

ENGLISH

STANDARD ONE

TERM 1

பொருளடக்கம்

தமிழ்

(1 - 42)

பாடம்	தலைப்பு	பக்கம்
1.	ஆடிப்பாடி மகிழ்வோம்	3
2.	என் பந்து	9
3.	செல்லக்குட்டி	20
4.	காய்! காய்! காய்!	29

ENGLISH

(43 - 76)

Lesson	Topic	Page No.
	Be Good To Elders	45
1.	Look at Me	49
2.	Ponni's House	58
3.	We are Friends	66

Dear Teacher,

The initiatives taken in the book will help children of Class 1

- ♣ To express themselves
- ♣ To enable and foster communication
- ♣ To workout activities with readiness to become independent readers
- ♣ To keep the content as close as feasible to local conditions and culture
- ♣ To keep the lesson child-friendly and allow the child to enjoy learning
- ♣ To enable the use of English in real life situations so that the language introduced is meaningful

In each lesson lively listening/reading texts are followed by activities to enhance language learning. Clear headings mark the activities to show the competencies operating and also specify the modes - whole group work, small group work and individual work. Functional grammar is incorporated in all the units. (for e.g I am, I have - auxiliary verbs.) The activities move from oral to written skills. The interactive and interesting activities include games, action songs, circle time, role-plays, paper and pencil/crayon tasks, drawing and colouring. Circle time is an activity that can be done inside or outside the classroom.

The activities are followed by a section 'Read for Fun' to create an interest in reading and extend language development. This section can be used for enrichment and greater language learning. Story is an important tool for language development. Hence pictures are given for the teacher to narrate the story, children to listen to the story, think and express creatively. For example- sequencing, predicting, expressing different possibilities in the story situations, word building, word puzzles etc. All the units support and foster an awareness of the environment and social values.

The activities in each lesson help language development by developing

- ♣ The four skills of listening, speaking, reading and writing through frequent repetition, picture support and meaningful activities
- ♣ Vocabulary
- ♣ Awareness of language structures
- ♣ 'I can' activity is included as a form of self-assessment-oral and written.

Beyond the textbook:

It is suggested that each classroom has a small library of suitable storybooks accessible to children so that they are encouraged to read, discuss and talk in English.

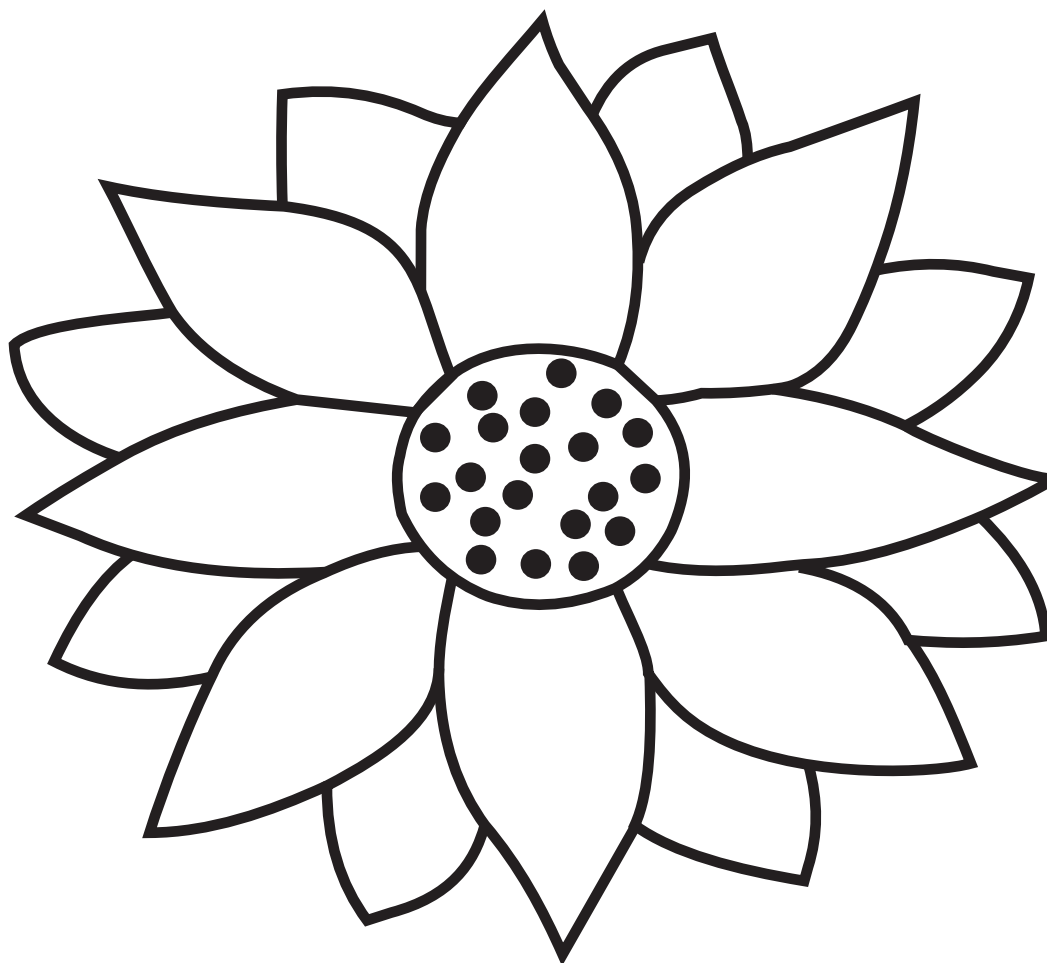
Be Good To Elders



Obey your parents
Greet your teachers
Listen to the elders
Spend time with them
Speak kind words
Respect everyone.

I colour

Colour the flower.



Circle Time

Left, Right



For the teacher:

The class stands in a circle. Turn to the right and clap 3 times. Repeat on the left.

Explain and ask the class to do it with you while you give the instructions:

Right - clap, clap, clap.

Left - clap, clap, clap.

Do this a few times and then ask students to sit down.

Now ask the students to raise their left hand and then their right.

Next get them to raise their hands to your instructions of 'right' or 'left'.

Tick the correct shadow.



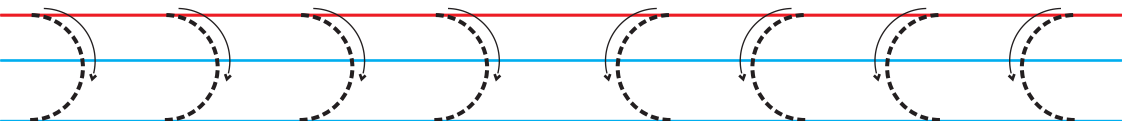
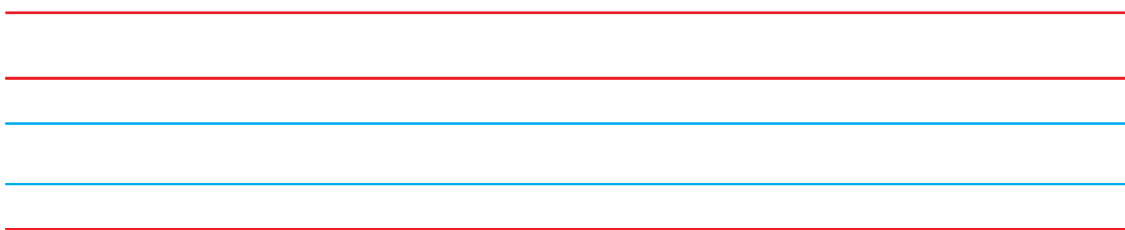
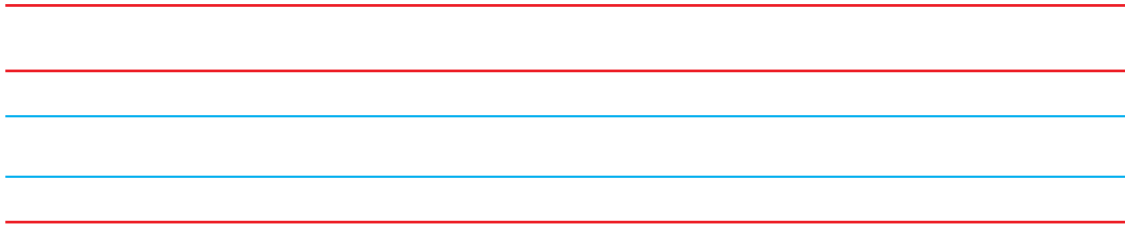
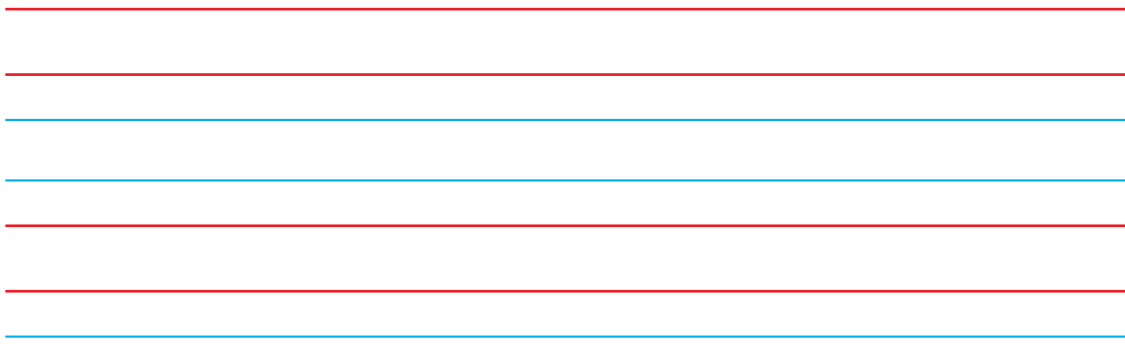
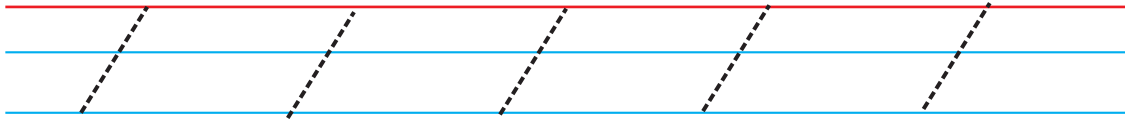
I read

Circle the picture which is in the opposite direction.



I write

Pattern writing



Look at Me

LESSON

1

Listen to the poem



Look at my eyes.
Look at my nose.



Look at my fingers.
Look at my toes.



Look at my mouth.
Look at my teeth.



Look at my head.
Look at my feet.

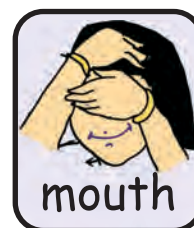


You look at me.

We listen, We read



head



mouth



nose



teeth



eyes



feet

Circle Time



What is your name?

Come, let us play this game,

For fun and fame.

What's your name?

My name is Malar.

"Malar, Malar stand up please."

For the teacher:

Teacher ensures that all children sit in a circle. The whole class chants the rhyme, clapping their hands. For the third line, they all point at a student. The student thus pointed has to tell his/her name. Then all of them together should request the child to stand up. The naming goes around the circle. Children stand as their names are called out.

I listen, I speak



Is this my nose?

Is this your ear?



For the teacher:

Teacher asks questions.

Is this my nose? (pointing to nose) Answer - Yes

(pointing to leg) Answer - No

Is this your ear? (Pointing to a child's ear) Answer - Yes

(Pointing to a child's mouth) Answer - No

I read, I colour

Are you a boy or a girl?

Tick the correct sentence. Colour the picture under it.

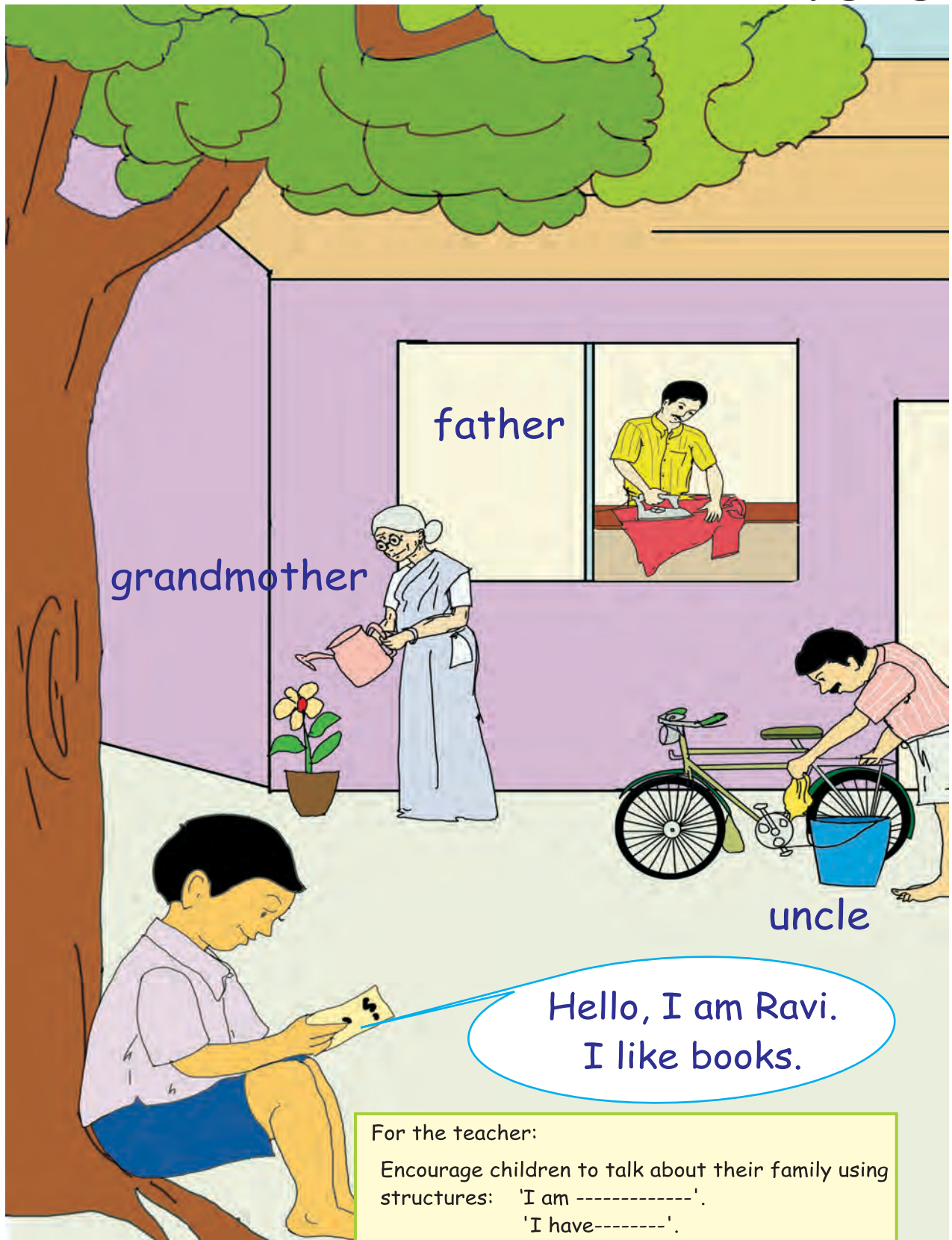
I am a girl. ☐

I am a boy. ☐



This is

ENGLISH



grandmother

father

uncle

Hello, I am Ravi.
I like books.

For the teacher:

Encourage children to talk about their family using structures: 'I am -----'.

'I have-----'.

(e.g) I have a brother / father / mother / grandfather / grandmother.

my family



I listen, I read

a



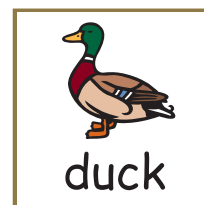
b



c



d



For the teacher:

Introduce the letters using flash cards and letter chips.

I read

Circle the letter 'a'. One is done for you.

aapple

ant

am

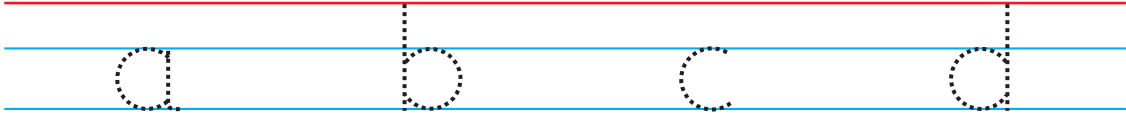
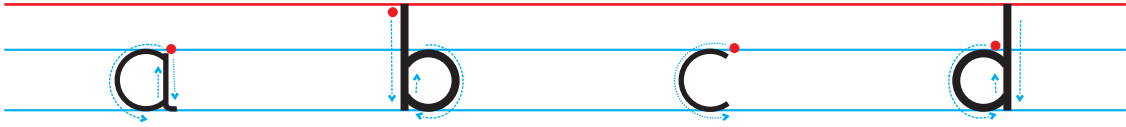
an

cat

cap

bat

I write



Handwriting practice lines for independent writing of the letters a, b, c, and d.

ENGLISH

I read

Say 'a' as in apple

an	dad	and	cab	cap	cat
pan	pad	band	dab	rap	rat
ran	sad	sand	fab	lap	mat

I listen, I do

I can

Touch your feet.

Touch your nose.

For the teacher:

Encourage children to respond to instructions like the above.

I read

Circle the correct word for each picture.



bat / dog



cat / ball



bag / apple



door / car

I write

Choose the letter and write in the boxes given below:

a	b	c	d
---	---	---	---



nt



oy



ag



at



og



oll

I read for fun

Read the story with the help of your teacher.

The Egg



The egg rolls.



The egg cracks.



The egg breaks.



Happy birthday
to you ! chick !

LESSON

2

Ponni's House



This is Ponni's house.

It has a roof.

It has walls.

This is a door.

That is a window.

The cow is in the shed.

The goat is in the field.

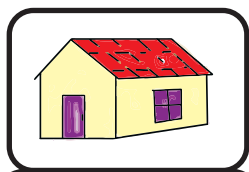
The bee is in the hive.

The bird is in the nest.

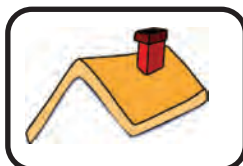
That is the end. Now I will say

Good day and goodbye.

We listen, We read



a house



a roof



a cow



a nest



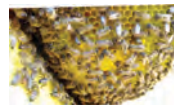
a goat



a bee

Read and Match

Take them to their homes. The first one is done for you.



Circle Time



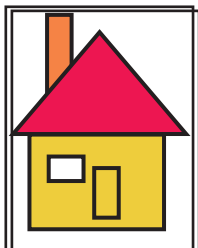
In/Out

For the teacher:

Draw an outer circle and an inner circle. Children stand on the outer circle and the teacher stands in the middle. When the teacher says 'In', the children jump into the inner circle. When the teacher says 'Out', the children should jump to the outer circle. Conduct the same game to introduce opposites. (e.g. start / stop, come / go, up / down, sit / stand)

I read, I colour

Colour the picture that is similar.



I listen, I read

e



egg



elephant

f



fish



fan

g



gate



goat

h



horse



hen

For the teacher:

Introduce the letters using flash cards and letter chips.

I read

This - That



This is a bag.

That is a tree.



For the teacher:

Ask children to point out different objects using the structure 'This is', 'That is'. Prepare flash cards with words using 'this', 'that' and ask children to use them in sentences.

I listen, I sing

Action Song

Walk in the garden,
clap, clap, clap.
Knock at the door,
tap, tap, tap.

Point to the roof,
Point to the floor,
Point to the window,
Point to the door.

I read

Circle the pictures that begin with the letter in the box.

e



f



g



h



We listen, We speak



Balu and Somu play with a ball and a bat.

Mumtaj skips.

Kala plays on the swing.

John flies his kite.

Latha spins a top.

Arun and Vani play hide and seek.

For the teacher:

Ask the children to name the actions in the picture.

Circle Time



For the teacher:

Form 2 groups A and B. One from group A demonstrates an action.

Group B guesses the action.

I write

e f g h

e f g h

Handwriting practice lines for the letters e, f, g, and h. The page contains multiple sets of three horizontal lines (top red, middle blue, bottom red) for tracing and independent writing.

ENGLISH

I read

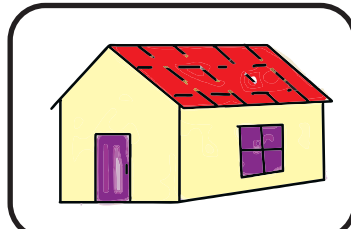
Say 'e' as in egg

bed	hen	met
fed	den	let
red	pen	pet
led	then	set

I can I read, I write

Name the pictures and write









I write

Choose the missing letter from the box and write.

e	f	g	h
---	---	---	---

__lephant



__an



__en



__irl

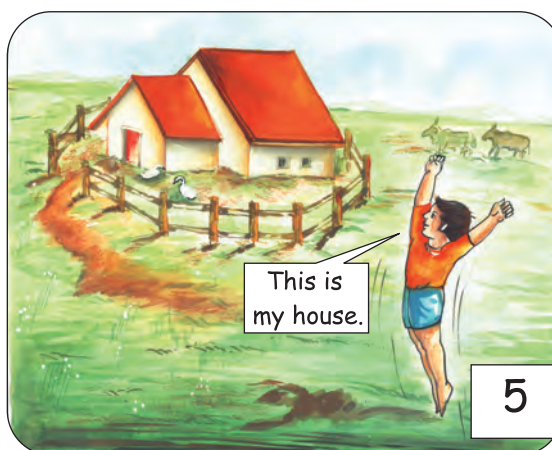
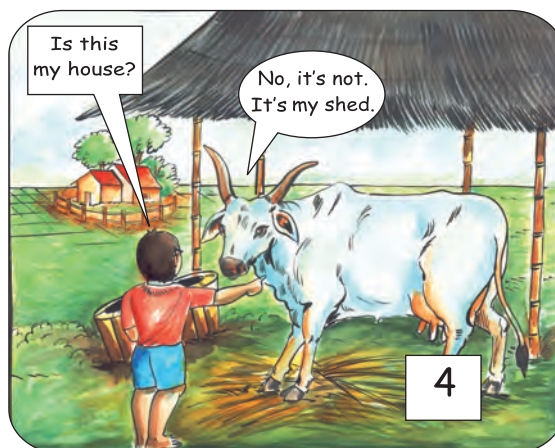


I read for fun

Read the story with the help of your teacher.

Where is my House ?

Somu is lost in the forest.



We are Friends

LESSON 3



'Coo coo' ...

Oh! you can sing.
I can sing too.
Just like you.



Listen to me. Listen to my song.
Croak, croak; Is anything wrong?

Stop, stop! That's wrong
That's not a song.



All right, all right
You can fly in the sky
I can fly too.
Just like you.

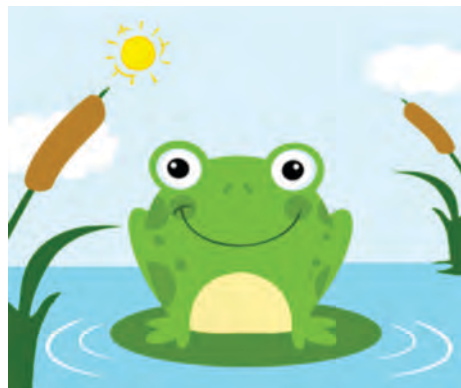


Look, look! Look at me!
I will fly from this tree.



Oh no! That tree is tall.
You will fall.
You will f..a..ll.

Spl..a..sh! J U M P!



Oh!
You can jump high.
You can croak,
high and low,
fast and slow.

We are different.
We are not the same.
But we are friends.
We can play
with each other.
We can be together.



We listen, We read

pond



cuckoo



frog



sing

fly

high

happy

jump

croak

I read

Read the words and colour the boxes. One is done for you.

	pond			frog	
sing			croak		
		fly			jump
	high			happy	

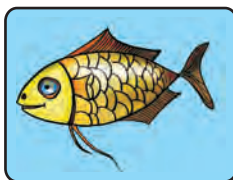
	fly			jump	
frog			happy		
		high			sing
	pond			croak	

Circle Time

I talk, I act



I am a monkey.
I can jump.



I am a fish.
I can swim.



I am a peacock.
I can dance.



I am a parrot.
I can speak.



I am a cuckoo.
I can sing.



I am a lion.
I can roar.

For the teacher:

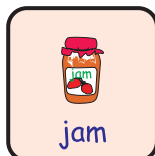
Encourage the children to speak similar sentences using the structure 'I can...'

I listen, I read

i



j



k



l

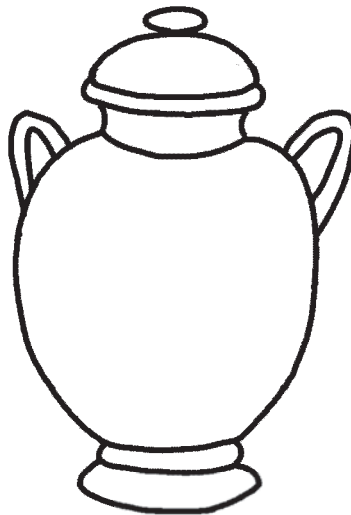
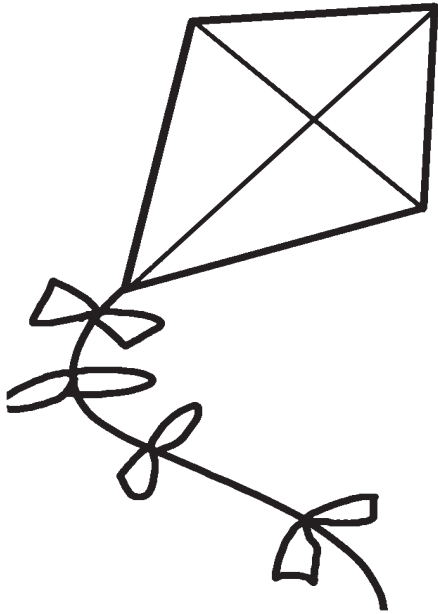


For the teacher:

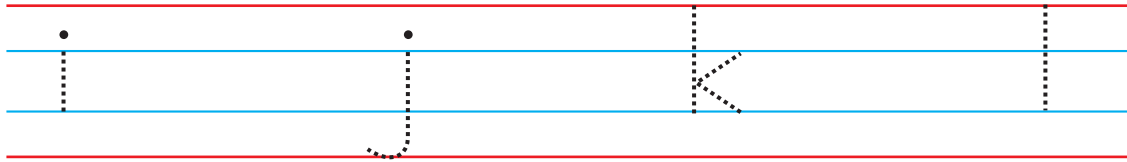
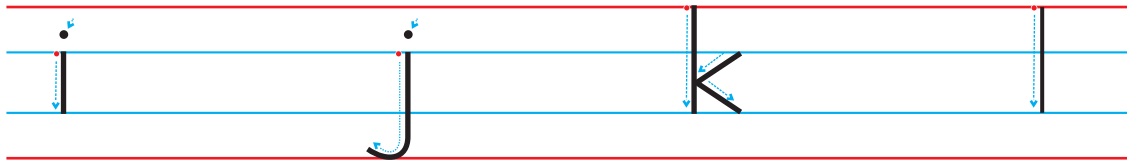
Introduce the letters using flash cards and letter chips.

I read, I colour

Colour the pictures that start with the letters i, j, k, l.



I write



Handwriting practice lines for the letter 'i'. The page contains 10 sets of three horizontal lines (top, middle, and bottom) for writing practice. The first set of lines is pre-filled with the letter 'i' in a dotted format for tracing. The remaining 9 sets of lines are blank for independent practice.

ENGLISH

I read

Say 'i' as in ink

in	big	is	lid	lip	fish
bin	fig	this	rid	sip	dish
fin	dig	miss	bid	flip	wish

We read

Read the following sentences.



I can draw.



I can sing.



I can dance.



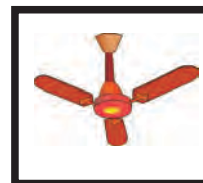
I can skip.

I read

Circle the correct word.



cap / fan



fan / leaf



kite / bag



girl / boy



doll / dog

I listen, I sing

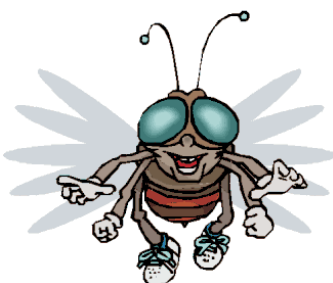
Action Song



I can skip
I can hop
I can spin
like a top.



I can dance
or sing a song
I can make a toy
out of some clay



I can fly
in the sky.
I can swim
in the sea.



I can roam
in the forest
There are so many things
I can do.

I can

I speak

For the teacher :

Ask children to frame sentences using 'I can...'

I read, I write

a. Tick the correct word for each picture.



lion ☐

jug ☐



kite ☐

mat ☐



ink-pot ☐

fish ☐



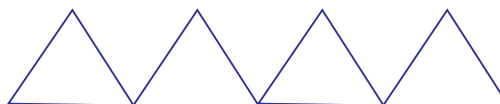
leaf ☐

bat ☐

b. Circle the first letter of each picture.



c. Write the letters in order.



I read for fun

Read the story with the help of your teacher.

I play with my Friends



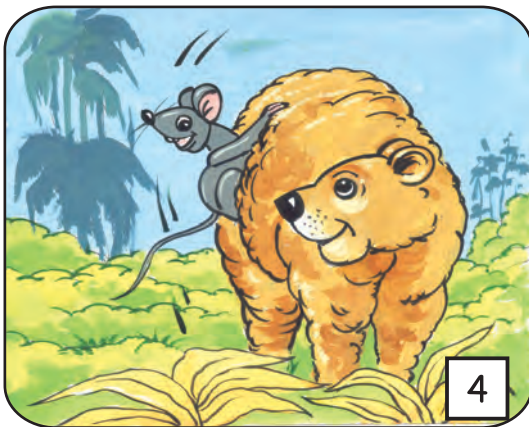
I slide down.



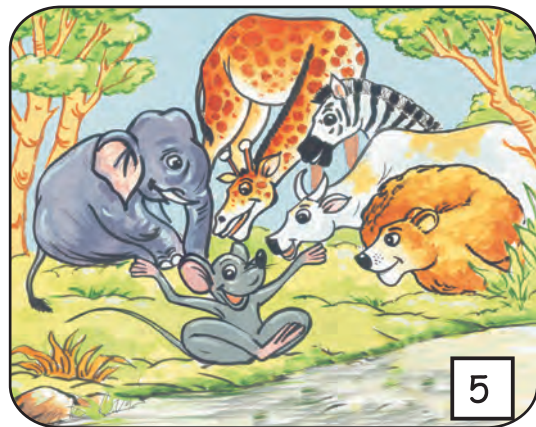
I climb up.



I swing.



I hide.



I play with
my friends.

Subject:

[illegible]