



# Magic English

## SLL Beginner Level 3



### Session Schedule

#### Sessions 37 to 72

Session	Action Path	Music Path	Reading Path	Story Path
37	Directed Commands	"Mangoes" + Activity	Review Sight words & sentences "Monkeys on a Fast"	
38	Review, Spoken and New Commands	"Mangoes" + Activity		"Monkeys on a Fast" Expressive Reading
39	Directed Commands			"Monkeys on a Fast" Conversation Practice
40	Identified and Review Commands	"Mangoes" + Activity	Review Sight words & sentences "Monkeys on a Fast"	
41	Review, Spoken and New Commands	"Chips and chocolate" Monkeys on a Fast + Activity		"Monkeys on a Fast" Miming
42	Directed Commands			"Monkeys on a Fast" Conversation Practice
43	Conversation Commands	"Chips and chocolate" Monkeys on a Fast + Activity	Review Sight words clusters & sentences "Monkeys on a Fast"	
44	Conversation Commands	"Chips and chocolate" Monkeys on a Fast + Activity		"Monkeys on a Fast" Tiny Theatre (rehearsal)
45	Review, Spoken and New Commands			"Monkeys on a Fast" Tiny Theatre
46	Directed Commands	"To the beach, I like to go" + Activity	Review Sight words & Sentences "Revenge of the Puppets"	
47	Directed and Visualised Commands	"To the beach, I like to go" + Activity		"Revenge of the Puppets" Expressive Reading
48	Review, Spoken and New Commands			"Revenge of the Puppets" Conversation Practice
49	Directed Commands	"To the beach, I like to go" + Activity	Review Sight words & Sentences "Revenge of the Puppets"	

Session	Action Path	Music Path	Reading Path	Story Path
50	Identified and Review Commands	"Come to the land" "Revenge of the Puppets" + Activity		"Revenge of the Puppets" Miming
51	Review, Spoken and New Commands			"Revenge of the Puppets" Conversation Practice
52	Directed Commands	"Come to the land" "Revenge of the Puppets" + Activity	Review Sight words Clusters & Sentences "Revenge of the Puppets"	
53	Directed and Visualised Commands	"Come to the land" "Revenge of the Puppets" + Activity		"Revenge of the Puppets" Tiny Theatre (Rehearsal)
54	Conversation Commands			"Revenge of the Puppets" Tiny Theatre
55	Conversation Commands	"Yards and yards of silk" + Activity	Review Sight words & Sentences "The Monkey and the Crocodile"	
56	Review, Spoken and New Commands	"Yards and yards of silk" + Activity		The Monkey and the Crocodile" Expressive Reading
57	Directed Commands			"The Monkey and the Crocodile" Conversation Practice
58	Directed and Visualised Commands	"Yards and yards of silk" + Activity	Review Sight words & Sentences "The Monkey and the Crocodile"	
59	Review, Spoken and New Commands	"Red face's song" "The Monkey and the Crocodile" + Activity		"The Monkey and the Crocodile" Conversation Practice
60	Identified and Review Commands			"The Monkey and the Crocodile" Conversation Practice
61	Directed Commands	"Red face's song" "The Monkey and the Crocodile" + Activity	Review Sight words Cluster & Sentences "The Monkey and the Crocodile"	
62	Review, Spoken and New Commands	"Red face's song" "The Monkey and the Crocodile" + Activity		"The Monkey and the Crocodile"
63	Directed Commands			"The Monkey and the Crocodile" Tiny Theatre
64	Directed and Visualised Commands	"Prayer Houses" + Activity	Review Sight words & Sentences "Just One Paisa"	

Session	Action Path	Music Path	Reading Path	Story Path
65	Conversation Commands	"Prayer Houses" + Activity		"Just One Paisa" Expressive Reading
66	Conversation Commands (Review)			"Just One Paisa" Conversation Practice
67	Review, Spoken and New Commands	"Prayer Houses" + Activity	Review Sight words & Sentences "Just One Paisa"	
68	Directed Commands	"Just one paisa" "Just One Paisa" + Activity		"Just One Paisa" Miming
69	Directed and Visualised Commands			"Just One Paisa" Conversation Practice
70	Identified and Review Commands	"Just one paisa" "Just One Paisa" + Activity	Review Sight words Clusters & Sentences "Just One Paisa"	
71	Conversation Commands	"Just one paisa" "Just One Paisa" + Activity		"Just One Paisa" Tiny Theatre
72	Conversation Commands (Review)			"Just One Paisa" Tiny Theatre



# Magic English SLL Beginner Level 3



## Session Tracker Sessions 37 to 72

School:

Teacher:

Class:

Section:

Number of Students:

	Action Path	Music Path	Reading Path	Story Path	Date	Signature
37						
38						
39						
40						
41						
42						
43						
44						
45						
46						
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48						
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50						

	Action Path	Music Path	Reading Path	Story Path	Date	Signature
51						
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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 and give it to the girl. 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 folds the paper into pleats and gives it to her." and the boy has to fold the paper into pleats and give 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 songs 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 songs 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 song 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 song in a reasonably quiet environment. The output should be clear and audible to the entire class.
4. Teach the words of the song one line at a time from the book, Karadi Rhymes and ask the students to repeat after you. The book is meant only for the teacher. Do not sing as the students would have grasped the tune from listening to the song.
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 songs 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, Dialogue Practice, 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.

- 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 audio/video files for Session 3 wherever necessary.***

## Focus

*Objects required: a sheet of paper*

***Directed  
Commands  
Set 1***

She takes a bow.  
» He takes a bow.

***Directed  
Commands  
Set 2***

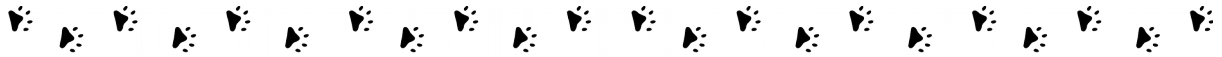
She claps her hands and then smiles.  
» He claps his hands and then smiles.

***Directed  
Commands  
Set 3***

She claps her hands and then picks up the paper.  
» He claps his hands and then picks up  
the paper.

***Directed  
Commands  
Set 4***

She claps her hands and then crumples the paper.  
» He crumples the paper and then claps  
his hands.



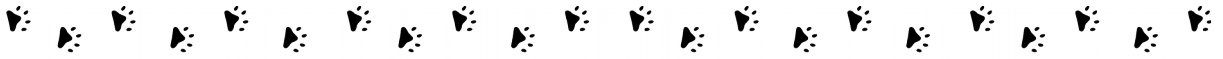
## FOCUS

### 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. Write the following sentences on the blackboard:
  - I grow plump, golden yellow, round mangoes in my garden.
  - I peel a ripe banana slowly and bite into the sweet fruit.
  - I pop some juicy purple grapes into my mouth, chew them and then spit out the seeds.
  - I squeeze a lemon and make some sweet and salty lemon juice.
2. Say the above sentences one by one, mime them and ask the students to repeat after you.
3. Split the class into two groups. Ask the groups to mime the actions based on the cues you will give them. For instance, when you say to Group 1, "I grow plump, golden yellow, round mangoes in my garden." the group has to mime the sentence.
4. Jumble the order of the sentences and repeat the activity.



## 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

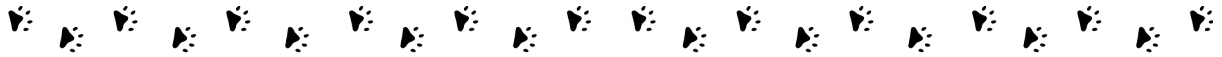
- The thought of bananas drove the monkeys bananas.  
The thought of bananas drives the monkeys bananas.  
The thought of bananas will drive the monkeys bananas.

*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 **38**



*Objects required: a pencil, a book*

## **Action Commands Review**

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.

## **Spoken Commands**

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.

*Continued...*

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

Pick up the pencil and the book.

- » Put down neither the pencil nor the book.

Pick up an object from the table and wave it.

- » Pick up an object from the table but do not wave it.

Hold the book behind your head and bend forward.

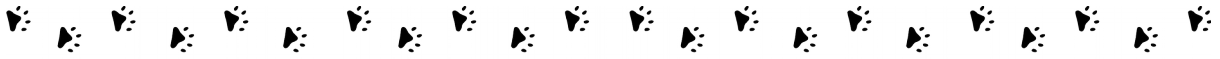
- » Hold the book behind your head but do not bend forward.

Hold the book in your hand.

- » Hold it in front of your nose first.
- » Hold it below your chin next.

# Music Path

## Session 38



### FOCUS

### LISTENING

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

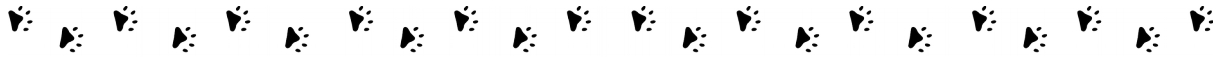
### ACTIVITY

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

fat tall ripe sweet juicy

thin short raw bitter 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.



### 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.

#### EXPRESSIVE READING

1. Ask the students to listen to Page 5 read expressively.
2. Read out aloud Page 10 (from “One day, Chakrapani,” to “drove the monkeys bananas.”), 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 **39**



## FOCUS

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

### **Directed Commands Set 1**

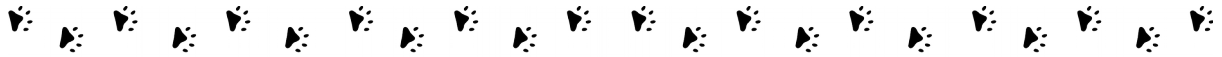
She grins and waves her hands.  
» He grins and waves his hands.

### **Directed Commands Set 2**

She places the pencil inside the book.  
» He flips the book over first.  
» She removes the pencil next.

### **Directed Commands Set 3**

She folds the paper in half.  
» He draws a line on it.  
» She draws a line inside the fold.



### 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.

#### CONVERSATION PRACTICE

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

*Teacher: Meera and Sudha! Stop bickering!*

*Meera: Ma'am, Sudha keeps bothering me all the time.*

*Sudha: No ma'am! Meera is the one who's annoying me.*

*Teacher: Please girls, do not disrupt my class.  
Open your books fast!*

*Meera: Ma'am, Sudha has hidden my book and is not telling me where it is.*

*Sudha: Meera is lying, ma'am.*

*Continued...*

*Teacher: Come on, girls. You're driving me bananas! Tell me who has the book.*

*Sudha: I've hidden it in my bag. Sorry, ma'am.*

*Teacher: Give it back to Meera and don't play such pranks during class.*

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

# Action Path

Session 40



## FOCUS

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

### **Identified Commands**

Put a finger on your lips.

Place the pencil between the eraser and the book.

Place a finger between your eyebrows.

Place the eraser next to the pencil.

Place the pencil on the eraser.

### **Review**

Take a bow.

Clap your hands and then smile.

Hold the pencil above your book.

Hold the pencil up over your head.

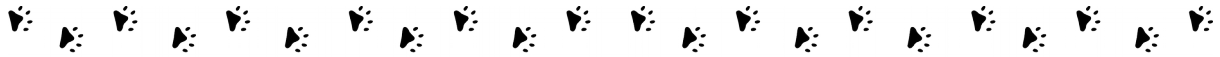
Pick up an object from the table and wave it.

Crumple the paper.

» Throw it up in the air and catch it.

# Music Path

## Session 40



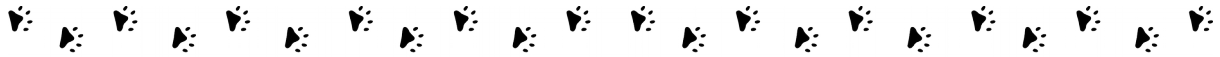
### FOCUS

#### LISTENING

1. Listen to the entire 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 wish I had a juicy mango to eat! What do you wish you had 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 wish I had xxxx to eat. What do you wish you had to eat?” Encourage them to use a descriptive word for the food item they want to eat. (Possible answers: crunchy apples, tangy bhelpuri,
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, "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

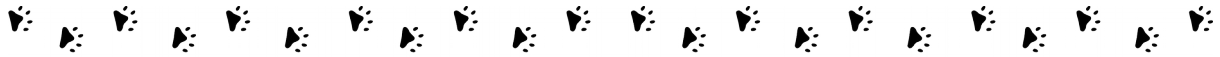
- I have an idea!  
I had an idea!  
I will have an idea!

*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 41



### FOCUS

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

#### **Action Commands Review**

Pick up the pencil and the book.

- » Put down neither the pencil nor the book.

Pick up an object from the table and wave it.

- » Pick up an object from the table but do not wave it.

Hold the book behind your head and bend forward.

- » Hold the book behind your head but do not bend forward.

Hold the book in your hand.

- » Hold it in front of your nose first.
- » Hold it below your chin next.

#### **Spoken Commands**

Pick up the pencil and the book.

- » Put down neither the pencil nor the book.

Pick up an object from the table and wave it.

- » Pick up an object from the table but do not wave it.

Hold the book behind your head and bend forward.

- » Hold the book behind your head but do not bend forward.

Hold the book in your hand.

- » Hold it in front of your nose first.
- » Hold it below your chin next.

*Continued...*

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

Close your eyes.

» Feel around for an object that is crisp and pick it up.

Close your eyes.

» Feel around for an object that can bounce and pick it up.

Close your eyes.

» Feel around for an object with which you can write and pick it up.



## 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. 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 carrots, radishes and potatoes. What vegetables do you like?”**
4. Ask the student to your right to answer the question. The student then has to pose the same question to the neighbour to his/her right. The student has to say, **“I like xxxx, xxxx and xxxx. What vegetables do you like?”** (The students may name any three vegetables they like.)
5. Continue the process till all the students of the group get a chance to both answer and ask the question.
6. If a student makes a mistake, give the correct statement and ask him/her to repeat it.
7. Repeat the activity with Group 2. This time, say, **“I like carrots the most. What vegetable do you like the most?”** (The students have to name their favourite vegetable.)



### FOCUS

#### LISTENING TO THE STORY

1. Listen to the part of the story “Monkeys on a Fast” from *Weighty Problems, Witty Solutions*, from pages 17–25.
2. Make sure the students keep their books open and follow along as they listen to the tale.

#### MIMING

1. Play Pages 22–23 and mime along with the narration from “Before Chakku could disagree” to “but he was not ready to give in”.
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 42



## FOCUS

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

### **Directed Commands Set 1**

- She points her finger at her book.
- » He points his finger at his book.
  - » We point our fingers at our books.

### **Directed Commands Set 2**

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

### **Directed Commands Set 3**

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



### FOCUS

#### LISTENING TO THE STORY

1. Listen to Pages 5–7 from “But the monkeys’ favourite food” to “a good day to spend in meditation” from the story “Monkeys on a Fast” from *Weighty Problems, Witty Solutions*.
2. Make sure the students keep their books open and follow along as they listen to the tale.

#### CONVERSATION PRACTICE

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

*Shopkeeper: Hello Shammi! What brings you here?*

*Shammi: Hello Uncle! My mom asked me to buy some flour.*

*Shopkeeper: Have you come alone?*

*Shammi: No, uncle. I have come with my mom. She is right outside talking to her friend.*

*Shopkeeper: Okay. I'll pack some flour for you.*

*Shammi: Can I also have a notebook and two pencils?*

*Shopkeeper: Of course, my child.*

*Continued...*

*Shammi: Could you make it fast, uncle?*

*Shopkeeper: Yes. Here, take the flour, your notebook and pencils. I'll take money from your mom later.*

*Shammi: What a lovely notebook! Ooooo! I'm so thrilled looking at the colourful cover, and the crisp white sheets.*

*Shopkeeper: You must be the only girl your age who goes bananas seeing a notebook.*

*Shammi: Uncle, I'm going to fill the pages with poems.*

*Shopkeeper: Great! Just remember the "shopkeeper uncle" when you grow up to be a famous writer.*

3. Call two students to the front of the class, assign roles, and ask them to speak their lines expressively.

4. Repeat the activity with more pairs of students.

# Action Path

Session 43



## FOCUS

*Objects required: a sheet of paper*

### **Conversation Commands Set 1**

Teacher (*writes on the blackboard*): I am writing on the blackboard.

Teacher (*stops writing*): I was writing on the blackboard.

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

Teacher: Write on the blackboard. (*Student 1 should start writing something*).

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

Student 1 (*expected response*): I am writing on the blackboard.

Teacher: Stop. What were you doing?

Student 1 (*expected response*): I was writing on the blackboard.

*Continued..*

**Conversation  
Commands  
Set 2**

Teacher (*starts making a paper-fan*): I am making a paper-fan.

Teacher (*stops her work In the middle*): I was making a paper-fan.

*The teacher completes making the fan.*

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

Teacher: Make a paper-fan. (*Student 2 should start making a paper-fan.*)

Teacher (*as the student is making a paper-fan*):  
What are you doing?

Student 2 (*expected response*): I am making a paper-fan.

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

Student 2 (*expected response*): I was making a paper-fan.

# Music Path

## Session 43



### FOCUS

### LISTENING

1. Listen to the song "Chips and Chocolate" from the story "Monkeys on a Fast,". Do not sing along.
2. Play the entire 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 **"I think the nicest of all animals is the dog, the dog, the dog! What do you think?"**
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 think the nicest of all animals is the xxx, the xxx, the xxx! What do you think?"**
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

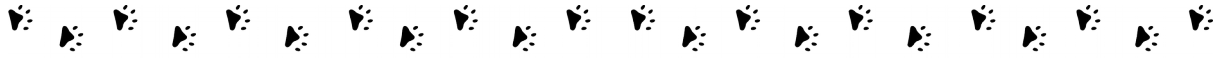
- Now as for the rest of you, a fast means not eating anything.

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 44



## FOCUS

*Objects required: a book*

### **Conversation Commands Set 1**

Teacher (*reading a book silently*): I am reading a book.

Teacher (*stops reading the book; closes it and puts it down*): I was reading a book.

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

Teacher: Read a book. (*Student 1 should start reading a book.*)

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

Student 1 (*expected response*): I am reading a book.

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

Student 1 (*expected response*): I was reading a book.

*Continued...*



**Conversation  
Commands  
Set 2**

Teacher (*flipping through the pages of a book*): I am flipping through the pages of a book.

Teacher (*stops flipping through the pages*): I was flipping through the pages of a book.

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

Teacher: Flip through the pages of a book.

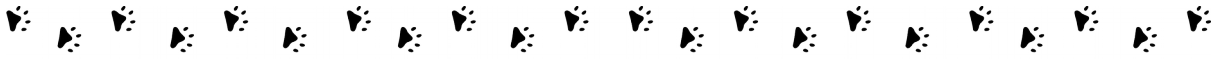
*Student 2 should start flipping through the pages of a book.*

Teacher (*as the student is flipping through the pages of a book*): What are you doing?

Student 2 (*expected response*): I am flipping through the pages of a book.

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

Student 2 (*expected response*): I was flipping through the pages of a book.



### 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. 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 want to make pizzas today. 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, **“I want to make xxx today. How about you?”** (The students may name any two food items from the song.)
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

#### TINY THEATRE (REHEARSAL)

1. Display the short-script. The script is based on the story “Monkeys on a Fast”.
2. Divide the class into four or five groups.
3. Explain the script with the directions, and then read out the conversations clearly, modulating pitch, volume and tone.
4. Ask the groups to rehearse the script this session. Encourage the students to take on roles and learn their lines. They can plan their movements, and improvise on existing materials in the class for props.
5. Walk around the class and help the students with planning their theatre activity.
6. The students may look at the screen for the lines they have to speak.
7. The students will have to present the skit in the next session.

**Characters: Chakku, Macaque, Bonnet**

**Setting: Banyan Tree near a temple**

Chakku, the monkey chieftain, realizes that his tribe is growing fatter. He sits pondering the problem and decides to tell his monkeys that they would be fasting on ekadasi along with the humans.

*Chakku (gathers tribe): Tomorrow...*

He is interrupted by the loud chattering of two little monkeys, Bonnet and Macaque. They are fighting over an apple. Chakku clears his throat loudly and glares at them. They look at him and stop chattering.

*Chakku: Tomorrow is ekadasi.*

*Macaque: Eka...dosa...eka dasi...what?*

*Bonnet (giggles): A day of one dosa.*

All monkeys start to laugh.

*Chakku (glares): Stop it! On ekadasi, we have to fast for the whole day.*

*Macaque (not understanding): Fast?*

*Bonnet (laughs): Eat the eka dosa really fast.*

All monkeys laugh with him.

*Chakku (threatens): Bonnet and Macaque, one more sound from you and you have had it. As for the rest of you, a fast means not eating anything.*

There are loud gasps of shock and protest.

*Chakku: The humans will be doing this too, so don't we want to do it too?*

*Continued...*



The tribe calms down and murmurs in approval.

*Chakku: So, tomorrow, we will not eat a single thing. Is that clear?*

*Bonnet: What about breakfast?*

*Macaque: Lunch?*

*Chakku: No! No breakfast, no lunch, no dinner!*

*Bonnet: But surely we can eat nuts, can't we?*

*Chakku: No, you cannot eat nuts.*

*An old monkey: Yes, I agree with Chief Chakku.*

*Tomorrow, no eating anything except bananas.*

*Chakku (exasperatedly): No! No nuts, no bananas, no apples, no guavas, no rice, no roti, nothing! We will not eat a single thing tomorrow!*

The entire tribe is stunned into silence.

*Bonnet and Macaque: Nothing? For the whole day?*

*Chakku (feels better): Yes, for the whole day. Also, we shall meditate all day long, so that we become more calm, peaceful and intelligent monkeys.*

# Action Path

## Session 45



### FOCUS

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

#### **Action Commands Review**

Close your eyes. » Feel around for an object that is crisp and pick it up.

Close your eyes. » Feel around for an object that can bounce and pick it up.

Close your eyes. » Feel around for an object with which you can write and pick it up.

#### **Spoken Commands**

Close your eyes. » Feel around for an object that is crisp and pick it up.

Close your eyes. » Feel around for an object that can bounce and pick it up.

Close your eyes. » Feel around for an object with which you can write and pick it up.

#### **Action Commands New**

Walk slow. » Walk slower. » Stop walking.

Bend low. » Bend lower. » Straighten up.

Point to a corner of your mouth.

Point to a corner of your book.

Point to a corner of your desk.

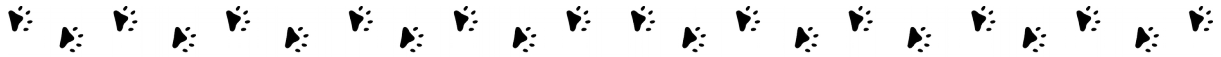
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Go to a corner of your room.

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

# Story Path

Session 45



## FOCUS

### TINY THEATRE

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

*Continued...*

**Characters: Chakku, Macaque, Bonnet**

**Setting: Banyan Tree near a temple**

Chakku, the monkey chieftain, realizes that his tribe is growing fatter. He sits pondering the problem and decides to tell his monkeys that they would be fasting on ekadasi along with the humans.

*Chakku (gathers tribe): Tomorrow...*

He is interrupted by the loud chattering of two little monkeys, Bonnet and Macaque. They are fighting over an apple. Chakku clears his throat loudly and glares at them. They look at him and stop chattering.

*Chakku: Tomorrow is ekadasi.*

*Macaque: Eka...dosa...eka dasi...what?*

*Bonnet (giggles): A day of one dosa.*

All monkeys start to laugh.

*Chakku (glares): Stop it! On ekadasi, we have to fast for the whole day.*

*Macaque (not understanding): Fast?*

*Bonnet (laughs): Eat the eka dosa really fast.*

All monkeys laugh with him.

*Chakku (threatens): Bonnet and Macaque, one more sound from you and you have had it. As for the rest of you, a fast means not eating anything.*

There are loud gasps of shock and protest.

*Chakku: The humans will be doing this too, so don't we want to do it too?*

*Continued...*



The tribe calms down and murmurs in approval.

*Chakku: So, tomorrow, we will not eat a single thing. Is that clear?*

*Bonnet: What about breakfast?*

*Macaque: Lunch?*

*Chakku: No! No breakfast, no lunch, no dinner!*

*Bonnet: But surely we can eat nuts, can't we?*

*Chakku: No, you cannot eat nuts.*

*An old monkey: Yes, I agree with Chief Chakku.*

*Tomorrow, no eating anything except bananas.*

*Chakku (exasperatedly): No! No nuts, no bananas, no apples, no guavas, no rice, no roti, nothing! We will not eat a single thing tomorrow!*

The entire tribe is stunned into silence.

*Bonnet and Macaque: Nothing? For the whole day?*

*Chakku (feels better): Yes, for the whole day. Also, we shall meditate all day long, so that we become more calm, peaceful and intelligent monkeys.*

# Action Path

Session 46



## Focus

### **Directed Commands Set 1**

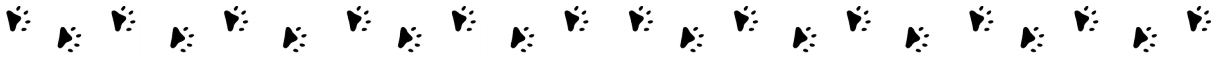
- I drag my feet and walk.
- » She drags her feet and walks.
  - » He drags his feet and walks.
  - » We drag our feet and walk.

### **Directed Commands Set 2**

- I hop to the blackboard.
- » She hops to the blackboard.
  - » He hops to the blackboard.
  - » We hop to the blackboard.

### **Directed Commands Set 3**

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



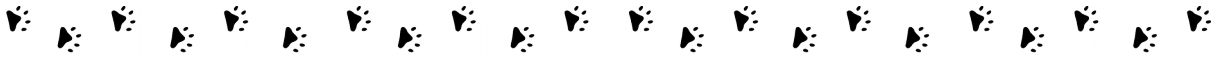
## FOCUS

### 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, **"If I were a teacher, I would like to teach Maths. If you were a teacher, what would you like to teach?"**
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 **"If I were a teacher, I would like to teach xxx. If you were a teacher, what would you like to teach?"**  
Some of the possible answers are: English, Science, History, Geography, painting, dancing, computers and so on.
5. Continue the process till all the students of the group get a chance to answer and ask the question.
6. If a student makes a mistake, give the correct statement and ask him/her to repeat it.
7. Repeat the activity with Group 2.



## 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

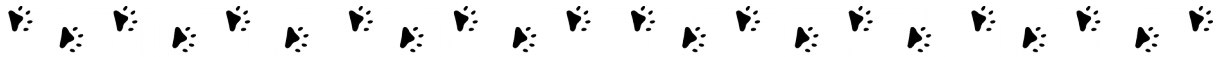
- The audience clapped enthusiastically.  
The audience claps enthusiastically.  
The audience will clap enthusiastically.

*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 47



## FOCUS

### **Directed Commands Set 1**

- I clap my hands and then stamp my feet.
- » She claps her hands and then stamps her feet.
  - » He claps his hands and then stamps his feet.
  - » We clap our hands and then stamp our feet.

### **Directed Commands Set 2**

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

### **Visualised Commands**

- Snore loudly.
- Sing a song.
- Hold a bowl of ice-cream in your hand and swirl it with a spoon.

# Music Path

## Session 47



### FOCUS

#### LISTENING

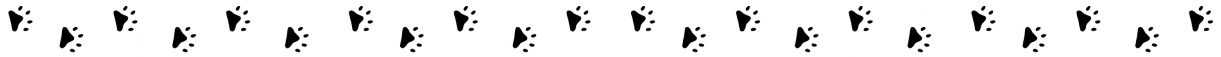
1. Listen to the entire song "To the beach, I like to go". Do not sing along.
2. Play the song again and ask the students to sing along.

#### ACTIVITY

1. Pause the video at some of the scenes from the beach. Ask the students to tell you what they see.

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

2. Write the words on the board. You may add more words to the list based on your observation of the video.
3. Ask the first student to make a 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.



### FOCUS

#### LISTENING TO THE STORY

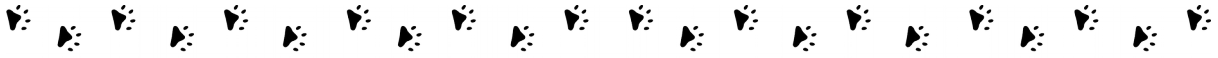
1. Listen to the part of the story “Revenge of the Puppets” from *Weighty Problems, Witty Solutions* (Pages 28–34).
2. Make sure the students keep their books open and follow along as they listen to the tale.

#### EXPRESSIVE READING

1. Ask the students to listen to Page 34 read expressively.
2. Read out aloud Page 34 (from “Later that night” to “got ready to go to bed.”), 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 48



## FOCUS

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

### **Action Commands Review**

Walk slow. » Walk slower. » Stop walking.

Bend low. » Bend lower. » Straighten up.

Point to a corner of your mouth.

Point to a corner of your book.

Point to a corner of your desk.

Go to a corner of your room.

### **Spoken Commands**

Walk slow. » Walk slower. » Stop walking.

Bend low. » Bend lower. » Straighten up.

Point to a corner of your mouth.

Point to a corner of your book.

Point to a corner of your desk.

Go to a corner of your room.

*Continued...*

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

Pick up the paper with your right hand and the book with your left hand.

- » Wave the heavier object.
- » Fan yourself with the lighter object.

Pick up the object with which you write.

- » Put it on the object with which you erase.

Pick up any two objects.

- » Put down the lighter object first.
- » Put down the heavier object next.



### FOCUS

#### LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the story “Revenge of the Puppets”.

#### CONVERSATION PRACTICE

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

*Athiya: Hi Radha! What are you doing?*

*Radha: Hi Athiya! I am trying to repair this doll of mine.*

*Athiya: Oh, that doll looks so old and tattered.*

*Radha: Yes, but it is my most favourite doll.*

*Athiya: You have so many prettier dolls. Why is this one your most favourite?*

*Radha: This doll was gifted to me by my grandmother. I have had it since I was a baby.*

*Athiya: Oh, then we must somehow repair it!*

*Continued...*

*Radha (looks sad): I am not sure how to repair it.*

*Athiya: My mother can work magic with her  
needles. Come, let's take your doll to her.*

*Radha: Thank you, Athiya!*

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

# Action Path

## Session 49



### FOCUS

*Objects required: a sheet of paper*

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

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

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

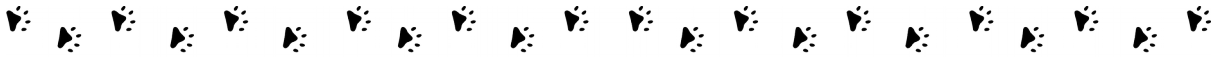
- I fold the paper and unfold it.
- » You fold the paper but do not unfold it.
  - » We fold the papers and unfold them.

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

- I roll up the paper and unroll it.
- » You roll up the paper but do not unroll it.
  - » We roll up the papers and unroll them.

# Music Path

## Session 49



### FOCUS

### LISTENING

1. Listen to the entire 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. Display the image of the beach scene. In a show and tell activity, point to the following on the screen and tell the students what they are:

*trees*

*boys*

*boats*

*a tree*

*a boy*

*a girl*

*a boat*

*the water*

*the sky*

*the sand*

*the cloud*

*the merry-go-round*

*the boy in the yellow shirt*

*the boy playing with sand*

2. Ask the students to repeat the words after you. Write the words on the board.
3. Now, point to objects on the video and ask the students what they are. For example, if you point to a tree and ask, "**What is this?**" they would be expected to say, "**This is a tree.**" Alternately, if you point to three trees and ask "**What are these?**" they have to say, "**These are trees.**"



## 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

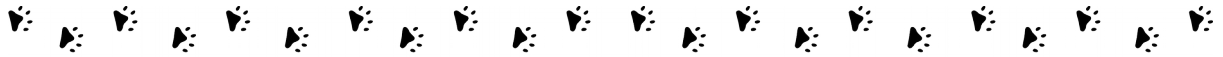
- The clock struck midnight.  
The clock strikes midnight.  
The clock will strike midnight.

• *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 50



### FOCUS

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

#### **Identified Commands**

Twirl around.

Flip through the book.

Drag your feet and walk.

Fold the paper in half.

Fold the four corners of the paper.

Place the eraser inside the book and flip it over.

#### **Review**

Pick up the eraser and the paper.

» Put down neither the eraser nor the paper.

Pick up the heaviest object from the table and wave it. » Pick up the lightest object from the table but do not wave it.

Roll the pencil towards the book.

» Roll the pencil away from the book.

Pick up the object you use the most.

» Pick up the object you use the least.

*(Could vary for different students.)*

# Music Path

## Session 50



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

bring	swing
fling	wing
cling	sting
string	spring

2. Now say these simple sentences and mime them. Ask the students to repeat the sentences after you and mime.
  - My family was excited to **bring** home my baby brother from the hospital.
  - I watched her **fling** the stone as far as possible into the river.
  - When I watch a scary movie, I **cling** to my older sister's arm.

*Continued...*

- The cat jumped on the piece of **string**.
- She sat on the **swing** and kicked her legs high into the air.
- I gaped in awe at the colourful **wing** of the butterfly.
- I will not go near the bee hive since a bee might **sting** me.
- My friend always walks with a **spring** in her step.



## FOCUS

### LISTENING TO THE STORY

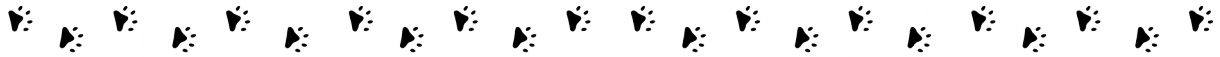
1. Listen to the part of the story “Revenge of the Puppets” from pages 48-57.
2. Make sure the students keep their books open and follow along as they listen to the tale.

### MIMING

1. Play Page 54 and mime along with the audio-narration from “Bhairo! There's something wrong” to “standing up to leave.”
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 51



### FOCUS

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

#### **Action Commands Review**

Pick up the paper with your right hand and the book with your left hand.

- » Wave the heavier object.
- » Fan yourself with the lighter object.

Pick up the object with which you write.

- » Put it on the object with which you erase.

Pick up any two objects.

- » Put down the lighter object first.
- » Put down the heavier object next.

#### **Spoken Commands**

Pick up the paper with your right hand and the book with your left hand.

- » Wave the heavier object.
- » Fan yourself with the lighter object.

Pick up the object with which you write.

- » Put it on the object with which you erase.

Pick up any two objects.

- » Put down the lighter object first.
- » Put down the heavier object next.

*Continued...*

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

Open your mouth. » Close your mouth.

Open your hand. » Close your hand.

Open your book. » Close your book.

Go to the door. » Close the door. » Open the door.



## FOCUS

### LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the story “Revenge of the Puppets”.

### CONVERSATION PRACTICE

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

*Librarian: Hello Pavan. Have you come to return the books you borrowed?*

*Pavan: Hello! Yes, I have. Here are the three books I borrowed.*

*Librarian (taking a look at the books): Why does this book look so old and tattered?*

*Pavan: I am very sorry but my little cousin was playing with it and he ripped it a bit.*

*Librarian: You should have been more careful, Pavan. These books are for other children to read too.*

*Continued...*

*Pavan: I am sorry. I value these books very much. I won't let it happen again.*

*Librarian: Okay. When you borrow something, you must take care of it like it's your own property.*

*Pavan: I understand. May I borrow some more books now?*

*Librarian: We just received a fresh stock of books. Go take a look.*

*Pavan: Thank you!*

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

# Action Path

Session 52



## FOCUS

**Directed  
Commands  
Set 1**

She throws the crumpled paper.  
» He catches it.

**Directed  
Commands  
Set 2**

She shuts the door.  
» He shuts the window.

**Directed  
Commands  
Set 3**

He opens the door.  
» She opens the window.



## FOCUS

### LISTENING

1. Listen to the song “Come to the Land” of the story “Revenge of the Puppets” from *Weighty Problems, Witty Solutions*. 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.

adventure

dreams

friendship

mystery

horror

peace

romance

love

whimsy

laughter

sorrow

magic

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 **“My puppets tell a story of adventure. What kind of story do your puppets tell?”**
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 **“My puppets tell a story of xxxx. What do your puppets tell a story of?”**
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...*

## 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 **53**



## FOCUS

*Objects required: a book, a pencil*

### **Directed Commands Set 1**

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

### **Directed Commands Set 2**

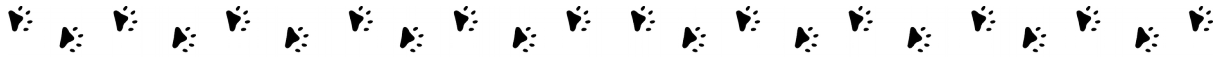
She hands her book to him.  
» He hands his pencil to her.

### **Visualised Commands**

Touch your feet.  
Sit under a tree.  
Sneak into your classroom.  
Run as fast as you can.

# Music Path

## Session 53



### 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 along.

### ACTIVITY

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

sun	one
won	son
run	spun
bun	fun

2. Now say these simple sentences and mime them. Ask the students to repeat the sentences after you and mime.
  - I see the sun shining brightly.
  - I hit a six and won the cricket match.
  - Run as fast as you can.

*Continued...*

- I like to spread jam on bun and eat it.
- I would like to skip one more time.
- I see her playing with her son.
- I spun the wool and knit a pair of socks.
- I have fun making sandcastles at the beach.



## FOCUS

### LISTENING TO THE STORY

1. Listen to Pages 48–57 from “The next morning” to “remained a secret forever.” from the story “The Revenge of the Puppets”.
2. Make sure the students keep their books open and follow along as they listen to the tale.

### TINY THEATRE (REHEARSAL)

1. Display the short-script. The script is based on the story “The Revenge of the Puppets”.
2. Divide the class into four or five groups.
3. Explain the script with the directions, and then read out the conversations clearly, modulating pitch, volume and tone.
4. Ask the groups to rehearse the script this session. Encourage the students to take on roles and learn their lines. They can plan their movements, and improvise on existing materials in the class for props.
5. Walk around the class and help the students with planning their theatre activity.
6. The students may look at the screen for the lines they have to speak.
7. The students will have to present the skit in the next session.

**Characters: Shakti, Ashwini, Dance teacher**

**Setting: An auditorium**

Shakti is excited. It's time for her first dance recital. She practices her moves one last time. She can hear a steady rumble from the audience. She peeks out from behind the curtain and waves to her parents.

She goes to the dressing room. She walks over to the mirror and checks her reflection. She smooths her hair and straightens her skirt.

Her friend Ashwini is seated in front of another mirror. She carefully applies some kajal and lipstick.

*Shakti: I am trembling with excitement Ashwini. I hope I can remember all the steps.*

*Ashwini: Oh, don't worry Shakti! We have practised these moves umpteen times.*

*Shakti: You're right. I hope we do such a good job that the audience gives us a standing applause. Do I look alright?*

*Ashwini: You look beautiful! I love your lehenga.*

Shakti twirls around, showing off her colourful lehenga.

*Shakti: I helped design and stitch it.*

*Ashwini (says in horror): Oh Shakti! The lehenga is ripped on the side!*

Shakti is shocked. She checks her skirt hurriedly and finds a long rip. She gasps loudly.

*Shakti: Oh no! I don't know how this happened. I was so careful! What do I do now? The show begins in ten minutes. I am going to be a laughing stock.*

*Continued...*

Shakti is close to tears now. Ashwini hugs her and calms her down.

*Ashwini: Don't worry Shakti! I will ask our dance teacher to help us. She will have a solution to this fiasco.*

She runs to their dance teacher and quickly tells her about Shakti's torn lehenga. The dance teacher and Ashwini rush over to Shakti.

*Dance teacher: There, there, my dear. We will stitch up the tear in no time. The skirt will be as good as new soon.*

*Shakti: Really, teacher? But how?*

The dance teacher whips out a needle kit from her bag.

*Dance teacher (smiles at Shakti): Look what I have here.*

*Ashwini (claps happily): You're our hero, teacher!*

*Dance teacher (says laughingly): Why, thank you children. Just show me your gratitude by putting on a splendid show.*

She quickly proceeds to stitch Shakti's skirt. Shakti and Ashwini look in awe at their teacher's handiwork.

*Dance teacher: The curtain is about to rise. Get in position, you two! Make me proud!*

*Shakti and Ashwini (together): Thank you, teacher! We will do our best.*



## FOCUS

### **Conversation Commands Set 1**

Teacher (*erases some writing on the blackboard*):  
I erased the writing on the blackboard.

Teacher (*writes something on the blackboard and then says to Student 1*): Erase the blackboard.

Teacher (*after the student erases the blackboard*):  
What did you do?

Student 1 (*expected response*): I erased the writing on the blackboard.

### **Conversation Commands Set 2**

Teacher (*tiptoes up to the door*): I am tiptoeing up to the door.

Teacher (*stops tiptoeing*): I was tiptoeing up to the door.

Student 1 is called to the front of the class.

Teacher: Tiptoe up to the door. (Student 1 should start tiptoeing)

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

Student 1 (*expected response*): I am tiptoeing up to the door.

Teacher: Stop. What were you doing?

Student 1 (*expected response*): I was tiptoeing up to the door.

# Story Path

Session 54



## FOCUS

### TINY THEATRE

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

*Continued...*

**Characters: Shakti, Ashwini, Dance teacher**  
**Setting: An auditorium**

Shakti is excited. It's time for her first dance recital. She practices her moves one last time. She can hear a steady rumble from the audience. She peeks out from behind the curtain and waves to her parents.

She goes to the dressing room. She walks over to the mirror and checks her reflection. She smooths her hair and straightens her skirt.

Her friend Ashwini is seated in front of another mirror. She carefully applies some kajal and lipstick.

*Shakti: I am trembling with excitement Ashwini. I hope I can remember all the steps.*

*Ashwini: Oh, don't worry Shakti! We have practised these moves umpteen times.*

*Shakti: You're right. I hope we do such a good job that the audience gives us a standing applause. Do I look alright?*

*Ashwini: You look beautiful! I love your lehenga.*

Shakti twirls around, showing off her colourful lehenga.

*Shakti: I helped design and stitch it.*

*Ashwini (says in horror): Oh Shakti! The lehenga is ripped on the side!*

Shakti is shocked. She checks her skirt hurriedly and finds a long rip. She gasps loudly.

*Shakti: Oh no! I don't know how this happened. I was so careful! What do I do now? The show begins in ten minutes. I am going to be a laughing stock.*

*Continued...*

Shakti is close to tears now. Ashwini hugs her and calms her down.

*Ashwini: Don't worry Shakti! I will ask our dance teacher to help us. She will have a solution to this fiasco.*

She runs to their dance teacher and quickly tells her about Shakti's torn lehenga. The dance teacher and Ashwini rush over to Shakti.

*Dance teacher: There, there, my dear. We will stitch up the tear in no time. The skirt will be as good as new soon.*

*Shakti: Really, teacher? But how?*

The dance teacher whips out a needle kit from her bag.

*Dance teacher (smiles at Shakti): Look what I have here.*

*Ashwini (claps happily): You're our hero, teacher!*

*Dance teacher (says laughingly): Why, thank you children. Just show me your gratitude by putting on a splendid show.*

She quickly proceeds to stitch Shakti's skirt. Shakti and Ashwini look in awe at their teacher's handiwork.

*Dance teacher: The curtain is about to rise. Get in position, you two! Make me proud!*

*Shakti and Ashwini (together): Thank you, teacher! We will do our best.*



## FOCUS

### **Conversation Commands Set 1**

Teacher (*sits on her chair and writes her name on the blackboard, gets up and then says*): I sat on my chair and wrote my name on the blackboard.

Teacher (*to Student 1*): Stand on a chair and write your name on the blackboard.

Teacher (*after the student is done writing and gets down from the chair*): What did you do?

Student 1 (*expected response*): I stood on the chair and wrote my name on the blackboard.

### **Conversation Commands Set 2**

Teacher (*goes to the blackboard and draws a square*): I drew a square on the blackboard.

Teacher (*to Student 2*): Draw a circle on the blackboard.

Teacher (*after the student draws a circle on the blackboard*): What did you do?

Student 2 (*expected response*): I drew a circle on the blackboard

# Music Path

## Session 55



### FOCUS

### LISTENING

1. Listen to the entire song “Yards and yards of silk I see”. Do not sing along.
2. Play the song again and ask the students to sing the entire song along with the audio.

### ACTIVITY

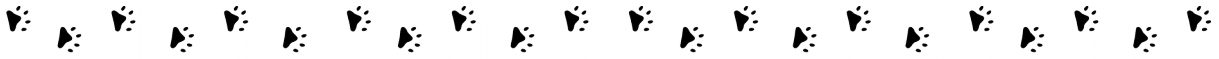
1. On one corner of the board write the following words that rhyme with “**shine**.” Read them out and ask the students to repeat after you.

mine	pine
fine	sign
dine	twine
line	vine

*Continued...*

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

- I like to share what's **mine** with my friends.
- He grew up to be a **fine**, young man.
- I invited my friend to **dine** with me this evening.
- She waited in **line** at the bank.
- I advised her not to **pine** over her lost book.
- I saw the stop **sign** on the road and applied my brake.
- She repaired the broken doll with some **twine**.
- The monkey swung on the **vine** of the tree.



## 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 **56**



## FOCUS

*Objects required: an eraser, a book*

### **Action Commands Review**

Open your mouth. » Close your mouth.

Open your hand. » Close your hand.

Open your book. » Close your book.

Go to the door. » Close the door. » Open the door.

### **Spoken Commands**

Open your mouth. » Close your mouth.

Open your hand. » Close your hand.

Open your book. » Close your book.

Go to the door. » Close the door. » Open the door.

### **Action Commands New**

Touch your uniform.

» Feel your uniform with your hand.

Pick up your book.

» Feel the book cover with your hand.

Pick up your eraser.

» Feel the eraser with your hand.

# Music Path

## Session 56



### FOCUS

### LISTENING

1. Listen to the entire 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. 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.

2. Some of the possible responses are:

mother	brother	aunt	sister-in-law
father	grandmother	uncle	brother-in-law
daughter	grandfather	niece	grandaunt
son	great-grandmother	nephew	granduncle
sister	great-grandfather	cousin	

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

4. Divide the class into two groups.

*Continued...*

5. 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 mother's mother makes sweets for you, who makes sweets for you?**

Possible answer: My grandmother makes sweets for me.

- Question for Group 1: **If your mother's sister takes you to the beach, who takes you to the beach?**

Possible answer: My aunt takes me to the beach.

- Question for Group 2: **If your brother's mother gives you a kiss, who gives you a kiss?**

Possible answer: My mother gives me a kiss.

- Question for Group 1: **If your father's brother plays football, who plays football?**

Possible answer: My uncle plays football.

- Question for Group 2: **If your uncle's son visits you, who visits you?**

Possible answer: My cousin visits me.

- Question for Group 1: **If your father's father reads you a story, who reads you a story?**

Possible answer: My grandfather reads me a story.

- Question for Group 2: **If your uncle's daughter takes you for a walk, who takes you for a walk?**

Possible answer: My cousin takes me for a walk.

*Continued...*

- Question for Group 1: **If your grandmother's mother gives you good advice, who gives you good advice?**

Possible answer: My great-grandmother gives me good advice.

- Question for Group 2: **If your sister's father drops you at school, who drops you at school?**

Possible answer: My father drops me at school.

6. Continue the process till all the students of the group get a chance to both answer and ask the question.
7. If a student makes a mistake, give the correct statement and ask him/her to repeat it.



### FOCUS

#### LISTENING TO THE STORY

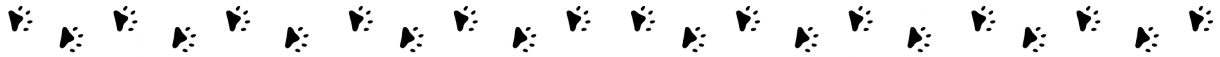
1. Listen to a part of the story “The Monkey and the Crocodile” from *Weighty Problems, Witty Solutions* (Pages 60–70).
2. Make sure the students keep their books open and follow along as they listen to the tale.

#### EXPRESSIVE READING

1. Ask the students to listen to Page 68 read expressively.
2. Read out aloud Page 68 (from “On hearing her husband call out” to “this luscious fruit?”), 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 57



## FOCUS

*Objects required: a book*

### **Directed Commands Set 1**

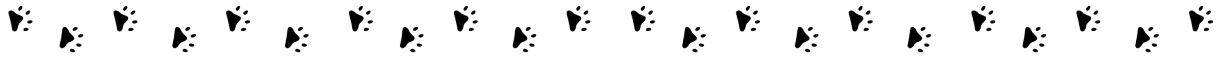
- I chant my name.
- » She chants her name.
  - » He chants his name.
  - » We chant our names.

### **Directed Commands Set 2**

- I close my eyes.
- » I open my eyes and glare at my neighbour.
  - » She closes her eyes. » She opens her eyes and glares at her neighbour.
  - » He closes his eyes. » He opens his eyes and glares at his neighbour.
  - » We close our eyes. » We open our eyes and glare at our neighbours.

### **Directed Commands Set 3**

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



## FOCUS

### LISTENING TO THE STORY

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

### CONVERSATION PRACTICE

3. Play Page 64 from “Oh my dear friend!” to “thank you so much.”
4. Display the given conversation. Read out the entire conversation clearly, modulating pitch, volume and tone, and ask the students to repeat after you.

*Rani: Raju, what were you telling our Maths teacher?*

*Raju: I was telling her I haven't done my homework.*

*Rani: Oh! Why did you not do the homework?*

*Raju: I was watching TV last night and completely forgot about it.*

*Rani: Oh God!*

*Raju: I shed crocodile tears and gave excuses to our teacher, but she knew I was lying.*

*Continued..*

*Rani: That's not good. What did you tell her?*

*Raju: I said I was down with fever and pretended to be sick.*

*Rani: And?*

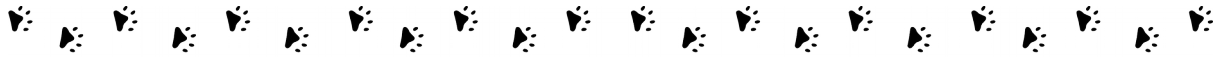
*Raju: Our teacher told me I can always do the homework later. She asked me to be honest first.*

*Rani: True, Raju. We must speak the truth always.*

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

# Action Path

## Session 58



### FOCUS

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

- I raise my hands up and say my name.
- » You raise your hands up and say your name.
  - » We raise our hands up and say our names.

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

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

#### **Visualised Commands**

- Laugh.
- Gasp in shock.
- Take a nap.
- Sit under a banana plant.
- Snap at your friend.
- Snap your fingers.
- Sit on a branch of a tree.
- » Feel the branch snap under your weight.

# Music Path

## Session 58



### FOCUS

### LISTENING

1. Listen to the entire 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. Write out the following words that describe family relations on the blackboard and add your own list to this one. This is a continuation of the activity from session 19.

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

2. Divide the class into two groups.
3. 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.)
4. Say, **“My name is xxxx. My grandmother's name is yyyy. What is your uncle's name?”**

*Continued...*

5. Ask the student to your right to answer the question. They may use any word from the list. The student then has to pose the same question to the neighbour to his/her right. The student has to say **“My name is xxxx. My uncle's name is yyyy. What is your cousin's name?”**
6. Continue the process till all the students of the group get a chance to both answer and ask the question.
7. If a student makes a mistake, give the correct statement and ask him/her to repeat it.
8. 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

- 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 59



## FOCUS

*Objects required: a book, an eraser*

### **Action Commands Review**

Touch your uniform.

» Feel your uniform with your hand.

Pick up your book.

» Feel the book cover with your hand.

Pick up your eraser.

» Feel the eraser with your hand.

### **Spoken Commands**

Touch your uniform.

» Feel your uniform with your hand.

Pick up your book.

» Feel the book cover with your hand.

Pick up your eraser.

» Feel the eraser with your hand.

### **Action Commands New**

Pick up a book. » Feel the spine and the cover of the book with your hand.

Pick up a book. » Feel either the spine or the cover of the book with your hand.

Pick up a book. » Feel neither the spine nor the cover of the book with your hand.

# Music Path

## Session 59



### FOCUS

### LISTENING

1. Listen to “Red Face’s Song” from the story “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 the entire song 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.

*balloon*  
*balloons*

*cherry*  
*cherries*

*goose*  
*geese*

*tomato*  
*tomatoes*

*deer*  
*deer*

*child*  
*children*

*scarf*  
*scarves*

*sheep*  
*sheep*

*cactus*  
*cacti*

*Continued...*

2. Say, **“One heart, two hearts, three hearts, four. One balloon, two balloons, three balloons, 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 cherry, two cherries, three cherries, 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 goose, two geese, three geese, 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 part of the story “The Monkey and the Crocodile”.
2. Make sure the students keep their books open and follow along as they listen to the tale.

#### CONVERSATION PRACTICE

1. Play Page 64 from “Oh my dear friend!” to “thank you so much.”
2. Display the given conversation. Read out the entire conversation clearly, modulating pitch, volume and tone, and ask the students to repeat after you.

*Mani: Reshmi, could I borrow your science book for the weekend? I would like to read it to do the project-work.*

*Reshmi: Where is your book, Mani?*

*Mani: I lost my book last week.*

*Reshmi: Why don't you buy a new one, then?*

*Mani (cries): Reshmi, my parents and I have been looking for the book but it is out of stock in the stores.*

*Reshmi: I don't believe your cock and bull story. Don't shed crocodile tears.*

*Teacher: Reshmi, Mani is not lying. The book is not available. Lend your book to Mani. He will keep it safe.*

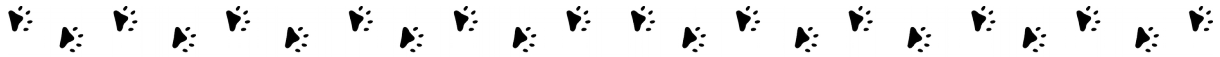
*Reshmi: Okay, ma'am. Sorry, Mani. Here's my book.*

*Mani: Thank you, Reshmi. I'll always remember your help.*

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

# Action Path

## Session 60



### Focus

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

#### **Identified Commands**

Wiggle your fingers.

Whisper your name.

Chant your name.

Fold the paper. » Unfold the paper.

Fold the paper and roll it up. » Unroll the paper.

Roll up a sheet of paper and put the pencil inside the roll.

#### **Review**

Pick up the object with which you erase. » Place it next to the object with which you write.

Pick up any two objects of your choice.

» Put the heavier object on the lighter object.

» Remove the heavier object and put it next to the lighter object.

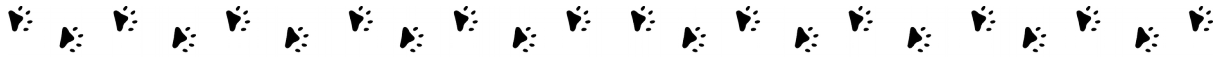
Write a word you like on a sheet of paper.

» Crumple the sheet of paper.

» Exchange the crumpled paper with your neighbour.

» Flatten out the sheet of paper and read the word your neighbour has written.

*(Students may do this one by one.)*



### FOCUS

#### LISTENING TO THE STORY

1. Listen to Page 64 from “Oh my dear friend!” to “thank you so much.” from “The Monkey and the Crocodile”.
2. Make sure the students keep their books open and follow along as they listen to the tale.

#### CONVERSATION PRACTICE

1. Play Page 64 from “Oh my dear friend!” to “thank you so much.”
2. Display the given conversation. Read out the conversation clearly, modulating pitch, volume and tone, and ask the students to repeat after you.

*Asha: Amma! I want ice cream!*

*Amma: You’ve already caught a cold after having a milkshake last week, Asha.*

*Asha: I’ll be fine, ma! Please buy me an ice cream!*

*Amma: Not a chance. I cannot take you to the doctor again.*

*Asha (weeps): One cone won’t hurt. Please!*

*Amma: Don’t shed crocodile tears like you did last week. You can have anything you want after you recover.*

*Continued...*

*Asha: Do you promise?*

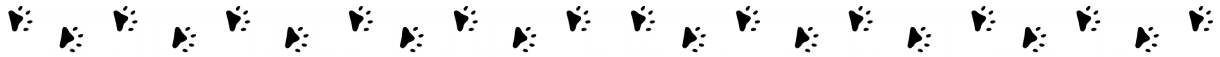
*Amma: Yes, now let's get you something hot to drink.*

*Asha: Okay.*

3. Call two students to the front of the class, assign roles from Conversation 1, and ask them to speak their lines expressively.
4. Repeat the activity with more pairs of students.

# Action Path

## Session 61



### FOCUS

*Objects required: a crumpled sheet of paper*

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

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

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

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

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

He closes the windows.  
» She throws open the windows.

#### **Directed Commands Set 4**

She places a pencil on the book.  
» He picks up both the pencil and the book.

# Music Path

## Session 61



### FOCUS

#### LISTENING

1. Listen to the entire song “Red Face’s song” from the story “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. Ask the students to sing the entire song along with the audio.

#### ACTIVITY

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

hearts	Mister Jagged Jaws	more
sight	might	fellow
thought	friend	foe
trusted	Go away	Run away

2. Divide the class into groups of five and display the following puzzle.

*Continued...*

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 phrases being acted out. Tell them the phrases will be written forwards in the puzzle.
4. When a group gets the phrase right, ask the group's volunteer to point to a phrase each that they have found.
5. If all the phrases have not been found, give out the answers at the end of the class.

r v n t h e a r t s s a l c h r  
 m o r e y k p f o g l d e u t r  
 u a z k s i g h t o i n s u g z  
 m i s t e r j a g g e d j a w s  
 h m i g h t u l h l s v x n y t  
 c t f e l l o w t x a s w i n d  
 u o m t h o u g h t o i e c r e  
 p k k e f r i e n d h f h h d o  
 f i u g k k u u f o e w d h u t  
 e d t r u s t e d u y e o e s a  
 f d d p u y e d f g o a w a y t  
 a q r a v e n f i n k h e r s g  
 f k o b r u n a w a y g l v t a  
 z u n e e h k l z b n t h s d t



## 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 62



### FOCUS

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

#### **Action Commands Review**

Pick up a book. » Feel the spine and the cover of the book with your hand.

Pick up a book. » Feel either the spine or the cover of the book with your hand.

Pick up a book. » Feel neither the spine nor the cover of the book with your hand.

#### **Spoken Commands**

Pick up a book. » Feel the spine and the cover of the book with your hand.

Pick up a book. » Feel either the spine or the cover of the book with your hand.

Pick up a book. » Feel neither the spine nor the cover of the book with your hand.

#### **Action Commands New**

Pick up a book. » Feel the spine of the book with your hand.

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

Close your eyes. » Feel around for the eraser and pick it up. » Open your eyes.



## FOCUS

### LISTENING

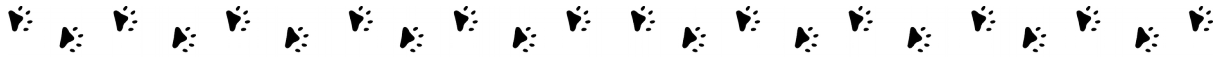
1. Listen to the entire song “Red Face’s song” from the story “The Monkey and the Crocodile”. Do not sing along.
2. Read out the song line by line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Ask the students to sing the entire song along with the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

### ACTIVITY

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

part	art
cart	chart
smart	start
mart	dart

- That was not part of the plan.
- Last week, I visited a beautiful art store.
- Load these boxes onto the cart.
- All the information you need is in this chart.
- The boy is smart and does his homework on time.
- The match is about to start.
- The girl bought the flowers in the mart.
- Startled, she watched him dart towards the wall.



### FOCUS

#### LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the story “The Monkey and the Crocodile”.

#### TINY THEATRE (REHEARSAL)

1. Display the short-script. The script is based on the story “The Monkey and the Crocodile”.
2. Divide the class into four or five groups.
3. Explain the script with the directions, and then read out the conversations clearly, modulating pitch, volume and tone.
4. Ask the groups to rehearse the script this session. Encourage the students to take on roles and learn their lines. They can plan their movements, and improvise on existing materials in the class for props.
5. Walk around the class and help the students with planning their theatre activity.
6. The students may look at the screen for the lines they have to speak.
7. The students will have to present the skit in the next session.

**Characters: Jagged Jaws, Mrs. Jagged Jaws**  
**Setting: River**

Part 1

Jagged Jaws swims home hurriedly and calls out to his wife.

*Jagged Jaws: Sweetheart, look what I have brought for you.*

Mrs. Jagged Jaws comes out eagerly, opening her eyes. Her wicked smile makes her husband shiver.

*Jagged Jaws (showing his wife some apples):  
Here, eat these delicious rose apples, my dear.*

On seeing the apples Mrs. Jagged Jaws' eyes blaze with anger. Her lips quiver. Jagged Jaws trembles.

*Mrs. Jagged Jaws: Apples! Apples! Is that what you have brought me? Are you out of your mind? Or did you think I was a vegetarian?*

Mrs. Jagged Jaws lashes her tail, grabs an apple, and throws it at her husband.

*Jagged Jaws: No! No! Stop! Stop! Please taste one and I promise that you will ask for more.*

Jagged Jaws swims towards his wife and thrusts an apple into her mouth. Mrs. Jagged Jaws' sharp teeth sink into the fruit. She feels the delicious juice slide down her throat. She gasps in delight, greedily grabs all the apples from her husband, and gobbles them up.

*Mrs. Jagged Jaws (sighs): Oh my! Oh my! Go, go bring me some more. Where did you find this luscious fruit?*

*Continued...*

If there is time, continue with Part 2 of the script.

Part 2

*Jagged Jaws: Red Face, the monkey, gave me the apples. I have made friends with him.*

*Mrs. Jagged Jaws (aside: says to herself with a wicked gleam in her eyes): Aha! How wonderful, how divine these apples taste. Red Face must surely have a heart that is much sweeter.*

*(To her husband) My Lord.*

*Jagged Jaws: Yes dear?*

*Mrs. Jagged Jaws (sings): My Lord, forget about the rose apples. Invite this precious friend of yours for dinner.*

*Jagged Jaws: What are we having for dinner?*

*Mrs. Jagged Jaws: Apple flavoured monkey's heart!*

# Action Path

## Session 63



### FOCUS

*Objects required: crumpled sheets of paper*

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

- She walks gently to the blackboard.
- » He walks gently to the blackboard.
  - » We walk gently to the blackboard.

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

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

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

- 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.

# Story Path

Session **63**



## FOCUS

### TINY THEATRE

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

*Continued...*

**Characters: Jagged Jaws, Mrs. Jagged Jaws**  
**Setting: River**

Part 1

Jagged Jaws swims home hurriedly and calls out to his wife.

*Jagged Jaws: Sweetheart, look what I have brought for you.*

Mrs. Jagged Jaws comes out eagerly, opening her eyes. Her wicked smile makes her husband shiver.

*Jagged Jaws (showing his wife some apples):  
Here, eat these delicious rose apples, my dear.*

On seeing the apples Mrs. Jagged Jaws' eyes blaze with anger. Her lips quiver. Jagged Jaws trembles.

*Mrs. Jagged Jaws: Apples! Apples! Is that what you have brought me? Are you out of your mind? Or did you think I was a vegetarian?*

Mrs. Jagged Jaws lashes her tail, grabs an apple, and throws it at her husband.

*Jagged Jaws: No! No! Stop! Stop! Please taste one and I promise that you will ask for more.*

Jagged Jaws swims towards his wife and thrusts an apple into her mouth. Mrs. Jagged Jaws' sharp teeth sink into the fruit. She feels the delicious juice slide down her throat. She gasps in delight, greedily grabs all the apples from her husband, and gobbles them up.

*Mrs. Jagged Jaws (sighs): Oh my! Oh my! Go, go bring me some more. Where did you find this luscious fruit?*

*Continued...*

If there is time, continue with Part 2 of the script.

Part 2

*Jagged Jaws: Red Face, the monkey, gave me the apples. I have made friends with him.*

*Mrs. Jagged Jaws (aside: says to herself with a wicked gleam in her eyes): Aha! How wonderful, how divine these apples taste. Red Face must surely have a heart that is much sweeter.*

*(To her husband) My Lord.*

*Jagged Jaws: Yes dear?*

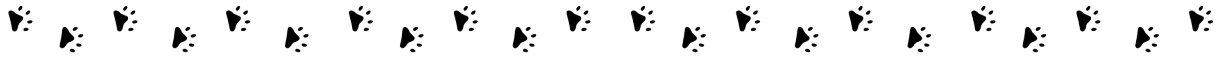
*Mrs. Jagged Jaws (sings): My Lord, forget about the rose apples. Invite this precious friend of yours for dinner.*

*Jagged Jaws: What are we having for dinner?*

*Mrs. Jagged Jaws: Apple flavoured monkey's heart!*

# Action Path

Session **64**



## FOCUS

### **Directed Commands Set 1**

She writes her name on the blackboard.  
» He circles it.

### **Directed Commands Set 2**

She tosses the eraser to him.  
» He catches it with both hands.

### **Visualised Commands**

Gasp in delight.  
Crunch an apple and feel the delicious juice slide  
down your tongue.  
Clutch on to your bag.  
Clutch your friend's hand.  
Clutch a book in your hand.  
Tuck away an apple in the hollow of a tree.

# Music Path

## Session 64



### FOCUS

### LISTENING

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

### ACTIVITY

1. Ask your students to tell you some of the things they have seen in and around places of worship. Some of the possible responses are:

flowers	fruits	lamps
candles	incense sticks	shops
trees	mangoes	bell
choir	hymn books	the cross
idols	domes	minars
a crescent moon	a star	pillars
clouds	walls	silk cloth
prayer hall	a shield and swords	

2. Write the words on the board. You may add more words to the list based on your experience.
3. Read out aloud the words you have written and ask the students to repeat after you.



## 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.



## FOCUS

### **Conversation Commands Set 1**

Teacher (*goes to the blackboard*): I am going to draw a line on the blackboard.

Teacher (*draws a line on the blackboard and then says to Student 1*): I have drawn a line on the blackboard. What are you going to draw on the blackboard?

Student 1 (*expected response*): I am going to draw a/an XXXX on the blackboard.

Teacher: Okay. Go ahead. (*after the student draws what he/she has mentioned on the blackboard*)  
What have you drawn on the blackboard?

Student 1 (*expected response*): I have drawn a/an XXXX on the blackboard.

*Continued...*

**Conversation  
Commands  
Set 2**

Teacher (*goes to the blackboard*): I am going to write the word "beautiful" on the blackboard.

Teacher (*writes the word on the blackboard and then says to Student 2*): I have written the word "beautiful" on the blackboard. What word are you going to write on the blackboard?

Student 2 (*expected response*): I am going to write the word "XXXX" on the blackboard.

Teacher: Okay. Go ahead. (*after the student writes the word he/she has mentioned on the blackboard*). What word have you written on the blackboard?

Student 2 (*expected response*): I have written the word "XXXX" on the blackboard.

# Music Path

## Session 65



### FOCUS

### LISTENING

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

### ACTIVITY

1. Write the following sentences on the blackboard:

*It is old.*

*It is new.*

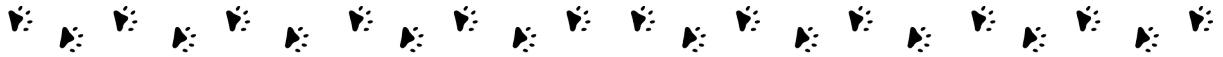
*It is high.*

*It is low.*

*It is broad.*

*It is narrow.*

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



## FOCUS

### LISTENING TO THE STORY

1. Listen to an expressive reading of the story “Just One Paisa”.
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 94 read expressively.
2. Read out aloud Page 94 (from “It was not that” to “the king’s treasure chest.”), 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 66



### FOCUS

*Objects required: a sheet of paper*

### Review

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

Teacher (*reading a book silently*): I am reading a book.

Teacher (*stops reading the book; closes it and puts it down*): I was reading a book.

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

Teacher: Read a book. (*Student 1 should start reading a book*).

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

Student 1 (*expected response*): I am reading a book.

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

Student 1 (*expected response*): I was reading a book.

**Conversation  
Commands  
Set 2**

Teacher (*starts making a paper-fan*): I am making a paper-fan.

Teacher (*stops her work In the middle*): I was making a paper-fan.

*The teacher completes making the fan.*

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

Teacher: Make a paper-fan. (*Student 2 should start making a paper-fan.*)

Teacher (*as the student is making a paper-fan*):  
What are you doing?

Student 2 (*expected response*): I am making a paper-fan.

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

Student 2 (*expected response*): I was making a paper-fan.



### FOCUS

#### LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the story "Just One Paisa".

#### CONVERSATION PRACTICE

1. Play Pages 116-117 from "Send for Lakshmi immediately" to "stored away in his own treasury!"
2. Display the given conversation. Read out the entire conversation clearly, modulating pitch, volume and tone, and ask the students to repeat after you.

*Teacher: What will you do if I give you all one rupee each?*

*Anwar: I'll buy a candy, ma'am.*

*Teacher: Sweet-toothed child, is candy all you can think of?*

*Joshua: Ma'am, but what can we really do with just one rupee? One small coin?*

*Geeta: I can put it in a piggybank and buy a book when I save enough money.*

*Teacher: That's a good thought, Geeta! Even the tiniest thing in the world is of great value.*

*Anwar: Yes, ma'am, even a tiny mouse can rescue a mighty lion when it is caught in the hunter's net.*

*Continued...*

*Teacher: Good! You remember your stories well,  
Anwar.*

*Geeta: Or a clever little girl can teach a raja a  
lesson using just one paisa!*

*Teacher: Correct. What do you say now, Joshua?*

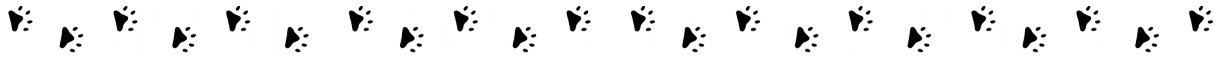
*Joshua: I agree, ma'am. We need tiny drops to  
make an ocean.*

*Teacher: Or little darlings like you all to make my  
day!*

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

# Action Path

## Session 67



### FOCUS

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

#### **Action Commands Review**

Pick up a book. » Feel the spine of the book with your hand.

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

Close your eyes. » Feel around for the eraser and pick it up. » Open your eyes.

#### **Spoken Commands**

Pick up a book. » Feel the spine of the book with your hand.

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

Close your eyes. » Feel around for the eraser and pick it up. » Open your eyes.

#### **Action Commands New**

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

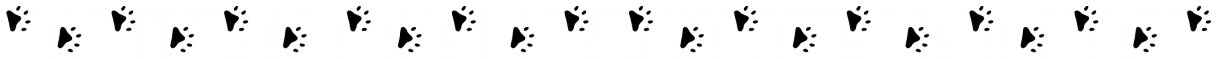
Hold the pencil below your chin. » Hold it lower.  
» Put the pencil on the desk.

Hold the book above the pencil. » Hold it higher.  
» Put the book on the desk.



# Music Path

## Session 67



### FOCUS

### LISTENING

1. Listen to the entire song "Prayer Houses". Do not sing along.
2. Ask the students to sing the entire song along with the audio.

### ACTIVITY

1. Pause the video at one of the scenes from Panjim. Point to the various things on the screen and ask the students to name them. Now play all the scenes on Benjamin's town, Panjim, twice and ask the students to carefully watch the video.
2. Ask the students: **"What did you see in Panjim?"** and allow them to answer one at a time. Guide them to answer in the format, **"I saw xxxx in Panjim."**
3. Some of the possible answers are: a beach, palm trees, mangoes, a church, Benjamin, water, a bell, a choir, women, men, windows, hymn books, the cross, etc. Ensure that the students answer in complete sentences.
4. If a student gives a wrong answer, simply give the correct version without pointing out that the student's answer was wrong.



## 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

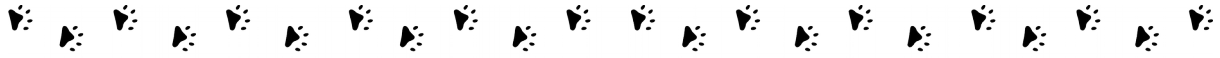
- And that was exactly what happened!  
And that is exactly what happens!  
And that is exactly what will happen!

*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 **68**



## FOCUS

*Objects required: a pencil*

### **Directed Commands Set 1**

- I look exhausted.
- » She looks exhausted.
  - » He looks exhausted.
  - » We look exhausted.

### **Directed Commands Set 2**

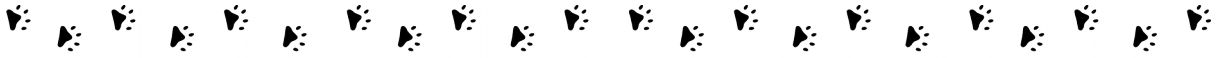
- I bow graciously.
- » She bows graciously.
  - » He bows graciously.
  - » We bow graciously.

### **Directed Commands Set 3**

- I jump once.
- » She jumps double the number of times I jumped.
  - » He jumps double the number of times she jumped.
  - » We jump double the number of times he jumped.

# Music Path

Session **68**



## 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 sound like “**double**.” Read them out and ask the students to repeat after you.

trouble	bubble
puzzle	bumble
jungle	ruffle
shuffle	struggle

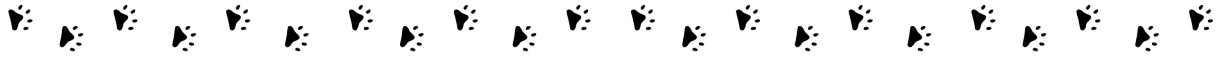
2. Now say these simple sentences and mime them. Ask the students to repeat the sentences after you and mime
  - I had a little trouble finding the place.
  - The warm bubble bath was relaxing.
  - Tom is doing a crossword puzzle.

*Continued...*

- There are bumble bees buzzing around my spring flowers.
- Tigers are found in the jungle of Asia.
- Mother ruffled her daughter's hair affectionately.
- He shuffled the cards.
- The passengers struggled with bags and briefcases.

# Story Path

Session **68**



## 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.

# Action Path

Session **69**



## FOCUS

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

- I look excited.
- » She looks excited.
  - » He looks excited.
  - » We look excited.

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

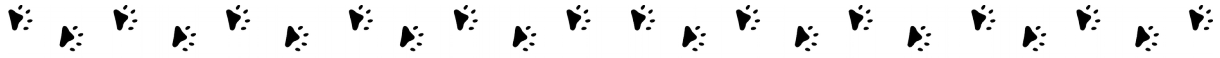
- I look outside the window.
- » She looks outside the window.
  - » He looks outside the window.
  - » We look outside the window.

### ***Visualised Commands***

- Play hopscotch.
- Prance about.
- Drop a coin into a chest.
- Count a few coins one by one.
- Dash across the room.

# Story Path

Session **69**



## FOCUS

### LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the story "Just One Paisa"

### CONVERSATION PRACTICE

1. Play Pages 116-117 from "Send for Lakshmi immediately" to "stored away in his own treasury!"
2. Display the given conversation. Read out the entire conversation clearly, modulating pitch, volume and tone, and ask the students to repeat after you.

*Father: Natwar, come here. I'll read you a story.*

*Natwar: Wow! Is it a story about a roaring lion or a prancing monkey or a singing bird?*

*Father: It is neither of these. It is the story of a little boy called Natwar, a gift in his parents' life.*

*Natwar (laughs): Daddy, have you written a story about me?*

*Father: Yes, I've written a short story about you.*

*Natwar: I'm eager to listen to it. But, daddy, I want to write stories too.*

*Continued...*

*Father: What is stopping you, Natwar? Open a new notebook and write a few lines everyday.*

*Natwar: Just a few lines, daddy?*

*Father: Just a few lines, yes. You will see how magically you will soon write double the number of sentences you write now, and the stories will keep coming.*

*Natwar: That sounds so beautiful, daddy.*

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

# Action Path

Session 70



## Focus

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

### **Identified Commands**

Clear your throat.

Scratch your head.

Wave your hands in the air.

Throw the crumpled sheet of paper at the table.

Throw the crumpled sheet of paper on the table.

Throw the crumpled sheet of paper beside  
the table.

Throw the eraser up in the air and catch it.

*Continued...*

## **Review**

Look delighted.

Throw your head back and laugh.

Throw a glance at your neighbour.

Pick up three books and place them in a neat pile.

Pick up a book. » Feel either the spine or the cover of the book with your hand.

Pick up a book. » Feel neither the spine nor the cover of the book with your hand.

Pick up a book and a sheet of paper. » Put down either of them.

Pick up an eraser and a pencil. » Put down neither of them.

Place the book near the pencil.

Place the book away from the pencil.

# Music Path

## Session 70



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

paisa

double

coins

Raja Dhomak

trouble

money

wealth

Lakshmi

more

grows

single

one

2. Divide the class into groups of five and display the following puzzle.

*Continued...*

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 phrases being acted out. Tell them the phrases will be written forwards in the puzzle.
4. When a group gets the phrase right, ask the group's volunteer to point to a phrase each that they have found.
5. If all the phrases have not been found, give out the answers at the end of the class.

r v n t s p e p a i s a l c h r  
 n d o u b l e f o g l d e u t r  
 u a z k m p d m c o i n s u g z  
 x d r a j a d h o m a k x l w i  
 h s m a r t a n d t r o u b l e  
 c t f b m o n e y x a s w i n d  
 w e a l t h y a v e o i e c r e  
 p k k e l a k s h m i f h h d o  
 f i u g k k u u m o r e d h u t  
 e d s i n g l e s u y e o e s a  
 f d d p w u z s i t b g r o w s  
 a q r a v e n f e a t h e r s g  
 f k o b g y j i p d h e q v t a  
 z o n e t h k l z b n t h s d t



### 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 videos. 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 videos.
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.

# Action Path

# Session 71



## FOCUS

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

### **Conversation Commands Set 1**

Teacher (*opens a notebook*): I am going to write my name in the notebook.

Teacher (*writes her name in the notebook and then says to Student 1*): I have written my name in the notebook. What are you going to write in the notebook?

Student 1 (*expected response*): I am going to write XXXX in the notebook.

Teacher: Okay. Go ahead. (*after the student has written what he/ she has mentioned in the notebook*). What have you written in the notebook?

Student 1 (*expected response*): I have written XXXX in the notebook.

### **Conversation Commands Set 2**

Teacher (*says to Student 2*): Make a paper fan.

Teacher (*as the student is about to begin the work*): What are you going to do?

Student 2 (*expected response*): I am going to make a paper fan.

Teacher: Okay. Go ahead. (*after the student has made a paper-fan*). What have you made?

Student 2 (*expected response*): I have made a paper fan.



## FOCUS

### LISTENING

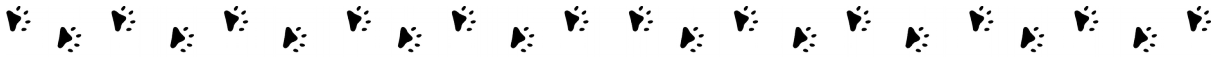
1. Listen to the song “Just One Paisa” from the story “Just One Paisa”. Do not sing along.
2. Read out the song line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Ask the students to sing the song along.

### 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

### TINY THEATRE (REHEARSAL)

1. Display the short-script. The script is based on the story “Just One Paisa”.
2. Divide the class into four or five groups.
3. Explain the script with the directions, and then read out the conversations clearly, modulating pitch, volume and tone.
4. Ask the groups to rehearse the script this session. Encourage the students to take on roles and learn their lines. They can plan their movements, and improvise on existing materials in the class for props.
5. Walk around the class and help the students with planning their theatre activity.
6. The students may look at the screen for the lines they have to speak.
7. The students will have to present the skit in the next session.

**Characters: Malar, Murthy, Sophie, Abbas**

**Setting: A house**

Malar stumbles sleepily into her bed and goes into deep slumber. She snores.

In the deep silence of the night, only one sound is heard: Murthy, Sophie and Abbas make eerie sounds like Chink! Chink! Chink! to scare Malar.

Malar wakes up with a start.

*Murthy (goes to her and whispers): Can you see the curtains move?*

*Malar (pale): Yes! Yes!*

*Murthy: I hear a ghost visits this house every night. You hear buzzing sounds when it enters.*

Sophie and Abbas, who are hiding, make buzzing sounds.

*Malar (with eyes growing wide in horror): I can hear the ghost. I'm scared. Is it dressed in a white robe?*

*Murthy: Yes. And its feet are never on the floor.*

*Malar: Oh God! I'm really spooked.*

*Murthy: You shouldn't be. It is just one ghost.*

Sophie comes out pretending to be a ghost.

*Sophie (sings eerily): Just one ghost. / Only one ghost. / A single ghost! / One ghost!*

*Continued...*

*Malar: Oh! The ghost has the face of my friend  
Sophie.*

*Murthy (whispers): Sshhh! Ghosts come in  
disguise sometimes.*

Sophie prances about. Abbas joins her in a ghost dance.

*Malar: That's Abbas.*

*Murthy: Don't show disrespect for the ghosts.  
They can double themselves. You just saw it  
happen.*

*Abbas (sings eerily): One to two, two to four,/*  
*Double that to make some more!/ When*  
*you double what you've got,/ You will find*  
*you have a lot!*

*Malar: That's a lot of ghosts. Two, four, eight,  
sixteen.*

*Murthy: More than you have ever seen!*

*Malar: Thirty-two, sixty-four*

*Murthy: Double that and get some more!*

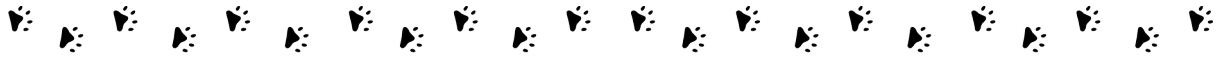
Sophie, Abbas and Murthy go closer to Malar and dance in a circle around her.

Malar lets out a scream and faints.

*Malar (screams) Eeeeeeeeeeeeeeee!*

# Action Path

Session 72



## Focus

### Review

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

Teacher (*goes to the blackboard*): I am going to draw a line on the blackboard.

Teacher (*draws a line on the blackboard and then says to Student 1*): I have drawn a line on the blackboard. What are you going to draw on the blackboard?

Student 1 (*expected response*): I am going to draw a/an XXXX on the blackboard.

Teacher: Okay. Go ahead. (*after the student draws what he/she has mentioned on the blackboard*)  
What have you drawn on the blackboard?

Student 1 (*expected response*): I have drawn a/an XXXX on the blackboard.

*Continued...*

**Conversation  
Commands  
Set 2**

Teacher (*goes to the blackboard*): I am going to write the word "beautiful" on the blackboard.

Teacher (*writes the word on the blackboard and then says to Student 2*): I have written the word "beautiful" on the blackboard. What word are you going to write on the blackboard?

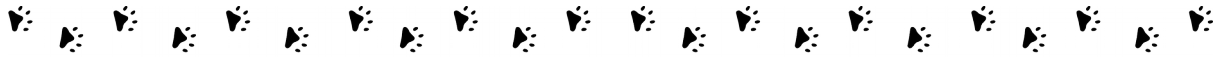
Student 2 (*expected response*): I am going to write the word "XXXX" on the blackboard.

Teacher: Okay. Go ahead. (*after the student writes the word he/she has mentioned on the blackboard*). What word have you written on the blackboard?

Student 2 (*expected response*): I have written the word "XXXX" on the blackboard.

# Story Path

Session 72



## FOCUS

### TINY THEATRE

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

**Characters: Malar, Murthy, Sophie, Abbas**

**Setting: A house**

Malar stumbles sleepily into her bed and goes into deep slumber. She snores.

In the deep silence of the night, only one sound is heard: Murthy, Sophie and Abbas make eerie sounds like Chink! Chink! Chink! to scare Malar.

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*Murthy (goes to her and whispers): Can you see the curtains move?*

*Malar (pale): Yes! Yes!*

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Sophie and Abbas, who are hiding, make buzzing sounds.

*Malar (with eyes growing wide in horror): I can hear the ghost. I'm scared. Is it dressed in a white robe?*

*Murthy: Yes. And its feet are never on the floor.*

*Malar: Oh God! I'm really spooked.*

*Murthy: You shouldn't be. It is just one ghost.*

Sophie comes out pretending to be a ghost.

*Sophie (sings eerily): Just one ghost. / Only one ghost. / A single ghost! / One ghost!*

*Continued...*

*Malar: Oh! The ghost has the face of my friend  
Sophie.*

*Murthy (whispers): Sshhh! Ghosts come in  
disguise sometimes.*

Sophie prances about. Abbas joins her in a ghost dance.

*Malar: That's Abbas.*

*Murthy: Don't show disrespect for the ghosts.  
They can double themselves. You just saw it  
happen.*

*Abbas (sings eerily): One to two, two to four,/*  
*Double that to make some more!/ When*  
*you double what you've got,/ You will find*  
*you have a lot!*

*Malar: That's a lot of ghosts. Two, four, eight,  
sixteen.*

*Murthy: More than you have ever seen!*

*Malar: Thirty-two, sixty-four*

*Murthy: Double that and get some more!*

Sophie, Abbas and Murthy go closer to Malar and dance in a circle around her.

Malar lets out a scream and faints.

*Malar (screams) Eeeeeeeeeeeeeeee!*