# Vision Empower & XRCVC Teacher Instruction KIT Introduction to animals

Syllabus: Karnataka State Board Subject: EVS Grade: 2 Textbook Name: ENVIRONMENTAL STUDIES - Text cum Workbook (Revised) - Second Standard Chapter Number & Name: 1. Introduction to animals

# **1. OVERVIEW**

#### **1.1 OBJECTIVE AND PREREQUISITES**

#### Objective

- To recognize the animals in the locality
- To identify few special body parts of a bird
- To understand the movement of animals

#### **Prerequisite Concept**

• Names of common animals EVS- Karnataka State board-Grade1-Chapter 1- Animals around us

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Note: The fields marked with \* are mandatory

## 2. LEARN

#### 2.1 KEY POINTS

There are some common animals around us, which are found in the form of pets, domestic animals and stray animals. Beaks, wings, feathers and claws are the special body parts of birds. The type of food that a bird eats depends on its beak. Typically, an insect has 1 head, 1 thorax or chest, 1 abdomen or stomach, 2 antennas (also called feelers), 2 wings and 6 legs - 3 on each side of their body. However, there are other insects which have different features. For example, a spider is an arthropod or arachnid meaning it has 8 legs, no wings, no antennae. Therefore, it is not really an insect. Similarly, a millipede and centipede are also arthropods. Different animals move in different ways, some crawl, walk, swim, fly and some of them hop.

2.2 LEARN MORE - None

### **3. ENGAGE**

**3.1 INTEREST GENERATION ACTIVITY** 

### **INTRODUCTION TO THE TOPIC**

#### Activity 1: Common animals \*

*Materials Required:* animal models *Prerequisites:* Names of common animals around us *Activity Flow:* 

Begin by asking students to think about an animal that they want to be and share with the class saying why they want to be that animal. Encourage the child to speak more about the animal.

Take students out of the classroom and allow them to listen to any bird or animal sounds around the school premises. Come back to the classroom and discuss which animals and birds they heard.

Pass around the animal models. Allow them to feel and identify those animals. Have a general discussion about these animals. Describe each of these animals in detail, compare their sizes and help them understand the size of the animals by comparing them with real life objects or referring to their body.

## **3.2 CONCEPT GENERATION ACTIVITY**

## **COMMON ANIMALS**

# Activity 2: Guess the animal name \*

Materials Required: NA Prerequisites: NA Activity Flow:

Inform students that they would play a guessing game. A clue will be given and they have to guess what animal the teacher is talking about.

- 1. I give milk to you cow, goat, buffalo
- 2. I am a friendly pet with a tail and my size is smaller than a cow dog, cat
- 3. I give you something that can be used to make a sweater sheep
- 4. I can swim in the water fish, turtle, crocodile
- 5. I fly in the sky and make ka ka sound crow
- 6. I am a very tiny creature and together we walk in a line ant

# **COMMON BIRDS AND THEIR BODY PARTS**

## Activity 3: Birds and their body parts \*

*Materials Required:* models of birds, tactile diagram of a bird with labeled body parts (beak, wing, claws, feathers, head) *Prerequisites:* NA

Activity Flow:

Ask students if they can name a few birds.

Summarise the names of a few common birds like peacock, hen, crow, pigeon, sparrow, parrot and duck

Give a small description for each of the bird:

Peacock – This is the National bird with a long tail which has many colourful feathers.

Hen – These are the birds which are reared by people for their eggs and meat. They do not fly high in the sky.

Crow – These are the birds which have black-coloured feathers. They have very loud voices and make kaa-kaa sounds.

Pigeon – Pigeons are also called "doves". They generally come in shades of grey and white. Sparrow – They are usually brown and gray. They have short tails and small, strong beaks. Most sparrows eat seeds or small insects. Sparrows are social birds and they live in flocks (groups).

Parrot – Parrots have curved beaks, strong legs and clawed feet. Parrots are believed to be one of the most intelligent bird species. Some species are known for imitating human voices.

Duck – Ducks are mostly aquatic birds living in both fresh water and sea water. A male duck is called a drake, a female duck a hen, and a baby duck a duckling. Ducks are omnivores. They feed on aquatic plants, small fish, insects, worms, grubs and more.

Pass around the bird models and ask them to carefully observe their body parts. Ask them if there are any body parts which are special only to birds.

Summarise by saying that beaks, wings, feathers and claws are the special body parts of birds. It is interesting to know that the type of food that a bird eats depends on its beak. A crow with a small pointed beak eats grains and worms. A parrot has a curved beak and eats fruits and nuts.

Introduce the tactile sheet and ask students to find the different body parts of a bird. Ask them to match the body parts on the tactile diagram with the bird models.

## **COMMON INSECTS AND THEIR BODY PARTS**

### Activity 4: Insects and their body parts \*

*Materials Required:* Tactile diagram of an insect (cockroach, mosquito, grasshopper), models of insects *Prerequisites:* NA

## Activity Flow:

Ask students which insects they are familiar with. Encourage them to describe an insect. Summarise by saying that the bodies of these animals are small. They have six legs and a pair of feelers too.

Introduce the tactile diagram -

Instruct the children to feel the diagram and tell what are the other things they find common among all of them. Inform that they have 1 head, 1 thorax or chest, 1 abdomen or stomach, 2 antennas (also called feelers), 2 wings and 6 legs - 3 on each side.

Inform that typically an insect has all the above mentioned features. There are other insects which have different features. For example, although we call a spider an insect, it is actually an arthropod or arachnid meaning it has 8 legs, no wings, no antennae. Therefore, it is not really an insect. Birds and insects are also animals. Likewise, human beings also belong to the group of animals.

Pass around the insect models. Ask students to match the tactile diagram with the 3-d shapes of the insects.

## Activity 5: Insects riddles \*

Materials Required: NA Prerequisites: NA

### Activity Flow:

Inform students that they will solve some insect riddles called Who am I?

1. I buzz and have wings and my tail stings - Honey bee

2. I am a type of insect, you might see flutter by, I have wings with many colours - Butterfly

3. I am sometimes a soldier, that's part of an army, I am also an insect, that's in a colony -Ants

4. I can jump long distances. I make music when I rub my wings and legs. - grasshopper

5. I make buzzing sounds in your ears and I love to suck blood from your skin - mosquito.

# **MOVEMENT OF ANIMALS**

## Activity 6: Animal movement \*

Materials Required: a model of snake (if available) Prerequisites: NA

Activity Flow:

Have an interactive discussion with students.

Pass around the snake model. Ask if they have legs. If not, then how does it move from one place to another? It crawls or slithers on the ground.

Using the hand, do a wavy or crawly movement like a snake. Go around the class and show how to do the movement individually for each child.

Can you name one more animal which crawls? Snail has a soft body that is long, moist and slimy. The body is normally protected by a hard shell. The snail's body has a head, a neck, a hump, a tail, and a foot. The head has a pair of tentacles or feelers.

How do you think a bird moves? A bird can walk with its two legs and it flies. Go around the classroom and demonstrate how to flap hands sideways to do the movement.

How does an elephant move? It walks using its four legs. Encourage children to use their hands and legs to do the movement like an elephant.

What about a rabbit, a monkey and a fish? A rabbit hops. Encourage children to hop in their place. A monkey swings. Demonstrate swinging movement by using hands to and fro. A fish swims. Demonstrate the action of swimming using the hands.

### Activity 7: Game of movement (writing)\*

*Materials Required:* Writing materials *Prerequisites:* NA

### Activity Flow:

Call out the names of animals one by one and let children shout out the movement aloud and repeat 3 times. Teacher calls out: Rabbit Children: hop - hop - hop Teacher calls out: bird Children: fly - fly - fly Monkey: swing - swing - swing Fish: swim - swim - swim Mosquito: fly - fly - fly Tiger: walk - walk

Ask students to write 3 names for each: Flying animals, Crawling animals, Walking animals and Insects

### 3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Have a discussion by talking about animals and where they are found. Discuss about which animals could be harmful to us and which are not. We find insects everywhere around us. Encourage children to share their experiences about animals, birds and insects.

# 4. EXERCISES & REINFORCEMENT

## 4.1 REINFORCEMENT

### Activity 8: Names of animals, birds and insects (writing)

Materials Required: Writing materials

Prerequisites: Should be comfortable in writing braille

Activity Flow:

Encourage students to write the names of animals, birds and insects separately in their writing sheet. Help them with the spellings.

# Activity 9: Find the odd one out

Materials Required: NA Prerequisites: NA Activity Flow:

Ask children to find the odd one out from the following (can be played as a group activity). Encourage them to reason out why they think they are odd.

- 1. Grasshopper, fly, mosquito, cow
- 2. Parrot, rabbit, crane, peacock
- 3. Horse, sheep, crow, buffalo
- 4. Dog, snake, snail, worm
- If possible, arrange for a visit to any pet sanctuary to provide an experiential learning with animals through touch and feel.
- Put grains to the birds in an open area. Keep water in a small plate. Observe and note the time when there are more birds.
- Sing along: <u>click here</u>

## **Teaching Tips**

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

## References

(1) Song: <u>https://www.youtube.com/watch?v=DYPTJj6hd44</u>

## **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.

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