

# ENGLISH

## STANDARD ONE

### TERM 1

#### Textbook Team

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#### Layout Team

**D. Muthukumar, N. Srinath**

## 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 - 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.

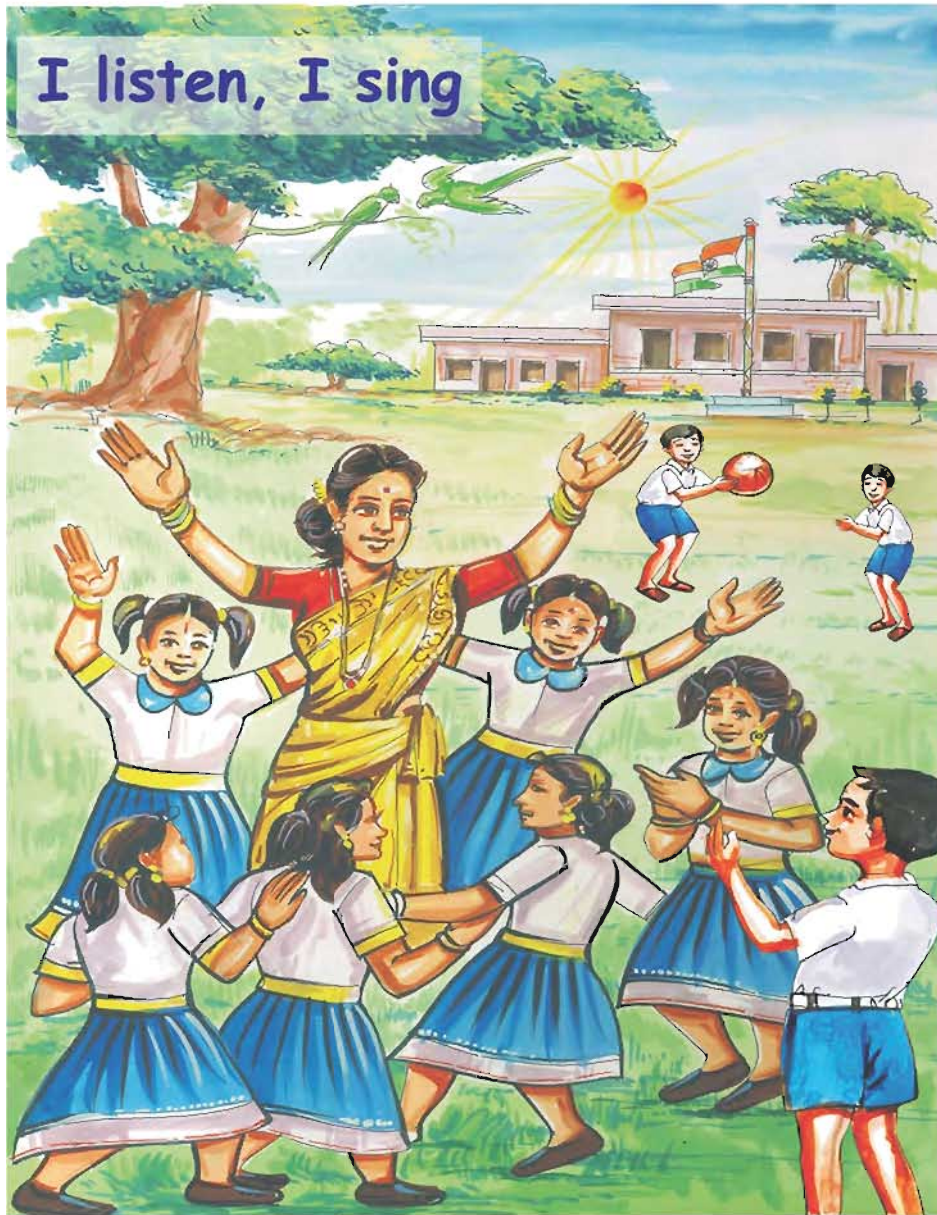
The activities in each lesson help language development by developing

- ✦ 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.

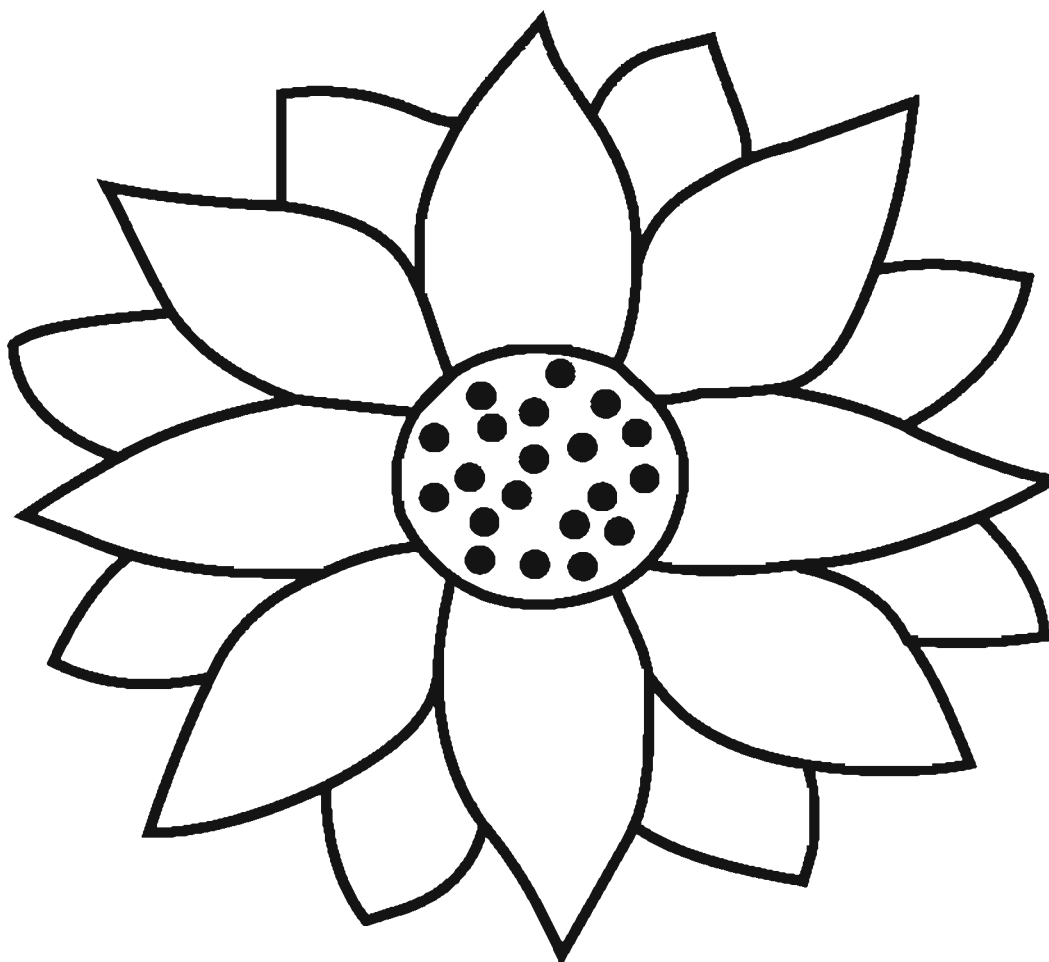
# Be Good To Elders



Respect your parents  
Respect your life  
Respect other people  
Respect elders  
Respect loved ones

## 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 student 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.



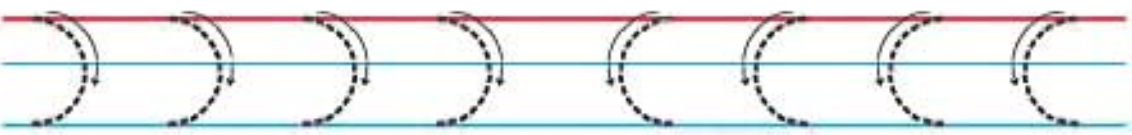
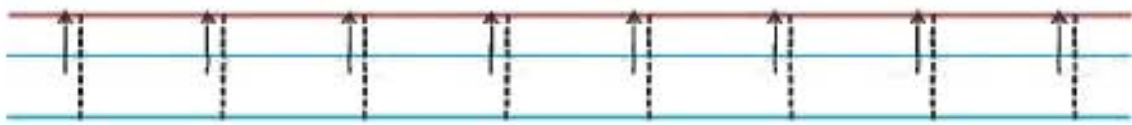
### I read

Circle the picture which is in the opposite direction.



I write

Pattern writing



# Look at Me

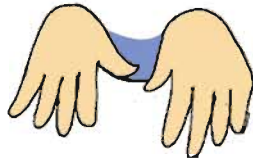
LESSON

1

Listen to the poem



See my eyes.  
See my nose.



See my fingers.  
See my toes.



See my mouth.  
See my teeth.

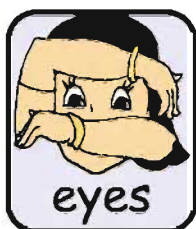
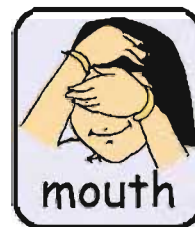
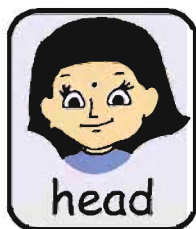


See my head.  
See my feet.



Now, you see me.

## We listen, We read



## Circle Time



**What is your name?**

Hey, what is your name?

You have got a name.

So you can play this game.

Malar, Malar stand up, please.

For the teacher:

Teacher ensures that all children sit in a circle. The whole class chants the rhyme by clapping their hands. 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

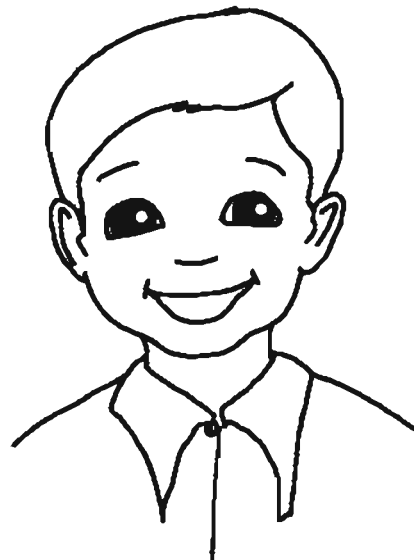
If you are a boy or a girl circle the correct one?

Are you a boy or a girl?

Tick the correct sentence. Colour the picture under it.

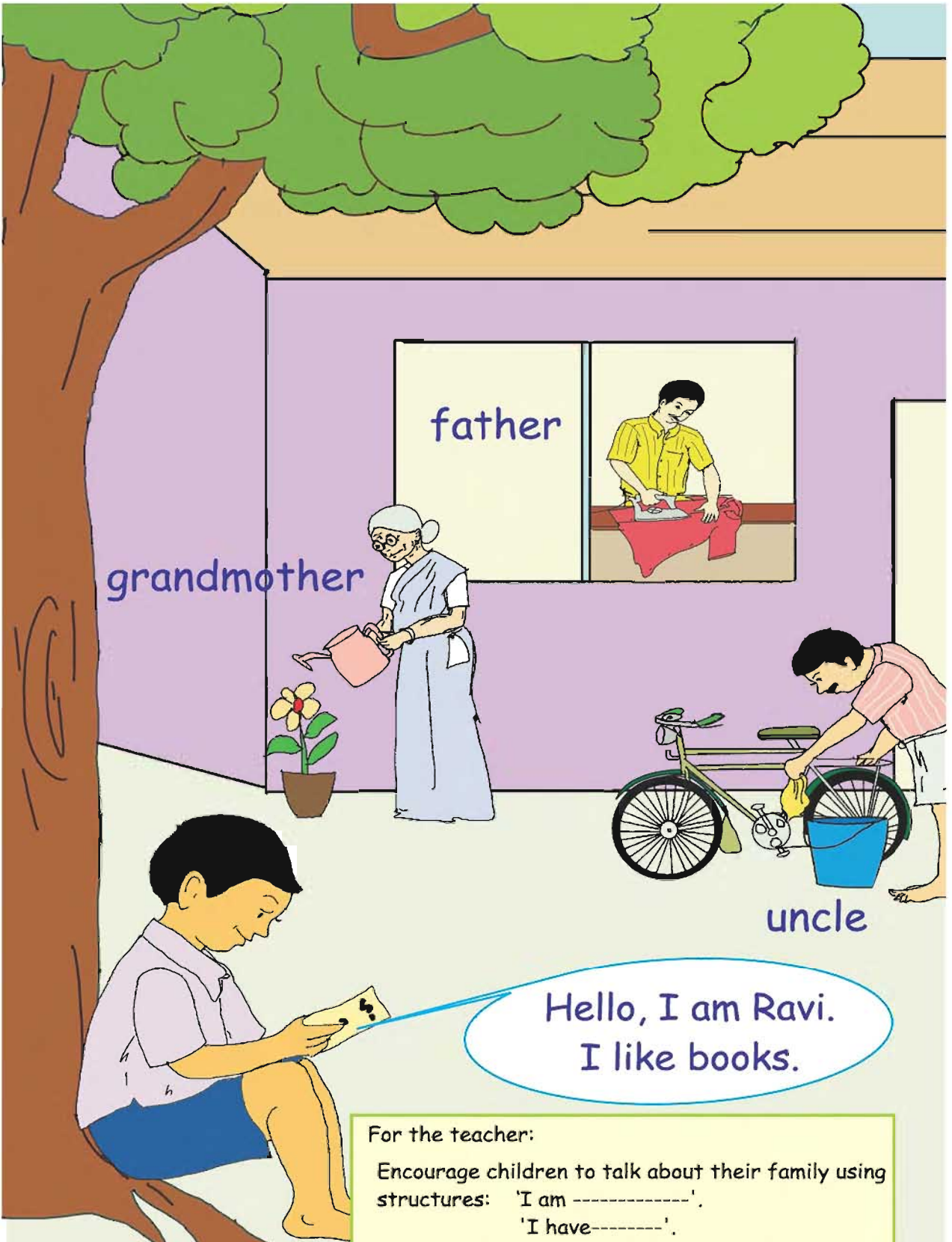
I am a girl.

I am a boy.



This is

ENGLISH



Hello, I am Ravi.  
I like books.

For the teacher:

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







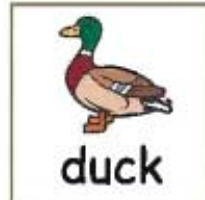

'I have-----'.

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

# my family



I listen, I read

a	 ant	 apple
b	 bag	 ball
c	 cat	 cap
d	 duck	 dog

For the teacher:

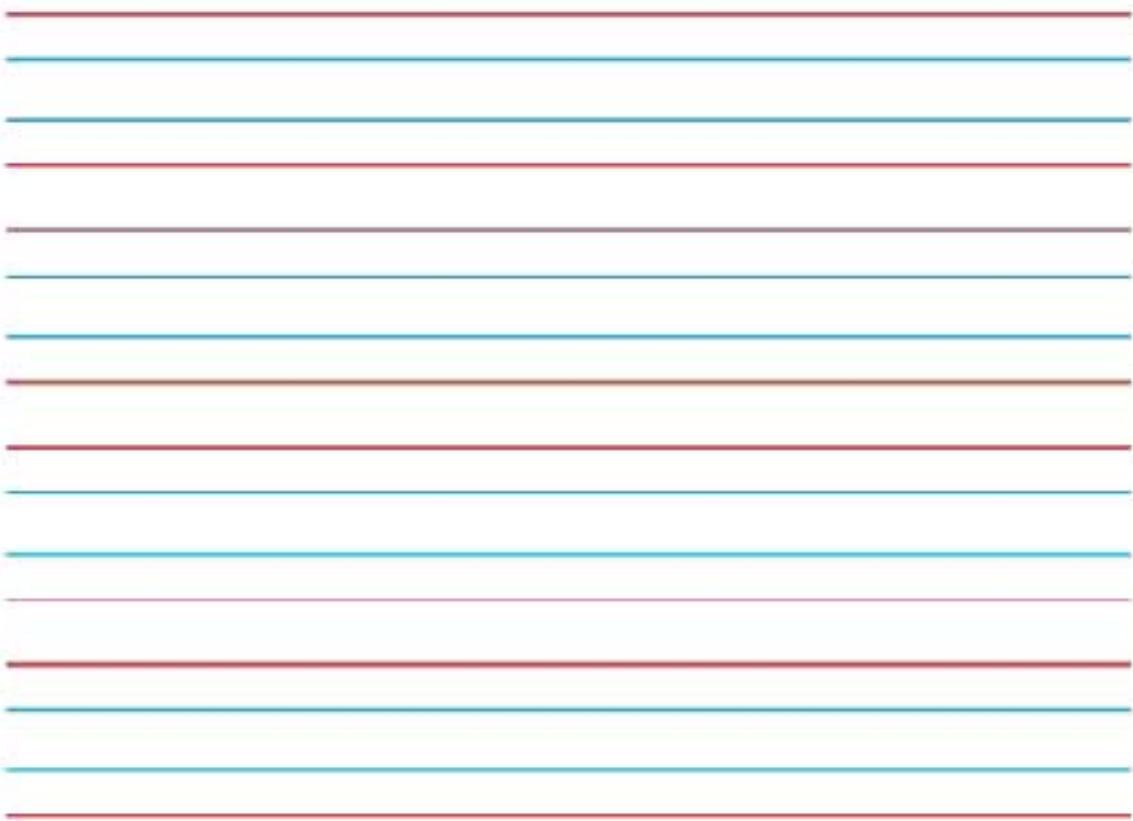
Introduce the letters using flash cards and letter chips.

I read

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

apple      ant      am      an  
 cat      cap      bat

## I write



## I read

Say 'a' as in apple

cab

dad

an

bad

and

am

**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



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.

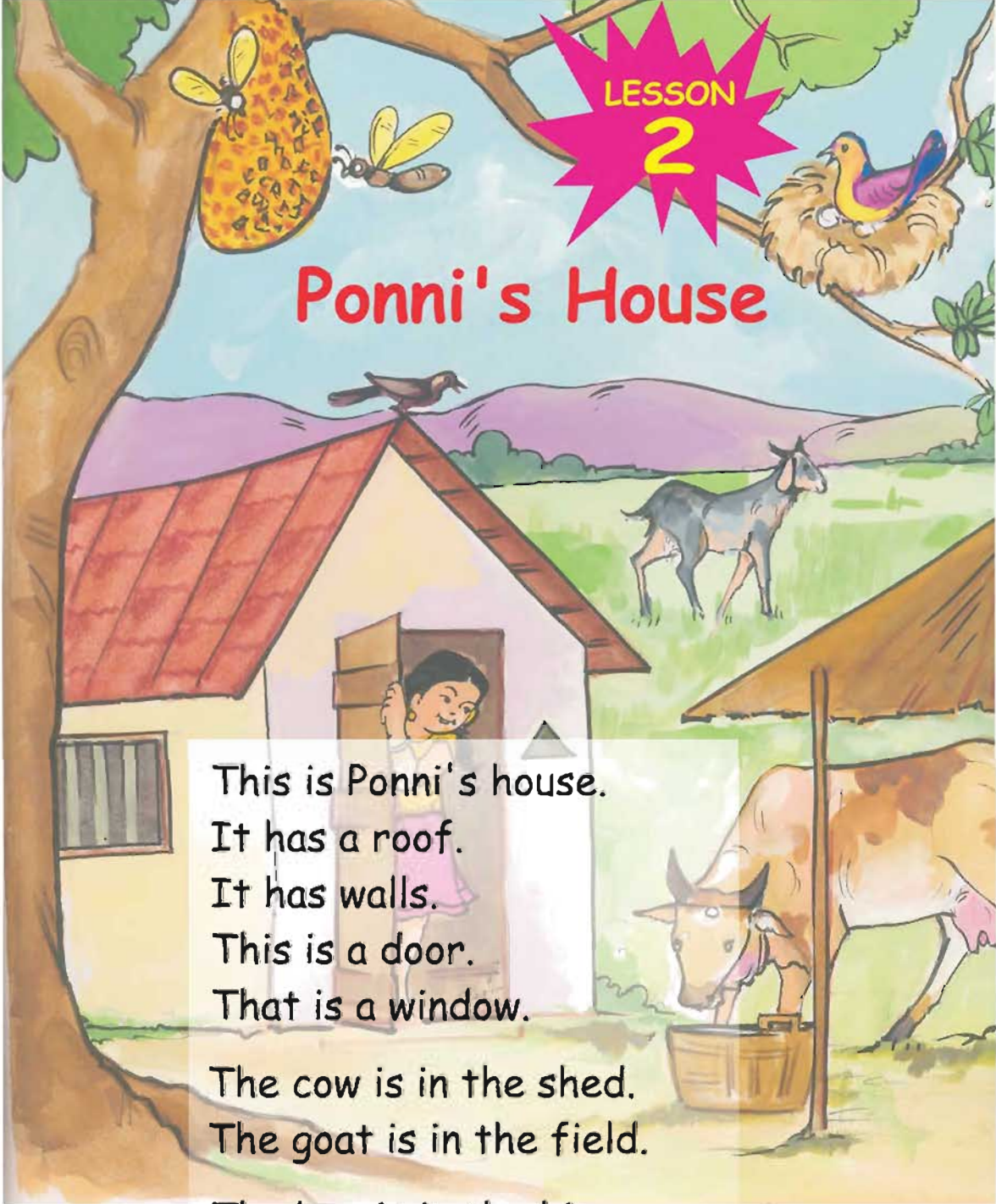


Happy birthday  
to you !

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.

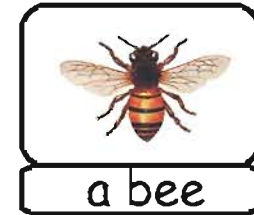
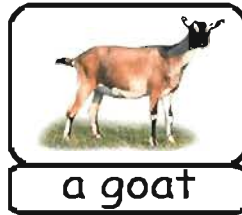
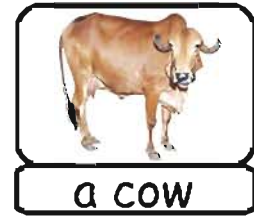
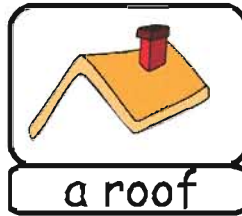
The bee is in the hive.

The bird is in the nest.

That is the end. Now I will say  
Good day and goodbye.



## We listen, We read



## Read and Match

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



## Circle Time



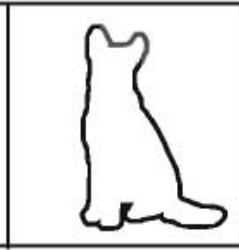
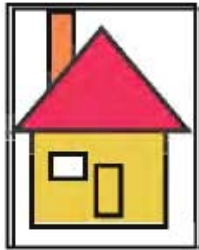
## In/Out

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 arrange 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 shows an action.

Group B guesses the action.

I write

e f g h

e f g h

I read

Say 'e' as in egg

bed

hen

then

fed

den

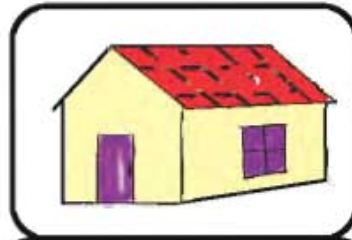
let

I can

I read

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.

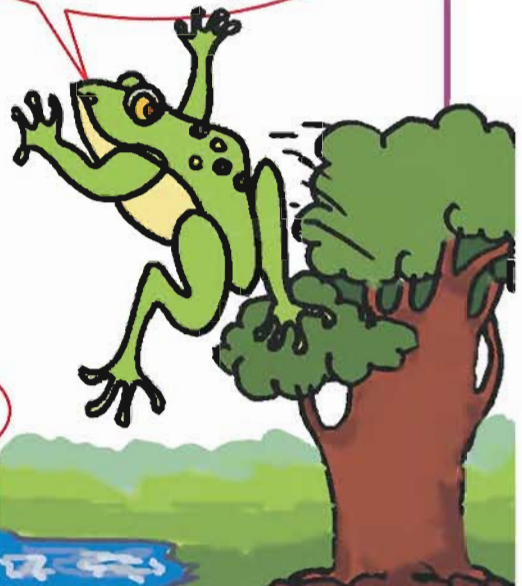


Hear me. Hear my song.  
Croak, croak, grong, grong!

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! See, see!  
I will fly from this tree.





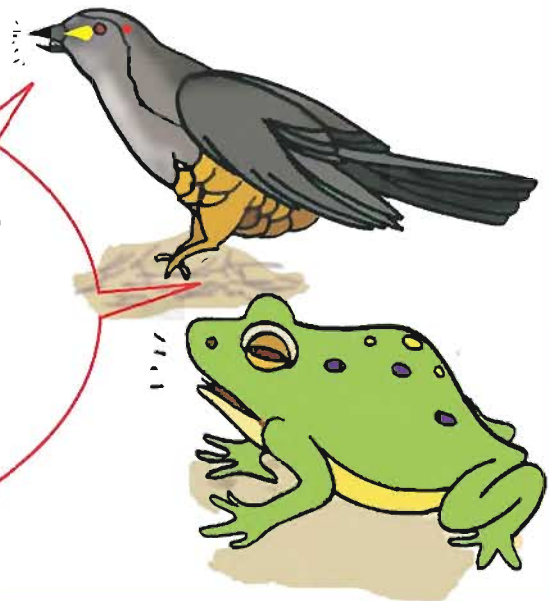
Oh no! That tree is tall.  
You will fall.  
You will f..a..ll.

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



Hey!  
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



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	

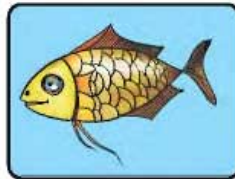
	fly			jump	
frog			happy		
		high			sing
	pond			croak	

## 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

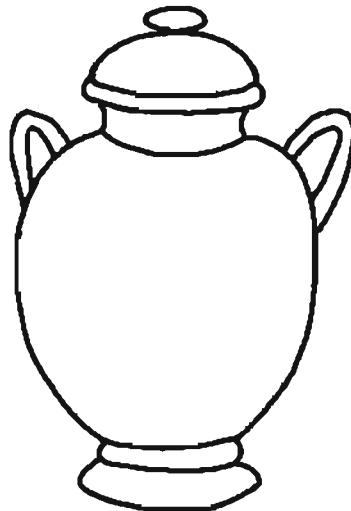
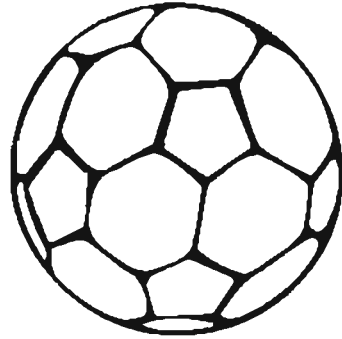
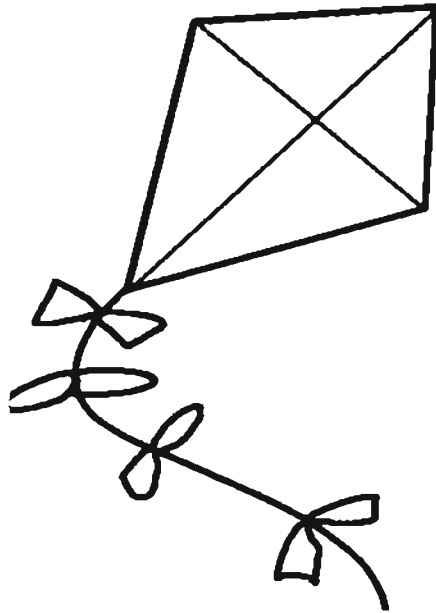


For the teacher:

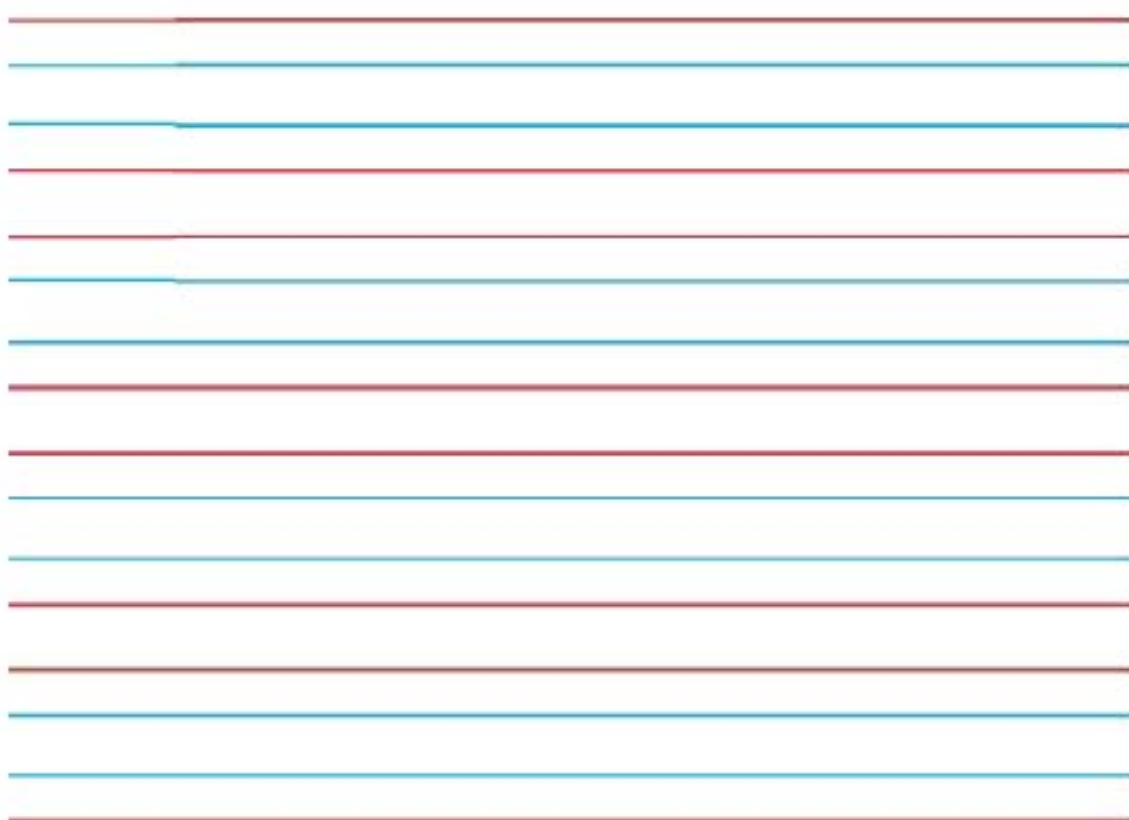
Introduce the letters using flash cards and letter chips.

## I read, I colour

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



## I write



## I read

Say 'i' as in ink

in  
it

big  
fish

is  
this

him  
lid

## We read

Read the following sentences.



I can draw.



I can sing.



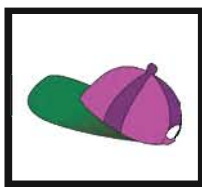
I can dance.



I can skip.

## I read

Circle the correct word.



cap / fan



fan / leaf



girl / boy



kite / bag



doll / dog

## I listen, I sing

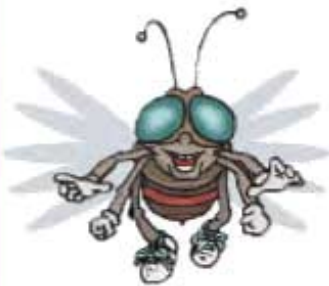
### Action Song



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



I can dance  
or sing a song  
I can take some clay  
and make some shapes.



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

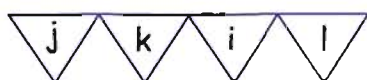
bat

b. Circle the beginning letter of each picture.

j	
e	
i	

k	
f	
i	

c. Write the letters in order.

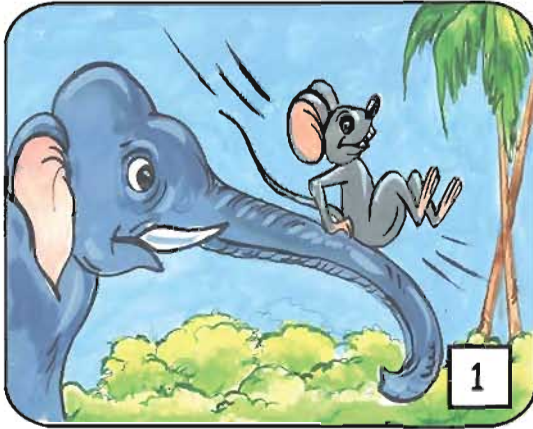




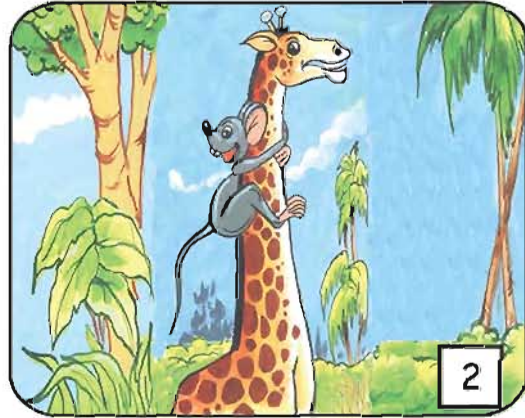
## I read for fun

Read the story with the help of your teacher.

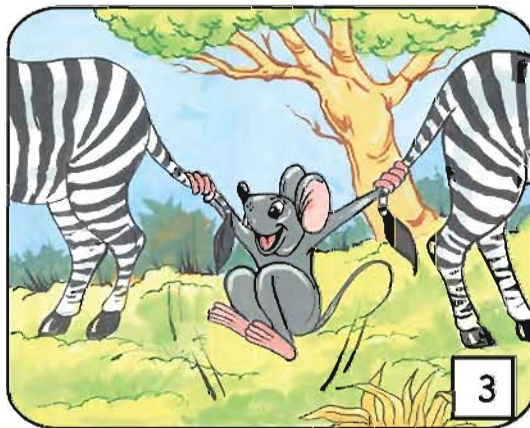
## I play with my Friends



I slide down.



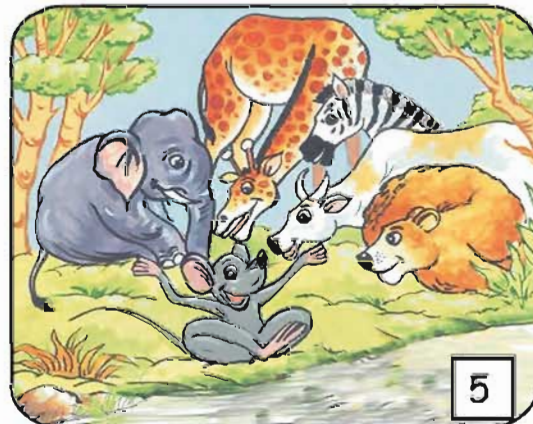
I climb up.



I swing.



I hide.



I play with  
my friends.