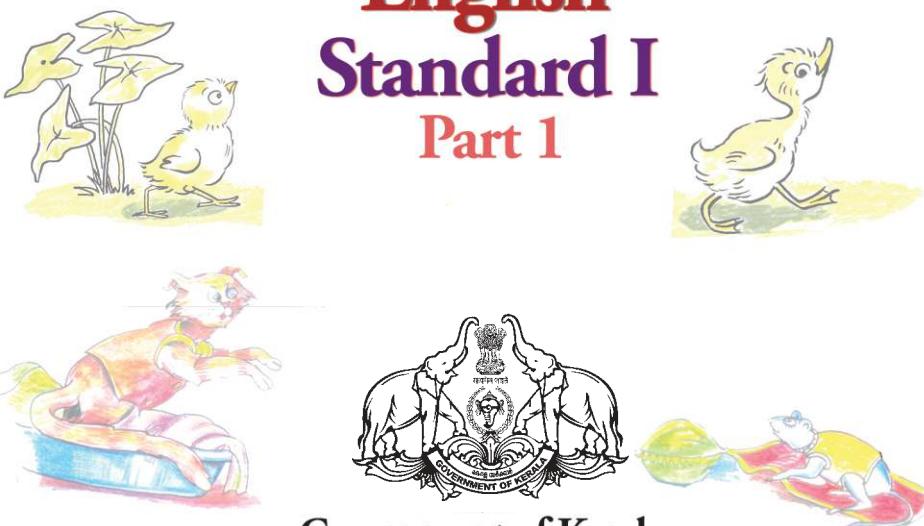




Kerala Reader

English Standard I Part 1



Government of Kerala
Department of Education

State Council of Educational Research and Training
(SCERT, Kerala)
2016

PLEDGE

India is my country. All Indians are my brothers and sisters. I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it. I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha 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!

Kerala Reader English

Standard I Part 1

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Government of Kerala
Department of Education

PREFACE

Dear children

This is your English textbook - a textbook with stories, songs, pictures and activities.

The stories are about animals, birds and little children like you. Your teacher will take you to the beautiful world of flowers, animals, birds and insects.

Listen to your teacher, talk to your teacher, share your ideas with your friends and enjoy learning English.

I hope you will like this book.

Wish you all the best.

Dr. P. A. Fathima
Director, SCERT



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CONTENTS

Unit 1	Two Ants	7
Unit 2	Me Too	28
Unit 3	The Fat Cat	52
Unit 4	Three Kittens	70



UNIT 1

TWO ANTS



It is a fine morning.
Two ants go out of their homes.
They are good friends.

Who are in the picture?
How many ants are there?
What time of the day is it?



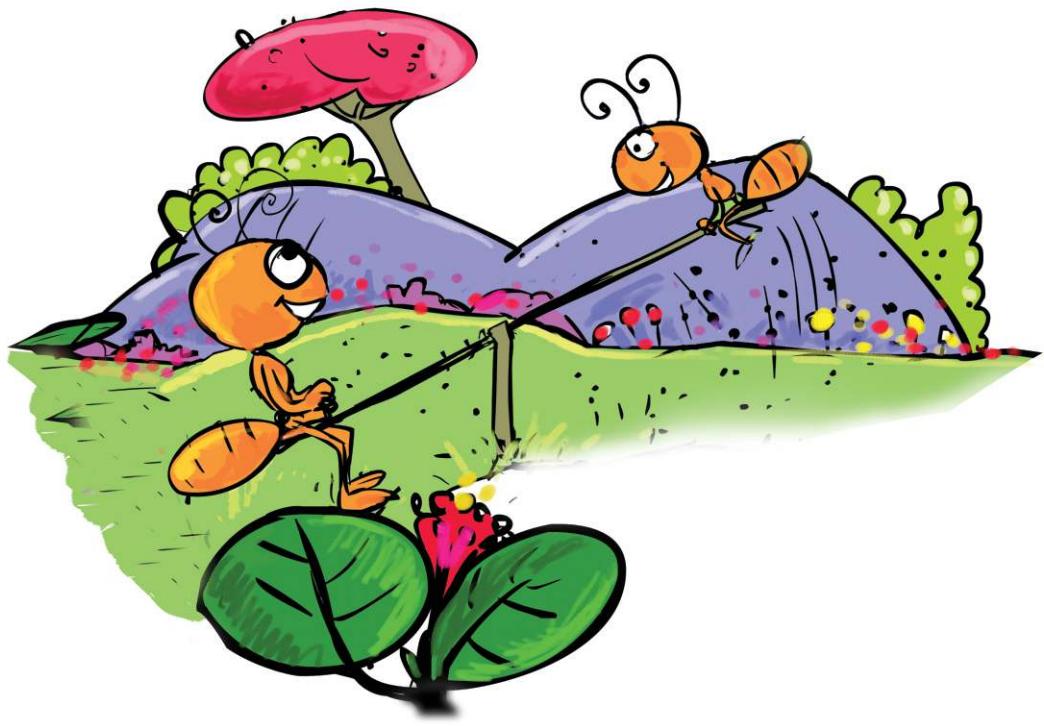
One ant is big. The other ant is small.
The big ant is Ben. The small ant is Sen.
They go out to play.

One ant is big. What about the other?
Now you know the names of the ants, don't you?
Tell their names.
Who is Ben? Who is Sen?
Who is big? Who is small?
Where do they go to play?



The ants reach a park.
‘Ah, a swing!’ says Sen.
‘Let’s sit on the swing,’ says Ben.
Ben and Sen sit on the swing.
The swing moves back and forth.
Then they see a see-saw.

Where do Ben and Sen reach?
What do they see there?
What does Sen say? What does Ben say?
How does the swing move?
Have you visited a park?
What have you seen there?



'Ah, a see-saw!' says Sen.

'Let's sit on the see-saw,' says Ben.

Ben sits on one side. Sen sits on the other side.

The see-saw moves up and down.

The ants go up and down.

What do Ben and Sen see?

What does Sen say? What does Ben say?

What does Ben do? What does Sen do?

Have you seen a see-saw?

How does the see-saw move?



Sen goes up.
Ben comes down.
Ben and Sen go up and down.
Both the ants go up and down.

What will happen next?

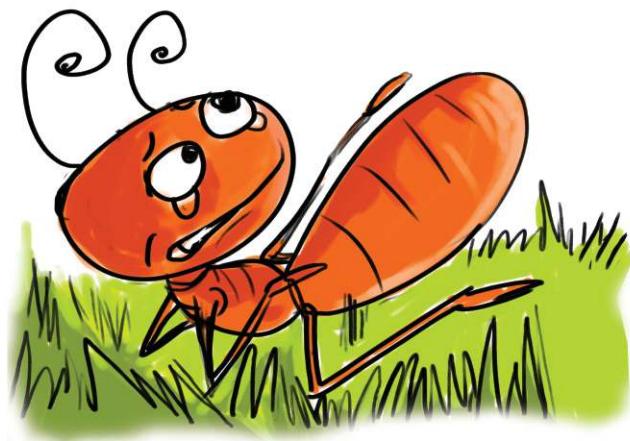


Suddenly Sen goes up in the sky.
Ben falls down on the ground.

Do you fall down while playing?



The small ant Sen falls on the leaf of a tree.
The big ant Ben falls on the grass.



Where does Sen fall? Where does Ben fall?



Sen looks down.

Ben looks up.

Sen is sad.

Ben is sad.

A dewdrop on the leaf sees Sen crying.

'Why are you crying?' the dewdrop asks.

'Help me... help me! Take me down,' says Sen.



Why are Ben and Sen sad?

Who is on the leaf near Sen?

Will the dewdrop help Sen?



‘Don’t worry,’ says the dewdrop.
‘I will help you.
Come with me.
Let’s jump down to the yellow leaf.’

What does the dewdrop say?
What idea does the dewdrop give Sen?



Sen and the dewdrop jump down to the yellow leaf.

The yellow leaf floats in the air.

The dewdrop, the ant and the yellow leaf come down.

What happens to the yellow leaf?
What will happen next?



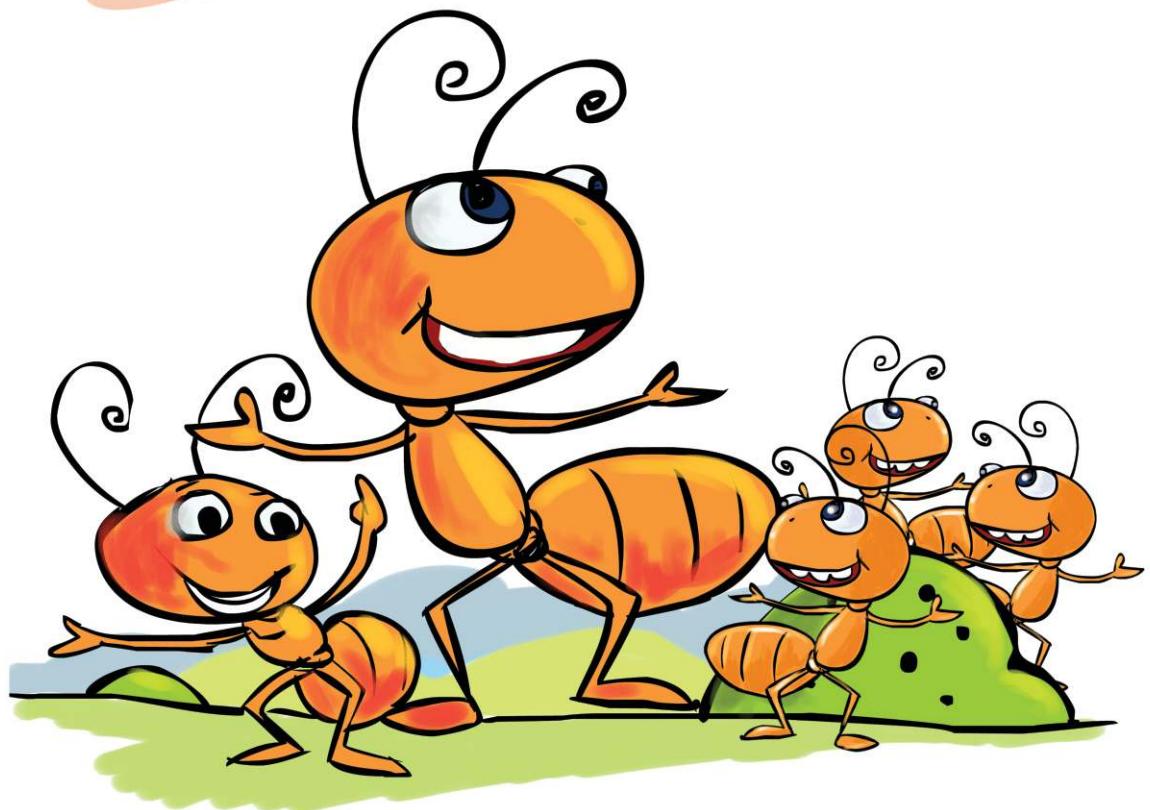
The yellow leaf with Sen and the dewdrop falls near Ben.

The big ant Ben sees the small ant Sen.

'Are you okay?' asks Ben.

'Yes, I am,' says Sen.

Where is the dewdrop?



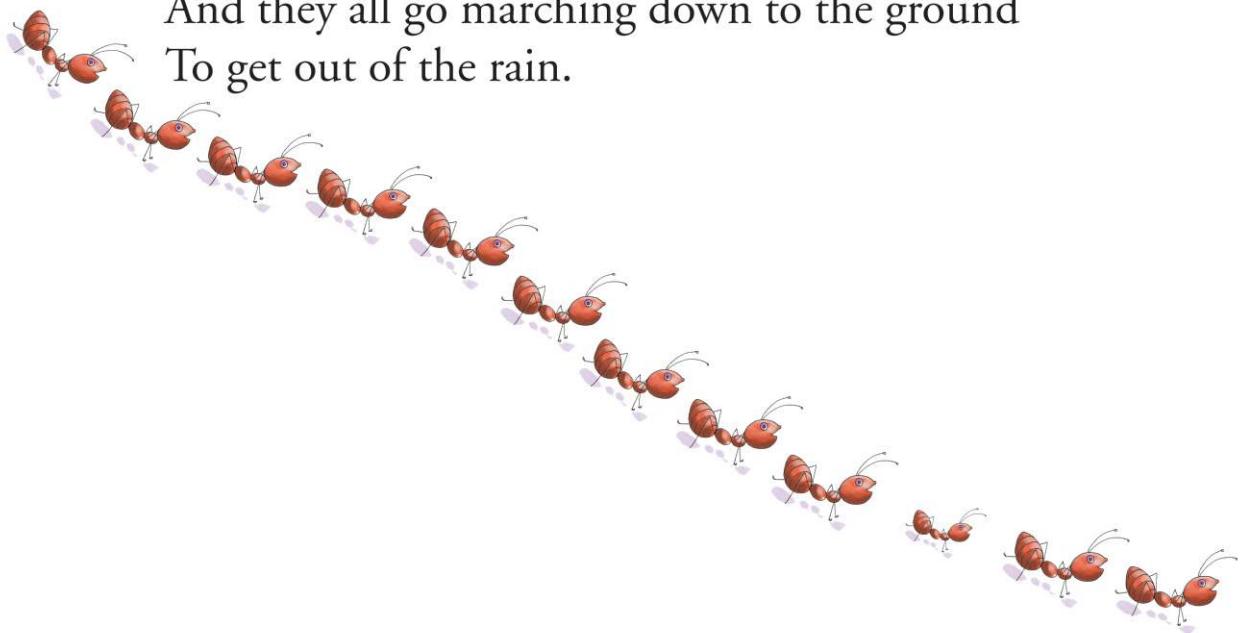
Ben and Sen are happy now.
Ben and Sen sing and dance.
Many ants join them.

Who joins Ben and Sen?
What will the ants sing?

UNIT 1

THE ANTS GO MARCHING

The ants go marching one by one, hurrah, hurrah!
The ants go marching one by one, hurrah, hurrah!
The ants go marching one by one,
The little one stops to suck her thumb
And they all go marching down to the ground
To get out of the rain.



Have you seen ants marching in a line?
Where are the ants marching to?
What does the little ant do?
Why do the ants go marching down to the ground?
What will happen to the ants if it rains?

UNIT 1

ACTIVITIES

Activity 1

Add more lines to the song.

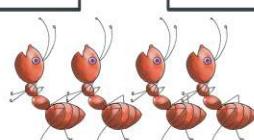
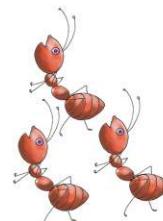
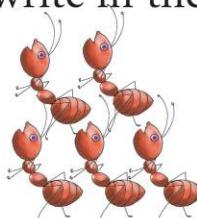
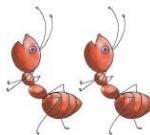
The ants go marching one by one, hurrah, hurrah!
The ants go marching one by one, hurrah, hurrah!
And they all go marching down to the ground
To get out of the rain.

The ants go marching two by two, hurrah, hurrah!
The ants go marching two by two, hurrah, hurrah!
And they all go marching down to the ground
To get out of the rain.

.....
.....
.....
.....

Activity 2

Count the ants and write in the boxes.



Activity 3

Underline **ant** in the words given below.

Find the **ant** in **giant**.

Find the **ant** in **pants**.

Find the **ant** in **elephant**.

Find the **ant** in **plant**.

Find the **ant** in **antenna**.

Activity 4

Match the words with the pictures by drawing lines.

giant



pants



elephant



plant



antenna

Activity 5

Look at the names.

Binil	Aparna
Abhinand	Babu
Binu	Anil
Bhama	Bushra
Basheer	Baby
Anu	Amal

Write the names in the following columns.

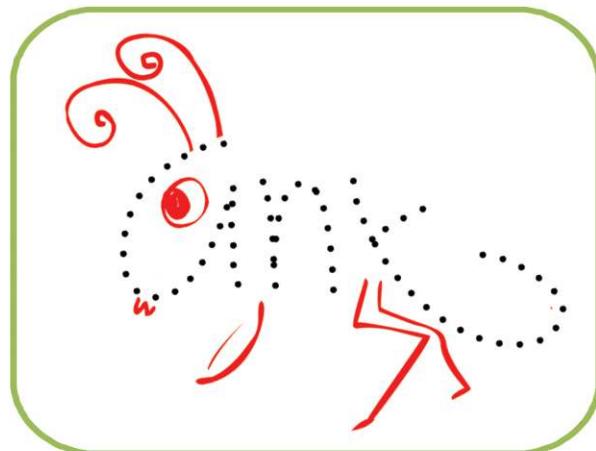
The first letter of the names in each column
should be the same.

Find more words with the same first letters from the
story.

<i>Aparna</i>	<i>Binil</i>

Activity 6

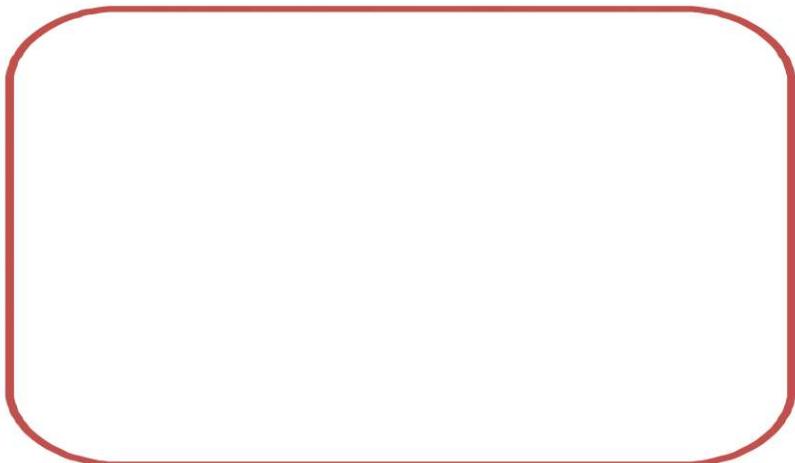
Join the dots and find out who is hiding here.



Activity 7

Draw an ant here and colour it.

You can also name your ant.



Is your ant small or big?

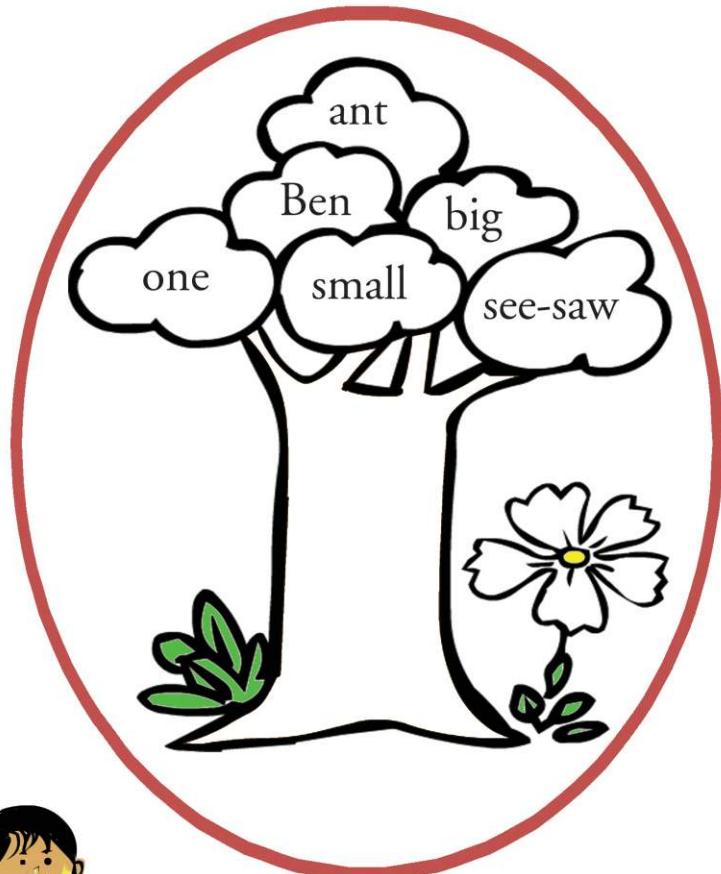
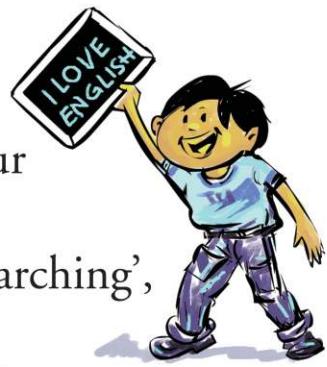
What colour is it?

Is it happy or sad?

If you like the story, 'Two Ants', colour the tree trunk.

If you like the song, 'The Ants Go Marching', colour the flower.

If you can read the words, colour the leaves.





My learner	
can identify words such as ant, big, small etc.	
can understand simple questions like, 'Who is this?' 'What is this?' 'What colour is it?' 'Is it big or small?' 'Where is it?' etc.	
can answer in simple English or use the mother tongue to fill gaps while answering interaction questions.	
can follow simple instructions like, 'Come here.' 'Take this piece of chalk.' 'Draw a line.' etc.	
can match the story with pictures when a part of the story is read out.	
can identify objects when described orally.	
can identify the names of everyday objects like toothbrush, comb etc.	
can participate in group activities like theatre games, choral singing etc.	
can do activities in the textbook when instructions are given clearly.	
shows eagerness to learn.	

TEACHER'S PAGE



How to process the text

The stories presented in the textbook are based on relevant themes like helping others, friendship, danger of blindly imitating others, sharing, the world around us etc. These stories are supported by pictures on every page. Picture reading is the first thing children are supposed to do. The text given on the pages can be elicited from the children by asking interaction questions on each page. You may also have to ask carefully framed simple questions other than the ones given in the textbook to interact with the children.

Children may answer the questions in mother tongue or in bits of English. Then you may say the answer aloud in English and write it on the blackboard or chart paper. Care should be given to write the letters legibly and neatly. You may invite the attention of the children to observe how words are formed and letters are written. Then you may read aloud the text you have written keeping the rhythm. At this initial stage of learning, correct pronunciation and intonation are also to be taken care of as children might imitate the wrong ways of a teacher's pronunciation and intonation.

How to interact with children

Meaningful interaction with children is the key to language acquisition. You may use simple English to interact with the children. Classroom interactions like: *Please come here.*

Take this piece of chalk.

Draw a line on the blackboard.

Very good!

Put the chalk back on the table.

Go back to your seat.

Please give me your pencil.

Look at this.

What colour is it?

Great! etc. will be understood by the children if used with proper voice modulation and by creating meaningful contexts. You can use mother tongue to give detailed instruction to do a task or play a game. Encourage children to talk about their habits, likes, dislikes, favourite people/things/places etc.

How to deal with language activities and theatre games

Simple classroom theatre games and interesting language games can greatly help children acquire a second language easily. Activities can be assigned to children as:

Individual tasks (if you feel the children are capable of writing on their own)

Pair tasks

Group tasks

Theatre games are another very effective method for language acquisition. It will also trigger children's imagination and makes learning a pleasurable experience. Simple games like imitating the actions/sounds of the animals/birds can be attempted at this level. For example, you may ask children to stand in two lines and produce the sound of the animals/birds, as you say them loudly. If a different sound is produced from the groups standing in a line or if they fail to produce the correct sound they are not given points. The group that first scores 5 points will be the winner of the game.

How to address children's reading and writing

Reading and writing have great importance at this stage. But care must be taken not to make the children read and write through rote and mechanical methods. Helping the children identify the words graphically can be attempted at this stage. Eliciting the texts given on each page of the textbook by asking interaction questions and writing them on the blackboard or chart paper is a good strategy for helping children read and write. This will provide opportunities to identify the words or expressions they have used during classroom interaction. But, at this stage, more emphasis is to be given to listening, speaking and reading.

How to conduct learner assessment

Learner assessment is a continuous process and an integral part of learning. You may assess your children at each stage of the learning process. The informal interactions, the interaction questions, reading the text, associating pictures with text, the language activities and theatre games give you ample opportunities for assessing your children. Apart from these you can see two separate pages in the textbook titled 'I know' and 'My learners' for assessment purposes alone. The first one is for the unit-end self-assessment of the child. The second is for your assessment of the children on a three-point rating scale.

How to use information communication technology

It is always a challenging task for the teacher to get the attention of very young children and to initiate them into a second language. Children are exposed to the world of high quality digital audio-visual materials these days and attempting to teach them using only 'chalk and talk' may not turn out to be a fruitful exercise. So every teacher must think about bringing effective audio-visual texts to their classes. The internet has a rich repertoire of such materials. For example, you can show amusing pictures/paintings of insects, birds, animals etc. available in 'Google Images'

and ask them to draw their own pictures. While they are drawing, you can interact with them using simple English:

Where is its head? Where are its eyes? Oh nice! Excellent!

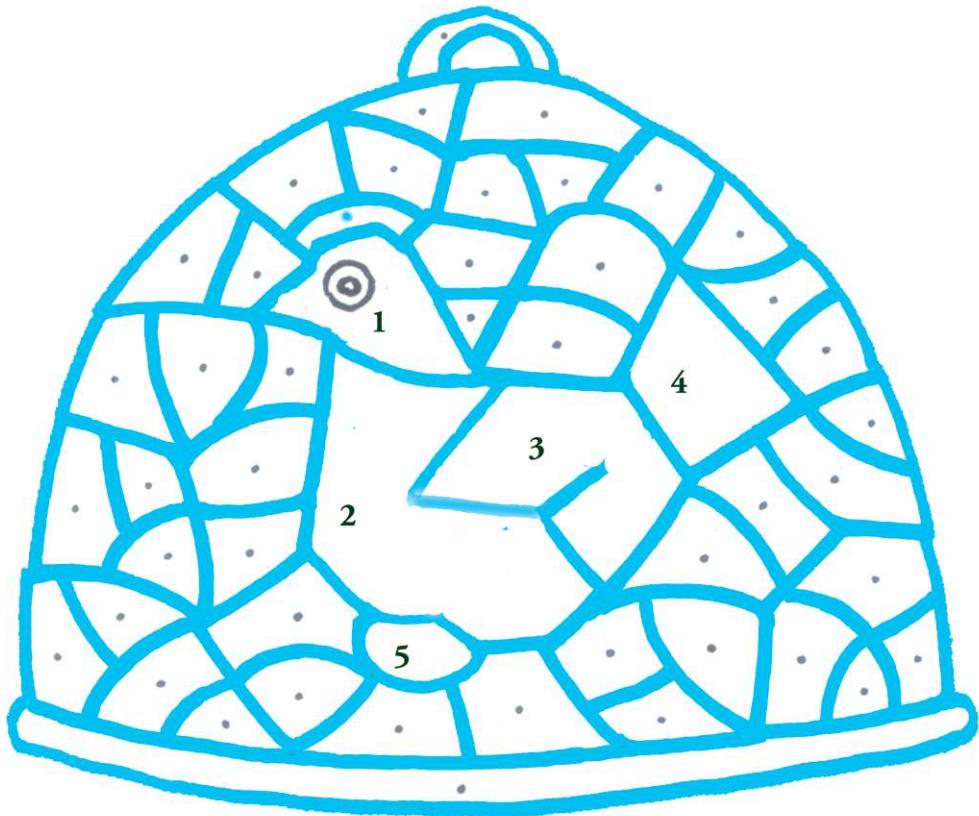
How many legs does it have?

Most of the songs included in the textbooks are also available in 'YouTube.'



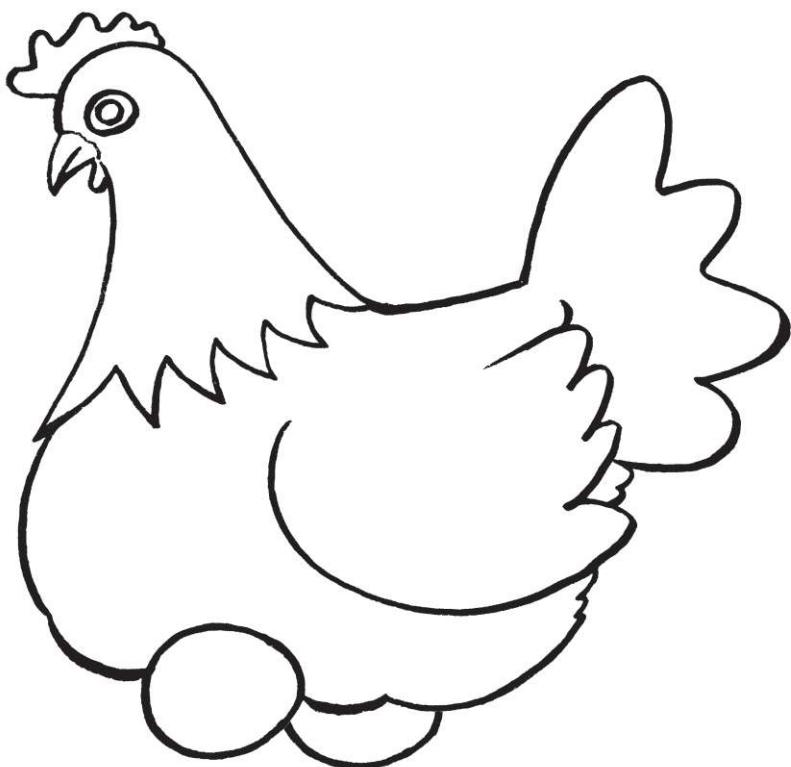
UNIT 2

ME TOO



Let's colour

Look at the basket.
Who is hiding in it?
Colour the boxes which are numbered.

Colour the hen

Look at the eggs on which the hen is sitting.
Were the eggs laid by the hen?
Who will come out of the eggs?



A duckling came out of the egg.
'I am out,' he said.

Who will come out of the other egg?



‘Me too.’
A chick too came out.

What will the chick and the duckling do now?



What does the chick ask the duckling?
Who is the leader of the two?



'I am going for a walk,' said the duckling.
'Me too,' said the chick.

Where are they going?



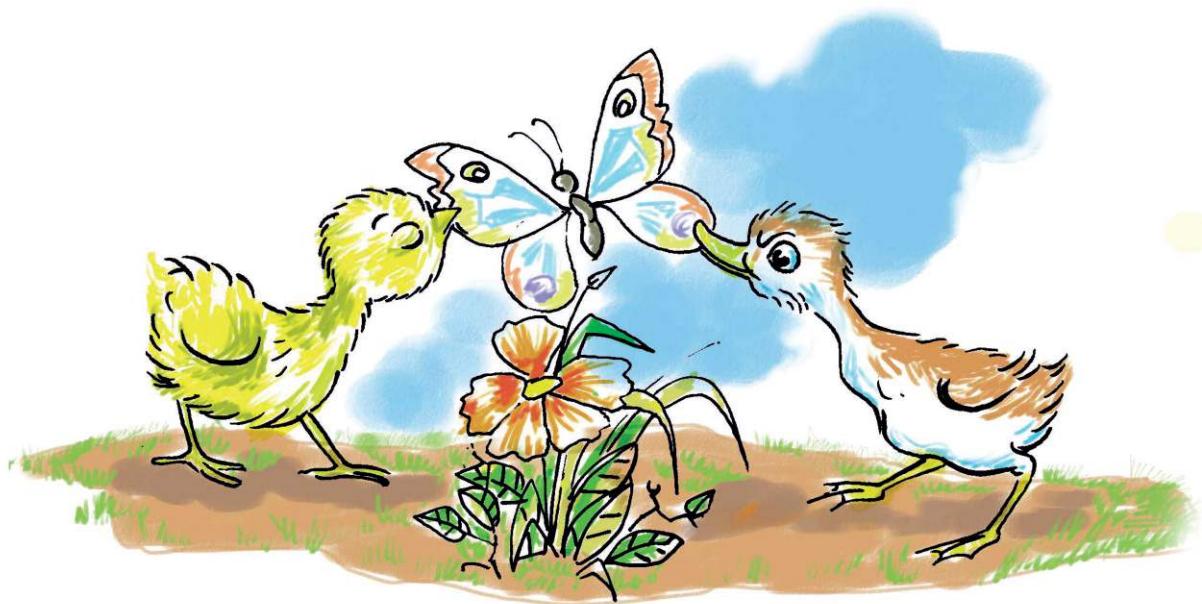
'I am digging a hole,' said the duckling.
'Me too,' said the chick.

Why is the duckling digging a hole?
What will they get?



'I have found a worm,' said the duckling.
'Me too,' said the chick.

Who caught the worm first?
What will they catch next?



‘I have caught a butterfly,’ said the duckling.

Who caught the butterfly first?
What will they do next?



What does the chick say to the duckling?



‘I want to swim,’ said the duckling.
‘Me too,’ said the chick.

What does the duckling want to do?
What will the chick do now?



‘Look, I am swimming,’ said the duckling.

What is the duckling doing?
What will the chick do now?



‘Me too.’ The chick jumped in.

What will happen to the chick?



'Help... help...', cried the chick.

What happened to the chick?
Who will help it?
How can the duckling save the chick?



The duckling pulled the chick out of the pond.

How did the duckling save the chick?
What will the duckling do next?

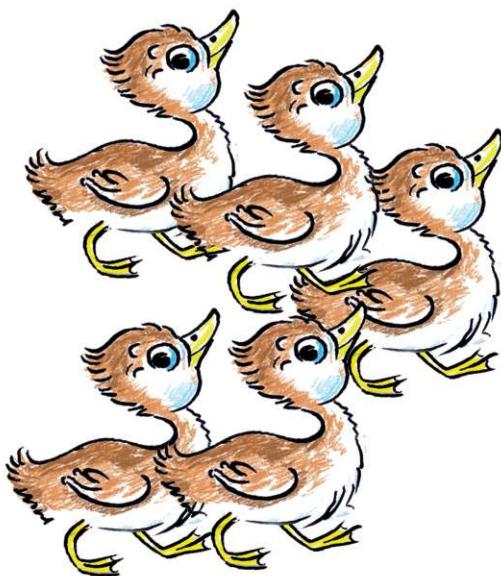


I am going for another swim,' said the duckling.

What is the duckling going to do?
What will the chick say now?
Is there a change in the chick?
What did he learn?

UNIT 2

FIVE LITTLE DUCKS



Five little ducks went out one day,
Over the hills and far away,
Mother duck said, 'Quack, quack, quack,'
And only four little ducks came back.
Four little ducks went out one day,
Over the hills and far away,
Mother duck said, 'Quack, quack, quack,'
And only three little ducks came back.

Three little ducks went out one day,
Over the hills and far away,
Mother duck said, ‘Quack, quack, quack,’
And only two little ducks came back.

Two little ducks went out one day,
Over the hills and far away,
Mother duck said, ‘Quack, quack, quack,’
And only one little duck came back.

One little duck went out one day,
Over the hills and far away,
Mother duck said, ‘Quack, quack, quack,’
But none of those little ducks came back.

Mother duck, she went out one day,
Over the hills and far away,
Mother duck said, ‘Quack, quack, quack,’
And all of those little ducks came back.



UNIT 2

ACTIVITIES

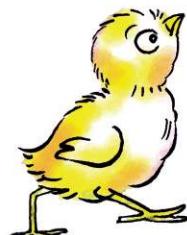
Activity 1

Examine the following sentences and underline the words you have studied.

I saw a few ants on my bag. A chick and
a duckling were playing near the bag.

Activity 2

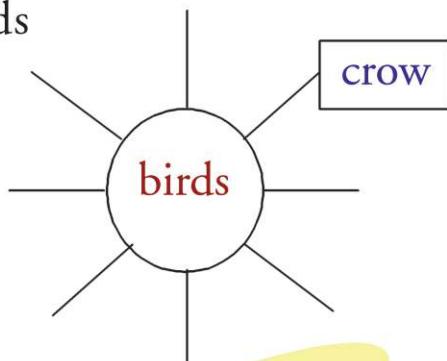
Look at the following pictures and identify them.



Activity 3

Chick and duckling are birds.

Write the names of other birds
you know.



UNIT 2

Activity 4

Which are the birds/animals you have at home?

Do they have young ones too?

Draw the picture of any of their young ones.

Don't forget to colour the little one.



I have a

Its name is.....

UNIT 2

Activity 5

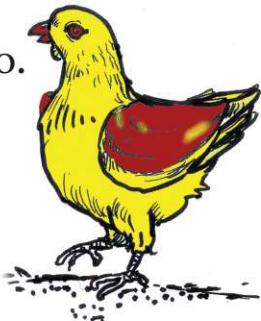
Look at the different things a hen can do.

A hen can lay a big white egg.

A hen can stand on just one leg.

A hen can run, a hen can walk.

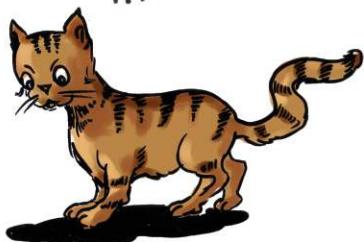
A hen can say 'cluck, cluck, cluck'.



Now, write down what a cat can do.

One is done for you.

A cat can catch rats.

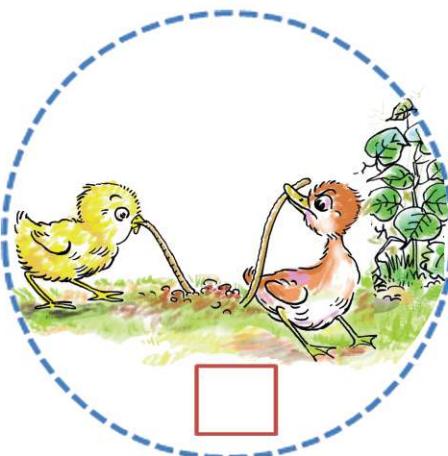
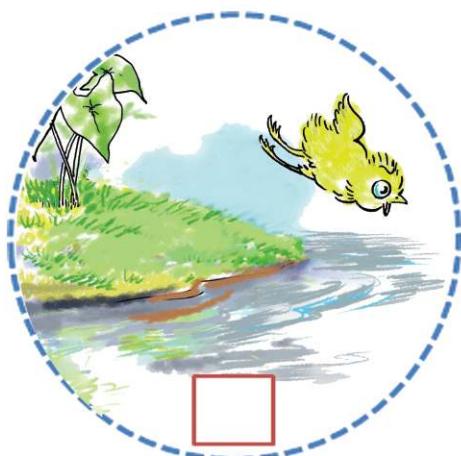
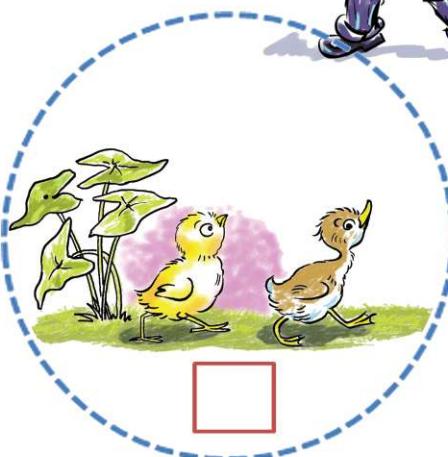
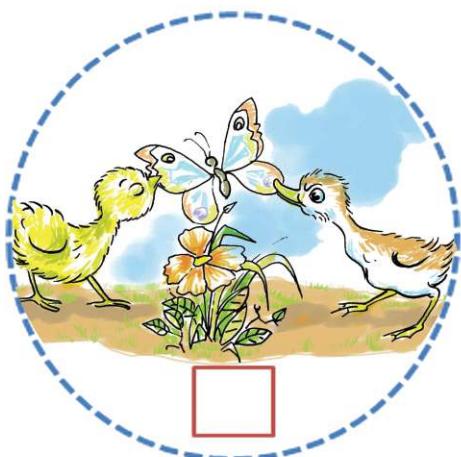
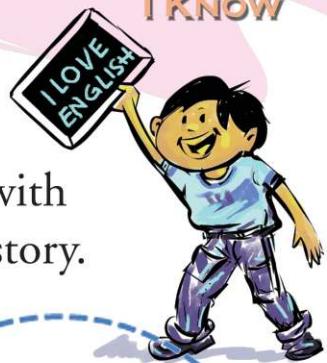


What can you do?

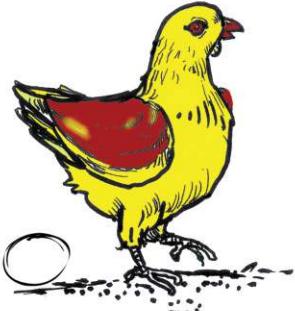
I can

.....
.....
.....
.....

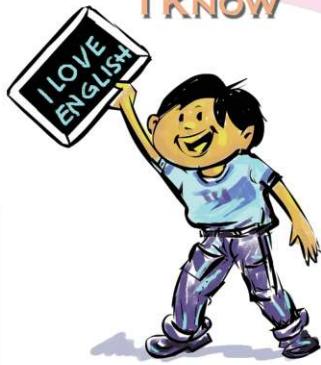
I know what happened in the story.
I will number the boxes given along with
the pictures as they happened in the story.



I know what the hen gives me.
I will tick the right box.



<input type="checkbox"/> mug
<input type="checkbox"/> egg
<input type="checkbox"/> leg

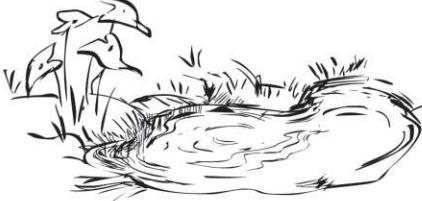


I know who will come out of the egg.
I will tick the right box.



<input type="checkbox"/> chick
<input type="checkbox"/> fish
<input type="checkbox"/> rat

I know who can swim.
I will tick the right box.



<input type="checkbox"/> worm
<input type="checkbox"/> chick
<input type="checkbox"/> duckling





My learner	
can identify and read words such as 'chick', 'duckling', 'egg' etc.	
can understand simple questions like, 'Who will come out of the egg?' 'What will the chick do?' 'Where are they going?' 'Who caught the worm first?' etc.	
can answer in simple English or use mother tongue to fill gaps while answering interaction questions.	
can follow simple instructions like, 'Look at the picture.' 'Colour it blue.' 'Draw a hen.' etc.	
can sequence the pictures of the story and number them in order.	
can identify objects when described orally.	
can identify the names of birds like hen, crow etc.	
can participate in group activities like theatre games, choral singing etc.	
can do activities in the textbook when instructions are given clearly.	
shows progress in learning.	

UNIT 3

THE FAT CAT



Emy has two pets.
A rat and a cat.
The cat is brown and fat.
The rat is white and thin.

What do you see in the picture?
Whose pets are they?
How many pets does Emy have?
Who are they?
Who is fat? Who is white?
Do you have any pets?



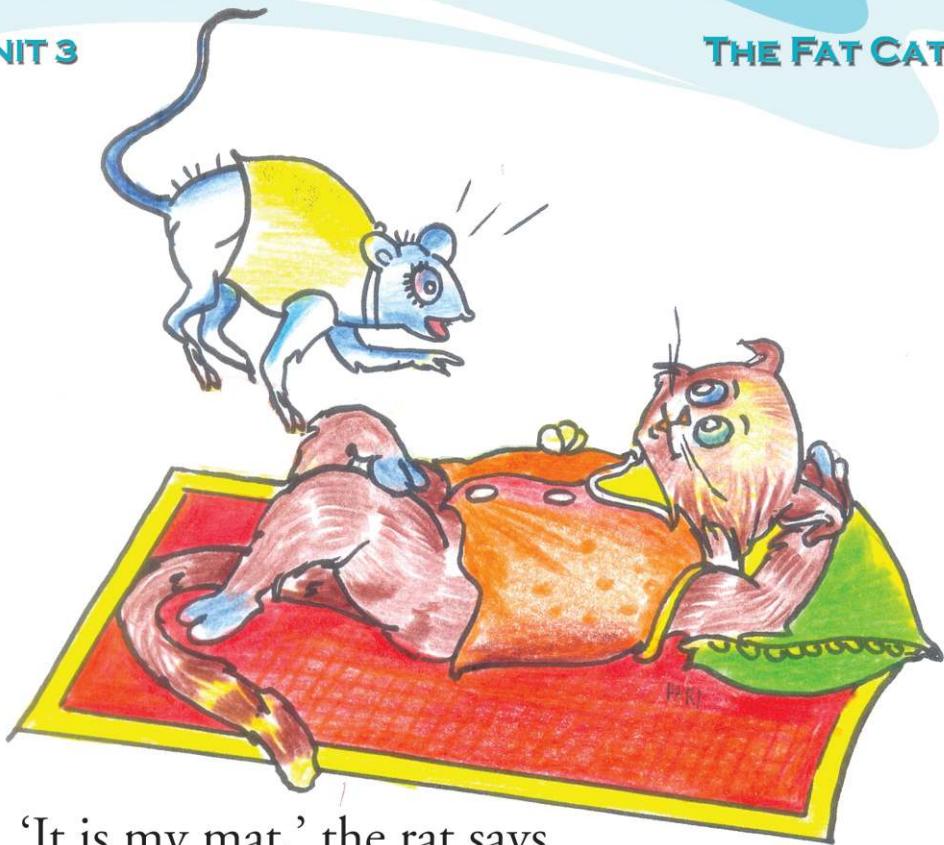
The rat sits on the mat.
The cat lies in the vat.
Emy goes to the market.

Who sits on the mat?
Who lies in the vat?
What does Emy do?
Where does she go?
What will the cat do now?



The fat cat jumps onto the mat.
The rat moves back.
'Go away Catty,' says the rat.

Who jumps onto the mat?
What does the rat do?
What does the rat say?
Will the cat catch the rat?



‘It is my mat,’ the rat says.

‘So what?’ asks the cat.

‘Get off,’ says the rat.

‘No, I won’t,’ says the fat cat.

‘Hmm... I’ll get my bat,’ the rat says.

Where is the cat now?

Whose mat is it?

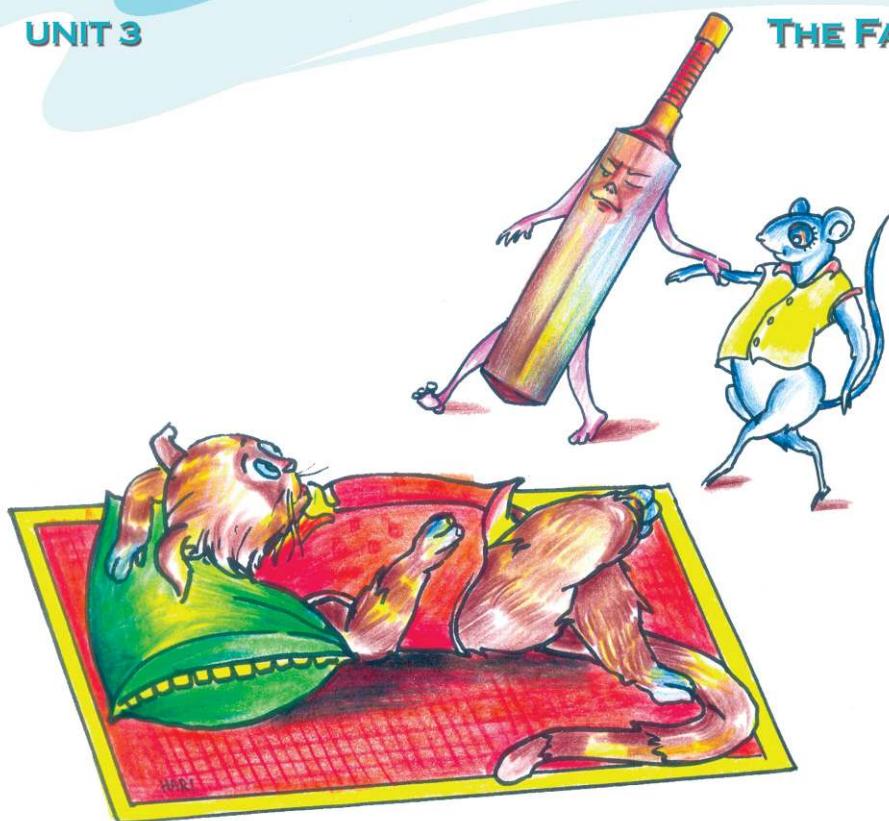
What does the rat say?

What does the cat say?

Is the cat ready to give the mat to the rat?

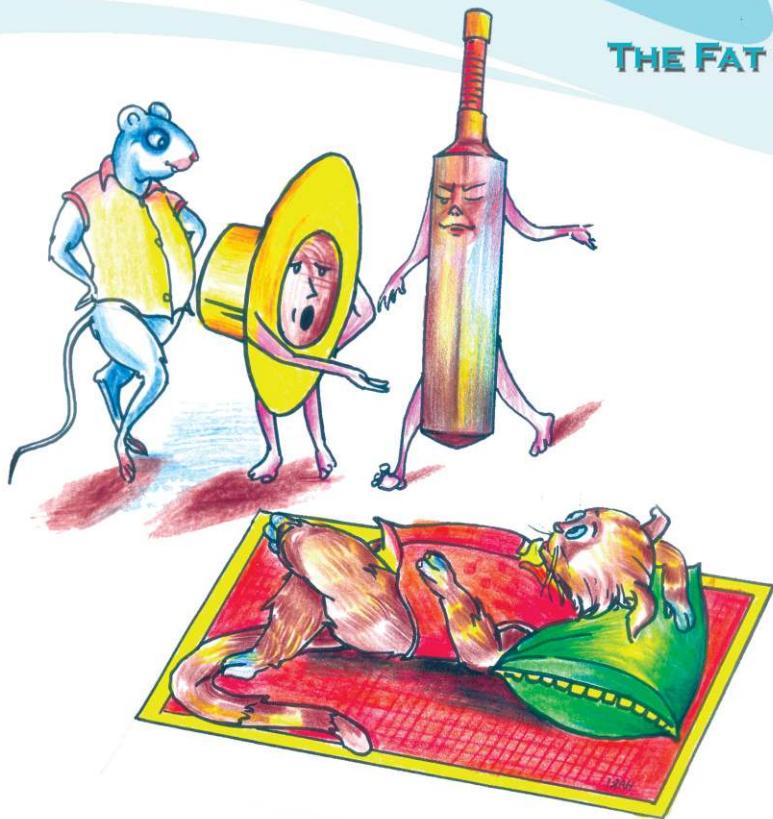
What does the rat say?

What will happen when the bat comes?



‘This is the rat’s mat,’ says the bat.
‘So what?’ asks the fat cat.
‘Get off,’ says the bat.
‘No, I won’t,’ says the fat cat.
‘Then I will go and get my hat,’ says the bat.
The rat and the bat go out to get the hat.

Whose bat is it?
What does the bat say to the fat cat?
Does the cat leave the mat?
What does it say?
Who will come next?



‘This is the rat’s mat,’ says the hat.
‘So what?’ the fat cat asks.
‘Get off,’ says the hat.
‘No rat, bat or hat can move me off the mat.
I will lie on the mat,’ the cat says.
‘Let’s see,’ says the hat, the bat and the rat.

Who comes with the rat and the bat?
What does the hat say?
Is the cat ready to move now?
What does the cat say?
What will the rat, the bat and the hat do now?



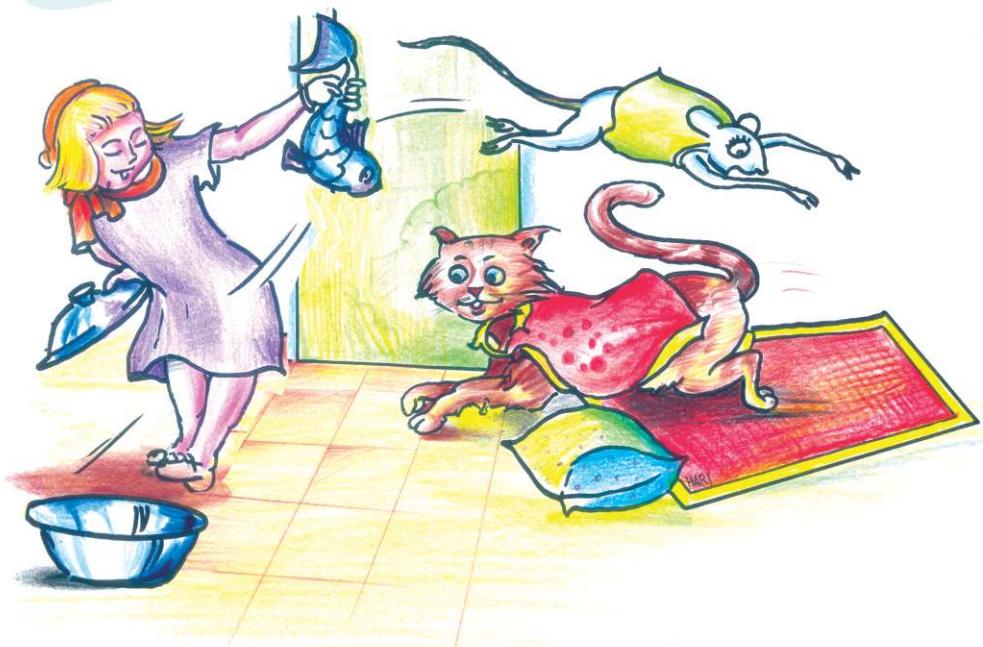
The rat, the bat and the hat come back.
They come back with a dish.
'What is in the dish?' the cat wonders.

The rat, the bat and the hat are back.
What do they have with them?
Where is the cat?
What does it think now?
Can you tell what is in the dish?



'Mmm.... The smell of fish.... What shall I do?
Shall I go and take the fish?
Shall I stay here?
I must get the fish,' thinks the cat.

What does the cat think now?
Will the cat get the fish?



Emy comes into the room. She opens the dish.
'A fat fish,' says the fat cat.
The fat cat jumps out of the mat.
'My mat, I'll get it back,' says the rat.
The rat jumps onto the mat.
Emy takes the fish out of the dish.

What is in the dish?
Who jumps out of the mat?
Who jumps onto the mat?
What does Emy do?
Does the cat get the fish?
What will the cat do now?



The fat cat is sad.
‘Friend, look, this is for you,
A fat fish.
Eat this fat fish...’ says the white rat.
The fat cat turns his face away.

What does the white rat do?
What does the rat say?
What does the cat do?
What will happen next?



'Don't worry. You can sit on the mat tomorrow.
Then the rat can sit in your vat,' says Emy.
The cat agrees to it.
He eats the fat fish.
The cat is happy.
The white rat gets his mat back.
The bat and the hat also sit on the mat.
They are happy too.
Emy pats the fat cat.

What does Emy say to the cat?
Does the cat agree to it?
Where is the white rat?
Who else is there on the mat?
What does Emy do?

UNIT 3

KITTY CAT, KITTY CAT

‘Kitty cat, kitty cat, where have you been?’

‘Out to the barn to visit a friend.’

‘Kitty cat, kitty cat, what did you do?’

‘I watched the cow when she said, moo!’



‘Kitty cat, kitty cat, why did she say that?’

‘I do not know, I’m just a cat.’

‘Kitty cat, kitty cat, do you have fun?’

‘Oh my, yes, I’m up with the sun.’

‘So, kitty cat, kitty cat, do you stay warm?’

‘Oh my, yes, I just love the farm.’

‘Then, kitty cat, kitty cat, what do you do there?’

‘Catch all the mice that are everywhere.’



UNIT 3

ACTIVITIES

Activity 1

Here is a song.

Replace the pictures with the right words.

Little Emu buys a 

To feed her little pets.

One is a white 

And the other a fat 

Here jumps the 

There jumps the 

To eat the big 

For a nice lunch.

Activity 2

Who am I?

Two shining eyes,
One furry tail,
I eat fish,
I drink milk.

A long tail,
Very sharp teeth,
I eat nuts,
I love cheese.

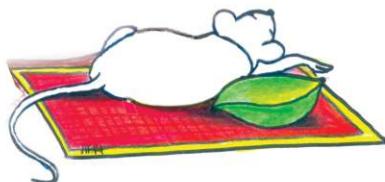
UNIT 3

Activity 3

Look at the pictures and complete the blanks suitably.
One is done for you.



A fat cat is lying in a vat.



..... is sleeping on a mat.



..... is lying a mat.



..... is sitting a plant.



..... a mat.

Activity 4

Circle the word which does not go with the group.
One is done for you.

mat	fat	cat	goat
bold	gold	kind	cold
tap	gap	cup	map
kit	shut	sit	pit
load	kid	lid	did

Activity 5

Emy does these everyday. Arrange them in order.

bathes

goes to toilet

goes to school

eats breakfast

gets up early

brushes teeth

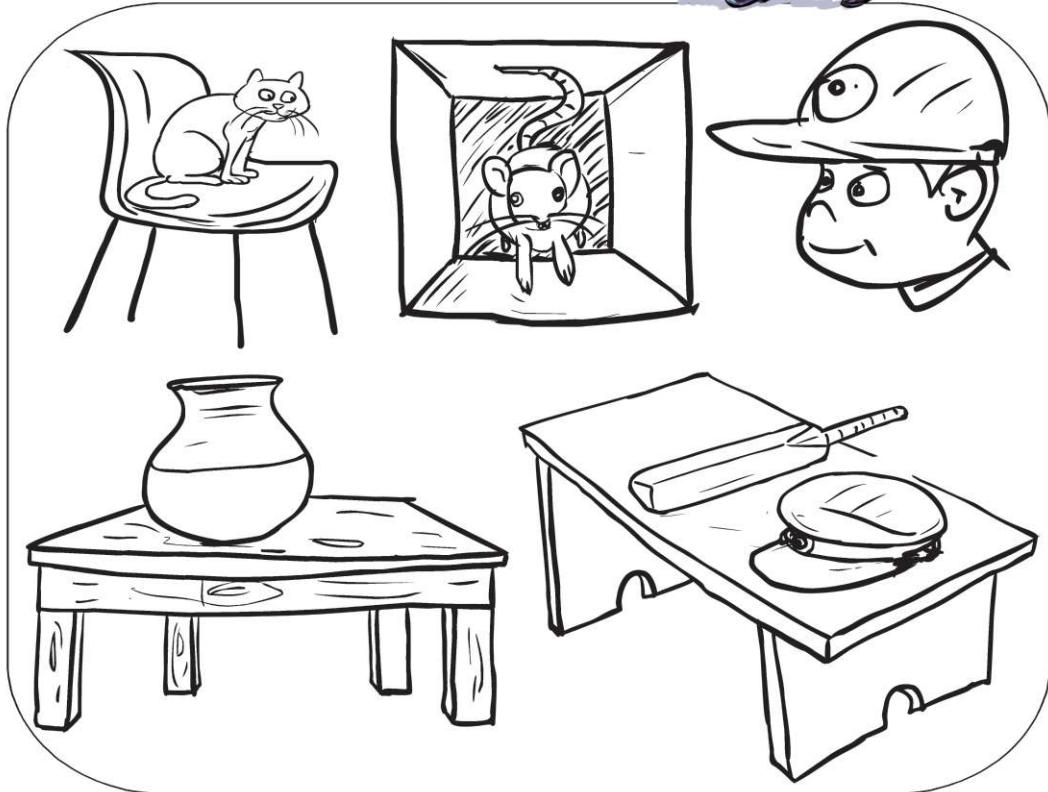


Now, tell your friends what you do everyday.

.....

.....

I can talk about these pictures.



I can colour the big leaf yellow.

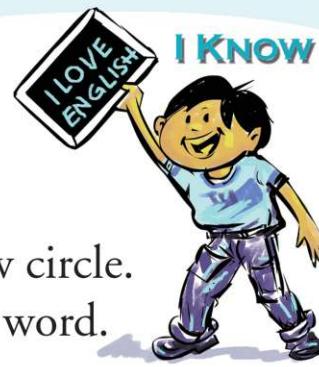
I can colour the flower red.

I can colour the flower pot blue.

I can colour the small leaf green.

I can colour the stem brown.





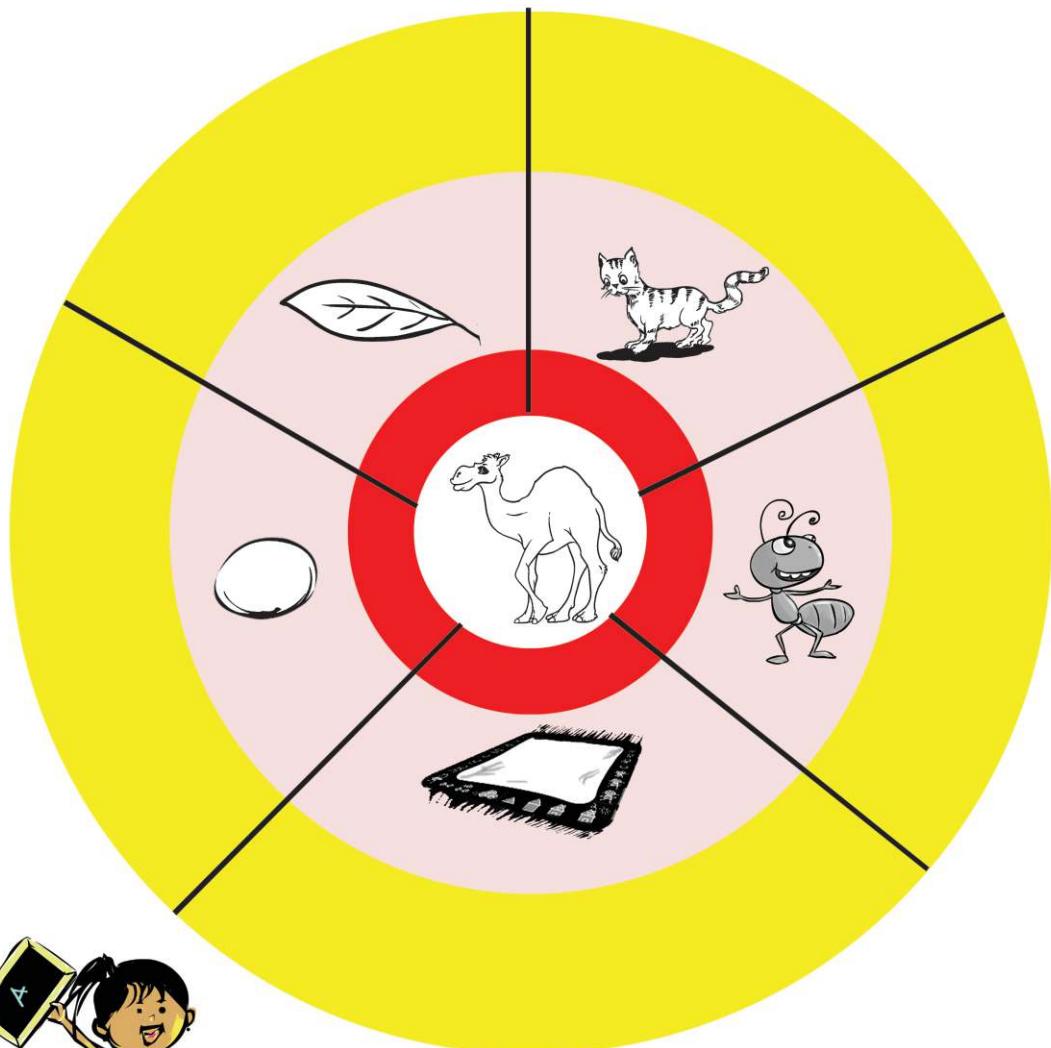
I can name the pictures.

I can write their names in the yellow circle.

I can identify the first letter of each word.

I can write them in the red circle.

It will be the name of the animal in the centre circle.





My learner	
can identify and read words such as 'pet', 'fat', 'cat', 'rat', 'bat', 'mat', 'fish', 'brown', 'white' etc.	
can understand simple questions like, 'Whose pets are they?' 'Who are they?' 'Do you have any pets?' 'What will the cat do now?' etc.	
can answer in simple English or use mother tongue to fill gaps while answering interaction questions.	
can follow simple instructions like, 'Get up.' 'Go near the blackboard.' 'Sit on the chair.' 'Put it in the box.' etc.	
can replace the pictures using the right words.	
can talk about possessions like, 'This is my book.' 'This is Geetha's bat.' etc.	
can participate in group activities like theatre games, choral singing etc.	
can do activities in the textbook when instructions are given clearly.	
shows progress in learning.	

UNIT 4

THREE KITTENS



'A grey rat!' cried the kittens.

'Come, let's catch it,' the white kitten said.

'Shh.... Mom is sleeping.'

'Don't make noise,' the black kitten said.

'Come, let's follow it,' the brown kitten said.

How many kittens are there?

What do the kittens see?

What colours are the kittens?

Will the kittens catch the rat?



'Look, the rat is on the drum.'

'Will it jump into the drum?'

the black kitten asked.

'If it jumps, what will we do?'

the white kitten asked.

'What is inside the drum?'

the brown kitten asked.

'Who knows?' said the black kitten.

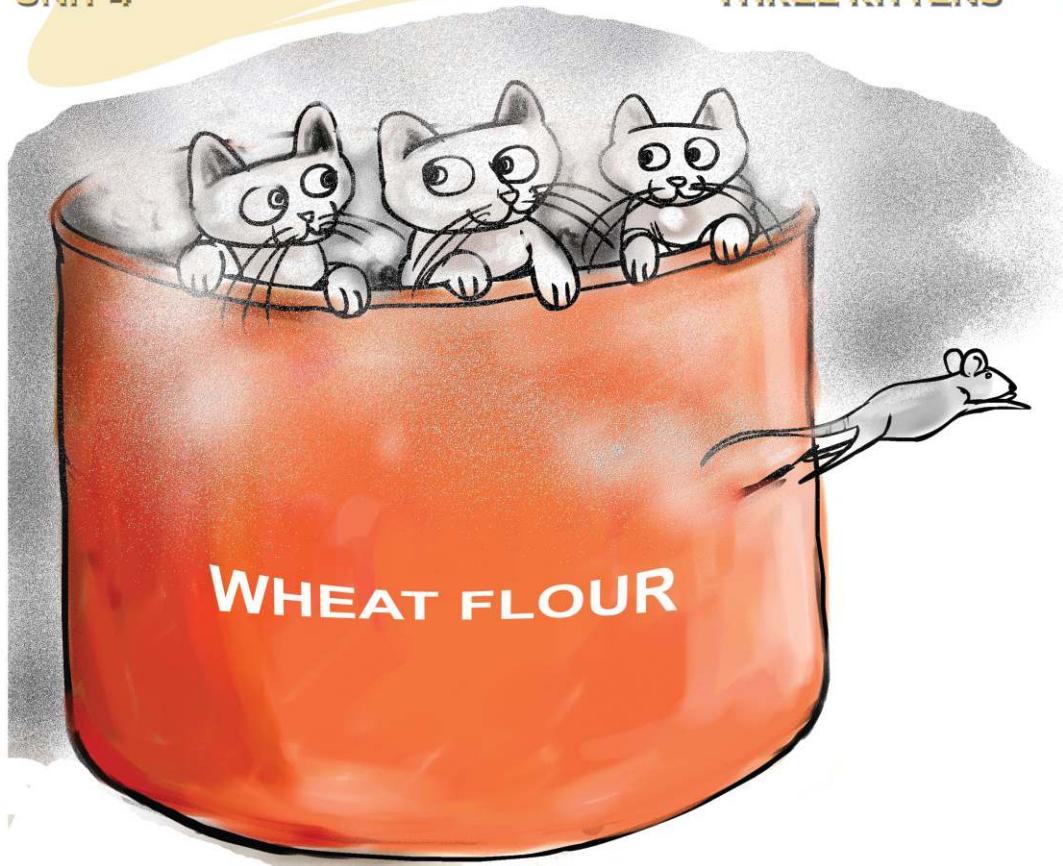
'Shall we jump into the drum?'

asked the kittens together.

Will the rat jump into the drum?

What is inside the drum?

What will the kittens do now?



'Look, you are white,' said the first kitten.
'You too,' said the second one.
'We all are white,' the third kitten said.
The three kittens looked at one another.

How do the kittens become white?
Will they get their colours back?
How can the black kitten be black again?
How can the brown kitten be brown again?
What will the kittens do then?



‘Look, a frog!’ said the kittens.
‘It’s green,’ said the first kitten.
‘It’s big too,’ said the second kitten.
‘It’s hopping away,’ said the third kitten.
‘Catch it,’ all the kittens said.

Will the kittens catch the frog?



‘You are black!’ said the first kitten.

‘You too,’ said the second one.

‘Ha... ha... ha....

‘We are all black now,’ said the third.

The three black kittens looked at one another.

How did the kittens turn black?

What is in the can?

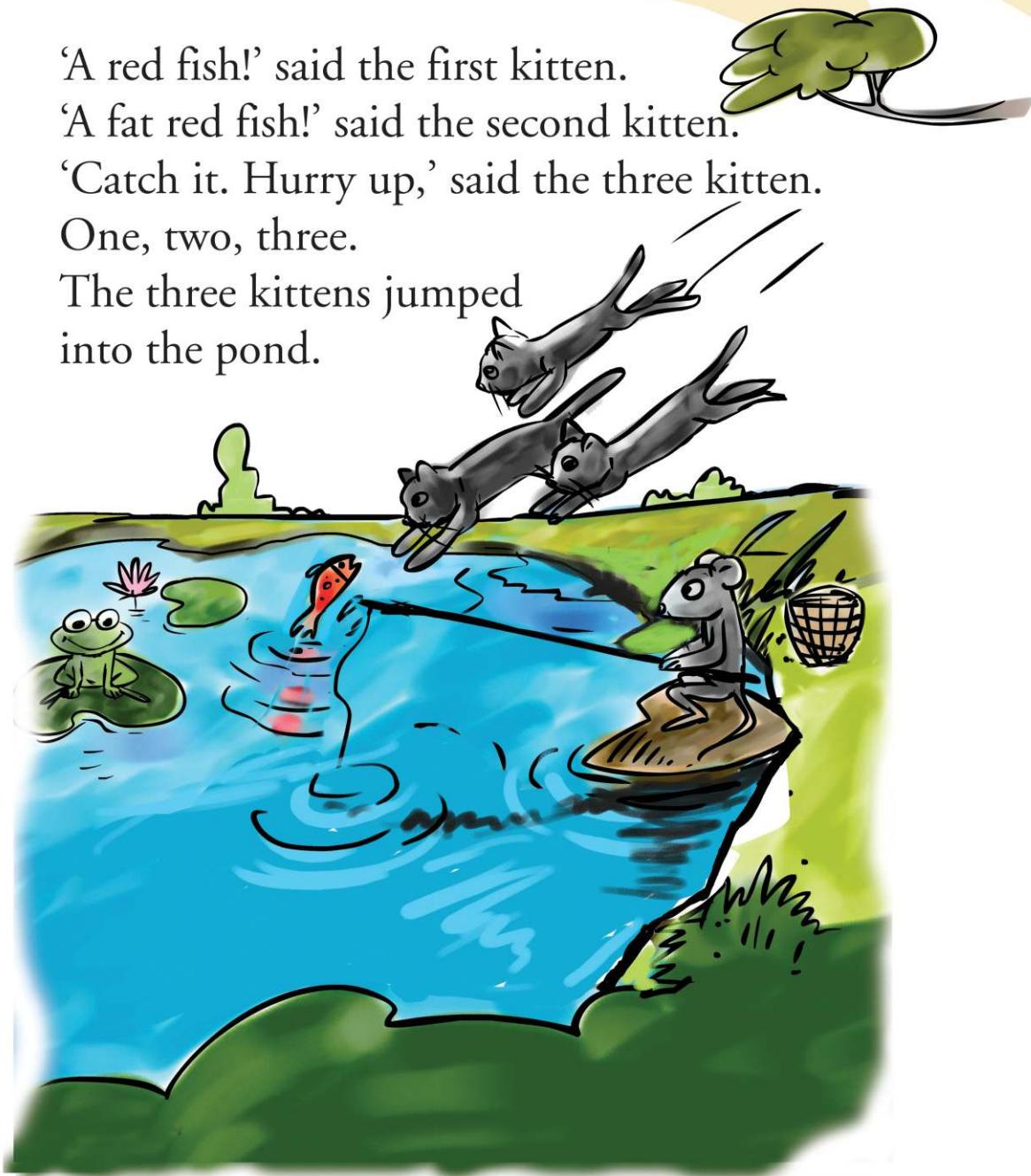
'A red fish!' said the first kitten.

'A fat red fish!' said the second kitten.

'Catch it. Hurry up,' said the three kitten.

One, two, three.

The three kittens jumped
into the pond.

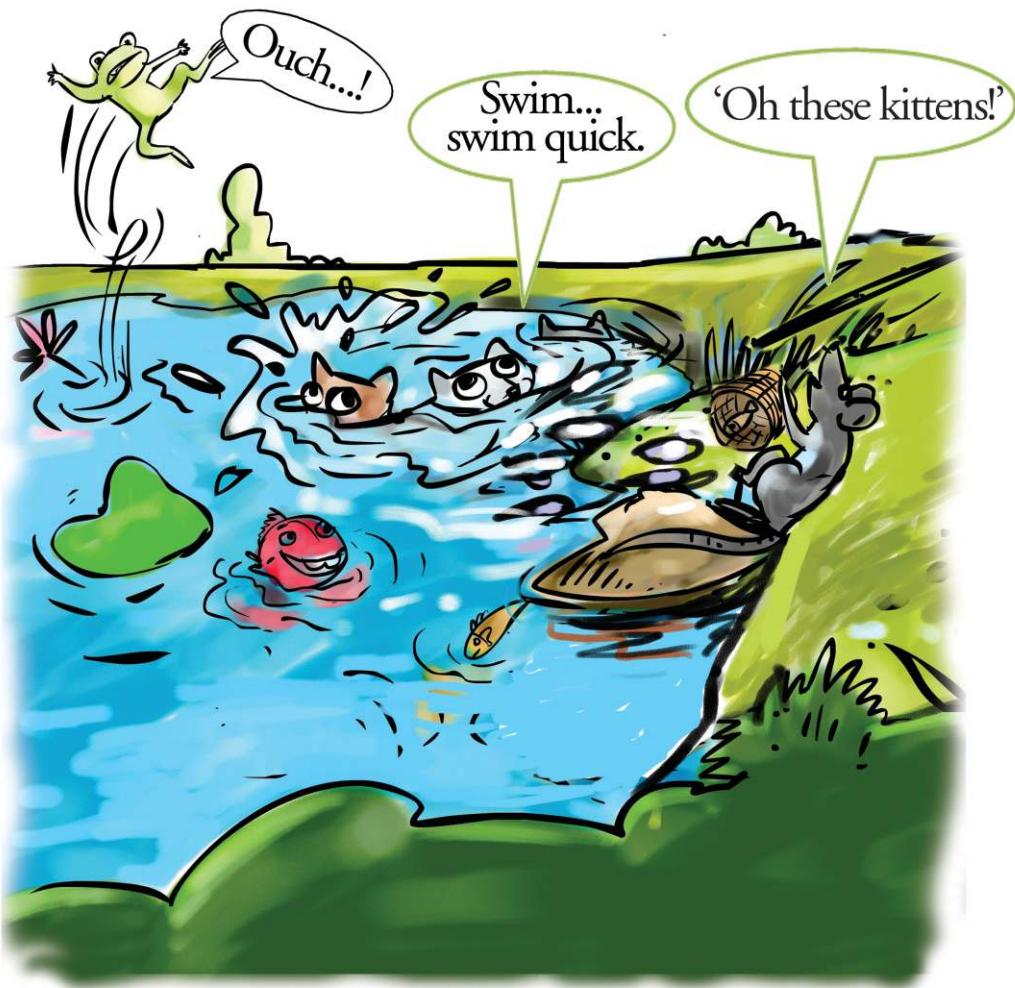


Will they get the fish?

Will they be drowned in the pond?

Can they swim?

'We lost the grey rat.
We lost the green frog.
We lost the red fish too,' said the kittens.
But we had a nice bath.



Are the kittens happy now? Why are they happy?
Have you seen kittens swimming?
Can you swim? Who taught you swimming?
Who taught the kittens swimming?



The three kittens came out.

‘Look, we got our colours back,’
said the brown kitten.

‘Oh yes, I am white again,’ said the white kitten.

‘Look, I am black again,’ said the black kitten.

‘Ha... ha... ha....’

The kittens had lots of fun.

How did the kittens get back their colours?
Did you enjoy the story?

UNIT 4

KITTENS



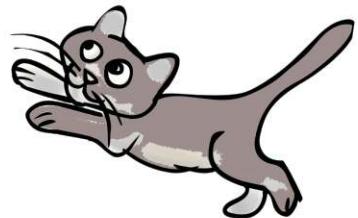
Black kitten
Brown kitten
White kitten
Grey kitten
Chasing all the rats.



Big kitten
Small kitten
Fat kitten
Thin kitten
Drinking all the milk.



Smart kitten
Cute kitten
Happy kitten
Naughty kitten
Stealing all the fish.

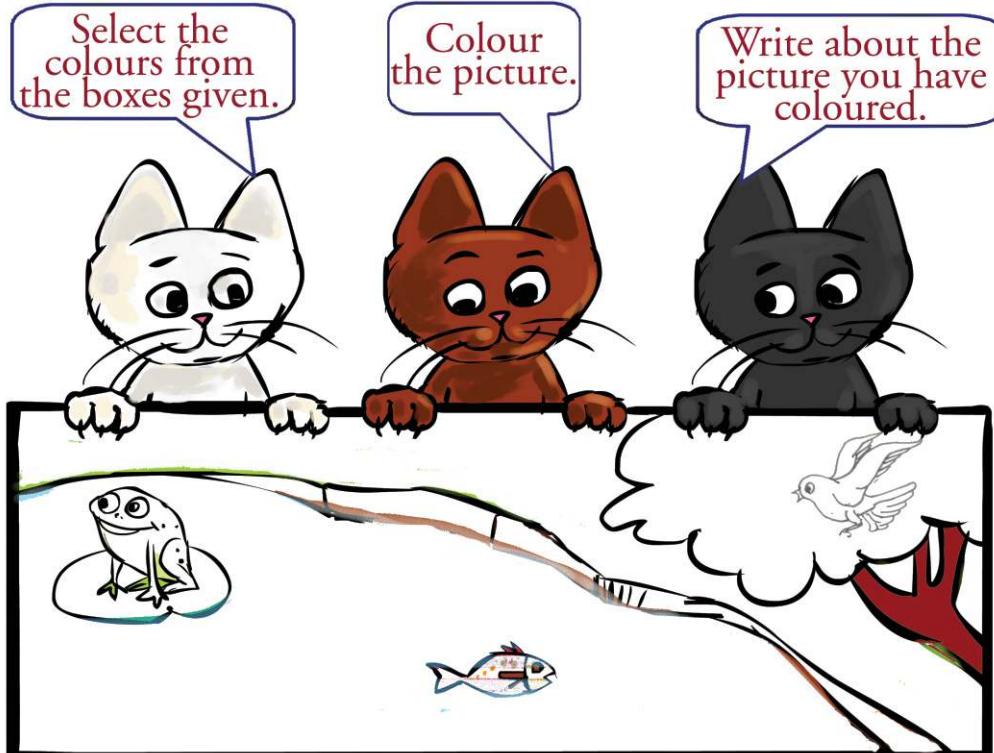


UNIT 4

ACTIVITIES

Activity 1

The kittens are showing you a picture. Look at the picture.
What can you see in the picture?
What do the kittens say? Do as the kittens say.



bird	■ blue
leaf	■ green
water	■ blue
fish	■ red
frog	■ yellow

My picture

This is a pond. The water is

A is in the water.

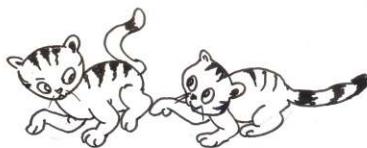
A is on a leaf.

A is on the tree.

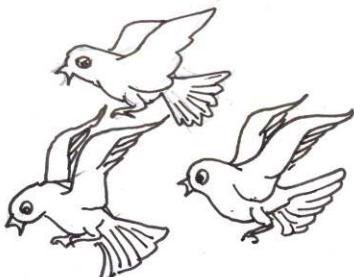
My picture is beautiful.

Activity 2

Look at the pictures. What do you see?
Match the pictures with the sentences given in the box.



A frog sits on a leaf.



A duck swims in a pond.



A cat jumps into a pond.



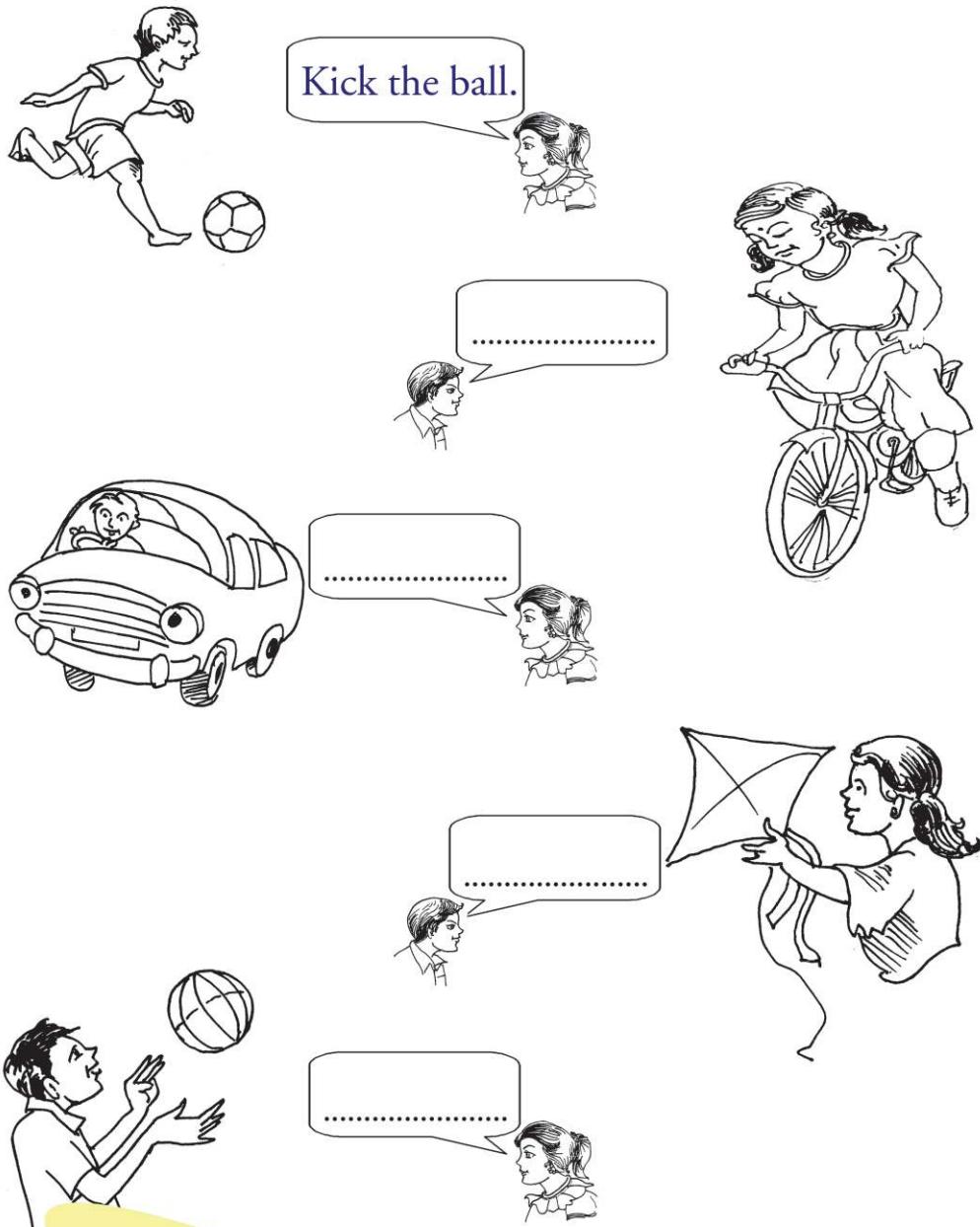
Two kittens play on the ground.



Three birds fly in the sky.

Activity 3

Look at the pictures. What can you see in the pictures?
The boy and the girl are saying something.
What are they saying? One is done for you.



UNIT 4



I KNOW



I can identify my friends from the group.

I identified four friends.
I got a red star.

I identified three friends.
I got a blue star.

I identified two friends.
I got a green star.

I identified a friend.
I got a yellow star.

My friends

.....

.....

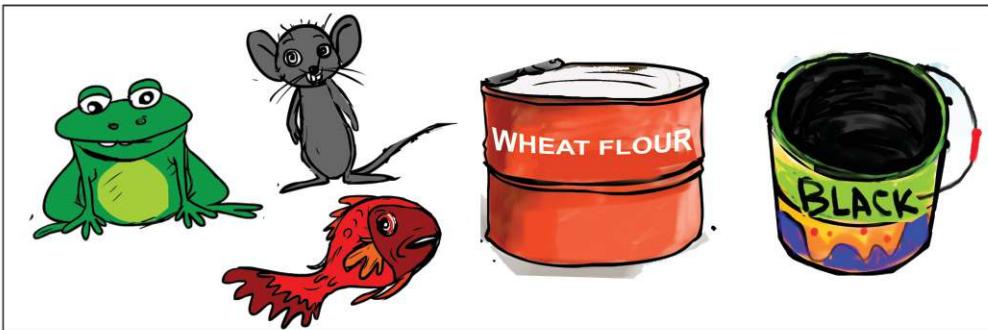
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The three kittens went back to their mother.
They told her everything that had happened.
This is what the kittens told their mother.



I can fill in the missing parts.

First, we saw a

It jumped into the

We also jumped in.

Then, we saw a

We jumped into the to catch it.

At last, we saw a in a pond.

We jumped into the pond.

We had a nice bath.

For every word you get, colour a kitten.





My learner	
can identify and read words such as 'mouse', 'frog', 'kitten', 'pond', 'can' etc.	
can use names of colours like grey, white, brown, red, green etc. before nouns	
can answer in simple English or use mother tongue to fill gaps while answering interaction questions.	
can understand simple questions like 'Will the rat jump into the drum?' 'What will we do?' 'What is inside?' etc.	
can name the pictures using the right words.	
can use proper pronouns instead of nouns and imperatives for giving directions and instructions.	
can complete a description supplying missing words in it.	
can participate in group activities like theatre games, choral singing etc.	
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