

KRISHNA'S POT

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

New letters: *g, o, c, k*

Note that *c* and *k* are only taught separately at this time and will be combined into *ck* for the next book. Before showing the children the written words, make sure they understand the meanings. We suggest that you use either Synthetic Phonics **or** Inductive Whole-word Phonics

Synthetic Phonics

Hearing and saying: Shape your finger or arm into something that looks like each of the new letters, and say the sound of the letter. The children repeat both the actions and the sound. Pick words or names that begin with the sound and exaggerate it, such as gggoat. You can also say words that begin with the sound of one of the new letters, and ask children to identify the sound.

Seeing and saying: The children can identify the new letters from magnetic letters. They can form the letters from pipe cleaners or clay. Each time they should say the sound of the letters. Use both capital and lower-case letters if possible. The children can take one magnetic or pipe-cleaner letter at a time while walking around, finding people or objects that begin with that letter.

Saying and writing: Children say the sound of the letter while they trace the letters with their fingers on a friend's back, in sand, or in the air.

Discuss the meaning of any words that may be unfamiliar. Go through the list of word families, having children sound-say the words and then blend the sounds, as in /d-o-g/, *dog*.

Inductive Whole-word Phonics

Use magnetic letters, letters made from pipe cleaners, or just write the letters on a board or paper and teach the names. Use both capital and lower-case letters. The children can say the name of the letter while they trace the letters with their fingers on a friend's back, or in sand, or in the air.

Give examples, for each letter, of objects or names of people that start with that letter, and then ask the children to suggest more.

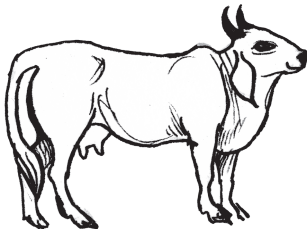
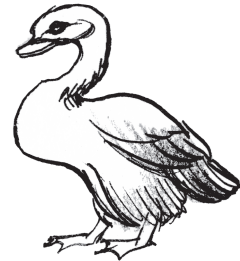
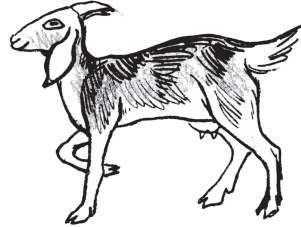
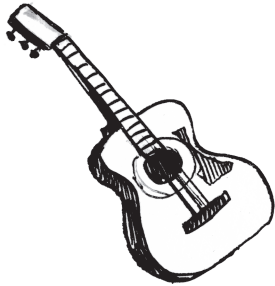
Discuss the meaning of any words in the word lists that may be unfamiliar, and ask the children for sample sentences using some of the words.

Go through these word lists as before, using spell-say, "o-d, od, c-o-d, cod, n-o-d, nod" etc. with the children repeating. Then go through the list again just reading the words, with the children repeating. You can have them repeat after each word, or each group of words, or first after each word, and then after each group of words.

Word families

dad	tag	can	at	map	gas
sad	gag	man	cat	nap	
mad	nag	pan	sat	tap	am
pad	sag	tan	pat	cap	Sam
			mat	gap	
kid	gig	in	it		
did	pig	pin	pit		
	dig	tin	sit		
		kin	kit		
cod	dog		got	mop	
nod			not	top	
God			pot	cop	
			cot	pop	

Circle the pictures that start with the /g/ sound



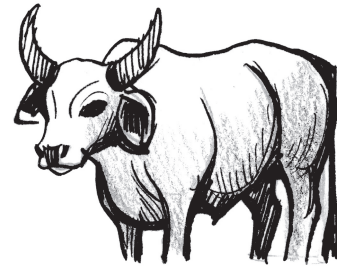
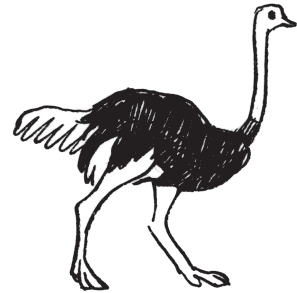
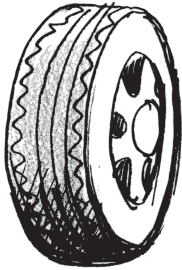
g



NOTES FOR PARENTS AND TEACHERS: 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 g.

(clockwise from top-left: guitar, goat, goose, girl, ball, gate, shoe, cow)

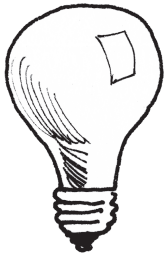
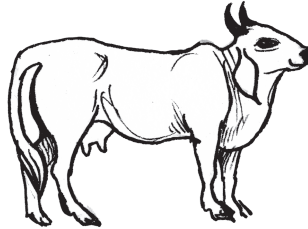
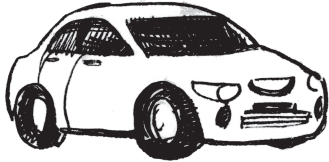
Circle the pictures that start with the /o/ sound



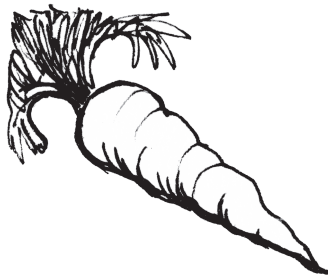
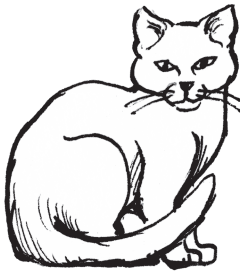
NOTES FOR PARENTS AND TEACHERS: First have the children say what each illustration is and have them exaggerate the first sound. They should then draw a circle around the illustrations that start with *o*.

(clockwise from top-left: tire, olive, ostrich, girl, ox, hand, otter, octopus)

Circle the pictures that start with the /k/ sound spelled with c



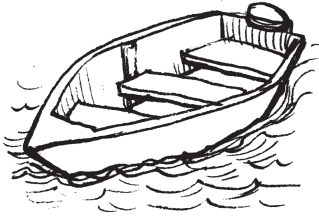
C



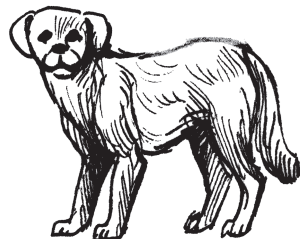
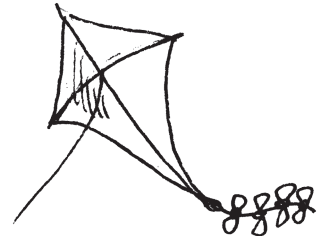
NOTES FOR PARENTS AND TEACHERS: First have the children say what each illustration is and have them exaggerate the first sound. They should then draw a circle around the illustrations that start with c.

(clockwise from top-left: car, cow, corn, cake, tree, carrot, cat, light bulb)

Circle the pictures that start with the /k/ sound spelled with k



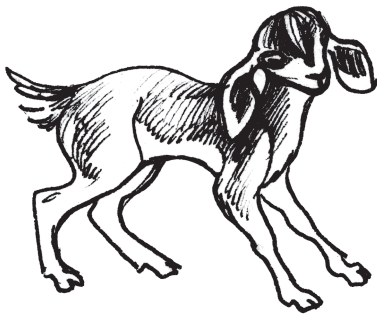
k



NOTES FOR PARENTS AND TEACHERS: 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 *k*.

(clockwise from top-left: boat, shoe, kangaroo, kite, key, dog, frog, king)

Circle the word that matches the picture



kid

kit

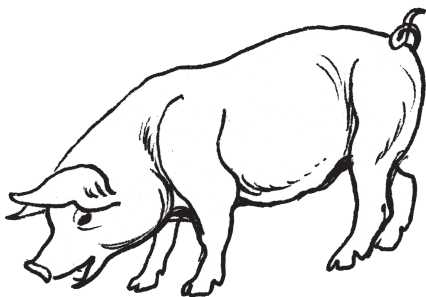
did



dog

dig

dad



pin

pat

pig



man

mop

mat



cop

can

cat



dog

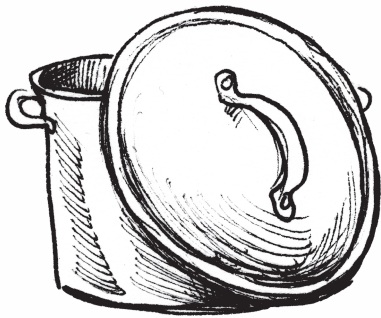
did

dig

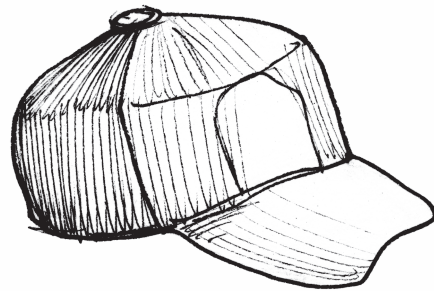
NOTES FOR PARENTS AND TEACHERS: Point to each of the pictures and ask the children what they are. Make sure the children know that the baby goat is a “kid” and not a “goat.”

Then the children should read the words next to the pictures, with them using spell-say or sound-say if needed. They should then circle the word that goes with the picture. Expect many children to need assistance with this. You can refer back to the page of word families to help children find the words and be able to read them.

Circle the word that matches the picture



God
mop
top



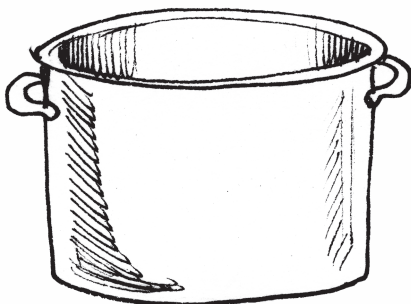
tag
man
cap



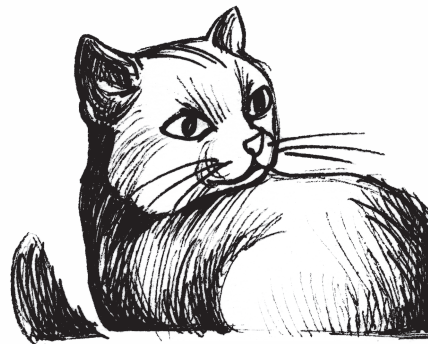
gas
pan
sat



man
got
mop



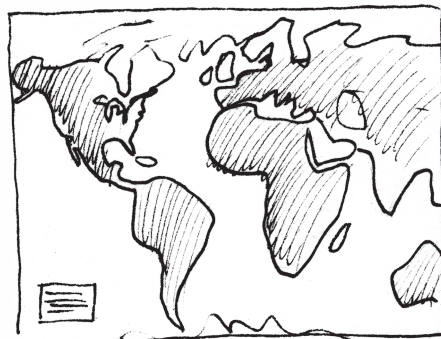
not
God
pot



mat
tap
cat



pit
kid
sit



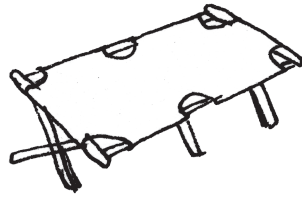
tag
map
sat

NOTES FOR PARENTS AND TEACHERS: Follow the same process as page 7.

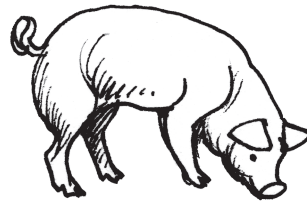
Circle the word that rhymes with the word on the left



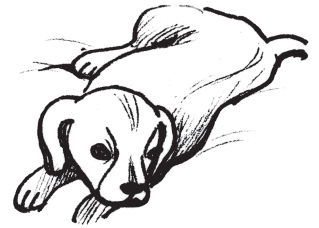
dig



cot



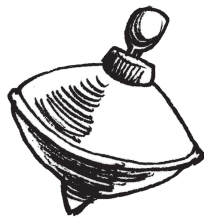
pig



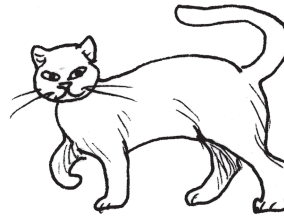
dog



mop



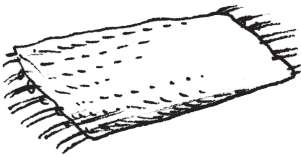
top



cat



man



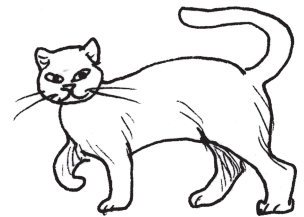
mat



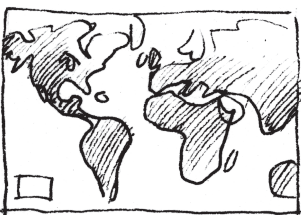
man



pan



cat



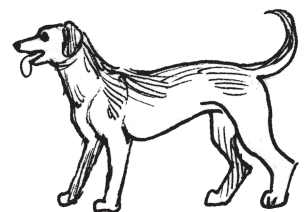
map



top



nap

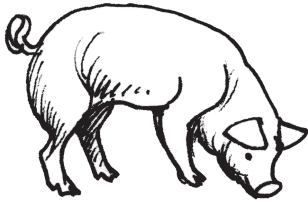


dog

NOTES FOR PARENTS AND TEACHERS: Ask the children to suggest words that rhyme with various simple words. Ask them to make up rhyming phrases, such as “There’s a bee on my knee.” Then read the word in the left box and have the children repeat. First spell-say or sound-say as in *s-a-t* or */s-a-t/, sat*. Then ask the children to read the rest of the words in that row, find the one that rhymes, and circle it. You might need to first spell and say each word and have the children repeat. The first row has been completed as an example.

Write the missing consonant

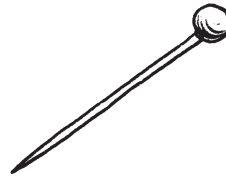
c p d m g n s



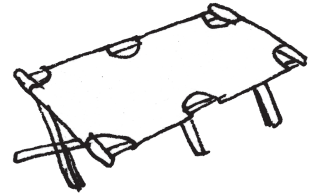
___ig



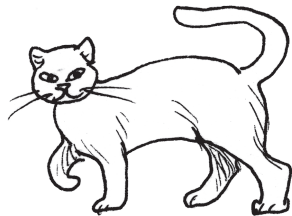
___ig



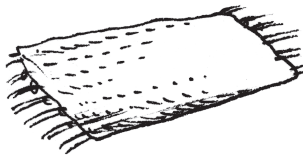
___in



___ot



___at



___at



___og



___op



___as



___ap



___ad



___an

NOTES FOR PARENTS AND TEACHERS: Read over the letters at the top of the page (if you are 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. Then spell-say or sound-say (i-g or /i-g/) and then say the blended word endings, such as ig. Ask what letter or sound needs to go at the front 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. The children should say the completed word. Letters will be used more than once.

Write the missing vowel

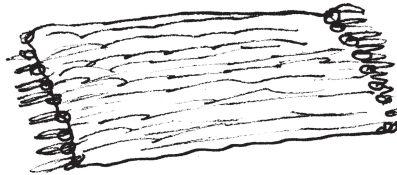
a

i

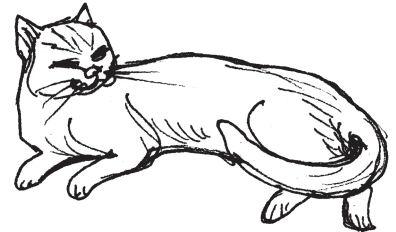
o



p _ _ t



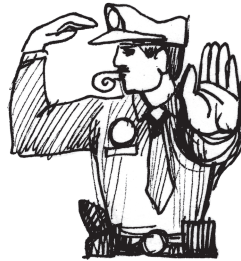
m _ _ t



c _ _ t



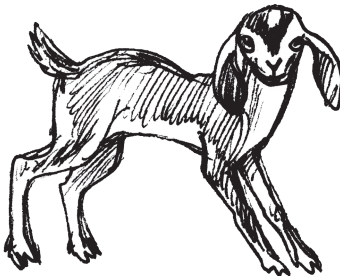
m _ _ p



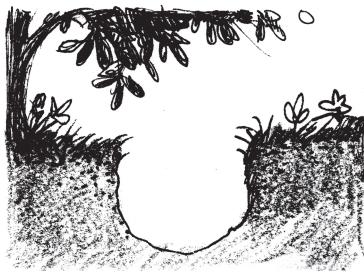
c _ _ p



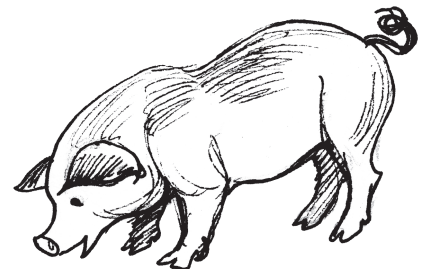
t _ _ p



k _ _ d



p _ _ t



p _ _ g

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. Ask the children to look at the box of letters, pick the right one, and write it in the blank. They might want to try all three letters to see which one creates a word that matches the picture. The children should say the completed word. Letters will be used more than once.

Do I sit on the cat?

I do **not** sit on the cat!



Do I sit on the pin?

I do **not** sit on the pin!



Do I sit on the mat?

I **do** sit on the mat!



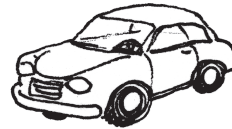
NOTES FOR PARENTS AND TEACHERS: This week, and in the book *Krishna's Pot*, we focus on the high frequency word *do*, even though it was also in the previous book, but only in the title. This word does not have sound of /o/ found in the words such as *nod*, *got*, *pot*, and *pop*. Write the word *into*, which the children have already learned, and then introduce *do*. You may refer to the previous activity book to review the exercises with *into*.

Tell the children that on this page is a boy deciding where to sit. Read the sentences, pointing at each word, and then have the children repeat each sentence, also pointing at each word. Then have the children find the word *do* in the book *Krishna's Pot*.

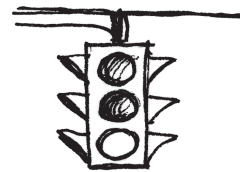
I stop at the



Dad stops at the



I stop at the



Dad stops at the



I stop at the



NOTES FOR PARENTS AND TEACHERS: The only other new high frequency word introduced now is *stops*. The word *stop* was in *Sita Sat at the Temple*, but the children were not expected to read it easily at that time. Although it contains only letters that have been taught so far, the children have not learned the /st/ sound. However, since stop signs are common all over the world, most children will have been exposed to this word and should have little difficulty reading it. Go over *stop* and *stops* by writing each on a board or paper and discussing the difference (*s* at the end of *stops*). You can also show photos of stop signs if possible.

For the exercise on this page, say, “Dad and I have to stop at a few places between my house and the temple.” Read the sentences (I stop at the house, etc.) while pointing to the words and have the children repeat, one at a time, while also pointing. The picture should be “read” as in “I stop at the house.” If a child is able, he or she can also read independently. Then ask the children to find the word *stops* in the book *Krishna’s Pot*.

Writing practice

s

d

n

a

t

g

o

c

k

i

m

NOTES FOR PARENTS AND TEACHERS: You might first want the children to practice writing the letters very large, on a board, or in sand, or in the air with their fingers, and so forth, before practicing on paper. The children should practice the letters using the style of handwriting you wish to follow in general. You might also want the children to practice both capital and lower case letters.

Is the top on the pot?



Is the top on the pan?



Is the cat on the cot?



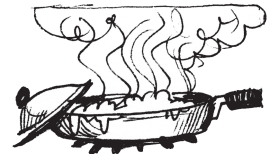
Is the cap on the man?



The top is **not** on the pot!



The top is **not** on the pan!



The cat is **not** on the cot!



The cap is **not** on the man!



NOTES FOR PARENTS AND TEACHERS: Exclamation marks were in the previous two books but here we will teach them more extensively, along with question marks. First do some oral work, saying sentences with and without question marks and exclamation marks. Discuss the difference. Draw each punctuation mark on the board. Read this page and point, then have the children read and point. You can also read in unison. If a child is able, he or she can also read independently. Discuss the rhymes on this page (*pot/cot, pan/man*) and look at the word list on page 2 of this guide for more rhyming words. Ask the children to make up rhymes using any of the words.

CREATING THE ATMOSPHERE

Ask the children if they or anyone in their family has carried a container of something that can spill while riding in a moving vehicle. Have the children tell about their experiences. Ask if any of them ever had the responsibility of carrying the container and, if so, explore what feelings they had doing this (such as confident, eager, proud, thankful, scared, concerned, overwhelmed). Ask the children to discuss any time when a container spilled or almost spilled when they were carrying it. How did they feel?

Discuss with the children how for thousands of years people have brought food to temples in order to offer that food to the Lord. After the food is offered, the temple then distributes the sanctified food, called prasadam (meaning “mercy”) to all the people. Sometimes people may also offer food in their own home, and bring it to a temple to share for a festival. Discuss that people who may not bring food to a temple, may bring food to a party or gathering. Each person brings one or two food preparations, and then all the food is shared. Ask children to share any of their experiences with bringing food to a gathering and then sharing it.

If the children have not been in an Indian village (or a similar place in another country), you might want to talk about what it’s like to travel through streets where various kinds of animals may run in front of the cars. If possible, show photos or videos of Indian village streets. Ask children to talk about any time they have been in a vehicle that had to stop suddenly. Make a list of reasons for sudden stops. Then ask what could happen to a container of liquid someone was carrying when the vehicle stops suddenly. Have them give more than one option.

INTRODUCING THE BOOK

Look at the cover with the children. Look through all the illustrations in the book. Ask the children

to suggest what is happening in the story. Ask if they have an idea of where the story takes place. (India) How can we tell where this is? (You can note the color of the skin, the clothes, what side of the car the steering wheel is, and the fact that all the animals are in the street.) Who are the people in this story? (a father and daughter, but just from the pictures, it could be an older brother and younger sister, uncle and niece, etc.) Discuss how this story is fiction, and explain the difference between fiction and non-fiction. Explain how, even though this story is fictional, it describes things that can and do take place.

pp. 2–3: Point out the word *Dad*, which tells us this is about a father and daughter. “What is her dad giving her? What do you think is in the pot? How might the girl feel to be carrying the pot?” Talk about how she has to keep the pot straight, and then point out the word *tip*. “Where are they going?” (Discuss how fuel is called *gas*, *gasoline*, or *petrol* in different parts of the world.) Point out the word that is in bold. Ask the children if they can read it, and how we read words in bold.

pp. 4–5: “What is happening here? Why do we have to put gas or petrol in a car? What is the dad doing in the next picture? Did he stop on time? How can you tell? What do you think the girl is doing when he stops so quickly? Why is he stopping?” Talk about how there are different names for a police officer, and that some people call them *cops*. Explain how in some parts of the world *cop* may not be such a respectful word, but it is respectful in other places. Show the word *cop* on page 5.

pp. 6–7: “Why is the dad stopping in this picture? What are those men doing?” Discuss the names for a large hole, and point out the word, *pit*. “What animals are in the next picture?” Discuss that we call a baby goat a *kid*. “Does Dad see the kid that’s about to run in the road? What is his daughter probably telling him?” Point out the exclamation mark.

pp. 8–9: Point out the question mark. “What do you think the dad is asking his daughter here? Did she tip the pot? How can you tell? Did anything spill? Why does the dad have to stop this time?” Show the words *dog* and *cat*. “Do you think the car jerked or did it come to a smooth stop?”

pp. 10–11: “What animal does the dad stop for here?” Show the children the word *pig*. “What is different about the way the dad stops in the second picture? (He wants to stop; he stops slowly and carefully; he is getting out of the car; he stops at the curb instead of in the middle of the road, etc.) Where is dad stopping here?” Point out the word *temple*.

p. 12: “Before, the girl was trying to keep the pot straight and not tip it. Now she is certainly tipping the pot! What is the difference between pouring and spilling? What do you think is in that pot? (milk or yogurt, probably yogurt).” Note that there is a word in bold, and an exclamation mark.

QUICK REVIEW OF WORDS

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

Ask if any of the children can read the title. Discuss apostrophes briefly and how they show that someone owns something. (Apostrophes and possessive nouns will be studied more in a future book.) Write both “Krishna” and “Krishna’s” on a board, paper, or card, and discuss the difference.

Have a photo or drawing of a stop sign and ask the children what it says. Write “stop” and “stops” on the board or a paper or card and practice reading both words. Ask the children what the difference is.

You can do a quick review of the word families (page 2 of this book), high frequency words (do, stops) and the interest words (Krishna’s, temple).

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 sound-say for any word that is decodable with the phonemes already taught (These are on the list on page 2 of this book). For example, I do /n-o-t/ not, /t-i-p/, tip the /p-o-t/, pot, and The /t-o-p/ top is on /i-t/, it. Then have the children repeat in the same way. Do not sound-say high frequency words or interest words. Then read one page at a time without sound-saying (normal reading) and have the children repeat. Some children may need more help than others.

Inductive Whole-word Phonics

First read each page and then have the child repeat, using spell-say for any word that is decodable with the phonemes already taught (These are on the list on page 2 of this book). For example, I do n-o-t, not t-i-p tip the p-o-t pot, and The t-o-p top is on i-t it. Then have the children repeat in the same way. Do not spell-say high frequency words or interest words. Then read one page at a time without spell-saying (normal reading) and have the children repeat. Some children may need more help than others.

Guided Reading

Children read every set of two pages at a time, out loud to themselves. If the child reads correctly, give specific praise, such as “You figured out the word *pot*. How did you know what that word is?” Check that children read without pointing. If a child struggles with a word, give help through referring to the word families, letter names, letter sounds, the pictures, the length of the word, or what has happened in the story so far. You may also refer to the word families.

AFTER READING THE BOOK, RETURNING TO THE TEXT

Word review exercise

Ask children to find the word *the* in the book. Ask them to orally make up sentences using this word.

Discuss when we use *a* (or *an*) and when we use *the*. You might want to put *the* on a card on the wall for reference.

How does the character feel exercise

Pick a page from the book and think aloud about how you decide how a character feels. Say, “How does the daughter feel on this page?” 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, (page 3) “I think the girl feels confident and proud to be carrying the pot and having a big responsibility because she is holding it with two hands, looking at it, and smiling.”

Have each child pick a page and describe to you or to a partner what one of the characters is feeling (explain that this can be characters other than the dad and his daughter, even including the animals) and give the reasons for that decision. You might want to remind children of the list of feelings given in the activity book for *Sita Sat at the Temple*.

Keystone words exercise

Remind children that each story will have words that are most important for that story. Show page 7 (or make photocopies). Ask the children which word is most important on that page (either *stop* or *kid*) and have them give their reasons.

Thought pictures exercise

Write the text for page 11 on a board or paper (Dad stops at the temple.) Explain how you make thought pictures if there is no picture in the book. Ask the children to make a thought picture and share it with you or a partner.

Finding answers exercise

Model for the children how to find an answer by looking in the text. Say the question, “Which animal did they see first?” and show how you would find the answer in the book from both the text and pictures. (Goat and kid) Next, say the question, “Did Dad see the kid before he stopped?” Again, model finding the answer, thinking aloud. For example, you could say, “I don’t think he did because the picture shows him looking straight ahead, and his daughter looks scared or upset. Also, in the text there is an exclamation mark that shows us that she might be scared.” Have the

children find answers to the following questions and explain their answers. All children should answer all questions if possible (maybe with partner work). The explanation of how they decided on the answer is more important than the answer, especially for the inferential questions, for which there is not one “right” answer.

Sample Fact questions

- ♦ How many times did dad stop the car? Name them. (seven—gas, cop, pit, kid, dog and cat, pig, temple)
- ♦ How many different kinds of animals did he stop for? (four)

Sample Inferential questions

- ♦ Why is the story called “Krishna’s Pot?” What else could it be called?
- ♦ Give at least two ways in which the daughter helps her father.
- ♦ Why did the father and daughter want to bring that pot to the temple?

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

FURTHER ACTIVITIES

Ask the children to add thoughts or dialogue for the characters. Here are some ideas to get children thinking:

- ♦ You are the pig. What do you say about the car? (“I see a big monster running towards me! Help!”)
- ♦ You are the man putting gas in the car. What do you say to the dad?
- ♦ You are one of the people working in the temple kitchen. What did you say to the girl and her father when they came with the pot?
- ♦ You are the girl. What do you say to your father after you tip your pot into the big pot in the kitchen?

Give the children time to read over the book to themselves.

Put the story in order



Dad stops at the dog and cat.

Dad stops at the kid.

Dad stops at the cop.

Dad stops at the pig.

Dad stops at the pit.

Dad stops at the temple.

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 book, *Krishna's Pot*. It is best to 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.

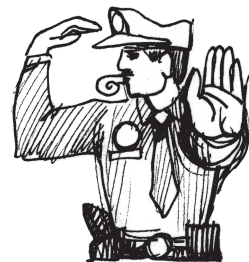
“Do not nap on the map!” Mum said.



I can mop.



I pin the cap on Mum.



The dog can nap on the cot.



“Stop,” said the cop.

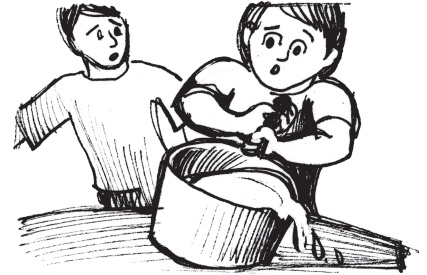


NOTES FOR PARENTS AND TEACHERS: Ask the children to describe the pictures, then read the sentences. The children should then draw lines to match sentences to pictures. Give help as needed by referring to words on pages 2, 12, and 13 of this activity book.

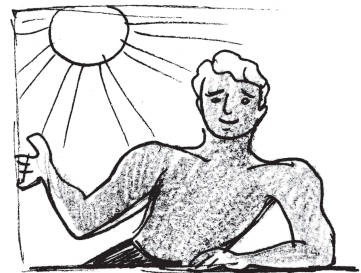
I got into the pit.



The man got a tan.



“Did the pot tip?”
Dad said.



“Do not sit in the pit,”
Mum said.



God is in the temple.



NOTES FOR PARENTS AND TEACHERS: Ask the children to describe the pictures, then read the sentences. The children should then draw lines to match sentences to pictures. Give help as needed by referring to words on pages 2, 12, and 13 of this activity book.

I sat on a pin!

The man can not stop.

The cat is sad.

Dad said, “Do not nag.”

It is a tan cat.

I can tip the pan.

Mum said, “I am mad!”

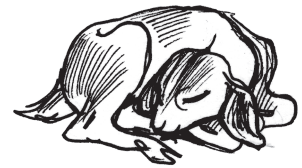
Mum said, “Do not tip the pot!”

NOTES FOR PARENTS AND TEACHERS: Ask the children to read the sentences. Help as needed. After they read each sentence, ask them to orally come up with something that rhymes. If they can use any of the words on pages 2, 8, and 9 of this activity book, they should be encouraged to do so, but anything that rhymes is fine. Some examples for the first sentence are: “It went all the way in! So I threw it in a bin” Or something unrelated such as: “The tomatoes were in a tin”. Point out the use of exclamation marks.

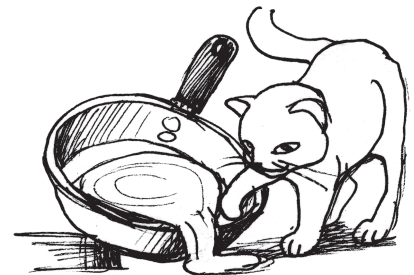
The pig can dig a pit.



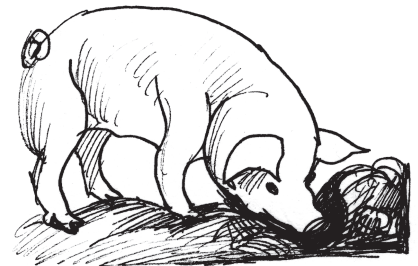
The cat can tip
the pan.



The kid can nap.



I pat the cat
on the mat.



I mop the temple.

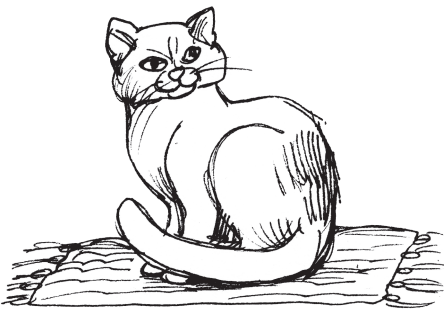


NOTES FOR PARENTS AND TEACHERS: Ask the children to describe the pictures, then read the sentences. The children should then draw lines to match sentences to pictures. Give help as needed by referring to words on pages 2, 12, and 13 of this activity book.

Mark the sentence that matches the picture



- ☒ I dig a pit.
- ☐ I sit in a pit.



- ☐ The cat sat in a can.
- ☐ The cat sat on a mat.



- ☐ Mum can mop.
- ☐ Mum can nap.



- ☐ The man got the dog.
- ☐ The man got the pig.

NOTES FOR PARENTS AND TEACHERS: The children should mark the box next to the sentence which describes the picture. The first has been filled in as an example.