

# SITA WILL FIX THE MESS

## 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: j, v, w, x

Discuss the meaning of any unfamiliar word before showing the children the written words in the word families. It is suggested that you use either Synthetic Phonics *or* Inductive Whole-word Phonics.

#### Synthetic Phonics

*Hearing and saying:* Create an action with hands or body that relates to the sounds of the letters and have the children copy and repeat. For example, you can jiggle your body while saying /j/. Pick names of people or things with this sound and say those names while exaggerating the sounds. You can also say words that begin or end with these letters and ask the children to identify the sound.

*Seeing and saying:* Write the new letters on cards, or pieces of paper, or on a board. Make sure you show both capital and lower case letters. Discuss that we use capitals for names and starting sentences. As you show each letter, have the children repeat the letter sounds. Then ask the children to find the corresponding letters from magnetic letters or felt letters, saying the sounds each time.

*Saying and writing:* The children should say the sound of the letter while writing it with their fingers in the air or on a friend's back, or in sand, or in water. They can progress to writing the letter on paper with crayons, finger paint, or large brushes.

Go through the word families in this book on page 2. Have the children sound out each phoneme and then blend together to form the words. Then go through the lists again, reading the words.

#### Inductive Whole-word Phonics

Write the new letters on a board or paper and tell the children the letter names. Make sure you show capital and lower case letters. Discuss that we use capitals for names and starting sentences.

Using the word families on page 2 of this book, say and have the children repeat the final vowel-consonant sound (such as i-x, ix) and then add the first letter, and spell-say (f-i-x, fix). Then go through the list again saying the words normally (without using spell-say) and having the children repeat. Then ask the children to compose an oral sentence with each word.

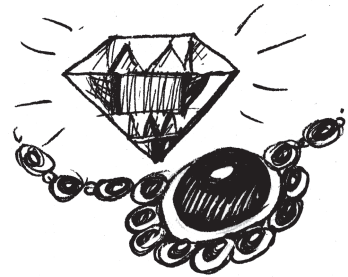
## Word families

**NOTES FOR PARENTS AND TEACHERS:** The left column of words shows new patterns with x. Note that *ax* is American spelling; the British spelling is *axe*. The right three columns are of previously learned patterns with the new letters. You might want to write the pattern on the board or on a paper and then add the new word. (pattern: *packet, racket* new word: *jacket*) Other examples: *pocket, bucket, comet, puppet, velvet*; *am, Sam, jam*; *fill, hill, bill, kill, mill, Jill, will*; *pet, net, set, bet, let, jet, vet, wet*; *dog, log, jog*; *cob, rob, sob, job*; *pen, hen, den, Jen*; *man, pan, can, fan, van*; *at, sat, pat, mat, rat, vat*; *is, his, visit*; *tag, gag, nag, sag, wag*; *gig, pig, dig, fig, wig*; *in, pin, tin, bin, win*; *bell, fell tell, well*.

*Pick, sick, kick, rick, tick, ticket* have been learned; you can add *wicked* as a slight variation to that list. You can also add *Vic* and *Vikram* to that list and discuss what is alike and what is different about those words and the rest of the word family. *Web* and *Kevin* are new patterns, though you can look at other words with middle *e*, such as *set, bet, beg*, etc. You can also refer to *in* to help with *Kevin*.

ax	jack	van	wag
tax	jacket	vat	wet
wax	jam	vet	well
fix	Jill	Vic	wig
mix	jet	Vikram	will
six	Jen	visit	win
ox	jet-lag	velvet	wick
box	jog	Kevin	wicked
fox	job		web
exit			cobweb

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



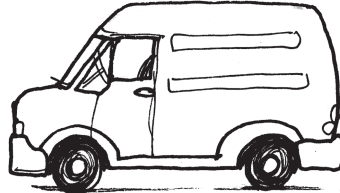
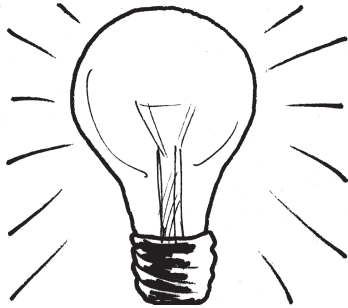
j



**NOTES FOR PARENTS AND TEACHERS:** First have the children say what each illustration is and have them exaggerate the first sound. They should then draw a circle around the illustrations of words that start with j. Note that “jump rope” is “skip rope” in some places.

(clockwise from top-left: jacket, house, jewel, jam, judge, mouse, juice, jump rope)

Circle the pictures that start with the /v/ sound



V

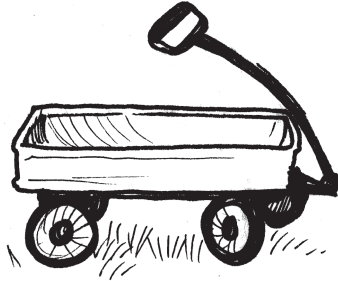
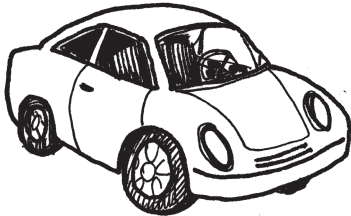


**NOTES FOR PARENTS AND TEACHERS:** First have the children say what each illustration is and have them exaggerate the first sound. They should then draw a circle around the illustrations of words that start with *v*. Note that the bottom-left picture may be called a *waistcoat* instead of a *vest*.

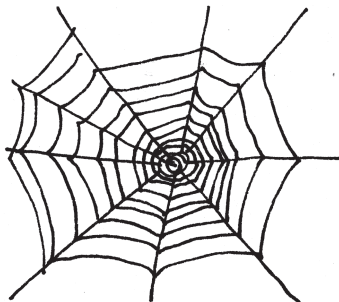
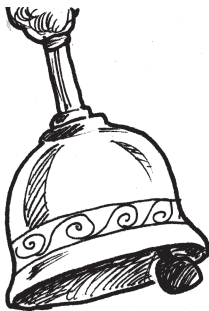
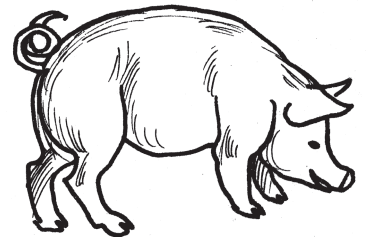
(clockwise from top-left: light bulb, van, vet, veil, dog, vegetables, vest, girl)



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



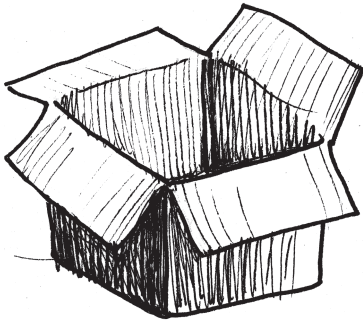
W



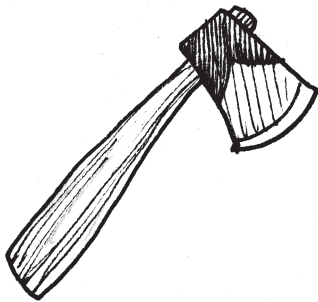
**NOTES FOR PARENTS AND TEACHERS:** First have the children say what each illustration is and have them exaggerate the first sound. They should then draw a circle around the illustrations of words that start with *w*.

(clockwise from top-left: car, wagon, dog, pig, wet, web, bell, wig)

*Circle the pictures that end with the /ks/ sound spelled with x*



X



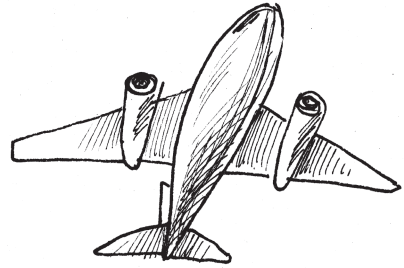
**NOTES FOR PARENTS AND TEACHERS:** On this page, the children are matching the **last** letter and sound. First have the children say what each illustration is and have them exaggerate the **ending** sound. They should then draw a circle around the illustrations of words that end with x.

(clockwise from top-left: cat, mouse, boy, cup, fox, wax, ax, box)

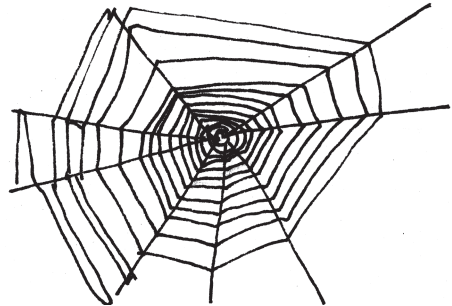
jacket



wig



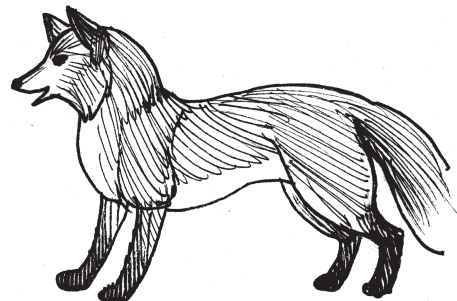
fox



jet



web



**NOTES FOR PARENTS AND TEACHERS:** The children should read the words using spell-say or sound-say. Have them name the pictures. They should then draw a line from each word to the picture it names. Help as needed.

*Circle the word that matches the picture*



mix

wet

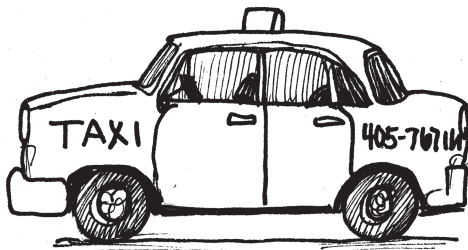
get



run

man

job



wax

cab

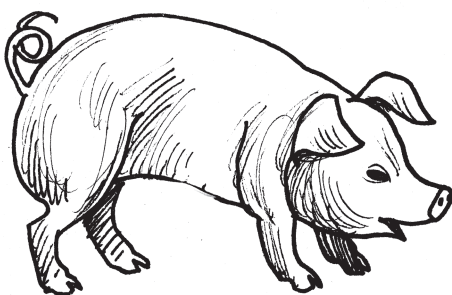
bug



top

vet

jog



gun

leg

hog



puppet

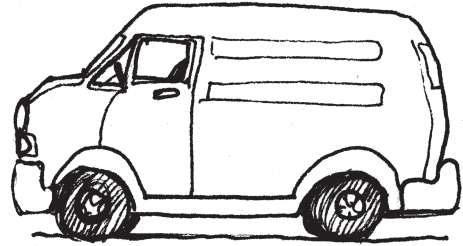
jacket

velvet

**NOTES FOR PARENTS AND TEACHERS:** For each illustration and set of three words, ask the children to read the three words (using spell-say or sound-say if needed) and then describe the picture. They should then circle the word that describes the picture. You can refer back to the lists of word families in this book and in previous activity books if any children are struggling with a word. You can also write the word family on a piece of paper or on a board.

*Match words to pictures*

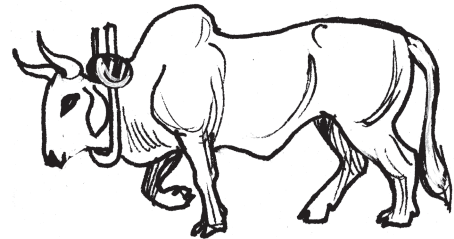
jam



ox



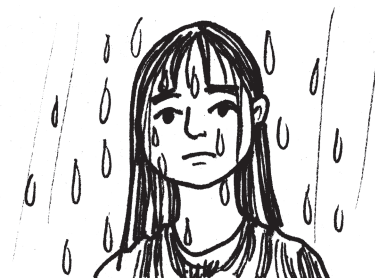
van



wet



jacket

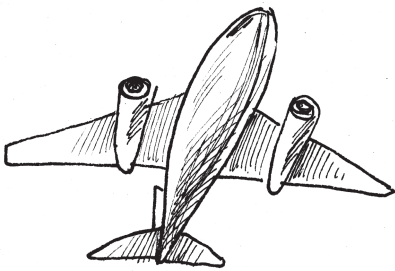


**NOTES FOR PARENTS AND TEACHERS:** The children should read the words using spell-say or sound-say. Have them name the pictures. They should then draw a line from each word to the picture it names. Help as needed.

Write the missing letter

j

w



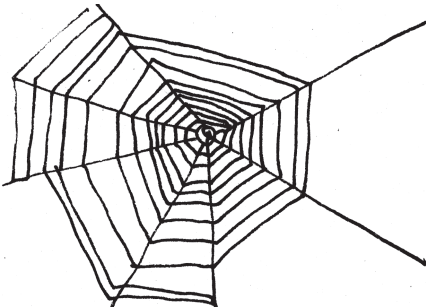
\_\_\_et



\_\_\_ig



\_\_\_am



\_\_\_eb



\_\_\_acket

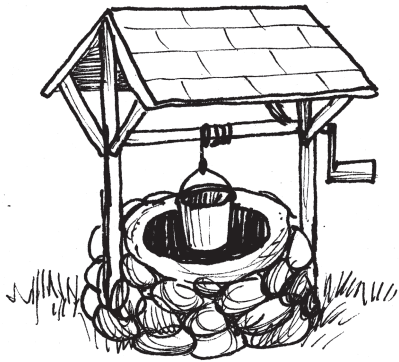


\_\_\_ax

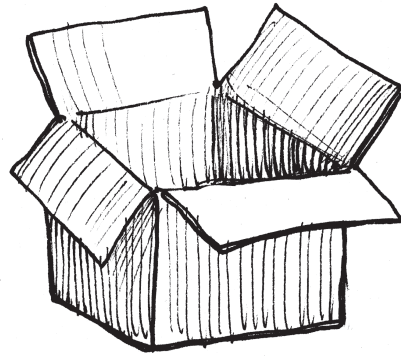
**NOTES FOR PARENTS AND TEACHERS:** The children should name each picture and then choose *j* or *w* to write in the space. They can orally try each letter to decide which is correct. Help as needed.



*Circle the word that matches the picture*



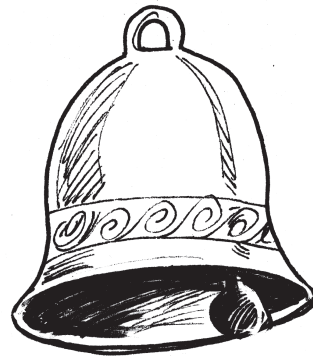
well  
hill  
gull



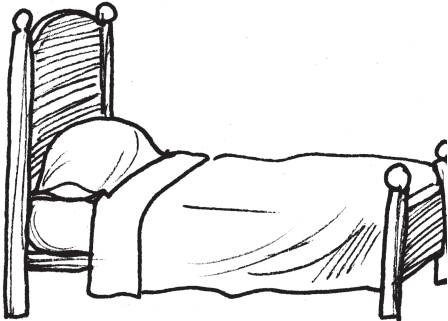
box  
six  
hut



sack  
jack  
rock



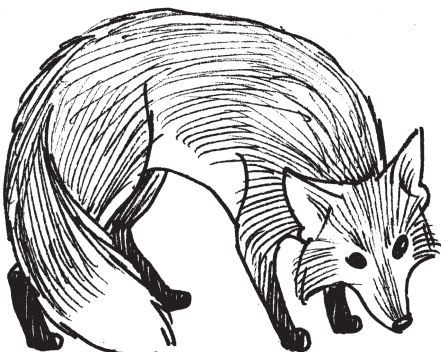
mess  
bell  
Jill



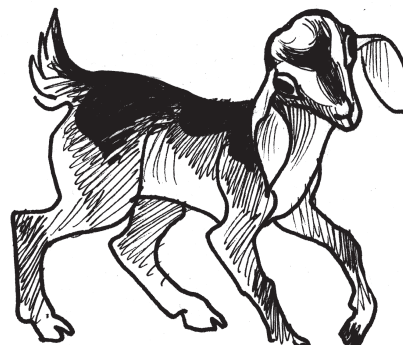
bed  
van  
sag



fog  
jam  
hot



hog  
fox  
cup



kid  
fun  
vet

**NOTES FOR PARENTS AND TEACHERS:** Follow the same process as page 8.

## Tricky word: Oh

**NOTES FOR PARENTS AND TEACHERS:** You can write *oh* on a board or on a piece of paper, both with a capital *O* and a lowercase *o*. Tell the children that this word sounds just like the name of the letter *o*, and the *h* is silent. Have the children compose oral sentences with *oh*. Talk about what this word is used for. Have them look at the faces on this page and discuss how *oh* can be used to express a lot of different feelings, but especially surprise.



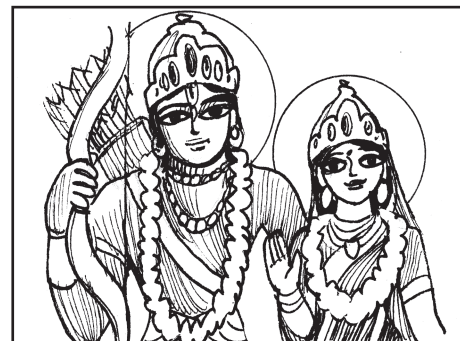
Oh!

## Interest word: Sita

**NOTES FOR PARENTS AND TEACHERS:** The name *Sita* is introduced here as an interest word. Although the children have read other books about Sita (*Sita Sat at the Temple*, *Red and Tan Pack*), this is the first book where the word *Sita* appears in the book itself. Tell the children that we often pronounce people's names differently than words that are spelled similarly, and that this word is Sanskrit so we say it differently than the word *sit*. Discuss how there is Sita who is the eternal wife of Lord Ramachandra, and then there are many human women and girls who are also named Sita.



Sita and Sita's Dad



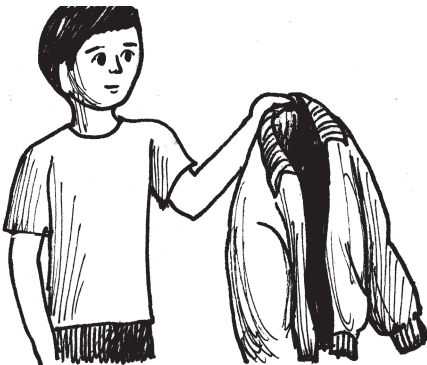
Sita and Rama

Mark the correct word to complete the sentence



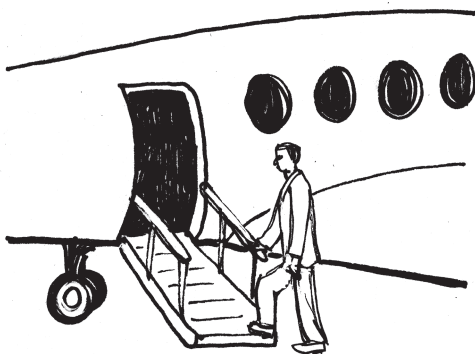
Oh, Rama will \_\_\_\_\_ it!

☐ miss ☐ hit



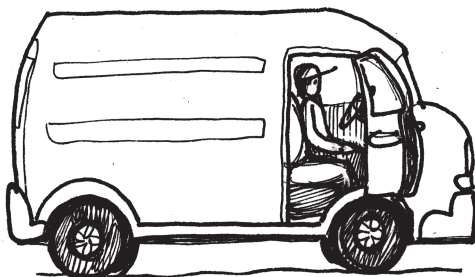
His jacket is \_\_\_\_\_.

☐ off ☐ on



I go into the \_\_\_\_\_.

☐ jet ☐ vat



I sit in the \_\_\_\_\_.

☐ van ☐ vat

**NOTES FOR PARENTS AND TEACHERS:** The children should mark the box next to the word that will make each sentence match the picture.

## Quotation marks

Quotation marks were used in other books before this to a very small extent. In this book they are used on most pages. You can start this lesson by bringing in some comic books or asking the children to bring in some. Show the speech bubbles in the comics and ask the children to describe what they mean. Talk about storytelling and the difference between when the storyteller is describing something and when people are speaking to each other or to themselves. Explain how, in most books, instead of speech bubbles like in comics we use quotation marks (or speech marks). Show this page and the two ways of showing someone is talking (quotation/speech marks and speech bubbles). Write some sentences on a board or on a piece of paper, using only words taught so far, and quotation marks. Use only *said* (not *asked* or

*cried*, etc.) and put the words *Sita said*, *Gus said*, etc. at the end of the sentences, and in that order—not *said Sita*. Read the sentences you wrote with the children and discuss how the quotation marks were used. Then ask the children to compose some oral sentences that have people talking, using any words. Write some down and look at how the quotation marks are used. We are not expecting the children to use quotation marks correctly in their own writing at this point—most children at this level can only spell a few words—but we do want them to understand what the marks mean when they see them in print.

Sample sentences to write on the board: “Is it Tom’s ticket?” Bill said. “The lid is off the pot,” Ken said. “The sun hid in the fog,” Bess said. “The puppet fell into the mud,” Kevin said. “I did not get a hat,” Hal said.



“Oh, Sita!” Dad said.

“Dad, the leg is off the bed,” Sita said.



### CREATING THE ATMOSPHERE

Ask the children to discuss how and when things break. Try to get the children to suggest various causes for things to break. Causes for breaking that you can discuss include: wearing down in time, improper use, dropping or bumping, improper storage, or intentional damage. Discuss responsibility and what we should do if we break something accidentally, and what we should do if we break something purposely. Have the children give several examples of each and suggest what should be done by the person who broke the thing. The children should also suggest what should be done by the owner if it's a different person than the person who broke it.

If possible, have the children bring various kinds of broken things to class. You can also bring some broken things. The things should be of a variety of materials, such as metal, plastic, cloth, paper, and so forth. If at all possible, bring in some sort of garment that has a cuff on the sleeve or leg (a doll's garment or a person's garment). Also, if at all possible, bring in a bell. You can bring items that are not broken but that can easily break. Also, bring in a variety of things that are used to fix things such as: needle and thread, glue (different kinds—for paper, wood, etc.), tape, staples, string, and so forth. Put each item for fixing things on a different table or a different area and ask the children to take each broken thing (or not broken thing but a thing that can break) and put it with the proper way of fixing it. For example, cloth items would go with the needle and thread. If something, such as torn paper or books, may have more than one way of being fixed, the children might put the same type of item in different places. Discuss why they chose to put each item in its particular place.

Gather together all the items for fixing things (needle and thread, tape, glue, string, staples, eraser, etc.) and ask the children to say which ones they have ever used. Have them talk about their experiences and how well they feel they can

use each of the items. Finally ask them if they have ever fixed something completely by themselves. Ask them to share the stories.

### INTRODUCING THE BOOK

Look at the cover and ask the children who is in this book. (Sita and her dad) Ask them if they remember the other books about this family (*Sita Sat at the Temple* and *The Red and Tan Pack*). Tell the children that this story takes place completely inside of their house. Explain that this book is fiction, which means it is not true, although this particular story is about things that can and do really happen. Ask the children to predict what the book might be about from the cover. First, look at the picture only, and then have the children read the title, using spell-say or sound-say (except for *Sita*). Ask them what we learn from the title that we can't learn from the picture (the name of the girl, that there was a mess) and what we learn from the picture that is not in the title (where the story happens, that it might have something to do with a very small bed). Before discussing the book pages by page, look through just the illustrations of the book and have the children suggest what might be happening.

pp. 2–3: “What is Sita’s Dad doing?” (telling Sita something exciting or interesting) Talk about thought bubbles and how we also saw one at the end of *Rama’s Hut*. Ask the children how many items are in the thought bubble (four) and if they can identify them (bell, jacket, wig, bed). Tell them that we can get clues from the text, and see if they can find those four words on page 2. Help them if required. Ask what words we see on the page more than one time (*Krishna-2, box-2, will-2, get-2, and-2, in-2, a-5*) You can mention that the things are all for their household Deity of Krishna.

pp. 4–5: Ask what is happening in the picture. “It looks like someone is bringing something. Yes, a box. Try to find the word *box* on the page. What was the man driving? Yes, a van. Try to find the word *van* on the page.” Ask if anyone can find the word *Sita* on this page.

pp. 6–7: “What is Sita going to do? (open the box, pick up the box) What does it look like her dad is doing?” Point out the words *pick up* and ask the children if they can find the word *box*. Ask if anyone can find the words that tell us what problem Sita’s dad might be worried about (*too big*). Ask the children what they think might happen next.

p. 8: Ask the children what happened. Ask if they can read what Dad says (*Oh, Sita!*).

p. 9: “What is happening here?” Ask children to name the four things that were in the box. “Which thing is Sita talking about here?” (*bed*) Point out the word *leg* and discuss how we say that chairs, tables, and beds have legs. Ask children if they can find the word *off*.

pp. 10–11: Ask the children if they can find the words that name the other three things (*jacket, bell, wig*). Ask them if they can see what happened to the jacket. Point out the word *cuff*. Ask them to describe what has happened. “What do you think might happen next?”

pp. 12–13: “What is happening here?” Ask the children to find the word in bold (*not*). “Is Dad going to fix the things? What do you think Sita’s dad is going to do?”

pp. 14–15: “What is Sita doing here?” Ask the children to find the names of the four items in the text (*jacket, bell, bed, wig*). “What word is darker on this page?” (*I*) “What do you think Sita is saying? What do you think Sita’s dad will do when he gets up?”

p. 16: “What is happening here?” Ask the children to find what word is darker on this page (*did*).

### QUICK REVIEW OF WORDS

It is best if the children have completed all the activities in this activity book up to this point. Quickly go through the word families list on page 2 of this book. Write the words *oh, too, do, off, is, the, put, said, and, of, Sita, and Krishna* and ask the children to identify each and, if possible, give an oral sentence for each.

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

#### Synthetic Phonics

First read each page (or half a page) and then have the child repeat while looking at and/or pointing to, the words, using the letter or phoneme sounds (not the names of the letters) being taught, reading as follows: “Krishna /w-i-l/ will /g-e-t/ get a /b-e-d/ bed.” The children should then repeat in the same way. You might not need to spell-say particular words that the children have become familiar with. Only sound-say the phonetically regular words whose sounds have been taught, not irregular high-frequency words or interest words. With those words you sound out any regular parts. Then read the page (or half a page or two pages depending on the amount of text) again normally, without sounding out

#### Inductive Whole-word Phonics

First read each page (or half a page) and then have the child repeat while looking at and/or pointing to, the words, using the letter names (not the sounds of the letters) being taught, reading as follows: “Krishna w-i-l-l will g-e-t get a b-e-d bed.” The children should then repeat in the same way. You might not need to spell-say particular words that the children have become familiar with. Only spell-say the phonetically regular words whose sounds have been taught, not irregular high-frequency words or interest words. Then read the page (or half a page or two pages depending on the amount of text) again normally, without spelling out the words,

#### Guided Reading

The children read every one or two pages at a time out loud to themselves. If a child reads correctly, give specific praise such as, “You figured out *cuff*. How did you know what that word was?” Check that the children read without pointing. If a child stumbles over a word, give help through referencing the word’s letter names, phonemes (letter and letter group sounds) pictures in the story, or what has already happened in the story. If a child reads something incorrectly (for example, if on page six a child says *touch* instead of *pick up*), you can direct the child’s attention to the letter names or



the phonemes, and have the children repeat, while pointing to each word. You can refer back to the word families or reference the pictures if a child needs extra help

and have the children repeat, while pointing to each word. You can refer back to the word families or reference the pictures if a child needs extra help.

sounds or the length of the word. You can also refer to the list of word families in this book to help the child figure out the actual word.

## AFTER READING THE BOOK, RETURNING TO THE TEXT

### Word review exercise

Ask the children to find the words *off* and *of* in the text and to discuss how the words look very much alike but sound very different. Talk about how English has tricky words such as *of* that we have to learn to remember.

### How does the character feel exercise

Pick a page from the book and think aloud about how you decide one of the characters feels at that point in the story. For example, look at pages 6 and 7 and say, "How does Sita feel on this page? I think she feels very excited. She is running in the picture to get the box, even though her father tells her not to. In the page before, she used an exclamation mark to show her excitement and she was watching out the window." Then have each child pick a page and explain to you or 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). You might want to remind children of the list of feelings from the activity book for *Sita Sat at the Temple*.

### Keystone words exercise

Ask the children to find the words in bold in this book and explain why those particular words are emphasized on each of those pages.

### Thought pictures exercise

Write the text from pages 12 and 13 on the board or a piece of paper and ask the children to read it and then suggest what kind of thought pictures they could make if there were no pictures in the book.

### Finding answers exercise

Model for the children how to find an answer by looking in the text. Take the question, "What

broken thing did Sita tell her dad about first?" Find the answer on page 9 by thinking aloud such as, "Well, let me find the page right after Sita dropped the box. Here I see she's holding up the bed and the word *bed* is on the page. On the next page I see the words *jacket*, *bell*, and *wig*. So, I think Sita first tells her dad about the broken bed."

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.

### Fact questions

- ♦ What things were in the box? (bed, jacket, wig, bell)
- ♦ Who fixed the broken things? (Sita)
- ♦ What did Sita's dad do after everything broke? (took a nap)

### Inferential questions

- ♦ Why didn't Sita's dad fix the broken things?
- ♦ Why did Sita try to pick up the box?
- ♦ How did the things get broken and messed up?

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

### FURTHER ACTIVITIES

Complete the activities in this book. Make a small "jacket" out of paper that has cuffs on the sleeve. Make something for Deities at school, a local temple, or at home. Practice safe ways to lift and carry heavy things.

Mark the correct word based on the story book



Sita runs to pick up the \_\_\_\_.

☐

box

☐

bag



The cuff is off the \_\_\_\_.

☐

bell

☐

jacket



Dad will nap on his \_\_\_\_.

☐

bed

☐

log



Sita will fix the \_\_\_\_.

☐

wig

☐

wax

**NOTES FOR PARENTS AND TEACHERS:** The children should mark the box next to the word that creates a sentence describing what happened in the story book. The pictures can be used as clues.

## Writing practice

J

j

V

v

W

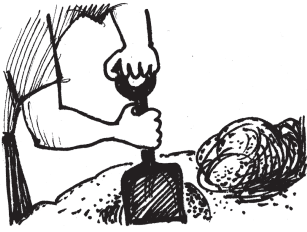
w

X

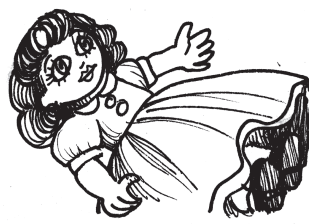
x

**NOTES FOR PARENTS AND TEACHERS:** The children can practice the new letters. Many children will only be able to write these letters one per page with crayon, or paint with a large brush. If you are teaching a specific style of handwriting, the children should write the letters in that style instead of the font that is on this page.

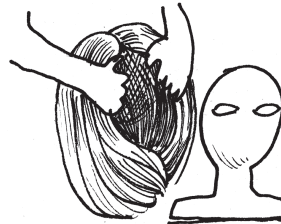
*Circle the word that rhymes with the word on the left*



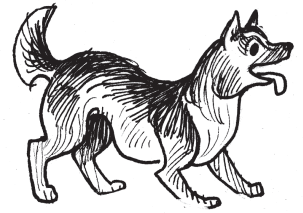
dig



doll



wig



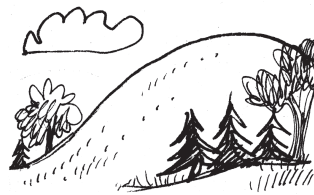
dog



bell



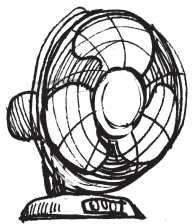
egg



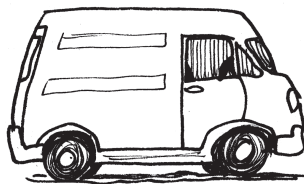
hill



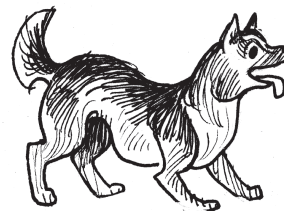
well



fan



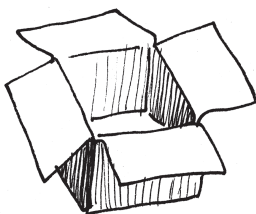
van



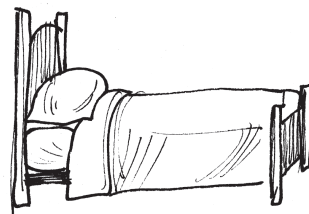
dog



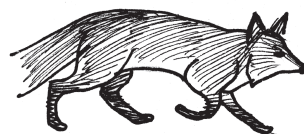
ball



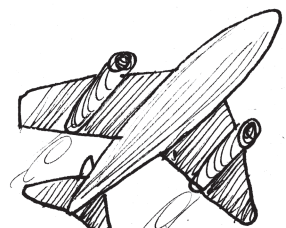
box



bed



fox



jet

**NOTES FOR PARENTS AND TEACHERS:** Ask the children to suggest words that rhyme with various simple words you say. Then ask them to make up rhyming phrases, such as “There’s a bee on my knee.” Read each word in the left box and have the children repeat. First sound-say or spell-say as in “/h-i-l/ hill” or “h-i-l-l hill.” Then ask the children to read the rest of the words in that row and find the one that rhymes with the word in the left box. They should circle it. You might need to first spell-say or sound-say each word in a row and have the children repeat before they can identify the rhyming words.

Write the missing letter

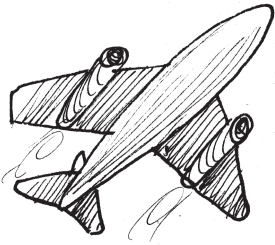
a

e

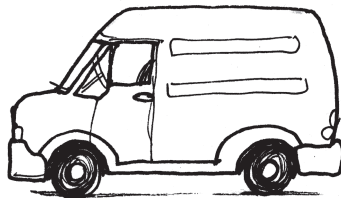
i

o

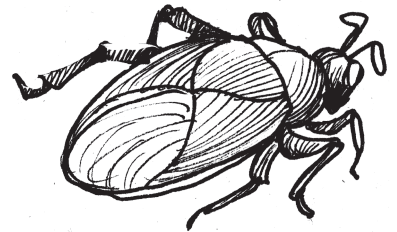
u



j \_ \_ t



v \_ \_ n



b \_ \_ g



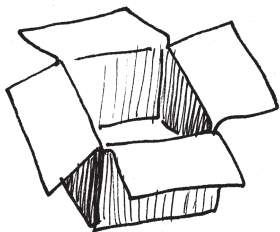
m \_ \_ n



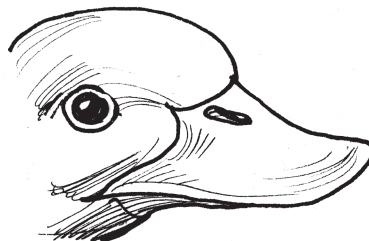
w \_ \_ ll



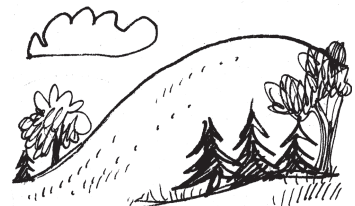
l \_ \_ g



b \_ \_ x



b \_ \_ ll

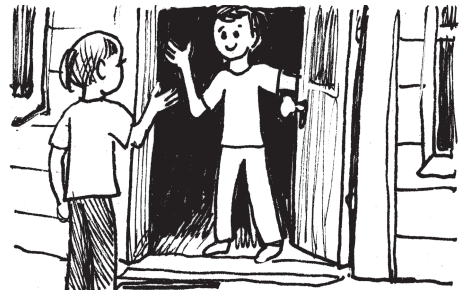


h \_ \_ ll

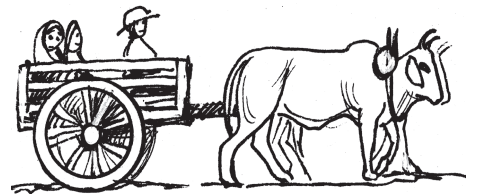
**NOTES FOR PARENTS AND TEACHERS:** If you are using Inductive Whole-word Phonics, say the letter names at the top of the page. If you are using Synthetic Phonics, pronounce the sounds. Tell the children that each word under the pictures is missing a letter and we have to figure out which one goes on the line. Have the children name each picture. Ask what letter or sound needs to go in the middle of the word to make it match the picture. Have the children look at the box of letters, and orally try each one in each word to decide which is correct. They should write the correct letter in the blank. Then they should say the completed word.



Oh! The jar fell!



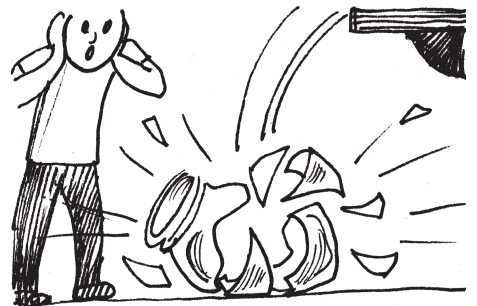
Vikram visits his pal.



The ox pulls.



Jill's doll got mud on it.



Bess runs and wins!



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



Can a box fall into a well? ☐

Can six ducks sit in a jet? ☐

Can a bug pull a big cobweb? ☐

Can a job run? ☐

Can jam get on a wig? ☐

Is a wicked man bad? ☐

Can a van go into a bucket? ☐

Is a cuff on a jet? ☐

Can Dad put a hat on his leg? ☐

Can a jacket sit? ☐

**NOTES FOR PARENTS AND TEACHERS:** First do some oral exercises with the children giving them examples of sentences describing things that could really happen, and sentences describing things that cannot. Example of something that cannot happen: "I walk on the ceiling." Example of something that can happen: "I eat dinner". The children should read the sentences on this page, with help if needed, and then decide if each sentence describes something that can actually happen. If it does, they should put a check or tick mark in the box next to it. Answers should be discussed; for some there is not a "right" answer.

*Mark the sentence that matches the picture*



- ☐ His leg had a bad cut.
- ☐ The dog bit Kevin.



- ☐ Sam got wax on his socks.
- ☐ I put all the nuts in a box.



- ☐ Krishna got the ball.
- ☐ Jill put the jacket on.



- ☐ A man put his socks on.
- ☐ The pot is too hot!

**NOTES FOR PARENTS AND TEACHERS:** The children should mark the box next to the sentence which describes the picture.