

# Dear Teacher

DAV Centre for Academic Excellence(DAVCAE), a wing of the DAV College Managing Committee, has designed the course material for Classes-LKG to VIII.

This book, titled *My English Reader* (Class-III), has been designed keeping in view the ability of the child at this age. The intent is to develop communicative skills of the child by enhancing the four basic skills—listening, speaking, reading and writing. For developing the listening comprehension, we have developed an audio CD, titled *Listen & Comprehend* (Class-III). The said CD is to be used along with this book.

It is the child's nature to love activity. We have designed the format of the book keeping this characteristic in mind. In each lesson, we have included some activities, both individual and group ones, which should help the child in sharpening the language skills. It has also been our endeavour to select subjects that should interest a child of this class. The contents include topics, such as Animal World, Nature Cares, Regard for Values and Adventure. Each unit has 'Value Based Questions' and questions based on 'Life Skills'. The objective is to develop in the child, desirable life skills and human values, such as empathy, compassion, justice, love for nature, etc. We have paid particular attention to frame questions that would help develop higher order thinking skills and literary appreciation.





The book has been profusely illustrated so as to engage the child's attention and enhance interest in reading. A work book, titled *English Practice Book* (Class-III), has also been developed to be used along with this book to further help the child in learning the language.

I am grateful to all my seniors, colleagues and practising teachers from different DAV Schools who have made a valuable contribution in developing this book.

I invite feedback and suggestions from students, teachers and parents to further improve the contents and design of this book.

Dr (Mrs) Nisha Peshin  
**Director**  
(Academics)

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## DEAR TEACHER

DAV Centre for Academic Excellence (DAVCAE), a wing of the DAV College Managing Committee has designed the course material for Classes-LKG to VIII.

This book, titled *English Practice Book* (Class-III), has been designed keeping in view, the ability level of the child at this age. Proper linkages have been developed with its Main Course Book, titled *My English Reader* (Class-III), and as such it has to be used alongwith the same. It will help in giving more practice in learning the language. The teacher is expected to explain the worksheets based on different grammar areas and see whether it is followed correctly by the children. Once it is confirmed, the children should be left to carry on by themselves.

The book has been profusely illustrated so as to engage the child's attention and create interest in it. The picture clues should help the child in comprehension and also in developing the skills of reading.

I am grateful to all my seniors, colleagues and practising teachers from different DAV schools who contributed in developing this book. I acknowledge appreciation for Mrs Ritu Talwar who extended necessary help for the project. I invite feedback and suggestions from students, teachers and parents for improving the contents and design of this book.

Dr (Mrs) Nisha Peshin  
Director  
(Academics)

## Contents

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## प्रिय शिक्षक

हम सभी जानते हैं कि बच्चे विद्यालय में आने से पहले ही अपनी भाषा का प्रयोग करते हैं। वे अपनी भाषा में कहना-सुनना जानते हैं और अपनी बात को दूसरों तक प्रेषित करने की क्षमता भी रखते हैं। हालाँकि विद्यालय में आने से पहले उनमें व्याकरणिक तत्वों यानी संज्ञा, सर्वनाम, विशेषण आदि की सचेत समझ नहीं होती लेकिन वे विभिन्न संदर्भों में अपनी भाषा का प्रयोग करते समय भाषायी संरचनाओं का बखूबी प्रयोग करते हैं। भाषा अभ्यास पुस्तकमाला में भाषा संबंधी इसी समझ को विस्तार देने की कोशिश की गई है। भाषा अभ्यास पुस्तकमाला में यह प्रयास भी किया गया है कि भाषा-प्रयोग के माध्यम से हिंदी भाषा की संरचना और उस संरचना के सृजनात्मक प्रयोग को बल मिले।

भाषा अभ्यास का उद्देश्य बच्चों में विभिन्न भाषायी क्षमताओं का विकास करना है। विभिन्न सवालों अथवा अभ्यासों के माध्यम से इन क्षमताओं का विकास करने और भाषा-प्रयोग के अवसर जुटाने का प्रयास किया गया है। पाठों से जुड़े विभिन्न व्याकरणिक बिंदुओं को अधिक-से-अधिक अभ्यासों द्वारा प्रस्तुत किया गया है। साथ ही रचनात्मक गतिविधियों व उदाहरणों के माध्यम से बच्चों की भाषायी सक्रियता को बढ़ावा दिया गया है।

भाषा अभ्यास को उपयोगी और सार्थक बनाने के लिए किसी भी प्रकार के लिखित अभ्यास से पहले बच्चों के साथ मौखिक चर्चा जरूर करें। भाषा अभ्यास के द्वारा बच्चों की अवलोकन-क्षमता और विश्लेषण-क्षमता का विकास करने में आपको मदद मिल सकेगी।

पुस्तक को अधिक सुसंगत, उपयोगी और रुचिकर बनाने के लिए आपके सुझावों का स्वागत है।

डॉ. निशा पेशिन  
निदेशक (शैक्षिक)

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## प्रिय शिक्षक

डी.ए.वी. शैक्षिक उत्कृष्टता केन्द्र की हमेशा यह कोशिश रही है कि ऐसी पाठ्यचर्या का विकास किया जाए जो बच्चों को बेहतर जीवन जीने में मदद कर सके। भाषा का प्रभावी प्रयोग बच्चों के व्यक्तित्व को भी प्रभावित करता है। इस रूप में भाषा की पाठ्य-पुस्तक एक महत्वपूर्ण साधन है, साध्य नहीं। इसका मतलब है कि भाषा की पाठ्य-पुस्तक को पढ़ा भर देना उद्देश्य नहीं है। हमें यह समझना होगा कि पाठ्य-पुस्तक बच्चों में भाषा-प्रयोग की कुशलता का विकास करने में मदद करती है। भाषा माधुरी पुस्तकमाला बच्चों में इन्हीं भाषायी कुशलताओं का बेहतर विकास करने में मदद करेगी। इस पाठ्य-पुस्तक में बच्चों के परिवेश, उनकी रुचि और स्तर के अनुरूप सामग्री को स्थान दिया गया है। पाठ्य-पुस्तक में गतिविधियाँ और अभ्यास इस प्रकार हैं-

- **पाठ में से** के अंतर्गत ऐसे सवाल दिए गए हैं जो सीधे तौर पर पाठ से जुड़े हैं। उनके माध्यम से आपको बच्चों की पाठ संबंधी समझ को जानने में मदद मिलेगी।
- **बातचीत के लिए** के सवाल बच्चों के साथ पाठ के बारे में अपनी भाषा में विस्तृत चर्चा करने के अवसर देते हैं। इससे भाषा की कक्षा में बहुभाषिकता को पोषित किया जा सकेगा। याद रखें कि ये सवाल केवल बातचीत के लिए हैं, इन्हें लिखवाएँ नहीं।
- **कल्पना/अनुमान के लिए** के अंतर्गत ऐसे सवालों को रखा गया है जिनसे बच्चों की तार्किक कुशलताओं, उनकी कल्पना, सृजनात्मकता को विकसित होने का अवसर मिल सकेगा।
- **भाषा की बात** के अंतर्गत पाठ की भाषागत बारीकियों को स्थान दिया गया है। कहानी या कविता जिस भाषा के सहारे अपनी अभिव्यक्ति पाती है उस भाषा को समझने और उसका आनंद लेने के लिए भाषा की बात की गई है। भाषा प्रयोगों के व्यावहारिक पक्ष पर बल देने की कोशिश की गई है।
- **जीवन मूल्य** में दिए गए सवाल केवल बातचीत के लिए हैं। बातचीत के ज़रिए बच्चों में मानवीय संबंधानिक मूल्यों को और अधिक विकसित होने में मदद मिल सकेगी।
- **कुछ करने के लिए** में पाठ से जुड़ी कुछ रोचक और उपयोगी गतिविधियाँ दी गई हैं जिनसे बच्चे कुछ और सोच-विचार कर सकेंगे, अपनी सृजनात्मकता, कलात्मक रुचि का विकास कर सकेंगे।

भाषा माधुरी पुस्तकमाला बच्चों में वैज्ञानिक दृष्टिकोण और अभिव्यक्ति के आत्मविश्वास का विकास करने में भी सहायक है। पाठ्य-पुस्तक के अतिरिक्त बच्चों को रोचक और स्तरानुसार बाल साहित्य भी उपलब्ध कराएँ, उन्हें भी अपनी भाषा-कक्षा का हिस्सा बनाएँ।

मुझे पूरा विश्वास है कि भाषा सीखने-सिखाने की सही और स्पष्ट समझ के आधार पर विकसित भाषा माधुरी पुस्तकमाला की यह कड़ी उपयोगी सिद्ध होगी। साथ ही बच्चों की भाषायी क्षमताओं का विकास करने में सहायक होगी। बच्चे इस पाठ्य-पुस्तक से जुड़ पाएँ-यही इस पाठ्य-पुस्तक की सफलता है।

पुस्तकमाला को अधिक सुसंगत, उपयोगी और रुचिकर बनाने के लिए आपके सुझावों का स्वागत है।

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निदेशक (शैक्षिक)

# विषय-सूची

क्रम	पाठ	पृष्ठ-संख्या
1.	*भोलू भुलक्कड़	1
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8.	अगर पेड़ भी चलते होते	33
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16.	सवाली राम	70

\* केवल पढ़ने के लिए हैं। परीक्षा में इनमें से सवाल नहीं पूछे जाएँगे।



## విద్యార్థులు ఇవన్నీ నేర్చుకుంటారు....

- తాము విన్న, చూసిన, చదివిన అంశాలలోని విషయాలు, సంఘటనలు, పాత్రలు, శీర్షికలు మొదలగు వాటి గురించి మాట్లాడగలరు. తమ అభిప్రాయం చెప్పగలరు.
- చిత్రాల గురించి మాట్లాడగలరు.
- కథలు, కవితలు, గేయాలు మొదలగు వాటిని రాగ, భావ యుక్తంగా పఠన నియమాలు పాటిస్తూ ధారాళంగా చదువగలరు.
- తాము చదివిన అంశాలకు నిజజీవిత విషయాలకు అన్వయిస్తారు. వాటిపై తమ భావాలను మౌఖిక/లిఖిత రూపంలో వ్యక్తపరుస్తారు.
- విభిన్న రచనలను చదివి వాటి ఆధారంగా ప్రశ్నలను అడుగుతారు. అభిప్రాయం చెప్తారు. తమ తోటి విద్యార్థులతో లేదా ఉపాధ్యాయులతో చర్చిస్తారు. ప్రశ్నలకు జవాబులు చెప్తారు (మౌఖిక లేక లిఖిత).
- విభిన్న రచనలలోని కొత్త పదాలను అర్థం చేసుకొని సందర్భానుసారం ఉపయోగిస్తారు.
- భాషాంశాలలోని వివిధ అంశాలను గుర్తిస్తారు, తమ భాషలో ఉపయోగిస్తారు.
- స్వయంగా గాని లేక ఉపాధ్యాయుని సూచనల ద్వారా గాని తమ చేతిరాతను, లేఖనా దోషాలను సరిచేసుకొంటారు.
- విరామ చిహ్నాలను ఉపయోగిస్తూ రాస్తారు.
- వివిధ ఉద్దేశాల కొరకు తాము రాయదలచుకొన్న భాషా రూపానికి కావలసిన పదాలను, వ్యాకరణ విధానాన్ని ఎన్నుకొని రాస్తారు.  
(ఉదా: సంభాషణ, కథ, బయోడేటా, మొదల)







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## DEAR TEACHER

*Primary Mathematics* (Class-III) is designed for the young mathematicians of today's fast changing world. It carries concepts dealt in earlier books and also introduces some new concepts.

The main feature of this book is that the contents are organised in a sequential manner going from simple to complex. Efforts have been made to introduce one concept at a time. The basic objective at this stage is to sharpen skills related to different mathematical areas which can form a base for understanding the mathematics at secondary and higher secondary stage. The book is very much in line with the modern approaches of mathematics teaching, which lays lot of emphasis on experimentation and application. It also combines the functions of a work book along with the text book.

In this book, most of the units start with an introduction, which is meant to help the child to recapitulate the concepts studied in the earlier class. Since value education is an important component of the curriculum, the book caters to the teaching of values through a section titled 'Value Based Question'. This section challenges the child with a real-life situation which enables him to think, to reflect, critically evaluate, appreciate one's own values and those of others so that the concepts ultimately find their ways into behaviours and actions. The situation is followed by the knowledge based and open-ended or hypothetical questions. The teacher is expected to elicit the answers to such questions through discussions and open talks only. At the end of each unit, you will find exercise named 'Brain Teasers', which comprise multiple choice and brain boggling questions. All these exercises will evaluate the understanding and application level of each child. You can guide the children to find answers to these queries through discussions and interactions. The presentation of book is done in such a manner that it helps the child in self-learning, and at the same time, making it interesting.

I am thankful to all people who, in the course of designing this book, made a significant contribution. I acknowledge appreciation for Mr Bimlesh Jha for his valuable feedback on the contents of the book.

I invite feedback and suggestions from teachers, students and parents for the improvement of the book.

Dr (Mrs) Nisha Peshin

**Director**

(Academics)



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## DEAR TEACHER

In Classes-I and II, Environmental Studies has been introduced as an integrated subject and the focus at that stage was on the immediate environment of the child. From Class-III onwards, the subject has been bifurcated in two broad areas, namely (i) General Sciences and (ii) Social Sciences.

This book, dealing with the General Sciences has been titled *My Living World* (Class-III), introduces the child to the study of physical environment on a broader perspective. The flow is similar to that in earlier classes, i.e. going from immediate environment to the distant, and from known to the unknown.

It is the nature of the child to love activity. The format of the book has been designed keeping this characteristic of the child in mind. In each lesson, we have included certain activities which would help the child in self-learning and understanding different concepts.

Each lesson starts with some recapitulative or introductory activity and ends with 'Keywords' along with their meaning or definition. The exercises are prepared in two parts. One is 'Something to Know' comprising some objective type questions, and others where the child is expected to write an answer in his own words. All these exercises will enable you to evaluate the understanding and application level of each child. The other part is 'Something to Do' comprising questions which are an extension to the concept taught. You can guide the child to find answers to these queries through discussions, consulting books in the library and by interacting with the members of the community. You must give credence to the creativity and originality in the child's approach to such questions.

An added feature, of the present series, is the addition of one 'Value Based Question' in each lesson. This is not a 'question' in the usual sense of the term. Here a situation/ set up is presented that aims to make students appreciate the role of values in our life and to stimulate discussion on them.

Some interesting yet non-evaluative information has been included under the head 'Do You Know'. Also, a number of illustrations, photographs and diagrams have been included in the text book. These would help in providing information and developing concepts in a more lucid manner.

I trust that the children will find the book interesting to read. I am thankful to all who, in the course of designing this book, made a significant contribution.

I would welcome feedback and suggestions from teachers, students and parents for the improvement of the book.

Dr (Mrs) Nisha Peshin  
**Director**  
(Academics)

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## DEAR TEACHER

In Classes-I and II, Environmental Studies has been introduced as an integrated subject and the focus at that stage was on the immediate environment of the child. From Class-III onwards, the subject has been bifurcated into two broad areas, namely (i) General Sciences and (ii) Social Sciences.

This book, dealing with Social Sciences has been titled *We And Our World* (Class-III), introduces the child to the study of social environment on a broader basis. The flow is similar to that in earlier classes, i.e. going from immediate environment to the distant and from known to the unknown.

It is the nature of the child to love activity. The format of the book has been designed keeping this characteristic of the child in mind. In each lesson, we have included certain activities to help the child in self-learning and understanding different concepts. In addition, there is some interesting yet non-evaluative information, that has been included under the head 'Do You Know?'.

At the end of each lesson, you will find exercises titled 'Something to Know' and 'Something to Do'. All these exercises will enable you to evaluate the understanding and application level of each child. You can guide the children to find answers to various queries through discussions, consulting books in the library and by interacting with the members of the community associated with different aspects of life. You must give credence to the creativity and originality in the children's answers to such questions.

The inclusion of value-based questions aims to encourage out of box thinking to inculcate values like confidence, cooperation, harmony, respect for self and others, discipline, team spirit, problem solving and decision-making. The teachers can bring up similar questions and encourage children to share their thoughts.

A number of illustrations and pictures have been included in the text book. These should help in providing information and developing concepts in a more lucid manner. Map reading skill is a part of visual literacy. It helps the child in decoding, comprehending, evaluating and incorporating knowledge. Hence, map skill has been introduced at this stage in very simple form. I trust that the children will find the book interesting to read.

I am thankful to all those people who, in the course of designing this book, made a significant contribution. I would welcome feedback and suggestions from teachers, children and parents for the improvement of the book.

Dr (Mrs) Nisha Peshin  
**Director**  
(Academics)

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