

# THE FRIEND OF THE POOR

## Activity Book and Teaching Guide

By Rachel Espinosa • Illustrated by Vijaya Govinda Dasa

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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### *New sounds for ie, ch; New letter groups for the /ch/ sound*

Before introducing the written words, make sure that the children understand their meanings. Discuss the difference between *belief* and *believe*. *Belief* is a noun, and *believe* is a verb. Sample sentences: “They believe that the dog will not bite them.” “They have a belief that the dog will not bite.” “They believe that there is a God.” “We have a belief in God’s protection.” We suggest you use Synthetic Phonics *or* Inductive Whole-word Phonics.

#### **Synthetic Phonics**

#### ***Introducing a new sound for the letter group ie***

Show the children the letter group *ie* and have them say the names of the letters in the letter group. Ask the children to tell you which letter is first and which is second in the letter group. Explain that there is a rule about the order of these letters: *i* before *e* except after *c*.

Remind the children that we have learned the /*igh*/ sound for *ie*, as in *lie*. Then write the word *shield* using sound buttons and draw a picture of a *shield*. Have the children discuss amongst themselves what they think the sound for the letter

group *ie* might be in *shield* (/ee/). Discuss how the letter group *ie* can be pronounced in two ways. Repeat the process you just did for *shield* for the word *chief* or *priest* and compare the sound for the letter group *ie* in those words to how it sounds in *lie*, *pie*, etc.

#### ***Introducing new sounds for the letter group ch***

Review (revise) the sound and words already taught using the letter group *ch* (in the book *Song of the Ramayan*). Explain to the children that they are going to learn some more sounds for the letter group *ch*. Write the word *echo* using sound buttons for the children to see. Have the children sound-say the word incorrectly saying the letter group *ch* as the /*ch*/ in *chin*. Write and read the sentence: “I can hear an echo in the cave.” Then ask the children to tell you the new sound for the letter group *ch* (/k/). Once the new sound has been introduced, read through the relevant list in the word family. Repeat for the sound /*sh*/ using the word *chef* and the sentence, “A chef is a person who cooks to make money.” Provide a variety of words containing the letter group *ch* on individual cards (only ones taught so far or in this

book). Some words should have the letter group *ch* making the /sh/ sound, others the /k/ sound, and others the /ch/ sound. Have the children sort the words according to the sound the letter group *ch* makes in them.

### **Introducing new spellings for the sound /ch/**

Explain to the children that you want them to look at some words carefully while you read them. Say, "See if you can notice two different ways that the /ch/ sound can be made." Start writing a word from the word family starting with *catch*. After you have written a few words from this word family and the children seem to have worked out that it's the letters *tch* that make the /ch/ sound in the words, switch to writing words from the word family starting with *spiritual*. If the children appear to be struggling, help them read the words. Once the children understand the alternative spellings (*tch* and *tu*) for the sound /ch/, choose a child to underline the letters in one of the words that you have written that make the /ch/ sound. Then choose another child to do the same for another word and so forth.

### **Inductive Whole-word Phonics**

Go through the word families one list at a time, from top to bottom, using spell-say (*s-c-h-o-o-l school*) 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 they can't read the words. Read the words, list by list, from top to bottom first. Once the children are familiar with the words, read across the word families. Explain that there is a rule about the order of the letter group *ie*: *i* before *e* except after *c*.

### **A sorting game for all the new words**

Provide a clean rubbish bin and a nicely decorated box. Explain that the bin is for trash and the box is for treasure. Then hand the children a stack of individual cards. Some cards should have a word introduced in this book, while others should have nonsense words such as *roschol*, *mochino* and *grotual*. Have the children read the words using the sounding and blending process if needed. If the words make sense, they go into the treasure box. If they don't, then the children should throw them into the rubbish bin.

## **Word families: /ee/ sound for ie**

priest

chief

piece

brief

shriek

thief

field

relief

shield

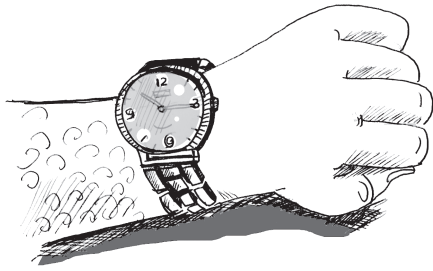
belief

yield

believe

catch	spiritual	echo	machine
hatch	statue	echoes	chef
match	pasture	chemical	Charlotte
patch	picture	chemist	brochure
snatch	furniture	chord	chalet
watch	nature	chorus	
fetch	mature	Chris	
sketch	creature	Christopher	
stretch	mixture	chronic	
ditch		character	
pitch		school	
witch		ache	
stitch		headache	
itch		technical	
kitchen			
Dutch			
clutch			
crutch			
butcher			

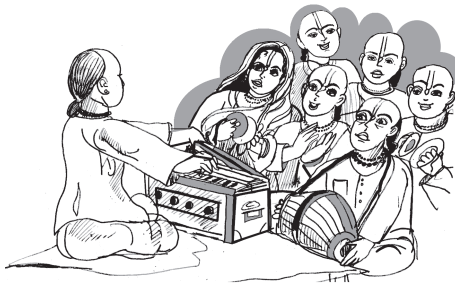
Mark the phrase that matches the picture



- a tennis match
- a new gold watch



- many pictures
- a funny creature



- a small school
- a singing chorus



- a wheat field
- the priest speaks



- a chef in the kitchen
- Charlotte has a brochure



- the thief runs
- a piece of cake

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

Mark the sentence that matches the picture

## FURNITURE SHOP



- They sell many pieces of furniture.
- He can hear his echo in the empty room.



- Charlotte starts at her new school today.
- Christopher suffers from chronic headaches.



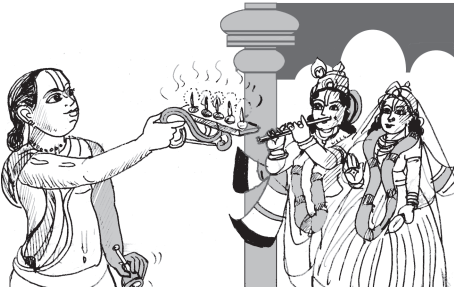
- The chief of police has put the thief in prison.
- This farm yields enough food to meet all our needs.



- Charlotte shrieks when she sees the mouse run across the floor.
- Chris's music teacher shows him a new chord.

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

Does the sentence match the picture? Mark yes or no



The priest offers Krishna five ghee wicks in the lamp.

Yes  No



The cowherd boys play catch in the field.

Yes  No



The cowherd boys listen to their own echo.

Yes  No



Chris is in pain with a toothache.

Yes  No



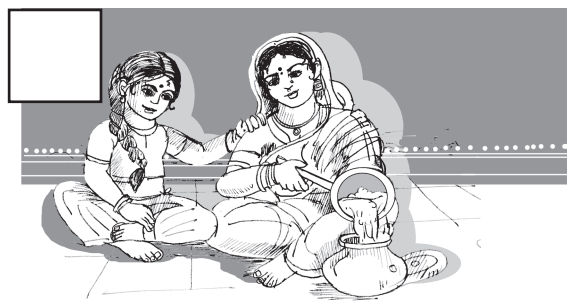
Charlotte makes a sketch of a flower.

Yes  No

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

## Tricky word: yoghurt

**NOTES FOR PARENTS AND TEACHERS:** Ask the children to compose oral sentences with *yoghurt*. Model some also. Write sample sentences to read using known words with the word *yoghurt* such as: “Yoghurt is made from milk.” “I like to offer Krishna yoghurt.” Do the same process with the words *ghost* and *ghostly*. Explain how the *h* is silent in those words as well as in *yoghurt*. In America, *yoghurt* is generally spelled *yogurt*. Write *yogurt* on the board and compare to *yoghurt*. The children should write 1, 2, 3 and 4 in the boxes to match the order of events in the text.



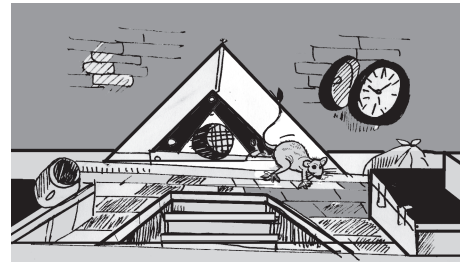
Kamala makes yoghurt for Krishna on Monday. She will offer it to Krishna when she visits the temple on Tuesday. First her mum helps her to boil the milk that is fresh from their cow. When the milk cools a little, her mum tips it into a clay pot. Kamala adds a spoonful of yoghurt from a different day. Her father hangs the pot up high with rope to keep it from bugs and dirt. The milk turns into thick yoghurt. The yoghurt gets thicker and richer when it is put in a pot in a warm place.

Tricky words: lived, people

**NOTES FOR PARENTS AND TEACHERS:** Ask the children to compose oral sentences for the word *lived*. Model some also. Write sample sentences to read using known words such as: "I lived in Canada before I came here." "My grandfather lived for many years." Emphasize the fact that *lived* is past tense, referring to something that happened before, not now. Repeat the same procedure for the word *people*, using sample sentences such as, "There were many people waiting in line (queue)." "Some people have a house to sleep in, but some people don't." Ask the children to read the sentences and captions at the top of this page. Then they should look at the pictures and mark the *yes* or *no* box depending on whether each sentence supports the picture or not.



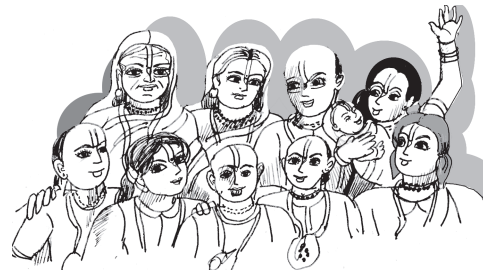
He lived for many years.



Mice lived in our attic.



Many people are in this big city.



With the new baby, there are ten people in the family.



They lived in a tent.

Yes  No



Five people lived in a small house.

Yes  No



*In each blank space, write either 'people' or 'lived'*

Once there \_\_\_\_\_ a very hairy sage. In fact, there is a good chance that this sage is still alive today! He spent his time thinking of Krishna on the bank of the Ganges River. Unlike most \_\_\_\_\_, this sage \_\_\_\_\_ until all the hairs of his body fell out. Only one of his hairs fell out after the life span of Brahma. Brahma's life is many thousands of years long. It is hard to even imagine how long this sage \_\_\_\_\_.

One day, some \_\_\_\_\_ came up to him and asked, "Why do you just sit out here on the shore of the Ganges? You are out in all sorts of weather. Why don't you build a nice cottage to shield yourself from the sun and rain?"

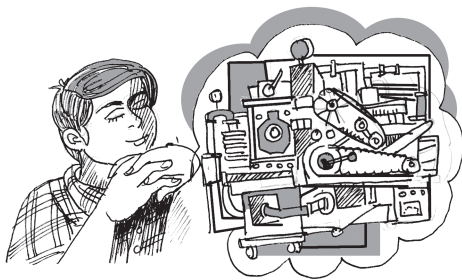
"When all my hairs fall out, then I will die. I am short-\_\_\_\_\_, so what is the point of a house? It is better for me to spend my time thinking of Krishna," replied the hairy sage.

In this way, the hairy sage taught the \_\_\_\_\_ that we are all short-\_\_\_\_\_ and that we need to make time to think of the spiritual and Krishna.

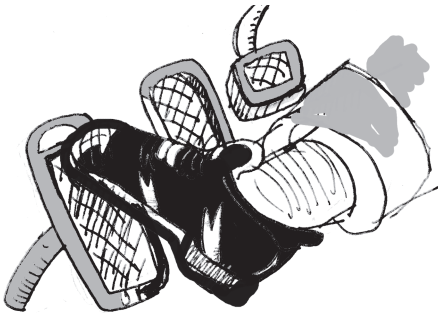
Circle or write the correct word to complete the sentence



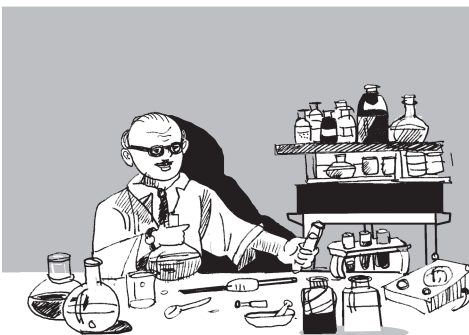
When Sita offers the food to Krishna, the nature of the food changes. It becomes \_\_\_\_\_.  
mature    spiritual    creature



When Christopher grows up, he wants to be an inventor. He wants to make new \_\_\_\_\_.  
machines    brochures    chef



When you change gears in a car, you have to press your foot down on the \_\_\_\_\_.  
butcher    pitch    clutch



Chemists work with many different \_\_\_\_\_.  
chords    chemicals    chronic

**NOTES FOR PARENTS AND TEACHERS:** Have the children look at each picture, read the sentences and the three word choices, and then complete the text by either writing the best choice in the blank or circling it.

*Mark the correct word to complete the sentence*

You can tell what time it is by looking at a \_\_\_\_\_.

- ditch
- watch

In cricket, if someone on the \_\_\_\_\_ catches the ball, the batter is out.

- field
- yield

Charlotte is the name of a \_\_\_\_\_ in a book.

- technical
- character

It's a \_\_\_\_\_ to rest after working hard.

- relief
- belief

She broke her foot and needs to use \_\_\_\_\_ to walk.

- clutches
- crutches

Krishna's energy acted as a \_\_\_\_\_ to protect Uttara's unborn child.

- stretch
- shield

**NOTES FOR PARENTS AND TEACHERS:** The children should choose the correct word which completes each sentence by marking the box.

*Match sentences to pictures*

Christopher watches oxen  
turn a machine in the field.



Chris learns by watching the  
chef cook in the kitchen.



The people stand and clap when  
the chorus is finished singing.



He places bright coloured cones  
around the ditch in the road.



The yoghurt in the shop  
comes in a clay pot.



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

*What do you think?*

Do all eggs hatch?

Yes  No

Are Dutch people tall?

Yes  No

Can Krishna be a thief?

Yes  No

Is pleasure just relief?

Yes  No

Can a grown-up go to school?

Yes  No

Do you know how to sketch a picture?

Yes  No

Do some bites only itch?

Yes  No

Can you find a machine in the kitchen?

Yes  No

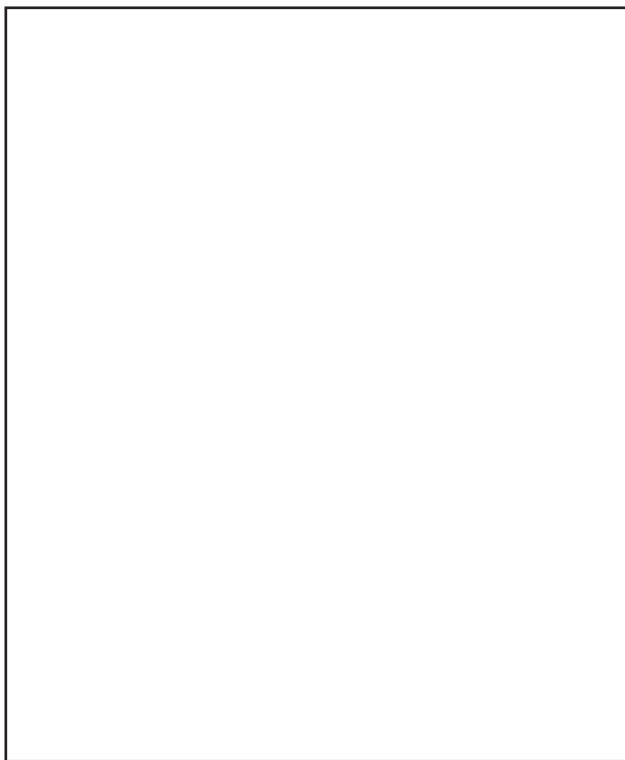
Can something we see be spiritual?

Yes  No

Does an umbrella act like a shield in the rain?

Yes  No

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



There once lived a witch who was sent by the evil King Kamsa to kill baby Krishna. Dressing herself just like a goddess, she walked into Nanda's place. Since she hid her true nature, the residents of Vraja did not know that she was a nasty, wicked

creature. When Krishna saw her, he closed his eyes. She then took him on her lap and offered Krishna her poison smeared breast to suck.

Krishna sucked her breast, the milk and the poison. He sucked and **sucked**. "Oh child! Leave me, leave me!" the witch shrieked as Krishna sucked out her life.



**NOTES FOR PARENTS AND TEACHERS:** Have the children read the text. They should write an appropriate title for the story and draw a picture in the box provided to support the text.

Answer the questions about the paragraphs

When Chris was cooking in the kitchen, he cut himself with a knife. His friend drove him to the doctor, who gave him a couple of stitches and stuck a cotton patch over the cut. The doctor also gave Chris a script in order for him to get a special cream from the chemist.

What might Chris say to the chemist?

- “Do you have this cream?”
- “Take off the bandage.”

Where might Chris have cut himself?

- on his knee
- on his hand

At school, Rama’s class sings a song about Krishna, the butter thief. They sing in chorus and their voices echo in the large school hall. The mixture of voices and echoes makes a sweet and magical sound.

Why might Rama’s class be singing?

- to be loud
- to please Krishna

What might Rama’s teacher say?

- “It was wonderful!”
- “It was awful!”

**NOTES FOR PARENTS AND TEACHERS:** The children should mark the boxes next to the most reasonable answers for each paragraph. These questions require inferential thinking. In some parts of the world, such as America, a *script* is called a *prescription*, and a *chemist* is called a *pharmacist* or *druggist*.

### CREATING THE ATMOSPHERE

Discuss with the children what it means to be poor. "What makes someone poor?" After some discussion, ask if it's only the lack of material things such as toys and money that makes someone poor. Explain, "In the book that we are going to read today we will meet the 'friend of the poor.' Do you know who the friend of the poor is? Let's find out."

### INTRODUCING THE BOOK

Look at the cover. Ask, "What can you see? What do you think the boy is holding? Where might he be going? Where do you think this story is going to take place?" Have the children read the title. Then read the blurb on the back cover to them.

pp. 2–3: "Have the children scan the text to find the name of the boy in the picture (Raju). Point to the grinding machine in the picture. Say, "This is a stone grinding machine for grinding wheat. Can you find the word *machine* in the text? What is the lady giving Raju?" (a little money) Have the children read the word *lived* in the text.

pp. 4–5: Look at the illustration. "Raju is at school. Here is the teacher and here are some of the other boys in his class." Read the text with the children. Ask, "How is Raju feeling here? Why do you think he isn't as excited about the feast as the other boys?" Don't give any answer. Just listen to the children's responses and reasons for their ideas.

pp. 6–7: "What is Raju's mum pointing to?" (the forest near the field) Have the children read the words *people* and *field*.

pp. 8–9: Discuss the illustration. Read the second paragraph with the children a couple of times, reading with expression. Discuss how the small text represents the echo. (An echo is less loud like the text is less big.) Check that the children are able to read the word *echo*.

pp. 10–11: Have the children find the name *Deena*

*Bandhu* in the text. Discuss the illustration. "Who is Deena Bandhu? What is he saying?"

pp. 12–13: Discuss the illustration. "What did Deena Bandhu give the yoghurt in?" (a very little cup)

pp. 14–15: Ask, "Where is Raju going now?" (to school) Point to the word *school* as you and the children read it together.

pp. 16–17: Discuss the illustration. "This is the priest. He is taking the yoghurt." Have the children find the words *priest* and *people* in the text.

pp. 18–19: Read the first paragraph with the children and discuss the illustration.

p. 20: Discuss the illustration. "How do you think everyone is feeling in this illustration? Who is Raju thinking of? Why?"

### READING THE BOOK

If using Synthetic Phonics or Inductive Whole-word Phonics, the children should read out loud. If using Guided Reading, children should read silently. If children struggle with a word, have them spell-say or sound-say, refer to the relevant word family, use picture cues, or context cues. If they still struggle, read some of the other words in the same word family. Are the children able to read compound words? If not, say, "Look for the word you know, or cover part of the word and read that part first before trying to read the whole word." Do the children read with expression? Check for the correct reading of recently introduced words. Do the children read with some fluency? Do they pause at the commas and full stops (periods)?

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

pp. 2–3: Check that the children can read the words *lived* and *machine*. Are the children understanding what they are reading? Ask, "What does



Raju’s mum do to make money?” (grind wheat in a stone machine)

pp. 4–5: Ask, “Where will they have the festival?” Are the children able to interpret the story and pictures correctly? “Why is Raju looking worried in this picture?” (He knows his mum only makes a little money from grinding wheat.) Check that the children are able to read the word *school*.

pp. 6–7: Check that the children are able to read the name *Deena Bandhu*. Ask, “Who is Deena Bandhu?” (the friend of the poor) Check that the children are able to read the word *people*.

pp. 8–9: Check that the children read the words *field* and *echo* correctly. Are the children able to read with fluency and expression? Say “Wow! You sounded just like an echo when you read! Well done!”

pp. 10–11: Are the children able to read the word *yoghurt*? Do they emphasize the bold print when reading?

pp. 12–13: “How is Raju feeling on this page? How can we tell?”

pp. 16–17: “Why is the boy laughing? Why does his teacher look angry? Why is the priest yelling at Raju?” Check that the children can read the word *priest*.

pp. 18–19: “What do you think the priest is going to say now?”

### **Text characteristics**

Explain that this story that has been told for many, many years and the author of *The Friend of the Poor* has retold. She has taken the main ideas from what she has read and heard before and written *The Friend of the Poor* in her own words. If possible, find another version of *The Friend of the Poor* (one version is available in the Bhaktivedanta VedaBase lecture on *Srimad-Bhagavatam* 3.25.38—Bombay, December 7, 1974) and compare the similarities and differences.

Retell the story of *The Friend of the Poor* orally using pictures as prompts. Show the children

how to plan a retelling of a story by making brief notes of main events and organizing them into beginning, middle, and end. Show how to write the story in your own words, referring to the plan and asking the children to contribute ideas. Have the children plan and write their own version of another traditional tale, sequencing events and using complete sentences (you could use *Be a Mouse Again*, or *The Treasure in the Watermelon* from this series).

### **AFTER READING THE BOOK, RETURNING TO THE TEXT**

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

Play a game of hopscotch. Instead of numbers on the squares, write words that the children have difficulty reading. Each time they throw a rock into a square, have them read the word. You can have them read the word or words just before they hop or jump into the square(s). This is how to play hopscotch: Draw a hopscotch game layout on the concrete with chalk. Each player chooses a rock for their marker. The two basic rules to remember are that you can only have 1 foot in each square and remember to hop over the square with the rock in it. The first player throws their rock onto the first square. They then hop over that square to the second square on one foot. On double squares you must land with your feet side by side. Turn around and come back the same way only when you get to the square with your rock you must balance on one foot and pick up your rock. If completed with no mistakes then the player goes again and throws their rock to the 2 square and so on. You may not at any time: step on a line, miss a square or lose your balance. If you do any of those three things your turn is over. If while throwing the rock you miss the right square or it lands touching a line then you lose your turn.

#### **How the characters’ feelings change**

Pick a character and discuss how his or her feelings change throughout the book. For example, “Raju, here on page 5, looks worried. He is looking down and doesn’t mention what he can bring to the feast. We know from reading the text that Raju’s

mum only makes a little money and that they can't afford to give anything for the feast. But here on page 13, he looks very grateful. He looks as if he's holding something very precious. He is smiling and bowing to Deena Bandhu. Deena Bandhu just gave him some yoghurt to take to school for the feast." Have the children work in pairs to describe how a character's feelings change in the book and then share their findings with the class. Avoid using the words *happy* and *sad*.

### Identifying plot elements

Say, "What is the problem that Raju has in this story?" (He is not able to afford to take anything for the festival at school.)

Say, "How does Raju solve the problem?" (He calls out to and cries for Deena Bandhu. Deena Bandhu comes and gives him some yoghurt for the feast.)

Say, "What can we learn from this story in our own life? What does this book teach us?" (We can have faith that God will supply us with what we need and that the nature of the spiritual is not the same as the material. The spiritual is always complete.)

### Finding answers exercise

Model for the children how to find an answer by looking in the book. Ask the question, "What does Raju's mother say when he tells her about the feast?" 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 6, Raju's mum says that they have nothing he can take to school and suggests that he ask Deena Bandhu, the friend of the poor."

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

- ♦ Where did Raju go to find Deena Bandhu? (in the forest near the field)
- ♦ What did Deena Bandhu give Raju for the feast? (a small cup of yoghurt)
- ♦ How did the priest act when he first saw the small cup of yoghurt? (He was mad, and he yelled at Raju.)

### Inferential questions

- ♦ Did Raju's teacher know that Raju was poor when he asked each boy what he would bring?
- ♦ Was the school big?
- ♦ Why did Deena Bandhu give Raju such a small cup?

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

### FURTHER ACTIVITIES

Make yoghurt with the children. Have the children record a simple step-by-step method for making yoghurt.

Provide props, puppets, and/or pictures for the children to retell the story orally like as in a puppet show or a drama.

Discuss Raju's school. Research, compare, and discuss how schools differ from place to place and county to country. Compare how ways of learning in some places have changed a lot over the years whereas some have remained very similar. For example, some schools teach using interactive whiteboards and laptops, some use exercise books and pens, while some still teach with chalk and slates.

Discuss the concept of each person bringing something for a festival or a party, rather than one person supplying everything. Explain that in Raju's school each child brought things instead of paying the teacher with money. Hold a festival where each child contributes something.

Learn the invocation from *Sri Ishopanishad* and discuss how the spiritual is always complete.

*Is it in the story book?*

	Yes	No
Raju lived in a house.		
Raju's mother made a lot of money grinding wheat in a machine.		
The teacher told his students that they were going to have a feast.		
Raju knew right away that he was going to bring yoghurt.		
Raju met Deena Bandhu, the friend of the poor, in the forest.		
Deena Bandhu gave Raju a large pot of yoghurt.		
The priest was pleased when he first saw the pot of yoghurt.		
The yoghurt cup remained full.		
With Deena Bandhu as his friend, Raju did not think himself poor at all.		

**NOTES FOR PARENTS AND TEACHERS:** Have the children read each sentence using spell-say or sound-say as needed. If the sentence describes what happened in the story *The Friend of the Poor*, they should mark the *yes* box. If the sentence does not describe what happened in the story, they should mark the *no* box. The children should attempt to do this without looking in the book. They can then use the book to check their answers.

Who said it in the story book?

“So many people will be here!  
This is too little!”



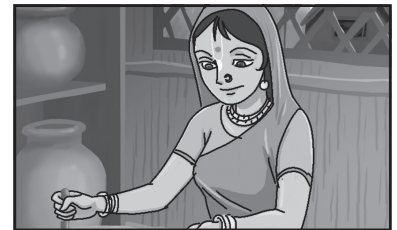
Raju

“I am the friend of the poor.  
You can bring yoghurt to the  
festival. Come back then.”



teacher

“I have to ask my mum.”



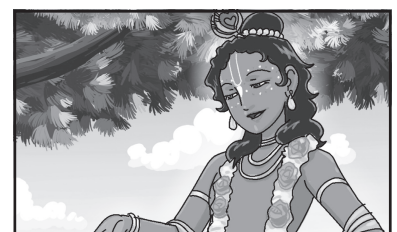
Raju's mum

“Raju, we get just a little  
money when I grind wheat  
on the stone machine. We  
have nothing you can bring.”



priest

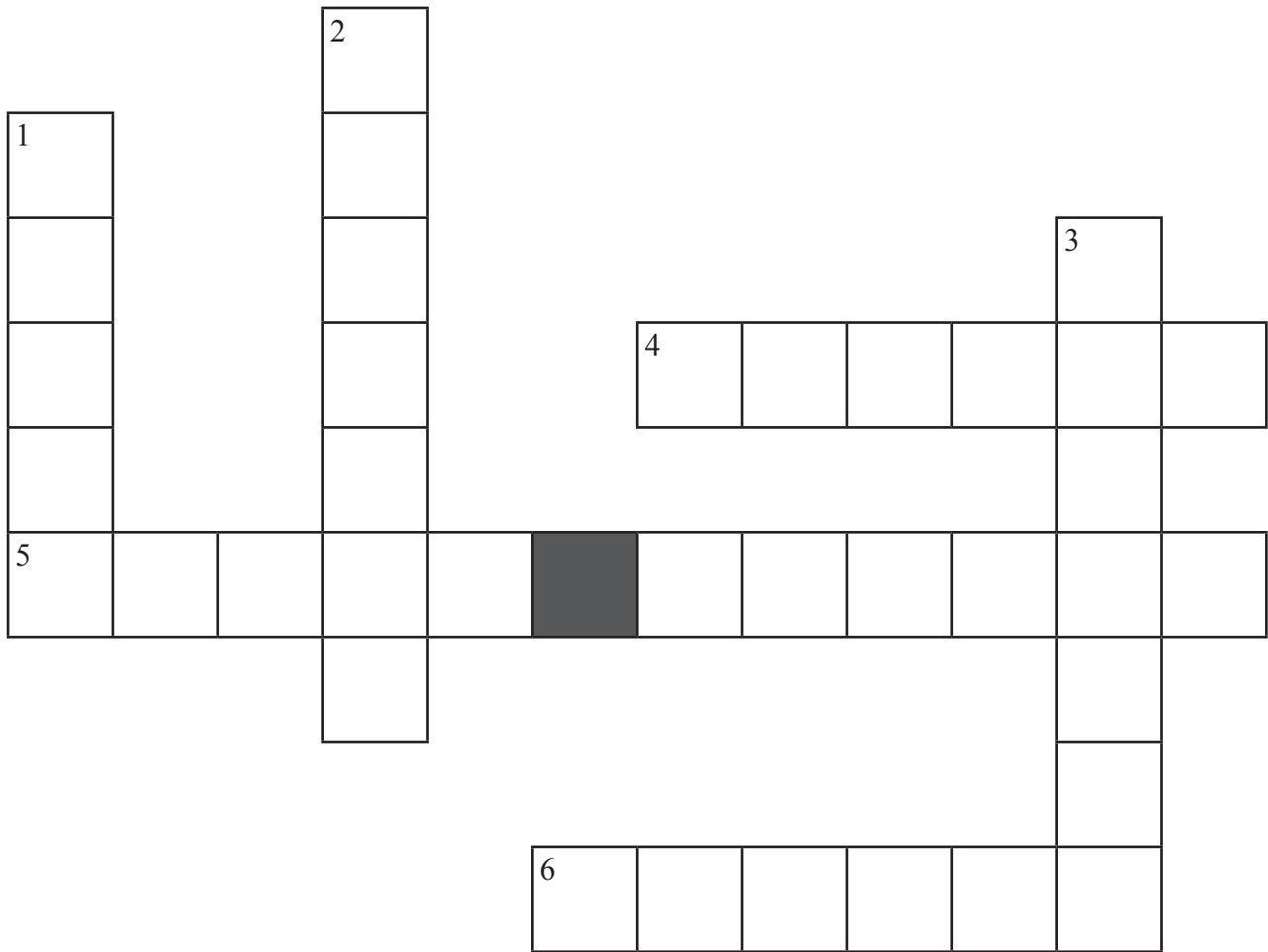
“We will have a big festival at  
school.”



Deena Bandhu

**NOTES FOR PARENTS AND TEACHERS:** The children should read each sentence or group of sentences and try to remember which character said it in *The Friend of the Poor*. They should draw a line to match each text with the character who said it. Have the children check if they are right by referring back to the book after they finish the page.

## Complete the crossword puzzle



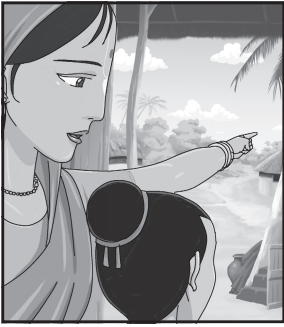
### Down

1. The forest where Raju met with Deena Bandhu was near it.
2. Raju's mum grinds wheat in it.
3. Raju took some in a small cup for the feast at school.

### Across

4. The feast was going to be held there.
5. A name for Krishna that means the friend of the poor.
6. He got mad when he first saw the small cup of yoghurt that Raju had brought.

*Unscramble the sentences*



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bring you can to the festival yoghurt

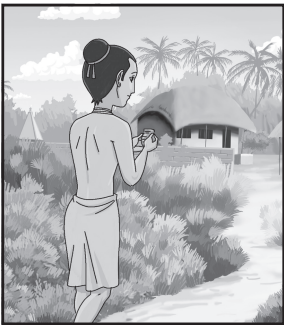
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field to he went his school through the

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to the priest gave the yoghurt Raju

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

Pretend you are one of the characters in *The Friend of the Poor*.

**You are Raju's mum:** How did you feel when you had nothing to give Raju for the feast at his school?

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**You are Raju:** How did you feel when the priest yelled at you?

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**You are the priest:** What did you do when you saw that the cup of yoghurt was never empty?

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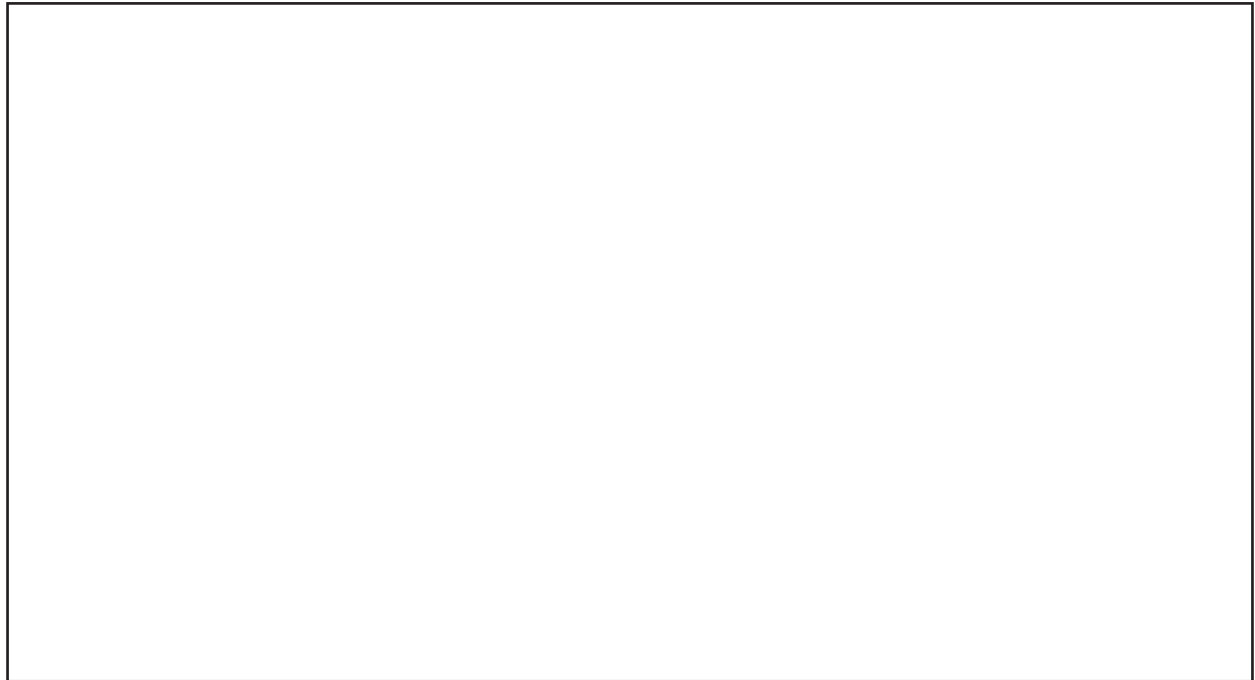
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**NOTES FOR PARENTS AND TEACHERS:** Have the children read the instructions and each question. They should answer the questions from the point of view of the character given. If the children find it difficult to write the answers, have them read the questions and answer orally.

*What could have happened next?*

Add one more page to the end of *The Friend of the Poor*.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for writing.

**NOTES FOR PARENTS AND TEACHERS:** Have the children imagine what could happen next in the story. Have them imagine, if there was one more page, what it might be about. Say, “What would the characters be doing? Where would they be?” Have them create a page for *The Friend of the Poor*, one half for text and the other for a supporting illustration.