

At the Zoo

In this chapter the learners are expected to

- name different animals
- develop vocabulary related to animals
- match animals with their sounds
- pronounce the words with the letter sounds fl , fr , gl , gr

Warm-up

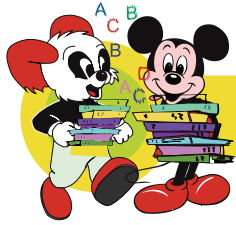
- Divide the class into groups.
- The teacher will name any animal such as the dog.
- Group A will say the name of the animal starting with g, such as goose.
- Group B will say the name of the animal with e, such as elephant.

- If a group is not able to name the animal, the other group will get a chance to speak.
- The group with maximum number of points will be the winner

OR

- The teacher will get pictures of different animals and show them in the class.
- The groups will identify the animals and say aloud their names.
- The group that identifies the maximum number of pictures will be the winner.





Let's Read

First I saw the white bear, then I saw the black;
Then I saw the camel with a hump upon his back;
Then I saw the grey wolf, with mutton in his maw;
Then I saw the wombat waddle in the straw;
Then I saw the elephant a-waving of his trunk;
Then I saw the monkeys—mercy, how
unpleasantly they smelt!

William Thackeray





New Words

hump

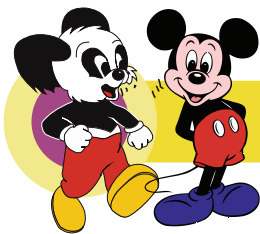
mutton

maw

wombat

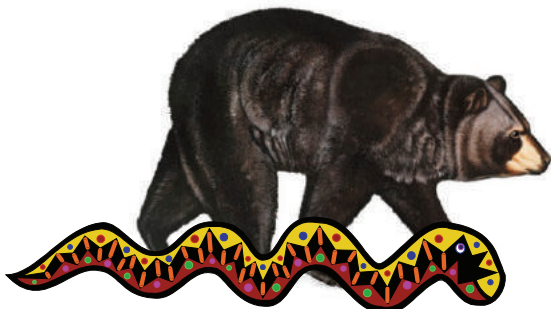
waddle

straw



Let's Talk

1. Divide the class into groups. Each group will tell the names of different animals that they know.
2. Name some animals that you see in your surroundings.
3. Name some animals that you see in the zoo.





Let's Write

1. Write down the names of ten animals that are found in the zoo.

2. Write down the names of ten domestic animals.

3. Write down the name of at least ten things that animals give us.

[illegible]



Let's Do
Let's Sing

(A) Dogs bark, horses neigh,
Monkeys chatter and asses bray.
Lambs bleat, wolves howl,
Snakes hiss and hoots the owl.
Elephants trumpet, sheep baa,
Birds chirp and crows caw.
Puppies yelp, chickens cluck,
Quack, quack, quack does the sweet little duck.



B. Match the animals in column A with their sounds in column B**A**

goats

camels

elephants

birds

mice

B

squeak

trumpet

chirp

grunt

bleat

- (C) The teacher will divide the class into the groups.
- She will show pictures of different animals to each group in the class and ask them to identify the same.
- The students will identify the animal and produce the sound that the animal makes.
- The group that identifies the maximum number of animals and produces their sounds will be the winner.

C) Do you have a pet? How do you take care of it?

OR

Write down about your favourite animal.

This image shows a full page of blank primary-ruled paper. It features multiple sets of horizontal blue lines for writing, separated by red margin lines at the top and bottom of each section. The paper is otherwise empty, with no text or markings.



Off to the language lab

Sing the rhymes

A frog caught a flea
Flying with her friends three,
Soon she set it free
Near a flower tree.

He sat on the soft green grass
And drank the grape juice glass,
Charmed by the greenery around
He gladly slept on the ground.





Read aloud the words with the letter sounds
fl, fr, gl and gr

flip	flour	flag	flock
fly	floor	flap	float
flow	flash	flame	fleet
flower	flat	flu	flee
flask	flush	flood	fleece
from	fresh	frock	freak
fry	friend	freeze	fridge
frown	frog	front	frost
fruit	frame	freckle	Friday

glow

glass

glucose

glare

gloves

globe

glory

gloat

glad

glide

glade

gloss

glue

glaze

glub

glossy

gloom

gloomy

glib

gluten

grow

grim

group

green

grass

ground

grey

growl

great

grain

grab

grammar

grief

grip

grin

grand

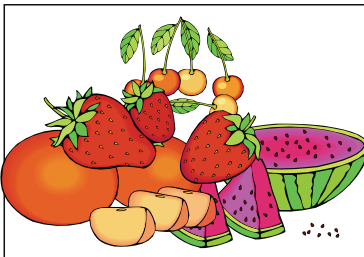
Fill in the blanks with fr, fl, gl or gr



eezer



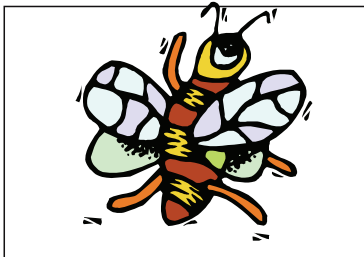
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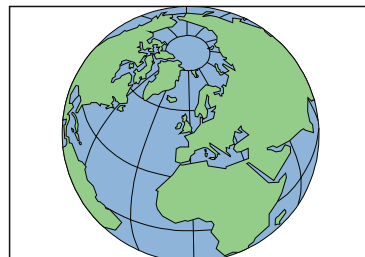
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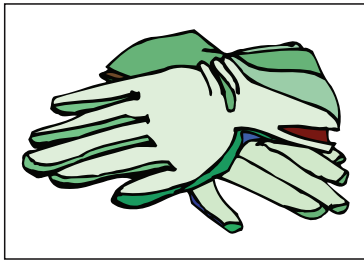
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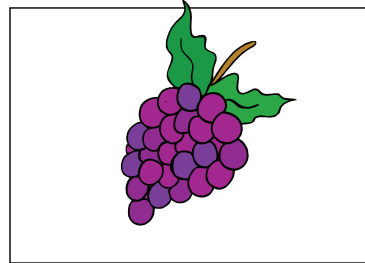
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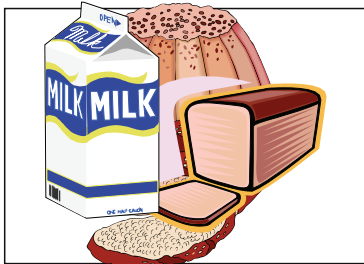
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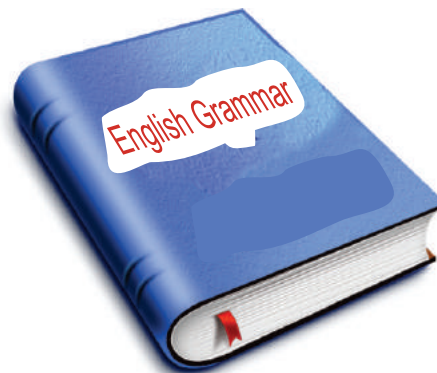
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ammar