1 Finding the Furry Cat!

QRickit

0124CH01

Let us Sing

Looking, looking, looking
Looking for my furry cat!



Are you sitting **on** the window shed?



Are you sleeping **under** my bed?
Where are you my furry cat?



Looking, looking, looking
Looking for my furry cat!
Are you **inside** the backpack?



Are you **outside** the red rack?
Where are you my furry cat?



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Come, come, come

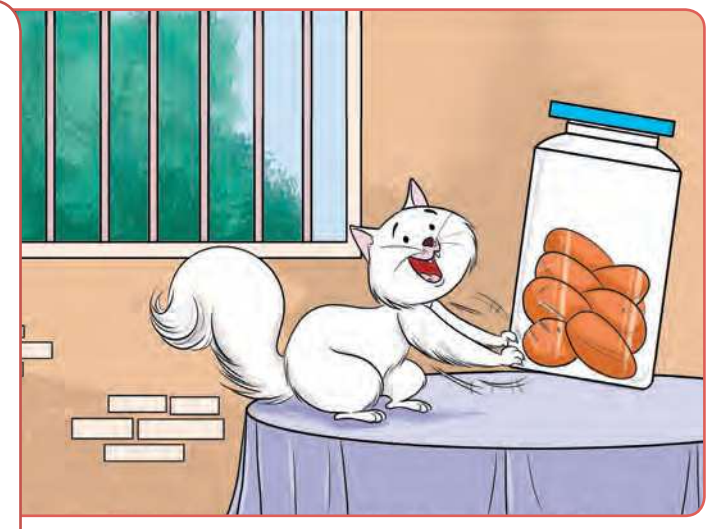
Come to me, my furry cat!

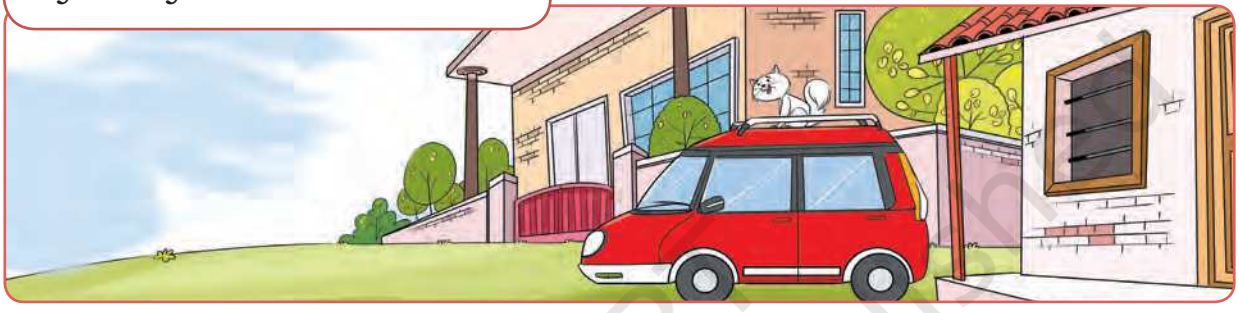
Saw you scratching the **bottom** of my jar.

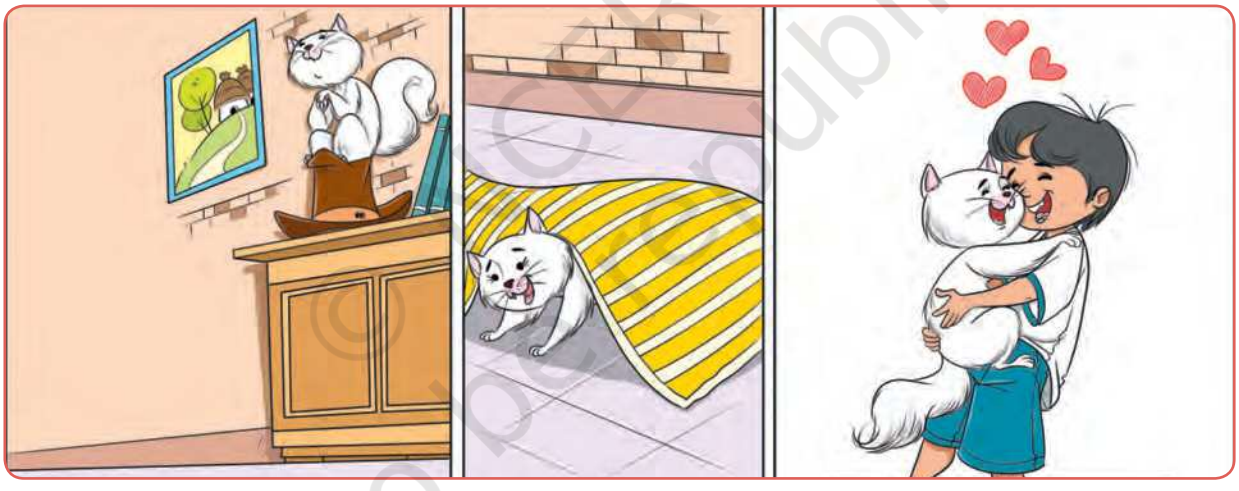
Saw you playing at the **top** of my car.

Come to me,

my furry cat!







Come, come, come
Come to me my furry cat!
Saw you hopping **above** the hat.

Saw you hiding **below** the mat
Here comes my furry cat!

Read aloud the poem. Ask children to recite and enact it. Children can look at the pictures and tell what all they see and discuss the things which are above, below, on, under, and so on with the class. Encourage them to talk about the animals that they see around them, like cats, dogs, cows, etc.



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Look at the pictures of the poem and encircle the correct word.

A. The red ball is **above/ under /on** the bed.

B. The cat is **inside/outside/on** the car.

C. The man is lying **under/inside/on** the tree.

D. The cow is **inside/top of/outside** the house.



Think and Answer

A. Where do you put your shoes? Inside/Outside the room.

B. Where do you throw the garbage? Inside/Outside the dustbin.



Let us Play – Find the Things

Children can divide themselves into 2 teams. One team will hide a few things like white chalk, red ball and other items and ask the other team to find them. Children can give verbal instructions to find the things using positional words like inside/outside, far/near, above/below, etc.

For example:

- Look for a white thing which is hidden **near** the board and **under** the table.
- Look for a red thing which is **outside** the classroom and **under** the tree.



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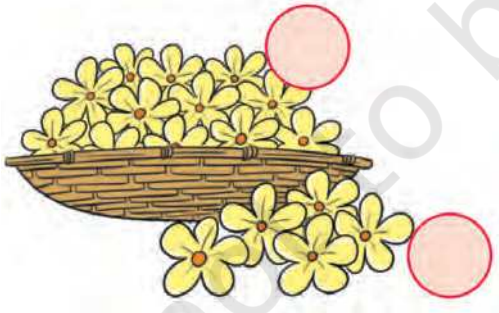
Let us Play – Throw the Ball!

Each child aims and throws the ball inside the basket. When the ball goes inside, other children will say **IN** and when it goes outside the basket, they say **OUT.**



Let us Do

A. Tick ✓ the things which are inside.





Activity should be conducted in a manner so that all the children are engaged, irrespective of their differential abilities. For example, a *ghungroo* can be attached to the ball, and surface of the basket can be made different from the surface outside in order to get specific sound when the ball is in or out of the basket.



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B. Tick ✓ the things which are outside.

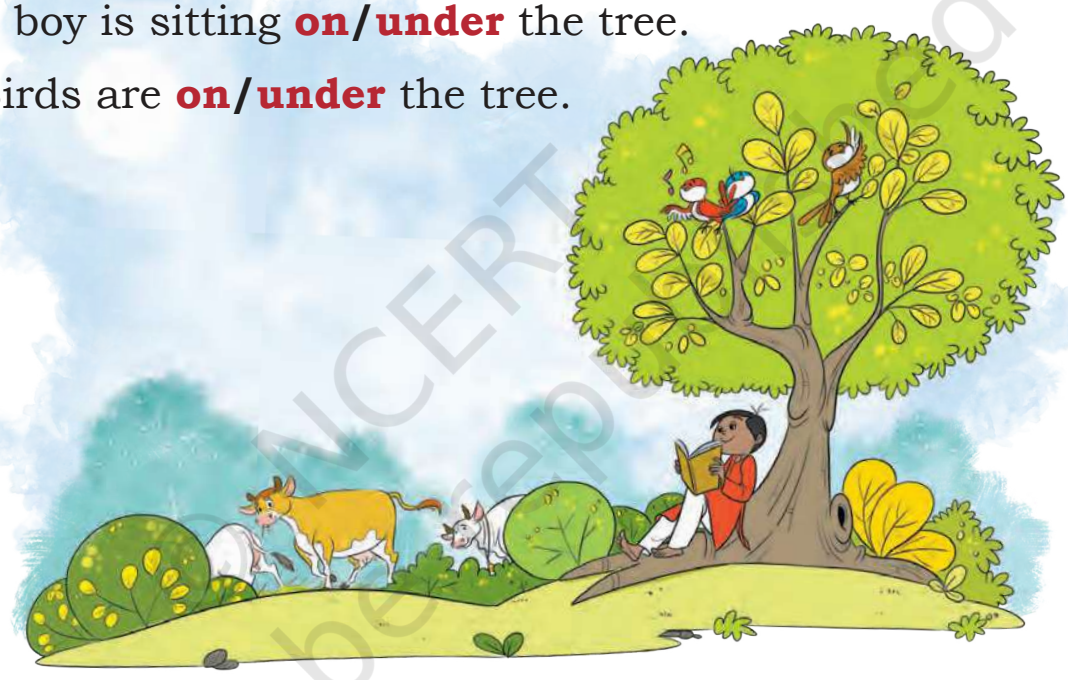




C. Look at the picture and tick ✓ the correct words.

i. A boy is sitting **on**/**under** the tree.

ii. Birds are **on**/**under** the tree.



D. Draw a smile below the nose and eyebrows above the eyes.



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E. Look at our National Flag which is also known as *tiranga*. How many colours are there?

Tick ✓ the correct option.

i. Which colour is at the **top** of the *tiranga*?
white/saffron/green

ii. Which colour is **below** the white colour on the *tiranga*?
pink/saffron/green

iii. Which colour is **above** the green colour on the *tiranga*?
white/saffron/yellow

iv. Where is the *ashoka chakra* on the *tiranga*?
on a corner/in the middle/on a side



Discuss with children when, where and why do we hoist the National Flag. Let the children express their feelings about the National celebrations. Ask children to make their own *tiranga* and sing the National Anthem in standing position facing the *tiranga*.



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Chhuk Chhuk goes our Train!

Chhuk chhuk! Chhuk chhuk!
Goes our train.
Over the hills and down to the plains.
Chhuk chhuk! Chhuk chhuk!
Goes our train.
Bogies **before** my bogie,
Bogies **after** my bogie,
Make a chain,
Over the rivers and in the rain.
Chhuk chhuk! Chhuk chhuk!
Goes our train.



A. How many bogies are there **after** engine?

B. How many bogies are there **before** the **red** bogie?

C. Fill the **orange** colour in the bogies **after** the red bogie.

D. Fill the **blue** colour in the bogies **before** the red bogie.

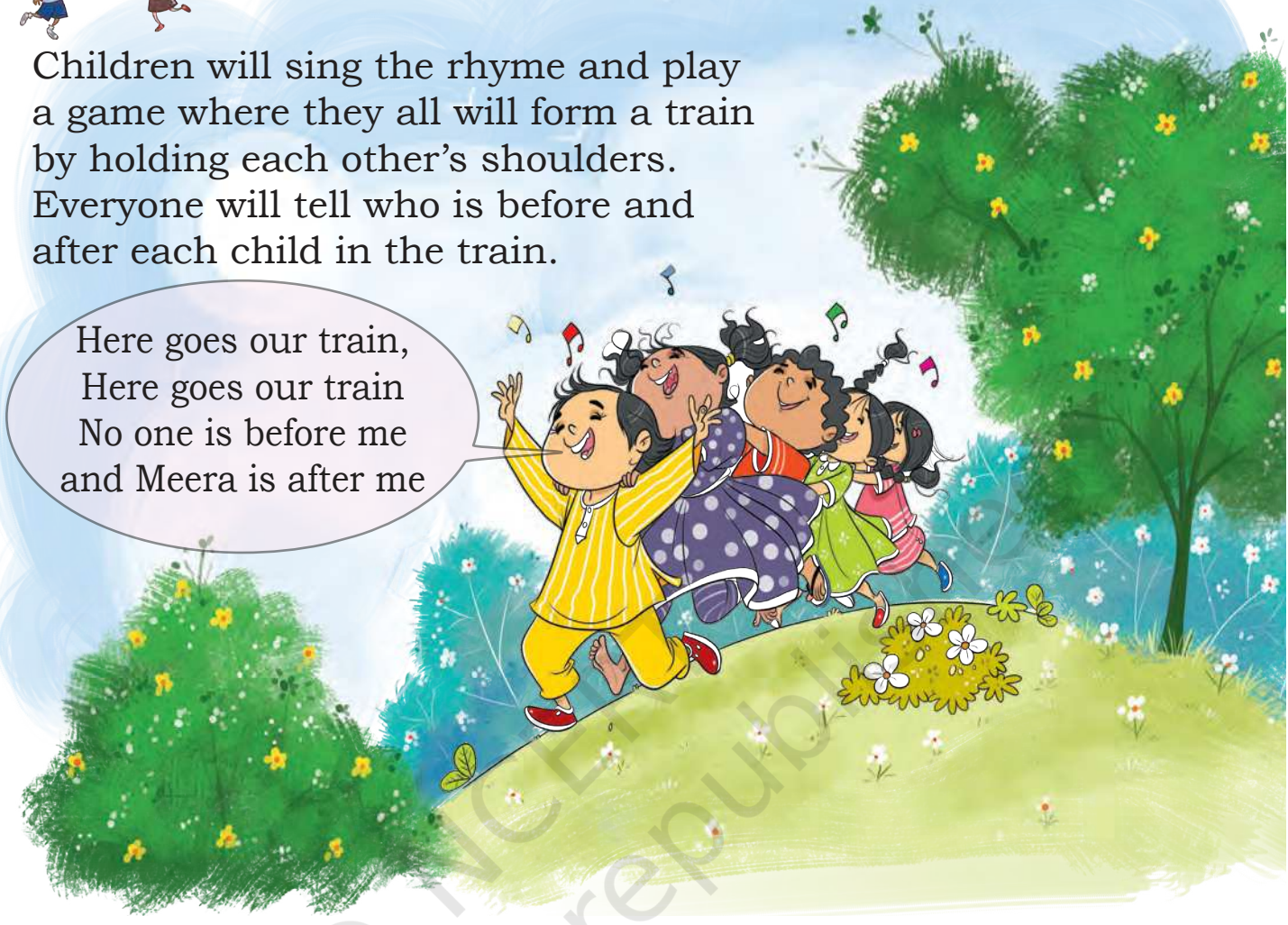
Ask children to share experiences of their train journey. Children who have never travelled by train may ask questions about the journey. Let there be a discussion on 'what a train is'. Ask them to draw a train on the paper or they can make a train by using waste materials like used boxes or cans.



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Let us Play

Children will sing the rhyme and play a game where they all will form a train by holding each other's shoulders. Everyone will tell who is before and after each child in the train.



Suwali and Rohit are making some groups of objects.



Let the children do similar activities of sorting the objects like seeds, leaves, beads, etc.

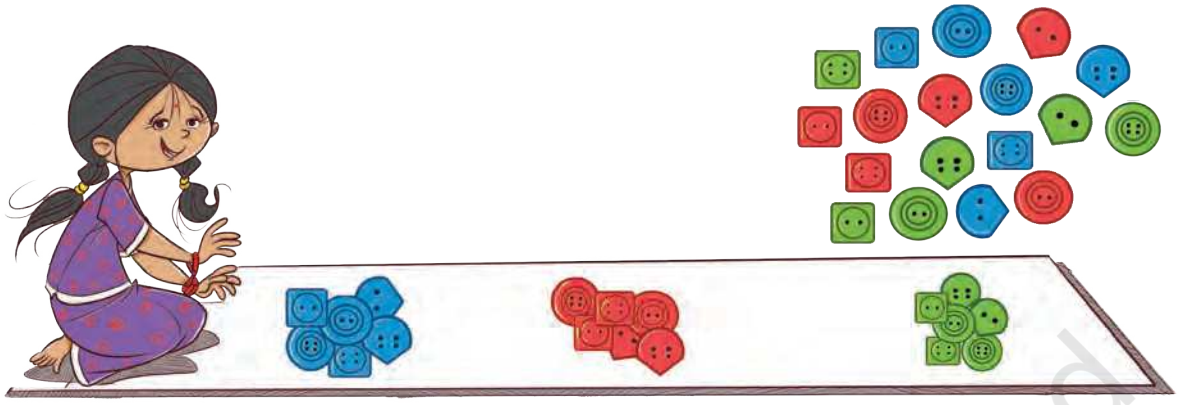


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Let us Do

Suwali has placed all the buttons in three groups.



Why did Suwali make such groups?

Help Suwali to sort these buttons in other ways by drawing them.

Project Work

Ask children to arrange the cupboard of the classroom. Ask them to put objects using positional vocabulary like put two objects in the bottom rack, one object in the top rack, etc.

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