

# Once I saw a Little Bird

## UNIT 4

### *Sing and enjoy this poem*

Once I saw a little bird  
Come hop, hop, hop,  
I cried, "Little bird,  
Will you stop, stop, stop?"

I was going to the window  
To say, "How do you do?"  
But he shook his little tail  
And away he flew.

### *New words*

bird



hop

stop

tail



window

### *Let's read*



The **bird** flies out of the **window**.  
We must **stop** cutting trees.



## Reading is fun



- ▶ What did the child see?
- ▶ What was the little bird doing?



## Let's talk



- ▶ Do you see any birds around your school or your house?
- ▶ Have you tried talking to them?

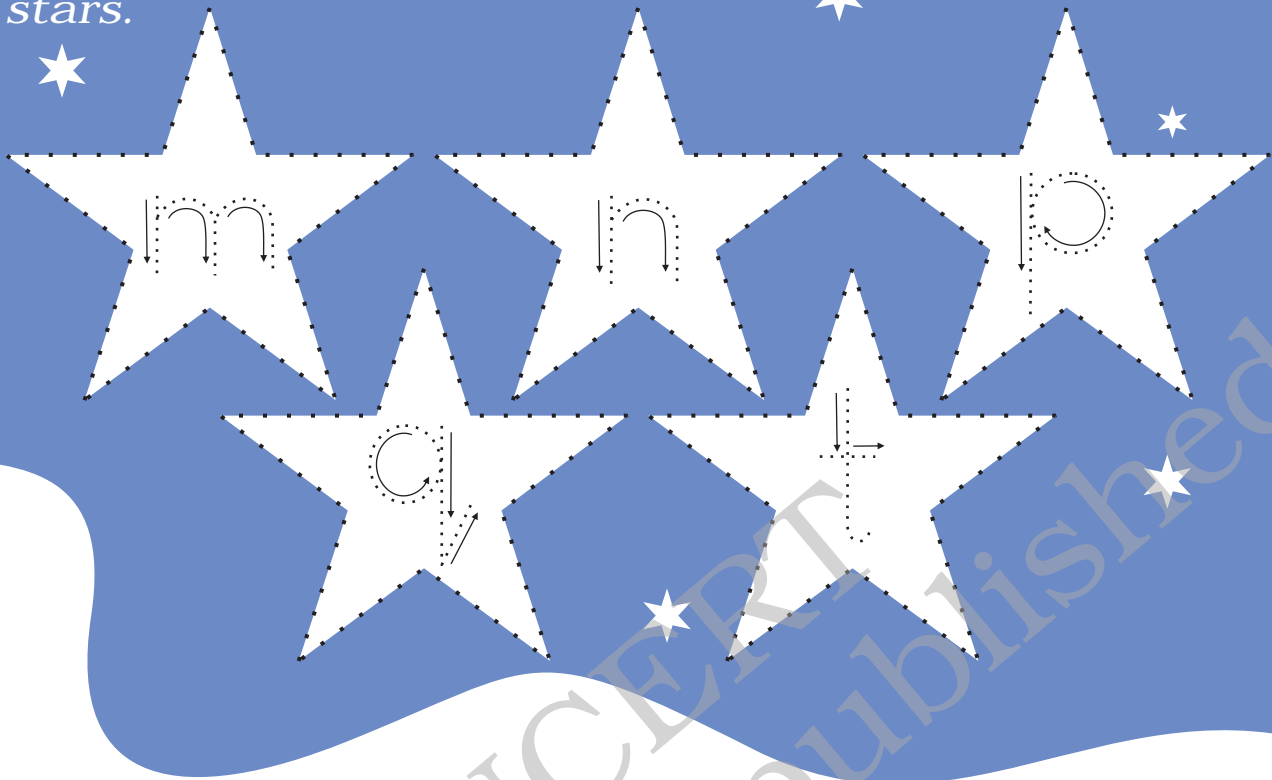
## Let's do



Join the letters from a to z.



Trace over the dotted lines and letters. Now colour the stars.



Say these words aloud and talk about the picture.  
Then tick the right colour.

roof   door   windows   walls   floor   plants   dustbin

The roof is pink / blue.

The walls are yellow / red.

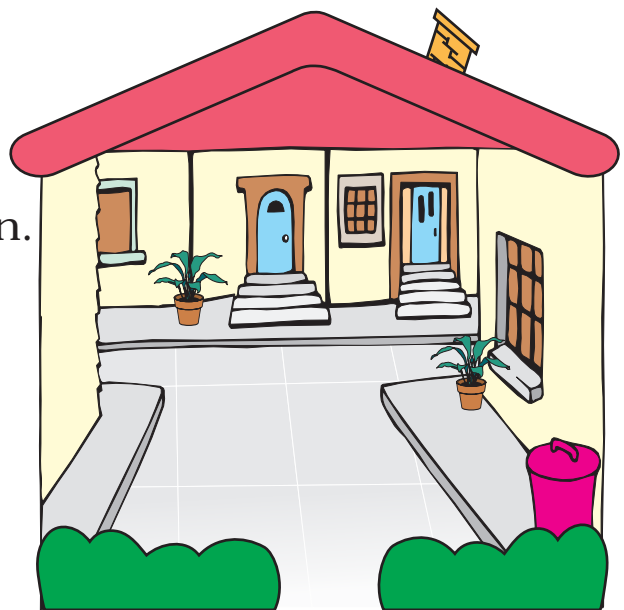
The windows are green / brown.

The door is blue / grey.

The dustbin is pink / green.

The plants are green / orange.

The floor is grey / brown.



# Mittu and the Yellow Mango



*Listen and enjoy this story*

Mittu was a parrot.  
A green parrot  
with a red beak.

One day Mittu  
was flying.  
He loved to fly.  
He looked down.  
He saw a big yellow  
mango on a tree.



Mittu liked mangoes.  
“I want to eat that yellow mango,”  
he said.  
He flew down to the tree.

“Caw, caw, go away.  
This is my tree,” said a voice.  
Mittu looked up.  
He saw a big black crow.

“Caw, caw, go, go,”  
the crow shouted.  
He had a very loud voice.  
Mittu was afraid of the crow.  
He flew away.





Mittu saw a red balloon.  
It was under a tree.  
He had an idea.

He picked up the red balloon.  
He was careful not to burst it.

He flew to the mango tree.  
The crow was sitting on the tree.  
Mittu went behind the tree.



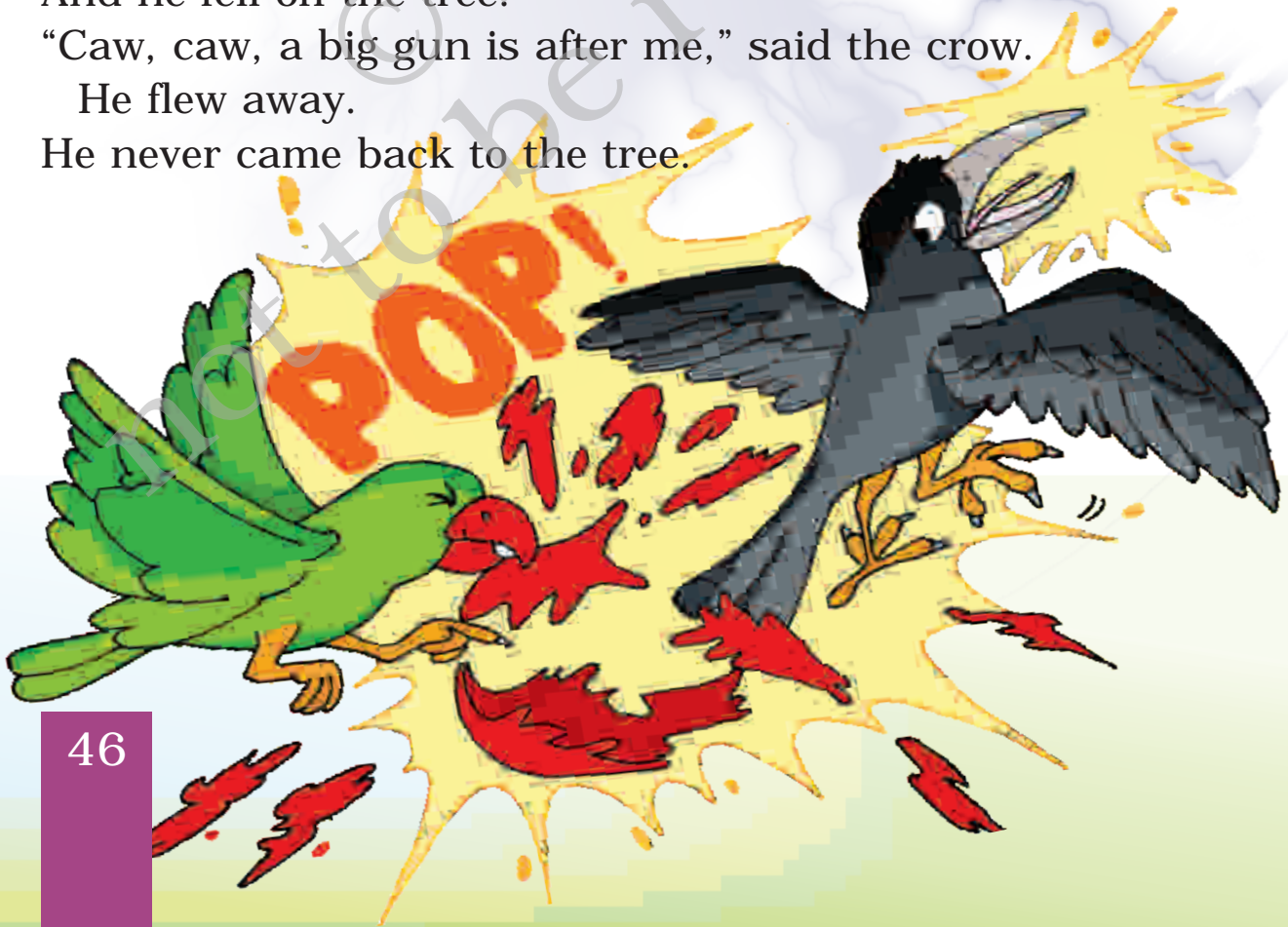
He pecked the balloon with  
his red beak.

“Pop!” The balloon burst.  
It made a loud noise.

“Caw!” said the crow.  
And he fell off the tree.

“Caw, caw, a big gun is after me,” said the crow.

He flew away.  
He never came back to the tree.



Mittu came to the tree.  
He ate the big yellow mango.

“Yummy yummy,  
what a nice mango!” he said.  
He was very happy.  
Clever Mittu!

Chitra Narendran



### New words

black

crow



mango

parrot



### Let's read



I like eating a mango.

I like feeding a crow.

### Reading is fun



- ▶ What did Mittu see on the tree?
- ▶ What did the big black crow say?
- ▶ What did Mittu see under the tree?

### Let's talk



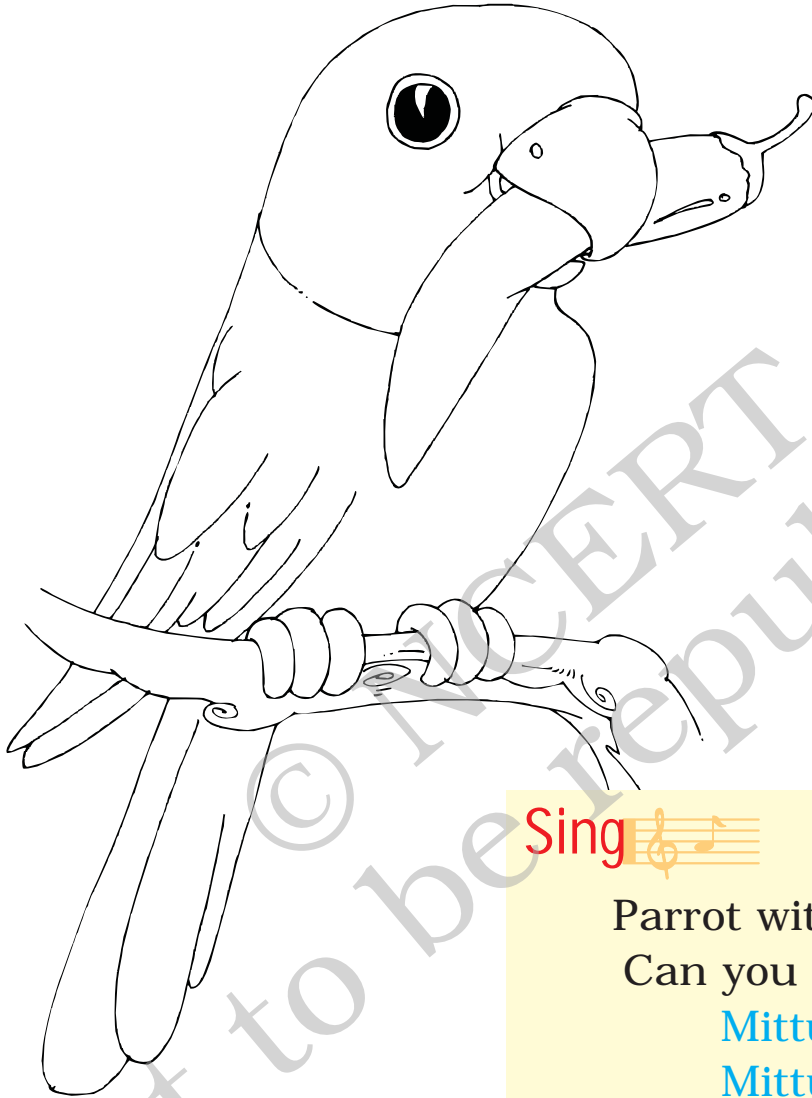
- ▶ Do you like eating mangoes?
- ▶ Do you like green mangoes? Why?
- ▶ Do you like yellow mangoes? Why?



Let's share



Colour the chilli red and the parrot in colours of your choice.



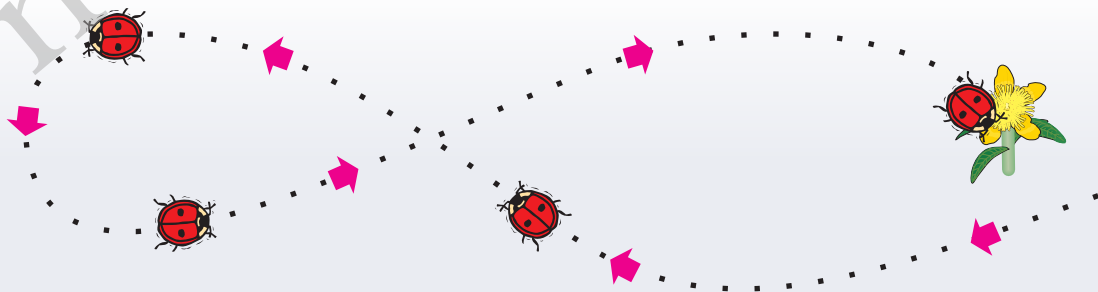
Sing



Parrot with a red beak,  
Can you really speak?

Mittu, Mittu,  
Mittu, Mittu!

Trace the path of the lady bird.



Match the fruit and vegetables to the trees they grow on.



banana



coconut



apple



grapes



mango



coconut tree



apple tree



banana tree



mango tree



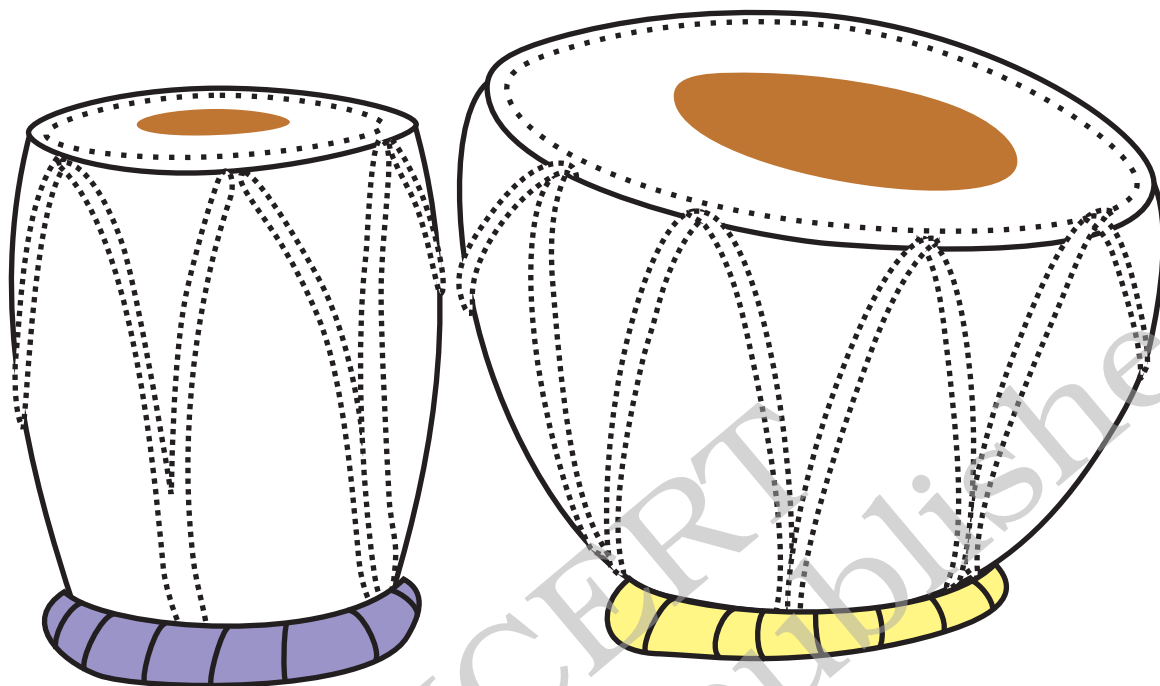
grapevine



## Learn to write



Draw over the dotted lines.



## Say aloud



bat	bed	bit	dot	bun
cat	fed	hit	hot	fun
mat	red	pit	pot	run

Choose a letter from the box and complete the words below.

a	e	i	o	u
---	---	---	---	---

s_t	p_g	b_g	d_t	s_n
f_n	l_g	s_t	l_t	b_n



The children look forward to this active approach of hearing, doing and participating. Now they can be given the freedom to choose their groups and tasks. Groups can be divided into those who want to (i) taste something tangy like a lemon, (ii) sweet like sugar, (iii) bitter like neem/bitter gourd or (iv) salt. Let them make *nimbu pani* with the required ingredients and drink it. Shared activities will foster healthy relationships.

#### MATERIAL REQUIRED

2 lemons, a little sugar,  
a little salt, neem leaves  
and drinking water.

#### ► Develop reading skills

By this time children should be able to read a few words. Involve them in a reading activity, laying emphasis on the highlighted words in the text.

#### ► Develop pronunciation

Say aloud with the children

*'Stop' says the red light,*

*'Go' says the green.*

*'Wait' says the yellow light,*

*Blinking in between.*

#### ► Exposure to language

Display *sight words* in the classroom. Sight word vocabulary is developed by using words repeatedly in meaningful contexts. Let children read these:

*chilli*

*mango*

*parrot*

#### ► Develop speaking skills

1. The peacock is our national bird. The male bird has a beautiful tail. The female is called a peahen. Encourage children to talk about other birds they see in their school or near their homes.

2. Conversation based on 'Role play'

- At this stage children should be able to identify different sounds in their environment. Ask them to imagine that they are birds and let them call out to another bird. Encourage them to listen to sounds of nature (chirping of birds, rainfall, wind blowing etc.)

- Act out a scene when the children are birds flying in the sky.
  - The children may be taken out and given their food outdoors. Let them be motivated to talk about different tastes after the meal or have a conversation about *nimbu pani* if the activity has been done.
- ▶ Develop writing skills / fine motor coordination
1. Write the following words and numbers on the blackboard — *hop, stop, shop, mop* and digits from 1 to 10. Use Activity Sheets and you can also start using a notebook to further encourage the patterns as on pages 43, 44, 48, 49 and 50.
  2. Show the children how to draw a bird/ make a bird with clay/play dough.
- ▶ Raising awareness
- Tell the class that birds are our friends. We can feed them with some grains or bread crumbs.