

SONG OF THE RAMAYAN

Activity Book and Teaching Guide

By Urmila Devi-Dasi • Illustrated by Syama Vallabha 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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1 2 3 4 5 6 7 8 9 10 Printed in the United Kingdom

New sounds and letter groups: z, zz, ch, sh, th, ng

Because we have taught *qu* as one phoneme (sound) in the last book, it should make it easier to teach the four two-letter (digraph) phonemes here. Discuss the meaning of any possibly unfamiliar words in the word families lists on pages 2 and 3 in this book. Note the difference between the sound of *th* in *this* and *thin*: the first is voiced and the second is unvoiced. It is suggested that you use either Synthetic Phonics *or* Inductive Whole-word Phonics.

Synthetic Phonics

Hearing and saying: Shape fingers or arms or body into something resembling the letter while making the sound or act out the sound while making it. Children repeat. Pick names of people or objects with that sound and say the name while exaggerating and drawing out the sounds. You can also say a list of words that begin or end with the sound and ask children to identify the sound.

Seeing and saying: Write the new letters and letter groups on paper or on a board. Make sure you show both capital and lower case letters. Discuss that we use capital letters for names and the beginning of a sentence. Say and have the children repeat the sounds of each letter or letter group. Ask the children to find the corresponding letters or letter groups from a group of magnetic letters,

saying the sounds each time. It is important to note that while *q* is always followed by *u*, as taught in the previous book, *c* and *h*, *t* and *h*, and *n* and *g* each make a different sound when they are apart than when they are together. This is, therefore, a new concept for the children and may take some time for them to assimilate.

Saying and writing: Children say the new sounds while “writing” with their finger in the air, on a friend’s back, in sand or water. They can also use crayons to write large letters, paint with a large brush, or finger paint. Then, go through the word families on pages 2 and 3, using sound-say and repeat.

Inductive Whole-word Phonics

Write the new letter *z* on the board and tell the children its name. Show both capital and lower case and discuss that we use capital letters for names and beginning of sentences. Then write the two letter combinations and explain to the children that these letters make a different sound when they are together than when we read them by themselves.

Go through the word families using spell-say and repeat. Then go through each family again just reading, and have the children repeat.

chap
chat
chakra
Chakra

check

chin
chip
chill

chop

chug
chum

Shakti

shall

shed
shell

ship
shin

shop
shot
shock

shut

that

than

then
them

this

thin



tap
zap

tip
zip

pig
zigzag

Zak

Word families

rich

much

such

jazz

buzz

fuzz

quiz

sang

rang

hang

bang

gang

missing

filling

selling

packing

telling

singing

ringing

zapping

shocking

ash

cash

bash

rash

sash

bath

path

Beth

with

moth

ring

sing

wing

king

song

long

gong

rung

hung

sung

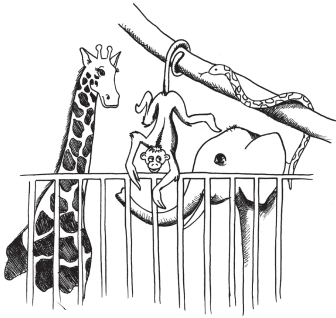
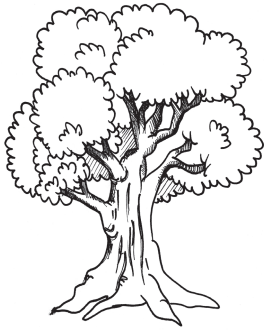
ping-pong

ding-dong

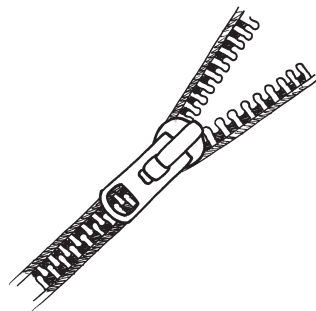
on

off

Circle the pictures that start with the /z/ sound



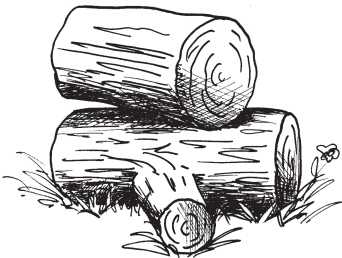
Z



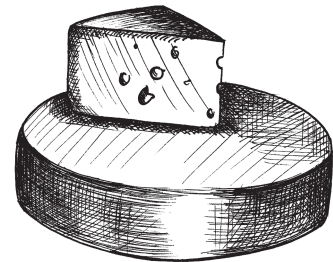
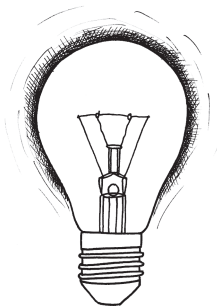
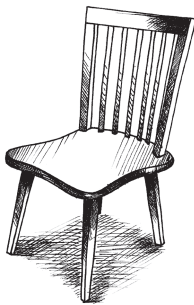
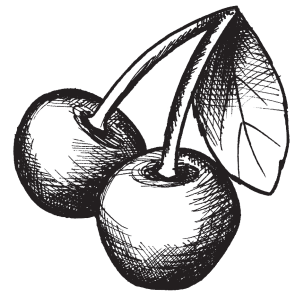
NOTES FOR PARENTS AND TEACHERS: Match the first sound: First have the children say what each illustration is and have them exaggerate the first sound. They should then draw a circle around the illustrations of words that start with z.

(clockwise from top-left: tree, ball, zebra, house, cat, zipper, cup, zoo)

Circle the pictures that start with the /ch/ sound



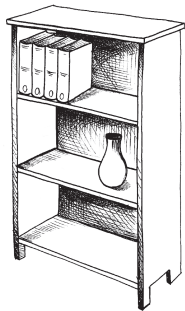
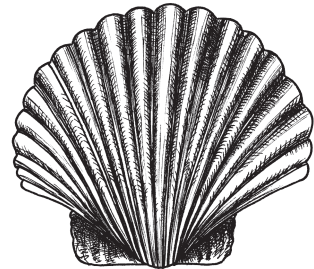
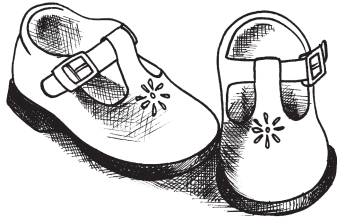
ch



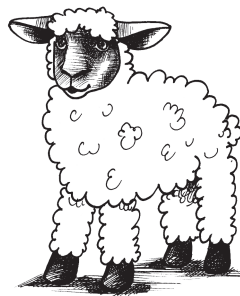
NOTES FOR PARENTS AND TEACHERS: Match the first sound: First have the children say what each illustration is and have them exaggerate the first sound. They should then draw circle around the illustrations of words that start with *ch*.

(clockwise from top-left: fox, chicken, chain, cherries, cheese, light bulb, chair, log)

Circle the pictures that start with the /sh/ sound



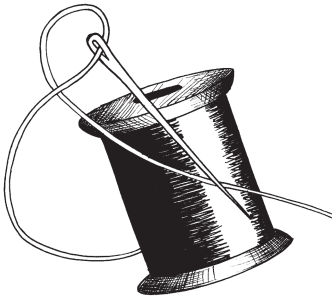
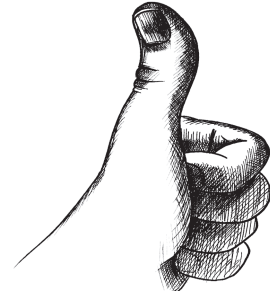
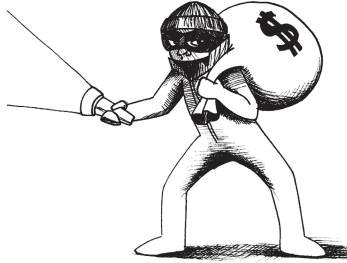
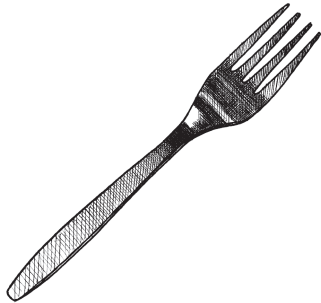
sh



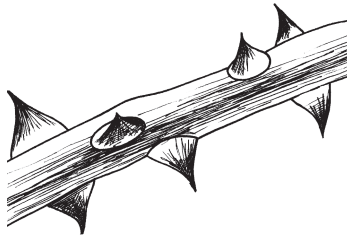
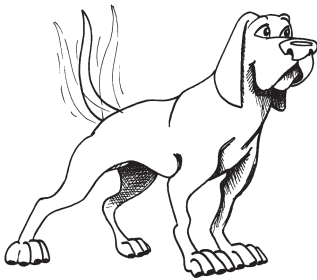
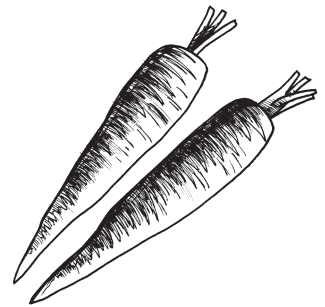
NOTES FOR PARENTS AND TEACHERS: Match the first sound: First have the children say what each illustration is and have them exaggerate the first sound. They should then draw a circle around the illustrations of words that start with *sh*.

(clockwise from top-left: shoe, eggs, shell, shop, ball, sheep, shed, shelves)

Circle the pictures that start with the /th/ sound



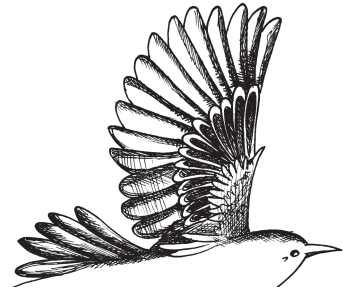
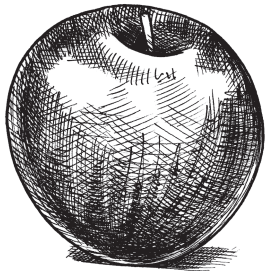
th



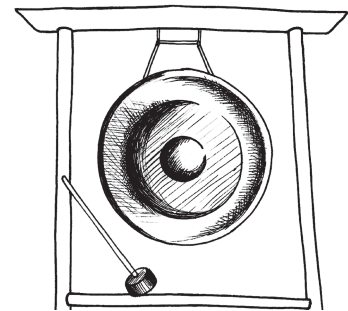
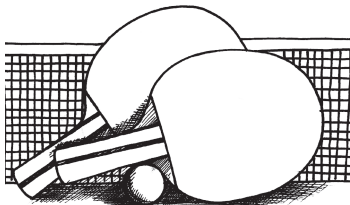
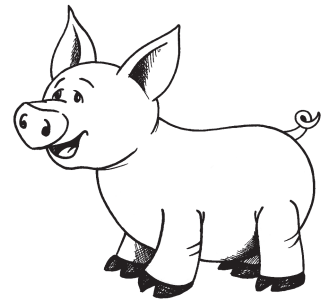
NOTES FOR PARENTS AND TEACHERS: Match the first sound: First have the children say what each illustration is and have them exaggerate the first sound. They should then draw a circle around the illustrations of words that start with *th*.

(clockwise from top-left: fork, thief, thumb, carrots, boy, thorns, dog, thread)

Circle the pictures that end with the /ng/ sound



ng

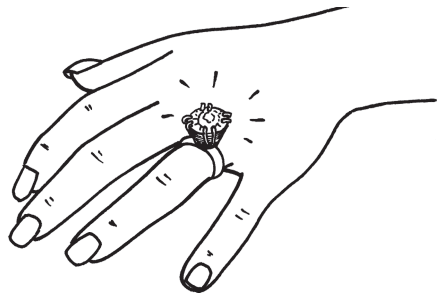


NOTES FOR PARENTS AND TEACHERS: Match the **last** sound: First have the children say what each illustration is and have them exaggerate the **ending** sound. They should then draw a circle around the illustrations of words that end with /ng/.

(clockwise from top-left: apple, ring, wing, pig, gong, house, ping-pong, singing)

Match words to pictures

chin



ship



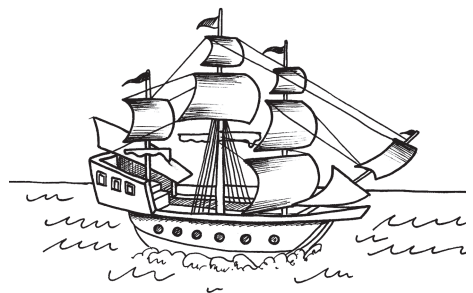
bath



ring



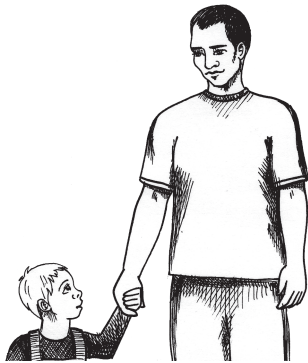
sing



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

Tricky words: *so*, *asked*

NOTES FOR PARENTS AND TEACHERS: You can write the word *so* on the board or a paper, both with a capital *S* and a lowercase *s*. Write it along with *go*, *no* and *oh*, which the children have already learned. Have the children use the word *so* in a sentence and talk about when we use this word. Have the children read the sentences on this page and discuss the pictures. You might first read with sound-say or spell-say and have the children repeat.



Dad is so tall!

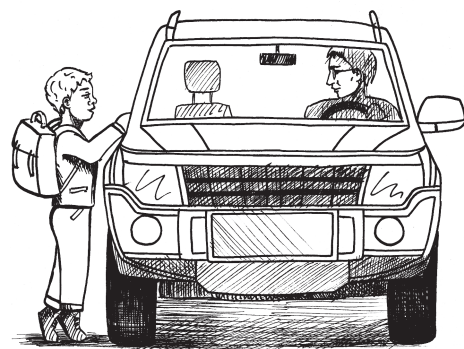


The pan is so hot!

NOTES FOR PARENTS AND TEACHERS: The word *asked* should be taught here almost entirely by sight. The *sk* blend will be taught much later. Write *asked* on the board, and read it to the children. Say some oral sentences using the word and then ask the children to suggest some as well. Go over the pictures and sentences in this book, and then write some sentences on the board. Read with the children, and ask them what thought pictures they can make for those sentences.



“Is it hot?” she asked.



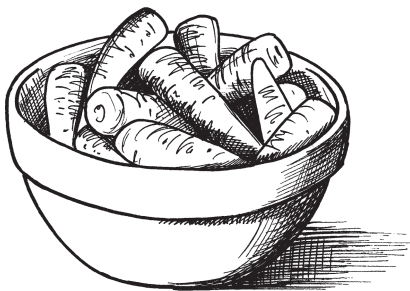
I asked to go.

Does the sentence match the picture? Mark yes or no



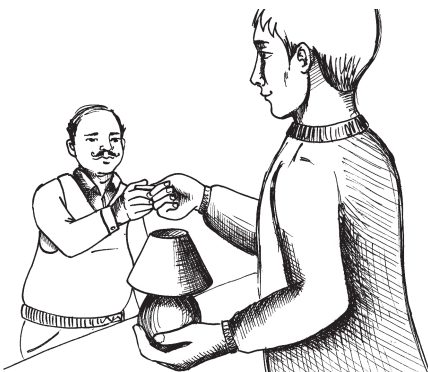
Al can zip his jacket.

☐ Yes ☐ No



The dish is full of carrots.

☐ Yes ☐ No



Zak gets a hat in the shop.

☐ Yes ☐ No



Hal will chop the log.

☐ Yes ☐ No

NOTES FOR PARENTS AND TEACHERS: Children should mark the box next to the word that completes the sentence, which describes the picture.

We rush to the bus.



That is so much!



I got a rock on the path.



Krishna's sash is big.



The king is too thin.



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

Tricky word: you

NOTES FOR PARENTS AND TEACHERS: Review the words *to*, *too*, and *do* and write them on the board. Tell the children that there is another word we use all the time that makes the same sound, but it spelled in a tricky way. Ask them if they can guess the word. Write *you* on the board or a piece of paper. Ask the children to suggest oral sentences using *you*. You might want to point out that they have already learned how to say words with *y*, such as *yes*. Have the children read the sentences on this page, using spell-say or sound-say to help with words when needed. Then you could also write some sentences on the board using *you* and ask the children to suggest what thought pictures would go with the sentences. Use only words learned so far. Do not use *are*.

Sample sentences: Did you sit on the log? Can you be quick and get the bags? Will you go with Dad (or any name learned so far) to the shop (temple) ? Will you run? You rang the bell so much! You can sit so long! You got a red hat. You put the ticket in the pocket. You got mud on your jacket. You and I can run. You and I can be pals.



“Can you get the hat on the peg?” asked Mum.

“No, I am not so tall,” said Bill.



“Will you go to the temple with me?” asked Tess.

“Yes, let’s go to the temple!” said Beth.

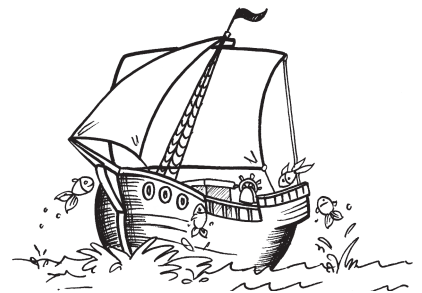
The fish go with the ship.



The king's ring is so big!



I chat with you and Mum.



I got a shock.



You and I can be pals.



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

Present participle: Adding -ing

NOTES FOR PARENTS AND TEACHERS: Do some oral exercises with the children with adding -ing to verbs. First give some oral sentences, all present tense (*is*). First say simple present (He sits.) and then present participle (He is sitting.) After saying about twenty pairs, ask the children to suggest their own pairs of sentences. Accept sentences in any tense (past, present, or future).

Next write the following pairs of words on the board:

miss/missing	lick/licking	shock/shocking
fill/filling	back/backing	wish/wishing
hiss/hissing	kick/kicking	gush/gushing
sell/selling	rock/rocking	shell/shelling
sing/singing	mock/mocking	ring/ringing
tell/telling	tick/ticking	sing/singing
pack/packing	kiss/kissing	bang/banging
sack/sacking	will/willing	hang/hanging

One by one, go through the list, using spell-say or sound-say to help the children read the words, especially new ones. Then ask children for a pair of oral sentences for each pair. You can prompt and give samples, but the children should suggest as many as possible. Although *zapping* is used in the book, do not teach any -ing words where the last consonant is doubled.



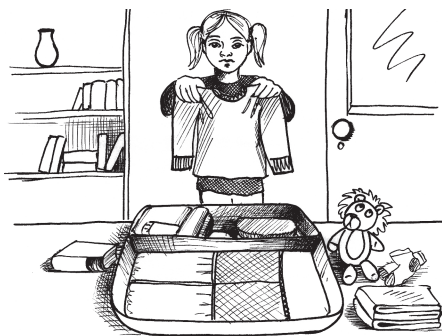
I sing.

I am singing.



I cut.

I am cutting.



I pack the bag.

I am packing the bag.



I kick the ball.

I am kicking the ball.

CREATING THE ATMOSPHERE

Discuss the festivals each year that are connected with Lord Ramachandra. (The three festivals are: Rama's Appearance Day (Rama Navami), Diwali or Rama's homecoming, and Rama Vijaya or the killing of Ravana, also called Dussehra). Ask the children to talk about their experience with any of these festivals. For background about the story, you can refer to the activity book for *Diwali Lamps* or to the background story in the overall guide.

Ask the children to talk about any time they have gotten up on a stage in front of a group. Were they in a play, reciting verses, singing songs, doing a dance, or something else? Ask the children about the different parts of performance. (Such as writing or choosing a script, practicing, costume and make-up, performing, cleaning up). Discuss what is involved with memorizing the part one says on stage. Ask the children what happens if someone forgets what they are supposed to say or to sing?

Discuss with the children ways that we help each other. Ask the children to suggest ways in which their friends help them, or they help their friends.

INTRODUCING THE BOOK

Look at the cover. "Who do you think this story is about? Who are the people?" If the children do not say so, explain that the characters are Sita and her family whom we have read about in other books. Discuss how this story is fiction, so it is not a true story, but is about things that can and do happen. Read the title. Write the word *Ramayan* on the board and read it to the children. You can also write the word *Rama* and ask the children to say who Rama is. Tell the children that the *Ramayan* is the story about Lord Rama and His adventures.

Go through the illustrations and ask them to describe what they think is happening.

pp. 2–3: "What does Sita have? Yes, a thought bubble. What do you see there?" Point out *sing*,

song, and *wish* in the text. "What do you think Sita is telling her mother? What do you think her mother will answer?"

pp. 4–5: "Does Sita's mother look like she is feeling excited about what Sita wants? What is the difference between Sita and her mother in this picture?" Discuss how Sita is pointing to the door and her mother has her hands on her hips. "What do you think might happen here?" Ask the children to find *sing*, *song*, *long*, and *rush* in the text.

pp. 6–7: "What word is on this page three times? Can you read that word? What do you notice about it?" (It keeps getting bigger and the last one is bold.) Discuss what that might mean. Point out the word *mess* and ask the children what in the picture is a mess. (Mum's hair). Ask the children to find *ringing* and *rush*.

pp. 8–9: Ask children what words in the middle of the sentences start with capital letters (*Chakra*, *Shakti*). Ask why those are capitalized. (They are names, or proper nouns.) "Does anyone remember where else in the book we saw those names? See if you can find them." (page 2) Ask the children to read the names using sound-say or spell-say. "What do you think will happen here?" Discuss and then point out the text *go with them*.

pp. 10–11: "Where are the three children? What do you think they are doing?" Ask the children to find the names of the three children in the text. Ask them to find what words repeat (*got up* or *got up and sang*). Ask them to find the bold word (*not*). "What might happen next?"

pp. 12–13: "What do you think has happened?" Ask the children to find the names on this page (*Shakti*, *Sita*) and the word *sing*.

pp. 14–15: "What has happened here? Why do you think things changed for Sita?" Ask the children to find the children's names on the page, and to identify the bold word (*with*). "What do you

think the word *with* means here? What does this tell us is happening in the story?"

p. 16: Discuss that again Sita has a thought bubble. "What is Sita thinking about here?" Point out *shocking* and *zapping* and ask if the children can read those.

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 pages 2 and 3. Review *so*, *asked*, and *you*. Review adding *-ing* and go over the words *ringing*, *shocking*, and *zapping*.

Write *temple*, *Sita*, *Ramayan*, *Rama*, and *Ravana* on the board or on a piece of paper and go over them quickly. It is not expected that children will master *Ramayan* and *Ravana*, although they will see the words *temple* and *Sita* throughout the series.

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 phoneme or letter sounds being taught, reading as follows: "/k-a-n/ Can you /s-i-ng/ sing /i-t/ it." 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 (possibly such as *it*) do not need to be sound-said. After reading a page with sound-say, read it normally, and have the child repeat, while pointing to each word. Ask the child at various points in the story to predict what he or she thinks might happen next. 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: "c-a-n Can you s-i-n-g sing i-t it." 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 (possibly such as *it*) do not need to be spell-said. After reading a page with spell-say, read it normally, and have the child repeat, while pointing to each word. Ask the child at various points in the story to predict what he or she thinks might happen next. Some children may need more help than others.

Guided Reading

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 *them*. How did you know what that word was?" Check that 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, 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.

AFTER READING THE BOOK, RETURNING TO THE TEXT

Word review exercise

Ask the children to find the word *then* on page 10. (It is there twice.) Discuss how this word tells us what happens first and next in a story.

How does the character feel exercise

Show pages 6 and 7 and think aloud about how

you decide how the characters feel. Say, "How does Mum feel?" And then answer the question out loud by referring to the words and/or the pictures, or to how the story is progressing. For example, you could say, "I think Mum feels upset because she says she is a mess and can't rush so much. She may feel nervous because she wants

to go with Sita but she doesn't have time to get ready."

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). You might want to remind children of the list of feelings from the activity book for *Sita Sat at the Temple*.

Keystone words exercise

Remind the children that in different books, or on different pages in a book, certain words are very important. Show the children page 9 or if there are many children, photocopy this page. ("Yes, Sita," said Mum. "Zip the jacket and go with them.") Ask the children what is the most important word (It could be *yes*, *zip*, *go*, or *them*) and have them explain the reasons for their choices.

Thought pictures exercise

Show the children the text on page 10 (At the temple, Chakra got up and sang. Then Shakti got up and sang. Then Sita got up.). You can also write the text on the board or on a piece of paper. 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, and make a thought picture from that sentence then share it with a partner.

Finding answers exercise

Model for the children how to find an answer by looking in the text. Take the question, "Whose parents took Sita to the temple?" and show how you use the book (page 8) to get the answer from both the picture and text.

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

- ♦ How many children were singing on stage? (3)
- ♦ Who got up first to sing? (Chakra)
- ♦ Why didn't Sita's mother bring her to the temple? (She was a mess and didn't want to rush.)
- ♦ How did Chakra and Shakti help Sita sing her part of the song? (They sang with her at the same time.)

Inferential questions

- ♦ Why didn't Sita sing her part of the song at first?
- ♦ Did Sita's mother come to the temple in time to hear Sita sing?
- ♦ Why was Sita so happy at the end of the story?
- ♦ What is the weather like?

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

FURTHER ACTIVITIES

Children can learn a simple song about Ramachandra, in English, Sanskrit or both. They can perform this song for an audience.

You can have the children decorate wooden clothes pins (clothes pegs) or wooden spoons as the various characters and then act out the story.

Children can make up a tune for the part of Sita's song that is on the last page of the book.

Ask the children to suggest alternate endings for the story.

Complete the exercises in the rest of this book.

Is it in the story book?



Chakra and Shakti
do not sing.

☐ Yes ☐ No



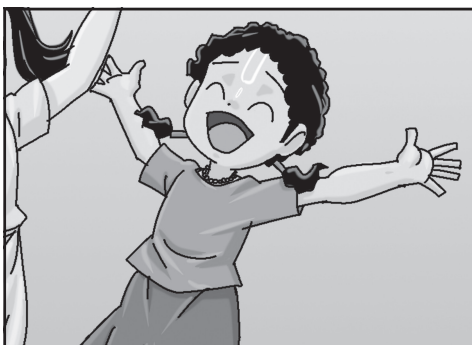
Mum is a mess.

☐ Yes ☐ No



Sita and Mum go to
the temple.

☐ Yes ☐ No

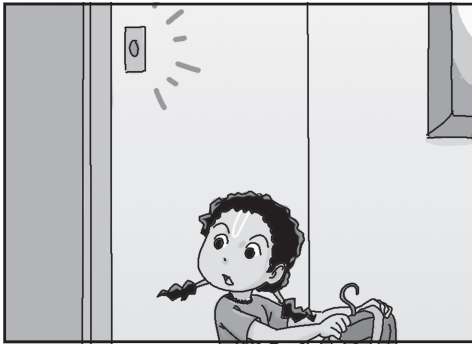


Sita can sing a bit
of the song.

☐ Yes ☐ No

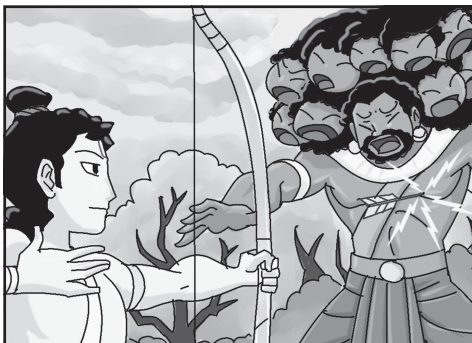
NOTES FOR PARENTS AND TEACHERS: The children should mark the box next to the word that completes the sentence which accurately describes what happens in the book. The pictures can be used for clues. If children struggle, they can refer back to the book while doing this activity. All children can refer to the book to check their answers.

Is it in the story book?



The bell rings, “Buzz, buzz!”

☐ Yes ☐ No



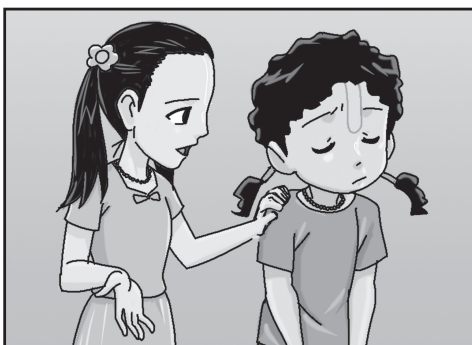
Rama zaps wicked Ravana.

☐ Yes ☐ No



The song is not long.

☐ Yes ☐ No

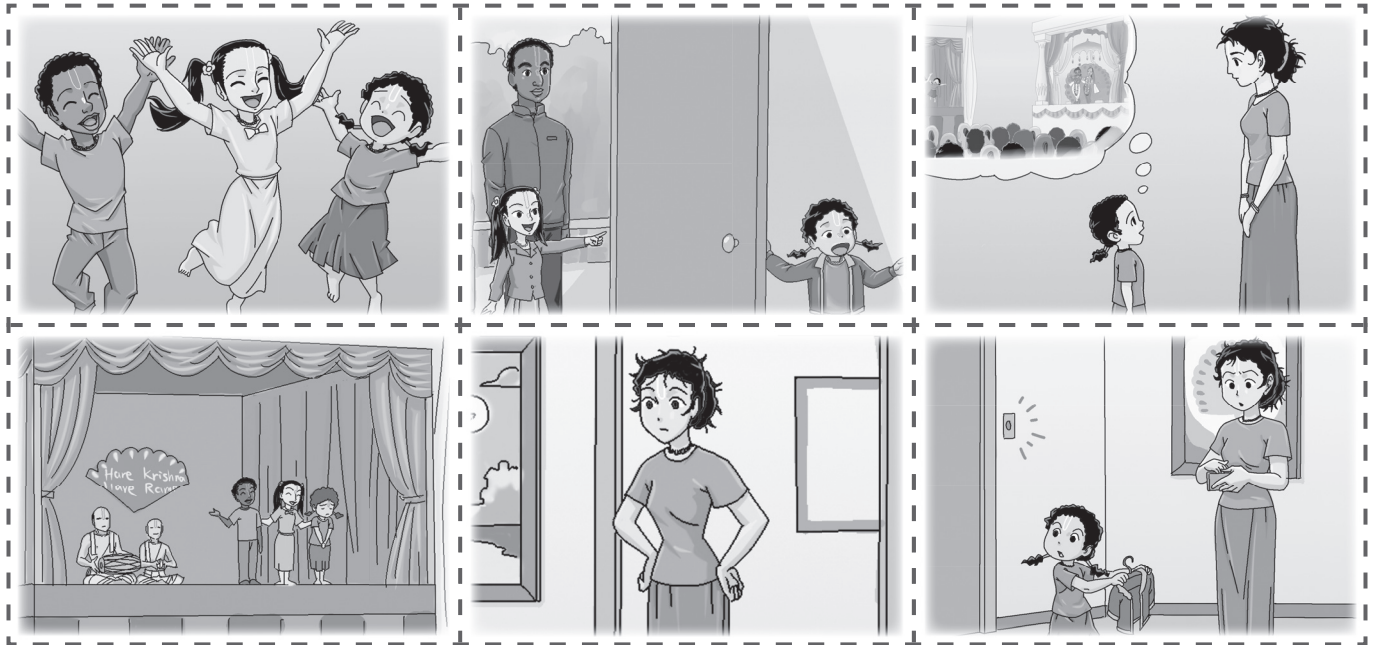


Shakti asked Sita to sing.

☐ Yes ☐ No

NOTES FOR PARENTS AND TEACHERS: Children should mark the box next to the word that completes the sentence which accurately describes what happens in the book. The pictures can be used for clues. If children struggle, they can refer back to the book while doing this activity. All children can refer to the book to check their answers.

Put the story in order



Sita got up but she did not sing.

“That is the bell ringing,” Mum said.

“Can I go with them?” asked Sita.

“We will sing that bit **with** you!”

“That is such a long song, Sita.”

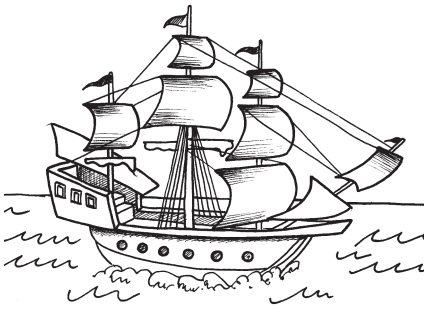
I wish to go, too,” said Sita.

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 the pictures in the same order in which they appear in the story, *Song of the Ramayan*. 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.

Write the missing letter or letter group

s

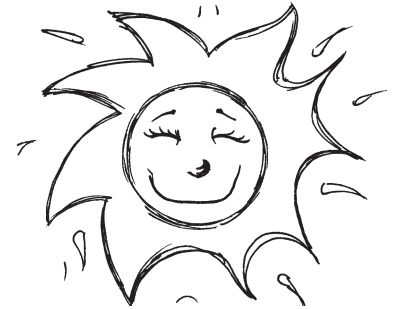
sh



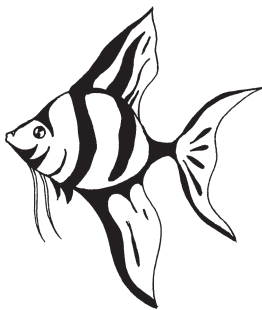
_____ip



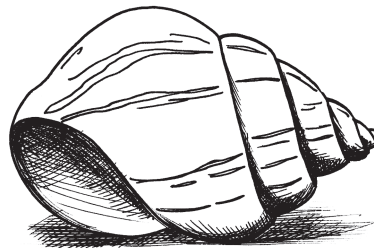
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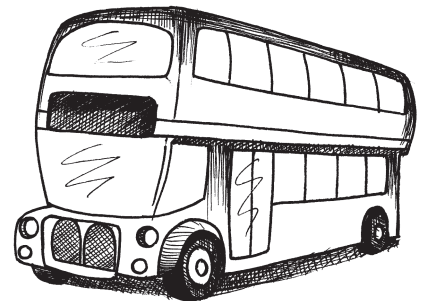
_____un



fi_____



_____ell



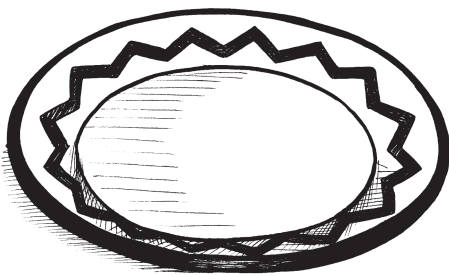
bu_____

NOTES FOR PARENTS AND TEACHERS: The children should describe the picture and then choose *s* or *sh* to write in the space. Help as needed. You can extend this by taking the word families on page 2 and 3 and writing words on cards with the new letters missing. Write those letters on different cards and have the children match and read the words. Some children may be able to create oral sentences with the words they “make.”

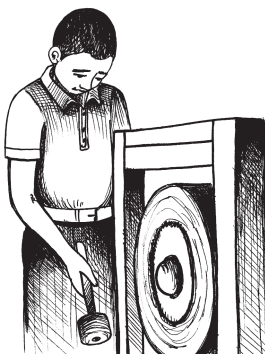
Mark the sentence that matches the picture



- ☐ Fuzz is on this jacket.
- ☐ He's the king.



- ☐ The jet's wing is big.
- ☐ A zigzag is on this dish.



- ☐ Yum! Ten hot chips!
- ☐ Russ can hit the gong.



- ☐ Tess put on a sash.
- ☐ I hang up the jacket.

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

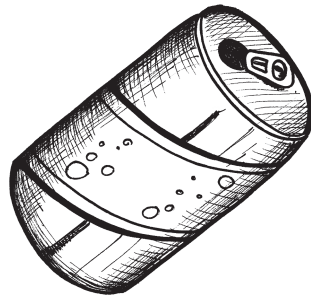
Write the missing letter or letter group

c

ch



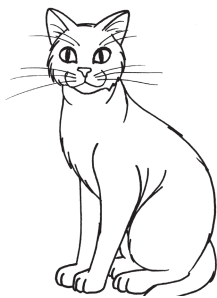
ri _____



_____an



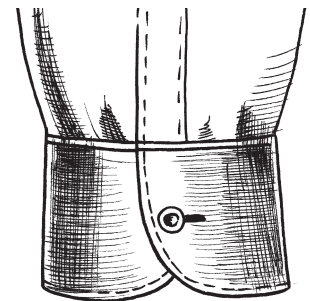
_____at



_____at



_____op



_____uff

NOTES FOR PARENTS AND TEACHERS: Children should describe the picture and then choose *c* or *ch* to write in the space. Help as needed. You can extend this by taking the word families on page 2 and 3 and writing words on cards with the new letters missing. Write those letters on different cards and have the children match and read the words. Some children may be able to create oral sentences with the words they “make.”