



0218CH05

# UNIT-5

*Read and enjoy this poem*

## ZOO 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.





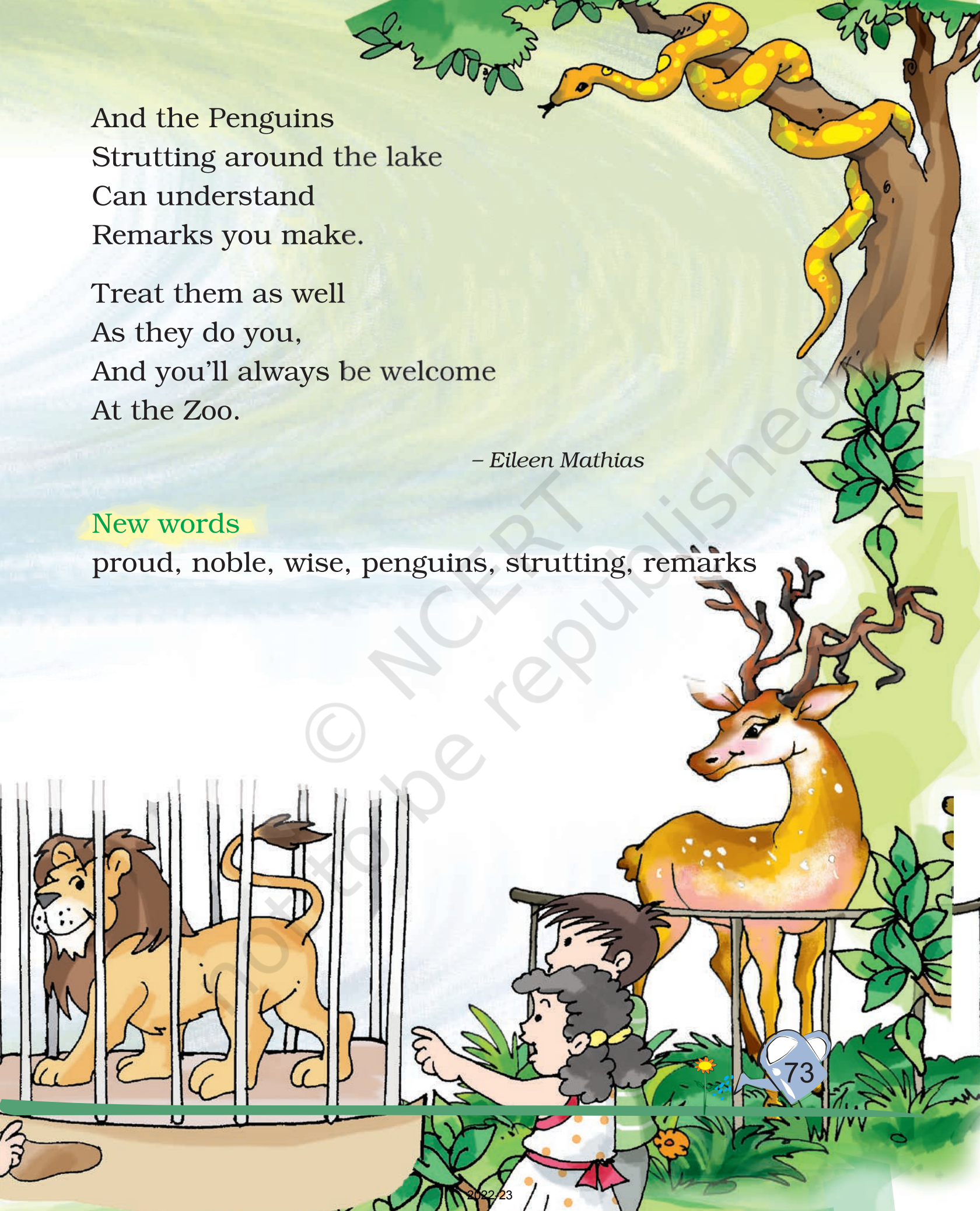
And the Penguins  
Strutting around the lake  
Can understand  
Remarks you make.

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

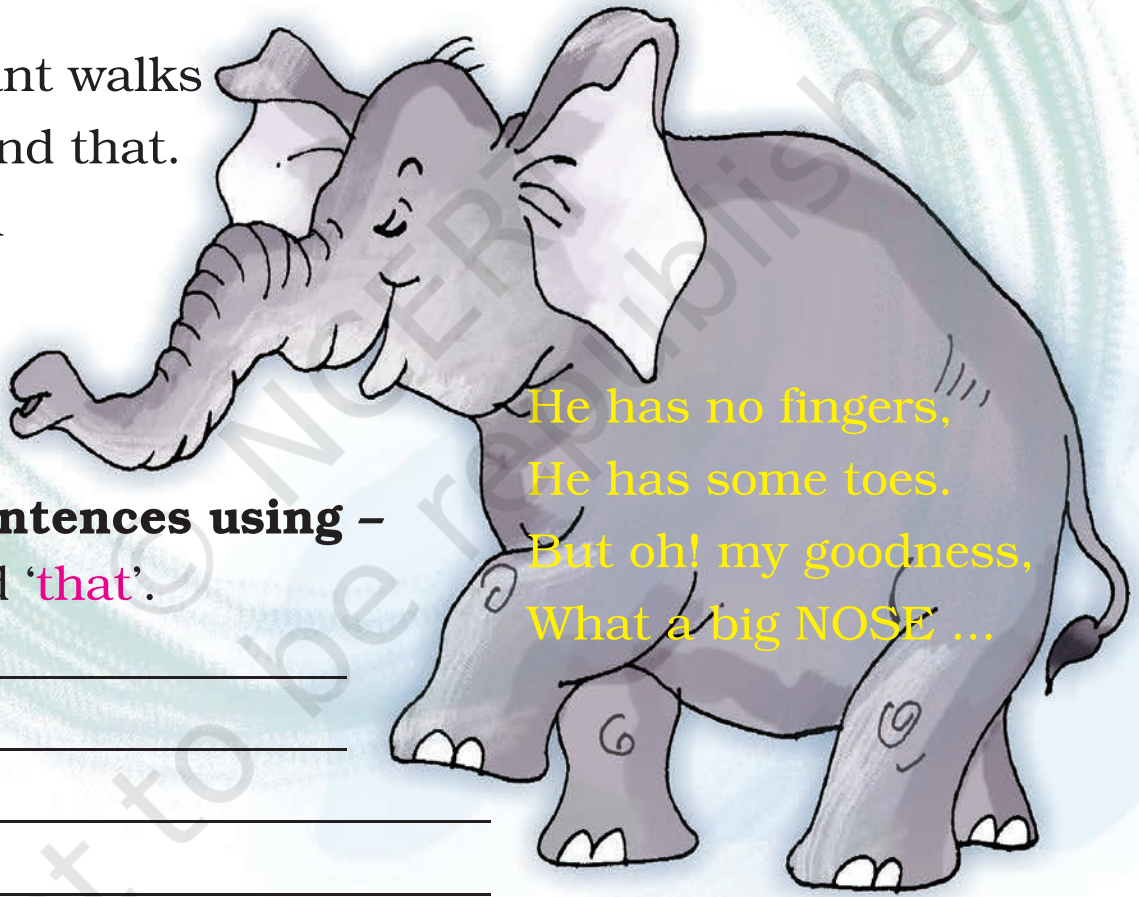
crowd crow  cloud claw 

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 ...

► **Make sentences using –**  
**'this'** and **'that'**.

---

---

---

---

---

---





Let's write

## A visit to my village

Fill in the blanks with the words from the box.

horses	village	cat	dogs	milk	kittens
hay	pond	grandmother	cow	cock	hen

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



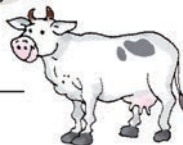
its \_\_\_\_\_, three \_\_\_\_\_,



one \_\_\_\_\_ as well as a \_\_\_\_\_



and a \_\_\_\_\_ . Every morning she



feeds her animals with \_\_\_\_\_

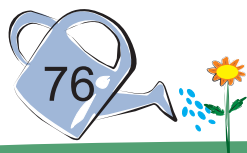


or \_\_\_\_\_ .



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

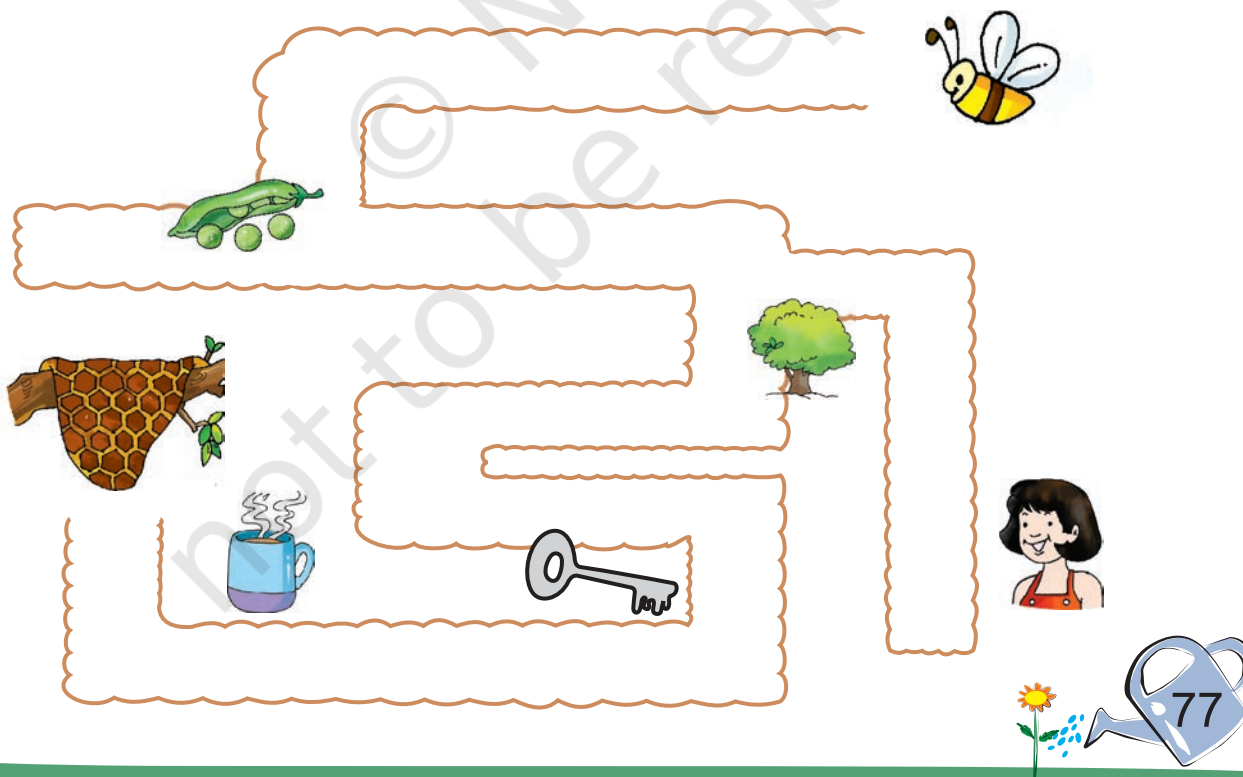


This is a \_\_\_\_\_. It has \_\_\_\_\_ on its wings. It has \_\_\_\_\_ antennas. It buzzes round the \_\_\_\_\_. It \_\_\_\_\_ and \_\_\_\_\_ and came to the zoo.

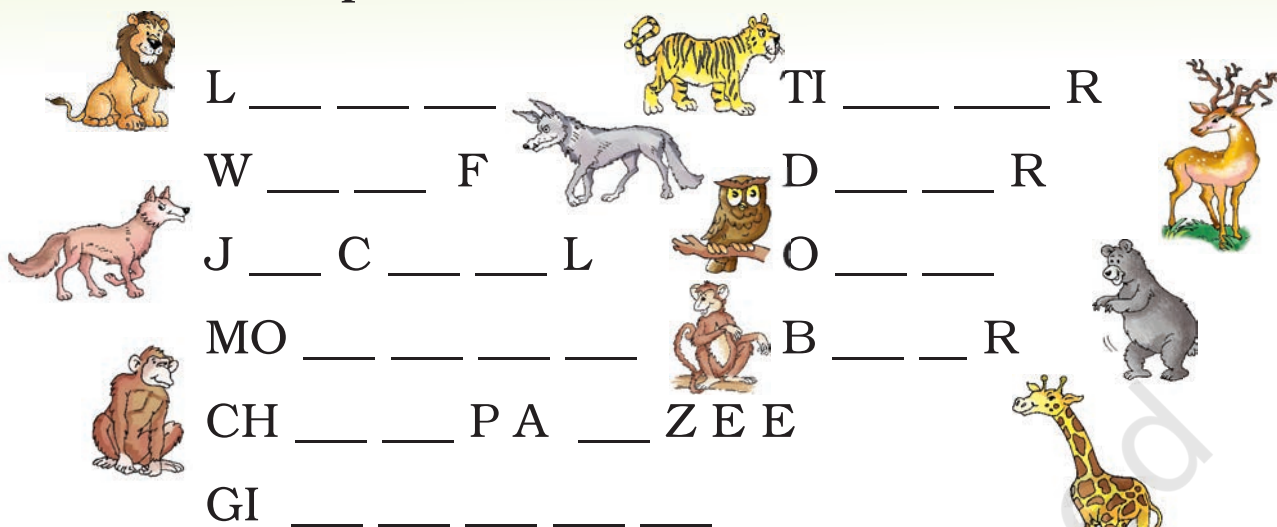


Let's do

- 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.



► Let's make the noises that animals make.

Roar like a lion.

Neigh like a horse.

Quack like a duck.

Bleat like a goat.

Grunt like a pig.

Bark like a dog.

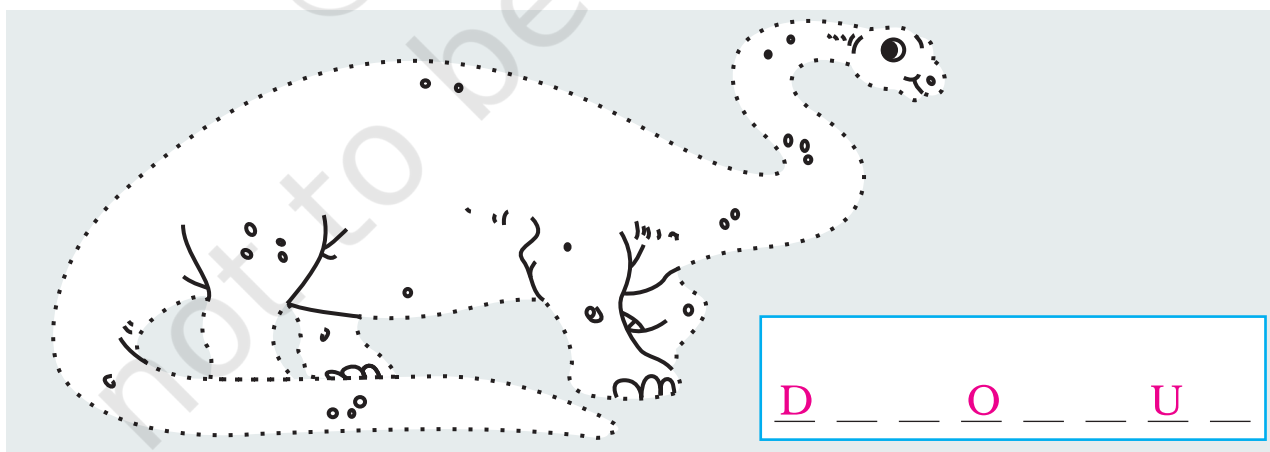
Moo like a cow.

Chirp like a sparrow.

Chatter like a monkey.

Hiss like a snake.

► Join the dots. Complete the name of the animal.





## Let's practise

ournournourn

comecomecome

househousehouse

cloudcloud

lucky lucky lucky

funny funny





# FUNNY BUNNY

One day, a nut  
fell on Funny  
Bunny.

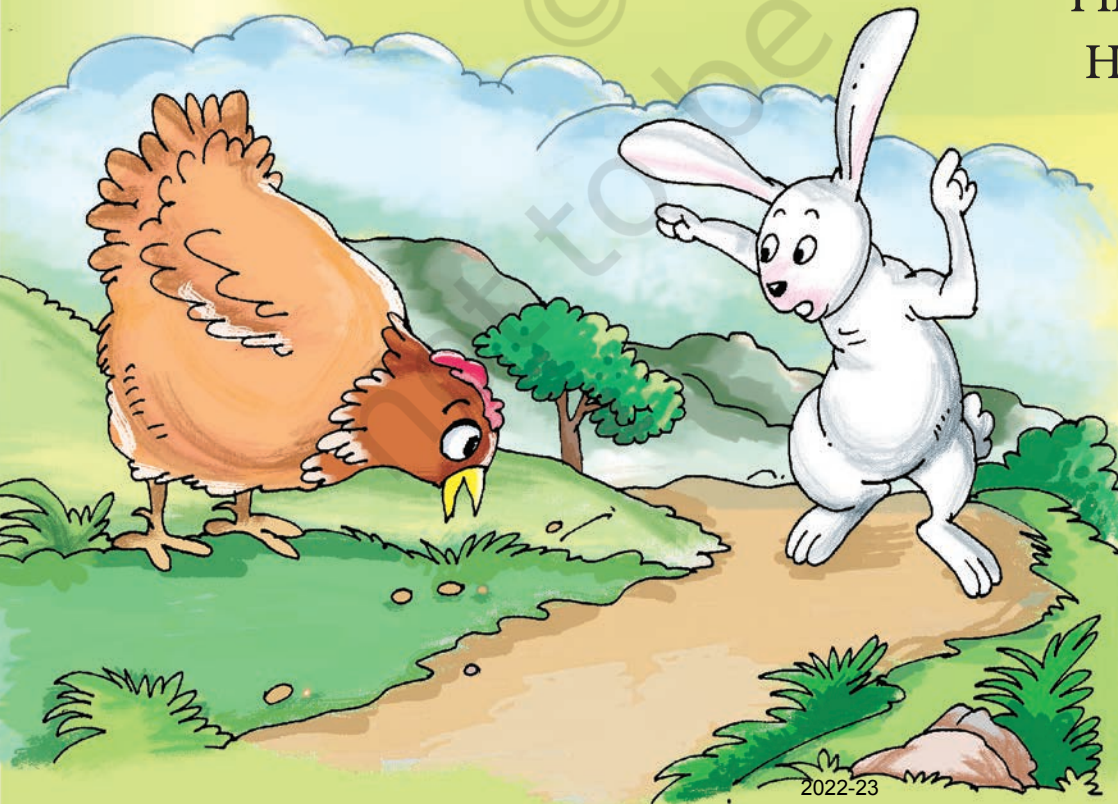
“Ouch! The sky  
is going to fall!”  
said Funny  
Bunny. “I must  
tell the King.”

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.

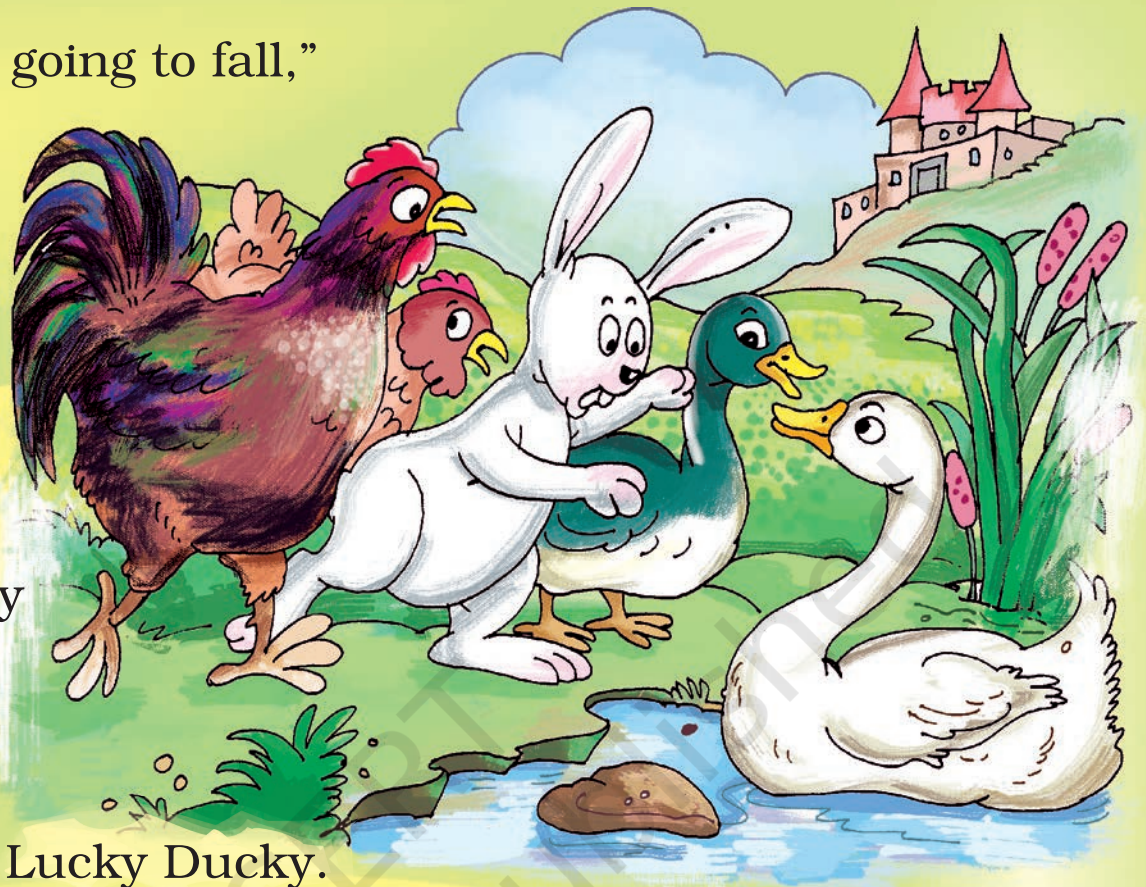
On the way, they met Poosey Goosey.

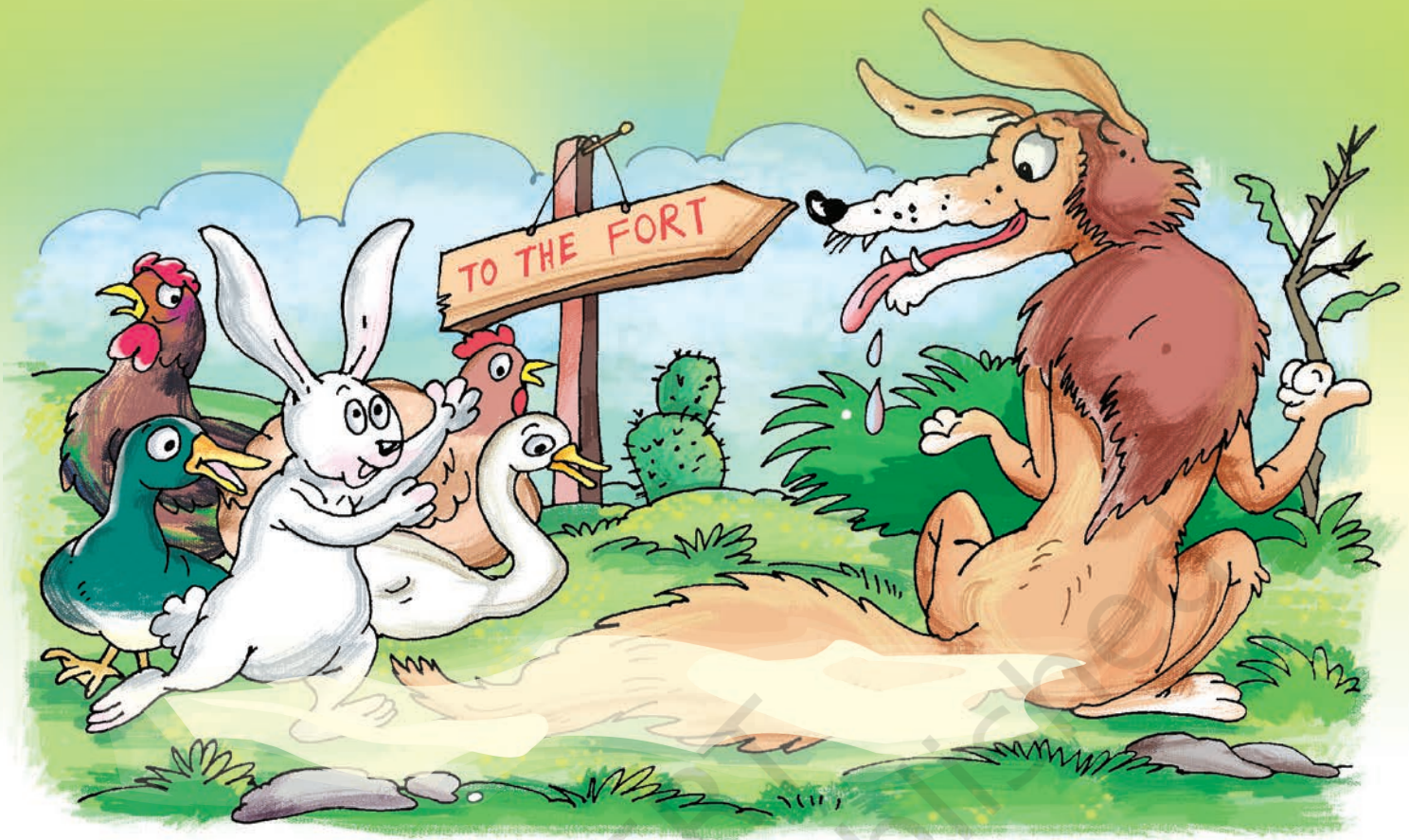
"The sky is going to fall," said Funny Bunny.  
"I'm going to tell the King."

"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

ouch

pouch

couch

follow

hollow

swallow

down

town

frown

bray

clay

sway



Let's write

► Circle the odd one out.

bun	sun	fun	gun	one
bed	fed	led	said	red
he	me	be	tea	we
way	say	hay	pay	they

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



fat

\_\_\_\_\_



fall

\_\_\_\_\_



start

\_\_\_\_\_



come

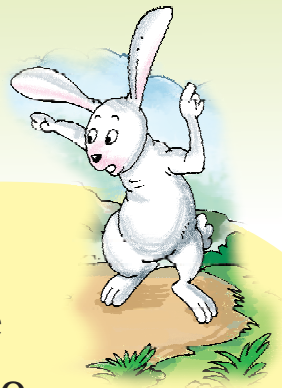
\_\_\_\_\_



big

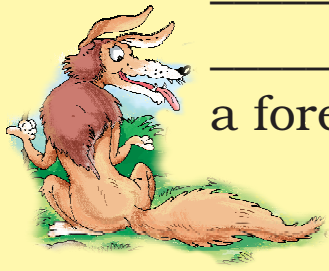
\_\_\_\_\_





- 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.

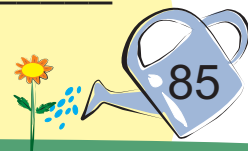
\_\_\_\_\_

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 :** **F**ell      **T**ell

down      \_\_\_\_\_

king      \_\_\_\_\_

met      \_\_\_\_\_

soon      \_\_\_\_\_

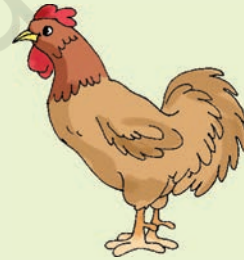
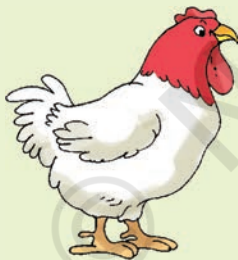
way      \_\_\_\_\_

bat      \_\_\_\_\_



Let's do

- Look at the pictures. Give the animals the right names.



WHO  
AM  
I?



## PICTURE STORY

- Look at the pictures. Narrate the story in your language and then in English.



# TEACHER'S PAGES

## Unit-5



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 –

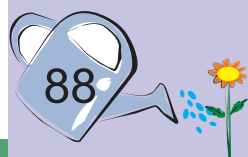
do	zoo	lake	make
hump	bump	loud	proud
funny	bunny	henry	penny

### 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.

