

DR. BEST LEARN TO READ

# PHONICS PHASE ONE

## Teaching Guide

By Rachel Espinosa

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](http://www.standards.dfes.gov.uk) or [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications); email: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com); phone: +44 (0)845-60-222-60

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### ◆ KRISHNA IS

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### ◆ WE CAN RUN IN THE SUN

PAGE 9

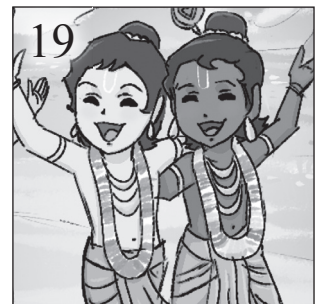


### ◆ COWS GET LOVE

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### ◆ WE ARE SINGING

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## FORMAT OF THIS BOOK

This book has suggestions for teaching each of the Phase One books from the *Dr. Best Learn to Read* program. These books are: *Krishna Is*, *We Can Run in the Sun*, *Cows Get Love*, and *We Are Singing*. Teaching activities for each book are divided into four parts. The first part focuses on ideas for creating an atmosphere to promote enjoyment and learning. A second part offers suggestions on how to read the book to the children, including ideas for questions and short discussions. The third part is dedicated to promoting speaking and listening skills, which are fundamental for learning to read.

The fourth part describes further activities related to Synthetic Phonics, Inductive Whole-word Phonics, and other learning areas.

Each of the activities listed under *Synthetic Phonics* falls under one of the seven aspects that can be found in *Letters and Sounds*. The seven aspects are: environmental sounds, instrumental sounds, body percussion, alliteration, voice sounds, oral blending and segmenting. All aspects include activities that encourage children to discriminate

between sounds, listen and remember sounds, and to talk about sounds.

Some activities listed under *Synthetic Phonics*, such as “a moment of silence,” “listening walks,” and “story sounds,” have been adapted from *Letters and Sounds*. Like the activities in *Letters and Sounds*, most of the activities here are teacher directed and designed to be used with small groups or just one child. To cover the learning outcomes for this phase it is highly recommended that you use this book along with Phase One of *Letters and Sounds* and other resources. It is also important for children to see lots of print, and to be read aloud to, regularly, in a loving, trusting environment.

Whether you use Synthetic Phonics or Inductive Whole-word Phonics, you can use some of the activities and suggestions from the other system as supplementary. For Phase One, it is not necessary to strictly choose one system or the other.

If you are teaching using Guided Reading, you may choose whatever activity from either Phonics system meets your instructional goals.

## LEARNING OUTCOMES FOR THIS PHASE

### Synthetic Phonics

By the end of this phase children should:

1. Be able to listen attentively.
2. Have increased their vocabulary.
3. Be able to speak confidently to adults and other children.
4. Be able to discriminate phonemes.
5. Be able to reproduce audibly the phonemes they hear, in order, all through a given word.
6. Be able to use sound-talk to segment words into phonemes.

### Inductive Whole-word Phonics

By the end of this phase children should:

1. Be able to listen attentively.
2. Have increased their vocabulary.
3. Be able to speak confidently to adults and other children.
4. Be able to quickly recognize all the names of all the letters in the English alphabet, both upper case (capital letters) and lower case (small letters) in order and out of order.
5. Be able to say (or sing) the letters of the English alphabet in order.

# KRISHNA IS

## CREATING THE ATMOSPHERE

Explain that in the *Bhagavad-gita* Arjuna asks Krishna how we can always think of Him, and how we can know and remember Him. Say, “Krishna answers Arjuna’s questions by saying that we can remember Him when we see something great and wonderful. Krishna says, ‘of lights I am the radiant sun.’ Have you ever seen anything brighter than the sun? It is so bright that it easily gives light to all the people, plants and animals on this planet. With this light we all can see and grow. So Krishna tells Arjuna that we can remember Him when we see the sunlight which is everywhere and wonderful. We can think, ‘The sun gives light to everything. The sun is so powerful, and like the

sun, Krishna is also powerful. In this way we can remember Krishna and be happy.’”

Have the children discuss and share other things they have seen or done that they thought were very special. (You may need to give personal examples first.) Then discuss how these experiences can remind us of Krishna. For example, a very strong animal or person could remind us of Krishna’s strength such as when He so easily lifted Govardhana Hill. They may have seen a very beautiful flower, which could remind them of Krishna’s beauty.

Have the children draw, paint or make a collage of something they have seen or experienced that



reminds them of Krishna. Then ask the children to talk about their artwork. Ask the children how what they made reminds them of Krishna and tell them that you are going to write down what they say. After writing their thoughts, read it back to them. Then display their art with their thoughts that you have written on labels next to their pictures.

## READING THE BOOK

Cover: Show the front cover to the children. Move your hand around the front cover and tell the children that it is called the front cover of the book. Then discuss the pictures on the cover. "Who can you see? What else can you see? Point to the title, say, "This is the title of the book, or the name of the book, it says *Krishna Is* (point to each word as you read it). Can you guess what this book might be about?"

Read the book to the class clearly, with expression. Give the children time to look at the pictures.

Now read the book again, this time stopping at each page to discuss and ask questions as suggested below. You can read the book with the whole class, a small group, or one child. When reading in a situation where the children are able to have a copy of their own book to read along with you, check that they handle the book carefully. Always model how to handle books carefully and if necessary, discuss how to handle books and why it's important. Check that the children hold the book the correct way up and are able to turn the pages correctly.

pp. 2–3: Ask the children to point to the writing and then have them point to the pictures. Point to each word as you read it to help them to understand the concept of a written word. Ask the children, "Why do you think Krishna says He is the sun?"

pp. 4–5: Read, pointing to each word, "Krishna is the..." Then point to the picture of the moon and pause for the children to finish the sentence. Ask, "Why do you think Krishna says He is the moon?"

pp. 6–7: Point to each word as you read it. Discuss the illustrations with the children. "What sound does a mrdanga drum make? What sounds do cartel cymbals make?"

pp. 8–9: Point to each word as you read it. Discuss the pictures. "How is Krishna silence?"

pp. 10–11: "How is Krishna the seed? What do seeds do?"

pp. 12–13: Ask the children to "read" with you. Don't expect the children to be decoding at this point. They will read using their understandings of the highly repetitive text and picture clues (The picture shows the only different word on each page). Point to each word and read with the children "Krishna is the ..." and then pause at the last word and have the children look at the picture to help them finish the sentence.

pp. 14–15: Do the children say one spoken word to every word you point to? Have the children "read" with you as you point to each word. Discuss how Krishna is the friend.

p. 16: Have the children "read" with you. Discuss how Krishna is the Lord.

## LISTENING AND SPEAKING

Remember to always model good speaking and listening when interacting with the children.

When children are speaking, listen to them, and then repeat their ideas using correct spoken English and additional vocabulary. For example, a child might say, "The wormys 'mind me of Krishna 'cause He's in them." You could reply, "Yes, Krishna is even in the worms. When we see a worm we can remember Krishna because we know that He is in the worm's body too. That is such a nice way to remember Krishna. Wonderful thinking!" Speaking like this will confirm that you are listening, that you have understood what they have said, and that you are interested in their thoughts and ideas. It will also aid to expand their vocabulary and improve their spoken English.



Discussions give the children an opportunity to practice and develop their speaking and listening skills. Before starting a discussion ensure that the children understand what it means to listen and speak well. You can explain this with puppets or posters and/or something auditory like a little rhyme or song that you can say before a discussion. *Letters and Sounds* has some good ideas. For example, children should learn that a good listener keeps his or her body quite still, looks at the speaker, and only talks to ask questions or make comments about what the speaker is saying when the speaker is ready. A good listener feels like they are learning something new. A good speaker, on the other hand, looks at the listener, stays in one place, and talks clearly and loudly enough for the listener to understand. A good speaker enjoys sharing ideas and experiences with others.

### **Idea for discussions**

Read some of the lists in the Bhagavad-gita about how to see Krishna in the world from chapters seven, nine, ten, and fifteen. Pick examples with which the children would have experience.

## **FURTHER ACTIVITIES: SYNTHETIC PHONICS**

*Relating the activities to the book:* The following activities listed under synthetic phonics will draw upon *sound* and *silence* from the book *Krishna Is*. Before starting the activities, discuss how in the book *Krishna Is* it says, “Krishna is the sound” and it also says, “Krishna is the silence.” Discuss the meaning of *sound* and *silence* with the children. Ask, “What does *sound* mean? What does *silence* mean? When do we make a sound? When are we silent?” Discuss how sounds are different. “What sounds do you enjoy hearing? What sounds don’t you like so much?”

Talk about how silence can be helpful. “How can silence help us? Krishna is the silence because when we are silent then we can hear and learn, it makes it easier for us to think about things, and when there is silence it can also help us to remember Krishna.”

## **Aspect 1: General sound discrimination—environmental sounds**

### **Discriminating sounds**

Main purpose: To develop children’s listening skills and awareness of sounds in the environment.

#### *Exploring sound and silence*

You will need: Things found in the children’s environment that can make sounds. For example, kitchen utensils, rice in a container, water in a bottle, a whistle, a noisy toy, a plastic bag, noisy shoes, and so forth. Before starting the game ask the children if they are ready to **listen**.

1. Tell the children to say the word *sound* when they hear a sound. When they hear silence, then they can hold their finger up to their mouth like the picture in *Krishna Is*, page 9.
2. Make a sound using one of the noisy items collected. See if the children say “*sound*.”
3. You can model this a few times if necessary.
4. Then make no sound. Put your hands on your lap and just look at the children with expecting eyes. See if the children hold their fingers up to their lips. You can model this a few times if necessary. When the children do the action correctly at the right time whisper, “Yes, silence,” while holding your finger to your lips.
5. Repeat steps 2 and 3, sometimes making a sound and sometimes sitting in silence. Vary the type of sounds produced as well as the volume and speed of the sound you make with each object.

After completing this activity, place the resources used in this activity in an area where the children can choose to explore them independently or with friends.

#### *Silence for hearing (indoor)*

1. Have the children tell you what it means to be silent. Tell the children that they are going to stop everything in a minute and be silent so that they can hear all the sounds around them.

2. Ask, "What do we hear with?" Have the children cup their hands next to their ears. Then say, "Be silent and only hear until I say *stop*. Now listen to the sounds."
3. Ask the children to imitate the sounds, say where they came from, and how loud they were.
4. Have the children listen again. This time encourage the children to see if they can hear very quiet sounds and sounds that are being made very far away.

#### *Listening walks (outdoors or out of the classroom)*

You will need: Large pieces of paper or cardstock and thick markers.

1. Before starting, tell the children that they are going to go to discover new sounds.
2. Take the children to a new place (for example: a playground, the backyard, the temple, a shop, a safe distance from a construction site, a goshala, a farm). While there, remind them that they will need to be silent to hear more sounds. The children will get excited each time they hear a new sound. That's fine. Have them share what they heard and discuss the sound and where it has come from before again silencing the group so that they can hear and discover more sounds. When the children discover a sound record it on paper pictorially. For example, you could have the words *backyard* printed in the centre of a large piece of card and then draw pictures all around representing the sounds the children hear. (Keep these sound record posters to be used for the *comparing sounds from listening walks* activity on the next page.)
3. Later take them to a different place and repeat.

#### **Listening and remembering sounds**

Main purpose: Further development of vocabulary and children's identification and recollection of the difference between sounds.

#### *Sound clues*

You will need: About 9 objects from the children's

everyday environment that make a noise (for example: a jar of beans, a container of water, a rattle, a plastic bag, a bell), and a screen or cloth to block the view of these objects from the children. It would be ideal if you could find objects that made sounds found in the previous *listening walk* activity to use in this activity.

1. Have the children describe what is good listening. Then ask them if they are ready to listen and to play a new game.
2. One by one display the sound making object in front of you so that the children can see all the objects. Have the children name each object and listen to the sound it makes as you display it.
3. Then screen off the objects so that the children cannot see them. Remove one of the objects and place it in an empty bag, or box, where the children cannot see it. Then remove the screen. Let the children look at the objects that are still there. Have the children try and guess what object you have taken. After two guesses say, "Can I give you a clue? Listen." Then make a noise with the hidden object without the children seeing it. Once the children have guessed correctly, or have given a few good attempts to guess, show them the hidden object.
4. Repeat step three a couple more times.
5. Change the game slightly. Tell the children that, now, they are going to guess which object you have in your hands, only by listening to the sound it makes.
6. Screen all the objects. While the children are not able to see the objects make a noise with one of them. Have the children guess which object is making the sound. When the children guess correctly, remove the screen and allow them to see you making the sound with the object.
7. Repeat step 6 selecting different objects to make a sound with.
8. Once the children become more confident with the game, let them take turns choosing

the object and making a noise for you or the other children to guess.

When you have finished with this activity move the resources to an area where the children can choose to explore the objects and sounds independently or play the game with their friends.

*Guess what I was doing!*

1. You will need an audio recording of yourself during the day doing some ordinary things, such as brushing your teeth, washing the dishes, going for a walk, chanting japa and so forth.
2. Explain to the children that they are going to listen to a recording of sounds and that they are going to try and guess what you were doing just by listening to the sounds.
3. Remind the children what good listening is. Ask them to listen well. Play one of the recordings.
4. Ask the children to talk about the different sounds that they heard in the recording. Have them try and guess what you were doing and where you were while you made that recording.
5. Repeat steps 2 and 3 with new recordings.

Extension: Have the children record their own sounds from their daily activities to share and discuss later with the class.

### **Talking about sounds**

Main purpose: To make up simple sentences and talk in greater detail about sounds.

#### *Comparing sounds from listening walks*

Display the posters representing the sounds in pictorial form from the listening walks. Talk about the different sounds that were heard in each place.

Ask questions such as, "Where might I hear the sounds that birds make? Yes, in the yard. Can you tell me what sound birds make? Where might I hear the sound of a bell ringing? Yes, at the

temple. What sound does a bell make when it is ringing? Do you think that's a nice sound? Why?" Keep the sounds discussed limited to those experienced in the listening walks.

Have the children describe the sounds they might have experienced in other places.

### **Aspect 2: General sound discrimination— instrumental sounds**

#### **Discriminating sounds**

Main purpose: To experience and develop awareness of sounds made with instruments and noise makers (rattles, bottles of rice and so forth).

#### *Exploring sound and silence*

You will need: a selection of instruments and noise makers.

1. Introduce the instruments one by one. Play each and discuss the sound each instrument makes. Say something like, "What does this instrument sound like? When I play it like this does it sound like a big heavy elephant plodding along or does it sound like a little mouse scurrying?" For each instrument or noise, decide with the children a movement to go with the sound, such as, "Yes we can move like an elephant while I play this instrument. Stomp!"
2. Explain to the children that they are going to play a listening game. Discuss the rules of the game: They listen to the sounds and then move in a way to match that sound (for example stomping like an elephant with a deep drum sound, or fluttering like a butterfly with wind chimes). If the children don't hear any sound then they freeze like a statue.
3. Play the game, allowing the children to move safely around the room, stopping now and then to discuss the sounds and movements the children hear and make.

#### **Listening and remembering sounds**

Main purpose: To listen to and appreciate the difference between sounds made with instruments

### Copy cat

You will need: two each of about four or five different instruments.

1. Talk about silence and sound. Remind the children how to listen, or get them to remind you!
2. Show each instrument to the children. Discuss the name of each instrument and explore the sound it makes. Allow the children to touch and explore each instrument.
3. Explain to the children that they are going to learn a new game. This game is called *Copy Cat*. Say that you are going to hide one type of each instrument behind a screen. The other instruments are going to be kept for them to see and use. Explain that they are going to listen carefully to the sound you make with one of the instruments behind the screen. Then they have to guess which instrument is making the sound. They should think and then choose the same instrument from their selection and try and make the same sound.
4. Hide one set of instruments behind a screen. Then make a sound with one of the instruments.
5. Choose a child to guess which instrument you used by finding the same instrument from their selection and making the same sound with it. Repeat with different children and instruments.

Extensions: When the children become more confident, choose a child to be the teacher and make a sound to be copied from behind the screen. You can also have the children copy a sequence of more than one sound starting off with two and then increasing according to the children's ability. When you have finished with this activity move the resources to an area where the children can choose to explore the objects and sounds independently or play the game with their friends.

### Talking about sounds

Main purpose: To use a wide vocabulary to talk about the sounds instruments make.

### Story sounds

You will need: a good variety of instruments and noise makers, *Krishna Is*, and a MagicPEN.

1. Show the children the book *Krishna Is*. Explain that you are going to read the book again to them, but that this time to make it even better we are going to add sounds.
2. Turn to the first page and read it. Ask, "What is Krishna? Yes, He is the sun, what sound could we make using these instruments that might sound like the sun or sunshine? Does the sunshine make us feel warm and jolly? Do you think we could make a sound like that?" Then let the children explore, discuss and describe sounds that could relate to the page. Then have them choose one sound to accompany that page. You can record the sound into one of the hidden sound spots on each illustration. Repeat for each page. Since there are two spots, you can go through the book twice, each time recording a different sound for each picture.
3. Read the book with the children listening to the sounds they recorded. Then read the book listening to what was originally recorded on the illustration audio spots.
4. Discuss how the sounds changed the experience of reading of the book.

### FURTHER ACTIVITIES: INDUCTIVE WHOLE-WORD PHONICS

#### Letter hunt

1. Give the children a letter (lowercase) to find in the book *Krishna Is*. Discuss with the children the shape and name of the letter.
2. Go through the book and have the children point to the letter each time they find it. Have them say the name of the letter aloud as they point to it.
3. Repeat for other letters at another time.

Extension: Have the children look for the letter in other places, such as in other books, signs, indoors and outdoors.



## RELATED ACTIVITIES FOR OTHER SUBJECT AREAS

### *Personal, social and emotional development*

Discuss what a friend is and how friends treat each other in different situations.

### *Problem solving, reasoning and numeracy*

Use seeds or beans to practice counting. Write and/or say a number and have the children find that many beans or large sized seeds from a pile.

### *Knowledge and understanding of the world*

Observe and discuss how the sun helps us in our lives. Have the children observe and discuss the phases of the moon. Plant a seed and watch it

grow. Observe and talk about what a plant needs to grow. Have the children take care of the plant.

### *Physical development*

Play games involving throwing and catching.

### *Creative development*

Help the children make a fan. Let them choose colors and the shape. Help them but have them do this themselves. Sing songs relating to Krishna's play with His friends.

### *Shastra*

Have the children explain why Krishna is our most special friend. Read some short and simple stories involving Krishna and His friends.

## WE CAN RUN IN THE SUN



### CREATING THE ATMOSPHERE

Play games outside with the children that involve running and chasing. Then discuss how, when

Krishna came to earth with His cowherd friends, He enjoyed running. Have the children think of

places where Krishna might have run, and games He may have played with His friends.

Look at a picture that shows Krishna and the cowherd boys playing and running together. Have the children describe what they see. Talk about what the cowherd boys might be doing, how the boys might be feeling, and where they might be playing.

## READING THE BOOK

Cover: Show the front cover to the children. Move your hand around the front cover and ask the children to tell you if this is the front cover of the book or if it's the back cover of the book. Then ask, "What can you see on the cover? Who can you see? What are they doing?" Point to the title, reminding the children, "This is the title of the book, or the name of the book. It says *We Can Run in the Sun* (point to each word as you read it). Can you guess what this book might be about?" Then turn to the back cover. Say, "This is the back cover. On the back cover there is some writing that tells me a little about what the book is about. I will read it to you." Then read the blurb.

Read the book to the class clearly with expression. Give the children time to look at the pictures.

Now read the book again, this time stopping at each page to discuss and ask questions as suggested below. You can read the book with the whole class, a small group, or one child. When reading in a situation where the children are able to have a copy of their own book to read along with you, check that they handle the book carefully. Always model how to handle books carefully and if necessary, discuss how to handle books and why it's important. Check that the children hold the book the correct way up and are able to turn the pages correctly.

pp. 2–3: Ask, "Have you ever ran or played in the mud? What was it like? Why do you think the cowherd boys are running to the mud puddle?"

pp. 4–5: Demonstrate how each written word represents one spoken word, by reading slowly and pointing to each word as you read it. After reading

the sentence, highlight how the illustrations support the text by asking the children to point to the pond in the picture.

pp. 6–7: Point to the rock in the illustration. Ask, "Where are they running to this time?" (the rock). Read the sentence slowly and clearly to the children. Ask the children to "read" the sentence from memory and look at the visual clues in the book with you again.

pp. 8–9: "Who are these cowherd boys? Can you see Krishna? Can you see Balarama? Where do you think they are? Does it look like Govardhana Hill?" Point to each word and read slowly. Encourage the children to help you read. The text is repetitive and the words that change are supported by pictures clues. The children will read using these clues, which are important skills to have. Do not expect the children to read by decoding at this point.

pp. 10–11: Point to each word as it is read. Discuss the illustrations with the children.

pp. 12–13 : "What are the boys doing in the picture? Where are they running? What are they holding? How are they feeling?" Ask the children to read with you.

pp. 14–15: "What are the cowherd boys sitting on? What are they doing?"

p. 16. Do the children understand the concept of a word? Do they say one spoken word for every word you point to in the text? (The children will "read" using the repetitive nature of the text and illustration clues.) Have the children say the words as you point. Observe if the children say one word for each written word you point to. Ask the children to find Krishna in the illustration. Then read the sentence again stopping and pointing to the word *Krishna*. Say "This is the picture Krishna and this is the word Krishna."

## LISTENING AND SPEAKING

Remember to model good speaking and listening when interacting with the children. Remind the



children what it means to be a good listener and speaker.

#### *Ideas for Discussions*

Share experiences and feelings that arise when playing in the mud, or with friends.

Share thoughts on what it might be like to be able to play and run in the sun with Krishna like the cowherd boys in the story.

### **FURTHER ACTIVITIES: SYNTHETIC PHONICS**

*Relating the activities to the book:* The following activities will draw upon the sounds the cowherd boys may have made while they were running and playing in the places mentioned in each page of the book *We Can Run in the Sun*.

Hold up the book *We Can Run in the Sun* so that the children can see the cover. Ask the children, "What are the cowherd boys doing? Yes, they are running. Can you stand up and run on the spot for me. Well done. I'm going to ask you to run one more time. This time listen to what sound your feet make while you run. Could you hear a sound? What sound could you hear? This sound was made with your body. Are there any other sounds that you can make with your body?"

#### **Aspect 3: General sound discrimination—body percussion**

##### ***Discriminating sounds***

Main purpose: To develop awareness of sounds and rhythms

##### *Songs and Rhymes*

Sing nursery rhymes and devotional rhymes and songs and add actions while singing. Actions can include, clapping, tapping fingers, waving, stamping feet and so forth.

##### *Body Sound Chant*

1. Have the children sit in a circle.
2. Remind the children what good listening is. Check that they are ready to listen. Say, "Well

done! You are looking at me, you are not talking and your bodies are nice and still."

3. Explain that they are going to play a game. In the game they will listen to and make sounds. The sounds will be made by moving different parts of their body.
4. Teach the children this little chant:  
*Leader:* I can make a sound with my body (make sound for example clap, clap, keeping in rhythm to the chant). I can make a sound with my body (clap, clap).  
*Followers:* We (everyone else) can make it too (clap clap). We can make it too (clap clap).  
*Altogether:* Let's make it fast (clap, clap, clap, clap). Let's make it slow (clap, clap). (Alternate: Let's make it loud/quiet.)  
Then ask in the same rhythm, "Who else can make a sound with their body?"
5. Then choose a child to think of and share another way they can make a sound with his or her body. Repeat the chant, keeping rhythm and using the child's suggested movements and sound.
6. Repeat steps 4 and 5 with other children.

#### ***Listening to and remembering sounds***

Main purpose: To distinguish between sounds and to remember patterns of sound

##### *Follow the leader*

1. Stand in a circle with the children.
2. Explain to the children that they are going to play a listening game and that they need to be ready to listen. Ask, "What will you be doing if you are ready to listen? Yes, not talking, keeping still and looking at the speaker or the person making the sounds. Are you ready to listen then? Let me see!"
3. Say, "This game is called follow the leader. I'm going to make some sounds with my body and then you will follow me. You will need to listen and watch carefully because sometimes I will change my sounds and movements and then you will have to, as well."

4. Start with a simple movement like stamping your feet for the children to copy. Once you and the children are making a sound in unison and in rhythm keep it up for a little while and then again change the movement and sound.
5. Repeat step 4 a few times, introducing new movements and sounds.
6. Choose other children to take a turn being the leader.

*Can you copy me?*

1. Sit in a circle with the children.
2. Ask them if they are ready to listen.
3. Tell the children that they are going to play a game where they have to try and copy the same body sound. Similar to *Follow the Leader*, except this time they have to close their eyes and only listen to the sound that you make and then try and copy it themselves.
4. Ask the children to close their eyes. (Alternatively you can hide behind a screen.) Make a sound. Start off simple, like clapping your hands or stamping your feet. Keep making the sound in rhythm and ask the children to join you by copying the sound, still with their eyes closed. When all the children are making a sound with you, have them open their eyes to see and compare how you and the other children were making similar sounds.
5. Repeat step four with other sounds.
6. When the children become more confident, have them take turns making a sound to be copied by you and the other children.

### **Talking about sounds**

Main purpose: To talk about sounds we make with our bodies and what the sounds mean.

#### *Sound stories*

1. Briefly discuss what it means to listen and speak well.
2. Tell the children that you are going to tell them about something that happened the other day. You can say something such as:

Early in the morning the wind was blowing so hard (blow out of your mouth, making the sound of wind). It blew through the house and slammed the door shut (slam your hands down on the floor). I jumped out of bed with a fright (jump once, loudly). The good thing was that it was time anyway to wake up and get ready to go to the temple. I took a bath and quickly got dressed. When I was walking to the temple it started to pour down with rain (make movements with hands to represent rain falling. You could even tap your fingers on a table to make it sound like rain). I didn't want to get too wet so I ran (run on the spot so that the children can hear you). By the time I got to the temple, I was a little wet and very cold, I was shivering (chatter teeth). Someone noticed I was cold and gave me a warm wool shawl. I warmed up after dancing and singing in front of Radha and Krishna. Someone was playing the mrdanga drum so nicely (beat hands on thighs to imitate sound of a mrdanga) and singing (sing Hare Krishna, Hare Krishna, Krishna Krishna Hare Hare, Hare Rama, Hare Rama, Rama Rama, Hare Hare). Everyone was so happy dancing for Krishna. Afterwards, I listened to class. We all sat in silence while we listened (keep silent for a few seconds). The class was wonderful. At the end of the class everyone clapped (clap).

3. After telling the story, ask them to identify the sounds in the story. For example, say, "What was happening when you heard this sound?" (make a sound from the story).

#### Extensions:

- ◆ Discuss how the sounds add to the story.
- ◆ Have the children think of something they did and tell you and their friends. Together think of ways you could add body sounds to what the child has said. Repeat what the child has said together, with the added body sounds.

#### *Reading We Can Run in the Sun with body sounds*

Have the children record into the audio spots hiding in the illustrations of *We Can Run in the Sun* body sounds that they feel are appropriate. Read



the book and listen to the spots and discuss how these change the experience.

## **FURTHER ACTIVITIES: INDUCTIVE WHOLE-WORD PHONICS**

### *Introducing capital letters*

You will need good sized cards with the letters of the alphabet printed on it for the children to see. You can create these from the *Alphabet Book* in this series. You can also use a display of the alphabet with both capital and lower case letters for the children to refer to and you to point to as needed.

1. Sing an alphabet song while pointing to each letter (lower and upper case).
2. Discuss how each letter has two different forms. One is bigger and is called a capital letter (or uppercase) and the other is smaller and is lowercase. Talk about how some uppercase letters look very similar to their lowercase form and how others look very different.
3. Look at the cover page of the book *We Can Run in the Sun*. See if the children can find the uppercase letters in the title. Have them match the lowercase form for each uppercase letter they find (W, R, S) from the lowercase letters w, r, s displayed. Discuss how the uppercase letters W, and S look similar to their lowercase form but that the lowercase form for the letter R looks very different.

### Extension activities:

Point to a letter in the book. Talk about its form and name. Search for the same letter somewhere else in the book. Have the children write the letters in sand, paint, or chalk outside. Say the name with the children as they write the letter. Repeat with other letters.

Choose a letter. Print the letter on individual pieces of card. Print the letter in lowercase on about five cards and in uppercase on another five cards. Have the children sort the letters into two groups, lower case and uppercase. Have the children say the name of the letter each time they sort it into a group, (for example “lowercase tee (t) or uppercase tee (T)”). Repeat for other letters.

## **RELATED ACTIVITIES FOR OTHER SUBJECT AREAS**

### *Personal, social and emotional development*

Talk about sun safety. Discuss how our skin can get burned and ways in which we can protect our skin from the harsh rays of the sun.

### *Communication language and literacy*

Draw a story map with the children, showing, with pictures and labels, all the places the cowherd boys ran to. Have the children retell the story using the story map, and possibly pictures on card of the cowherd boys which they can move around the map.

### *Problem solving, reasoning and numeracy*

Explore measuring by comparing how many hand-widths or step-lengths different objects or distances are. Let the children measure with their own hands or steps.

### *Knowledge and understanding of the world*

Explore taking dirt, adding water to make firm mud, forming the mud into shapes, and letting it dry.

### *Physical development*

Have the children help make bread or chapatis for a picnic lunch. Have them knead or roll the dough. (Keep children a safe distance from any fire or heat.)

### *Creative development*

Have the children act out the story *We Can Run in the Sun*. Discuss the illustrations in the book.

### *Shastra*

Choose a short and simple story to read from *Krishna* book, or just a short paragraph. Have the children help you add sounds and actions to the story.

Look at Govardhana Hill in the book *We Can Run in the Sun*. Discuss and read stories relating to Govardhana Hill.

## COWS GET LOVE



### CREATING THE ATMOSPHERE

Talk about how cows give us milk which can be made into so many different products, such as ghee, yoghurt, cheese, cream and butter. Explain, that because cows give us milk like a mother gives her child milk, they are considered one of our mothers.

Make butter with the children by putting some heavy cream in a clear jar and shaking it (the children can take turns shaking it) until the cream separates into butter and buttermilk.

Have the children visit some cows. Let them feed and touch them and, if possible, see them being milked.

Discuss about having pets and ask the children if any of them have pets or know of someone who does. Explain that in many parts of the world people keep cows as pets, and that sometimes the cows even stay in a room in the house.

### READING THE BOOK

Cover: Show the front cover to the children. Move

your hand around the front cover and ask the children to tell you what this part of a book is called. Then ask, "What can you see on the cover? What is the little girl doing? Is this a photo or a drawing?" Point to the title, and say, "Who can remember what this is called? Yes, a title. What is a title for? (tells us the name of the book). The title of this book is *Cows Get Love* (point to each word as you read it). Can you guess what this book might be about?"

Read the book to the class clearly with expression. Give the children time to look at the pictures.

Now read the book again, this time stopping at each page to discuss and ask questions as suggested below. You can read the book with the whole class, a small group, or one child. When reading in a situation where the children are able to have a copy of their own book to read along with you, check that they handle the book carefully. Always model how to handle books carefully and if necessary, discuss how to handle books and why its important. Check that the children hold the book the correct way up and are able to turn the pages correctly.

pp. 2–3: After reading, ask, “Can you see the grass the cow is getting? Do you think she likes the grass? Do you eat grass?”

pp. 4–5: After reading ask, “What do you think is in the bucket? Why do you think that?”

pp. 6–7: Ask, “What food is the cow getting?” Ask, “Do you eat food? Do you eat that kind of food?”

pp. 8–9: Discuss how the cow is being cleaned (with a brush) and compare that with how we clean our bodies.

pp. 10–11: “Do you like getting hugs from people you know and trust? Who do you like getting a hug from?”

pp. 12–13: “Have you ever patted a cow?”

pp. 14–15: “Why do you think the cow might need a blanket? How might the cow be feeling? Is this cow being looked after nicely? Is it being loved?”

pp. 16–17: “Cows like to have friends! Do you like having friends too? How do good friends make you feel?”

pp. 18–19: Are the children beginning to recognize that one cluster of letters on a page represents one word? Have them try and read the sentence independently while you or they point to each word. Again, don’t expect them to be decoding or recognizing words at this point (though some may begin to). Most children will read using information gained from the repeated text in the story and the supporting pictures. These are important skills which will be used even when the children learn how to decode written words.

p. 20: “What’s happening here? Where are they getting the milk from?”

## LISTENING AND SPEAKING

Remember to model good speaking and listening when interacting with the children. Remind the children what it means to be a good listener and speaker.

## Ideas for discussions

- ♦ Share experiences the children have had with cows. You could ask questions like: “Who has touched a cow? What does its fur feel like? Who has milked a cow? Was it very difficult?”
- ♦ Have the children share any stories of Krishna with cows or calves that they might know.
- ♦ Have the children talk about the different ways cows are helpful to us.

## FURTHER ACTIVITIES: SYNTHETIC PHONICS

*Relating the activities to the book:* The following activities listed below will draw upon the theme of pets and caring for pets taken from the book *Cows Get Love*. Before starting the activities discuss how Krishna’s cows are also like His pets and that He has other pets too. Talk about pets and how they need to be taken care of and the different ways we need to care for pets.

### Aspect 4: Rhythm and rhyme

#### Discriminating sounds

Main purpose: To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech

#### Exposing children to rhymes

Provide plenty of opportunities for the children to engage in rhyme through books and songs on a regular basis. Regularly read rhyming books to children and teach them simple rhymes and songs. There are some simple devotional rhymes available that can be used too. There are some Sanskrit shlokas that rhyme, and the translations can also be put into a rhyme.

#### Movement and rhythm

You will need a drum, or something you can beat on, that is loud enough for the children to hear.

1. Ask the children if they are ready to listen.
2. Talk about how Krishna has many pet cows in Goloka Vrindavana that He takes care of and takes on many adventures.



3. Talk about how sometimes cows move slowly and sometimes they run fast and sometimes they stand still. Ask, "When might Krishna's cows be moving fast (then beat a fast rhythm on the drum)? When might Krishna's cows be moving slowly (then beat a slow rhythm on the drum)? When might Krishna's cows be still (beat once on the drum)?"
4. Ask the children to pretend to be cows. Ask them to listen to your words and the rhythm of the drum and move around the space, or keep still in a way that matches your words and the rhythm of the drum.
5. Then say something like: "The cows are happily grazing, eating grass, on Govardhana Hill while Krishna plays His flute, (beat slowly)." The children should be moving slowly around the room pretending to be cows eating grass. "Oh no! There is a big forest fire. The cows are scared and are running everywhere looking for Krishna. They are lost! (beat quickly on the drum for a while). Out of fear the cows were not looking where they were going and they are now stuck in the sugar cane (one beat on the drum, then silence)." Continue speaking in this way using various rhythms and stories that encourage the children to move quickly, slowly, or not at all.

### **Listening and remembering sounds**

Main purpose: To increase awareness of words that rhyme and to develop knowledge about rhyme.

#### *The tricky, rhyming puppet*

You will need a puppet or a toy to which you give a name that rhymes, like *Posy Rosy*.

1. Say, "This is (name of the puppet). She really wants to read the book *Cow's Get Love* to you. But you have to listen very carefully, because (name of puppet) likes to play tricks. She likes to change the words in the book when she reads. So be careful! Don't let her trick you! If a word doesn't seem right, you have to tell (name of puppet) that she is tricking and then

say the right word. Are you ready? Let me see how you are listening."

2. Read the book using the puppet. Substituting the following words on the following pages. *Grass* for *brass*, on page 2; *water* for *shorter*, on page 4; *clean* for *mean*, on page 8; *hug* for *mug*, on page 10; *pat* for *hat*, on page 12; *kiss* for *hiss*, on page 18; and *milk* for *silk*, on page 20. After reading each page, pause and allow time for the children to think whether or not the word makes sense, by checking how it fits with the rest of the sentence and if it supports the photo on the opposite page. For the substituted words, once the children have figured out that the puppet was tricking them, say, "Yes, (puppet's name) is trying to trick us! You can't be fooled! The word *hiss* (or the word you are dealing with on the page you are reading) does sound a lot like *kiss*, they **rhyme**, but they are not the same words."
3. Conclude by discussing how (puppets name) likes words that rhyme. Talk about what rhyming words are and give some simple examples.

Extension: Have the children think of other words that rhyme with *pat* and *hug*.

### **Talking about sounds**

Main purpose: To talk about words that rhyme and to produce rhyming words

#### *My pet cow*

You will need pictures and/or objects that represent the following words; *Cow, grass, tree, milk, cloth, brush*.

1. Have the children sit in a circle with you. Ask the children if they are ready to listen.
2. Talk about what *rhyme* means. Give examples and have the children suggest words that rhyme.
3. Place the objects in front of the children so that they can see them. Name each picture or object.
4. Explain that you are going to tell them a story about a pet. Explain that some words you are



going to say will not make any sense, but they will rhyme with one of the pictures/objects that **does** make sense.

5. Say, "Krishna loves His cows. I love cows too. I have a pet **how**. (pause) Can you have a pet **how**? What word rhymes with **how**? Look at the different things in front of you and see if you can work out what word rhymes with **how**. Yes, **cow** (pick up the picture or object representing the word **cow**). **How, cow** rhyme. You say **how, cow** (let the children spend some time saying and exploring the rhyme in the words); they both have an /ow/ sound." Then continue in the same manner, "I have a pet **cow**. My cow has feelings and needs to be looked after. When she is hungry I feed her **glass** to eat. (pause and give time for the children to find the right word using the objects and pictures. Allow the children to say and compare the words **grass** and **glass** and discuss the same /a/ and /s/ sounds in the words). When it is hot I take my cow under the shade of a **knee** (allow the children to find, discuss and compare the correct word). When it is cold I cover my cow with a warm **moth**. I clean my cow with water and a **crush**. I love my cow, and she loves me. She is very kind and gives me **silk**."

Extension: Place pairs of pictures in the center that represent words that rhyme. Have the children find the pairs of pictures representing words that rhyme.

## Aspect 5: Alliteration

### Discriminating sounds

Main purpose: To develop understanding of alliteration (same initial sounds in different words)

*P, P, Pets*

You will need a sack, and pictures or objects representing a cow, carrot, and cake. Place the pictures and objects in the sack.

1. Have the children sit in a circle with you. Ask the children if they are ready to listen.

2. Show the children the sack. Say, "This is a surprise sack."
3. Choose a child to take an item out of the surprise sack. They should choose by feeling, not by seeing. After they take it out of the sack, talk about what it is. Name the object or picture, speaking clearly and emphasizing the first sound in the word.
4. Choose another child to take another object or picture from the surprise sack. Name it. Then choose another child and so forth until there is nothing else in the sack.
5. Hold up the picture or object representing the word **cow** for the children to see. Say, "This is our pet **Caris** the **Cow**. She likes **carrots** (hold up the picture or object representing the word **carrots**) and **cake** (pick up the picture or object representing the word **cake**). **Caris**, cow, carrot, cake. Can you say these words with me?"

Extensions:

- ♦ Repeat with other pets and initial sounds, for example; "Pahlad parrot likes pineapple, pomegranates, and pizza." "Balaram buffalo likes bananas and berries." "Madhu Monkey likes milk, mangoes, and music."
- ♦ Have the children think of other things their pets might like. It doesn't have to make sense; they just need to start with the same letter. In fact, if it doesn't make sense the children are more likely to find the activity funny and enjoy it even more.

### Listening and remembering sounds

Main purpose: To listen to sounds at the beginning of words and hear the differences between them

You will need: A surprise sack, a toy cow or puppet cow, or a picture of a cow, and some objects beginning with a /k/ sound and some objects beginning with other sounds.

1. Say, "This is **Caris** the **Cow**. Do you remember her? She likes **carrots** and **cake**. What sound can you hear in **C, C, Caris**? What's the first

sound you can hear in **C, C, Cow**? Yes, /k/. What's the first sound you can hear in *cake*? What's the first sound you can hear in *carrots*? Yes /k/! Good listening (point to your ears). See **Caris** the **Cow** only likes things that begin with a /k/ sound. I'm going to take some things out of the surprise sack and you tell me if **Caris Cow** will like it or not."

2. Take an object out of the surprise sack. Have the children name the object. Have them say it again slowly and clearly. Then ask, "What sound can you hear at the beginning of (and say the word). Do you think **Caris** the **Cow** will like it? Why yes or Why not?" Then check with Caris the Cow to see if she likes it or not. You can make the toy or picture whisper to you, or shake or nod its head.
3. Choose another item from the surprise sack, or pass the sack around so the children can take turns taking an object out.
4. As you take out the objects sort them into two groups according to if **Caris** the **Cow** will like them or not (i.e. sort them into two groups—those items beginning with /k/ sound and those that don't).

When you have finished with this activity move the resources to an area where the children can choose to explore the objects and sounds independently or play the game with their friends.

### **Talking about sounds**

Main purpose: To explore how different sounds are articulated, and to extend understanding of alliteration.

#### *A closer look at words*

You will need: a small hand-held mirror, preferably for each child.

1. Have the children sit down in a circle with you.
2. Show the mirror to the children. Ask them what it is and what you do with it.
3. Hand the mirrors to the children. Let them play and explore them for a while.

4. Ask the children to get ready to listen. Have them place the mirrors on the floor in front of them and then ask them to keep their hands in their laps while they listen.
5. Pick up the book *Cow's Get Love*. Tell the children that you are going to read the book, and that sometimes you are going to stop so that the group can talk about a word.
6. Start reading the book. Read slowly and clearly, pointing to each word as it is read. Choose a word on each page that is supported by a picture to explore with the children. For example say, "Water (point to the word *water*), can you say *water*? What sound can you hear at the beginning of *water*? Yes, /w/. Can you say the sound /w/ while looking in the mirror? What are your lips doing? Can you see your teeth and tongue when saying the sound /w/? Does your mouth move like my mouth when you say /w/?" If you notice a child pronouncing a sound incorrectly give them support, talking about the position of the lips, teeth, and tongue, the sound, while using the mirror.

Extension: After the children have spent enough time exploring the first sound in words, briefly discuss syllables. Listen to how many syllables (or claps) are in the word *water* (or the word you are focusing on). Discuss what other words (including the children's names) contain the same amount of syllables. Talk about rhymes and have the children think of words (nonsense or real words) that rhyme with words from the book.

### **FURTHER ACTIVITIES: INDUCTIVE WHOLE-WORD PHONICS**

#### *Words and letters*

You will need: the book *Cows Get Love*.

1. Read a page from the book, slowly and clearly, pointing to each word.
2. Ask the children to point to a word for you to read.
3. Have the children point to each word in the sentence with you as you read it.

4. Have the children circle a word in the text with their finger. Then have them point to a letter. Discuss the difference between words and letters.
5. Once the children are able to differentiate between a word and a letter, choose a page in the book and have the children say the first letter in each word with you. Repeat for other pages.

Extension: Choose some words in the book which are supported by pictures and have the children say all the letters they can recognize in a word. Repeat for other words.

### **RELATED ACTIVITIES FOR OTHER SUBJECT AREAS**

#### *Personal, social, and emotional development*

Compare the ways we look after ourselves to the ways we should look after pets and animals.

#### *Problem solving, reasoning, and numeracy*

Let the children explore volume by playing with water and different sized containers. Encourage the children to talk about what happens each time they pour water from one sized container into another.

#### *Knowledge and understanding of the world*

Discuss, observe, explore, and compare living and non-living things.

#### *Physical development*

Have the children make a few different animals using something like clay or play dough. (Snakes and snails are simple to make at this age and are a good starting point if they need some support.)

#### *Creative development*

Have the children represent different animals through instrumental sounds and movement. You could use the music *The Carnivals of the Animals* composed by Saint-Saëns in 1886 for the children to listen to instruments representing animals and move accordingly.

#### *Shastra*

Discuss who our mothers are according to shashtra. There are seven kinds of mothers: the cow, the wife of the spiritual master, the wife of the brahmana, the wife of the king, the nurse, and the earth, as well as the mother who gives birth to us or feeds and takes care of us everyday.

## **WE ARE SINGING**

### **CREATING THE ATMOSPHERE**

Sing some songs with the children. Sing songs about Krishna. You can listen to the hidden sound spots in *We Are Singing* of these two songs: “Vrindavan is such a nice place. With Krishna there, there’s never a trace of doubt or fear. It’s springtime all year. The peacocks crow and cool winds blow. The waters fall and cuckoos call. The lotus blooms beneath the moon. But everything is mute, when Krishna plays His flute,” and “In the forest, Krishna’s dancing, cowherd boyfriends offer praise, ‘Dear brother, you are dancing very nicely,’ they say. Then Krishna and Balaram, cowherd boys too, are blowing their horns and

playing their flutes. And they enter where flowers are always in bloom—the beautiful forest of Vrindavana.” You can also listen to the song in the hidden audio spot in *We Can Run in the Sun*: “Blue skies, white clouds, Krishna and Balarama are following the cows. Over on, Govardhan, where the cows stray--the cowherd boys all play, with Krishna and Balaram all through the day.”

Talk about how singing helps us to show our feelings and remember things. Ask the children for examples of songs that help us show we are joyful, or peaceful or curious. Discuss how songs help us to remember things and ask the children for examples (such as the alphabet song).





## READING THE BOOK

Cover: Have the children point out the front cover, back cover and title of the book. Then show them where the author's and illustrators' names are. Explain how each of them contributed to the book and read their names. Then ask, "What can you see on the cover? What are the boys doing? Is this a photo or a painting?" Pointing to the title, say, "The title of this book is *We Are Singing* (point to each word as you read it). Can you guess what this book might be about?"

Read the book to the class clearly with expression. Give the children time to look at the pictures.

Now read the book again, this time stopping at each page to discuss and ask questions as suggested below. You can read the book with the whole class, a small group, or one child. When reading in a situation where the children are able to have a copy of their own book to read along with you, check that they handle the book carefully. Always model how to handle books carefully and if necessary, discuss how to handle books and why it's important. Check that the children hold the book the correct way up and are able to turn the pages correctly.

pp. 2-3: Read the text pointing to each word. Have the children point to the picture of Krishna and then point to the word *Krishna*, giving support if needed. Ask, "Who else is with Krishna? Are they singing too? How do you think they feel?"

pp. 4-5: "Who are singing on this page?" Have the children help you read the text. As you read the sentence point to each word. Pause at the word *cows* to allow the children to say the word before completing the rest of the sentence.

pp. 6-7: "Now who is singing?" Have the children help you read the text by pointing to and reading each word in the sentence and then pausing and pointing to the word *bulls* without reading it out loud, allowing them to say the word before completing the rest of the sentence. Say, "I wonder what bulls sound like when they are singing?" (You can listen to the hidden audio spot on this picture.)

pp. 8-11: Discuss the illustrations. Ask, "Who are singing now? How do you think they might sound when they are singing?" Have the children read the text, using repetition and picture clues, as you point to the words.



pp. 12–13: “Look! Now the cowherd boys are singing. Do they look like they are enjoying singing? What do you think they might be singing about? Who do you think they might be singing to? Why do you think that?” Have the children read with you, using repetition and picture clues, as you point to each word.

pp. 14–15: “Goats are singing on this page. What else can you see?”

pp. 16–17: “Krishna is on this page. The river is singing to Krishna. Has Krishna been on every page? (He has been on most pages.) Does that mean that everyone is singing with Krishna?” Talk about the two forms of the river on this page (the personal form and the river form). Ask the children, “What do you think the river might be singing about?”

pp. 18–19: Point to each word as you read the page. Say, “Oh! Krishna isn’t on this page. I wonder if He is still listening to the children singing?” (Listen to the hidden audio spots.)

p. 20: “Look! Here is Krishna. I think He is listening and enjoying the singing. What do you think?” Discuss the illustration.

## LISTENING AND SPEAKING

Remember to model good speaking and listening when interacting with the children. Remind the children what it means to be a good listener and speaker.

### Ideas for Discussions

Talk about how Krishna has given us the ability to make our own choices to sing about different things, but that people are most happy when they choose to sing about spiritual things. Some discussion provoking questions could be, “Who could we sing for? What can we sing about? What kind of singing satisfies us the most?”

Discuss how this book shows us how in the spiritual word everyone sings.

## FURTHER ACTIVITIES: SYNTHETIC PHONICS

*Relating the activities to the book:* The following activities relate to the theme of singing and/or the personalities present in the book. *We Are Singing*. However, with a little imagination, these activities could easily be adapted to be used with any of the books in this phase.

### Aspect 6: Voice sounds-discriminating sounds

#### Tuning into sounds

Main purpose: To distinguish between the differences in vocal sounds

*Let’s sing!*

1. Have the children sit in a circle with you.
2. Show the children the book *We Are Singing*. Tell the children that we are going to do some singing like we read in the book. Say, “First we have to warm up! We are going to do some mouth and voice exercises. Are you ready to copy me?”
3. Stick your tongue out and in a few times for the children to copy you. Move your tongue left and right, left and right. Make sure all the children are able to copy before changing again. Pout and stretch your lips into a smile, pout and stretch. Open your mouth wide and then close it, open and close. Try and touch your nose with your tongue and then your chin, nose and chin. Fill your cheeks with air then suck them in. Say the sounds /ha ha/, /he he/, /hi hi/, /hoo hoo/, /ho ho/, /huh huh/ with exaggerated mouth movements. Say the sounds /ma ma/, /mee mee/, /mi mi/, and so forth with exaggerated mouth movements. Explore other sounds such as; /p/, /n/, /f/ /th/, /ch/, /sh/, /v/. Be creative. Try things like rolling your tongue, making sounds like a motor, making your voice go up and down in volume and pitch, whispering and so forth.
4. Read the book *We Are Singing*. Each time you read a page, ask the children, “What sound can we make that will sound like (name of

the personality on the page that is singing) singing?” Listen to the children’s responses and praise them for their ideas. Once a sound has been chosen, have the children make the sound together. (For example, *bzzzz* for the bees, *wshhh* for the river, *clank clank* for the bulls fighting with their horns and so forth).

5. Read the book through, having the children record the sounds of the singing personalities onto the hidden audio spots on each illustration.
6. Listen to the three songs in the hidden audio spots in the illustrations and have the children learn them.

When you have finished with this activity keep a copy of the book in an area where the children can choose to explore the story and sounds independently. Encourage the children to use the MagicPEN to record themselves reading the book from memory and by using the picture clues.

Extension: If children record themselves reading, have the rest of the class, or a small group of children, try and guess whose voice they can hear on the recording.

### **Listening and remembering sounds**

Main purpose: To explore speech sounds

*What’s the sound?*

You will need: Pictures of a cow, a river, a bee, a train, a horse, wind blowing something, a child who just fell over, and a mosquito. You should not be able to see the pictures from the back.

1. Have the children sit in a circle on the floor with you. Remind them, or ask them to remind you how to listen and speak well.
2. Show the picture of a cow to the children. Ask the children, “What sound does a cow make? Yes, /moo/.”
3. Show each of the pictures to the children. Talk about each picture, what it is and introduce the sound that relates to each picture as follows, /sh/ for the river, /z/ for the bee, /ch/

for the train, /nay/ for the horse, /h/ for the wind, /ow/ for the child who just fell over, and /n/ for the mosquito. Have the children copy the sounds.

4. Place the pictures face down on the floor in the centre of the circle. Then have the children take turns choosing a picture and saying the sound that relates to the picture. After the child who chose the picture says the sound have the other children copy.

When you have finished with this activity move the resources to an area where the children can choose to explore the activity and sounds independently or with friends.

### **Talking about Sounds**

Main purpose: To talk about the different sounds that we can make with our voices

#### *Animal play*

You will need heavy paper (cardstock), and collage material like pieces of cloth and colored paper.

1. Have the children choose a personality, animal, or character from the book *We Are Singing*.
2. Help them to make masks and/or wings, tails, and so forth to look like the personality. Make cones by rolling the heavy paper (cardstock) to be used as megaphones.
3. Take the children outside or somewhere there is plenty of space and they can make as much noise as they like.
4. Have the children sing and move like their chosen personality in the book, sometimes using their megaphones and sometimes not.
5. Observe the children, commenting now and then on the sounds that they make, the volume, pitch, length of the sound and so forth.
6. Once the children have finished dramatizing, have them sit down in a circle with you. Briefly discuss good listening and speaking.
7. Have the children individually share the sounds that they made with the rest of the

group. Ask the children questions such as, “What can you tell me about that sound? Was that a long or short sound? Was it loud? Was it high or low?” Praise the children for their ideas and efforts.

## **Aspect 7: Oral blending and segmenting**

### ***Tuning into sound***

Main purpose: To develop oral blending and segmenting of sounds in words

#### *Talking toys*

You will need: a puppet or a toy that looks like it could talk.

1. Have the children sit in a circle with you on the floor. Ask them if they are ready to listen.
2. Introduce the puppet to the children. Say, “(Puppet’s name) speaks a little differently than we do. He speaks and can only understand sound-talk. Because he cannot speak like we do, he is feeling a little shy. I asked him if he would feel better if we would learn sound-talk too. He was so excited about the idea, he said that would make him feel much better. It’s very easy to learn sound-talk! You will pick it up in no time! Are you ready to learn? Let me see how you are ready to listen and learn how to sound-talk.”
3. Read the book *We Are Singing* to the children. Read slowly. Starting from page four, when you get to the name of the personalities who are singing, look at the puppet and get the puppet to read the word in sound-talk. For example, /k-ow-z, b-u-l-z, b-ee-z, b-er-d-z/. After the puppet sound-says the word, blend the sounds with the children: “/k-ow-z, k-ow-z/, cows.” Then have the children tell you what the puppet is saying.
4. Put away the book. Then ask questions to the puppet such as, “What animal in the book makes honey?” The puppet would then answer, “/b-ee-z/.” Then have the children tell you what the puppet is saying. You can even pretend that you don’t understand the puppet and that you need the children to help you.

Then ask the puppet questions that don’t give clues to the answers so that the children only have the sounds of the word to guess with, for example: “What would you like to listen to?” “What animals have you seen?”

#### Extensions:

Ask similar questions as in step 4 to the children. When the children give their answer say, “Don’t forget (puppet’s name) can only understand sound-talk. Do you think you can say that word in sound-talk? Let’s try and say that word in sound-talk together.”

When you have finished with this activity move the resources to an area where the children can choose to explore the activity independently or with friends.

### ***Listening and remembering sounds***

Main purpose: To listen to phonemes within words and to remember them in the order in which they occur. (You will need the sound-talking puppet.)

#### *What can you see?*

1. Briefly discuss what good listening and speaking is.
2. Show the children the cover of the book *We Are Singing*. Have the children discuss what the book is about with you.
3. Take out the sound-talking puppet or toy. Ask the children, “Do you remember who this is? Do you remember how he talks and what talk he understands? Yes, sound-talk.”
4. Explain to the children that you are going to play a game with (puppet’s name). Explain that they are going to look at a picture and think of one thing they can see, and then try and tell the toy what they can see in sound-talk.
5. Start off by asking the puppet, “(puppet’s name) I can see Krishna in this picture; what else can you see in the picture?” The puppet can reply, “/t-r-ee/.” Then have the children blend the sounds with you to make the word

tree. Then say “Tree! Yes, tree! Can you see the tree too?”

6. Turn the page and ask the children, “I can see Krishna in this picture. What else can you see?” Choose a child (or take turns going around the circle) to sound-say the word representing what they can see in the picture. Support them as needed. Have the other children blend the sounds and then point to what they saw in the picture. Note that children in this phase are not expected to be able to blend and segment more than two or three, maybe four, sounds in words.

When you have finished with this activity move the resources to an area where the children can choose to explore the activity independently or with friends. Encourage the children to record themselves sound-saying words from the picture using the MagicPEN.

### **Talking about sounds**

Main purpose: To talk about the different phonemes that make up words

#### *Let's count sounds*

1. Read the book *We Are Singing*. On every page choose a word (other than the word *the*) that contains four or less sounds to focus on.
2. After reading the sentence on the page discuss the focus word with the children. You can say something like, “Cows, cows. What sounds can you hear in the word *cows*? Let's say the word *cows* slowly. What sounds are there? Yes, /k-ow-z, k-ow-z/. How many sounds can you hear? Let's put up a finger for every sound we can hear in *cows*. Are you ready? /k-ow-z/.” Put up a finger for each sound and have the children do the same. Do it again, saying /k-ow-z/ and putting up a finger for each sound. Say, “How many sounds are there in the word *cows*? Let's count together.” Then count your fingers. “One, two, three. Yes three!”

### **FURTHER ACTIVITIES: INDUCTIVE WHOLE-WORD PHONICS**

Complete the activities in the Alphabet Book. Repeat activities from previous books in this phase under *Inductive Whole-word Phonics*.

### **RELATED ACTIVITIES FOR OTHER SUBJECT AREAS**

#### *Personal, social and emotional development*

Let the children hear new songs and encourage them to learn them along with any actions or movements that go with them.

#### *Communication language and literacy*

Have the children retell the story using pictures, toys and/or by acting the story out.

#### *Problem solving, reasoning and numeracy*

Have the children count the personalities singing on each page of the book *We Are Singing*, with you.

Have the children sort pictures of toy animals into different groups according to what kind of animal they are.

#### *Knowledge and understanding of the world*

Have the children think back and share their experiences relating to any animals that they read about in the book *We Are Singing* or a time where they went to a river.

#### *Physical development*

Encourage the children to draw pictures in the sand, outside with chalk and so forth of the different personalities they saw singing in the book *We Are Singing*.

#### *Creative development*

Provide resources and props relating to the story for children to use in imaginary play. Have the children move around the room like each of the personalities mentioned in the book

#### *Shastra*

Teach the children a new devotional song, rhyme or bhajan. Read and discuss about Krishna's flute.