

Dawood Public School
Course Outline 2019-20
English
Grade III

Monthly Course Distribution

Month	Syllabus Break Down	Textbooks/ References/ Resources
August	<ol style="list-style-type: none"> 1. Introduction to Copy Checking Symbols and MATs 2. Literature: <ul style="list-style-type: none"> • Fiction: The Lion and the Mouse (Sequence 6) • Poetry: Caterpillars (Sequence 2) 3. Comprehension: <ul style="list-style-type: none"> • Unit 1: The Rescue 4. Grammar: <ul style="list-style-type: none"> • Noun (Common and Proper) • Collective Noun • Adjective 5. Creative Writing: <ul style="list-style-type: none"> • My First Day at School • Sentence Structure: 2 Adjective Sentences 	Symbols and MATs pasted in copies Collins Anthology 3 Page 25 Collins Anthology 3 Page 9 Collins Students Book 3 Page 2-4 Collins Workbook 3 Page 1 Collins Workbook 3 Worksheet Collins Workbook 3 Copy Work Worksheet
September	<ol style="list-style-type: none"> 1. Literature: <ul style="list-style-type: none"> • Non-Fiction: King of the Wild (Sequence 15) • Poetry: The Cow (Sequence 2) 2. Comprehension: <ul style="list-style-type: none"> • Unit 4: Elizabeth Laird • Unit 3: Germs 3. Grammar: <ul style="list-style-type: none"> • Verbs • Compound Words • Simple Present Tense • Simple Past Tense 4. Creative Writing: <ul style="list-style-type: none"> • Independence Day Celebration at your School • Sentence structure: Stretch out sentences. 	Collins Anthology 3 Page 61 Collins Anthology 3 Page 10 Collins Students Book 3 Page 34-35, 24-25 Collins Workbook 3 Page 18, 13-14 Collins Workbook 3 Worksheet Copy Work Worksheet
October	<ol style="list-style-type: none"> 1. Literature: <ul style="list-style-type: none"> • Fiction: The Ant and the Dove (Sequence 6) • Poetry: Greedy Goat (Sequence 12) 2. Comprehension: <ul style="list-style-type: none"> • Unit 6: Tiddalik the Frog • Unit 6: The Legend of Achilles 3. Grammar: 	Collins Anthology 3 Page 29 Collins Anthology 3 Page 49 Collins Students Book 3 Page 52-55, 59 Collins Workbook 3 Page 30-32

	<ul style="list-style-type: none"> • Pronouns • Conjunctions <p>4. Creative Writing:</p> <ul style="list-style-type: none"> • My Bedroom • Describe your favorite person/thing (by using variety of adjectives) • Close Passage 	<p>Collins Workbook 3 Worksheet</p> <p>Copy Work Collins Workbook 3 Page 32</p>
November	Revision for Mid-Year Examination	
December	Mid-Year Examination	
January	<p>1. Literature:</p> <ul style="list-style-type: none"> • Non-Fiction: Komodo Dragon on the Loose (Sequence 4) (only reading and spelling) • Gumdrops has a birthday <p>2. Comprehension:</p> <ul style="list-style-type: none"> • Unit 7: The Stone Cutter <p>3. Grammar:</p> <ul style="list-style-type: none"> • Adverbs • Contractions • Articles <p>4. Creative Writing:</p> <ul style="list-style-type: none"> • How I Spent my Winter Vacation • Sentence structure(stretch out sentence) 	<p>Collins Anthology 3 Page 18</p> <p>Collins Anthology 3 Page 8</p> <p>Collins Workbook 3 Page 72</p> <p>Collins Workbook 3 Worksheet</p> <p>Copy Work Worksheet</p>
February	<p>1. Literature:</p> <ul style="list-style-type: none"> • Greedy Goat (poetry) • Non-Fiction: Gran's New House (Sequence 8) <p>2. Comprehension:</p> <ul style="list-style-type: none"> • Unit 2: The Letters <p>3. Grammar:</p> <ul style="list-style-type: none"> • Punctuation • Similes • Preposition <p>4. Creative Writing:</p> <ul style="list-style-type: none"> • Picture Story Writing • Cloze Passage 	<p>Collins Anthology 3 Page 49</p> <p>Collins Anthology 3 Page 34</p> <p>Collins Students Book 3 Page 14</p> <p>Worksheet</p> <p>Copy Work Worksheet</p>
March	<p>1. Literature:</p> <ul style="list-style-type: none"> • Thunder and Lightning (Sequence 5) • Non-Fiction: Fun on Bikes (Sequence 11) <p>2. Comprehension:</p> <ul style="list-style-type: none"> • Unit 8: The Titanic <p>3. Grammar:</p> <ul style="list-style-type: none"> • Homophones • Synonyms/Antonyms <p>4. Creative Writing:</p> <ul style="list-style-type: none"> • Book Review 	<p>Collins Anthology 3</p> <p>Collins Students Book 3 Collins Workbook 3</p> <p>Collins Workbook 3 Worksheet</p> <p>Copy Work Worksheet</p>
April	Revision for Final Examination	
May	Final Examination	

<p>Creative Writing</p> <ul style="list-style-type: none"> • My First Day at School • Sentence Structure: 2 Adjective Sentence 	<ul style="list-style-type: none"> • Identify the following in a given text: <ul style="list-style-type: none"> ➤ topic sentence ➤ middle sentence ➤ concluding sentence • Write a paragraph with proper opening, middle and closing sentence. • Draft a sentence with a two-adjective structure. • Use vocabulary words in the paragraph.
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<p>Vocabulary Words hovered, frightened, snarled, insignificant, snapped, wiggling, clinging, cliff, panic, grab, sheer, flapped, rescue, adventurous, compassionate, ambitious, playful, courageous, clever, friendly, assembly, backpack</p> <p>Practice Questions for Literature:</p> <ol style="list-style-type: none"> 1. The people or animals in a story are called the characters of the story. Who are the characters in “The Lion and the Mouse”? 2. Pick out one simile from the text that is used to describe the lion. 3. Which phrase in the poem tells you that the creatures are painted bright? <p>Practice Questions for Grammar:</p> <ol style="list-style-type: none"> 1. Circle all the nouns in each sentence below: <ol style="list-style-type: none"> a) The bird in the cage was outside Mary and John’s house. b) Mrs Ahmed likes the fried chicken at KFC. 2. Underline the nouns and adjectives in each sentence below: <ol style="list-style-type: none"> a) The brown dog sat on a wet mat. b) Tall trees lined the high walls of the large house.

September

Content	Learning Objectives
<p>Component: Literature</p> <ul style="list-style-type: none"> • Non- Fiction: King of the Wild (Sequence 15) • Poetry: The Cow (Sequence 2) 	<ul style="list-style-type: none"> • Annotate the given text. • Identify the genre of the given text. • Predict the main idea of the story. • List supporting details. • Identify the author’s purpose. • Identify the following in the given poem: <ul style="list-style-type: none"> ➤ structure ➤ rhyming scheme ➤ tone ➤ mood • Recite poem with elocution. • Identify the central idea of the poem. • Use vocabulary words in sentences. • Answer the given questions.

<p>Comprehension</p> <ul style="list-style-type: none"> • Unit 4: Elizabeth Laird • Unit 3: Germs 	<ul style="list-style-type: none"> • Read the text with fluency. • Pick out two facts about the author given in the text. • Differentiate between true and false statements. • Make a chart to summarise information. • Answer the given questions.
<p>Component: Grammar</p> <ul style="list-style-type: none"> • Verbs • Simple Present Tense • Simple Past Tense • Compound Words 	<ul style="list-style-type: none"> • Identify verbs in given sentences. • Differentiate between nouns and verbs. • Identify the correct form of simple present verbs. • Pick out the subject in a sentence and identify the correct verb. • Change a simple verb to simple past tense. • Differentiate between regular and irregular verbs. • Join two words to make a compound word. • State the meanings of given compound words.
<p>Creative Writing</p> <ul style="list-style-type: none"> • Independence Day • Sentence Structure: <ul style="list-style-type: none"> ➤ Start with an 'ed' word 	<ul style="list-style-type: none"> • Compose an essay on the given topic using the following paragraphs: <ul style="list-style-type: none"> ➤ opening paragraph ➤ middle paragraph ➤ closing paragraph • Write all three paragraphs using: <ul style="list-style-type: none"> ➤ opening sentence ➤ middle sentence ➤ closing sentence • Use vocabulary words in the paragraph. • Draft two sentences beginning with 'ed' words.

<p>Vocabulary Words</p> <p>shorelines, frosted, curious, threaten, sniff, wanders, stray, meadow, blown, dangerous, experience, folktales, bug, minute, disease, infection, damp, spread, adventurous, compassionate, ambitious, playful, courageous, clever, friendly, independence, speech, founder, spirit, prosperity, patriotic</p> <p>Practice Questions for Literature:</p> <ol style="list-style-type: none"> 1. Write three facts about brown bears' appearance. 2. Why do you think this text is non-fiction? List any two features. 3. How does the poet feel about the cow? <p>Practice Questions for Grammar:</p> <ol style="list-style-type: none"> 1. Circle the verb and underline the noun in the given sentences: <ol style="list-style-type: none"> a) The girls were running in the field. b) The sky was sparkling in the moonlight. 2. List ten compound words.
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October

Content	Learning Objectives
Component: Literature <ul style="list-style-type: none">• Fiction: The Ant and the Dove (Sequence 6)• Poetry: Greedy Goat (Sequence 12)	<ul style="list-style-type: none">• Annotate the given text.• Identify the following in the given text:<ul style="list-style-type: none">➤ genre➤ moral➤ setting➤ character• Identify the symbol in the given fable.• Explain the moral of the story in own words.• Discuss the cause and effect of the given text.• Identify the structure of the given poem.• Recite poem with elocution.• Identify the central idea of the poem.• Use vocabulary words in sentences.• Answer the given questions.
Comprehension <ul style="list-style-type: none">• Unit 6: Tiddalik The Frog• Unit 6: The Legend of Achilles	<ul style="list-style-type: none">• Read the text with fluency.• Differentiate between myth and legend.• Differentiate between true and false statements.• Use vocabulary words in sentences.• Answer the given questions independently.
Component: Grammar <ul style="list-style-type: none">• Pronouns• Conjunctions	<ul style="list-style-type: none">• Identify pronouns in the sentences.• Replace nouns with appropriate pronouns.• Differentiate pronouns as subject or object pronouns.• identify the conjunctions in the given examples• join two sentences using conjunctions• accurately use conjunctions in the given sentences:<ul style="list-style-type: none">➤ and➤ or➤ but➤ because

<p>Creative Writing</p> <ul style="list-style-type: none"> • My Bedroom • Describe your favorite person/thing (by using variety of adjectives) • Cloze Passage 	<ul style="list-style-type: none"> • Compose an essay on a given topic using three paragraphs: <ul style="list-style-type: none"> ➤ opening paragraph ➤ middle paragraph ➤ closing paragraph • Write all three paragraphs using: <ul style="list-style-type: none"> ➤ opening sentence ➤ middle sentence ➤ closing sentence • Use vocabulary words in the paragraphs. • Write a description of person/thing with the help of given vocabulary. • Use enhanced adjectives. • Construct two paragraphs with the help of given notes. • Use the following transition words to write a paragraph: <ul style="list-style-type: none"> ➤ first ➤ then ➤ next ➤ after that ➤ finally
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<p>Vocabulary Words desperate, gripping, bobbed, clung, screamed, pips, peel, nibble, yell, enormous, greedy, giggle, gushed, warrior, war, surrounded, huge, fetch, dipped, comfortable, cozy, warm, relaxing, turtles, green, loggerhead, hawksbill, leatherback, endangered, protected, rangers, follow, migrate</p> <p>Practice Questions for Literature:</p> <ol style="list-style-type: none"> 1. What does the dove in “The ant and the Dove” do for the ant? 2. What do you think is the end effect of dove’s action in “The Ant and the Dove”? 3. Does the poet like broccoli? How do you know? <p>Practice Questions for Grammar:</p> <ol style="list-style-type: none"> 1. Fill in the blanks with the correct pronoun: <ol style="list-style-type: none"> a) Amy was a shy girl, _____ didn’t have many friends. b) Sara and Sana were close friends, _____ played together every day. 2. Can you spot conjunctions in the sentences? <ol style="list-style-type: none"> a) Sarah likes to eat mangoes because they are sweet. b) She goes to school everyday but she does not enjoy there.
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November

Revision for Mid-Year Examination

December

Mid-Year Examination

January

Content	Learning Objectives
<p>Component: Literature</p> <ul style="list-style-type: none"> • Non-Fiction: Komodo Dragon on the Loose (Sequence 4) Only reading • Gumdrop has a birthday 	<ul style="list-style-type: none"> • Identify the genre of the given lesson. • Predict the main idea of the lesson. • List supporting details. • Pick out facts from the given text. • Identify author's purpose. • Identify the following in the given poem: <ul style="list-style-type: none"> ➤ structure ➤ rhyming scheme • Recite poem with elocution. • Identify the similes used in the poem. • Use vocabulary words in sentences. • Read the story with fluency. • Identify the main character. • Use key words in sentences. • Pick out the correct answers from the given statements.
<p>Comprehension</p> <ul style="list-style-type: none"> • Unit 7: The Stone Cutter 	<ul style="list-style-type: none"> • Read the story with fluency. • Identify the character in the poem. • Make a summary of the story. • Recite poem with rhythm and expression. • Use words ending in 'ed' to support reading. • Use vocabulary words in sentences. • Pick out correct answers from given statements. • Explain the moral in own words. • Answer the given questions.
<p>Component: Grammar</p> <ul style="list-style-type: none"> • Adverbs • Contractions • Articles 	<ul style="list-style-type: none"> • Identify adverbs. • Differentiate between adjectives and adverbs. • List the different types of adverbs. • Use adverbs in sentences. • Identify contractions. • Make contractions. • Identify articles. • Differentiate between definite and indefinite articles. • Choose a proper article for the given nouns.
<p>Creative Writing</p> <ul style="list-style-type: none"> • How I Spent my Winter Vacation • Sentence Structure: Stretch out sentences 	<ul style="list-style-type: none"> • Identify the following in a given text: <ul style="list-style-type: none"> ➤ topic sentence ➤ middle sentence ➤ concluding sentence • Write a paragraph with proper opening, middle and closing sentence. • Use vocabulary words in the paragraph. • Compose sentences using conjunctions.

Vocabulary Words

emergency, flooded, misunderstanding, wheezes, hogs, sack, romp, gobble, chomp, chipped, blocked, smacked, chisel, powerful, coffee, scenery

Practice Questions for Literature:

1. List down any three features that make this text a non-fiction.
2. When firefighters reached Robertson's house, what explanation was given by Grandma Robertson?

Practice Questions for Grammar:

1. Can you spot adverbs in these sentences?
 - a) The cat was sleeping quietly.
 - b) Swinging happily, the girls played outside.
2. Fill in the blanks with the correct article (a, an, or the) in each sentence.
 - a) Please bring me ___ glass of water.
 - b) The brown cat sat under ___ table.
 - c) It was ___ ugly duckling.

February

Content	Learning Objectives
Component: Literature <ul style="list-style-type: none"> • Non-Fiction: Gran's New House (Sequence 8) • Greedy Goat 	<ul style="list-style-type: none"> • Identify the genre of the text. • Read the text with fluency. • Identify the elements of informal letter. • Use vocabulary words in sentences. • Answer the given questions.
Comprehension <ul style="list-style-type: none"> • Unit 2: The Letters 	<ul style="list-style-type: none"> • Read the story with fluency. • Identify the genre of the text. • Discuss the purpose of writing a letter. • Answer the given questions.
Component: Grammar <ul style="list-style-type: none"> • Punctuation • Similes • Preposition 	<ul style="list-style-type: none"> • Punctuate the given sentences with the following: <ul style="list-style-type: none"> ➤ full stop ➤ apostrophe ➤ comma ➤ question mark ➤ exclamation mark • Correct the punctuation errors. • Pick out similes from the given sentences. • Match the similes with their meanings. • Use similes in your own sentence. • Identify similes from the given sentences. • Use similes in sentences. • Identify prepositions from the given text. • Use prepositions correctly in sentences.

<p>Creative Writing</p> <ul style="list-style-type: none"> • Picture Story Writing 	<ul style="list-style-type: none"> • Describe the picture. • Write three paragraphs story in the given topic: <ul style="list-style-type: none"> ➤ opening ➤ body ➤ closing • Use enhanced vocabulary. • Use stretch out sentences.
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<p>Vocabulary Words</p> <p>strange, hill, holiday, station, bouncing, pouncing, observation, strange, wooden, vibrating, trembling, astonished, amazed, heavy, winter, vacation</p> <p>Practice Questions for Literature:</p> <ol style="list-style-type: none"> 1. “It is strange not living in the same town as you anymore”. Can you infer from the text where Gran was living before she moved to her new house? <p>Practice Questions for Grammar:</p> <ol style="list-style-type: none"> 1. Spot punctuation marks in the given sentences. <ol style="list-style-type: none"> a) How are you feeling today? b) I bought few cakes, fruits, juice packs and other snacks for the party. 2. Underline prepositions in the sentences given below. <ol style="list-style-type: none"> a) The little girl hid under her bed. b) The happy children jumped over the fence.
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March

Content	Learning Objectives
<p>Component: Literature</p> <ul style="list-style-type: none"> • Fiction: Thunder and Lightning (Sequence 5) • Non-Fiction: Fun on Bikes (Sequence 11) 	<ul style="list-style-type: none"> • Annotate the given text. • Identify the following of the given lesson: <ul style="list-style-type: none"> ➤ genre ➤ moral ➤ setting ➤ character • Explain the moral of the story in own words. • Identify key features of an advertisement poster.
<p>Comprehension</p> <ul style="list-style-type: none"> • Unit 8: The Titanic 	<ul style="list-style-type: none"> • Read the text with fluency. • Scan text for information. • Answer the given questions.
<p>Component: Grammar</p> <ul style="list-style-type: none"> • Homophones • Synonyms/Antonyms 	<ul style="list-style-type: none"> • Identify homophones. • Use homophones in sentences. • Identify common synonyms and antonyms. • Use synonyms/anonyms in their sentences.
<p>Creative Writing</p> <ul style="list-style-type: none"> • Book Review 	<ul style="list-style-type: none"> • Draft a book review of a book.

Vocabulary Words

grumpy, extremely, damage, intended, bikers, championship, maiden voyage, chandeliers, tilt, massive

Practice Questions for Literature:

1. What did Lightning do to annoy everyone in the story?
2. What does the name Titanic mean?
3. What was her destination?

Practice Questions for Grammar:

1. Circle the correct homophone to complete the sentence:
 - a) The children were at the see/sea with their parents.
 - b) The bare/bear was looking sad in the cage.
2. Find four synonyms for 'small' and four synonyms for 'big'.

April

Revision for Final Examination

May

Final Examination