

**Mini Zoo in School****SPECIFIC OBJECTIVES**

- ▶ Learning to love animals and birds, their environment, habits, their young, sounds, and care through school activities and creative, art related and social activities
- ▶ Understanding the need for kindness to animals, social interaction and collaboration, integrating discipline and communication
- ▶ Getting to know something about respecting all creatures that share our environment
- ▶ Talk to the students about our planet and the significance of reverence for every aspect of it - flora, fauna, soil, mountains, rivers, oceans, forests, soil, rain, ice, etc.
- ▶ In today's world, climate change is very significant, along with the corollaries of caring for the flora and fauna, eradicating the use of plastics, recycling waste, rainwater harvesting, etc. Teach this lesson as a part of the overall care we need to give our planet Earth.
- ▶ Comprehension: Learning to read and understand the lesson and answer questions on it
- ▶ Grammar: Adjectives - describing words; the use of 'a', 'an' and 'the'
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, naming and spelling things/people, opposites, how to use a dictionary
- ▶ Learning to recite poems, understand and appreciate them, and answer questions on them
- ▶ Explain the layout of the lessons - each Unit has two lessons, one is prose and one is a poem.

<b>Fun Zone</b>	<ul style="list-style-type: none"> <li>✧ Ask the students the day before to bring the material for this activity, unless the school is to provide the materials.</li> <li>✧ This activity is to be done under the guidance of the teacher.</li> <li>✧ Explain the task as you guide the students to do it. Walk around the class, checking, guiding, helping and appreciating them.</li> </ul>
<b>Get Going!</b>	<ul style="list-style-type: none"> <li>✧ It is possible that some children may not know what a zoo is. Explain it to the class. Also, there may be children who have anxieties and fears relating to animals, birds, etc. Please address those without laughing at them or putting them down.</li> </ul>

<ul style="list-style-type: none"> <li>✧ The students can be asked to name any three animals found in a zoo. Let them work with their partners for 10 minutes to do the second exercise. Ask student-pairs at random to tell you which animals they spoke about.</li> </ul>	
<ul style="list-style-type: none"> <li>✧ Read aloud the lesson or ask students at random to take turns at reading parts of it aloud. Explain the lesson.</li> <li>✧ Ask simple questions as you read: Why do you think there is a net around the Mini Zoo? What are ducklings? Have you kept any small pets like rabbits, guinea pigs, mice, etc.?</li> <li>✧ Correct their pronunciation gently where required and explain the meanings of words that are new.</li> <li>✧ Talk to the students about our planet and the significance of reverence for every aspect of it: the flora, fauna, soil, mountains, rivers, oceans, forests, soil, rain, ice, etc. Also talk about everything we get from animals, birds and from the Earth.</li> </ul>	<b>Read and Enjoy</b>
<ul style="list-style-type: none"> <li>✧ Read aloud each exercise and explain what is required to be done in each.</li> <li>✧ Then do the exercise orally first, using the blackboard if necessary. After that, the students can write or mark the answers in their books/notebooks.</li> <li>✧ Announce the answers aloud and the students can check their own work or in pairs.</li> </ul>	<b>Read and Understand</b>
<ul style="list-style-type: none"> <li>✧ Describing words or adjectives: Read aloud the instructions and examples to explain what are adjectives and how they are used.</li> <li>✧ Ask different students to give more examples from their own daily life. For example: a torn book, a pink dress, a rainy day, a loud horn, an old lady, a small dog, dirty shoes, a red car, a sharp knife, three cats, etc. Explain how these words show the colour (pink), the number (three), the size (small), the quality (rainy), etc., of the nouns that follow them.</li> <li>✧ Exercises A and B: Do these exercises orally first, asking the students to give possible answers. Use the blackboard if necessary.</li> <li>✧ Then ask them to write the answers down. Announce them aloud and let the students check them either themselves or in pairs.</li> <li>✧ Use of 'A', 'An' and 'The': Read aloud the instructions and examples to explain how and where the three articles are used. A - before singular words beginning with consonant sounds; An - before singular words beginning with a vowel sound. Ask the students for more examples from their own lives, for example: a desk, a book, a pencil, a duster, a goat, a dog, an egg, an umbrella, an orange, an apple, an old lady, an empty cup, etc.</li> </ul>	<b>Grammar Spot</b>

	<ul style="list-style-type: none"> <li>✧ Exercise C: Do the exercise orally first and then ask the students to write the correct answers. Announce the answers aloud and let them check their own work.</li> <li>✧ The: This is used for words that are definitely known or one of a kind, like the Sun, the Earth, the Himalayas. Usually, 'the' is used with singular nouns. Also as examples, when we are already talking of someone, something or some place, we use the word 'the'. For example: Two boys entered the room. The boys were talking loudly. We are going to the zoo. Have you got the book I asked for?</li> <li>✧ Exercise D: Do the exercise orally first and then ask the students to write the correct answers. Announce the answers aloud and let them check their own work.</li> </ul>
<b>Word Wise</b>	<ul style="list-style-type: none"> <li>✧ Explain what opposites are, using your own simple and familiar examples. For example: in - out; come - go; clean - dirty; tidy - untidy; stop - go; open - shut; up - down; high - low; old - young; tall - short; high - low.</li> <li>✧ Exercises A and B: Do the exercises orally first and then ask the students to write/mark the answers.</li> <li>✧ Announce the answers aloud and let them check their work themselves or in pairs.</li> </ul>
<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>✧ Read aloud the passage or ask the students to read it aloud. Explain the concept of habitat and food about various animals and birds.</li> <li>✧ Then do the exercise orally first and ask the students to write out the answers.</li> <li>✧ Announce the answers aloud and let them check their own work.</li> </ul>
<b>Converse and Connect</b>	<ul style="list-style-type: none"> <li>✧ Read aloud the conversation with two students playing the roles.</li> <li>✧ You can ask other students to role-play and have short conversations on similar lines about different animals, both pets and wild. Encourage imagination and creativity. Correct them where required.</li> </ul>
<b>Speak and Express</b>	<ul style="list-style-type: none"> <li>✧ Explain the exercise to the students and ask them to work in pairs.</li> <li>✧ At random select some students to ask them about their conversations. If time permits, ask all the pairs of students.</li> <li>✧ Guide and check them where required.</li> </ul>
<b>Pronunciation Practice</b>	<ul style="list-style-type: none"> <li>✧ Explain how the letter 'a' can be pronounced in different ways as in father, man, mail, call, etc. You can add your own examples.</li> </ul>

<ul style="list-style-type: none"> <li>✧ The exercise can be done aloud by the class following the teacher’s pronunciation.</li> <li>✧ Begin to familiarise the students with the phonetic symbols for pronunciation.</li> </ul>	
<ul style="list-style-type: none"> <li>✧ Introduce the students to the use of the comma. It is used between words, phrases, etc., to separate them in a larger group. No comma is placed before the last two words/phrases if ‘and’ is used.  For example: Billy had three puppies named Mick, Sugar and Betty. Mummy packed sandwiches, slices of cake, a jar of cookies and a large jug of juice.</li> <li>✧ Do the exercise orally first and then ask students to write down the answers. Point out how the comma has been used.</li> <li>✧ Announce the answers aloud and let the students check their work themselves or in pairs.</li> </ul>	<b>Write Well</b>
<ul style="list-style-type: none"> <li>✧ Introduce the students to the use of the dictionary.</li> <li>✧ Explain the exercise and the given examples. It is advisable to use your own examples, with one word at least starting with each letter of the alphabet. Later, continue this as a fun activity taking one letter of the alphabet and then using it to expand to the second, third and fourth letter of a word. For example: I, in, ink, into, etc. OR A, an, ant, anti, etc.</li> <li>✧ Do the exercise orally first and then let the students write the answers. Announce the answers aloud and let them check their own work.</li> </ul>	<b>Dictionary Skills</b>
<ul style="list-style-type: none"> <li>✧ Ask the students the day before to bring the materials required, unless the school is providing them.</li> <li>✧ This is to be done under the guidance of the teacher.</li> </ul>	<b>AIL Activity</b>
<ul style="list-style-type: none"> <li>✧ This is an important value to learn and follow: to check your friends when they are doing something wrong. Also, we try not to tell others, authority figures, about it, unless we feel that our friend will not listen to us. This requires tact and discretion.</li> <li>✧ Discuss this with the students, explaining each option and why it is good or not good. For example, the first option given is ‘Tell the teacher’. This should be done only if your friend fails to listen to your advice. The other options are not suitable.</li> </ul>	<b>Values and Life Skills</b>