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Student Activity Book

Std - III

Name:

School:

Class: Division:



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MULYA VARDHAN
SHANTILAL MUTTHA FOUNDATION

Student Activity Book

Std - III

Name:

School:

Class: Division:

English Medium



**Maharashtra State Council of Educational Research and Training
(Academic Authority), Pune**

My family

Draw your family members.

My house and my neighbours' houses

Draw your house and your neighbours' houses.

My ambition

When I grow up, I want to become a

Sachin remembers...

Sachin Tendulkar, one of the greatest batsmen in the world, retired from cricket in November 2013. After his last match, he gave a speech remembering all the people who had helped him achieve greatness.

Given below are parts of his speech about the people who guided or helped him when he was a small boy:

The most important person in my life was my father. Without his guidance, I don't think I would have been standing here in front of you. He gave me freedom at the age of 11, and



told me that I should chase my dreams. “The path might be difficult but don't give up,” he told me, and I have simply followed his instructions...

I don't know how my mother dealt with a naughty child like me. I was not easy to manage. She must have been extremely patient. For a mother, the most important thing is that her child remains safe, healthy and fit. That was what she was most worried about. She has taken care of me over all the years that I have played for India.

In my school days, for four years, I stayed with my uncle and aunt, as my school was quite far from my home. My uncle and aunt treated me like their son... I cannot forget those moments.



My eldest brother, Nitin, and his family have always encouraged me. My eldest brother doesn't talk much, but he told me, “Whatever you do, I know you will give it your best.” His encouragement meant a lot to me.

My sister, Savita, and her family were no different. My first cricket bat was presented to me by my sister. That is when my journey as a cricketer began.

Ajit, my brother, spotted the spark in me. And it all started from the age of 11, when he took me to Archrekar Sir, my coach, and from then on my life changed...

I used to hop onto Achrekar Sir's scooter and play a couple of practice matches a day... Achrekar Sir would take me all over Mumbai to make sure I got match practice. He never told me “well played”, because he thought I would stop working hard...

People who support me

Read the questions in the first column and write the answers in the second column. You can write the names of more than one person for each question. If you have no answer to any question, leave the answer-space blank. You can also form your own questions to write the names of people who help you in other ways.



1. Who gives me food every day?	
2. Who helps me come to school on time?	
3. Who tells me stories or sings songs for me?	
4. Who teaches me various new things in school?	
5. Who helps me with my studies?	
6. Who plays with me and makes me happy?	
7. Who comforts me when I am sick or feeling sad?	
8. Who gives me encouragement and advice?	
9. Who...	
10. Who...	



My qualities

Think about the statements given below and colour the boxes as follows:

- If you think a statement is “almost always” true, colour all 3 boxes.
- If you think it is “often” true, colour the first 2 boxes.
- If you think it is “only sometimes” true, colour the first box.
- If you think the statement is not about you at all, do not colour any of the 3 boxes.

I have a good opinion about myself.

--	--	--

I am eager to learn new things.

--	--	--

I am busy doing things in my free time.

--	--	--

If I am given a task, I usually think first about how I should do it.

--	--	--

If I am doing a difficult task, I don't give up easily.

--	--	--

I ask for help from others when I need it.

--	--	--

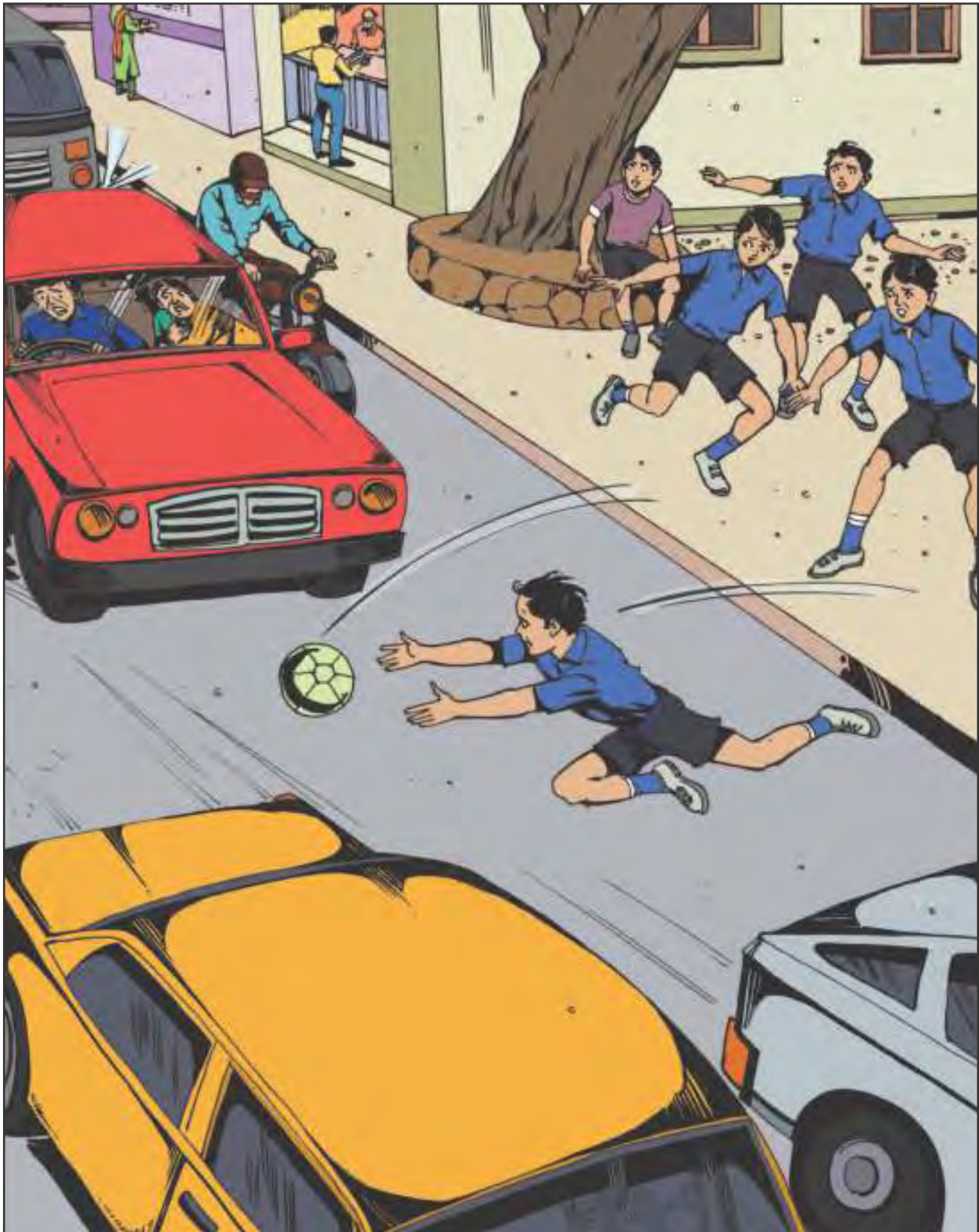
I like to talk to people.

--	--	--

I like to help people.

--	--	--

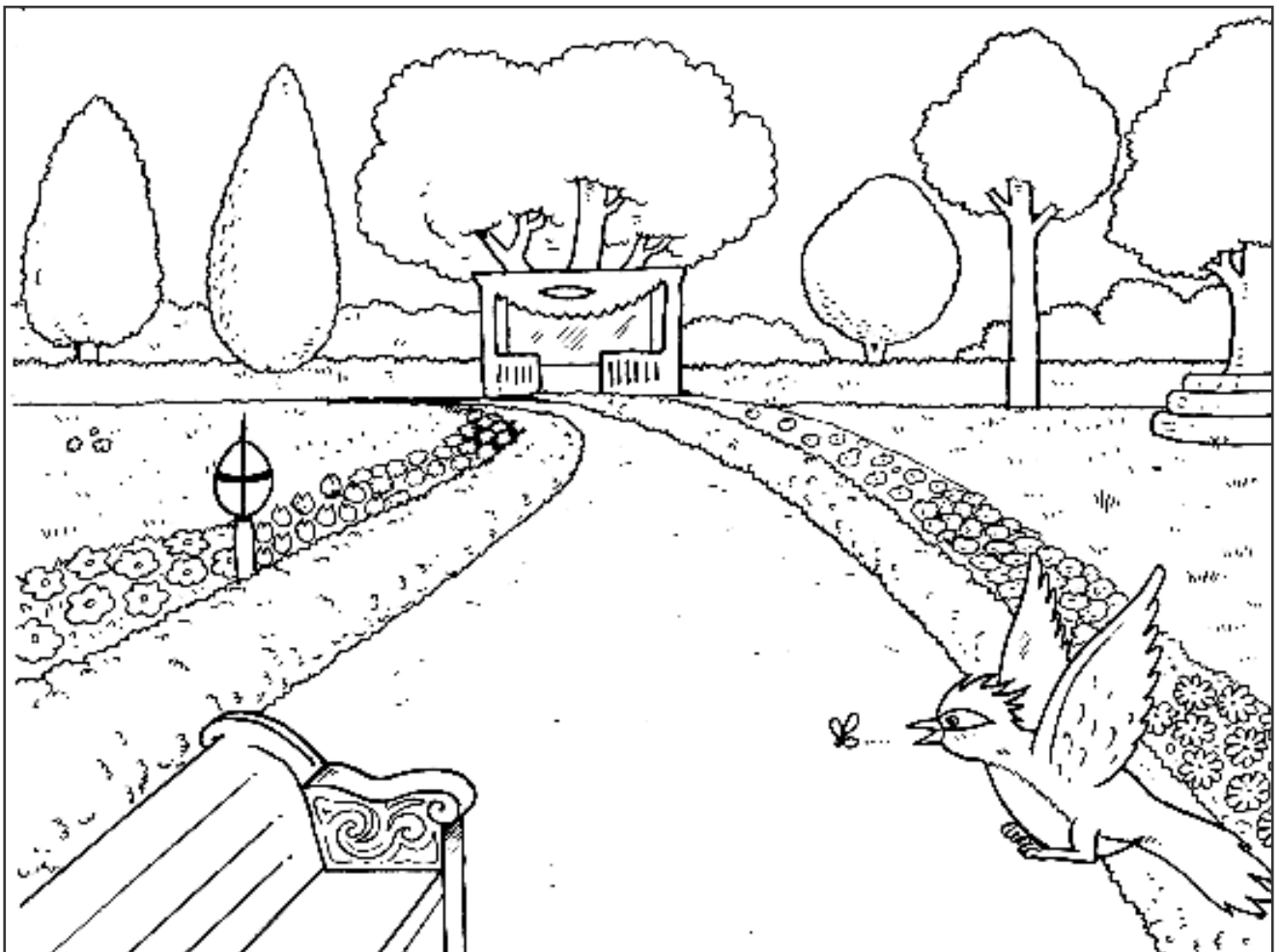
What do you see in the picture?



What are the children doing?



Colour the picture and give it a title



What would you do?

Read the picture story. Think about the options before the children in the situation given at the end.



The children of Std III went with their two teachers on a trip. They went in a bus to see a fort on a hill.

The bus stopped at the base of the hill.
The children got out of the bus.



They started to climb the hill. It was a steep climb, but the children were full of energy.

They reached the top and explored the fort.





Then they had lunch and played games.

It was time to go back. The children started descending the hill.



One boy said, “I am feeling very feverish.” The teachers got worried.

A passing villager told them, “There is a village with a dispensary on the other side of the hill. You can reach it in 15 minutes.”





The teachers told the children, “All of you stay here. We will take the boy to the dispensary and be back soon.”

The teachers left with the sick boy.



The others waited, as they had been told. It started to become dark.

Some children began to get scared. And there was no sign of the teachers....



What could happen?

Read about the two incidents and think about the questions given below.

A boy is playing with his friends. His neighbours tell him, “We are going to the hospital. One of our relatives has met with a small accident. We will be back soon.”

Some people come to visit the boy's neighbours. They see that the door to the house is locked. They ask the boy, “Do you know where these people have gone and when they will be back?”



The boy replies, “Oh, one of their relatives is very ill. Anything could happen. Don't know when they will be back.”

What do you think about what the boy said? What could have been the result? What should the boy have said?

A girl's mother tells her, "Just go to the ration shop and see how many people are standing in line to buy kerosene."

The girl follows her mother's instructions. She sees that there are only four or five people waiting to buy kerosene.



On her way back home, the girl stops at a friend's place and they start playing.

Suddenly, the girl remembers that her mother had sent her on an important errand. She rushes back home. Her mother asks her, "What took you so long?"

The girl says, "There was a long line at the ration shop! I started to count the number of people standing in the line—that took time. There must be over twenty people in the line."

What do you think about what the girl said? What could have been the result? What should the girl have said?

Ghost king

Houseflies are small insects that can fly. They are usually found only in places where human beings live. When they fly, the movement of their wings produces a buzzing sound.

However, a long time ago, so goes a story, there was a housefly that could make more than a buzzing sound.

This particular housefly, it is said, could roar like a tiger. Obviously, the housefly was proud of this ability, and displayed it often. However, the other houseflies were not impressed. In fact, they wanted the housefly to stop roaring, forever. “When you roar, the humans come to know of our presence,” they told the housefly. “Then they attack us and try to kill us. You either stop roaring or go live somewhere else.”

“Where can I go?” the housefly cried.

“Go anywhere,” the other houseflies said. “Go live in a jungle.”

Now houseflies cannot fly long distances—they don't even live for more than a few weeks. However, anything can happen in a story, and in this story the housefly travelled several hundred kilometres to reach a jungle. And of course the first thing it did on reaching there was emit a mighty roar.

That had a mighty effect.

Birds perched on trees flew away. A rabbit that had been nibbling some leaves ran for its life. Monkeys shrieked. Deer ran in long leaps hither and thither. The word went through the jungle: “King Tiger is back!”

The housefly was mighty pleased with the effect of his roar. “At last,” he thought, “I am with some people who treat me with respect.”

That night, the animals of the jungle met around a pond to discuss the return of King Tiger. “We thought he had been killed by humans,” they murmured. “But it seems he managed to survive. However, we have not yet seen his face, so how can we be sure? What do we do?”

The housefly was hovering over them. He heard their conversation. He thought to



himself, “Now is the time to achieve what no housefly has ever achieved!”

Letting out a mighty roar, he yelled, “I am your king! Bow down, all of you!”

Frightened to death, all the gathered animals bowed down and said, “Yes, master. We will do as you say.”

A small monkey could not help saying, “But we cannot see you. Can you please show us your face?”

The housefly pondered over the question. And came up with a quick answer. “I am an invisible tiger! I am the ghost of the tiger who was killed by humans!”

The animals started shaking with fear. “A ghost...a ghost,” they whimpered, but the housefly let out one more mighty roar and all of them kept quiet.

And so the housefly reigned as an invisible king, and he got much pleasure troubling the animals, by letting out huge roars now and then.

Then, one day, an old tortoise that had been captured by some humans escaped from its cage in the city and walked all the way back to the jungle. All the animals gathered to greet the tortoise. They told him about their new king.

“A ghost, I see,” the tortoise murmured. “I heard many unbelievable ghost stories when I was living with humans but never did I hear about a ghostly tiger. I must meet this fellow.”

“Oh, please don't!” pleaded the animals. “He has a terrible temper. He may tear you up.”

“What harm has this fellow done so far?” the tortoise asked. “Has he killed deer? Has he attacked monkeys?”

The animals thought over the tortoise's question, and realised that he had a point. Their ghost king was not much of a tiger! Apart from roaring now and then, he had done nothing that a tiger can do!

After some discussion, the tortoise concluded, “I think this fellow is a fraud. We must do something to expose him.”

What do you think the animals did? What would have happened as a result?

Thank you, Yasmeen teacher!

Yasmeen's grandfather loved to write stories for children. Yasmeen loved reading the stories and so did her friends.

Of late, however, her grandfather—whom she called Mamma—was finding it difficult to write with his hand. He took a long time to write just one story.

One day, Yasmeen told him, “Mamma, why don't you use a computer to write stories? You will be able to write faster.”



Her grandfather said, “I do not know how to use a computer. And I am too old to learn.”

Yasmeen said, “I will teach you how to use a computer! It is easy!”

Her grandfather was not sure he would be able to learn to use a computer. But Yasmeen was insistent, and so the 'computer classes' began at home. In a few days, Yasmeen's grandfather learnt how to type on the computer.

After a week, he typed out an entire new story. Jubilant, he called Yasmeen, showed her the story and said, “Thank you, Yasmeen teacher!”

What do you think about the way Yasmeen's grandfather spoke to her at the end of the story?

Yatin's friend

Part 1

For the second year in a row, the village received poor rains. The fields were parched. There was no chance of getting a good crop. Yatin's father told his mother, "We cannot live here anymore. We will have to go to the city and seek work."

When Yatin heard about his parents' decision to move out of the village, he was distressed. He thought: How can I live without all my friends here?



But he knew that his family had no choice. They owned only a small plot of land, and their well had gone dry. There was not much foodgrain left in the house, and there was little work available in the village. They had to go to the nearby city, where his parents could find some work and earn money to buy food.

The family packed some of their belongings, locked the house and left by an early morning bus. As the bus moved away from the village, Yatin's heart was filled with sorrow.

Part 2

The bus entered the city. Yatin had not been there before. He saw bustling traffic and tall buildings for the first time. It was a strange, new world for him.

From the bus stand, they walked to the house of a distant relative. It was a small house with only two rooms, and there were four members of the relative's family already living in the house. Yatin thought: Where am I going to sleep in this place?

He wanted to run back to his village, but he knew that was a foolish idea.

Fortunately, after a few days, his father found work at a construction site. His mother also got work as a housemaid. With the money they started earning, they could take a house on rent and move in there.



The house was made of tin sheets and was in a slum. It was a crowded and noisy place. Yatin was afraid of even stepping out of the house.

Part 3

After a few days, Yatin's father told him, "You cannot stay at home all day. You have to go to school. There is a government school nearby. I have spoken to the people there. They told me, 'Bring your boy

tomorrow. We will enroll him in the school.' From tomorrow you will go to the new school. It is a large school. You will get to know many children there."

"But how can I become friends with them?" Yatin protested. "I don't know them at all!"

"Don't worry," his father said. "There are a few boys in this slum who go to the same school. I have spoken to the parents of one of the boys. In fact, we will go and meet them now."

Yatin went with his father. They walked through narrow alleys of the slum till they reached a house made of tin sheets like their own house.



Abrar, his parents, and his younger brother and sister lived in the house. As soon as Yatin and his father stepped in, Abrar ran up to Yatin and shook his hand. "Come in, my friend!" Abrar said.

"How are you my friend?" Yatin asked. "I have just met you for the first time."

"But we are going to be studying in the same school and in the same class!" Abrar said.

Part 4

Yatin started to go to school with Abrar. The first day Abrar introduced Yatin to all the teachers and classmates. Yatin felt happy.

His new school was much larger than the school in his village. And while there had been only 50-60 students in the village-school, there were several hundred children in the new school. However, in a few days Yatin adjusted to the new surroundings. He started to like the new school.

But, after a few days, a distressing incident took place during the lunch break...

Some of Yatin's classmates were playing catching cook on the playground. "Can I join you?" Yatin asked them.

"Can I join you?" one of the boys retorted, mimicking Yatin's 'rural' way of speaking. Yatin felt ashamed. He suddenly became aware that he was a village boy among city-bred children. He ran away from the boys. Tears were streaming down his face.



Abrar accosted him. "What happened? Why are you crying?"

Yatin told him what had happened. Abrar was fuming.

Dragging Yatin, he walked up to the boys who had made fun of him.

"Hey you Long Face, why are you making fun of my friend?" he asked. "And you, Satish, your hair looks like the quills of a porcupine, so should I call you 'porcupine'? And why are you grinning, Monu? You are so fat we used to call you 'potato'. But you found that insulting, so we stopped calling you by that name. Would you feel good if we start teasing you again?"

The boys felt bad. They realized that they had not spoken to Yatin properly. They walked up to Yatin, took his hand and said, "Come, play with us."

Good friends

We can say people are good friends, when they...

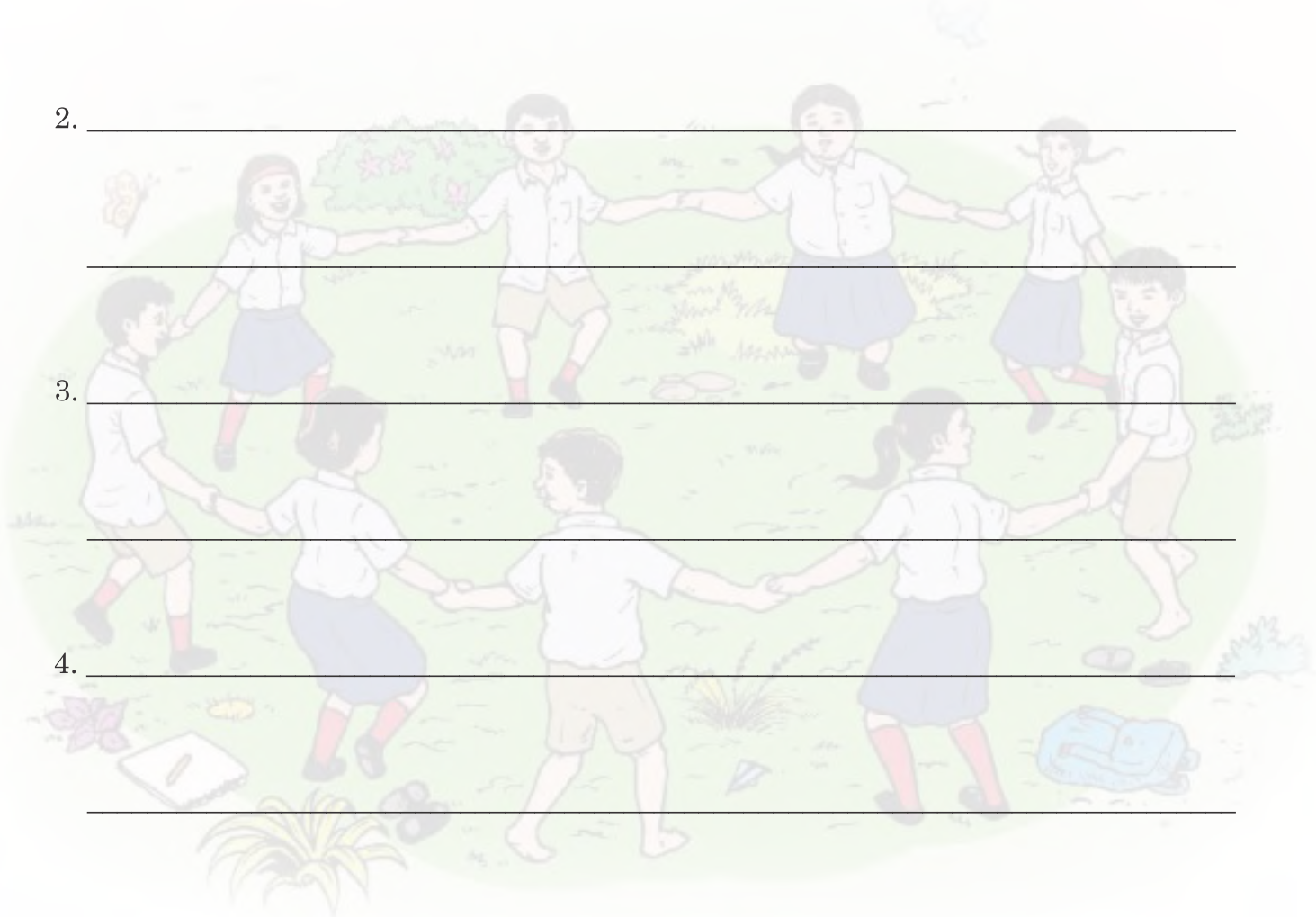
1. _____

2. _____

3. _____

4. _____

5. _____



Complete the quotations

Complete the quotations given below, writing any one of the following words in each blank space:

glad, place, bend, understand, grace, love, comforts, peace, joy, stars

A good friend is someone who _____ us
when we are sad
and is happy when we are _____.



A good friend is someone who will

when we need help and will lend a hand.



Good friends are like _____. You do not
always see them, but you know they are
always there.



Good friends are like a straight line that will not
_____.



A good friend is someone who fills our lives
with beauty, joy and _____,
and makes the world we live in
a better and happier _____.

Misunderstanding

Chandu and Sagar were classmates and close friends. One day, Chandu's uncle presented him with a beautiful blue pen. He could not wait to show it to Sagar.

As they were going to school, Chandu told Sagar, "Today, I am going to show you something nice during the lunch break."

Sagar said, "Great! I too have something I want to show you!"

During the break, Chandu put his hand into his school bag to take out the blue pen. But the pen was not there! Right then, Sagar came up to him and said, "Chandu, I want to show you something."

Sagar opened his palm and showed a blue pen. "My father bought this for me yesterday," he said.

Chandu yelled, "You are a thief! How dare you steal my pen?"

The two friends began quarrelling.

When Chandu got back home, he was in a bad mood. His mother asked him, "Why do you look so unhappy. What happened?"

Chandu told her what had happened in school. "I will never talk to that thief again," he said.

Chandu's mother exclaimed, "But your new blue pen is on the table! You didn't take it to school!"

And sure enough, the blue pen was on the table. And when Chandu picked it up, he saw that it was quite different from Sagar's new pen.

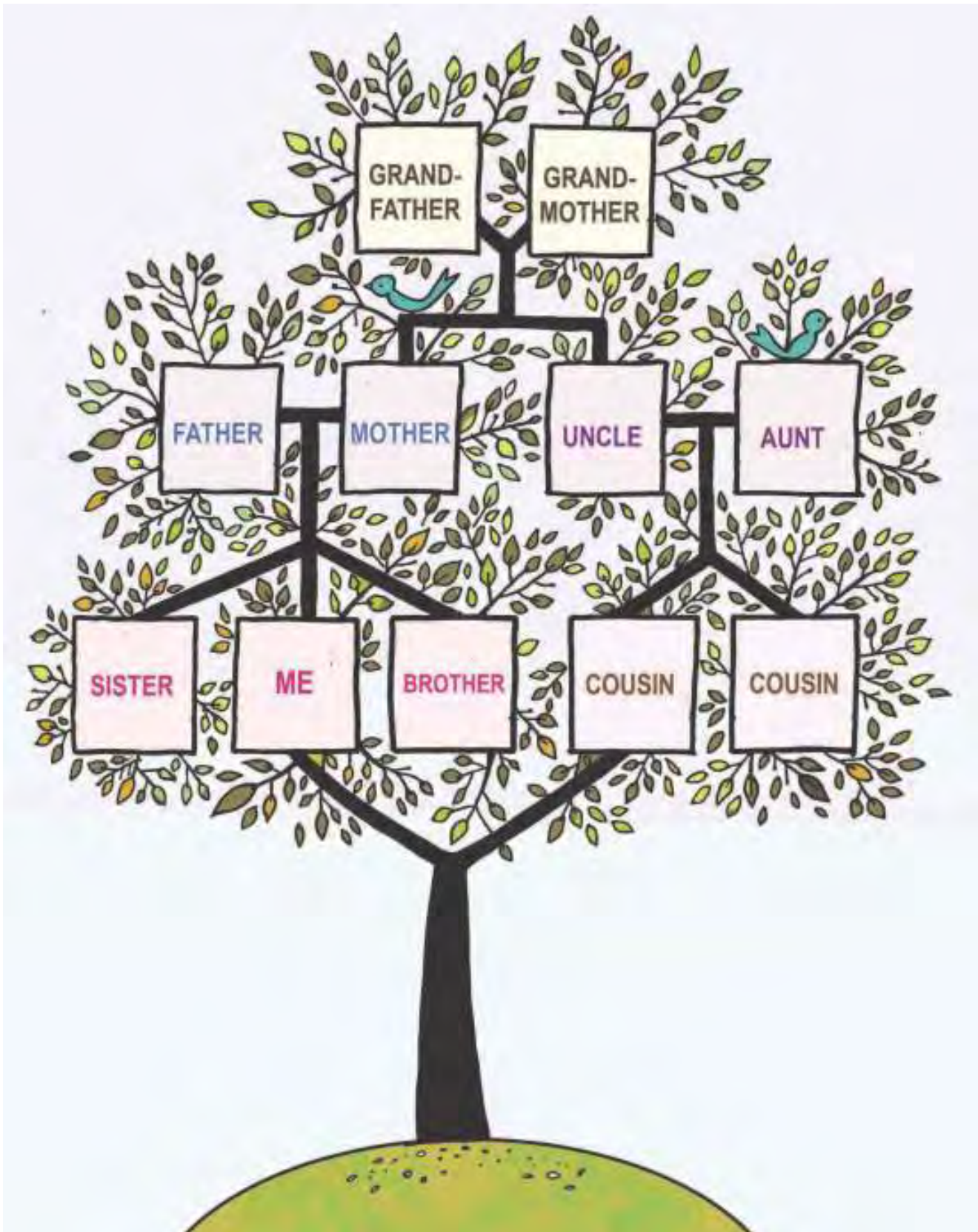
Why was there a quarrel between the two friends?

How could it have been avoided?

If you were Chandu, what would you have done after you found your pen at home?

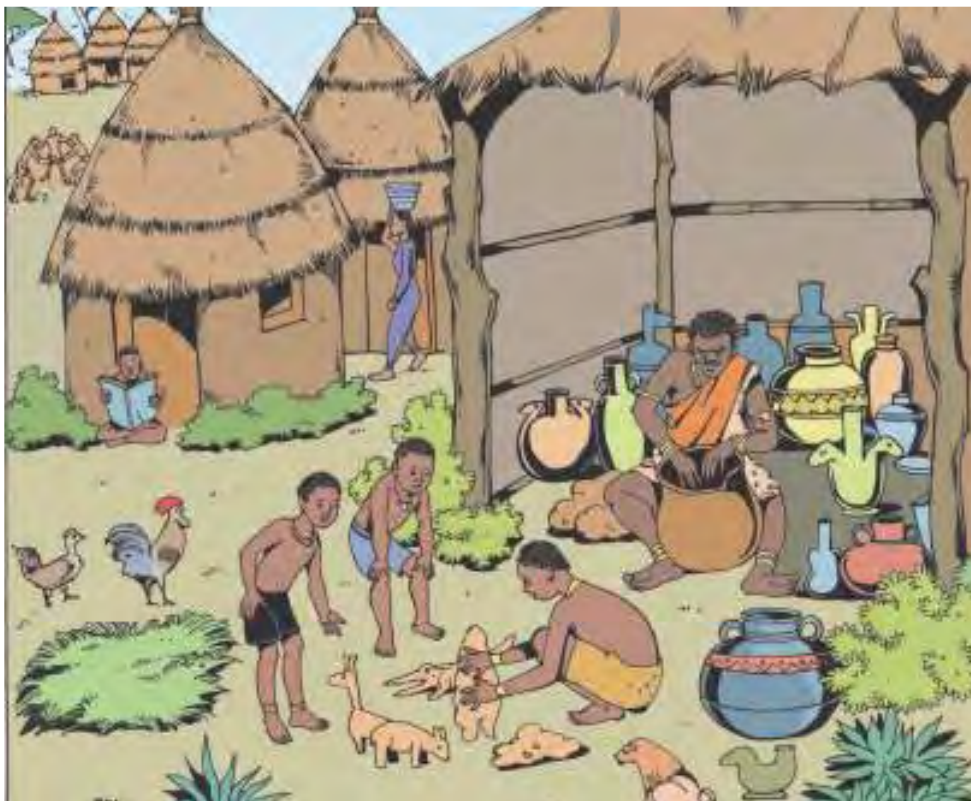


A family tree



Children of the world

My name is Saif. I live in a village in the Arabian Desert. My family owns many camels and a flock of sheep. Can you see me in the picture?



My name is Kalo. I live in a village in the grasslands of Africa. My family makes earthen pots. Can you see me in the picture?



My name is Rosa. I live in a small town on the banks of a river in South America. Our postman is coming in a boat with the day's mail. Can you see where I am standing?

My name is Masha. I live in a village in a cold country in Europe. In the winter we have a lot of snow. Can you see me playing in the snow?



What can we do to save trees?

Most paper used in the world is made from the pulp of wood, which is obtained by cutting trees. By using less paper, we can save trees.

How can we use less paper?

One way of saving paper is to re-use it—by using waste paper for some useful purposes.

In which ways can we re-use waste paper?

Many young trees are damaged or destroyed because human beings or animals walk over them.

What can we do to see that young trees in our area are not destroyed by human beings or animals?

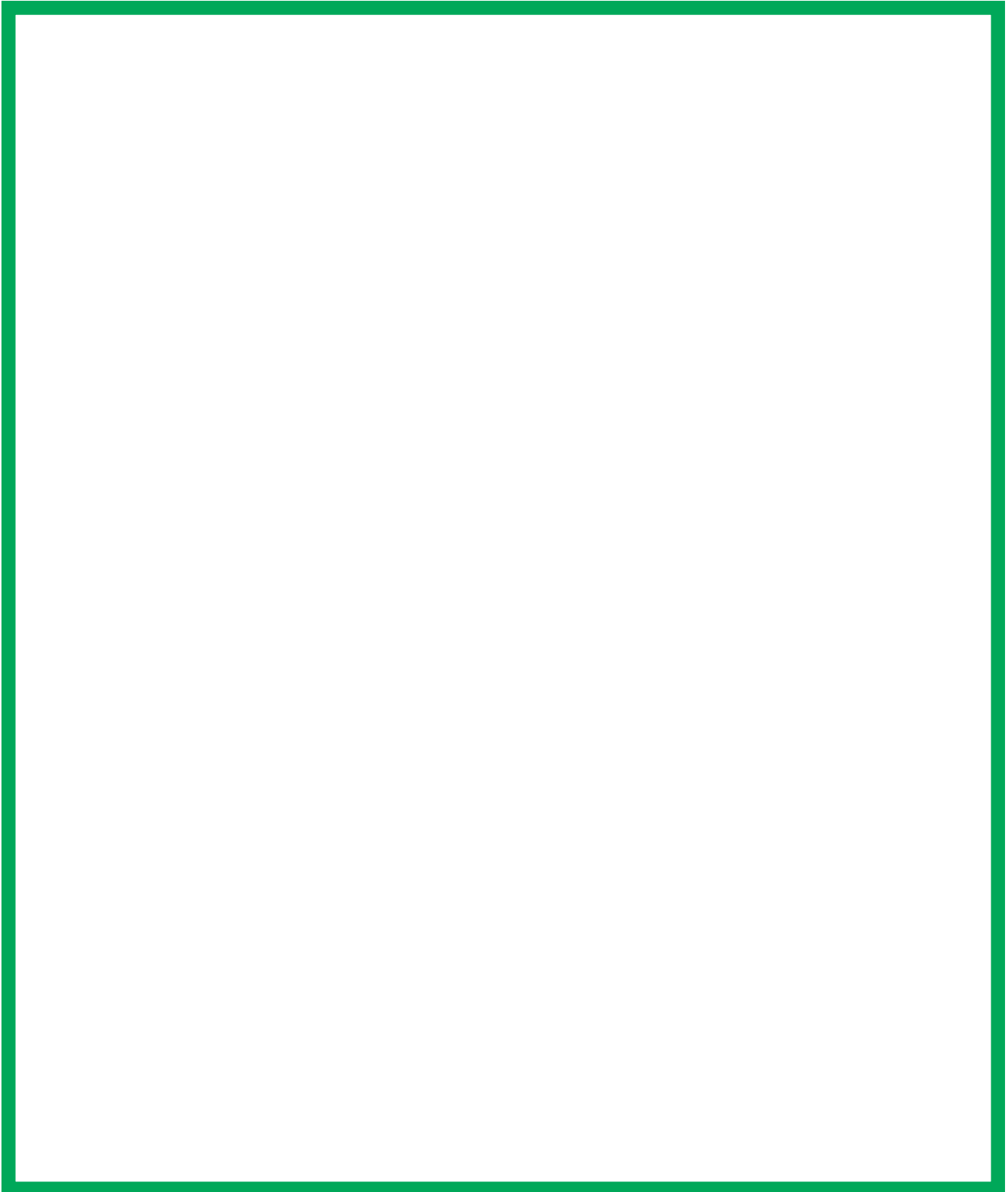
The largest number of trees is found in forests.

What are the things we should do or not do when we visit forests?

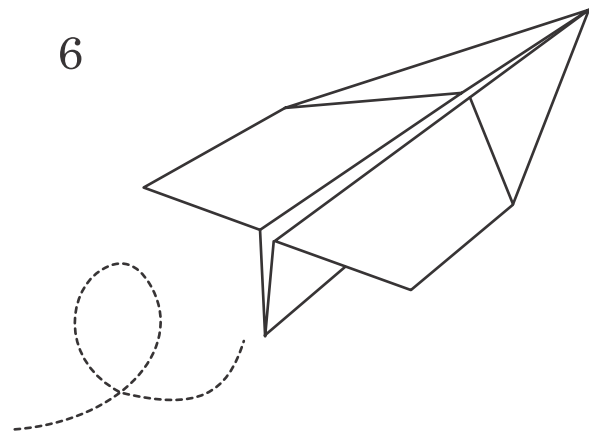
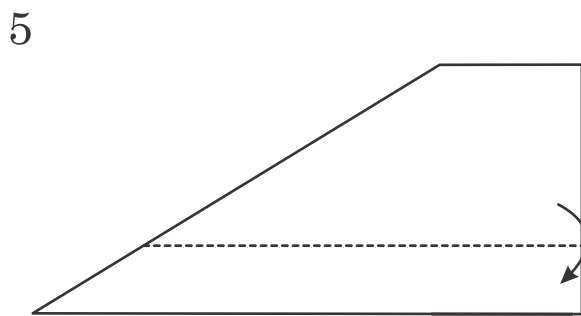
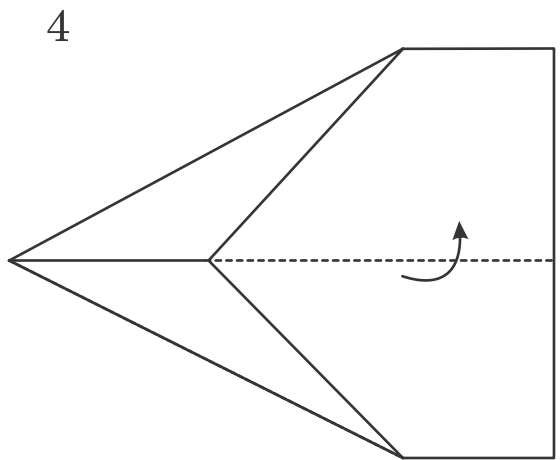
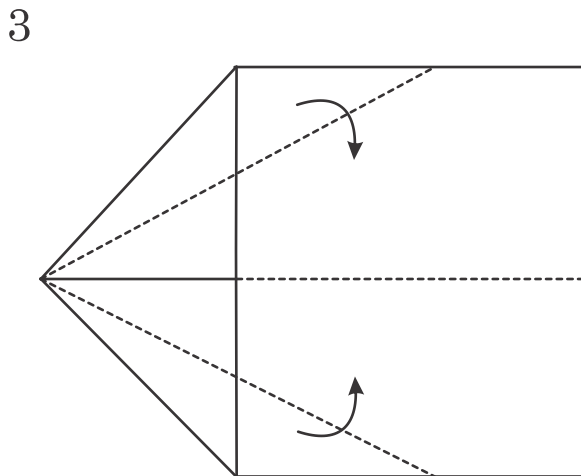
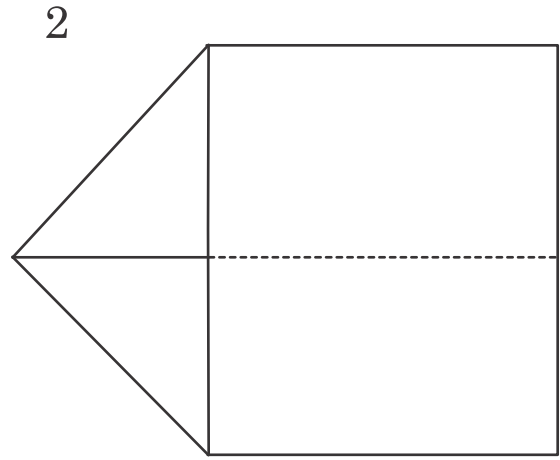
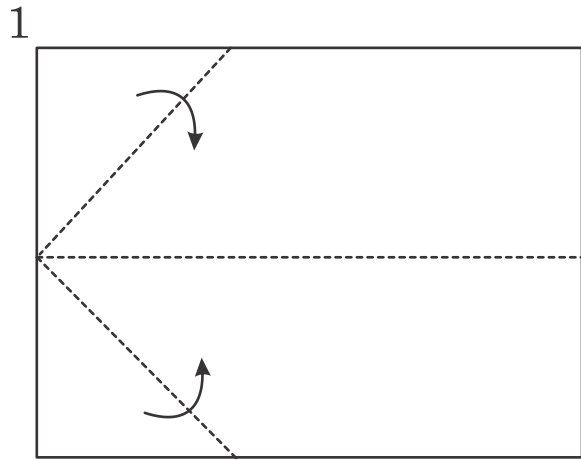


Save trees

Draw and colour a picture on the theme 'Save trees'.



Make a paper aeroplane in 6 steps



What work are they doing?



Self-evaluation

Read the statements given below and tick (✓) each statement as something that is true (i) always (ii) very often (iii) sometimes (iv) never; or is a statement about which you “can't say” anything for sure. Put only one tick mark in each row.

No.	Statements	Always	Very often	Sometimes	Never	Can't say
1.	I state my views or opinions clearly.					
2.	When I get angry, I try to control what I do or say.					
3.	When I am in a difficult situation, I try to remain calm.					
4.	When I have to create a drawing, I use ideas of my own.					
5.	I complete my work properly and on time.					
6.	I take good care of all my belongings.					
7.	I use things at home and school properly.					
8.	I do my duties at home.					
9.	I follow class and school rules.					
10.	I follow good health habits.					
11.	I try to be truthful.					
12.	I show respect to others.					
13.	I try to help others when they face some difficulty.					
14.	I try to avoid fighting with others.					
15.	I avoid wasting water.					

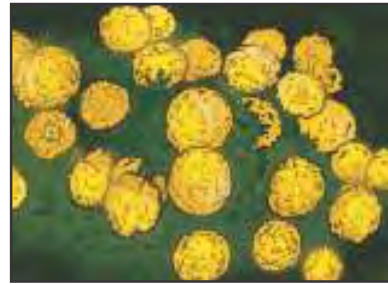
Free-time activities

Match the names of the plants with the pictures of their flowers

Lotus



Mogra



Marigold



Hibiscus



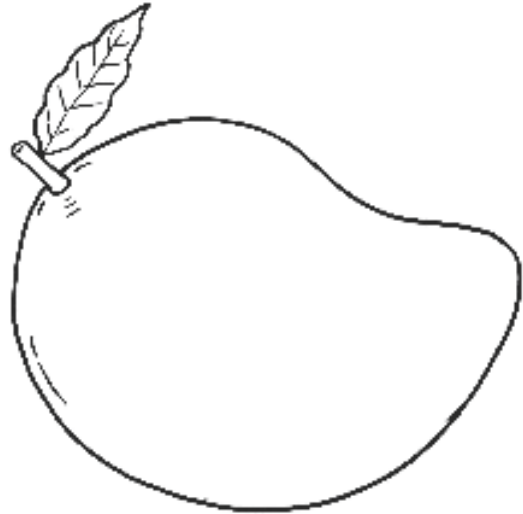
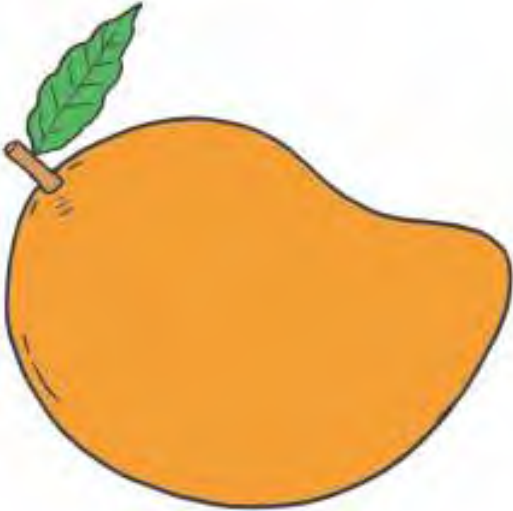
Jasmine



Free-time activities

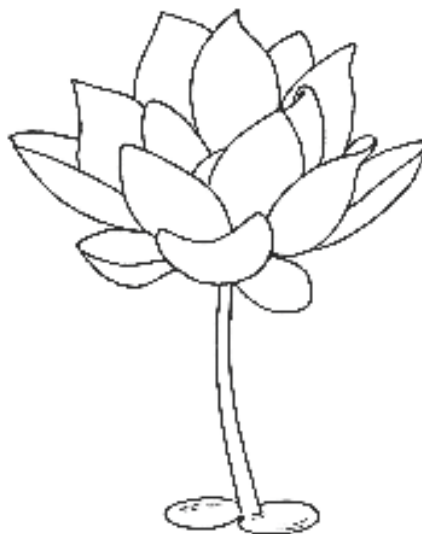
Read the text and colour the drawings

India's national fruit is the mango.



Mango trees are found naturally or grown in many parts of the country, and the fruit is available in over 100 varieties, with different sizes, shapes and colours. The fruit is a rich source of vitamins.

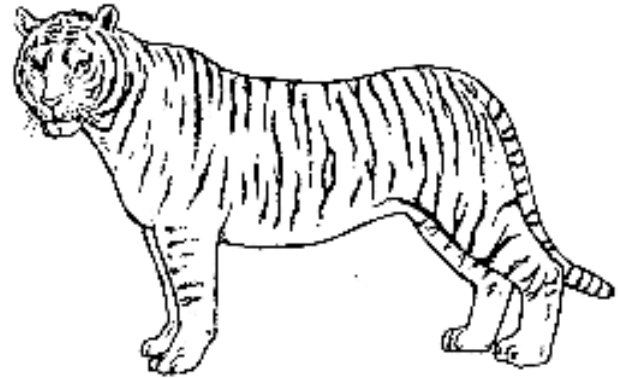
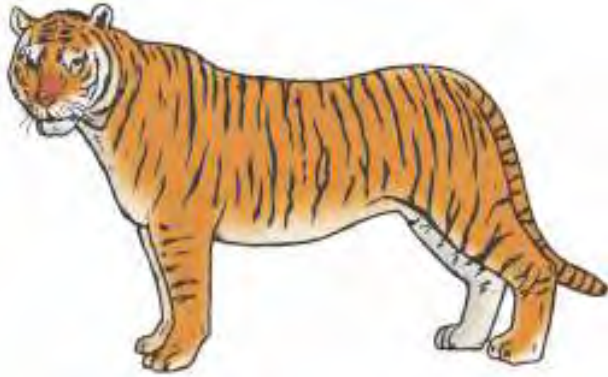
India's national flower is the lotus.



It grows on a plant that has roots in the soil of a pond or the bottom of a river. The plant can live for hundreds of years. The flower is considered to be sacred and a symbol of Indian culture.

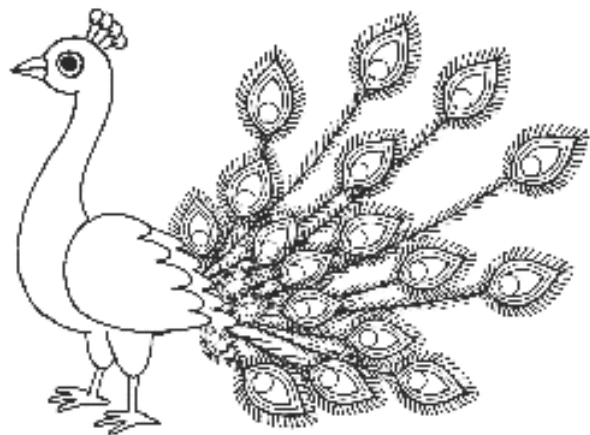
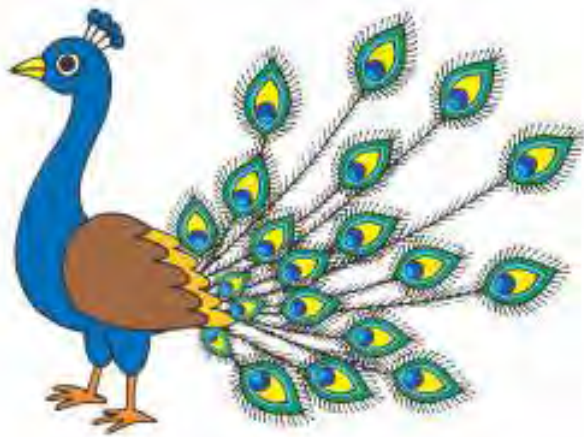
Free-time activities

India's national animal is the tiger.



It is a magnificent animal with a thick, yellow coat of fur with dark stripes. It was once found in forests in almost all parts of India, but is now a rare animal.

India's national bird is the peacock.



It is a colourful bird with a fan-shaped crest of feathers, a white patch under the eye, and a long, slender neck. Male peacocks have a bronze-green tail of around 200 long feathers. The bird lives mainly on the ground and is found in cities also.

Free-time activities

Where are these cities?

Refer to a map of India and mark the location of the following cities in the map given below:

New Delhi, Mumbai, Kolkata, Chennai



Free-time activities

Look at the pictures and write a story

Write your story in the blank boxes.



Blank writing area with horizontal dotted lines.



Blank writing area with horizontal dotted lines.



Blank writing area with horizontal dotted lines.



Blank writing area with horizontal dotted lines.

Free-time activities

Circle the words that refer to good qualities

considerate

lazy

hard-working

unreliable

impolite

generous

grateful

curious

pestering

helpful

trustworthy

disorganized

boring

bossy

arrogant

truthful

careless

jealous

clever

aggressive

brave

cunning

thoughtful

indifferent

kind

greedy

tidy

Free-time activities

Re-arrange the tiles and write the sentences

A	Y	S	A	K	S	P	E	U	T	H	T	A	L	W	T	R	M	U	S
T	H	E	W	E															

We

N	D	R	E	E	T	H	E	A	R	E	T	H	E	S	A	S	A	V
E	T	S	A	V														

..... earth.

P	L	A	E	V	E	Y	S	T	A	Y	H	Y	A	N	T	S	H	E
D	A	Y	D	S	P	O	R	A	L	T	R	Y						

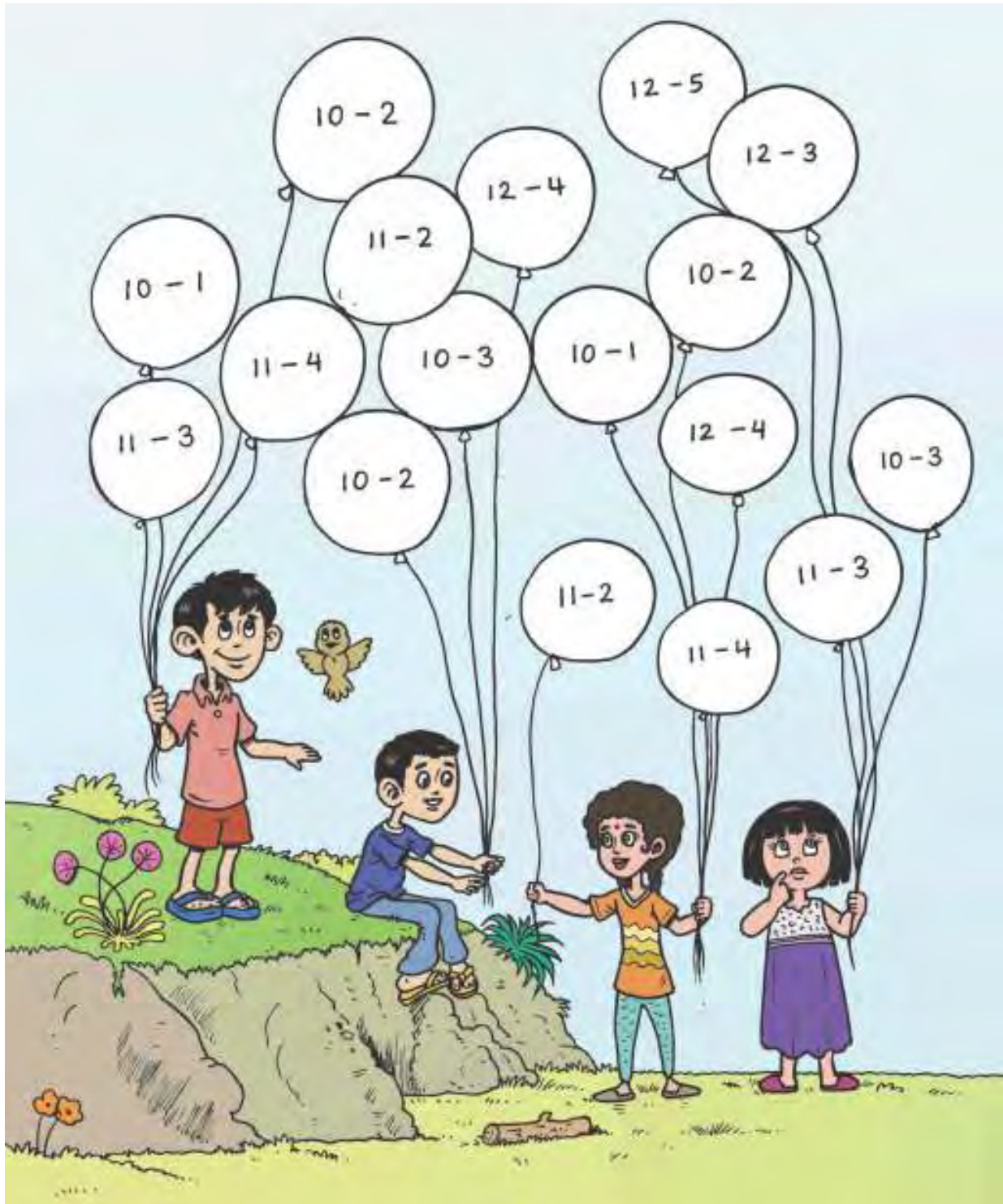
Play

Free-time activities

Subtract and colour

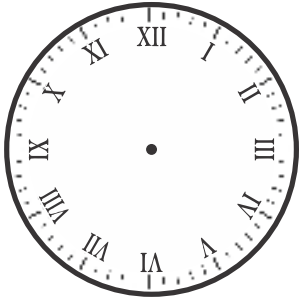
Subtract the numbers in the balloons and colour the balloons as follows:

7 = Red 8 = Yellow 9 = Blue

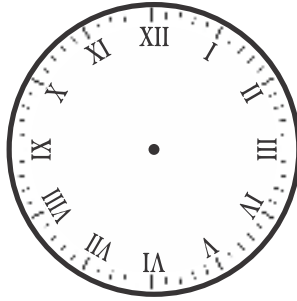


Free-time activities

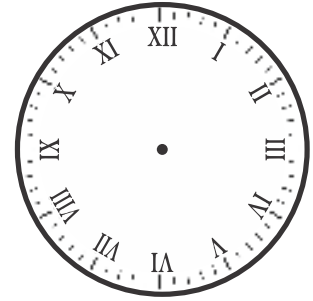
Draw hands on the faces of the clocks to show the time given below each clock



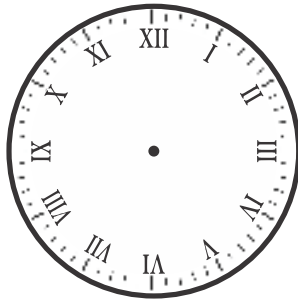
10:45



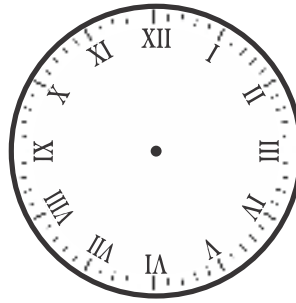
5:15



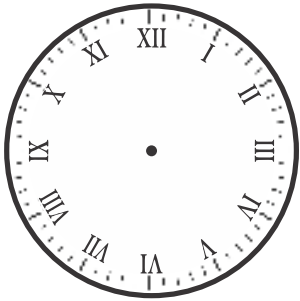
8:15



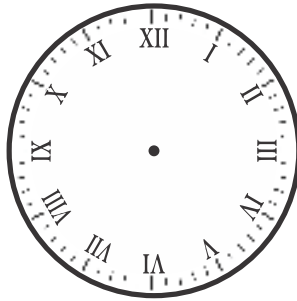
1:00



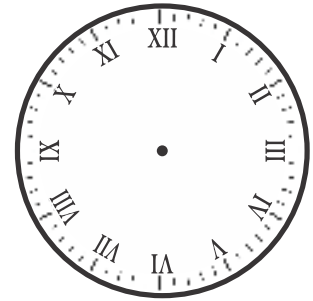
8:30



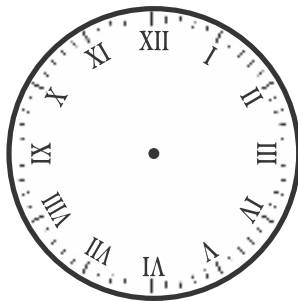
9:45



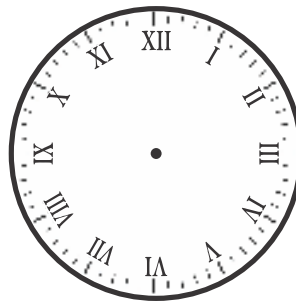
11:30



3:15



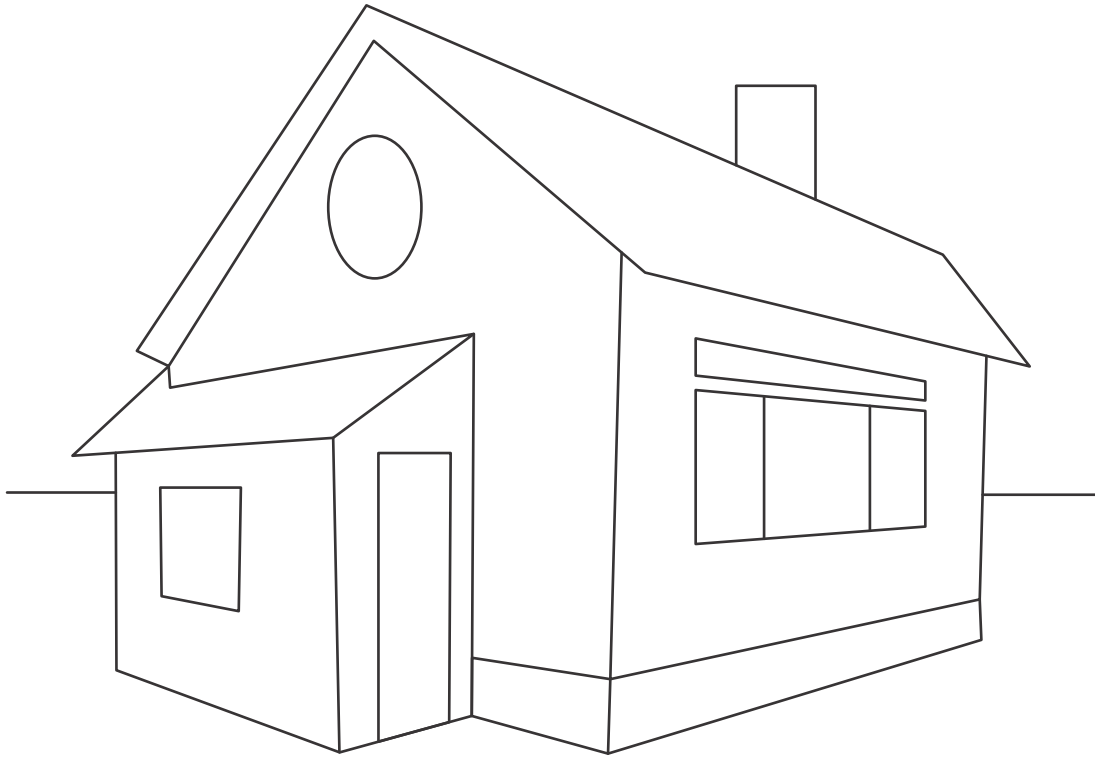
4:00



6:30

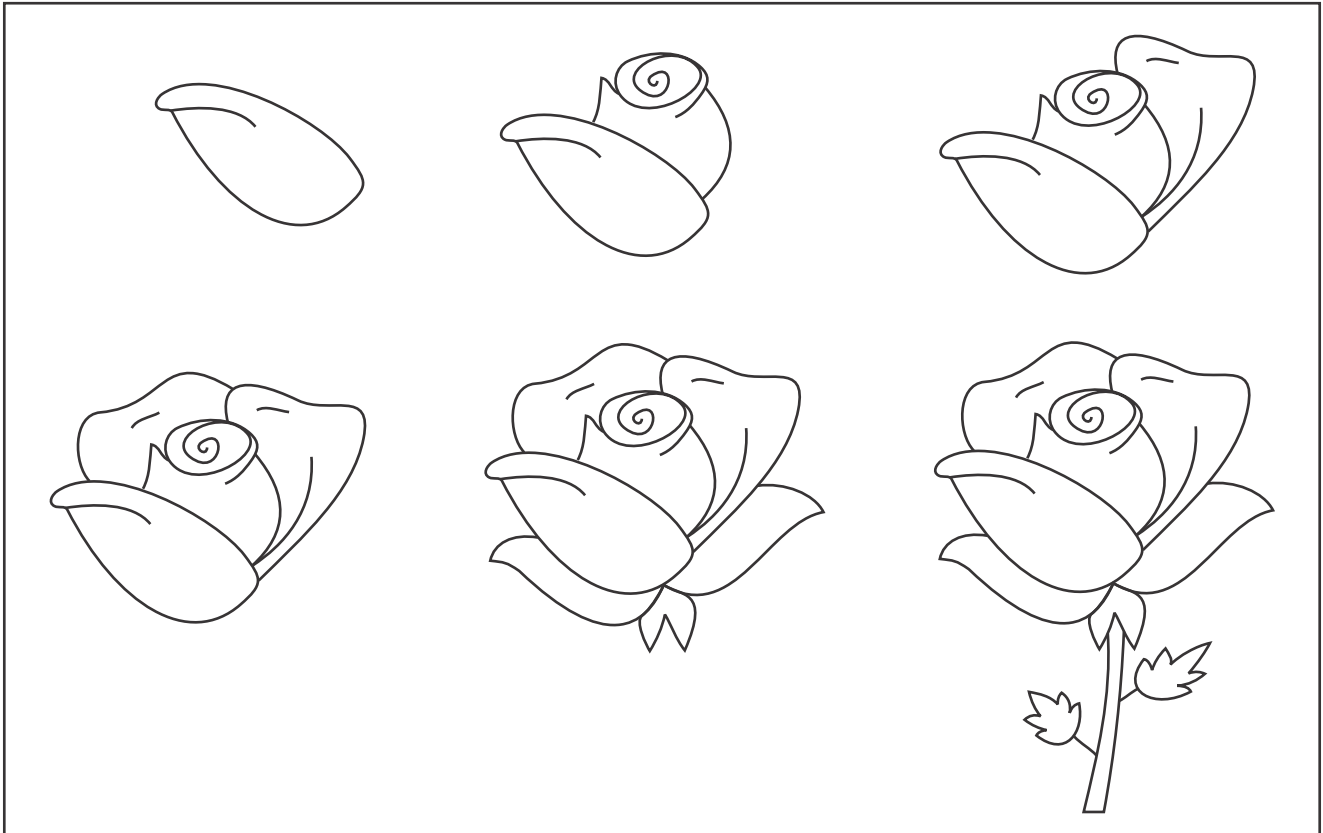
Free-time activities

Draw a house and colour it



Free-time activities

Draw a rose in 6 steps and colour it



Teacher's note

A series of horizontal dotted lines for writing notes.

Aim:

Providing systematic and regular opportunities to children at school to help them develop Constitutional values and related competencies, so that they can become responsible, caring and productive citizens

Scope and features:

- Effort to develop Constitutional values in children from Std I in age-appropriate ways
- Use of joyful, child-friendly pedagogy based on constructivist principles
- Aligned to National Curriculum Framework 2005, Right to Education Act 2009 and primary school curriculum, 2012
- Values not 'taught' but learnt joyfully through planned activities
- Aligned to school curriculum and goal of overall development of children
- Complementary to ongoing value-education efforts of schools
- Based on 'whole-school approach' to value education
- Provides flexibility for modifications according to schools' needs, priorities, and available resources





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