

MR. AND MRS. TRISH

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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New letter groups: *ue* and *aw*

Before introducing the written words, ensure that the children understand their meanings. For example, *flue* refers to a part of a chimney/fire-place, not the past tense of *fly* which is *flew*. *Saw* can be the past tense of *to see*, as well as a tool for cutting, or the act of cutting or dividing. Tuesday has a capital *T* because it is a name of a day of the week. The word *queue* is not generally used in North America. It refers to a line of people waiting for something and is pronounced exactly like *cue*.

In the word *statue*, the second *t* makes a /ch/ sound like in the words *picture* and *spiritual*. This spelling of /ch/ isn't taught until Phase 5 week 10 (*The Friend of the Poor*). For now, you can just briefly mention the unusual pronunciation.

The /aw/ sound was introduced in *Rama's Hut* in words such as *fall* and *call*. In some places, /aw/ and /or/ make the same sound (*saw* and *sore* sound the same), and in other places /aw/ and /o/ are the same (*hawk* and *lock* rhyme). For some people, the *a* in *ar* words such as *car* and *farm* also makes the same sound.

We suggest you use either Synthetic Phonics **or** Inductive Whole-word Phonics.

Synthetic Phonics

Introducing the new letter groups *ue* and *aw*

If you have been making or using a display of all the letters and letter groups taught up to this point or are using flash cards, add the new letter groups to those already taught. Display the *ue* letter groups for the children to see. Say the sound of the new letter group, or display some words from the word family containing *ue*, and see if the children can read them and figure out the sound for themselves (/oo/ or /yoo/). After introducing or finding the sound for *ue*, ask the children if they know of any other letter groups that make the same sound (*oo* [*moon*] and *o* [*do*]). Repeat for *aw*. Other letters groups that make same sound are *a* (*all*), and depending on pronunciation, *or* (*for*), *ore* (*more*), and *o* (*got*).

Review (revise) all letters and letter groups taught up to this point by flashing cards containing the letters and letter groups and having the children say the correct sound as quickly as possible. Alternatively, use a wall display and pointer to point to the letters and letter groups. It is a good idea to regularly make the letters and letter groups taught visible to the children. Read through the relevant word families together.

Inductive Whole-word Phonics

Go through the word families one list at a time using spell-say (*b-l-u-e blue*) 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 from top to bottom first. Once the children are familiar with the words, read across the word families.

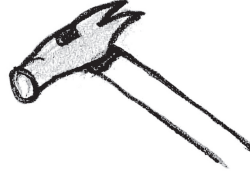
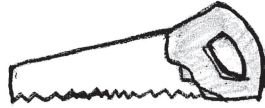
Start writing on the board the words from the respective word families on the board. (They should remain grouped as in the word families.) Have the children read the words as you write them. Have the children read the words as fast as they can, first from top to bottom, then bottom to top, and then randomly. In a classroom environment, you may wish to choose a child to point to the words for the other children to read.

Word families

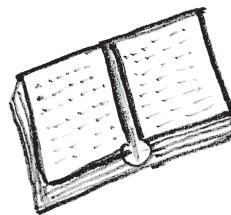
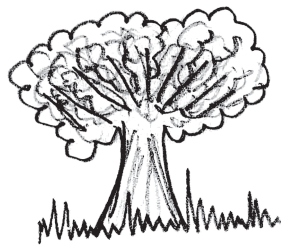
saw	cue	value
law	due	venue
paw	hue	pursue
raw	Sue	statue
dawn	blue	rescue
claw	glue	argue
draw	true	cruel
drawn	clue	
straw	flue	Tuesday
hawk	queue	
lawn	issue	
yawn	tissue	

Circle the picture that contains the letter group on the left

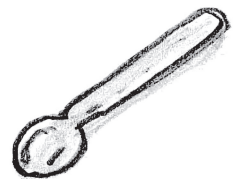
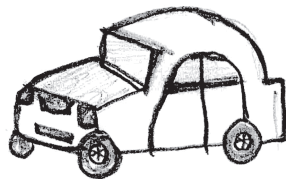
aw



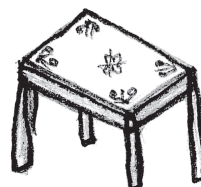
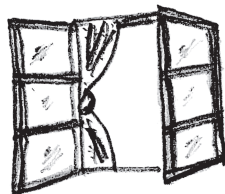
aw



aw



ue



NOTES FOR PARENTS AND TEACHERS: Have the children say the letter group at the beginning of the line of pictures. If you are using Synthetic Phonics, the children should say the sound of the letter group, and if using Inductive Whole-word phonics, the children should say the names of the letters in each letter group. Then they should name the pictures, and circle the picture that contains the sound represented in the letter group. From top to bottom the answers are: saw, hawk, paw and statue.

Match words to pictures

claw



yawn



drawing



statue

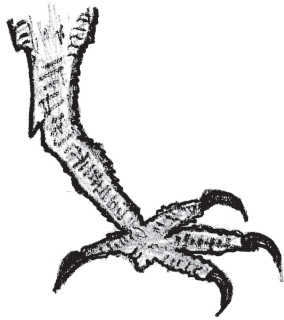


tissue



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

*Circle the letters and letter groups that name the picture,
and write the word*



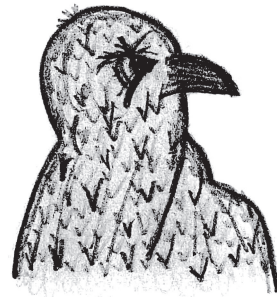
c r ee
p l aw



d r ee
s t aw



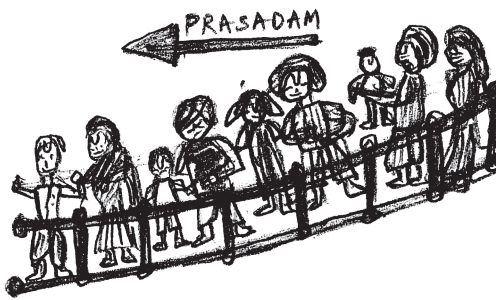
m l ue
g r oo



g aw p
h ir k

NOTES FOR PARENTS AND TEACHERS: The children should name each picture, and then circle the correct letters and letter groups to make each word. The children should also write each word on the line provided below the letters and letter groups (claw, draw, glue, hawk).

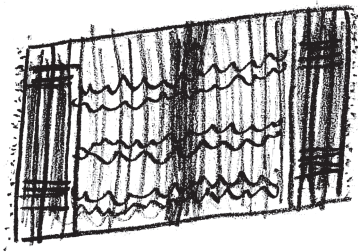
Mark the phrase that matches the picture



- ☐ a long venue
☐ a long queue



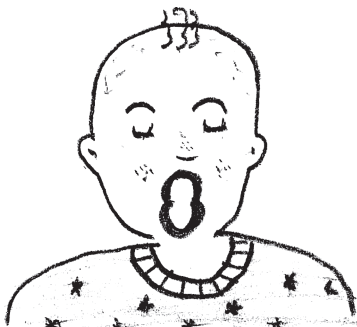
- ☐ a glue stick
☐ a blue straw



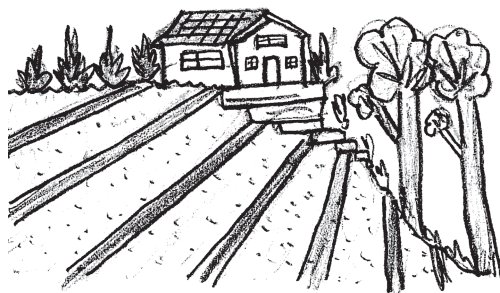
- ☐ a straw mat
☐ a raw mat



- ☐ Sue argues
☐ Sue values



- ☐ a big claw
☐ a big yawn



- ☐ the green lawn
☐ the green dawn

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

Mark the correct word to complete the sentence

Let's go out and
play on the

☐ drawn.

☐ lawn.

I do not like
to hear them

☐ argue.

☐ draw.

Mum works in the
temple shop on

☐ true.

☐ Tuesdays.

When she wants
to sleep, she

☐ yawns.

☐ dawns.

Krishna is dark

☐ blue.

☐ clue.

To hurt others is

☐ flue.

☐ cruel.

NOTES FOR PARENTS AND TEACHERS: The children choose the correct word to complete the sentence by marking the box.

The little girl is yawning.



Sue is drawing Radha.



They are cutting the lawn.



He is drawing in the sand.



The hawk's claws are sharp.



NOTES FOR PARENTS AND TEACHERS: The children should read each sentence using spell-say or sound-say as needed. Ask them to describe the pictures, and then draw lines to match sentences to pictures. Because some children may not be familiar with the use of machetes to cut grass, some explanation of that picture may be needed.

Write the missing letter groups in each sentence

ue

oo

aw

Sue s_____ red and green b_____ks at the shop.

A man has a f_____t, but a dog has a p_____, and
a bird has a cl_____.

Krishna has a bl_____ h_____.

The boy gl_____s beads onto his dr_____ing.

Cows eat grass, str_____, and hay.

His hair is t_____ long and d_____ for a trim.

Is what he said a lie, or is it tr_____?

I y_____n when the m_____n comes up at night.

It is the l_____ to put on seat belts in the car.

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

Write Mr. or Mrs.

NOTES FOR PARENTS AND TEACHERS: Say the words *Mr.* and *Mrs.*, and ask the children to suggest oral sentences using them. You can model some. Then write some simple sentences using known words with *Mr.* and *Mrs.* such as: "Is this Mr. Trish?" "My teacher's name is Mrs. Barba." Choose a child and ask the other children to add *Mr.* or *Mrs.* to their name. Repeat it with other children. Discuss the etiquette for addressing adults as used in your country or area, and when *Mr.* or *Mrs.* is or is not used. Have the children write in *Mr.* or *Mrs.* in the blanks as appropriate. Help as needed.



He is _____ Trish.



She is _____ Trish.



He is _____ Sen.



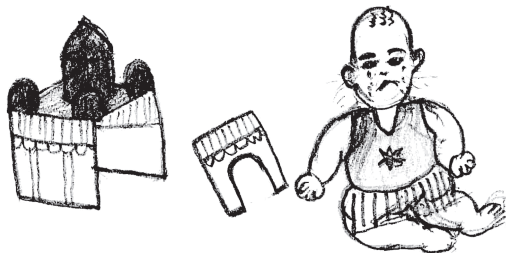
She is _____ Sen.



They are _____ and _____ Wong.

Tricky word: someone

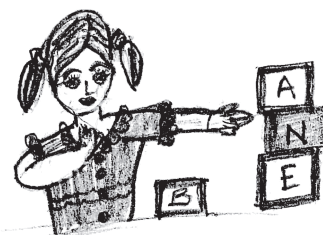
NOTES FOR PARENTS AND TEACHERS: Review *some* and *one*, and tell the children that we can add these words together to make a new word: *someone*. Write *someone* on the board, and ask the children to suggest oral sentences with it. Model *some* also. Ask the children to read the sentence at the top of this page, and then draw lines to match the next two sentences to the pictures.



Poor boy! Someone
sat on his work!

Can someone pass me
that block?

Someone is calling.

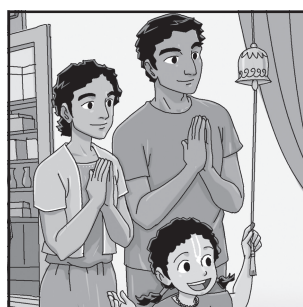


Interest word: Jai

NOTES FOR PARENTS AND TEACHERS: Teach the word *jai*. Write both *jai* and *jaya* on the board. Explain that this is a Sanskrit word that can be spelled in different ways in English. Explain that it means *victory* and that it should be said while ringing a bell and entering a temple or temple room.



Jai



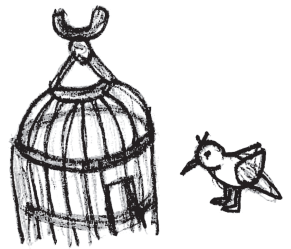
Jai Krishna

Past tense: Adding -ed

NOTES FOR PARENTS AND TEACHERS: Tell the children that when we want an action word ending with *e* to describe something that already happened, we just add a *d*, or we take away the *e*, and add *ed*. Read the top four sentences with the children, and ask which action word changed in each pair and what the change means (escape-escaped/bake-baked). Have them write the past tense of each of the eight words on the lines under the words. Ask them to read the story at the bottom of this page and say, "If you add *d* to five words, the story will change to describe something that already happened." Ask them to circle those words (*trade, bike, skate, hike, like*) and then re-write the story on a separate paper in past tense. If a child struggles with this, you can do the first sentence with him or her.

A bird started to escape from the net.

Oh, it has escaped! The bird is free.



I started to bake a cake in the morning.

At noon, the cake is baked!



like

skate

smile

divide

wave

time

hate

scrape

My sister and I trade snacks. Then we bike to the park. In the park we skate and hike.

I like the bike ride the best.

What do you think?

Can you draw on a tissue?

☐ Yes ☐ No

Is it dark at dawn?

☐ Yes ☐ No

Do clues help?

☐ Yes ☐ No

Can good food be raw?

☐ Yes ☐ No

Is Krishna's hue blue all of the time?

☐ Yes ☐ No

Can a frog argue with a snake?

☐ Yes ☐ No

Can someone glue a statue?

☐ Yes ☐ No

Can someone have the name Sue and be a Mr.?

☐ Yes ☐ No

NOTES FOR PARENTS AND TEACHERS: The children answer *yes* or *no* to the 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 and children can hold up a *yes* or *no* card to answer the question.

Mark the sentence that matches the picture



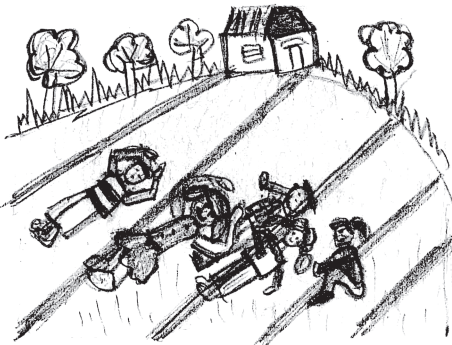
- ☐ Someone is yawning.
- ☐ Someone is drawing.



- ☐ They rescue the cat.
- ☐ They issue a ticket.



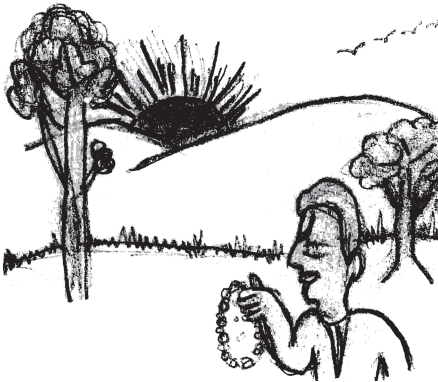
- ☐ Mr. Sen hands the girl a tissue.
- ☐ Mrs. Sen hands the girl the glue.



- ☐ The venue is booked out.
- ☐ They rest out on the lawn.

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

Circle the correct word to complete the sentence



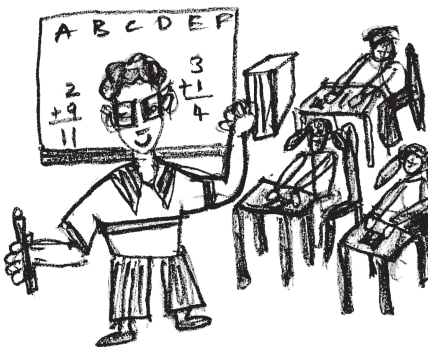
If you wake up at _____, you can see the sun come up.

claw paw dawn



The roof of the hut is made from _____. It keeps the rooms cool in the heat of the summer.

hawk straw lawn



The teacher said our work is _____ on Tuesday.

clue Sue due

NOTES FOR PARENTS AND TEACHERS: Have the children look at each picture and read the sentence next to it. Then have them read the word choices and circle the one that best completes the sentence.

Match speech bubbles to pictures

I want to draw Krishna, but I need someone to help me.



I can help you. Here is a blue crayon and some glue.



Stick this on too.



Look, Mrs. Smith, I am done!



NOTES FOR PARENTS AND TEACHERS: Have the children read the speech bubbles, using sound-say or spell-say as needed. Discuss the pictures. Photocopy the page and cut out the speech bubbles and pictures. Have the children place the pictures in the right order and match the speech bubbles to the right pictures by slightly overlapping them and gluing them on paper. If you don't want to copy the page, the children can draw lines to match speech bubbles and pictures. Help as needed.

CREATING THE ATMOSPHERE

Ask the children if they can remember visiting a place for the first time such as a school, a friend's house, a museum, or a similar place. Ask them how they felt when they first arrived. Share experiences with each other. Read the story of Sudama meeting Krishna in Dwarka, and briefly discuss how Krishna and Rukmini took care of Sudama when he arrived.

INTRODUCING THE BOOK

Look at the cover. "What's happening in the illustration on the front cover? Can you read the title with me?" Have the children point to Mr. Trish and Mrs. Trish. Point to the blurb on the back cover. "Can you remember what this is called on the back cover of the book? Yes, a blurb. What does a blurb tell us?" (what the book is about) Read the blurb to the children.

pp. 2–3: "Whom can you see in the illustration?" (Mr. and Mrs. Trish and Krishna) "Where are they?" (at the temple) Have the children read the word *Tuesday*.

pp. 4–5: "Look at Mr. Trish. He looks a bit confused. Do you think this might be their first time coming to the temple?" Point to the shop sign in the picture. "What does this sign say?" (shop) "So this room must be a shop. What do you think the other room is?" (temple room) Have the children read the word *saw*.

pp. 6–7: "Who else can you see in this illustration?" (Sita and her mum) "Do you remember Sita from earlier books we have read? Who has Sita seen?" (Mr. and Mrs. Trish) Read the first paragraph with the children. "What do you think Sita will do next?"

pp. 8–9: "What is Sita doing?" (ringing the bell) "Where do you think Sita is taking Mr. and Mrs. Trish?" (to the temple room) Have the children scan the text to see what Sita says when she rings

the bell. (Jai Krishna) Point to the word *Jai* and read it with the children.

pp. 10–11: "They are introducing themselves; they are telling each other what their names are."

pp. 12–13: Discuss the picture. "Yes, they have come at the right time to the temple." Point to the word *offer* and have the children read it.

pp. 14–15: Point to the word *blue* and have the children read it. Look at the picture. Ask the children if they think this is the first time that Mr. and Mrs. Trish have seen Krishna.

pp. 16–17: Discuss the pictures. "What is Sita offering Mr. and Mrs. Trish?" (chairs or mats and a book) "What do you think the book is about?" (Krishna)

pp. 18–19: "Mr. and Mrs. Trish are saying thank you to Sita. Sita is also saying something. Scan the text and see if you can find out what Sita is saying."

pp. 20–21: Discuss the illustrations. "Look at the thought bubble; who is doing the thinking?" (Sita) "What is she thinking about?" (Her mum made the treats for Krishna to eat.)

pp. 22–23: "Look at the picture. They are waving good-bye and saying 'thank you'." Have the children read the first paragraph together.

p. 24: "What kind of things do we say when we say 'good-bye' when we part? What are they saying here?" (See you next time.)

READING THE BOOK

If using Synthetic Phonics or Inductive Whole-word Phonics, children should read out loud. If you are using Guided Reading, the children should read silently. If the children struggle with a word, have them spell-say or sound-say, refer to the relevant word family, use picture cues, or

context cues. If they still struggle, read some of the other words in the same word family. Are the children able to read compound words? If not, say, “Look for the word you know, or cover part of the word and read that part first before trying to read the whole word.”

Give positive acknowledgement to children who read the title without pointing.

pp. 2–3: Can the children read the word *Tuesday*? If not, say, “Look for the word that you know. Try covering the first part of the word. Yes, that says *day*.” Point to *day*. If you are using Synthetic Phonics, say, “Can you remember what sound the letter group *ue* makes?” If you are using Inductive Whole-word Phonics, go back to the word family for *ue* and read the list with the children. Then ask them to read the word again.

pp. 4–5: Check that children can read the word *saw*. Notice whether or not they read with expression. “How are you going to read the word that is in bold?” “Which room do you think is the one they are calling the big room?”

pp. 6–7: Ask the children to predict how Sita is going to help the new guests.

pp. 8–9: Check that the children are pausing at the full stops (periods). If not, say, “What is this? What does a period (full stop) mean? Yes, it’s the end of a sentence. What should you do when you come to a full stop? Yes, pause. Now read the first part of this page again, this time pausing at the period (full stop).” If they do, say, “Wonderful, it’s much easier to understand what you are reading with the pauses, isn’t it?”

pp. 10–13: “Sita is being such a nice host.”

pp. 14–17: How do you think Mr. and Mrs. Trish might be feeling? Do they still look confused? What have they really liked about their visit?”

pp. 18–19: “Mr. and Mrs. Trish are grateful and well mannered. What are they saying to Sita?” (Thank you.)

pp. 22–23: Check that the children read with expression. “Do you think Sita has been a good host?”

p. 24: “What do you think Mr. and Mrs. Trish are going to remember about their visit?”

AFTER READING THE BOOK, RETURNING TO THE TEXT

Drills and games (for those who need more review)

Read through the high frequency and interest words taught up to this point. Have the children read them as fast as they can from a display. It is a good idea to have a display of all the words (that have been taught) made available for the children to read when desired or needed. Read words randomly. Read in small groups or as a class.

Text characteristics

Discuss with the children whether *Mr. and Mrs. Trish* is fiction or non-fiction. Ask questions such as, “Did these events really happen with these people? Are the characters real? How do we know?” Explain that the story is fiction but that it could happen and there is a lot we can learn from the story.

How the characters’ feelings change

Pick a character and discuss how his or her feelings change throughout the book. For example, “On page 5, Mr. Trish looks very confused. Back on page 4, it says they can not see anyone and they do not know what is in the big room, so he might be confused. But here on page 11, he is smiling. He is probably relieved that someone has come to help them.” Then have the children work in pairs to describe how a character’s feelings change in the book and then share their findings with the class. Avoid using the words *happy* and *sad*.

Identifying plot elements

Discuss with the children that there can be more than one way to see the plot. In *Mr. and Mrs. Trish*, we can discuss the plot from the point of view of Mr. and Mrs. Trish or from Sita’s point of view.

“What is the problem that Mr. and Mrs. Trish have in this story?” (They are new to the temple and they don’t know where to go or what to do to find out more about the temple.) “What is the problem that Sita has in the story? (She’s not sure how to greet the guests.) “How is Mr. and Mrs. Trish’s problem solved?” (They meet Sita and Sita takes good care of them, telling them about Krishna and making sure they are comfortable.) “How does Sita fix the problem?” (Her mum says that it’s safe to help them because she can see Sita from the shop. Sita tries hard to help by thinking about what the guests need to feel comfortable and by providing them helpful information.) “What does the book *Mr. and Mrs. Trish* teach us?” (How to make guests feel comfortable and welcomed. How to introduce Krishna to people who have never seen Him. How it feels to be looked after nicely when you go to a new place and how it feels to look after someone nicely.)

Finding answers exercise

Model for the children how to find an answer by looking in the story book. Ask the question, “Is this the first time Mr. and Mrs. Trish have seen Krishna?” Then both show and explain how you use the book to get the answer from both the pictures and the text. For example, you could say, “On page 4, it seems from reading the text that Mr. and Mrs. Trish do not know where to go or what to expect at the temple. So it seems that they have never been to a temple before. On page 14, I can read in the text that it is the first time Mr. and Mrs. Trish have seen Krishna.”

Have the children find answers to the following questions, and explain the reasons for their answers. This can be done with a partner or as group work. Every child should answer at least one factual question and one inferential question. It is best if all the children answer all the questions. For the inferential questions, there is no “right” answer, and what is most important is for the children to explain their process and reasoning based on the book.

Fact questions

- ♦ What day does Sita’s mum work in the temple shop? (every Tuesday)
- ♦ What things does Sita do to make Mr. and Mrs. Trish feel welcomed? (introduces herself, gives information about Krishna, offers them a seat and a sweet, speaks politely and smiles)
- ♦ Where do Mr. and Mrs. Trish sit? (on a chair)

Inferential questions

- ♦ Did Mr. and Mrs Trish enjoy their visit to the temple?
- ♦ Was Sita a good host?
- ♦ Did Sita enjoy welcoming and helping the guests?

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

FURTHER ACTIVITIES

Involve children when guests come to visit at the temple or at home. Go through the book, listing all the things Sita did to make Mr. and Mrs. Trish feel better. Discuss what would have happened if Sita didn’t do any of these things. Act out good and bad examples of being a host. Have the children discuss the different feelings that are generated in each situation. Pretend an area is a home or a temple and encourage children to be hosts and guests. Get in there with them to provide an example of good hosting for them to follow. Plan for a visit from a friend or another class. Invite them over, providing an opportunity for the children to use their friendly hosting skills.

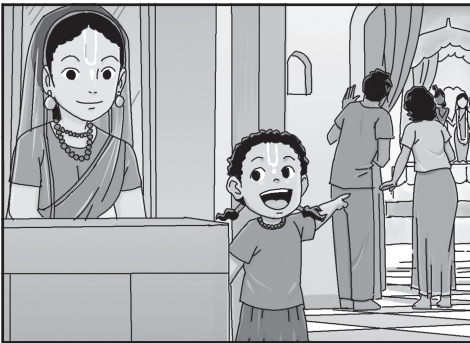
If you are working with children from various cultural backgrounds, invite in three parents from different cultures and ask them to explain how guests are received and treated in their culture. Make a chart of different features for receiving a guest (greeting, offering a seat, etc.) and for each culture, mark whether they are done and in what way.

Circle or write the correct word based on the story book



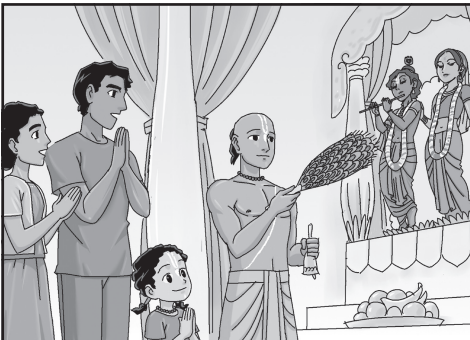
_____ Trish came with him, too.

Mr. Mrs. Sue



She _____ Mr. and Mrs. Trish.

saw law straw



Oh, Krishna is a little bit _____.

flue clue blue



My mum works there on _____.

today Sundays Tuesdays

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 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.

On Tuesday, _____ Trish came
to the temple to see Krishna.

- ☐ Mr.
☐ Man

They _____ no one there.

- ☐ yawn
☐ saw

“I just saw _____ go into
the temple room,” said Sita.

- ☐ someone
☐ one

Now we _____ Krishna
food, a light, and a fan.

- ☐ value
☐ offer

“Thank _____ for the
seat,” said Mr. Trish.

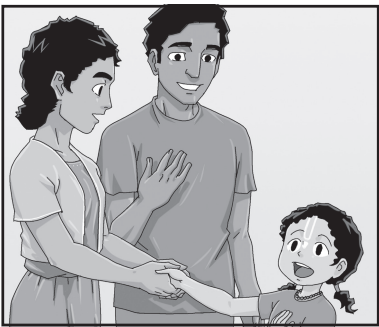
- ☐ cue
☐ you

NOTES FOR PARENTS AND TEACHERS: The children should read the sentences using sound-say or spell-say as needed. Then they should read the two words and decide which goes in the blank. They should then write the word in the blank. It is good if they orally spell and say the word they have written. If a child is unable to write the word, he or she can mark the box next to the word that goes in the blank. It is best if children can do this without referring to the book, though they can look in the book if they are struggling.

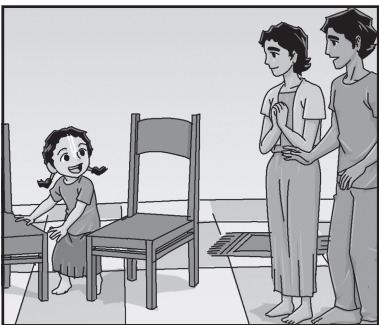
Unscramble the sentences



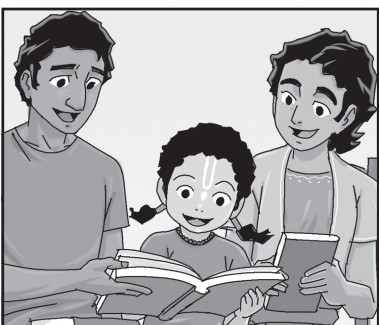
inside let's room go that big



is Mrs. Trish name my



chair do you or a mat want a



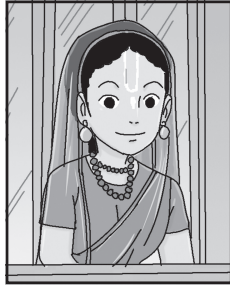
books she them gave to read

NOTES FOR PARENTS AND TEACHERS: Model unscrambling sentences and adding capitalization and a period (full stop). Choose sentences from previous books or activity books to write them on the board scrambled and then work with the children to fix them. Children should then unscramble the sentences on this page, adding capitalization and a period (full stop). Note that some of these sentences are slightly simplified or different from the sentences in the story book.

Write the word that fits the clues



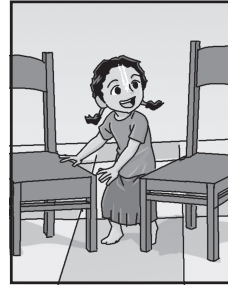
Mr. Trish



Mum



Mrs. Trish



Sita



Krishna

He is blue.

Sita's mum offered sweets to him.

He said that Krishna looked blue.

He came with Mrs. Trish.

She works in the shop on Tuesdays.

She let Sita help Mr. and Mrs. Trish.

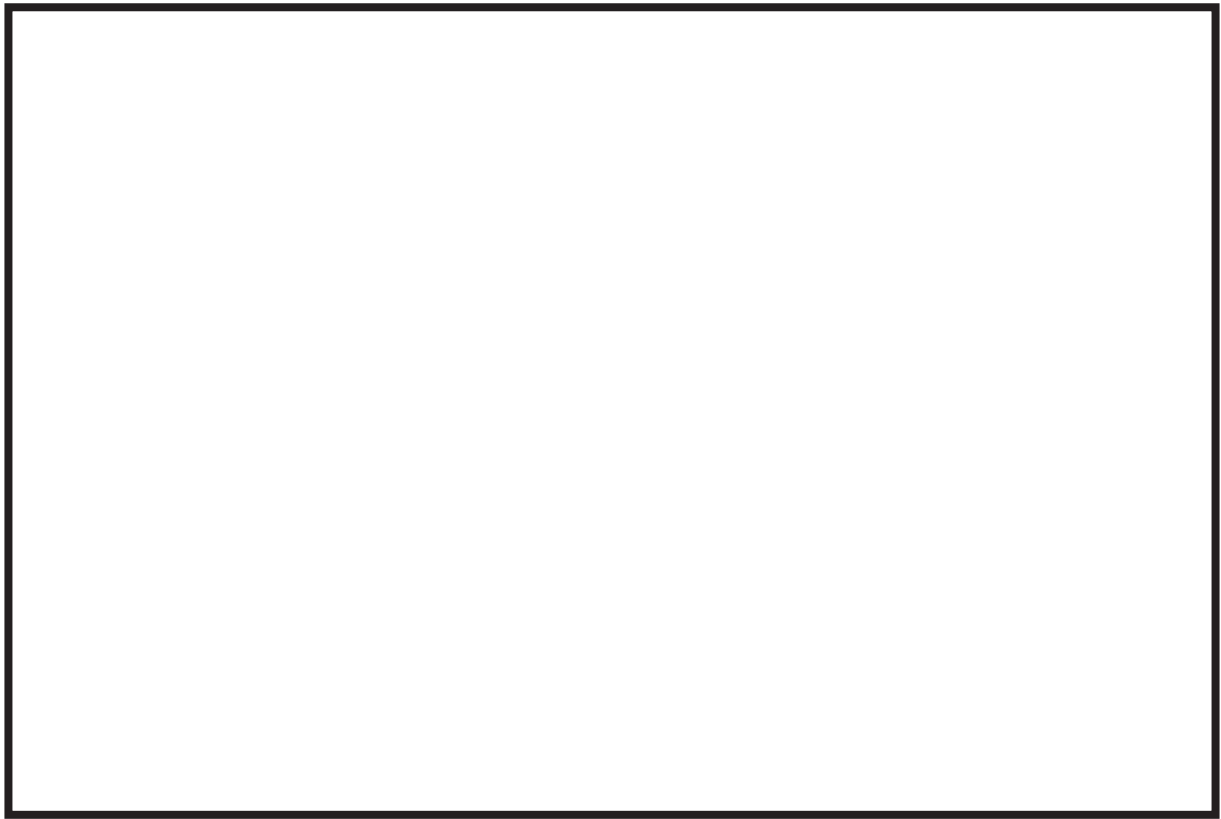
She helped Mr. and Mrs. Trish.

She gave them a treat.

She came with Mr. Trish.

She said she liked the temple.

NOTES FOR PARENTS AND TEACHERS: Have the children use the picture clues to find out what word makes both sentences true. Have the children write the word on the line provided. You can also photocopy the words and have the children paste or glue them on the lines.



Her name is:

She has:

She is with:

She is:

NOTES FOR PARENTS AND TEACHERS: Have the children complete the character poster by choosing a female character from *Mr. and Mrs. Trish* and describing her. Have the children fill in the spaces with relevant information. The children should draw a picture of their chosen character in the box provided.