

CLASS 2 ENGLISH

Unit-1 Bruno the Puppy

MODULE 1

LEARNING OBJECTIVES:

- Engage in games and act according to instructions.
- Draw pictures based on instructions.
- Read and enjoy poems.
- Listen to narratives and teacher talks and show signs of understanding verbally & non-verbally.

TLM:

- Balls, cards, whistle, shuttle cock, dice, chess pieces, carom coins
- Masks of pets like dog, cat, hen, duck, cow and goat.

1. Feel and Find

The teacher divides the class into 4 groups. Provides 4 concealed cloth bags containing small playthings such as cricket balls, cards, whistle, shuttle cock, dice, chess coins, carom coins etc. Within a specific time, children should identify the things (by groping from outside) and write their names. The group that identifies all the playthings will get the highest score.

2. Passing the ball

“Have you enjoyed the game?”

It’s time to play another game.”

The teacher shows a ball and asks questions.

What games can you play with this ball?

Free responses.

Ok. We will play a passing-the-ball game.

Sit in a circle.

Sit closer to your friend.

The teacher gives the ball to one child.

When I play the music, you should pass the ball to the person on your right.

When the music stops, you stop passing.

The child who gets the ball should say the name of an object in the classroom.

Otherwise, he/she will be out. Game continues.

3. My pet friend

Sit in the same circle.

The teacher distributes masks of different pets like dog, cat, hen, duck, cow and goat, etc.

The teacher wears the mask of a dog and sits along with the children.

“Shall we start the game?”

“First we should clap 1, 2, 123”

The teacher introduces her / his pet as ‘I have a pet. It is a dog. Bow wow wow’.

“Now, it’s your turn.”

“You can talk about your pet like this.”

“First clap your hands and talk about your pet.”

Game continues.

4. My puppy (Song)

<https://youtu.be/u8jOSAIJUwE?feature=shared>

Shall we listen to a song?

The teacher plays the audio of the poem ‘The Puppy’.

“Do you like the song? What was the song about?”

Yes. It’s about a puppy.

Can you identify words from this song?

The teacher enlists the words on the BB

The teacher plays the song again and elicits the lines of the poem.

List them on the BB.

Plays the audio. The teacher and learners sing along with the song.

Grouping.

Performance by the group. (Choral singing)

“It’s in your textbook page number 18.”

“Read and enjoy the poem”

Activity -Match the following

A	B
The puppy has a dog house	is her special friend
When the girl pets the puppy	Beside the girl.
The girl’s puppy	Outside the door.
The puppy is always	He licks her and wags its tail.



MODULE 2

LEARNING OBJECTIVES:

- Encourage learners to participate in games.
- Provide opportunities for the students to process the written text of the story.

TLM:

- 3 colour ribbons, chalk, picture of Bruno, Speakers etc.
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1. Dogs Cats Mouse game

The teacher draws 3 circles (Islands) in the classroom.

Inside the circle, the name of the island is written- Dog, Cat, and Mouse.

“Hi children, here are some lots on the table.”

“All of you can come and take a lot. “

The teacher ensures that all children get a lot.

“I think all of you got a lot.”

“Name of an animal is written in the lots.”

“You can make the sound of that animal and form groups.”

“Here are three islands.”

“You have to go to your island.”

The teacher distributes ribbons of three different colours to each group. (All the members should get a ribbon)

“Now I shall tell you how to play.”

“When I play music, you can walk freely.”

“When I stop the music, you should run to your island.”

Model the game once.

Bring them to the centre again.

See, when you run, others will catch you. If the dogs catch you what will happen? You will become dog. If the mouse catches you, you will become a mouse.

അപ്പോ, എന്താ ശ്രദ്ധിക്കാൻ ഉള്ളത്? മറ്റുള്ളവരുടെ കൈയിൽ പെടാതെ സൂക്ഷിക്കണം.

The game continues.

The group with the most members will be the winner.

2. Picture walk

“I have a picture in my hand. “

“Do you want to see?”

The teacher shows the picture of a puppy (Picture of Bruno)

“Today, we are going to hear the story of this puppy.”

Can you find out the name of this puppy?

“Take page number 8.”

“Yes Bruno”

The teacher writes it on the BB

What is Bruno doing?

What’s the boy doing? What’s his name?

That’s in the text. Find it out.

“Good... Sachin”

The teacher writes it on BB.

What’s the boy doing? How do you know that?

He says something to Bruno. What does he say?

Let them identify the sentence from the text. Let the learners underline the sentence identified. Ask them to support others to identify the sentence. One may read the sentence aloud. The teacher writes the sentence on the chart. Continue the same process based on each forthcoming sentence.

Bruno, go and fetch the ball.

“What did Bruno do then?”

He rushed to the ball. He came back with the ball.

“Bruno ball എടുത്തു കൊണ്ടു വന്നിട്ട് എങ്ങനെയാകും സന്തോഷം പ്രകടിപ്പിച്ചിട്ടുണ്ടാവുക?”

Yes, he wagged his tail.

He wagged his tail.

പന്ത് എടുത്തു കൊണ്ടു വന്നതിനു സച്ചിൻ അഭിനന്ദിച്ചിട്ടുണ്ടാവില്ലേ?

What did he say?

Well done, Bruno! You are my best friend.

Is Sachin happy to get the ball back?

Sachin also became very happy. What did he do then?"

"Can you pick the sentence?"

Yes... Sachin hugged Bruno.

Sachin hugged Bruno.

The teacher should elicit the above texts and write them on a chart or BB.

Process- Reading:

Reading by the teacher.

Asks two or three learners to read aloud.

Follow the chain reading technique to make all read aloud.

Activity - What does Sachin say? (TB Page No-19)

The teacher introduces the pictures given on the page and initiates an interaction on what Sachin says to Bruno. Elicits the answers and asks the learners to write them in the notebook.

- Individual writing
- Sharing in groups
- Presentation of groups' works
- Editing by the teacher

MODULE 3

LEARNING OBJECTIVES:

- Engage in origami activities.
- Listen to narratives and teacher talks and show signs of understanding verbally & non-verbally.
- Engage in conversations in natural situations. Prepare conversation.
- Provide opportunities for the students to process the written text of the story.

TLM

- Chart, a4 paper, crayons. Scissors, sketch pen

1. Paper puppy

The teacher distributes square-shaped papers to all children.

The teacher demonstrates the way of making paper puppy.



Step 1-Start with a square piece of origami paper.



Step 2: Fold the paper in half by folding the top corner to the bottom corner.



Step 3: Fold the triangle in half by folding the left corner to the right corner.



Step 4: Unfold.



Step 5: Let's make the ears! Fold both corners of the triangle down at an angle like you see in the picture.



Step 6: The head's too pointy! Fold the top corner to the back.



Step 7: Fold the bottom corner back.



Step 8: Give your dog a face by drawing the eyes and nose.

Activity 2 Let's Read- TB page 9

Leads the attention of the learners to page number 9.

What is Bruno doing? (Running out)

Why is he running out?

Elicits responses.

Asks the learners to find out from the text.

Bruno heard a sound. What sound did he hear?

Let them underline and read the idea.

What's that sound? Oh! A fish seller! Bruno ran towards the gate. (chart)

Why did Sachin run after Bruno? He says that. Did you see that?

"The gate is open". Sachin ran after Bruno. (chart)

Did Sachin say anything now? What did he say?

Bruno, Bruno don't go out.

സച്ചിൻ എങ്ങനെയായിരിക്കും ഇത് പറഞ്ഞിട്ടുണ്ടാവുക ? ഉറക്കെ വിളിച്ചു എന്ന് എങ്ങനെ മനസ്സിലാക്കി?

Elicit responses.

Can you find out the sentence?

"Bruno, Bruno don't go out!" Sachin shouted.

ബ്രൂണോ അവുടെ നിന്നോ? അവൻ എന്തു ചെയ്തു?

എവിടെയാണ് ആ ആശയം ഉള്ളത്?

But Bruno ran out of the gate. (chart)

See, Bruno has run out of the gate. He ran to the road. What will Sachin do?

Elicit responses.

Let the learners find the correct answer from TB and underline it.

Activity 5-page 23

What will be the conversation between Sachin and the father?

Initiate discussion based on the context:

Where has Bruno gone? (Ran out/went out/ ran away/ is gone....)

Allow them to write their answer.

What will Father say? (Don't worry/He will come back/ Let's find out/ I will help you.....)

Allow them to write their answer.

(Elicits & allow them to write)

- Random presentation.
- Group sharing
- Presentation of groups
- Teacher version
- Editing –

Note to the teacher: If the learners are not able to write by themselves, the teacher can write the elicited answers as phrases on the chart. (Eg. Ran after, ran away etc..)

MODULE 4

LEARNING OBJECTIVES:

- Listen to narratives and teacher talks and show signs of understanding verbally & non- verbally.
- Participate in a game comprehending the instructions
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TLM:

- Cloth, projector,

Activity 1: Direction song

Children, shall we sing a song?

You should move according to the song and sing. Ok?

The teacher sings the song along with the video on the projector.

Move left(2)

Move right(2)

Move forward (2)

Move back (2)

.....

Activity 2: Crocodile and pond game

Divides the children into two groups. Selects a leader from each group. Ties the eyes of the leaders with a black cloth. Then, the teacher draws three or four circles and four rectangles on the floor. The teacher marks the destination place also.

Hi, children, here are some ponds and some gardens.

Your leader should reach the destination without falling into the pond.

If your leader enters the garden, your team will get 5 points.

If your leader falls into the pond, you will lose 5 points.

You can give directions such as ' move left, go straight, turn, move right' etc.

Continue the game till one group wins.

Activity 3: Let's Read

Leads the learners to the textbook.

Who is there in the picture? Who is that woman?

Elicit responses.

Where is the woman pointing?

Elicit responses.

Ask them to find out answers to the questions asked.

Underlining the sentences. Reading them aloud. Helping others read.

Writing the sentences on the chart.

What does the woman say?

I saw one running to the park. (chart)

Does Sachin know the park? (Yes/No)

How do you know? (Asking...Where is the park)

Where is the park? (chart)

എങ്ങനെയാണു ആ സ്ത്രീ പാർക്കിലേക്കുള്ള വഴി പറഞ്ഞു കൊടുത്തത്?

Elicits the sentence and write.

'It's not far from here. Go straight, it's near the bus stand,' said the woman pointing to the park. (chart)

Reading by the teacher.

Asks two or three learners to read aloud.

Follow the chain reading/ give me the word technique to make all read the text.

MODULE 5

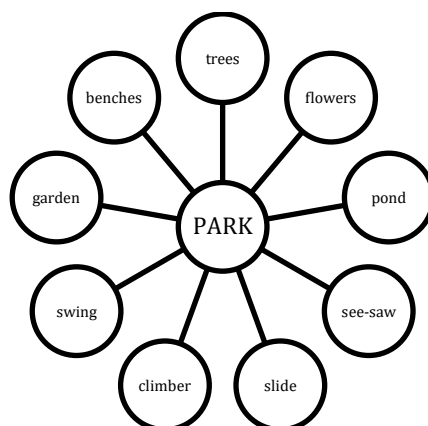
LEARNING OBJECTIVES:

TLM:

- sand tray, cut outs

Activity 1: To the park

Teacher introduces the Big picture of a park as seen in the text book and initiate a discussion on it. Develops a concept map of the park.



The teacher can proceed with the discussion, elicit sentences and write them on a chart as a description. (Make sure that all necessary words referred in the text are elicited)

Reading the description.

Asks learners to read aloud at random.

Activity- 2 Let's Read (TB Page-11)

Interact with the learners and elicits texts.

Did you see Bruno there? What did he do there?

Read and find out the idea from the text.

Bruno ran around the park.

Did he like the park? How do you know that? Is that there in the text?

Find the sentence. Asks the learners to underline the sentence. Asks those who read the sentence to help others too.

Elicits and writes by saying the sentence aloud. Asks the slow learners to find the sentence now.

'What a nice place!' Bruno ran around the park.

Did he only run there? What other things did Bruno do there?

Elicits sentences:

He sat on the swing. The swing moved to and fro. He jumped down from the swing.

He saw a slide there, right? What did Bruno say then?

'Wow! A slide!'

What did he do on the slide?

'Wow! A slide!' He climbed up and slid down.

There was grass in the park. Did Bruno see that? What did he do there?

He rolled on the grass.

What did Bruno do then? Did he see anything more?

Elicits ideas and writes on chart. Continues the process till all ideas are elicited.

Reading by the teacher.

Reading aloud by some learners.

Activity 3 - Give me the word

Teacher reads the part of a sentence and pauses and select a learner to supply the missing word. Let her supply the missing word and the teacher completes the sentence. Continue the same process with the remaining part of the text.

Module- 6

LEARNING OBJECTIVES:

- Listen to narratives and teacher talks and show signs of understanding verbally & non-verbally.
- Participate in a game comprehending the instructions.
- Read the text and comprehend the ideas.

TLM:

Activity 1 : Let's play

We are going to play a game now.

When I say ' boy', you should stand on one leg.

When I say 'boys', you should touch your toes.

When I say 'apple', what will you do?

You should stand on one leg.

When I say 'apples', you should touch your toes.

The game continues with different singular and plural nouns.

Activity -2 Let's Read(TB Page 12)

The teacher introduces the picture.

See, Sachin and his father are here. Where are they? They are outside the park.

See, our Bruno was inside the park. Do they know that?

Sachin and his father couldn't find Bruno anywhere.

Look, there is another boy too. Who is that?

Elicits answers.

Read the text and find out. What did Sachin ask the boy?

Asks the learners to find out the sentence, megaphone the sentence and write on chart.

Did you see a puppy?' Sachin asked a boy.

Did he know Bruno? What did the boy say then?

'Is it a white puppy with black spots?' the boy asked.

Continues the process till the whole text is elicited.

- Reading by the teacher
- Reading by two/three learners.
- Reading aloud using any 'Hello-English reading technique'.

MODULE 7

LEARNING OBJECTIVES:

- Listen to narratives and teacher talks and show signs of understanding verbally & non-verbally.
- Participate in a game comprehending the instructions
- Read the text and comprehend the ideas.

TLM

- Balloons, colouring pictures, charts, markers

Activity 1- Balloon game

The teacher divides the class into 4/5 member groups. Provide one blown balloon to each group.

Rules:

The members should hold their both hands together. Pass the balloon to the next person without dropping it. The team that passes the balloon at the finishing line without dropping it will be the winner.

They are not allowed to release their hands while playing.

Activity 2- Processing the text (TB Page- 13)

Introduces the picture of the balloon man and interacts with the learners.

Who is this man?

Where is he going? Where do we see a balloon man?

Look, Bruno is jumping up the balloons. What does he do?

Bruno tried to catch them.

Asks them to find out the answers from the text.

How do you know that Bruno liked the balloons? What did he say?

'Oh, how beautiful!' Bruno looked at the balloons.

You said Bruno tried to catch the balloons. Could he catch them? What happened?

A balloon burst.

How is a balloon burst? Can you make that sound?

Elicit responses. What is the sound written in your text? Can you read it?

'BANG!' A balloon burst.

What did Bruno do then?

Why did he run away?

Why did he bark? How did he bark?

'BANG!' A balloon burst.

'Bow... bow.' Bruno ran away frightened.

Process reading.

Follow the steps of reading as described earlier.

Module- 8

LEARNING OBJECTIVES:

- Listen to narratives and teacher talks and show signs of understanding verbally & non-verbally.
- Participate in a game comprehending the instructions
- Read the text and comprehend the ideas.

TLM:

Activity- Balloon Game

The teacher makes the learners groups of four/five. Give a balloon to each group. When the teacher whistles, the group should keep the balloon in the air by tugging it up with their body parts but not with their hands. Those who keep the balloon in the air for a long win the game.

Activity- 2 Let's Read (TB Page-14)

Introduce the picture in the text and guess the possible conversation between Sachin and Balloon Man.

Elicits free responses and writes on the board.

Then the teacher asks the learners to check whether their guesses are correct. Let them underline the sentences and read them out. The teacher can write the sentences on the chart.

After eliciting all the sentences, follow the reading processes given in the previous modules.

MODULE 9

LEARNING OBJECTIVES:

- Participate in a game comprehending the instructions.
- Listen to narratives and teacher talks and show signs of understanding verbally & non-verbally.
- Describe vegetables.
- Read and comprehend the given text.

TLM:

- Pictures of vegetables
- Masks of vegetables

Activity 1- Running game

The teacher pastes the pictures of various vegetables on different corners of the classroom.

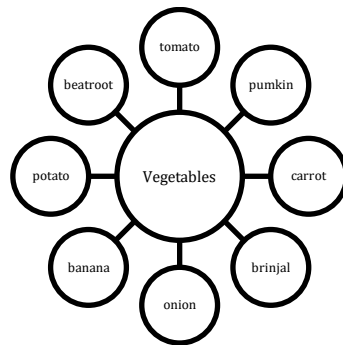
The teacher calls out the name of a vegetable.

Children should move towards the corresponding corner.

The game continues for 3-4 times.

Activity 2- word web

Shows the picture of the vegetable shop and asks them to say the probable vegetables in the shop. Megaphones their names and makes a word web.

**Activity 3- I am a vegetable**

The teacher wears the mask of a pumpkin and says:

“I am a pumpkin.

I am big.

I am round.

I am orange in colour.”

The teacher gives picture cards of vegetables to groups (2-3 cards). Asks them to make masks using the cards and get ready to describe the vegetable. Then the teacher blows the whistle. Children from each group can come forward wearing the mask and talk about the vegetable. Each correct description gets 10 points.

Activity - Let's Read (TB Page-15)

Introduces the picture and interacts.

Where was Bruno on page 13? (In the park)

Where is he now? (In a vegetable shop)

What would he do there?

What will the shop owner do?

Will he beat him? Or catch him?

Elicits divergent responses.

Asks the learners to check the text to see if their predictions were correct.

After the attempt, the teacher asks the following questions one by one, elicits the answers from the learners, and writes them on the chart. She can ask them to underline the elicited text.

What did Bruno do first?

Bruno ran into the vegetable shop.

He saw some balls there... right? (No.. potatoes)

പൊട്ടറ്റൊ ക്കു പോൾ എന്താണെന്നാണ് ബ്രൂണോ വിചാരിച്ചത്?

അവൻ എന്താണ് അപ്പോൾ പറഞ്ഞത്?

'Hi! A ball!'

അവൻ സച്ചിനുമായി ബാൾ കളിക്കുന്ന കാര്യം ഓർത്തു കാണും അല്ലേ?

What did he do with the potato?

Bruno kicked at a potato.

What happened to the potato?

It went under a box.

പിന്നെ എന്താ ചെയ്തത്?

Then, he jumped onto a pumpkin.

മത്തങ്ങക്ക് എന്ത് പറ്റി??

It started rolling.

എന്തു ക്കു പോളാണ് **'Hi! Red balls!'**...എന്ന് ബ്രൂണോ പറഞ്ഞത്? (tomatoes)

What did he do?

He climbed on the box of tomatoes.

What happened to the tomatoes?

It fell down. Tomatoes scattered all over the floor.

ബ്രൂണോ ഇതൊക്കെ ചെയ്തത് കച്ചവടക്കാരൻ ക്കു ില്ലേ?

എങ്ങനെ മനസിലായി?

What did he say?

'Hey, naughty dog! Get off from here.'

ഇങ്ങനെ പറഞ്ഞതേ ഉള്ളോ?

What did he do?

The vegetable seller shouted and raised a stick.

What did Bruno do?

Bruno ran off.

നമ്മുടെ ബ്രൂണോ ഒരു കസ്യൂതിക്കാരൻ ആണെന്ന് കച്ചവടക്കാരനു മനസിലായി കേട്ടോ. എവിടെയാണ് ആ സൂചന ഉള്ളത്?

The teacher elicits the text and writes it on BB.

Process reading as given in previous modules.

Activity- 4 Project Time

The teacher leads the learners to the Project on Page 26 of the textbook.

To the teacher:

Let them do it individually. Give it as an assignment. The next day the learners can be asked to share what they have written in groups, refine them and present in the whole class. The teacher should present a teacher version too. Proceed with editing also if needed.

MODULE 10

LEARNING OBJECTIVES:

- Listen to narratives and teacher talks and show signs of understanding verbally & non-verbally.
- Participate in a game comprehending the instructions.
- Associate pictures with words.
- Predicts and writes the thoughts related to the context.

TLM

- Word strips/cards.

Activity 1 : Vegetable salad (game)

The teacher distributes paper strips containing the familiar names of vegetables to all children. Make the learners sit in a circle. The teacher stands at the centre as the leader. When the teacher calls out a vegetable name, all children with that particular vegetable should change their place. The teacher can call two or three vegetables together. The teacher can also sit in any of the learners' seats while they change their places. The child

who loses the chair will be the next leader. When the teacher calls out 'vegetable salad' all of them should change their places.

Activity 2: Let's Read (TB page 16)

The teacher introduces the picture on page 16 and asks:

Where are Sachin and his father?

Look at the vegetable seller... How does he look?.....Happy?.....

Not happy. He is angry, right?.....Why?....

Elicits responses.

What does he say to Sachin and his father?

Find out the sentences and underline them. Help your friends to read those lines.

'The pup went away. I will kill him if it comes again. He messed up my shop.' The vegetable seller shouted angrily.

Look, he says, the pup went away.

നോക്കൂ, സച്ചിൻ എന്തോ ചോദിച്ചതിനു മറുപടി പറഞ്ഞതാണയാൾ. എന്തായിരിക്കും സച്ചിൻ ചോദിച്ചത്? പറയാമോ?

Elicits and writes: Did you see a puppy?

Sachin started crying. Why?

Elicits responses. What does he say to father?

നിങ്ങൾ പറഞ്ഞ കാര്യങ്ങൾ ടെക്സ്റ്റിൽ എവിടെയാണുള്ളത്? ക്കുറിപ്പിടിക്കൂ.

Elicits and writes on chart.

സച്ചിൻ കരയുന്നത് ക്കുറിപ്പാൽ ആരെങ്കിലും ആശ്വസിപ്പിച്ചിട്ടു് വവുമോ?

ആരാവും ആശ്വസിപ്പിക്കുക?

എന്തു പറഞ്ഞിട്ടു് വവു?

Elicits ideas.

"അതു തന്നെയാണോ അച്ഛൻ പറഞ്ഞിട്ടുണ്ടാവുക?"

ടെക്സ്റ്റിൽ നിന്ന് ക്കുറിപ്പ് എടുക്കൂ.

Let them read the lines and underline them.

'My dear, don't cry. We will get him back.' Father patted him on his shoulder.

'It's getting late. Let's go home.'

Follow the processes as given in the previous modules.

Activity 3 : Sachin's thoughts (Activity 6, Page 24)

The teacher introduces the picture and leads the learners to the context

Look at the picture of Sachin. Father is taking him.....? Where?....(home)

Will he be happy? Could they find Bruno? Will he be happy to go back without Bruno?

No, he will be sad...right?

Will he think of Bruno now? What will he think of Bruno?

Elicits ideas and writes then clues on the board. (Where is he...hungry...sad...afraid..etc.- writes on board)

Does Bruno know the places outside?

അവൻ ആദ്യമായി പുറത്തേക്കു പോവുകയാണ്. അതുകൊണ്ട് ലേഖനം വഴി തെറ്റിയത്? ഇക്കാര്യം സച്ചിൻ വിചാരിച്ചു കാണില്ലേ?

എങ്ങനെ വിചാരിക്കും?

Going out for the first time. (writes)

ചില നായകൾ മണം പിടിച്ചു തിരിച്ചു വരും അല്ലേ? ബ്രൂണോക്ക് അതിനു പറ്റുമോ? സച്ചിൻ ഇക്കാര്യം വിചാരിച്ചു കാണുമോ?

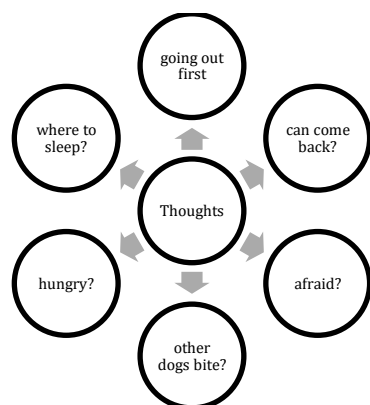
How will he think? Elicits ideas.

Can he come back? (writes)

വീട്ടിലാണെങ്കിൽ പലതവണ ഭക്ഷണം കഴിക്കുന്നതാണ്. അവനു വിശക്കില്ലേ? ഈ ചിന്ത സച്ചിനു തോന്നില്ലേ? എന്തു വിചാരിക്കും?

Hungry? (writes)

What will be the other thoughts? Elicits maximum thoughts like this and writes as a web.



Now asks them to write the thoughts individually, based on the hints.

- Individual writing.
- Refining in groups.
- Writing on charts.

- Group presentation
- Presentation of teacher version.
- Editing.

Keep the group works and teacher version as a calendar and hang them in the class as learning evidence.

MODULE 11

LEARNING OBJECTIVES:

- Listen and to narratives and teacher talks and show signs of understanding verbally & non-verbally.
- Read and comprehend a simple story.
- Form a visual imagery of the story after listening to it.

TLM

- Chart, pictures, sentence cards

Activity 1 : Game Who Said What?

Give paper strips to learners. Each paper strip contains the names of Sachin, Father, vegetable seller, balloon man, woman etc. All those who get the card/strip containing Sachin are Sachin. All who get vegetable seller are vegetable seller. Let them first identify who they are. Now the teacher reads a dialogue of a character. Learners having the strips of the character should raise their hands. After familiarizing the process, continue the game. Now the teacher can alter the characters speedily to challenge their comprehension.

Activity 2 : Let's Read (TB Page-17)

The teacher leads the attention of the learners to the picture in page 17.

What do you see in the picture?

Elicits ideas.

When did Bruno come back? On the same day or next day? How do you know?

Elicits divergent responses.

See, Bruno is back. What will Sachin say now? What will he do?

Elicits ideas. Read the text and see the correct answer. Let them identify the relevant lines and underline them.

'Look father! There's our Bruno!' Sachin ran to Bruno.

What did Bruno do?

Bruno jumped into Sachin's arms.

Did Sachin say anything more? What did he do then?

Read and underline.

‘You naughty pup! Where were you?’ Sachin asked.

Bruno സച്ചിനെ കണ്ടപ്പോൾ തന്റെ സന്തോഷം എങ്ങനെയൊക്കെയാകും പ്രകടിപ്പിച്ചിട്ടുണ്ടാവുക

Bruno wagged its tail. ‘Come on dear.’ Sachin hugged Bruno.

‘Oh! You are so dirty! Come, let’s have a wash.’

Follow reading aloud, Reading by learners, etc.

Activity 3: I’m Bruno (Game)

The teacher draws a circle. Asks the learners to stand in the circle. Give paper strips containing the names of the characters of the story. (fisherman, balloon man, vegetable seller, Bruno, Sachin, etc.) When the teacher calls out a name, those having that strip should come to the circle and act according to the character.

Eg:- you are a balloon man. Then all the balloon men come to the circle and act like a balloon man selling balloons.

Activity – 4 I know (TB Page 27)

Then the teacher leads their attention to the ‘I Know’ page of textbook (page 27)

Process the page through picture interaction.

Look at the first picture. Where is Bruno?

Elicits responses and writes: Bruno is on the road.

What does he think now?

That’s given below. Many answers are there. You can find the right one. Let them find out. Elicits the correct answer and asks them to write in the proper speech bubble.

The teacher asks to fill up the other bubbles too.

After individual writing, the teacher makes 5 groups.

Sharing the answers and correcting them.

Presenting the answers.

The teacher writes the answers on the board and asks the learners to make necessary corrections if needed.