

3. Bruno, the Puppy

Name of the Teacher :
Name of the School :
Class :
Subject :
Time :

Process	Response
<p><u>Entry Activity : Language game: Guess who?</u></p> <p>Introductory interaction- Language game: Guess who : the teacher asks the learners the following questions-</p> <p>Do you like games? Shall we play a game now? See here is a box on the table. There is something inside the box. Can you say what it is?</p> <p>The teacher gives some clues- It is the young one of an animal. We can see it in our houses. It is a pet animal. It makes bow – bow sound (elicits responses) Yes, it is a puppy.</p> <p>The teacher opens the box and shows the doll/puppet of the puppy to the class. Do you like it? Is it cute? Do you have a puppy in your home? (free response) What is the name of your pet? Can you give a name to this puppy?</p> <p><u>Mask making</u></p> <p>Prepares masks of Sachin and Bruno.</p> <p>The teacher shows the masks from the magic wall to the whole class. The teacher says- 'Now we are going to make masks.'</p> <p>The class is divided into groups and the teacher distributes materials for mask making. The learners watch the video on mask making and make the mask of Bruno.</p> <p>Then the teacher says 'This puppy has a friend, He is a boy, Now we are going to make the mask of the boy.'</p> <p>Teacher plays the video of making the mask of a boy. The learners make the masks of Sachin.</p> <p><u>Language game on vegetables - TB page 68</u></p> <p>The teacher draws the pictures of some vegetables on the floor and writes the corresponding names nearby. Then leads the learners to the game by giving simple directions like, 'Bruno, jump over to the vegetable you like.' The Pupil imitates Bruno and jumps on the picture of a vegetable like Bruno and others read the name of that vegetable.</p>	

Let's (Activity 1)

Activity 1 Page 19 of the text book

The teacher asks the students to observe the first picture and asks the following questions:

What do you see in the picture?

What is Sachin asking Bruno?

Where does Sachin want to go?

The learners are asked to observe the second picture,

Teacher asks the following questions:

Which is the place Sachin thinks about?

How will he ask Bruno to go with him?

The learners observe the third picture.

Teacher asks the following questions:

Where is Sachin pointing to?

How will Sachin ask Bruno to go there with him?

The learners complete the third sentence.

Pointing to the fourth picture, the teacher asks,:

Can you identify the place?

How will Sachin ask Bruno about going there?

Teacher elicits the responses and the learners complete the fourth sentence.

After completing the activity, the teacher asks the learners to find out sentences using the expression 'let's' from the reading passage in the text.

Processing reading (TB page 9)

The learners sit in groups and share their ideas. The teacher asks the following questions to elicit the ideas:

Who made the sound? In which sentence do you find the answer?

Why does Sachin become sad?

Teacher makes sure that all the learners try to identify and read the core sentences.

Group presentation by the learners

Sample reading by the teacher,

Random individual reading by the learners.

Developing flow chart

After making a rapport, the teacher points out that Bruno has come out from the

park.

Teacher asks the following questions

Now where is Bruno? Can you say?

Is he in the park?

The learners point out that he is in the street.

Teacher prepares a flow chart on the blackboard

Bruno at home – Bruno in the park

Drawing and colouring balloons

Teacher introduces the text with the following dialogue

"In the street Bruno saw someone, who is he? Is he a fruit seller? He says, "Balloons, balloons beautiful balloons colourful balloons come and buy." Now can you say who he is? Yes, he is a balloon man.

Observe Page 13 of your textbook.

What is in his hand? Balloons

(Teacher writes the word on the blackboard)

Have you ever met a balloon man?

Where do you usually see him?

Teacher encourages free responses –he/she megaphones what children say in mother tongue.

Teacher writes the responses on the board

Eg: Festival ground, market, on the road during holidays, near temple

Teacher asks the following questions

Do you like balloons?

Do you buy balloons?

Do all balloons look alike?

Can you name the balloons?

(Red balloons, monkey balloons, pumpkin balloons, apple balloons, big balloons, bird balloons, angry bird, chotta Bheem, Dora balloon, fish balloons)

Teacher writes these names on blackboard.

Additional activity

Drawing and colouring balloons.

Which balloon do you like most?

Can you draw your favourite balloons?

Did you draw it?

Teacher distributes crayons and asks the learners to colour their drawings.

The learners select the name of their balloon from the blackboard and write the name under the picture.

processing reading (TB page 15,16 and 17)

Through interaction with learners teacher elicits the core ideas by following reading process as detailed before.

Matching cards

An additional activity from the TT Page 69 (Dialogues and speakers) is used to familiarize the core dialogues in Page 16 and 17. Individual attempt, reading and refining in groups, group presentation, sample reading by the teacher and allowing chances to refine individual reading. During interaction the flowchart of the location of Bruno can be developed on Board/Chart.

My Puppy (Poem)

Teacher asks some interaction questions:

What is the girl doing in the picture?

Where is she sitting?

Who is with her?

What are they doing?

Teacher plays/presents the song 2/3 times,

Learners are allowed to sing along with the teacher to get familiar with the words and rhythm.

The learners are grouped to present the song. Individual presentation can be done afterwards.

After individual presentation teacher asks some questions to ensure comprehension.

For eg: Where does the dog live?

What does the dog do when the girl pats him?

Is the pup the only special friend to the girl?

Activity 4 in TB (prepositions)

The teacher asks appropriate questions to make the learners use prepositions while answering

For eg: Where is the carrot?

What do you see in the basket?

Where is the boy?

Teacher elicits and megaphones the responses of learners. They sit in groups to complete the activity in the textbook. Teacher interacts with groups while work is in progress. Group presentation by learners is followed by a presentation of teacher's version.

Processing reading

Processing the text: Individual reading- teacher says 'All of you take your text and read the passage given below the picture silently. The teacher asks the learners to read out all the words they can and writes those words on the board.

Group reading. Teacher says "Sit in groups and read again. Share and refine your ideas."

Teacher asks specific questions to elicit core ideas.

Eg: "Look at the picture, Sachin is throwing the ball to Bruno. What is he asking Bruno to do?" Elicits responses and megaphones them, writes the responses on the black board and reads them.

Teacher asks-" Did Bruno bring the ball back? Which sentence indicates this?"

Teacher writes after eliciting the sentences, 'He came back with the ball' (BB) and 'He wagged his tail' (BB).

Teacher asks the following questions.

How did Sachin encourage Bruno?

How did he show his love to Bruno?

Teacher elicits the answers from the learners until the following answers are received:

Well done, Bruno you are my best friend, Come Let's go.

Sachin hugged Bruno.

Teacher writes these answers on the blackboard

Learners read the core ideas written on the blackboard. The learners read in groups and locate these sentences in their text. Random presentation by groups followed by sample reading by the teacher. Random loud reading by the learners.

Word strips are provided for strengthening and assessing reading. They can be arranged so as to get the sentences in the reading passage given in the text.

Picture reading TB page 9

Informal talk between mentor and children like - "Children do you like to eat fish?" Take your TB Page 9. Look at the picture, Where is Bruno now? Who are there in the picture? Who is standing near the gate? Why does Bruno run towards the gate? Do you want to know? Let's read the passage given below the picture. Mentor asks them to read individually .Pupil identifies some words/phrases or sentences and they read them. (Sound, fish seller, gate) Eliciting ideas by asking interaction questions like, Who is near the gate? Why is Sachin shouting? Whom did Sachin

call? (elicits responses) – BB

Picture reading

After preparing the masks of Bruno and Sachin, the teacher says, this is Bruno and this is Sachin. They are in your textbook.

Picture reading -

Teacher asks the learners to open their text books at page 8. Pointing to the pictures of the boy and the dog the teacher asks the following questions –

Can you point out Sachin? Where is Bruno? What are they doing? Are they happy? What is the colour of the ball? What could be the boy asking the puppy? Can the dog catch the ball?

Picture reading (Textbook page 10)

Picture reading TB page 10-

Teacher asks learners to open the textbook at page 10 and asks the following questions:

Who are there in the picture?

Where are they standing?

What is Sachin and his father asking the lady?

The teacher elicits responses and writes them on a chart/ board.

Reading passage

The learners read the passage below the picture silently.

The teacher asks the learners to read out the words they can identify and writes them on the blackboard.

The learners sit in groups and read the passage again. They share and refine their ideas.

Teacher asks specific questions to elicit the core ideas.

Eg. What does the woman say about Bruno?

Where is Bruno now?

Group reading and presentation by the learners

Teacher reads the passage and the learners refine their reading.

Oral description based on the picture

Picture reading (TB page 11) _

The learners observe page 11 of the textbook.

Teacher asks the following questions:

What are the things you see in the picture?

Which are the rides and play things in the picture?

Where is Bruno standing?

What is he saying?

What did he do in the park?

An oral description to elicit the core ideas in the picture with the help of concept mapping.

Reading process (Textbook page 11,12)

Individual silent reading(Textbook page 11)

The learners sit in five groups. The teacher distributes word strips to each group.

The learners use the word strips to recreate the sentences in the textbook and fix them on the display board/chart.

They read the sentences aloud. (Random presentation).

The teacher helps the learners who experience difficulty in reading. Sample reading by the teacher.

Learners read aloud individually and refine their reading skill.

Reading process TB page 12.

Learners observe the picture on Page 12.

The teacher asks the following questions

Could father and Sachin find Bruno?

What do you see in the picture?

Which is the place?

Who are there in the picture?

Who did Sachin and father meet on the way?

What is Sachin asking to the boy?

What is the boy's reply?

Where is he pointing to?

(Elicits core ideas and writes on the chart)

The teacher asks the learners to read the passage individually.

They read the sentences and pick out the words they could not read.

Learners form 5 groups. They share their difficulties in group.

Learners read the text again. Teacher gives a sample reading and gives chances to the learners to refine their reading. One or two individual reading can be allowed.

Processing reading (TB page 13,14)

Teacher initiates the following conversation:

Does Bruno like the balloons?

Yes, he likes it.

All of you please read the text at page 13

(The learners read individually)

What did Bruno think about the balloons? Find the line that says it.

(Teacher writes the sentence "Oh, how beautiful." on blackboard.)

How is the balloons moving?

Which line talks about the movement?

"Moves up and down. The balloons are bouncing up and down. "

(Teacher writes the sentences on the blackboard).

What is Bruno doing?

Bruno is jumping at the balloons. Bruno is catching the balloons. Is the same sentence written in the Textbook? Which is that line in your textbook?

Bruno tried to catch them (BB)

What happened to the balloons? Did Bruno get it? No. BANG – A balloon burst. Do you see the line?

What sound did Bruno make?

Bow – Bow (BB).

What did Bruno do when on hearing the sound?. Did Bruno feel happy/ sad? .

He was frightened. He barked. He ran away.

Which line in the textbook says so?

Bruno ran away frightened (BB).

Now all of you read the lines.

Teacher makes sure that all the learners are reading the text. Four or five learners read aloud. Reading of the text is processed in the same way as the previous activities.

Learners develop a flow chart.

Conversation

Conversation between Sachin and father:

Teacher asks the following interaction questions to channelize the pupils thoughts:

Where did Bruno go?

What did Sachin tell to his father?

What would be his father's reply?

Teacher writes the responses on the blackboard.

Teacher encourages the learners to complete the conversation orally.

Afterwards, they write the conversation individually and present their writings.

Group writing –Learners share their ideas in groups and refine the conversation .

Group presentation.

Presentation of teacher's version. Learners refine the conversation based on the teacher's version.

Role play (Sachin and the woman)

Teacher gives instructions to prepare a conversation between Sachin and the woman.

Individual writing followed by group writing-

Learners prepare a role play based on the conversation,

Necessary instructions are given by the teacher. Masks on the magic wall can be used.

Role play (Sachin and his father)

Learners prepare a role play based on the conversation between Sachin and his father in groups.

Teacher asks -

Who is going to act as father?

Who will become Sachin?

Do you need a rehearsal? Come on, present it .

Group presentation of the role play.

Teacher encourages the learners.

(For the role play, the masks of Sachin and father on the magic wall can be used.)

Role play (Sachin and the balloon man)

Learners prepare a conversation between the balloon man and Sachin and prepares a role play with the help of tr and presents it.

Concept map - Park

After an informal talk, the teacher asks, " Where is Bruno now?"

Teacher elicits responses and develops a flow chart on the basis of the responses.

Bruno at home – Bruno at park

Teacher asks the following questions:

Have you ever gone to a park?

Do you like to play in the park?

What do you see in a park?

Teacher elicits responses and develops a concept map on the theme 'park'.

Vegetable models

The teacher develops a flow chart of Bruno's previous and current locations through interaction questions.

Bruno at Home – Bruno in the park – Bruno in the street – Bruno in the vegetable shop.

Then the teacher develops a concept map on vegetables after a discussion, on the blackboard/Chart .

Teacher can play the interactive CD for Std I vegetable song if necessary.

(Learners sing and enjoy).

Riddles

Teacher asks the learners to read the riddles. Then the teacher presents the riddles one by one and asks,

“Can you guess which vegetable it is?”

“Can you tell the name of the vegetable?” ... It starts with 'c' ... etc...

After completing the riddles, the teacher asks the learners to draw a vegetable they like in the box.”

After the drawing session, the teacher asks them to name it and write a few sentences about the vegetable they have drawn, below the box.

The teacher presents a riddle as a model. for eg : It is round, It's red, It tastes sour etc. and asks the learners to solve it.

Then teacher asks the learners to construct riddles of their own. After giving adequate time, the teacher asks the learners to present their products.. Teacher encourages the learners to prepare and present the riddles.

Puzzle

A worksheet of crossword puzzles on vegetables can be distributed to the learners as an extended activity/assignment.

Picture of vegetables

Project:

Teacher displays the concept map of vegetables and elicits the name and properties of vegetables by asking simple questions like

What is the name of this vegetable?

How does it taste?

How does it feel when you touch it?

What is the colour of _____?

Is it big/small?

Teacher elicits the responses and helps the learners to fill the table in the textbook. More pictures are added to complete the activity.

Activity 2

Teacher presents the activity by asking questions related to the pictures and elicits responses. Teacher says : Look at the picture Sachin and Bruno are doing something. Can you say what are they doing? - Board/chart. With the help of examples children identify and say the actions of Sachin and Bruno. Sits in groups and completes the activity – NB. Presentation by groups. Teacher gives support when ever needed.

Thoughts of Sachin

The teacher asks the following interactive questions to channelize the thoughts of the learners:

"Who are there in the picture?"

"What are they doing?"

"Is Sachin happy?"

"Why is he sad?" etc...

Teacher writes the responses on a chart/ the blackboard.

The learners attempt to prepare a paragraph on Sachin's thoughts individually and present their writings.

They refine their writings in groups and present them.

Teacher's version is given and the learners refine their writings.

Activity 3

Teacher asks simple questions and shows pictures related to the directions. Teacher gives an idea about directions by simple activities/song. The responses are written on a chart. Learners sit in groups and process the activity. Teacher interacts with the groups to help them. Explanation of the last picture can be given as an individual task.

രണ്ടാം ക്ലാസ് സമഗ്ര ടീച്ചിങ് മാനുവലിനായി താഴെ കാണുന്ന ലിങ്കിൽ ക്ലിക്ക് ചെയ്യുക

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