

JAGANNATH'S CART

Activity Book and Teaching Guide

By Rachel Espinosa • Illustrated by Madhava Priya 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

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Combining sounds and letter groups; New letter group: eer

Before introducing the written words, make sure that the children understand their meanings. For example, the word *cheep* here refers to the sound a bird makes, not to something inexpensive, which is *cheap*. *Deer* is a kind of animal, whereas *dear* means precious or loved. It is suggested that you use either Synthetic Phonics *or* Inductive Whole-word Phonics.

Synthetic Phonics

Combining letter groups

Children should be regularly reviewing (revising) all letters/letter groups and sound combinations taught up to this point. This workbook focuses on combining the letter groups and sounds *ch*, *sh* and *th* with *ai*, *air*, *er*, and *ing*. It's especially important that these sounds are quickly reviewed before starting the following activities.

Display word cards, each with a word from the word family on page 2 printed on it with sound buttons. (You might want to see *Letters and Sounds* for examples of how to use sound buttons.) Ask the children to look at each word card. Go through the recognizing and blending process, using the sound buttons as guides.

Say the word *sheet*, and ask the children to repeat. Ask the children to sound-say the word *sheet*.

Ask them to sound-say again, this time counting how many sounds they can hear on their fingers, (count with them on your fingers to model this procedure). Write the word *sheet* on the board and ask the children to write the same word with magnetic letters or on paper. Explain to the children that they are going to draw lines and dots under the three sounds (/sh-ee-t/) that they hear in *sheet*. Demonstrate by drawing a line under the letter group *sh*. Ask the children to copy the word, and then draw a line under the letter group *ee* and a dot under the letter *t*. Guide them if necessary.

Rub out the word *sheet*, or turn to a new page, and this time ask the children to use their letters and letter groups to make the word from memory.

Repeat this process for other words in the word family on page 2. Have the children read words from the word family on page 2 reading down the columns.

Introducing the new letter group eer

If you have been making or using a display of all the letters and letter groups taught up to this point or are using flash cards, add the new letter groups to those already taught. Display the *eer* letter group for the children to see. Say the sound of the new letter group, or display some

words from the word family containing *eer*, and see if the children can read them and figure out the sound for themselves (/ear/). After introducing or finding the sound for *eer*, ask the children if they know of any other letter groups that make the same sound (*ear* [year]). Then, read through the word family together.

Introducing alternative sound for the letter group ar

Show the letter group *ar* on page 2 starting with *war*. Ask the children to tell you the sound. Ask the children to help you write the word *farm* and check together if it makes sense. Remind the children that some letter groups make more than one sound. Ask the children to put on their detective hats ready to help you find the new sound for the letter group *ar*. Explain that we have two clues to work from.

Write the word *warm* using sound buttons and explain that this is the first clue. Then say, "The second clue is: When you wear a jumper (sweater) or sit out in the sunshine you feel ..." Then point

to the word *warm* on the board; prompt as needed. Ask the children to think to themselves or talk to a partner and see if they can figure out the new sound for the letter group *ar* (/or/). After finding the new sound, ask the children to help you read the rest of the words in the same word family.

Inductive Whole-word Phonics

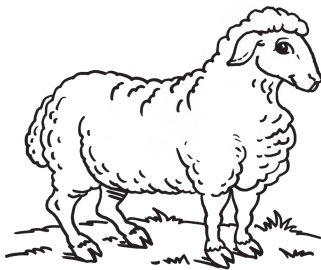
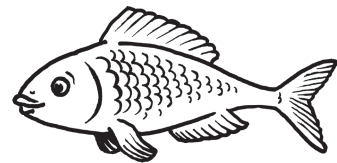
Discuss the meaning of any possibly unfamiliar words from the list below. Then, go through the word families using spell-say (*s-h-e-e-t*, *sheet*) and repeat for the first word of each list. See if children can then read the rest of the words in the list. Use spell-say if needed.

Using word cards, quickly stick the words on a wall or board in the same order as in the word families. As you display the words ask children to try to read them before you display the next word. Point to the words, read up and down the lists. Collect all the word cards and flash them to the children, first in the same listings and then in random order.

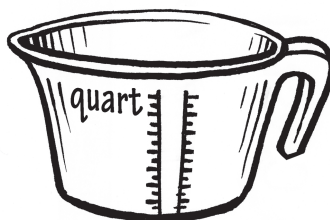
Word families

teeth	faith	beer	war
sheet	chain	deer	warm
sheep	chair	jeer	warn
cheep	lightning	peer	warning
cheek	thing	cheer	quart
thick	shock	sheer	
thicker			
chick			

Circle the pictures that contain the /or/ sound spelled with ar



ar

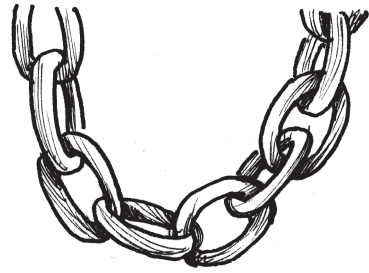


NOTES FOR PARENTS AND TEACHERS: Match the middle sound. Say words that have the /or/ sound using the *ar* letter group and ask the children to identify what sound those words have in common. Then have the children say what each illustration is on this page and have them exaggerate the vowel sound in the word. They should then draw a circle around the illustrations of words that have these letters in the middle.

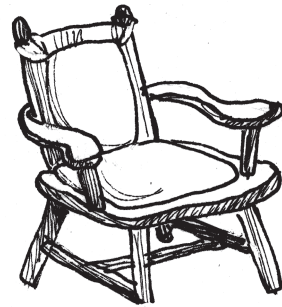
(clockwise from top-left: war, chair, fish, warm, church, quart, chain, sheep)

Match words to pictures

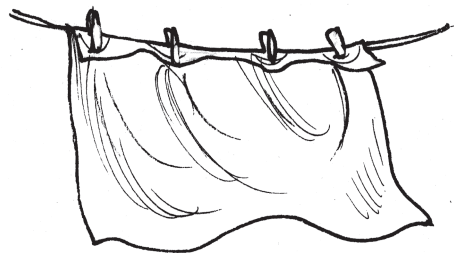
sheet



sheep



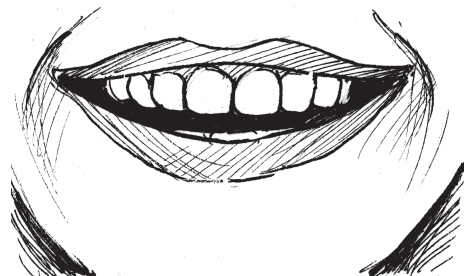
teeth



chair



chain



NOTES FOR PARENTS AND TEACHERS: Have children read the words, using spell-say or sound-say. Then have them name the pictures and then draw lines that match. Help as needed.

Find the common letter groups

sheet
cheep
sheep
cheek

rail
faith
chain

fair
hair
chair

teeth
thing
thicker

wing
lightning
thing

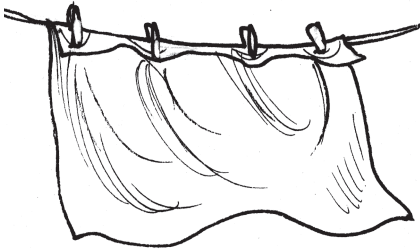
NOTES FOR PARENTS AND TEACHERS: Have the children read the words in each oval, using spell-say or sound-say. Then encourage them to discover what sound and letter group makes the words in the oval similar. Have the children write the letter group that the words have in common in the box in each oval. Help as needed.

Write the missing letter group

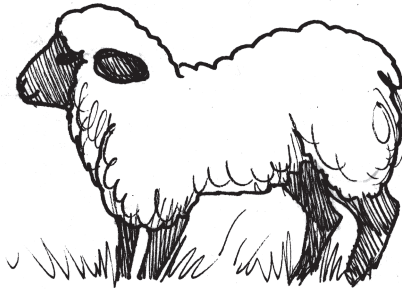
th

ch

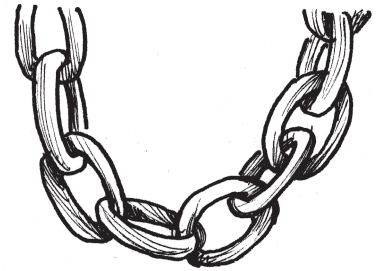
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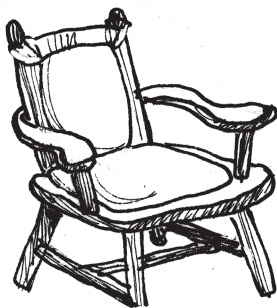
eet



eep



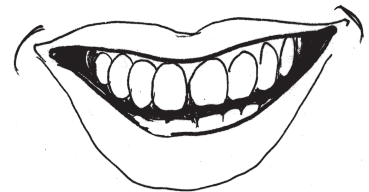
ain



air



ick



tee _____

NOTES FOR PARENTS AND TEACHERS: Have children name all the pictures. Children fill in the missing letter groups to complete the word which describes the picture. Help as needed.

A dog has sharp teeth.



The lightning might hit the roof.



I sit and wait on a chair.



The chicks cheep in the yard.



In winter I need a thick coat.



NOTES FOR PARENTS AND TEACHERS: Have children read each sentence, using spell-say or sound-say. Ask them to describe the pictures and then draw lines to match sentences to pictures.

Adding -ing: Consonant doubling

NOTES FOR PARENTS AND TEACHERS: Show the letter group *ing*. Review adding *-ing* to words where the final consonant doesn't double. (In the activity book for *Song of the Ramayan, Set A*). Explain the spelling rule for doubling the final consonant: In one-syllable words ending in one consonant preceded by one vowel, double the final consonant before a suffix beginning with a vowel. Write pairs of words on the board or paper and ask children to suggest oral sentences using each word of the pair (*map/mapping, fit/fitting, nap/napping, hit/...*, *sit, sip, tap, pin, hop, sob, wag, sag, let, bet, and bat*). Then have the children read the first sentence in each section on this page and suggest what word should go in the blank. Have the children spell the missing word orally, and then write it.



She runs.

She is _____.



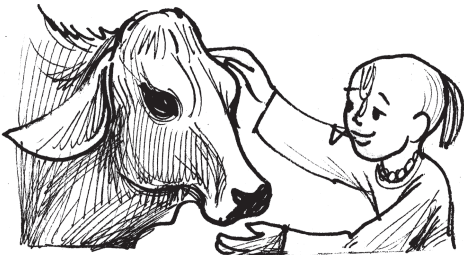
He naps.

He is _____.



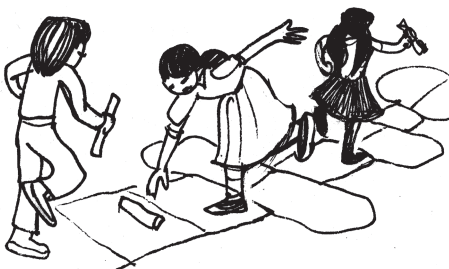
They sit.

They are _____.



He pats the cow.

He is _____ the cow.



They hop.

They are _____.

Tricky word: about

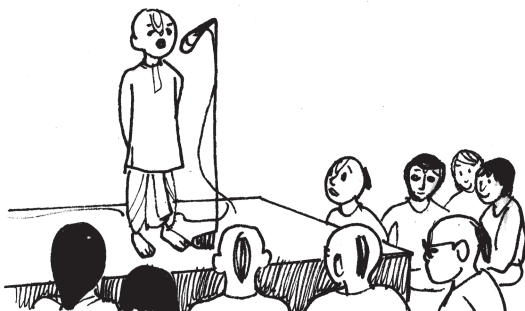
NOTES FOR PARENTS AND TEACHERS: Say the word *about* and ask the children to suggest oral sentences using the word *about*. You can model some also. Then write some simple sentences using known words with *about*, such as “This book is about Krishna.” “It is about ten feet long.” Then ask the children to read the sentences on this page and discuss what *about* means in each sentence.



Radha is singing
about Krishna.



This book is
about farming.



This song is about
Lord Jagannath.



It's about a
foot long.



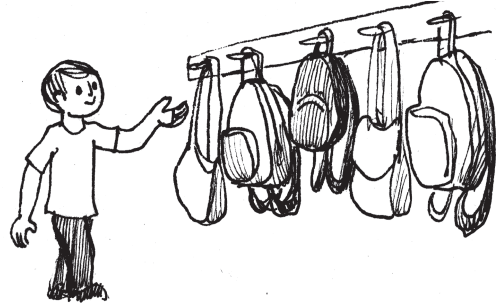
Ravi is about as tall
as his big sister.

Tricky word: going

NOTES FOR PARENTS AND TEACHERS: Review *go*. Say the word *going*, and ask the children to suggest oral sentences using the word *going*. You can model some also. Then write some simple sentences with *going*, such as “Are you going to the temple?” “I am going to the shop.” Then ask the children to read the sentences on this page and discuss what *going* means in each sentence.



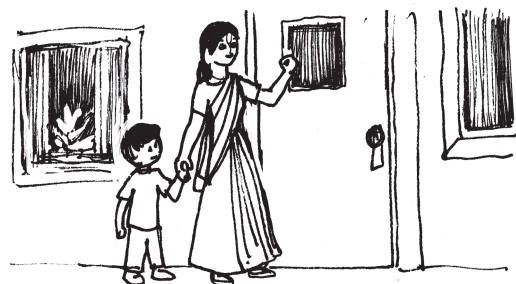
We are going
to the temple.



I am going to
get my bag.



Is Dad going to
cook supper?

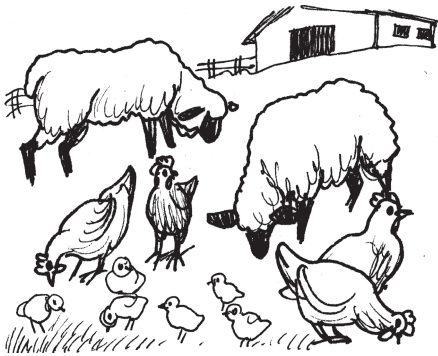


I am going to
visit Vikram.



She is going
to be tall.

Circle or write the correct word to complete the sentence



Sheep and chicks can be
seen on a _____.

farm cheep thing



I need a _____ for the bed.

faith teeth sheet



This is a thick silver chain
for _____.

Jagannath Mum Sita



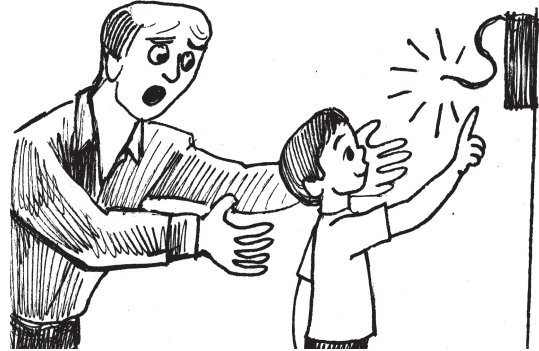
You can sit and wait on
the _____.

cheep shock chair

NOTES FOR PARENTS AND TEACHERS: Ask children to read the first sentence and look at the picture. Then have them read the three words under the sentence and ask which one makes sense. Have them circle the right word or write it in the blank space. If possible, children should complete the rest of the page independently.

Match speech bubbles to pictures

It might rain.
I see lightning.



Warning!
This cord can
shock you!



I need a
thicker pen.



Oh no! I lost
the silver chain.



NOTES FOR PARENTS AND TEACHERS: Have the children read the speech bubbles, using sound-say or spell-say as needed. Discuss the pictures. Photocopy the page and cut out the speech bubbles and pictures. Have the children match the speech bubbles to the right pictures by slightly overlapping them and gluing them on paper.

Mark the correct word to complete the sentence

At night I can
see the

☐ about.

☐ lightning.

I am going to
pat the

☐ sheep.

☐ teeth.

The cat has sharp

☐ cheer.

☐ teeth.

“Cheep, cheep,”
said the

☐ chick.

☐ short.

His hair is fair and

☐ faith.

☐ thick

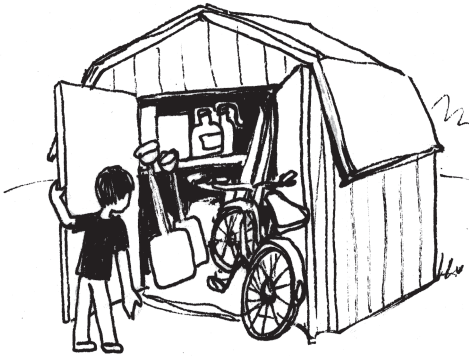
She is sitting on
the

☐ chair.

☐ sharper.

NOTES FOR PARENTS AND TEACHERS: Children choose the best word to complete the sentence by putting a mark in the correct box.

Mark the sentence that matches the picture



- ☐ I see things in the shed.
- ☐ He put lots of things in my bag.



- ☐ He has faith in Krishna.
- ☐ Krishna's hair is thick with curls.



- ☐ The cord is about as thick as my arm.
- ☐ I can see a shark's teeth.



- ☐ They are napping on the mat.
- ☐ He is sitting on the bed.

NOTES FOR PARENTS AND TEACHERS: Children read the sentences, using sound-say or spell-say. Ask the children to mark the box next to the sentence that best describes the picture.

What do you think?

Is a sheep's wool
warm and thick?

☐ Yes ☐ No

Is fog thicker than
air?

☐ Yes ☐ No

Can lightning
shock a town?

☐ Yes ☐ No

Can faith be poor?

☐ Yes ☐ No

Are all teeth
sharp?

☐ Yes ☐ No

Can a cheek run?

☐ Yes ☐ No

NOTES FOR PARENTS AND TEACHERS: Children answer *yes* or *no* to the question by marking the appropriate box. The questions do not always have a correct or incorrect answer. The focus is on reading the question. The child's answer and the reason for their answer can be discussed afterwards.

This activity can be used as a whole class exercise. Write a question on the board and children can hold up a *yes* or *no* card to answer the question.

CREATING THE ATMOSPHERE

Ask the children if they have ever seen a parade on the street. Ask if they have ever participated in the Rathayatra parade. Explain the meaning of Rathayatra (*ratha*: cart, *yatra*: festival). Discuss how we are given the opportunity to remember the love the gopis have for Krishna and how they try to pull Krishna, Balaram and Subadra back to Vrindavana from Kuruksetra.

Show some pictures of Rathayatra festivals from different places in the world. Explain how Srila Prabhupada organized his own Rathayatra festivals when he was a child and how, before he introduced the festivals in other countries, it was only celebrated in India.

INTRODUCING THE BOOK

Look at the cover. "What is happening in the picture on the cover page?" Ask the children what we call the name of a book (Prompt for *title*.) Ask the children to guess what the story might be about. Discuss what the author does and what the illustrator does. Point out the location of the author and illustrator's names on the cover. Read the title and back cover blurb to the children. Go through the book, discussing illustrations and text.

Title page: "This is called the *Title Page*; do you remember the title of this book?"

pp. 2–3: "What is happening in the picture? Yes, they are making something." Ask children to find *cutting* and *hammering*.

pp. 4–5: "What are they doing now?" Ask the children to find the word *sheet* in the text. "Are there other words we could use for what is on top of the cart?" Discuss. Point out *hanging*.

pp. 6–7: "What are they doing now? Who else can you see? Yes, Jagannath's sister, Subadra and his brother, Balaram".

pp. 8–9: "Look, everyone is holding a cord." Ask the children to read the text to themselves and tell a partner or you what they are doing with the cord.

pp. 10–11: "Oh! No! It's getting dark!" Read together, "It's about to rain! Lightning might hit the cart!" Point out the exclamation marks and ask them to help you read again with expression.

pp. 12–13: Ask the children to scan the text and tell you where they are going with the cart. (Prompt for *town*.) "I see a question mark on this page. What are they asking?" ("Will it rain hard with lightning?")

pp. 14–15: "Why is the girl looking so worried?" (Prompt for because it's *raining*.)

p. 16: "They are all getting wet! Are they upset?" Ask children if they can read the answer, "It is warm rain with no lightning."

p. 17: Ask the children to find the picture of Jagannath and the word Jagannath.

pp. 18–19: "What are they doing?" (Prompt for *singing*.) "Do you think they are having fun?"

p. 20: "Here is a picture of everyone pulling the cart through town."

QUICK REVIEW OF WORDS

It is best if the children have completed all the activities in the book up to this point.

Quickly review the word families on page 2. Review adding *ing*. Write the word *cutting* on the board. Identify the root word and the repeated consonant. Write the word *hammering* on the board. Identify the root word and show that there is no repeated consonant. With the children, go through the text searching for verbs that end or could end in *-ing*. Identify the root word and group the verbs according to whether or not the

last consonant is doubled. Encourage children to explain the rule in their own words (for one syllable words ending in one consonant preceded by	⋮	one vowel, double the final consonant before a suffix beginning with a vowel.) Review the names Jagannath and Balaram and the word sister.
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READING THE BOOK

Choose one of the following three methods to read the book

Synthetic Phonics

First read each page and then have the children repeat, using the sounds of the letters or letter groups being taught, reading as follows: “They are /h-a-ng-i-ng/ hanging a /sh-ee-t/ sheet.” The children should then repeat the same way. Only sound-say the phonetic words whose sounds have been taught, not other high frequency words, such as *said*. Phonetically learned words with which a particular child is completely familiar (which should be many of them at this point) do not need to be sound-said. After reading a page with sound-say, read it normally, and have the child repeat. Children who are struggling can point to each word. Ask the child at various places in the story to predict what he or she thinks might happen next. Then you can ask if their prediction was correct or what actually happened. Some children may need more help than others.

Inductive Whole-word Phonics

First read each page and then have the children repeat, using the letter names (not the sounds of the letters) being taught, reading as follows: “They are h-a-n-g-i-n-g hanging a s-h-e-e-t sheet.” The children should then repeat the same way. Only spell-say the phonetic words whose sounds have been taught, not other high frequency words, such as *said*. Phonetically learned words with which a particular child is completely familiar (which should be many of them at this point) do not need to be spell-said. After reading a page with spell-say, read it normally, and have the child repeat. Children who are struggling can point to each word. Ask the child at various places in the story to predict what he or she thinks might happen next. Then you can ask if their prediction was correct or what actually happened. Some children may need more help than others.

Guided Reading

The children read every one or two pages at a time to themselves. If the child reads correctly, give specific praise, such as, “You figured out *lightning*. How did you know what that word was?” Check that the children read without pointing. Ask the child at various points in the story to predict what he or she thinks might happen next. If a child stumbles over a word or reads it incorrectly, give help through referring to the word’s letter names, phonemes (letter sounds), the pictures, or to what has already happened in the story or on the page. You can also refer to the list of word families in this book to help the child figure out a word.

AFTER READING THE BOOK, RETURNING TO THE TEXT

Word review exercise

Ask the children to find the word *going* in the text. Using letter cards or magnetic letters ask a child to make the word. Ask why it might be considered a “tricky word” (because of the sound the letter *o* makes in the word). Give the children the five letters and ask them to arrange them in order as fast as they can. Ask the children to write the word *going* independently. Repeat for the word *about*.

How does the character feel exercise

Show page 15 and think aloud about how you decide how the girl might be feeling. Say, “How might this girl be feeling?” And then answer the question out loud by referring to the words, the pictures, or how the story is progressing. For example, you could say, “Maybe she feels anxious. It says in the text that there is lots of rain, and I can see this in the picture too. Also when I look at

the text I see exclamation marks so I think she is anxious about Jagannath getting wet and the festival having to stop because they will have to turn back.” Have each child pick a page and describe (to the adult or to a partner) what one of the characters is feeling and how that decision was reached (using specific examples from the words, pictures, or story flow). Encourage children to use words other than happy and sad.

Keystone words exercise

Remind the children that in different books, or on different pages in a book, certain words are very important. Ask children to say what word is most important on page 14 (rain) and to discuss why (because it is the rain that is causing worry and anxiety, and it’s the rain that might stop the festival). Find other keystone words on other pages in the book.

Thought pictures exercise

Show the children the text on page 16. You can also write the text on the board or a piece of paper. Explain to the children that on this page they are talking about the people and the rain. Explain to the children how you make pictures in your mind when you read, like having a video in your mind. Ask the children to pretend there is no picture in the book, make a thought picture from that sentence, and share it with a partner.

Finding answers exercise

Model for the children how to find an answer by looking in the text. Ask the question, “What are they going to do with the sheet?” and then both show and explain how you use the book to get the answer from both the picture and text. For example, you could say, “I can read that they are putting it high up on the top of the cart on pages 4 and 5 and then after these pictures I can see that the sheet is used like a canopy. It looks nice and bright and makes a pretty decoration.

On page 14 it says that the top sheet is all wet. It doesn’t mention Jagannath being wet. Maybe the top sheet protects Jagannath from the rain?”

Have the children find answers to the following questions, and explain the 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 children answer all questions. For the inferential questions, there is no “right” answer, and what is most important is for children to explain their process and reasoning based on the book.

Fact questions

- ♦ What is used to make the cart? (wood, nails, sharp tools, sheet, ladder).
- ♦ What is on Jagannath neck? (a silver chain).
- ♦ What do they pull the cart with? (a thick cord).
- ♦ When it rains do they turn back? (no).
- ♦ What do they do in the rain? (sing and dance).

Inferential questions

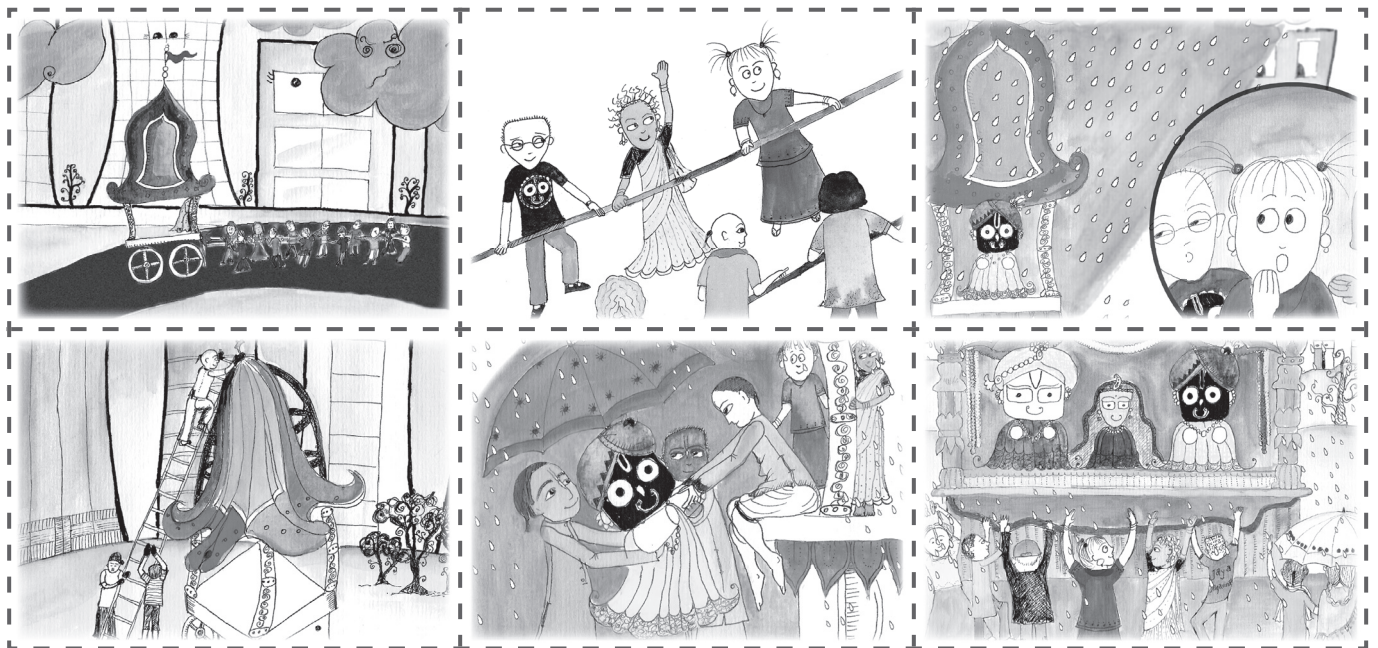
- ♦ What season is it in the story?
- ♦ Did only Jagannath come down from His cart? What about Balarama and Subhadra?

Each child should now read the book out loud with fluency and expression. If needed, model this first.

FURTHER ACTIVITIES

Help children create a tiny cart and a map of all the places the cart was pulled from and to in the story book. Include, the temple, roads, town and park. Allow the children to move the cart over the map, discussing what is happening and encouraging them to recreate the story. Watch videos of Rathayatras. Have the children organize a small Rathayatra celebration.

Put the story in order



They are hanging the sheet high up on the top.

Look up. It is getting a bit dark!

We are pulling Jagannath's cart down the road.

“Oh, no! Rain!” I said.

Then we all sing in the rain.

Jagannath gets down.

NOTES FOR PARENTS AND TEACHERS: Photocopy and cut out the sentences as well as the corresponding pictures. First have the children match sentences with pictures, and then have them put both the sentences and pictures in the same order in which they appear in the story, *Jagannath's Cart*. First have the children try to do this without referring to the book, and then have them look at the book to check and, if necessary, correct their answers.

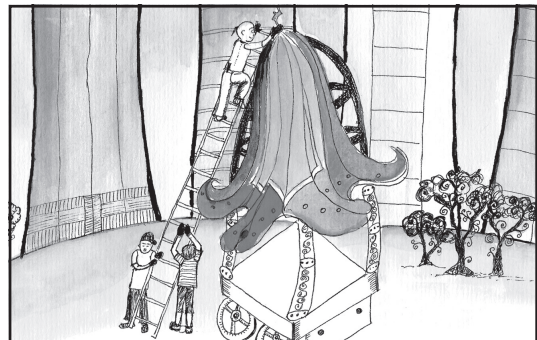
Will Jagannath
get down?



Will they sing in
the rain?



Will it rain with
lightning?



How do they
hang the sheet?



NOTES FOR PARENTS AND TEACHERS: Photocopy this page and cut out the questions and pictures. Have the children read each question, using spell-say or sound-say as needed. After reading the question, the child should place the picture that answers the question on top of that question. If you don't want to photocopy the page, the children can also draw lines from the questions to the picture answers.

They work with _____
tools.

☐ faith

☐ sharp

They hang a _____ on
top.

☐ chair

☐ sheet

It is _____ to rain!

☐ about

☐ thicker

We are _____ to the
park.

☐ sheep

☐ going

It is rain with no _____.

☐ chain

☐ lightning

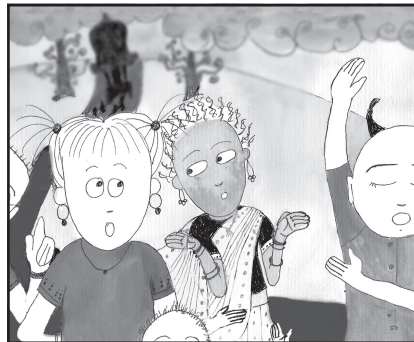
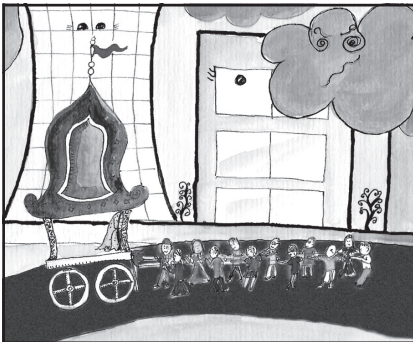
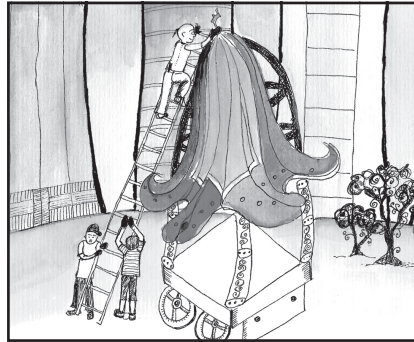
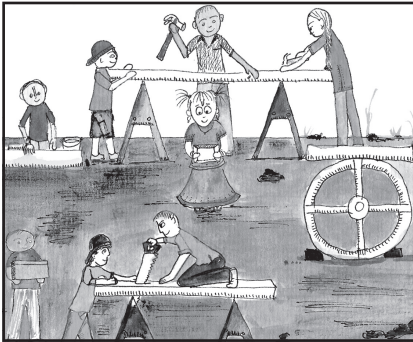
We all _____ in the
rain!

☐ sing

☐ thing

NOTES FOR PARENTS AND TEACHERS: The children should read the sentences using sound-say or spell-say as needed. Then they should read the two words and decide which goes in the blank. They should then write the word in the blank. It is good if they orally spell and say the word they have written. If a child is unable to write the word, he or she can mark the box next to the word that goes in the blank. It is best if children can do this without referring to the book, though they can look in the book if they are struggling.

Match subjects to predicates



They can work with

They are hanging

We are pulling the

Lightning might hit

We are going to the

Then, we all sing

the cart!

a sheet.

in the rain.

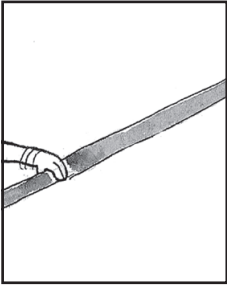
sharp tools.

thick cord hard.

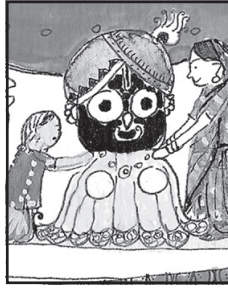
park in town.

NOTES FOR PARENTS AND TEACHERS: Children should read the subjects on the left side and then draw a line to the correct other half of the sentence (the predicate) on the right. They can use the picture clues to help.

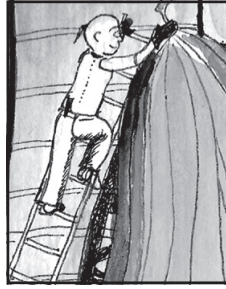
Write the word that fits the clues



cord



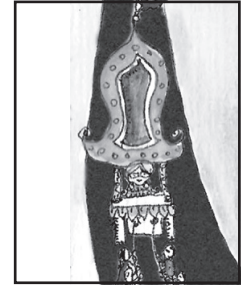
chain



sheet



rain



cart

They cut wood for it.

Lightning did not strike it.

They hang it.

It is going on top.

It is short and silver.

It is on Jagannath's neck.

It is thick.

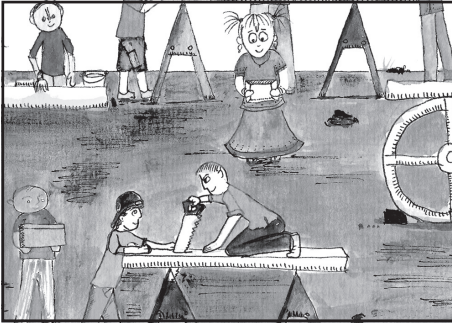
We pull it.

It is warm.

We sing in it.

NOTES FOR PARENTS AND TEACHERS: Have the children use the picture clues to find out what word makes both sentences true. Have the children write the word on the line provided. You can also photocopy the words and have the children paste or glue them on the lines.

Unscramble the sentences



they work sharp tools with



pulling thick we are the cord



rain about it is to

NOTES FOR PARENTS AND TEACHERS: Model unscrambling sentences and adding capitalization and period (full stop). Choose sentences from previous books or activity books to write on the board scrambled and then work with the children to fix. Then have the children unscramble the sentences on this page to make sense, adding capitalization and period (full stop). Children who struggle with this after repeated modeling can refer back to the reading book.

Assessing Phase Three: When shown all of the letters and letter groups (graphemes) of Phase Two, and most of the ones of Phase Three, the children should be able to say the correct sound. If the children are looking at a list of all Phase Two and Three letters and letter groups, and are told a sound, they should be able to point out the corresponding grapheme. The children should be able to blend and read simple one-syllable words (CVC) from Phase Two and Three. They should also be able to make a reasonable attempt at spelling these words. They should be able to spell *the, to, I, no, go*, and read the tricky words from this Phase (*oh, she, be, no, you, so, asked, me, my, has, are, they, about, going*). The children should also be able to form and write each letter when following a model.