

A CHICKEN IS FOOD FOR A CAT

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 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: ure, er; Two-syllable words with -en

Note that the sound in the word *her* is often different from the sound in the other *-er* words in the list. Use the activity on page 13 to introduce *her*. Note that the *u* in the *ure* words can make either an /oo/ or /yoo/ sound. It is suggested that you use either Synthetic Phonics *or* Inductive Whole-word Phonics.

Synthetic Phonics

Hearing and saying: Shape your fingers or arms or body into something resembling the sound 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 while exaggerating and drawing out the sounds. You can also say a list of words that have those ending sounds and ask the children to identify what sound those words have in common.

Seeing and saying: Write the new letter groups on paper or on a board. Say and have the children repeat the sounds of each letter group. Ask the children to find the corresponding letter groups from a group of magnetic letters, saying the sounds each time.

Saying and writing: Children say the new sounds while “writing” the letter combinations with their

finger in the air, or on a friend’s back, or in sand, or water. They can also write the letters large with crayons, paint with a large brush, or finger paint. Discuss the meaning of any possibly unfamiliar words from the list on page 2. Then, go through the word families on page 2 using sound-say (/k-o-p-er/ *copper*) and repeat for the first word of each list. See if children can then read the rest of the words in the list. Use sound-say if needed. Have them read the lists from top to bottom, then bottom to top, and then pick random words and see if they can read them.

Inductive Whole-word Phonics

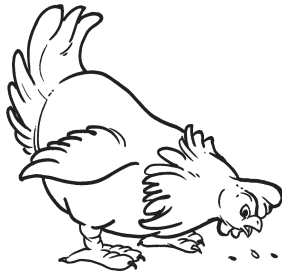
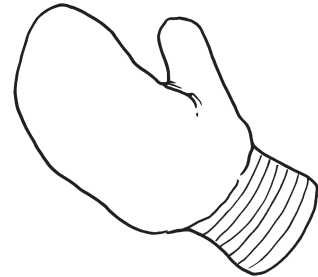
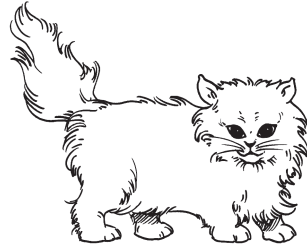
Write the two and three letter combinations and explain to the children that these letters make a different sound when they are together than when we read them by themselves.

Discuss the meaning of any possibly unfamiliar words from the list on page 2. Then, go through the word families on page 2 using spell-say (*c-o-p-p-e-r copper*) and repeat for the first word of each list. See if children can then read the rest of the words in the list. Use spell-say if needed. Have them read the lists top to bottom, then bottom to top, and then pick random words to read.

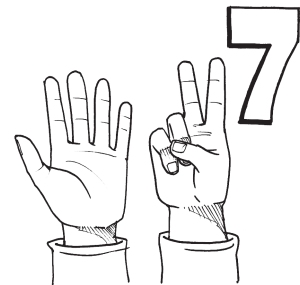
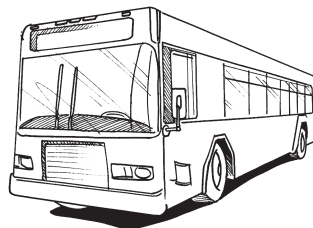
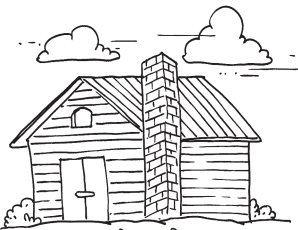
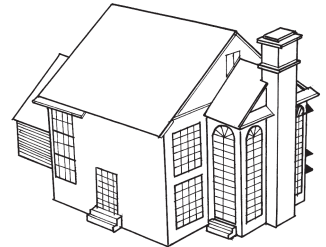
Word families

pure	her	waiter	copper
lure			robber
cure	matter	bitter	
	fatter	litter	rocker
secure			boxer
manure	banner	dinner	bother
~~~~~	manner	thinner	
			power
happen	hammer	liver	tower
		river	powder
maiden	gather	shiver	
	rather	silver	longer
seven	ladder		
kitten		sister	gutter
mitten	after	winter	butter
vixen			
chicken	better	singer	summer
linen	letter		
			supper
oxen	ever		
	never		rubber
sudden			

*Circle the pictures that end with the /en/ sound*



en

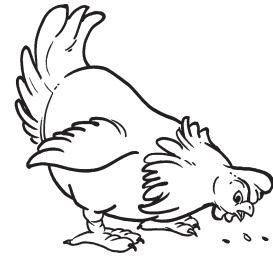


**NOTES FOR PARENTS AND TEACHERS:** Match the ending sound. Say words that have the /en/ sound and ask the children to identify what sound those words have in common. Then have the children say what each illustration is on this page and have them exaggerate the end sound. They should then draw a circle around the illustrations of words that end with this sound.

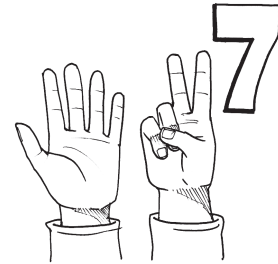
(clockwise from top-left: hair, kitten, mitten, house, seven, bus, barn, chicken)

*Match words to pictures*

kitten



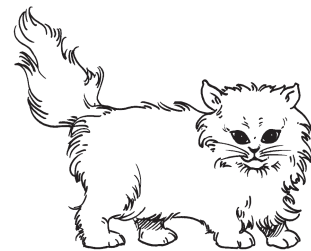
mitten



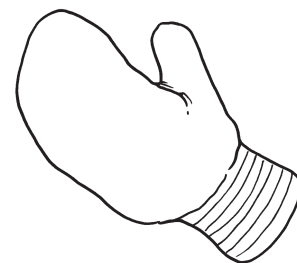
chicken



maiden

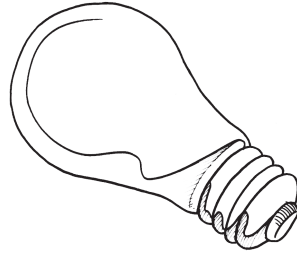
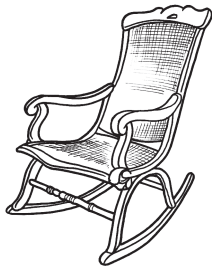


seven

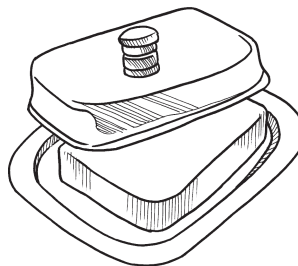


**NOTES FOR PARENTS AND TEACHERS:** Have children read the words using spell-say or sound-say. Then have them name the pictures and then draw lines that match. Help as needed.

*Circle the pictures that end with the /er/ sound*



er



**NOTES FOR PARENTS AND TEACHERS:** Match the ending sound. Say words that have the /er/ sound and ask the children to identify what sound those words have in common. Then have the children say what each illustration is on this page and have them exaggerate the end sound. They should then draw a circle around the illustrations of words that end with this sound.

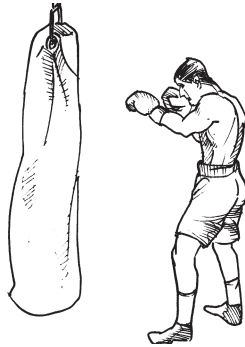
(clockwise from top-left: rocker, light, robber, ladder, socks, butter, hammer, river)

## Adding -er to words

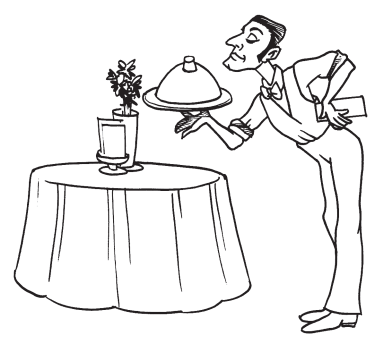
**NOTES FOR PARENTS AND TEACHERS:** Talk about some of the ways that we use the -er ending. We use it to talk about a person who does something (sing-singer) and to talk about something that is more (big-bigger). Explain that we double the last letter when there is a short vowel before a final consonant. How much you explain the spelling rules depends on the abilities of the children and your general way to teach spelling. Have children read this page and discuss the pictures.



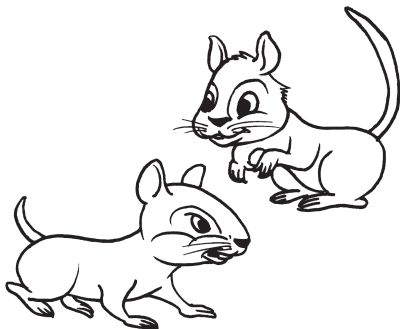
sing singer



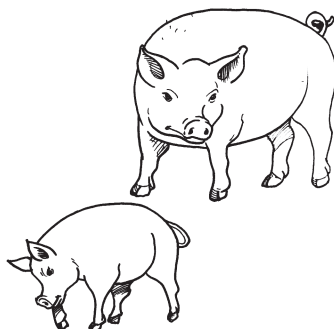
box boxer



wait waiter



long longer



fat fatter



big bigger



thin thinner



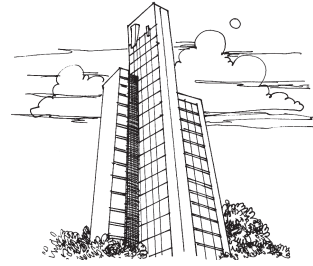
run runner



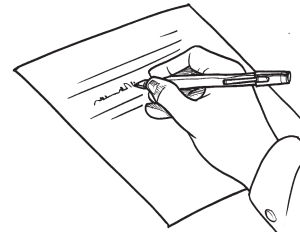
rob robber

*Match words to pictures*

singer



tower



letter



ladder



boxer



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



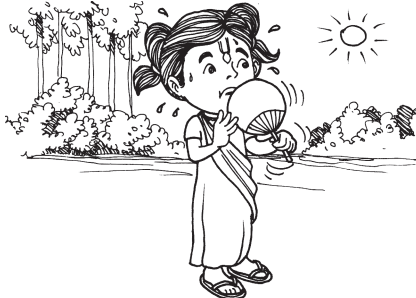
Write the missing letter group

er

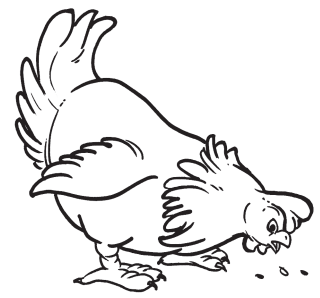
en



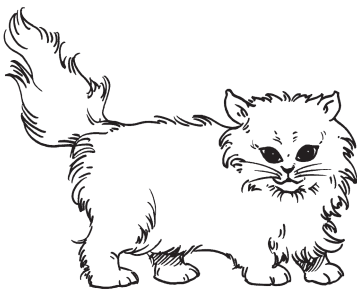
dinn _____



summ _____



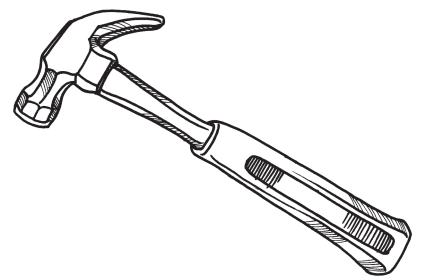
chick _____



kitt _____



riv _____



hamm _____

**NOTES FOR PARENTS AND TEACHERS:** Children should describe the picture and then choose *er* or *en* and write in the space. Help as needed. You can extend this by taking the word families on page 2 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 also make oral sentences with the words they “make.”



Mark the correct letter group



Can he c____ the sick cow?

☐

ure

☐

en



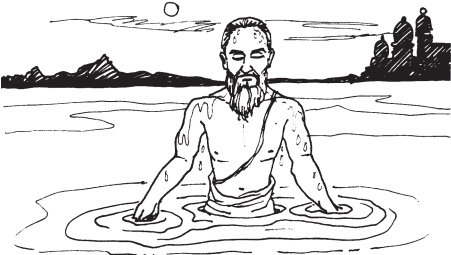
I got sev____ dolls in a box.

☐

ure

☐

en



He got a bath in a p____ river.

☐

ure

☐

en



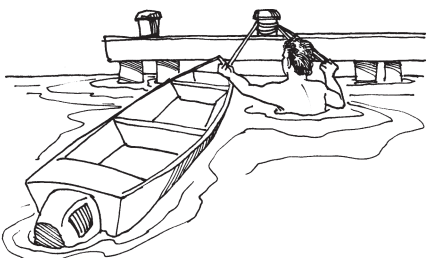
I paid for the lin____ coat.

☐

ure

☐

en



I sec____ a boat to the dock.

☐

ure

☐

en

**NOTES FOR PARENTS AND TEACHERS:** Have the children read the sentences, using sound-say or spell-say. For each sentence, ask them to decide what the missing word is from the sentence or the picture. Then ask if we should use *ure* or *en* to make the word. The children should then mark the correct letter group. You can help the children by writing other words from the same family on the board or by having them look at the word families on pages 2 of this book.

Mark the correct letter group



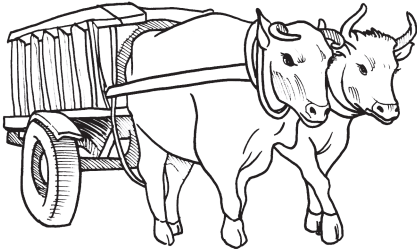
The fox ran aft__ the chicken.

☐

er

☐

en



The ox__ pull a big cart.

☐

er

☐

en



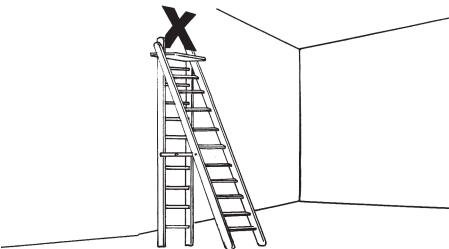
The sev__ sisters sing.

☐

er

☐

en



Nev__ sit on the ladder's top.

☐

er

☐

en



I put powd__ on my sister.

☐

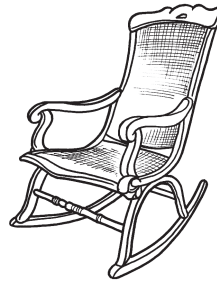
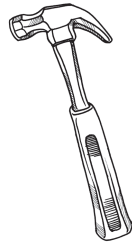
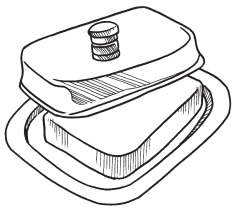
er

☐

en

**NOTES FOR PARENTS AND TEACHERS:** Have the children read the sentences, using sound-say or spell-say. For each sentence, ask them to decide what the missing word is from the sentence or the picture. Then ask if we should use *er* or *en* to make the word. The children should then mark the correct letter group. You can help the children by writing other words from the same family on the board or by having them look at the word families on pages 2 of this book.

*Write the missing words using the picture clues*



We get pure _____ for supper.

Dad _____s a nail into the wood.

My sister and I sit down to _____.

Mum sits on the _____ and looks  
at a book.

The _____ took all my coins.

**NOTES FOR PARENTS AND TEACHERS:** Have children read the sentences, using spell-say or sound-say as needed. Ask them which picture would go in the blank. Then ask them to orally spell the missing word, thinking of the sounds. If needed, they can look back at the word families on page 2. They should then write the missing word in the blank space.

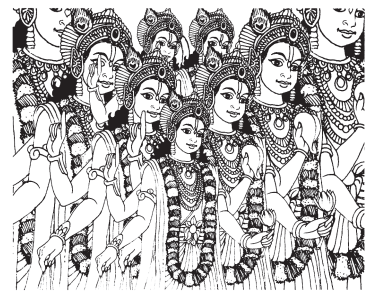
I got a silver cup for Krishna.



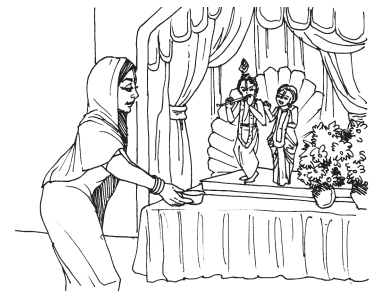
Mum gathers up the mess.



I am taller than you.



I shiver in the winter.



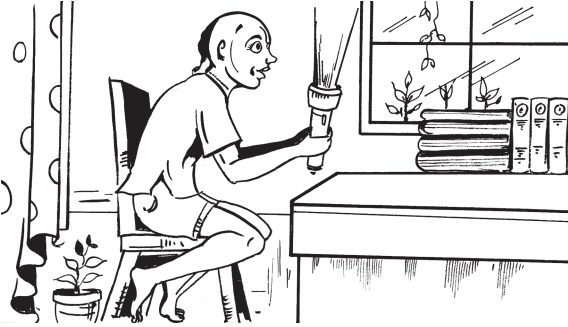
Krishna has all power.



**NOTES FOR PARENTS AND TEACHERS:** 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: *her*

**NOTES FOR PARENTS AND TEACHERS:** Say the word *her*, and ask the children to suggest oral sentences using the word. You can model some also. Ask if you can use the word *her* when talking about a boy. Then write some simple sentences with *her*, such as “She hit her foot.” “This is her bucket.” “I can see her waiting in the park.” Then ask the children to read the sentences on this page and discuss.



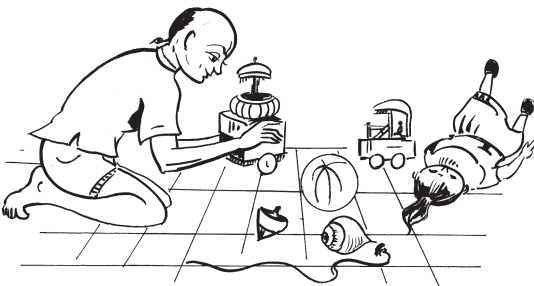
This is mum's light.

This is her light.



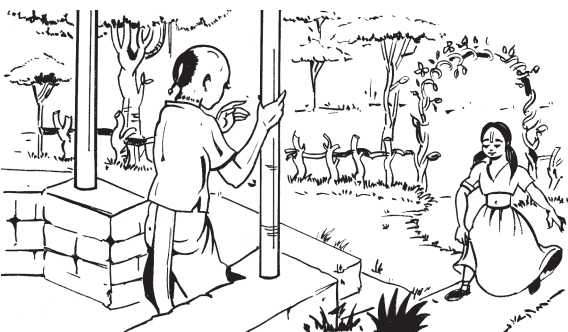
It is Radha's pet.

It is her pet.



I will pick up Sita's ball.

I will pick up her ball.



I wait on Sita's deck.

I wait on her deck.

It is fun to go in the river.



Mum puts her hair in a bun.



Is that cup silver or copper?



The high tower fell down.



I never go near a fox's lair.



**NOTES FOR PARENTS AND TEACHERS:** 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.

*Write the missing words*

rubber

dinner

maiden

cure

thinner

kitten

litter

bother

After Mum cooks, we sit for _____.

I got a _____ coat for the rain.

The _____ runs after the rat.

The _____ waits for Krishna.

He is _____ than I am.

We pick up _____ and put it in the bin.

Can the vet _____ my sick cow?

I do not _____ with socks in summer.

**NOTES FOR PARENTS AND TEACHERS:** Ask children to read the words in the top box, using sound-say or spell-say if needed. You can also refer to the word families on page 2. Then have the children read through the sentences, one at a time. After each sentence, ask them to suggest what word goes in the blank. They have to try a few to see which ones make sense. Once a child has identified the correct word, he or she should write that word in the blank.



### CREATING THE ATMOSPHERE

Vegetarian eating, the topic of this book, should be handled with care if some of the children or their family members eat meat. Discuss where our food comes from. Ask the children to list different food and what it is, and where it comes from. Ask the children to share their personal experiences with animals. You might also ask children to share experiences of having people who eat meat ask them about their vegetarian diet and what are the ways we can discuss food with others with respect so that they might think carefully and consider what they are eating. You can also discuss how people make fun of others who have a different diet.

You can ask the children to give reasons for eating vegetarian food. Discuss reasons of health, human anatomy versus the anatomy of carnivores, kindness to animals, ecological impact, and how Krishna asks us to offer Him vegetarian food. Books such as *Higher Taste* have some good reference material that you can use to adapt for the children. You might show a video such as *Healthy, Wealthy, and Wise*. You can also show some nature films or books about various animals and their diets. If possible, you can take the children to see some live animals—chickens, cows, goats, pigs, and sheep. It is good if the children get to interact with the animals. You might want to talk about how offering food to Krishna destroys the karma from whatever violence there is in a vegetarian diet. You might also want to talk about levels of consciousness and giving the least pain to others in our lives.

### INTRODUCING THE BOOK

Look at the cover. “Who do you think this story is about? What animals do you see? In this book we will meet the friends Jack and Zak. It is Jack that is on the cover.” Ask children to read the cover and discuss what it might mean. Go through the book, discussing illustrations and text.

pp. 2–3: Ask children to read the first line and then to decide which boy in the illustration is speaking.

Ask them if they can find all the animal names on the page. Point out *better*. “Seems like Zak thinks Jack’s food is strange but Jack thinks his food is better. What does Zak ask in the last line? Do you think he is really interested?”

pp. 4–5: “What animals are here?” (pigs, dogs) “What is Jack saying?” Ask children to find *never*.

pp. 6–7: “What animals are here? Can you find the words on the page? What does Jack say here that is like what he said on the last page?” (A pig is food for a dog. A cow is food for a dog.) Discuss *never* and *ever*.

pp. 8–9: “What animals are here?” Ask children to find the names of the animals in the text. Point out *supper* and discuss the word.

pp. 10–11: “What is the man doing to the goat?” (cutting the wool or hair) “What animal is eating a dead goat?” Ask the children to talk about wild animals in the cat family. Ask the children to read (with you if needed) *You can be better than a dog, or a cat, or a big bobcat*. “What does ‘better than’ mean here?”

pp. 12–13: Ask the children to read hurt and kill. “What animals are listed here?” (chicken, cow, goat) “Can you find the words?”

pp. 14–15: “What is the man doing to the sheep?” (shearing, cutting the wool) “What animal is eating the sheep?” (a fox) Ask children to read the last line, with help if needed.

pp. 16–17: “This page is a little different. What is the fox eating here?” (an egg) Ask children to find egg. Discuss how baby chickens are growing in the eggs, and the hen sits on them to keep them warm.

pp. 18–19: “Who is talking here?” (Zak) “Before this, Jack was explaining how animals eat other animals. What might be changing for Zak?” (He might be thinking how Jack is right.)

pp. 20–21: Point out *bait* and *lure* and ask the children to read. Discuss. “What animals eats fish?” (big fish)

pp. 22–23: Ask children to read this page, with help if needed.

p. 24: “What is happening in this picture? How does Zak feel now about Jack’s food? Who is speaking here?” (Zak) “How does Zak feel about animals like cows and chickens?” Ask the children to read *never hurt*.

## QUICK REVIEW OF WORDS

It is best if the children have completed all the activities in the book up to this point. Quickly review the word families on page 2. Review adding *-ing* to *fish* to make *fishing*. Discuss how *fish* both refers to the animal and to the act of catching and killing them. Review the meaning of *bait* and *lure*.

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

### Synthetic Phonics

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

### Inductive Whole-word Phonics

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

### Guided Reading

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 *dinner*. 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 or reads it incorrectly, give help through referring to the word’s letter names, phonemes (letter sounds), the pictures, or to what has already happened in the story or on the page. You can also refer to the list of word families in this book to help the child figure out a word.

## AFTER READING THE BOOK, RETURNING TO THE TEXT

### Word review exercise

Talk about the difference between good/better and fat/fatter. Discuss how with most words we just add *-er* to show more, but that some words change completely.

### How does the character feel exercise

Show pages 2–3 and think aloud about how you

decide how the characters feel. Say, “How does Jack 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 Jack feels a bit embarrassed to have Zak criticize his food. But he also might feel confident since he starts to explain how his food is better.”

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. Ask children to say what word is most important on page 14 (fox or right) and to discuss why.

### Thought pictures exercise

Show the children the text on page 4 (I never kill pigs for my dinner). You can also write the text on the board or 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, make a thought picture from that sentence and share it with a partner.

### Finding answers exercise

Model for the children how to find an answer by looking in the text. Take the question, “Why does Zak say Jack’s food looks odd?” and then both show and explain how you use the book to get the answer from both the picture and text. For example, you could say, “Since Zak says that chicken is good food and later says he likes to fish, I think he is used to having food from dead animals so he thinks other kinds of food are strange.”

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 different things did Jack say he did not eat? (8)
- ♦ List what Jack says he does not eat. (pig, cow, chicken, goat, sheep, egg, rabbit, fish)
- ♦ List three animals that do eat other animals (any three: dog, cat, bobcat, fox, owl)
- ♦ Why does Jack say he doesn’t eat animals? (He doesn’t want to hurt or kill for food)

### Inferential questions

- ♦ Why did Zak change his mind by the end of the story?
- ♦ How do you think Jack treats animals?
- ♦ Explain what you like and what you don’t like about the way Jack tells Zak about vegetarianism.

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

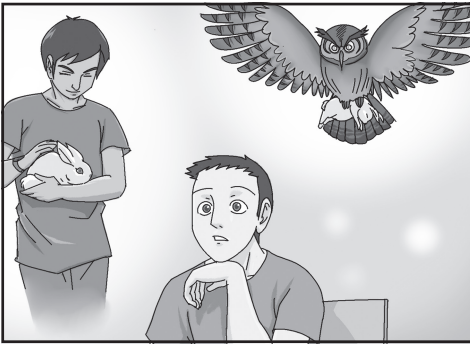
### FURTHER ACTIVITIES

Ask children to make a list of what animals are food for what other animals, and to read through that list with expression. (A pig is food for a dog. A cow is food for a cat. A chicken is food for a cat. A goat is food for a bobcat. A sheep is food for a fox. An egg is food for a fox. A rabbit is food for an owl. A fish is food for a bigger fish.) They can make their own book, writing each of these sentences on one page and illustrating.

Have two people each take the roles of Jack and Zak, and read each part in turn like a play. You might want to put the text in the form of a drama to facilitate this. Have each person play each role. In a large class, you can do this in groups of two. You can also get some children to play the role of various animals.

Ask children to suggest some sequels, or follow up stories. They could suggest a story about what happens when Zak goes home and tells his parents he doesn’t want to eat meat anymore, or how Jack’s parents teach vegetarian cooking to Zak’s parents.

*Is it in the story book?*



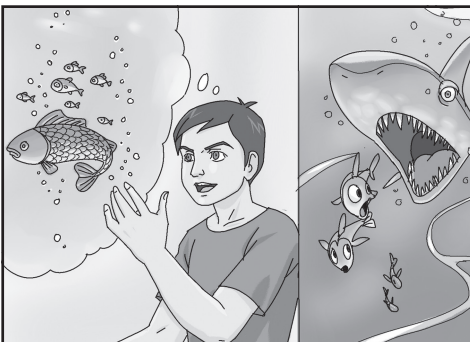
An owl is food for an egg.

☐ Yes ☐ No



Jack will not kill chickens for food.

☐ Yes ☐ No



“It is fun to go fishing,” said Jack.

☐ Yes ☐ No



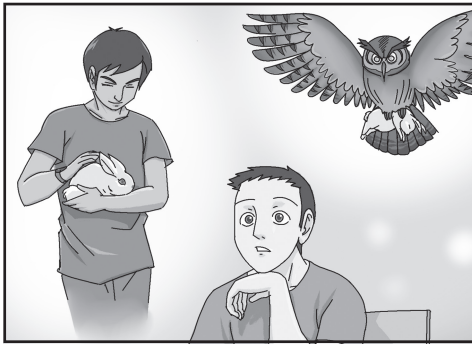
A sheep is dinner for a fox.

☐ Yes ☐ No

**NOTES FOR PARENTS AND TEACHERS:** Children should mark the *yes* box if the sentence is true from the information in the story book and the *no* box if the sentence is not true from the information in the story book. They can use the pictures for clues.



*Circle the correct word based on the story book*



“I do not kill a ____ for food,” said Jack.

tower    dish    rabbit



A hook with ____ hurts a fish.

bait    boxer    boil



“I am not a ____,” said Jack.

dog    cow    egg

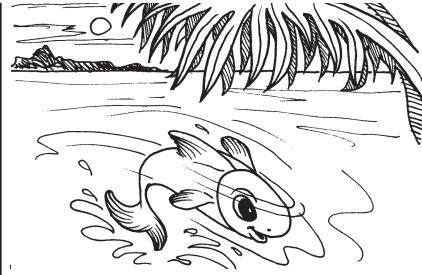
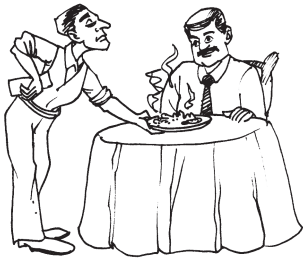


“How is this food ____?” said Zak.

manner    better    letter

**NOTES FOR PARENTS AND TEACHERS:** Children should read the sentence, using sound-say or spell-say as needed. Then they should read the three words and decide which goes in the blank according to the story book. They should then circle the word that goes in the blank. It's best if they can complete this without looking at the story book, and then look at the story book to check.

## Match subjects to predicates



The waiter

A big fish

A fox

My sister and I

My mum

The man

runs after a rabbit.

pick all the figs.

is in this river.

has mittens in winter.

put the hot food down.

cooks Krishna's dinner.

**NOTES FOR PARENTS AND TEACHERS:** Model matching subjects and predicates. Write some examples (see list below) on the board, with the subjects on one side, and the predicates on the other side, in a different order than the subjects, and ask children to match.

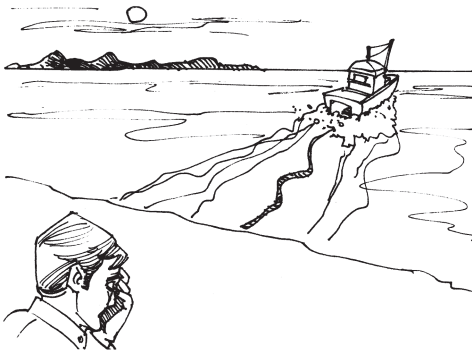
Show the children this page. Tell them that there is a sentence that goes with each picture but the endings are out of order. You can photocopy the page and have children cut out and match picture, subject, and predicate. Or they can draw a line from subject to the corresponding predicate. Help children using sound-say or spell-say if necessary. This activity can be tricky because some subjects can match more than one predicate. Discuss finding the best matches for all the subjects and using the pictures for clues.

Samples: My sister/sits down near me. We/shiver in the cool air. Summer/is hot. My gown/is red. This fork/is pure silver. That cup/is copper. I/will not bother to pick up the mess. Jack and his sister/put mittens on.

*Mark the sentence that matches the picture*



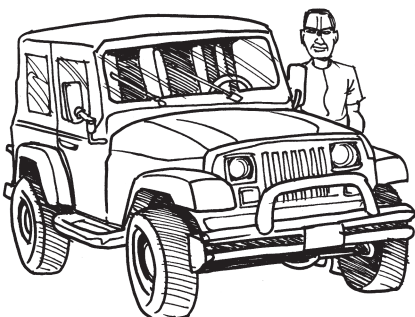
- ☐ I ring the pure silver bell.
- ☐ He is a good singer!



- ☐ I did not secure the boat!
- ☐ She puts butter on her buns.



- ☐ She gathers all the coats.
- ☐ It's bitter and will cure you.



- ☐ Her gown is red linen.
- ☐ This jeep has lots of power.

**NOTES FOR PARENTS AND TEACHERS:** Children should mark the box that goes with the sentence which describes the picture.



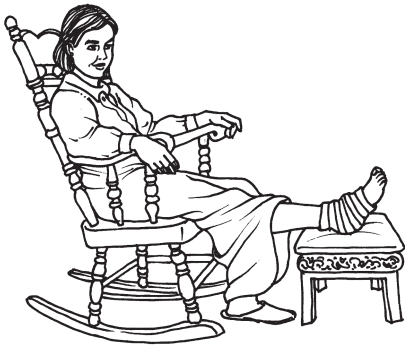
*Circle the word that completes the paragraph*



I got a pure silver dish and  
a copper cup for Krishna.  
On the dish I put  
robber. supper. longer.



We had a bath in the river.  
We are all wet. Now we  
need a  
ladder. banner. towel.



Mum hurt her leg. She sits  
on the rocker and puts her  
leg up so it will get  
better. thinner. manner.



It is hot. It is summer. I got  
a rash on my leg. Mum said,  
“This powder will be a  
pure.” secure.” cure.”

**NOTES FOR PARENTS AND TEACHERS:** Ask children to read the first paragraph and look at the picture. Then have them read the three words under the paragraph and ask which one makes sense. Have them circle the right word. If possible, have children complete the rest independently.

Will Mum put supper in the gutter? ☐

Can a cat lure a fish? ☐

Can food be on a silver dish? ☐

Will a kitten put on a mitten? ☐

Can Dad fix wood with a hammer? ☐

Can a sheep pick up litter? ☐

Can a pig get fatter? ☐

Can Mum put a letter in the mailbox? ☐

Can it be hot in winter? ☐

Can a tower be copper? ☐

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