

# 4

## The Forest

### LEARNING OBJECTIVES

- Learning about animals that live in forests; how they live; not to disturb their habitats; respecting nature; understand also about domestic animals.
- Listening, reading and understanding.
- Answering questions orally and in writing.
- Vocabulary: Finding animal words from the grid and writing them down, synonyms.
- Grammar: Learning about Pronouns [words used in place of nouns] and their usage. Adding Prefixes: un-, dis-, and im-. Punctuation.
- Learning to converse, correct pronunciation of more words spelt with 'a'.
- 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.

<ul style="list-style-type: none"> <li>➤ Read out the introduction. Discuss what are wild animals as compared to domestic animals [dogs, cats, bulls, cows, buffaloes, goats, sheep, etc. Some are domesticated according to local needs like camels and yak, etc.]</li> <li>➤ A. Ask the students to read the exercise and explain it. Then ask them to match the pictures and the sentences. Use the board if necessary.</li> <li>➤ B. Discuss both the questions in class. Ask if they have visited zoos, reservations, sanctuaries. Ask them to name other animals. [hyena, hippopotamus, elephant, rhinoceros, wolf, bear, panther, etc.]</li> </ul>	<b>Get Set!</b>
<ul style="list-style-type: none"> <li>➤ Ask the students to read aloud in turns. Explain the details about wild animals, their habits, treatment, etc. Also explain how necessary we all are for each others' existence: the forest, the animals, birds, reptiles, insects, etc.</li> </ul>	<b>Read and Enjoy</b>

	<ul style="list-style-type: none"> <li>➤ Explain the lesson and its words and phrases, e.g., wild animals, twist and turn, burrow, den, etc.</li> <li>➤ 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? Do you know people who work with wild animals? [veterinary doctors, forest rangers, keepers in zoos, wild life photographers] etc.</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>➤ A – C: Explain each of the questions and do them orally first. Then ask the students to write their answers in the class. Use the board where necessary. The students can mark/ write the correct answers in their books. Ask them to ensure neat cursive writing.</li> </ul>
<b>Grammar Spotlight</b>	<ul style="list-style-type: none"> <li>➤ Explain what Pronouns are and their usage. They help to stop repetition. Example: (i) I have a cat. The cat drinks milk. The cat climbs trees. The cat sleeps on a cushion. Instead, we can write: I have a cat. It drinks milk. It sleeps on a cushion. (ii) Mini lives near the school. Mini goes to the school on a bicycle. The bicycle belongs to Mini. Instead, we can write: Mini lives near the school. She goes there on a bicycle. It is her bicycle.</li> <li>➤ Read out and explain Pronouns and their usage, using the given examples and your own. Encourage the students to use their own examples also. Use the board. I, he she, you, we, us, she, he, I, they, them, your, mine, my, her, him, them, their, etc.</li> <li>➤ A. Explain the exercise and do it orally. Then ask students to write down the correct answers and check each others' work.</li> <li>➤ Explain how we point out things close to us and further away, by using this, that, these, those. Use the given examples and your own on the board.</li> <li>➤ B. Explain the exercise and do it orally. Then ask students to write down the correct answers and check each others' work.</li> </ul>
<b>Spell Well</b>	<ul style="list-style-type: none"> <li>➤ A. Ask the students to use the Help Box to complete the words, spell them correctly. Then ask them to speak the words aloud and check if they have answered correctly. All spellings must be memorised by the students.</li> </ul>
<b>Word Power</b>	<ul style="list-style-type: none"> <li>➤ Explain what are Prefixes – a few letters added before a word, often changing its meaning to its opposite. The Prefixes given are un-, dis- and im-. Use the given examples and your own, using the board to show how they are used.</li> </ul>

<p>Examples: unhappy, undo, uncover, unfortunate, unknown; [some words use un- as part of the word, like under, understand, etc.]; disagree, disobey, [some words use dis- as part of the word itself, like discover, disappoint, distant, etc.]; impolite, improper, etc. [some words use im- as part of the word, like improve, impose, etc.].</p> <p>➤ A. Explain the exercise and do it orally. Then ask students to write down the correct answers and check each others' work.</p>	
<p>➤ A. Read aloud the passage, or ask the students to read it in turn. Then explain the exercise and ask the students to answer the questions. Use the board where required.</p>	<b>Listen and Learn</b>
<p>➤ A. Explain the exercise. Then ask pairs of students to take turns to converse. Use the given text. Then they can improvise further conversations about how to share personal information or pay compliments to each other, with the teacher's guidance.</p>	<b>Converse and Connect</b>
<p>➤ A. Explain the exercise and ask the students to discuss the picture in groups of four. They can talk about giraffes, their young ones, how they teach them to walk, what they eat, where they live, etc. They can talk about other animals too in different groups : lions, elephants, wolves, bears, rabbits, monkeys, etc.</p>	<b>Speak and Express</b>
<p>➤ A. We have learned different ways of pronouncing words with 'a' earlier. Now read aloud the columns of words and draw attention to the differences in pronunciation. Ask students to repeat the words after you and correct them where required.</p> <p>➤ B. Ask them to name the things in the pictures. Write them on the board and say them aloud, with the students repeating them correctly.</p>	<b>Pronunciation Practice</b>
<p>➤ A. Explain the exercise and ask the students to attempt it on their own. Then using the board, ask them the answer and write the correctly punctuated sentences. Let them check their own work.</p>	<b>Punctuation</b>
<p>➤ A. Explain the exercise and ask the students to attempt it on their own. Then using the board, ask them the answer and write the correct words to complete the sentences. Let them check their own work.</p>	<b>Write Well</b>
<p>➤ A–C: Students can work in pairs or on their own to do these projects under the teacher's guidance.</p>	<b>Project Work/ AIL Activity</b>