

LITTLE AND QUICK

Activity Book and Teaching Guide

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

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Unusual pronunciation of letters and letter groups

Before introducing the written words, make sure that the children understand their meanings. Note that *toward* and *towards* can be used interchangeably, but *towards* is the preferred British spelling. It is suggested that you use either Synthetic Phonics **or** Inductive Whole-word Phonics.

Synthetic Phonics

Introducing unusual pronunciation of letters and letter groups

First show the letter and letter groups *oo*, *u*, *ar* and *i-e* and have the children say the sounds of each letter or letter group as they have learned them before. (*oo*: *look*, *food*; *u*: *bus*, *usual*, *put*; *ar*: *dark*, *calendar*, *carry*, *war*; *i-e*: *bite*) Then explain that they are going to see these letter groups and letters again in new words introduced in this book. In these words, the letter groups and the letter *u* make a different sound. The sounds of *u* and the letter groups taught in this book only appear in a few English words.

Write the word *flood* for the children to see. If the children don't already recognize the word, read it for them, show a picture representing the word, or write the word in a sentence using words taught up to this point. Once the children

can read the word, discuss what part of the word is tricky or unusual (in this case, the sound of the letter group *oo* sounding like the /uh/ in *hut*). Repeat this procedure for the letter group *ar* (*ar* sounds like the letter group /er/ in *turn* except for *toward* which sounds like /or/, though there may be a variety of regional pronunciations) and the letter group *i-e* (*i-e* sounds like /ee/ in *feet*). For the letter *u* in *bury* and *during*, the pronunciation of the *u* is different in each word, so the sounds need to be introduced first in one word (*bury* sounding like the /e/ in *berry*) and then the other (the *u* in *during* sounding like /yoo/).

Inductive Whole-word Phonics

Go through the word families one list at a time using spell-say (*b-l-o-o-d*, *blood*) and repeat for the first word of each list. See if the children can then read the rest of the words in the list. Use spell-say if needed. Read the words list by list first. Once the children are familiar with the words, you can put them on cards and show them at random.

Word game

Write the words on individual cards or pieces of paper and flash them to the children starting off slowly, giving them time to sound-say if needed.

As the children become more confident, increase the speed at which you flash the cards.

If you have a class of children, have them sit in a circle and spread the words around face down in the centre of the circle. Choose one child to pick a card and read the word. After he or she has

read the word, have the child try to compose an oral sentence using the word. Then have the child place the card back in the middle. Go around the circle until all the words have been read and put into sentences. Encourage the children to think of different sentences if the same word is picked more than once.

Word families

blood	toward	sardine	during
flood	towards	gasoline	bury
	backward	automobile	
	afterward	police	
	forward		
	upward		
	orchard		

Sort the *i-e* words

Sort out the words depending on how the *i-e* sounds in each word. Think carefully! One of these words can go into two groups. Can you find which one?

sardine	hive	kite	opposite
gasoline	live	automobile	bite
alive	white	give	inside

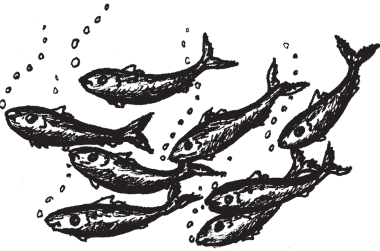
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/ee/: sardine, gasoline, automobile, /ai/: live, alive, hive, white, kite, bite, inside, /i/: live, give, opposite

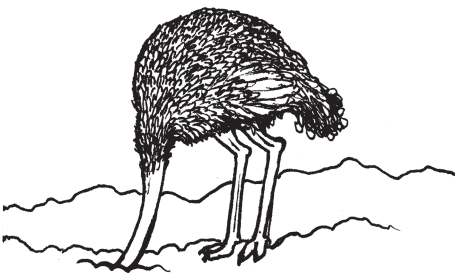
Mark the sentence that matches the picture



- ☐ The flood reached the village without warning.
- ☐ He got blood on his shirt from his nosebleed.



- ☐ We stop to fill the tank with gasoline.
- ☐ Sardines are a group of several types of small fish.



- ☐ Some people say that an ostrich will bury its head in the ground when it feels scared.
- ☐ Nadia sat still during the show.



- ☐ On my bicycle, you can only pedal forward.
- ☐ The balloon floated upward, far away from me.



- ☐ This automobile makes a lot of pollution.
- ☐ The orchard is now full of fruit.

NOTES FOR PARENTS AND TEACHERS: Have the children mark the box next to the sentence which best describes the picture.

Does the sentence match the picture? Mark yes or no



Time does not move backwards, not even for a moment.

☐ Yes ☐ No



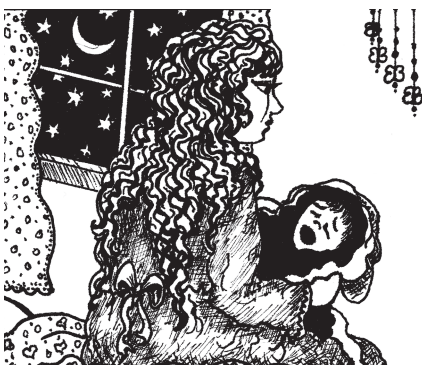
It has been raining nonstop for nearly two weeks. It might even flood!

☐ Yes ☐ No



Jivan is playing now. He plans to do his homework afterward.

☐ Yes ☐ No



The teething baby slept very little during the night.

☐ Yes ☐ No

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

Mark the correct word to complete the sentence

If they open the dam, the town could

- ☐ bury.
- ☐ blood.
- ☐ flood.

If it has four wheels and an engine, it could be an

- ☐ automobile.
- ☐ sardine.
- ☐ gasoline.

To see the stars and the moon, we need to look

- ☐ downward.
- ☐ afterward.
- ☐ upward.

The body needs food and water to work. An automobile needs

- ☐ sardine.
- ☐ police.
- ☐ gasoline.

To see the ground, you need to look

- ☐ downward.
- ☐ towards.
- ☐ backward.

You can find all sorts of fruit in

- ☐ forward.
- ☐ an orchard.
- ☐ during.

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

Start with the first word. Change one letter to make a new word that fits the next clue. Follow the way that the example is done.

the sound a frog or toad makes

c r o a k

a thief or dishonest person

c r o o k

a small stream or river

b r o o k

to pass wind through your mouth

b u r p

to put something within the ground

to have a lot of things to do

a short, wide plant, like a small tree

--	--	--	--

to strike with a crushing or smashing
blow

--	--	--	--

to clean

--	--	--	--

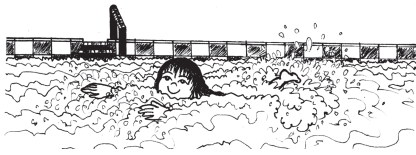
to want, to desire

w i s h

NOTES FOR PARENTS AND TEACHERS: Each puzzle starts with a clue and the word that is the answer to the clue. To find the answer to the next clue, kids need to change one letter in the previous answer. For example, if *croak* is the answer to the first clue, changing the *a* to *o* would make *crook*, the answer to the second clue.

yʃim, yʃam, yʃaq, yʃnq, ʕʃnq, ʕɫnq, dɫnq

Similes



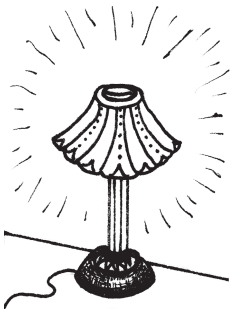
Kate swims
like a fish.



Palika sings
like a bird.



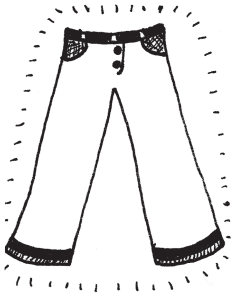
The new baby is
as cute as a doll.



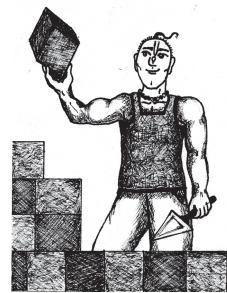
The new lamp
makes the room
as bright as
day. night.



Sure, I can carry
that bag. It's as
light as a
feather. pot.



That soap got
my dirty pants as
white as
blood. snow.



The man building
the house is as
strong as an
ant. ox.



While Mum slept,
I was as quiet as a
automobile. mouse.



Wow, you can see
far! You have eyes
like a
sardine. hawk.

NOTES FOR PARENTS AND TEACHERS: Explain that a simile is a comparison made between two things that are different in most ways, but are alike in at least one important way. In a simile, the word *like* or *as* is used to show that a comparison is being made between the two things. Give examples of similes such as: "The water is as clear as crystal." "His feet are as soft as a lotus flower." "That boy eats like a pig." "Last night I slept like a log." "These pants fit like a glove." Have the children orally share with you and the rest of the class any other similes that they may know. Ask why we use similes. (To make something easier to understand. To help give someone a mental picture.) Then have the children read the sentences on the top and discuss them. They should circle the correct word for each simile in the other six exercises.

Find the similes in the two paragraphs

The evil Ravana tried to win Sita's heart by showing her his power and riches. But she replied, "I will never be tempted by this wealth. Your wealth and royal comforts mean nothing to me. I am with Rama like the sunlight is with the sun. How can you take the sunlight from the sun? I am like a royal swan who sports with her mate in the lotus flowers. And you are like a crow. Why would a swan like me want to be with a crow like you? Soon Rama will give you proper punishment. If you don't want punishment, you can return me, and be friends with Rama. He is very kind to those who take shelter of him."

In autumn in Vraja, the lakes are full of deep blue water filled with red lotus flowers, like the hands of Laksmi holding the lotus feet of Vishnu. These lakes are as clean and pure as the sinless heart of a devotee. The birds and flowers make the lakes more attractive, like the goddess of fortune makes Vishnu more handsome. Groups of lazy swans sport leisurely in the lakes. Gliding in the water, they are like liberated souls who swim in the sea of spiritual bliss. At night, the autumn moon shines like a sword out of its sheath before a battle.

Write your own simile:

NOTES FOR PARENTS AND TEACHERS: Children should read the first paragraph, first silently and then out loud. Ask them to orally point out what sections of the paragraph are similes. You can have the children work in pairs and then report to the group. Discuss and correct if necessary. Then have the children do the same for the second paragraph, working in different pairs. Have them underline the words that connect the similes (*like* or *as*). Discuss how here *like* means *as*, not friendship. Finally ask the children to create their own simile. They should not use a cliché, or common simile.

What do you think?

Does the soul contain blood like the body?

☐ Yes ☐ No

Can you bury something you can't touch?

☐ Yes ☐ No

Do you look forward to playing with your friends?

☐ Yes ☐ No

Does time only move forward?

☐ Yes ☐ No

Does a tree live longer than a dog?

☐ Yes ☐ No

Will you move on to the next page afterwards?

☐ Yes ☐ No

Is a bicycle an automobile?

☐ Yes ☐ No

Have you ever been in a flood?

☐ Yes ☐ No

Is blood ever blue?

☐ Yes ☐ No

Is a sardine a type of crab?

☐ Yes ☐ No

NOTES FOR PARENTS AND TEACHERS: The children should answer *yes* or *no* to each question by marking the appropriate box. The questions do not always have a correct or incorrect answer. The focus is on the reading of the question and the child's reasoning. This activity can be used as a whole class exercise. Write a question on the board; the children can hold up a *yes* or *no* card to answer the question.

Floods in Navadwip, India

The Ganges burst her banks a week ago and the flood water in Navadwip is still high. Today the Ganges River is flowing eighty centimetres above the extreme danger level. Thousands of people are cut off from main towns. They need boats to bring them clean food and water. The police have removed about ten thousand people from their homes. Those people have moved to rescue camps. Mr. Meena says, “The flood will start to go down tomorrow because then no more water will come out of the Tilpara Dam.” Even without any new water being released into the Ganges, it will take many days for the flood to disappear.



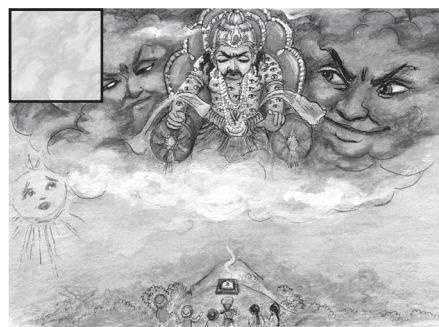
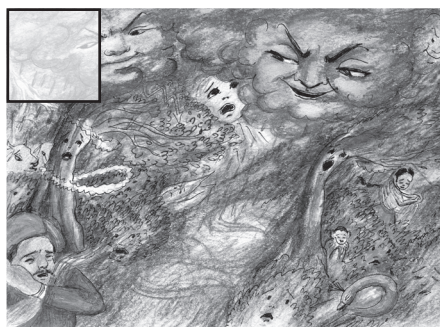
When did the flood begin?

☐ eight days ago ☐ a week ago ☐ a month ago

What does the author mean by, “The Ganges burst her banks”?

How long will it take for the flood to disappear?

NOTES FOR PARENTS AND TEACHERS: Explain to the children that this is a real news article. It provides information regarding something that was happening at the time it was written. Explain that this news article was written at the end of 2007. Have the children read the news article and then answer the questions below it. You might want to find photos of floods in Navadwip or other places to show the children. You can use this reading to do some research of rivers and flooding.



Your Title: _____

Indra, the king of heaven, was not happy after the Govardhan festival. He had wanted the sacrifice to be for him. He felt jealous and angry. He wanted to scare everyone in Vraja. Thus he called for his terrible clouds and asked them to flood Vraja with rain.

Although it was autumn, it felt like winter because of the cold wind. The flood water got higher and higher. The flood began to bury the whole of Vraja in water. Mothers grabbed their children. Each cow took her calf under her. All the people and animals looked towards Krishna for help.

Krishna easily lifted the enormous weight of Govardhan Hill upward over everyone's heads. He held the hill high for seven days straight. The hill was like an umbrella to keep everyone dry and safe. When Indra saw Krishna's power, he became sorry and stopped the rain.

What was the text about?

- ☐ the unusual cold wind in the season of autumn
- ☐ Indra being jealous towards Krishna
- ☐ Krishna protecting the residents of Vraja from Indra's flood

NOTES FOR PARENTS AND TEACHERS: Have the children read the text, write a suitable title, put 1, 2, and 3 into the picture boxes to organize them chronologically, and mark one box next to the main idea of the text.

Krishna takes his cows home in the afternoon. Sometimes each cow goes quickly because she wants to see her calf. Other times, each cow goes slowly because of the weight of her milk bag and the weight of her affection for Krishna. During their walk home to the village, the cows stir up a lot of dust. It looks like the land is turning to dust so she can touch Krishna and his cows. This colourful dust decorates Krishna's curly hair. It looks like pollen stuck on the bodies of bees. Dusty Krishna looks very handsome! The dust also gets on Krishna's Kaustuba gem that is engraved with a calf. The gem shines more brightly with dust on it than it did before! When Krishna looks at each tree and plant as they walk towards home, the plants bloom with flowers.

Mark all the descriptions of how Krishna looks with dust on him.

- ☐ more handsome
 - ☐ like a bee with colourful pollen on its body
 - ☐ as if his hair is decorated
 - ☐ gray and dirty, and like he is walking slowly
-

Why do the plants bloom when Krishna looks at them?

- ☐ Plants usually bloom when someone looks at them.
 - ☐ They have lots of affection for him.
 - ☐ They bloom in the afternoon.
-

Pretend you are a cow walking home with Krishna in the afternoon. Would you run, walk fast, or walk slowly? Write a whole sentence: _____



Put a mark on the driver.

Put a mark on the automobile or motorcar.

Put a mark on the gasoline pump or petrol pump.

Mark everything they are doing to the automobile or motorcar:

- | | |
|--|---|
| <input type="checkbox"/> polishing it | <input type="checkbox"/> filling it with gasoline or petrol |
| <input type="checkbox"/> pumping the tyres | <input type="checkbox"/> giving it water and food |
-

Does the automobile or motorcar look well taken care of?

- ☐ Yes ☐ No
-

What about the driver?

Does he look like he has been looked after? _____

NOTES FOR PARENTS AND TEACHERS: Discuss with the children what they can see happening in the picture. Have them read and follow the three instructions. Then have them answer the questions by marking the correct box or writing the answer where appropriate. Continue with this lesson on the next page. (Note that the American spelling of *tyres* is *tires*.)

The Driver in the Machine

The body is a machine, like an automobile or motorcar is a machine. I am inside this body like a driver is within an automobile. The automobile needs gasoline and oil. Suppose someone forgets about the driver in the car and only takes care of the automobile. Then, the driver will not be happy. He will be sitting in the automobile hungry, because the driver's food is different from the automobile's food. The gasoline and oil going into the automobile do not feed the driver.

We are the driver of our body. Our body has so many needs, but these are different from our spiritual needs. We should give the body what it needs to keep it healthy. Then we spend the rest of our time and energy in spiritual activities. These spiritual activities are our real food. They are food for the soul. They keep the soul healthy and happy. They help us to understand who we are, who God is and our relationship with him. Spiritual activities are our real needs, the needs of the soul.

What is the body compared to?

☐ soul ☐ gasoline ☐ automobile ☐ driver

What is the soul compared to?

☐ body ☐ gasoline ☐ automobile ☐ driver

What do you think spiritual activities are?

King Ambarish and his queen were fasting for the holy day of Ekadasi in autumn. When the fast was ending, the king had a bath, and then worshipped a Deity of Krishna. He gave food to priests.

The son of Atri was Durvasa, a mystic yogi. He came to King Ambarish's castle. Maharaja Ambarish greeted his guest with respect and asked him to eat. Durvasa said he wanted to meditate first during a bath in the Yamuna.

The hour came for the king to break his fast, but Durvasa had not come back. The king couldn't eat before he fed his special guest. He watched for Durvasa and waited. Then it was the last minute to break fast. The priests said to drink water. Water would be both eating and not eating.

When Durvasa came back, he yelled, "King Ambarish, you have taken water before me, so I am going to punish you!" Durvasa pulled some hair out of his head, which turned into a demon. The demon was dangerous like fire. He had a trident weapon and shook the ground when he walked forward towards the king. When the king saw the demon, he was peaceful and fearless. Suddenly, Vishnu's wonderful disc weapon killed the demon and then started to chase Durvasa.

Durvasa ran to Brahma on the upper planets and asked him to save him from the chakra. Lord Brahma said, "Lord Vishnu is my powerful master. I cannot help." Then, Durvasa ran to Siva, but Lord Siva said, "Lord Vishnu is more powerful than any of us. You must go to him." Durvasa went upward to Vaikuntha and

told Lord Vishnu, “Oh my Lord, I am sorry that I offended your devotee King Ambarish. Please save me from the chakra!”

Lord Vishnu said, “My devotees have me in their hearts and I have them in my heart. So, I am under their control. If you want to be safe from my chakra, you must go to King Ambarish. You must say ‘sorry’ to him and if he is pleased with you, you can be happy.”

King Ambarish fasted to please Krishna.

☐ Yes
☐ No

Durvasa took a bath in the River Sarasvati.

☐ Yes
☐ No

When Durvasa went to Lord Vishnu, Lord Vishnu said, “I will forgive you right now.”

☐ Yes
☐ No

Ambarish drank water because he was thirsty.

☐ Yes
☐ No

Lord Vishnu sent his disc to save King Ambarish because the king was fearfully asking to be saved.

☐ Yes
☐ No

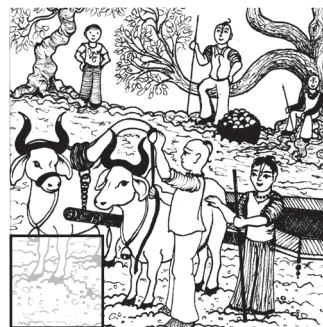
Lord Vishnu will forgive a person no matter what they do.

☐ Yes
☐ No

King Ambarish did not have power like the mystic yogi Durvasa. Why couldn't Durvasa defeat the king?

Zhang Jinsong often helps his uncle and cousins work in their fruit orchard. They grow apples, pears, peaches and chestnuts. There are also bushes with raspberries and blueberries. The peaches get ripe in summer, but the apples, pears, and chestnuts are ripe during autumn. Uncle hitches the team of oxen to the cart and goes towards the orchard. The weight of the peaches makes the tree limbs bend low to the ground. Everyone climbs out of the cart and grabs a basket. A lot of the fruit is close to the ground. Uncle's older sons climb ladders to get the peaches that are on the high limbs. Soon their baskets are full. They lower their baskets carefully to the ground, and then walk backwards down the ladders. They pick fruit for many hours. Afterwards, they each weigh their baskets to see who picked the most fruit. Before they go home, they sit under an old, gnarled apple tree to have a picnic.

Write 1, 2, 3 and 4 to put the pictures in the right order:



Which one explains the *main* point of the description?

- ☐ A fruit orchard has some ripe fruit in autumn.
- ☐ Uncle and the boys pick peaches in summer.
- ☐ Some peaches can be picked from the ground.
- ☐ They weigh the baskets to see who picked the most.

The story book: Teaching plan

CREATING THE ATMOSPHERE

Read some short stories and poems to the children. Discuss how some stories can be very short and others can be quite long. Discuss the differences between poetry and prose (prose is ordinary speech or writing, without metrical structure), and introduce the word *prose*. Discuss the elements of a poem (meter, rhythm, rhyme, similes, etc.).

READING THE BOOK

If you are using Synthetic Phonics or Inductive Whole-word Phonics, children should read out loud. If you are using Guided Reading, children should read silently. Are the children able to read the new words introduced in this book? If children struggle with a word, have them spell-say or sound-say, refer to the relevant word family, use picture cues, or context cues. If they still struggle, read some of the other words in the same word family. Are the children able to read compound words? If not, say, "Look for the word you know, or cover part of the word and read that part first before trying to read the whole word." Do the children read with fluency and expression? If they struggle, give them the opportunity to read a shorter text several times. That way they can become more familiar with words that they struggle with, and experience what fluent and expressive reading feels like.

Cover: "What can you see? What is happening? What do you think this book might be about?" Have the children read the title. Read the blurb on the back cover to the children.

Title page: Point to the contents box. Say, "We have seen this before! Who remembers what it is called and how we use it? What was the name of the other book with chapters?" (*King Bharat is a Deer*) Explain that *Little and Quick* does not have several chapters of the same story, but that each chapter is a different story. The table of contents tells us where each story is in the book.

pp. 2–3: "Have you ever wanted to catch the moon? Do you know any little children who ask for something impossible? Let's see what this boy is asking for." After the second verse, say, "What is the problem? Who is trying to solve the problem? (mother) How is she trying to solve it?" (by telling the boy it is impossible and he should go to bed) Have the children read the last verse. "Who solved the problem?" (the sister) Point out that the only way we know it was a big sister and not a big brother is from the illustration. "How did she solve the problem?" (by showing him the moon in a mirror) "Was the boy satisfied? How do we know?" (yes; from the illustration)

pp. 4–5: Discuss about supernatural powers. Ask the children what kind of yoga gives such powers (mystic yoga) and discuss the view of a bhakti yogi about mystic power. Have the children point to the title of the story. Ask them to read it and predict what the story might be about. Then have the children read the page. At the end ask, "What kind of power do you think he might have?"

pp. 6–7: Have the children compare their predictions to what the story was about, saying, "Did you guess right? Was the story about (say a child's prediction)?" Discuss the value of the yogi's power.

pp. 8–15: Discuss the concept of blessings and the idea that people go to a sage or yogi to get blessings. Each time the sage gives a blessing, have the children explain why they think he chose to give the particular blessing he gave.

pp. 16–17: Have the children read the page first in a sing-song voice, emphasizing the rhythm and meter. See if the children can clap or hit on a desk in time to the poem's rhythm. And then have them read it again as if it is prose. Ask, "What words rhyme in this poem?" Discuss the idea of the soul being separate from the body, and the idea that all living beings are equal as spiritual souls.

p. 18: Discuss the concept of greed and how we know the king was actually greedy. Ask, "How would a king act if he were not greedy?" Talk about how we avoid being greedy in our life by being satisfied with our quota.

p. 19: "How do you think the king felt when the thief told him that he was a big thief? Do you agree with what the thief said?" Have the children explain and discuss their answers.

p. 20: "Why did the king let the thief go? What do you think we can learn from this story?"

TEXT CHARACTERISTICS

Focus on the table of contents. Explain to the children that we have read this book in order from the first page all the way through to the last page. This is how we read most story books. Describe how this book is a little different, because it contains not just one story, but three short stories and two poems. Explain that books like this don't have to be read from the first page to the last page in order. Point out how you can start off reading any story you like. Then have the children choose one from the book. Ask, "If you want to read this story, how can you tell which page the story will start on? That's right, you can use the table of contents." Then demonstrate how to use the table of contents by looking for the title and page numbers in the table and then turning to that page. Choose a child to think of another story. Then have them demonstrate how to find it using the table of contents. You can also get other anthology books (books that contain many separate stories and/or poems) to demonstrate how the table of contents works in such books.

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

FURTHER ACTIVITIES

Divide the children into different groups and have them act out the different stories and poems with each other.

Investigate how reflections work, and the science of how we can see ourselves or other objects reflected in a mirror or clear water. Discuss how the material world is often compared to a reflection of the spiritual world. Discuss the similarities and differences of the material and spiritual words.

Discuss the meaning of the saying, "practice what you preach," in relation to "The Greedy King." You might find other fables or stories on this theme, like the Aesops' Fable of the crab and her son.

Discuss the poem "Body and Soul." Compare it to verses from the *Bhagavad-Gita*. Talk about practical ways in which we can treat every living being as an equal soul. Ask the children how we can treat others equally in terms of everyone being a soul, yet differently in terms of their present body and our relationship with them.

Discuss the different kinds of mystic powers. Ask the children to define *power*. Have them list different ways of being powerful (for example, through having opulences such as money, by friends, respect, knowledge, and/or expertise). Have the children make charts or graphs of the different kinds of power and their advantages and disadvantages. Explain how Krishna uses His power in love and that we gain real power through surrender to Him.

Getting the Moon

How did the little girl bring the moon closer?

- ☐ She caught it. ☐ She used a mirror. ☐ She drew a picture.

Which word in the poem rhymes with high? _____

The Great Yogi

Who taught Sanjeev how to walk on water?

- ☐ his guru ☐ his mother ☐ his father

Mark all the feelings Sanjeev might have felt when he showed everyone how he could walk on water:

- ☐ proud ☐ clever ☐ worried ☐ powerful

Mark all the feelings Sanjeev might have felt after the boatman said he could go on the water with only a little effort to learn:

- ☐ smart ☐ lucky ☐ embarrassed ☐ foolish

What can we understand from this story for our own life?

NOTES FOR PARENTS AND TEACHERS: If a question says, “Mark all the feelings,” the children should mark more than one box. Some questions may not have one “correct” answer. Discuss the children’s reasons for their answer, and have them use the book to explain how they arrived at it.

The Sage's Blessings

Which one of the four men had a good life now but would have a bad life in his next body?

☐ prince ☐ yogi ☐ butcher ☐ devotee of God

Why would his next life be bad? _____

Which one of the four men had a good life now and would also have a good life in his next body?

☐ prince ☐ yogi ☐ butcher ☐ devotee of God

How did the sage bless him?

☐ die ☐ live ☐ live or die ☐ don't die and don't live

Why did the sage bless him in that way? _____

❖❖❖

Body and Soul

Which line from the poem best tells what the poem is about?

- ☐ Body and soul—there are two.
- ☐ If you think it's you—then life's a mess!
- ☐ Happy and bright like a little sun.

What is the message that the writer and illustrator give in this poem?

The Greedy King and the Thief

How do we know the king was greedy?

- ☐ He ate a lot.
- ☐ He wasn't happy with his own kingdom and took from others.
- ☐ He had so much gold and gems but didn't share it with the poor.

Why didn't the king punish the thief?

- ☐ He was a thief too.
- ☐ He liked the thief.
- ☐ The thief didn't want to be punished.

Which story in the book did you like most?

- | | | |
|---|--|--|
| <input type="checkbox"/> Getting the Moon | <input type="checkbox"/> The Sage's Blessing | <input type="checkbox"/> The Greedy King and the Thief |
| <input type="checkbox"/> The Great Yogi | <input type="checkbox"/> Body and Soul | |

Why? _____

Look at the table of contents. What page number does the poem "Body and Soul" start on? _____

Choose one story or poem from the book *Little and Quick*.
On the right side write the title and draw a cover picture.
On the left side, write a blurb for it. Fold it to make a cover!

[illegible]

NOTES FOR PARENTS AND TEACHERS: Have the children choose a story or poem from the book *Little and Quick*. Then have them imagine that the story or poem has its very own cover, with front cover and back cover. Have the children draw a front cover picture and write the title of the story. Then have them think of a simple blurb and write it on the back cover. To make a cover, have the children cut around the outside and then fold along to middle line.