

# I LOOK FOR MY KRISHNA

## Activity Book and Teaching Guide

By Rachel Espinosa • Illustrated by Prianka Bhatia

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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### *New sounds and letter groups: ai, oo, ar, or, ur*

Note in the word family list that the *oo* words are in two sections. In the first section, the *oo* makes a new sound, /oo/, although the children have heard the sound before in *into*, *do*, and *to*. In the second section, it makes the sound /u/ like in the words *put* and *full*. Please note that *roof* and *hoof* could be in either section. You might teach the two groups on different days to avoid confusion. You might also want to teach *ai* and *oo* one day, and then teach *ar*, *or*, and *ur* the next day. It is suggested that you use either Synthetic Phonics *or* Inductive Whole-word Phonics.

#### **Synthetic Phonics**

*Hearing and saying:* Act out the sound while making it. The children repeat and mimic the action. 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 that vowel sound and ask the children to identify what sound those words have in common. You can also use techniques such as “At noon in the zoo, the animals say, ‘*Ooh*, it’s hot!’” “*Are* you scared in the park at dark?”

*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. It is important to note that *while each of the individual letters have already been taught with their own sounds, when these letters are combined in this way, they make a new sound*. You can demonstrate this by bringing in butter and sugar. Have the children taste each separately, and then mix them together and have the children taste. You can note that the taste is different when they are mixed than when they are separate. You can discuss any experience the children have with cooking.

*Saying and writing:* Children say the new sounds while “writing” the letter combinations with their finger in the air, on a friend’s back, in sand or water. They can also write the letters large with crayons, paint with a large brush, or finger paint. Then, go through the word families on page 2 and 3, using sound-say (/t-ay-l/ *tail*) and repeat. Discuss the meaning of any possibly unfamiliar words.

#### **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.

Go through the word families on pages 2 and 3 using spell-say (z-o-o *zoo*) and repeat. Then go through each family again just reading, and have the children repeat. Discuss the meaning of any possibly unfamiliar words.

## Word families

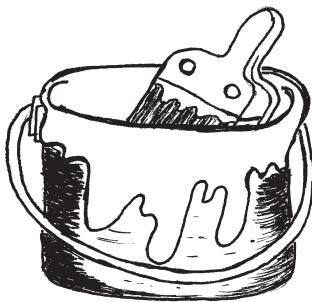
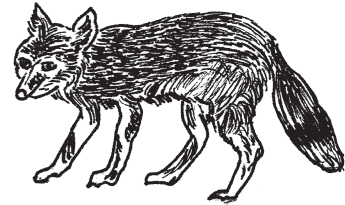
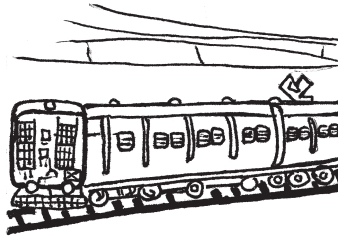
wait	too	book	bar
bait	zoo	cook	car
hail	moon	took	far
sail	noon	hook	jar
tail	soon	look	pardon
fail	room	looking	arm
mail	zoom	good	harm
nail	cool	wood	farm
rail	tool	woods	farmyard
Gail	boot	hood	yarn
pain	root	foot	barn
main	food	wool	art
rain	hoof		cart
aim	roof		part
paid	rooftop		
maid			

## Word families

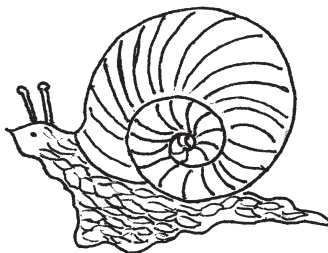
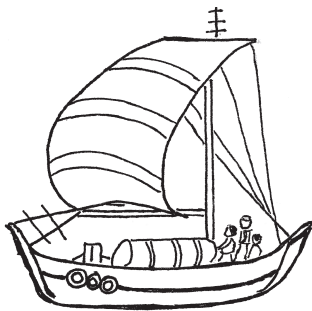
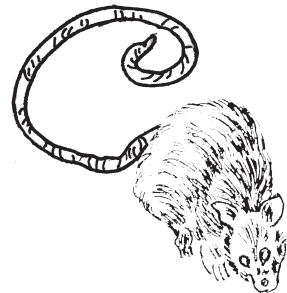
card	for	worn	urn
hard	nor	born	burn
yard		corn	turn
	sort	torn	turnip
park	fort	horn	fur
dark		morning	
bark	cord		curl
lark	ford	form	
mark	lord		hurt
market	fork		burp
	cork		surf
			curd

**NOTES FOR PARENTS AND TEACHERS:** Teach the *ai* and *oo* word families first and then have the children do the activities on pages 4–7. Then teach the *ar*, *or*, and *ur* word families and have the children practice those words by doing the activities on pages 8–12.

*Circle the pictures that contain the /ai/ sound*



ai

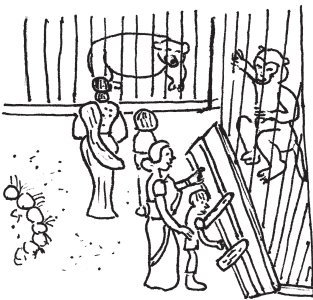
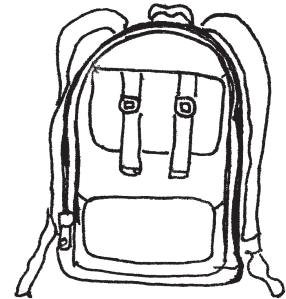
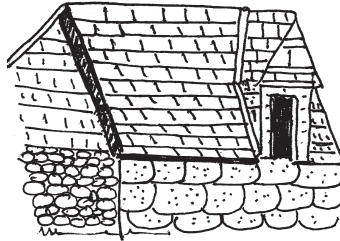


**NOTES FOR PARENTS AND TEACHERS:** Match the **middle** sound. Say words that have the /ay/ sound and ask the children to identify what sound those words have in common. Then have the children say what each illustration is on this page and have them exaggerate the vowel sound. They should then draw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

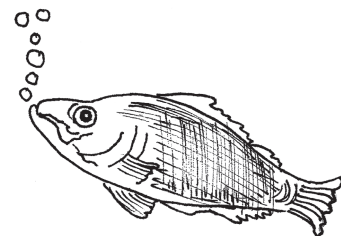
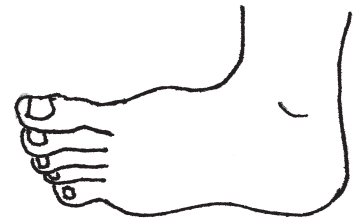
(clockwise from top-left: cup, train, fox, tail, boat, snail, sailboat, paint)



*Circle the pictures that contain the /oo/ or /u/ sound spelled with oo*



oo

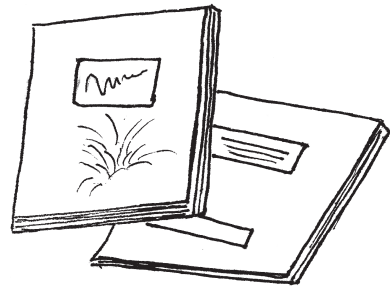


**NOTES FOR PARENTS AND TEACHERS:** Match the **middle** sound. Say words that have the /oo/ and /u/ sounds and ask the children to identify what sound those words have in common. Then have the children say what each illustration is on this page and have them exaggerate the vowel sound. They should then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

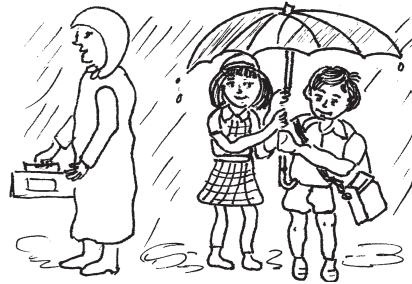
(clockwise from top-left: queen, roof, backpack, foot, fish, book, hood, zoo)

*Match words to pictures*

nail



cook



rain



food



book

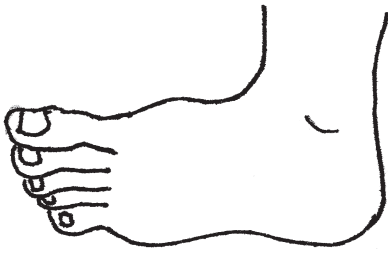


**NOTES FOR PARENTS AND TEACHERS:** Have the children read the words using spell-say or sound-say. Then have them name the pictures and draw lines that match the words to the pictures. Help as needed.

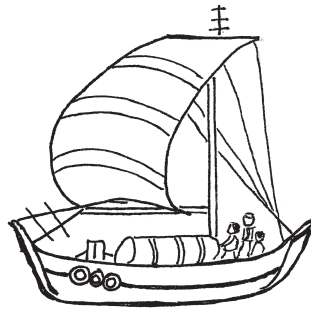
Write the missing letter group

ai

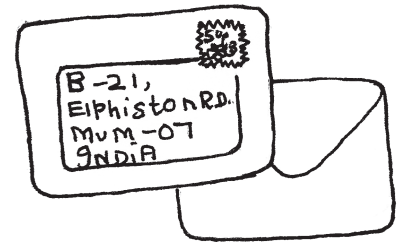
oo



f \_\_\_\_\_ t



s \_\_\_\_\_ l



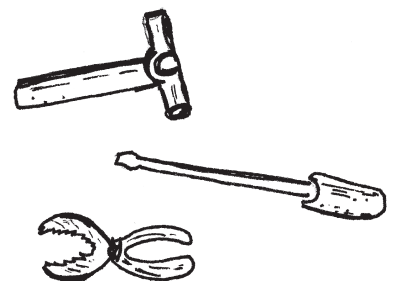
m \_\_\_\_\_ l



h \_\_\_\_\_ k



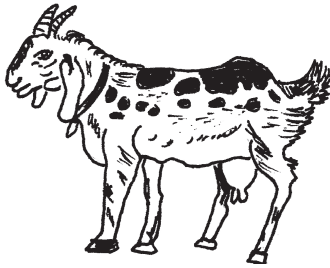
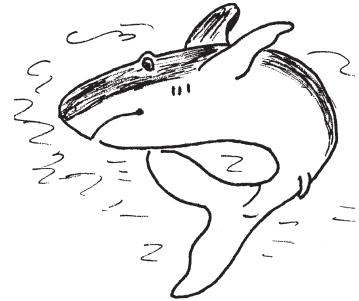
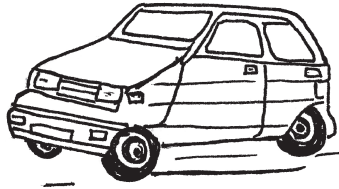
r \_\_\_\_\_ n



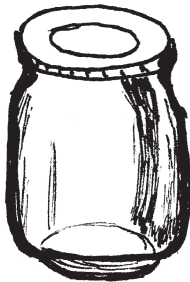
t \_\_\_\_\_ ls

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

*Circle the pictures that contain the /ar/ sound*



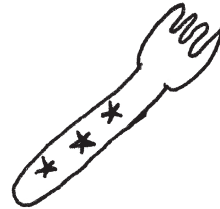
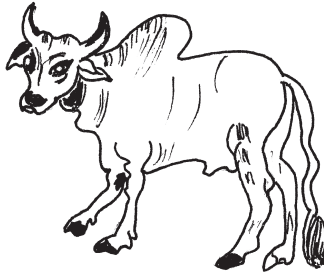
ar



**NOTES FOR PARENTS AND TEACHERS:** Match the **middle** sound. Say words that have the /ar/ 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 vowel sound. They should then draw a circle around the illustrations of words that have *ar* in the middle.

(clockwise from top-left: car, cat, shark, arm, house, boat, jar, goat)

*Circle the pictures that contain the /or/ sound*



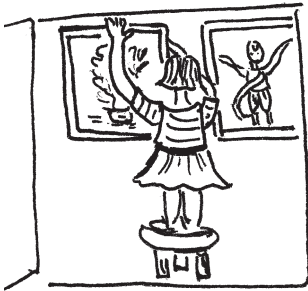
or



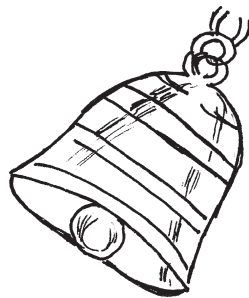
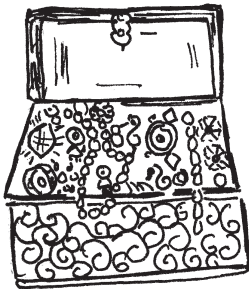
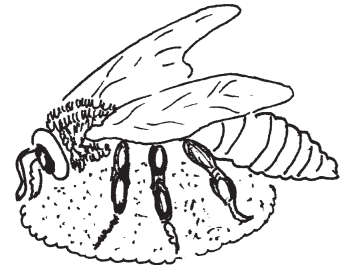
**NOTES FOR PARENTS AND TEACHERS:** Match the **middle** sound. Say words that have the /or/ sound and ask the children to identify what sound those words have in common. Then have the children say what each illustration is on this page and have them exaggerate the vowel sound. They should then draw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

(clockwise from top-left: corn, bull, fork, boat, feet, thorns, shell, horns)

*Circle the pictures that contain the /er/ sound spelled with ur*



ur

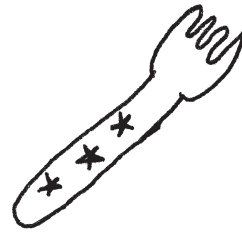


**NOTES FOR PARENTS AND TEACHERS:** Match the **middle** sound. Say words that have the /er/ sound and ask the children to identify what sound those words have in common. Then have the children say what each illustration is on this page and have them exaggerate the vowel sound. They should then draw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

(clockwise from top-left: church, mouse, curls, bee, nurse, bell, treasure, picture)

*Match words to pictures*

burn



cart



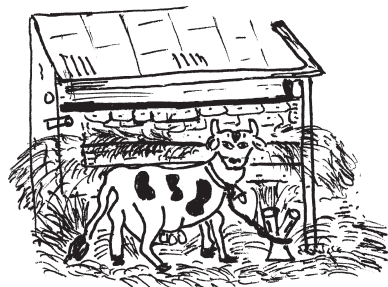
barn



fork



hurt



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



Mark the correct letter group



We will get into the c\_\_.

☐

ar

☐

ur

☐

or



It is too h\_\_d to get it off.

☐

ar

☐

ur

☐

or



Did Dad's foot get h\_\_t?

☐

ar

☐

ur

☐

or



Krishna is the L\_\_d.

☐

ar

☐

ur

☐

or



This box is f\_\_ you!

☐

ar

☐

ur

☐

or

**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 *ar*, *ur*, or *or* to make the word. 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 and 3 of this book.

## Tricky word: *has*

**NOTES FOR PARENTS AND TEACHERS:** Write the words *is* and *his* on the board or a piece of paper. Ask the children to read them. Then write the words *hat*, *had* and *ham*. Ask the children to read them. Then add *has* to the list. Ask the children to suggest what that word is. If using synthetic phonics, you can sound-say, telling the children that the *s* makes the /z/ sound like it does in *is* and *his*. Then ask them to suggest oral sentences using the word. You can model some first. These do not have to be restricted to words the children have learned how to read. Then have the children look at this page and ask them to read the sentences. Use spell-say or sound-say as needed.



Krishna has a sash.



A queen has jam.



Beth has a bell.

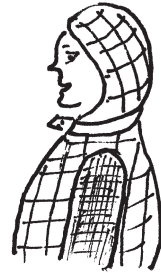


Tess has a loaf.

We get up in the morning.



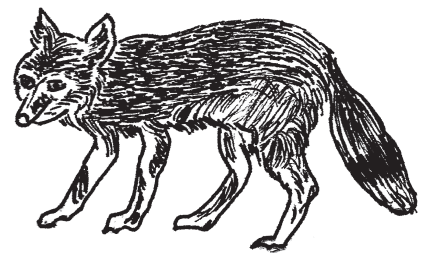
A fox has a fur coat.



It is hard to see in the dark.



Krishna took his horn.



The wool coat has a hood.



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

## Tricky word: my

**NOTES FOR PARENTS AND TEACHERS:** Write *my* on the board. You can say that *m* makes the sound we know, but *y* is making a different sound than we have learned before. Tell the children the word, and ask them to suggest oral sentences. You can model some also. Then write some simple sentences with *my*, such as “My ball is in the yard.” “I see my doll.” “Dad, can you get my wagon?” Then ask the children to read the sentences on this page.



The box is for me.  
It is my box.



The room is for me.  
It is my room.

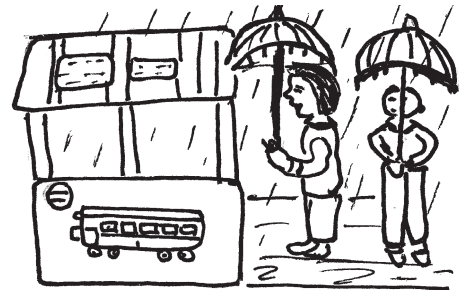


This food is for me.  
It is my food.



This book is for me.  
It is my book.

This is a good book!



I fix my boat with nails.



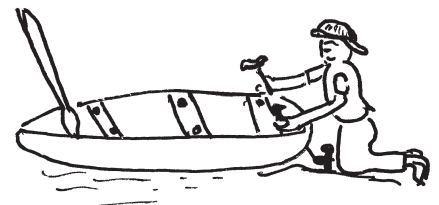
I put art on my card.



My Mum has a hurt leg.



We wait in the rain.



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

### CREATING THE ATMOSPHERE

Discuss with the children about their experiences playing hide and seek. Briefly tell them the story of how Krishna hid from the cowherd girls. First Krishna played His flute and called them to dance. Then, when the girls (also called gopis) felt proud to be with Krishna, He disappeared and hid. They looked for Him everywhere, sometimes following His footprints. Finally they decided that He was running from them, and that He might hurt His delicate feet. So then they waited for Him, and sang about His glories and their love for Him. You can ask the children if they know the names of some of the main gopis. There are eight main gopis (Candravali, Syamala, Saibya, Padma, Sri Radha, Lalita, Visakha, and Bhadra). Radha is the chief cowherd girl, and she has eight principal friends. (Lalita, Visakha, Chitra, Indulekha, Champakalata, Tungavidya, Rangadevi, and Sudevi). If you have a photo or painting of these eight main friends of Radha, you can show it to the children.

You might want to discuss with the children how much Krishna's devotees love Him, or why He is not visible to us when we become proud.

### INTRODUCING THE BOOK

"Look at the cover. Who do you think this story is about? Who are the people?" Most children will recognize Krishna. Tell them that the golden colored cowherd girl is Radha, and her friend is Chitra. Discuss how this story is from the *Srimad Bhagavatam* that tells us many stories about Krishna. You can explain that these adventures of Krishna happened on this planet thousands of years ago, and they are also happening forever in the spiritual world.

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

pp. 2–3: "What is Radha doing in this picture? Yes, she is listening." Point out *Krishna calls me*.

Ask the children what time of day it is. (night) "Why is there light?" (moon) Ask the children to find *moon*.

pp. 4–5: "What are Radha and Chitra doing here? What does Radha say?" Point out *I am looking for my Krishna*. "Do you think Radha and Chitra can see Krishna? Do you think Krishna can see them?"

pp. 6–7: "What do we call the moon when we can see the whole moon like a ball? Yes, full moon. Can you find the words *full moon* in the book? Does the moon always look like that?" Ask the children to find *Radha* and *Chitra* in the text.

pp. 8–9: "Can you find the same words we saw on the other page? Yes, it says *I am looking for my Krishna* again here. What is Chitra looking at? Footprints, yes. Can you find the word *foot*?" Point out the word *mark* and talk about how the mark of a foot is the same as footprint. "Do you think they will find Krishna?"

pp. 10–11: Ask the children if they can find the same repeating words (I am looking for my Krishna.) Point out *turn* and ask if they can see in the picture where the path turns.

pp. 12–13: Ask the children to find Radha and Chitra. "What is Radha telling Chitra? What do they see?" Point out *mark* and *foot*. "Where are they going to go next?" Talk about a park, and point out *park* in the text.

pp. 14–15: Ask the children if they can find the same repeating words. (I am looking for my Krishna.) "Where are they looking now?" Point out *park* in the text.

pp. 16–17: "What word is here twice?" (looking) "What do you think Radha means when she says she is looking and looking?" Point out *calling* and ask if we can tell from the picture how Krishna is "calling" (playing His flute).

pp. 18–19: Point out *hurt his foot*. "What are



Radha and Chitra worried about? Are they still looking? What will they do now?” Point out *wait*.

p. 20: “What word do we see here that we also saw on the last page?” (several possibilities—try to get the children to notice *wait*.) “Who are Radha and Krishna singing for?” Point out *for*.

## 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 *me* and *that’s*. Review *Krishna*, *Radha*, and *Chitra* as sight words.

## READING THE BOOK

Choose one of the following three methods to read the book:

### Synthetic Phonics

First read each page and then have the children repeat, using the phoneme or letter sounds being taught, reading as follows: “/th-i-s/ This is the /r-igh-t/ right /p-a-th/ path.” The children should then repeat the same way. Only sound-say the phonetic words whose sounds have been taught, not other high frequency words, such as *said*. Phonetically learned words with which a particular child is completely familiar (possibly such as *it*) do not need to be sound-said. After reading a page with sound-say, read it normally, and have the children repeat while pointing to each word. Ask the children at various points in the story to predict what they think 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: “t-h-i-s This is the r-i-g-h-t right p-a-t-h path.” The children should then repeat the same way. Only spell-say the phonetic words whose sounds have been taught, not other high frequency words such as *said*. Phonetically learned words with which a particular child is completely familiar (possibly such as *it*) do not need to be spell-said. After reading a page with spell-say, read it normally, and have the child repeat while pointing to each word. Ask the child at various points in the story to predict what he or she thinks might happen next. 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 *light*. How did you know what that word was?” Check that children read without pointing. Ask the child at various points in the story to predict what he or she thinks might happen next. If a child stumbles over a word, give help through referring to the word’s letter names, phonemes (letter sounds), the pictures, or to what has already happened in the story or on the page. You can refer to the list of word families in this book to help the child figure out a word also.

## AFTER READING THE BOOK, RETURNING TO THE TEXT

### Word review exercise

Discuss how *look+ing* becomes *looking* and *call+ing* becomes *calling*. Ask the children to suggest oral sentences with *look*, *looking*, *call*, and *calling*.

### How does the character feel exercise

Show page 4 and think aloud about how you

decide how the characters feel. Say, “How does Chitra 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 Chitra is worried that they won’t find Krishna because she says it’s too dark. But I think she is also excited to try to find Krishna because she is carrying a garland to give Him.”



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 15 (park) and to discuss why (the same thought is there over and over that they are looking, so the place where they are looking is most important).

### Thought pictures exercise

Show the children the text on page 18 (If he runs he can hurt his foot on the rocks of the path). 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. Turn to pages 16–17, and say, “Does Krishna see Radha and Chitra on this page?” Both show and explain how you use the book to get the answer from both the picture and text. For example, you could say, “It looks from the picture that He is looking at them, and it says He is calling them, so I think He can see them.”

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

- ♦ Which one of Radha’s friends helped her look for Krishna? (Chitra)
- ♦ Name the places that Radha and Chitra looked for Krishna. (woods, path, park)
- ♦ What was Krishna doing? (calling, running, hiding, playing His flute)
- ♦ Why did Radha and Chitra stop looking at the end? (They didn’t want Krishna to hurt His foot running in the dark.)

### Inferential questions

- ♦ Does Krishna want Radha and Chitra to find Him?
- ♦ Will Krishna come back?
- ♦ Why will Radha and Chitra sing?
- ♦ What does it mean to sing for Krishna?

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

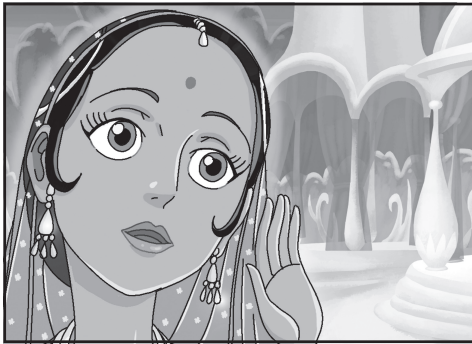
### FURTHER ACTIVITIES

Children can learn the Sanskrit or English of some of the gopis’ songs they sang while waiting for Krishna to come back. (*Srimad Bhagavatam* 10.31) You can read from Krishna book about Krishna leaving, the gopis singing, and Krishna coming back. Discuss how we can also look for Krishna and how we also wait for Him while singing.

Children can play hide and seek pretending to be Krishna and the gopis.

Complete the exercises in the rest of this book.

*Is it in the story book?*



Radha is calling for Krishna.

☐ Yes ☐ No



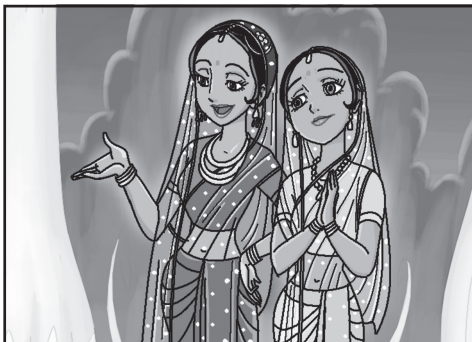
Chitra sees Krishna's foot marks.

☐ Yes ☐ No



Radha and Chitra look for Krishna in a bath.

☐ Yes ☐ No

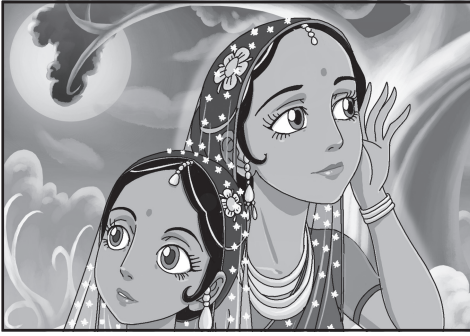


Krishna will be back.

☐ Yes ☐ No

**NOTES FOR PARENTS AND TEACHERS:** If the sentence describes something that happened in the story book, the children should mark the yes box. It is best if children can do this without looking in the book, and then look in the book to check their work. Some children may need to reference the book while completing the exercise.

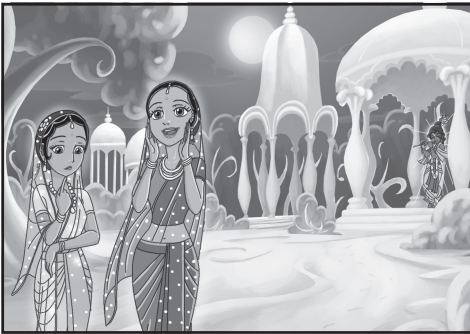
*Circle or write the correct word based on the story book*



The moon is full of

\_\_\_\_\_.

might    light    night



Radha is looking in a

\_\_\_\_\_.

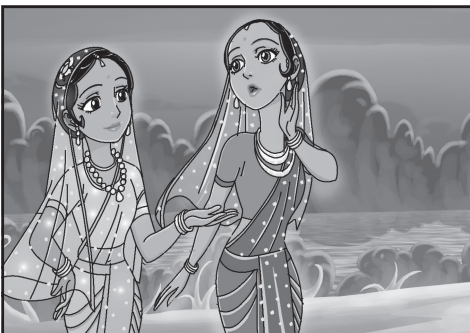
dark    bark    park



Radha and Citra can

\_\_\_\_\_.

wait    rain    bait

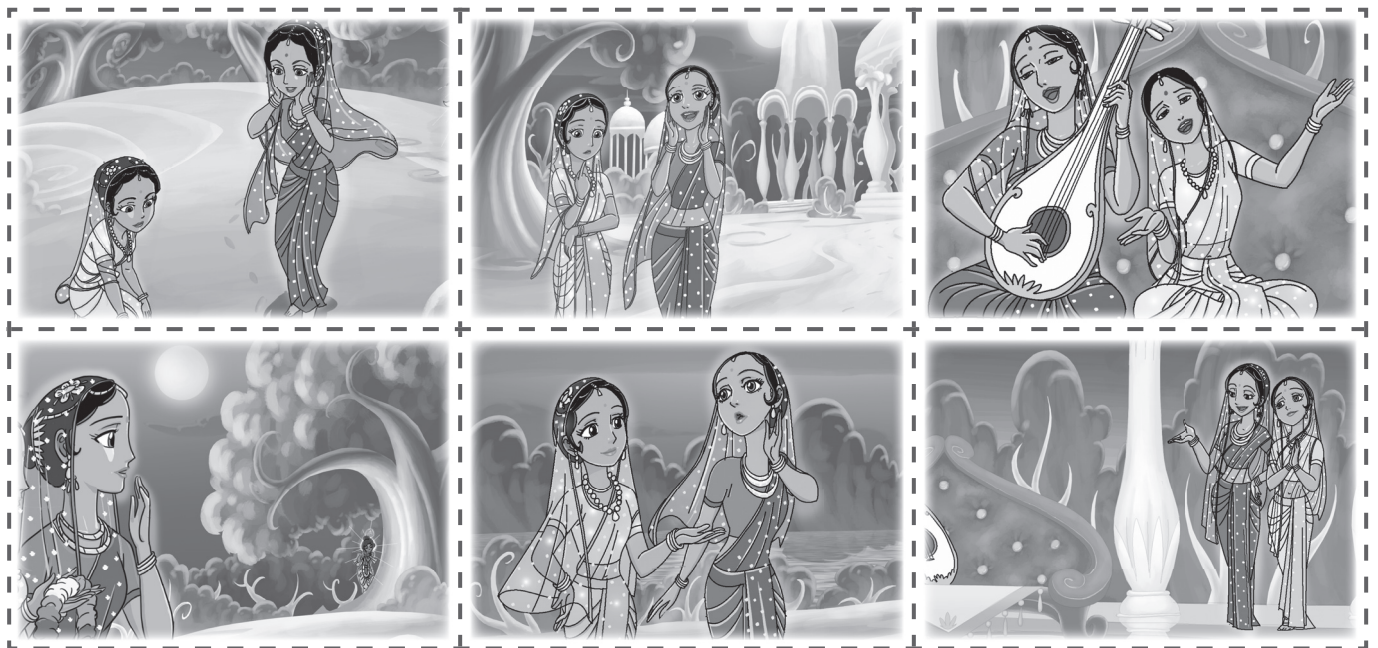


The path has a \_\_\_\_\_.

burn    turn    curl

**NOTES FOR PARENTS AND TEACHERS:** The 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. They should then write the word in the blank. It is good if they orally spell or sound out 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.

Put the story in order



Radha is looking for Krishna in the night.

Radha and Citra will wait and sing.

Radha is looking for Krishna in the woods.

Radha is looking for Krishna on a path.

Krishna might run and hurt his foot.

Radha is looking for Krishna in a park.

**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, *I Look for My Krishna*. If possible, 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. If that is too difficult for some children, they may do this exercise while referencing the story book.



## Unscramble the sentences



wait will we

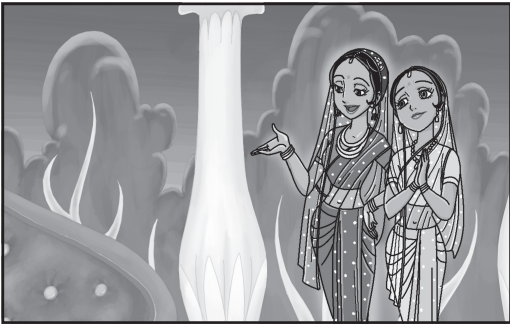
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foot hurt can he his

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right path is this the

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light moon has the full

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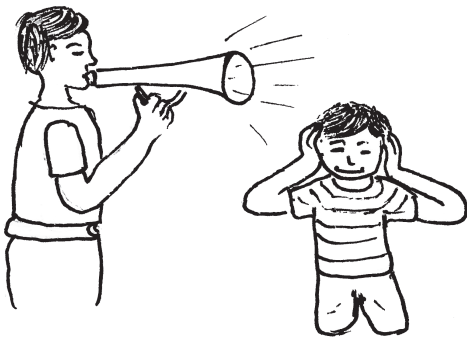
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**NOTES FOR PARENTS AND TEACHERS:** Model unscrambling sentences and adding capitalization and period (full stop). Choose sentences from previous books or activity books to write on the board scrambled and then work with the children to fix. Children then unscramble these sentences on this page to make sense, adding capitalization and period (full stop). Children who struggle with this after repeated modeling can refer back to the reading book.

*Mark the sentence that matches the picture*



- ☐ We park the car.
- ☐ I paid for the book.



- ☐ The fan is so cool!
- ☐ Oh, the horn hurts me!



- ☐ I cut the tight cord.
- ☐ I took my wool coat off.



- ☐ My room is in the back.
- ☐ We sail in the rain.

**NOTES FOR PARENTS AND TEACHERS:** Children should mark the box that is next to the sentence which describes the picture.