

Learning Outcomes

for
Class III

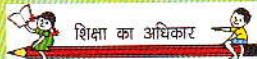


सत्यमेव जयते

विद्यया ऽ मृतमश्नुते



एन सी ई आर सी
NCERT



शिक्षा का अधिकार

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

ENGLISH

The learner—

- recites poems individually/in groups with correct pronunciation and intonation.
- performs in events such as role play/skit in English with appropriate expressions.
- reads aloud with appropriate pronunciation and pause.
- reads small texts in English with comprehension, i.e., identifies main idea, details and sequence and draws conclusions in English.
- expresses orally her/his opinion / understanding about the story and characters in the story, in English/home language.
- responds appropriately to oral messages/ telephonic communication.
- writes/types dictation of words/phrases/ sentences.
- uses meaningful short sentences in English, orally and in writing uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class.
- distinguishes between simple past and simple present tenses.
- identifies opposites like 'day/night', 'close-open', and such others.
- uses punctuation such as question mark, full stop and capital letters appropriately.
- reads printed scripts on the classroom walls: poems, posters, charts, etc.
- writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.
- uses vocabulary related to subjects like Maths, EVS, relevant to Class III.

हिंदी

बच्चे—

- कही जा रही बात, कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं।
- कहानी, कविता आदि को उपयुक्त उतार-चढ़ाव, गति, प्रवाह और सही पुट के साथ सुनाते हैं।



- सुनी हुई रचनाओं की विषय-वस्तु, घटनाओं, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं, प्रश्न पूछते हैं, अपनी प्रतिक्रिया देते हैं, राय बताते हैं/अपने तरीके से (कहानी, कविता आदि) अपनी भाषा में व्यक्त करते हैं।
- आस-पास होने वाली गतिविधियों/घटनाओं और विभिन्न स्थितियों में हुए अपने अनुभवों के बारे में बताते, बातचीत करते और प्रश्न पूछते हैं।
- कहानी, कविता अथवा अन्य सामग्री को समझते हुए उसमें अपनी कहानी/बात जोड़ते हैं।
- तरह-तरह की रचनाओं/सामग्री (अखबार, बाल पत्रिका आदि) को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं, अपनी राय देते हैं, शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं, पूछे गए प्रश्नों के उत्तर (मौखिक/लिखित रूप से) देते हैं।
- अलग-अलग तरह की रचनाओं/सामग्री (अखबार, बाल पत्रिका, होर्डिंग्स आदि) को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं/अपनी राय देते हैं/ शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं, पूछे गए प्रश्नों के उत्तर (मौखिक, सांकेतिक) देते हैं।
- अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका अर्थ सुनिश्चित करते हैं।
- तरह-तरह की कहानियों, कविताओं/रचनाओं की भाषा की बारीकियों (जैसे- शब्दों की पुनरावृत्ति, संज्ञा, सर्वनाम, विभिन्न विराम-चिह्नों का प्रयोग आदि) की पहचान और प्रयोग करते हैं।
- अलग-अलग तरह की रचनाओं/सामग्री (अखबार, बाल पत्रिका, होर्डिंग्स आदि) को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं/अपनी राय देते हैं/ शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं।
- स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत वर्तनी के प्रति सचेत होते हुए स्व-नियंत्रित लेखन (कनवैशनल राइटिंग) करते हैं।
- विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में शब्दों के चुनाव, वाक्य संरचना और लेखन के स्वरूप (जैसे- दोस्त को पत्र लिखना, पत्रिका के संपादक को पत्र लिखना) को लेकर निर्णय लेते हुए लिखते हैं।



- विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में विराम- चिह्नों, जैसे- पूर्ण विराम, अल्प विराम, प्रश्नवाचक चिह्न का सचेत इस्तेमाल करते हैं।
- अलग-अलग तरह की रचनाओं/सामग्री (अखबार, बाल पत्रिका, होर्डिंग्स आदि) को समझकर पढ़ने के बाद उस पर अपनी प्रतिक्रिया लिखते हैं, पूछे गए प्रश्नों के उत्तर (लिखित/ब्रेल लिपि आदि में) देते हैं।

MATHEMATICS

The learner —

- works with three digit numbers
 - reads and writes numbers up to 999 using place value.
 - compares numbers up to 999 for their value based on their place value.
 - solves simple daily life problems using addition and subtraction of three digit numbers with and without regrouping, sums not exceeding 999.
 - constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations.
 - analyses and applies an appropriate number operation in the situation/context.
 - explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction. For example, $12 \div 3$ can be explained as number of groups of 3 to make 12 and finds it as 4 by repeatedly subtracting 3 from 12.
- adds and subtracts small amounts of money with or without regrouping.
- makes rate charts and simple bills.
- acquires understanding about 2D shapes
 - identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines, etc.
 - describes 2D shapes by the number of sides, corners and diagonals. For example, the shape of the book cover has 4 sides, 4 corners and two diagonals.
 - fills a given region leaving no gaps using a tile of a given shape.



- estimates and measures length and distance using standard units like centimetres or metres and identifies relationships.
- weighs objects using standard units—grams and kilograms using simple balance.
- compares the capacity of different containers in terms of non-standard units.
- adds and subtracts measures involving grams and kilograms in life situations.
- identifies a particular day and date on a calendar.
- reads the time correctly to the hour using a clock/watch.
- extends patterns in simple shapes and numbers.
- records data using tally marks, represents pictorially and draws conclusions.

ENVIRONMENTAL STUDIES

The learner —

- identifies simple observable features (e.g., shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings.
- identifies simple features (e.g., movement, at places found/kept, eating habits, sounds of animals and birds) in the immediate surroundings.
- identifies relationships with and among family members.
- identifies objects, signs (vessels, stoves, transport, means of communication, transport, signboards, etc.); places (types of houses/shelters, bus stand, petrol pump, etc.); activities (works people do, cooking processes, etc.) at home/school/ neighbourhood.
- describes need of food for people of different age groups; animals and birds, availability of food and water and use of water at home and surroundings.
- describes roles of family members, family influences (traits/ features /habits / practices), need for living together, through oral/ written/ other ways.



- groups objects, birds, animals, features, activities according to differences/similarities using different senses (e.g., appearance/place of living/ food/ movement/ likes-dislikes/ any other features) using different senses.
- differentiates between objects and activities of present and past (at time of the elders) (e.g., clothes /vessels /games played/ work done by people).
- identifies directions, location of objects/places in simple maps (of home/ classroom/ school) using signs/symbols/verbally.
- guesses properties, estimates quantities; of materials/activities in daily life and verifies using symbols/non-standard units (hand spans, spoon/mugs, etc.).
- records observations, experiences, information on objects/activities/places visited in different ways and predicts patterns (e.g., shapes of moon, seasons).
- creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home/school, etc.) and slogans, poems, etc.
- observes rules in games (local, indoor, outdoor) and other collective tasks.
- voices opinion on good/bad touch; stereotypes for tasks/play/food in family w.r.t gender, misuse/wastage of food and water in family and school.
- shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings (For the diversity in appearance, abilities, choices – likes/dislikes, and access to basic needs such as food, shelter, etc.).

FOR FURTHER DETAILS, PLEASE CONTACT

Head

Department of Elementary Education
National Council of Educational
Research and Training
Sri Aurobindo Marg, New Delhi 110016
Phone: 011-26863735
Fax: 011-26863104
E-mail: dec.ncert@nic.in,
head.deencert@gmail.com



Department of Elementary Education
राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING