

Write the missing letter

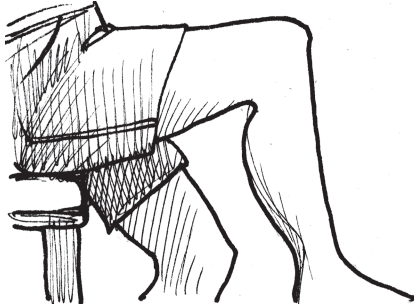
y

l

v



____um



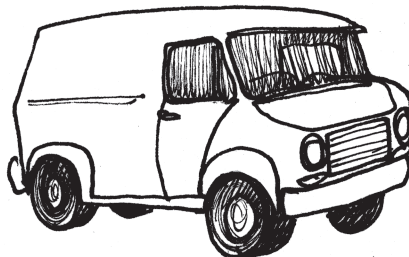
____eg



____ell



____ick



____an



____et

NOTES FOR PARENTS AND TEACHERS: The children should name each picture and then choose *y*, *l*, or *v* to write in the space. Help as needed. After completing this page, you can extend this activity by writing the endings from word families studied so far (such as: *at*, *ap*, *it*, *in*, *ip*, *id*, *ad*, *ag*, *ap*, *an*, *og*, *ack*, *ick*, *ox*, etc.), one per card. Depending on the number of children, you might make several of each. On other cards, write each letter of the alphabet, except *z*. For *q*, write *qu*. Call out various words from the word families learned so far, and ask the children to build the words from the initial letter cards and the word families' endings cards. Ask the children to spell the words they make (give the letter names).

What do you think?

Can you burn a candle from both ends?

☐ Yes ☐ No

Can something first be in the middle?

☐ Yes ☐ No

Can you print with a petal?

☐ Yes ☐ No

Do camels grunt?

☐ Yes ☐ No

Is Krishna there if you think of him?

☐ Yes ☐ No

Can you bundle apples?

☐ Yes ☐ No

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

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*.