

ENGLISH

STANDARD ONE

TERM II

ENGLISH



பொருளடக்கம்



தமிழ்

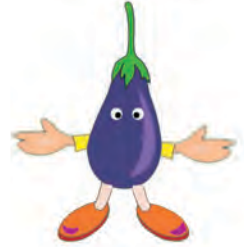
(1 - 23)

பாடம்	தலைப்பு	பக்கம்
1.	வண்ண வண்ணப் பூக்கள்	3
2.	யானை வருது! யானை வருது!	15



ENGLISH

(24 - 52)



Unit	Title	Page No.
1.	Selvi and Raja in the Farm	26
2.	In the Garden	35
3.	Run! Run! Run!	44

Dear Teacher,

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

- ♣ To express themselves
- ♣ To enable and foster communication
- ♣ To work out 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 - large 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.

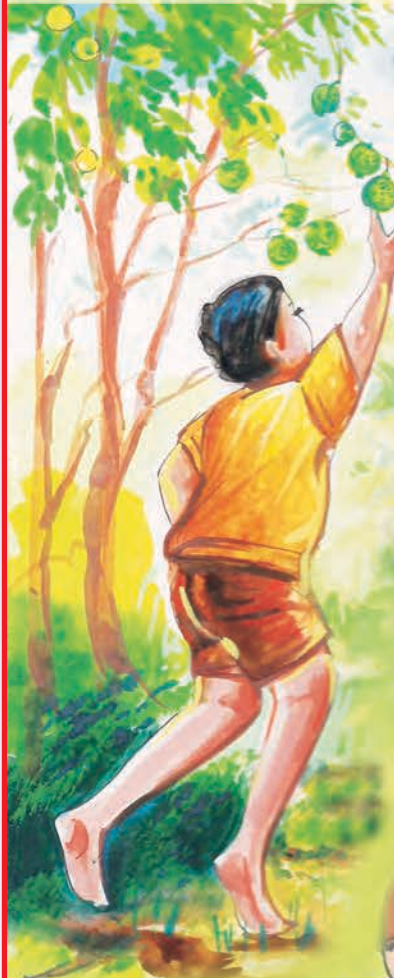
Beyond the textbook:

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.

LESSON


1

Selvi and Raja in the Farm



Selvi and Raja love to walk
in their grandfather's farm.
And all that they can see,
green fields far and wide,
A stream running by
surrounded by trees.

Mangoes, coconuts, lemons
neem, tamarind and guavas
growing everywhere,
A picnic spot for children to share!



Cows, goats, chicks and hens
in the backyard,
A clean, nice farmyard.

Beans, peas, radish, greens
Potatoes, tomatoes, lady's finger, brinjal
Fresh from the garden
A tasty meal to eat. Cool breeze, clean
water
Beautiful skies
"We do not want to leave!"
Raja and Selvi sigh.

surrounded – all around
stream – a small river
sigh – a deep breath

I listen, I read



tree



farm



bee



potato



guava



plant



beans



greens



tomato

I read



This is a tree.



This is a plant.



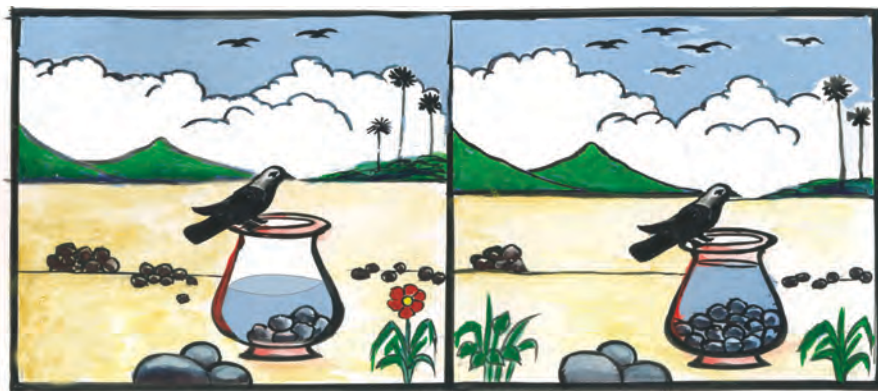
The guava is green.



The tomato is red.

I speak

Spot the differences



For the teacher :

Ask the children to spot 6 differences between the two pictures.
Encourage the children to talk about it.

I speak

e.g.

Q: Where is the woman?

A: The woman is in the field.



Q: Where is the dog?



Q: Where is the bird?











Q: Where is the key?



For the teacher:

Ask similar questions focusing on prepositions.
Encourage children to respond orally.







I listen, I read

m	 monkey	 mat
n	 needle	 nest
o	 owl	 orange
p	 potato	 pot

For the teacher:
Introduce the letters using flash cards and letter chips.

I listen, I read

Do they end with the same letter? Put ☒ or ☐

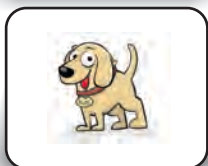
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I write

Use the letters to form the word correctly. One is done for you.



npi**pin**.....



gdo



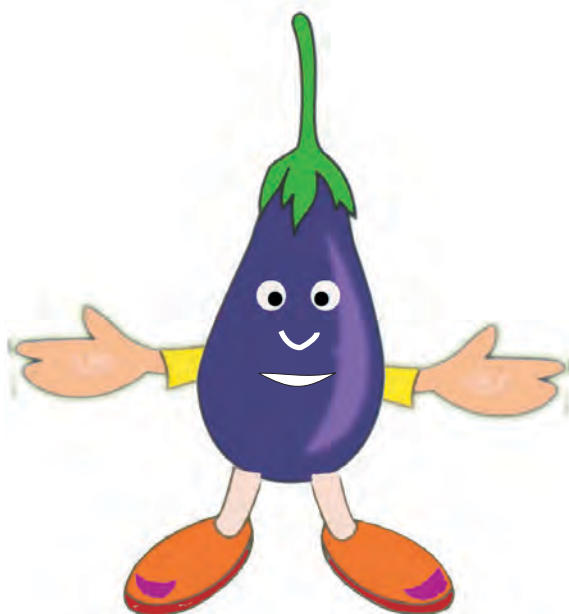
apc



nep

I act

If vegetables had legs how would they walk? Imagine, act and talk.

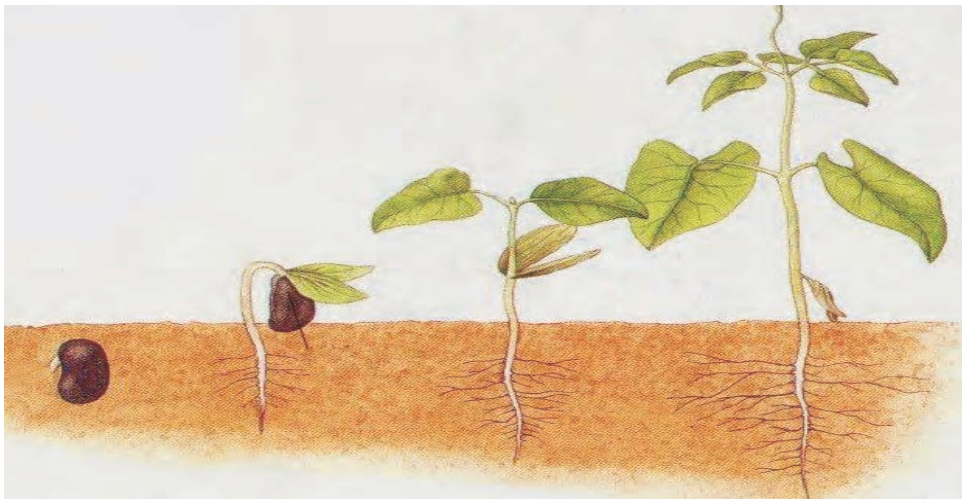


I listen, I sing



Action Song

I sow a seed
In the dark brown soil,
Deep, deep, deep.
Down comes the rain
On to the soil below.
Pitter patter, pitter patter
Waking up the baby plant
To peep, peep, peep.
Up comes the sun
With its bright warming glow.
Out creeps the baby plant
Ever so slow.
Nodding its head,
"Here I am! I grow, grow, grow!"



For the teacher :
Talk about the picture.
How does a seed grow into a plant?

I write

Handwriting practice lines for the letters m, n, o, and p. The first row shows the letters with numbered arrows indicating stroke order. The second row shows the letters in dotted form for tracing. Below these are several sets of empty handwriting lines (top, middle, and bottom lines) for independent practice.

I read

Say 'O' as in dog

hop

cot

for

of

top

lot

not

or

For the teacher : Encourage children to form more rhyming words.

I speak

Name a vegetable that is orange in colour.

I read

Match the picture with the word.



tomato



beans



potato



apple

I write

How does a seed grow? Look at the pictures below and number them in the correct order.


☐

I water the plant.


☐

I dig the earth.


☐

The plant grows.


☐

I sow a seed.

I read for fun

Tell a story with the help of your teacher.

In my Village



For the teacher :
Help the children to tell a story based on the pictures.

In the Garden

LESSON

2

Into the garden let us go
How many flowers do you know?
Lilies, roses, sunflowers and jasmines
Whisper, "How do you do?"

Into the garden let us go
How many insects do you know?
Bees, butterflies, ants and spiders
Nod their heads to say, "Hello!"

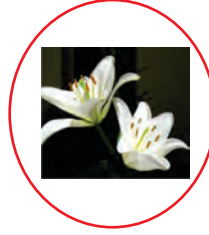
Into the garden let us go
How many birds do you know?
Parrots, pigeons, crows and sparrows
Joyfully chirp and say
"Good morning!"
"Look! The sun has risen."

whisper – to speak in low tones.
chirp – the sound of a bird.

I listen, I read



parrot



lily



bee



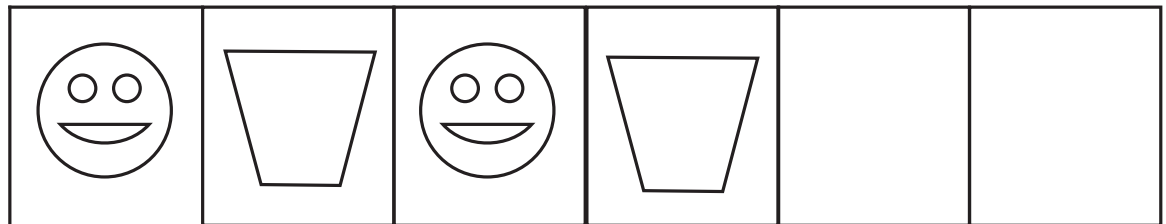
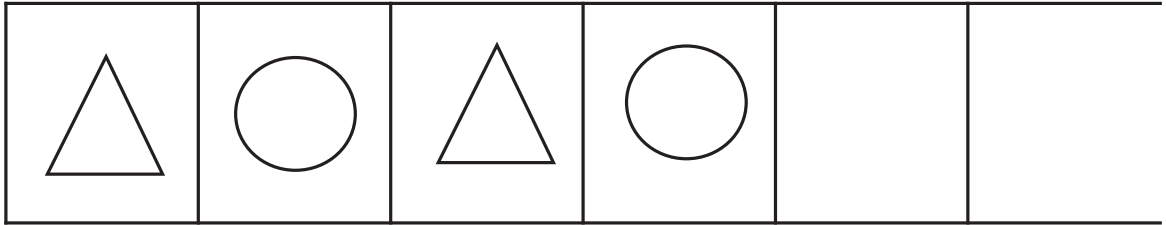
crow



ant

I draw, I colour

Follow the pattern and colour it.



I listen, I do

For the teacher :

Children listen to the words. Every time they hear a word beginning with r, they clap their hands.

(Teacher reads: red, rose, sun, road, book, fan, pen, rat, lion, ring...) Repeat this game using other words.

I listen, I speak



For the teacher :
Encourage children to talk about the five senses and their functions.
e.g We see with our eyes.

I read

This is **a**  _____ This is **a**  _____

This is **a**  _____ This is **an**  _____

This is **an**  _____

For the teacher:

Help the children read sentences using the articles 'a' and 'an' through picture clues.

I listen, I read

q



queue



queen

r

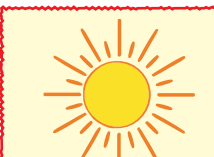


rose



rabbit

s



sun



star

t



tap



tomato

For the teacher:

Introduce the letters using flash cards.

I listen, I sing

1



Number and Action Song

2

One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten,
Then I let it go again.

10

3

Why did you let it go ?
Because it bit my finger so.
Which finger did it bite ?
This little finger on my right.

9

4

8

5

6

7

I read One-Many



one ball



many balls

For the teacher :

Teach the concept of one/many (singular-plural) through the picture and classroom objects.

I speak

In the Park



1. How many balloons do you see?
2. How many children can you count?
3. How many birds can you find?
4. How many coconut trees are there?
5. How many flowers can you find?
6. How many kites are flying high?
7. How many benches are there?

For the teacher :

Talk about the picture. Ask similar questions using the structure 'How many....?' to teach the numbers 1-10. Ask children to draw objects and make a number book. e.g one ball, two bags, etc.,

I write

q r s t

q r s t

Handwriting practice lines for the letters q, r, s, and t. The page contains 10 sets of three horizontal lines (top, middle, and bottom) for practice. The first two sets are pre-filled with the letters q, r, s, and t in a dotted font with arrows indicating the stroke direction. The remaining eight sets are blank for practice.

ENGLISH

I read, I speak

Count and tell.



I read, I write

Count the number of letters in each word and colour as many circles. (One is done for you)

ant



bird



flying



insects



garden



I read for fun

Read the story with the help of your teacher.

I went to the market



I went to the market.



I bought a **white** radish.



I bought **two purple** brinjals.



I bought **three orange** carrots.



I bought **four red** tomatoes.



I bought **five green** chillies.

Run! Run! Run!

LESSON

3

It is morning.

The camel gets up. There is a big "THUD"
He is scared. He runs.



The tiger sees the camel. He runs too.

The deer sees the tiger. He runs too.



The lion sees the deer. He runs too.



The snake sees the lion. He slithers down the tree

The crocodile comes out of the river.

He walks behind them too.

The bear and fox run too.



A monkey sees them.

He says, 'Freeze!'

They all stop.

They go to the place
where they heard the noise.

They begin to laugh.

Do you know why?

A coconut had fallen from the tree.

That was the THUD, they heard.

Ha! Ha! Ha!



I listen, I read



camel



tiger



deer



crocodile

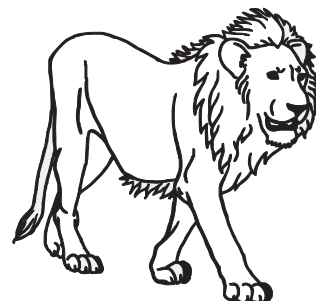
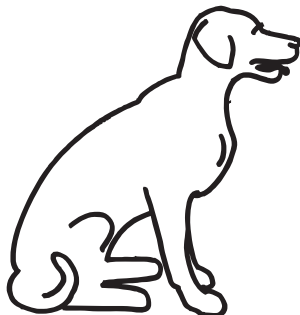
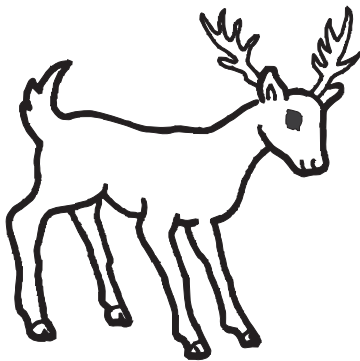


elephant

I colour

Name the animals found on the farm? Colour them blue.

Name the animals found in the forest? Colour them brown.



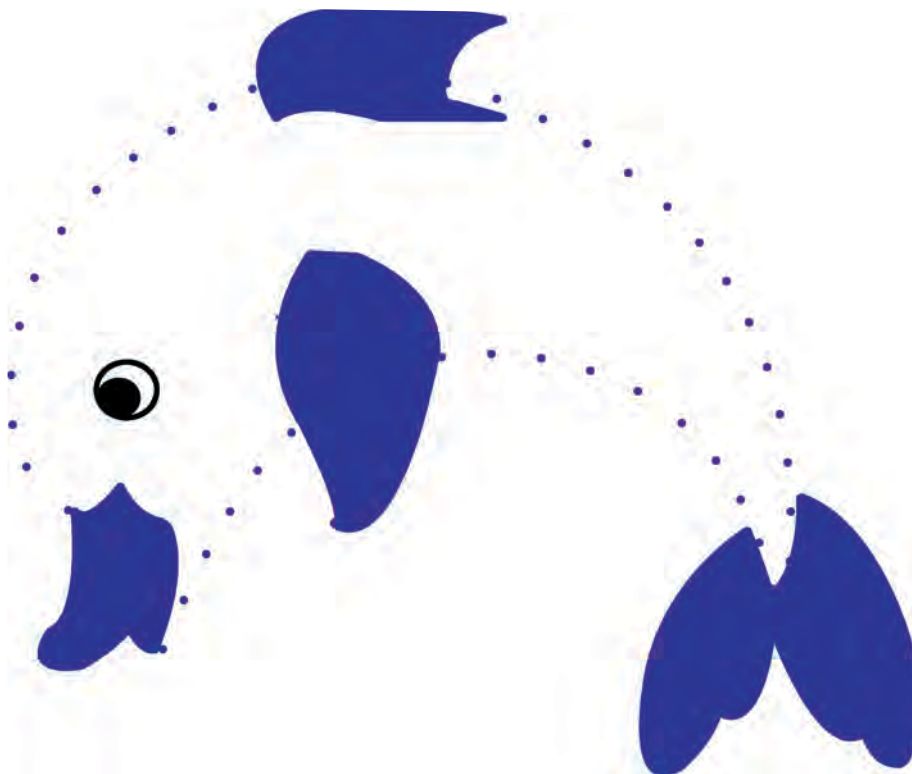
I listen, I speak

Riddle Time

<p>I have many trees. Many animals live in me. Who am I?</p>	<p>I have waves. Ships sail on me. Who am I?</p>
<p>Clouds float on me. I am blue. Who am I?</p>	<p>I am full of water. I join the sea. Who am I?</p>

I draw, I colour

Join the dots and colour.



What is the picture you have drawn? **A**.....

I listen, I sing

Old Mac Donald had a farm.

E__I__E__I__O

And on that farm he had some ducks.

E__I__E__I__O

With a quack, quack here

And a quack, quack there.

Here a quack, there a quack

Every where a quack, quack.....

For the teacher :

(Continue the song as chicks - Chick....chick,
cats-mew....mew, dogs-bow...bow.)

I read

Read the sentences.

Mala skips.



The boy sings.



Kala dances.



The rabbit hops.



Rani reads.



The horse runs.



For the teacher :

Encourage the children to frame similar sentences using action words.

I write

u v w x y z

u v w x y z

Handwriting practice lines for the letters u, v, w, x, y, and z. The page contains multiple sets of three horizontal lines (top, middle, and bottom) for tracing and independent writing practice.

I read

Say 'u' as in bus

us

but

bun

run

bus

hut

sun

jump

I speak

Talk about some animals and their young ones you have seen.

I read

Do the words end with the same sound. Put a (✓) or (x).

six

mix

☐

pan

van

☐

toy

boy

☐

zoo

man

☐

I write

Fill in the blanks with any of the following letters **a, e, i, o, u**.

d_g

c_w

b_y

c_t

f_x

t_n

h_n

b_s

m_n

I read for fun

Read the story with the help of your teacher.

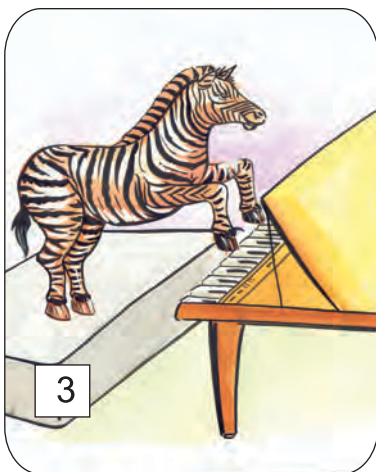
The Jungle Band



The lion plays the drum.



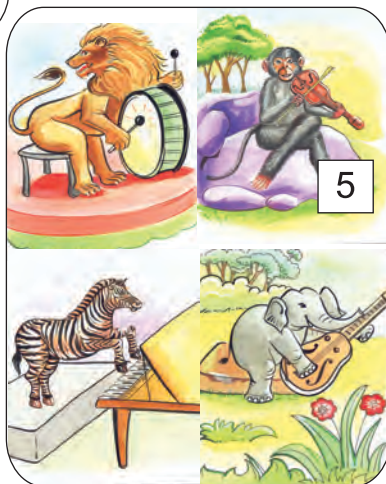
The monkey plays the violin.



The zebra plays the piano .



The elephant plays the guitar.



They play together.

I read

(1) **a** apple

bat

cap

mat

hat

ant

(2) **e** see

sea

pea

he

she

tea

(3) **i** lie

tie

die

my

cry

fly

(4) **o** pot

rod

log

cot

God

dog

(5) **u** mug

nut

cut

jug

but

hut

Subject:

[illegible]