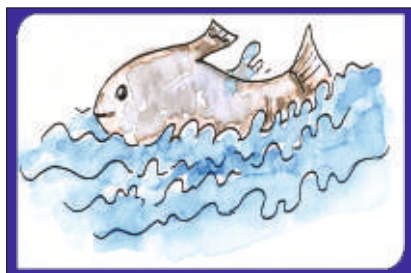
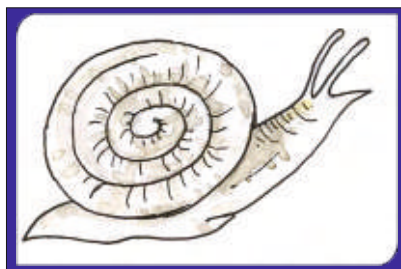


**In pairs, discuss**

- What do we call the place we live in?
- Do animals also have homes?
- List the names of some animals and their homes.

**Everybody has a home you, your friend, your teacher, the policeman, the Prime Minister, everybody. Animals too have homes and each home has its name. Listen to the poem.....**

I might have lived in a shell,  
If I had been a snail.



or in a great wide tossing sea,  
If I had been a whale.

Or in busy noisy hive,  
If I'd been born a bee.



Or a bunny in a burrow,  
Eating lettuce for my tea.

I might have had a kennel home,  
If I had been a dog.





Or a mud hole in a river-bed,  
Had I been a frog.

I might have been a little bird,  
And lived in a nest.



But oh! I am glad I am just a child,  
I think my home is the best.

Anonymous

## Glossary

shell	:	the hard outer part of peanuts, eggs, some seeds or animals
toss	:	throw something lightly.
noisy	:	making a lot of noise.
burrow	:	a hole in the ground made by certain animals like rabbits, etc.
lettuce	:	a plant with large green leaves used in salad.
snail	:	a type of animal with a soft body and no legs
bunny	:	a rabbit
kennel	:	a small house for a dog.
mud	:	soft, wet earth.

**Activity I****A. Tick the correct alternative -****I) Where does a snail live?**

- a) in a burrow
- b) in a kennel
- c) in a nest
- d) in a shell

**II) Who lives in a burrow?**

- a) a dog
- b) a child
- c) a whale
- d) a bunny

**B. Say whether the following statements are **True** or **False**. Write **T** for **True** and **F** for **False** in the given brackets.**

- I) I might have been a little bird. ( )
- II) I am glad I am just a child. ( )
- III) Or in a busy noisy hive if I'd been born a bee. ( )
- IV) Or a mud hole in a river bank had I been a frog. ( )
- V) I might have lived in a snail. ( )

**C. Complete the following statements-**

- 1) I think my home .....
- II) I might have lived .....

**D. Your teacher has read out the poem for you. Read the poem with your friend and write the names of the animals/birds/ insects you meet in the poem and their homes.**

	Animal	Home
a.	snail	shell
b.	.....	.....
c.	.....	.....
d.	.....	.....
e.	.....	.....
f.	.....	.....
g.	.....	.....

### Activity II



- A.** Read the poem again with your friends. Notice that the last words of the lines 2 and 4; 6 and 8; 10 and 12 and so on, rhyme together. Find and write the rhyming words here

a.	snail.....	whale.....
b.	.....	.....
c.	.....	.....
d.	.....	.....
e.	.....	.....

- B.** Find words in your language for the homes of the animals and birds you have come across in the poem. Discuss them with your friend. Write them on a chart and display it in the classroom.

### Activity III



- A.** Rearrange the following jumbled words to make meaningful sentences. The first one has been done for you -

**Example:** is/whale/a/this  
This is a whale.

- I) might have /I/ a shell/lived in
- ii) is/This/a/bee
- iii) could have/I/been/a dog
- iv) lives/in a/A bunny/burrow
- v) A whale/sea/in a/lives
- vi) in a/A child/home/lives

**Do you notice a pattern in the sentences you have made?**

### Activity IV



**A. Recite the poem with expression. Remember to keep the beat (rhythm) of the poem. Notice that the same lines sound the same way. This helps to keep the beat and focus on a particular point.**

