

# RAMA'S HUT

## 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

### *New letters and letter groups: h, b, f, l, ll, ss, all*

Before showing the written words, make sure the children understand their meanings. To teach the new letters, you can use either Synthetic Phonics *or* Inductive Whole-word Phonics.

Although the list of new words may seem very long for an early reading book, many of the words use patterns that were already taught, with the only change being a different beginning letter. Examples include *hat*, *bad*, *bucket*, and *fun*. Although the previous book, *The Red and Tan Pack*, introduced the *et* ending in such words as *pocket*, *rocket*, *ticket*, and *picket*, here we have also shown *comet* and *puppet*.

After finishing the phonics exercises below, discuss the meaning of unfamiliar words. You can then write each of the new words on individual cards or small pieces of paper, as well as words from the lists in the previous books. Then ask the children to put the words into groups that have something in common. It can be by first letter, middle letter, ending two or three letters, number of letters, and so forth. Discuss their reasons for grouping and then explore other ways of grouping. Both you and the children can group the words in several different ways. Have them practice reading the words in the various groups they form.

#### **Synthetic Phonics**

*Hearing and saying:* Shape your fingers or hands

into the letter and exaggerate the sound. Suggest names and objects that start with that sound, and then have the children do the same.

*Seeing and saying:* Write the letters on a board or paper, and ask the children to find the corresponding magnetic letter. Have them say the sounds of the letters they find. Go through the list of word families on pages 2 & 3, using sound-say and blending (note the different sound of *a* in *pal*, /a/, and *ball*, /aw/). Children should repeat after you: sound-say, blending, and then regular reading.

*Saying and writing:* Children say the sounds of the new letters while “writing” the letters with their fingers in the air, on a friend’s back, in sand, etc. They may also write with chalk or marker on a board, or write a large letter on a sheet of paper.

#### **Inductive Whole-word Phonics**

Write the new letters on a board or paper and tell children the letter names. Use both capital and lower case. Go through the word families on pages 2 & 3 of this book, first telling the children the ending sound of each group and using spell-say. The children should repeat both spell-say and regular reading after hearing you. You may want to refer to previous words the children know (such as *cat*, *pit*, *nut*, *run*, *pet*) to help them decode words here that are in the same “family” but with a different beginning letter.

## Word families

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

## Word families

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

bell

fell

Nell

sell

tell

hell

fill

hill

bill

kill

mill

pill

till

doll

dull

hull

gull

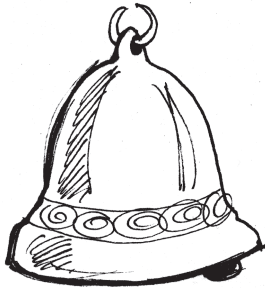
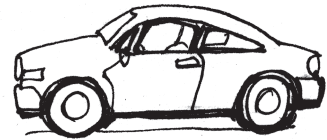
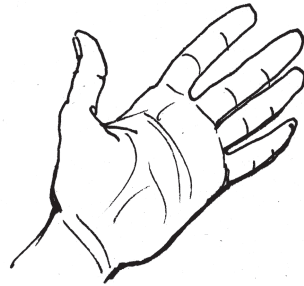
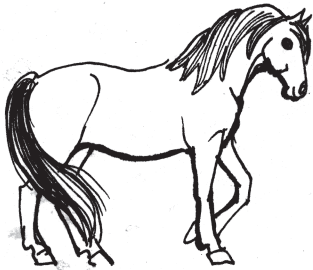
fusspot

bucket

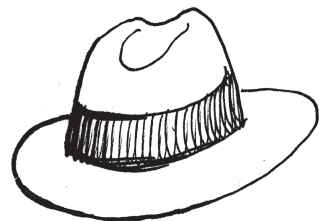
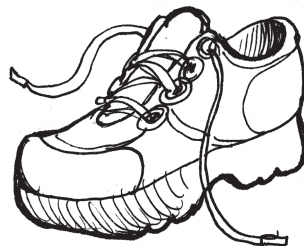
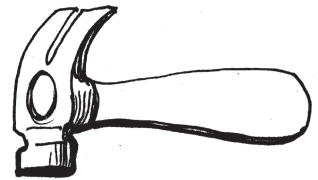
comet

puppet

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



h

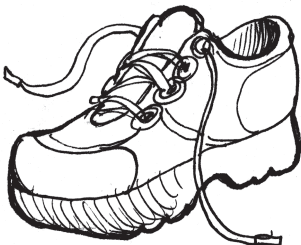
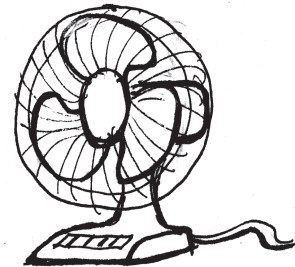
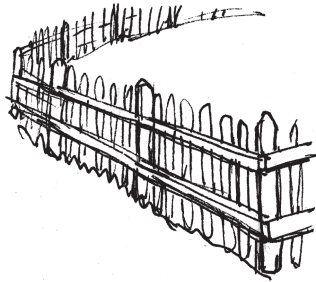
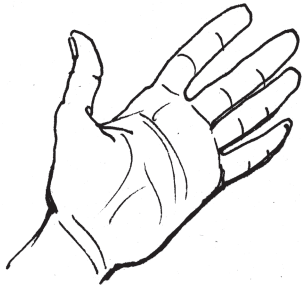


**NOTES FOR PARENTS AND TEACHERS:** Match the first sound: First have children say what each illustration is and have them exaggerate the first sound. They should draw a circle around the illustrations that start with *h*.

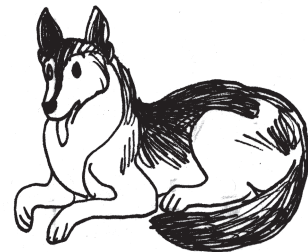
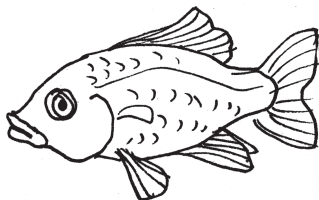
(clockwise from top-left: horse, hand, car, hammer, hat, shoe, house, bell)



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



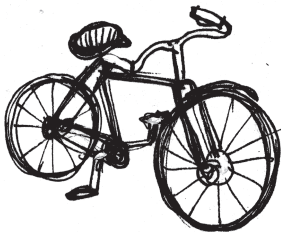
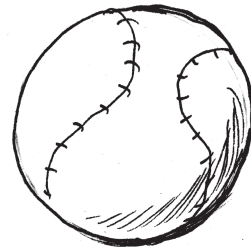
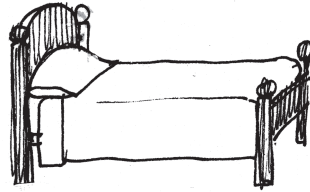
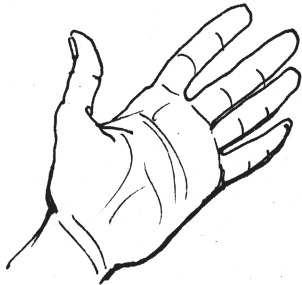
f



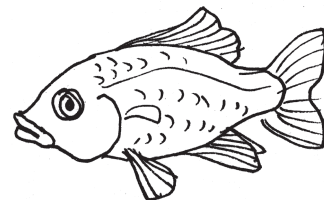
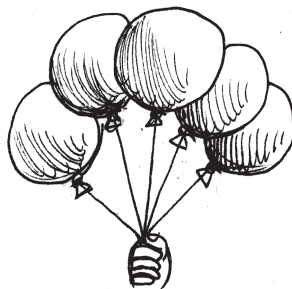
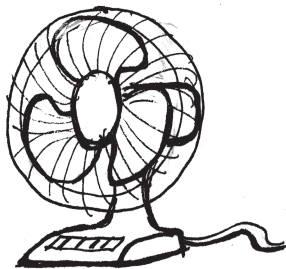
**NOTES FOR PARENTS AND TEACHERS:** Match the first sound: First have children say what each illustration is and have them exaggerate the first sound. They should draw a circle around the illustrations that start with *f*.

(clockwise from top-left: hand, fence, fan, flowers, dog, frog, fish, shoe)

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



b



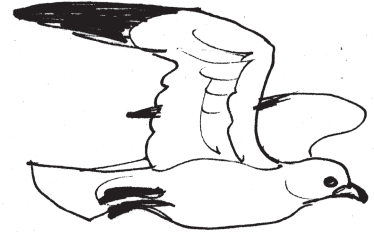
**NOTES FOR PARENTS AND TEACHERS:** Match the first sound: First have children say what each illustration is and have them exaggerate the first sound. They should draw a circle around the illustrations that start with *b*.

(clockwise from top-left: hand, bed, ball, house, fish, balloons, fan, bicycle)

*Match words to pictures*



ball

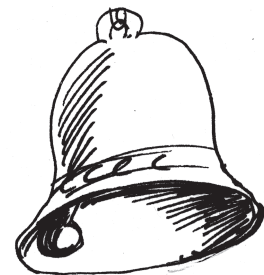


kiss



hill

gull



bell

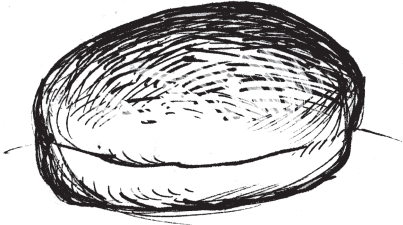


doll

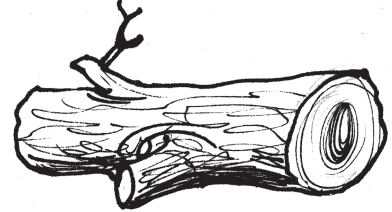


**NOTES FOR PARENTS AND TEACHERS:** Match words and pictures. Children should read the words, with spell-say or sound-say, then identify the pictures, then draw lines to match.

*Match words to pictures*



hug



bun

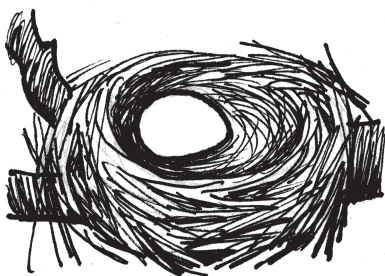


log

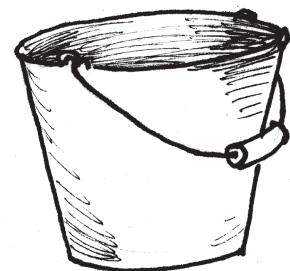


egg

bucket



puppet

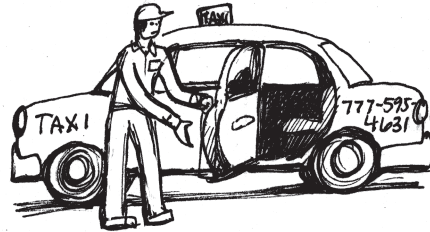


**NOTES FOR PARENTS AND TEACHERS:** Match words and pictures. Children should read the words, with spell-say or sound-say, then identify the pictures, then draw lines to match.

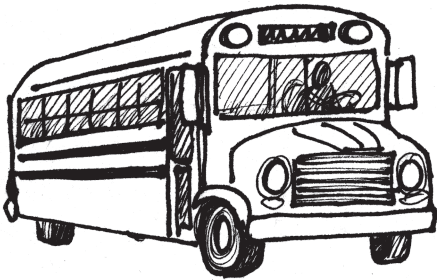
*Circle the word that matches the picture*



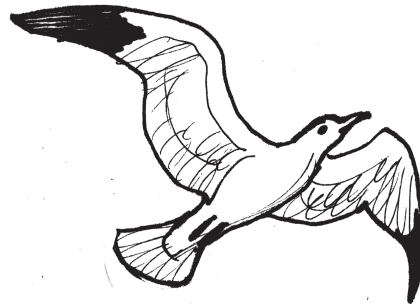
bud  
log  
pin



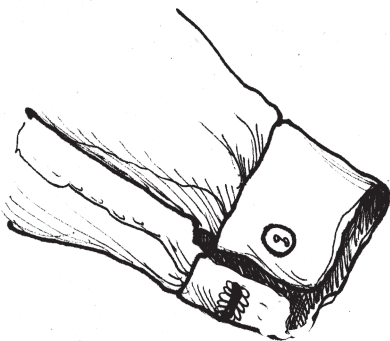
bad  
hat  
cab



hot  
cut  
bus



fall  
gull  
call



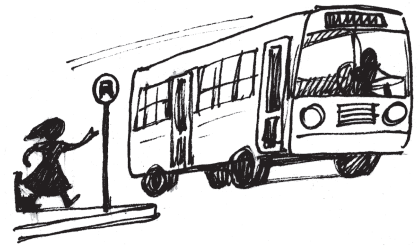
ball  
cuff  
pill



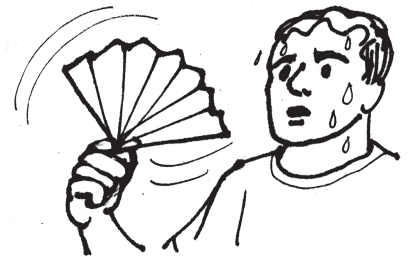
fig  
bug  
hut

**NOTES FOR PARENTS AND TEACHERS:** For each of the six boxes above, children should read the three words, using spell-say or sound-say. They should then identify the picture and circle the word that describes the picture. You can refer to the word families on pages 2–3 of this book if children need extra help.

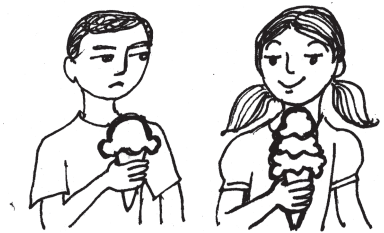
Tim got less.



I **did** miss the bus!



Bess fell.



It is hot.



I call Dad.



**NOTES FOR PARENTS AND TEACHERS:** Children should read one phrase at a time (using spell-say or sound-say if needed) and then draw a line to the matching picture. Help as needed.

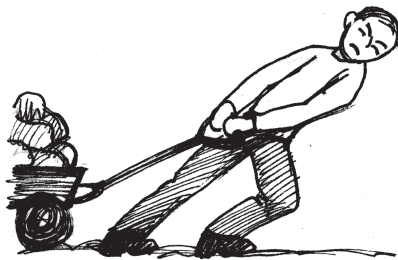


## Tricky words: bull, pull, full

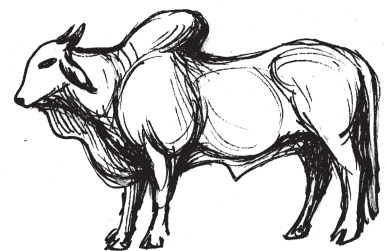
**NOTES FOR PARENTS AND TEACHERS:** In most places in the world, the pronunciation of the *u* in *full*, *pull*, and *bull* is different from the *u* in *dull*, *hull*, and *gull*. The former have the /u/ sound like *put* (introduced in *The Red and Tan Pack*) and *book* (introduced later in *I Look for My Krishna*), while the latter have the /uh/ sound like *run* and *cup*. Write the three words on the board or on paper. You can point out the difference in pronunciation between these and other *u* words if you are using Synthetic Phonics. Ask the children to give oral sentences with these words and then, using spell-say or sound-say, go over the words here with the pictures. Read the sentence at the bottom of the page and have children repeat while looking at it or pointing. Discuss that *bull* can mean the male of different kinds of animals (cow, seal, elephant, alligator, camel, dolphin, elk, giraffe, hippo, etc.)



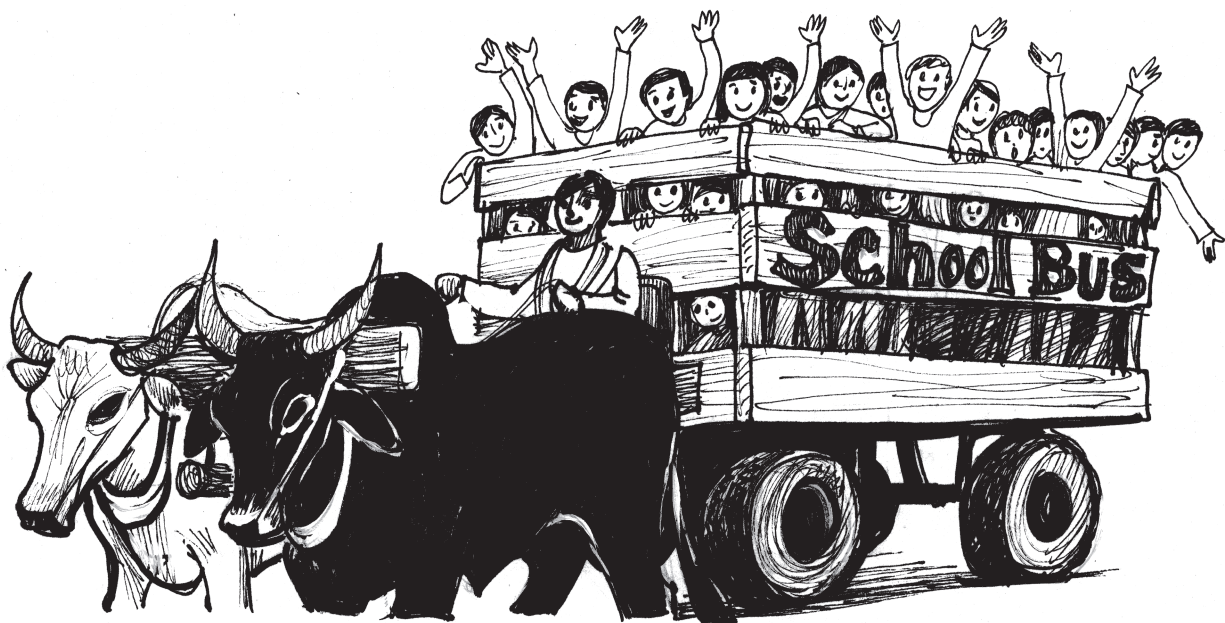
full



pull



bull



The big bulls pull the full bus.

## Tricky words: *his, of, he, go, off*

**NOTES FOR PARENTS AND TEACHERS:** The five new high-frequency words in this book all have irregular pronunciation, although there are other words like *he* (*me, we, she, be*) and *go* (*no, so*). *His* is like *is*, which was taught in *Did Krishna Do It?* and is related to many similar words (*has, as*). *Of* is the only English word where *f* sounds like */v/*. These words need to be taught as phonetic exceptions and learned by sight.

You can teach all five words during one lesson or two per day along with the phonetically regular word families (if doing so, teach *of* and *off* on separate days). All five words should be taught and practiced before children read *Rama's Hut*.

Teach one word at a time. Write each word on the board or on a piece of paper. Then review

previously taught similar words. (For example, when teaching *his*, first review *is*.) Read the word to the children and have them repeat. They should then orally suggest sentences or phrases using that word. You can write some sentences on the board or paper with these words, using only other words taught so far, and have the children repeat (using spell-say or sound-say for phonetically regular words). Then have the children read the sentences on this page (with help as needed) and draw a line to match to pictures. They should read one sentence, find the picture that matches, then go on to the next one.

Ideas for sentences: It is his cap (dog, cat, bucket, pan, bell, top, mirror, dad). He sits (sat, ran, runs, naps, pulls, tags). He is sad (mad, up, fun, hot, fit). The top fell off the pot. Get off the bed. I fell off the log. Go and run! Go to bed. Go get the ticket. Dad sat at the back of the bus. It is a bag of pins.

It is his pen.



It is a sack of carrots.



I go and get the pot.



His sock is off.



He can run to the rock.





B

b

H

h

F

f

L

l

**NOTES FOR PARENTS AND TEACHERS:** Children practice writing the new letters. If you are teaching a particular handwriting style, such as Italic, then the children should write the letters in that style. You can also have children practice writing words from previous books—first from copying them from the board, or from the same paper on which they will write the word. Advanced students can write some words from previous books from dictation. Some words for writing: *sat, tap, at, sit, tip, and, said, did, can, tan, map, dad, pot, on, not, pat, in, it, get, mud.*

## Singular possessive

**NOTES FOR PARENTS AND TEACHERS:** The children were exposed to singular possessive in *Krishna's Pot*, but here we will teach it further. *Rama* is a new interest word. Write it on the board and say it for the children. Ask them to say what letters or sounds they recognize. Suggest oral sentences with the word.

Go through the boxes below, with you saying the words and children repeating. (You can do spell-say or sound-say for *Mum*, *Dad*, *God*, *dog*, and *doll*.) Ask the children what is different about the first and second word in each box. (apostrophe and s). Orally teach the word *apostrophe* (do not expect mastery) and say that we use *apostrophe-s* to show that someone owns something. You can show the book *Krishna's Pot* to discuss how we have already encountered *apostrophe-s*.

Together with the children, look at the two pictures, and ask them to read the captions. Help with spell-say or sound-say if needed. Ask what the *apostrophe-s* shows in the second picture. (Dad owns the cap.) Ask the children to orally give other examples. For each example the children give, write only the possessive noun on the board or on paper, and point out the *apostrophe-s*. You can also write some sentences on the board (or paper) using only words already taught and work with the children to enable them to read them. For each sentence, ask the children to describe what "thought picture" they get.

Sample sentences: Mum's hat is tan. The dog's pan is hot. The pot's lid is red. The cat's lip is cut. Dad's sock is red. The duck's leg is in the mud. Sal's ticket fell into the mud. Sam's dog ran. The pack's pocket is big. The pack's pocket is full of red cups. The pot's lid fell off.

Rama  
Rama's

Krishna  
Krishna's

Mum  
Mum's

God  
God's

Dad  
Dad's

dog  
dog's

doll  
doll's

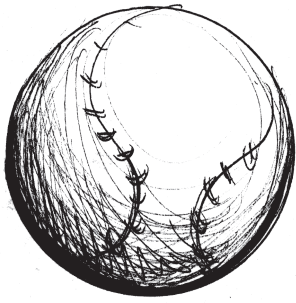


Dad

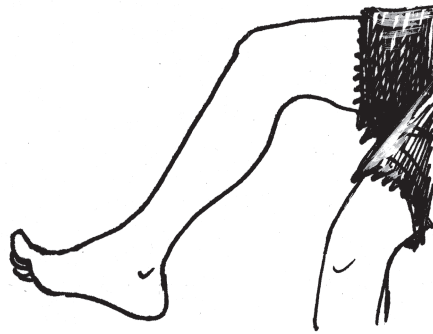


Dad's cap

*Circle the word that matches the picture*



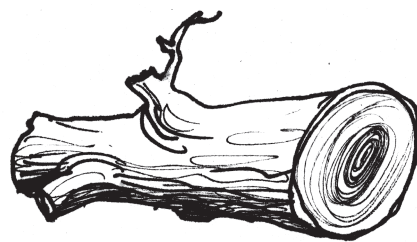
hall  
call  
ball  
fall



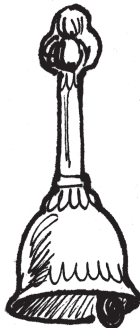
leg  
nod  
pit  
cap



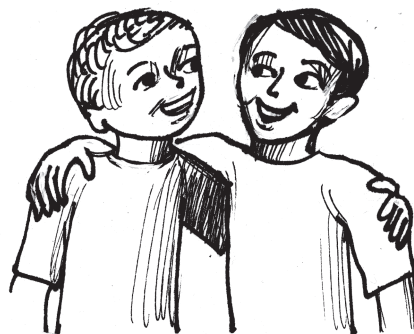
lad  
fig  
hit  
ten



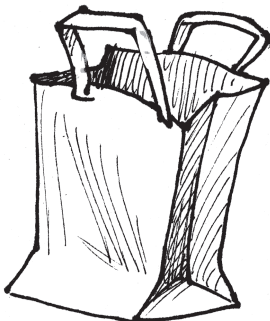
fog  
log  
hog  
dog



mat  
pig  
mess  
bell



pal  
hot  
get  
tap



cat  
bag  
full  
bill



miss  
bud  
map  
cup

**NOTES FOR PARENTS AND TEACHERS:** Follow the same process as page 9.

*Mark the sentence that matches the picture*



- ☐ Dad's bull fell in the mud.
- ☐ Dad's cup is full.



- ☐ I do not kill the bug.
- ☐ Mum's hat is odd.



- ☐ Mum rubs the dull pot.
- ☐ The pot's lid fell off.



- ☐ Ann's doll fell in the mud.
- ☐ Dad tells Mum he is sad.

**NOTES FOR PARENTS AND TEACHERS:** Children should mark the box that is in front of the sentence which describes the picture.

## The story book: Teaching plan

### CREATING THE ATMOSPHERE

Show pictures of play houses and tree houses. Ask the children if they have one at home or if they have played in one at a friend's house. Ask them to describe the play or tree house.

Ask the children if they have ever built a house, either a small one for toys or a bigger one outside, or if they have helped an adult to do so. Most children have probably "built" houses out of blocks, clay, or even pillows or blankets over furniture. Ask children to list all the materials they could use to build an inside house for themselves or for toys, and all the materials they could use to build an outside house.

Show paintings or photographs of huts made of simple, natural materials. You could also get pictures of huts made in various parts of the world, with different materials, for different climates, and so forth. Discuss the reasons why people live in huts instead of a house. (Nomadic people, poor people, and renounced persons.) You could also bring some photos of log cabins and discuss how, when, and why they are used.

Tell the children a simple version of the story of Lord Ramachandra. If you are not familiar with the story, there is a shortened version in the "Background Stories" section of the overall guide that comes with this series. You can also ask children to share what they know of the story. Ask them how Rama, Lakshman, and Sita lived in the forest for 14 years (Prompt: They lived in huts.). Discuss how they built huts out of logs, mud, straw, and leaves.

### INTRODUCING THE BOOK

"Let's look at the cover. What is the name of the book? We remember that *apostrophe-s* means something belongs to someone. What belongs to whom here? (A hut belongs to Rama.) Who do you think Rama is? This book is called fiction because it's a made up story, but this story is about things that boys and girls like you do."

pp. 2–3: "What is the boy doing? (building a wall of logs and mud) What else do we see?" Point out *bucket of mud* in the text. Also point out the Rama doll on the table if the children do not mention it. "Do you think the boy is working hard?" Point out *huff* and *puff*. Ask the children to demonstrate what those mean, and what kinds of things make us huff and puff. You can discuss *onomatopoeia* (also called sound device), where the sound of a word relates to, or is the same as, the meaning of the word.

pp. 4–5: "What does it look like the boy is doing?" (showing off his finished hut) Point out the text *Rama doll's hut*, and ask the children who the Rama in the title refers to (the doll). You might turn back to the cover of the book for this. Ask the children if the hut is really finished and if anyone could really stay there. Point out the word *hill* and ask the children to find in the picture how the hut is on a hill.

pp. 6–7: "What does it look like the boy is feeling in this picture? (concerned, thoughtful) What might be the problem?" Discuss. Then point out *cannot sit in the mud*. "What does the boy want to do with the Rama doll?"

pp. 8–9: "What do you think is happening in this picture? What do we do when we have a problem?" Discuss. Point out *not fun* and *mess*. Ask children to describe what a mess is, and when a mess is not fun and when it is.

pp. 10–11: "Here we are going to see the boy try to solve his problem. What is he doing?" Point out that those are buds, not flowers. Point out the word *buds*. You may have to discuss the relationship between buds and flowers. "Is that bucket the same one he used for the mud? How do you know?" Point out the word *bucket*. Ask children to predict how he might plan to use the buds in the bucket to solve his problem.

pp. 12–13: "What is he doing with the buds now? What kind of a bag is that? Would it be soft? What will he do with that, now?" Ask for predictions. Point out the text *Rama's bed*. Ask the children to



find all the words that start with *b* on this page. List them on the board or on paper. (*big, bag, buds, bed*) Ask the children to decide which words have something that is the same (ending letters) and explain. Ask children to read the words using spell-say or sound-say. You might want to refer to the word families lists.

pp. 14–15: “What is happening here? How do you think the boy feels? (surprised, disappointed). Why do you think he put the Rama doll on the bed on the table instead of in the hut?” Discuss answers and talk about testing our solutions. Point out *too* and ask the children what they notice about it. (It is in bold.) Ask them what this means. (to stress the word) Give an oral example, such as, “I ate **too** much!” and then ask the children to suggest their own examples of when we stress *too*. Ask the children to find two words on these pages that are almost the same (*full, fall*). Write them on the board or on a paper and ask the children how we know how to read/say each word.

pp. 16–17: “What has he done here?” Point out *I put ten buds back*. Ask the children to count how many buds he took out. “What word is in bold here? (not) Is *too* in bold here like it was on the other page?” (no) Ask them to read the phrase

*not too full*. Discuss why a word can be stressed on one page and not on another.

pp. 18–19: “Now what has happened?” Point out the word *his* and discuss the reasons why sometimes we say *Rama’s hut* and sometimes *his hut*.

p. 20: Point out that there is no text here, only a picture, but that this is part of the story also. Ask them what the boy is doing. (He’s thinking about Rama and his brother Lakshman sitting in their hut in the forest.) Talk about thought bubbles and what they show (what someone is thinking). Ask if any children have seen thought bubbles in comic books. You might point out that Rama and Lakshman are sitting on a cloth bag with flowers inside. “What does this picture tell us about the rest of the book?” Discuss.

### QUICK REVIEW OF WORDS

It is best if children have completed all the activities in this book up to this point. Quickly go through the word families on pages 2–3 of this book, the words *pull, full, and bull*, as well as the new high frequency words (*his, he, of, go, off*) and the interest words (*Rama, Rama’s*). Remind the children about *apostrophe-s*. If there are any words in the book the children might not understand, discuss the meaning.

## 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 sound-say. Use the letter or phoneme (such as /k/) sounds, reading as follows for all words taught in the word-family lists: “/i-t/ It is the Rama /d-o-l-z/ doll’s /h-uh-t/ hut.” The children should then repeat in the same way. Then read each page normally without sounding out words, and have the child repeat, while pointing to each word. Some children may need extra help.

### Inductive Whole-word Phonics

First read each page and then have the children repeat, using spell-say. Use the letter names (not the sounds of the letters), reading as follows for all words taught in the word-family lists: “i-t It is the Rama d-o-l-l’s doll’s, h-u-t hut.” The children should then repeat in the same way. Then read each page normally without spelling out words, and have the child repeat, while pointing to each word. Some children may need extra help.

### Guided Reading

Children read one page at a time (or two) out loud to themselves. If the child reads correctly, give specific praise, such as, “You figured out *mess*. How did you know what that word was?” Check that children read without pointing. If a child stumbles over a word, give help through referring to the word’s letter names, sounds, pictures, or to what has already happened in the story. You can also refer to the list of word families, and the pages teaching high frequency words and interest words in this book.

## **AFTER READING THE BOOK, RETURNING TO THE TEXT**

### **Word review exercise**

Ask the children to find *big bag* and *bag of buds*. Discuss how we know what those words are. Have children work with a partner to orally test each other on how to spell *big* and *bag*.

### **How does the character feel exercise**

Pick a page from the book and think aloud about how you decide what the character is feeling. Give examples from the text and pictures that explain your answer. For example, for the page *I get a bucket and put lots of buds in it*, you could say, "I think the boy is feeling proud because he has found a way to solve the problem of how to put the Rama doll in the hut. I think he is feeling cautious so that he can pick the buds properly, and I think he is also feeling confident that this will solve the problem." Have the children work with a partner to pick a page and describe how the character is feeling and on what they base their decision. Some children should then share with the class.

### **Keystone word exercise**

Remind the children that in each story, or on each page, certain words are more important, even though they might not be more important on another page of the same story, or in a different story. Take the page that reads *It is not fun to sit in mud. It is a mess!* Ask children to suggest which word or words are most important on this page. There is not a "right" answer. What is important is each child's explanation of how he or she came up with the answer.

### **Thought pictures exercise**

Show the children the same text as for the keystone word exercise. Ask them to pretend that this page was part of a different story, and there was no picture. Discuss what kind of thought pictures we could get from that page.

### **Finding answers exercise**

Model for the children how to find an answer by looking in the book. Take the question, "Where did the boy build the hut?" and explain out loud how you would look in the book to find a reference

that shows in the picture that the hut is on top of a hill. It looks like the hill is in the boy's yard. Next take the question, "Why is the boy building this hut?" For example, you could say, "From the last picture, we see that he is thinking about Rama and Lakshman in the forest. So I think he is building the hut so he can pretend he is in the forest with them. Maybe he's pretending to be a sage who helps Rama." Have each child answer all the following questions, and give their reasoning for their answers. For the inferential questions, there is no "right" answer, and what is most important is for children to explain their process and reasoning.

### **Fact questions**

- ♦ How many steps did the boy have to take in order to solve the problem of the mud? (3: buds in bucket, buds into bag, take some buds out)
- ♦ How many buds did he have to take out to make the bag small enough? (10)
- ♦ Where did he test the bag to see if it was the right size? (on a table)

### **Inferential questions**

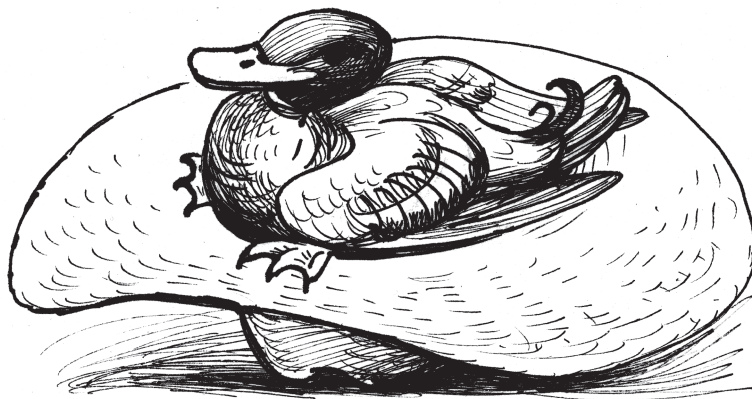
- ♦ Why didn't the boy try out the bag of buds in the hut instead of on the table?
- ♦ Why did the boy pick buds instead of something else?
- ♦ Why did he use two different buckets?
- ♦ What was the boy thinking about while he was building the hut and making the bud bed?
- ♦ Could someone really stay in the hut he built?

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

### **FURTHER ACTIVITIES**

Children can draw pictures of huts, make collages of hut pictures from pictures in magazines, or glue twigs and leaves, etc onto heavy paper to make a "hut". They could also build small huts outside from twigs, mud and leaves. Children who have dolls of Rama, Krishna, etc. could make something for their dolls. With adult help, children could glue or sew a very simple doll that they decorate as Ramachandra. Children can suggest what the boy will do next for Rama's Hut (a cover for rain, a carpet of leaves to cover the mud, etc.

*Write captions for the pictures, using known words*



**NOTES FOR PARENTS AND TEACHERS:** Show the children the picture and discuss what it shows. Ask the children to help you write a title or caption for this picture, using words they have learned. Once you agree on a caption, have all the children say the caption together a few times, then say it to a partner, and then together again two or three times. Ask the children to tell you the first word. Ask them what letters are needed and write them. You can write on a board. Remind the children that we need to put a space between words. Ask the children to say the whole caption again. Then ask for the next word and what letters we need. Repeat for all the words. Some children will be able to write the caption themselves in this book under the picture.



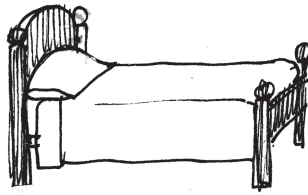
Write the missing consonant

h

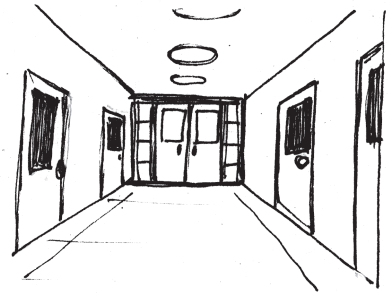
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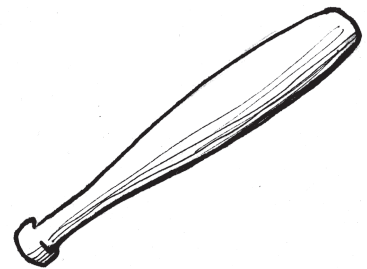
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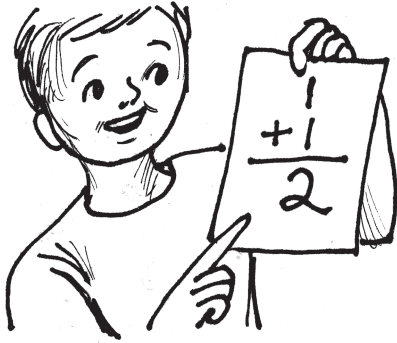
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**NOTES FOR PARENTS AND TEACHERS:** Children should describe the picture and then choose *h* or *b* and write in the space. Help as needed.

*Mark the sentence that matches the picture*



- ☐ The duck tips the bucket.
- ☐ I add and get a sum.



- ☐ He can hit and not miss.
- ☐ He had a bad fall.



- ☐ Ann is Nell's pal.
- ☐ Dad got mud on his cuff.



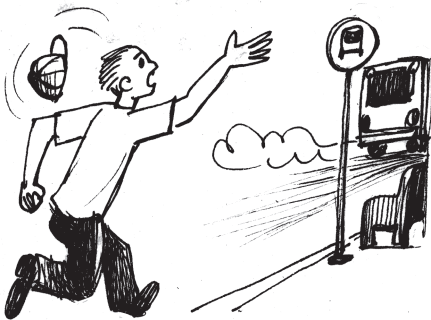
- ☐ I get a hug and a kiss.
- ☐ I fed carrots to a pig.

**NOTES FOR PARENTS AND TEACHERS:** Children should mark the box that is next to the sentence which describes the picture.

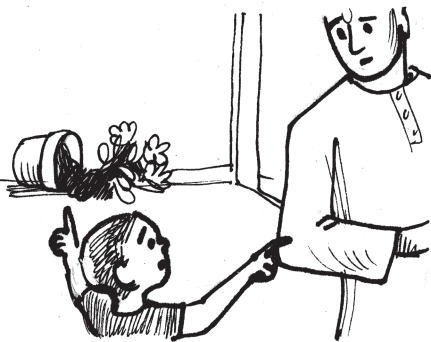
*Mark the sentence that matches the picture*



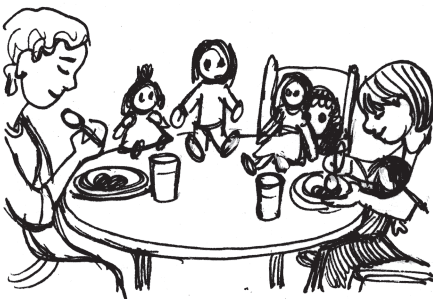
- ☐ I lug a big pack up a hill.
- ☐ I go to the mall.



- ☐ Russ put his hat on a puppet.
- ☐ I run but I miss the bus.



- ☐ I tell Dad the pot fell.
- ☐ Dad fell and cut his leg.



- ☐ A cat licks up the mess.
- ☐ Mum let all the dolls sit.

**NOTES FOR PARENTS AND TEACHERS:** Children should mark the box that is next to the sentence which describes the picture.

## Extra, optional, activities about Rama

Ask the children what they know about what kings do. Discuss the people who take care of us in our family, school, and government. Ask the children to suggest how someone can be a good caretaker. Ask for children to volunteer examples of when someone took good care of them, or they took good care of someone else.

Build a “bridge across the ocean” outside out of sand and dirt across an area filled with water.

Pretend to be Lakshman collecting fruits and roots to eat in the forest.

Draw a picture of the monkeys fighting with sticks and rocks while Ravana and his army fought with mystic weapons.

Pretend you are one of the story characters (Rama, Lakshman, Sita, Kaikeyi, Ravana, Indrajit, etc.) and ask the children to think of questions to ask you.

Children can learn a song about Rama, such as the Dashavatara verse about Lord Ramachandra, or a very simple kirtana of *Sri Rama, Jaya Rama, Jaya Jaya Rama*.

## Assessing the completion of Phase Two

Children should be able to recognize the name (or sound) of all the letters taught in this phase: *s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f*, and *l*. They should have particularly mastered recognizing the letters *s, a, t, p, i*, and *n*. This means that if shown the letter they can name it (or say its sound), or if told the name (or sound) they can point out the letter.

Children should be able to spell-say or sound-say vowel-consonant words such as: *at, in, an, up, it, on, if* and *am*. If told the word, they should be able to say what letters (or sounds) are in that word. (In other words, they should be able to orally spell them or orally make the sounds that make up the word.)

Children should be able to spell-say or sound-say most of the consonant-vowel-consonant words taught so far (*ck, ff, ss*, and *ll* making one consonant sound), although some children may be more proficient at this than others at this point.

Children should be able to sight read *said, and, I*, and *the* fluently and be reasonably familiar with *too, mum, dad, is, into, do, put, to, his, he, of, go*, and *off*. Most children should also be able to sight read *Krishna* and *temple*.

Most children should be able to write all the letters in this phase (if orally told the letters or if shown the letters) in the air, in sand, on a friend's back, or with a large paint brush. Most children should also be able to write with pencil at least the letters *l, t*, and *i* very well and *h, n*, and *m* reasonably well. Of all the letters taught so far, small *e* is very difficult to write well with any medium.

Fluent mastery of the above is not expected at this point and there will be much more practice in Phase Three for the children whose understanding is still beginning. If there are children who do not have even basic proficiency in the above, they should probably cycle through the Phase Two books again. For such children, you can devise exercises similar to those in these activity books, but using slightly different words. You can refer to the book *Letters and Sounds* for ideas for additional teaching. For the very few children who still do not have basic proficiency after a second cycle, you might want to consider getting another system for teaching letters and sounds and using that to teach through a third cycle before going on to Phase Three of this program.