

SAMPLE DRAFT
OF
TEACHER'S
HANDBOOK
ON
LEARNING
OUTCOMES

***QUESTION BANK /ASSESSMENT TOOL
BASED ON LEARNING OUTCOMES***

SUBJECT: ENGLISH

CLASS: III

VENUE: RIE SEC 32, CHD.



**ASSESSMENT TOOLS/QUESTION BANK
BASED**

ON

LEARNING-OUTCOMES

SUBJECT-ENGLISH

CLASS-III

VENUE : RIE- 32, CHANDIGARH

FOREWORD

A classroom consists of heterogeneous group of students in terms of learning proficiency. These students exhibit a wide variety of abilities. However, the assessment procedure many times is ignored at the school level. The results of assessment therefore, are not a true representation of level of students. As a result of such negative washback effect of assessment, the learning process slows down. The assessment tool produced at RIE aims at assessing different levels of learners. It measures various learning outcomes of English language (Classes I-8.) very systematically assessing each focused outcome at a time and other outcomes also. Assessment should explore ways of making the students active contributors with an independent expression that allows individualization in a classroom and assessment should enable students to consistently reflect their true abilities in English language learning using the language holistically in real life situation. Assessment must be continuous and unstressful. It needs to be carried out continuously over a period of time with emphasis on understanding the cultural dimensions of English language learning and teaching for exploring their proficiency in English, its vocabulary and its grammar which are the fundamental features that give children their space and time in learning in their individual ways.

Subject : English

About the document :

The document includes unit wise plans of assessing learners as per learning outcomes prepared by NCERT for classes 1 to 8. in English along with the open ended questions, group activities, individual tasks and paper pencil test.

Assessment in Language

- One does not need special test for keeping a record of the students or for preparing a report card; learning activities themselves provide the basis for such ongoing observational and qualitative assessment.
- The types of questions that are set for assessment need not be restricted to those found in the **text** book.
- Questions that are open ended and challenging could also be used.
- Grading and correction has to be carried out in the presence of the students and feedback has to be provided on their answers regarding their correct and wrong responses with justified reasons.
- Not only learning outcome but also **learning experiences** themselves must be evaluated. Exercises, both individual and collective can be designed to enable the learner to reflect on and assess their learning experiences.
- Self assessment may be encouraged. Every classroom interaction with children requires the review of their own work and a discussion with them about what should be tested and the ways of finding out whether the competencies are being developed or not.
- Idea of this document is **NOT** to give the teacher a finite inventory of items on the basis of which she/he can evaluate a child. The idea is to empower to create a large inventory of his/her own, as a **teacher's portfolio** which is constantly enriched and enlarged by experience.
- Assessment should be part of teaching learning process rather than a onetime activity.
- Every unit taught and assessed must integrate all the skills.
- Learning outcomes are best achieved when language skills are integrated for a holistic development of language.

Director
Regional Institute of English
Chandigarh

**PREPARATION OF SUBJECT WISE ASSESSMENT TOOLS/SAMPLE QUESTION
BANK IN ENGLISH FOR PRIMARY AND UPPER PRIMARY CLASSES**

(VENUE – REGIONAL INSTITUTE OF ENGLISH, SECTOR-32C, CHANDIGARH)

10.09.2018 TO 19.09.2018

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CLASS-III

ENGLISH

Class III (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> • sing songs or recite poems in English with intonation • participate in role play, enactment of skits • read aloud short texts/ scripts on the walls, with pronunciation and pause • listen to and communicate oral / telephonic messages • collect books for independent reading in English and other languages/Braille with a variety of themes (adventure, stories, fairy tales, etc.) • read posters, tickets, labels, pamphlets, newspapers etc. • take dictation of words/phrases/sentences short paragraphs from known and unknown texts • draw and write short sentences related to stories read, and speak about their drawing or writing work • raise questions on the text read • enrich vocabulary in English through listening to and reading stories/folk tales • use nouns, pronouns, adjectives and prepositions in speech and writing • use terms such as 'add', 'remove', 'replace', etc., that they come across in Maths, and words such as 'rain', 'build' in EVS • identify opposites and use in communication, for example 'tall/short', 'inside/outside', 'fat/thin' etc. 	<p>The learner:</p> <ul style="list-style-type: none"> • recites poems individually/ in groups with correct pronunciation and intonation. • performs in events such as role play/ skit in English with appropriate expressions • 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 • expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language. • responds appropriately to oral messages/ telephonic communication • writes/types dictation of words/phrases/ sentences • uses meaningful short sentences in English, orally and in writing. uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class • distinguishes between simple past and simple present tenses • identifies opposites like 'day/night', 'close-open', and such others • uses punctuation such as question mark, full stop and capital letters appropriately • reads printed scripts on the classroom walls: poems, posters, charts etc. • writes 5-6 sentences in English on personal experiences/events using verbal or visual clues • uses vocabulary related to subjects like Maths, EVS, relevant to class III.

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PLAN TO ASSESS THE CHILD'S PERFORMANCE AND PARTICIPATION (TEACHER'S LOG BOOK/ PORTFOLIO) CLASS-3

MONTH	CHAPTER/UNIT/ THEME	PROCESS TO BE DEVELOPED BY THE TEACHER (Focus on customizing lesson plan)	ASSESSMENT STRATEGY	LEARNING OUTCOMES (all skills are integrated) The Learner
As per DEO bifurcation	Review of classes 1 & 2 U-I ➤ Good Morning ➤ The Magic Garden Themes : <ul style="list-style-type: none"> • Child's Nature, • The World Around • Appreciation Of Beauty And Nature 	Review of previous outcomes <ul style="list-style-type: none"> ▪ All processes will be task based and in accordance with the learning outcomes provided by NCERT ▪ Petals: Practice sheets suggested 	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical response • Paper pencil test • Observation 	<ul style="list-style-type: none"> • Recite the poem individually/in groups with correct pronunciation and intonation (E 3. 1) • Performs in events such a role play/skit in English with appropriate expressions (E 3. 2) • Reads aloud with appropriate pronunciation and pause. (E 3. 3) • Reads small texts in English with comprehension i.e. identifies main idea, details and sequence and draws conclusions in English. (E 3. 4) • Writes/types dictation of words/ phrases/ sentences. (E 3. 7)
As per DEO bifurcation	U-II ➤ Bird Talk ➤ Nina And The Baby Sparrows Themes : <ul style="list-style-type: none"> • Birds, • Differences and disabilities in nature 	Review of Previous Outcomes <ul style="list-style-type: none"> ▪ All processes will be task based and in accordance with the learning outcomes provided by NCERT ▪ Petals: Practice sheets suggested 	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical response • Paper pencil test • Observation 	<ul style="list-style-type: none"> • Recite the poem individually/in groups with correct pronunciation and intonation(E 3. 1) • Performs in events such a role play/skit in English with appropriate expressions(E 3. 2) • Reads aloud with appropriate pronunciation and pause. (E 3. 3) • Reads small texts in English with comprehension i.e. identifies main idea, details and sequence and draws conclusions in English. (E 3. 4) • Uses meaningful and short sentences in English orally and writing uses of variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class (E 3. 8)

As per DEO bifurcation	<p>U-III</p> <ul style="list-style-type: none"> ➤ Little by Little ➤ The Enormous Turnip <p>Themes :</p> <ul style="list-style-type: none"> • Plants, trees, and vegetables, • The importance of trees and plants in our lives • Growth 	<p>Review of Previous Outcome</p> <ul style="list-style-type: none"> ▪ All processes will be task based and in accordance with the learning outcomes provided by NCERT. ▪ Petals: Practice sheets suggested 	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical response • Paper pencil test • observation 	<ul style="list-style-type: none"> • Recite the poem individually/in groups with correct pronunciation and intonation (E 3. 1) • Performs in events such a role play/skit in English with appropriate expressions(E 3. 2) • Reads aloud with appropriate pronunciation and pause. (E 3. 3) • Reads small texts in English with comprehension i.e. identifies main idea, details and sequence and draws conclusions in English. (E 3. 4) • Express orally her/his opinion/ understanding about the story and characters in the story, in English/home language (E 3. 5)
As per DEO bifurcation	<p>U-IV</p> <ul style="list-style-type: none"> ➤ Sea Song ➤ A Little Fish Story <p>Themes :</p> <ul style="list-style-type: none"> • Water, sea and sounds • Importance of water in our lives • Life In the sea 	<p>Review of Previous Outcomes</p> <ul style="list-style-type: none"> ▪ All processes will be task based and in accordance with the learning outcomes provided by NCERT. ▪ Petals: practice sheets suggested 	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical response • Paper pencil test • Observation 	<ul style="list-style-type: none"> • Recite the poem individually/in groups with correct pronunciation and intonation(E 3. 1) • Performs in events such a role play/skit in English with appropriate expressions (E 3. 2) • Reads aloud with appropriate pronunciation and pause. (E 3. 3) • Reads small texts in English with comprehension i.e. identifies main idea, details and sequence and draws conclusions in English. (E 3. 4) • Distinguishes between simple past and simple present tenses (E 3. 9) • Write/types dictation of words/phrases/sentences (E 3. 7)

As per DEO bifurcation	<p>U-V</p> <ul style="list-style-type: none"> ➤ The Balloon Man ➤ The Yellow Butterfly <p>Themes :</p> <ul style="list-style-type: none"> • Sky, colour, insects • Appreciation of natural beauty 	<p>Review of Previous Outcomes</p> <ul style="list-style-type: none"> ▪ All processes will be task based and in accordance with learning outcomes provided by NCERT. ▪ Petals: practice sheets suggested 	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical response • Paper pencil test • Observation 	<ul style="list-style-type: none"> • Recite the poem individually/in groups with correct pronunciation and intonation (E 3. 1) • Performs in events such a role play/skit in English with appropriate expressions (E 3.2) • Reads aloud with appropriate pronunciation and pause. (E 3. 3) • Reads small texts in English with comprehension i.e. identifies main idea, details and sequence and draws conclusions in English. (E 3. 4) • Identifies opposites like ‘day/night’ ‘close-open’, and such others (E 3. 10)
As per DEO bifurcation	<p>U-VI</p> <ul style="list-style-type: none"> ➤ Trains ➤ Story Of The Road <p>Themes :</p> <ul style="list-style-type: none"> • Land And Land Forms • Travel 	<p>Review of Previous Outcomes</p> <ul style="list-style-type: none"> ▪ All processes will be task based and in accordance with the learning outcomes provided by NCERT ▪ Petals: practice sheets suggested 	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical response • Paper pencil test • Observation 	<ul style="list-style-type: none"> • Recite the poem individually/in groups with correct pronunciation and intonation (E 3. 1) • Performs in events such a role play/skit in English with appropriate expressions (E 3. 2) • Reads aloud with appropriate pronunciation and pause. (E 3. 3) • Reads small texts in English with comprehension i.e. identifies main idea, details and sequence and draws conclusions in English. (E 3. 4) • Write 5-6 sentences in English on personal experiences/events using verbal or visual clues(E 3. 13) • Uses vocabulary related to subjects like Maths, EVS, relevant to class 3. (E 3. 14)
As per DEO bifurcation	<p>U-VII</p> <ul style="list-style-type: none"> ➤ Puppy and I ➤ Little Tiger, Big Tiger <p>Themes :</p>	<p>Review of Previous Outcomes</p> <ul style="list-style-type: none"> ▪ All processes will be task based and in accordance with learning outcomes provided by NCERT 	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical response 	<ul style="list-style-type: none"> • Recite the poem individually/in groups with correct pronunciation and intonation (E 3. 1) • Performs in events such a role play/skit in English with appropriate expressions (E 3. 2) • Reads aloud with appropriate pronunciation and pause. (E 3. 3) • Reads small texts in English with

	<ul style="list-style-type: none"> Pets, animal homes and animal friends Importance of animals in our lives 	<ul style="list-style-type: none"> Petals: practice sheets suggested 	<ul style="list-style-type: none"> Paper pencil test Observation 	<p>comprehension i.e. identifies main idea, details and sequence and draws conclusions in English. (E 3. 4)</p> <ul style="list-style-type: none"> Identifies opposites like ‘day/night’ ‘close-open’, and such others (E 3. 10) Uses punctuation such as question mark, full stop and capital letters appropriately. (E 3. 11) Reads printed scripts on the classroom walls: poems, posters, charts etc. (E 3. 12)
As per DEO bifurcation	<p>U-VIII</p> <ul style="list-style-type: none"> ➤ What’s In The Mail Box ➤ My Silly Sister <p>Themes :</p> <ul style="list-style-type: none"> Communication and letter writing,= Games and play 	<p>Review of Previous Outcomes</p> <ul style="list-style-type: none"> All processes will be task based and in accordance with learning outcomes provided by NCERT Petals: practice sheets suggested 	<ul style="list-style-type: none"> Group work Narration Recitation Drawings Total physical response Paper pencil test Observation 	<ul style="list-style-type: none"> Recite the poem individually/in groups with correct pronunciation and intonation (E 3. 1) Performs in events such a role play/skit in English with appropriate expressions (E 3. 2) Reads aloud with appropriate pronunciation and pause. (E 3. 3) Reads small texts in English with comprehension i.e. identifies main idea, details and sequence and draws conclusions in English. (E 3. 4) Responds appropriately to oral messages/telephonic communications (E 3. 6) Write/types dictation of words/phrases/sentences. (E 3. 7)
As per DEO bifurcation	<p>U-IX</p> <ul style="list-style-type: none"> ➤ Don’t Tell ➤ He Is My Brother <p>Themes :</p> <ul style="list-style-type: none"> Growing up, Expressing emotions and feelings 	<p>Review of Previous Outcomes</p> <ul style="list-style-type: none"> All processes will be task based and in accordance with the learning outcomes provided by NCERT 	<ul style="list-style-type: none"> Group work Narration Recitation Drawings Total physical response Paper pencil test 	<ul style="list-style-type: none"> Recite the poem individually/in groups with correct pronunciation and intonation (E 3. 1) Performs in events such a role play/skit in English with appropriate expressions (E 3. 2) Reads aloud with appropriate pronunciation and pause. (E 3. 3) Reads small texts in English with comprehension i.e. identifies main idea, details and sequence and draws conclusions in

		<ul style="list-style-type: none"> ▪ Petals: practice sheets suggested 	<ul style="list-style-type: none"> • Observation 	<p>English. (E 3. 4)</p> <ul style="list-style-type: none"> • Identifies opposites like ‘day/night’, ‘close/open’ and such others (E 3. 10)
As per DEO bifurcation	<p>U-X</p> <p>➤ How Creatures Move</p> <p>➤ The Ship Of The Desert</p> <p>Themes:</p> <ul style="list-style-type: none"> • Animal habitat, • Different regions like desert area, cold mountains etc. 	<p>Review of Previous Outcomes</p> <ul style="list-style-type: none"> ▪ All processes will be task based and in accordance with the learning outcomes provided by NCERT ▪ Petals: practice sheets suggested 	<ul style="list-style-type: none"> • Group work • Narration • Recitation • Drawings • Total physical response • Paper pencil test • Observation 	<ul style="list-style-type: none"> • Recite the poem individually/in groups with correct pronunciation and intonation (E 3. 1) • Performs in events such a role play/skit in English with appropriate expressions (E 3. 2) • Reads aloud with appropriate pronunciation and pause. (E 3. 3) • Reads small texts in English with comprehension i.e. identifies main idea, details and sequence and draws conclusions in English. (E 3. 4) • Write types dictation of words/phrases/sentences. (E 3. 7) • Write 5-6 resences in English on personal experiences/events using verbal or visual clues (E 3. 13)

NOTES:

- Monthly bifurcation of the content to be done as per the plans sent by DEO
- One unit consists of one prose and one poem **along with exercises give at the back of the text book**
- The teacher can customize the aforesaid plan as per the classroom requirement and needs of the learner.
- The teacher must use the teacher’s handbook prescribed by the NCERT.

TEACHERS LOGBOOK FOR ASSESSING LEARNING OUTCOMES (CLASS-3)

Note : Teacher may achieve the given learning outcomes as per the unit being covered for her respective class.

NAME OF THE STUDENT _____

[illegible]





Note for the Teacher :

Teacher can use any grading system or can devise any ranking system in order to identify the level of learner corresponding to each learning outcome.

The teacher will add the month as per the DEO bifurcation

The teacher can assess the learning outcomes as per his/ her convenience.

March, September, February, June are not included (examination and review time and summer vacation month)

Needs lot of support	
Able to do with support	
Age appropriate	
Beyond expected level	

Teacher can also write Lowest Performing Learning Outcomes towards the end of quarter out of her targeted outcomes for that quarter (Teacher will plan her learning process in the next quarter as per her lowest learning outcomes)

For example:

Lowest Performing Outcomes towards the end of April

- _____
- _____

Lowest Performing Learning Outcomes towards the end of May

- _____
- _____

Lowest Performing Learning Outcomes towards the end of July

- _____
- _____

Lowest Performing Learning Outcomes towards the end of August

- _____
- _____

Lowest Performing Learning Outcomes towards the end of October

- _____
- _____

Lowest Performing Learning Outcomes towards the end of November

- _____
- _____

Lowest Performing Learning Outcomes towards the end of December

- _____
- _____

Lowest Performing Learning Outcomes towards the end of January

- _____
- _____

Lowest Performing Learning Outcomes towards the end of **Session**

- _____
- _____

INDEX FOR ASSESSMENT TOOL/QUESTION BANK

CLASS III

Sr. No.	Code No.	Learning Outcomes	Page No.
1.	E 3.1	recites poems individually/ in groups with correct pronunciation and intonation.	1
2.	E 3.2	performs in events such as role-play/ skit in English with appropriate expressions.	3
3	E 3.3	reads aloud with appropriate pronunciation and pause	6
4	E 3.4	reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.	7-11
5	E 3.5	expresses orally her/his opinion/understanding about the story and characters in the story, in English/ home language.	2
6	E 3.6	responds appropriately to oral messages/ telephonic communication.	4-5
7	E 3.7	writes/types dictation of words/phrases/sentences.	15
8	E 3.8	uses meaningful short sentences in English, orally and in writing. uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class.	7,8,10,11,19
9	E 3.9	distinguishes between simple past and simple present tenses	17
10	E 3.10	identifies opposites like 'day/night', 'close-open', and such others.	7,9,16,21,22
11	E 3.11	uses punctuation such as question mark, full stop and capital letters appropriately.	14
12	E 3.12	reads printed scripts on the classroom walls: poems, posters, charts etc	12,13
13	E 3.13	writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.	19-24
14	E 3.14	uses vocabulary related to subjects like Maths, EVS, relevant to class III.	19,23,24

**Learning outcomes:-
The Learner**

- recites poems individually/ in groups with correct pronunciation and intonation

Language items:

1. **The learner will recite the poems and songs with actions. The poems and songs can be taken from Marigold Book-III.**

Poem 1

I had the prettiest little ship,
With sails as white as snow,
I went down to the river side.
To sail it to and fro.
And oh, a puff of wind came by,
And took my boat from me!
I wonder if its sailing now,
Upon the wide blue sea.

Poem 2

I met a man as I went walking
 We got talking
 Man and I
‘Where are you going to, Man?’ I said
(I said to the Man as he went by)
‘Down to the village to get some bread.
Will you come with me?’ ‘No, not I.’
I met a Horse as I went walking
 We got talking
 Horse and I
‘Where are you going to, Horse, today?’
(I said to the Horse as he went by)
‘Down to the village to get some hay.
Will you come with me?’ ‘No, not I’

Note for Teacher : The teacher will call the students one by one to come and draw anything from the poem on the blackboard.

Learning outcomes:-**The learner**

- Expresses orally her/his opinion/understanding about the story and characters in the story, in English/ home language.

Language items:-**2. The teacher will narrate the story to the students and they will respond orally to the questions related to the story .**

Once upon a time in a jungle there lived a big lion. His name was Leo. He killed many animals everyday. He did it not because of hunger but for fun. One day he came out of his den, licking his lips. He enjoyed doing this again and again. He settled down at the opening of the den. He had just eaten a rabbit. It was very tasty. Now he tried to get some sleep.

Q i. What was the name of the lion?

- a) Cubby
- b) Leo
- c) Bru
- d) Jack

Q ii. Whom did he kill everyday?

- a) Birds
- b) Men
- c) Animals
- d) Children

Q iii. Where did Leo live?

- a) Den
- b) Cage
- c) Tree
- d) Nest

Q iv. State whether 'True or False'

- (i) Leo had just eaten a fox.
- (ii) Leo killed the animals for fun.

Learning outcomes:-

The Learner

- **performs in events such as role play in English with appropriate expressions**

Language item :

3. The following role play/drama will be performed by the students :

Narrator I : Nina is a little girl. She is very sad. Her family is going to Delhi for a wedding.

Narrator II : The house is to be locked. But there is a nest of a sparrow in her house.

Narrator III : There are two baby sparrows in the nest.

Nina : I am very sad today.

Mother : Why are you sad Nina?

Nina : There is a nest in my room.

Mother : So?

Nina : There are two baby sparrows in it.

Mother: Then?

Nina : How will they eat their food?

Mother : The mother sparrow will feed them

Nina : But all of us are going to Delhi. The house will be locked. How will the mother sparrow feed her babies.

Mother : No problem. We will leave one window open.

Nina : Oh really. Thank you mother.

Narratory IV : Nina is happy now

4. Prepare slips for different situation. Divide the class in groups of 6-8. Give one slip each to each group to enact the following roles.

How will you greet the following:

i. Greeting your Grandparents :

Situation: When you visit their home.

ii. Greeting your Teachers

Situation: Greeting your teacher outside your classroom

iii. Greeting your relative

Situation: When you meet your aunt in a market place.

iv. Perform the following roles.

(This activity can be planned beforehand and children can bring realia or props and dress up like a vegetable or fruit and act out.)

Play the role of a vegetables and fruits like carrot, cauliflower, turnip, apple, mango, banana etc. and describe your importance

Note : The child will describe what he has become and its importance.

Learning outcomes:-

The Learner

- responds appropriately to oral message/ telephonic communication

Language items:-

5. Listen to the phone conversation below and fill the response sheet :

Reena has called Pizza Hut for a pizza delivery at home. Fill in the missing word by the correct options:

i. Pizza Boy: Pizza Hut. How can I _____ you

- (a) help
- (b) answer
- (c) call
- (d) see

Reena: Hi: I'd like to order a pizza, please.

ii. Pizza Boy : Okay which pizza would you like to _____

- (a) bring
- (b) hold
- (c) order
- (d) drop

Reena: I'd to order onion pizza.

iii. Reena: I'd to order onion pizza.

- (a) really
- (b) like
- (c) take
- (d) out

iv. Pizza Boy: Kindly _____ your address for the pizza order.

- (a) take
- (b) reply
- (c) give
- (d) respond

v. Reena: I live in sector-42, H.No. 141

Pizza Boy: thank you for calling. Your order _____ be delivered in 30 minutes.

- (a) was
- (b) is
- (c) will
- (d) were

Note : Response sheet should be given to the students to mark the answers.

6. Listen to the following conversation and answer the questions.

The teacher will read out the transcript 3 times very slowly and students will listen carefully.

Sumi : Hi Sonu. How are you,

Sonu: Hi Sumi. I'm fine. Thanks

Sumi: Sonu, this is Radha.

Sonu: Hi Radha. I'm Sonu.

Radha: Hi: How are you?

Sonu: I'm fine, thanks. Where are you from Radha?

Radha: I'm from Delhi. Where are you from?

Sonu: I'm from Kolkata. Nice to meet you.

Radha: Nice to meet you too.

Instruction: While listening

Do the following exercise while you listen. Complete the gaps with the correct name.

Sonu	Radha	Sumi
------	-------	------

- i. _____ introduces Radha to Sonu.
- ii. _____ is from Delhi.
- iii. _____ is from Kolkata

Note for the Teacher: Prepare response sheet

Learning outcomes:-**The Learner**

- reads aloud with appropriate pronunciation and pause

7. Language items:**1 PASSAGE 1 (BASIC)**

It had been a long winter. When spring came Puneet was so excited to go outside. He went for a walk up in the forest with his mom. He breathed in clean fresh air. He saw lots of little butterflies, rabbits, deer, peacocks and beautiful birds. Then, he saw some flowers. He picked some flowers and hid them. Puneet shouted, “ Surprise! Surprise!” He gave the flowers to his mom. Puneet’s mom smiled and kissed him.

PASSAGE 2 (PROFICIENT)

Once a cunning jackal jumped into a big tub of blue dye. “I am your king,” he said. All the animals, big and small believed him and bowed before him. The clever jackal smiled. Now he was the most powerful animal in the forest. He was proud to be a king. One day, the jackal woke up in the middle of the night. The jackals in the forest were howling at the full moon in the sky. The blue jackal forgot he was a king. He, too, began to howl. “Hu...aah! Hu...aah!” he cried.

PASSAGE 3 (ADVANCE)

Once upon a time the colours of the world started to quarrel. All claimed that they were the best. Green said, “I am the most important. I was chosen for grass, leaves and trees. Without me, all animals would die.” Blue interrupted and said, “Consider the sky and see. It is the water that is the basis of life.” Yellow laughed and said, “I bring laughter and warmth to the world. The sun is yellow, the moon is yellow, the stars are yellow. Without me there would be no fun. Then orange said “I am the colour of strength. I carry the most important vitamins.” Red shouted out, “I am the colour of blood and blood is life.” Finally indigo spoke, “I am the colour of silence. You hardly notice me”.

Learning outcomes:-

- reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.
 - identifies opposites like ‘day/night’, ‘close/open’, and such others.
- Uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class.

8. Language items:-**1. Passage 1 (BASIC) : Read the passage and choose the correct option:**

Bunny was a sweet little rabbit. Her ears were long and beautiful. She had shiny pink eyes. But Bunny was not happy. She did not like her tail at all. It was short and thick. She couldn't move it like her friends. Her mother tied a rope to Bunny's tail. Now her tail was long. She felt very happy.

i. **Bunny was a little _____:**

- (a) fox
- (b) monkey
- (c) rabbit
- (d) mouse

ii. **Bunny's ears were _____:**

- (a) long
- (b) short
- (c) thick
- (d) small

iii. **Bunny was not happy because _____:**

- (a) she was very small
- (b) her tail was very short
- (c) her eyes were shining pink
- (d) her ears were long

iv. **Which word in the passage is the opposite of ‘ugly’?**

- (a) sweet
- (b) beautiful
- (c) shiny
- (d) long

v. **Which of the following words is an adjective?**

- (a) friends
- (b) beautiful
- (c) tail
- (d) her

vi. Which of the following is a noun:

- (a) made
- (b) same
- (c) eyes
- (d) game

vii. Her mother tied a _____ to Bunny's tail.

- (a) rope
- (b) rubber band
- (c) wire
- (d) cloth

viii. Which of the following words is a pronoun?

- (a) tail
- (b) long
- (c) her
- (d) friends

Cont...

Passage 2 (PROFICIENT) : Read the passage and choose the correct answers.

Mowgli was a little boy. He lived in a big jungle with the wolves. Father wolf and mother wolf looked after him there. They also sent him to school. It was not a school like your school. Mowgli was the only student. His teacher was Baloo, a big, brown bear. He taught Mowgli how to climb . Mowgli was a good student. He learnt very quickly.

i. Mowgli was a little _____

- (a) wolf
- (b) girl
- (c) boy
- (d) bear

ii. He lived in a big _____ with the wolves

- (a) house
- (b) pond
- (c) city
- (d) jungle

iii. The name of Mowgli's teacher was _____

- (a) Baloo
- (b) Maloo
- (c) Bagheera
- (d) Sher Khan

iv Which word in the passage is the opposite of 'small'?

- (a) good
- (b) big
- (c) quickly
- (d) little

v. Mowgli was a _____ student

- (a) careless
- (b) bad
- (c) good
- (d) coward

Cont...

vi. Which statement is not true about Mowgli :

- (a) His parents sent him to school.
- (b) Mowgli was the only student in the school.
- (c) Mowgli was a slow student.
- (d) He learnt very quickly.

Vii Choose an adjective from the given sentence:

Mowgli was a little boy.

- (a) boy
- (b) little
- (c) Mowgli
- (d) was

Passage 3 (ADVANCED): Read the passage and answer the questions that follow :

Alia is a little girl. She lives in a house with a lovely garden. She likes talking and singing and playing with her friends. But today her friends are away with their families. She is on her own and feels very sad. She walks out in to the garden all by herself. She sees a Robin on a tree.

“Hello Robin,” says Alia. “How are you today?”

“Oh! I’m fine. How are you? says Robin. ‘Oh,’ says Alia, “You can speak?” “Yes”,says the Robin, “and I can sing too.” Now both become friends and start to play together.

i. Who is Alia?

- (a) a little boy
- (b) a horse
- (c) a little girl
- (d) a crow

ii. Alia lives in _____

- (a) a house
- (b) a nest
- (c) a stable
- (d) a igloo

Cont...

iii. **Why is Alia sad?**

- (a) she has got less marks in her English test
- (b) her mother has gone away
- (c) her friends are not there
- (d) she has fallen down and got hurt

iv. **Whom does Alia meet in the garden?**

- (a) a lady bird
- (b) a bee
- (c) a butterfly
- (d) a Robin

v. **Complete the sentence:**

Robin can speak and _____ too.

- (a) dance
- (b) sing
- (c) jump
- (d) run

vi. **Underline a preposition in the given sentence :**

She sees a Robin on a tree

Learning outcomes:-

The Learner

- reads printed scripts on the classroom walls: poems, posters, charts etc.

9. Language item:-

2. Look at the poster carefully and answer the questions by choosing the correct option:



i. This poster is about :

- (a) Birds
- (b) Animals
- (c) Healthy food
- (d) Vehicles

ii. _____ gives calcium for your bones:

- (a) Oil
- (b) Milk
- (c) Soda
- (d) Pizza

iii. _____ is full of sugar which is not good for health.

- (a) Rice
- (b) Milk
- (c) Soda
- (d) Cheese

iv Which of the following should we eat every day?

- (a) Green vegetables
- (b) Fried sticks
- (c) Pizza
- (d) Burger

v. Which of the following is full of proteins?

- (i) Carrot
- (ii) Chips
- (iii) White bread
- (iv) Milk

Learning outcomes:-**The Learner**

- uses punctuation such as question mark, full stop and capital letters

Language items:-**10. Punctuate the following lines**

i. during my summer vacation i went to mumbai

ii. i visited the famous juhu beach

iii. have you seen any beach

iv. why are you late

v. amit is a good boy

11. Punctuate the following lines below :

A man in the group looked at meena he felt sorry for her he asked her my child why are you carrying a baby on your back don't you feel the load

Learning outcomes:-**The Learner**

- writes/types dictation of words/ phrases/ sentences

Language items:-**12. Teacher can dictate words/phrases/sentences from the ‘Marigold’****WORDS**

Understand
Sorry
Holy
Pebble Dirty
Naughty
Childish
Market
Problem

SENTENCES

Meena was twelve years old.
She carried a small boy on her back.
He was four years old.
His hair were curly.
His eyes were black.
His face was as fresh as the morning dew.

Note : The teacher can dictate words and sentences as per her/his choice from the Marigold book and ask them to do peer checking.

Learning outcomes:-

The Learner

- identifies opposites like ‘day/night’, ‘close/open’, and such others

Language items:-

13. Rewrite the following sentences by giving the opposites of the underlined words:

i. This pillow is hard

ii. School starts too late

iii I like hot lunch

Iv Radha is sad about the party

v I have lost my pencil

Learning outcomes:-

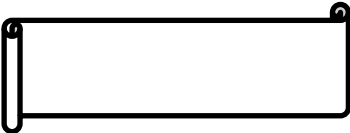
- distinguishes between simple past and simple present tenses

Language items:-

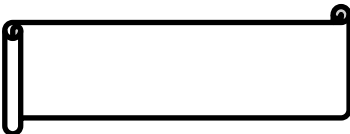
14. Write down the past forms of the underlined words in the given arrow.

Nina's mother is upset, but she (a) says nothing. They (b) go back home and (c) have lunch. After lunch mother (d) comes and (e) sits near Nina

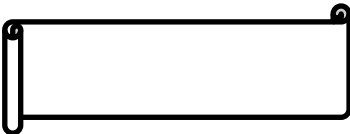
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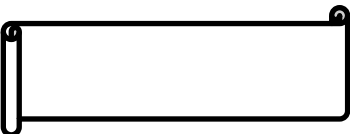
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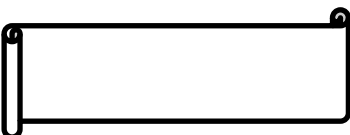
c



d



e.



Note : Rewrite the above passage using the PAST FORMS of the underlined verbs

Learning outcomes:-**The Learner**

- uses a variety of nouns, pronouns, adjectives and prepositions

Language items:-**15. Circle the nouns in the following sentences :**

- The lion is the king of the forest.
- This table is made of wood.
- New Delhi is the capital of India.
- Mohan has a big car
- It is a beautiful garden

16. Underlines the pronouns in the following sentences:

- He is my best friend
- We are going to the school
- They are playing cricket
- You are good singer
- It is a my toy

17. Circle the adjectives in the following sent.

- She is wearing a red hat.
- Rohan has a big pencil.
- This is a beautiful picture.
- Camel is a tall animal.
- This is a soft pillow.

18 Fill in the blanks with the correct preposition from the given box.

under	in	on	at	near
--------------	-----------	-----------	-----------	-------------

- The fish is _____ the pond.
- The man is resting _____ the tree.
- Reena lives _____ my house
- Look _____ the picture
- Next PTM will be _____ Monday.

Learning outcomes:-

The Learner

- uses meaningful short sentences in English, orally and in writing. uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class
- writes 5-6 sentences in English on personal experiences/ events using verbal or visual clues
- uses vocabulary related to subjects like Maths, EVS, relevant to class III.

Language items:-

19. Write 5-6 lines on the importance of trees using the hints given below:



Hints:-

fresh air fruits medicines wood shade

20. Write 5-6 lines on the picture using hints given below:-



family food play help love share care

ASSESSMENT THROUGH GROUP ACTIVITIES AND TASKS

Learning Outcomes

The learner

- Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.
- Performs in events such role play, skit in English with the appropriate expressions.
- Identifies opposites like day/night, close/open etc.,.

SUGGESTED ASSESSMENT THROUGH GROUP ACTIVITIES AND TASK

Task-I

Language 'Parts of the body (for example-arm, foot, hand, colours)

He/she's got a _____

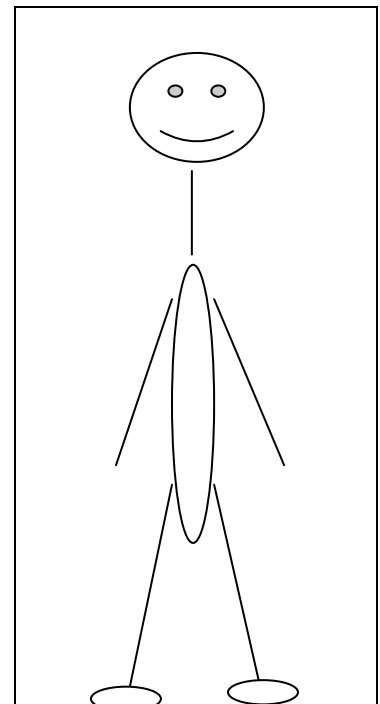
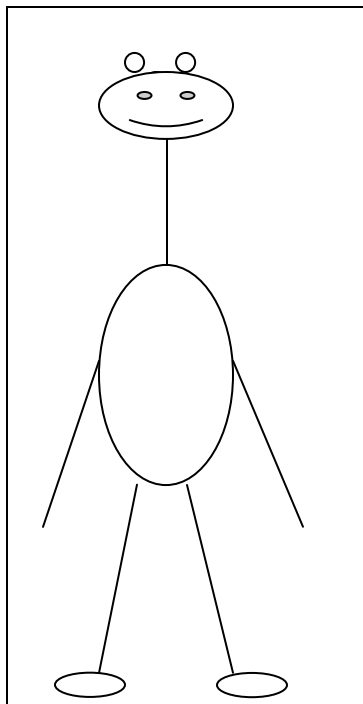
His/her _____ is/are _____

Technique Describe and draw

Materials Two posters of comic figures with contrasting features; sheets of paper for all the learners.

Preparation Make the posters

Setting up 1. Divide the learners into pairs. Ask one learner in each pair to turn round so they are facing the back of the room. The other should stay facing the front. Put one poster up at each end of the room, for example:



Describe and draw 2. Tell the learners facing the front of the room to describe the poster. They can see to their partner (who is facing the other way). Their partner should draw it on his or her sheet of paper. No peeping! If necessary, put up a poster of model sentences in speech bubbles as support, for example:

He/She's got a _____

He/She's got a _____/s

He/She's got a _____/s is/are _____

3. Get the learners facing the back of the room to describe their poster in the same way. This time the learners facing the front of the room should draw.

4. Tell the learners facing the back to turn around. Take down the poster at the back of the room and put it up beside the other one. Get the learners to make sentences comparing their drawings, for example "He's got big feet he's got small feet".

Feedback 5. Draw a third comic figure on the board with different features to the ones on the two posters. Ask learners to describe it, if necessary using the speech bubbles.

Pronunciation points Practice the sentence patterns as in :

He's got big feet.

His arms are short.

Learning Outcomes

The learner

- Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.
- Uses vocabulary related to subjects like Maths, EVS, relevant to Class 3.

ASSESSMENT THROUGH GROUP ACTIVITIES AND TASK**Task-II**

Language 'Room' (for example bathroom, kitchen, bedroom)

This is the _____

Here's the _____

The _____ is next to/opposite to the _____

Technique Discussion

Materials Plan of a flat, on a poster or on the board; sheets of paper for all the learners.

Preparation Make the posters, if you are using one.

Setting up 1. Put up a plan of your ideal flat, or draw one on the board. For example, if you like cooking, include a big kitchen and if you like reading, include a library. Tell the learners about it, for example:

This is a flat I would like to live in. There's a big kitchen. That's good because I love cooking. I like reading too, and this little room here is my library – where I keep my books.....etc

Discussion 2. Get the learners to draw a plan of their ideal flat or home
3. When they have finished, tell them to work in pairs. They should show their partner the plan they have drawn and tell them about it. Write the following phrases on the board to help them:

There *is* _____/s

are

This is the _____

Here's the _____

The _____ is *next* to the _____

Opposite

Feedback 4. Ask a few learners to tell the rest of the class about their partners' houses. Review any common pronunciation problems the learners had.

Variation Tell the learners to work in pairs. If possible, get them to sit back to back. Give them a few minutes to think about these two questions.

Teacher assisted What kind of person is his/her partner?
What kind of flat or house would his/her partner like?

Writing Draw your partner's dream house and write ten sentences on it.



EXEMPLARY LESSON PLAN FOR TEACHING

**Note : The scanned copy of the exemplary lesson plan is available
in PDF-2**