

ROAR KIMBA, ROAR

The theme of this unit is *Animals*

Learning Outcomes

- Read about a lion cub and understand why he was sad
- Discuss how a mouse helped him to roar
- Infer that trying again and again helps one succeed
- Compare this story with another story involving similar characters
- Categorise animals as *wild, farm, pet* and *sea* animals
- Choose describing words correctly in sentences
- Discuss the characteristics of one's favourite animal with a friend
- Write a passage about elephants with help

Integration

Language	Activity
EVS / Maths	Activity, Speaking, Heritage, Extension
Art	Warm-up, Activity
Heritage	Gir National Park
Digital	Presentation, Audio, Weblinks

Suggested Number of Sessions: 10

Session 1: Warm-up; Text: *Kimba, a lion cub... Then say AAR. Ro-OOO-AAR."*

Session 2: Recap; Text: *But Kimba...ROAR! ROAR!* Digital assets: AR and Presentation

Session 3: Comprehension exercises; Digital asset: video

Session 4: Grammar

Session 5: Words; Pronunciation; Heritage

Session 6: Grammar

Session 7: Writing

Session 8: Speaking; Activity;

Session 9: Activity; Extension—digital assets: video and audio

Session 10: Workbook exercises; Any pending work

Teaching guidelines

Warm up

S This is an integration with art. Students will recollect animals and the distinct sounds they make and utter the correct sounds of the animals. The activity will help reinforce role-play.

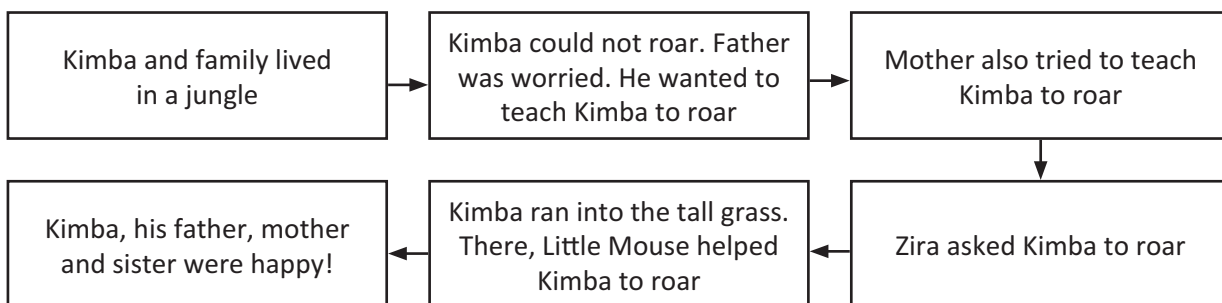
- Put students in pairs. Tell them to study the pictures and the words provided below.
- Now ask them to match the animals to the sounds they make.
- Encourage them to turn to their partners and make each of the sounds in turns.

Reading

Play the audio in parts / Read the text in parts and pause at relevant intervals to check comprehension / explain / discuss.

Tell students they are going to read a lesson about a lion cub who does not know how to roar.

During the course of the reading exercise, encourage students to help you sequence the events in the story. This will help develop sequencing skills.



Kimba, a lion cub, lived in a jungle... Then say AAR. Ro-OOO-AR.”

Ask students:

Where did Kimba live? (Let students underline the word *jungle* with a coloured-pencil. This will help students understand how the scene changes to different places.) *Who did Kimba stay with? What sound do lions make? Why was Father Lion worried?*

What sound did Father Lion make? Was Kimba able to make the same sound? What sound did Kimba make? Do you know who makes this sound? Ask half the class to roar. Then, ask the other half of the class to squeak.

Where did Kimba go to? (To the cave where his mother was) Instruct students to underline the word *cave* with a different colour.) *What did Zira tell Kimba? Was he happy? Why was he not happy?* (He wanted to roar like the other lions.)

But Kimba just could not do it...You can do it! ROAR!” she said.

Ask students:

Where did Kimba go? (Let students underline the words *long grass* with a different colour.) *Why did Kimba run away into the long grass? Who did he meet there? What did his friend tell him? How did Little Mouse help him? What happened when Kimba tried to roar? Was Kimba trying hard? Do you think he will be able to roar? Why do you think so?*

Kimba tried to roar. But he said, “Squeak!” ... “ROAR! ROAR!”

Ask students:

What sound did Kimba make after trying again and again? Why did Kimba thank Little Mouse? Where did he go after he was able to roar? Why did he go home? (Instruct students to underline home with a different colour.) Were his father and mother happy? Why do you think so?

Now ask students to look at the words that they underlined in different colours. Ask them, which places Kimba went to, from the beginning of the lesson till the end. (*jungle, cave, tall grass, home – probably the cave*) This will reinforce the concept of sequencing.

Post-reading

Guide students to retell the story in their own words. Allow each student to say a sentence each till they complete the story. Prompt if required. You may continue with another round until all students get an opportunity to contribute to the narration of the story.

OR

You can select a few students, in random order, and guide them to enact the story.

Activity



This digital integration also integrates with EVS and Language. Let students answer the questions in their home language if they wish to as this will help develop communication skills.

Words

Land, sea and sky animals

Pair work

Encourage students to identify the animals given in the Coursebook. Allow them to say whether these animals are farm animals, wild animals, pets or sea creatures. Prompt if required.

Now, guide them to do the exercise in the Coursebook. Help them with spellings of the names of the animals.

Check their answers.

Grammar

Describing words

Ask students to get ready with their colours. Tell them they are going to draw what you say. Give them instructions to draw the following – *a face, the Sun, a tree and so on*.

Give students a minute or two between each picture to draw. After this, ask them to compare their pictures. Elicit from them that each student has drawn the pictures differently.

Tell them that they are going to redo the activity now.

Write these phrases on the board and ask them to draw pictures—, *a happy face, a sad face, a hot sun, a tall tree*, and so on.

Check with them if their pictures are similar now (They may be more or less similar.)

Ask them the following questions:

Did you draw the same object / thing the first and the second time? (*Yes*)

Why were they different the first time? (*Did not know that they should draw a happy face and a sad face...*)

Tell them that the first time you forgot to describe the things and the second time, you described them. In other words, you did not use the right describing words while giving instructions.

Ask a few volunteers to come to the board and underline the things / naming words. Help them to do this. Explain that the words used before the words or nouns are describing words.

Divide the class into small groups.

Give each group a small object such as a fruit, a candy, a pen, a flower, a ribbon and so on.

Ask each group to describe the object using suitable describing words.

You may put up word-prompts on the board—*big, small, sweet, sour, sweet, tasty, colourful* and so on.

Guide students to do the exercise in the Coursebook.

Activity

Group work (4 in a group)

Tell students to look at the pictures in the Coursebook and try to find words to describe them. Help them with the first two by asking them questions. *Example*: What colour is the strawberry? What is the shape of the ball?

Pronunciation

Play the audio track. Ask students to listen carefully and follow the words in their books as the track is being played.

Play it again and conduct a choral drill with the class. Continue till the students are familiar with the pronunciation.

Heritage

Gir National Park



This activity integrates with heritage. Students learn where lions are found in India and how they are protected.

Read the passage aloud and tell students where lions are found in India, besides the zoos. Explain to them how particular care is taken to allow them to live in their natural habitat. (Nobody is allowed to hunt them down; there are vets that keep monitoring the jungles and treat sick lions. At times when these animals fall into unused wells, they are rescued and treated.)

Writing

Describing an animal

Instruct students to look at the picture of the elephant given in the Coursebook.

Allow them to describe what they see in the picture.

Read the clues aloud and let students form the sentences orally before they begin writing in their books.

Speaking

Words to express happiness

A. Ask students to watch your face carefully. Next, make an excited face and ask students if you made a happy or sad face. Elicit that it was a very happy face. Explain that the facial features indicated that you were excited. Have the children make an excited face after you have modelled the expression.

Next, tell students about a situation that makes you feel very happy. Then ask them to share the things that make them feel that same emotion.

Tell them that the words *Hurrah!* or *Yippee* help a person to convey happiness and excitement through words.


Articulate both the words and ask students to repeat after you.

Tell them to look at the pictures provided in the Coursebook.

Ask them to practise the dialogue, in pairs. Guide them with appropriate facial expressions and intonation while they do the task.

Monitor the activity.

B. Tell students to read the given sentences. Ask them to think of the animal they want to speak about.


 This is an integration with EVS. Students are led into talking about their favourite animal and describing its way of life with the scaffolding provided.

Let students read the support words given and work on the conversation.

Encourage vivid descriptions. Prompt if required.

Monitor the activity.

Activity

 This is an integration with EVS and Art. Students will enjoy tracing the path of the bat to its home and get know about this animal.


Ask students:

Where do bats live?

Note: In this picture it shows that bats live in a cave. You can tell them that they also live in rock crevices, old buildings, bridges and trees.

Now tell students to help the bat to find its way back home through the maze.


Activity

 This activity is an integration with Maths and Art. The concept of measurement is reinforced through this activity. Students also practise the art of colouring. This helps improve psychomotor skills.

Tell students to colour the animals given in the picture in the Coursebook. Guide them with the colours to use, if required. Do not restrict their use of colours even if the particular animal is not of the colour they use.

Next, tell students to read the questions carefully and answer them. Guide them, if required. Review the answers.

Digital Extension

 This part of the unit offers an integration with EVS as well as digital integration. Students can identify different birds and animals and watch what they are doing.

Play the video and proceed to discuss about the what they have just seen.

1. Guide students to answer the questions. Give them a few minutes to think and let them share their ideas with the class.
2. Divide them into two groups and award points for every correct answer to the quiz where they have to identify the animal.
3. Encourage the whole class to listen to the song and sing along.

QUESTION BANK WITH ANSWER KEY

ROAR KIMBA, ROAR

A. Read the line and answer the questions.

1. *“Let me try to teach you,” said Father Lion. “Do it step by step.*
 - a. Who is Father Lion trying to teach?
 - b. What is Father Lion trying to teach?
 - c. Is he able to teach the one he is talking to? Why?

Ans: a. Father Lion is trying to teach his lion cub, Kimba.
b. Father Lion is trying to teach Kimba to roar like all other lions.
c. No, he is not able to teach Kimba to roar. Kimba is only able to squeak.

B. Choose the correct answer.

1. Kimba’s family wants him to roar because
 - a. they do not like the sound he makes.

- b. they want him to speak their language.
- c. they want him to talk loudly.

Ans: b

2. This story tells us that _____ .
- a. only friends help us
 - b. we can win if we keep trying
 - c. we should be kind to others

Ans: b

C. Answer in brief.

1. Who is Kimba and why is he sad?

Ans: Kimba is a lion cub. He is sad because he cannot roar like the other lions.

2. Who did Kimba live with and where did he live?

Ans: Kimba lived with his father, mother and sister Zira. He lived in a cave.

WORKSHEET

ROAR KIMBA, ROAR

GRAMMAR

Name of Student: _____

Class: _____







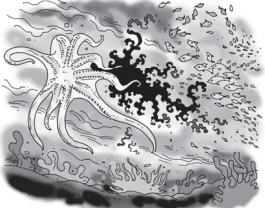
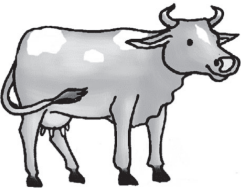
A. Choose the correct words to complete these sentences.

1. This is a _____ house. (big / funny)
2. That _____ boy is my brother. (little / heavy)
3. I love _____ cakes. (strong / tasty)
4. Tom heard a _____ noise. (cold / loud)
5. This is a _____ rope. (long / sharp)

ROAR KIMBA, ROAR

VOCABULARY

A. Draw lines to show if these animals live on land or in the water.

1. 	Land	2. 
3. 		4. 
5. 	Water	6. 
7. 		8. 

WORKSHEET

ROAR KIMBA, ROAR

WRITING

Name of Student: _____

Class: _____

Imagine you have a pet. Describe it using the words given. Add more details about your pet in the blanks given in sentence 5 and 6.

1. I have a pet. I call him _____ .
2. He is _____ in colour.
3. He has _____ (tail / coat).
4. He _____ (barks, purrs) when he is with me.
5. He eats _____ .
6. He _____ .
7. I _____ him and he loves me.

ANSWER KEY FOR THE WORKSHEET

ROAR KIMBA, ROAR

Answer key to the grammar worksheet

1. big 2. little 3. tasty 4. loud 5. long

Answer key to the vocabulary worksheet

Land: 2, 3, 4, 5, 6, 8 **Water:** 1, 7

STUDENTS' BOOK ANSWER KEY

ROAR KIMBA, ROAR

Warm-up

A. 1. c 2. a 3. d 4. b

B. *Free response.*

Reading

A. 1. roar 2. a cave 3. the long grass 4. try again 5. happy

B. 1. Kimba lived in a jungle.

2. Kimba squeaked like a mouse.

3. Kimba ran away because he was feeling sad that he could not roar like other lions.

4. Kimba's father tried to teach him how to roar by showing it to him step-by-step. His mother also showed him how to roar. His sister, Zira, told him to do it again and again.

C. 1. Little Mouse said this to Kimba. She made Kimba feel that he would be able to roar. So he tried again and again, till he was finally able to roar like a lion.

2. Yes. Little Mouse helped Kimba. She listened to Kimba when he was sad, and told him to practise roaring. She also waited with him till he learned to roar.

Activity

1. The mice are helpful in both the stories. In this story, Little Mouse helps Kimba to learn to roar. In the video, the mouse frees the lion from the hunter's net.

2. We learn that anyone can be good friends with the other, and that friends always help each other.

3. *Free response.*

Words

1. giraffe, zebra, frog, bull 2. bird / crow 3. crab, turtle, octopus

Grammar

2. old
3. red
3. kind
5. tall
6. hot

Activity

Free response.

Writing

1. land animals
2. large
3. very long
4. breathing and smelling
5. grass, fruits and roots
6. play in water

Speaking

A. 1. Hurrah 2. Yippee

B. *Free response.*

Activity



Activity

1. The giraffe is the tallest animal.
2. The smallest animal is the mouse.
3. The elephant and the giraffe are bigger than the lion.