

THE RED AND TAN PACK

Activity Book and Teaching Guide

By Urmila Devi-Dasi • Illustrated by Madhava Priya Dasi

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

© 2010 Padma Inc., Hillsborough, NC, USA. All rights reserved. This book may be copied and distributed within a single family or classroom only. Any other reproduction or distribution of this book requires specific permission.

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

New letters: *ck, e, u, r*

Discuss the meaning of any unfamiliar words in the word families. It is suggested that you use either Synthetic *or* Inductive Whole-word Phonics.

Synthetic Phonics

Hearing and saying: Create an action that goes with the sound of each new letter. For example, for the sound /k/ (for the letter group *ck*) move your fingers like scissors while saying the sound; for the sound /e/ shrug your shoulders like “It’s ok but not very good” while saying /e/; for the sound /uh/ shake your head like saying “no” while making the sound /uh-uh/. The children can copy you or create their own actions for each sound.

Seeing and saying: Write the new letters on a board or paper and tell children their sounds. Explain that we already learned both *c* and *k*, but now we will look at *c* and *k* together which sound like *k* by itself. Have the children locate the new letters out of a set of magnetic letters or letters drawn on cards when you say the letter’s sound. Have them spell some of the new words using magnetic letters, letters written on cards, or letters they have formed from pipe cleaners. Have them find things in the room or tell you about things that begin with the sounds of each letter. (With *ck*, they should find things that end with that sound. You may have to model that.)

Saying and writing: Children say the sound while writing the letter in air, sand, water, etc.

Go through the word families on page 2 of this book using sound-say and blending.

Inductive Whole-word Phonics

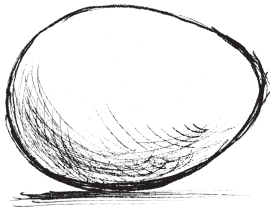
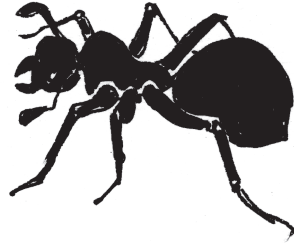
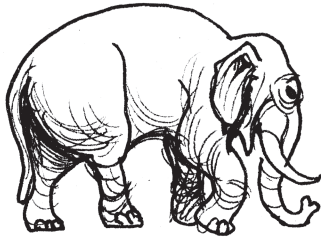
Write the new letters on a board or on a paper and tell the children their names. Explain that we already learned both *c* and *k*, but now we will look at *c* and *k* together which sound like *k* by itself. Then, use the list of word families on page 2 of this book. Start by covering the first letter and saying just the ending vowel-consonant as a whole, such as *an, ed, en, un*, etc. Consider *ck* to be one consonant, so for the *ck* words, start with *ack, ock, eck, uck, ick*. You can have the children spell them and then say them, such as *e-d, ed*. After doing spell-say with the vowel-consonants for each section, go back and add the first consonant. For example, teach *p-e-t, pet, n-e-t, net*, etc. You say each and then have the children repeat while they look and/or point to the words. The children can then say and repeat with a partner. Finally have them say the words on their own. Help whenever necessary by referring to other words in the same “family.”

Have the children locate the new letters out of a set of magnetic letters or letters drawn on cards, etc. when you say the letter’s name. Have them spell some of the new words using magnetic letters, letters written on cards, or letters they have formed from pipe cleaners. Have them find things in the room or tell you about things that begin with the sounds of each letter. With *ck*, they should find things that end with that sound. You may have to model that.

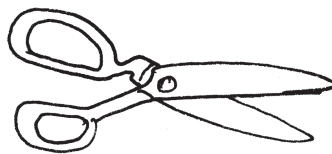
Word families

ran	up	carrot	sick
ten	cup	~~~~~	pick
den	~~~~~	sack	kick
Ken	peg	pack	nick
men	keg	tack	Rick
pen	mug	racket	tick
run	~~~~~	packet	picket
gun	get	neck	ticket
sun	pet	peck	suck
sunset	net	deck	duck
~~~~~	met	dock	tuck
red	set	rock	
Ned	nut	sock	
Ted	cut	pocket	
mud	gut	rocket	
	rut		

*Circle the pictures that start with the /e/ sound*



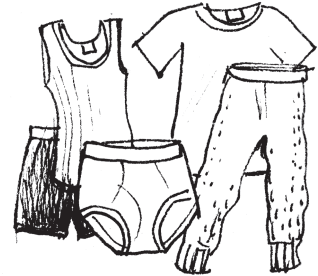
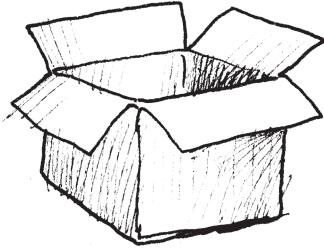
e



**NOTES FOR PARENTS AND TEACHERS:** First, have the children say what each illustration is and exaggerate the first sound. They should draw a circle around the illustrations that start with *e*.

(clockwise from top-left: elephant, ant, house, ball, elf, scissors, boy, egg)

*Circle the pictures that start with the /uh/ sound spelled with u*



u

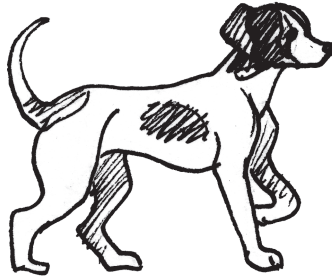


**NOTES FOR PARENTS AND TEACHERS:** First, have the children say what each illustration is and exaggerate the first sound. They should draw a circle around the illustrations that start with *u*.

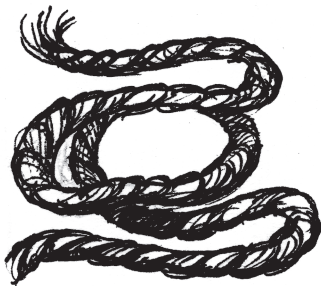
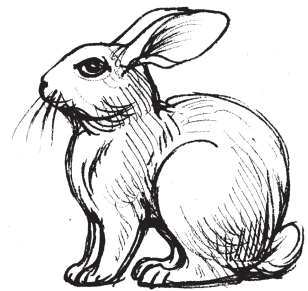
(clockwise from top-left: box, umbrella, underwear, house, girl, udder, elf, tree)



*Circle the pictures that start with the /r/ sound*



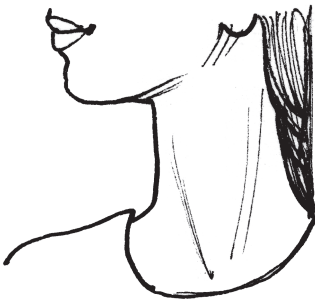
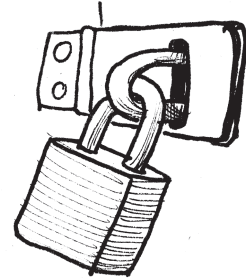
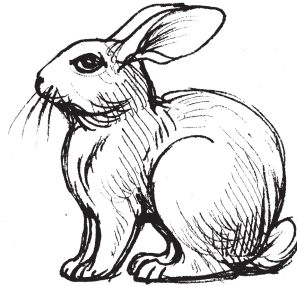
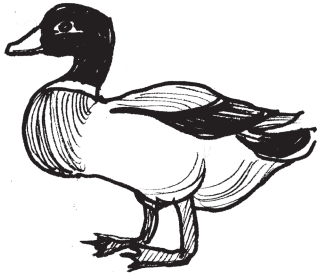
r



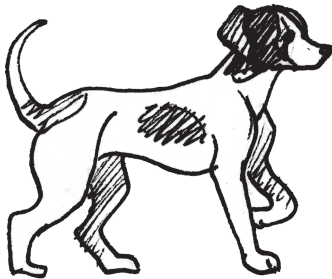
**NOTES FOR PARENTS AND TEACHERS:** First, have the children say what each illustration is and exaggerate the first sound. They should draw a circle around the illustrations that start with *r*.

(clockwise from top-left: rain, dog, rat, rabbit, umbrella, rake, rope, boy)

*Circle the pictures that end with the /k/ sound spelled with ck*



ck



**NOTES FOR PARENTS AND TEACHERS:** Here, the children will circle pictures that represent words which have *ck* as their **last** letters. First orally practice this with previously learned letters such as *n* or *m*. Point to things in the room and ask which ones end with that letter. The children should name each illustration on this page and draw a circle around the ones that end with *ck*.

(clockwise from top-left: duck, rabbit, lock, sack, sock, house, dog, neck)

## Writing practice

e

E

u

U

r

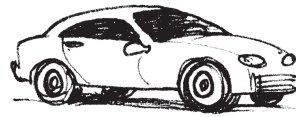
R

ck

**NOTES FOR PARENTS AND TEACHERS:** Ensure that the children can recognize the letters in capital and lowercase form before they complete this page. You can use the memory-matching game, just for all the letters learned so far, by using the cards in the Alphabet book.

Follow the handwriting style you are using, which may be different from what is shown here. First have children write letters in the air with their fingers, using large, sweeping motions. Then have them write the letters on a large board and/or in sand. Have them say the letter or its sound while they write it. Then have them write one letter that covers a whole sheet of paper. Finally have them practice each letter on paper with large lines before they work on this page. Small *e* is especially difficult for children to master well, and they need a lot of support and practice when writing it.

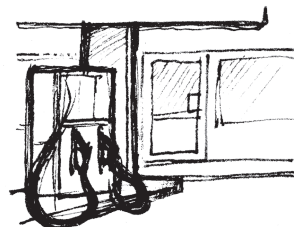
Dad gets to the



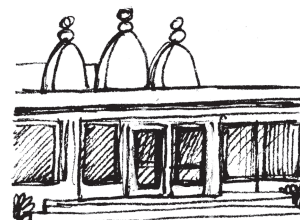
Dad gets to the



Dad gets to the



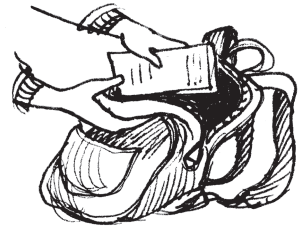
Dad gets to the



**NOTES FOR PARENTS AND TEACHERS:** The new high frequency words in this book are *to* and *put*. Since the children have already learned *do* and *into*, *to* should not be difficult. *Put* has a different sound of u than has been learned, although there are certain English accents that do not distinguish between *but* and *put* in pronunciation.

For *to*, you do not have to do the spell-say or sound-say that you use when teaching the phonetic words. You can discuss the sounds, but basically the children should learn to read this word as a whole word, by sight. Write *do* and *into* on a board or on a paper, ask the children to read the words, and then write *to*. Model some simple oral sentences with *to*, and ask children to compose some also. Read the above sentences on this page with the children. First, read word by word, having them repeat each word as they look and/or point. Then read the whole sentence and have them repeat the sentence while they are looking at the words. Use spell-say or sound-say for all the phonetic words. "Read" the pictures as part of the sentence. (Example: Dad gets to the car.)

I put the ticket in the pack.



I put the gas in the can.



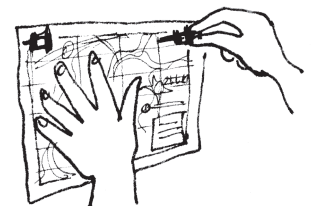
I put the mud on the rug.



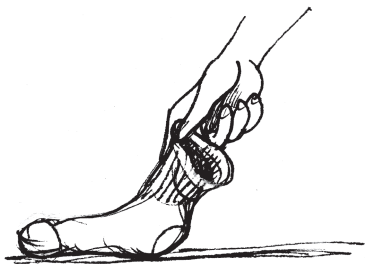
I put the pen in the cup.



I put the tack on the map.



**NOTES FOR PARENTS AND TEACHERS:** Write *put* on a board or on a big piece of paper. Tell the children that here *u* makes a different sound than we have learned in other words. Do not spell-say or sound-say the word, but teach the children to read the whole word by sight. Have the children orally create sentences using the word *put*, and, if possible, act out or demonstrate the sentences as they are saying them. (For example: I put my paper on my desk) Model some also. Read the above sentences on this page with the children. First, read word by word, having them repeat each word as they look and/or point. For all phonetic words, use spell-say (*c-a-t*, *cat*) or sound-say (*/k-a-t/*, *cat*). Then read through each whole sentence and have the children repeat the whole sentence, while looking at and/or pointing to each word.



I pick up a sock.



I pick up socks.



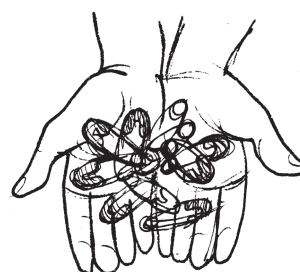
I get a carrot.



I get carrots.



I pick up a pin.

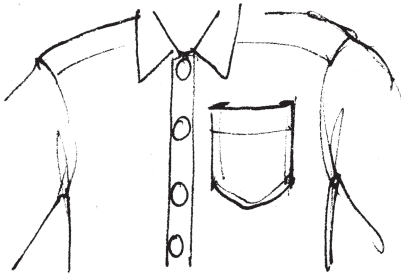


I pick up ten pins.

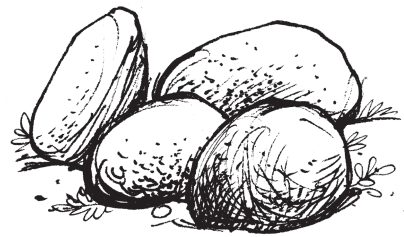
**NOTES FOR PARENTS AND TEACHERS:** Do some oral exercises with simple plurals. Have the children talk about one thing, and then many of the same thing, and ask them to listen to how the word changes (dog-dogs). You might note that the final *s* makes a /z/ sound after most letters (except for *f*, *k*, *p*, *t*, and *th*). Then write on a board some nouns the children have already learned, such as *pin*, *map*, *deck*, *rocket*, *pig*, etc. Have them read each word (with spell-say or sound-say if needed) and then compose oral sentences with it, such as "A pig was in the mud." Add an *s* to each of the words you wrote. Read each new word, ask children to read it, and then ask them to make an oral sentence with the new, plural word, such as "Pigs are in the mud." Then read the sentences on this page, word by word, then the whole sentence, with you first saying and then having the children repeat while looking and/or pointing, and using spell-say or sound-say for any words taught so far with phonics.



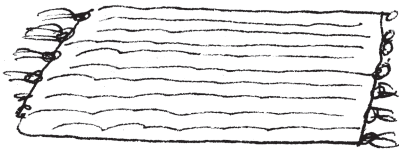
*Match words to pictures*



mat

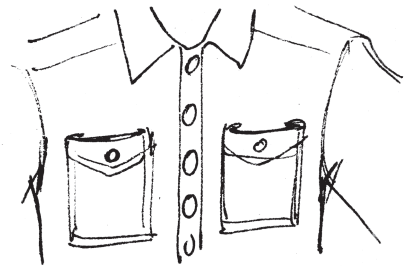


mats

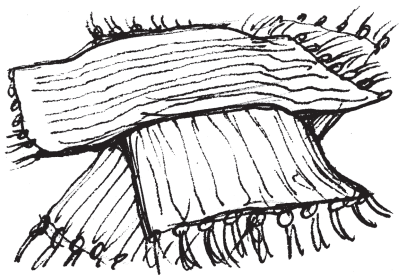


rock

rocks



pocket

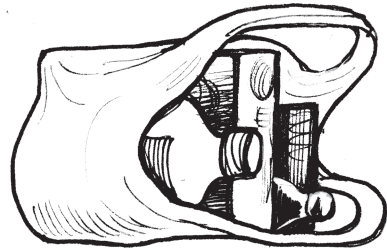


pockets



**NOTES FOR PARENTS AND TEACHERS:** Have the children describe each picture. Ask if the picture shows one thing or more than one thing. Then they should read the words. Help with spell-say or sound-say if needed. They should draw lines to match words and pictures. Some children may need extra guidance with this.

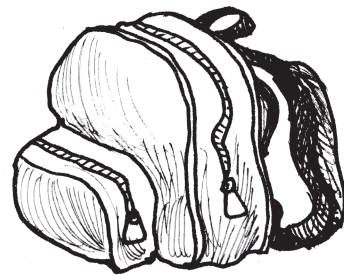
pocket



sack



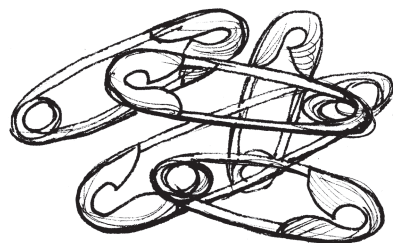
cup



pack

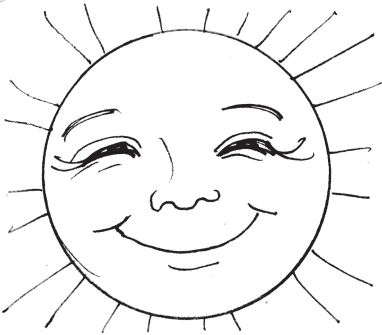


pins



**NOTES FOR PARENTS AND TEACHERS:** Have children read the words, using spell-say or sound-say. Then have them describe the pictures, and draw lines matching words to pictures.

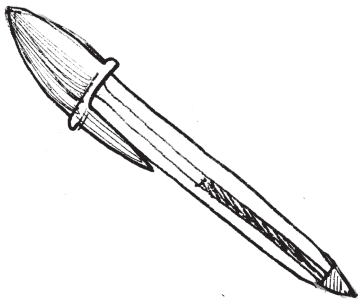
*Circle the word that matches the picture*



sun  
cup  
mud



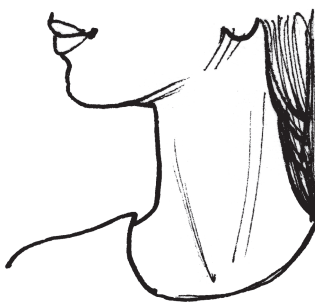
rock  
sick  
kick



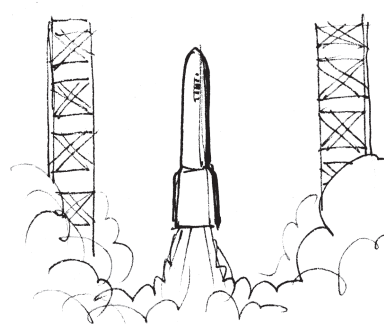
net  
pen  
peg



men  
man  
pan



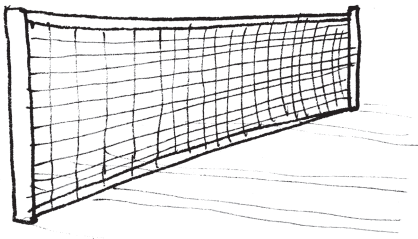
neck  
rock  
sock



rocket  
racket  
pocket

**NOTES FOR PARENTS AND TEACHERS:** Ask the children to read the three words (using spell-say or sound-say first if needed) and to name the picture next to them. They should then circle the word that matches the picture.

*Circle the word that matches the picture*



net  
pet  
men



tack  
rock  
duck



top  
tuck  
cup



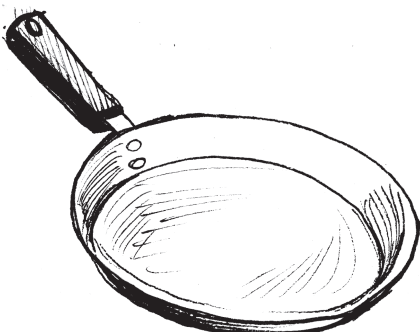
rat  
pig  
cat



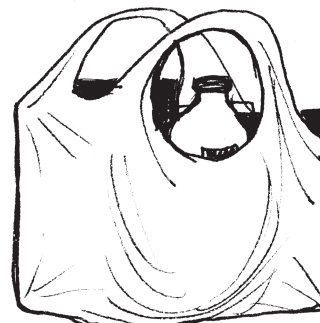
nut  
rug  
sun



set  
sad  
sock



ran  
pan  
man



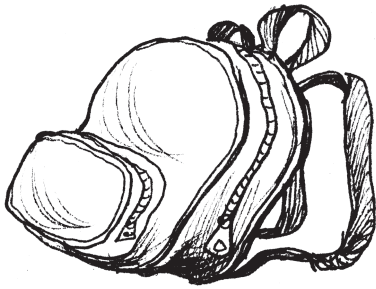
mat  
pins  
sack

**NOTES FOR PARENTS AND TEACHERS:** Follow the same process as page 13.

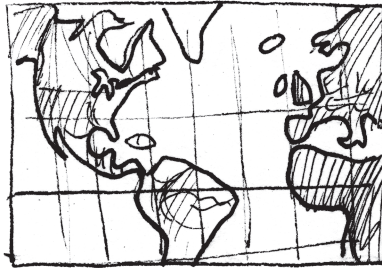
Write the missing letter

p

m



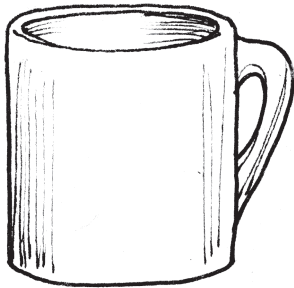
___ack



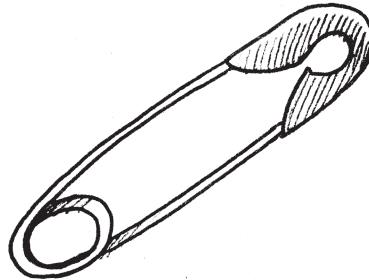
___ap



___en



___ug



___in

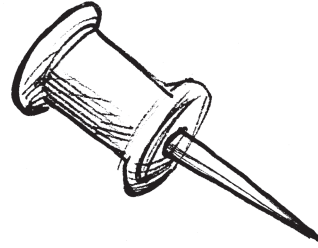


___ocket

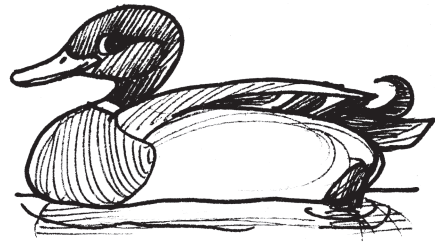
**NOTES FOR PARENTS AND TEACHERS:** The children should describe the picture and then choose *p* or *m* to write in the space. They can try each to find out which makes sense. Help as needed.

*Match words to pictures*

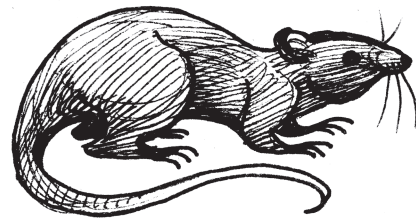
rat



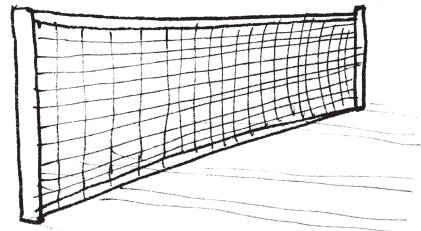
mug



tack



net



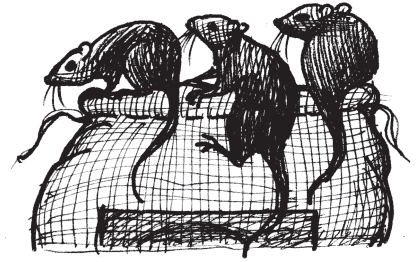
duck



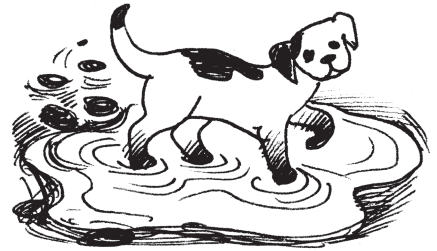
**NOTES FOR PARENTS AND TEACHERS:** Have the children read the words, using spell-say or sound say. Then have them describe the pictures and draw lines matching words to pictures.



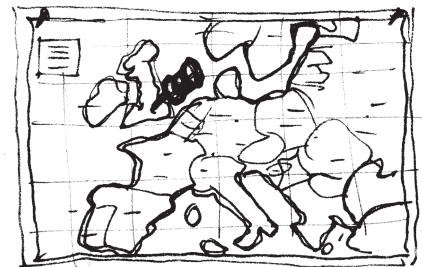
a pup in the mud



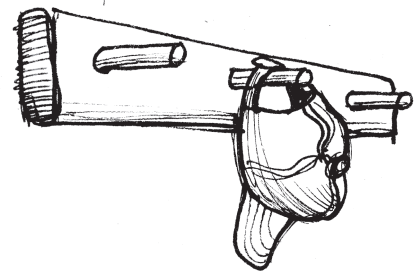
a cap on a peg



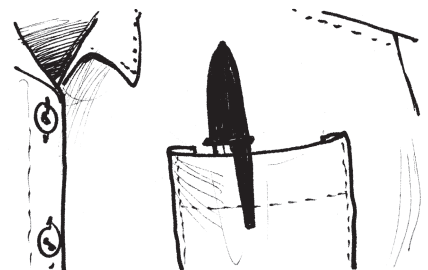
rats on a sack



a pen in a pocket



a tack in a map

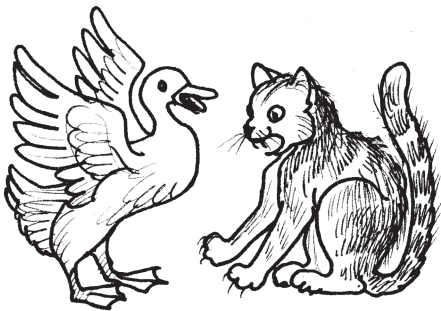


**NOTES FOR PARENTS AND TEACHERS:** The children should read the phrases using spell-say or sound-say. Ask them to describe the pictures, and then draw lines to match phrases to pictures.

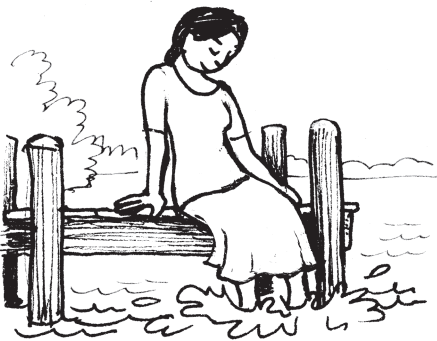
*Mark the sentence that matches the picture*



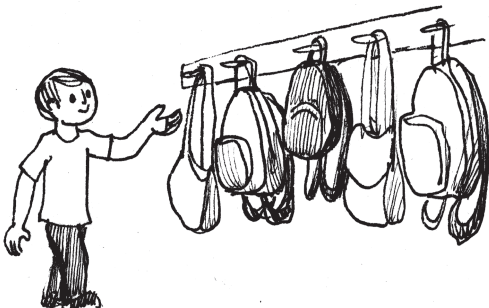
- ☐ I pick carrots.
- ☐ I pick nuts.



- ☐ The dog met a pig.
- ☐ The duck met a cat.



- ☐ Mum sat on the dock.
- ☐ Dad sat on a rock.



- ☐ I put socks on a peg.
- ☐ I put the pack on a peg.

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

## The story book: Teaching plan

### CREATING THE ATMOSPHERE

Ask the children if they have a backpack, or if they know of anyone who does. Ask them to describe how many sections there are in the pack. “Is there a pocket?” Talk about different kinds of pockets. If possible show actual pockets of various kinds in clothes or in bags, or else pictures of various pockets.

Discuss going shopping and where we put the things that we buy. “Do we use paper or plastic bags from the stores? Do we take our own bags to the store? If we bring our own bags, what kind of bags do we use?” You can bring (or ask the children to bring) different kinds of bags. Ask the children to suggest what the good and bad features of each type of bag are.

Discuss about shopping for things for other people. Ask if anyone has gone shopping to get things to offer to Krishna at home or at a temple. Ask the children to talk about what is similar and what is different about shopping for oneself, for others, and for Krishna. You might make a chart on paper or on a board to compare and contrast. Talk about the etiquette of bringing a gift whenever we visit someone, especially when we visit the Lord or a saintly person. Have children work with a partner to discuss why we buy things for Krishna even though He already has everything and everything belongs to Him. Then have the children share with the whole group what they discussed.

Ask each child to name a color and see how many colors the class or group can think of. Write the colors on the board.

### INTRODUCING THE BOOK

Read the title with the children and have them find other things in the room that are red or that are tan. Ask them to describe the colors of their own backpacks if they have them. Talk about what tan means (light brown or brown mixed with white).

Point out that this story is about the same family as in *Sita Sat at the Temple*. Tell the children that this story is also fiction but it’s about things that can really happen.

Ask the children to look through the book to see what Sita and her father are doing. (Going shopping and to a temple). Explain that Sita and her father are buying things to bring to a temple. Ask the children to predict what they think the story might be about.

pp. 2–3: “Here Sita is showing us her dad’s new pack. Are her hands in the main part of the pack?” (no, they are in the pocket)

pp. 4–5: “What are Sita and her dad buying here?” (carrots) “Can you find the word *carrots* on these pages? Where are they putting the carrots? Yes, they are putting them in the red and tan pack. Do they look like they are having fun shopping?”

pp. 6–7: “What are they getting here? Sita has a little sack (point to the word *sack*) filled with red pins. Where are they putting the sack of red pins? Yes, in the red and tan pack. Over here, Sita is putting a cup in the pack.”

pp. 8–9: “Where are Sita and her dad? It looks like they are at the temple.” (Point out the word *temple*.) “What are they doing there with the things they bought?”

pp. 10–11: “How are Sita and her dad feeling in the first picture? How are they feeling in the second picture? What do you think happened? What words are darker (bold) on these pages?” (*not, is*) “What does it mean when a word is written in bold?” (that it should be stressed when reading)

p. 12: “Can you describe this picture?” (It is of the three things Sita and her dad bought—carrots, pins, and a cup.) “Can you count how many pins there are?” (ten)

## QUICK REVIEW OF WORDS

It is best if children have completed all the activities in this activity book up to this point. Review the word families on page 2 of this book. Review *to* and *put*. You can point out where these words are in the story book. Write *Krishna* and *temple* on a board or on a paper and review (revise). Review (revise) the concept of simple plurals (adding *s* to a word to make it plural). Take some of the words from the word families on page 2 and write their singular forms on a board or on a paper. Ask the children to say a sentence with that word. Then ask what to do to make the word mean more than one. Write an *s* after each word, have the children repeat the plural form of the word, and then suggest oral sentences with that word. Remind the children that a backpack can also just be called a

*pack*, and a *sack* and a *bag* mean the same thing. Here are some sentences that you can read aloud that may help to teach the meaning of some words that might be difficult:

- ♦ We put our groceries in a sack when we go to the store. A sack is also called a bag.
- ♦ Shakti will pack her clothes in the suitcase. We wear a pack on our back. Sometimes we call a pack on our back a backpack or a rucksack.
- ♦ Chakra can keep his hands warm in his pockets. He puts his keys in his pockets.
- ♦ A mat is a small rug or cloth. Some people put mats on tables. Some mats go on the floor.
- ♦ There are many different kinds of pins. How many different pins can you name?

## READING THE BOOK

Choose one of the following three methods to read the book:

### Synthetic Phonics

Read each page using sound-say and then blending (/d-a-d/, *dad*; /r-e-d/, *red*) for any words where the children have learned the phonemes (all words except for *to*, *put*, *is*, *said*, *the*, *and*, *I*, *on*, *Krishna*, *temple*). Have the children repeat in the same way, while looking. Then read each page normally and have children repeat. The child should point to each word. If a child struggles with a word on this second reading, use sound-say or refer to the page in this activity book where that word has been taught.

### Inductive Whole-word Phonics

Read each page using spell-say (*d-a-d*, *dad*; *r-e-d*, *red*) for any words where the children have learned the phonemes (all words except for *to*, *put*, *is*, *said*, *the*, *and*, *I*, *on*, *Krishna*, *temple*). Have the children repeat in the same way, while looking. Then read each page normally and have children repeat. The child should point to each word. If a child struggles with a word on this second reading, use spell-say or refer to the page in this activity book where that word has been taught.

### Guided Reading

Children read every two pages at a time out loud. If the child reads correctly, give specific praise such as, "You read *put* correctly. Did you remember that from when we were discussing it, did you figure that out from the rest of the sentence, or did you figure it out from the picture?" If a child struggles with a word, give help by referring to the word's size, letters, sounds, or to what is happening in the story.

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

### **Word review exercise**

Ask children to find the words *pack* and *pocket* and discuss how these words are alike and how they are different. Have them suggest oral sentences using these words.

### **How does the character feel exercise**

Look at page 8 with the children and discuss how Sita probably feels on this page. Discuss how she looks in the picture, and how up until now in the story she and her dad have been shopping to bring things to the temple. Based on these, she probably feels expectant, happy, relieved, or excited. Go through the same process for Sita's dad for either page 10 or 11, or both. Every child should participate, so you might want to do this in partners.

### **Keystone word exercise**

Explain that certain words will be most important in a particular story, or on a certain page, although those particular words will not be the most important on another page. Look at page 11 with the children and discuss which words are most important (*is* and *pocket*) and how that is decided. Demonstrate reading the page, emphasizing various words and have the children say which ones make the most sense for the story.

### **Thought picture exercise**

Write the text for page 9 on the board or on a piece of paper. Have children suggest many thought pictures that they could make from this text if there was no picture in the book.

### **Finding answers exercise**

Model for the children how to find an answer by looking in the book. Say your process aloud so they can follow what you are doing. Use the questions, "What did Sita and her dad buy second?" (ten red pins) and "Is this a new pack or did Sita's dad have it for a long time before this story?" You could say, for example, "I think it's a new pack because here on page 3, Sita says that her dad got a pack, and

not that he has a pack. Also, I think it's a new pack because her dad forgot about the pocket. If he had the pack for a long time, he would have looked in the pocket right away." Then ask children to give their opinion and reasons.

Have each child find the answers to the following questions, and most importantly, explain how they decided on those answers from the book. The process is more important than the answers, especially for the inferential questions, where there is no "right" answer.

### **Fact questions**

- ♦ How many different kinds of things did Sita and her dad buy for Krishna? (three: carrots, pins, cup)
- ♦ How many pins did they buy? (ten)

### **Inferential questions**

- ♦ What were the ten red pins for?
- ♦ Why didn't Sita and her father know at first that the cup was in the pocket of the pack?
- ♦ Why doesn't Sita carry the pack?

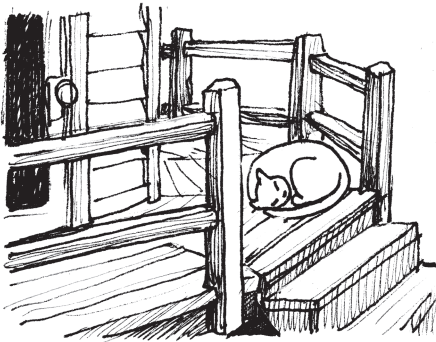
**Each child should now read the book out loud with fluency and expression.** If needed, model this first.

### **FURTHER ACTIVITIES**

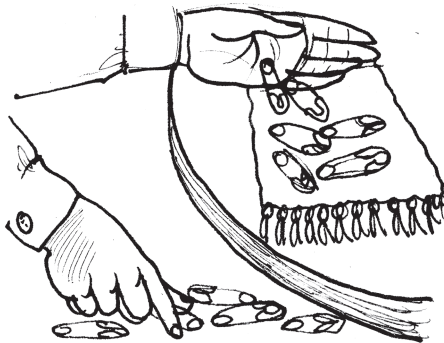
- ♦ Ask the children to tell this story from the point of view of the pack or the cup. You might have to model for them by telling it from the point of view of the carrots.
- ♦ Dramatize the story.
- ♦ Talk about what a "perfect" pack or bag would be like, and maybe draw pictures of it.
- ♦ Children can list what they would like to buy for Krishna if they had unlimited money, and they could also give reasons for why they have some of the things on their list.
- ♦ Children can make or buy something for the Deities at home, school, or at their local temple.
- ♦ Read the story of Sudama brahmana from Krishna Book and talk about bringing gifts to the Lord.



*Mark the sentence that matches the picture*



- ☐ The cat is on the deck.
- ☐ The ticket is in the mug.



- ☐ Dad put rockets on the deck.
- ☐ Dad put pins on a mat.



- ☐ I am sick.
- ☐ I am sad.



- ☐ I kick the can.
- ☐ I pick up the rock.

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





Mum cut the carrots.

I pick carrots.

Mum put the cut carrots into a pot.

I put the carrots into a pocket.

**NOTES FOR PARENTS AND TEACHERS:** Photocopy and cut out the sentences and the pictures. Have children put the pictures in order, and then put the correct sentences next to each picture. Help with reading by using spell-say or sound-say as needed.

Can a duck peck a neck? ☐

Can Mum put a mug in a pocket? ☐

Is a carrot a rocket? ☐

Can men run? ☐

Can a sock kick a rock? ☐

Is the sun red? ☐

Can a pack tick? ☐

Can Dad pick up a mug? ☐

Can a duck pick up pins? ☐

Can Mum put a rocket into a sack? ☐

**NOTES FOR PARENTS AND TEACHERS:** First do some oral exercises with the children giving them examples of sentences of things that could really happen, and sentences of things that cannot. Examples: I walk on the ceiling. (cannot happen) I eat dinner. (can happen) Children should read the sentences on this page, with help if needed, and then decide if the sentence describes something that can actually happen. If it does, they should put a mark in the box. Answers should be discussed; for some, there is not one “right” answer.