

Session -1

LESSON -1

Let us sing and act :

Action song-I

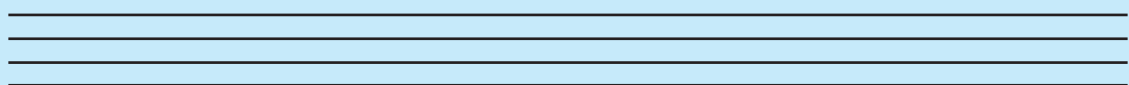
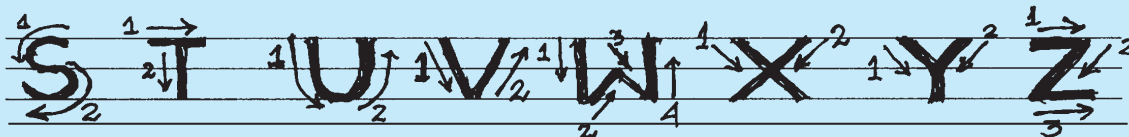
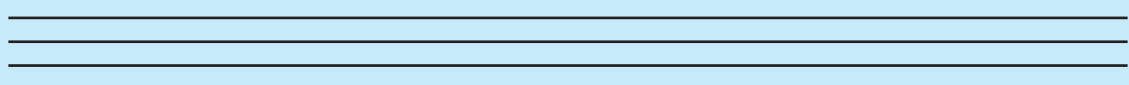
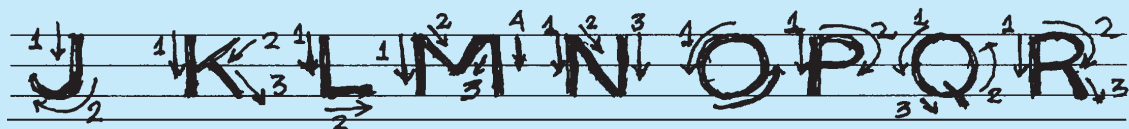
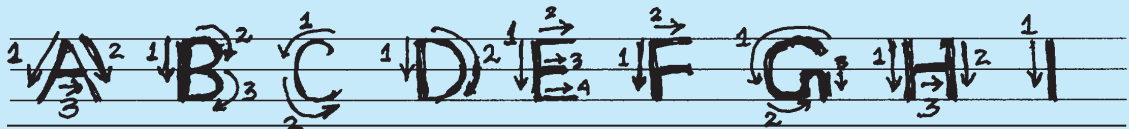
This is the way
We brush our teeth,
We brush our teeth,
So early in the morning.

Steps

- The teacher sings with action and students listen to him/her without looking at the text.
- S/he sings with action 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 line "So early in the morning" aloud, students repeat after him/her.



Let us write : Writing Letters (Capital) with proper stroke and movement.
Write the letters.

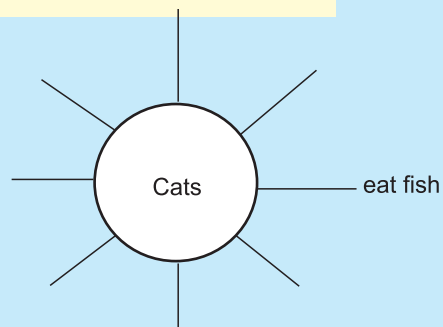


Note : The teacher will first show writing the letters with right strokes and direction of hand movement on the blackboard one by one. Students will repeat after him/her. One letter at a time should be done. All the capital letters are written in upper three lines.

Session -2

I Pre-reading

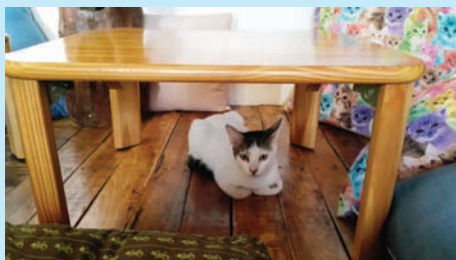
- The teacher writes the word "Cats" in a circle on the blackboard.
- S/he asks them to storm their brains and say words related to "Cats".
- S/he writes them all on the board around the word "Cats" drawing lines to it.



II While-reading

- The teacher reads aloud the following text slowly pointing each word s/he reads S/he writes the poem on the blackboard.
- S/he reads aloud one line. Students read aloud the same line pointing their fingers at the words they read in the text.
- Students read the text silently.

Text: Poem



Cats live
Anywhere
Under the table
On the chair.
Cats live anywhere.



The teacher asks the following questions. Students answer orally.

- What is the poem about?
- Where do cats live?
- Cats live under.....
- Cats live on.....

Session -3

III

Post-reading

Let us speak

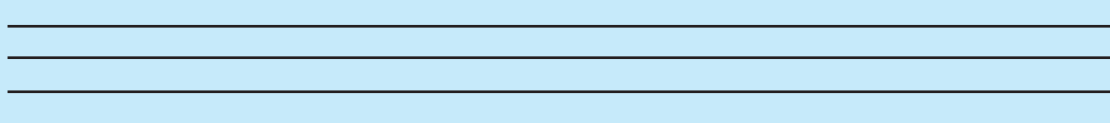
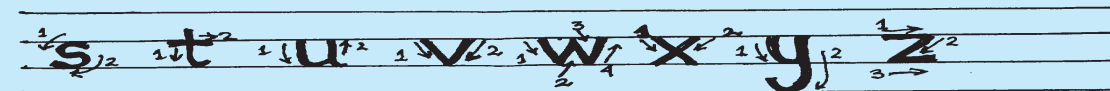
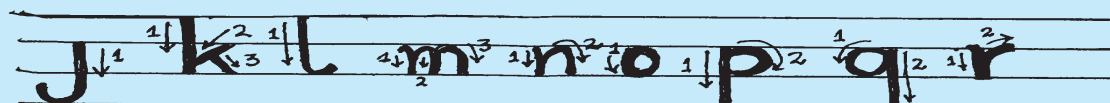
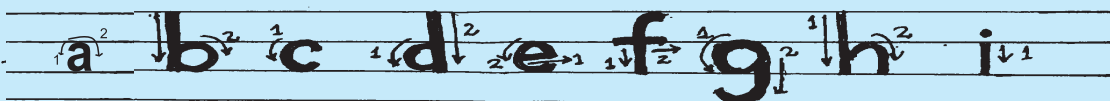
- (i) **Chain –drill:** Cats live anywhere.
 (ii) **Reading Aloud:**

- The teacher reads aloud one line of the poem 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

Cats live anywhere ,
 Under the table,
 On the chair.

Let us write



NOTE: The Teacher shows on the blackboard how to write each small letter in the four lines. S/he shows the proper stroke and right direction of hand movement. One letter at a time is the golden rule. The letters-a,b,d,f,h,i,t, are written in upper three lines ; the letters-c,e,i,k,m,n,o,r,s,u,v,w,x,z are placed between middle two lines and the letters-g,j,p,q,y are placed in lower three lines.

Session - 4

Let us sing and act :

Action song-II

This is the way
We comb our hair,
We comb our hair,
So early in the morning.



- 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 line "So early in the morning" aloud, students repeat after him/her.

Let us write :

Complete the Sentences

1. Where do cats live?

Cats live under _____.

Cats live on _____.

Cats live _____.

Session - 5

Let us sing and act :

Action Song:III

This is the way
We wash our face,
We wash our face,
So early in the morning.



- 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 line "So early in the morning" aloud, students repeat after him/her.

Let us copy the Poem : Each line two times.

Cats live

Cats Cats

Anywhere,

A A

Under the table,

On the chair.

Cats live anywhere.

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.

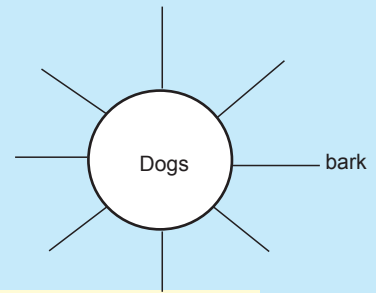
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Session -2

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.



Action Song-I

Clap your hands , clap your hands
Listen to the music and clap your hands.

Stamp your feet , stamp your feet
Listen to the music and stamp your feet.

Let us sing and act :

- *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 "Stamp your feet, stamp your feet, Listen to the music and stamp your feet." aloud, students repeat after him/her.*
- *S/he asks students to copy the poem in a good hand.*

Let us write the action song-I

Clap

[illegible]

Session - 2

I Pre-reading

Let us read :

- The teacher writes “A Cat and a Mouse” in a circle on the blackboard.
- S/he asks them to storm their brains and say what they think the lesson is about.
- S/he writes some important words/phrases they give.



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 text 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.

There was a cat. The cat was hungry.
There was a mouse. The mouse was
inside his hole.

Cat : Come out, come out,
The weather is cool.

Mouse : It's good for me,
to stay in my hole.

● ***The teacher asks the following questions.***

1. Who are there in the story ?
2. Who was hungry?
3. Where was the mouse?
4. Who said, "The weather is cool." ?
5. What did the mouse say?

Session - 3

III Post-reading

Let us speak :

(a) Chain –drill : The weather is cool.

(b) Reading Aloud :

- *The teacher reads aloud one sentence and students repeat after him/her.*
- *The teacher reads aloud one sentence and students read aloud another sentence. One group reads aloud one sentence, and the next group reads aloud the other sentence. In this way the whole story is read aloud.*

Let us write :

Copy the phrases : a hungry cat, a mouse inside the hole,

Let us talk mentally :

The weather is very fine.

Session - 4



Action Song-II

Clap your hands , clap your hands
Listen to the music and clap your hands.

Jump up high , jump up high
Listen to the music and jump up high

Let us sing and act :

- 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 "Jump up high, jump up high, listen to the music and jump up high" aloud, students repeat after him/her.

Answer the following questions:

1. What is the story about ?

The story is about _____.

2. Who are there in the story ?

_____ and _____ are there in the story.

3. Who was hungry ?

4. Where was the mouse ?

5. Who said, "The weather is cool" ?

6. What did the mouse say

The mouse said that it was good for him _____

Session - 5

Let us sing and act :



Action Song-III

Clap your hands , clap your hands
Listen to the music and clap your hands.
Turn around , turn around
Listen to the music and turn around.

- 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 story :

There was a cat.

There

The cat was hungry.

There was a mouse.

The mouse was inside his hole.

Cat : Come out, come out,

The weather is cool.

Mouse: It's good for me,

To stay in my hole.

LESSON - 4

Session - 1

Let us sing and act :



Rhyme-I

Pussy cat, pussy cat,
Where have you been?
I have been to London,
To see the queen.

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 two lines "I have been to London, to see the queen." aloud, students repeat after him/her.
- S/he asks students to copy the poem in good handwriting.

Let us write :

- Copy the poem in good handwriting.

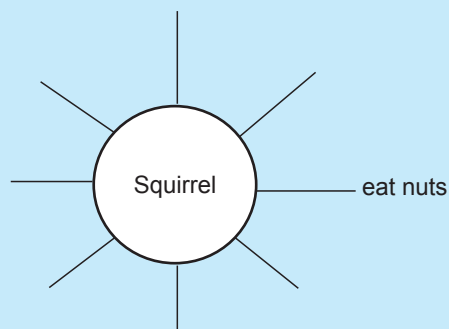
Pussy cat

Session - 2

Let us read :

I Pre-reading

- The teacher writes the words "A Squirrel" in a circle on the blackboard.
- S/he asks them to storm their brains and say what they think about the squirrel and to give some related words.
- S/he writes some words/phrases on the blackboard.



II While-reading

- The teacher reads aloud the text.
- S/he reads aloud one line pointing with his / her finger on the words. Students read aloud the same line pointing their fingers on the words..
- Students read the text silently.

Text

There was a squirrel. It had a long tail. There was a cat.

The cat took away the tail of the squirrel.

Squirrel : Cat nany ! Cat nany !

Give me my tail back.

Cat : Go to the cow and get me some milk.

The squirrel got milk from the cow.

She gave it to the cat. The cat gave her tail back.

Session - 3

III Post-reading

Let us speak :

(a) Chain -drill : Give me my tail back.

(b) Reading Aloud : Cat nany ! Cat nany ! Give me my tail back.

Go to the cow and get me some milk.

- 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 :

The squirrel got back her tail.

Let us write :

Copy the phrases: squirrels, a long tail, cat nany, give me my tail back
(One phrase more than once if there is space)

[illegible]

Session - 4



Rhyme-I

Pussy cat , Pussy cat
What did you do there?
I frightened a little mouse
Under the chair .

Let us sing :

- 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.

Let us write :

Copy the lines of the poem in good handwriting.

Pussy cat, Pussy cat

What did you do there?

I frightened a little mouse

Under the chair.

Session - 5

Let us sing and act :



Action Song-II

Clap your hands , clap your hands
Listen to the music and clap your hands.

Turn around , turn around
Listen to the music and turn around.

- 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 :

Clap

LESSON - 5

Session - 1

Let us sing and act :



Rhyme-I

Are you cooking ?
Are you cooking ?
Mother dear, Mother dear,
Give us dinner.

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 asks students to copy the poem in good hand.

Let us write :

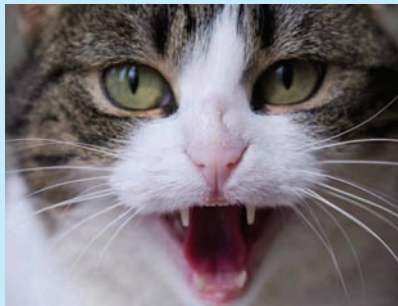
- Copy the rhyme.

Session - 2

Let us read :

I Pre-reading

- The teacher writes the words “A Dog” in a circle on the blackboard.
- S/he asks them to storm their brains and say what they think about the dog and to give some related words.
- S/he writes the words/phrases on the blackboard.



II While-reading

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

Text

If I met a dog---
I should say – 'Bow-Bow'
If I met a cat---
I should say- 'Mi-aouw'.
If I met a tiger,
What should I say?
I don't know ,
What to do?

● **The teacher asks the following questions.**

1. Who are there in the text ?
2. Who is 'I' here ?
3. Who says –'Bow-Bow' ?
4. Is the poet afraid of the tiger ? Why ?

Session - 3

III Post-reading

Let us speak :

- **Chain –drill** : The dog says, “Bow- Bow”.
The cat says, “Mi-aouw”
- **Reading Aloud** : If I met a tiger, what should I say ?
I don't know what to do.

- *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 :

Cats and dogs are our pets.

Let us write :

Write the names of some pets.

Session - 4

Let us sing and act :



Rhyme-II

Are you cooking ?
Are you cooking ?
Mother dear, Mother dear,
Give us dinner,
Do you hear ?

- *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 the first two lines with action , students repeat after him/her.*
- *S/he reads the next three lines aloud with action, students repeat after him/her.*
- *S/he reads aloud the last two lines “Mother dear, Mother dear, Give us dinner, Do you hear?”
Students repeat after him/her.*

- **Copy the poem in good handwriting.**

[illegible]

Session - 5

Let us sing and act :



Rhyme-III

Are you cooking ?
Are you cooking ?
Mother dear, Mother dear,
Give us supper.
Do you hear ?

- 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.

