

Vision Empower & XRCVC
Teacher Instruction KIT
Animals around us

Syllabus: Karnataka State Board

Subject: EVS

Grade: 1

Textbook Name: ENVIRONMENTAL STUDIES - Text cum Workbook (Revised) - First Standard

Chapter Number & Name: 1. Animals around us

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

- To identify few common animals found in the locality and in jungle
- To identify and learn the names of few common birds
- To identify few animals and insects commonly found in our home
- To identify few animal sounds

PREREQUISITE CONCEPT

- Familiarity with animals, birds and insects around us
- Familiarity with common animals and bird's sounds

Content Index

OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

LEARN

KEY POINTS

LEARN MORE

ENGAGE

INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Sing Old McDonald

Activity 2: Meet an animal

Activity 3: Lion and the mouse story *

CONCEPT GENERATION ACTIVITY

ANIMALS, BIRDS AND INSECTS

Activity 4: Introduction to animals, birds and insects*

ANIMALS, BIRDS AND INSECTS FOUND IN OUR HOME

Activity 5: Animals in our home *

Activity 6: Talk about animals *

LET'S DISCUSS: RELATE TO DAILY LIFE

EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 7: Hint animal game

Activity 8: Identify the animal sound (group game)

Activity 9: Listen to some common birds found in India

4.2 IMPORTANT GUIDELINES

*Note: The fields marked with * are mandatory*

2. LEARN

2.1 KEY POINTS

Animals are found all over the world. There are different types of animals such as insects, birds, reptiles and mammals. They need food, water and shelter for their survival.

Animals that stay with human beings are called pets. Animals staying in forests like lions, tigers, giraffe, elephants, and bears are commonly called wild animals. Animals like cows, hens, sheep which are useful to mankind are found in our homes. (3)

Birds use their voices to communicate with other birds. Birds can sing at any time of day, but their songs are often louder, livelier, and more frequent during the dawn. In most bird species, only male birds sing, attempting to attract mates and warn other males away from their territories. Not all of the bird noises are attractive to your ears. Some of the birds sing very pleasantly, whereas some of the birds make loud and not so pretty sounds for the human ear. Bird identification is a fun and useful skill, as bird sounds are a part of our lives in the cities and in nature. (2)

2.2 LEARN MORE

NA

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Sing Old McDonald

Materials required: Sound system if available.

Prerequisites: NA

Activity flow:

Play and sing the Old McDonald song from the following link:

<https://www.youtube.com/watch?v=VIC5Xy7ti6Y> - Old McDonald in Kannada

<https://www.youtube.com/watch?v=nyPGLdXtlM8> - Old McDonald in Hindi

If the sound system is not available, sing the song and ask children to repeat after the teacher..

Old MacDonald had a farm

Ee i ee i o

And on his farm he had some cows

Ee i ee i oh

With a moo-moo here

And a moo-moo there

Here a moo, there a moo

Everywhere a moo-moo

Old MacDonald had a farm

Ee i ee i o

Old MacDonald had a farm

Ee i ee i o

And on his farm he had some chicks

Ee i ee i o

With a cluck-cluck here

And a cluck-cluck there

Here a cluck, there a cluck

Everywhere a cluck-cluck

Old MacDonald had a farm

Ee i ee i o

Old MacDonald had a farm

Ee i ee i o

And on his farm he had some pigs

Ee i ee i o

With an oink-oink here

And an oink-oink there

Here an oink, there an oink

Everywhere an oink-oink

Old MacDonald had a farm

Ee i ee i o

- Ask children which animals were talked about in the song and what kind of sound do they make?
- Summarise by saying the animals are cow, chick and pig. The sounds they make are moo-moo, cluck-cluck and oink-oink. Encourage children to make more animal sounds they are familiar with.
- Have a general discussion about these animals with children by allowing them to share their knowledge about the animals.

Activity 2: Meet an animal

Materials required: Make arrangement for children to familiarise with any common animal like a dog, cow, goat, cat, hens/ducks, turtle, which will be safe for children to go near to and hear their sound and if possible, touch them as well.

Prerequisites: NA

Activity flow:

- Before taking the children out, orient them about the dos and don'ts about how to behave with an animal. For example, maintain silence, maintain distance from the animal and touch only under an adult's supervision.
- Take children out to the place where the animal is available. Ask them to observe the smell and sound of the animal.
- After coming back to the classroom, ask children about their experience. How did the animal sounded like, how was the smell, how did the animal skin feel like, is it different from their own skin, was it different or same as they had imagined it to be.

Activity 3: Lion and the mouse story *

Note: Story reference: (1)

Materials required: NA

Prerequisites: NA

Activity flow:

Narrate the following story.

Title - Lion and the Mouse

Once upon a time, there lived a lion in the dense Amazon rainforest. While he was sleeping by resting his big head on his paws, a tiny little mouse unexpectedly crossed by and ran across the lion's nose in haste. This woke up the lion and he laid his huge paw angrily on the tiny mouse to kill her.

The poor mouse begged the lion to spare her this time and she would pay him back on some other day. Hearing this, the lion was amused and wondered how could such a tiny creature ever help him. But he was in a good mood and in his generosity, he finally let the mouse go.

A few days later, a hunter set a trap for the lion while the big animal was stalking for prey in the forest. Caught in the toils of a hunter's net, the lion found it difficult to free himself and roared loudly in anger.

As the mouse was passing by, she heard the roar and found the lion struggling hard to free himself from the hunter's net. The little creature quickly ran towards the lion's trap that bound him and she gnawed the net with her sharp teeth until the net tore apart. Slowly she made a big hole in the net and soon the lion was able to free himself from the hunter's trap. The lion thanked the little mouse for her help and the mouse reminded him that she had finally repaid the lion for sparing her life before. Thereafter, the lion and the mouse became good friends and lived happily in the forest.

- Have a general discussion about the story bringing the attention to the animals. Encourage them to share their knowledge about the animals in the story.

3.2 CONCEPT GENERATION ACTIVITY

ANIMALS, BIRDS AND INSECTS

Activity 4: Introduction to animals, birds and insects*

Materials required: Toys or models of different kinds of animals, birds and insects

Prerequisites: NA

Activity flow:

- Distribute the toys/models. Ask children to touch and feel these animals.
- Animals: Explain the features of these animals after introducing them with their names one by one.

For example:

1. A cat has 4 legs and snakes have no legs. A cow has 4 legs and 1 tail.
2. Sheep is smaller than a cow. It has four legs and has a round and fluffy tail (like a ball of cotton). They stay in groups.
3. Squirrels are small animals. They live mostly on trees. They have a soft, furry tail which is long as compared to its body.
4. An elephant has a long trunk and big ears. A donkey has a thin tail smaller than a horse. A horse has a soft and furry tail. Both donkey and horse are very similar by their body type but a donkey's ears are bigger than a horse.

5. A camel has a hump on its back and can stay without drinking water for many days.

A fish swims in the water

- Birds: Birds are animals that fly in the sky. All birds have wings and feathers which help them fly. They also have 2 legs, which help them walk on the ground. Examples of birds are crow, pigeon, hen, peacock, duck, parrot and sparrow. A peacock has a long tail, a parrot has a curved beak, a crow has a sharp pointed beak and is black or grey in colour, a duck can swim in the water.
- Insects: Insects are those creatures which are very small in size like our little finger and some of them are even smaller than our nails. Examples of insects are mosquitoes, house flies, honey bees, cockroaches and grasshoppers.

ANIMALS, BIRDS AND INSECTS FOUND IN OUR HOME

Activity 5: Animals in our home *

Materials Required: Animal models if available

Prerequisites: NA

Activity Flow:

Start by asking which insect bite causes our skin to itch especially in the evening time? (mosquito) Where do we find them? Mosquitoes are present all around us. It is an insect which is present in our home. Can you name more such insects which are present in our homes?

Summarise by saying that lizards, cockroaches, ants, butterflies and grasshoppers are some of the common insects that are present in our home. They are those creatures which are very small in size like our little finger or even smaller than our nails.

Present the animal models if available and introduce them with each one of the models by describing the various parts of the insect.

Ask children apart from insects, which other animals are found in our home? Inform that not all the homes will have the same kind of animals.

Other animals are rat, cat, dog, rabbit, cow, buffalo, goat, sheep, rats and duck.

Common birds that are present in and around our house are crow, pigeon, hen, parrot, canary and ducks.

Activity 6: Talk about animals *

Materials Required: A few animal models in a bag

Prerequisites: NA

Activity Flow:

Ask children to take turns, put their hand inside the bag and pick one animal from it. Give them time to identify the animal and think about what they know about the animal. Help children if they find it difficult to identify an animal by giving other clues like it has a mane or a long trunk and so on. Then one by one they share their knowledge and learnings about that animal with the rest of the class. Teacher would help if the child has missed out any important point.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Have a discussion about the different birds and animals that children have come across. Encourage them to share their experience in terms of how these animals behave, where they stay, what they eat and what kind of sound they make.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 7: Hint animal game

Materials Required: NA

Prerequisites: NA

Activity Flow:

Give 2 or 3 hints about an animal and ask the children to guess the name of that animal. The teacher can add their own clues for an animal.

- It has long legs, it has a hump on its back, it can stay without water for many days – Camel
- This animal gives us milk. It eats grass. – Cow
- This animal can run very fast, has a mane (hair on the neck), we can sit on it and go for a ride – Horse

Activity 8: Identify the animal sound (group game)

Materials Required: NA

Prerequisites: NA

Activity Flow:

Make two groups in the class: Ask each group to decide among themselves and make one animal sound. The other group would guess which animal it is.

Alternatively, you could also play a game where there are pairs. 1 person is given the animal name and the other the sound it makes. They need to find each other. The person with the animal sound makes that sound and the person with the name has to find them. Good auditory development skills as well

Activity 9: Listen to some common birds found in India

Materials Required: Sound system

Prerequisites: NA

Activity Flow:

Play the audio and make children listen to some common birds found in India. Help them relate the bird sound with the name of the bird.

<https://www.youtube.com/watch?v=mfFIdO-B8vE>

The bird sounds are in the following sequence:

1. Sparrow
2. Peacock
3. Blackbird
4. Starling
5. Woodpecker
6. Cuckoo
7. Nightingale
8. Duck
9. Kingfisher
10. Swan
11. Turkey
12. Rooster
13. Hen
14. Crow
15. Quail
16. Pigeon
17. Goose
18. Bulbul

Teaching Tips

If there are any additional teaching tips then utilize this section to mention them.

References

- (1) <https://byjus.com/kids-learning/moral-stories-the-lion-and-the-mouse/>

- (2) <http://kiddopedia.net/birds-kids-common-city-birds-fowls/>
(3) <http://www.learnhive.net/learn/cbse-grade-1/environmental-science/animals-around-us>

4.2 IMPORTANT GUIDELINES

Exercise Reading

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible.

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently.

End of Document