ENGLISH

STANDARD ONE

TERM - III

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English
Standard One
Term III

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E-book

C4IT78

Assessment

C4SP8V

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Standard One Term - III

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Preface

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. The activities evoke interest and engage practice 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 to 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.

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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 Outcome

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 in 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.

QR GUIDE

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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.

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3. Match the words with the pictures.

4. Fill in the missing letters.

	a	n

	a	t	c	h

	a	k

	u	i	l	l

	e	b	r	a

	u	g

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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.

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

8. Fill in the compartments with missing small letters.

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1

My Garden

We water the plants.

Do you?

1st English term3.indd 76 25-10-2019 16:10:13

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.

C52KAI

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')

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

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Let us learn

The Cactus

The beautiful garden has colourful flowers.

C57TN9

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

1st English term3.indd 82 25-10-2019 16:10:23

Let us understand

C5BGC6

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

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?

1st English term3.indd 83 25-10-2019 16:10:25

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 **in** 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.

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Let us say

C5GPPH

Listen to the sound and repeat.

Listen and say.

ph as in	th as in	ng as in

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 /

1st English term3.indd 85 25-10-2019 16:10:31

Let us do

- Display the words on the word 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 phone is on the table.

The moth is on the leaf.

The ring is in the box.

Tick (✓) the correct sound.

ph	
th	
ng	

ph	
th	
ng	

ph	
th	
ng	

ph	
th	
ng	

ph	
th	
ng	

THINK ZONE

What comes next?

pan – tan	pen – ten	pin - _____
chop – chip	song – sing	shop - _____

1st English term3.indd 86 25-10-2019 16:10:34

Let us learn

A Get-together

C5KCDT

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?"

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A Get-together

The has a new baby. All her friends come to her
eagle

house to meet the . Caw... Caw... Caw... . "Who are you?"
baby eagle

asked the . "I am a ." Keet... Keet... Keet...
baby eagle crow

"Who are you?" asked the . "I am a ."
baby eagle parrot

Coo... Coo... Coo.... "Who are you?" asked the . "I am a
baby eagle

." Hoot... Hoot... Hoot.... "Who are you?" asked the .
cuckoo baby eagle

"I am an ." Quack... Quack... Quack.... "Who are you?"
owl

asked the . "I am a ." Cluck... Cluck... Cluck....
baby eagle duck

"Who are you?" asked the . "I am a ."
baby eagle hen

The said "What a nice party!"
baby eagle

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.

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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.

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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...

C5QKRJ

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

b. fish – sung – long - ring

c. moth – song – with – pith

d. phone – photo – phase – shut

V. Recite the poem "Little Birdie".

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Learning outcome

Now I can...

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

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Let us sing

Months in a Year

C5U8FG

October

April

Twelve months in a year
Let's learn it my dear
The year starts with January
And ends with December.

Now let's say them one by one

January, February, March,
April, May, June,
July, August, September,
October, November and
December.

Isn't it easy to remember?

December

September

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.

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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.

1st English term3 Calendar.indd 95 25-10-2019 16:09:41

Let us learn

Harini's Happy Week

C5ZGT7

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.

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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.

1st English term3 Calendar.indd 97 25-10-2019 16:09:48

Let us understand

C644H4

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.

1. I saw a new rose on ( ).
2. On Monday, my father gave me a ( ).
3. The first day of the week is ( ).
4. ( ) comes after Thursday.

(1) puppy
(2) Sunday
(3) Friday
(4) Wednesday

1st English term3 Calendar.indd 98 25-10-2019 16:09:49

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.

1st English term3 Calendar.indd 99 25-10-2019 16:09:53

Let us say

Listen to the sound and repeat.

Listen and say.

tch as in

ck as in

C69CUU

ss as in

ll as in

Blend and say.

b	- a -	tch	⟹	batch	s - a - ck	⟹ sack
f	- e -	tch	⟹	fetch	p - e - ck	⟹ peck
p	- i -	tch	⟹	pitch	w - i - ck	⟹ wick
n	- o -	tch	⟹	notch	l - o - ck	⟹ lock
d	- u -	tch	⟹	dutch	d - u - ck	⟹ duck

m	- a -	ss	⟹	mass	sh	- a -	ll	⟹ shall
l	- e -	ss	⟹	less	t	- e -	ll	⟹ tell
h	- i -	ss	⟹	hiss	ch	- i -	ll	⟹ chill
t	- o -	ss	⟹	toss	d	- o -	ll	⟹ doll
f	- u -	ss	⟹	fuss	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/

1st English term3 Calendar.indd 100 25-10-2019 16:09:55

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

batch	pick	chess	shall
luck	hill	moss	duck
catch	toss	bell	match

Unscramble the letters.

apt tap

uth _____

etn _____

ibn _____

1st English term3 Calendar.indd 101 25-10-2019 16:10:09

Let us learn

A Day at Home

C6CZIR

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?"

1st English term3 Calendar.indd 102 25-10-2019 16:10:10

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.

1st English term3 Calendar.indd 103 25-10-2019 16:10:14

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.

1st English term3 Calendar.indd 104 25-10-2019 16:10:17

I can do

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

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

a) Grandpa likes to walk in the afternoon. ( )

b) I sing songs in the morning. ( )

c) I help my parents in the evening. ( )

d) I have my dinner at night. ( )

C6I8WH

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?

1st English term3 Calendar.indd 105 25-10-2019 16:10:19

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 in 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'.

1st English term3 Calendar.indd 106 25-10-2019 16:10:20

Learning outcome

Now I can...

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

1st English term3 Calendar.indd 107 25-10-2019 16:10:20

3

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

I like to play in the rain!

Do you?

1st English term3 Rain.indd 108 21-10-2019 15:20:35

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.

1st English term3 Rain.indd 109 21-10-2019 15:20:36

Look and say

1st English term3 Rain.indd 110 21-10-2019 15:20:37

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

1st English term3 Rain.indd 111 21-10-2019 15:20:37

Let us learn

From the Sky to the Sea

C6S4Y5

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!

1st English term3 Rain.indd 112 21-10-2019 15:20:44

Note to the teacher: Focus on different sources of water. Practise the words using the picture and encourage children to talk about it contextually.

1st English term3 Rain.indd 113 21-10-2019 15:20:46

Let us understand

C6VRM2

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?

1st English term3 Rain.indd 114 21-10-2019 15:20:47

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 .

1st English term3 Rain.indd 115 21-10-2019 15:20:50

Let us say

C71ZZS

Listen to the sound and repeat.

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.

1st English term3 Rain.indd 116 21-10-2019 15:20:52

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	

1st English term3 Rain.indd 117 21-10-2019 15:20:55

Let us learn

A Rainy Day

C75MNP

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?"

1st English term3 Rain.indd 118 21-10-2019 15:20:57

A Rainy Day

Big dark clouds hide the sun. It is going to rain.

Clouds are made of many tiny drops of water. Raindrops grow big and heavy. Raindrops fall out of the sky. Many raindrops make rain. Birds hide in the trees. Rabbits hop into holes.

Rain pours hard. Rain makes puddle on the ground. Snails and worms come out. Frogs hop about. We sit outside our home. We make paper boats to sail them in the puddle.

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

1st English term3 Rain.indd 119 21-10-2019 15:20:59

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.

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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.

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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'.

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Learning outcome

Now I can...

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

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