

Funny Bunny

CBSE, ENGLISH, CLASS - II, UNIT - V

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Learn about the names of various animals through funny names

Prior Knowledge:

- Names of some animals.
- Difference between wild and domestic animals
- Some facts about forest

Learning Objectives:

- Listening: To listen and produce the sounds of some animals.
- Speaking: To pronounce words that have similar sounds.
- Reading: To develop reading by choral reading and repeated reading.
- Writing: To rearrange the sentences using given words.

ENGAGE

Activity 1: Animal Sounds



Students are asked to form a circle, close their eyes, and try to recognize the animal sounds played produced by the teacher. The teacher then calls a student aside and whispers the name of the animal in his/her ear. The student has to make the sound of the animal for the rest of the class to identify the animal.

Activity 2: Animals

Children are shown some colorful books on animals. E.g. Animals in the wild, Domestic animals. Picture posters could also be used. Using these books, the teacher then asks some questions about the animals in their environment. Some pointers can be:

1. Do you have a pet-animal?
2. What is the name of your pet-animal?
3. Say names of some animals which you can see in your surroundings?

EXPLORE

Activity 1: Tracing the animal - Teacher gives a worksheet (having dotted lines of Rabbit, Hen, and Duck) to the students and ask them to draw and color the dotted picture.

Activity 2: Sight word chart - Teacher displays the sight word chart with the names of animals and their characters given in the lesson and reads them out.

EXPLAIN:

Activity 1: Picture story chart - Teacher tells the story of the lesson using the picture story chart

Activity 2: Rhyming words - Teacher uses the sight word chart to teach the words that have

SIGHT WORD CHART

ANIMALS NAME & ITS CHARACTER NAME

RABBIT	FUNNY BUNNY
HEN	HENNY PENNY
COCK	COCKY LOCKY
GOOSE	POOSEY GOOSEY
FOX	WOXY FOXY

similar sounds (funny bunny, cocky locky, lucky ducky, poosey goosey) and asks them to repeat it.

Activity 3: Story reading - Teacher reads the story using the text book. First, the children listen to the story and then they are involved in choral reading.

ELABORATE

Activity 1: Rearranging the sentences - Teacher guides the students to rearrange the sentences using text book (pg no. 85)

Activity 2: Story narration - Using another
திசைமானி

picture story in text book (pg no. 87) teacher asks the children to look at the pictures and narrate the story in their mother tongue and then in English.

EVALUATION

Teacher asks students to do a role play using the frequently used sentences in the lesson. Evaluation is done in each step.

HOME ASSIGNMENT: Teacher encourages the students to create their own story by looking around their surroundings.

REFLECTION

I am handling this class for the first time and in my class, students have directly joined class 2. So I had to teach the students alphabets and other basics initially.

ENGAGE

For the engage stage I asked a student to mimic animal sounds. But instead, using recorded audio or teacher herself mimicking the animal sounds might be more effective. In the beginning, students had their eyes open and were distracted but after a while they became involved in the activity and started to make animal sounds and talked about their pets. Students were very energetic and listened and answered well.

In one instance, when I made the sound of a goat, students responded that it was a cat. Then I asked them what sound a cat makes to which they replied Meyow meow. Then I asked them what about the sound mamee mamee.... They identified it as 'aadu'. I told them that it is called goat in English.

EXPLORE

All the students were excited to do the dotted line activity. Students sat in a circle where everyone could see each other. I went around and asked each one what was in the picture. Students gave the response in English since the names

were introduced to them in the previous activity. For those who struggled, I helped them identify animals in the picture. Once they answered in Tamil, I told them the English names. During the activity students engaged in conversations with each other about the animals they were drawing and they used English names of the animals in their conversations. Students were able to



perform the activity well and I assessed their group behavior.

Note:

If the picture is not clear, students will struggle to identify the animals. So ensure the pictures are clear in the activity sheet. Even though the activity appeared easy, students did take time to do it. But their conversation using English names was a good sign of progress.

EXPLAIN

After the drawing activity, I brought the sight word chart where the names of all animals from the lesson were given. Students repeated the

names of the animals after me. I first introduced the five animal names that were used in the previous drawing activity. So I could reinforce the names of these five animals again and again. When students got confused between cock and hen, I asked them to look at the picture closely and differentiate between the two. Since the students are from rural background, they are more familiar with the local names. So Tamil names can be used to familiarize them with the English names.

I asked the students to guess the story using the picture story chart which I had prepared in advance. I had used it to teach the lesson. I told them that we have drawn some animals and we know their names in English now we are going to create a story out of it. After the guessing game was over, I narrated the story twice with a lot of animation and gestures.



Conclusion:

I have written this reflection in the middle of the lesson and so it may look incomplete. But I am continuing this lesson based on 5E lesson plan. 5E has given me clarity in my teaching method and planning. When I plan activities, I keep the student's level in mind and introduce the activities accordingly. This has helped me see a lot of progress in my class. Now I use simple English sentences in class and when I converse in English students also respond. This is indeed a good sign of progress.



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