

# ANIMAL HOMES

- *Why animals need homes*
- *Different places where animals live*
- *Where farm animals and pets live*
- *Homes that people build for animals*

Suggested number of sessions: 7
<b>Session 1: Lead in</b> , <i>Why animals need a home, Different places where animals live</i> , Instructions for learning the names of animal homes for <b>Do and learn</b> activity that is to be conducted over sessions 2 and 3
<b>Session 2: Where farm animals and pets live, Homes that people build for animals, Do and learn</b>
<b>Session 3: Do and learn (Contd.), Rhyme time, I Now Know, Exercises</b>
<b>Session 4: Exercises (Contd.), Enrichment activities:</b> Instructions for <i>Speak out</i> , which is to be done in session 6, <i>Maze time</i>
<b>Session 5:</b> Instructions for <i>Field visit, Craft-making</i> , which can be given as home assignments, <b>Picture-reading activity, Life Skills</b>
<b>Session 6: Enrichment activities:</b> <i>Speak out</i>
<b>Session 7:</b> Worksheet, Checking of the work related to <b>Enrichment activities</b> , submitted by students

## Learning outcomes

Students will be able to:

- explain why animals need a home
- name and identify the homes of different animals
- suggest ways of taking care of animals

**Materials needed:** *Getting Ahead in Social Studies 1*, Digital assets in the Smart Chapter

### Lead in

**Answers:** • Deer, monkey, rabbit, snake, squirrel, woodpecker, crow, crocodile, fish • 5 animals are on land (deer, monkey, rabbit, snake, squirrel) • 2 animals are in water (crocodile, fish) • 2 animals are in trees (woodpecker, crow)

(**Note:** Students need to answer the questions orally.)

**NEP parameters covered:** Critical thinking (Students apply their prior knowledge to identify the animals in the picture.); Communication (Students give the answers in their own words.); Visual literacy, Observation skills (Students use their visual skills/observation skills to complete the activity.); WAU (The activity relates to the world around us.)

**Criteria for assessment:** Observation skills, Communication skills

## Teaching the lesson

### *Why animals need a home, Where different animals live, Some animal homes*

Ask students to recall the reasons why we need a home. (*To protect us from the heat, cold, rain, thieves and wild animals*)

Tell them that animals need homes just as we do to protect them from the heat, cold, rain and other animals.

Ask students: Do we live in water? (*No*)

Do we live on land? (*Yes*)

Tell students about the different places where animals can live. Tell them that they will be learning about animals that live only on land, only in water and both on land and in water. Using the pictures in the chapter

and the captions given below them, describe the homes of some animals that live only on land. Encourage students to scan the page with the AR icon with the help of an elder at home to know more about nests of birds. Try to implement the suggestion given in the 'To the teacher' in the chapter and bring and show an old nest to students.

Give examples of animals that live only in water and of animals that live both on land and in water.

Explain what farm animals and pets are, giving examples.

Tell students the names of some animal homes that people build for their farm animals or pets.

Divide a sheet of chart paper into three sections. Name the three sections as 'Land', 'Water' and 'Land and water'. Call students in groups in turns to your table and give them a set of pictures/flash cards of land animals, water animals and of animals that live both on land and in water. Ask them to identify the animals and place them in the correct section on the chart paper.

Divide another sheet of chart paper into two parts. Write the word 'Farm' in one section and 'Pets' in the other section. Put students in groups and call them to your table in turns. Give them a set of pictures of farm animals and pets. Instruct them to sort the pictures into the two categories after identifying the animals.

### **Do and learn:**

**NEP parameters covered:** Communication, Multilingualism (Students learn and state the names of animal homes in their home language.)

**Criteria for assessment:** Communication skills, Presentation

### **Rhyme Time**

Teach students to recite the rhyme in tune and with suitable actions.

### **I NOW KNOW**

Encourage students to recall the four main things of the chapter and come up with doubts, if any. Clear their doubts.

### **EXERCISES**

Guide students in attempting exercise questions I, II, III and IV.

### **ENRICHMENT ACTIVITIES**

#### ***Speak out***

**NEP parameters covered:** Critical thinking (Students analyse the characteristics of their pet, or the animal they would like to have as a pet, to find out its special quality.); Communication, Verbal-Linguistic intelligence, English language integration (Students talk about their pet or the animal they would like to have as a pet, in their own words in English.)

**Criteria for assessment:** Communication skills

#### ***Field visit***

**NEP parameters covered:** Observation skills (Students observe the animals in a zoo carefully in order to describe them to their classmates.); Discovery-based learning (Self-learning is involved as students find out the names of different animals they see in a zoo.); Multilingualism (Students can describe what they saw in a zoo in their home language.); WAU (Students visit a farm or a zoo that is part of the world around them, to complete the task.)

**Criteria for assessment:** Observation skills, Communication skills

#### ***Maze time***

**NEP parameters covered:** Observation skills, Visual literacy (Students observe and analyse the picture of the maze carefully to find pathways in it for connecting the animals to their homes.)

**Criteria for assessment:** Problem solving skill

***Craft making***

**NEP parameters covered:** Critical thinking (Students apply their knowledge of how a nest looks to make its model.)

**Criteria for assessment:** Creative skills, Presentation

**PICTURE-READING ACTIVITY**

**NEP parameters covered:** Critical thinking, Visual literacy (Students interpret the actions shown in the picture using their visual skills. They analyse the reason for the boy's actions.); WAU (The pictures relate to what students may observe in the world around them.)

**LIFE SKILLS AND VALUES:**

**NEP parameters covered:** Personal responsibility, Nishkam karma (Students come up with suggestions for what Ravi can do to take care of his pet dog based on their own sense of responsibility and spirit of selfless service.)