



The Forest

SPECIFIC OBJECTIVES

- * Learning about animals that live in forests; how they live; not to disturb their habitats; respecting nature
- * Listening, reading and understanding
- * Answering the questions orally and in writing
- * Vocabulary: Finding animal words from the grid and writing them down, synonyms.
- * Grammar: Learning about articles (a, an, the) and their usage. Also, learning about position words – prepositions: What they are and their usage
- * Learning to converse, correct pronunciation.
- * Learning to use words and write sentences; applying the lesson learnt individually
- * Applying the lesson learnt in our daily life

Outcome

- * Learning about forests, animals in the wild and their habitat; respecting nature and environment.

Get Set!

- * Let the students match the animals with their characteristics.

Read and Enjoy

- * Ask the students to read aloud in turns.
- * Explain the lesson and its words and phrases, e.g., 'wild animals', 'twist and turn', 'burrow', etc.
- * Ask in-text questions, e.g., "Have you been to a forest?", "Have you seen wild animals?", "Where?", "How should we treat forests and wild animals?", etc.

Read and Understand

- * Exercise A: Discuss the questions and their answers in the class. Then, the students can mark the correct answers in their books.
- * Exercises B and C: Discuss each question and its answer in the class. When the students give the correct answers, write them on the blackboard. The students can transcribe the answer in their notebooks. Ask them to ensure neat cursive writing.

- * Explain articles: 'a', 'an' and 'the' using the blackboard and given examples. The article 'a' is used before a consonant, 'an' before a vowel or a vowel sound and 'the' before a previously known noun or something unique like the sun and the moon.
- * Exercises A and B: Discuss and answer them in the class. The teacher can give examples from the class, home, etc., to add to the practice.
- * Help students fill the missing letters to form words.
- * Learning about words which have prefixes.
- * Explain word using prefixes like un-, im-, dis-.
- * After listening to the passage on the Digital Board, the students will answer the questions orally.
- * Ask the questions one at a time and ask the students to reply, write down the correct answers on the blackboard for all to see and understand.
- * Select two students to enact Parul and Nitin. Let them learn their part of the conversation and enact it together.
- * Ask the students to listen carefully to the pronunciation, pauses, emphasis, inflexions, etc.
- * The teacher should correct their pronunciation, pauses, emphasis, inflexions, etc.
- * Let the students look at the picture and speak one by one.
- * See the picture and fill in the blanks with appropriate words, based on the clues of the first and the last letters given. The students can do this on their own.
- * The teacher can announce the answers aloud and the students can correct them in pairs.
- * This can be done by students at home or partly in the class, e.g., paste pictures and make the nest in the class with students bringing the materials to make nests. They can work in groups of five.
- * Read the sentence. Discuss respect for all the creatures and nature based on the lesson.
- * Explain why 5 is correct options.

Grammar Spotlight

Spell Well

Word Power

Listen and Learn

Converse and Connect

Speak and Express

Write Well

Project Work

Values and Life Skills



If You Should Meet a Crocodile

SPECIFIC OBJECTIVES

- * Learning about animals to be careful with – wild animals.
- * Reading and reciting the poem correctly with the correct rhythm and emphasis.
- * Learning about humour.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes, etc.

- * Learning how important it is to be careful of wild animals/birds.
- * Learning to enjoy humour.
- * Learning to pronounce perfectly by reciting the poem.

- * This delightfully funny poem is written by Christine F. Fletcher. It tells you not to get friendly with a crocodile because, it is a dangerous animal and it should not be treated like a friendly puppy.
- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the poem clearly to the students so that they understand that while it is important to love other creatures who share the planet Earth with us, it is equally important to know the danger resulting from getting friendly with wild animals.
- * Explain to them how we can show our love and care for wild animals/birds, but not be foolhardy at the same time.
- * Draw attention to the humour of the poem – ‘welcome in his smile’, ‘stroke him’ like a kitten or puppy, ‘looking for his dinner’.
- * Discuss Exercise A and ask the students to answer it orally, before writing the answers down. Exercise B can be done by them on their own.
- * Enjoy the poem with the students. One person can be the crocodile and another can be the poet! Have fun!
- * Ask them to learn the poem and recite it correctly in turns in the class. Correct them where necessary.

Outcome

Read and Understand