

DR. BEST LEARN TO READ SERIES MANUAL AND TEACHING GUIDE

By Urmila Devi-Dasi

This program is designed to be used with the 2007 edition of *Letters and Sounds*, available for free download from www.standards.dfes.gov.uk or www.teachernet.gov.uk/publications; email: dfes@prolog.uk.com; phone: +44 (0)845-60-222-60

© 2010 Padma Inc., Hillsborough, NC, USA. All rights reserved.
This book may be copied and distributed within a single family or classroom only.
Any other reproduction or distribution of this book requires specific permission.

1 2 3 4 5 6 7 8 9 10 Printed in the United Kingdom

CONTENTS

Acknowledgements	2
Overview of the Program	3
Book Titles and Progression of Instruction	4
Components of the Program.	5
Suggested Order and Pacing in Which to Use the Components.	5
Mood, Atmosphere, and General Principles	6
Using the Talking and Recorder Features of the Pen to Enhance Learning	7
Teaching Letter Names, or Letter Sounds, or Both	7
How to Use the Books with Synthetic Phonics	8
How to Use the Books with Inductive Whole-word Phonics.	9
How to Use the Books with Either Synthetic Phonics or Inductive Whole-word Phonics	10
How to Use the Books with a Guided Reading System	11
Reading, Writing, and Spelling	12
Whether or Not to Point to Words While Reading	13
Reading Out Loud or Silently	13
Shared Reading, or Reading Out Loud to Children	13
Decoding Versus Comprehension	14
British and American Spelling, Vocabulary and Grammar	14
Sanskrit Diacritic Marks and Capitalization of Pronouns	14
Gifted Children	14
Children with Special Needs	15
Learners Who Have English as a Second Language	15
If a Child Does Not Make Sufficient Progress	16
Natural Language?	16
Benefits of Combining Guiding Reading Levels and Systematic Phonics Instruction	17
Background Stories	18
Sounds of English	20
Word Patterns in the Series by Phonics Phase and Week	21

ACKNOWLEDGEMENTS

Project managers Sitarama Dasa, Pradeep Kabra, Urmila Dasi, Robene Dutta, Anasuya Dasi.

Educational consultants and advisors* Prana Dasa, Sitarama Dasa, Jo Hickman (Dvaraka Puri Dasi), Bhaktimarga Dasi, Candrakoti Dasi, Jagaddhatri Dasi, a writer and educational consultant for Nelson Thorne publishing of guided reading, a leader in guided reading at the Institute of Education (UK), Campakalata Dasi, Aruni Dasi, Radha Dasi, Saranya Dasi, Nitya Dasi, Gurucaranapadma Dasi.

Language Reading Aditi Dasi, Bhakti Dasi, Carlos, Chandra Mohini Dasi, Chandrika Punitharajasingam, Dhanistha Dasi, Dhira Lalita Dasi, Ekachakra Dasi, Hari, Hari Dham Dasi, Hari Priya Dasi, Isvari Radhe Dasi, Jagad Priya Dasi, Japa Yajna Dasa, Kanakabja das, Kirtida Dasi, Krsnasharana Dasa, Mansasa Dasi, Marisa, Michael Gemening, Natalia Rita, Pallika Dasi, Parividha Dasa, Patricia, Prashanatma, Prema Pradip das, Premananda Sukhi das, Priti Joshi, Radhe Dasi, Saci Mata Dasi, Sameen Damaghani, Sanaka Rsi Dasa, Shalini Bhat, Shantasya Dasi, Slova, Suan, Syama Kund Dasi, Takanori Ito, Tar, Tulasi Dasi, and Vaikuntha Dasa.

Audio editing (languages and extra sound spots) Arpan Christian, Brigitta Kussinszky, Herdika Patel, Kanchan Desai, Mitali Patel, Nicky Jaitha, Paru Patel, Pradeep Kabra, Vipa MoDasa, Vruti Anand.

Illustration audio spots reading Anant, Apurva, Arjuna Dasa, Bodini, Gopinatha, Gopinatha Jani, Japa Yajna Dasa, Kripamoya Dasa, Krishna Kirtan, Meghna Patel, Prahlada Patel, Primisha, Raam Gor, Radhikha Patel, Rina Patel, Rupa Manohar Dasa, Sapna, Sitarama Dasa, Tulasi, Tulasi Harrison, Urmila Dasi, Vrnda Kumari.

Illustration audio spots content Padmavati Dasi Fiorentino, Urmila Dasi, and teachers who gathered at Mayapur, India.

Written translations Lilamayi Subhadra Dasi, Amimesh Dasa, Sarvajaya Gauranga Dasa, Shyamrup Dasa, Revati Ragini Dasi, Indulekha Dasi, Laxmipriya Dasi, Anasuya Dasi, Vrajarani Dasi & Vrajakishor Dasa, Virve & Sanna, mother of Ananda Dasi, Guna Mani Nitai Dasi, Amrtamani Dasi, Geli, Revati Dasi, Mangala, Doyal Govinda Dasa & Tattvavati Dasi, Nilamani Dasi, Mitali, Haripriya Dasi, Akrura Dasa,

Efi, Vivienne, Chris, Shivani, Ramagiridhari Dasa, Lalita Gopi, Madhuri Mukhi Dasi, Vilasa Manjari Dasi, Devaki Rupa Dasi, Krsnasarana Dasa, Rudra Rama Pandit Dasa, Ganga Dasi, Ajit & friend, Radhadyuti Dasa & Sri Caitanya Dasa, Vijaya Venu Gopal Dasa & team, Suniti Dasi, Nora, Raja Laxmi Dasi, Gopi Gita Dasi, Atapa Rupa Dasi, Ananda Gopika Dasi, Lalita Gopi Dasi, Peter Godovic, Laxminatha Dasa, Barbara, Ananta Dasa, Mangala Candrika Dasi, Ana Zupancic, Rasa Sundari Dasi, Paula & Maisa, Kripa Sindu Dasa & team, Ramagiridhari Dasa, Shyamala, Vijaya Venu Gopal Dasa, Antaranga Gopal Dasa & team, Jahnvi Jivan Dasi, Vijaya Venugopal Dasa & team.

Proofreading and editing Rachel Espinosa, Urmila Dasi, Elena Joy, Campakalata Dasi, David Haslam, Kancana-valli Dasi, Jaya Dayini, Ramgiridhari Dasa, Kribashne, Anasuya Dasi, Parvati Dasi, Murari Dasa.

Layout Murari Dasa (Michael Best) with assistance from Chakra Best and Jahnu Best. First printing: Ananda Dasa. Box design and layout: Emma Carter.

Web design Abhishek Agarwal, Chintu Chauhan, Dharmasetu Dasa, Madhusudana Dasa.

Donors Bhakti Charu Swami, Bindu Madhava Dasa, Brij Malkan, Brij Malkan, Candramauli Swami, Dharma Setu Dasa and Karanakarana Dasi, Elena Bosneaga, Giriraja Swami, Gopal Bhatta Dasa, Gopali Dasi and Paramesvara Dasa, Gopichand and Srichand Hinduja, Gurubhakta Dasi, Haripriya Dasi, Hridayananda Maharaja, Michael and Nama Best (Murari and Nitya), Nitesh and Hema Patel, Parthasarathi Dasi, Pooja Jaidka, Prana Dasa, Prashun Popat, Sakhi Roy, Sitarama Dasa, Sri Prahlad Dasa, and many more who contributed funds and/or facility such as office space, meals, and Internet connection.

Various help Keshava Best [financial manager], Nitya Dasi (Nama Best) [layout, testing], Campakalata Dasi [script for illustration audio spots], Astasakhi-lila Dasi [Ramayana and Govardhana artwork], Bhaktivedanta Manor Gurukula (particularly Guru Charana Padma Dasi), Krishna Avanti School (head teacher Naina Parmar & parents). Special thanks to Bhaktivedanta Manor: Education and Volunteering offices / Festival Committee / Srutidharma das / Chaitanya Jivan Dasa / Yogi Sahu, Madhurananda / Sneha, Bina Parmar. Special thanks to the New Varshana community of Auckland, New Zealand.

* This list does not imply that these people support all aspects of this series.

OVERVIEW OF THE PROGRAM

Scope

Dr. Best Learn to Read is intended to teach children all the basic language patterns of English, so that by the time a child completes the program, he or she should be reading fluently. It is expected that a child who begins the program at about age 5 should be able to complete it by around age 7. The material in Phase One is suitable for children as young as 3. Some children may be able to start the program at age 3 and finish by age 5 or 6. However, it would probably be best for those who start at age 3 to do other preparatory activities until they are about age 4½ and then start Phase Two at that time.

Spirituality

All the stories in *Dr. Best Learn to Read* are designed to help children grown in spirituality and virtue. The stories are from sacred literature of ancient India, or from tales told by saintly teachers, or focus on the lives of modern families who strive to live by those traditional ideals.

Compatibility

The program has been created to be compatible with:

- ♦ UK book banding system where the level of difficulty is designated through various colours
- ♦ Leveled reading systems which use numbers which are similar to the Reading Recovery system
- ♦ Fountas and Pinnell system of designating the level of difficulty with the letters of the alphabet
- ♦ UK government handbook called *Letters and Sounds* which has six phases of phonics instruction

Flexibility

Each reading system, school, or teacher often has a preferred way of teaching children to read. It is common when reading manuals of reading programs for the authors to tout the advantages of their system over those used by others. Experienced teachers, however, know that each system of teaching reading will work with the majority of children in the hands of a teacher or parent who applies the system with frequent practice, consistency, and enthusiasm. Experienced teachers also know that there is no one method of teaching reading that will help every child to be successful.

Keeping the above in mind, *Dr. Best Learn to Read* story books and activity books can be used with the three main systems of teaching how to read:

- ♦ Synthetic phonics
- ♦ Inductive Whole-word Phonics
- ♦ Guided Reading

The activity book and teacher's manual that accompanies each story book is designed primarily for those using a linguistic or phonics method, although some aspects of Guided Reading are also included. All the children's sections in the activity books can be used regardless of the reading system the parent or teacher is using.

While experienced teachers and parents can use the materials to coordinate with almost any type of reading system, the instructions in the *notes* section of the activity books should provide even a new teacher with all the tools needed for success.

Teachers or parents who do not wish to use these materials as the primary means to teach reading will find that they are easily used as supplements to almost any other program.

BOOK TITLES AND PROGRESSION OF INSTRUCTION

Reading behaviors

Krishna Is
We Can Run in the Sun
Cows Get Love
We Are Singing

Bridging between whole language and phonics

Sita Sat at the Temple

Start of full phonics: short vowel sounds, consonants, and consonant diagraphs

Did Krishna Do It?
Krishna's Pot
The Red and Tan Pack
Rama's Hut
Sita Will Fix the Mess
Diwali
Song of the Ramayan

Vowel diagraphs and trigraphs, r-controlled vowels

Krishna in a Boat
I Look for My Krishna
You Took My Towel
A Chicken is Food for a Cat

Combining learned graphemes

This is My Cow
Toil in the Sun
Jagannath's Cart

Two and three consonant blends

The Gull's Eggs
The Fish Got Bigger
Little Sticks

More vowel phonemes, long vowels

Rocks in My Pack
Colours
Krishna's Usual Food
Mr. and Mrs. Trish
Yashoda's Vision

Alternate pronunciation for learned graphemes and alternate spelling for learned phonemes

The Wicked Snake
A Photo of an Elephant
Be a Mouse Again
Matthew's Toy Rocket
The Treasure in the Watermelon
Seven Things for Krishna
The Friend of the Poor
Safe from the Forest Fire
Vidura's Banana Peels
King Bharat is a Deer

Silent letters and unusual sounds or spellings

The King and the Sage
Little and Quick
Swing in the Monsoon
The Hunter and the Sage
The Priest and the Cobbler

In the first, Pink, books, the children are exposed to reading concepts. They learn how to hold a book, turn pages, to read print left to right, and the concept of *word*. In these books the children may memorize the captions and learn to sight-read a few high frequency words. (Also called "tricky words", high frequency words occur very often in written English but often don't follow common phonetic rules.) They also get the satisfaction of feeling they can read. In the first book where direct reading instruction begins (*Sita Sat at the Temple*), the children will still memorize some "interest" words from picture clues, but they will

also actually learn to decode and understand both the high frequency words and the words taught with phonetic word "families."

Starting with *Did Krishna Do It* the books contain only words the children are expected to decode and recall. Words are taught according to phonics word families or as simple sight-read high frequency words, with occasional interest words. Instruction in phonics progresses from short vowels with either single consonants or double consonants that make one sound (such as *ck*, *ss*, *qu*). At this point the children have mastered the

beginning, foundational skills. The children then learn double and triple letter combinations that make one vowel sound (such as *ee*, *oa*, *igh*). They then learn words that combine what they have learned. Then the children blend consonants (such as *sl*, *cr*, *nt*) and then learn additional vowel sounds and spelling. By the time they finish this portion, they have completed intermediate reading instruction. The last books focus on advanced

phonics such as alternate ways of saying learned letter combinations (such as the *ea* in *sea* and *bread*) and alternate ways of spelling learned sounds (such as spelling /*shuhn*/ as *tion*).

From the beginning the children build skills in comprehension, character analysis, prediction, finding themes, and inference.

COMPONENTS OF THE PROGRAM

1. Reading books with colour illustrations that are Talking Pen and Recorder Pen enabled
2. Children's activity books with instructions for teachers and parents
3. This overall guide to the program
4. Talking/recorder pens for hearing the books in English, and a variety of other languages,

and for recording one's own reading, extra dialogue of characters, or whatever one would like to record.

Please note that the colour-illustrated reading books alone do not provide enough practice for most children to learn how to read just from using them. The activity books are an essential part of the program.

SUGGESTED ORDER AND PACING IN WHICH TO USE THE COMPONENTS

1. Have the children look at the colour-illustrated story book.
2. Tell the children we will learn to read that book.
3. Do the exercises in the activity book with the children until the page where the story book is introduced. Some of the activities prior to the introduction of the book also refer to the story book.
4. Teach the story book according to the instructions in the activity book or according to the system of teaching reading you are using.
5. Finish the exercises in the activity book with the children.
6. Encourage the children to read the story book on their own or to others, in addition to the main reading session. They can also spend

time listening to the story in other languages, recording themselves reading the story, or recording themselves adding dialogue.

Children do not need complete mastery of the sound patterns in one book before going on to the next. We estimate that each colour book and corresponding activity book from Phase Two through Phase Five (colours red through green) will comprise one week of instruction, with one class per day 4–6 days in a week. If the children need more practice before going on to the next book, you can refer to activities in the *Letters and Sounds* book. Phase One can take anywhere from 1 month up to a year and a half depending on the age of the child (if you start Phase One at age 3 it will take longer to complete than if you start at age 5), and Phase Six may take from one month to a year.

MOOD, ATMOSPHERE, AND GENERAL PRINCIPLES

Having reasonable expectations Reading is a complex skill that takes time, repetition, and patience. A typical child takes from four months to over two years before he or she can read with reasonable fluency and confidence. A child may seem to know certain letter patterns or words and then apparently forget them five minutes or a day later.

Having consistent practice It is probably best to have time daily for reading class. For five-year-olds, class time can be 20–30 minutes, whereas six and seven-year-olds can have a class of 45 minutes to an hour.

Promoting speaking and listening skills Reading is only one part of the communication, language, and literacy learning area. Reading is interdependent with spelling, writing, speaking and listening. From the very beginning parents and teachers need to promote the development of speaking and listening skills. This will give children an opportunity to build their vocabulary to a good size, learn to listen attentively, and speak clearly and confidently. These skills will better equip the children to succeed in any learning to read process. (Refer to *Letters and Sounds* Phase One section titled “Modeling Listening and Speaking” for a summary of key adult behaviors that promote children’s speaking and listening skills more widely.)

Developing children’s positive attitudes to literacy Everyone learns easier, faster, and with longer retention in an atmosphere of emotional safety rather than fear. Both children and adults tend to learn better when there is enough pressure in order to move things forward, with enough fun to make the process enjoyable. From very early on parents and teachers can make an effort to foster these attitudes by promoting children’s early interests in literacy. This can be done by incorporating and supporting literacy in their play, engaging them in stories and rhyme, and encouraging the children to talk about their experiences, desires, and feelings.

Children should be given opportunities to regularly engage with books of different genres, both

independently and with trusted adults. They should be able to see people reading for a purpose, (for enjoyment, to find answers, for instruction and so forth). They should be given opportunities to discuss their experiences relating to print and literacy in general.

Providing a print-rich environment Providing an environment which is abundant in print promotes children’s interest in reading. Such an environment provides opportunities for the children to see print being used for different purposes and thus enables them to begin to understand the different ways we use print in every day life, the characteristics of print and how print ‘works.’

In a print rich environment children can observe and experience how print is used in our daily lives. For example, to remember things, like in shopping lists; to locate things, like in labels and signs; to help celebrate, like in birthday cards; to instruct, like in a recipe book; to give spiritual guidance like in holy books, and so forth. The children are given the opportunity to learn that print represents spoken words and that those words do not change, no matter how many times the same print is read or that a story book needs to be read in a particular order for it to make sense. They may even begin to recognize frequently used words in their environment such as ‘Stop’ or their name. A print rich environment would have a large variety of books, posters, labels, name tags, calendars, lists, recipes, letter, cards, instructions, and so forth.

Providing multi-sensory active learning experiences Young children more easily learn with hands-on experiences that are suited to their interests and abilities and through activities that engage all their senses and that allow them to move and interact with people and objects. Especially the Phase One guide contains suggestions for hands-on activities rather than worksheets.

Reading to children regularly The books used for this can be of a higher level than a child can read, and should be on a variety of topics, both fiction and non-fiction.

USING THE TALKING AND RECORDER FEATURES OF THE PEN TO ENHANCE LEARNING

Hearing the pre-recorded English text of the story books (page corners) For the very beginning reader, it may be very helpful to hear one page at a time first, and then attempt to read the page independently. After the children have become a bit more proficient, they can first read a page independently and then listen to the recording. For children with even more advanced reading skills, it is probably best to have them read the entire book themselves and then listen to the entire book in the recordings.

When children listen to the recordings they can check their own decoding skills, and also hear a good model of pronunciation and expression. Although having this model is especially helpful to those who have English as a second language, all children greatly benefit from having a good model for their reading.

Recording on the corners of the pages The children can record on the page corners as if they are an additional audio spot similar to the ones hidden in the pictures. They can also record themselves reading the text on the page. Teachers and parents can ask the children to record the text, and then compare the children's recording to the pre-recorded reading.

Hearing the pre-recorded text in various languages (page corners) The primary use of the facility for hearing the book in various languages is to facilitate those who have English as their second

language. Such children can hear the book in both their own language and English, thus increasing their pleasure and understanding. Native speakers of English can use the additional language spots to become familiar with other languages as part of a foreign language course or as an introduction to those languages.

Hearing the pre-recorded hidden illustrations English audio spots on the illustrations The two hidden audio spots on each illustration page will take children's listening and comprehension skills beyond that of the phonics limitations of the text. These hidden spots create a "book within a book." Teachers can discuss the meaning of the audio on the hidden spots and the children can practice having conversations with similar language to that used in the audio spots.

Recording on the hidden audio spots on the illustrations The recording facility of the MagicPEN gives children speaking practice in a fun way. If the children work in groups, they can take turns recording appropriate conversations of the characters on the hidden spots and then have other children respond. The children can thus use the recording feature of the pen much like children can talk to each other using puppets. For example, one child could go through a book recording on the hidden spots for one character and then the book can be given to another child to record appropriate responses on the second hidden spot.

TEACHING LETTER NAMES, OR LETTER SOUNDS, OR BOTH

There are number of flexible options regarding teaching letter names and sounds that can be used with *Dr. Best Learn to Read*. An alphabet activity book is part of the series and can be used at any time to teach letter names and alphabetic order. Many teachers of Inductive Whole-word Phonics like to do this before beginning any other reading instruction, and they avoid teaching individual letter sounds. Many teachers of Synthetic Phonics, however, teach letter sounds but not letter names

until children have gained mastery over the concept of letter sounds, and possibly even until the children have mastered all or most of the major sound/spelling combinations. Some teachers of Synthetic Phonics teach all the English phonemes as the first step in reading instruction. Others teach the phonemes a few at a time as they are needed for the specific books the children will read. Each Guided Reading system has its own standards for when and how to teach letter names.

HOW TO USE THE BOOKS WITH SYNTHETIC PHONICS

Guidance in using Synthetic Phonics is included in the activity books/teaching guides. Teachers and parents who want to use this system may want to get additional materials, especially for the very beginning instruction, although a whiteboard (or blackboard), pieces of paper, and magnetic letters are sufficient. Note that *Mantra Lingua* produces materials for Phase One that can easily be used with *Dr. Best Learn to Read*. We suggest you get the free video of how to pronounce sounds that is available on the web site for *Letters and Sounds*. Before starting Red level books, some teachers feel it is best if children are exposed to all English sounds and corresponding spellings rather quickly, often covering one sound per day. See pages 18–24 of this guide for a listing of all sounds and letter combinations.

Then, the children can start using the story books and activity books in order.

1. Review the letters and sounds already taught by asking the children to find them from a group of magnetic letters and placing those on a board. Emphasize the sound each letter or digraph makes (a *digraph* is a group of two letters that make one sound, such as *ck*).
2. (Except for the first Red book) The teacher reviews sound/letters already studied by building those into words (see word lists in completed activity books)
3. The new letters and sounds are introduced through that week's reading and activity books.
4. Exploration of new letters and sounds is encouraged by having the children investigate the shape of the new letter (air writing, writing with a finger on another child's back, feeling the shape of the magnetic letter, etc.)
5. Words containing the new letter/sound are built up on the teacher's magnetic board and/or written on a whiteboard and then these are written by the teacher on the chalkboard.

These words come from the word lists in the activity book, which have been carefully designed to use only known letters and letter/sound patterns.

6. The children are invited to the chalkboard to circle the new letter/sound in the words written on the chalkboard or add sound buttons. Sound buttons are marks below each letter or letter group that represents one sound in the word. This is usually a dot under letters and a line under letter groups. (Refer to page 1 of *This is my Cow* activity book or *Letters and Sound* for more information.)
7. The teacher reads each word and the children are asked if the letter/sound is at the beginning, middle, or end of each word.
8. The teacher leads the children in blending the sounds. This can be done through "sound talking" the words-saying each word as separate sounds (/f/-/i/-/sh/ or ff-i-sh) and/or through tapping for each sound, hopping for each sound, etc.
9. The new words are read from the chalkboard. The children are encouraged to read them.
10. The children can then form the new words with magnetic letters (or letters made of felt)
11. The children go through the activity book and when it is introduced in the activity book, the reading book. When reading words in either the activity book or the reading book, the children can sound-talk difficult words. You can use the questions and discussions about the story in the activity book.

Alternative to steps 1–5

Hear it and say it

Take each new letter (or letter group) and corresponding sound and exaggerate it, having the children repeat. If possible have a picture or hand gesture that exemplifies that sound. The teacher, and later the children, suggest words with that

sound in it, exaggerating the sound (for example: bbbboy, tubbbb).

See it and say it

The teacher uses cards with the letter, or magnetic letters, or writes letters on a board or paper, with the children saying the sound of the letter (or

letter group) upon seeing it.

Write it and say it

While saying the sound, the children write the letter or letters with their fingers in the air, on a friend's back, in water, in sand, or in a carpet. Then continue from step 6, above.

HOW TO USE THE BOOKS WITH INDUCTIVE WHOLE-WORD PHONICS

The main benefits of Inductive Whole-word Phonics to teach English are, first, that even a completely inexperienced parent or teacher can use it successfully. It is very simple to understand and to use. Second, this system teaches phonics in the context of comprehension, stories, and word patterns, which is a simple and natural way for children to learn. Phonics are not taught in isolation. Also, with Inductive Whole-word Phonics, children do not have to learn an extra step of sounding out each letter or phoneme and then blending them together again. Blending is done immediately.

Complete guidance in using Inductive Whole Word Phonics is included in the activity books/teacher's books. Like Synthetic Phonics, Inductive Whole-word Phonics teaches the connection between letters and sounds. Inductive Whole-word Phonics, however, uses word patterns and spell-say. So, instead of the children saying /k-a-t/, cat, the children say the letter names c-a-t, cat. The word cat is introduced as part of a word family of cat, mat, sat, bat, fat, etc., with the teacher first instructing that "at" says /at/.

Dr. Best Learn to Read incorporates elements of Synthetic Phonics and Inductive Whole-word Phonics so as to have a well-rounded approach that uses the strengths of both. However, teachers and parents who wish to exclusively use Inductive Whole-word Phonics can skip the parts of the activity books that involve sounding out

individual phonemes and then blending them together again.

The most important part of making Inductive Whole-word Phonics a success, if used without any Synthetic Phonics, is ensuring that the children have excellent oral phonological awareness before starting the core reading program. This instruction is part of Phase One of the program, which uses the Pink level books. We suggest that the children go through this portion of the program regardless of what type of reading system will be used from Red level onwards. In other words, we advise teachers who plan to use Inductive Whole-word Phonics to use the Synthetic Phonics sections of the Phase One guide, although teachers who use Synthetic Phonics can skip the sections in the Phase One book that are labeled for Inductive Whole-word Phonics. Note that *Mantra Lingua* produces materials for Phase One that can easily be used with *Dr. Best Learn to Read*.

Before starting Red level books using Inductive Whole-word Phonics, the children should know all letter names and be able to recognize both capital and lower-case letters. We have included an alphabet book for this instruction. The children should also have awareness of the sounds of language in general, and have good oral language skills. In other words, the children should be able to say and understand a wide variety of simple sentences in English before starting formal reading instruction.

HOW TO USE THE BOOKS WITH EITHER SYNTHETIC PHONICS OR INDUCTIVE WHOLE-WORD PHONICS

Go through the word lists in activity book:

- ♦ Synthetic Phonics: Break words into their sounds, or phonemes, and then re-blend.
- ♦ Inductive Whole-word Phonics: Teach the rhyming part of the words as one distinct sound, then spell-say all the words, as in “at says /at/, s-at, sat, b-at, bat.”

Go through the exercises meant to reinforce letter sounds of the decodable words.

Go through the exercises meant to teach the high frequency words that are not yet decodable.

Teaching the book

Creating the atmosphere

- ♦ Ask the children to talk about any experiences they have had which would relate to the subject of the book, the problem solved in the book, the setting, and so forth.
- ♦ Play a game related to the story.
- ♦ Look at pictures or video related to the story.
- ♦ Have the children draw or paint pictures related to the story.
- ♦ Write and discuss any vocabulary or concepts that might be unfamiliar.

Introducing the book

- ♦ Discuss the cover illustration and the title. Ask the children to predict what the book might be about.
- ♦ Discuss whether the book is fiction or non-fiction, and how we know the difference. If it is fiction, discuss whether the story could happen or if it's fantasy.
- ♦ Discuss whether or not the story is from scripture, and how we can get the most benefit from scriptural stories.
- ♦ If the story is a traditional tale or moral fable, discuss the concept of allegory.

Red and Yellow level: Reading the book with Inductive Whole-word Phonics

The teacher/parent first reads through each page, and then has the child repeat, using the letters being taught, reading as follows: “I s-a-t sat a-t at the stop. I s-a-t sat and s-a-t sat and s-a-t sat.” The child should then repeat in the same way. Then the adult goes through each page again, and this time, the teacher/parent first reads through each page, and then has the child repeat, while pointing to each word.

Red and Yellow level: Reading the book with Synthetic Phonics

The teacher/parent first reads through each page, and then has the child repeat, using the sounds or phonemes being taught, reading as follows: “I /s-a-t/ sat /a-t/ at the stop.” The child should then repeat in the same way. Then the adult goes through each page again, and this time, the teacher/parent first reads through each page, and then has the child repeat, while pointing to each word.

Blue level and above, or whenever a child has grasped the new phonemes from the exercises before reading the story

If the child needs the support, the parent or teacher can first read a section (a line, a paragraph, or a page) and the child can then repeat. Afterwards, the child can read through the whole page, or the whole book, on his or her own, with the teacher giving phonetic support as needed. The child will be reading out loud.

Returning and expanding

Ask the children questions about the book, both the events and the characters. The children can suggest ideas that go beyond the text.

The children can be encouraged to read the book again on their own, silently. Some phonics programs include a regular additional out-loud reading by the child, with fluency and expression.

HOW TO USE THE BOOKS WITH A GUIDED READING SYSTEM

We have included many specific Guided Reading instructions for each book in the activity books/teaching guides, although teachers may want to add more. What follows is the general program for using a Guided Reading system that can be applied to each book. Please note that all of the material in the activity books can also be used with a Guided Reading system. Before starting the Red level books, many teachers will want to teach all letter names. Other teachers will also want to introduce all English sounds and corresponding spellings rather quickly. And some teachers will want to teach both letter names and basic sound/letter combinations. Note that *Mantra Lingua* produces materials for Phase One that can easily be used with *Dr. Best Learn to Read*.

Guided Reading depends on also having shared reading time when an adult reads out loud to the children. Books for shared reading can be above the children's own reading level. Shared reading books are not included in this program.

Creating the atmosphere

Some ways to do this include:

- ◆ Ask the children to talk about any experiences they have had which would relate to the subject of the book, the problem solved in the book, the setting, and so forth.
- ◆ Play a game related to the story.
- ◆ Look at pictures or video related to the story.
- ◆ Have the children draw or paint pictures related to the story.
- ◆ Write and discuss any vocabulary or concepts that might be unfamiliar.

Introducing the book

Some ways to do this include:

- ◆ Discuss the cover illustration and the title. Ask the children to predict what the book might be about.

- ◆ Discuss whether the book is fiction or non-fiction, and how we know the difference. If it is fiction, discuss whether the story could happen.
- ◆ Discuss whether or not the story is from scripture, and how we can get the most benefit from scriptural stories.
- ◆ If the story is a traditional tale, or moral fable, discuss the concept of allegory.

Reading strategies discussion

- ◆ Point out key vocabulary.
- ◆ Review the lists of words in the activity book that have the new sound patterns.
- ◆ Review how to look for known phonetic patterns in words.
- ◆ Review how to get clues from context.
- ◆ Review how to get clues from pictures.

Reading the book

Get the children to read about two pages at a time to themselves quietly or silently. At the end of every two pages, stop and discuss what is happening in the story, how the characters are feeling, and so forth. When appropriate, ask the children to predict what will happen next, or ask them if their previous predictions were correct. In books of Green Level and above, the children can read more than two pages at a time.

You can choose to read some sections out loud after the children have read those sections to themselves.

Returning and expanding

Some ways to do this include:

- ◆ Ask the children questions about the book, both the events and the characters. The children can suggest ideas that go beyond the text.
- ◆ Ask the children to explain how they figured out particular words and meaning.

READING, WRITING, AND SPELLING

There are various theories about the order in which to teach these three components of literacy and to what degree they should be taught simultaneously. Some reading methods rely on writing and spelling as important keys to teach reading, for example, whereas other methods completely separate these and teach writing and spelling after most reading skills are mastered.

We feel that a moderate amount of writing and spelling activities is useful throughout reading instruction simply because the children thereby use several ways of understanding the concepts being taught. The activity books in *Dr. Best Learn to Read* therefore incorporate some simple writing and spelling activities from the beginning. Additional similar activities can be done on separate sheets of paper if desired.

Teaching Spelling Using the Word Families

The lists of new words on the “word families” pages of the activity books can be used for spelling lists. We suggest that children wait one to six months after learning to read a set of word families before using those words for spelling instruction, using one list a week.

For spelling class each child can have the word families page in front of him or her along with a blank sheet of paper. The whole class can read down the list of words out loud together. Then the children can individually practice spelling each word by the “cover, spell, check, cover, write, check” process. Each child covers a word with one hand and spells that word orally, then uncovers the word and checks whether or not he or she spelled it correctly. Then the child again covers the same word with one hand and writes it, again uncovering the word to check whether or not it was written correctly. Words the child didn’t write correctly should be studied and then self-tested again.

On another day, the children can make up oral and/or written sentences with each word, possibly working in pairs or groups. On another day, they should study again the words that were incorrectly spelled on the first day of practice. This study can include activities such as the children working in pairs with magnetic letters where one child picks out all the letters in a particular word and then the other child arranges them properly. Finally the children should cover, spell, check, cover, write, check through the list again.

On the final day for teaching that list of words, the teacher should read through the list of words slowly and clearly, saying each word, then saying a sentence with the word, then saying the word again. Each child should individually write each word in order as the teacher gives it. After completing the list, the teacher should pick between 2–4 words to put into sentences using only words with which the children are familiar. The teacher can get these sentences from the activity books or the story book if desired. The children should write these complete sentences.

Each child should correct his or her own test using a different coloured pencil or pen. Any child who spelled less than 70% of the words on this dictated test should have further individual review and then be re-tested.

An important part of teaching spelling is having the children do their own writing and then the next day go through it to mark any words they think may be misspelled. The teacher can then check and indicate any further misspelled words (or where the child did spell correctly but thought the word to be incorrect). The teacher then writes on a separate paper the correct spelling of the words the child missed. The child should do cover, spell, check, cover, write, check with those words, and finally, without looking at the teacher’s list, correct his or her writing.

WHETHER OR NOT TO POINT TO WORDS WHILE READING

Teachers who use Guided Reading systems do not want children to point to words, but to use their eyes only, whereas those who use one of the Phonics systems have various opinions about pointing or not pointing to words. If teachers wish children to point to words, the children can use their fingers, or they can have a piece of paper or cardboard under each line that they are reading. Some teachers who do want children to point to the words they are reading favour having the child's finger or piece of paper above the words or line they are reading rather than below it, so that the children can quickly and easily move their

eyes to the next line when they finish the line they are on. No matter what system of reading one is using, we recommend that teachers point to the words in a book when they are reading out loud to the children until the children grasp the concept of a word. Oral language does not make individual words obvious. For example, "bread and butter" might sound like one word, or "wonderful" might sound like three words. Grasping the concept of a word as a group of letters separated by spaces on either side takes some time and practice, and is greatly helped by the teacher pointing to words while reading out loud.

READING OUT LOUD OR SILENTLY

Teachers who use Guided Reading systems have the children read silently for the main reading session whereas those who use one of the Phonics systems have the children read out loud. After the

children have mastered the basics of reading, it is probably a good policy to have some out loud and some silent reading time.

SHARED READING, OR READING OUT LOUD TO CHILDREN

Shared reading is an essential part of the Guided Reading system and should be part of any reading instruction. During shared reading time, an adult or older child reads out loud from a book that is at or above the listeners' own reading ability. It is important that children hear a variety of genres—dramas, poetry, fiction, and non-fiction. They should hear material that is humorous, instructive, descriptive, and informative. Whoever reads should have clear pronunciation and read with expression. It is helpful if the person who is reading points to the words they are reading if the children have not yet grasped the concept of a "word."

During reading the reader should stop periodically and ask the listeners to predict what might happen next. Then, after reading further, the

reader can ask the listeners to discuss in what ways their prediction was or was not correct. The reader should also discuss how the characters are feeling and how their feelings change as the book progresses. Further things the reader should discuss are plot elements for a narrative (how a narrative progresses from introduction to rising action to climax, to falling action, to conclusion), poetic aspects of poetry (rhyme, rhythm, meter, similes, metaphors, alliteration, personification, onomatopoeia, etc.) Inspiration for what to discuss for shared reading can be gotten from the directions in each activity book for how to introduce the story book to the children.

Ideally, children should also have personal time with books at a range of levels from below to above their current reading ability.

DECODING VERSUS COMPREHENSION

Reading is all about understanding. It is entirely possible for children who speak English as a second language to be taught how to decode English with little or no comprehension. Such children can “sound out” the words on the page and appear to be reading. Unless they have good spoken English understanding, however, they will not know the meaning of what they are reading. On the other hand, it is impossible to understand what one has read unless one can decode the words. In conclusion, decoding can take place without comprehension, but comprehension cannot take place without decoding.

In *Dr. Best Learn to Read*, comprehension and decoding take place side by side. There are no meaningless worksheets for decoding practice separate from context. In order for comprehension to take place it is essential that each child do the activities in the activity book, including responding to the teacher in the sections about the story book, as individuals or in small groups. Under no condition should teachers tell children the answers and then have them repeat, like parrots. The children should be gently guided or prompted to find out the answers for themselves through their own reading. If a child has difficulty, teachers can give hints or further questions to help guide the child.

BRITISH AND AMERICAN SPELLING, VOCABULARY AND GRAMMAR

Because almost the entire English-speaking world uses British spelling, we have favoured it in the children’s materials, noting variant American spelling for specific words. Because the persons who did the majority of the writing, editing, and proofreading of these materials are only familiar with American grammar, those are the rules to

which we have adhered. Please note that any question about grammar differences would apply almost entirely to the notes for parents and teachers, not to the children’s sections, which are relatively simple. We have tried to avoid any and all idioms so as to avoid being country or culture specific, but some may have slipped in without our knowledge.

SANSKRIT DIACRITIC MARKS AND CAPITALIZATION OF PRONOUNS

The story and activity books do not include diacritics for Sanskrit words. Also pronouns connected with Krishna or Vishnu are not capitalized. Although this is different from the standards used by the BBT, because these books are for children

learning to read English, they should be as simple as possible. Diacritics, and capitalization of pronouns indicating God, can be used in books once the children have grasped the basic language conventions.

GIFTED CHILDREN

Gifted children will enjoy the fun and interesting stories in *Dr. Best Learn to Read*. These children will probably do best using either the Inductive Whole-word Phonics or the Guided Reading

approach. They can go through the program faster than the average child, and should supplement their reading with additional books.

CHILDREN WITH SPECIAL NEEDS

Fink's study of literacy development in 60 successful men and women with dyslexia attributed their literacy development to "avid reading in a content area of passionate, personal interest" combined with systematic phonics instruction (Fink p. 335). He concluded, "Both systematic phonics and literature-based approaches need to be included simultaneously in a thoughtful, theoretically sound, integrated program of instruction" (Fink p. 337).

Dr. Best Learn to Read can, therefore, be the program of choice for the special-needs child. We suggest that such children go through the program more slowly, and with greater repetition, than the average child. Special needs children should also work with as much tactile material as possible. The use of magnetic letters or other letters the child

can hold, being able to write in large letters in sand or on a whiteboard or blackboard, and physically acting out of stories or sounds, should be a major part of the program. Most special needs children will do best with one of the phonics approaches. Some special needs children will need additional supplementation to *Dr. Best Learn to Read*.

It is also especially important that these children have adults or older, proficient children read books out loud to them frequently. These books, which can be of a higher level than the children can be expected to read themselves, should be both fiction and nonfiction, and cover a variety of topics.

Reference: Fink, R.P. (1998). Literacy development in successful men and women with dyslexia. *Annals of Dyslexia*, Vol. 48, p. 311–346.

LEARNERS WHO HAVE ENGLISH AS A SECOND LANGUAGE

Children first need to have good English oral skills before embarking on a reading program. Without good oral skills, there is every chance of ending up with children who can decode but not comprehend. The majority of a reading lesson should be devoted to oral conversation until the children are proficient enough to understand the sentences and stories they will be reading.

It is also especially important that children who have English as a second language have adults or older, proficient children read books out loud to them frequently. These books which can be of a higher level than the children can be expected to read themselves, should be both fiction and nonfiction, and cover a variety of topics.

We suggest that one of the phonics system be used with learners who have English as a second language. For children with the most limited oral English skills, Synthetic Phonics is generally the method of choice.

Dr. Best Learn to Read significantly helps students with English as a Second Language because of the MagicPEN facility. The children can hear the

stories in English and their native languages to aid comprehension. By hearing the stories in the two languages repeatedly, their oral language skills will greatly increase. In addition, the two hidden audio spots on each illustration page will take children's listening and comprehension skills beyond that of the phonics limitations of the text. Teachers can discuss the meaning of the audio on the hidden spots and the children can practice having conversations with similar language to that used in the audio spots.

The recording feature of the pen gives children speaking practice in a fun way. If the children work in groups, they can take turns recording appropriate conversations of the characters on the hidden spots and then having other children respond. The children can thus use the recording feature of the pen much like children can talk to each other using puppets. For example, one child could go through a book recording on the hidden spots for one character and then the book can be given to another child to record appropriate responses on the second hidden spot.

IF A CHILD DOES NOT MAKE SUFFICIENT PROGRESS

There is no one system of reading that will teach every child. If a child is not progressing sufficiently with, for example, the Synthetic Phonics system, you can use the Guided Reading or Inductive Whole-word Phonics system. For some children you can teach each book first with one system, and then repeat the instruction using another system. It may be necessary to go through each book and activity book two or three times with some children. You might want to create your

own activities that are similar to those in the activity book for extra practice. The children may also need supplementation with more books or with a completely different approach. Although *Dr. Best Learn to Read* encompasses the three main systems in use worldwide, there may be a few children for whom a radically different process will be needed. Consult with local educational experts for help in such cases.

NATURAL LANGUAGE?

Some literacy experts stress the importance of using natural language in children's books as far as possible. The purpose of doing so is to aid the predictive component of learning reading. When a person reads, he or she makes very fast guesses about what word or phrase will come next. When the guesses prove correct, reading progresses more smoothly.

However, words within text are not easily predictable. "Even proficient adults can predict 'the next word' successfully only 25% of the time." (Elley, 1996). Eye movement research as detailed by Just and Carpenter (1987) indicates good readers do not skip over unknown words in an attempt to predict meaning. Instead, skilled readers process the individual letters in words. "The scientific evidence is simply overwhelming that letter-sound cues are more important in recognizing words than either semantic or syntactic cues." (Pressley, 1998, p.16)

The vast majority of literacy experts also stress that learning must take place gradually. Children should be exposed to certain words or patterns, get a chance to practice those, and then gradually have new words or patterns added. In Guided Reading, the words that are gradually introduced come from list of "high frequency words" or words that children are likely to encounter often in reading. In Phonics, the gradual introducing of words is guided by the sound/letter combinations of those words. *Dr. Best Learn to Read* uses both

sound/letter combinations and high frequency words to guide what words are introduced in what order.

Although those who reject the phonics approach do so on the basis of natural language considerations, all systems have to select carefully what words are used in a particular book. Therefore, all systems have to reject some word or words that would be the most commonly used in the context of the story. Fully natural language, therefore, is not available in any system of reading that builds on children's existing learning. The discussion, therefore, is one of degree—how natural can the language be while still teaching progressively. It is true that the first few books in Red Level of *Dr. Best Learn to Read* sound a bit awkward from a natural language point of view. However, we have not seen any competent literacy program that has fully natural language in the earliest readers. The Red books in this program do contain real stories with a conflict and resolution, and they have topics that are of interest to children. Very quickly the books contain natural language patterns as the children progress.

References:

- Elley, Warwick (1996). The phonic debate revisited. Set Research Information for Teachers, 1, No. 7, p. 1-4.
- Just, M. & Carpenter, P.A. (1987). The psychology of reading and language comprehension Mass.: Allyn & Bacon.
- Pressley, Michael (1998). Reading Instruction that Works. The Case for Balanced Teaching. New York: Guilford Press.

BENEFITS OF COMBINING GUIDING READING LEVELS AND SYSTEMATIC PHONICS INSTRUCTION

Many teachers choose Guided Reading systems because of the more natural language compared to most Phonics based books. Phonics is then taught separately. The problem with this approach, however, is that most of the words to which the children are exposed in their reading have phonics patterns not yet learned. This lack of coordination between phonics lessons and reading content slows down children's acquisition of fluency and can result in many children needing remediation in reading instruction. Jennifer Chew explains this problem as follows:

"The National Literacy Strategy recommends that early texts be chosen from *Book Bands*, a guide published by Reading Recovery. In general, these texts do not mesh in well with the NLS's own phonics lessons: a quick check done on six randomly-chosen *Book Bands* texts being used with children in the first term of reception in one school showed that under 20% of the words could be decoded on the basis of the phonics the children had been taught up to that point.

"One piece of relevant research is a 1985 study done by Connie Juel and Diane Roper/Schneider. The account of this which may be most easily accessible for most people is on pages 275–280 of Marilyn Jager Adams's 1990 book *Beginning to read: Thinking and learning about print*. The researchers looked at two groups of children receiving near-identical phonics instruction: 'In the school district in which their study was situated, phonic instruction was tightly standardized across classrooms. ... Further, the phonics lessons were scripted such that the material taught, as well as the form and sequence of delivery, were controlled across classrooms.' One of the groups then practised their reading on texts which emphasised the decodable spelling patterns which they had been taught, whereas the other group practised on texts emphasising frequent rather than easily-decodable words. At the end of the year, 'despite their common and standardized phonics instruction,' there were significant

differences between the groups: the children who had practised on decodable texts were ahead.

"Juel and Roper-Schneider sum up as follows: 'The selection of text used very early in first grade may, at least in part, determine the strategies and cues children learn to use, and persist in using, in subsequent word identification.... In particular, emphasis on a phonics method seems to make little sense if children are given initial texts to read where the words do not follow regular letter-sound correspondence generalizations. Results of the current study suggest that the types of words which appear in beginning reading texts may well exert a more powerful influence in shaping children's word identification strategies than the method of reading instruction'. (Juel, C. and Roper-Schneider, D. (1985). The influence of basal readers on first grade reading. *Reading Research Quarterly*, 18, 306–327)."

Many other schools and teachers exclusively use Phonics systems but then have many weeks or months of using books that are generally dull with stilted language. Also, the Guided Reading system looks at 15–20 factors when determining how difficult a book is. Phonics books that do not take those factors into account may be introducing material that is too difficult or too easy for a child's understanding.

Dr. Best Learn to Read solves this problem by combining both systems. Phonics are taught systematically, whilst high frequency words are also gradually introduced. Reading material encountered in either the colour books or activity books only contains letter/sound combinations or high frequency words for which the children have had direct instruction. Children and teachers thus have the benefits of both systems, with very few of the drawbacks of either. *Dr. Best Learn to Read* presents this revolutionary harmony of two main systems of literary education.

Reference: http://www.rtf.org.uk/newsletter.php?n_ID-79

BACKGROUND STORIES

Did Krishna Do It Background

There are many stories about Krishna breaking a pot of butter or yoghurt while His mother is busy and her correcting Him. Here is one of the most famous stories that is at the heart of a yearly month-long festival:

Yashoda would take the milk from her best cows and make it into yoghurt. Then she would churn the yoghurt cream into butter to make wonderful food for her son, Krishna. One time when Yashoda was churning, baby Krishna wanted to drink her breast milk. There was also a pot of milk cooking on her stove. The milk started to think, "Krishna's belly has no end. Yashoda's milk has no end. When will I get a chance to feed Krishna, too?" The milk got so excited that it boiled over the top of the pan.

That milk was for Krishna and Yashoda's breast milk was also for Krishna. She decided to put Krishna down and stop the milk on the stove from making a mess. Krishna got angry, which is another way of showing His love and never hurts anyone. Krishna picked up a rock and broke the churning pot. He ate a lot of butter which was full of Yashoda's love. Monkeys came to Krishna to get butter, too. Then, Krishna started to think that Yashoda would be upset. So, He started to run away and hide.

Krishna had made such a mess with the butter that it stuck to the bottom of His lotus feet. It was very easy for Yashoda to follow where Krishna had gone. She started to chase Him, faster and faster. Yashoda ran so fast that the flowers fell from her hair. She was feeling tired, so Krishna let her catch Him. She didn't want her child to be scared, so she threw down the stick she had been carrying.

Then Yashoda thought about what to do with her naughty child. In those days, parents kept the child in one place by tying a rope around their

waist and then tying the other end to something heavy. So, Yashoda got a rope and tried to tie up Krishna. But, the rope wouldn't reach around Krishna.

She got more and more rope, but it was always two fingers too short. She borrowed rope from the neighbours. It seemed like she had tied together every rope in the village, but it was always short by two fingers. Finally Yashoda gave up. She had been mad at little Krishna. Now she started laughing. Then Krishna allowed her to tie Him up, and the same rope suddenly worked!

Note: This story occurred on the same day as Diwali and is celebrated for an entire lunar month

Diwali and Song of the Ramayana Background

Ramachandra, also called Rama, was the eldest of four sons of King Dasharatha and his three queens. Even though the kings in those days sometimes married many women, Ramachandra had promised to have only one wife, Sita. He was virtuous and loved by all the citizens. The night before Dasharatha was going to crown Rama as king, His stepmother insisted that her son Bharat become king and Rama be exiled to the forest for fourteen years.

Rama gracefully accepted the exile. Sita and His brother Lakshman went with Him. Ramachandra's half brother Bharat refused the kingdom and denounced His mother's actions. He ruled as Rama's representative, putting Rama's shoes on the throne.

While in the forest Rama and Lakshman protected many sages from cannibals whose capital city was Lanka. The king of the cannibals, Ravana, was angry at Rama for killing his citizens and army, so he kidnapped Sita and brought her to his kingdom. Sita refused to have anything to do

with Ravana, so he had her stay outside in one of his palace gardens.

Ramachandra and Lakshman looked everywhere for Sita, and finally they got help from Sugriva, King of the Vanaras, a group of monkeys who had language and a civilization. Sugriva's minister, Hanuman, is especially famous as Rama's servant and assistant. Indeed, it was Hanuman who found Sita on Lanka, and led Ramachandra's army there. In order to get to Lanka, Rama enabled the monkeys to build a bridge of stones and trees across a very wide stretch of ocean.

Ramachandra attempted to negotiate with Ravana for the return of His wife, but the cannibal king was bent on war. Even after the deaths of all his sons and his brother, he still refused to surrender. Ravana had the power to manifest ten heads, and he appeared on the battlefield with all his heads to fight Rama. Rama finally defeated him, rescued Sita, and installed Ravana's pious brother on Lanka's throne.

By that time the fourteen years was over. Ramachandra, Lakshman, Sita, Hanuman, and others returned to the capital city Ayodhya for a grand coronation. When Lord Ramachandra, an *avatar* of Vishnu, was the king of this world, all the pains of the body, all sickness, getting old, losing what you love, crying, problems, fear, and feeling sleepy were completely gone. You didn't even have to die if you didn't want to. Rama had no material anger. He taught good behaviour for everyone, especially for families.

Ramachandra had various sacrifices. At the end of these sacrifices, He gave all the land in the world to the brahmanas, the priests. After giving everything in charity to the brahmanas, Ramachandra had only His own clothes and jewels, and the Queen, Sita, was left with only her nose ring.

Then the brahmanas prayed to Ramachandra and gave everything back to Him. They said that His

gift was in their hearts. The brahmanas realized that they are souls, so they were very happy. Then Ramachandra dressed like an ordinary person in the kingdom to find out if the people were happy. He found out that one person was not happy with Sita, so Sita went to live in the forest away from Him. Sita had two baby boys, and then went back to her mother, the Earth. Ramachandra then had a sacrifice for thirteen thousand years with a golden deity of Sita by His side.

Ramachandra's brothers travelled and helped to keep the whole world safe while Ramachandra was in the city of Ayodhya. He took care of everything the people needed. The people in the kingdom offered obeisances, touched His feet, thought of Him as their father, and even sat or lay down with Him as a good friend.

The streets were always clean with perfume water that elephants would throw around with their trunks. Flags and gold pots decorated the city. Ramachandra would visit the people. To greet Him, they would decorate their doors with banana trees and betel nut trees, full of flowers and fruits. The gates were decorated with flags made of colourful cloth and with mirrors and garlands. When people saw Ramachandra walking in the street, they got on their roofs and showered flowers on Him.

After seeing all the people, Lord Ramachandra went into His palace. The benches on the two sides of the door were made of coral, the floor was made of highly polished jewels, and the foundation was made of marble. The whole palace was decorated with flags, garlands, and jewels that shone like the sun. The palace was fully decorated with pearls and there was lots of incense.

At the end of His ruling the kingdom, Lord Ramachandra went back to the spiritual world, Vaikuntha. All the people of His kingdom went, too.

SOUNDS OF ENGLISH

There are many lists of English sounds available. This list combines the sounds from three of those lists, representing both British and American English.

Consonant Sounds

1. /b/ (bat)
2. /d/ (dog)
3. /f/ (fan)
4. /g/ (gate)
5. /h/ (hat)
6. /j/ (jump)
7. /k/ (cup)
8. /l/ (leaf)
9. /m/ (mop)
10. /n/ (nest)
11. /p/ (pig)
12. /r/ (rock)
13. /s/ (sun)
14. /t/ (top)
15. /v/ (vase)
16. /w/ (wagon)
17. /y/ (yo-yo)
18. /z/ (zebra)
19. /ch/ (cheese)
20. /sh/ (shark)
21. /th/ (thumb)
22. /th/ (this)
23. /hw/ (wheel)
24. /zh/ (treasure)
25. /ng/ (ring)

Vowel Sounds

26. /a/ (ant, cat, lad)
27. /e/ (egg, bed, head)
28. /i/ (in, fish, pit)
29. /o/ (on, lock, pot)
30. /u/ (book, put, would)
31. /uh/ (up, duck, some)
32. /ə/ (a, the, about)
33. /ah/ (father, palm)
34. /aw/ (ball, paw, caught)
35. /ee/ (feet, bead, key)
36. /oo/ (moon, do, blue)
37. /er/ (bird, her, hurt)
38. /ay/ (cake, day, rain)
39. /igh/ (bike, my, night)
40. /oa/ (open, boat, low)
41. /ow/ (out, now, house)
42. /oi/ (oil, boy, coin)
43. /yoo/ (cube, pupil, few)
44. /ar/ (art, car, farm)
45. /ear/ (near, pier, deer)
46. /oor/ (tour, lure, moor)
47. /air/ (chair, care, wear)
48. /or/ (for, boar, court)

References:

Letters and Sounds: Notes of Guidance (April 2007) p. 11.

(<http://nationalstrategies.standards.dcsf.gov.uk/node/84969>)

Szynalski, Tomasz P. The sounds of English and the International Phonetic Alphabet.

(<http://www.antimoon.com/how/pronunc-soundsipa.htm>) Retrieved 20-Jul-2010.

Blevins, Wiley (2001). The 44 Sounds of English. Scholastic Inc.

(http://www.scholasticred.com/dodea/pdfs/SPED_TR_Sounds.pdf) Retrieved 20-Jul-2010.

WORD PATTERNS IN THE SERIES BY PHONICS PHASE AND WEEK

Note: Underlined words are high frequency words that are introduced as part of the phonics patterns.

2.1 Sita Sat at the Temple

at sat pat

tap sap

tricky high frequency words: too said and Mum Dad I the stop

2.2 Did Krishna Do it?

mat/ it pit sit

map nap/ sip dip tip nip pip

an man pan tan/ in din tin pin

mad sad/ did

tricky high frequency words: a it is in on into (exclamation marks)

2.3 Krishna's Pot

pad/ kid/ cod nod God

tag gag nag sag/ gig pig dig/ dog

can/ kin

cat/ kit/ got not pot cot

cap gap/ mop top cop pop

gas

am Sam

tricky high frequency words: do stop stops (question marks)

2.4 The Red and Tan Pack

ran/ ten den Ken men pen/ run gun sun sunset

red Ned Ted/ mud

up cup

peg keg/ mug

get pet net met set/ nut cut gut rut

carrot

sack pack tack racket packet/ neck peck deck

dock rock sock pocket rocket/ sick pick kick nick Rick tick picket

ticket/ suck duck tuck

tricky high frequency words: put to (simple plurals since *pins* and *carrots* are in this book. The final *s* in plurals sounds like /z/ except after *f*, *k*, *p*, *t*, and *th*; [general teaching of *s* making a /s/ sound and a /z/ sound])

2.5 Rama's Hut

hat bat fat/ let bet/ hit bit fit/ dot rot hot lot lots/ hut but

if

lad had bad/ bed led fed/ bud

us bus Gus

Al Hal Sal pal

ham/ hem/ him rim Kim Tim/ Tom/ bum hum sum

cab dab lab tab

bag lag/ big fig/ log fog hog/ bug hug lug

fan/ fin bin/ fun bun

mass pass lass/ mess less Bess Tess/ hiss kiss miss/ boss/ fuss

muss Russ

huff puff cuff

add odd

egg

back hack lack/ lick

Ann inn

all fall call tall mall hall ball (new sound for a)/ bell fell Nell sell

tell hell/ fill hill bill kill mill pill till/ doll/ dull hull gull/ bull

full pull

fusspot bucket comet puppet

tricky high frequency words: his he of off go (singular possessive: Krishna's Rama's Mum's Dad's God's dog's doll's; contrast with plurals)

3.1 Sita Will Fix the Mess

ax tax wax/ fix mix six/ ox box fox/ exit

jack jacket jam Jill/ jet Jen jet-lag jog job

van vat vet Vic Vikram visit velvet Kevin

wag wet well wig will win wick wicked web cobweb

tricky high frequency words: oh (quotation marks/speech marks)

3.2 Diwali

yap yet yell yum yes

quack quick quit liquid

taxi maxi mini Diwali Ravi kiwi

tricky high frequency words: she be we no (contractions: let's he's she's it's)

3.3 Song of the Ramayan

chap chat chakra Chakra check chin chip chill chop chug chum

Shakti shall shed shell ship shin shop shot shock shut

that than then them this

thin

zap zip zigzag Zak

rich/ much such

ash cash bash rash sash/ wish dish fish/ hush rush gush

jazz buzz fuzz/ quiz

bath* path*/ Beth/ with/ moth

sang rang hang bang gang/ ring sing wing king/ song long gong/

rung hung sung

ping-pong ding-dong

missing filling selling packing telling singing ringing zapping

shocking

on off

tricky high frequency words: you so asked (adding *-ing* to words that do not double the final consonant)

3.4 Krishna in a Boat

bee wee see peek seek week feel heel peel feet beet meet need

seed feed weed seen queen deep keep peep jeep weep seem

foal* coal* goal* loan moan load road toad oat boat coat goat

boatman roam oak loaf soap

sigh high right tight fight light might night sight tonight

tricky high frequency words: me that's (adding *-es* for plural with words ending in *s*, *z*, *x*, *ch*, and *sh*; Examples: buzzes buses axes boxes foxes rushes rashes sashes dishes riches messes)

3.5 I Look for My Krishna

wait bait hail sail tail fail mail nail rail Gail pain main rain aim

paid maid

too zoo moon noon soon room zoom cool tool boot root food

hoof* roof* rooftop*

book cook took hook look looking good wood woods hood foot wool

bar car far jar pardon arm harm farm farmyard

yarn barn art cart part card hard yard park dark bark lark mark market

for nor sort fort cord ford lord fork cork worn born corn torn

horn morning form

urn burn turn turnip fur curl hurt burp surf curd

tricky high frequency words: my has

* These words are pronounced differently in various places and so may not always fit in the word family it's listed with.

3.6 You Took My Towel

owl howl towel now cow bow* sow* pow! how down town gown
oil boil coil soil toil tinfoil coin join toilet
ear dear fear gear hear near year rear beard
air pair fair hair lair airport

3.7 A Chicken is Food for a Cat

pure lure cure secure manure
happen maiden seven kitten mitten vixen chicken linen oxen
sudden
matter fatter banner manner hammer gather rather* ladder/
better letter ever never/ bitter litter dinner thinner liver river
shiver silver sister winter singer/ copper robber rocker boxer
bother/ gutter butter summer supper rubber
waiter/ power tower powder/ after longer
tricky high frequency words: her (adding -er in words such as
bigger runner thinner fatter robber)

3.8 This is My Cow

churn church
sharp sharper shark harsh harsher march March
short shorter thorn thorns north torch porch orchard
thing
tricky high frequency words: (articles: when to use a and an)

3.9 Toil in the Sun

shoal poach coach
shear
farmer
shook
tooth booth
plough plow
poor*
work working word worm worth
tricky high frequency words: are they (simple adding of -ed
examples: called messed yelled)

3.10 Jagannath's Cart

sheet sheep teeth cheep cheek
faith chain chair
lightning
thick thicker chick thing
beer deer jeer peer cheer sheer
tricky high frequency words: about going (adding -ing where
the final consonant is doubled; Examples: mapping fitting
napping hitting sitting sipping tapping pinning hopping
sobbing wagging sagging letting betting batting)

4.1 The Gull's Eggs

war warm warn quart
fast* last* past*/ nest best pest rest test vest west chest forest/
fist list mist/ lost cost/ just dust gust must rust lust/ toast
roast/ boost
and hand sand band land sandpit sandwich/ end bend mend
send tend/ wind windmill/ fond pond pondweed/ under
ant pant pants/ bent dent lent rent sent tent went/ hint mint
tint/ hunt/ burnt/ paint
bank Hank rank sank tank yank thank/ sink link pink wink
think/ bunk dunk hunk junk sunk
raft/ left theft/ gift lift sift shift
act fact next sixth it's kept wept
yelp help helpdesk/ gulp
felt belt melt shelter held elf self
silk milk children
ranch/ bench/ inch pinch/ bunch lunch punch

ask* task* mask*/ desk/ dusk husk tusk
lamp camp damp champ shampoo/ imp limp chimp chimpanzee/
hump jump lump pump thump bump
tricky high frequency words: water were (adding -est; Examples:
biggest thinnest fattest fullest tallest neatest)

4.2 The Fish Got Bigger

bled blob blot bloom bleed
Brad brag brat brass brim bring broom brush brain brown
clam clap clip clod clog club clown clear clearer clearest crab
crash crib crop crush creep crown
drab drag drip drop drug drum droop
thrill thrush
trap track trim trip trot tree treetop train trash trail
twig twin
flag flap flat fled flip flit flop flair float floating
Fran Fred fresh frog from frown
glad glass Glen
grad grab gran grass Greg grin grip green grain groan growl
plan plod plop plot plug plum plus plain
scarf scoop scooped
skid skin skip skit
slam slap sled slid slim slip slit slop slot
small smaller smallest smart smash smell smear
snag snap snip sniff snob snub snug sneer
span spat sped speck spin spit spot spun spoon spool spear spoil
sport spark speech
stab Stan stem step stop stub stung stool stain stair star start
starlight steep steer
swam swim swing swum sweet
tricky high frequency words: have some was from

4.3 Little Sticks

black blank blast* blend blink block/ brand brick
clank clench click clink clock clunk/ crack cramp crank crept
crisp crust crunch
drank drink drift driftwood drunk
flick flock/ frank frost
glint/ graft grasp Grinch grunt
pluck plump plumper plumpest/ print printer
scrap scrunch
skunk/ slant slept slick/ smack Smith/ snack/ spank spend
spring/ stack stamp stand handstand stick sticks stock stuck
stunt
strap street string
shrink
thrust
tramp trend trench trick truck trust trunk/ twist twisting
fiddle middle riddle bundle pickle tickle twinkle sprinkle mumble
tumble grumble candle handle apple saddle little bottle
gobble uncle purple temple
medal pedal metal petal signal
gravel travel camel flannel level nickel tunnel
tricky high frequency words: come one done there (articles:
when to use a, an, and the)

4.4 Rocks in My Pack

was what
wash wasp want wallet water
squad squash
when whenever
which whisper whip whiff whisk
wheel
tricky high frequency words: out I'll

* These words are pronounced differently in various places and so may not always fit in the word family it's listed with.

5.1 Colours

make take snake bake cake lake flake shake milkshake awake
mistake/ came game same name blame flame/ cave gave save
wave forgave/ mad-made blade grade shade trade parade/ ape
cape escape grape shape scrape/ ate date gate slate skate plate
hat-hate mat-mate fat-fate rat-rate/ can-cane man-mane/
pal-pale/ chase/ amaze/ taste
hide ride slide beside divide inside/ pin-pine fin-fine line mine
nine vine shine valentine/ like spike bike dike Mike hike/ five
hive drive alive arrive/ dime time/ ripe/ invite white/ prize/
while
sir dirt shirt skirt girl bird third birth first
boy toy joy Roy destroy enjoy Floyd royal annoy oyster
colour color cover nothing
armour armor
day say hay lay may clay play gray tray pray spray stray stay delay
yesterday today crayon
do to
tricky high frequency words: does

5.2a Krishna's Usual Food

pie lie tie die/ cried fried tried spied replied denied/ flies
out about scout sprout pout shout trout/ proud cloud loud/
mouth south/ found sound ground
our flour sour scour
mountain fountain
sea pea tea flea/ eat wheat treat beat seat heat meat neat repeat/
speak/ bead lead read/ team steam cream dream gleam
scream stream/ each beach peach reach teach/ east beast feast
least/ heap
usual visual casual
vision television version immersion division collision decision
fusion
garage corsage mirage
tricky high frequency words: give (-er and -or words; Examples:
teacher dreamer cleaner painter actor visitor inspector editor
director doctor emperor)

5.2b Mr. and Mrs. Trish

saw law paw raw dawn claw draw drawn straw hawk lawn yawn
cue due hue Sue blue glue true clue flue queue issue tissue
value venue pursue statue rescue argue
cruel
Tuesday
tricky high frequency words: Mr. Mrs. someone (adding -ed to
a-e and i-e words; Examples: smiled liked baked skated traded
escaped biked hiked timed divided)

5.3 Yashoda's Vision

he she me be we
evil zebra repeat even Steven evening Sweden secret tepee Peter
these complete concrete Pete Steve eve theme extreme
rob-robe hop-hope cod-code not-note/ joke broke smoke spoke
woke awoke/ vote/ bone cone stone shone* throne alone
atone/ those hose nose rose chose close suppose/ home/ hole
pole stole/ drove stove/ explode envelope
chew drew grew crew brew screw threw blew flew stew Andrew
renew/ new dew mildew/ few pew Matthew
walk talk stalk chalk
yolk
tricky high frequency words: see sea

5.4 The Wicked Snake

find kind mind behind remind blind grind wind/ pint/ mild wild
child
lion dandelion tiger spider pilot
ought thought bought fought brought
caught taught daughter
cub-cube cut-cute tub-tube/ rude crude include/ computer mute
flute/ rule/ tune June prune/ use excuse
tricky high frequency words: again against

5.5 A Photo of an Elephant

toe hoe doe foe woe Joe/ goes heroes potatoes tomatoes
old gold cold fold sold told scold hold/ roll toll troll/ most almost
post poster/ both own
yoga yogi Holi
open over odour odor
go no so ago also solo hero zero buffalo potato tomato Eskimo
radio hello
photo phone microphone telephone Philip phonics sphinx
dolphin prophet phantom alphabet elephant
tricky high frequency words: as where laughed

5.6 Be a Mouse Again

couple cousin double touch trouble southern
cough
rough tough enough
laugh laughed
key valley alley donkey cockney jockey turkey chimney trolley
journey
they grey obey prey survey hey whey convey
different president resident
calendar caterpillar vinegar
Africa camera Canada
possible terrible
please leave weave disease breathe increase
house mouse
ace face lace race place grace space/ ice mice nice rice price
slice twice advice/ once one none done/ dance chance fence
prince since ounce bounce announce balance distance palace
sentence difference
cell central cent December center cereal certain/ accent success
acid circus circle cigar citizen decide pencil/ accident
begin began begun become became between beyond
tricky high frequency words: who friends eyes their

5.7 Matthew's Toy Rocket

don't can't isn't aren't wasn't weren't hadn't hasn't haven't didn't
mustn't
age sage change strange huge large orange baggage cabbage
carriage package village cottage voyage college
gent gem gentle general
Gill magic engine engineer pigeon giant giraffe ginger
badge badger edge hedge ledge bridge porridge lodge dodge
judge fudge nudge
author auto automatic fault haul haunt haunted jaunt launch
launching August Paul
soft gone belong strong coffee
about again afraid agree alone away allow across along America
asleep alive
pretend present
remember repeat
tricky high frequency words: there's here clothes something

* These words are pronounced differently in various places and so may not always fit in the word family it's listed with.

5.8 The Treasure in the Watermelon

truth ruin July guru muni Vishnu
tulip tuba stupid student
human unit union unicorn music humour humor pupil humid
usual
put bull full pull awful playful bush push pudding
busy minute
build built guess guest buy
by my sky try why dry fry cry spy reply fly shy rhyme cycle
xylophone
icy tidy study energy crunchy lucky lily family lolly only holy
steamy enemy any many penny funny pony happy copy
floppy celery mystery very hairy carry marry merry sorry
worry country easy city busy naughty jaunty thirty duty cosy
cozy
rhythm gym crystal pyramid Cynthia Lynne cygnet Egypt bicycle
head dead deaf read ready steady bread instead threat breath
thread heaven feather weapon treasure measure pleasure
pleasant breakfast
son won money honey monkey Monday month among
wonderful
brightly sadly lately swiftly glumly quickly merrily really smelly
napkin pumpkin robin
dragon wagon cannon gallon lemon melon watermelon
tricky high frequency words: through

5.9 Seven Things for Krishna

apricot* Amy lady baby crazy lazy bagel angel danger apron
bacon acorn able table stable cradle flavour flavor aviator
alligator radiator
calm balm palm father almond drama rather*
low below tow bow row rowing grow snow glow bowl show slow
window throw fellow yellow shadow meadow
know known knee knees knew knife knock
more sore tore wore shore store before
action fiction position mention caption friction nation station
invention question
sure sugar insure ensure assure
special official social artificial facial
passion session mission mansion tension
tricky high frequency words: because I'm been

5.10 The Friend of the Poor

priest piece shriek field shield yield chief brief thief relief belief
believe
catch hatch match patch snatch watch/ fetch sketch stretch/
ditch pitch witch stitch itch kitchen/ Dutch clutch crutch
butcher
spiritual statue/ pasture picture furniture nature mature
creature mixture
echo echoes chemical chemist chord chorus Chris Christopher
chronic character school ache headache technical
machine chef Charlotte brochure chalet
tricky high frequency words: lived people yoghurt (yogurt)
[ghost ghostly]

5.11 Safe from the Forest Fire

mould mold shoulder boulder soul
four fourth court course pour your*
could would should couldn't wouldn't shouldn't

you soup group
enormous tremendous jealous previous young couple
animal animals hospital several
tricky high frequency words: although

6.1 Vidura's Banana Peels

fruit suit juice
great break steak yea
guess guest build built buy
give live forgive native/ serve/ promise opposite
tricky high frequency words: everything coming

6.2 King Bharat is a Deer

freight weight eight eighty eighth weigh sleigh neighbour
neighbor
straight
beige veil
leisure deity weird protein
care bare dare fare hare share scare square careful
bear pear tear wear
other another brother mother

6.3 The King and the Sage

calf half salmon
often soften
fasten listen moisten castle whistle Christmas chestnut
debt subtle
Wednesday handsome handkerchief
scene scissors
raspberry
gnome gnat gnaw gnarl column
honest hour rhyme rhythm
wrap wren write wrote whole sword answer
lamb limb comb crumb thumb dump numb climb
island/ autumn/ soldier/ two/ heart

6.4 Little and Quick

blood flood
toward towards
backward afterward forward upward orchard
sardine gasoline automobile police
during bury

6.5 Swing in the Monsoon

move moves moving remove lose whose
door floor
broad
breeze freeze sneeze squeeze cheese geese
goose loose choose
else sense tense

6.6 The Hunter and the Sage

earth heard pearl learn early search
love dove glove above
finger anger hunger
angle mangle bangle tangle dangle rectangle/ jingle tingle single/
jungle bungle

6.7 The Priest and the Cobbler

shoe shoes canoe
oar boar roar soar uproar cupboard
create chariot vacuum skiing ruin curious idea India Hawaii

* These words are pronounced differently in various places and so may not always fit in the word family it's listed with.