

The Neighbour's Dog is Purple

Poem

Read and Enjoy	<ul style="list-style-type: none"> ✧ This is a delightful poem by Jack Prelutsky. It talks about the fear that many children and even adults have when confronted by a dog. ✧ The poet, even as a little boy, has a vivid imagination. When he sees his neighbour's dog, it appears purple to him. That is a very rare colour for any dog. He says its eyes are large and green and its tail is so long that it appears endless to him! It is the longest tail he has ever seen. ✧ In the second stanza, he admits that his neighbour's dog is quiet and it never barks. Yet, when the dog comes near the poet, he feels afraid of it! ✧ In the third stanza, he explains the reason for his fear. He says that the dog looks nasty and it has a wicked smile. He is absolutely sure that the neighbour has painted the dog purple and that, before being painted, it was not a dog at all. It had been a crocodile! That is because crocodiles always seem to have a smile on their faces and are very wicked. ✧ This poem is truly written with a child's imagination and the fears that a small child can have. Each stanza has lines 2 and 4 rhymed. The students can learn the poem and recite it.
Read and Understand	<ul style="list-style-type: none"> ✧ Exercises A, B and C: Explain each exercise and do them orally first. Then ask the students to write the answers in their notebooks. ✧ It is advisable to check and assess their work individually.
Think and Answer	<ul style="list-style-type: none"> ✧ Exercise A: Explain the question and discuss it with the class. Ask them to say which words show that the poet did not like the dog. Write them on the blackboard. The students can write them down too. ✧ Exercise B: In the poem, the dog appears harmless because the poet says it is quiet and does not even bark. However, it is wiser to be safe if a person is afraid of any animal. Explain the difference between bravery and bravado.
Word Wise	<ul style="list-style-type: none"> ✧ Exercise A: Brush up what is meant by compound words. Give some examples of your own too, like breakfast, moonlight, classroom, playground, etc. Then do the exercise orally asking the students to name each picture and writing down the correct answers and joining them on the blackboard. The students can write them down in their books. Announce the answers aloud and let them check their own work. ✧ Explain how -ing is added to verbs. Here we are not dealing with the words as nouns. Use the examples given and your own also. Link it to the use of -ing with the present continuous tense that has been studied earlier. ✧ Exercise B: Do the exercise orally first and then let the students write down the answers. Announce the answers aloud and let them check their own work.
Dictionary Skills	<ul style="list-style-type: none"> ✧ Brush up what has already been learnt about consulting a dictionary – up to the second letter of a word. Now show them how the third and other letters progressively help us to find the meanings of words. Explain the instructions and examples given and add your own also. For example: in, ink, into; an, anger, ant; go, ghost, goal; pain, pin, pink, etc. ✧ Exercise A: Ask the students to work with their partners on this exercise. Guide and help them where required. Announce the answers aloud and let them check their own work.

Punctuation	<ul style="list-style-type: none"> ✧ Brush up what the students have already learnt about the apostrophe ['] in place of contractions. Read out the instructions and the examples, and add your own using the blackboard. ✧ Exercise A: Point out how in the first sentence the apostrophe has been used to show possession [the neighbour's dog]. Then do the exercise orally first. After that, let the students write down the sentences, putting the contracted words with apostrophes into them. Announce the answers or write them on the blackboard and let them check their own work.
Write Well	<ul style="list-style-type: none"> ✧ Explain the exercise and tell the students to write down the description of the dog, its behaviour and the poet's reactions as if they are themselves the poet. Start them off with the first sentence: My neighbour got a dog.
AIL Activity	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students to either bring the materials or be supplied by the school. They can work in pairs to make the hand puppet. Guide and help them. ✧ Exercise B: Have a fun session in class imitating a happy dog and its sounds and frolic.