

Marigold

BOOK THREE

Textbook in English for Class III



0324

विद्यया ऽ मृतमश्नुते



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NCERT

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

0324-MARIGOLD

Textbook for Class III

ISBN 81-7450-479-6

First Edition

February 2006 Phalguna 1927

Reprinted

November 2006 Agrahayana 1928

October 2007 Kartika 1929

January 2009 Magha 1930

January 2010 Magha 1931

January 2011 Magha 1932

January 2012 Magha 1933

December 2012 Agrahayana 1934

October 2013 Asvina 1935

December 2014 Agrahayana 1936

April 2016 Vaishakha 1938

December 2016 Pausa 1938

December 2017 Agrahayana 1939

December 2018 Agrahayana 1940

August 2019 Bhadrapada 1941

January 2021 Pausa 1942

November 2021 Agrahayana 1943

PD 310T RSP

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₹ 65.00

Printed on 80 GSM paper with NCERT watermark

Published at the Publication Division by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110 016 and printed at Young Printing Press, S-119, Site-II, Harsha Compound, Mohan Nagar Industrial Area, Ghaziabad (U.P.)

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OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bangaluru 560 085

Phone : 080-26725740

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114

Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021

Phone : 0361-2674869

Publication Team

Head, Publication Division : Anup Kumar Rajput

Chief Editor : Shveta Uppal

Chief Production Officer : Arun Chitkara

Chief Business Manager : Vipin Dewan

Assistant Production Officer : Deepak Jaiswal

Cover and Layout

Nidhi Wadhwa

Illustrations

Digital Expressions (Units I, II, IV, VI)
Henu Mehtani (Units III, VIII, IX)
Suvidha Mistry (Units V, VII, X)

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FOREWORD

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

NCERT appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory group at the primary level, Professor Anita Rampal and the Chief Advisor for this book, Professor R. Lalitha Eapen (CIEFL, Hyderabad) for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel.

We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to the systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
20 December 2005

Director
National Council of Educational
Research and Training

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Textbook Development Committee

CHAIRPERSON, ADVISORY COMMITTEE FOR TEXTBOOKS AT THE PRIMARY LEVEL

Anita Rampal, *Professor*, Central Institute of Education, Delhi University

CHIEF ADVISOR

R. Lalitha Eapen, *Professor*, English and Foreign Languages University (EFLU), Hyderabad.

CHIEF COORDINATOR

Ram Janma Sharma, Former *Professor* and *Head*, Department of Education in Languages, NCERT, New Delhi.

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Meenu Kumar, *PGT*, Rajkiya Pratibha Vikas Vidyalaya, Vasant Kunj, Delhi.

Nita Berry, *Children's Literature Specialist*, New Delhi.

Rekha Johnson, *Primary Teacher*, Demonstration School, RIE, Ajmer.

Shobha Chanana, *TGT*, Kendriya Vidyalaya, Sagar, Madhya Pradesh.

MEMBER-COORDINATOR

Usha Dutta, Former *Professor*, Department of Education in Languages, NCERT, New Delhi.

Acknowledgements

National Council of Educational Research and Training is most grateful to the following for their valuable contributions in the development of this book – R. Amritavalli, *Professor*, CIEFL, Hyderabad, M.L. Tickoo, *Professor (Retd.)*, CIEFL, Hyderabad and Sonika Kaushik, *Primary Teacher*, Sanskriti School, New Delhi.

The Council also thanks the following authors, copyright holders for permission to use poems and stories included in this book.

Good Morning by Fannie R. Buchanan; *The Magic Garden* adapted from 'The Fairy Garden' by Margaret H. Bolton from 'The Practical Infant Teacher', The New Era Publishing Co., Ltd.; *Bird Talk* by Aileen Fisher; *Nina and The Baby Sparrows* by Pratibha Nath; *The Enormous Turnip* adapted by Shirley Jackson; *A Little Fish Story* by Enos B. Comstock; *The Balloon Man* by Rose Fyleman; *The Yellow Butterfly* by Nilima Sinha, Children's Book Trust, Delhi; *Trains* by James S. Tippett; *The Story of the Road* by Poile Sengupta, Children's Book Trust, New Delhi, 1993; *Puppy And I* by A.A. Milne; *Little Tiger Big Tiger* by Lois Hamilton Fuller, Children's Book Trust, 2003; *My Silly Sister* by Rabindranath Tagore, Scholastic India Pvt. Ltd., 2004; *Don't Tell* by Irene Yates; *He is My Brother* by Sanat Kumar Bhatt, National Book Trust and *The Ship of the Desert* by S.K. Ram. We also acknowledge the Central Institute of English and Foreign Languages (CIEFL), Hyderabad for *Beginning Reading Programme*, *Come on Everybody*, *Let's Sing* by Lois Birken Shaw Fleming. *Indian Sign Language Dictionary* by Ramakrishna Mission Vidyalaya, International Human Resource Development Centre (IHRDC) for the Disabled, Coimbatore, India, 2001.

Special thanks are due to Shveta Uppal, *Chief Editor*, NCERT and Vandana Singh, *Consultant Editor* for going through the manuscript and suggesting relevant changes.

The Council also gratefully acknowledges the contributions of Arvind Sharma, *DTP Operator*; Keerti Lingwal, *Proof Reader* and Parash Ram Kaushik, *Incharge Computer Station*, in shaping this book. The efforts of the Publication Department, NCERT are also duly acknowledged.

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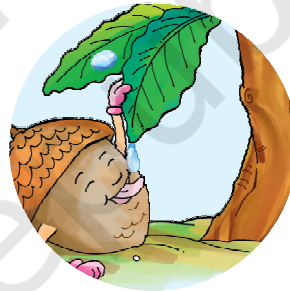
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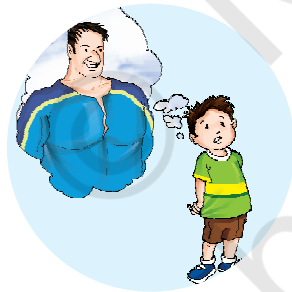
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