

# A PHOTO OF AN ELEPHANT

## Activity Book and Teaching Guide

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This program is designed to be used with the 2007 edition of *Letters and Sounds*, available for free download from [www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk) or [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications); email: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com); phone: +44 (0)845-60-222-60

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1 2 3 4 5 6 7 8 9 10 Printed in the United Kingdom

### *New letter groups: ph, oe; /oa/ sound for o (in cold)*

Before introducing the written words, ensure that the children understand their meanings. Note that in some places, *Holi* is pronounced with a short /o/ sound. Note that *own* doesn't have regular pronunciation and may need separate instruction. We suggest that you use either Synthetic Phonics *or* Inductive Whole-word Phonics.

#### **Synthetic Phonics**

##### ***Introducing a new sound for the letter o***

Show the letter *o*. Ask the children to tell you the name and sound of the letter as they have already learned it. Then write the sentence, "I told you to hold the ball." Have the children read the sentence; and if possible, discuss with a partner what they think the new sound might be. If the children figure out the new sound, ask them how they figured it out. If they have trouble, provide extra support. Say, "Let's read it together. Does *told* make sense? What would make sense? Yes, /t-*oa*-ld/ makes sense. What sound does the letter *o* make in the word *told*? Well done, /*oa*!." Go through the family on page 2.

##### ***Introducing the new letter groups ph and oe***

For the letter group *oe*, write the letters *o* on one card and *e* on another. Hold up one of the letters and ask the children to tell you its name. Hold up the other letter and ask the children to tell you the name of the letter. Explain that these two letters together make a different sound. Hold the letters far apart from each other, and then bring them together. Write and display *oe* as a letter group for the children to see. Show the children your toe and ask them what it is. Then write the word *toe* for the children to see. Have them tell you the new sound for the letter group *oe*. Go through the family on page 2 and have children complete the exercises on page 3. Repeat for *ph* using the object and word *phone*. Go through the family on page 4.

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

Go through the word families on page 2 one list at a time using spell-say (*o-l-d old*) and repeat for the first word of each list. See if the children can then read the rest of the words on the list. Use spell-say if needed. Read the words from top to bottom, list

by list first. Once the children are familiar with the words, read across the word families. Do the exercises on page 3 and before teaching the word family on page 4.

Play a game of Bingo. Hand each child a blank bingo card (with a grid of 4 by 4 rectangles large enough for the children to easily write words in). Have the children choose 16 words from the word families in this book and write them into the 16

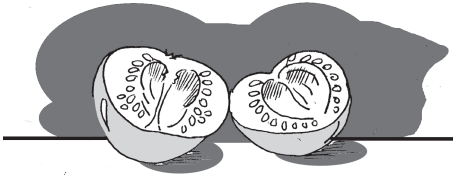
spaces on the bingo card. To play the game, the teacher/parent or a chosen child randomly calls out words from the word families. When the children hear a word that is on their bingo card, have them cross it off. The first child to have all their words read calls out "Bingo", and wins the game. Remember to write a list of all the words that are called out. Later the list can be used to check that the child who called "Bingo" actually read and crossed out the correct words.

### Word families: o, oe

old	roll	go	yoga
gold	toll	no	yogi
cold	troll	so	Holi
fold	most	ago	~~~~~
sold	almost	also	toe
told	post	solo	hoe
scold	poster	hero	doe
hold	both	zero	foe
	own	buffalo	woe
	open	potato	Joe
	over	tomato	goes
	odour	Eskimo	heroes
	odor	radio	potatoes
		hello	tomatoes



Mark the phrase that matches the picture



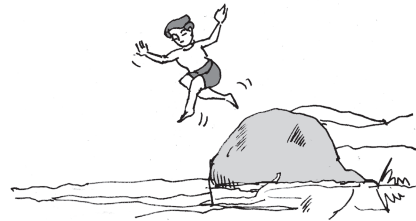
- he holds a tomato
- a cut open tomato



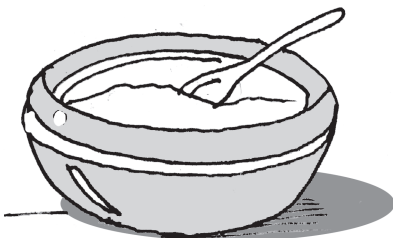
- a cold Eskimo
- she waves hello



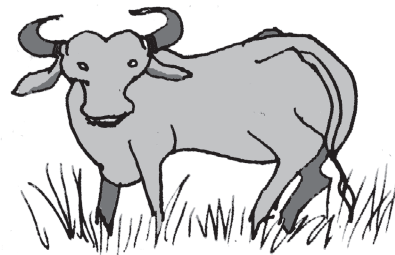
- the yogi scolds
- the yogi goes



- Joe jumps over
- Joe's gold ring



- tomato and potato stew
- a tomato roll



- a buffalo on its own in the wild
- a buffalo on a poster

**NOTES FOR PARENTS AND TEACHERS:** Have the children mark the box next to the phrase that best describes the picture.

*Word families: ph*

photo

Philip

prophet

phone

phonics

phantom

microphone

sphinx

alphabet

telephone

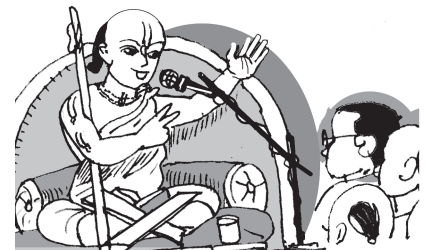
dolphin

elephant

He speaks into the microphone.



Joe takes a photo.



This is my alphabet poster.



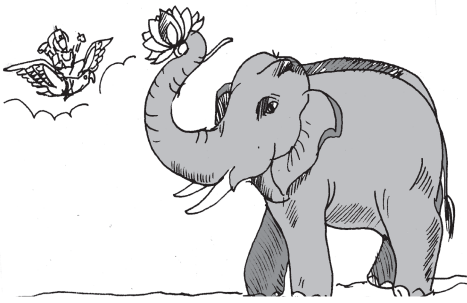
Philip talks on the phone.



**NOTES FOR PARENTS AND TEACHERS:** See page 1 for information on how to introduce the letter group *ph*. After teaching the word family, have the children match the sentences with the pictures.



Does the sentence match the picture? Mark yes or no



The elephant holds a trunk of a tree.

Yes  No



Joe puts up a poster at the shop.

Yes  No



She has a gold ring on her toe.

Yes  No



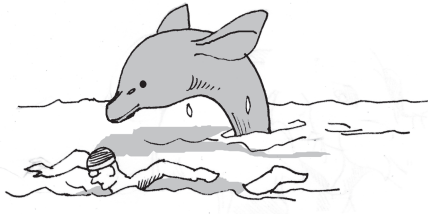
Philip takes a photo of the old yogi.

Yes  No

**NOTES FOR PARENTS AND TEACHERS:** Have the children look at each picture and read the sentence next to it using spell-say or sound-say when needed. Then have them mark the *yes* box if the sentence describes the picture, or the *no* box if it does not.

Tricky word: *as*

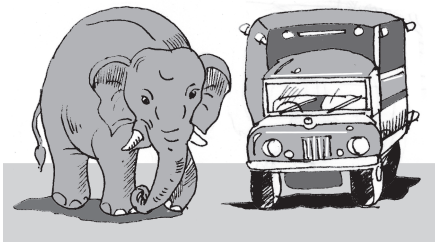
**NOTES FOR PARENTS AND TEACHERS:** Say the word *as* and ask the children to compose oral sentences using it. You can model some. Then write some simple sentences on a board with *as* using known words (Examples: He was as tall as the desk. The snake was as long as my arm). Discuss how *as* often appears twice in a sentence and is often used when comparing two things. Then have the children read the sentences on this page and fill in the spaces with the correct words. The last sentence is for the children to fill in the spaces with their own words that describe themselves. Help as needed.



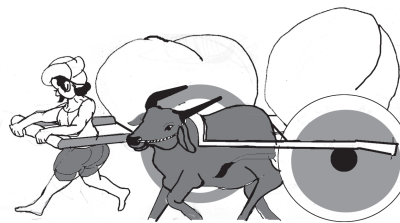
I can swim as fast  
as a dolphin.



I will soon be as  
tall as my dad.



elephant



man



dog

The \_\_\_\_\_ is as big as a truck.

The \_\_\_\_\_ is as small as a rat.

The \_\_\_\_\_ is as strong as a buffalo.

I am as \_\_\_\_\_ as a \_\_\_\_\_.

## Tricky word: Where

**NOTES FOR PARENTS AND TEACHERS:** Say and write on a board the word *where* and ask the children to compose oral sentences using it and be careful that the children do not use *wear*. You can model some. Then write some simple sentences using known words with *where* (Examples: I did not see where she went. Where can we meet?). Discuss how we often see the word *where* in a question. Then have the children read the questions on this page, and put their answers to the bottom 4 questions in the boxes, either by drawing a picture or writing an answer. Help as needed.



Where is my bag?



Where is my mum?

Where were you born?

Where do you sleep?

Where can you see an elephant?

Where can you find tomatoes?

*Tricky word: laughed*

**NOTES FOR PARENTS AND TEACHERS:** Say the word *laughed* and ask the children to suggest oral sentences using it. You can model some. Then write some simple sentences using known words with *laughed* (Examples: The clown laughed. I have never laughed so much.). Then have the children read the sentences on this page and, where applicable, mark the box next to the correct word to complete the sentence. Help as needed. The children can then write their own sentence using *laughed*.

“Look at this photo!  
We laughed so much  
that day,” said my  
uncle.



The elephant ride was so much fun!

I \_\_\_\_\_ for a long time on the  
elephant ride.

- laughed
- cried

I \_\_\_\_\_ when I hurt my toe.

- laughed
- cried

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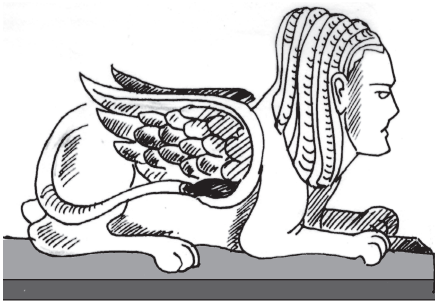
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Circle or write the correct word to complete the sentence



This doll was made a long time \_\_\_\_\_ . It is very old.

gold    hero    ago



I saw a statue of a sphinx.  
The top part was like a man  
and the rest was like a lion. It  
\_\_\_\_\_ had wings.

zero    also    hello



“Look at my drawing of a  
\_\_\_\_\_. I drew it on my  
own,” said Joe.

buffalo    elephant    tomato

**NOTES FOR PARENTS AND TEACHERS:** Have the children look at each picture, and read the sentence along with the three word choices. They should circle the word that makes the most sense, or write that word on the blank.

Write the missing words

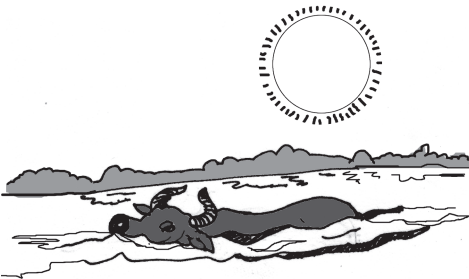
phone hoe buffalo Holi dolphin cold



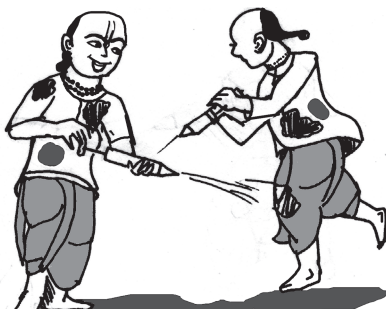
I use the \_\_\_\_\_ to take  
a photo of the \_\_\_\_\_  
swimming in the water.



The \_\_\_\_\_ is used to  
turn over the soil.



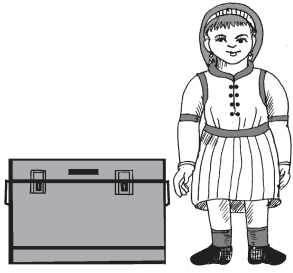
The \_\_\_\_\_ goes into the  
\_\_\_\_\_ river to escape  
the heat of summer.



Joe and Vikram laughed so  
much while they were playing  
\_\_\_\_\_.

**NOTES FOR PARENTS AND TEACHERS:** Have the children look at each picture and read the sentence next to it. Have them guess what the missing word might be, using the context of the sentence, the picture, and the words at the top of the page as clues. Have them orally check that their chosen word makes sense, and then write the word in the space provided.

## Prepositions



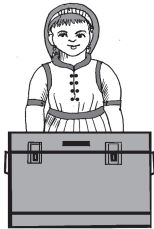
\_\_\_\_\_ the box

under



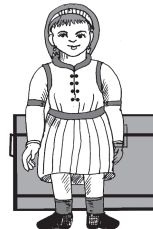
\_\_\_\_\_ the box

over



\_\_\_\_\_ the box

next to



\_\_\_\_\_ the box

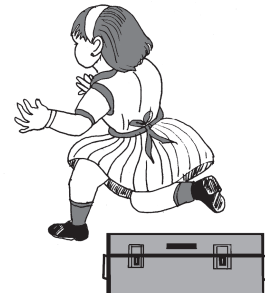
on top of

behind



\_\_\_\_\_ the box

in front of



\_\_\_\_\_ the box

**NOTES FOR PARENTS AND TEACHERS:** Ask the children to read the words in the middle of the page and to describe their meanings. You might also have the children act out what each preposition or prepositional phrase means by standing in relation to some object. Then have the children look at each picture and describe it. The children should then match the correct preposition to each picture by writing the prepositions in the blanks or drawing lines from words to pictures.



Write the missing letter groups in each sentence

ph

ea

oe

\_\_\_\_\_ilip can say the al\_\_\_\_\_abet.

A d\_\_\_\_\_ is a girl deer.

The ele\_\_\_\_\_ant brought Krishna from the temple.

They stopped for us to offer a tr\_\_\_\_\_t.

Greg g\_\_\_\_\_s to the shop to get some potat\_\_\_\_\_s.

This is a \_\_\_\_\_oto of us playing in the sand at the

b\_\_\_\_\_ch.

I hurt my big t\_\_\_\_\_ when I fell.

Krishna and Balarama are the her\_\_\_\_\_s of the  
cowherd girls.

**NOTES FOR PARENTS AND TEACHERS:** Ask the children to read the sentences and decide what word is missing. Then they should write the correct letter group in the blank to make that word. If they struggle with this, they can try orally putting each of the three letter groups in the space first to hear what makes sense. If necessary, they can refer to the word family lists.

*Mark the correct word to complete the sentence*

Three take away  
three is

woe.

zero.

The top of the temple  
is painted the colour

old.

gold.

We turn on the heat  
at home when it's

scold.

cold.

I fold my skirts to  
keep them

ago.

neat.

The man gives a class.  
He speaks into the

dolphin.

microphone.

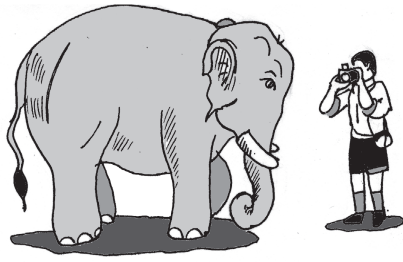
You can hear the  
news on the

radio.

troll.

**NOTES FOR PARENTS AND TEACHERS:** The children should mark the box next to the word that best completes the sentence.

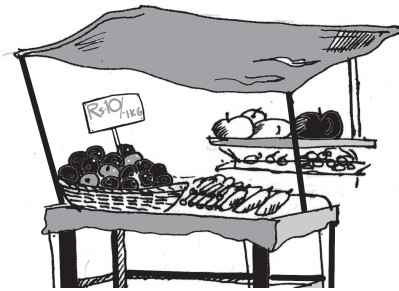
Write sentences using the two words given



elephant photo

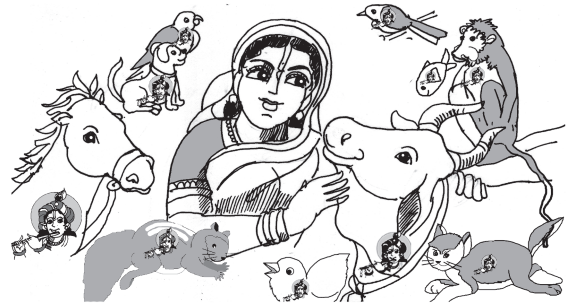


yogi told



sold tomatoes

**NOTES FOR PARENTS AND TEACHERS:** Discuss the pictures with the children. Then have them write a sentence describing each picture using the words provided. Check that the children include capital letters and periods (full stops). You may need to model this first with other words and pictures.



A true yogi is always thinking of Krishna and seeing Krishna. She does yoga to keep close to Krishna. She sees Krishna both in small things like birds and fish and in big things like horses and elephants. She also sees that we are all God’s children and that God likes us to be kind to each other.

What was it about?

- An old yogi that stays under a tree.
- How Krishna is God.
- What a yogi is and what a yogi does.

**NOTES FOR PARENTS AND TEACHERS:** Have the children read the text and then mark the box next to the sentence that best describes the main idea of the paragraph. Children should circle the picture at the top that best illustrates the paragraph.

### CREATING THE ATMOSPHERE

Ask the children to bring their favorite pictures or photos and bring in some of your own also. Discuss how photos help us to remember things and provide information about how things are and were. Ask how we take photos and have the children share their experiences of taking photos.

Show some pictures of elephants to the children. Ask the children if they have ever seen or touched an elephant. Share, discuss and listen to their experiences. Ask questions such as, “Where did you see the elephant? How big was it? What did it look like? What was it doing? What did the elephant feel like to touch?”

### INTRODUCING THE BOOK

“Look at the cover. What’s happening in the illustration on the front cover? (If the children have read from previous books) Do you remember the names of these boys? Yes, they are Vikram and Ravi who live in Govardhana Town.” Have the children read the title. Then read the blurb on the back cover to the children.

pp. 2–3: “What can the boys see on the street? Yes, an elephant.” Have the children point to the word *elephant*. Have the children read the word *both*.

pp. 4–5: “What is Ravi’s mum giving him? Yes, a phone. I wonder why she is giving him a phone?” Have the children scan the text to find out why (to take a photo). Look at the illustration on page 5. Ask, “Who has the phone? Where are Ravi and Vikram going?”

pp. 6–7: “This elephant is old. What colour is its blanket? (gold) Who is riding on top?” (Krishna)

pp. 8–9: Look at the illustration. “What is Vikram looking at?” (the elephant’s toe) Have the children read the word *toe*.

pp. 10–11: “What is the elephant doing? Can you

find the word *tomatoes* in the text? Let’s read the last sentence together with expression.”

pp. 12–13: Discuss the illustrations. “What is Ravi doing? He needs to find his phone.” Have the children read the word *where* in the text.

pp. 14–15: Discuss the illustrations. “What is the elephant eating? Can you find the word *tomato* in the text?”

pp. 16–19: Discuss the pictures.

pp. 20–21: Discuss the pictures. “What are Ravi and Vikram thinking about?” (They are remembering what happened when they went to see the elephant.)

pp. 22–23: Have the children describe what’s happening in the illustration. Have the children read the word *own*.

p. 24: Discuss the illustration.

### READING THE BOOK

If using Synthetic Phonics or Inductive Whole-word Phonics, children should read out loud. If using Guided Reading, children should read silently. If the children struggle with a word, have them spell-say or sound-say, refer to the relevant word family, use picture cues, or context cues. If they still struggle, read some of the other words in the same word family. Are the children able to read compound words? If not, say, “Look for the word you know, or cover part of the word and read that part first before trying to read the whole word.” Do the children read with expression? Check for the correct reading of recently introduced words. Do the children read with some fluency? Do they pause at the commas and full stops (periods)?

Give positive acknowledgement to children who read the title without pointing and are able to read the words *photo* and *elephant*.

pp. 2–3: Check that the children are interpreting the text correctly. “How do you think Ravi and Vikram are feeling? Why?”

pp. 4–5: “What might the boys take a photo of? What is their mother doing? Do the boys have the phone? Will they be able to take a photo?”

pp. 6–7: Check that the children can read the words *old* and *gold*.

pp. 8–9: Are the children able to relate the story to their own experiences? “Have you ever seen such a big toe?” Check that the children can read the words *as* and *toe*.

pp. 10–11: Are the children able to read *laughed*? “What do you think is going to happen now?”

pp. 22–23: “How are they going to make their own photo?”

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

### **Drills and games (for those who need to review [revise] more)**

Drop: Write new words, ones that the children are having trouble with, and sight words on cards (one word on each card). Add a couple of cards that say DROP. Place all the cards in a pot. Have the children take turns picking a card out of the pot and then reading it. If the word on the card is read correctly, they get to keep the card. If they don’t, then the card is placed back in the pot (after someone reads the word correctly to the child). If a child picks up a card with DROP on it, then he or she says, “Drop! Word cards back in the pot!” and that child has to place all the word cards collected back in the pot. The aim of the game is to collect as many words as you can. Play until all the cards besides the DROP cards have been picked or until a predetermined time limit has been reached. The child with the most cards wins.

### **How the characters’ feelings change**

Pick a character and discuss how his or her feelings change throughout the book. For example,

say, “Ravi, here on page 8, looks like he’s enjoying himself. On page 3 in the text, he was excited about seeing the elephant. But here on page 13, he looks upset. In the text on the next page it says that he cannot find the phone.” Then have the children work in pairs to describe how a character changes in the book and then share their findings with the class. Avoid using the words *happy* and *sad*.

### **Identifying plot elements**

Discuss the key features of a narrative (story) with the children. Explain that in most stories you will find four important ingredients. That is: the characters (the personalities in the book), the setting (where the story takes place), the conflict that arises (the problem), and the resolution and conclusion (how the problem is solved and how the story ends). Then answer, with the children, the following questions based on the book *A Photo of an Elephant*.

Who are the characters in *A Photo of an Elephant*? (Ravi, Vikram, Mum and Dad)

What is the problem that Ravi has in this story? (He dropped the camera and cannot take a photo of what he saw when they went to look at the elephant.)

How does Ravi solve the problem? (His father suggests that they draw a picture of what they saw.)

Where is the story set? Where does the story take place? (at Govardhana in India) How do you know? (because of the buildings in the pictures, the markets, Govadhana Hill, and the way people are dressed and carrying things; also because of the information given in previous books about Ravi and Vikram in this series)

### **Finding answers exercise**

Model for the children how to find an answer by looking in the book. Ask the question, “What are the boys pointing to?” Then both show and explain how you use the book to get the answer

from both the pictures and the text. For example, you could say, “On page 3, I can see an elephant, so they could be pointing to the elephant. On page 2, I can read in the text *Ravi saw an elephant on the street*, so they must be pointing to the elephant.”

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 the children answer all the 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**

- ◆ What does Ravi’s mum want Ravi to do with the phone? (take a photo with it)
- ◆ What colour was the elephant’s blanket? (gold)
- ◆ Who was on top of the elephant? (Krishna)
- ◆ How did the boys take a photo in the end? (They drew a picture.)

### **Inferential questions**

- ◆ Were Ravi and Vikram upset that they didn’t take a photo with the camera?
- ◆ Why was the elephant walking on the street?

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

### **FURTHER ACTIVITIES**

Have the children complete the elephant facts activity on page 24. Ask the children if they know of any more facts about elephants. You may want

to research some more elephant facts with the children.

Find out why elephants get to carry Krishna in India.

Find the elephant characters in shastra. For example, Lord Indra’s carrier, Airavata, was an elephant with six trunks and could fly. After seeking forgiveness from Krishna at the end of the lifting of Govardhana Hill, Indra had Airavata bathe Krishna by pouring heavenly Ganga water onto the Lord with his six trunks. Also, there is the story of Gajendra calling out to Lord Vishnu to save him when he was being attacked by a crocodile in the water.

Discuss how taking photos is a good way to help us remember things that have happened. Discuss how some memories are particularly special, and therefore photo worthy. Share a special memory with the children. Then have the children share a memory with the class. Have the children draw a picture about their memory and then write a few words describing what is happening in the picture.

Take the children out on a special excursion. When they return, have them draw a picture of something they remember from the excursion. For a class, you can collect all their pictures and turn them into a class album. You could also have the children take photos and compare the photos with the drawings.

Research the history of photography and share the information with the children. If possible, show the children photos of cameras throughout the history of their development. Discuss what was and is, involved with taking pictures and having them developed.



*Is it in the story book?*

	Yes	No
The elephant was in a zoo.		
The elephant was old.		
Krishna was on top of the elephant.		
The elephant had a big toe.		
The elephant stole a potato.		
Mum had the phone.		
Ravi and Vikram took a photo with the phone.		
Dad told them to draw what they saw.		

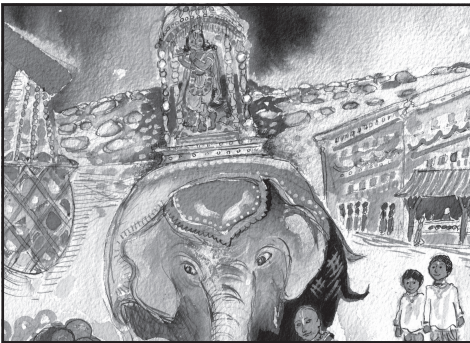
**NOTES FOR PARENTS AND TEACHERS:** Have the children read the sentences using spell-say or sound-say if needed. If what they read happened in the story, *A Photo of an Elephant*, have them mark the *yes* box. If it didn't happen, have them mark the *no* box.

Circle or write the correct word based on the story book



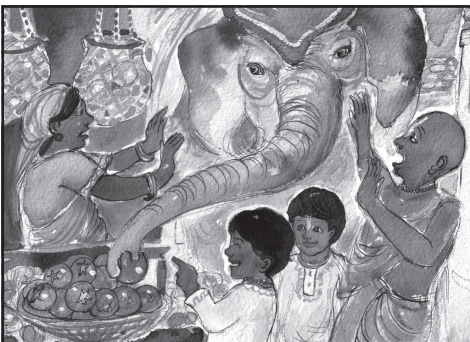
“Quick! Let’s \_\_\_\_\_ go and see the elephant, Vikram!”

cold    dolphin    both



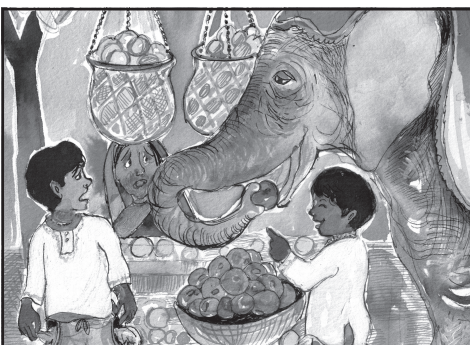
Krishna rode on a seat on top of the \_\_\_\_\_ blanket.

sold    hold    gold



The \_\_\_\_\_ elephant stole some tomatoes from that shop!

old    told    toe

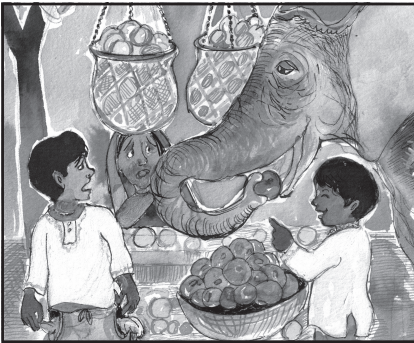
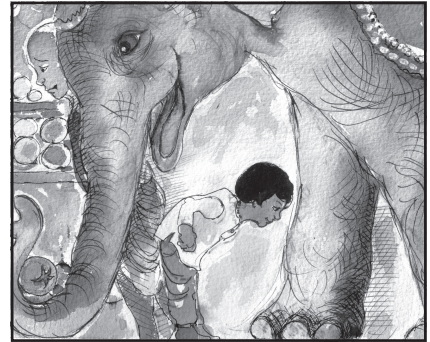
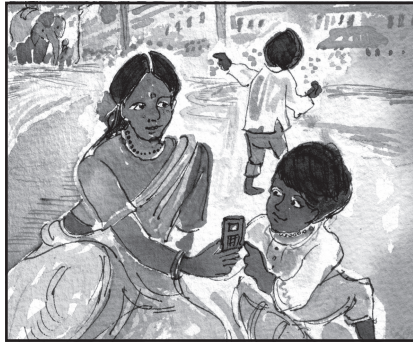
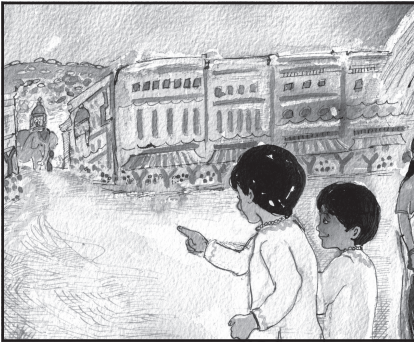


“\_\_\_\_\_ is my phone?” asked Ravi.

As    Where    When

**NOTES FOR PARENTS AND TEACHERS:** The children should read each sentence using sound-say or spell-say as needed. Then they should read the three words and decide which goes in the blank. They should then write the word in the blank. It is good if they orally spell and say the word they have written. If a child is unable to write the word, he or she can circle the word that goes in the blank.

*Match subjects to predicates*



An elephant

Get the phone

Her toe was as big

Where is my

Dad, we saw an

Oh, you both can make

as Ravi's foot.

phone?

to take a photo.

old elephant.

your own photos.

is in the street.

**NOTES FOR PARENTS AND TEACHERS:** The children should draw lines to match subjects to predicates, using the picture clues to help.



*Match clues to words and pictures*

He went with Ravi. He told Ravi to take a photo.



Mum

He asked to see the elephant.  
He did not bring the phone.



Dad

She let the boys see the elephant.  
She asked the boys to take a photo.



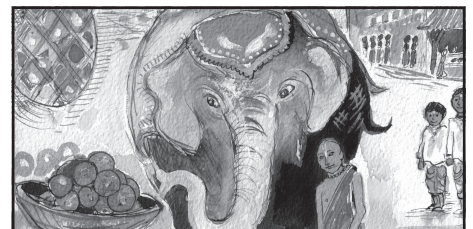
Vikram

Ravi told him that he did not bring the phone.  
He told them how to make their own photos.



Ravi

She was old. She had a gold blanket on her back.



the elephant

**NOTES FOR PARENTS AND TEACHERS:** The children should use the clues to find out what word and picture makes both sentences true. Have the children draw a line from each group of sentences to the correct word and picture.

## Take a Photo

Suppose you are there with the elephant and you have a phone to take a photo. What does your photo look like? Draw it in the box:



What is the elephant doing?

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**NOTES FOR PARENTS AND TEACHERS:** Discuss how Vikram wanted to take a photo of something funny—the elephant trying to steal a tomato. Have the children pretend that they are there with the elephant and they have a phone to take photos. Discuss what they would take a photo of and then have them draw the “photo” in the box provided. The children write on the lines provided or on a separate sheet of paper what the elephant is doing in their photo.

## Which ones are elephant facts?

- An elephant is the biggest animal that you can find on land.
- An elephant has a long trunk that helps it eat, drink, and wash.
- It is fun to ride on an elephant.
- Elephants are smart and can be taught tricks.
- Elephants need lots of room to roam.
- Elephants like to eat the leaves from the top of trees.
- Elephants work harder than oxen.
- A male elephant can be as tall as thirteen feet.
- Elephants are the best pets.
- Elephants sleep standing up.

**NOTES FOR PARENTS AND TEACHERS:** Explain to the children what a fact is and what an opinion is. Do some oral exercises where you say a sentence and ask the children if it is a fact or an opinion. (For example: Summer is the best season—opinion; Summer is the hottest time of the year—fact). Ask the children to read the sentences on this page, and mark those that are facts.

*(Three of them are not facts.)*