. (heavier / lighter)
5. The dove turned into the God _____. (Indra/Agni/Varun)





Vocabulary

Activity - 4

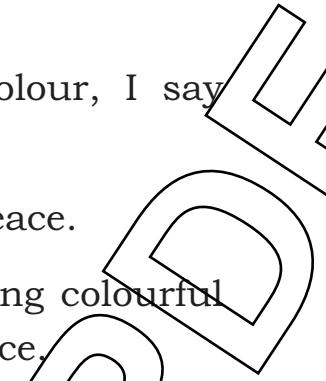


Fill the following puzzle with the help of the clues given.

Down:

- I am black in colour, I say caw... caw...
- I am a symbol of peace.
- I am blue with long colourful feathers. I can dance.

		C		
	R	O		
		D		
C		O		
K				



Across:

- I am in green colour with red beak. I like to eat fruits.
- I am also a bird. I am black. I sing well.



Activity - 5



Write the opposite words for the following with the help of the words given in the help box.

kind	x	_____
same	x	_____
high	x	_____
heavy	x	_____
gentle	x	_____

Help box

different
low
light
cruel
rough

Your teacher will read out the pairs of words. Write them down in the given space.



Grammar

Read the following sentences from the story.

One day, the king was in his court.

A dove is on the branch of a tree.

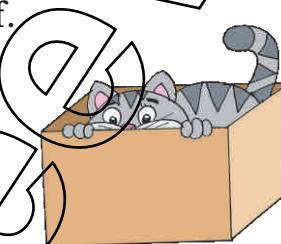
In the above sentences, the underlined words 'in' and 'on'. Observe their usage answer the following questions.

1. Where was the king?
2. Where did the dove sit?

We call these words '**prepositions of place.**'

A preposition is the position of things and people. Prepositions are placed before nouns and pronouns.

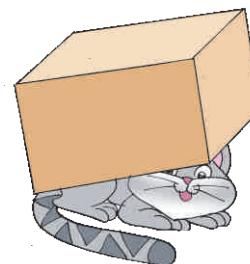
Let us see some more prepositions of place like under, behind, beside, in front of.



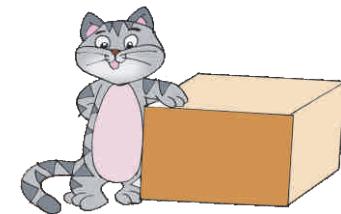
IN



ON



UNDER



BESIDE



IN FRONT OF



BEHIND

Activity - 6



Fill in the blanks.

1. The cat is in the box.
2. The cat is on the box.
3. The cat is _____ the box.
4. The cat is _____ the box.
5. The cat is _____ the box.

Activity - 7

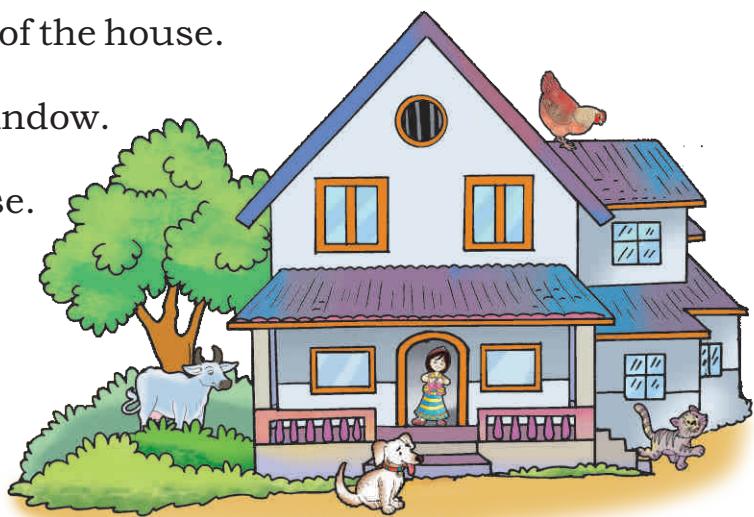


Look at the picture. Fill the blanks with the appropriate prepositions.

behind on in in front of

beside under

1. The girl is _____ the house.
2. The dog is _____ the house.
3. The cow is _____ the tree.
4. The hen is _____ roof of the house.
5. The cat is _____ the window.
6. A tree is _____ the house.





Writing



Activity - 8

King Sibi saved the dove from the eagle. The dove shared his happiness with her friends. Let us fill in the conversation with the help box.

The dove : Hi! Friends!

Friends : Hello! Where did you go?

The dove : Do you know _____?

Friends : Yes, of course?

The dove : I was there in Sibi's _____.

Friends : Why? what happened?

The dove : He _____ my life from an _____.

Friends : Oh! Is it? He is very _____.

The dove : Yes, really.

Help box

King Sibi
eagle
kind
court
saved

Activity - 9

You have already learnt how to use a **full stop (.)** and a **question mark (?)** at the end of a sentence. These are called **punctuation marks**.

Rewrite the following using full stop, question mark and capitals.

1. king sibi saved the dove

2. the dove changed into god indra

3. indra and agni praised the charity of the king sibi

4. what is the name of the king



Listening & Responding

Activity - 10



Form into groups and discuss. Share your opinions with the other members of the group.

King Sibi is ready to lose his body to save the dove.

What do you say about this?

Have you heard about such people in your place? Share your experience with your friends.



Sing & Enjoy

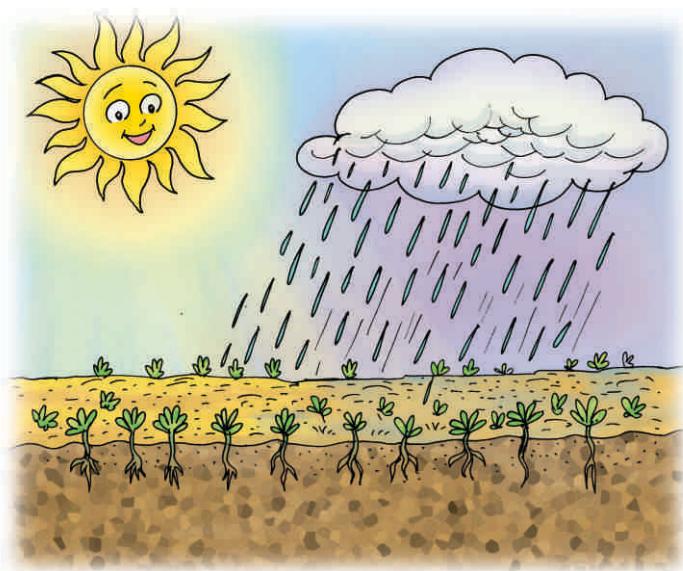
POEM

In the heart of a seed,
Buried deep so deep,
A dear little plant,
Lay fast asleep.

Wake! said the sunshine,
And creep to the light.
Wake! said the voice
Of the raindrops bright.

The little plant heard,
And rose up to see,
What the wonderful outside
World might be.

The Little Plant



- K.L.Brown



Comprehension

1. Where was the little plant buried?
2. What was buried deep?
3. What did the little plant see?
4. What did the sunshine say?

Activity - 11



Read the following rhyming word pairs:

deep - asleep

light - bright

see - be

Say some more such rhyming word pairs.

Activity - 12



**Your teacher will read the following words. Observe the pronunciation.
Repeat after your teacher.**

cruel

tour

gruel

pour

sewer

sure

lure

fuel



Y3F2G1