Section III

MAPPING OF GRADE 3 ENGLISH TOPICS WITH LEARNING OUTCOMES ADAPTED BY CBSE

Note: Overall Learning Outcome for the course: Able to comprehend; Listen with attention; Improve vocabulary; Learn spelling ; Able to speak short sentences; Improve handwriting.

1	Topic	Learning Objectives:	Method of Teaching	Learning Outcome
	Good Morning	read the poem aloud laying stress on certain words and phrases	**Interactive Method :** The teacher will ask the students about how they start their day. **Deductive Method :** The teacher will read the poem with proper intonation, tone, pronunciation and expression. The students will be guided to do the same and then the teacher will explain the poem. Students will then attempt a few questions in the notebook-like writing word meaning, rhyming word, a few multiple choice questions	Uses correct pronunciation and intonation to recite poems individually/in groups in order to demonstrate understanding of the words.
		interpret/ infer the thought and imagination contained in the poem.		
		assess the beauty of nature list the rhyming words (sun-run) used in the poem.		
				Uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to

		identify Antonyms and Synonyms in the poem(day-night) describe natural scenery using Nouns, Pronouns and Adjectives.		previous class, in order to demonstrate oral and written skills in speaking/writing meaningful short sentences in English.
	2. The Magic Garden	read the text aloud with correct pronunciation, intonation, pause and articulation of voice.	**Question-Induction method** The facilitator will start the class with a set of questions **Q**ues1. Have you ever seen a garden? Ques2. What do you understand about magic? **Dictogloss** : The learners will be asked to write down the key words and then later reconstruct the text in their own words. **Deductive method** ● The facilitator will read chapter 'The Magic Garden' with the students listening attentively. **Critical Thinking** ● After the reading of the chapter twice, the students will be asked a few relevant questions to test the understanding. **Activity:-** The facilitator will ask the students about one change they would like to do with the help of magic if they get the magical powers.	
		explain the theme of the lesson i.e. The Child and Nature.		
		recognize the proper use of parts of speech and apply it to the given exercises.		

	Topic	Learning Objectives:	Method of Teaching	Learning Outcome
	3. Bird Talk	read the poem aloud laying stress on certain words and phrases	**Deductive Method :** The teacher will read the poem with proper intonation, tone, pronunciation and expression. The students will be guided to do the same and then the teacher will explain the poem. Students will then attempt a few questions in the notebook-like writing word meaning, rhyming word, a few multiple choice questions **Activity:-** Students will paste or draw the pictures of their favourite birds and write briefly about their food habits and means of expressing themselves.	Uses vocabulary related to subjects like Maths (such as 'add', 'remove', 'replace'), EVS (such as 'rain', 'build'), relevant to class III.
		state/ tell the differences between different kinds of birds, e.g. in size, shape, colour, beaks, sounds etc.		
		identify Antonyms and Synonyms in the poem.		
		assess the beauty of nature		
		identify rhyming words(grow-know) used in the poem.		
	4. Balloon man	compose a short poem using rhyming words.		Reads aloud with appropriate pronunciation and pause
		recite the poem with proper intonation and gestures.	**Question-Induction method** The facilitator will start the class with a se[...] **Q**ues1. In which places have you seen a ba[...]	Reads aloud with appropriate pronunciation and pause

		Ques2. Do all balloons fly high up in the air? If not, why?
		Deductive Method :
		The teacher will read the poem with proper intonation, tone, pronunciation and expression.
		The students will be guided to do the same and then the teacher will explain the poem.
		Activity:- The students will be asked to draw a beautiful rainbow with beautiful colours.(VIBGYOR=Violet, Indigo,Blue,Green,Yellow,Orange& Red)

	Topic	Learning Objectives:	Method of Teaching	Learning Outcome
	5. Little by Little	read the poem with proper, gesture and pronunciation	**Interactive Method :** The teacher will talk with them about the growth of living things. **Question-Induction method** The facilitator will start the class with a set of questions	Reads aloud with appropriate pronunciation and pause
		identify and write rhyming words from the poem explain about the various stages of growth of a seed.	**Q**ues1. Have you ever planted a seed? Ques2. Have you ever seen a plant grow? **Deductive Method :**	Distinguishes between simple past and simple present tense

		write the names of some common trees	The teacher will read the poem with proper intonation, tone, pronunciation and expression. The students will be guided to do the same and then the teacher will explain the poem. Students will then attempt a few questions in the notebook-like writing word meaning, rhyming word, a few multiple choice questions	
	6.The Enormous Turnip	read the text with voice modulation use of phonetics while speaking.		
			Question-Induction method The facilitator will start the class with a set of questions **Q**ues1. Have you ever seen a turnip? Ques2. What other vegetables grow under the ground? Name them. **Dictogloss** : The learners will be asked to write down the key words and then later reconstruct the text in their own words. **Brainstorming** : The facilitator will ask the learners to think about a vegetable that they would wish to grow in a very large size. **Deductive method** ● The facilitator will read chapter 'The enormous turnip' with the students listening attentively. **Critical Thinking**	Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues
		explain the usage of past tense.		
		write paragraph on a given topic		
		explain that roots of some plants are edible that is carrot, radish, turnip, ginger etc. and some can be eaten without cooking.		

			● After the reading of the chapter twice, the students will be asked a few relevant questions to test the understanding.	

	Topic	Learning Objectives:	Method of Teaching	Learning Outcome
	7. Trains	recite the poem with proper intonation and gestures .	**Interactive Method :** The teacher will talk about the different modes of transport. **Question-Induction method** The facilitator will start the class with a set of questions **Q**ues1. Have you ever traveled by train? Ques2. What is the difference between ancient and modern transport? **Deductive Method :** The teacher will read the poem with proper intonation, tone, pronunciation and expression. The students will be guided to do the same and then the teacher will explain the poem. Students will then attempt a few questions in the notebook-like writing word meaning, rhyming word, a few multiple choice questions	Reads aloud with appropriate pronunciation and pause
		explain about different means of transport and terrains.		
		write the experiences of any train journey.		Performs in events such as role play/ skit in English with appropriate expressions
		perform a scene of railway station. Students to act like porters, vendors etc		
		read the text aloud with correct pronunciation, intonation, pause and articulation of voice.		
	8. The Story of The	state what different sounds are heard like chirping of birds, newspaper boy, vegetable seller and taps of school	**Question-Induction method** **T**he facilitator will start the class with a set of questions	Expresses orally her/his opinion/ understanding about

	Road	going children	**Q**ues1. What sounds do you hear early in the morning? **Dictogloss** : The learners will be asked to write down the key words and then later reconstruct the text in their own words. **Deductive method** ● The facilitator will read chapter 'The story of the road' with the students listening attentively. **Activity:- The students will be asked to draw a picture of a train and label its parts.**	the story and characters in the story, in English /home language in order to demonstrate speaking abilities.
		use present continuous tense in their day to day life.		
		compose a short poem using different sounds of animals.		

	Topic	Learning Objectives	Method of Teaching	Learning Outcome
	9.Puppy & I	recite the poem with proper intonation and gestures.	**Interactive Method :** The teacher will talk to students about animals. **Question-Induction method** The facilitator will start the class with a set of questions **Q**ues1. Which animal is called man's best friend? Ques2. With which animal would you like to play and be friends? **Deductive Method :** The teacher will read the poem with proper intonation, tone, pronunciation and expression. The students will be guided to do the same and then the teacher will explain the poem. **Activity:-** Students will attempt to draw their favourite animals or a scene from one of their favourite stories about	Reads aloud with appropriate pronunciation and pause
		explain the idea in the poem that pets are our best friends.		
		identify Antonyms and Synonyms in the poem.		Identifies opposites like 'day/night', 'close- open', and such others
		draw their favourite animals or a scene from one of their favourite stories about animals.		

			animals.	
	10. Little Tiger, Big Tiger	read the text aloud with correct pronunciation, intonation, pause and articulation of voice.	**Question-Induction method** The facilitator will start the class with a set of questions **Q**ues1. Have you ever been to a zoo or seen a tiger? Ques 2. If you see a tiger face to face how will you react? **Dictogloss** : The learners will be asked to write down the key words and then later reconstruct the text in their own words. **Deductive method** ● The facilitator will read chapter 'Little tiger, big tiger' with the students listening attentively. **Critical Thinking** ● After the reading of the chapter twice, the students will be asked a few relevant questions to test the understanding. **Think- pair- share** The students can be asked to perform an act with proper dialogues and expressions using animal face masks.	Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues
		explain the theme of the chapter that we should love and save the animals.		
		apply phonemic awareness to pronounce the words correctly in the lesson.		
		verbalise about animals which are endangered these days and now they are not able to see them.		