

Amazing Animals

ACTIVITY - 1

This unit is about some of the amazing animals that share our world.



What animal shape do you see?

What words do you find in the shape?

ACTIVITY - 2

Battle in the Jungle -Part 1

Once upon a time, all the animals that walked on land and all the birds and insects that flew in the sky began to quarrel about who was the smartest and strongest. At first, they spoke softly. Then, slowly, they became angrier and louder. The tigers growled and the wolves howled. The birds gave loud cries and cackles. The insects buzzed as loudly as they could.

At last, an old parrot said, “Stop shouting. Let's not waste our time and energy in talk. Let's fight.”

The animals laughed at the bird's idea.

“What!” said the lion, “Can you fight us? Don't be foolish. I can bite harder than any one of you.”

The elephant said, “I can lift a whole tree and fight you all at once. We



will easily defeat you.”

“Will you?” said the parrot. “We’ll see about that. Get ready to fight us.”

The lion became the commander of the animals. The parrot became the commander of the birds.

The lion called all the animals together and gave them a drill for practice. They marched for long hours. He gave them a lot of good food, too.

The poor birds did not have good food and they did not practice. Instead, they had a meeting with their friends, the insects.

New Words

Quarrel : angry disagreement

Mane : long hair from the necks of certain animals

Battle : fight

Sting : to hurt with a sudden sharp pain

Roar : to utter a loud, deep, rumbling sound

Spy : to watch closely and secretly

Did you find more new words? Write them to help you remember them.

ACTIVITY - 3

Three characters have spoken in the story so far. Who are they?

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Look carefully at the story. How do you know who is speaking? How does the punctuation in the story show you that the characters are speaking? Notice and copy one of the quotations, with its punctuation, from one of the characters.

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The story says,

“All the animals that walked on land and all the birds and insects that flew in the sky began to quarrel.... At first, they spoke softly. Then, slowly, they became angrier and louder.”

You know what three characters said, but what did the other animals say? For example, the story says,

“The tigers growled and the wolves howled. The birds gave loud cries and cackles. The insects buzzed as loudly as they could.”

What do you think the tigers and wolves were saying with their growling and howling? Work with a partner, in a group, or as a class. Imagine and create a new dialogue between two or three other characters. Use punctuation that you have noticed from the story to show who is speaking.



If you worked as a pair or group, share your dialogue with your classmates.



ACTIVITY - 4

Battle in the Jungle - Part 2

(Do you need to read Part 1 again?)



At the meeting, the parrot called on their friend, the fly, “You become the spy for our army. Tell us the animals' plan.”

“Yes,” said the fly, “I'll become the spy for our army.” Before the battle, the lion called all the animals together. The tiny fly flew in and hid nearby.

“Are you all ready?” the lion asked.

“Yes, we are ready,” they all shouted. “We are ready to go to the battlefield.”

“Then listen carefully,” said the lion.

The lion whispered, “I have a plan. Captain Fox, you have a nice long tail. You will be my signal. On the battlefield, I shall whisper in your ear when it is time to fight. You will put up your long tail to signal all the animals to attack the birds. Is that clear?”

“Very clear, sir,” said the fox.

“Very well,” said all the animals in one voice.

The fly hurried to tell the parrot the lion's secret plan.

The time for the battle came. Both sides met on the battlefield. Soon the lion whispered to the fox, “It is time. Put up your tail.” The fox put up his tail to signal the animals to attack.

But the parrot was ready. He quickly and quietly said to the bee, “Hurry at once and sting the fox's tail!”

The bee stung the fox. He stung him once. He stung him twice. He stung him three times.

The fox forgot all about the signal. He jumped. He shouted. He ran in circles after his injured tail and, finally, tucked his tail between his legs and ran away. The other animals were confused and ran after him. They ran away from the battlefield. They lost the battle.

The birds fluttered their wings in joy. They had won without fighting at all.

ACTIVITY - 5

The animals quarrelled about who was the smartest and the strongest. They had different opinions and your classmates will, too.

Who do **you** think was the smartest? The lion who prepared his army well? Or the parrot who tricked the animals?

Who do **you** think is the strongest? The elephant who can lift a tree? Or the bee who can win a battle with a sting?

Discuss these questions in pairs or groups to find out your classmates' ideas.

Who thinks the lion is the smartest?	Who thinks the parrot is the smartest?
Who thinks the elephant is the strongest?	Who thinks the bee is the strongest?

If a small bee can be stronger than a large elephant, then what does the word “strong” really mean? For example, if the elephant is strong, but the bee is stronger, what can a “stronger” person do that a “strong” person cannot? Discuss these ideas with your classmates. After discussing, decide together what it really means to be "smart" or "strong".



Record your group's ideas here.

Our group thinks 'smart' means

Our group thinks 'strong' means

Find out what your other classmates said. Are there different opinions about what it means to be strong or smart?

Choose your favourite explanations and write them here.

Smart means

Strong means

ACTIVITY - 6



There are many amazing animals in the world, but many animals are in danger of extinction. When animals are extinct, they no longer exist on earth. Animals that are in danger of becoming extinct are called “endangered” animals. Some of

these endangered animals live in India. One is called the Indian purple frog, and it is very rare.

The purple frog lives in India’s Western Ghats. This unusual place has mountains, forests, savannahs, peat bogs, and freshwater wetlands.

Because the Western Ghats have so much variety, it is home to a large variety of plants and animals. One of these animals, the purple frog, was only recently discovered.

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Although local people knew about the frog, scientists only discovered it and realized it was a new species in 2003. The frog burrows underground and eats termites. It's called the purple frog, the Indian purple frog, or the pignose frog. Different names for the same animal can be confusing, so scientists give animals and plants scientific names. The scientific name for the purple frog is

Nasikabatrachussahyadrensis. It's a long name! But the name is useful for scientists, because all scientists know this one name is for this one kind of frog.

ACTIVITY - 7

Dinosaurs are *extinct*.

The purple frog is *endangered*.

How are these two words different?

Use the library, internet, or other people who know about animals to find more information on extinct and endangered animals. One good source is <http://www.arkive.org/>. Learn about at least one animal that is new to you so that you can share information about it with your classmates.

Name five animals that are extinct.	Name five animals that are endangered.

Compare your lists to your classmates' lists. "Compare" means to look carefully at their lists and yours to find out how the lists are the same or different. **Find an animal on a classmate's list that is not on your list. Ask your classmate to tell you about that animal.**

I learned about the _____ from my classmate, named _____.



ACTIVITY - 8

The purple frog is larger than many other frogs. It has a very fat body and short, stout limbs. Males are 60% smaller than females. The small



head seems too short for the body and the firm snout sticks out in a small white knob. The purple frog has a shovel-shaped bump on each back leg and rounded toes on the webbed feet for digging. The snout and legs help the frog dig in the ground for insects. The

small, clear, black eyes are above the narrow mouth. The frog's mouth is only large enough to eat small insects like termites, the frog's favourite food.

The small, rounded tongue sticks out between the hard upper jaw and the soft lower jaw. The tongue has a round tip and the frog has no teeth. The tail is light brown with dark brown patches. The smooth skin is dark purple on the back that fades to grey on the belly.

ACTIVITY - 9

When scientists discover new animals and plants, they describe them very carefully. Without careful description, two similar species might be confused. **Notice the careful details in the description of the purple frog.**

Which parts of the frog are carefully described?

What behaviours are described?

Underline all the adjectives that are used to describe the frog.

How many adjectives did you find?

ACTIVITY - 10

A.A. Milne wrote many poems for children and he often wrote from the point of view of a child. "At the Zoo" is one of his poems written from the point of view of a child. Children do not always know the right names for things and Milne illustrates this in his delightful poem.

At the Zoo by A. A. Milne

*There are lions and roaring tigers,
and enormous camels and things,
There are biffalo-buffalo-bisons,
and a great big bear with wings.*

*There's a sort of a tiny potamus,
and a tiny nosserus too -
But I gave buns to the elephant
when I went down to the Zoo!*

*There are badgers and bidgers and bodgers,
and a Super-in-tendent's House,
There are masses of goats, and a Polar,*

*And different kinds of mouse,
And I think there's a sort of a something
which is called a wallaboo -
But I gave buns to the elephant
when I went down to the Zoo!*

*If you try to talk to the bison,
he never quite understands;
You can't shake hands with a mingo -
he doesn't like shaking hands.*

*And lions and roaring tigers
hate saying, "How do you do?" -
But I give buns to the elephant
when I go down to the Zoo!*

*Which words in "At
the Zoo" do not
name real animals?
Which ones are
real?*

Not Real

Real



Helpline

Going Beyond the Textbook

Use the internet or library resources to collect more information on animals and other topics you've read about in your textbook. You may wish to search for more information on endangered animals or more poems by A.A. Milne. You may visit the textbook website, www.onlinetextbook.info, for more topics related to animals and find things other students have posted there, too. There is so much more to learn about our amazing world!

This design is based on providing comprehensible input to students and then allowing them to use the language from the input to make meaning. In this regard, students are always expected to read the language of the text themselves, NOT to have the teacher translate the content. Where readings are split into two parts to make them easier for students to handle independently, teachers can offer an additional listening activity by beginning Activity #2 with an oral reading of the text that the students read in Activity #1. The teacher may wish to read, "Battle in the Jungle – Part 1," clearly and with expression or allow a student to read. Simply use the listening as a reminder of the story beginning, then return to allowing students time and space to read Part 2 on their own. At times, additional recordings of texts will be available on www.onlinetextbook.info

This model will be new to many students. Teachers can be prepared for the initial confusion of students by remembering to focus on helping students to understand the questions, not to help them answer.

Any activity that seems initially difficult may be scaffolded by turning it into a full-class activity. For example, as a pre-activity to group dialogue writing, the teacher can divide the class in sections assigned to each part of the dialogue. Ask each section to contribute a line and record the dialogue on the board, one line at a time, as the class creates it. Do not over-correct students first utterances, rather simply elicit responses and encourage students to elaborate them only until they can express their idea to the rest of the class. Keep the students excited and interested in the task. Encourage students to help each other with vocabulary. If a student offers a response in the primary language, encourage the production and request help from students to express the same idea in the target language, or, if a word offered is new to the class, simply say, "Good! [Say the word in English.]," and write the word in only English on the board for all to see. Use the word several times in the lesson.

Where time permits, students will benefit greatly from repeating the activity with different assigned parts as a pair or small group activity. As often as possible, the teacher should facilitate additional language use by giving students time to share any work they do in small groups with their other classmates. Teachers will find it more time efficient and more conducive to language production to give students a few minutes individually or in pairs to share their work with others, rather than asking one student at a time perform for the entire class. Remember the goal is not to test the performance of one student but to allow the entire class to meaningfully produce language.