

KRISHNA IN A BOAT

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

New sounds and letter groups: ee, igh, oa

Note that although *foal*, *coal*, and *goal* are listed with the other *oa* words in the word family list, in some areas of the world they are pronounced differently. It is suggested that you use either Synthetic Phonics *or* Inductive Whole-word Phonics.

Synthetic Phonics

Hearing and saying: Act out the sound while making it. The children should then copy you. Pick names of people or objects with that sound and say while exaggerating and drawing out the sounds. You can also give a list of words that have that vowel sound and ask the children to identify what sound those words have in common. You can also use techniques such as: “When I slip on soap in the road, I say OH!” “A sailor puts his hand high and says I-I” “When I bounce a baby on my knee, she squeals EE-EE!”

Seeing and saying: Write the new letter groups on paper or on a board. Say and have the children repeat the sounds of each letter group. Ask the children to find the corresponding letter groups from a group of magnetic letters, saying the sounds each time. It is important to note that *while each of the individual letters have already been taught with their own sounds, when these letters are combined in*

this way, they make a new sound. You can demonstrate this by bringing in butter and sugar. Have the children taste each separately, and then mix them together and have the children taste it. You can note that the taste is different when they are mixed as compared with each of them taken separately. You can discuss with the children any experience they have with cooking.

Saying and writing: Children say the new sounds while “writing” the letter combinations with their finger in the air, or on a friend’s back, or in sand or water. They can also use crayons or a large brush or finger paint to write large letters. Then, go through the word families on page 2, using sound-say and repeat. Discuss the meaning of any possibly unfamiliar words.

Inductive Whole-word Phonics

Write the two and three letter combinations and explain to the children that these letters make a different sound when they are together than when we read them by themselves.

Go through the word families using spell-say and repeat. Then go through each family again just reading, and have the children repeat. Discuss the meaning of any possibly unfamiliar words.

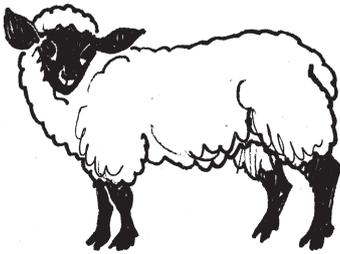
Word families

bee	feel	need	deep
wee	heel	seed	keep
see	peel	feed	peep
peek	feet	weed	jeep
seek	beet	seen	weep
week	meet	queen	seem

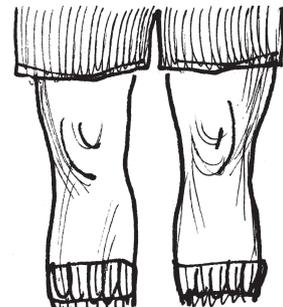
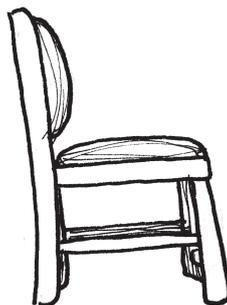
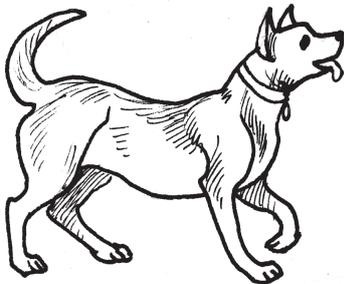
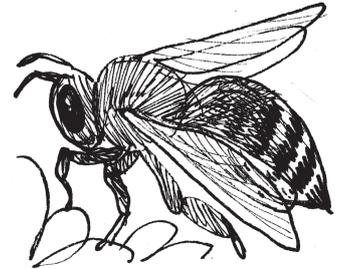
foal	load	oat	roam
coal	road	boat	oak
goal	toad	coat	loaf
loan		goat	
moan		boatman	soap

sigh	right	might	tonight
high	tight	night	
	fight	sight	
	light		

Circle the pictures that contain the /ee/ sound



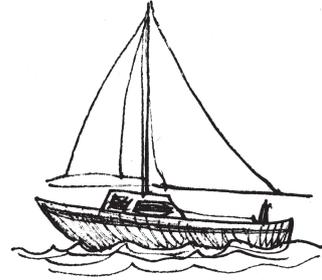
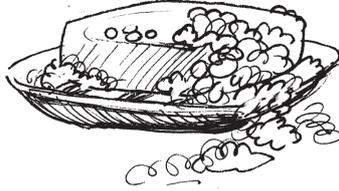
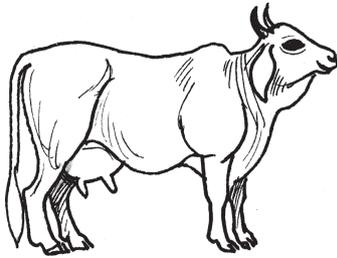
ee



NOTES FOR PARENTS AND TEACHERS: Match the vowel sound. Say words that have the /ee/ sound and ask the children to identify what sound those words have in common. Then have the children name each illustration is on this page and have them exaggerate the vowel sound. They should then draw a circle around the illustrations of words that have ee in the middle.

(clockwise from top-left: tree, frog, queen, bee, knees, chair, dog, sheep).

Circle the pictures that contain the /oa/ sound



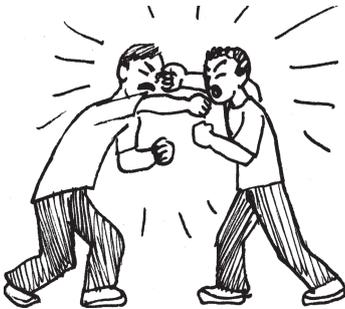
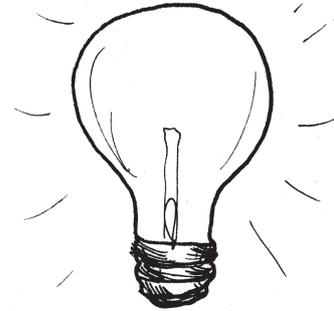
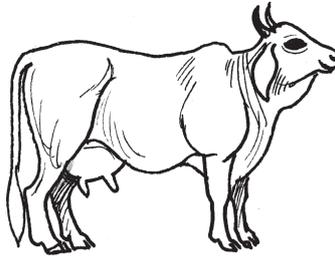
oa



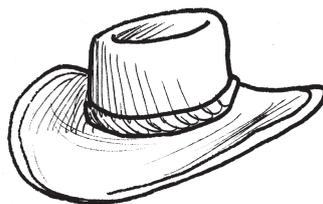
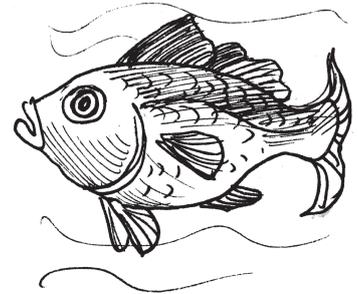
NOTES FOR PARENTS AND TEACHERS: Match the vowel sound. Say words that have the /oa/ sound and ask the children to identify what sound those words have in common. Then have the children name each illustration is on this page and have them exaggerate the vowel sound. They should then draw a circle around the illustrations of words that have *oa* in the middle.

(clockwise from top-left: cow, soap, boat, hand, coat, shoe, goat, road).

Circle the pictures that contain the /igh/ sound



igh

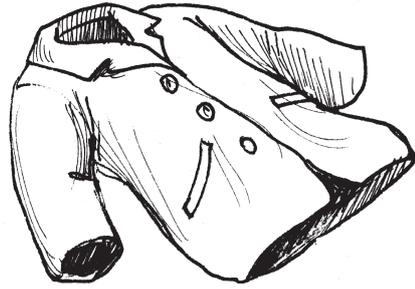


NOTES FOR PARENTS AND TEACHERS: Match the vowel sound. Say words that have the /igh/ sound and ask the children to identify what sound those words have in common. Then have the children name each illustration is on this page and have them exaggerate the vowel sound. They should then draw a circle around the illustrations of words that have *igh* in the middle.

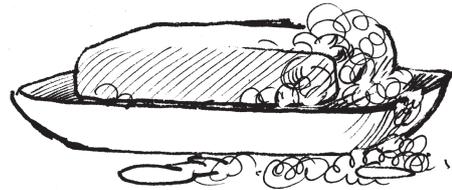
(clockwise from top-left: night, cow, light, fish, tights, hat, knight, fight).

Match words to pictures

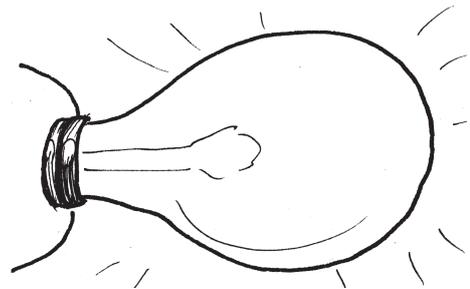
light



queen



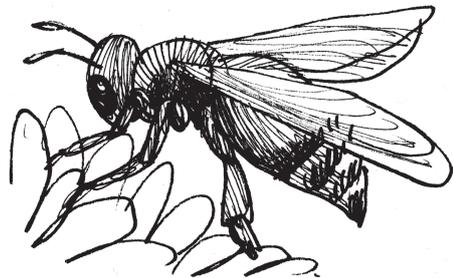
coat



bee



soap



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

Match words to parts of the picture

heel

path

feet

bee



fight

goat

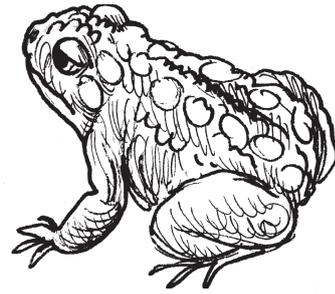
toad

sing

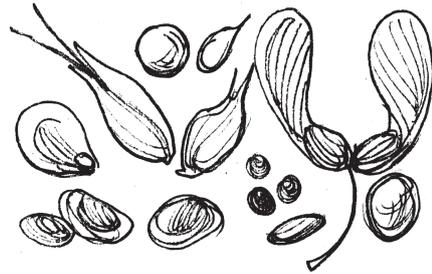
NOTES FOR PARENTS AND TEACHERS: Have the children read the words using spell-say or sound-say as needed. Then have them draw a line from the words to the corresponding thing or action in the picture.

Match words to pictures

feet



boat



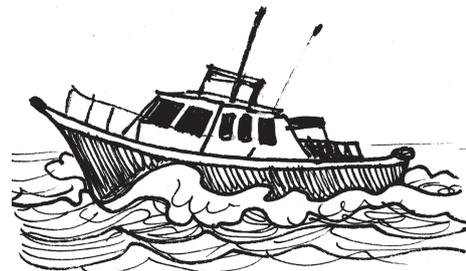
toad



seed



night



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

Tricky word: *me*

NOTES FOR PARENTS AND TEACHERS: Write the following words that the children have already learned on the board or on a piece of paper: *he, she, he, we*. Ask the children to read them. Then add *me* to the list. Ask the children to suggest how to read the new word. Then ask them to suggest oral sentences using the word. You can model some first. These oral sentences can use words the children have not learned how to read. Finally ask the children to read this page. If any child needs help, you can use sound-say or spell-say, and you can read first and have the child repeat. End by talking about when we use *I* and when we use *me* and asking the children for oral examples of each.



A fish bit me!



Dad sits with me.



Mum got me chips.



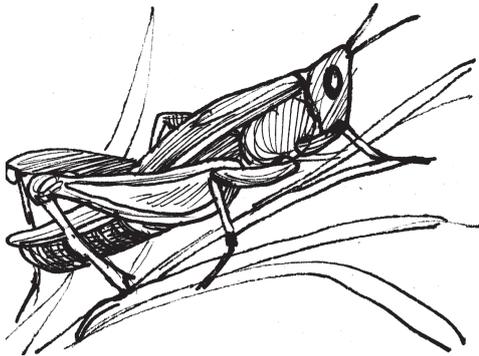
The cow licks me.

Does the sentence match the picture? Mark yes or no



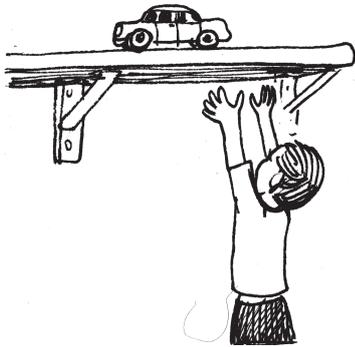
Ned got a tack in his heel.

Yes No



“Buzz, buzz!” said the bee.

Yes No



The bell is too high.

Yes No



We meet at the temple.

Yes No

NOTES FOR PARENTS AND TEACHERS: The children should mark the *yes* box if the sentence describes the picture, and the *no* box if the sentence does not match the picture.

Match sentences to pictures

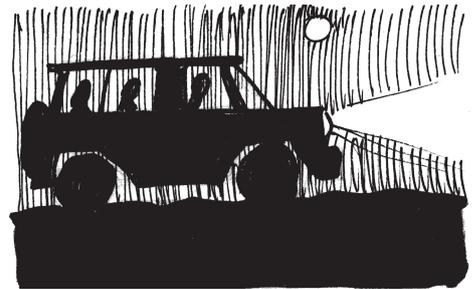
I feed the goats.



We go in a jeep at night.



Dad puts me on his back.



We fan the queen.



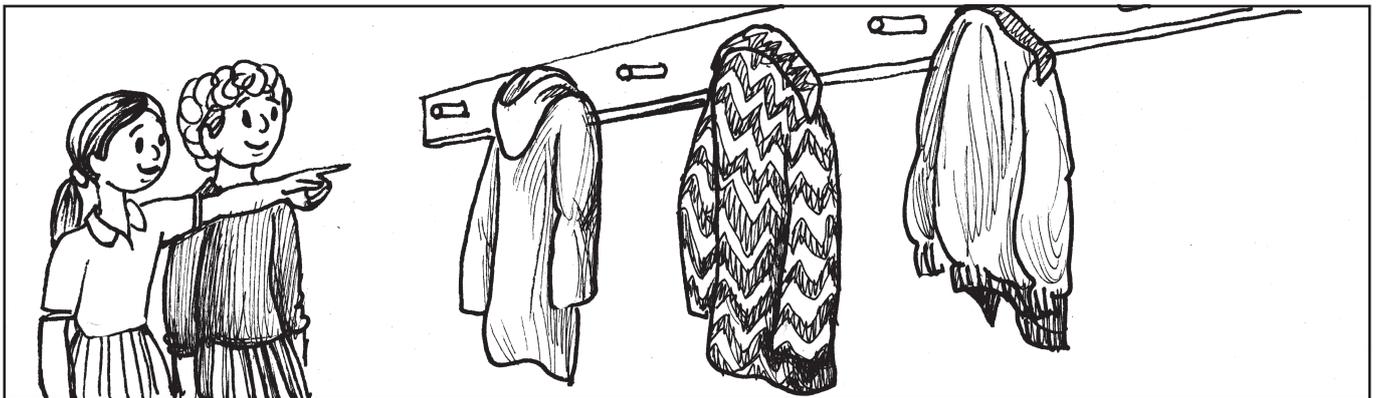
Mum tucks me in bed.



NOTES FOR PARENTS AND TEACHERS: The children should read each sentence using spell-say or sound-say. Ask them to describe the pictures, and then draw lines to match sentences to pictures.

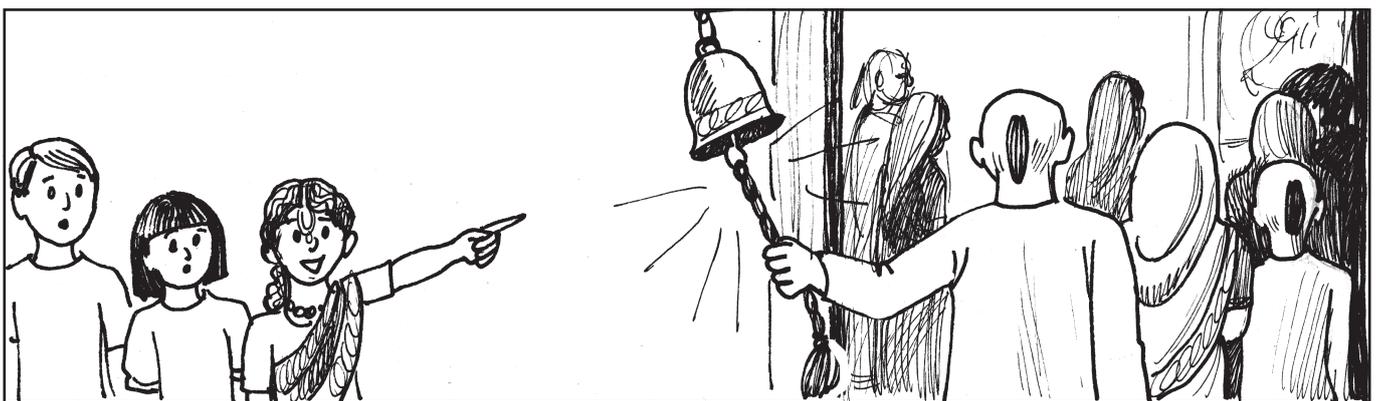
Contraction: *that's*

NOTES FOR PARENTS AND TEACHERS: Review *let's*, *he's*, *she's*, and *it's*. (See *Diwali* activity book and teaching guide). Write *that* on the board and possibly the other words in the “family”—*them*, *that*, *then*, *this*. Write some simple sentences with known words and *that*, such as: “I got that ball.” “That jacket is Ted’s.” “Is that pot hot?” Ask the children to read them and help with sound-say or spell-say as needed. Then write the following sentences in pairs on the board: That is Ned’s jacket./That’s Ned’s jacket. That is the temple./That’s the temple. That is Krishna’s goat./That’s Krishna’s goat. That is Sita’s Dad./That’s Sita’s Dad. Have the children suggest other sentences orally. Then ask the children to read the sentences on this page and discuss the meaning of *that's*.



That is Nell’s coat with the zigzag.

That’s Nell’s coat with the zigzag.



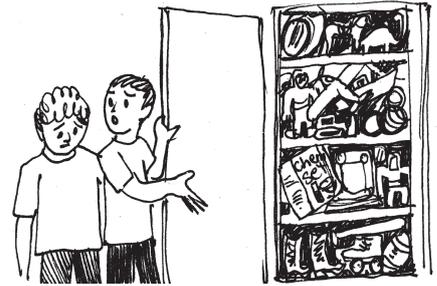
That is the temple bell that we ring.

That’s the temple bell that we ring.

Will you loan me cash?



I can sing high.



This bag is a big load.



The king is with his queen.



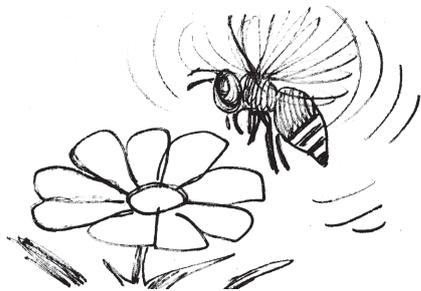
You do not need so much.



NOTES FOR PARENTS AND TEACHERS: The children should read each sentence using spell-say or sound-say. Ask them to describe the pictures, and then draw lines to match sentences to pictures.

Plurals: Adding -es for words ending in s, z, x, ch, and sh

NOTES FOR PARENTS AND TEACHERS: Do some oral exercises with plurals. Have the children talk about one thing, and then many of the same thing. Ask them to listen to how the word changes. If the children did not pick any singular words ending with *s*, *z*, *x*, *ch*, and *sh*, suggest some and ask the children to tell you how to say many of that thing. Since this is oral work only, you can use words they cannot yet read. Then write on the board some words that children have already learned, such as *buzz*, *bus*, *ax*, *box*, *fox*, *rush*, *rash*, *sash*, *dish*, *rich*, and *mess*. Have them read the word (using spell-say or sound-say as needed) and ask the children to suggest oral sentences with each word, such as: "I ran to the bus." Then, word by word, add *es*. Read each plural word, ask the children to read the word also, and then ask them to make an oral sentence with the new, plural word, such as: "I see ten buses." Then practice reading the phrases and sentences on this page, going word by word, then reading the whole phrase/sentence. First say it yourself and then ask the children to repeat, using spell-say or sound-say for any words taught so far with phonics.



buzz of a bee



buzzes of bees



Krishna's sash



Krishna's sashes



I got a box.

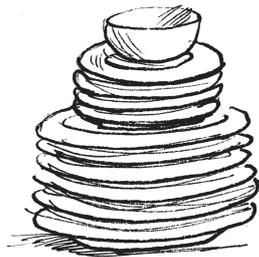


I got lots of boxes.

Circle the word that matches the picture



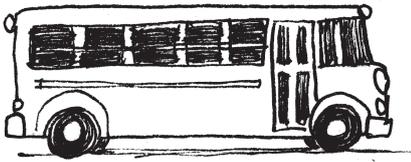
box boxes



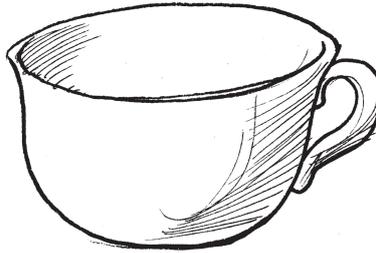
dish dishes



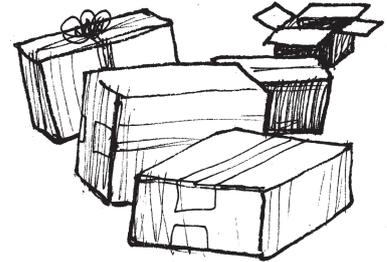
sash sashes



bus buses



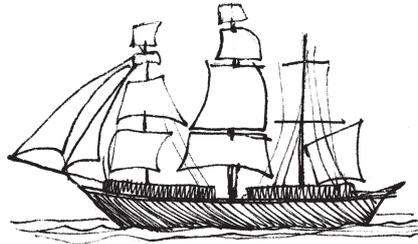
cup cups



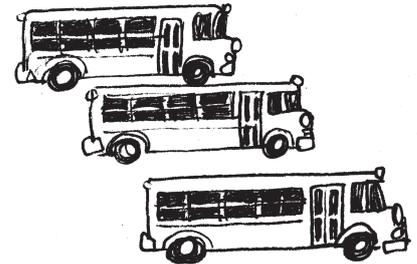
box boxes



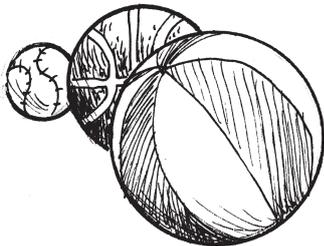
dish dishes



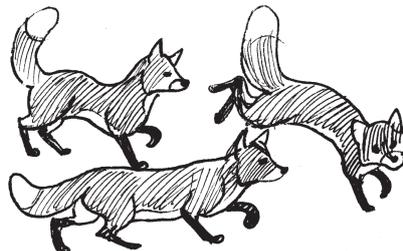
ship ships



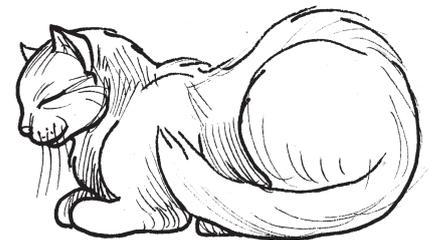
bus buses



ball balls



fox foxes



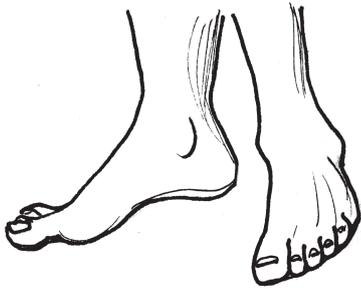
cat cats

NOTES FOR PARENTS AND TEACHERS: Have the children describe each picture. Looking at one picture at a time, ask if a picture shows one thing or more than one thing. Then have the children read the words under that picture. Help them with spell-say or sound-say if needed. Then, they should circle the word that matches the picture. Some children may need extra guidance with this.

Write the missing letter group

ee

oa



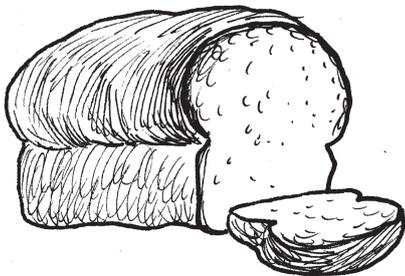
f _____ t



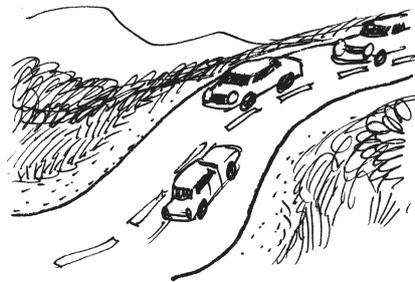
b _____ t



w _____ p



l _____ f



r _____ d



h _____ l

NOTES FOR PARENTS AND TEACHERS: The children should describe each picture and then write either *ee* or *oa* in the space. Help them as needed. You can extend this exercise by writing the word families from page 2 on cards with *ee* or *oa* missing. Write those letter groups on different cards and have the children match and read the words. Some children may be able to also compose oral sentences with the words they create.

Mark the sentence that matches the picture



- Can I keep the toad?
- That's too high.



- The moth is near the light.
- I pull the weed.



- Dad puts the coat on me.
- It might fall off.



- Do not peek in the box.
- Do you feel sick?

NOTES FOR PARENTS AND TEACHERS: The children can read the sentences using sound-say or spell-say. Ask the children to mark the box next to the sentence that best describes the picture.

Can it happen? Mark the sentences that can happen

Can a goat loan you cash?

Can you moan at night?

Can bees fight?

Can a boat weep?

Can a toad sit on a bee?

Can a bath be deep?

Can we roam on a road?

Can soap be light?

Can a cuff be too tight on a leg?

Can feet sit?

NOTES FOR PARENTS AND TEACHERS: First do some oral exercises with the children giving them examples of sentences describing things that could really happen, and sentences describing things that cannot. Example of what cannot happen: I walk on the ceiling. Example of what can happen: I eat dinner. Children should read the sentences on this page, with help if needed, and then decide if the sentence describes something that can actually happen. If it does, they should put a check or tick mark in the box. Answers should be discussed; for some there is no “right” answer.

CREATING THE ATMOSPHERE

Ask the children if they have ever been to a party that involved water—swimming in a pool, in the ocean, or just playing with water from a hose or sprinklers. Ask them to share their experiences. Describe about how Krishna likes to play in water. Ask the children to name water that Krishna plays in (such as the Yamuna River, Radha Kunda). You can also ask the children if they know about different incarnations of Krishna and what body of water each plays in (such as: Lord Caitanya plays in the Ganges and the ocean; Lord Ramachandra bathes in the Sarayu). Ask the children if they have ever seen a festival where the Deity of Krishna rides in a boat. You can explain that this festival takes place in several places in India. If it is in a temple courtyard, the courtyard is flooded and covered with flowers in patterns like a Persian carpet. Sometimes it takes place in a lake.

Discuss doing things with our friends, or with our brothers or sisters. Ask the children if there are times when they like to do things with others and when they want to do things by themselves. Talk about when it is important to cooperate. Talk about the word *cooperate* and discuss what it means.

INTRODUCING THE BOOK

Look at the cover. “Who do you think this story is about? Who are the people?” If the children do not know, explain that the characters are the brothers Ravi and Vikram whom we read about in *Diwali*. Explain that this story is fiction, so it is not a true story, but it is about things that can and do happen. You can explain that this family lives near Govardhana Hill and that there is a boat festival there on the lake called Manasi Ganga. There are boat festivals on the Yamuna River also, and in the flooded courtyards of some temples in the area. Ask the children to read the title and discuss what the brothers are doing.

pp. 2–3: “Who is talking?” (Ravi and Vikram). Ask the children to find the boys’ names in the text. “What are they pointing at? Can you find the word *boat* in the text?”

pp. 4–5: “Can you find where the name of the boy is on this page?” (Ravi) “Where do you think he is running to?” Ask the children to read the words *will pull*. Ask, “What might he want to do?”

pp. 6–7: “Do the brothers look happy? What might the problem be? What do you think they might do next?” Ask the children to find the word *me* and to talk about what the boys are saying.

pp. 8–9: Ask the children to read *Ravi and Vikram can pull Krishna*. “What is Mum’s idea for what they can do?” (pull together) “Do you think the boys want to do that? How can you tell?”

pp. 10–11: “Which boy is Vikram and which is Ravi? How can you tell?” Ask the children to read what each boy says. “What does Vikram want to do? What about Ravi? What will Mum do?”

pp. 12–13: Ask the children to read *I will pull* and to find the word *boatman*. “Which boy is happy here? What has Vikram put in the water?” (his feet) Ask children to find the word *feet*.

pp. 14–15: Ask the children to read *It is not much fun*. Point out the words in bold and discuss why they are darker (so they will be said with more emphasis).

pp. 16–17: “Who is in the water here?” (Ravi) Ask the children to find the word *deep* and discuss what it means.

pp. 18–19: “What are the boys doing here?” Have children read *That’s right!* with expression.

p. 20: Ask the children to find the words *right* and *fight*. Discuss rhyming words. “How do you think the boys feel here? What about Mum? How do you think they solved their argument?”

QUICK REVIEW OF WORDS

It is best if the children have completed all the activities in this book up to this point. Quickly review the word families on page 2. Review *me* and *that's*. Review *Krishna* as a sight word.

READING THE BOOK

Choose one of the following three methods to read the book:

Synthetic Phonics

First read each page and then have the children repeat it, using the phoneme or letter sounds being taught, reading as follows: "/w-ee/ We /d-i-d/ did /i-t/ it /r-igh-t/ right." The children should then repeat in the same way. Only sound-say the phonetic words whose sounds have been taught, not other high frequency words such as *said*. Words learned phonetically with which a particular child is completely familiar (possibly such as *it*) do not need to be sound-said. After reading a page with sound-say, read it normally, and have the child repeat while pointing to each word. Ask the child at various points in the story to predict what he or she thinks might happen next. Then you can ask if their prediction was correct or what actually happened. Some children may need more help than others.

Inductive Whole-word Phonics

First read each page and then have the children repeat it, using the letter names (not the sounds of the letters) that had been taught, reading as follows: "We *d-i-d* did *i-t* it *r-i-g-h-t* right." The children should then repeat in the same way. Only spell-say the phonetic words whose sounds have been taught, not other high frequency words such as *said*. Words learned phonetically with which a particular child is completely familiar (possibly such as *it*) do not need to be spell-said. After reading a page with spell-say, read it normally, and have the children repeat while pointing to each word. Ask the children at various points in the story to predict what they think might happen next. Then you can ask if their prediction was correct or what actually happened. Some children may need more help than others.

Guided Reading

Children read every one or two pages at a time to themselves. If the child reads correctly, give specific praise such as, "You figured out *fight*. How did you know what that word was?" Check that children read without pointing. Ask the child at various points in the story to predict what he or she thinks might happen next. If a child has difficulty with a word, help by referring to the word's letter names, phonemes (letter sounds), the pictures, or to what has already happened in the story or on the page. You can also refer to the list of word families in this book to help the child figure out a word..

AFTER READING THE BOOK, RETURNING TO THE TEXT

Word review exercise

Ask the children to find the word *then* on page 13 ("I will pull with the boatman, then," he said.). Discuss what this word means in this story (*instead of Ravi* or *in that case*) and compare with the meaning of *then* in terms of time.

How does the character feel exercise

Show pages 8 and 9, and think aloud about how you decide how the characters feel. Say, "How does Mum feel?" Then answer the question out

loud by referring to the words, pictures, or the progression of the story. For example, you could say, "I think Mum feels upset because she says the boys shouldn't fight. When I look at her face in the illustration, I think she wants them to get along and pull the boat together."

Have each child pick a page and describe (to the adult or to a partner) what one of the characters is feeling and the thought process for assigning feelings to a character (using specific examples from the words, pictures, or the story flow). You

might want to remind the children of the list of feelings in the activity book for *Sita Sat at the Temple*.

Keystone words exercise

Remind the children that in different books, or on different pages in a book, certain words are very important. Show the children page 15 or if there are many children, photocopy this page (Then Ravi **did** sigh. “I will pull the boat **with** Vikram, Mum,” he said.). Ask the children what is the most important word (It could be *did*, *with*, or *will*) and have them explain the reasons for their choices. Explain why those words are in bold on that page, and why the same words are not in bold somewhere else.

Thought pictures exercise

Show the children the text on page 19 (“Pull, and keep it tight,” said the boatman.). You can also write the text on the board or on a piece of paper. Explain to the children how you create pictures in your mind when you read, like running a mental movie. Ask the children to pretend there is no picture in the book, then create a thought picture from that sentence and share it with a partner.

Finding answers exercise

Model for the children how to find an answer by searching in the text. Pick the question, “Which brother pulled the boat first?” and then both show and explain how you use the book (page 13) to get the answer from both the picture and the text.

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

Fact questions

- ◆ Who helped the boys pull the boat? (a boatman)
- ◆ Why did Ravi decide to pull the boat with Vikram? (it was no fun just watching)

- ◆ How deep is the water? (thigh high for the boatman and chest high for Vikram)

Inferential questions

- ◆ Did the boys and their mother plan to pull Krishna in a boat when they left their house that day?
- ◆ Why did the boatman tell them to “keep it tight”?
- ◆ How does pulling Krishna on a boat help us spiritually?
- ◆ Can you suggest other ways in which the boys could have solved their problem?

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

FURTHER ACTIVITIES

Children can make a boat out of paper or plastic (or a walnut shell, etc.) and pull it in a bathtub, a container or a pond. If the water is not in the same room as a toilet, they could also draw a picture of Krishna (or color one from a coloring book), glue it to the cardboard, and secure it in the boat. The children could also gather flowers to offer to Krishna while He rides in the boat.

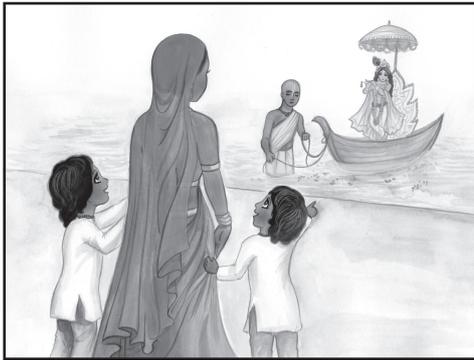
Have the children suggest alternate versions of the story starting at the point when when Ravi decides he will not pull with Vikram.

Read about the pastimes of the Lord in water (such as CC. Madhya 14.75–91 & CC. Antya 10.41–49)

Ask the children to share situations where they were arguing with a brother, sister, or friend about who can do something. Ask the children to suggest why we fight and what we can do to prevent or solve arguments. You might discuss that sometimes adults get into such serious fights until it ends in war. You can also discuss how pleased Krishna is when we find ways to cooperate.

Complete the exercises in the rest of this book.

Is it in the story book?



Dad sees Krishna in a boat.

Yes No



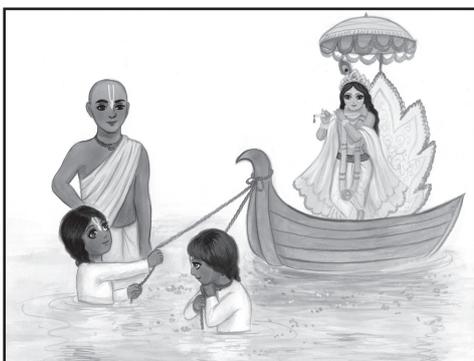
Ravi pulls the boat.

Yes No



Mum asked Ravi not to fight.

Yes No



The boatman pulls the boat.

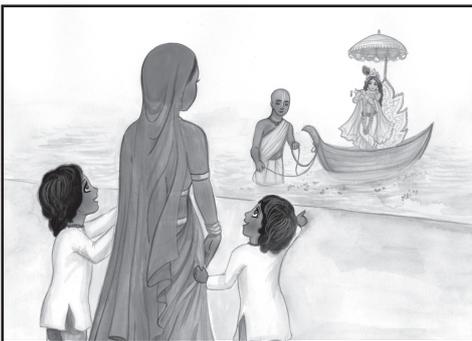
Yes No

NOTES FOR PARENTS AND TEACHERS: The children should mark the *yes* box if the sentence is true according to the story book, and the *no* box if the sentence is not true in the story book.

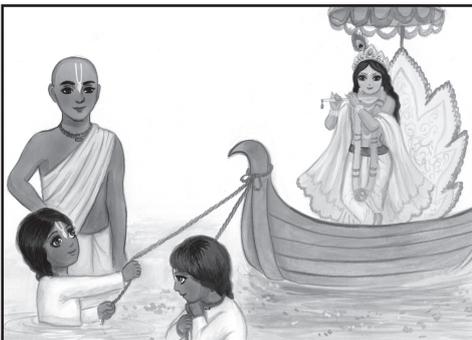
Circle or write the correct word based on the story book



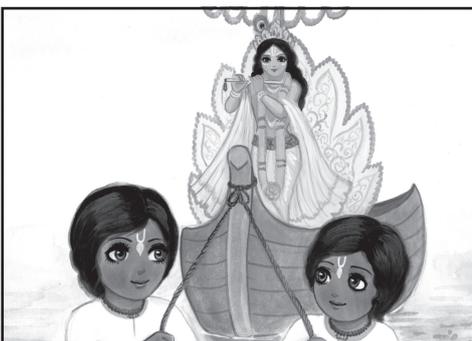
It is _____.
peep deep



Vikram _____ to pull
the boat.
asked said



Ravi will _____ with
Vikram.
pull fight



Krishna is on a _____.
boat coat

NOTES FOR PARENTS AND TEACHERS: The children should read each sentence using sound-say or spell-say as needed. Then they should read the two words and decide which goes on the line. They should then write the word on the line. It is good if they orally spell and say the word they have written. If a child is unable to write the word, he or she can circle the word that goes on the line.

“We can see Krishna in a _____!”
said Ravi and Vikram.

“I will _____ Krishna in that boat!”
said Ravi.

“No, I will pull Krishna in that boat!”
_____ Vikram.

“Me!” said Ravi.

“No, _____!” said Vikram.

“Ravi and Vikram can pull Krishna in the
boat. Do not _____!” said Mum.

“I will pull the boat with Ravi and not
fight,” said _____.

NOTES FOR PARENTS AND TEACHERS: The children should write the exact words from the story on the lines. If possible, they should do this without looking back at the story, and then look at the story to check their work. Help with sound-say or spell-say as needed. You can tell the children that all the words they need are found in other sentences on this same page.