

THE HUNTER AND THE SAGE

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

Introducing: ear as /er/, ove as /uhv/; ng in jungle, hunger

Before introducing the written words, make sure that the children understand their meanings. *Heard*, as introduced in the book, is past tense for the verb *hear*. Compare it to *herd*, meaning a number of animals that remain together as a group for a specific purpose. You might want to do some exercises with the children to distinguish between *angels* and *angles* (see page 2). It is suggested that you use either Synthetic Phonics **or** Inductive Whole-word Phonics.

There are a number of stories in this activity book that only have a few exercises to accompany them. You can also create many more activities and discussions based on these stories.

Synthetic Phonics

Introducing /er/ spelled ear

Say the sound /er/ to the children. Have them write down at least one way to spell the sound as they have already been taught (*ir*, *ur*, *er*). Tell the children that they are going to learn a new way of spelling this sound. Write the sentence for the children to see and read, “We live on the planet

Earth.” Once they have read the word *earth*, ask them what letters in the word *earth* make the /er/ sound. Then underline the letter group *ear* in the word *earth*. Explain that the word *heard* (not *herd*) also uses the same spelling. Say, “I heard that it’s Kalki’s birthday today.” Then have the children write the word *heard*, reminding them to use the letter group *ear*. Write the word *heard* for the children to see and have them check their own spelling. You can also briefly discuss the most often used pronunciation of the letter group *ear* as it has been previously taught (*ear*, *hear*, *fear*).

Exception to the hard/soft sound of g rule

Show the children the letter *g* and have them say the hard sound (*g* as in *go*). Then review (revise) when *g* makes the soft sound (*j* as in *huge*). Review (revise) the general rule, that *g* makes the soft /j/ sound when an *e*, *i*, or *y* comes after it. Some examples you can give are: (e) gentle, age, gem, ginger, general; (i) ginger, magic, engine; (y) gym. Explain that there are a few exceptions to this rule, where *g* makes a hard /g/ sound even though it has an *e* after it. Teach *finger*, *anger*, and *hunger*.

Words ending in a v sound

Remind the children that English words do not usually end in the letter *v*. If a word ends in the sound /v/, it will have a letter *e* added after the letter *v* in the spelling. Point out that when words end in *ve*, the *e* makes it look like the vowel should make a long sound, but there are exceptions to this rule. In a few words ending with *ve*, the vowel sound stays short and the *e* remains silent. Write the words *give*, *forgive*, and *have* on the board as examples for the children to see. Write and say *love* and ask the children to suggest what sound the *o* makes (/uh/). Then read through the relevant word list together. You can remind the children that there are other *ove* words where the *o* makes other sounds (such as *improve*, *remove*, or *drove*).

Words combining ng with -le

Review (revise) *ng* words such as *sing* and *-le* words such as *little*. Ask the children to read through the

word family starting with *angle*. Explain the different spellings of *angel* and *angle*.

Inductive Whole-word Phonics

Go through the word families one list at a time using spell-say (*e-a-r-t-h*, *earth*) 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.

Conclude with the following activity

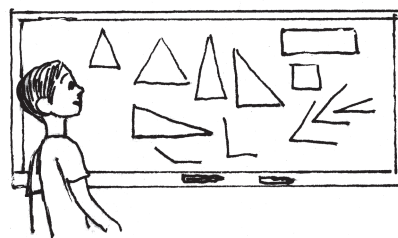
Synonym or antonym: Write the words below on individual cards. Flash them to the children and have them read the words. You may also have them compose oral sentences using the words. Then place the cards face down. Have each child choose one and, without looking at it, say either “synonym” or “antonym.” Then each child should read his or her card and think of a word that has the same/nearly same or opposite meaning to the word on the card depending on whether they chose *synonym* or *antonym*.

Word families

earth	love	finger	angle	jingle	jungle
heard	dove	anger	mangle	tingle	bungle
pearl	glove	hunger	bangle	single	
learn	above		tangle		
early			dangle		
search			rectangle		



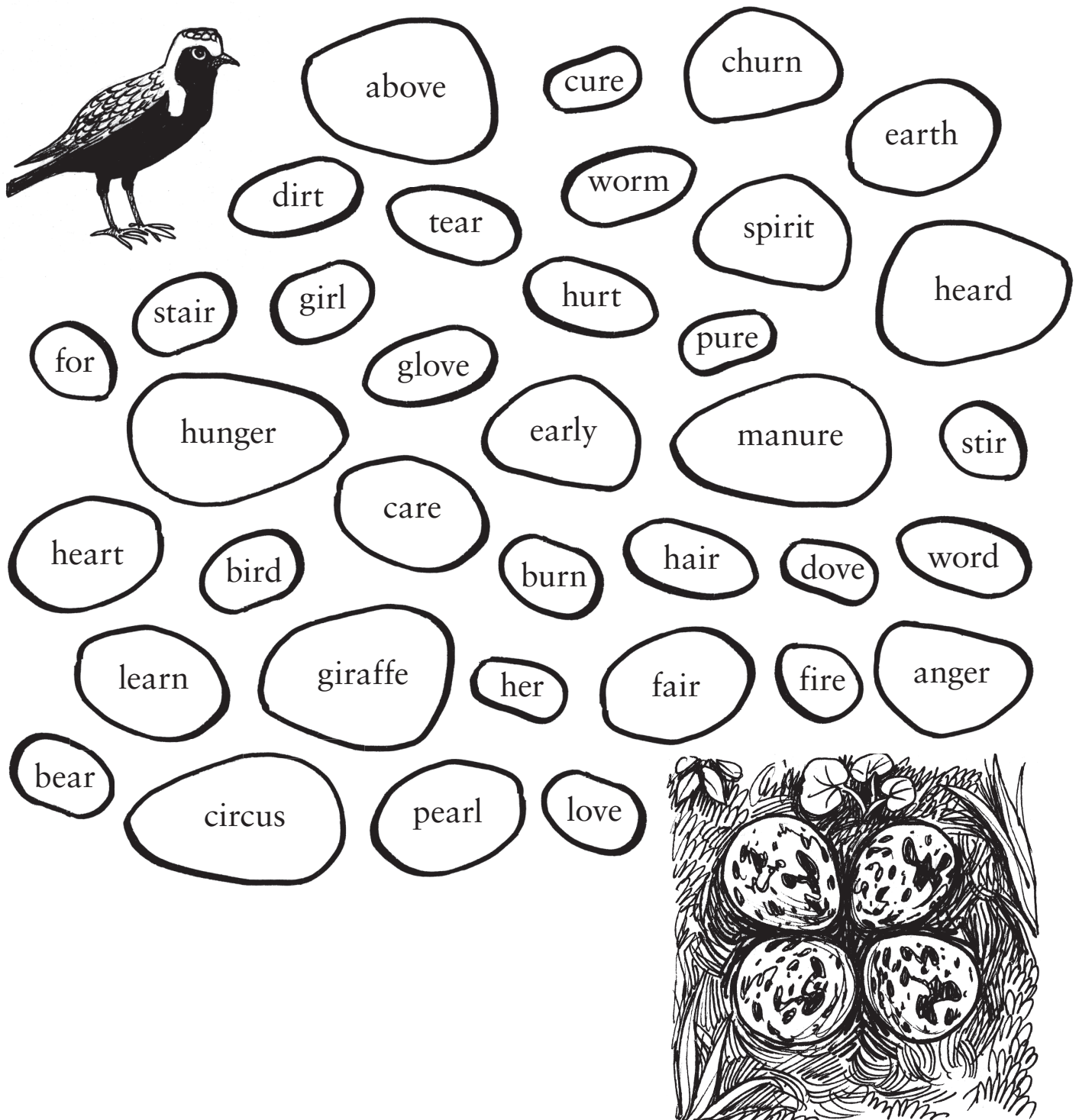
angels



angles

Follow the /er/ words to make a path

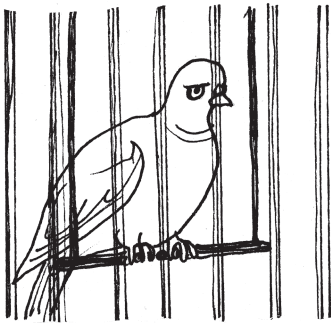
Can you help Bert Bird get to his nest? He will only follow the path of words that make an /er/ sound. Join the words that have the /er/ sound and see if you can find the path all the way to Bert Bird's nest!



Mark the sentence that matches the picture



- ☐ The planet Earth is round and floats in space.
- ☐ Lord Varaha picks up the Earth with his tusks.



- ☐ The dove flies above the rooftops.
- ☐ The dove is not happy in the cage.



- ☐ Dad wears a silver ring with a pearl on his finger.
- ☐ The baby cries in hunger.



- ☐ Many different animals live in the jungle.
- ☐ Krishna as Nrisimha shows his anger.

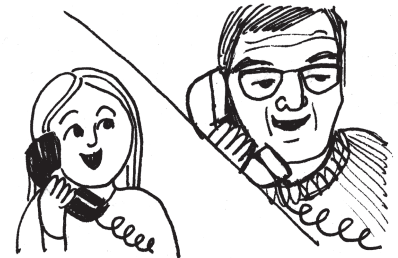
NOTES FOR PARENTS AND TEACHERS: Have the children mark the box next to the sentence that best describes the picture.

Match the quotes to the people who might be saying them

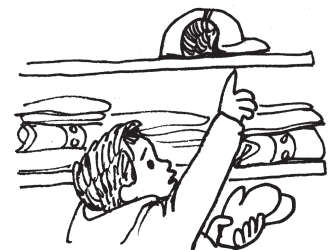
“Ouch! I have a splinter in my finger.”



“Can you pass me my hat? It’s on the shelf above my shirts and pants.”



“I can’t find my other glove, even though I have searched for it.”



“I heard you are coming to visit. Is it true?”



“Krishna has so much love for his cows. That is why we try to take good care of them.”



NOTES FOR PARENTS AND TEACHERS: Have the children read all the sentences on this page. Discuss the pictures with the children. Choose one of the pictures and, pointing to it, say, “Can you find which sentence or sentences this person might be saying?” The children should draw a line from the picture to the matching quote. Continue with the rest of the pictures. Assist as needed.



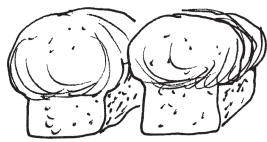
leaf



leaves



loaf



loaves



elf



elves



scarf



glove



gloves



dove



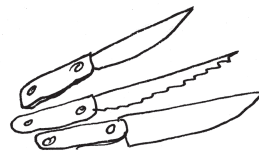
wife



wives



knife



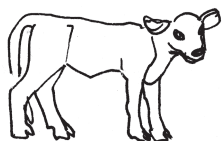
thief



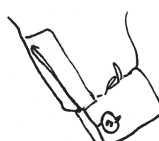
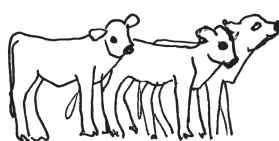
puff



puffs



calf



cuff



NOTES FOR PARENTS AND TEACHERS: Review (revise) plurals, reminding the children that we add -s to most words, and add -es to words that end in s, z, x, ch, or sh. Ask the children to look at the words on this page and guess the rules for words ending in f, ve, fe, and ff. Then have them write the missing words on this page. They should then fill in the missing plural words on the next page with the plural words from this page (and the word *sleeves*), using some of the words more than once.

this page: scarves, thieves, calves/doves, knives, cuffs;
next page: leaves, wives, loaves, gloves, cuffs, sleeves, calves, calves, calves, calves, calves, doves, puffs, scarves, gloves, wives, wives, knives

It is winter and the _____ have all fallen. My four older brothers and their _____ are coming to visit today. We all woke up early to get ready. My mother is in the kitchen baking two _____ of bread. I go out to the barn. I take off my _____ and roll up the _____ on my jacket _____. Then I milk our three cows. I grab each teat with my thumb and finger and milk in a smooth rhythm. I only milk from three teats on each cow. I leave the fourth one for her calf. When I am done, I untie the three baby _____. All the _____ run to drink milk from their mothers. When they are done, the _____ jump and run around the barn. So much joy and energy! I laugh to see them. They run over to lick me and ask to be brushed. Four _____ coo in the barn's rafters above me. When I go out the door, they fly away. The rising sun and _____ of clouds are in the sky.

When I walk in the house, I see many coats, hats, _____, and _____ hanging on pegs. My brothers and their _____ have come! Each brother greets me with love. Their _____ are all helping my mother in the kitchen. Mother happily takes the milk from me. Each of the ladies is using a knife to cut vegetables. The chopping noise of the _____ mixes with the ladies' singing. When I go back to my brothers, my father is just finishing dressing our deity of Krishna with a pearl necklace. I tell my brothers what verses I am learning and then we chant the *Bhagavad-Gita* together.

What do you think?

Did people once think that the earth was flat?

☐ Yes ☐ No

Do all people have four fingers and one thumb on each hand?

☐ Yes ☐ No

Are there fewer jungles on earth today than before?

☐ Yes ☐ No

Do people wear gloves only to keep their hands and fingers warm?

☐ Yes ☐ No

Are the clouds in the sky above everything?

☐ Yes ☐ No

Does a rectangle have eight angles?

☐ Yes ☐ No

Will you find a dove in a jungle?

☐ Yes ☐ No

Does a mother love her children?

☐ Yes ☐ No

Does a sage ever show anger?

☐ Yes ☐ No

Do devotees of God only love God?

☐ 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 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; children can hold up a *yes* or *no* card to answer the question.

Breadcrumbs and Cheese

Autumn had just ended. It was early winter. When it was warm, Bhadra and Puri had often gone with their eight children to the lake in the park near their house. They liked to feed the ducks and geese there. Today Bhadra thought it was too cold to go. They don't go out very much during the winter, but all the children begged the whole day, so she agreed.

Their youngest son brought a bag of breadcrumbs and cheese. He held it tightly so he wouldn't lose it. One of his big brothers said, "Don't squeeze the bag so tightly! All the bread and cheese will become mush! Then the geese won't be able to eat it. They need little bits."

At the edge of the lake, the water had begun to freeze. They decided to move towards the island. While they stood on the bridge, a warm breeze began to blow. Each of them took off their right glove. Then, they started to throw the breadcrumbs and cheese to the geese and ducks. One goose honked loudly and grabbed most of the cheese. The other geese got mad at that one goose. The birds began to fight. The children laughed hard and threw more. They felt hot and started to remove their hats and the other glove. They made their scarves loose. "I guess it wasn't too cold," Mother said as they began to walk towards home.

Mark the *main* thing this story is about:

- ☐ Bhadra's family with breadcrumbs and cheese
- ☐ a family outing to a lake to feed ducks and geese
- ☐ Bhadra and Puri learn about ducks and geese

Mark all the ways the youngest son might have felt when his brother told him how to carry the bag of breadcrumbs and cheese:

- | | | | |
|---------------------------------------|---------------------------------|--------------------------------|-----------------------------------|
| <input type="checkbox"/> thankfulness | <input type="checkbox"/> wonder | <input type="checkbox"/> anger | <input type="checkbox"/> surprise |
| <input type="checkbox"/> fear | <input type="checkbox"/> love | <input type="checkbox"/> care | <input type="checkbox"/> peace |

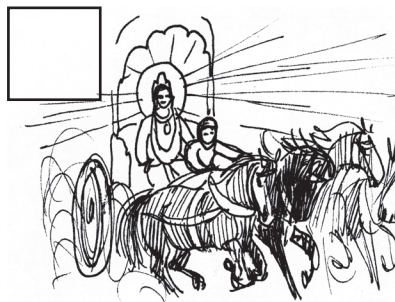
Write your title here: _____

When Krishna lived as a prince in Dvaraka, his day began very early every morning. He would rise one-and a-half hours before sunrise when he heard the crowing of the roosters. From his bedroom window, cool breezes carried the sounds of honeybees buzzing and the sweet smell of the parijata flowers. Birds chirped sweetly, sounding like chanters singing prayers.

Krishna did many religious duties. Afterwards, he gave cows in charity to the priests. Every day, Krishna would give away many groups of over thirteen thousand cows. Each cow wore silk covers and pearl necklaces. They had gold on their horns and silver on their hooves. All were with their first born calves and full of milk. Afterwards, he would dress himself in yellow cloth and decorate himself with gems, gold, pearls, and flowers.

Next, Krishna would leave his palaces and ride towards the assembly hall. He looked like the morning sun rising above a mountain and spreading light on the earth.

Write 1, 2, and 3 on these pictures to show the right order:



Mark everything that Krishna heard when he got up from bed:

- | | | | |
|--------------------------------|--------------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> bells | <input type="checkbox"/> alarm clock | <input type="checkbox"/> bees | <input type="checkbox"/> drums |
| <input type="checkbox"/> birds | <input type="checkbox"/> roosters | <input type="checkbox"/> singing | <input type="checkbox"/> a flute |

Mark all the ways the priests might have felt when they got cows from Krishna in the morning:

- | | | | |
|---------------------------------------|--------------------------------|--------------------------------|---------------------------------------|
| <input type="checkbox"/> thankfulness | <input type="checkbox"/> fear | <input type="checkbox"/> anger | <input type="checkbox"/> excitement |
| <input type="checkbox"/> hunger | <input type="checkbox"/> peace | <input type="checkbox"/> love | <input type="checkbox"/> helplessness |

Showing Love

dadāti pratigṛhṇāti
guhyam ākhyāti pṛcchati
bhuṅkte bhojayate caiva
ṣaḍ-vidham prīti-lakṣaṇam



There are six ways to show love.

One: Give gifts.

Two: Receive gifts.

Three: Give food.

Four: Receive food.

Five: Say what is in your heart.

Six: Hear the other person say what is in his or her heart.

These six ways can be grouped in three pairs. Can you list them?

Give and receive _____

Give and receive _____

Give and receive _____

Each pair is a way to exchange love. We give love and we receive love. The main person we should exchange love with is God. When we exchange love with God, we can also love all people and all creatures. Write about how you exchange love with God or with someone special to you:

Kalidas

Once there lived a king's daughter who was very smart. She said, "Any man who defeats me in argument, I will marry." But she was so smart that nobody could defeat her.

In his early life, Kalidas was a great fool. He was cutting a tree branch while sitting on it. Someone told him he would fall, but he didn't care. As soon as the branch was cut, he fell down. Kalidas then said, "Oh, you are smart! How did you know I would fall?"

The other men who saw this could understand that Kalidas was a fool. Just to be mean to the princess, they decided to bring Kalidas to her to become her husband. They were jealous that none of them was smart enough to marry her. Out of anger and envy, they took him there and told him, "When the princess shows one finger, you show two."

Because he was a fool, he said he would do whatever they said. When he was brought to the princess, the girl held up one finger and he showed two fingers. Then all the wise men said, "This boy is smarter than the princess. She says that Brahman is one, but he says that there are Brahman and maya, two."

The girl thought, "*Yes, this boy is the most intelligent man.*" After they married, she quickly understood that he was really a fool. So, she threw him out. Kalidas began to cry. He prayed to the goddess of learning, Sarasvati, for help and told her what happened.

The goddess felt sorry for him and said, "From now on whatever you say will be very intelligent." Afterwards, his wife took him back. He began to learn all the holy books and wrote four very famous books himself. He became a famous poet by the grace of Sarasvati. By the blessings of higher authority, Kalidas was able to get everything he wanted.

Answer the questions about the Kalidas story

What did someone have to do to marry the king's daughter?

- | | |
|---|--|
| <input type="checkbox"/> win a fight with other men | <input type="checkbox"/> have a lot of money |
| <input type="checkbox"/> defeat her in argument | <input type="checkbox"/> be very handsome |

Before he got Sarasvati's blessings, Kalidas was:

- | | |
|---|---|
| <input type="checkbox"/> good at cutting tree branches | <input type="checkbox"/> a foolish person |
| <input type="checkbox"/> loved by people in his village | <input type="checkbox"/> a writer of many books |

Why did the men want to be mean to the king's daughter?

How did Kalidas defeat the princess in argument?

- | | |
|---|--|
| <input type="checkbox"/> He was silent. | <input type="checkbox"/> He quoted verses. |
| <input type="checkbox"/> He showed two fingers. | <input type="checkbox"/> He used good logic. |

What did the wise men think Kalidas meant by showing two fingers?

Mark all the ways Kalidas might have felt when his wife threw him out.

- | | | | | |
|---------------------------------|----------------------------------|-------------------------------|-------------------------------|--------------------------------------|
| <input type="checkbox"/> lonely | <input type="checkbox"/> content | <input type="checkbox"/> free | <input type="checkbox"/> lost | <input type="checkbox"/> heartbroken |
|---------------------------------|----------------------------------|-------------------------------|-------------------------------|--------------------------------------|

How did Kalidas become intelligent?

- | | |
|---|---|
| <input type="checkbox"/> His wife taught him. | <input type="checkbox"/> He wrote holy books. |
| <input type="checkbox"/> Sarasvati blessed him. | <input type="checkbox"/> He went to school. |

What is the **main** thing we can learn from this story?

- | |
|--|
| <input type="checkbox"/> We should listen and change when people tell us we are foolish. |
| <input type="checkbox"/> We should not be mean and jealous. |
| <input type="checkbox"/> If an authority blesses us, we can get anything. |
| <input type="checkbox"/> We should marry an intelligent person. |

Read the story and put the events in order

My name is Lakshmana, daughter of King Brihatsena. I heard Narada talk about Krishna. As I listened, my heart filled with love. I dreamed I could be Krishna's wife. Because I am a king's daughter, I can choose my own husband. My father felt happy with my choice and made a test that only Krishna could pass. He secured a fake fish above a cloth near the ceiling. The cloth covered the fake fish on all sides. Any king or prince who wanted to marry me had to shoot this target. However, he could not look upward towards the fish. He had to shoot while looking at the reflection of the fish in the water. Some of the princes picked up the bow but could not string it. They just threw the bow aside in anger. Some could start to pull the string towards the tip of the bow, but the bow sprang back and knocked them to the ground. A few heroes could string the bow, but none of them could hit the target. Even Arjuna's arrow only touched the side of the target.

Then Krishna came at noon. He looked only once in the water. He did not look above it at the target. His arrow knocked the target to the ground. I came forward wearing new clothes of fine silk. I carried a brilliant gold necklace with pearls and other gems. I had a shy smile. A flower garland was in my hair. I wore a ring on each finger and bangles on my wrists. I looked around at all the kings. Then, I slowly placed the gold necklace on the broad shoulders of Krishna, who had captured my heart. At that time there were loud sounds of drums and other instruments. Men and women began to dance, and singers began to sing. Krishna and I went to his city for our wedding.

Write 1, 2, 3, and 4 in the boxes to put these events in the right order:

People dance and sing.

Lakshmana's father made a test.

Krishna hit the target.

Lakshmana heard about Krishna.

Write a word from the box that means the same as the word in parentheses

love hunger above anger
removed great handsome

It was a (marvelous) _____ idea to go on a picnic on this sunny spring day.

It is sad that some animals and people die from (starvation) _____ nowadays.

Nrisimhadev showed (fury) _____ when he found out that someone was trying to hurt his devotee.

Krishna is (superior to) _____ the demigods.

The dentist (extracted) _____ the bad tooth from the girl's mouth.

Balaram looks very (becoming) _____ with his blue cloth, flower garland, and buffalo horn.

Rukmini, whose (adoration) _____ for Krishna was so great, would curse the cocks in the morning for waking Krishna. She didn't want him to leave her to begin his morning duties.

NOTES FOR PARENTS AND TEACHERS: Have the children use the context clues to find the meaning of the words in parenthesis. Then have the children choose the correct synonym from the word box at the top of the page and write it in the line next to the word in parenthesis. Help as needed.

Bali won a war with the demigods. Now he was king of heaven instead of Indra. Bali's guru, Sukra, had made Bali live again after Bali died during the war with the demigods. So, Bali did his best to serve his guru with great care. He listened to what his guru taught. Sukra helped Bali to do sacrifices to stay in heaven.

But Indra and his mother, Aditi, were not happy. Aditi wanted her son to get heaven back. She prayed to Vishnu and drank only milk for her food. Vishnu came and told her that he would become her son. He would get heaven back for his older brother, Indra. Vishnu took the form of a little boy. He was called Vamana. Lord Vamana went to the place where Sukra was helping Bali to have a sacrifice. When Vamana walked, he was full of light. Everyone wanted to look at him. Bali went to greet his guest, Vamana.

Bali offered Vamana land, riches, and anything else he wanted. Bali was in charge of the universe, so he thought he could give Vamana anything. He said that Vamana should ask him for something so wonderful that he would never need anything again. Really, Bali could not give a present like that. Only God can give us something so wonderful that we never need anything else.

Vamana smiled. He had much love for Bali and wanted to help him be happy in a spiritual way. He said, "I choose three steps of land as I can measure by my own feet." Bali said 'yes' right away. Sukra was mad! He could tell that the little boy was really Vishnu. Sukra thought that Bali might lose heaven. Then, Sukra wouldn't be able to live in heaven. And, Sukra was right!

Vamana made His form very big so it covered the whole universe. Really, everything is already always inside of Lord Vishnu's body. With one step, Vamana covered half the universe, and stepped over the other

half with a second step. His toe went right through the outside cover of the universe. The Ganges River came through the hole and washed over Vamana's toe. Then the Ganges flowed in the planets of heaven.

Vamana asked Bali, "Where should I put my third step? You promised me three steps but I have taken everything with two. You have to keep your promise." Bali felt happy to give everything to Lord Vishnu. With great love, he put his head under Vamana's feet as the Lord's third step. With one, two, and three steps Vamana had taken the universe back to give to Indra. He had also claimed Bali as his own devotee.

Mark all the reasons Bali served his guru with great care:

- | | |
|--|---|
| <input type="checkbox"/> He made him live again. | <input type="checkbox"/> He loved his guru. |
| <input type="checkbox"/> It was his duty. | <input type="checkbox"/> He was told to. |

Where did Vamana put his third step? _____

Mark all the feelings Bali might have had with Vamana's foot on his head.

- ☐ bliss ☐ anger ☐ satisfaction ☐ excitement

Mark all the reasons Vamana took heaven away from Bali:

- | | | |
|--|---|--|
| <input type="checkbox"/> to please Aditi | <input type="checkbox"/> to get Bali as his own | <input type="checkbox"/> to use it himself |
| <input type="checkbox"/> to punish Bali | <input type="checkbox"/> to punish Sukra | <input type="checkbox"/> to give it to Indra |

Write something you learned from reading this story of Bali and Vamana:

There was once a wise king called Sagara. He had many brave and strong sons. King Sagara was the greatest king on earth and the emperor of the world. He began one-hundred great sacrifices. The Vedas say that anyone who performs one-hundred sacrifices will become the king of heaven. King Sagara had finished ninety-nine sacrifices. There was only one more to do.

Before his last sacrifice, he decided to choose the best horse in his kingdom. He set it free to wander over the Earth for a year. When the horse went into another kingdom, the king there could choose one of two things. He could accept Sagara as his emperor, or he could catch the horse and ride it to fight against Sagara.

However, something happened that spoiled the emperor's plans. Indra, the king of heaven, was jealous of Sagara. He was worried that the king might take over his position. So Indra stole and hid the horse.

King Sagara heard that the horse had been stolen and asked his sons for help. They had much love for their father. They went all over the Earth searching for the horse. Finally, they came to a holy man named Kapila. He was deep in trance and the horse was near him. The sons thought the sage was a thief, and they attacked him. Because of their anger, fire came from within the bodies of Sagara's sons which burned them to ashes! Later, one of Sagara's grandsons found the horse and took it back to his grandfather, who finished the last sacrifice.

Many, many years later, Bhagiratha, one of the great-grandchildren of King Sagara, became king. He heard the story, and became very unhappy. King Bhagiratha was worried that the souls of Sagara's sons had not reached heaven. He went to ask Kapila for his advice. The sage told him that the waters of the River Ganges, washing the ashes, could make their souls pure.

He explained why the water of the Ganges is so special. A long time ago, Lord Vishnu crossed the whole universe by taking only three steps. When he took the last step, his toe touched the wall of the universe, and cracked it. Water leaked in, and it became the water of the River Ganges, flowing in the planets of heaven. Because the water had touched Vishnu's foot, it was holy.

Bhagiratha listened to Kapila's advice, and prayed for the River Ganges to come down from heaven. Lord Vishnu heard the prayers and asked the river goddess to go down to Earth. But the river was so strong that her weight would damage the Earth.

Bhagiratha did not want to hurt the Earth. So, he prayed again. Lord Siva heard his prayers and held out his matted hair to catch the river as she fell from above. In this way, he softened her fall to Earth.

Then King Bhagiratha led the river across India. The Ganges divided into a hundred smaller streams. One of these streams washed the ashes of the dead princes, and their souls went to heaven.



Find a synonym in the text that matches each of the following words:

clever	_____	after	_____
--------	-------	-------	-------

completed	_____	upset	_____
-----------	-------	-------	-------

travel	_____	feared	_____
--------	-------	--------	-------

ruined	_____	strides	_____
--------	-------	---------	-------

crook	_____	drop	_____
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CREATING THE ATMOSPHERE

Discuss with the children the meaning of the law of karma. Ask them, “According to the law of karma, what will happen if you cause suffering to another living entity?” Listen to the children’s responses. Then ask, “Does that mean, if we see someone hurting an animal, it’s fine, because they will get their punishment later?” Listen to the children’s response and then ask, “What if we see someone suffering? Is that fine, because they are just getting their punishment?” Keep listening and responding to the children’s thoughts and ideas on these topics.

Ask the children to discuss any situation where they saw someone being mean to another person or to an animal. Talk about the things we can do in such situations and ask the children to share what they did, and what worked or didn’t work.

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 page: Discuss what is happening in the picture. “Who can you see on the cover page? What

are they holding? Do you know who the sage is? What do you think the other man does? Can you guess what the story might be about?” Have the children read the title. Then read the blurb on the back cover to the children.

pp. 2–3: Are the children able to relate what they read to their own life experiences? Ask, “Are you able to go anywhere you want, like the sage Narada?”

pp. 4–5: Are the children able to make realistic predictions? Ask, “Do you think Narada is going to say something to the hunter? If so, what do you think he is going to say?” Can the children identify how characters might feel in particular situations? “How do you think Narada feels when he sees the animals in pain? How do you think the hunter feels?”

pp. 6–7: Are the children understanding what they read? Ask, “Why did Narada ask the hunter to kill the animals completely?”

pp. 8–9: “Why did Mrigari shake in fear? Do you think that he will choose to listen to Narada? Why or why not?”

pp. 10–11: After the children have read both pages, ask, “Can you remember what Narada asked Mrigari to do?”

pp. 14–15: “How did Mrigari change by following Narada’s instructions?”

pp. 18–19: “Did the sage Narada keep his word? Did Mrigari still get food to eat even without hunting? Did he get enough food for himself and his wife?”

TEXT CHARACTERISTICS

Talking about themes. Explain that a theme is the moral, message, or lesson of a book. Most themes are about life, society or our behavior. Explain how along with the characters, the setting, and

the plot, the theme is one of the most important ingredients in stories, whether fiction or non-fiction.

Hold up the book *The Hunter and the Sage*. Say, “Let’s figure out what the themes are in this book. When looking for a theme in a book, we cannot just look for a particular word or sentence as we do when answering simple questions about the book. Suppose I want an answer to the question, ‘Did the hunter break his bow?’ The sentence printed on page 10, ‘So Mrigari broke his bow and arrows,’ answers that question. I can find it in the text. We cannot find the themes of a book in the same way. Instead I need to think, ‘What does the writer want me to learn from this book? What are the main ideas?’” Then read the book to the children, asking them to listen carefully and decide what this story’s themes are.

There are several themes in this story that can be discussed with the children. If they do not recognise them in the story by themselves, you can say the following four themes, one at a time, and have them find what parts of the story portray each theme. The themes: 1) We are dependent on the Lord for our maintenance. 2) A great soul’s words have power. 3) We should be kind to others. 4) Devotional service to the Lord has the power to change someone’s heart. Note that there are more themes besides these four.

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

FURTHER ACTIVITIES

Have the children retell the story using puppets, pictures, or acting it out as a drama. They can also write a drama script.

List the 26 qualities of a devotee and discuss which qualities can be found in the book. Discuss what it means to be kind to all living beings. Is it just making sure that their bodies are not harmed or that they are not in pain or discomfort? What is the highest kindness you can give a living being? Discuss the way Narada was kind to all the living beings in the story book. Read more stories that involve Narada Muni.

Discuss how this story shows the truth of these two verses from *Bhagavad-Gita*:

5.18 The humble sage, by virtue of true knowledge, sees with equal vision a learned and gentle brahmana, a cow, an elephant, a dog and a dog-eater [outcaste].

6.29 A true yogi observes Me in all beings and also sees every being in Me. Indeed, the self-realized person sees Me, the same Supreme Lord, everywhere.

Discuss guru-disciple relationships, including topics such as: “How should one approach a guru and how should the prospective disciple act? What does the guru give in return?” Discuss the ways Mrigari and Narada interacted as guru and disciple.

Research and give the children information about hunting for animal skins, or the raising of animals for their skins and fur. Have the children make posters or advertisements against hunting, or against the use of animal skins or fur from violence.

Discuss bullying and why some people take pleasure in harming others. Have lessons on what it means to bully, how to deal with bullies, and how to avoid being a bully.

Answer the questions about the story book

Mark all the possible meanings of *lush*.

- | | |
|--|---|
| <input type="checkbox"/> many juicy and moist plants | <input type="checkbox"/> opulent and wonderful |
| <input type="checkbox"/> many old and dry plants | <input type="checkbox"/> a lot of green, leafy plants |

Why did the animals run away when they heard Narada?

- | | |
|--|---|
| <input type="checkbox"/> Narada was nasty. | <input type="checkbox"/> They were scared people might hurt them. |
| <input type="checkbox"/> They like to run. | |

Where did Narada first see the hunter? _____

What did the hunter want to give to Narada?

- ☐ some fruit ☐ animal skins ☐ gold ☐ cows

What did Narada want? _____

How do you think the hunter felt when Narada told him what he wanted?

- ☐ satisfied ☐ annoyed ☐ irritated ☐ relaxed

Mark all the reasons Narada wanted Mrigari to stop killing:

- ☐ He is the friend and well-wisher of the animals.
- ☐ He is the friend and well-wisher of Mrigari.
- ☐ He is the friend and well-wisher of all living beings.
- ☐ He wanted Mrigari to be poor.
- ☐ He wanted to kill the animals himself.

NOTES FOR PARENTS AND TEACHERS: (For this page and the next page) For some questions, the children should mark more than one answer.

Answer the questions about the story book

Why was Mrigari worried when Narada asked him to throw away his bow and arrows?

- ☐ He didn't know how else to get food.
- ☐ He thought his father would be upset.
- ☐ He didn't know how he would have any fun.
- ☐ He had a special bow and arrows that he really liked.

How did Mrigari move the ants?

- ☐ He blew them away.
- ☐ He threw water on them.
- ☐ He swept them with a brush.
- ☐ He used his cloth.

Why did he not want to hurt the ants? _____

How did Mrigari greet Narada and his friend?

- ☐ He exchanged names and shook hands.
- ☐ He gave them mats to sit on and washed their feet.
- ☐ He told them jokes and funny stories.

What did you learn from *The Hunter and the Sage*?

Narada saw Mrigari being mean to animals. He helped the animals and taught Mrigari how to be a kind person. Write your own story about someone who was mean and then learned to be kind. Draw a picture to go with your story.

Draw your picture here:

Write your story here:
