

**Vision Empower & XRCVC**  
Teacher Instruction KIT  
**Animal Rearing**

Syllabus: Karnataka State Board

Subject: EVS

Grade: 2

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

Chapter Number & Name: 2. Animal Rearing

## **1. OVERVIEW**

### **1.1 OBJECTIVE AND PREREQUISITES**

#### **Objective**

- Identify and classify animals as domestic and wild
- Understand why we keep animals at home
- Develop the habit of rearing animals

#### **Prerequisite Concept**

- Recognition and identification of common animals  
*EVS-Grade1-Chapter 1- Animals around us*

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## **2. LEARN**

### 1.1 KEY POINTS

A domestic animal is an animal that is reared and dependent on human support, such as cats, dogs, horses, cows etc. are kept by humans, as a pet, for carrying loads from one place to another or as a food source. A non-domestic animal is an animal that lives in the wild or on the streets. We take care of domestic animals by giving them food, water and shelter.

### 1.2 LEARN MORE - NA

## **3. ENGAGE**

### 3.1 INTEREST GENERATION ACTIVITY

## **INTRODUCTION TO THE TOPIC**

### **Activity 1: A walk in the school yard**

*Materials required:* NA

*Prerequisites:* NA

*Activity flow:*

Take all the students for a walk in the schoolyard and ask the students to pay attention to any animal sounds that they might hear.

### **Activity 2: Story on Domestic & Non-Domestic Animals \***

*Story reference:* Karnataka State Syllabus Textbook - Grade2

*Materials required:* NA

*Prerequisites: NA*

*Activity flow:*

Narrate the following story - King's Daughter's Birthday Party

One day in a forest, all the animals like lion, deer, monkey, snake, rabbit, mouse, cow, cat, elephant, were assembled for a meeting.

"My daughter's birthday is next month. How do you think we should celebrate it?" asked the lion to all the animals.

"Oh! King, there is a shortage of grass in the forest. There is no grass to eat. Then, how can we celebrate a birthday?" the deer informed.

"We have no problem. Our owner gives us enough grass." the cow said with pride.

"We too don't have a problem. Though we are not looked after, we get grains in our place." the mouse announced.

Hearing all these, the lion asked thoughtfully, "There will be no problem for animals who live in the village. But there is no food for animals in the forest. What shall we do?"

"True, we stay both in the forest and town. So, we have no problem with food", the snake added.

"It is time for the rains. Oh, king of the forest! The grass will grow very well", the monkey tried to assure the king. "Yes, if it rains, the deer and bison will get good food", added the leopard.

"Oh! You are feeling very happy. It is good for you if they grow fat. Isn't it?" The elephant asked mockingly to the leopard.

"Meow, the lion is the king for all of us. The birthday of the king's daughter should be celebrated on a grand scale. I can bring milk from my owner's house." The cat suggested.

"Yes, I will decorate the forest," said the rabbit. "And I will bring fruits for the celebration," the monkey added.

The lion thought for a moment and finally announced, "All of you, please listen. Let us not celebrate the birthday of my daughter this year. Let it rain. Let the grass grow. Let everybody eat well. Next year, let us celebrate on a grand scale. Let's end the meeting here."

Have a general discussion about the story and the animals who are present in the story.

### 3.2 CONCEPT GENERATION ACTIVITY

#### **DOMESTIC AND WILD ANIMALS**

##### **Activity 3: Discussion on story \***

*Materials Required:* Handout with story or textbook containing the story in accessible format (i.e. Braille/Large Font/Accessible E-copy).

*Prerequisites: NA*

*Activity Flow:*

1. Have a discussion with the students asking the following questions related to the story and directing them to the correct answers where needed -  
Q1 - Which animal names did we hear in the story? (List out the names of all the animals - lion, deer, cow, mouse, snake, monkey, leopard/cheetah, elephant, cat, rabbit.)  
Q2 - What was the problem mentioned by the deer? (there is not enough grass in the forest)  
Q3 - Why did the lion say that there is no problem for animals who live in the village or town? (because their owners provide food for them)  
Q4 - Which are the animals who live in towns or villages? (cow, mouse, snake, cat)  
Q5 - Who looks after the mouse? (no one, but there are plenty of food grains in villages/towns)  
Q6 - What do we understand from this story? (animals living in forest have to find their own food and animals living in villages/towns are looked after by their owners)
2. Introduce the term “Domestic animal” to them. Tell them that a cow is called a domestic animal. Domestic animals are those which live in a town or village with people who take care of them or rear them. Non domestic animals are also called wild animals.
3. Ask students the following question and direct them to the correct answer if needed-  
Q - From the story, can you identify which animals are domestic and which are not?  
(Domestic - cow, cat, rabbit. Non-domestic - mouse, lion, deer, leopard, elephant, monkey, snake.)
4. Inform students that they must remember that although an elephant is a wild animal, people sometimes domesticate them for their use.
5. Ask students the following question and direct them to the correct answer if needed-  
Where do non-domestic animals live?
  - Some animals live in the forest, example - lion, deer, monkey, elephant
  - Some animals are found on the street like dogs
  - Some live in a tree like squirrel and snake
  - A mouse can be found in buildings and houses especially in dirty places
6. Call out the spellings of the new words introduced through this story such as “Domestic”, “Non-Domestic” “Wild” “Rearing” etc.

**Activity 4: List out domestic and wild animals (writing) \***

*Materials Required:* Braille/slate and styles/writing materials

*Prerequisites:* Student should be comfortable writing in braille

*Activity Flow:*

Ask students to make a list of domestic and wild animals in separate columns or rows in their writing sheet. Help students with the spelling if they are unable to spell correctly.

### **Activity 5: Guess the name of the animal \***

*Materials Required:* Animal models like (cow, tiger, dog, crow, buffalo, elephant, goat, deer, cat, snake, crow, leopard)

*Prerequisites:* NA

*Activity Flow:*

Pass around the animal models to students while telling their names and describing their features and body parts.

Tell students that you will give some clues for them to guess what animal you are talking about.

1. This animal gives us milk. It likes to graze on grass. It makes a moo-moo sound. – cow (domestic)
2. This animal lives in the forest. It has stripes on its body. It kills small animals for food. – tiger (wild)
3. This is a very common pet animal. It can bark loud and wag its tail. – dog (domestic/pet)
4. This is another animal which gives us milk but it is not a cow. It has 2 horns on its head – buffalo (domestic)
5. This animal has a long trunk and 2 big ears. – elephant (wild)
6. This is a small animal that also gives us milk and they bleat (sound of goat) – goat (domestic)
7. This animal can run very fast and has antlers on its head. – deer (wild)
8. This is a small animal which loves to play and chase rats. – cat (domestic/pet)
9. This one slithers on the ground and lives in a burrow or hole. – snake (wild)
10. This is a common black colour bird, it flies in the sky, it is black in color and it makes the sound caw-caw – crow (wild)
11. This animal is like a tiger but it has spots on its body and not stripes. – leopard (wild)

Q – Ask students if they have reared any of the above animals. Ask them to share their experience.

## **ANIMAL REARING**

### **Activity 6: Tell me who am I? \***

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Ask students to think and answer the following questions:

Q - Can we keep a lion at home? Give reasons.

Summarise the responses by saying that a lion cannot be kept in our home because it is a wild animal and wild animals can harm us.

Q – What kind of animals do we keep with us and why?

Summarise the responses by saying that we keep some animals with us because not only they are useful to us but also, we keep them to love and pet them.

There are animals which live in our home but we do not rear them. Tell them that we will find out a few names in the following activity.

Introduce some of these animals in the form of riddle

1. Small body and a long tail, I make a hole to creep away. I fool the cat with my lightning speed

Who am I? (rat)

2. A long body and a long tail, I crawl and crawl up the wall. I eat all insects very small,

And keep you house spic and span. Who am I? (lizard)

3. Swishing my long whiskers, I run around your house. I get into corners, Hiding from you.

Who am I? (cat)

4. I catch insects, By weaving webs. You can see my kingdom, In the corner of your house.

Who am I? (spider)

Mention that although cats are kept as pets but there are many cats that are found in and around a house or locality. Can you think of names of some more animals?

## **USES OF DOMESTIC ANIMALS**

### **Activity 7: Uses of domestic animals \***

*Materials Required:* Any item made of wool like a cap, sweater or muffler

*Prerequisites:* NA

*Activity Flow:*

Pass around the woolen item. Start the discussion by asking if they can identify what it is and what it is made from and where does the material come from. Summarise by saying that we get wool from sheep and that is why people rear sheep so that they get wool from them. We cut the fleece which is like a coat/cover on their body and make wool out of it.

Discuss the use of domestic animals in the form of Q/A

Why do we rear cows or buffaloes? (to get milk from them or to use them in the field for ploughing the field so that farmers can grow crops)

Why do we keep a dog, hen or sheep?

Dog - We keep a dog for our company or for pleasure. They are also kept to protect our home from strangers.

Hen - We keep hen in our house because they give us eggs.

Extra information - What other kind of animals do we keep in our home and why? (camel, donkey, parrot) Camels are found mostly in places where there is very little water available like deserts because camels can live without water for many days. They carry loads from one place to another. Even donkeys are useful for carrying loads. Parrot and other birds are kept because they give us company.

## **TAKING CARE OF DOMESTIC ANIMALS**

### **Activity 8: Taking care of animals \***

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Ask students to think and share how the domestic animals are taken care of.

Discuss that we need to take care of domestic and pet animals. Although we do not look after street animals, it is a good idea to take care of them by ensuring that we do harm them and call the animal helpline number if we find them injured or abandoned on the street. However, we do not need to take care of wild animals as they take care of themselves.

Divide the class into groups of three. Give a situation to each group. Ask them to discuss and come up with ways to take care of the animal in the situation given. Each group will share their thoughts with the whole class one by one.

Group1 - Situation1 - Kamala is fond of rabbits. Her mother has gifted her a rabbit to take care of. How will she take care of the rabbit?

(Kamala will feed the rabbit everyday with grass, leafy vegetables, fruits and provide her with clean water.)

Group2 - Situation 2 - Salim has found a pigeon fallen on the street. What will he do now? (He picks up the pigeon very carefully and takes it to the vet. He gives grains, water and takes care of it.)

Group 3 - Situation 3 - Pintu is Lara's pet cat. How shall Lara take care of Pintu?

(She gives him milk every day. Pintu rubs against Lara's leg as soon as she comes from school. Lara would pet the back of the cat to display her affection.)

Ask the following questions and have a discussion with students

- How do you keep your domestic animal clean?
- What do you do if a domestic animal falls ill?

- What type of food will you give to the domestic animal in your house?

Summarise the entire discussion by saying that we take care of domestic animals by giving them food and shelter. We bathe them, keep them clean and take them to the veterinary doctor (animal doctor) when they are sick.

What other things we should not do with animals?

We do not harm them in any way by hitting or pushing. We do not neglect them and give them food and water on time. We should give them our love and care.

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

Thinking Time: Many of us like to keep birds at home. Have a discussion about how the birds are kept and reared. Ask students to think if it is a good idea to keep birds locked inside a cage. Allow them to reason out their answers.

Instruct students to listen to insect and animal sounds from the time they leave school till the time they come back the next day and share with the class.

## 4. EXERCISES & REINFORCEMENT

### 4.1 REINFORCEMENT

#### **Activity 9: Animals in our surrounding (Alternative activity for drawing animals)**

*Materials Required:* Tactile diagrams cutouts of 2 animals (cow and lion) with labels of their names, crayons

*Prerequisites:* NA

*Activity Flow:*

Hand over the diagrams and the crayons to children. The students can be made to stick these animals on their sheets. Let them explore the diagrams with the models and identify the different parts of the body. Encourage them to colour the inner part of the drawings by following the tactile outline and let them file these sheets along with their braille or large font notes.

#### **Activity 10: Forming shapes of animals with our hands and fingers (HW suggestion)**

*Note:* This activity can be done as an alternative to forming shadows on the wall

*Materials Required:* NA

*Prerequisites:* NA

*Activity Flow:*

Do this activity in pairs. Go around the class and help students form the following animal figures using their hands. When one student makes an animal shape, the other will touch



the hands of his/her partner to understand which fingers are representing which part of the animal.

Bird

Step 1: Turn both the hands towards self. Palm facing towards your own face.

Step 2: Cross both the hands in such a way that the thumbs are touching each other.

Step 3: Intertwine the thumbs and flap the other fingers as if those are wings of a bird.

Dog (face only)

Step 1: Join both the hands with palms facing each other.

Step 2: Fold both the index fingers inwards. That makes the eyes of the dog.

Step 3: Lift both the thumbs up and swing them to and fro to show flapping of the ears.

Step 4: Take both the little fingers down to show that the dog is opening its mouth.

Here is a list of a few activities that can be conducted:

- Exposure to household pets.
- Visit to a farm
- Visit to a zoo is also a good way to expose the children to the smells and sounds of the real animals.
- Parents and teachers alike can take children on horse rides, elephant rides and camel rides as and when possible.
- Visiting a natural history/ science museum that has stuffed life sized animals will enhance the concept. Before planning the trip, take prior permission from the museum authorities to allow the +blind and low vision students to touch and explore the models.
- (HW suggestion) Ask students to prepare a speech and talk a few lines about any one of their favourite domestic animals.

### **Teaching Tips**

None

### **References**

None

## **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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