



SLL Beginner Level 1

Teacher's Manual

Sessions 1 - 36



© 2014. Fourth Reprint 2018
This book is in copyright. No reproduction of any part
may take place without the written permission of
Karadi Path Education Company Pvt. Ltd., Chennai, India.

Not For Sale
Video Version AY 2018-2019



Magic English SLL Beginner Level 1



Session Schedule Sessions 1 to 36

Session	Action Path	Music Path	Reading Path	Story Path
1	New Commands	"Just Like You" ("My Name is Madhavi")		
2	Review, Spoken and New Commands	"Just Like You" ("My Name is Madhavi")		
3	Review, Spoken and New Commands	"Just Like You" ("My Name is Madhavi")		
4	Review, Spoken and New Commands	"Just Like You" ("My Name is Madhavi") + Activity		
5	Review, Spoken and New Commands	"Just Like You" ("My Name is Madhavi") + Activity		
6	Review, Spoken and New Commands	"Just Like You" ("My Name is Madhavi") + Activity		
7	Review, Spoken and New Commands	"Mangoes"	Flip chart: Page 1 A - F	
8	Review, Spoken and New Commands	"Mangoes"	Flip chart: Page 2 G - L	
9	Review, Spoken and New Commands	"Mangoes" + Activity		"Kaka and the Mouse," <i>Tails, Fins and Claws</i> Song Activity
10	Review, Spoken and New Commands	"Mangoes" + Activity	Flip chart: Page 3 M - R	
11	Review, Spoken and New Commands	"Mangoes" + Activity	Flip chart: Page 4 S - Z	
12	Review, Spoken and New Commands	"Mangoes" + Activity		"Kaka and the Mouse" Guided Expressive Reading
13	Review, Spoken and New Commands	"Mangoes" + Activity	Flip chart: Pages 1- 2 A - L (Review)	
14	Review, Spoken and New Commands	"Mangoes"	Flip chart: Pages 3- 4 M - Z (Review)	
15	Review, Spoken and New Commands	"Ka Ka Shriek the Crows"		"Kaka and the Mouse" Guided Miming

Session	Action Path	Music Path	Reading Path	Story Path
16	Review, Spoken and New Commands	"Ka Ka Shriek the Crows"	Flip chart: Page 5 AN - IT	
17	Review, Spoken and New Commands	"Ka Ka Shriek the Crows"	Flip chart: Page 6 AN - US	
18	Review, Spoken and New Commands	"Ka Ka Shriek the Crows" + Activity		"The Lion and the Mouse," <i>Tails, Fins and Claws</i> Song Activity
19	Review, Spoken and New Commands	"Ka Ka Shriek the Crows" + Activity	Flip chart: Page 5 AN - IT (Review)	
20	Review, Spoken and New Commands	"Ka Ka Shriek the Crows" + Activity	Flip chart: Page 6 AN - US (Review)	
21	Review, Spoken and New Commands	"Sa Sing the Sunflowers"		"The Lion and the Mouse" Guided Expressive Reading
22	Review, Spoken and New Commands	"Sa Sing the Sunflowers"	Flip chart: Page 7 A - YOU	
23	Review, Spoken and New Commands	"Sa Sing the Sunflowers" + Activity	Flip chart: Page 8 BAD - BIT	
24	Review, Spoken and New Commands	"Sa Sing the Sunflowers"		"The Lion and the Mouse" Guided Miming
25	Review, Spoken and New Commands	"Sa Sing the Sunflowers" + Activity	Flip chart: Page 9 BAD - MAT	
26	Review, Spoken and New Commands	"Sa Sing the Sunflowers" + Activity	Flip chart: Page 10 DEN - MET	
27	Review, Spoken and New Commands	"Sa Sing the Sunflowers"		"The Foolish Crow," <i>Tails, Fins and Claws</i> Song Activity
28	Review, Spoken and New Commands	"Ganga Yamuna Krishna" ("Rivers")	Flip chart: Page 11 LID - BIN	
29	Review, Spoken and New Commands	"Ganga Yamuna Krishna" ("Rivers")	Flip chart: Page 12 TOY - MUD	
30	Review, Spoken and New Commands	"Ganga Yamuna Krishna" ("Rivers")		"The Foolish Crow" Guided Expressive Reading
31	Review, Spoken and New Commands	"Ganga Yamuna Krishna" ("Rivers") + Activity	Flip chart: Page 13 DOG - POT	
32	Review, Spoken and New Commands	"Ganga Yamuna Krishna" ("Rivers") + Activity	Flip chart: Page 14 DOT - LOT	
33	Review, Spoken and New Commands	"Ganga Yamuna Krishna" ("Rivers")		"Fish Friends Three," <i>Tails, Fins and Claws</i> Song Activity
34	Review, Spoken and New Commands	"Just Like You" ("My name is Madhavi") + Activity	Flip chart: Page 15 CUT - RUG	

Session	Action Path	Music Path	Reading Path	Story Path
35	Review, Spoken and New Commands	"Just Like You" ("My name is Madhavi") + Activity	Flip chart: Page 7 A - YOU (Review)	
36	Review, Spoken and New Commands	"Just Like You" ("My name is Madhavi") + Activity		"Fish Friends Three" Expressive Reading

© Karadi Path Education Company Pvt. Ltd.
Do not redistribute.



Magic English SLL Beginner L1



Session Tracker Sessions 1 to 36

School:

Teacher:

Class:

Section:

Number of Students:

	Action Path	Music Path	Reading Path	Story Path	Date	Signature
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

Note: Take multiple copies as required of the session tracker. Do not mark on this page.

	Action Path	Music Path	Reading Path	Story Path	Date	Signature
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						

© Karadi Path Education Company Pvt. Ltd.
Do not redistribute.

Introduction

Designed for environments that do not fully support English, Magic English SLL (ME SLL) imparts functional language competency to a child. It compensates for the gaps and demographic limitations in language learning, and encourages the child to listen, understand, start reading, and give basic responses in English. ME SLL Beginner is a two-level programme that is typically offered to students of standards III, IV and V. ME SLL Beginner emphasises on priming based on prediction and association both at the levels of comprehension and language structure. It recapitulates the intuitive processes by which a mother-tongue is acquired, teaching language through music, body-movements, and basic elements of theatre. Magic English helps children re-enter their worlds, real and imaginary, through the English language.

Magic English has four modules that occur in varying combinations through the sessions. These are Action Path, Music Path, Reading Path and Story Path. Each module starts with Focus.

Focus

(30 – 60 Seconds)

Focus, a concentrated listening practice with minimal distraction, is used at the beginning of each of the modules to create a purposeful learning climate, and help the child warm up to the modules. Pivoted around the child's subjective response and ability to comprehend at an inner level, Focus assures effective deep listening and rouses the creative potential of the child.

1. Carry out Focus at the beginning of each of the modules of the session.
2. Ask the students to sit in their chairs or on the floor in a relaxed manner. Have them sit with their palms resting on their thighs.
3. Ask the students to close their eyes and tilt their head slightly backwards, and stay quiet.
4. Make sure the students keep their eyes closed throughout Focus.
5. Instruct the students to take a deep breath, stay calm, and be conscious of inhalation and exhalation.
6. Talk to them for 30 to 60 seconds about a situation they may feel and visualise. Here are a few of examples of how you may conduct the Focus visualization.
 - (a) Ask the students to visualise their own face in as much detail as possible. Slowly guide them to see their hair, eyes, nose, cheeks, mouth, chin, etc. and the face as a whole as if they were looking into a mirror.
 - (b) Create a visualisation narrative with one of the characters from Music Path or Story Path. Ask the students to look at Kauaa sitting on a tree. Guide them to see its beak, eyes, face, neck, and its entire body with wings, feathers, feet, claws, and tail.
 - (c) Imagine a situation and narrate it in detail. Tell the students they are in a park. Ask them to see the seesaw on which they are sitting, the person sitting in front of them, the colour of the handle they are holding, and the feel of giving the push, going up in the air and coming down.

Action Path

(Sessions 1-6: 20 minutes; 7-72: 10 minutes)

Through the force of imperatives, Action Path (AP) makes the tangibles and intangibles of language accessible to the child. Aware of the elemental nature of actions in the early stages of language acquisition, it replicates this process in a systematic way to make learning spontaneous. Allowing the child to internalise language structures by introducing new commands, and constantly varying previously taught ones, AP creates a playful, kinaesthetic learning style.

ME SLL Beginner Level 1 introduces the child to three kinds of commands. They are Action Commands, Spoken Commands, and Action Commands-Review and Visualised Commands. Objects are required to perform some of these commands. The subsequent level of the manual introduces higher order commands, namely Directed Commands.

1. Carefully read and familiarise yourself with the commands before you meet the class. Your reference to the manual during class should be minimal.
2. The duration of AP is 20 minutes for the first six sessions and 10 minutes thereafter.
3. Make sure the class is reasonably silent except while articulating the commands.
4. Divide the class into groups and carry out the commands if the movements involve walking to the wall or the door or window, etc. In the absence of windows or anything else the commands require, alter the commands to suit your environment.
5. When you say the commands, enunciate the words clearly and make sure you are audible to the entire class. An imperative must sound like one, polite yet firm.
6. Keep your movements slow and deliberate. For example, if the command is "lift your right hand," you should lift your right hand slowly and extend it completely.

7. Commands like walk, run, and jump are done on the spot unless stated otherwise. The symbol » represents sequence and indicates the commands have to be carried out as a series and not in isolation.
8. Stick to the grouping of commands under each heading but within these groups, make it a point to shuffle the commands. For instance, you can jumble-up the commands within Action Commands-New but not mix-up Action Commands-New with Spoken Commands or Action Commands-Review.
9. State the type of command to be performed and do the actions.

Action Commands—New: Say the command loudly and act it out. Ask the class to imitate your action silently. Note that new commands are introduced only as Action Commands. Perform each one of the Action Commands—New 5 times. You may use the following label and instructions:

Label: Now we are going to do Action Commands—New.

Instructions: Listen to me. Look at me. Do as I do but do not say the commands.

Spoken Commands: Say the command loudly and act it out. Ask the class also to repeat after you. You say the commands » perform the actions. The students say the commands » perform the actions. Perform each one of the Spoken Commands 4 times. You may use the following label and instructions:

Label: Now we are going to do Spoken Commands.

Instructions: Listen to me. Look at me. Do as I do and also say the commands.

Action Commands—Review: These are Action Commands that have been taught previously and are being revised. Say the command loudly and act it out. Ask the class to imitate your actions silently. Perform each one of the Action Commands-Review 3 times. The label and instructions are the same as for Action Commands - New.

Label: Now we are going to do Action Commands—Review.

Instructions: Listen to me. Look at me. Do as I do but do not say the commands.

Visualised Commands: These are advanced commands intended to hone a child's ability to think in a language, and assimilate language as images and

pictures in the mind. Ask the students to sit down and close their eyes, and imagine the actions. Visualised Commands comprise of familiar language items:

1. It may be a simple variation of a command the child has learnt earlier. For example, the command sequence, "Put the eraser on the book. » Put the pencil on your head" is a modification of the action command, "Place the eraser and the pencil on the book."
2. It may be a comic variation of an action command. For example, "Stand on a chair. » Crumple a sheet of paper and put it on your neighbour's head" slightly alters "Crumple the paper and drop it on your book."
3. It may be a variation with a change in the objects used in an earlier command. For example, "Take out a pencil box from your bag. » Open the box. » Take a pencil out.» Close the box and put it inside the bag" uses pencil box instead of a book used in the action command, "Open your book. » Close your book".
4. It may reinforce vocabulary learnt in other modules such as Power Story or Power Music.

You may use the following label and instructions:

Label: Now we are going to do Visualised Commands.

Instructions: Close your eyes. Listen to me and imagine the actions.

Music Path

(Sessions 1-6: 20 minutes; 7-72: 10 minutes)

Underscoring the role of music and context in the learning of a language, Music Path (MP) uses rhymes created specifically for an Indian setting to introduce a child to the nuances of English. MP combines the time-tested pull of music with scientifically scripted rhymes to tune the child's ears to the sounds of the language, and make language learning easy and enjoyable. MP is primarily a listening activity.

The rhymes used in ME SLL Beginner L1 are: "Just Like You" ("My Name is Madhavi"), "Mangoes," "Ka Ka Shriek the Crows," "Sa Sing the Sunflowers," "Ganga Yamuna Krishna" ("Rivers"), "Colours," "Train," "Kites," "Trees," "Prayer Houses," "I Salute My Flag."

1. Listen to the rhyme and learn it before you meet the class. You may do it as a group activity with other instructors.
2. The duration of MP is 20 minutes for the first six sessions and 10 minutes thereafter.
3. Play the rhyme (DVD/USB) in a reasonably quiet environment. The audio output should be clear and audible to the entire class.
4. Teach the words of the rhyme one line at a time from the rhyme-book and ask the students to repeat after you. The rhyme-book is meant only for the teacher. Do not sing as the students would have grasped the tune from listening to the rhyme.
5. Ensure clarity and standard pronunciation when the students repeat the lines. See to it that the students do not shout out the words but articulate them carefully instead.
6. Correct mistakes if any in the pronunciation of words by repeating the entire line again so that the students may learn from language in use.
7. Constantly encourage the students. If they have any difficulty with the activities, demonstrate the activities a few more times.

8. Have fun doing MP with the class and teach the rhymes with actions. Facilitate learning without turning the experience into a regular language-learning activity.

© Karadi Path Education Company Pvt. Ltd.
Do not redistribute.

Reading Path

(20 minutes)

Acknowledging the presence of multiple intelligences in each child, and varying combinations of these intelligences in a class, Reading Path (RP) plays to the strength of the child by awakening a multi-sensorial experience. Centered on the different learning styles of the child, RP stimulates reading, both at the phonic and sight word levels. RP teaches the English alphabet phonetically, introduces phonic reading, and non-phonetic sight-words.

RP functions as a bridge between phonetic and sight words, helping the child in letter-recognition, and later in remembering words as images and pictures rather than as a combination of individual letters.

1. Familiarise yourself with the phonetic alphabet.
2. The duration of RP is 20 minutes for all the sessions.
3. Play the phonics song ABCD on the DVD/USB in a reasonably quiet environment (if there are time constraints, you may skip the song after session 20).
4. The output should be clear and audible to the entire class.
5. Ask the students to listen to the song carefully.
6. Play the phonics song again and encourage the students to sing along.
7. Play the track mentioned in the lesson plan.
8. Play it again and encourage the students to repeat after the voice on the DVD/USB.
9. Turn to the page for the day's lesson in the flip chart and hold the flip chart up so that it is visible to the entire class.
10. Tell the students what activity you are going to do for the day by stating the heading, and the first and last alphabet or word on the page. For example, you could say, "Basic Phonic Sounds of the Alphabet - From A to F"

11. For Phonetic Alphabet and Phonic Word Practice, trace out each letter in the right direction on your flip chart. To help students concentrate, you may consider asking them to trace out the letters after you on their palms or on their desks.
12. For the sessions on sight words, point to the word on your flip chart and say the word. Do not trace out individual letters or say the letter-sounds. Ask the students to repeat after you.

© Karadi Path Education Company Pvt. Ltd.
Do not redistribute.

Story Path

(20 minutes)

A flagship concept of Magic English, Story Path (SP) captures most elements of the mother-tongue acquisition process in language. Integrating voice expression, facial expression, and gestures and objects with language learning, SP approaches English kinesthetically through a series of specially scripted stories and follow-up activities. Using picture books and story CDs, SP accelerates sight reading and comprehension, strengthens vocabulary, improves communication skills, and helps the child acquire a natural flair for the language. The deftly crafted stories covering a wide range of themes open up vivid worlds of language experience for the child. Exploring basic theatre activities as a means to develop language competencies is at the heart of SP.

In ME SLL Beginner L1, SP includes song-activity, expressive reading, miming, conversation practice, and tiny theatre. In ME SLL Beginner L1, the story-collection, *Tails, Fins and Claws*, is used. It is a compilation of the stories:

- “Kaka and the Mouse”
 - “The Lion and the Mouse”
 - “The Foolish Crow”
 - “Fish Friends Three”
1. Listen to the story and read it, and go through the lesson plan before going to class.
 2. The duration of SP is 20 minutes.
 3. Stick to the lesson plan. Repetition of listening and reading activities is intentional, and shows up reiteration as critical to language learning.
 4. Keep your class excited about the module. SP activity is intended as an upbeat component.
 5. Distribute *Tails, Fins and Claws* after Focus. Each student should have a copy of his/her own.

6. Play the story (DVD/USB) in a reasonably quiet environment. The output should be clear and audible to the entire class.
7. Make sure the students keep their books open and follow along as they listen to the tale. Ask the students to listen silently and not read out the words from the book.
8. Guide the students to turn the page on cue.
9. Carefully read the descriptions of expressive reading, miming, and conversation practice given below, and the instructions that follow. Practice these activities before going to class.

EXPRESSIVE READING

Expressive Reading is a form of reading aloud of a text paying attention to voice in terms of modulation of pitch, tone, pace, and volume. Such an emphasis on voice comes from a highly developed comprehension of the ideas in the text. Expressive Reading enhances the spoken and conversational skills of the student. Students are introduced to Expressive Reading as a guided activity where the teacher models the correct intonation and the students mimic. The following guidelines apply to all Expressive Reading activities in this manual.

- Read out the text aloud modulating pitch, volume and tone. Pause at the right places for the students to repeat after you.
- Emphasise on the right words, pause at the right places, change pitch to reflect emotions, change volume, regulate pace, and read with a lot of clarity.
- Evolve your own way of reading expressively. You do not have to replicate the style of narration you hear on the DVD/USB.
- Ask the students to repeat the lines after you expressively. They may keep their books open.
- Check to see the students do not drone in a monotone but read expressively.
- Listen to/ watch the text on the DVD/USB.
- Form groups and read out the different parts of the passage mentioned for each group and ask them to repeat their passages line-by-line after you. Swap groups and repeat the activity.

MIMING

Miming is the art of expressing language through body and facial movements without any use of speech. It is a sophisticated language activity as it conveys ideas, themes, character, mood, and tone by way of deliberate body movements. The activity allows the child to negotiate meaning, uncover sentence and word patterns in unusual ways, and thereby enter the complex world of signification and representation. The following guidelines apply to all miming activities in this manual.

- Divide the class into two groups.
- Mime a phrase or a sentence as demonstration at the beginning of the miming activity.
- Read the passage for Group 1 expressively. Pause at the right places and ask Group 1 to mime the words.
- Read the passage for Group 2 expressively. Pause at the right places and ask Group 2 to mime the words.
- Swap groups and repeat the miming.
- The students may find miming challenging at the beginning. Encourage them. There is no right or wrong way to mime.
- Ensure that the students enjoy the activity as much as possible.

CONVERSATION PRACTICE

Conversation Practice draws attention to structures and patterns of conversation specifically in terms of cohesion, context, and register. All the conversations provided for practice have a direct connection with the stories that precede them.

Drawing its language units and themes from the stories, Conversation Practice replicates these patterns in other functional contexts. It pays specific attention to the abstract elements of language. For example:

The conversation in Session 42 based on “Kaka and the Mouse” replicates how two boys are “thirsty” for a drink after a game of cricket. In Session 45, two girls talk about books and their “thirst” for knowledge. The idiomatic expression is used in two contexts.

Conversation Practice helps the child become a fluent speaker and a meticulous user of the English language. The following guidelines apply to all Conversation Practice activities in this manual.

- Display the given conversation (Conversation Practice) from the DVD/USB.
- Read the entire conversation as expressively as possible. You may show a change characters by modulating your voice.
- Divide the class into groups as required for the conversation. Allot the groups different roles.
- Instruct the groups to speak their lines loudly and clearly. They may look at the screen if they want to.
- Call a few students to the front of the class and ask them to take on roles and speak their lines.

TINY THEATRE

Tiny Theatre is classroom theatre for a short duration. Students have to enact short-scripts drawn directly from the stories or those that parallel scenes from the stories in real life contexts. The activity is created with an awareness of theme, mood, atmosphere, character, characterisation, genre and plot. Tiny Theatre is a group activity where students may take a few minutes to rehearse the scene/scenes before performing in front of the class. It is a springboard for the child's further creative exploration of the language and intends to encourage a child to script a few lines on her/his own at a later stage.

- Display the short-script from the DVD/USB.
- Divide the class into four or five groups.
- Explain the script with the directions, and then read out the conversations clearly, modulating pitch, volume and tone.
- Give the groups five minutes to rehearse the script. Encourage the students to take on roles and learn their lines. They can plan their movements, and improvise on existing materials in the class for props.

For example, for the Tiny Theatre activity from "Fish Friends Three", a piece of cloth can be used as the net that the fisherman casts, depending on its availability. Students may even imitate the water current by waving their arms about.

- Walk around the class and help the students with planning their little theatre activity.

- Call the groups one-by-one and ask them to present their theatre activity in front of the class.
- The students may look at the screen for the lines they have to speak.

Note: Play the right sessions on the DVD/USB for all the activities. For example, when you are doing Session 3 in the manual, play Session 3 on the DVD/USB wherever necessary.

Action Path

Session 1



Focus

Action
Commands
New

Stand.

Sit.

Walk.

Run.

Jump.

Music Path

Session 1



FOCUS

LISTENING

1. Listen to the entire rhyme "Just Like You" ("My Name is Madhavi") on the DVD/USB. Do not sing along.
2. Read out verses 1-3 line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Encourage students to sing the entire rhyme along with the audio on the DVD/USB.

Note: Verse - lines grouped together in a rhyme; a stanza; a subdivision of a rhyme.

Action Path

Session **2**



Focus

Action Commands Review

Stand.
Sit.
Walk.
Run.
Jump.

Spoken Commands

Stand.
Sit.
Walk.
Run.
Jump.

Action Commands New

Stand up. » Sit down.
Walk slowly.
Walk quickly.

Music Path

Session **2**



FOCUS

LISTENING

1. Listen to the entire rhyme "Just Like You" ("My Name is Madhavi") on the DVD/USB. Do not sing along.
2. Read out verses 4-6 line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Encourage students to sing the entire rhyme along with the audio on the DVD/USB.

Note: Verse - lines grouped together in a rhyme; a stanza; a subdivision of a rhyme.

Action Path

Session **3**



FOCUS

Action Commands Review

Stand up. » Sit down.
Walk slowly.
Walk quickly.

Spoken Commands

Stand up. » Sit down.
Walk slowly.
Walk quickly.

Action Commands New

Look up.
Look down.
Look left.
Look right.
Turn left. » Turn right. » Turn around.

Music Path

Session **3**



FOCUS

LISTENING

1. Listen to the entire rhyme "Just Like You" ("My Name is Madhavi") on the DVD/USB. Do not sing along.
2. Read out verses 7-9 line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Encourage students to sing the entire rhyme along with the audio on the DVD/USB.

Action Path

Session **4**



FOCUS

Action Commands Review

Look up.
Look down.
Look left.
Look right.
Turn left. » Turn right. » Turn around.

Spoken Commands

Look up.
Look down.
Look left.
Look right.
Turn left. » Turn right. » Turn around.

Action Commands New

Stand and look up.
Sit and look down.
Look at the floor.
Look at the ceiling.

Music Path

Session **4**



FOCUS

LISTENING

1. Listen to the entire rhyme "Just Like You" ("My Name is Madhavi") on the DVD/USB. Do not sing along.
2. Read out verses 10-12 line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Encourage students to sing the entire rhyme along with the audio on the DVD/USB.

ACTIVITY

1. Split the class into four groups.
2. Encourage Group 1 to sing verses 1-3, Group 2 to sing verses 4-6, Group 3 to sing verses 7-9, and Group 4 to sing verses 10-12.
3. Help the students by repeating the rhyme with them.
4. Switch groups and repeat the activity.

Action Path

Session **5**



Focus

Action Commands Review

Stand and look up.
Sit and look down.
Look at the floor.
Look at the ceiling.

Spoken Commands

Stand and look up.
Sit and look down.
Look at the floor.
Look at the ceiling.

Action Commands New

Point up. » Point down.
Point left. » Point right.
Look at the door.
Look at the window.

Music Path

Session **5**



FOCUS

LISTENING

1. Listen to the entire rhyme "Just Like You" ("My Name is Madhavi") on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

1. Divide the class into 2 groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say **"My name is xxxx. What is your name?"**
4. Ask the student to your right to answer the question, and then pose the same question to the neighbour to his/ her right.
5. If a student makes a mistake, just give the correct statement and ask him/her to repeat it. Do not explain the meaning of the sentences or words.
6. Repeat the activity with Group 2.

Action Path

Session **6**



FOCUS

Action Commands Review

Point up. » Point down.
Point left. » Point right.
Look at the door.
Look at the window.

Spoken Commands

Point up. » Point down.
Point left. » Point right.
Look at the door.
Look at the window.

Action Commands New

Nod.
Close your eyes. » Open your eyes.
Lift your right hand up. » Put your right hand down.
Lift your left hand up. » Put your left hand down.

Note: Perform both commands of the opening and closing of eyes sequence in Action Commands-New together without breaking it up into two parts.

Music Path

Session **6**



FOCUS

LISTENING

1. Listen to the entire rhyme "Just Like You" ("My Name is Madhavi") on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.
3. Listen to the entire rhyme "Just Like You" ("My Name is Madhavi") (Usha Uthup version) on the DVD/USB.

ACTIVITY

1. Divide the class into 2 groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say **"My name is xxxx. What is your mother's name?"**
4. Ask the student to your right to answer the question, and then pose the same question to the neighbour to his/ her right.
5. If a student makes a mistake, just correct the statement and ask him/her to repeat it. Do not explain the meaning of the sentences or words.
6. Repeat the activity with Group 2 with the question, **"My name is xxxx. My father's name is xxxx. What is your father's name?"**

Action Path

Session 7



FOCUS

Action Commands Review

Nod.

Close your eyes. » Open your eyes.

Lift your right hand up. » Put your right hand down.

Lift your left hand up. » Put your left hand down.

Spoken Commands

Nod.

Close your eyes. » Open your eyes.

Lift your right hand up. » Put your right hand down.

Lift your left hand up. » Put your left hand down.

Action Commands New

Raise your hands. » Put your hands down.

Lift your left leg. » Lower your leg.

Lift your right leg. » Lower your leg.

Music Path

Session 7



FOCUS

LISTENING

1. Listen to the entire rhyme "Mangoes" on the DVD/USB. Do not sing along.
2. Read out the first verse line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Encourage students to sing the entire rhyme along with the audio on the DVD/USB.

Note: The first verse begins with "Golden, yellow, round mangoes" and ends at "Mangoes to eat all day long," and the second begins with "Aapoos, totapuri" and ends at "Mangoes to eat all day long." "Mangoes, Ripe mangoes" is the chorus and not the first verse. Encourage the students to sing the chorus along with the first verse.

Reading Path

Session 7



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC ALPHABET: A - F

1. Play the phonic alphabet on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC ALPHABET PRACTICE

1. Turn to Page 1 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Basic Phonic Sounds of the Alphabet" from A to F.
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **8**



FOCUS

Action Commands Review

Raise your hands. » Put your hands down.

Lift your left leg. » Lower your leg.

Lift your right leg. » Lower your leg.

Spoken Commands

Raise your hands. » Put your hands down.

Lift your left leg. » Lower your leg.

Lift your right leg. » Lower your leg.

Action Commands New

Raise your arms up over your head.

Raise your right hand slowly.

» Put your right hand down slowly.

Raise your left hand quickly.

» Put your left hand down quickly.

Music Path

Session 8



FOCUS

LISTENING

1. Listen to the entire rhyme "Mangoes" on the DVD/USB. Do not sing along.
2. Read out the second verse line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Encourage students to sing the entire rhyme along with the audio on the DVD/USB.

Note: The first verse begins with "Golden, yellow, round mangoes" and ends at "Mangoes to eat all day long," and the second begins with "Aapoos, totapuri" and ends at "Mangoes to eat all day long." "Mangoes, Ripe mangoes" is the chorus and not the first verse. Encourage the students to sing the chorus along with the first verse.

Reading Path

Session **8**



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC ALPHABET: G - L

1. Play the phonic alphabet on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC ALPHABET PRACTICE

1. Turn to Page 2 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Basic Phonic Sounds of the Alphabet" from G to L.
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session 9



FOCUS

Action Commands Review

Raise your arms up over your head.

Raise your right hand slowly.

» Put your right hand down slowly.

Raise your left hand quickly.

» Put your left hand down quickly.

Spoken Commands

Raise your arms up over your head.

Raise your right hand slowly.

» Put your right hand down slowly.

Raise your left hand quickly.

» Put your left hand down quickly.

Action Commands New

Lift your left leg slowly. » Lower your leg.

Bend down slowly. » Straighten up.

Bend down quickly. » Straighten up.

Note: Requires sufficient space for movement.

Music Path

Session **9**



FOCUS

LISTENING

1. Listen to the entire rhyme "Mangoes" on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

1. Split the class into two groups.
2. Encourage Group 1 to sing the first verse, and Group 2 to sing the second verse.
3. Help the students by repeating the rhyme with them.
4. Switch groups and repeat the activity.

Note: The first verse begins with "Golden, yellow, round mangoes" and ends at "Mangoes to eat all day long," and the second begins with "Aapoos, totapuri" and ends at "Mangoes to eat all day long." "Mangoes, Ripe mangoes" is the chorus and not the first verse. Encourage the students to sing the chorus along with the first verse.

Story Path

Session **9**



FOCUS

LISTENING TO THE STORY

1. Listen to the story “Kaka and the Mouse” from *Tails, Fins and Claws* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

SONG ACTIVITY

1. Read out aloud the words of the song on Pages 6-7 (from “Something to drink” to “Before I take flight”).
2. Make the students repeat after you line by line. They may keep their books open.
3. Play the song on the DVD/USB and encourage the students to sing along.
4. Repeat the teaching of the song and the sing-along activity.

Action Path

Session **10**



FOCUS

Action Commands Review

Lift your left leg slowly. » Lower your leg.
Bend down slowly. » Straighten up.
Bend down quickly. » Straighten up.

Spoken Commands

Lift your left leg slowly. » Lower your leg.
Bend down slowly. » Straighten up.
Bend down quickly. » Straighten up.

Action Commands New

Point to your teeth.
Open your mouth. » Close your mouth.
Swing your arms and nod your head.

Music Path

Session **10**



FOCUS

LISTENING

1. Listen to the entire rhyme "Mangoes" on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

1. Tell the students, "**Mango is sweet**" and ask them to come up with other items that are sweet. Ask, "**What is sweet?**" and encourage the students to reply in complete sentences. A student may say, "**sugar is sweet**" or "**Gulab jamun is sweet.**"
2. Carry out the activity by asking students to answer one at a time.
3. Repeat the activity replacing "sweet" with two or three other tastes. Ensure that the students reply in complete sentences. For example:

What is sour? (possible answers: lime, lime juice, raw mango, tamarind, sauce)

What is spicy? (possible answers: bhelpuri, samosa, chaat, curry)

Reading Path

Session **10**



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC ALPHABET: M - R

1. Play the phonic alphabet on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC ALPHABET PRACTICE

1. Turn to Page 3 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Basic Phonic Sounds of the Alphabet" from M to R.
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session 11



FOCUS

Action Commands Review

Point to your teeth.

Open your mouth. » Close your mouth.

Swing your arms and nod your head.

Spoken Commands

Point to your teeth.

Open your mouth. » Close your mouth.

Swing your arms and nod your head.

Action Commands New

Bend to your right. » Bend to your left.

Bend forward. » Bend backward.

Close your eyes and lift your hands up.

» Open your eyes and put your hands down.

Note: Requires sufficient space for movement. Perform both commands of the opening and closing of eyes sequence in Action Commands-New together without breaking it up into two parts.

Music Path

Session 11



FOCUS

LISTENING

1. Listen to the entire rhyme "Mangoes" on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

1. Tell the students, "**Bittergourd is bitter**" and ask them to come up with other items that are bitter. Ask, "**What is bitter?**" and encourage the students to reply in complete sentences. A student may say, "**spinach is bitter**" or "**coffee is bitter,**" or "**medicine is bitter.**"
2. Carry out the activity by asking students to answer one at a time.
3. Repeat the activity replacing "bitter" with two other tastes. Ensure that the students reply in complete sentences. For example:

What is salty? (possible answers: potato chips, pickle, salt, cheese)

What is tangy? (possible answers: orange, lemon, lime, vinegar, pani puri, bhhelpuri)

Reading Path

Session 11



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC ALPHABET: S - Z

1. Play the phonic alphabet on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC ALPHABET PRACTICE

1. Turn to Page 4 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Basic Phonic Sounds of the Alphabet" from S to Z.
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session 12



Focus

Action Commands Review

Bend to your right. » Bend to your left.
Bend forward. » Bend backward.
Close your eyes and lift your hands up.
» Open your eyes and put your hands down.

Spoken Commands

Bend to your right. » Bend to your left.
Bend forward. » Bend backward.
Close your eyes and lift your hands up.
» Open your eyes and put your hands down.

Action Commands New

Touch your right knee. » Touch your left knee.
Touch your right foot. » Touch your left foot.
Touch both knees.
Touch both feet.

Note: Requires sufficient space for movement.

Music Path

Session 12



FOCUS

LISTENING

1. Listen to the entire rhyme "Mangoes" on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

1. Tell the students, "**Idly is soft**" and ask them to come up with other items that are soft in texture. Ask, "**What is soft?**" and encourage the students to reply in complete sentences. A student may say, "**cake is soft**" or "**cotton candy is soft**" or "**gulab jamun is soft.**"
2. Carry out the activity by asking students to answer one at a time.
3. Repeat the activity replacing "soft" with two or three other textures. Ensure that the students reply in complete sentences. For example:

What is crispy? (possible answers: papad, chips, wafers, dosai, bajji)

What is crunchy? (possible answers: carrot, cornflakes, apple, peanut, popcorn, namkeen)

Story Path

Session 12



FOCUS

LISTENING TO THE STORY

1. Listen to the story "Kaka and the Mouse" from *Tails, Fins and Claws* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

GUIDED EXPRESSIVE READING

1. Read out aloud Pages 10-11 (from "Curious to know where the sound was" to "shining brightly, was water!"), modulating pitch, volume and tone. Pause at the right places for the students to repeat after you.
2. Ask the students to repeat the lines expressively. They may keep their books open.
3. Now listen to the pages read expressively on the DVD/USB.
4. Divide the class into two groups.
5. Read expressively from "Curious to know where the sound was" to "through an open window," and ask the first group to repeat after you.
6. Read expressively from "The squeak-squeaking got louder" to "shining brightly, was water!" and ask the second group to repeat after you.
7. Swap groups and repeat the activity.

Action Path

Session **13**



FOCUS

Action Commands Review

Touch your right knee. » Touch your left knee.

Touch your right foot. » Touch your left foot.

Touch both knees.

Touch both feet.

Spoken Commands

Touch your right knee. » Touch your left knee.

Touch your right foot. » Touch your left foot.

Touch both knees.

Touch both feet.

Action Commands New

Squeeze your left hand with your right hand.

Squeeze your right hand with your left hand.

Touch your toes.

Note: Requires sufficient space for movement.

Music Path

Session **13**



FOCUS

LISTENING

1. Listen to the entire rhyme "Mangoes" on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

1. Tell the students, "**Ice-cream is creamy**" and ask them to come up with other items that are soft in texture. Ask, "**What is creamy?**" and encourage the students to reply in complete sentences. A student may say, "**cheese is creamy**" or "**kulfi is creamy,**" or "**soup is creamy.**"
2. Carry out the activity by asking students to answer one at a time.
3. Repeat the activity replacing "creamy" with two or three other textures. Ensure that the students reply in complete sentences. For example:

What is juicy? (possible answers: tomato, watermelon, mango, orange)

What is sticky? (possible answers: honey, jam, chocolate, syrup, jalebi, halwa)

Reading Path

Session **13**



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC ALPHABET: A – L (REVIEW)

1. Play the phonic alphabet on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC ALPHABET PRACTICE

1. Turn to Pages 1-2 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to revise “Basic Phonic Sounds of the Alphabet” from A - L.
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **14**



FOCUS

Action Commands Review

Squeeze your left hand with your right hand.
Squeeze your right hand with your left hand.
Touch your toes.

Spoken Commands

Squeeze your left hand with your right hand.
Squeeze your right hand with your left hand.
Touch your toes.

Action Commands New

Blink twice.
Touch your shoulder. » Touch your elbow.
Scratch your shoulder. » Scratch your elbow.

Note: Requires sufficient space for movement.

Music Path

Session **14**



FOCUS

LISTENING

1. Listen to the entire rhyme "Mangoes" on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.
3. Listen to the entire rhyme "Mangoes" (Usha Uthup version) on the DVD/USB.

Reading Path

Session **14**



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC ALPHABET: M – Z (REVIEW)

1. Play the phonic alphabet on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC ALPHABET PRACTICE

1. Turn to Pages 3-4 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to revise “Basic Phonic Sounds of the Alphabet” from M - Z.
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **15**



FOCUS

Action Commands Review

Blink twice.

Touch your shoulder. » Touch your elbow.

Scratch your shoulder. » Scratch your elbow.

Spoken Commands

Blink twice.

Touch your shoulder. » Touch your elbow.

Scratch your shoulder. » Scratch your elbow.

Action Commands New

Hold hands with your neighbour.

» Release your hands.

Touch your left wrist with your right hand and walk.

Touch your right wrist with your left hand and walk.

Music Path

Session **15**



FOCUS

LISTENING

1. Listen to the entire rhyme “Ka Ka Shriek the Crows” on the DVD/USB. Do not sing along.
2. Read out the first verse line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Encourage students to sing the entire rhyme along with the audio on the DVD/USB.

Story Path

Session **15**



FOCUS

LISTENING TO THE STORY

1. Listen to Page 16 of the story "Kaka and the Mouse" from *Tails, Fins and Claws* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.

GUIDED MIMING

1. Play Page 16 on the DVD/USB and mime along with the audio-narration from "Kaka pushed his beak into the pot" to "could not reach the water or the mouse."
2. Your miming has to be deliberate and articulate the ideas, themes, mood and tone of the passage. It should convey the meaning of chunks of language rather than approach words in isolation.
3. Now, read out the passage slowly and mime as you read.
4. Ask groups of 4-6 students to come to the front of the class. Read out the text and encourage the students to mime as you read. Encourage them to model your actions and also come up with actions of their own.
5. Repeat the activity with more groups of students.

Action Path

Session **16**



FOCUS

**Action
Commands
Review**

Hold hands with your neighbour.

» Release your hands.

Touch your left wrist with your right hand and walk.

Touch your right wrist with your left hand and walk.

**Spoken
Commands**

Hold hands with your neighbour.

» Release your hands.

Touch your left wrist with your right hand and walk.

Touch your right wrist with your left hand and walk.

**Action
Commands
New**

Smile.

Pinch your cheek.

Stand up. » Cross your arms.

Sit down. » Cross your legs.

Music Path

Session **16**



FOCUS

LISTENING

1. Listen to the entire rhyme “Ka Ka Shriek the Crows” on the DVD/USB. Do not sing along.
2. Read out the second verse line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Encourage students to sing the entire rhyme along with the audio on the DVD/USB.

Reading Path

Session **16**



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC WORDS: AN - IT

1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 5 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Two-letter Words" from "an" to "it."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session 17



FOCUS

Action Commands Review

Smile.
Pinch your cheek.
Stand up. » Cross your arms.
Sit down. » Cross your legs.

Spoken Commands

Smile.
Pinch your cheek.
Stand up. » Cross your arms.
Sit down. » Cross your legs.

Action Commands New

Frown.
Pinch both cheeks.
Touch both ears.
Stand up. » Cross your arms and bend forward.

Note: Requires sufficient space for movement.

Music Path

Session **17**



FOCUS

LISTENING

1. Listen to the entire rhyme “Ka Ka Shriek the Crows” on the DVD/USB. Do not sing along.
2. Read out the third verse line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Encourage students to sing the entire rhyme along with the audio on the DVD/USB.

Reading Path

Session **17**



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC WORDS: AN - US

1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 6 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Two-letter Words" from "an" to "us."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **18**



FOCUS

Action Commands Review

Frown.

Pinch both cheeks.

Touch both ears.

Stand up. » Cross your arms and bend forward.

Spoken Commands

Frown.

Pinch both cheeks.

Touch both ears.

Stand up. » Cross your arms and bend forward.

Action Commands New

Shake hands with your neighbour.

» Do it slowly. » Do it quickly.

Rub your stomach.

Rub your head.

Rub your neck and walk two steps.

Note: Requires sufficient space for movement.

Music Path

Session **18**



FOCUS

LISTENING

1. Listen to the entire rhyme “Ka Ka Shriek the Crows” on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

1. Split the class into three groups.
2. Encourage Group 1 to sing the first verse, Group 2 to sing the second verse, and Group 3 to sing the third verse.
3. Help the students by repeating the rhyme with them.
4. Switch groups and repeat the activity.

Story Path

Session **18**



FOCUS

LISTENING TO THE STORY

1. Listen to the story "The Lion and the Mouse" from *Tails, Fins and Claws* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

SONG ACTIVITY

1. Read out aloud the words of the song on Page 31 (from "The King is asleep" to "Like a mighty earthquake").
2. Make the students repeat after you line by line. They may keep their books open.
3. Play the song on the DVD/USB and encourage the students to sing along.
4. Repeat the teaching of the song and the sing-along activity.

Action Path

Session 19



FOCUS

Action Commands Review

Shake hands with your neighbour.

» Do it slowly. » Do it quickly.

Rub your stomach.

Rub your head.

Rub your neck and walk two steps.

Spoken Commands

Shake hands with your neighbour.

» Do it slowly. » Do it quickly.

Rub your stomach.

Rub your head.

Rub your neck and walk two steps.

Action Commands New

Smile and clap your hands.

Frown and clap your hands.

Lift your right arm up over your head. » Make a fist.

Lift your left arm up over your head. » Make a fist.

Note: Requires sufficient space for movement.

Music Path

Session **19**



FOCUS

LISTENING

1. Listen to the entire rhyme “Ka Ka Shriek the Crows” on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

1. Write out the following ten phrases on animal and bird sounds on the blackboard:

cats purr

crows caw

dogs bark

cocks crow

lions roar

pigs oink

horses neigh

monkeys chatter

frogs croak

snakes hiss

2. Read out the phrases and ask the students to repeat after you.

Continued...

3. Divide the class into five groups. Group 1 will be cats, Group 2 crows, Group 3 dogs, Group 4 cocks and Group 5 lions. Ask the first group to come to the front of the class and say:

"We're cats and we purr. Meow, meow, meow."

4. Repeat the activity with the remaining groups. The students have to follow the same sentence pattern and follow it up with animal sounds. For example, the second group has to role-play crows. Encourage them to say:

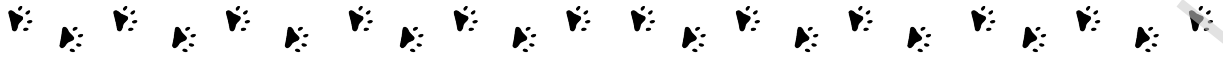
"We're crows and we caw. Ka, Ka, Ka."

5. If needed, help the students come up with animal sounds.

6. If there is time, continue the activity with the remaining five phrases.

Reading Path

Session **19**



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC WORDS: AN – IT (REVIEW)

1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 5 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to revise “Phonic Two-letter Words” from “an” to “it.”
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **20**



FOCUS

Action Commands Review

Smile and clap your hands.

Frown and clap your hands.

Lift your right arm up over your head. » Make a fist.

Lift your left arm up over your head. » Make a fist.

Spoken Commands

Smile and clap your hands.

Frown and clap your hands.

Lift your right arm up over your head. » Make a fist.

Lift your left arm up over your head. » Make a fist.

Action Commands New

Clap once. » Do it again.

Clap twice. » Do it again.

Scratch your head.

Stand with both feet apart.

» Raise your arms up over your head.

Music Path

Session **20**



FOCUS

LISTENING

1. Listen to the entire rhyme “Ka Ka Shriek the Crows” on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.
3. Listen to the entire rhyme “Ka Ka Shriek the Crows” (Usha Uthup version) on the DVD/USB.

ACTIVITY

1. Write out the following ten phrases on animal, insect and bird sounds on the blackboard:

sheep bleat

tigers growl

cows moo

bees hum

wolves howl

rats squeak

elephants trumpet

peacocks scream

mosquitoes whine

owls hoot

2. Read out the phrases and ask the students to repeat after you.
3. Divide the class into five groups. Group 1 will be sheep, Group 2 tigers, Group 3 cows, Group 4 bees and Group 5 wolves. Ask the first group to come to the front of the class and say:

“We're sheep and we bleat. Meh-eh, meh-eh, meh-eh.”

Continued...

4. Repeat the activity with the remaining groups. The students have to follow the same sentence pattern and follow it up with animal sounds. For example, the second group has to role-play tigers. Encourage them to say:

“We're tigers and we growl. Grrr, grrr, grrr.”

5. If needed, help the students come up with animal sounds.
6. If there is time, continue the activity with the remaining five phrases.

Reading Path

Session **20**



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC WORDS: AN – US (REVIEW)

1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 6 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to revise “Phonic Two-letter Words” from “an” to “us.”
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session 21



Focus

Action Commands Review

Clap once. » Do it again.

Clap twice. » Do it again.

Scratch your head.

Stand with both feet apart.

» Raise your arms up over your head.

Spoken Commands

Clap once. » Do it again.

Clap twice. » Do it again.

Scratch your head.

Stand with both feet apart.

» Raise your arms up over your head.

Action Commands New

Stand and lift your hands up.

» Join fingers. » Stretch.

Walk on the spot.

Run on the spot.

Sit down.

Music Path

Session **21**



FOCUS

LISTENING

1. Listen to the entire rhyme "Sa Sing the Sunflowers" on the DVD/USB. Do not sing along.
2. Read out the entire rhyme line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Encourage students to sing the entire rhyme along with the audio on the DVD/USB.

Story Path

Session **21**



FOCUS

LISTENING TO THE STORY

1. Listen to the story "The Lion and the Mouse" from *Tails, Fins and Claws* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

GUIDED EXPRESSIVE READING

1. Read out aloud Page 36 (from "Now the lion" to "please spare me"), modulating pitch, volume and tone. Pause at the right places for the students to repeat after you.
2. Ask the students to repeat the lines expressively. They may keep their books open.
3. Now listen to the pages read expressively on the DVD/USB.
4. Divide the class into two groups.
5. Read expressively from "Now the lion" to "what to do," and ask the first group to repeat after you.
6. Read expressively from "With a roar" to "please spare me," and ask the second group to repeat after you.
7. Swap groups and repeat the activity.

Action Path

Session **22**



FOCUS

Action Commands Review

Stand and lift your hands up.
» Join fingers. » Stretch.

Walk on the spot.

Run on the spot.

Sit down.

Spoken Commands

Stand and lift your hands up.
» Join fingers. » Stretch.

Walk on the spot.

Run on the spot.

Sit down.

Action Commands New

Jump once.

Hop twice.

Walk two steps forward.

» Walk two steps backward.

Turn right and walk. » Turn left and walk.

Note: Requires sufficient space for movement.

Music Path

Session **22**



FOCUS

LISTENING

1. Listen to the entire rhyme "Sa Sing the Sunflowers" on the DVD/USB. Do not sing along.
2. Read out the entire rhyme line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Encourage students to sing the entire rhyme along with the audio on the DVD/USB.

Reading Path

Session **22**



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

NON-PHONIC WORDS: A - YOU

1. Play the non-phonetic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

SIGHT WORD PRACTICE

1. Turn to Page 7 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Non-phonetic Basic Words" from "a" to "you."
3. Point to a word on the flip chart and say it out aloud. Ask the students to repeat after you, word by word.
4. You do not have to trace out individual letters or say the letter sounds.
5. Repeat the activity.

Action Path

Session **23**



FOCUS

Action Commands Review

Jump once.

Hop twice.

Walk two steps forward.

» Walk two steps backward.

Turn right and walk. » Turn left and walk.

Spoken Commands

Jump once.

Hop twice.

Walk two steps forward.

» Walk two steps backward.

Turn right and walk. » Turn left and walk.

Action Commands New

Knock on the table thrice.

Rub your hands and laugh.

Walk to the door. » Walk from the door to the window. » Walk back to your place.

Note: Requires sufficient space for movement. For Action Commands-New, divide the class into at least 5 groups and perform the sequence one group at a time.

Music Path

Session **23**



FOCUS

LISTENING

1. Listen to the entire rhyme "Sa Sing the Sunflowers" on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

1. Divide the class into two groups.
2. Ask Group 1 should sing only the note, for example: 'Sa...'
3. Ask Group 2 should complete the rest of the sentence, '...sing the sunflowers.'
4. Do this till the whole rhyme has been sung.
5. Help the students by singing the notes and lines along with them.
6. Repeat the activity.

Reading Path

Session **23**



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC WORDS: BAD - BIT

1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 8 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "bad" to "bit."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on vowel sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session 24



FOCUS

Action Commands Review

Knock on the table thrice.

Rub your hands and laugh.

Walk to the door. » Walk from the door to the window. » Walk back to your place.

Spoken Commands

Knock on the table thrice.

Rub your hands and laugh.

Walk to the door. » Walk from the door to the window. » Walk back to your place.

Action Commands New

Tap your right foot twice.

Tap your left foot twice.

Twist to the right. » Twist to the left.

Note: Requires sufficient space for movement.

Music Path

Session **24**



FOCUS

LISTENING

1. Listen to the entire rhyme "Sa Sing the Sunflowers" on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.
3. Listen to the entire rhyme "Sa Sing the Sunflowers" (Usha Uthup version) on the DVD/USB.

Story Path

Session **24**



FOCUS

LISTENING TO THE STORY

1. Listen to Pages 30-31 from the story "The Lion and the Mouse" from *Tails, Fins and Claws* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.

GUIDED MIMING

1. Play Pages 30-31 on the DVD/USB and mime along with the audio-narration from "Deep in the forest" to "Like a mighty earthquake!"
2. Your miming has to be deliberate and articulate the ideas, themes, mood and tone of the passage. It should convey the meaning of chunks of language rather than approach words in isolation.
3. Now, read out the passage slowly and mime as you read.
4. Ask groups of 4-6 students to come to the front of the class. Read out the text and encourage the students to mime as you read. Encourage them to model your actions and also come up with actions of their own.
5. Repeat the activity with more groups of students.

Action Path

Session **25**



FOCUS

Action Commands Review

Tap your right foot twice.

Tap your left foot twice.

Twist to the right. » Twist to the left.

Spoken Commands

Tap your right foot twice.

Tap your left foot twice.

Twist to the right. » Twist to the left.

Action Commands New

Take a bow.

Tickle your palm and laugh.

Swing your arms and walk to the door.

» Stop swinging your arms.

» Walk back to your place.

Note: Requires sufficient space for movement. For Action Commands-New, divide the class into at least 5 groups and perform the sequence one group at a time.

Music Path

Session **25**



FOCUS

LISTENING

1. Listen to the entire rhyme "Sa Sing the Sunflowers" on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

1. Divide the class into 2 groups. When you say, "Sa", Group 1 should say "Sing" and Group 2 should say "Sunflowers". When you say "Re", Group 1 should say "Ring out" and Group 2 should say "Roses".
2. Swap groups and repeat the activity.

Reading Path

Session **25**



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC WORDS: BAD - MAT

1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 9 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "bad" to "mat."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on vowel sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **26**



FOCUS

Action Commands Review

Take a bow.

Tickle your palm and laugh.

Swing your arms and walk to the door.

» Stop swinging your arms.

» Walk back to your place.

Spoken Commands

Take a bow.

Tickle your palm and laugh.

Swing your arms and walk to the door.

» Stop swinging your arms.

» Walk back to your place.

Action Commands New

Walk on your tiptoes.

Knock on the table twice.

Stand up. » Cross your hands and legs.

Shake your head and smile.

Note: Requires sufficient space for movement.

Music Path

Session **26**



FOCUS

LISTENING

1. Listen to the entire rhyme "Sa Sing the Sunflowers" on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

1. When you say "Sunflowers," the class has to answer "Sing." When you say "Roses," the class has to answer "Ring out." You may help the class by demonstrating the exercise to the class with a few examples. The names of the flowers should first be given in the same order as the rhyme.
2. Repeat the activity, this time giving the names of the flowers in random order.

Reading Path

Session **26**



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC WORDS: DEN - MET

1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 10 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "den" to "met."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on vowel sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session 27



FOCUS

Action Commands Review

Walk on your tiptoes.

Knock on the table twice.

Stand up. » Cross your hands and legs.

Shake your head and smile.

Spoken Commands

Walk on your tiptoes.

Knock on the table twice.

Stand up. » Cross your hands and legs.

Shake your head and smile.

Action Commands New

Take a bow. » Do it again.

Stamp your feet four times.

Come to the front of the class.

» Tiptoe up to the board.

» Walk back to your place.

Note: Requires sufficient space for movement. For Action Commands-New, divide the class into at least 5 groups and perform the sequence one group at a time.

Music Path

Session **27**



FOCUS

LISTENING

1. Listen to the entire rhyme "Sa Sing the Sunflowers" on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.
3. Listen to the entire rhyme "Sa Sing the Sunflowers" (Usha Uthup version) on the DVD/USB.

Story Path

Session **27**



FOCUS

LISTENING TO THE STORY

1. Listen to the part of the story "The Foolish Crow" (Pages 56 to 67) from *Tails, Fins and Claws* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

SONG ACTIVITY

1. Read out aloud the words of the song on Pages 60-61 (from "She looked left and right" to "And eat it with some lime").
2. Make the students repeat after you line by line. They may keep their books open.
3. Play the song on the DVD/USB and encourage the students to sing along.
4. Repeat the teaching of the song and the sing-along activity.

Action Path

Session **28**



FOCUS

Action Commands Review

Take a bow. » Do it again.
Stamp your feet four times.
Come to the front of the class.
» Tiptoe up to the board.
» Walk back to your place.

Spoken Commands

Take a bow. » Do it again.
Stamp your feet four times.
Come to the front of the class.
» Tiptoe up to the board.
» Walk back to your place.

Action Commands New

Face the wall. » Point to the wall.
Face the door. » Point to the door.
Twist to the right and point at yourself.
Twist to the left and point at yourself.

Note: Requires sufficient space for movement.

Music Path

Session **28**



FOCUS

LISTENING

1. Listen to the entire rhyme "Ganga Yamuna Krishna" ("Rivers") on the DVD/USB. Do not sing along.
2. Read out the first verse line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Encourage students to sing the entire rhyme along with the audio on the DVD/USB.

Reading Path

Session **28**



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC WORDS: LID - BIN

1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 11 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "lid" to "bin."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on the vowel sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **29**



FOCUS

Action Commands Review

Face the wall. » Point to the wall.
Face the door. » Point to the door.
Twist to the right and point at yourself.
Twist to the left and point at yourself.

Spoken Commands

Face the wall. » Point to the wall.
Face the door. » Point to the door.
Twist to the right and point at yourself.
Twist to the left and point at yourself.

Action Commands New

Cover your mouth with both hands.
Cover your eyes with both hands.
Cover your ears with both hands.
Go to the front of the class. » Stand in a row.
» Go back to your place.

Note: Requires sufficient space for movement. For Action Commands-New, divide the class into at least 5 groups and perform the sequence one group at a time.

Music Path

Session **29**



FOCUS

LISTENING

1. Listen to the entire rhyme "Ganga Yamuna Krishna" ("Rivers") on the DVD/USB. Do not sing along.
2. Read out the second verse line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Encourage students to sing the entire rhyme along with the audio on the DVD/USB.

Reading Path

Session 29



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC WORDS: TOY - MUD

1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 12 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "toy" to "mud."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on the vowel sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **30**



FOCUS

Action Commands Review

Cover your mouth with both hands.
Cover your eyes with both hands.
Cover your ears with both hands.
Go to the front of the class. » Stand in a row.
» Go back to your place.

Spoken Commands

Cover your mouth with both hands.
Cover your eyes with both hands.
Cover your ears with both hands.
Go to the front of the class. » Stand in a row.
» Go back to your place.

Action Commands New

Snap your fingers.
Snap your fingers twice.
Look at your teacher and smile.
Point at yourself and laugh.

Music Path

Session **30**



FOCUS

LISTENING

1. Listen to the entire rhyme "Ganga Yamuna Krishna" ("Rivers") on the DVD/USB. Do not sing along.
2. Read out the third verse line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Encourage students to sing the entire rhyme along with the audio on the DVD/USB.



FOCUS

LISTENING TO THE STORY

1. Listen to the part of the story "The Foolish Crow" (Pages 68 to 75) from *Tails, Fins and Claws* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

GUIDED EXPRESSIVE READING

1. Read out aloud Pages 66-67 (from "His sharp mind began to think" to "How was he to get it?"), modulating pitch, volume and tone. Pause at the right places for the students to repeat after you.
2. Ask the students to repeat the lines expressively. They may keep their books open.
3. Now listen to the pages read expressively on the DVD/USB.
4. Divide the class into two groups.
5. Read expressively from "His sharp mind began to think" to "compared to the parrot or the peacock," and ask the first group to repeat after you.
6. Read expressively from "And when Lomdi thought of Kauaa's voice" to "How was he to get it?" and ask the second group to repeat after you.
7. Swap groups and repeat the activity.

Action Path

Session **31**



Focus

Action Commands Review

Snap your fingers.
Snap your fingers twice.
Look at your teacher and smile.
Point at yourself and laugh.

Spoken Commands

Snap your fingers.
Snap your fingers twice.
Look at your teacher and smile.
Point at yourself and laugh.

Action Commands New

Smell your wrist.
Face your neighbour and laugh.
Cover your face with your hands. » Peek out.

Music Path

Session **31**



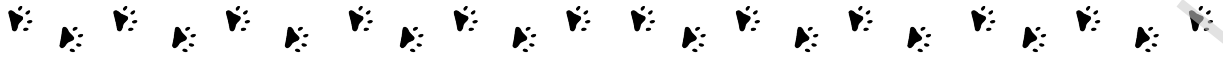
FOCUS

LISTENING

1. Listen to the entire rhyme "Ganga Yamuna Krishna" ("Rivers") on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

1. Split the class into three groups.
2. Encourage Group 1 to sing the first verse, Group 2 to sing the second verse, and Group 3 to sing the third verse.
3. Help the students by repeating the rhyme with them.
4. Switch groups and repeat the activity.



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC WORDS: DOG - POT

1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 13 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "dog" to "pot."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on vowel sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **32**



FOCUS

Action Commands Review

Smell your wrist.

Face your neighbour and laugh.

Cover your face with your hands. » Peek out.

Spoken Commands

Smell your wrist.

Face your neighbour and laugh.

Cover your face with your hands. » Peek out.

Action Commands New

Wave a hello.

Pat your shoulder twice.

Turn around and walk backwards.

Close your eyes and cover your face.

» Open your eyes and peek out.

Note: Requires sufficient space for movement.

Music Path

Session **32**



FOCUS

LISTENING

1. Listen to the entire rhyme "Ganga Yamuna Krishna" ("Rivers") on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

1. Divide the class into 2 groups.
2. Both groups will sing the first verse "Ganga Yamuna Krishna". For the second and third verses, Group 1 must sing only the word "rivers" and Group 2 must sing all the descriptive words, i.e., wide, long short, strong, etc.

Reading Path

Session **32**



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC WORDS: DOT - LOT

1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 14 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "dot" to "lot."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on the vowel sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **33**



FOCUS

Objects required: a book

Action Commands Review

Wave a hello.
Pat your shoulder twice.
Turn around and walk backwards.
Close your eyes and cover your face.
» Open your eyes and peek out.

Spoken Commands

Wave a hello.
Pat your shoulder twice.
Turn around and walk backwards.
Close your eyes and cover your face.
» Open your eyes and peek out.

Action Commands New

Open the book. » Turn a page. » Close the book.
Pick up the book. » Put down the book.
Hold the book against your chest.

Music Path

Session **33**



FOCUS

LISTENING

1. Listen to the entire rhyme "Ganga Yamuna Krishna" ("Rivers") on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.
3. Listen to the entire rhyme "Ganga Yamuna Krishna" ("Rivers") (Usha Uthup version) on the DVD/USB.

Story Path

Session **33**



FOCUS

LISTENING TO THE STORY

1. Listen to the part of the story "Fish Friends Three" (Pages 80 to 89) from *Tails, Fins and Claws* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

SONG ACTIVITY

1. Read out aloud the words of the song on Pages 82-83 (from "My name is Timsi" to "go to bed at nine").
2. Make the students repeat after you line by line. They may keep their books open.
3. Play the song on the DVD/USB and encourage the students to sing along.
4. Repeat the teaching of the song and the sing-along activity.

Action Path

Session **34**



FOCUS

Objects required: a book

Action Commands Review

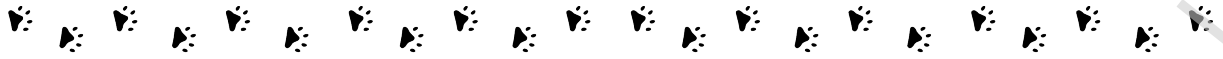
Open the book. » Turn a page. » Close the book.
Pick up the book. » Put down the book.
Hold the book against your chest.

Spoken Commands

Open the book. » Turn a page. » Close the book.
Pick up the book. » Put down the book.
Hold the book against your chest.

Action Commands New

Hold the book up over your head.
» Place the book on the desk.
Hold the book with your right hand.
» Hold the book with your left hand.
Push the book to your right.
» Push the book to your left.



FOCUS

LISTENING

1. Listen to the entire rhyme "Just Like You" ("My Name is Madhavi") on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

1. Divide the class into 2 groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say, **"My name is xxxx. I speak xxxx. What do you speak?"**
4. Ask the student to your right to answer the question, and then pose the same question to the neighbour to his/her right.
5. Continue the process till all the students of the group get a chance to both answer and ask the question.
6. If a student makes a mistake, just correct the statement and ask him/her to repeat it. Do not explain the meaning of the sentences or words.
7. Repeat the activity with Group 2 with, **"My name is xxxx. I speak xxxx. I would like to speak yyyy. What would you like to speak?"**



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

PHONIC WORDS: CUT - RUG

1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 15 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "cut" to "rug."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on vowel sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **35**



FOCUS

Objects required: a book

Action Commands Review

Hold the book up over your head.

» Place the book on the desk.

Hold the book with your right hand.

» Hold the book with your left hand.

Push the book to your right.

» Push the book to your left.

Spoken Commands

Hold the book up over your head.

» Place the book on the desk.

Hold the book with your right hand.

» Hold the book with your left hand.

Push the book to your right.

» Push the book to your left.

Action Commands New

Touch the book with your elbow.

Cover your face with the book and laugh.

Hold the book in front of your face.

» Touch your nose with your book.



FOCUS

LISTENING

1. Listen to the entire rhyme "Just Like You" ("My Name is Madhavi") on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

1. Divide the class into two groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say **"My name is xxxx. I'm from xxxx. Where are you from?"**
4. Ask the student to your right to answer the question. The student then has to pose the same question to the neighbour to his/her right. The student has to say, "My name is xxxx. I'm from xxxx. Where are you from?"
5. Continue the process till all the students of the group get a chance to both answer and ask the question.
6. If a student makes a mistake, just correct the statement and ask him/her to repeat it. Do not explain the meaning of the sentences or words.
7. Repeat the activity with Group 2.

Reading Path

Session **35**



FOCUS

PHONICS SONG

1. Play the phonics song ABCD on the DVD/USB.
2. Ask the students to listen to the song carefully.
3. Play the phonics song again and encourage the students to sing along.

NON-PHONIC WORDS: A – YOU (REVIEW)

1. Play the non-phonetic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

SIGHT WORD PRACTICE

1. Turn to Page 7 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to revise “Non-phonetic Basic Words” from “a” to “you.”
3. Point to a word on the flip chart and say it out aloud. Ask the students to repeat after you, word by word.
4. You do not have to trace out individual letters or say the letter sounds.
5. Repeat the activity.

Action Path

Session **36**



FOCUS

Objects required: a book, a pencil

Action Commands Review

Touch the book with your elbow.
Cover your face with the book and laugh.
Hold the book in front of your face.
» Touch your nose with your book.

Spoken Commands

Touch the book with your elbow.
Cover your face with the book and laugh.
Hold the book in front of your face.
» Touch your nose with your book.

Action Commands New

Pick up the book with your right hand.
» Place the book on your left hand.
Pick up the book.
» Place it on your neighbour's head.
Place a pencil at the edge of the book.



FOCUS

LISTENING

1. Listen to the entire rhyme "Just Like You" ("My Name is Madhavi") on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

1. Divide the class into two groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say **"My name is xxx. My favourite sweet is halwa. What is your favourite sweet?"**
4. Ask the student to your right to answer the question. The student then has to pose the same question to the neighbour to his/her right.
5. Continue the process till all the students of the group get a chance to both answer and ask the question.
6. If a student makes a mistake, give the correct statement and ask him/her to repeat it.
7. Repeat the activity with Group 2.



FOCUS

LISTENING TO THE STORY

1. Listen to the part of the story "Fish Friends Three" (Pages 90 to 99) from *Tails, Fins and Claws* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

EXPRESSIVE READING

1. Ask the students to listen to Pages 86-87 read expressively on the DVD/USB.
2. Read out aloud Pages 86-87 (from "One day, Timsi decided" to "OK and good-bye"), modulating pitch, volume and tone, and pausing at the right places.
3. Ask groups of 4 students to come to the front of the class and encourage them to read out the passage expressively.
4. Repeat the activity with more groups of students. You may also ask a student to stand up and read the passage aloud instead of doing the reading as a group activity.
5. If the students seem to be struggling with the activity, change the mode of the activity to Guided Expressive Reading where you read out the passage expressively and ask the students to repeat after you.