

KRISHNA'S USUAL FOOD

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 sound: /zh/ in usual; New letter groups: ie, ou, ea in seat

Before introducing the written words, ensure that the children understand their meanings. For example, explain the different meanings of *flies* as a noun and a verb. For *our*, discuss the different pronunciations and the fact that some people say the word in the same way as *are*. *Garage* and *corsage* can also be pronounced with a /j/ sound instead of /zh/.

It is suggested that you use either Synthetic Phonics *or* Inductive Whole-word Phonics.

Synthetic Phonics

Introducing the new letter groups ie, ou and ea

Remind the children that some sounds can be made by more than one letter or letter group. Ask the children if they can give an example of a sound that can be made with more than one letter or letter group (/er/ can be made with *ir*, *ur* or *er*). Have a display of letters and letters groups, or magnetic letters. Ask the children to find the letters that make the sound /igh/ as in *like* (i-e) Then ask the children to think of some words that make that sound. Explain that this sound can also be made with the letter group *ie*. Display the letter group for the children to see, and say the sound. Then list some of the relevant words taken from the word families in this book for the children to read

together. Repeat the above procedure for the letter groups *ou* (/ow/) and *ea* (/ee/).

Review (revise) all letters and letter groups taught up to this point, by flashing cards containing the letters and letter groups and having the children say the correct sound as quickly as possible. Alternatively, use a display of the letters and letter groups taught and, with a pointer, point to the letters and letter groups. It is a good idea to regularly practice the letters and letter sounds with the children.

Discuss the special *ai* sound in *mountain* and *fountain*.

Introducing the new sound /zh/ as in usual

Tell the children that they are going to learn a new sound. Say the sound /zh/ and have the children repeat after you. Write the /zh/ words on individual cards. Read the words with the children. After reading the words, start grouping them according to the letters used to make the /zh/ sound. (Make sure the children can see the words and group of words.) After grouping a few of the words as examples, ask the children to group the rest by saying, "Which group should this word go into? Why?"

Read through the relevant word families together.

Inductive Whole-word Phonics

Go through the word families one list at a time using spell-say (*o-u-t out*) 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, read across the word families.

Write on a board or a piece of paper the words from the word families. (They should remain grouped as in the word families.) Tell them to read the words as you write them. Ask the children to read the words as fast as they can, first from top to bottom, then bottom to top and then randomly. In a classroom environment, you may wish to choose a child to point to the words for the other children to read.

Word families; ie, ou

pie
lie
tie
die

cried
fried
tried
spied
replied
denied

flies

out
about
scout
sprout
pout
shout
trout

our
flour
sour
scour

proud
cloud
loud

mouth
south

found
sound
ground

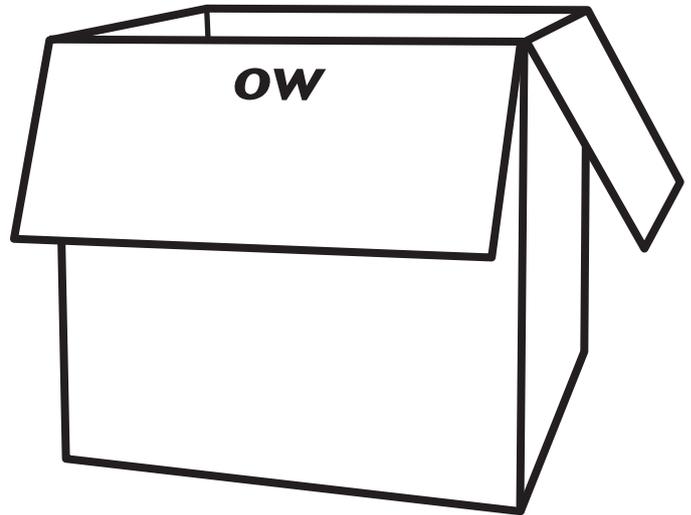
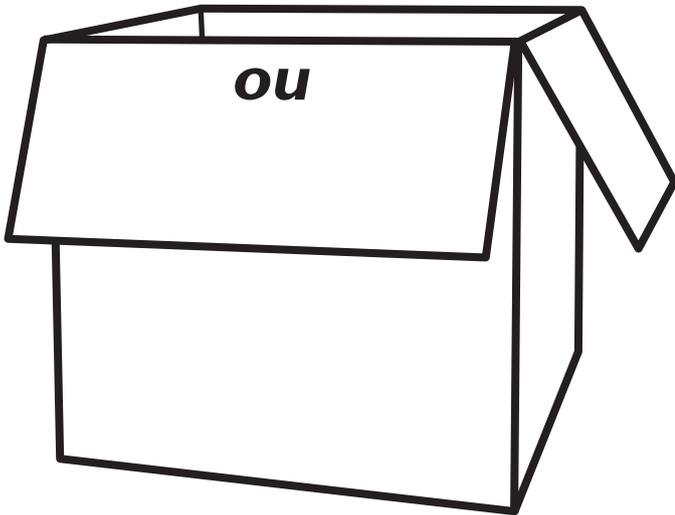
mountain
fountain

Word families: ea; /zh/ sound

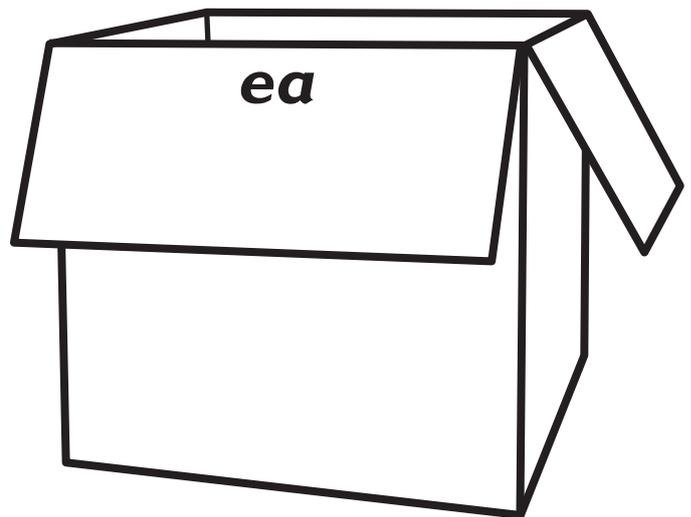
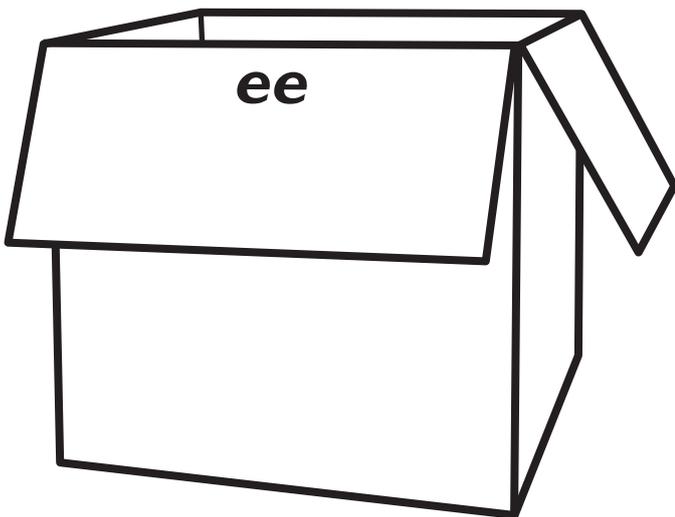
sea	team	usual
pea	steam	visual
tea	team	casual
flea	cream	vision
eat	dream	television
wheat	gleam	version
treat	scream	immersion
beat	stream	division
seat	each	collision
heat	beach	decision
meat	peach	fusion
neat	reach	garage
repeat	teach	corsage
speak	east	mirage
bead	beast	
lead	feast	
read	least	
	heap	

Sort words by letter group

cow towel out about sprout how
down cloud town loud gown shout



sweet each feet queen beat beet
meet meat see sea read week

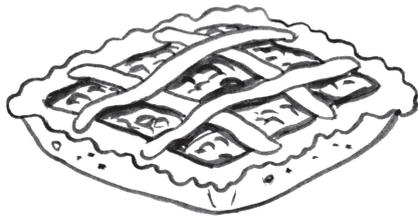


NOTES FOR PARENTS AND TEACHERS: Have the children sort the words into the boxes by looking at the spelling of each word. They can cut and paste the words into the boxes, draw lines connecting the words to the boxes, or write the words in the boxes. You might discuss how two words can sound alike but have different meanings and spellings.

Circle the word that matches the picture



vision television usual



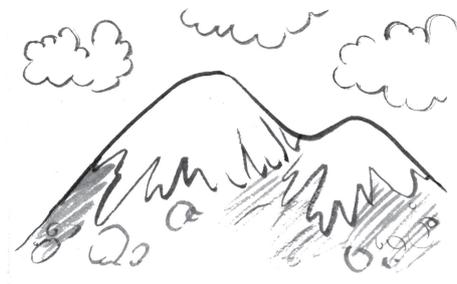
die lie pie



tie tried cried



fountain mouth south



found sound mountain

NOTES FOR PARENTS AND TEACHERS: Have the children describe or name a picture. Then, using spell-say or sound-say, read the three words next to the picture. Have the children circle the word which best describes the picture.

Circle the word that matches the picture



wheat treat heat



cream stream scream



beast feast east



peach reach beach



lead bead read

NOTES FOR PARENTS AND TEACHERS: Have the children describe or name a picture. Then, using spell-say or sound-say, read the three words next to the picture. Have the children circle the word which best describes the picture.

Circle two words that rhyme with the word on the left



tower

took flour sour



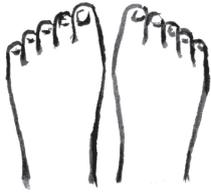
pie

l lie pen



tree

flea trunk tea



feet

fig treat eat



wheat

sheet stand heat



sheep

heap flock cheep

NOTES FOR PARENTS AND TEACHERS: Practice rhyming words. Say some simple, one-syllable words and ask the children to suggest words that rhyme with them. Have them read the word next to the picture that names the picture. Then they should read the three words to the right of the picture using spell-say or sound-say as needed. Ask the children to find and circle the two words from the right side which rhyme with the word on the left.

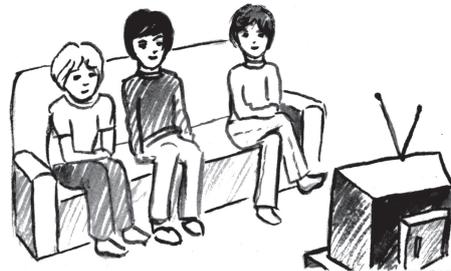
Match words to pictures that have the same sound

treat



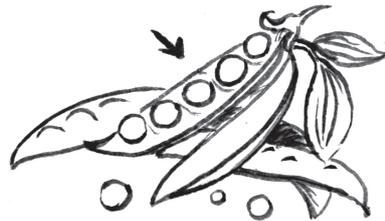
tried

sour



garage

decision



flour

fried



wheat

NOTES FOR PARENTS AND TEACHERS: Have the children read all the words and name all the pictures (pictures from top to bottom: tie, television, pea, cloud).

Have the children group words and pictures that contain the same sounds (/zh/, /igh/, /ou/, and /ee/) by connecting them with a line. For example, say, "Let's find the words and pictures that have the /zh/ sound in them (*garage* and *decision* go with the picture of television because they all have the /zh/ sound). Help as needed.

Find the hidden words

pie

sprout

lie

reach

out

cloud

is in

loud

wheat

each

replied

team

steaming

eat

spied

NOTES FOR PARENTS AND TEACHERS: Have the children read the words on this page one list at a time, using spell-say or sound-say as needed. Then, starting from the list on the left, have the children read one word and find a word from the right list that contains that same word. They should then draw a line from the word on the left to the word on the right in which it is found. (For example, *pie* is in *spied*.) They can also circle the word within a word in the right side list.

Match sentences to pictures

The deer cried when there was no real water in the mirage.



“I hear the sound of the sea in this shell,” he said.



“Save us!” the girls shouted out loud.



He had a vision of the war.



“Put on the seat belt in the car so you will be safe in case of a collision,” Dad said.



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.

Tricky word: give

NOTES FOR PARENTS AND TEACHERS: Say the word *give*, and ask the children for oral sentences using it. You can model some. Write some simple sentences using known words with *give*, such as, “Can you give that to me? When do you give it to him? Can you give the sad girl a hug?” You might discuss how *give* doesn’t follow the rule about silent *e* making the vowel long. Have the children read the top two sentences. Help as needed. Then have them complete the bottom exercise independently by marking the *yes* box if the sentence supports the picture, and the *no* box if it doesn’t.



Did you
give Krishna
his gift?



Give me
a kiss
goodnight.



He gives the girl a toy.

Yes No

Interest word: chapati

NOTES FOR PARENTS AND TEACHERS: Write *Chapati*, *chapati*, and *chapatis* on the board. Ask the children if they have eaten chapatis and tell them they are sometimes called *rotis*. Ask the children how they are made, or describe it if they do not know. Have the children read the top two sentences. Help as needed. Then have them complete the bottom exercise independently.



Chapatis
steam when
they cook.



We give
Krishna a
chapati.



Hot chapatis are hard.

Yes No

Suffixes: Adding -er and -or

NOTES FOR PARENTS AND TEACHERS: Ask, "What do we call someone who teaches? What do we call someone who paints?" Explain that usually we add *er* to a word to make a new word describing someone who does something, but sometimes we add *or*. Write *er* and *or* on a board or a piece of paper. Tell the children that there is no rule for which one to add, but that we have to memorize which words are spelled which way. Write the following words on the board, underlining the root word in each (teacher, dreamer, cleaner, painter, actor, visitor, inspector, editor, and director). Ask the children to read the words and explain the meaning of both the underlined part and the whole word. Explain any words they do not know. Ask the children to suggest oral sentences with both the root and total word. Then write *doctor* and *emperor* on the board. Ask the children to read the words. Ask what is different (no root). Discuss the word meanings and ask for oral sentences with each. You may have to model some. Then have the children write the missing words on this page.



to dream

a _____



to paint

a _____



to teach

a _____



to clean

a _____



to inspect

an _____



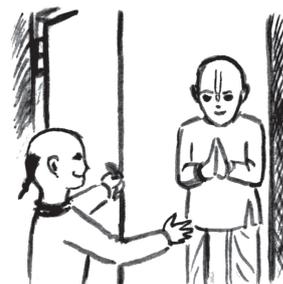
to edit

an _____



to act

an _____



to visit

a _____

What do you think?

Is tea something to eat?

Yes No

Does rain come from each cloud?

Yes No

Can a teacher eat a peach?

Yes No

Can a beast be proud?

Yes No

Do all cars stay in garages?

Yes No

Can you make cream from milk?

Yes No

Can something be in the south and in the east too?

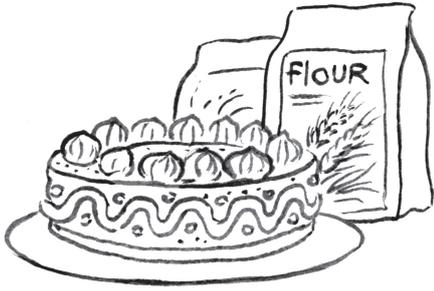
Yes No

Can there be a fountain on a mountain?

Yes No

NOTES FOR PARENTS AND TEACHERS: The children mark the *yes* box if they think the question should be answered as *yes*, or the *no* box if they think the answer is *no*. The questions do not always have a correct or incorrect answer. The focus is on the reading of the question and the child's reasoning. This activity can be used as a whole class exercise. Write a question on the board and children can hold up a *yes* or *no* card to answer the question.

Mark the sentence that matches the picture



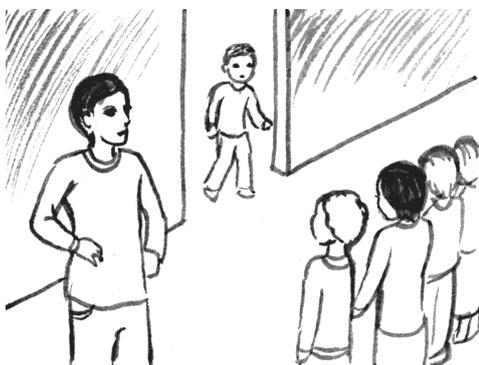
- The team is proud of how they played the game.
- I use flour to make a birthday cake.



- We give Krishna peaches and plums to eat.
- We fan Krishna in the heat.



- The actor shouts out loud.
- The emperor drank water from a stream.



- We eat treats at the temple feast.
- The teacher leads the children to the classroom.

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

Substitute words to change the sentences

We found a trout in the stream.

We found a trout in the _____.

We found a _____ in the garage.

We _____ a beast in the garage.

spied

beast

garage

The apple pie is steaming.

The _____ pie is steaming.

The peach _____ is steaming.

The peach cake is _____.

sour

cake

peach

NOTES FOR PARENTS AND TEACHERS: This is a word substitution activity. First write this sentence on a board or a piece of paper: *Give me the plum for the teacher.* Then substitute one word in the sentence with another: *Give Frank the plum for the teacher.* Ask the children to read the sentences and check if it makes sense. Then continue substituting words: *Give Frank the pen for the teacher.* *Give Frank the pen for the editor.* Each time ask the children to read the sentence. Repeat with other sentences using known words (example: *He will lie in the bed to sleep. Ben will lie in the bed to sleep. Ben will sit in the bed to sleep. Ben will sit in the car to sleep. Ben will sit in the car to nap.)* Have the children complete the activities on this page. Help if needed.



Yashoda made a big feast for Krishna's birthday. A band played with a loud, sweet sound.

Krishna went to sleep. Yashoda lay him down on a bed under a cart. Soon Krishna wanted milk. He cried, but Yashoda did not hear him. He kicked his legs. His little foot kicked the cart. Next, the cart and all the things on it fell down.

“Krishna did it! He is not a usual boy! We do not lie,” said some children to Yashoda.

NOTES FOR PARENTS AND TEACHERS: Have the children read the text using spell-say or sound-say as needed. Then have the children circle the illustration that supports the text the most. Ask the children to suggest a title for the story. They can also draw their own pictures to support the story.

CREATING THE ATMOSPHERE

Ask the children, “Do you know what Krishna likes to eat? Do you know someone who cooks for Krishna? What do you usually cook at your house? Do you sometimes help? What do you make?” Listen to and respond to the children. You could also research, design and make a clay stove outside with the children and choose a dish to cook on it. Then offer it to Krishna.

INTRODUCING THE BOOK

Look at the cover. Ask the children if they recognize who is on the cover. “Yes, it’s Vikram and his mother, the family that lives at Govardhana Hill. We have read about them in previous books such as *This is my Cow*. Discuss the picture and read the title. Read the blurb on the back to the children. Remind them that a *blurb* tells you a little about the story in the book.

pp. 2–3: “What is Vikram doing in the illustration?” (thinking) “How do you know?” (because of the thought bubble) “What is he thinking about?” (Krishna eating food) Ask the children to find Vikram’s name in the text. Point to the question mark and ask what it means (a question is being asked).

pp. 4–5: “What is Vikram’s mum pointing at?” Have the children scan the text to find the word *wheat*. Have the children read the words *usual* and *wheat*. Read the last paragraph together.

pp. 6–7: “The illustration on this page is a little different; can you see why?” (there are four boxes with different pictures in them.) “What is the illustrator trying to tell us?” (the different steps to make chapatis starting from the fresh wheat.)

pp. 8–9: Discuss the process outlined in the illustrations. Have the children read *chapatis*.

pp. 10–11: “Why is Vikaram pulling such a face?” Have the children scan the text to find the two

words that describe how Vikram might be feeling (sour and upset). Point to the words for the children to read.

pp. 12–13: Have the children read the word *usual*. Read the last paragraph together, focusing on the word *yesterday* and reading with expression. Discuss the illustration.

pp. 14–15: “Vikram’s mum is asking him if there is a type of food he can make.”

pp. 16–17: Discuss the picture. Have the children read the word *decision*.

pp. 18–19: Discuss the picture. “What is Vikram doing?” (picking plums) “He’s made the decision to make Krishna a treat from ripe plums.” Have the children read the word *treat*.

pp. 20–24: Discuss the illustrations.

TEXT CHARACTERISTICS

Choose a sound (/ai/, /igh/, /zh/, or /ee/) for the children to work with. Have them read the text searching for words containing that sound. Have the children list the words. Compare and discuss the alternative ways of spelling the sound. Repeat with other sounds.

READING THE BOOK

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

Look at the cover. Can the children read the title without pointing? “Well done, you read the title only using your eyes.”

pp. 2–3: Can the children read the names *Krishna* and *Vikram* without difficulty? Are the children

able to read compound words? If not, say, “Look for the word you know. Try covering part of the word before you read it. Great! You can read *today*.” Are the children able to recognize and read tricky words? If not, say, “Skip the word for now and read the rest of the sentence. Then go back and see if you can figure out what the word is. Check if the sentence makes sense. Does that word make sense? Well done! You read the tricky word *have*.” Have the children predict what Vikram’s mum is going to say.

pp. 4–5: Can the children read the words with the new /zh/ sound? “Can you remember what letter groups can make the /zh/ sound? Yes, now read the word (*usual*) again.” If the children struggle, quickly show them the relevant word family to see if this helps them to remember. If they still struggle, read some of the other words in the same word family, such as *casual* and *visual*. Do the children read words with the letter group *ea* without difficulty? If not, say, “Can you remember what sound the letter group *ea* makes? (/ee/) Yes, now read the word (*wheat*) again.” If the children struggle, quickly show them the relevant word family to see if this helps them to remember. If they still struggle, read some of the other words in the same word family, such as *eat* and *treat*.

pp. 6–7: Do the children read words with the letter group *ou* without difficulty? “Can you remember what sound the letter group *ou* makes? (/ow/) Yes, now read the word (*flour*) again.” If the children struggle, quickly show them the relevant word family to see if this helps them to remember. If they still struggle, read some of the other words from the same word family, such as *scour* and *sour*.

pp. 8–9: “Do you remember Geeta, the cow?”

pp. 10–11: Do the children read with expression? “Who is speaking? Can you see the word in bold? What does this mean? Can you make it sound like Vikram’s mum is speaking when you read?” Read the last paragraph. “Who is speaking? How do you know? We know Mum is continuing to speak from what she has already said, even though it doesn’t say ‘mum said’ again at the end of the

speech marks (quotation marks).” Check that the children make the question sound like a question. “Great, that sounds like the way a question should be asked. Good reading.” Ask, “Why do you think Vikram is looking sour and upset?”

pp. 16–17: “Do you know what Vikram’s decision is going to be?”

pp. 20–21: “Do you think Krishna will like Vikram’s treat?”

p. 24: “Can you see Krishna smiling?”

AFTER READING THE BOOK, RETURNING TO THE TEXT

Drills and games (for those who need more review)

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

How the characters’ feelings change

Pick a character and discuss how his or her feelings change throughout the book. For example, “Here on page 11, Vikram’s mum asks him why he looks upset and sour. In the picture he does look upset. But here on page 20 he looks content and peaceful. We know by reading and looking at the picture that he is making a treat for Krishna.” Then have the children work in pairs to describe how a character’s feelings change in the book and then share their findings with the class. Avoid *happy* and *sad*.

Identifying plot elements

- ♦ What is Vikram’s problem in this story? (He wants Krishna to have something different to eat, not his usual food.)
- ♦ How is Vikram’s problem solved? (He discusses the problem with his mum. She suggests he make something. Vikram makes a treat from ripe plums for Krishna.)

- ◆ Where does the story take place? (in India, near Govardhana Hill)

Finding answers exercise

Model for the children how to find an answer by looking in the text. Ask the question, “What will Vikram decide?” Then both show and explain how you use the book to get the answer from both the picture and the text. For example, you could say, “On pages 18 and 19, I can read in the text and see in the picture that he is going to make a treat from fresh ripe plums. On page 21, he says he is going to make the plums sweet like jam.”

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 the children to explain their process and reasoning based on the book.

Fact questions

- ◆ Where is the wheat? (next to the cow’s shed)
- ◆ What did Vikram’s mum make with the fresh wheat? (chapatis)
- ◆ What comes from Geeta and what does Vikram’s mum do with it? (manure; she burns it for cooking)

Inferential questions

- ◆ Did Vikram enjoy making the plum jam for Krishna?
- ◆ Where do you think the plum tree was growing?
- ◆ Will Vikram learn to make other kinds of food?

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

FURTHER ACTIVITIES

Discuss with the children if they have special treats that they like to offer to Krishna, something that is not His usual food. Decide, together with the children, on a simple treat to cook for Krishna. Write up a simple recipe for children to follow. You may also have the children make and offer the preparation.

Prepare a small feast for special guests such as parents or another class. Prepare, with the children, shopping lists, go shopping, make a menu, write invitations, cook, offer the food and serve out the prasadam.

Visit a grinding mill. Create, with the children, a chart that describes the process of making wheat flour. Have the children label the chart.

Read the part of the chapter entitled “Worshiping Govardhana Hill” in *Krishna Book* where Krishna describes what kind of preparations to cook. Also read where the hill assumed a transcendental form and started eating all the treats that were offered to him.

If you have a role-play area, turn it into a kitchen, shop, or restaurant. Provide paper and pencils to write shopping lists, menus, recipes and so forth. Provide relevant written material for the children to read as they desire, such as recipe books, labeled food containers and menus. Label the general role-play area (for example: Govinda’s Restaurant) and label smaller areas within the general area, such as writing *pots* on the shelf where the pots go, or *pay here* for the checkout counter, in order to provide a print rich environment.

Circle or write the correct word based on the story book



First I make the wheat into _____.

scour sour flour



“You look so _____ and upset, Vikram.”

sour our flour



Think and tell me your _____.

decision vision casual



Krishna can get a _____ of ripe plum jam.

beach treat team

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

Write the missing word that fits the clues

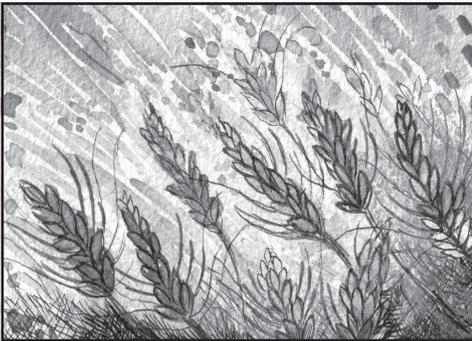


Vikram cooked for him.
He gave him a treat. He is
.

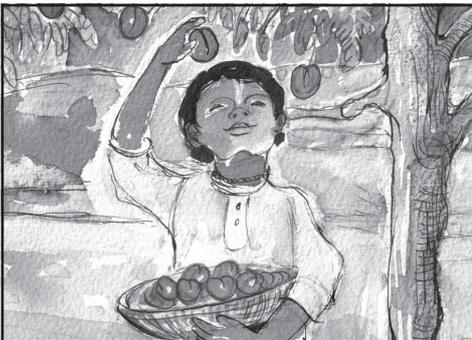


I am .

I do not want to cook
Krishna's usual food.



It grows next to the cow
shed. It can be made into
flour. It is .



Vikram made them into a treat.
They were fresh from the tree.
They are .

NOTES FOR PARENTS AND TEACHERS: The children should read the sentence, using sound-say or spell-say as needed. Then they should decide what word from the story book fits with the sentence and picture clues and write that word in the boxes, one letter in each box. If they need help, they may refer to the story book.

Unscramble the sentences



what have today food will Krishna



make the first I into flour wheat



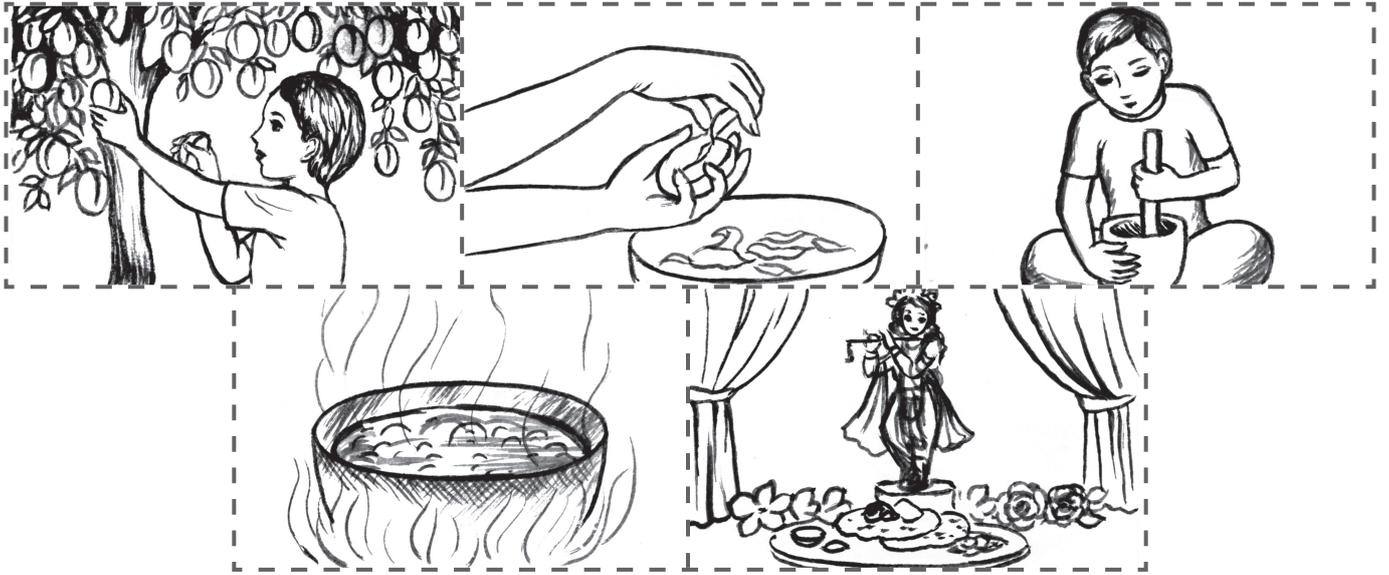
your think and decision tell me



see do smile you his

NOTES FOR PARENTS AND TEACHERS: Model unscrambling sentences and adding capitalization and period (full stop) or question mark. Choose sentences from previous books or activity books, write them scrambled on a board or on a paper, and then work with the children to fix them. Children should unscramble these sentences on this page in order for them to make sense, adding capitalization and period (full stop) or question mark. Children who struggle with this after repeated modeling can refer back to the reading book.

How to cook a plum jam treat



Next with help from mum, boil the plums in water for a long time with something sweet.

Last of all, put the jam on some chapatis with cream. Give the treat to Krishna.

Next mash the plums or ask Mum or Dad to cut the plums into small bits.

First pick the plums fresh from a tree.

If you cannot reach, ask for help.

Then peel off the skin from each plum.

Keep the skins to give them to some cows!

NOTES FOR PARENTS AND TEACHERS: Tell the children that this is a recipe. It gives instructions on how to cook something. Photocopy and cut out the pictures and sentences. Then have the children match the sentences to the pictures, and place them in the correct order.