



SLL Intermediate Level 2

Teacher's Manual

Sessions 37 - 72



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Magic English

SLL Intermediate Level 2



Session Schedule

Sessions 37 to 72

Session	Action Path	Music Path	Reading Path	Story Path
37	New Commands	"Monsoon"		"The Fox and the Squirrel," <i>A Tail Lost, A Tale Found</i> Expressive Reading
38	Review, Spoken and New Commands	"Monsoon"	Flip chart: Page 24 BRING - CREPT	
39	Directed Commands	"Monsoon"		"The Fox and the Squirrel," <i>A Tail Lost, A Tale Found</i> Guided Miming
40	Identified and Review Commands	"Monsoon" + Activity	Flip chart: Page 25 FROST - PLUMP	
41	Review, Spoken and New Commands	"Monsoon" + Activity		"The Fox and the Squirrel," <i>A Tail Lost, A Tale Found</i> Conversation Practice
42	Review, Spoken and New Commands	"Sambar"	Flip chart: Page 26 CAMERA - CONTACT	
43	Directed Commands	"Sambar" + Activity		"The Fox and the Squirrel," <i>A Tail Lost, A Tale Found</i> Conversation Practice
44	Review, Spoken and New Commands	"Sambar" + Activity	Flip chart: Page 27 DOCTOR - FOREST	
45	Review, Spoken and New Commands	"Sambar" + Activity		"The Lizard's Tail," <i>A Tail Lost, A Tale Found</i> Expressive Reading
46	Directed Commands	"Monkeys"	Flip chart: Page 28 APPLE - DIMPLE	
47	Review, Spoken and New Commands	"Monkeys" + Activity		"The Lizard's Tail," <i>A Tail Lost, A Tale Found</i> Conversation Practice
48	Review, Spoken and New Commands	"Monkeys" + Activity	Flip chart: Page 29 THAT - FROTH	
49	Directed and Visualised Commands	"Monkeys" + Activity		"The Lizard's Tail," <i>A Tail Lost, A Tale Found</i> Tiny Theatre Rehearsal

Session	Action Path	Music Path	Reading Path	Story Path
50	Identified and Review Commands	"Monkeys" + Activity	Flip chart: Page 30 THANK - MASH	
51	Review, Spoken and New Commands	"To the Beach, I Like to Go" + Activity		"The Lizard's Tail," <i>A Tail Lost, A Tale Found</i> Tiny Theatre
52	Review, Spoken and New Commands	"To the Beach, I Like to Go" + Activity	Flip chart: Page 31 DASH - MUCH	
53	Directed Commands	"To the Beach, I Like to Go" + Activity		"Monkeys on a Fast," <i>A Tail Lost, A Tale Found</i> Expressive Reading
54	Review, Spoken and New Commands	"Trees" + Activity	Flip chart: Page 32 BUNCH - WHICH	
55	Review, Spoken and New Commands	"Trees" + Activity		"Monkeys on a Fast," <i>A Tail Lost, A Tale Found</i> Expressive Reading (Revision)
56	Directed Commands	"Trees" + Activity	Flip chart: Page 33 FOOL - MONSOON	
57	Review, Spoken and New Commands	"Just Like You" ("My Name is Madhavi") + Activity		"Monkeys on a Fast," <i>A Tail Lost, A Tale Found</i> Conversation Practice
58	Review, Spoken and New Commands	"Just Like You" ("My Name is Madhavi") + Activity	Flip chart: Page 34 FEEL - WHEEL	
59	Directed Commands	"Just Like You" ("My Name is Madhavi") + Activity		"Monkeys on a Fast," <i>A Tail Lost, A Tale Found</i> Tiny Theatre Rehearsal
60	Identified and Review Commands	"Train" + Activity	Flip chart: Page 35 AIR - SPOUT	
61	Review, Spoken and New Commands	"Train" + Activity		"Monkeys on a Fast," <i>A Tail Lost, A Tale Found</i> Tiny Theatre
62	Review, Spoken and New Commands	"Train" + Activity	Flip chart: Page 36 GATE - SMILE	
63	Review, Spoken and New Commands	"Eid is Here" + Activity		"The Blue Jackal," <i>A Tail Lost, A Tale Found</i> Expressive Reading
64	Review, Spoken and New Commands	"Eid is Here" + Activity	Flip chart: Page 37 MICE - POSE	
65	Directed Commands	"Eid is Here" + Activity		"The Blue Jackal," <i>A Tail Lost, A Tale Found</i> Expressive Reading (Revision)
66	Review, Spoken and New Commands	"Yards and Yards" + Activity	Flip chart: Page 38 DOSE - PLUME	
67	Review, Spoken and New Commands	"Yards and Yards" + Activity		"The Blue Jackal," <i>A Tail Lost, A Tale Found</i> Guided Miming

Session	Action Path	Music Path	Reading Path	Story Path
68	Directed and Visualised Commands	"Yards and Yards" + Activity	Flip chart: Page 39 Simple Sentences	
69	Review, Spoken and New Commands	"Yards and Yards" + Activity		"The Blue Jackal," <i>A Tail Lost, A Tale Found</i> Conversation Practice
70	Identified and Review Commands	"There's a Cricket Match in Town Today"	Flip chart: Page 40 Simple Sentences	
71	Review, Spoken and New Commands	"There's a Cricket Match in Town Today"		"The Blue Jackal," <i>A Tail Lost, A Tale Found</i> Conversation Practice
72	Directed Commands	"There's a Cricket Match in Town Today" + Activity	Flip chart: Page 41 Simple Sentences	



Magic English SLL Intermediate Level 2



Session Tracker Sessions 37 to 72

School:

Teacher:

Class:

Section:

Number of Students:

	Action Path	Music Path	Reading Path	Story Path	Date	Signature
37						
38						
39						
40						
41						
42						
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	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 - 3: 20 minutes; 4 - 72: 10 minutes)

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

SLL Intermediate Level 2 introduces the child to five kinds of commands. They are Action Commands, Spoken Commands and Action Commands-Review, Identified Commands, Directed Commands, and Visualised Commands.

1. Carefully read and familiarise yourself with the commands before you meet the class. Your reference to the manual during class should be minimal.
2. The duration of Action Path is 20 minutes for the first three sessions and 10 minutes thereafter.
3. Make sure the class is reasonably silent except while articulating the commands.
4. Divide the class into groups and carry out the commands if the movements involve walking to the wall or the door or window, etc. In the absence of windows or anything else the commands require, alter the commands to suit the environment.
5. When you say the commands, enunciate the words clearly and make sure you are audible to the entire class. An imperative must sound like one, polite yet firm.
6. Keep your movements slow and deliberate. For example, if the command is "lift your right hand," you should lift your right hand slowly and extend it completely.
7. Commands like walk, run, and jump are done on the spot unless stated otherwise. The symbol » represents sequence and indicates the commands have to be carried out as a series and not in isolation.

8. Stick to the grouping of commands under each heading but within these groups, make it a point to shuffle the commands. For instance, you can jumble-up the commands within Action Commands-New but not mix-up Action Commands-New with Spoken Commands, or Action Commands-Review with Visualised Commands.

9. State the type of command to be performed and do the actions.

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

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

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

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

Label: Now we are going to do Spoken Commands.

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

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

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

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

- **Visualised Commands:** These are advanced commands intended to hone a child's ability to think in a language, and assimilate language as images and pictures in the mind. Ask the students to sit down and close their eyes, and imagine the actions. Visualised Commands comprise of familiar language items:
 - (1) It may be a simple variation of a command the child has learnt earlier. For example, "Put the eraser on the book. » Put the pencil on your head" (Session 33) is a modification of the action command, "Place the eraser and the pencil on the book" (Session 26).
 - (2) It may be a comic variation of an action command. For example, "Stand on a chair. » Crumple a sheet of paper and put it on your neighbour's head" (Session 35) slightly alters "Crumple the paper and drop it on your book" (Session 19).
 - (3) It may be a variation with a change in the objects used in an earlier command. For example, "Take out a pencil box from your bag. » Open the box. » Take a pencil out. » Close the box and put it inside the bag" (Session 35) uses pencil box instead of a book used in the action command, "Open your book. » Close your book" (Session 4).
 - (4) It may reinforce vocabulary learnt in other modules such as Music Path. For example, "Open a box of sweets. / Share sweets with your friends. / Close the box" (Session 35) presents familiar actions from the rhyme "Eid is Here."

You may use the following label and instructions:

Label: Now we are going to do Visualised Commands.

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

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

Directed commands are done in 2 stages.

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

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

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

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

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

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

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

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

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

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

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

You may use the following label and instructions:

Label: Now we are going to do Directed Commands.

Instructions: Carefully watch the commands I demonstrate.

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

You may use the following label and instructions:

Label: Now we are going to do Identified Commands.

Instructions: Watch my actions carefully and identify the command.

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

You may use the following label and instructions:

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

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

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Music Path

(Sessions 1 - 3: 20 minutes; 4 - 72: 10 minutes)

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

The Music Path sessions are followed by activities that allow the child to appreciate the themes and motifs of the songs, and engage with the language patterns used.

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

1. Listen to the rhyme and learn it before you meet the class. You may do it as a group activity with other instructors.
2. The duration of MP is 20 minutes for the first three sessions and 10 minutes thereafter.
3. Play the rhyme (DVD/USB) in a reasonably quiet environment. The audio output should be clear and audible to the entire class.
4. Teach the words of the rhyme one line at a time from the rhyme-book and ask the students to repeat after you. The rhyme-book is meant only for the teacher. Do not sing as the students would have grasped the tune from listening to the rhyme.
5. Ensure clarity and standard pronunciation when the students repeat the lines. See to it that the students do not shout out the words but articulate them carefully instead.
6. Correct mistakes if any in the pronunciation of words by repeating the entire line again so that the students may learn from language in use.
7. Constantly encourage the students. If they have any difficulty with the activities, demonstrate the activities a few more times.

8. Have fun doing the MP activities with the class, and teach the rhymes with actions. Facilitate learning without turning the experience into a regular language-learning activity.

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Reading Path

(20 minutes)

Acknowledging the presence of multiple intelligences in each child, and varying combinations of these intelligences in a class, Reading Path (RP) plays to the strength of the child by awakening a multi-sensorial experience. 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 from the DVD/USB in a reasonably quiet environment (if there are time constraints, you may skip the song after session 20).
4. The audio output should be clear and audible to the entire class.
5. Ask the students to listen to the song carefully.
6. Play the phonics song again and encourage the students to sing along.
7. Play the track from the DVD/USB mentioned in the lesson plan.
8. Play it again and encourage the students to repeat after the voice on the DVD/USB.
9. Turn to the page for the day's lesson in the flip chart and hold the flip chart up so that it is visible to the entire class.
10. Tell the students what activity you are going to do for the day by stating the heading, and the first and last alphabet or words on the page. For example, you could say, "Basic Phonic Sounds of the Alphabet - From A to F"

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

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Story Path

(20 minutes)

Story Path (SP) captures most elements of the mother-tongue acquisition process in language. Integrating voice expression, facial expression, and gestures and objects with language learning, SP approaches English kinaesthetically through a series of specially scripted stories and follow-up activities. Using picture books and story CDs, SP accelerates sight reading and comprehension, strengthens vocabulary, improves communication skills, and helps the child acquire a natural flair for the language. The deftly crafted stories covering a wide range of themes open up vivid worlds of language experience for the child. Exploring basic theatre activities as a means to develop language competencies is at the heart of SP.

In SLL Intermediate Level 2, SP includes song-activity, Expressive Reading, Miming, Conversation Practice, and Tiny Theatre. In ME SLL Intermediate Level 2, the story collection, *A Tail Lost, A Tale Found*, is used. It is a compilation of the stories:

- "The Fox and the Squirrel"
 - "The Lizard's Tail"
 - "Monkeys on a Fast"
 - "The Blue Jackal"
1. Listen to the story and read it, and go through the lesson plan before going to class.
 2. The duration of SP is 20 minutes.
 3. Stick to the lesson plan. Repetition of listening and reading activities is intentional, and shows up reiteration as critical to language learning.
 4. Keep your class excited about the module. SP activity is intended as an upbeat component.
 5. Distribute *A Tail Lost, A Tale Found* after Focus. Each student should have a copy of his/ her own.
 6. Play the story (DVD/ USB) in a reasonably quiet environment. The audio output should be clear and audible to the entire class.

7. Make sure the students keep their books open and follow along as they listen to the tale. Ask the students to listen silently and not read out the words from the book.
8. Guide the students to turn the page on cue.
9. Carefully read the descriptions of expressive reading, miming, and conversation practice given below, and the instructions that follow. Practice these activities before going to class.

EXPRESSIVE READING

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

Expressive Reading as a guided activity:

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

Expressive Reading as an independent activity:

- Play the specified text on the DVD/USB and ask the students to listen carefully.
- Read out the text aloud modulating pitch, volume and tone, and ask the students to listen to you but not repeat after you.
- Emphasise on the right words, pause at the right places, change pitch to reflect emotions, change volume, regulate pace, and read with a lot of clarity.
- Evolve your own way of reading expressively. You do not have to replicate the style of narration you hear on the DVD/USB.
- Ask small groups of students to come to the front of the class with their books and read the passage aloud in a chorus.
- You may also ask a few students to stand up in their places and read the passage individually.
- Check to see the students do not drone in a monotone but read expressively.
- If the students seem to be struggling with the independent activity, perform the activity in its guided format.

MIMING

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

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

- Encourage them to model your actions and also come up with actions of their own.
- The students may find miming challenging at the beginning. Encourage them. There is no right or wrong way to mime.
- Ensure that the students enjoy the activity as much as possible.

DIALOGUE PRACTICE

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

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

CONVERSATION PRACTICE

Conversation Practice draws attention to structures and patterns of conversation specifically in terms of cohesion, context, and register. All the conversations provided for practice have a direct connection with the stories that precede them.

Drawing its language units and themes from the stories, Conversation Practice replicates these patterns in other functional contexts. It pays specific attention to the abstract elements of language. For example:

1. The conversation in Session 31 based on an idiomatic usage in "The Blue Jackal" replicates the fear of the jackal that enters the village at nighttime with his "heart in his mouth" and is chased by a pack of dogs, in a functional classroom context where a student has her "heart in her mouth" fearing a poetry recitation. In Session 33, a boy recalls an incident where he is almost run over by a bus, and in Session 35, a little boy panics on seeing a rat in his house. The idiomatic expression is used in three contexts, the classroom, the outside world, and the home, respectively.

Conversation Practice helps the child become a fluent speaker and a meticulous user of the English language. The following guidelines apply to all Conversation Practice activities in this manual.

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

TINY THEATRE

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

- Display the short-script from the DVD/USB.
- 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, an eraser

Action
Commands
New

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

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

Place the eraser at the centre of the book.

Place the eraser at the edge of the book.

Note: Requires sufficient space for movement.

Music Path

Session **37**



FOCUS

LISTENING

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



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the part of the story "The Fox and the Squirrel" from *A Tail Lost, A Tale Found* (Pages 4-15) from *A Tail Lost, A Tale Found* on the DVD/USB.

EXPRESSIVE READING

1. Ask the students to listen to Page 14 read expressively on the DVD/USB.
2. Read out aloud Page 14 ("Gilheri knew that Laalu" to "house to rest"), 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 **38**



FOCUS

Objects required: a book, an eraser

Action Commands Review

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

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

Place the eraser at the centre of the book.

Place the eraser 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 the eraser at the centre of the book.

Place the eraser at the edge of the book.

Action Commands New

Put the eraser on your head.

Put the eraser on the book.

Put the book on the eraser.

Put the eraser inside the book.

Note: Requires sufficient space for movement.

Music Path

Session **38**



FOCUS

LISTENING

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

Reading Path

Session **38**



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: BRING – CREPT

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 “Double Conjoint Consonants” from “bring” to “crept.”
3. Trace out each letter on the flip chart and sound it clearly for the class to hear. By this stage, students may begin to recognise the conjoint consonants as a single sound. Continue as follows:
bring: b-r-i-n-g » b-r-i-n-g » **br-i-ng** » bring
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 sheet of paper

Directed Commands Set 1

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

Directed Commands Set 2

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

Directed Commands Set 3

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

Music Path

Session **39**



FOCUS

LISTENING

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

Story Path

Session **39**



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the part of the story "The Fox and the Squirrel" (Pages 16-23) from *A Tail Lost, A Tale Found* on the DVD/USB.

GUIDED MIMING

1. Play Page 9 on the DVD/USB and mime along with the narration from "what he saw there" to "it's so lush and green."
2. Your miming has to be deliberate and articulate the ideas, themes, mood and tone of the passage. It should convey the meaning of chunks of language rather than approach words in isolation.
3. Now, read out the passage slowly and mime as you read.
4. Ask groups of 4-6 students to come to the front of the class. Read out the text and encourage the students to mime as you read. Encourage them to model your actions and also come up with actions of their own.
5. Repeat the activity with more groups of students.

Action Path

Session **40**



FOCUS

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

Identified Commands

Wiggle your fingers.

Shrug your shoulders.

Place the pencil inside the book.

Place the paper inside the book.

Drop the eraser on the book.

Roll the paper. » Unroll the paper.

Place the eraser at the centre of the book.

Place the eraser at the edge of the book.

Review

Open your book.

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

Stand up.

» Lean forward and touch the table.

Roll the paper. » Hold it at both ends and pick it up.

Flip through the book and place it on the table with a pencil inside it.

Place the eraser inside the book. » Remove the eraser and place the pencil inside the book.

Music Path

Session **40**



FOCUS

LISTENING

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

ACTIVITY

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

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: FROST – PLUMP

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 “Double Conjoint Consonants” from “frost” to “plump.”
3. Trace out each letter on the flip chart and sound it clearly for the class to hear. By this stage, students may begin to recognise the conjoint consonants as a single sound. Continue as follows:
bring: b-r-i-n-g » b-r-i-n-g » **br-i-ng** » bring
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, an eraser, a sheet of paper

Action Commands Review

Put the eraser on your head.
Put the eraser on the book.
Put the book on the eraser.
Put the eraser inside the book.

Spoken Commands

Put the eraser on your head.
Put the eraser on the book.
Put the book on the eraser.
Put the eraser inside the book.

Action Commands New

Roll a sheet of paper.
Fold a sheet of paper and place it on the book.
Crumple a sheet of paper.
» Throw it on the floor. » Pick it up.

Music Path

Session **41**



FOCUS

LISTENING

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

ACTIVITY

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

Story Path

Session 41



FOCUS

LISTENING TO THE STORY

1. Listen to Page 13 from the story "The Fox and the Squirrel" from *A Tail Lost, A Tale Found* 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.

Teacher: Good morning, Lakshmi.

Lakshmi: Good morning, teacher.

Teacher: I am on my way to your class.

Lakshmi: Oh, teacher, you are carrying a stack of books all by yourself. Do you need help?

Teacher: No, thanks dear. I don't need your help.

Lakshmi: Are you sure, ma'am? I can give you a hand.

Teacher: All right, here you go. Thank you, Lakshmi.

Lakshmi: You're welcome teacher. See you in class.

Continued...

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

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Action Path

Session 42



FOCUS

Objects required: a sheet of paper, a book

Action Commands Review

Roll a sheet of paper.

Fold a sheet of paper and place it on the book.

Crumple a sheet of paper.

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

Spoken Commands

Roll a sheet of paper.

Fold a sheet of paper and place it on the book.

Crumple a sheet of paper.

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

Action Commands New

Look at the blackboard. » Stare at the blackboard.

Smile at your neighbour.

Open the book. » Hold it up.

» Turn to the last page.

» Look at the top of the page.

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 **42**



FOCUS

LISTENING

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

Reading Path

Session 42



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: CAMERA - CONTACT

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

PHONIC WORD PRACTICE

1. Turn to 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 "Multi-syllable Phonic Words" from "camera" to "contact."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Split the word into its component syllables and approach the reading one syllable at a time. Each syllable is a single movement of the mouth cavity and tongue.
4. Here is an example of syllabic division- Camera: ca-me-ra.
5. 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.
6. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **43**



FOCUS

Directed Commands Set 1

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

Directed Commands Set 2

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

Directed Commands Set 3

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

Music Path

Session **43**



FOCUS

LISTENING

1. Listen to the entire rhyme "Sambar" (DVD Track 9, USB Track 009). Do not sing along.
2. Read out the second verse line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Play the entire rhyme again. Encourage the students to sing along.

ACTIVITY

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

Story Path

Session 43



FOCUS

LISTENING TO THE STORY

1. Listen to Page 13 from the story "The Fox and the Squirrel" from *A Tail Lost, A Tale Found* 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.

Sathish: Hello, grandpa! Where are you coming from?

Grandpa: Hello, child. I am just returning from the grocery store.

Sathish: Why don't I help you carry the bags home? We can climb the stairs together.

Grandpa: Don't bother, Sathish. I can carry it by myself.

Sathish: It seems heavy, grandpa. Let me give you a hand with that.

Grandpa: Thank you, dear. I've picked up some apples for you.

Continued...

Sathish: Thanks, grandpa. Next time, take me with you when you go to the grocery store.

Grandpa: I will do so! But why?

Sathish: So that I can help you. Also, it will be fun to go out with you.

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

Action Path

Session **44**



FOCUS

Objects required: a book, a pencil

Action Commands Review

Look at the blackboard. » Stare at the blackboard.
Smile at your neighbour.
Open the book. » Hold it up. » Turn to the last page.
» Look at the top of the page.

Spoken Commands

Look at the blackboard. » Stare at the blackboard.
Smile at your neighbour.
Open the book. » Hold it up. » Turn to the last page.
» Look at the top of the page.

Action Commands New

Wiggle your fingers.
Count to five on your fingers.
Place the book to your right. » Place the book to
your left.
Hold the pencil in your hand. » Tilt it to your right.
» Tilt it to your left.

Note: Requires sufficient space for movement.

Music Path

Session **44**



FOCUS

LISTENING

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

ACTIVITY

1. Write the following words on the blackboard:

peel

cut

dice

shred

2. Read out the words, mime them and ask the students to repeat after you.
3. Split the class into two groups. Say the following sentences and ask the groups to repeat after you. While repeating, they have to mime the actions (like cut, shred, etc.) in the sentences.

Continued...

Group 1

I am a carrot. You can peel me.

I am a carrot. You can cut me.

I am a carrot. You can dice me.

I am a carrot. You can shred me.

Group 2

I am a beetroot. You can peel me.

I am a beetroot. You can cut me.

I am a beetroot. You can dice me.

I am a beetroot. You can shred me.

4. Swap groups and repeat the activity.



FOCUS

PHONICS SONG

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

PHONIC WORDS: DOCTOR - FOREST

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 "Multi-syllable Phonic Words" from "doctor" to "forest."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Split the word into its component syllables and approach the reading one syllable at a time. Each syllable is a single movement of the mouth cavity and tongue.
4. Here is an example of syllabic division- Camera: ca-me-ra.
5. 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.
6. Repeat the activity of your tracing and sounding out of the letters.

Action Path

Session **45**



FOCUS

Objects required: a book, a pencil

Action Commands Review

Wiggle your fingers.

Count to five on your fingers.

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

Hold the pencil in your hand. » Tilt it to your right.
» Tilt it to your left.

Spoken Commands

Wiggle your fingers.

Count to five on your fingers.

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

Hold the pencil in your hand. » Tilt it to your right.
» Tilt it to your left.

Action Commands New

Look around. » Twirl around.

Move the pencil around the book.

Hold the pencil in your hand. » Tilt it forward.
» Tilt it backward.

Note: Requires sufficient space for movement.

Music Path

Session **45**



FOCUS

LISTENING

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

ACTIVITY

1. Write the following words on the blackboard:

peel

cut

dice

shred

2. Read out the words, mime them and ask the students to repeat after you.
3. Split the class into two groups. Say the following sentences and ask the groups to repeat after you. While repeating, they have to mime the actions (like cut, shred, etc.) in the sentences.

Continued...

Group 1

I am a potato. You can peel me.

I am a potato. You can cut me.

I am a potato. You can dice me.

I am a potato. You can shred me.

Group 2

I am a radish. You can peel me.

I am a radish. You can cut me.

I am a radish. You can dice me.

I am a radish. You can shred me.

4. Swap groups and repeat the activity.

Story Path

Session **45**



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the part of the story "The Lizard's Tail" (Pages 29-38) from *A Tail Lost, A Tale Found* on the DVD/USB.

EXPRESSIVE READING

1. Ask the students to listen to Page 29 read expressively on the DVD/USB.
2. Read out aloud Page 29 ("A long time ago" to "caught in the drawer"), 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 **46**



FOCUS

Directed Commands Set 1

- I hum a tune.
- » You hum a tune.
 - » We hum a tune.

Directed Commands Set 2

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

Directed Commands Set 3

- I wave my arms around.
- » You wave your arms around.
 - » We wave our arms around.

Directed Commands Set 4

- I walk around the class.
- » You walk around the class.
 - » We walk around the class.

Music Path

Session **46**



FOCUS

LISTENING

1. Listen to the entire rhyme "Monkeys" on the DVD/USB. Do not sing along.
2. Ask the students to sing the entire rhyme along with the audio.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Play the entire rhyme again. Encourage the students to sing along.

Reading Path

Session **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: APPLE - DIMPLE

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 "Consonant with 'LE' Sounds" from "apple" to "dimple."
3. Trace out each letter on your flip chart, split the 'le' sounds and sound out the words clearly for the class to hear. Continue as follows: apple: **ap-ple** » **apple**
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

Look around. » Twirl around.
Move the pencil around the book.
Hold the pencil in your hand. » Tilt it forward.
» Tilt it backward.

Spoken Commands

Look around. » Twirl around.
Move the pencil around the book.
Hold the pencil in your hand. » Tilt it forward.
» Tilt it backward.

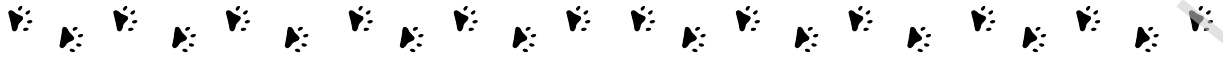
Action Commands New

Put both hands on your hips.
Hold the book with both hands.
» Bend down slowly. » Straighten up.
Hold the book with both hands.
» Bend down quickly. » Straighten up.

Note: Requires sufficient space for movement.

Music Path

Session 47



FOCUS

LISTENING

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

ACTIVITY

1. Split the class into two groups.
2. Encourage both the groups to sing the lines, "Monkeys! We are the monkeys," Group 1 to sing the first three lines of the verse (from "we like to sing" to "jump around"), and Group 2 to sing the last four lines (from "We like to prance" to "everywhere").
3. Help the students by repeating the rhyme with them.
4. Switch groups and repeat the activity.

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

Story Path

Session 47



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the part of the story "The Lizard's Tail" (Pages 41-48) from *A Tail Lost, A Tale Found* on the DVD/USB.

CONVERSATION PRACTICE

1. Play Pages 36-37 from "The Lizard's Tail" from *A Tail Lost, A Tale Found* 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.

Anand: Did you get a new set of crayons?

Haley: Yes, I did! I really liked the bright colours.

Anand: It looks fantastic.

Haley: Would you like to borrow it sometime?

Anand: That is quite sweet of you. But it's fine. I have my own set. Here, look at my drawing.

Haley: Oooooo dear! What a beautiful rainbow! It is quite fascinating.

Anand: Thank you, Haley.

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 **48**



FOCUS

Objects required: a book, a pencil, an eraser

Action Commands Review

Put both hands on your hips.

Hold the book with both hands.

» Bend down slowly. » Straighten up.

Hold the book with both hands.

» Bend down quickly. » Straighten up.

Spoken Commands

Put both hands on your hips.

Hold the book with both hands.

» Bend down slowly. » Straighten up.

Hold the book with both hands.

» Bend down quickly. » Straighten up.

Action Commands New

Join arms with your neighbour. » Walk arm in arm.

Pick up the pencil and the eraser one by one.

Pick up the pencil and the eraser together.

Hold the pencil with both hands and pick it up.

Note: Requires sufficient space for movement.

Music Path

Session **48**



FOCUS

LISTENING

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

ACTIVITY

1. Split the class into two groups.
2. Encourage Group 1 to sing the song replacing “monkeys” with “children.”
3. Repeat the activity with Group 2.

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

Reading Path

Session **48**



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: THAT - FROTH

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 Pages 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 "Combination Consonant Sounds" from "that" to "froth."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Focus on the combination consonant sound: **th**
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 **49**



FOCUS

Directed Commands Set 1

I laugh.
» You laugh.
» We laugh.

Directed Commands Set 2

I jump up.
» You jump up.
» We jump up.

Directed Commands Set 3

I clap my hands with glee.
» You clap your hands with glee.
» We clap our hands with glee.

Visualised Commands

Jump up high.
Walk arm in arm with your friend.
Walk ahead of your friend.
Walk behind your friend.
Move the book to the edge of the table.
Hold the book with both hands and pick it up.

Music Path

Session 49



FOCUS

LISTENING

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

ACTIVITY

1. Write the following words on the blackboard:

to sing

to prance

to swing

to dance

to jump

to romp around

2. Read out the words, mime or enact them and ask the students to repeat after you. When you mime prancing, walk in a jolly energetic way, and when you romp around, ensure you enact the jumping and playing around of a noisy pack of children.
3. Split the class into two groups. Ask the groups to mime the actions based on the cues you will give them. For instance, you have to wave your hands and wiggle your fingers, like a magician would, and say to Group 1, "**Abracadabra! You are all now singing like monkeys,**" and the group has to say, "**We are the monkeys,**" and mime singing monkeys. When you say to Group 2, "**Abracadabra! You are all now dancing like monkeys,**" the group has to say, "**We are the monkeys,**" and mime dancing monkeys.
4. Jumble the order of the actions and repeat the activity.

Story Path

Session **49**



FOCUS

TINY THEATRE: REHEARSAL

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

Continued...

Characters: a lizard, an elephant, the lizard's mother
Setting: A temple, a house

The little lizard sees an elephant at the temple gate. He decides to try one last time to borrow a tail.

Lizard (thinks to himself): I hope the temple elephant is kinder and friendlier, not like the dogs or the silly cat.

Elephant: Hey, little lizard, what brings you here? Would you like to eat some plantains?

Lizard: Why is everyone trying to feed me? All I want is for someone to spare a new tail that I can wear.

Elephant (whispers): Come here, little one, come near me. Sit on my ear and tell me what troubles you.

Lizard scurries across the elephant's large body and settles on his ear and tells him everything.

Elephant (laughs and booms): Now, enough of all this nonsense. Go back home to your mother and she will tell you what to do.

The lizard imagines himself with a cow's or a dog's tail and laughs and laughs and runs to his mother. He tells her the whole story.

Lizard's Mother: You silly goose! Just look behind you and tell me what you see.

The lizard turns around and sees that his tail is no longer a stump.

Lizard's Mother: Just watch what happens to it as the days go by.

Action Path

Session **50**



FOCUS

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

Identified Commands

- Look around.
- Twirl around.
- Tilt the pencil to your left.
- Tilt the pencil forward.
- Tilt the pencil backward.
- Tilt the pencil to your right.
- Count to eight on your fingers.
- Pick up the book with both hands.
- Crumple a sheet of paper and drop it on the book.

Review

- Hum a tune and walk.
- Move the eraser around the book.
- Walk arm in arm with your neighbour.
- Flip through the book and bend down quickly.
- Hold the book in your hands. » Tilt the book forward. » Tilt your head forward.
- Hold the book in your hands. » Tilt the book backward. » Tilt your head backward.

Note: Requires sufficient space for movement.

Music Path

Session **50**



FOCUS

LISTENING

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

ACTIVITY

1. Write the following words on the blackboard:

to sing

to prance

to swing

to dance

to jump

to romp around

2. Read out the words, mime or enact them and ask the students to repeat after you. When you mime prancing, walk in a jolly energetic way, and when you romp around, ensure you enact the jumping and playing around of a noisy pack of children.
3. Say to a student sitting in the first row, **“I would like to romp around in the park. What would you like to do in the park?”**
Mime the actions.
4. Ask the student to answer the question, miming the actions based on the words and phrases they have learnt in this module. The student then has to pose the same question to the neighbour to his/her right. The student may dance and say **“I would like to dance in the park. What would you like to do in the park?”**
5. Continue the process with the rest of the class.

Reading Path

Session **50**



FOCUS

PHONICS SONG

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

PHONIC WORDS: THANK - MASH

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 Pages 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 "Combination Consonant Sounds" from "thank" to "mash."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Focus on combination consonant sounds such as: **th**
sh
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of tracing and sounding out of the letters.

Action Path

Session 51



FOCUS

Objects required: a pencil, an eraser, a book

Action Commands Review

Join arms with your neighbour. » Walk arm in arm.

Pick up the pencil and the eraser one by one.

Pick up the pencil and the eraser together.

Hold the pencil with both hands and pick it up.

Spoken Commands

Join arms with your neighbour. » Walk arm in arm.

Pick up the pencil and the eraser one by one.

Pick up the pencil and the eraser together.

Hold the pencil with both hands and pick it up.

Action Commands New

Look up. » Look down.

Open your mouth. » Close your mouth.

Walk slowly. » Walk quickly.

Hold on to the ends of the book. » Pick it up.

Note: Requires sufficient space for movement.

Music Path

Session **51**



FOCUS

LISTENING

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

ACTIVITY

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

Story Path

Session **51**



FOCUS

TINY THEATRE

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

Continued...

Characters: a lizard, an elephant, the lizard's mother
Setting: A temple, a house

The little lizard sees an elephant at the temple gate. He decides to try one last time to borrow a tail.

Lizard (thinks to himself): I hope the temple elephant is kinder and friendlier, not like the dogs or the silly cat.

Elephant: Hey, little lizard, what brings you here? Would you like to eat some plantains?

Lizard: Why is everyone trying to feed me? All I want is for someone to spare a new tail that I can wear.

Elephant (whispers): Come here, little one, come near me. Sit on my ear and tell me what troubles you.

Lizard scurries across the elephant's large body and settles on his ear and tells him everything.

Elephant (laughs and booms): Now, enough of all this nonsense. Go back home to your mother and she will tell you what to do.

The lizard imagines himself with a cow's or a dog's tail and laughs and laughs and runs to his mother. He tells her the whole story.

Lizard's Mother: You silly goose! Just look behind you and tell me what you see.

The lizard turns around and sees that his tail is no longer a stump.

Lizard's Mother: Just watch what happens to it as the days go by.

Action Path

Session **52**



FOCUS

Objects required: a book, a sheet of paper

Action Commands Review

Look up. » Look down.

Open your mouth. » Close your mouth.

Walk slowly. » Walk quickly.

Hold on to the ends of the book. » Pick it up.

Spoken Commands

Look up. » Look down.

Open your mouth. » Close your mouth.

Walk slowly. » Walk quickly.

Hold on to the ends of the book. » Pick it up.

Action Commands New

Fold the paper in half. » Hold it in your hand.

» Tilt it forward.

Fold the paper in half. » Hold it in your hand.

» Tilt it backward.

Tear a strip of paper. » Twirl it around your finger.

Note: Requires sufficient space for movement.

Music Path

Session **52**



FOCUS

LISTENING

1. Listen to the entire rhyme "To the Beach, I Like to Go" on the DVD/USB. Do not sing along.
2. Ask the students to sing the entire rhyme along with the audio.

ACTIVITY

1. 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 **52**



FOCUS

PHONICS SONG

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

PHONIC WORDS: DASH - MUCH

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 "Combination Consonant Sounds" from "dash" to "much."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Focus on combination consonant sounds such as:
sh ch
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of tracing and sounding out of the letters.

Action Path

Session **53**



FOCUS

Objects required: a book, a sheet of paper

Directed Commands Set 1

- I count to ten on my fingers.
- » You count to ten on your fingers.
 - » We count to ten on our fingers.

Directed Commands Set 2

- I place the paper on my book.
- » You place the paper on your book.
 - » We place the papers on our books.

Directed Commands Set 3

- I fold the paper and place it inside the book.
- » You fold the paper and place it inside the book.
 - » We fold the papers and place them inside the books.

Directed Commands Set 4

- I fold the paper and place the book inside the fold.
- » You fold the paper and place the book inside the fold.
 - » We fold the papers and place the books inside the folds.

Music Path

Session **53**



FOCUS

LISTENING

1. Listen to the entire rhyme "To the Beach, I Like to Go" on the DVD/USB. Do not sing along.
2. Ask the students to sing the entire rhyme along with the audio.

ACTIVITY

1. Divide the class into two groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say **"My name is xxxx. I like to play with xxxx. What do you like to play with?"**
4. Ask the student to your right to answer the question. The student then has to pose the same question to the neighbour to his/her right. The student has to say **"My name is xxxx. I like to play with xxxx. What do you like to play with?"** (Hint: sand, water, shells, pebbles, balls, balloons, dolls, toys, toy-cars, building blocks, clay/ play-dough, boxes, twigs, paper).
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.



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the part of the story "Monkeys on a Fast" (Pages 52-62) from *A Tail Lost, A Tale Found* on the DVD/USB.

EXPRESSIVE READING

1. Ask the students to listen to Page 55 read expressively on the DVD/USB.
2. Read out aloud Page 55 (from "Chakku the chieftan" to "a good day to spend in meditation"), 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 **54**



FOCUS

Objects required: a pencil, a sheet of paper

Action Commands Review

Fold the paper in half.

- » Hold it in your hand.
- » Tilt it forward.

Fold the paper in half.

- » Hold it in your hand.
- » Tilt it backward.

Tear a strip of paper.

- » Twirl it around your finger.

Spoken Commands

Fold the paper in half.

- » Hold it in your hand.
- » Tilt it forward.

Fold the paper in half.

- » Hold it in your hand.
- » Tilt it backward.

Tear a strip of paper.

- » Twirl it around your finger.

Action Commands New

Pick up the pencil and put it back on the desk.

Give the pencil to your neighbour and take it back.

Place your chin on the paper.

Music Path

Session **54**



FOCUS

LISTENING

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

ACTIVITY

1. Ask five students to take on the roles of the Neem tree, Peepal, Banyan, Coconut and Mango.
2. Teach them to say the lines, "**Plant xxx everywhere. I cool and clean the air.**" For example, the student who takes on the role of the Neem tree should say, "**Plant Neem everywhere. I cool and clean the air**"
3. Ask the five students, one by one, to lift their arms up above their heads and sway them when they say their lines.
4. Repeat the activity with more groups of students. They could take on the roles of Banana, Tamarind, Gulmohar, Eucalyptus and Ashoka.



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: BUNCH - WHICH

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 "Combination Consonant Sounds" from "bunch" to "which."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Focus on combination consonant sounds such as:
ch wh
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of tracing and sounding out of the letters.

Action Path

Session **55**



FOCUS

Objects required: a pencil, a sheet of paper

Action Commands Review

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

Spoken Commands

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

Action Commands New

Smile and swing your arms.
Flip the paper over.
Lift the paper and touch your chin with it.
Fold the paper and pick it up.
» Unfold the paper and put it down.

Notes: requires sufficient space for movement.

Music Path

Session **55**



FOCUS

LISTENING

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

ACTIVITY

1. Write the following sentences on the blackboard:

Trees are home for birds and bees.

Seas are home for whales and fish.

Caves are home for bears and tigers.

Hills are home for yak and sheep.

2. Read out the sentences or sing them to the tune of the rhyme, mime along, and ask the students to repeat after you.



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the part of the story "Monkeys on a Fast" (Pages 65-73) from *A Tail Lost, A Tale Found* on the DVD/USB.

EXPRESSIVE READING

1. Ask the students to listen to Page 55 read expressively on the DVD/USB.
2. Read out aloud Page 55 (from "Chakku the chieftan" to "a good day to spend in meditation"), 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 **56**



FOCUS

Objects required: a sheet of paper

Directed Commands Set 1

She takes a bow.
» He takes a bow.

Directed Commands Set 2

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

Directed Commands Set 3

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

Directed Commands Set 4

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

Music Path

Session **56**



FOCUS

LISTENING

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

ACTIVITY

1. Say to a student in the front row, **"Water is precious. What else is precious?"**
2. The student has to answer the question and then pose the same question to the neighbour to his/her right. The students may come up with their own answers like **"Trees are precious. What else is precious?"** or **"Time is precious. What else is precious?"**
3. Continue the process till all the students in the class get a chance to both answer and ask the question.
4. If a student makes a mistake, give the correct statement and ask him/her to repeat 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: FOOL - MONSOON

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 "Double Vowel Sounds" from "fool" to "monsoon."
3. Trace out each letter on your flip chart and sound it clearly for the class to hear. Focus on the long sound of the vowel pair "oo."
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of tracing and sounding out of the letters.

Action Path

Session **57**



FOCUS

Objects required: a book, a sheet of paper

Action Commands Review

Smile and swing your arms.

Flip the paper over.

Lift the paper and touch your chin with it.

Fold the paper and pick it up.

» Unfold the paper and put it down.

Spoken Commands

Smile and swing your arms.

Flip the paper over.

Lift the paper and touch your chin with it.

Fold the paper and pick it up.

» Unfold the paper and put it down.

Action Commands New

Smile and jump.

Smile and then jump.

Frown and then push the book to your right.

Laugh and then push the book to your left.

Note: Requires sufficient space for movement.

Music Path

Session **57**



FOCUS

LISTENING

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

ACTIVITY

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



FOCUS

LISTENING TO THE STORY

1. Listen to Pages 53-55 from the story "Monkeys on a Fast" from *A Tail Lost, A Tale Found* on the DVD/USB from "But the monkeys' favourite food" to "a good day to spend in meditation."
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.

Teacher: Meera and Sudha! Stop bickering!

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

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

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

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

Sudha: Meera is lying, ma'am.

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

Continued...

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

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

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

Action Path

Session **58**



FOCUS

Objects required: a book, a pencil

Action Commands Review

Smile and jump.

Smile and then jump.

Frown and then push the book to your right.

Laugh and then push the book to your left.

Spoken Commands

Smile and jump.

Smile and then jump.

Frown and then push the book to your right.

Laugh and then push the book to your left.

Action Commands New

Place the book next to the pencil.

Pick up the book and the pencil.

» Put down the book first.

» Put down the pencil next.

Raise your arms up over your head.

» Put your right hand down first.

» Put your left hand down next.

Note: Requires sufficient space for movement.

Music Path

Session **58**



FOCUS

LISTENING

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

ACTIVITY

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



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: FEEL - WHEEL

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 "Double Vowel Sounds" from "feel" to "wheel."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear. Focus on the long sound of the vowel pair "ee."
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of tracing and sounding out of the letters.

Action Path

Session **59**



FOCUS

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

Directed Commands Set 1

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

Directed Commands Set 2

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

Directed Commands Set 3

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

Note: Requires sufficient space for movement.

Music Path

Session **59**



FOCUS

LISTENING

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

ACTIVITY

1. Divide the class into 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 story is YYYY. What is your favourite story?**" (Possible answers: "Monkeys on a Fast", "The Fox and the Squirrel", or any other story the students have read in class or at home).
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.

Story Path

Session **59**



FOCUS

TINY THEATRE: REHEARSAL

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

Continued...

Characters: Chakku, Macaque, Bonnet

Setting: Banyan Tree near a temple

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

Chakku (gathers tribe): Tomorrow..

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

Chakku: Tomorrow is ekadasi.

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

Bonnet (giggles): A day of one dosa.

All monkeys start to laugh.

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

Macaque (not understanding): Fast?

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

All monkeys laugh with him.

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

There are loud gasps of shock and protest.

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

Continued...

The tribe calms down and murmurs in approval.

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

Bonnet: What about breakfast?

Macaque: Lunch?

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

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

Chakku: No, you cannot eat nuts.

An old monkey: Yes, I agree with Chief Chakku. Tomorrow, no eating anything except bananas.

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

The entire tribe is stunned into silence.

Bonnet and Macaque: Nothing? For the whole day?

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

Action Path

Session **60**



FOCUS

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

Identified Commands

Smile and walk.

Smile and then walk.

Flip the paper over.

Tear a strip of paper.

Tilt the paper forward.

Fold the paper in half and tilt it forward.

Lift the paper and touch your chin with it.

Fold the paper and pick it up.

» Unfold the paper and put it down.

Review

Place the paper on the book.

Fold the paper and place it inside the book.

Fold the paper and place an eraser inside the fold.

Tear a strip of paper. » Twirl it around the pencil.

Hold a strip of paper in each hand and twirl around.

Pick up the paper and the eraser.

» Put down the eraser first.

» Put down the paper next.

Note: Requires sufficient space for movement.

Music Path

Session **60**



FOCUS

LISTENING

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

ACTIVITY

1. Write out the following dialogue on the blackboard, and read it out for the class.

*Tea-vendor: Chai, chai! Coffee, coffee! Chai, Chai!
Coffee, coffee!*

Passenger: Hello there!

*Tea-vendor: Hello! Would you like to have tea or
coffee?*

*Passenger: I would like to have a cup of coffee.
Thank you.*

2. Divide the class into two groups. Ask Group 1 to be the tea-vendor and Group 2 to be the passenger.
3. Read out the conversation and ask the groups to repeat their lines in chorus.
4. Swap groups and repeat the activity.

Reading Path

Session **60**



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: AIR - SPOUT

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 "Vowel Pairs" from "air" to "spout."
3. 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.
4. Repeat the activity of tracing and sounding out of the letters.

Action Path

Session 61



FOCUS

Objects required: a book, a pencil

Action Commands Review

Place the book next to the pencil.

Pick up the book and the pencil. » Put down the book first. » Put down the pencil next.

Raise your arms up over your head. » Put your right hand down first. » Put your left hand down next.

Spoken Commands

Place the book next to the pencil.

Pick up the book and the pencil. » Put down the book first. » Put down the pencil next.

Raise your arms up over your head. » Put your right hand down first. » Put your left hand down next.

Action Commands New

Hold the book behind your head and close your eyes.

Hold the book behind your head but do not close your eyes.

Hold the book in your hand. » Hold it in front of your nose first. » Hold it below your chin next.

Note: Requires sufficient space for movement.

Music Path

Session 61



FOCUS

LISTENING

1. Listen to the entire rhyme "Train" on the DVD/USB. Do not sing along.
2. Ask 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 one is a host, and the other person is a guest at his/ her house. Teach them to have a tiny dialogue in the following pattern.

Student 1: Hello XXXX! Welcome home.

Student 2: Hello YYYY!

Student 1: What would you like to have? Tea or coffee?

Student 2: I would like to have coffee. Thank you.

2. Repeat the activity with more pairs of students. Tell them to swap "tea or coffee" for other food items like "lemonade or lassi" or "chocolates or biscuits."
3. Help the students with the activity.

Story Path

Session **61**



FOCUS

TINY THEATRE

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

Continued...

Characters: Chakku, Macaque, Bonnet

Setting: Banyan Tree near a temple

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

Chakku (gathers tribe): Tomorrow..

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

Chakku: Tomorrow is ekadasi.

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

Bonnet (giggles): A day of one dosa.

All monkeys start to laugh.

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

Macaque (not understanding): Fast?

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

All monkeys laugh with him.

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

There are loud gasps of shock and protest.

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

Continued...

The tribe calms down and murmurs in approval.

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

Bonnet: What about breakfast?

Macaque: Lunch?

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

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

Chakku: No, you cannot eat nuts.

An old monkey: Yes, I agree with Chief Chakku. Tomorrow, no eating anything except bananas.

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

The entire tribe is stunned into silence.

Bonnet and Macaque: Nothing? For the whole day?

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

Action Path

Session **62**



FOCUS

Objects required: a book, a sheet of paper

Action Commands Review

Hold the book behind your head and close your eyes.

Hold the book behind your head but do not close your eyes.

Hold the book in your hand. » Hold it in front of your nose first. » Hold it below your chin next.

Spoken Commands

Hold the book behind your head and close your eyes.

Hold the book behind your head but do not close your eyes.

Hold the book in your hand. » Hold it in front of your nose first. » Hold it below your chin next.

Action Commands New

Look angry.

Look around. » Sniff around.

Pick up the paper. » Wave it gently and put it down.

Pick up the paper. » Place it near the edge of the table first. » Touch it with your cheek next.

Music Path

Session **62**



FOCUS

LISTENING

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

ACTIVITY

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

bridge	hill	beach	cave
brook	mountain	lake	valley
forest	tunnel	river	
field	coast	desert	

Continued...

2. Write out the following puzzle on the board, and in a Word Search activity, ask the students to look for the words on landscapes they have learnt. Tell them the words will be written forward in the puzzle.

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

3. After giving them a few minutes' time, call out the words one by one and ask student volunteers to go to the board and circle a word each that they have found.
4. If all the words have not been found, give out the answers at the end of the class.

Reading Path

Session **62**



FOCUS

PHONICS SONG

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

PHONIC WORDS: GATE - SMILE

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 "Letter Sound Vowels" from "gate" to "smile."
3. 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.
4. Repeat the activity of tracing and sounding out of the letters.

Action Path

Session **63**



FOCUS

Objects required: a book, a sheet of paper

Action Commands Review

Look angry.

Look around. » Sniff around.

Pick up the paper. » Wave it gently and put it down.

Pick up the paper. » Place it near the edge of the table first. » Touch it with your cheek next.

Spoken Commands

Look angry.

Look around. » Sniff around.

Pick up the paper. » Wave it gently and put it down.

Pick up the paper. » Place it near the edge of the table first. » Touch it with your cheek next.

Action Commands New

Touch the book with your elbow.

Touch the book with your chin.

Place the book on the table.

» Move it towards you.

» Move it away from you.

Hold the book against your chest and walk.

Music Path

Session **63**



FOCUS

LISTENING

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

ACTIVITY

1. Divide the class into two groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say **"My name is XXXX. I celebrate Christmas with carols. How about you?"**
4. Ask the student to your right to answer the question. The student then has to pose the same question to the neighbour to his/her right. The student has to say, **"My name is xxxx. I celebrate XXXX with xxxx. How about you?"**

The students may mention any festival they like and refer to any one of the ways of celebrating it. (Hints: I celebrate Eid with sweets; I celebrate Diwali with lamps; I celebrate Christmas with Christmas trees; I celebrate Pongal with sugarcanes; I celebrate Holi with colours; I celebrate Dusshera with lights; I celebrate Navroze with faloodas; I celebrate Navroze with flowers; I celebrate Cheti Chand with prayers).

Continued...

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.



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the part of the story "The Blue Jackal" (Pages 76-84) from *A Tail Lost, A Tale Found* on the DVD/USB.

EXPRESSIVE READING

1. Ask the students to listen to Page 84 read expressively on the DVD/USB.
2. Read out aloud Page 84 ("Chandarva turned and ran" to "heard no more"), 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

Action Commands Review

Touch the book with your elbow.

Touch the book with your chin.

Place the book on the table. » Move it towards you.
» Move it away from you.

Hold the book against your chest and walk.

Spoken Commands

Touch the book with your elbow.

Touch the book with your chin.

Place the book on the table. » Move it towards you.
» Move it away from you.

Hold the book against your chest and walk.

Action Commands New

Touch your elbow. » Touch your knee.

Touch either your elbow or your knee.

Jump. » Jump higher.

Music Path

Session **64**



FOCUS

LISTENING

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

ACTIVITY

1. 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 like to share my books with my sister. What do you like to share with others?"**
4. Ask the student to your right to answer the question. The student then has to pose the same question to the neighbour to his/her right. The student has to say **"My name is XXXX. I like to share YYYYY with ZZZZ. What do you like to share with others?"** (Hint for things that may be shared: crayons, dolls, clothes, chocolates, toys).
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.

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: MICE - POSE

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 "Letter Sound Vowels" from "mice" to "pose."
3. 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.
4. Repeat the activity of tracing and sounding out of the letters.

Action Path

Session **65**



FOCUS

Objects required: a pencil, an eraser

Directed Commands Set 1

She bends low and laughs.
» He bends lower and laughs.

Directed Commands Set 2

I pick up either the pencil or the eraser.
» She picks up either the pencil or the eraser.
» He picks up either the pencil or the eraser.
» We pick up either the pencil or the eraser.

Directed Commands Set 3

I close my eyes.
» She closes her eyes.
» He closes his eyes.
» We open our eyes.



FOCUS

LISTENING

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

ACTIVITY

1. Divide the class into two groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say **"My name is XXXX. I want to lend my pen to you. Here it is."** and give your pen to a student.
4. Ask the student to your right to say, **"Thank you"** and then look at the neighbour to his/her right and say, **"My name is XXXX. I want to lend my xxx to you. Here it is."** The student has to give the chosen object to his/ her friend.
5. Continue the process till all the students of the group get a chance to say, "thank you," mention what they want to lend to their neighbours, and give it to them it. Some of the objects that the students might want to lend are books, pencils, erasers, sharpeners, or crayons.
6. If a student makes a mistake, give the correct statement and ask him/her to repeat it.



FOCUS

LISTENING TO THE STORY

1. Listen to and watch an expressive narration of the part of the story "The Blue Jackal" (Pages 86-94) from *A Tail Lost, A Tale Found* on the DVD/USB.

EXPRESSIVE READING

1. Ask the students to listen to Page 84 read expressively on the DVD/USB.
2. Read out aloud Page 84 ("Chandarva turned and ran" to "heard no more"), 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 **66**



FOCUS

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

Action Commands Review

Touch your elbow. » Touch your knee.

Touch either your elbow or your knee.

Jump. » Jump higher.

Spoken Commands

Touch your elbow. » Touch your knee.

Touch either your elbow or your knee.

Jump. » Jump higher.

Action Commands New

Close your eyes.

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

Close your eyes.

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

Close your eyes.

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

Music Path

Session **66**



FOCUS

LISTENING

1. Listen to the entire rhyme “Yards and Yards of Silk I See” on the DVD/USB. Do not sing along.
2. Ask the students to sing the entire rhyme along with the audio.

ACTIVITY

1. Divide the class into two groups.
2. Make the students of Group 1 stand in a circle. You should be part of the circle. (If enough space is not available to form a circle, the children can stand up in their places.)
3. Say, **“I like to wear a sari. What do you like to wear?”**
4. Ask the student to your right to answer the question. The student then has to pose the same question to the neighbour to his/her right. The student has to say **“I like to wear xxxx. What do you like to wear?”**
5. Continue the process till all the students of the group get a chance to both answer and ask the question.
6. If a student makes a mistake, give the correct statement and ask him/her to repeat it.

Reading Path

Session **66**



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: DOSE - PLUME

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 "Letter Sound Vowels" from "dose" to "plume."
3. Trace out each letter on the flip chart and sound it clearly for the class to hear, and ask the students to repeat after you, sound by sound.
4. To help students concentrate, you could consider asking them to trace out the letters after you on their palms or on the desk with their forefingers.
5. Repeat the activity of tracing and sounding out of the letters.

Action Path

Session **67**



FOCUS

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

Action Commands Review

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

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

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

Spoken Commands

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

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

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

Action Commands New

Giggle.

Scratch your head.

Wave your hands in the air.

Clear your throat.

Music Path

Session **67**



FOCUS

LISTENING

1. Listen to the entire rhyme “Yards and Yards of Silk I See” on the DVD/USB. Do not sing along.
2. Ask the students to sing the entire rhyme along with the audio.

ACTIVITY

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

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

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

Story Path

Session **67**



FOCUS

LISTENING TO THE STORY

1. Listen to Page 80 from the story "The Blue Jackal" from *A Tail Lost, A Tale Found* on the DVD/USB.
2. Ask the students to follow the sentence-highlighted video carefully.

GUIDED MIMING

1. Play Page 80 on the DVD/USB and mime along with the narration from "on the outskirts" to "no soul seemed to stir."
2. Your miming has to be deliberate and articulate the ideas, themes, mood and tone of the passage. It should convey the meaning of chunks of language rather than approach words in isolation.
3. Now, read out the passage slowly and mime as you read.
4. Ask groups of 4-6 students to come to the front of the class. Read out the text and encourage the students to mime as you read. Encourage them to model your actions and also come up with actions of their own.
5. Repeat the activity with more groups of students.

Action Path

Session **68**



FOCUS

Directed Commands Set 1

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

Directed Commands Set 2

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

Directed Commands Set 3

- I nod at my neighbour.
- » She nods at her neighbour.
 - » He nods at his neighbour.
 - » We nod at our neighbours.

Continued...

**Visualised
Commands**

Laugh.

Twirl your hair around your finger.

Place the eraser on the book first and inside the book next.

Feel your uniform with your hands.

Feel around for your pencil box in the dark and pick it up.

Music Path

Session **68**



FOCUS

LISTENING

1. Listen to the entire rhyme “Yards and Yards of Silk I See” on the DVD/USB on the DVD. Do not sing along.
2. Ask the students to sing the entire rhyme along with the audio.

ACTIVITY

1. Write the following words on the board:

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

2. Read out aloud the words you have written and ask the students to repeat after you.
3. Divide the class into two groups. Say the following sentences and ask the groups to take turns and repeat after you.
 - Group 1. My mother’s mother is my grandmother.
 - Group 2. My father’s mother is my grandmother.

Continued...

- Group 1. My mother's sister is my aunt.
Group 2. My father's sister is my aunt.
- Group 1. My mother's brother is my uncle.
Group 2. My father's brother is my uncle.
- Group 1. My aunt's daughter is my cousin.
Group 2. My aunt's son is my cousin.
- Group 1. My uncle's daughter is my cousin.
Group 2. My uncle's son is my cousin.
- Group 1. My sister's daughter is my niece.
Group 2. My brother's daughter is my niece.
- Group 1. My sister's son is my nephew.
Group 2. My brother's son is my nephew.
- Group 1. My grandmother's mother is my great-grandmother.
Group 2. My grandfather's mother is my great-grandmother.
- Group 1. My grandmother's father is my great-grandfather.
Group 2. My grandfather's father is my great-grandfather.

Reading Path

Session **68**



FOCUS

PHONICS SONG

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

SENTENCE 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 simple sentences.
3. Read out a sentence, pointing to the words as you read them. Ask the student to repeat after you, sentence by sentence.
4. Do not trace out individual letters or say the letter sounds.
5. Repeat the activity.

Action Path

Session **69**



FOCUS

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

Action Commands Review

Giggle.
Scratch your head.
Wave your hands in the air.
Clear your throat.

Spoken Commands

Giggle.
Scratch your head.
Wave your hands in the air.
Clear your throat.

Action Commands New

Pick up the paper with your right hand and the book with your left hand.
» Wave the heavier object.
» Fan yourself with the lighter object.
Pick up the object with which you can write.
» Put it on the object with which you can erase.

Music Path

Session **69**



FOCUS

LISTENING

1. Listen to the entire rhyme “Yards and Yards of Silk” on the DVD/USB. Do not sing along.
2. Ask the students to sing the entire rhyme along with the audio.

ACTIVITY

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

Sample question: If your mother’s mother makes sweets for you, who makes sweets for you?

Possible answer: My grandmother makes sweets for me.

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

Possible answer: My aunt takes me to the beach.

- Question for Group 2: If your brother’s mother hugs you, who hugs you?

Possible answer: My mother hugs me.

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

Possible answer: My uncle plays football.

Continued...

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

Possible answer: My cousin visits me.

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

Possible answer: My grandfather reads me a story.

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

Possible answer: My cousin takes me for a walk.

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

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

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

Possible answer: My father drops me at school.

Story Path

Session **69**



FOCUS

LISTENING TO THE STORY

1. Listen to Page 82 from the story "The Blue Jackal" from *A Tail Lost, A Tale Found* on the DVD/USB.
2. Ask the students to follow the sentence-highlighted video carefully.

CONVERSATION PRACTICE

1. Play Pages 86-88 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.

Sheila: Heena, you look scared. Is anything wrong?

Heena: I have to give a speech on "My Country, My Dream" during tomorrow's morning assembly. The principal and all the teachers will be there. My heart is in my mouth!

Sheila: Don't be nervous. It is a great opportunity to speak in front of the whole school. You'll do just fine.

Continued...

Heena: Thank you, Sheila. Yes, it will be wonderful to share my thoughts with all the students. I hope to get over my stage-fright.

Sheila: You will. I look forward to your talk. I'm sure it's going to be inspiring.

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 groups of students.

Action Path

Session 70



FOCUS

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

Identified Commands

Scratch your head.

Whisper your name.

Nod at your neighbour.

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

» Put the pencil on the desk.

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

» Put the book on the desk.

Hold the pencil above your head first and the book below your chin next.

Review

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

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

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

Touch either your nose or your mouth.

Touch either your shoulder or your elbow.

Touch your nose and your mouth.

Touch your elbow and your shoulder.

Music Path

Session 70



FOCUS

LISTENING

1. Listen to the entire rhyme "There's a Cricket Match in Town Today" on the DVD/USB. Do not sing along.
2. Read out the first verse line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Play the entire rhyme again. Encourage the students to sing along.

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

Reading Path

Session 70



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.

SENTENCE 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 simple sentences.
3. Read out a sentence, pointing to the words as you read them. Ask the student to repeat after you, sentence by sentence.
4. Do not trace out individual letters or say the letter sounds.
5. Repeat the activity.

Action Path

Session 71



FOCUS

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

Action Commands Review

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

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

Pick up the object with which you can write.

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

Spoken Commands

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

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

Pick up the object with which you can write.

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

Action Commands New

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

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

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

Music Path

Session 71



FOCUS

LISTENING

1. Listen to the entire rhyme "There's a Cricket Match in Town Today" on the DVD/USB. Do not sing along.
2. Read out the second verse line-by-line and encourage the students to repeat after you. Say each word slowly and clearly. Do not sing.
3. Listen to the rhyme again and repeat the line-by-line teaching of the rhyme.
4. Play the entire rhyme again. Encourage the students to sing along.

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

Story Path

Session 71



FOCUS

LISTENING TO THE STORY

1. Listen to Page 82 from the story "The Blue Jackal" from *A Tail Lost, A Tale Found* on the DVD/USB.
2. Ask the students to follow the sentence-highlighted video carefully.

CONVERSATION PRACTICE

1. Play Pages 86-88 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.

Lakshmi: Heena, you look scared. Is anything wrong?

Tom: I'm reading a scary book. It is a dark night and a man hears the sound of leaves rustling. My heart is in my mouth!

Lakshmi: I can hear the leaves rustling too. Don'tt you hear footfalls, Tom? I think someone is coming.

Tom: Lakshmi, do you hear things here in our room? Oh! I'm frightened. The story I'm reading is becoming real.

Continued...

Lakshmi: Don't worry, Tom. I was just pulling your leg. We are safe here, and it is dad who's bringing our dinner, I think.

Tom: I'm still scared.

Lakshmi: My dear brother, you're just reading a good book. Come, let's have dinner. You can continue to read later.

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 72



FOCUS

Objects required: a sheet of paper

Directed Commands Set 1

- I pick up the sheet of paper.
- » She picks up the sheet of paper.
 - » He picks up the sheet of paper.
 - » We pick up the sheets of paper.

Directed Commands Set 2

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

Directed Commands Set 3

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

Music Path

Session 72



FOCUS

LISTENING

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

ACTIVITY

1. Write the following sentences on animal sounds, and animal sounds used to describe human vocalisations on the blackboard.

The lion is roaring in the jungle.

The crowd is roaring in the cricket stadium.

The snake is hissing in the jungle.

The crowd is hissing in the cricket stadium.

The bee is humming in the jungle.

The crowd is humming in the cricket stadium.

2. Read out the sentences, mime and make sounds, and ask the students to repeat after you. GRRRRR, SSSSSSS, and BZZZZZ are some representative sounds you may make while miming lions, snakes and bees, respectively. A cheering crowd usually says, "hip hip hurrah" or "hurrah" or "yippee" while roaring, and makes a SSSSSSS sound in disappointment and frustration. While you enact the crowd humming, hum a tune of song (you may even hum the tune of "There's a Cricket Match in Town Today")
3. Now split the class into two groups. Say the sentences in a jumbled order and ask the groups to mime the different sentences.

Reading Path

Session 72



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.

SENTENCE 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 simple sentences.
3. Read out a sentence, pointing to the words as you read them. Ask the student to repeat after you, sentence by sentence.
4. Do not trace out individual letters or say the letter sounds.
5. Repeat the activity.