

Once I Saw A Little Bird

After reciting the poem, the teacher would ask the following questions :

(I) Say and tick whether the given statements are right or wrong.

1. The child was going to the bathroom. ☐
2. The child saw a little bird. ☐
3. The child asked little bird to stop. ☐
4. The bird stopped there. ☐
5. The bird shook his little tail. ☐

(II) Fill in the blanks with rhyming words.

Hop _____, _____, _____

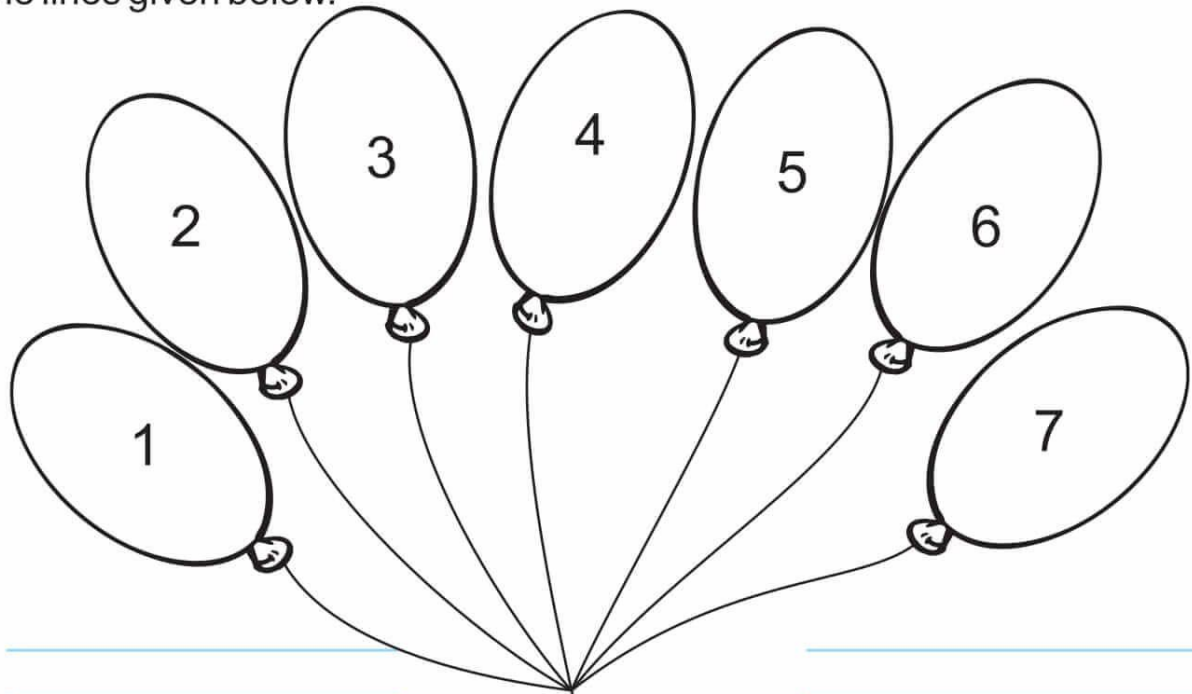
Tail _____, _____, _____

Shook _____, _____, _____



Poem: Once I Saw a Little Bird

Colour the balloons with different colours and write the name of the colours in the lines given below.



1.

2.

3.

4.

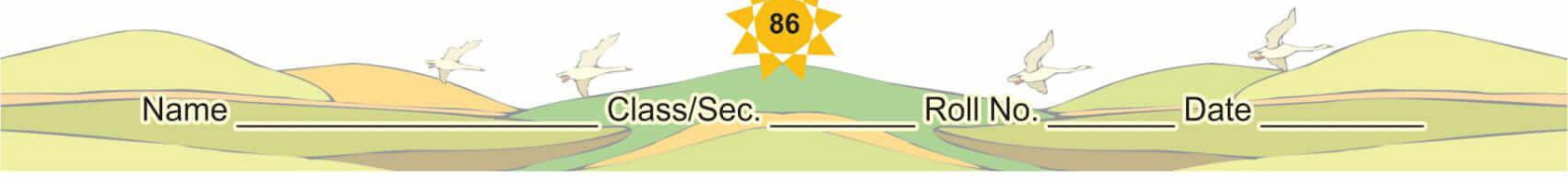
5.

6.

7.



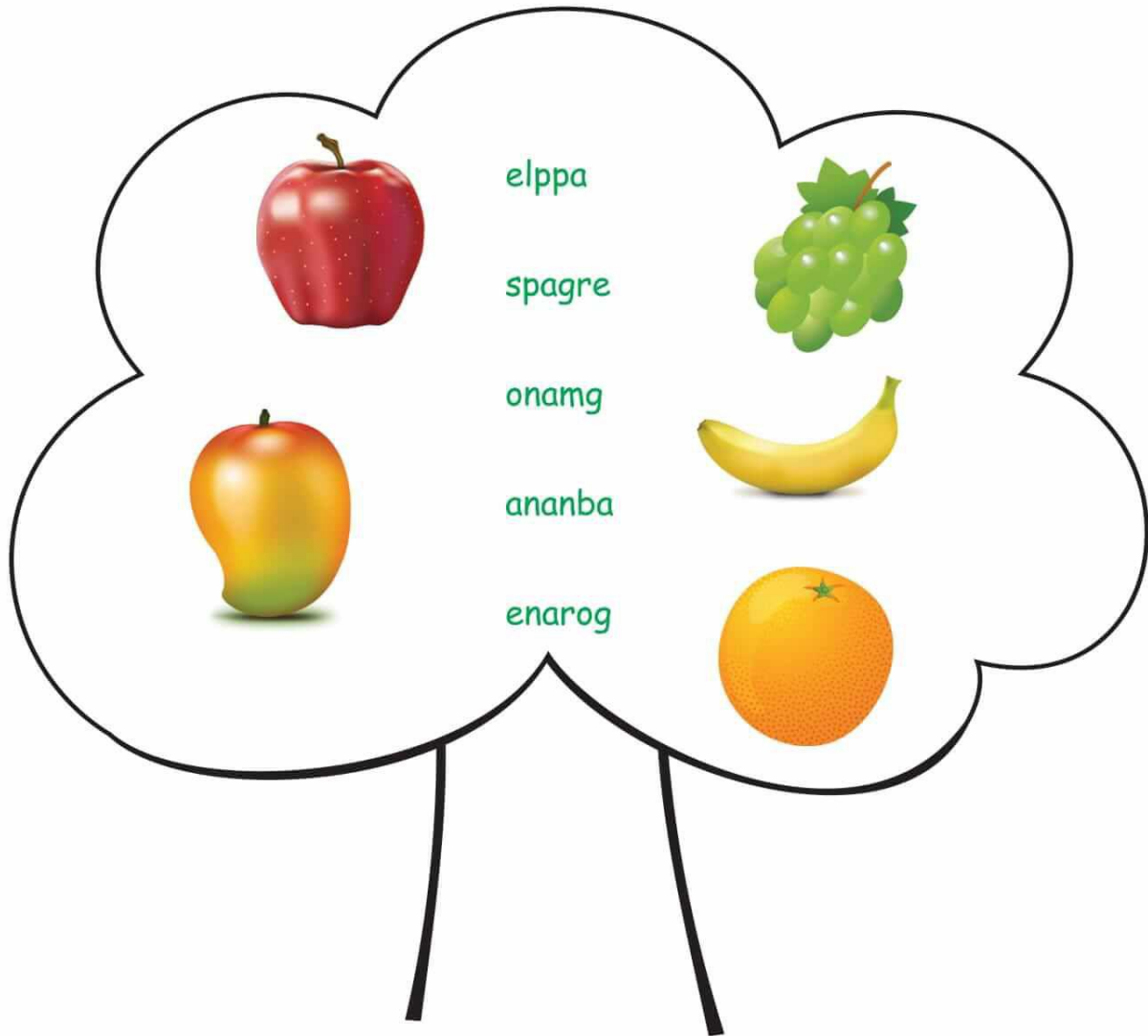
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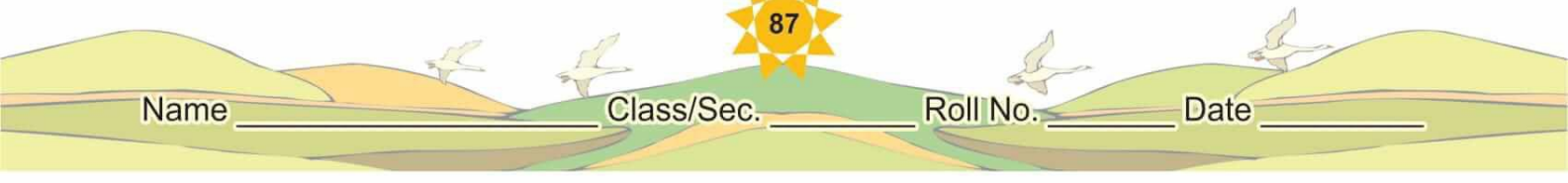


Lesson: Mittu and the Yellow Mango

Rearrange the following letters to make the names of fruits and write them below.



Apple





Lesson: Mittu and the Yellow Mango

The following exercise may be taken up to discuss the lesson with the students.

Fill in the blanks with the words and colours. Colour the boxes accordingly.

1. Mittu the parrot was _____. ☐
2. It had a _____ beak. ☐
3. Mango on a tree was _____. ☐
4. Mittu saw a _____ balloon. ☐
5. The crow was _____. ☐



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Lesson: Mittu and the Yellow Mango

Who am I ?

(Whole class Activity)

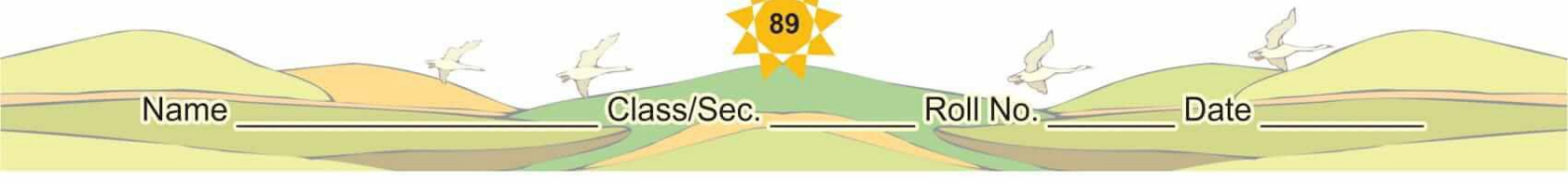
The teacher would prepare cards of a few animals and birds. He would stick these cards on the back of the children. The teacher would ask the children to come one by one and move around the class. The child would ask the following questions to the class to know about his identity.

- ◉ Am I a bird or an animal?
- ◉ Do I live in the jungle or city?
- ◉ Can I fly?
- ◉ Where do I live?
- ◉ What is my favourite food?

If the students are unable to give the answer, the child would make sound of that bird/animal and ask them.

“Guess, Who am I?”

All the students would repeat the sound of the bird/animal after the child and tell the name.



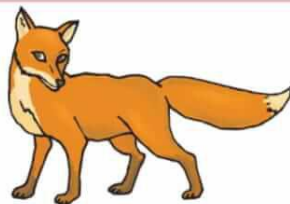
Lesson: Mittu and the Yellow Mango

Look at the pictures and pronounce the words. Then fill in the blanks with suitable vowel given in the box.

a, e, i, o, u



c.....t



f.....x



p.....n



p.....g



b.....t



s.....n



c.....p



b.....d



m.....t



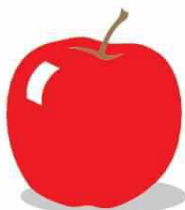
l.....g



b.....g



r.....n



r.....d



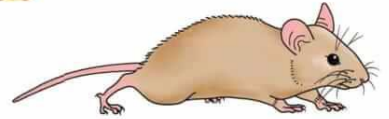
h.....t



g.....n

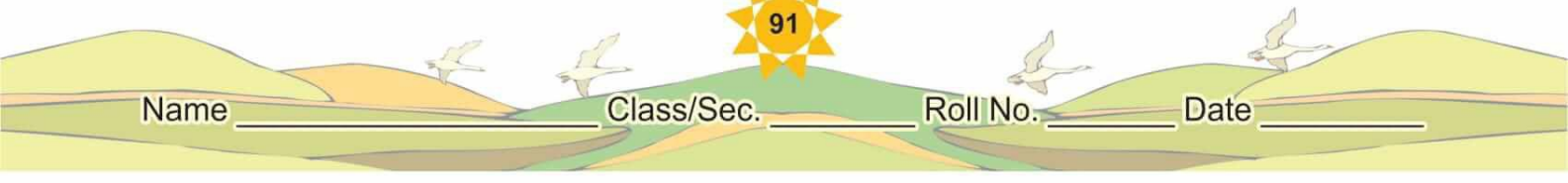


m



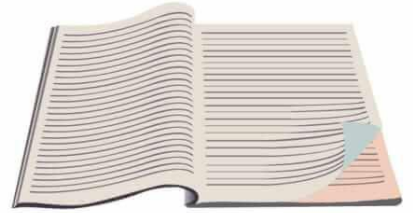
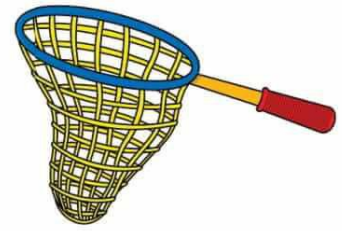
Join the dotted lines.

Handwriting practice lines for the letter 'm'. Each row contains six dotted 'm's for tracing, alternating in color (pink, grey, blue). There are five such rows.





n

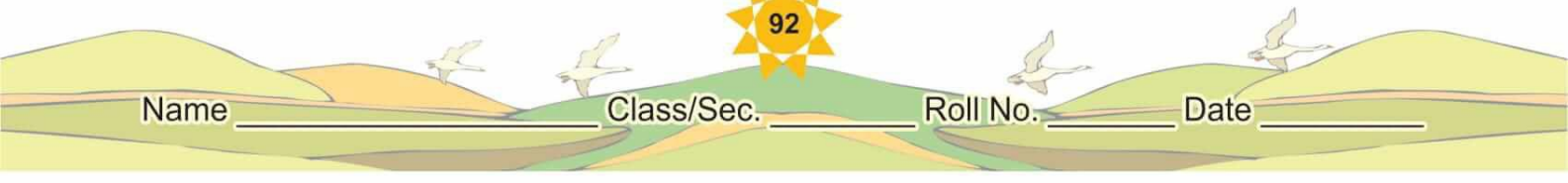


Join the dotted lines.

Handwriting practice lines for the letter 'n'. Each row contains six dotted 'n's for tracing, alternating in color (pink, grey, blue). There are five rows of practice lines.

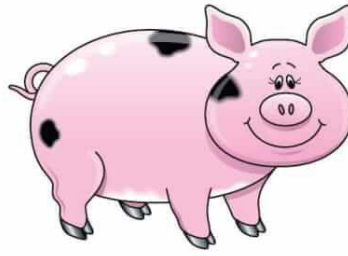


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p

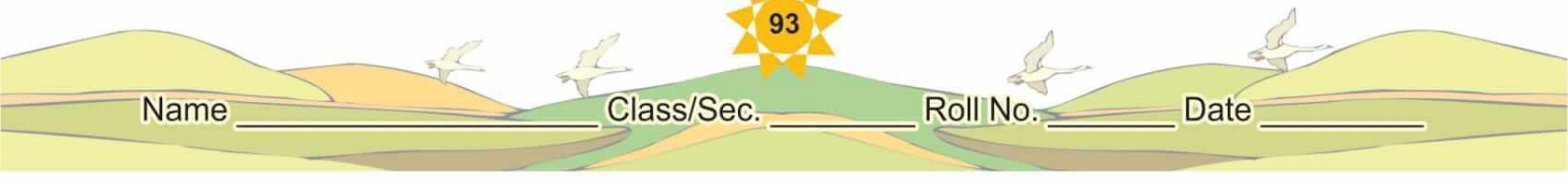


Join the dotted lines.

Handwriting practice lines for the letter 'p'. Each row contains six dotted 'p's for tracing, alternating between pink and blue colors.

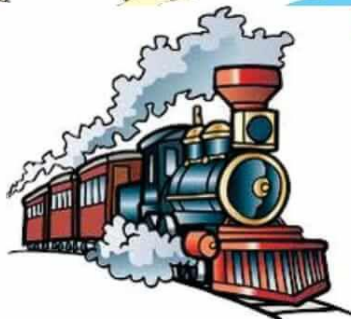


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t



Join the dotted lines.

