



0218CH05

UNIT-5

Read and enjoy this poem

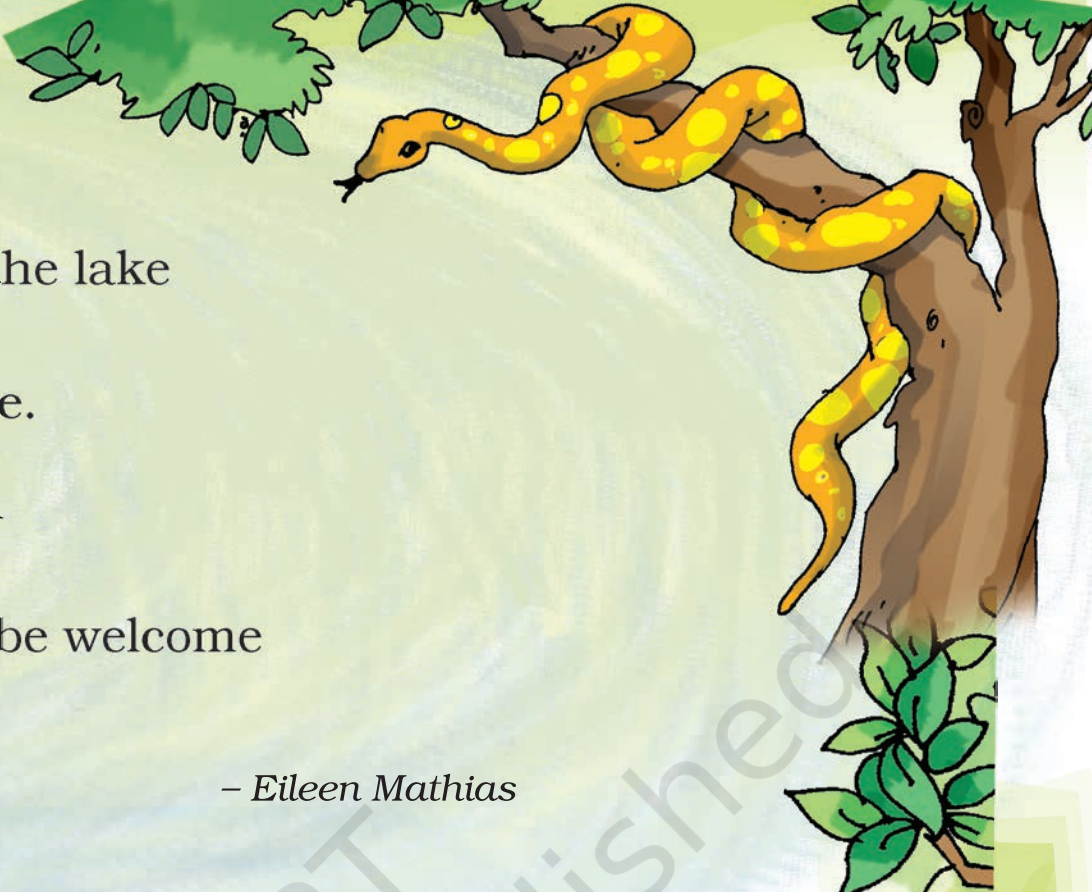
ZOO MANNERS

Be careful what
You say or do
When you visit the animals
At the Zoo.

Don't make fun
Of the Camel's hump –
He's very proud
Of his noble bump.

Don't laugh too much
At the Chimpanzee –
He thinks he's as wise
As you or me.





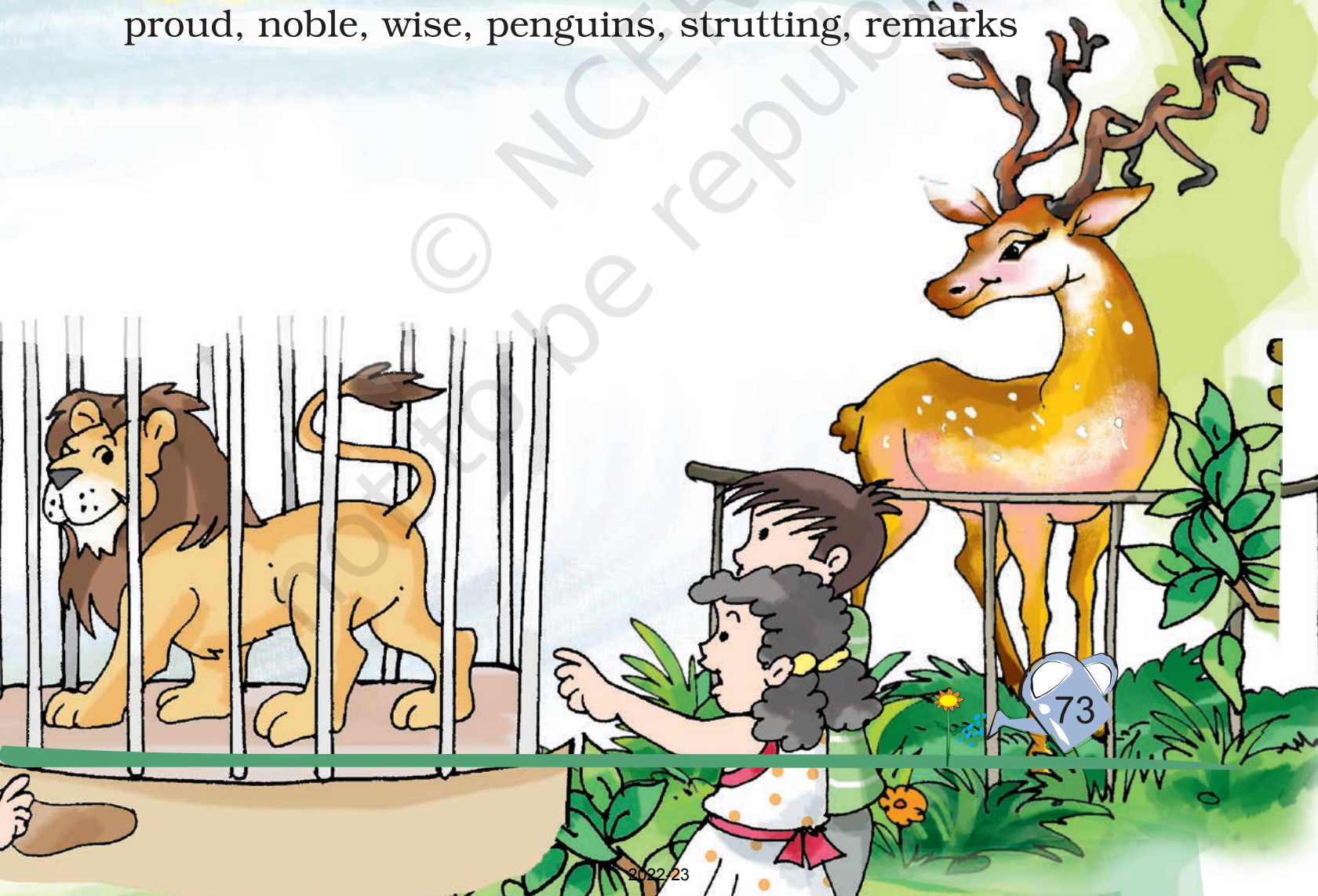
And the Penguins
Strutting around the lake
Can understand
Remarks you make.

Treat them as well
As they do you,
And you'll always be welcome
At the Zoo.

– Eileen Mathias

New words

proud, noble, wise, penguins, strutting, remarks





Reading is fun

- ▶ What do you see at the zoo?
- ▶ What does the camel have on its back?



Let's talk

- ▶ Have you been to a zoo?
- ▶ Name the animals which you have seen in a zoo. Say the names in your own language and then in English.
- ▶ Name the animal you liked the most. Why?
- ▶ Did you feed any animals at the zoo? Should we tease animals?



Let's listen

- ▶ Listen and put a tick (✓) against the words that the teacher says –

it

at

think

thank

fun

fan

much

match


well

wall





Say aloud

bump  hump dump

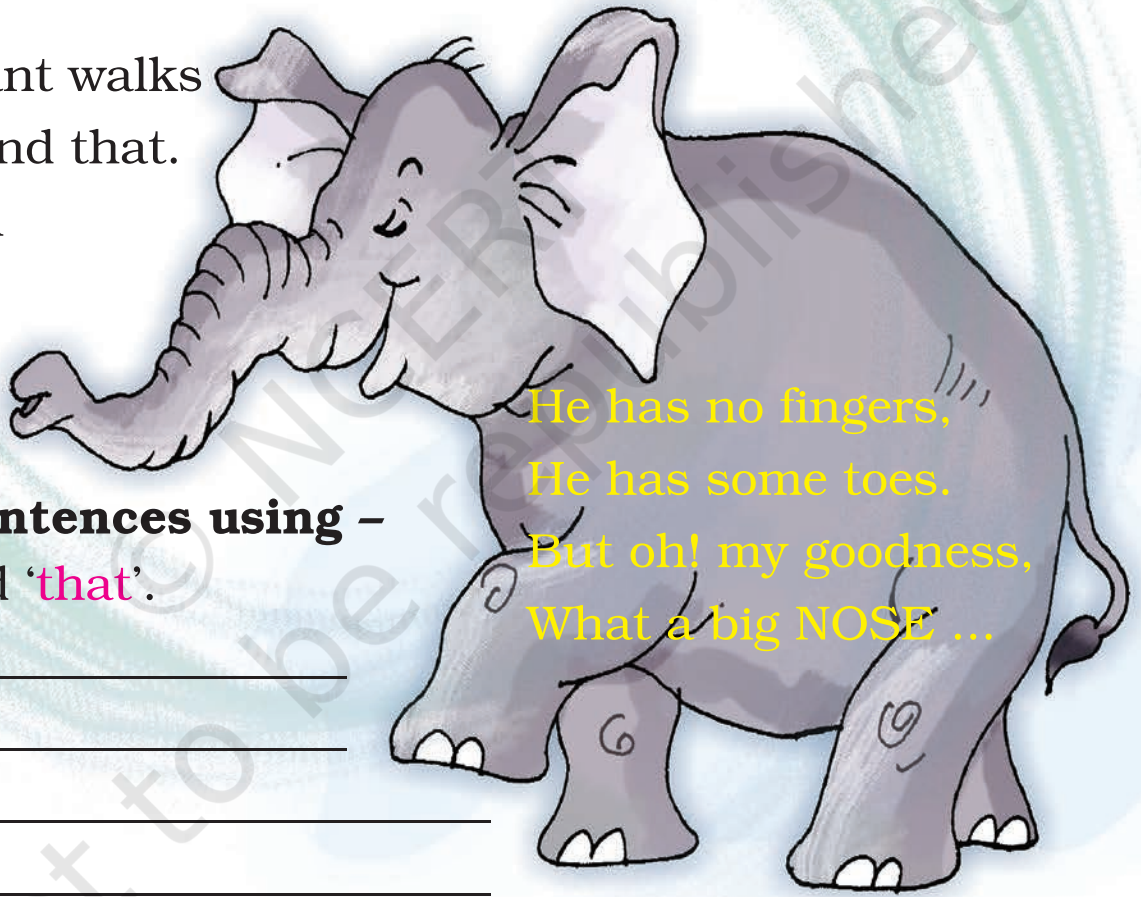
crowd crow  cloud claw 

noise  prize size pies flies



Let's sing and act

The elephant walks
Like this and that.
He's so tall
And so fat.



He has no fingers,
He has some toes.
But oh! my goodness,
What a big NOSE ...

► **Make sentences using -**
'this' and 'that'.





Let's write

A visit to my village

Fill in the blanks with the words from the box.

| | | | | | |
|--------|---------|-------------|------|------|---------|
| horses | village | cat | dogs | milk | kittens |
| hay | pond | grandmother | cow | cock | hen |

In June we went to a _____



where my _____ lives. She has a farm.



On her farm there are many animals. There are two

_____ , a _____ with



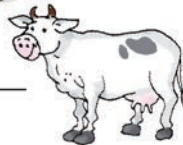
its _____ , three _____ ,



one _____ as well as a _____



and a _____ . Every morning she



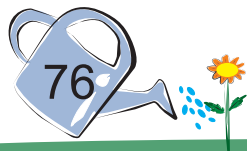
feeds her animals with _____



or _____ .



_____ on the farm.



- Composition corner – Look at the picture and fill in the blanks.

| | | |
|-------|---------|--------|
| lines | flowers | buzzed |
| two | bee | buzzed |

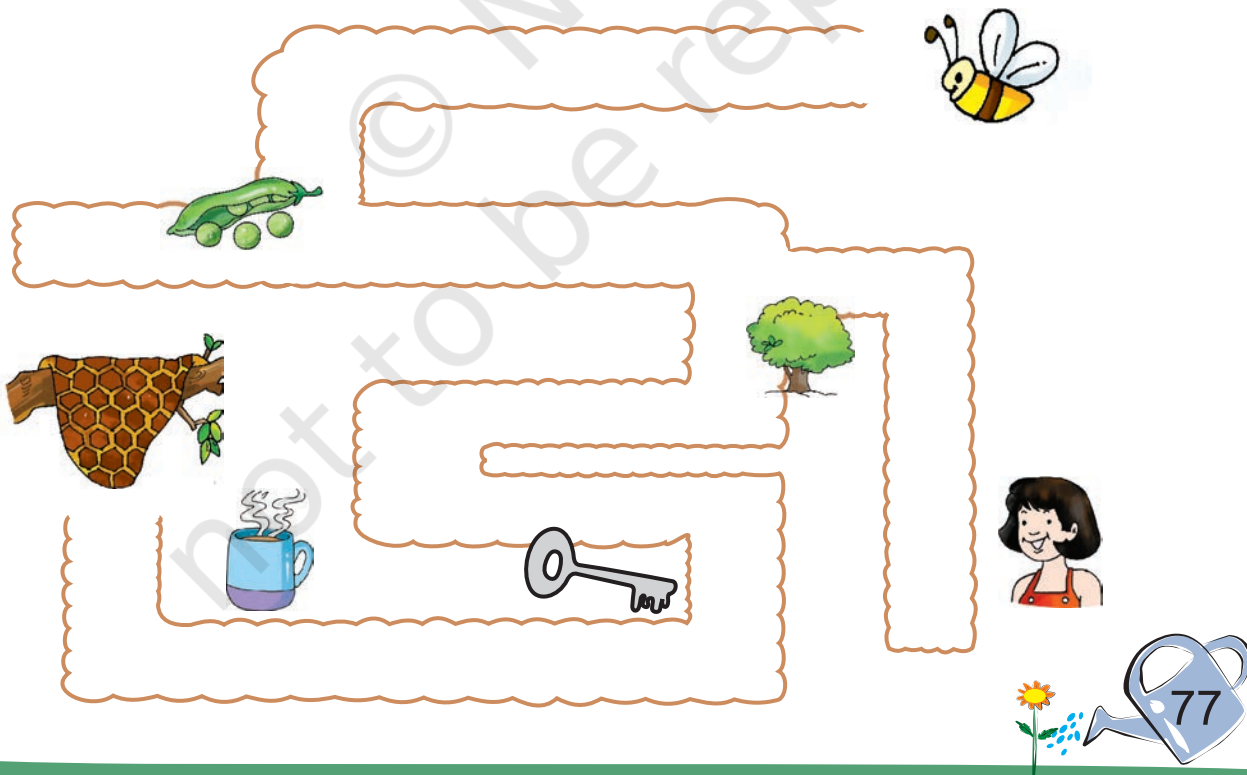


This is a _____ . It has _____ on its wings. It has _____ antennas. It buzzes round the _____. It _____ and _____ and came to the zoo.

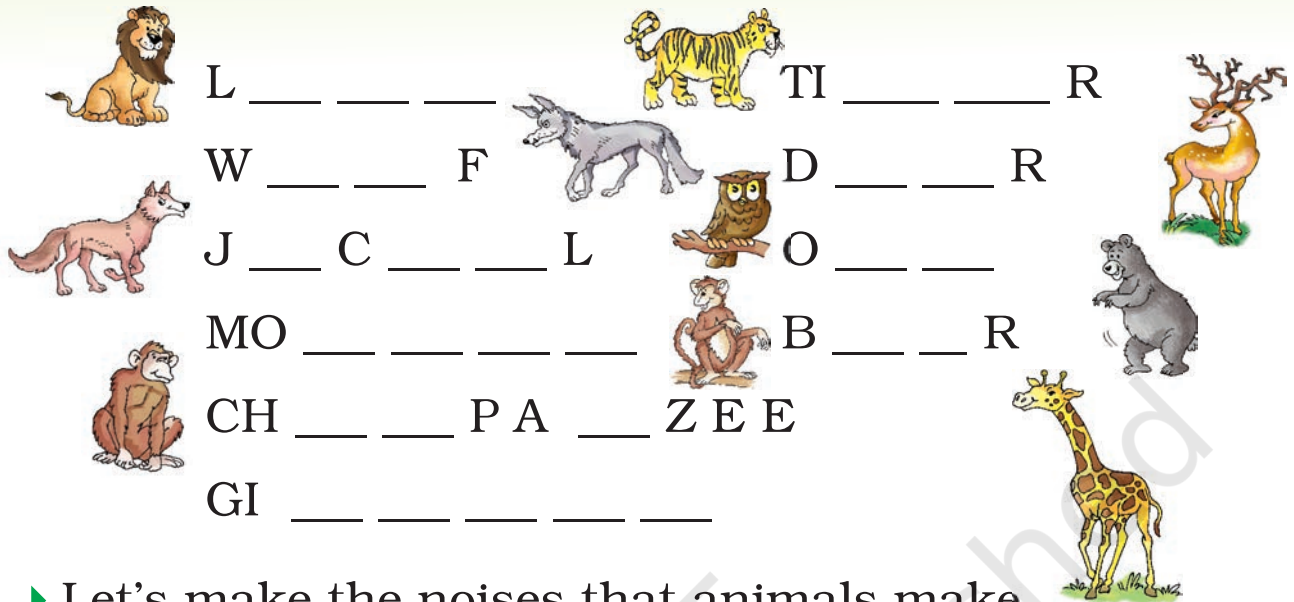


Let's do

- Help the bee to reach its home. What are the things that it met on the way that rhyme with **bee**?



► Look at the pictures and fill in the blanks.



L _ _ _ TI _ _ _ R
 W _ _ _ F _ _ _ D _ _ _ R
 J _ _ C _ _ _ L _ _ _ O _ _ _
 MO _ _ _ _ _ B _ _ _ R
 CH _ _ _ P A _ _ Z E E
 GI _ _ _ _ _

► Let's make the noises that animals make.

Roar like a lion.

Neigh like a horse.

Quack like a duck.

Bleat like a goat.

Grunt like a pig.

Bark like a dog.

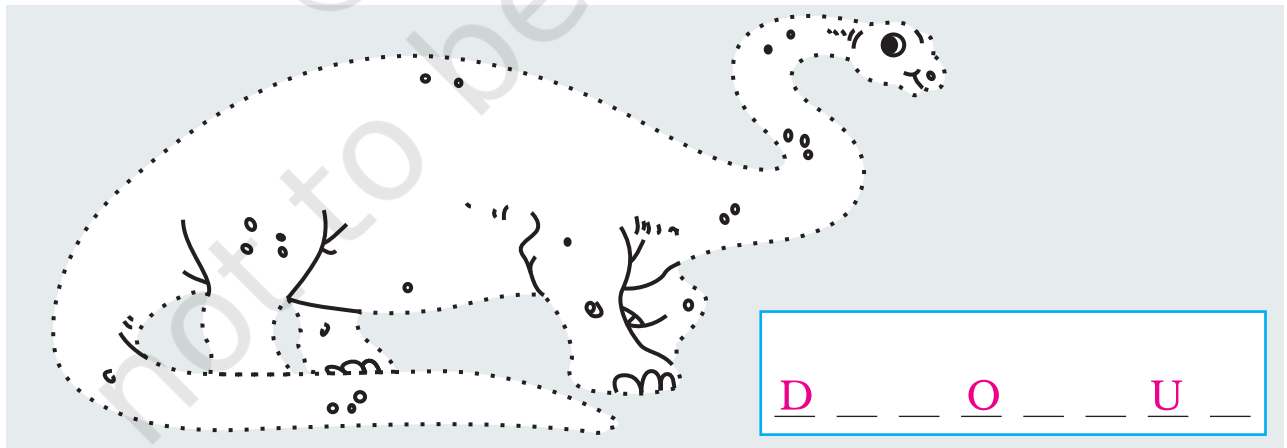
Moo like a cow.

Chirp like a sparrow.

Chatter like a monkey.

Hiss like a snake.

► Join the dots. Complete the name of the animal.



D _ _ _ O _ _ _ U _ _



Let's practise

ournournourn

comecomecome

househousehouse

cloudcloud

luckyluckylucky

funnyfunny



FUNNY BUNNY

One day, a nut fell on Funny Bunny.

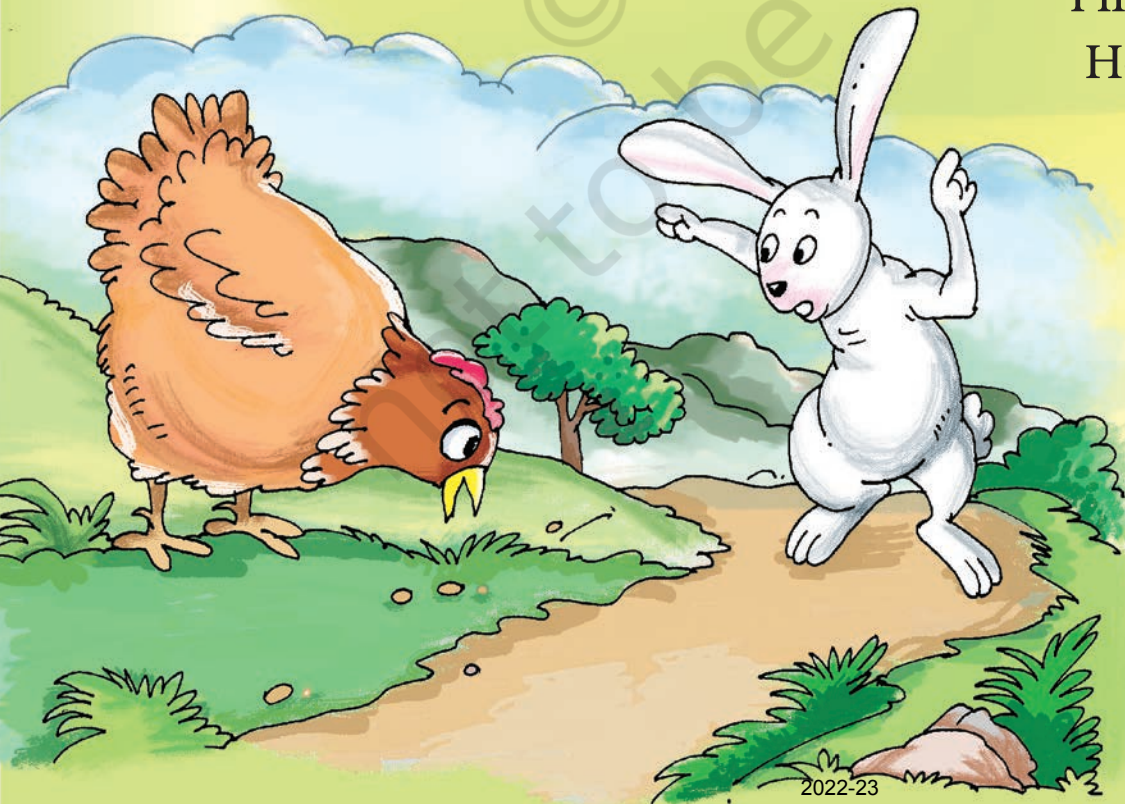
“Ouch! The sky is going to fall!” said Funny Bunny. “I must tell the King.”

On the way, he met Henny Penny. “The sky is going to fall,” said Funny Bunny. “I’m going to tell the King.”

“I’ll come too,” said Henny Penny.

And off they went to find the King.

Soon they met Cocky Locky.



“The sky is going to fall,”
said Funny
Bunny. “I’m
going to tell
the King.”

“I’ll come
too,” said
Cocky Locky.

And off they
went to find
the King.

On the
way, they met Lucky Ducky.

“The sky is going to fall,” said Funny Bunny.
“I’m going to tell the King.”

“I’ll come too,” said Lucky Ducky.

And off they went to find the King.

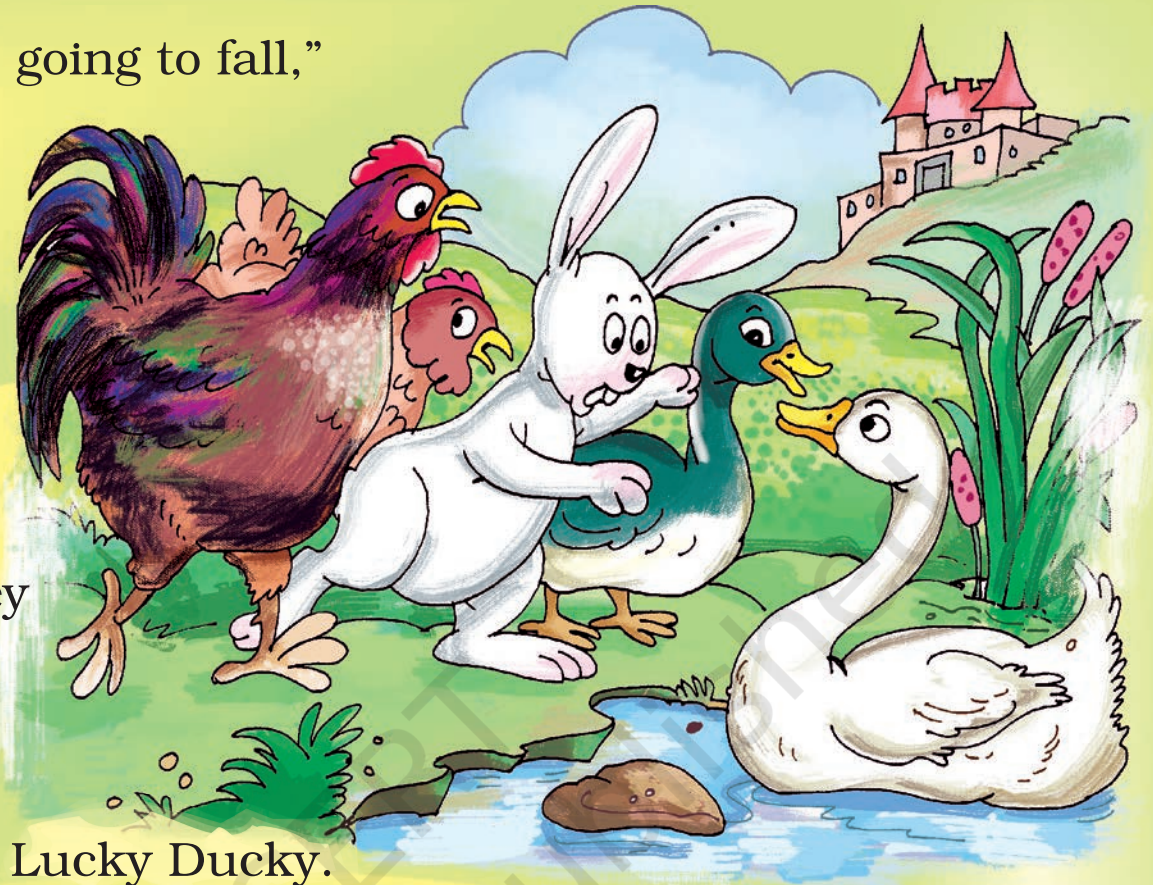
On the way, they met Poosey Goosey.

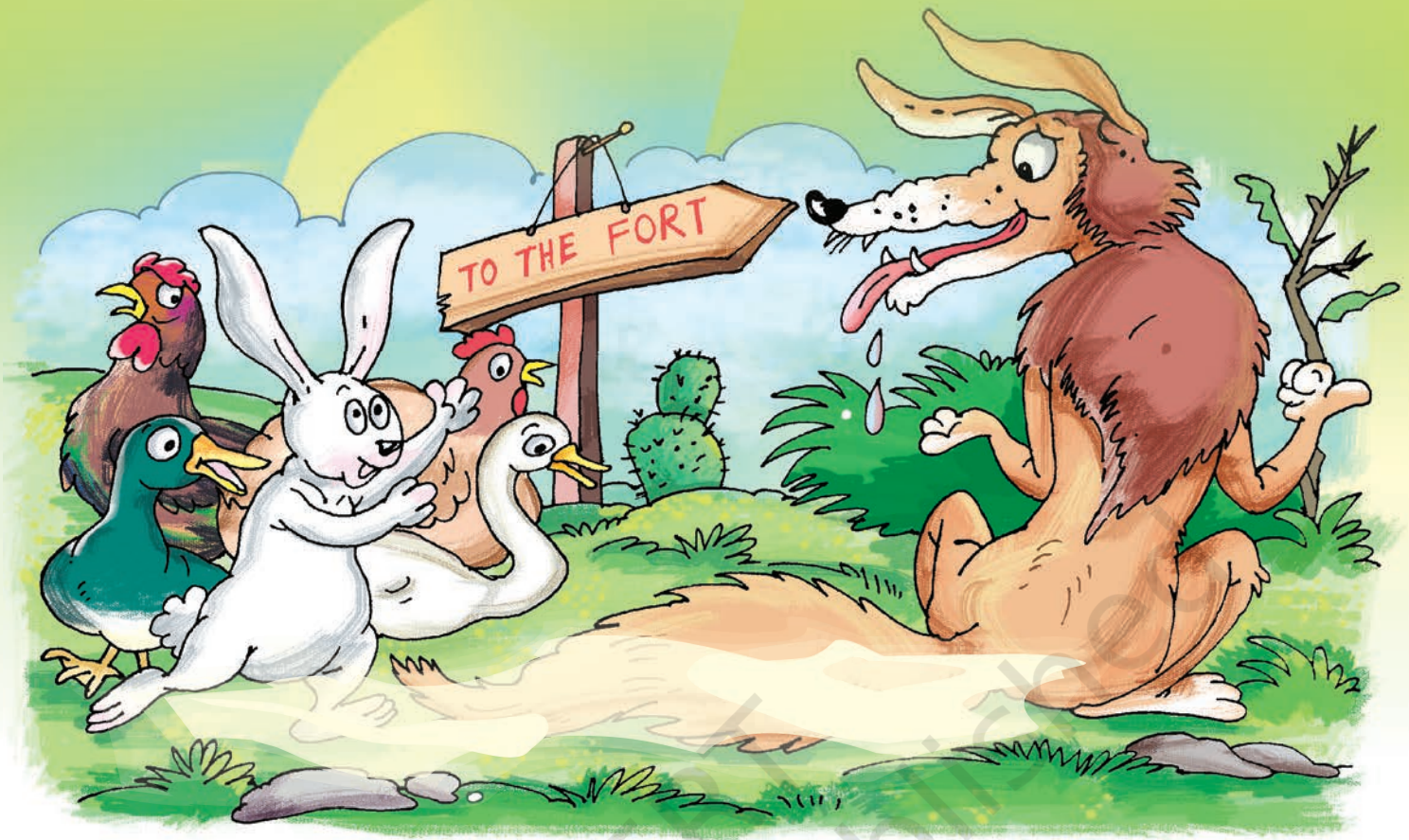
“The sky is going to fall,” said Funny Bunny.
“I’m going to tell the King.”

“I’ll come too,” said Poosey Goosey.

And off they went to find the King.

On the way they met Woxy Foxy.





“The sky is going to fall,” they all said.
“We’re going to tell the King.”

“The King lives here,” said Woxy Foxy.
“Follow me.”

And that was the end of Funny Bunny,
Henny Penny, Cocky Locky, Lucky Ducky and
Poosey Goosey.

New words

nut, ouch, met, I’m, I’ll, off, we’re





Reading is fun

- ▶ One day, _____ (a nut/the sky) fell on Funny Bunny.
- ▶ Funny Bunny wanted to tell _____ (the king/the cock/the sky) what he saw.
- ▶ Who said these words in the story?



“Ouch! The sky is falling down.”



“I must tell the King.”



“The King lives here.”



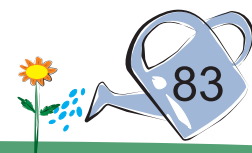
“Follow me.”

- ▶ What happened to all the animals in the end?



Let's listen

Funny Bunny, Cocky Locky, Henny Penny,
Poosey Goosey, Woxy Foxy.





Say aloud

ouch

follow

down

bray

pouch

hollow

town

clay

couch

swallow

frown

sway



Let's write

- Circle the odd one out.

| | | | | |
|-----|-----|-----|------|------|
| bun | sun | fun | gun | one |
| bed | fed | led | said | red |
| he | me | be | tea | we |
| way | say | hay | pay | they |

- Find the opposites of the given words and make sentences.



fat



fall



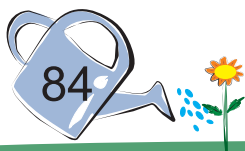
start

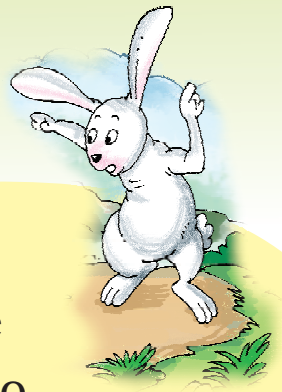


come



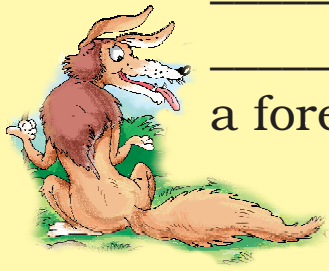
big





- ▶ Fill in the blanks with the correct word.

I read a funny story of a funny rabbit. One day, a nut _____ (fell/fall) on his head. He thought that the sky _____ (is/was) falling. So, he _____ (go/went) to tell the King. On the way, he met different animals. All of them _____ (join/joined) him. At last, they _____ (meet/met) a clever fox. It took them to a forest and _____ (eat/ate) them all up.



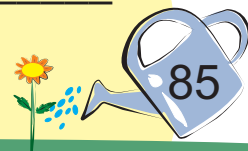
- ▶ Rearrange these words to form sentences –

1. on/Funny Bunny/fell/a/nut/one day.

2. falling/down/the/sky/is/said/Funny Bunny.

3. King/I/must/the/tell.

4. lives/here/the/King.



- ▶ Change only one letter of each word and make another rhyming word.

For example : Fell Tell

down _____

king _____

met _____

soon _____

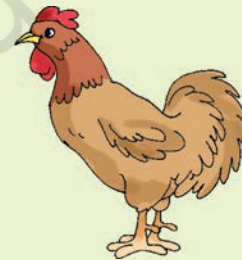
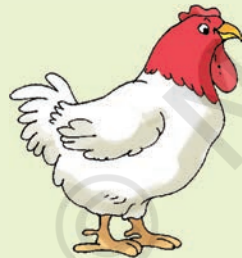
way _____

bat _____

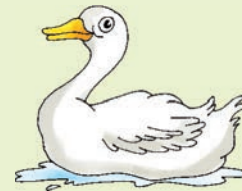


Let's do

- ▶ Look at the pictures. Give the animals the right names.



WHO
AM
I?



PICTURE STORY

- ▶ Look at the pictures. Narrate the story in your language and then in English.



TEACHER'S PAGES



Unit-5

This Unit is about sensitising children to creatures in nature. Spend time in talking about experiences at a zoo and about the pictures in this Unit. Ask children, how can we be friends to animals? In what ways are zoo animals our friends? Read more stories on animals to them.

Develop listening skills

Read the text.

Let the children close their eyes, hear and identify the following sounds as you or some children make them –

- Roar like a lion
- Bark like a dog
- Neigh like a horse
- Moo like a cow
- Quack like a duck
- Chirp like a sparrow

Then ask them to open their eyes and ask them to roar like a _____.

Let the children say which animal it is. Add other sounds.

Develop pronunciation

Say aloud with children words like –

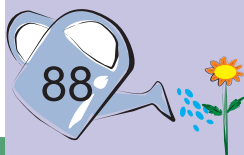
| | | | |
|-------|-------|-------|-------|
| do | zoo | lake | make |
| hump | bump | loud | proud |
| funny | bunny | henry | penny |

Exposure to language

Let the sight words be the names of animals/ insects that the children have seen. These can be hung on the trees/ walls in the school campus.

Develop speaking skills

Have a 'group recitation' between the class groups. Appreciate their efforts. Do not force children who are not ready for speaking.



Read *Funny Bunny*. Let children tell what might have happened if the animals had stopped to look around them. Look at the sign of *To the fort*. Help children with making more signs for directions to the house, park etc.

Reading stories aloud, repeated reading, choral reading, story telling and re-writing activities can be encouraged.

Develop writing skills

- To look, imagine and write a few sentences on questions from the text is now expected, but keep a check tag and see whether the children are able to hold the pencil with a firm grip, and ensure they are able to enjoy writing.
- A class chart where everyone comes and writes her/his name under their group (Red, Yellow, Blue, Green) is a wonderful opportunity to see them enjoy writing time.
- Make children construct meaningful sentences of opposites, so as to make the meaning clear.

Getting ready to follow instructions

- Teach words of greeting like *namaskar/adab* and other words that mean 'hello'.
- Have the children take turns pretending they are saying 'hello' to something in the classroom. Let the other children guess what the child is saying hello to.

Say the poem together 'Hello and Goodbye'—

All: *Hello and Goodbye*

Group Red

When we are on a swing swinging low and then high.

Goodbye to the ground, Hello to the sky.

Group Blue

Hello rain, Goodbye to the Sun.

All: *Hello and Goodbye.*

- Encourage the children to make a story in their own words by looking at the picture story.
- Take the children to visit a zoo. Talk about not hurting or teasing the animals. Make a class collage.

