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After a Bath

UNIT 2

0118CH02

Enjoy this poem

After my bath
I try, try, try
to wipe myself
till I'm dry, dry, 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
and could shake, shake, shake.

Aileen Fisher

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New words

dog how met try two

Let's read

I try to save water.
I have two ears, two legs, ten toes and one nose.

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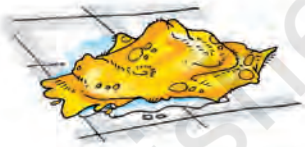
Let's talk

- Do you like to have a bath? Say why.
- Can you bathe yourself?
- How do you dry yourself?
- Have you seen an animal drying itself?

Let's share

Put a ◯ around what you do after a bath.

Throw the wet towel on the floor.



Hang the wet towel to dry.

Riddle Time !

I have teeth so sharp
But I never bite
What am I?

Ans: A comb

Do you wear these things?

Draw lines from the picture to the word.

a. shirt **b.** socks **c.** cap **d.** trousers **e.** belt **f.** shoes

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Let's do

Match the following to make pairs. One has been done for you.

needle

bat

socks

shirt

bowl

shoes

shorts

thread

spoon

ball

Let's draw

Draw or stick a picture of yourself and your friend here. Then complete the sentences and say them aloud.

My name is _____

My friend's name is _____

Me

My friend

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Trace the path to the flowers.

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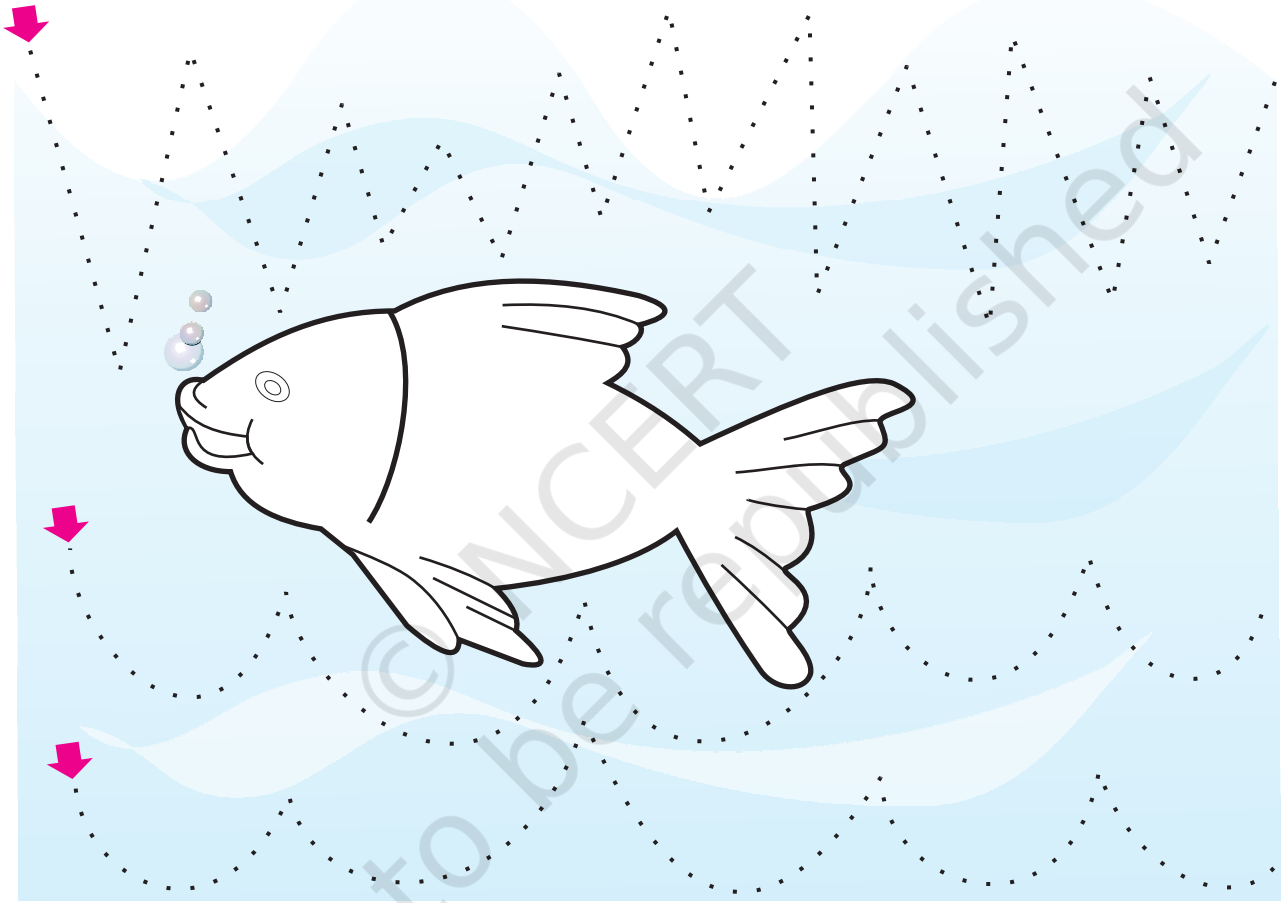
Learn to write

e e e f f f

Trace over the waves and colour the fish.



u u u v v v w w w

Say aloud

a b c d e f

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The Bubble, the Straw and the Shoe

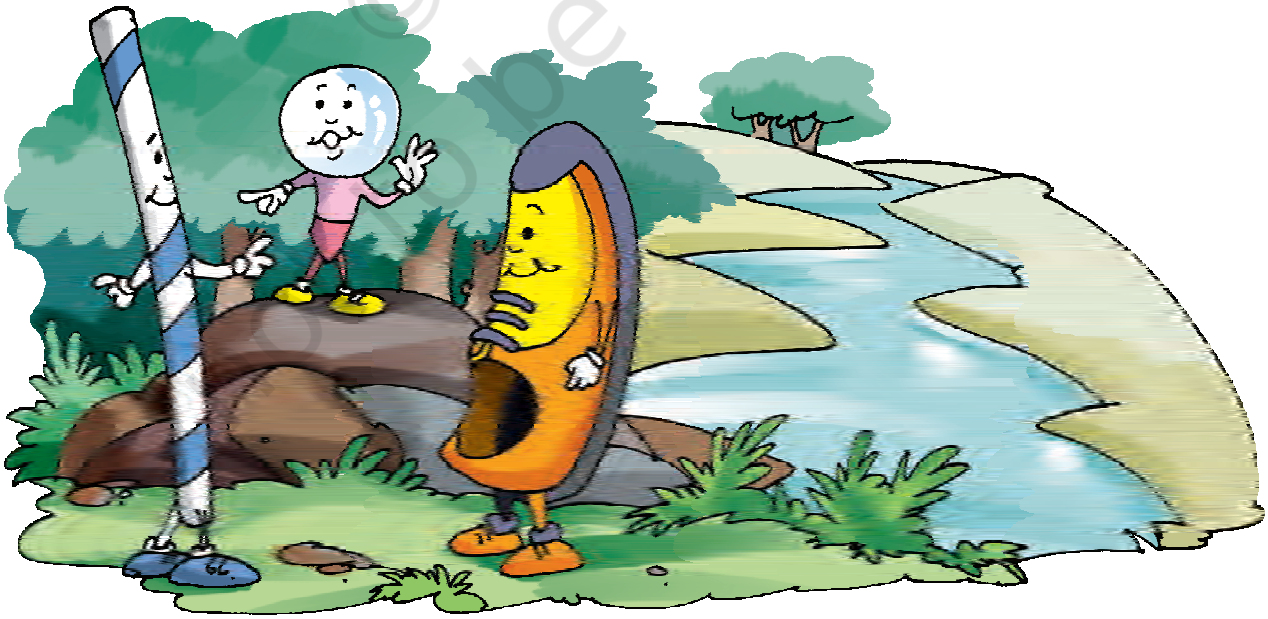
Listen and enjoy this story

Once upon a time there lived a Bubble, a Straw and a Shoe.

One day they went into the forest.

They came to a river. They did not know how to cross it.

The Shoe said, "Bubble, let us float on you."



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"No, Shoe! Let Straw stretch himself from one bank to the other. Then we can cross the river."

So, the Straw stretched himself from one bank to the other.

When the Shoe jumped on the Straw, it broke. The Shoe fell into the water with a loud splash.

The Bubble shook and shook with laughter and burst with a big bang.

Alexei Tolstoy

New words

bank bubble burst cross river shoes splash

Let's read

I can blow bubbles.
I can wear shoes.

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Reading is fun

- Name the three friends.
- Where did they go one day?
- What did they want to do?

Let's talk

- How do you make bubbles?
- What do you wear on your feet?
- How would you cross a river?

Let's share

Put these doing words into the sentences.

jumped shook stretched burst

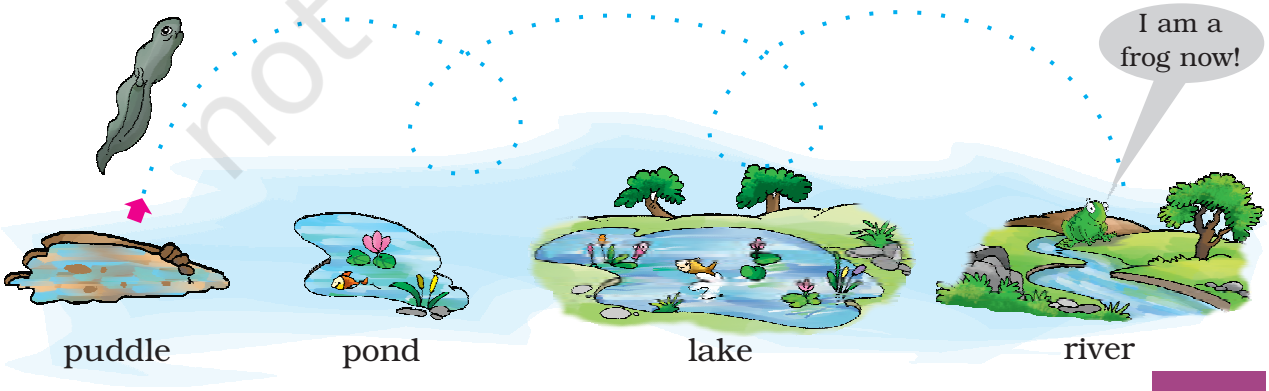
The Straw _____ himself from one bank to the other.

The Shoe _____ on the Straw.

The Bubble _____ and _____ with laughter and _____ with a big bang.

Let's draw

Trace the journey of a tadpole.



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Draw the bubbles. Trace and say the letters aloud.

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Sing

Hop a little, jump a little
One two three.
Run a little, skip a little
Tap one knee.
Bend a little, stretch a little
Nod your head.
Yawn a little, sleep a little
In your bed.

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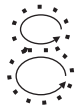
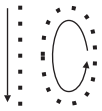
Match the balls with their numbers. Now trace the numbers.



eight



ten

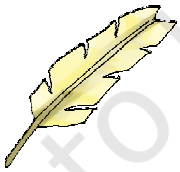
seven

nine

Think time

Look at these objects. Put them into a tub of water. Say which one will float and which one will sink.

ribbon



feather

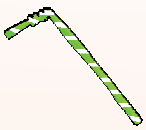
marble

leaf

stone

stick

paper



straw

shoes

spoon

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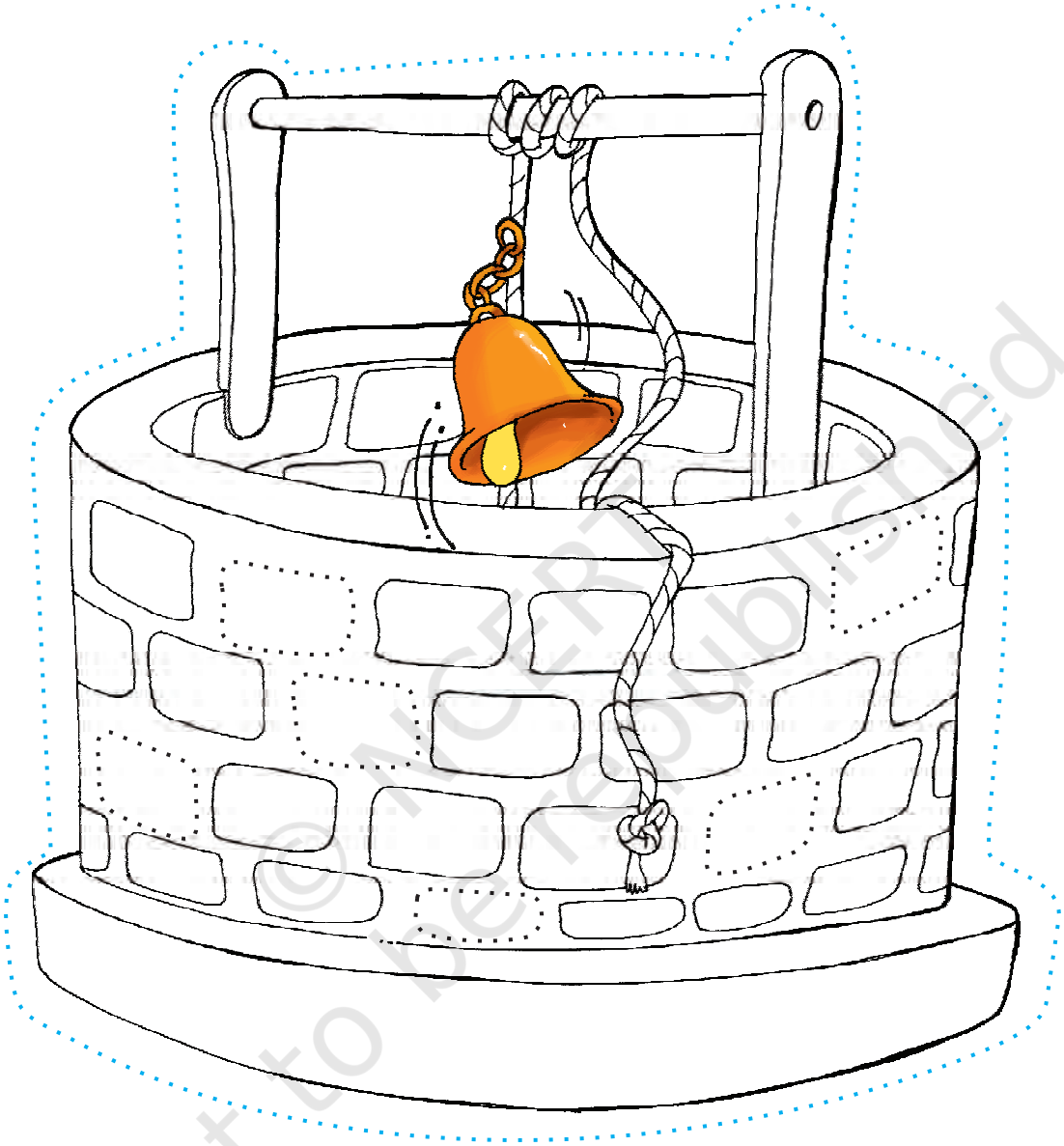
Learn to write

Draw the well, colour it and say the rhyme aloud.



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Sing

A bell fell
In the well.
Ding dong,
Ding dong bell.

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Teacher's Pages

Conversation is a very important and natural activity for the development of vocabulary and speech patterns. In Unit 2, involve all the children in these joyful interactive sessions. Encourage them with phrases such as, "Please try", or "Oh! You are so good!" Appreciate every child's efforts and ensure a feeling of success for all the children. Consider the abilities of each child.

- **Develop listening skills**

  Practise the poem and say it aloud to the children.

  Read the story with emphasis on new words and enable them to bring experiences into reading for understanding and enriching their imagination.

- **Develop pronunciation**

  Read the text and say aloud with the children

  cry, dry, try ***dog, fog, log*** ***dine, fine, mine*** ***cake, shake, take***

- **Exposure to language**

  Use *sight words* in the classroom by putting visuals and cue cards. Let the child read these:

draw	***hen***	***pit***	***dog***	***blue***
straw	***pen***	***wit***	***log***	***glue***

- **Develop speaking skills**

  1. Have a talk on brushing teeth, washing hands, hygiene etc.
  2. Conversation based on 'Role play'
     - Divide the class into four groups **Red**, **Yellow**, **Blue**, **Green**

       Group Red: Let them say, 'I try to save water' as they wipe themselves with towels.

       Group Blue: Involve the children in an activity e.g. cleaning the cobwebs with sticks/mops or tidying the classroom or class cupboard. Let them say, 'I try to clean my space.'

       Group Yellow: Mix some soap in a bowl of water. Stir it to build up bubbles. Use it for the floating/sinking activity if you like.

       Group Green: Let them pick up papers, wrappers etc. from the school playground and put them into dustbins.
     - All groups are to make cutouts which can be hung in the class/outdoors/on the door/on the walls/on the trees.

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- Imagine you are walking down a street and you see a friend far away. Wave out and call your friend.

Develop writing skills / fine motor coordination

1. (a) Write on the blackboard ***a, e, i, o, u*** and **1 to 10**. Let the child write numbers and trace a few letters. These are the child's attempts at writing. The teacher can gradually lead the child to proper formation of letters. Also provide each child with a comfortable writing position, adequate space and an appreciative atmosphere.
   (b) Each child's grip on the pencil and appropriate colouring within lines must be looked into.
   (c) Use Activity Sheets to further encourage the patterns as on pages 19, 20, 23, 24, 25 and 26 and numbers 1 to 10 (here co-ordinate with the maths teacher). However, do not force the child.
2. Enact a situation when your writing hand is hurt and you have to write.
3. Show children how to open and close buttons/zip and tie shoelaces.

Raising awareness

Talk to the children about switching off lights, fans etc. when not required.

MATERIAL REQUIRED

Any old clothes with buttons, purse / bag with a zip, shoes with laces.

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