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|----------------------------------|---|
| <b>Strand:</b>                   | Energy  |
| <b>Sub-strand:</b>               | Energy Sources and its transfer                               |
| <b>Content learning outcome:</b> | Demonstrate the concept of energy and explain its importance. |

**Topic: Effects of heat on air (Experimental)**

- Heat energy has an effect on things in different ways.
- Did you ever climb a ladder in the house and noticed that the air is warmer near the ceiling? Perhaps you opened the refrigerator door and felt the cold air around your feet.
- When water is boiling, steam and water vapour escapes from the kettle. Does it go up or down?
- The air and steam are both gases. Gases are made of particles.
- When gases are heated, the particles move very fast. As they vibrate, they also move further apart.
- The gas expands. It takes up more space. The same number of gas particles in a larger space makes the gas lighter.
- As the gas gets lighter, it rises. As a gas cool, it contracts and gets heavier. The heavier gas comes down.

**Questions:**

- What is in the bottle?  
A. water                      B. air                      C. nothing
- Air is a \_\_\_\_\_  
A. gas                      B. liquid                      C. solid
- When water gets hot the air inside the bottle \_\_\_\_\_  
A. contracts                      B. cools off                      C. expands
- As the air expands, the balloon \_\_\_\_\_  
A. stays the same                      B. gets bigger                      C. gets smaller
- Molecules in a heated gas \_\_\_\_\_  
A. move apart                      B. come together                      C. break

1009 NAVOLI SANGAM SCHOOLYEAR 3ENGLISH

|                                  |   |
|----------------------------------|---|
| <b>Strand:</b>                   | Reading and Viewing                             |
| <b>Sub-strand:</b>               | Language learning processing and Practicing     |
| <b>Content learning outcome:</b> | Interpret the passage given with understanding. |

**Topic: Comprehension Passage**

Read the passage carefully and answer the questions that follows.

Samson

A long time ago there lived a man whose name was Samson. He lived in a country called Egypt. Samson was a very strong man. He could kill lions and big giants. He could lift big rocks and trees. He helped the good people. His power was in his hair. The bad people could not hurt him as long as his hair was on his head. So the bad people gave a lot of money to his wife and told her to cut off Samson's hair.

One day when Samson was asleep, his wife cut off his hair. How Samson had no power. The bad people took out Samson's eyes and tied his hands to big posts inside a big house. The bad people were singing and dancing in the same house. Samson prayed to God to give him the power. The God was pleased. Samson got the power from God. He pulled the posts down and the big house fell down. All the bad people in the house died. Samson also died with them.

**Questions:**

1. Samson lived in \_\_\_\_\_ (America/ Egypt)
2. Samson had his power in his \_\_\_\_\_ (hair/ leg)
3. Samson helped the \_\_\_\_\_ people. (good/ bad)
4. Samson prayed to God to give him back his \_\_\_\_\_ (hair/ power)
5. At the end of the story Samson \_\_\_\_\_ (died/ did not die)

1009 NAVOLI SANGAM SCHOOLYEAR 3HEALTHY LIVING

|                                  |  |
|----------------------------------|--|
| <b>Strand:</b>                   | Safety   |
| <b>Sub-strand:</b>               | Personal Safety  |
| <b>Content learning outcome:</b> | Understand and demonstrate the importance of safe handling of tools. |

**Topic: Safety While Gardening**

1. You must concentrate on what you are doing.
2. Handle and carry tools safely, e.g. point sharp tools downwards when walking with them.
3. Keep away from the areas where motor mowers or weeding knives are being used for cutting grass.
4. Use only those tools that you are allowed to use and see that they are in good, safe conditions.
5. Clean the tools after use. Wipe them dry.
6. Store all tools safely and carefully. Every item should be put in its right place.
7. Never leave tools lying about.

**Activity:**

A Draw and name some tools that you are allowed to use at home or at school.

|                   |          |                 |             |              |
|-------------------|----------|-----------------|-------------|--------------|
| Garden hand spade | rake     | Scrubbing brush | mop         | broom        |
| Dust pan          | scissors | Hand fork       | Paint brush | Wheel barrow |

What do you do after using any tool?

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Wash and store all the tools safely at the right place.

|                          |   |
|--------------------------|---|
| Strand                   | पढ़ना एवं सर्वेक्षण करना  |
| Sub-strand               | मूल- पाठ के प्रकार-मीडिया,साधारण संप्रेषण, साहित्यिक विषय   |
| Content Learning Outcome | पहचानना कि लिखित व दृश्य-संबंधी पाठ वास्तविक तथा कल्पित अनुभवों, अनेक सामाजिक परिस्थितियों व लक्ष्यों से जुड़े हुए होते हैं |

**Topic: Comprehension Passage****Read the passage carefully and answer the question that follows.**

सवित्री एक राजा की बेटी थी । लाड - प्यार और खेल कूद में पली थी ।  
दुख भला वह क्या जाने । बड़ी हुई तो उसके पिता ने उसके लिए वर खोजना शुरू किया । राजा की पुत्री होते हुए उसने एक गरीब ब्राहमण कुमार को अपना पति स्वीकार किया । कुमार का नाम सत्यवान था । सत्यवान झोपड़ी में रहता था ।

प्रश्न:

1. सवित्री किस की बेटी थी? ----- (किसान / राजा )
2. सवित्री के पति का क्या नाम था ? ----- (सत्यवान / ब्राहमण )
3. किस चीज़ के बारे में सवित्री कुछ नहीं जानती थी ? -----(दुख / लाड - प्यार )
4. बड़ी होने पर उसके पिता ने उसके लिए क्या किया ?  
-----  
(पाठशाला भेज दिया / वर खोजना शुरू किया )





5. सत्यवान ----- में रहता था । ( झोपड़ी / मकान )

1009 NAVOLI SANGAM SCHOOL  
MATHEMATICS  
YEAR 3

|                                  |  |
|----------------------------------|--|
| <b>Strand:</b>                   | Measurements   |
| <b>Sub-strand:</b>               | Area   |
| <b>Content learning outcome:</b> | Estimate, measure to find out the area using the non-standard measure of unit. |

**Topic: Area**

Non-standard units are:

| Non-standard unit | Definition  | Illustration  |
|-------------------|---|---|
| Hand Span         | The distance between the little finger and the thumb on an outstretched hand. |    |
| Step or pace      | The number of steps or pace that is taken.                                    |    |
| Arm length        | The number or arm length taken for a given distance.                          |  |
| Fathom            | The length measured on a person outstretched arms.                            |  |

**Questions:**

Use any non-standard units to measure the area of the items given below. The first one is done for you.

| Item to Measured                     | Non-standard unit of measure |
|--------------------------------------|------------------------------|
| 1. Teachers table - <i>Hand Span</i> | 22 hand span                 |
| 2. Chair - <i>Hand Span</i>          | 8 hand span                  |
| 3. Ruler - <i>Hand Span</i>          | 2 handspan                   |
| 4. Maths Book - <i>Hand Span</i>     | 4 hand span                  |
| 5. A bar of soap - <i>Hand Span</i>  | 3 hand span                  |
| 6. Candle - <i>Hand Span</i>         | 1 hand span                  |
| 7. House - <i>Step or pace</i>       | 16 pace                      |
| 8. Pencil - <i>Hand Span</i>         | 1 hand span                  |

1009 NAVOLI SANGAM SCHOOLYEAR 3SOCIAL STUDIES

|                                  |  |
|----------------------------------|--|
| <b>Strand:</b>                   | Time, Continuity and Change  |
| <b>Sub-strand:</b>               | Understanding The Past   |
| <b>Content learning outcome:</b> | Discuss and name some special events celebrated by the different families and communities. |

**Topic: Family Celebrations**

1. Personal family celebrations are part of all the families.
2. Families celebrate depending on the occasions.
3. Some common family celebrations are birthday celebration, birth of a child, weddings.
4. It all depends on the families what occasional celebrations they find it fit for the family to celebrate.

**Questions:**

Complete the table below.

| <b>Name of the celebration</b> | <b>Who celebrates</b>              | <b>When it is celebrated</b> | <b>How it is celebrated</b>                                 | <b>Why do you celebrate it</b>                                  |
|--------------------------------|------------------------------------|------------------------------|---|---|
| Diwali                         | Hindu                              | In November                  | With lights, sweets and firecrackers                        | To mark the return of lord Rama from exile after 14 years.      |
| Eid                            | Muslims                            | In the month of Ramadaan     | With sweets, sawaii and charity                             | To celebrate the holy month of fasting upon seeing the new moon |
| Christmas                      | Christians                         | In the month of December     | With feast, prayers and decorations.                        | To mark the birth of Jesus Christ                               |
| Birthday                       | Family members and other relatives | On the persons birth date    | With dancing, songs, sweets, snacks, birthday cake and food | To show and share happiness                                     |