



## Bruno - The Puppy

Time : 25 Period

Theme	: Friendship
Subtheme	: Love towards pets
Discourses / Activities	: Story : Song / Dialogue : Thought : Roleplay : Description (places, things) : Concept map/Flow chart/Drawing vegetables : Reading card activities : Identifying vegetables/Riddles on vegetables/Project on vegetables
Language elements	: Let's for suggestion, present progressive tense : Giving and seeking directions : Vocabulary related to vegetables, park etc... : Adjectives of shape, size and taste. : Preposition ' in, on, under etc..' : Plural forms of nouns.
Learning outcome	: Comprehends and enjoys simple stories and songs : Able to add two or three exchanges to a conversation : Describes objects or places using appropriate vocabulary : Prepares concept map of a park and vegetables. : Engages in theatre games and language games following instructions : Predicts and writes thoughts related to a context



## TEXT - 8

Teacher shows the picture of animals and their younger ones.

What can you see in the picture ?

What do we call the little ones of cow, cat, mother and dog ?

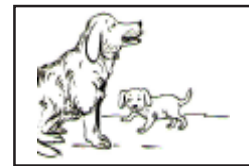
By pointing to the dog and puppy teacher asks.

“Shall we play a puppy game ?”

Teacher shows a puppy.

“What is this ?”

“Who is ready to act as a puppy ?”



Teacher divides the learners in to 5 groups

Each group select their puppy and players

Teacher provides mask, tail and a ball for the group.

“Puppy now you can play with your friends”

Let puppy run after the group members “Geethu, you can throw the ball to each other”

“Puppy, you look at the ball and wag your tail” (Teacher can show the action)

“Gopi, please come and throw the ball ” “Puppy , fetch the ball”

“Puppy runs after the ball ! come with it !!.”

“Gopi you give a shake hand to the puppy and say, Well done puppy you are my best friend”

The game can be repeated in other groups.

Elicited names are written on the BB.

Can you name the puppy ?

Here is a story about a puppy (TB page -8)

“Can you find out the name of the puppy ?”

“Who is the boy ?”

Teacher asks to encircle ‘Bruno’ and ‘Sachin’ in the Text (Page 8)

Now read the text individually.

Teacher asks the learners to find out the words they can read and list it on BB (go, ball, puppy.....)

- Eliciting Subtexts

Now look at the picture, Teacher shows **BP 8.1** and interacts





Who are there in the picture ?

Elicits responses

Sachin is asking Bruno to do something

‘What does Sachin point to ?’

‘What does Sachin say ? Can you guess?’

**‘Bruno go and fetch the ball’** (Writes on BB)

Teacher shows the next picture **BP 8.2**

‘What is there in Bruno’s hands ?’

‘What did Bruno do with the ball ?’



**He came back with the ball** (Writes on BB)

Teachers interacts using **BP 8.3**

‘Is Sachin happy ? What about Bruno ?’

Can you show me Bruno’s tail ?’

‘What did Bruno do with the tail ?’



**Bruno wagged the tail** (Writes on BB)

Children, Sachin is very happy now.

He wants to congratulate Bruno, then what will Sachin say ?

**‘Well done Bruno ! You are my best friend’** (Writes on BB)

Teacher continues interacting with **BP 8.4**

Sachin loves Bruno very much

Look at the picture , what did sachin do to show his happiness ?

**Sachin hugged Bruno** (Writes on BB)



Teacher reads each elicited texts and writes on the BB

Children read the text two or three times.

- **Reading Process**

**Individual reading**

Teacher makes the learners to read TB Page 8

Ask learners to underline the core sentence. Make sure that all learners can identify and ask them to share their ideas in groups



Teacher asks the following questions to ensure comprehension in each group

- What is the colour of the ball ?”
- What does Sachin do with the ball ?”
- What did Sachin ask Bruno to do ?”

### **Loud reading by the teacher**

Now teacher presents (read out) the text with proper pronunciation, voice modulation, pause and rhythm.

### **Loud reading by the learners**

Let the learners take turn and read one or two sentences in the group.

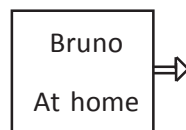
Others can give suggestion to the reader.

Select one member in the group for the whole class reading.

### **Flow chart of the location**

Teacher asks, “Where is Bruno now?”

Elicit responses



Teacher can fix a chart in the class to develop a flow chart (Bruno goes to different locations)

### **Introduce Activity 1 page 19 TB**

See the picture in page 19

Sachin wants to take Bruno wherever he goes.

See the first picture

“Where does Sachin want to go ?”

What does he say to Bruno ?

Teacher can repeat the interaction for other pictures also.

#### **• Strategy**

Shall we sing a rhyme for the pictures in Activity 1 ?

Teacher sings the poem and learners sing after the teacher.

Teacher distributes the piece of paper to all learners. Divide them into four groups. Let each group draw Sachin and Bruno in different places. Teacher can select the best picture from a group through negotiation.

Let the group paste the picture on the respective stanza.

**My friend Bruno**

*Bruno Bruno let's play*

*Bruno Bruno come to the ground*

*Bruno Bruno wag your tail*

*Well done friend ! Well done friend !*

*Bruno Bruno let's go*

*Bruno Bruno come to the garden*

*Bruno Bruno wag your tail*

*Well done friend ! Well done friend !*

*Bruno Bruno let's swim*

*Bruno Bruno come to the pond*

*Bruno Bruno wag your tail*

*Well done friend ! Well done friend !*

*Bruno Bruno let's go*

*Bruno Bruno come to the park*

*Bruno Bruno wag your tail*

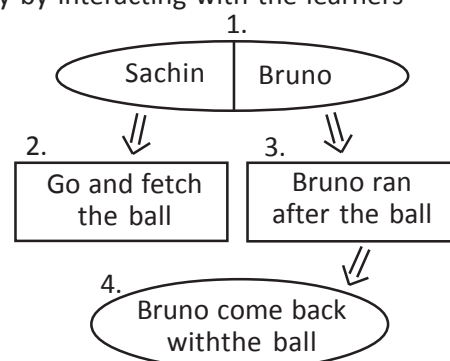
*Well done friend ! Well done friend !*

Teacher and learners sing the poem together once again after pasting the pictures.

**TEXT - 9**

Teacher prepares concept map on Text - 8 as brush up activity by interacting with the learners

1. Who are there in the picture ?
2. What did Sachin say to puppy ?
3. Hearing the instruction, what did Bruno do ?
4. Did Bruno come back with the ball ?







- **Eliciting Subtexts**

Teacher introduces **BP 9.1** and interacts

What were Bruno and Sachin doing ?

Are they happy ?

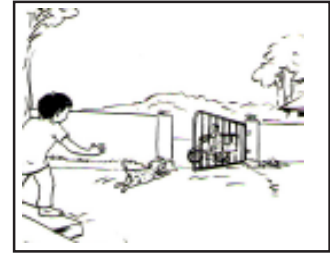
Where are they now ? Children respond to each interaction.

Suddenly they heard a horn.

Sachin and Bruno came outside

What is the sound ?

Who is outside the gate?



**“A fish seller”** (Writes on BB)

Teacher once again repeats the question and elicits the answers.

Now look at Bruno

“What is he doing ?”

“ Where did Bruno run to ?”

**Bruno ran towards the gate** (Writes on BB)

“Have a look at the gate, Is it the gate open or closed ?

**The gate is open** (Writes on BB)

Teacher introduces **BP 9.2** See this picture,

“Where is Bruno now?”

“Did Bruno run out of the gate ?



**Bruno ran out of the gate** (Writes on BB)

Look at Sachin, “Is Sachin happy ?”

“Did Sachin become sad ?”

**Sachin became sad** (Writes on BB)

“Whom did he call out ?”

Elicits responses as they like. Teacher can write ‘father ’ by negotiation

**“ Father..”** (Writes on BB)

Teacher reads the elicited texts two or three times loudly and children read after the teacher



- **Reading process**

**Individual reading**

Learners read the Text -9 individually. They mark the elicited texts.

Identify and underline the unfamiliar words.

**Collaborative reading**

Learners sit in groups and share the ideas, Teacher intervenes in group and ensure comprehension through interaction.

- Who has come to Sachin's home ?
- What did Bruno do ?
- Whom did Sachin call for help ?

**Loud reading by the teacher****Scaffold reading**

- What may happen to Bruno ?
- How will Sachin's father help him ?

Teacher displays questions in the class

Each group comes up with their own ideas.

**Loud reading by the learners**

Let the learners take turn and read one or two sentences in the group.

Others can give suggestion to the reader.

Select one member in the group for the whole class reading.

- **Strategy**

Teacher writes the Text -9 in jumbled order on a chart paper.

Learners come up to point out the words the teacher is asking for.

**Introduces Activity 5 (Page 23 TB)**

*"Sachin saw Bruno running out of the gate. Sachin tried to stop him But he could not. He ran to his farther"*

Teacher asks the following questions

What will Sachin tell his farther ?



What will his father say ?

**Write the conversation between Sachin and his father.**

Learners attempt the task orally with teacher's interaction.

### Individual writing

Random presentation (Two or three)

Group sharing and refinement in the group.

Each learner presents their conversation in the group

Refinement for group product

### Presentation

Teacher version evolved from learner's ideas

Teacher can edit one of the group product

Let the group refine their products based on teacher version.

Let the group select characters 'father' and 'Sachin' and role play the conversation.

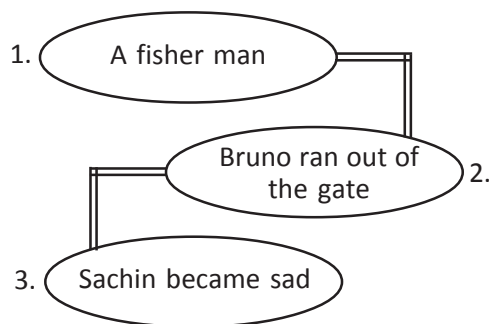
### TEXT - 10

Teacher prepares concept map on Text - 9 as brush up activity by interacting with the learners

1. Who came near the gate ?

2. What did Bruno do ?

3. Did Sachin become sad ?



#### • Interaction

What will Sachin do now ?

Where has Bruno gone ?

Where is his father ?

***He is at home. 'Father father' Sachin called out. Father came near him. Father Bruno Ran out. Let's find him out. Sachin pulled father's hand. Sachin don't worry, he will come back soon Father said. "No Dad, let's go out and find out Bruno." Atlast father agreed. Sachin and his father went out. They walked through the road. They reached at a junction. They saw a woman.***

Whom did they meet then ?





- **Eliciting Subtexts**

Look at the picture **BP 10.1**

Who are there with Sachin ?

Who is Sachin looking at ?

What did Sachin ask the woman ?

**Did you see my puppy ?** (Writes on BB)



Teacher introduces **BP 10.2**

“ What did the woman say ?”

**“ I saw one running to the park .”** (Writes on BB)

Will Sachin ask about the park ?

How will he ask it to the woman ?

**“Where is the park?”** (Writes on BB)



Teacher invites attention to **BP 10.2**

Something is there near the park, can you read what is it ?

Is the park near the bus stand ?

The way to the park is given in Text - 10 Learners read the text and find out the sentence

Teacher writes the subtext on the BB by reading aloud.

Teacher reads the sentences 2 or 3 times

Learners read after her.

**“Go straight , It is near the bus stand”** (Writes on BB)

- **Reading process**

**Individual reading**

Learners read Text -10 individually identify and underline the unfamiliar words.

**Collective reading**

Teacher reads the first line of the text with all prosodic features.

Let the children read the next sentence collectively. This can be repeated for the whole text. Teacher repeats the reading 2 or 3 times and ensures comprehension by asking the following questions.



- What did Sachin ask the woman ?
- Have you ever visited a park ?
- What all things do you see in the park ?
- How will Sachin reach the park ?

- **Strategy**

Teacher writes the word 'park' on the BB and ask them to recollect the things in a park.

Teacher completes the concept map by eliciting ideas from the learners.

**Introduce worksheet No. 1**

**TEXT - 11**

Teacher prepares concept map on Text -10 as brush up activity by interacting with the learners

1. Where are Sachin and his father now ?

1.

2. Seeing a woman, what did sachin ask?

On the street



2.

Did you see  
my puppy ?

3. Where did the lady see the puppy from ?

3.

Saw near the park

"Children Where are Sachin and his father now?"

"Will they find Bruno?"

Look at the picture in your TB page 11

"What is Bruno doing?"

Teacher interacts in the classroom by using the picture of park along with the concept map

**Interaction**

"What is this picture about ?"

"Is it a big park or small park ?"

"What can you see in this park ?"

"Who are there in the swing ?"

"How many seesaws are there ?"



“Do children play in the park ?” “Who is sitting on the bench ?”

“Are there trees and plants in the park ?”

“What about the trees and plants ?”

“Can you see Bruno in the park ?”

Teacher writes the responses on the BB

“Shall we write a description about the park ?”

### Individual writing

Teacher helps the Low Proficient Learners for writing using the written responses on BB.

Learners sit in groups and read each one’s individual products.

Preparing group product after refinement.

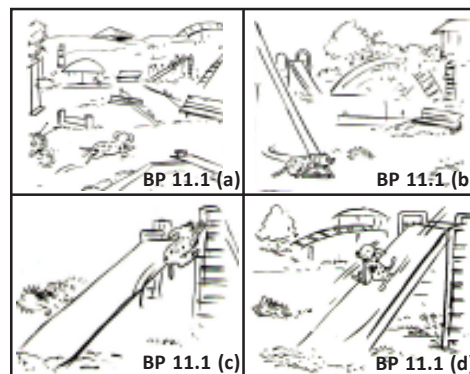
### Group presentation

Now Listen let’s see, what happen in the park ?

- Eliciting Subtexts

Teacher shows each picture and interacts.

See the first picture **BP 11.1 (a)**



“Seeing the nice park, What did Bruno do?”

**Bruno ran around the park** (Writes on BB)

“Where did Bruno sit ?” **BP 11.1(b)**

**Bruno sat on the swing** (Writes on BB)

“How did the swing move?” **BP 11.1(b)**

**The swing moved to and fro** (Writes on BB)

“Seeing the slide, what did Bruno do?” **BP 11.1(c & d)**

**Bruno climbed up and slid down** (Writes on BB)

Look at the second picture.

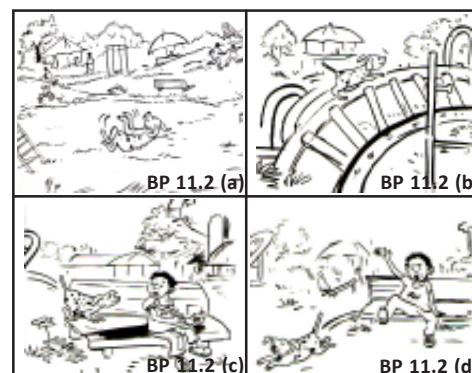
“What did Bruno do on the grass ?” **BP 11.2(a)**

**Bruno rolled on the grass** (Writes on BB)

“Seeing the climber what did Bruno do?” **BP 11.2(b)**

**Bruno climbed up** (Writes on BB)

See the next picture





“Seeing the bench what did Bruno do ?”

Bruno jumped on to the bench. **BP 11.2(c)**

“See the boy , He is shouting at Bruno, What will he say?” **BP 11.2(d)**

**“Go away”** (Writes on BB)

Will Bruno go away from there ?

“What did Bruno do”?

**Bruno ran off** (Writes on BB)

- **Reading Process**

### **Individual reading**

Let children find out the elicited text from page 11 and underline the text.

### **Collaborative reading**

Children share their ideas they comprehended. Teacher ensure comprehension by asking them to describe Bruno in the park

### **Loud reading by the teacher**

Now teacher presents (read out) the text with proper pronunciation, voice modulation, pause and rhythm.

### **Loud reading by the learners**

Let the learners take turn and read one or two sentences in the group.

Others can give suggestion to the reader.

Select one member in the group for the whole class reading.

- **Strategy**

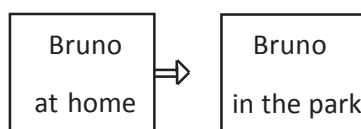
Teacher divides the class into five groups. Teacher reads the Text 11 with all prosodic features giving enough time for one group to mime the action. Then the other group members can present the narrative as well as the miming together.

### **Flow chart completion**

“ Where is Bruno now”?

Bruno is in the park

Add the next location in the flow chart





## Introduce worksheet No. 2

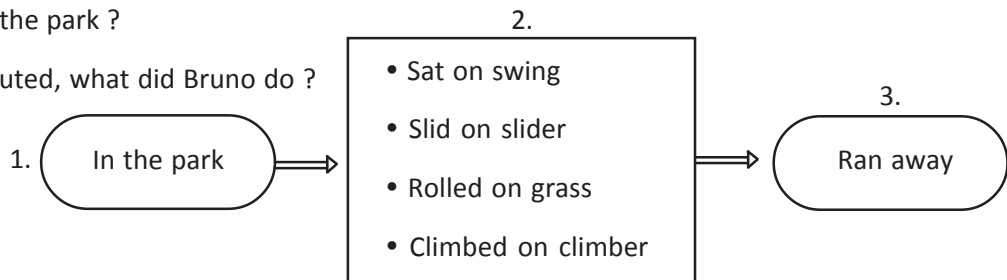
## TEXT - 12

Teacher prepares concept map / asks the children to prepare concept map based on the interaction on Text - 11 as brush up activity.

1. Look, where is Bruno now ?

2. What did he do in the park ?

3. When the boy shouted, what did Bruno do ?



Where is Bruno now ?

You are right , he is in the park, but where is Sachin and his father ?

• Eliciting Subtexts

Teacher shows **BP 12.1** and interacts.

Who are there in the picture ?

Yes, What are they doing ?

They are searching for Bruno.

Is Bruno with them ?

Could they find Bruno ?



**Sachin and his father couldn't find Bruno** (Writes on BB )

Teacher narrates the following text.

***Sachin was very tired. But his mind was full of Bruno. He started to cry. "Don't worry Sachin , we will find our Bruno" Father said.***

What happened then ?

Teacher shows **BP12.2**

Who are there in the picture ?

Who is coming near them ?

Sachin is asking something to the boy, what will be that ?

Teacher megaphones the learners' responses.

**Did you see a puppy ?** (Writes on BB)

Have a close look at the picture,







The boy is thinking about the puppy he had seen.

How will you describe the puppy ?

White puppy with black spot.

The boy wanted to confirm whether it is Bruno.

How will he ask it ?

**Is it a white puppy with black spot ?** (Writes on BB)

Teacher reads the elicited text, two or three times and the learners read after the teacher.

- **Reading Process**

**Individual reading**

Group reading for sharing ideas.

Teacher ensures the comprehension by asking the following questions

- What did Sachin ask ?
- What did the boy reply ?

The boy asked where Bruno had gone.

Can you find it out from the text ?

**Loud reading by the teacher**

**Loud reading by the learners**

Let the learners take turn and read one or two sentences in the group.

Others can give suggestion to the reader.

Select one member in the group for the whole class reading.

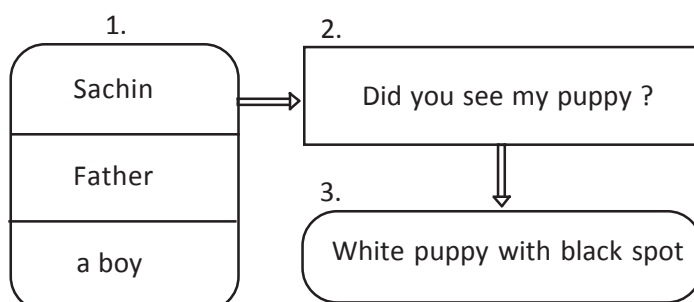
- **Strategy**

The teacher can divide the class into five. Let three members (Narrator, Sachin and Boy) from each group come and present the text in the form of reader's theatre.

**TEXT - 13**

Teacher prepares concept map / asks the children to prepare concept map based on the interaction on Text - 12 as brush up activity.

1. Who are there in the picture ?
2. What did Sachin ask the boy ?
3. How is Bruno look like ?





Can you say “Will Sachin and his father meet Bruno?”

- **Eliciting Subtexts**

Teacher shows **BP 13.1**

Children, where is Bruno now?

Bruno is walking behind a balloon man.

Do you like balloons?

Where do you buy balloons from?

What do you do with the balloon?

Look at the balloon man and balloons

“Do the balloons look alike?”

No, they are different in colour and shape

Can you say the names of the different types of balloons?

Eg : apple balloon, snake balloon, monkey balloon, bird balloon etc...

Teacher megaphones and writes on the BB

Teacher again draws attention to **BP 13.1**

Look at the picture,

“Where did Bruno look?”

**Bruno looked at the balloons** (Writes on BB)

Shall we play with balloons?

Teacher gives 4 or 5 blown up balloons with thread.

“Can you bounce the balloons like this?”

(Teacher shows the action with a balloon)

“How were the balloons bouncing?”

**The balloons were bouncing up and down** (Writes on BB)

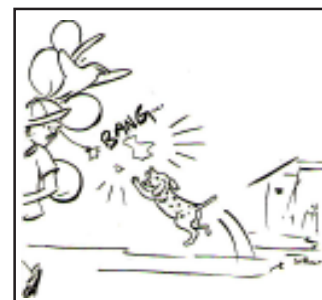
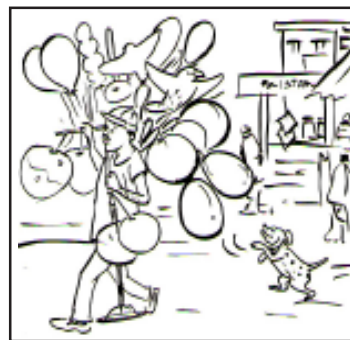
Teacher shows **BP 13.2** and asks

Look at Bruno, “what did Bruno try to do?”

**Bruno tried to catch them** (Writes on BB)

“What happened next?”

A balloon burst.





What was the sound ?

“Bang”

**“BANG !” A balloon burst** (Writes on BB)

Introduces **BP 13.3**

See, what did the balloon man do ?

What did Bruno do then ?

**Bruno ran away frightened** (Writes on BB)



- **Reading Process**

**Individual reading**

Read Text -13 and find out the familiar words in it

**Collaborative reading**

Learners sit in two groups and share their ideas. Teacher intervenes in group and ensures comprehension by asking the following question.

- What did Bruno do by looking at the balloons ?
- How did the balloon burst ?

**Loud reading by the teacher**

Now teacher presents (reads out) the text with proper pronunciation, voice modulation, pause and rhythm.

**Loud reading by the learners**

Let the learners take turn and read one or two sentences in the group.

Others can give suggestion to the reader.

Select one member in the group for the whole class reading.

- **Strategy**

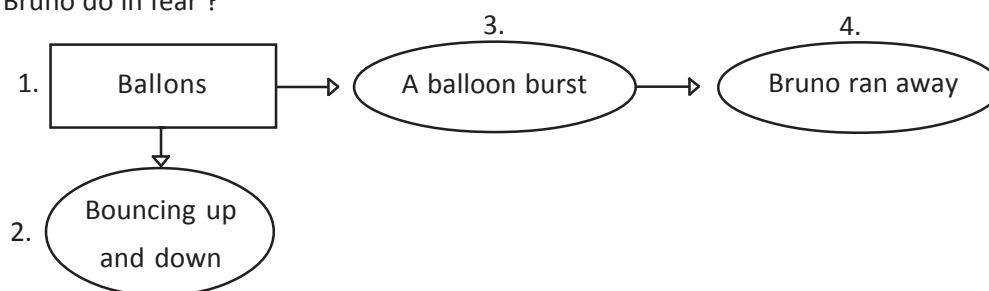
Teacher supplies chartpaper in the groups, cut it in the shape of balloons. The teacher says some words from the Text 13. Children in group write the words on the chart paper balloon. When the game is completed, The products are displayed in the whole class. Teacher writes the words on BB. Group find out the errors and correct themselves. The group with minimum errors are entertained.



## TEXT 14

Teacher prepares / asks the children to prepare concept map based on the picture interaction on Text - 13 as a brush up activity.

1. Look, What 's Bruno looking to ?
2. What are the balloons doing ?
3. What happend when Bruno tried to catch ballonos ?
4. What did Bruno do in fear ?



## Narrative

*Sachin and his father was in was in search of Bruno. The boy had told him to search Bruno in the shop. They went into the shop. But bruno was not there. What happened to Bruno ? Whom will Sachin and his father meet next ?*

- Eliciting Subtexts

Teacher shows **BP 14.1**

Who is this person in the picture ?

What did Sachin ask the balloon man ?



**Did you see a puppy ?** (Writes on BB)

Do you remember what did Bruno do to the balloon man ?

Won't he think about it ?

Teacher shows the **BP 14.2**

What will Balloon man say to Sachin ?

Teacher megaphones the learner's response.



**It burst one of my balloons.** (Writes on BB)

Hearing this Sachin told, 'Sorry uncle, I will pay for it'.

Can you tell me, "Where did you meet the puppy from ?

Balloon man began to think about Bruno.

Teacher shows **BP14.3**





Look, where did he see the puppy ?

**In front of the vegetable shop** (Writes on BB)

Can you find out the vegetable shop in the Text - 14 ?

Let's read Text -14

- **Reading Process**

**Individual reading**

Children find out the elicited ideas from the text.

**Collaborative reading**

Children share their idea in group and teacher can check the comprehension by asking the following questions.

- Why was the balloonman angry with the puppy ?
- When did the balloonman see the puppy ?
- How did Suchin reach the vegetable shop ?

**Loud reading by the teacher**

Now teacher presents (reads out) the text with proper pronunciation, voice modulation, pause and rhythm.

**Loud reading by the learners**

Let the learners take turn and read one or two sentences in the group.

Others can give suggestion to the reader.

Select one member in the group for the whole class reading.

- **Strategy**

Write the conversation between the balloonman and Sachin.

Individual attempt

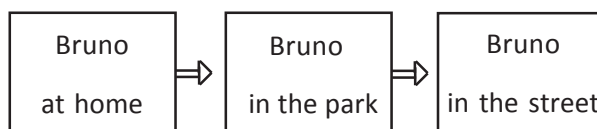
Each one reads their conversation in the group.

Group product formation after refinement.

**Group presentation**

Role playing the prepared conversation

**Developing Flow chart**

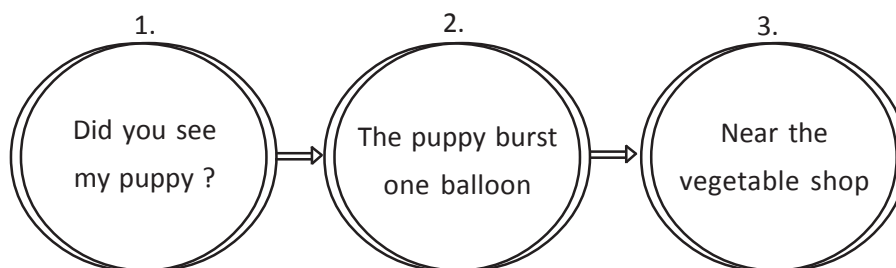






## TEXT - 15

1. What's Sachin asking to the balloonman ?
2. Why did the balloonman angry ?
3. Where did the balloonman see Bruno ?

**Introduce Activity 7 TB Page 25**

Teacher draws 8 circles and a square on the floor.

The names of vegetables are written on the circles.

The square is for Bruno.

“Children! these are vegetable baskets.”

Shall we play a game?

Teacher divides the class into 5 groups. Each group select a Bruno. Other groups can tell the names of vegetables.

Ask the Bruno in the 1st group to stand in the square.

Teacher starts the game by saying Bruno jump over to the brinjal.

Bruno reads and identifies the ‘brinjal’ circle.

Continue the game with other instructions of the members of other groups.

Teacher can invite Brunoes from other groups and continue the game.

For each correct ‘Bruno jump’ one score can be given. The winner group can be awarded.

- **Strategy**

Here teacher can play the song - Tomato tomato red tomato..... The song used in the ‘Rain bow Fest’

*Tomato tomato red tomato*  
*Round and sweet*  
*come and clap, clap your hands*  
*one, two, three*  
*Sing and dance dance with me*  
*La...la...la.*



Let the children sing and enjoy the song.

Let's come back to Bruno

### Interaction

Where did we see Bruno last?

What happened there?

Where did Bruno go next?

What did Bruno do when the balloon burst?

- **Eliciting subtexts**

Teacher introduces **BP 15.1**

Where did Bruno run into?

**Bruno ran into the vegetable shop** (Write on the BB)

Look this picture, What did Bruno do with the potato?

Where did it reach?

**Bruno kicked a potato** (Writes on the BB)

Teacher shows **BP 15.2**

What did Bruno do ?

**He jumped on to a pumpkin** (Writes on the BB)

Teacher shows **BP 15.3**

What happened to the pumpkin ?

Did it start rolling ?

**It started rolling** (Writes on the BB)

Teacher shows **BP 15.4**

What did Bruno do ?

**He climbed on the box of tomatoes.** (Writes on the BB)

Teacher interacts with **BP 15.5**

What happened to the tomatoes when the box fell down?

**Tomatoes scattered all over the floor.** (Write on the BB)

Teacher introduces **BP 15.6**

See the vegetable seller, "Is he happy ?"

Teacher asks children to find out "What did the vegetable seller say ?" from the text book page 15.

**Hey, naughty dog! Get off from here.** (Write on the BB)

Children read Text 15 and write down the dialogue in the notebook.

Teacher points at the picture.





What did Bruno do then?

**Bruno ran off.** (Write on the BB)

- **Reading Process**

**Individual reading**

Children once again read the Text 15 and underline the elicited subtext.

Teacher can practice 'Collaborative Reading' to ensure comprehension of the text.

**Collaborative Reading**

The teacher can ask following questions to ensure comprehension.

Where did Bruno run from the vegetable seller?

If you are the vegetable seller, how will you react to Bruno?

**Loud reading by the teacher**

Now teacher presents (read out) the text with proper pronunciation, voice modulation, pause and rhythm.

**Loud reading by the learners**

Let the learners take turn and read one or two sentences in the group.

Others can give suggestion to the reader.

Select one member in the group for the whole class reading.

- **Strategy**

Teacher can do the choral reading for ensuring comprehension

Select one learner from each group for the choral reading

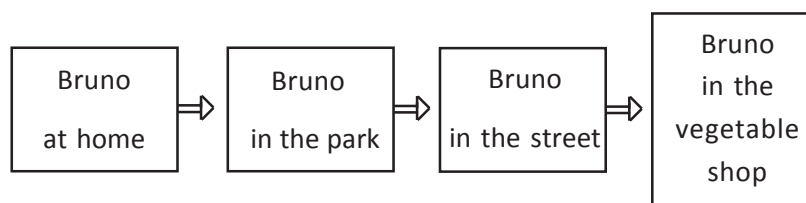
The learner is asked to read along with the teacher

The teacher begins reading in a voice that is slightly louder and faster than the learner.

As the learner becomes comfortable for learning, the teacher lowers her voice and slows the reading pace.

If the learner slows down the teacher increases her voice and speed it once again.

**Flow chart completion**



**Introduces worksheet No - 3**



## TEXT - 16

Teacher prepares / asks the children to prepare concept map based on the picture interaction on Text - 15 as a brush up activity.

1. Where is Bruno now ?

2. What did he do in the vegetable shop ?

3. Why did Bruno ran off ?

1.

In the vegetable shop

2.

- Kicked a potato
- Jumped on to a pumpkin
- Climbed on tomato box

3.

Vegetable seller  
shouted raising a stick

**Narration**

*Sachin and his father was in search of Puppy. They reached near the vegetable shop. "Dad that's the vegetable shop. My Puppy should be there" Sachin ran toward the shop. Father followed him.*

Did Sachin meet his Puppy?

Let's see, teacher shows **BP 16.1** (Only the vegetable seller, he is waving his hand toward Bruno. He has a stick in his hand)

What's the vegetable seller doing?

Free response

Is he angry ? What will be the seller saying ?

Can you find out "What was the vegetable seller saying ?"

Seeing Bruno, what will Sachin say ? Let's find out.

**Teacher introduces worksheet No. 4**

Let the children complete the worksheet individually by reading the Text -16.

Individual random presentation

Group refinement and presentation of worksheet.

Teacher presents the Text -16 with all prosodic features.

Children once again identify the dialogues from the Text -16 and refine their products.

Teacher ensures the comprehension by asking the following questions

- Who messed up the vegetable shop?
- Who beat Bruno?
- What did Sachin's father say?



- Strategy

Teacher distributes the following sentence strips to each child.

(The pup went away / I will kill him / He messed my shop / Sachin started crying / We will get him back / Let's go home.)

Teacher reads any sentence and those children who got the strip will stand up by holding it.

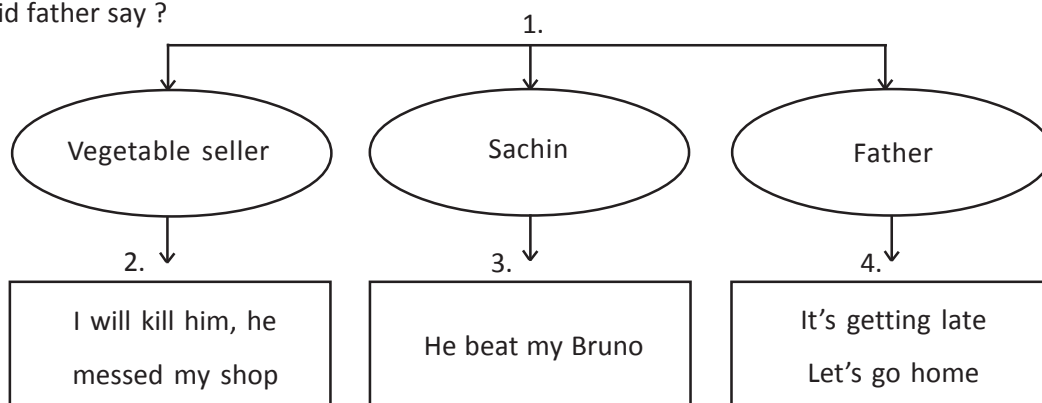
After each sentence game the children should exchange the strips and repeats the activity.

**Introduce activity 6 Page 24 of the English reader**

**TEXT - 17**

Teacher prepares / asks the children to prepare concept map based on the picture interaction on Text - 16 as a brush up activity.

1. Who are there in the picture ?
2. By raising the stick, what did the vegetable seller say ?
3. Seeing this, what did Sachin say ?
4. What did father say ?



**Narration**

*'Come Sachin ! It is too late . Le's go . But Sachin was very sad. He started cy.... " Oh. Bruno ..! Where are you my friend . I want to see you. Oh ! God please help me to find Bruno..." His father patted him lovingly.. "Dont worry Sachin ! We will find him..." Sachin's father said. Sachin and his father returned.*

Will they find Bruno ?

Teacher shows **BP 17.1**

Look, where is Sachin and his father now?

Who is there in the compound ?







Are you happy to see Bruno at home ?

Will Sachin be happy ?

What will be Sachin saying to his father ?

Teacher megaphones the response

**Look father, there's our Bruno.** (Writes on BB)

What will Sachin do ?

Did Sachin run to Bruno ?

**Yes, Sachin ran to Bruno** (Writes on BB)

Teacher shows **BP 17.2** (Bruno is jumping into Sachin's arms)

Look ,What did Bruno do?

**Bruno jumped into Sachin's arms** (Writes on BB)



- **Reading Process**

Seeing Bruno, Sachin is saying something to him.

Can you find out the sentence from the Text -17 ?

To show the love, "What do the dogs do usually ?"

What did Bruno do ?

**Bruno wagged it's tail** (Writes on BB)

Children find out the elicited sentences from the Text 17 and underlines the sentences..

Teacher shows **BP 17.3**

What did Sachin do ?

**Sachin hugged Bruno** (Writes on BB)



**Loud reading by the teacher**

Now teacher presents (reads out) the text with proper pronunciation, voice modulation, pause and rhythm.

**Loud reading by the learners**

Let the learners take turn and read one or two sentences in the group.

Others can give suggestion to the reader.

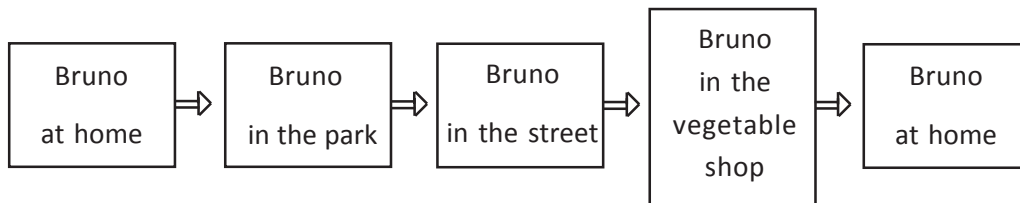
Select one member in the group for the whole class reading.



- **Strategy**

Let the children role play the text -17.

**Complete the flow chart**



Interaction based on flow chart Teacher asks about Bruno in each location

What did Bruno see there ?

Who did he meet there ?

What did he do there ?

Was he happy there ?

Divide the children into five groups for the drama presentation of the whole text

Each group dramatize the text with their own dialogues.

**Introduce worksheet No.6**

TEXT 18

Processing of the poem “My puppy”

Children all of you take Text -18

What can you see in the picture ?

What is the girl doing ?

Teacher displays the poem written on a chart.

Which are the words familiar to you ?

Let children come and underline the words they know by reading it loudly.

The other children read after the learner who reads.

Shall we hear the song ?

Teacher sings the poem two/three times or uses Audio. Teacher shows the expressions too.

Children sing the song after the teacher .

Let them come in chorus and sing it in the whole class.



Teacher can ask questions to check comprehension

- Where is the dog house of the puppy ?
- When the girl pets him what will the puppy do ?
- How does the puppy ask for more petting ?
- Who is the special friend of the girl ?

### **Introduce Activity 2 TB Page 20**

Let the learners look at the pictures given in TB

The teacher interacts using each picture. Look at the picture,

What is Sachin doing ?

What is Bruno doing ?

Let the learners identify the actions of Bruno and Sachin.

Children complete the activity individually.

Share in group

Group present their answers

Teacher can support the learners when needed.

- **Strategy**

Group the class into five. Select one member from each group for the game.

“Children, Shall we play Hide and Seek ?”

Teacher can hide four different objects in various places of the class room. Let one learner from one group come forward to play the game. The teacher can give instructions such as right turn, left turn, move forward, move back, turn back, go straight etc.

When the child finds out the object, the game can be repeated by the learners in the other group.

### **Introduce Activity 3 TB page 21**

For each picture, the picture can interact such as,

Where does Sachin want to go ?

Where is he now ?

How will you direct Sachin ?

**Introduce Activity 4 in TB page 22**

What do you see in the first picture ?

Where is the carrot ?

Look at the second picture, What is in the basket ?

Is it only one carrot ?

Interact with the picture and ask them to complete the activity.

**Project TB page 26**

Processing the project

Revisit the concept map of vegetables

Let them read aloud the names of vegetables

Divide the learners into five.

Draw Table in page 26 in five chart papers. Each group is given a chart.

Let the learners come up with the pictures of vegetables.

Each group paste the vegetable on the respective column.

Ask the learners to write the name, colour, taste, size, hard/soft in the columns given in the chart.

The group chart is displayed in the class.

**Vegetable printing Activity**

Group the children into four. Each group is given cloth piece, cut vegetables and fabric paints in different colours. Let them do the vegetable printing according to the instructions given by the teacher.

Children do self assessment by filling 'I know' TB page 27

Teacher completes 'My learners can in' TB page 28 as part of teacher's assessment.

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