

THE PRIEST AND THE COBBLER

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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New spellings: oe as /oo/, ei as /ee/, oar as /or/; Two-vowel combinations

Before introducing the written words, make sure that the children understand their meanings. You might want to discuss the differences and similarities between a paddle and an oar. It is suggested that you use either Synthetic Phonics or Inductive Whole-word Phonics.

Synthetic Phonics

Introducing a new spelling for the sound /oo/

Write the word *shoe* for the children to read. Show a picture of a shoe, an actual shoe, or write *shoe* in a sentence using words and sounds already taught, such as “She wears a shoe on each foot.” Underline the word *shoe* in the sentence and have the children figure out what it says by the context clues. Say, “If we can’t read this word, let’s skip it, read the rest of the sentence, and see if the information in the rest of the sentence can help us to figure it out.” Once the children are able to read the word, have them circle the letter group in the word that is making the /oo/ sound (oe). Then have them read through the relevant word family.

Introducing a new spelling for the sound /or/

Write the word *oar* for the children to read. Show a picture of an oar, an actual oar or write *oar* in

a sentence using words and sounds taught up to this point, such as, “We row the boat using an oar.” Underline the word *oar* in the sentence and have the children figure out what it says by the context clues. Say, “If we can’t read this word, let’s skip it, read the rest of the sentence, and see if the information in the rest of the sentence can help us figure it out.” Once the children are able to read the word, have them circle the letter group in the word that is making the /or/ sound (In this case, it’s the entire word, *oar*). Then have them read through the relevant word family. (Note that *p* in *cupboard* is silent.)

Revisiting ei spelling for the sound /ee/

The letter group *ei* making an /ee/ sound was introduced in *King Bharat is a Deer* and the corresponding activity book. Here we are introducing more words that use the same spelling for the sound /ee/. Show the children the known words *protein* and *weird*. Explain that they are going to learn three more words that make the /ee/ sound with the same letter group (Note that in some parts of the world, *ei* in *either* and *neither* makes the sound /igh/). Then have the children read the words *either*, *neither* and *seize*. Discuss how the

last *e* in the word *seize* is silent. Remind the children how in these words the rule *i* before *e* does not apply.

The words *create, vacuum, skiing, chariot, etc.*

Write the word *deity* and ask the children to read it. (They should be able to read it since it was taught earlier.) Ask a child to circle the letter in the word that is making the /ee/ sound (*e*). Write the word as *de-it-y* and ask the children how each syllable is pronounced. Explain that usually in English, when two vowels are together they make one sound, but in some very few words, we hear each vowel separately. Pointing to *create*, talk about the ways we would normally pronounce *ea* (*sea, bead, bread*). Teach the rest of the list. You can ask the children to compose oral sentences with each word.

Conclude by writing all the new words for the children to see. Point to one word at a time and have the children read it. Start off slowly and speed up, changing the order at which you point at the words. Make it fun by sometimes pointing to the same word two or three times in a row. Then choose a child to point while the other children read.

Inductive Whole-word Phonics

Go through the word families one list at a time using spell-say (*s-h-o-e, shoe*) and repeat for the first word of each list. See if the children can then read the rest of the words in the list. Use spell-say if needed. Read the words list by list first. Once the children are familiar with the words, you can put them on cards and show the cards randomly. You can ask the children to compose oral sentences with each word.

Word game: Word guess

Choose a word introduced in this book and write it on several cards or pieces of paper. Divide the children into groups. In each group, give all the children except one the cards with the same word on it. Have the child without the card guess what the word is by asking the other children various questions, such as: Does it have an /ee/ sound in it? Does it have a silent *e*? Does it have the letters *e* and *i* in it? Is it a one syllable word? The rest of the group can only answer *yes* or *no*. As soon as the word is guessed or the child has asked everyone else in the group and “gives up,” distribute another word to each group with a different child guessing.

Word families

shoe	seize	oar	soar	create	curious
shoes	either	boar	uproar	chariot	idea
canoe	neither	roar	cupboard	vacuum	India
				skiing	Hawaii
				ruin	



canoe



oar



create



vacuum



skiing

Mark the sentence that matches the picture



- She got a new pair of shoes as a gift.
- She is polishing her shoes.



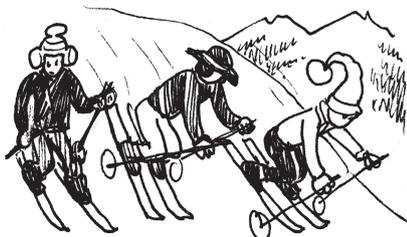
- She vacuums the rugs.
- The vacuum cleaner is broken.



- They put the oars in the rowboat and the paddles in the canoe.
- She brought oars instead of paddles for the canoe and had to go back.



- We heard the lion roar at the zoo.
- The wild boar cage was next to the lions.



- They are skiing in a chariot.
- They are skiing with weird hats on.

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

Mark the best answer based on the picture



What will he create?

- He will create a special cake.
- He will create a toy ship.
- He will create a tall building.



What are her choices?

- She can either go to the beach or to the park.
- She can either have jam or honey.
- She can either wear a sari or a skirt.



What will he seize?

- The hawk will seize its prey.
- Balaram seized his club.
- The police seized the criminal.



What do they ride in?

- Arjuna and Krishna ride in a chariot.
- Krishna rides on the back of Garuda.
- Krishna rides on a boat in the Yamuna.

NOTES FOR PARENTS AND TEACHERS: Have the children look at each picture, and read the three answers next to it using spell-say or sound-say as needed. Then have the children mark the box next to the answer that supports the picture.

New Shoes

Don't wear your new shoes into the canoe. Either wear your old shoes or go barefoot.



You did not listen! Now look at your new shoes. They are ruined!



I promise I'll listen to you from now on.



I don't want to leave my new shoes. I will take them.



NOTES FOR PARENTS AND TEACHERS: Have the children read the speech bubbles and the thought bubble. Ask how we can tell the difference between speech and thought bubbles. Then discuss the pictures. Photocopy this page and cut out the bubbles and pictures. Have the children match the bubbles to the right pictures by slightly overlapping them and gluing them on paper. They should place the pictures with bubbles in the right order. If you don't want to photocopy the page, you can have the children draw lines to match pictures to the speech and thought bubbles, and then write numbers to show chronological order. Help as needed.

Nitesh and Oliver decided to go boating on the lake. Oliver had a new canoe with red stripes that he kept on the bank of the lake. It was docked next to some rowboats. It was very muddy on the water's edge. The mud was like glue. When they tried to push the canoe into the water, it would not move. Their feet slowly sank into the mud as they pushed. Finally, the canoe slid into the lake. Nitesh and Oliver removed their shoes and quickly washed them before carefully sitting inside.

It was late in the afternoon. All around them, people pulled the oars of their rowboats or paddled canoes. The moon could be seen in the sky. As they paddled on the lake, colourful birds flew and soared in the sky. When the splash of an oar scared some geese, they made a big uproar of honking noises. The boys quietly talked to each other about the things they heard and saw. Fish with sparkling, deep blue scales jumped in the water. Birds sang sweet tunes. As they took in the whole scene, they marveled at how wonderful God was to be able to create such a place.



o	<i>to,</i>
ew	<i>new,</i>

NOTES FOR PARENTS AND TEACHERS: Have the children circle all the words in the story that make an /oo/ sound and sort them on the lines provided. Then they should write in the boxes on the left the letters or letter groups that represent the sound in each group of words. Finally have the children try to think of more words that they could add to each group.

(o) to, into; (oe) canoe, shoes; (ew) new, flew; (ue) glue, blue; (o-e) move, removed; (oo) afternoon, moon; (u-e) tunes

The wedding for Vasudeva and his new wife, Devaki, had been wonderful. Now they were sitting in their chariot while Devaki's brother Kamsa was driving them to Vasudeva's home. All of a sudden, a great voice from the sky called, "Kamsa, you are such a fool! You drive your sister's chariot, but you do not see that her eighth child will kill you!"

When Kamsa heard this, he seized his sister's hair and lifted his sword, ready to kill her. Vasudeva was shocked. In order to stop the evil Kamsa, Vasudeva thought, "*The key to stopping Kamsa is to calm him down.*" He said, "My dear brother-in-law, please don't fear. Neither is this danger coming from your sister, nor are you in danger now. If we have any sons, I promise that I will give them to you. There is no need to kill your sister."

Vasudeva was able to stop Kamsa from killing his wife, Devaki. Kamsa thought that Vasudeva would keep his promise. Kamsa could also understand, however, that no one could stop the sweet will of the Lord.



NOTES FOR PARENTS AND TEACHERS: Similarly to the previous page, have the children circle all the words in the story that make an /ee/ sound and sort them on the lines provided. Then have them write the letters or letter groups that represent the sound in each group of words in the box to the left of the line. Finally have the children try to think of more words that they could add to each group.

(y) ready, any; (ee) see, need, keep, sweet; (e) he, evil, we; (ei) seized, neither; (ea) please, dear, fear; (ey) key; (i) Devaki

Read the story and answer the questions that follow

Brahma was working to create the universe. He had made the Earth for people and animals to live. But, suddenly, the Earth was in danger. It had fallen from its orbit into the water at the bottom of the universe. Brahma decided that he needed Vishnu to help. Then a reddish boar came from his nose. Brahma and the sages were curious about who the boar was. The boar got as big as the sky and gave a sweet, loud roar. When the sages heard the roar, they chanted spiritual prayers. The huge boar answered the prayers with another roar. Then he started to soar in the sky. He slashed his tail, and his hard hairs shook. His glance was full of light. The great boar pushed away the clouds with his hooves and his shining, scary, white tusks. He went to find the Earth by smell. The shining boar went into the water first with his hooves, which were like sharp arrows. He lifted the Earth. The great boar held the whole Earth on the edge of his curved white tusks. Then the boar became blue like a tamala tree, and so the sages and Brahma knew the boar was Vishnu.

The great boar was an incarnation of:

- Brahma a sage Vishnu the Earth

Why did the boar appear?

Mark all the words that mean something like *soar*.

- walk jump climb bang
 fly glide stand rise

What did the great boar use to lift and carry the Earth?

- his hooves his tail his snout his tusks

Mark all the feelings Brahma and the sages had when they first saw the boar.

- bored interested playful sleepy

Compound words

Compound words are two simple words that are joined together:

every + one = everyone

no + where = nowhere

Look at the pictures. Write each word and then join the words to get a new word. The first one is done as an example for you.



milk

+

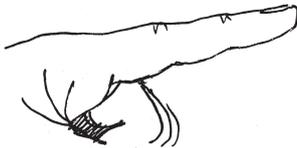


man

=



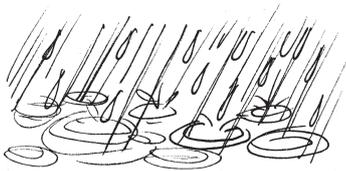
milkman



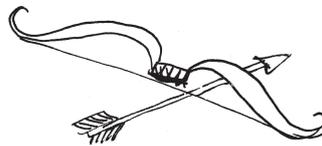
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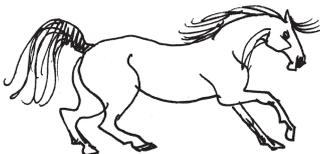
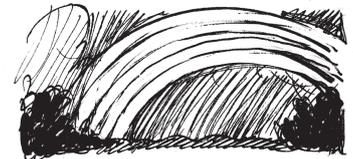
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+



=



+



=



Now circle the two words in each of these words.

The first one is done as an example for you.

(bath)(room)

someone

honeybee

waterfall

football

paintbrush

everybody

upstairs

Adding the prefixes *un-* and *dis-*

Look at these pairs of words. What do you notice about them?

happy	unhappy	like	dislike
well	unwell	honest	dishonest
tidy	untidy	agree	disagree

un- and *dis-* are called prefixes. They come before a word and change its meaning. These prefixes, *un-* and *dis-*, mean *not*.

Add the prefix *un-*

lucky _____
seen _____
do _____
tie _____

Add the prefix *dis-*

please _____
own _____
allow _____
trust _____

Change the meaning of the sentences by adding a prefix to or removing a prefix from a word in the sentence. The first one is done as an example.

I like jackfruit. I dislike jackfruit.

She is an honest girl. _____

Last night I felt unwell. _____

He will disobey his mother. _____

NOTES FOR PARENTS AND TEACHERS: Introduce prefixes. Review (revise) the term *suffix* and the suffixes that the children have learnt so far: *-s*, *-es*, *-ed*, *-ing*, *-ly*, *-y*, *-ment*, *-ful*, *-ness*, and *-est*. Discuss how a suffix changes words from singular to plural, from present to past tense, from noun to adjective, or from adjective to adverb. Sometimes the spelling of the root word must change when we add a suffix. Explain to the children that unlike a suffix, a prefix is added to the beginning of a word to change its meaning. The spellings of the words they are added to (the root word) do not change. Then work through this page with the children.

dishonest, well, obey. Note that an honest has to change to a dishonest.

Analogy

Devotional service is another name for bhakti yoga. Starting bhakti yoga is like planting a seed in our heart. This seed comes from someone who is pure in love for God. Only a few people meet such a pure devotee and get the seed of devotional service. After we get the



seed, we water it with hearing about Krishna, and chanting his name. Then the seed starts to grow like a plant. The spiritual plant of devotional service grows and grows until it breaks through the cover of the material universe. Then the plant of bhakti goes through the light of Brahman in the spiritual sky. In the spiritual sky, the plant grows upward until it reaches the highest planet. That is Goloka Vrindavan, the planet of Krishna. Finally, the plant takes shelter of the lotus feet of Krishna and rests there. The plant grows flowers of love. Then from the flowers comes the fruit—our special way to love Krishna.

In this analogy, what is devotional service compared to?

a fruit

a plant

a seed

Mark all the ways in which devotional service is like a plant.

it grows

it is green

it has roots

it gets fruit

it needs care

we can eat it

How do we take care of the plant of devotional service?

NOTES FOR PARENTS AND TEACHERS: Revisit similes. Explain that a simile is one kind of analogy, showing what is the same between things that are different. Explain that analogies can also be longer and more complicated than a simile. Analogies are often used to help understand something we have never seen or experienced by comparing it with something we are familiar with. Have the children read the text above and discuss what makes it an analogy. After they answer the questions, you can expand on this exercise by having the children compose their own analogies, orally or in writing.

The demigods and demons churned the sea of milk to get nectar. They used a gold mountain as the churning rod. A snake was the rope around the mountain. When the demigods and Vishnu held the snake's head, the demons felt sorry and jealous. Vishnu knew their heart and moved towards the tail. The demigods followed and gave the head to the demons. Soon, smoke came out of the snake's mouth. The demons were full of black soot. Everyone pulled hard in rhythm. But nothing was holding up the mountain. It started to fall into the sea.

Then Vishnu went under the mountain. He took the form of an enormous turtle who looked like a great island. The mountain moving above him scratched his back. It felt good. It also made his necklaces and gems shine. Even now, the sea's tides imitate the breath of Vishnu as a turtle.

After they pulled for a long time, neither the demigods nor the demons had any strength left. The snake had no strength either. He could not stay tight around the mountain. He got loose. The mountain wouldn't turn any more. Then Vishnu entered the snake as ignorance. He entered the demons as passion. He entered the demigods as goodness. Now they all felt strong again!

When a pot of nectar came out of the milk sea, some demons went to seize it right away. All the demons began to argue with one another. And the demigods weren't going to get any! So Vishnu came again, in another form. This time Vishnu took the form of an enchanting lady. The demons lost their good sense when they saw her. "We will give this nectar to you," they said. "You can do with it whatever you like." She said some sweet words to the demons and then gave all the nectar to the demigods. Only the demigods would use the power of the nectar for the good of all.

Why did the demons and demigods churn the sea of milk?

to scratch the turtle's back

to get nectar

to make yoghurt

to get exercise

What form of Lord Vishnu went under the mountain to hold it up?

Did Lord Vishnu in the form of a turtle like the feeling of the mountain scratching his back?

Yes

No

Who helped them get strength to continue when they were all tired?

the snake

the demons

the demigods

Lord Vishnu

Mark all the ways you think the demigods felt when the demons seized the pot of nectar.

anxious

content

stressed

angry

Why did the demons fight over the nectar?

How did the demons lose the pot?

Mark all the ways the demons might have felt when the enchanting lady gave the pot to the demigods.

ashamed

gleeful

embarrassed

upset

Why did Lord Vishnu want the demigods to have the nectar?

They asked first.

They would use it for the good of all.

They worked hard to make the nectar.

Lord Siva lives forever, beyond the material world. When Lord Vishnu wants to be with the material energy, he is Lord Siva. Siva acts as the best devotee of Vishnu. In the material world, Siva is born of Brahma's anger. Siva popped out of Brahma's forehead when Brahma got mad.

Siva always wants to help others. He is in charge of ghosts and evil spirits. Nobody likes to be around them. But Siva helps them get human bodies so they can have a chance to live a spiritual life. Siva is very kind even to the demons who pray to him.

One time, the demigods and demons were working together to churn a sea of milk. On Earth, there are seas of salty water. In another part of the universe, there is a sea of milk. People churn milk, or the cream part of milk, to create butter. The demigods and demons were trying to get nectar, not butter. Anyone who drank that nectar would be very strong and never get old.

They did get nectar from the milk sea after a long time. First, other things came out. The first thing to come from their churning was poison. It was a lot of poison and very dangerous! Everyone was afraid. They all went to Lord Siva and asked him to help. He used his power to fit the ocean of poison in his hand. Then he drank it so no one would get hurt. He didn't get hurt or sick like we would if we drank poison. It just made a blue line on his neck which is still there. When we see that blue line, we can think of how kind he is. Some of the poison dropped from his hand. The animals like snakes and scorpions which drank those drops are now poisonous.

Lord Siva was happy to take some trouble so that the demigods and demons could be happy. He wants everyone to serve Lord Vishnu with love. He is always ready to help us in spiritual life.

Draw a picture to illustrate the story and answer the questions



What words describe Lord Siva?

- | | | | |
|------------------------------------|-------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> immortal | <input type="checkbox"/> evil | <input type="checkbox"/> powerful | <input type="checkbox"/> selfish |
| <input type="checkbox"/> liberated | <input type="checkbox"/> kind | <input type="checkbox"/> nasty | <input type="checkbox"/> devotional |

What did the demons and demigods ask Lord Siva to do?

How do you think Siva felt about removing the poison?

- | | | | |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> happy | <input type="checkbox"/> angry | <input type="checkbox"/> blessed | <input type="checkbox"/> bitter |
| <input type="checkbox"/> annoyed | <input type="checkbox"/> pleased | <input type="checkbox"/> unlucky | <input type="checkbox"/> content |

What does Lord Siva want?

A spiritual master, or guru, is a kind of teacher. A guru is not an ordinary teacher. A guru is not even an ordinary person. A guru teaches us about who we are, who God is, and our relationship with God. A guru's life is fully devoted to serving God. A guru's pleasure is to always hear and speak about God and truth. The guru's teachings are the same as God's teachings. We go to a spiritual master to learn the truth. We should ask questions about spiritual life, and serve the guru. A real guru sees the truth, and so can give the right answers.

When we take shelter of a spiritual master, we promise to follow our guru's instructions to live a pure life. This is our most important service. If we can keep the instructions from the guru, holy books, and saints in our heart, we are following the path that will lead us back to the spiritual world.

Mark all the ways a spiritual master, or guru, is not an ordinary person:

- A guru sees the truth.
- A guru wears special clothes.
- A guru is always thinking about God.
- A guru creates special magic.

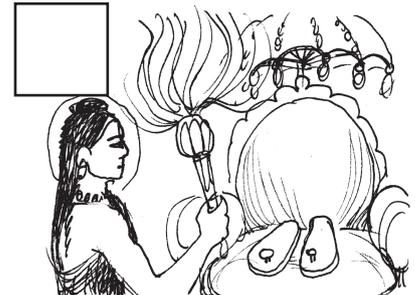
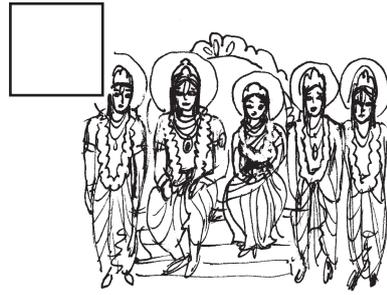
What promise is made to a spiritual master?

- to be an ordinary person
- to live a pure life
- to bring the guru money
- to ask questions

Whose instructions should we keep in our hearts?

Why would someone want to know the truth?

Write your title here: _____



When Rama and Sita lived (eilvd) in the forest, Rama's brother Bharat took care of the kingdom. But he never _____ (dsia) he was the king. He put Rama's _____ (soshe) on the throne. Sometimes he would hold the royal umbrella over those _____ (heoss). Sometimes he would fan the shoes with a whisk. He always showed respect for Rama. Finally Rama's fourteen years in the _____ (ejglun) were over. The evil Ravana was dead and the war to save Sita was won. Then Lord Ramachandra made Ravana's brother, Vibhisana, king of the _____ (andisl) of Lanka. Rama also gave him a long life. Rama took Sita, Vibhisana, and the chief _____ (ymkone) soldiers in a flower airplane to his capital. Rama's brother Bharat came to greet him. When they all went into the city, Bharat brought Rama's wooden shoes. Vibhisana and Sugriva each _____ (caiedrr) a whisk and a fan. Hanuman held an umbrella above Rama. Rama's other brother, Prince Shatrughna, carried Rama's bow and two quivers. Sita carried a _____ (potawter) with _____ (werat) from holy places. The monkey prince Angada carried a _____ (orwds). Jambavan, king of the bears, held a shield. Then the great sages held a festival to crown Rama as king. Rama and Sita sat on the throne, and his brothers stood on _____ (hieert) side.

NOTES FOR PARENTS AND TEACHERS: Have the children unscramble the jumbled words and write them properly on the lines provided. The first one is done as an example. Then have them put 1, 2, and 3 in the boxes next to the pictures to put them in the right order and write a title on the line provided.

said, shoes, jungle, island, monkey, carried, waterpot, water, sword, either

Write your title here: _____

Yashoda saw Krishna going with his friends towards the forest to take care of the cows. She thought about the happiness of her son, Krishna, and said, “We have hundreds of men who are expert in taking care of cows. Why do you choose to work yourself? You are just a tender child. When you take care of the cows, you walk on rough roads with the hot sun above you. You need shoes and an umbrella.”

Krishna was moved by his mother’s love. He said, “Our duty is to protect the cows, and this must be done without shoes or umbrellas. The cowherders must go just like the cows. The cows don’t have shoes or umbrellas. So, why should we? If we do our duty properly, we will live long. We will have protection. We will get a good reputation. We will have no fear.”

Yashoda was pleased with her son’s devotion to duty. But she still felt disturbed whenever she thought of him walking in the forest without shoes or an umbrella. She gave him rich food to take with him in case he felt any hunger. She told the guards, “Stay close to Krishna with your swords, bows and arrows and always protect Him!”

Put a circle around the picture that best matches the description:



What is this description mainly about?

- Krishna taking care of his cows in Vraja
- Sending guards to go out with Krishna for his protection
- Yashoda worrying about Krishna when he goes to take care of the cows

Write your title here: _____

Once upon a time, six blind men heard there was an elephant nearby and wanted to learn more about it. They stood on either side of it. Each man was able to seize the part of the elephant nearest to him. One man felt the trunk and said, “This is a huge snake.”

Another wrapped his hands around a leg and said, “No, it’s a great pillar.”

The third man touched the ear and said, “It’s a fan.”

The fourth man felt the side and said, “An elephant is a wall!”

The fifth man seized a tusk and said, “It’s a pipe!”

The sixth man held the tail and said, “An elephant is a rope!”

A small boy who saw the whole scene laughed very loudly.

Conditioned souls have four defects.

Mark all the defects that this story is about.

- | | |
|---|--|
| <input type="checkbox"/> imperfect senses | <input type="checkbox"/> illusion |
| <input type="checkbox"/> cheating | <input type="checkbox"/> making mistakes |

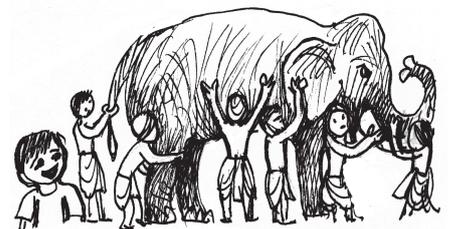
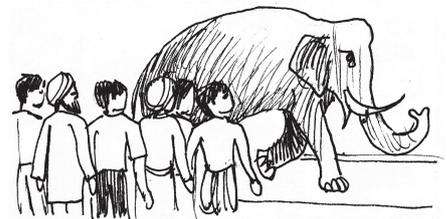
Why did the boy laugh?

- He knew they were all a little bit right and a lot wrong.
- He did not like them.
- He heard a funny joke.

How can we know for sure what is true?

- Use our eyes, ears, and hands to do the best we can.
- Listen to a lot of different people.
- Read and study many books.
- Find a person who understands the whole picture.

Which picture best fits the story? Circle it.



The story book: Teaching plan

CREATING THE ATMOSPHERE

Write the word *faith* for the children to see. Have them read the word and then ask them, “What does faith mean to you?” Write their responses near the word *faith*. Once all ideas have been written and discussed, ask, “How do we get faith?” If the children struggle to answer this question, ask, “Do you have faith that when you take your next step, the floor will be there and you won’t just fall? How do you know the floor won’t just crumble and break when you take your next step?” (from experience)

Ask, “Do you have faith that God is great and takes care of us?” Show the children the book *The Priest and the Cobbler*. Explain that this book talks about faith. You may also explain that this is a traditional tale.

READING THE BOOK

If you are using Synthetic Phonics or Inductive Whole-word Phonics, children should read out loud. If you are using Guided Reading, children should read silently. Are the children able to read the new words introduced in this book? 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 fluency and expression? If they struggle, give them the opportunity to read a shorter text several times so that they can become more familiar with words that they struggle with and for them to experience what fluent and expressive reading feels like.

Cover: “Who can you see on the cover? What are the men doing? What do you think they might do as their profession or job? Can you guess what

this book is going to be about?” Have the children read the title. Read the blurb on the back cover to the children.

pp. 2–3: Are the children able to apply past experiences and understandings when reading the text? Ask, “Do you remember Narada from *The Hunter and the Sage*? Can you remember what it was that Narada was able to do?” (He could go wherever he wanted.)

pp. 4–5: Are the children understanding what they read? Ask, “How did the priest get money? What does a cobbler do to get money? What did they ask Narada to do?” Are the children able to make predictions? “What do you think the Lord will say?”

pp. 6–7: “Why do think Vishnu said that the cobbler would go to Him after his body dies but the priest would not?” Are the children able to identify the feelings of the characters? Ask, “How do you think Narada might have felt when he heard Lord Vishnu’s reply?”

pp. 8–9: “What do you think the priest and the cobbler will say when Narada tells them that the Lord was putting an elephant through the hole of a needle?”

pp. 10–11: “How is the priest feeling now? What do you think Narada is thinking?”

pp. 12–13: “How did the cobbler respond to what Narada had told him? How did he feel?” Are the children able to identify themes within a story? Ask, “What does the cobbler have that the priest does not have?” (faith) Discuss why the cobbler would be able to see Lord Vishnu soon but the priest would not be able to for many births.

pp. 14–15: “Why did the cobbler have faith? What did he see that gave him faith in the Lord’s ability to do something like put an elephant through the hole of a needle?”

TEXT CHARACTERISTICS

Discuss the idea of understanding something or someone better by comparison. Introduce the words *compare* and *contrast*. You can write them on the board. Explain that *compare* means to find what is alike and *contrast* means to find what is different about two or more things. Ask the children which people are compared and contrasted in this book (cobbler and priest). Ask how the book would have been different if it were just about the priest or just about the cobbler. Write *cobbler* and *priest* on the board and ask the children to compare their character (what is the same) and contrast (what is different). Write down their answers in two columns. You can then ask the children to do a compare and contrast chart for various things (cats and dogs, cows and horses, potatoes and tomatoes, teachers and parents, etc.). As an extension, you can tell the story of the wives of the brahmanas giving Krishna and his friends food and how the story compares and contrasts the wives to their husbands.

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

FURTHER ACTIVITIES

Have the children write the story as a drama script and act it out. Have them retell the story using pictures, puppets, or simple toys.

Have the children plant a seed first in a clear jar, then transfer it to a pot, and then put it in the ground. Have the children observe and record the changes. Children can make posters of how a seed grows into a tree.

Discuss ways in which we can ‘see’ Krishna’s de-

sign and intelligence in the things around us in the world. Have the children list or draw examples.

Ask the children to list all the musical instruments they know. If possible, ask their parents or other people in your community to bring in various instruments and demonstrate them to the children. If anyone has a veena, sitar, or tambura, that would be especially nice to share with the children. If that is not possible, you might be able to play a recording of someone playing those instruments and get the children’s responses. You can also photocopy pictures of instruments and have the children group them by kind (wind, string, percussion, brass). Discuss with the children about how people can make very simple instruments and why most human cultures use instruments for music.

Ask the children why they think Narada likes to travel with a musical instrument, although he doesn’t carry anything else. Have the children think about what one thing they would take with them traveling if they could only take one thing, and have them write a description of that one thing and why they would choose to take it with them. They can also “design” their own invented musical instrument, drawing a picture of it, and writing a description of what it’s made of, what kind of instrument it is, how it sounds, and so forth.

Research about how shoes are made and show the children pictures or videos. Look at shoes to see how they are made. Talk about the materials that make up shoes, and how we can buy shoes that are not a product of violence. You can also discuss what different kinds of shoes are used to help keep our feet healthy in different weather or conditions.

Answer the questions about the story book

What did Narada play?

- catch a veena games drums

Mark all the things the priest did.

- dug wells prayed had many baths sewed clothes
 read books fed the poor hunted sang songs

What does a cobbler do to make money?

Why is making and fixing shoes not a clean job?

- because of the animal skin used because of the metal tools because shoes go on the floor

What do you think the priest expected Lord Vishnu to say when he was asked, “When will the priest get liberation?”

- “after his body dies” “after three lives” “I am not sure.”

What do you think the cobbler expected Lord Vishnu to say when he was asked, “When will the cobbler go to Vaikuntha?”

- “after his body dies” “after three lives” “I am not sure.”

The priest scowled when he heard that he would be liberated only after many, many births. This means that he felt:

- disgusted curious hopeless jolly

NOTES FOR PARENTS AND TEACHERS: Ask the children to discuss the reasons for their answers, and have them use the book to explain how they arrived at their answers. Some questions may not have only one correct answer.

Answer the questions about the story book

How did the cobbler feel when he heard what Lord Vishnu was doing?

Why did the cobbler believe that Lord Vishnu was putting an elephant through the hole or eye of a needle?

- He was not very clever.
- He thought elephants were tiny.
- He had seen a big tree grow from a tiny seed.

How do you think the cobbler felt when he found out he was going to see Lord Vishnu after this life? _____

What did you learn from this story?

Can you think of things you have seen that remind you of Krishna's abilities? Describe some of them here:
