

Class : 3
Subject : Grammar Cloud

Lesson : Alphabet Fun

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Numerical order of alphabets
- Dictionary
- Finding words in a dictionary

Teaching Resource Materials

- Textbook: Grammar Cloud 3
- Flash cards of alphabets
- Flash cards of numbers till 26
- Small dictionaries of student's level.

Warm Up

Before getting started, you can ask the following questions in class:

- How many alphabets are there in English?
- Can we assign numbers to alphabets?
- Which letter will have which number?
- What will you do if you have to find a meaning of a word?

Points to Discuss

- In English, there are 26 letters, which can be assigned to numbers.
- Arranging alphabets in order of number will be like A-1, B-2 C-3.....Y-25, Z-26.
- We use a dictionary to find meaning of a word.
- A dictionary is a book of words with their meanings and pronunciations.
- The words are arranged in alphabetical order to make it easy to find the word.

Classroom Activity

Assign the Number

Call out any five students and give them the flash cards of first five alphabets. Now, ask the students to start counting. When they say 1, give the flash card with number 1 written on it to the first student with alphabet A in his/her hand. Now, call five more students and continue the count. After the ten alphabets, give next ten alphabets to the students and like this complete all the alphabets. Instruct students at the beginning of the activity to write the alphabets and their numbers in their notebooks. The series will be as follows. Ask the students to recite the number series 2-3 times.

A-1 B-2 C-3 D-4 E-5 F-6 G-7 H-8 I-9
J-10 K-11 L-12 M-13
N-14 O-15 P-16 Q-17 R-18 S-19 T-20 U-21 V-22
W-23 X-24 Y-25 Z-26

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Discipline				
Concept clarity				

Classroom Activity

Write in Numbers

Ask students to write their name and their best friends name in numbers.

- After every number of an alphabet they will place a dot.
- Use hyphen(-) to segregate the first name and the last name.

For example, AMAN GILL 1.13.1.14-7.9.12.12

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Understanding				
Spellings				

Dictionary

In a Dictionary, words are given in alphabetical order. It makes it easy to find the words and their meanings. When more than one word starts with the same letter, the words are in alphabetical order but arranged according to the second letter of the words. Examples: land, lead, load. When the first two letters are the same, we have to find the alphabetical order of the third different letter in the words to find them in a dictionary. Examples: pearl, peep, pest, pet. Tell students the steps to find a particular word in the dictionary.

Classroom Activity

Speed Word Search

Give each student or pair of students a dictionary. When you call out a word, the student(s) must find the word as quickly as possible. The first person to call out the correct page number wins the round. This would be a good one to do in teams; everyone has his or her own dictionary, but the winner wins a point for the whole team rather than individually.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Awareness				
Participation				

Play Mystery Word

Before starting this game, give a small dictionary to each pair of students. To play this game, give a series of clues. As students hear the clues, they look for the word in the dictionary until they have narrowed it down to just one. For example: I am a three-letter word. I begin with the fourth letter of the alphabet. My second letter is “o”. I come before “dog” in the dictionary. My last letter is “t”.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Awareness				
Participation				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Code-Decode

Make pair of students. Ask them to write down some words in numeric. Now, exchange their notebooks and give everyone 2-5 minutes to decode the words by writing them in alphabets. You can do the same activity by making groups and writing down some words on the board in numerical form and ask the teams to decode it in the given time.

Arrange in Sequence

Write any five words on the board and ask students to arrange these words in an alphabetic order. Ask them to verify their order from the dictionary. Tell them to find out the page number on which these words appear in the dictionary. If the page numbers are in ascending order (from smaller to bigger), it means they have arranged the words in correct order.

Enrichment

Have students brainstorm, identify, read, and find meanings of words from dictionary and increase their vocabulary.

Skills Developed

- The mentioned activities aim to inculcate the following skills in students:
- Communication
- Vocabulary
- Pronunciation
- Dictionary search

Life Skills

Collect New Words

Have each student keep a notebook of new words. This is a nice activity to do daily or a few times a week. It is also good for handwriting practice. Each day, each student finds a word in the dictionary that he does not know. He then writes the word, its meaning and a sentence using the word in his notebook. Ask students to bring

their notebook on every last working day of the month to share their words with their classmates.

Tips for Teachers

- Ask students to look at the alphabet chart and say it slowly.
- Before doing dictionary activities make sure students have an idea of how to find the words by making them practice once or twice.
- Encourage them to learn at least 5-10 new words daily. This will help increase their vocabulary.
- Encourage them to behave well in the class.
- Ask them to make a habit of reading story books and newspaper, use dictionary to find the meaning of the new words that appear while reading.

Class : 3
Subject : Grammar Cloud

Lesson : Sentences

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Sentences
- Assertive sentences
- Interrogative sentences
- Exclamatory sentences
- Imperative sentences

Teaching Resource Materials

- Textbook: Grammar Cloud 3
- Punctuation stickers of four different colours



- Highlighters of 4 different colours (you can ask students to bring 4 highlighters of different colours like, neon yellow, pink, orange and green)

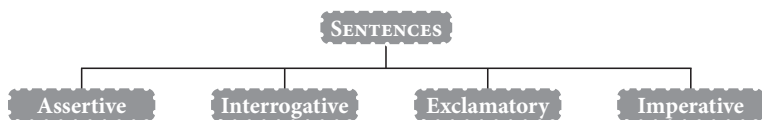
Warm Up

Before getting started, you can ask the following questions in class:

- What is your name?
- How will say to someone to give you a glass of water?
- How will you ask someone to help you?
- How will you tell someone that you won a game?

These questions help them understand the different types of sentences we use in our day-to-day conversation.

Points to Discuss



- A group of words that makes a complete sense is called a **sentence**.
- A sentence always begins with a capital letter, has a verb and ends with a full stop (.), question mark (?) or exclamation mark (!).
- In English, there are different types of sentences.
- Sentences that end in a (.) full stop are called **assertive** sentences. They are statements.
- Sentences that end with a question mark (?) are called **interrogative** sentences.
- A sentence which gives request, command or direction is called **imperative** sentence. It usually begins with a verb. They also end with a full stop (.)
- The sentences that end with an exclamation mark (!) are known as **exclamatory** sentences. These sentences express sudden feelings of happiness, sorrow or surprise.
- The words Wow, Hurrah, Alas, Oh no, etc., are words used for exclamations.

NOTE : Teach students about the types of sentences through classic method of board teaching. After the students are familiar with the concepts, do following activities in the classroom.

Classroom Activity

Whole-Group Game: Four Corners

Instructions

1. Hang the sentence banners in each corner of the classroom.
2. Students choose a corner in which to stand.
3. Teacher reads a sentence.
4. If students think it is the sentence type designated by their corner, they sit down.
5. If students are wrong (they stand up in the wrong corner/don't stand up in the correct corner), they are out of the game!
6. Students who are correct get a punctuation badge (sticker).
7. Teacher reads 10 sentences. The student with the most stickers is the Sentence Champ!

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Discipline				
Accuracy				

Classroom Activity

Four Types of Sentences

Write at least six sentences on the board without the punctuation mark at the end of the sentence. Ask students to write down the sentences in their notebook and put the correct punctuation mark and write the sentence type name using the given colour code. They can use either the sketch pens or crayons for the activity.

Declarative – orange

Imperative – yellow

Interrogative – blue

Exclamatory – red

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Knowledge				
Understanding				

Classroom Activity

Reinforcement: Real World Application of Four Sentence Types

Ask students to write a composition on any topic of their choice. For reinforcement, have students use their new knowledge and skills of sentence types by using four different highlighters and finding the sentence types in their composition. They must choose a highlighter colour to represent each type of sentence. Then, they highlight sentences in their composition, using different colours. Once they are finished, have them check with you to see if they were able to identify the different types in their own writing.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Understanding				
Participation				
Creativity				

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Write and Tell

Ask the students to write five questions that they would ask the president. After they have done writing, explain that these are interrogative sentences. Now, ask them to write five requests in complete sentences that they have for the principal. Explain to them that these are imperative sentences. Then ask them to write five sentences that show that they are excited about the field trip. Explain to them that these are exclamatory sentences. Finally, ask them to write five sentences about school in complete sentences. Tell them that these are assertive sentences. This activity will help children grasp the concept of each type of sentence.

Enrichment

Have students brainstorm, identify, read, and write different types of sentences.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Sentence construction

Life Skills

Making good decisions is a life skill every child should begin learning at a young age. Begin with basic decisions like chocolate versus vanilla ice cream, blue socks or white socks, playing video games or board games. When kids reach elementary school age, they can begin learning about the rewards of good decisions and the consequences of bad decisions.

Tips for Teachers

- You must be prepared each time you walk into your classroom. Children know when their teacher has done their homework and they respect the fact that their teacher cares enough about their learning to prepare themselves to teach the lesson.
- Each day you should carefully plan your day by developing a daily schedule as well as a lesson plan.
- You should work to have an attractive room that you as well as your students can appreciate and enjoy. This type of environment sets the tone for learning so take some time to make your room attractive and conducive to learning.
- Encourage students to always start a sentence with a capital letter and end with a correct punctuation.

Class : 3

Subject : Grammar Cloud

Lesson : Articles- A, An, The

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Articles a, an and the
- Indefinite articles **a** and **an**
- Definite article **the**

Teaching Resource Materials

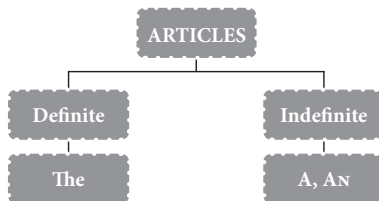
- Textbook: Grammar Cloud 3
- A bucket with pictures of different objects in it. Each picture must have a caption on it with an adjective and the name of the object. For example, red apple, big hat, green umbrella.
- Sticky notes of four different colours
- Sticky notes with sentences written on them with missing articles
- Worksheet for practice

Warm Up

Before getting started, you can ask the following questions in class:

- What are articles?
- When do we use article **a**?
- When do we use the article **an**?
- When do we use the article **the**?

Points to Discuss



NOTE : The concept of articles has been taught in previous two classes. Revise the concept once more and use the worksheet for practice.

- In English, there are two types of articles.
- **An** is used before words beginning with a vowel sound.
- **A** is used before words beginning with a consonant sound.
- **A** and **an** are called indefinite articles. This means **a** and **an** are used when we don't talk about a particular place or thing. Therefore, they are called **indefinite articles**.
- **The** is called a definite article because it is used with a particular person, animal or thing. Therefore, it is called **definite article**.

Classroom Activity

We are going on a picnic!

Make groups of 5-6 students and ask them to think of, or draw, items they would bring to a picnic. Write the prompt on the board: "We're going on a picnic and I'm bringing a/an _____." Do a round robin chain with each student adding an item. Encourage students to think beyond food items, such as a ball, a hat, a friend, an umbrella. As the students respond, they repeat what each student said, and then add their own item. For example: Jenny is bringing an apple, Carlos is bringing a guitar, and I'm bringing a ball.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Pronunciation				
Vocabulary				
Task fulfillment				

Article **a** and **an** are used in general terms when there is nothing specific.

Classroom Activity

What is in the bucket?

Call students one by one to the basket and ask them to take out the picture of an object and say “The picnic basket has _____.” Tell them to use the article while naming the object. For example,

The picnic basket has the big hat.

The picnic basket has the red apple.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Understanding				
Participation				

Classroom Activity

Give students the following worksheet and give them 20 minutes to complete it.

WORKSHEET

1. Colour the correct article.

I recently discovered that the / a / Ⓟ money doesn't buy as much as it used to. I'd been living in the / a / Ⓟ dormitory for two years and hadn't had to buy my own food for the / a / Ⓟ whole time. Then, I moved into an / a / Ⓟ apartment where I needed to buy the / a / Ⓟ food for myself. The first day I wanted to get the / a / Ⓟ juice, the / a / Ⓟ meat, the / a / Ⓟ bread and the

/ a / ⊕ butter. I went to the / a / ⊕ grocery store and put everything into the / a / ⊕ cart. When I went to pay, I found that the / a / ⊕ juice I had chosen cost 10/-, the / a / ⊕ meat 200/-, the / a / ⊕ bread 25/-, and the / a / ⊕ butter 45/-. The / a / ⊕ money I had brought with me was not enough, and I had to replace the / a / ⊕ butter on the / a / ⊕ shelf where I got it. Now, when I go shopping, I take more money.

NOTE: The symbol ⊕ represent no article.

2. Write the correct article. Put a cross (×) in the blank where you think no article is required.

Ms. Parrot, (1) ____ most famous lady detective of (2) ____ twenty-first century, was born in (3) ____ United Kingdom in (4) ____ 1960s. Since then, she has been to many countries, including (5) ____ Portugal, Singapore and Australia, and has lived in (6) ____ northern hemisphere and (7) ____ southern hemisphere, as well as on (8) ____ equator. She speaks (11) ____ English, French and Portuguese. Like Sherlock Holmes, (12) ____ famous detective, she plays (13) ____ violin, and sometimes practices up to five times (14) ____ day. She is also (15) ____ only person in (16) ____ world to have performed Tchaikovsky's 1812 overture [a long piece of music] in one breath on (17) ____ recorder. She claims that although many people think that being (19) ____ detective is (20) ____ piece of cake, detectives generally work very hard and it's not all fun and games. (21) ____ detective is someone who solves mysteries. (22) ____ people who contact Ms Parrot have some very unusual problems. Little information is available about some of (23) ____ cases she has solved, but quite (24) ____ few of her most famous cases have attracted worldwide attention.

NOTE : This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Post it!

Tell the students to get into pairs or small groups. Hand out packs of multicoloured sticky notes (the small sizes, used to highlight book pages, are fine). Ask the students to share them around, making sure each pair has at least nine sticky notes of each of the four colours. While they are busy doing this, stick the sample sentences up around the classroom. Then, tell the class: 'One colour is for **the**, one for **a**, one for **an** and one for blank.' Write the colour for each article on the board to avoid confusion. Get students to write the articles on the corresponding coloured sticky notes and leave the notes blank for the zero articles – for example, **the** on green, **a** on pink, **an** on yellow and leave orange blank. Tell the pairs to go around and stick their notes onto the gaps they think are correct.

Enrichment

Have students brainstorm, identify, read, and write definite and indefinite articles.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Understanding

Life Skills

Your kids are never too young to begin learning about health and hygiene. Explain why health and hygiene are always going to be crucial parts of their days. As your children begin learning about this life skill, set up a chart that allows them to check off each task as they complete it.

Tips for Teachers

- Children need rules to follow plus you need guidelines for your kids to follow in order to teach and get the most from the day.
- Research proves that students who are involved in the designing of their rules will be more likely to follow them so allow your students to work on this project with you.
- When you teach a lesson teach it as if you love what you are doing and be interactive with your students and engage them to participate. Develop a method to call on each one of your students and don't let a few of your talkative ones dominate the class.
- Encourage all of your students to participate in your lesson and if a student gives a wrong answer, encourage and help them to succeed by helping them come up with the correct answer by giving clues, asking questions and probing them, instead of scolding them.

Class : 3
Subject : Grammar Cloud

Lesson : Nouns

Date : ____/____/____

Total number of periods required: 3-4

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Common and proper nouns
- Countable and uncountable nouns
- Concrete and abstract nouns
- Collective nouns

Teaching Resource Materials

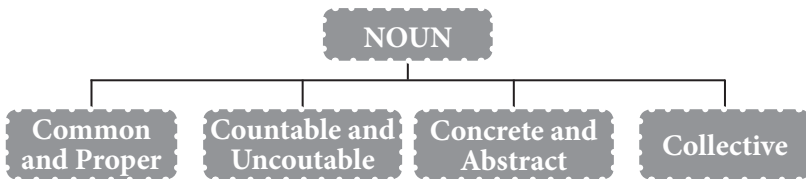
- Textbook: Grammar Cloud 3
- Worksheet as given below
- Pictures of some objects or animals or places
- Flash cards with abstract nouns (if necessary)
- A very large chart of groups of objects, animals, people etc. (for collective noun)
- Name tags of collective nouns for the chart

Warm Up

Before getting started, you can ask the following questions in class:

- What is a noun?
- How many students are there in the classroom?
- Can you count the stars?
- Can you touch your notebooks?
- Can you touch a cloud?
- What do you call a lot of flowers collected together?

Points to Discuss



- In English, nouns are categorised in different forms.
- **Common nouns** are the general names given to persons, animals, places or things which are of the same kind. They do not necessarily begin with capital letter.
- **Proper nouns** are the names of particular persons, animals, places or things. They always start with capital letter.
- Some nouns can be counted. These are called **countable nouns**. They have both singular and plural forms.
- Some nouns cannot be counted. These are called **uncountable nouns**. They do not have a plural form.
- Nouns that you can touch and see and have shapes and sizes are called **concrete nouns**. You can feel them with your hands.
- **Abstract nouns** are all ideas that we can experience. We can feel them in our hearts. They do not have any shape and size.
- A **collective noun** is the name given to a collection of people, animals or things.

***NOTE :** The concept of noun, common noun and proper noun has been taught in previous two classes. Revise the concepts again and use the worksheet for practice.*

Classroom Activity

Use the following worksheet as practice for the concept of noun, common noun and proper noun.

WORKSHEET

1. Look for the underlined noun in each sentence. Tell if this noun is a person, place or thing.

- a. The museum is closed on Saturday.

- b. The car was parked in front of the house.

- c. She was trying to catch the ball.
-
- d. I could not see the boy in the crowd.
-
- e. Chips are my favorite snacks.
-
- f. I checked out two books from library.
-
- g. My teacher is very nice to the class.
-
- h. He left his backpack at the school.
-
- i. We watched the last leaf fall.
-
- j. The doctor gave me an injection.
-

2. Find all the common nouns in the following sentences.

- a. I loved staying at your house this week.
- b. I am lucky to spend time with my friend.
- c. We saw one alligator in the pond.
- d. I enjoyed going to the park to play on the playground.
- e. We ate good food all week.
- f. In the future, I hope we can visit the aquarium to see the fish.
- g. I hope you had a great time.
- h. Please come visit my house soon.

3. Circle the proper noun in each of the following.

- a. Donald drummer boy
- b. friend classmate David
- c. Dr. Smith mother desk
- d. Desk teacher California
- e. able United States girl
- f. computer bed Maria

4. Underline the common nouns and circle the proper nouns.

- a. Lorraine and Jessica wanted to go to Amelia's birthday party.

- b. Amelia picked out a chocolate cake with icing from Lake's Bakery.
- c. The girls danced to Sally's CD and munched on Tonitos Chips.
- d. When the doorbell rang, it was Maestro Magnificent, magician.
- e. Lorraine and her mother went to Value-Mart and bought a present for Amelia.
- f. The purple and white shirt and the Crayo-Craft Kit were gifts from Jessica.
- g. Peter's Pizza Palace delivered seven large pizzas and two bottles of Fizzy Fizz.
- h. Amelia and her friends played Twister until they all fell down, laughing.
- i. Jennifer, Amelia's older sister, cut a large piece of cake for their father.
- j. Maestro Magnificent tripped over the presents and fell in the swimming pool!
- k. Aunt Jenessa and Uncle Xander sent Amelia a gift card for Avenue Mall.
- l. Gregory called from the University of Atlanta to talk to his little sister, Amelia.

NOTE: This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

Classroom Activity

Picture Perfect

Pictures are a great way to get your students talking. This activity focuses on the differences between countable and uncountable nouns in pictures. Put your students in pairs, and give each pair two pictures. The pictures should be very similar and should contain both countable and uncountable items. Each person gets one picture and cannot let their partner see it. Students must then ask each other questions about the objects in their partner's picture to see what the differences between the two are. For example, one student might ask if there is any rice in the picture and the other student might answer there are three bowls of rice. You can then explain that the rice are **uncountable** but bowls are **countable** nouns.

NOTE : Tell them that no plural nouns exist for the uncountable nouns. For example, we can say bowls but we cannot say rices.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Accuracy				
Communication				

Classroom Activity

Act and Tell

For this activity, write a list of 10 abstract nouns on the board for students to choose from. Each student takes a turn by selecting a noun from the list and then acts out the word. The activity can be modified so that only one student is shown the abstract noun and the other students are allowed to guess the word based on the first student's actions. For example, anger, happiness, beauty, fear, love, hate, sleep, weakness, shock, etc. Choose the words that the students can easily enact.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Awareness				
Participation				

Classroom Activity

Shopping List

To help students understand what a concrete noun is, have them create a shopping list for the grocery store or mall. Each letter of the alphabet must be represented on the list and must include concrete nouns that can actually be found in the type of store chosen.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Awareness				
Participation				

Classroom Activity

Look and Tell

Open the chart showing different groups of people, animals, or objects and show it to the students. Now, point at different groups and introduce them with the concept of collective noun. For example,

A group of lions in called a pride.

A collection of flowers is called a bouquet.

Paste the name tags under the collective nouns and ask students to read out loud. Then, shuffle the name tags and call students at random to paste the correct name tags of the collective nouns.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Understanding				
Participation				

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Paradise Bound

What would a person need if they were stranded on a desert island? This fun game will give your students a chance to discuss it. Put your class into groups of about four or five. Tell your class that each group must decide on what items they will need to survive on their island. They can only bring ten items (though they can choose the quantity of the item that they want) and at least 2 of those items must be uncountable nouns and two abstract nouns and one collective noun. Have the group discuss it and then present their final list to the class after everyone is finished. Then ask them to underline the countable, uncountable, concrete, abstract, and collective nouns with different colors.

Enrichment

Have students brainstorm, identify, read, and write different types of nouns in the given sentences.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication

- Vocabulary
- Pronunciation
- Social
- Creativity

Life Skills

Even the youngest children can learn how to prepare a meal in the kitchen. We're not talking about a five-course dinner, of course, but you can teach preschoolers how to fix a sandwich and elementary school kids can be taught how to use the microwave. As children become more confident in the kitchen, they can add on other meal preparation life skills like learning how to pack their own lunch, make healthy food choices, cook a simple meal on the stove with adult supervision and plan their own meals.

Tips for Teachers

- Give proper explanation and enough suitable examples to make the concept clear. The concept of different types of noun can be made clear by showing pictures of different objects, persons, or animals. Make them understand the difference between each type of noun by looking at the pictures.
- Develop a method to call on each one of your students and don't let a few of your talkative ones dominate the class.
- Encourage all of your students to participate in your lesson and if a student gives a wrong answer, encourage and help them to succeed by helping them come up with the correct answer by giving clues, asking questions and probing them.
- Make sure that you always thank all students for their participation in class lessons.
- Please remember to give students enough wait time to answer the question because students are all different and some need more time than others.
- You never want to shut down your students keep the answers flowing and always continue to encourage and bring forth the best in them.

Nouns- Gender

Lesson :

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Masculine gender
- Feminine gender
- Common gender

Teaching Resource Materials

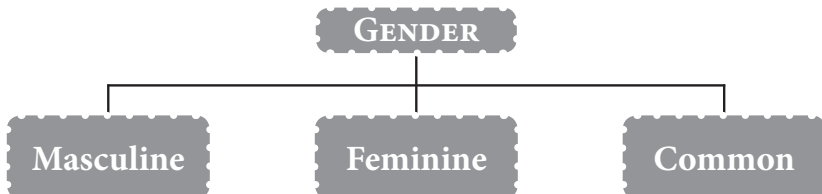
- Textbook: Grammar Cloud 3

Warm Up

Before getting started, you can ask the following questions in class:

- Who is your best friend?
- Is your best friend a boy or a girl?
- Who is a chef?
- What will you use—he or she—in place of a chef?
- Is cow a male or female?
- Some blank family tree outlines (if necessary)

Points to Discuss



- In English, there are three types of gender nouns.
- **He'** group words are said to be of the masculine gender. Male nouns belong to masculine gender.

- Class : 3** **She'** group words are said to be of the feminine gender. Female nouns belong to feminine gender.
- : Grammar** **Class**
- A noun that refers to both male and female is said to be of **common gender**.

Classroom Activity

NOTE: The concept of gender nouns has been taught in previous classes. Revise the concept of masculine and feminine gender through the worksheet give below.

WORKSHEET

1. Match the correct gender.

Masculine	Feminine
king	hen
lad	sister
cock	princess
brother	queen
prince	lass

2. Choose the correct gender.

- My aunt and _____ gave me a gift. (uncle/sister)
- The _____ and the lioness were in the den. (lion/tiger)
- Mr. Shah has a son and a _____. (daughter/mother)
- Jack has a cow and an _____ on his farm. (goat/ox)
- Mr. and Mrs. Mehta are _____ and wife. (husband/brother)

3. Pick out the gender and write them in the correct column.

woman mother man mare father horse
grandmother tigress grandfather tiger

	MASCULINE	FEMININE
1.		
2.		
3.		
4.		

NOTE : This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

Classroom Activity

The Roles We Play

Many words in English are male or female specific. Words like husband, father, nephew and groom all refer to men. Other words like wife, mother, niece and bride only refer to women. Still other words can refer to either men or women: cousin, spouse, sibling, etc. As a class, work together to brainstorm all the different words for referring to a person, that are gender specific. It may help to think in terms of roles a person plays in a family or relationship. Work together and make three lists of gender specific words: one for men, another for women and the third for words that can refer to either men or women.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Knowledge				
Understanding				

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

All in the Family

Once you have expanded the list of family member as much as possible, give students a chance to create their family tree by using many of these words. Have students start by diagramming themselves and their parents, and then work backward through their ancestry as far as they can. They should also include aunts, uncles and cousins wherever needed. You can find a blank family tree outline or let the students create their own. Then ask students to share about their family with two or three classmates. After each student has shared general information about the members of their family, challenge them to take their explanations a step further. Ask the group members to choose two members of the speaker's family. The speaker must then explain the relationship between those two people. For example, the student might explain, "That is my grandfather and that is my cousin. My grandfather is my cousin's great uncle." As each person is speaking, encourage his group members to listen for the correct gender words from their classmates.

Enrichment

Have students brainstorm, identify, read, and write gender nouns and differentiate between different genders in their real life.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Knowledge of family relationships

Life Skills

Money management is something adults have trouble with. Now's the perfect time to start teaching your children about money, its importance and how to manage it so they'll be better prepared when they start earning of their own. Teach students effective

money management so they can learn how to save money and spend it wisely.

Tips for Teachers

- As a teacher, it is necessary for you to be fair to all of your students.
- Make a point to always hear students out and treat each one of your pupils with dignity and respect.
- Don't make differences in them and give the ones that appear a bit disobedient as much respect as you give those who present themselves respectfully all of the time.
- They will all love and appreciate you for this attitude of being fair to all students.
- When children do their work then their work should be graded and recorded in your grade book. This gives you an assessment of how the children are doing as well as it shows you the areas that they need help.

Class : 3

Subject : Grammar Cloud

Lesson : Nouns- Singular & Plural

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Singular noun
- Plural noun

Teaching Resource Materials

- Textbook: Grammar Cloud 3
- Worksheet for practice

Warm Up

Before getting started, you can ask the following questions in class:

- How many letters are there in your first name and last name?
- What do we call a group of sheep?
- How many keys are there in your house?
- How many students are there in your class?

Points to Discuss

- **Singular noun** stands for one person, animal, place or thing.
- **Plural noun** stands for more than one person, animal, place or thing.
- **Irregular nouns** are made plural by changing vowels, changing the word, or adding a different ending. For example, man-men, child-children, foot-feet.

Classroom Activity

NOTE: The concept of singular and plural nouns has been taught in previous class. Use the following worksheet for practice and revising the concept.

WORKSHEET

1. Find the underlined nouns in the sentences below and tell if the nouns are singular or plural.

- a. There were two cats playing in the yards. _____
- b. We saw a movie last night at the theatre. _____
- c. My friend came to see me yesterday. _____
- d. I checked out some books from the library. _____
- e. I went fishing at the pond last week. _____
- f. How many ants there on the picnic table? _____
- g. There were two boats on the lake. _____
- h. I helped my dad wash the car in the morning. _____
- i. I found seven eggs in the chicken coop. _____
- j. The dentist cleaned my teeth yesterday. _____

2. Write the plural of the following singular nouns.

table		friend	
spoon		hat	
phone		lamp	
cow		teacher	
car		park	
plant		toy	
book		zebra	
rock		store	

NOTE : This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

Classroom Activity

Thumbs Up, Thumbs Down

Write a singular noun on the board and then write its plural form incorrectly, such as *sheep/sheeps*. Ask your students if the form is correct by showing a thumbs up or a thumbs down. Try the activity using different words, occasionally throwing in common misspellings and irregular nouns. Then have student volunteers come up and write singular and plural words on the board to test the class.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Knowledge				
Participation				

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Noun Poem

Divide your class into pairs and have them create a noun poem together. They should use both singular and plural forms of nouns in their poem. Encourage them to incorporate irregular nouns into their writing. You might want to model an example to use such as

I see one fox. She sees two foxes.

I found one box. She finds two boxes.

The students in pairs can write their poems and decorate them, or act them out using props or pictures.

We go together

Divide the class into groups with five students in each group. Ask the members of each group to make a list of at least 10 things that are always used in plurals (usually in pair). For example, scissors, pliers, trousers, jeans, etc. Make this activity time based. The group which completes the activity early will be the winner.

Enrichment

Have students brainstorm, identify, read, and write singular and plural nouns in their surroundings.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Companionship

Life Skills

Students should learn cleaning after themselves right from childhood. Start with age-appropriate tasks that include making the bed, arranging things in cupboard, watering plants, etc. Also, think of the daily messes your kids make and how they can clean up after themselves.

Tips for Teachers

- Make a list of singular and plural nouns and get it photocopied. Give this sheet to each student in the class and ask them to paste it in their notebook. Ask them to learn the words thoroughly.
- Make a habit of demonstrating behaviour you want to see, as many studies show that modeling effectively teaches students how to act in different situations.
- Talking about a activities or other relatable topic, be sure to:
 - ★ Use polite language
 - ★ Maintain eye contact
 - ★ Keep phones in your pockets
 - ★ Let one another speak uninterrupted
 - ★ Raise concerns about one another's statements in a respectful manner

Class : 3
Subject : Grammar Cloud

Lesson : Pronoun

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Pronoun
- Personal pronouns
- Demonstrative pronouns
- Interrogative pronouns

Teaching Resource Materials

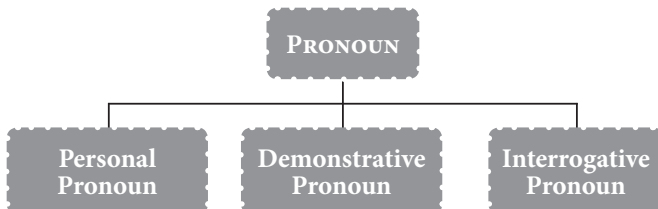
- Textbook: Grammar Cloud 3
- Blank sheets
- Blank cards (twelve per student)

Warm Up

Before getting started, you can ask the following questions in class:

- What is a pronoun?
- Can you give some examples of pronouns?
- What is this in the table? (pointing to something close)
- What is that? (pointing towards a window)
- Which pronoun will you use for your mother?
- Which pronoun will you use for a computer table?

Points to Discuss



- Words used in place of nouns are called **pronouns**.
- The pronouns I, me, we, he, she, him, her, you, your, they, and them stand for the name of persons. Such pronouns are called **personal pronouns**.
- The pronouns this, these, that, and those are used to point out the object or object to which they refer. Such pronouns are called **demonstrative pronouns**.
- The pronouns who, whom, whose and what are used for asking question. They are, therefore, called, **interrogative pronouns**.

Classroom Activity

***NOTE:** The concept of pronoun has been taught in previous classes. Use the following activity to revise the concept.*

What You See Is What You Get

Your classroom is full of nouns just waiting to be talked about. Divide students into groups of two or three. One student walks to a noun in your classroom. It can be anything including other students. That person then shares two sentences with his group, one using the name of the noun and another using a pronoun. For example,

Ria is upset today. We should make her happy.

Other students in the group should also do the same but with other objects. Ask each group to write the sentences on a blank sheet of paper (that you will provide them) and underline all the pronouns they have used in the sentences. The group who will use maximum number of pronouns will be the winner. This activity should be time based.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Task fulfilment				
Accuracy				
Concept clarity				

Classroom Activity

Work Your Brain

Draw the personal pronoun table from the textbook on the board. Now, ask students to recite after you. Give some examples of personal pronoun sentences to clarify the concept and then ask them to write about their five favourite persons using the appropriate pronouns. Later, let them read out their work in front of the whole class or crosscheck them with their bench partners.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Knowledge				
Spellings				

Classroom Activity

This that these those Pictionary

Students try to identify pictures of objects and say “This is a cat”, “Those are flies” etc., with the “this” and “these” ones being drawn huge and the “that” and “those” ones being drawn tiny. To make this even clearer, you could draw a cone shape diagonally across the board, with the “this” and “these” ones being drawn in the huge circle at one end of the cone and the “that” and “those” ones being drawn at the sharp end. The objects which are drawn in bigger size look closer to the students and they will use **This** and **These** with them. On the other hand, the objects which are drawn in smaller size look far away, so they will use **That** and **Those** with them.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Awareness				
Participation				

Classroom Activity

W-Family

Draw the following chart on the board.

What

Whom

W-Family

Which

Whose

Ask students to recite the words and explain them how and where these words are used. Now, make pairs of students and ask them to make four interrogative sentences using these four words. After this they will ask the questions from any four students and they will answer with their own creative mind. For example,

Student 1: Whose umbrella is this?

Student 2: This is mine.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Creativity				
Sentence formation				
Participation				

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Pronoun Memory

In this fun activity, students make their own matching game for practising pronouns. To start, give every student twelve blank

cards and on one card, the student should write a sentence with any proper noun underlined. On a second card, the student should write the pronoun that could replace that noun in the sentences. For example, two cards might read as follows:

Soham is my best friend.

He is very intelligent.

Students continue writing sentences and pronouns until they have six sets. Then put each student with a partner and have them shuffle all of their twenty-four cards together and lay them out on a desk in grid form. Students take turns turning over two cards at a time looking for a pronoun that can replace a noun in the sentence. If they find a match, they read the sentence using the pronoun, keep the pair of cards, and take another turn. If they are wrong, they turn the two cards back over and the next student takes a turn. Play until all of the cards have been matched. Whoever has the most pairs at the end of the game wins.

Enrichment

Have students brainstorm, identify, read, and write different types of pronouns.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Retaining

Life Skills

Students have very open and creative mind at this age. The concept of critical thinking should be introduced at this age. This will help them communicate their ideas to the world and accept the ideas of world. They will start having a growth mindset that will crave success and better performance.

Tips for Teachers

- Begin the lesson by revising the concepts done in the previous class. Appreciate students who have remembered the concept done earlier.
- Explain the different types of pronouns by giving suitable examples. Make sure they can identify the pronoun and its type in the given sentences.
- Group activities can often make chaos. Whenever there is an activity that requires a number of students displaced from their seats, make sure you create enough space so that hustle is least.
- Teachers should encourage students to participate in every activity. Shy students should be given more attention.
- Activities in this chapter can be time consuming, manage your time table accordingly. Try to give enough time to an activity so that the concept is cleared among the students.
- Activities are not only meant for teaching academic lessons but also developing practical skills. Observing each student will help you to understand his/her strengths and weaknesses.

Class : 3
Subject : Grammar Cloud

Lesson : Adjectives

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Adjectives and its type
- Qualitative and quantitative adjectives
- Number adjectives
- Demonstrative adjectives
- Possessive adjectives

Teaching Resource Materials

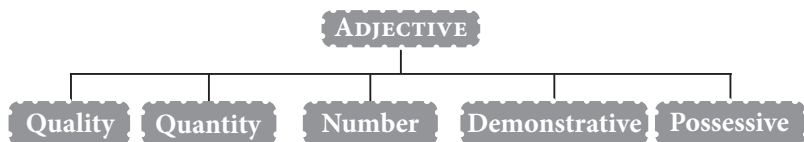
- Textbook: Grammar Cloud 3
- A deck of cards with pictures on them
- Worksheet for practice as given below
- Board game sketch on a paper as given below

Warm Up

Before getting started, you can ask the following questions in class:

- How many stars are there in the sky?
- How does a tiger run?
- Can you describe a rabbit?
- Whose bag is this?
- What adjectives will you use for your class teacher?
- How will you describe your bench partner?
- What is the colour of your hair?

Points to Discuss



- Words that describe nouns and pronouns are called **adjectives**.
- The adjectives which tell us, of what kind—a person, place, animal or thing is, are called **adjectives of quality**.
- The adjectives which tell us how much of a thing is meant are called **adjectives of quantity**.
- The adjectives which tell us how many persons, places, animals or things are meant are called **adjectives of number**.
- The adjectives which are used to point out persons, places, animals or things are called **demonstrative adjective**.
- The adjectives which show the ownership and are used before nouns are called **possessive adjectives**.

Classroom Activity

NOTE: The concept of adjectives has been taught in previous classes. Do the following activities on different types of adjectives and use the worksheet given later as practice material.

Quality and Quantity

For this activity, let students work individually first and then in pair. Give each student a card with a picture on it, which he/she has drawn out from the deck at random. Now, instruct students that they will observe the picture and answer the following questions:

- a. What quality/qualities does the picture in the card have?
- b. How many characters/objects do you see in the picture—few or many?

Once the students have answered these two questions, ask them to exchange the cards from their partners and repeat the activity. This activity will help them understand the concept of qualitative and quantitative adjectives.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Accuracy				
Vocabulary				
Task fulfilment				

Classroom Activity

My Favourite Thing

For this activity ask students to bring something that they either play with or like the most and prepare a small speech on that object. The speech must go like "This is a teddy bear. I have many toys but this teddy bear is my favourite toy. It is pink in colour and very fluffy. It is very big in size. I have two teddy bears." Students will bring the speech written in their notebooks. First they will read out their composition and then they will exchange their notebooks with their partner. The other student will read the composition again and underline all the adjectives. Give each student the paper with a table of following format on it. They will segregate and write down all the adjectives they find in the composition.

Quantitative	Qualitative	Number	Demonstrative	Possessive

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

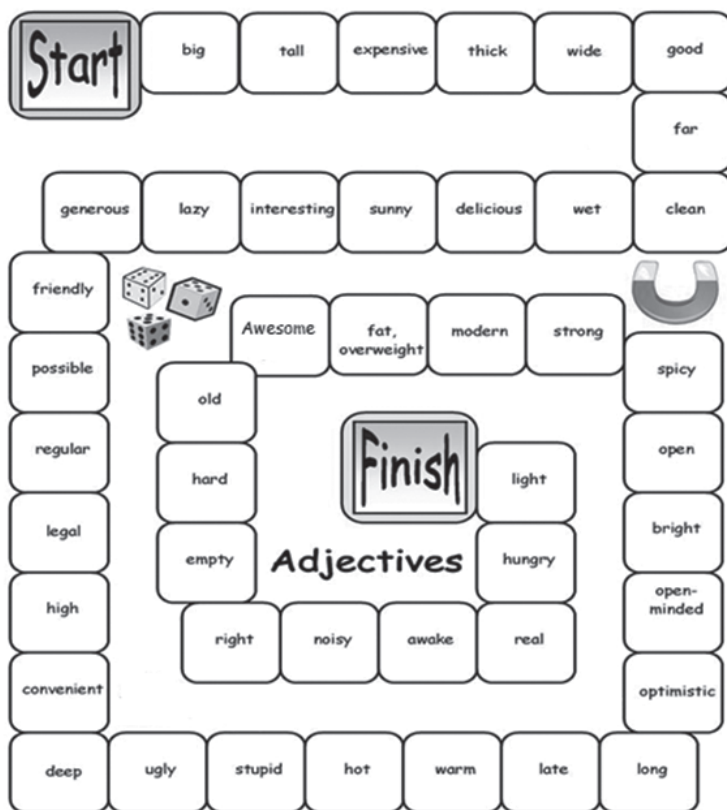
NOTE : This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Let's play the adjective game

Divide the class in groups of five students each. Give the paper with a print of the game on it which is given below, to each group and a dice. They will take turn and whatever adjective they get, they will create a sentence using that word. But they have to keep in mind that all the sentences should together make a story. At the end let one student read out the story and enjoy the creative and funny stories with everyone!



Whose?

Ask students to give any one of their belongings to the teacher. For example, eraser, pencil, notebook, book, water bottle, lunch box, pencil box, etc. Keep all the objects on the table. Now, pick one object at a time and show it in front of the class and ask to whom it belongs. For example,

Whose book is this?

The student whose book is that will say: This is my book.

This activity will help them to recognise the objects they possess. Make sure that small things such as eraser, sharpener and pencil do not get mixed up or lost.

Enrichment

Have students brainstorm, identify, read, and write adjective words.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Team playing

Life Skills

Basic communication skills are very important for children. They must be taught not only to greet people but also to converse with others. Basic conversation requires a sense of question formation and with this lesson teachers should teach students to find out good qualities in other persons, and use them in simple conversation. For example,

You are really a good friend.

You are very helpful.

You are so sweet.

Tips for Teachers

- Make sure you are firm with the rules and regulations of the activities.
- Indiscipline students should be treated immediately to maintain the decorum of the class.
- Small lessons should be given enough attention so that every student is clear with the concept.
- Sometimes students can be at loss of words while describing something. Tell students to ask for help without being hesitant.

Class : 3

Subject : Grammar Cloud

Lesson : Comparison Using Adjectives

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Adjective degrees
- Comparative and superlative degree
- Irregular comparative and superlative degree

Teaching Resource Materials

- Textbook: Grammar Cloud 3

Warm Up

Before getting started, you can ask the following questions in class:

- Is your book bigger than your notebook?
- Who is the tallest student in our class?
- Is butterfly smaller than a sparrow?
- Who is elder—your mother or your grandmother?
- Which is the smallest bird in the world?

Points to Discuss

- The **positive degree** simply denotes the existence of some quality in the thing or person we speak about. It is used to show no comparison.
- The **comparative degree** denotes a higher degree of quality than the positive. It is used to show comparison between two persons or things.
- The **superlative degree** denotes the highest degree of quality than the positive. It is used to compare more than two persons or things.
- There are some adjectives that do not follow any rules while forming their comparatives and superlatives. They are called **Irregular adjectives**.

Classroom Activity

NOTE: Students have been taught degree of adjectives in previous class. Revise the concept through following activity and teach them the rules of converting comparative into superlative and then use the given worksheet for practice.

Look Around You Race

Start with a simple activity right where you are by having students compare the students in your classroom. Put students in groups of four and then set a time limit of about five minutes. On your signal, each group should write as many comparative and superlative statements about the students in the room as they can. At the end of the time period, have one group share their sentences. If another group has the same sentence as the first group, both groups should cross that statement off their list. Continue until all groups have read all of their statements and any duplicates are eliminated. The group with the most statements remaining wins.

NOTE : Encourage students to write sentences that show only good and healthy comparison. They should not tease or make fun of other students while comparing.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Sentence formation				
Vocabulary				

Classroom Activity

These Are the People in Your Family

Give your students 10 adjectives that can be used to describe people. You may want to include adjectives like old, young, tall, fat, happy, funny, etc. Then challenge them to write a sentence using the superlative form of each adjective. The sentence should be about a person in their family. Once the sentences are completed, each person should write a list of the family members who appeared in their sentences. Pairs of students should then exchange lists of people but keep their sentences to themselves. Each person should ask questions about their partner's family and try to match each person to their superlative adjective. For example, a person might ask, "Is Rohan the oldest person in your family?" The other person should answer with a yes or an explanation. "No, Rohan is only four years old." Give your groups ten to fifteen minutes to ask each other questions, and then see who in your class figured out the most family member qualities!

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Knowledge				
Participation				

Classroom Activity

Give the following worksheet for practice.

WORKSHEET

1. Use the comparative form to fill in the blanks.

- a. John is _____ than Kate. (young)
- b. Terry is _____ than Mary. (fat)
- c. Kate is _____ than Terry. (slim)
- d. Mary is _____ than Kate. (old)
- e. John is _____ than Terry. (angry)
- f. Terry is _____ than Mary. (happy)
- g. Mary is _____ than Terry. (young)
- h. Kate is _____ than John. (old)
- i. Terry is _____ than Kate. (short)
- j. John is _____ than Mary. (tall)
- k. Mary is _____ than Kate. (short)
- l. Kate is _____ than Mary. (young)
- m. John is _____ than Terry. (slim)
- n. Kate is _____ than John. (happy)

2. in the correct form of the words in brackets (comparative or superlative).

- a. My house is (big) bigger than yours.
- b. This flower is (beautiful) _____ than that one.
- c. This is the (interesting) _____ book I have ever read.
- d. Non-smokers usually live (long) _____ than smokers.
- e. Which is the (dangerous) _____ animal in the world?
- f. A holiday by the sea is (good) _____ than a holiday in the mountains.
- g. It is strange but often a coke is (expensive) _____ than a beer.
- h. Who is the (rich) _____ woman on earth?
- i. The weather this summer is even (bad) _____ than last summer.
- j. He was the (clever) _____ thief of all.

NOTE : This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Award ceremony

You can also practice superlatives by organizing a class awards ceremony. Have awards for different categories:

- The student with the nicest smile.
- The friendliest student.
- The hardest working student.
- The earliest student.
- The best-dressed student.
- The most talkative student.
- The quietest student, etc. (Try to have only nice categories!)

You could either decide on the winners yourself or put the awards to a secret vote. Make sure that everybody gets an award for something (meaning that if you have 20 plus students you might have to have more than one recipient for an award). Make the awards on little stars. Hold a ceremony in which you distribute them to great fanfare. This activity works best at the end of the year, or the end of term.

Enrichment

Have students brainstorm, identify, read, and write adjectives with its degree of comparisons.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Positive thinking

Life Skills

Tell students that comparison itself is not always a problem. In fact, sometimes it can be a powerful tool for personal growth. The more you notice what the people around you do, be, and have, the clearer you become about what you want to do, be, and have. Instead of feeling envious of others or bad about yourself, take the good things of others and try to put in them in your day-to-day behaviour. For example, if a student has hand writing better than you, you can practise writing at home instead of being envy or jealous.

Tips for Teachers

- You can take students to the playground or any other open area in the school. Ask them to compare different things in their surroundings using the adjective comparison. For example,
 - The tree is taller than the basketball pole.
 - The basketball is bigger than the tennis ball.
- It's very easy to get into the habit of calling home to parents when there is an issue to report. While these calls are necessary and worthwhile, calls home for celebration are equally important. For example, occasionally e-mail them that your ward has given the best speech in the class, or your ward was the first to student to complete the classwork done in the class. This will motivate the students as well as the parents.
- During the activity try to make students finish it in the given time. Give them at most five minutes extra to complete the task.
- Celebrate hard work. It your duty to motivate students and pay more attention to weak students. But if any student good or weak has performed well you must appreciate him/her.
- The classroom should not be the only place for group activities. Make groups and give them home projects so that they learn informal interactions

Class : 3
Subject : Grammar Cloud

Lesson : Verbs

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Verbs
- Being verbs—is, am, are, was, were
- Verbs of Possession—has, have, had

Teaching Resource Materials

- Textbook: Grammar Cloud 3
- A deck of index cards
- Worksheet for practise as given below

Warm Up

Before getting started, you can ask the following questions in class:

- How fast can you run?
- What are we doing?
- Who can sing?
- What do you have for lunch?
- What do you with a book?
- What do you at 7 o'clock in the morning?

Points to Discuss

- **Verbs** are doing words. They tell us what a person, an animal, or a thing does.
- **Being verbs** tell us what a person, animal, place, or thing is. It shows their state of existence or being. Some being verbs are—is, am, are (for present), was, were (for past).
- **Verbs of Possession** say what a person, animal, place or thing has. Some verbs of possession are—has, have, had.

- It is important to note that 'ing form' of the verb can be used only with a helping verbs. Some helping verbs are–is, am, are, was, were, will be, etc.

NOTE: The concept of verbs has been taught in previous classes. Teach the concept of helping verbs through following classroom activity and then give the worksheet for practice.

Classroom Activity

Rags to Riches

Before playing the game, devise about at least 40 sentences that feature helping verbs, and pick out four words from the sentence to be the four answer options (make sure one of them is the helping verb).

When it is time to play, divide your class into groups of four. Each group will work as a team, and will designate one student to be the spokesperson for the team. For each question, which is worth ₹ 5/-, have your students select the helping verb from the four possible answers. Have them keep tally of each question they get right while playing the game. The winning group will either reach ₹ 100/- first, or will have the most money after a certain number of questions. You can ask students to bring fake currency notes from their home, which can be used as the money in the game.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Participation				
Concept clarity				

Classroom Activity

Use the given worksheet for practice.

WORKSHEET

1. Make sentences using following action words.

- a. jump _____
- b. tackle _____
- c. dream _____
- d. study _____
- e. dive _____

2. Circle the helping verb and underline the main verb.

- a. Your little brother is growing fast.
- b. She will play a classical song on the piano.
- c. Taylor would enjoy watching Tom and Jerry.
- d. My mother might drive me to school.
- e. Isaac should listen to teachers in his class.
- f. Brandon was holding a flashlight.

NOTE : This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Verb Cards

This game does not require much supervision or help from you but it requires that you build a deck beforehand. Buy a pack of index cards. On the front of each card, write a sentence, and underline a verb in that sentence. On the back of each card, write whether the underlined verb is a helping or action verb.

If the students get the answer right, they keep the card, and if they do not, they can put the card under the deck. The student with the most cards at the end of the game wins. These kinds of verb games are for two students to play, and they ensure that students get a lot of individual practise while learning about verbs.

Enrichment

Have students brainstorm, identify, read, and write correct form of the verbs.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Leadership
- Team work

Life Skills

While we have learned about action words in this lesson, teach students to evaluate their body actions in social environment. Shaking hands while meeting someone, joining hands to greet the elders, chewing food without making noise, doing exercise daily to keep the body healthy are some body actions that students should be taught from the very beginning.

Tips for Teachers

- Start the chapter with the revision of what they have already learnt in the earlier class.
- Ask them to write a paragraph or a poem on their daily routine in the school by making use of different action words. For example,
I **reach** school at 8 o'clock.
I **pray** to God.
I **read** English, Hindi, Maths and Science.
I **love** my teachers.
- While playing rags to riches game, observe the teams and the students and their participation in the team as a team player.
- Whatever qualities you want to inculcate in your students you must model it to them first.
- Classroom activities are best resource for indulging students in self-learning. Encourage them to participate actively.

Class : 3
Subject : Grammar Cloud

Lesson :

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Adverbs
- Formation of adverb

Teaching Resource Materials

- Textbook: Grammar Cloud 3
- Plain notecards
- Adverb notecards
- Adjective notecards

Warm Up

Before getting started, you can ask the following questions in class:

- How do old people walk?
- Where am I standing?
- When will we complete this lesson?
- Where is the Principal's office?
- How will you go back to your house?
- When is the next assembly?

Points to Discuss

- The words that tell us how a thing is done, **where** it is done and **when** it is done are called **adverbs**.
- The words that tell us how the action takes place are called **how adverbs**.
- The adverbs that tell us where the actions have taken place, are called **where adverbs**.
- The adverbs that tell us when the actions have taken place, are called **when adverbs**.

Classroom Activity

Frequency Adverbs

This activity practises adverbs of frequency such as never, rarely, sometimes, usually, often, always. First, get students to write down as many food words on the board as they can in 3 minutes (if you have a large class, have the students shout out and the teacher writes the words down). Then make two teams. In Team A, one student throws a screwed up paper ball at the board. Whatever food word it hits the student must make a sentence using the structure "I ___ eat ___ for (breakfast, lunch or dinner), e.g. "I sometimes eat oats for breakfast". If the student successfully hits a word and makes a good sentence, he/she wins a point for his team. If the student misses a word or gets the sentence wrong, his/her team misses out on a point.

NOTE: Make sure that the students do not make any chaos in the classroom while playing the game. Ask students to throw the paper ball in the trash bin once the activity is over. Make sure that they do not make the class dirty by making paper balls. They should not tear the papers from their notebook to make paper balls.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Participation				
Pronunciation				
Vocabulary				
Sentence formation				
Discipline				

Classroom Activity

Classroom Races

Races are a fun way to teach a lot of different action verbs with adverbs. Lines the students up and tell them the action they have to

do during the race and then shout go. Actions + adverbs include: skip slowly, jump quietly, hop carefully, run backwards, and walk quickly and so on.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Task fulfillment				
Understanding				
Discipline				
Obedience				
Behaviour				

Classroom Activity

Verb-Adverb Duo

Divide up the adverb notecards and give them to groups of students. Have each group decide on a verb, and instruct each member of the group to apply the verb to their notecard. For example, if a group decides on the verb “dance,” the students in the group may have to dance happily, dance quickly, or dance loudly, depending on which adverb card they are holding. The other students have to guess which adverb card each of their peers is holding.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Awareness				
Participation				
Discipline				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

No -ly Words Allowed!

Have students break into groups, and instruct each group to write a list of as many adverbs as they can in three minutes. The catch? They can't use any adverbs that end in -ly. Because most students think of -ly words when they think of adverbs, you might want to remind them about the basic definition of adverbs – words that modify verbs, adjectives, or other adverbs and answer the questions where, when, how, or to what extent. You can even start them off with several examples (e.g., yesterday, too, very).

Act It Out!

Begin with grammar activities that make sure that students understand how to use adverbs. On your desk, place a pile of notecards with adverbs on them, as well as a pile of notecards with verbs on them. Have students take turns picking a notecard from each pile and acting out the action that the cards show. For example, if the cards are "walk" and "slowly," the student might take slow steps around the room. Ask other students to guess the verb and the adverb that were chosen, and reveal the notecard as students guess correctly.

Enrichment

Have students brainstorm, identify, read, and write adverbs in the sentences.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Understanding
- Team work
- Guess work

Life Skills

Teach students the importance of self-discipline. Tell them that self-discipline gives you the power to stick to your decisions and follow them through, without changing your mind, and is therefore one of the important requirements for achieving goals. It is also an important requirement for studying and learning, for developing any skill, and for achieving success in life.

Tips for Teachers

- Before starting any lesson tell them what are being taught and why. The only way children will do something is when they are interested in it. A teacher must understand her/his students and their interests.
- Adverb games like the ones mentioned in the chapter can get loud and exciting, so make sure to circulate around the room to make sure that students are behaving well in the class.
- These activities require a lot of discipline. Make sure least chaos is made during the games and activities.
- Do not hesitate to use threats to maintain the decorum of the classroom. The students should know that you are the person with authority and not only their friend. If there is a certain need to use some threats, use them. Students will learn about authority and obedience.

Class : 3
Subject : Grammar Cloud

Lesson : Preposition

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Preposition
- Preposition of direction
- Preposition of place

Teaching Resource Materials

- Textbook: Grammar Cloud 3
- Worksheet for practice as given below
- 5-8 different objects

Warm Up

Before getting started, you can ask the following questions in class:

- Where is your bag?
- Where is the door?
- Where are you sitting?
- Where do you keep your books?
- Where do you park your car?

Points to Discuss

- A **preposition** shows the position of a noun in relation to the other words in a sentence.
- Words like **in**, **on** and **at** tells us the place of the noun or pronoun. These words are called preposition of place.
- Words which show the direction of a verb are called the **prepositions of direction**.
- Prepositions are always placed before a noun or pronoun.

Classroom Activity

Draw My Directions

Drawing is a simple way to engage students as well as their creativity when they are learning about prepositions. In this exercise, you will give instructions for drawing a picture without telling your students the object they are drawing.

As you give the instructions, you should use prepositions to describe each piece of the picture in relation to the other. Students will not be able to see the picture you are describing.

For example, if you wanted students to draw a simple house, you might give these instructions:

Draw a large square on the bottom half of your paper. Draw two small squares inside the large square at the top. The small squares should be opposite each other.

Draw a rectangle under one of the small squares. Draw a triangle on top of the large square. Draw a small circle inside the rectangle. It should be in the middle of the rectangle and to one side.

Finally, draw two lines through each small square dividing it into four smaller squares.

After you give the directions, hold up your picture so they can see what they were drawing was a house, and let students see how close they got to the original picture.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Participation				
Task fulfillment				
Understanding				

Classroom Activity

NOTE : *The concept of preposition has been taught in previous class. Revise the concept once again and give the following worksheet as practice material.*

WORKSHEET

Each of the following statements contains at least one prepositional phrase that connects a noun or pronoun to its location in relation to another word in the sentence. Underline the prepositional phrase, and then circle the preposition. The first one is done for you.

1. The yoga instructor balanced her body backwards over the exercise ball.
2. He put his wet umbrella beside the door.
3. The teacher wrote an important note on the board.
4. Our family has a vacation home along the Ganga River.
5. Smita forgot his bag on the lawn by the public library.
6. My uncle's boat started leaking, and it sank into the middle of the lake.
7. The sharpened pencils are located above the shelf.
8. He was pushed against the wall.
9. She walked towards the teacher.
10. My friend jumped under the bushes.

NOTE : *This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.*

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

What's Missing

This is a memory game that will necessitate the use of prepositions. Start by putting a tray or desk at the front of your room. The tray should have several common items on it—between five and ten is usually a good number. The more items you have on the tray, the more difficult the activity will be.

Give students one minute to study the objects on the tray. Then hide it from their view and either move one object or remove it. Now, show the tray to your students again. They must determine what is different.

So if you moved an object, they might say, “The pencil is next to the pen now. Before it was near the coffee mug.” If you remove an object, students might say, “The cup is no longer on the tray. Earlier, it was in front of the pencil case.”

When students get good at noticing your changes, try removing one object and moving two or more others. If you like, award points to the first student to notice the change.

You can extend this activity by letting students arrange and move their own objects. Give them several pictures or small objects to arrange on their desks, and have each student do the activity with his or her partner. Let students take turns moving the objects around and being the one to guess the changes that were made.

Enrichment

Have students brainstorm, identify, read, and write preposition words.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Understanding
- Memory

Life Skills

Being disciplined is a way to gain many advantages and benefits in life. Discipline helps in the following ways:

- Become more focused
- Everyone respects you
- Stay healthy and controlled

- Better performance in academics as well as in sports
- Stay stress and tension free

Tips for Teachers

- When revising a concept that has been taught previously, observe how many students already know the concept clearly.
- There are always some students who are confused and ignorant in learning. As teacher it is our duty to focus on them a little more.
- Practise book exercises in classroom as well as give them as homework.
- Maintain a cheerful and attractive classroom rather than a disorderly one which might encourage disruptive behaviour.

Class : 3
Subject : Grammar Cloud

Lesson : Conjunctions

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Conjunctions

Teaching Resource Materials

- Textbook: Grammar Cloud 3
- Blank notecards

Warm Up

Before getting started, you can write the following statements on the board and ask students to say “true” or “false” for each statement:

- Cold drink and chocolates are good for health.
- We carry umbrella when it rains.
- Monkey has a long tail but cat has a short tail.
- The first rocket was so light and small that it was transported on a bicycle.
- Bats always turn left when leaving a cave.
- We can drink milk or tea in the morning.
- An ostrich is a bird but it cannot fly.

All the sentences contain conjunctions. Ask students to identify the conjunction in each sentence.

Points to Discuss

Conjunctions are words that join two or more sentences or words.

Classroom Activity

Join the Sentences

Give each student a notecard and ask them to write a simple sentence on it. Choose two students at random and ask them to read their sentences, one by one. Ask the other students that which conjunction will be most suitable. If none of the conjunction suits the two sentences, ask them to change the sentence.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Participation				
Sentence formation				
Vocabulary				
Task fulfillment				

Classroom Activity

Use the following worksheet for the practice after completing the textbook exercises.

WORKSHEET

1. Read each sentence below. Circle the conjunction that connects the two phrases.

Example: Stephen plays basketball very well because he is very tall.

Answer: because

- David has to wake up early so he can climb the mountain.
- Sophia ate a lot yet she is still hungry.
- The man is fast but the woman is faster.
- I missed the bus because I was late.
- Complete your homework on time so that you can attend the evening party.
- The cricket match will not resume unless the rain stops.

2. Put the words in order to make a meaningful sentence.

a. accident / an / she's / in / because / hospital / she / had.

.....

b. but / they / work / don't / hard / they / have / money / much.

.....

c. asked / Paul / me / question, / a / replied / I / so.

.....

d. buy / I / peppers / potatoes. / and / tomatoes,

.....

NOTE : This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Conjunction Word Wall

Make a Conjunction Word Wall. Have your students come sit in a circle and write all the words they can think of that are conjunctions on the board. After removing some duplicates, encourage them to think outside the box. Feed them some example sentences using a different conjunction, and have them pick out which word was the new conjunction. Then, copy each conjunction onto a different sheet of paper, have your students decorate them, and hang them on the wall. This way they can refer to these words as they write.

Enrichment

Have students brainstorm, identify, read, and write conjunction words and use them in sentences.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Sentence formation
- Creative thinking

Life Skills

Family is the most important aspect in anyone's life. Respecting elders, spending time with, listening to their stories and experiences, following their guidelines are very important for a happy family. Family members are the first to help in your problems. They are the ones that will stay forever. Students must be taught family values and how to maintain good and healthy relations with each member.

Tips for Teachers

- Start the activity with a little introduction through the warm up questions.
- Use a stop watch or a timer during time based activity.
- Encourage them to behave well in the class.
- Praise good work, good responses and good behaviour.
- Be mobile, moving around the room as students work or respond to instruction.
- Take in account of students who initiate more and those who do not. Equal participation should be encouraged in the classroom.

Class : 3
Subject : Grammar Cloud

Lesson : Tenses

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Tenses
- Past Tense
- Present Tense
- Future Tense

Teaching Resource Materials

- Textbook: Grammar Cloud 3
- A brown bag

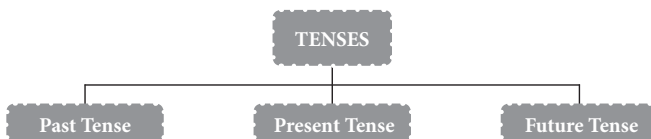
Warm Up

Before getting started, you can ask the following questions in class:

- What are we learning today?
- What did we learn yesterday?
- What will we learn tomorrow?
- Why are you running so fast?
- What did you eat in the morning?
- When did you sleep at night yesterday?
- Where will you go in the vacations?

The answers to these questions will tell whether something is happening now, has already happened, or will happen in the future.

Points to Discuss



- **Tense** is a form of verb which tells us whether something is happening now(present) has already happened (past), or is going to happen (future).
- **Present tense** verbs tell us what is happening now or happens frequently.
- **Past tense** verbs tell us what has already happened. This could be any time of the past.
- **Future tense** verbs refer to actions that will happen in the future.

Classroom Activity

Daily Routine

Have your students talk to one another about their daily routines. What do they do in the morning? What do they do in the afternoon and in the evening? Ask them to write out a schedule for the day to collect their ideas before talking about them with a classmate. This activity is an example of present tense.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Understanding				
Vocabulary				
Sentence formation				

Classroom Activity

How much do you remember?

How much do your students remember from class yesterday? Find

out by asking them to tell you what you did in class yesterday using the simple past. Let them work in pair or groups of four and then instruct them to read out their writings. This activity is an example of simple past tense.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Knowledge				
Memory				
Team work				

Classroom Activity

If I get superpowers for a day I will...

This activity gives your students a chance to think creatively while using the future tense. Give a blank sheet of paper and ask students to write few lines about what will they do if they get superpowers for one day. Ask them to use the future tense while writing sentences. Now, ask students to read out their ideas in front of the class. Appreciate the best story and paste it on the notice board of the classroom.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Creativity				
Sentence formation				
Vocabulary				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Guess the place

Give few hints about a place in India or in the world, and ask students to guess the name of the place. While you are giving hints, first ask the tense in which you have given the hint and then ask the name of the place. Ask students to first raise their hands if they know the answer. For example,

This is the capital city of Punjab and Haryana. (Chandigarh)

This is the most populous city in India. (Mumbai)

This city was built by Emperor Shah Jahan. (Delhi)

Weekends

Ask students randomly, what they did on their last weekend and what their plans are for the next weekend. This game will freshen up the concept of past tense and future tense and they will understand the difference better.

Enrichment

Have students brainstorm, identify, read, and write sentences in present, past and future tense.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Understanding
- Creativity
- Observational

Life Skills

Whenever you enter a classroom, you should always greet your fellow students with a 'Hello' or a 'Good morning'. It is a good habit to meet people cheerfully therefore, always keep a smile while meeting your elders, friends or younger people. Ask them how they are and tell them how you are. Be humble and polite.

Tips for Teachers

- Try to tell students at what time you are starting the lesson so that they can get a sense of time management.
- While performing activities make sure students do not make noise and quietly raise their hands if they know the answers.
- Give them a list of verbs and their past form and ask them to learn the words by heart. Tell them that it is very important to know the past form of the verbs in writing sentences in past tense.
- Make sure you collect all the teaching material and it is not ruined. Teach students to use the materials properly.

Class : 3

Subject : Grammar Cloud

Lesson : Punctuation Marks

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Punctuation marks and their use
- Full stop and comma
- Question mark and exclamatory mark

Teaching Resource Materials

- Textbook: Grammar Cloud 3
- 12 A-4 size papers with four punctuation marks
- Four boxes with a tag of a punctuation mark (.), (,), (!) and (?) on each box, respectively
- Paper strips with sentences written on them, without punctuations.
- Punctuation chart telling the use of four basic punctuation marks.

Warm Up

Before getting started, write down some sentences from the textbook. Each sentence must contain a punctuation mark. Underline or encircle the punctuation marks and ask students what these symbols are and what are they used for. Use the punctuation chart to explain them about the four basic punctuation marks.

Points to Discuss

- A full stop (.) is always used at the end of a sentence. It lets you know that the sentence has come to an end. A full stop is also known as a period.
- Sentences that ask something end with a question mark (?). They are called Questions or Asking sentences.

- A comma (,) is used to separate three or more words in a sentence.
- An exclamation mark is used after a word or a sentence that expresses a strong feeling of surprise, shock or excitement.

Classroom Activity

Sort the sentences!

Keep the four boxes of different punctuation marks on the table. Put all the sentence strips in a bag and circulate the bag throughout the class. Each student now has one sentence. Instruct them to read the sentences and write his/her name at the back of it. Now, call them one by one and let them put the sentences in the box that they think depicts the right punctuation mark. Now, take one box at a time and take out all the sentences. Write them on board with the punctuations. Students with correct punctuation will receive a golden star.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Knowledge				
Understanding				

Classroom Activity

Punctuation Pirate

Make 12 A-4 size sheets form a path on the floor. Write down the punctuation marks on each paper, one on each making one mark repeat thrice. Take 10 students at a time and ask them to follow the

path by stepping on the paper one at a time. Each student will say a sentence using the punctuation mark on which he/she steps. Repeat it with all the students. One who fails will start all over.

***NOTE :** Ask students to take out their shoes before performing this activity.*

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Knowledge				
Understanding				
Discipline				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Show Me Activity

A quick and easy activity that can be done in the last five minutes of this session. Give students four notecards with the four punctuation marks each. Now, read a sentence from a book that contains punctuation and the students will raise the notecard of the correct punctuation. Play this game again and again until five students are left. They are the winners.

Get Up and Go!

Make groups of five students and tell them that there are several sentences hidden in the classroom. Each group has to find at least five sentences and write down which punctuation should be used for that sentence. Later, ask the groups to read out the sentences with punctuation mark.

Enrichment

Have students brainstorm, identify, read, and write sentences with correct punctuation marks.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Sentence formation
- Logical thinking

Life Skills

While indulging in a group activity, students should remain patient and attentive. They should wait for their turn and allow the fellow participant to complete their turn. If a student fails to answer correctly, other students should not mock him/her. A healthy and positive classroom environment is very essential for a child's intellectual growth.

Tips for Teachers

- While working in a group activity, make sure you take enough number of students to avoid chaos during the activity.
- Book exercises can be done both in class and as homework. Before giving them the homework make sure you discuss the exercises in the classroom.
- Encourage them to behave well in the class.
- Maintain discipline during activities and those who create chaos should be punished.

Class : 3

Subject : Grammar Cloud

Lesson : Synonyms and Antonyms

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Synonyms and their use
- Antonyms and their use

Teaching Resource Materials

- Textbook: Grammar Cloud 3
- A bag of cards with synonyms from the textbook table
- Fish-shaped notecards (25 for each group of five students) with different words written on them. Only 10 words will belong to the antonym words from the textbook
- Printouts of blank bingo board game

Warm Up

Before getting started, you can ask the following questions in class:

- If elephant is big then what is a rabbit?
- If ice creams are cold then tea is?
- Are winters cold or hot?
- If the day is bright then how will you describe the night?
- What other words can we use for the word happy?
- How does your mother cook food—tasty or delicious?

Points to Discuss

- Words that have the same meaning as other words are called **synonyms**.
- Words that are opposites of other words are called **antonyms**.

Classroom Activity

Memory Game!

Give students ten minutes to learn the synonym table from the book. After 10 minutes, circulate the bag of cards into the class. Each student will take out a card at random. Now, write down a word from the synonym table on the board. The student with the synonym word will stand up and speak the word. If he/she is correct they will come forward and put the word card in the bag. Repeat until all the students have their chance.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Accuracy				
Memory				

Classroom Activity

Say the Sentence with Synonym

Make pairs of students and ask one student of each pair to speak out a sentence in front of the class. Then, ask the other student in that pair to understand the sentence carefully and repeat the sentence by replacing any word from the sentence with its synonym. For example,

Student 1: My mother has made a cake on my birthday.

Student 2: My mom has made cake on my birthday.

Ask other students to find the two words which are synonyms. Then, write down the pair of synonyms on the board, and ask students to write down the words in their notebook.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Knowledge				
Vocabulary				

Classroom Activity

Go Fish!

Make groups of five students and give 25 fish-shaped cards to each group. These cards should have 10 words that are antonyms (take antonyms from the textbook). Read out an antonym word from the book at random, the students have to find out the correct antonym of the word you speak. The group that tells all the 10 antonyms first, wins.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Task fulfillment				
Knowledge				
Participation				

Classroom Activity

Say the Sentence with Antonym

Make pairs of students and ask one student of each pair to speak out a sentence in front of the class. Then, ask the other student in that pair to understand the sentence carefully and say another sentence which is antonym of that sentence. For example,

Pair 1:

Student 1 : The snake is **long**.

Student 2 : The earthworm is **short**.

Pair 2:

Student 1 : I am going to **buy** a **new** bicycle today.

Student 2 : I am going to **sell** my **old** bicycle.

Ask other students to find the two words which are antonyms. Then, write down the antonyms on the board, and ask students to write down the words in their notebook.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Accuracy				
Participation				
Knowledge				
Vocabulary				

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Bingo!

Take printout of blank bingo boards for each student. Write down the words equal to the blank boxes of the bingo board on the board. Make sure half of these words are synonym and half antonyms. Now, instruct students to fill the blank boxes randomly and collect all the printouts. Shuffle the printouts and distribute them among students. Erase the words from the board. Now, start saying words and what to find about that word. For example, you say “antonym for the word big”, the students will find the word small and cut it out. The student who completes first five words horizontally or vertically or diagonally will say BINGO. Keep on playing the game until all the words are crossed.



Enrichment

Have students brainstorm, identify, read, and write synonyms and antonyms.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Memory
- Searching

Life Skills

Encourage students to bring dictionary to the class and use it to find the meaning of the words. Dictionary can be an extremely useful learning resource, especially as it makes the learner more independent of the teacher. If the students learn how to use a dictionary effectively, then the dictionary can be a very helpful resource for their studies.

Tips for Teachers

- Working with students sometimes takes tolls on your temper. Remember they are just kid and needs to be taught everything. Keep your cool and remain patient.
- Sometimes a student might not behave according to his will. Every human has some good in him/her. Try to see the good in every student and help them bring it out in them.
- Students might get confused between the meanings of antonyms and synonyms. Make sure they understand the concept of both terms. Tell them that synonyms are similar words, whereas antonyms are opposites.
- For more practice, try to do the textbook exercise in the classroom.

Class : 3
Subject : Grammar Cloud

Lesson : Homophones

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Homophones and their uses

Teaching Resource Materials

- Textbook: Grammar Cloud 3

Warm Up

Before getting started, you can write the following questions on the board and ask them to choose the correct word:

- Would you meet or meat a person?
- Do we make pairs or pears while playing games?
- Are elders right or write?
- What comes after number seven—eight or ate?

The answers to these questions help students to choose the correct word from the pair of homophones.

Points to Discuss

- A **homophone** is a word that is spoken or pronounced in the same way as another word, but has a different meaning and spelling.

Classroom Activity

Right-Write!

Make pair of students and allot them a pair of homophones from the textbook. Give them 5-10 minutes to learn the meaning of the words and prepare few sentences with homophones in them. Now, ask them to speak out the sentences one by one. For example,

The sun is shining and I am the only son of my parents.

I ate my breakfast at eight o'clock in the morning.

I love to **write** poems on my own. Am I doing the **right** thing?

After the activity is done, give students this same activity as a home project. Tell them to find out more homophones and their meanings.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Creativity				
Sentence Formation				
Task fulfilment				

Classroom Activity

Blindfold Board Race

Another really active game is to put a blindfolded student in front of the board with a pen and ask their classmates to shout instructions for how they should move the pen to help them do a homophones exercise on the board. This can be done with any of the usual boring textbook homophones exercises, e.g. circle the option that is a homophone, circle the odd one out, circle the two homophones in the big list, find the homophones in a word search, or join the homophones with a line.

The students can give instructions as move the chalk little bit right, then move it little bit down, now circle the word, and so on.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Group work				
Task fulfilment				
Discipline				

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Homophones Reactions

One fun activity is to ask them to race to react as soon as they hear or see a homophone. For example, the teacher reads out or flashes up a list of words and as soon as there are two words that are pronounced the same (e.g. “fair” and “fare”) next to each other, the students stand up, raise one hand or shout out. You can also do this with the words not having to be next to each other, e.g. students reacting when you reach the word “there” in the list “their hat heat hot hit there”.

Listen and Write

Make pairs of the students. Call one pair at a time and ask one student from the pair to speak out a sentence containing a homo-

phone. Now, ask other student to write the spellings of the homophone word on the board. Let other students check whether he or she has written correct. For example,

Student 1 : I have bought a new dress.

Student 2 : will write the word **new** on the board. If he or she writes **knew**, then help him or her write the correct spellings of the word. Make sure the students understand the meanings of the homophone words.

Enrichment

Have students brainstorm, identify, read, and write words with similar sound but different meanings and spellings.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Confidence
- Public speaking
- Logical thinking

Life Skills

Tell students that they should respect other students' property and personal space. They should not physically or verbally fight with others, and should not take anything that does not belong to them.

Tips for Teachers

- Spelling mistakes are the most common mistakes students make while writing, help them learn different homophones apart from the book so that they have a least chance of confusing between the spellings.

- Give examples of homophones that are not listed in the textbook. See if students know the meanings of the words you listed.
- Students who need support could be given a list of commonly used homophones and their meanings to reference while completing the assignment.
- When you praise students who are excelling, don't forget to encourage those who are trying, but struggling. These students often lack confidence and need more positive reinforcement.

Class : 3

Subject : Grammar Cloud

Lesson : Composition

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Writing compositions based on some topic or pictures

Teaching Resource Materials

- Textbook: Grammar Cloud 3
- Worksheet for practise as given below
- Flash cards of different topics for composition

Warm Up

Before getting started, you can ask the following questions in class:

- Can you compose your own story or a poem based on a small idea?
- Can you write few lines on a given a picture or a topic?
- Do you need some help words or hints to write the lines, or you can write them on your own?

The answers to these questions will help you know about the students who have creative minds

Points to Discuss

- A **composition** is a group of sentences that tells either about something or someone in a bigger picture.
- It is like a story or a poem that is made out of a given idea.

Classroom Activity

Your Own Composition

Let students choose a flash card for them. Now, they have to write

few lines about the chosen topic in their notebook. After they are done, let them exchange the topics with their partners, and write few lines on that topic as well. Now, ask students to exchange the notebooks with their partners and read each other's compositions. Ask them to exchange their ideas on the given topics. This activity will help the students to communicate with each other and understand the view point of the other person on the same topic.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Awareness				
Participation				
Communication				
Vocabulary				
Content				
Ideas				

Classroom Activity

Sequence the Story

Give the following worksheet to the students to read the jumbled sentences of the story and arrange them in correct sequence by numbering the sentences 1, 2, 3...

- One day, the elder brother went into the forest to cut some trees to get the firewood. There he came upon a magical tree.



- There were once two brothers who lived on the edge of a forest. The elder brother was very mean to his younger brother and ate up all the food and took all his good clothes.
- The tree saw the change in the elder brother's heart and gave them all the golden apples they could ever need.
- The younger brother grew worried and went in search of his elder brother. He found him with hundreds of needles on his skin.
- The tree said to him, "Oh kind sir, please do not cut my branches. If you spare me, I will give you my golden apples."
- The magical tree instead showered upon the elder brother hundreds upon hundreds of tiny needles.
- The elder brother agreed but was disappointed with the number apples the tree gave him. He wanted more apples.
- He rushed to his brother and removed each needle with painstaking love.
- After he finished, the elder brother apologised for treating him badly and promised to be better.
- The elder brother lay on the ground crying in pain.

NOTE: This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Be a Poet

Ask students to compose a song or poem about their friend and then make them read it out or sing it out in the class. You can assess the creativity of the students by the collection of words they have used in the poem and the rhyming sense of the poem or the song. You can paste the best self-composed poems or the songs on the notice board as an appreciation.

Enrichment

Have students brainstorm, identify, read, and write compositions on a given topic.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Logical and critical thinking

Life Skills

Concentration is utmost important for students. It benefits short and long term memory, helps them to focus better, gives them inner strength, the ability to decide quickly and greater will power. Tell them that concentration is essential for studying, for homework and for the completion of any task. You can help the students increase their concentration in various ways.

Tips for Teachers

- Students need constant help in grammar. They should be understood while they ask for help. A teacher must take care of students and their needs.
- Classroom activities are meant for encouraging students to be more attentive and disciplined with fun environment.
- Textbook exercises are very important. Make sure students understand before doing them.

Class : 3

Subject : Grammar Cloud

Lesson : Paragraph Writing

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Paragraph Writing

Teaching Resource Materials

- Textbook: Grammar Cloud 3
- Flash cards of pictures of objects people, animals or places
- Flash cards of topics. For example, national flag, environment, classroom, my family, etc.

Warm Up

Before getting started, you can ask the following questions in class:

- What is a group of many sentences called?
- When you read any story or lesson in the book, do you find that the text is divided into many paragraphs?
- How will find reading a story without any para breaks?
- Do you find any benefit of having different paragraphs in a story or a poem?

Points to Discuss

- A **paragraph** has sentences that talk about one main idea.
- Before writing a paragraph think about what you want to write in the paragraph.
- Paragraph is based on one thought or one idea. However, a composition is made up of one or more paragraphs.

Classroom Activity

Write a Paragraph

Let students choose flash cards, two for each (one with the picture

and one with the written topic). Now,ask them to write a paragraph about the topics in their notebook.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Creativity				
Vocabulary				
Spellings				
Task fulfilment				
Ideas				

FUN TIME

Once the lesson is complete, write down the topic OUR CLASS-ROOM on the board. Now, ask each student to stand and say one sentence about the classroom. All the students will write each sentence in their notebooks, this will make a paragraph.

Enrichment

Have students brainstorm, identify, read, and write paragraphs.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Sentence formation
- Creativity

Life Skills

From the very beginning students should be taught the concept of success and failure. They should know that failure is just small step towards success. If a student fails in performing something, it does not mean he/she can never do anything in their lives. Failure must be accepted and one must know how to move on.

Tips for Teachers

- A good classroom environment always has some elements of creativity which makes the lessons more interesting and interactive. The right mix of creativity along with curriculum helps students to be innovative and also encourages them to learn new things.
- When some time is set aside for creativity in between all the tiring study times, it takes a lot of stress away from students.
- Allow student to find the mistakes and correct them on their own.
- Encourage them to participate more and show their creativity by writing paragraphs on the given topics..
- Divide the activities equally to that all students have equal participation.

Class : 3

Subject : Grammar Cloud

Lesson : Comprehension

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Comprehension

Teaching Resource Materials

- Textbook: Grammar Cloud 3
- Flash cards of different scene on them and questions related to the picture at the back. For example, a picture of a bus stand with questions at the back. For example, what is in the picture? How many passengers do you see?, etc.
- Flash cards of different texts like short stories or excerpts with questions related to it at the back. For example, a flash card with a short story with questions like what is the moral of the story? How is the main character?, etc.
- Pictures of different objects and an instructions page with each picture
- Worksheets for practice as given at the end of the chapter

Warm Up

Before getting started, you can draw an object say, Sun on the board and ask the following questions in class:

- What is this?
- Is it hot or cold?
- What do we get from it?
- Which shape it has?
- Is it a star or a planet?

Points to Discuss

- A **comprehension** is an understanding of a text or a picture.

- After understanding a text or picture, a reader can answer certain questions based on the text or picture.

Classroom Activity

Comprehension (1)

Let students choose a flash card of a scene for them. Now, they have to observe the picture and answer the questions written on the back.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Description				
Vocabulary				

Comprehension (2)

Let students choose a flash card of text for them. Now, they have to read the text and answer the questions written on the back.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent ★★★★★	Very good ★★★★	Good ★★★	Average ★★
Understanding				
Participation				
Description				
Vocabulary				

FUN TIME

Once the lesson is completed, you can play the following game in the class.

Follow the instructions

In this game, a student will be called and given an instruction page. He/she will read the instruction and draw the object described in it. Now, show the original picture to other students and they will say if the both the pictures are same or not. If not then the student will read again and try to correct it. Repeat this game with any number of students and let students volunteer for this game.

Enrichment

Have students brainstorm, identify, read, and understand the comprehensions and answer the questions based on them.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Observational
- Understanding

Life Skills

Children of this age are very creative. They are influenced by a lot of things and a lot of people. From this age they should start inculcating the knowledge of right and wrong. They should be taught what things are wrong in this world and what are right. For example, career, friends, humans, behaviours, etc.

Tips for Teachers

- Give tips to students for comprehensions. They should read the comprehension first and then read the questions and answer them.
- Vocabulary is important aspect in writing. Encourage students to improve their vocabulary by learning 5-10 new words every day.
- Students should understand the textbook exercises before doing them.
- It is the responsibility of the teacher to help students with poor understanding skills and encourage them.
- Give them the following worksheet after they have completed their textbook exercises.



WORKSHEET

The Thomas family has been trying to eat healthy meals for a very long time, but found it difficult to keep it up. Mr. and Mrs. Thomas work long hours at a hospital and feel exhausted when they arrive home. They also have three young children who need a lot of care. David is eight years old, their daughter Ann is six and the baby is one year old. It is difficult for the family to cook healthy meals every day. For months, Mrs. Thomas has been ordering food, which is being delivered after they arrive from work. This is a bad routine, and the Thomas family know this fact very well and have started to worry that their children will get used to eating fast food. It will be difficult for them to change this habit. Thus, for the past two weeks, they have been eating healthy homemade meals and feel very excited about it.

A. Answer the following questions.

1. Why did the Thomas family feel the need to order food from outside?

2. How many children do they have?

3. Who orders food every day?

4. Is the Thomas family worried about their bad eating habits?

5. Do you think the Thomas family will continue to eat home-made food?

B. Find the antonyms of the following words from the passage.

1. Junk

2. Old

3. Easy

C. Find the synonyms of the following words from the passage.

1. Tired

2. Supplied

3. Thrilled
