

# SITA SAT AT THE TEMPLE

## Activity Book and Teaching Guide

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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](http://www.standards.dfes.gov.uk) or [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications); email: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com); phone: +44 (0)845-60-222-60

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

### Phonics introduction

Up to this point, the children have been learning reading behaviors but not actual reading. They may have been learning the alphabet, the concept of a word and of a sentence. They have learned that we read books and text left to right and up to down. They have become a little familiar with the kind of language patterns found in books that are somewhat different from those used in oral conversation.

In the Pink level books, we did not expect the children to read any of the text except perhaps to come to recognize a repeated high frequency word, and, instead of stories, there were repeating captions. This book, *Sita Sat at the Temple*, which marks the beginning of serious reading instruction, acts as a bridge between those Pink books and Red books. Like Pink books, there is a repeating theme (I sat at the mirror; I sat at the stop; I sat at the back; I sat at the shop, and so forth). As in the Pink books, the changing word

in the pattern is called the “interest” word. We expect children to identify these words from the pictures, rather than from the letters, phonemes, or context of the word itself. The “interest” words allow for an interesting book at a level where the children otherwise could only read five words. The children will not encounter most of these interest words again in this program until they can read them phonetically.

Unlike in the Pink books, in *Sita Sat at the Temple* we start with teaching phonemes and word families with the idea that the children will be able to genuinely read these words, albeit inconsistency, and with help. We also expect that the children will become familiar with the high frequency words introduced here (*too, said, and, stop, mum, dad, I, the*). Although *Krishna* and *temple* are among the interest words, we will be using them throughout the books, and therefore it is good for children to recognize them as early as possible.

## New letters: a, s, t, p

To teach the new letters, you can use Synthetic Phonics **or** Inductive Whole-word Phonics.

### Synthetic Phonics

*Learning the sounds in three parts:* You can use just the 'writing and saying' section (using letter sounds, not names) or also the 'hearing and saying' section or only the 'seeing and saying' section, or all three).

*Hearing and saying:* Make your hands or arms into the shape of each letter and pronounce the letter's sound. Children should then do the same. Find people or objects with the letter in the name and say the name exaggerating the letter sound, as in Sssita, pppen, etc.

*Seeing and saying:* Write the letter on paper or a board and trace your finger over the letter while saying the letter's sound. Repeat a number of times, asking the children to join in. After teaching each new letter in this way, show each in turn and ask the children to say the letter's sound. Using a magnetic board: Have the children pick out the above four letters (a, s, t, p) and put them on the board. Then spell some words, such as *sat*, *tap*, *pat*, and *sap*. Mix up the letters again and ask the children to re-create those words from the letters. You may want the children to say the sound of each letter as they form words.

*Writing and saying:* Children should trace over a large letter with their finger or pencil while saying the sound. After repeating this several times,

they may write the letter themselves on paper or a board. They can write a large letter, with one letter covering a whole sheet of paper.

### Inductive Whole-word Phonics

It is very important that the child is looking at the letters and not at the adult's face, ceiling, etc. when teaching. The children need to visually attend to the letters and words, rather than, without looking, repeating what the adult says. You should discuss the meaning of these words, and even have the children demonstrate *sat*, *pat*, and *tap*.

The adult and children in this exercise should use the names of the letters, not the sound of the letters. The following process is called "spell-say," and is the basis of the Inductive Whole-word Phonics system

- ♦ Say while pointing and having the children repeat, using letter names, not letter sounds, "a-t says at."
- ♦ Cover the s and p and read, "at, at, at, a-t says at." The children should then repeat.
- ♦ Then uncover the first letters and say, "s-a-t says sat; p-a-t says pat."
- ♦ Cover the t and s and read, "ap, ap, ap, a-p says ap." The children should then repeat a-p says ap.
- ♦ Then say, "t-a-p says tap; s-a-p says sap." The children should then repeat.

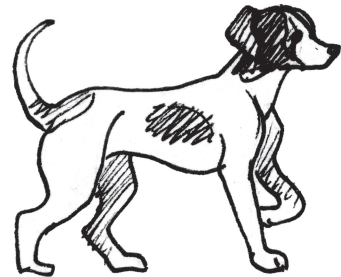
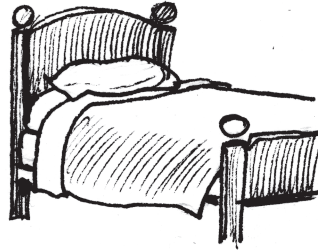
You can discuss the meaning of these words, and even have the children act out the actions of *sat*, *pat*, and *tap*.

## Word families

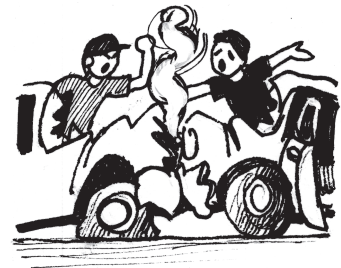
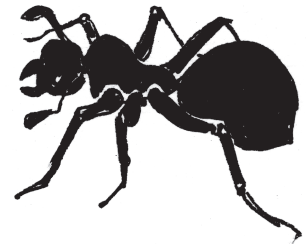
at  
sat  
pat

tap  
sap

*Circle the pictures that start with the /a/ sound*



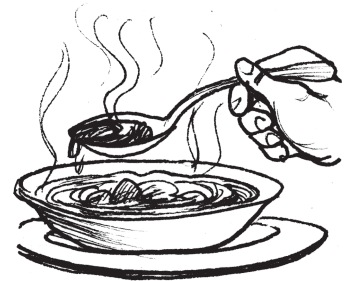
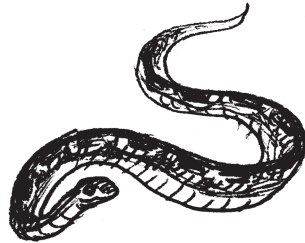
a



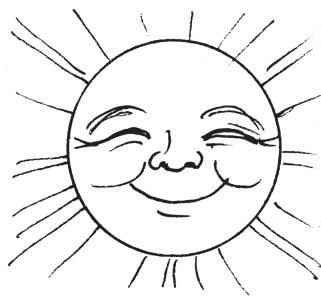
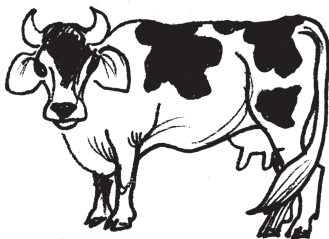
**NOTES FOR PARENTS AND TEACHERS:** Match the first sound: First have the children say what each illustration is and have them exaggerate the first sound. They should draw a circle around the illustrations that start with *a*.

(clockwise from top-left: apple, bed, dog, ant, accident, cup, ax [axe], umbrella)

*Circle the pictures that start with the /s/ sound*



**S**

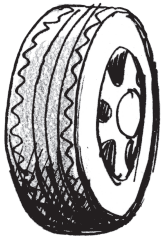
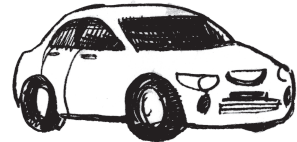
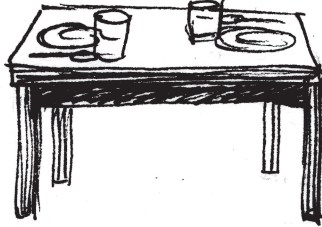


**NOTES FOR PARENTS AND TEACHERS:** Match the first sound: First have the children say what each illustration is and have them exaggerate the first sound. They should draw a circle around the illustrations that start with s.

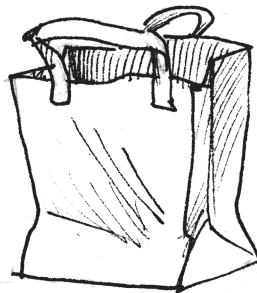
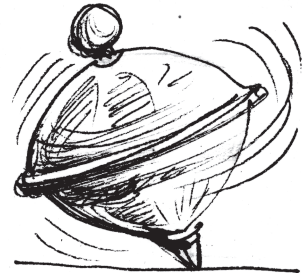
(clockwise from top-left: hammer, snake, soup, hand, sand, sun, cow, socks)



*Circle the pictures that start with the /t/ sound*



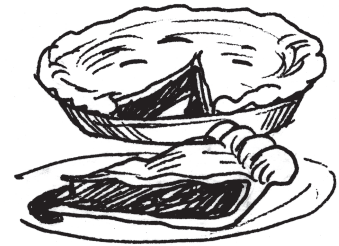
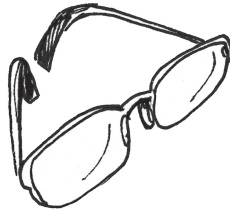
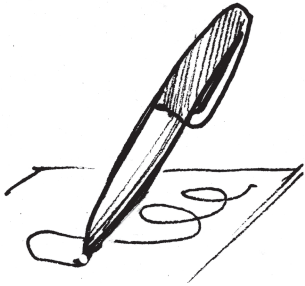
t



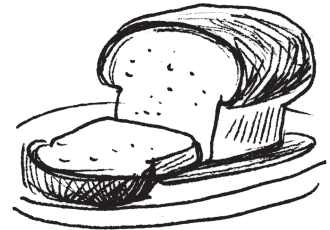
**NOTES FOR PARENTS AND TEACHERS:** Match the first sound: First have the children say what each illustration is and have them exaggerate the first sound. They should draw a circle around the illustrations that start with *t*.

(clockwise from top-left: bell, table, car, top, tail, bag, shoe, tyre [tire])

*Circle the pictures that start with the /p/ sound*



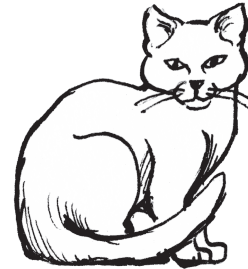
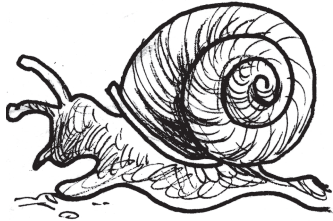
P



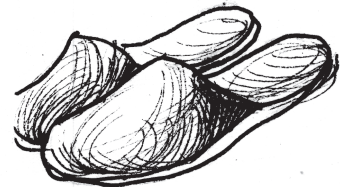
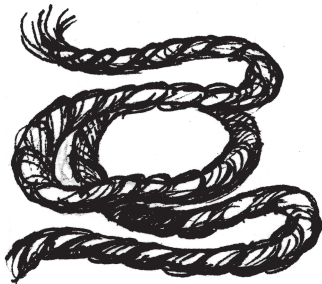
**NOTES FOR PARENTS AND TEACHERS:** Match the first sound: First have the children say what each illustration is and have them exaggerate the first sound. They should draw a circle around the illustrations that start with *p*.

(clockwise from top-left: pen, glasses, pie, bread, peacock feather, foot, pear, pocket)

*Circle the pictures that start with the /s/ sound*



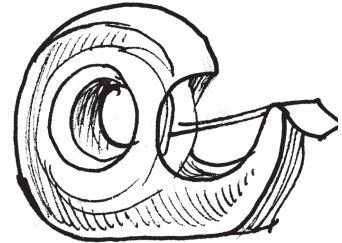
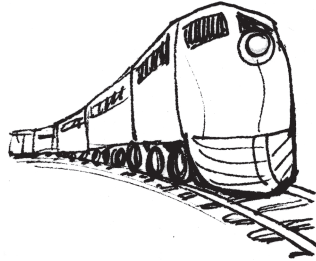
**S**



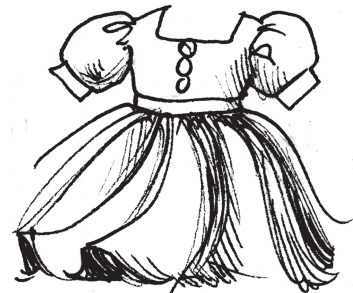
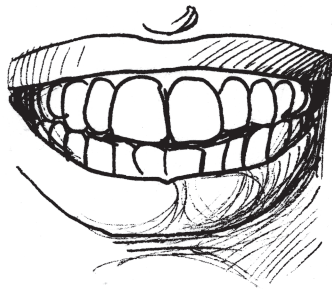
**NOTES FOR PARENTS AND TEACHERS:** Match the first sound: First have the children say what each illustration is and have them exaggerate the first sound. They should draw a circle around the illustrations that start with s.

(clockwise from top-left: snail, snowman, cat, sandwich, slippers, spoon, rope, drum)

*Circle the pictures that start with the /t/ sound*



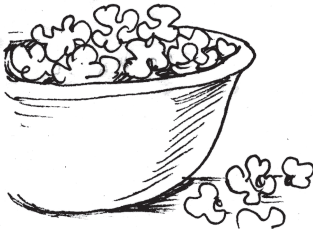
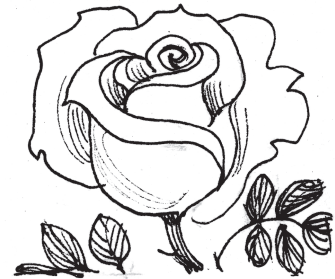
t



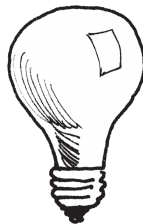
**NOTES FOR PARENTS AND TEACHERS:** Match the first sound: First have the children say what each illustration is and have them exaggerate the first sound. They should draw a circle around the illustrations that start with *t*.

(clockwise from top-left: face, train, tape, mouse, dress, teeth, tomato, beads)

*Circle the pictures that start with the /p/ sound*



P



**NOTES FOR PARENTS AND TEACHERS:** Match the first sound: First have the children say what each illustration is and have them exaggerate the first sound. They should draw a circle around the illustrations that start with *p*.

(clockwise from top-left: princess, parrot, rose, book, pencil, light bulb, shirt, popcorn)



Match words to corresponding actions in the picture

sat pat tap



**NOTES FOR PARENTS AND TEACHERS:** The children should look at the pictures and point out where they can find each of the actions: *sat* *tap* or *pat*. Then they should point to the corresponding word. (For example: "Where do you see anyone sitting? Point to who sat. Now, point to the word *sat*. Can you find any more sitting? Good. Point to the word *sat*, again.")



at

sat

pat

tap

**NOTES FOR PARENTS AND TEACHERS:** Write on separate pieces of paper or cards each of the four words: *at*, *sat*, *pat*, and *tap*, or photocopy and cut out the cards on this page. Read each word with the children using either spell-say (a-t, at) or sound say (ah-tt, at). Then ask each child to say something with the word in it, such as “I sat on the chair,” or “He is at the store.”

Repeat this exercise until the children have practiced at least five different sentences or phrases with each word.

## Tricky words

**NOTES FOR PARENTS AND TEACHERS:** By the time they finish this activity book, the children should be expected to be reasonably familiar with these words and be able to read them by sight, perhaps with some help and prompting.

Explain that there are some words that have some tricky letters.

Write each of the words on a separate piece of paper or card. Hold up each paper or card (or write on the board) and say a sentence or phrase using that word, saying that word louder. Examples are: Did *I* sneeze? We saw *the* old tree. My sister is with *mum*.

Go through the list several times using different sentences or phrases each time. Then hold or show the word and ask the children to make up a sentence or phrase, without telling them what the word says. If they struggle, go through some more examples.

You might want to talk about the different kinds of “too” (too, to, two) although you are not introducing the other words (to, two) at this point.

If you are teaching using Synthetic Phonics, it is helpful to point out the regular phonemes (letter sounds) in these words. You can also discuss the “tricky part” of the word.

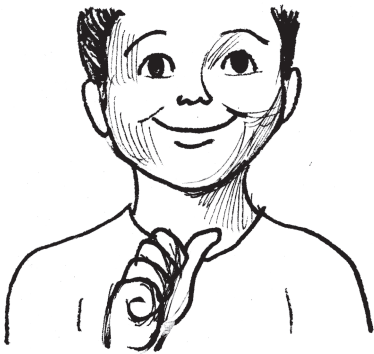
Have the children go through *Sita Sat at the Temple*, find each of the words below, and identify which words they have found.

Possibly take other children’s books and ask the children to find these words in those books. See who can find the most words.

Again hold up papers or cards (or write on a board) and ask the children what each word says.

Please note that *stop* and *back* are also high frequency words. However, in this book we are treating them as interest words, and do not fully expect the children to read them.

I	stop
and	Mum
the	said
too	Dad



I



Dad



said



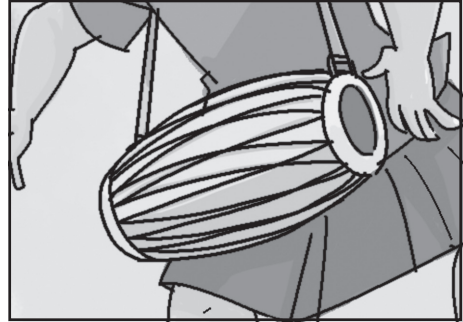
Mum



stop

**NOTES FOR PARENTS AND TEACHERS:** These words either do not correspond to sound-letter rules or else are being introduced before the sound-letter rule has been taught, in order to facilitate natural language. These words are used so often in English, that reading cannot proceed without learning them. You can discuss the sound-letter relationship with the children, but mostly these words can be learned by sight. Note that in America, *mum* is spelled *mom* and pronounced accordingly.

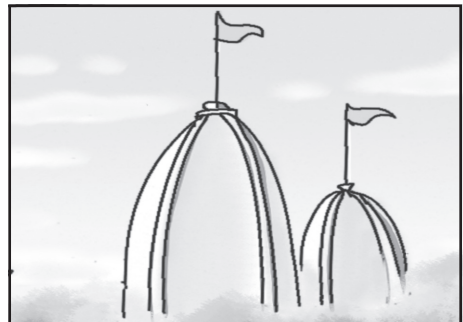
Krishna



temple



drum



feast



**NOTES FOR PARENTS AND TEACHERS:** Have the children draw lines to match each word to the right picture. The children may (and probably should) refer to the book, *Sita Sat at the Temple*, for clues. Do **not** expect children to be able to sound out, or read these words. They should just, with some help, be able to match the words from here and the book. Discuss word meaning.

### CREATING THE ATMOSPHERE

Have the children discuss and share their experiences: “Have you visited a temple? What was it like? Was everything interesting? Were you sometimes bored?” (You might want to have a discussion about feelings.) Ask the children how many feelings they can name and then have them demonstrate or describe each. The children can also categorize feelings into those that show that we are meeting our needs, and those that indicate that there is some problem. Examples: amazed, confident, energetic, glad, inspired, joyous, optimistic, relieved, surprised, touched, comfortable, eager, fulfilled, hopeful, interested, proud, curious, thankful, trustful; angry, confused, disappointed, distressed, frustrated, hopeless, irritated, nervous, puzzled, sad, annoyed, concerned, discouraged, embarrassed, helpless, impatient, lonely, overwhelmed, reluctant, uncomfortable, bored. “When do you like to sit? When do you get tired of sitting? How long can you sit before you want to do something else?” Ask the children to discuss the different kinds of situations in which people are expected to sit, and why.

### INTRODUCING THE BOOK

(Holding the book and showing it to the children) “Let’s look at the cover of the book. What do you see happening here? The name of this book is *Sita Sat at the Temple*. Is Sita sitting? In this story Sita is going to do a lot of sitting! This book is called fiction because it’s a made up story but it is about things that boys and girls like you do. This is a story about Sita, and her mum and dad.”

Title page: “Can you find Sita, her mum, and her dad? What is Sita doing? Let’s turn the page carefully.”

pp. 2–3: “Is Sita sitting or standing? What is Sita sitting next to? What is her mother doing?”

pp. 4–5: “Sita is ready. Where is she now? Is she sitting or standing? How is Sita feeling?”

pp. 6–7: “What is Sita doing here? Is she sitting or standing? Where is she? What part of the bus is she in? How can you tell?”

pp. 8–9: “Now, who is sitting with Sita? What does Sita see out the window? How is she feeling now?”

p. 10: “Where is Sita now? What is she doing? What is her mum doing? How are they feeling?”

p. 11: “Where is Sita in this picture? Who is with her? Are they sitting or standing? How does Sita feel now?”

pp. 12–13: “Who is with Sita here? Where are they? Why do you think they are sitting? What else do you think they are doing?”

p. 14: “Sita and her dad are still in the temple room by the altar. But in this picture we can’t see the altar. They are still sitting, but they are sitting in a different way. What are they doing here?”

p. 15: “Who is in this picture? What is Sita doing here?”

p. 16: “What is Sita doing here? What is she doing with the drum? Is she sitting here? Sita has been sitting, and sitting, and sitting, and now she finally doesn’t have to sit any more! How is Sita feeling?”

### QUICK REVIEW OF WORDS

Discuss the meaning of any words in the book that the children might not know. It is best if the children have completed all the activities in this activity book up to this point. Review the main words being taught phonetically (see the first page of this book). Review the high frequency words (see page 12 of this book). Tell the children that there are some special words in this book. You can write them on the board, and then show the children where they can find them in the book. *Krishna* and *temple* will be used throughout the series, whereas *altar*, *mirror*, *back*, *class*, *kirtan*,

yum, bhajan, feast, drum, and shop will either not be used again or used only when they are learned phonetically. Tell the children these words in connection with the pictures and explain that they can “read” these words by reading the pictures. (We will call these “Interest words”) Do **not** expect the child to be able to actually read any of these “interest words.”

**READING THE BOOK** Choose one of the following three methods to read the book:

### 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. I /s-a-t/ sat and /s-a-t/ sat and /s-a-t/ sat.” High frequency words and interest words should not be sound-spelled. The child should then repeat in the same way. Then the adult reads aloud each page again without separately sounding out phonemes, and then the child repeats, while pointing to each word. Either the adult or the child can point at each word. Some children may need more help than others do.

### Inductive Whole-word Phonics

The teacher/parent first reads through each page, and then has the child repeat, using the letter names (not the sound of 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.” High frequency words and interest words should not be spelled. The child should then repeat in the same way. Then the adult reads aloud each page again without spelling any words, and then has the child repeats, while pointing to each word. Either the adult or the child can point at each word. Some children may need more help than others do.

### Guided Reading

The children read two pages at a time out loud to themselves. If the child reads correctly, give specific praise, such as “You were able to figure out *temple*”. Check that children read without pointing. If a child stumbles over a word, give help through referring to the word’s letter names, phonemes (letter sounds), or to the pictures. When the child comes to “I sat” for the third time, you can ask, “Did you read that before? Yes, it’s the same on most of the pages.” If a child reads something incorrectly (for example, if on page 15, the child says, “I ate at the feast” instead of “I sat at the feast,”) you can direct the child to the letters or phonemes (letter sounds) of the word “sat.” You can also remind the children that the book is about the fact that Sita sits, and sits, and sits.

## AFTER READING THE BOOK, RETURNING TO THE TEXT

### Word review exercise

Ask the children to find the word *said* in the book. Then ask the children to build the word from magnetic letters or with letters written on cards. Have children take turns scrambling the word and forming it again. You may want to put the word up on a card on the wall so the children can refer to it often.

Practice going through the phonetic word list (page 1 of this book) to see if the children can read it without help. You might want to put the words on cards and scramble the order. Practice going through the tricky high frequency words (page 9 of this book). You can also practice going through the interest words if you like.

### How does the character feel exercise

Pick a page in the book and think aloud about how you decide how the characters feel. Say, “How does Sita feel?” And then answer the question out loud by referring to the words or pictures. For example, you can say, “I think Sita feels satisfied and joyful (page 15) because she is eating good food, she is with her friends, she is smiling, and she is saying, ‘Yum!’ I also see the exclamation mark after the word ‘yum’ which tells me that she thinks food is really good.”

Have each child pick a page and describe (to the adult or to a partner) what one of the characters is feeling and what in the words or pictures helps them to understand this feeling



### Keystone words exercise

Explain that some words are more important than others in each story. Explain that different books will have different words that are most important. For example, in one book, the word “drum” might be very important, but in another book the same word won’t be very important at all. Look at page 11. If there are many children, you can photocopy page 11 so that every child, or every two children, have a copy. Ask children what is the most important word on that page (sat) and why.

### Thought picture exercise

Show the children page 6, without showing the illustration on page 7. If there are many children, you can photocopy page 6 so that every child, or every two children, have a copy. Explain to the children how you make your own pictures in your mind when you read. Explain that it’s like having a video or movie in your head. Use a page in the story other than page 6 to explain how you would make a mind picture if there was no picture in the book. Ask the children to make a thought picture from page 6 and to share it with their partner, or with you.

### Finding answers exercise

Model for the children how to find an answer by looking in the text. Take the question, “What did Sita do when she first got to the temple?” and show how you would look in the book to find the answer (on page 11). Think aloud to the children so they can understand how you found the answer. Next take the question, “What does Sita like better, sitting in the shop, or sitting at the bhajan?” Again, model finding the answer in the book, thinking aloud. For example, you could say, “When Sita sits in the shop, she says, ‘I sat and sat and sat.’ It sounds like she is not really doing anything. Also, she looks tired or bored in the picture. But when Sita sits at the bhajan, she says how she said ‘Krishna,’ and it looks like she is singing and playing an instrument (kartals), not only sitting.

So I think she likes sitting in the bhajan better than sitting at the shop.”

Have the children find answers to the following questions, and explain their reasons for their answers. This can be done with a partner or as group work. Every child should answer at least one factual question, and one inferential question. It is best if all the children answer all questions. For the inferential questions, there is no “right” answer, and what is most important is for the children to explain their process and reasoning for the answer they give.

### Fact questions

- ♦ Did Sita sit in the front, middle or back of the bus? (back)
- ♦ How many friends is Sita eating with at the feast? (four)
- ♦ How many different kinds of musical instruments does Sita play in this book? (two)

### Inferential questions

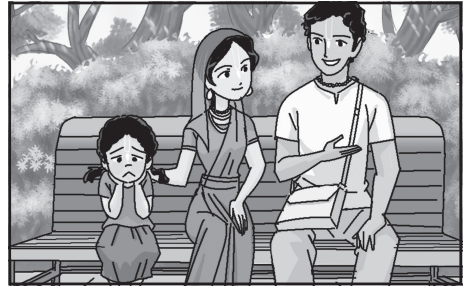
- ♦ Where did Sita get the drum that she has in the last picture?
- ♦ Why is Sita’s dad standing in the bus?
- ♦ When Sita goes to class, does she listen to the class and learn something?
- ♦ What is Sita’s favorite thing to do at the temple?

**Each child should now read the whole book out loud with fluency and expression.** (This can be done as partner work.) If the children still struggle with this, the adult can model this first. When a child is reading, assist with any difficult words. Make the book available for the children to read the book over on their own.

Complete the rest of the exercises in this book to solidify word knowledge unless a child is already reading fluently without difficulty.

*Match words to pictures*

Dad



Mum



sat



pat

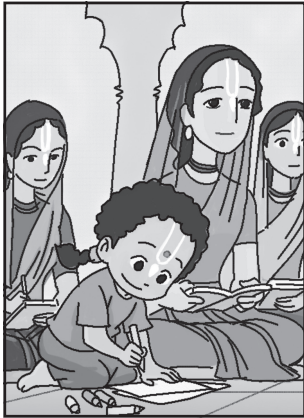


tap



**NOTES FOR PARENTS AND TEACHERS:** Have the children draw lines to match words to pictures.

*Match sentences to pictures*

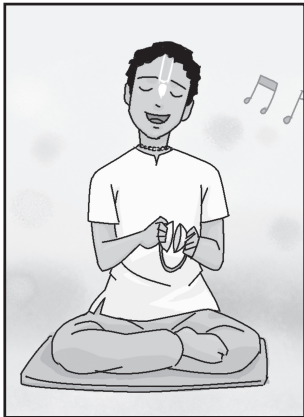


Mum sat.

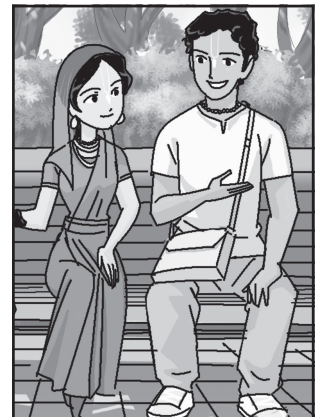
Mum and  
I sat.



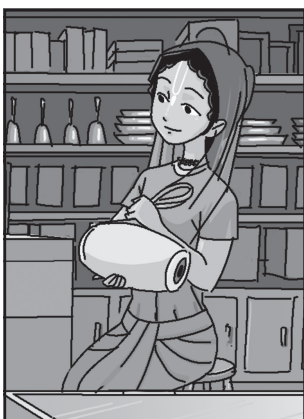
Mum and  
Dad sat.



Dad sat.

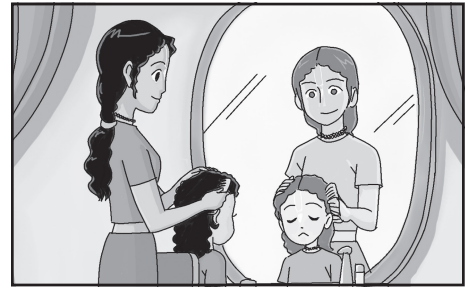


Dad and  
I sat.



**NOTES FOR PARENTS AND TEACHERS:** Have the children draw lines to match each sentence to a picture.

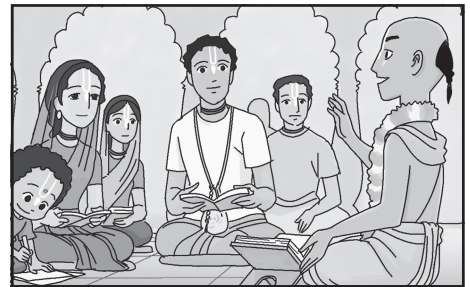
I sat at the bhajan.



Dad sat at the altar.



Mum sat at the shop.



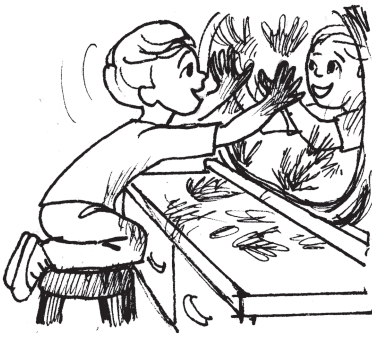
I sat at the mirror.



Dad sat at the class.



**NOTES FOR PARENTS AND TEACHERS:** Have the children draw lines to match sentences to pictures. The children will probably need to refer to the book, *Sita Sat at the Temple* in order to complete this page and may need a lot of help. Do **not** expect children to be able to decode, or read, the words *kirtan*, *altar*, *shop*, *mirror*, or *class*. Discuss word meaning.



I pat the  
mirror.

Pat, pat, pat.



“Stop,”  
said Mum.



I sat, sat, sat.



I pat the drum. Pat, pat, pat.

“Stop,” said Dad.

I sat, sat, sat.



**NOTES FOR PARENTS AND TEACHERS:** Tell the children that we are going to read another story. This one is about a little boy who is trying to find something to do. Ask them to look at the pictures and describe what might be happening. Then read through the story, pointing to the words. The children should repeat each line after you. Then read a whole section and have them repeat. For the words the children are learning phonetically (*pat*, *sat*) you can spell-say the words as *p-a-t pat*, and *s-a-t sat*, if using Inductive Whole-word Phonics. If using Synthetic Phonics, you can sound-say them.





Mum sat at the stop.

I sat at the stop, too.

I tap Mum.

“Stop,” said Mum.

Mum and I sat and sat and sat.

**NOTES FOR PARENTS AND TEACHERS:** Spell-say or sound-say each word that is part of the phonics lesson (*at, sat, tap*) and then have the children repeat (such as: *s-a-t sat*). Other words should be read only as whole words and then have the children repeat. After reading and having the children repeat each word, read and have them repeat each line in normal speech, and then do the same with the whole story.



Mum sat at the stop.  
I sat at the stop, too.



I tap Mum.



“Stop,” said Mum.



Mum and I sat and sat  
and sat.



**NOTES FOR PARENTS AND TEACHERS:** Referring to the story on the previous page, have the children draw lines to match the sentences to the pictures. You can also photocopy the page, cut out each picture and sentence, and have the children arrange them in order.

## Writing practice

s

a

t

p

s

a

t

p

**NOTES FOR PARENTS AND TEACHERS:** While saying the letter names and/or sounds, the children should first “draw” the letters in the air or with their fingers on a friend’s back, or make them out of pipe cleaners, or draw the letters with their fingers in sand, or make the letters out of beans or buttons, or draw the letters very large on a board, and so forth. Finally they should trace and write the letters here.

If children are capable, they can also practice writing some of the words from page 2 of this book.