

## Class III (English)

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

### Class III (EVS)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</b></p> <ul style="list-style-type: none"> <li>• observe and explore the immediate surroundings, i.e., home, school and neighbourhood for different objects/plants/ animals/birds for their concrete/ simple observable physical features (diversity, appearance, movement, places of living/ found, habits, needs, behaviour etc.)</li> <li>• observe, explore their home/family for the people whom they live with, what works they do, the relations and their physical features and habits and share the experiences in different ways</li> <li>• explore the neighbourhood for the means of transport, communication and what works people do</li> <li>• observe their home/school kitchen for food items, vessels, stoves, fuels and cooking processes</li> <li>• discuss with elders and find out from where we/birds/animals get water, food (plants/ animals, which part of the plant we eat etc.), who works in the kitchen, who eats what, who eats last</li> <li>• visit different places in the neighborhood, e.g., market to observe the process of buying/selling, journey of a letter from post office to home, local water bodies etc.</li> <li>• ask and frame questions and respond to the peers and elders without any fear or hesitation</li> <li>• share their experiences/observations through drawing/ symbols /tracing / gestures/ verbally in a few words /simple sentences in their own language</li> <li>• compare objects/entities based on differences/ similarities for observable features and sort them into different categories</li> </ul>	<p><b>The learner —</b></p> <ul style="list-style-type: none"> <li>• identifies simple observable features (e.g., shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings</li> <li>• identifies simple features (e.g., movement, at places found/kept, eating habits, sounds) of animals and birds) in the immediate surroundings</li> <li>• identifies relationships with and among family members</li> <li>• identifies objects, signs (vessels, stoves, transport, means of communication, transport, signboards etc.); places (types of houses/shelters, bus stand, petrol pump etc.) activities (works people do, cooking processes, etc.) at home/school/ neighbourhood</li> <li>• describes need of food for people of different age groups; animals and birds, availability of food and water and use of water at home and surroundings</li> <li>• describes roles of family members, family influences (traits/ features /habits / practices), need for living together, through oral/ written/other ways</li> <li>• groups objects, birds, animals, features, activities according to differences/ similarities using different senses. (e.g., appearance/place of living/ food/ movement/ likes-dislikes/ any other features) using different senses.</li> </ul>

- discuss with the parents/guardians/ grandparents/elders in the neighbourhood and compare their lives in past with that of now for the things of daily use such as clothes, vessels, works done by people around, games
- collect and arrange the objects such as, pebbles, beads, fallen leaves, feathers, pictures, etc., of their finds from their surroundings and arrange in an innovative manner, e.g., heaps, pouches and packets
- critically think to guess/estimate and predict about the happenings, situations, events and the possible ways to check, verify, test them., For example, which directions (left/right/front/back) to be followed to reach a nearby object or place; which vessel (of same volume) contains more water; how many spoons of water to fill a mug or a bucket etc.
- perform simple activities and experiments to observe, smell, taste, feel, hear using different senses as per their abilities to identify, classify, differentiate between objects, features, entities etc.
- collect observations and experiences on the experiments and activities and shares that orally /gestures /sketches /tables /writing in simple sentences
- manipulate local and waste material, fallen dry leaves/flowers, clay, fabrics, pebbles, colours to create or improvise drawings, models, designs, collage etc. For example using clay to make pots/vessels, animals, birds, vehicles, furniture from empty matchboxes, cardboard, etc.
- share experiences of their relationships with pets and domestic animals or other birds and animals in surroundings
- participate actively and undertake initiatives of care, share empathy, leadership by working together in groups, e.g., in different indoor/outdoor/local/contemporary activities and games, carry out projects such as taking care of a plant(s), feed birds/animals, things around them.
- differentiates between objects and activities of present and past (at time of the elders). (e.g., clothes /vessels /games played/ work done by people)
- identifies directions, location of objects/ places in simple maps (of home/ classroom/ school) using signs/symbols/verbally
- guesses properties, estimates quantities; of materials/activities in daily life and verifies using symbols/non-standard units (hand spans, spoon/mugs, etc.)
- records observations, experiences, information on objects/activities/places visited in different ways and predicts patterns (e.g., shapes of moon, seasons)
- creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home/ school, etc.) and slogans, poems, etc.
- observes rules in games (local, indoor, outdoor) and other collective tasks
- voices opinion on good/bad touch; stereotypes for tasks/play/food in family w.r.t gender, misuse/wastage of food and water in family and school
- shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings. (For the diversity in appearance, abilities, choices – likes/ dislikes, and access to basic needs such as food, shelter, etc.)

- question, discuss, critically think and reflect on their experiences related to situations at home, school, neighbourhood for stereotypes or discrimination, such as, roles of male/female members, access to food, health, going to school, needs of elders and the differently abled etc.
- explore and read pictures, posters, signboards, books, audio-videos, tactile/raised material/newspaper clippings, stories/poems, web resources, documentaries, library and use other resources besides textbook.

- एक-दूसरे की लिखी हुई रचनाओं को सुनने, पढ़ने और उन पर अपनी राय देने, उनमें अपनी बात को जोड़ने, बढ़ाने और अलग-अलग ढंग से लिखने के अवसर हों।



- स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत वर्तनी के प्रति सचेत होते हुए स्व-नियंत्रित लेखन (कनवैशनल राइटिंग) करते हैं।
- विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में शब्दों के चुनाव, वाक्य संरचना और लेखन के स्वरूप (जैसे- दोस्त को पत्र लिखना, पत्रिका के संपादक को पत्र लिखना) को लेकर निर्णय लेते हुए लिखते हैं।
- विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में विराम-चिह्नों, जैसे- पूर्ण विराम, अल्प विराम, प्रश्नवाचक चिह्न का सचेत इस्तेमाल करते हैं।
- अलग-अलग तरह की रचनाओं/सामग्री (अखबार, बाल पत्रिका, होर्डिंग्स आदि) को समझकर पढ़ने के बाद उस पर अपनी प्रतिक्रिया लिखते हैं, पूछे गए प्रश्नों के उत्तर (लिखित/ब्रेल लिपि आदि में) देते हैं।

## कक्षा तीन (हिंदी)

सीखने-सिखाने की प्रक्रिया	सीखने की संप्राप्ति (Learning Outcomes)
<p>सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें-</p> <ul style="list-style-type: none"> <li>• अपनी भाषा में अपनी बात कहने, बातचीत करने की भरपूर आजादी और अवसर हों।</li> <li>• हिंदी में सुनी गई बात, कविता, कहानी आदि को अपने तरीके और अपनी भाषा में कहने-सुनाने/प्रश्न पूछने एवं अपनी बात जोड़ने, प्रतिक्रिया देने के अवसर उपलब्ध हों।</li> <li>• बच्चों द्वारा अपनी भाषा में कही गई बातों को हिंदी भाषा और अन्य भाषाओं (जो भाषाएँ कक्षा में मौजूद हैं या जिन भाषाओं के बच्चे कक्षा में हैं) में दोहराने के अवसर उपलब्ध हों। इससे भाषाओं को कक्षा में समुचित स्थान मिल सकेगा और उनके शब्द-भंडार, अभिव्यक्तियों का भी विकास करने के अवसर मिल सकेंगे।</li> <li>• 'पढ़ने का कोना'/पुस्तकालय में स्तरानुसार विभिन्न प्रकार की रोचक सामग्री, जैसे- बाल साहित्य, बाल पत्रिकाएँ, पोस्टर, ऑडियो-वीडियो सामग्री उपलब्ध हो।</li> <li>• तरह-तरह की कहानियों, कविताओं, पोस्टर आदि को चित्रों और संदर्भ के आधार पर समझने-समझाने के अवसर उपलब्ध हों।</li> <li>• विभिन्न उद्देश्यों को ध्यान में रखते हुए पढ़ने के विभिन्न आयामों को कक्षा में उचित स्थान देने के अवसर उपलब्ध हों, जैसे- किसी कहानी में किसी जानकारी को खोजना, किसी जानकारी को निकाल पाना, किसी घटना या पात्र के संबंध में तर्क, अपनी राय दे पाना आदि।</li> <li>• सुनी, देखी बातों को अपने तरीके से, अपनी भाषा में लिखने के अवसर हों।</li> <li>• अपनी भाषा गढ़ने (नए शब्द/वाक्य/अभिव्यक्तियाँ बनाने) और उनका इस्तेमाल करने के अवसर हों।</li> <li>• संदर्भ और उद्देश्य के अनुसार उपयुक्त शब्दों और वाक्यों का चयन करने, उनकी संरचना करने के अवसर उपलब्ध हों।</li> <li>• अपना परिवार, विद्यालय, मोहल्ला, खेल का मैदान, गाँव की चौपाल जैसे विषयों पर अथवा स्वयं विषय का चुनाव कर अनुभवों को लिखकर एक-दूसरे से बाँटने के अवसर हों।</li> </ul>	<p>बच्चे-</p> <ul style="list-style-type: none"> <li>• कही जा रही बात, कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं।</li> <li>• कहानी, कविता आदि को उपयुक्त उतार-चढ़ाव, गति, प्रवाह और सही पुट के साथ सुनाते हैं।</li> <li>• सुनी हुई रचनाओं की विषय-वस्तु, घटनाओं, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं, प्रश्न पूछते हैं, अपनी प्रतिक्रिया देते हैं, राय बताते हैं/अपने तरीके से (कहानी, कविता आदि) अपनी भाषा में व्यक्त करते हैं।</li> <li>• आस-पास होने वाली गतिविधियों/घटनाओं और विभिन्न स्थितियों में हुए अपने अनुभवों के बारे में बताते, बातचीत करते और प्रश्न पूछते हैं।</li> <li>• कहानी, कविता अथवा अन्य सामग्री को समझते हुए उसमें अपनी कहानी/बात जोड़ते हैं।</li> <li>• तरह-तरह की रचनाओं/सामग्री (अखबार, बाल पत्रिका आदि) को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं, अपनी राय देते हैं, शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं, पूछे गए प्रश्नों के उत्तर (मौखिक/लिखित रूप से) देते हैं।</li> <li>• अलग-अलग तरह की रचनाओं/सामग्री (अखबार, बाल पत्रिका, होर्डिंग्स आदि) को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं/अपनी राय देते हैं/ शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं, पूछे गए प्रश्नों के उत्तर (मौखिक, सांकेतिक) देते हैं।</li> <li>• अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका अर्थ सुनिश्चित करते हैं।</li> <li>• तरह-तरह की कहानियों, कविताओं/रचनाओं की भाषा की बारीकियों (जैसे- शब्दों की पुनरावृत्ति, संज्ञा, सर्वनाम, विभिन्न विराम-चिह्नों का प्रयोग आदि) की पहचान और प्रयोग करते हैं।</li> <li>• अलग-अलग तरह की रचनाओं/सामग्री (अखबार, बाल पत्रिका, होर्डिंग्स आदि) को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं/अपनी राय देते हैं/ शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं।</li> </ul>

## Class III (Mathematics)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</b></p> <ul style="list-style-type: none"> <li>count large number of objects from their surroundings by making groups of 100,10 and ones</li> <li>write a number (up to 999) and the other group reads it.</li> <li>apply place values for writing greatest/smallest numbers with three digits. (Digits may or may not repeat.)</li> <li>arrange concrete objects and draw different multiplication facts/ combinations of a given number, for example 6 mangoes can be arranged as</li> </ul> <div style="text-align: center;"> <p style="margin-left: 100px;"> <math>2 \times 3</math>   <math>3 \times 2</math>  <math>1 \times 6</math>  <math>6 \times 1</math> </p> </div> <ul style="list-style-type: none"> <li>develop multiplication facts of 2, 3, 4, 5 and 10 using different ways e.g., <ul style="list-style-type: none"> <li>Skip counting</li> </ul> </li> </ul> <div style="text-align: center;"> <p>Start <span style="margin-left: 100px;">0</span> <span style="margin-left: 15px;">1</span> <span style="margin-left: 15px;">2</span> <span style="margin-left: 15px;">3</span> <span style="margin-left: 15px;">4</span> <span style="margin-left: 15px;">5</span> <span style="margin-left: 15px;">6</span> <span style="margin-left: 15px;">7</span> <span style="margin-left: 15px;">8</span> <span style="margin-left: 15px;">9</span> →</p> </div> <ul style="list-style-type: none"> <li>and by using repeated addition</li> <li>experience equal sharing and grouping and connecting them mathematically in their own context. for example, sharing of equal number of sweets among children</li> <li>observe various 3D shapes available in the surroundings and discussions may be held for identification of similarities and differences with respect to their corresponding 2D. Shapes like triangle, square, circle cut outs of cardboard</li> <li>make 2D shapes through paper folding/paper cutting activities</li> <li>describe the properties of 2D shapes in their own words/languages like number of corners, edges on a shape, etc.</li> </ul>	<p><b>The learner —</b></p> <ul style="list-style-type: none"> <li>works with three digit numbers <ul style="list-style-type: none"> <li>reads and writes numbers up to 999 using place value</li> <li>compares numbers up to 999 for their value based on their place value</li> <li>solves simple daily life problems using addition and subtraction of three digit numbers with and without regrouping, sums not exceeding 999</li> <li>constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations</li> <li>analyses and applies an appropriate number operation in the situation/context</li> <li>explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction. For example, <math>12 \div 3</math> can be explained as number of groups of 3 to make 12 and finds it as 4 by repeatedly subtracting 3 from 12</li> </ul> </li> <li>adds and subtracts small amounts of money with or without regrouping</li> <li>makes rate charts and simple bills</li> <li>acquires understanding about 2D shapes <ul style="list-style-type: none"> <li>identifies and makes 2D-shapes by paper folding , paper cutting on the dot grid, using straight lines etc.</li> <li>describes 2D shapes by the number of sides, corners and diagonals. For example, the shape of the book cover has 4 sides, 4 corners and two diagonals</li> <li>fills a given region leaving no gaps using a tile of a given shape</li> </ul> </li> <li>estimates and measures length and distance using standard units like centimetres or metres and identifies relationships</li> <li>weighs objects using standard units– grams and kilograms using simple balance</li> <li>compares the capacity of different containers in terms of non standard units</li> <li>adds and subtracts measures involving grams &amp; kilograms in life situations</li> <li>identifies a particular day and date on a calendar</li> </ul>

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| <ul style="list-style-type: none"> <li>• discuss their observation regarding various shapes they observe in their surroundings— on the floor, on the footpath, etc., to draw conclusion that all shapes do not tile</li> <li>• conduct role play of seller and buyer in selling/buying situation where lots of addition and subtraction of amounts using play money may be done</li> <li>• measure the length of objects in their surroundings by using scale/ tape. Students may be encouraged to estimate the length first and then verify it by actual measurement</li> <li>• use simple balance to compare and find weight of common objects in terms of non-standard units likes small stones, packets of objects, etc.</li> <li>• measure capacities of different containers and describe their experiences of doing so, e.g., finding how many jugs can fill a bucket or how many glasses can be filled from one jug full of water</li> <li>• use of vocabulary about time and calendar through discussions/ story telling</li> <li>• attempt to read a clock and calendar</li> <li>• observe patterns both geometrical and numerical and discuss them. (Presentation by the group may be done in front of the whole class)</li> <li>• collect and record data in their won way and use pictograph to represent it. for example, flower of different colours in the school garden or the number of boys and girls present a class</li> <li>• to interpret pictographs from magazines and newspaper which can be displayed in the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>• reads the time correctly to the hour using a clock/watch</li> <li>• extends patterns in simple shapes and numbers</li> <li>• records data using tally marks, represents pictorially and draws conclusions.</li> </ul> |
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