

## WHO AM I?

### Learning Outcomes

- To comprehend the text from a baby elephant's perspective
- To learn that not all animals look like their parents upon birth
- To know about the protective nature of adult elephants



### Pre-reading

The matching exercise focusses on *assessment for learning*. Students learn that that most young ones of animals look different from their parents. This will help them understand why little Poppet was confused.

Ask students:

*In what way are the young ones in the pictures different from their parents?*

*Are you all the same size as your parents? When will you become as tall as they are?*

(Allow free response)

## READING

*Students read to comprehend, scan for details and categorise*

Play the audio track/ Read the text and pause to explain the story and check comprehension.

- *When Poppet was born... and his aunts.*

*Look at the picture. Show your friend the 'long noses'. Tell your teacher what these 'long noses' are called. (Trunks)*

Ask students:

*What did the baby see? (He saw that the animals around him were big with large heads and ears. They had wonderful long noses.) Why did Poppet not understand what kind of an animal he was? (He wondered what kind of an animal he was, as he was very small when he looked up at the large ones that surrounded him.) Was the baby puzzled or was he afraid?*

- *"Oh!" said one aunt ... your name is Poppet."*

Ask students:

*What did one of his aunts call him? What did another aunt ask Ooma? His mother Ooma*

*decided to name him 'Poppet' when one of his aunts exclaimed what a 'poppet' he was — What do you think the word 'poppet' would mean? (a sweet and endearing child)*

- *Poppet looked up ... moved away slowly.*

Pause here to draw two columns on the board and write the given headings as well as the questions on the left column. Let students refer to the Reader and answer the questions.

How does Poppet learn about his kind?	
Poppet's questions and doubts	The answer he gets
1. Are you an animal?	1. Yes, we are African elephants
2. Am I also an African elephant?	2. Yes
3. We can't be the same	3. Yes we are. You are a baby
4. Will I grow as large as the others tomorrow?	4. Laugh and let him be with his mother

Tell your teacher if the aunts laughed because Poppet was very small or because he wanted to grow up the next day. (Because he wanted to grow up the next day)

Ask students:

Why did the aunts laugh? (They laughed because Poppet's question was funny as elephants do not grow so fast) Why was Poppet full of questions? (He was confused/ puzzled and wanted to be clear about everything)

## Post-reading

a. Play the audio track for the song under *Reading Aloud*.

Let students sing the song, under *Reading Aloud*, in groups of four.

b. Let students bring photographs of when they were babies and share with the class and then paste them in their notebooks under the heading '**When I was a baby**'.

## GRAMMAR

## Articles

(Recap *nouns* if required)

Play an alphabet game for this concept. Give students numbers from 1 to 26 and an alphabet. (Repeat the numbers if the class strength is more.)

Instruct them to make a noun each starting with the letter given to them. Ask the first student to state his/ her word and give the class a choral drill. Do the same with all the other alphabets.

Write the words on the board for each alphabet. Conduct a special drill for the vowel sounds and ask them to repeat it. Ask the children to find out which word starts with a vowel sound (ant, apple). Ask the student /students who gave this word to stand in a particular place. Repeat the procedure for all the vowels and consonants and group them accordingly.

Now circle the words written by the vowel group and draw their attention to the fact that all these words start with vowels/vowel sounds *a, e, i, o, u*.

Tell them that these singular nouns are preceded by *an*.

Ask the children to write *an* before their relevant words. Repeat the procedure with the consonant sounds and ask them to add *a* before their singular nouns.

Write different words on the board and ask the students to add *a* or *an* before the words. As an optional activity, ask students to look around the room and list as many things as possible in five minutes. Put them in groups to do this activity. Let all the groups read out their list. You may make corrections if necessary.

Now draw two columns and list the things under them. Use *a / an / the* in your list and tell them to use *a / an* for singulars and *the* for plurals. One: *a blackboard, a duster*; More than one / many: *the girls, the boys*

Now introduce them to the concept of using *the* for objects have been mentioned already. Narrate a story to teach this. You may even give the story to them as handouts and ask them to underline *a / an / the*.

## VOCABULARY

## Feeling words

Ask students a few general questions on how they feel when:

- their friends do not include them in their games (sad)
- at home they are not allowed to play during play-time / watch their favourite cartoon show (angry / upset)
- they get gifts all of a sudden (surprised)
- they break something accidentally (worried)
- they get good marks in their test (happy)

Write the target words on the board. Explain that these words talk about how we **feel** at certain times in a given situation.

## LISTENING

## While-listening

The listening task will help students organise ideas/events.

Let students study the pictures before they do the task. Tell the class that they will be listening to what a boy called Ketan does along with his mother.

Play the audio track and let students do the task.

You may play it once again so that students check their work/ complete their work.

Review the answers.

## WRITING

## Describe an animal

Students will be familiar with the concept.

Let them refer to the details and then complete the sentences.

Review the answers.

## PUNCTUATION

## Question mark

Ask students a few questions and write these questions on the board. Do not punctuate them with question marks yet.

Let students answer the questions.

Ask students why they answered you.

Elicit from the class that it was because you had asked them some questions.

Proceed to explain that questions always end with question marks. While you explain, punctuate the questions on the board with **question marks**.



## Speaking

Free response

## Writing

- |   |                                     |
|---|-------------------------------------|
| 1. land animals in the world                  | 2. very large                       |
| 3. very long                                  | 4. smelling, breathing and drinking |
| 5. different kinds of grass, fruits and roots | 6. play in water                    |

## Punctuation

- |      |      |      |      |      |
|------|------|------|------|------|
| 2. ? | 3. ? | 4. . | 5. ? | 6. ? |
|------|------|------|------|------|

## QUESTION BANK

### Who am I?

#### A. Answer the questions.

- How did the baby elephant get the name Poppet?  
**Ans:** One of his aunts said "Isn't he a poppet!" His mother heard that and named him Poppet because she liked the name for her young one.
- How did Poppet's mother say the name to him?  
**Ans:** Poppet's mother put the tip of her trunk near one of the baby's ears and whispered, "Hello baby! I'm your Ma, and your name is Poppet."
- How did Poppet's aunts explain to him that they all were the same animal?  
**Ans:** They told him that he too would grow to be as large, or larger than them.

#### B. Choose the right answer.

*Poppet thought he was not an elephant because*

- he was afraid of the others around him.
- the others were large and he was small.
- they named him Poppet.

**Ans:** b

#### C. Read the lines and answer the questions.

- "Oh!" said one aunt. "Isn't he a poppet!"
  - Who did the aunt think, was a 'poppet'?
  - What did she mean by it?
  - How did the baby's mother look when she heard this?**Ans:** a. The aunt thought that the baby elephant was a 'poppet.'  
b. She meant that he was very cute.  
c. The baby's mother looked very happy when she heard this.
- "Tell me, are you an animal?"
  - Who asked this and to whom?
  - What answer did he get?
  - What did he do after he heard the answer?**Ans:** a. Poppet asked this to Ooma and his aunts.  
b. They said they were all African elephants.  
c. He looked puzzled after he heard the answer.