

Interaction 1: Wild Animals and their Habitat — Monkey, Giraffe, Lion, Zebra, and Hippopotamus

Focus of the Interaction: Learn about wild animals, their body parts, and their habitat

Tools/Resources Required: A-4 sized paper sheet, crayons, a blindfold, a whiteboard marker, flashcards, four lamination sheets, a clip/pin to pin the flashcard on the board, a video, audio files, real images flashcards, and worksheets

Objectives of the Interaction: At the end of the interaction, students will be able to:

- Learn about the different kinds of wild animals
- Understand the different features of wild animals
- Understand forest is the home of wild animals

Estimated Time: 200 minutes

Methodology

Introduction:

(10 minutes)

The facilitator to:

- Begin the interaction with the game, ‘**Animals in the Wild!**’ given in **Warm-up Games** (*Shake Up!*).
- State that animals that are not usually seen in our surroundings are known as *wild animals*.
- Ask them where wild animals live.
- Discuss the responses.

Guided Enquiry:

(160 minutes)

The facilitator to:

- Read the sentences from the story, ‘**The Jungle Safari**’ given in (*Eye to Mind*).
- Read the sentences from ‘**Out in the Jungle, Amar and Alice were riding in a jeep.**’ till ‘**Amar and Alice followed Momo.**’
- Ask the following questions to the students.
 - Where were Amar and Alice riding in a jeep? (*Expected answer: In the jungle/in the forest*)
 - Which animal jumped on their jeep? (*Expected answer: Monkey*)
 - What is the name of the monkey in the story? (*Expected answer: Momo*)
- Discuss the responses.
- Show **flashcard 1** which contains the image of a forest.
- Mention that wild animals live in a forest or in a jungle. The forest is usually covered with many trees.
- State that all the animals eat, sleep, play, and live there happily. The forest is their home.
- Play [Audio 1](#) to the students.
- Ask the students to identify the sound.

- Mention that it is the sound of a monkey's chatter.
- Show **flashcard 2** which contains the image of a monkey.
- Discuss the following facts.
 - A monkey is a wild animal.
 - It is brown in colour.
 - It has a long tail and sharp teeth.
 - There are other monkeys in grey or black in colour.
 - Most monkeys live in a forest and on trees.
 - They can easily swing and jump from one tree to another.
 - A monkey usually screams or chatters.
 - Sometimes we can see a monkey near our surroundings.
 - We should not go near them or hurt them.
- Ask the students whether they have seen a monkey before.
- Ask them where they have seen one.
- Discuss the responses.
- Distribute **Worksheet 1** to the students.
- Note that the objective of this worksheet is to, 'Make students recognise the letter 'm', the animal, and trace'. This worksheet is based on 'Critical Thinking skills' and 'Sensory and Motor skills'.
- Guide the students to complete the worksheet in class.
- Collect the worksheets after completion.
- Read the sentences from the story, '**The Jungle Safari**' given in (*Eye to Mind*).
- Read the sentences from '**They spotted a tall animal, a giraffe eating leaves from a tall tree.**' till '**They saw a furry beast walking on his strong paws, the lion**'.
- Ask the following questions to the students.
 - Which animal has tall legs and a long neck? (*Expected answer: Giraffe*)
 - Which animal is furry and has strong paws? (*Expected answer: Lion*)
- Discuss the responses.
- Play [Audio 2](#) to the students.
- Ask the students to identify the sound.
- Mention that it is the sound of a giraffe's growl.
- Show **flashcard 3** which contains the image of a giraffe.
- Discuss the following facts.
 - Giraffe is a wild animal.
 - It has brown spots on it and has a long tail.
 - With its long legs, it can run very fast.
 - Giraffes usually growl or snort.
- Ask the students whether they have seen a giraffe before.
- Ask them where have they seen one.
- Discuss the responses.
- Distribute **Worksheet 2** to the students.

- Note that the objective of this worksheet is to, 'Make the students recognise the wild animal, and trace'. This worksheet is based on 'Critical Thinking skills' and 'Sensory and Motor skills'.
- Guide the students to complete the worksheet at home.
- Discuss the answers in the next session.
- Play [Audio 3](#) to the students.
- Ask the students to identify the sound.
- Mention that it is the sound of a lion's roar.
- Show **flashcard 4** which contains the image of a lion.
- Discuss the following facts.
 - Lion is a wild animal.
 - It is a furry animal with lots of golden hair and it is very big in size.
 - It has long nails and also has very sharp teeth.
 - The feet of the animals are called paws.
 - A lion roars very loudly that all the other animals in the jungle can hear.
- Ask the students whether they have seen a lion before.
- Ask them where they have seen one.
- Discuss the responses.
- Distribute **Worksheet 3** to the students.
- Note that the objective of this worksheet is to, 'Make the students recognise the animal, letters, colour, and trace'. This worksheet is based on 'Critical Thinking skills' and 'Sensory and Motor skills'.
- Guide the students to complete the worksheet at home.
- Discuss the answers in the next session.
- Read the sentences from the story '**The Jungle Safari**' given in (*Eye to Mind*).
- Read the sentences from '**They saw a striped animal, a zebra eating leaves.**' till '**Amar and Alice saw a hippopotamus taking a bath in the water.**'
- Ask the following questions to the students.
 - What were the colours of the Zebra stripes? (*Expected answer: Black and white*)
 - Which animal was taking a bath in the water? (*Expected answer: Hippopotamus*)
- Discuss the responses.
- Play [Audio 4](#) to the students.
- Ask the students to identify the sound.
- Mention that it is the sound of a zebra's growl.
- Show **flashcard 5** which contains the image of a Zebra.
- Discuss the following facts.
 - Zebra is a wild animal.
 - Zebra has many black and white stripes on it.
 - It has two long ears and a short tail.
 - The stripes are different for all the zebras.
 - Zebras can also run very fast.
 - Zebras usually growl.

- Ask the students whether they have seen a zebra before.
- Ask them where they have seen one.
- Discuss the responses.
- Play [Audio 5](#) to the students.
- Ask the students to identify the sound.
- Mention that it is the sound of a hippopotamus's roar.
- Show **flashcard 6** which contains the image of a Hippopotamus.
- Discuss the following facts.
 - Hippopotamus is a wild animal.
 - It is very big and is black or in pink or mix of pink and grey in colour.
 - A hippo has very small ears and a short tail.
 - It likes to stay in the water such as a pond or a lake to keep its large body cool.
 - Hippopotamuses can swim as well.
 - A Hippopotamus usually growls or even roars.
- Ask the students whether they have seen a hippopotamus before.
- Ask them where they have seen one.
- Discuss the responses.
- Distribute **Worksheet 4** to the students.
- Note that the objective of this worksheet is to, 'Make the students identify the differences, and trace'. This worksheet is based on 'Critical Thinking skills' and 'Sensory and Motor skills'.
- Guide the students to complete the worksheet in class.
- Collect the worksheets after completion.
- Recap the name of animals that have been learnt so far — monkey, giraffe, lion, zebra, and hippopotamus.
- Show flashcards which contains the images of wild animals.
- Discuss the responses.
- Conduct the following activity with the students.

Are You Listening?

Objective: Understanding the concept of animal body parts

Tools/Resources Required: Flashcards, A-4 sized paper sheet, crayons, a blindfold, a whiteboard marker, four lamination sheets, and a clip/pin to pin the flashcard on the board

Skills Involved: Social and Emotional Skills, Cooperation Skills, and Collaboration Skills

Process

(30 minutes)

The facilitator to:

- *Ask the students to keep the A-4 size sheet of paper and crayons ready.*
- *Demonstrate and draw a tail, a few round spots, and a few vertical lines, respectively.*
- *Guide the students to draw and practice on their A-4 size sheet of paper.*
- *Display the pictures of wild animals — monkeys, giraffe, and zebra.*
- *Mention that pictures of each animal will be displayed on the board.*

- *Explain that each animal will have its one body part missing — the monkey’s tail, giraffe’s spots, and zebra’s stripes.*
- *Divide the students into pairs.*
- *Name the students in pairs A and B.*
- *Mention that partner A will verbally guide the blindfolded partner B to draw the animal’s missing body part on the board.*
- *Illustrate or pin the picture of a monkey without its tail on the board.*
- *Blindfold partner B from the pair(s).*
- *Ask the pairs to stand by maintaining some distance between each other.*
- *Ask partner A to guide partner B by giving instructions from a distance.*
- *Guide the pairs to coordinate and participate in the activity.*
- *Ensure partner A gives the instructions in a loud and clear voice for partner B to listen properly.*
- *Ensure partner B can draw the correct missing part of the animal’s body.*
- *Encourage the partners to coordinate and communicate.*
- *Ask other pairs to cheer for the participants.*
- *Continue the same with other pairs and complete the activity.*
- *Ask the pairs how did they feel and what difficulties they faced while performing.*
- *Encourage the pairs to respond.*
- *Discuss their responses.*
- To revise, read the sentences from the story ‘**The Jungle Safari**’ given in (*Eye to Mind*).
- Read the sentences from ‘**Out in the Jungle, Amar and Alice were riding in a jeep.**’ till ‘**Amar and Alice saw a hippopotamus taking a bath in the water**’.
- Reiterate that forest is the home for wild animals. We must not disturb their homes.
- State that we must not disturb or hurt any animal whenever we happen to see them.
- Solve the student’s doubts if any.

Summary:

(30 minutes)

The facilitator to:

- Distribute **Worksheet 5** to the students.
- Guide the students to complete the worksheet in class.
- Note that this is an assessment worksheet.
- Ensure that the students are able to complete the worksheet as per the given rubrics.
- Collect the worksheets after completion.

Multimedia Reference

- Nil

Connected Files

- **Animals in the Wild! — Warm-up Games (*Shake Up!*)**
- **Worksheet 1**
- **Worksheet 2**
- **Worksheet 3**

- **Worksheet 4**
- **Worksheet 5**

Interaction 2: Wild Animals and Habitat — Rhinoceros, Elephant, Cheetah, Tiger, and Bear

Focus of the Interaction: Learn about wild animals, their body parts, and their habitat

Tools/Resources Required: Flashcards of real images, videos, audio files, props, and worksheets

Objectives of the Interaction: At the end of the interaction, students will be able to:

- Learn about the different kinds of wild animals
- Understand the different features of wild animals
- Understand forest is the home of wild animals

Estimated Time: 200 minutes

Methodology

Introduction:

(10 minutes)

The facilitator to:

- Ask the following questions to the students as a recap.
 - Which animal has a long tail and is brown in colour? (*Expected answer: Monkey*)
 - Name the animal that is furry and has strong paws. (*Expected answer: Lion*)
 - Which animal is tall, has a long neck, and has spots on its body? (*Expected answer: Giraffe*)
 - Which animal has black and white stripes on its body? (*Expected answer: Zebra*)
 - Which animal likes to stay in the water? (*Expected answer: Hippopotamus*)
- Show **flashcard 2 to 6** which contains images of wild animals to the students.
- Ensure that the students can recall all the animal's names.
- Discuss the responses.

Guided Enquiry:

(160 minutes)

The facilitator to:

- Read the sentences from the story 'The Jungle Safari' given in (*Eye to Mind*).
- Read the sentences from 'The one horned animal, rhinoceros had a huge body and a small tail.' till 'The animal with black spots, the cheetah smiled at Momo'.
- Ask the following questions to the students.
 - How many horns did the rhinoceros have? (*Expected answer: One*)
 - How were the elephants eating leaves? (*Expected answer: Eating with their trunk*)
 - What is the colour of the spots on cheetah? (*Expected answer: Black*)
- Discuss the answers.
- Play [Audio 6](#) to the students.
- Ask the students to identify the sound.
- Mention that it is the sound of a rhinoceros's growl.
- Show **flashcard 7** which contains the image of a rhinoceros.
- Discuss the following facts with the students.

- Rhino or rhinoceros is a wild animal.
- Rhinoceros have one or two big horns.
- They are very huge and are usually in grey colour.
- They have a small tail and sharp teeth.
- Rhino's sound are similar to 'growling' or 'snorting'.
- Ask the students whether they have seen a rhinoceros before.
- Discuss the responses.
- Distribute **Worksheet 6** to the students.
- Note that the objective of this worksheet is to, 'Make the students recognise the animal, and trace.' This worksheet is based on 'Critical Thinking skills' and 'Sensory and Motor skills'.
- Guide the students to complete the worksheet at home.
- Discuss the answers in the next session.
- Play [Audio 7](#) to the students.
- Ask the students to identify the sound of an animal.
- Mention that it is the sound of elephant's trumpet.
- Show **flashcard 8** which contains the image of an elephant.
- Discuss the following facts with the students.
 - An elephant is a large wild animal.
 - It is grey in colour. It has large ears too.
 - It has a long trunk which is the nose. It is very strong.
 - Elephants use their trunk to eat, drink, and to take a bath.
 - Some elephants also have a tusk, which is white in colour.
 - An elephant's trumpet can be heard by all the animals in the forest.
- Ask the students whether they have seen an elephant before.
- Ask them where they have seen one.
- Discuss the responses.
- Show **Video 1** to the students.
- Inform the students that the elephant is using its trunk to take a bath.
- Discuss the video.
- Play [Audio 8](#) to the students.
- Ask the students to identify the sound.
- Mention that it is the sound of a cheetah's purr.
- Show **flashcard 9** which contains the image of a cheetah.
- Discuss the following facts with the students.
 - Cheetah is a wild animal.
 - It has many black spots on it.
 - It has sharp teeth and claws.
 - It runs faster than other animals.
 - Cheetah makes the sound of 'purring' or 'growling'.

- Ask the students whether they have seen a cheetah before.
- Ask them where they have seen one.
- Discuss the responses.
- Distribute **Worksheet 7** to the students.
- Note that the objective of this worksheet is to, ‘Make the students recognise animal’s body parts, and trace.’ This worksheet is based on ‘Critical Thinking skills’, ‘Observational skills’, and ‘Sensory and Motor skills’.
- Guide the students to complete the worksheet in class.
- Collect the worksheets after completion.
- Read the sentences from the story ‘**The Jungle Safari**’ given in (*Eye to Mind*).
- Read the sentences from ‘**On their way back, Alice and Amar spotted an animal with black stripes.**’ till “**I live on this tree,” said Momo.**’
- Ask the following questions to the students.
 - Which animal had black stripes on it? (*Expected answer: Tiger*)
 - Whose paw prints did Amar and Alice follow? (*Expected answer: Bear*)
- Discuss the answers.
- Play [Audio 9](#) to the students.
- Ask the students to identify the sound.
- Mention that it is the sound of a tiger’s roar.
- Show **flashcard 10** which contains the image of a tiger.
- Discuss the following facts with the students.
 - Tiger is a wild animal.
 - It is orange in colour and has black and white stripes on it.
 - It is very huge and its roar can be similar to a lion sometimes.
 - A tiger has a long tail, strong paws, sharp claws, and sharp teeth.
 - The sound of tiger can be similar to a lion’s roar. Tigers growl too.
- Ask the students whether they have seen a tiger before.
- Ask them where they have seen one.
- Discuss the responses.
- Distribute A-4 size sheets and crayons to the students.
- Ask them to draw/illustrate any one wild animal — zebra, elephant, cheetah, rhinoceros, tiger.
- Show the flashcards which contain images of these wild animals, if required.
- Ask them to colour the wild animal at home, if required.
- Play [Audio 10](#) to the students.
- Ask the students to identify the sound.
- Mention that it is the sound of a bear’s growl.
- Show **flashcard 11** which contains the image of a Bear.
- Discuss the following facts with the students.
 - Bear is a wild animal.
 - A bear can be either black or brown in colour.
 - It is very huge, tall, and has thick fur.

- A bear has strong teeth.
- We can identify a bear with its paw prints.
- Bears growl or sometimes they roar too.
- Ask the students whether they have seen a bear before.
- Ask them where they have seen one.
- Discuss the responses.
- Distribute **Worksheet 8** to the students.
- Note that the objective of this worksheet is to, ‘Make the students recognise animals’ habitat, and trace.’ This worksheet is based on ‘Critical Thinking skills’ and ‘Problem-solving skills’, and ‘Sensory and Motor skills’.
- Guide the students to complete the worksheet at home.
- Discuss the answers in the next session.
- Recap the names of the wild animals learned so far — rhinoceros, elephant, cheetah, tiger, and bear.
- Discuss the responses.
- Conduct the speaking activity in the classroom.
- Distribute props to all the students.
- Choose any five students for this speaking activity.
- Assign one wild animal to each student — lion, tiger, zebra, elephant, or giraffe.
- Explain that they must prepare three to four sentences about the chosen wild animal.
- Ask them to prepare and practice at home.
- Inform the students that the props (flashcards of the wild animals) will be given on the day of the activity.
- Inform the parents about the assignment and the date of the performance.
- Take up the speaking assignment on the date given.
- Encourage the students to speak loudly.
- Ask other students to applaud each student after the performance.
- Note down the names of the participants.
- Also, record their speeches and share them with their parents/guardians.
- Show **Video 2** to the students.
- Discuss the video with the students.
- To revise, read the sentences from the story, ‘**The Jungle Safari**’ given in (*Eye to Mind*).
- Read the sentences from ‘**Out in the Jungle, Amar and Alice were riding in a jeep.**’ till “**I live on this tree,” said Momo.**’
- Reiterate that forest is the home for wild animals. We must not disturb their homes.
- State that we must not disturb or hurt any animal whenever we happen to see them.
- Solve the student’s doubts if any.

Summary:

(30 minutes)

The facilitator to:

- Distribute **Worksheet 9** to the students.
- Guide the students to complete the worksheet in class.

- Note that this is an assessment worksheet.
- Ensure that the students are able to complete the worksheet as per the given rubrics.
- Collect the worksheets after completion.
- Ask the students to complete the activity, '**Movie Marathon**' (*Activity with Parents or Guardians*) at home.

Multimedia Reference

- **Video 1:** Elephants enjoying natural river bathing – Elephant News
<https://www.youtube.com/watch?v=HJDeLVVxEII> (00:11 to 01:20)
- **Video 2:** Wild animals for kids - Vocabulary for kids – Smile and Learn English
<https://www.youtube.com/watch?v=CA6Mofzh7jo> (00:10 to 01:18, 01:46 to 02:42, 02:57 to 03:15, and 03:22 to 03:33)

Connected Files

- **Worksheet 6**
- **Worksheet 7**
- **Worksheet 8**
- **Worksheet 9**
- **Movie Marathon — Activity with Parents or Guardians**

Interaction 3: Extended Interaction

Focus of the Interaction: A Field trip to the Zoo

Tools/Resources Required: Student's bag, with snacks, towel, wet tissues, and water bottle, ID cards, surgical face mask, and hats/caps

Objectives of the Interaction: At the end of the interaction, students will be able to:

- Recall and recognise the wild animals
- Observe the features of the wild animals
- Understand that we must not hurt or harm any wild animal

Estimated Time: 120 minutes

Methodology

Introduction:

(10 minutes)

The facilitator to:

- Assemble all the students.
- Mention that they are going to visit a zoo today.
- Ensure all the students are present.
- Also, ensure that their bags are packed with all the necessities.
- Guide them to the bus and help them take their seats.
- Ensure that students are wearing face masks throughout the visit.

Guided Enquiry:

(100 minutes)

The facilitator to:

- Escort the bus towards the zoo.
- Ensure that the students are not putting their hands or heads outside the bus window.
- Encourage them to observe the surroundings while they are on the way to the zoo.
- Upon reaching the zoo, form groups and take them around the zoo.
- Guide them to identify the animals.
- Guide them to recognise the animal's name, colour, size, and other features.
- Ensure that students do not go closer to the animals.
- Allow them sometime to observe and understand the features of the animals.
- In case there are animals apart from the ones they have learnt, introduce the new animals to them
- Ensure that students do not yell or howl at the animals.
- Ensure that students do not dirty the surroundings.
- Keep the visit interactive throughout.
- Take pictures of the students in the zoo.
- Escort the students back to the bus.
- Mention that the field trip has come to an end and they are returning to school.

Summary:

(10 minutes)

The facilitator to:

- After reaching the School, escort the students to the classroom.
- Ask the students whether they enjoyed their visit to the zoo.
- Ask questions related to the field trip as a recap.
- Share the pictures with the parents of the students by the end of the day.

Multimedia References

- Nil

Connected File

- Nil