

# Santoor

Textbook of English for Class 3

## Part - II

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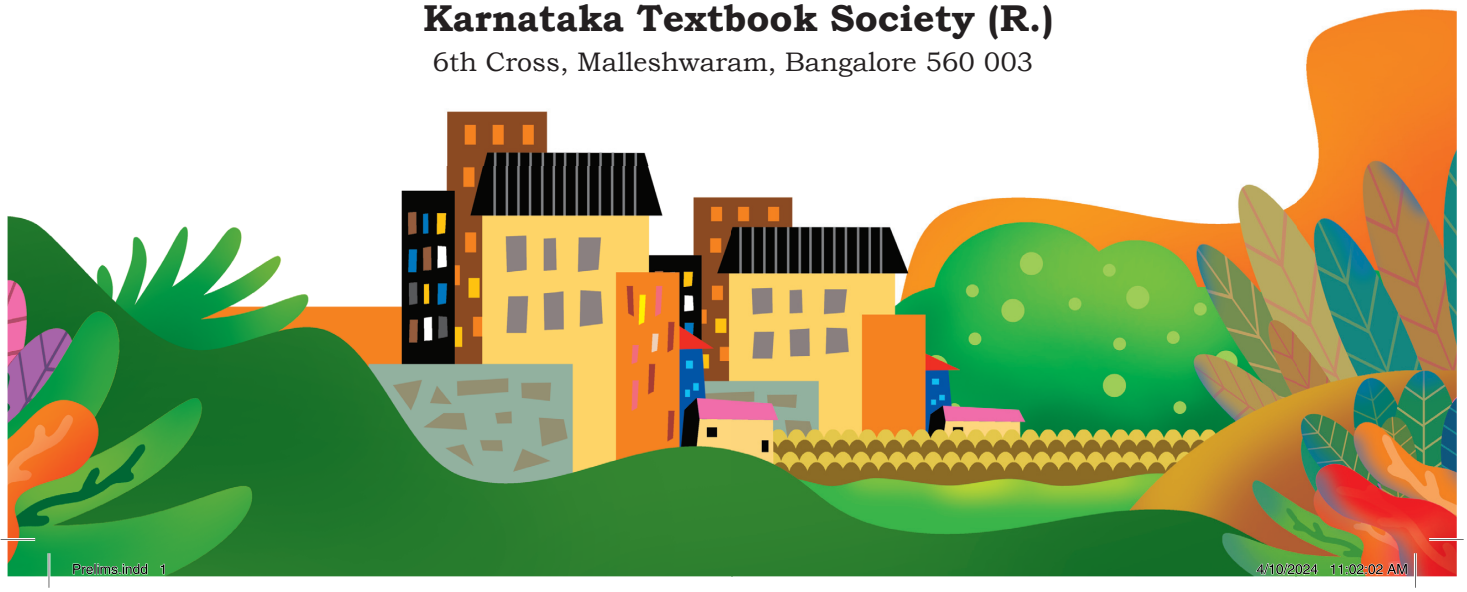
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विद्यया ऽमृतमश्नुते

एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

**Karnataka Textbook Society (R.)**
6th Cross, Malleshwaram, Bangalore 560 003



# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA,** having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE,** social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the [2][unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

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1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)



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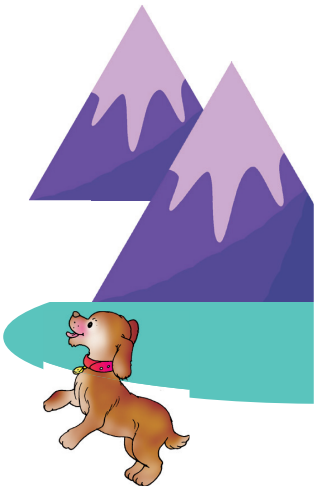
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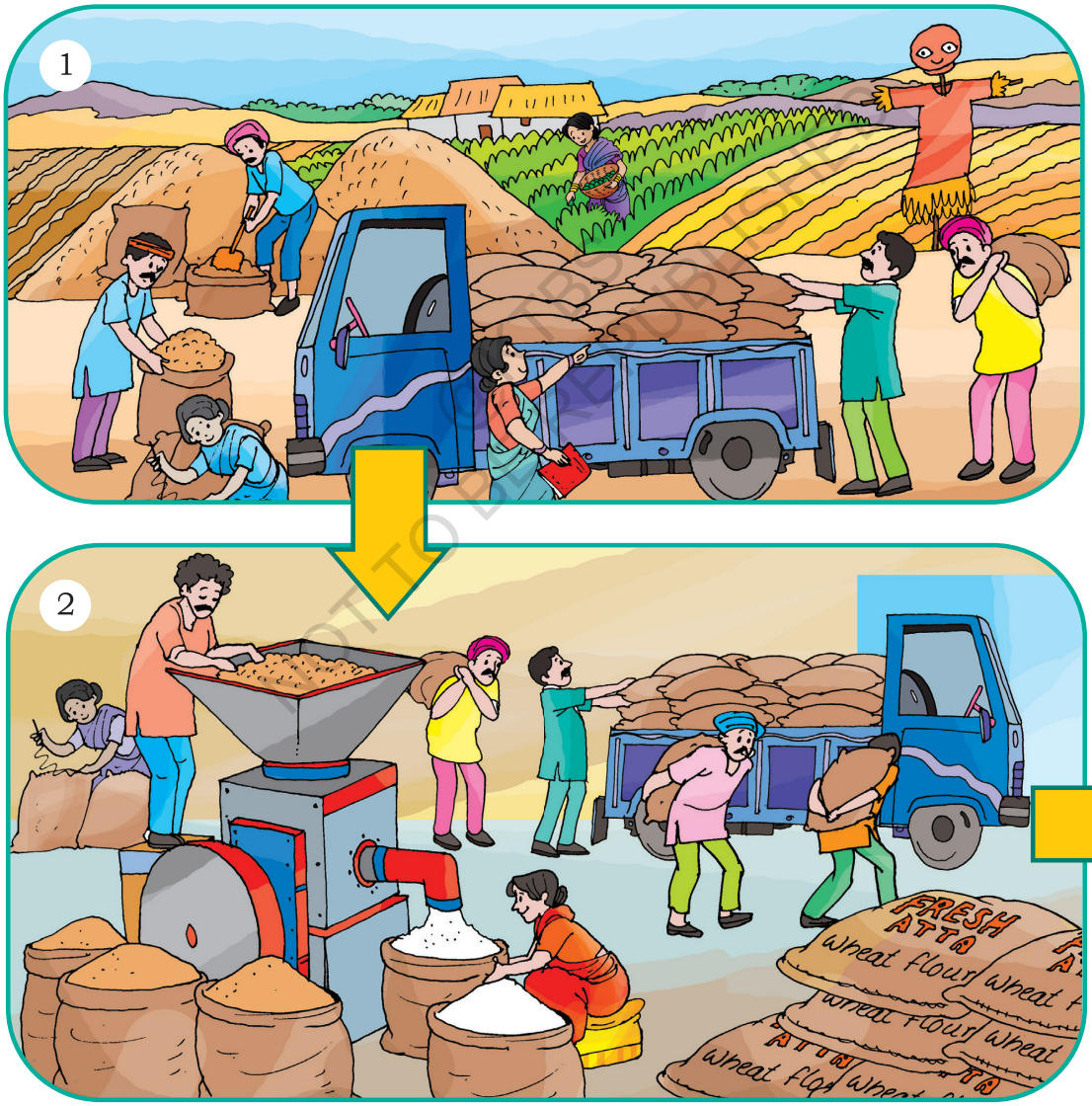


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Unit 3

# Good Food

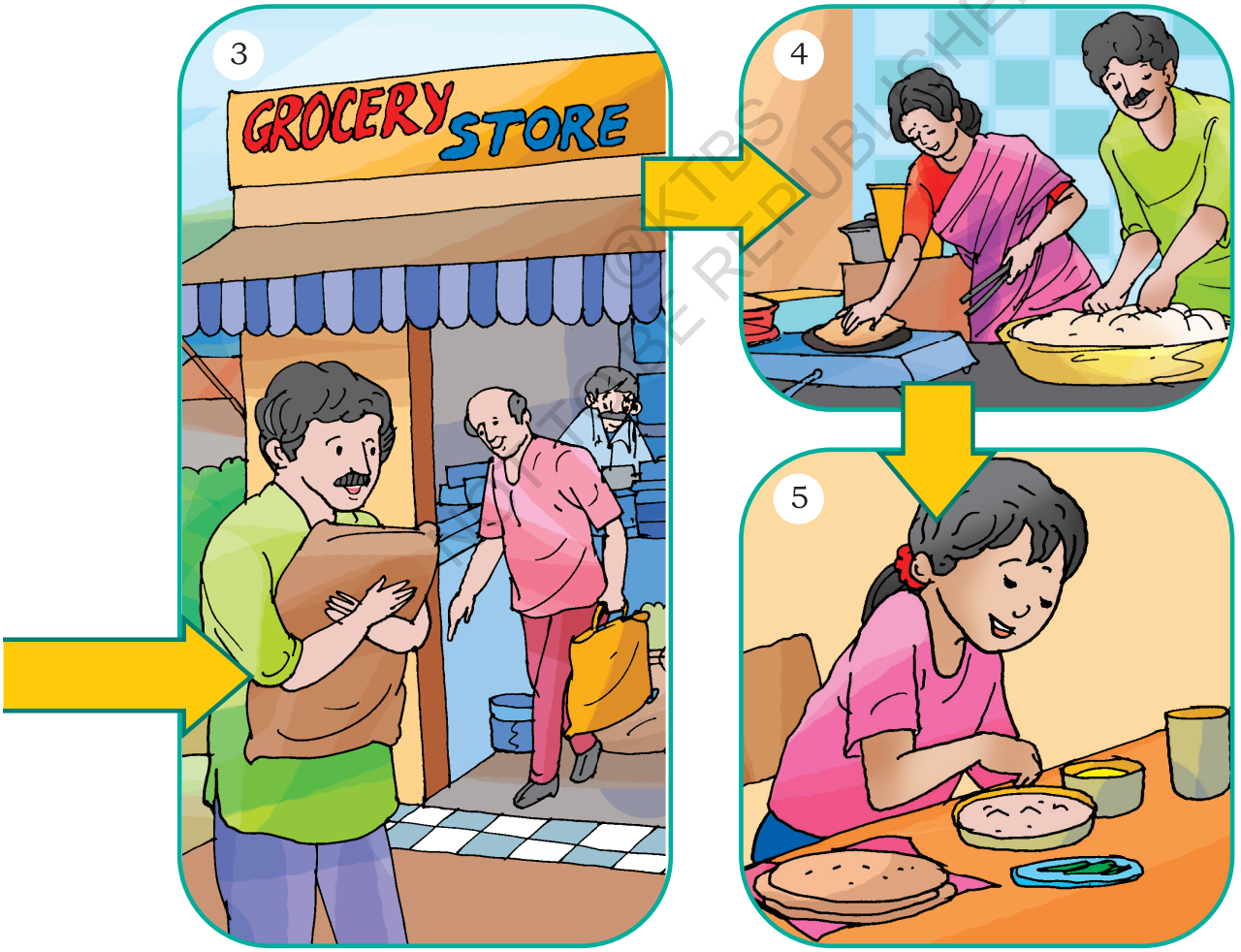
## Picture reading




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**Look at the pictures and answer.**

1. What can you see in Picture 1?
2. Look at Picture 2. What is the man doing with the wheat?
3. Look at Picture 4. Who are they? What are they doing?
4. What is the girl doing in the last picture?
5. What do you have along with chapatti?
6. Have you seen a field? What was growing there? Speak about it.




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# Chapter 7. The Big Laddoo

0332CH07

## Let us recite

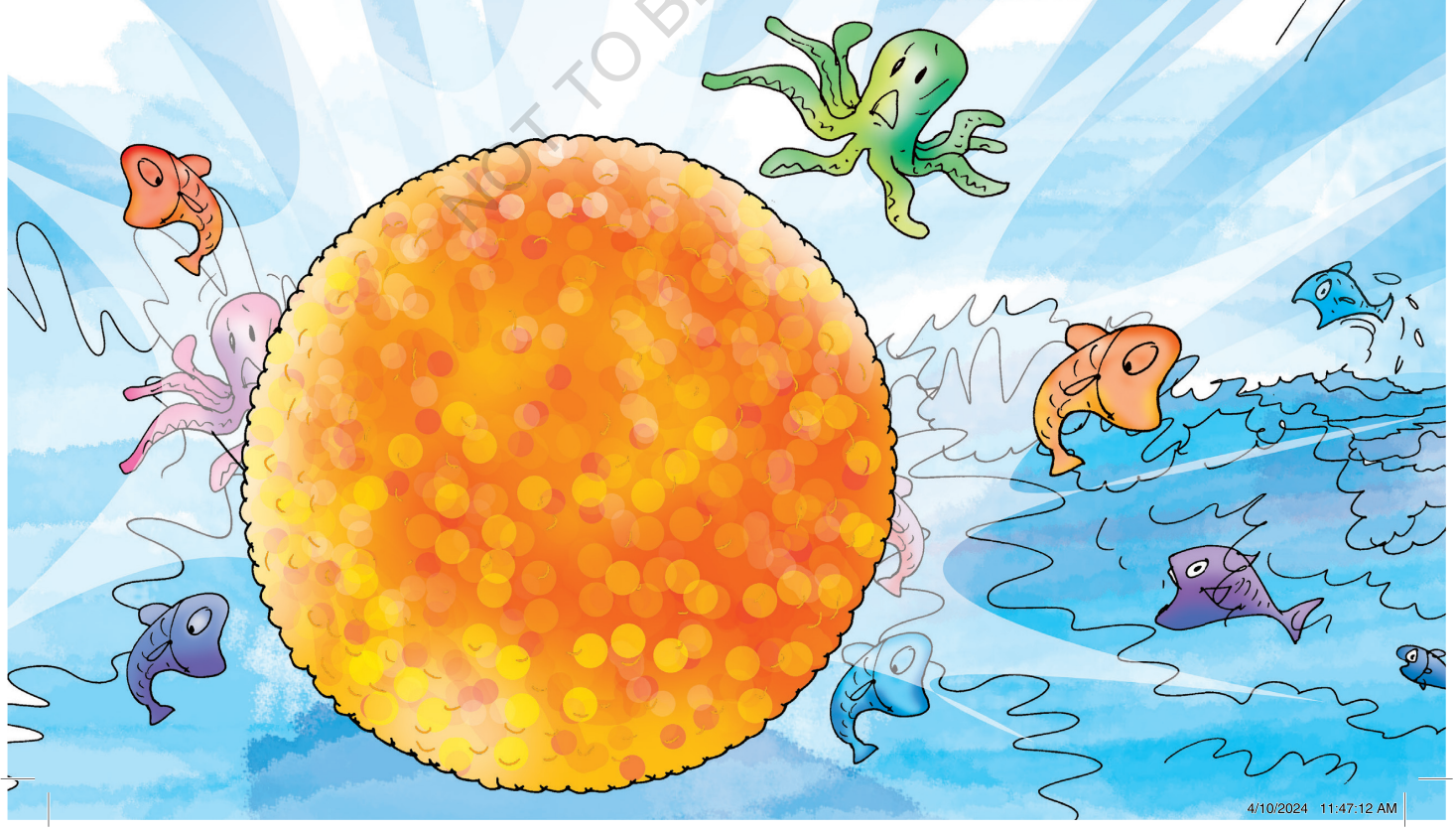
If all the laddoos were one Laddoo
Oh! What a BIG Laddoo it would be!

If all the children were one child
Oh! What a BIG child that would be!

If all the seas were one sea
Oh! What a BIG sea it would be!

Then if the BIG child
picked the BIG Laddoo

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And threw it into the BIG sea

Oh! What a BIG SPLISH-SPLASH it would be!

**New words**

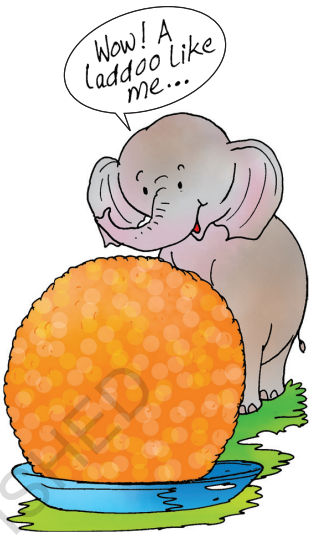
sea splish-splash



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## Let us think




1. Have you seen a big laddoo? How big was it? Did you eat it all by yourself? Tell your friends about it.
2. Have you eaten anything that is very big? What was it? Talk about it.
3. What different kinds of laddoos have you eaten?
4. Name a few things that are round in shape. Can you eat all of them? Write them in the correct column.

| That can be eaten | That cannot be eaten |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

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5. The child threw the Big Laddoo into the sea. What do you think happened to the Laddoo?



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## Let us speak

Jithu and Meena are friends. Meena cannot see properly. It was her birthday. Jithu gifted her a box of mixed sweets. She felt the sweets and excitedly picked up the big laddoo. She said, "I love laddoos!" Jithu was surprised and asked her, "How did you know it was a laddoo?"




**Think and say what Meena answered.**

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## Let us learn

**Laddoos are sweets, commonly eaten in every house.**
**Write words that tell us about the laddoo.**






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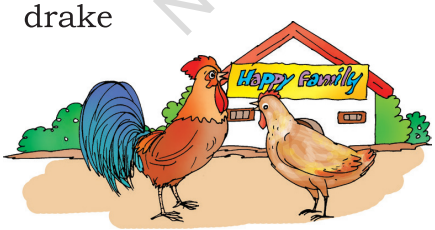
## Let us write

**A. Frame a few sentences using the given words.**

1. play _____
2. plum _____
3. cloud _____
4. clock _____
5. blue _____
6. blanket _____

**B. Match the following.**

| | | |
|---|---|---|
| 1. | cock | lioness |
| 2. | lion | cow |
| 3. | peacock | hen |
| 4. | mare | duck |
| 5. | bull | peahen |
| 6. | drake | horse |




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**Note to the teacher**

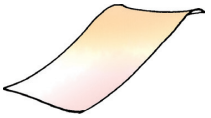
- Draw learners' attention to the blends 'cl', 'pl' and 'bl'.
- Ask questions to draw attention to the concept used for matching the pairs.



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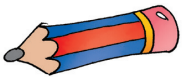
## Let us explore

**A. Look at these objects shown here. Collect and put them one by one into a tub of water. See which one will float and which one will sink. Tick the objects that float and cross the objects that sink.**

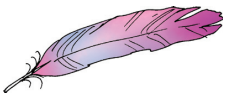
a piece of paper _____ 

a small stone _____ 

a green leaf _____ 

a pencil _____ 

an eraser _____ 

a feather _____ 

a spoon _____ 

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**Note to the teacher**

Reinforce the concept of 'light' and 'heavy' by using suitable terms.



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**Did you know that not only sweets but a few other dishes are also prepared especially during festivals?**



Have you heard of *khichdi*? It is a popular dish. *Khichdi* is usually cooked with rice and lentils together. It is prepared during festivals and also eaten as a meal.

Festivals keep us connected with nature and culture. Every year we celebrate many festivals in our country. Festivals help us stay together. They bring happiness, joy and smiles.

*Khichdi* is a traditional dish prepared especially during the Sankranti festival. Different parts of India prepare *khichdi* with different variations, like adding vegetables or using different lentils.

Did you know that this festival is also known as the Harvest Festival? It is celebrated to thank the Sun God for a good harvest. It is known by different names like Sankranti, Pongal, Lohri, Bihu, Maghi Sankrant, Makara Sankranti, Sakraat and Magha Saaji across the country. Flying kites during this festival is also very popular.



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***Khichdi* is known by different names across the country.**

*Gujarati khichdi,* Gujarat.

*Pongal*, Tamil Nadu.

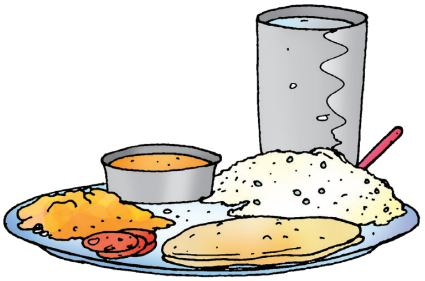
*Bihari khichdi*, Bihar.

*Bajra khichdi*, Rajasthan.

*Kichuri*, West Bengal.

*Bisi bele bhat*, Karnataka.

*Moong khetchir*, Kashmir.



## Let us write

**A. Which is your favourite festival? Write the names of some sweets and dishes prepared on that day.**

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# Chapter 8. Thank God!

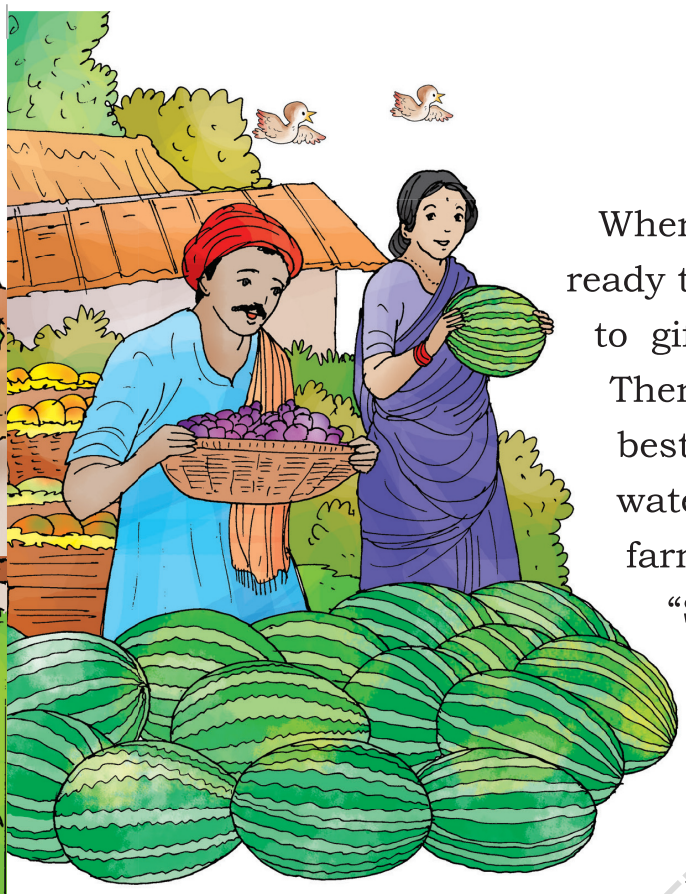
0332CH08

## Let us read

Once upon a time, there was a farmer who liked fruits. So, he decided to grow fruits on his land. He worked hard to grow a variety of fruits. With hard work and care, the trees grew well. He took special care to grow grapes and watermelons in a small corner of his farm.



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When the fruits were all ripe and ready to be eaten, the farmer decided to gift the best fruit to the king. Then his wife said, "This year, the best fruits on our farm are the watermelons and the grapes." The farmer thought about it and said, "Since it is a long journey to the palace, I shall take the grapes as watermelons are too heavy." So, he put bunches of grapes in a basket and walked to the king's palace.

What do you think will happen next?



The farmer reached the palace. He told the palace guard that he had brought a gift for the King. The palace guard then took him to the royal garden. The farmer saw the King playing with the princess. So, he quietly kept the basket full of grapes in front of him and sat down.



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When the King sat down to rest, the guard brought the basket of grapes to the King. The guard pointed to the farmer and told the King that the grapes were a gift from the farmer. The King saw the farmer. The King was still in a playful mood. He took a bunch of grapes from the basket. He plucked out one grape and popped it into his mouth. Then he plucked another grape and threw it playfully at the farmer.



When the grape hit the farmer's forehead, he said, "Thank God!"

The King was surprised! He threw a grape again.

The farmer again said, "Thank God! I am blessed!"

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The King asked the farmer, "Why are you thanking God when I am throwing grapes at you?"

The wise farmer replied with a smile, "O mighty King! I had grown the best grapes and watermelons on my farm. I chose the grapes to gift to you. Imagine if I had brought watermelons! Indeed, God is great!"

— *A Jataka tale*

**New words**

journey guard royal popped wise

**Sight words**

grow kept front again

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## Let us think

**A. Answer the following.**

1. What did the farmer grow on his farm?

2. What did his wife say?

3. Why did the farmer decide to take the grapes?

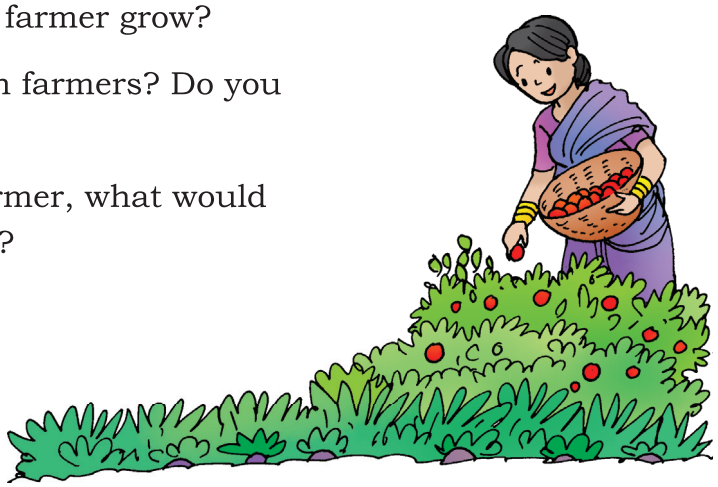
4. What did the King do playfully?

5. Why did the farmer say, 'Thank God!'?

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**B. Think and say.**

1. The farmer in the story grew fruits. What else can a farmer grow?
2. Are there women farmers? Do you know any?
3. If you meet a farmer, what would you say to them?





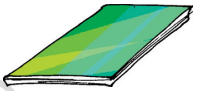
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**A. The farmer knew that the watermelon was heavy and the grapes were light.**

The words **heavy** and **light** are **opposite** in meaning.

Write the **opposite** of the underlined word.



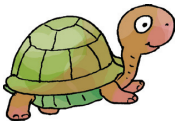
thick book _____ book 




long journey _____ journey 




soft cotton _____ rock 

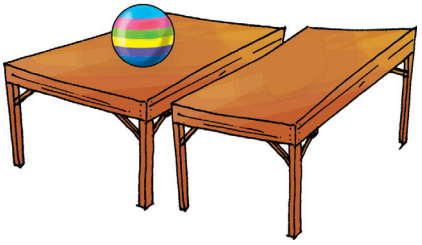


slow tortoise _____ rabbit 

**B. Read the sentences.**

The ball **is** round.

The tables **are** brown.



**Note to the teacher**
Include more relatable and observable examples of opposites.

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## C. Fill in the blanks with 'is' or 'are'.

1. There _____ animals in the jungle.



2. The table _____ made of wood.



3. These mangoes _____ sweet.



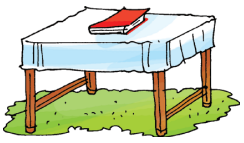
4. Raghuram _____ a tall boy.



5. The toys _____ on the shelf.



6. The book _____ on the table.



7. The girls _____ at the shop




8. The car _____ on the road.



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**Note to the teacher**

Recapitulate the concept of singular and plural and link it with the use of 'is' and 'are'.



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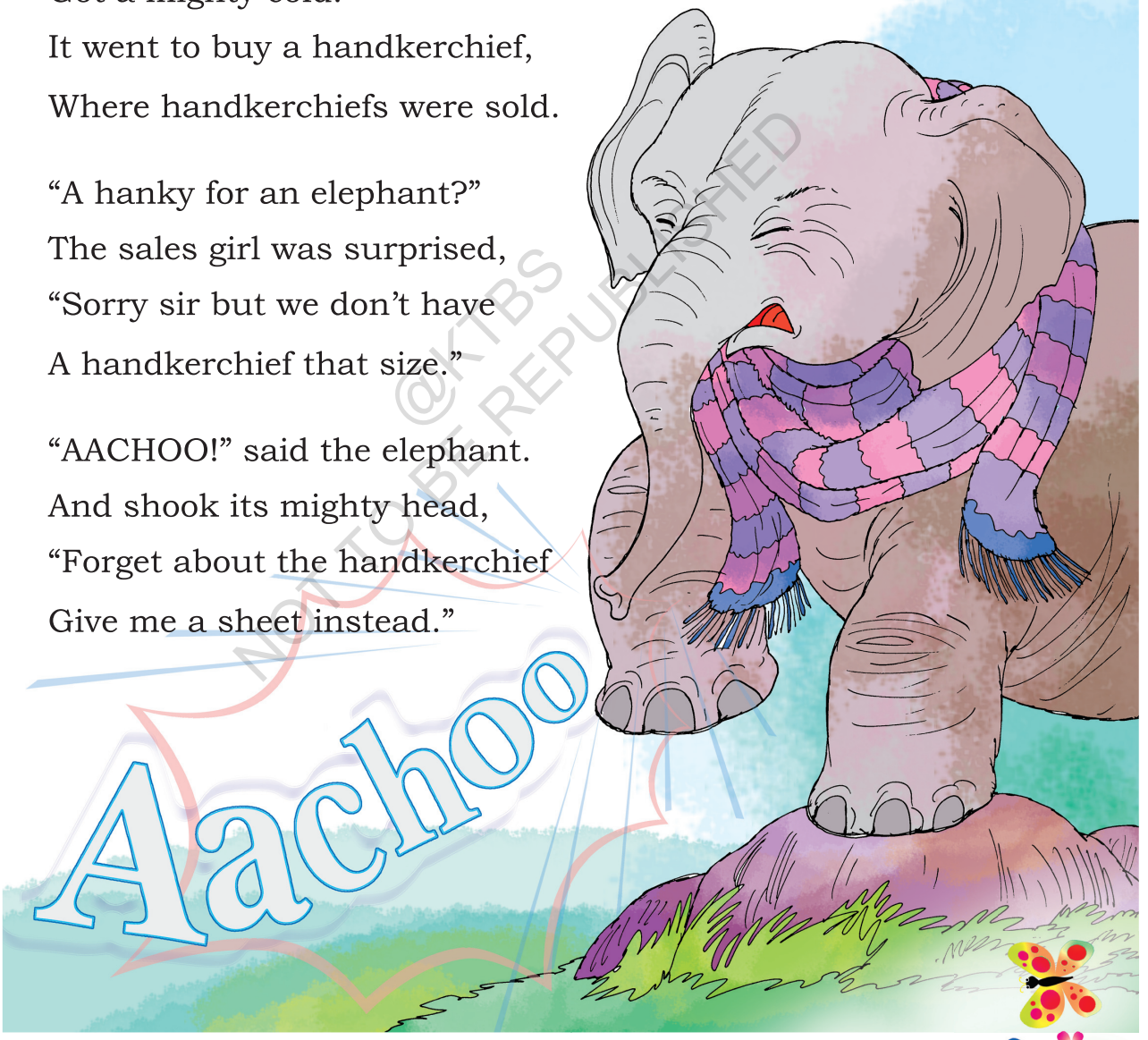
Let us listen

## Aachoo!

Once a mighty elephant,
Got a mighty cold.
It went to buy a handkerchief,
Where handkerchiefs were sold.

"A hanky for an elephant?"
The sales girl was surprised,
"Sorry sir but we don't have
A handkerchief that size."

"AACHOO!" said the elephant.
And shook its mighty head,
"Forget about the handkerchief
Give me a sheet instead."




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## Let us speak

**Imagine you are visiting the Big Elephant. You know that the elephant has a cold.**

**What food items will you take with you?**

Say them aloud.

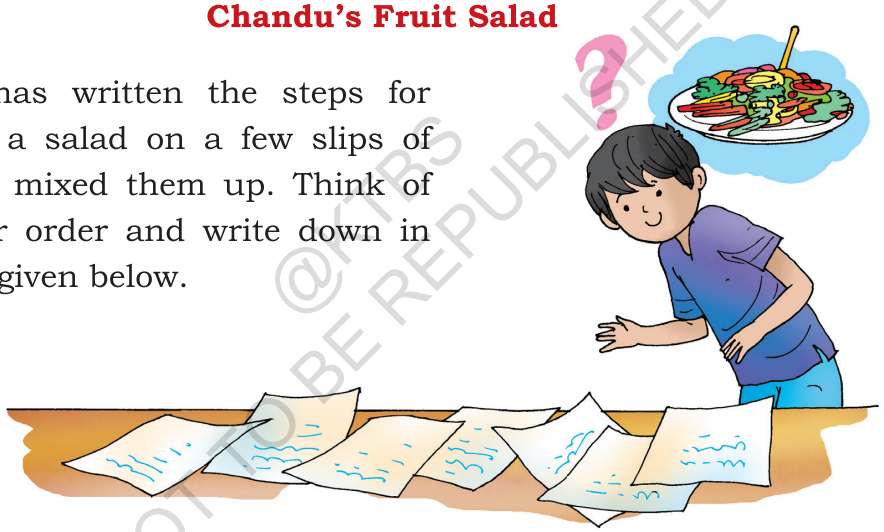




## Let us write

### Chandu's Fruit Salad

Chandu has written the steps for preparing a salad on a few slips of paper. He mixed them up. Think of the proper order and write down in the space given below.



( ) Next, I put in papaya cubes.

( ) Mother cuts some fruits for me.

( ) First I take some banana slices.

( ) Finally, I squeeze a lemon on it, adding a pinch of salt.

( ) Then I add the apple slices.

( ) Then I mix them all.

( ) After that I add some grapes from a bunch.

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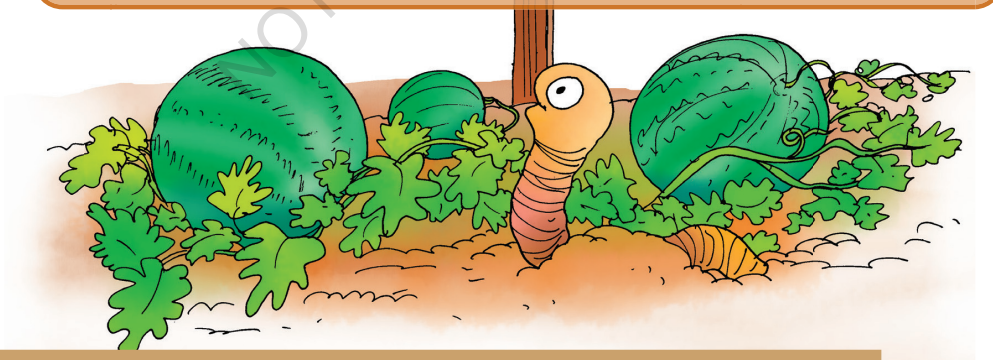


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**A. Find fruits in the grid given below.**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| S | M | F | X | C | U | D | M |
| P | A | P | A | Y | A | H | G |
| E | N | G | K | S | B | T | U |
| A | G | R | A | P | E | S | A |
| R | O | Z | D | H | Y | L | V |
| A | X | B | A | N | A | N | A |
| Z | P | E | A | C | H | O | G |
| P | L | U | M | H | Q | P | W |

MANGO
PAPAYA
GRAPES
BANANA
GUAVA
PLUM
PEACH
PEAR



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**Note to the teacher**

Guide students to locate the words in the grid.



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# Chapter 9. Madhu's Wish

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## Let us read

Madhu loved food. He always wanted to eat different kinds of food and snacks. He was never tired of eating. Every day, at noon, he would sit under a banyan tree and eat his lunch. One day, as he was eating, an old



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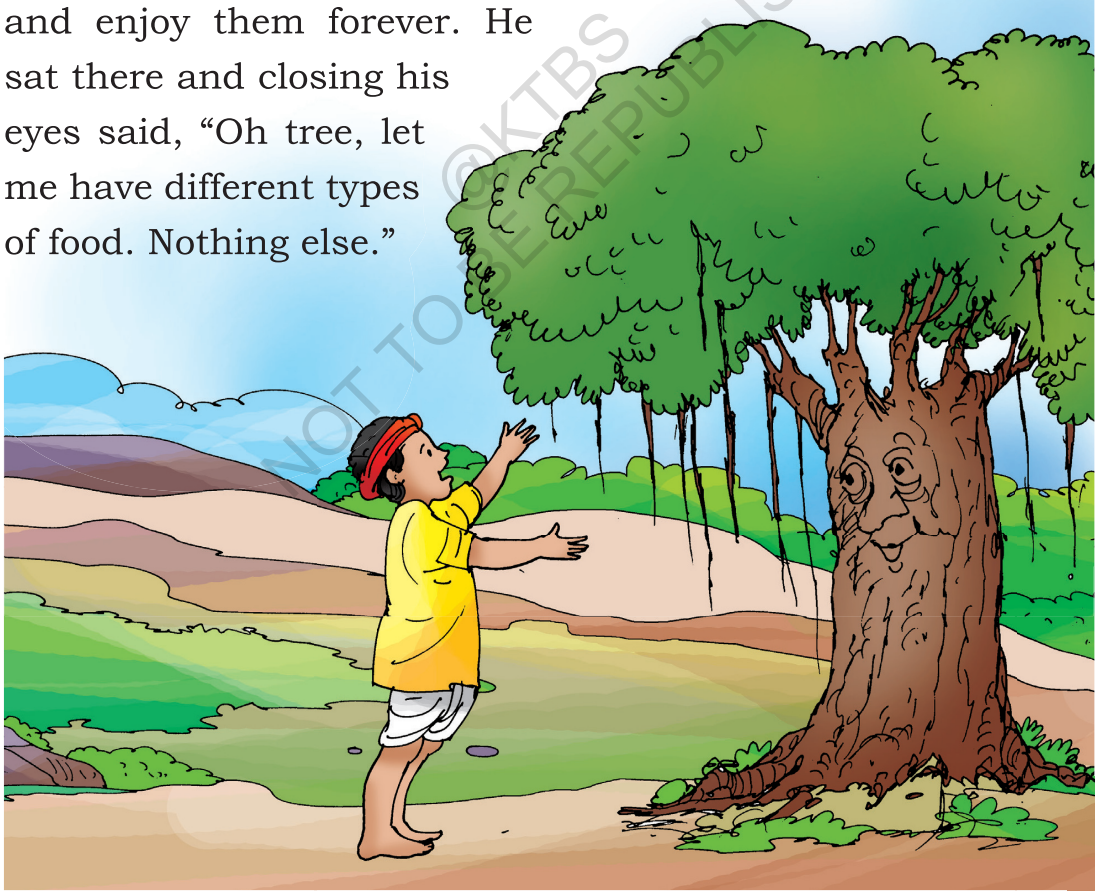


man came. Madhu felt sorry for him and shared his food with him. The old man was so happy that as he was leaving, he said, "My child, you have been so kind. In return, you can wish for anything from this tree and it will be granted." Madhu felt very happy.

What do you think Madhu will do now?



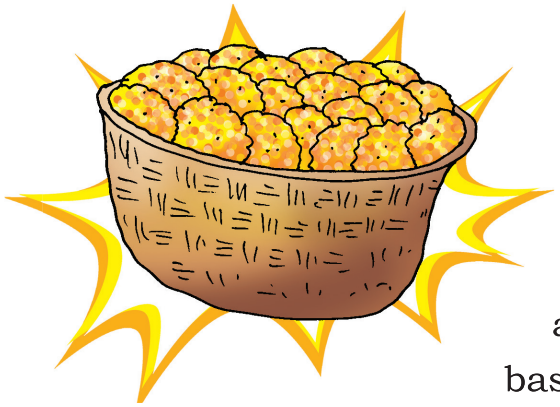
He thought, I can ask for different types of food, and enjoy them forever. He sat there and closing his eyes said, "Oh tree, let me have different types of food. Nothing else."



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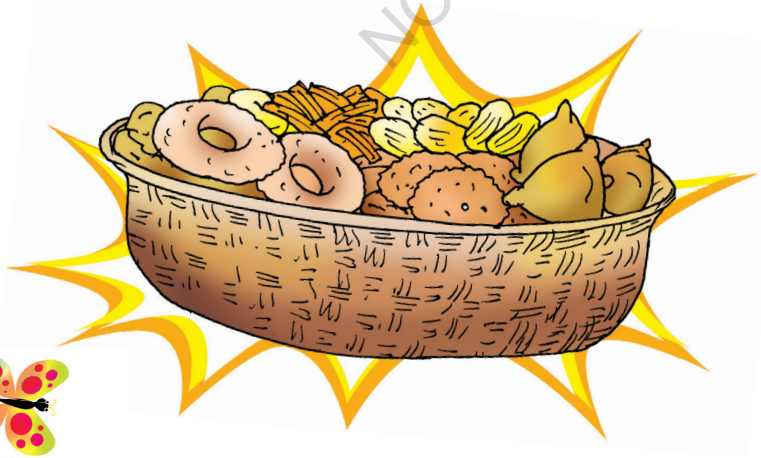
He heard a voice from the tree. “You don’t want anything else? Think it over.” Without thinking, Madhu said, “Nothing else”. First, he asked for laddoos. At once, a basket full of laddoos appeared.

What do you think will happen now?



He happily started eating it. After some time, he got bored. Then he thought of colourful fruits. Immediately, fruit in baskets appeared. He started eating them. There were grapes, mangoes, apples, bananas, jackfruit, melons, guavas, oranges and many more. Then he got bored eating only fruits. He asked for





savouries. Immediately savouries like *matri*, samosas, *kachori*, potato chips and *vada* appeared in huge baskets. He happily started eating them.

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As he was eating, he suddenly got hiccups. He wanted water. He looked around. There was food everywhere but no water!




He asked for water but the tree said, "You wanted only food not water."

"So what if I don't get water I will have *sharbat*, *kheer* and *badam* milk for my thirst," thought Madhu. Soon, all these appeared in jugs.



Madhu drank them all but the hiccups did not stop. They became louder. He was now desperate for water.

He prayed to the tree, "May all this food disappear, and let me have water instead."



"Are you sure?" the voice from the tree asked.

"Yes, I am sure. Now I know the importance of water. No other

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drink can replace water.
Please give me just water."

A jug of water appeared. Thirsty, Madhu drank as though he had never seen water. His hiccups stopped. He was no longer thirsty.

— *Sudha Murty*

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**New words**

| | | | | |
|---|---|---|---|---|
| forever | immediately | appeared | savouries | hiccups |
| disappear | instead | replace | thirsty | |

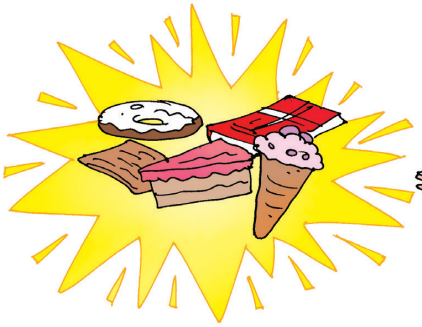
**Note to the teacher**

Ask children that when they get hiccups, what do their parents and elders suggest to them.



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## Let us think





### A. Answer the following.

1. What did Madhu enjoy?

2. Do you think the old man had magical powers? How do you know?

3. Why did the tree ask Madhu to 'think over' his wish?

4. Name some of the things that Madhu ate.

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### B. Think and say.

1. Have you experienced hiccups?
2. What do you do when you get hiccups?
3. Do you think water is important? Why do you think so?
4. If you were in Madhu's place, what would you wish for and why?

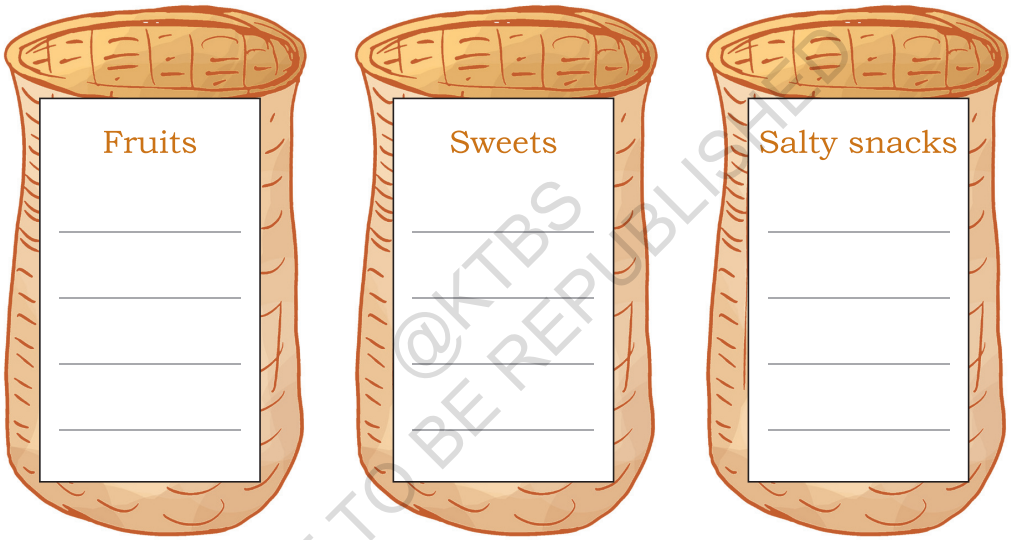


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**A. Madhu enjoyed the following items. Write them in the correct basket.**

**Help Box**

| | | | | |
|---|---|---|---|---|
| banana | *kheer* | melon | guava | *kachori* |
| potato chips | laddoo | vada | jackfruit | samosa |




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**B. Read the following sentences.**

1. Madhu shared his food with the old man. He is **kind**.
2. Madhu wanted to eat everything. He is **greedy**.
3. The old man gave a special gift to Madhu. He is **generous**.

**Note to the teacher**

- Draw learners' attention to the concept of 'quality' or 'property'.
- Incorporate activities where learners get to describe someone or something.



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## C. Choose a word from the box to describe the people below.

| brave | polite | selfish | lazy |
|---|---|---|---|



1. Pramod doesn't share his toys with anyone.

   He is _____.



2. The woman saved the boy from the robber.

   She is _____.



3. Advait is always lying in bed and doing nothing.

   She is _____.

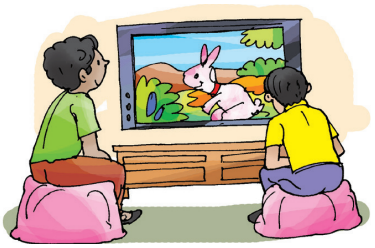


4. Prerna always wishes everyone in the morning.

   She is _____.

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## D. Read the following sentences.



1. Sam is watching television.

2. Pratham is watching television.

Both Sam and Pratham are doing the same activity.



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**The two sentences can be combined in to a single sentence:**

Sam and Pratham are watching television.

Now, look at the following sentences.

1. Aman has a pen.
2. Aman has a pencil.
3. Aman has an eraser.



**The three sentences talk about Aman. The three sentences can be combined as one sentence using 'and'.**

The new sentence will be:

Aman has a pen, a pencil and an eraser.

Let us take one more example:

1. Sam works in the afternoon.
2. Pratham works at night.



Both sentences talk about doing '**work**' but by different people and at different times.

**The two sentences can be combined as:**

Sam works in the afternoon but Pratham works at night.

Rewrite the following sentences using '**and**' or '**but**'.

1. I eat an apple. I eat an orange. I eat a peach. (**and**)

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2. I like to watch cartoons. My sister likes to watch movies. (**but**)

3. Anita plays volleyball. Anju plays volleyball. (**and**)

4. Dolma wants a new comic book. She has spent all her pocket money on sweets. (**but**)

5. Rajesh wants to go to the park. He has not finished his homework. (**but**)

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## Let us listen

**A. Your teacher will read parts of the story. Listen carefully and tell the class what happened after that.**

1. Madhu said, "Oh tree, let me have different types of food. Nothing else."
2. As he was eating, he suddenly got hiccups. He wanted water.

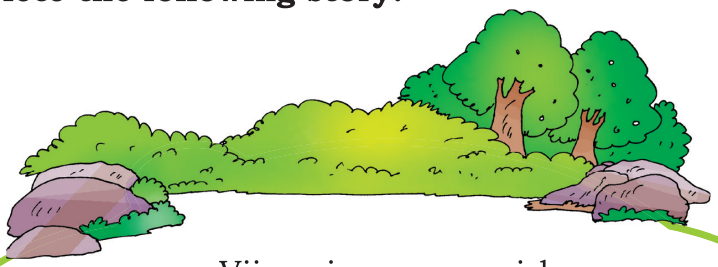




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## Let us write

**A. Complete the following story.**



Vijaya is a young girl.

She lives with her father, mother, grandmother and grandfather in a small village.

Each day _____

_____

_____

_____

_____

_____

_____

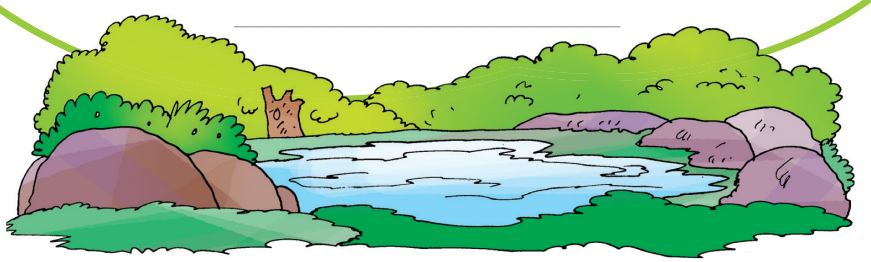
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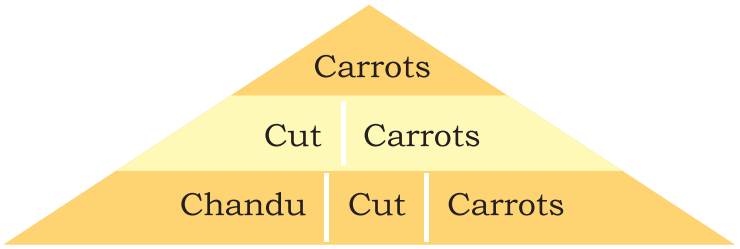
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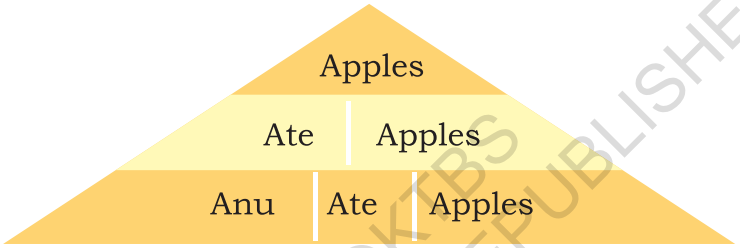
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## Fun with Words

**B. Notice that the first letter of each word has the same letter.**

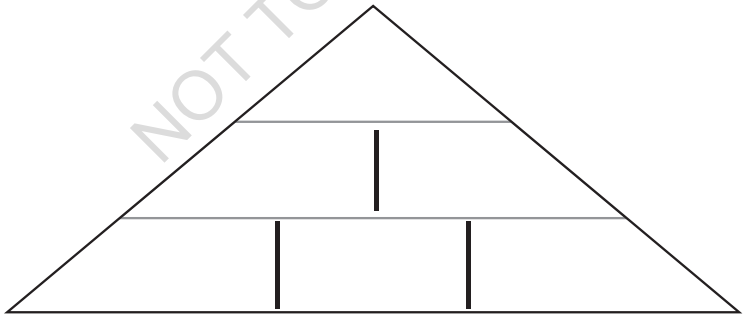



The first letter of each word is _____.




The first letter of each word is _____.

**C. Write down similar words as shown above using your name or any name of your choice.**



The first letter of each word is _____.

**Note to the teacher**
Encourage the learners to share their sentences with the class. Ask questions to reinforce their understanding of the letters of the English alphabet.

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## Let us write

**A. Read the incomplete sentences. Discuss with your friends and complete them.**

1. Madhu shared his food with the old man because _____

_____

2. Madhu was happy because _____

_____

3. After eating fruits, Madhu asked for savouries because

_____

_____

4. Madhu asked for water because _____

_____

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## Let us do

**Let us make a table mat.**



**Materials needed**

An A4 sheet paper, pictures of various fruits and vegetables, bits and pieces of coloured papers, glue and a pencil or a sketch pen.

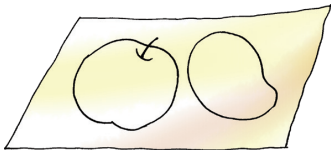
**Note to the teacher**

Help students notice the use of 'because' being linked with the reason or cause behind something.

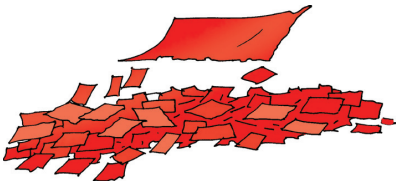


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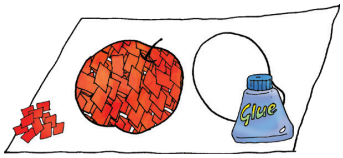
## Steps



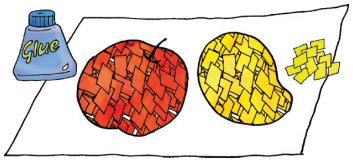
1. On the A4 sheet, draw fruits or vegetables of your choice like an apple, a mango or a pear.



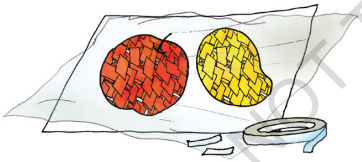
2. Take the sheet of red coloured paper. Make small bits by tearing it.



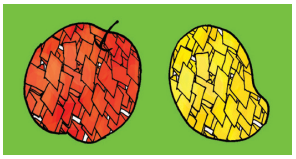

3. Stick the bits of papers on the apple picture you made.




4. Likewise, stick the yellow paper or the colour you like in the mango picture.



5. You can cover it with any plastic sheet available in your house.



6. Your table mat is ready!



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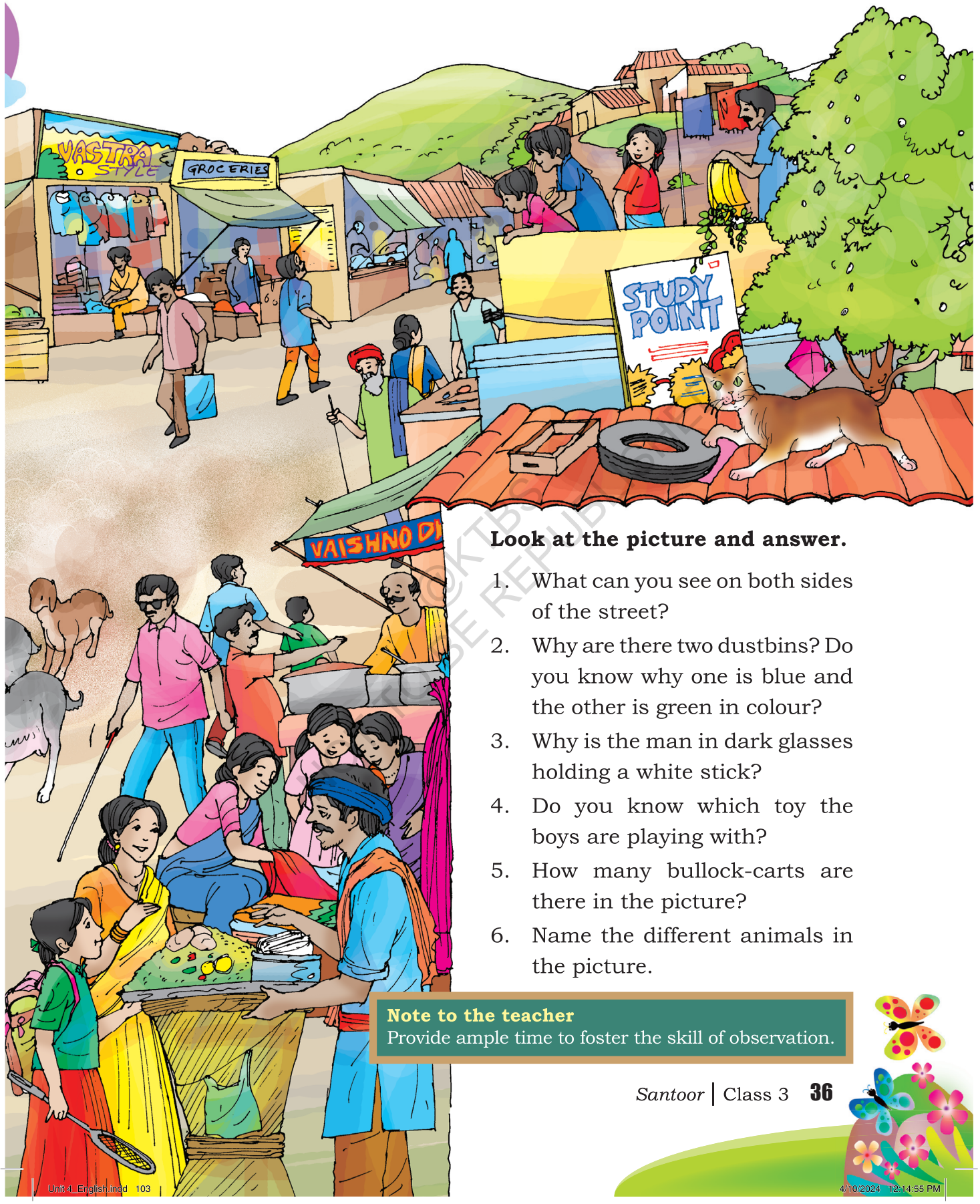
Unit 4

# The Sky

## Picture reading




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**Look at the picture and answer.**

1. What can you see on both sides of the street?
2. Why are there two dustbins? Do you know why one is blue and the other is green in colour?
3. Why is the man in dark glasses holding a white stick?
4. Do you know which toy the boys are playing with?
5. How many bullock-carts are there in the picture?
6. Name the different animals in the picture.

**Note to the teacher**
Provide ample time to foster the skill of observation.



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# Chapter 10. Night

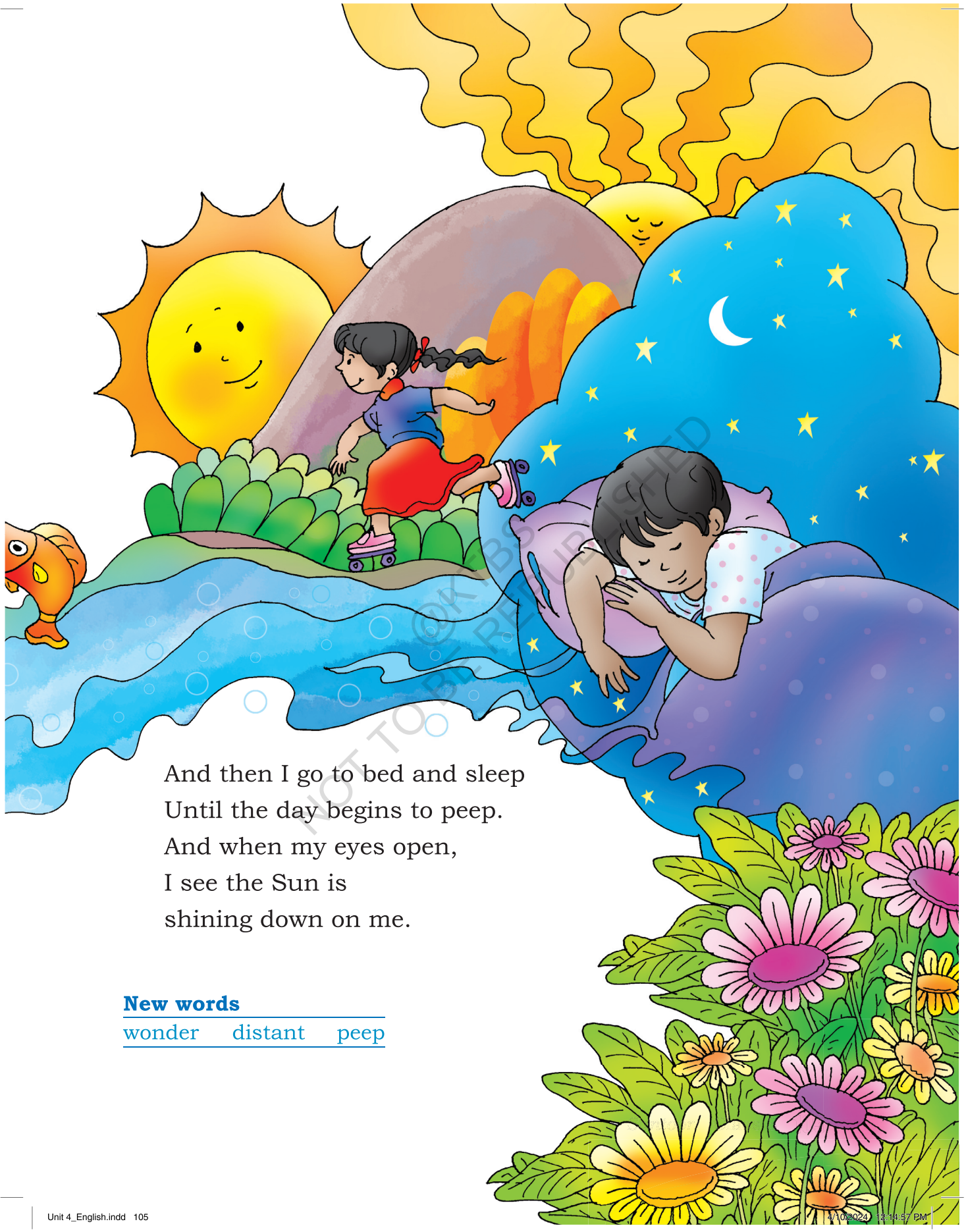
0332CH10

## Let us recite

The sun that shines all day so bright,
I wonder where it goes at night.
It sinks behind a distant hill
And all the world grows dark and still.



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And then I go to bed and sleep
Until the day begins to peep.
And when my eyes open,
I see the Sun is
shining down on me.

**New words**

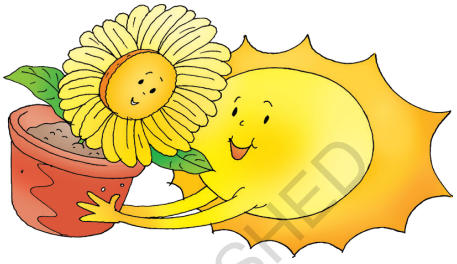
wonder distant peep

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## Let us think

**A. Answer the following.**

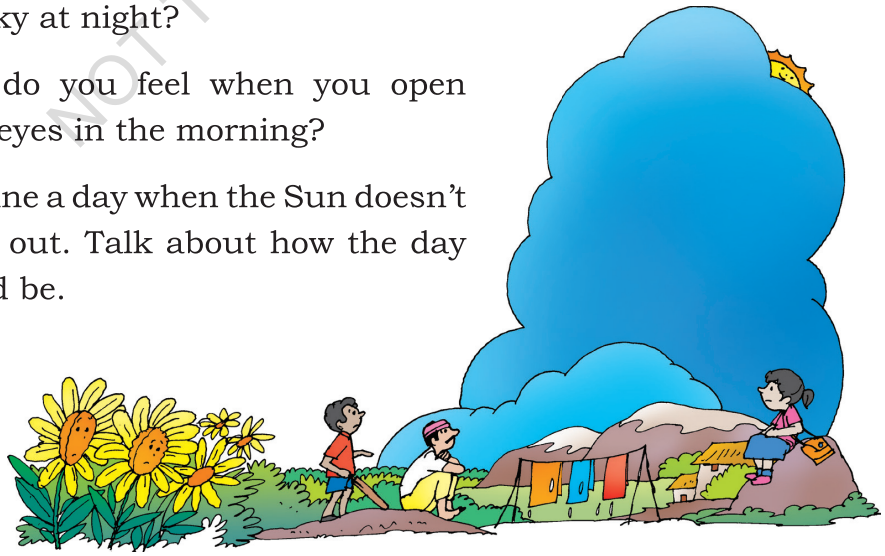
1. Where does the Sun go after the end of the day?
2. Which among the following needs the Sun? Why?
   a) sunflower
   b) toys
   c) plants
   d) table
   e) children



3. The poem talks about the Sun in the sky. What else do you see when you look up at the sky?

**B. Think and answer.**

1. What different colours do we get to see during sunrise and sunset?
2. What do you see when you look at the sky at night?
3. How do you feel when you open your eyes in the morning?
4. Imagine a day when the Sun doesn't come out. Talk about how the day would be.



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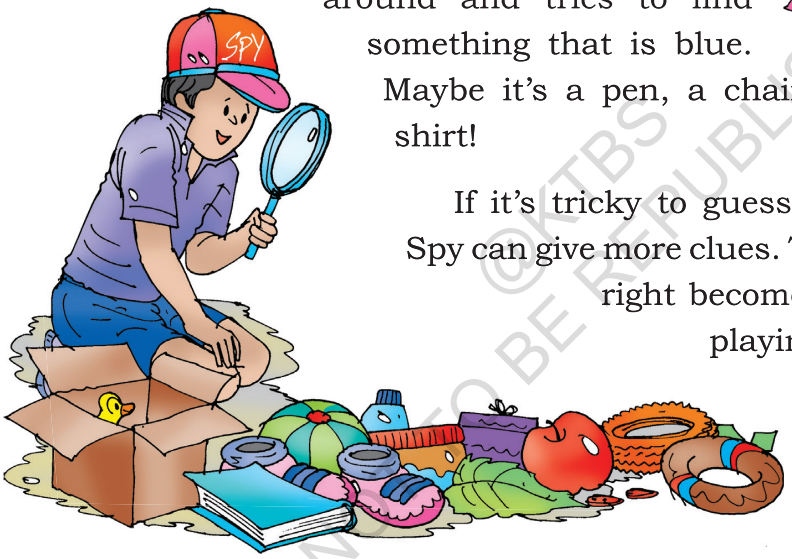
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## Let us do

**Let us play a game.**

Let's play a fun game called "I Spy"! We are going to take turns to be Spies. The Spy secretly chooses something in the room and gives everyone a clue. The Spy starts by saying, 'I spy with my little eye something that is ...' and gives a clue. For example, 'I spy something that is blue!' Then, everyone looks around and tries to find something that is blue. Maybe it's a pen, a chair, or even someone's shirt!




If it's tricky to guess the object right, the Spy can give more clues. The child who guesses right becomes the new Spy! Keep playing, taking turns being Spies and guessing until everyone gets a chance to be the Spy.

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## Let us speak

Read the following sentence: I **sp**y a few **st**ars in the **sk**y.

The word **sp**y begins with **sp**

The word **st**ars begins with **st**

The word **sk**y begins with **sk**






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**Now say these words aloud.**

| | | | |
|---|---|---|---|
| Star | Storm | Store | Stain |
| Stick | Stair | Spoon | Splash |
| Spin | Skin | Skate | Sky |




**A. Read the following words and circle the words that are found in the sky.**

| | | | |
|---|---|---|---|
| Stars | Storm | Store | Stain |
| Sun | Bicycle | Moon | Rain |
| Clouds | Flowers | Rainbow | Monkeys |
| Computer | Shoes | | |

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**B. Add 'Sun' to the following words to make new words. Write them in the space given.**

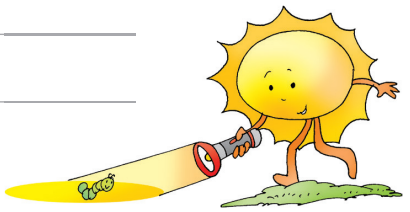
One has been done for you.

| | | | |
|---|---|---|---|
| light | flower | rays | set |
| rise | glasses | day | |

Sunlight _____ _____

_____ _____ _____

_____



**Note to the teacher**

- Emphasise the pronunciation of blends 'sp', 'st' and 'sk'.
- Allow time for students to familiarise themselves with the sounds.



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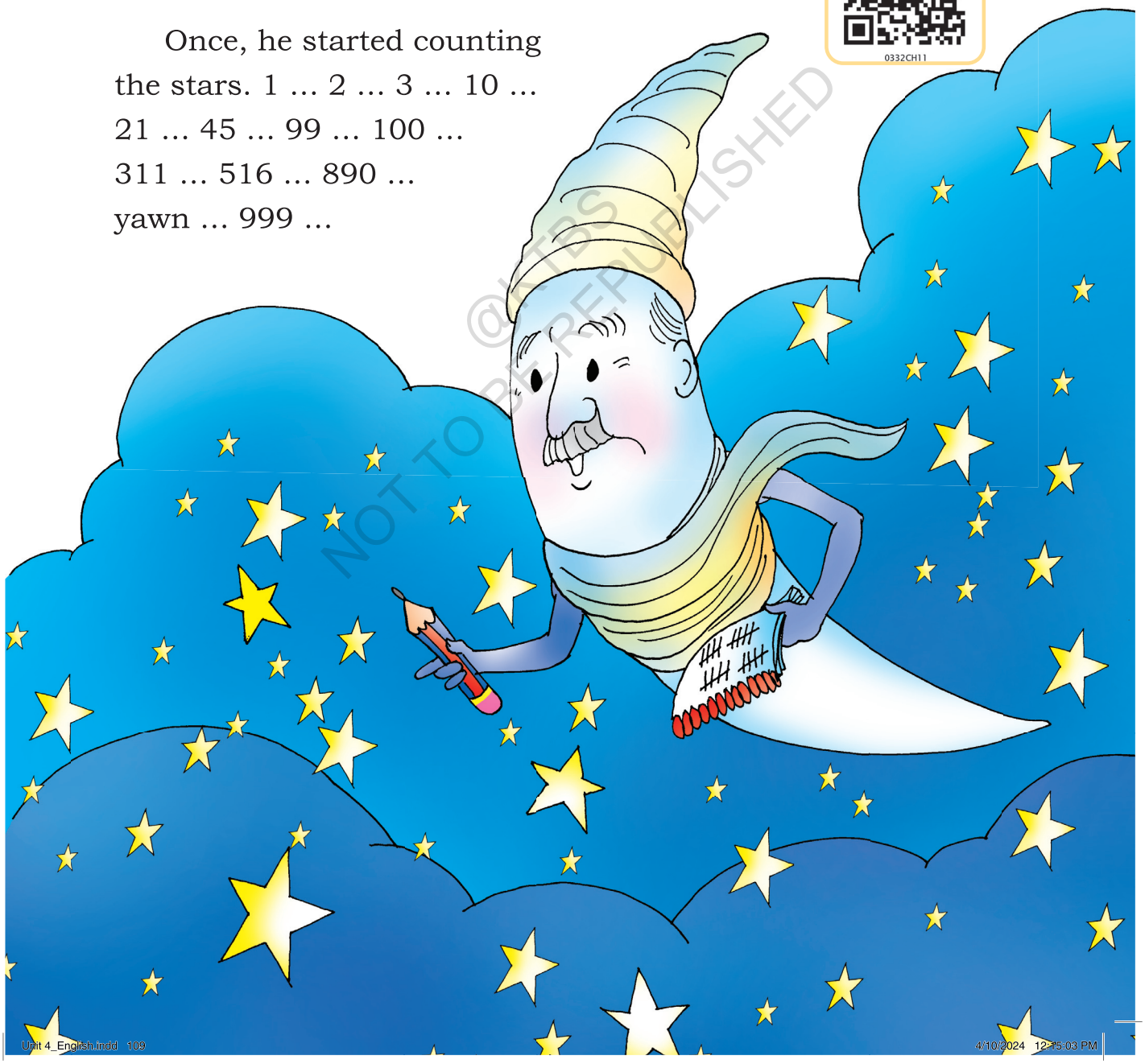
# Chapter 11. Chanda Mama Counts the Stars

## Let us read

0332CH11

Chanda Mama! At times round as a circle
and at times different.

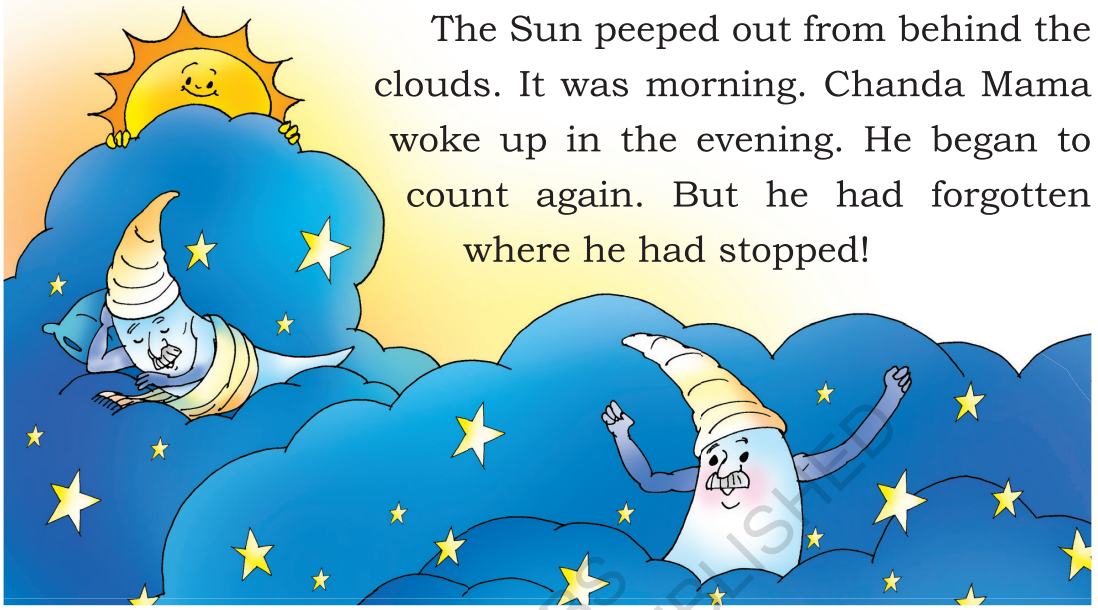
Once, he started counting
the stars. 1 ... 2 ... 3 ... 10 ...
21 ... 45 ... 99 ... 100 ...
311 ... 516 ... 890 ...
yawn ... 999 ...



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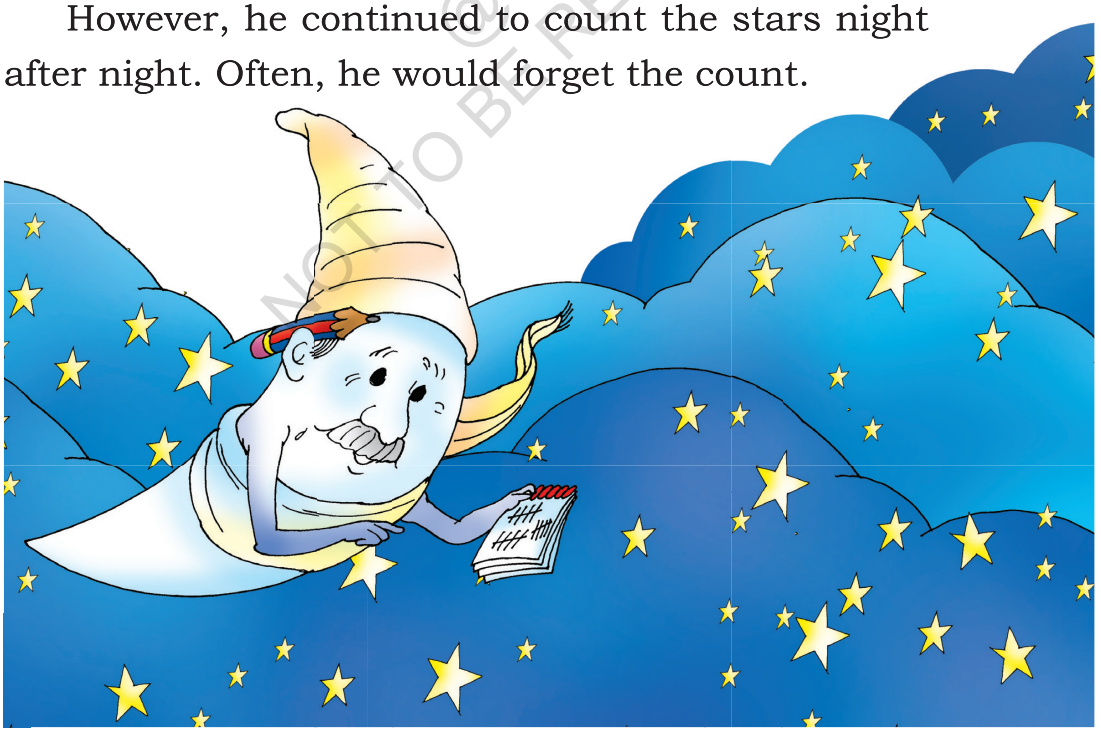
Chanda Mama fell asleep!

The Sun peeped out from behind the clouds. It was morning. Chanda Mama woke up in the evening. He began to count again. But he had forgotten where he had stopped!



By the time he remembered, the night was over.

However, he continued to count the stars night after night. Often, he would forget the count.



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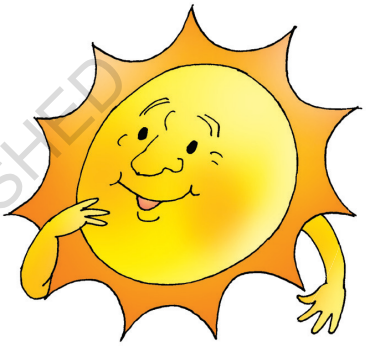
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One night, he was very upset. He began to cry. "Ooohh … Ooohh … What is this? I am never able to complete my counting."

On seeing his tears, the Sun smiled, "Don't worry! Why do you cry? I can tell you how many stars there are in the sky."

"Really? How many?" Chanda Mama was surprised.



The Sun replied joyfully, "The number of lovely children is the same as the number of stars in the sky."

Chanda Mama was happy! Now, the Moon came out every night. He would look at the stars. He would look at the children and he would smile happily.

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**New words**

round count tears

## Let us think

**A. Answer the following.**

1. Does the Moon look the same every night?
2. What did Chanda Mama try to count?
3. Why did Chanda Mama fall asleep?
4. Who helped Chanda Mama?
5. Complete the sentence:

   The number of stars in the sky is the same as _____



**B. Think and say.**

1. I call the Moon, *Chanda Mama*. What do you call him in your language?
2. Chanda Mama was not able to count the stars. What things can you not count?
3. The Moon is visible during the night. What can you see in the night sky?

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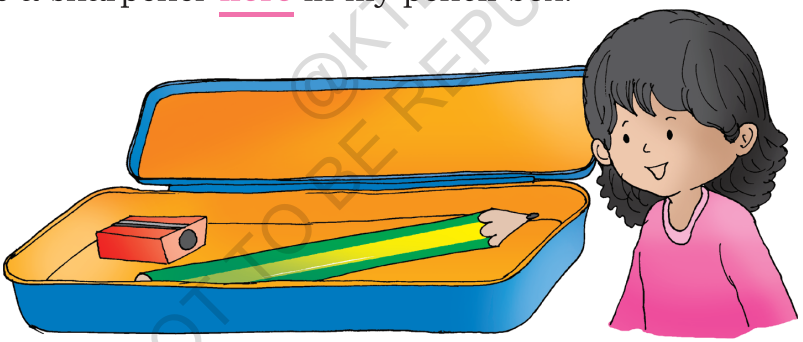
## Here and There!

**Look at the following sentences.**

We are **here** on the Earth. The Moon is **there** in the sky.



I have a sharpener **here** in my pencil box.



The crayons are **there** in the big box.



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**The underlined words in both sentences tell us about the location of 'sharpener' and 'crayons'. The distance of the objects from the speaker helps us in choosing between the words 'here' and 'there'.**

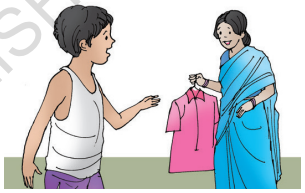
We use '**here**' to tell the location of things that are near us. Similarly, '**there**' is used to tell the location of things that are far from us.

**Fill in the blanks with 'here' or 'there'.**

One has been done for you.



- The students are playing *kabaddi* **there**.



- _____ is your shirt.



- _____ is my bicycle.

- I went to Chandigarh last year. My brother lives




- This is my bench. I sit _____ with my friends.



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## Let us listen

**A. In the story, we read that the stars were too many to be counted.**

**Now, your teacher will read out a list of items for you. Put the items in the correct column in the given table.**

1. Children in the classroom.
2. Flowers in a garden.
3. Books in the library.
4. Pencils in your pencil box.
5. Fingers on your right hand.
6. Children in your city or town.
7. Pages in your English notebook.
8. The hairs on your head.



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| Can be counted easily | Too many to be counted |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

**Note to the teacher**
On the basis of the examples, list more items for children (based on local context) to sort in the two columns. Repeat the phrases twice or thrice instead of jotting down on the board.



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## Let us write

**A. It was a full moon night. Children had come out to see the Moon. Complete the conversation they had by picking the words from the help box.**



Govind : Wow, look!

Safura : The moon looks so big and bright.

Sukanya : Isn't it?

Dhruv : My grandfather _____.

Ramani : Let us take a picture.

Safura : My mother has _____.

Dhruv : Come. Stand here and _____.

Govind : The moon is _____.

**Help Box**

a camera for the picture, so bright and big,
says the full moon looks very beautiful, let's take a picture

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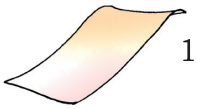
## Project Work

### Wind Chimes

**Let us make 'Wind Chimes' with the shapes of the moon and the stars.**

Follow the instructions stepwise.

**Materials required**



1. Two cardboard sheets.



2. Coloured paper



3. A pair of scissors (Child-friendly scissors to be used under adult supervision.)



4. Marker

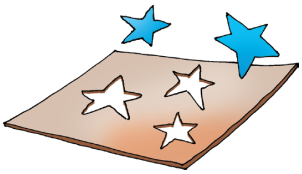


5. Thread




6. Glue

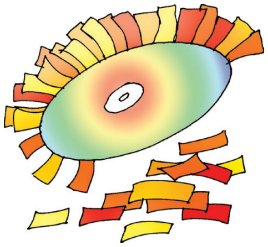
**Steps**



**Step 1:** Take a cardboard sheet.

Cut a crescent-shaped moon from it as shown in the picture.

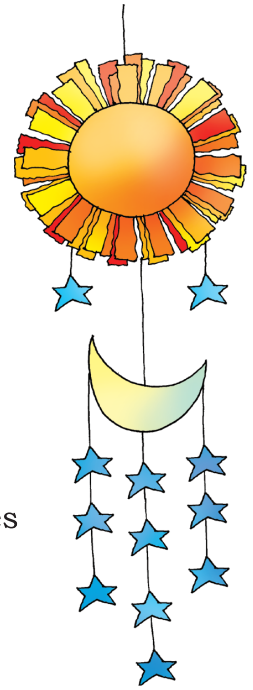
**Step 2:** Draw stars on cardboard and cut them.



**Step 3:** Use paper to decorate the sun.

**Step 4:** Attach all the above shapes as shown in the picture using thread and glue.

Our beautiful 'Wind Chimes' are ready.



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# Chapter 12. Chandrayaan

0332CH12

## Let us read

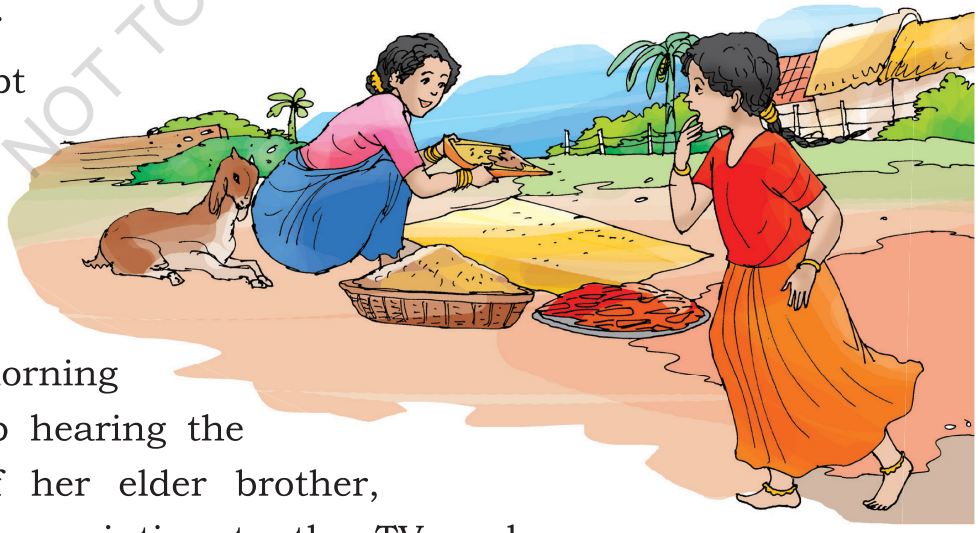


There was a girl named Rani who lived in a village. She was very curious and used to ask many questions to her family, teachers and friends.

"Why is the sky blue?"

"Where does the Sun go at night?"

One evening, Rani heard her mother singing, "*Chanda mama door ke ...*" Hearing this, Rani asked her mother, "Amma, how far is the Moon?" Amma said, "Rani, the Moon is very far in the sky".

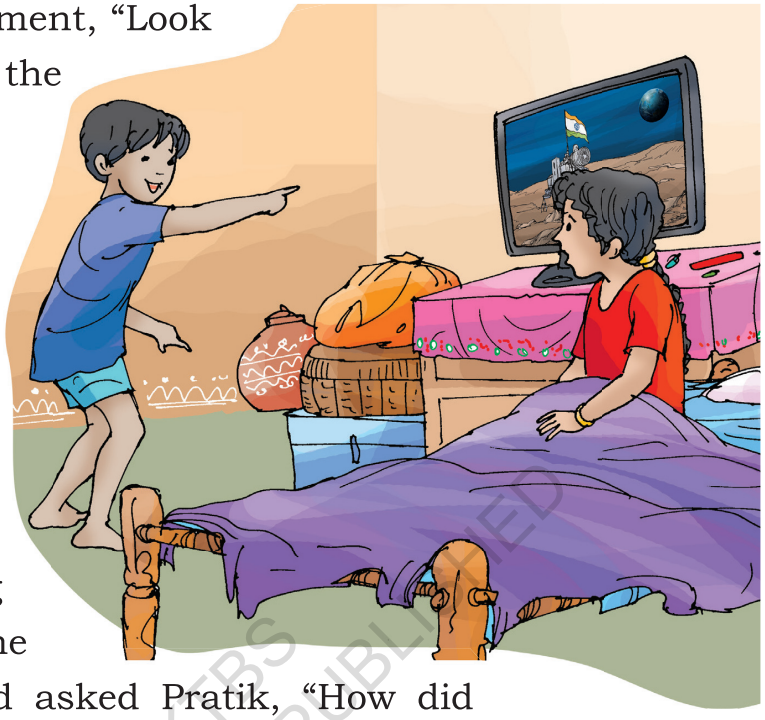


Rani kept on thinking about the moon and fell asleep.

The next morning Rani woke up hearing the loud voice of her elder brother, Pratik. He was pointing to the TV and

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shouting in excitement, “Look Rani, India is on the Moon!”

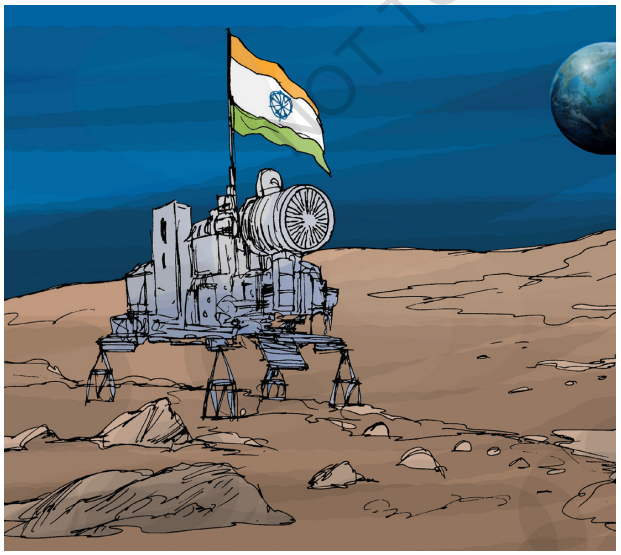


Rani looked at the TV. She could see photos of some machines on the Moon. She heard a few people talking about the landing on the Moon. She was confused and asked Pratik, “How did Chandrayaan reach the Moon?”

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Have you seen pictures of Chandrayaan landing on the moon?



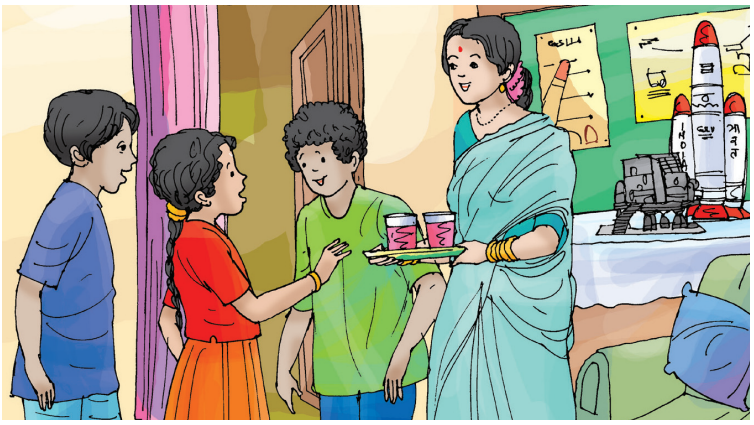


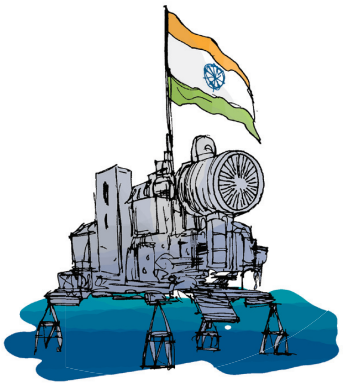
Pratik replied that his friend Vivaan’s mother, Aunt Nandini, is a scientist. “Shall we go and talk to her?” asked Pratik. Rani happily agreed. Both Rani and Pratik decided to visit Vivaan’s house.



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Vivaan and his mother welcomed them. Rani could see many models and photographs of rockets in their house.





Nandini Aunty offered *sharbat* to the children and said, "Rani, what do you want to know?"

Rani replied, "People say India is on the Moon. Can you please tell us more about this?"

Aunty said, "Yes, of course. Do you know which vehicle is used to go to the Moon?"

Pratik immediately said, "I know Aunty, it is a rocket. I had seen on the TV".

Rani pointed to the models and photos of rockets in the room.



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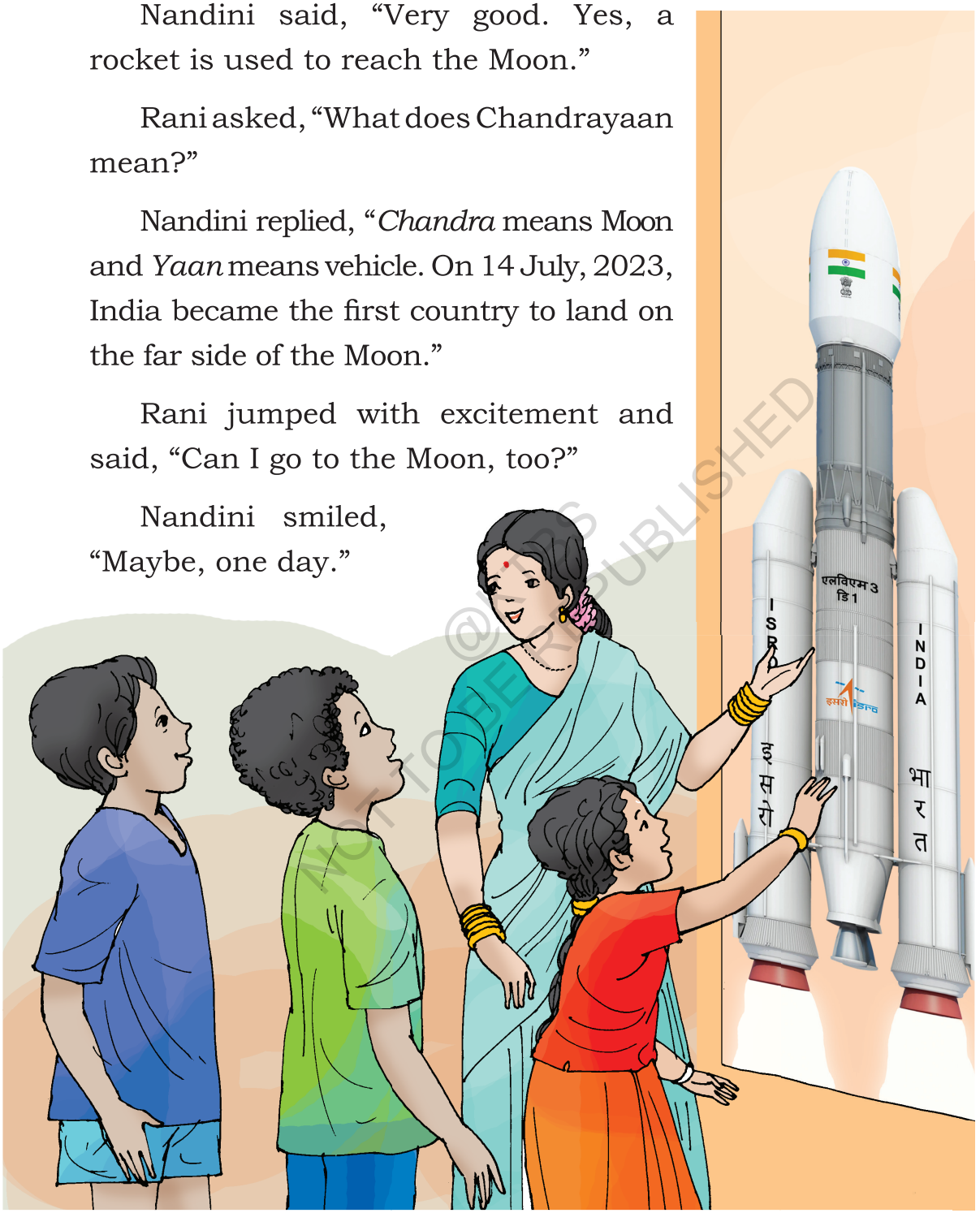
Nandini said, “Very good. Yes, a rocket is used to reach the Moon.”

Rani asked, “What does Chandrayaan mean?”

Nandini replied, “*Chandra* means Moon and *Yaan* means vehicle. On 14 July, 2023, India became the first country to land on the far side of the Moon.”

Rani jumped with excitement and said, “Can I go to the Moon, too?”

Nandini smiled, “Maybe, one day.”




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**New words**

curious excitement machines confused
scientist rockets Chandrayaan

## Let us think

**A. Answer the following.**



1. Rani was very curious. How do you know?
2. What did Pratik say in excitement?
3. Who was Nandini Aunty?
4. What do the words *Chandra* and *Yaan* mean?
5. Complete the sentence:

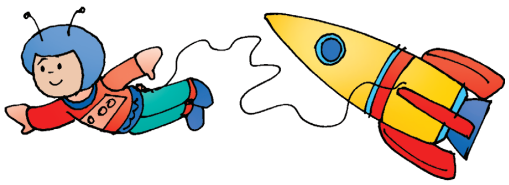
   Chandrayaan-3 landed on the Moon on _____.

**B. Think and say.**

**Imagine you are invited by the scientists to spend 10 days on the moon. Make a list of items that you would like to take with you.**

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____
9. _____ 10. _____



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## Let us speak

1. Chandrayaan travelled the distance between the Earth and the Moon. You may ask elders at home about their experiences of travelling to places that are far from home.

2. Have you ever travelled to far-off places yourselves? If yes, share your experience with others.



## Let us learn

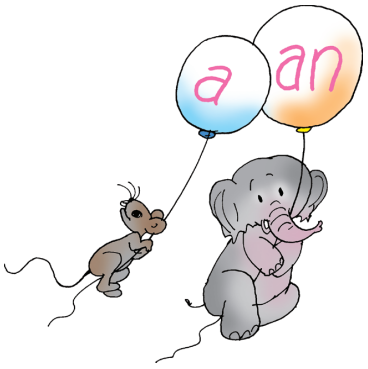
**Read the following lines.**

There was **a** girl named Rani who lived in a village.

**A** hanky for **an** elephant.

**Notice that we used 'a' before girl, village and hanky, and 'an' before elephant.**

We use '**a**' before singular nouns that begin with consonants. '**An**' is used before singular nouns that begin with vowel sounds (**a, e, i, o, u**).




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**Note to the teacher**
Ensure that the focus is on sound and not on the letters.

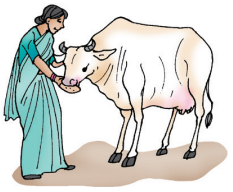


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**A. Fill in the blanks using 'a'.**



1. _____ dog is barking at the postman.



2. My mother gives *chapattis* to _____ cow everyday.



3. In summers, _____ sparrow builds its nest on the mango tree near our house.

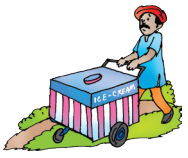
**B. Fill in the blanks using 'an'.**



1. I saw _____ eagle yesterday.

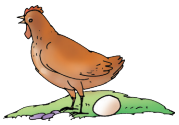


2. Maya bought _____ umbrella for the monsoon.



3. _____ ice-cream man brings his cart in the evenings.

**C. Fill in the blanks using 'a' or 'an'.**

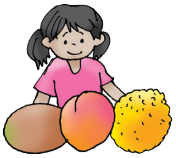


1. _____ brown hen laid _____ egg.



2. _____ eagle sat on _____ building.

3. Mary ate _____ apricot, _____ *chikoo* and _____ orange.



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## Let us write

**A. Fill in the blanks by forming words using 'sk', 'sw', 'sp', and 'st'.**



1. There are **sw**ings in the park.
2. The children throw _____ones in the river.
3. I need a _____oon and a bowl for soup.
4. Have you heard the _____ory of the boy who cried wolf?
5. The blue _____irt matched with the pink shirt.

**B. Describing the Moon.**

Draw a picture of the Moon. With the help of your teacher, write a few lines about the Moon.

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## Fun with Words

**A. Read these sentences aloud with your teacher.**

There are seven days in a week.

Sunday is the **first** day of the week,

Monday is the **second** day of the week.

Tuesday is the **third** day of the week.

Wednesday is the **fourth** day of the week.

Thursday is the **fifth** day of the week.

Friday is the **sixth** day of the week.

Saturday is the **seventh** day of the week.

**B. Look at the words given below. Read them aloud. Find their position in a week using the text given above. One has been done for you.**

Sunday first

Monday _____

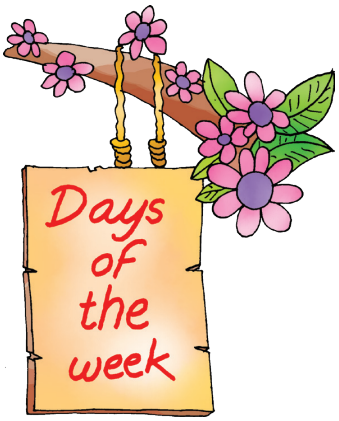
Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____




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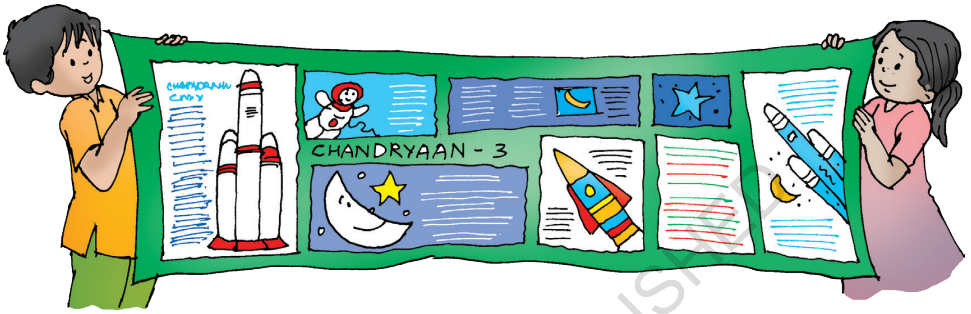
**Note to the teacher**
Reinforce the link between position and ordinal numbers by using examples from everyday life such as standing first or last in a line, etc.



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## Let us do

**A. Divide yourselves into small groups. Each group shall collect newspaper or magazine clippings related to the Chandrayaan-3 mission. Paste it on a chart paper and display it in your class.**




## Let us explore

**A. Do you know a song or a story about the moon in your mother tongue? If not, ask your family members and share it in the class.**




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**Note to the teacher**

Encourage students to share stories with others.
Introduce the English counterparts of the words as and when possible.



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## SELF ASSESSMENT

**1. I can recite the poems**

- in a group. ☐
- in pairs. ☐
- by repeating after my teacher. ☐
- by myself. ☐

**2. I can read the stories**

- by myself. ☐
- with my classmates. ☐
- with the help of my teacher. ☐



**3. I can write**

- by copying from the book or the board. ☐
- as my teacher speaks. ☐
- with the help of my classmates. ☐
- by myself. ☐

**4. I can tell the stories that I have read or listened**

- by myself (without any help). ☐
- with the help of the teacher. ☐
- by using the book. ☐

**5. I was able to do**

- all the exercise questions. ☐
- most of the exercise questions. ☐
- a few exercise questions. ☐

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**Note to the teacher**
The assessment sheet can be filled by the student under the guidance of parents and teachers.