

KING BHARAT IS A DEER

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: ei, eigh, aigh, other; New spellings of /air/

Before introducing the written words, ensure that the children understand their meanings. Note that *tear* in this pronunciation means to *rip*. *Bear* is an animal or the action of tolerating, and *bare* means naked, as in “bare feet.” *Fare* means a payment, as when riding a bus or train. *Hare* is a type of rabbit. *Leisure* means free time or casual. Note that in the US the spelling is *neighbor* and in the UK it is *neighbour*. It is suggested that you use either Synthetic Phonics *or* Inductive Whole-word Phonics.

Synthetic Phonics

Introducing new letter groups ei, eigh, aigh

Explain to the children that they are going to learn three new letter groups which contain different letters but make the same sound (/ay/). Write the letter groups for the children to see, each in different colours. In a fourth colour, write the words *plate*, *wait*, and *Kate*, pausing after writing each word to have the children read them. Then write the words *eight*, *veil*, and *straight*, highlighting or underlining the letter groups in each word to match the colours of the letter groups already displayed. Give the children time to decide what the sound for each new letter group is. When the sound has been learned, have the children read through the relevant word families. For the letter

groups *ei* and *eigh*, mention how the rule (*i* before *e* except after *c*) does not apply when the sound of *ei* is /ay/. You can teach, “*I* before *e* except after *c*, or when sounding like /ay/ as in *neighbor* and *weigh*.”

Introducing the words deity, leisure, weird and protein

Write the words for the children to see. Underline the *ei* in the words. Explain that in these words the letter group *ei* does not make an /ay/ sound and they do not follow the rule (*i* before *e* except after *c*) either. Tell the children that they are just weird words in English because they came from other languages. Then read the words to the children and discuss the sounds and letter groups in the words.

Introducing the letter group other

Write the word *other* for the children to see. Pronounce the word for the children. Write the sentence, “The other road is shorter.” Have the children read it. Discuss the unusual pronunciation of the letter *o* in *other*. Explain that *other* is both a word and letter group. Point to the word *other*, and have the children read it again. Write *m* in front of it. Have the children now read the word *mother*. Then have them read through the relevant word family.

Introducing new spellings for the sound /air/

Say the sound /air/. Ask the children to recall how to spell this sound as it has already been learned (*air* as in *hair*, *fair*, and *chair*). Then write the words *air*, *fair*, *chair* for the children to see. Have the children orally suggest other words that rhyme with these words (for example: *bear*, *pear*, *hare*, and *care*), prompting as needed. Write these words and group them according to how /air/ is spelled (*air*, *are*, *ear*). Then read the relevant word families to the children. Discuss the similarities and differences in the way the words are spelled and sound (such as: how each word makes the /air/ sound, how /air/ is a new sound for the letter group *ear*, and that some words with *are* make an /air/ sound also). Then have the children read through the word family together.

Inductive Whole-word Phonics

Go through the word families one list at a time using spell-say (*w-e-i-g-h*, *weigh*) 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.

Game played with all the new words

The children can practice reading all the words introduced in this book by playing the following game for two or more players. Write the words on small cards and put them in a container (you can decorate it). Have the children sit in a circle and pass the container around. When a child gets the container, he or she takes out a card and reads it, using sound-say or spell-say if needed. If the child can read it, he or she keeps the card. If not, it goes back into the container. The container is passed after every attempt to read a word, even if the word is read correctly. To make it more fun, you can add a couple of "Lose a Turn" cards. The game ends when all the cards have been drawn. The player with the most cards wins.

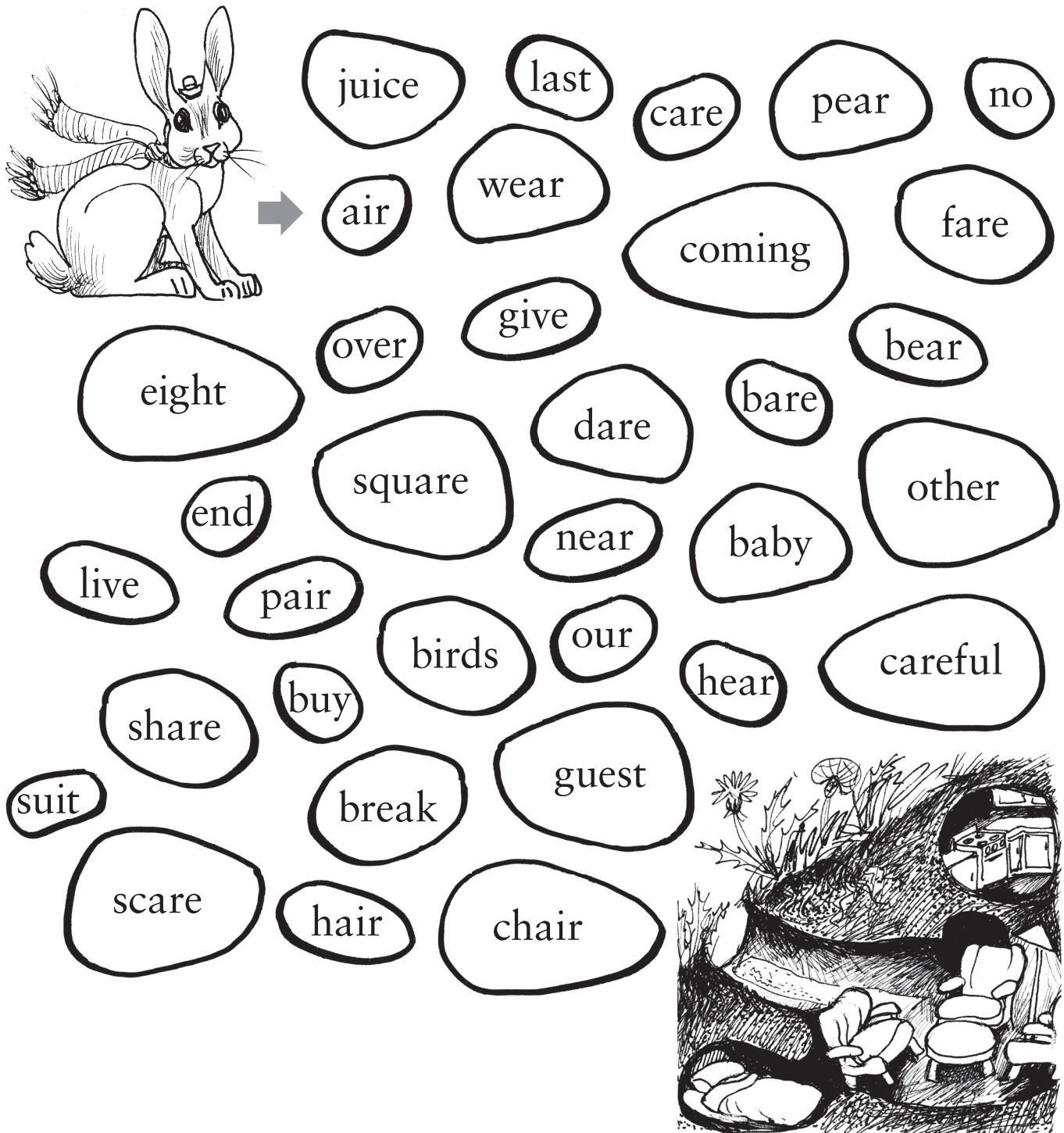
Word families

freight	weigh	straight	}	leisure	}	other
weight	sleigh			deity		another
eight	neighbour	beige		weird		brother
eighty	neighbor	veil		protein		mother
eighth						

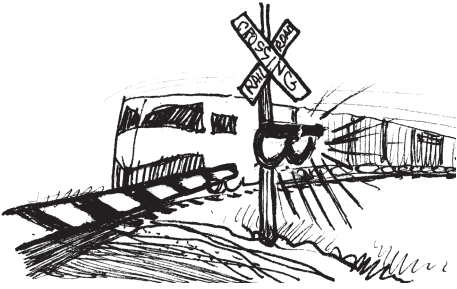
care	fare	scare	}	bear	tear
bare	hare	square		pear	wear
dare	share	careful			

Follow the rhyming words to make a path

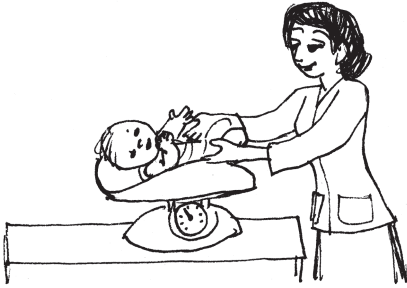
Can you help Blair Hare get to his lair? He will only hop on the stones with words that rhyme with his name. Join the words that rhyme and see if you can make a path all the way to Blair Hare's lair!



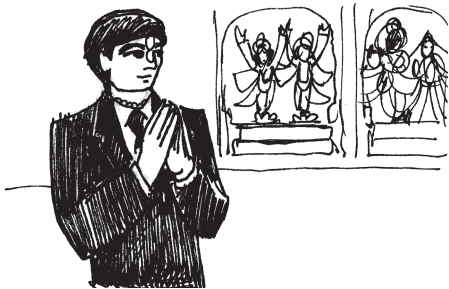
Mark the sentence that matches the picture



- ☐ We should wait at a crossing when a freight train goes by.
- ☐ His hair is straight.



- ☐ She checks the baby's weight.
- ☐ He is eight years old.



- ☐ They are offering a gift to the deity.
- ☐ He wears a suit at the temple.



- ☐ They help to plant a pear tree.
- ☐ She takes care of her pets in the heat of the summer.



- ☐ Kanja sits with his mother.
- ☐ Jiten sits with his brothers.

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

"It's Jahnava's Birthday"



How old is Jahnava?

☐ five ☐ one ☐ eight ☐ seven

How can you tell Jahnava's age?

Jahnava is with her family. In her family she has a

- ☐ mother, brother and sister.
- ☐ grandmother, father, mother and brother.
- ☐ grandmother, mother and father.

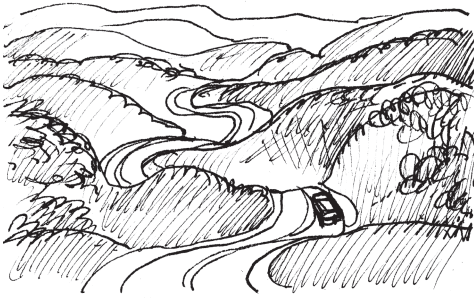
What can you see in front of the deity of Krishna?

☐ a pear ☐ a square ☐ a present ☐ a flower

What do you think Jahnava will share on the plates?

NOTES FOR PARENTS AND TEACHERS: Discuss with the children what they can see in the picture. Then have them answer the questions by marking the correct boxes or writing the answers where appropriate.

Does the sentence match the picture? Mark yes or no



The road through the hills is straight.

☐ Yes ☐ No



She takes great care not to dirty her new school uniform that she is wearing.

☐ Yes ☐ No



The brothers take the freshly picked pear, cut it, and share it with each other.

☐ Yes ☐ No



The children clean up their game before they choose another game to play.

☐ Yes ☐ No

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

Mark the correct word to complete the sentence

I was in a sprinting race.

I came in

☐ eighth.

☐ eight.

☐ eighty.

The cow who gives us milk
is considered one of our

☐ mothers.

☐ other.

☐ brothers.

The road through the
desert was flat and

☐ weight.

☐ straight.

☐ freight.

It was big, brown and
scary. It was a

☐ pear.

☐ bear.

☐ hare.

Someone who is kind is
able to

☐ fare.

☐ dare.

☐ share.

When you hold something
that can break, you should be

☐ careful.

☐ care.

☐ square.

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

Fix the sentences

Read the sentence and circle the word that seems out of place. Then print the sentence again, replacing the circled word with a word that fits. An example is done to show you how to do it.

They weigh our suitcase at the shop.

They weigh our suitcase at the airport.

Pears and fares are great in fruit salad.

I have a mother, a tree, and a brother in my family.

The proper way to count is, “seven, ten, nine.”

What will I eat to the temple?

When it snows in summer, we play and ride on our sleigh.

My boss's brother changes his hair every other week. We keep seeing him with another style. My mother thinks many of his styles are weird. One style was so weird that it gave the other workers a scare! I think he should cut off all his hair.

How does this person feel about his boss's brother's hair?

- ☐ joyful ☐ disgusted
☐ excited ☐ scared

Do you think the brother will cut off all his hair?

- ☐ Yes ☐ No

Mother and daughter danced on the stage in front of the Deity. They wore beige costumes with a purple border. The daughter wore a golden veil. The mother decided to wear her silver veil this time. They did three dances about Krishna. Then they did five other dances about Rama. Seven of the dances were fast.

Why do they dance?

- ☐ They like to serve the Deity.
☐ They like to wear pretty costumes.
☐ They have a lot of leisure time.

How many dances did they do?

- ☐ seven ☐ five
☐ eight ☐ three

NOTES FOR PARENTS AND TEACHERS: The children should mark the boxes with the most reasonable answers for each paragraph. Most of these questions require inferential thinking.

“Where did you put the clothes you need to wear?” my mother asked me. She looked, but could only find a skirt with a tear in the pocket. It is my best skirt. It is beige with pretty hares and flowers on it. When I saw the tear, I began to cry. So many tears fell from my eyes that my face got all wet. “I will take the pocket off,” Mother said. “But then how will you carry the eight coins you need for bus fare?” I told her I could put the coins in my backpack. My backpack looks like a furry brown bear. It is fun to use. Mother dried my face. I put a pair of socks on my bare feet. Then I put the skirt on, even though it had no pocket. Next, I fixed my fair, blond hair. “Be careful not to tear your clothes again,” Mother said.



Then we sat down to eat big bowls of fruit. I ate my pear first. The juice ran down my chin and got on my skirt. Mother watched me and sighed. Someday I hope to be more careful with my things.

NOTES FOR PARENTS AND TEACHERS: Remind the children that many words can be spelled the same, but pronounced in different ways and have different meanings, such as: *wind* meaning *blowing air* and *wind* meaning *to turn*. Ask the children to find and underline the one pair of words that are spelled the same but have different pronunciations and meanings (homographs). Then remind the children that some words sound the same, but are spelled differently and have different meanings, such as *hear* meaning *getting information through the ears* and *here* meaning *the place I'm in now*. Ask the children to find and circle the six pairs of homophones in the text. Then write the six homophones and the one homograph from this story on the board, as well as others the children suggest, and ask the children to create (in writing or orally) their own funny sentences, paragraphs, or stories using them.

homograph: tear/tear; homophones: where/wear, hare/hair, bare/bear; pear/pair; eight/ate; fare/fair

Homophones

Match the words that sound the same but have different spellings and meanings.

for	their
whale	bare
sea	buy
there	see
cheap	four
by	cheep
know	no
bear	wail

Do you know homophones for these words?

knew _____

here _____

fare _____

plain _____

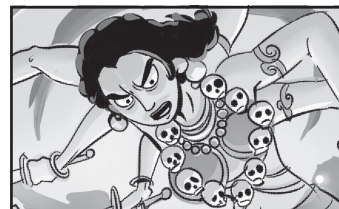
Can you think of any more?

NOTES FOR PARENTS AND TEACHERS: Have the children draw lines to match the homophones. Discuss the meanings of each word. Then have the children write homophones for *knew*, *here*, *fare* and *plain*.

Interest words: Bharat and Kali



Bharat



Kali

NOTES FOR PARENTS AND TEACHERS: Have the children look at the pictures and tell you the names of the personalities. Have them say the names as they look at the words. Discuss the sounds in the words and the letters that represent them.



Once Krishna and Balaram saw a hunchbacked lady carrying a dish of sandalwood to give to the evil King Kamsa. Krishna wanted to play a joke for the pleasure of his friends. He said, “Oh tall lady, who are you? I think you should offer this sandalwood pulp to me. If you do, I’m sure you will have great fortune.”

The lady replied, “My dear charming dark boy, you know that I am the maidservant of Kamsa. The king is very pleased when I give this to him. But now I can see there is none other I can serve better than you brothers.” Spellbound, she smeared their bodies with the beige pulp. Krishna was very pleased. He put his weight on her feet with his toes. He held her cheeks with his hands. He then gave her a jerk to make her straight. Because Krishna touched her, she became the prettiest of ladies.

NOTES FOR PARENTS AND TEACHERS: Have the children read the story and put the numbers 1, 2, and 3 in the boxes next to the illustrations to match the order of the story. Then have them underline the ten words that contain the long vowel /ay/ sound. Make sure the children read aloud. If possible, have them work in pairs. One can read while the other underlines. Then make eight columns on the board and sort the words into the columns (by spelling of the /ay/ sound) as the children call out their /ay/ words. Ask the children to point out the letter or letter group that makes the /ay/ sound in each word. Then see if the children can think of any other /ay/ words to add to each list.

lady, ladies, beige, became, make, play, maidservant, weight, straight, great

Krishna told all the people of Vraja, “Let us do a sacrifice for Govardhan Hill. Let many different kinds of food be cooked, from sweet rice to vegetable soups! Make many kinds of fancy cakes, both baked and fried. Offer the food to the hill. Then share the offered food with all the other people and animals. Next, put on your best clothes and gems and walk around the hill with your neighbours. Keep the bulls and cows in front.”

The people cooked with great care. Neighbours helped one



another get ready. When they offered the food to the hill, they saw something wonderful. Govardhan Hill had become an enormous deity who ate everything.

This story is about:

- ☐ Good neighbours share.
- ☐ People cook with great care.
- ☐ The residents of Vraja hold a festival for Govardhan Hill.

NOTES FOR PARENTS AND TEACHERS: Have the children read the story, and then write a suitable title in the space provided. They should then choose which description gives the **main** idea.

Practice adding the suffixes -ness, -ful, -ment

happy	+	ness	=	_____
ill	+	ness	=	_____
bright	+	ness	=	_____
silly	+	ness	=	_____
hard	+	ness	=	_____
dark	+	ness	=	_____
weak	+	ness	=	_____
wonder	+	ful	=	_____
help	+	ful	=	_____
tear	+	ful	=	_____
power	+	ful	=	_____
punish	+	ment	=	_____
agree	+	ment	=	_____

Print the right new word in each of these sentences:

After his _____, he was feeling very weak.

Her _____ was to stay in her room for a while.

They were _____ when their brother was sick.

NOTES FOR PARENTS AND TEACHERS: Explain to the children that they are going to learn how to add more suffixes (endings) to words. Write the new suffixes on the board for the children to see. Explain that suffixes change the meaning of the root word. Give examples and review (revise) the suffixes *-ed*, *-es*, *-ly* and *-est*. Remind the children of the special rules for words ending in *y* when adding suffixes. Then have the children complete the exercise on this page and the next. Help as needed.

happiness, illness, brightness, silliness, hardness, darkness, weakness, wonderfulness, helpful, tearful, powerful, punishment, agreement

Fix the sentences

Circle the word that should be changed. Fix it on the line below with the suffix *-ment*, *-ful* or *-ness*. The first one is done to show you how.

He had a wonder time at the feast.

He had a wonderful time at the feast.

The new clothes gave the poor child happy.

That son is very help to his old father.

The sore on his knee was very pain.

Krishna gives Yashoda so much enjoy.

Please be care with that glass jar. Do not break it!

The young kittens are very play.

happiness, helpful, painful, enjoyment, careful, playful

Eating Healthy Food



Most people need to eat three meals every day. It is best to eat our heavy meal in the middle of the day, near noon. The human body is made to eat vegetables, grains, fruit, and cow's milk.

We should eat some protein, fat, starch, and carbohydrate, every day. It is best to eat only a little sugar and fat.

To keep healthy and strong, we should eat foods that grow near where we live and are fresh. They should grow in a natural, organic way. When people put harsh chemicals on plants, we can get sick.

When animals such as oxen help us grow food, their manure helps the soil and makes it rich. Machines such as tractors pollute the air and soil. They also make our food cost a lot of money.

We should offer our food to God and share it with others.

NOTES FOR PARENTS AND TEACHERS: Have the children read this page and discuss what they know about the kinds of foods they eat, how they are produced, and where they are grown. If any of the children have experience with growing food, ask them to share. You can use this reading as a start to lessons about nutrition. Children can make charts of what foods contains protein, starch, carbohydrates, and fat. You can plan menus and draw pictures of balanced meals.

Hanuman Finds Sita

Rama's wife, Sita, was missing. Many monkeys in Sugriva's army went to look for her. No one knew who would find her, but Rama had faith that Hanuman could find Sita. And so he gave Hanuman his ring. Hanuman took the ring with great care. He and other monkeys looked for Sita for a long time. He found Sita in Ravana's city across the sea, where many evil demons were trying to scare her. After the demons were asleep, Hanuman sang to Sita. He wanted to share with Sita how he was Rama's friend. He wanted Sita to trust him, but Sita was afraid when she saw Hanuman. When Hanuman gave her Rama's ring, she felt like a great weight had fallen from her. She knew that Rama could find her and save her.



What did Hanuman want to share? _____

What does it feel like to take off a great weight?

☐ wonderful ☐ horrible ☐ sleepy ☐ scary

What will happen next? _____

One day, baby Krishna started to weigh a lot and got very heavy. So his mother, Yashoda, put him down with care. Suddenly a whirlwind came. (A whirlwind is also called a tornado.) The enormous whirlwind was really an evil demon. His name was Trinavarta. He picked up baby Krishna and took him high in the sky. His fast spinning filled the neighborhood with dust. Nobody could see one another. No one could see Krishna. Yashoda and the other people in Vraja got quite a scare!

Krishna had fun seeing all of Vraja from the sky. After a minute, Krishna started to weigh a lot. The demon could not bear to carry the heavy weight. The demon fell straight down onto the ground. Smash! Baby Krishna kept happily playing. Now everyone felt relief to see that Krishna was safe. They spent their working and leisure time talking about Krishna and his wonderful activities.

Why was Yashoda careful when putting Krishna down?

☐ She didn't want to hurt him. ☐ She didn't want to wake him. ☐ She had a sore hand.

Why did Krishna have fun when the demon took him up into the sky? _____

NOTES FOR PARENTS AND TEACHERS: Have the children write a title for this story on the line at the top of this page, and answer the questions.

The story book: Teaching plan

CREATING THE ATMOSPHERE

Talk about the transmigration of the soul. Read the following simplified verses from the *Bhagavad-Gita As It Is* (discussing the meaning of any unknown words).

2.17: The soul, whose power is spread all over the body, cannot be destroyed or killed by anyone.

2.19: Those who think that the soul kills or is killed are foolish because the soul cannot kill or be killed.

2.20: The soul is never born and never dies. The soul never comes into being—not in the past, present, or future. The soul is unborn, eternal, unending, and very old. The soul does not die when the body dies.

2.22: When the body becomes old, the soul inside leaves and gets a new body, just like a person replaces old clothes with new ones.

Discuss what these verses tell us about the nature of the body, the soul, and the movements of the soul. Say, “If we can understand that the soul changes bodies at the time of death, then a good question to ask would be, ‘How can we get a good body?’” Other questions to discuss can include, “What is a good body and what is not such a good body to get and why?” Explain that the book the children are going to read is a story taken from the *Srimad-Bhagavatam* and that it will contain some answers to our questions.

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 to experience what fluent and expressive reading feels like.

Cover: “What can you see? What is the sage holding? How might he be feeling? Why do you think so? What do you think this story might be about?” Have the children read the title. Read the blurb on the back cover to the children.

Title page: Have the children look at and read the contents box. Explain and demonstrate its purpose and use. Explain what a chapter is.

pp. 2–3: Ask the children to read the title of the chapter and look at the picture. Have them predict what the chapter is going to be about. Do the children understand the meaning of the word *rule* in this context?

pp. 6–7: Are the children able to interpret the text and illustrations correctly? Ask, “Was the baby deer in danger? How can you tell? Why did the king think so much of the deer?”

pp. 8–9: Have the children read the title of the chapter and look at the picture. Have them predict what the chapter might be about. “What was the king thinking about when he died? Why did he get the body of a deer?”

pp. 12–13: Point out the chapter title and explain what it means.

pp. 14–15: “Why was Bharat being so careful? What did he not want to happen? What does he want? Why did his brothers think he wasn’t smart? Did he have kind brothers?”

pp. 20–21: “Why didn’t Bharat walk straight? Why didn’t he want to step on an ant?”

p. 24: “What did Bharat do to get his spiritual body?”

TEXT CHARACTERISTICS

Focusing on fonts: Ask the children if they notice anything different about the way the letters have been printed in this book and the previous book, *Vidura’s Banana Peels*. Compare the print in this book with the print from earlier books in this series. Discuss the similarities and differences in the print. Look particularly at the letters *a* and *g*. Explain that even though they look different, they are still the letter *a* or *g*, like many different shapes of chairs are still recognizable as chairs.

If your outside environment is rich in print, take the children out for a walk to look at different fonts in the environment, on billboards, signs, posters etc. If not, just look for different fonts in the home or classroom (on labels, signs, books) and compare them.

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

FURTHER ACTIVITIES

Read the story of Bharat from the *Srimad-Bhagavatam* starting in chapter 7 of the fifth canto. As a class, turn the story of *King Bharat is a Deer* into a drama script and then act it out.

(If any of the children have recently experienced a death in the family, you may need to skip or modify this activity) Ask the children if they have ever seen a dead body before (animal, insect or human). Have them share their experiences. Discuss how a body that contains a soul is different from a body which the soul has left. Have the children make a display using illustrations, models, and labels that describe the process of the transmigration of the soul.

Find other chapter books and discuss how the chapter titles and page numbers are shown in the table of contents.

Look at the life cycle of a frog. Maybe you can find some tadpoles and keep them until they turn into frogs. Have the children record their observations. Draw and label a life-cycle diagram of a frog. Then compare the life-cycle of a frog to the way the soul transmigrates from one body to another. Discuss and compare the children’s findings to the *Bhagavad-Gita* verse 2.13 (simplified): “Although the body changes from a baby to a child to an adult, the soul stays the same. And when the body dies, the soul goes to a new body. A steady person is not confused by the bodily changes.”

Talk about the reasons why the goddess Kali did not allow Bharat to be killed.

Talk about the reasons why Bharat did not want to step on the ants. Discuss his mentality in relationship to *Bhagavad-Gita* 5.18 and 13.28–29.

What did Bharat do when he was king?

- ☐ He ruled the kingdom to collect taxes.
- ☐ He took care of the kingdom to please Krishna.
- ☐ He scared people.

Mark all the things Bharat did in the forest:

- ☐ thought about Krishna
- ☐ swam
- ☐ yoga
- ☐ grew a garden
- ☐ ate fruit

Why was the baby deer in danger?

How did Bharat feel when he saw the deer in danger?

Why did Bharat think so much about the deer?

- ☐ He was worried that it might get hurt.
- ☐ It had beige fur.
- ☐ It was a cute friend.

What was Bharat thinking of at the time of his death, when he was a sage in the forest? _____

What feelings did Bharat have when he got a deer body?

- ☐ joyful
- ☐ regretful
- ☐ wonderful
- ☐ upset

NOTES FOR PARENTS AND TEACHERS: Some questions can have more than one right answer. Discuss the children's reasons for their answer, and have them use the book to explain how they arrived at their answer.

Why did Bharat stay close to sages?

☐ for food ☐ to hear about Krishna ☐ just for fun

How did Bharat's brothers treat him?

Why did Kali kill the wicked men?

- ☐ She knew that Bharat was a sage.
- ☐ Bharat was a devotee of Krishna.
- ☐ She liked their offering.

Why did Bharat not want to step on the ants?

- ☐ He saw them as his brothers.
- ☐ He didn't like the way they felt under his feet.
- ☐ He liked to walk in a crooked way.

What did Bharat talk to the king about? _____

In which chapter did the deity of Kali break?

- ☐ Chapter 1: ☐ Chapter 2: ☐ Chapter 3:
Bharat the King Bharat the Deer Bharat the Sage

Share what you think is the best part of the book:

More about Bharat

When Bharat took birth as a priest's son, he made a promise. He would act like he didn't know anything. He would not talk to anyone about usual things. He would only talk about spiritual truth. He wanted to be very careful, because he didn't want to take birth as an animal again. His father tried very hard over and over to teach him. But Bharat did the opposite of whatever his father told him. Bharat's mother and father felt sad that their son couldn't seem to understand what they taught him. But really their son was the most wise and saintly person.

Which chapter of *King Bharat is a Deer* could this paragraph go with?

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Chapter 1: | <input type="checkbox"/> Chapter 2: | <input type="checkbox"/> Chapter 3: |
| Bharat the King | Bharat the Deer | Bharat the Sage |

List three things you learned on this page that are not in the book:

Bharat didn't care if he got an animal body again.

- ☐ Yes ☐ No

Beginning



King Bharat
went to the
forest to think
about Krishna.

Middle



What was the
problem in the
book?

End



How did the
problem get
fixed?

NOTES FOR PARENTS AND TEACHERS: Explain to the children that a story has three parts: the beginning, middle and end, and how these parts constitute the plot or story line. Have the children look at the picture for the beginning of the story and then read what's written under it. For the middle and end pictures, the children should write underneath the pictures what happened in the story.