

DID KRISHNA DO IT?

Activity Book and Teaching Guide

By Urmila Devi-Dasi • Illustrated by Madhava Priya Dasi

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

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New letters: i, m, n, d

Make sure the children understand the meaning of words before introducing them in writing. To teach the new letters, you can use either Synthetic Phonics *or* Inductive Whole-word Phonics.

Synthetic Phonics

Hearing and saying: Shape your fingers or arm into something that looks like each of the new letters, and say the sound of that letter. Children repeat both the actions and the sound. Pick names of people or objects with that sound and say while exaggerating and drawing out the sounds, such as llliiindia, mmmmmagnet. You can also say a list of words that begin with one of the letters and ask the children to identify the beginning sound.

Seeing and saying: Write the new letters on pieces of paper or cardboard or on a board. Make sure you show both capital and lower case letters. Discuss that we use the capital for names. Say and have children repeat the sounds of each letter. Ask the children to find the corresponding letters from a bag or basket of magnetic letters, saying the sounds each time. Look around the room, building, or outside while carrying the magnetic letters (or letters written on a card) and find as many objects as possible that start with that letter. Encourage the children to find some, as well.

Saying and writing: Children say the sound of the letter while writing it in the air with their finger,

or on a friend's back, or in sand or water. They can progress to writing the letter on paper with crayons.

Go through the word families on page 2 of this book. Have the children sound out each phoneme and then blend together to form the words. Then go through the list again just reading the words. You can ask the children to suggest a sentence or phrase for each word, such as "We look at a map when we are driving."

Inductive Whole-word Phonics

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

Using page 2 of this book: Explain unfamiliar words. Say and have the children repeat, while covering up the first letters: a-t, at, a-t, at, a-t, at and then: a-t, at, s-a-t, sat, p-a-t, pat, m-a-t, mat. Follow the same procedure for each of the eight word families.

Go through each of the words again, saying m-a-p map, etc. Finally go through the list just reading the words and having the children repeat while they look at the words. Then ask the children what each word means or to say something with that word in it, such as "We look at a map."

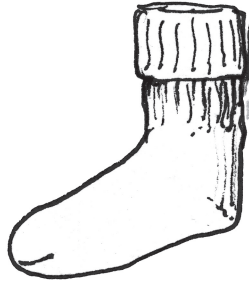
Word families

at	tap	an	mad
sat	map	man	sad
pat	nap	pan	
mat	sap	tan	

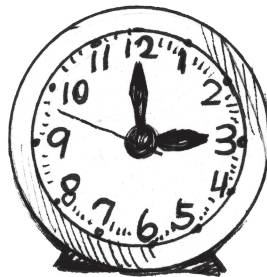
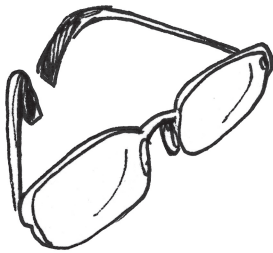
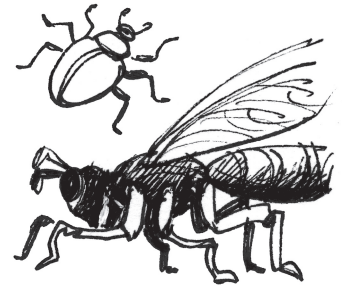
it	sip	in	did
pit	dip	din	
sit	tip	tin	
	nip	pin	
	pip		

NOTES FOR PARENTS AND TEACHERS: See page 1 for teaching instructions. Discuss the meaning of any possibly unfamiliar words before going through the lists. The word “pip” means “seed” in the UK, though it is not used in that way in America. “Pit” can mean either a hole in the ground or a seed.

Circle the pictures that start with the /i/ sound



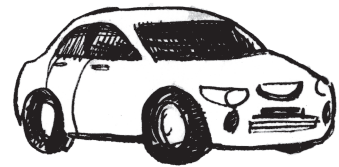
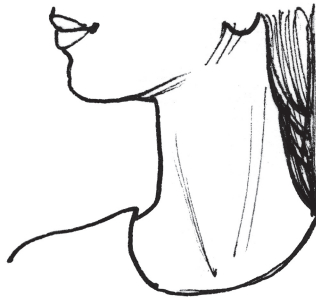
i



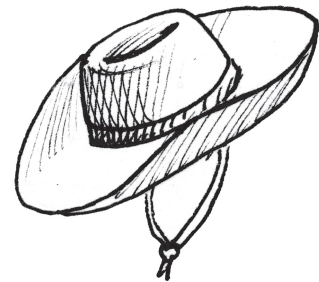
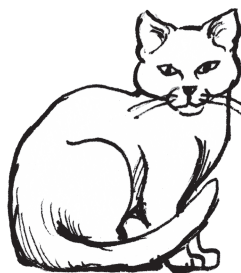
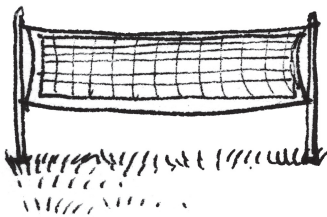
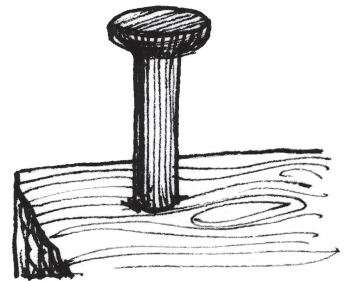
NOTES FOR PARENTS AND TEACHERS: Match the first sound: First have the children say what each illustration is and have them exaggerate the first sound. They should then draw a circle around the illustrations that start with *i*.

(clockwise from top-left: ink, sock, house, insects, spoon, clock, glasses, hand)

Circle the pictures that start with the /n/ sound



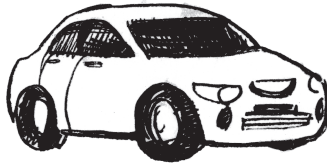
n



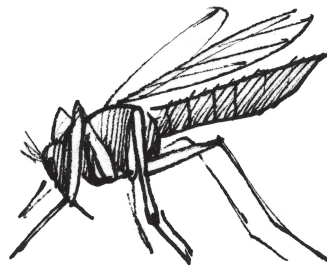
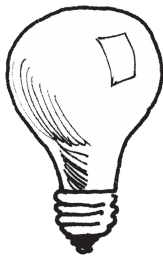
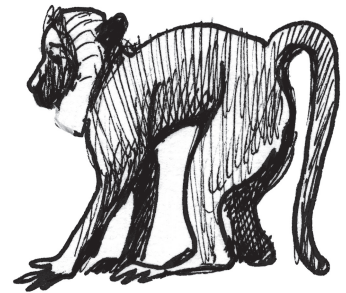
NOTES FOR PARENTS AND TEACHERS: Match the first sound: First have the children say what each illustration is and have them exaggerate the first sound. They should then draw a circle around the illustrations that start with *n*.

(clockwise from top-left: nose, neck, car, nail, hat, cat, net, needle)

Circle the pictures that start with the /m/ sound



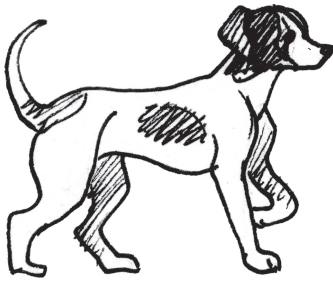
m



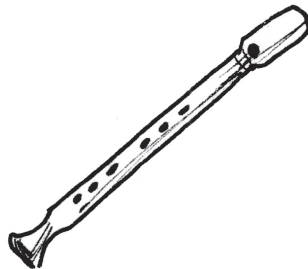
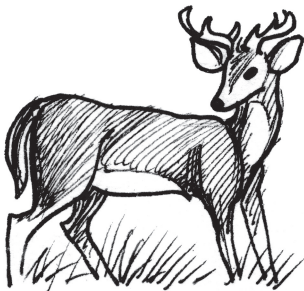
NOTES FOR PARENTS AND TEACHERS: Match the first sound: First have the children say what each illustration is and have them exaggerate the first sound. They should then draw a circle around the pictures that start with *m*

(clockwise from top-left: man, car, mouth, monkey, mouse, mosquito, light bulb, shirt)

Circle the pictures that start with the /d/ sound



d



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

(clockwise from top-left: candle, drum, boot, door, doll, flute, deer, dog)

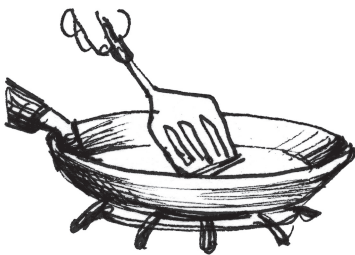
Match words to pictures



sad



mad



tip



sip

dip



pan

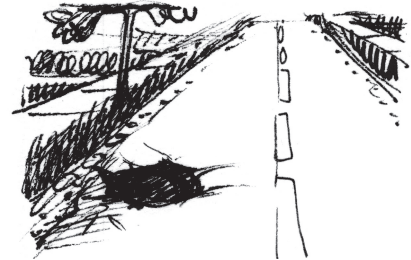


NOTES FOR PARENTS AND TEACHERS: Children match the words to pictures. First have the children say what each illustration is and read each word. You may need to help them read with sound-say or spell-say. You can also have them use the word families on page 2 of this book to help. Then the children should draw a line from the word to the corresponding picture.

Match words to pictures



pin

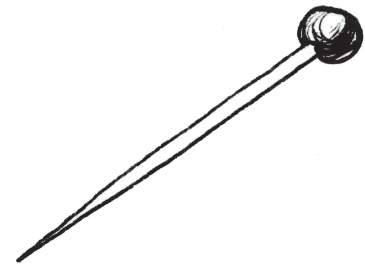


map

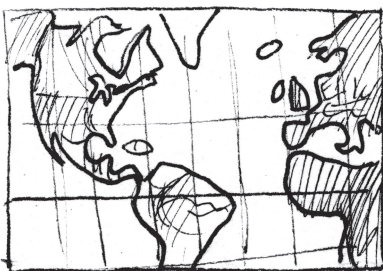


nap

pit



sit



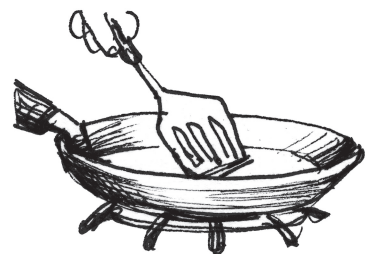
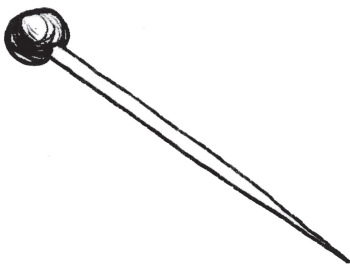
man



NOTES FOR PARENTS AND TEACHERS: Children match the words to pictures. First have the children say what each illustration is and read each word. You may need to help them read with sound-say or spell-say. You can also have them use the word families on page 2 of this book to help. Then children should draw a line from the word to the corresponding picture.

Write the word that matches the picture

mad sad nap pin pan sip



NOTES FOR PARENTS AND TEACHERS: Children should write the correct word from the top of the page under each picture. First have the children read the words (using spell-say or sound-say, or looking at the word families list to help if needed). The children should then describe the pictures.

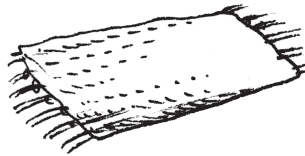
Write the missing vowel

a

i



n _ _ p



m _ _ t



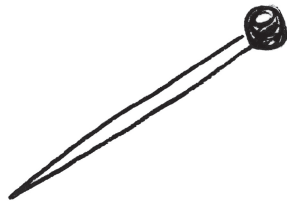
t _ _ p



s _ _ d



m _ _ d



p _ _ n



s _ _ p



s _ _ t



p _ _ t



d _ _ p



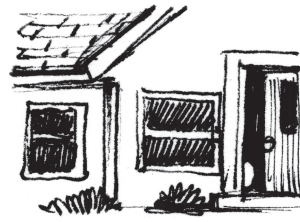
t _ _ p



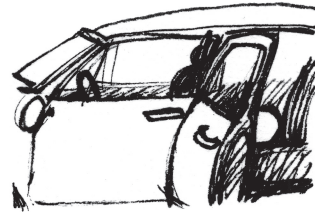
p _ _ n

NOTES FOR PARENTS AND TEACHERS: Read over the letters at the top of the page (if using Synthetic Phonics, go over the sounds). Tell the children that each word under the pictures is missing a letter and we have to figure out which one goes on the line. Have the children identify each picture. Ask what letter or sound needs to go in the middle of the word to make it match the picture. Have the children look at the box of letters and pick the right one and then write it in the blank. You might first write the possible words on a board or paper (for n_p: nap, nip) and ask the children which is correct. Then the children should say the completed word.

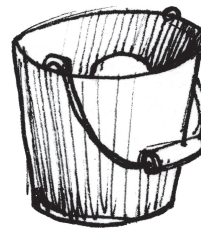
It is in the



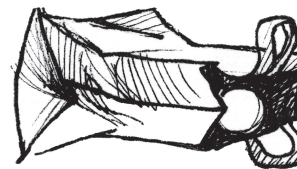
It is in the



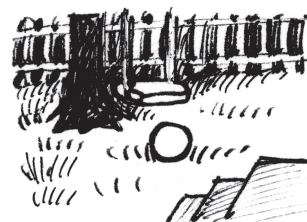
It is in the



It is in the



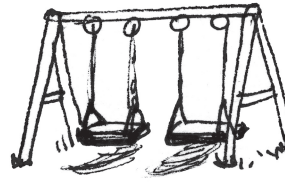
It is in the



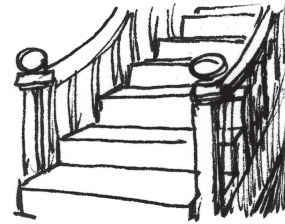
NOTES FOR PARENTS AND TEACHERS: Teaching the new high frequency words: Write *it*, *is*, and *in* on a board or paper. Spell-say or sound-say the words *it*, *is*, and *in* and ask the children to suggest sentences or phrases using these words.

Then refer to this page and tell the children that a boy is looking for his ball. “Where is it?” Then read the sentences, pointing to each word, and have them repeat, while they point to each word. The children can “read” the illustration as if it’s part of the sentence. You might have the children read this page a few times.

I sit on the



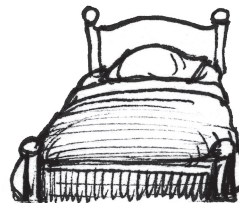
I sit on the



I sit on the



I sit on the



I sit on the



NOTES FOR PARENTS AND TEACHERS: Show the high frequency word *on* on this page. The children have not yet learned the sound for *o*, so this is taught without using spell-say or sound-say.

Talk about sitting on different things. “We are going to look at six things I sit on today.” Read the sentences, pointing to each word, and then have the children repeat, while they point to each word. The children can “read” the illustration as if it’s part of the sentence. You might have the children go through this page a few times.

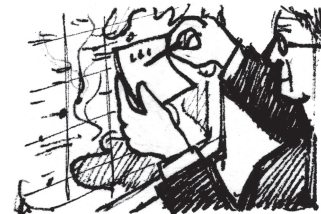
Ask the children to find *on* in the book *Did Krishna Do It?*

Tricky word: into

I pat it into the pan.



I pin it into the map.



I dip it into the pan.



Interest words



Krishna



Krishna



Yashoda

NOTES FOR PARENTS AND TEACHERS: Show the high frequency word *into* on this page as well as the interest words *Krishna* and *Yashoda*. These are taught as sight words. Explain that Yashoda is Krishna's mother. Find pictures of Yashoda and Krishna in *Did Krishna Do It?* and point out to the children these names in the text. Ask the children to talk about what they know about Yashoda and Krishna. Discuss how we saw a different picture of Krishna in *Sita Sat at the Temple*. Put each word on a piece of paper, a card, or a board. See how quickly the children can read the words. Go through the words several times. Read the sentences at the top of this page using spell-say or sound-say except for *the* and *into*. You might have the children read these sentences a few times.

Writing practice

p

i

t

n

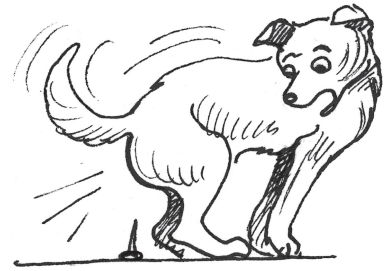
m

s

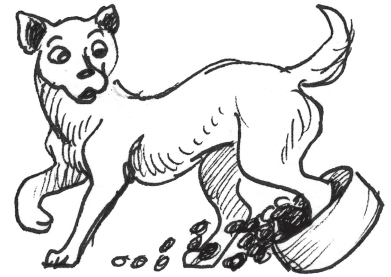
NOTES FOR PARENTS AND TEACHERS: While saying the letter names and/or sounds, the children should first “draw” the letters in the air or with their fingers on a friend’s back, or make them out of pipe cleaners, draw the letters with their fingers in sand, make the letters out of beans or buttons, draw the letters very large on a board, and so forth. Finally, they should trace and write the letters here.

If the children are capable, they can also practice writing some of the words from page 2 of this book.

I nap on the map.



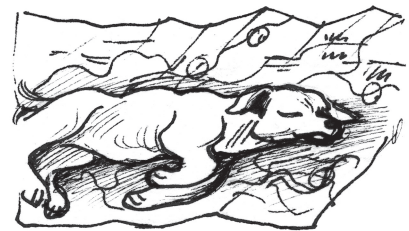
I nap in the pit.



I nap on the mat.



I sat on the pin.



I tip the pan.

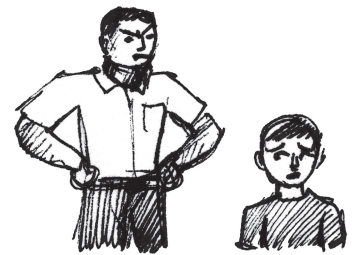


NOTES FOR PARENTS AND TEACHERS: First have the children say what each illustration is, and then read the sentences or phrases. The children should draw a line to match each sentence to a picture.

The man is sad.



I tap Dad.



The man is in the pit.



Dad is mad.



I dip into the pan.



NOTES FOR PARENTS AND TEACHERS: First have the children say what each illustration is, and then read the sentences or phrases. The children should draw a line to match each sentence to a picture.

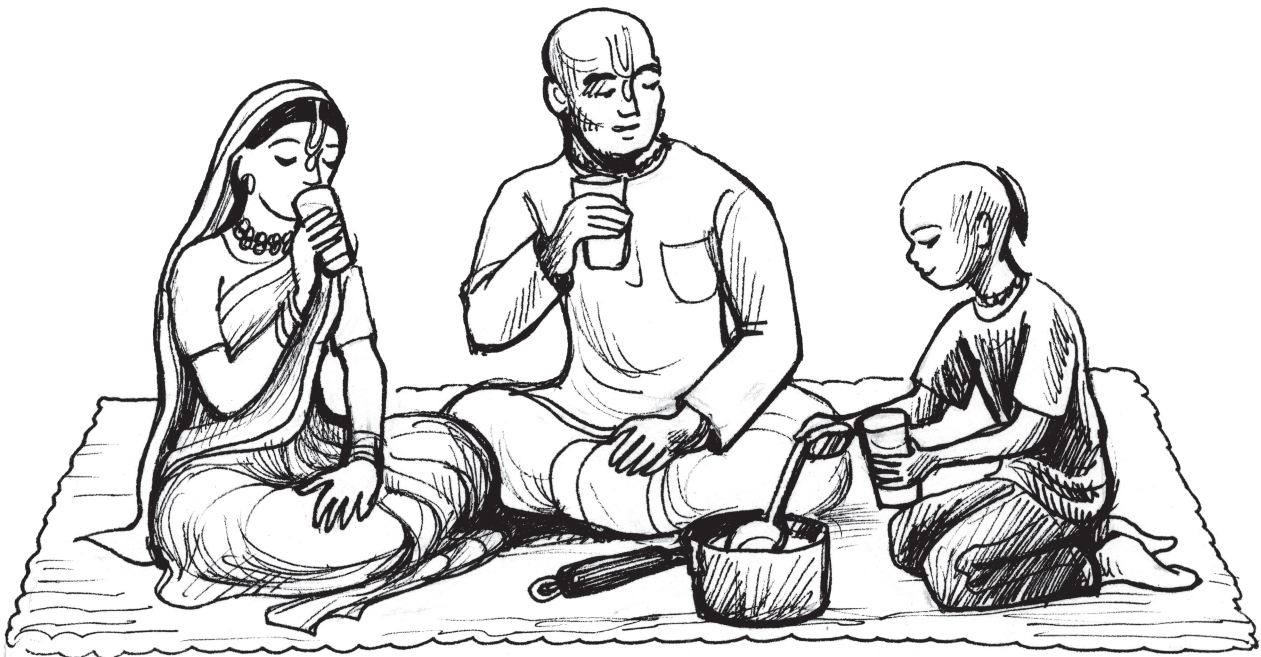
Word families review

and	at	mad	an	tap
the	sat	sad	man	map
too	pat		pan	nap
mum	mat		tan	sap
dad				
said				
I				
	it	did	in	sip
	pit	Sid	tin	dip
	sit		pin	tip
it				nip
is	into	Krishna		pip
in	on	Yashoda		

NOTES FOR PARENTS AND TEACHERS: Children can work in pairs, testing each other to read the words and making up oral sentences with each. Help if needed through spell-say or sound-say. You may want to put the words on cards for this activity, although it's also very helpful for children to see them in word families, so they may want to have this page available as reference.

Some children may be able to form sentences from the cards (such as *I sat on the mat*)

You can also put the ending of word families on cards (*at, ap, ad, an, in, ip, id*) and individual letters on other cards (*s, a, t, p, i, n, m, d*). Ask the children to create words, and then read those words.



Mum and Dad sit on the mat.

I sit on the mat, too.

The pan is on the mat.

I dip into the pan.

Mum and Dad and I sip.

NOTES FOR PARENTS AND TEACHERS: Ask the children to say what is happening in the picture. Read all the sentences to them, pointing to each word. Then read through one line at a time, pointing to each word. Have the children repeat one line at a time after you while they point. You may also use spell-say or sound-say.

Discuss mealtimes. Where do you sit to eat? Who serves food?

Mark the correct word to complete the sentence



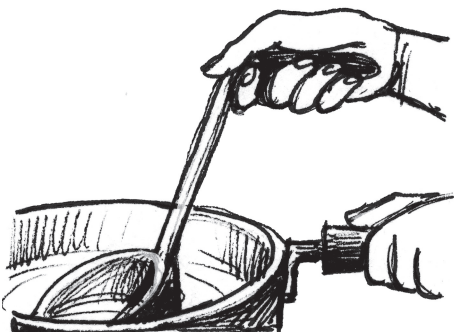
Dad is ☐ mad.
☐ sad.



I nap on the ☐ mat.
☐ map.



I sit in the ☐ pit.
☐ pan.



I dip into the ☐ pan.
☐ map.

NOTES FOR PARENTS AND TEACHERS: Children should mark the box that completes the sentence which describes the picture. Help with sound-say or spell-say as needed.

CREATING THE ATMOSPHERE

If possible, get an unbaked clay pot (a flower pot is ok) and ask the children if they have seen a pot like this used for cooking or eating. If possible, get some photos of people eating or drinking out of clay pots. Then ask the children to discuss whether or not they eat yogurt (yoghurt) and if they have ever seen yogurt made from milk. Discuss how it is done. If possible, have a class project to make yogurt from milk and then, if you can, keep the yogurt in a clay pot. Explain that in hot places where there is no refrigeration, clay pots helped keep dairy products cool.

Ask if any of them has made butter or seen it being made. Discuss how in most of the world now butter is made from sweet cream, but that butter used to be made from yogurt that had all the original cream in it. If possible, buy or make some full-cream yogurt (from un-homogenized milk) and make it into butter in a food processor.

Ask the children to discuss what butter and yogurt are used for, and where dairy products come from. Discuss any contact the children may have had with cows. If possible, visit some cows or see videos or photos of dairy cows. Ask the children about where Krishna grew up and what kind of work His parents did. You could also discuss how Krishna plays like an ordinary person although He is the Supreme Lord. Talk about how the women in those days made a variety of products from the milk. Discuss safety with milk—boiling it and keeping it cool.

Discuss with the children if they have ever taken food they were not supposed to have, or if they have seen a younger child do this. Ask the children to explore what they feel when they are taking food, and how the adults or older children feel when they see a young child take food. Talk about how all desires and feelings come from Krishna.

INTRODUCING THE BOOK

Have the children look at the cover and describe

the illustration. Read the title to them, pointing at each word. Tell them that this title is a question and show them the question mark. Question marks will not be used in the books themselves for a while so there is not a need to do more than point it out. Discuss with the children about finding a mess or something broken and wondering who did it. Tell them that Krishna's mother, Yashoda, is asking this question when she sees a mess.

Showing the children the book, go through the illustrations and ask them what they think is happening. Or you may have the children look through the whole book themselves. Ask, "What did Yashoda do? What did baby Krishna do?" Explain that this story is from the scriptures, and tells us something that actually happened when Krishna was on Earth about 5,000 years ago. Discuss how hearing these stories about Krishna and His mother Yashoda helps us develop a relationship with Krishna.

pp. 2–3: "What are Yashoda and Krishna doing here? Does Krishna want to listen to His mother? How are they feeling?" (You might want to refer to a list of feelings. See the activity book for *Sita Sat at the Temple*.)

pp. 4–5: "Have you ever tried to help a small child go to sleep? What do we call it when someone sleeps for a little while in the daytime?" (nap)

pp. 6–7: "What is Yashoda worried about?" (Point out the exclamation mark. Discuss with the children what that means and demonstrate how to say words or phrases with or without an exclamation mark. Have the children offer examples, also.) "What might Krishna do if Yashoda goes to take care of the pan?"

pp. 8–9: "What is Krishna doing here? What do you think He wants?"

pp. 10–11: "What is Krishna trying to do?" (Demonstrate tapping on something and say, "Tap, tap, tap." Ask the children to also tap on something while saying the word. Point out *pat* and *tap*.)

pp. 12–13: “Can Yashoda see what Krishna’s doing? What do you think might happen?”

pp. 14–15: Discuss words for knocking or pushing something over and ask the children to show how to tip something. Ask the children why Krishna is dipping the little piece of the broken pot into the yogurt and discuss when we dip as part of eating. “When else do we dip?”

pp. 16–17: “How is Yashoda feeling? How is Krishna feeling? What might happen next?” Point out *sip*.

pp. 18–19: “How is Yashoda feeling here?” Point out *mad*. “What might Krishna be saying?”

p. 20: “What happened? What might happen next if the book went on?”

QUICK REVIEW OF WORDS

It is best if the children have completed all the activities in the book up to this point.

Review all the words they have learned phonetically (see page 17 of this book). Have the children read the list of word families. Help by spell-saying or sound-saying if needed. Have the children find one or more of these words in the book.

Review the high frequency words *the*, *said*, *is*, *into*, and *on*. Have the children find one or more of these words in the book.

Review the words *Krishna* and *Yashoda*. These should be sight read, not decoded phonetically. Point out where these words are used in the book.

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

Synthetic Phonics

First read each page and then have the child repeat, using the phonemes being taught, reading as follows: “Krishna and Yashoda /s-a-t/ sat on a /m-a-t/ mat.” The children should then repeat in the same way. Only sound-say the phonetic words whose sounds have been taught. Then read the page (or two pages at a time) again normally, without spelling out words, and have the child repeat, while pointing to each word. Some children may need more help than others.

Inductive Whole-word Phonics

First read each page and then have the child repeat, using the letter names (not the sounds of the letters) being taught, reading as follows: “Krishna and Yashoda s-a-t sat on a m-a-t mat.” The children should then repeat in the same way. Only spell-say the phonetic words whose sounds have been taught, not other high frequency words or interest words. Then read the page (or two pages at a time) again normally, without spelling out words, and have the child repeat, while pointing to each word. Some children may need more help than others.

Guided Reading

The children can read two pages at a time out loud to themselves. If a child reads correctly, give specific praise, such as, “You figured out *dip*. How did you know what that word was?” Check that the children read without pointing. If a child stumbles over a word, give help through referring to the word’s letter names, phonemes (letter sounds), pictures, or to what has already happened in the story. If a child reads something incorrectly (for example, if on page 12 the child says *drink* instead of *sip*) you can direct the child’s attention to the letter names or sounds. You can also refer to the list of word families in this book to help the child figure out the actual word.

AFTER READING THE BOOK, RETURNING TO THE TEXT

Word review exercise

Ask the children to find the word *did* in the book. Ask them what is different about this word. (It is

in bold). Discuss that words are sometimes written this way to show that they should be said more strongly. Demonstrate.

How does the character feel exercise

Pick a page from the book and think aloud about how you decide how the characters feel. Say, “How does Yashoda 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 Yashoda feels concerned and maybe worried (page 5) because she’s not sure if Krishna is sleeping yet for His nap, and the milk in the pan is about to boil over and make a mess. Also Yashoda is going to the kitchen instead of staying longer with Krishna. And we can also see the exclamation mark which tells us she has a strong feeling.”

Have each child pick a page and describe (to the adult or to a partner) what one of the characters is feeling and how that decision was reached (using specific examples from the words, pictures, or story flow). You might want to remind children of the list of feelings from the activity book for *Sita Sat at the Temple*.

Keystone words exercise

Remind the children that in different books, or on different pages in a book, certain words are very important. Show the children page 18 (Yashoda is mad!), or if there are many children, photocopy this page. Ask the children what is the most important word (mad) and have them explain the reasons for their choices.

Thought pictures exercise

Show the children the text on page 15 (Krishna did dip into it). 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 the mind. Ask the children to 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, “What was Krishna lying on when He took His nap?” and show how you would look in the book to get the answer (a mat) from both the picture and text.

Next, take the question, “Did Yashoda want to take care of the pan or stay with Krishna?” Again, model finding the answer, thinking aloud. For example, you could say, “Yashoda looked happy patting Krishna and she looked worried when she talked about the pan, so I think she likes it better to stay with Krishna.”

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 the children to explain their process and reasoning.

Fact questions

As soon as Yashoda left to take care of the pan, what is the first thing Krishna did? (sit up)

How many things did Krishna do before He got the yogurt out of the clay pot? (3: pat, tap, tip)

Inferential questions

- ♦ Why didn’t Yashoda want Krishna to spill the yogurt and drink it?
- ♦ Why did Krishna run at the end of the story?
- ♦ Why did Krishna tip the clay pot over?

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

FURTHER ACTIVITIES

Let the children have time with the book by themselves so they can practice reading it on their own. Have them complete the exercises in this book. You can also read to the children from *Krishna Book* about Krishna stealing butter or yogurt. You may also refer to *Background Stories* in the overall guide that comes with this series. You might want to take wooden spoons or wooden clothes pegs (clothespins) and color one like Krishna and one like Yashoda. Using spools of thread for the yogurt pot and the over boiling pan, have the children act out the story.

Put the story in order



Krishna and Yashoda sat on a mat.

Krishna did tip it.

Krishna did dip into it.

Krishna did sip it.

Yashoda is mad!

“The pan!” Yashoda said.

NOTES FOR PARENTS AND TEACHERS: Photocopy and cut out the sentences as well as the corresponding pictures. First have the children match sentences with pictures, and then have them put both the sentences and pictures in the same order in which they appear in the story, *Did Krishna Do It*. First have the children try to do this without referring to the book, and then have them look at the book to check and, if necessary, correct their answers.

Did Krishna tap it?

Krishna **did** tap it.



Did Krishna tip it?

Krishna **did** tip it.



Did Yashoda pat Krishna?

Yashoda **did** pat Krishna.



Did Krishna sip it?

Krishna **did** sip it.



NOTES FOR PARENTS AND TEACHERS: Children draw a line to match sentences to pictures. They should read each sentence and may refer to the book.