

# Magic English

## SLL Beginner Level 3



### Session Schedule

#### Sessions 1 to 36

Session	Action Path	Music Path	Reading Path	Story Path
1	New Commands	"Mangoes" + Activity	Phonic and Sight words "Monkeys on a Fast"	
2	Review, Spoken and New Commands	"Mangoes" + Activity	Sight words "Monkeys on a Fast"	
3	Review, Spoken and New Commands	"Mangoes" + Activity		"Monkeys on a Fast" Expressive Reading
4	Directed Commands	"Mangoes" + Activity	Sight words & sentences "Monkeys on a Fast"	
5	Review, Spoken and New Commands	"Chips and chocolate" "Monkeys on a Fast"	Sight words & sentences "Monkeys on a Fast"	
6	Directed Commands	"Chips and chocolate" "Monkeys on a Fast"		"Monkeys on a Fast" Expressive reading
7	Directed Commands	Chips and chocolate" "Monkeys on a Fast" + Activity	Sight words clusters & sentences "Monkeys on a Fast"	
8	Directed Commands	"Chips and chocolate" "Monkeys on a Fast" + Activity	Sight words clusters & sentences "Monkeys on a Fast"	
9	Conversation Commands	"Chips and chocolate" "Monkeys on a Fast" + Activity		"Monkeys on a Fast" Miming
10	Conversation Commands	"To the beach, I like to go" + Activity	Sight words "Revenge of the Puppets"	
11	Review, Spoken and New Commands	"To the beach, I like to go" + Activity	Sight words "Revenge of the Puppets"	
12	Directed Commands	"To the beach, I like to go" + Activity		"Revenge of the Puppets" Expressive Reading
13	Review, Spoken and New Commands	"To the beach, I like to go" + Activity	Sight words & Sentences "Revenge of the Puppets"	

Session	Action Path	Music Path	Reading Path	Story Path
14	Directed Commands	"Come to the land" "Revenge of the Puppets"	Sight words & Sentences "Revenge of the Puppets"	
15	Conversation Commands	"Come to the land" "Revenge of the Puppets"		"Revenge of the Puppets" Expressive reading
16	Conversation Commands	"Come to the land" "Revenge of the Puppets" + Activity	Sight words Clusters & Sentences "Revenge of the Puppets"	
17	Directed Commands and Identified Commands	"Come to the land" "Revenge of the Puppets" + Activity	Sight words Clusters & Sentences "Revenge of the Puppets"	
18	Directed Commands and Review	"Come to the land" "Revenge of the Puppets" + Activity		"Revenge of the Puppets" Miming
19	Directed Commands	"Yards and yards of silk" + Activity	Sight words "The Monkey and the Crocodile"	
20	Directed Commands	"Yards and yards of silk" + Activity	Sight words "The Monkey and the Crocodile"	
21	Conversation Commands	"Yards and yards of silk" + Activity		"The Monkey and the Crocodile" Expressive Reading
22	Conversation Commands	"Yards and yards of silk" + Activity	Sight words & Sentences "The Monkey and the Crocodile"	
23	Review, Spoken and New Commands	"Red face's song" "The Monkey and the Crocodile"	Sight words & Sentences "The Monkey and the Crocodile"	
24	Directed Commands	"Red face's song" "The Monkey and the Crocodile"		"The Monkey and the Crocodile" Expressive Reading
25	Review, Spoken and New Commands	"Red face's song" "The Monkey and the Crocodile" + Activity	Sight words Cluster & Sentences "The Monkey and the Crocodile"	
26	Directed Commands	"Red face's song" "The Monkey and the Crocodile" + Activity	Sight words Cluster & Sentences "The Monkey and the Crocodile"	
27	Conversation Commands	"Red face's song" "The Monkey and the Crocodile" + Activity		"The Monkey and the Crocodile" Miming
28	Conversation Commands	"Prayer Houses" + Activity	Sight Words "Just One Paisa"	

Session	Action Path	Music Path	Reading Path	Story Path
29	Directed Commands and Identified Commands	"Prayer Houses" + Activity	Sight Words "Just One Paisa"	
30	Review	"Prayer Houses" + Activity		"Just One Paisa" Expressive Reading
31	Conversation Commands	"Prayer Houses" + Activity	Sight words & Sentences "Just One Paisa"	
32	Review, Spoken and New Commands	"Just one paisa" "Just One Paisa"	Sight words & Sentences "Just One Paisa"	
33	Directed Commands and Visualised Commands	"Just one paisa" "Just One Paisa"		"Just One Paisa" Expressive Reading
34	Review, Spoken and New Commands	"Just one paisa" "Just One Paisa" + Activity	Sight words Clusters & Sentences "Just One Paisa"	
35	Directed Commands and Visualised Commands	"Just one paisa" "Just One Paisa" + Activity	Sight words Clusters & Sentences "Just One Paisa"	
36	Review, Spoken and New Commands	"Just one paisa" "Just One Paisa" + Activity		"Just One Paisa" Miming



# Magic English SLL Beginner Level 3



## 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						
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14						

	Action Path	Music Path	Reading Path	Story Path	Date	Signature
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# Introduction

Designed for environments that do not fully support English, Magic English (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 three-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 Music Path or Story Path. Ask the students to look at the Monkey sitting on a tree. Guide them to see its eyes, face, neck, and its entire body.
  - (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

*(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 3 introduces the child to seven kinds of commands. They are Action Commands, Spoken Commands and Action Commands-Review, Directed Commands, Conversation Commands, Identified 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 10 minutes.
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 comic variation of an action command. For example, "Tear a sheet of paper in half. » Pass half the sheet of paper to your neighbour.(Session 3) slightly alters "Tear a hundred strips of paper. » Drop the strips on your head." (Session 35).

(2) It may be a variation with a change in the objects used in an earlier command. For example, "Pleat your handkerchief." (Session 35) uses handkerchief instead of a paper used in the action command, "Fold the paper into pleats." (Session 23).

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 clap my hands. » You clap your hands. » We clap our hands. (Session 4)

*Stage 1:* Call a student to the front of the class. Point to yourself and clap your hands and say, "I clap my hands." Point to the student and say, "you clap your hands." and the student has to

clap his/her hands. Point at both yourself and the student and say "we clap our hands." and both of you clap your hands.

*Stage 2:* Call two students to the front of the class. Ask Student 1 to point to himself/ herself and clap his/her hands and say, "I clap my hands." Student 1 has to point to Student 2 and say, "you clap your hands." and Student 2 has to clap his/her hands. Student 1 has to now point at both himself/ herself and Student 2 and say "we clap our hands." and both of them have to clap their hands.

**Example 2:** I walk across the room. » She walks across the room. » He walks across the room. » We walk across the room. (Session 12)

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

*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 across the room and point to himself/ herself and say, "I walk across the room." Student 1 has to point to the girl and say, "she walks across the room." and the girl has to walk across the room. Student 1 has to point to the boy and say, "he walks across the room." and the boy has to walk across the room. Student 1 has to now point at both himself/ herself and the girl and the boy and say "we walk across the room." and all of them have to walk across the room.

**Example 3:** He folds the paper into pleats and gives it to her. » She fans herself with it. (Session 24)

*Stage 1:* Call a boy and a girl to the front of the class. Point to the boy and say, "He folds the paper into pleats and gives it to her." and the boy has to fold the paper into pleats. Point to the girl and say, "She fans herself with it." and the girl has to fan herself with the pleated paper.

*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 boy and say, "He fold the paper into pleats and gives it to her." and the boy has to fold the paper into pleats and gives it to the girl. Student 1 has to point to the girl and say, "She fans herself with it." and the girl has to fan herself with the pleated paper.

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.

# Music Path

(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 songs used in ME SLL Beginner Level 3 are: "Mangoes", "Chips and chocolate" from "Monkeys on a Fast", "To the beach, I like to go", "Come to the land" from "Revenge of the puppets", "Yards and yards of silk", "Red Face's song" from "The Monkey and the Crocodile", "Prayer Houses" and "Just One Paisa" from "Just One Paisa".

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 10 minutes.
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.

# 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. Having stimulated phonic reading in the earlier levels, Reading Path focuses entirely on sight reading in Level 3. The students are introduced to common sight words from the stories and to words that they should be able to recognize by sight to become fast readers. They are also encouraged to recognize, read, and say aloud sentences where these words acquire different shades of meaning based on the context.

## **SIGHT WORDS**

Students are taught to recognize words from the stories on sight, and read them. Each word is repeated three times.

## **SENTENCES**

Students are encouraged to read sentences with a focus on sight word vocabulary on time, word clusters consisting of related words and synonyms, and discrete sight words that have different meanings in different contexts. Sentences from the story are expressed in different time references, and words from the story are used in new contexts to bring out the different connotations of the same word.

The following guidelines apply to all the Reading Path activities in this manual:

1. Familiarise yourself with the activities before going to class.
2. The duration of RP is 20 minutes.
3. Play the track mentioned in the lesson plan.
4. Ask the students to look at the specified word or sentence, listen carefully for the enunciation, and say the word or sentence aloud after the voice on the video.
5. The audio output should be clear and audible to the entire class.

# 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 3, SP includes Expressive Reading, Miming, Conversation Practice, and Tiny Theatre. In ME SLL Beginner Level 3, the story collection, *Weighty Problems, Witty Solutions*, is used. It is a compilation of the stories:

- "Monkeys on a Fast"
  - "Revenge of the Puppets"
  - "The Monkey and the Crocodile"
  - "Just One Paisa"
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 *Weighty Problems, Witty Solutions* after Focus. Each student should have a copy of his/ her own.
  6. Play the story 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 audio.
- 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 (audio/video).
- 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 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 audio.
- 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 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. 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.

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).
- Play the passage on which the conversation is based.
- 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. 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 Monkey and the Crocodile*, crumpled paper can be used as apples. A group of children may hold hands and make a wave movement to show the sea, or they may draw waves on the blackboard. They may even cut paper in the shape of a crocodile's jaws and use it, depending on time availability.

- 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 for all the activities. For example, when you are doing Session 3 in the manual, play the content from Session 3 wherever necessary.***

# Action Path

Session 1



## Focus

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

**Action  
Commands  
New**

Put your thumbs up.

Put your thumbs down.

Walk fast. » Walk faster. » Stop and punch the air.

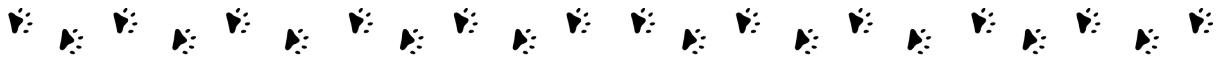
Walk slow. » Walk slower. » Stop and kick the air.

Pick up the pencil. » Put it down. » Pick up not only the pencil but also the book.

Pick up an eraser. » Put it down. » Pick up not only the eraser but also the pencil.

# Music Path

## Session 1



### FOCUS

#### LISTENING

1. Listen to the song "Mangoes". Do not sing along.
2. Read out the song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Play the song again. Encourage the students to sing along.

#### ACTIVITY

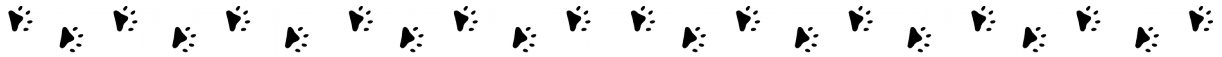
1. Tell the students, "**Roses smell sweet**" and ask them to come up with other items that smell sweet. Ask, "**What smells sweet?**" and encourage the students to reply in complete sentences. A student may say, "Jaggery smells sweet," or "Incense sticks smell sweet," or "Perfume smells sweet," or "Flowers smell sweet." (Other possible answers: chocolates, cakes, cotton-candy/candyfloss, sugarcane, caramel, fruits).
2. Carry out the activity by asking students to answer one at a time.
3. Repeat the activity replacing "sweet" with two other smells. Ensure that the students reply in complete sentences. For example:

**What smells fruity?** (Possible answers: fruits, candy, ice-cream, juice, soaps, floor-cleaner)

**What smells woody?** (Possible answers: trees, old books, wooden cupboards, trunks, furniture, perfumes, cricket bat)

# Reading Path

## Session 1



### FOCUS

#### READING AND LISTENING: PHONIC AND SIGHT WORDS

1. Play the track "Phonic and Sight Words" from the story "Monkeys on a Fast" from *Weighty Problems, Witty Solutions*.
2. Having stimulated phonic reading in the earlier levels, the students are now encouraged to recognize both phonic and sight words on sight.
3. Pause the video at the places where phonic and sight words have been highlighted in green

Sight-words:

<i>the</i>	<i>and</i>	<i>that</i>	<i>this</i>	<i>I</i>
<i>on</i>	<i>they</i>	<i>is</i>	<i>his</i>	<i>an</i>
<i>a</i>	<i>all</i>	<i>us</i>	<i>be</i>	<i>where</i>
<i>of</i>	<i>by</i>	<i>he</i>	<i>if</i>	<i>why</i>
<i>in</i>	<i>we</i>	<i>do</i>	<i>you</i>	<i>me</i>
<i>was</i>	<i>to</i>	<i>as</i>	<i>at</i>	<i>up</i>
<i>there</i>	<i>are</i>	<i>it</i>	<i>what</i>	<i>or</i>

*Continued...*

4. Point to a highlighted word and say it out loud. Ask the students to repeat after you. Do this once.
5. When you are done with one page on the screen, point to some of the words and encourage the students to say the words on their own.

# Action Path

## Session 2



### FOCUS

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

#### **Action Commands Review**

Put your thumbs up.

Put your thumbs down.

Walk fast. » Walk faster. » Stop and punch the air.

Walk slow. » Walk slower. » Stop and kick the air.

Pick up the pencil. » Put it down. » Pick up not only the pencil but also the book.

Pick up an eraser. » Put it down. » Pick up not only the eraser but also the pencil.

#### **Spoken Commands**

Put your thumbs up.

Put your thumbs down.

Walk fast. » Walk faster. » Stop and punch the air.

Walk slow. » Walk slower. » Stop and kick the air.

Pick up the pencil. » Put it down. » Pick up not only the pencil but also the book.

Pick up an eraser. » Put it down. » Pick up not only the eraser but also the pencil.

*Continued...*

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

Wrap the paper around the pencil.

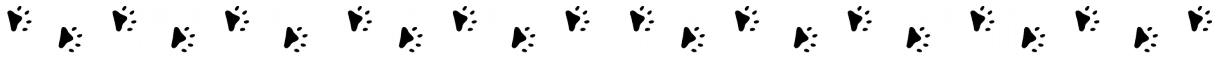
Wrap the paper around the book.

Wrap your hand around your wrist.

Wrap your hand around your elbow.

# Music Path

## Session 2



### FOCUS

#### LISTENING

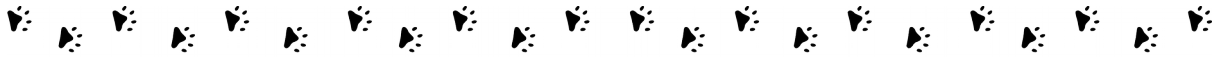
1. Listen to the song "Mangoes". Do not sing along.
2. Play the song again. Encourage the students to sing along.

#### ACTIVITY

1. Divide the class into two groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the students can stand up in their places.)
3. Say, **"Round and round. Oranges are round. What other fruit is round?"** 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 **"Round and round. Apples are round. What other fruit is round?"** Some of the possible answers are: guavas, sweet limes, lemons, tomatoes, grapes, gooseberries, custard apples, lychees, melons, sapodillas (chikkus).
4. Continue the process till all the students of the group get a chance to both answer and ask the question.
5. If a student makes a mistake, give the correct statement and ask him/her to repeat it.

# Reading Path

## Session 2



### FOCUS

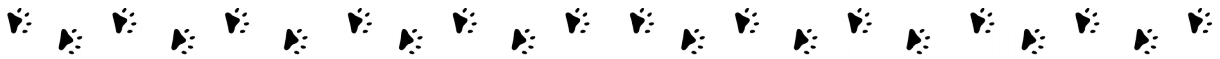
### SIGHT WORDS

1. In this module, students are taught to recognize words from the story, "Monkeys on a Fast" from *Weighty Problems, Witty Solutions*, on sight, and read them.
2. Play the sight words.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video.
4. Each word is repeated three times.

chocolate	monkey	food	nap	priest
treat	fatter	favourite	branch	fasting
drool	the devotees	drove	snapped	meditation
cool	rice	had	so	since
bananas	coconut	eating	pondering	often

# Action Path

## Session 3



### Focus

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

#### **Action Commands Review**

Wrap the paper around the pencil.  
Wrap the paper around the book.  
Wrap your hand around your wrist.  
Wrap your hand around your elbow.

#### **Spoken Commands**

Wrap the paper around the pencil.  
Wrap the paper around the book.  
Wrap your hand around your wrist.  
Wrap your hand around your elbow.

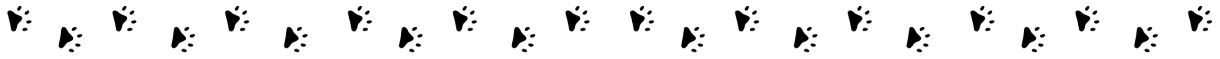
#### **Action Commands New**

Raise your left hand.  
Place a book on your desk.  
    » Pick up the book.  
    » Hand the book to your neighbour.  
Tear a sheet of paper in half.  
    » Pass half the sheet of paper to your neighbour.



# Music Path

## Session 3



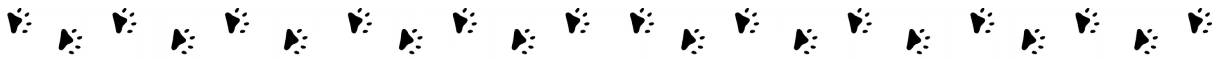
### FOCUS

#### LISTENING

1. Listen to the song “Mangoes”. Do not sing along.
2. Play the song again and ask the students to sing along.

#### ACTIVITY

1. Divide the class into two groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say, **“I like mangoes that are juicy and yellow. What kind of fruit do you like?”**
4. Ask the student to your right to answer the question. The student then has to answer the question using two words to describe their favourite fruit and then pose the same question to the neighbour to his/her right. The student has to say **“I like xxx that is xxx and xxx. What kind of fruit do you like?”** (Possible answers are: apples that are crunchy and red, guavas that are ripe and pink, oranges that are tangy and juicy, grapes that are small and purple, bananas that are soft and sweet)
5. Continue the process till all the students of the group get a chance to both answer and ask the question.
6. If a student makes a mistake, give the correct statement and ask him/her to repeat it.
7. Repeat the activity with Group 2.



### FOCUS

#### LISTENING TO THE STORY

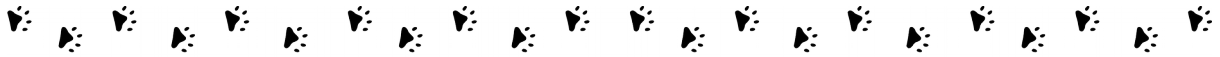
1. Listen to the part of the story “Monkeys on a Fast” from *Weighty Problems, Witty Solutions*, from pages 4- 15.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

#### EXPRESSIVE READING

1. Ask the students to listen to Page 10 read expressively.
2. Read out aloud Page 10 (from “Chakku quickly continued” to “peaceful and intelligent monkeys.”), modulating pitch, volume and tone and pausing at the right places.
3. Ask groups of four students to come to the front of the class and encourage them to read out the passage expressively.
4. Repeat the activity with more groups of students. You may also ask a student to stand up and read the passage aloud instead of doing the reading as a group activity.
5. If the students seem to be struggling with the activity, change the mode of the activity to Guided Expressive Reading where you read out the passage expressively and ask the students to repeat after you.

# Action Path

## Session 4



### Focus

***Directed  
Commands  
Set 1***

- I wrap my hand around my wrist.
- » You wrap your hand around your wrist.
  - » We wrap our hands around our wrists.

***Directed  
Commands  
Set 2***

- I clap my hands.
- » You clap your hands.
  - » We clap our hands.

***Directed  
Commands  
Set 3***

- I clap my hands quietly.
- » You clap your hands quietly.
  - » We clap our hands quietly.

# Music Path

## Session 4



### FOCUS

#### LISTENING

1. Listen to the song "Mangoes". Do not sing along.
2. Play the song again and ask the students to sing along.

#### ACTIVITY

1. On one corner of the board write the following words. Read them out and ask the students to repeat after you.

fat	ripe	juicy	short	bitter
tall	sweet	thin	raw	dry

2. Now say these simple sentences and mime them. Ask the students to repeat the sentences after you and mime.
  - I chopped up the fat pumpkin and the thin beans.
  - My brother sat on a short stool and asked me for a tall glass of water.
  - I will eat the ripe fruit today and wait for the raw fruit to ripen.
  - The candy was a strange mix of sweet and bitter flavours.
  - On a dry summer day, I ate some juicy grapes.

# Reading Path

## Session 4



### FOCUS

### SIGHT WORDS AND SENTENCES

1. In this session, students are taught to recognize and read words from the story, "Monkeys on a Fast", on sight. They are encouraged to read sentences with a focus on sight word vocabulary on time.
2. Play the sight words and sentences.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video. Each word is repeated three times.
4. Now ask the students to listen carefully to the audio, look at the moving highlight on the sentences, and read the sentence aloud after the voice on the video.
5. If the sentence is long, you may pause the video at the right places, and ask the students to repeat the sentence in parts.
6. Sentences from the story are expressed in different time references here.

and	are	thought	idea	useless
were	mind	clear	stunned	ended

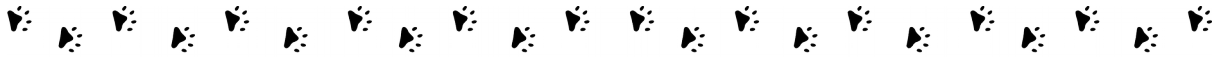
- The thought of bananas drove the monkeys bananas.  
The thought of bananas drives the monkeys bananas.  
The thought of bananas will drive the monkeys bananas.

*Continued...*

- Fasting cleanses the body and the mind.  
Fasting cleansed the body and the mind.  
Fasting will cleanse the body and the mind.
- There were loud gasps of shock and protest.  
There are loud gasps of shock and protest.  
There will be loud gasps of shock and protest.
- Is that clear?  
Was that clear?  
Will that be clear?
- The entire tribe was stunned into silence.  
The entire tribe is stunned into silence.  
The entire tribe will be stunned into silence.

# Action Path

## Session 5



### FOCUS

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

#### **Action Commands Review**

Raise your left hand.

Place a book on your desk.

- » Pick up the book..
- » Hand the book to your neighbour.

Tear a sheet of paper in half.

- » Pass half the sheet of paper to your neighbour.

#### **Spoken Commands**

Raise your left hand.

Place a book on your desk.

- » Pick up the book.
- » Hand the book to your neighbour.

Tear a sheet of paper in half.

- » Pass half the sheet of paper to your neighbour.

#### **Action Commands New**

Raise your right hand.

- » Cup your chin with your hand.

Place a book on your desk.

- » Pick up a sheet of paper.
- » Place the book on your desk.

Pick up a sheet of paper. » Fold it in half.

- » Close your eyes » Unfold the sheet of paper.

# Music Path

Session **5**



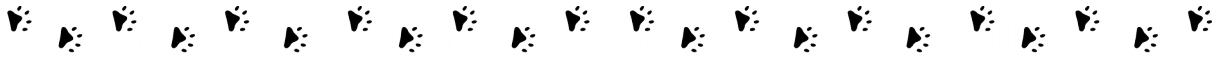
## FOCUS

### LISTENING

1. Listen to the song "Chips and chocolate" from the story "Monkeys on a Fast". Do not sing along.
2. Read out the song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the song again and repeat the line-by-line teaching of the song.
4. Play the entire song again. Encourage the students to sing along with actions.

# Reading Path

## Session 5



### FOCUS

#### SIGHT WORDS AND SENTENCES

1. In this session, students are taught to recognize and read words from the story, "Monkeys on a Fast", on sight. They are encouraged to read sentences with a focus on sight word vocabulary on time.
2. Play the sight words and sentences.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video. Each word is repeated three times.
4. Now ask the students to listen carefully to the audio, look at the moving highlight on the sentences, and read the sentence aloud after the voice on the video.
5. If the sentence is long, you may pause the video at the right places, and ask the students to repeat the sentence in parts.
6. Sentences from the story are expressed in different time references here.

and                      are                      thought                      idea                      useless

were                      mind                      clear                      stunned                      ended

- I have an idea!  
I had an idea!  
I will have an idea!

*Continued...*

- The monkeys had already peeled the bananas.

The monkeys have already peeled the bananas.

The monkeys will have already peeled the bananas.

- But it was useless.

But it is useless.

But it will be useless.

- We will still be fasting, right?

We are still fasting, right?

We were still fasting, right?

- That was how the monkeys' fast ended.

That is how the monkeys' fast ends.

That will be how the monkeys' fast will end.

# Action Path

Session **6**



## Focus

**Directed** I place my palm on my cheek.  
**Commands** » You place your palm on your cheek.  
**Set 1** » We place our palms on our cheeks.

**Directed** I roll my eyes.  
**Commands** » You roll your eyes.  
**Set 2** » We roll our eyes.

**Directed** I pull my ear and then my hair.  
**Commands** » You pull your ear and then your hair.  
**Set 3** » We pull our ears and then our hair.

# Music Path

## Session 6



### FOCUS

#### LISTENING

1. Listen to the song "Chips and chocolate" from the story "Monkeys on a Fast". Do not sing along.
2. Read out the song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the song again and repeat the line-by-line teaching of the song.
4. Play the entire song again. Encourage the students to sing along.



### FOCUS

#### LISTENING TO THE STORY

1. Listen to the part of the story “Monkeys on a Fast” from *Weighty Problems, Witty Solutions* (Pages 16-25).
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

#### EXPRESSIVE READING

1. Ask the students to listen to Pages 18–19 read expressively.
2. Read out aloud Pages 18–19 (from “Chakku scratched his head” to “as soon as the fast is over.”), modulating pitch, volume and tone and pausing at the right places.
3. Ask groups of 4 students to come to the front of the class and encourage them to read out the passage expressively.
4. Repeat the activity with more groups of students. You may also ask a student to stand up and read the passage aloud instead of doing the reading as a group activity.
5. If the students seem to be struggling with the activity, change the mode of the activity to Guided Expressive Reading where you read out the passage expressively and ask the students to repeat after you.

# Action Path

## Session 7



### Focus

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

#### **Review**

Walk slow. » Walk slower. » Stop walking.

Touch the pencil.

» Touch the book.

» Touch not only the pencil but also the book.

Pick up a book.

» Place the book on your lap.

» Hand the book to your neighbour with your right hand.

#### **Identified Commands**

Tear a sheet of paper in half.

Wrap your hand around your wrist.

Put your thumbs up.

Put your thumbs down.

Spin a pencil on your desk.

Place a book on your desk.



### FOCUS

#### LISTENING

1. Listen to the song “Chips and Chocolate” from the story “Monkeys on a Fast”. Do not sing along.
2. Read out song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Play the song again and ask the students to sing the song along.

#### ACTIVITY

1. Divide the class into two groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say **“I like bananas the most. What fruit do you like the most?”**
4. Ask the student to your right to answer the question. The student then has to pose the same question to the neighbour to his/her right. The student has to say, **“I like xxx the most. What fruit do you like the most?”** (The students may name the fruit they like the most.)
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

#### SIGHT-WORD CLUSTERS AND SENTENCES

1. In this session, students are taught to recognize and read related textual words (from “Monkeys on a Fast”) and new words on sight. They are encouraged to read sentences with a focus on usage of a word in different contexts.
2. Play the sight words and sentences.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video. Each word is repeated three times.
4. Now ask the students to listen carefully to the audio, look at the moving highlight on the sentences, and read the sentence aloud after the voice on the video.
5. If the sentence is long, you may pause the video at the right places, and ask the students to repeat the sentence in parts.
6. A word used in a sentence in the story is used in new sentences in different contexts here.

*Continued...*

## banana

food	pluck	mad
peeled	bite	nuts
fat	ripe	plants
grove	fruit	crazy

- Why don't we pluck a banana each and hold it in our hands?  
The thought of bananas drove the monkeys bananas.  
That I ate banana ice cream when I had a bad cold drove my mother bananas.

## fast

fasting	weight	quick
cleanses	food	sudden
body	nothing	rapid
temple	diet	devotees

- Now as for the rest of you, a fast means not eating anything.  
As soon as the fast is over, the bananas will be right there for us to eat.  
Eat the dosa really fast, it is getting late for school.

# Action Path

## Session 8



### FOCUS

*Objects required: a book, a pencil*

#### **Directed Commands Set 1**

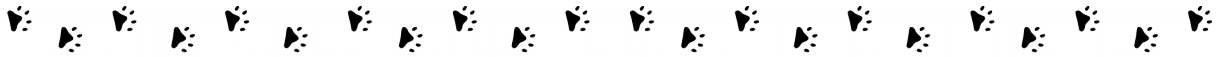
I place my pencil in between the pages of my book.  
» You place your pencil in between the pages of your book.  
» We place our pencils in between the pages of our books.

#### **Directed Commands Set 2**

I have a wide grin on my face.  
» You have a wide grin on your face.  
» We have wide grins on our faces.

#### **Directed Commands Set 3**

I flip through the pages of my book.  
» You flip through the pages of your book.  
» We flip through the pages of our books.



### FOCUS

### LISTENING

1. Listen to the song “Chips and Chocolate” from “Monkeys on a Fast”. Do not sing along.
2. Play the song again and ask the students to sing the song along.

### ACTIVITY

1. Divide the class into two groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say **“I like to eat potatoes and pani puri. What do you like to eat?”**
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 eat xxx and yyy. What do you like to eat?”** (Encourage the students to name two food items that start with the same letter like cakes and cashews, spinach and sambar, and so on.)
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

#### SIGHT-WORD CLUSTERS AND SENTENCES

1. In this session, students are taught to recognize and read related textual words (from “Monkeys on a Fast”) and new words on sight. They are encouraged to read sentences with a focus on usage of a word in different contexts.
2. Play the sight words and sentences.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video. Each word is repeated three times.
4. Now ask the students to listen carefully to the audio, look at the moving highlight on the sentences, and read the sentence aloud after the voice on the video.
5. If the sentence is long, you may pause the video at the right places, and ask the students to repeat the sentence in parts.
6. A word used in a sentence in the story is used in new sentences in different contexts here.

*Continued...*

## food

eating	pizza	lunch
treat	cooking	fare
drool	meal	menu
fed		

- But the monkeys' food was bananas.

It must be hard for her to fast as she loves food too much.

Though you are a little kid, your answer provided me with food for thought.

## meditate

mind	religion	think
calm	concentration	consider
peaceful	reflect	plan
chanted		

- Also, we shall meditate all day long, so that we become more calm, peaceful and intelligent monkeys.

They teach us to meditate in our yoga class in the summer camp.

I meditate on mathematics and the magic of numbers.

# Action Path

## Session 9



### Focus

#### **Conversation Commands Set 1**

Teacher (*swinging her arms*): I am swinging my arms.

Teacher (*stops swinging her arms*): I was swinging my arms.

*Student 1 is called to the front of the class.*

Teacher: Swing your arms. (*Student 1 should start swinging his/her arms.*)

Teacher (*as the student is swinging his/her arms*):  
What are you doing?

Student 1 (expected response): I am swinging my arms.

Teacher: Stop. What were you doing?

Student 1 (expected response): I was swinging my arms.

*Continued...*

**Conversation  
Commands  
Set 2**

Teacher (*pinching her cheeks*): I am pinching my cheeks.

Teacher (*stops pinching her cheeks*): I was pinching my cheeks.

*Student 2 is called to the front of the class.*

Teacher: Pinch your cheeks. (*Student 1 should start pinching his/her cheeks.*)

Teacher (*as the student is pinching his/her cheeks*):  
What are you doing?

Student 2 (expected response): I am pinching my cheeks.

Teacher: Stop. What were you doing?

Student 2 (expected response): I was pinching my cheeks.

# Music Path

## Session 9



### FOCUS

### LISTENING

1. Listen to the song “Chips and Chocolate” from the story “Monkeys on a Fast”. Do not sing along.
2. Play the song again and ask the students to sing along.

### ACTIVITY

1. On one corner of the board write the following words that rhyme with “eat.” Read them out and ask the students to repeat after you.

meet	neat
treat	sheet
greet	cheat
sweat	beat

2. Now say these simple sentences and mime them. Ask the students to repeat the sentences after you and mime.
  - The children were very excited to meet the cricketer.
  - The farmers planted the paddy saplings in neat little rows.
  - Watching the dancers in their colourful costumes perform live was a treat for the eyes.
  - The teacher told the students to write each answer in a fresh sheet of paper.

- The students rose together to greet the teacher as soon as she entered the class.
- The fight broke out in the playground when one of the boys called the other a cheat.
- I wanted to have the last piece of cake, but someone else beat me to it.



### FOCUS

#### LISTENING TO THE STORY

1. Listen to a part of the story “Monkeys on a Fast” from Pages 22-25.
2. Make sure the students keep their books open and follow along as they listen to the tale.

#### MIMING

1. Read out the passage slowly from “Without opening his eyes” to “intelligent little monkey he had become” (Page 17) and mime along.
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 10



## Focus

### **Conversation Commands Set 1**

Teacher (*walking to the window*): I am walking to the window.

Teacher (*stops walking*): I was walking to the window.

*Student 1 is called to the front of the class.*

Teacher: Walk to the window. (*Student 1 should start walking to the window.*)

Teacher (*as the student is walking to the window*): What are you doing?

Student 1 (*expected response*): I am walking to the window.

Teacher: Stop. What were you doing?

Student 1 (*expected response*): I was walking to the window.

*Continued...*

**Conversation  
Commands  
Set 2**

Teacher (*jumps*): I am jumping up and down.

Teacher (*stops jumping*): I was jumping up and down.

*Student 2 is called to the front of the class.*

Teacher: Jump up and down. (*Student 1 should start jumping.*)

Teacher (*as the student is jumping*): What are you doing?

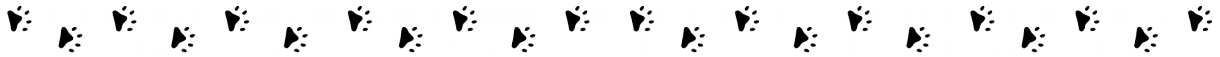
Student 2 (expected response): I am jumping up and down.

Teacher: Stop. What were you doing?

Student 2 (expected response): I was jumping up and down.

# Music Path

## Session 10



### FOCUS

#### LISTENING

1. Listen to the song "To the Beach, I Like to Go". Do not sing along.
2. Play the song again. Encourage the students to sing along.

#### ACTIVITY

1. On one corner of the board write the following phrases. Read them out and ask the students to repeat after you.

*lick your lips*

*scratch your head*

*roll your eyes*

*raise your eyebrows*

*wrinkle your nose*

*bite your tongue*

2. Now say these simple sentences and mime them. Ask the students to repeat the sentences after you and mime.

- He licked his lips at the thought of all the prizes he could win at the competition.
- The question was so tough that even the most studious students were scratching their heads.
- Kuyil rolled her eyes at Toman's silly antics.
- A lot of eyebrows were raised when the usually strict principal let the erring students off lightly.
- Rana wrinkled her nose in disapproval at Chickoo's messy room.
- Sahar did not want to start an argument, so she bit her tongue.

# Reading Path

## Session 10



### FOCUS

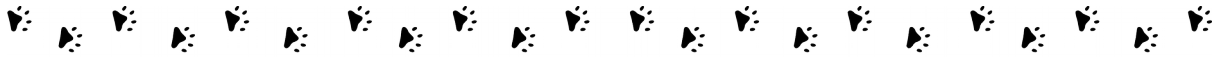
### SIGHT WORDS

1. In this module, students are taught to recognize words from the story, "Revenge of the Puppets" from *Weighty Problems, Witty Solutions*, on sight, and read them.
2. Play the sight words.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video.
4. Each word is repeated three times.

sounds	mesmerising	applause	sobs	booing
lanterns	audience	strings	replace	mischievous
stage	mask	puppets	wobbling	lucky
tinkling	slumped	bothering	unsteadily	repaired
twirled	curtain	muffled	galloped	secret

# Action Path

# Session 11



## FOCUS

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

### **Action Commands Review**

Raise your right hand. » Cup your chin with your hand.

Place a book on your desk.

- » Pick up a sheet of paper.
- » Place it underneath the book.

Pick up a sheet of paper.

- » Fold it in half.
- » Close your eyes
- » Unfold the sheet of paper.

### **Spoken Commands**

Raise your right hand.

- » Cup your chin with your hand.

Place a book on your desk.

- » Pick up a sheet of paper.
- » Place it underneath the book.

Pick up a sheet of paper.

- » Fold it in half.
- » Close your eyes.
- » Unfold the sheet of paper.

*Continued...*

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

Place the pencil on the eraser.

Place the pencil on the book.

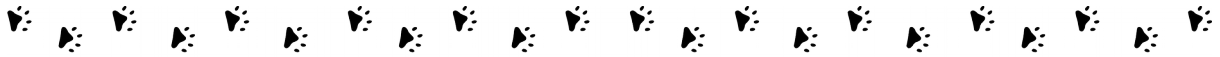
Place the pencil across the eraser and the book.

Pass the pencil across to your neighbour.

Go to the teacher's table.

» Reach across the table and shake hands with your teacher.

*Note: Requires sufficient space for movement. In Spoken Commands, for the walking sequence, divide the class into at least 5 groups and perform the sequence one group at a time.*



## FOCUS

### LISTENING

1. Listen to the song "To the Beach, I Like to Go". Do not sing along.
2. Play the song again and ask the students to sing along.

### ACTIVITY

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

# Reading Path

## Session 11



### FOCUS

### SIGHT WORDS

1. In this module, students are taught to recognize words from the story, "Revenge of the Puppets", on sight, and read them.
2. Play the sight words.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video.
4. Each word is repeated three times.

sounds	mesmerising	applause	sobs	booing
lanterns	audience	strings	replace	mischievous
stage	mask	puppets	wobbling	lucky
tinkling	slumped	bothering	unsteadily	repaired
twirled	curtain	muffled	galloped	secret



## FOCUS

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

### **Directed Commands Set 1**

- I place the paper across my lap.
- » She places the paper across her lap.
  - » He places the paper across his lap.
  - » We place the papers across our laps.

### **Directed Commands Set 2**

- I walk across the room.
- » She walks across the room.
  - » He walks across the room.
  - » We walk across the room.

### **Directed Commands Set 3**

- I draw a line across the paper.
- » She draws a line across the paper.
  - » He draws a line across the paper.
  - » We draw lines across the papers.

# Music Path

## Session 12



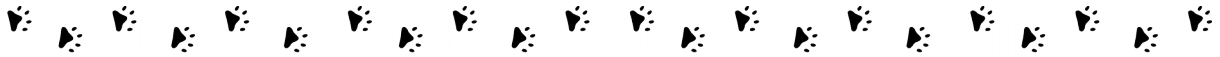
### FOCUS

#### LISTENING

1. Listen to the song "To the Beach, I Like to Go". Do not sing along.
2. Play the song again and ask the students to sing along.

#### ACTIVITY

1. Divide the class into two groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say, **"Of all the things we can do at the beach, I like listening to the sound of the waves the most. What do you like to do at the beach?"**
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 **"Of all the things we can do at the beach, I like xxx the most. What do you like to do at the beach?"**  
Some of the possible answers are: eating various kinds of food, building sand castles, playing with friends, enjoying the breeze, digging my feet in the sand.
5. Continue the process till all the students of the group get a chance to both answer and ask the question.
6. If a student makes a mistake, give the correct statement and ask him/her to repeat it.
7. Repeat the activity with Group 2.



### FOCUS

#### LISTENING TO THE STORY

1. Listen to the part of the story “Revenge of the Puppets” from *Weighty Problems, Witty Solutions* (Pages 28–42).
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

#### EXPRESSIVE READING

1. Ask the students to listen to Page 30 read expressively.
2. Read out aloud Page 30 (from “Veer was standing in the wings” to “raising his hands in surrender.”), modulating pitch, volume and tone, and pausing at the right places.
3. Ask groups of 4 students to come to the front of the class and encourage them to read out the passage expressively.
4. Repeat the activity with more groups of students. You may also ask a student to stand up and read the passage aloud instead of doing the reading as a group activity.
5. If the students seem to be struggling with the activity, change the mode of the activity to Guided Expressive Reading where you read out the passage expressively and ask the students to repeat after you.

# Action Path

# Session 13



## FOCUS

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

### **Action Commands Review**

- Place the pencil on the eraser.
- Place the pencil on the book.
- Place the pencil across the eraser and the book.
- Pass the pencil across to your neighbour.
- Go to the teacher's table.
  - » Reach across the table and shake hands with your teacher.

### **Spoken Commands**

- Place the pencil on the eraser.
- Place the pencil on the book.
- Place the pencil across the eraser and the book.
- Pass the pencil across to your neighbour.
- Go to the teacher's table.
  - » Reach across the table and shake hands with your teacher.

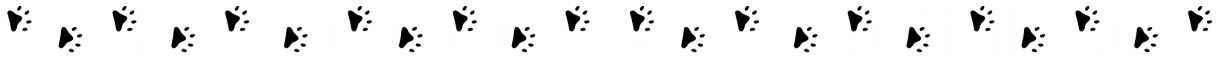
### **Action Commands New**

- Give your neighbour a high-five.
- Open your book to page 5 and hold it up.
- Open your book to page 10 and hold it up.
- Open your book to the last page but do not hold it up.

*Note: Requires sufficient space for movement. In Spoken Commands, for the walking sequence, divide the class into at least 5 groups and perform the sequence one group at a time.*

# Music Path

## Session 13



### FOCUS

#### LISTENING

1. Listen to the entire rhyme "To the Beach, I Like to Go". Do not sing along.
2. Play the song again and ask the students to sing along.

#### ACTIVITY

1. Pause the video at some of the scenes from the beach. Ask the students to tell you what they see.
2. Write the words given below on the board. You may add more words to the list based on your observation of the video.

<i>beach</i>	<i>clouds</i>	<i>crow</i>	<i>children</i>
<i>merry-go-round</i>	<i>girls</i>	<i>boys</i>	<i>trees</i>
<i>coconut trees</i>	<i>palm trees</i>	<i>birds</i>	<i>boat</i>
<i>sand castle</i>	<i>sand</i>	<i>bucket</i>	<i>shells</i>
<i>pebbles</i>	<i>water</i>	<i>waves</i>	<i>sea</i>
<i>balloons</i>	<i>balls</i>	<i>crab</i>	<i>starfish</i>
<i>ice-cream cart</i>	<i>man</i>	<i>woman</i>	<i>vendor</i>
<i>lips</i>	<i>eyes</i>	<i>beard</i>	<i>basket</i>

3. Ask the first student to make sentence using the first word. The student may say, "**I went to the beach with my grandparents.**" Now ask the next student to create a sentence using the second word, the third student with the third word and so on.
4. Continue the process until all the words are completed. If time permits, you may continue the activity with the first word following the last.

# Reading Path

## Session 13



### FOCUS

#### SIGHT WORDS AND SENTENCES

1. In this session, students are taught to recognize and read words from the story, "Revenge of the Puppets", on sight. They are encouraged to read sentences with a focus on sight word vocabulary on time.
2. Play the sight words and sentences.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video. Each word is repeated three times.
4. Now ask the students to listen carefully to the audio, look at the moving highlight on the sentences, and read the sentence aloud after the voice on the video.
5. If the sentence is long, you may pause the video at the right places, and ask the students to repeat the sentence in parts.
6. Sentences from the story are expressed in different time references here.

clapped      caught      sewed      peered      remains

claps      catches      sew      peer      remain

- The audience clapped enthusiastically.

The audience claps enthusiastically.

The audience will clap enthusiastically.

*Continued...*

- Suddenly, a slight movement off the stage caught her eye.  
Suddenly, a slight movement off the stage catches her eye.  
Suddenly, a slight movement off the stage will catch her eye.
- The dholak belted out a suspenseful beat.  
The dholak belts out a suspenseful beat.  
The dholak will belt out a suspenseful beat.
- The curtain fell, and the audience erupted into a thunderous applause.  
The curtain falls, and the audience erupts into a thunderous applause.  
The curtain will fall, and the audience will erupt into a thunderous applause.
- A decision had to be made.  
A decision has to be made.  
A decision will have to be made.

# Action Path

## Session 14



### FOCUS

*Objects required: a book*

#### **Directed Commands Set 1**

- I shut my eyes.
- » She shuts her eyes.
  - » He shuts his eyes.
  - » We shut our eyes.

#### **Directed Commands Set 2**

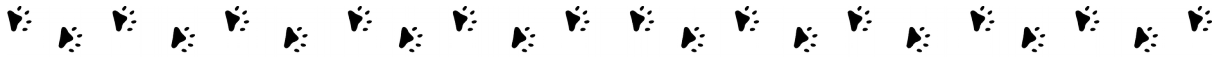
- I shut the window and then open it.
- » She shuts the window and then opens it.
  - » He shuts the window and then opens it.
  - » We shut the windows and then open them.

#### **Directed Commands Set 3**

- I close my book shut.
- » He closes his book shut.
  - » She closes her book shut.
  - » We close our books shut.

# Music Path

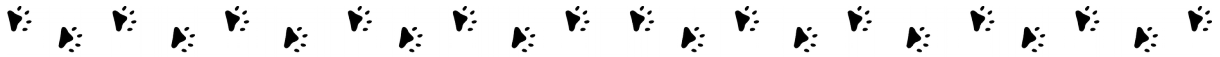
## Session 14



### FOCUS

#### LISTENING

1. Listen to the song "Come to the land" from the story, "Revenge of the Puppets". Do not sing along.
2. Read out the song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the song again and repeat the line-by-line teaching of the song.
4. Play the entire song again. Encourage the students to sing along.



## FOCUS

### SIGHT WORDS AND SENTENCES

1. In this session, students are taught to recognize and read words from the story, "Revenge of the Puppets", on sight. They are encouraged to read sentences with a focus on sight word vocabulary on time.
2. Play the sight words and sentences.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video. Each word is repeated three times.
4. Now ask the students to listen carefully to the audio, look at the moving highlight on the sentences, and read the sentence aloud after the voice on the video.
5. If the sentence is long, you may pause the video at the right places, and ask the students to repeat the sentence in parts.
6. Sentences from the story are expressed in different time references here.

clapped      caught      sewed      peered      remains

claps      catches      sew      peer      remain

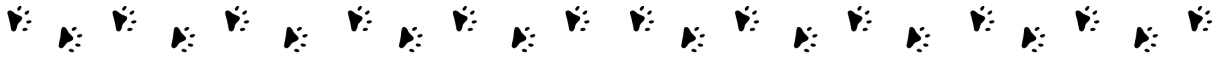
- The clock struck midnight.  
The clock strikes midnight.  
The clock will strike midnight.

• *Continued...*

- The horse awoke with a start.  
The horse awakes with a start.  
The horse will awake with a start.
- They cut and sewed all day long, singing songs, and practising moves.  
They cut and sew all day long, singing songs, and practising moves.  
They will cut and sew all day long, singing songs, and practising moves.
- The puppets climbed up the table, opened the case and peered inside.  
The puppets climb up the table, open the case and peer inside.  
The puppets will climb up the table, open the case and peer inside.
- Their little adventure that night remained a secret forever.  
Their little adventure that night remains a secret forever.  
Their little adventure that night will remain a secret forever.

# Action Path

Session 15



## FOCUS

*Objects required: a sheet of paper*

### **Conversation Commands Set 1**

Teacher (*while stomping*): I am stomping out of the room.

Teacher (*stops near the door*): I was stomping out of the room.

*(Goes to the door.)*

*Student 1 is called to the front of the class.*

Teacher: Stomp out of the room. (*Student 1 should start stomping.*)

Teacher (*while the student is stomping out of the room*): What are you doing?

Student 1 (expected response): I am stomping out of the room.

Teacher: Stop. What were you doing?

Student 1 (expected response): I was stomping out of the room.

*Continued...*

**Conversation  
Commands  
Set 2**

Teacher (*while writing her name on the board*): I am writing my name on the board.

Teacher (*stops writing*): I was writing my name on the board.

Teacher (*to Student 2*): Write your name on the board.

Teacher (*while the student is writing his/ her name*): What are you doing?

Student 2 (*expected response*): I am writing my name on the board.

Teacher: Stop. What were you doing?

Student 2 (*expected response*): I was writing my name on the board.

# Music Path

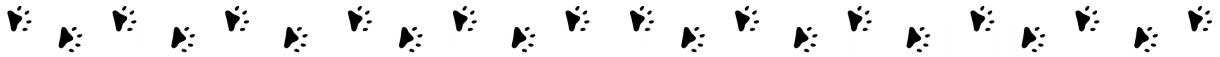
## Session 15



### FOCUS

#### LISTENING

1. Listen to the song "Come to the land" from "Revenge of the Puppets". Do not sing along.
2. Read out the song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the song and repeat the line-by-line teaching of the song.
4. Play the entire song again. Encourage the students to sing along.



### FOCUS

#### LISTENING TO THE STORY

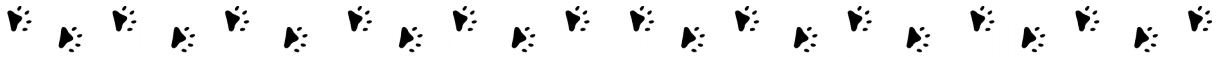
1. Listen to part of the story "Revenge of the Puppets", Pages 44-57.
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

#### EXPRESSIVE READING

1. Ask the students to listen to Page 54 read expressively.
2. Read out aloud Page 54 (from "Bhairo! There's something wrong" to "standing up to leave."), modulating pitch, volume and tone, and pausing at the right places.
3. Ask groups of 4 students to come to the front of the class and encourage them to read out the passages expressively.
4. Repeat the activity with more groups of students. You may also ask a student to stand up and read the passages aloud instead of doing the reading as a group activity.
5. If the students seem to be struggling with the activity, change the mode of the activity to Guided Expressive Reading where you read out the passages expressively and ask the students to repeat after you.

# Action Path

## Session 16



### Focus

*Objects required: a sheet of paper*

#### **Conversation Commands Set 1**

Teacher (*fans herself with a sheet of paper*): I am fanning myself with a sheet of paper.

Teacher (*stops fanning herself*): I was fanning myself with a sheet of paper.

*Student 1 is called to the front of the class.*

Teacher: Fan yourself with a sheet of paper.  
(*Student 1 should start fanning himself/herself.*)

Teacher (*while the student is fanning himself/herself*): What are you doing?

Student 1 (*expected response*): I am fanning myself with a sheet of paper.

Teacher: Stop. What were you doing when I asked you to stop?

Student 1 (*expected response*): I was fanning myself with a sheet of paper.

*Continued...*

**Conversation  
Commands  
Set 2**

Teacher (*clapping her hands loudly*): I am clapping my hands loudly.

Teacher (*stops clapping her hands loudly*): I was clapping my hands loudly.

*Student 2 is called to the front of the class.*

Teacher: Clap your hands loudly. (*Student 2 should start clapping his/her hands loudly.*)

Teacher (*while the student is clapping his/her hands loudly*): What are you doing?

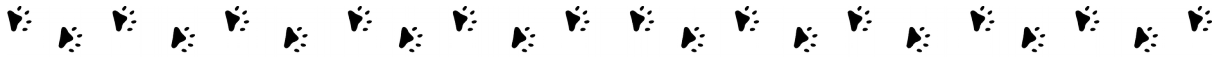
Student 2 (expected response): I am clapping my hands loudly.

Teacher: Stop. What were you doing when I asked you to stop?

Student 2 (expected response): I was clapping my hands loudly.

# Music Path

## Session 16



### FOCUS

#### LISTENING

1. Listen to “Come to the land” from the story “Revenge of the Puppets”. Do not sing along.
2. Read out the song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Play the song again and ask the students to sing along.

#### ACTIVITY

1. On one corner of the board write the following phrases. Read them out and ask the students to repeat after you.

golden sand	spin a yarn
glorious land	adventures
puppets	rhythm
magical story	longing

2. Divide the class into groups of four and display the puzzle given at the end of this activity.
3. Ask a student to volunteer from each group and act out the phrases on the board. In a Word Search activity, ask the students to identify the phrases being acted out. Tell them the phrases will be written horizontally or vertically in the puzzle.

*Continued...*

4. When a group gets the phrase right, ask the group's volunteer to point to the phrase in the puzzle.
5. If all the phrases have not been found, give out the answers at the end of the class.

S M N N T O A H W I I A F A E  
 E A H E M T Y E L L L Y O D V  
 A G O L D E N S A N D I R V E  
 V I V X O L A P L P Y N E E R  
 E C K G L O R I O U S L A N D  
 A A R E N N M N I P E V E T Q  
 G L E T T G T A V P E R V U U  
 I S N G H I H Y E E A F E R I  
 M T A R I N E A H T T E R E C  
 R O I E N G N R A S R A A S K  
 D R H Y T H M N P N D L O N L  
 T Y H E K T T Y P S T V E D I



## FOCUS

### SIGHT-WORD CLUSTERS AND SENTENCES

1. In this session, students are taught to recognize and read related textual words (from “Revenge of the Puppets”) and new words on sight. They are encouraged to read sentences with a focus on usage of a word in different contexts.
2. Play the sight words and sentences.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video. Each word is repeated three times.
4. Now ask the students to listen carefully to the audio, look at the moving highlight on the sentences, and read the sentence aloud after the voice on the video.
5. If the sentence is long, you may pause the video at the right places, and ask the students to repeat the sentence in parts.
6. A word used in a sentence in the story is used in new sentences in different contexts here.

*Continued...*

## filled

rhythmic	throughout	full
sounds	fill	brim
air	engulf	water
spread	space	overflow

- The rhythmic sounds of the dholak filled the air in the little village of Posalia.

The laughter of children filled the air at the park last evening.

We filled the pot with water from the well.

## mask

puppets	figure	veil
audience	black	hide
perform	strings	cover
stage	face	disguise

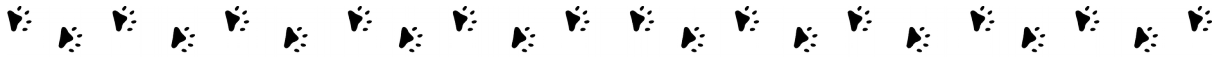
- Approaching him was Kalia, a figure in a black mask.

We made masks of wild animals in class today for the school pantomime.

When the school-trip was cancelled due to heavy rains, Nita tried to mask her disappointment, sporting a sunny smile.

# Action Path

Session 17



## FOCUS

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

### **Directed Commands Set 1**

- I wave my hand.
- » She waves her hand.
  - » He waves his hand.
  - » We wave our hands.

### **Directed Commands Set 2**

- I smile at my neighbour.
- » She smiles at her neighbour.
  - » He smiles at his neighbour.
  - » We smile at our neighbours.

# Music Path

## Session 17



### FOCUS

### LISTENING

1. Listen to the song "Come to the Land" from the story "Revenge of the Puppets". Do not sing along.
2. Play the song again and ask the students to sing along.

### ACTIVITY

1. Write the words on the blackboard and add your own list to this one.

spin a yarn

play a flute

twirl a ribbon

tell a tale

spin around

dance and sway

sing a song

whistle a tune

ring a bell

tap my feet

clap my hands

paint a pillar

drum a tabla

fight a villain

write a story

2. Read out aloud the words you have written and ask the students to repeat after you.
3. Divide the class into two groups.
4. 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.)

*Continued...*

5. Say **“O come to my land where I spin a yarn. Shall we travel to your land too?”**
6. 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 **“O come to my land where I xxxx. Shall we travel to your land too?”** (xxxx being a phrase from the table).
7. Continue the process till all the students of the group get a chance to both answer and ask the question.
8. If a student makes a mistake, give the correct statement and ask him/her to repeat it.
9. Repeat the activity with Group 2.



## FOCUS

### SIGHT-WORD CLUSTERS AND SENTENCES

1. In this session, students are taught to recognize and read related textual words, from “Revenge of the Puppets”, and new words on sight. They are encouraged to read sentences with a focus on usage of a word in different contexts.
2. Play the sight words and sentences.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video. Each word is repeated three times.
4. Now ask the students to listen carefully to the audio, look at the moving highlight on the sentences, and read the sentence aloud after the voice on the video.
5. If the sentence is long, you may pause the video at the right places, and ask the students to repeat the sentence in parts.
6. A word used in a sentence in the story is used in new sentences in different contexts here.

*Continued...*

## drew

sword	unsheathe	sketch
pulled	pull	pencil
out	close	paper
emerged	shut	drawing

- Veer drew out his sword and charged towards Kalia.

Can you draw the curtains? I want to go to sleep.

Norbu draws exquisite sketches of pagodas.

## looked

new	appear	stare
look	like	gaze
mended	seem	peer
fixed	eye	
beautiful	view	

- They looked as good as new!

This looks like a new storybook. Is it a birthday present?

The old lady looked wearily at travellers passing by, hoping one of them will help her climb the flight of stairs at the railway station.

# Action Path

## Session 18



### FOCUS

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

#### **Directed Commands Set 1**

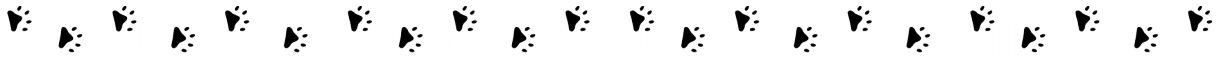
- I stand on my toes.
- » She stands on her toes.
  - » He stands on his toes.
  - » We stand on our toes.

#### **Directed Commands Set 2**

- I place my hand on my head.
- » She places her hand on her head.
  - » He places his hand on his head.
  - » We place our hands on our heads.

#### **Review**

- Feel your book with your hand.
- Pick up a pencil.
- » Bob it up and down.
- Hold a sheet of paper in your outstretched arm.
- » Tear the sheet of paper in half.
- Open your book to the page 5 but do not hold it up.



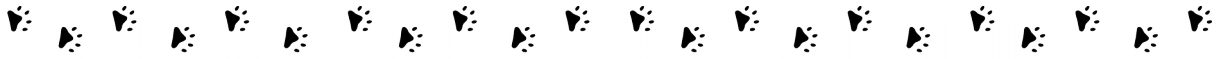
## FOCUS

### LISTENING

1. Listen to the song “Come to the Land” of the story “Revenge of the Puppets”. Do not sing along.
2. Play the song again and ask the students to sing along.

### ACTIVITY

1. Divide the class into two groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say **“I imagine a camel in the dry desert. What do you imagine in the dry desert?”**
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 imagine a xxx in the dry desert. What do you imagine in the dry desert?”** (Possible answers: tent, gypsies, palm tree, deer, eagle, cactus etc.)
5. Continue the process till all the students of the group get a chance to both answer and ask the question.
6. If a student makes a mistake, give the correct statement and ask him/her to repeat it.
7. Repeat the activity with Group 2.



## FOCUS

### LISTENING TO THE STORY

1. Listen to the part of the story “Revenge of the Puppets” from pages 42-45.
2. Make sure the students keep their books open and follow along as they listen to the tale.

### MIMING

1. Play Page 42 and mime along with the audio-narration from “When night fell again” to “They really did look striking.”
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 19



### FOCUS

*Objects Required: a book*

***Directed  
Commands  
Set 1***

- 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 2***

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

***Directed  
Commands  
Set 3***

- I cover my ears with my hands.
- » You cover your ears with your hands.
  - » We cover our ears with our hands.



## FOCUS

### LISTENING

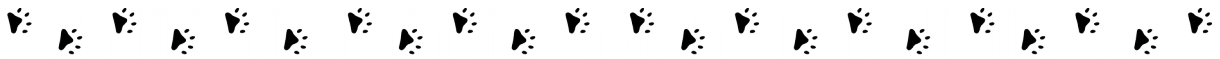
1. Listen to the song “Yards and Yards of Silk I See”. Do not sing along.
2. Play the song again. Encourage the students to sing along.

### ACTIVITY

1. Divide the class into two groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say, **“We can see crayons in every colour and shade. What else can we see in every colour and shade?”** Some of the possible answers are: flowers, the sky, seas, birds, pens, clothes, bags, pencils, chinks, paint.
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?”**
5. Continue the process till all the students of the group get a chance to both answer and ask the question.
6. If a student makes a mistake, give the correct statement and ask him/her to repeat it.
7. Repeat the activity with Group 2.

# Reading Path

## Session 19



### FOCUS

### SIGHT WORDS

1. In this module, students are taught to recognize words from the story, "The Monkey and the Crocodile" from *Weighty Problems, Witty Solutions*, on sight, and read them.
2. Play the sight words.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video.
4. Each word is repeated three times.

beside	juicy	crocodile	jaws	beloved
river	apples	lurked	tears	sweetheart
forests	swinging	pranks	cry	wicked
old	branch	an apple	stomach	smile
tree	naughty	crunched	growls	swam

# Action Path

Session 20



## Focus

*Objects required: a sheet of paper*

### **Directed Commands Set 1**

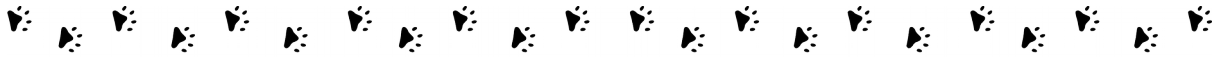
- I pick up the paper.
- » She picks up the paper.
  - » He picks up the paper.
  - » We pick up the papers.

### **Directed Commands Set 2**

- I wave my arms around.
- » She waves her arms around.
  - » He waves his arms around.
  - » We wave our arms around.

# Music Path

## Session 20



### FOCUS

#### LISTENING

1. Listen to the song “Yards and Yards of Silk I See”. Do not sing along.
2. Play the song again. Encourage the students to sing along.

#### ACTIVITY

1. Ask the class to give you words they know that describe family relations. Write out the words on the board and add your own list to this one. Some of the possible responses are:

mother	brother	aunt	sister-in-law
father	grandmother	uncle	brother-in-law
daughter	grandfather	niece	wife
son	great-grandmother	nephew	husband

2. Read out the words you have written and ask the students to repeat after you.
3. Divide the class into two groups. Say the following sentences and ask the groups to take turns and repeat after you.

*Continued...*

• Group 1. My mother's mother is my grandmother.

Group 2. My father's mother is my grandmother.

• Group 1. My mother's sister is my aunt.

Group 2. My father's sister is my aunt.

• Group 1. My mother's brother is my uncle.

Group 2. My father's brother is my uncle.

• Group 1. My aunt's daughter is my cousin.

Group 2. My aunt's son is my cousin.

• Group 1. My uncle's daughter is my cousin.

Group 2. My uncle's son is my cousin.

• Group 1. My sister's daughter is my niece.

Group 2. My brother's daughter is my niece.

• Group 1. My sister's son is my nephew.

Group 2. My brother's son is my nephew.

• Group 1. My grandmother's mother is my great-grandmother.

Group 2. My grandfather's mother is my great-grandmother.

• Group 1. My grandmother's father is my great-grandfather.

Group 2. My grandfather's father is my great-grandfather.

# Reading Path

## Session 20



### FOCUS

### SIGHT WORDS

1. In this module, students are taught to recognize words from the story, "The Monkey and the Crocodile", on sight, and read them.
2. Play the sight words.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video.
4. Each word is repeated three times.

beside	juicy	crocodile	jaws	beloved
river	apples	lurked	tears	sweetheart
forests	swinging	pranks	cry	wicked
old	branch	an apple	stomach	smile
tree	naughty	crunched	growls	swam

# Action Path

## Session 21



### FOCUS

*Objects required: a sheet of paper*

#### **Conversation Commands Set 1**

Teacher (*after folding a sheet of paper*): I folded the paper.

Teacher (*to Student 1*): Fold the paper.

Teacher (*after the student folds the paper*): What did you do?

Student 1 (*expected response*): I folded the paper.

#### **Conversation Commands Set 2**

Teacher (*after crumpling the paper and flattening it out*): I crumpled the paper and flattened it out.

Teacher (*to Student 2*): Crumple the paper and flatten it out.

Teacher (*after the student crumples the paper and flattens it out*): What did you do?

Student 2 (*expected response*): I crumpled the paper and flattened it out.

# Music Path

## Session 21



### FOCUS

### LISTENING

1. Listen to the entire rhyme "Yards and Yards of Silk I See". Do not sing along.
2. Play the song again. Encourage the students to sing along.

### ACTIVITY

1. Divide the class into two groups. Ask the groups the following questions and tell them to answer in complete sentences. You can give the answer for the first one, and help them with the pattern.

Sample question: If your father's father takes you to the park, who takes you to the park?

Possible answer: My grandfather takes me to the park.

- Question for Group 1: If your father's sister compliments you, who compliments you?

Possible answer: My aunt compliments me.

- Question for Group 2: If your sister's father gives you a hug, who gives you a hug?

Possible answer: My father gives me a hug.

- Question for Group 1: If your mother's brother plays the violin, who plays the violin?

Possible answer: My uncle plays the violin.

*Continued...*

- Question for Group 2: If your aunt's son plays with you, who plays with you?

Possible answer: My cousin plays with me.

- Question for Group 1: If your father's mother makes you dinner, who makes you dinner?

Possible answer: My grandmother makes me dinner.





### FOCUS

#### LISTENING TO THE STORY

1. Listen to a part of the story “The Monkey and the Crocodile” from *Weighty Problems, Witty Solutions*(Pages 60–70).
2. Make sure the students keep their books open and follow along as they listen to the tale.

#### EXPRESSIVE READING

1. Ask the students to listen to Page 64 read expressively.
2. Read out aloud Page 64 (from “Oh my dear friend!” to “thank you so much.”), modulating pitch, volume and tone, and pausing at the right places.
3. Ask groups of 4 students to come to the front of the class and encourage them to read out the passage expressively.
4. Repeat the activity with more groups of students. You may also ask a student to stand up and read the passage aloud instead of doing the reading as a group activity.
5. If the students seem to be struggling with the activity, change the mode of the activity to Guided Expressive Reading where you read out the passage expressively and ask the students to repeat after you.

# Action Path

## Session 22



### FOCUS

*Objects required: a crumpled sheet of paper*

#### **Conversation Commands Set 1**

Teacher (*after shutting the door*): I shut the door.

Teacher (to Student 1): Shut the door.

Teacher (*after the student shuts the door*): What did you do?

Student 1 (expected response): I shut the door.

#### **Conversation Commands Set 2**

Teacher (*after throwing the crumpled paper on the floor*): I threw the crumpled paper on the floor.

Teacher (*picking up the crumpled paper and handing it to Student 2*): Throw the crumpled paper on the floor.

Teacher (*after the student throws the crumpled paper on the floor*): What did you do?

Student 2 (expected response): I threw the crumpled paper on the floor. (*The student must pick up the paper at the end of the activity.*)



### FOCUS

#### LISTENING

1. Listen to the song “Yards and Yards of Silk I See”. Do not sing along.
2. Play the song again and ask the students to sing along.

#### ACTIVITY

1. Divide the class into two groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say, **“Sari is my favourite attire. What is your favourite attire?”**
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 **“XXXX is my favourite attire. What is your favourite attire?”** Possible responses could be: jeans and t-shirt/top, skirt and blouse/top, salwar-kurta, kurta-pyjama, dress, shorts and t-shirt/shirt.
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

### SIGHT WORDS AND SENTENCES

1. In this session, students are taught to recognize and read words from the story, "The Monkey and the Crocodile", on sight. They are encouraged to read sentences with a focus on sight word vocabulary on time.
2. Play the sight words and sentences.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video. Each word is repeated three times.
4. Now ask the students to listen carefully to the audio, look at the moving highlight on the sentences, and read the sentence aloud after the voice on the video.
5. If the sentence is long, you may pause the video at the right places, and ask the students to repeat the sentence in parts.
6. Sentences from the story are expressed in different time references here.

did	near	went	guess	wonder
going	name	goes	tasted	dear

- I, Karadi the bear, hear monkeys chattering.  
I, Karadi the bear, heard monkeys chattering.  
I, Karadi the bear, will hear monkeys chattering.

*Continued...*

- Why do you cry near my rose apple tree?  
Why did you cry near my rose apple tree?  
Why are you going to cry near my rose apple tree?
- My stomach growls, my head spins and I fear I am going to die.  
My stomach growled, my head spun and I feared I was going to die.  
My stomach will growl, my head will spin and I am going to fear I will die.
- By the way, my name is Red Face.  
By the way, my name was Red Face.  
By the way, my name will be Red Face.
- This went on for many days.  
This goes on for many days.  
This will go on for many days.

# Action Path

## Session 23



### Focus

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

#### **Action Commands Review**

Give your neighbour a high-five.  
Open your book to page 5 and hold it up.  
Open your book to page 10 and hold it up.  
Open your book to the last page but do not hold it up.

#### **Spoken Commands**

Give your neighbour a high-five.  
Open your book to page 5 and hold it up.  
Open your book to page 10 and hold it up.  
Open your book to the last page but do not hold it up.

#### **Action Commands New**

Lift your right leg and touch it.  
Lift your left leg and touch it.  
Place the paper on the table.  
    » Fold it from right to left.  
Place the paper on the table.  
    » Fold it from left to right.  
Fold the sheet of paper into pleats.

# Music Path

## Session 23



### FOCUS

#### LISTENING

1. Listen to “Red Face’s Song” from “The Monkey and the Crocodile”. Do not sing along.
2. Read out the song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the song again and repeat the line-by-line teaching of the song.
4. Play the entire song again. Encourage the students to sing along.



## FOCUS

### SIGHT WORDS AND SENTENCES

1. In this session, students are taught to recognize and read words from the story, "The Monkey and the Crocodile", on sight. They are encouraged to read sentences with a focus on sight word vocabulary on time.
2. Play the sight words and sentences.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video. Each word is repeated three times.
4. Now ask the students to listen carefully to the audio, look at the moving highlight on the sentences, and read the sentence aloud after the voice on the video.
5. If the sentence is long, you may pause the video at the right places, and ask the students to repeat the sentence in parts.
6. Sentences from the story are expressed in different time references here.

did	near	went	guess	wonder
going	name	goes	tasted	dear

- How wonderful, how divine these apples taste.  
How wonderful, how divine these apples tasted.  
How wonderful, how divine these apples will taste.

*Continued...*

- And guess what we are having for dinner?  
And guess what we were having for dinner?  
And guess what we will be having for dinner?
  
- He cried.  
He cries.  
He will cry.
  
- I wonder what he will do.  
I wondered what he will do.  
I will wonder what he will do.
  
- Dear, dear, Red Face, how good you are!  
Dear, dear, Red Face, how good you were!  
Dear, dear, Red Face, how good you will be!

# Action Path

## Session 24



### FOCUS

**Directed  
Commands  
Set 1**

- I walk fast.
- » She walks fast.
  - » He walks fast.
  - » We walk fast.

**Directed  
Commands  
Set 2**

- I wrap my hand around my wrist.
- » You wrap your hand around your wrist.
  - » We wrap our hands around our wrists.

**Directed  
Commands  
Set 3**

- I clap my hands quietly.
- » You clap your hands quietly.
  - » We clap our hands quietly.

# Music Path

## Session 24



### FOCUS

#### LISTENING

1. Listen to “Red Face’s Song” from “The Monkey and the Crocodile”. Do not sing along.
2. Read out the song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the song again and repeat the line-by-line teaching of the song.
4. Play the entire song again. Encourage the students to sing along.



### FOCUS

#### LISTENING TO THE STORY

1. Listen to the part of the story “The Monkey and the Crocodile” from pages 72–83.
2. Make sure the students keep their books open and follow along as they listen to the tale.

#### EXPRESSIVE READING

1. Ask the students to listen to Page 78 read expressively.
2. Read aloud page 78 (from ““ Jagged! Jagged!” to “get the tasty heart.””), modulating pitch, volume and tone, and pausing at the right places.
3. Ask groups of 4 students to come to the front of the class and encourage them to read out the passage expressively.
4. Repeat the activity with more groups of students. You may also ask a student to stand up and read the passage aloud instead of doing the reading as a group activity.
5. If the students seem to be struggling with the activity, change the mode of the activity to Guided Expressive Reading where you read out the passage expressively and ask the students to repeat after you.

# Action Path

## Session 25



### FOCUS

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

#### **Action Commands Review**

Lift your right leg and touch it.

Lift your left leg and touch it.

Place the paper on the table.

» Fold it from right to left.

Place the paper on the table.

» Fold it from left to right.

Fold the paper into pleats.

#### **Spoken Commands**

Lift your right leg and touch it.

Lift your left leg and touch it.

Place the paper on the table.

» Fold it from right to left.

Place the paper on the table.

» Fold it from left to right.

Fold the sheet of paper into pleats.

*Continued...*

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

Strike the table with your hand.

Hold the pencil in your hand.

» Strike the book with the pencil.

Go to the blackboard.

» Draw a circle on the board.

» Strike out the circle.

# Music Path

## Session 25



### FOCUS

### LISTENING

1. Listen to “Red Face’s Song” from “The Monkey and the Crocodile”. Do not sing along.
2. Read out the song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Play the song again and ask the students to sing along.

### ACTIVITY

1. Write out the following ten sets of words in singular and plural forms on the blackboard: Read out the word-pairs and ask the students to repeat after you.

*lion*

*monkey*

*crocodile*

*lions*

*monkeys*

*crocodiles*

*fool*

*leaf*

*friend*

*fools*

*leaves*

*friends*

*foe*

*child*

*tooth*

*foes*

*children*

*teeth*

*man*

*men*

*Continued...*

2. Say, **“One heart, two hearts, three hearts, four. One lion, two lions, three lions, four,”** and ask the student in a corner of the last to continue the pattern with the second set of words on the board. The student has to say:  
**“One heart, two hearts, three hearts, four. One monkey, two monkeys, three monkeys, four.”**
3. Continue the activity with the other students sitting in the same row. The next student will have to say:  
**“One heart, two hearts, three hearts, four. One crocodile, two crocodiles, three crocodiles, four.”**
4. Once all the ten pairs of words are exhausted, the other students will have to start from the first pair again.



## FOCUS

### SIGHT-WORD CLUSTERS AND SENTENCES

1. In this session, students are taught to recognize and read related textual words (from “The Monkey and the Crocodile”) and new words on sight. They are encouraged to read sentences with a focus on usage of a word in different contexts.
2. Play the sight words and sentences.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video. Each word is repeated three times.
4. Now ask the students to listen carefully to the audio, look at the moving highlight on the sentences, and read the sentence aloud after the voice on the video.
5. If the sentence is long, you may pause the video at the right places, and ask the students to repeat the sentence in parts.
6. A word used in a sentence in the story is used in new sentences in different contexts here.

*Continued...*

## **cry**

tears

wept

yell

eyes

pleaded

call

wails

begged

scream

crocodile

mourn

roar

- So Jagged Jaws swam up to the tree and began to cry.

Why do you cry near my rose apple tree?

When she was caught inside the lift, she cried for help.

## **delicious**

juice

divine

flavour

sweetness

sweeter

splendid

delight

tasty

heavenly

luscious

yummy

- She could feel its delicious juice slide down her tongue and into her throat.

With sweetened milk and cream, my dad made delicious kheer today.

My friend tells me delicious stories about her home in the hills.

# Action Path

## Session 26



### Focus

#### **Directed Commands Set 1**

- I whisper my name.
- » She whispers her name.
  - » He whispers his name.
  - » We whisper our names.

#### **Directed Commands Set 2**

- I mumble my name.
- » She mumbles her name.
  - » He mumbles his name.
  - » We mumble our names.

#### **Directed Commands Set 3**

- I say my name while laughing.
- » She says her name while laughing.
  - » He says his name while laughing.
  - » We say our names while laughing.

# Music Path

## Session 26



### FOCUS

### LISTENING

1. Listen to “Red Face’s Song” from “The Monkey and the Crocodile”. Do not sing along.
2. Read out the song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Play the song again. Ask the students to sing along.

### ACTIVITY

1. Write out the following nine sets of words in singular and plural forms on the blackboard: Read out the word-pairs and ask the students to repeat after you.

*fellow*  
*fellows*

*song*  
*songs*

*face*  
*faces*

*bus*  
*buses*

*woman*  
*women*

*sheep*  
*sheep*

*life*  
*lives*

*apple*  
*apples*

*knife*  
*knives*

*Continued...*

2. Say, **“One heart, two hearts, three hearts, four. One fellow, two fellows, three fellows, four,”** and ask the student in a corner of the last to continue the pattern with the second set of words on the board. The student has to say:

**“One heart, two hearts, three hearts, four. One song, two songs, three songs, four.”**

3. Continue the activity with the other students sitting in the same row. The next student will have to say:

**“One heart, two hearts, three hearts, four. One face, two faces, three faces, four.”**

4. Once all the nine pairs of words are exhausted, the other students will have to start from the first pair again.



### FOCUS

#### SIGHT-WORD CLUSTERS AND SENTENCES

1. In this session, students are taught to recognize and read related textual words (from “The Monkey and the Crocodile”) and new words on sight. They are encouraged to read sentences with a focus on usage of a word in different contexts.
2. Play the sight words and sentences.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video. Each word is repeated three times.
4. Now ask the students to listen carefully to the audio, look at the moving highlight on the sentences, and read the sentence aloud after the voice on the video.
5. A word used in a sentence in the story is used in new sentences in different contexts here.

*Continued...*

## naughty

monkeys

annoy

frolic

teasing

playful

fun

outsmarted

mischief

disobedient

pranks

- I can see naughty Pink Face swinging from branch to branch, teasing the other monkeys.

I had a lot of fun playing with my playful and naughty kittens.

Naughty little boy, how dare you erase the test questions from the blackboard!

## wicked

evil

kill

wretch

plotting

selfish

foe

snarling

greedy

rotten

eerie

heartless

mean

ungrateful

- As Mrs. Jagged Jaws listened to her husband, her eyes began to sparkle wickedly.

He sensed that her evil mind was plotting something wicked.

What a wicked trick you played on the old lady by hiding her spectacles!

# Action Path

Session 27



## Focus

### **Conversation Commands Set 1**

Teacher (*snapping her fingers*): I am snapping my fingers.

Teacher (*stops snapping her fingers*): I was snapping my fingers.

Teacher (*to Student 1*): Snap your fingers.

Teacher (*while the student is snapping his/her fingers*): What are you doing?

Student 1 (expected response): I am snapping my fingers.

Teacher: What were you doing?

Student 1 (expected response): I was snapping my fingers.

*Continued...*

**Conversation  
Commands  
Set 2**

Teacher (*running her fingers through her hair*): I am running my fingers through my hair.

Teacher (*stops running her fingers through her hair*): I was running my fingers through my hair.

Teacher (*to Student 2*): Run your fingers through your hair.

Teacher (*while the student is running his/her fingers through his/her hair*): What are you doing?

Student 2 (*expected response*): I am running my fingers through my hair.

Teacher: What were you doing?

Student 2 (*expected response*): I was running my fingers through my hair.

# Music Path

## Session 27



### FOCUS

### LISTENING

1. Listen to “Red Face’s Song” from “The Monkey and the Crocodile”. Do not sing along.
2. Read out the song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Play the song and ask the students to sing along.

### ACTIVITY

1. Write out the following nine sets of words in singular and plural forms on the blackboard: Read out the word-pairs and ask the students to repeat after you.

*fruit*

*fruits*

*crocodile*

*crocodiles*

*loaf*

*loaves*

*row*

*rows*

*class*

*classes*

*wolf*

*wolves*

*river*

*rivers*

*lily*

*lilies*

*mouse*

*mice*

*Continued...*

2. Say, **“One heart, two hearts, three hearts, four. One fruit, two fruits, three fruits, four,”** and ask the student in a corner of the last to continue the pattern with the second set of words on the board.  
The student has to say:  
**“One heart, two hearts, three hearts, four. One row, two rows, three rows, four.”**
3. Continue the activity with the other students sitting in the same row. The next student will have to say:  
**“One heart, two hearts, three hearts, four. One river, two rivers, three rivers, four.”**
4. Once all the nine pairs of words are exhausted, the other students will have to start from the first pair again.



### FOCUS

#### LISTENING TO THE STORY

1. Listen to the story “The Monkey and the Crocodile” from Pages 62 to 64.
2. Make sure the students keep their books open and follow along as they listen to the tale.

#### GUIDED MIMING

1. Play Pages 62-64 and mime along with the narration from “If the monkey with the red face” to “once again wept more crocodile tears.”
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 28



### Focus

**Conversation  
Commands  
Set 1**

Teacher (*stretching her arms*): I am stretching my arms.

Teacher (*stops stretching her arms*): I was stretching my arms.

Teacher (*to Student 1*): Stretch your arms.

Teacher (*while the student is stretching his/her arms*): What are you doing?

Student 1 (expected response): I am stretching my arms.

Teacher: What were you doing?

Student 1 (expected response): I was stretching my arms.

*Continued...*

**Conversation  
Commands  
Set 2**

Teacher (*rubbing her eyes*): I am rubbing my eyes.

Teacher (*stops rubbing her eyes*): I was rubbing my eyes.

Teacher (*to Student 2*): Rub your eyes.

Teacher (*while the student is rubbing his/her eyes*):  
What are you doing?

Student 2 (*expected response*): I am rubbing my eyes.

Teacher: What were you doing?

Student 2 (*expected response*): I was rubbing my eyes.

# Music Path

## Session 28



### FOCUS

#### LISTENING

1. Listen to the song "Prayer Houses". Do not sing along.
2. Play the song again and ask the students to sing along.

#### ACTIVITY

1. Tell the students, "Madhavi's town has a temple." Ask them to tell you some of the other places of worship or interest they can find in a town. Ask them to list buildings.

church

library

museum

gurudwara

mosque

theatre

clock tower

lighthouse

planetarium

2. Write the above mentioned words on the board and add your own list to this one.
3. Read out aloud the words you have written and ask the students to repeat after you.
4. Divide the class into two groups.
5. 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.)

*Continued...*

6. Say **“My town has a library. What does your town have?”**
7. 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 town has a xxxx. What does your town have?”**
8. Continue the process till all the students of the group get a chance to both answer and ask the question.
9. If a student makes a mistake, give the correct statement and ask him/her to repeat it.
10. Repeat the activity with Group 2.

# Reading Path

## Session 28



### FOCUS

### SIGHT WORDS

1. In this module, students are taught to recognize words from the story, "Just One Paisa" from *Weighty Problems, Witty Solutions*, on sight, and read them.
2. Play the sight words.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video.
4. Each word is repeated three times.

next	chest	only	the king	money
nimble	blanket	again	reluctant	hard-earned
fingers	slumber	traced	suffering	treasure
coins	dreams	the hill	drought	complaints
counted	into	palace	famine	listen

# Action Path

## Session 29



### FOCUS

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

#### **Directed Commands Set 1**

- I stand beside the door.
- » She stands beside the door.
  - » He stands beside the door.
  - » We stand beside the door.

#### **Directed Commands Set 2**

- I wipe the table with the crumpled sheet of paper.
- » She wipes the table with the crumpled sheet of paper.
  - » He wipes the table with the crumpled sheet of paper.
  - » We wipe the table with the crumpled sheets of paper.

#### **Identified Commands**

- Lift your right leg and touch it.
- Fold the paper from right to left.
- Roll the pencil on the table.
- Fold the paper into pleats.
- Strike the table with your pencil.

# Music Path

## Session 29



### FOCUS

### LISTENING

1. Listen to the entire song "Prayer Houses". Do not sing along.
2. Play the song again. Encourage the students to sing along.

### ACTIVITY

1. On one corner of the board write the following words. Tell the students that these are some of the things they may have seen in and around places of worship. Read the words out and ask the students to repeat after you.

*flowers*

*fruits*

*lamps*

*incense sticks*

*bell*

*shops*

*choir*

*hymn books*

*domes*

*minars*

*pillars*

*prayer hall*

*idols*

*candles*

*the cross*

*a crescent moon*

2. Divide the class into groups of four and display the following puzzle.
3. Ask a student to volunteer from each group and act out the words on the board. In a Word Search activity, ask the students to identify the words being acted out. Tell them the words will be written horizontally or vertically in the puzzle.

*Continued...*

4. When a group gets the word right, ask the group's volunteer to point to the word in the puzzle.
5. If all the words have not been found, give out the answers at the end of the class.

H Y M N B O O K S F I C D O  
 N T G T A F U A A R Y R M O  
 R E W H H C C K N U B E L L  
 I M T E T A C H O I R S I S  
 S I N C E N S E S T I C K S  
 O N U R L D S U C S K E I N  
 G A J O O L A M P S B N G O  
 U R B S T E U K I E W T N N  
 V S H S G S I D L N O M A H  
 F P O O A D I N L S O O R T  
 T U H I S G M M A S H O P S  
 S H C R M R I T R B O N B A  
 I T Q R K D O M E S D Y D A Z



# Reading Path

## Session 29



### FOCUS

### SIGHT WORDS

1. In this module, students are taught to recognize words from the story, "Just One Paisa", on sight, and read them.
2. Play the sight words.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video.
4. Each word is repeated three times.

next	chest	only	the king	money
nimble	blanket	again	reluctant	hard-earned
fingers	slumber	traced	suffering	treasure
coins	dreams	the hill	drought	complaints
counted	into	palace	famine	listen

# Action Path

Session 30



## FOCUS

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

## Review

### **Directed Commands Set 1**

She rolls the pencil on the desk towards him  
» He rolls it back to her.

### **Directed Commands Set 2**

He draws a circle on a sheet of paper.  
» She strikes it out.

### **Directed Commands Set 3**

She places her book across his lap.  
» He places his book across her lap.

### **Directed Commands Set 4**

He folds the paper into pleats and fans himself.  
» She folds the paper into pleats and fans herself.

# Music Path

## Session 30



### FOCUS

#### LISTENING

1. Listen to the song "Prayer Houses". Do not sing along.
2. Play the song again and ask the students to sing along.

#### ACTIVITY

1. Divide the class into four groups. Tell them each group will be asked questions based on the video they watch. If a group is unable to answer a question, you may pass the question to the next group. If necessary, you may also play the scenes again.
2. Play all the scenes on Benjamin's town, Panjim, and ask the students to watch the video carefully paying attention to Benjamin and the people singing in the choir. Ask the groups the following questions and tell them to answer in complete sentences.
  - Question for Group 1: **How many people did you see in the choir?**  
Possible answer: We saw five people in the choir.
  - Question for Group 2: **How many times did you see Benjamin?**  
Possible answer: We saw Benjamin three times.

*Continued...*

- Question for Group 3: **In Panjim, how many people did you see in all? Who are they?**

Possible answer 1: In Panjim, we saw six people in all. They are Benjamin and the five people in the choir.

Possible answer 2: In Panjim, we saw seven people in all. They are Benjamin, a man in the beach and the five people in the choir.

- Question for Group 4: **In the choir, how many women and how many men did you see?**

Possible answer: In the choir, we saw three women and two men.

3. If there is time, play the entire rhyme and ask the students to watch the video carefully paying attention to camels, swords, prayer mat, and the number of people. Ask the groups the following questions and tell them to answer in complete sentences.

- Question for Group 1: **How many prayer mats did you see?**

Possible answer: We saw one prayer mat.

- Question for Group 2: **How many swords did you see?**

Possible answer: We saw two swords.

- Question for Group 3: **How many people did you see in Chandigarh?**

Possible answer: We saw two people in Chandigarh.

(Jaswinder and the holy-man)

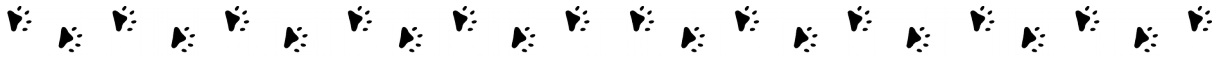
*Continued...*

- **Question for Group 4: In the video, how many people did you see in all? Who are they?**

Possible answer 1: In the video, we saw ten people in all. They are Madhavi, Benjamin, the five people in the choir, Shamsheer, Jaswinder and the holy-man in the Gurudwara.

Possible answer 2: In the video, we saw twelve people in all. They are Madhavi, Benjamin, a man in the beach, the five people in the choir, Shamsheer, a camel driver (silhouette), Jaswinder and the holy-man in the Gurudwara.

4. **If a group gives a wrong answer, simply give the correct version without pointing out that the group's answer was wrong.**



### FOCUS

#### LISTENING TO THE STORY

1. Listen to a part of the story “Just One Paisa” from *Weighty Problems, Witty Solutions* (Pages 86–97).
2. Make sure the students keep their books open and follow along as they listen to the tale.
3. Guide the students to turn the page on cue.

#### EXPRESSIVE READING

1. Ask the students to listen to Page 98 read expressively.
2. Read out aloud Page 98 (from “A little way into” to “one side to the other.”), modulating pitch, volume and tone, and pausing at the right places.
3. Ask groups of four students to come to the front of the class and encourage them to read out the passage expressively.
4. Repeat the activity with more groups of students. You may also ask a student to stand up and read the passage aloud instead of doing the reading as a group activity.
5. If the students seem to be struggling with the activity, change the mode of the activity to Guided Expressive Reading where you read out the passage expressively and ask the students to repeat after you.

# Action Path

# Session 31



## FOCUS

### **Conversation Commands Set 1**

Teacher (*while flexing his/her arms*): I am flexing my arms.

Teacher (*to Student 1*): Flex your arms.

Teacher (*while the student is flexing his/her arms*):  
What are you doing?

Student 1 (expected response): I'm flexing my arms.

Teacher: What were you doing?

Student 1 (expected response): I was flexing my arms.

### **Conversation Commands Set 2**

Teacher (*wipes her eyebrow*): I wiped my eyebrow.

Teacher (*to Student 2*): Touch your eyebrow.

Teacher (*after the student touches his/her brow*):  
What did you do?

Student 2 (expected response): I touched my eyebrow.

# Music Path

## Session 31



### FOCUS

### LISTENING

1. Listen to the song "Prayer Houses". Do not sing along.
2. Play the song again and ask the students to sing along.

### ACTIVITY

1. Tell the students, "Madhavi's town has a temple." Ask them to tell you some of the other places of worship or interest they can find in a town. Ask them to list buildings.

church

library

museum

gurudwara

mosque

theatre

clock tower

lighthouse

planetarium

2. Write the above mentioned words on the board and add your own list to this one.
3. Read out aloud the words you have written and ask the students to repeat after you.
4. Divide the class into two groups.
5. 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.)

*Continued...*

6. Say **“My town has a library. What does your town have?”**
7. 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 town has a xxxx. What does your town have?”**
8. Continue the process till all the students of the group get a chance to both answer and ask the question.
9. If a student makes a mistake, give the correct statement and ask him/her to repeat it.
10. Repeat the activity with Group 2.



## FOCUS

### SIGHT WORDS AND SENTENCES

1. In this session, students are taught to recognize and read words from the story, "Just One Paisa", on sight. They are encouraged to read sentences with a focus on sight word vocabulary on time.
2. Play the sight words and sentences.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video. Each word is repeated three times.
4. Now ask the students to listen carefully to the audio, look at the moving highlight on the sentences, and read the sentence aloud after the voice on the video.
5. If the sentence is long, you may pause the video at the right places, and ask the students to repeat the sentence in parts.
6. Sentences from the story are expressed in different time references here.

last                      not                      filled

year                      happy                      fills

- His nimble fingers were carefully counting the coins, one by one.  
His nimble fingers are carefully counting the coins, one by one.  
His nimble fingers will be carefully counting the coins, one by one.

*Continued...*

- It was the last night of the year.  
It is the last night of the year.  
It is going to be the last night of the year.
- But the people of the kingdom were not happy.  
But the people of the kingdom are not happy.  
But the people of the kingdom will not be happy.
- He often did this.  
He often does this.  
He will often do this.
- Suddenly, a buzzing sound filled his ears.  
Suddenly, a buzzing sound fills his ears.  
Suddenly, a buzzing sound will fill his ears.

# Action Path

Session 32



## FOCUS

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

### **Action Commands Review**

Strike the table with your hand.

Hold the pencil in your hand.

» Strike the book with the pencil.

Go to the blackboard.

» Draw a circle on the board.

» Strike out the circle.

### **Spoken Commands**

Strike the table with your hand.

Hold the pencil in your hand.

» Strike the book with the pencil.

Go to the blackboard.

» Draw a circle on the board.

» Strike out the circle.

*Continued...*

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

Wrinkle your nose.

Punch the air.

» Raise your arms as if to punch the air.

Slide the book towards you.

» Slide the book away from you.

Pick up any two objects from the table.

Pick up all the objects from the table.

# Music Path

Session 32



## FOCUS

### LISTENING

1. Listen to the song “Just One Paisa” from the story “Just One Paisa” from *Weighty Problems, Witty Solutions*. Do not sing along.
2. Read out the song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the song again and repeat the line-by-line teaching of the song.
4. Play the entire song again. Encourage the students to sing along.



## FOCUS

### SIGHT WORDS AND SENTENCES

1. In this session, students are taught to recognize and read words from the story, "Just One Paisa", on sight. They are encouraged to read sentences with a focus on sight word vocabulary on time.
2. Play the sight words and sentences.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video. Each word is repeated three times.
4. Now ask the students to listen carefully to the audio, look at the moving highlight on the sentences, and read the sentence aloud after the voice on the video.
5. If the sentence is long, you may pause the video at the right places, and ask the students to repeat the sentence in parts.
6. Sentences from the story are expressed in different time references here.

grew                  richest                  happen

wide                  money                  was

- And that was exactly what happened!  
And that is exactly what happens!  
And that is exactly what will happen!

*Continued...*

- The mantri's eyes grew wide with horror.  
The mantri's eyes grow wide with horror.  
The mantri's eyes will grow wide with horror.
- That's more than one crore of rupees, your majesty.  
That was more than one crore of rupees, your majesty.  
That will be more than one crore of rupees, your majesty.
- We don't even have that much money!  
We didn't even have that much money!  
We won't even have that much money!
- Your Majesty, we are still the richest kingdom in this land.  
Your Majesty, we were still the richest kingdom in this land.  
Your Majesty, we will still be the richest kingdom in this land.

# Action Path

Session **33**



## FOCUS

*Objects required: a book*

### **Directed Commands Set 1**

He pats her shoulder.  
» She pats his head.

### **Directed Commands Set 2**

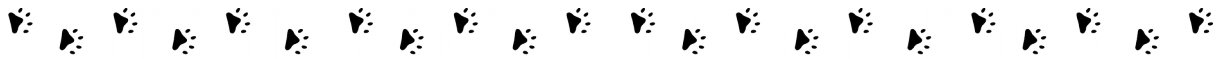
She gives him a book.  
» He returns the book to her.

### **Visualised Commands**

Wrap the book with the paper.  
Wrap your wrist with your hand.  
Wrap yourself with a blanket.  
Place the pencil across the eraser and the sharpener.  
Walk across the room.  
Go to the building across the road.  
Pick up your school bag.  
» Sling it across your shoulders.

# Music Path

## Session 33



### FOCUS

#### LISTENING

1. Listen to the song "Just One Paisa" from the story "Just One Paisa". Do not sing along.
2. Read out the song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Play the song again. Encourage the students to sing along.



## FOCUS

### LISTENING TO THE STORY

1. Listen to a part of the story “Just One Paisa” (Pages 98– 119).
2. Make sure the students keep their books open and follow along as they listen to the tale.

### EXPRESSIVE READING

1. Ask the students to listen to Page 115 read expressively.
2. Read out aloud Page 115 (from “Your Majesty, he gasped”, to “the smartest plan he had ever heard!”), modulating pitch, volume and tone, and pausing at the right places.
3. Ask groups of four students to come to the front of the class and encourage them to read out the passage expressively.
4. Repeat the activity with more groups of students. You may also ask a student to stand up and read the passage aloud instead of doing the reading as a group activity.
5. If the students seem to be struggling with the activity, change the mode of the activity to Guided Expressive Reading where you read out the passage expressively and ask the students to repeat after you.

# Action Path

## Session 34



### FOCUS

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

#### **Action Commands Review**

Wrinkle your nose.

Punch the air.

» Raise your arms as if to punch the air.

Slide the book towards you.

» Slide the book away from you.

Pick up any two objects from the table.

Pick up all the objects from the table.

#### **Spoken Commands**

Wrinkle your nose.

Punch the air.

» Raise your arms as if to punch the air.

Slide the book towards you.

» Slide the book away from you.

Pick up any two objects from the table.

Pick up all the objects from the table.

*Continued...*

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

Place the book on the table.

Toss the book onto the table.

Flip the book over.

Spin the pencil on the book.

Throw the crumpled sheet of paper on the floor.

» Pick it up.



## FOCUS

### LISTENING

1. Listen to the song "Just One Paisa" from the story "Just One Paisa". Do not sing along.
2. Read out the song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Play the song again and ask the students to sing along.

### ACTIVITY

1. In this activity, you have to say a sentence and the student has to respond with one of her/ his own in a given pattern. For instance, if you point to a student and say, "**I have just one paisa,**" the student will have to say, "**You have only one paisa.**" The students have to change "**I**" to "**you,**" and "**just**" to "**only.**"
2. Here are a set of sentences and possible student responses.
  - I have just one coin.  
Possible response: You have only one coin.
  - I have just one pen.  
Possible response: You have only one pen.
  - I have just one nose.  
Possible response: You have only one nose.

*Continued...*

- I have just one head.  
Possible response: You have only one head.
- I have just one book.  
Possible response: You have only one book.
- I have just one pair of spectacles.  
Possible response: You have only one pair of spectacles.
- I have just one pair of scissors.  
Possible response: You have only one pair of scissors.
- I have just one pair of pants.  
Possible response: You have only one pair of pants.
- I have just one pair of slippers.  
Possible response: You have only one pair of slippers.
- I have just one pair of shoes.  
Possible response: You have only one pair of shoes.



## FOCUS

### SIGHT-WORD CLUSTERS AND SENTENCES

1. In this session, students are taught to recognize and read related textual words (from “Just One Paisa”) and new words on sight. They are encouraged to read sentences with a focus on usage of a word in different contexts.
2. Play the sight words and sentences.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video. Each word is repeated three times.
4. Now ask the students to listen carefully to the audio, look at the moving highlight on the sentences, and read the sentence aloud after the voice on the video.
5. A word used in a sentence in the story is used in new sentences in different contexts here.

*Continued...*

## **dreams**

moonlit	beds	imagination
deep	world	image
slumber	silence	illusion
sleepily	night	

- Men, women and children stumbled sleepily into their beds and escaped into the world of dreams.

Little Vikram travels to the Jurassic period of dinosaurs in his dreams.

It is my dream to become a singer.

## **treasure**

riches	enormous	dote
treasury	prize	cherish
chest	fortune	love
coffers	valuable	

- Their hard-earned savings made their way into the king's treasure chest.

While digging the ground, the gardener found the family treasure.

Leela loves reading and treasures her books.



## FOCUS

### **Directed Commands Set 1**

I ball up my fist. » She balls up her fist.  
» He balls up his fist. » We ball up our fists.

### **Directed Commands Set 2**

I tap my foot. » She taps her foot. » He taps his foot.  
» We tap our feet.

### **Visualised Commands**

Shake hands with your teacher.

Tear a hundred strips of paper.  
» Drop the strips on your head.

You have a blue pencil, two red pencils and three green pencils.  
» Pick up two similar pencils.  
» Pick up two dissimilar pencils.

Pleat your handkerchief.



## FOCUS

### LISTENING

1. Listen to the song “Just One Paisa” from the story “Just One Paisa”. Do not sing along.
2. Read out the song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Play the song again and ask the students to sing the song along.

### ACTIVITY

1. In this activity, you have to say a sentence and the student has to respond with one of her/ his own in a given pattern. For instance, if you point to a student and say, “**I have just one paisa,**” the student will have to say, “**you have only one paisa.**” The students have to change “**I**” to “**you,**” and “**just**” to “**only.**”
2. Here are a set of sentences and possible student responses.
  - I have just one pencil.  
Possible response: You have only one pencil.
  - I have just one slice of cake.  
Possible response: You have only one slice of cake.
  - I have just one loaf of bread.  
Possible response: You have only one loaf of bread.

*Continued...*

- I have just one bottle of fruit juice.  
Possible response: You have only one bottle of fruit juice.
- I have just one tube of toothpaste.  
Possible response: You have only one tube of toothpaste.
- I have just one carton of milk.  
Possible response: You have only one carton of milk.
- I have just one jar of jam.  
Possible response: You have only one jar of jam.
- I have just one ball of wool.  
Possible response: You have only one ball of wool.
- I have just one bar of chocolate.  
Possible response: You have only one bar of chocolate.
- I have just one pair of gloves.  
Possible response: You have only one pair of gloves.



## FOCUS

### SIGHT-WORD CLUSTERS AND SENTENCES

1. In this session, students are taught to recognize and read related textual words (from "Just One Paisa") and new words on sight. They are encouraged to read sentences with a focus on usage of a word in different contexts.
2. Play the sight words and sentences.
3. Ask the students to look at the specified word, listen carefully for the enunciation, and say the word aloud after the voice on the video. Each word is repeated three times.
4. Now ask the students to listen carefully to the audio, look at the moving highlight on the sentences, and read the sentence aloud after the voice on the video.
5. If the sentence is long, you may pause the video at the right places, and ask the students to repeat the sentence in parts.
6. A word used in a sentence in the story is used in new sentences in different contexts here.

*Continued..*

## wealth

coins	crore	earnings
jewels	richest	economist
gold	invested	lots
money	stored	plenty
rupees		

- We must not be foolish and spend the kingdom's wealth.  
Children are the wealth of a nation.  
I am glad the project-work has left you with a wealth of ideas.

## buzzing

a bee	drone	activity
sound	whisper	excitement
flown	singing	conversation
humming	murmur	

- Suddenly, a buzzing sound filled his ears.  
She could hear the buzzing of the bee.  
With the annual day next week, there is a lot of buzz in the school.

# Action Path

## Session 36



### FOCUS

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

#### **Action Commands Review**

Place the book on the table.  
Toss the book onto the table.  
Flip the book over.  
Spin the pencil on the book.  
Throw the crumpled sheet of paper on the floor.  
» Pick it up.

#### **Spoken Commands**

Place the book on the table.  
Toss the book onto the table.  
Flip the book over.  
Spin the pencil on the book.  
Throw the crumpled sheet of paper on the floor.  
» Pick it up.

#### **Action Commands New**

Place the book next to the pencil.  
Pick up the book and the pencil.  
» Put down the book first.  
» Put down the pencil next.  
Raise your arms up over your head.  
» Put your right hand down first.  
» Put your left hand down next.



## FOCUS

### LISTENING

1. Listen to the entire song "Just One Paisa" from the story *Just One Paisa*. Do not sing along.
2. Read out the song line by line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Ask the students to sing the entire song along with the audio.

### ACTIVITY

1. On one corner of the board write the following words that rhyme with "just." Read them out and ask the students to repeat after you.

gust

trust

rust

thrust

dust

adjust

must

2. Now say these simple sentences and mime them. Ask the students to repeat the sentences after you and mime
  - A strong gust of wind blew her cap away.
  - If you leave this iron chair out in the rain, it will rust.
  - There is a lot of dust on this table, we should clean it.
  - You must come home today, my father is baking us a cake!

*Continued...*

- Trust me, I will finish this work on time.
- Kabir thrust these books into my hand and ran away.
- I can adjust the height of the seat of my cycle.



### FOCUS

#### LISTENING TO THE STORY

1. Listen to the part of the story “Just One Paisa” from pages 96-98.
2. Make sure the students keep their books open and follow along as they listen to the tale.

#### MIMING

1. Play Page 98 from “A little way into a small village” to “from one side to the other.”
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.