

## LESSON -1



## Session -1

## DOGS

## I Pre-reading

- **Socialisation**
- Do you have a pet dog? Do your friends have pet dogs?  
Can you tell me some names of dogs, their colours and shapes?  
Let us read a short poem on 'Dogs'.

## II While-reading

## Text

The dogs I know  
Have many shapes.  
Some are big and tall  
Some are long  
And some are thin,  
And some are fat and small  
And some are so thin that  
They seem to have no shape at all.



M.G. Chute.

- Your teacher reads the poem aloud . You listen to him/her without opening the book.
- Your teacher asks you: "Who are there in this poem ?"
- Your teacher reads the poem aloud second time. You listen to him/her and at the same time see the poem in your book.
- You read the poem silently and answer the following questions.

● **Comprehension Questions:**

1. What is the poem about ?
2. Who is "I" in the first line ?
3. Which words in the poem tell about the shapes of dogs ?

4. Which type of dogs do you like the most ?
5. What is the colour of your dog ?
6. Who is "They" in the last line of the poem ?
7. Do the thin dogs seem to have shapes ?
8. Does the poet love dogs? How do you know this ?

## Session -2

### II Post-reading

#### 1 Visual Memory Development Technique (VMDT) :

Whole : How many lines are there in this poem ? Which line talks about "many shapes" ? Where is "big and small" ? Which line talks about "thin" ?

Part : Last four lines: so thin, no shape, fat and small

#### 2 Comprehension Activities:

**MCQs : Choose the right answer from the options given.**

1. The dogs have \_\_\_\_\_.  
(A) one shape      (B) two shapes  
(C) three shapes      (D) many shapes
2. Which of the following describes only about the shapes of dogs?  
(A) red and bright      (B) white and tall  
(C) big and tall      (D) red and brown
3. Find the odd one out.  
(A) thin      (C) fat  
(B) small      (D) shape

4. Which pair of words has been used in the poem to describe a dog?  
(A) big and small (C) tall and short  
(B) fat and thin (D) big and tall
5. Which dogs seem to have no shape at all ?  
(A) tall (C) fat  
(B) thin (D) big

### Session-3

#### 3 Listening :

- (a) Your teacher reads aloud some words from the list. You tick(✓) the words which your teacher reads.

big dog tall small short thin fat

- (b) Your teacher reads some lines aloud. Listen to him/her.

I once had a dog and it's true.

I once had a cat and it's true.

I once had a hen and it's true.

- (c) Your teacher will read out the names of some animals other than those in (b) above. Listen to him/her and fill in the blanks in the following lines. (cow, goat, mongoose, horse)

I once had a \_\_\_\_\_ and it's true.

I once had a \_\_\_\_\_ and it's true.

I once had a \_\_\_\_\_ and it's true.

## Session-4

### 4. Speaking :

#### (a) Reading aloud.

Teacher reads aloud one line, students repeat after him/her in chorus.

(The first three lines at one go. The remaining five lines one by one.)

#### (b) Read the following words aloud after the teacher.

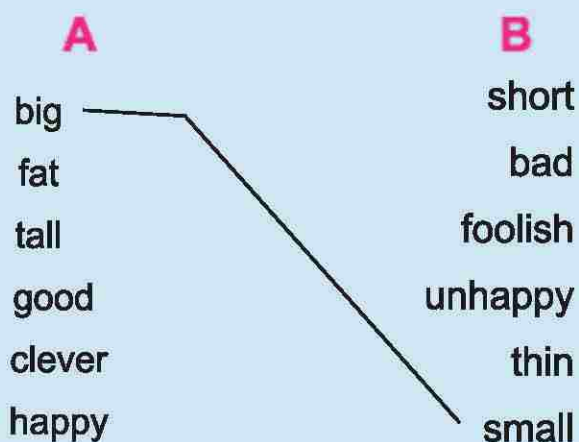
all, tall, small

#### (c) Chain-drill- I like dogs.....cats.....

## Session-5

### 5. Vocabulary :

Match the words under 'A' with their opposite in meanings given under 'B'. One is done for you.





## Session-6

### 6 Usage:

Fill in the blanks with the suitable words choosing from the brackets.

(thin, small, fat, tall, short, beautiful, big)

1. I live in my family. It is a \_\_\_\_\_ family.
2. My father is a \_\_\_\_\_ man.
3. My mother is very \_\_\_\_\_.
4. My sister is \_\_\_\_\_.
5. My brother is \_\_\_\_\_.
6. I have a dog and it is \_\_\_\_\_ and \_\_\_\_\_.

### Remember:

The words in the above brackets are describing words. We can use these words before people, animals, birds and things etc to describe/to talk more about them.

## Session-7

### 7 Writing:

(a) Answer the following questions.

- (i) Who is 'I' in the poem?


- (ii) Who does 'they' in the last line refer to?


- (b) Read the poem 'Dogs' carefully and write a poem of six lines on 'Cats'. Use the clues/helps given. Some lines are done for you.

The cats I know \_\_\_\_\_

\_\_\_\_\_ colours

\_\_\_\_\_

(white)

\_\_\_\_\_

(grey)

\_\_\_\_\_

(brown)

\_\_\_\_\_

(as black as night)

### Session-8

- (c) Given below are the lines of the poem "Dog". They are not in order. Arrange the lines properly to get the poem. Don't see the poem while ordering. Write the serial numbers in boxes. Then check your answer with the poem.

## DOGS

- ☐ Some are big and tall.
- ☐ And some are thin,
- ☐ And some are so thin.
- ☐ They seem to have no shape at all.
- ☐ Have many shapes.
- ☐ Some are long.
- ☐ The dogs I know.
- ☐ And some are fat and small.

**8 Mental Talk :**

- i. "Dogs I know,  
Have many shapes."
- ii. "Love animals. Animals and birds are our friends."

**9 Let us Think :**

The ways to save animals :

**Session-9**

**FOLLOW-UP LESSON  
AFTER A BATH**

After a bath

I try, try, and try,

To wipe myself,

Till I'm dry, dry and dry.

Hands to wipe,  
And fingers and toes,  
And two wet legs,  
And a shiny nose.

Just think how much,

Less time I'd take,

If I were a dog,

I'd shake, shake, shake.



**Notes to the Teacher:**

1. When you read aloud the poem 'After Bath', read with action (wiping body parts after bath with a towel). There is no need to tell the meaning of these words. From action students will get the meaning. (Prepare before.)
2. Plan activities for each follow-up item under 8 heads for eight periods/sessions.

## Writing :

Answer the following questions.

1. Who does 'I' stand for in the poem ?

'I' stands for

2. What does the boy do after bath ?

The boy

3. What parts of his body does the boy wipe ?

4. Who takes less time to wipe ?

**Word Note :** (The words / phrases have been defined mostly on their contextual meanings.)

shake	-	to move quickly from side to side, ଝାଡ଼ିହେବା
shape	-	body size, appearance, ଆକାର
shiny	-	bright, ଚକ୍ ଚକ୍ ଦେଖାଯିବା
toe	-	front part of foot, ପାଦର ଆଗୁଡ଼ି
wipe	-	to make something dry or clean. ପୋଛିବା