

**KARADI PATH**

# Magic English

**SLL Beginner Level 2**

**Teacher's Manual**

**Sessions 1 - 36**



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# Magic English SLL Beginner Level 2



## Session Schedule Sessions 1 to 36

Session	Action Path	Music Path	Reading Path	Story Path
1	New Commands	"To the Beach, I Like to Go"		
2	Review, Spoken and New Commands	"To the Beach, I Like to Go"		
3	Directed Commands	"To the Beach, I Like to Go" + Activity		
4	Review, Spoken and New Commands	"To the Beach, I Like to Go" + Activity	Flip chart: Pages 1-4 A - Z	
5	Review, Spoken and New Commands	"To the Beach, I Like to Go" + Activity	Flip chart: Page 5 AN - UP	
6	Directed Commands	"Trees"		"The Fox and the Squirrel," <i>New Hats, Changing Colours</i> Song Activity
7	Review, Spoken and New Commands	"Trees"	Flip chart: Page 6 A - YOU	
8	Review, Spoken and New Commands	"Trees"	Flip chart: Page 7 ALL - WHAT	
9	Directed Commands	"Trees" + Activity		"The Fox and the Squirrel," <i>New Hats, Changing Colours</i> Guided Expressive Reading
10	Identified and Review Commands	"Trees" + Activity	Flip chart: Page 8 BAN - FAT	
11	Review, Spoken and New Commands	"Trees" + Activity	Flip chart: Page 9 GUM - JUG	
12	Review, Spoken and New Commands	"Just Like You" ("My Name is Madhavi")		"The Fox and the Squirrel," <i>New Hats, Changing Colours</i> Guided Miming
13	Review, Spoken and New Commands	"Just Like You" ("My Name is Madhavi")	Flip chart: Page 10 LAB - PEN	

Session	Action Path	Music Path	Reading Path	Story Path
14	Review, Spoken and New Commands	"Just Like You" ("My Name is Madhavi") + Activity	Flip chart: Page 11 RED - VIM	
15	Directed Commands	"Just Like You" ("My Name is Madhavi") + Activity		"Little Vinayak." <i>New Hats, Changing Colours</i> Song Activity
16	Review, Spoken and New Commands	"Just Like You" ("My Name is Madhavi") + Activity	Flip chart: Page 12 WAG - ZAG	
17	Review, Spoken and New Commands	"Train"	Flip chart: Page 13 ACT - IMP	
18	Directed Commands	"Train"		"Little Vinayak." <i>New Hats, Changing Colours</i> Guided Expressive Reading
19	Review, Spoken and New Commands	"Train"	Flip chart: Page 14 SAND - TEST	
20	Identified and Review Commands	"Train" + Activity	Flip chart: Page 15 SAND - WIND	
21	Directed and New Commands	"Eid is Here"		"Little Vinayak." <i>New Hats, Changing Colours</i> Guided Miming
22	Review, Spoken and New Commands	"Eid is Here"	Flip chart: Page 16 TACT - TEST	
23	Review, Spoken and New Commands	"Eid is Here" + Activity	Flip chart: Page 17 GRAB - FLAT	
24	Directed Commands	"Eid is Here" + Activity		"The Monkeys and the Capseller," <i>New Hats, Changing Colours</i> Song Activity
25	Review, Spoken and New Commands	"Eid is Here" + Activity	Flip chart: Page 18 CRAB - FROM	
26	Review, Spoken and New Commands	"Eid is Here" + Activity	Flip chart: Page 19 DUST - STEP	
27	Directed Commands	"Yards and Yards of Silk I See"		"The Monkeys and the Capseller," <i>New Hats, Changing Colours</i> Guided Expressive Reading
28	Review, Spoken and New Commands	"Yards and Yards of Silk I See"	Flip chart: Page 20 SING - SINK	

Session	Action Path	Music Path	Reading Path	Story Path
29	Review, Spoken and New Commands	"Yards and Yards of Silk I See" + Activity	Flip chart: Page 21 FLAG - JUMP	
30	Identified and Review Commands	"Yards and Yards of Silk I See" + Activity		"The Monkeys and the Capseller," <i>New Hats, Changing Colours</i> Guided Miming
31	Review, Spoken and Visualised Commands	"Yards and Yards of Silk I See" + Activity	Flip chart: Page 22 BANK - LONG	
32	Directed and New Commands	"There's a Cricket Match in Town Today"	Flip chart: Page 23 BELT - SENT	
33	Review, Spoken and Visualised Commands	"There's a Cricket Match in Town Today"		"The Blue Jackal," <i>New Hats, Changing Colours</i> Conversation Practice
34	Directed Commands	"There's a Cricket Match in Town Today"	Flip chart: Page 24 PLUG - FIST	
35	Directed and Visualised Commands	"There's a Cricket Match in Town Today" + Activity	Flip chart: Page 25 SPOT - SINK	
36	Directed Commands	"There's a Cricket Match in Town Today" + Activity		"The Blue Jackal," <i>New Hats, Changing Colours</i> Conversation Practice



# Magic English SLL Beginner Level 2



## Session Tracker Sessions 1 to 36

School:

Teacher:

Class:

Section:

Number of Students:

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

	Action Path	Music Path	Reading Path	Story Path	Date	Signature
15						
16						
17						
18						
19						
20						
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25						
26						
27						
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29						
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34						
35						
36						

# Introduction

Designed for environments that do not fully support English, Magic English (ME) SLL Beginner 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 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 visualisation.
  - (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 Power Music or Power Story. 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 - 3: 20 minutes; 4 - 72: 10 minutes)*

Through the force of imperatives, Action Path 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, Action Path creates a playful, kinaesthetic learning style.

ME SLL Beginner Level 2 introduces the child to five kinds of commands. They are Action Commands, Spoken Commands and Action Commands-Review, Directed Commands, and Visualised 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 Action Path is 20 minutes for the first three 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 with Visualised Commands.

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, "Put the eraser on the book. » Put the pencil on your head" (Session 33) is a modification of the action command, "Place the eraser and the pencil on the book" (Session 26).
  - (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" (Session 35) slightly alters "Crumple the paper and drop it on your book" (Session 19).
  - (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" (Session 35) uses pencil box instead of a book used in the action command, "Open your book. » Close your book" (Session 4).
  - (4) It may reinforce vocabulary learnt in other modules such as Power Music. For example, "Open a box of sweets./ Share sweets with your friends. / Close the box" (Session 35) presents familiar actions from the rhyme "Eid is Here."

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.

- **Directed Commands:** These are commands that define context for an utterance by denoting the speaker, the addressed and the other participants. All the directed commands are demonstrated by the teacher and a group of students, or just by a group of students. The class observes the actions.

Directed commands are done in 2 stages.

*Stage 1:* Teacher-demonstration(3 times): You (teacher) say the commands and demonstrate the actions with a few student volunteers. Only you speak here.

*Stage 2:* Student-demonstration (3 times): A student says the commands and demonstrates the actions with a few of his/ her classmates. Only the student who says the command speaks here.

**Example 1:** I walk. » You walk. » We walk. (Session 3)

*Stage 1:* Call a student to the front of the class. Walk and point to yourself and say, "I walk." Point to the student and say, "you walk" and the student has to walk. Point at both yourself and the student and say "we walk" and both of you walk.

*Stage 2:* Call two students to the front of the class. Ask Student 1 to walk and point to himself/ herself and say, "I walk." Student 1 has to point to Student 2 and say, "you walk" and Student 2 has to walk. Student 1 has to now point at both himself/ herself and Student 2 and say "we walk" and both of them have to walk.

**Example 2:** I walk slowly. » She walks slowly. » He walks slowly. » We walk slowly. (Session 21)

*Stage 1:* Call a girl and a boy to the front of the class. Walk slowly and point to yourself and say, "I walk slowly." Point to the girl and say, "she walks slowly" and the girl has to walk slowly. Point to the boy and say, "he walks slowly" and the boy has to walk slowly. Now, point at yourself, the girl and the boy and say "we walk slowly" and all of you walk slowly.

*Stage 2:* Call three students (a girl, a boy, and Student 1 who could be a girl or a boy) to the front of the class. Ask Student 1 to walk slowly and point to himself/ herself and say, "I walk slowly." Student 1 has to point to the girl and say, "she walks slowly" and the girl has to walk slowly. Student 1 has to point to the boy and say, "he walks slowly" and the boy has to walk slowly. Student 1 has to now point at both himself/ herself and the girl and the boy and say "we walk slowly" and all of them have to walk slowly.

**Example 3:** She drops the eraser on the floor. » He picks it up. (Session 32)

*Stage 1:* Call a boy and a girl to the front of the class. Point to the girl and say, “she drops the eraser on the floor” and the girl has to drop the eraser on the floor. Point to the boy and say, “he picks it up” and the boy has to pick up the eraser from the floor.

*Stage 2:* Call three students (a girl, a boy, and Student 1 who could be a girl or a boy) to the front of the class. Student 1 has to point to the girl and say, “she drops the eraser on the floor” and the girl has to drop the eraser on the floor. Student 1 has to point to the boy and say, “he picks it up” and the boy has to pick up the eraser from the floor.

You may use the following label and instructions:

Label: Now we are going to do Directed Commands.

Instructions: Carefully watch the commands I demonstrate.

- **Identified Commands:** These are commands that help the students recollect the various actions they performed earlier, and name them. Only the teacher does the actions here. The students have to guess the command for the action. In case they have difficulty in naming the command, the teacher may later do the commands as spoken commands.

You may use the following label and instructions:

Label: Now we are going to do Identified Commands.

Instructions: Watch my actions carefully and identify the command.

- **Review:** A review component is built into Power Action to elicit intuitive responses from the students based on the actions they perform over a period of every nine sessions. Here the teacher only says the commands and the students perform familiar actions. In keeping with priming, and the associative processes of memory that trigger intuitive responses, variations are introduced into familiar commands to cue these responses. For instance, a child who has been taught to fold a corner of a sheet of paper will be able to intuitively perform an action of folding all four corners of the paper. Similarly if a child has been repetitively taught to put a book on the table, she/ he will be able to put a pencil on the table when asked to do so in a review session.

You may use the following label and instructions:

Label: Now we are going to do a review of the commands you have already learnt.

Instructions: Listen to the commands carefully and perform the actions.

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# Music Path

*(Sessions 1 - 3: 20 minutes; 4 - 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 Music Path sessions are followed by activities that allow the child to appreciate the themes and motifs of the songs, and engage with the language patterns used.

The rhymes used in ME SLL Beginner Level 2 are: "To the Beach, I like to Go", "Trees", "Just Like You" ("My Name is Madhavi"), "Train", "Eid is Here", "Yards and Yards of Silk I See," "There's a Cricket Match in Town Today," "Monsoon," "Sambar" and Monkeys.

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 three sessions and 10 minutes thereafter.
3. Play the rhyme in a reasonably quiet environment. The 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 the MP activities 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. Largely a listening exercise centered on 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 from the DVD/ USB 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 words 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 the 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 the 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)

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 kinaesthetically 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 Level 2, SP includes song-activity, Expressive Reading, Miming, Conversation Practice, and Tiny Theatre. In ME SLL Beginner Level 2, the story collection, *New Hats, Changing Colours*, is used. It is a compilation of the stories:

- "The Fox and the Squirrel"
  - "Little Vinayak"
  - "The Monkeys and the Capseller"
  - "The Blue Jackal"
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 *New Hats, Changing Colours* 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. In the first two story modules of the manual, students are introduced to Expressive Reading as a guided activity where the teacher models the correct intonation and the students mimic. In all the other modules, students are encouraged to perform the activity independently. The following guidelines apply to Expressive Reading activities in this manual.

Expressive Reading as a guided activity:

- Read out the specified 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 (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.

Expressive Reading as an independent activity:

- Play the specified text on the DVD and ask the students to listen carefully.
- Read out the text aloud modulating pitch, volume and tone, and ask the students to listen to you but not 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.
- Ask small groups of students to come to the front of the class with their books and read the passage aloud in a chorus.
- You may also ask a few students to stand up in their places and read the passage individually.
- Check to see the students do not drone in a monotone but read expressively.
- If the students seem to be struggling with the independent activity, perform the activity in its guided format.

## **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 the miming activities in this manual.

- Play the text on the DVD and mime along with the audio-narration.
- Your miming has to be deliberate and articulate the ideas in the passage. It should convey the meaning of chunks of language rather than approach words in isolation.
- Read out the passage slowly and mime as you read.
- Ask small groups of 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.
- 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.

## DIALOGUE PRACTICE

Dialogue Practice uses the basic theatre skill of rehearsing dialogues to make students speak fluently. By learning and repeatedly saying the specified lines, the students may intuitively pick up the sentence structures. The focus here is on paralinguistic features like body language and facial expressions, and the elements involved in the delivery of speech. The activity prepares the ground for Tiny Theatre.

1. Display the given set of dialogues from the DVD/USB. Read out the dialogues clearly, modulating pitch, volume and tone.
2. Divide the class into groups. Ask the groups to rehearse their respective dialogues.
3. Tell the students they have to use the right body-language and facial expressions, and deliver the dialogues fluently.
4. Ask five students from each of the groups to come to the front of the class and deliver their dialogues. The students have to deliver their respective dialogues as a chorus.
5. Call more students from the groups and repeat the activity.
6. Ensure that all students rehearse their lines, and as many as possible deliver it in front of the class.

## 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:

1. The conversation in Session 33 based on an idiomatic usage in "The Blue Jackal" replicates the fear of the jackal that enters the village at nighttime with his "heart in his mouth" and is chased by a pack of dogs, in a functional classroom context where a student has her "heart in her mouth" fearing a poetry recitation. In Session 36, a little boy panics on seeing a rat in his house. The idiomatic expression is used in two contexts, the classroom, and the home, respectively.

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 conversation (Conversation Practice) from the DVD/USB.
- Play the passage on which the conversation is based, on the DVD.
- Read the entire conversation as expressively as possible. You may show a change of characters by modulating your voice.
- Ask the students to repeat after you.
- Call a few students (as required by a conversation) to the front of the class. Assign a role to each of them and ask them to speak their lines. They may look at the screen if they want to.
- Repeat the activity with more groups of students.

## 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. You can skip the stage-directions.
- 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 "The Monkeys and the Capseller", paper can be cut or made in the shape of caps and used, depending on time availability. Students may even stand on top of the chair or table to show monkeys perched on the tree.

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

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



# Action Path

Session 1



## Focus

**Action**  
**Commands**  
**New**

Walk fast. » Walk faster. » Stop walking.

Walk slow. » Walk more slowly. » Stop walking.

Bend low. » Bend lower. » Straighten up.

*Note: Requires sufficient space for movement.*

# Music Path

Session 1



## FOCUS

### LISTENING

1. Listen to the entire rhyme "To the Beach, I Like to Go" 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. Play the entire rhyme again. Encourage the students to sing along.

# Action Path

Session **2**



## FOCUS

*Objects required: a book*

### **Action Commands Review**

Walk fast. » Walk faster. » Stop walking.  
Walk slow. » Walk more slowly. » Stop walking.  
Bend low. » Bend lower. » Straighten up.

### **Spoken Commands**

Walk fast. » Walk faster. » Stop walking.  
Walk slow. » Walk more slowly. » Stop walking.  
Bend low. » Bend lower. » Straighten up.

### **Action Commands New**

Point to a corner of your mouth.  
Point to a corner of your book.  
Go to a corner of the room.

*Note: Requires sufficient space for movement. For the command 'Go to a corner of the room,' divide the class into 4 groups and ask each group to go to a different corner of the room.*

# Music Path

Session **2**



## FOCUS

### LISTENING

1. Listen to the entire rhyme "To the Beach, I like to Go" 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. Play the entire rhyme again. Encourage the students to sing along.

# Action Path

Session **3**



## FOCUS

### **Directed Commands Set 1**

I walk.  
» You walk.  
» We walk.

### **Directed Commands Set 2**

I stand up.  
» You stand up.  
» We stand up.

### **Directed Commands Set 3**

I sit down.  
» You sit down.  
» We sit down.

# Music Path

Session **3**



## FOCUS

### LISTENING

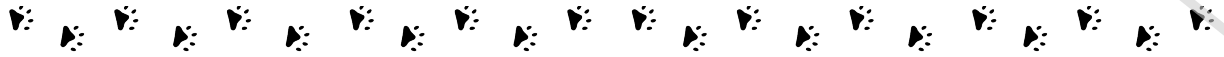
1. Listen to the entire rhyme "To the Beach, I Like to Go" on the DVD/USB. Do not sing along.
2. Read out the entire rhyme line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Play the entire rhyme again. Encourage the students to sing along.

### ACTIVITY

1. Divide 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.

# Action Path

Session **4**



## FOCUS

*Objects required: a book*

### **Action Commands Review**

Point to a corner of your mouth.  
Point to a corner of your book.  
Go to a corner of the room.

### **Spoken Commands**

Point to a corner of your mouth.  
Point to a corner of your book.  
Go to a corner of the room.

### **Action Commands New**

Open your mouth. » Close your mouth.  
Close your hand. » Open your hand.  
Open your book. » Close your book.  
Go to the door.  
» Close the door. » Open the door.

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

# Music Path

Session 4



## FOCUS

### LISTENING

1. Listen to the entire rhyme "To the Beach, I Like to Go" 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 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 to go to the beach. Where do you like to go?"**
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 to go to xxx. Where do you like to go?"** Some of the possible answers are: the park, the restaurant, my grandparent's place, the school, hill-stations, names of places.
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.
8. If there is time, repeat the activity with the question:  
**"I like to play cricket. What do you like to play?"**

# Reading Path

Session **4**



## FOCUS

### PHONICS SONG

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

### PHONIC ALPHABET: A – Z

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

### PHONIC WORD PRACTICE

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

# Action Path

Session **5**



## FOCUS

*Objects required: a book, an eraser*

### **Action Commands Review**

Open your mouth. » Close your mouth.

Close your hand. » Open your hand.

Open your book. » Close your book.

Go to the door.

» Close the door. » Open the door.

### **Spoken Commands**

Open your mouth. » Close your mouth.

Close your hand. » Open your hand.

Open your book. » Close your book.

Go to the door.

» Close the door. » Open the door.

### **Action Commands New**

Touch your uniform.

» Feel the uniform with your hand.

Pick up your book.

» Feel the book cover with your hand.

Pick up your eraser.

» Feel the eraser with your hand.

# Music Path

Session **5**



## FOCUS

### LISTENING

1. Listen to the entire rhyme "To the Beach, I like to Go" 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 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 would like to become a teacher. What would you like to become?"**
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 would like to become xxxx. What would you like to become?"** Some of the possible answers are: doctor, engineer, pilot, dancer, musician.
5. Continue the process till all the students of the group get a chance to 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.
8. If there is time, repeat the activity with the question:  
**"If I were a teacher, I would like to teach Maths. If you were a teacher, what would you like to teach?"**

# Reading Path

Session **5**



## FOCUS

### PHONICS SONG

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

### PHONIC WORDS: AN - UP

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

### PHONIC WORD PRACTICE

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

# Action Path

Session **6**



## FOCUS

### **Directed Commands Set 1**

- I touch my nose.
- » You touch your nose.
  - » We touch our noses.

### **Directed Commands Set 2**

- I lift my right hand.
- » You lift your right hand.
  - » We lift our right hands.

### **Directed Commands Set 3**

- I scratch my head.
- » You scratch your head.
  - » We scratch our heads.

### **Directed Commands Set 4**

- I smile.
- » You smile.
  - » We smile.

# Music Path

Session **6**



## 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. Play the entire rhyme again. Encourage the students to sing along.

# Story Path

Session **6**



## FOCUS

### LISTENING TO THE STORY

1. Listen to the story "The Fox and the Squirrel" from *New Hats, Changing Colours* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

### SONG ACTIVITY

1. Read out aloud the words of the song on Page 5 (from "We are sharp" to "whole wide world").
2. Make the students repeat after you line by line. They may keep their books open.
3. Play the song on the DVD/USB and encourage the students to sing along.
4. Repeat the teaching of the song and the sing-along activity.

# Action Path

Session 7



## FOCUS

*Objects required: a book, an eraser, a pen and a pencil on the desk*

### **Action Commands Review**

Touch your uniform.

» Feel the uniform with your hand.

Pick up your book.

» Feel the book cover with your hand.

Pick up your eraser.

» Feel the eraser with your hand.

### **Spoken Commands**

Touch your uniform.

» Feel the uniform with your hand.

Pick up your book.

» Feel the book cover with your hand.

Pick up your eraser.

» Feel the eraser with your hand

*Continued...*

**Action  
Commands  
New**

Pick up a book.

- » Feel the spine of the book with your hand.

Close your eyes.

- » Feel around for the pencil and pick it up.
- » Open your eyes.

Close your eyes.

- » Feel around for the pen and pick it up.
- » Open your eyes.

*Note: Perform both commands of the opening and closing of eyes sequence in Action Commands-New together without breaking it up into two parts. All the objects must be placed on the desk before starting Action Commands-New.*

# Music Path

Session 7



## 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. Play the entire rhyme again. Encourage the students to sing along.

# Reading Path

Session 7



## FOCUS

### PHONICS SONG

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

### PHONIC WORDS: A - YOU

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

### PHONIC WORD PRACTICE

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

# Action Path

Session **8**



## FOCUS

*Objects required: a book, a pencil, a pen*

### **Action Commands Review**

Pick up a book.

- » Feel the spine of the book with your hand.

Close your eyes.

- » Feel around for the pencil and pick it up.
- » Open your eyes.

Close your eyes.

- » Feel around for the pen and pick it up.
- » Open your eyes.

### **Spoken Commands**

Pick up a book.

- » Feel the spine of the book with your hand.

Close your eyes.

- » Feel around for the pencil and pick it up.
- » Open your eyes.

Close your eyes.

- » Feel around for the pen and pick it up.
- » Open your eyes.

*Continued...*

**Action**

**Commands**

**New**

Swing your arms fast.

- » Swing your arms faster.
- » Stop swinging your arms.

Hold your pencil below your chin.

- » Hold it lower.
- » Put the pencil back on the desk.

Hold the book above the pencil.

- » Hold it higher.
- » Put it back on the desk.

*Note: Requires sufficient space for movement.*

# Music Path

Session **8**



## FOCUS

### LISTENING

1. Listen to the entire rhyme "Trees" 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. Play the entire rhyme again. Encourage the students to sing along.

# Reading Path

Session **8**



## FOCUS

### PHONICS SONG

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

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

# Action Path

Session **9**



## Focus

### **Directed Commands Set 1**

- I touch my cheeks.
- » You touch your cheeks.
  - » We touch our cheeks.

### **Directed Commands Set 2**

- I close my eyes.
- » You close your eyes.
  - » We close our eyes.

### **Directed Commands Set 3**

- I cross my arms.
- » You cross your arms.
  - » We cross our arms.

### **Directed Commands Set 4**

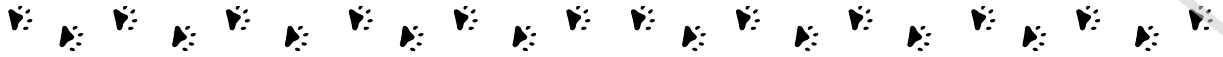
- I stamp my feet.
- » You stamp your feet.
  - » We stamp our feet.

### **Directed Commands Set 5**

- I snap my fingers.
- » You snap your fingers.
  - » We snap our fingers.

# Music Path

Session **9**



## FOCUS

### LISTENING

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



### FOCUS

#### LISTENING TO THE STORY

1. Listen to the part of the story "The Fox and the Squirrel" (Pages 4 to 13) from *New Hats, Changing Colours* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

#### GUIDED EXPRESSIVE READING

1. Read out aloud Pages 10-11 (from "Gilheri was sad" to "I'm off to my nest"), modulating pitch, volume and tone. Pause at the right places for the students to repeat after you.
2. Ask the students to repeat the lines expressively. They may keep their books open.
3. Now listen to the pages read expressively on the DVD/USB.
4. Divide the class into two groups.
5. Read expressively from "Gilheri was sad" to "sobbing loudly," and ask the first group to repeat after you.
6. Read expressively from "Quickly, Gilheri ran" to "I'm off to my nest," and ask the second group to repeat after you.
7. Swap groups and repeat the activity.

# Action Path

Session 10



## Focus

*Objects required: a book, a pencil, a sheet of paper*

### **Identified Commands**

Open your mouth. » Close your mouth.  
Pick up your book.  
Close your eyes.  
Pick up a book. » Feel the spine of the book with your hand.  
Close your eyes. » Feel around for the pencil and pick it up. » Open your eyes.  
Point to a corner of your book.  
Point to a corner of your desk.  
Walk fast. » Walk faster. » Stop walking.

### **Review**

Run fast. » Run faster. » Stop running.  
Pick up your pencil. » Feel the pencil with your hand.  
Touch your hair. » Feel your hair with your hands.  
Cover your face with the paper.  
Cover the pencil with the paper.  
Touch the front cover of your book. » Touch the back cover of your book.  
Point to a corner of the paper.  
Point to the tip of your nose.

# Music Path

Session **10**



## FOCUS

### LISTENING

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

### ACTIVITY

1. Ask five students to take on the roles of the Neem tree, Peepal, Banyan, Coconut and Mango.
2. Teach them to say the lines, "**Plant xxxx everywhere. I'm precious, a friend rare.**" For example, the student who takes on the role of the Neem tree should say, "**Plant Neem everywhere. I'm precious, a friend rare.**"
3. Ask the five students, one by one, to lift their arms up above their heads and sway them when they say their lines.

# Reading Path

Session **10**



## FOCUS

### PHONICS SONG

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

### PHONIC 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 8 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words Separated Consonants" from "ban" to "fat."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on 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 11



## FOCUS

*Objects required: a book, a pencil*

### **Action Commands Review**

Swing your arms fast.

- » Swing your arms faster.
- » Stop swinging your arms.

Hold your pencil below your chin.

- » Hold it lower.
- » Put the pencil back on the desk.

Hold the book above the pencil.

- » Hold it higher.
- » Put it back on the desk.

### **Spoken Commands**

Swing your arms fast.

- » Swing your arms faster.
- » Stop swinging your arms.

Hold your pencil below your chin.

- » Hold it lower.
- » Put the pencil back on the desk.

Hold the book above the pencil.

- » Hold it higher.
- » Put it back on the desk.

*Continued...*

**Action**  
**Commands**  
**New**

Pick up the smaller object.

» Put it down.

Pick up the bigger object.

» Put it down.

Pick up the lighter object.

» Put it down.

Pick up the heavier object.

» Put it down.

# Music Path

Session 11



## FOCUS

### LISTENING

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

### ACTIVITY

1. Ask five students to take on the roles of Banana, Tamarind, Gulmohar, Eucalyptus and Ashoka.
2. Teach them to say the lines, "**Plant xxx everywhere. I'm precious, a friend rare.**" For example, the student who takes on the role of the Banana tree should say, "**Plant Banana everywhere. I'm precious, a friend rare.**"
3. Ask the five students, one by one, to lift their arms up above their heads and sway them when they say their lines.

# Reading Path

Session 11



## FOCUS

### PHONICS SONG

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

### PHONIC 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 9 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words Separated Consonants" from "gum" to "jug."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on 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 tracing and sounding out of the letters.

# Action Path

Session 12



## FOCUS

*Objects required: For Review-a book, a pencil  
For New commands-a book, a pencil, an eraser*

### **Action Commands Review**

Pick up the smaller object. » Put it down.

Pick up the bigger object. » Put it down.

Pick up the lighter object. » Put it down.

Pick up the heavier object. » Put it down.

### **Spoken Commands**

Pick up the smaller object. » Put it down.

Pick up the bigger object. » Put it down.

Pick up the lighter object. » Put it down.

Pick up the heavier object. » Put it down.

### **Action Commands New**

Pick up the smallest object. » Put it down.

Pick up the biggest object. » Put it down.

Pick up the lightest object. » Put it down.

Pick up the heaviest object. » Put it down.

*Note: Distribute erasers to the students only after finishing with Action Commands Review and Spoken Commands.*

# Music Path

Session **12**



## FOCUS

### LISTENING

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



### FOCUS

#### LISTENING TO THE STORY

1. Listen to the part of the story "The Fox and the Squirrel" (Pages 15 to 23) from *New Hats, Changing Colours* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

#### GUIDED MIMING

1. Play Page 7 on the DVD/USB and ask the students to follow the sentence-highlighted video carefully.
2. Ask the students to mime along with the audio-narration from "Laalu worked hard" to "after sowing the seeds."
3. 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.
4. Now, read out the passage slowly and mime as you read.
5. 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.
6. Repeat the activity with more groups of students.

# Action Path

Session **13**



## FOCUS

*Objects required: a book, a pencil, an eraser on the desk*

### **Action Commands Review**

Pick up the smallest object. » Put it down.

Pick up the biggest object. » Put it down.

Pick up the lightest object. » Put it down.

Pick up the heaviest object. » Put it down.

### **Spoken Commands**

Pick up the smallest object. » Put it down.

Pick up the biggest object. » Put it down.

Pick up the lightest object. » Put it down.

Pick up the heaviest object. » Put it down.

### **Action Commands New**

Pick up the pencil or the eraser.

» Put it back on the desk.

Hold the pencil or the eraser over your head.

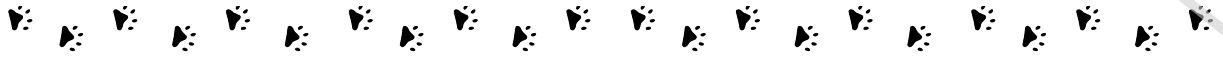
» Put it back on the desk.

Put the eraser or the pencil beneath the book.

*Note: For the commands with "or" that offer a choice for the students, you have to perform the actions twice, once with the pencil, and once with the eraser. The students have to repeat the actions but choose between the alternatives, i.e. they have to perform the actions with either the pencil or the eraser.*

# Music Path

Session **13**



## FOCUS

### LISTENING

1. Listen to the entire rhyme "Just Like You" ("My Name is Madhavi") on the DVD/USB. Do not sing along.
2. Read out verses 7-12 line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Play the entire rhyme again. Encourage the students to sing along.



### 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 10 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words Separated Consonants" from "lab" to "pen."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on 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 tracing and sounding out of the letters.

# Action Path

Session 14



## FOCUS

*Objects required: a book, a pencil, an eraser*

### **Action Commands Review**

Pick up the pencil or the eraser.

» Put it back on the desk.

Hold the pencil or the eraser over your head.

» Put it back on the desk.

Put the eraser or the pencil beneath the book.

### **Spoken Commands**

Pick up the pencil or the eraser.

» Put it back on the desk.

Hold the pencil or the eraser over your head.

» Put it back on the desk.

Put the eraser or the pencil beneath the book.

### **Action Commands New**

Pick up the pencil or the book.

» Put it down.

Pick up the pencil or the book with your right hand.

» Put it down.

Place the pencil or the eraser on the book.

*Note: For the commands with "or" that offer a choice for the students, you have to perform the actions twice, once with the first option, and once with the second. The students have to repeat the actions but choose between the options.*

# Music Path

Session **14**



## FOCUS

### LISTENING

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

### ACTIVITY

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

# Reading Path

Session **14**



## FOCUS

### PHONICS SONG

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

### PHONIC 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 11 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words Separated Consonants" from "red" to "vim."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on 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 tracing and sounding out of the letters.

# Action Path

Session **15**



## FOCUS

*Objects required: a book*

### **Directed Commands Set 1**

- I open my mouth.
- » You open your mouth.
  - » We open our mouths.

### **Directed Commands Set 2**

- I open my book.
- » You open your book.
  - » We open our books.

### **Directed Commands Set 3**

- I flip through my book.
- » You flip through your book.
  - » We flip through our books.



## FOCUS

### LISTENING

1. Listen to the entire rhyme "Just Like You" ("My Name is Madhavi") 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 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 speak xxxx. What do you speak?"**
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 speak xxxx. What do you speak?"**
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. This time, say, **"My name is xxxx. I would like to speak xxxx. What language would you like to speak?"** (Students can mention any language they would like to speak. It has to be a language they do not already know).

# Story Path

Session **15**



## FOCUS

### LISTENING TO THE STORY

1. Listen to the part of the story "Little Vinayak" (Pages 28 to 43) from *New Hats, Changing Colours* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

### SONG ACTIVITY

1. Read out aloud the words of the song on Page 43 (from "Dhadam, Dhadam" to "why can't I be normal at all?").
2. Make the students repeat after you line by line. They may keep their books open.
3. Play the song on the DVD/USB and encourage the students to sing along.
4. Repeat the teaching of the song and the sing-along activity.

# Action Path

Session **16**



## FOCUS

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

### **Action Commands Review**

Pick up the pencil or the book.

» Put it down.

Pick up the pencil or the book with your right hand.

» Put it down.

Place the pencil or the eraser on the book.

### **Spoken Commands**

Pick up the pencil or the book.

» Put it down.

Pick up the pencil or the book with your right hand.

» Put it down.

Place the pencil or the eraser on the book.

### **Action Commands New**

Fold the paper.

» Fold it again.

» Unfold the paper.

Crumple the sheet of paper.

» Flatten it out.

Lift the book with your left hand.

» Hold the paper below the book with your right hand.



### FOCUS

#### LISTENING

1. Listen to the entire rhyme "Just Like You" ("My Name is Madhavi") 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 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. My favourite colour is xxxx. What is your favourite colour?"**
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. My favourite colour is xxxx. What is your favourite colour?"**
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. Say **"My name is xxxx. My favourite animal is xxxx. What is your favourite animal?"**

# Reading Path

Session **16**



## FOCUS

### PHONICS SONG

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

### PHONIC WORDS: 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 12 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words Separated Consonants" from "wag" to "zag."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on 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 tracing and sounding out of the letters.

# Action Path

Session 17



## FOCUS

*Objects required: a book, a sheet of paper*

### **Action Commands Review**

Fold the paper.

» Fold it again. » Unfold the paper.

Crumple the sheet of paper. » Flatten it out.

Lift the book with your left hand.

» Hold the paper below the book with your right hand.

### **Spoken Commands**

Fold the paper.

» Fold it again. » Unfold the paper.

Crumple the sheet of paper. » Flatten it out.

Lift the book with your left hand.

» Hold the paper below the book with your right hand.

### **Action Commands New**

Fold the paper and place it inside the book.

» Take the paper out and unfold it.

Fold the paper and place it under the book.

» Take the paper out and unfold it.

Crumple the sheet of paper and drop it on your desk.

# Music Path

Session 17



## 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. Play the entire rhyme again. Encourage the students to sing along.

*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.*



### 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 13 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words Conjoint Consonants" from "act" to "imp".
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on the 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. 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 tracing and sounding out of the letters.

# Action Path

Session **18**



## FOCUS

*Objects required: a book*

### **Directed Commands Set 1**

- I hold my book in my hand.
- » You hold your book in your hand.
  - » We hold our books in our hands.

### **Directed Commands Set 2**

- I feel my book cover with my hand.
- » You feel your book cover with your hand.
  - » We feel our book covers with our hands.

### **Directed Commands Set 3**

- I cover my face with my book.
- » You cover your face with your book.
  - » We cover our faces with our books.

# Music Path

Session **18**



## 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. Play the entire rhyme again. Encourage the students to sing along.

*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.*



### FOCUS

#### LISTENING TO THE STORY

1. Listen to the part of the story "Little Vinayak" (Pages 44 to 57) from *New Hats, Changing Colours* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

#### GUIDED EXPRESSIVE READING

1. Read out aloud Pages 30-31 (from "A week ago" to "the knot loosened and came undone"), modulating pitch, volume and tone. Pause at the right places for the students to repeat after you.
2. Ask the students to repeat the lines expressively. They may keep their books open.
3. Now listen to the pages read expressively on the DVD/USB.
4. Divide the class into two groups.
5. Read expressively from "A week ago" to "tied it into a huge knot," and ask the first group to repeat after you.
6. Read expressively from "'Yippee!' Shouted Vinayak" to "the knot loosened and came undone," and ask the second group to repeat after you.
7. Swap groups and repeat the activity.

# Action Path

Session 19



## FOCUS

*Objects required: a book, a pencil, a sheet of paper*

### **Action Commands Review**

Fold the paper and place it inside the book.

» Take the paper out and unfold it.

Fold the paper and place it under the book.

» Take the paper out and unfold it.

Crumple the sheet of paper and drop it on your desk.

### **Spoken Commands**

Fold the paper and place it inside the book.

» Take the paper out and unfold it.

Fold the paper and place it under the book.

» Take the paper out and unfold it.

Crumple the sheet of paper and drop it on your desk.

### **Action Commands New**

Fold the paper and put it next to your book.

» Move the paper away from the book.

Crumple the sheet of paper and drop it on your book.

» Pick up the paper.

» Flatten it out.

Draw a line on the paper with your pencil.

# Music Path

Session **19**



## 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. Play the entire rhyme again. Encourage the students to sing along.

*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 **19**



## FOCUS

### PHONICS SONG

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

### PHONIC WORDS: SAND - TEST

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

### PHONIC WORD PRACTICE

1. Turn to Page 14 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Four-letter Words Conjoint Consonants" from "sand" to "test."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Use the same approach as in Phonic Three-letter Words, Conjoint Consonants. For example, progress with each word in 3 steps as follows: sand: s-a-n-d » s-a-**nd** » sand skip: s-k-i-p » **sk**-i-p » skip
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 tracing and sounding out of the letters.

# Action Path

Session 20



## FOCUS

*Objects required:*

*a book, a pencil, an eraser, a sheet of paper*

### **Identified Commands**

Scratch your head.

Close your eyes.

» Feel around for the pencil and pick it up

» Open your eyes.

Hold the eraser above the book. » Hold it higher.

» Put the eraser on the desk.

Hold the pencil below your chin. » Hold it lower.

» Put the pencil on the desk.

Hold the book above the pencil. » Hold it higher.

» Put the book on the desk.

### **Review**

Pick up the lightest object. » Put it down.

Pick up the smallest object. » Put it down.

Pick up the heaviest object. » Put it down.

Pick up the biggest object. » Put it down.

Pick up the pencil or the eraser.

Pick up the pencil and the eraser.

Touch your nose or your mouth.

Touch your nose and your mouth.

Point to the book or to your head.

Point to your book and to your head

# Music Path

Session **20**



## 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. Ask the students to suggest words that are related to railways. Write the following train-related words on the board. You may add more words to the list.

<i>station</i>	<i>tea-vendor</i>	<i>flower-seller</i>	<i>train</i>
<i>porter</i>	<i>station-master</i>	<i>clock</i>	<i>signal</i>
<i>platform</i>	<i>luggage</i>	<i>whistle</i>	<i>engine</i>
<i>wheels</i>	<i>flag</i>	<i>rail</i>	<i>smoke</i>
<i>coach</i>	<i>track</i>	<i>passengers</i>	<i>suitcase</i>
<i>rivers</i>	<i>hills</i>	<i>tunnels</i>	<i>fields</i>

2. Read out aloud the words you have written and ask the students to repeat after you.

# Reading Path

Session 20



## FOCUS

### PHONICS SONG

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

### PHONIC WORDS: SAND - WIND

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

### PHONIC WORD PRACTICE

1. Turn to Page 15 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Four-letter Words Conjoint Consonants" from "sand" to "wind."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Use the same approach as in Phonic Three-letter Words, Conjoint Consonants. For example, progress with each word in 3 steps as follows:  
sand: s-a-n-d » s-a-**nd** » sand  
skip: s-k-i-p » **sk**-i-p » skip
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 tracing and sounding out of the letters.

# Action Path

Session 21



## FOCUS

*Objects required: a book, a sheet of paper*

### **Directed Commands Set 1**

I laugh.  
» She laughs.  
» He laughs.  
» We laugh.

### **Directed Commands Set 2**

I walk slowly.  
» She walks slowly.  
» He walks slowly.  
» We walk slowly.

### **Directed Commands Set 3**

I bend forward.  
» She bends forward.  
» He bends forward.  
» We bend forward.

### **Action Commands New**

Hold the paper above the book.  
Hold the paper over your head.  
Crumple the paper.  
» Throw it up in the air and catch it.

*Note: Requires sufficient space for movement.*

# Music Path

Session **21**



## FOCUS

### LISTENING

1. Listen to the entire rhyme "Eid is Here" 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. Play the entire rhyme again. Encourage the students to sing along.



### FOCUS

#### LISTENING TO THE STORY

1. Listen to the Page 40 from the story "Little Vinayak" from *New Hats, Changing Colours* on the DVD/USB.
2. Ask the students to follow the sentence-highlighted video carefully.

#### GUIDED MIMING

1. Play Page 40 on the DVD/USB and mime along with the audio-narration from "Early next morning" to "Dhadam! Dhadam! Dhadam!".
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 **22**



## FOCUS

*Objects required: a book, a sheer of paper, a piece of chalk, a board eraser*

### **Action Commands Review**

Hold the paper above the book.  
Hold the paper over your head.  
Crumple the paper.  
» Throw it up in the air and catch it.

### **Spoken Commands**

Hold the paper above the book.  
Hold the paper over your head.  
Crumple the paper.  
» Throw it up in the air and catch it.

### **Action Commands New**

Crumple the sheet of paper and drop it on your head.  
Fold the paper slowly.  
» Unfold the paper quickly.  
Go to the board.  
» Pick up a piece of chalk.  
» Draw a line on the board.  
» Erase the line and go back to your place.

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

# Music Path

Session **22**



## FOCUS

### LISTENING

1. Listen to the entire rhyme "Eid is Here" 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. Play the entire rhyme again. Encourage the students to sing along.

# Reading Path

Session **22**



## FOCUS

### PHONICS SONG

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

### PHONIC WORDS: TACT - TEST

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 Four-letter Words Conjoint Consonants" from "tact" to "test."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Use the same approach as in Phonic Three-letter Words, Conjoint Consonants. For example, progress with each word in 3 steps as follows:  
sand: s-a-n-d » s-a-**nd** » sand  
skip: s-k-i-p » **sk**-i-p » skip
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 tracing and sounding out of the letters.

# Action Path

Session **23**



## FOCUS

*Objects required: For Review-a sheet of paper, a piece of chalk  
For New commands-a book, a pencil, an eraser*

### **Action Commands Review**

Crumple the sheet of paper and drop it on your head.

Fold the paper slowly.  
» Unfold the paper quickly.

Go to the board.  
» Pick up a piece of chalk.  
» Draw a line on the board.  
» Erase the line and go back to your place.

### **Spoken Commands**

Crumple the sheet of paper and drop it on your head.

Fold the paper slowly.  
» Unfold the paper quickly.

Go to the board.  
» Pick up a piece of chalk.  
» Draw a line on the board.  
» Erase the line and go back to your place.

*Continued...*

**Action  
Commands  
New**

Close your eyes.

» Pick up the biggest object. » Open your eyes.

Close your eyes.

» Pick up the smallest object. » Open your eyes.

Pick up all the objects.

*Note: Collect the sheets of paper from the students after Spoken Commands and only then distribute books, pencils and erasers to students for Action Commands-New.*

# Music Path

Session **23**



## FOCUS

### LISTENING

1. Listen to the entire rhyme "Eid is Here" 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. Play the entire rhyme again. Encourage the students to sing along.

### 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.
4. Switch groups and repeat the activity.



### FOCUS

#### PHONICS SONG

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

#### PHONIC WORDS: GRAB - FLAT

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 Four-letter Words Conjoint Consonants" from "grab" to "flat."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Use the same approach as in Phonic Three-letter Words, Conjoint Consonants. For example, progress with each word in 3 steps as follows:  
sand: s-a-n-d » s-a-**nd** » sand  
skip: s-k-i-p » **sk**-i-p » skip
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 tracing and sounding out of the letters.

# Action Path

Session **24**



## Focus

### **Directed Commands Set 1**

- I face the wall.
- » She faces the wall.
  - » He faces the wall.
  - » We face the wall.

### **Directed Commands Set 2**

- I jump twice.
- » She jumps twice.
  - » He jumps twice.
  - » We jump twice.

### **Directed Commands Set 3**

- I wipe my brow.
- » She wipes her brow.
  - » He wipes his brow.
  - » We wipe our brows.

# Music Path

Session 24



## FOCUS

### LISTENING

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

### ACTIVITY

1. Pause the audio at the end of each festival that is described. Ask the students to name a few things that associate with each of the festivals:

**From Eid:** Crescent moon, mosque, sky, new clothes, salwar kameez, relatives, a bowl of sweet, people hugging

**From Diwali:** Firecrackers, lamps, sweets, sari, kurta, sparklers, decorative hangings, children

**From Christmas:** bells, choir, star, nativity scene, Santa Claus, candles, cake, Christmas tree, snowman, gifts, gown, suit, curtains

2. Wherever needed, help the students with the activity.

# Story Path

Session **24**



## FOCUS

### LISTENING TO THE STORY

1. Listen to the part of the story "The Monkeys and the Capseller" (Pages 60 to 75) from *New Hats, Changing Colours* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

### SONG ACTIVITY

1. Read out aloud the words of the song on Pages 64-66 (Taklu Taklu).
2. Make the students repeat after you line by line. They may keep their books open.
3. Play the song on the DVD/USB and encourage the students to sing along.
4. Repeat the teaching of the song and the sing-along activity.

# Action Path

Session **25**



## FOCUS

*Objects required: a book, a pencil, an eraser*

### **Action Commands Review**

Close your eyes.

» Pick up the biggest object. » Open your eyes.

Close your eyes.

» Pick up the smallest object. » Open your eyes.

Pick up all the objects.

### **Spoken Commands**

Close your eyes.

» Pick up the biggest object. » Open your eyes.

Close your eyes.

» Pick up the smallest object. » Open your eyes.

Pick up all the objects.

*Continued...*

**Action**  
**Commands**  
**New**

Hold either the pencil or the eraser with your right hand.

» Put it down.

Hold either the pencil or the eraser with your left hand.

» Put it down.

Pick up the eraser and touch your cheek with it.

*Note: For "either/ or" commands that offer a choice for the students, you have to perform the actions twice, once with the pencil, and once with the eraser. The students have to repeat the actions but choose between the alternatives, i.e. they have to perform the actions with either the pencil or the eraser.*



### FOCUS

#### LISTENING

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

#### ACTIVITY

1. Play the rhyme again and ask the students to listen to the audio carefully.
2. Ask the students the following questions and encourage them to reply in complete sentences. Tell the students all questions pertain to festivals.

- **"When do we sing carols?"**

Guide the students to answer in the format, "We sing carols on Christmas."

- **"When do we go to the mosque?"**

Possible answer: "We go to the mosque on Eid."

- **"When do we light lamps?"**

Possible answer 1: "We light lamps on Diwali."

(You may also guide the students to say, "We light lamps during Diwali")

- **"When do we get gifts from Santa Claus?"**

Possible answer: We get gifts from Santa Claus on Christmas.

*Continued...*

- **“When do we hug relatives?”**

Possible answer: “We hug relatives on Eid.”

3. If a student gives a wrong answer, simply give the correct version without pointing out that the student's answer was wrong.

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### 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: CRAB - FROM

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 Four-letter Words Conjoint Consonants" from "crab" to "from."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Use the same approach as in Phonic Three-letter Words, Conjoint Consonants. For example, progress with each word in 3 steps as follows:  
sand: s-a-n-d » s-a-**nd** » sand  
skip: s-k-i-p » **sk**-i-p » skip
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 tracing and sounding out of the letters.

# Action Path

Session **26**



## FOCUS

*Objects required: a book, a pencil, an eraser*

### **Action Commands Review**

Hold either the pencil or the eraser with your right hand.

» Put it down.

Hold either the pencil or the eraser with your left hand.

» Put it down.

Pick up the eraser and touch your cheek with it.

### **Spoken Commands**

Hold either the pencil or the eraser with your right hand.

» Put it down.

Hold either the pencil or the eraser with your left hand.

» Put it down.

Pick up the eraser and touch your cheek with it.

### **Action Commands New**

Place the eraser and the pencil on the book.

Put a finger on your lips.

Place the eraser between the pencil and the book.

Place a finger between your eyebrows.

# Music Path

Session **26**



## FOCUS

### LISTENING

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

### ACTIVITY

1. Play the rhyme again and ask the students to listen to the audio carefully.
2. Ask the students the following questions and encourage them to reply in complete sentences. Tell the students all questions pertain to festivals.

- **"When do we decorate the Christmas tree?"**

Possible answer: "We decorate the Christmas tree on Christmas."

(You may also guide the students to say, "We decorate the Christmas tree during Christmas.")

- **"When do we wear new clothes?"**

Possible answer: "We wear new clothes on Diwali."

("Diwali" may be replaced with "Eid" or "Christmas" here.)

- **"When do we burst firecrackers?"**

Possible answer: "We burst firecrackers on Diwali."

- **"When do we exchange sweets?"**

*Continued...*

Possible answer: "We exchange sweets on Diwali."

("Diwali" may be replaced with "Eid" or "Christmas" here.)

- **"When do we bake a cake?"**

Possible answer: "We bake a cake on Christmas."

(You may also guide the students to say, "We bake a cake during Christmas.")

3. If a student gives a wrong answer, simply give the correct version without pointing out that the student's answer was wrong.

# Reading Path

Session **26**



## FOCUS

### PHONICS SONG

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

### PHONIC WORDS: DUST - STEP

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 Four-letter Words Conjoint Consonants" from "dust" to "step."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Use the same approach as in Phonic Three-letter Words, Conjoint Consonants. For example, progress with each word in 3 steps as follows:  
sand: s-a-n-d » s-a-**nd** » sand  
skip: s-k-i-p » **sk**-i-p » skip
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 tracing and sounding out of the letters.

# Action Path

Session 27



## FOCUS

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

### **Directed Commands Set 1**

- I pick up my eraser.
- » She picks up her eraser.
  - » He picks up his eraser.
  - » We pick up our erasers.

### **Directed Commands Set 2**

- I place my pencil in between the pages of my book.
- » You place your pencil in between the pages of your book.
  - » We place our pencils in between the pages of our books.

### **Directed Commands Set 3**

- I crumple the paper.
- » She crumples the paper.
  - » He crumples the paper.
  - » We crumple the paper.

*Note: By this time, the students should be familiar with commands that use "or" and provide alternatives. They should be able to pick up either the eraser or the pencil.*

# Music Path

Session **27**



## FOCUS

### LISTENING

1. Listen to the entire rhyme “Yards and Yards of Silk I See” 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. Play the entire rhyme again. Encourage the students to sing along.



### FOCUS

#### LISTENING TO THE STORY

1. Listen to the part of the story "The Monkeys and the Capseller" (Pages 76 to 89) from *New Hats, Changing Colours* on the DVD/USB.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

#### GUIDED EXPRESSIVE READING

1. Read out aloud Page 76 (from "When Taklu returned" to "shook his fist at him"), modulating pitch, volume and tone. Pause at the right places for the students to repeat after you.
2. Ask the students to repeat the lines expressively. They may keep their books open.
3. Now listen to the pages read expressively on the DVD/USB.
4. Divide the class into two groups.
5. Read expressively from "When Taklu returned" to "He was ruined!" and ask the first group to repeat after you.
6. Read expressively from "Suddenly, he heard" to "shook his fist at them," and ask the second group to repeat after you.
7. Swap groups and repeat the activity.

# Action Path

Session 28



## FOCUS

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

### **Action Commands Review**

Place the eraser and the pencil on the book.  
Put a finger on your lips.  
Place the eraser between the pencil and the book.  
Place a finger between your eyebrows.

### **Spoken Commands**

Place the eraser and the pencil on the book.  
Put a finger on your lips.  
Place the eraser between the pencil and the book.  
Place a finger between your eyebrows.

### **Action Commands New**

Place your right hand between the paper and the pencil.  
Touch the place between your nose and your mouth.  
Choose between the paper and the pencil and hold it up with your right hand.

*Note: For the command that offers a choice for the students in Action Commands-New, you have to perform the action twice, once with the paper, and once with the pencil. The students have to repeat the action but choose between the objects, i.e. they have to hold either the paper or the pencil with their right hands.*

# Music Path

Session **28**



## FOCUS

### LISTENING

1. Listen to the entire rhyme “Yards and Yards of Silk I See” 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. Play the entire rhyme again. Encourage the students to sing along.



### 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: SING - SINK

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 Four-letter Words Conjoint Consonants" from "sing" to "sink."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Use the same approach as in Phonic Three-letter Words, Conjoint Consonants. For example, progress with each word in 3 steps as follows:  
sand: s-a-n-d » s-a-**nd** » sand  
skip: s-k-i-p » **sk**-i-p » skip
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 tracing and sounding out of the letters.

# Action Path

Session 29



## FOCUS

*Objects required: a pencil, a sheet of paper*

### **Action Commands Review**

Place your right hand between the paper and the pencil.

Touch the place between your nose and your mouth.

Choose between the paper and the pencil and hold it up with your right hand.

### **Spoken Commands**

Place your right hand between the paper and the pencil.

Touch the place between your nose and your mouth.

Choose between the paper and the pencil and hold it up with your right hand.

### **Action Commands New**

Shrug your shoulders. » Do it again.

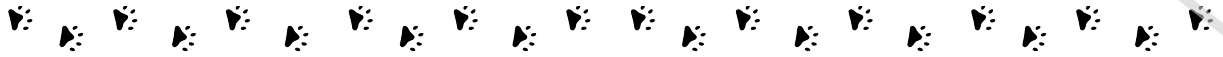
Nudge your neighbour. » Do it again.

Pick up the bigger object. » Put it down.

Pick up the heavier object. » Put it down.

# Music Path

Session **29**



## FOCUS

### LISTENING

1. Listen to the entire rhyme “Yards and Yards of Silk I See” 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. Play the entire rhyme again. Encourage the students to sing along.

### ACTIVITY

1. Divide the class into three groups.
2. Encourage Group 1 to sing the first verse and 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 **29**



## FOCUS

### PHONICS SONG

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

### PHONIC WORDS: FLAG - JUMP

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 Four-letter Words Conjoint Consonants" from "flag" to "jump."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Use the same approach as in Phonic Three-letter Words, Conjoint Consonants. For example, progress with each word in 3 steps as follows:  
sand: s-a-n-d » s-a-**nd** » sand  
skip: s-k-i-p » **sk**-i-p » skip
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 tracing and sounding out of the letters.

# Action Path

Session **30**



## FOCUS

*Objects required: an eraser, a pencil and a book on the desk*

*Review: a sheet of paper*

### **Identified Commands**

Place the eraser on the book.

Place the pencil on the book.

Flip the book over.

Flip through the book.

Close your eyes. » Pick up all the objects. » Open your eyes.

## **Review**

### **Directed Commands Set 1**

He faces the door. » She faces the window.

### **Directed Commands Set 2**

She lifts her right hand. » He lifts his left hand.

*Continued...*

## Review

### **Directed Commands Set 3**

He crumples the paper and throws it to her.  
» She catches the paper and flattens it out.

### **Directed Commands Set 4**

She folds the paper and gives it to him.  
» He folds the paper again.

*Note: Distribute sheets of paper only after Action Commands New.*

# Music Path

Session **30**



## FOCUS

### LISTENING

1. Listen to the entire rhyme “Yards and Yards of Silk I See” 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 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 to wear a sari. What do you like to wear?”**
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 to wear xxxx. What do you like to wear?”**
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 **30**



## FOCUS

### LISTENING TO THE STORY

1. Listen to Pages 86-89 from the story "The Monkeys and the Capseller" from *New Hats, Changing Colours* on the DVD/USB.
2. Ask the students to follow the sentence-highlighted video carefully.

### GUIDED MIMING

1. Play Pages 86-89 on the DVD/USB and ask the students to mime along with the audio-narration from "First, to try it out" to "he ran away as fast as he could."
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 **31**



## FOCUS

*Objects required: a pencil, a sheet of paper*

### **Action Commands Review**

Shrug your shoulders. » Do it again.

Nudge your neighbour. » Do it again.

Pick up the bigger object. » Put it down.

Pick up the heavier object. » Put it down.

### **Spoken Commands**

Shrug your shoulders. » Do it again.

Nudge your neighbour. » Do it again.

Pick up the bigger object. » Put it down.

Pick up the heavier object. » Put it down.

### **Visualised Commands**

Look up. » Look down. » Look left. » Look right.

Put the eraser on the book.

» Put the pencil on your head.

Hop to the door.

» Hold your stomach and laugh.



## FOCUS

### LISTENING

1. Listen to the entire rhyme “Yards and Yards of Silk I See” 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 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 **“We can see flowers in every colour and shade. What else can we see in every colour and shade?”**
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 **“We can see xxx in every colour and shade. What else can we see in every colour and shade?”** Some of the possible answers are: the sky, seas, birds, pens.
5. Continue the process till all the students of the group get a chance to both answer and ask the question.
6. If a student makes a mistake, give the correct statement and ask him/her to repeat it.
7. Repeat the activity with Group 2.



## FOCUS

### 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: BANK - LONG

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 Four-letter Words Conjoint Consonants" from "bank" to "long".
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Use the same approach as in Phonic Three-letter Words, Conjoint Consonants. For example, progress with each word in 3 steps as follows:  
sand: s-a-n-d » s-a-**nd** » sand  
skip: s-k-i-p » **sk**-i-p » skip
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 tracing and sounding out of the letters.

# Action Path

Session **32**



## FOCUS

*Objects required: a book, a pencil*

### **Directed Commands Set 1**

- I laugh.
- » She frowns.
  - » He laughs.
  - » We frown.

### **Directed Commands Set 2**

- I pick up the bigger object.
- » She picks up the bigger object.
  - » He picks up the smaller object.

### **Action Commands New**

- Open your book.
- » Lean over and look at your neighbour's book.
- Stand up.
- » Lean forward and touch the table.
- Go to the wall.
- » Lean against the wall.
  - » Go back to your place.

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

# Music Path

Session **32**



## FOCUS

### LISTENING

1. Listen to the entire rhyme "There's a Cricket Match in Town Today" 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. Play the entire rhyme again. Encourage the students to sing along.

*Note: The first verse begins with "Cricket is my favourite game" and ends at "captain of my team." "There's a cricket match in town today" is the chorus and not the first verse. Encourage the students to sing the chorus along with the first verse.*

# Reading Path

Session **32**



## FOCUS

### PHONICS SONG

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

### PHONIC WORDS: BELT - SENT

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 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 Four-letter Words Conjoint Consonants" from "belt" to "sent."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Use the same approach as in Phonic Three-letter Words, Conjoint Consonants. For example, progress with each word in 3 steps as follows:  
sand: s-a-n-d » s-a-**nd** » sand  
skip: s-k-i-p » **sk**-i-p » skip
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 tracing and sounding out of the letters.

# Action Path

Session **33**



## FOCUS

*Objects required: a book*

### **Action Commands Review**

Open your book.

- » Lean over and look at your neighbour's book.

Stand up.

- » Lean forward and touch the table.

Go to the wall.

- » Lean against the wall.
- » Go back to your place.

### **Spoken Commands**

Open your book.

- » Lean over and look at your neighbour's book.

Stand up.

- » Lean forward and touch the table.

Go to the wall.

- » Lean against the wall.
- » Go back to your place.

*Continued...*

**Visualised  
Commands**

Look up.

- » Look down.
- » Look left.
- » Look right.

Put the eraser on the book.

- » Put the pencil on your head.

Touch your neighbour's nose and run to the door.

Stand up.

- » Greet your friend.
- » Shake hands with your friend.
- » Sit down.

# Music Path

Session **33**



## FOCUS

### LISTENING

1. Listen to the entire rhyme "There's a Cricket Match in Town Today" 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.
5. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
6. Play the entire rhyme again. Encourage the students to sing along.

*Note: The second verse begins with "The crowd is roaring" and ends at "the crowd hisses" "There's a cricket match in town today" is the chorus and not the first verse. Encourage the students to sing the chorus along with the second verse.*



### FOCUS

#### LISTENING TO THE STORY

1. Listen to the part of the story "The Blue Jackal" (Pages 92-100) from *New Hats, Changing Colours* 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. Play Pages 96-98 on the DVD/USB from "Night fell. Everything was quiet" to "they were all coming toward him."
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.

*Raman: Nusrat, You look scared. Is anything wrong?*

*Nusrat: I have to recite a poem in front of the class today. My heart is in my mouth!*

*Raman: Don't be nervous. You'll do just fine.*

*Nusrat: Thank you. I hope to get over my stage-fright.*

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 **34**



## FOCUS

*Objects required: a book, a sheet of paper*

### **Directed Commands Set 1**

- She throws the crumpled paper.
- » He catches it.
  - » He throws the crumpled paper.
  - » She catches it.

### **Directed Commands Set 2**

- He flips through the pages of his book.
- » She opens and closes her book.

### **Directed Commands Set 3**

- She places a pencil on the book.
- » He places an eraser on the book.

### **Directed Commands Set 4**

- She turns to her right.
- » He turns to his left.



### FOCUS

#### LISTENING

1. Listen to the entire rhyme "There's a Cricket Match in Town Today" 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. Play the entire rhyme again. Encourage the students to sing along.

*Note: The third verse begins with "One last ball" and ends at "we've won the match!!"  
"There's a cricket match in town today" is the chorus and not the first verse.  
Encourage the students to sing the chorus along with the third verse.*



### 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: PLUG - FIST

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 Four-letter Words Conjoint Consonants" from "plug" to "fist."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Use the same approach as in Phonic Three-letter Words, Conjoint Consonants. For example, progress with each word in 3 steps as follows:  
sand: s-a-n-d » s-a-**nd** » sand  
skip: s-k-i-p » **sk**-i-p » skip
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 tracing and sounding out of the letters.

# Action Path

Session **35**



## FOCUS

*Objects required: a crumpled sheet of paper*

### **Directed Commands Set 1**

She flattens the paper and gives it to him.  
» He crumples it.

### **Directed Commands Set 2**

She walks briskly to the door.  
» He walks lazily to the door.

### **Visualised Commands**

Take out a book from your bag.

- » Turn the pages.
- » Put away the book.

Take out a pencil box from your bag.

- » Open the box. » Take a pencil out.
- » Close the box and put it inside the bag.

Open a box of sweets.

- » Share sweets with your friends.
- » Close the box.

Stand on a chair. » Crumple a sheet of paper and put it on your neighbour's head.

*Note: Requires sufficient space for movement.*

# Music Path

Session **35**



## FOCUS

### LISTENING

1. Listen to the entire rhyme "There's a Cricket Match in Town Today" 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 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 **"Cricket is my favourite sport. What is your favourite sport?"**
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 favourite sport is xxxx. What is your favourite sport?"**
5. Continue the process till all the students of the group get a chance to both answer and ask the question.
6. If a student makes a mistake, give the correct statement and ask him/her to repeat it.
7. Repeat the activity with Group 2.



### FOCUS

#### 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: SPOT - SINK

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 Four-letter Words Conjoint Consonants" from "spot" to "sink."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Use the same approach as in Phonic Three-letter Words, Conjoint Consonants. For example, progress with each word in 3 steps as follows:  
sand: s-a-n-d » s-a-**nd** » sand  
skip: s-k-i-p » **sk**-i-p » skip
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 tracing and sounding out of the letters.

# Action Path

Session **36**



## FOCUS

*Objects required: a book, a pencil*

### **Directed Commands Set 1**

- I walk.
- » She runs.
  - » He jumps.
  - » We hop.

### **Directed Commands Set 2**

- I smile.
- » She laughs.
  - » He frowns.
  - » We shrug our shoulders.

### **Directed Commands Set 3**

- I put my pencil inside the book.
- » She puts her pencil beside the book.
  - » He puts his pencil beneath the book.
  - » We hold our pencils above the books.

*Note: Requires sufficient space for movement.*

# Music Path

Session **36**



## FOCUS

### LISTENING

1. Listen to the entire rhyme "There's a Cricket Match in Town Today" on the DVD/USB. Do not sing along.
2. Ask the students to sing the entire rhyme along with the DVD/USB.

### 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 to read every day. What do you like to do every day?"**
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 to xxxx every day. What do you like to do every day?"**
5. Continue the process till all the students of the group get a chance to both answer and ask the question.
6. If a student makes a mistake, give the correct statement and ask him/her to repeat it.
7. Repeat the activity with Group 2.



### FOCUS

#### LISTENING TO THE STORY

1. Listen to Page 98 from the story "The Blue Jackal" from *New Hats, Changing Colours* 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.

*Mom: Why are you standing on the table, Ram?*

*Ram: There is a rat running around the house!*

*Mom: Okay, but why do you look so white?*

*Ram: My heart is in my mouth! It's such a big rat!*

*Mom: Calm down, Ram. We will chase it out.*

*Ram: You do that. I am going out to play. I'm too scared to stay home.*

*Mom: Okay. Go! I'll call you once I chase the rat away.*

*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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