UNIT 5

Read and enjoy this poem

ZO0 MANNERS

Be careful what
You say or do
When you visit the animals
At the Zoo.

Don’t make fun
Of the Camel’s hump –
He’s very proud
Of his noble bump.

Don’t laugh too much
At the Chimpanzee –
He thinks he’s as wise
As you or me.
And the Penguins
Strutting around the lake
Can understand
Remarks you make.

Treat them as well
As they do you,
And you'll always be welcome
At the Zoo.

— Eileen Mathias

**New words**
proud, noble, wise, penguins, strutting, remarks
Reading is fun

- What do you see at the zoo?
- What does the camel have on its back?

Let’s talk

- Have you been to a zoo?
- Name the animals which you have seen in a zoo. Say the names in your own language and then in English.
- Name the animal you liked the most. Why?
- Did you feed any animals at the zoo? Should we tease animals?

Let’s listen

- Listen and put a tick (✓) against the words that the teacher says –

  - it
  - think
  - fun
  - much
  - well
  - at
  - thank
  - fan
  - match
  - wall
Say aloud

bump  hump  dump
crowd  crow  cloud  claw
noise  prize  size  pies  flies

Let's sing and act

The elephant walks
Like this and that.
He's so tall
And so fat.

He has no fingers,
He has some toes.
But oh! my goodness,
What a big NOSE ...
A visit to my village

Fill in the blanks with the words from the box.

<table>
<thead>
<tr>
<th>horses</th>
<th>village</th>
<th>cat</th>
<th>dogs</th>
<th>milk</th>
<th>kittens</th>
</tr>
</thead>
<tbody>
<tr>
<td>hay</td>
<td>pond</td>
<td>grandmother</td>
<td>cow</td>
<td>cock</td>
<td>hen</td>
</tr>
</tbody>
</table>

In June we went to a ________________
where my ________________ lives. She has a farm.

On her farm there are many animals. There are two ________________, a ________________ with its ________________, three ________________.

one ________________ as well as a ________________
and a ________________. Every morning she feeds her animals with ________________
or ________________. They drink water from a ________________ on the farm.
Composition corner – Look at the picture and fill in the blanks.

lines  flowers  buzzed
two    bee      buzzed

This is a ___________. It has __________ on its wings. It has __________ antennas. It buzzes round the __________. It __________ and __________ and came to the zoo.

Let's do

Help the bee to reach its home. What are the things that it met on the way that rhyme with bee?
Look at the pictures and fill in the blanks.

L __ __ __  TI __ __ __ R
W __ __ F  D __ __ R
J __ C __ __ L  O __ __
MO __ __ __ __  B __ __ R
CH __ __ P A __ Z E E
GI __ __ __ __ __

Let’s make the noises that animals make.

Roar like a lion.  Bark like a dog.
Neigh like a horse.  Moo like a cow.
Quack like a duck.  Chirp like a sparrow.
Bleat like a goat.  Chatter like a monkey.
Grunt like a pig.  Hiss like a snake.

Join the dots. Complete the name of the animal.

D __ __ O __ __ U __
Let’s practise

burn burn burn

urine urine urine

house house house

cloud cloud cloud

lucky lucky lucky

funny funny funny
Funny Bunny

One day, a nut fell on Funny Bunny.

“Ouch! The sky is going to fall!” said Funny Bunny. “I must tell the King.”

On the way, he met Henny Penny. “The sky is going to fall,” said Funny Bunny. “I'm going to tell the King.”

“I'll come too,” said Henny Penny.

And off they went to find the King.

Soon they met Cocky Locky.
“The sky is going to fall,” said Funny Bunny. “I'm going to tell the King.”
“I'll come too,” said Cocky Locky.
And off they went to find the King.
On the way, they met Lucky Ducky.
“The sky is going to fall,” said Funny Bunny.
“I'm going to tell the King.”
“I'll come too,” said Lucky Ducky.
And off they went to find the King.
On the way, they met Poosey Goosey.
“The sky is going to fall,” said Funny Bunny.
“I'm going to tell the King.”
“I'll come too,” said Poosey Goosey.
And off they went to find the King.
On the way they met Woxy Foxy.
“The sky is going to fall,” they all said.
“We’re going to tell the King.”
“The King lives here,” said Woxy Foxy.
“Follow me.”
And that was the end of Funny Bunny, Henny Penny, Cocky Locky, Lucky Ducky and Poosey Goosey.

New words
nut, ouch, met, I’m, I’ll, off, we’re
Reading is fun

- One day, ____________ (a nut/the sky) fell on Funny Bunny.
- Funny Bunny wanted to tell _______________ (the king/the cock/the sky) what he saw.
- Who said these words in the story?
  - “Ouch! The sky is falling down.”
  - “I must tell the King.”
  - “The King lives here.”
  - “Follow me.”
- What happened to all the animals in the end?

Let’s listen

Funny Bunny, Cocky Locky, Henny Penny, Poosey Goosey, Woxy Foxy.
Say aloud

<table>
<thead>
<tr>
<th>ouch</th>
<th>follow</th>
<th>down</th>
<th>bray</th>
</tr>
</thead>
<tbody>
<tr>
<td>pouch</td>
<td>hollow</td>
<td>town</td>
<td>clay</td>
</tr>
<tr>
<td>couch</td>
<td>swallow</td>
<td>frown</td>
<td>sway</td>
</tr>
</tbody>
</table>

Let’s write

› Circle the odd one out.

<table>
<thead>
<tr>
<th>bun</th>
<th>sun</th>
<th>fun</th>
<th>gun</th>
<th>one</th>
</tr>
</thead>
<tbody>
<tr>
<td>bed</td>
<td>fed</td>
<td>led</td>
<td>said</td>
<td>red</td>
</tr>
<tr>
<td>he</td>
<td>me</td>
<td>be</td>
<td>tea</td>
<td>we</td>
</tr>
<tr>
<td>way</td>
<td>say</td>
<td>hay</td>
<td>pay</td>
<td>they</td>
</tr>
</tbody>
</table>

› Find the opposites of the given words and make sentences.

fat ________ ______________________
fall ________ ______________________
start ________ ______________________
come ________ ______________________
big ________ ______________________

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Fill in the blanks with the correct word.

I read a funny story of a funny rabbit. One day, a nut _______ (fell/fall) on his head. He thought that the sky ____ (is/was) falling. So, he ____ (go/went) to tell the King. On the way, he met different animals. All of them _______ (join/joined) him. At last, they ______ (meet/met) a clever fox. It took them to a forest and _______ (eat/ate) them all up.

Rearrange these words to form sentences –

1. on/Funny Bunny/fell/a/nut/one day.
   ____________________________________________

2. falling/down/the/sky/is/said/Funny Bunny.
   ____________________________________________

3. King/I/must/the/tell.
   ____________________________________________

4. lives/here/the/King.
   ____________________________________________
Change only one letter of each word and make another rhyming word.

*For example*: Fell  Tell

down  ___  king  ___
met  ___  soon  ___
way  ___  bat  ___

Let’s do

Look at the pictures. Give the animals the right names.
PICTURE STORY

› Look at the pictures. Narrate the story in your language and then in English.
This Unit is about sensitising children to creatures in nature. Spend time in talking about experiences at a zoo and about the pictures in this Unit. Ask children, how can we be friends to animals? In what ways are zoo animals our friends? Read more stories on animals to them.

**Develop listening skills**

Read the text.

Let the children close their eyes, hear and identify the following sounds as you or some children make them –

- Roar like a lion
- Bark like a dog
- Neigh like a horse
- Moo like a cow
- Quack like a duck
- Chirp like a sparrow

Then ask them to open their eyes and ask them to roar like a ________.

Let the children say which animal it is. Add other sounds.

**Develop pronunciation**

Say aloud with children words like –

<table>
<thead>
<tr>
<th>do</th>
<th>zoo</th>
<th>lake</th>
<th>make</th>
</tr>
</thead>
<tbody>
<tr>
<td>hump</td>
<td>bump</td>
<td>loud</td>
<td>proud</td>
</tr>
<tr>
<td>funny</td>
<td>bunny</td>
<td>henny</td>
<td>penny</td>
</tr>
</tbody>
</table>

**Exposure to language**

Let the sight words be the names of animals/ insects that the children have seen. These can be hung on the trees/ walls in the school campus.

**Develop speaking skills**

Have a ‘group recitation’ between the class groups. Appreciate their efforts. Do not force children who are not ready for speaking.
Read *Funny Bunny*. Let children tell what might have happened if the animals had stopped to look around them. Look at the sign of *To the fort*. Help children with making more signs for directions to the house, park etc.

Reading stories aloud, repeated reading, choral reading, story telling and re-writing activities can be encouraged.

**Develop writing skills**

- To look, imagine and write a few sentences on questions from the text is now expected, but keep a check tag and see whether the children are able to hold the pencil with a firm grip, and ensure they are able to enjoy writing.

- A class chart where everyone comes and writes her/his name under their group (Red, Yellow, Blue, Green) is a wonderful opportunity to see them enjoy writing time.

- Make children construct meaningful sentences of opposites, so as to make the meaning clear.

**Getting ready to follow instructions**

- Teach words of greeting like *namaskar/adab* and other words that mean ‘hello’.

- Have the children take turns pretending they are saying ‘hello’ to something in the classroom. Let the other children guess what the child is saying hello to.

Say the poem together ‘Hello and Goodbye’—

All: Hello and Goodbye

Group Red

*When we are on a swing swinging low and then high.*

*Goodbye to the ground, Hello to the sky.*

Group Blue

*Hello rain, Goodbye to the Sun.*

All: Hello and Goodbye.

- Encourage the children to make a story in their own words by looking at the picture story.

- Take the children to visit a zoo. Talk about not hurting or teasing the animals. Make a class collage.