

Animal Helpers

Poem

<ul style="list-style-type: none">✧ Ask the students on the previous day to bring the materials for this exercise, unless the school is providing them.✧ This exercise is to be done under the guidance of the teacher.✧ Display the work in class.	<p>Get Going!</p>
<ul style="list-style-type: none">✧ This poem is about animals that help us. All animals have a special place on Earth. They form a part of our environment, serving various purposes as food providers, as carriers of seeds and destroyers of some harmful things, balancing all that is living or non-living on Earth. However, some animals have become closer to human beings because they have provided food and helpful activities to us. They are said to be 'domesticated' because human beings can trust them to live close to them. Wild animals are not meant to be kept near human beings as they can be dangerous.✧ In the first stanza, the poem describes some of the ways in which animals help human beings. Bees give us honey. Cows give us milk. Hens give us eggs and silkworms give us silk. In the second stanza, the poet tells us that sheep give us wool that is used to make our woollen clothes, protecting us from the cold. In all these ways different animals help us.✧ In the third stanza, the poet tells us about dogs. They are very useful because they guard our houses at night when we are asleep, protecting us against thieves, etc. Some dogs are good guides for blind people and some help shepherds to guard and round up sheep.✧ In the last stanza, the poet tells us that some animals like dogs and cats can be pets. They live with us in our houses and give us a great deal of happiness with their love and funny habits. They are called pets.✧ Explain why animals bring so much happiness and comfort to human beings. They are good playmates and fun to have in the house. They are very useful as they can give us honey, milk, eggs, wool, and often are used for other purposes like carrying loads [donkey, etc.], pulling carts or carriages or for riding [horse, elephant, camel, donkey, huskies, etc.], for hauling	<p>Read and Enjoy</p>

	<ul style="list-style-type: none"> ✧ heavy things like trunks of trees, for ploughing, etc. [elephant, bull, etc.], for travelling in the desert [camel], for clothes in very cold climates [yak, bear, seal, etc.], for spreading seeds [squirrels, crows, bees, etc.] Tell them about the need to be kind to animals and not ill-treat them or use them for cruel practices. Also caution them about the possibility of animals attacking if they are teased or hungry or angry. ✧ The poem should be read aloud by the teacher once and then one stanza or two lines can be learnt by groups of students. They can then recite the whole poem. Correct them gently, wherever required. Explain the poem line by line. The rhyme scheme of the poem can be explained: milk - silk; sheep - asleep; cat - that. Only in stanza 2, the rhyme between 'clothes' and 'those' is based on 'th' being almost silent in 'clothes'.
Read and Understand	<ul style="list-style-type: none"> ✧ Read out the exercise and explain what the students are required to do. ✧ Do the exercise orally first and then ask the students to write/mark the answers. ✧ Announce the answers aloud and let them check their work themselves or in pairs.
Think and Answer	<ul style="list-style-type: none"> ✧ Explain each question and discuss the answer in class orally first, using the blackboard if necessary. ✧ Then ask the students to write the answers. Announce the answers aloud and let them check their work themselves or in pairs.
Word Wise	<ul style="list-style-type: none"> ✧ Explain how different animals and birds make different sounds. Have a fun session asking the students to produce the sounds. For example: horses - neigh; cocks - crow; hens - cluck; crows - caw; mice - squeak; birds - chirp; dogs - bark; lions - roar; cats - mew; cows - moo; tigers - growl; pigs - grunt; bee - buzz; bulls - bellow; elephants - trumpet; monkeys - chatter; peacocks - cry; ducks - quack; camels - snort, etc. ✧ Exercise A: Do the exercise orally first. Then ask the students to match the words, using a pencil and a ruler. Announce the answers aloud and let them check their own work. ✧ Explain that each animal has young ones and often the young ones have a different name. Have a fun session in class asking students to name the young ones. For example: horse - foal; mare - filly; hen - chick; sheep - lamb; goat - kid; cow - calf; duck - duckling; swan - egret; fox/lion/tiger/wolf/bear - cub; cat - kitten; dog - puppy; elephant - calf, etc.

<p>✧ Exercise B: Do the exercise orally first. Then ask students to match the words. Announce the answers aloud and let them check their own work.</p>	
<p>✧ Explain that now that we know what rhyming words are, we can find them for any word. Have a fun session giving the students words to rhyme at random. For example: light, see, no, week, show, tear, go, late, etc. Explain that in English, words written the same way can be pronounced differently (bow [bend in greeting] – bow [a weapon or a ribbon tied in a particular way]) and also that words written differently can be pronounced in the same way (no – know).</p> <p>✧ Explain the exercise and do it orally first, using the blackboard if necessary. Then ask them to write the rhyming words. Announce the answers aloud and let them check their own work.</p>	<p>Appreciating the Poem</p>
<p>✧ Explain the exercise telling the students to use their imagination and to write neatly. Examples can be given by the teacher.</p> <p>✧ Any thing appropriate is acceptable. The teacher should check individual work, to ensure good handwriting and creativity.</p>	<p>Write Well</p>
<p>✧ Exercise A: Ask the students to bring the materials the day before, unless the school is providing them.</p> <p>✧ This activity is to be done under the teacher’s guidance. Display their work in class.</p> <p>✧ Exercise B: Discuss the question orally in class and then ask the students to write the answers.</p>	<p>AIL Activity</p>