

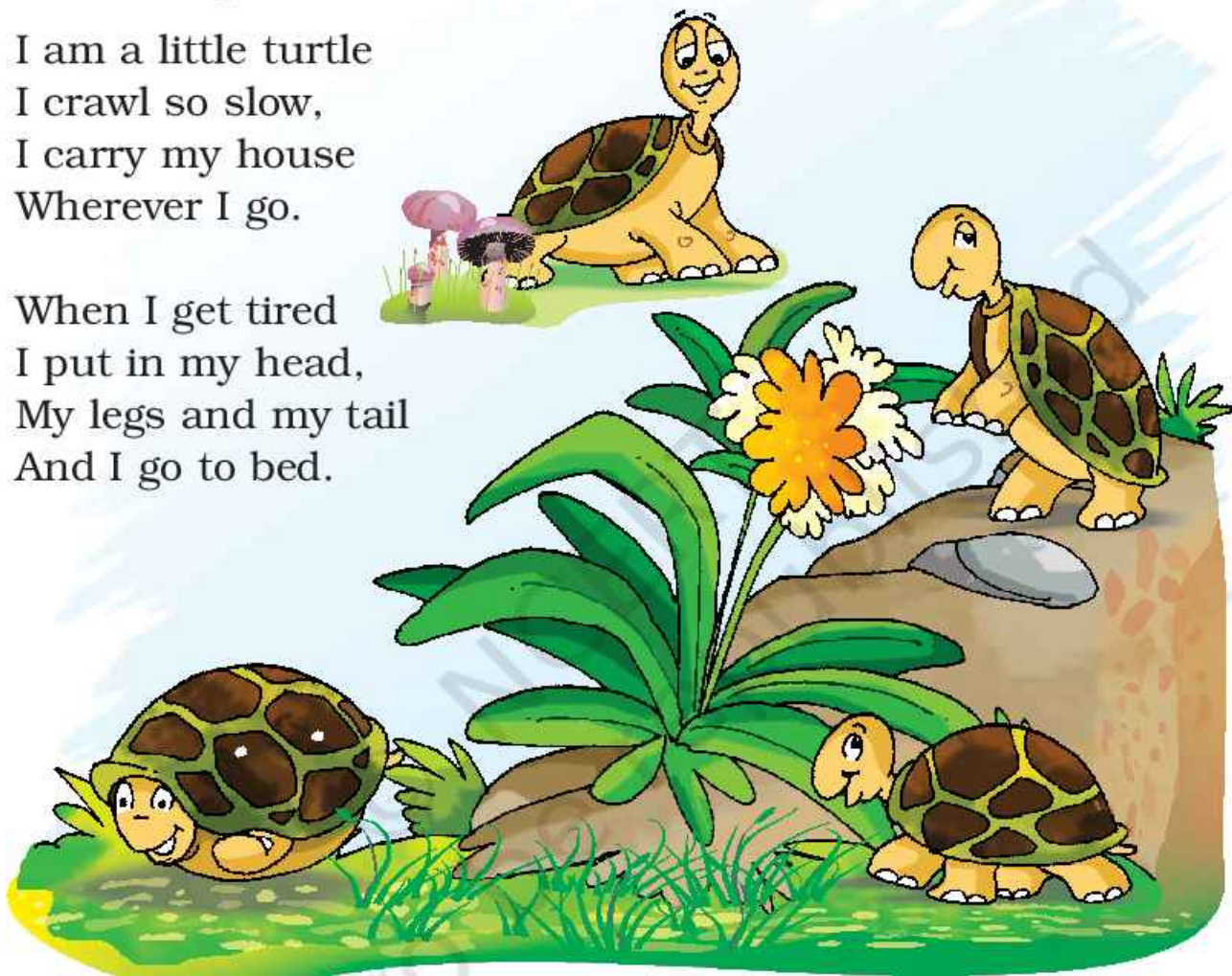
# A Little Turtle

## UNIT 8

*Say the poem aloud with actions*

I am a little turtle  
I crawl so slow,  
I carry my house  
Wherever I go.

When I get tired  
I put in my head,  
My legs and my tail  
And I go to bed.



### New words

carry

crawl



tired

turtle



### Let's read



A baby **crawls**.  
A **turtle** has a shell.

## Reading is fun



- ▶ How does a turtle walk?
- ▶ What does the turtle carry on its back?
- ▶ Where does the turtle go when it is tired?



## Let's talk



- ▶ What is the turtle's house called?
- ▶ What other reasons can you give for a turtle going into its house?

## Say aloud



circle	fire	cat	kick	quack
purple	liar	cot	king	queen
turtle	tired	cup	kit	quick

## Let's share



- ▶ Imagine you are a turtle. Crawl like a turtle.
- ▶ Now you are tired so get into your shell and go to sleep.
- ▶ Wake up and start to crawl again.
- ▶ Now hide in your shell because some naughty children are near you.



## Colour both the turtles



I crawl so slow

I put in my head



**A, B, C, D, E, F**

A B C D E F

A B C D E F

A B C D E F

A B C D E F

A B C D E F

A B C D E F



# The Tiger and the Mosquito

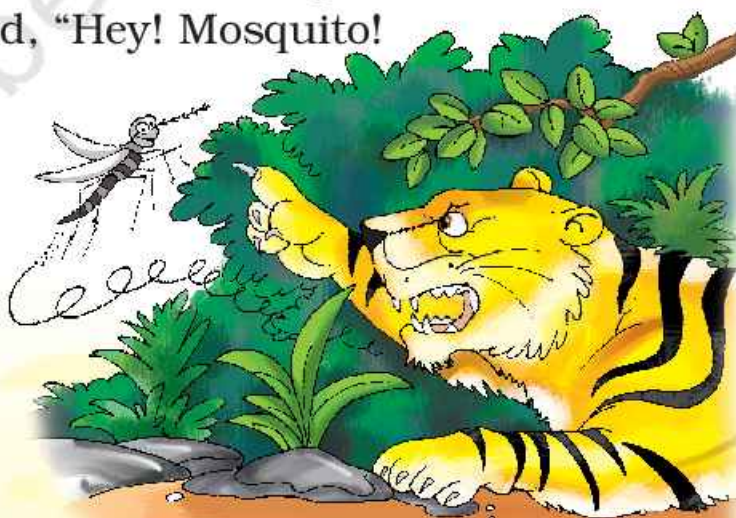
*Read and act out this story*



A tiger was dozing under a tree. A mosquito came buzzing by. The tiger said, "Hey! Mosquito! Go away!"

The mosquito said, "Why should I go away? I am not afraid of you!"

The tiger was angry. He hit out with his paw.





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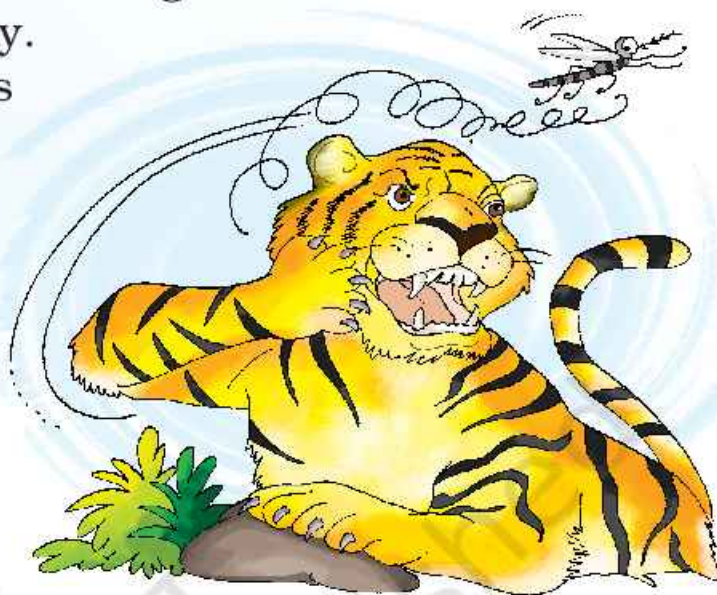
The mosquito flew off. The paw struck his own cheek.  
The blow scraped his cheek. It began to bleed.  
The mosquito buzzed away.

The tiger struck with his other paw. The mosquito flew off. This time, too, he hit himself.

The tiger was helpless. The mosquito continued to buzz.

The tiger got up and quietly walked away.

The mosquito called out after him, "Don't be so proud, my friend. Everyone is great in his own way!"



Mrinalini Srivastava



### New words

angry 

bleed

great

hit 

proud 

### Let's read



I must not **hit** anyone.

I am **proud** to be an Indian.



- ▶ What was the tiger doing when the mosquito came buzzing by?
- ▶ Why did the tiger's cheek start to bleed?
- ▶ Why did the tiger walk away?



### Let's talk



- ▶ Why did the mosquito say, "I am not afraid of you!"?

### Say aloud



bank	goose	fan	lamp
bin	gown	few	lick
biscuit	grey	field	lip
bun	gun	fish	loose

### Let's share



- ▶ What do we learn from this story?
- ▶ Describe the lion and the tiger. How are they different from each other?







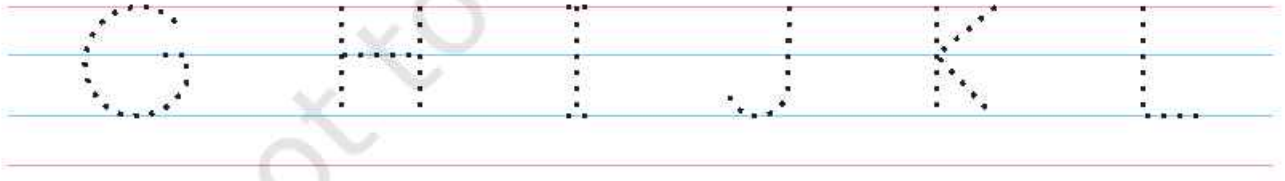
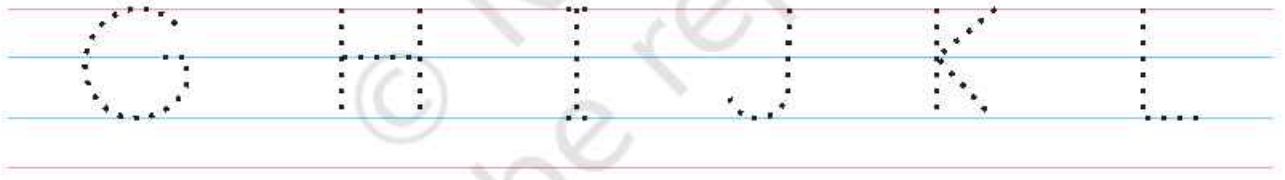
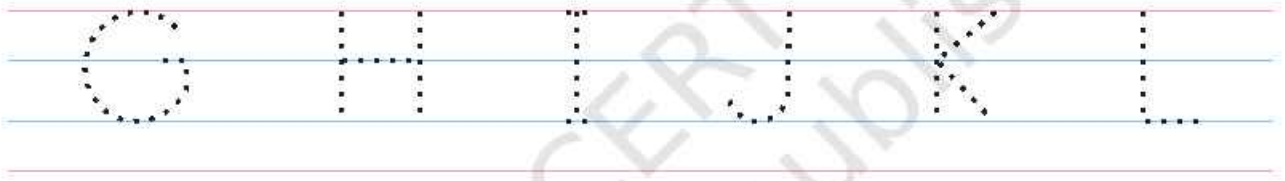
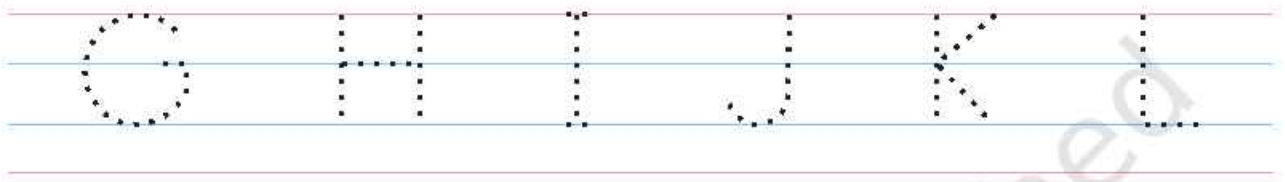
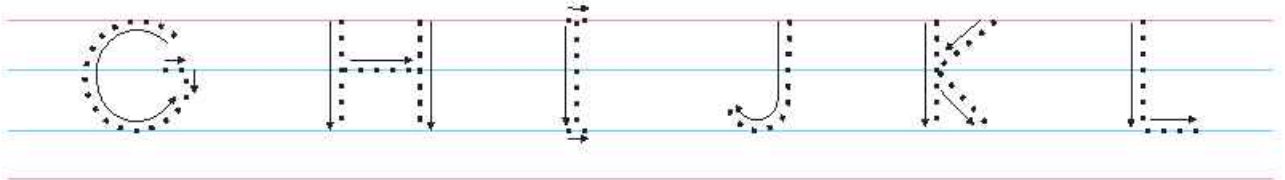
**Fill in the blanks by tracing the dotted words.**

1. A tiger was dozing under a tree.
2. A mosquito came buzzing by.
3. The tiger hit out with his paw.
4. The mosquito buzzed away.
5. Everyone is great in his own way!





**G H I J K L**



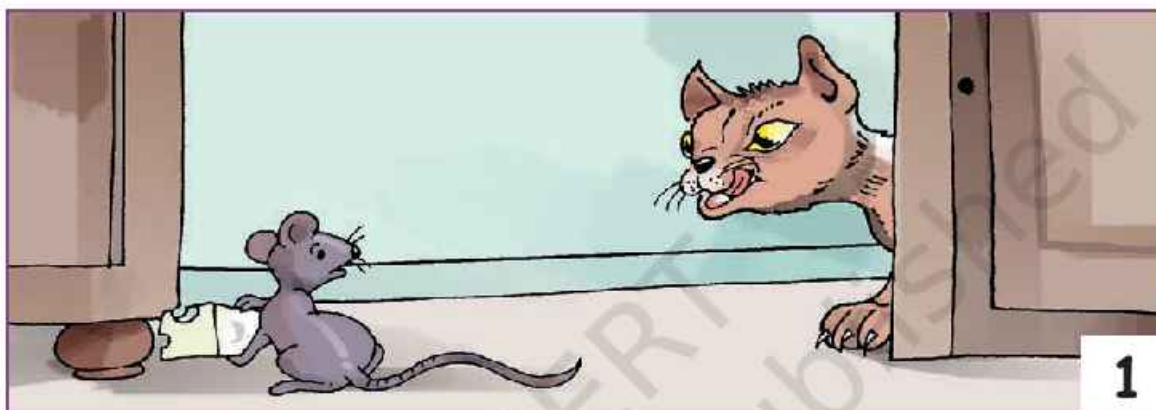




**Look at the pictures below**

- ▶ What are the cat and mouse saying?
- ▶ First say this in your own language.
- ▶ Now act out the story and say the words and sentences in English.

### THE GIANT MOUSE





► **By this Unit children should be involved in**

- **Observation** of objects and things around them.
- **Conversation** about the observation they have had.
- **Sharing** of their own view point about the observation.
- **Reading** the text as much as they can, especially the new words. Encourage the children to say dialogues in their own words; then write the English words on the blackboard. Have a reading session of any story from the Unit. Let each child be given a few lines to read. Engage them in reading aloud with you.
- **Writing** simple words of one, two, three syllables (a syllable has one vowel sound, e.g. mug, truck, more (one syllable); never, lazy (two syllables) and September, October (three syllables).
- **Craft making skills** such as simple folding, sticking and decorating the classroom.

► **Use the method of developing skills in a very informal yet clear manner. The following should be kept in mind:**

- Development of listening skills — What the child **hears** is important.
- Development of visual skills — What the child **sees** is important.
- Development of sharing skills — What the child **feels** is important.
- Development of speaking skills — How the child is asked to **speak** is important.
- Development of reading skills — How the child is exposed to routine **reading** is important.
- Development of fine motor skills — Child's exposure to **pre-writing activities** is important.
- Development of writing skills — **This should be the last milestone in the chain.**

► **Raising awareness**

Encourage the children to brush their teeth after meals. As the facilitator you can add to this list. We must educate the children to preserve our natural resources at a very formative stage of their growth.