



SLL Beginner Level 1

Teacher's Manual

Sessions 37 - 72



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Magic English SLL Beginner Level 1



Session Schedule Sessions 37 to 72

Session	Action Path	Music Path	Reading Path	Story Path
37	Review, Spoken and New Commands	"Colours"	Flip chart: Page 16 SAD - COD	
38	Review, Spoken and New Commands	"Colours"	Flip chart: Page 17 BAN - HIP	
39	Review, Spoken and New Commands	"Colours" + Activity		"Kaka and the Mouse," <i>Tails, Fins and Claws</i> Expressive Reading
40	Review, Spoken and New Commands	"Colours" + Activity	Flip chart: Page 18 BAN - COB	
41	Review, Spoken and New Commands	"Colours" + Activity	Flip chart: Page 19 DEN - FIG	
42	Review, Spoken and New Commands	"Colours" + Activity		"Kaka and the Mouse" Conversation Practice
43	Review, Spoken and New Commands	"Colours" + Activity	Flip chart: Page 20 GET - HOT	
44	Review, Spoken and New Commands	"Train"	Flip chart: Page 21 JAM - SOB	
45	Review, Spoken, New and Visualised Commands	"Train"		"Kaka and the Mouse" Conversation Practice
46	Review, Spoken and New Commands	"Train"	Flip chart: Page 22 JAM - KIT	
47	Review, Spoken and New Commands	"Train" + Activity	Flip chart: Page 23 LAB - LAD	
48	Review, Spoken and New Commands	"Kites"		"The Lion and the Mouse," <i>Tails, Fins and Claws</i> Guided Miming
49	Review, Spoken and New Commands	"Kites"	Flip chart: Pages 24 NAP - PIN	
50	Review, Spoken and New Commands	"Kites" + Activity	Flip chart: Page 25 RAM - SET	
51	Review, Spoken and New Commands	"Kites" + Activity		"The Lion and the Mouse" Conversation Practice
52	Review, Spoken and New Commands	"Kites" + Activity	Flip chart: Page 26 TAG - ZIP	

Session	Action Path	Music Path	Reading Path	Story Path
53	Review, Spoken and New Commands	"Kites" + Activity	Flip chart: Page 27 TAG - VAT	
54	Review, Spoken, New and Visualised Commands	"Trees"		"The Lion and the Mouse" Conversation Practice
55	Review, Spoken and New Commands	"Trees"	Flip chart: Page 28 WAG - ZAG	
56	Review, Spoken and New Commands	"Trees" + Activity	Flip chart: Page 29 ALL - WHAT	
57	Review, Spoken and New Commands	"Prayer Houses"		"The Foolish Crow," <i>Tails, Fins and Claws</i> Expressive Reading
58	Review, Spoken and New Commands	"Prayer Houses"	Flip chart: Page 30 BAN - FAT	
59	Review, Spoken and New Commands	"Prayer Houses"	Flip chart: Page 31 GUM - JUG	
60	Review, Spoken and New Commands	"Prayer Houses" + Activity		"The Foolish Crow" Guided Miming
61	Review, Spoken and New Commands	"Prayer Houses" + Activity	Flip chart: Page 32 LAB - PEN	
62	Review, Spoken and New Commands	"Prayer Houses" + Activity	Flip chart: Page 33 RED - VIM	
63	Review, Spoken and New Commands	"I Salute my Flag"		"The Foolish Crow" Conversation Practice
64	Review, Spoken and New Commands	"I Salute my Flag" + Activity	Flip chart: Page 34 WAG - ZAG	
65	Review, Spoken and New Commands	"I Salute my Flag" + Activity	Flip chart: Page 35 ACT - IMP	
66	Review, Spoken, New and Visualised Commands	"I Salute my Flag" + Activity		"Fish Friends Three," <i>Tails, Fins and Claws</i> Expressive Reading
67	Review, Spoken and New Commands	"Mangoes" + Activity	Flip chart: Page 29 ALL - WHAT (Review)	
68	Review, Spoken and New Commands	"Mangoes" + Activity	Flip chart: Page 35 ACT - IMP (Review)	
69	Review, Spoken and New Commands	"Mangoes" + Activity		"Fish Friends Three" Conversation Practice
70	Review, Spoken and New Commands	"Ka Ka Shriek the Crows" + Activity		"Fish Friends Three" Conversation Practice
71	Review, Spoken and New Commands	"Ka Ka Shriek the Crows" + Activity		"Fish Friends Three" Tiny Theatre
72	Review, Spoken and New Commands	"Ka Ka Shriek the Crows" + Activity		"Fish Friends Three" Tiny Theatre



Magic English SLL Beginner Level 1



Session Tracker Sessions 37 to 72

School:

Teacher:

Class:

Section:

Number of Students:

	Action Path	Music Path	Reading Path	Story Path	Date	Signature
37						
38						
39						
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51						

	Action Path	Music Path	Reading Path	Story Path	Date	Signature
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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.

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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.

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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 **37**



FOCUS

Objects required: a book, a pencil

Action Commands Review

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.

Spoken Commands

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.

Action Commands New

Place your hands on the book.

Pick up the book. » Put the book back on the desk.

Hold the book up over your neighbour's head.

Hold the book in your hands and stamp your feet
three times.

Music Path

Session **37**



FOCUS

LISTENING

1. Listen to the entire rhyme “Colours” 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.



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: SAD - COD

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 16 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 "sad" to "cod."
3. Trace out each letter on your 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 **38**



FOCUS

Objects required: a book

Action Commands Review

Place your hands on the book.
Pick up the book. » Put the book back on the desk.
Hold the book up over your neighbour's head.
Hold the book in your hands and stamp your feet three times.

Spoken Commands

Place your hands on the book.
Pick up the book. » Put the book back on the desk.
Hold the book up over your neighbour's head.
Hold the book in your hands and stamp your feet three times.

Action Commands New

Hold the book with your right hand.
Place your right hand on the book.
» Place your left hand on your right hand.
Hold the book against your chest and tiptoe.

Music Path

Session **38**



FOCUS

LISTENING

1. Listen to the entire rhyme "Colours" 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 the students to sing the entire rhyme along with the audio on the DVD/USB.



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: BAN - HIP

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 17 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 "ban" to "hip."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Focus on consonant 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 **39**



FOCUS

Objects required: a book

Action Commands Review

Hold the book with your right hand.
Place your right hand on the book.
» Place your left hand on your right hand.
Hold the book against your chest and tiptoe.

Spoken Commands

Hold the book with your right hand.
Place your right hand on the book.
» Place your left hand on your right hand.
Hold the book against your chest and tiptoe.

Action Commands New

Face the wall.
Snap your fingers.
Clap your hands quickly.
» Clap your hands slowly.

Music Path

Session **39**



FOCUS

LISTENING

1. Listen to the entire rhyme “Colours” 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.

Story Path

Session **39**



FOCUS

LISTENING TO THE STORY

1. Listen to the story "Kaka and the Mouse" from *Tails, Fins and Claws* on the DVD/USB.
2. Ask the students to follow the sentence-highlighted video carefully.

EXPRESSIVE READING

1. Ask the students to listen to Page 23 read expressively on the DVD/USB.
2. Read out aloud Page 23 (from "Try dropping those date seeds" to "Don't give up"), 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.

Action Path

Session **40**



FOCUS

Objects required: a book

Action Commands Review

Face the wall.
Snap your fingers.
Clap your hands quickly.
» Clap your hands slowly.

Spoken Commands

Face the wall.
Make a face.
Snap your fingers.
Clap your hands quickly.
» Clap your hands slowly.

Action Commands New

Pick up the book and put it back on the desk.
Give the book to your neighbour and take it back.
Place your chin on the book.

Music Path

Session 40



FOCUS

LISTENING

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

ACTIVITY

1. Call a student to the front of the class and ask her/him to point to any object and mention its colour. The student has to speak in complete sentences. For example, a student can point to the desk and say: **"The desk is brown in colour."**

2. Some of the possible sentences are:

"The board is black in colour."

"My uniform is xxxx in colour."

"The fan is xxxx in colour."

Teach the students to also drop "in colour" and say:

"The chalk-piece is white."

"xxxx's bag is xxxx."

"xxxx's water bottle is xxxx."

"My pencil is xxxx."

"My friend's handkerchief is xxxx."

Reading Path

Session **40**



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: BAN - COB

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 18 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 "ban" to "cob."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant 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 41



FOCUS

Objects required: a book

Action Commands Review

Pick up the book and put it back on the desk.
Give the book to your neighbour and take it back.
Place your chin on the book.

Spoken Commands

Pick up the book and put it back on the desk.
Give the book to your neighbour and take it back.
Place your chin on the book.

Action Commands New

Flip the book over.
Lift the book and touch your cheek with it.
Open the book and pick it up.
» Close the book and put it down.

Music Path

Session 41



FOCUS

LISTENING

1. Listen to the entire rhyme "Colours" on the DVD/USB. Do not sing along.
2. Ask the 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 xxx. My favourite colour is xxx. What is your favourite colour?"
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.

Reading Path

Session 41



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 - FIG

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 19 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 "fig."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant 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 **42**



FOCUS

Objects required: a book, a pencil

Action Commands Review

Flip the book over.
Lift the book and touch your cheek with it.
Open the book and pick it up.
» Close the book and put it down.

Spoken Commands

Flip the book over.
Lift the book and touch your cheek with it.
Open the book and pick it up.
» Close the book and put it down.

Action Commands New

Pick up the pencil.
» Put down the pencil.
Hold the pencil with your right hand.
Hold the pencil with your left hand.

Music Path

Session 42



FOCUS

LISTENING

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

ACTIVITY

1. Tell the students they will have to touch an object of the colour you mention. For instance, if you say "**Black! Black! Find me black,**" they may touch the head of a friend, or the blackboard, or a pencil that is black in colour.
2. If you think touching objects in colours you call out involves a lot of movement in the classroom, you can divide the students into groups and carry out the activity.

Story Path

Session 42



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the story "Kaka and the Mouse" from *Tails, Fins and Claws* on the DVD/USB.

CONVERSATION PRACTICE

1. Ask the students to listen to Pages 4-5 read expressively on the DVD/USB.
2. Display the conversation from the DVD/USB. Read out the entire conversation clearly, modulating pitch, volume and tone, and ask the students to repeat after you.

Amit: What a great cricket match we played!

Raju: Indeed! But I am so tired and thirsty.

Amit: I can't wait to grab a drink to escape the heat. It's been very hot the last few days.

Raju: Yes, the temperature has been soaring this May. Let's go get something to drink.

Amit: What would you like to have?

Raju: Nothing to quench the thirst like a tall glass of lemonade.

Continued...

Amit: I would like some soda.

*Raju: Come home with me. We can beat the heat
with the best of drinks my mom makes.*

Amit: Great. And we can discuss the match too!

3. Call two students to the front of the class, assign roles, and ask them to speak their lines expressively.
4. Repeat the activity with more pairs of students.

Action Path

Session **43**



FOCUS

Objects required: a book, a pencil

Action Commands Review

Pick up the pencil.
» Put down the pencil.
Hold the pencil with your right hand.
Hold the pencil with your left hand.

Spoken Commands

Pick up the pencil.
» Put down the pencil.
Hold the pencil with your right hand.
Hold the pencil with your left hand.

Action Commands New

Hum a tune.
Drum your fingers on the table.
Close your hands and open them.
Open the book and close it.

Music Path

Session **43**



FOCUS

LISTENING

1. Listen to the entire rhyme “Colours” on the DVD/USB. Do not sing along.
2. Play the entire rhyme again. Encourage the students to sing along with the audio.

ACTIVITY

1. This is similar to the previous activity where the students touch objects of the colour you mention. Here instead of mentioning the colour directly, you have to say, “**Find me something that is the colour of a crow.**” The students may touch anything that is black or grey in colour like the head of a friend, or the blackboard, or a pencil that is black in colour.

2. Some of the possible instructions are:

Find me something that is the colour of a mango.

Find me something that is the colour of an orange.

Find me something that is the colour of a guava.

Find me something that is the colour of sand.

Find me something that is the colour of the sky.

Find me something that is the colour of the moon.

3. If you think touching objects in the colours you call out involves a lot of movement in the classroom, you can divide the students into groups and carry out the activity.

Reading Path

Session **43**



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: GET - HOT

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 20 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 "get" to "hot."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant 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 **44**



FOCUS

Objects required: a book

Action Commands Review

Hum a tune.
Drum your fingers on the table.
Close your hands and open them.
Open the book and close it.

Spoken Commands

Hum a tune.
Drum your fingers on the table.
Close your hands and open them.
Open the book and close it.

Action Commands New

Look surprised.
Squeak like a mouse.
Trumpet like an elephant.
Place the book on the table.
» Take it off the table.

Music Path

Session **44**



FOCUS

LISTENING

1. Listen to the entire rhyme "Train" 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 "The train's at the station" and ends at "ta-tak, ta-tak." "Chai, Chai! Coffee, Coffee!" is the chorus and not the first verse. Do encourage the students to sing the chorus along with the first verse.

Reading Path

Session **44**



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: JAM - SOB

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 21 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 "jam" to "sob."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant 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 **45**



FOCUS

Objects required: a book, a sheet of paper

Action Commands Review

Look surprised.
Squeak like a mouse.
Trumpet like an elephant.
Place the book on the table.
» Take it off the table.

Spoken Commands

Look surprised.
Squeak like a mouse.
Trumpet like an elephant.
Place the book on the table.
» Take it off the table.

Continued...

**Action
Commands
New**

Tickle your palm.

Roll a sheet of paper.

Crumple a sheet of paper.

» Throw it on the floor. » Pick it up.

**Visualised
Commands**

Touch your toes.

Turn to your left.

Turn to your right.

Roll a sheet of paper.

Note: Requires sufficient space for movement. For the last command in Action Commands New, divide the class into at least 5 groups, take each group near the wall and perform the last sequence one group at a time.

Music Path

Session **45**



FOCUS

LISTENING

1. Listen to the entire rhyme "Train" 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 second verse begins with "Bridges, brooks, forests" and ends at "ta-tak, ta-tak." "Chai, Chai! Coffee, Coffee!" is the chorus and not the first verse. Do encourage the students to sing the chorus along with the second verse.

Story Path

Session **45**



FOCUS

LISTENING TO THE STORY

1. Listen to Pages 4-5 from 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.

CONVERSATION PRACTICE

1. Display the conversation from the DVD/USB. Read out the entire conversation clearly, modulating pitch, volume and tone, and ask the students to repeat after you.

Ranjani: Hey, do you need help carrying those books?

Nikita: Yes, thank you.

Ranjani: That's a lot of books! What are they about?

Nikita: I have books about people from other countries, nature and wildlife.

Ranjani: Wow! You certainly have a thirst for knowledge.

Continued...

Nikita: Thank you. Reading helps me quench that thirst. Do you like to read?

Ranjani: Not much. But you have now inspired me to read more.

Nikita: I am glad. Would you like to borrow some of my books?

Ranjani: I would love to! Thank you.

2. Call two students to the front of the class, assign roles, and ask them to speak their lines expressively.
3. Repeat the activity with more pairs of students.

Action Path

Session **46**



FOCUS

Objects required: a sheet of paper

Action Commands Review

Tickle your palm.

Roll a sheet of paper.

Crumple a sheet of paper.

» Throw it on the floor. » Pick it up.

Spoken Commands

Tickle your palm.

Roll a sheet of paper.

Crumple a sheet of paper.

» Throw it on the floor. » Pick it up.

Action Commands New

Go to the door. » Touch the door.

Knock at the door.

Tap at the door.

Drum your fingers on the door.

Note: Requires sufficient space for movement. For the commands that require going near the wall or the door, divide the class into at least 5 groups and perform the sequence one group at a time.

Music Path

Session **46**



FOCUS

LISTENING

1. Listen to the entire rhyme "Train" 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 the students to sing the entire rhyme along with the audio on the DVD/USB.

Note: The third verse begins with "Mumbai, Patna, Guwahati" and ends at "ta-tak, ta-tak." "Chai, Chai! Coffee, Coffee!" is the chorus and not the first verse. Do encourage the students to sing the chorus along with the third verse.

Reading Path

Session **46**



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: JAM - KIT

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 22 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 "jam" to "kit."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant 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 **47**



FOCUS

Objects required: a book, a pencil

Action Commands Review

Go to the door. » Touch the door.

Knock at the door.

Tap at the door.

Drum your fingers on the door.

Spoken Commands

Go to the door. » Touch the door.

Knock at the door.

Tap at the door.

Drum your fingers on the door.

Action Commands New

Put the pencil on the desk.

Put the pencil next to the book.

Pick up the pencil with your right hand.

» Pick up the book with your left hand.

Note: Requires sufficient space for movement. For the commands that require going to the door, divide the class into at least 5 groups and perform the sequence one group at a time.

Music Path

Session **47**



FOCUS

LISTENING

1. Listen to the entire rhyme "Train" 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.

Reading Path

Session 47



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: LAB- LAD

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

PHONIC WORD PRACTICE

1. Turn to Page 23 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 "lab" to "lad."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant 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 **48**



FOCUS

Objects required: a book, a pencil

Action Commands Review

Put the pencil on the desk.

Put the pencil next to the book.

Pick up the pencil with your right hand.

» Pick up the book with your left hand.

Spoken Commands

Put the pencil on the desk.

Put the pencil next to the book.

Pick up the pencil with your right hand.

» Pick up the book with your left hand.

Action Commands New

Hold the pencil above the book.

Put the pencil on the book.

Open the book and put the pencil in it.

» Flip the book over.

Music Path

Session **48**



FOCUS

LISTENING

1. Listen to the entire rhyme “Kites” 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 the 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.

Story Path

Session 48



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. Ask the students to follow the sentence-highlighted video carefully.

GUIDED MIMING

1. Play Pages 32-33 on the DVD/USB and mime along with the narration from "In the darkness of the cave" to "and was about to swallow him."
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 **49**



FOCUS

Objects required: a book, a pencil

Action Commands Review

Hold the pencil above the book.
Put the pencil on the book.
Open the book and put the pencil in it.
» Flip the book over.

Spoken Commands

Hold the pencil above the book.
Put the pencil on the book.
Open the book and put the pencil in it.
» Flip the book over.

Action Commands New

Smile at your friend.
Cross your arms and bend forward.
Hold the book near your ear. » Turn the pages.
» Listen to the sound of paper rustling.

Note: Requires sufficient space for movement.

Music Path

Session **49**



FOCUS

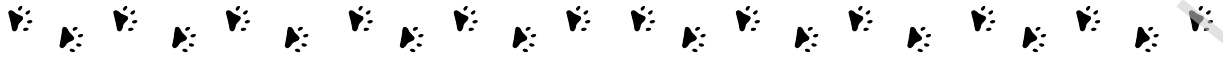
LISTENING

1. Listen to the entire rhyme “Kites” 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 the 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.

Reading Path

Session **49**



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: NAP - PIN

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 24 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 "nap" to "pin."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant 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 **50**



FOCUS

Objects required: a book, a pencil

Action Commands Review

Smile at your friend.
Cross your arms and bend forward.
Hold the book near your ear. » Turn the pages.
» Listen to the sound of paper rustling.

Spoken Commands

Smile at your friend.
Cross your arms and bend forward.
Hold the book near your ear. » Turn the pages.
» Listen to the sound of paper rustling.

Action Commands New

Put the pencil near the book.
Take your neighbour's pencil and give it back to your neighbour.
Pick up the pencil with your left hand and pick up the book with your right hand.

Note: Requires sufficient space for movement.

Music Path

Session **50**



FOCUS

LISTENING

1. Listen to the entire rhyme "Kites" on the DVD/USB. Do not sing along.
2. Encourage the 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 replacing "kites" with "clouds." For example, "Clouds, clouds everywhere. . ."
3. Encourage Group 2 to sing the first verse replacing "kites" with "balloons." For example, "Balloons, balloons everywhere. . ."
4. Help the students by repeating the rhyme with them.
5. Switch groups and repeat the activity.

Reading Path

Session **50**



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: RAM-SET

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 25 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 "ram" to "set."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant 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 51



FOCUS

Objects required: a book, a pencil

Action Commands Review

Put the pencil near the book.

Take your neighbour's pencil and give it back to your neighbour.

Pick up the pencil with your left hand and pick up the book with your right hand.

Spoken Commands

Put the pencil near the book.

Take your neighbour's pencil and give it back to your neighbour.

Pick up the pencil with your left hand and pick up the book with your right hand.

Action Commands New

Hold the book behind your head.

Hold the book below your chin.

Hold the book in front of your nose.

Music Path

Session 51



FOCUS

LISTENING

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

ACTIVITY

1. Write the following sentences on the blackboard for a show and tell activity. Draw the following shapes on the blackboard and tell the students what they are. Ask the students to repeat the sentences after you.

The sun has a round face.

The kite has a diamond face.

The boy has oval eyes.

The kite has round eyes.

The boy has a spool that is cylindrical.

The kite has a bow that has two triangles.

2. Now, tell the students they will have to touch an object in the shape you mention. For instance, if you say "**Shapes! Lovely shapes! Find me something round,**" they may touch anything in the classroom that is round. Alternatively, you could also say, "**Shapes! Lovely shapes! Find me a circle.**"
3. If you think touching objects in 'shapes' you call out involves a lot of movement in the classroom, you can divide the students into groups and carry out the activity.

Story Path

Session 51



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the story “The Lion and the Mouse” from *Tails, Fins and Claws* on the DVD/USB.

CONVERSATION PRACTICE

1. Listen to Pages 36-37 on the DVD/USB.
2. Display the conversation from the DVD/USB. Read out the entire conversation clearly, modulating pitch, volume and tone, and ask the students to repeat after you.

Lion: SA RE GA MA PA DA NEEEE! I am so happy I am free.

Mouse: SA NE DA PA MA GA REEEE! We will sing and dance in glee.

Lion: SA SA NE NE! Little mouse, you saved me.

Mouse: DA DA PA PA! I saved my king, my rajah!

Lion: MA MA GA GA! I'll sing for you the joyful raga!

*Mouse: RE RE SA SA! I'll dance on your mane.
Aha!*

3. Call two students to the front of the class, assign roles, and ask them to speak their lines expressively.
4. Repeat the activity with more pairs of students.

Action Path

Session **52**



FOCUS

Objects required: a book, a pencil

Action Commands Review

Hold the book behind your head.
Hold the book below your chin.
Hold the book in front of your nose.

Spoken Commands

Hold the book behind your head.
Hold the book below your chin.
Hold the book in front of your nose.

Action Commands New

Move the pencil towards the book.
» Move the pencil away from the book.
Move the book around your head.
Hold the book against your chest and take a bow.

Music Path

Session **52**



FOCUS

LISTENING

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

ACTIVITY

1. Say to a student, **"I have been to Mumbai. Have you been there?"**
2. Ask the student to answer the question in the format, **"Yes, I have been there"** or **"No, I have not been there."** Then the student has to ask a different question to his/her neighbour, **"I have been to the beach. Have you been there?"** (Possible places: Delhi, Chennai, Srinagar, the park, the garden, the lake, the market).
3. 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.
4. Continue with the activity till all the students in the class get a chance to answer and ask the question.

Reading Path

Session **52**



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: TAG-ZIP

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 26 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 "tag" to "zip."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant 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 **53**



FOCUS

Objects required: a book, a pencil

Action Commands Review

Move the pencil towards the book.
» Move the pencil away from the book.
Move the book around your head.
Hold the book against your chest and take a bow.

Spoken Commands

Move the pencil towards the book.
» Move the pencil away from the book.
Move the book around your head.
Hold the book against your chest and take a bow.

Action Commands New

Smile sweetly.
Caw like a crow.
Look left and right.
Look up and down.

Music Path

Session **53**



FOCUS

LISTENING

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

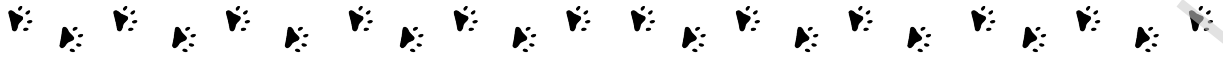
ACTIVITY

1. Ask two students to come to the front of the class. Tell them they are having a short telephone conversation. Teach them to have a tiny dialogue in the following pattern.

*Student 1: Hello XXXX! I am at the library.
Would you like to come here?*

*Student 2: Hello YYYY! Yes, I would like to
come there. Thank you.*

2. Repeat the activity with more pairs of students. Tell them to swap "at the library" with other places like "at the playground," "at the park," "at the beach," "at the playground," "at the ice cream parlour," "at home," "at my cousin's place."
3. Help the students with 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: TAG - VAT

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 27 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 "tag" to "vat."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant 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 **54**



FOCUS

Objects required: a book, a pencil

Action Commands Review

Smile sweetly.
Caw like a crow.
Look left and right.
Look up and down.

Spoken Commands

Smile sweetly.
Caw like a crow.
Look left and right.
Look up and down.

Action Commands New

Blink.
Put the book on the table.
 » Look angry.
Pick up the book gently.
 » Look calm.

Continued...

**Visualised
Commands**

Frown.

Open your mouth.

» Close your mouth.

Put the pencil inside the book.

Put the eraser on the book.

Throw the eraser up in the air and catch it.

Music Path

Session **54**



FOCUS

LISTENING

1. Listen to the entire rhyme "Trees" 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 the students to sing the entire rhyme along with the audio on the DVD/USB.



FOCUS

LISTENING TO THE STORY

1. Listen to Pages 50 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.
3. Guide the students to turn the page on cue.

CONVERSATION PRACTICE

1. Display the conversation from the DVD/USB. Read out the entire conversation clearly, modulating pitch, volume and tone, and ask the students to repeat after you.

A little boy selling paintings on the road, and a man walking by.

Boy: Sir, please buy a painting from me.

Man: Go away. I don't have time for you.

Boy: Sir, please buy something. My parents are struggling to make ends meet.

Man: Here, take these coins.

Boy: No, sir. I may be an underling but I do not beg. I would like you to buy something from me.

Continued...

Man: Go away. I'm going to cross the road and head to work.

When the man crosses the road, he is about to be hit by a van but the boy rushes towards him and helps.

Man: Thank you. You just saved my life. I could have been run over by the van.

Boy: Oh! It is nothing at all.

Man: I'm going to buy all the paintings you're selling. You'll become a famous artist some day.

Boy: Thank you, sir. You're generous.

2. Call two students to the front of the class, assign roles, and ask them to speak their lines expressively.
3. Repeat the activity with more pairs of students.

Action Path

Session **55**



FOCUS

Objects required: a book, an eraser

Action Commands Review

Blink.
Put the book on the table.
» Look angry.
Pick up the book gently.
» Look calm.

Spoken Commands

Blink.
Put the book on the table.
» Look angry.
Pick up the book gently.
» Look calm.

Action Commands New

Hold the book with your left hand.
» Hold the pencil below it.
Place the eraser under the book.
Hold the book in front of your neighbour's head.
Wave the book behind your neighbour's head.

Music Path

Session **55**



FOCUS

LISTENING

1. Listen to the entire rhyme "Trees" 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 the students to sing the entire rhyme along with the audio on the DVD/USB.

Reading Path

Session **55**



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: WAG - ZAG

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 28 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 "wag" to "zag."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant 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 **56**



FOCUS

Objects required: a book, an eraser, a pencil

Action Commands Review

Hold the book with your left hand.

» Hold the pencil below it.

Place the eraser under the book.

Hold the book in front of your neighbour's head.

Wave the book behind your neighbour's head.

Spoken Commands

Hold the book with your left hand.

» Hold the pencil below it.

Place the eraser under the book.

Hold the book in front of your neighbour's head.

Wave the book behind your neighbour's head.

Action Commands New

Move the pencil and the book towards each other.

» Move the pencil and the book away from each other.

Put the pencil on the desk.

» Stand away from the desk.

» Stand near the desk.

Hold the pencil in your right hand and the book in your left hand.

» Move the pencil around the book.

Music Path

Session **56**



FOCUS

LISTENING

1. Listen to the entire rhyme "Trees" on the DVD/USB. Do not sing along.
2. Encourage the 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.

Reading Path

Session **56**



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: ALL - WHAT

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 29 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 "all" to "what."
3. Point to a word on the workbook 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 **57**



FOCUS

Objects required: a book, a pencil

Action Commands Review

- Move the pencil and the book towards each other.
- » Move the pencil and the book away from each other.
- Put the pencil on the desk.
- » Stand away from the desk.
 - » Stand near the desk.
- Hold the pencil in your right hand and the book in your left hand.
- » Move the pencil around the book.

Spoken Commands

- Move the pencil and the book towards each other.
- » Move the pencil and the book away from each other.
- Put the pencil on the desk.
- » Stand away from the desk.
 - » Stand near the desk.
- Hold the pencil in your right hand and the book in your left hand.
- » Move the pencil around the book.

Continued...

Action
Commands
New

Stand up.
» Smile at your neighbour.
Hold hands with your neighbour.
Shake hands with your neighbour.

Note: Requires sufficient space for movement.

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Music Path

Session **57**



FOCUS

LISTENING

1. Listen to the entire rhyme "Prayer Houses" 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 the students to sing the entire rhyme along with the audio on the DVD/USB.



FOCUS

LISTENING TO THE STORY

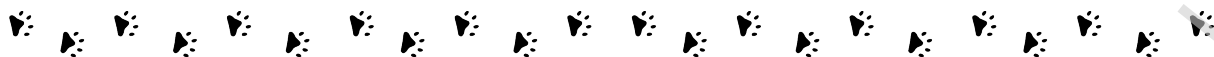
1. Listen to the story "The Foolish Crow" from *Tails, Fins and Claws* on the DVD/USB.
2. Ask the students to follow the sentence-highlighted video carefully.

EXPRESSIVE READING

1. Ask the students to listen to Page 67 read expressively on the DVD/USB.
2. Read out aloud Page 67 (from "Lomdi looked at Kauaa" to "How was he to get it"), 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.

Action Path

Session **58**



FOCUS

Action Commands Review

Stand up.
» Smile at your neighbour.
Hold hands with your neighbour.
Shake hands with your neighbour.

Spoken Commands

Stand up.
» Smile at your neighbour.
Hold hands with your neighbour.
Shake hands with your neighbour.

Action Commands New

Touch your wrist. » Smell your wrist.
Sniff your wrist. » Tap your wrist with your finger.
Walk on your tiptoes. » Do it quickly. » Do it slowly.

Note: Requires sufficient space for movement.

Music Path

Session **58**



FOCUS

LISTENING

1. Listen to the entire rhyme "Prayer Houses" 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 the students to sing the entire rhyme along with the audio on the DVD/USB.

Reading Path

Session **58**



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: BAN - FAT

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 30 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 "ban" to "fat."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant 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 **59**



FOCUS

Action Commands Review

Touch your wrist. » Smell your wrist.
Sniff your wrist. » Tap your wrist with your finger.
Walk on your tiptoes. » Do it quickly. » Do it slowly.

Spoken Commands

Touch your wrist. » Smell your wrist.
Sniff your wrist. » Tap your wrist with your finger.
Walk on your tiptoes. » Do it quickly. » Do it slowly.

Action Commands New

Hum a tune and walk slowly.
Hum a tune and walk quickly.
Say your name softly.
Say your name loudly.

Note: Requires sufficient space for movement.

Music Path

Session **59**



FOCUS

LISTENING

1. Listen to the entire rhyme "Prayer Houses" 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 the students to sing the entire rhyme along with the audio on the DVD/USB.

Reading Path

Session **59**



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: GUM - JUG

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 31 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 "gum" to "jug."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant 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 **60**



FOCUS

Objects required: a book

Action Commands Review

Hum a tune and walk slowly.
Hum a tune and walk quickly.
Say your name softly.
Say your name loudly.

Spoken Commands

Hum a tune and walk slowly.
Hum a tune and walk quickly.
Say your name softly.
Say your name loudly.

Action Commands New

Place the book to your right. » Twist to your right.
Place the book to your left. » Twist to your left.
Place a pencil at the centre of the book. »
Place the pencil at the edge of the book.

Note: Requires sufficient space for movement.

Music Path

Session **60**



FOCUS

LISTENING

1. Listen to the entire rhyme "Prayer Houses" on the DVD/USB. Do not sing along.
2. Read out the fourth 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 the students to sing the entire along with the audio on the DVD/USB.

ACTIVITY

1. Write the following sentences on the blackboard. Read them out aloud and ask the students to repeat the sentences after you.

The temple in Allepey is very old.

The church in Panjim is very old.

The mosque in Ajmer is very old.

The gurdwara in Chandigarh is very old.

Continued...

2. Tell the students you are going to do an activity on the old things they have at their homes, things that may have been in the family for a long time. Along with your students, come up with some of the old objects that can be found at homes like typewriters, gramophones, books, saris, jewellery, furniture like armchairs and tables, trunks, pots and pans, watches, paintings, idols, and showpieces.
3. Say to a student, **"Something old! Something old! I have a gramophone that is old. What have you got that is old?"**
4. Ask the student to answer you and then pose the question to his/her neighbour in the format, **"Something old! Something old! I have XXXX that is old. What have you got that is old?"**
5. Continue the process till all the students in the class 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.

Story Path

Session **60**



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the story "The Foolish Crow" from *Tails, Fins and Claws* on the DVD/USB.

GUIDED MIMING

1. Play Pages 60-61 on the DVD/USB and mime along with the narration from "she looked left and right" to "the old tamarind tree."
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 61



FOCUS

Objects required: a book, a sheet of paper

Action Commands Review

Place the book to your right. » Twist to your right.

Place the book to your left. » Twist to your left.

Place a pencil at the centre of the book. »

Place the pencil at the edge of the book.

Spoken Commands

Place the book to your right. » Twist to your right.

Place the book to your left. » Twist to your left.

Place a pencil at the centre of the book. »

Place the pencil at the edge of the book.

Action Commands New

Jump and laugh. » Jump but do not laugh.

Touch the book and smile.

» Touch the book but do not smile.

Roll the paper and unroll it.

» Roll the paper but do not unroll it.

Note: Requires sufficient space for movement.

Music Path

Session **61**



FOCUS

LISTENING

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

ACTIVITY

1. Tell the students you are going to do an activity on the new things they may have with them.
2. Say to a student, **"Something new! Something new! I have a pen that is new. What have you got that is new?"**
3. Ask the student to answer you and then pose the question to his/her neighbour in the format, **"Something new! Something new! I have XXXX that is new. What have you got that is new?"** (Hint: an eraser, a pencil, a notebook, a storybook, a uniform, a bag, a crayon-set).
4. Continue the process till all the students in the class get a chance to both answer and ask the question.
5. If a student makes a mistake, give the correct statement and ask him/her to repeat it.

Reading Path

Session **61**



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: LAB - PEN

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 32 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 "lab" to "pen."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant 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 **62**



FOCUS

Objects required: a book, a sheet of paper, an eraser, a pencil

Action Commands Review

Jump and laugh. » Jump but do not laugh.

Touch the book and smile.

» Touch the book but do not smile.

Roll the paper and unroll it.

» Roll the paper but do not unroll it.

Spoken Commands

Jump and laugh. » Jump but do not laugh.

Touch the book and smile.

» Touch the book but do not smile.

Roll the paper and unroll it.

» Roll the paper but do not unroll it.

Action Commands New

Put the pencil and the eraser on the book.

Put the pencil but not the eraser on the book.

Put the pencil and the eraser beneath the book.

Put the pencil but not the eraser beneath the book.

Note: Requires sufficient space for movement.

Music Path

Session **62**



FOCUS

LISTENING

1. Listen to the entire rhyme "Prayer Houses" on the DVD/USB. Do not sing along.
2. Play the entire rhyme again. Encourage the students to sing along.

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 am XXXX years old. How old are you?"**
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 am XXXX years old. How old are you?"**
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.

Reading Path

Session **62**



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: RED- VIM

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 33 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 "red" to "vim."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant 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 **63**



FOCUS

Objects required: a book, an eraser, a pencil

Action Commands Review

Put the pencil and the eraser on the book.
Put the pencil but not the eraser on the book.
Put the pencil and the eraser beneath the book.
Put the pencil but not the eraser beneath the book.

Spoken Commands

Put the pencil and the eraser on the book.
Put the pencil but not the eraser on the book.
Put the pencil and the eraser beneath the book.
Put the pencil but not the eraser beneath the book.

Action Commands New

Look up and point to the ceiling.
» Look up but do not point to the ceiling.
Walk and look surprised.
» Walk but do not look surprised.
Walk and look bored. » Walk but do not look bored.

Note: Requires sufficient space for movement.

Music Path

Session **63**



FOCUS

LISTENING

1. Listen to the entire rhyme "I Salute my Flag" 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 the students to sing the entire rhyme along with the DVD/USB.

Story Path

Session **63**



FOCUS

LISTENING TO THE STORY

1. Listen to Pages 68-69 from "The Foolish Crow" 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.

CONVERSATION PRACTICE

1. Display the conversation from the DVD/USB. Read out the entire conversation clearly, modulating pitch, volume and tone, and ask the students to repeat after you.

Nisha: Good morning, Poongodi!

Poongodi: Good morning to you too Nisha.

Nisha: You are the best in class. You have such beautiful handwriting.

Poongodi: Why, thank you. But I can see that you are flattering me.

Nisha: Oh, I was only telling you the truth.

Poongodi: What do you want, Nisha?

Nisha: Could you please help me with my homework?

Poongodi: Sure, any time. You don't have to flatter me for that.

Continued...

2. Call two students to the front of the class, assign roles, and ask them to speak their lines expressively.
3. Repeat the activity with more pairs of students.

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Action Path

Session **64**



FOCUS

Objects required: a book, an eraser

Action Commands Review

Look up and point to the ceiling.

» Look up but do not point to the ceiling.

Walk and look surprised.

» Walk but do not look surprised.

Walk and look bored. » Walk but do not look bored.

Spoken Commands

Look up and point to the ceiling.

» Look up but do not point to the ceiling.

Walk and look surprised.

» Walk but do not look surprised.

Walk and look bored. » Walk but do not look bored.

Action Commands New

Pick up the lighter object.

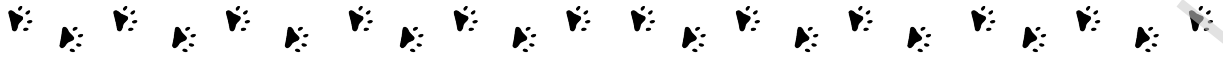
Pick up the heavier object.

Place your hand on your book.

Place the book on your hand.

Music Path

Session **64**



FOCUS

LISTENING

1. Listen to the entire rhyme "I Salute my Flag" 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 the students to sing the entire rhyme along with the audio on the DVD/USB.



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: WAG - ZAG

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 34 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 "wag" to "zag."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant 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 **65**



FOCUS

Objects required: a book, an eraser

Action Commands Review

Pick up the lighter object.
Pick up the heavier object.
Place your hand on your book.
Place the book on your hand.

Spoken Commands

Pick up the lighter object.
Pick up the heavier object.
Place your hand on your book.
Place the book on your hand.

Action Commands New

Laugh.
Scratch your head.
Wiggle your fingers.
Count to three on your fingers.

Music Path

Session **65**



FOCUS

LISTENING

1. Listen to the entire rhyme "I Salute my Flag" 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 the students to sing the entire rhyme along with the audio on the DVD/USB.

ACTIVITY

1. Divide 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. Switch groups and repeat the activity.

Reading Path

Session **65**



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: ACT - IMP

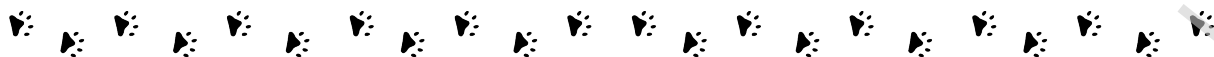
1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 35 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, Conjoint Consonants" from "act" to "imp."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Focus on the conjoint consonant. For example, progress with each word 4 times as follows:
 - Act: a-c-t » a-c-t » a-ct » act (never ac-t)
4. Ask the students to trace out the letters after you, sound by sound.
5. Repeat the activity of tracing and sounding out of the letters.

Action Path

Session **66**



Focus

Action Commands Review

Laugh.
Scratch your head.
Wiggle your fingers.
Count to three on your fingers.

Spoken Commands

Laugh.
Scratch your head.
Wiggle your fingers.
Count to three on your fingers.

Action Commands New

Wiggle your shoulders.
Count to five on your fingers.
Flap your hands like the fins of a fish.
Rock back and forth like a boat.

Continued...

**Visualised
Commands**

Swim like a fish.

Wave a goodbye.

Stand next to a table.

Stand on the table.

Hide under the table.

Music Path

Session **66**



FOCUS

LISTENING

1. Listen to the entire rhyme "I Salute My Flag" on the DVD/USB. Do not sing along.
2. Encourage the students to sing the entire song along with the audio.

ACTIVITY

1. Write the following sentences on the blackboard:

I am as proud as a peacock.

I am as loud as thunder.

I am as bright as a new pin.

I am as light as a feather.

I am as old as the hills.

I am as cold as ice.

2. Read out the sentences, mime them and ask the students to repeat after you.
3. Split the class into two groups. Ask the groups to mime your descriptions. For instance, when you tell Group 1, "you are as bright as a peacock," they have to mime the sentence. Give Group 2 a different sentence to mime.



FOCUS

LISTENING TO THE STORY

1. Listen to the story "Fish Friends Three" from *Tails, Fins and Claws* on the DVD/USB.
2. Ask the students to follow the sentence-highlighted video carefully.

EXPRESSIVE READING

1. Ask the students to listen to Pages 90-91 read expressively on the DVD/USB.
2. Read out aloud Page 90-91 (from "Soon Timsi returned" to "in their huge, big net"), 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.

Characters: Timsi, Bucki, Moti, fisherman

Setting: A river

One morning, there is danger just as Timsi said. When the fisherman casts his net, Bucki and Moti get caught. Bucki escapes by acting dead.

Fisherman (eyes Moti): Who wants a dead fish? I'll get the red, fat one.

Moti (weeps): I am caught! I don't know what to do and I am so scared. Save me!

Bucki (cries): Timsi, Moti is caught! I wish we had listened to the words you taught! I will sting the fisherman's eye then! The net is loose! Jump!

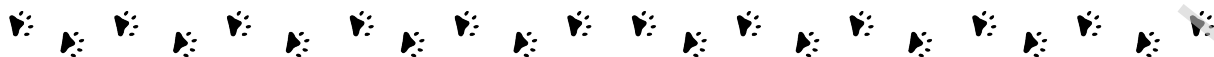
Moti: I am jumping! Let us all dive into the deep.

Fisherman (scratches his head): I am so puzzled. I did not catch even a single fish.

Bucki and Moti (say together): We promise you, Timsi. We have learnt our lesson. We will do our work on time and not be lazy.

Action Path

Session **67**



FOCUS

Objects required: a book, a sheet of paper

Action Commands Review

Wiggle your shoulders.
Count to five on your fingers.
Flap your hands like the fins of a fish.
Rock back and forth like a boat.

Spoken Commands

Wiggle your shoulders.
Count to five on your fingers.
Flap your hands like the fins of a fish.
Rock back and forth like a boat.

Action Commands New

Cross your hands and smile.
Cross your legs and laugh.
Pick up the heavier object. » Flip it over.
Pick up the lighter object. » Flip it over.

Music Path

Session **67**



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.

Reading Path

Session **67**



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: ALL – WHAT (REVIEW)

1. Play the phonic 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 29 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 “all” to “what.”
3. Point to a word on the workbook 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 **68**



FOCUS

Objects required: a book, a sheet of paper

Action Commands Review

Cross your hands and smile.
Cross your legs and laugh.
Pick up the heavier object. » Flip it over.
Pick up the lighter object. » Flip it over.

Spoken Commands

Cross your hands and smile.
Cross your legs and laugh.
Pick up the heavier object. » Flip it over.
Pick up the lighter object. » Flip it over.

Action Commands New

Flip the book over.
Wiggle your fingers.
Place your hand inside the book.
Hold your hand above the book.

Note: Requires sufficient space for movement.

Music Path

Session **68**



FOCUS

LISTENING

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

ACTIVITY

1. Do this activity to make students spot a specific colour in their immediate environment. Say, **"Colour! Colour! I spot something red. What is it?"**
2. Encourage the student to answer in complete sentences in the pattern, **"It is XXXX"** (For example, the student may look at a tree and say, "It is the tree" or look at her/his bag in the colour and say, "It is my bag"). Ask the students to answer one at a time.
3. Continue the activity mentioning other colours in the pattern, **"Colour! Colour! I spot something XXXX. What is it?"**

Reading Path

Session **68**



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: ACT – IMP (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 35 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 Three-letter Words, Conjunct Consonants” from “act” to “imp.”
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Focus on the conjunct consonant. For example, progress with each word 4 times as follows:
 - Act: a-c-t » a-c-t » a-**ct** » act (never **ac**-t)
4. Ask the students to trace out the letters after you, sound by sound.
5. Repeat the activity of tracing and sounding out of the letters.

Action Path

Session **69**



FOCUS

Objects required: a book, a sheet of paper, a pencil, an eraser

Action Commands Review

Flip the book over.
Wiggle your fingers.
Place your hand inside the book.
Hold your hand above the book.

Spoken Commands

Flip the book over.
Wiggle your fingers.
Place your hand inside the book.
Hold your hand above the book.

Action Commands New

Pick up the object you can crumple. » Crumple it.
Pick up the object you can roll across the table.
» Roll it across the table.
Pick up the object you can hide inside your fist.
» Hide it inside your fist.

Music Path

Session **69**



FOCUS

LISTENING

1. Listen to the entire rhyme “Mangoes” on the DVD/USB. Do not sing along.
2. Encourage the 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, **“I like mangoes. What fruit do you like?”**
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 **“I like xxx. What fruit do you like?”** Some of the possible answers are: oranges, bananas, pineapples, grapes, guavas, sweet limes, jamuns, lychees, melons.
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.

Story Path

Session **69**



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the story "Fish Friends Three" from *Tails, Fins and Claws* on the DVD/USB.

CONVERSATION PRACTICE

1. Ask the students to listen to Pages 84-85 read expressively on the DVD/USB.
2. Display the conversation from the DVD/USB. Read out the entire conversation clearly, modulating pitch, volume and tone, and ask the students to repeat after you.

Bhargav: Afza, finish colouring the fish. Take out your crayons.

Afza: My fish is sleeping. Shhh!

Bhargav: Ha! does it only eat and sleep?

Afza: My fish is a sleeping beauty.

Bhargav: You're just being lazy, Afza.

Afza: Shhh! Bhargav! Dont disturb my fish.

Bhargav: You have to colour your sleeping fish to make it look real. Start colouring now or you won't finish your art homework.

Afza: You're right, Bhargav. I'll get to work and bring my sleeping beauty to life.

Continued...

3. Call two students to the front of the class, assign roles, and ask them to speak their lines expressively.
4. Repeat the activity with more pairs of students.

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Action Path

Session 70



FOCUS

Objects required: a sheet of paper, pencil, an eraser

Action Commands Review

Pick up the object you can crumple. » Crumple it.

Pick up the object you can roll across the table.

» Roll it across the table.

Pick up the object you can hide inside your fist.

» Hide it inside your fist.

Spoken Commands

Pick up the object you can crumple. » Crumple it.

Pick up the object you can roll across the table.

» Roll it across the table.

Pick up the object you can hide inside your fist.

» Hide it inside your fist.

Action Commands New

Touch an object you can fold.

Touch an object you cannot fold.

Hold the lightest object.

Music Path

Session 70



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 two 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 70



FOCUS

LISTENING TO THE STORY

1. Listen to Pages 94-97 from the story "Fish Friends Three" 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.

CONVERSATION PRACTICE

1. Display the conversation from the DVD/USB. Read out the entire conversation clearly, modulating pitch, volume and tone, and ask the students to repeat after you.

Ranimei: Jas, look how dense the forest is!

Jaswinder: Rani, I'm really enjoying our tour of the wildlife sanctuary.

Ranimei: Same here.

*Jaswinder (screams): Rani! Rani! Look over there!
A deer is caught in a net.*

Ranimei: Let's go and free it. I've a pair of scissors to cut through the net.

Jaswinder: Yes, Rani.

Ranimei (after saving the deer): I'm glad we saved the deer from the poacher's snare.

Jaswinder: I've been reading about an increase in the poaching of deer.

Continued...

Ranimei: Poaching destroys the forests.

Jaswinder: Also, it leads to the extinction of animals.

Ranimei: Don't worry, Jas. Some day we shall become forest guards.

Jaswinder: Whew! That sounds good.

2. Call two students to the front of the class, assign roles, and ask them to speak their lines expressively.
3. Repeat the activity with more pairs of students.

Action Path

Session 71



FOCUS

Objects required: a sheet of paper, a pencil

Action Commands Review

Touch an object you can fold.

Touch an object you cannot fold.

Hold the lightest object.

Spoken Commands

Touch an object you can fold.

Touch an object you cannot fold.

Hold the lightest object.

Action Commands New

Skip and jump.

Roll the paper inwards. » Unroll it.

Roll the paper outwards. » Unroll it.

Fold the paper. » Unfold it.

Music Path

Session 71



FOCUS

LISTENING

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

ACTIVITY

1. Write out the following five phrases on animal groups on the blackboard:

a murder of crows *a colony of cats* *a gang of dogs*

a pride of lions *a troop of monkeys*

2. Read out the sentences and ask the students to repeat after you.
3. Divide the class into five groups. Group 1 will be crows, Group 2 cats, Group 3 dogs, Group 4 lions and Group 5 monkeys. Ask the first group to come to the front of the class and say:

“We're a murder of crows. Ka, ka, ka.”

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

“We're a colony of cats. Meow, meow.”

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

Story Path

Session 71



FOCUS

TINY THEATRE: REHEARSAL

1. Display the short-script from the DVD/USB. The script is based on the story "Fish Friends Three" from *Tails, Fins and Claws*.
2. Divide the class into four or five groups.
3. Explain the script with the directions, and then read out the conversations clearly, modulating pitch, volume and tone.
4. Ask the groups to rehearse the script this session. 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.
5. Walk around the class and help the students with planning their little theatre activity.
6. The students may look at the screen for the lines they have to speak.
7. The students will have to present the skit in the next session.

Characters: Timsi, Bucki, Moti, fisherman

Setting: A river

One morning, there is danger just as Timsi said. When the fisherman casts his net, Bucki and Moti get caught. Bucki escapes by acting dead.

Fisherman (eyes Moti): Who wants a dead fish? I'll get the red, fat one.

Moti (weeps): I am caught! I don't know what to do and I am so scared. Save me!

Bucki (cries): Timsi, Moti is caught! I wish we had listened to the words you taught!

Timsi (whispers): Let us dive high and make the water splash. It will sting the fisherman's eye then!

Timsi: Hurry, Moti! The net is loose! Jump!

Moti: I am jumping! Let us all dive into the deep.

Fisherman (scratches his head): I am so puzzled. I did not catch even a single fish.

Bucki and Moti (say together): We promise you, Timsi. We have learnt our lesson. We will do our work on time and not be lazy.

Action Path

Session 72



FOCUS

Objects required: a sheet of paper, a pencil

Action Commands Review

Skip and jump.

Roll the paper inwards. » Unroll it.

Roll the paper outwards. » Unroll it.

Fold the paper. » Unfold it.

Spoken Commands

Skip and jump.

Roll the paper inwards. » Unroll it.

Roll the paper outwards. » Unroll it.

Fold the paper. » Unfold it.

Action Commands New

Stand up. » Stretch your left leg.

» Stretch your right leg.

Walk with a smile.

Walk in style.

Music Path

Session 72



FOCUS

LISTENING

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

ACTIVITY

1. Write out the following five phrases on animal groups on the blackboard:

a flock of sheep

a herd of cows

a swarm of bees

a pack of wolves

*a parliament of
owls*

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 cows, Group 3 bees, Group 4 wolves and Group 5 owls. Ask the first group to come to the front of the class and say:
“We're a flock of sheep. Meh-eh, meh-eh, meh-eh.”
4. Repeat the activity with the remaining groups. The students have to follow the same sentence pattern and follow it up with appropriate animal sounds. For example, the second group has to role-play cows. Encourage them to say:
“We're a herd of cows. Moo, moo, moo.”
5. If needed, help the students come up with animal sounds.

Story Path

Session 72



FOCUS

TINY THEATRE

1. Display the short-script from the DVD/USB. The script is based on the story, "Fish Friends Three" from *Tails, Fins and Claws*.
2. This is a continuation of the Tiny Theatre activity from the previous session.
3. Call the groups one-by-one and ask them to present their theatre activity in front of the class.
4. The students may look at the screen for the lines they have to speak.
5. Appreciate your students' efforts and help them with the skit, if required.

Continued...

Characters: Timsi, Bucki, Moti, fisherman

Setting: A river

One morning, there is danger just as Timsi said. When the fisherman casts his net, Bucki and Moti get caught. Bucki escapes by acting dead.

Fisherman (eyes Moti): Who wants a dead fish? I'll get the red, fat one.

Moti (weeps): I am caught! I don't know what to do and I am so scared. Save me!

Bucki (cries): Timsi, Moti is caught! I wish we had listened to the words you taught!

Timsi (whispers): Let us dive high and make the water splash. It will sting the fisherman's eye then!

Timsi: Hurry, Moti! The net is loose! Jump!

Moti: I am jumping! Let us all dive into the deep.

Fisherman (scratches his head): I am so puzzled. I did not catch even a single fish.

Bucki and Moti (say together): We promise you, Timsi. We have learnt our lesson. We will do our work on time and not be lazy.