

Lesson-15: Our Animals

Theme 8:
I Care for Animals

10 Periods (40 minutes each)



Learn Better (Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, CRM Signs, Poster



Animation, Animated Activities, Dictionary, eBook, Infographic, Quiz, Slideshow, I Explain, Test Generator

Continuing better

Every living being is unique

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to recognize that there are different types of animals.
- to identify animals of various sizes, such as big and small animals.
- to understand that birds and insects are also animals.
- to distinguish between animals that live on land and those that live in water.

Methodology

Period 1

Note to the teacher: Ask students to prepare a KWL chart in their notebooks. Help students to organise their thoughts on the topic 'Our Animals'.

Teacher: Good morning, students. Today, we are starting a new lesson. It is all about 'Our Animals'.

COULD DO

10 MIN.



Animals are all around us. We see them in our homes, sometimes in the forest or even in water. They are an important part of our world.

Can you name some animals you have seen?

(Pause for students to respond.)

Teacher: That is wonderful. Animals are special and each one is different in how they look, what they eat and where they live. Some are big, like elephants and some are small, like ants. Some animals live on land and some live in water.

In this lesson, we will learn about:

1. The different types of animals.
2. Where animals live.

Ask students to draw the KWL chart in their notebooks.

K	W	L

Teacher: Let us start with the first column of the chart – What I Know (K). Can you name some animals you have seen? What do you know about them?

(Pause for students to share their responses.)

Teacher: That is amazing. Write these in the K (What I Know) column.

Now, let us think about the second column – What I Want to Know (W). Is there anything you are curious to know about animals? Maybe how they live, what they eat or how they help us?

(Pause for students to share their questions.)

Teacher: Those are some wonderful and thoughtful questions. Write them in the W (What I Want to Know) column.

As we continue our lesson, we will explore these questions and learn more about animals. At the end of the lesson, we will fill in the L (What I Learnt) column with everything new we have discovered.

Teacher: Are you ready to learn more about the wonderful world of animals?

Students: Yes.

Teacher: Great. Before we dive into the lesson, let us do the Re-KAP in our book.

Kinaesthetic

Teacher: Today, we are going to do something very fun. We will play a guessing game with drawings. You will draw an animal on a piece of paper and your friend will try to guess which animal it is. Doesn't that sound exciting?

MUST DO

20 MIN.



Re-KAP

SPD

Kinaesthetic

Draw an animal on a piece of paper. Ask your partner to guess its name.

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(Pause for students to respond.)

Before we start, let us remember a few things:

1. Try to draw the animal neatly.
2. Look carefully at your friend's drawing before guessing.
3. Take turns so everyone gets a chance to play.

Can we all do that?

Students: Yes.

Teacher: Great. First, take a few minutes to draw an animal of your choice in your notebook or on a piece of paper. Do not show it to anyone until I say.
(Give students time to draw.)

Teacher: Now, turn to your friend and take turns showing your drawing. Your friend will try to guess the name of the animal. If they need help, you can give them clues like:

- This animal has four legs and says 'meow' (for a cat).
- This animal lives in water and has fins (for a fish).

(Monitor and guide students as they do the activity. Provide clues or support to students if needed.)

Teacher: That was so much fun. You all did a great job. Now, let us clap for each other.

To make our classroom more exciting, let us put all your beautiful animal drawings on the wall to create an Animal Corner.

(Ask students to submit their drawings and display them on the wall)

Teacher: Now, every time we look at our Animal Corner, we will remember all the wonderful animals we talked about today. Well done, everyone.

Auditory

Teacher: Now, we are going to play a fun listening game. I will give a few clues about some animals and you have to listen carefully. After I finish, raise your hand if you know the answer. Are you ready?

MUST DO

10 MIN.



Auditory*

Listen to your teacher carefully. Answer the questions.

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Students: Yes.

Teacher: Great. Here is the first one: I swing from tree to tree. I love to eat bananas. What am I?
(Pause for students to think and answer.)

Teacher: That is right. It is a monkey.

Here is the next one: My name rhymes with 'pen'. I say cock-a-doodle-doo. What am I?
(Pause for students to think and answer.)

Teacher: Well done. It is a hen.

Here is the last clue: I am a black bird. I say caw-caw. What am I?

(Pause for students to think and answer.)

Teacher: Yes. It is a crow.

Teacher: You all did a great job listening and guessing the animals. Now, let us clap for each other. Keep thinking

about all that you want to learn about animals. We will continue the lesson in the next class.

Differentiated Activities

110 km/hr



Write down the names of five animals that you know in your notebook.

80 km/hr



Draw your favourite animal and write its name below.

40 km/hr



Say the names of the animals you know.

Home Task

Collect pictures of your favourite animal and paste them on an A4 sheet of paper to create a collage. Label the animals and bring your collage to the class.

Period 2

Teacher: Good morning, everyone. Let us start with a little thinking game about animals.

COULD DO

5 MIN.



Take a moment and think of an animal you like. Do not say it out loud—just picture it in your mind.

(Pause for a few seconds.)

Now, let us go around and share. When it is your turn, just say, 'My favourite animal is ____.'

(Call on a few students to share. Acknowledge responses with simple words of encouragement like 'Nice choice.' or 'That is an interesting animal.')

Teacher: Great. Animals are all around us and they are so different from one another.

Pictorial

Teacher: Now, let us continue the work we started yesterday. Can anyone tell me which activity we are going to work on today?

MUST DO

10 MIN.



Pictorial PS

Write F for farm animals. Write W for wild animals.



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Students: Re-KAP.

Teacher: That is right. We will work on the pictorial part of the Re-KAP activity.

Teacher: Look at the pictures given. Write F for farm animals and W for wild animals.

(Pause to give students time to work independently.)

Teacher: Would anyone like to share their answers with the class?

(Allow students to share their choices and explain their reasoning.)

Interacting better

SHOULD DO

Teacher: Now, let us do a fun activity.

You will work in pairs. Look at the friend sitting next to you—one of you will pretend to be an elephant and the other will pretend to be a lion.

15 MIN.



Interacting better

Imagine that you are an elephant and that your partner is a lion. Talk to each other as these animals.

ICL

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Teacher: In this activity, you will take turns talking to each other as these animals. Don't worry, I will help you with some ideas.

Here are some things you can say:

- Start by introducing yourself (e.g., 'Hello, I am an elephant. I have big ears and a long trunk.')
- Ask your friend a question (e.g., 'What do you like to do, Lion?')
- Talk about what you eat (e.g., 'I love eating leaves and fruits. What do you eat?')
- Talk about where you live (e.g., 'I live in the jungle near a river. Where do you live?')

Teacher: You will have five minutes to do this. After that, we will listen to some pairs share their conversations. Let us begin.

(Pause to allow students to practice. Walk around, listen and guide them if needed. Then, invite a few pairs to share their dialogues with the class.)

Teacher: That was great. You all did a wonderful job speaking as animals. Before we move on, let us talk about your experience.

- How did it feel to talk like an elephant or a lion?
- What did you learn from your friend?
- Did you discover something new about these animals?

(Pause to let students share their thoughts.)

Teacher: Thank you for sharing. Well done, everyone.

Teacher: Next, we are going to read a story about a farm visit. Lina and her classmates are visiting a farm with their teacher. Have you ever been to a farm?

MUST DO

10 MIN.

(Pause to let students answer.)

During a farm visit, Lina's teacher tells the students about the different kinds of animals.



Teacher: That sounds exciting. Which animals did you see on the farm?

(Pause for responses, encouraging more students to share.)

Teacher: Wonderful. Farms have many animals, like cows, ducks and chickens. Now, let us see what happens when Lina and her friends visit the farm.

(Read the dialogues and narrate the story with expressions to make it engaging.)

Teacher: In the story, the children noticed that some animals are big, like cows and some are small, like ducks. Can you think of other big and small animals?

(Encourage students to share examples, guiding them with prompts like, 'An elephant is big and a rabbit is small.')

Teacher: That was interesting. Some animals are really big, like cows and some are tiny, like ducks. Have you ever noticed the size of the animals on a farm?

(Pause for students to respond.)

Teacher: Next time you see an animal, try to notice—Is it big? Is it small? What does it eat? Where does it live? There is so much to learn just by looking closely.



Open the **eBook** from the digital platform to show the images to the students while teaching the lesson.



Play the **Animation** from the digital platform to generate interest among students.

Differentiated Activities

110 km/hr



Think about a time when you saw an animal up close. It could be at a zoo, a farm or even near your home. Discuss your experience with your friend.

80 km/hr



If you could be any animal for a day, which one would you choose and why? Discuss with your friend.

40 km/hr



Name an animal you like and talk about what it eats and where it lives. Discuss with your friend.

Home Task

Observe an animal near your home or in your neighbourhood. It could be a bird, a cat or even an insect. Ask someone in your family if they know something interesting about it. Share what you learnt with your classmates.

Period 3

Teacher: Hello students. Let us begin today's session by talking about the home task from our last session.

Did you observe any animals near your home or in your neighbourhood?

(Pause to allow students to respond.)

Teacher: That is great. Now, who asked their family members about the animal they saw? What did you learn?

(Encourage students to share details like the animal's name, what it was doing, what it eats or any fun facts their family members told them.)

Teacher: Wonderful. Animals are all around us and we can learn so much just by watching them closely. Next time you see an animal, take a moment to notice how it moves, what it eats and where it goes. You might discover something new.

Teacher: There are so many kinds of animals in the world. But did you know that some animals are big and some are small? Let us think about it together. Can you name some big animals?

COULD DO



MUST DO



There are many kinds of animals.

Some animals are big.



elephant

lion

hippopotamus

camel

Some animals are small.



goat

rabbit

cat

mouse

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(Pause for students to respond. If needed, prompt them with hints: 'Think of animals that are tall or big')

Teacher: Great. Animals like elephants, lions, hippopotamuses and camels are big. Now, can you name some small animals?

(Pause again for responses)

Teacher: That is right. Animals like goats, rabbits, cats and mice are small.

Let us look at these animals again.

(Ask students to look at the images given in the book)

Teacher: Some are very big, like an elephant and some are tiny, like a mouse. But all animals are special in their own way.

Now, let us play a quick game. I will say an animal's name and you will show me with your hands if it is big or small.

(Encourage students to stretch their arms wide or make a tiny shape with their hands to show big and small)

- Elephant
- Hippopotamus
- Camel
- Rabbit
- Cat
- Mouse

Teacher: Now, let us compare some animals. I will name two animals and you tell me which one is bigger.

Teacher: Who is bigger—a lion or a cat?

(Pause for students to answer.)

Teacher: Yes. A lion is bigger than a cat.

Who is bigger—an elephant or a goat?

(Pause for students to answer.)

Teacher: That is right. An elephant is much bigger than a goat. What about a camel and a rabbit?

(Pause for students to answer.)

Teacher: Yes. A camel is bigger than a rabbit. And between a mouse and a cat?

(Pause for students to answer.)

Teacher: Yes, a cat is bigger than a mouse.

Teacher: Great job today, everyone.

We talked about big and small animals and even compared them.

Let us quickly recollect what we learnt.

- Some animals are big, like elephants and lions.
- Some animals are small, like cats and mice.

Now, before we finish, let us think about something fun. If you could be any animal, would you choose a big one or a small one? Why?

(Pause and let a few students share their thoughts.)

Teacher: Those are some great answers. Now, when you go home, look around and see if you can spot a small animal and a big animal. Think about what makes them different.

COULD DO



Differentiated Activities

110 km/hr



Look at the pictures of different animals in your book. Sort them into two groups: Big Animals and Small Animals.

80 km/hr



Look at the pictures of animals in your textbook or on the board. Choose one big animal and one small animal. Then, tell your teacher which one is bigger and which one is smaller. (Example: An elephant is bigger than a rabbit.)

40 km/hr



Listen to the teacher as she says the names of animals. Show with your hands if it is big (stretch your arms wide) or small (make a tiny shape with your hands).

Home Task

Observe an animal near your home or in your neighbourhood. It could be a bird, a dog, a cat or even an insect.

- Draw the animal in your notebook.
- Write its name.
- Write whether it is big or small.

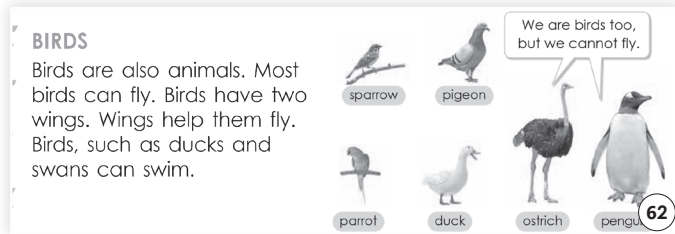
Period 4

Birds

Teacher: Good morning, everyone. I hope you are having fun learning about animals. Can you tell me what we learnt in the previous session?

MUST DO

15 MIN.



Students: We learnt about big and small animals.

Teacher: Well done. And today, we are going to talk about some other animals. The first one is going to be birds.

Teacher: Can you name some birds you have seen?

(Pause for students to respond—encourage answers like crow, pigeon, parrot, sparrow, etc.)

Teacher: Birds are different because most of them can fly. But do you know why they can fly?

(Encourage students to think and say their responses)

Teacher: Birds have wings and their wings help them fly. Let us all flap our arms like wings.

(Encourage students to flap their arms like birds.)

Teacher: Now, let us think. Can all birds fly?

(Pause for students to think and express their thoughts)

Teacher: You might think all birds can fly, but that is not true.

Teacher: Look at these birds—ostrich and penguin. (Point to the pictures in the book). Do you think they can fly?

(Pause for responses—students might say 'yes' because they assume all birds can fly.)

Teacher: There are some birds like ostriches and penguins which cannot fly.

Teacher: Ostriches are very big birds and their wings are too small to lift them. But they are great runners.

Teacher: Penguins love swimming. Their wings work like flippers, which are body parts that help animals swim better in water—kind of like how people use swim fins on their feet.

Teacher: Not all birds fly, some can swim and some can run fast. Isn't that interesting to know?

Teacher: Now, let us play a fun game where we move like birds.

COULD DO

10 MIN.



Teacher: I will say a bird's name and you have to act like that bird. Let us practice together first.

Teacher: If a bird can fly, what do you think we should do? (Pause for responses—some may say flap their arms.)

Yes. We will flap our arms like wings. Let us all try it together.

(Flap your arms and encourage students to follow.)

Teacher: Great job. Now, what if a bird can run fast?

(Pause for students to think.)

Teacher: Let us pretend to run like birds. Try to follow my actions.

(Demonstrate running in place. Let them follow along.)

Teacher: Now, what if a bird swims?

(Pause to let them think.)

Yes. We will move our arms like we are swimming. Try it.

(Demonstrate and let them follow.)

Teacher: Now, I will call out the names of the birds and you have to think quickly and move like the right bird.

(Call out birds in random order, encouraging them to recall and act it out on their own.)

Teacher: That was amazing. Now, let us take a deep breath and sit back down.

Insects

Teacher: Next, we are going to learn about tiny creatures that you see around you. Can you guess what they are?

MUST DO

15 MIN.



(Give some time for students to guess)

Teacher: Good guess. We are going to learn about insects. Have you seen any insects before? Can you name them?

(Ask students to think about the names of insects they know. Encourage them to share in their home language)

Teacher: Insects are very small animals and they all have six legs. Let us count together—one, two, three, four, five, six.

Teacher: Now, let us see something interesting. Some insects have wings and can fly, while others do not have wings and they crawl.

Look at this butterfly. Does it have wings?

(Pause for students to respond)

Teacher: Do you think butterflies can fly?

Students: Yes.

Teacher: Great. Some insects like butterflies, honeybees, ladybugs have wings which help them to fly.

Now look at this ant. Does it have wings?

(Pause for students to respond)

Teacher: No. So, can it fly?

Students: No.

Teacher: That is right. Ants cannot fly. They crawl on the ground.

(Wiggle your fingers on the table like a crawling ant. Ask students to do it along with you)

Teacher: You did an amazing job learning about birds and insects today. Give yourselves a big round of applause. Before we end the class, I have a question for you.

Where do you usually see insects?

(Pause for students to respond—on the ground, on trees, near flowers, in the air, etc.)

Teacher: That is right. Different animals live in different places. Some animals live on land, some live in water and some live on trees.

Teacher: Tomorrow, we are going to learn about the different places where animals live. Get ready for some fun learning. Can you think of one animal that lives in the water?

(Pause for responses—fish, turtle, etc.)

Teacher: Great thinking. We will learn more in the next class.

Differentiated Activities

110 km/hr



Look at the pictures of different animals in your book. Sort them into two groups: Big Animals and Small Animals.

80 km/hr



Look at the pictures of different birds and insects in your book. Identify which birds can fly, which can swim and which can run. Identify which insects can fly and which crawl. Share your findings with a friend.

40 km/hr



Name one bird and one insect you know. Show with actions and describe how they move (flap arms for flying, wiggle fingers for crawling, etc.).

Example: 'A crow flies.'

Home Task

Observe an insect or a bird near your home. Ask someone in your family what they know about it. Draw a picture of the bird or insect and label it.

Period 5

Teacher: Good morning, everyone. Do you remember what we learnt yesterday?

COULD DO

5 MIN.



Students: Birds and insects.

(Ask students to share a few points on what they remember from the previous session)

Teacher: Today, we are going to learn about where animals live. Some animals live on land, some live in water and some live on trees. Let us learn about them.

Where do animals live?

Teacher: Look at these animals. (Point to cow, tiger, dog and horse in the book.) Where do you think they live?

MUST DO

20 MIN.



WHERE DO ANIMALS LIVE?

Some animals live on land.



cow



tiger



dog



horse

Some animals live in water.



dolphin



octopus



fish



turtle

Some animals live on trees.



monkey



squirrel



crow



koala

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(Pause for students to think and share their ideas)

Teacher: Animals like cows, tigers, dogs and horses live on land. Can you think of any other animals that live on land?

Students: elephant, cat, deer.

Teacher: Fantastic. Now, let us think about animals that do not live on land. Have you seen fish? Where do they live?

Students: In water.

Teacher: That is right. Animals like fish, turtles, dolphins and octopuses live in water. They can swim very well. Let us pretend to swim like them.

(Move arms like swimming while students follow.)

Teacher: Some animals do not live on land or in water. They live on trees. Look at these animals.

(Point to the monkey, squirrel, crow and koala in the book.)

Teacher: Monkeys love to jump on trees. Squirrels run up and down tree branches. Birds like crows make nests on trees. And koalas love to sleep on tree branches.



Infographic can be shown to recapitulate the concept.

Recalling better

Teacher: Now that we have learnt so much about animals, let us see how much we remember. We will play a fun team game.

COULD DO

10 MIN.



Recalling better

CING

- There are different kinds of animals.
- Some animals are big. Some are small.
- Birds are also animals. Most birds can fly.
- Insects are very small animals.
- Animals live on land, in water and on trees.

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Here are the instructions:

- Sit together with your buddy.
- I will ask you a question. Discuss the answer with your buddy, then share it with the class.
- When you answer, try to speak in full sentences. Do not worry—I will help you. if you need it.

(Use the CRM sign to get students' attention before starting the activity.)

Questions to ask students:

1. What are the different kinds of animals?
2. What are some big animals? What are some small animals?
3. Can all birds fly? Why or why not?
4. Where do animals live? Can you name some animals that live in water, on land and on trees?

 Open the **Dictionary** from the digital platform to introduce the words related to the topic. Ask students to repeat the words after you.

COULD DO

5 MIN.

Differentiated Activities

110 km/hr



Write 5 examples for each group given below.

Land animals –

Water animals –

Insects –

Birds –

80 km/hr



Provide cut-out pictures of animals and three large sheets labelled Land, Water and Trees. Ask students to stick the animals under the correct habitat.

40 km/hr



Provide a worksheet with two columns:

- Column 1: Animal Pictures
- Column 2: Habitat Pictures

Ask students to draw a line to match animals with their correct homes.

Home Task

Practice reading the lesson at home.

Period 6



Slideshow can be shown to students to introduce and reinforce the concept of different animal homes.

COULD DO

10 MIN.

Poster

Teacher: Good morning, everyone. Today, I have something to show you. (Display the poster on the board for students to view)

Teacher: Can you name the animals that you see here? (Give time for students to say the names of a few animals they see on the poster)

Teacher: Now, to make this more interesting let us play a fun game called 'I Spy an Animal.'. Are you ready?

MUST DO

15 MIN.



Students: Yes.

I Spy Questions:

1. I spy an animal that has a long neck and eats leaves from tall trees. What is it?
2. I spy an animal that has fins, lives in water and swims very fast.
3. I spy a small animal that has wings, is colourful and loves flowers.

(Continue with a few more rounds, adjusting the difficulty level as needed.)

Teacher: That was fun. Now can you name some animals that live on land?

(Pause for students to observe and share their responses)

Teacher: Well done. Which of these animals live in water?

(Pause for students to observe and share their responses)

Teacher: Now, let us talk about something important. Some animals are endangered. This means there are very few of them left and we need to take care of them.

Teacher (point to poster): Look at the polar bear, red panda and giant panda. These animals are endangered. Do you know why?

(Encourage students to share their ideas)

Teacher: Some animals lose their homes because of cutting trees, pollution and hunting.

Teacher: How can we help them?

Students (Possible responses):

- Protect forests.
- Keep water clean.
- Do not hurt animals.

Teacher: That is right. If we take care of nature, we can help animals stay safe.

P.S. This section is aligned to the **SDG 14: Life Below Water:** Teach the students that using fewer plastic products is not only good for the Earth but also helps water animals survive.

Learning better

Teacher: Now, let us check how much we remember about animals.

We are going to do a fun activity. Take out a green crayon and turn to the 'Learning better' page of this lesson.

Learning better

A Colour the correct answers with a green crayon.

1. This is a big animal.
a. camel b. mouse c. sparrow
2. This bird can swim.
a. duck b. pigeon c. parrot
3. This animal lives in water.
a. fish b. goat c. camel

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Teacher: I will read a question and you will think carefully before choosing the correct answer. Once you know the answer, colour the correct option with your green crayon. Ready?

Teacher: Question 1: This is a big animal.

Look at the three choices: Camel, Mouse, Sparrow

Teacher: Which animal is big?

Students: Camel.

Teacher: Yes. A camel is a big animal. Now, colour the word 'camel' green.

Teacher: Question 2: This bird can swim.

Look at the three choices: Duck, Pigeon, Parrot

Teacher: Which bird can swim?

Students: Duck.

Teacher: Yes. A duck can swim in the water. Now, colour the word 'duck' green.

Teacher: Question 3: This animal lives in water.

Look at the three choices: Fish, Goat, Camel

Teacher: Which animal lives in water?

Students: Fish.

Teacher: Great job. A fish lives in water. Now, colour the word 'fish' green.

You may show the **I Explain** given on the digital platform.

Differentiated Activities

110 km/hr



Talk to your friend about your favourite animal. Tell them about where does it live? What does it eat? Why do you like it?

80 km/hr



Match the animals to their homes.

- Fish Tree

- Monkey Water
- Lion Water and land
- Duck Land

40 km/hr



Draw and colour an animal that you like. Try to say its name aloud.

Home Task

Take a sheet of paper and divide it into three sections: Land Animals, Water Animals and Tree Animals. Find and take the help of your parents to cut out pictures of different animals from old magazines, newspapers or printed images. If you prefer, you can also draw them. Paste each animal in the correct section and label it with its name. Be creative and decorate your collage.

Period 7



Open the **Animated Activities**

COULD DO

10 MIN.

from the digital platform. Allow students to work in pairs to think about the questions and answer them. Appreciate their efforts.

Choose and write the correct answer

SHOULD DO

10 MIN.

Teacher: Now, let us work on Exercise B together.

B Choose and write the correct answers.

1. A _____ is a small animal. (camel/mouse)
2. Birds have two _____. (wings/heads)
3. A _____ has six legs. (hen/honeybee)

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Teacher: I will read a sentence with a missing word. You will listen carefully and choose the correct word from the options given. Write the correct answer in your book.

Teacher: Let us try one together. 'A ____ is a small animal. (camel/mouse).'

What would you choose?

(Pause for students to respond—guide them if needed.)

Teacher: Yes. A mouse is a small animal, so write the word 'mouse' in the blank. Now, try to do the rest.

(Read each sentence slowly, giving students time to choose and write the correct word.)

Teacher: Great job. Let us check the answers together.

(Discuss the correct answers and praise the students for their effort.)

Write the short answers in your notebook.

Teacher: Now, let us work on some questions from the lesson. Take out your notebooks and the coursebook. We are going to do Exercise C.

SHOULD DO

20 MIN.

C Write short answers in your notebook.

1. Write the names of any two small animals.
2. Write the names of any two animals that live on trees.
3. Mitali and her father go to the park every evening. They love to feed nuts to this small animal. This animal has a big tail. Which animal do they feed?

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Teacher: I will read each question and I want you to think and write your answers. If you are ready, say 'Yes.'

Students: Yes.

Teacher: Great. Here is the first question: Write the names of any two small animals. Think about some animals that are tiny compared to others. Can you name a few?
(Pause for students to respond.)

Teacher: Now, write the names of two small animals in your notebook.

(Give students time to write.)

Teacher: Well done. Now, let us move on to the second question: Write the names of any two animals that live on trees. Think about some animals that climb or live on trees. Can anyone share an example?

(Pause for responses and guide them if needed.)

Teacher: Now, write two animals that live on trees in your notebook.

(Pause for students to complete the task.)

Teacher: Fantastic. Now, let us look at the third question: Mitali and her father go to the park every evening. They love to feed nuts to this small animal. This animal has a big tail. Which animal do they feed?

Think about a small animal that loves to eat nuts and has a big tail.

(Pause for students to think.)

Teacher: Yes. Now, write the name of that animal in your notebook.

(Give students time to write.)

Teacher: Great job, everyone. Let us check the answers together.

(Discuss the answers and praise students for their effort.)

Differentiated Activities

110 km/hr



If you could be any animal for a day, which one would you choose and why?

80 km/hr



Name two animals that live in water and two that live on land.

40 km/hr



Name three animals that live on land.

Home Task

Creating better

Imagine you have to create a new animal. What will it look like? Draw it in your drawing book. Remember, it should not look like any living animal.



Creating better



Art 2LCS

Imagine you have to create a new animal. What will it look like? Draw it in your drawing book. Remember, it should not look like any living animal.

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Period 8



Play the **Video** from the digital platform. Initiate a discussion about taking care of animals and encourage students to share their ideas on how they would take care of animals around them.

COULD DO

10 MIN.

Thinking better

Teacher: Look at this strange and funny animal on the page. Does it look like just one animal?

SHOULD DO

15 MIN.



Thinking better

Think and answer in your notebook.

This strange animal has the body parts of eight different animals. Write the names of these animals.



2LCS HOTS

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Students: No. It looks like many animals.

Teacher: That is right. This animal has body parts from different animals. Let us look at them closely and find out which animals they belong to.

Teacher: First, look at its long neck. Which animal has a long neck like this?

Students: A giraffe.

Teacher: Yes. The neck and head are from a giraffe. Now, look at its ears. Do they look big and long?

Students: Yes. They look like a rabbit's ears.

Teacher: Good thinking. Now, check its front legs. Which animal has strong front legs like these?

Students: A lion.

Teacher: Great. And what about the pattern on its body? What does it remind you of?

Students: A zebra.

Teacher: That is right. It has stripes like a zebra. Now, look at the big hump on its back. Which animal has a hump?

Students: A camel.

Teacher: Well done. And now, look at the back legs. They look thick and strong. Can you guess which animal has legs like these?

Students: An elephant.

Teacher: Exactly. Now, look at the long tail with stripes. What does it remind you of?

Students: A tiger.

Teacher: Fantastic. This animal has parts from so many different animals. Let us list them together—giraffe, rabbit, lion, zebra, camel, elephant and tiger.

Teacher: Now, think about this—why do animals have different body parts? How do these parts help them?
(Encourage students to share their thoughts.)

Teacher: Great job, everyone. Animals have special body parts that help them live, move, find food and stay safe in the places where they live.

Choosing better

Teacher: Now, let us think about what we should do when we see an animal that needs help. Imagine you are walking outside and you see a small kitten stuck in a tree. What would you do?

Choosing better

You see a small kitten stuck in a tree. What would you do?

1. With an adult, you will try to help the kitten climb down safely.
2. You will ignore the kitten.

LSV

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Teacher: Let us look at the choices together.

Option 1: You find an adult and ask them to help the kitten climb down safely. Do you think this is a good thing to do? (Pause for students to respond—encourage them to say why this is a good choice.)

Option 2: You ignore the kitten and walk away. What do you think about this choice?

(Pause for students to respond—encourage them to think about how the kitten might feel.)

Teacher: Now, take a moment to think about what you would do. Tick the answer that you think is the best way to help the kitten.

(Encourage students to share their choices and discuss why helping an animal in trouble is important.)

Teacher: Remember, animals also have feelings, just like us. If we see an animal in trouble, we should always be kind and find a safe way to help them with an adult's guidance. Well done, everyone.

Differentiated Activities

110 km/hr



You found a small animal that has six legs and can fly. Is it a bird or an insect? Why?

80 km/hr



Name some animals that live in water.

40 km/hr



Show pictures of different animals from the theme poster and ask students to point to the biggest animal in the picture.

Home Task

Revising better

In this chapter, you have learnt to compare sizes using adjectives, such as big and small. Write about the small and the big animals in your Little Book.

Revising better

In this chapter, you have learnt to compare sizes using adjectives, such as big and small. Write about the small and the big animal you have seen in your Little Book.

DBL

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Period 9

L (What I Learnt)

Teacher: Remember, at the start of the lesson, we talked about what we knew and what we wanted to learn about animals. Now, we will fill in the 'L' (What I Learnt) column.

Teacher: I want you to sit with your friend and discuss what you learnt from today's lesson. After a few minutes, we will hear from each pair and then you will write your ideas in your notebook.

(Allow students to discuss with their partners, then invite each pair to share their answers.)

Teacher: Great answers. Now, write these in the 'L' column of your chart.

Teacher: So, we learnt that animals live in different places—some on land, some in water and some on trees. We also learnt that some animals are big and some are small. Birds are animals too, but not all birds can fly. We must take care of all animals and be kind to them.

Worksheet 1

Teacher: Next, we will revise what we learnt so far by answering the questions in the workbook.

Theme 8: I Care for Animals

15. Our Animals

Worksheet 1

A. Fill in the blanks with big or small.

1. A lion is a _____ animal.
2. A camel is a _____ animal.
3. A goat is a _____ animal.
4. A rabbit is a _____ animal.
5. A mouse is a _____ animal.

B. Write T for true or F for false.

1. Birds are not animals. _____
2. Insects are very small animals. _____
3. A dolphin lives in water. _____
4. A crow can fly. _____
5. No animal lives on land. _____

C. Match the following animals with where they live.

Column A	Column B
1. monkey •	• i. land
2. horse •	• ii. water
3. fish •	• iii. tree
4. dog •	• iv. tree
5. koala •	• v. land

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Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 1.

Fill in the blanks with big or small.

Explain to the class that the words in the brackets (big or small) are options to choose from. They need to pick the correct one to complete each sentence.

Give the students some time to think and write their answers. After that, ask them to share their answers one by one. As they respond, write the correct answers on the board. Encourage a class discussion by asking why they chose a particular word.

Write T for true or F for false.

Read each sentence aloud and give students time to think before marking their answers. After completing the activity, discuss each statement with the class and explain why it is true or false.

Match the following animals with where they live.

Explain to the class that they need to match the animals in Column A with their correct habitat in Column B. Each number in Column A should be paired with the correct Roman numeral from Column B.

Give students some time to complete the activity on their own. After that, ask them to share their answers. As they respond, write the correct matches on the board and discuss any mistakes to ensure understanding.

Note: You may also take up this worksheet in class for concept recap or for assessment purposes.

Period 10

Teacher: Good morning, students. Today, we will revise what we learnt so far by answering the questions in the workbook.

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 1.

SHOULD DO

20 MIN.

Worksheet 2

A. Fill in the blanks with the correct options.

1. An ant is _____ (a bird/an insect).
2. A duck is _____ (a bird/an insect).
3. A housefly is _____ (a bird/an insect).
4. A penguin is _____ (a bird/an insect).
5. A sparrow is _____ (a bird/an insect).

B. Rearrange the letters to complete the names of animals.

- | | |
|-------------------|------------------|
| 1. OWCR _____ | 2. PUSOCTO _____ |
| 3. TLETUR _____ | 4. RETIG _____ |
| 5. RRELSQUI _____ | |

C. Match the columns.


Column A

1. butterfly •
2. pigeon •
3. goat •
4. camel •
5. ostrich •

Column B

- i. bird
- ii. big animal
- iii. bird
- iv. insect
- v. small animal

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 You may generate additional practice worksheets using the **Test Generator** given on the digital platform.

Fill in the blanks with the correct options.

Explain to the class that the words in the brackets (a bird/ an insect) are options to choose from. They need to pick the correct one to complete each sentence.

Give students some time to think and write their answers. After that, ask them to share their responses. As they answer, write the correct ones on the board and discuss any doubts or mistakes to ensure understanding.

Rearrange the letters to complete the names of animals. Explain to the class that the given letters in each question are jumbled. They need to rearrange them to form the correct names of animals.


Give students some time to think and write their answers. After that, ask them to share their responses one by one. As they answer, write the correct animal names on the board and discuss any tricky ones.

Match the columns.

Explain to the class that they need to match the animals in Column A with the correct category in Column B. Each number in Column A should be paired with the correct Roman numeral from Column B.

Give students some time to complete the activity on their own. After that, ask them to share their answers. As they respond, write the correct matches on the board and discuss any mistakes to ensure understanding.

Note: You may also take up this worksheet in class for concept recap or for assessment purposes.

 **Quiz** can be conducted to help students recollect the lesson.

Holistic Teaching

English

COULD DO

10 MIN.

Chapter 15: Our Animals

Theme 8: I Care For Animals

A English

FLN HoLL MDA

Fill in the blanks with the correct sh words.

1. Fi ____ is a water animal.
2. Rohan brought new ____ oes to visit the farm.

B Maths

Tom feeds half a carrot to each of his 6 rabbits. How many whole carrots does Tom give to his rabbits?

22

Fill in the blanks with the correct sh words.

Write the sentences and the help box on the board. Explain to the class that they need to read each sentence carefully and choose the correct word from the help box to complete it.

Give students some time to think and fill in the blanks. Then, read the complete sentences aloud and ask the students

to repeat after you to reinforce correct pronunciation and sentence structure.

Maths

Read out the problem and ask students to work in pairs to solve the problem. Discuss the answers with the class.

COULD DO

10 MIN.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">demonstrate fine motor skills by drawing or colouring pictures of different animals and their habitats.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">demonstrate empathy and understanding of animals by learning how to care for pets and respect wildlife.
Cognitive Development	<ul style="list-style-type: none">identify and describe different animals (e.g., domestic, wild, water animals) and their characteristics.
Language and Literacy Development	<ul style="list-style-type: none">use vocabulary related to animals through activities like matching columns, fill-in-the-blanks or sentence-building.
Aesthetic and Cultural Development	<ul style="list-style-type: none">create posters or drawings of their favourite animal and describe them.
Positive Learning Habits	<ul style="list-style-type: none">demonstrate attentiveness during discussions about animals, follow instructions carefully and actively participate in activities.

Starry Knights
How did your learners respond to this topic?

Write one thing that helped the learners the most while teaching this topic.

Kudos to you for making the lesson interactive for the learners.
Give yourself a STAR.

Lesson-16: Our Animal Friends

Theme 8:
I Care for Animals

9 Periods (40 minutes each)



Learn Better (Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, CRM Signs, Blackboard



Animation, Animated Activities, Dictionary, eBook, Infographic, Quiz, Slideshow, I Explain, Test Generator

Confirming better

I treat animals with kindness

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to develop curiosity and awareness about different types of animals, including wild animals, farm animals and pet animals.
- to observe and identify animals based on their physical features, habitats and food habits.
- to understand the importance of caring for pet animals and showing kindness towards all living beings.
- to express creativity by drawing and colouring different animals.
- to engage in simple discussions, storytelling and activities related to animals to enhance observation and communication skills.

Methodology

Period 1

Note to the Teacher: Ask students to prepare a KWL chart. Help students organise their thoughts on the topic 'Our Animal Friends'

Teacher: Good morning, students. Today, we are starting an exciting new lesson about 'Our Animal Friends.'

COULD DO

10 MIN.



Animals are wonderful creatures that live all around us. Some live in the wild, some on farms and some even in our homes as pets. Animals are an important part of nature and just like our families, they need love and care too.

Can you share some examples of animals you have seen around you? Maybe a pet at home, a bird in the sky or a cow in the fields?

(Pause for students to share their thoughts)

Teacher: Animals are special because they help us in different ways. In this lesson, we will learn about:

1. Different types of animals – wild animals, farm animals and pet animals.
2. Where they live and what they eat.
3. How to care for pet animals and be kind to all animals.

Now, let us begin by drawing a KWL chart in our notebooks.

K	W	L

Teacher: Let us start with the first column of the chart – What I Know (K).

Can you name some animals you have seen? Where do they live? What do they eat?

(Pause for students to share their responses.)

Possible Student Responses:

- I have a pet dog at home.
- Cows live on farms and give us milk.
- Tigers live in the jungle.
- Birds make nests in trees.

Teacher: That is amazing. Write these in the K (What I Know) column of your chart.

Now, let us think about the second column – What I Want to Know (W).

Is there anything you are curious about when it comes to animals? Maybe how they communicate, what they eat or how we can take care of them?

(Pause for students to share their questions.)

Possible Student Responses:

- How do birds talk to each other?
- What do wild animals eat?
- Why do dogs wag their tails?
- How can we take care of a pet?

Teacher: Those are some wonderful and thoughtful questions. Write them in the W (What I Want to Know) column. As we continue our lesson, we will explore these questions and learn more about different types of animals—wild animals, farm animals and pet animals.

At the end of the lesson, we will fill in the L (What I Learnt) column with all the new things we have discovered.

Teacher: Are you ready to explore and learn more about our animal friends?

Students: Yes.


Kinaesthetic

Teacher: Alright, let us begin with the first part of our RE-KAP. Today, we are going to do something very special.

MUST DO


20 MIN.



**Re-KAP** SPD

Kinaesthetic

Each one of you will go to the board and write the name of an animal. Your friends will have to classify it as a pet, wild or farm animal.

**Confirm**

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Each one of you will go to the board and write the name of an animal. Your friends will then classify it as a pet, wild or farm animal. Doesn't that sound fun?

Before we begin, let us remember a few things:

1. When your friend is writing on the board, pay close attention.
2. Be respectful of everyone's answers—there are no wrong answers.
3. Wait for your turn to speak.

Teacher: Can we all do that?

Students: Yes.

Note to the teacher: Call students one by one to the board. Ask each student to write the name of an animal of their choice. Encourage the rest of the class to classify it by responding: 'It is a pet animal', 'It is a farm animal' and so on.

After the classification, prompt students to explain why the animal belongs in that category. If needed, ask guiding questions like:

- Where does this animal live?
- What does it eat?
- Can it be kept at home?

Continue until all students have participated.

Auditory

Teacher: Now, we are going to do a fun listening activity. I want you to listen carefully because, at the end, I will ask you to classify the animals into three groups. Are you ready?


MUST DO

10 MIN.



Auditory*

Listen to your teacher carefully. Answer the questions.

**Check**

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Students: Yes.

Teacher: In your notebooks, draw three columns and label them:

1. Wild Animals
2. Domestic Animals
3. Farm Animals

Now, I will read out the names of different animals. Listen carefully and write each animal in the correct column. Animal names: Lion, Dog, Cow, Elephant, Cat, Chicken, Tiger, Sheep.

Teacher: Now, let us check your answers together.

Questions to Ask Students:

1. Which animals did you put in the Wild Animals column?
2. Can you name the animals that belong to the Domestic Animals category?
3. Which animals live on a farm and help us? (Encourage students to take turns answering, gently prompting them if needed and praising their efforts.)

Teacher: Good job, everyone. You have learnt to classify animals correctly. Let us give ourselves a clap.

Differentiated Activities

110 km/hr



Write the names of 3 different animals and put them into three different groups: Wild Animals, Domestic Animals and Farm Animals.

80 km/hr



Draw a picture of a wild animal, a domestic animal and a farm animal.

40 km/hr



Draw a picture of a domestic animal that you know of.

Home Task

Write the names of five animals and classify them as wild, domestic or farm animals in your notebook. Try to find pictures of these animals in newspapers, magazines or old books and paste them in your notebook.

Period 2

COULD DO

05 MIN.



Teacher: Good morning, students. Let us begin today's session by talking about the home activity you completed.

Teacher: Can you share the names of the animals you wrote in your notebook? Try to speak in full sentences. For example, you can say, 'A dog is a domestic animal. A lion is a wild animal. A cow is a farm animal.' (Pause to give students time to share.)

Teacher: Wonderful. If you need help, don't worry—I am here to guide you. Who would like to go next? (Encourage each student to participate, offering support when needed.)

Follow-up Questions:

- Can you tell us where this animal lives?
- What does this animal eat?
- How do we take care of pet animals?

Teacher: Great job, everyone.

Pictorial

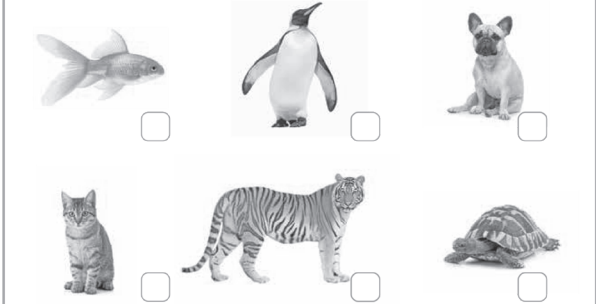
MUST DO

10 MIN.

Teacher: Now, let us continue the work we started yesterday. Can anyone tell me which activity we are going to work on today?

Pictorial PS

Which animals from the following can be your pet animal? Name each of them as you tick (✓).



with kindness PLH K (What I Know) ICL W (What I Want to)

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Students: Re-KAP.

Teacher: That is right. Today, we will work on the pictorial part of the Re-KAP activity.

Teacher: Look at the pictures provided. You need to tick the animals that can be your pet. As you tick each one, write its name below the picture.

(Pause to give students time to work independently.)

Teacher: Would you like to share with the class?

(Allow students to share which animals they chose as pets and explain why.)

Follow-up Questions:

- Why do you think this animal can be a pet?
- How do we take care of our pet animals?
- What do pet animals need to stay happy and healthy?

Interacting better

SHOULD DO

10 MIN.

Teacher: Now, let us move on to a fun activity. For this activity, you will work in pairs. Choose the friend sitting next to you.

Interacting better ICL

Which animal cartoon do you like the most? Discuss with your partner.

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Teacher: Once you are ready, take turns with your friend and discuss your favourite animal cartoon. You can talk about:

- The name of the cartoon.
- The animal character in it.
- Why you like it.

Teacher: You will have five minutes to do this. After that, you and your friend will share what you discussed, with the class. Let us begin.

(Pause to allow students to discuss, offering help if needed. Then, ask them to share their favourite animal cartoons and characters.)

Follow-up Questions:

- What kind of animal is in the cartoon?
- What do you like about this character?
- Is the animal in the cartoon a pet, wild or farm animal?


Teacher: Wonderful. It was fun hearing about all your favourite animal cartoons. Let us give ourselves a big round of applause.

Teacher: Next, let us read a story. Lina and her friends are watching a television show about animals. Do you like watching animal shows on TV?

MUST DO

15 MIN.

Lina and her friends are watching a television show on animals.



Which is your favourite animal, Jas?

I love cats. They are so unique and cute.

I love animals! They are all so interesting and different. I want to know more about them.

Look! The mumma monkey is taking care of the baby monkey.

After the programme, let us read more about animals in our EVS books.

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(Pause to let students answer.)

Teacher: That is wonderful. What kind of animal shows do you enjoy? Do you like learning about wild animals, pet animals or farm animals?

(Pause for responses, encouraging more students to share.)

Teacher: Wow. It sounds like you all enjoy learning about animals. Now, let us see what happens in the story about Lina and her friends.

(Read the dialogues with expressions, narrating the story as Lina and her friends talk about their favourite animals and what they learn from the show.)


Teacher: Now, imagine that you and your friends are watching an animal show together. What would you say if someone asked you about your favourite animal?

(Encourage students to share their ideas, giving them prompts like:

- My favourite animal is the dog because it is friendly and playful.
- I love elephants because they are big and kind.


Follow-up Questions:

- What do you like about your favourite animal?
- Where does this animal live?
- What does it eat?
- Have you seen this animal in real life?

 Play the **Animation** from the digital platform to generate interest among students.


Differentiated Activities

110 km/hr


 Think about a time when you had a wonderful moment with an animal. It could be a pet, an animal you saw at a zoo or one you fed at a farm.

Discuss this moment with your friend. What did you do? How did you feel?

80 km/hr

 How do you take care of animals around you? Do you feed birds, care for a pet or help stray animals? Discuss with your friend and share your experience.

40 km/hr

 If you could have a pet, which animal would you choose and why? Discuss with your friend and explain your choice.

Home Task

Talk to your family members about their favourite animal. Ask them:

- Which animal do they like the most?
- Why do they like this animal?

Period 3

Teacher: Good morning, my little explorers. Are you ready to wake up your body and brain with some animal moves?

Students: Yes.

Teacher: Great. I have a magic wand with invisible animal powers. When I say a magic word, you have to move like the animal I name. But listen carefully because the animal will change. (Demonstrate each movement before starting the game.)

1. Hop like a Rabbit. – Jump on both feet like a bouncing bunny.
2. Freeze like a Statue. – Stand still.
3. Swim like a Fish. – Move your arms in big swimming motions.
4. Fly like a Bird. – Stretch your arms wide and flap like wings.
5. Stomp like an Elephant. – Lift your knees high and stomp your feet.

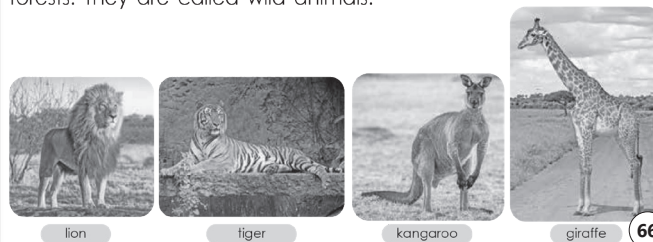
Wild Animals

Teacher: Today, we are going to talk about something very exciting—wild animals. Do you know what wild animals are?

MUST DO


10 MIN.

Some animals, such as lion, tiger, kangaroo and giraffe live in forests. They are called wild animals.



(Allow students to share their responses. Encourage them to speak in full sentences.)

Teacher: That is right. Wild animals are animals that live in forests, jungles and grasslands. They find their own food and shelter and do not live with people like pet animals. (Point to the picture of a lion.)

 Open the **eBook** from the digital platform to show the images to the students while teaching the lesson.

Teacher: Look at this picture. This is a lion. Lions live in the forest. They are strong and powerful. Lions are called the 'King of the Jungle.'

(Pause for students to repeat 'King of the Jungle.')

(Point to the picture of the lion.)

Teacher: Here is a tiger. Tigers have beautiful stripes on their bodies. They are very fast runners and they hunt for food in the wild.

(Point to the picture of the lion.)

Teacher: Now, look at this interesting animal. It is a kangaroo. Kangaroos have a special pouch where they carry their babies. They hop to move from one place to another.

(Encourage students to pretend to hop like a kangaroo.)

(Point to the picture of the lion.)

Teacher: And what do we have here? A giraffe. Giraffes are the tallest animals in the world. They have long necks that help them eat leaves from tall trees.

Teacher: Today, we learnt about wild animals. Some wild animals, like lions and tigers, are big and strong hunters. Others, like kangaroos and giraffes, have special body parts that help them live in the forest.

Teacher: Now, let us have some fun. Can you name some wild animals you know?

Domestic Animals

Teacher: Next, we are going to learn about domestic animals. These are animals that live with people and need our care.

MUST DO

10 MIN.

Some animals, such as sheep and cow live on farms. Sometimes, some of us keep some animals, such as cats and dogs, at home. They are called domestic animals.



Domestic animals are of two kinds – farm animals and pet animals.

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(Point to the picture of the cow.)

Teacher: Look at this picture. This is a cow. Cows live on farms and give us milk.

(Point to the picture of the sheep.)

Teacher: This is a sheep. Sheep also live on farms and give us wool to make warm clothes.

Teacher: Animals like cows and sheep live on farms, so we call them farm animals.

(Point to the picture of the dog.)

Teacher: Now, look at this animal. This is a dog. Some people keep dogs in their homes. They guard the house and play with us. Some animals, like dogs and cats, live in our homes and are called pet animals. They need food, water and love.

Farm Animals

Teacher: Next, we are going to learn about farm animals. These are animals that live on farms and help us in different ways.

MUST DO

10 MIN.

FARM ANIMALS

Cows, bullocks, horses, hens and ducks are farm animals.

Some animals give us food

Cows, buffaloes and goats give us milk. Hens and ducks lay eggs.



Cows live in a shed.



Hens live in a coop.

Some animals help us in our work

Horses, camels and bullocks help us move from one place to another.

Bullocks help us in ploughing fields.

Donkeys and camels help us in carrying things.

Shelter for farm animals

There are special shelters for farm animals.



Cows give us milk.



Hens and ducks lay eggs.

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(Ask students to name some farm animals they know and what they know about them)

Teacher: Look at this cow. Cows give us milk to drink and stay healthy. Buffaloes and goats also give us milk.

(Point to the picture of the hen)

Teacher: This is a hen. Hens and ducks lay eggs that we eat for breakfast.

Teacher: Some farm animals help us in our work.

- Horses, camels and bullocks help us travel from one place to another.
- Bullocks help farmers plough the fields.
- Camels and donkeys carry heavy loads.

Teacher: Farm animals need a safe place to live. These places are called shelters.

- Cows and buffaloes live in a shed.
- Horses live in a stable.
- Hens and ducks live in a coop.

Teacher: Now, let us talk. Can you name some farm animals and tell me how they help us?

COULD DO

05 MIN.

(Pause and encourage students to answer.)

Student 1: A goat gives us milk.

Teacher: That is right. Goats give us milk, just like cows and buffaloes.

Student 2: A camel carries things in the desert.

Teacher: Excellent. Camels are called the 'ship of the desert' because they help people travel and carry things.

Teacher: You all did a wonderful job. Give yourselves a big clap.

Differentiated Activities

110 km/hr



Imagine you are visiting a farm or a jungle. Draw the animals that you would see there.

80 km/hr



Draw and label three wild animals and three domestic animals.

40 km/hr



Look at the pictures of animals (provided by the teacher). Sort them into two groups—wild animals and domestic animals. Paste them on a chart or in your notebook.

Home Task

Find a picture of a wild or domestic animal in a newspaper, magazine or book. Bring it to class and tell your friends about that animal.

Period 4



Play the **Slideshow** from the digital platform to give a quick recap about animals that help us.

COULD DO

10 MIN.

Pet Animals

Teacher: Good morning, my little animal lovers. Today, we are going to talk about some special animals—pet animals.

MUST DO

15 MIN.

PET ANIMALS

Pet animals live at home with us. Lina, Ryan, Sam and Maria have pets. Let us read about their pets.

Lina has a pet dog. His name is Bruno. Lina takes Bruno out for a walk every day.



Ryan also has a dog. His name is Casper. Casper and Ryan are best friends. Ryan and Casper do many things together. They play together. They go for walks together.



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Sam has a cat. Her name is Lizzy. She purrs when Sam pets her.



A parrot comes to Maria's house every day. Maria puts out seeds and water for her. Maria calls the parrot, Molly.

Jas does not have a pet of his own. He plays with the pets of his friends.



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Students: Yay.

Teacher: Do you know what pet animals are?

(Allow students to share their thoughts.)

Teacher: That is right. Pet animals are animals that live with us in our homes. We take care of them, love them and they love us back. Let us read about pet animals.

(Point to the picture of Lina)

Teacher: Look. This is Lina. She has a pet dog named Bruno. What do you think Lina does to take care of Bruno?

Student 1: She feeds him.

Student 2: She takes him for a walk.

Teacher: Yes. Pets need food, water and love just like us. Lina takes Bruno for a walk every day.

(Point to the picture of Ryan)

Teacher: Here is Ryan and his pet dog, Casper. Ryan and Casper are best friends. What fun things do you think they do together?

Student 3: Maybe they play fetch.

Student 4: They can run in the park.

Teacher: Great answers. Ryan and Casper play together and go for walks. Dogs love playing with people.

(Point to the picture of Sam)

Teacher: Now, look at Sam. She has a pet cat named Lizzy. Do you know what cats do when they are happy?

(Allow students to express)

Teacher: Lizzy purrs when Sam pets her. Cats love to be stroked gently.

Teacher: Students, have you ever heard a cat make a soft, rumble sound like this? (Make a gentle purring sound: "Purr... Purr...")

Students: Yes/No

Teacher: This sound is called purring. Cats purr when they are happy and feel safe. You can often hear it when they are being petted or cuddled. It is like a cat's way of saying, 'I feel safe and comfortable.'

(Point to the picture of a cat.)

Teacher: Look at this cat. When Sam pets Lizzy, she purrs because she loves it. It is like the cat is saying, 'I am so happy.'

(Point to the picture of Maria)

Teacher: Maria has a special friend—a parrot named Molly. But guess what? Molly is not a pet. She is a bird that visits Maria's house every day. Maria gives her seeds and water.

Teacher: Yes. Even if we don't have a pet, we can still be kind to animals.

Teacher: Look at Jas. Jas does not have a pet, but he plays with his friends' pets. We need not own a pet to love animals. We can love and care for all animals, whether they are our pets or not. Just like Jas.

Caring for our pets

Teacher: Next, we are going to talk about something very important—how to take care of our pets. Do you think pets need love and care just like us?

MUST DO

15 MIN.

Caring for our pets

Pets need our love and care. We should

- give our pets fresh food and clean water.
- keep our pets clean.
- take our pets to a doctor when they fall ill.

A doctor who treats animals is called a vet.



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Students: Yes.

Teacher: That is right. Just like we need food, water and love, pets need them too. Let us see how we can take care of them.

Teacher: First, let us think about food. What do you do when you feel hungry?

Students: We eat food.

Teacher: Yes. Just like us, pets also need food and water. We must give our pets fresh food and clean water every day. Can you tell me what a dog or a cat might eat?

(Allow students to answer—guide them if needed.)

Teacher: Now, let us think about keeping them clean. What do you do to stay clean?

Students: Take a bath.

Teacher: That is right. Pets also need to be kept clean. A clean pet is a happy pet.

Teacher: What happens if you feel sick?

Students: We go to the doctor.

Teacher: Yes. When pets are sick, they also need to see a special doctor called a vet. We must take our pets to the doctor when they are ill so they can feel better.

Teacher: So, let us remember. We take care of our pets by giving them food and water, keeping them clean and taking them to the doctor when they are sick. Pets love us and we must love them too.

Teacher: Now, can you tell me one way to take care of a pet?

(Encourage students to answer and praise their responses.)

Differentiated Activities

110 km/hr



Imagine you have a pet of your own. What would it be? Draw a picture of your pet and write a few words to describe it.

80 km/hr



Imagine you have a pet. Draw a picture of your pet.

40 km/hr



Imagine you have a pet. Draw a picture of your pet and say how you would take care of it.

Home Task

Ask a family member if they have ever had a pet. What pet was it? How did they take care of it? Share what you learn with your classmates.

Period 5

Recalling better

Teacher: Now that we have learnt so much about animals, let us see how much we remember. We will play a fun team game.

COULD DO

15 MIN.



Recalling better

CING

- Wild animals live in forests.
- Domestic animals live on farms or in homes.
- Domestic animals can be farm animals or pet animals.
- Some farm animals give us food. Others help us in our work.
- We build special shelters for farm animals.
- We keep pet animals at home.
- We must take care of our pets.

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Teacher: Here are the instructions:

- Sit together with your buddy.
- I will ask you a question. Discuss the answer with your buddy and then share it with the class.
- When you answer, try to speak in full sentences. Don't worry—I will help if you need it.

(Use the CRM sign to get students' attention before starting the activity.)

Questions to ask students:

- Where do wild animals live?
- Where do domestic animals live?
- Name two types of domestic animals.
- How do farm animals help us?
- Why do farm animals need shelters?
- Where do we keep pet animals?
- How should we take care of our pets?

Learning better

Teacher: Now, let us check how much we remember about animals. We are going to start with the practice exercise. The first one is 'Fill in the blanks.'

Teacher: I will read each sentence and you will help me complete it. Ready?

SHOULD DO

10 MIN.



Learning better

CBA

A Fill in the blanks.

- Animals that live in the forest are called _____ animals.
- Bullocks help us in ploughing _____.
- Hens live in a _____.

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Teacher: Animals that live in the forest are called _____ animals.

(Pause for students to share their responses.)

Students: Wild.

Teacher: Great job. Animals that live in the forest are called wild animals. Write the word wild in the first blank. (Wait for students to complete and then move to the next question.)

Teacher: Bullocks help us in ploughing _____.

(Pause for students to share their responses.)

Students: Fields.

Teacher: Excellent. Bullocks help us in ploughing fields. Write the word fields in the second blank.

(Wait for students to complete and then move to the next question.)

Teacher: Hens live in a _____.

(Pause for students to share their response.)

Students: Coop.

Teacher: Well done, everyone. Hens live in a coop. Write the word coop in the third blank.

Teacher: Great. Now, let us move to the next exercise.

Teacher: Look at exercise B. Let us play a fun labelling game. You all have your pencils ready, right?

SHOULD DO

10 MIN.



B Write W for wild animals, F for farm animals or P for pet animals.

- | | |
|------------------|---------------|
| 1. bullock _____ | 2. wolf _____ |
| 3. dog _____ | 4. bear _____ |

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(Wait for students to show their pencils.)

Teacher: Great. I will say the name of an animal and you will listen carefully. Then, write W for wild animals, F for farm animals and P for pet animals. Ready? Let us begin.

Teacher: First, bullock. Is a bullock a wild animal, a farm animal or a pet animal?

(Pause for students to respond.)

Students: Farm animal.

Teacher: That is right. Bullock is a farm animal. Write F next to the word bullock.

(Wait for students to complete the task.)

Teacher: Next, wolf. Is a wolf a wild animal, a farm animal or a pet animal?

(Pause for students to respond.)

Students: Wild animal.

Teacher: Yes. A wolf is a wild animal. Write W next to the word wolf.

(Wait for students to complete the task.)

Teacher: Now, dog. Is a dog a wild animal, a farm animal or a pet animal?

(Pause for students to respond.)

Students: Pet animal.

Teacher: Excellent. A dog is a pet animal. Write P next to the word dog.

(Wait for students to complete the task.)

Teacher: The last one, bear. Is a bear a wild animal, a farm animal or a pet animal?



(Pause for students to respond.)

Students: Wild animal.

Teacher: That is correct. A bear is a wild animal. Write W next to the word bear.


(Wait for students to complete the task.)

Teacher: Great job, everyone.

 **Infographic** can be shown to **COULD DO** 
recapitulate the concept. **05 MIN.**

Differentiated Activities

110 km/hr

 Imagine you are a zookeeper. Which three wild animals would you take care of and why?

80 km/hr

 What is a farm animal? Give one example.

40 km/hr


 Name three wild animal and three pet animals.

Home Task

Create a small booklet with pictures and names of different wild, farm and pet animals.

Period 6

Write short answers

Teacher: Now, let us work on some questions from the lesson. Take out your notebooks and coursebooks. We are going to do exercise C. **SHOULD DO** 
30 MIN.

 **Write short answers in your notebook.**

1. Name three farm animals.
2. Write any two ways of caring for a pet.
3. Ria is watching a film. There, she sees an animal with a long neck. Which animal is it? **69**

Teacher: I will read each question and I want you to think and write your answers. If you are ready, say 'Yes.'

Students: Yes.

Teacher: Here is the first question: 'Name three farm animals.' Think about animals that live on farms and help us. Can anyone name a few?

(Pause for students to respond and guide them to write in their notebooks.)

Teacher: Great. Now, let us move to the second question: 'Write any two ways of caring for a pet.' Think about how we take care of our pets at home. What do pets need to stay healthy and happy?


(Pause for students to respond and guide them to write in their notebooks.)

Teacher: Let us move on to the third question: 'Ria is watching a film. There, she sees an animal with a long neck. Which animal is it?' Think about which animal has a long neck and eats leaves from tall trees. Can you write the name?

(Pause for students to respond and guide them to write in their notebooks.)


Teacher: Well done, everyone. You are doing a great job.

Teacher: Let us quickly recap what we learnt so far. **COULD DO** 

 Open the **Quiz** on the digital platform. Ask students to work in pairs to discuss the questions and find the answers together. **10 MIN.**

Differentiated Activities

110 km/hr

 How do farm animals help humans in their daily lives?

80 km/hr

 What food do different farm animals give us?


40 km/hr

 What is a farm animal? Give one example.

Home Task

SEL

Which is your favourite animal? Draw it in your art file.

 **SEL** **PMD**


Animal Talk

Which is your favourite animal? Draw it in your art file. **69**

Period 7

Thinking better

Teacher: Hello, students. Today, I want you to think about something interesting—how do you think animals talk to each other?

 **Thinking better** **2LCS HOTS**

Think and answer in your notebook.

How do you think animals talk to each other? **69**

Teacher: Animals do not speak like us, but they still have ways to communicate. Think about how dogs bark, cats meow or birds chirp. Some animals use sounds, some use actions and some even use smells to talk to each other.

Teacher: Take a moment and think about it. How do you think animals tell each other when they are happy, scared or hungry?

(Pause and let students think. Then encourage them to share their answers.)

Student 1: Dogs bark when they are happy.

Teacher: That is right. Dogs bark when they are excited or want to warn others.

Student 2: Cats say "meow" when they want food.

Teacher: Yes. Cats meow when they are hungry or want attention.

Student 3: Birds tweet to talk to their friends.

Teacher: Wonderful. Birds chirp and sing to call their friends or warn of danger.

Student 4: Elephants use their trunks.

Teacher: Wow. Yes, elephants use their trunks to make loud sounds and touch each other to communicate.

Teacher: Now, I want you to write your thoughts in your notebook. You can also draw a picture to show how animals communicate. Once you are done, you will share your answers with the class.

Choosing better

Teacher: Now, let us think about how we take care of our pets. Imagine you see that your pet's water bowl is dirty. What should you do? Let us look at the choices.

MUST DO

15 MIN.

Choosing better

LSV

If your pet's water bowl is dirty, what will you do?

1. Clean it and refill it with fresh water.
2. Leave it as it is.

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Option 1: You clean it and refill it with fresh water. Do you think this is a good choice? Yes or no?

Option 2: You leave it as it is. What do you think? Would this be good for your pet?

(Pause to allow students to think and share their thoughts.)

Teacher: Now, I want you to think carefully and choose what you would do to help your pet. Tick the answer that you think is best.

(Ask students to share what they chose and discuss the answers with the whole class.)

Teacher: Taking care of our pets is very important. They need clean water to stay healthy, just like we do. So, what should we always do when we see a dirty water bowl?

Students: Clean it and fill it with fresh water.

Teacher: That is right. Well done, everyone. Let us always be kind and take good care of our pets.

 **I Explain** can be shown to recapitulate the concept.

L (What I Learnt)

COULD DO

10 MIN.

Teacher: Remember, at the start of the lesson, we talked about what we knew and what we wanted to learn about animals. Now, we will fill in the 'L' column.

Teacher: I want you to sit with your friend and discuss what you learnt from the lesson. Think about wild animals, farm animals, pet animals and how we take care of them. After a few minutes, we will hear from each pair and then you will write your ideas in your notebook.

(Allow students to discuss with their partners and then invite each pair to share their answers.)

Teacher: Let us hear from you. What did you learn?

Student 1: Wild animals live in the forest.

Teacher: That is right. Wild animals like lions, tigers and elephants live in forests and jungles.

Student 2: Farm animals help us. Cows give us milk.

Teacher: Excellent. Farm animals like cows, goats and hens give us food. Some, like bullocks and camels, help in work.

Student 3: Pet animals live with us. We take care of them.

Teacher: Very good. Pet animals like dogs and cats need food, water and love.

Student 4: We must keep our pets clean and take them to the doctor if they are sick.

Teacher: That is a great answer. Taking care of pet animals is very important because they depend on us.

Teacher: Now, write these ideas in the 'L' column of your notebook.

Teacher: So, we learnt that wild animals live in forests and find their own food. Domestic animals live on farms or in homes. Farm animals help us by giving us food and helping with work. Pet animals live with us and we must take good care of them.

Teacher: Well done, everyone. Let us always remember to be kind to animals and take care of them.

Differentiated Activities

110 km/hr



Read the lesson with your friend.

80 km/hr



Pick any topic from the lesson. Take turns to read aloud to your friend.

40 km/hr



Read the words wild animals, pet animals and farm animals with the help of your teacher and write one example for each in your notebook.

Home Task

Creating better

Different animals make different sounds. How many animal sounds can you make? Make a song with five different animal sounds. Sing it to your family.



Different animals make different sounds. How many animal sounds can you make? Make a song with five different animal sounds. Sing it to your family. **69**

Period 8



Open the **Dictionary** from the digital platform to introduce the words related to the topic. Ask students to repeat the words after you.

COULD DO

05 MIN.



Worksheet 1

Teacher: Good morning, students. Today, we will revise what we learnt so far by answering the questions in the workbook.

SHOULD DO

20 MIN.



Theme 8: I Care for Animals

16. Our Furry Friends

Worksheet 1

A. Fill in the blanks with the correct options.

- A _____ is a wild animal (giraffe/dog).
- _____ live on farms (Sheep/Lions).
- _____ give us milk (Hens/Cows).
- _____ plough fields (Bullocks/Giraffe).
- Horses are kept in a _____ (coop/stable).

B. Write **T** for true or **F** for false.

- Lions live in forests. _____
- Bullocks are farm animals. _____
- Dogs carry load. _____
- Cows lay eggs. _____
- Kangaroos live at home with us. _____

C. Match the columns.

Column A	Column B
1. dog •	• i. lays eggs
2. hen •	• ii. pet animal
3. duck •	• iii. carry loads
4. lion •	• iv. wild animal
5. camel •	• v. farm animal

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Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 1.

Fill in the blanks with the correct option.

Explain that the words in the brackets are options to choose from and they need to pick the correct one to complete each sentence.

After giving them some time, ask the class to share their answers. Write the correct answers on the board as you proceed. Encourage students to write the answers neatly in their notebooks after the class discussion.

Write T for true or F for false.

Read each sentence aloud and give students time to think before marking their answers. After completing the activity, discuss each statement with the class and explain why it is true or false.

Match the columns

Instruct students to match each word in Column A with the correct sentence in Column B. Ask them to attempt the task individually first to assess their understanding. After a few minutes, allow them to discuss their answers with a friend or in small groups to improve and refine their responses.

Note: You may also take up this worksheet in class for concept recap or for assessment purposes.



Open the **Animated Activities**

from the digital platform. Allow students to work in pairs to think about the questions and answer them. Appreciate their efforts.

COULD DO

15 MIN.



Home Task

Revising better

In this chapter, you have learnt that pets require love and care. Think about an animal which you would choose to keep as a pet and explain why. Write your choice in your Little Book.



In this chapter, you have learnt that pets require love and care. Think about which animal you would choose to keep as a pet and explain why. Write your choice in your Little Book.

DBL

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Period 9

Worksheet 2

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 2.

SHOULD DO

20 MIN.



Worksheet 2

A. Fill in the blanks with the correct options.

- Sheep are _____ animals (wild/farm).
- Giraffes are _____ animals (wild/domestic).
- _____ animals are of two kinds (Domestic/Wild).
- Farm animals are _____ to us (harmful/useful).
- _____ carry loads (Sheep/Camels).

B. Rearrange the letters to complete the names of animals.

1. GDO _____	2. PSHEE _____
3. NHE _____	4. GAROOKAN _____
5. UCKD _____	

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You may generate additional practice worksheets using the **Test Generator** given on the digital platform.

Fill in the blanks with the correct option.

Explain that the words in the brackets are options to choose from and they need to pick the correct one to complete each sentence.

C. Match the columns.

Column A	Column B
1. cow •	• i. pulls carts
2. donkey •	• ii. shed
3. hen •	• iii. stable
4. horse •	• iv. coop
5. camel •	• v. carries loads

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After giving them some time, ask the class to share their answers. Write the correct answers on the board as you proceed. Encourage students to write the answers neatly in their notebooks after the class discussion.

Rearrange the letters to complete the names of animals.

Allow students to work in teams to find out the words and write them in the space provided. Provide them with cues if required. Discuss the answers with the class.

Match the columns

Instruct students to match each word in Column A with the correct sentence in Column B. Ask them to attempt the task individually first to assess their understanding. After a few minutes, allow them to discuss their answers with a friend or in small groups to improve and refine their responses.

Note: You may also take up this worksheet in class for concept recap or for assessment purposes.

Holistic Teaching

English

Fill in the blanks with u and e to complete the words.

COULD DO

20 MIN.



Chapter 16: Our Animal Friends

A English

FLN HoLL MDA

Fill in the blanks with u and e to complete the words.

1. The elephant is a h__g__ animal.
2. The penguin looks adorable and c__t__.

B Maths

Go around your neighbourhood with an adult. What different animals do you see? Write the names of these animals in your notebook. Then, write the total number of animals you see and the total number of cats. Write in fractions. Write the answer in your notebook.

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Write the sentences on the board and draw a help box containing the letters u and e. Ask students to read each sentence carefully and guess the missing letter. Encourage class discussion before revealing the correct answers. Once the answers are discussed, allow students to write the complete sentences in their notebooks.

Maths

Ask students to take a walk around their neighbourhood with an adult and observe the different animals they see. In their notebooks, they should write the names of the animals they find. Then, they should count the total number of animals they saw and the total number of cats. Guide them to express the number of cats as a fraction of the total animals. Once they complete their observations, they should write their answers in their notebooks.

Note to the teacher: This can be considered for home task.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">demonstrate fine motor skills by drawing or colouring pictures of different animals (wild, farm or pet) and their habitats.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">demonstrate empathy and understanding of the importance of caring for animals by discussing how we can help and protect them, including feeding, providing shelter and treating them with kindness.
Cognitive Development	<ul style="list-style-type: none">identify and describe different types of animals (wild, farm and pet) and their characteristics, habitats and roles in our lives.
Language and Literacy Development	<ul style="list-style-type: none">use vocabulary related to animals (e.g., shelter, forest, farm, pet care) through activities like matching animals to their homes, fill-in-the-blanks and sentence-building.
Aesthetic and Cultural Development	<ul style="list-style-type: none">participate in creative activities like drawing or designing an animal habitat, making a collage of different animals or acting out animal movements.
Positive Learning Habits	<ul style="list-style-type: none">demonstrate attentiveness during discussions about animals, follow instructions carefully and complete activities with curiosity and enthusiasm.

Starry Knights

What do you think the learners enjoyed the most while studying this lesson?

Even though you had a lot of work to do, you did an amazing job.
Give yourself a STAR.

