

SEVEN THINGS FOR KRISHNA

Activity Book and Teaching Guide

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This program is designed to be used with the 2007 edition of *Letters and Sounds*, available for free download from www.standards.dfes.gov.uk or www.teachernet.gov.uk/publications; email: dfes@prolog.uk.com; phone: +44 (0)845-60-222-60

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1 2 3 4 5 6 7 8 9 10 Printed in the United Kingdom

*New sounds /oa/ for ow, /ah/ for a, /ay/ for a;
New letter groups: kn, tion, ore; Alternative spellings for /sh/*

Before introducing the written words, make sure that the children understand their meanings. For example, *bow*, as introduced in this book, rhymes with *grow*. It means something curved, like a bow for shooting an arrow, or a bow that can go in the hair or on a gift. Note that there are alternate pronunciations of *apricot* and *rather*. We suggest that you use either Synthetic Phonics *or* Inductive Whole-word Phonics.

Synthetic Phonics

Introducing new sounds for the letter group *ow* and the letter *a*

Display the letter group *ow*. Have the children tell you the sound of the letter group as they have learned it (*ow* as in *cow*). Explain that they are going to learn another sound for the same letter group. Take a ribbon and tie it into a bow. Ask the children to tell you what you have made with the ribbon. Then write the word *bow* for the children to see. Encourage them to determine what the new sound for the letter group *ow* is (/ao/). Then read through the relevant word family. Repeat

for the letter *a*, explaining that they are going to learn two more sounds for this letter. Use the words and objects *table* and *almond* to introduce the sounds.

Introducing the new letter groups *kn*, *ore*

Display the new letter group *kn*. Identify the letters it contains and then say the sound it makes /n/, mentioning that the *k* is silent in this letter group. Have the children repeat the sound. Then go through the relevant word family. Repeat this process for the letter group *ore*. You may want to briefly explain that the letter *e* at the end doesn't make change the *o* sound into /oa/ but instead *ore* sounds like /or/. Discuss where each letter group is positioned in the words (beginning, middle, end). Note that *know* and *known* fit in both the *ow* and *kn* word families.

Alternative spellings for the sound /sh/

Say the sound /sh/ and ask the children what letter group makes the sound /sh/ (*s* and *h*). Explain that they are going to learn three more ways of

making the same sound. Have all the words in the relevant word families on page 2 written on individual cards. Take one word from the first list (example: *fiction*) and read it to the children. Stick it up for the children to see. Then take another word from another list, read it to the children, and then stick it up next to the word already displayed. Continue until you have displayed one word from each list (thus displaying four different ways of making the /sh/ sound: *ti*, *su*, *ci*, and *si*). Make sure they are displayed in a line, one next to another. Then take another word from any list in the word family and read it to the children. Then stick it under one of the four words already displayed that uses the same letter group to make the /sh/ sound. For example, display the word *position* under the word *fiction* and then say, "In the word *position*, the *sh* sound is made using the same letters as in the word *fiction*." Continue for a few more words that represent other ways of making the /sh/ sound. Then, have the children sort the remaining cards into the appropriate

lists. When all the words are grouped in different lists, discuss what common spelling is found in each list (*tion*, *su*, *ci*, *sion*). Then read through the relevant word family using sound-say as needed.

Inductive Whole-word Phonics

Go through the word families one list at a time using spell-say (*m-o-r-e*, *more*) 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. First read the words vertically, going from top to bottom. Once the children are familiar with the words, read across the word families.

Start writing the words from the word families on the board. (They should remain grouped as in the word families.) Ask the children to read them as fast as you write them. Have them 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: New sounds for a

apricot

Amy

lady

baby

crazy

lazy

bagel

angel

danger

apron

bacon

acorn

able

table

stable

cradle

flavour

flavor

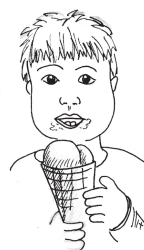
aviator

alligator

radiator

station

nation



calm

balm

palm

father

almond

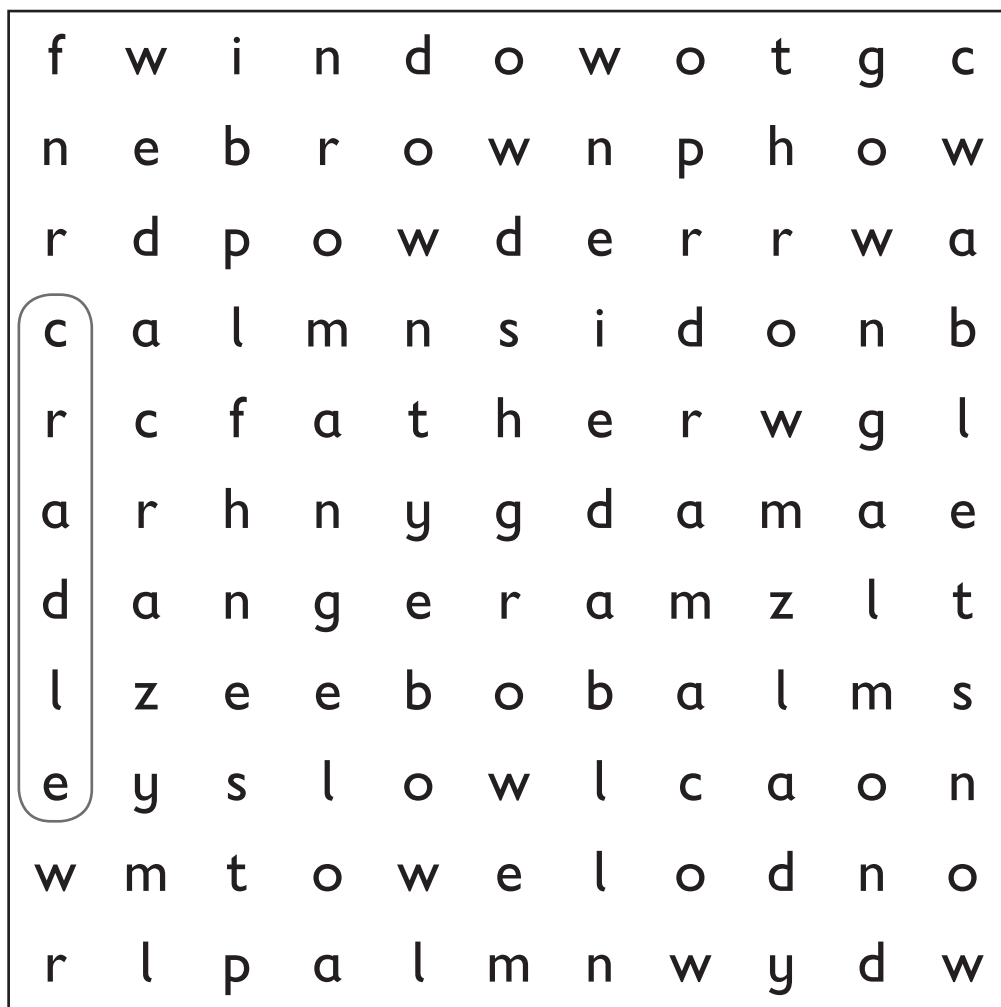
drama

rather

Word families: /oa/ for ow, kn, ore; New /sh/ spellings

low	know	action	special
below	known	fiction	official
tow		position	social
bow	knee	mention	artificial
row	knees	caption	facial
rowing	knew	friction	
grow	knife	nation	passion
snow	knock	station	session
glow		invention	mission
bowl		question	mansion
show			tension
slow	more	sure	division
window	sore	sugar	
throw	tore	insure	
fellow	wore	ensure	
yellow	shore	assure	
shadow	store		
meadow	before		

Find the hidden words



slow	snow	towel	brown	drama
how	balm	gown	cradle ✓	danger
lady	palm	down	father	almond
able	bowl	angel	throw	powder
cow	calm	grow	crazy	window

NOTES FOR PARENTS AND TEACHERS: Have the children find and circle the words in the puzzle that are listed in the box under it. The words either go across (left to right) or down (to to bottom). As the children find the words, they can sort them into groups according to the sound the letter *a* or letter group *ow* makes in each word. Two tables are provided on the next page for sorting the words.

Sort the words from the word puzzle

Listen to the sound the *a* makes in the words in the puzzle that have the letter *a*. Then sort them here.

<i>/ah/</i> as in <i>palm</i>	<i>/ay/</i> as in <i>lady</i>

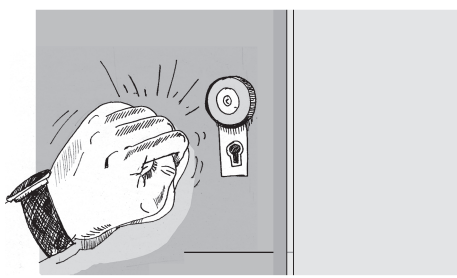
Listen to the sound the *ow* makes in the words in the puzzle that have the letters *ow*. Then sort them here.

<i>/oa/</i> as in <i>slow</i>	<i>/ow/</i> as in <i>how</i>

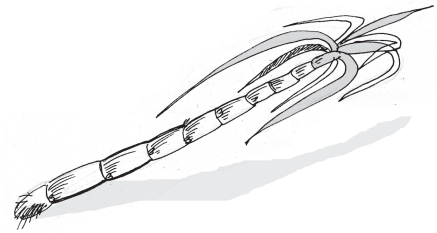
NOTES FOR PARENTS AND TEACHERS: Have the children sort the words from the word puzzle on the previous page. Sorting should be done according to the sound the letter *a* or the letter group *ow* makes in each word. You may refer to the word families to help guide the children.

*/ah/: calm balm palm father almond drama; /ay/: danger lady crazy angel able cradle
/oa/: grow snow bow slow window throw; /ow/: towel how now powder brown*

Mark the phrase that matches the picture



- ☐ a knife cuts
- ☐ a hand knocks



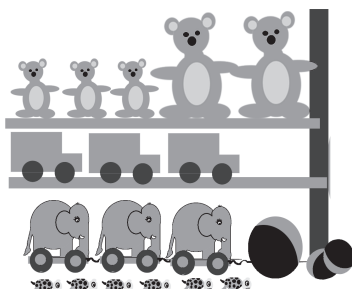
- ☐ a bag of sugar
- ☐ a sugar cane



- ☐ a huge mansion
- ☐ a strange invention



- ☐ a sore knee
- ☐ a sharp knife



- ☐ a boat on the shore
- ☐ a toy store

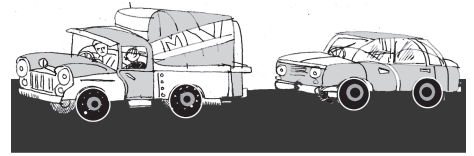


- ☐ a special day
- ☐ a special gift

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

Match sentences to pictures

An angel is on top of the tree.



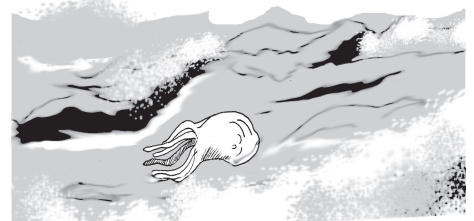
Amy puts on her apron to make bagels.



“Now I know that an alligator is different from a crocodile,” Sita said after she read the book.



The jellyfish were all washed up on the shore.

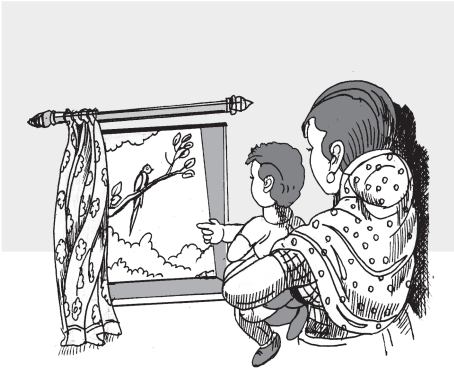


They tow the broken car to the garage.



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

Mark the answer that supports the picture



What is the lady doing?

- ☐ She is not letting the baby touch the knife.
- ☐ She is holding the baby up to the window.
- ☐ She puts the baby in a cradle.



Why is Amy shocked?

- ☐ She saw an alligator while she was rowing.
- ☐ She saw someone throw rubbish out of a car window.
- ☐ The chair was not stable and she almost fell over.



What is the fellow doing?

- ☐ He is throwing balls of snow at his friends.
- ☐ He is fixing the radiator.
- ☐ He is asking for more apricots at the store.

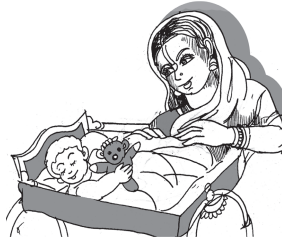
NOTES FOR PARENTS AND TEACHERS: Have the children look at each picture and read the question along with the three answers (using spell-say or sound-say as needed). Then the children should mark the box next to the answer that describes the picture.

Tricky word: *because*

NOTES FOR PARENTS AND TEACHERS: Say and write *because* and ask the children to compose oral sentences with it. You can model some. Write some simple sentences to read using known words with *because* such as: "I am hungry because I haven't had lunch yet." "I feel sleepy because it is so late." Explain that we can also use the word *because* as part of the answer to a question that begins with *why*. You can write sentence pairs to read, such as: "Why is it dark? It's dark because there is no electricity." Have the children read the sentences on this page and write answers using the word *because* on the lines provided. The first pair is done as an example, and the second one is started.



"Why are you
whispering?"
asked Rama.



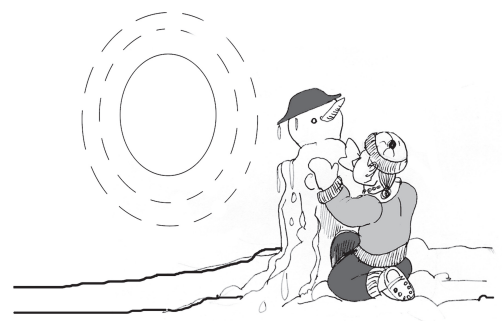
"I'm whispering
because the
baby is sleeping,"
said Mum.

Why is the boy so happy?

The boy is happy



Why can't Rupa make a man out of snow?



Contraction: I'm

NOTES FOR PARENTS AND TEACHERS: Review known contractions such as *let's, he's, she's, it's, I'll, there's, don't, can't, isn't, aren't, wasn't, weren't, hadn't*, etc. Show the children the word *I'm*. Explain that it is a contraction and that the apostrophe replaces the letter *a* and the space between the words *I am*. Ask the children to suggest sentences for *I'm* and model some. Write sample sentences for reading using known words, such as, "I'm on the way to visit the temple with my family." "I'm feeling a little ill." Ask the children to read the sentences at the top of this page. Finally, have them rewrite the three "I am" sentences in the paragraph at the bottom, replacing *I am* with *I'm*.



I am upset!

I'm upset!



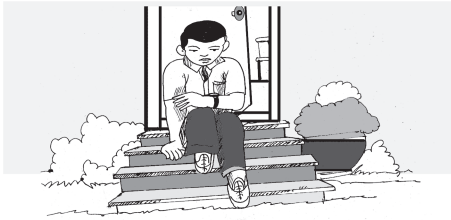
I am going for a ride.

I'm going for a ride.

Tonight there is a big feast at the temple for Krishna's birthday. I am going to make an apricot cake. I am going to give Krishna some yellow clothes. I am also going to act in drama. I can't wait for tonight, when it all starts!

Tricky word: *been*

NOTES FOR PARENTS AND TEACHERS: Say and write the word *been* and ask the children to suggest oral sentences using it. You can model some also. Then write some simple sentences for reading using known words with *been* such as, “It has been three weeks since I saw my father.” “It has been a year since we went to visit our friends in the country.” Have the children read the sentences on the top of this page and answer the questions below. Note that in some places people pronounce *been* with a long *e* (how it is spelled) and it sounds like *bean*. In other places it sounds like *bin*.



I have been waiting
for a long time.



Where have you been?

Have you ever been to a place with snow?

☐ Yes ☐ No

Have you ever been to a train station?

☐ Yes ☐ No

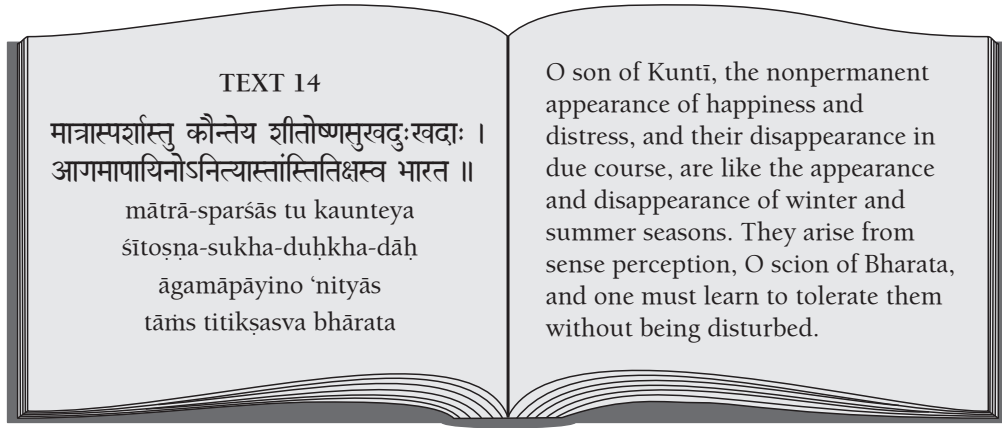
Have you ever been to the seashore?

☐ Yes ☐ No

Have you ever been lazy?

☐ Yes ☐ No

Write the words to complete the rhyme and answer the question



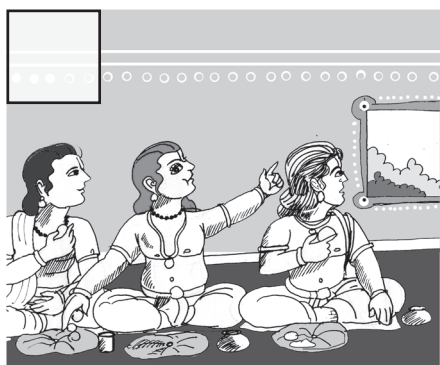
snow sad

Pleasure and pain come and go
just like summer melts winter _____.
Some things feel good, some feel bad,
tolerate them without becoming _____.

What is Krishna teaching Arjuna and us in this text?

- ☐ Stay peaceful when happy or sad times come and go.
- ☐ The glow from the summer sun is so hot that it can melt snow.
- ☐ We should try to make happy times never end.

NOTES FOR PARENTS AND TEACHERS: Have the children complete the poem from *Songs for Krishna's Kids* by Mahatma Das. Discuss the words that rhyme. The children should read the completed poem, discussing its meaning and where the philosophy in the poem has been taken from. (*Bhagavad-Gita As It Is* 2.14). Have the children mark the box next to the text that best describes what Krishna is telling us. You can extend this activity by discussing this verse and concept further.



Krishna and his friends got their food from the table and sat down to eat. Krishna laughed and took his friends' favourite foods off of his plate, because he knew what each boy liked. He began to throw those foods to the boys whenever Yashoda was in the kitchen. Before Yashoda came back, Krishna's friend Madhumangal got everyone's attention. He said, "Look out the window, boys! A naughty monkey is dancing over there! He wants to get our food." When the boys looked up to see the monkey, Madhumangal quickly put all his food on their plates. When Yashoda returned, Madhumangal said, "I'm already done eating all my food. Now just give me lots of sweet rice."

NOTES FOR PARENTS AND TEACHERS: Have the children put the pictures in chronological order according to the order of events in the story by placing 1, 2 or 3 in each box. Then have them write a suitable title for the story on the top line. Ask the children if they think there was really a monkey. Depending on what area of the world you are in, you may need to write on a board or a piece of paper: *favorite* (US) and *favourite* (UK) and discuss how the spelling is different in different places.

Does your shadow change?

Does your shadow change depending on your position in relation to the sun?

When the sun is behind you, where is your shadow?



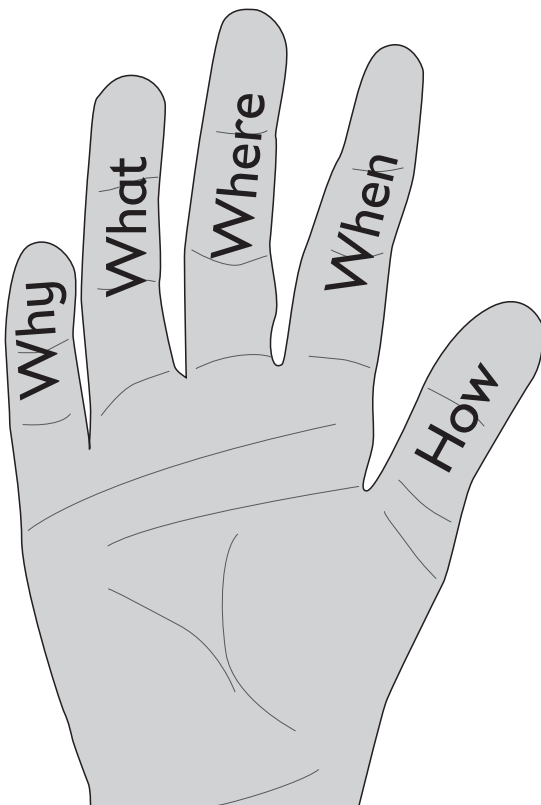
When the sun is in front of you, where is your shadow?



dark shadow light bright

NOTES FOR PARENTS AND TEACHERS: Have the children read and orally answer the questions on this page. Then ask them to write something on the blank lines about the sun and shadows, using the four words provided.

Ask the questions below to a friend.



Why is a snail so slow?

What makes a book fiction?

Where do almonds grow?

When will it be your birthday?

How much sugar do you need to make a cake?

Now print your own questions on the lines below.

NOTES FOR PARENTS AND TEACHERS: Have the children read the questions on this page to a friend. The children can record their friends' answers on a separate piece of paper. Then the children should write some questions of their own on the lines provided. The children can work in pairs, asking their questions and writing down their partner's answers on another piece of paper. Alternatively, they can write answers to their own questions. Help as needed.

Indu merrily puts on her fancy clothes
 and a bow in her hair. Then out she goes.
 She gets in her cousins' car to see
 the temple that sits on a cliff by the sea.
 She knows, it's true, that it's not very far,
 but she likes to drive there in their car.
 Her cousins threw their player inside,
 so Indu can use it during the ride
 for the many songs she likes to hear.
 She knew the way well, and soon says, "I'm here!"
 She fixes the rings in her ears and her nose,
 and thinks about pastimes of Krishna she knows.
 Indu read a new one just today.
 She likes to read of Krishna's play.
 She checks the gifts she plans to bring—
 purple flower, bag of flour, a golden ring.
 "When I go through the gate, first I'll bow down
 touching my head to the temple ground.
 I'll close my mind to tension and worry
 and fill it instead with the pure and the holy."

NOTES FOR PARENTS AND TEACHERS: Ask the children to read the poem with expression. It might take several readings, with you modeling, in order for them to do so. Ask, "What is special about some of the words in this poem?" Give them at least five minutes to try to discover that homophones and homographs are in the poem. There are eight homophone pairs (words that sound the same but are spelled differently and have different meanings—example: *break* and *brake*). There are two homograph pairs (words that are spelled the same but sound different and have different meanings—example: *wind* and *wind*). Ask the children to find all the homophones and homographs. Answers are upside down below. Work as a group to think of more of each that are not in the poem. Have the children write sentences or rhymes using homophones and/or homographs and illustrate them. You can also use this poem to teach and discuss rhythm and rhyme.

knew/new, threw/through, flower/flour, clothes/close, see/sea, there/their, hear/here, nose/knowns, bow/bow, read/read

CREATING THE ATMOSPHERE

Say, “When it’s your birthday, what do you do? In many cultures around the world, people hold a celebration on their birthday. In some cultures, they do this for the pleasure of their friends, elders and teachers. Instead of doing something for themselves on their birthday, they do something for others such as holding a feast or offering a gift. The next book you will read is about a little girl who, on her birthday, does something special for the pleasure of her most dear friend, elder and teacher.”

INTRODUCING THE BOOK

Look at the cover. “Whom can you see in the illustration on the cover? Yes, it’s Sita and her father. Do you remember Sita’s family from other books that we have read? What are they doing and whom are they doing it for?” (dancing for Krishna) Have the children read the title. Then read the blurb on the back cover to the children.

pp. 2–3: “Wow! Sita and her father look excited in this picture!” Have the children scan the text to find out why they are looking so happy. (It’s Sita’s birthday.) Have the children read the words *father’s*, *knees*, *special* and *know*. Have them read the last paragraph together checking for the correct reading of *I’m*.

pp. 4–5: Ask the children to look at the thought bubble and discuss what things Sita wants to do for Krishna on her birthday. “Are there seven things? No! Only six things.”

pp. 6–7: Discuss what is happening in the illustration. “Where are Sita and her father? What is Sita pointing at?” Have the children read the words *more*, *station* and *window*.

pp. 8–9: Look at the illustration. “Where are they now? (shop) Scan the text and see if you can find three things that Sita bought or will buy for

Krishna with her money (apricots, tomatoes and gold cloth).” Point to the words *apricots*, *tomatoes* and *gold cloth* as they are said.

pp. 10–11: Discuss the illustration. Have the children find the word *bowl*.

pp. 12–15: Discuss the illustrations.

pp. 16–17: Look at the illustration and discuss it. “What is Sita’s father thinking about?” Read the text with the children, checking they can read the words *been*, *angel* and *now*.

pp. 18–19: “What is Sita doing? Yes, she has bowed down to Krishna.” Have the children read the words *bowed* and *because*. Discuss how this *bow* means to bend and offer respects and that the *ow* is pronounced like the *ow* in *cow*.

p. 20: Discuss the illustrations.

READING THE BOOK

If using Synthetic Phonics or Inductive Whole-word Phonics, children should read out loud. If using Guided Reading, children should read silently. If the children struggle with a word, have them spell-say or sound-say, refer to the relevant word family, use picture cues, or context cues. If they still struggle, read some of the other words in the same word family. Are the children able to read compound words? If not, say, “Look for the word you know, or cover part of the word and read that part first before trying to read the whole word.”

Give positive acknowledgement to the children who read the title without pointing.

pp. 2–3: Check for accurate reading of the words *father’s*, *knees*, *special* and *know*. Are the children understanding the text correctly? “Why does Sita want to give Krishna seven things?”

pp. 4–5: Have the children try to predict what the seventh thing might be.

pp 6–7: Are the children able to read the word *window*?

pp. 8–9: Check that the children are able to read the word *apricot*. Ask, “What do you think Sita is going to do with all these things she is buying?”

pp. 10–11: Check that the children can read the word *bowl*.

pp. 16–17: Are the children able to read with expression? “Can you sound like a father who is talking to his little angel?” Check that the children read the words *been*, *angel*, *special* and *now* correctly.

pp. 18–19: “How did Sita give herself as a gift to Krishna?” (bowed) Check that the children read the words *bowed* and *because* correctly. Are the children able to read beyond the text? “How must Sita be feeling now that she finally thought of and offered seven things to Krishna?”

Text characteristics

Rhyme and Rhythm: Ask the children to find Sita’s funny little rhyme in the book (page 4). Discuss why her father might have called it “a funny little rhyme.” (It has a nice rhythm like a poem and some words rhyme like *sing* and *bring*. Some ending words don’t rhyme, though. Only part of the word sounds the same, like *on* and *song*, and *eat* and *clean*.) Discuss the difference between words that rhyme and words that may contain some of the same sounds. Then have the children give examples of rhyming words such as *sing* and *bring*. As the children say the words, write them down one under another. Underline the rhymes so that the children can see the rhyming part of the words. Then ask the children to make up oral rhyming sentences using those rhyming words.

AFTER READING THE BOOK, RETURNING TO THE TEXT

Drills and games (for those who need to review [revise] more)

Draw a large grid on the floor with chalk. In each square, write a word that the children struggle

with. Number each word based on how close it is to corner or side where the children will stand and how difficult it is to read. Closer and easier words get smaller numbers. (Alternatively, you can make a grid on a large piece of paper or shower curtain and stick words written on cards into the squares. The word cards should also contain a number.) Write the numbers in the corners. Divide the class into two teams. Each team will take turns throwing a small rock or beanbag into a square. If the student can read the word the bean bag lands on, the team gets the number of points that is written in the same square as the word. If the student misses the word, the next player in the other team gets the chance to read it and collect the points. The game ends after a predetermined time limit or certain number of throws by each team. The team with the most points wins the game.

How the characters’ feelings change

Pick a character and discuss how his or her feelings change throughout the book. For example, “Look at Sita here on page 5. She is thinking about the things she is going to give to Krishna. She is looking thoughtful; in the text she also sounds eager and excited about her idea to give seven things to Krishna. Here in the text on page 6, however, Sita sounds more determined and serious. She is thinking *I must find one more thing*, because she has only thought of six things to give Krishna.” Then have the children work in pairs to describe how a character changes in the book and then share their findings with the class. Avoid using only the words *happy* and *sad*.

Identifying plot elements

What is the problem that Sita has in this story? (She wants to offer seven things to Krishna because it is her birthday and she is turning seven, but she can only think of six things to give to Krishna.)

How does Sita solve the problem? (After offering Krishna six different things, Sita still has a strong desire to offer one more thing to make it seven things for Krishna. She then gets the idea to offer herself and pay her obeisances to Krishna.)

What can we learn from this story in our own life? What does this book teach us? (It can be just as satisfying or even more satisfying to give on one's birthday than to receive. Giving to Krishna is the most satisfying, because He is the whole and we are parts. When the whole is satisfied, the parts are automatically happy too.)

Finding answers exercise

Model for the children how to find an answer by looking in the book. Ask the question, "What will Sita want to do on her birthday?" Then both show and explain how you use the book to get the answer from both the pictures and the text. For example, you could say, "On page 2, Sita says, 'I'm seven today. I want to give Krishna seven things.' Then on the next page, Sita lists some of the things she wants to give."

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 the children answer all the questions. For the inferential questions, there is no "right" answer, and what is most important is for children to explain their process and reasoning based on the book.

Fact questions

- ♦ What are the seven things Sita gave to Krishna? (food, cloth, a clean place, sang a song, danced, gave some money, and offered herself)
- ♦ How did Sita clean Krishna's place? (by picking up rubbish outside)
- ♦ What food did Sita buy for Krishna? (apricots, tomatoes)

Inferential questions

- ♦ How did Sita come up with the idea of giving seven things to Krishna on her birthday?

- ♦ Which offering do you think Krishna would like the best? Why?

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

FURTHER ACTIVITIES

Read the story or play the video of the puppet show of Bali Maharaja. Discuss in what ways the story of Bali Maharaja is similar to *Seven Things for Krishna*.

Have the children think of the same amount of things to offer Krishna as their age and then help them to offer them. You can also make "offering Krishna the same number of things as your age" a regular activity to do with the children on the occasion of their birthday at home or in the classroom.

Discuss the nine processes of devotional service with the children giving examples of devotees who have become perfect by performing each one of them.

Discuss the way Sita cleaned for Krishna. Have the children help organize and participate in a clean-up day in a place where they can pick up rubbish from outside. Discuss other ways that we can clean for Krishna, such as not using too many plastic bags, planting trees, and taking public transportation.

Organize some service for the children to do at the local temple.

Study how birthdays are observed in various cultures or at different times in history.

Research and discuss how the birthdays (appearance day) of Krishna's incarnations and the great devotees are observed. Make a chart or a display of what is done for each appearance day.

Mark or write the correct word based on the story book

Sita and her father went to the bus
_____.

☐ nation

☐ station

Sita looked out of the _____.

☐ window

☐ shadow

Sita asked her _____ to carry
the bag.

☐ father

☐ rather

Sita put the apricots and tomatoes
in a _____ near Krishna.

☐ glow

☐ bowl

This has been a _____ day,
but it is time to go home now.

☐ social

☐ special

I need to give Krishna one
_____ thing.

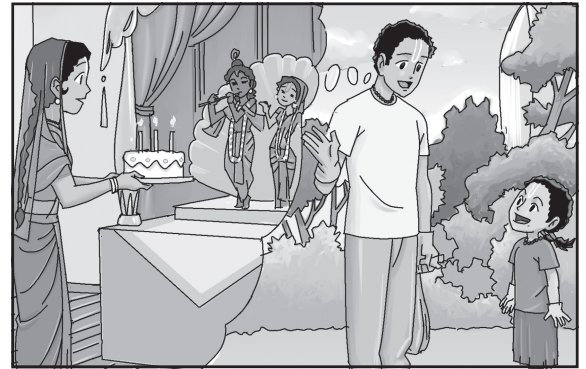
☐ store

☐ more

NOTES FOR PARENTS AND TEACHERS: The children should read the sentences using sound-say or spell-say as needed. Then they should read the two 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. Alternately, a child can mark the box next to the word.

Write the word from its meaning

“You have been a little angel, Sita. This has been a special day, but it is time to go home now,” said her father. “Mum has made a cake for your birthday. Krishna is very happy with your six things.”



small size

a man who looks after and brings up a child

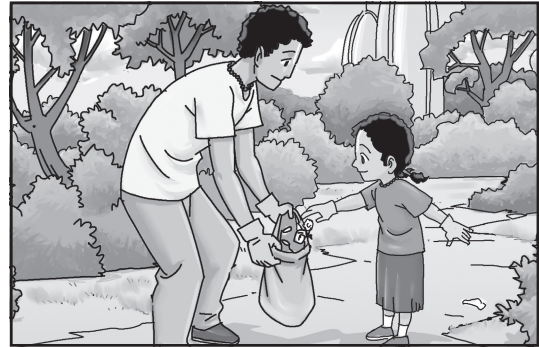
a sweet baked food made from flour, sugar and milk

pleased or glad about something

NOTES FOR PARENTS AND TEACHERS: Have the children read the paragraph that is taken from the story book. Then have them read each of the four definitions at the bottom of the page. For each definition the children should find the word in the paragraph that matches and write it on the line next to the definition.

Match questions to picture answers

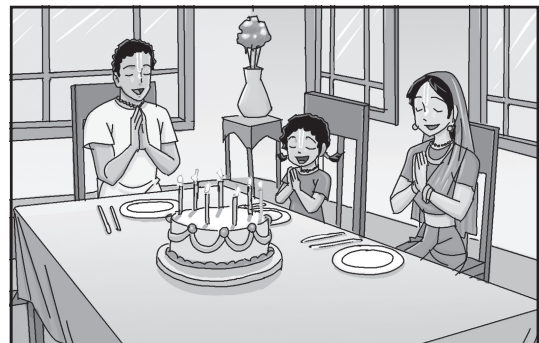
What were some of the things Sita was thinking to give to Krishna on her birthday?



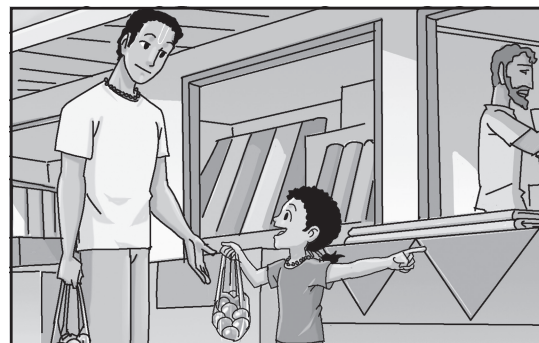
Where did Sita stop before going to the temple?



How did Sita clean for Krishna?



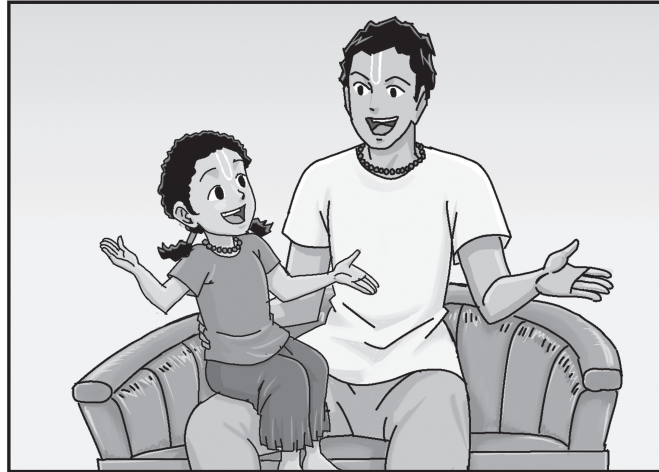
What did Sita's mum make for her special day?



NOTES FOR PARENTS AND TEACHERS: Photocopy this page and cut out the questions and pictures. Have the children read each question using spell-say or sound-say as needed. They should place the picture that answers the question on top of that question. If you don't want to photocopy the page, the children can also draw lines from the questions to the picture answers.

Unscramble the words

Find the jumbled words below. Then print the correct words on the lines on the right.

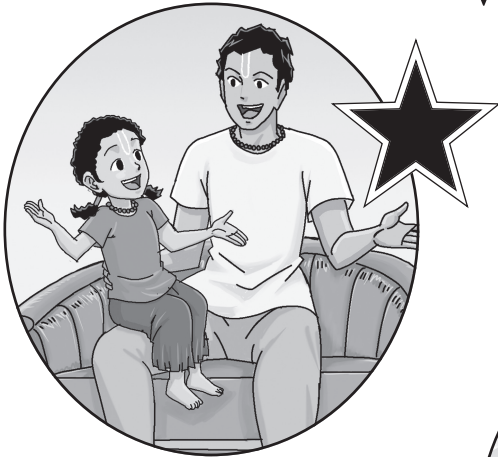


Sita sat on her aertth' fs lap.
She bounced on his kenens.

"It's your birthday today, Sita,"
he said. "It's a isaplec day.
Do you wkon what you want
to do today?"

"ml seven today. I want to give
Krishna seven things," Sita said.

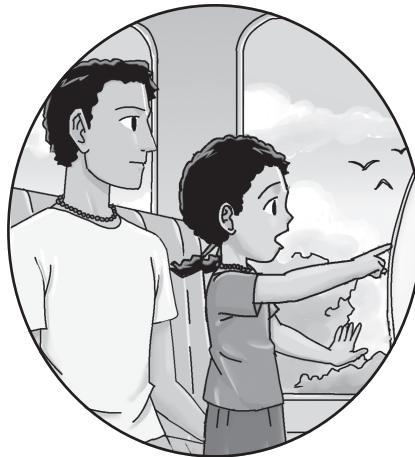
Where did Sita go?



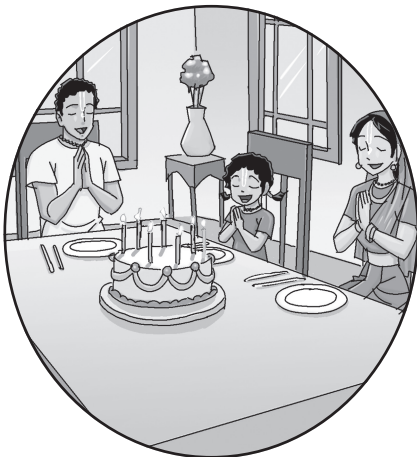
Sita sat on
her father's
lap at home.



She went to
some shops.



She went to the
bus station and
took a bus.



Then she went
to the temple
to give Krishna
seven things.

NOTES FOR PARENTS AND TEACHERS: Have the children complete the story map. They should look at all the pictures and discuss what happened at each place. Have the children start at the star and ask them where Sita went next, and draw a line to the next picture. They should fill in the actions on the blank lines for the one picture that does not have an action described. When the map is complete, encourage the children to use the map to retell the story to a partner.