

SYLLABUS FOR THE SESSION 2025-26

CLASS – III

SUBJECT – ENGLISH

TERM I

S . no.	Unit	Name of the chapter	Targeted Competencies	Targeted Learning Outcomes/ Learning objectives	Suggested activities, (Integration of art, /sports/technology/ etc.)
1	UNIT 1 FUN WITH FRIENDS	CHAPTER 1 COLOURS (POEM)	<ul style="list-style-type: none"> ➤ C-1.1 Converses fluently and meaningfully in different contexts ➤ C-2.2 Understands main ideas and draws essential conclusions from the material read. 	<ul style="list-style-type: none"> ➤ Reads aloud simple familiar sentences and recites poems with understanding and appropriate pronunciation and pause ➤ Is able to identify and use action words, describing words, naming words, articles, pronouns etc. ➤ Are able to talk in pair and discuss the themes 	<p>Art integration</p> <p>Colour Walk: Take the students for a short walk around the class or school, ask students to point to colourful objects (e.g., flowers, walls, toys) and describe them aloud using complete sentences.</p> <p>Colour Hunt Game Ask students to find some objects around them of different colours and say it in a sentence e.g. - This is a red apple. Teachers may encourage them to use articles, describing word, naming word.</p> <p>Pair Activity</p> <p>Talk Time: My Favourite Colour. Teacher may ask students to work in pairs, and answer the questions What is your favourite colour? Describe 1–2 things they have of that colour.</p>

		<p>CHAPTER 2</p> <p>BADAL AND MOTI (STORY)</p>	<p>➤ C-1.2 Summarizes core ideas from material read out in class</p>	<p>➤ Is able to identify and use action words, describing words, naming words, articles, pronouns etc.</p> <p>➤ Are able to talk in pair and discuss the themes</p>	<p>Literacy Story sequencing game: Write different events from the chapter on separate strips, mix them. Now ask students to arrange the events in order. (LIBRARY BOOKS)</p> <p>Teacher reads a short paragraph from the story or write on the board. Ask students to search and circle the following in their notebook.</p> <p>Action Words: What are the characters doing? (Examples: played, fell, barked)</p> <p>Describing Words: What kind of boy/dog were they? (Examples: kind, pet)</p> <p>Naming Words: Who or what is in the story? (Examples: Badal, Moti, dog, boy)</p> <p>Articles: Which small words come before nouns? (Examples: a, the)</p> <p>Pronouns: Which words replace names? (Examples: he, they, his)</p>
		<p>CHAPTER 3</p> <p>BEST FRIENDS (STORY)</p>	<p>➤ C-1.2 Summarizes core ideas from material read out in class</p> <p>➤ C-1.3 Makes oral presentations (show</p>	<p>➤ Reads aloud with appropriate pronunciation</p> <p>➤ Identifies main idea, details and sequence and draws conclusions in English</p>	<p>Physical/sports</p> <ul style="list-style-type: none"> • Show and Tell - talk about your best friend. Share a special moment or story.

			and tell, short welcome notes, anchoring of small events, short speeches, class debates)		
2	UNIT 2 TOYS AND GAMES	CHAPTER 4 OUT IN THE GARDEN (POEM)	<ul style="list-style-type: none"> ➤ C-1.2 Summarizes core ideas from material read out in class ➤ C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates) ➤ C-2.1 Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts 	<ul style="list-style-type: none"> ➤ Recites poems individually ➤ Reads aloud with appropriate pronunciation ➤ Writes/types dictation of words/phrases/ sentences ➤ Identifies main idea, details and sequence and draws conclusions in English 	<p>Physical</p> <ul style="list-style-type: none"> ➤ Take the students for a short walk in the school garden and ask them to observe nature like flowers, sky, tree, birds etc. and tell them in simple sentences. <p>Project based</p> <ul style="list-style-type: none"> ➤ Seed plantation: Students will grow seeds in small pots or waste cups with some soil. Ask them to observe the growth of plants over the week and describe the changes in the notebook. (LIBRARY BOOKS) <p>Literacy</p> <ul style="list-style-type: none"> ➤ Garden riddles: Create simple riddles and ask students to solve them like 'I am yellow and bright', 'I open in the sunlight', 'Bees love me', who am I?

		<p>CHAPTER 5</p> <p>TALKING TOYS (STORY)</p>	<ul style="list-style-type: none"> ➤ C-1.2 Summarizes core ideas from material read out in class. ➤ C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates). 	<ul style="list-style-type: none"> ➤ Is able to identify and use action words, describing words, naming words, articles, pronouns etc. ➤ Listens and follows simple instructions for routine tasks in school. 	<p>Art integration</p> <ul style="list-style-type: none"> ➤ Create your own talking toy by using waste materials and describe it in 3 to 4 sentences like My toy is a magic car. It can fly and talk. <p>Literacy & performing arts</p> <ul style="list-style-type: none"> ➤ Toy Guessing Game: One student picks a toy without showing it to the class. He or she will describe that toy and the class will guess the toy. (Like the student will describe- it has four wheels and it can move fast, the class guesses that the toy is a car). ➤ Dance with toys: Choose and play any toy related song from YouTube and let students dance. Encourage them to use movements like toys. (Stiff robot movements, bouncing like a ball etc.).
		<p>CHAPTER 6</p> <p>PAPER BOATS</p>	<ul style="list-style-type: none"> ➤ C-1.2 Summarizes core ideas from material read out in class. ➤ C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short 	<ul style="list-style-type: none"> ➤ Is able to identify and use action words, describing words, naming words, articles, pronouns etc. ➤ Listens and follows simple instructions for routine tasks in school. ➤ Is able to write two/three sentences using verbal or visual clues and 	<p>Art integration</p> <p>Ask students to create boat themed watermarks. They can decorate it and use it while reading books. (LIBRARY BOOKS)</p> <p>Imaginary Boat Journey: Ask students to make a paper boat and give them prompts such as Row your boat through the river, the waves are getting rough, look! you see dolphins jumping.</p> <p>Guided Writing with Clues</p>

			<p>speeches, class debates).</p> <p>➤ C-2.1 Applies varied comprehension strategies (inferring, predicting, visualizing) to understand different texts.</p>	<p>appropriate punctuation and using “and”, “but”, “here”, “there”, etc. appropriately.</p>	<p>Teachers may show pictures (or stick on the board): e.g. A girl with a kite play here.</p> <p>Ask students to write 2–3 sentences using “and”, “but”, “here”, “there”, with punctuation.</p>
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THE ABOVE-MENTIONED SYLLABUS ALONG WITH REVISION MUST BE COMPLETED BEFORE THE MID TERM EXAMINATION

TERM II

3	UNIT 3 GOOD FOOD	CHAPTER 7 THE BIG LADDOO (POEM)	<p>➤ C-1.2 Summarizes core ideas from material read out in class.</p> <p>➤ C-1.3 Makes oral</p>	<p>➤ Is able to identify and use action words, describing words, naming words, articles, pronouns etc.</p> <p>➤ Uses vocabulary related to subjects like maths, EVS etc. and writes dictation of words/phrases/sentences related to them.</p>	<p>Literacy (writing)</p> <p>➤ Ladoo Recipe (Writing/Telling): Help students to write or tell steps in simple sentences for laddoo making like for coconut laddoo, first take coconut, grind it. Now take jaggery or sugar powder and dry fruits. Mix them well. Shape the mixture into balls. Students can make this type of recipe for different</p>
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			presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates)..	➤ Is able to write two/three sentences using verbal or visual clues and appropriate punctuation and using “and”, “but”, “here”, “there”, etc. appropriately.	types of ladoos and display their recipes on the classroom wall. Project based: Subject enrichment ➤ Discuss about edible items which are like laddoo in shape but their taste is not sweet.
		CHAPTER 8 THANK GOD (STORY)	➤ C-1.2 Summarizes core ideas from material read out in class. ➤ C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates). ➤ C-2.1 Applies varied comprehension strategies (inferring,	➤ Read aloud with pronunciation ➤ performs in events such as role play/ skit ➤ writes/types dictation of words/phrases/ sentences ➤ uses punctuation such as question mark	Art integration: ➤ Food Blessing Collage: Ask students to paste or draw a picture of one fruit or vegetable in the centre of a sheet and write its one or two importance for health in the form of short sentences. Performing arts ➤ Farmer's day role play: Students dress up as farmers and act out daily farm activities like Plough the field, water the crops, feed the animals etc. They can write the steps on strips also. (LIBRARY BOOKS)

			predicting, visualizing) to understand different texts.		
		<p>CHAPTER 9</p> <p>MADHU'S WISH (STORY)</p>	<ul style="list-style-type: none"> ➤ C-1.2 Summarizes core ideas from material read out in class. ➤ C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates). 	<ul style="list-style-type: none"> ➤ Is able to identify and use action words, describing words, naming words, articles, pronouns etc. ➤ Uses vocabulary related to subjects like maths, EVS etc. and writes dictation of words/phrases/sentences related to them. 	<p>Performing arts</p> <ul style="list-style-type: none"> ➤ Divide class into groups and assign roles to perform drama on water conservation. <p>Literacy (speaking)</p> <ul style="list-style-type: none"> ➤ Discussion on 'How much is enough? Ask students thought provoking questions like If you have 100 apples. Would you share or keep them all? ➤ Healthy Food Quiz: Divide class into teams. Ask students questions related to junk and healthy food. <p>Word Bank Building</p> <p>Teacher may create a word web on the board with these categories:</p> <p>Naming Words: Madhu, school, books</p> <p>Action Words: read, write, walk, learn</p>

					<p>Describing Words: kind, brave, little, smart</p> <p>Articles & Pronouns: a, the, she, her, I</p> <p>Students may pick 2–3 words from each category and make a sentence using them.</p>
4	UNIT 4 THE SKY	CHAPTER 10 NIGHT	<ul style="list-style-type: none"> ➤ C-1.1 Converses fluently and meaningfully in different contexts. ➤ C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates). ➤ C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs 	<ul style="list-style-type: none"> ➤ Recites poems individually role play/ skit reads aloud with appropriate pronunciation ➤ writes/types dictation of words/phrases/ sentences ➤ identifies main idea, details and sequence and draws conclusions in English. 	<p>Project based</p> <p>Night Sky Observation: Ask students to observe the night sky at home with their family and note what they see like the moon, stars, clouds etc.</p> <p>Performing arts</p> <p>Role play on day and night activity: Divide class into 2 groups: day group and night group. Day group students act out the day time activities like brushing, playing and night group will act out night time activities like sleeping, dinner etc.</p> <p>Warm-up Word Web</p> <p>Teachers may write on the board, draw a web titled “Night”. Ask students to name things and write they see or hear at night: (moon, owl, stars, quiet, dream, dark, sky, sleep, cricket, cloud).</p>

		<p>CHAPTER 11</p> <p>CHANDA MAMA COUNTS THE STARS (STORY)</p>	<ul style="list-style-type: none"> ➤ C-1.1 Converses fluently and meaningfully in different contexts. ➤ C-2.2 Understands main ideas and draws essential conclusions from the material read. 	<ul style="list-style-type: none"> ➤ Reads aloud simple familiar sentences and recites poems with understanding and appropriate pronunciation and pause ➤ Are able to talk in pair and discuss the themes. 	<p>Literacy (speaking)</p> <p>Ask students, if they call the moon as Chanda Mama, what would they call other objects in Sky (like Sun- Papa or Dada, Stars - Friends, Rainbow- Dadi etc.)</p> <p>Subject enrichment</p> <p>Discussion on festivals related to Sun and Moon, like Karva Chauth, Chhath Pooja, Eid-ul-Adha, Guru Poornima etc. (LIBRARY BOOKS)</p>
		<p>CHAPTER 12</p> <p>CHANDRA YAAN (STORY)</p>	<ul style="list-style-type: none"> ➤ C-1.1 Converses fluently and meaningfully in different contexts. ➤ C-1.3 Makes oral presentations 	<ul style="list-style-type: none"> ➤ Is able to identify and use action words, describing words, naming words, articles, pronouns etc. ➤ Listens and follows simple instructions for routine tasks in school. ➤ Uses vocabulary related to subjects like maths, EVS etc. and write dictation of 	<p>Project based</p> <p>Make a model of Chandrayaan using cardboard and other items. (Group Activity)</p> <p>Subject enrichment</p> <p>Young Scientist Quiz Game: 4 Students will conduct the quiz and class will answer the quiz questions. Teacher will help them to frame questions related to Chandrayaan.</p>

			<p>(show and tell, short welcome notes, anchoring of small events, short speeches, class debates).</p> <p>➤ C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text.</p>	<p>words/phrases/sentences related to them.</p> <p>➤ Talks about the print available in the classroom.</p>	<p>Performing arts</p> <p>Role play Space Scientists: Ask students to act out like various space scientists like Rakesh Sharma, Neel Armstrong, Kalpana Chawla etc.</p>
<p>THE ABOVE-MENTIONED SYLLABUS ALONG WITH REVISION MUST BE COMPLETED BEFORE ANNUAL EXAMINATION.</p>					