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Unit 4: Love for Animals

Sona and Her Friends

LEARNING OUTCOMES

- ▶ Learning about personal tastes for different foods
- ▶ What are the foods that different birds and animals like to eat.
- ▶ Listening, reading and understanding the lesson and answering questions orally and in writing
- ▶ Understanding the creatures that share the planet with us
- ▶ Grammar: Usage of conjunctions
- ▶ Spelling and pronouncing words correctly
- ▶ Learning to converse correctly

Warm Up	<ul style="list-style-type: none"> ✧ Read the question and discuss it with the students along with the options. ✧ Discuss: What is food? Why do we need it? Healthy and junk foods – what to eat and what to avoid. ✧ Look at the given pictures and ask which things the students like. ✧ You can make two lists on the board, of things they like and things they don't. Then, give stars to the healthy food and draw a line cutting out the junk food. ✧ What do the students plan to eat now?
Read and Enjoy	<ul style="list-style-type: none"> ✧ Ask the students to take up the parts of the different characters and read aloud and enjoy the story. ✧ By enacting it in the class, the students will understand the feelings/stress/pauses, etc., in the story. They will also use their imagination to represent the voices of the different animals. ✧ Explain the difficult words and the story. ✧ If animals enjoy special foods that are good for them, why not we, human beings also do the same, instead of eating junk food?
Read and Understand	<ul style="list-style-type: none"> ✧ Discuss the questions in Exercises A and B orally first. Where necessary, write the answers on the board to help the students in answering questions related to the unit, whether oral or written. ✧ Ask related questions: Which animal do you like the best? What special quality does it have? What does it eat? etc. ✧ This will help students to use words learnt in the unit.

Grammar Spot	<ul style="list-style-type: none"> ✧ Read out the instructions and examples to explain how and why 'and' is used between words and sentences. Explain why it is called a joining word (conjunction). You can add your own examples, using the blackboard. For example: bread and butter, fork and knife, cup and saucer, shoes and socks, fingers and toes, eyes and ears, hands and feet, mother and father, uncle and aunt, grandmother and grandfather, fruits and flowers, animals and birds, etc. ✧ Then show them how to join sentences. <ol style="list-style-type: none"> 1. (a) I have a toy soldier. I play with it. (b) I have a toy soldier and play with it. 2. (a) Please open the door. Please close it softly. (b) Please open the door and close it softly. 3. (a) Papa drives a car. He takes us to the market. (b) Papa drives a car and takes us to the market. ✧ Exercise A: Explain the exercise and do it orally first. Then ask the students to write the answers. ✧ Announce the answers aloud and ask the students to check their answers, either by themselves or in pairs.
Word Wise	<ul style="list-style-type: none"> ✧ Words from the lesson ✧ Do the exercise orally first and then ask the students to mark the answers on the grid. ✧ Have a fun session about how different animals/birds eat. Examples: cow munching grass or chewing cud; monkey eating a banana; rabbit chomping a carrot; squirrel nibbling a nut; parrot pecking a mango; elephant chewing sugarcane; hens scratching in the dirt, etc. ✧ This will build the students' curiosity and also help them spell and write correctly.
Listen and Learn	<ul style="list-style-type: none"> ✧ Listen to the Digital Board twice or thrice till the meaning, pronunciation, etc., are correctly understood. ✧ Ask the students to read the passage aloud and ensure they understand it and read it correctly. ✧ Then ask the questions and let them answer orally. Correct them where necessary regarding the content and pronunciation.
Converse and Connect	<ul style="list-style-type: none"> ✧ Listen to the conversation between friends on the Digital Board. ✧ Enact the conversation in the class with the students to make them learn the right accent, stress and inflections. Correct where necessary.
Speak and Express	<ul style="list-style-type: none"> ✧ Take up each question and discuss it. ✧ Tell the students in random pairs or groups to ask each question and give answers. ✧ They can even be asked to frame other questions with reference to their friends. ✧ This will teach them to be observant and to speak out their minds freely. ✧ Two things to be monitored: polite and correct speech. ✧ Correct where necessary.

Pronunciation Practice	<ul style="list-style-type: none"> ✧ The right way to pronounce different 'ow' sounds ✧ Draw attention to the fact that there is a difference in the length and pronunciation of the sounds though the spellings are the same in the words in the two columns. Explain the symbols. ✧ Also, share with the students the difference or similarity in pronouncing 'ou' sounds: example – bough/ bow; tough/tow; cough/cow, etc.
Write Well	<ul style="list-style-type: none"> ✧ The students can do Exercise A on their own. Ensure that the sentences are written neatly by them. ✧ Ask the students to colour the pictures on their own and write sentences about them. Their partners can check their work.
Project Work	<ul style="list-style-type: none"> ✧ Applying what is learnt in the class ✧ Ask the students to paste pictures of different birds/animals. ✧ Tell them to write down the foods eaten by each, next to the pictures. ✧ You can link this project with what they have learnt earlier about nouns, adjectives, pronouns, verbs, prepositions, etc. Example: <u>The monkey is sitting on a tree.</u> <u>It is eating a tasty banana.</u> Nouns: monkey, tree, banana. Adjective: tasty. Pronoun: It. Verbs: is sitting; is eating. Article: a.
	<ul style="list-style-type: none"> ✧ Tell them to write down the names of four friends.
Values and Life Skills	<ul style="list-style-type: none"> ✧ Read out the sentence and explain it. ✧ Discuss it with reference to the lesson and to what the students have learnt from their parents and at school. ✧ Read the question and its options aloud. ✧ Discuss each option with the students. ✧ Link with what has been learnt earlier about being a good friend and neighbour. ✧ Sharing with and helping friends every day. ✧ Discuss: Why is the second option the best? Because it does not embarrass your friend to ask.