



SLL Intermediate Level 1

Teacher's Manual

Sessions 37 - 72



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Magic English SLL Intermediate Level 1



Session Schedule Sessions 37 to 72

| Session | Action Path | Music Path | Reading Path | Story Path |
|---------|---------------------------------------------|-------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------|
| 37 | Review, Spoken and New Commands | "Colours" | Flip chart: Page 20 GET - HOT | |
| 38 | Review, Spoken and New Commands | "Colours" | Flip chart: Page 21 JAM - SOB | |
| 39 | Review, Spoken and New Commands | "Colours" + Activity | | "Fish Friends Three," <i>Something Fishy,</i> <i>Something Funny</i> Expressive Reading |
| 40 | Review, Spoken and New Commands | "Colours" + Activity | Flip chart: Page 22 JAM - KIT | |
| 41 | Review, Spoken and New Commands | "Colours" + Activity | Flip chart: Page 23 LAB - LAD | |
| 42 | Review, Spoken and New Commands | "Colours" + Activity | | "Fish Friends Three" Conversation Practice |
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| 44 | Review, Spoken and New Commands | "Train" | Flip chart: Page 25 RAM - SET | |
| 45 | Review, Spoken, New and Visualised Commands | "Train" | | "Fish Friends Three" Conversation Practice |
| 46 | Review, Spoken and New Commands | "Train" | Flip chart: Page 26 TAG - ZIP | |
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| 48 | Review, Spoken and New Commands | "Kites" | | "Fish Friends Three" Tiny Theatre |
| 49 | Review, Spoken and New Commands | "Kites" | Flip chart: Pages 28 WAG - ZAG | |
| 50 | Review, Spoken and New Commands | "Kites" + Activity | Flip chart: Page 29 ALL - WHAT | |
| 51 | Review, Spoken and New Commands | "Kites" + Activity | | "The Talking Cave," <i>Something Fishy,</i> <i>Something Funny</i> Expressive Reading |
| 52 | Review, Spoken and New Commands | "Kites" + Activity | Flip chart: Page 30 ACT - IMP | |

| Session | Action Path | Music Path | Reading Path | Story Path |
|---------|---------------------------------------------|----------------------------------------|------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 53 | Review, Spoken and New Commands | "Kites" + Activity | Flip chart: Page 31 SAND - TEST | |
| 54 | Review, Spoken, New and Visualised Commands | "Trees" | | "The Talking Cave" Conversation Practice |
| 55 | Review, Spoken and New Commands | "Trees" | Flip chart: Page 32 SAND - WIND | |
| 56 | Review, Spoken and New Commands | "Trees" + Activity | Flip chart: Page 33 TACT - TEST | |
| 57 | Review, Spoken and New Commands | "Prayer Houses" | | "The Talking Cave" Conversation Practice |
| 58 | Review, Spoken and New Commands | "Prayer Houses" | Flip chart: Page 34 GRAB - FLAT | |
| 59 | Review, Spoken and New Commands | "Prayer Houses" | Flip chart: Page 35 CRAB - FROM | |
| 60 | Review, Spoken and New Commands | "Prayer Houses" + Activity | | "The Talking Cave" Tiny Theatre |
| 61 | Review, Spoken and New Commands | "Prayer Houses" + Activity | Flip chart: Page 36 DUST - STEP | |
| 62 | Review, Spoken and New Commands | "Prayer Houses" + Activity | Flip chart: Page 37 BAN - FAT | |
| 63 | Review, Spoken and New Commands | "I Salute My Flag" | | "Little Vinayak," <i>Something Fishy,</i> <i>Something Funny</i> Expressive Reading |
| 64 | Review, Spoken and New Commands | "I Salute My Flag" | Flip chart: Page 38 GUM - JUG | |
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| 67 | Review, Spoken and New Commands | "Mangoes" + Activity | Flip chart: Page 40 RED - VIM | |
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| 69 | Review, Spoken and New Commands | "Mangoes" + Activity | | "Little Vinayak" Tiny Theatre |
| 70 | Review, Spoken and New Commands | "Ka Ka Shriek the Crows" + Activity | | "The Monkeys and the Capseller," <i>Something Fishy,</i> <i>Something Funny</i> Expressive Reading |
| 71 | Review, Spoken and New Commands | "Ka Ka Shriek the Crows" + Activity | | "The Monkeys and the Capseller" Conversation Practice |

| Session | Action Path | Music Path | Reading Path | Story Path |
|---------|---------------------------------|----------------------------------------|--------------|-------------------------------------------------|
| 72 | Review, Spoken and New Commands | "Ka Ka Shriek the Crows" + Activity | | "The Monkeys and the Capseller" Tiny Theatre |

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Magic English SLL Intermediate L1



Session Tracker Sessions 37 to 72

School:

Teacher:

Class:

Section:

Number of Students:

| | Action Path | Music Path | Reading Path | Story Path | Date | Signature |
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Note: Take multiple copies as required of the session tracker. Do not mark on this page.

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

Designed for environments that do not fully support English, Magic English (ME) SLL Intermediate 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 Intermediate is a two-level programme that emphasises on priming based on prediction and association both at the levels of comprehension and language structure. It recapitulates the intuitive processes by which a mother-tongue is acquired, teaching language through music, body-movements, and basic elements of theatre. Magic English helps children re-enter their worlds, real and imaginary, through the English language.

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

Focus

(30 – 60 Seconds)

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

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

Action Path

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

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

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

1. Carefully read and familiarise yourself with the commands before you meet the class. Your reference to the manual during class should be minimal.
2. The duration of AP is 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.
9. State the type of command to be performed and do the actions.

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

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

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

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

Label: Now we are going to do Spoken Commands.

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

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

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

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

Visualised Commands: These are advanced commands intended to hone a child's ability to think in a language, and assimilate language as images and pictures in the mind. Ask the students to sit down and close their eyes, and imagine the actions. Visualised Commands comprise of familiar language items:

(1) It may be a simple variation of a command the child has learnt earlier. For example, the command sequence, "Put the eraser on the book. » Put the pencil on your head" is a modification of the action command, "Place the eraser and the pencil on the book."

(2) It may be a comic variation of an action command. For example, "Stand on a chair. » Crumple a sheet of paper and put it on your neighbour's head" slightly alters "Crumple the paper and drop it on your book."

(3) It may be a variation with a change in the objects used in an earlier command. For example, "Take out a pencil box from your bag. » Open the box. » Take a pencil out.» Close the box and put it inside the bag" uses pencil box instead of a book used in the action command, "Open your book. » Close your book".

(4) It may reinforce vocabulary learnt in other modules such as Story Path or Music Path.

You may use the following label and instructions:

Label: Now we are going to do Visualised Commands.

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

Music Path

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

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

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

1. Listen to the rhyme and learn it before you meet the class. You may do it as a group activity with other instructors.
2. The duration of MP is 10 minutes.
3. Play the rhyme on the DVD/USB in a reasonably quiet environment. The output should be clear and audible to the entire class.
4. Teach the words of the rhyme one line at a time from the rhyme-book and ask the students to repeat after you. The rhyme-book is meant only for the teacher. Do not sing as the students would have grasped the tune from listening to the rhyme.
5. Ensure clarity and standard pronunciation when the students repeat the lines. See to it that the students do not shout out the words but articulate them carefully instead.
6. Correct mistakes if any in the pronunciation of words by repeating the entire line again so that the students may learn from language in use.
7. Constantly encourage the students. If they have any difficulty with the activities, demonstrate the activities a few more times.
8. Have fun doing MP with the class and teach the rhymes with actions. Facilitate learning without turning the experience into a regular language-learning activity.

Reading Path

(20 minutes)

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

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

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

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

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Story Path

(20 minutes)

A flagship concept of Magic English, Story Path (SP) captures most elements of the mother-tongue acquisition process in language. Integrating voice expression, facial expression, and gestures and objects with language learning, SP approaches English kinesthetically through a series of specially scripted stories and follow-up activities. Using picture books and story DVDs, 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 Intermediate L1, SP includes song-activity, expressive reading, miming, and conversation practice. In ME SLL Intermediate Level 1, the story-collection, *Something Fishy, Something funny*, is used. It is a compilation of the stories:

- “Fish Friends Three”
 - “The Talking Cave”
 - “Little Vinayak”
 - “The Monkeys and the Capseller”
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 *Something Fishy, Something Funny* after Focus. Each student should have a copy of his/her own.

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

EXPRESSIVE READING

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

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

MIMING

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

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

DIALOGUE PRACTICE

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

1. Display the given set of dialogues from the DVD/USB. Read out the dialogues clearly, modulating pitch, volume and tone.
2. Divide the class into groups. Ask the groups to rehearse their respective dialogues.
3. Tell the students they have to use the right body-language and facial expressions, and deliver the dialogues fluently.

4. Ask five students from each of the groups to come to the front of the class and deliver their dialogues. The students have to deliver their respective dialogues as a chorus.
5. Call more students from the groups and repeat the activity.
6. Ensure that all students rehearse their lines, and as many as possible deliver it in front of the class.

CONVERSATION PRACTICE

Conversation Practice draws attention to structures and patterns of conversation specifically in terms of cohesion, context, and register. All the conversations provided for practice have a direct connection with the stories that precede them. Drawing its language units and themes from the stories, Conversation Practice replicates these patterns in other functional contexts. The activity helps the child become a fluent speaker and a meticulous user of the English language. The following guidelines apply to all Conversation Practice activities in this manual.

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

TINY THEATRE

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

- Display the short-script from the DVD/USB.

- Divide the class into four or five groups.
- Explain the script with the directions, and then read out the conversations clearly, modulating pitch, volume and tone.
- Give the groups five minutes to rehearse the script. Encourage the students to take on roles and learn their lines. They can plan their movements, and improvise on existing materials in the class for props.
- Walk around the class and help the students with planning their little theatre activity.
- Call the groups one-by-one and ask them to present their theatre activity in front of the class.
- The students may look at the screen for the lines they have to speak.

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

Action Path

Session 37



FOCUS

Objects required: a book, a pencil

Action Commands Review

Pick up the book with your right hand.

» Place the book on your left hand.

Pick up the book.

» Place it on your neighbour's head.

Place a pencil at the edge of the book.

Spoken Commands

Pick up the book with your right hand.

» Place the book on your left hand.

Pick up the book.

» Place it on your neighbour's head.

Place a pencil at the edge of the book.

Action Commands New

Place your hands on the book.

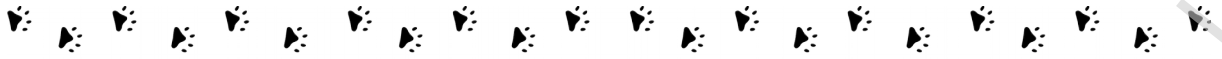
Pick up the book. » Put the book back on the desk.

Hold the book up over your neighbour's head.

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

Music Path

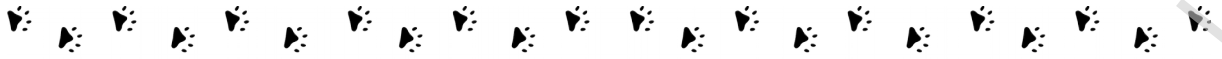
Session **37**



FOCUS

LISTENING

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



FOCUS

PHONICS SONG

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

PHONIC WORDS: GET - HOT

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

PHONIC WORD PRACTICE

1. Turn to Page 20 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "get" to "hot."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **38**



FOCUS

Objects required: a book

Action Commands Review

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

Spoken Commands

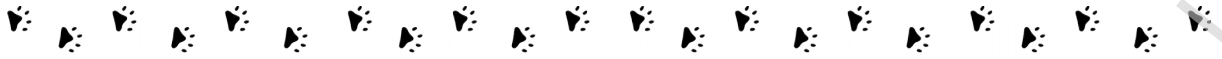
Place your hands on the book.
Pick up the book. » Put the book back on the desk.
Hold the book up over your neighbour's head.
Hold the book in your hands and stamp your feet three times.

Action Commands New

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

Music Path

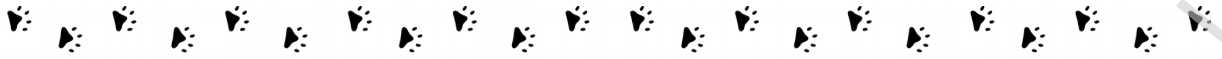
Session **38**



FOCUS

LISTENING

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



FOCUS

PHONICS SONG

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

PHONIC WORDS: JAM - SOB

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

PHONIC WORD PRACTICE

1. Turn to Page 21 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "jam" to "sob."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Focus on consonant sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **39**



FOCUS

Objects required: a book

Action Commands Review

Hold the book with your right hand.

Place your right hand on the book.

» Place your left hand on your right hand.

Hold the book against your chest and tiptoe.

Spoken Commands

Hold the book with your right hand.

Place your right hand on the book.

» Place your left hand on your right hand.

Hold the book against your chest and tiptoe.

Action Commands New

Face the wall.

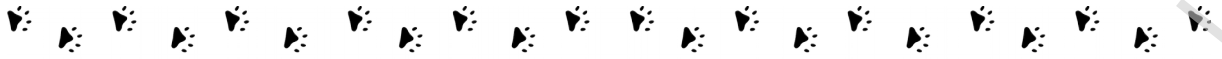
Snap your fingers.

Clap your hands quickly.

» Clap your hands slowly.

Music Path

Session **39**



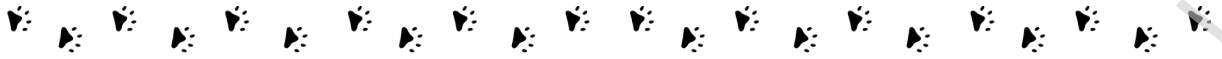
FOCUS

LISTENING

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

ACTIVITY

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



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the part of the story "Fish Friends Three" (Pages 4-13) from *Something Fishy*, *Something Funny* on the DVD/USB.

EXPRESSIVE READING

1. Ask the students to listen to Pages 14-15 read expressively on the DVD/USB.
2. Read out aloud Page 14-15 (from "Soon Timsi returned" to "in their huge, big net"), modulating pitch, volume and tone, and pausing at the right places.
3. Ask groups of 4 students to come to the front of the class and encourage them to read out the passage expressively.
4. Repeat the activity with more groups of students. You may also ask a student to stand up and read the passage aloud instead of doing the reading as a group activity.
5. If the students seem to be struggling with the activity, change the mode of the activity to Guided Expressive Reading where you read out the passage expressively and ask the students to repeat after you.

Action Path

Session **40**



Focus

Objects required: a book

Action Commands Review

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

Spoken Commands

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

Action Commands New

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

Music Path

Session 40



FOCUS

LISTENING

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

ACTIVITY

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

2. Some of the possible sentences are:

"The board is black in colour."

"My uniform is xxxx in colour."

"The fan is xxxx in colour."

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

"The chalk-piece is white."

"xxxx's bag is xxxx."

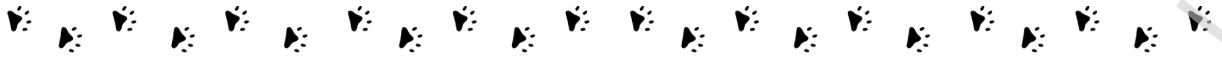
"xxxx's water bottle is xxxx."

"My pencil is xxxx."

"My friend's handkerchief is xxxx."

Reading Path

Session **40**



FOCUS

PHONICS SONG

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

PHONIC WORDS: JAM - KIT

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

PHONIC WORD PRACTICE

1. Turn to Page 22 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "jam" to "kit."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session 41



FOCUS

Objects required: a book

Action Commands Review

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

Spoken Commands

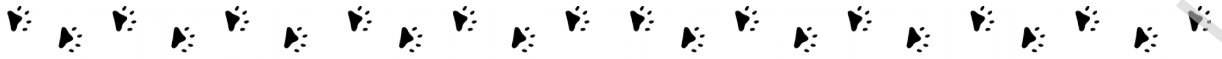
Pick up the book and put it back on the desk.
Give the book to your neighbour and take it back.
Place your chin on the book.

Action Commands New

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

Music Path

Session 41



FOCUS

LISTENING

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

ACTIVITY

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

Reading Path

Session 41



FOCUS

PHONICS SONG

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

PHONIC WORDS: LAB - LAD

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

PHONIC WORD PRACTICE

1. Turn to Page 23 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "lab" to "lad."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session 42



Focus

Objects required: a book, a pencil

Action Commands Review

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

Spoken Commands

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

Action Commands New

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

Music Path

Session 42



FOCUS

LISTENING

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

ACTIVITY

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



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the part of the story "Fish Friends Three" (Pages 14-21) from *Something Fishy, Something Funny* on the DVD/USB.

CONVERSATION PRACTICE

1. Listen to Page 9 on the DVD/USB.
2. Display the conversation from the DVD/USB. Read out the entire conversation clearly, modulating pitch, volume and tone, and ask the students to repeat after you.

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

Afza: My fish is sleeping. Shhh!

Bhargav: Ha! does it only eat and sleep?

Afza: My fish is a sleeping beauty.

Bhargav: You're just being lazy, Afza.

Afza: Shhh! Bhargav! Dont disturb my fish.

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

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

Continued...

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

Action Path

Session **43**



Focus

Objects required: a book, a pencil

Action Commands Review

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

Spoken Commands

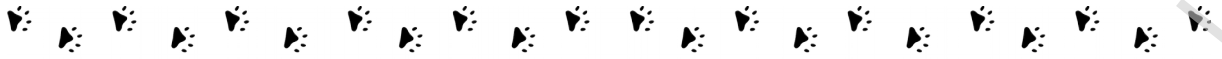
Pick up the pencil.
» Put down the pencil.
Hold the pencil with your right hand.
Hold the pencil with your left hand.

Action Commands New

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

Music Path

Session 43



FOCUS

LISTENING

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

ACTIVITY

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

Find me something that is the colour of a mango.

Find me something that is the colour of an orange.

Find me something that is the colour of a guava.

Find me something that is the colour of sand.

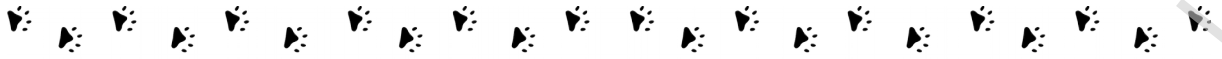
Find me something that is the colour of the sky.

Find me something that is the colour of the moon.

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

Reading Path

Session **43**



FOCUS

PHONICS SONG

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

PHONIC WORDS: NAP - PIN

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

PHONIC WORD PRACTICE

1. Turn to Page 24 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "nap" to "pin."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **44**



FOCUS

Objects required: a book

Action Commands Review

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

Spoken Commands

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

Action Commands New

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

Music Path

Session **44**



FOCUS

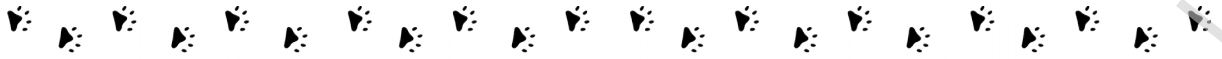
LISTENING

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

Note: The first verse begins with "The train's at the station" and ends at "ta-tak, ta-tak." "Chai, Chai! Coffee, Coffee!" is the chorus and not the first verse. Do encourage the students to sing the chorus along with the first verse.

Reading Path

Session **44**



FOCUS

PHONICS SONG

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

PHONIC WORDS: RAM - SET

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

PHONIC WORD PRACTICE

1. Turn to Page 25 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "ram" to "set."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **45**



Focus

Objects required: a book, a sheet of paper

Action Commands Review

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

Spoken Commands

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

Continued...

**Action
Commands
New**

Tickle your palm.

Roll a sheet of paper.

Crumple a sheet of paper.

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

**Visualised
Commands**

Touch your toes.

Turn to your left.

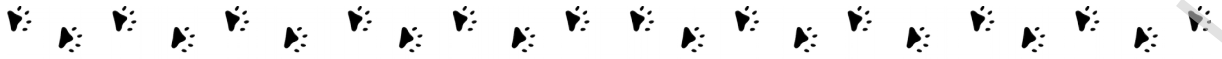
Turn to your right.

Roll a sheet of paper.

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

Music Path

Session **45**



FOCUS

LISTENING

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

Note: The second verse begins with "Bridges, brooks, forests" and ends at "ta-tak, ta-tak." "Chai, Chai! Coffee, Coffee!" is the chorus and not the first verse. Do encourage the students to sing the chorus along with the second verse.

Story Path

Session **45**



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the part of the story from the story "Fish Friends Three" (Pages 18-21) from *Something Fishy, Something Funny* on the DVD/USB.
2. Ask the students to follow the sentence-highlighted video carefully.

CONVERSATION PRACTICE

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

Ranimei: Jas, look how dense the forest is!

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

Ranimei: Same here.

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

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

Jaswinder: Yes, Rani.

Continued...

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

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

Ranimei: Poaching destroys the forests.

Jaswinder: It also leads to the extinction of animals.

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

Jaswinder: Whew! That sounds good.

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

Action Path

Session **46**



FOCUS

Objects required: a sheet of paper

Action Commands Review

Tickle your palm.

Roll a sheet of paper.

Crumple a sheet of paper.

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

Spoken Commands

Tickle your palm.

Roll a sheet of paper.

Crumple a sheet of paper.

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

Action Commands New

Go to the door. » Touch the door.

Knock at the door.

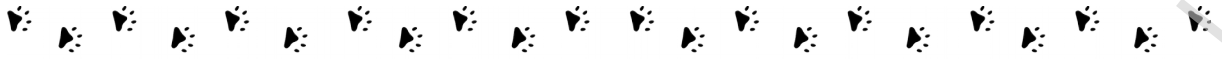
Tap at the door.

Drum your fingers on the door.

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

Music Path

Session **46**



FOCUS

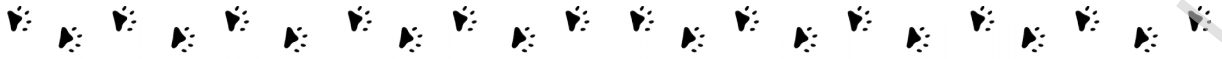
LISTENING

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

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

Reading Path

Session **46**



FOCUS

PHONICS SONG

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

PHONIC WORDS: TAG - ZIP

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

PHONIC WORD PRACTICE

1. Turn to Page 26 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "tag" to "zip."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session 47



FOCUS

Objects required: a book, a pencil

Action Commands Review

Go to the door. » Touch the door.

Knock at the door.

Tap at the door.

Drum your fingers on the door.

Spoken Commands

Go to the door. » Touch the door.

Knock at the door.

Tap at the door.

Drum your fingers on the door.

Action Commands New

Put the pencil on the desk.

Put the pencil next to the book.

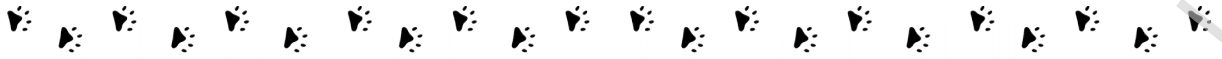
Pick up the pencil with your right hand.

» Pick up the book with your left hand.

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

Music Path

Session **47**



FOCUS

LISTENING

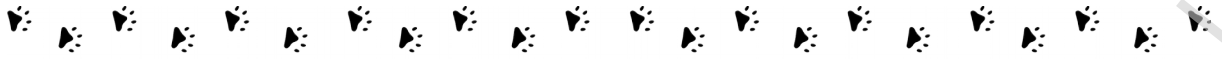
1. Listen to the entire rhyme "Train" on the DVD/USB. Do not sing along.
2. Encourage students to sing the entire rhyme along with the audio.

ACTIVITY

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

Reading Path

Session 47



FOCUS

PHONICS SONG

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

PHONIC WORDS: TAG - VAT

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

PHONIC WORD PRACTICE

1. Turn to Page 27 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "tag" to "vat."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **48**



Focus

Objects required: a book, a pencil

Action Commands Review

Put the pencil on the desk.

Put the pencil next to the book.

Pick up the pencil with your right hand.

» Pick up the book with your left hand.

Spoken Commands

Put the pencil on the desk.

Put the pencil next to the book.

Pick up the pencil with your right hand.

» Pick up the book with your left hand.

Action Commands New

Hold the pencil above the book.

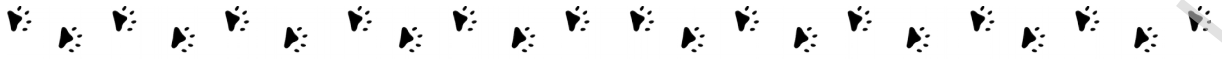
Put the pencil on the book.

Open the book and put the pencil in it.

» Flip the book over.

Music Path

Session **48**



FOCUS

LISTENING

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

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

Story Path

Session **48**



FOCUS

TINY THEATRE

1. Display the short-script from the DVD/USB. The script is based on the story "Fish Friends Three" from *Something Fishy, Something Funny*.
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. Encourage the students to take on roles and learn their lines. Plan their movements, and improvise on existing materials in the class for props.
5. Call the groups one-by-one and help them present their theatre activity in front of the class.
6. The students may look at the screen for the lines they have to speak.

Continued...

Characters: Timsi, Bucki, Moti, fisherman

Setting: A river

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

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

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

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

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

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

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

Action Path

Session **49**



FOCUS

Objects required: a book, a pencil

Action Commands Review

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

Spoken Commands

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

Action Commands New

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

Note: Requires sufficient space for movement.

Music Path

Session **49**



FOCUS

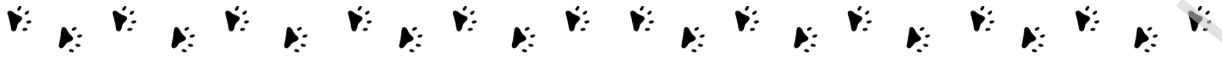
LISTENING

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

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

Reading Path

Session **49**



FOCUS

PHONICS SONG

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

PHONIC WORDS: WAG - ZAG

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

PHONIC WORD PRACTICE

1. Turn to Page 28 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "wag" to "zag."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **50**



FOCUS

Objects required: a book, a pencil

Action Commands Review

Smile at your friend.

Cross your arms and bend forward.

Hold the book near your ear. » Turn the pages.
» Listen to the sound of paper rustling.

Spoken Commands

Smile at your friend.

Cross your arms and bend forward.

Hold the book near your ear. » Turn the pages.
» Listen to the sound of paper rustling.

Action Commands New

Put the pencil near the book.

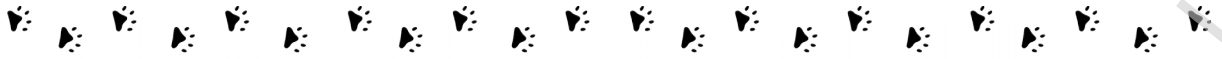
Take your neighbour's pencil and give it back to
your neighbour.

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

Note: Requires sufficient space for movement.

Music Path

Session **50**



FOCUS

LISTENING

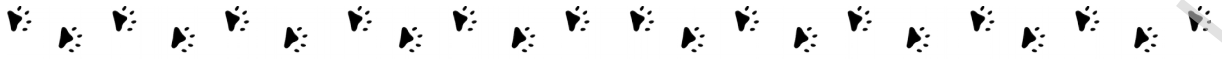
1. Listen to the entire rhyme "Kites" on the DVD/USB. Do not sing along.
2. Encourage the students to sing the entire rhyme along with the audio.

ACTIVITY

1. Split the class into two groups.
2. Encourage Group 1 to sing the first verse replacing "kites" with "clouds." For example, "Clouds, clouds everywhere. . ."
3. Encourage Group 2 to sing the first verse replacing "kites" with "balloons." For example, "Balloons, balloons everywhere. . ."
4. Help the students by repeating the rhyme with them.
5. Switch groups and repeat the activity.

Reading Path

Session **50**



FOCUS

PHONICS SONG

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

NON-PHONIC WORDS: ALL - WHAT

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

SIGHT WORD PRACTICE

1. Turn to Page 29 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Non-phonetic Basic Words" from "all" to "what."
3. Point to a word on the flip chart and say it out aloud. Ask the students to repeat after you, word by word.
4. You do not have to trace out individual letters or say the letter sounds.
5. Repeat the activity.

Action Path

Session 51



Focus

Objects required: a book, a pencil

Action Commands Review

Put the pencil near the book.

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

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

Spoken Commands

Put the pencil near the book.

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

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

Action Commands New

Hold the book behind your head.

Hold the book below your chin.

Hold the book in front of your nose.



FOCUS

LISTENING

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

ACTIVITY

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

The sun has a round face.

The kite has a diamond face.

The boy has oval eyes.

The kite has round eyes.

The boy has a spool that is cylindrical.

The kite has a bow that has two triangles.

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

Story Path

Session **51**



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the part of the story "The Talking Cave" (Pages 28-37) from *Something Fishy, Something Funny* on the DVD/USB.

EXPRESSIVE READING

1. Ask the students to listen to Page 43 read expressively on the DVD/USB.
2. Read out aloud Page 43 (from "Cave, sweet cave" to "I'll never return here"), 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 **52**



FOCUS

Objects required: a book, a pencil

Action Commands Review

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

Spoken Commands

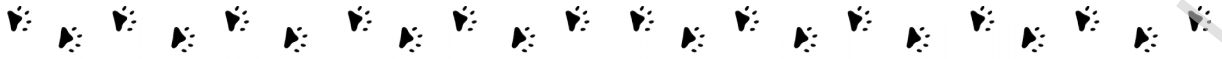
Hold the book behind your head.
Hold the book below your chin.
Hold the book in front of your nose.

Action Commands New

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

Music Path

Session **52**



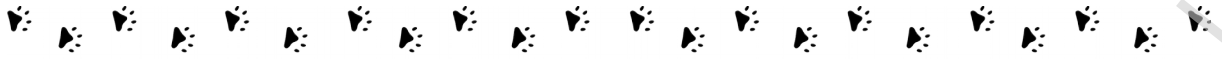
FOCUS

LISTENING

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

ACTIVITY

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



FOCUS

PHONICS SONG

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

PHONIC WORDS: ACT - IMP

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

PHONIC WORD PRACTICE

1. Turn to Page 30 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Conjoint Consonants" from "act" to "imp."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Focus on the conjoint consonant. For example, progress with each word 4 times as follows:
 - Act: a-c-t » a-c-t » a-ct » act (never ac-t)
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **53**



FOCUS

Objects required: a book, a pencil

Action Commands Review

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

Spoken Commands

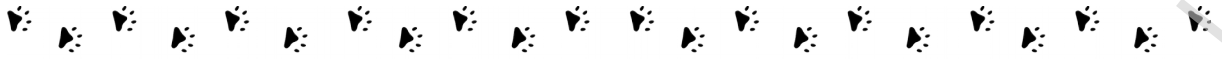
Move the pencil towards the book.
» Move the pencil away from the book.
Move the book around your head.
Hold the book against your chest and take a bow.

Action Commands New

Smile sweetly.
Look left and right.
Look up and down.
Walk on your tiptoes.

Music Path

Session **53**



FOCUS

LISTENING

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

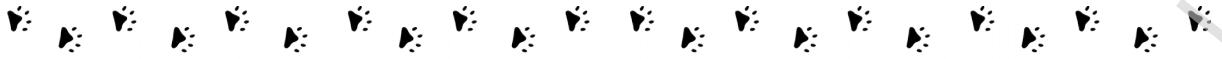
ACTIVITY

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

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

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

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



FOCUS

PHONICS SONG

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

PHONIC WORDS: SAND - TEST

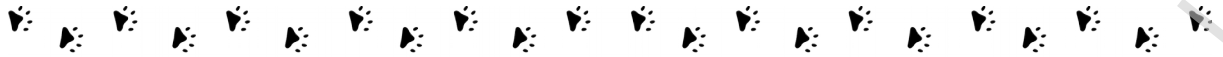
1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 31 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Four-letter Words, Conjunct Consonants" from "sand" to "test."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Use the same approach as in Phonic Three-letter words, conjunct consonants. For example, progress with each word in 3 steps as follows:
 - sand: s-a-n-d » s-a-**nd** » sand
 - skip: s-k-i-p » **sk**-i-p » skip
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **54**



Focus

Objects required: a book, a pencil

Action Commands Review

Smile sweetly.
Look left and right.
Look up and down.
Walk on your tiptoes.

Spoken Commands

Smile sweetly.
Look left and right.
Look up and down.
Walk on your tiptoes.

Action Commands New

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

Continued...

**Visualised
Commands**

Frown.

Open your mouth.

» Close your mouth.

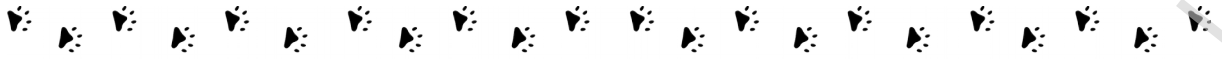
Put the pencil inside the book.

Put the eraser on the book.

Throw the eraser up in the air and catch it.

Music Path

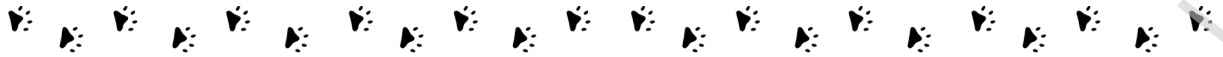
Session **54**



FOCUS

LISTENING

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



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the part of the story "The Talking Cave" (Pages 38-47) from *Something Fishy, Something Funny* on the DVD/USB.

CONVERSATION PRACTICE

1. Listen to Page 45 on the DVD/USB.
2. Display the conversation from the DVD/USB. Read out the entire conversation clearly, modulating pitch, volume and tone, and ask the students to repeat after you.

Sam: Good evening, teacher! May I come in?

Teacher: Hello Sam! Please do come in.

Sam: Ma'am, could you help me with these maths sums you have given for homework.

Teacher: Yes, of course.

Sam: I don't know how to solve the problems. I am weary of learning the steps by heart.

Teacher: No Sam, you should not memorize the steps. You need to understand the sum.

Sam: Okay, ma'am.

Continued...

Teacher: Let me show you how to solve the problems.

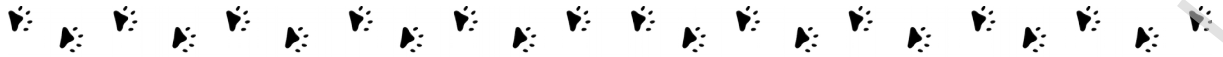
Sam: Thank you, ma'am.

Teacher: You are welcome, Sam. Feel free to come to me whenever you have a doubt. My door is always open for you.

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 **55**



FOCUS

Objects required: a book, an eraser

Action Commands Review

Blink.

Pick up the book. » Put the book on the table. »

Look angry.

Pick up the book gently.

» Look calm.

Spoken Commands

Blink.

Pick up the book. » Put the book on the table. »

Look angry.

Pick up the book gently.

» Look calm.

Action Commands New

Hold the book with your left hand.

» Hold the pencil below it.

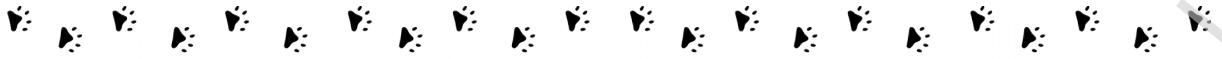
Place the eraser under the book.

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

Wave the book behind your neighbour's head.

Music Path

Session **55**



FOCUS

LISTENING

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



FOCUS

PHONICS SONG

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

PHONIC WORDS: SAND - WIND

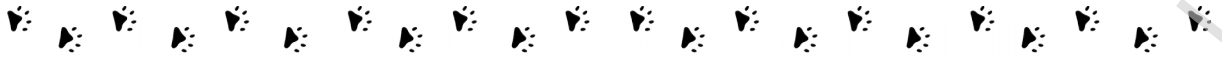
1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 32 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Four-letter Words, Conjoint Consonants" from "sand" to "wind."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Use the same approach as in Phonic Three-letter words, conjoint consonants. For example, progress with each word in 3 steps as follows:
 - sand: s-a-n-d » s-a-**nd** » sand
 - skip: s-k-i-p » **sk**-i-p » skip
4. Ask the students to trace out the letters after you, sound by sound. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of tracing and sounding out of the letters.

Action Path

Session **56**



FOCUS

Objects required: a book, an eraser, a pencil

Action Commands Review

Hold the book with your left hand.

» Hold the pencil below it.

Place the eraser under the book.

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

Wave the book behind your neighbour's head.

Spoken Commands

Hold the book with your left hand.

» Hold the pencil below it.

Place the eraser under the book.

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

Wave the book behind your neighbour's head.

Action Commands New

Move the pencil and the book towards each other.

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

Put the pencil on the desk.

» Stand away from the desk.

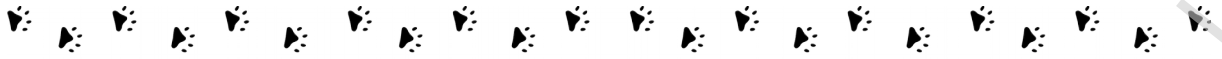
» Stand near the desk.

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

» Move the pencil around the book.

Music Path

Session **56**



FOCUS

LISTENING

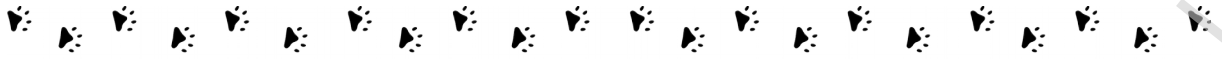
1. Listen to the entire rhyme "Trees" on the DVD/USB. Do not sing along.
2. Encourage the students to sing the entire rhyme along with the audio.

ACTIVITY

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

Reading Path

Session **56**



FOCUS

PHONICS SONG

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

PHONIC WORDS: TACT - TEST

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

PHONIC WORD PRACTICE

1. Turn to Page 33 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Four-letter Words, Conjunct Consonants" from "tact" to "test."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Use the same approach as in Phonic Three-letter words, conjunct consonants. For example, progress with each word in 3 steps as follows:
 - sand: s-a-n-d » s-a-**nd** » sand
 - skip: s-k-i-p » **sk**-i-p » skip
4. Ask the students to trace out the letters after you, sound by sound. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of tracing and sounding out of the letters.

Action Path

Session **57**



FOCUS

Objects required: a book, a pencil

Action Commands Review

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

Spoken Commands

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

Continued...

Action
Commands
New

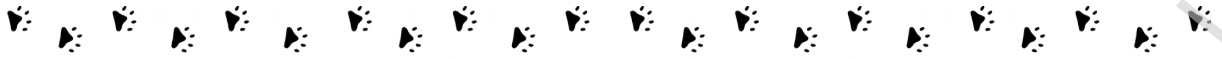
Stand up.
» Smile at your neighbour.
Hold hands with your neighbour.
Shake hands with your neighbour.

Note: Requires sufficient space for movement.

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Music Path

Session **57**



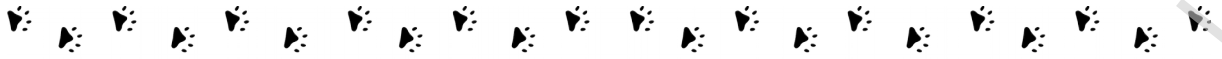
FOCUS

LISTENING

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

Story Path

Session 57



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of Page 45 from the story "The Talking Cave" from *Something Fishy, Something Funny* on the DVD/USB.
2. Ask the students to follow the sentence-highlighted video carefully.

CONVERSATION PRACTICE

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

Mari (pretends to be the mango tree; hides behind it and talks): Stop, Lisa. Do not throw your rubbish at my foot.

Lisa: Who are you? How do you know my name?

Mari: Can't you see me? I'm the old mango tree standing tall in front of you.

Lisa: A speaking tree! Good evening, grandpa tree. I'm sorry for emptying out the dustbin here.

Mari: Good evening to you too. Now clean up the place. Do you know I cool and clean the air? I'm weary of people dirtying places.

Lisa: I'm sorry again. I won't litter around from now on.

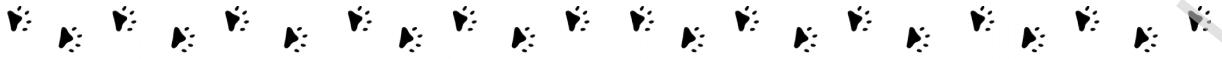
Continued...

*Mari: Okay. Come and sit in my shade and rest
your weary feet.*

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 **58**



Focus

Action Commands Review

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

Spoken Commands

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

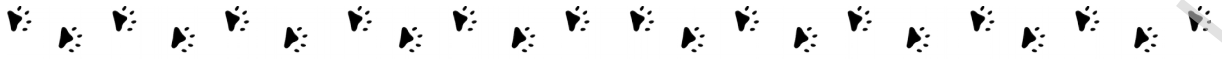
Action Commands New

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

Note: Requires sufficient space for movement.

Music Path

Session **58**



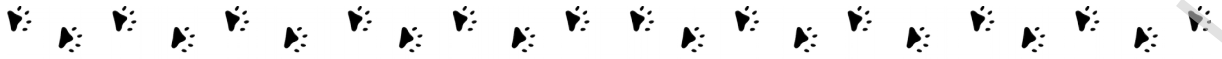
FOCUS

LISTENING

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

Reading Path

Session **58**



FOCUS

PHONICS SONG

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

PHONIC WORDS: GRAB - FLAT

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

PHONIC WORD PRACTICE

1. Turn to Page 34 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Four-letter Words, Conjunct Consonants" from "grab" to "flat."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Use the same approach as in Phonic Three-letter words, conjunct consonants. For example, progress with each word in 3 steps as follows:
 - sand: s-a-n-d » s-a-**nd** » sand
 - skip: s-k-i-p » **sk**-i-p » skip
4. Ask the students to trace out the letters after you, sound by sound. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **59**



FOCUS

Action Commands Review

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

Spoken Commands

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

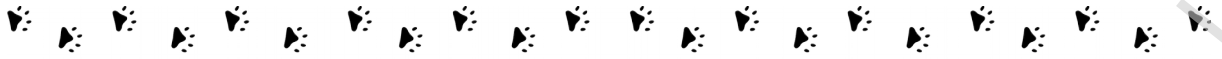
Action Commands New

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

Note: Requires sufficient space for movement.

Music Path

Session **59**



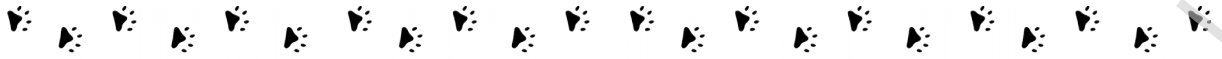
FOCUS

LISTENING

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

Reading Path

Session **59**



FOCUS

PHONICS SONG

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

PHONIC WORDS: CRAB - FROM

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

PHONIC WORD PRACTICE

1. Turn to Page 35 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Four-letter Words, Conjunct Consonants" from "crab" to "from."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Use the same approach as in Phonic Three-letter words, conjunct consonants. For example, progress with each word in 3 steps as follows:
 - sand: s-a-n-d » s-a-**nd** » sand
 - skip: s-k-i-p » **sk**-i-p » skip
4. Ask the students to trace out the letters after you, sound by sound. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of tracing and sounding out of the letters.

Action Path

Session **60**



Focus

Objects required: a book

Action Commands Review

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

Spoken Commands

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

Action Commands New

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

Note: Requires sufficient space for movement.

Music Path

Session **60**



FOCUS

LISTENING

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

ACTIVITY

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

The temple in Allepey is very old.

The church in Panjim is very old.

The mosque in Ajmer is very old.

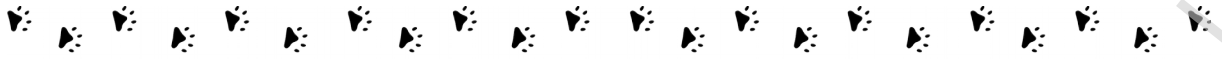
The gurdwara in Chandigarh is very old.

Continued...

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

Story Path

Session **60**



FOCUS

TINY THEATRE

1. Display the short-script from the DVD/USB. The script is based on the story "The Talking Cave" (Pages 42-47) from *Something Fishy, Something Funny*.
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. 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.
5. Walk around the class and help the students with planning their little theatre activity.
6. Call the groups one-by-one and ask them to present their theatre activity in front of the class.
7. The students may look at the screen for the lines they have to speak.

Continued...

Characters: Juno, Bhuro
Setting: Forest

Bhuro is hiding inside the cave. Juno returns and seeing the footprints of Bhuro, stops in his tracks. Standing at the mouth of the cave, he suspects danger.

Juno (talks to the cave): Cave, sweet cave, won't you greet me today? Though I have come late, please don't turn me away!

Bhuro (talks to to himself): Maybe this is a magical cave which always greets its master. It is quiet today.

Juno: Cave, sweet cave, won't you greet me?

Bhuro (talks to himself): Maybe the cave is trying to warn the jackal that I'm hiding here. I wonder what I should do?

Juno: Cave, dear cave, won't you answer my dear? If you don't talk, I'll never return here.

Bhuro looks frightened and paces back and forth inside the cave.

Bhuro (roars, pretending to be the cave): Good evening, my friend! Hello and Hi! Welcome! Welcome! My door is open wide! Come rest your weary feet. It's nice and cool inside.

Juno knows it is Bhuro hiding inside his cave.

Juno (laughs loudly): Oh! Foolish Bhuro! I know it is you! How could you think a cave could talk too?

Feeling foolish, Bhuro lets out an angry roar. Hearing Bhuro's roar, Juno runs faster than ever.

Action Path

Session **61**



FOCUS

Objects required: a book, a sheet of paper

Action Commands Review

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

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

Place a pencil at the centre of the book. »

Place the pencil at the edge of the book.

Spoken Commands

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

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

Place a pencil at the centre of the book. »

Place the pencil at the edge of the book.

Action Commands New

Jump and laugh. » Jump but do not laugh.

Touch the book and smile.

» Touch the book but do not smile.

Roll the paper and unroll it.

» Roll the paper but do not unroll it.

Note: Requires sufficient space for movement.

Music Path

Session **61**



FOCUS

LISTENING

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

ACTIVITY

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

Reading Path

Session **61**



FOCUS

PHONICS SONG

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

PHONIC WORDS: DUST - STEP

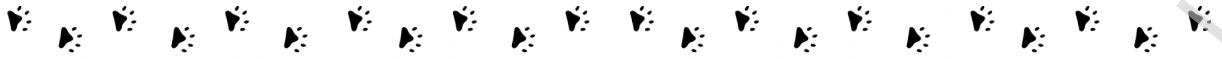
1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 36 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Four-letter Words, Conjunct Consonants" from "dust" to "step."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Use the same approach as in Phonic Three-letter words, conjunct consonants. For example, progress with each word in 3 steps as follows:
 - sand: s-a-n-d » s-a-**nd** » sand
 - skip: s-k-i-p » **sk**-i-p » skip
4. Ask the students to trace out the letters after you, sound by sound. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of tracing and sounding out of the letters.

Action Path

Session **62**



Focus

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

Action Commands Review

Jump and laugh. » Jump but do not laugh.

Touch the book and smile.

» Touch the book but do not smile.

Roll the paper and unroll it.

» Roll the paper but do not unroll it.

Spoken Commands

Jump and laugh. » Jump but do not laugh.

Touch the book and smile.

» Touch the book but do not smile.

Roll the paper and unroll it.

» Roll the paper but do not unroll it.

Action Commands New

Put the pencil and the eraser on the book.

Put the pencil but not the eraser on the book.

Put the pencil and the eraser beneath the book.

Put the pencil but not the eraser beneath the book.

Note: Requires sufficient space for movement.

Music Path

Session **62**



FOCUS

LISTENING

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

ACTIVITY

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



FOCUS

PHONICS SONG

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

PHONIC WORDS: BAN - FAT

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

PHONIC WORD PRACTICE

1. Turn to Page 37 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "ban" to "fat."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **63**



FOCUS

Objects required: a book, an eraser, a pencil

Action Commands Review

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

Spoken Commands

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

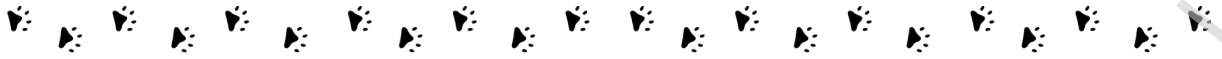
Action Commands New

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

Note: Requires sufficient space for movement.

Music Path

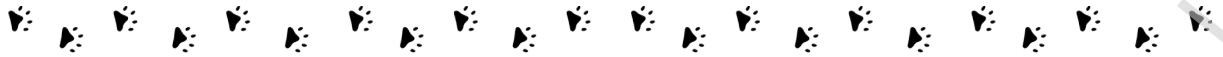
Session **63**



FOCUS

LISTENING

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



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the part of the story "Little Vinayak" (Pages 52 to 67) from *Something Fishy, Something Funny* on the DVD/USB.

EXPRESSIVE READING

1. Ask the students to listen to Page 64 read expressively on the DVD/USB.
2. Read out aloud Page 64 ("Early the next morning" to "Dhadam! Dhadam! Dhadam!"), 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 **64**



FOCUS

Objects required: a book, an eraser

Action Commands Review

Look up and point to the ceiling.

» Look up but do not point to the ceiling.

Walk and look surprised.

» Walk but do not look surprised.

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

Spoken Commands

Look up and point to the ceiling.

» Look up but do not point to the ceiling.

Walk and look surprised.

» Walk but do not look surprised.

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

Action Commands New

Pick up the lighter object.

Pick up the heavier object.

Place your hand on your book.

Place the book on your hand.

Music Path

Session **64**



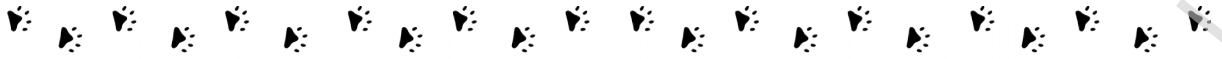
FOCUS

LISTENING

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

Reading Path

Session **64**



FOCUS

PHONICS SONG

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

PHONIC WORDS: GUM - JUG

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

PHONIC WORD PRACTICE

1. Turn to Page 38 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "gum" to "jug."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **65**



FOCUS

Objects required: a book, an eraser

Action Commands Review

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

Spoken Commands

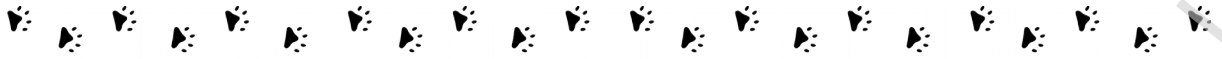
Pick up the lighter object.
Pick up the heavier object.
Place your hand on your book.
Place the book on your hand.

Action Commands New

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

Music Path

Session **65**



FOCUS

LISTENING

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

ACTIVITY

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

Reading Path

Session **65**



FOCUS

PHONICS SONG

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

PHONIC WORDS: LAB - PEN

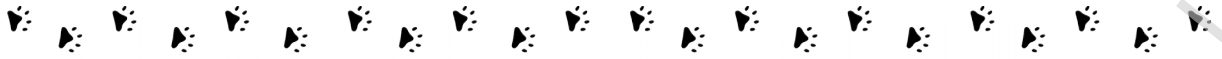
1. Play the phonic words on the DVD/USB.
2. Play it again and encourage the students to repeat after the voice.

PHONIC WORD PRACTICE

1. Turn to Page 39 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "lab" to "pen."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **66**



Focus

Action Commands Review

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

Spoken Commands

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

Action Commands New

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

Continued...

**Visualised
Commands**

Swim like a fish.

Wave a goodbye.

Stand next to a table.

Stand on the table.

Hide under the table.

Music Path

Session **66**



FOCUS

LISTENING

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

ACTIVITY

1. Write the following sentences on the blackboard:

I am as proud as a peacock.

I am as loud as thunder.

I am as bright as a new pin.

I am as light as a feather.

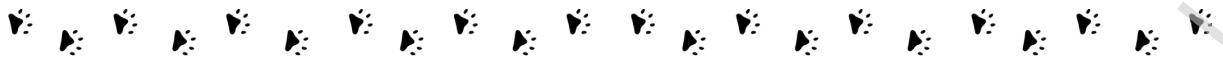
I am as old as the hills.

I am as cold as ice.

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

Story Path

Session **66**



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the part of the story "Little Vinayak" (Pages 68 to 81) from *Something Fishy, Something Funny* on the DVD/USB.

CONVERSATION PRACTICE

1. Listen to Pages 52-55 on the DVD/USB and ask the students to follow the sentence-highlighted video carefully.
2. Display the conversation from the DVD/USB. Read out the entire conversation clearly, modulating pitch, volume and tone, and ask the students to repeat after you.

Rani: Hi, I'm Rani. Are you new here?

Sheila: Yes, I am! My name is Sheila.

Rani: Sheila, do you want to walk home with me?

Sheila: Sure, Rani! I enjoy taking strolls.

Rani: I do too! But people stare at my crutches, so I don't walk much.

Sheila: Never mind them. We shall have fun.

Rani: Really? That's great! Will you take a stroll with me everyday?

Rani: Yippee! Let's walk to the museum tomorrow.

Continued...

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

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Action Path

Session **67**



FOCUS

Objects required: a book, a sheet of paper

Action Commands Review

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

Spoken Commands

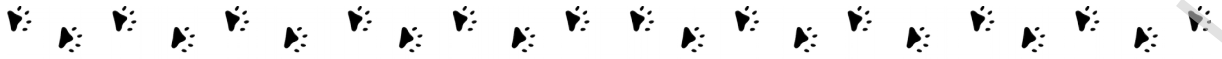
Wiggle your shoulders.
Count to five on your fingers.
Flap your hands like the fins of a fish.
Rock back and forth like a boat.

Action Commands New

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

Music Path

Session **67**



FOCUS

LISTENING

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

ACTIVITY

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

Reading Path

Session **67**



FOCUS

PHONICS SONG

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

PHONIC WORDS: RED - VIM

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

PHONIC WORD PRACTICE

1. Turn to Page 40 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "red" to "vim."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **68**



FOCUS

Objects required: a book, a sheet of paper

Action Commands Review

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

Spoken Commands

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

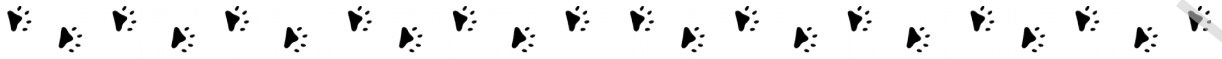
Action Commands New

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

Note: Requires sufficient space for movement.

Music Path

Session **68**



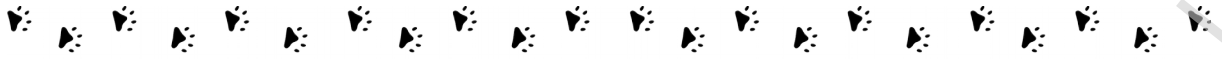
FOCUS

LISTENING

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

ACTIVITY

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



FOCUS

PHONICS SONG

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

PHONIC WORDS: WAG - ZAG

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

PHONIC WORD PRACTICE

1. Turn to Page 41 in the flip chart and hold the flip chart up so that it is visible to the entire class.
2. Tell the students they are going to learn "Phonic Three-letter Words, Separated Consonants" from "wag" to "zag."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound. Focus on consonant sounds.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **69**



FOCUS

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

Action Commands Review

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

Spoken Commands

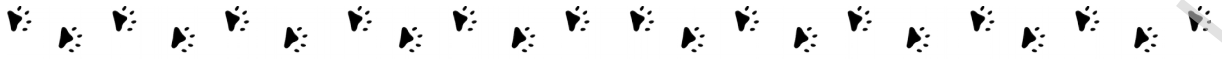
Flip the book over.
Wiggle your fingers.
Place your hand inside the book.
Hold your hand above the book.

Action Commands New

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

Music Path

Session **69**



FOCUS

LISTENING

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

ACTIVITY

1. Divide the class into two groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say, **"I like mangoes. What fruit do you like?"**
4. Ask the student to your right to answer the question. The student then has to pose the same question to the neighbour to his/her right. The student has to say **"I like xxxx. What fruit do you like?"**
Some of the possible answers are: oranges, bananas, pineapples, grapes, guavas, sweet limes, jamuns, lychees, melons.
5. Continue the process till all the students of the group get a chance to both answer and ask the question.
6. If a student makes a mistake, give the correct statement and ask him/her to repeat it.
7. Repeat the activity with Group 2.

Story Path

Session **69**



FOCUS

TINY THEATRE

1. Display the short-script from the DVD/USB. The script is based on the story "Little Vinayak" (Pages 71-77) from *Something Fishy, Something Funny*.
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. Encourage the students to take on roles and learn their lines. Plan their movements, and improvise on existing materials in the class for props.
5. Call the groups one-by-one and help them present their theatre activity in front of the class.
6. The students may look at the screen for the lines they have to speak.

Continued...

Characters: Little Vinayak, Tembo
Setting: A forest with a lake

One morning, an unusual guest arrives in the forest. It is Tembo, the largest elephant that roams the forest. Vinayak runs to him.

Vinayak (says breathlessly): Excuse me mister...big...elephant..creature... How do you do it?

Tembo (asks softly): Do what, little one?

Vinayak: Oh... Oh...How do you manage not to trip? Your trunk is so, so, so long and you are so, so, so big, but still you never fall. How?

Tembo (whispers): Would you like to learn, child?

Vinayak (eagerly bursts out): Yes! Oh yes!

Tembo: Stand beside me, and do what I do. The trick is to manage the problem, not to let the problem manage you.

Vinayak (raises eyebrow): Huh?

Tembo: Put out your right foot first, swing your trunk to the left. Left foot next, swing your trunk to the right.

Vinayak (moves body): Why, it's like a dance.

Vinayak and Tembo (sing together): Put your right foot out, swing your trunk to the left. Put your left foot out, swing your trunk to the right. Do it to the beat with a step and a swing!

Action Path

Session 70



FOCUS

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

Action Commands Review

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

Pick up the object you can roll across the table.

» Roll it across the table.

Pick up the object you can hide inside your fist.

» Hide it inside your fist.

Spoken Commands

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

Pick up the object you can roll across the table.

» Roll it across the table.

Pick up the object you can hide inside your fist.

» Hide it inside your fist.

Action Commands New

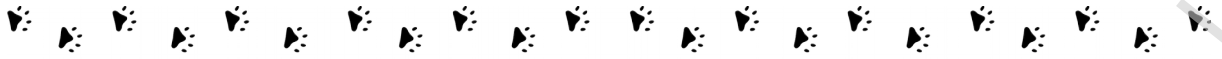
Touch an object you can fold.

Touch an object you cannot fold.

Hold the lightest object.

Music Path

Session 70



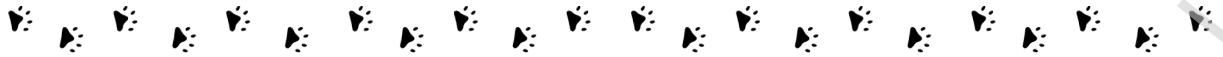
FOCUS

LISTENING

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

ACTIVITY

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



FOCUS

LISTENING TO THE STORY

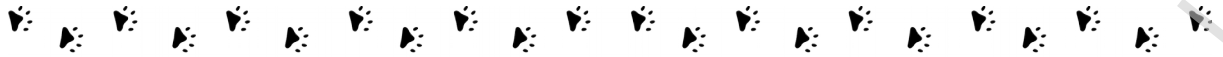
1. Listen to and watch an expressive narration of the part of the story “The Monkeys and the Capseller” (Pages 84 to 97) from *Something Fishy, Something Funny* on the DVD/USB.

EXPRESSIVE READING

1. Ask the students to listen to Pages 96-97 read expressively on the DVD/USB.
2. Read out aloud Pages 96-97 (“From their perches in the tree” to “see what it was”), 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 71



FOCUS

Objects required: a sheet of paper, a pencil

Action Commands Review

Touch an object you can fold.

Touch an object you cannot fold.

Hold the lightest object.

Spoken Commands

Touch an object you can fold.

Touch an object you cannot fold.

Hold the lightest object.

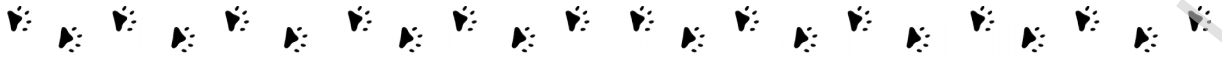
Action Commands New

Skip and jump.

Roll the paper inwards. » Unroll it.

Roll the paper outwards. » Unroll it.

Fold the paper. » Unfold it.



FOCUS

LISTENING

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

ACTIVITY

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

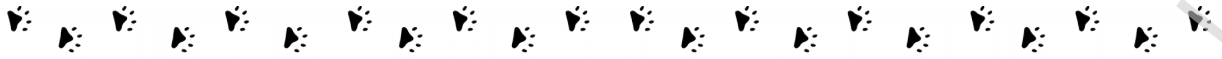
a murder of crows a colony of cats a gang of dogs

a pride of lions a troop of monkeys

2. Read out the phrases and ask the students to repeat after you.
3. Divide the class into five groups. Group 1 will be crows, Group 2 cats, Group 3 dogs, Group 4 lions and Group 5 monkeys. Ask the first group to come to the front of the class and say:
“We're a murder of crows. Ka, ka, ka.”
4. Repeat the activity with the remaining groups. The students have to follow the same sentence pattern and follow it up with appropriate animal sounds. For example, the second group has to role-play cats. Encourage them to say:
“We're a colony of cats. Meow, meow.”
5. If needed, help the students come up with animal sounds.

Story Path

Session 71



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the part of the story "The Monkeys and the Capseller" (Pages 98 to 113) from *Something Fishy, Something Funny* on the DVD/USB.

CONVERSATION PRACTICE

1. Listen Pages 102-105 on the DVD/USB and ask the students to follow the sentence-highlighted video carefully.
2. Display the conversation from the DVD/USB. Read out the entire conversation clearly, modulating pitch, volume and tone, and ask the students to repeat after you.

Raghav: Let us all wave our hands together!

Jeshly: Yes! I enjoy waving my arms about.

Raghav: Flailing my arms around is so much fun.

Jeshly: Now let's say Wuhahah and shake our fists!

Raghav: That's a nice idea. Wuhahah!

Mother: Shhh! You'll disturb our neighbours.

Jeshly: Mom, as long as we don't make loud noises, nobody will get disturbed.

Continued...

*Mother: Jeshly, as long as you remember that,
there is no problem.*

*Raghav, Heena, Jeshly, mother (together):
Wuhahah! Wuhahah! Wuhahah!*

3. Call three 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 72



Focus

Objects required: a sheet of paper, a pencil

Action Commands Review

Skip and jump.

Roll the paper inwards. » Unroll it.

Roll the paper outwards. » Unroll it.

Fold the paper. » Unfold it.

Spoken Commands

Skip and jump.

Roll the paper inwards. » Unroll it.

Roll the paper outwards. » Unroll it.

Fold the paper. » Unfold it.

Action Commands New

Stand up. » Stretch your left leg.

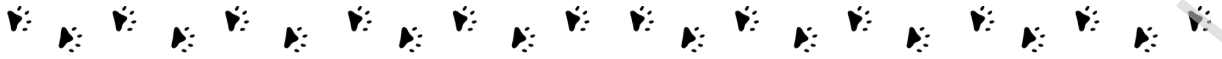
» Stretch your right leg.

Walk with a smile.

Walk in style.

Music Path

Session 72



FOCUS

LISTENING

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

ACTIVITY

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

a flock of sheep

a herd of cows

a swarm of bees

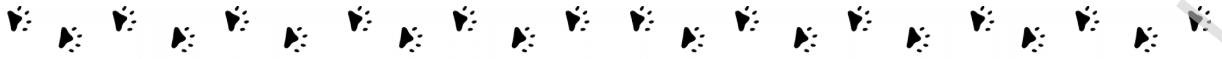
a pack of wolves

*a parliament of
owls*

2. Read out the phrases and ask the students to repeat after you.
3. Divide the class into five groups. Group 1 will be sheep, Group 2 cows, Group 3 bees, Group 4 wolves and Group 5 owls. Ask the first group to come to the front of the class and say:
“We're a flock of sheep. Meh-eh, meh-eh, meh-eh.”
4. Repeat the activity with the remaining groups. The students have to follow the same sentence pattern and follow it up with appropriate animal sounds. For example, the second group has to role-play cows. Encourage them to say:
“We're a herd of cows. Moo, moo, moo.”
5. If needed, help the students come up with animal sounds.

Story Path

Session 72



FOCUS

TINY THEATRE

1. Display the short-script from the DVD/USB. The script is based on *The Monkeys and the Capseller* (Pages96-100).
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. Encourage the students to take on roles and learn their lines. Plan their movements, and improvise on existing materials in the class for props.
5. Call the groups one-by-one and help them present their theatre activity in front of the class.
6. The students may look at the screen for the lines they have to speak.

Continued...

Characters: Taklu, Metro, monkey-gang

Setting: A banyan tree in a forest

Taklu puts his bundle down and sits under a banyan tree. Metro sits on the tree moodily, along with his gang of monkeys. Metro and his lackeys look at Taklu with interest.

Metro (Pointing to Taklu's colourful cap): That's an interesting thing he has on his head!

*Monkeys (echo): In-teresting! What a thing!
Interesting head thing!*

Taklu takes off his cap. Metro sees his shiny, bald head and gasps. Taklu tucks his cap into his shirt pocket and eats his packed lunch.

Taklu (thinks to himself): Ah I can hear a stream gurgling nearby. I'll wash up and rest before I set off again.

Metro and his gang come scrambling down the tree.

Metro: Open the bundle, quick! Let's see what's in it! Open and see! Quick! Quick!

The monkeys tear open the bundle, and out fall Taklu's caps. Metro is speechless.

Metro (in surprise): Here is the answer to my bald patch! What delicate designs and bright colours!

Monkeys and Metro scramble up the tree. They all wear Taklu's caps.

Taklu (runs and says in shock): My bundle is open and my caps are gone! What will I do now? I am ruined!

Continued...

Taklu looks up and sees Metro and an army of monkeys wearing his caps.

Taklu (shakes fist and yells): Foolish monkeys!

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