

**Class III**

**Theme: Discovering the World Around Us**

**Text 13: Some Birds of Bhutan**

**Activity 1 Exploration Routine** (*Insert this activity in Teacher’s Guide Page number 50 before existing Activity 1 to introduce the text*) **(15 Minutes)**

**Learning Objective: Listening and speaking 3**

✓ *Initiate discussion and respond to others in familiar situations such as in the classroom, library and playground.*

**Specific objective for the activity**

✓ *Initiate discussion and respond to the text using the exploration routine.*

Show the cover of the text but hide the title. Use the strategy Exploration routine (***I notice...., I wonder...., It reminds me of...***) to help students predict what the text is going to be about.

Expected answer: I notice a black bird.

I wonder where it is flying to.  
It reminds me of a plane.  
I notice many houses.  
I wonder if it is a village.  
It reminds me of my village.

As the students respond, list them on the chart as shown below.

<b>I notice.....</b>	<b>I wonder.....</b>	<b>It reminds me of.....</b>
E.g. black bird	E.g. Where it is flying to.	E.g. a plane.

Use the information gathered to introduce the text.

**Activity 11 Benefits of Birds** (*Insert after activity 9, Teacher’s Guide Page number 53*) **(150 Minutes)**

**Learning Objective: Listening and speaking 3**

- ✓ *Initiate discussion and respond to others in familiar situations such as in the classroom, library and playground.*

**Writing 7**

- ✓ *Develop their ideas in simple paragraphs.*

**Specific objective for the activity**

- ✓ *Discuss and list the benefits of birds in correct simple sentences to form a paragraph.*

Use RoundRobin to let students discuss the benefits of domestic birds (hen, duck, and turkey) found in their locality. Or invite a local member to explain the benefits of birds to the students. Then let them list the benefits in RoundTable. Encourage students to use the following languages:

- Hens lay eggs. We eat eggs.
- Rooster wakes us up in the morning.
- We eat chicken.
- Hen are farmers’ friend. They eat harmful insects and worms from the garden.
- Faeces/droppings of birds are used as manure.
- Feathers can be used for making darts/arrows.

The teams use (RoundRobin) to discuss how wild birds help us in the following ways: pest control, clean-up crew (scavengers)/health benefits, ecotourism/source of attraction, seed dispersal and balance in ecosystem). The discussion should lead to deeper learning on the benefits of birds.

- ✓ Pest control – How do birds help farmers?
- ✓ Clean up crew (scavengers)/- Where do the dead animals go?
- ✓ Seed dispersal- How do birds spread seeds?
- ✓ Ecotourism- Why do tourists go to Phobjikha?
- ✓ Ecosystem- What would happen if there were no birds?

Finally, ask students to write a paragraph on benefits of wild birds. Let the students use the following checklist to write correct sentences.

Sl No	Questions	Yes	No
1	Did I/we start all my/our sentences with a capital letter?		
2	Did I/we end all my/our sentences with full stops?		
3	Did I/we use capital letter to start new sentences?		
4	Did I/we use comma to separate different phrases, words and ideas in a sentence?		
5	Did I/we keep constant space in between words?		

After completing their work, teams present to the whole class.

**Activity 12 Food Chain (150 Minutes)**

**Learning Objective: Listening and speaking 3**

- ✓ *Initiate discussion and respond to others in familiar situations such as in the classroom, library and playground.*

**Specific objective for the activity**

- ✓ Use simple and correct sentences to talk about the food chain in their locality.

Let students go out in the community and observe any animals, insects or birds. Let students find out what the animals, insects and birds eat. Use the following table to note their observation.

Animals, birds, insects	What they eat?
e.g. Cow/yak/goat/sheep	Grass, leaves.....
pig	Roots, left over food
dog	Food, meat,
human	Food, meat, vegetables
frog	Small insects

After that let students share their collections using the language given below:

- Cow eats grass. Pig eats roots and left over food. Dog eats meat and left over food. Frog eats small insects.....

Let students in teams brainstorm about the tertiary consumer. Use the table below.

Animals, birds	Animals, birds, insects	What they eat?
Human, tiger, wolf	e.g. Cow	Grass, leaves.....
Human, tiger, wolf	pig	Roots, left over food
Human/snow leopard	Yak/goat/sheep	grass
	dog	Food, meat,
	human	Food, meat, vegetables
Snake, python	frog	Small insects

Now let students in teams draw a food chain to represent the above information.

- E.g. Grass → cow → Tiger  
 Roots → pig → Tiger  
 Small insects' → frog → Snake

Students use the language given below to explain the above chain or sequence to the whole class.

- Tiger eats cow. Cow eats grass.

Likewise, in teams, let them discuss, using RoundRobin to see how each one of us depend on each other. Give the following topics to each team.

- *What would happen if there are more cows?*
- *What would happen if there are no grasses?*
- *What would happen if all tigers die?*
- *What would happen if there are no snakes?*
- *Why are there a lot of stray dogs in our village/city/town? What could be the problems?*

Through this discussion let students understand the concept “We all depend on each other to live/survive”. Inform students that this is a **food chain**.