

# 3

## UNIT 3: Animal World

# Dobu Learns to Dance

### SPECIFIC OBJECTIVES

- ▶ Making school fun and inviting through creative, art-related and social activities
- ▶ Understanding and appreciating animals and their habitat and habits and the need to be kind to them
- ▶ Doing activities that create an atmosphere of friendly social interaction and collaboration, integrating discipline and communication
- ▶ Getting to know the needs of animals, birds, etc.
- ▶ Comprehension: Learning to read and understand the lesson and answer questions on it
- ▶ Grammar: Adjectives and pronouns, and their usage
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, naming and spelling body parts, animal sounds, etc.
- ▶ 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>✧ A. Tell the students to bring the materials required for this activity, unless the school provides them. The activity should be done in pairs under the guidance of the teacher.</li> <li>✧ B. Tell the students to tick the box/boxes with picture(s) of what the elephant eats. Explain what it means for elephants to live in zoos and in their natural habitat, open areas in jungles or plains.</li> </ul>
<b>Get Going!</b>	<ul style="list-style-type: none"> <li>✧ Talk about the elephant. Use a large picture or draw one on the blackboard. Ask students if they have seen one and tell them to describe it: its size, ears, eyes, trunk, legs, the way it walks, how it trumpets, bathing an elephant, herds, babies, where it is found (India, Africa, Asia), etc.</li> <li>✧ Then ask the specific questions at random and write the answers on the blackboard.</li> </ul>
<b>Read and Enjoy</b>	<ul style="list-style-type: none"> <li>✧ Read aloud the story, asking students to take turns at random. Correct them gently when required.</li> <li>✧ Explain the meanings of words as you read.</li> </ul>

<ul style="list-style-type: none"> <li>✧ Have a conversation with the students about the elephant wanting to dance like the peacock. We human beings also try to be like others. We also learn things from each other.</li> <li>✧ Also talk about how the parents comfort Dobu. And ask students to share situations where their parents have comforted them.</li> </ul>	
<ul style="list-style-type: none"> <li>✧ Explain Exercises A and B to the class.</li> <li>✧ Do the exercises orally first, using the blackboard where necessary.</li> <li>✧ Then the students can write/mark the answers in their books/notebooks.</li> <li>✧ Announce the correct answers aloud and ask the students to check in pairs.</li> </ul>	<b>Read and Understand</b>
<ul style="list-style-type: none"> <li>✧ Explain describing words and tell the students they are called adjectives. They can describe people, animals and birds, places, things, etc.</li> <li>✧ Read out the instructions and examples given and explain.</li> <li>✧ Have a fun session asking students to find suitable adjectives for various nouns. For example: Long hair, blue dress, big city, heavy traffic, kind man, fluffy kitten, tasty sandwich, costly shoes, stray dog, cold day, strong wind, broken window, dirty table, old lady, smart uniform, sweet voice, etc.</li> <li>✧ Exercises A and B: Read out the instructions and explain what the students have to do.</li> <li>✧ Do the exercises orally, using the blackboard if required.</li> <li>✧ Then announce the answers aloud and let the students check in pairs.</li> <li>✧ Explain what pronouns are and why they are used in place of nouns - to avoid repetition. For example: <u>Rita</u> is my neighbour. <u>Rita</u> is a good girl. <u>Rita</u> likes to play the piano. <u>Rita</u> goes to a teacher to learn the piano. Now replace the underlined words with 'She'. And replace the piano with 'it' in the last sentence. 'She' and 'it' are pronouns.</li> <li>✧ Similarly, explain how other pronouns are used: I, he, she, they, we, us, you, it, etc. Have fun forming sentences using pronouns. For example: ___ am going to school. ___ has a blue pencil. ___ will not come tomorrow. Give ___ to Nona's kitten. etc.</li> <li>✧ Read aloud the instructions and examples of pronouns.</li> <li>✧ Exercise C: Read out the instructions and explain what the students have to do.</li> </ul>	<b>Grammar Spot</b>

	<ul style="list-style-type: none"> <li>✧ Do the exercise orally, using the blackboard if required.</li> <li>✧ Then announce the answers aloud and let students check in pairs.</li> </ul>
<b>Word Wise</b>	<ul style="list-style-type: none"> <li>✧ Explain Exercise A: Have a fun session naming body parts and then do the exercise orally first.</li> <li>✧ Then ask the students to write the correct body part in the boxes.</li> <li>✧ Announce the answers using the blackboard or a picture. Let students check in pairs.</li> <li>✧ Exercise B: Explain the exercise and have a fun session imitating animal noises. As the students do that, say the words describing the noises. For example, if a student says "Bow-wow", you say, "The dog barks." This will help them understand the correlation between the sounds and the words.</li> <li>✧ Do the exercise orally first and then ask the student to draw lines connecting the pictures and the words. Ask them to use a ruler and a pencil so that the work is neat.</li> <li>✧ Then announce the answers aloud and let the students check in pairs.</li> </ul>
<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>✧ Listen to the audio twice – once for familiarisation, and the second time to explain it in detail to the students.</li> <li>✧ If necessary, the transcript of the audio can be read aloud by the students. This will help correct pronunciation too.</li> <li>✧ Then explain the exercise. Do it orally first, using the blackboard if necessary.</li> <li>✧ Then ask students to mark it in their books/notebooks.</li> <li>✧ Announce the answers aloud and let the students check in pairs.</li> </ul>
<b>Converse and Connect</b>	<ul style="list-style-type: none"> <li>✧ Read aloud the exercise and explain it to the students.</li> <li>✧ Then make groups of four and ask them to discuss/talk to each other, asking questions and saying what each of them would like to do.</li> <li>✧ Walk around to each group to see that they are doing the exercise correctly. Guide and correct them gently where required. If any group is stuck, help it with suggestions.</li> </ul>
<b>Speak and Express</b>	<ul style="list-style-type: none"> <li>✧ Explain the exercise and do it orally first. You can have fun asking students to describe the scene in the picture too.</li> <li>✧ Ask the students at random to answer the questions. They can work in pairs – one asks question 1 and the other answers it. Then switch roles.</li> <li>✧ The teacher can guide the pairs of students, turn by turn.</li> </ul>

<ul style="list-style-type: none"> <li>✧ Explain how the letter 'i' is pronounced, using the examples given.</li> <li>✧ Tell students how the same letter can be pronounced differently in different words, but here we are focusing on one pronunciation.</li> <li>✧ Add examples of your own: sit, hit, lit, mitten, pit, bill, dim, will, tin, mix, fix, lid, dig, big, etc. Use the blackboard to reinforce the spellings and pronunciation.</li> </ul>	<b>Pronunciation Practice</b>
<ul style="list-style-type: none"> <li>✧ Explain this exercise. Refresh the memory of the class by reminding it of capital letters and full stops at the right place (Beginning of a sentence, names and I).</li> <li>✧ Write the sentence as given on the blackboard. Then add/ modify/ replace whatever corrections are needed.</li> <li>✧ Students can mark the corrections in the books and then write out the corrected sentence in their notebooks.</li> </ul>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>✧ Explain the exercise to the students. Using the first given picture, tell them to say what they see and what the animals in the picture are doing.</li> <li>✧ Using the examples above, do the exercise orally and then ask the students to write down answers to the two pictures.</li> <li>✧ Announce the answers aloud and let the students check the answers in pairs.</li> </ul>	<b>Write Well</b>
<ul style="list-style-type: none"> <li>✧ You can hang up a picture of a dancing peacock, show a slide/video or draw it on the blackboard.</li> <li>✧ Exercise A: Ask the students to copy the dancing peacock. They can colour it and paint/colour the background.</li> <li>✧ Exercise B: Form groups of four. Each student in the group should answer one of the questions correctly. The teacher can ask each group in turn or at random.</li> </ul>	<b>AIL Activity</b>
<ul style="list-style-type: none"> <li>✧ Read out the question and explain it. Then ask the students to reply what they learnt from the lesson.</li> <li>✧ Guide their imagination: For example - (a) Dobu is comforted by his parents - we should share our worries and find solutions. Parents will help. (b) Dobu learns to dance. We can all achieve what we dream of. (c) Friends help Dobu. We should ask friends for help when we need.</li> <li>✧ Then write one of the answers that you find most suitable on the blackboard and let the students write it down as well.</li> </ul>	<b>Values and Life Skills</b>