



GOVERNMENT OF TAMIL NADU

STANDARD ONE

TERM - I

ENGLISH

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THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga
Tava subha name jage,
Tava Subha asisa mage,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata
Jaya he, jaya he, jaya he,
Jaya jaya, jaya, jaya he.

- Rabindranath Tagore.

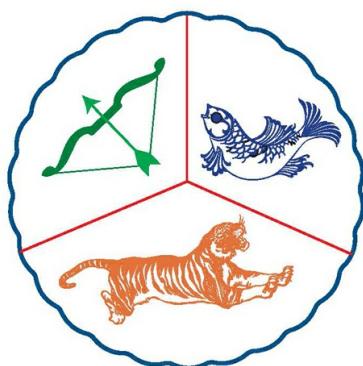


தமிழ்த்தாய் வாழ்த்து

நீராருங் கடலுடுத்த நிலமடந்தைக் கெழி லொழுகும்
சீராரும் வதனமெனத் திகழ்ப்ரதக் கண்டமிதில்
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்
தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே!
அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற
எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழனங்கே!
தமிழனங்கே!

உன் சீரிளமைத் திறம் வியந்து செயல் மறந்து வாழ்த்துதுமே!
வாழ்த்துதுமே!
வாழ்த்துதுமே!

- 'மனோன்மணியம்' பெ. சுந்தரனார்.



தமிழ்த்தாய் வாழ்த்து – பொருள்

ஒவி எழுப்பும் நீர் நிறைந்த கடலெலூம் ஆடையுடுத்திய நிலமெனும் பெண்ணுக்கு. அழுகு மினிரும் சிறப்பு நிறைந்த முகமாகத் திகழ்கிறது பரதக்கண்டம். அக்கண்டத்தில், தென்னாடும் அதில் சிறந்த திராவிடர்களின் நல்ல திருநாடும், பொருத்தமான பிறைபோன்ற நெற்றியாகவும், அதிலிட்ட மணம் வீசும் திலகமாகவும் இருக்கின்றன.

அந்தத் திலகத்தில் இருந்து வரும் வாசனைபோல, அனைத்துக்கழும் இன்பம் பெறும் வகையில் எல்லாத் திலையிலும் புகழ் மணக்கும்படி (புகழ் பெற்று) இருக்கின்ற பெருமைக்க தமிழ்ப் பெண்ணே! தமிழ்ப் பெண்ணே! என்றும் ஓளமையாக இருக்கின்ற உன் சிறப்பான திறமையை வியந்து உன் வயப்பட்டு எங்கள் செயல்களை மறந்து உன்னை வாழ்த்துவோமே! வாழ்த்துவோமே! வாழ்த்துவோமே!





THE NATIONAL INTEGRATION PLEDGE

"I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation."

"I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means."

A STUDENT'S VOW BEFORE MOTHER INDIA

Name :

Class :

School :

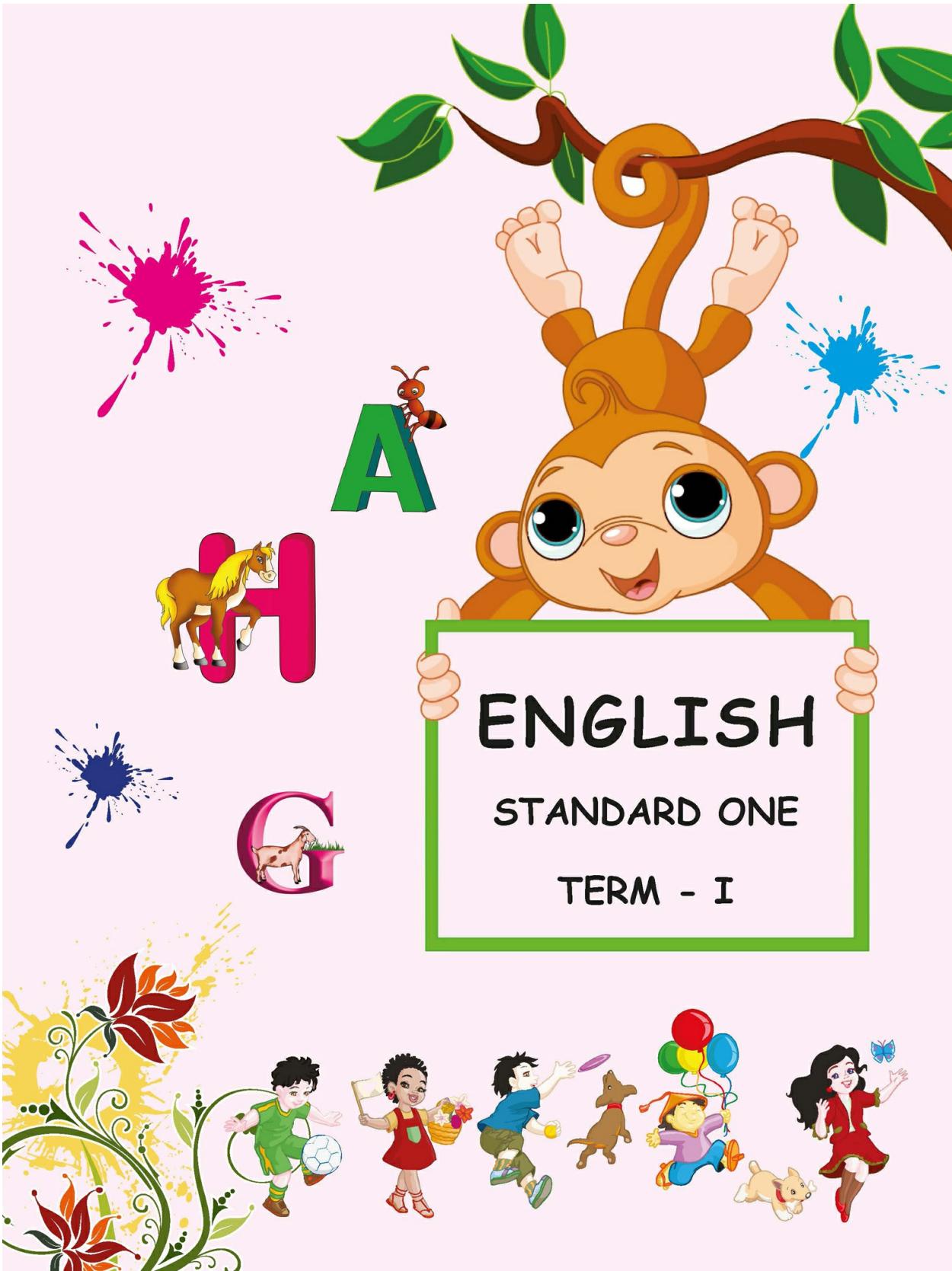
"I shall overcome the obstacles raised by caste and communal prejudices and work for the greatness of my Motherland putting to the fullest use the benefits that I derive through education.

Vande mataram!

Signature



Untouchability is Inhuman and a Crime



Foreword

The Colourful world of children is full of excitement and spectacular thoughts! Their imaginative power can even attract the wild creatures to accompany them in a friendly manner. Their enthusiasm and innovative prescription can even trigger the non-living entities and enchant the poetic Tamil. It is nothing but a bundle of joy blended with emotions when you travel into their creative world.

We have tried our level best to achieve the following objectives through the new Text Books by gently holding the tender hands of those little lads.

- To tune their mind away from rote-learning and guide them into the world of creativity.
- To make the children be proud of their ancient history, culture, art and rich Tamil literature.
- To march triumphantly with confidence into the modern world with the help of Science and Technology.
- To facilitate them to extend their journey of learning beyond the text book into the world of wisdom.

These new Text Books are studded with innovative design, richer content blended with appropriate psychological approach meant for children. We firmly believe that these newly designed text books will certainly create a sparkle in your mind and make you explore the world a fresh.





Ebook



Assessment



Digi Links



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Preface

The 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 practice in the language and thus lead to retention.

As per NCF 2005, language is learnt 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 allows the teacher to focus on time management in multi-level classrooms.

How to use the book

- The first term English Book for Standard I has three units
- Each unit is planned **for a month**
- The characters **Valli** and her pet **Chittu** introduce the theme of each unit
- Each unit is designed around **child friendly themes** namely pets, play and family



Unit - 1

- Any language learning is meaningful, when it is put into a familiar and personalized context
- Children like to keep dogs, cats, birds, kids etc., as **pets**. In this unit, Mullai along with her pet Mighty explores the names of things she finds on her way
- The teacher should encourage the children to **talk about their pets** and what their pets do

Unit-2

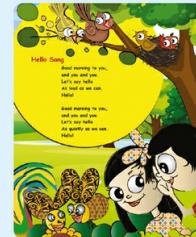
- Children love to play. In this unit, children will enjoy their favourite animals playing games
- The **comic strip**, helps children explore and talk about various games played by the animals. Teachers should encourage and lead the conversation
 - The teacher could take this opportunity to highlight the value of **Inclusion** among children as characterized by the rat in the story
 - Colours are explored in a fun story which will appeal to children



Unit-3



- Parents and **family** form a **child's first relationships**
- As children are attracted towards animals, the concept of family and young ones is introduced through animal families
- The teacher has to talk about different types of families in the story like the **large family** of Nila, the **small family** of Abdul and **single parent family** of Mary
- The teacher has to highlight that family is a safe-zone which nurtures **relationship, bonding, togetherness, care, love** and so on



- Every unit starts with a **colourful, pictorial Warm Up page**
- The **Look and Say** can be used to develop vocabulary and speaking skill
- The letters of the **alphabet** have to be introduced in context either through a **story** or a **song**. The sounds of the letters are to be taught through **phonics**.
- Tracing strokes, curves** and letters can be used for pre writing activities
- Word wall can be used to learn sight words and key words of each lessons



- Circle time** provides opportunity for the teachers to teach the **language structures** through games and play.
- Circle time develops **listening** and **speaking skills**.
- The activities in the **Think Zone** can be used for promoting **higher order thinking**.
- Let us understand** can be used to move from simple to more **challenging tasks** giving guided help for comprehension
- I can do** can be used for **oral assessment** and reading.

Learning Outcomes

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



Lets use the QR code in the text books ! How ?

- Download the QR code scanner from the Google PlayStore/ Apple App Store into your smartphone
- Open the QR code scanner application
- Once the scanner button in the application is clicked, camera opens and then bring it closer to the QR code in the text book.
- Once the camera detects the QR code, a url appears in the screen. Click the url and goto the content page.





My Pet



My name is Valli.
This is my pet, Chittu.
Do you have a pet?



Let us sing



Note to the teacher: Have students say hello loudly in the first stanza, quietly in the second stanza. This needs to be practised frequently in class to emphasize greetings.



Hello Song

Good morning to you,
and you and you.
Let's say hello
As loud as we can.
Hello!

Good morning to you,
and you and you.
Let's say hello
As quietly as we can.
Hello!



Let us learn



On my way

Hi, you are pretty!
What is your name?

Hi, I am Daisy.

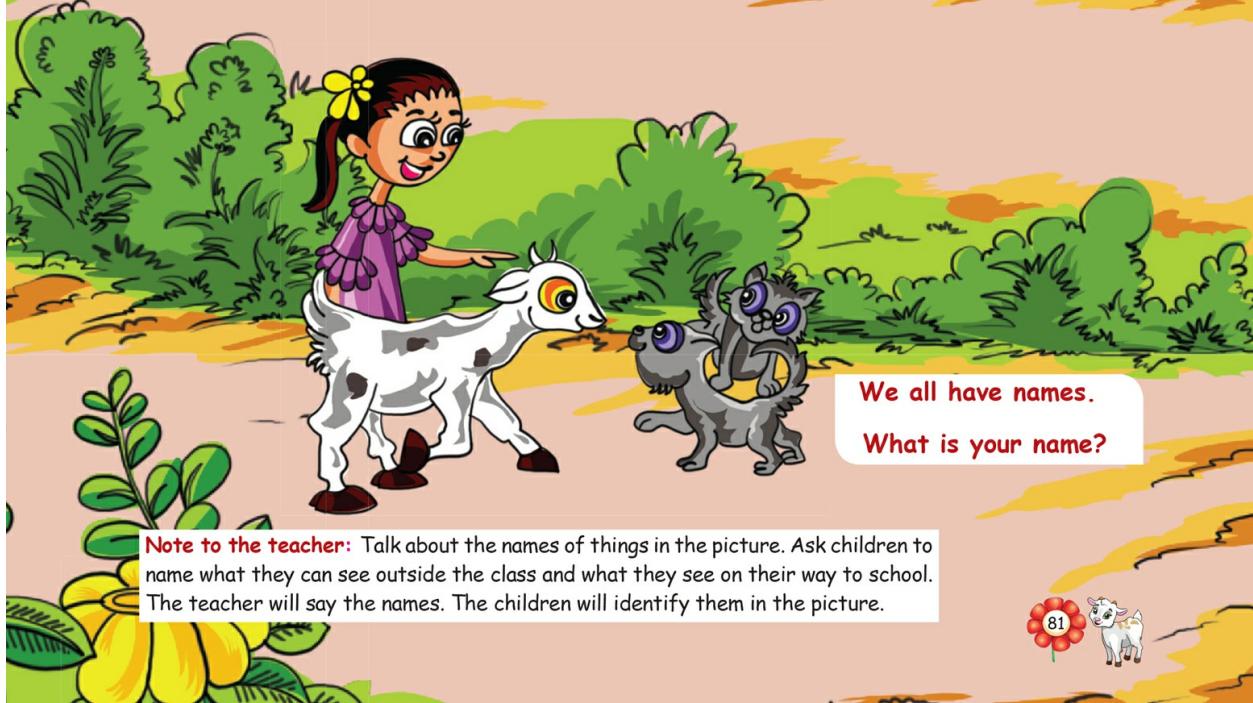
Hello Daisy, my name is Sweety.



I am Mullai.
What is your name?

I am Butterfly.

Hey, you are so colourful.



Note to the teacher: Talk about the names of things in the picture. Ask children to name what they can see outside the class and what they see on their way to school. The teacher will say the names. The children will identify them in the picture.



Alphabet Story

A Happy Jungle



The **A** is in its hill.
Ant

The **B** is in its cave.
Bear

The **C** is on the tree.
Cat

The **D** is in its house.
Dog

The **E** is in the forest.
Elephant

The **F** is in its hole.
Fox

The **G** is in the shed.
Goat

The **H** is in the farm.
Horse

The **I** is in the lake.
Ibis

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



Let us sing



Come little children, come to me

I will teach you ABC

ABCDEF G HIJK LMNOP

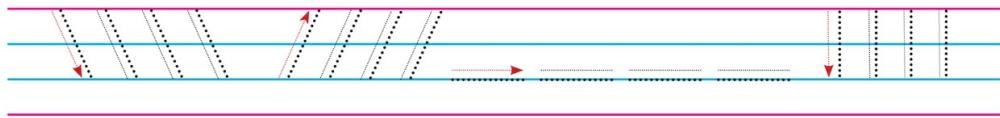
LMNOPQRST UVWXYZ



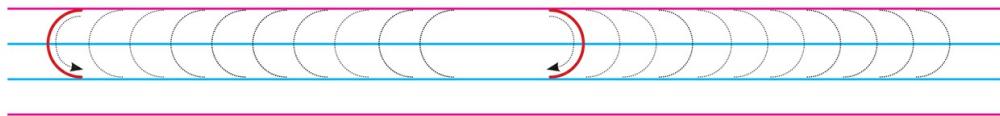
Let us write



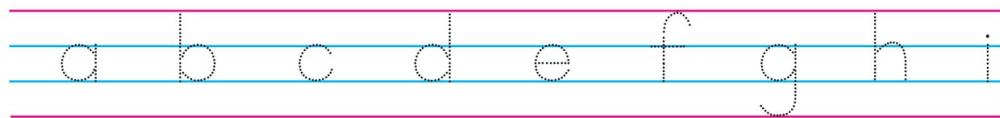
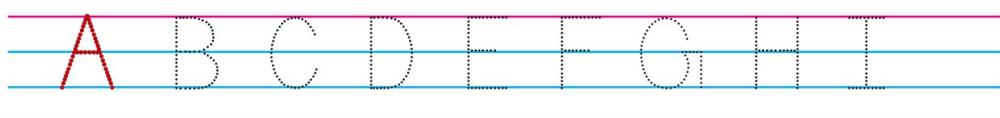
Trace the strokes.



Trace the curves.



Trace the letters.









Circle time - Let us talk

What is it?



Divide the class into two groups A and B. Ask one child in group A to hold an object/picture flashcard (pen, pencil, book, notebook etc.) and the children in group A ask, "What is it?" Have Group B reply, "It is a book." Continue with other objects.

It is a book



Let us practise

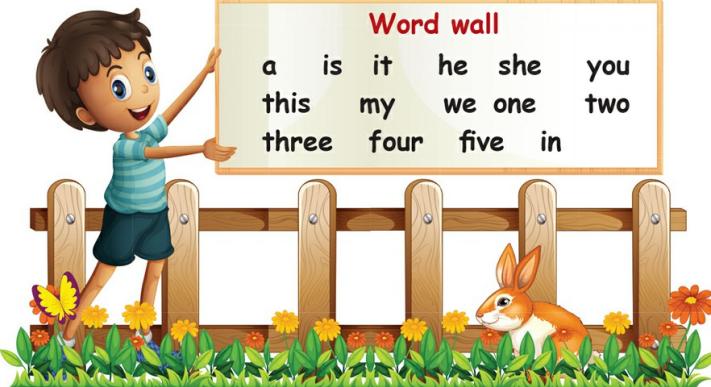


Read aloud.

It is a .



Let us do



Word wall activity

Say it.... shout it....

Display the words on the board and have them in chits.

Put the chits in a box.

Ask a child to take a word chit.

Encourage him/her to say the word aloud and have other children repeat it a few times.

Say it again and encourage children to shout out the word. Practise all the words similarly.



Let us learn



My Pet

Mullai meets her friends on the way.

Hey Sweety, Meet my friends
Ahamed and Andy.

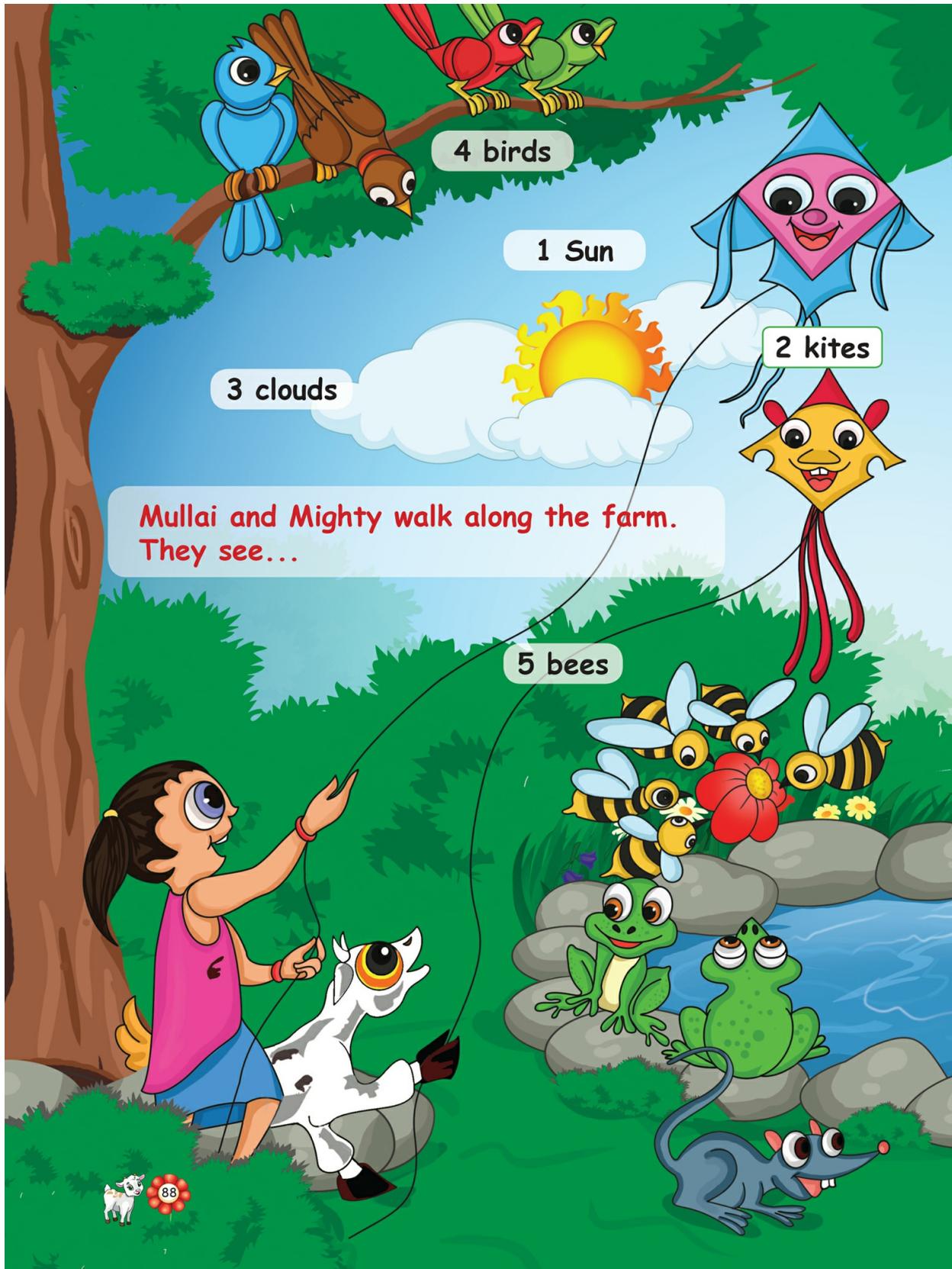
Hi, Mullai.

Ah, Who is this?

This is Sweety.
She is a kid.
She climbs and jumps.
She eats grass.
She loves fruits.
She eats bananas,
leaves and roots.

Note to the teacher: Read out the story and get children to name the things and asking their friends' names in the picture. Ask questions about their pet and allow children to respond in the home language too.





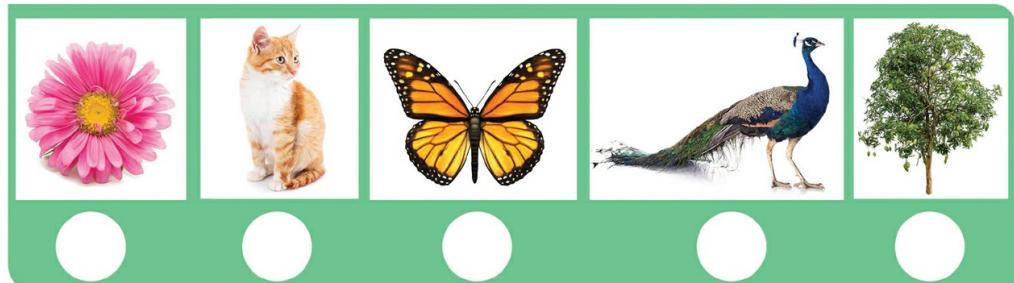




Let us understand



Mullai walks along the farm. What does she see there? Tick them.



Count and tick (✓).



three

four



one

two

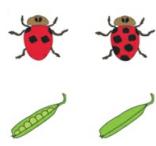
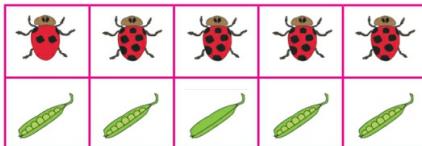


two

three



Think Zone - Circle the odd one



Listen, think and say.

1. Do you have a pet?
2. What is it ?
3. What is its name?
4. What does it eat?
5. How do you play with it?





Let us say

Listen to the sound and repeat.



a

t

p

n

Listen and say.

a

as in



t

as in



p

as in



n

as in



Blend and say.

a n ⇒ an

p a n ⇒ pan

t a p ⇒ tap

p a t ⇒ pat

a t ⇒ at

t a n ⇒ tan

n a p ⇒ nap

a n t ⇒ ant



Let us do



Word wall activity

Word Relay

Display the flashcards of words on the board.
Invite a child to come forward and whisper the word.
Have him/her say it to the class.
Make the class repeat it.
Continue with another student.
Make him/her say a new word along with the previous one.
Have the class repeat it.
Continue till all the words are practised.

Note to the teacher: Show the flash cards of the letters. Say the sound of each letter aloud and get children to repeat it. Say the sounds as follows:
a /æ/ t /t/ p /p/ n /n/



Let us practise



Read aloud.

It is an ant.



It is a tap.



It is a pan.



It is a top.



It is a pot.



It is a nut.



Help the bird reach its nest. Follow and colour 'a' sound words.



pan

tan

nap

pin

bin



put

pot

tap

ant

axe



fan

ban

pat

hot

fat



bad

cot

cap

cat

bat



can

nap

tab

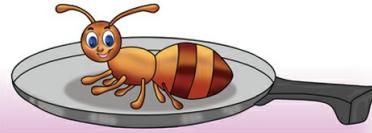
cab

nest



Say aloud.

Ant had a nap
on the tap
tap...tap...tap
Ant had a nap
on the pan
pan...pan...pan



I can do



I. Listen and say.

- a. What is your name?
- b. Who is Mullai's pet?
- c. What flower do Mullai and Mighty see?



II. Read aloud.

ant

pan

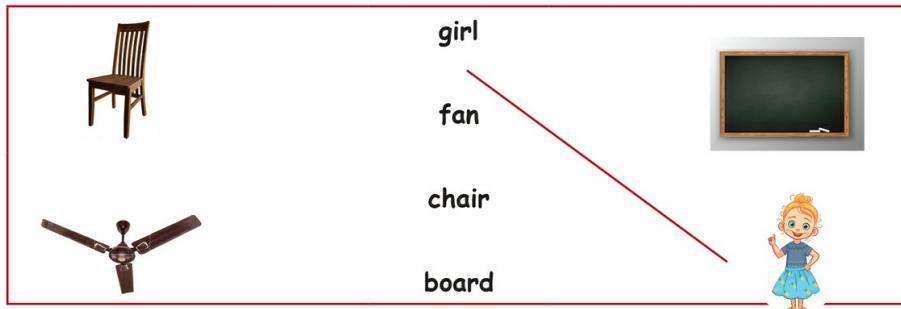
an ant

a pan

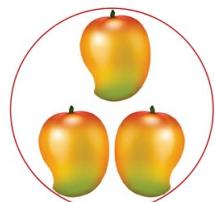
It is an ant.

It is a pan.

III. Look and match.



IV. Tick the right one.



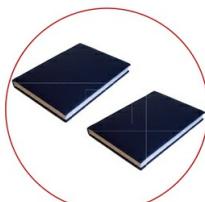
three

four



one

two



two

three

V. Write the missing letters.

A

C

E

G

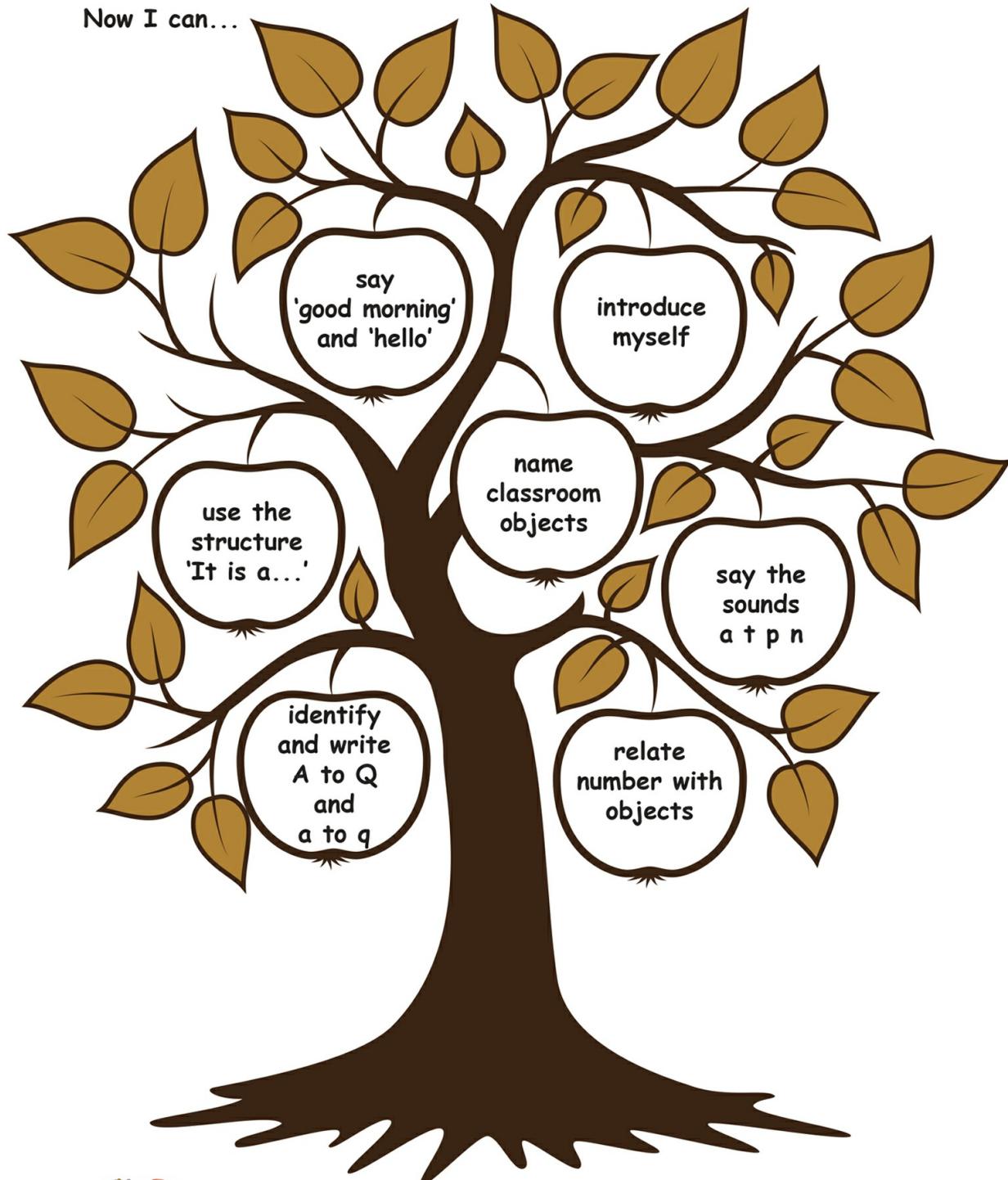
I

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



Learning outcomes

Now I can...



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



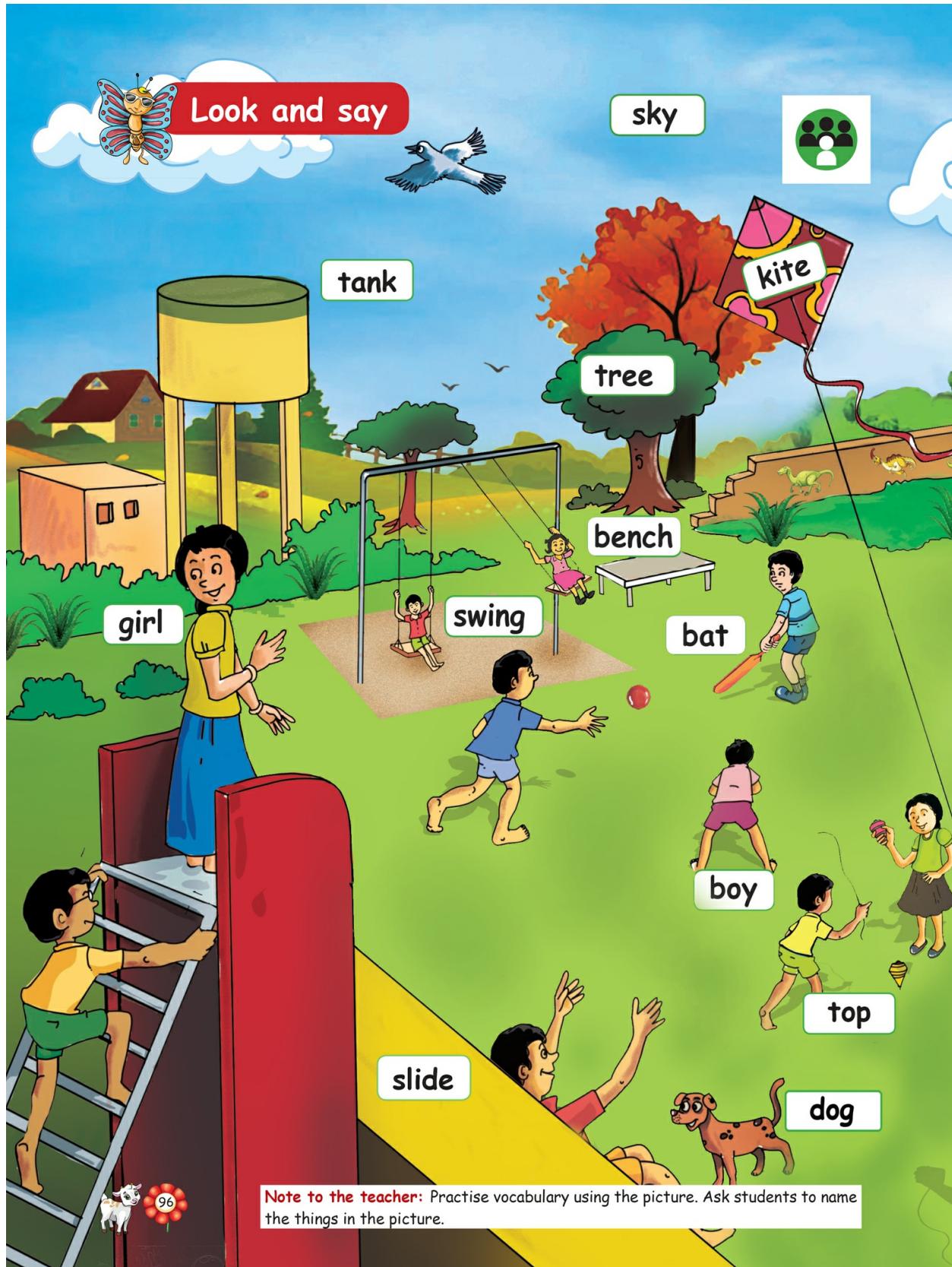
Play Time

I like to play with Chittu.

Do you like to play with your friends?



Look and say



Note to the teacher: Practise vocabulary using the picture. Ask students to name the things in the picture.





Let us sing



Clap your hands
Stamp your feet
Skip and run
And turn around.



Clap your hands
Stamp your feet
Hop and jump
And turn about.



Clap your hands
Stamp your feet
Bend and stretch
And play a game.

Come, let us play together and have fun.



Circle time- Let us play



Display the flashcards with pictures of toys.
Have children look at them and then remove them.
Make students recall the objects.

Note to the teacher: Sing the song with actions. Have students listen and do the actions first, then follow the song with the teacher.

The dogs are playing cricket. The rat wants to join.

Let us learn



The rabbit is flying a kite. The rat wants to join.



May I fly your kite?

But I have only one.



99



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



marble / ball



kite / ball



kite / swing



sandcastle / bat



bat / ball

C. Listen, think and say.

1. Who flies a kite?
2. Who has a bat?
3. Who builds a sandcastle?
4. Who do you like in the story? Why?
5. Do you like to play alone or with friends? Why?



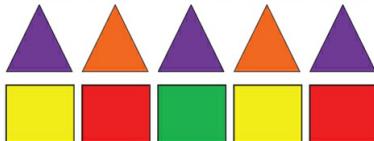
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* Text for Listening



Think zone - 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 Story



There is a



Jaguar.



A



hops along the path.

He passes a



Lion sleeping in the grass.



Monkey

A



Nut.

An



Owl

looks at him.

A



and a



dance on a branch.

Parrot



A little

runs into a hole.

Rabbit

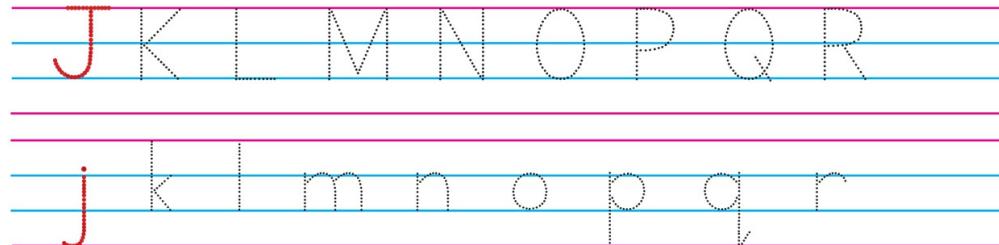
Note to the teacher: Teach the ABC song and sing it with them. Read out the story. Emphasize on the letters of the alphabet.



Let us write



Trace the letters.



Let us sing

Where is Kavitha? (2)

Please stand up (2)

Do a little clapping (2)

Sit down please.

Where is Kavitha? (2)

Please stand up (2)

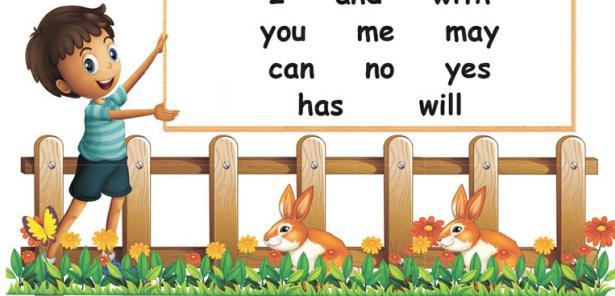
Do a little stamping (2)

Sit down please.

Tune: Where is Thumbkin?



Let us do



Word wall

I and with
you me may
can no yes
has will



Word wall activity

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.

Spell the word "y" (snap your fingers),

"o" (snap your fingers),

"u" (snap your fingers),

Say "you" again and stamp your foot.

Repeat the same for the other words also.



Circle time - Let us play



Have children stand in a circle and pass the ball. Stop passing the ball and ask "Who has the ball?". Make the class say, "John has the ball" mentioning the name of the student who has the ball. The student 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.





Let us say



* Listen to the sound and repeat.

i s b d l c h

Listen and say

s as in 	b as in 	
i as in 	l as in 	
d as in 	c as in 	h as in

Blend and say aloud

h i p ⇒ hip	s i t ⇒ sit	d i n ⇒ din
t i p ⇒ tip	h i t ⇒ hit	b i n ⇒ bin
d i p ⇒ dip	l i t ⇒ lit	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 activity

Jump in... Jump out

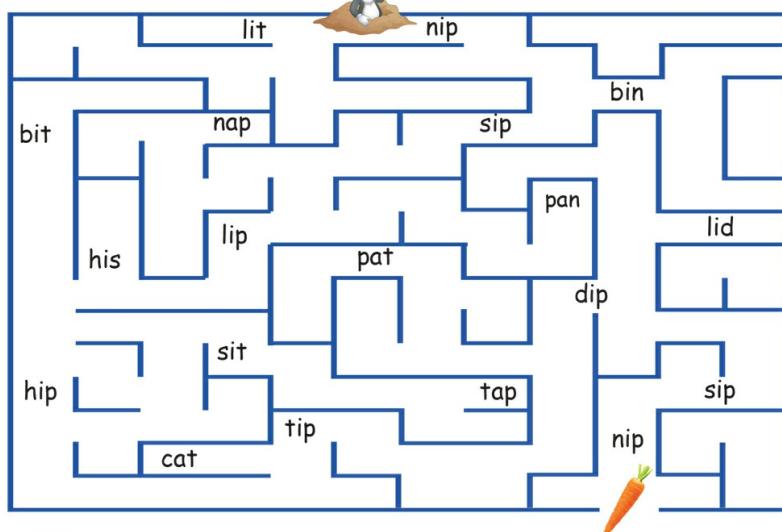
Display the words on the board.

Make children stand on a circle.

Read out the words randomly like
sip, map, hip, cap, dip, tin...

Encourage children to jump in for
the words with 'a' sound and jump
out for the words with 'i' sound.

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



Let us practise

This is a **pin**.



This is a **nib**.



This is a **bin**.



This is a **lid**.



Say aloud

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.





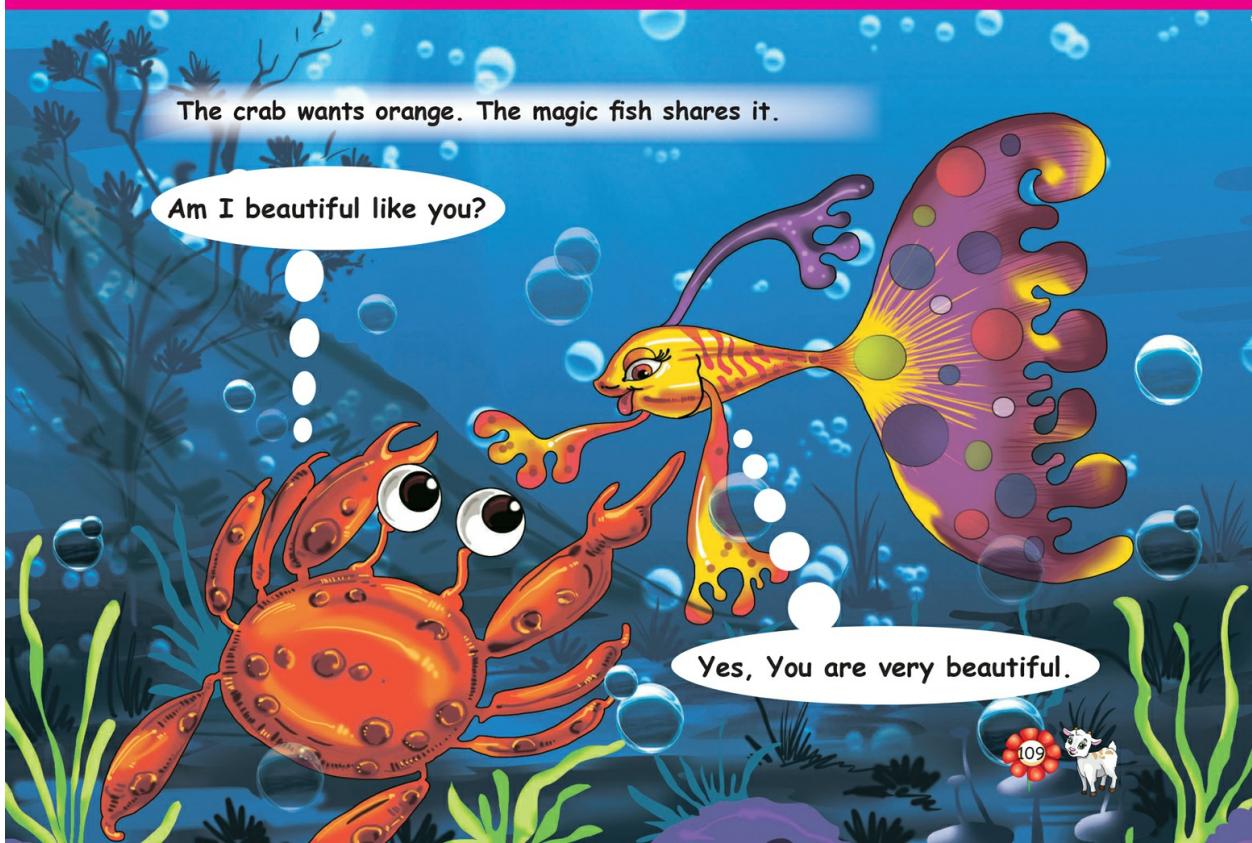
Let us learn

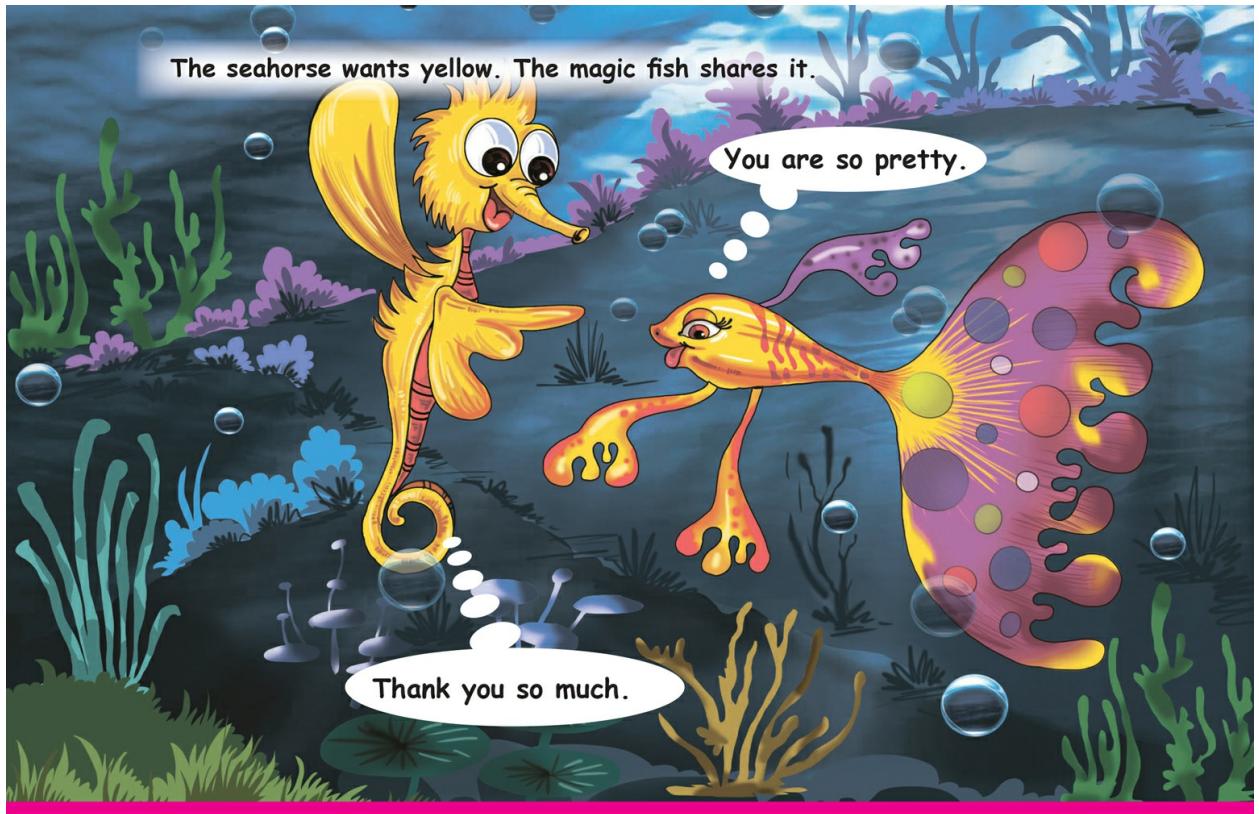
The Magic Fish



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







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



Let us do



Word wall

bat ball kite marble
top balloon red
yellow green white purple
orange blue



Word wall activity

I spy... you say...

Display the words on the board.

Choose any word and spell 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.



6VEIEA

II. Tick (✓) the correct colour.



blue orange



white orange



blue red



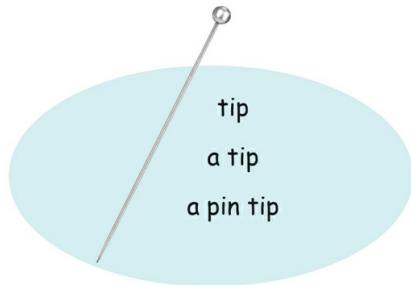
yellow white

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.









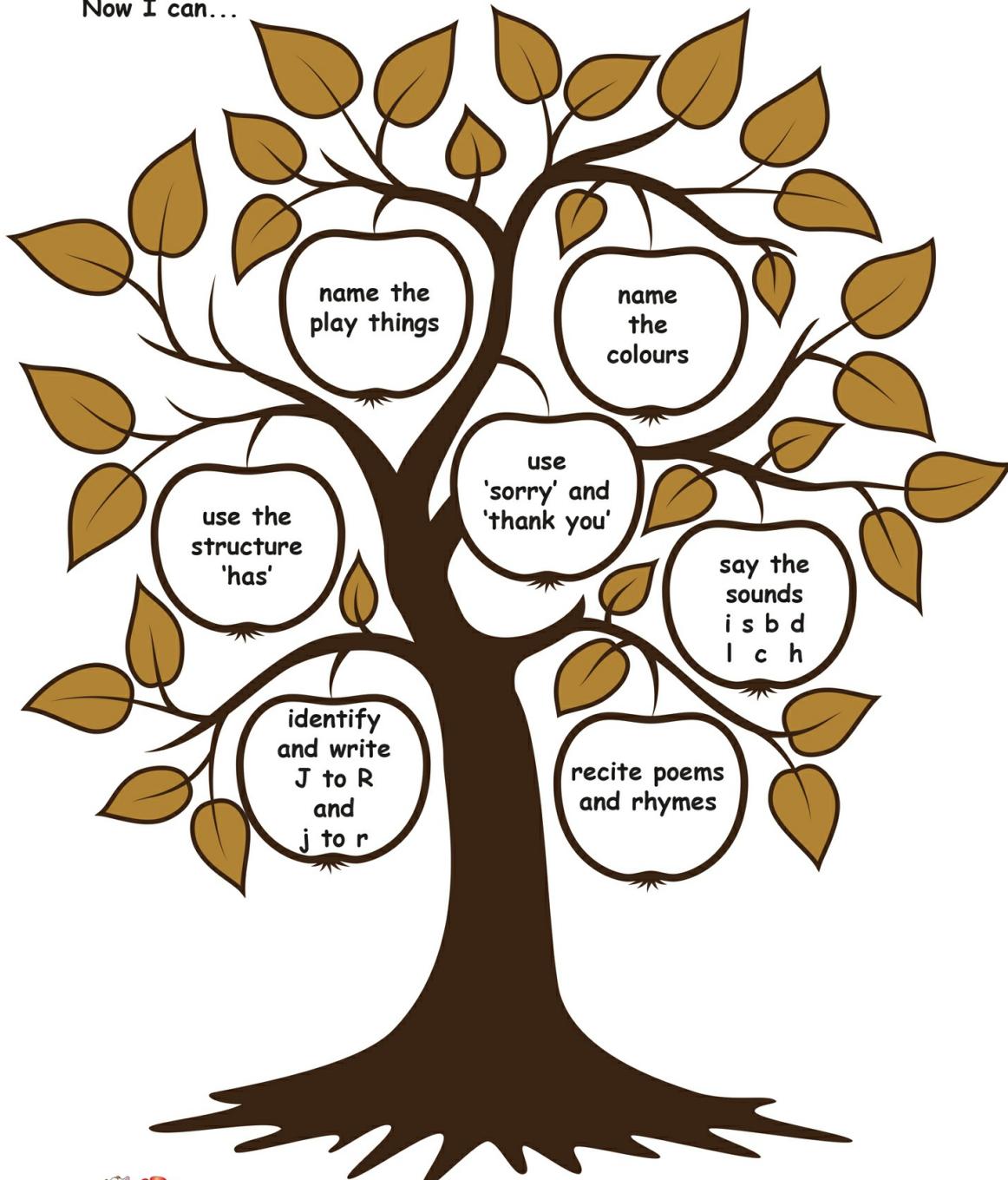
★ Listening Text

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



Learning outcomes

Now I can...

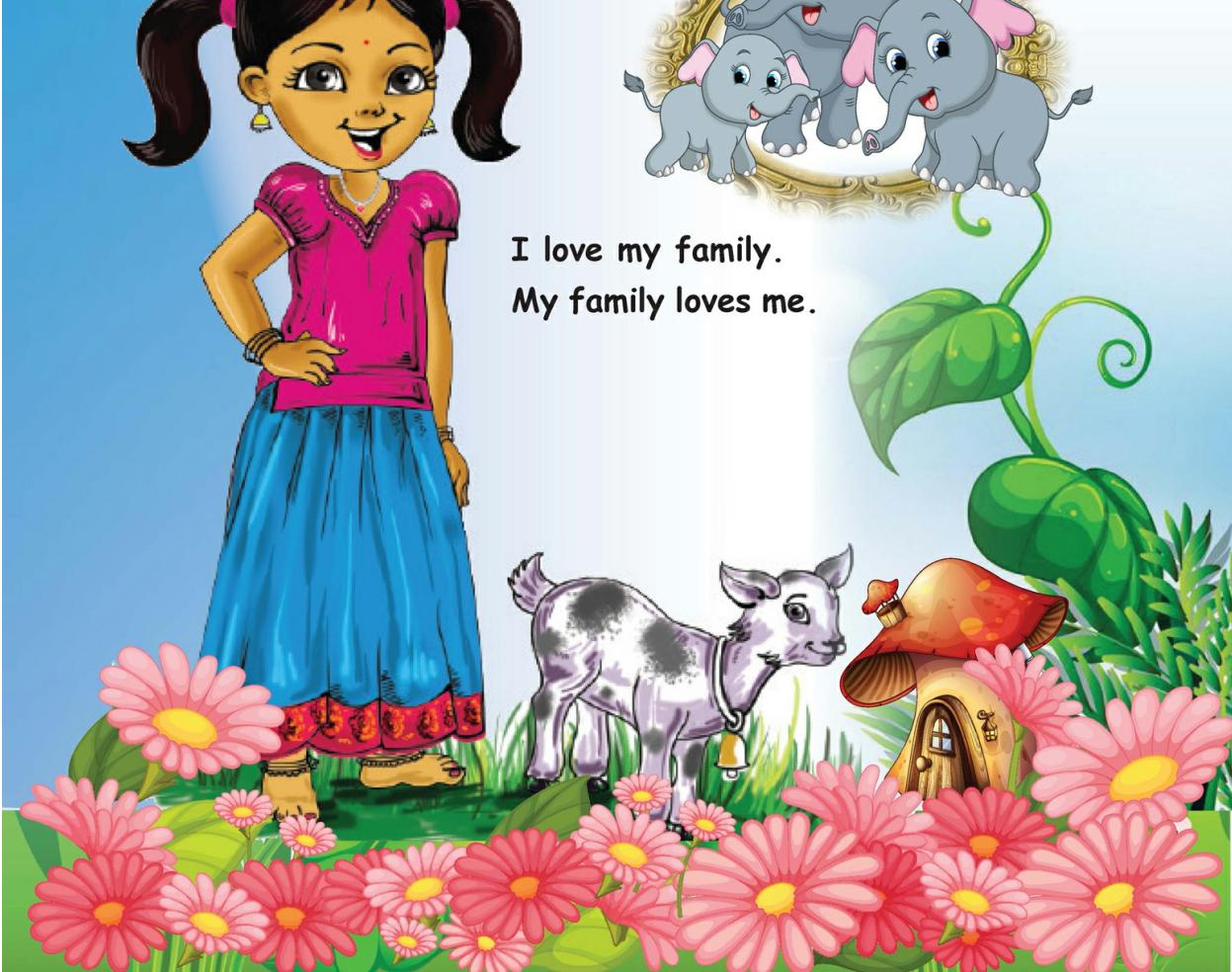


Note to the teacher: Ask children to colour the apple when they achieve the learning outcome.

Families



I love my family.
My family loves me.



Let us sing

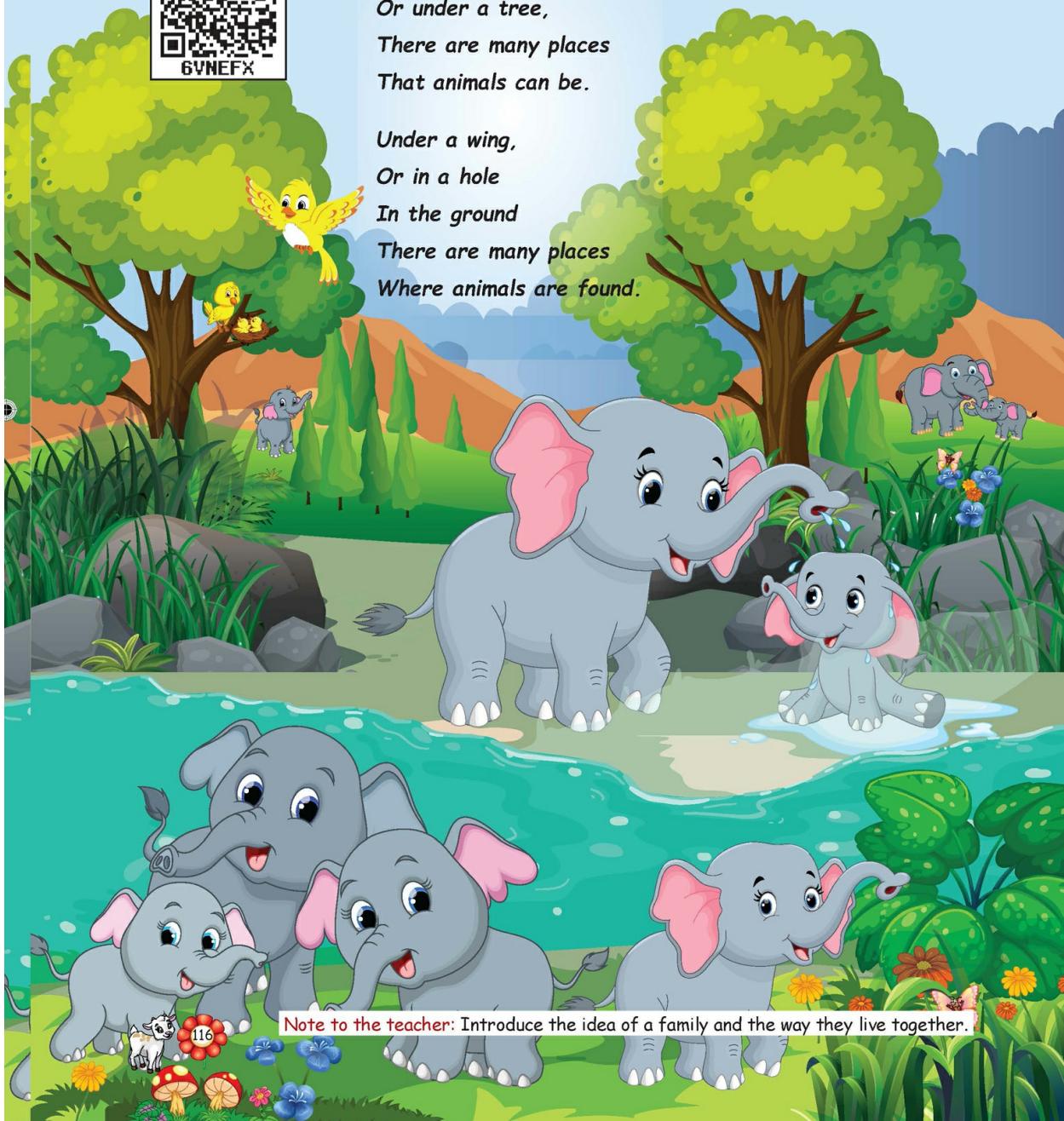


What do you see in this picture? Tell your friend.



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.



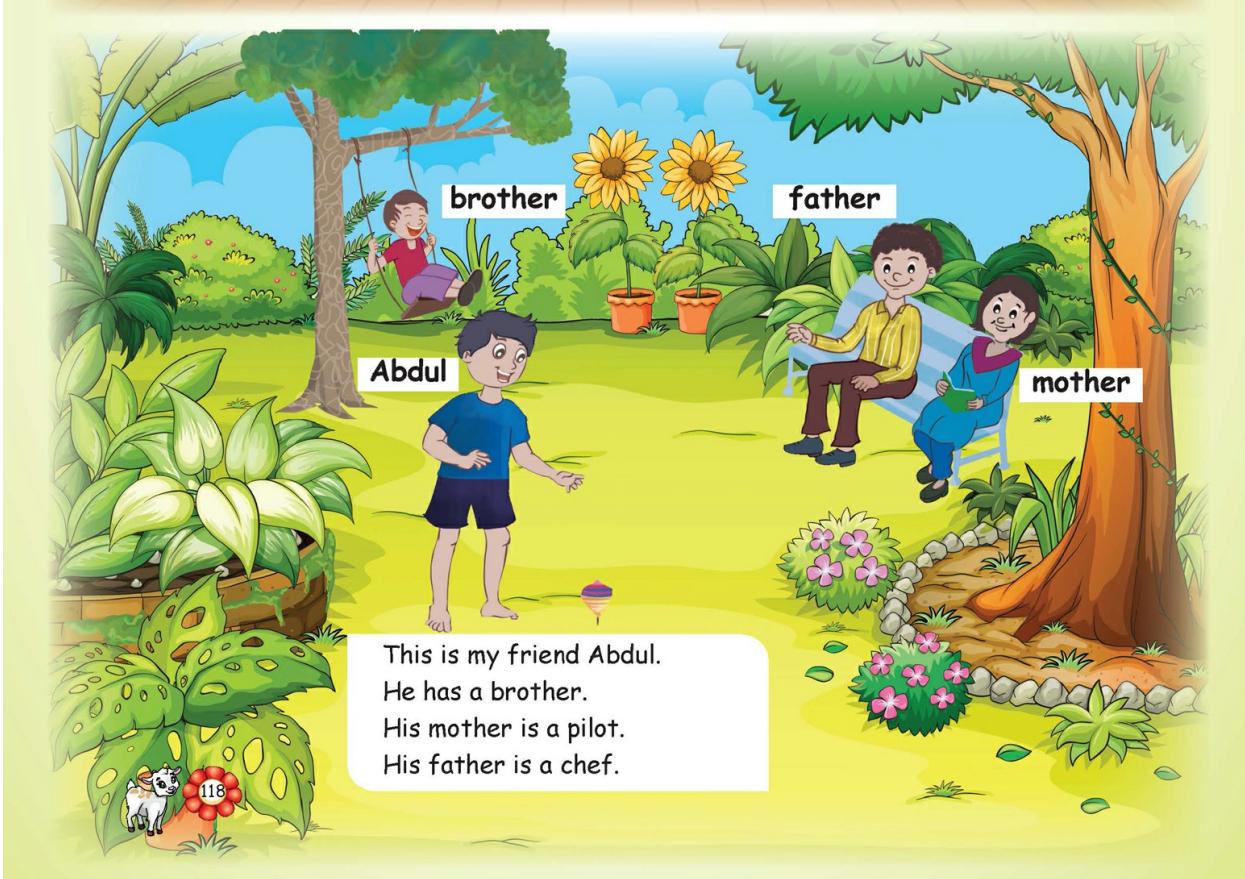
Let us learn

I am Nila.
I live in Salem.
I call my father Appa.
I call my mother Amma.
My sister's name is Meenu.

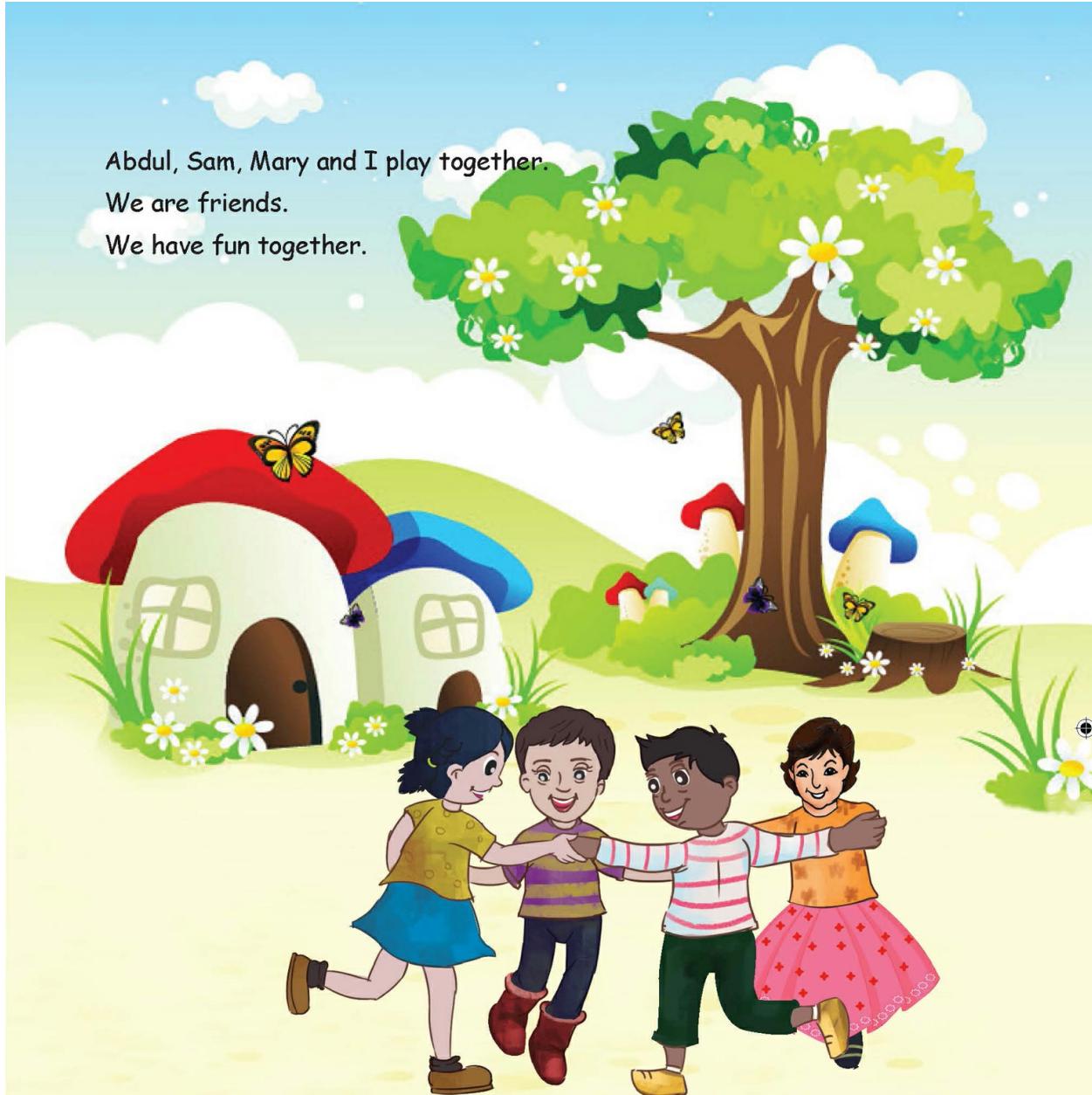


Note to the teacher: Encourage children to point out the various members of the family as you call them out. Make them follow the text and ask questions "Is it a big family?" and so on.





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



Our friends and family make us happy.



M	N	M	N	M	
A	C	E	G	I	



119



Let us sing



Families



6H76J8

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. Match the following.

Mary's family	small family
Abdul's family	big family
Nila's family	two members

3. Listen, Think and Say.

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



6WG2KV



Let us do



Word wall activity

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 Story



A Happy Jungle

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



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

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

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

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

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.

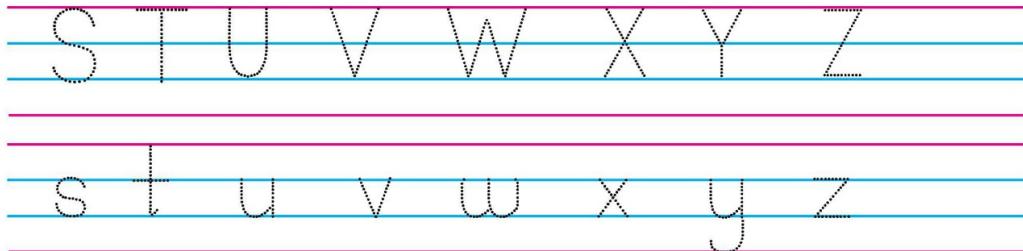




Let us write



Trace the letters.



Let us do



Word wall activity

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.

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.



Think Zone - What comes next? Fill in the box.



CAT	TAC	BAT	TAB	PAT	
HEN	PEN	HAT	PAT	HIT	





Let us sing



dance

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.



eat

Yawn a little, sleep a little
in your bed.



smile



cry



sleep



clean



Let us do together

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

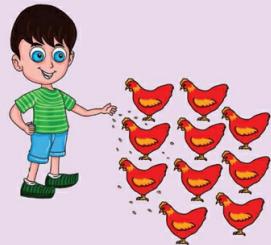


Say aloud

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

Listen to the sound and repeat.

e o k g f m r



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

Listen and say



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/.

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

Say aloud

a pot

a hot pot

a hot pot on the cot



Let us practise

This is a net.



This is a dog.



This is a hen.



This is a mop.



Let us do

.	set	net	get	bet
..	red	led	bed	fed
...	hen	den	pen	men
:	dot	got	hot	lot
;	cop	hop	mop	pop
:	log	hog	fog	jog



Word wall activity

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 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.





- I. Who digs the ground?
- ii. Who plants the seeds?
- iii. Who waters the plants?
- iv. What did they see?



Note to the teacher: Encourage children to say this rhyme with the following phrases such as, dig the ground, plant the seeds, water the plants to the tune of "This is the way we..."





Let us understand



1. Tick the correct young ones.

		<input type="checkbox"/>		<input checked="" type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>

2. Choose the correct word from the box and write.

calf	piglet	kid	duckling	cub	chick
	cub				

3. Write the animals or the young ones that you see around.

.....

.....

.....



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.



r a	e r	p a	q u	r e	l f	o x	a k
-----	-----	-----	-----	-----	-----	-----	-----

Tig _ _

Upa _ _

Wo _ _

F _ _

y _ _

Zeb _ _

V. Tick Yes / No.

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

VI. Listen and answer.

- Who digs the ground?
- Who plants the seeds?
- Who waters the plants?
- What do they see?

VII. Read aloud.

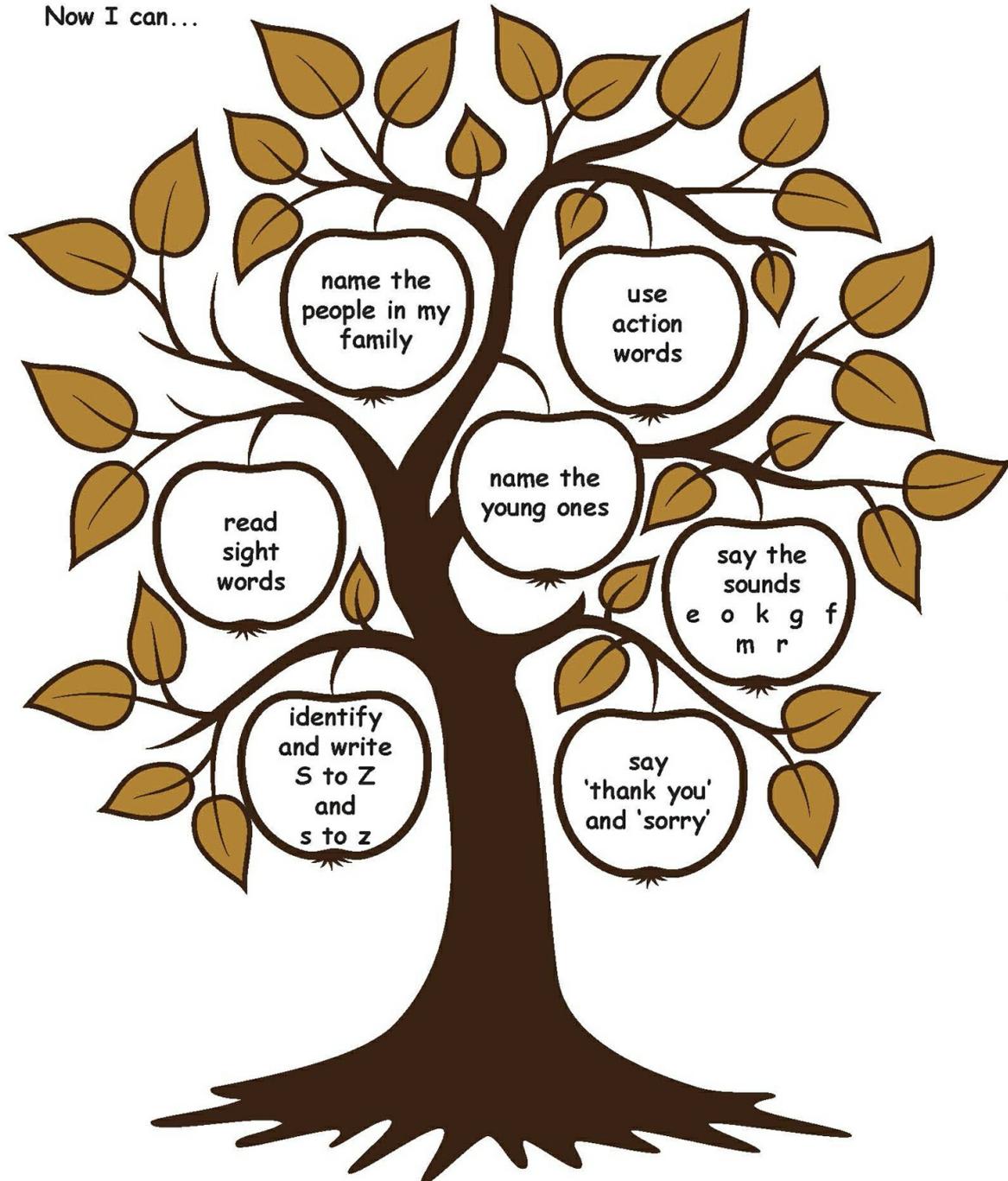
a hen
a red hen
a red hen and her ten eggs

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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