

## LESSON - 2

### Session -1



**Let us sing and act :**



### Rhyme: TPR

Stand up,  
Wash your face,  
Brush your teeth,  
Comb your hair ,  
See your face in the mirror,  
Sit down.  
Look down.

### Steps:

- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings and students listen to him/her looking at the text.
- S/he reads aloud with action first two lines, students repeat after him/her.
- S/he reads the next two lines aloud with action, students repeat after him/her.
- S/he reads the last lines "Sit down, Look down" aloud, students repeat after him/her.

**Let us write the rhyme :** Each line two or three times, where possible.

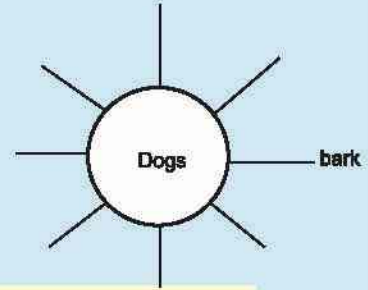
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## Session -2

### I Pre-reading

#### Let us read :

- The teacher writes the word "Dogs" in a circle on the blackboard.
- S/he asks them to storm their brains and say words related to "Dogs". One is done for you.
- S/he writes them all on the board around the word "Dogs" drawing lines to it.



### II While-reading

- The teacher reads aloud the following text slowly pointing at each word. (S/he reads showing his/her book). If necessary s/he writes the poem on the blackboard.
- S/he reads aloud one line pointing finger on the words. Students read the same line aloud pointing their fingers on the words they read in the text.
- Students read the text silently.

#### Poem

Dogs I know.  
Have many shapes.  
Some are big.  
Some are small.  
Some are short.  
Some are tall.

- The teacher asks the following questions.

Students answer questions 2 to 6 in a word each.

1. What is the poem about ?
2. Dogs have many.....
3. Some are.....
4. Some are.....
5. Some are.....
6. Some are.....

## Session - 3

### III Post-reading

#### Let us speak :

- (a) *Chain –drill: Dogs have many shapes.*  
 (b) *Reading Aloud :*

- The teacher reads aloud one line and students repeat after him/her.
- The teacher reads aloud one line and students read aloud another line.
- One group reads aloud one line and the next group reads aloud the other line.

#### Let us talk mentally :

“Dogs have many shapes and colours.”

#### Let us write :

- (I) What is the poem about?

The poem is about

- (ii) Dogs have

- (iii) Some are

- (iv) Some are

## Session - 4

**Let us sing and act :**



### Action Song - I

Teddy bear ,Teddy bear  
Turn around.  
Teddy bear ,Teddy bear  
Touch the ground.

- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings and students listen to him/her looking at the text.
- S/he reads aloud with action first two lines, students repeat after him/her.
- S/he reads the next two lines aloud with action, students repeat after him/her.
- S/he reads the last two line "Teddy bear, Teddy bear touch the ground" aloud, students repeat after him/her.

**Let us write :**

Copy the poem in good handwriting. One is done for you.(Write three times if space is available.)

Teddy bear, Teddy bear

Teddy

Turn around,


Teddy bear, Teddy bear


Touch the ground.




## Session - 5

Let us sing and act :

### Action song- II

Teddy bear , Teddy bear  
Polish your shoes.  
Teddy bear , Teddy bear  
Off to school.



- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings and students listen to him/her looking at the text.
- S/he reads aloud with action first two lines, students repeat after him/her.
- S/he reads the next two lines aloud with action, students repeat after him/her.
- S/he reads the last two lines aloud, students repeat after him/her.
- The teacher asks the students to copy the poem.

Let us copy the Poem in a good hand : (Each line two or three times, where possible.)

Dogs I know

Dogs

Have many shapes

Some are big.

Some are small.

Some are short.

Some are tall.