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## World Animal Day

## SPECIFIC OBJECTIVES

- \* Learning to love animals; kindness to animals; living in harmony with animals.
- \* Reading picture stories and being observant about the background, characters, etc.
- \* Listening, reading, understanding and answering the questions orally and in writing.
- \* Grammar: Verbs - simple past and past continuous/progressive tenses.
- \* Words - meanings, dictionary skills, usage, pronunciation of words with 'ow'.
- \* Learning to speak and converse correctly.

**Outcome**

- \* Learning about animals, their habitats, the need for living in harmony with them.
- \* Learning to be observant.
- \* Usage of verbs - simple past and past continuous/progressive tenses.
- \* Speaking and writing correctly.

**Get Set**

- \* Discuss the need for harmony among all the creatures on the earth.
- \* Encourage the students to suggest ways to handle animals - domestic and wild, they must understand the difference between the two.
- \* Ask the students to recognise the pictures and read the sentences aloud - explain and discuss how beneficial each animal is and how we ought to care for them.
- \* Try to make them more observant about the world and the animals that inhabit it.
- \* Introduce them to the writings of the authors like Gerald Durrell, James Herriot, etc.

**Read and Enjoy**

- \* Ask the students to take turns to read the lesson aloud.
- \* The students can be given different parts and will enjoy enacting them. They can make the animal/bird noises too!
- \* Explain the words and their meanings. Reading creates familiarisation with words.
- \* Relate the students' every day activities in life and ask in-text questions: Do they keep pets? Have they visited a zoo? Have they gone to a wildlife or bird sanctuary? Have they seen any films? Have they ever been cruel to any animal or teased it? etc.

- \* Discuss the questions in Exercises A, B, C and D. Then ask the students to answer them orally first.
- \* Where necessary, write the answers on the board to help them in answering questions related to the text, whether oral or written.
- \* They may then write down the answers of Exercises B–D.
- \* HOTS: Discuss the question in the class. Tell the students to write the answer on their own in 3-4 lines. The teacher can then assess their answers.

## Read and Understand

- \* Explain about verbs in the past tense as words that show action that has happened in the past. They tell us what has been done, or what someone was or had.
- \* Ask the students to talk about different types of actions by people, animals and objects that were done yesterday/last week/month, etc. Examples: What was the girl doing last weekend? How many slices of toast did you eat at breakfast? When was this city built? Who broke the chair? etc.
- \* Now, explain using the board: What is past tense? Examples: That was an interesting lesson. The sun rose at six o'clock, etc.
- \* Then go on and explain simple past tense and past continuous or progressive tense – some action that had gone on for some time earlier. Using verbs + -ing. Use given examples and those of your own on the board.
- \* Discuss Exercises A and B orally first; then the students can do them in the class.
- \* Help the students, if required by using the board.

## Grammar Spotlight

- \* Use the dictionary to show how word meanings can be found to select the correct words from the box.
- \* Do Exercise A orally first. Then ask the students to write down the answers.

## Spell Well

- \* The students can suggest words on their own and then write them on the grid.
- \* This will also help them to understand how to do crossword puzzles.
- \* Do Exercise A orally first, using the board if necessary.
- \* Then ask the students to write the answers.
- \* Teach the correct way of pronouncing these words.

## Word Power

- \* Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- \* The teacher can read the passage aloud or ask the students to take turns reading so that they can understand it well.
- \* Then ask the students orally to answer the questions in Exercise A.
- \* Check the students where necessary.

## Listen and Learn

**Converse and Connect**

- \* Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- \* Ask the students to read aloud the conversation in Exercise A.
- \* Check if the students understand the conversation well by asking them a few questions; explain where necessary.
- \* Correct the students regarding the content and pronunciation.

**Speak and Express**

- \* Ask the students to look at the picture.
- \* Then ask them to speak about it with their partners.
- \* Correct them where required.
- \* This will help the students to express what they want to say.
- \* Teach them to put their thoughts into words correctly and politely.
- \* Teach them how to speak so as to be understood.
- \* This will help them to be observant and speak out their minds freely.

**Pronunciation Practice**

- \* Let the students listen to the DigiDisc so that they are sure of the right way to say the words.
- \* Let the students say aloud the different words.
- \* While explaining the correct pronunciation, draw attention to how these words spelt with an 'ow' are pronounced differently: now/know, etc. Add your own examples to expand their understanding: row/row, etc.

**Write Well**

- \* Exercises A and B: These can be done by the students on their own and the teacher can ask them at random about what they have written.
- \* Correct them where required.
- \* The work of every student must be checked.

**Dictionary Skills**

- \* Ask the students to do this on their own.
- \* Check the work of every student to ascertain that he/she has learnt how to use a dictionary.

**Project Work**

- \* Exercises A and B can be done by the students at home.
- \* Display their work in the class.
- \* Have a session on animal habitats/animal homes/animal sounds, etc.

**Values and Life Skills**

- \* A. Read aloud the sentence and discuss.
- \* B. Read aloud the question and ask the students to write three things they can do to care for animals.
- \* Discuss each of the suggestions they give.



# How Many Greens

## SPECIFIC OBJECTIVES

- \* Learning to observe and enjoy nature.
- \* Reading and reciting the poem with the correct rhythm and emphasis.
- \* Draw attention to the fact that this poem has no rhyme; hence, its rhythm is like a normal conversation.
- \* Answering questions on the poem.
- \* Learning words, meanings, spellings and pronunciations

### Outcome

- \* Learning to recite a poem without rhymes.
- \* Learning to pronounce perfectly by reciting the poem.
- \* Becoming observant about nature.

### Read and Understand

- \* This poem by Chitra Padmanabhan is a child's observations of the colours he/she sees around him/her.
- \* Read aloud and enjoy the ideas and meaning of the poem.
- \* Explain the poem clearly to the students so that they enjoy it.
- \* Discuss the exercises and ask the students to answer them orally, before writing the answers down.
- \* Ask them to learn the poem and recite it correctly in turns in the class. Correct them where necessary.