

Standard 2-ENGLISH

BRUNO ,THE PUPPY

Learning outcomes/Concepts	Class room processes/activities	Teaching learning materials	Evidences :notebooks/products/TM/performance
	<p>Entry activity vegetable hunting -game Each one hunts his paper card with the instruction of the teacher. Each child writes the name of the vegetable under the picture including his name.</p>	Pictures of vegetables,	Vegetable card for each learner, Pasted vegetable chart with the name.
Read and comprehend the text “ Bruno the puppy”Page 8	<p>Interaction based on the picture 8 in the text book. (Teacher frames different questions related to the settings/location and mood of the character)</p> <p>Micro process of reading</p> <ul style="list-style-type: none"> ▪ Learners read the passage individually ▪ Charting the words/ phrases/they are able to read such as go, ball, puppy,friend,tail, Bruno) 	Teacher uses picture in the text (page 10) for eliciting text	Interaction questions in the TM for ensuring reading comprehension

	<ul style="list-style-type: none"> ▪ Let the learners read again to get more ideas. ▪ Teacher elicit ideas they have comprehended. ▪ Learners sit in group to share the ideas. ▪ Teacher interacts for eliciting the core ideas of the passage. ▪ Picture interaction. <ul style="list-style-type: none"> ▪ Helping slow learners for eliciting core ideas . <ol style="list-style-type: none"> 1. <i>Bruno, go and fetch the ball.</i> 2. <i>He came back with the ball</i> 3. <i>He wagged his tail</i> 4. <i>'Well done Bruno ! You are my best friend.</i> 5. <i>Sachin hugged Bruno.</i> <p>Teacher frame interaction questions to ensure reading</p> <ul style="list-style-type: none"> ▪ Group presents the ideas they shared. ▪ Teacher's loud reading with proper pronunciation,voice modulation ,pause and rhythm ▪ Preparing Sentence card/ word card game to strengthen the reading and writing <p>Flow chart</p> <ul style="list-style-type: none"> ▪ Teacher can elicit "Where is Bruno ?" for each instance and prepare flow chart. 	<p>Word cards /sentence cards pasted by children</p>	<p>All learners can read the core text.</p> <p>Children will be able to read and comprehend the text. Flow chart showing 'Where is Bruno ?</p>
--	--	--	--

Read and comprehend the text "Page 9"	<p>Teacher follow the micro process of reading</p> <ul style="list-style-type: none"> ▪ Individual reading ▪ Group reading ▪ Discussion based on the interaction of the teacher. ▪ Teacher loud reading ▪ Learners loud reading 		
Add two or three exchanges to the given conversation	<p>Introduce Activity -5</p> <p>After completing page 9, Teacher can elicit the possible dialogue between Sachin and Father</p> <p>Individual attempt</p> <p>group sharing and refinement</p> <p>Presentation of group products</p> <p>Teacher version</p> <p>Editing</p> <p>Role play</p>	Teacher version	<p>Individual products</p> <p>Group refined products</p> <p>Edited products</p> <p>Big book</p> <p>Flow chart showing 'Where is Bruno ?</p>
Read and comprehend the text "Page 10"	<ul style="list-style-type: none"> • Individual reading of the text. • Develop a conversation between Sachin and woman by interacting with learners. • Each group present a role play. 		Individual conversation Group product.
Read and comprehend the text "Page 11"	<ul style="list-style-type: none"> • Interaction for preparing concept map of park. • Oral description based on the concept map. • Expanding flow chart 		Concept map of park Flow chart showing 'Where is Bruno ?' by adding road
Read and comprehend the text "Page 12"	<ul style="list-style-type: none"> • Microprocessing of reading • Role playing of the dialogue 		Flow chart showing 'Where is Bruno ?' by adding park.
Read and	<ul style="list-style-type: none"> • Interaction leading to get the type of 		Elicited balloons on a

comprehend the text "Page 13"	<ul style="list-style-type: none"> balloons they had seen. Picture interaction using the picture page 13 		chart.
<p>Read and comprehend the text "Page 14"</p> <p>Follow instructions and engage in theater games and language games</p>	<ul style="list-style-type: none"> processing of reading activities Performance of role play in group. Concept map of vegetable shop Vegetable songs using CD/mobile-sing together Drawing circles written the name of vegetable the floor. Children are reading and jumping to the instructed circle . Introduce Activity -7in TB page 25. 		<p>Flow chart showing the present location 'street'</p> <p>Interaction for the game</p> <p>A description about a vegetable they like.</p> <p>Flow chart showing the present location 'vegetable shop'</p>
Read and comprehend the text 16	<ul style="list-style-type: none"> Processing of the text for reading Dialogue cards are distributed to the students. Let them find out the dialogue from the text as well as the speaker. Write the dialogue in the notebook. 	Dialogue cards	<p>Children using Dialogue cards in the class.</p> <p>Written dialogues in the notebook</p>
Read and comprehend the text 17	<ul style="list-style-type: none"> Children read the text by themselves and predict the events Learners read out the sentences from the text for each interaction . 		Flow chart showing the present location 'Home'
Write thoughts related to the context	<ul style="list-style-type: none"> Introduce Activity-6 Teacher interacts and elicit idea to give input. Individual writing (one/two sentences) Group sharing (presenting the individual product in group) 		

	<ul style="list-style-type: none"> • Group refinement • Teacher version • Group editing. 		
Comprehend and enjoy poems	<ul style="list-style-type: none"> • Interaction based on picture 18 • play/present the song two/three times • Learners sing along with the teacher • Groups present the poem in their rhythm • Ask the comprehensible questions 		
Describes objects /people using appropriate vocabulary	<ul style="list-style-type: none"> • Introduce Activity-2 • Interaction based on pictures • Children fill the blank spaces appropriately. 		Filled Activity inpage 26/notebook
	<ul style="list-style-type: none"> • Introduce Activity -4 • ask appropriate questions to elicit ideas. 		Completed Activity -4 in notebook
	<ul style="list-style-type: none"> • Children complete 'I know " in page 27 		Filled self assessment table
	<ul style="list-style-type: none"> • Teachers evaluate the children based on indicators given in page 28. 		The evidences of learner evaluation in TM