

# One Little Kitten



UNIT  
3

## Listen and enjoy this poem

One little kitten  
Two big cats  
Three baby butterflies  
Four big rats  
Five fat fishes  
Six sad seals  
Seven silly seagulls  
Eight happy eels;  
Nine nervous lizards  
Ten brave bees  
Eleven smelly elephants  
Twelve fat fleas  
Thirteen alligators  
Fourteen whales  
Fifteen donkeys  
With fifteen tails.

Carolyn Graham

## New words

cat

fat



rat



sad

ten

## Let's read



A fat cat saw a rat.


## Reading is fun



- ▶ How many kinds of creatures are there in the poem?
- ▶ Are the seals happy?

## Let's talk



- ▶ Where do the fish live? 
- ▶ What are the other things found in water?
- ▶ There are many creatures in the poem. Which ones have you seen?
- ▶ Tell us about when you feel —

**sad**

**brave**

**happy**

**nervous**

## Let's share



**Make faces to show your feelings to your friends.**



sad



brave



nervous

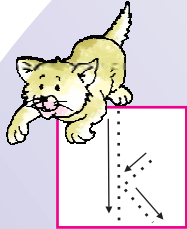


happy

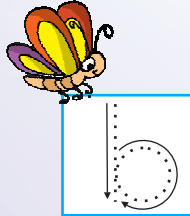
Let's draw



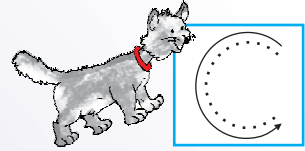
Look at the pictures of the animals given below and underline them in the poem. Then trace the letters.



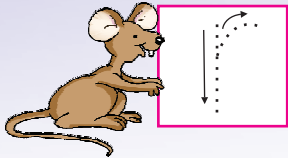
kitten



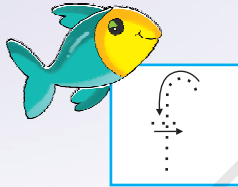
butterfly



cat



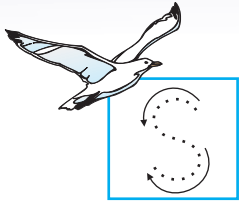
rat



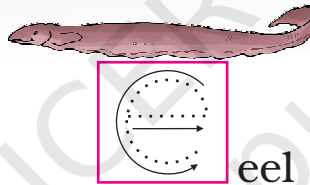
fish



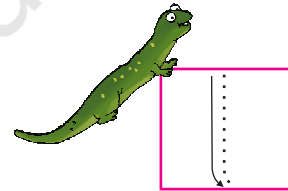
seal



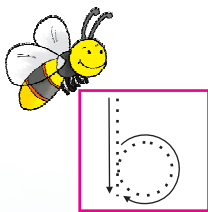
seagull



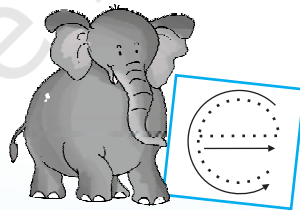
eel



lizard



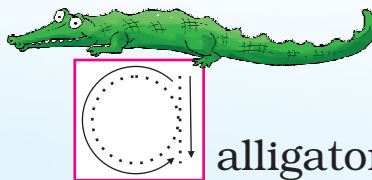
bee



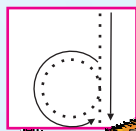
elephant



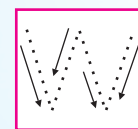
flea



alligator



donkey



whale



Say aloud

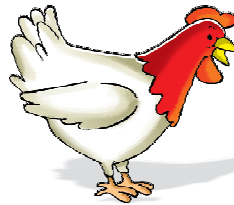
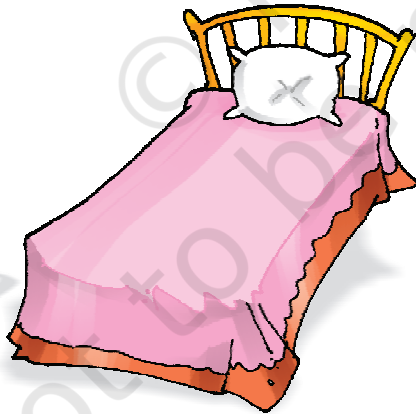
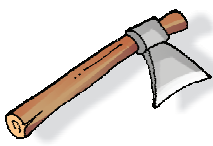


am	he	if	in	is
it	me	my	no	of
on	so	to	us	we
all	and	bad	big	bit
but	can	cat	cry	day
dog	fat	let	met	not
one	pig	ran	red	sad
saw	sit	sun	ten	the
try	two	was	wet	you

## Look and read

Say these words aloud. Then match them with the pictures by drawing lines.

bag tin hen pen tap axe ant fox cap cot



Fill in the blanks from the words given above.

b \_ \_ g

h \_ \_ n

t \_ \_ p

c \_ \_ p

t \_ \_ n

c \_ \_ t

\_ \_ nt

p \_ \_ n

f \_ \_ x

\_ \_ xe

# Lalu and Peelu

## *Listen and enjoy this story*

There was a hen.  
She had two chicks,  
Lalu and Peelu.

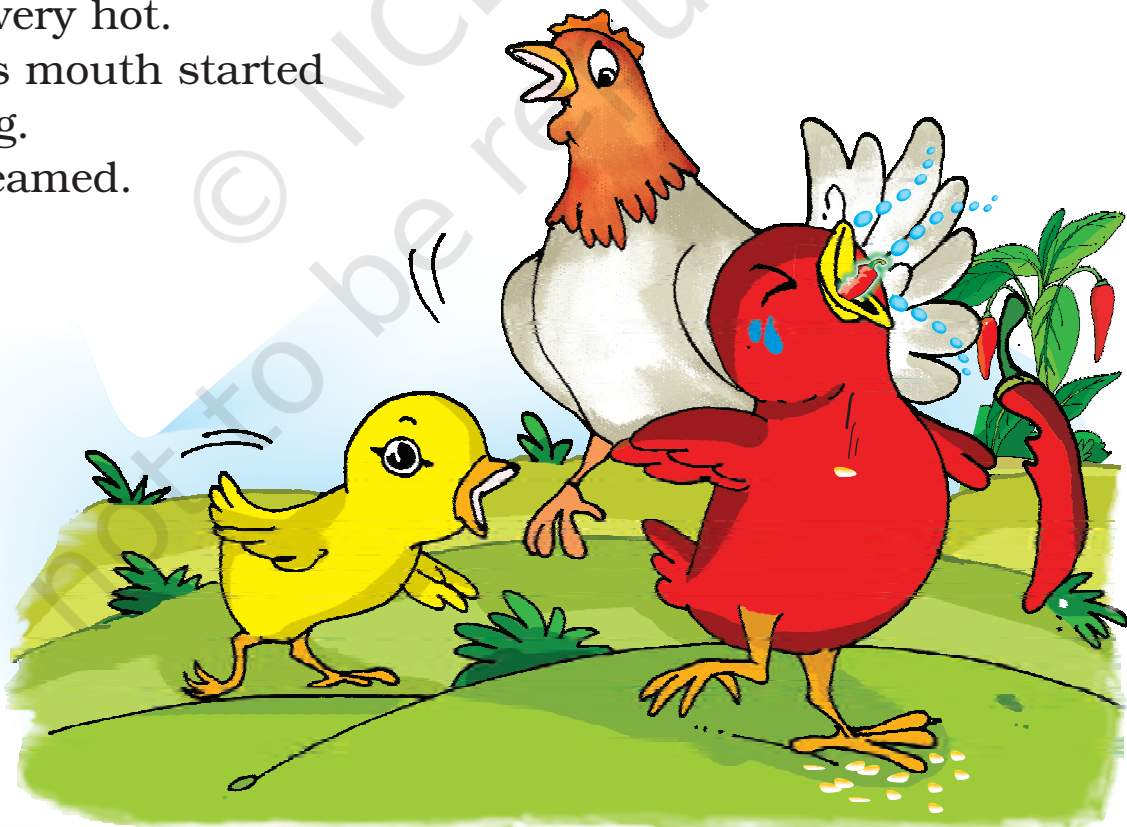
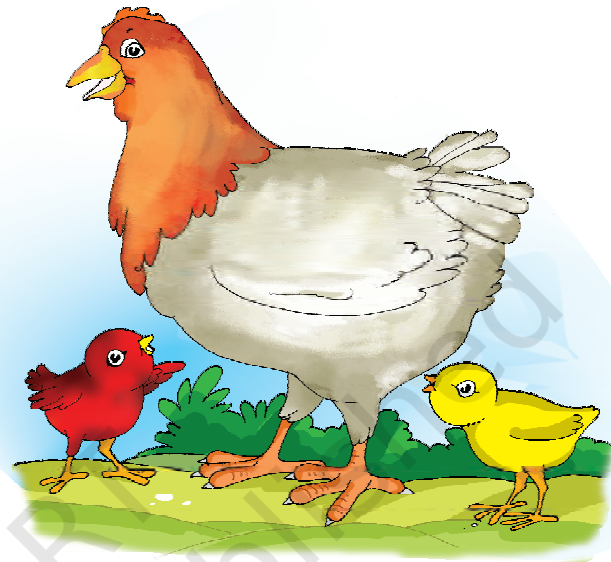
Lalu was red.  
He loved red things.

Peelu was yellow.  
He loved yellow things.

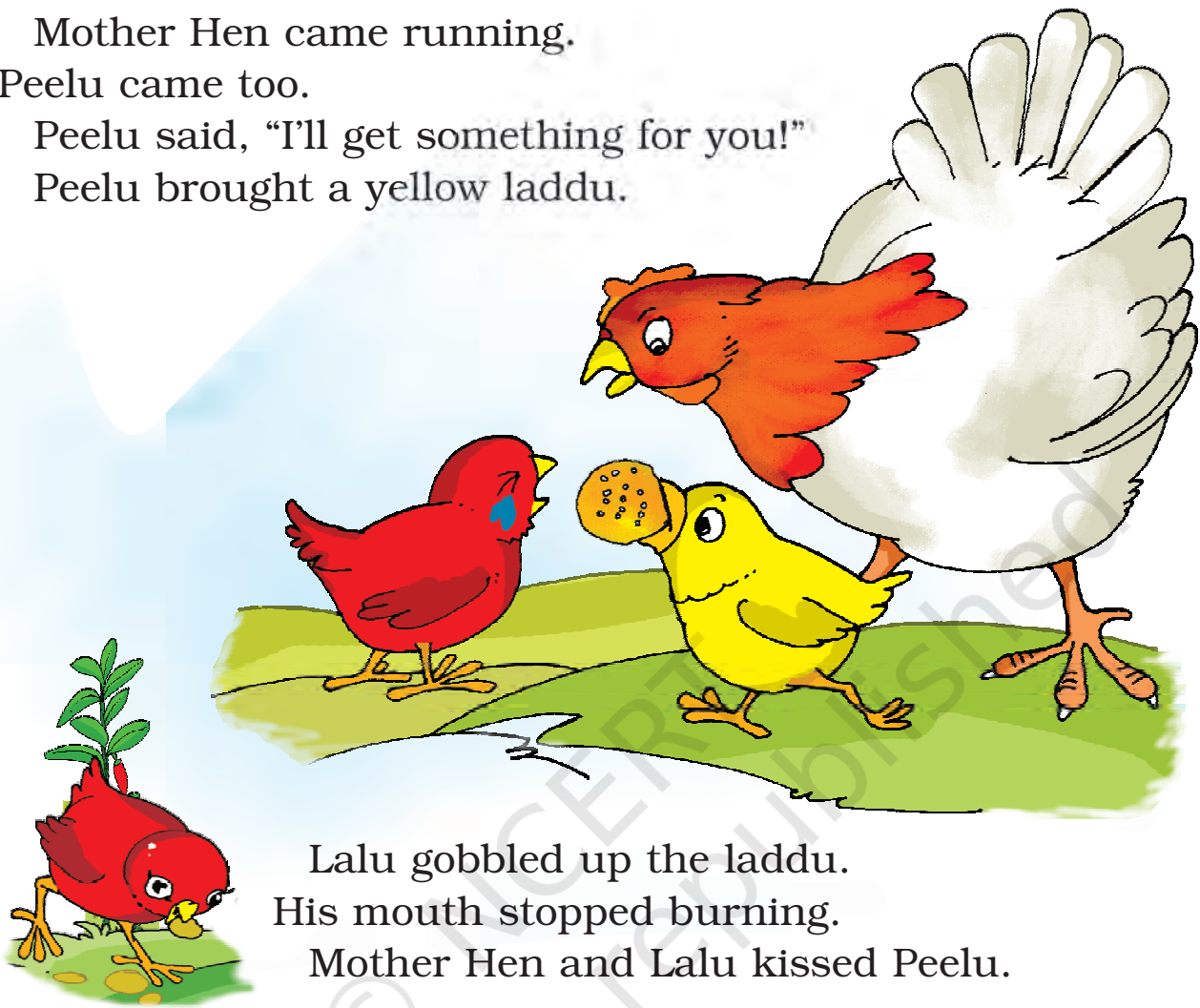
One day Lalu saw  
something on a plant.  
It was red. He ate it up.

Oh, no! It was a red chilli.  
It was very hot.

Lalu's mouth started  
burning.  
He screamed.



Mother Hen came running.  
Peelu came too.  
Peelu said, "I'll get something for you!"  
Peelu brought a yellow laddu.



Lalu gobbled up the laddu.  
His mouth stopped burning.  
Mother Hen and Lalu kissed Peelu.

Vineeta Krishna

### New words

chicks

hen

hot

plant



yellow



### Let's read



I love plants.

The chicks ran to their mother.

## Reading is fun


- ▶ Name the chicks in the story.
- ▶ Who liked yellow things?
- ▶ What did Lалу eat one day?

## Let's talk

- ▶ Peelu brought a yellow laddu for Lалу. What are the other things Peelu could have brought that are both yellow and sweet? Name at least two, e.g. a mango.

## Let's share

- ▶ Lалу loves red things. Peelu loves yellow things. The colour red is called 'lal' in Hindi and yellow is called 'peela'. What do you call these colours in your language?
- ▶ Give names to these chicks using the names of some other colours in your language.

 Lалу \_\_\_\_\_

 Peelu \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

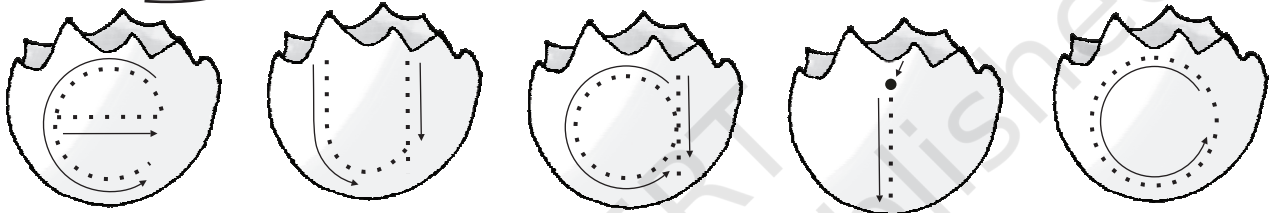
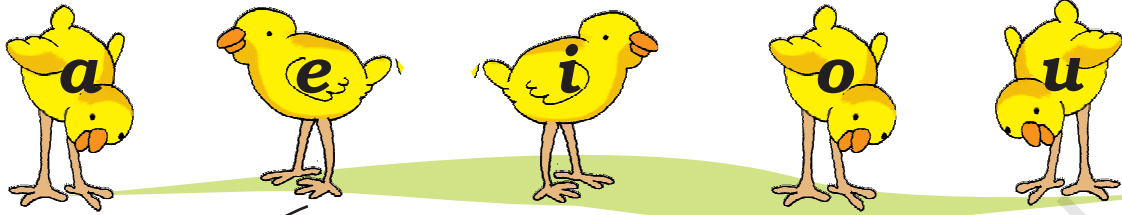


**Let's write**



Match the chicks to the eggs they have hatched from.  
One has been done for you.

Trace the letters on the eggs **a e i o u**



**Let's draw**



Trace and colour these flowers.



**Red rose**

**Bluebells**

**Yellow sunflower**

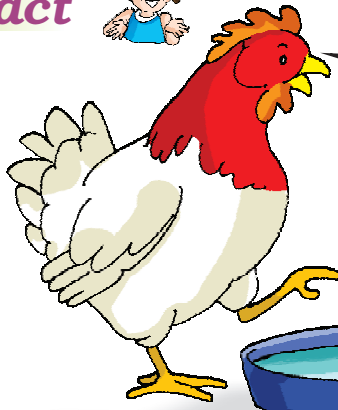
**Riddle Time !**



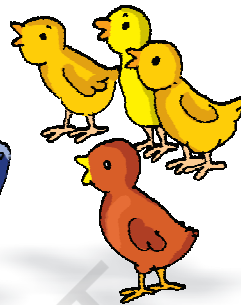
Red plus yellow is orange  
Red plus blue is purple  
Blue plus yellow is green  
Add white to make them light.

# Mother Hen and the Chicks

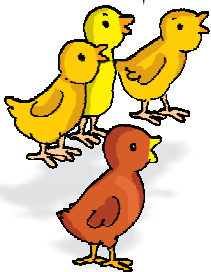
Let's act



Come to me, chicks.  
I want you here.



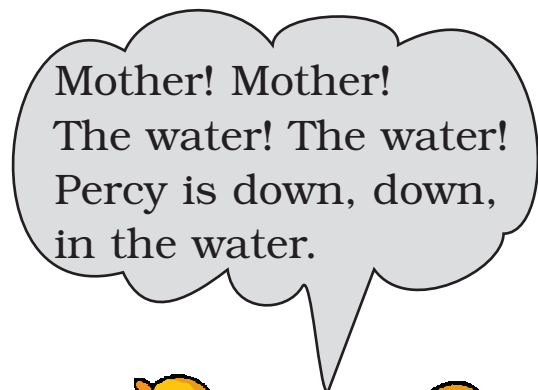
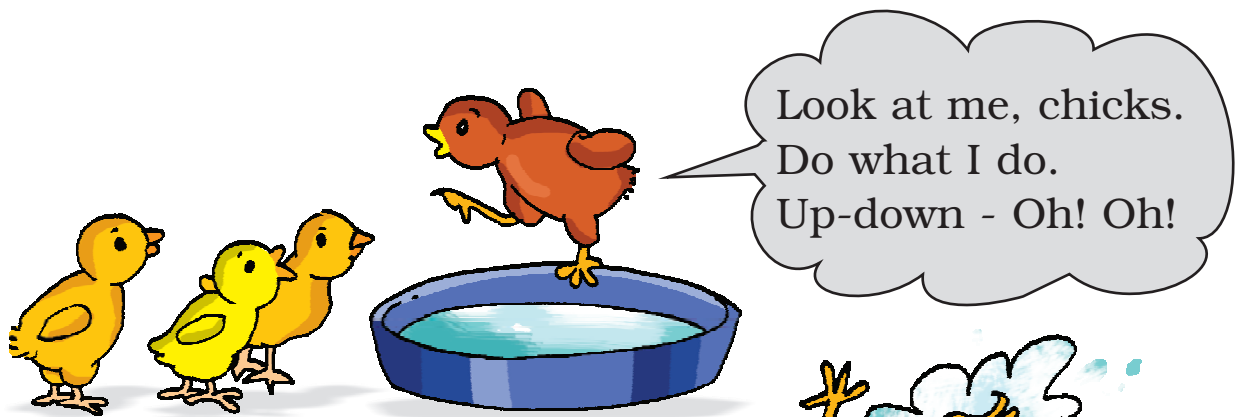
What do you  
want, mother?



Look at me.  
Do what I do.  
Down and up.  
Up and down.

Mother! Mother!  
I can do what you do.  
Look at me.  
Down and up.  
Up and down.





*Adapted from E.H. Grassam*

**Act out this story with the class.**



While working with the children provide them with activities that are interesting and challenging. Give opportunities for fun to the children and encourage early writing attempts. Help them to develop the skill to identify and discriminate objects, pictures, colours, shapes etc.

► **Develop listening skills**

Recite the poem to the children using appropriate actions/gestures.

Read the story with emphasis on new words and make sentences with reference to the story.

► **Develop pronunciation**

Read the text and say aloud with the children

ate, date, gate

boy, joy, toy

burn, turn

bees, fleas

► **Exposure to language**

Use *sight words* in the classroom such as visuals and cue cards. Let the children read these:

a

e

i

o

u

► **Develop speaking skills**

The little play on chicks can introduce vocabulary in an interesting, conversational way.

1. Have a talk on eating healthy food.
2. Conversation based on 'Role play'

- Divide the class into four groups **Red**, **Yellow**, **Blue**, **Green**

**Group Red:** to make paper bags.

**Group Blue:** to collect leaves for eyes, nose, ears.

**Group Yellow:** to roll a string/play dough for whiskers.

**Group Green:** to roll a rope/twigs to make tails.

All groups will join to complete the paper bags. The children can decorate them with animal faces or figures. Afterwards these can be used as hand puppets. You can encourage the children as they go about doing this activity. Add any other material that you may want.

**MATERIAL REQUIRED**

Any old paper bags/  
newspapers, glue, thread, rope,  
coloured pencils and markers.

- Imagine you are eating a fruit and it falls down. Ask the children what they would do.
- Act out a situation when (i) you are hungry (ii) you are full (iii) you overeat.

▶ **Develop writing skills / fine motor coordination**

1. Write the words **hat, bed, pin, hot, cut** and numbers **11 to 20** on the blackboard. Let the child write numbers and read from the board. Use Activity Sheets to further encourage the patterns as on pages 31, 33 and 37 and numbers 11 to 20 (here co-ordinate with the maths teacher). However, do not force the child.
2. Sorting things into groups is an essential part of learning. By differentiating between objects, children start to think about similarities and differences and how things can be categorised. Show children how to sort leaves and twigs by placing them in two different piles.
3. Give children coloured beads and ask them to string them in a sequence. For example, one blue bead, two red beads and so on. Or on a string, thread two or three beads and ask the children the number of beads.

▶ **Raising awareness**

Tell the children to wash their hands before and after meals.