

SWING IN THE MONSOON

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

Unusual pronunciation of letters and letter groups; Silent e

Before introducing the written words, make sure that the children understand their meanings. Point out the difference between *choose* (simple present tense, as in “Right now I choose what I will wear today.”) and *chose* (simple past tense, as in “I chose my toy yesterday.”) Also teach the difference between *loose* (something that is not tight, as in “These pants are too loose and fall down without a belt.”) and *lose* (misplacing something or not being able to find something, as in “Put your keys in a safe place so you do not lose them again.”) Finally, teach the difference between *who’s* (who is) and *whose* (belonging to whom). At the bottom of page 2 is a short exercise with *who’s* and *whose*. It is suggested that you use either Synthetic Phonics **or** Inductive Whole-word Phonics.

Synthetic Phonics

Introducing unusual pronunciation of letter groups

First show the letter groups *oor*, *oa*, and *o-e* and have the children say the sounds of each letter group as it has been previously taught (*o-e*: broke, dove; *oor*: poor, [moon, look]; *oa*: boat). Then explain that they are going to see these letter groups again in new words introduced in this book. In these words, the letter groups are going to make different sounds, sounds that they only make in

a few words. Write the word *door* for the children to see. If the children don’t already recognize the word, read it for them, draw a picture representing the word, or write the word in a sentence using words taught up to this point. Once the children have figured out the word, discuss what part of the word is tricky or unusual, (in this case, the letter group *oor* sounding like /or/ in *for*). Repeat this process for the letter groups *oa* (/aw/) and *o-e* (/oo/).

Words ending in silent e

Write the word *breeze* for the children to see and read it to them. Ask them to find the tricky part of this word. Once they understand that the tricky part is the silent *e* at the end of the word, discuss how the letter *e* at the end of the word does not change the sound of any of the letters or letter groups in the word. It is just silent. Explain that there are other words with a silent *e* at the end which doesn’t change the word. Then have the children read through the relevant word family.

Conclude by playing the word game described below.

Inductive Whole-word Phonics

Go through the word families one list at a time using spell-say (*m-o-v-e-*, *move*) 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 randomly.

Word games

Print the words introduced in this book onto individual cards. Make two sets, so that you have 42 word cards (21 pairs). Have the children play games with these cards such as Snap and Memory.

Word families

move	door	breeze	goose	else
moves	floor	freeze	loose	sense
moving		sneeze	choose	tense
remove		squeeze		
lose	broad	cheese		
whose		geese		



Whose coat is this?



“Who is knocking?” he asked.
 “I don’t know who’s at the door,”
 I answered. “I’ll go see.”

Write *who’s* or *whose* in the blanks:

“_____ coming to the festival today?” Uncle asked during lunch.

“The people _____ service it is to cook will be there first, until everything is ready,” I replied. “Afterwards a lot of people will come.”

Sort the oo words

These words all have *oo* in them, but they make three different sounds. Sort out the words into the boxes by what sound they make. Most of the words will go in one box.

balloon	too	boot	spoon
door	blood	flood	noon
floor	soon	scoop	moon

--	--	--

Groupings: /oo/: balloon, boot, moon, too, noon, soon, scoop, spoon; /uh/: blood, flood; /or/: door, floor

Match sentences to pictures

He hides behind the door.

She sweeps the floor.

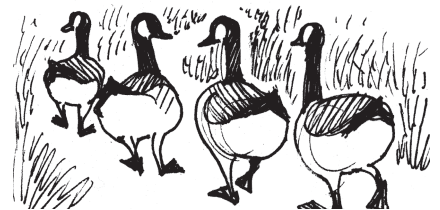
The pollen from the flowers makes her sneeze.

The breeze is cooling in the summer.

In Sweden, the lakes freeze in the winter.

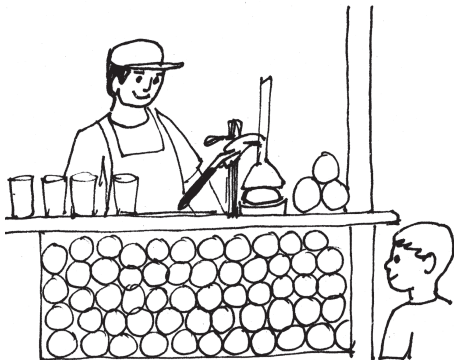
The geese waddle down the path.

They are moving to a new house.



NOTES FOR PARENTS AND TEACHERS: The children should draw lines to match each sentence to the corresponding picture.

Mark the answer that supports the picture



What will he do?

- ☐ He will freeze the bananas.
- ☐ He will clean up the mess on the floor.
- ☐ He will squeeze the oranges and make juice.



What did she make from the milk?

- ☐ She made cheese and will put it in a sandwich.
- ☐ She made yoghurt.
- ☐ She made ghee to cook with.



What are they doing with the wood?

- ☐ They are making a chair.
- ☐ They are fixing the floor.
- ☐ They are making a door.



What did she lose?

- ☐ She lost her toy doll.
- ☐ She lost her hat.
- ☐ She lost her mother.

NOTES FOR PARENTS AND TEACHERS: Have the children look at each picture, and read the questions along with the three answers next to them (using spell-say or sound-say as needed). Then have the children mark the box next to the answers that support the pictures.

Is that what they are saying?

Look at the pictures and guess what they are saying. Read the sentences next to the pictures. If you think that's what they are saying, mark the *yes* box; if not, mark the *no* box.



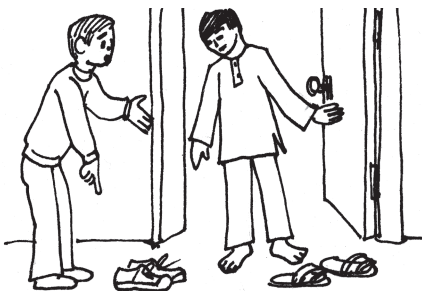
“What else can I do for you?”

☐ Yes ☐ No



“This map does not make any sense to me!”

☐ Yes ☐ No



“Should I remove my socks too?”

☐ Yes ☐ No



“Whose are these bangles?”

☐ Yes ☐ No



“Who else wants to help me pick some flowers for Krishna?”

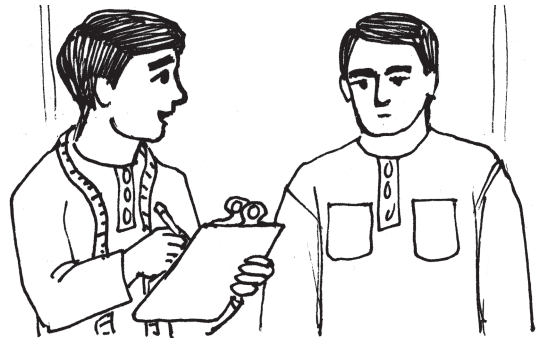
☐ Yes ☐ No

"The Big Kurta and the Tailor"

My kurta does not fit well. It is too loose. Can you make it less broad at the shoulders?



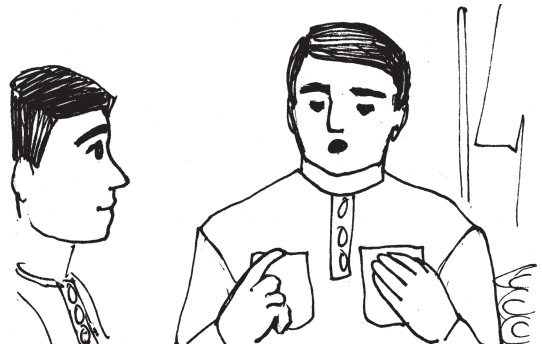
Yes, I do not need two pockets at the front. Could you please remove one?



What can I do for you?



Sure, is there anything else?



NOTES FOR PARENTS AND TEACHERS: If the children are not familiar with the Indian shirt called a *kurta*, define this word and perhaps show some photos of kurtas. Have the children read the speech bubbles. Discuss the pictures. Photocopy the page and cut out the speech bubbles and pictures. Have the children match the speech bubbles to the right pictures by slightly overlapping them and gluing them on paper in chronological order. Alternatively, have them draw lines from the speech bubbles to the corresponding pictures and number the pictures to order them chronologically. Help as needed.

Our neighbours have some pet geese. The geese make a terrible noise if anyone comes. They can bite like guard dogs do. They eat garden bugs, too. Father can't stand the sound they make all day. It makes him tense. He says, "Can't the neighbours think of anywhere else to put the birds? I might ask them if they would remove the geese from their yard. They make so much noise, I find it hard to even think." Mum and I don't mind them. We collect our scraps after cooking and feed them to the geese. We giggle at the way they wobble when they run to the scraps to gobble them up.

Why might the neighbours keep pet geese?

- ☐ to guard the house
- ☐ to play with them
- ☐ to listen to their singing

What might father do about the noise?

- ☐ wear ear plugs
- ☐ play music
- ☐ complain to the neighbours

In summer, it gets so hot. It's hard to stay cool when there isn't even a breeze. Sometimes my mum and I make a frozen treat. We use oranges from the yard next door. Mum cuts them in half and I squeeze the juice out of them with our machine. Then we pour the juice into little cups and put a stick in each cup. Next we freeze them. When they are frozen, we offer them to Krishna. We then suck them, and try to keep cool.

How did they get the oranges?

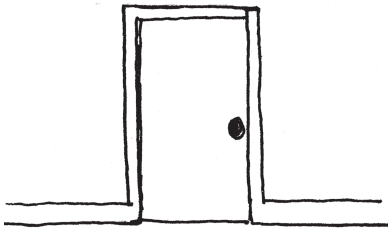
- ☐ picked them from their tree
- ☐ bought them from a shop
- ☐ asked a neighbour for some
- ☐ stole some

Why did they add sticks to the juice before freezing it?

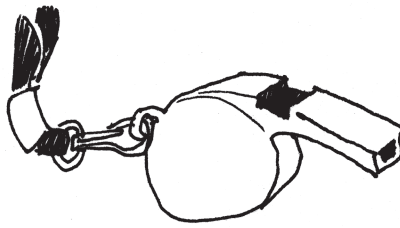
- ☐ for flavour
- ☐ to hold the ice
- ☐ to make it look nice

NOTES FOR PARENTS AND TEACHERS: The children should read each of these two sections and then answer the questions. All these questions are inferential. Have the children discuss the reasons for their answers.

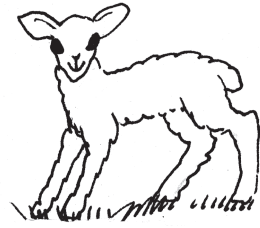
Can you spell it?



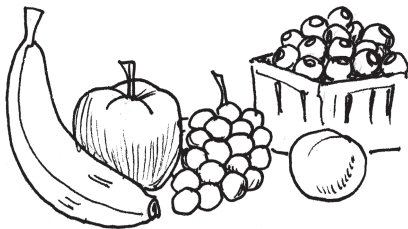
r o t
d oo f



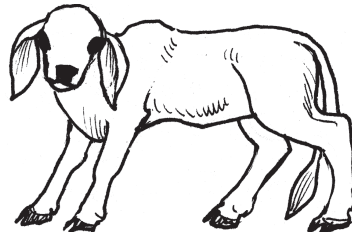
ist a le
d wh n



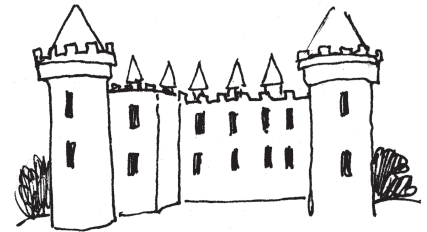
a m mb
ie sh l



d u fr
t ui p



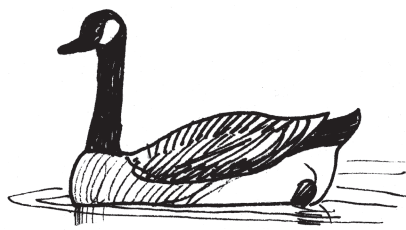
j a s
c lf r



stle a u
sl c r



fl oo u
t d a



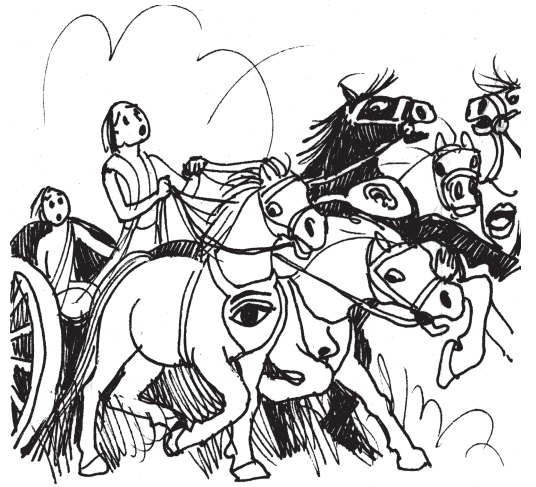
se z g
s oo h



z i sm
ze ee sn

NOTES FOR PARENTS AND TEACHERS: This is an encoding (spelling) activity. Have the children name each picture, and then color the circles that contain the letters in the word that names the picture. Then they should write the letters of the word in the correct order on the line provided.

Each one of us, the soul, is like the passenger in a carriage or vehicle. The body is like the carriage. Our intelligence is like the driver. The mind is like the reins and the senses are like the horses. The intelligence tells us what is good for us and what is not good for us. The intelligence is meant to tell the reins or the mind how to move and where the senses should go. However, the mind is so strong that a lot of the time it does not listen to the intelligence.



When the reins are not held by the driver, the horses go anywhere they like. They run in all directions. This is dangerous for the passenger, who becomes afraid and suffers.

Arjuna says that to control the mind and senses is like trying to control the wind. Krishna tells Arjuna that it is possible with constant practice and detachment.



Who are we, the soul, like?

☐ the driver

☐ the horses

☐ the passenger

Match these words from what you read in the text.

soul

horses

intelligence

driver

mind

reins

body

passenger

senses

carriage

What is controlling the mind like trying to control?

☐ the body

☐ the wind

☐ the horses

What kind of constant practice do you think can control the mind and senses?

Why should we control our mind and senses?

Mark all the answers that tell what detachment means:

☐ being angry

☐ caring about spiritual things

☐ not caring about anything

☐ being mean to people

☐ ignoring the mind

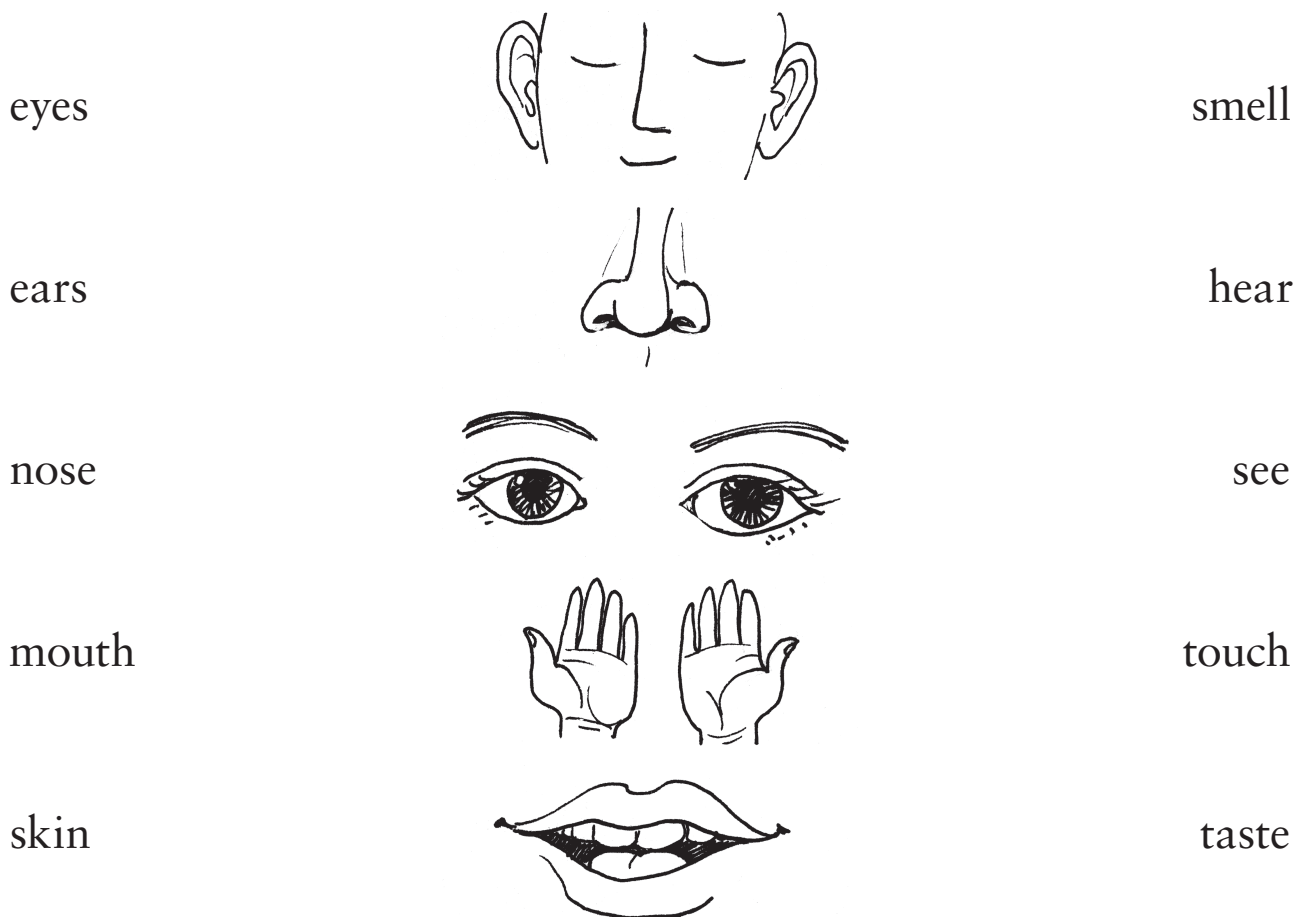
☐ using our intelligence

☐ knowing we are a soul

☐ not having many things

Anything that is alive is a soul. The soul is a part of God. We are all souls. A soul in the material world struggles with the senses. The gross body has five senses that help us to know about the world. These are the eyes, ears, nose, mouth, and skin. We also have senses that help us work, like our arms and legs. These senses are all grouped around our mind.

The soul in the material world also struggles with the mind. The mind is part of the subtle body. The subtle body covers the soul. The gross body covers the subtle body. The subtle body is full of thoughts and feelings. It is full of desires. The subtle body carries desires like the air carries smells. The desires in the subtle body bring us to get different gross bodies one life after another.



NOTES FOR PARENTS AND TEACHERS: The children should read the paragraphs (based on *Bhagavad-gita* Ch. 15) and then draw lines to match sense with picture and with function. Discuss.

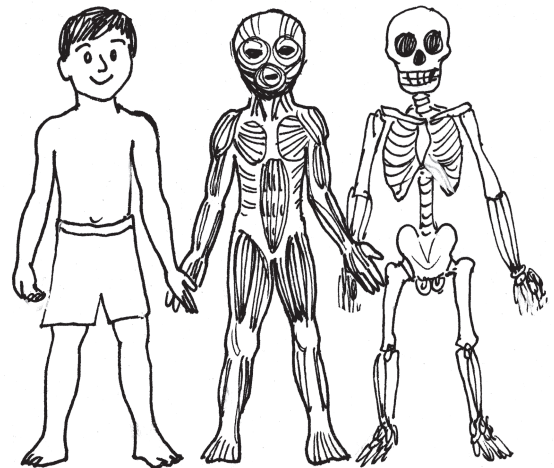
bones
 mind
 soul
 material desires
 blood
 intelligence
 spiritual desires
 skin
 material senses
 eternal
 knowledge
 hair
 material feelings
 spiritual senses
 mucus
 bliss
 false ego
 pain
 toil
 play



spiritual body



subtle body



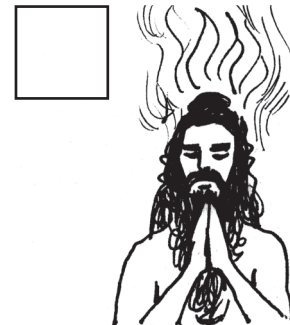
gross body

NOTES FOR PARENTS AND TEACHERS: The children, using the text on the previous page, should draw a line from each word to the body it matches. Some words match more than one body.

Your Title: _____

The great sage Atri and his wife, Anasuya, wanted to have special children. They decided to move to the valley near Mount Riksha. There were fruit orchards and flower trees on the sides of a broad, clear river. A mild breeze blew. Atri wanted to remove all the dirt in his heart and be pure. So he did a kind of yoga. He stood on one leg and did not move his limbs for one hundred years. He thought, *“I take shelter of the lord of the universe. I hope he is pleased with me. I want a son just like him.”*

Because of Atri’s yoga, a fire came out of his head. Brahma, Vishnu, and Shiva saw this fire. They listened to Atri’s heart. All three of them came to see him. Brahma rode on a swan. Shiva rode on a bull. Vishnu rode on Garuda. Atri was so happy, so he started moving toward them on just one leg! They were all very bright, so Atri had to close his eyes for a bit. Then he controlled his senses and said many sweet prayers. The three lords said, “We are happy with you. You and your wife will have three sons. Each son will be a part of one of us.” Then they left. From Brahma came Soma, god of the moon. From Lord Vishna came Dattatreya. From Shiva came Durvasa. So they did have very special children indeed!



NOTES FOR PARENTS AND TEACHERS: Have the children read the text and then write a title on the line provided. Then have them order the pictures according to the sequence in the story by writing 1, 2 or 3 in the boxes.

Scan the text for answers

Read the questions first. After reading each question, look quickly at the text to find out where the answer can be found. When you find an answer, circle it in the text. Write the number of the question next to the circle. The first one is done as an example to show how.

1. What's the title of this text?
2. When do geese migrate?
3. What does *migrate* mean?
4. Why do geese migrate?
5. Where do they migrate to?
6. Do all geese travel to the same place?

¹ Migrating Geese

Geese migrate in the fall to escape the winter. To migrate means to move from one place to another. They migrate so that they can find food to eat. If they stay for the winter, it is difficult to find food because the lakes where they fish freeze up and the grains that they eat on land become covered with snow.

When geese migrate south, they can travel great distances. They travel in groups. The groups are called flocks. The flock flies in the shape of a V. Each goose takes a turn being the leader. Not all flocks of geese travel to the same place. One flock of geese may fly from Canada to America. Another flock may fly to Mexico.

Read the story and find the past tense words

Yesterday was our school open day. Many people visited. My mother and my aunt came. We greeted each guest with a flower garland and a small sweet. Then we walked the guests to the hall for a short show. In the hall, we put on our costumes and got on the stage. We danced and played instruments while our guests rested and watched. Later we showed them the rest of the school—the classrooms, the yard, and even the toilet! At the end of the day, we showed them our schoolwork in our books and recited some verses from the *Bhagavad-Gita*. Afterwards, we cleaned up. It was a great day. Everyone enjoyed themselves. I was sad when it was all finished. We shared with our teachers that we wanted to have an open day again. They decided that it was a good idea. We all look forward to doing it again next year!

Most past tense verbs end with *-ed*. The *-ed* ending makes three different sounds. Some make a /t/ sound, some an /id/ sound and some a /d/ sound. See if you can hear the differences and then sort the words in the table below.

/id/	/t/	/d/
visited	walked	enjoyed

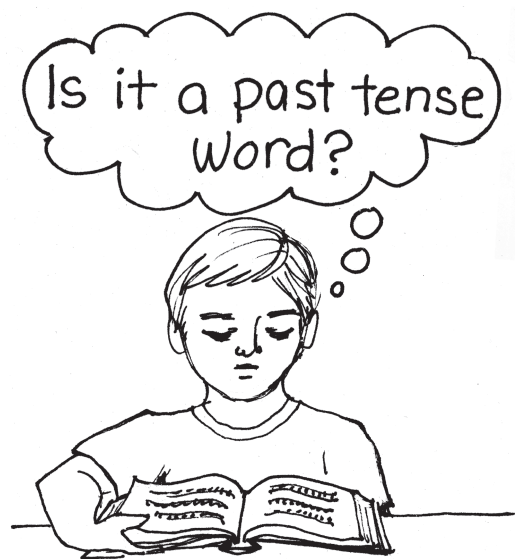
NOTES FOR PARENTS AND TEACHERS: Explain that this description is written in past tense. Ask the children to read it, and then go through the text again (maybe with a partner) underlining all the past tense verbs that end in *-ed*. Then have the children listen closely to the sound *-ed* makes in each word and write the words in the boxes according to that sound. Three words are done as examples. Use the same text for the activity on the following page.

You now know that most past tense words end with the suffix *-ed* and that the *-ed* can sound like /id/, /t/ or /d/.

You also need to remember that some words end with these sounds but they are **not** past tense verbs.

For example: *aunt* and *danced* have the same /t/ sound at the end, but *aunt* is **not** a past tense word and doesn't end with *-ed*.

Have someone else read the text from the last page to you. Each time you hear a word ending in a /id/, /t/ or /d/ sound, say "Stop." Ask yourself, "Is this a past tense word that ends in *-ed* or is it another word that does not end in *-ed*?" See if you can spell and write the words by hearing them. Write them in the correct boxes below. Two of them are done as examples to show you.



Past tense word	Other word
visited	aunt

NOTES FOR PARENTS AND TEACHERS: This activity uses the text from the previous page. Have the children work in pairs, and take turns reading or writing. Or you can read the text slowly to the children, pausing at each word that ends in a /t/, /id/ or /d/ sound to give the children time to think and write the word in the proper box.

Krishna Finds the Son of His Teacher

Guru-daksheen is an offering that students make to a teacher after they graduate. Students are grateful for what the teacher taught them. The gift is a way of saying, “Thank you.”

When Krishna and Balaram finished their education at the ashram of Sandipani Muni, they asked what they could offer him. Sandipani Muni knew that Krishna and Balaram were not ordinary students, so he asked for something that was difficult. He said, “I want you to bring back my son who drowned in the sea.”

Krishna and Balaram left right away. Arriving at the seashore, Krishna spoke to the lord of the sea. “My dear Varuna, you made Sandipani Muni’s son drown. I order you to bring him back this instant.”

“I didn’t take that boy,” Varuna replied. “He was taken by the Pankajanya demon. That demon lives deep in the sea in the form of a conchshell. Maybe the son of your teacher is in the demon’s stomach and you can remove him.”

Krishna plunged down into the deep water and killed the demon. But the boy was not in the demon’s stomach. Krishna took the demon’s lifeless body, which was in the form of a conchshell and returned to the shore.

Krishna and Balaram then went to the lord of death, Yamaraja. When they got to Yamaraja’s palace, Krishna blew his new conchshell. Yamaraja came right away and offered his respects to Krishna and Balaram. “How may I serve you?” asked Yamaraja.

“Give back our teacher’s son,” ordered Krishna.

NOTES FOR PARENTS AND TEACHERS: Have the children read the story on this and the following page, and then answer the questions.

Yamaraja brought the boy before Krishna and Balaram. They took the boy to Sandipani Muni's place and said, "Here is your lost son. What else can we offer you?"

"I am so pleased with your offering," answered Sandipani Muni. "All your acts are wonderful. I bless you that whatever words you say will always stay fresh. Your teachings will be heard in all places and at all times and forever."

What is guru-daksheen? _____

How might Varuna have felt when Krishna ordered him to return Sandipani Muni's son?

☐ angry ☐ satisfied ☐ surprised ☐ afraid

Why do you think Varuna might have felt like that? _____

Whose body was in the form of a conchshell?

☐ Pancajanya ☐ the guru's son ☐ Varuna

Mark all the ways the conch might have sounded when Krishna blew it.

☐ whistling ☐ deep ☐ like a bell ☐ loud

Write 1, 2, 3, and 4 on these pictures to show the right order of the story.



CREATING THE ATMOSPHERE

Ask the children to describe what we mean by *seasons* and to name the seasons where they live. Explain that in many places there are four seasons: spring, summer, winter and autumn (fall), but in some places the seasons are different. In India, for example, there are six seasons: spring, summer, monsoon, autumn, winter, and the dewy season.

Explain that the story in the book that they are about to read will be set (take place) in India, in the monsoon season. Discuss with the children what they know about the monsoon season and give them the opportunity to share any experiences that they may have had regarding the monsoon season. Explain that in the monsoon season it rains a lot, but it is not cold. The weather is very hot and humid. Ask the children if they understand what *humid* means. If they don't understand, explain that it means that the air is full of water vapor or the air is moist. Talk about how when it is humid and hot, it feels very uncomfortable and sticky. You can read the section from Kavi Karnapura's *Anandavrindevana Champu* about the monsoon season in Vrindavana.

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. You want them to become more familiar with words that they struggle with and for them to experience what fluent and expressive reading feels like.

Cover: "Who is on the cover? Yes, Vikram and Ravi, from the family who live at Govardhan Hill. Do you remember them from previous books? What are they doing? Can you try to guess what this book is going to be about?" Have the children read the title. Read the blurb on the back cover to the children.

pp. 2–3: Do the children understand the meaning of the word *sighed*? Are the children able to gain meaning from the text? Ask, "Why does Ravi want the monsoon to stop?"

pp. 4–5: Are the children able to provide more information based on what they read in the text? "Can you think of any other things Krishna liked to do when it rained all day?"

pp. 6–7: Are the children able to relate the text to their own understandings? Ask, "Do you know how a fan keeps us cool?"

p. 8: After reading the text on this page, have the children explain in their own words how a fan works to cool us.

pp. 12–13: Have the children predict what will happen next in the story.

p. 16: "What is Ravi and Vikram's mum thinking about? Why do you think she never answered Ravi's question?" Are the children able to relate the text to their own experiences? Ask if they have ever attended a Jhulan Yatra (swing festival), and where relevant, have them share and compare their experiences with the story.

TEXT CHARACTERISTICS

Discussing fiction and non-fiction books: Review (revise) the concept of fiction and non-fiction stories and books with the children. Then ask them what they think *Swing in the Monsoon* is, fiction or non-fiction. Listen to their answers and the reasons for their answers.

Explain that some books have a mix of fiction and non-fiction in them. Have the children discuss what parts of *Swing in the Monsoon* are fiction and what parts are non-fiction. Clarify that the information part of the story, where we learn about how the body generates heat and how swings and fans cool the body, is the non-fiction part of the story. The rest is fiction. The family does not really exist, and they did not really do the things mentioned in the story. In real life people do live at Govadhan Hill and they do celebrate Jhulan Yatra. The story is still fiction, because the characters in the book who are living at Govardhana Hill and holding a Jhulan Yatra are not real. Discuss how some fiction can be like real life, such as this story, and some fiction is completely different from real life. Discuss and compare the similar fiction and non-fiction mix in the books *Krishna's Usual Food*, *A Chicken is Food for a Cat* and *Colours*.

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

FURTHER ACTIVITIES

Have the children design, make (with adult help), and appraise their own swing. Ensure that you

provide materials that are safe for the children to use and have adult supervision.

Have the children research and make a presentation about a season. In a class situation this can be completed in groups. Give each group a different season to research about and then present to the rest of the class. The presentations can be a report, a poster, puppet show, skit, poem, song, or any combination of these.

Prepare and participate in a Jhulan Yatra. Have the children plan a program for the festival and organize the preparations. Then hold a swing festival for the pleasure of Radha and Krishna.

Have the children write in their own words, based on the book, how heat generates from the body and how fans and swings work to cool the body.

Research about traditional fans from around the world. Have the children make and decorate a fan.

Talk about how Krishna's complexion is often compared to the colour of a monsoon cloud. Find pictures of monsoon clouds for the children to observe their color.

Several science or geography studies can be done based on this book such as: seasons in various parts of the world, what causes seasons to be different, how various warm-blooded and cold-blooded creatures generate body heat and cool the body, the importance of body temperature for the normal functioning of the body, mechanics of various types of fans, mechanics of various types of swings, heating and cooling systems.

Answer the questions about the story book

What season is this story happening in?

☐ summer ☐ autumn ☐ monsoon ☐ spring

Mark all the ways Ravi felt about the monsoon.

☐ hot ☐ sticky ☐ uncomfortable ☐ hungry

How do you keep cool when you feel hot and sticky?

Does the monsoon make Krishna feel hot and sticky? _____

Mark all the reasons Krishna doesn't feel hot in the monsoon:

- ☐ His body is all spiritual.
- ☐ He doesn't have a body like us.
- ☐ He stays on a swing to keep cool.
- ☐ His servants fan him all the time.

Where does the heat in our body come from?

☐ sun ☐ food we eat ☐ monsoon ☐ heaters ☐ clothes

How do fans help to cool the body?

- ☐ They are made from feathers.
- ☐ The fan moves up and down.
- ☐ They move the heat away from the body.
- ☐ They make the air cold.

NOTES FOR PARENTS AND TEACHERS: Some questions on this page and the next page are inferential and do not have only one correct answer. Discuss the children's reasons for these answers, and have them use the book to explain how they arrived at their answer.

Answer the questions about the story book

Why did Ravi and Vikram's mum not want to go to the temple to swing Krishna? _____

Mark all the ways Ravi and Vikram's mum might have felt when Ravi suggested they make a swing at home so she could also swing Krishna.

☐ sorry ☐ grateful ☐ delighted ☐ sick

Mark everything they used to make the swing.

☐ saw ☐ nails ☐ plastic ☐ hammer
☐ glue ☐ wood ☐ rope ☐ springs

Why do you think Mum never replied? _____

If you were Mum, what might you reply?

Mark three things you could learn from this story.

- ☐ Food comes from plants and milk.
- ☐ Drinking water cools the body.
- ☐ Krishna used to have fun swinging when it rained.
- ☐ Fans and swings move the heat from our bodies and make us feel cooler.
- ☐ It rains a lot in the monsoon season.
- ☐ Some swings can swing very high.

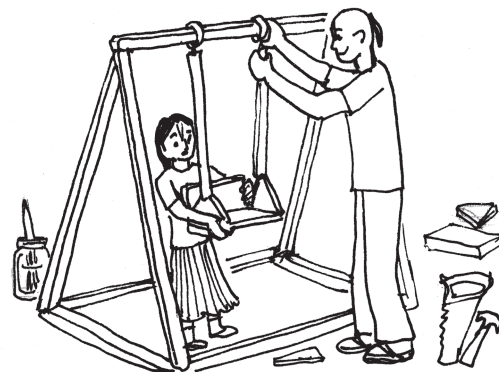
How to make a swing

Step one: _____



Step two: Make two triangles out of the wood. Screw them together with a long piece of wood at the top to make a frame. Check that all the screws are tight and none are loose. Saw the wood to make the seat. Sand the seat to remove any rough spots.

Step three: _____



NOTES FOR PARENTS AND TEACHERS: Read to or show the children some 'how to' books, pamphlets, or magazines that show how to build, fix, or plant things. Choose ones that include pictures or photos.

In this activity, have the children complete this three step instruction page on how to make a swing. In the first step, have the children look at the picture and write corresponding instructions on the lines provided. For the second step, have the children read the instructions and draw a corresponding picture. In step three, have the children look at the picture and write corresponding instructions. You may wish to model this first with a different example such as how to sew on a button. Support as needed.