



தமிழ்நாடு அரசு

முதல் வகுப்பு

மூன்றாம் பருவம்

தொகுதி 1

தமிழ்
ENGLISH

தமிழ்நாடு அரசு விலையில்லாப் பாடநூல் வழங்கும் திட்டத்தின்கீழ் வெளியிடப்பட்டது

பள்ளிக் கல்வித்துறை

தீண்டாமை மனித நேயமற்ற செயலும் பெருங்குற்றமும் ஆகும்



தமிழ்நாடு அரசு

முதல்பதிப்பு - 2018

திருத்திய பதிப்பு - 2019

(புதிய பாடத்திட்டத்தின்கீழ்
வெளியிடப்பட்ட முப்பருவ நூல்)

விற்பனைக்கு அன்று

**பாடநூல் உருவாக்கமும்
தொகுப்பும்**



மாநிலக் கல்வியியல் ஆராய்ச்சி
மற்றும் பயிற்சி நிறுவனம்
© SCERT 2018

நூல் அச்சாக்கம்



தமிழ்நாடு பாடநூல் மற்றும்
கல்வியியல் பணிகள் கழகம்
www.textbooksonline.tn.nic.in



ENGLISH

STANDARD ONE
TERM - III



English Standard One Term III



E-book



Assessment



Digilinks



INDEX

Standard One

Term - III

S.No	Unit	Page No	Month
	Let us revise	72	January
1	My Garden	76	January - February
2	Time and calendar	92	February- March
3	Rain... Rain... Rain	108	March - April



This English Language textbook has been designed to enable a fun-filled and engaging experience in learning the language. The approach allows for plenty of practice in the four language skills. It focuses on structure practice and vocabulary enrichment through a variety of language learning activities. These activities evoke interest and engaged practise in the language and thus lead to retention.

As per NCF 2005, language is learnt effectively when it is taught with exposure in meaningful context rather than as a subject. In accordance with this, the textbook has been drafted with themes related or familiar to children. The units provide space for effective individual and pair work and thus allow the teachers to focus on time management in multi-level classrooms.

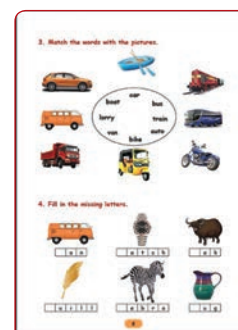


How to use this book

- ◆ The third term English book for Standard I begins with **revision of Term II**.
- ◆ The book has **three units**.
- ◆ Each unit is planned for **a month**.
- ◆ The characters, **Valli and her pet Chittu**, introduce each unit.
- ◆ Each unit is designed around themes such as **flowers, birds, time, calendar** and **rain**.
- ◆ Each unit starts with a **colourful** and **pictorial warm up** page.
- ◆ **Look and Say** is used to develop vocabulary and speaking skill.
- ◆ **Let us say** is used to teach the sounds of the letters through phonics.
- ◆ **Word wall** can be used to learn **sight words** and **keywords** in each lesson.
- ◆ **Circle time - Let Us Talk** provides opportunity to the teachers to teach language structures through games and activities. It helps develop listening and speaking skills.
- ◆ The activities in **Think Zone** is used to promote higher order thinking.
- ◆ **Let us understand** is designed with exercises graded from simple to challenging tasks for comprehension of the content.
- ◆ **I can do** is used for assessment of learning.

Let us revise:

- ◆ **Revision** plays a vital role in bringing children into the learning atmosphere.
- ◆ The series of exercises is a tool to **recall the language learning elements** of two units of Term II.
- ◆ Before starting the unit, the teacher needs to ensure the attainment of learning outcomes through the exercises by conducting a **simple assessment**.



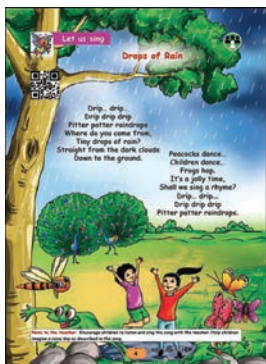
Unit 1 - My Garden



- ◆ Children love flowers and birds.
- ◆ The **comic strip (The Cactus)** helps children explore and talk about various flowers they see and know about their unique features.
- ◆ The **poem (Little Birdie)** helps children talk about birds.
- ◆ The **rebus story (A Get-together)** helps children read the story with words and pictures.
- ◆ The teacher needs to encourage children to treat birds and animals with kindness.

Unit 2 - Time and Calendar

- ◆ Children are curious about the concept of time. It is important for them to know the days and months of a year.
- ◆ The **journal (Harini's Happy Week)** helps children to associate interesting events with days of the week.
- ◆ The **poem (Months in a Year)** helps children know the name of the months in a year.
- ◆ The **rebus story (A Day at Home)** helps children read the story with the words and pictures familiar to them.
- ◆ The teacher needs to encourage children to follow a daily routine.



Unit - 3 Rain... Rain... Rain...

- ◆ Children love to play in the rain.
- ◆ Various water bodies are described through the **comic strip (From the sky to the sea)**.
- ◆ The **poem (Drops of Rain)** helps children imagine a rainy day.
- ◆ The **rebus story (A Rainy Day)** helps children read the story with the words and pictures familiar to them.
- ◆ The teacher needs to encourage children to follow various ways to save water.

Learning Outcomes

Self assessment

- ◆ It is a **moment of pride** for children as they colour the apples in the tree.
- ◆ This self-assessment tool helps boost their self confidence.
- ◆ It is also a **diagnostic page** for the teachers to ensure that each student has attained the expected learning outcomes in each unit.



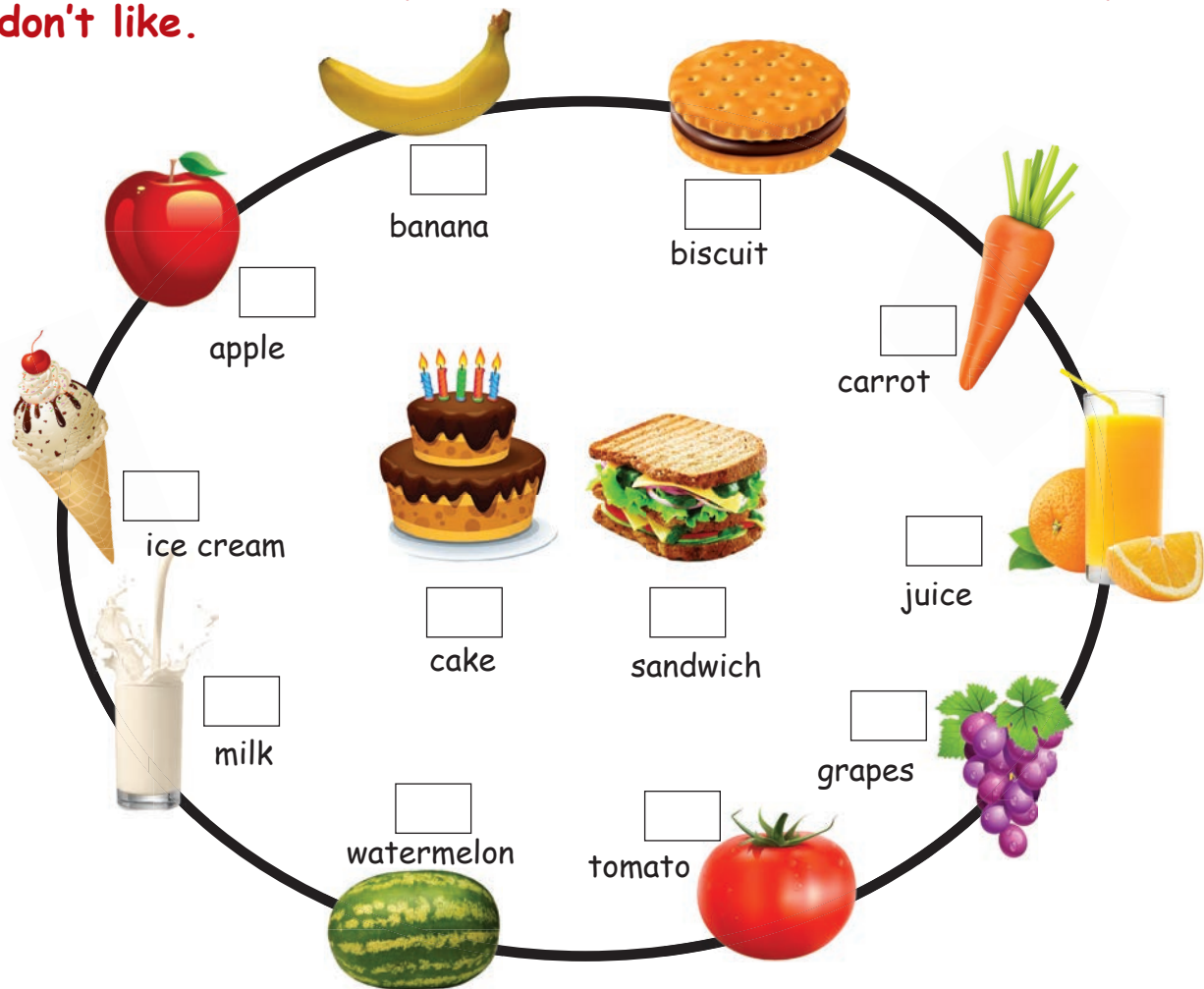
How to use QR Code in the textbooks

- ◆ Download the QR code scanner from Google Play store/Apple App Store into your smart phone.
- ◆ Open the QR scanner application.
- ◆ Once the scanner button in the application is clicked, the camera opens. Bring it closer to the QR code in the textbook.
- ◆ Once the camera detects the QR code, a URL appears on the screen. Click the URL and it will take you to the relevant page.



Let us revise

1. Tick (✓) the food you like and cross (x) the food you don't like.



2. Tick (✓) the correct one.

This → 	These → 
That → 	Those → 

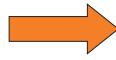
1) This / That is a mango.



2) These / Those are bicycles.



3) This / That is a guava.



4) This / That is a lorry.



5) These / Those are brinjals.

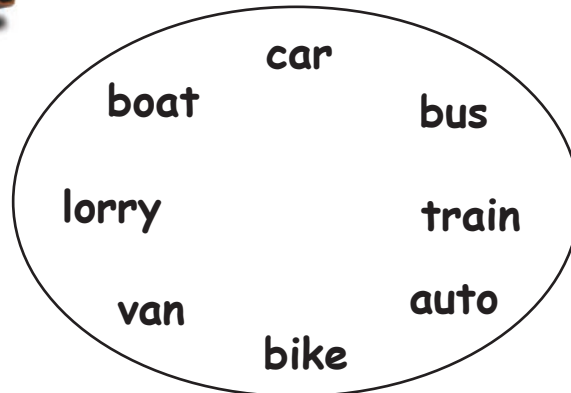


6) These / Those are cars.

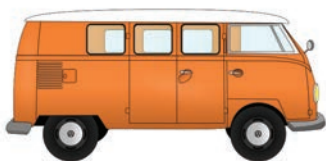




3. Match the words with the pictures.



4. Fill the missing letters.



a n



a t c h



a k



u i l l



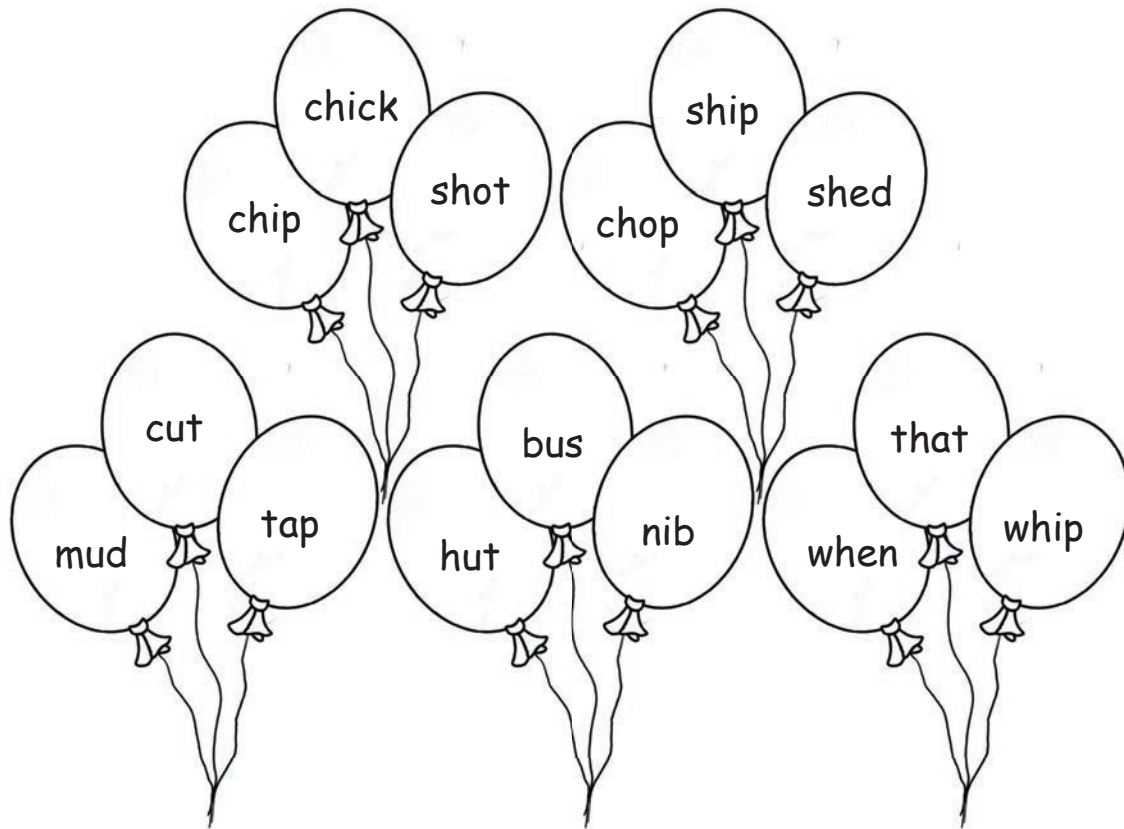
e b r a



u g



5. Read the words and colour the odd balloon.



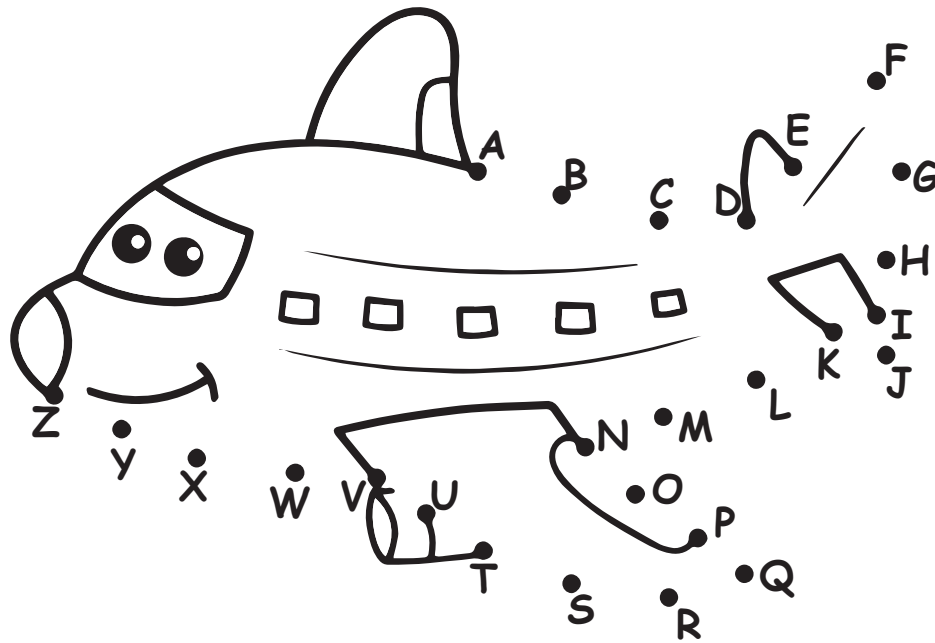
6. Read the passage aloud.

Come out, Binu. We shall go to my house.
That is my house and those are our cows.
See, this is my bicycle and these are my friends.
Let us join and play.

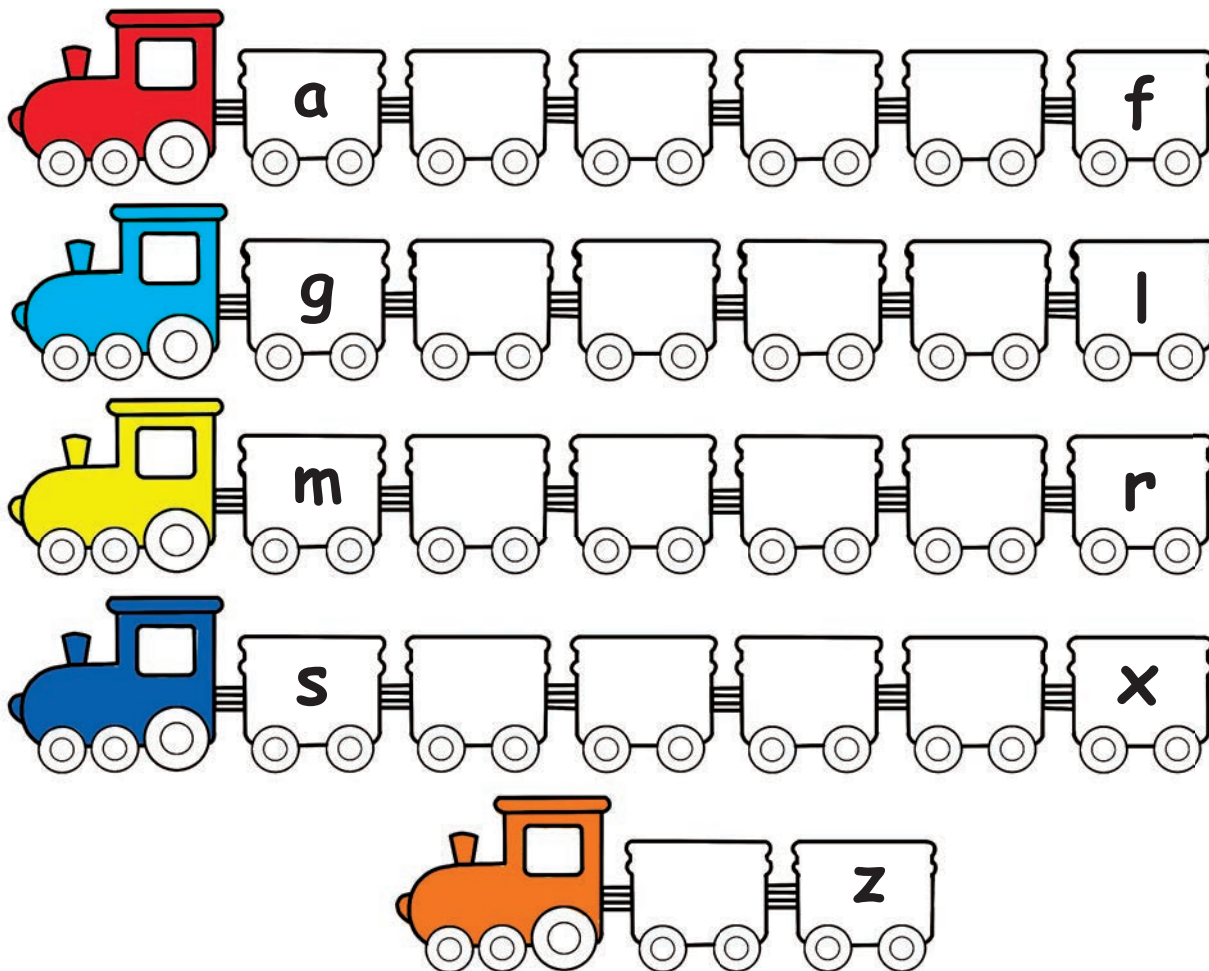




7. Connect the dots from A to Z and colour the picture.



8. Fill in the compartments with missing small letters.



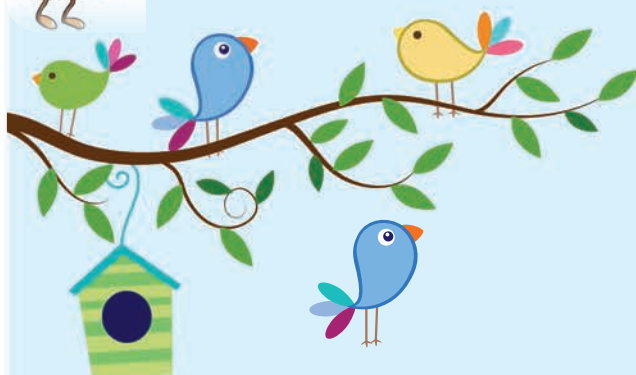
1

My Garden

We water the plants.
Do you?



Let us sing



Little Birdie

I am a little birdie
Cute and fat,
I eat worms
I don't like cats.



When I see a cat
Come out to play,
I spread my wings
And fly away.



Note to the teacher: Sing the song with actions. Encourage children to listen and do the actions first, then follow the song with the teacher. (Tune: 'I am a little teapot')



Look and say

parrot



eagle

sunflower



rose



marigold



quail



tulip



lily



duck

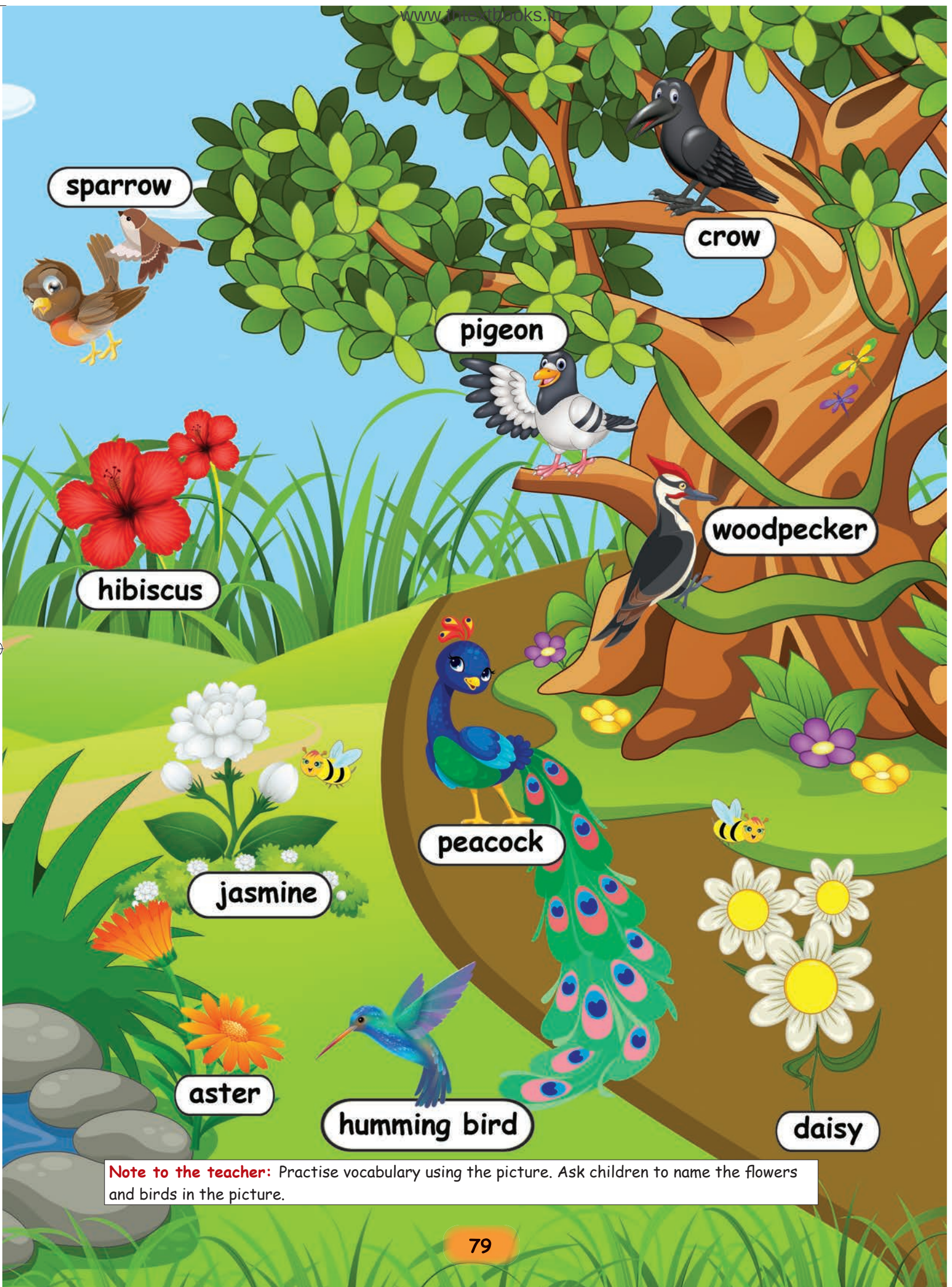


lotus



crane





www.intextbooks.in

sparrow

crow

pigeon

woodpecker

hibiscus

peacock

jasmine

aster

humming bird

daisy

Note to the teacher: Practise vocabulary using the picture. Ask children to name the flowers and birds in the picture.





Let us learn



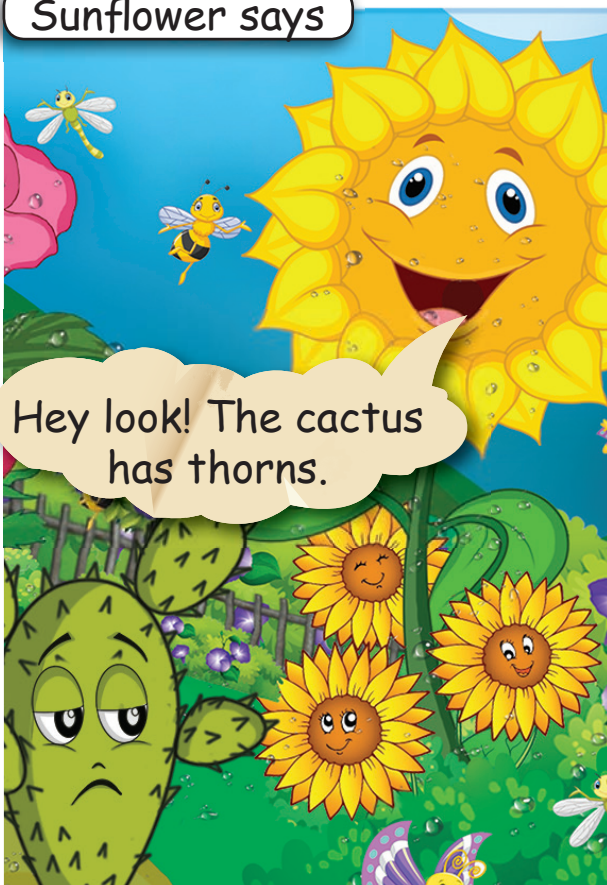
The Cactus

The beautiful garden has colourful flowers.



Sunflower says

Hey look! The cactus has thorns.



Jasmine says

Yes. She doesn't smell sweet.





Daisy says

She is all green.



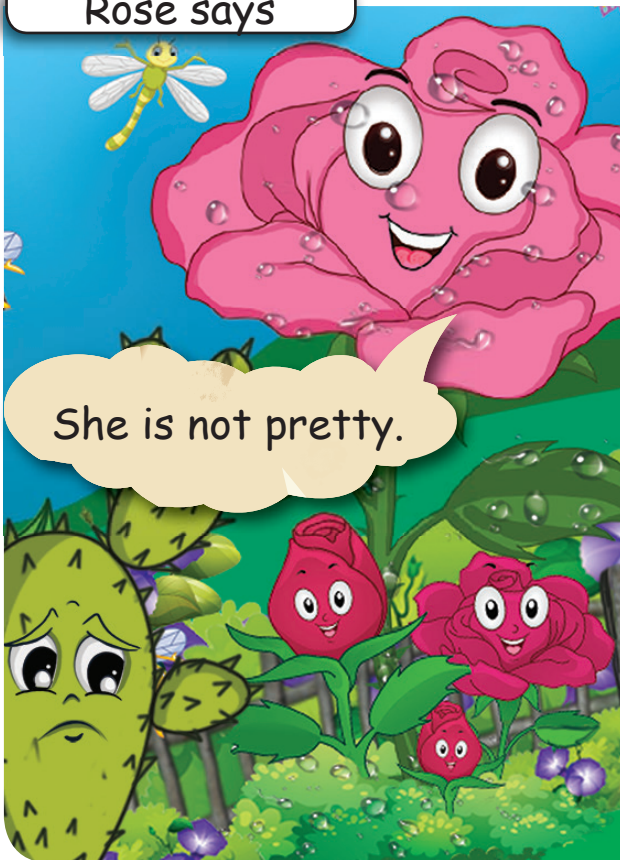
Hibiscus says

Her leaves are so fat.



Rose says

She is not pretty.



Cactus says

I feel so sad.





Note to the teacher: Focus on the names of the flowers and their qualities. Practise the structures used in the story contextually.



Let us understand



A. Draw lines to match the colour to the flower.

Yellow sunflower, Pink rose, Red hibiscus, White daisy, Pink star, Yellow star, Red star, White star.

B. Talk about the picture.

It is a _____.

It is _____.

It is _____.

It has _____.

fat
green
cactus
thorns



C. Listen, think and say.

1. Name the flowers in the story.
2. Who has fat leaves?
3. Why is the cactus not thirsty?
4. What are you good at?



Let us do



- Display the words on the word wall.
- Divide the class into two groups Team A and Team B.
- Put a tic-tac-toe grid on the board. Example is given below.
- Invite a child from Team A and choose a word to read.
- If he/she reads it correctly, put an A on the word.
- Repeat for Team B.
- The team that reads three words in a straight line first is the winner.
- Use other words and practise with all children.

under	with	had
only	big	have
was	has	on



Circle time-Let us talk



Display a box and a ball in the class. Place the ball on the box. Ask, "**Where is the ball?**". Say "**The ball is on the box.**" Let children repeat it after you. Practise the same for "in" and "under" by placing the ball appropriately. Ask a student to demonstrate. Repeat with other students.



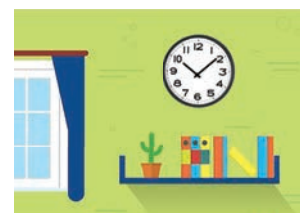
Let us practise



The bun is **on** the pan.



The doll is **in** the box.



The clock is **on** the wall.



The cat is **under** the table.



The lemon is **in** the glass.



The doll is **under** the bed.



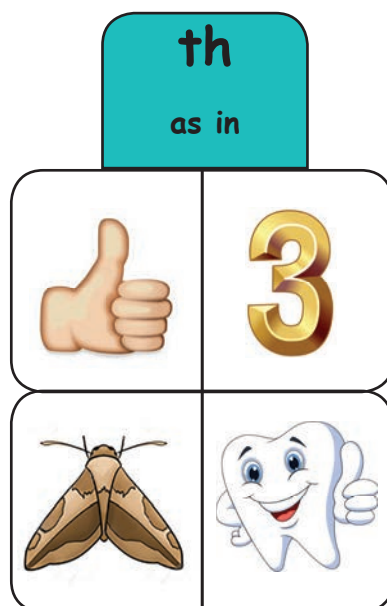
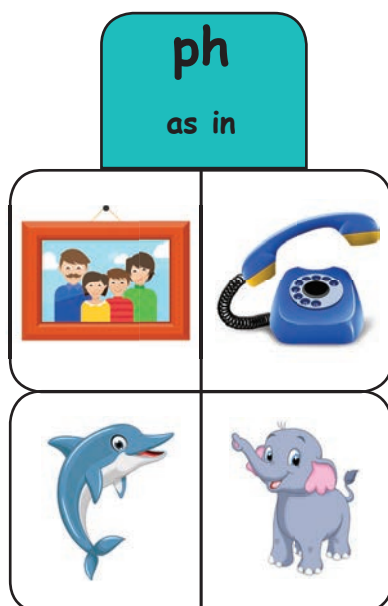
Let us say



Listen to the sound and repeat.



Listen and say.



Blend and say.

th - u - d ⇒ thud	r - i - ng ⇒ ring	s - u - ng ⇒ sung
th - i - n ⇒ thin	th - i - ng ⇒ thing	s - i - ng ⇒ sing
w - i - th ⇒ with	k - i - ng ⇒ king	s - o - ng ⇒ song
m - o - th ⇒ moth	w - i - ng ⇒ wing	s - a - ng ⇒ sang

Note to the teacher: Show the flashcards of the letter combinations. Say the sound of each letter combination aloud and make children repeat it. Say the sounds as follows: ph/f/ th/θ/ ng /ŋ/



Let us do



- Display the words on the wall.
- Make one set of flashcards with the words.
- Place the cards at random in three different positions. Some on the table, some under the chair and some in the box.
- Ask "Where is the dolphin?"
- Child has to pick the flashcard and say "The dolphin is on the table/under the chair/in the box."
- Repeat with all children.



Let us practise

Read aloud.



The **ph**one is
on the table.

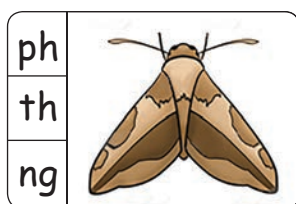
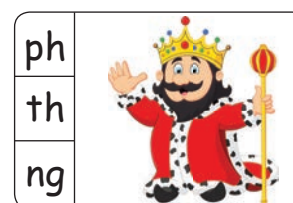
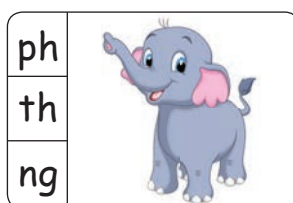


The **moth** is on
the leaf.



The **ring** is
in the box.

Tick (✓) the correct sound.



What comes next?

pan - tan	pen - ten	pin - ____
chop - chip	song - sing	shop - ____



Let us learn



A Get-together



Note to the teacher: Encourage children to guess the story by looking at the picture. Help them by asking questions such as "Who have come?", "What are they doing?", "Why have they come?"



A Get-together

The  eagle has a new baby. All her friends come to her house to meet the  baby eagle. Caw... Caw... Caw... "Who are you?" asked the  baby eagle. "I am a  crow." Keet... Keet... Keet... "Who are you?" asked the  baby eagle. "I am a  parrot." Coo... Coo... Coo... "Who are you?" asked the  baby eagle. "I am a  cuckoo." Hoot... Hoot... Hoot... "Who are you?" asked the  baby eagle. "I am an  owl." Quack... Quack... Quack... "Who are you?" asked the  baby eagle. "I am a  duck." Cluck... Cluck... Cluck... "Who are you?" asked the  baby eagle. "I am a  hen." The  baby eagle said "What a nice party!"

Note to the teacher: Read the story and help children learn the name of the birds through pictures. Make them repeat the sounds of the birds.



Let us follow

What should we do? Put a tick (✓) next to the correct picture.



Listen to the teacher and tick (✓) Yes/No.

I water my plants daily.

Yes

☐

No

☐

I throw stones at birds.

Yes

☐

No

☐

I clean my garden.

Yes

☐

No

☐

Note to the teacher: Inculcate the value of empathy towards all living things.



Let us do



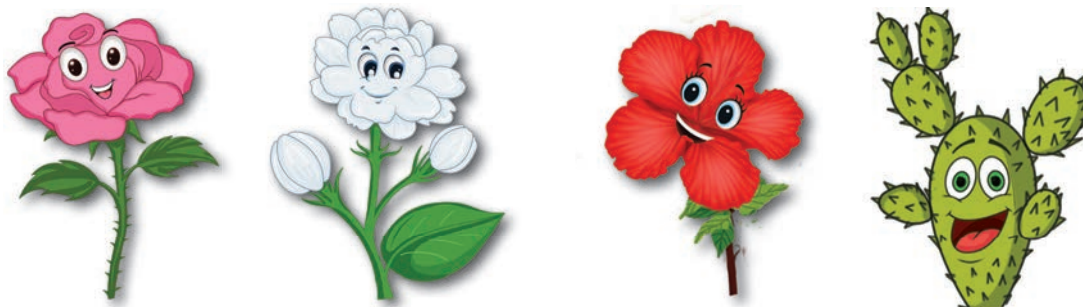
- Place the pictures of the words on the table.
- Invite a child and whisper a word to him/her.
- Let the child find the picture.
- Encourage the child to show the picture and say the word to the class.
- Make other children repeat it.
- Practise it with other words.
- Repeat with all children.



I can do



I. Who am I? Say my name.

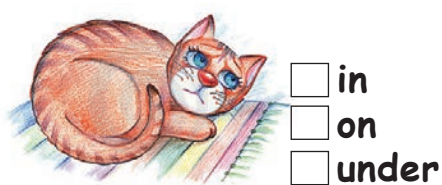


II. Match the following.

- 1 I say caw.. caw.. caw..
- 2 I say quack.. quack.. quack..
- 3 I say coo... coo... coo...
- 4 I say keet... keet... keet...



III. Tick (✓) the correct one.



☐ in
☐ on
☐ under

The cat is
 _____ the mat.



☐ in
☐ on
☐ under

The puppy is
 _____ the tub.



☐ in
☐ on
☐ under

The cow is
 _____ the tree.

IV. Listen to the words and cross (x) the odd one.

a. thin - thick- ship- thud

c. moth - song - with - pith

b. fish - sung - long - ring

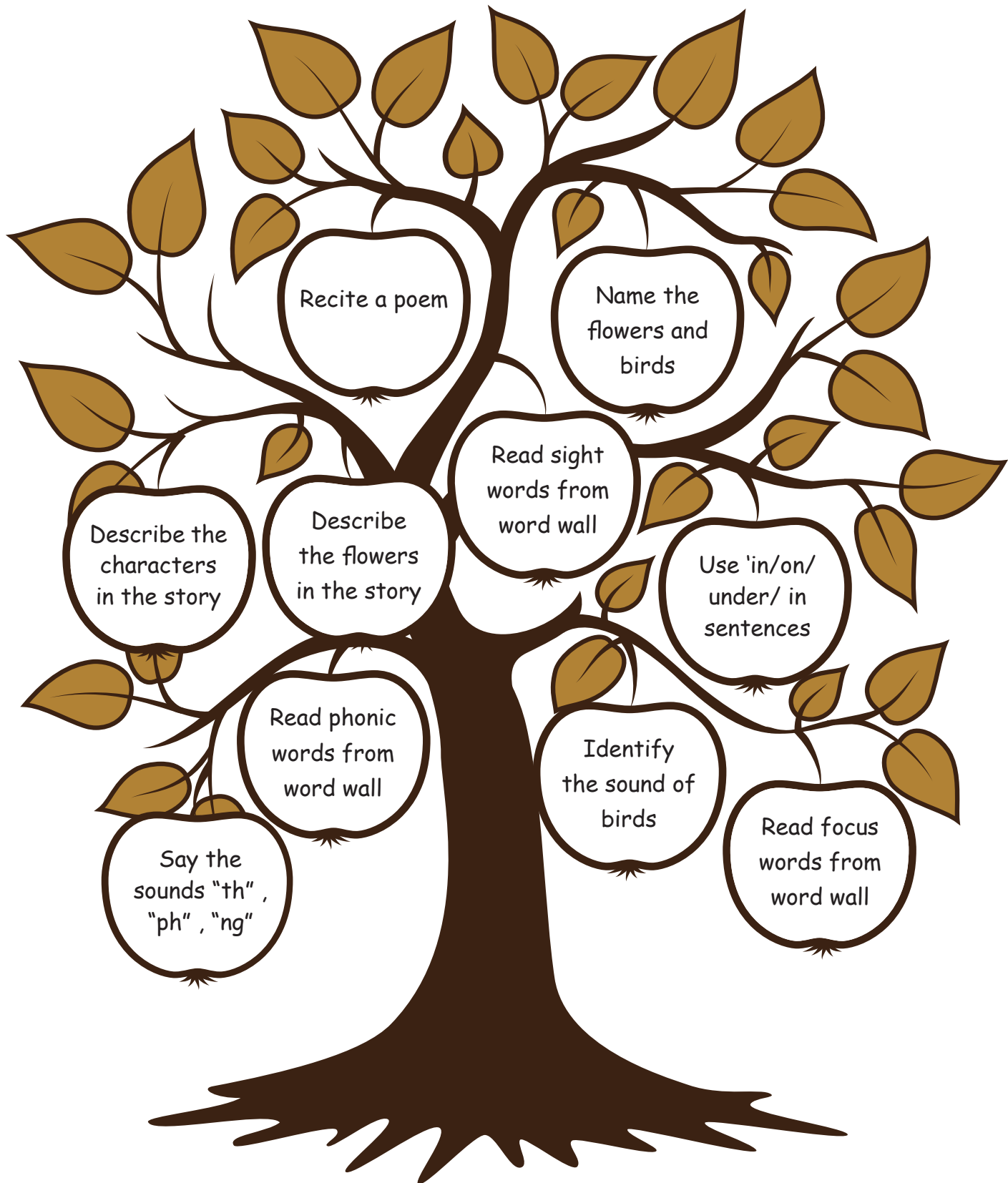
d. phone - photo - phase - shut

V. Recite the poem "Little Birdie".



Learning outcomes

Now I can...



Note to the teacher: Ask children to colour the apple when they achieve the learning outcome.



Time and Calendar

I go to school every day.

Do you?



Let us sing



Months in a Year



Note to the teacher: Encourage children to listen and sing the song with the teacher. Explore the event in the pictures and make the children relate it with each month.





Look and say

DAY



sun

sky

clouds

bird

shadow

sunflower

rooster



NIGHT

star

moon

bat

owl

light

window

Note to the teacher: Practise vocabulary using the picture. Ask children to name and talk about the things in the picture. Distinguish day and night through simple explanation.



Let us learn

Harini's Happy Week



Sunday

I met my friend.

She lives near my house.

Her name is Kani.



Monday

My father gave me a puppy.

She is very cute.



Tuesday

A new teacher came to my
class today. She told us many
stories. We had fun.



Wednesday

I saw a new rose in my
garden. It was pink.





Thursday

I drew a picture in my book.

My parents liked it very much.

Friday

Our hen had five chicks.

All of them were yellow.



Saturday

I played with my friend.

Suddenly it started raining.

We sat inside and sang songs.

This was my happy week.

Note to the teacher: Encourage children to talk on the events that they remember on each day. Focus on the days of the week and the sequence.



Let us understand



A. Tick (✓) the correct day.

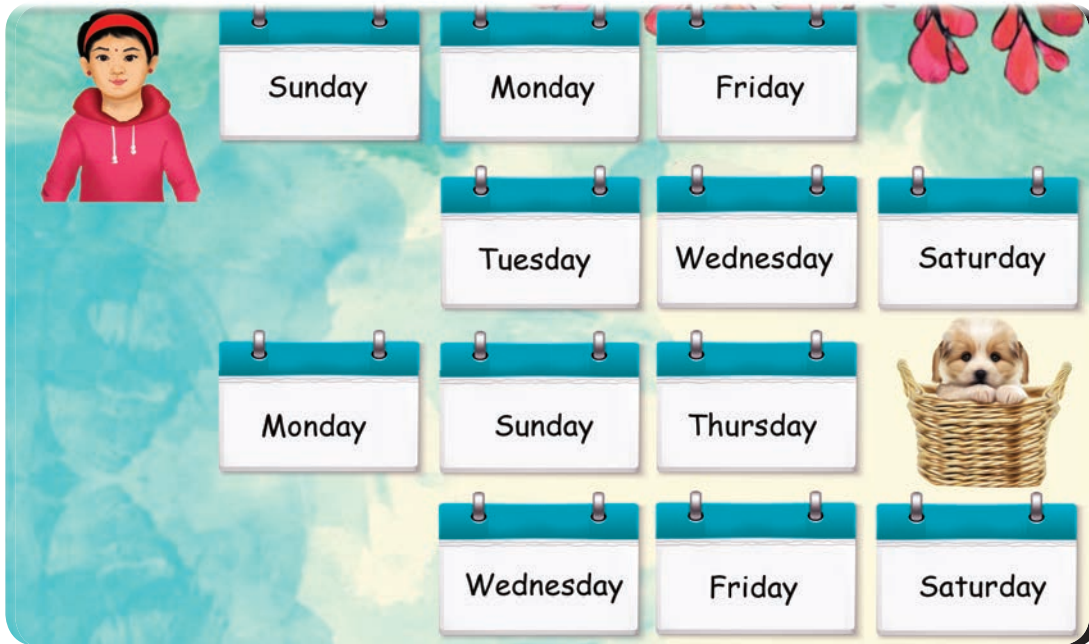


Wednesday / Monday

Friday / Saturday

Sunday / Monday

B. Help Harini reach puppy by following the days of the week.



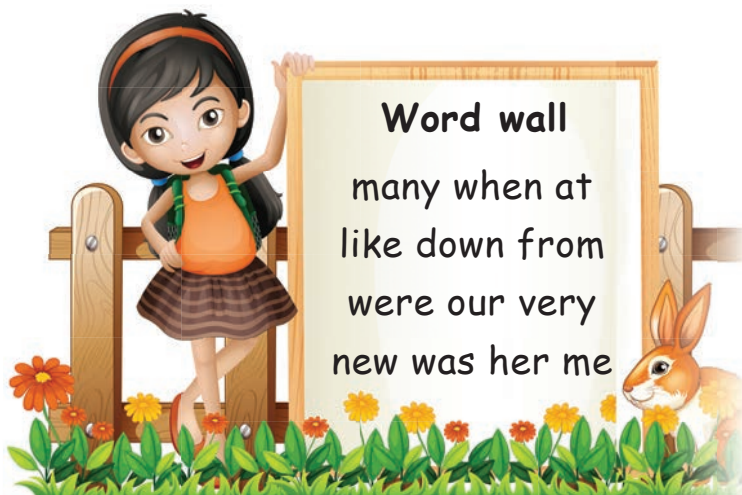
C. Listen, think and write the correct numbers in the circle.

- I saw a new rose on ○.
- On Monday, my father gave me a ○.
- The first day of the week is ○.
- comes after Thursday.

- ① puppy
- ② Sunday
- ③ Friday
- ④ Wednesday



Let us do



- Display the words on the word wall.
- Make 4 sets of word chits.
- Each child gets a turn to pick a chit and read the word.
- If they read correctly, they get to keep the chit.
- If they are not able to read, they give the chit back.
- When there are no more chits with the teacher, the student with the most chits wins!



Circle time-Let us talk

Divide the class into two groups A and B. Display some picture cards of actions (wake up, brush, have a bath, eat, play, read, sleep, etc.). Show a picture (eg. sleep) and tell the children in group A to ask, "**When do you sleep?**" Let the children in group B say "**I sleep at night.**" Encourage children to repeat the structure "**When do you _____?**" and "**I _____ in the morning/afternoon/evening or at night**" many times. Practise with more actions and change the roles of groups.



Let us practise

I wake up in the morning.



I brush my teeth in the morning.



I have lunch in the afternoon.



I play in the evening.



I brush my teeth at night.



I sleep at night.





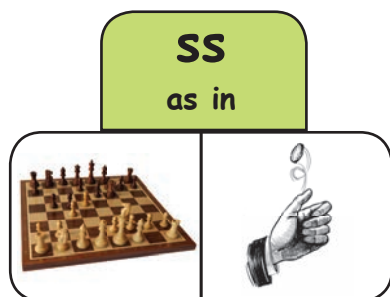
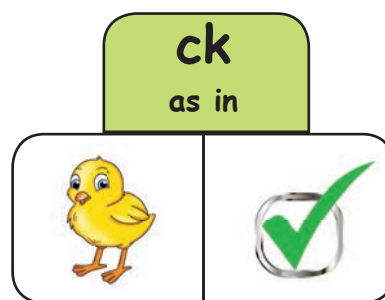
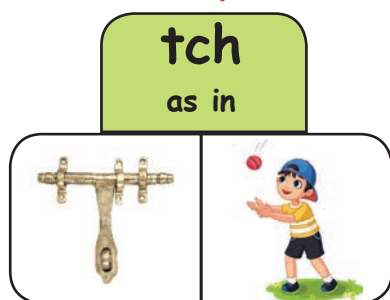
Let us say



Listen to the sound and repeat.



Listen and say.



Blend and say.

b - a - tch ⇒ batch
f - e - tch ⇒ fetch
p - i - tch ⇒ pitch
n - o - tch ⇒ notch
d - u - tch ⇒ dutch

s - a - ck ⇒ sack
p - e - ck ⇒ peck
w - i - ck ⇒ wick
l - o - ck ⇒ lock
d - u - ck ⇒ duck

m - a - ss ⇒ mass
l - e - ss ⇒ less
h - i - ss ⇒ hiss
t - o - ss ⇒ toss
f - u - ss ⇒ fuss

sh - a - ll ⇒ shall
t - e - ll ⇒ tell
ch - i - ll ⇒ chill
d - o - ll ⇒ doll
d - u - ll ⇒ dull

Note to the teacher: Show the flashcards of the letter combinations. Say the sound of each letter combination aloud and make children repeat it. Say the sounds as follows: tch /tʃ/ ck/k/ ss/s/ ll/l/



Let us do



- Display the words on the word wall.
- Distribute the word chits to children.
- Ask them to read and form groups based on the ending sound.
- The group which is formed first is the winner.
- Make each group read their words one by one.

Let us practise



Read aloud.

Chick and duck are on the thatch.

Duck says quack quack quack.

Chick says cluck cluck cluck.



Jess and Tess had a bell.

The bell fell into the well.

So Jess and Tess were so dull.



Colour the pencils using the codes.

tch



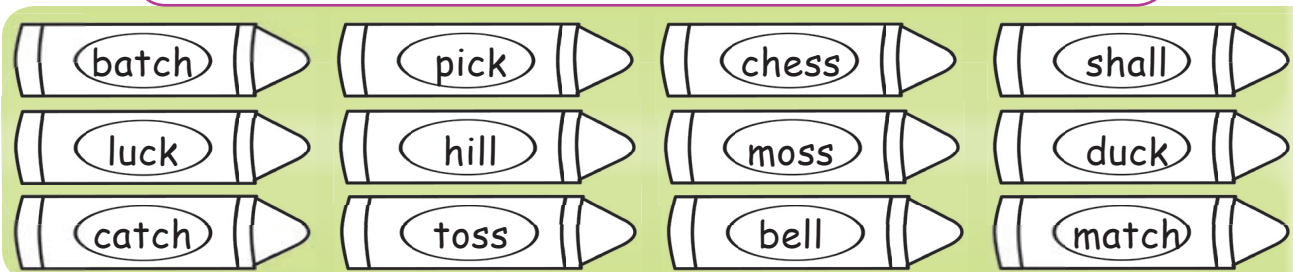
ll



ss



ck



Unscramble the letters.

apt



tap

uth



etn



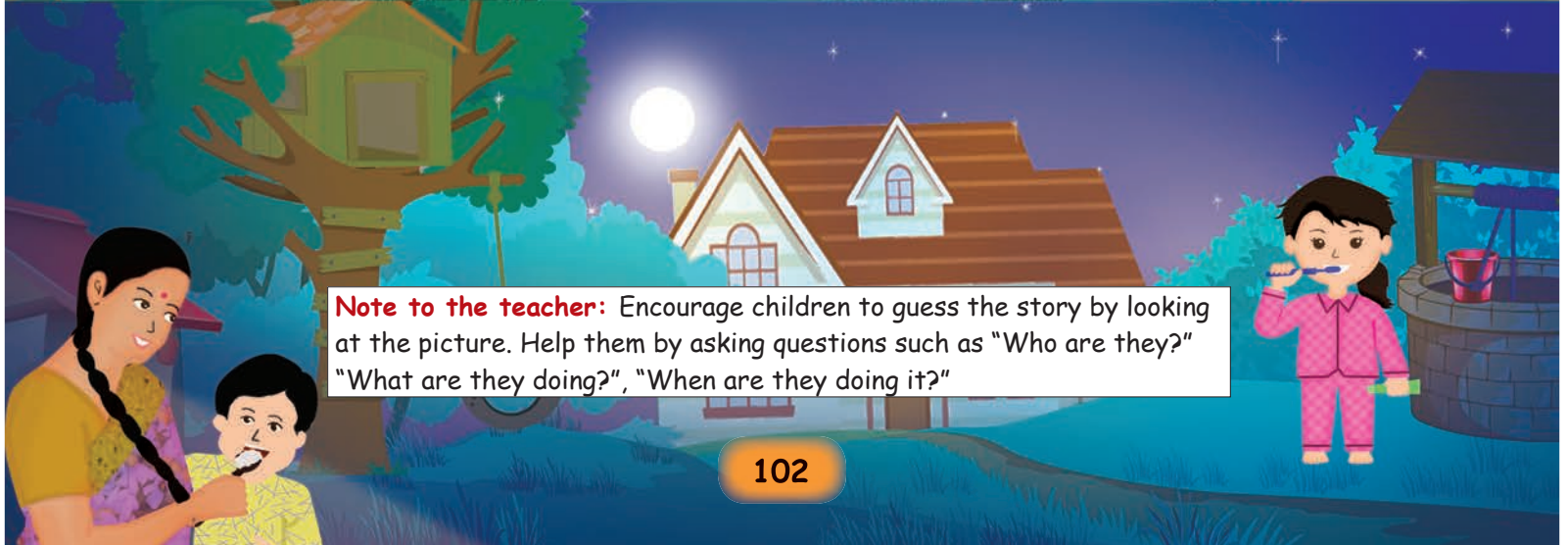
ibn





Let us learn

A Day at Home



Note to the teacher: Encourage children to guess the story by looking at the picture. Help them by asking questions such as "Who are they?" "What are they doing?", "When are they doing it?"

A Day at Home

The  crows in the  . The  likes

rooster morning grandpa

to walk in the  . We get water from the 

morning well

in the  . I read a  in the  . I 

morning book afternoon sing

songs in the  . I have my  in the  .

afternoon lunch afternoon

I  with my friends in the  . I  my

play evening help

parents in the  . I go to the market in the  .

evening evening

I have my dinner at  . I  my teeth at  .

night brush night

I go to  at  .

bed night

Note to the teacher: Read the story and help children learn the words using the pictures. Encourage them to share their daily routine with their friends.

Let us follow

Put a tick (✓) next to the correct picture.


☐

☐

☐

☐

Listen to the teacher and tick (✓) Yes/No.

We get up early every day.

Yes

☐

No

☐

We eat dinner.

Yes

☐

No

☐

We watch TV a lot.

Yes

☐

No

☐

My friend comes to school on time.

Yes

☐

No

☐

Note to the teacher: Encourage children to follow good habits in their daily activities.



Let us do



- Display the words on the word wall.
- Whisper one word to a child.
- The child will whisper the word to another child.
- The last child will say the word aloud.
- Show the word card to the class.
- Repeat for all the words.

I can do

i) Tick (✓) the days of the week in order.



 Sunday	 Monday ☐ Saturday ☐	 Tuesday	 Wednesday
 Thursday ☐ Monday ☐	 Friday	 Monday ☐ Saturday ☐	

ii) Listen to the teacher and write True (T) or False (F).

- Grandpa likes to walk in the afternoon. ()
- I sing songs in the morning. ()
- I help my parents in the evening. ()
- I have my dinner at night. ()



iii) Draw lines to match.

When do you brush your teeth?



When do you play?



When do you go to bed?



When do you have your lunch?





iv) Match the words with same sound.

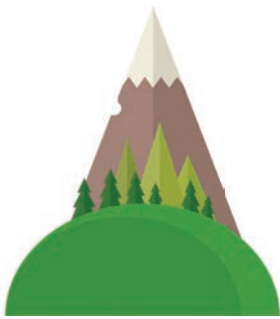
A

1	toss	wick
2	tick	bell
3	fell	batch
4	catch	loss

B

1	lock	pitch
2	tell	mess
3	less	mock
4	ditch	sell

v) Read aloud.



Jill is on the hill.
It is a tall hill.



Jack plays chess.
Oh, what a mess!



Daff ran for a catch.
But fell into a ditch.

vi) Listen to the teacher read the story. Then circle the words the teacher repeats.

Jeni has many friends. One day when she was playing with her friends, she saw a puppy. The puppy was just a month old. She loved the puppy very much. Once a week she took the puppy to the park. Jeni's friends were also happy.

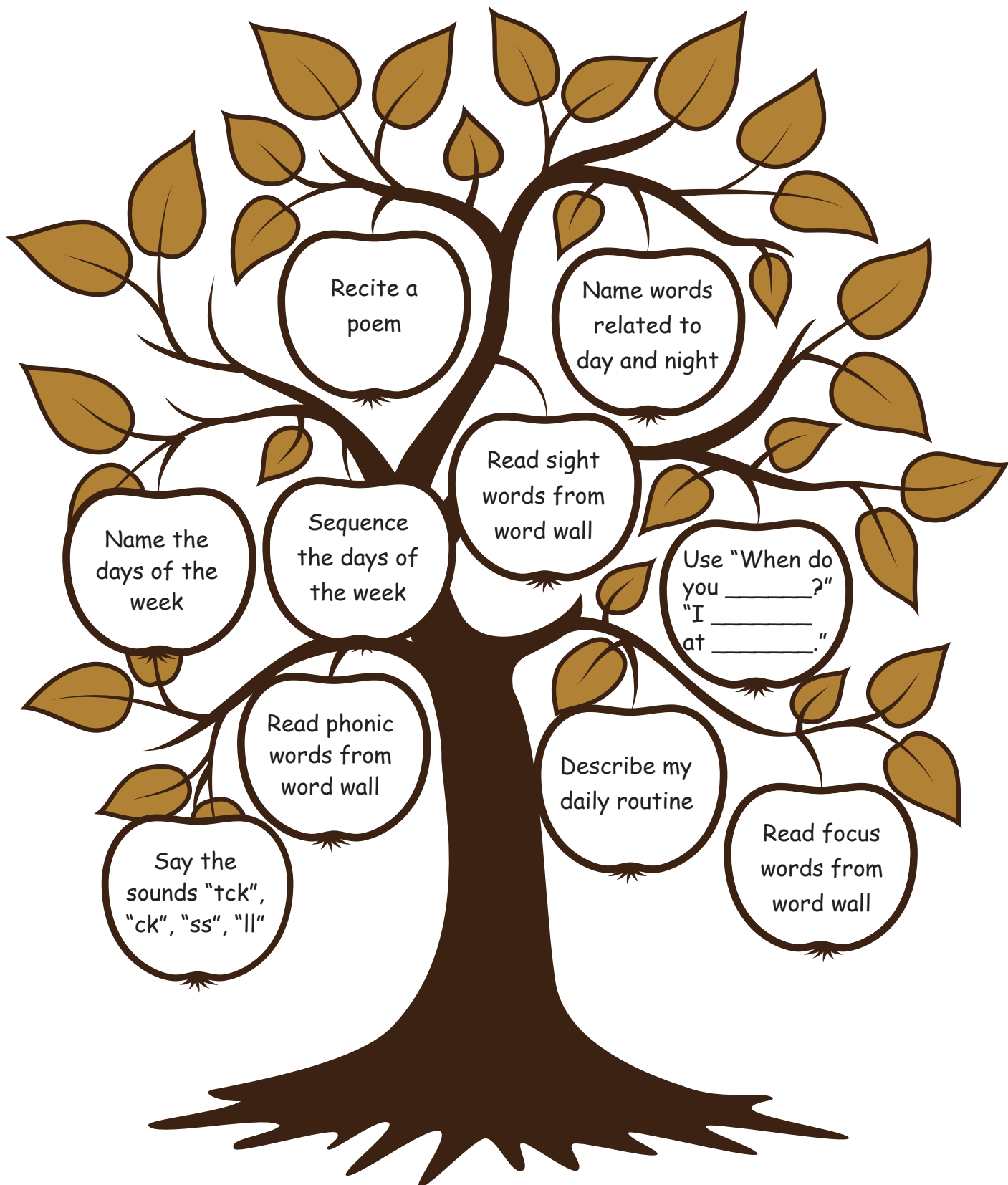
Note to the teacher: Read the words — many when very were her

vii) Recite the poem 'Months in a Year'.



Learning outcomes

Now I can...



Note to the teacher: Ask children to colour the apple when they achieve the learning outcome.



Rain... Rain... Rain...



I like to play in the rain!
Do you?





Let us sing



Drops of Rain



C6LVKE

Drip... drip...
Drip drip drip
Pitter patter raindrops
Where do you come from,
Tiny drops of rain?
Straight from the dark clouds
Down to the ground.

Peacocks dance...
Children dance...
Frogs hop.
It's a jolly time,
Shall we sing a rhyme?
Drip... drip...
Drip drip drip
Pitter patter raindrops.

Note to the teacher: Encourage children to listen and sing the song with the teacher. Help children imagine a rainy day as described in the song.



Look and say



raindrop

umbrella

raincoat

boots

paper boat

snail

lightning

wind

stream

pebbles

dragonfly

frog

splash

puddle

Note to the teacher: Practise vocabulary using the picture. Ask children to name and talk about the things in the picture.



Let us learn



C6S4Y5



From the Sky to the Sea

It is a stormy day.

I am a little raindrop.
I come down, down,
down from the sky.



The little raindrop falls into a puddle.

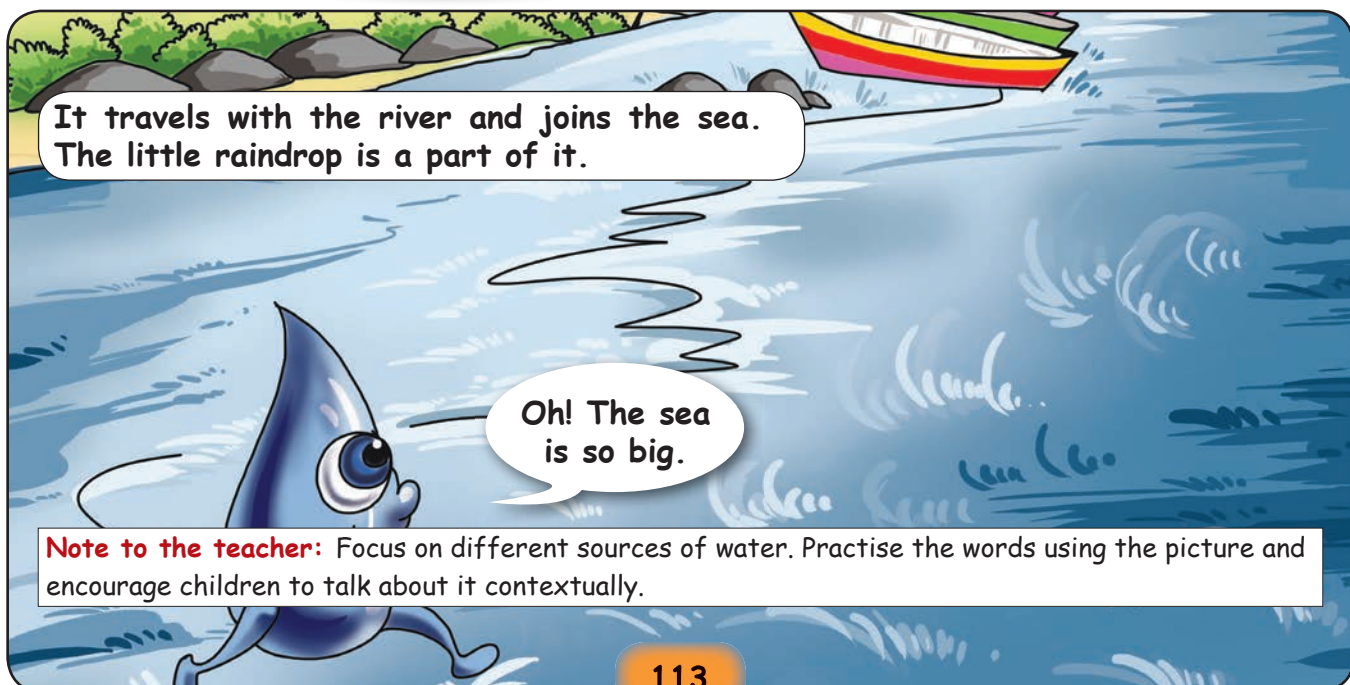
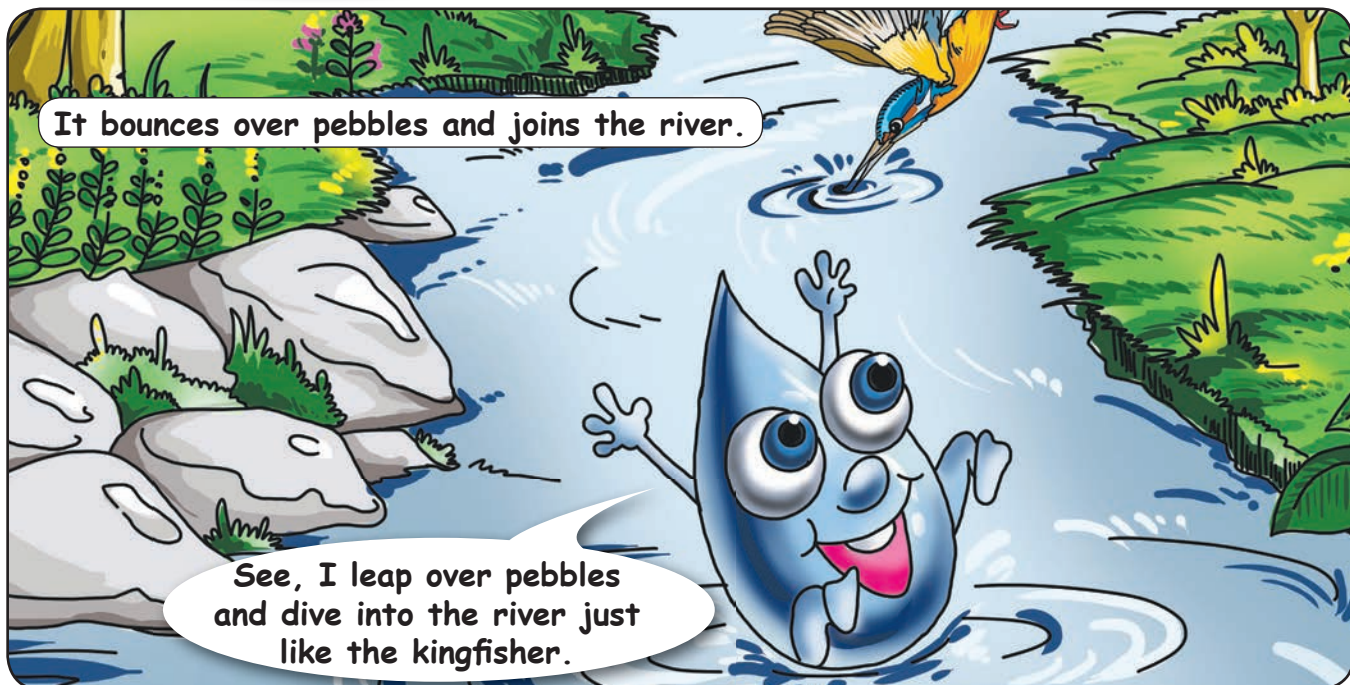
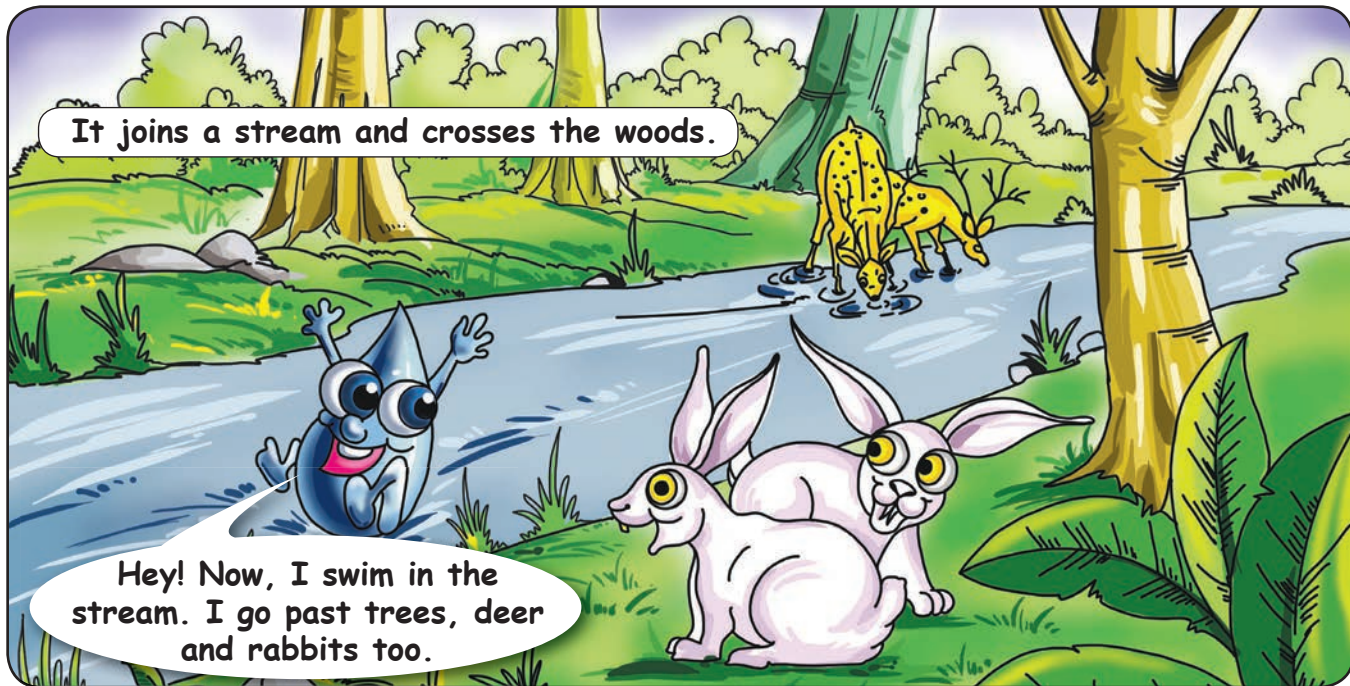
I am in
the puddle.

Splash!!!

It runs down the waterfall.

Whoo!
What a lovely
waterfall it is!







Let us understand



A. Tick (✓) the correct word for the picture.



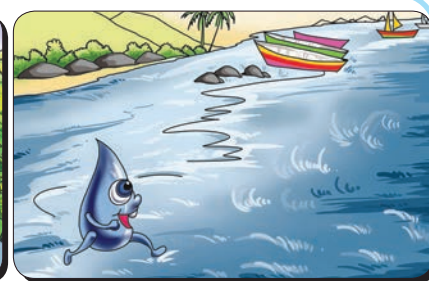
puddle

sea



sea

river



sea

puddle

B. Where does the raindrop go? Draw a line to the pictures in the correct order.

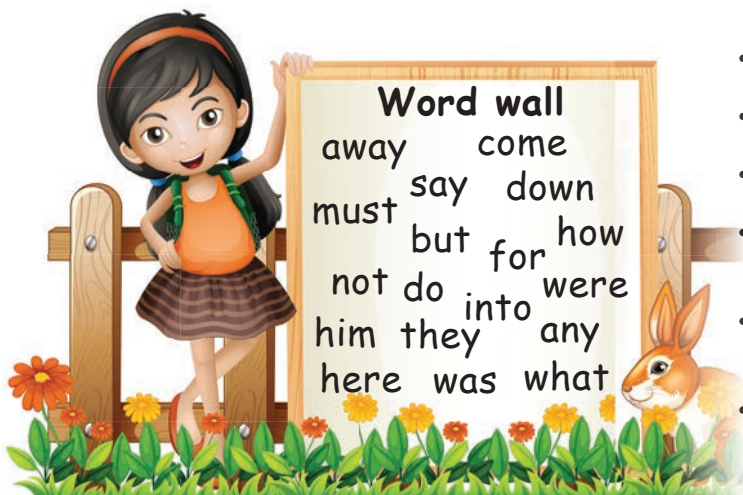


C. Listen, think and say.

1. Who comes down from the sky?
2. Whom does the raindrop meet in the woods?
3. Where does the raindrop see the kingfisher?
4. Where does the raindrop go finally?
5. Is the raindrop happy?



Let us do



- Display the words on the word wall.
- Make four sets of word chits.
- Divide the class into four equal groups.
- Distribute one set of cards to each group.
- Read the word and make each group find the word that you read.
- The group that finds the word first gets a chance to read it out to the class.
- Repeat until all words are practised.



Let us talk - Circle time



Display some objects in the class (toys, fruits, vegetables etc.). Divide the class into two groups A and B. Show an object and prompt the children in group A to say, "I like ____." Let the children from group B say, "I don't like ____." Practise with more objects and change the roles of groups.



Let us practise



I like



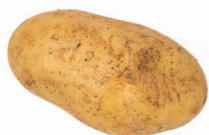
.

I don't like



.

I like



.

I don't like



.

I like



.

I don't like



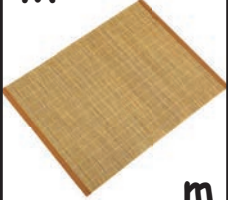
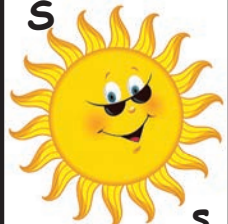
.



Let us say



Listen to the sound and repeat.

A  a	B  b	C  c	D  d	E  e	
F  f	G  g	H  h	I  i	J  j	
K  k	L  l	M  m	N  n	O  o	
P  p	Q  q	R  r	S  s	T  t	
U  u	V  v	W  w	X  x	Y  y	Z  z

Note to the teacher: Revise the sounds of the letters given above. Help children understand that the sound for a letter is the same for both uppercase and lowercase.





Let us do



- Display the words on the word wall.
- Make two sets of chits.
- Distribute it to every child in the class.
- Ask children to search for a partner with the same word.
- Make each pair read the word together.
- Practise with all pairs.



Let us practise

Read aloud.



Bob the cop has a pot.
Bob the cop fills the pot.



The fat cat has a cap.
The fat cat with a cap sat on a mat.



Dud is a bug and likes her rug.
Dud likes to hum on her rug.



It is a big pig with a wig.
The big pig with a wig is in a pit.



The pup fell into the tub.
The dog got the pup out of the tub.



Jen has a red pen.
The red pen is on the bed.

What comes next?



abt	bat	ipn
jgo	jog	pna
odg	dog	unt



Let us learn



A Rainy Day



Note to the teacher: Encourage children to guess the story by looking at the picture. Help them by asking questions such as "Who are there?", "What are they doing?", "What do you do during rain?"

A Rainy Day

Big dark  hide the . It is going to .

clouds sun rain

 are made of many tiny drops of water.  grow

Clouds Raindrops

big and heavy.  fall out of the sky. Many  raindrops

Raindrops

make .  hide in the .  hop into .

rain Birds trees Rabbits holes

 pours hard.  makes  on the ground. .

Rain Rain puddle Snails

and  come out.  hop about. We sit outside

worms Frogs

our . We make paper  to sail them in the .

home boats puddle

We eat hot . We drink . Oh! I love the .

snacks tea rain

I wish it would come again.

Note to the teacher: Read the story and help children learn the words using the pictures. Encourage them to share what they do when it rains.

Let us follow

Tick (✓) the correct picture.



Listen to the teacher and tick (✓) Yes/No.

I plant trees.

Yes

☐

No

☐

I clean my cycle with a hose.

Yes

☐

No

☐

I wash my clothes in the pond.

Yes

☐

No

☐

Note to the teacher: Talk about daily actions that children can do for using water wisely.



Let us do



- Place the picture cards on the table.
- Give one picture card for each child in the class.
- Call out a word.
- All the students with the picture will display the picture to the class and repeat the word.
- Point to the word on the word wall.
- Repeat till all the words are practised.

I can do

i) Listen and tick (✓).



Note to the teacher: Say the words - cloud, puddle, boat and sea. Ask children to tick them in the picture.

ii) Tick (✓) the correct word.


☐

lightning

☐

wind


☐

puddle

☐

pebbles


☐

frog

☐

snail

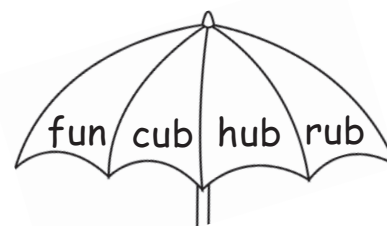
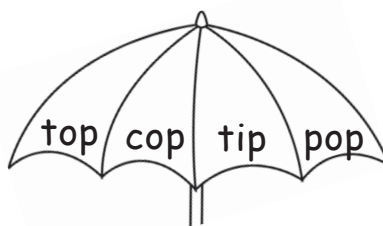

☐

umbrella

☐

raincoat

iii) Colour the odd one in each umbrella.





iv) Listen to the teacher and tick (✓) the correct one.



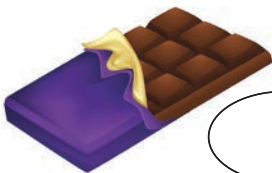
It is raining. ☐

We make paper boats. ☐

It is sunny. ☐

We make paper hats ☐

v) Tick (✓) the one that you like and cross (x) the one that you don't like.



Now, say it to your teacher.

I like _____. I don't like _____.

vi) Listen to the teacher read the story. Then circle the words the teacher repeats.

Tubby was a boy. He lived away from home. His mom asked him to come home. He caught a bus on the road. His sister wanted him to buy a toy but he made a toy for her.

Note to the teacher: Read the words - was, away, come, for and but. Ask children to circle them.

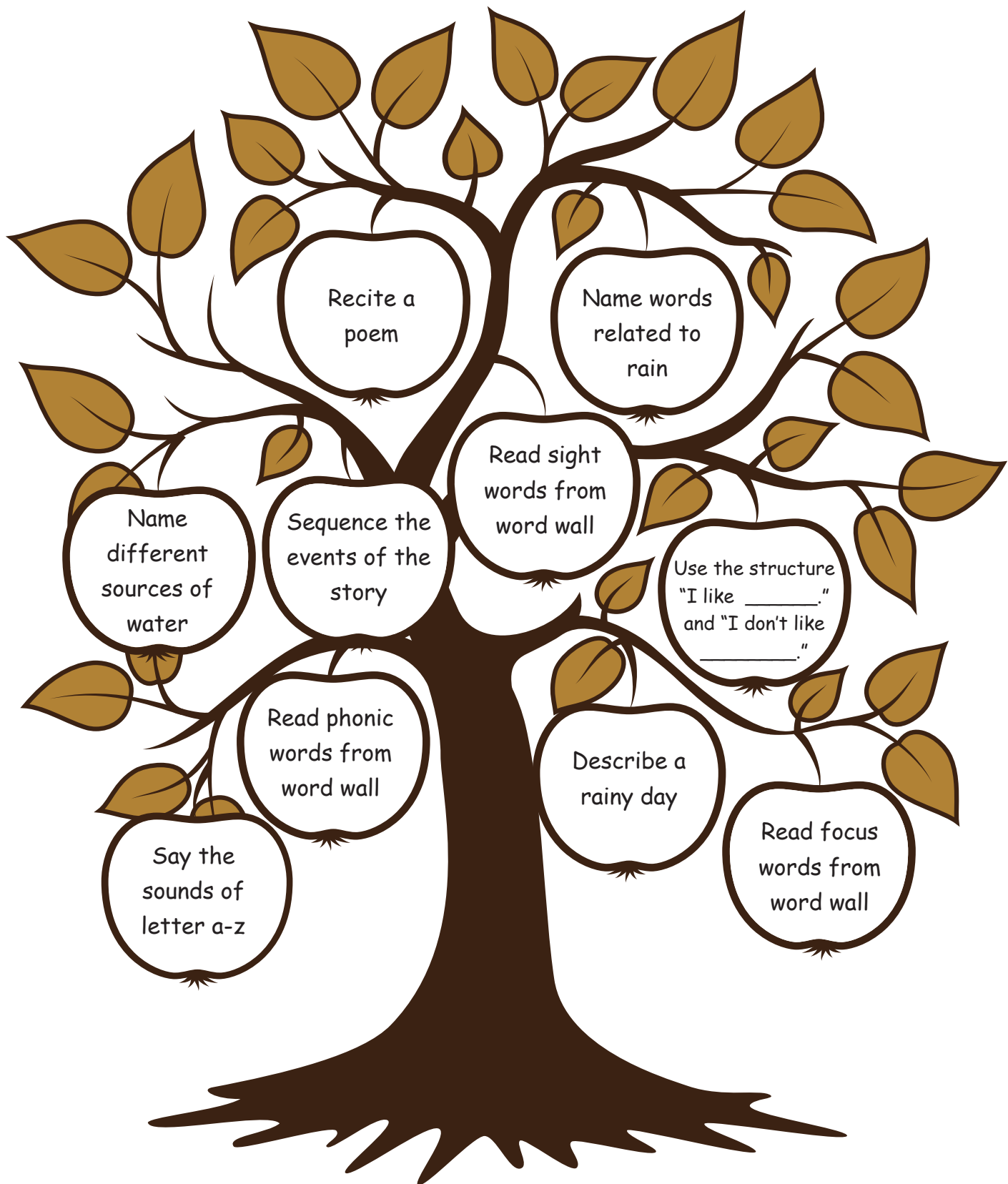
vii) Recite the poem 'Drops of Rain'.





Learning outcomes

Now I can...



Note to the teacher: Ask children to colour the apple when they achieve the learning outcome.





Primary English – Class 1 List of Authors and Reviewers

Domain Experts

Uma Raman
Executive Committee Member,
Vidyodaya School, Chennai.

Reviewers

Nagalakshmi B
ELT-Consultant, Chennai.

Dr. Hema Natarajan
Professor, English,
Rajalakshmi Engineering College, Kanchipuram.

Academic Coordinators

Ananthi B
Lecturer,
DIET Uthamacholapuram, Salem.

Sudha V.
B.T Asst.PUMS Salamangalam, Padappai,
Kanchipuram.

Authors

Rajeena Begum B
BRTE, BRC Kattankolathur, Kanchipuram.

Susy K.K
BRTE, BRC Egmore, Chennai.

Suresh Kumar C
BRTE, BRC Kattankolathur, Kanchipuram.

Saraswathi M
SGT PUMS Senneri, Kattankolathur, Kanchipuram

Sasikala V
SGT, Sannathi Aided Primary School,
Vandavasi, Thiruvannamalai.

Srivathsan Ramaswamy
Madhi Foundation, Chennai.

QR Code Management Team

V. Padmavathi, B.T.,
G.H.S., Vetriyur, Ariyalur.

M. Murugesan, B.T.,
PUMS, Pethavelankottagam, Muttupettai, Thiruvurur.

S. Albert Valavan Babu, B.T.,
G.H.S., Perumal Kovil, Paramakudi, Ramanathapuram.

Art and Design Team

Illustration

Ramakrishnan G
Drawing Master, GGHSS Nungambakkam, Chennai.

Veeravel Murugan K
Drawing Master, ADWHS Vandurayanpattu,
Bhuvanagiri Block, Cuddlore.

Durai D
Drawing Master, PUMS Paarivaakam,
Poonamallee, Tiruvallur.

Ramesh Kumar
Graphic Designer, Adiyakamangalam Thiruvurur.

Ravikumar B
Graphic Designer, Erode.

Inhouse QC

Manohar Rathakrishnan
Mathan Raj
Gopu Rasuvel
Arun Kamaraj Palanisamy
Kamatchi Balan Arumugam

Cover Design

Kathir Arumugam

Coordinator

Ramesh Munisamy

This book has been printed on 80 G.S.M.
Elegant Maplitho paper.

Printed by offset at:





