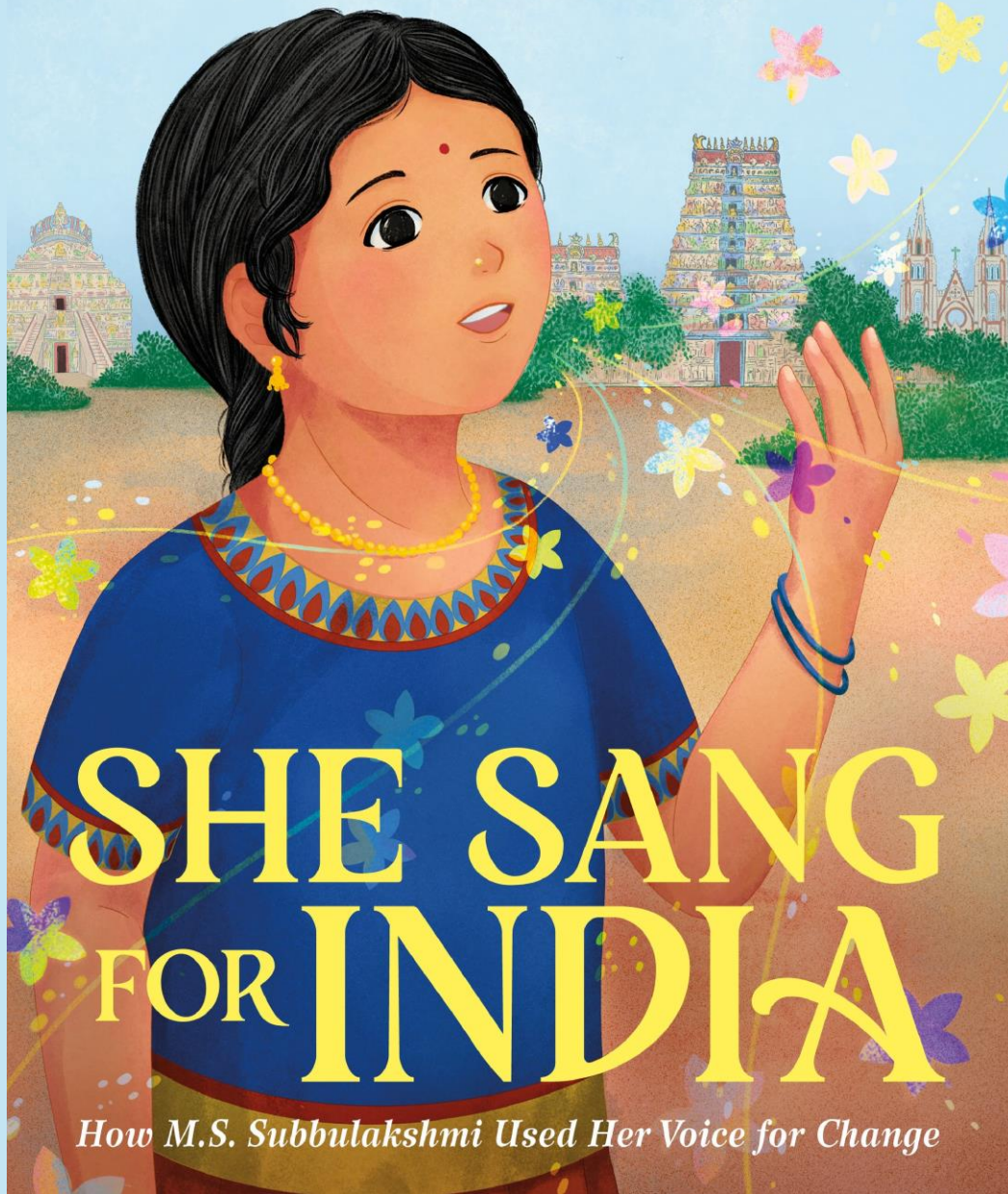


Suma Subramaniam

Illustrated by Shreya Gupta



SHE SANG FOR INDIA

How M.S. Subbulakshmi Used Her Voice for Change

educational TEACHING GUIDE

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SHE SANG FOR INDIA

teaching guide

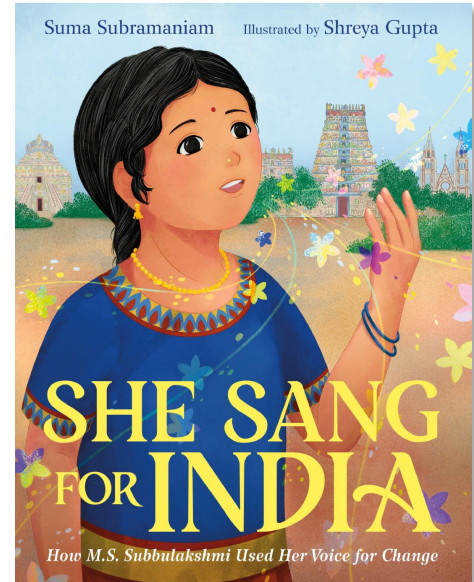
ABOUT THE BOOK

Before M.S. Subbulakshmi was a famous Carnatic singer and the first Indian woman to perform at the United Nations, she was a young girl with a prodigious voice. But Subbulakshmi was not free to sing everywhere. In early 1900s India, girls were not allowed to perform for the public. So Subbulakshmi busted barriers to sing at small festivals. Eventually, she broke tradition to record her first album. She did not stop here. At Gandhi's request, Subbulakshmi sang for India's freedom. Her fascinating odyssey stretched across borders, and soon she was no longer just a young prodigy. She was a woman who changed the world.

ABOUT THE AUTHOR

SUMA SUBRAMANIAM

Suma Subramaniam is an Indian American author and volunteer for We Need Diverse Books. She is a contributing author for *The Hero Next Door* (Penguin Random House) and the author of *Namaste Is A Greeting* (Candlewick). She has an MFA in Writing from Vermont College Of Fine Arts. *She Sang For India* is her nonfiction picture book debut.



PRE-READING ACTIVITIES

Before reading *She Sang For India* consider the following activities to engage your readers.

1. Take a picture walk of the story, flipping each page and pointing out the illustrations. Encourage students to predict what will happen in the story.
2. Host a class-wide discussion about the title. Why did the author choose that title? What might we be reading about?
3. Create K-W-L (Know, Want to Know, Learned) chart to record what students already know about Carnatic music and want to know about Carnatic music. After reading, record what students learned.

K	W	L

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EDUCATIONAL ACTIVITIES

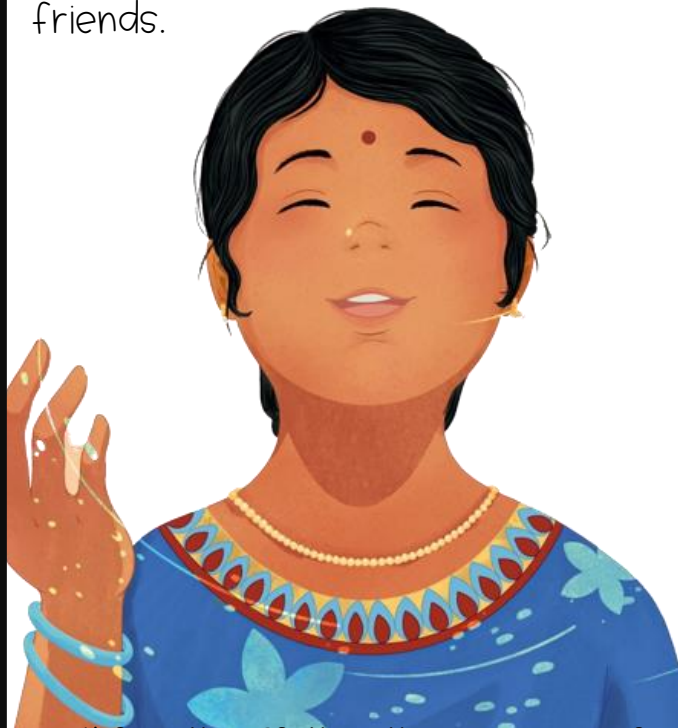
She Sang For India takes us on the journey of M.S. Subbulakshmi's life, a powerful Indian singer who advocated for justice and peace through song. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.

SOCIAL / EMOTIONAL

fixed vs. growth mindset

Target Grade Range: K – 5th Grade

We see Subbulakshmi face many challenges. The growth mindset she embraces allows her to tackle these obstacles. In this social-emotional activity, students explore the difference between a fixed and growth mindset. This reflective exercise allows students the chance to use both speaking and listening skills to share with their classmates and friends.



WRITING

carnatic music research

Target Grade Range: 1st – 5th Grade

We learn all about the Carnatic instruments that Subbulakshmi mastered. Take this a step further by inviting students to research one of the specific instruments in (or out of) the story. This activity includes differentiated graphic organizers and writing paper for a range of students and learners.

WRITING

all about india brochure

Target Grade Range: 3rd – 5th Grade

In SHE SANG FOR INDIA, we learn all about Indian culture, especially concerning Carnatic music. The opportunity to study aspects of this culture further allows students to learn about another place in the world. This cross-curricular activity encourages students to put their research, social studies, and writing skills to the test.

EDUCATIONAL ACTIVITIES

She Sang For India takes us on the journey of M.S. Subbulakshmi's life, a powerful Indian singer who advocated for justice and peace through song. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.

SOCIAL STUDIES

subbulakshmi timeline

Target Grade Range: 3rd – 5th Grade

In the story, we learn the long journey of Subbulakshmi's powerful life. In this cross-curricular activity, students will create a timeline of Subbulakshmi's life by illustrating and writing about 5 noteworthy moments from her life in the sequence they occurred. Younger students may complete the timeline with their teacher as a whole group.

ENGLISH / LANGUAGE ARTS

character feelings

Target Grade Range: 1st – 5th Grade

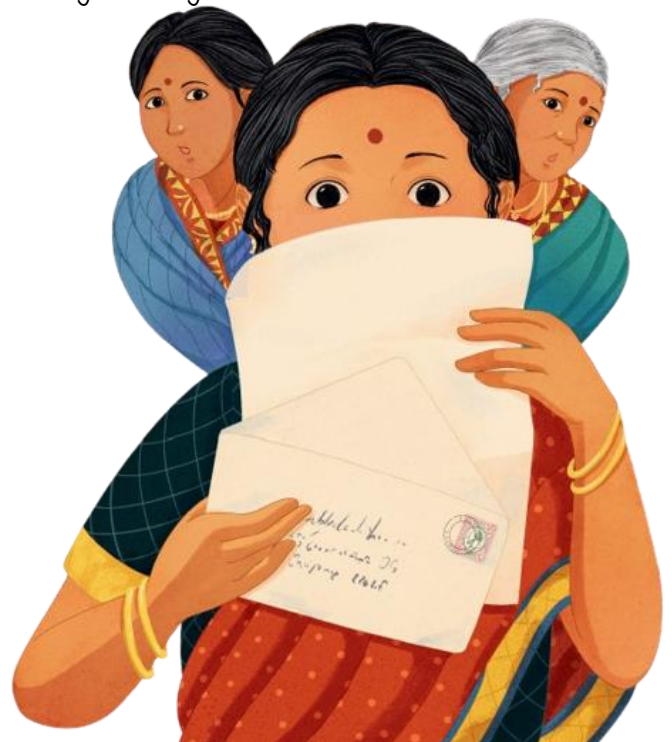
In SHE SANG FOR INDIA, the main character faces different obstacles. Explore the main character's FEELINGS in the beginning, middle, and end as she tackles these challenges. Take things a step further by inviting students to think about how those feelings CHANGED from start to end. The graphic organizers have differentiated lined paper, appropriate for students in a range of grade levels.

ENGLISH / LANGUAGE ARTS

heart of the story

Target Grade Range: 2nd – 5th Grade

Students will explore the important message of the story with this activity. They'll use evidence from the text to support their thinking about what they believe the message or lesson is – the heart of the story. Then, they can add a picture inside the heart. The graphic organizers have differentiated lined paper, appropriate for students in a range of grade levels.



RESOURCES DESIGNED BY: *the subway side*

EDUCATIONAL ACTIVITIES

She Sang For India takes us on the journey of M.S. Subbulakshmi's life, a powerful Indian singer who advocated for justice and peace through song. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.



ENGLISH / LANGUAGE ARTS

India's Freedom Movement

Target Grade Range: 1st – 5th Grade
Students will answer comprehension questions regarding India's freedom movement and the role M.S. Subbulakshmi played in history.

MUSIC

Carnatic Music Word Search

Target Grade Range: K – 5th Grade
As mentioned, Carnatic music is a huge component of this story. Allow students an opportunity to engage with the various names of these instruments by completing a word search.

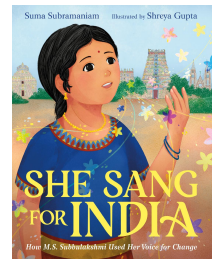
ART

Subbulakshmi Bookmarks

Target Grade Range: K – 5th Grade
What better way to celebrate this fun new story than with an art project? Have students cut out bookmarks and color images from the story. Two different bookmark templates makes this activity customizable.

RESOURCES DESIGNED BY: *the subway side*

SOCIAL / EMOTIONAL ACTIVITY



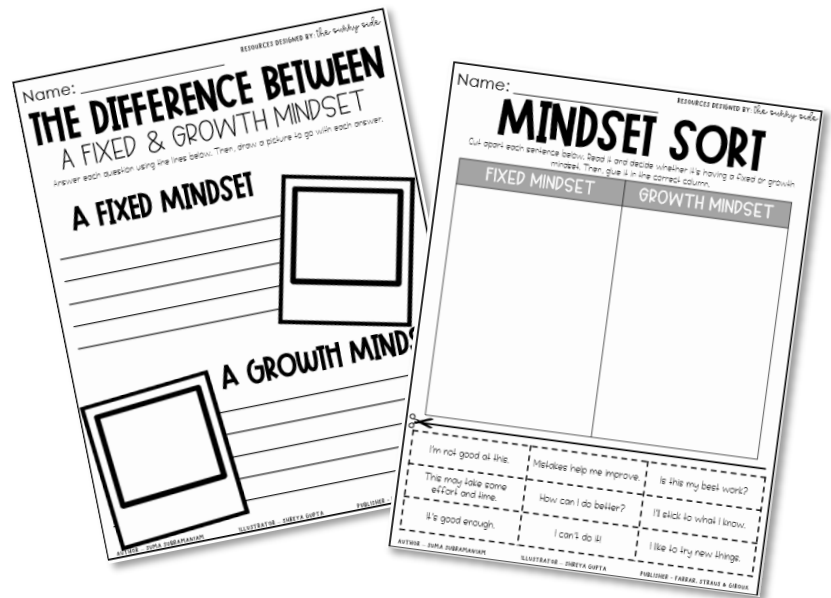
FIXED VS GROWTH MINDSET

Standards:

CCSS.ELA-LITERACY.SL.K.1
CCSS.ELA-LITERACY.SL.1.1
CCSS.ELA-LITERACY.SL.2.1
CCSS.ELA-LITERACY.SL.3.1
CCSS.ELA-LITERACY.SL.4.1
CCSS.ELA-LITERACY.SL.5.1

You will need:

- White or colored copy paper
- Pencils



Step by step to do list:

1. Copy the THE DIFFERENCE BETWEEN A FIXED & GROWTH MINDSET and MINDSET SORT pages on white copy paper in a stapled packet.
2. Discuss the difference between a fixed and growth mindset and write the definitions on the board.
 - Fixed Mindset – describes individuals who believe people are born with a certain level of skills that are unable to improve or grow over time.
 - Growth Mindset – describes individuals who believe people that intelligence and talents are susceptible to growth
3. Students should use the definitions to write the differences between both mindsets and add a picture to each definition.
4. Then, encourage students to put their understanding to the test with a fixed mindset and growth mindset sort activity.
5. Students will cut apart the sentences, read them, decide whether the sentence shows a fixed or growth mindset, and glue the sentence in the appropriate column.
6. Students will then share what they with a partner, small group, or the entire class.
7. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

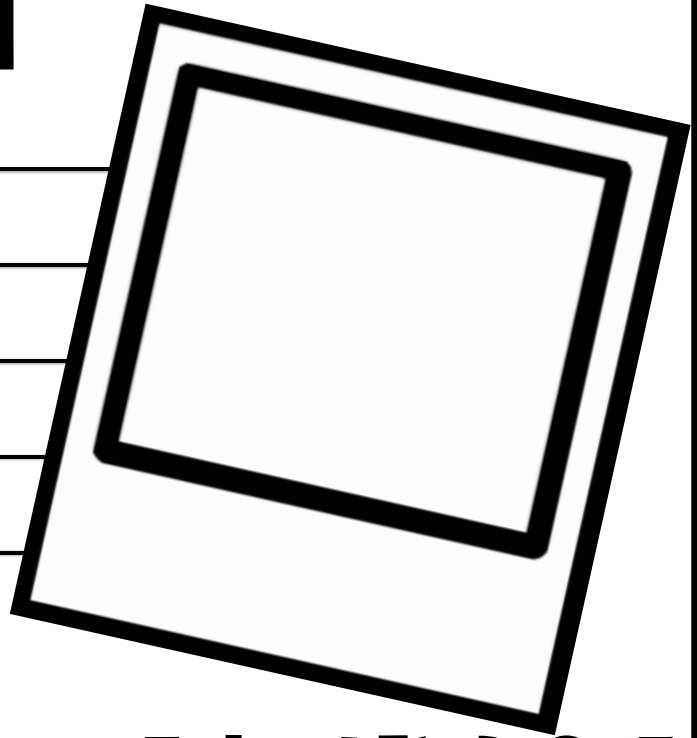
RESOURCES DESIGNED BY: the subway side

Name: _____

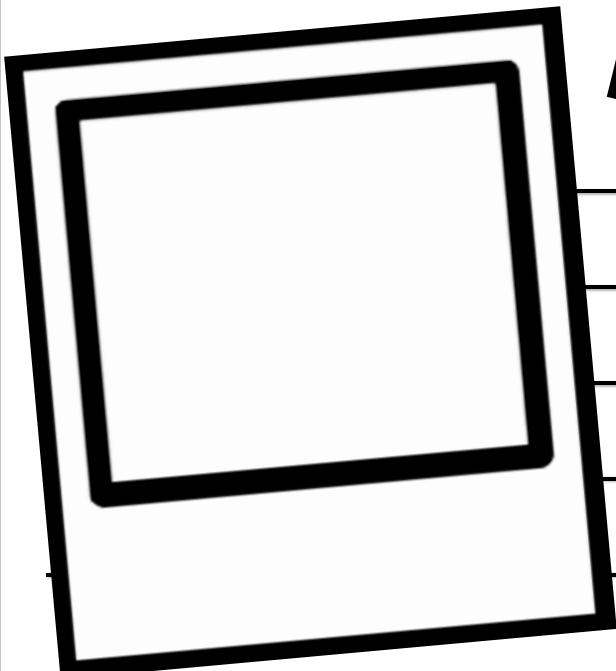
THE DIFFERENCE BETWEEN A FIXED & GROWTH MINDSET

Answer each question using the lines below. Then, draw a picture to go with each answer.

A FIXED MINDSET



A GROWTH MINDSET

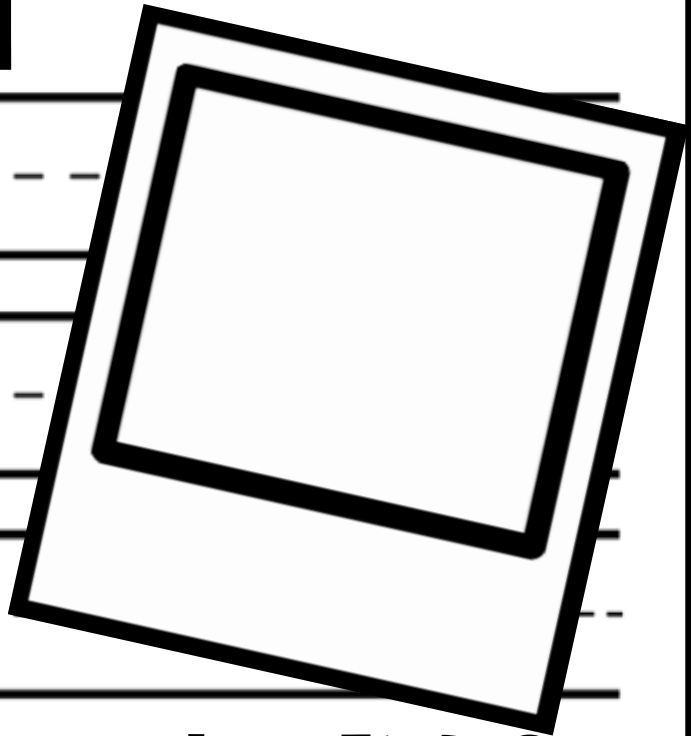


Name: _____

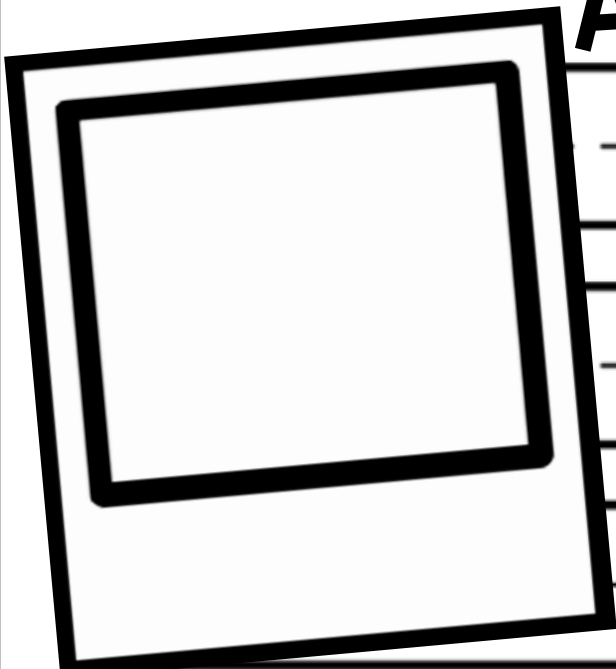
THE DIFFERENCE BETWEEN A FIXED & GROWTH MINDSET

Answer each question using the lines below. Then, draw a picture to go with each answer.

A FIXED MINDSET



A GROWTH MINDSET



Name: _____

MINDSET SORT

Cut apart each sentence below. Read it and decide whether it's having a fixed or growth mindset. Then, glue it in the correct column.

FIXED MINDSET	GROWTH MINDSET



I'm not good at this.

Mistakes help me improve.

Is this my best work?

This may take some effort and time.

How can I do better?

I'll stick to what I know.

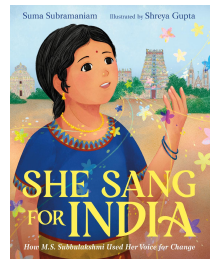
It's good enough.

I can't do it!

I like to try new things.

WRITING ACTIVITY

CARNATIC MUSIC RESEARCH



Standards:

CCSS.ELA-LITERACY.W.1.2
CCSS.ELA-LITERACY.W.2.2
CCSS.ELA-LITERACY.W.3.2
CCSS.ELA-LITERACY.W.4.2
CCSS.ELA-LITERACY.W.5.2

You will need:

- White copy paper
- Pencils
- Research tools (like Chromebooks, I-pads, or non-fiction books about primates)

Step by step to do list:

1. Decide which CARNATIC MUSIC RESEARCH graphic organizers and writing paper works best for your students and copy on white paper.
2. Discuss with students a list of different Carnatic music instruments (i.e., Cymbals, Ghatam, Thambura, Harmonium, Mridangam, Sruthi Box, Veena, Nadaswaram, Thavil, Khanjira, Flute)
3. Distribute the fact graphic organizers and writing paper to students.
4. Encourage students to research one of the Carnatic music instruments discussed in the story or above (having access to technology like Chromebooks or I-pads works best).
5. Students should record the facts they learn about the instrument they're researching.
6. Finally, have students write an informational paragraph on the writing paper by copying the facts and adding an introduction and conclusion sentence.
7. For younger students (1st grade and younger) you may want to complete this as a shared research project, where students copy your research.

RESOURCES DESIGNED BY: the subway side

Name: _____

CARNATIC MUSIC RESEARCH

TOPIC:

FACT 1

FACT 2

FACT 3

FACT 4

SOURCE :

RESOURCES DESIGNED BY: *the subway side*

Name: _____

CARNATIC MUSIC RESEARCH

TOPIC: _____

FACT 1

FACT 2

FACT 3

FACT 4

SOURCE : _____

RESOURCES DESIGNED BY: the subway side

Name: _____

CARNATIC MUSIC RESEARCH

TOPIC:

FACT 1

FACT 2

FACT 3

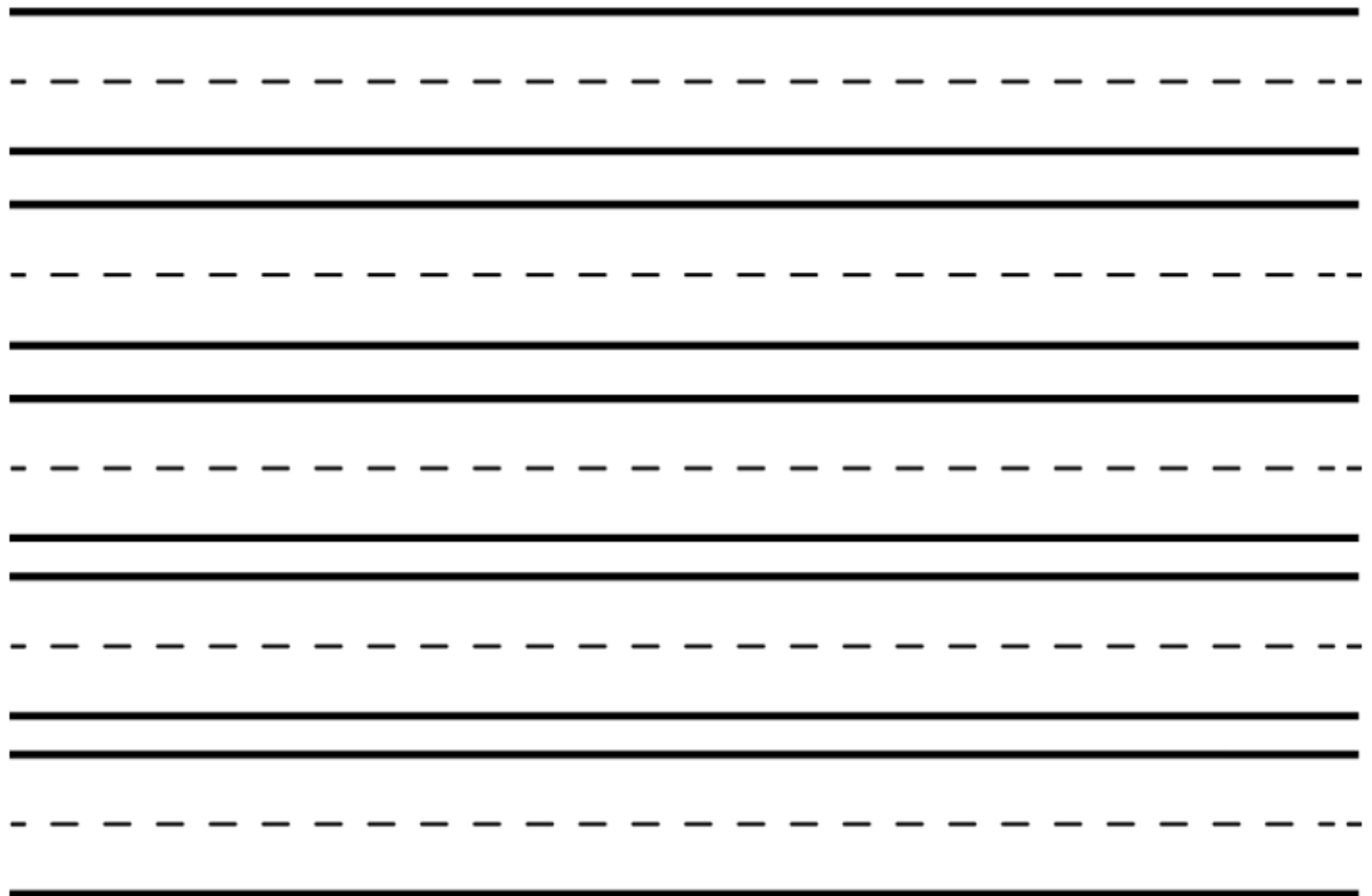
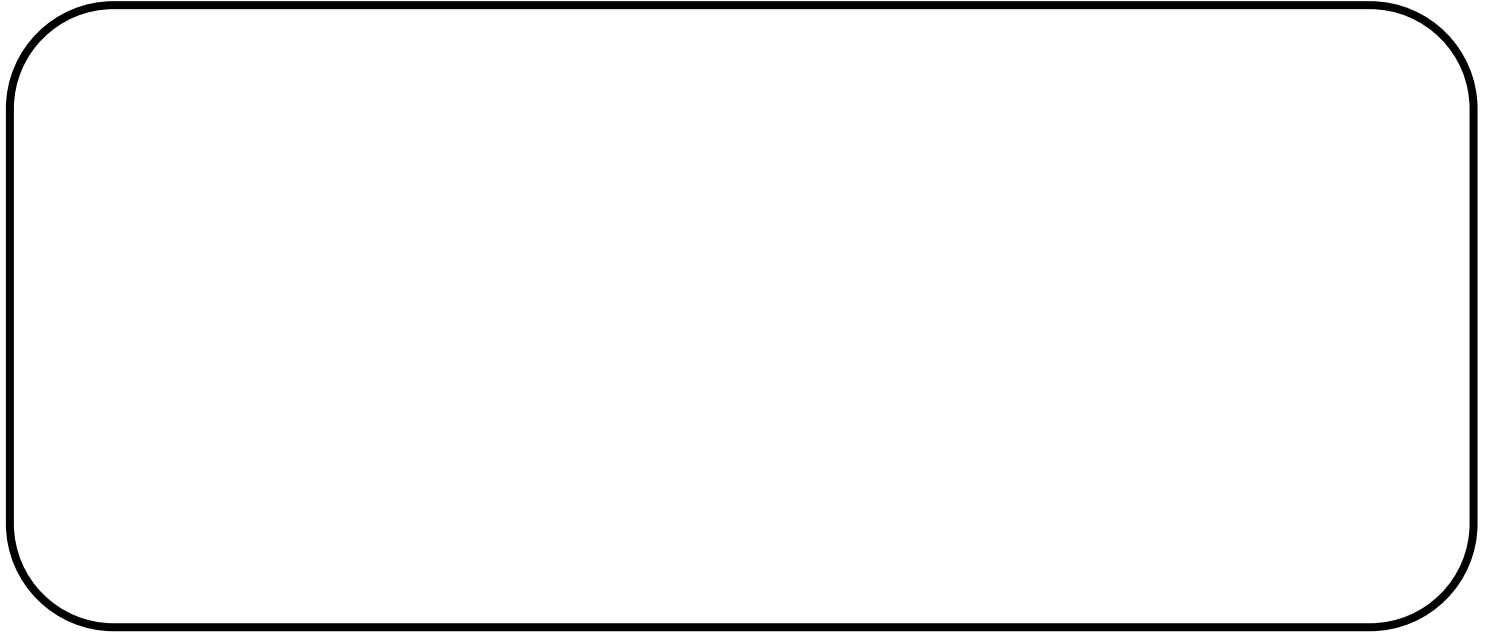
FACT 4

SOURCE :

RESOURCES DESIGNED BY: the subway side

Name: _____

CARNATIC MUSIC RESEARCH



RESOURCES DESIGNED BY: *the subway side*

WRITING ACTIVITY

ALL ABOUT INDIA BROCHURE



Standards:

CCSS.ELA-LITERACY.RI.3.10

CCSS.ELA-LITERACY.RI.4.10

CCSS.ELA-LITERACY.RI.5.10

You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers
- Access to technology (Chromebooks and I-pads)

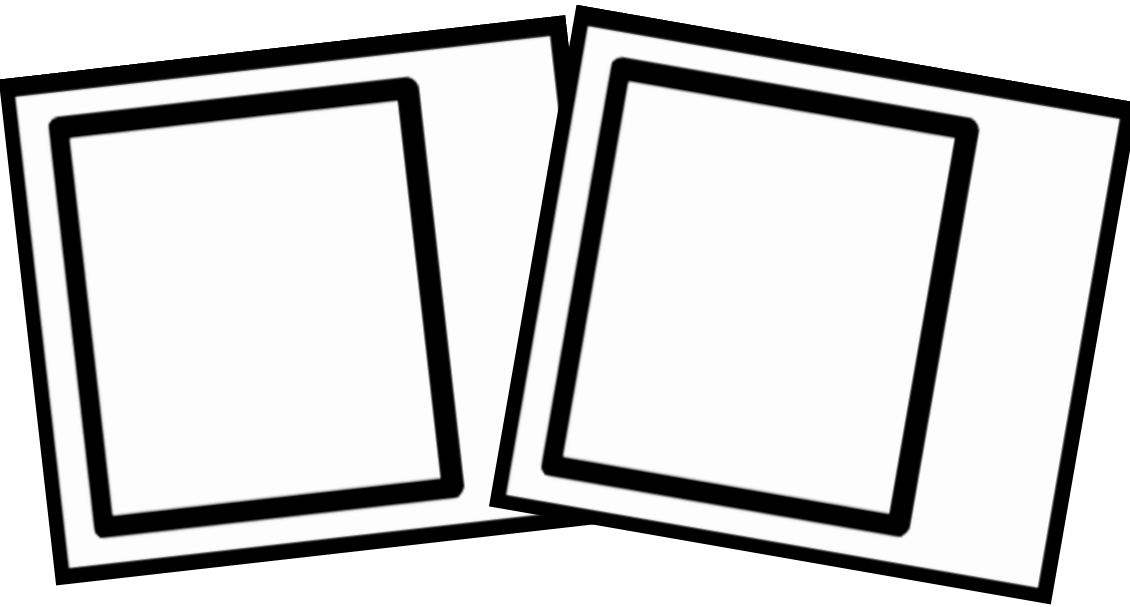
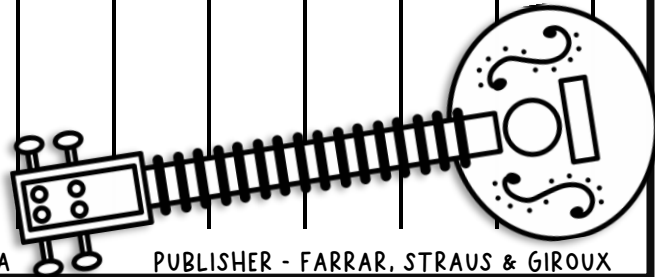


Step by step to do list:

1. Decide which differentiated lined paper works best for your students and copy the ALL ABOUT INDIA BROCHURE on white copy paper (copy the templates back-to-back so that they open like an actual brochure).
2. Distribute brochures to students.
3. Use the author's note at the back of the book to help answer the question about Carnatic music and any other topic that applies.
4. Then, use a search engine to answer the unanswered sections.
5. Students can share and compare their thinking in partnerships or in small groups.
6. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

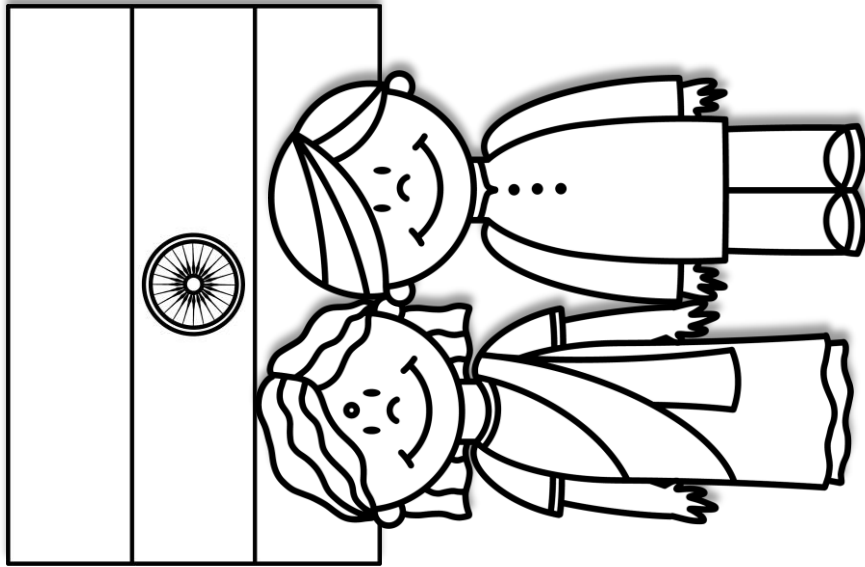
RESOURCES DESIGNED BY: the subway side

WHAT IS CARNATIC MUSIC?



THE PLACES IN INDIA I WOULD VISIT

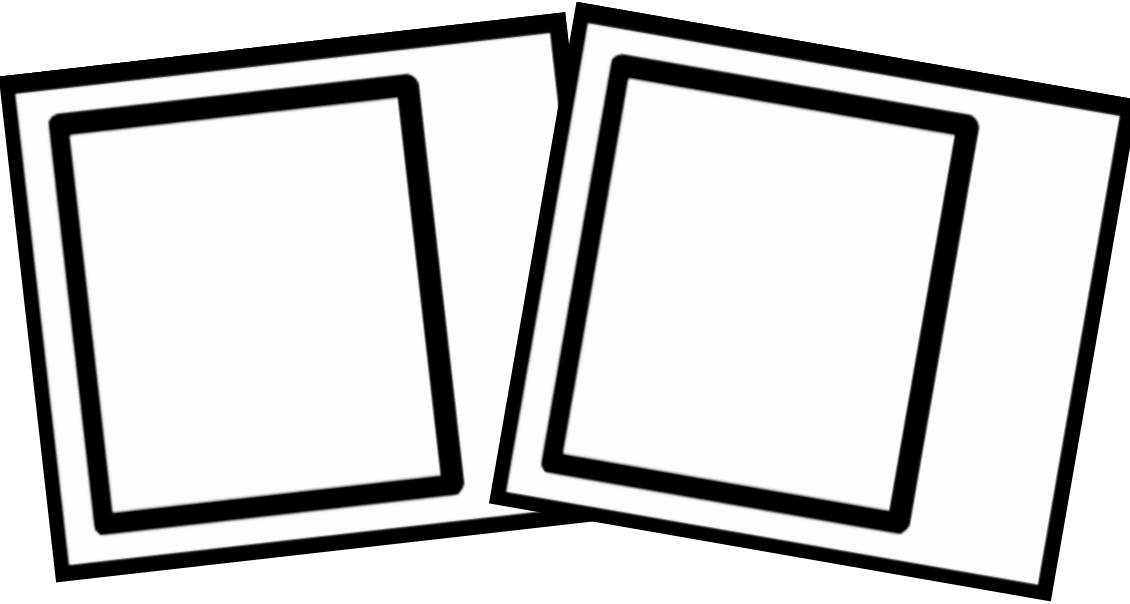
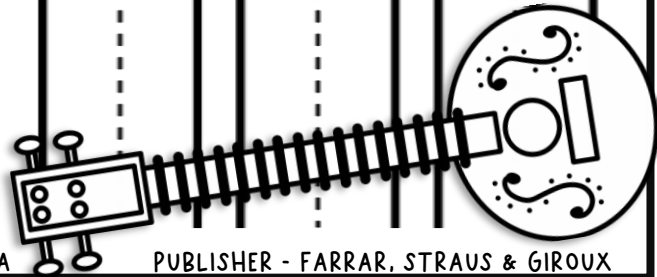
ALL ABOUT INDIA



RESOURCES DESIGNED BY: *the subway side*

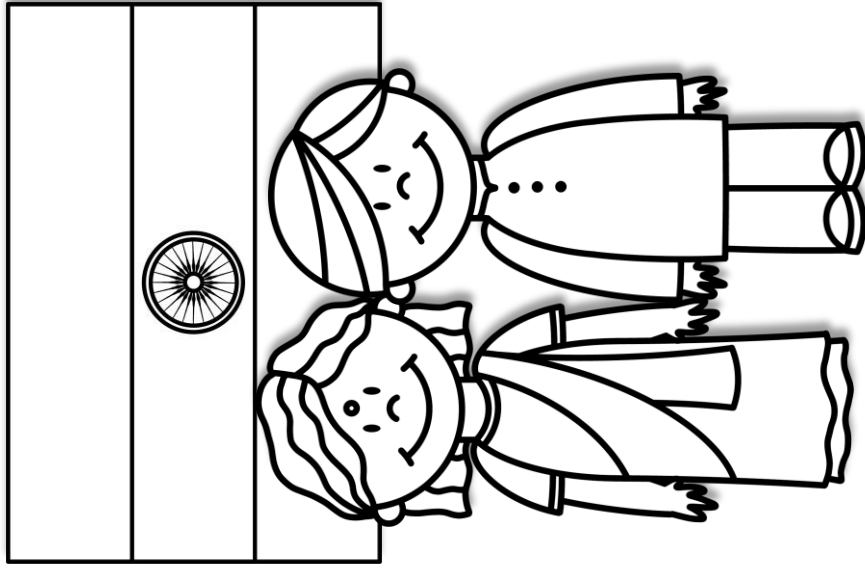
WHAT IS CARNATIC MUSIC?

Handwriting practice lines consisting of four sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.



THE PLACES IN INDIA I WOULD VISIT

ALL ABOUT INDIA



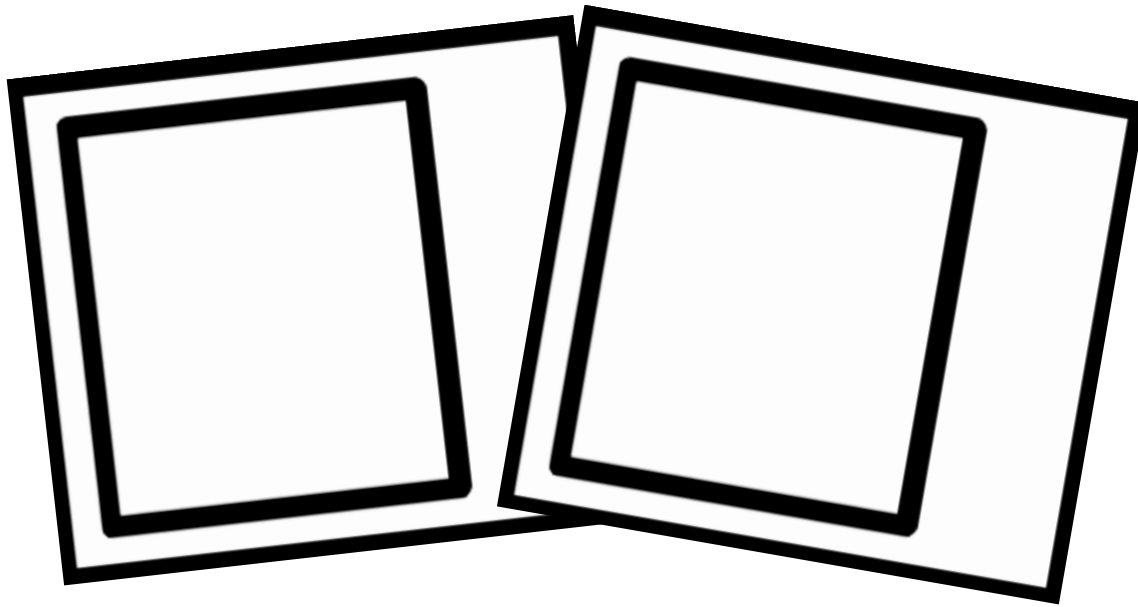
WHAT IS CARNATIC MUSIC?

AUTHOR – SUMA SUBRAMANIAM

ILLUSTRATOR – SHREYA GUPTA

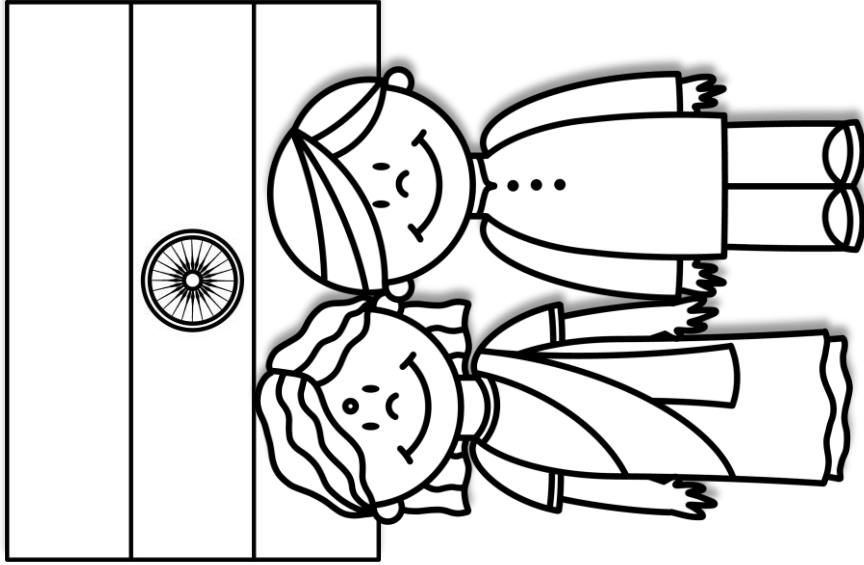


PUBLISHER - FARRAR, STRAUS & GIROUX



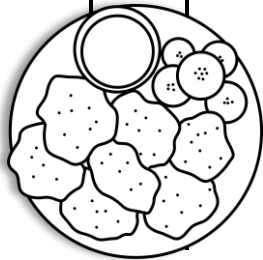
THE PLACES IN INDIA I WOULD VISIT

ALL ABOUT INDIA

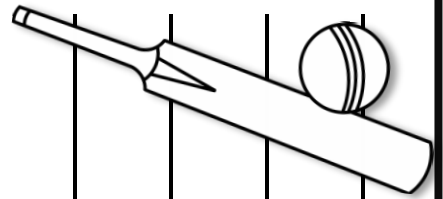


RESOURCES DESIGNED BY: *the subway side*

POPULAR FOOD IN INDIAN CULTURE



POPULAR HOLIDAYS IN INDIAN CULTURE

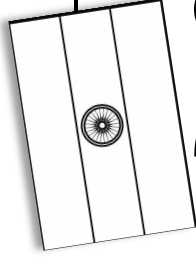


MAP OF INDIA

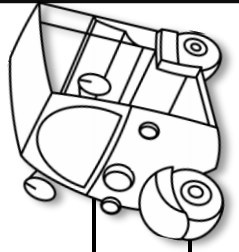


DRAW YOUR FAVORITE THING
ABOUT INDIA IN THE BOX.

DESCRIBE THE CLIMATE IN INDIA...

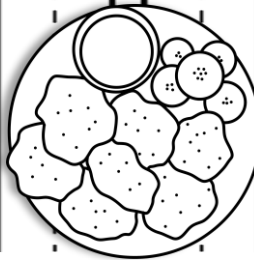


DESCRIBE THE LAND IN INDIA...

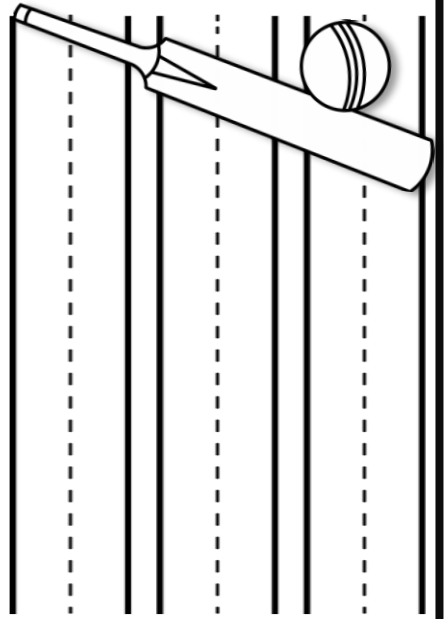


RESOURCES DESIGNED BY: *the subway side*

POPULAR FOOD IN INDIAN CULTURE



POPULAR HOLIDAYS IN INDIAN CULTURE



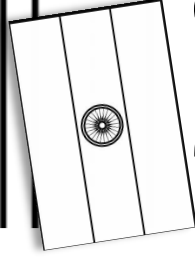
MAP OF INDIA



DRAW YOUR FAVORITE THING
ABOUT INDIA IN THE BOX.

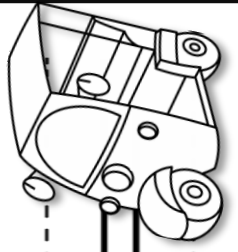
DESCRIBE THE CLIMATE IN INDIA...

Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



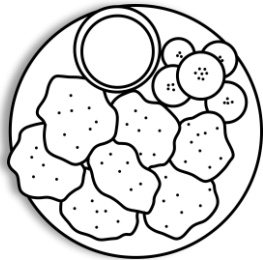
DESCRIBE THE LAND IN INDIA...

Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

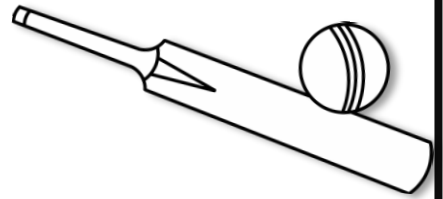


RESOURCES DESIGNED BY: *the subway side*

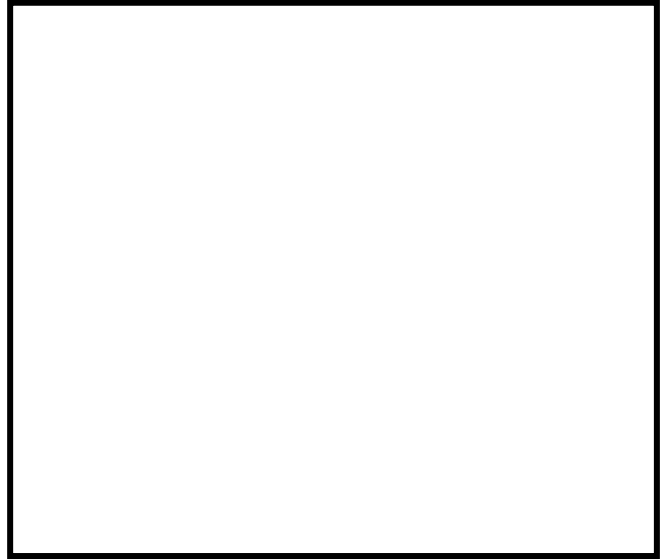
POPULAR FOOD IN INDIAN CULTURE



POPULAR HOLIDAYS IN INDIAN CULTURE

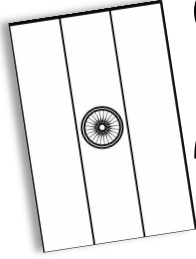


MAP OF INDIA

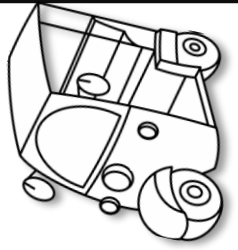


DRAW YOUR FAVORITE THING
ABOUT INDIA IN THE BOX.

DESCRIBE THE CLIMATE IN INDIA...



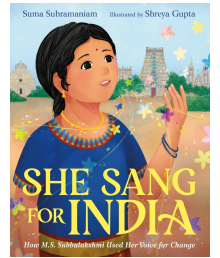
DESCRIBE THE LAND IN INDIA...



RESOURCES DESIGNED BY: *the subway side*

SOCIAL STUDIES ACTIVITY

SUBBULAKSHMI TIMELINE

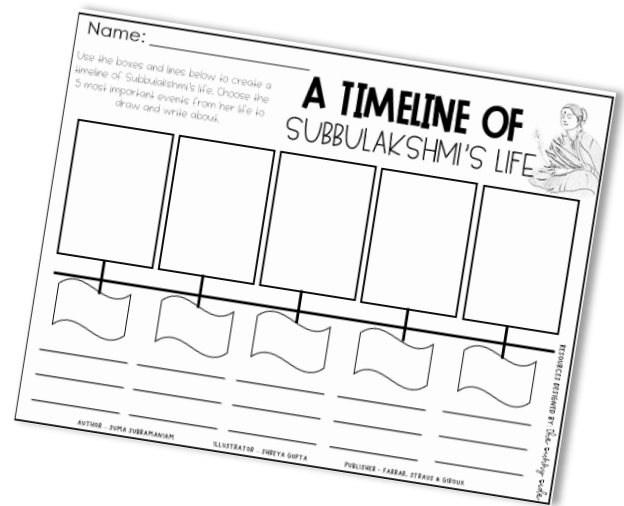


Standards:

CCSS.ELA-LITERACY.RI.3.3
CCSS.ELA-LITERACY.RI.4.3
CCSS.ELA-LITERACY.RI.5.3

You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers



Step by step to do list:

1. Decide which differentiated timeline works best for your students and copy the TIMELINE OF SUBBULAKSHMI'S LIFE on white copy paper.
2. Distribute timelines to students.
3. Use the author's note at the back of the book to help choose 5 noteworthy accomplishments in Subbulakshmi's life.
4. Students should illustrate the moment in the large rectangle, write the date in the small box beneath the timeline, and use the lines to write about the specific event.
5. Remind students that the dates should appear on the timeline in order from the time they occurred.
6. Students can share and compare their thinking in partnerships or in small groups.
7. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

RESOURCES DESIGNED BY: the subway side

Name: _____

Use the boxes and lines below to create a timeline of Subbulakshmi's life. Choose the 5 most important events from her life to draw and write about.

A TIMELINE OF

SUBBULAKSHMI'S LIFE



--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

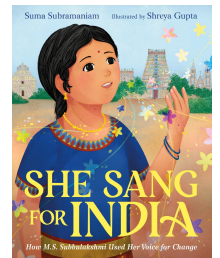
Name: _____

Use the boxes and lines below to create a timeline of Subbulakshmi's life. Choose the 5 most important events from her life to draw and write about.

A TIMELINE OF SUBBULAKSHMI'S LIFE



ENGLISH / LANGUAGE ARTS ACTIVITY



CHARACTER FEELINGS

Standards:

CCSS.ELA-LITERACY.RL.1.3
CCSS.ELA-LITERACY.RL.2.3
CCSS.ELA-LITERACY.RL.3.3
CCSS.ELA-LITERACY.RL.4.3
CCSS.ELA-LITERACY.RL.5.3

You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)

How was the character feeling in the BEGINNING?	How was the character feeling in the MIDDLE?	How was the character feeling in the END?

Step by step to do list:

1. Decide which CHARACTER FEELINGS graphic organizers work best for your students and copy on white paper.
2. Brainstorm with students how the main character FELT in the beginning, middle, and end of the story.
3. Students should write how the main character was feeling at the beginning, middle, and end in the boxes.
4. Encourage students to consider how those feelings changed from start to finish.
5. Allow students an opportunity to share with other students in class.
6. For younger students (1st grade and younger) you may want to complete this activity as a whole group or use the graphic organizer with blank boxes for students to draw rather than write.

RESOURCES DESIGNED BY: the subway side

Name: _____

CHARACTER

FEELINGS

Reflect on how the main character is feeling in the beginning, middle, and end of the story. Write your thoughts on the lines below.



How was the character feeling in the BEGINNING?	How was the character feeling in the MIDDLE?	How was the character feeling in the END?
_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____

Name: _____

CHARACTER

FEELINGS

Reflect on how the main character is feeling in the beginning, middle, and end of the story. Write your thoughts on the lines below.



How was the character feeling in the BEGINNING?

How was the character feeling in the MIDDLE?

How was the character feeling in the END?

Name: _____

CHARACTER

FEELINGS

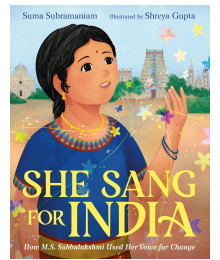
Reflect on how the main character is feeling in the beginning, middle, and end of the story. Write your thoughts on the lines below.



How was the character feeling in the BEGINNING?	How was the character feeling in the MIDDLE?	How was the character feeling in the END?

ENGLISH / LANGUAGE ARTS ACTIVITY

HEART OF THE STORY

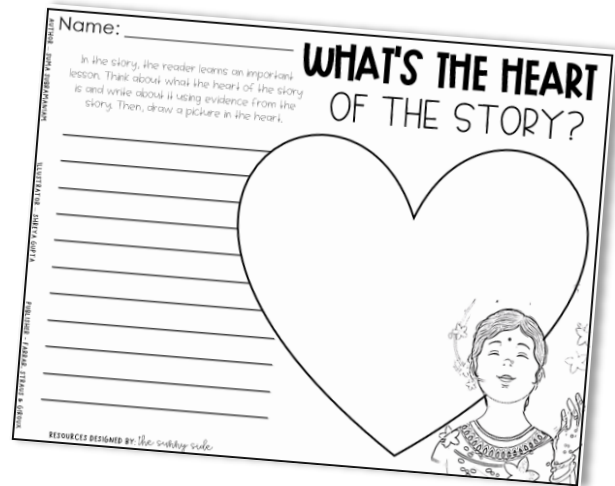


Standards:

- CCSS.ELA-LITERACY.RL.2.2
- CCSS.ELA-LITERACY.RL.3.2
- CCSS.ELA-LITERACY.RL.4.2
- CCSS.ELA-LITERACY.RL.5.2

You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)



Step by step to do list:

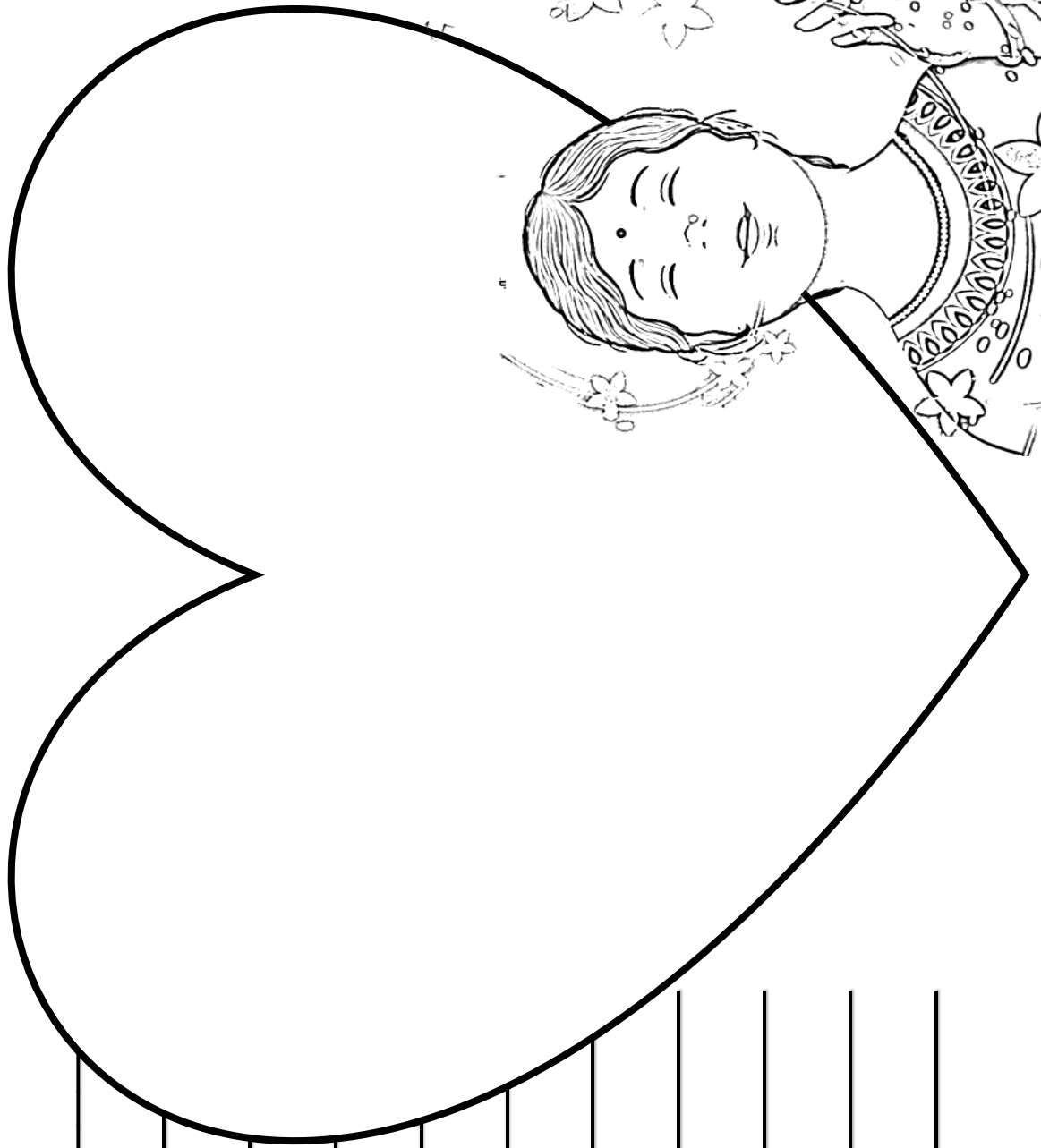
1. Decide which HEART OF THE STORY graphic organizers work best for your students and copy on white paper.
2. As a class discuss how finding the heart of a story is determining what the author hopes to teach you after having read. We can also think of the lesson.
3. Brainstorm the heart of the story using evidence from the text to support their thinking (e.g., if the heart of the story is all about friendship, then the evidence from the story should show how the author hopes to teach you a lesson in the importance of friendship).
4. Write the author's lesson on the lines and draw a picture to show the lesson in the heart.
5. Allow students an opportunity to share with other students in class.
6. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

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Name: _____

WHAT'S THE HEART OF THE STORY?

In the story, the reader learns an important lesson. Think about what the heart of the story is and write about it using evidence from the story. Then, draw a picture in the heart.

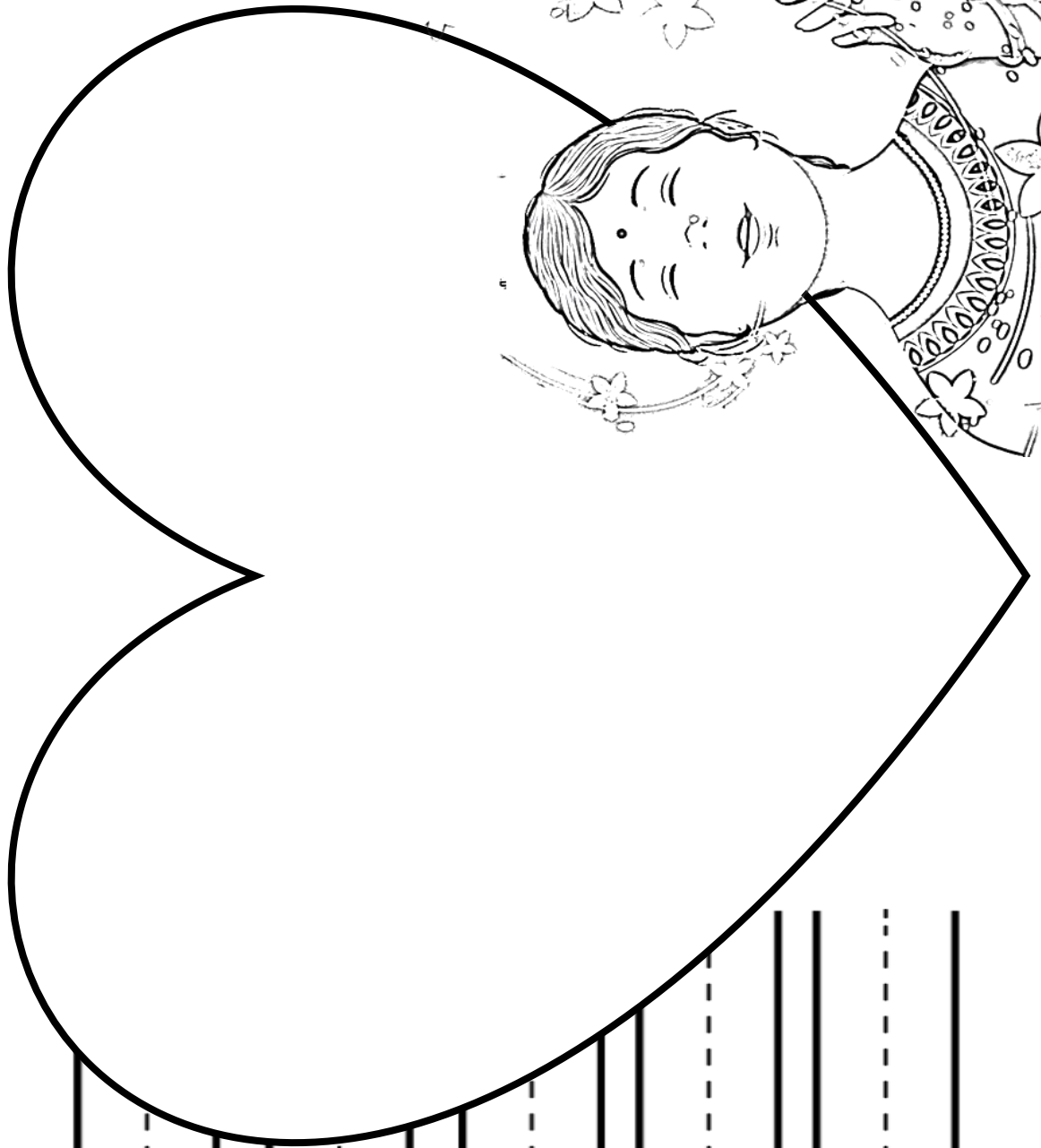


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WHAT'S THE HEART OF THE STORY?

In the story, the reader learns an important lesson. Think about what the heart of the story is and write about it using evidence from the story. Then, draw a picture in the heart.



Handwriting practice lines consisting of four sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

ENGLISH / LANGUAGE ARTS ACTIVITY

INDIA'S FREEDOM MOVEMENT



Standards:

- CCSS.ELA-LITERACY.RI.2.1
- CCSS.ELA-LITERACY.RL.2.2
- CCSS.ELA-LITERACY.RL.3.2
- CCSS.ELA-LITERACY.RL.4.2
- CCSS.ELA-LITERACY.RL.5.2

You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)

Name: _____

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INDIA'S FREEDOM MOVEMENT

Answer the comprehension questions about India's Freedom Movement using the lines below.

1. WHEN DID INDIA GAIN FREEDOM FROM THE BRITISH?

2. WHO WAS INDIA'S PEACEFUL LEADER?

3. WHAT ROLE DID M.S. SUBBULAKSHMI PLAY IN THE MOVEMENT?

AUTHOR - SUMA SUBRAMANIAM ILLUSTRATOR - SHREYA GUPTA PUBLISHER - FARRAR, STRAUS & GIROUX

Step by step to do list:

1. Decide which INDIA'S FREEDOM MOVEMENT graphic organizers work best for your students and copy on white paper.
2. Drive home the importance of India's Freedom Movement and M.S. SUBBULAKSHMI's role.
3. As a class discuss how answering questions about a text helps you better understand what you've read.
4. Encourage students to read each comprehension question and answer in a complete sentence in the lines below.
5. Students can work independently, in partnerships, or in a small group.
6. Once all questions are answered, allow students an opportunity to share with their classmates.
7. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

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INDIA'S FREEDOM MOVEMENT

Answer the comprehension questions about India's Freedom Movement using the lines below.

1. WHEN DID INDIA GAIN FREEDOM FROM THE BRITISH?

2. WHO WAS INDIA'S PEACEFUL LEADER?

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MOVEMENT?

Name: _____

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INDIA'S FREEDOM MOVEMENT

Answer the comprehension questions about India's Freedom Movement using the lines below.

1. WHEN DID INDIA GAIN FREEDOM FROM THE BRITISH?

2. WHO WAS INDIA'S PEACEFUL LEADER?

3. WHAT ROLE DID M.S. SUBBULAKSHMI PLAY IN THE
MOVEMENT?

MUSIC ACTIVITY



CARNATIC MUSIC WORD SEARCH

Standards:

CCSS.ELA-LITERACY.SL.K.5
CCSS.ELA-LITERACY.SL.1.5
CCSS.ELA-LITERACY.SL.2.5
CCSS.ELA-LITERACY.SL.3.5
CCSS.ELA-LITERACY.SL.4.5
CCSS.ELA-LITERACY.SL.5.5

You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers
- Glue sticks
- Colored construction paper (assorted colors)



Step by step to do list:

1. Copy the CARNATIC MUSIC WORD SEARCH and COLORING PAGE on white copy paper for students to color.
2. Using the word search word bank, review the types of Carnatic music.
3. Working independently or in a small group. encourage students to find the different types of Carnatic music instruments.
4. Then, for students who finish early, have them color the attached coloring page with the types of instruments.
5. Finally, students can glue the word search and finished coloring page to a large piece of colored construction paper (12x18).

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CARNATIC MUSIC WORD SEARCH



W	T	B	T	L	M	M	M	V	H	H	D	T	R
A	H	H	A	R	M	S	I	I	A	M	E	A	L
I	A	X	A	N	E	E	V	O	R	R	D	U	A
N	V	O	R	Y	G	H	L	L	M	I	K	B	T
T	I	B	A	V	I	I	Y	I	O	D	H	A	N
H	L	I	T	N	T	I	A	N	N	A	A	I	A
A	M	H	S	H	F	X	F	V	I	N	N	A	D
M	A	T	L	A	H	A	L	V	U	G	J	A	A
B	O	U	A	A	U	A	U	A	M	A	I	T	S
U	S	R	B	I	U	S	T	H	S	M	R	F	W
R	R	S	M	A	M	B	E	A	X	R	A	V	A
A	O	N	Y	M	S	I	T	M	A	A	I	M	R
H	U	A	C	R	G	H	A	T	A	M	A	A	A
N	L	R	M	S	L	A	Y	I	G	H	N	B	M

WORD BANK

VIOLIN

THAVIL

VEENA

THAMBURA

CYMBALS

GHATAM

FLUTE

HARMONIUM

KHANJIRA

NADASWARAM

MRIDANGAM

SRUTHI BOX

ANSWER KEY

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CARNATIC MUSIC WORD SEARCH



W	T	B	T	L	M	M	M	V	H	H	D	T	R
A	H	H	A	R	M	S	I	I	A	M	E	A	L
I	A	X	A	N	E	E	V	O	R	R	D	U	A
N	V	O	R	Y	G	H	L	L	M	I	K	B	T
T	I	B	A	V	I	I	Y	I	O	D	H	A	N
H	L	I	T	N	T	I	A	N	N	A	A	I	A
A	M	H	S	H	F	X	F	V	I	N	N	A	D
M	A	T	L	A	H	A	L	V	U	G	J	A	A
B	O	U	A	A	U	A	U	A	M	A	I	T	S
U	S	R	B	I	U	S	T	H	S	M	R	F	W
R	R	S	M	A	M	B	E	A	X	R	A	V	A
A	O	N	Y	M	S	I	T	M	A	A	I	M	R
H	U	A	C	R	G	H	A	T	A	M	A	A	A
N	L	R	M	S	L	A	Y	I	G	H	N	B	M

WORD BANK

VIOLIN

THAVIL

VEENA

THAMBURA

CYMBALS

GHATAM

FLUTE

HARMONIUM

KHANJIRA

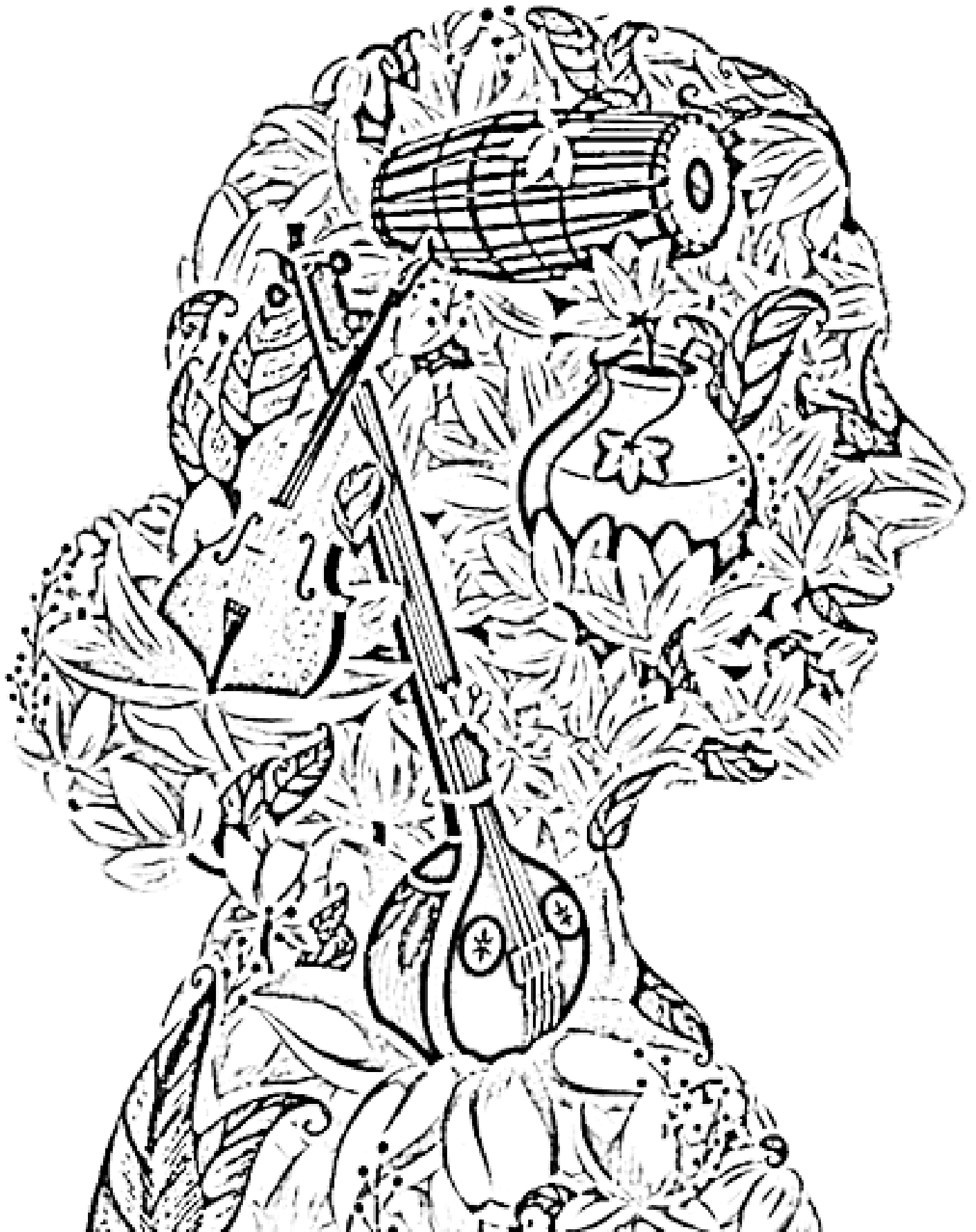
NADASWARAM

MRIDANGAM

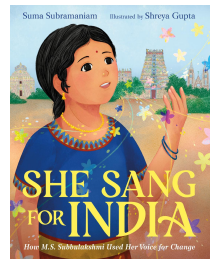
SRUTHI BOX

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ART ACTIVITY



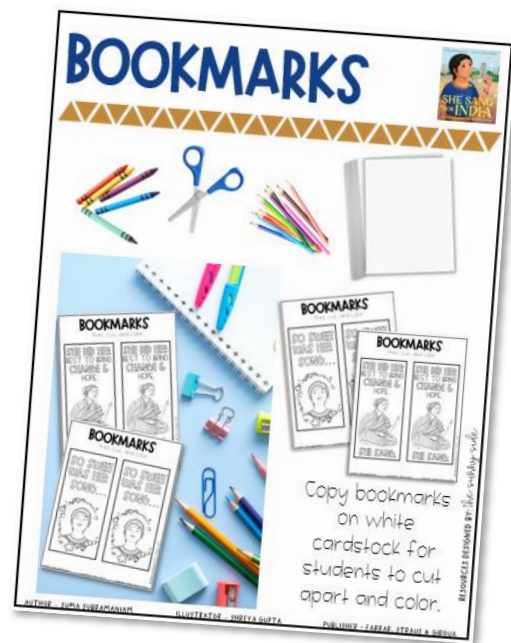
SUBBULAKSHMI BOOKMARKS

Standards:

CCSS.ELA-LITERACY.SL.K.5
CCSS.ELA-LITERACY.SL.1.5
CCSS.ELA-LITERACY.SL.2.5
CCSS.ELA-LITERACY.SL.3.5
CCSS.ELA-LITERACY.SL.4.5
CCSS.ELA-LITERACY.SL.5.5

You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers
- Scissors
- White cardstock

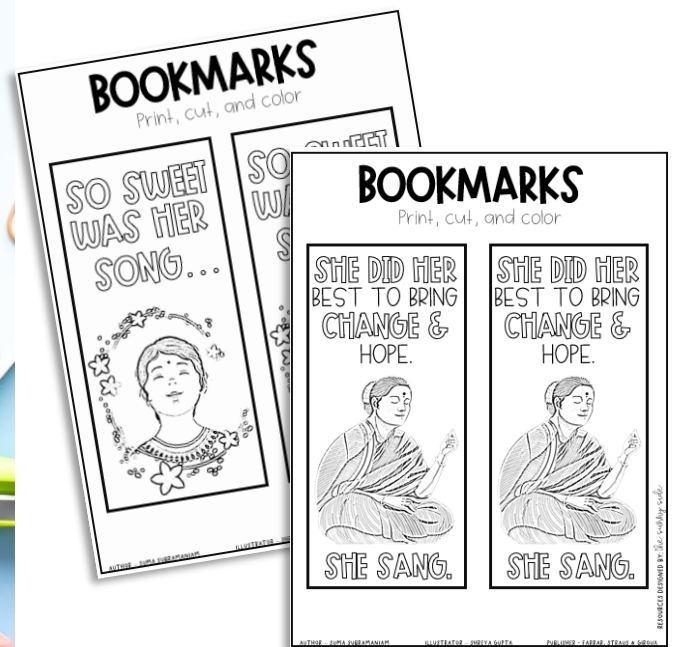


Step by step to do list:

1. Copy the SUBBULAKSHMI BOOKMARKS on white cardstock for durability.
2. Have students use scissors to cut the bookmark out.
3. Then, using their desired art supply, students should color and decorate the bookmarks..

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BOOKMARKS



Copy bookmarks on white cardstock for students to cut apart and color.

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BOOKMARKS

Print, cut, and color

SO SWEET
WAS HER
SONG...



SO SWEET
WAS HER
SONG...



RESOURCES DESIGNED BY: the subway side

BOOKMARKS

Print, cut, and color

SHE DID HER
BEST TO BRING
CHANGE &
HOPE.



SHE SANG.

SHE DID HER
BEST TO BRING
CHANGE &
HOPE.



SHE SANG.

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CREDITS PAGE

The author – Suma Subramaniam

Suma Subramaniam's interests and passions in writing for children are mostly centered around STEM/STEAM related topics as well as India and Indian heritage. When she's not recruiting or writing, she's volunteering for We Need Diverse Books and SCBWI. Suma was the short story contest winner of the We Need Diverse Books short story contest. She is also the author of *Namaste Is A Greeting*, *She Sang For India*, and other books for children and young adults. Suma lives in Seattle with my family and a dog who watches baking shows.

She has an MFA in Writing from Vermont College Of Fine Arts. Learn more at <https://sumasubramaniam.com>.



CONNECT WITH SUMA



The illustrator – Shreya Gupta

Shreya Gupta is an illustrator and book designer. She is originally from India, but her passion for illustration brought her to the United States, where she pursued an MFA in Illustration as Visual Essay from the School of Visual Arts. Her work has been featured as a "Google Doodle" logo, in the New York Times, Asia Society magazine and in various major publications. She currently lives in New York, NY.







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