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Unit 3: Animal World

The Tailor and the Mice

SPECIFIC OBJECTIVES

- ▶ Learning about animals, their habitat and lives through creative, study and art-related and social activities
- ▶ Understanding the need for kindness to animals through friendly social interaction and collaboration, integrating discipline and communication
- ▶ Learning to appreciate the needs, habitat and importance of animals and birds in our lives
- ▶ Learning to be creative and make things that celebrate the rich life around us and the interdependent relationships of all creatures on earth
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Personal and possessive pronouns and their usage
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, spellings, anagrams, punctuation [use of commas], homophones, pronunciation, dictionary skills
- ▶ Writing letters and picture stories
- ▶ Explain the layout of the lessons - each unit has two lessons, one is prose and one is poetry.

<ul style="list-style-type: none"> ✧ A. Ask the students to bring the materials or supply from the school. Guide them about the activity. Display in class. ✧ B. Guide the students to discuss this with their partners. 	Fun Zone
<ul style="list-style-type: none"> ✧ Explain each character. Stuart Little and Mousehunt are movie characters. Mickey Mouse and Jerry [of the Tom and Jerry duo] are Disney characters. All four appear in animated films and can be seen on YouTube, in films, etc. ✧ Ask the students to discuss with their partners. 	Get Going!
<ul style="list-style-type: none"> ✧ Read aloud the story or ask the students to take turns reading it. Explain it as they read. Ask them simple questions about the action and meanings so that they stay alert during the reading. For example: Why was the light shut out? Why did the tailor live in a kitchen? The word Simpkin is pronounced with a silent 'p'. Check the students when they read. 	Read and Enjoy

	<ul style="list-style-type: none"> ✧ Tell the students about the author, Helen Beatrix Potter. If time permits, read out some of the 'Peter Rabbit' or other stories in class or during the library period.
Read and Understand	<ul style="list-style-type: none"> ✧ Exercises A, B and C: Explain the exercises and do them orally first. Then ask the students to write down the answers in their notebooks. ✧ It is advisable for the teacher to check and assess individual work done.
Think and Answer	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise and do it orally first. Then ask the students to write down the answers in their notebooks. ✧ It is advisable for the teacher to check and assess individual work done.
Grammar Spot	<ul style="list-style-type: none"> ✧ Explain the details of the kinds of pronouns: <ul style="list-style-type: none"> ✧ Personal Pronouns: They replace the name of the speaker, the one spoken to and the one spoken about. Explain the chart of First Person, Second Person and Third Person with the differences in number and gender. Use the examples given. Add your own sentences to reinforce the usage. For example: Mini said, "I am going to meet Preeti." Is this your book? He has a sore throat. They went for a party. ✧ Possessive Pronouns: They tell us about the possession by someone or something, or the belonging of something of someone or something. Use the examples given. Add your own sentences to reinforce the usage. His shirt is torn. Did you give Meeta her book? The Walis have moved into their new house. ✧ Exercises A and B: Explain the exercises. Do them orally first. Then ask the students to write down the answers in their notebooks. Announce the answers aloud and ask the students to check their work themselves or in pairs.
Word Wise	<ul style="list-style-type: none"> ✧ Explain what are anagrams – letters of words rearranged to form new words. Use the given examples and any of your own also, using the blackboard. For example: post → stop; lose → sole; listen → silent ✧ Exercise A: Explain the exercise. Do it orally first. Then ask the students to write down the answers in their notebooks. Announce the answers aloud and ask the students to check their work themselves or in pairs.
Spell Well	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise. Do it orally first. Then ask the students to write down the answers in their notebooks. Announce the answers aloud and ask the students to check their work themselves or in pairs. ✧ Ask the students to learn the spellings well and understand the meanings too.

<ul style="list-style-type: none"> ✧ Read the passage aloud at least twice, explaining and allowing the students time to absorb the details. It can be read by the teacher or the students. ✧ Exercise A: Explain the exercise. Do it orally first. Then ask the students to write down the answers in their notebooks. Announce the answers aloud and ask the students to check their work themselves or in pairs. 	Listen and Learn
<ul style="list-style-type: none"> ✧ Explain the exercise. Make groups of four and ask the students to discuss. Ask one person from each group to tell the class what they discussed. 	Converse and Connect
<ul style="list-style-type: none"> ✧ Ask the students to discuss the picture with their partners. Then select students at random to talk to the class about it. If possible, each pair can present their discussion. 	Speak and Express
<ul style="list-style-type: none"> ✧ Explain the pronunciation. It is not a flat 'o' but a diphthong. Say the words aloud and ask the class to follow. Correct them gently where required. 	Pronunciation
<ul style="list-style-type: none"> ✧ You have taught the usage of comma to separate groups of words earlier. Refresh the lesson and then explain this usage. ✧ The comma is used just before we quote someone's actual words, that are shown within double quotation marks. Use the blackboard to explain this. This is only for the spoken words following the comma. Different rules for the comma after the spoken words will be explained later. For example: The policeman said, "Stop the car!" Kamal requested, "May I have some more tea, please?" Gina suggested, "Let us go on the 19th." ✧ Exercise A: Ask the students to do this exercise. Then show them the correct answers on the blackboard. Let them check their work themselves or in pairs. 	Punctuation
<ul style="list-style-type: none"> ✧ Exercise A: It is possible some of the students would have heard this story before. However, it will be good to hear it again, so tell them the story. ✧ Then take one picture at a time and ask a different student to elaborate the scene based on the picture and the words given below it. ✧ Then ask the students to write out the story in their notebooks. It is advisable to check and assess individual work. 	Write Well
<ul style="list-style-type: none"> ✧ Exercise A: This is an activity well known to children, but explain it for those who are not familiar with it. Then let the students enjoy doing it. ✧ Exercise B: This can be done as homework or, better still, as a collage by 4-6 students in class. They can bring materials and make the charts and display them. 	AIL Activity
<ul style="list-style-type: none"> ✧ First ask groups of four to discuss this among themselves. Then have an open discussion in class. It is a useful and very beautiful life skill. 	Values and Life Skills