



The monkeys are swinging on the tree. The rat wants to join.



May I play with you?

But rats cannot swing.



The frogs are playing hopscotch. The rat wants to join.



May I hop with you?

No, no, only two can play this game.





The rat is building a sandcastle. Everyone wants to join him.

I will play alone.

Hey, Look at that! A sandcastle!

Shall we join him?

The rat invites everyone to play with him.



Let us play together.

Playing together is always fun.

**Note to the teacher:** Encourage children to learn the names of different games they play. Focus on using 'sorry' in various contexts.





## Let us understand



A. Listen to the teacher and tick (✓) the correct picture. \*



B. Circle the right word.



bat / swing



marbles / ball



kite / ball



kite / swing



sandcastle / bat



bat / ball

C. Listen, think and say.

- Who flies a kite?
- Who has a bat?
- Who builds a sandcastle?
- Whom do you like in the story? Why?
- Do you like to play alone or with friends? Why?



Think zone - Colour and show what comes next.



\* Note to the teacher: A boy plays on the swing. A girl flies a kite. Some children play hopscotch. Some children build a sandcastle.



## Alphabet Jungle



There is a **J**  A **K**  hops along the path.  
**Jaguar.** **Kangaroo**

He passes a **L**  sleeping in the grass.  
**Lion**



A **M**  climbs a tree to see a  
**Monkey**



**Nightingale.**

An **O**  looks at him.  
**Owl**

A **P**  and a **Q**   
**Parrot** **Quail** dance on a branch.

A little **R**  runs into a hole.  
**Rabbit**

**Note to the teacher:** Teach the ABC song and sing it with them. Read it out to the children. Emphasize on the letters of the alphabet alone.

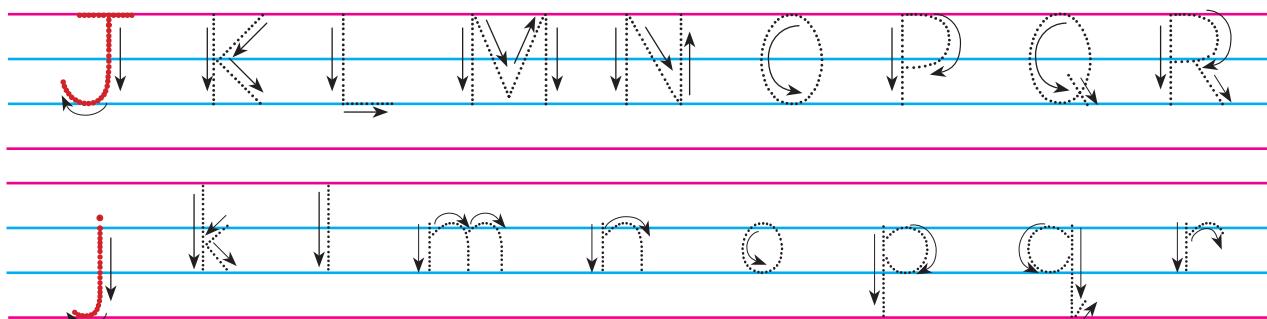




## Let us write



Trace the letters.



## Sing aloud.

Where is Kavitha?  
Please stand up  
Do a little clapping  
Sit down please.

Where is Kannan?  
Please stand up  
Do a little stamping  
Sit down please.

Tune: Where is thumbkin?

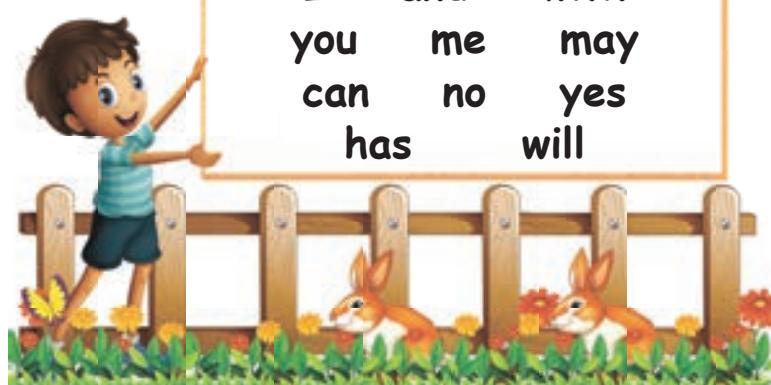


## Let us do



### Word wall

I	and	with
you	me	may
can	no	yes
has		will



### Clap....Snap... Stamp...

Display the words on the board. Encourage children to practise the words as follows:

Say the word "you" followed by a clap.  
Say the word "you" followed by a snap.  
Say the word "you" again and stamp your foot.

Repeat the same for the other words also.



## Circle time- Let us talk



Let children stand in a circle and pass the ball. Stop passing the ball and ask "Who has the ball?". Make the class say, "\_\_\_\_\_ has the ball", using the name of the child who has the ball. The child with the ball keeps quiet.



### Let us practise



has a kite.



has a bat.



## Let us do together



What do you play with? Draw it.

Name your friend's toy.  
My friend has a \_\_\_\_\_.

### Think zone - Circle the odd one.



1.



2.





## Let us say

Listen to the sound and repeat. \*



i    s    b    d    l    c    h

Listen and say



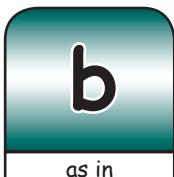
s

as in



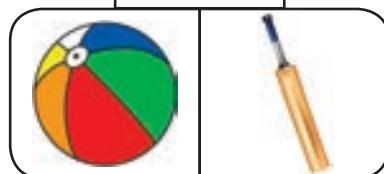
i

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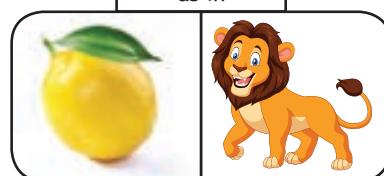
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I

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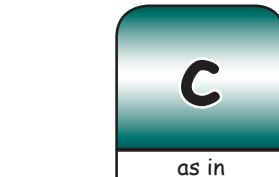
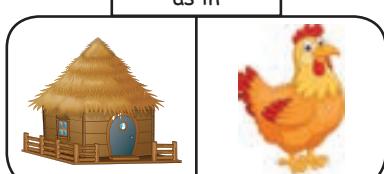
d

as in



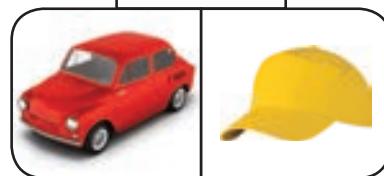
h

as in



C

as in



Blend and say aloud

h i p ⇒

hip

t i p ⇒

tip

d i p ⇒

dip

s i t ⇒

sit

h i t ⇒

hit

l i t ⇒

lit

d i n ⇒

din

b i n ⇒

bin

t i n ⇒

tin



**Note to the teacher:** Show the flashcards of the letters. Say the sound of each letter aloud and get children to repeat it. Say the sounds as follows: i /I/    s /s/    b /b/    d /d/    l /l/    c /k/    h /h/.





## Let us do

### Word wall



## Let us practise

### Say aloud

This is a **pin**.



This is a **nib**.



This is a **lid**.



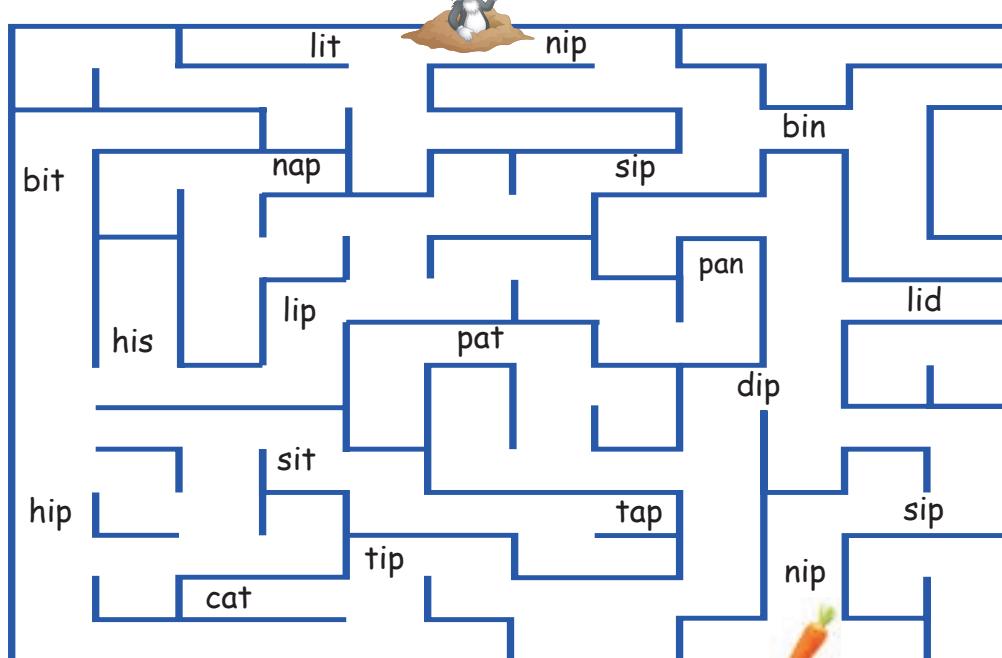
Is it a pin?  
No, it is not.  
Is it a bin?  
No, it is not.



Is it a fin?  
No it is not.  
Is it a tin?  
Yes, it is.



Help the rabbit to reach the carrot. Follow the **ip** words.





## Let us learn

# The Magic Fish



It is a big sea. All the sea animals are white. There comes a colourful fish.





The dolphin wants blue. The magic fish shares it.

Blue suits you well.

Thank you magic fish.

The crab wants red. The magic fish shares it.

Am I beautiful like you?

Yes. You are very beautiful.



The seahorse wants yellow. The magic fish shares it.

You are so pretty.

Thank you so much.

The star fish wants green. The magic fish shares it.

Green looks good on you.

You made me so. Thank you.



110

All the animals are colourful now. The sea is happy.

You look very colourful.

Thank you.

Are you happy?

Yes, we are very happy.

Sharing is caring.

**Note to the teacher:** Encourage children to learn the names of different colours.  
Focus on using 'thank you' in various contexts.





## Let us follow

Circle any three things that you share with your friend.



Talk with your friend. Does your friend have the same list?

Yes  No

How do you feel when you share? Colour or

## Tick the correct magic word.



When you get a gift,  
what will you say?

Sorry  Thank you



When you break a glass,  
what will you say?

Sorry  Please

**Note to the teacher:** Discuss the use of magic words like thank you and sorry. Encourage children to talk about the pictures and the use of magic words in this context.



## Let us do

### Word wall

bat ball kite marble  
top balloon red  
yellow green white blue



### I spy... You say...

Display the words on the board.

Choose any word and say the first and last letter of that word.

Eg. I spy a word starting with 'k' and ending with 'e'.

Encourage children to guess and shout out the word.

Practise all the words similarly.



## I can do

I. Listen to the teacher and circle the correct picture. \*



II. Tick (✓) the correct colour.



blue  red



white  red



blue  green



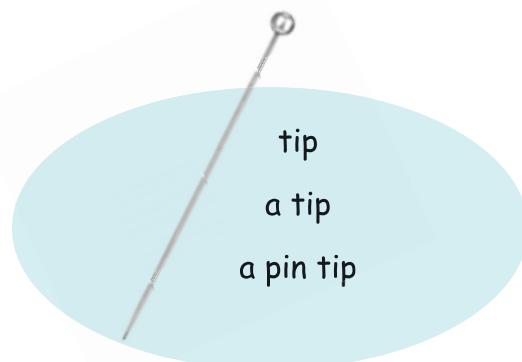
yellow  white

III. Recite any one of the poems from the lesson.

IV. Read aloud.



cat  
a cat  
a fat cat



tip  
a tip  
a pin tip

V. Write the first letter of the picture.



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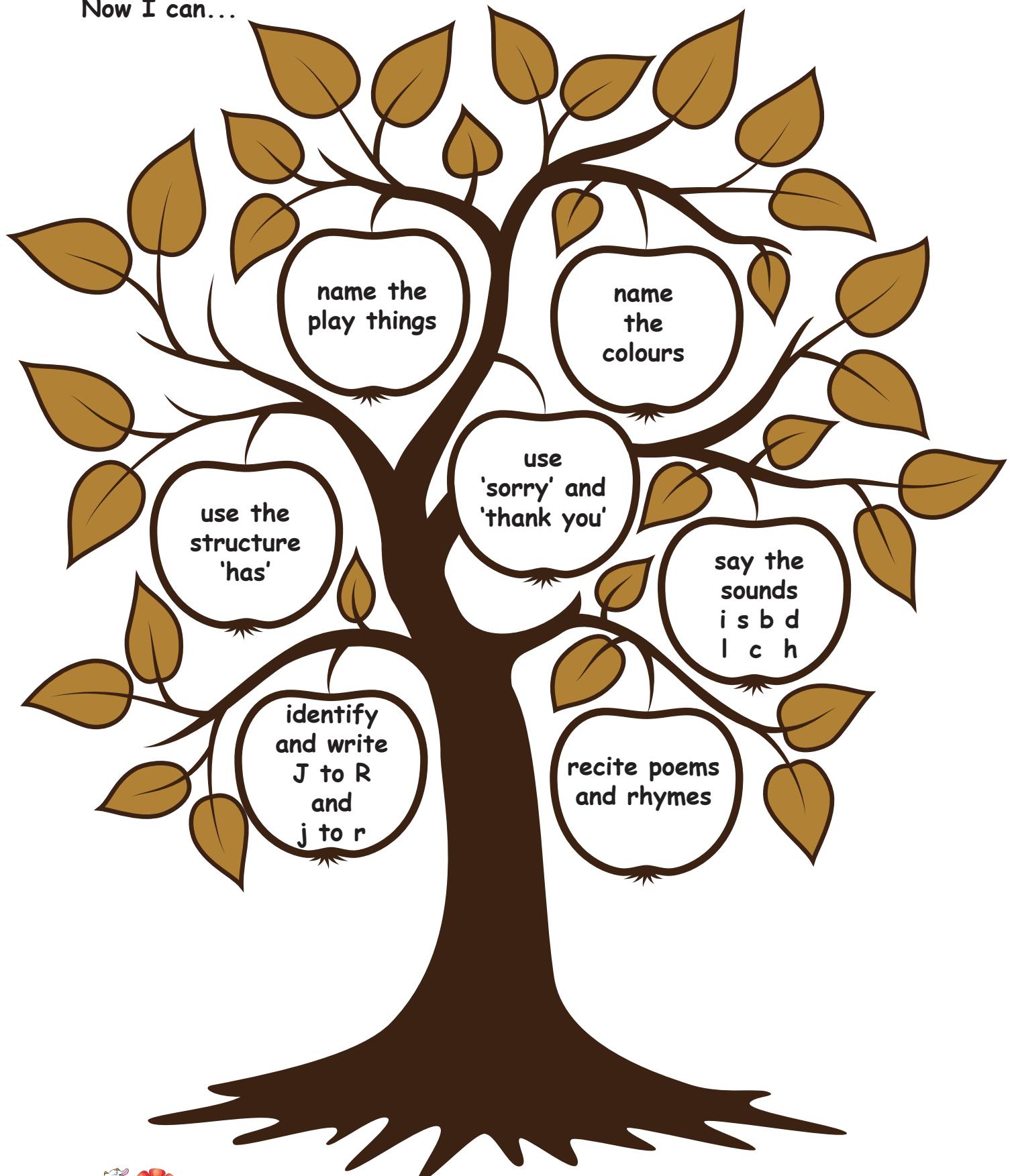
\* Note to the teacher: The rabbit is flying a kite.





## Learning outcomes

Now I can...



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



## Families



I love my family.  
My family loves me.





## Let us sing

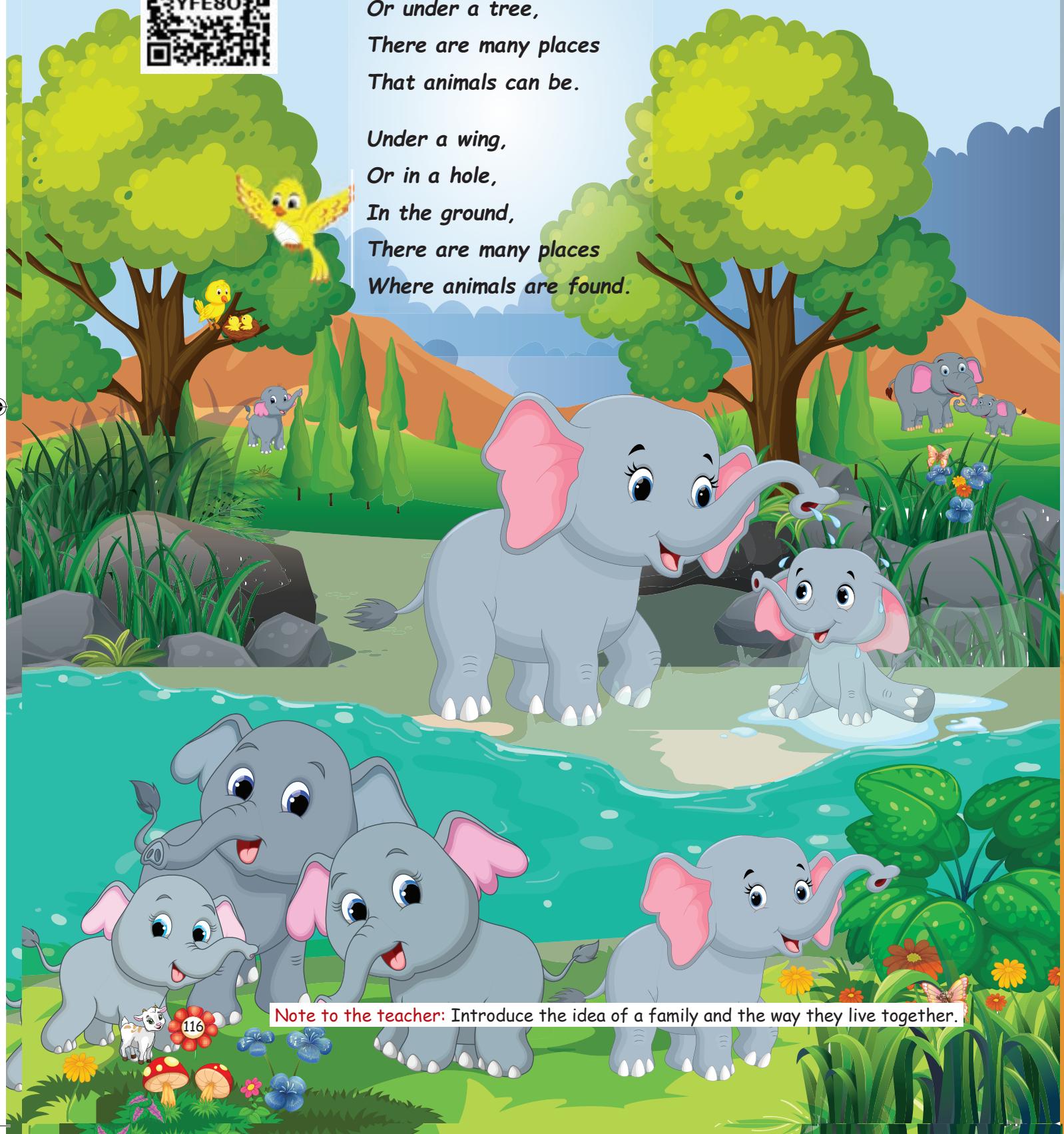


What do you see in this picture? Tell your friend.



In a nest,  
On a branch,  
Or under a tree,  
There are many places  
That animals can be.

Under a wing,  
Or in a hole,  
In the ground,  
There are many places  
Where animals are found.



Note to the teacher: Introduce the idea of a family and the way they live together.



## Let us learn

# My Family and Friends



I am Nila.

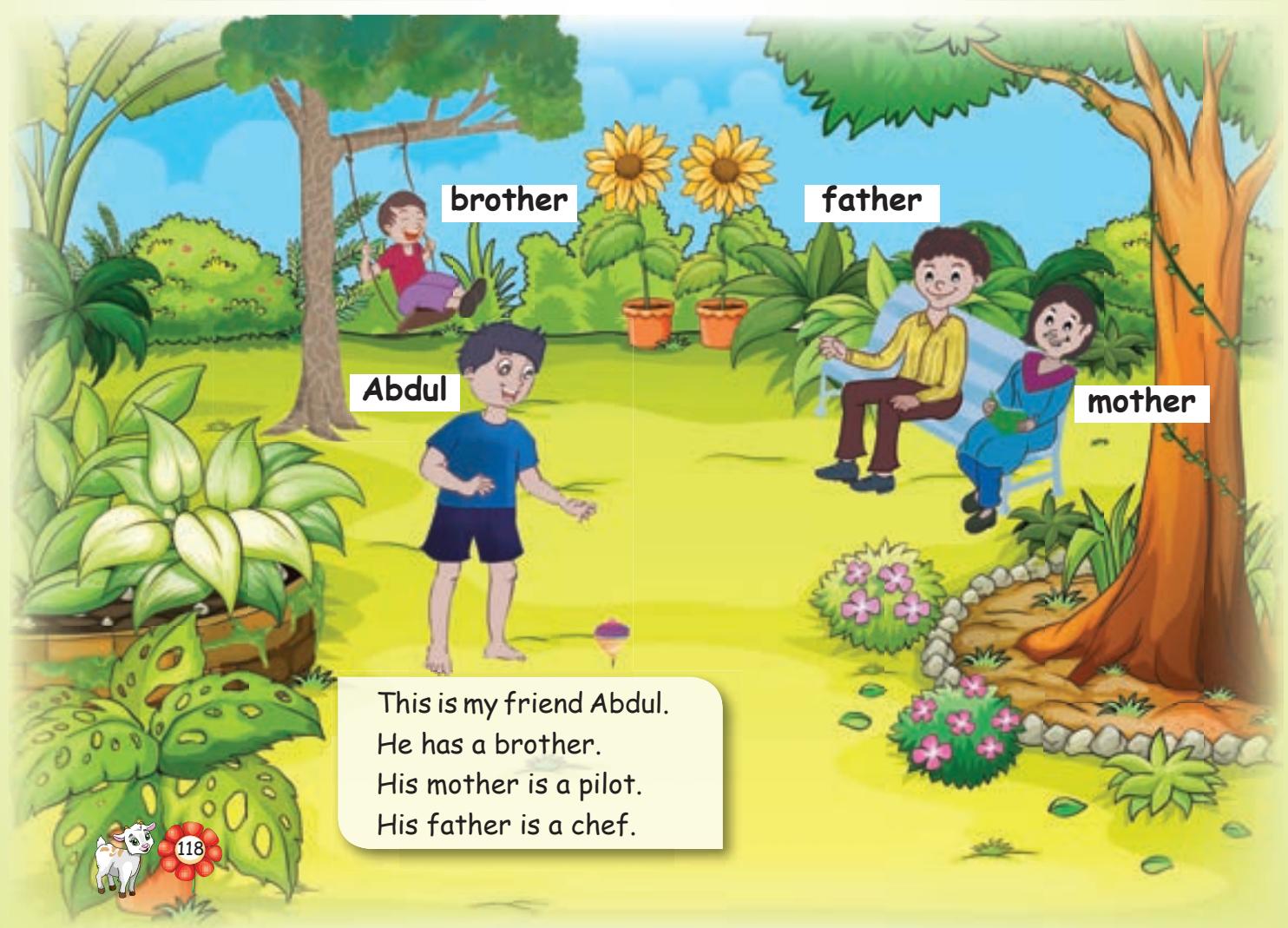
I live in Salem.

I call my father Appa.

I call my mother Amma.

My sister's name is Meenu.







Abdul, Sam, Mary and I play together.  
We are friends.  
We have fun together.



### Our friends and family make us happy.

**Note to the teacher:** Encourage children to point out the various members of the family as you call them out. Make them follow the text and ask questions "Is it a big family?" and so on.

Think zone - What comes next?



1.	M	N	M	N	M	
2.	A	C	E	G	I	





## Let us sing



### Different Families



Families are different.

How many are there in a family?

Two or four,

Five or six or more?

I have a family

You have a family

We all have families

But families can be different.

#### Listen and repeat

My family helps me.

My family loves me.

My family takes care of me.

My family keeps me safe.



#### Circle time- Let us talk

Encourage children to talk about their family and what they do together at home. In conversation, introduce the vocabulary for relationships: mother, father, grandpa etc., and ask their names.





## Let us understand



1. Write T for True / F for False in the box.



Nila's grandpa reads the newspaper.



Abdul's father is a pilot.

2. Tick (✓) the correct one.



big family

small family



big family

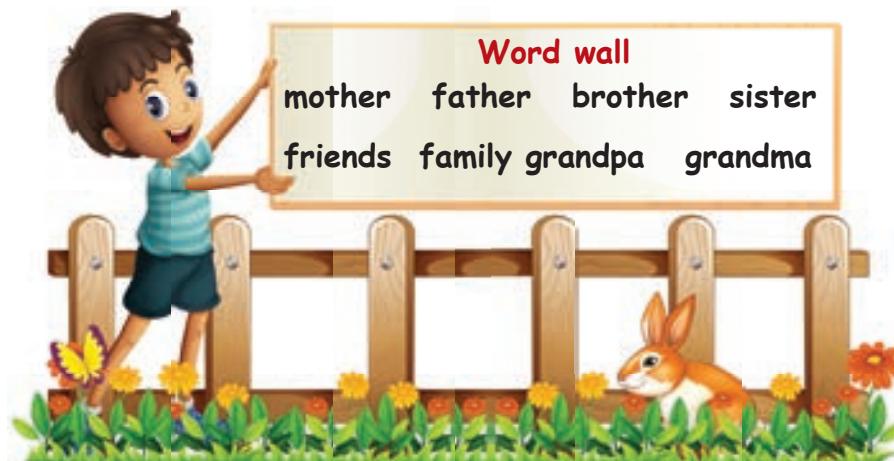
small family

3. Listen, think and say.

1. Who cleans the window?
2. Who plays on the swing?
3. Whose father is a chef?
4. How many people are there in Mary's family?
5. Is your family big or small?



## Let us do



Display the flashcards with pictures of family members.

Make children look at them.

Remove them.

Encourage children to recall the names of the picture.





## Alphabet Jungle



The **S**quirrel has a baby. The **T**iger has a cub.

**Squirrel****Tiger**

The **U**pupa has a chick in the hole of a tree.



The **V**ulture chick lives high up on the rock.

**Vulture**

Baby **W**olf is a pup. Baby **X**ox is a cub.

**Wolf****foX**

Baby **Y**ak is a calf and baby **Z**ebra is a foal.

**Yak****Zebra**

**Note to the teacher:** Teach the ABC song using QR code and sing it with them. Read out the story. Emphasize on the letters of the alphabet.

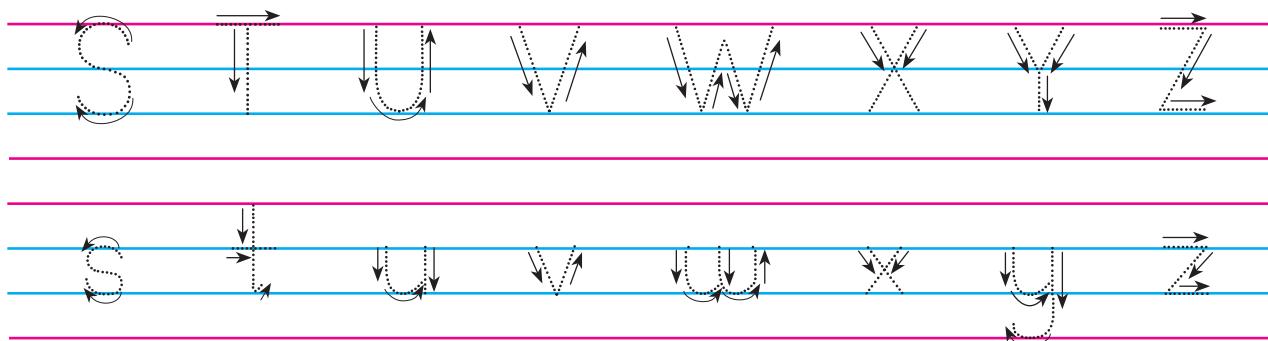




## Let us write



Trace the letters.



## Let us do



### Word wall



Display the words given in the word wall on the board.

Practise the words by asking as many questions as possible.

Eg: "Is this your pen?"

Practise all the words similarly.



## Think Zone - What comes next?



CAT	TAC	BAT	TAB	PAT	
HEN	PEN	HAT	PAT	HIT	





## Let us sing



dance



eat



## Let us do together

### What are they doing?

Hop a little, jump a little  
one, two, three.



jump

Run a little, skip a little  
tap one knee.  
Bend a little, stretch a little  
nod your head.  
Yawn a little, sleep a little  
in your bed.



smile



cry



sleep



clean



What can they do? Discuss with your friend and colour the boxes.

	cry	laugh	speak	fly
	fly	read	hop	sing
	run	jump	sleep	write



## Let us say



Listen to the sound and repeat. \*

e      o      k      g      f      m      r

Listen and say.

<b>e</b> as in  	<b>o</b> as in  	<b>k</b> as in  
<b>f</b> as in  	<b>g</b> as in  	<b>m</b> as in  
<b>r</b> as in  		

Blend and say aloud.

s e t	set	n e t	net	l e t	let
g e t	get	p e t	pet	m e t	met
l o g	log	j o g	jog	f o g	fog
n o d	nod	g o d	god	r o d	rod

\* Note to the teacher: Show the flashcards of the letters.

Say the sound of each letter aloud and get children to repeat it.

Say the sounds as follows: e /e/   o /o/   k /k/   g /g/   f /f/   m /m/   r /r/.





## Let us do



## Word wall



### Roll and Read

Divide the class into groups.

Select the leader for each group.

Ask the leader to roll the dice to get a number from 1 to 6

The children in the group read out the words for the number given in the word wall.

## Let us practise



**Read aloud.**

a pot  
a hot pot  
a hot pot on the cot



Ben has a hen.  
Ben fed a hen.  
Ben fed a red hen.  
Ben fed ten red hens.



It is a net.



It is a dog.



It is a hen.



It is a mop.



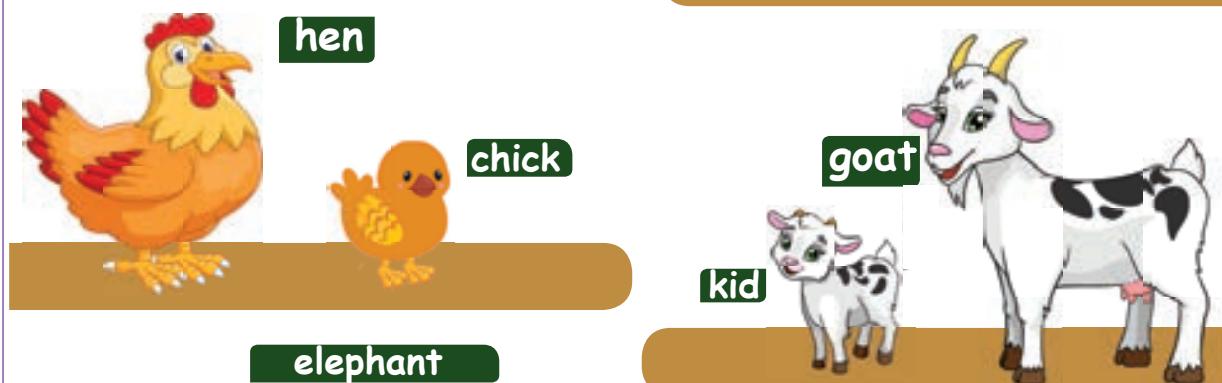
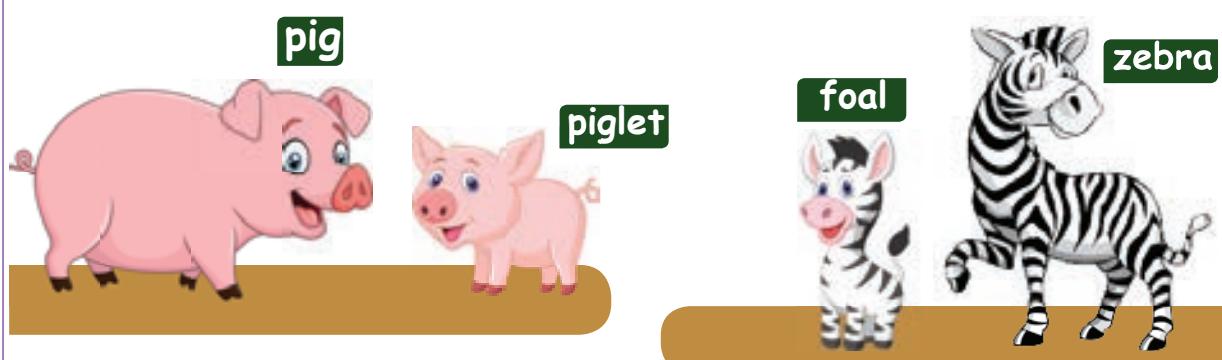
**Say aloud.**

Shake your hand a a a  
Shake your leg e e e  
Shake your hips i i i  
Shake your body o o o  
Shake your thumb u u u





## Let us learn



### Circle Time - Let us play

Divide the class into two groups.

Distribute the picture cards of young ones to one group and the picture cards of mothers to the other group.

Allow the young ones to find their mothers.



## Let us sing



This is the way  
We dig the ground,  
dig the ground, dig the ground.  
This is the way  
We dig the ground,  
Early in the morning.



This is the way  
We plant the seeds,  
plant the seeds, plant the seeds.  
This is the way  
We plant the seeds,  
Early in the morning.





This is the way  
We water the plants,  
water the plants, water the plants  
This is the way  
We water the plants,  
Early in the morning.



This is the way  
We grow the plants,  
grow the plants, grow the plants.  
This is the way  
We grow the plants,  
Early in the morning.



**Note to the teacher:** Encourage children to sing the rhyme with actions.





## Let us understand



1. Tick (✓) the correct young ones.

a



b



c



2. Choose the correct name and colour.



cub      kid      calf



cub      kid      calf



cub      kid      calf

3. Listen, think and say.

1. Who digs the ground?
2. When do they plant the seeds?
3. What do they do with water?
4. What do they see?
5. Do you water plants?





## I can do

### I. Read and tick the word.



It is a  .

pig

duck

lion

It is a  .

foal

piglet

chick

It is a  .

duckling

chick

kid

### II. Match the picture with the action word.

	eat
	clean
	dance

### III. Recite any one of the poems from the lesson.





#### IV. Write the missing letters.



t	f	z	y	w	u
---	---	---	---	---	---

\_\_iger



\_\_pupa



\_\_olf



\_\_ox



\_\_ak



\_\_ebra



#### V. Listen and tick Yes / No.

1. I have a grandmother. - Yes  No
2. I have two brothers. - Yes  No
3. My family is a big family.- Yes  No
4. I play with my friends. - Yes  No

#### VI. Read aloud.

a hen



a red hen



a red hen and her ten eggs



a pen



a blue pen



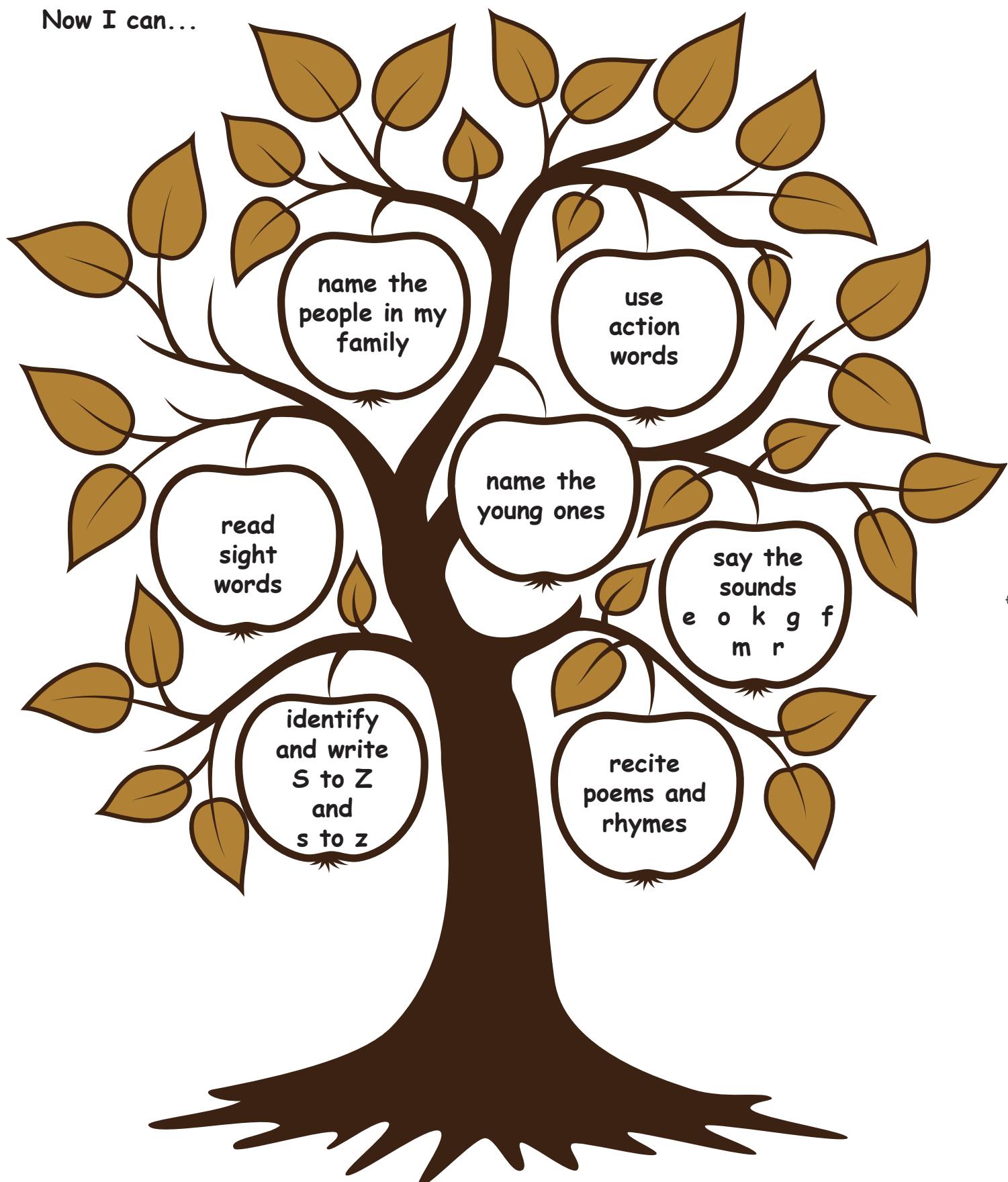
a blue pen on the bed





## Learning outcomes

Now I can...



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





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